



**Department Application**  
Gold Award  
**Department of Psychology**  
**University of York**  
**April 2019**



## ATHENA SWAN GOLD DEPARTMENT AWARDS

A Gold department award recognises sustained progression and achievement, by the department, in promoting gender equality and addressing challenges particular to the discipline. A well-established record of activity and achievement in working towards gender equality should be complemented by data demonstrating continued impact. Gold departments should be beacons of achievement in gender equality, and should champion and promote good practice to the wider community.

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

## WORD COUNT

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

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

We have provided the following recommendations as a guide.

Gold Department application	
<b>Word limit</b>	<b>13,000</b>
<i>Word count</i>	12,539
1. Letter of endorsement	463
2. Description of the department	478
3. Self-assessment process	916
4. Picture of the department	2,267
5. Supporting and advancing women's careers	6,670
6. Case studies	1,567
7. Further information	178

<b>Name of institution</b>	University of York	
<b>Department</b>	Psychology	
<b>Focus of department</b>	<b>STEMM</b>	
<b>Date of Gold application</b>	April 2019	
<b>Date of current Silver award</b>	<b>March 2016</b>	
<b>Institution Athena SWAN award</b>	<b>Date: 2015</b>	<b>Level: Bronze</b>
<b>Contact for application</b>	Professor Beth Jefferies	
<b>Email</b>	<a href="mailto:Beth.jefferies@york.ac.uk">Beth.jefferies@york.ac.uk</a>	
<b>Telephone</b>	01904 324368	
<b>Departmental website</b>	<a href="http://www.york.ac.uk/psychology/">www.york.ac.uk/psychology/</a>	

The following abbreviations are used in this application	
<b>BME</b>	Black and Minority Ethnic
<b>BSc</b>	Batchelor of Science
<b>BoS</b>	Board of Studies
<b>IDC</b>	Inclusiveness and Development Committee (the committee within the Department of Psychology that looks after E&D and staff training and development, which acted as the SAT for this submission)
<b>ECR</b>	Early Career Researcher
<b>E&amp;D</b>	Equality and Diversity
<b>F</b>	Female
<b>FTE</b>	Full Time Equivalent
<b>HEFCE</b>	Higher Education Funding Council for England
<b>HESA</b>	Higher Education Statistics Agency
<b>HoD</b>	Head of Department
<b>HR</b>	Human Resources
<b>LGBTQ+</b>	Lesbian, Gay, Bisexual, Transgender, Gender Queer
<b>M</b>	Male
<b>MSc</b>	Master of Science (1 year taught postgraduate course)
<b>MSci</b>	Master in Science (4 year combined Bachelors and Masters degree)
<b>PDRA</b>	Postdoctoral Research Associate
<b>PGCAP</b>	Postgraduate Certificate of Academic Practice
<b>PGR</b>	Research Postgraduate
<b>PGT</b>	Taught Postgraduate
<b>P&amp;S</b>	Professional and Support staff
<b>REF</b>	Research Excellence Framework
<b>SAT</b>	Self-Assessment Team
<b>TAP</b>	Thesis Advisory Panel

<b>T&amp;R</b>	Teaching and Research staff
<b>T&amp;S</b>	Teaching and Scholarship staff
<b>UG</b>	Undergraduate
<b>UoY</b>	University of York
<b>WRIP</b>	White Rose Inclusiveness in Psychology working group
<b>YNiC</b>	York Neuroimaging Centre
<b>YSJ</b>	York St John University

The gender categories used in this report are binary (male and female). We recognise that this does not reflect the self-identity and experience of all individuals. The Inclusiveness and Development Committee (IDC) is committed to supporting transgender and non-binary staff and students in our department (see actions below).

#### Icons used in this application:



**Impact:** Measureable improvement in gender equality resulting from our earlier actions within Athena SWAN.



**Beacon activity:** Actions we have taken to disseminate good practice to others.



**Action:** Points where action is needed, motivated by the analysis in this report. These link to specific actions in our Action Plan.

## 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

**Recommended word count: 500 words**

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

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

**Professor Mike Burton**  
Head of Department

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UNIVERSITY  
*of York*

25 January 2019

Equality Charters Manager  
AdvanceHE  
First Floor, Westminster House  
London, SE1 7SP

As holders of a Silver award since 2007, we are proud of our sustained progress towards gender equality. In my role as HoD and active member of the SAT, I have supported many recent E&D initiatives, including a reorganization of committee agendas to include E&D as a standing item, the use of unconscious bias reminders in selection procedures, the creation of Champion roles (e.g., LGBTQ+; Mental Health and Parent/Carer) and increased funding for our Inclusiveness and Development Committee (IDC), from £1.5k to £5k per year.

Through successive action plans, we have developed strong support for academic staff, providing mentoring, deputy citizenship roles, carefully managed induction and performance review and a supportive policy for staff returning from leave. These actions, combined with a highly-proactive approach to promotion, have improved the representation of women in senior academic positions. For the first time in our history, we now have equal numbers of men and women at Senior Lecturer/Reader level, and there is improvement at Chair level, which we must continue. Women are now highly visible academic leaders, as Chair of the Departmental Research Committee and, until recently, Board of Studies. Three female academics hold prestigious European Research Council grants and three have substantial ESRC grants. A female professor sits on the MRC's Neuroscience and Mental Health Board. Our most senior P&S staff also include two women.

Our action plans are tightly linked to analyses of our data. Issues with performance review and mentoring highlighted by staff surveys were rectified through our 2015 Action Plan. We are particularly proud of our vibrant Early Career Researcher Forum, which organises training and social events designed to address our 'leaky pipeline', with £1.5k funding from the department. The ECR Forum recently opened its doors to PhD students from York St John University, where this provision is not yet available.

**Professor Mike Burton**  
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*of York*

The IDC is providing an accelerating level of support to other groups, benefitting our self-reflection. We have established a White Rose Inclusiveness in Psychology working group, which involves nine local SATs. IDC are working in partnership with York St John University as they engage with Athena SWAN for the first time. A member of IDC also sat on the Royal Society's Diversity Committee until 2017.

We are delighted by our progress yet there remains work to be done. We have devised an ambitious action plan to deliver gender equality at Professorial level, to increase our activities around intersectionality, and to achieve a more diverse student body and balanced public perception of our discipline, in collaboration with local and national partners. The delivery of this action plan is made possible by increased investment of both staff time and financial resources.

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

Yours faithfully,

A handwritten signature in black ink, appearing to read 'A. Burton' with a stylized flourish at the end.

Mike Burton

Word count: 463

## 2. DESCRIPTION OF THE DEPARTMENT

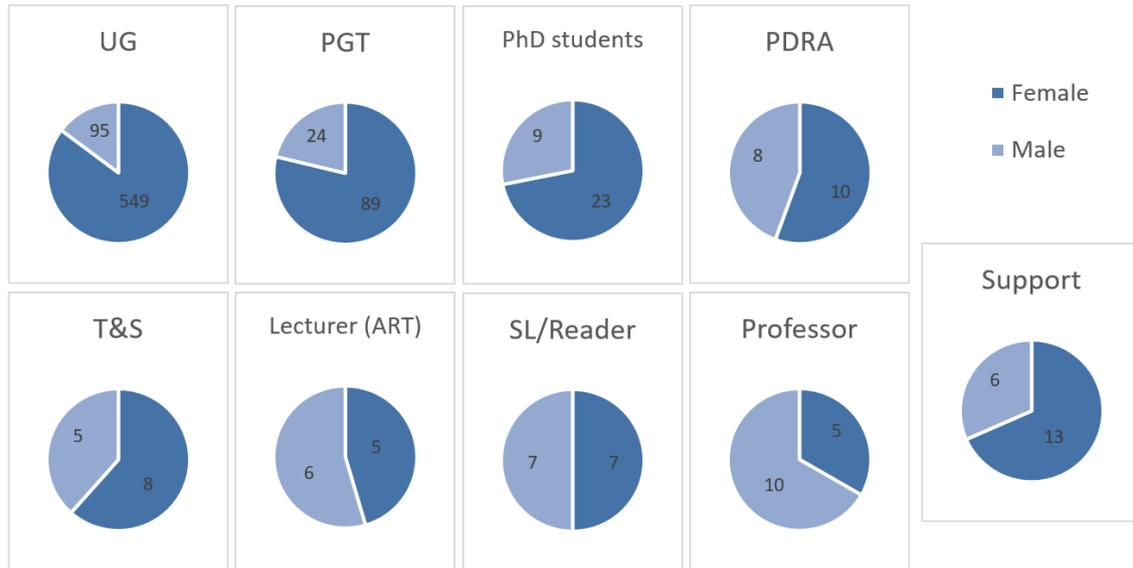
**Recommended word count: 500 words**

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

We have 52 members of academic staff and are culturally diverse: 9 members of academic staff received their first degree overseas. The department was within the top 50 Psychology departments internationally in the 2018 Times Higher Education World Rankings.

**[Photo of Staff and PhD students at 2018 Christmas Social]**

**Chart 1: A snapshot of the Department in 2019**



Numbers = headcounts

**The rainbow flag flown during York Pride since 2015**



## Teaching

- We provide a 3-year BSc in Psychology and a 4-year MSci. We contribute to the BSc in Natural Sciences.
- We offer four taught masters in Research Methods, Cognitive Neuroscience, Developmental Disorders and Clinical Practice, and Developmental Cognitive Neuroscience.
- Men are under-represented in our student cohort (15%).
- 17% of our undergraduates are international students (29% of our postgraduates).
- All students have a personal supervisor who provides pastoral support. This role is shared across all academic staff.
- Our head of Teaching and Learning is Professor Bishop (M).

## Research

- We were the 4<sup>th</sup> highest rated department for research quality in the last REF.
- Academic staff of both genders lead highly productive research programmes. This is reflected by our lively community of PhD students and postdocs, who meet regularly as the Early Career Researcher (ECR) Forum.
- The York NeuroImaging Centre (YNiC) provides two MRI scanners, MEG and TMS facilities and is used by around two thirds of academic staff. YNiC is directed by Professor Morland (M).
- The Chair of Research Committee is Professor Meins (F).

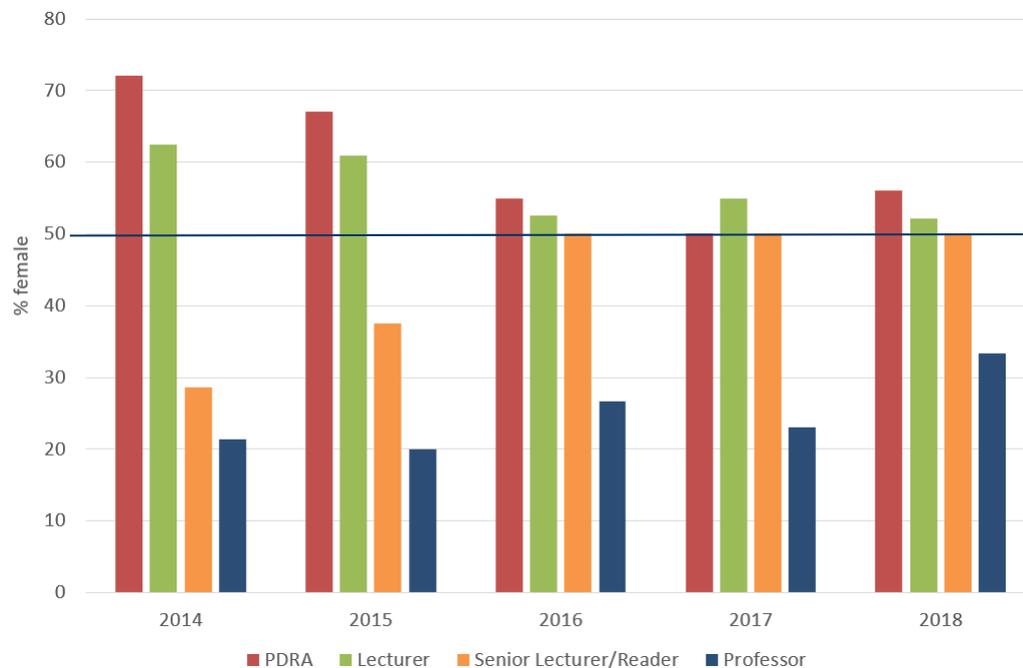
## Professional and Support Staff

- Departmental operations are led by the Department Manager (F).
- Six administrative staff primarily support teaching (6F). There are two HR staff (2F); four IT/tech staff (1F; 3M), two finance staff (2F), one Research Facilitator (F) and four YNiC support staff (2F; 2M).

## History and profile

- We have held Athena SWAN awards continuously for 12 years. The gender profile of our academic staff has changed substantially over this period.

**Chart 2: Gender profile of staff from 2014-2018**



- In 2007, (1<sup>st</sup> Athena SWAN Silver Award), low turnover had resulted in a high proportion of senior academics (83% male). Most women were lecturers or researchers (63% female). To support these staff, we established an ECR Forum.
- By 2011 (2<sup>nd</sup> Silver Award), more Teaching & Research (T&R) staff were female (36%, up from 26% in 2007) but most senior academics were still men (77%). We focussed on career development for lecturers, through deputy Chair roles combined with a proactive approach to promotion.
- By 2015 (3<sup>rd</sup> Silver Award), these actions were starting to deliver a better gender balance at Senior Lecturer/Reader level but there was little progress at Chair level (see Chart 2).
- By 2018, promotions from Lecturer to Senior Lecturer/Reader resulted in gender parity in these categories.



**Impact:** Our sustained focus on supporting academic staff and a proactive approach to promotion have **changed our staff profile**.

We have:

- achieved a **50:50 gender balance at Senior Lecturer/Reader level for the first time in our history** (up from 29% female in 2014 and 11% in 2009).
- reached the national benchmark at Chair level (33% female), again for the first time (up from 21% in 2014 and 2009).

Word count: 478

### 3. THE SELF-ASSESSMENT PROCESS

Recommended word count: 1000 words

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team

The SAT is the Inclusiveness and Development Committee (IDC), which includes 7 men and 12 women.

<b>Attending <i>ex-officio</i></b>		
	<b>Tim Andrews</b> Professor <ul style="list-style-type: none"> <li>• <b>Deputy Head of Department</b></li> </ul>	<ul style="list-style-type: none"> <li>• Science Promotion Panel Member</li> <li>• Director: MSc Cognitive Neuroscience</li> </ul>
	<b>Mike Burton</b> Professor <ul style="list-style-type: none"> <li>• <b>Head of Department</b></li> </ul>	<ul style="list-style-type: none"> <li>• Represents the department on university and national bodies</li> </ul>
	<b>Natalie Birchall</b> UG and MSci Administrator <ul style="list-style-type: none"> <li>• <b>Secretary to IDC</b></li> </ul>	<ul style="list-style-type: none"> <li>• Represents teaching administrative staff</li> </ul>
	<b>Tom Hartley</b> Senior Lecturer <ul style="list-style-type: none"> <li>• <b>Coordinator for widening participation and outreach</b></li> </ul>	<ul style="list-style-type: none"> <li>• Recently on Royal Society's Diversity Committee</li> </ul>
	<b>Beth Jefferies</b> Professor <ul style="list-style-type: none"> <li>• <b>Chair of IDC</b></li> </ul>	<ul style="list-style-type: none"> <li>• SAT member since 2011</li> <li>• Promoted 2010, 2013</li> </ul>
	<b>Rob Jenkins</b> Reader <ul style="list-style-type: none"> <li>• <b>UG admissions tutor</b></li> </ul>	<ul style="list-style-type: none"> <li>• Organises open days</li> </ul>
	<b>Elizabeth Meins</b> Professor <ul style="list-style-type: none"> <li>• <b>Chair of Departmental Research Committee</b></li> </ul>	
	<b>Nicole Warmus</b> <ul style="list-style-type: none"> <li>• <b>Department Manager</b></li> </ul>	<ul style="list-style-type: none"> <li>• Leads department operations</li> <li>• SAT member since 2014</li> </ul>
<b>Our Champions</b>		
	<b>Karla Evans</b> Lecturer	<ul style="list-style-type: none"> <li>• <b>E&amp;D Champion</b></li> <li>• Deputy Chair of Graduate School Board (PhD students)</li> </ul>
	<b>Elena Geangu</b> Lecturer	<ul style="list-style-type: none"> <li>• <b>ECR Champion</b></li> <li>• Recently appointed (2017)</li> </ul>

	<b>Emma Hayiou-Thomas</b> Senior Lecturer	<ul style="list-style-type: none"> <li>• <b>Parent and Carer Champion</b></li> <li>• First Athena SWAN Chair</li> <li>• Promoted 2016</li> <li>• Disability officer</li> </ul>
	<b>Fionnuala Larkin</b> Associate Lecturer (T&S) and clinical psychologist	<ul style="list-style-type: none"> <li>• <b>Mental Health Champion</b></li> </ul>
	<b>Cade McCall</b> Lecturer	<ul style="list-style-type: none"> <li>• <b>LGBTQ+ Champion</b></li> </ul>

Our representatives		
	MSc student	<ul style="list-style-type: none"> <li>• <b>Represents PGT students</b></li> </ul>
	PhD student Chair of ECR Forum	<ul style="list-style-type: none"> <li>• <b>Represents PhD students</b></li> </ul>
	<b>Sally Quinn</b> Lecturer	<ul style="list-style-type: none"> <li>• <b>Represents T&amp;S staff</b></li> <li>• PhD in Department; Associate Lecturer; promoted to Lecturer 2018</li> </ul>
	<b>Magda Sliwinska</b> PDRA	<ul style="list-style-type: none"> <li>• <b>Represents postdoctoral research staff</b></li> </ul>
	<b>Garry Turner</b> Technical Services Manager	<ul style="list-style-type: none"> <li>• <b>Represents P&amp;S staff</b></li> </ul>
	<b>Baylee Williams</b> UG student	<ul style="list-style-type: none"> <li>• <b>Represents UG students</b></li> <li>• Member of BoS and teaching committees</li> </ul>



**Beacon activity:**

- Our SAT includes representatives from other departments to exchange ideas.
- We have a buddy system with the Hull York Medical School (HYMS) SAT.
- Representatives from HYMS, Biology, UoY's Athena SWAN committee and UoY's Researcher Development Team attended over the review period.

(ii) an account of the self-assessment process

- The IDC is embedded within the Department's committee structure.
- There are long-standing members to provide continuity, plus rotating members to provide new voices.
- The composition of IDC is partly pre-specified. Head of Department (HoD), Deputy HoD, Research Chair, UG Admissions Tutor, Outreach Co-ordinator, and Department Manager attend ex-officio. IDC includes research staff, academic staff (both T&R and T&S), professional and support (P&S) staff, UG, PGT and PhD student representatives.

- The IDC now includes five Champions: E&D, ECR, LGBTQ+, Parent and Carer and Mental Health, who highlight issues relevant to their area of responsibility.
- We have met at least once every term since the last award, and bimonthly in the run up to this submission.
- Meetings are included in the departmental calendar and occur on different days, allowing part-time staff to participate.
- The secretary takes minutes, accessible to all staff.
- An electronic version of the action plan is updated regularly. It is maintained electronically on a shared drive, along with other meeting documents.
- IDC administers a budget of £5k annually (increased from £1.5k in 2019).

#### **Communication with the wider department:**

- The IDC Chair reports to the staff meeting three times a year.
- Athena SWAN documents are available to staff on the departmental wiki.
- IDC reports to the Departmental Management Team. Four members of IDC attend DMT, including the Chair.
- The ECR Forum Chair sits on IDC.
- E&D events are advertised on our electronic displays.
- The HoD introduces new students to Athena SWAN in his welcome lecture each year.
- We recruit **student ambassadors from under-represented groups** and discuss progress and new initiatives with them.
- Since 2015, we have held an **Annual Athena SWAN lecture**. We present our gender data to staff and students and describe current initiatives. This is followed by a lecture selected to provide a positive role model (e.g. professor who works part-time to care for children).



**Impact:** Broad dissemination of Athena SWAN actions is changing our culture.

- Our culture survey in 2018 revealed that **99% of respondents feel the Department has a gender inclusive culture** (up from 93% in 2015, and 88% in 2014).
- 96% were aware we currently hold a Silver award.
- Working in a department striving for equality was important to 97%.

- Consultation for this application:
  - In 2015, the department funded a research project with our UG students to examine why fewer men than women study Psychology, (results and actions below).
  - In 2017, focus groups were held to discuss the results of the biennial University staff survey (69% response rate).
  - In 2018, we ran our departmental culture survey (for the fourth time).
    - We collected (anonymous) data electronically, and included new questions related to intersectionality.
  - In 2019, our draft Action Plan was discussed with focus groups of ECR, academic staff, P&S staff and UG/PGT students.



**Impact:** Our 2015 Action Plan had a strong focus on staff **engagement** in E&D (via Athena SWAN lecture, staff presentations and social events)

Increased engagement is shown by completion rates in our **culture survey**, which increased to **80%** of academic staff in 2018 (up from 46% in 2015).

- Response rates in our culture survey were lower amongst PhD students (31%) and P&S staff (52%), included for the first time. They were also low for research staff on fixed-term contracts (26% vs. 36% in 2015).




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To increase engagement amongst ECR [**Actions 3.1-3.3**] and P&S staff [**Actions 5.1-5.4**], we plan:

- tailored surveys
  - focus groups
  - increased celebration of achievements
- 

**Communication within the University:**

- IDC representatives contribute to the following University meetings:

- University Equality, Diversity and Inclusion Committee
- Athena SWAN Science Faculty Working Group
- UoY working group on implementing the Concordat on supporting the careers of Early Career Researchers
- SAT of Hull-York Medical School
- University Promotions Committee



### Beacon activity:

#### **Spreading best practice beyond the University:**

- Presentations to the Athena SWAN Psychology National Forum (2017: Belfast; 2016: UCL).
- Initiated a White Rose Inclusiveness in Psychology working group (WRIP) involving nine local departments.
- Partnership with York St John University, who are starting to engage with Athena SWAN.
- Shared our culture survey with nine other Psychology departments.
- IDC member served on the Royal Society's Diversity Committee from 2015-2017.

#### **Spreading best practice within the University**

- Shared our induction materials tailored for PhD students and postdocs with the University's Research Development Team.
- Our ECR Forum, founded in 2006, was one of the first in the University and has provided inspiration to other departments.
- We have a buddy system with the Hull-York Medical School SAT.

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

**Aims:**

1. Act to increase the proportion of UG who are male, while continuing to push for greater female representation at the most senior levels.
2. Address inequality arising from the intersection of gender with other characteristics, including race, social class, sexuality and disability.
3. Increase engagement with P&S staff and adapt policies and procedures to support gender equality and career development in this group.
4. Deliver faster change by sharing our experiences and learning from others.

**Challenges:**

- IDC needs additional capacity to support our broader focus and ambitious Beacon plans.
  - In 2019, we appointed new Champions to support intersectionality work.
- Our aims require stronger engagement with P&S staff and under-represented student groups, including BME and male students.



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- Revise the working practices of IDC with increased scheduled reports [**Action 1.1**] and time allocated to meetings [**Action 1.3**]

- Develop the role of our Champions, through celebration events and smaller E&D get-togethers [**Action 1.4**]

- Place more emphasis on issues of intersectionality in discussions at IDC [**Action 1.2**], staff training [**Action 1.6**] and the provision of role models [**Actions 1.7-1.8**]. Create new roles such as BME representative [**Action 2.5**]

- Increase engagement in Athena SWAN amongst students [**Actions 2.1-2.5**] and P&S staff [**Actions 5.1-5.4**]

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Word count: 916

#### 4. A PICTURE OF THE DEPARTMENT

Recommended word count: 2000 words

##### 4.1. Student data

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

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

n/a

(ii) Numbers of undergraduate students by gender

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

- All of our taught programmes are full-time.
- Overall, 85% of UG students are female, slightly above the national benchmark of 82%<sup>1</sup>.
- Students are enrolled on three programmes: BSc in Psychology, MSci in Psychology and Natural Sciences (Neuroscience pathway).
- MSci and Natural Sciences degrees were introduced three years ago. They have a higher percentage of male students (17% and 33% respectively) compared to our BSc course (13%). There was a slight increase in the percentage of female students on the BSc programme over this period, which is not seen when courses are combined.
  - **The introduction of the Natural Sciences programme provides an opportunity to attract more males to Psychology** but numbers on this course are low.

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<sup>1</sup> At the time of writing, only summary information is available for 2018-19 and this academic year is not included in detailed analysis below.

## Student numbers on each UG programme by year:

**Chart 3**

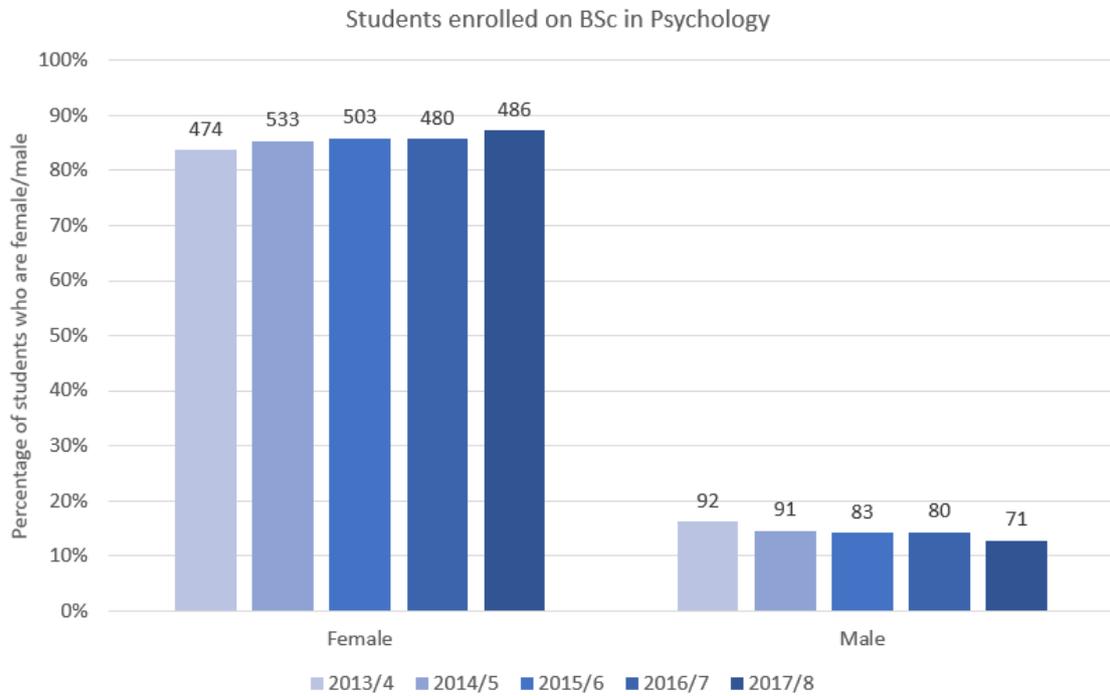


Chart 3 shows percentage of BSc Psychology students who are female (left) and male (right), over a five-year period. The data labels show raw numbers of students.

**Chart 4**

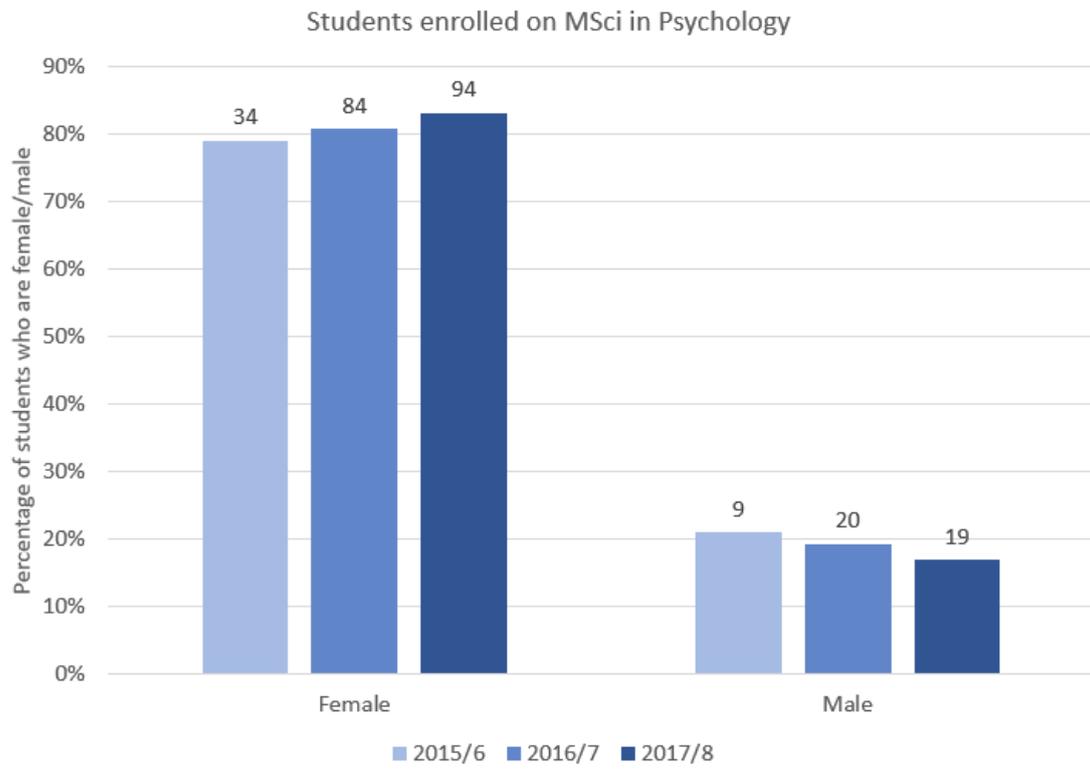


Chart 4 shows percentage of MSci Psychology students who are female (left) and male (right), over a three-year period (following the introduction of this programme). The data labels show raw numbers of students.

**Chart 5**

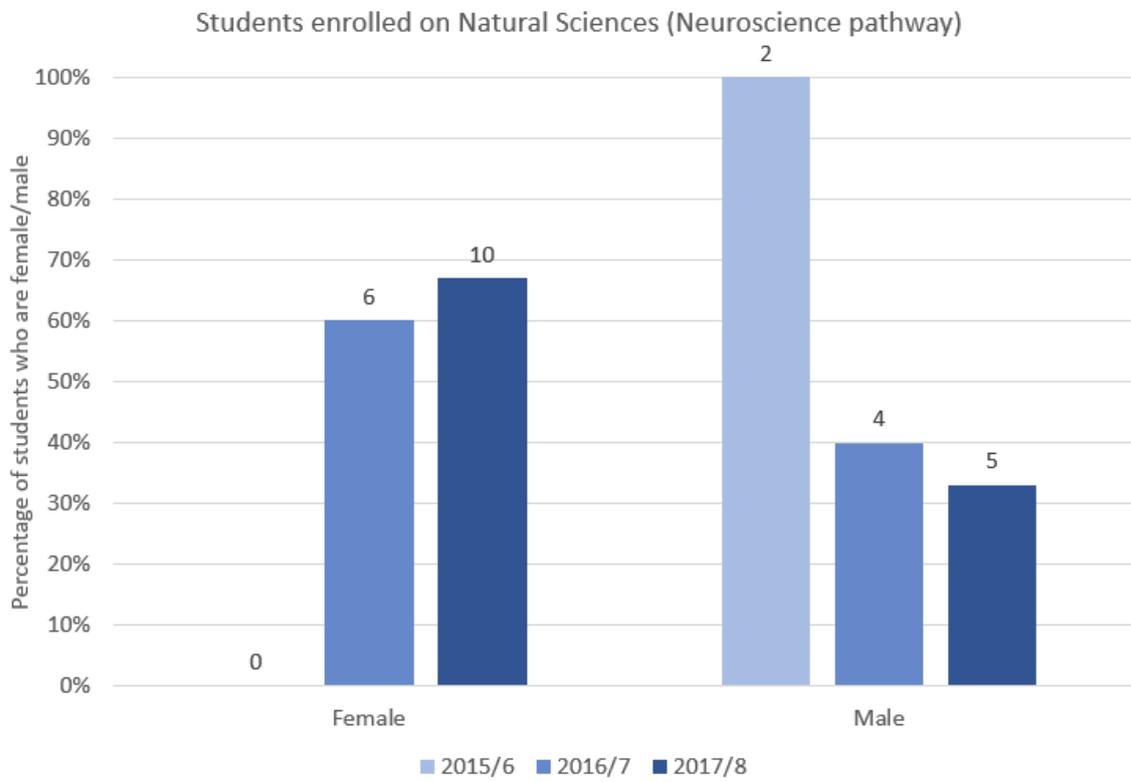
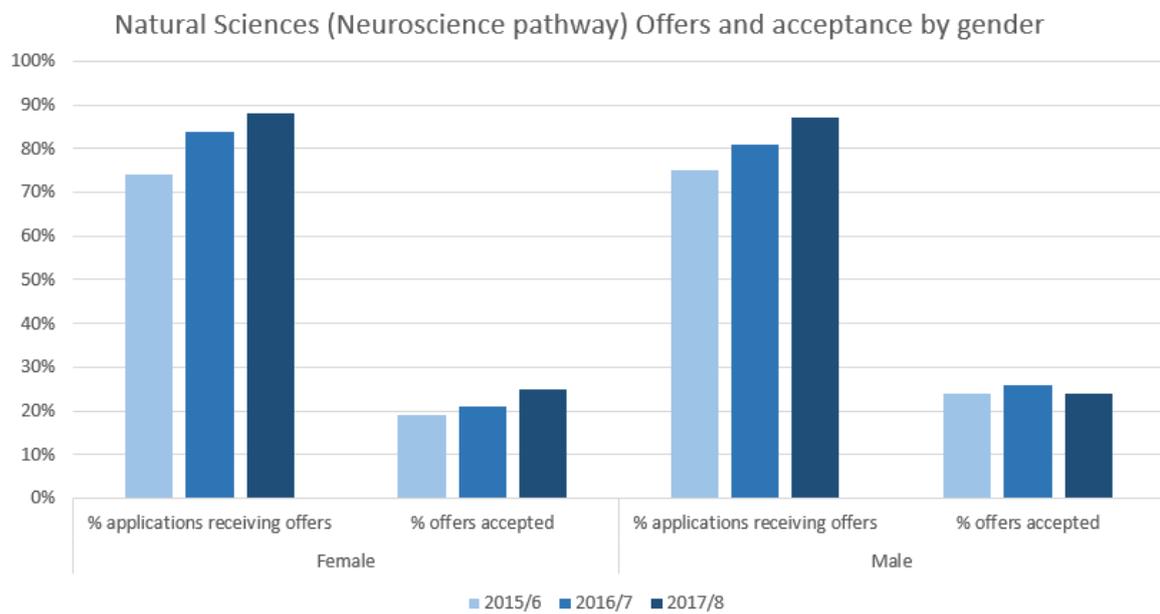
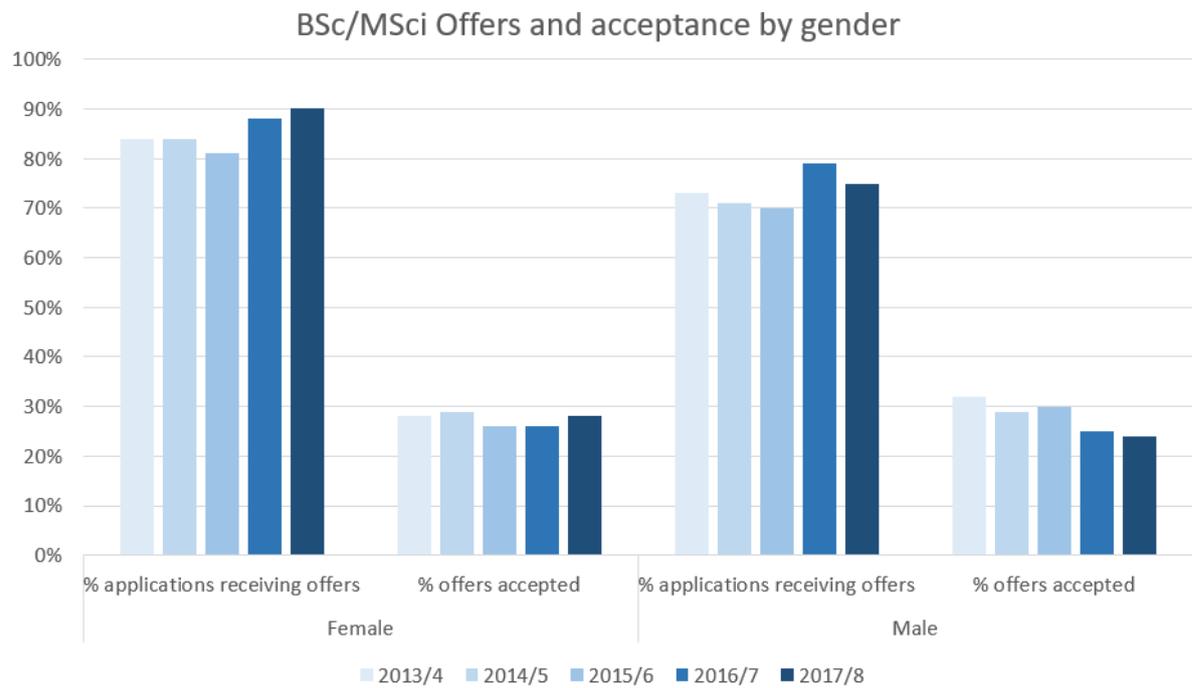


Chart 5 shows percentage of Natural Sciences (Neuroscience pathway) students who are female (left) and male (right), over a three-year period (following the introduction of this programme). The data labels show raw numbers of students.

**Charts 6-7: Numbers of UG applications, offers and acceptance by gender**



One student with a non-binary gender is not reported in the graph above.

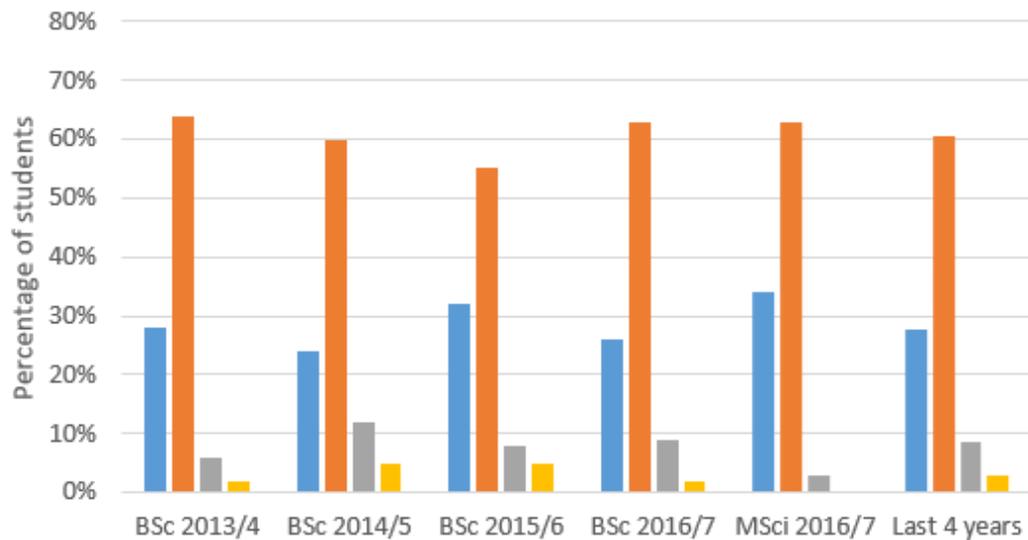
- For our BSc/MSci Psychology courses, combining data from the last three years, 86% of female applicants and 75% of male applicants received an offer. This difference was significant (Fisher's Exact Test:  $\chi^2 = 52.1$ ,  $p < .001$ )<sup>2</sup>.
- For the Natural Sciences (Neuroscience pathway) programme, combining the data from the last two years, there was no difference in the percentage of female and male applicants receiving offers (Fisher's Exact Test:  $\chi^2 < 1$ ).
- Consideration of our BSc/MSci admissions procedures by IDC failed to identify any gender bias in the way applications are evaluated. However, male applicants have lower predicted grades on average (with 80.2% of females and 75.7% of males gaining grades A\*-C). Given our UG programmes have a high tariff (AAA) and females outperform males at A-level, they are more likely to get offers.

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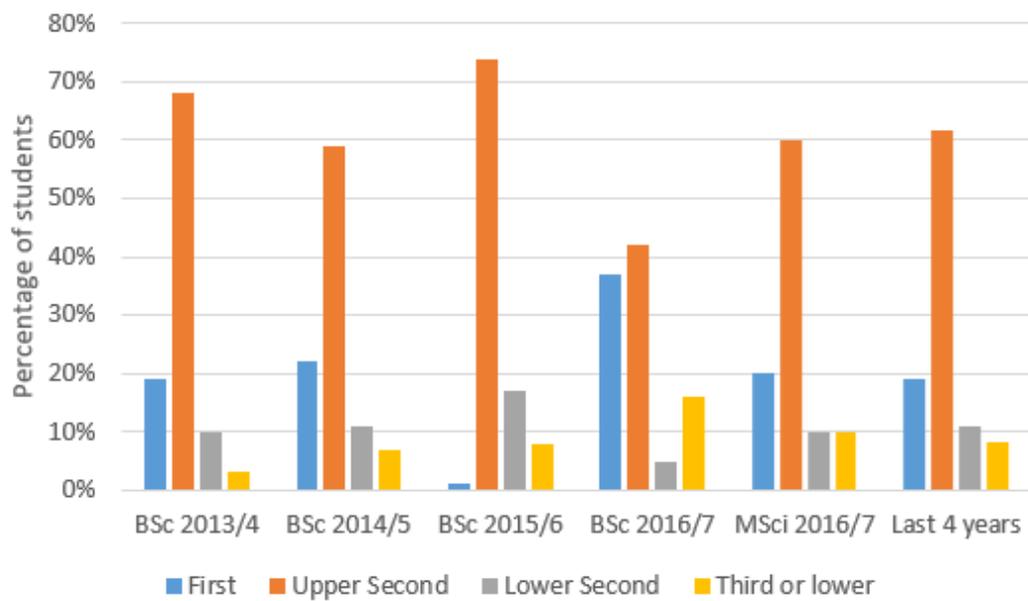
<sup>2</sup> We use Fisher Exact Tests to establish whether there are statistically-significant associations between gender and key outcomes in this report.

**Charts 8 and 9: UG attainment**

**Female student attainment**



**Male student attainment**



Graph shows percentage of students obtaining a first, 2:1, 2:2 or lower degree mark, split by gender. This data is for BSc/MSci Psychology students. The data for the first Natural Sciences cohort was not yet available and only one cohort of MSci data was available at the time of writing.

- The attainment of male students is variable across years, reflecting their low numbers. Combining the last four years<sup>3</sup>, fewer men obtained firsts than expected (Fisher's Exact Test = 6.73,  $p = .03$ ). However, this pattern was reversed in the final year in the analysis.

**Comment:**

- The analyses show men are (i) severely under-represented; (ii) less likely to receive offers and (iii) less likely to get the top grade.
- Male under-representation in Psychology is already evident at GCSE (69% female)<sup>4</sup> and A-level (75% female)<sup>5</sup> and is more acute at University (82% female).
  - In 2015, the department funded a research project to better understand motivations for A-level choices in 128 first year Psychology and Physics students.
    - Psychology students (mostly female) were more motivated by the societal applications of their chosen subject. Physics students (mostly male) were more motivated by the quantitative skills involved.
    - Male under-representation may relate to misconceptions about the importance of quantitative skills in Psychology, and gender stereotypes about the suitability of different professions for men and women.
  - We need to challenge these stereotypes to maximise the future strength of our discipline and to ensure that professional Psychology is representative of society.
  - We also need to understand why males perform less well at A-level, and on our UG courses.
    - We are conscious that being in a minority can be off-putting, and may contribute to the poorer performance of men.



**Beacon activity:**

- The results of our **research project on subject choices** was presented to the Athena SWAN Psychology National Forum in 2016.
- We provided the questionnaire to colleagues in Cardiff, Surrey, Belfast and Nottingham.

<sup>3</sup> Combining lower second, third and lower outcomes.

<sup>4</sup> Data from Cambridge Assessment

<sup>5</sup> Joint Council for Qualifications report on A-level results, summer 2018

- Actions to encourage male applicants:
  - All prospective students visiting the department are met by male as well as female representatives.
  - In 2017, we reviewed the photographs on our student-facing departmental website (having ensured good representation of female academics from 2011 onwards). Undergraduate admissions pages were found to be biased towards females. We engaged a photographer to provide more diverse photos (see 5.6 ii).
  - In 2018, we undertook similar action for the prospectus.
  - In 2018 and 2019, we recruited undergraduates who self-identified as being from under-represented groups to act as subject ambassadors – they tell us about their experience in the department and return to their old schools to talk about Psychology at university to all A-level science students (not only Psychology students).
  
- We have a small number of non-binary and transgender students and staff and have taken steps to ensure our environment is supportive of this group.
  - In 2018, we designated all toilets in the department as gender-neutral when this could be done without building work.




---

**Actions 2.1-2.12** address the gender imbalance in our UG cohort. We will:

- raise awareness of Athena SWAN amongst students (**Action 2.1-2.2**)
  - achieve a better understanding of individuals' experiences (**Actions 2.3-2.5**)
  - act to reduce any potential disadvantages (**Action 2.6; 2.7**)
  - provide an aspirational view of gender in recruitment, outreach and careers advice (**Actions 2.8-2.13**).
- 

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

- We offer taught Masters in Research Methods (MRes), Cognitive Neuroscience, Developmental Disorders and Clinical Practice, and Developmental Cognitive Neuroscience. Until 2018-19, we also offered an MSc in Applied Forensic Psychology. All courses are offered full-time.
- The percentage of PGT students who are female varies across courses.
  - Under-representation of men is greatest on Masters courses with a clinical focus (10% male on Developmental Disorders and Clinical Practice; 11% on Applied Forensic Psychology).
  - There are more men on neuroscience-focussed Masters (32% on Cognitive Neuroscience; 33% on Developmental Cognitive Neuroscience).
  - Overall, we have 20% male PGT, which is lower than the national benchmark of 27%.

## Charts 10-15: Student numbers on each PGT programme by year

Chart 10

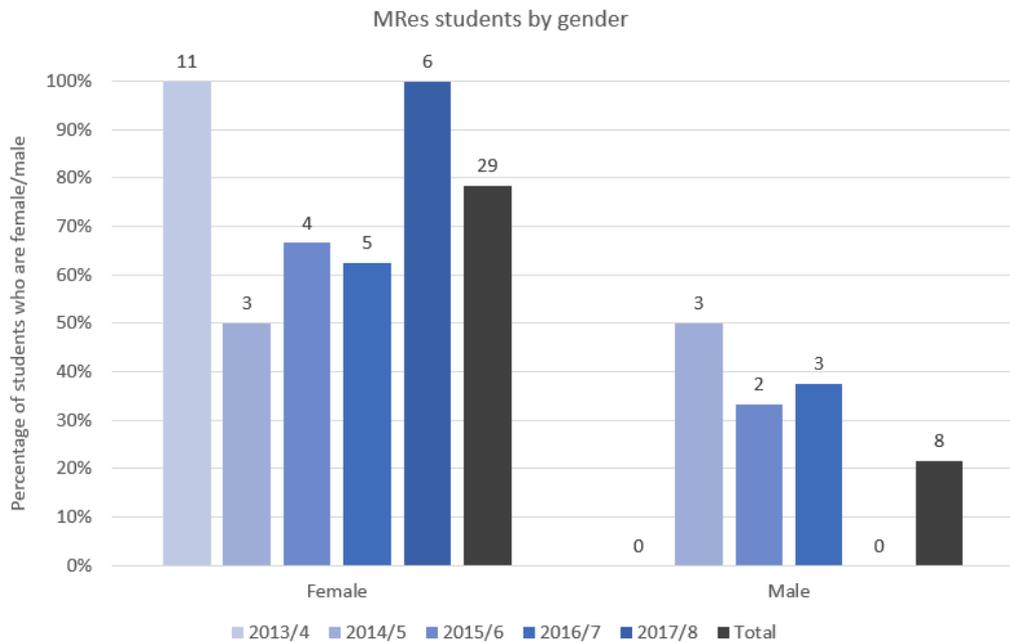


Chart 11

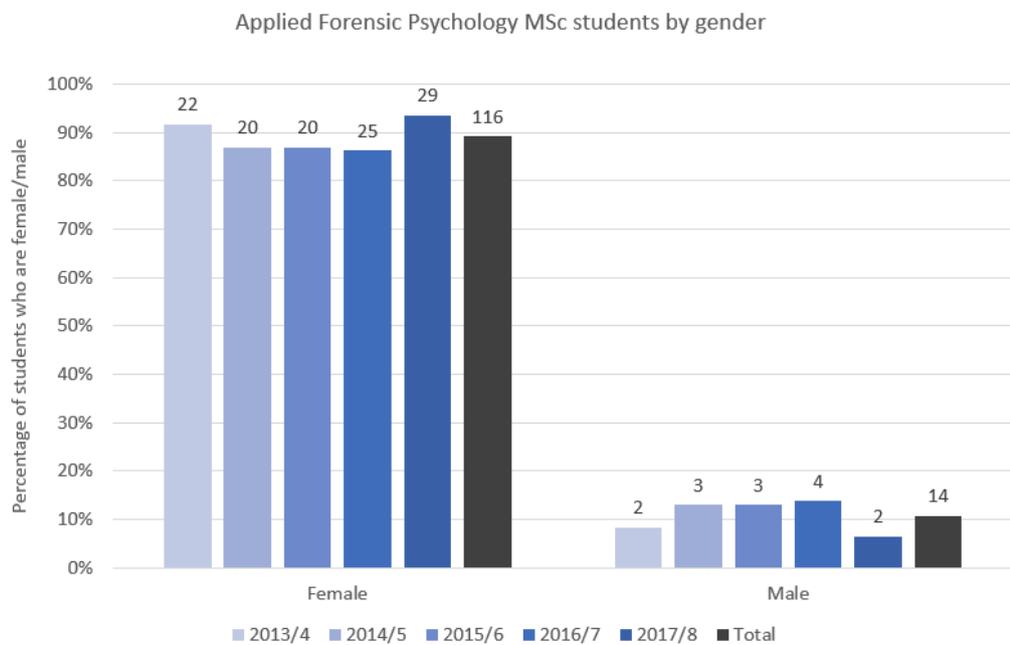


Chart 12

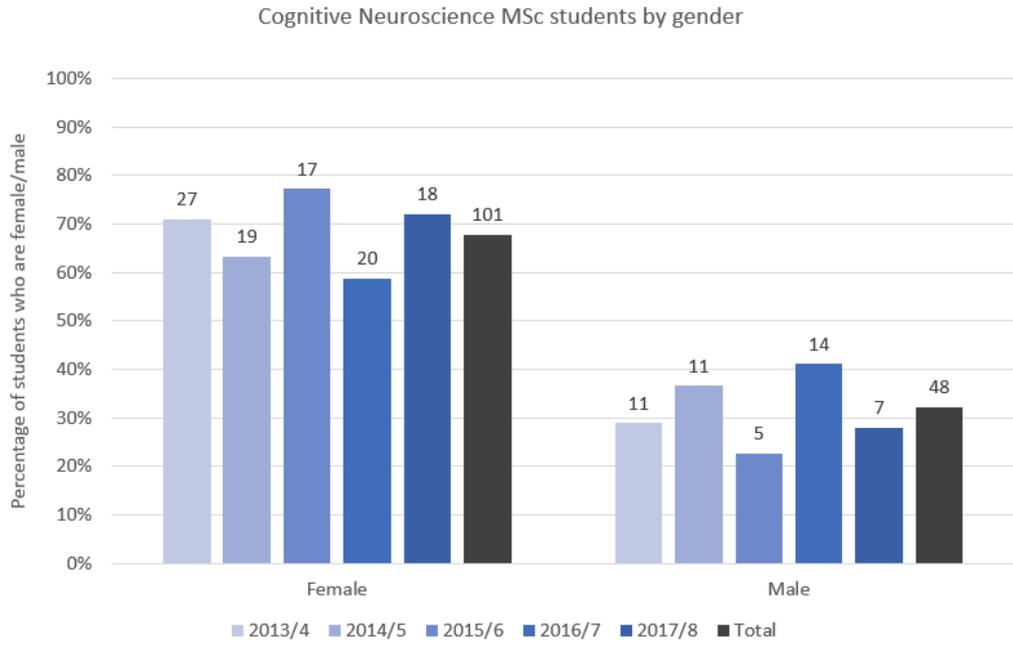


Chart 13

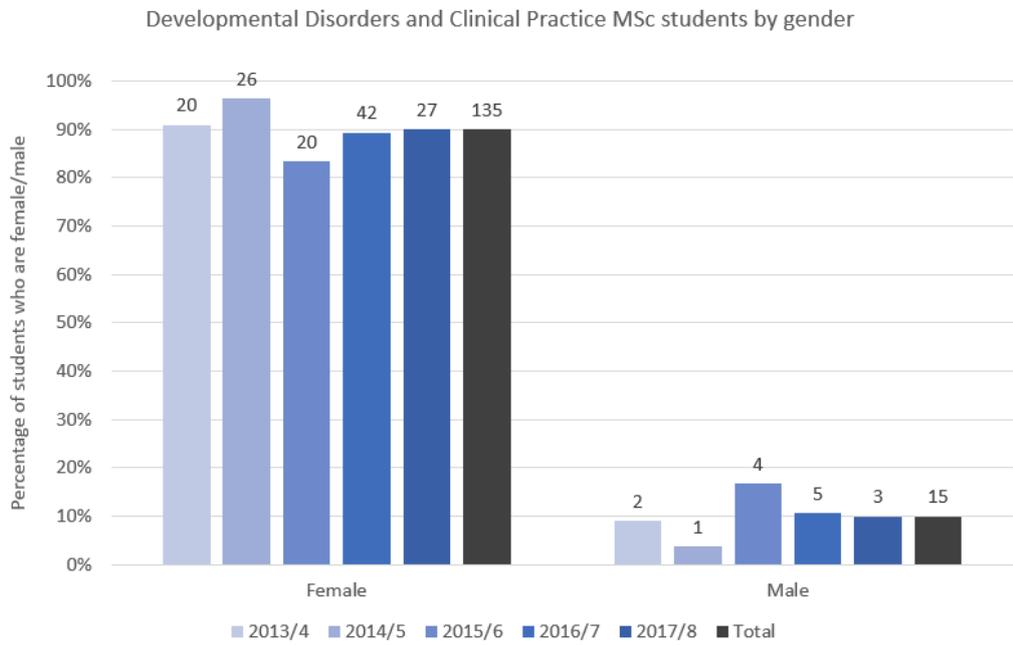


Chart 14

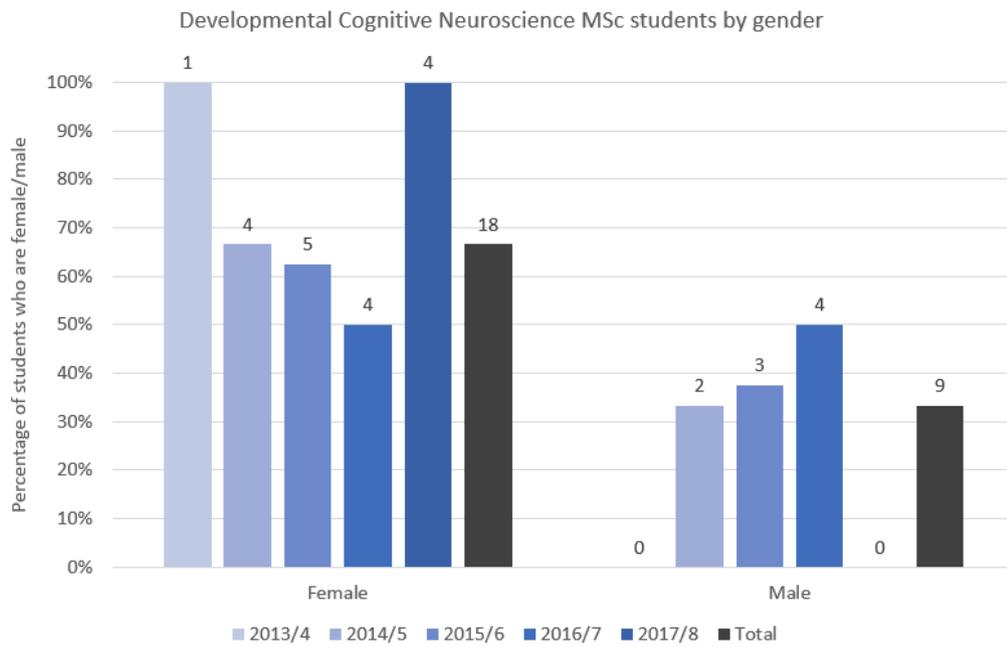
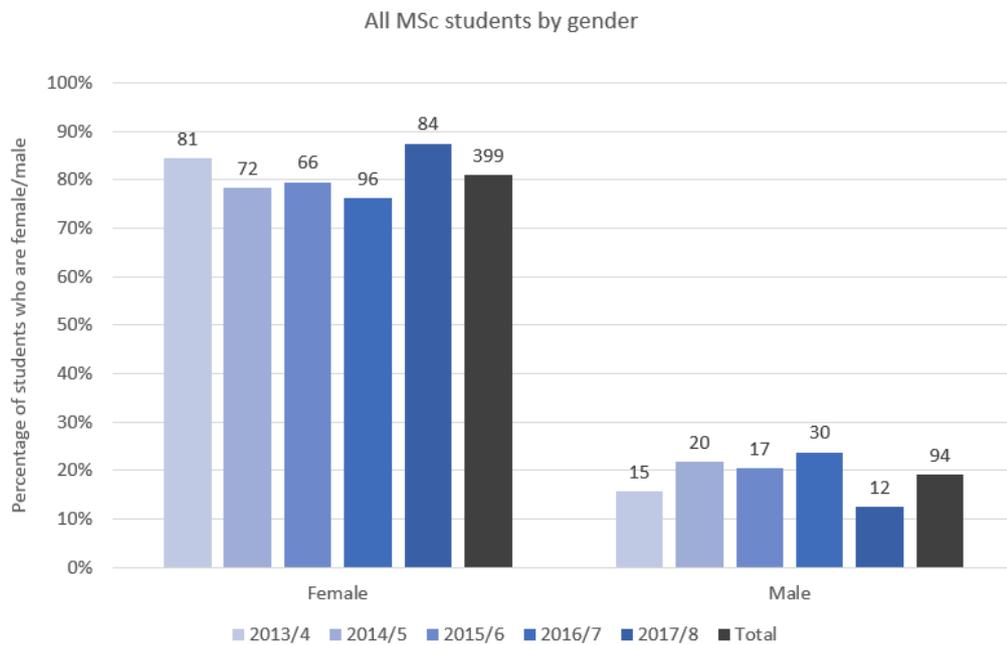


Chart 15



**Comment:**

- While men are under-represented on taught Masters, there is already a fall in the participation of women compared with UG level.
- This is not readily explained by the destinations data for our own UG students. In the most recent data available (2016/17), 35% of female students (45 of 127) and 24% of male students (4 of 17) went into further study.
- The gender balance varies substantially between different Masters programmes. We will act to reduce these imbalances.



We will assess gender effects in students' career intentions to understand this 'leaky pipeline' [Action 2.3]

We will provide role-models designed to combat gender effects in subject choices and progression to Masters [Actions 2.8-2.10; 2.13].

**Charts 16-21: Numbers of PGT applications, offers and acceptance by gender:**

Chart 16

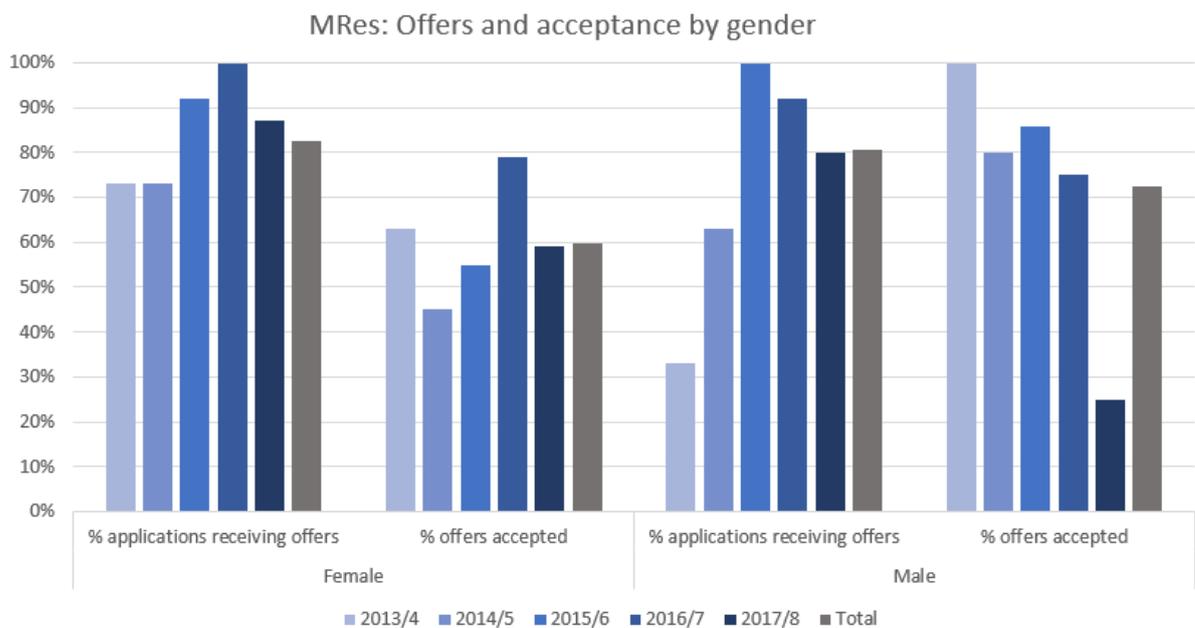


Chart 17

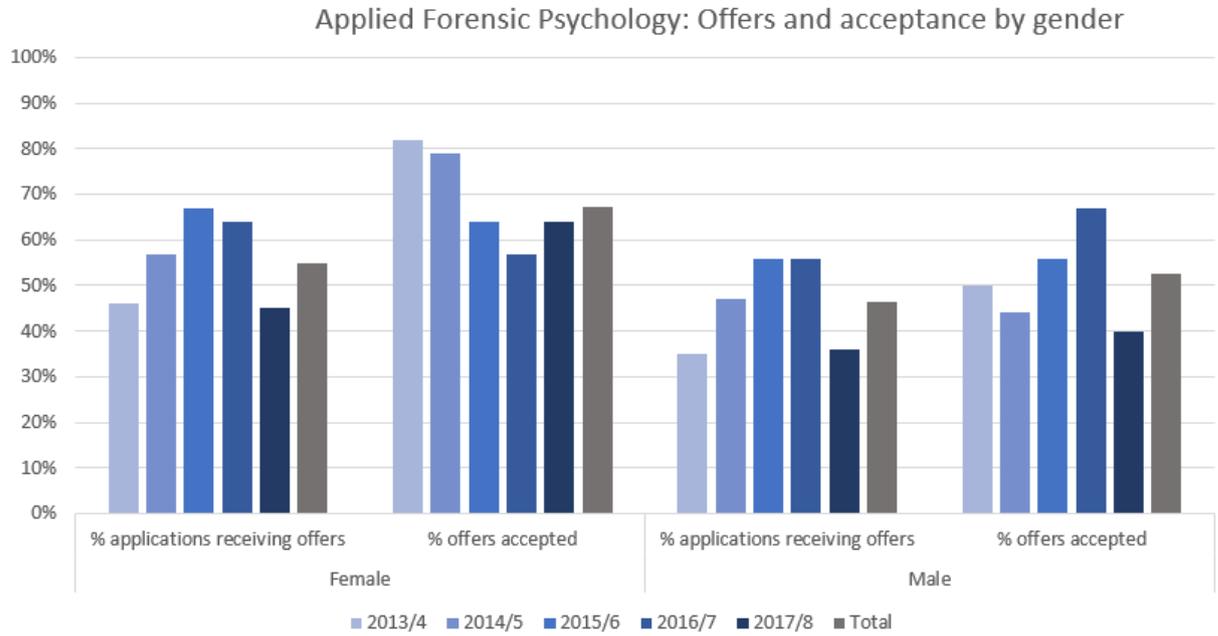


Chart 18

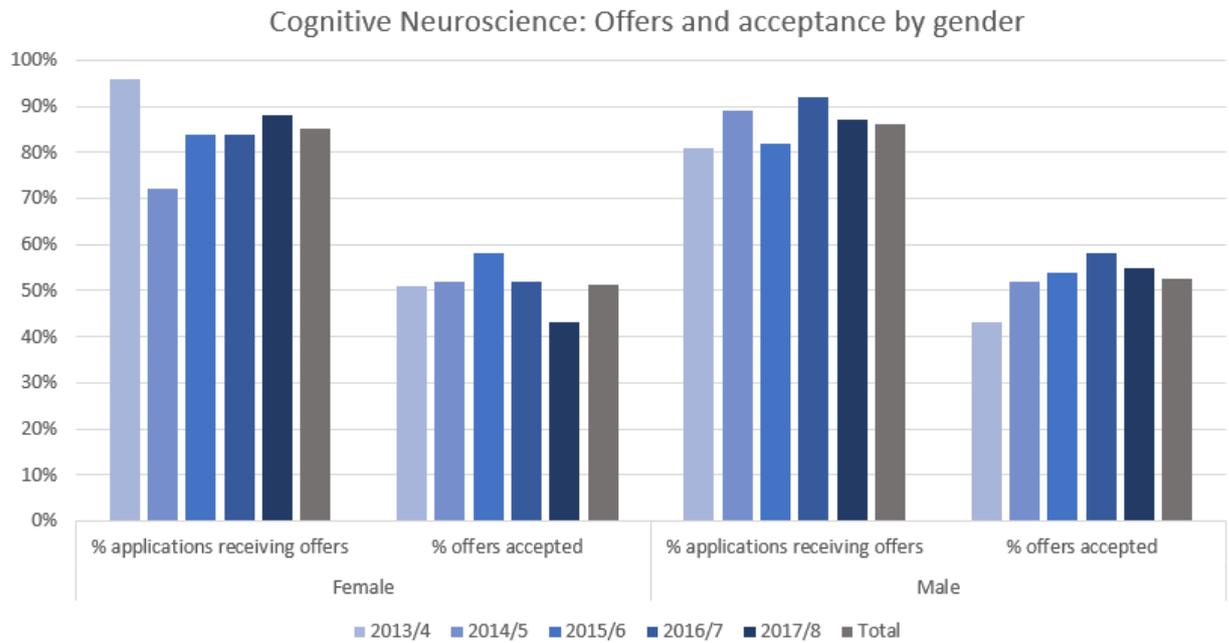


Chart 19

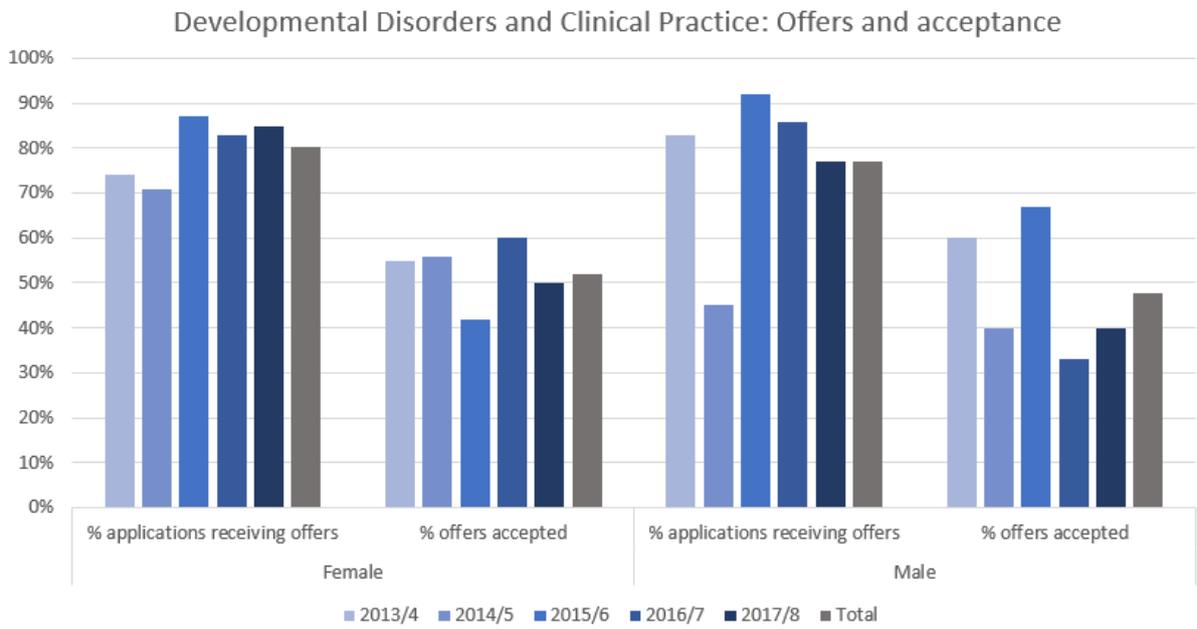


Chart 20

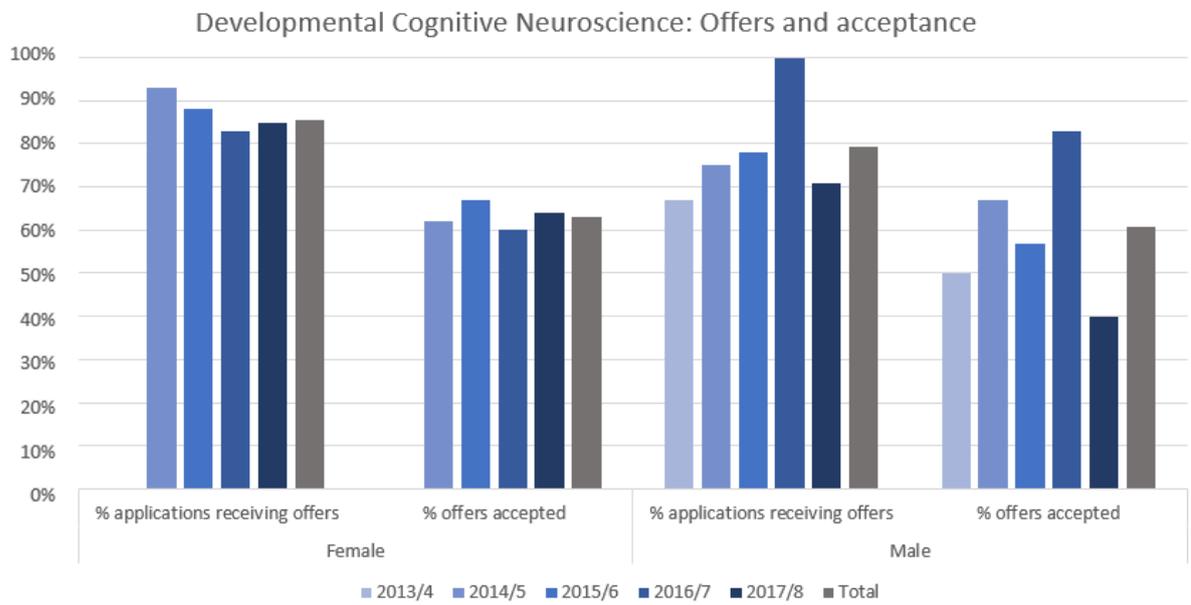
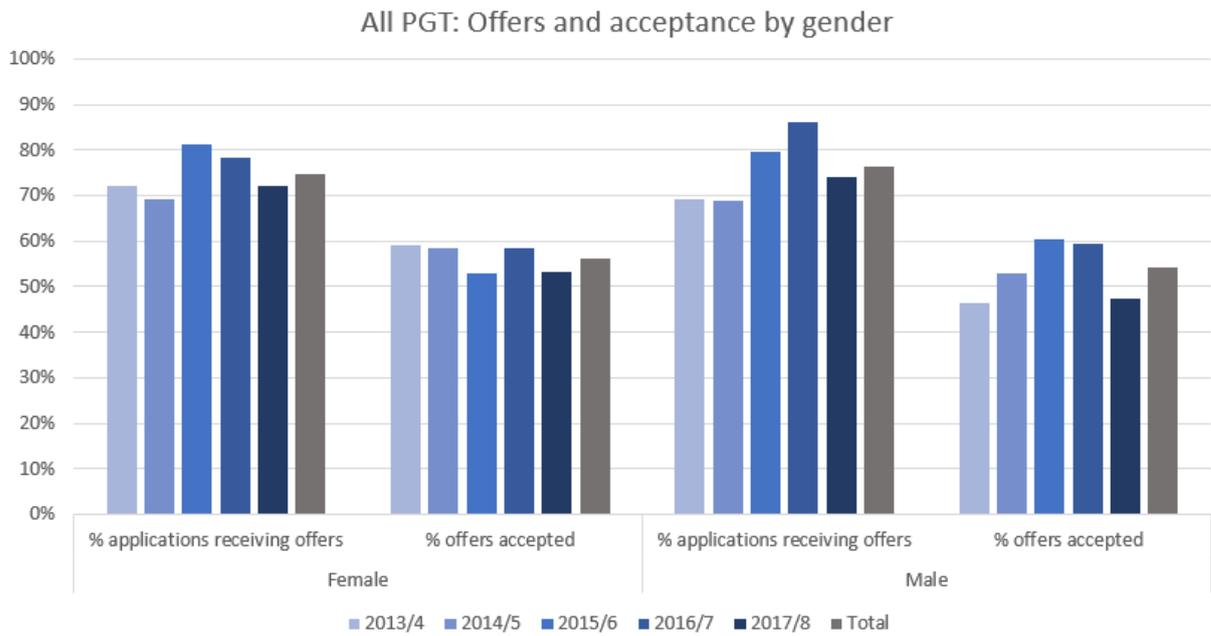


Chart 21

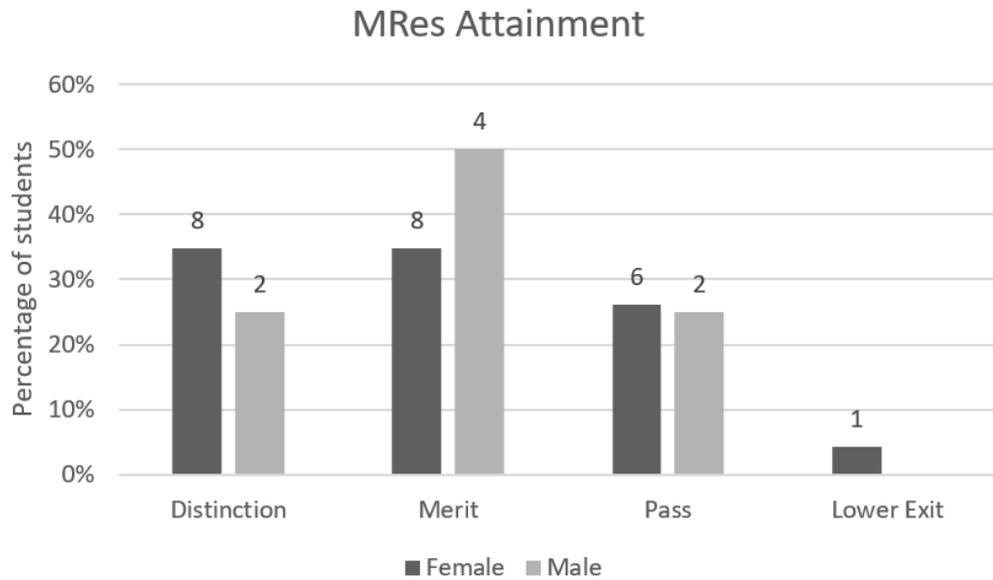


- There was no difference between females and males in the percentage of applications receiving offers for any PGT courses (aggregating data for the last five years; Fisher’s Exact Test for all courses:  $\chi^2 < 1.8$ ,  $p > .1$ ).

### PGT attainment (Charts 22-27):

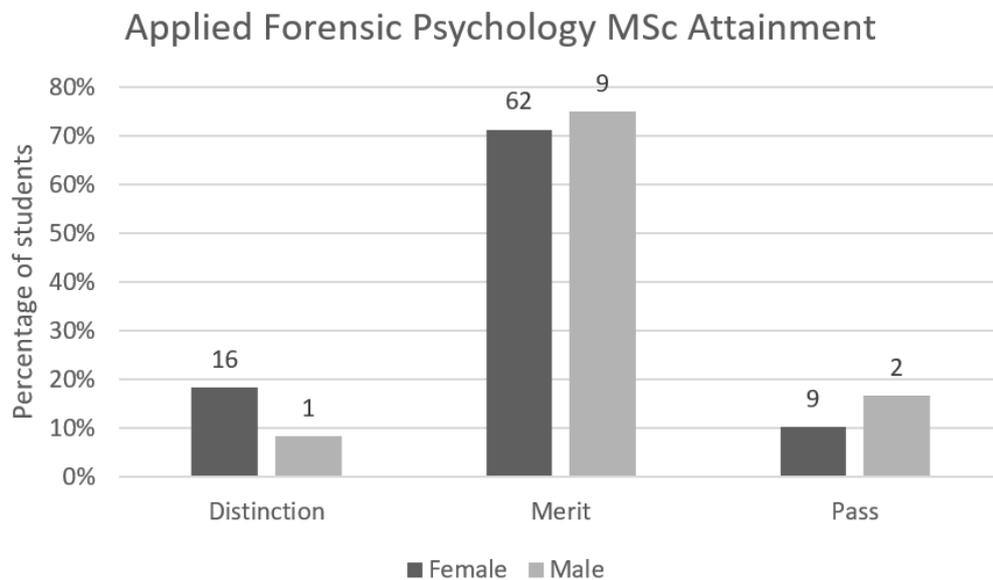
- The graphs below present data for each programme aggregated over 4 years, plus the data for each year across programmes.

Chart 22



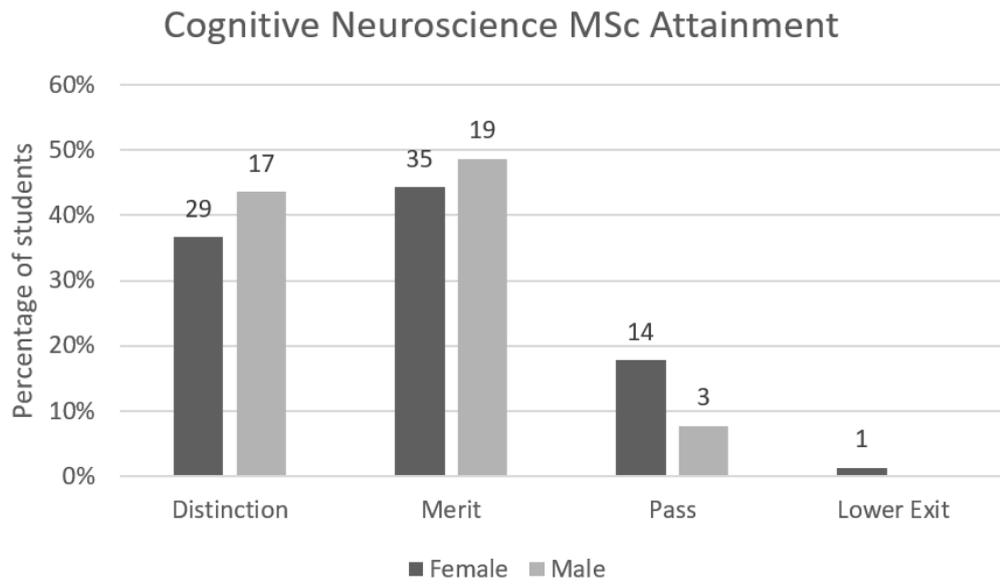
Data labels are headcounts.

Chart 23



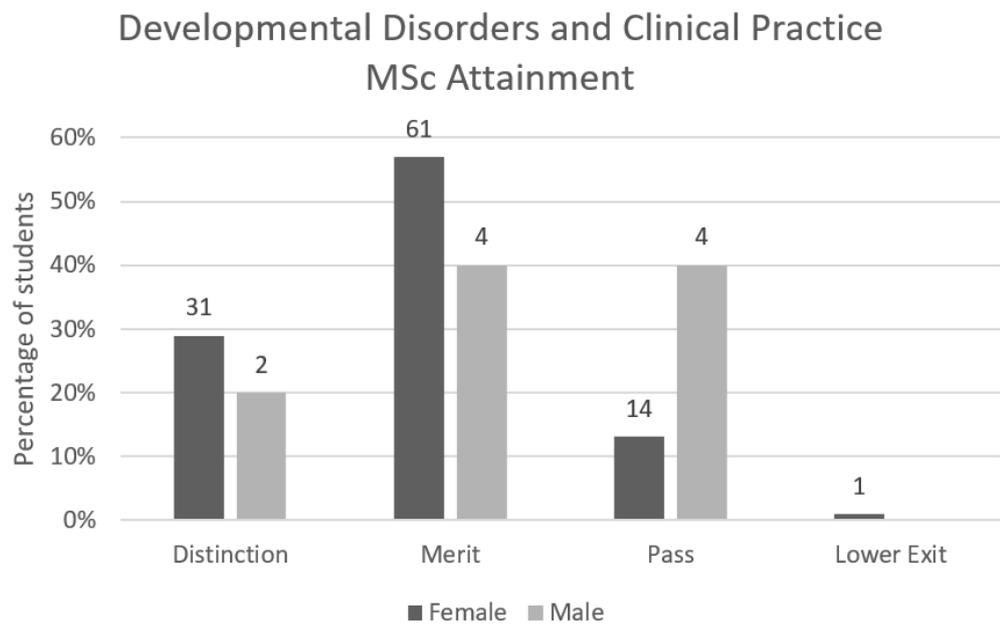
Data labels are headcounts.

Chart 24



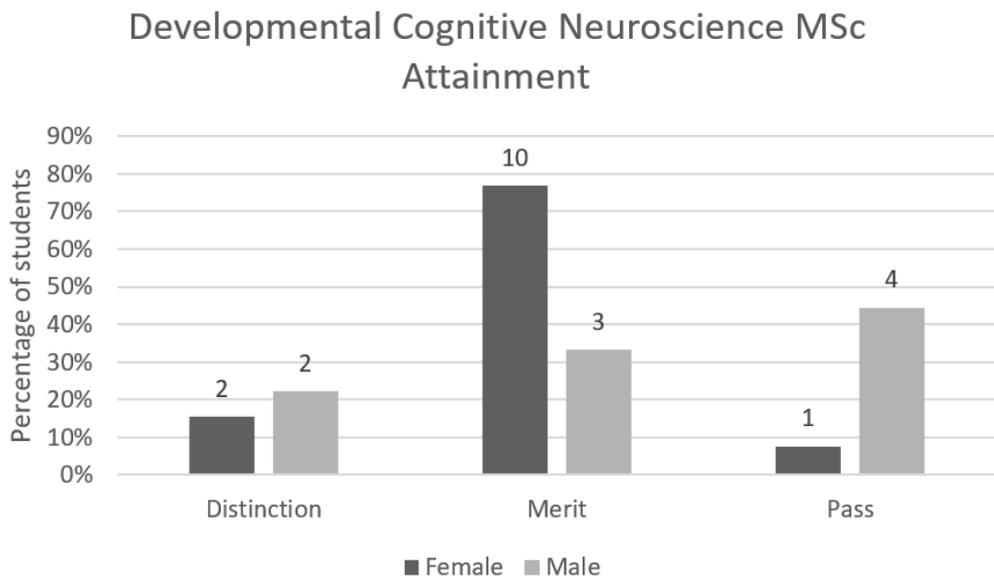
Data labels are headcounts.

Chart 25



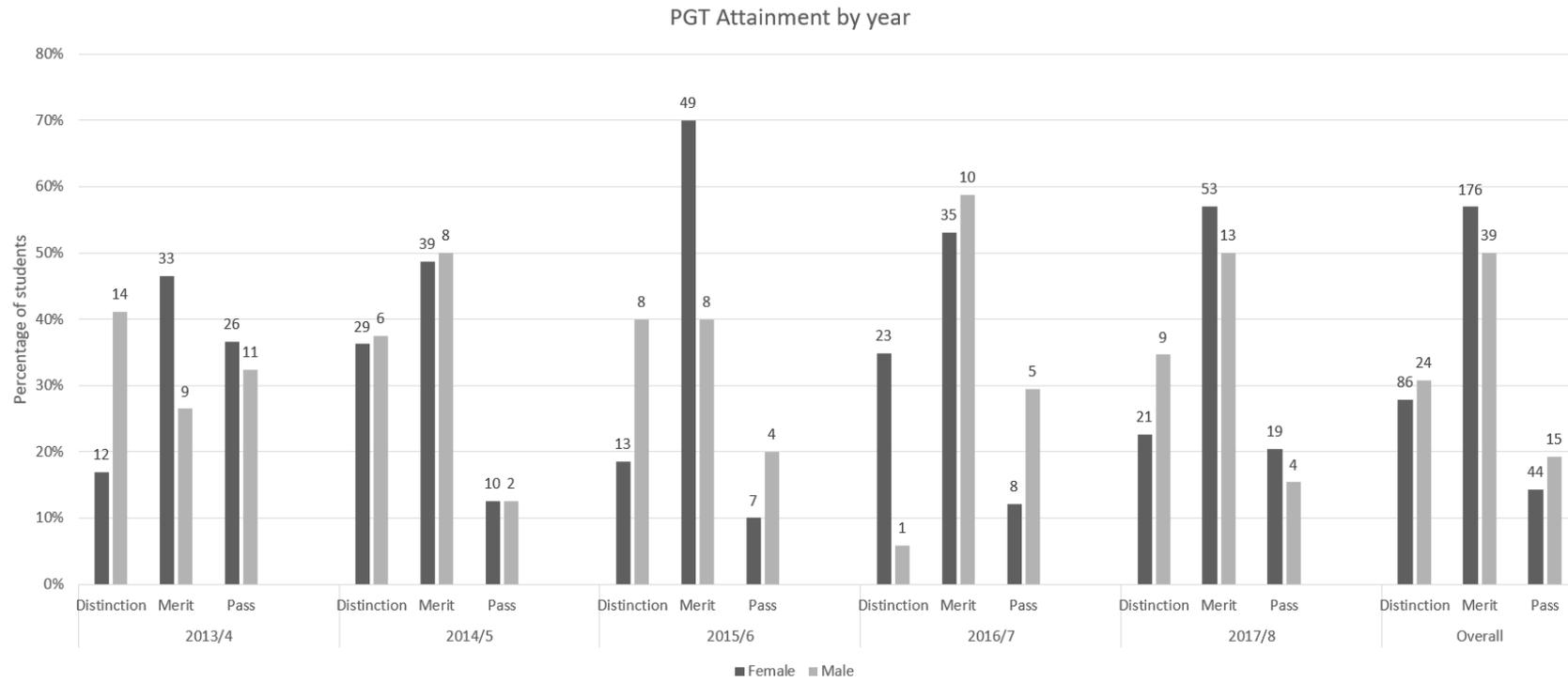
Data labels are headcounts.

Chart 26



Data labels are headcounts.

Chart 27



Data labels are headcounts. Data are combined across all programmes. 2013-14 does not include Developmental Disorders and Clinical Practice, and Developmental Cognitive Neuroscience, which started the following year.

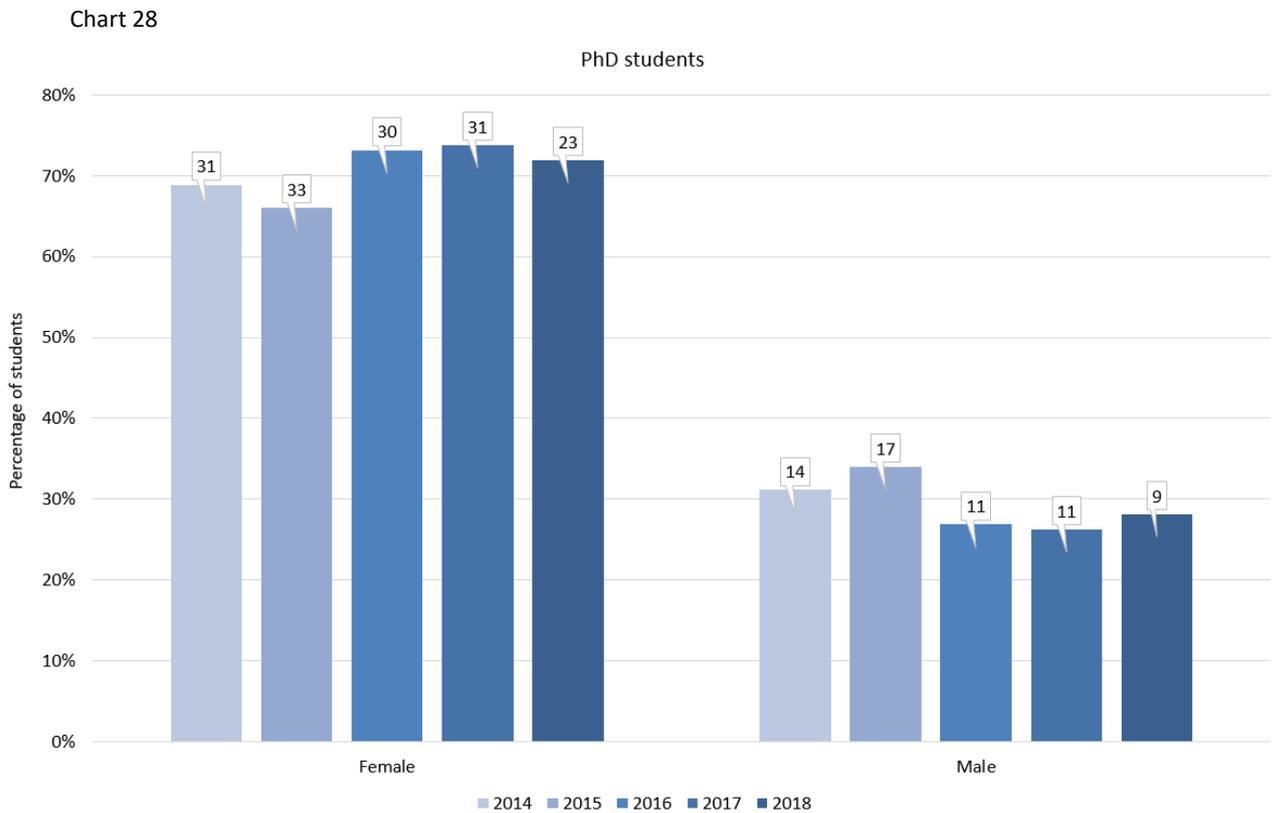
- There was no significant gender difference in attainment for PGT (Fisher's Exact Test combining all courses:  $\chi^2 = 1.8$ ,  $p = .4$ ).

(iv) Numbers of men and women on postgraduate research degrees

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

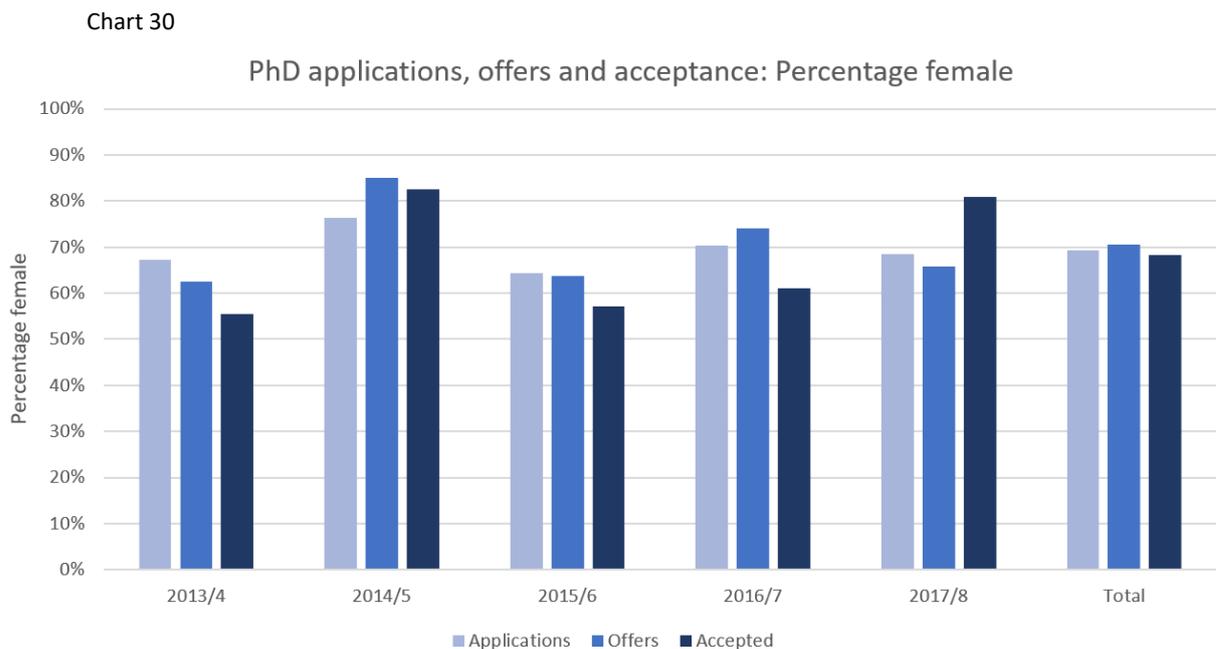
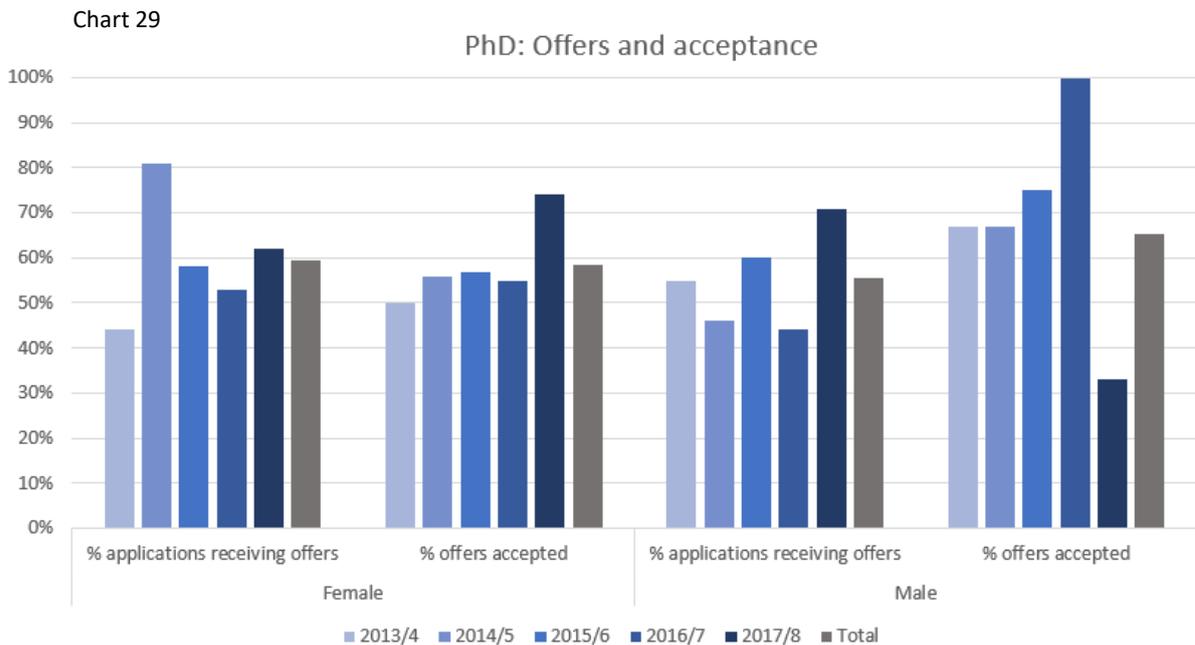
- Almost all of our PhD students are full-time. There were two part-time students (one female; one male) from 2014-2018.

**Numbers of full-time PhD students who are female and male**



Percentage of PhD students who are female and male, over a five-year period. Data labels show raw numbers of students.

**PhD applications: percentage receiving offers and acceptance by gender:**



- There was no difference in the proportions of female and male PhD applicants receiving offers, aggregating data over the last 4 years (Fisher’s Exact Test:  $\chi^2 < 1$ ,  $p > .1$ ).
- Over the same 4 years, departmental funding was awarded to 8M and 15F students (65% female). This is broadly in proportion with rates of applications.

### PhD completion rates:

- 100% of PhD students have completed successfully since 2010.
- There is no gender difference in completion times (46.9 and 46.4 months for female and male students respectively).

(v) **Progression pipeline between undergraduate and postgraduate student levels**  
Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

- There is a drop in women from UG to PhD level.
- This gives us a better gender balance from PhD level onwards. However, it is concerning if women are discouraged from pursuing a research career.
- Over the last award period, female PhD students increased in number from a low of 66% in 2015 to 72% currently (national benchmark = 73%).
- We interview students applying for PhD studentships. The chair of panel reads out a statement about implicit bias to panel members. Over the last four years, 15 women and 6 men were awarded studentships (71%; in line with the number of female applicants).
- We have actions in place designed to address the 'leaky pipeline' at this level [see 5.3 (iv)], including a Q&A session showcasing diversity in our PhD students.



---

We will do more to show prospective PhD students how academia can be combined with family life [Actions 3.8-3.9]

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(vi) Intersection of gender with ethnicity and disability

We have added this section as the department considers it a critical area for consideration and action.

- The majority of our students are white. 11% of female students and 19% of male students are from ethnic minorities.
  - These data suggest an **intersection of gender and ethnicity**: although women are not under-represented overall, BME women are severely under-represented.



---

We will investigate the experience of BME students and provide role models [Actions 1.2; 1.4; 1.7; 1.8; 2.3-2.6]

---

- 13.6% of females and 3.8% of males have a recorded disability, which is related to mental health in 56%, learning disability in 28% and physical disability in 11% of cases.
  - These data suggest an **intersection of gender and disability**: female students are disproportionately affected.
  - Mental health problems can have a severe impact on academic attainment and career opportunities. Their incidence has risen sharply in the last 25 years, particularly in young women (incidence is now 25% in this group<sup>6</sup>). Given our demographic, this is a critical issue for us.
  - We recently increased support for students in this area [see 5.3 (iv)] and plan to do more.



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We will consider the experiences of students with mental health issues and offer additional support [Actions 1.2; 1.4; 2.3; 2.4; 2.6; 2.7]

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<sup>6</sup> Abel, K.M., Newbigging, K. (2018) Addressing unmet needs in women's mental health. British Medical Association report.

#### 4.2. Academic and research staff data

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

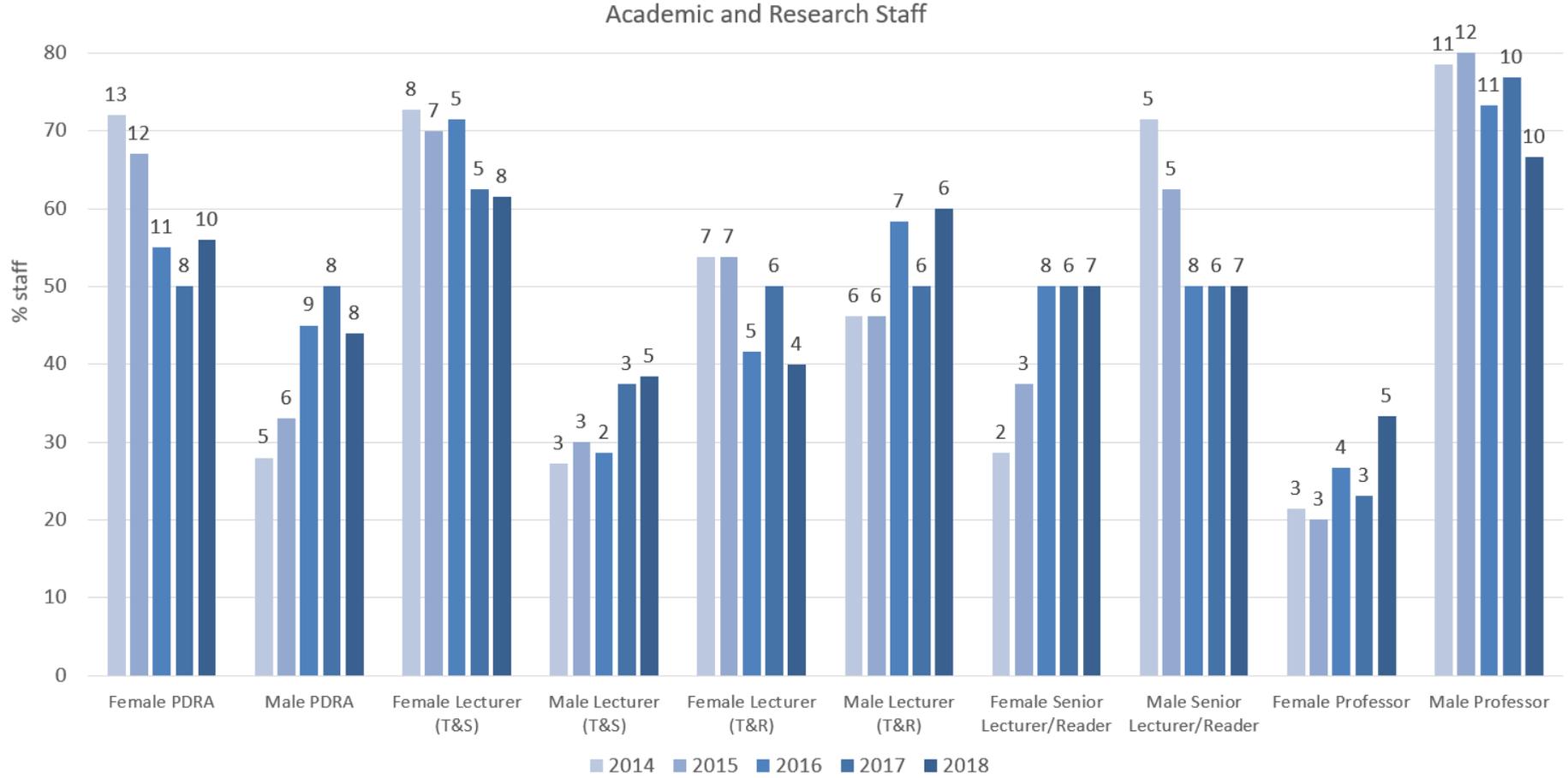
Look at the career pipeline and comment on, and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

- T&R, T&S and Research staff have parallel progression routes.

#### Career pathways for academic and research staff and current numbers of staff in each category split by gender

Grade	Research only	Teaching and Research (T&R)	Teaching and Scholarship (T&S)	TOTALS BY GRADE
6	PDRA	n/a	Associate Lecturer	
	Female: 10 Male: 8		Female: 2 Male: 2	Female: 12 Male: 10
7	Research Fellow	Lecturer	Lecturer	
	Female: 0 Male: 3	Female: 4 Male: 6	Female: 5 Male: 2	Female: 9 Male: 11
8	Senior Research Fellow	Senior Lecturer/Reader	Senior Lecturer	
		Female: 7 Male: 7	Female: 1 Male: 1	Female: 8 Male: 8
9	Professor	Professor	Professor	
	None	Female: 5 Male: 9	Female: 0 Male: 1	Female: 5 Male: 10
TOTALS BY ROLE	Female: 10 Male: 11	Female: 16 Male: 22	Female: 8 Male: 6	

Chart 31



Data compiled within department to allow inclusion of 2018 data not available centrally at time of writing. Data labels are head counts.

## Part-time and full-time working:

	Female (FTE counts)		% part- time (female)	Male (FTE counts)		% part- time (male)
	Full- time	Part- time		Full- time	Part- time	
<b>2013</b>	<b>21</b>	<b>4.1</b>	<b>16.2</b>	<b>27</b>	<b>1.6</b>	<b>5.6</b>
Research	10	0.7		4	0.8	
Research & teaching	9	0.8		21	0.8	
Teaching	2	2.7		2	0.0	
<b>2014</b>	<b>23</b>	<b>3.5</b>	<b>13.3</b>	<b>25</b>	<b>3.6</b>	<b>12.6</b>
Research	10	0.0		4	0.8	
Research & teaching	11	0.6		18	1.8	
Teaching	2	3.0		3	1.0	
<b>2015</b>	<b>25</b>	<b>3.8</b>	<b>13.2</b>	<b>30</b>	<b>3.7</b>	<b>10.9</b>
Research	12	1.2		9	1.4	
Research & teaching	12	0.6		18	2.3	
Teaching	1	2.0		3		
<b>2016</b>	<b>21</b>	<b>3.8</b>	<b>15.3</b>	<b>35</b>	<b>3.4</b>	<b>8.9</b>
Research	8	1.2		11	1.6	
Research & teaching	12	0.6		21	1.8	
Teaching	1	2.0		3		
<b>2017</b>	<b>23</b>	<b>2.8</b>	<b>10.9</b>	<b>32</b>	<b>3.6</b>	<b>10.1</b>
Research	9	0.2		10	0.8	
Research & teaching	13	0.4		19	1.8	
Teaching	1	2.2		3	1.0	

- The numbers of **part-time staff** have remained relatively stable over time and do not differ significantly between men and women (Fisher's Exact test:  $\chi^2 = 1.19$ ,  $p = .3$ ).
- The percentage of **PDRAs** who are female fell over the review period, although this is likely explained by random fluctuations as specific grants start and end. There was no significant change in the percentage of research staff who are female and male (Fisher's Exact test:  $\chi^2 = 2.5$ ,  $p = .7$ ).
- We have a growing number of **T&S** staff of both genders (currently 13, up from 6 in 2013).
  - We have taken a range of actions to address the misperception<sup>7</sup> that T&S staff have a lower status than research-active colleagues.
    - Job titles have been harmonised (Grade 6 T&S staff are now Associate Lecturers rather than Teaching Fellows).

<sup>7</sup> Gretton, S., & Raine, D. (2017). Reward and recognition for university teaching in STEM subjects. *Journal of Further and Higher Education*, 41(3), 301-313.

- T&S and T&R staff are listed together alphabetically on our website.
  - We are delighted that this role now has a clear progression route through promotion. One female Associate Lecturer (Grade 6) was promoted to Lecturer (Grade 7) in 2018.
  - We appointed Professor Bishop (M) as our teaching lead on a T&S contract in 2018.
- The percentage of female lecturers declined over the last five years because five female lecturers were promoted to Senior Lecturer/Reader.
  - **We achieved gender parity at Senior Lecturer/Reader level for the first time in our history.**



**Impact:** The rapid increase in women in senior roles follows successive action plans focussed on advancing academic careers (e.g. proactive promotion introduced in 2012).

- In 2009, we had 11% female staff at this level.
- This rose to 29% by 2012, to 38% by 2015 and to 50% by 2018.

- Overall, 62% of non-professorial staff are female (against national benchmark of 63%).
- We are delighted to see progress at **professorial** level, following one promotion and one new appointment.



**Impact:** We have now reached the national benchmark of 33% female professors, **for the first time in our history.**

This progress was again supported by our sustained focus on advancing academic careers (see case above, plus Section 5).



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Further progress towards a 50:50 gender balance at Chair level will require:

- enhanced support for career development [Actions 4.1; 4.3-4.6]

- search committees to encourage women to apply for academic posts [Action 4.8]

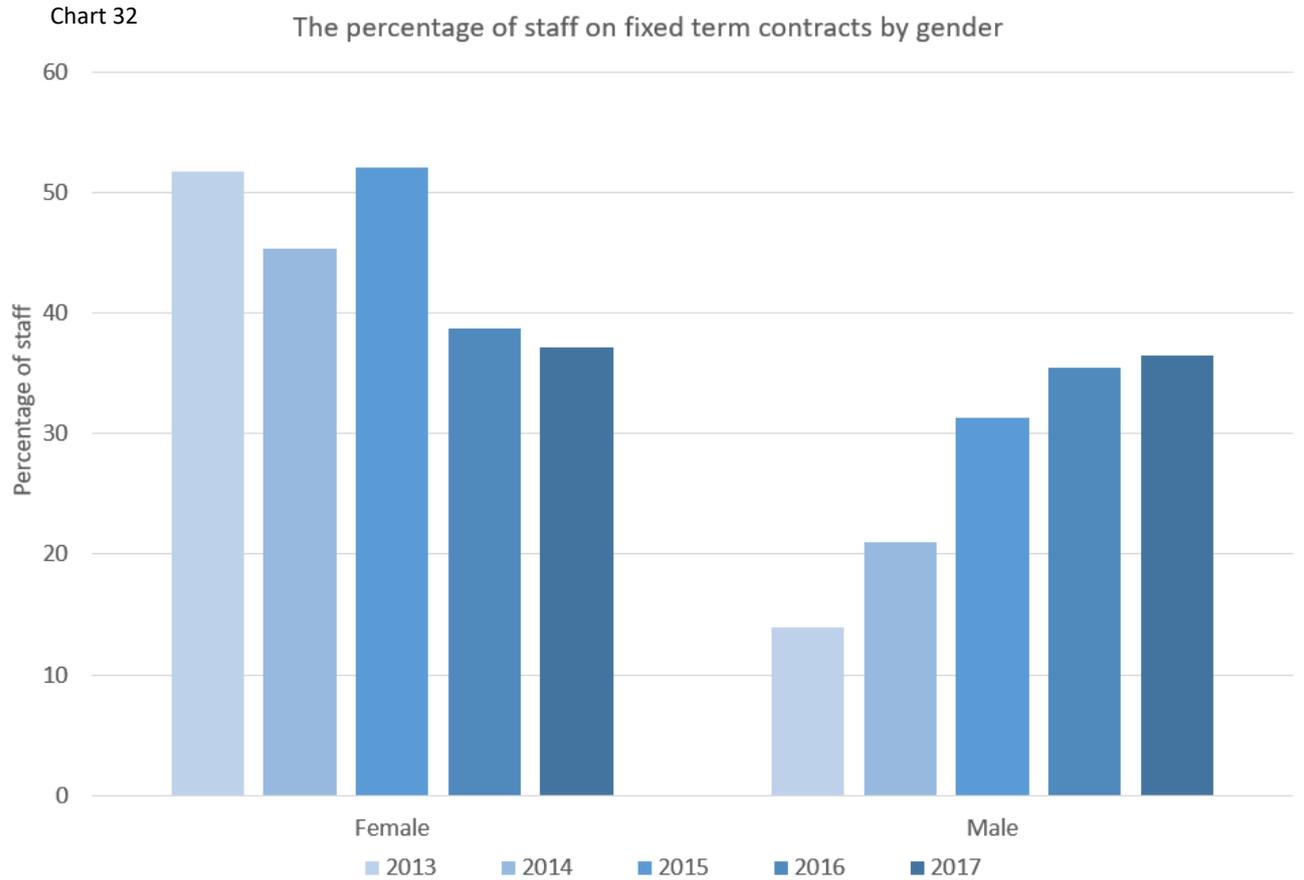
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(ii) Where relevant, comment on the transition of staff between technical and academic roles.

- This occurs rarely. In 2016, a technician within YNiC was moved to a lectureship (T&R), reflecting his teaching on our Masters programmes.

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

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



- Counts of male and female academic staff by contract type.

		Female	Male
<b>2013</b>	Fixed Term	13 <i>82% Research</i> <i>18% T&amp;S</i>	4 <i>100% Research</i>
	Open	12	25
<b>2014</b>	Fixed Term	12 <i>83% Research</i> <i>8% T&amp;R</i> <i>8% T&amp;S</i>	6 <i>67% Research</i> <i>33% T&amp;S</i>
	Open	15	23
<b>2015</b>	Fixed Term	15 <i>88% Research</i> <i>8% T&amp;R</i> <i>4% T&amp;S</i>	11 <i>91% Research</i> <i>9% T&amp;S</i>
	Open Contract	14	23
<b>2016</b>	Fixed Term	10 <i>88% Research</i> <i>12% T&amp;R</i>	14 <i>93% Research</i> <i>7% T&amp;S</i>
	Open	15	25
<b>2017</b>	Fixed Term	10 <i>96% Research</i> <i>4% T&amp;R</i>	13 <i>83% Research</i> <i>8% T&amp;R</i> <i>9% T&amp;S</i>
	Open	16	23

- The University does not permit the use of zero-hours contracts.
- Staff on fixed-term contracts are largely researchers employed by grants and teaching staff covering maternity leave and personal fellowships.
  - The percentage of women on open contracts has increased, perhaps reflecting their more senior roles.
  - The percentage of men on fixed-term research and teaching contracts has also increased (although these are small numbers).
  - These changes have resulted in gender parity in the use of fixed-term contracts.
    - 62% of women have open contracts, compared with 64% of men. In 2013, only 48% of female staff had open contracts, compared with 86% of men.

### **Actions to increase continuity of employment:**

- Fixed-term staff are moved to open contracts after 4 years (6 years for research staff), or their fourth contract.
- Staff vulnerable to redundancy are considered for redeployment across the University ahead of external applicants. They are appointed if they meet the essential criteria.
  - One PDRA (F) benefitted from redeployment during the review period.
- Staff are also invited to a consultation meeting with HoD to discuss the viability of contract extension, redeployment, and training for new roles.
  
- We are committed to implementing the **Concordat to Support the Career Development of Researchers**, who often experience job insecurity.
  - PIs discuss career planning with research staff at least once per year (in Performance Review).
    - Our new ECR culture survey will provide feedback on the effectiveness of this.
  - The ECR Forum hosts events focussed on career development (see below).
  - We support the Concordat principle that researchers should undertake personal development activities outside the funded project.
    - ECR Forum took part in the ongoing Vitae consultation, leading to the action points below.
  - We have good practice guidelines for including Named Researchers on grant applications. This can provide continuity of funding and appropriate recognition for researchers who contribute to a proposal.
    - Since 2015, there were five named researchers (1F; 4M). While these are small numbers, we are concerned about the possibility of gender inequality and will investigate this issue carefully.

---

Work with ECR Forum to raise awareness of all mechanisms by which PDRAs can apply for salary funding [**Action 3.4**].



Tailored culture survey for ECRs will improve understanding of career development activities, split by gender [including career planning, and intentions to apply for funding]. This will identify best practice and unmet need [**Action 3.1**].

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

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

Counts of academic staff leaving the department:

		Grade 6		Grade 7		Grade 8		Professor			Totals
		Fixed Term	Fixed Term	Fixed Term	Open	Fixed Term	Open	Fixed Term	Open	Open	
		FT	PT	FT	FT	PT	PT	PT	FT	PT	
2014	M				1				2		3
2015	F		1		1					1	3
	M				1						1
2016	F		1					1			2
	M	1								1	2
2017	F			1		1	1				3
	M								1	1	2

FT = full time; PT = part-time

- From 2014-17, six fixed-term staff (5F; 1M) left the department. Four were providing temporary teaching cover (3F; 1M), and two were professional psychologists teaching part-time (2F).
- Ten staff on open contracts (3F; 7M) left in this period. Some professors retired (5 out of 7M leavers). Three lecturers moved to new academic positions (1F; 2M). Two professional psychologists teaching part-time left (2F).
- The department asks academic staff leaving to fill in a questionnaire which is collated by central HR.
  - In 2018, we started to record more detailed information about the reasons that staff of all grades leave, and their destinations.

Word count: 2267

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

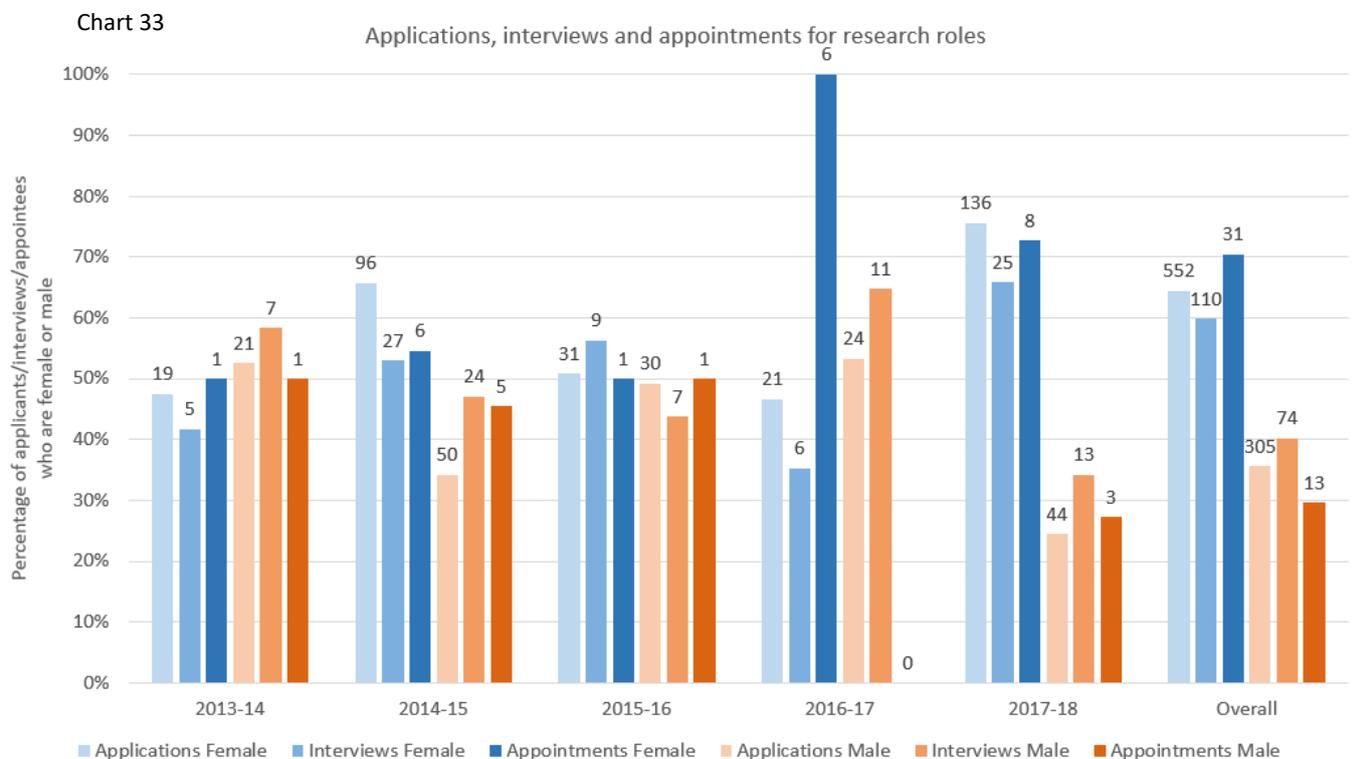
Recommended word count: 7000 words

### 5.1. Key career transition points: academic staff

#### (i) Recruitment

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

#### Research positions



The data labels show counts of men and women at each stage. There was one Grade 5 position, one Grade 7 position and one internship. All other posts were Grade 6. All but one position was fixed term.

- There was no association between gender and the outcome of short-listing for research positions (Fisher's Exact test:  $\chi^2 = 1.94$ ,  $p = .14$ ), combining data for the last 5 years.
- There was also no association between gender and the outcome of interviews for research positions (Fisher's Exact test:  $\chi^2 = 2.19$ ,  $p = .11$ ).

## Academic and teaching positions

				% Female			Count of females			Count of males		
				Applications	Interviews	Appointments	Applications	Interviews	Appointments	Applications	Interviews	Appointments
2013-14	Academic	Grade 7	Open	43%	23%	33%	48	3	1	64	10	2
2013-14	Academic	Grade 8	Open	28%	43%		11	3	0	29	4	
2013-14	Academic	Professorial	Open	33%	0%	0%	2	0	0	4	2	1
2013-14	Teaching	Grade 6	Open	58%	33%	100%	19	1	1	14	2	
2014-15	Academic	Grade 7	Open	57%	67%	33%	56	6	1	42	3	2
2014-15	Academic	Professorial	Open	0%			0	0	0	2	0	0
2015-16	Academic	Professorial	Open	56%	50%		5	2	0	4	2	
2015-16	Teaching	Grade 6	Open	100%	100%	100%	1	1	1	0	0	0
2016-17	Academic	Grade 7	Fixed term	83%	83%	75%	5	5	3	1	1	1
2016-17	Academic	Grade 7	Open	49%	42%	50%	84	8	1	88	11	1
2016-17	Academic	Professorial	Open	55%	33%	0%	6	1	0	5	2	1
2016-17	Teaching	Grade 7	Fixed term	11%	33%	0%	1	1	0	8	2	1
2017-18	Academic	Grade 6	Open	82%			14	0	0	3	0	0
2017-18	Academic	Grade 7	Open	53%	60%		55	3	0	49	2	0
2017-18	Teaching	Grade 6	Fixed term	50%	50%	50%	21	1	1	21	1	1
		Grade 6		59%	50%	75%	55	3	3	38	3	1
		Grade 7		50%	47%	46%	249	26	6	252	29	7
		Grade 8		28%	43%		11	3	0	29	4	0
		Professorial		46%	33%	0%	13	3	0	15	6	2

The table shows the outcomes of all academic and teaching positions advertised in the last five years. One recently appointed female Professor is not included because this was a University-led appointment that included candidates from other disciplines.

- There was no association between gender and the outcome of short-listing or interview for Grade 7 lectureships, combining data for the last 5 years (Fisher's Exact test:  $\chi^2 < 1$ ). There was insufficient data at Grade 6 to permit analysis<sup>8</sup>.
- There was no association between gender and short-listing decisions for senior academic roles (Fisher's Exact test:  $\chi^2 < 1$ ; combining Grade 8 and Professorial roles). There was insufficient data to examine interviews at this level<sup>9</sup>.

### Comment:

- More women apply for research positions. Applications for lectureship roles show gender parity. Fewer women apply for more senior roles, reflecting a national shortage of senior female academics (33% female professors).

<sup>8</sup> Expected counts were less than 5.

<sup>9</sup> Expected counts were less than 5.

- The gender balanced is unchanged through shortlisting and into appointments, suggesting our selection procedures are fair.
- **Confidence in the fairness of recruitment remains high.** On our culture survey, 90% of women and 96% of men indicated that people are treated equally in recruitment, irrespective of gender.
- Athena SWAN is featured prominently in our recruitment materials and on our website. Recently appointed staff have told us this made a difference.
  - “The Silver Athena SWAN award, and the HoD’s emphasis of the department’s commitment to equality and diversity was a big factor in my decision to move to York” [female professor].
  - “The information provided for applicants on Athena SWAN chimed with the department’s reputation as being friendly” [female lecturer].
- We reviewed the text of our academic advert in 2016 to remove subjective descriptions (e.g., “undertaking world-leading research”), which may produce a bias towards overconfidence rather than objective merit.
- We provide both a male and a female contact for enquiries.
- Since 2012, academic appointment panels have included an equal number of men and women.
- Since 2018, chairs of panels have read out a statement about unconscious bias before shortlisting/interview.
- We have trialled the use of search committees (including both female and male staff) for academic appointments, with the explicit brief of advancing diversity.

**Search committee data:**

Year	Advertised role	People approached by search committee	Appointments
2015	Lectureships	13F and 18M	1F; 1M
2017	Teaching Professorship	2F; 1M	1M
2018; re-advertised 2019	Lectureships	15F and 13M	2F; 1M <sup>10</sup>



We will use search committees to encourage more diverse applicants [Action 4.8]

<sup>10</sup> These appointments were made a few weeks before submission and not included in analysis above.

(ii) Induction

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

- The HoD's PA inducts academic and research staff using a standard procedure, introduced in 2014.
- Since 2014, 100% of new staff have received induction. Details are logged by the Departmental Manager.
- Staff have a tour of the department and meet colleagues.
- We provide an induction pack which summarises the organisation of the department and lists who can provide support in each area. This includes information about Athena SWAN.
- The information is also on our departmental wiki for later reference.
- The induction pack is tailored: Academic staff are provided with details of our 2014 REF submission and research strategy. Research staff receive an induction pack designed by the ECR forum.
- Probationary requirements are explained during induction.
- Staff are asked to complete further online training, including on E&D (see below).
- Following induction, a summary is produced, which includes actions to be followed up. This is sent to the new starter and their line manager.
- Informal support is provided by academic mentors, who get in touch with new staff members before they arrive.
- We routinely evaluate the effectiveness of induction through our culture survey and by asking for comments from staff. Comments are very positive:
  - "This was very impressive – we very much appreciated the combination of informing and welcoming us".
- In our 2018 culture survey, 95% of women and 79% of men felt we are doing a good job in the induction of new starters. This near-significant gender difference (Fisher's Exact test:  $\chi^2 = 3.95$ ,  $p = .06$ ) might reflect the fact that, given our changing gender profile, fewer men have experienced our current procedures.



**Beacon activity:**

Our tailored ECR induction procedures have been taken as an example of best practice by the University's Researcher Development Team.

(iii) Promotion

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

- In the last five years, two individuals were promoted from Associate Lecturer to Lecturer (2F), eight were promoted from Lecturer to Senior Lecturer (5F – one part-time; 3M), one was promoted to Reader (1M) and three were promoted to Professor (1F; 2M). There was one unsuccessful application (M; part-time)<sup>11</sup>.

**Promotion success by gender and role:**

Gender	Role	Eligible staff <sup>12</sup>	N promoted over 5 years	5-year success rate (% of eligible)
F	T&R	11	6	55%
M	T&R	13	5	38%
F	T&S	8	2	25%
M	T&S	5	0	0%

- These data suggest considerable success in promoting T&R staff of both genders, and some success in promoting T&S staff.



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We will investigate barriers to career progression in T&S staff and translate successful strategies used with T&R staff  
**[Action 4.2]**

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- In 2012, we adopted a highly **proactive approach to academic promotion**.
  - Promotion and career development is discussed each year in Performance Review.
  - The Head of Department provides Q&A sessions on the promotions process.
  - Staff thinking of applying for promotion meet the HoD for advice.
  - Staff are encouraged to obtain feedback on draft applications from three Professors (2F; 1M) who have sat on promotions panels.
  - To circumvent the concern that some staff may not put themselves forward even if they have a strong CV, a Performance Review group meets each year to consider who might reach the criteria for promotion and to encourage them to apply.

<sup>11</sup> Full-time staff except where stated.

<sup>12</sup> Estimates of eligible staff from current staff data (total staff minus professors).

- Since promotion often involves demonstrating significant leadership in administration, lecturers are encouraged to take on **deputy leadership positions** to gain experience that enhances their promotion prospects. These now exist for Board of Studies, Board of Examiners (two positions for UG and PGT), Research Committee, Graduate School Board (two positions) and IDC.

- Our 2018 gender equality survey provides feedback on our approach:

Staff agree...	Female	Male
We do a good job assigning citizenship roles to facilitate promotion	94% agreement	77% agreement
Promotion practices benefit men and women equally	85%	90%
We do a good job in proactively supporting staff to seek promotion	74%	73%



**Impact:** Deputy Chair roles have contributed to 4 successful promotion applications since 2013 (3F), helping to deliver a better gender balance amongst senior academics

A colleague writes: "I was given a series of administrative roles of increasing responsibility, including a Deputy Chair role. This progression helped to demonstrate administrative competence at the levels required for promotion."



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The culture survey and focus groups highlighted areas for improvement [**Action 4.3**]:

- greater transparency in the way we assign citizenship roles

- greater linkage between discussions about career ambitions during performance review and actions designed to support promotion

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

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

- In RAE 2008, 100% of eligible staff were returned (27% of returned staff were female).
- In REF 2014, 80% of eligible women were returned, compared with 67% of men. (33% of returned staff were female).
- Internal evaluations of potential REF papers for 2021 do not show any gender differences. 75% of women and 66% of men have at least one 4\* paper, as predicted at the time of writing.

## 5.2. Key career transition points: professional and support staff

(i) Induction

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

- The departmental HR administrator follows a standard induction procedure. Uptake is 100%.
- Induction involves a tour of the department and the opportunity to meet key staff.
- P&S staff receive an induction pack summarising the organisation of the department and providing information about meetings and events.
- This information is also provided on our departmental wiki for later reference.
- Any probationary requirements are explained at this meeting.

- Following the induction meeting, a summary is produced, which includes actions that need to be followed up. This is sent to the new starter and their line manager.
- 100% of P&S staff rated induction as good or very good in our culture survey.

(ii) **Promotion**

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

- Information about career progression for P&S staff is provided on our wiki.
- P&S staff who take on responsibilities above their grade can have a HERA role review.
  - In 2013, an administrator moved from Grade 4 to 5 following role review (F). In 2014, another moved from Grade 3 to 4 (F). In 2016, a technician moved to an T&R lectureship (M).
- More typically, staff develop their careers by applying for more senior positions within the University. Since 2014, two P&S colleagues have moved to more senior roles. One female colleague moved rapidly up the ranks from junior administrator, to Departmental Research Facilitator, to Faculty Research Manager.
- Staff can develop their skills through secondment to another team (2F; 2M since 2016). This led to appointment at a higher grade in one case, and a lateral move with more career development opportunities in two others.
- In the last five years, four P&S colleagues received recognition and additional pay via the University's Rewarding Excellence scheme.

**5.3. Career development: academic staff**

(i) **Training**

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

- 96% of staff agree that women and men have equal opportunities in training and development [2018 culture survey].
- New lecturers undertake a Postgraduate Certificate of Academic Practice (PGCAP) in their first two years, which is included in the workload model.
- Staff are asked to identify training needs as part of performance review. In the 2018 staff survey, 58% of staff who requested training had completed it. In 35%, this action was ongoing.

### University courses:

- The University runs courses on leadership, work-related stress, applying for grants etc. Courses are advertised via email. Staff provide feedback at the end of each session.
- Courses on E&D, IT skills and health and safety are provided on-line.
- Uptake has increased, reflecting a new system for accessing and monitoring training (from 2016). 90% of women and 91% of men have completed compulsory E&D training.

Attendance at University training events by academic staff in the last five years:

		Course Type	Grade 6	Grade 7	Grade 8	Prof	TOTAL
2013	Female	IT			1		6
		Staff development	1	2	1	1	
	Male	Health and safety			1		6
		Research	1				
		Staff development	1	2	1		
2014	Female	Equality and diversity			1		7
		Management and leadership			1		
		Research	1				
		Staff development	3	1			
	Male	Equality and diversity				1	5
		Management and leadership	1				
Staff development	1	2					
2015	Female	IT		1			5
		Staff development		1	1	2	
	Male	Health and safety				1	13
		IT	2				
		Research	1				
Staff development	1	3		5			
2016	Female	Health and safety	6	2	1		27
		IT	2				
		Research	4				
		Staff development	3	5	3	1	
	Male	Equality and diversity		1			34
		Health and safety	6	5	2	6	
		IT	1				
		Research	1				
Staff development	4	2	2	4			
2017	Female	Equality and diversity			1		73
		Health and safety	14	9	4	4	
		IT	13	9	8	3	
		Management and leadership			1		

		Staff development	4	2	1		
	Male	Equality and diversity		1			75
		Health and safety	10	10	6	5	
		IT	8	11	8	11	
		Staff development	2	3			
		<b>Grand Total</b>	<b>94</b>	<b>75</b>	<b>36</b>	<b>44</b>	

Table shows training provided by the University (excluding departmental provision, training arranged by individuals and induction). Basic E&D training which is mandatory for all staff is included in the staff development category. E&D courses provide advanced training for recruiters and managers.

#### Departmental provision:

- ECR Forum provides many training events (see 5.3 iii).
- Academic staff receive a research and training allocation each year (£2.2k in 2018) to cover conferences and workshops.
- Our culture survey provides an opportunity for staff to request E&D training. Recent requests are included in the actions below.

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#### Areas for improvement:

- We will send out reminders to staff who have not yet completed compulsory E&D training [**Action 1.5**].

- We will provide E&D training based on feedback from our culture survey, for example on non-binary gender [**Action 1.6**].

- Our revised culture surveys will document career development activities – both opportunities taken up, and those that are desired, split by gender [**Actions 3.1; 4.6**]. This information will be disseminated so that staff can identify opportunities for themselves and people they line-manage.

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(ii) **Appraisal/development review**

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

- Performance review is mandatory. Completion is monitored by the HoD's PA and uptake is 100%.
- Performance review for academic staff is undertaken by a small set of senior academics who have received training (half-day organised by the University), to ensure consistently high quality. In addition, the HoD briefs reviewers at the start of the review cycle.
- For research staff, performance review is undertaken by the line manager.
- During probation, academic staff meet the HoD to set goals and arrange training at 0, 12 and 21 months. There are additional meetings with mentors. New research staff have three formal meetings during a 9-month probationary period.
- The value of performance review to staff has been steadily increasing (see below).
  - One colleague wrote: "I found the process very helpful; the opportunity to talk though my work aims and work pressure was reassuring, and the reviewer was very supportive."
  - Another commented: The review was invaluable; gave me sound and practical advice".



**Impact:** The usefulness of performance review increased in 2012 after we introduced trained reviewers and administrative support.

In our 2018 culture survey, 88% of women and 84% of men were positive about performance review.

In the 2017 staff survey, 76% of staff indicated that performance review was useful in reviewing strengths and achievements, up from 68% in 2014 and 60% in 2011.

(iii) Support given to academic staff for career progression

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

Support for research staff

- We fully subscribe to the **Concordat to Support the Career Development of Researchers**. Its delivery is the responsibility of IDC, allowing synergy with Athena SWAN.
- We support the principle that research staff should undertake activities that support career development outside of their main project.
- The **ECR Forum** was formed in 2006 to support the career development of researchers. This is an important part of departmental life with 55 women and 20 men now involved (PhD students, research assistants and postdocs, with a gender balance that is similar to students/staff at these levels).
- The ECR Forum elects its own Chair and organising committee. In 2015, we introduced an ‘ECR Champion’, a member of academic staff who provides administrative support to the Forum and helps to ensure a good mix of training and social events.
- The Forum gives researchers a strong voice in the department. **Researchers are represented on key committees, including Research Committee and IDC.**
- The Forum’s activities are supported financially by the Department (≈£1.5k per year), allowing it to host workshops and social events. It publishes a newsletter, maintains a library and a website and provides a ‘welcome pack’ for new researchers.
- The Forum is **highly active**:

2015-16	7 events	180 attendees	59% female
2016-17	9 events	374 attendees	68% female
2017-18	7 events	363 attendees	65% female

- Workshops aim to enhance employability and personal development. They cover publishing, open science, grant writing, interviews and CVs, teaching skills, academic and non-academic careers, and research techniques (e.g., programming, statistical packages). The willingness of senior staff to contribute to these events is testament to our supportive culture.
- The ECR Forum hosts events about families in science and stages inclusive social events (e.g., Easter Egg hunt, Christmas Party and Sports Day) for members and their children.
- In 2015-16, we held a series of workshops entitled “Tips for Women in Science”, designed to address the drop off in women post-PhD. This was open to all researchers (48 attended) and a repeat is planned for 2019.
- Researchers are invited to attend academic job talks and participate in PhD interviews.

- In 2014, we introduced ‘**meet the speaker sessions**’ to allow researchers to talk informally with seminar speakers about their careers before each talk.
- Researchers are **eligible to apply for internal research funds**, such as the summer bursary scheme, providing experience of writing grant applications. We also support applications by postdoctoral staff for University research funds; notable successes in the last three years include an ESRC Impact Accelerator account, a BBSRC Flexible Talent Mobility account and a White Rose collaborative award.
- Between 2015 and 2017, we established an **alumni site** for researcher staff and PhD students, supporting career development and providing additional female and male role models. There are currently 154 members, providing research staff with a substantial professional network.



**Impact:** Feedback indicates the ECR Forum is having a positive impact on researchers:

**Our culture:**

- “Friends tell me how much they miss the ECR Forum. I feel the friendly atmosphere that it creates is quite rare”
- “It is a great forum for career support, but equally supports wellbeing”
- “The ECR Forum helps post-docs to feel represented and included in the department.”

**Developing skills:**

- “The ECR forum is an incredible resource. Through workshops, I have learned about Open Science practices, ways of using Artificial Intelligence and Machine Learning, using social media for networking, and effective tips for writing an academic CV.”
- “I am currently organising an outreach event for the general public. Without the support of the Forum, I would have never done this.”



### Beacon activity:

The ECR Forum has provided advice to other departments wanting to set up their own Forum.

A previous ECR Chair wrote: “They wanted advice about how to get going and about the events we organise... we are making other departments envious!”



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**Actions 3.1-3.12** support ECR. These actions aim to:

- further engage ECR in Athena SWAN
  - use a tailored culture survey to explore the experiences of ECR, including the uptake of career development opportunities outside of the main role
  - provide positive role models of parents in academia
  - facilitate professional networks and mentoring
  - provide experience of recruitment
  - support work-life balance
- 

### Support for academic staff

- **Reduced teaching and administrative loads for new starters and academic staff returning from a career break**
  - We formalized departmental policy in this area in 2015.
  - New staff are given a reduced workload for the first two years of their appointment.
  - Academic and teaching staff returning from a career break (e.g., from maternity leave) are given a **term of research/scholarship leave** within their first year back.
  - Arrangements are tailored to people’s individual circumstances.

- One colleague commented: “It helped having teaching/admin introduced gradually. I had time to find my feet with research”.

- **Mentoring**

- **Academic mentors** get in touch with new academic staff before they arrive, and help them settle in. From 2012, we also offered **research mentors**, who can provide advice on developing, funding and publishing research.
  - 29 academic staff have mentoring in place (15F; 14M)
- Information and resources for mentors and mentees are provided on the departmental wiki.
- We offer additional mentoring to academic staff working part-time and those returning from career breaks; this is discussed as part of the return to work meeting with the HoD.
- Surveys provide feedback on mentoring. In 2014, 45% of staff felt they had sufficient mentoring, 35% considered that more mentoring would be beneficial, and 17% lacked support from mentors.
  - In 2015, following this feedback, all academic staff were invited to request new or additional mentoring relationships.
  - In our 2018 culture survey, 84% of women and 82% of men agreed that we are doing a good job in mentoring, suggesting significant progress has been made.



**Impact:** Our actions in 2015 were followed by improved evaluations of mentoring, which contributed to the promotion prospects of staff.




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The usefulness of mentoring varies. Introduce a mechanism to regularly evaluate and refresh individual mentoring relationships [**Action 4.4**]

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- **Support for building research groups**

- In our 2018 culture survey, 84% of women and 70% of men agreed that we are doing a good job in allocating research resources to help people’s careers.

- **Internal research funding** allows staff to maintain a research programme even when they are not in receipt of an external grant. From 2018, these funds were distributed equally across academic staff (*pro rata* for fractional contracts).
  - We also allocate **PhD studentships** in a way that prioritises recently appointed academic staff and those without a research group.
  - Academic staff on T&S contracts are **allocated a day a week for research or scholarship**. They are encouraged to attend research group meetings and to apply for **internal and external research funding**.
- **Peer support**
    - We are a collegial and friendly department (see 5.6 iv-v). 87% of women and 86% of men agree we are creating a supportive culture.
    - Coffee is served every day in the staff room, providing an opportunity for informal peer support.
    - There are many lab meetings open to all, to discuss new findings, and ideas.
    - There are specific peer support mechanisms for grant applications (see below).
    - Teaching is organized within teams, promoting flexible working practices and facilitating peer-support.
    - There are non-academic activities in the department, including a lunchtime choir, yoga and sporting events with students, which help to create a positive work environment. A social committee organises inclusive social events within working hours (see below).

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

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

Undergraduate and Masters students

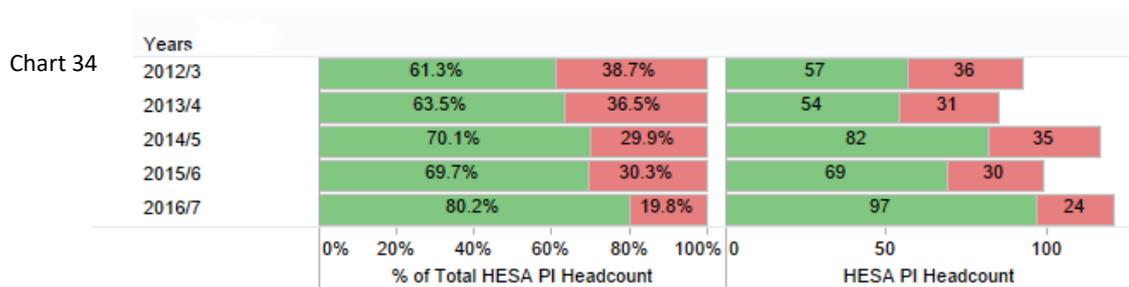
**Career support for students**

- Since 2015, UG students have discussed careers with their supervisor, both in group meetings, and one-to-one. Each of these meetings occurs once per year.
  - Students complete a personal employability plan, which records their developing experience and skills, and encourages a proactive approach. This system was updated in 2017, with the provision of a new online module.

- Our employability co-ordinator provides information to supervisors to support these careers meetings each year.
- We host careers days, involving people working in different fields within and beyond Psychology.
- We hold a Q&A session: Is PhD study for me? This includes female and male researchers talking about their experiences, including role models to show how research can be combined with family life.
- We run a summer bursary scheme, which allows students to spend 4-6 weeks over the summer working in a lab.
  - In the last 5 years, 43 UG students took part (81% female, in line with the numbers of female students overall). These projects were offered by 16 female and 17 male staff.
- In 2017 and 2018, we created LinkedIn and Facebook groups for graduates, to support networking. Graduate opportunities are posted on these pages.



**Impact:** Following the implementation of careers meetings with supervisors, our employability statistics have shown strong improvement (Chart 34).



Employability performance indicator data from Higher Education Statistics Agency (HESA). Left-hand bars show 'positive' outcomes (graduate employment and further study).

### Personal support for students

- UG and PGT student representatives are members of IDC and Teaching Committees, ensuring that their views are heard.
- Undergraduates rate us positively in National Student Surveys with 84% of students feeling they received sufficient support and advice.
- All students have an Academic Supervisor who they meet at least once per term. We select more experienced supervisors for individuals with a disability.
- We have a harassment officer who provides support to both staff and students.
- We provide timetabled sessions designed to help students overcome procrastination.

- We have seen a rise in students with mental health issues (see above) and have increased support.
  - Supervisors are trained in how to signpost relevant services such as the Open Door Team (University counselling service).
  - Staff are trained in mental health first aid: 5 female and 1 male members of academic and P&S staff since 2015.
  - We have student and staff-led initiatives for mental health awareness week.
  - In 2018, we held a Wellbeing Workshop for students.
  - In 2019, we opened a quiet room for students and staff wanting to take time out, with leaflets on stress management, relaxation techniques, anxiety etc.



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Actions 2.6-2.7 improve support for students from under-represented groups and for individuals struggling with mental health issues.

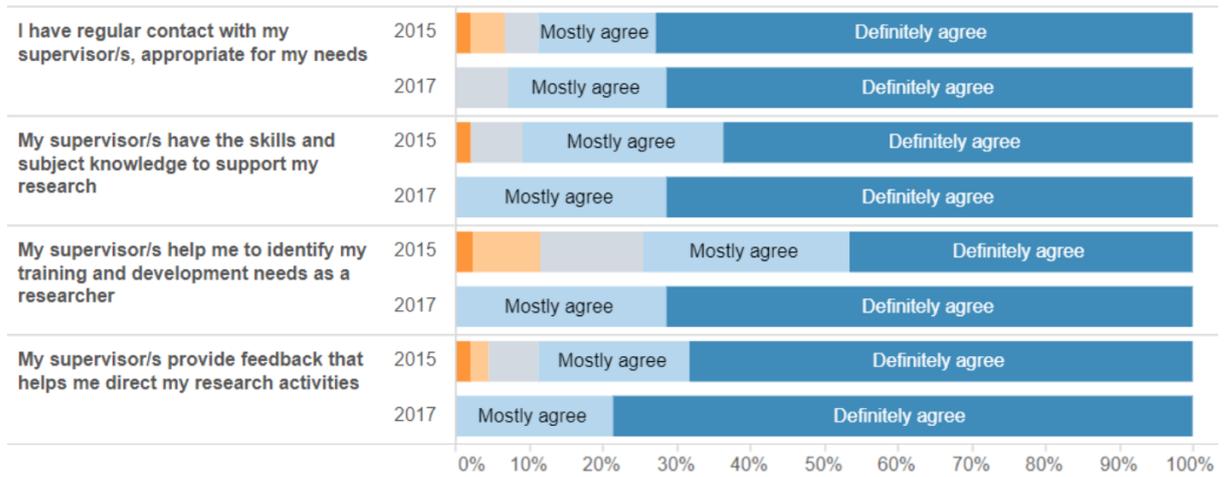
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#### PhD students

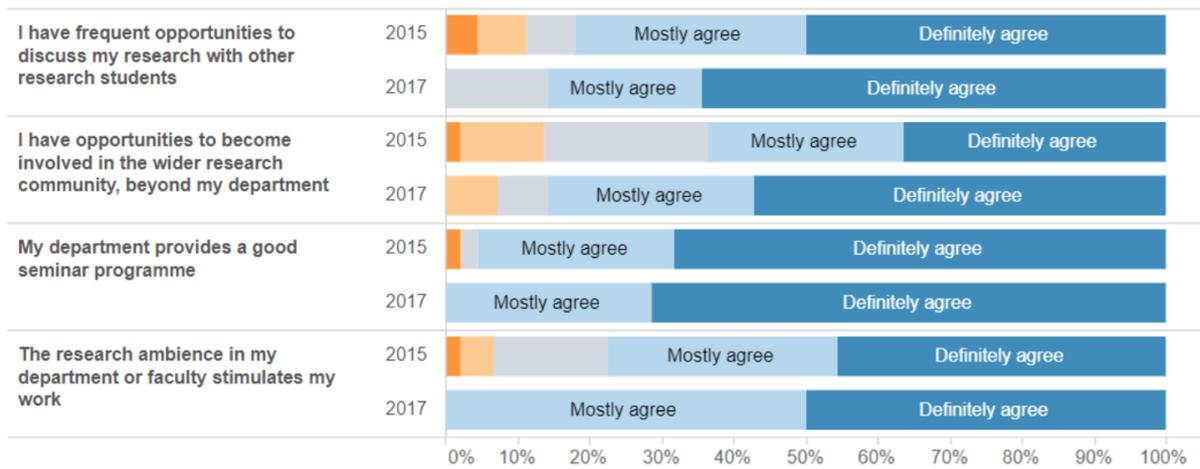
- The ECR Forum provides training events that focus on skills, and careers within and beyond academia (see above). Since 2015, they have been supported by the ECR Champion.
- On arrival, PhD students are inducted into the department by the ECR Forum and assigned a 'buddy' (an existing PhD student).
- Students are encouraged to attend online courses, University training courses and external conferences. They are given £250 per year to support training activities.
- Programming and statistics courses are mandatory for all students unless they have completed similar training elsewhere.
- Thesis Advisory Panels (TAP) consist of PhD supervisors and two other academic staff. They meet twice each year.
  - TAP meetings include career and project planning.
  - Supervisors absent themselves from part of each TAP meeting, allowing students to discuss their supervision confidentially. Problems are relayed to the Deputy Chair of the Graduate School Board for support and intervention.
  - We send reminders to students to ensure 100% completion.

Chart 35: PRES survey with PhD students

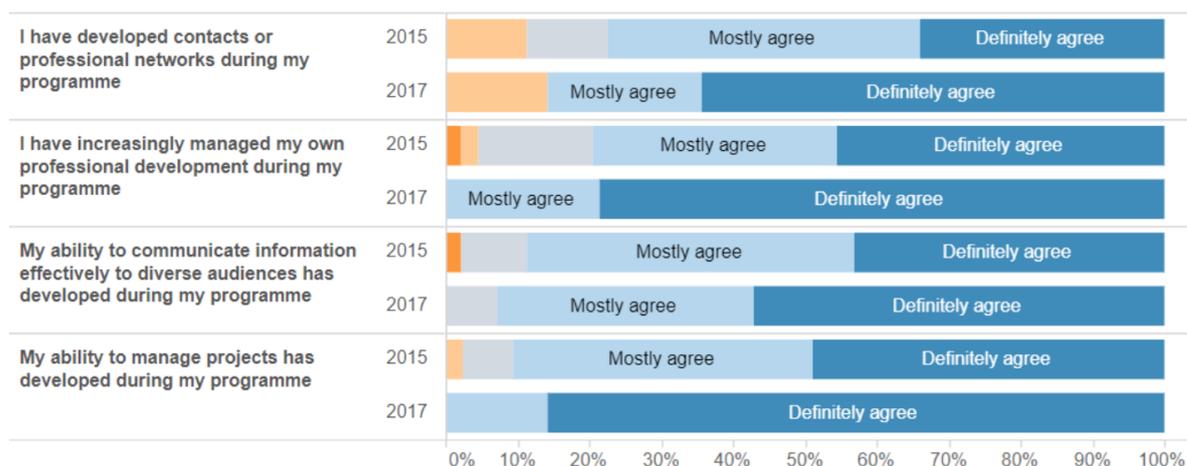
Supervision, including identification of training needs



Satisfaction with research culture:



Professional development for PhD students:



**Impact:** The 2018 Postgraduate Research Experience Survey shows 100% satisfaction with the PhD programme (up from 88% in 2015), and 100% satisfaction with the research ambience (up from 77% in 2015).

This follows introduction of an ECR Champion in 2015, stronger administrative support for TAP meetings (from 2015), stronger encouragement to attend seminars (from 2016) and sustained activity by the ECR Forum.

78% of our PhD students go on to work in academia, with no effects of gender.

	2013	2014	2015	2016	2017	2018	2019	Total	%
<b>Female</b>									
Non-academic	4	2	0	1	5	1	0	13	21.7
Academic	5	3	9	12	4	12	2	47	78.3
<b>Total</b>	<b>9</b>	<b>5</b>	<b>9</b>	<b>13</b>	<b>9</b>	<b>13</b>	<b>2</b>	<b>60</b>	
<b>Male</b>									
Non-academic	1	1	2	0	0	1	1	6	22.2
Academic	4	2	1	6	4	3	1	21	77.8
<b>Total</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>27</b>	

Table shows destinations of PhD students into academic and non-academic careers. Research jobs outside academia are included in the non-academic category. Numbers are counts of students.

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

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

- The Department’s **Research Facilitator** circulates information about funding sources.
- She provides practical support for devising budgets and gaining institutional approval.
- **All staff present outlines of all submitted research projects to a group of peers** and gain written feedback on application drafts. Less experienced staff (who are predominately female) particularly benefit from this.
  - The **Annual Research Funds Allocation** can be used to generate pilot data.
- We monitor grant applications by gender: these data show broadly equivalent performance for men and women.

Data (aggregated over last 4 years)	Women	Men
Submissions per head (adjusted for FTE)	0.91	1.13
Average value	£248k	£361k
Success rate	37%	29%

- Many excellent proposals go unfunded. This means resilience and self-confidence can be big factors. The Chair of Research Committee talks to unsuccessful applicants to encourage them to resubmit or rework the proposal.
- Staff who submit grants (irrespective of their success) are rewarded with £300 research funds per application.

**5.4. Career development: professional and support staff**

(i) Training

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

- University courses are provided by Learning and Development, for example, “Leadership Skills”. These courses are advertised by the Department Manager.
  - Uptake has increased over the review period (see table), reflecting the introduction of an online system for accessing and monitoring training.

- The Departmental Manager administers a budget (£3k annually) to support external training, such as City & Guilds and IT skills and professional conferences, such as the HE Data Conference.
- Bespoke training is provided in house; for example, 'Delivering Service Excellence in Health and Social Care' for YNiC support staff, and Mental Health first aid training.
- We support the Technician Commitment, which focuses on recognition and career development for technical staff, and hope to engage with this further.

Attendance at University training events by P&S staff in the last five years:

			Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
2013	Female	E&D		1					8
		Health and safety				1			
		Staff development		4		1		1	
	Male	Health and safety					1		2
		Staff development			1				
2014	Female	Health and safety	1	1					18
		Leadership			3			3	
		Research		1					
		Staff development		8		1			
2015	Female	E&D		1					22
		Health and safety		2		1		1	
		IT		1					
		Leadership			1	1			
		Research		1					
		Staff development	1	3	3	3		3	
	Male	E&D				1			7
		Health and safety	1				1	3	
		Staff development					1		
2016	Female	E&D			1				26
		Health and safety	1	8	5	4		1	
		IT	1	1		1			

		Leadership				1			
		Research			2				
		Staff development	1	4	2	4		2	
	Male	Health and safety	1		1	2	1		12
		IT	2						
		Staff development	1		1	2		1	
2017	Female	Health and safety	8	5	13	3		1	77
		IT	6	6	12	5		1	
		Research			3				
		Staff development	3	5	3	2		1	
	Male	Health and safety	1		3	1	5		21
		IT	2		2	2	2	1	
		Staff development					2		

Table excludes central induction. Basic E&D training which is mandatory for all staff is included in staff development category. Equality and diversity courses provide more advanced training for recruiters and managers.



Our tailored culture survey for P&S staff will identify unmet training needs and opportunities for staff to develop their careers **[Action 5.1]**

## (ii) Appraisal/development review

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

- P&S staff have performance review once a year.
- Uptake is 100%.
- Reviewers have received training by the University.

- This includes a discussion about career ambitions and opportunities for personal development (including training).
- Only 50% of P&S staff rated performance review as good in our culture survey (80% rated it as adequate or good).
  - Some P&S staff feel performance review is less useful as they cannot apply for promotion.
  - However, performance review still provides opportunities to identify issues affecting individuals. We will seek to establish collaborations with academic staff to solve concerns that are raised.




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Consult with P&S staff [Actions 5.1-5.2] to improve performance review [Action 5.6]

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## 5.5. Flexible working and managing career breaks

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

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

- The departmental wiki has guidance to support staff before, during and after parental/adoption leave.
- The Department Manager supports staff through our processes. The Chair of IDC is a second named contact for advice.
- Line managers arrange for duties to be covered in consultation with the person taking leave, and there is a hand-over period.
  - For academic staff, this involves cover for research supervision as well as teaching/marking.
  - The person taking leave specifies how this supervision should be covered, and how involved they want to be (since individuals have very different views on this).

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

- Staff members are encouraged to take up Keeping in Touch days.
- We have many examples of female academic staff choosing to attend social events and research meetings with their babies.
  - One colleague explained: “During my latest leave (as Senior Lecturer), I brought my baby to the office every other week. I was always met with huge support and never any negativity.”

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

- Staff have a 'return to work' meeting with the HoD (for academic staff) or their line manager (for support and research staff). For academic staff, this includes the offer of mentoring.
- Academic staff returning to work are offered a **term of research/scholarship leave** within their first year back. This policy is advertised on the wiki.
  - "I returned to work part way through the academic year, and was not given teaching or substantial administrative roles until the following year, which facilitated settling back into life at work and allowed me to work more flexibly for the first few months."

(iv) Maternity return rate

- Since 2007 we have had 37 members of staff going on maternity leave (16 academic; 7 research; 14 P&S). All returned from maternity leave.
- Two members of staff (in 2016 and 2017) left within 100 days of returning, when funding ended (1 academic; 1 research).

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

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

- Since 2007, one male academic took three months parental leave and 11 men took paid paternity leave of up to 2 weeks.
- There is guidance on all forms of parental leave on our departmental wiki and our recently appointed parent and carer champion helps to promote work-life balance for men and women.



#### Beacon activity:

- One male lecturer took three months leave in 2018.
  - He commented: “My experience on paternity leave was very positive, helping me to bond with my daughter and support my wife during her transition back to work. The supportive nature of the department helped during this time”.
- He wrote a blog post about (bad) excuses for not taking parental leave which has been viewed 1124 times.



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We will systematically ask returning staff to evaluate the support they have received before, during and after their leave period, to identify ways we can improve [Action 4.5].

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#### (vi) Flexible working

- The department has an excellent track-record of accommodating formal requests for flexible working.
  - Six members of staff have move from full-time to part-time work in the last 4 years.
- Many academic staff work flexibly on an informal basis. This particularly benefits parents of young children.
- In our 2018 culture survey, 88% of staff agreed we are doing a good job in the area of flexible working. In 2017, 86% were able to work flexibly and 52% of staff used homeworking (up from 44% in 2014).
- Although teaching is inherently less flexible, our timetable coordinator asks staff when they would prefer not to teach. Last year, there were four such requests (all from women), all of which were accommodated.
- We are mindful of additional pressures for working parents during school holidays. The majority of formal departmental meetings and seminars are held during term time.

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

- Staff can apply to revert back to full-time working; wherever financially and operationally viable, the department accommodates such requests.
  - We have recent examples of academic, research and P&S staff increasing their working hours after a period of part-time work (3F).
- In 2012, we added information about flexible working to the wiki, making it clear that the department supports requests whenever possible.



**Impact:** Following our dissemination of this information, more staff are working flexibly, both informally and formally.

- In the 2017 staff survey, 37% of staff had been able to formally change their hours (increased from 21% in 2014).

## 5.6. Organisation and culture

### (i) Outreach activities

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

- Two academic staff (both male) have responsibility for supporting outreach and engagement activities.
- A wide range of staff at all levels contribute to outreach, via TV and radio appearances, public lectures, school visits, community events and work with stakeholders (such as patients and professional groups). This activity is recorded electronically.
- Between 2015 and 2017 (last year with finalised data), 54 events were organised by women (26 individuals) and 53 events were organised by men (18 individuals).
  - These activities engaged a diverse audience – younger school students of both genders, a Sixth Form Conference, families, visitors to galleries and public lectures.
- Female staff make prominent contributions:

- One Senior Lecturer (F) acted as a member of the advisory board of a Wellcome Trust funded “Brain Zone” at the International Centre for Life in Newcastle which attracted 500,000 people each year.
- She also delivered the BSA’s Margaret Mead Award lecture for Social Sciences.
- Several events are supported by ECR Forum, including Psych!York (public engagement) and a Sixth Form Conference.
- Events are celebrated on our electronic displays.



#### Beacon activity:

We aim to break down gender stereotypes affecting subject and career choices, requiring us to engage large numbers of pre-GCSE children.

One Associate Lecturer (M) participated in **‘I’m a Scientist: Get me out of here!’** in 2018, showing what can be achieved.

- He answered over 500 questions from ~450 primary school children.
- Children were from eight UK schools (including widening participation schools) with roughly equal numbers of boys and girls.
- The panel was balanced for gender.
- Students asked topic questions (e.g., relating to the brain, sleep and memory) and career questions.
  - Comments included: “there are interesting jobs I could go into” and “even if they are scientists, they have the same life as us”.

(ii) **Visibility of role models**

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

- Women occupy important **leadership positions** in the department (Chair of Research Committee; Chair of BoS from 2014-2018; Chair of Graduate School Board from 2018).
- The academic and personal successes of female and male staff and students are celebrated on our **electronic display boards** (see below) and in our departmental newsletter.
- Departmental open days for prospective students involve men (69%) and women (31%).
- **Gender equality in our external seminar series** has improved following greater focus on this issue by the seminar organiser and the introduction of an Athena SWAN Annual Lecture (2016).
  - At this event, the Chair of IDC presents gender data to staff and students, followed by a lecture relevant to gender equality.

Speakers in our seminar series:

	External seminars	Internal seminars
2015-16	6 women; 12 men 33% female	4 women; 4 men 50% female
2016-17	10 women; 9 men 52% female	2 women; 7 men 22% female
2017-18	6 women; 9 men 40% female	3 women; 5 men 38% female
2018-19	9 women; 4 men 69% female	5 women; 7 men 42% female



**Impact:** Following actions that raised the profile of female speakers and drew attention to their under-representation in external seminars, we have increased from 33% to 69% female speakers.



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To tackle intersectionality, we aim to increase numbers of BME speakers [Action 1.7].

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**[Images from our electronic displays – removed from online version]**

- We understand the need for images of the department to be aspirational in their inclusiveness. In 2018, we engaged a photographer specifically to generate more diverse images of students and staff.
  - BSc recruitment pages have been carefully balanced for gender (3F; 3M). We provide both male and female student profiles.

**[Images on undergraduate recruitment pages featuring males as well as females – removed from online version]**

Areas for improvement:

- We still miss some opportunities to celebrate the successes of female staff (T&S and P&S), and we need to improve the visibility of BME Psychologists.



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Appoint IDC member with the specific duty to identify material for electronic displays, newsletter and website [Actions 1.8; 3.3; 5.4]

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(iii) Beacon activity

Demonstrate how the department is a beacon of achievement, including how the department promotes good practice internally and externally to the wider community.

Within the Department

- We have a strong collaborative ethos supporting E&D (i) at UG/PGT level, with our student ambassadors and representatives, (ii) at ECR level, with ECR Forum chairs and PhD student representatives, (iii) with academic staff and (iv) increasingly with support staff.

- We have a wiki providing extensive E&D-related resources to members of the department.
- Our ECR forum, founded in 2006, goes from strength-to-strength and has been taken as an example by other departments.
- Our Annual Athena SWAN lecture provides an excellent chance to discuss issues faced by women in academia with a large audience that includes students.
- IDC has a budget of £5k annually to support beacon events (recently increased from £1.5k).

#### Within the University

- We have a track record of promoting good practice within the University.
  - In 2015, we provided our ECR induction pack to the Researcher Development Team who were interested in creating something for the broader University.
  - Our ECR Forum has provided advice to departments on establishing something similar.
- We have a long-standing buddy relationship with the SAT of the Hull-York Medical School. In both departments, this has aided our understanding of the issues and our capacity to devise effective actions.

#### External activity

- SAT members represented the department at meetings of the national network for Gender Equality in Psychology, at Queen's University, Belfast (2017) and at UCL (2016). We have given presentations about our initiatives at both of these meetings.
- We shared a questionnaire we developed to understand gender differences in subject choices with three Psychology departments.
- A member of the SAT, was a member of the Royal Society's Diversity Committee from 2015-17.



**Beacon activity:** Partnership with **York St John University:**

One Senior Lecturer at York St John wrote: “UoY Psychology SAT are providing advice and practical support to York St John University’s institutional SAT as we take the first steps with our Athena SWAN application.

We hope to use elements of their culture survey to better establish a picture of the culture among academic staff and we are forging a link between our postgraduate community in Psychology and their ECR Forum.”



**Beacon activity:** We invited local Psychology departments to form a **White Rose Inclusiveness in Psychology (WRIP) working group**, involving nine local universities (so far).

The first WRIP meeting (March 2019) was attended by representatives of six departments.

- Participants shared best practice and challenges.
- We showcased the ECR Forum and the impact of proactive promotion.
- We made our culture survey available to other participants. Comparison data across departments will help us identify strengths and weaknesses.

The Head of Division of Psychology, University of Bradford commented: “The meeting allowed us to share information, experience and good practice. We often find ourselves competing against fellow institutions, and this was a very collegiate way to approach Athena SWAN, beneficial for all the universities involved.”

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We have ambitious plans to further develop our local, regional and national Beacon activities:



- Developing WRIP [Action 6.1]
  - Collaboration with York St John [Action 6.2]
  - Joint-SAT brainstorming with HYMS [Action 6.4]
  - Tackling gender bias in subject choices [Action 6.6]
- 

(iv) Culture

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

- IDC is embedded in the management structure of the department. We recently added E&D as a standing item on the agendas of all committees.
- We are proud of our Athena SWAN awards and have a prominent display of our certificates in the reception area and the Athena SWAN logo on our website.
- The ECR Forum and our social committee organise family-friendly events for all members of staff.
- We use unconscious bias reminders in selection procedures for new staff and PhD students.
- We recently expanded our E&D Champion roles to support actions around intersectionality.
- In our 2018 culture survey, 87% of women and 86% of men agree we are doing a good job in creating a supportive culture. We aim to see an increase to 95%.
- Funding was increased in 2019 from £1.5k to £5k per year to support our ambitious action plan.

**[Featuring members of the departmental choir – removed from online version]**



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We are planning celebration events and informal discussions that address E&D issues beyond gender, including the experience of BME Psychologists, work-life balance and imposter syndrome. These will bring together P&S staff, academic staff and students [**Action 1.4**]

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(v) **Timing of departmental meetings and social gatherings**

Describe the consideration given to those with caring responsibilities and part-time staff when scheduling departmental meetings and social gatherings.

- Office hours are flexible, which benefits staff with caring commitments.
- Departmental meetings are scheduled for the early afternoon, including Board of Studies, Research Committee and staff meetings.
- We introduced a Social Committee in 2016 to develop inclusive, lunchtime social events, which now run every year.
  - 91% of staff feel social events benefit women and men equally (up from 85% in both 2011 and 2015).
  - In addition to Christmas and Summer Socials, there are daytime celebrations, a department choir, an annual bike ride and sporting events with students.
- We are conscious that our departmental seminars at 4pm and the following discussions may be difficult for staff with caring commitments to attend.
  - In 2011 and 2015, our culture survey showed strong enthusiasm for 4pm seminars. By 2018, 39% preferred an earlier time (32% of men; 50% of women). Although this is not a majority of the department, the impact is asymmetrical – since some staff are unable to participate at a later time.
  - More lecturers favoured an earlier start, while more professors and PhD students (least likely to have young children) preferred a later time.
  - We are currently assessing the feasibility of a 2pm start time, following a staff discussion.



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Move seminar series to family-friendly time [**Action 4.7**]

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(vi) **HR policies**

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

- The Department Manager is responsible for the implementation of HR policies.
- The HR Advisor for the Faculty of Sciences has monthly meetings with the HoD and Department Manager to ensure departmental practices are up-to-date and in line with the University policies.
- The Department Manager informs the department of any new HR policies via email, the staff wiki and at staff meetings.
- When issues arise, the HR Advisor provides specific support around conflict resolution, mediation, support for bullying/harassment etc.
- The HR Partner for the Science Faculty assists with strategic HR issues, such as action plans as a response to the staff survey.
- HR advice is available from two departmental colleagues, who assist with recruitment and engaging temporary staff.
- We have a Harassment Officer who can be consulted in private and who can relay concerns anonymously to the HoD or another appropriate senior member of staff.
- Staff also feedback on HR issues anonymously in our culture survey.

(vii) **Workload model**

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

- The workload model includes teaching, preparation and marking, administrative duties, committee membership, outreach activities and research.
- We aim for a uniform distribution of work across staff, modulated to offset teaching duties against administrative roles, and to provide lighter loads to recently appointed staff and people returning from long-term absence, or with fellowships.
- There is no link in our department between the workload model and promotion.
- The model is updated annually and monitored for gender bias by IDC.
- Staff have access to the model to enable them to compare their own

workload with a summary for colleagues.

- The updated workload model was presented at a staff meeting and feedback was taken. Staff were positive about the transparency that the model provides.
- Women were assigned slightly lighter administrative (citizenship) workloads than men (although this difference was non-significant).

Average workloads assigned to men and women, after adjustment for part-time working:

**2016/17**

Activity	Group	N	FTE-adjusted allocation		Welch's t	df	p
			Mean	SD			
Teaching	Women	21	502	315	0.35	29.6	0.73 (n.s.)
	Men	26	476	173			
Citizenship	Women	21	186	181	1.40	44.0	0.17 (n.s.)
	Men	26	277	264			
Research/Scholarship	Women	21	955	371	0.66	36.5	0.51 (n.s.)
	Men	26	890	280			

**2018/19**

Activity	Group	N	FTE-adjusted allocation		Welch's t	df	p
			Mean	SD			
Teaching	Women	20	512	211	0.81	36.6	0.42 (n.s.)
	Men	25	464	174			
Citizenship	Women	20	246	196	2.012	41.3	0.05 (n.s.)
	Men	25	397	305			
Research/Scholarship	Women	20	885	282	1.231	40.5	0.23 (n.s.)
	Men	25	782	277			

Average workloads (hours per year) in 2016/17 and 2018/19, adjusted for FTE, and tests of the significance of the differences between the genders. SD = standard deviation; n.s. = not significant.

(viii) Representation of men and women on committees

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

- 43% of departmental staff on our committees are female, broadly in line with the gender balance amongst academic staff, suggesting women are well-represented but not over-burdened.
- There is a female Chair of Departmental Research Committee, which administers a large budget.
- Five committees have deputy or co-Chair positions (IDC; Board of Studies; Graduate School Board - 2 roles; Research Committee; Exams Board - UG and PGT). These roles provide evidence of citizenship to facilitate promotion, and they have helped us to achieve a better gender balance amongst senior academics (see above). Women currently hold four of these roles.
- We take an open and inclusive approach to committee membership. Chairs and Members of all committees are listed on the wiki. Administrative staff place the minutes on the wiki so they are accessible to everyone.

- All committees include members of both genders and, when relevant, different career stages and/or roles.



**Impact:** Following the expansion of Deputy Chair roles in 2012, we have made progress in female representation on committees:

In 2011, one committee was chaired by a woman; by 2015, there were three female chairs, and now there are four.

**Table 1:** Composition of committees by gender

	Women	Men	% female overall	% female (academic)	% female (support)	Chair, Deputy
IDC	9	5	64.3	63.6	66.7	F, F
Board of Studies						M, M
Communication Group	5	4	55.6	33.3	66.7	M
Department Management Team	6	6	50.0	40.0	100.0	M
HoD Advisory Group	3	4	42.9	33.3	100.0	n/a
Graduate School Board	10	5	66.7	58.3	100.0	F, F, F
Health and Safety Committee	5	3	62.5	0.0	83.3	M
IT Committee	2	6	25.0	33.3	20.0	M
Research Committee	8	6	57.1	54.5	66.7	F, F
Ethics Committee	2	5	28.6	28.6	n/a	M
Space Committee	4	2	66.7	0.0	80.0	F
Undergraduate Teaching Committee	4	6	40.0	25.0	100.0	M
YNiC Management	2	6	25.0	0.0	100.0	M
YNiC Ethics	3	4	42.9	42.9	n/a	M
YNiC Science	3	5	37.5	37.5	n/a	M

YNiC = York Neuroimaging Centre

Points for improvement:

- While the gender balance is appropriate overall, a greater proportion of female committee members are P&S staff.
- There is some under-representation of female academic staff on Space Committee and Health and Safety Committee, although these are not influential decision making bodies.
- Female academic staff are also not currently represented on YNiC Management Board, although the previous Chair of the YNiC Science Committee was female. Women do have a voice via YNiC Science Committee, which reports to the Management Board.



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We will further improve equality when assigning administrative roles **[Action 4.3]**

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(ix) Participation on influential external committees

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

- Academic staff of both genders are encouraged to take up membership of external committees by the HoD.
- Staff of both genders participate in society/conference organising committees (4F; 4M).
- Two staff are members of the assessment panel for REF2021 (1F; 1M).
- Members of the department sit on funding panels (e.g., MRC, ESRC, Leverhulme, Stroke Association; 1F; 4M).
- Major roles are included in the workload model.
- External positions of influence are important in promotion applications.

Word count: 6670

## 6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: 1500 words

Redacted.

## 7. FURTHER INFORMATION

Recommended word count: 500 words

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

Actions and their impacts summarised across years.

Date	Initiative	Purpose	Impact
2006	ECR Forum	Support PhD/PDRA	High satisfaction in research culture (e.g., PRES results)
2010	Research mentors	Advise Lecturers establishing new research groups	Rapid promotion of Lecturers to SL/Reader/Prof
2012	Expansion of Deputy Chair roles	Help Lecturers gain administrative experience required for promotion	
2012	Proactive promotion	Identify lecturers who are likely to already meet criteria for promotion and encourage them to apply	
2013	New induction procedures	Better support for newly appointed staff as department expanded	High satisfaction with induction
2014	Overhaul of performance review with trained reviewers	Support for career progression	High satisfaction with performance review
2015	New policy on supporting staff returning from leave	Support for parents/carers	Evidence that returning staff feel well-supported <b>[ongoing]</b>
2016	Annual Athena SWAN lecture	Raise profile of Athena SWAN; wide sharing of our gender data	Increased capacity to deliver beacon activities in department and beyond <b>[ongoing]</b>
2017	New roles of ECR Champion and E&D Champion	Increased capacity; greater embedding	
2019	New roles of LGBTQ Champion, Parent and Carer Champion, Mental Health Champion		

Word count: 178

## 8. ACTION PLAN

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

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

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

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

The action plan below covers the period 2019-2023.

<b>Objective 1: Fostering broad engagement and deeper embedding of Athena SWAN principles in all departmental activities</b>				
Area to be addressed	Specific action(s)	Responsibility	Timescale	Success measure
<p><b>1.1: Deeper embedding of Athena SWAN principles within departmental operations to ensure continuity of established best practices over successive academic generations.</b></p>	<p>Alter IDC agenda so that <i>ex officio</i> members and others in the department make <b>scheduled reports</b> to IDC. This will include:</p> <ul style="list-style-type: none"> <li>• Gender breakdown for staff and recruitment (Report by Department Manager)</li> <li>• Gender breakdown for UG, PGT and PhD applications, offers and acceptance (Reports by UG/PGT/PhD recruitment officers)</li> <li>• Results of culture/staff surveys and focus groups, including feedback on induction, performance review, mentoring, flexible working (Reports by IDC Chair)</li> <li>• Provision and attendance at ECR Forum events (Report by ECR Forum Chair)</li> <li>• Uptake of E&amp;D and other training (Report by Department Manager)</li> <li>• Research funding split by gender (Report by Chair of Departmental Research Committee)</li> <li>• Outreach activities (Report by Coordinator for Widening Participation and Outreach)</li> <li>• Report on seminar speakers (Report by Seminar Organiser)</li> <li>• Issues raised by other committees, following decision to add E&amp;D as standing item to all committee agendas in department</li> </ul> <p>To minimise the burden on staff, where possible, we will schedule reports to be considered by IDC at times when they are being compiled for other purposes.</p>	<p>IDC to devise new agenda; IDC Secretary to request reports; members to provide reports.</p>	<p>New agenda to be introduced from October 2019. Most items will be reported on annually.</p>	<p>Adherence to planned schedule, with reports provided by ex-officio members and others on a regular cycle, and published internally on staff wiki</p>

<p><b>1.2:</b> Broaden focus of IDC to place more emphasis on issues of <b>intersectionality</b></p>	<p>Regularly monitor staff and student data split by <b>ethnicity and disability</b> (including mental health issues).          Deepen understanding of issues through discussions with our Student Ambassadors (who self-identify as belonging to under-represented groups and are recruited to support equality initiatives), student representatives and IDC Champions.</p>	<p>Department Manager; IDC</p>	<p>Discussions of this data in 2020 and 2022 leading to concrete actions that can be implemented</p>	<p>Three concrete actions on intersectionality by 2023</p>
<p><b>1.3:</b> Increase IDC capacity to support progress in E&amp;D</p>	<p><b>Increase frequency of regular IDC meetings</b> from 3 to 4 per year, given the additional data we aim to consider. These meetings will continue to be timetabled in the Departmental calendar. Outside of these meetings, we will establish <b>working parties</b> to deliver actions in specific areas.</p>	<p>IDC</p>	<p>From October 2019</p>	<p>Meetings at least once every three months</p>
<p><b>1.4:</b> Increase informal discussion of E&amp;D issues with staff and students</p>	<p>Raise the profile of our <b>five Champions (for E&amp;D; ECR; Mental Health; Parent/Carers; LGBTQ)</b>, three of whom were recently appointed to support our work on intersectionality, through events designed to bring together staff and students in the department.</p> <ul style="list-style-type: none"> <li>• We will hold E&amp;D get-togethers.</li> <li>• We will include a mix of <b>public celebration events</b> (for example, contributions of BME Psychologists, and for York Pride), hosted in the reception area of the department, alongside more intimate <b>discussions</b> (on subjects such as imposter syndrome, managing stress, being a parent in academia, flexible working) in smaller seminar rooms.</li> <li>• Topics for these events were suggested by staff and students at focus groups following our culture survey. We will continue to seek suggestions from the whole department via our IDC reps, ECR Forum, Board of Studies and staff meetings.</li> <li>• We will invite staff and students at York St John for some events.</li> </ul>	<p>Five IDC Champions will host events.  The E&amp;D Champion will coordinate their actions.</p>	<p>First get-togethers in 2019, and then held every six months until 2023.</p>	<p>At least two lunchtime get-togethers a year, each attended by at least 10 people</p>

	<ul style="list-style-type: none"> <li>We plan to use some of the IDC budget to provide refreshments at these events.</li> </ul>			
<b>1.5-1.6: Enhance provision of E&amp;D training</b>	1.5: Continue to require <b>online E&amp;D training</b> to be completed by all staff. There are still 10% of staff who have not completed compulsory training. Send out email reminder in 2019, with further follow-ups when needed.	Department Manager	Reminders sent in 2019	Increase completion rates from 90% to 100%
	1.6: Discussion and <b>training at staff meetings</b> (once per term) based on feedback from culture survey. This will include: <ul style="list-style-type: none"> <li>Training on <b>non-binary gender</b> and use of pronouns in 2019, important for our research as well as interpersonal interactions.</li> <li>Broad discussion of <b>intersectionality</b> within departmental data</li> <li>An update on <b>unconscious bias</b> and how it is being tackled in the department</li> <li>Ask staff to suggest specific areas for additional training in gender survey and organise suitable events.</li> </ul>	Members of IDC	At least one ad-hoc training event each year of the award, each attended by at least 30 people	Improve satisfaction with E&D training from 72% to 90%
<b>1.7-1.8: Consider intersectionality in the availability of role models</b>	1.7: Start to monitor ethnicity as well as gender in external seminars. <ul style="list-style-type: none"> <li>We achieved a good gender balance in speakers over the last few years although recent experience suggests we cannot reduce our efforts in this area.</li> <li>We have a low representation of BME researchers in our seminars, and no data to provide a baseline from which we can improve.</li> </ul>	Seminar organiser, reporting to IDC	From Autumn Term 2020	50% female speakers throughout the lifetime of the award. 10% BME speakers by 2023
	1.8: Revise Athena SWAN webpages to draw attention to intersectionality. Start to build-up case studies that showcase the successes of BME students and staff. Appoint person who has this specific responsibility.	IDC Chair; E&D 'role model lead'	From Autumn Term 2020	Five case studies on web by 2023

Objective 2: Addressing the gender imbalance in our undergraduate cohort					
Area to be addressed	Specific action(s)	Responsibility	Timescale	Success measure	Impact target
<b>2.1-2.5:</b> Increase awareness of and engagement in Athena SWAN amongst <b>UG and PGT students</b>	2.1: Introduce <b>annual presentation</b> to UG and PGT students about Athena SWAN and actions we are taking.	Chair of IDC working with Chair of BoS	Each year from 2019	Talk attended by at least 50% of students in each cohort	>90% agreement that we have a gender inclusive culture amongst students  >90% awareness of Athena SWAN by end of award
	2.2: Article about Athena SWAN in student magazine 'PsychOut'.	IDC Chair; Editor of PsychOut	Summer 2019 Edition of PsychOut on 'Diversity'	Article circulated	
	2.3: Launch <b>student survey</b> to establish how many students identify as belonging to an under-represented group, and to find out about their lived experience within the department. This survey will also provide information on career aspirations. Analyse data split by gender.	Chair of IDC working with Chair of BoS and student representatives	Autumn Term 2020	Survey completed by at least 100 students	
	2.4: Use <b>focus groups</b> with UG and PGT students to discuss the results of the student survey above, and to solicit feedback on actions to address any issues that are raised.	Chair of IDC	January 2021; 2023	Comments from at least 20 students on E&D issues	
	2.5: Expand diversity of student representatives to include at least one <b>BME student</b> who can amplify the voice of this under-represented group.	Chair BoS working with Students Union	From Autumn Term 2020	IDC to include BME representative	
<b>2.6:</b> Ensure <b>current students</b> from under-represented groups are not disadvantaged in the department	Following focus groups with students (above), consider actions to make under-represented students feel less isolated. For example, ensure there are no tutorial groups containing only one male student or one international student.	IDC; Student admin team	From 2021	At least one action suggested by students implemented in 2021, 2022 and 2023	No gender differences in degree outcomes or student satisfaction (data from survey above)

<p><b>2.7:</b> Promote wellbeing and mental health in students</p>	<ul style="list-style-type: none"> <li>• Work with student representatives to produce Wellbeing Strategy for students in Psychology.</li> <li>• Provide timetabled wellbeing sessions for students that provide strategies for dealing with stress.</li> </ul>	<p>Mental Health Champion and student representatives</p>	<p>Draft strategy in 2020</p>	<p>Strategy, including support sessions, disseminated to students by 2021</p>	<p>Feedback from students showing this made a difference to wellbeing or attainment</p>
<p><b>2.8-2.10:</b> Gender neutrality in undergraduate recruitment materials and events</p>	<p>2.8: Provide an aspirational view of gender in Psychology on our <b>website</b>. Although we have made substantial improvements, we will continue to build-up a <b>portfolio of images</b> showing female students in neuroscience, senior female academic staff working with students, male students in clinical pathways and BME students.</p>	<p>Director of Communications</p>	<p>Invite photographer to department every two years (in 2020 and 2022)</p>	<p>Gender-neutral recruitment material</p>	<p>Improve gender balance in UG Psychology programme.</p> <p>We recognise that this is national issue, which will take time to address.</p> <p>Initially, we aim to increase male representation to 20% (from 15%), exceeding the national benchmark of 18% male)</p>
	<p>2.9: Ask student ambassadors from under-represented groups to provide case-studies for website.</p>	<p>Chair of IDC</p>	<p>Annual request to ambassadors in October</p>	<p>10 case-studies for students from under-represented groups on website by 2023</p>	
	<p>2.10: Continue to ensure that both male and female teaching staff are involved in <b>open days</b>. Encourage more male students to be involved in open days (for example, by recruiting student ambassadors and PhD students).</p>	<p>Chair of UG Admissions</p>	<p>Recruitment of male student helpers in October each year</p>	<p>Male applicants to meet a male student at open days by 2020.</p>	

<p><b>2.11-2.12:</b> Increase <b>gender-neutral outreach</b> in schools; provide role models from under-represented groups</p>	<p>2.11: In addition to existing outreach by staff, arrange for student ambassadors from under-represented groups to give a talk at their old school about studying Psychology at University to all Science A-level students.</p> <ul style="list-style-type: none"> <li>• This will help to dispel myths about the nature of the subject (i.e., it is a science with a strong focus on quantitative skills, not psychoanalysis) and show that this subject attracts diverse students.</li> <li>• Student ambassadors will be given powerpoint slides they can use (designed to highlight quantitative skills and diversity in Psychology)</li> <li>• We plan to use some of the IDC budget to cover the travel expenses of the Ambassadors.</li> </ul>	<p>Chair of IDC</p>	<p>Annual recruitment in January</p>	<p>15 ambassadors recruited by 2023</p>	<p>(as above)</p>
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	<p>2.12: Provide funding for people within the department to take part in “I’m a scientist: Get me out of here!” (£3.5k for each person taking part).</p> <ul style="list-style-type: none"> <li>• They will be part of a <b>gender-balanced panel of six scientists</b> answering questions online from hundreds of school children, who vote to keep or remove individual scientists.</li> <li>• We will target <b>pre-GCSE children</b>, as subject choices in this group will be influenced by the provision of role models.</li> <li>• The schools will have to ensure <b>50:50 male and female children</b>.</li> <li>• We will target <b>Widening Participation</b> schools and schools that are <b>ethnically diverse</b>.</li> <li>• We are working with ‘I’m a Scientist’ to consider what data we could collect to establish how children’s attitudes have changed as a consequence of their participation.</li> <li>• If this approach proves successful, we will disseminate the findings to partners in the University and within the White Rose Inclusiveness in Psychology working group, and seek partners to scale up this activity.</li> </ul>	IDC	Event in 2020; 2022	At least 800 school children interacting with Psychology panel balanced for gender	
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<p><b>2.13:</b> Address gender imbalances in career choices within Psychology (evident, for example, in gender differences between our MSc programmes)</p>	<p>Provide role models of men in Clinical Psychology and women in Neuroscience through:</p> <ul style="list-style-type: none"> <li>• Displays showcasing the careers of alumni</li> <li>• Case-studies on website</li> <li>• Articles in PsychOut</li> </ul>	<p>IDC Chair; BoS Chair</p>	<p>Identify case-studies annually in Summer Term</p>	<p>At least five case studies by 2023</p>	<p>Evidence of changing attitudes on our student survey</p>
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<p><b>3.4: Build on the continued success of ECR Forum,</b> one of our most successful Athena initiatives to date</p>	<p>Increase capacity of ECR Forum to host activities that address concerns about pursuing an academic career which may disproportionately affect women and under-represented groups (e.g. BME and working class staff/students); particularly combining work with family life and job security. ECRs have suggested these factors contribute to the decrease in women from ECR to lecturer level.</p> <ul style="list-style-type: none"> <li>• Academic staff with varied career pathways to speak at <b>Families in Science workshop</b>, providing role models</li> <li>• Workshop on different ways to secure salary support</li> <li>• We will use results of survey and focus groups to identify additional areas in which ECR Forum could provide support.</li> </ul>	<p>ECR Champion; IDC</p>	<p>Events in 2020; 2022</p>	<p>Maintain or increase capacity of ECR to host events: at least 10 events per year, with attendance (summed across events) totalling at least 200 attendees</p>
<p><b>3.5: Further develop alumni network</b> for PhD students and research staff</p>	<p>Maintain LinkedIn site; continue to invite all new PhD students and research staff to join on arrival.</p> <ul style="list-style-type: none"> <li>• To increase the usefulness of the site, we plan to provide links to people working in specific fields, who are willing to be contacted (e.g., different areas of research, industry, clinical).</li> </ul>	<p>ECR Champion; Postgraduate administrator</p>	<p>Site development from 2019</p>	<p>100% of departing research students and staff on site by end of award.</p> <p>Feedback from ECR forum members demonstrating that this is a useful resources (e.g. via the new ECR culture survey)</p>
<p><b>3.6-3.7: Increase opportunities for ECR to gain experience of recruitment</b></p>	<p>3.6: Find out how frequently research staff and existing PhD students are included in interviews, for example, with prospective PhD students and research staff. Provide reminders to academic staff if appropriate.</p>	<p>Postgraduate administrator; HR assistant; ECR Champion</p>	<p>From 2019</p>	<p>50% of ECR to have this opportunity</p>
	<p>3.7: Further encourage ECR to attend job talks given by applicants to academic positions, by sending them a specific invitation which points out the benefits to them.</p>	<p>PA to HoD</p>	<p>From 2019</p>	<p>70% of PDRAs to have taken up this opportunity by end of the award</p>

<b>3.8-3.12: Increase our efforts to tackle the misperception that research and academia cannot be combined with family life</b>	<b>3.8: Build on Q&amp;A session: “Is PhD study for me?”</b> including female and male researchers talking about their experiences, including role models to show how research can be combined with family life. Add this material to the website.	Deputy Chair of Graduate School Board (PhD admissions)	Maintain annual events from 2019; material on website by 2021	10% increase in PhD students’ belief that research and family life can be combined by 2023 <ul style="list-style-type: none"> <li>We do not consider it appropriate to aim to increase the proportion of female PhD students (since women are already 72% of our students).</li> </ul>
	<b>3.9: Include more prominent links between PhD application pages and ECR Forum/Athena SWAN pages.</b>	Deputy Chair of Graduate School Board (PhD admissions)	Revise website in 2020	
	<b>3.10: Hold discussion with academic staff about supporting work-life balance in PhD students and research staff.</b>	IDC Chair; ECR Champion	Discussion in staff meeting in 2021	
	<b>3.11: As part of our new gender survey for ECR students (above), establish the extent to which male and female research students and postdocs believe it is feasible to combine research with having a family.</b>	ECR Champion	Baseline data gathered in 2019; follow-up surveys in 2021 and 2023	
	<b>3.12: Provide mentoring for PhD students and postdocs who would value this, initially focussing on those combining research with a family. Add information about this opportunity to the ECR Forum website and PhD Handbook wiki.</b>	Members of IDC who have families to act as mentors; ECR Forum chairs to disseminate information	From 2020	

<b>Objective 4: Supporting career progression in academic staff</b>				
Area to be addressed	Specific action(s)	Responsibility	Timescale	Success measure
<b>4.1:</b> Consolidate past actions to support academic career development	<p>On the staff wiki, summarise the schemes we have introduced to support academic careers, providing a roadmap for academic staff and managers. This will include links to information about:</p> <ul style="list-style-type: none"> <li>• Promotion procedures, including names of female and male colleagues who can provide informal advice.</li> <li>• The role of performance review and administrative roles in developing your CV</li> <li>• Opportunities for mentoring, including how to ask for additional mentoring or a change in mentor</li> <li>• Work-life balance</li> <li>• Flexible working and parental leave</li> <li>• A list of people in the department who can provide advice on a list of topics</li> </ul> <p>This will help to ensure that staff remain aware of the support that is already available, as we diversify our focus and will help to embed and future-proof best practices as new staff take on responsibilities for E&amp;D and senior management.</p>	Department Manager	2019	A user-friendly document which gets 100% positive feedback from academic staff in focus groups
<b>4.2:</b> Gain a better understanding of issues in career progression for T&S staff and take action to address any issues	<p>We recently appointed several T&amp;S staff on open contracts, and we need to ensure we are fully supporting their long-term career development.</p> <ul style="list-style-type: none"> <li>• We will hold focus groups to gain a better understanding of the challenges faced by T&amp;S staff, and how our existing policies and</li> </ul>	Chair of IDC and Chair of BoS	2020	A comparable promotion success rate (as percentage of eligible staff) for T&S and T&R

	<p>procedures can be adapted to better support their needs.</p> <ul style="list-style-type: none"> <li>We will carefully consider how we can proactively support the promotion of these staff, through the careful assignment of duties to build a track-record of leadership, much as we have done for T&amp;R staff.</li> </ul>			
<p><b>4.3:</b> Introduce a more transparent way of appointing people to administrative roles, which maximises the promotion prospects of staff</p>	<p>Successive HoDs have been mindful of the need to assign administrative roles in a way that allows staff to secure the experience needed for promotion, whilst focussing on gender equality. We can further improve this system by:</p> <ul style="list-style-type: none"> <li>Introducing a mechanism by which people can apply for positions in a fair and transparent way</li> <li>Building stronger linkage between career development discussions at performance review and decisions about administrative roles</li> <li>Rotating deputy chair roles to maximise opportunities for lecturers.</li> </ul>	<p>Chair of IDC and HoD</p>	<p>From 2020</p>	<p>An improvement from 86% satisfaction with the way citizenship roles are assigned to assist promotion, to 95%</p>
<p><b>4.4:</b> Introduce mechanism to continually improve mentoring</p>	<p>We currently only collect data on the effectiveness of mentoring overall. We will introduce a mechanism to evaluate the effectiveness of each relationship, once a year, and a means to reassign mentors as the need arises.</p> <ul style="list-style-type: none"> <li>We will do this via performance review. Staff will be asked for their views about current arrangements and if there is anything that would improve mentoring. Performance reviewers will take action to address issues that are raised.</li> <li>We will also evaluate the resources we provide for mentors and improve these as required.</li> </ul>	<p>IDC; performance reviewers</p>	<p>2021</p>	<p>Increase in percentage of staff satisfied with mentoring from 83% to 95%.</p>
<p><b>4.5:</b> Evaluate support offered to academic staff</p>	<p>We offer mentoring and a term of <b>research and scholarship leave</b> for returning staff but we do not have enough data to fully evaluate these arrangements. Ask</p>	<p>IDC</p>	<p>Interviews collated in 2022</p>	<p>Evidence of a high level of satisfaction with support when returning to work</p>

who return from a period of leave	recently-returned staff to complete a questionnaire to establish where improvements can be made.			
<b>4.6</b> Revise culture survey	The improved survey will capture more information about activities to support career progression (both completed and desired) and will be more suitable for use by external departments – e.g., White Rose Inclusiveness in Psychology working group.	IDC Chair	2020	Successful survey shared widely, with some <b>cross-department baseline data</b> by 2023 (e.g., from departments within WRIP working group)
<b>4.7:</b> Establish the feasibility of moving the departmental seminars to a family-friendly time, such as 2pm	This will allow some staff and students with children to attend the talk and post-talk discussions. There will be a long lead-in for this change since next year's teaching timetable is already set, and we need to continue to ensure that all staff and students are free from other departmental commitments. <ul style="list-style-type: none"> <li>We will examine the impact of this change on attendance.</li> </ul>	IDC Chair with timetabling team	From October 2020	No colleagues unable to regularly attend due to childcare commitments
<b>4.8:</b> Encourage more female applicants for academic roles, especially for chair positions where women are under-represented	Expand the use of <b>search committees</b> with the explicit brief to <b>encourage female applicants</b>	HoD to convene search committees. HR administrator to collate numbers of men and women approached for IDC	From 2019	Demonstrate an equal number of approaches to potential male and female applicants by end of award period.

<b>Objective 5: Supporting career progression in P&amp;S staff</b>				
Area to be addressed	Specific action(s)	Responsibility	Timescale	Success measure
<b>5.1-5.4: Achieve higher levels of engagement in Athena SWAN in ECRs and P&amp;S staff</b>	5.1: Improve response rate on <b>culture survey</b> in P&S staff by using a <b>tailored</b> survey. <ul style="list-style-type: none"> <li>We will ask questions of particular relevance to this group, including questions about training and career development activities that have been undertaken, and those that are desired. We will gauge enthusiasm for professional recognition schemes (Registered Science Technician and University administrator schemes) and the expansion of departmental schemes such as mentoring.</li> </ul>	IDC Chair; Department Manager	Culture survey in 2019; 2021; 2023	Achieve 70% response rates for P&S staff (approaching level for academic staff)
	5.2: Seek suggestions and feedback following culture survey via <b>focus groups</b>	IDC Chair	Focus groups will follow surveys in 2021 and 2023	Focus groups at least two times over lifetime of award, attended by at least 10 people
	5.3: Maximise collaboration between P&S and academic staff to tackle areas of concern raised by either group of staff in culture survey/focus groups	Chair of IDC with P&S representatives	Collaborative working groups to meet in 2020 and 2022	At least one concrete action from each working group implemented by end of award
	5.4: Maximise opportunities to celebrate achievements of P&S staff – in electronic displays, department newsletter, on website, announcements in staff meetings, and by holding lunchtime celebration events	Chair of IDC with P&S representatives	From 2019	Reach 95% agreement that we have an inclusive culture amongst P&S staff

<p><b>5.5:</b> Collate information about existing mechanisms to support career progression in P&amp;S staff (similar to 4.1)</p>	<p>Write wiki pages for P&amp;S staff that describe induction, career planning, the role of performance review, how to access training, secondment, information about role review, work-life balance and flexible working.</p> <ul style="list-style-type: none"> <li>• These pages will include information about national recognition schemes for P&amp;S staff (including how to apply for Registered Science Technician (RSciTech) status)</li> <li>• We will include case studies showcasing P&amp;S staff who have rapidly developed their careers, and the mechanisms they used to achieve this.</li> </ul>	<p>Department Manager, IDC Chair</p>	<p>Implementation in 2020</p>	<p>A user-friendly document which gets 100% positive feedback from P&amp;S staff in focus groups</p>
<p><b>5.6:</b> Consider whether existing processes can be adapted to better support P&amp;S staff</p>	<p>Make performance review more relevant to P&amp;S staff who are currently unable to apply for promotion</p> <ul style="list-style-type: none"> <li>• Use performance review to identify issues that have a negative impact on career development and/or job satisfaction, which could be resolved through collaboration (for example, with academic staff: see Action 5.3).</li> <li>• Performance review will also be used to establish whether individual P&amp;S staff would like greater access to existing or new mentoring schemes.</li> </ul>	<p>IDC Chair</p>	<p>From 2021</p>	<p>At least one new initiative introduced by 2023</p>

<b>Objective 6: Developing our beacon activities</b>				
Area to be addressed	Specific action(s)	Responsibility	Timescale	Success measure
<b>6.1: Maintain and further develop our White Rose Inclusiveness in Psychology Network (WRIP)</b>	<p>WRIP will allow Psychology departments located near to York to collaborate on gender equality, and to support each other by disseminating best practice and brainstorming solutions to common problems. Our aim is to support faster progress in and around Yorkshire.</p> <ul style="list-style-type: none"> <li>• We will hold one WRIP meeting each year</li> <li>• We aim to increase membership beyond the 8 departments that are currently involved</li> <li>• We will advertise our annual Athena SWAN lecture to staff/students at other Universities through this network</li> <li>• We plan to share resources such as our culture survey and bench-marking data, and encourage others to do the same</li> </ul>	Chair of IDC	Second WRIP meeting to be held in 2020	<p>At least five meetings from 2019-2023</p> <p>More than 80% positive feedback from attendees</p> <p>External visitors attending our Annual Athena SWAN lecture</p> <p>A google group for shared resources</p>
<b>6.2: Support gender equality at York St John University (YSJ), where Psychology staff are starting to engage with Athena SWAN</b>	<p>Further develop our buddy relationship with YSJ</p> <ul style="list-style-type: none"> <li>• Meet them several times a year</li> <li>• Encourage their PhD students to come to our ECR Forum events</li> <li>• Provide them with resources and training, including the tailored culture surveys for P&amp;S, ECR and UG when these are available</li> <li>• Provide feedback on their institutional application</li> </ul>	Chair of IDC	Our next meeting is already scheduled; these will continue from 2019 to 2023 and beyond.	Rapid progress towards gender equality at YSJ, and qualitative evidence that our buddy relationship has helped them

<p><b>6.3: Dissemination</b> of our most impactful actions at a <b>national level</b></p>	<ul style="list-style-type: none"> <li>• We will present our most impactful activities to colleagues from other departments at the Athena SWAN Psychology National Forum. <ul style="list-style-type: none"> <li>○ It may be possible to share resources/ideas from WRIP meetings.</li> <li>○ We will offer to host a meeting of ASPoN.</li> </ul> </li> </ul>	<p>IDC</p>	<p>We will offer to host an ASPoN meeting in 2021</p>	<p>Talks by more than one member of IDC over the lifetime of the award.</p>
<p><b>6.4:</b> Developing our Athena SWAN links within the University</p>	<p>Make more of our <b>buddy relationship with HYMS</b> by introducing a <b>joint-SAT brainstorming session</b> focussed on common issues we face, such as support for career development in P&amp;S staff, how to tackle Chair-level under-representation etc.</p>	<p>IDC and HYMS SAT</p>	<p>Joint SAT meetings in 2020 and 2022</p>	<p>At least one action that can be taken forward from our collaborative meeting by 2023.</p>
<p><b>6.5:</b> Further develop our <b>annual Athena SWAN lectures</b></p>	<ul style="list-style-type: none"> <li>• Advertise these lectures within <b>other local Psychology departments</b> to increase their impact.</li> <li>• While the talks have focussed so far on renowned female Psychologists, we will aim for at least one of the lectures to have broader relevance/appeal – for example, to P&amp;S staff, by inviting a researcher who works on a topic relevant to E&amp;D, such as implicit bias.</li> </ul>	<p>Chair of IDC; seminar organiser</p>	<p>Four lectures over lifetime of award</p>	<p>Lectures attended by at least 200 people, including from outside the department.</p>
<p><b>6.6:</b> Addressing gender biases in the perception of Psychology and career choices pre-GCSE</p>	<ul style="list-style-type: none"> <li>• If our preliminary data from “I’m a scientist” suggests this is an effective method of reducing gender biases in subject choice, we will encourage other departments to join (e.g., from WRIP and ASPoN).</li> </ul>	<p>IDC Chair; Coordinator for Widening Participation and Outreach</p>	<p>Four participants in lifetime of award</p>	<p>Interaction with 2000 children Evidence of changed perceptions in 50%.</p>



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