

Objective 1: Fostering broader engagement in Athena Swan in and beyond the department				
Specific objective	Specific action(s)	Responsibility	Timescale	Success measure
1.1: Raise profile of AS in our department and in other local departments (Beacon status).	Introduce AS Annual Lecture by high-profile female scientist and/or champion of E&D; invite staff and students from surrounding universities.	I&D Chair	Annual Lectures to be held Autumn Term 2016, 2017, 2018.	Three annual lectures to be held during lifetime of award, with more than 40 people attending each one.
1.2 Increase availability of female role models by ensuring a good gender balance for external seminar speakers	Monitor gender as slots are being assigned. Request suggestions for more female speakers when necessary. Seminar organiser to alert I&D committee members to anticipated imbalance so that they can proactively suggest more female speakers.	Seminar organiser; I&D committee members	Monitoring gender of speakers and proactive actions to address imbalance from October 2016.	Improvement from 32% female speakers to 50% by the end of the award.
1.3: Foster broader engagement in E&D issues within Department.	Continue to run Equality Survey every two years and disseminate and initiate discussion of gender data at staff meetings/away days as well as at I&D meetings and DMT. Ask staff not already involved in I&D meetings to propose new initiatives to increase inclusiveness.	I&D Chair; HoD	1. Two presentations to staff per year throughout award period (e.g., each January and October 2016, 2017, 2018). 2. Initiatives proposed by staff to be discussed at following I&D meeting and implemented within six months of agreement (e.g., by October 2016, 2017 and 2018 following January discussion).	1. At least one initiative proposed by staff selected and implemented per year. 2. Virtually 100% of staff to agree the department has a gender-inclusive culture (currently 93%).
1.4: Training of all academic staff in E&D issues.	1. A new requirement for staff to attend E&D training covering unconscious bias at least once every four years. 2. Provide training events in Department (as well as HR courses). 3. Monitor attendance at courses.	1. Departmental Manager 2. I&D Chair 3. HR administrator	1. Review records of who has undertaken training and send reminders to staff by Summer 2017. This delay will allow a new University training interface to become established and used for this purpose. 2. Offer next E&D course within Department by Summer 2017 and a second course by Summer 2018.	1. 85% of academic staff to have undertaken E&D training by end of award. 2. E&D training offered in Department attended by more than 25 people.

1.5: Expand material on E&D and AS in induction packs and on website.	Revise induction materials to demonstrate how an inclusive culture is of strategic importance to the department (alongside information on support and family-friendly policies). Include article by <i>Murphy, Bishop, & Sigala (2014) 'Women scientists in Psychology – time for action' The Psychologist 27, 918-22.</i>	I&D Chair; PA to HoD (who coordinates induction)	1. Article to be added from January 2016. 2. Revise other material by January 2017.	Virtually 100% of staff to agree the department has a gender-inclusive culture (currently 93%).
Objective 2: Promoting equality in recruitment				
Specific objective	Specific action(s)	Responsibility	Timescale	Success measure
2.1: Identify and encourage more female applicants, especially for chair positions where women are under-represented.	Convene search committees with equal numbers of men and women and the explicit brief to encourage exceptional women to apply who might not have applied of their own accord.	1. HoD to convene search committees 2. HR administrator to collate numbers of men and women approached	1. Monitor information about approaches to potential female and male applicants in January 2016, 2017, 2018) 2. Use this data to provide feedback to search committees in January each year.	1. Raise the percentage of female applicants for faculty positions overall from 27% to 45%. 2. Demonstrate an equal number of approaches to potential male and female applicants by end of award period.
2.2 Seek feedback from potential applicants of both genders to identify the factors which led them to apply (or not apply). This will provide information about what attracts female and male applicants to our department and could therefore suggest new actions to increase the numbers of female applicants.	Within a few weeks of decisions about posts, we will ask people who had informal contact with search committees about factors that influenced their decision to apply or to not apply, via an anonymised questionnaire.	Members of Search Committees, I&D Chair, HR administrator	1. This will be introduced from January 2016. 2. Collate the questionnaire data by January 2017 and annually thereafter as new information becomes available.	From this data we will identify at least two messages to emphasise in future adverts that should encourage female applicants (see Action 2.4).

<p>2.3 Increase inclusiveness in recruitment activities by encouraging PIs to invite Research Fellows to sit on panels for new research staff and by inviting experienced non-professorial staff to sit on panels for new lecturers, while maintaining gender-neutrality.</p>	<p>1. Maintain equal numbers of males/females on appointment panels overall, with equal numbers of male/female Chairs and at least one woman on every panel. 2. We will now invite experienced non-professorial research and academic staff to undertake training to sit on appointment panels. 3. A list of trained staff available for interviewing will be sent to panel convenors.</p>	<p>1. HoD to convene gender-neutral panels. 2. I&D chair to organise interview training. 3. Department HR administrator to maintain list of trained staff available for interviews.</p>	<p>Interview training to be offered every other year (April 2016; April 2018).</p>	<p>1. At least four research staff and four academic staff available for panels by April 2018. 2. Research and non-professorial academic staff to have been included in six or more appointment panels by end of award period.</p>
<p>2.4 Ensure candidate briefs for new faculty describe the successful post-holder in objective terms</p>	<p>Although application packs already include information about Athena SWAN and family-friendly policies, we will revisit these documents to avoid subjective terms such as “exceptional” and “world-leading” in our description of the successful candidate, in favour of more objective descriptions (i.e., will have held project grants as PI). This may encourage applications from talented but more modest individuals. We will also incorporate ideas from Action 2.2.</p>	<p>Department Manager</p>	<p>In April 2016, we will revise these materials to focus on objective descriptions. In April 2018, we will consider whether any further changes can be made in light of Action 2.2.</p>	<p>The production of an improved and effective candidate brief document by the end of the award period.</p>

Objective 3: Supporting career advancement				
Specific objective	Specific action(s)	Responsibility	Timescale	Success measure
3.1 Improved system of performance review (PR).	Maintain 100% PR completion rate but now with a smaller number of specifically trained staff as reviewers . PR will include discussion of aspirations and opportunities for career advancement (see action 3.2).	HoD	Trained reviewers will be in place from Autumn 2015. Department will annually survey staff to assess usefulness of PR.	1. Increase in rated usefulness of PR from 54% (2011 staff survey) to 70% by end of award. 2. Maintain 100% engagement in performance review.
3.2 Maintain and improve proactive approach to promotion .	The Performance Advisory Group, which seeks to identify people who meet the criteria for promotion, will be integrated with PR, helping staff to build a case for promotion over several years .	Performance Advisory Group, HoD	We have had a preliminary meeting to establish the basis for this approach. Members of the Performance Advisory Group will undertake PR from 2015-16.	Maintain or increase recent successes in promotion of staff: 5 or more successful applications expected (based on previous rates), from both women and men.
3.3 Increase understanding of the promotion system .	Offer workshops for staff interested in learning more about promotion. These will be held routinely every two years.	I&D Chair	First workshop will be held in Summer 2016 before next round of promotion applications commences.	Maintain or increase understanding of promotions system (87% of staff understood system in 2014 survey).
3.4 Continue to appoint people to deputy chair roles for departmental committees so that more staff can gain experience of leadership and thereby meet requirements for promotion.	Encourage staff to volunteer for deputy chair and other leadership positions when these roles are needed for a potential promotion bid. This will allow capable but less confident people to gain valuable skills whilst working with a more experienced academic.	Performance Advisory Group, HoD	From Summer 2016	At least three lecturers to have held deputy positions by end of award period.

Objective 4: Supporting mid-career academics				
Specific objective	Specific action(s)	Responsibility	Timescale	Success measure
4.1 Extended mentoring scheme to ensure all mid-career academics (even beyond lecturer level) have adequate mentoring arrangements.	<ol style="list-style-type: none"> 1. Assess suitability of existing mentoring arrangements once a year during PR. 2. Arrange additional mentoring for mid-career staff as required. 3. Assign new research mentors when existing relationships are not working well. 4. List of people willing to offer advice on issues affecting mid-career staff (running a research group, dealing with time pressure, strategies for gaining research funding, returning from a career break etc.) on staff wiki. 5. Develop resources on staff wiki for mentors and mentees on how to make this relationship effective and suggest topics for discussion. 	<ol style="list-style-type: none"> 1 and 2. Performance Advisory Group, HoD. 3. Chair of DRC 4 and 5. I&D Chair 	Review mentoring needs of mid-career academics in 2015-16. All staff to have mentors in place, when a need has been identified, by October 2017.	Increase in percentage of staff reporting that mentoring is sufficient for their needs up from 45% in 2014 to 70% by end of award period.
4.2: Promoting collegiality and mutual support	Establish a new regular inclusive social activity that has the explicit aim of fostering an atmosphere of mutual support amongst mid-career staff.	I&D Chair	From January 2016, we will start exploring several different formats for this social activity to see what works best (e.g., local walks, lunches and Frisbee games). From January 2017, offer the most popular social events on a regular basis.	Increase proportion of staff agreeing that social events benefit men and women equally, from 83% currently to 95% by end of award period.

4.3 Building research groups	Alongside existing research support mechanisms (e.g., support for grant applications), facilitate access to PhD studentships for staff who are applying for grants and who have “empty labs” (e.g., no research staff/students). These colleagues are often lecturers (and therefore women are over-represented in this group). This will generate papers and data that can form the basis for future funding bids. Several studentships each year will be ear-marked for this purpose.	DRC Chair	In January 2016 and in subsequent years, award 2-3 studentships on this basis.	<ol style="list-style-type: none"> 1. Virtually 100% of staff to view the allocation of studentships as equal across male and female faculty (currently 90%). 2. Ensure allocation of studentships is not biased towards faculty or students of either gender by end of award period.
4.4 Demonstrate meaningful progress in tackling gender inequality in senior academic staff.	Many actions have the aim of increasing the numbers of women in senior roles: e.g., actions around recruitment (Action 2.1), proactive promotion (Action 3.2), mentoring (4.1) and research support (Action 4.3). The effectiveness of these actions is best evaluated via a numerical target.	I&D Chair	Progress towards this (and other) targets will be evaluated by I&D committee annually.	Exceed national benchmark for percentage of female professors (31%) by end of award.

Objective 5: Supporting Early Career Researchers (ECR)				
Specific objective	Specific action(s)	Responsibility	Timescale	Success measure
5.1: Ensure the continued success of ECR Forum , one of our most successful Athena initiatives to date	1. Continue to provide administrative support by appointing faculty-ECR link . 2. Provide continued funding of £2k annually to allow ECR Forum to invite external as well as internal speakers and to arrange inclusive social events.	1. Deputy Chair of Graduate School Board 2. HoD, ECR Committee	1. Faculty-ECR link to attend I&D meetings and to play a role in organising activities from January 2016. 2. New budget made available in July of each year.	Maintain or increase capacity of ECR to host events and take on new initiatives: at least 10 events per year, with attendance (summed across events) totalling at least 200 attendees.
5.2: Provide PhD and postdocs with supportive alumni network	Create LinkedIn site for departing PhD and staff researchers. As part of this action, we will continue to monitor the destinations of our PhD students.	Deputy Chair of Graduate School Board; Postgraduate administrator	2016: Update survey of destinations of PhD students and postdocs. 2017: Launch LinkedIn site.	1. 70% of departing research students and staff on site by end of award. 2. Case study illustrating example of ECR forum member benefitting from site by end of award period.
5.3: Provide opportunities for early career research staff to train for and sit on recruitment panels (covered under Action 2.3).				
5.4: Address the gender imbalance in PhD applications	Introduce Q&A session: "Is PhD study for me?" including female and male researchers talking about their experiences, including role models to show how research can be combined with family life. We will gather together examples from these sessions and place them on our website.	Deputy Chair of Graduate School Board with responsibility for PhD admissions, together with ECR Chairs	First session November 2016, and then annual event.	Progress towards equality in PhD applications (in proportion with UG numbers). An average of 75% female PhD applications (compared with 82% female UG) across years by end of award period.

Objective 6: Supporting staff returning from career breaks, and part-time or flexible working practices				
Specific objective	Specific action(s)	Responsibility	Timescale	Success measure
6.1 Academic staff working part-time will be offered support to ensure they are able to balance different activities, develop their careers and feel included and valued in the department.	Members of I&D will meet with these staff. Mentoring will be offered to staff who would value it. Further actions will depend on the outcome of these meetings.	I&D Chair	At least one meeting with each member of staff by Summer 2016. 2017 & 2018: Introduce further actions based on identified needs.	High satisfaction of part-time staff at level of support received (at least 4 on 5 point scale by end of award period).
6.2 Staff planning an extended absence , such as parental leave, will be offered support in managing the impact of this absence and mentoring on their return.	Members of I&D will meet with staff before the period of leave starts to discuss issues such as alternative supervisory arrangements for RAs/PhD students and planning KIT days.	I&D Chair; Department Manager	By Summer 2016, establish a mechanism whereby Department Manager will ask staff planning a career break if they would like support from I&D. By Summer 2017, develop checklist of items for discussion.	High satisfaction at level of support received by staff returning from career breaks (at least 4 on 5 point scale by end of award period).
6.3 Academic and Teaching staff returning after a prolonged period of leave will be offered a term of “ research and scholarship leave ” (relieving them of administration and teaching duties as far as possible) within 12 months of their return	Returning staff will meet HoD to discuss what the department can do to facilitate their successful return to work. We will aim to tailor the timing of research leave and other work activities to suit individual circumstances .	HoD	In 2015, the department agreed an explicit supportive policy on career breaks. HoD will continue to meet staff in these circumstances to implement the new policy.	High satisfaction at level of support received by staff returning from career breaks (at least 4 on 5 point scale by end of award period).

<p>6.4 Continue to support requests for flexible working and for the return from flexible to full-time working.</p>	<ol style="list-style-type: none"> 1. Continue to disseminate information about department policy. Emphasise that flexible working is not an obstacle to career progression. 2. HoD will meet staff to discuss their individual circumstances and will establish if their request can be met or modified if there are issues of feasibility. 3. Ask staff, before the timetable is set each year, whether they will have difficulty delivering teaching during any core hours due to caring commitments. Requests will be accommodated as far as possible. 	<p>HoD, I&D Chair</p>	<p>The department has recently agreed an explicit supportive policy on flexible and part-time working. 2016: Explain policy at staff meeting. Review information on wiki and circulate link.</p>	<ol style="list-style-type: none"> 1. Increase in percentage of staff reporting that they can work flexibly from 83% (in 2014 staff survey) to 90% by end of award period. 2. Maintain perception of gender equality around flexible working (96% in 2015 Department's Equality Survey).
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Objective 7: Redressing the gender imbalance in our undergraduate cohort				
Specific objective	Specific action(s)	Responsibility	Timescale	Success measure
7.1 Understand the factors and attitudes that influence the choice of degree subject for male and female students studying Psychology (and other science subjects biased towards males – e.g., Physics).	Carry out a research project in collaboration with Institute of Physics with school students and newly-arriving undergraduates in Psychology and Physics to understand what motivated their choice of degree and A-level courses. This might suggest ways that gender imbalances can be addressed (e.g., through a combination of what is taught at A-level and how it is taught).	Dr. Hartley	Main phase of data collection in Autumn 2017. Analysis completed by Summer 2018. Report prepared and disseminated to the Department, across the University, to A-level exam boards and the British Psychological Society by January 2019.	The availability of a report on factors influencing the choice of A-levels and degree subjects available online by January 2019.
7.2 Achieve gender neutrality in the wording, images and case studies contained in undergraduate recruitment material .	<ol style="list-style-type: none"> 1. Review and revise recruitment material (for example, on website) to achieve gender neutrality. 2. Form a student panel following an advert and suggestions from academic supervisors who will identify individuals in under-represented groups who can provide case studies/photos for new recruitment material. 	Director of Communications	From January 2016, form a student panel and start creating new photographs and case-studies. Continue work on this project during 2017.	New gender-neutral recruitment material (50:50 male and female images, videos and case-studies) of both staff and students by end of award period.
7.3 Demonstrate at open days and in outreach events/materials that staff of both genders teach and conduct research in all areas of the discipline.	<ol style="list-style-type: none"> 1. Continue to monitor open day activities for gender neutrality and make changes if required 2. Reinforce gender-neutrality by posting recordings of 'mini-lectures' on our website, delivered by faculty of both genders. These will demonstrate equal gender representation in all areas of psychology (e.g., neuroscientific/cognitive and social/developmental). 	Chair of UG Admissions, I&D Chair	Mini-lectures to be recorded in 2016 and 2017 and available on line by January 2018.	Gender neutrality amongst people giving mini-lectures and lab demonstrations on open days and post-offer visit days, each year, from 2016. A selection of these materials to be available on line by the end of the award period.

7.4 Celebrate achievements of both male and female alumni on our web pages.	Review and revise the content of departmental web pages to improve the gender balance.	Director of Communications, I&D Chair	2016: Complete initial review of current content on website. 2017-8: Gather information about additional male alumni.	No fewer than 40% male alumni on website by end of award period.
7.5 Maintain gender-neutral outreach activities for local schools and the local community.	Monitor staff outreach activities by gender and take action to redress any imbalances that are detected.	Outreach co-ordinator; I&D Chair	January 2016: start monitoring information about ongoing outreach activities to assess gender balance. Discuss these data in at least one of the three yearly I&D meetings.	Demonstrate a 50:50 gender balance in outreach activities over the award period.

AS = Athena Swan; I&D = Inclusion & Development Committee; DMT = Department Management Team; DRC = Department Research Committee. HoD = Head of Department; KIT = keeping in touch days; PR = Performance Review.