Athena SWAN Bronze department award application

Name of university: Plymouth University

Department: School of Psychology

Date of application: 30/11/12

Date of university Bronze Athena SWAN award: 2009

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

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

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

Sections to be included

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

1. Letter of endorsement from the head of department: maximum 500 words

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

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

The letter of endorsement from Dr. Liz Hellier, Head of School, can be found in Appendix A

2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

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

The self-assessment team includes academic staff from the School of Psychology as well as one academic staff member from the School of Marine Science and Engineering who is an expert in gender equality and diversity and who headed the Faculty of Science and Technology's Equality and Diversity Committee. All members of the self-assessment team have experience with equality and diversity in various capacities (e.g., undergraduate tutor, postgraduate tutor, admissions, work-life balance) and range in seniority from lecturer to professor.

<u>Michaela Gummerum</u> has been a lecturer in the School of Psychology since 2007 and is the School's Equality and Diversity officer. As part of this role she participates in the University's and Faculty's Equality Committees, sits on the Undergraduate Teaching and Learning Committee and serves as the School's liaison for students with disabilities. Michaela lives with her partner in a dual-career household. Michaela is the overall coordinator of the School of Psychology's Athena SWAN application and chairs the self-assessment team.

<u>Jackie Andrade</u> is a professor of Psychology, the Associate Head of Research and part of the Senior Management Team at the School of Psychology. From 2010 to 2012, Jackie has been the postgraduate tutor of the School, that is she was responsible for PhD and post-doc admissions and supervision. All of these administrative roles require a great sensitivity for equality and diversity, especially concerning the recruitment and support of (female) postgraduate students and research support for female and male academic staff. Jackie has three school-aged children and lives in a dual academic career household.

Liz Hodgkinson is a lecturer in the School of Marine Science and Engineering and is Admissions Tutor for the civil engineering programmes. She is a university harassment adviser and a former chair of the Faculty Equality & Diversity committee, continuing to sit on this committee. She is the staff coordinator of the Women in Technology Network and for many years she has run 'Girls into Technology/ Engineering' events. Liz came into higher education as a mature student, combining full time study with raising two children and working part-time.

Michael Hyland is a professor of Psychology and stage 4 tutor for the BSc Psychology Programme, sits on the Undergraduate Teaching and Learning Committee, and takes part in case conferences for students with special needs. He is a chartered health psychologist whose research includes the effects of life stress on health. Michael has four children and two grandchildren, grows his own vegetables and fruit, and keeps chickens and bees.

Dave Rose has for many years been the undergraduate recruitment officer for the School of Psychology. A primary function of this role is the implementation of the admissions policy: to encourage applications and enquiries from men and women of all ages with varied educational backgrounds or professional experience. Over the years, this has allowed a healthy recruitment of local mature students onto the degree programmes, many of them women returning to education after raising families. Dave has a daughter currently at university, and lives with his wife who has her own career and two lazy cats.

Haline E. Schendan is the Short Course Development Director, Internal Placement Students Tutor, and module leader for the Cognitive Neuroscience curriculum for the MPsy in Cognitive and Brain Science in the School of Psychology and sits on the Steering Committee for the Cognition Institute of the Faculty of Science and Technology as Education and Grants Coordinator. Her current roles at Plymouth University have a strong emphasis on initiating and leading development of international and interdisciplinary cognitive and brain science and research-informed teaching. Haline has been active in international societies promoting and supporting equal opportunities for women in science, including Women in Neuroscience and Women in Cognitive Science. She lives in a dual academic career household.

Daniel Zahra is a new lecturer in the School of Psychology, and has experience teaching across undergraduate and postgraduate programmes at Plymouth University. Daniel's current active research areas are in emotion, reasoning, and the evaluation of mental health assessment tools. His previous roles have included terms as postgraduate representative and representative on undergraduate programmes committees at the university. He lives locally with his partner, a final year trainee clinical psychologist.

b) an account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission.

The self-assessment team was set up in 2012 and comprises the members described above. Every few weeks the team exchanged information electronically. The team periodically met to review and discuss progress.
Other staff across the university consulted the self-assessment team on the application. Jocelyn Davis provided data on staff turnover and serves as HR consultant. Isabelle Moon, one of the university's Equality Managers, and Kyla Morgan, for the Admissions team, provided data about undergraduate and postgraduate admissions and academic achievement. Julie Griffin analysed the female staff consultation data.

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

In the future, the self-assessment team will meet every term to monitor and discuss the implementation of the action plan. Any progress and delays will be reported to the Head of School and the School Management Team. Each team member will be responsible for monitoring progress in the different key areas proposed in the action plan; MG will be responsible for coordinating this process.

Word count: 844

3. A picture of the department: maximum 2000 words

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

The School of Psychology at Plymouth University is a medium-sized psychology department. It offers a single honours undergraduate degree course in Psychology, and undergraduate honours degree courses with Psychology as a major or minor subject. Undergraduate intake is approximately 300 students per year (around 80% female). Many of our undergraduate students come from non-traditional backgrounds, 15% of undergraduate students have declared a disability, and 44% are mature students. The School of Psychology offers two taught postgraduate courses with an intake of around 30 students per year. Four to eight students join the School as postgraduate research students per year.
We have 39 members of university-funded full-time academic staff. Out of these, 37 members of staff are on a permanent, and 2 are on fixed-term contracts. Women constituted 39% of the academic staff at the School. The School of Psychology is managed by the School Management Group, which is chaired by the Head of School and consists of the Associate Heads of School for Research and Enterprise, Teaching and Learning, Undergraduate Programmes, and Resources. Information from sub-committees, such as the Research and Enterprise, Teaching and Learning, and

Undergraduate Programmes Committees, feed into the decision-making processes of the School Management Group.

Over the last years, significant advances have been made regarding female representation on decision-making committees and on the Lecturer, Senior Lecturer, and Reader level. In fact, the School of Psychology exceeds the Plymouth University's approved gender targets for Senior Lecturers, Readers and Professors (targets are 40% female Senior Lecturers, 25% female Readers, 18% female Professors, respectively). Along with the appointment of a female Head of School, this provides a good foundation for further gender-based initiatives, which particularly aim at increasing female representation on the Professor and Senior Management level and at improving transitions to sustainable academic careers for female students. The Self-Assessment Team, consisting of females and males from different academic levels with experience of equality and diversity issues in various capacities, has been established to monitor gender equality progress and targets and feeds back into the decision-making processes of the School Management Group and sub-committees. (345 words)

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

Student data

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

The percentage of females and males on foundation courses is shown in Table 1. The percentage of females on foundation courses in Psychology is slightly higher than the percentage of females on undergraduate Psychology course, but has remained stable between 2008 and 2011. Whereas in 2008/09 and 2009/10 the percentage of females on foundation courses associated with Plymouth University was slightly higher than the percentage of females on Psychology foundation courses nationally, this figure was reversed for 2010/11. Psychology foundation courses are generally run by University of Plymouth Colleges throughout campuses in Cornwall, Devon, and Somerset. Because students do not have to travel to the main Plymouth campus to take these courses, they are popular with people with family and work commitments. (122 words)

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

The percentage of female and male undergraduate students on a full- and part-time basis is shown in Table 1. The percentage of female full-time undergraduate students slightly decreased between 2008-2011 from 82% to 79%. These numbers reflect the national picture for Psychology undergraduate students, with 78 to 79% of all UK psychology students being female in the years 2008-2011. Percentage of female part-time undergraduate remained stable at 77%.These numbers indicate that females are over-represented at the undergraduate level. We will continue to monitor undergraduate student numbers and compare them to national figures. (92 words)

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

Even though the majority of taught postgraduate students have been female from 2008 to 2011, the percentage of females on postgraduate taught courses has significantly increased from 58% in 2008/09 to 73% in 2010/11. Yet the percentage of females on postgraduate taught courses is still slightly lower than the percentage of female undergraduate students and the percentage of females on taught postgraduate Psychology courses nationally (78% female from 2008 to 2011; see Table 1). As suggested in the Action Plan (Issue 1) we will monitor and compare postgraduate student numbers to the national figures. We will also promote postgraduate opportunities in psychology to (female) students in undergraduate career seminars. During student Induction week, areas of Psychology that are traditionally seen as male-dominated (e.g., Cognition, Neuroscience) will be presented by female academics. Furthermore, when marketing postgraduate courses and degrees, gender issues will be taken into account, and (if awarded) the Athena SWAN logo will be used (see Action Plan, Issue 1). (160 words)

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

The percentage of females on postgraduate research degrees increased from 61.9% in 2008/9 to 66.7% in 2010/11. The percentage females on postgraduate research degrees in Psychology is significantly lower in Plymouth than nationally (75% females from 2008/09 to 2010/11) and significantly lower than the percentage of females on the undergraduate level (Table 1).

As part of the Action Plan (Issue 1), we intend to inform all undergraduate students about a research and academic career in psychology in their regular career talks. These talks are open to all students and give advice about different careers in psychology. A female academic will host the talk about research careers in psychology. During Induction week week, areas of psychology that have been traditionally viewed as male-dominated (e.g., Cognition, Neuroscience) will be represented by a female academic. The postgraduate tutor and the Associate Head of School for Marketing will be asked to consider gender issues when marketing and recruiting for postgraduate posts. For example, if awarded, the Athena SWAN logo and positive wording will be used on all advertisements and marketing materials. (177 words)

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

Table 2 shows the applications and success rates for undergraduate degrees, taught postgraduate degrees and postgraduate research degrees for males and females from 2008 to 2011. For both undergraduate and postgraduate taught degrees, about 2/3 of all applications came from females and 1/3 from males across the three academic years. In 2008/09 almost equal numbers of males and females applied for postgraduate research degrees. However, in 2009/10 and 2010/11 2/3 of applications for postgraduate research degrees came from females, and 1/3 from males. Therefore, at least for the academic years 2009/10 and 2010/11, females were as likely to apply for a postgraduate research degree as they were for undergraduate and taught postgraduate degrees. We will continue to closely monitor these numbers in the future (Action Plan, Issue 2).
Concerning success rates, between 2008 and 2011 females' success in obtaining a place on an undergraduate degree has increased from 24% to 32%, whereas those of males has remained stable. Similarly, females' success rate to obtain a place on a postgraduate taught degree has increased between 2008 and 2011 from 44% to 56%, whereas those of males has seen fluctuations with a decreasing trend. Overall, females were more likely than males to obtain a place on an undergraduate or postgraduate taught degree course in psychology. Success rates to obtain a postgraduate research degree have dropped to a similar degree for both males and females between 2008/09 and 2009/10. Females and males are as likely to obtain a place on a postgraduate research degree in 2010/11. Success rates for males and females for all undergraduate and postgraduate courses will be monitored as part of the Action Plan (Issue 2). (276 words)

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

Table 3 displays the degree classification by gender across all Psychology courses between 2008 and 2011. In the academic years of 2008/09 and 2009/10 a higher proportion of females than males achieved firsts; and a higher or equal proportion of females than males achieved 2:1s. Conversely, a higher proportion of males than females achieved 2:2s or 3rds. In 2010/11, whereas for females the proportion of degree classifications remained similar to the previous years, males' performance significantly improved. Specifically, a higher proportion of males than females achieved firsts. This difference in males' performance between 2009/10 and 2010/11 might be due to changes in entry tariffs, which might have attracted higher-performing males. We will monitor degree classifications by gender as part of the Action Plan (Issue 3). If males continue to achieve firsts to a higher proportion than females causes as to this imbalance will be investigated. (145 words)

Staff data

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

Table 4 shows the female:male staff ratio for research and academic staff between 2009 and 2012. The percentage of females on the RA level has remained relatively stable and is close (or equivalent) to the percentage of females on the undergraduate level. The percentage of females in RF positions increased steadily from 40% in 2009 to 80% in 2012 and is currently equivalent to the percentage of females on the Psychology undergraduate degree. The percentage of female Lecturers has increased from 35% in 2009 to 44% in 2012. This percentage is significantly lower than the percentage of females on research posts and females on postgraduate and undergraduate degrees. The percentage of female Senior Lecturers and Readers has remained stable between 2009 and 2012. These numbers are in line with the University's approved staff gender targets (40% female Senior Lecturers; 25% female Readers), but they significantly fall short of the percentage of females on research positions and postgraduate degrees. Finally, the percentage of female Professors/Senior Managers has dropped from 29% in 2009 to 25% in 2012. This is mainly due to the hiring of new male Professors. Even though the percentage of female Professors fulfils the University's staff gender targets (18% female Professors), there are significantly lower numbers of female professors than in any other grade level.
To support the development of sustainable academic careers for female researcher (especially in the transition from Researcher to Lecturer posts), we

intend to promote the development of a faculty-wide network for research assistants and research fellows. Representatives from this network will be encouraged to provide feedback to the School's postgraduate tutor, especially concerning professional and personal development needs. Monitoring the destinations of researchers will help with assessing whether these actions support the development of sustainable academic careers for female researchers (see Action Plan, Issue 4).

As outlined in the Action Plan (Issue 5), a host of actions are intended to increase the number of females on higher grades, particularly the Professor level. First, in terms of encouraging female academics to apply for Professor/Senior Management posts, job ads will carry the Athena SWAN logo (if awarded) and will use positive wording, particularly emphasizing the value of Equality and Diversity in the School. In future recruitment rounds, we will ensure that female academics are targeted and encouraged to apply for senior-level positions. Second, in terms of encouraging female members of staff to apply for promotion, the following actions will be taken: Ensure that every female member of staff has an annual appraisal meeting and is paired long-term or permanently with a reviewer/appraiser. This reviewer/appraiser is then better able to consult female staff members regarding career development and promotion. We will make sure that the promotion criteria and procedures are communicated clearly during appraisal process. Furthermore, the reviewer/appraiser and the Head of School actively encourage eligible female members of staff to apply for promotion. If a promotion application was not successful, the Head of School will give detailed feedback as to which areas should be improved in a future bid for promotion (see Action Plan, Issue 5). (510 words)

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

Table 5 presents staff turnover for female and male researchers and academics from 2009 to 2012. The absolute number of leavers is small each year. Researchers (Research Assistants and Research Fellows) mainly leave because the funding for their externally-funded projects has run out. Lecturers and Associate Professors leave for different positions at other universities, retire, or take voluntary redundancy. Turnover for Professors and Senior Managers is very minimal indeed and mainly due to retirement. Whereas in 2009/10 there was a higher turnover for female researchers and academics, in 2010/11 and 2011/12, turnover was higher for male researchers and academics. Because absolute numbers are small, it is hard to provide meaningful statistical information about turnover rates. Gender differences in staff turnover will be monitored as part of the Action Plan (Issue 6). Furthermore, leaving staff will be encouraged to fill out an exit questionnaire or hold an exit interview with the Head of School. This will help in

understanding the reasons as to why members of staff leave the School (Action Plan, Issue 6). (173 words)

Word count: 1999

4. **Supporting and advancing women's careers: maximum 5000 words**

Key career transition points

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

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

Plymouth University has several policies in place that strive to eliminate biases in the hiring process. First, all members of staff have to undergo an online Equality and Diversity training course. Second, all chairs of hiring panels have to take part and pass a two-day training course. Members of hiring panels have to take an online tutorial. Both trainings emphasize Equality and Diversity issues during the hiring process. Third, all shortlisting and interview panels have to include at least one female member. These requirements are monitored throughout the hiring process by the University's HR department.
Job applications by and success rates for females and males between 2009 and 2012 are shown in Table 6. In all three years, females are as or more successful than men in appointments to the lower research categories (i.e., RA and RF), and they also tend to apply in larger numbers to these positions than males. Concerning appointments of the Lecturer level, from 2010/11, females were more successful than males. Number of applications from females and males for Lecturer positions differed between years, probably because of different subject areas being advertised for. Concerning Professor/Senior Manager appointments, only one appointment was made over the time period studied. Females were almost 5 times less likely to apply for the Professor position, and the position was given to a male applicant.
As suggested in the Action Plan (Issue 5), we intend to encourage (external) female applicants, especially for Professor posts, by actively marketing these posts to women. Female academics will be contacted directly and will be encouraged to apply for the advertised posts. Job ads will carry the Athena SWAN logo (if awarded to the School) and will use positive wording, particularly emphasizing the value of Equality and Diversity in the School. (294 words)

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

Between 2009 and 2012, 6 members of staff applied for promotion (4 females, 2 males). Four of these promotions (3 females, 1 male) were from lecturer to senior lecturer/reader level, two (1 female, 1 male) were from reader to professor. All applicants were successful, leading to a success rate of 100%. Overall, women were more or as likely to apply for promotion as males.
Candidates for promotion are usually identified through the appraisal process and through discussions with the head of school and senior members of staff. The very high success rate indicates that this appraisal process is sensitive to the qualifications of potential candidates. (105 words)

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

(i) **Recruitment of staff** – comment on how the department's recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university's equal opportunities policies

Plymouth University has set out very clear policies that strive to eliminate (gender) biases throughout the hiring process. The School of Psychology follows all of these policies. Indeed, compliance with the University's policies is heavily monitored by the Human Resource Department, and nonfulfillment is immediately corrected.
All members of staff have to take part in an online Equality and Diversity training course. All chairs of hiring panels have to participate in and pass a two-day training course which has Equality and Diversity as one of its major foci. All members of shortlisting and hiring panels have to take part and pass an online tutorial.
All shortlisting and hiring panels have to include at least one female. Senior management appointment panels have to additionally include an external assessor. Candidates' applications are independently ranked by at least two members, one of which is the chair of the hiring panel. Candidates are shortlisted based on the evaluations of the two independent members of the shortlisting panel. Based on this evidence and the success rates reported in Key career transition points (i), we are confident that female candidates are not discriminated against during the hiring process.

All posts as well as person specifications and job advertisements are graded and evaluated by the Human Resources team with a focus on eliminating biases. Posts are usually advertised on the University's website as well as online career portals and mailing lists. The data in Key career transition points (i) and Table 6 indicate that females tend to be as or more successful than males when applying for researcher and lecturer positions. However, females are far less likely to apply for and are less successful in getting professor and senior management positions than males. Accordingly, attracting more females to higher-level positions is one of the School's key objectives. Marketing posts to females by directly contacting and encouraging female academics, using positive wording, emphasising the School's commitment to Equality and Diversity, and using the Athena SWAN logo are some of the strategies to be used in recruitment (see Action Plan, Issue 5). (343 words)

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

Based on the data presented above and Tables 1 and 4, three areas of attrition of female staff can be identified: First, the percentage of females decreases from undergraduate to postgraduate research degrees. Second, the percentage of females decreases from researcher to lecturer level. Third, whereas there are (almost) equal percentages of females and males on the Lecturer and Associate Professor level, the percentage of females on the Professor level is much lower compared to that of males.
To address the first area of attrition (see Action Plan, Issue 1), we plan to attract more female students to postgraduate careers in psychology by presenting information about an academic career in Psychology at the undergraduate students' Career Talks series. This particular presentation will be hosted by a female academic. Furthermore, the Athena logo will be used when marketing postgraduate courses and posts, particularly for posts in areas of psychology that might traditionally be perceived as male-dominated (e.g., Neuroscience, Cognition).
To address the second area of attrition (see Action Plan, Issue 4), we plan to support the development of a network for research assistants and research fellows within the Faculty of Science of Technology, which is also aimed at giving career advice and (where necessary) training to postgraduate researchers. Representatives of this network

are encouraged to feedback to the postgraduate tutor and thereby have their voices heard in the Schools' decision-making committees. To address the third area of attrition (see Action Plan, Issue 5), two main strategies are planned. First, to attract women to apply for Professor posts the Athena logo, positive wording, and information about the School's emphasis on equality and diversity will be used. Female Academics will also be contacted directly and encouraged to apply for the post. Second, promotion criteria, procedures and feedback about promotions will be provided through the appraisal process and eligible women will be encouraged to apply for promotion by the Head of School and the reviewer/appraiser. Staff members will also be paired long-term or permanently with a reviewer/appraiser who will therefore be in a better position to offer professional and personal development advice. Since the appraisal system has been shown to be successful at identifying eligible members of staff, we are confident that such an intervention can increase the percentage of females on more senior academic levels. (382 words)

Career development

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

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

Appraisal and promotion criteria take into consideration performance related to teaching and learning, research and scholarship, academic management and leadership within the University/School, and external consultancy and professional practice. Criteria for promotion are clearly communicated by the HR department and are consistent across the University. Quality of performance tends to be emphasised over quantity. Furthermore, appraisal and promotion evaluations take into account parental, adoption or carer's leave, part-time working, disability, and other health concerns. Appraisal meetings take place once a year (or more often if requested by the appraisee). If candidates feel ready to apply for promotion, based on these appraisals, they discuss their case for promotion with the Head of School. A consultation with all female academics and post-docs in Spring 2012 (see Appendix B) revealed that even though applicants for promotions are usually successful (see point Key career transition points ii), promotion procedures and criteria are not entirely clear to all members of staff. Furthermore, some female members of staff feel that there is not enough formal encouragement

to apply for promotion by line managers, the Head of School and during the appraisal.

As part of the Action plan (Issue 5) we suggest that the promotion criteria and procedures are explained and discussed during appraisal and that all members of staff should be pointed towards the information on promotion made available by the University. Furthermore, appraisers should give feedback to staff as to whether and how they fulfil promotion criteria, areas to work on to apply for promotion and to encourage those who meet the criteria to apply for promotion. Additionally, the Head of School can annually review appraisal notes from all staff and personally encourage applications from staff members who are ready. (285 words)

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

All new members of staff attend a University induction which is held as close to the starting date as possible. Furthermore, all new staff members receive an induction from the Head of School, and the School of Psychology arranges an induction which mainly focuses on teaching and technical support (usually run bi-annually). All of these events include information on gender equality initiatives and professional and personal development opportunities.

New staff members are mentored informally by another member of staff and, if they participate in the Post-graduate Certificate in Academic Practice (PGCAP), receive a formal (PGCAP) mentor. In the consultation of female academic staff and post-docs (see Appendix B) it emerged that the existing mentor system in the School of Psychology is seen as very useful, particularly concerning teaching issues. However, some respondents do regard mentors as less useful for matters of career and personal development. As part of the Action Plan (Issue 7), we suggest that all members of staff are paired long-term (where possible) with one appraiser who can follow and give feedback on the appraisee's career progression.

All members of staff have to complete the "Equality and Diversity in the Workplace" e-learning course which offers an understanding of responsibilities and opportunities regarding equality and diversity at Plymouth University. In general, equality and diversity is a core value of the university, faculty and department. As specified in the Action Plan (Issue 8), we intend to add a session and factsheet to the Psychology Induction program that highlights the University's and School's opportunities for gender equality and diversity, flexible working, child care, networking, and professional and personal development planning.

We intend to measure female staff members' satisfaction with the actions taken through a staff consultation questionnaire, which will be distributed and analysed in Spring 2015 (see Action Plan, Issues 7 and 8). (302 words)

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

All PhD students have a supervisory team comprising a Director of Studies and at least one other supervisor. Students have a say in the composition of the team and may request a female supervisor. Supervisory teams must be approved by the School's Postgraduate Research Coordinator, who ensures that there is an appropriate balance of expertise and supervisory experience across the team. For female students from countries where cultural expectations might differ considerably from ours, we seek to ensure there is at least one woman on the supervisory team, to provide mentoring and reassurance as well as academic support. Since 2008/09 the postgraduate research coordinator has been a female Professor with a strong track record of supervising doctoral research. This role is fully recognized as part of this person's administrative duties.

All new PhD students are invited to a School induction day run by the postgraduate research coordinator (in addition to the University induction programme run by the Graduate School). One aim of the induction day is to explain what students might expect from their supervisors and to make them aware that they can speak to the postgraduate research coordinator in confidence if there are any problems or if they want to discuss issues with someone outside their supervisory team. Annual individual progress meetings between students and postgraduate coordinator provide an opportunity for discussing career plans, personal life, postdoctoral opportunities, etc. Skills development and training needs are also reviewed regularly through meetings with the supervisory team as part of our formal progress monitoring procedures. Training opportunities are offered through the School of Psychology, The Faculty of Science and Technology, and the University.

PhD students are represented at staff meetings by at least two postgraduate representatives. We particularly encourage international and part-time PhD students to volunteer for this role, to ensure that students taking different paths through their doctoral training are well represented. Elections of PhD representatives take place before Christmas, after new PhD students have enrolled, so that there are experienced representatives available to help them settle in during their first few weeks.

PhD students are encouraged to draw widely on the School's expertise. Informal support networks are developed through regular peer workshops and conferences organised by the postgraduates themselves, and through integration of PhD students into all the School's research activities including fortnightly research group meetings which are often organised by PhD students and attended by researchers at different stages of their careers.

So far, no formal or informal networks have emerged for Research Assistants and Research Fellows, and researchers do not have an official elected representative. As part of the Action Plan (Issue 4), we will encourage the development of a network for all postgraduate students and researchers in the Faculty of Science and Technology. This network can offer additional support in career planning and personal and professional development. (470 words)

Organisation and culture

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

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

In 2011/12 women constituted 39% of the academic staff at the School of Psychology. Overall, they are well-represented on most of the School's committees (see Table 7 for a breakdown). Yet, women are well-represented on some committees (e.g., the Research and Enterprise Committee, where there were 57% female committee members), but less well-represented on others (e.g., the Teaching and Learning Committee). Overall, women's membership on most committees has increased between 2009 and 2012. Committee members are identified based on their role, experience, career aspirations (as identified by the appraisal process), and workload commitments. All committees strive for gender-balance. It should be noted that membership in most committees is more likely for more senior staff members. Since women tend to be less represented on higher academic levels, senior women might experience committee overload. As part of the Action Plan (Issue 9), the School intends to review (inequitable) workloads and committee membership for senior and junior members of staff. Mentoring and training will be offered to less experienced staff to participate fully as committee members. Furthermore, instead of assigning staff members to administrative and committee roles, interest from staff will be solicited for vacant positions. (193 words)

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

All past and current research staff (i.e., Research Assistants and Research Fellows) are on fixed-term contracts, and the proportion of females outweighs

those of males on these contracts (see Table 4 for percentages). Research Assistants and Research Fellows are usually hired on the basis of external funding and therefore these positions end when grant funding has ended. Most of the academic staff are on permanent contracts. Only in 2011/12 one male and one female lecturer worked on fixed-term contracts. These fixed-term academic positions tend to cover other members of staff while they are on (maternity) leave. Even though an increase in fixed-term academic positions is not anticipated, the female:male staff ratio on these positions will be further monitored. (118 words)

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

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

As pointed out in section Organisation and Culture (i), female representation on decision-making committees varies, with some committees achieving gender equality, whereas on others women are under-represented. Committee members are usually identified by the Head of School or Committee chair based on role, experience, career aspirations (as identified by the appraisal process), and workload commitments. The Action Plan (Issue 9) intends to monitor committee membership for all members of staff. A review of workloads and administrative duties is planned for 2012-13. Furthermore, interest from staff will be solicited for vacant committee and administrative roles. Less experienced staff will be mentored by (previous) role holders to participate fully as committee members. (110 words)

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

The School of Psychology strives for a largely equal distribution of teaching responsibilities independent of grade. That is, all academic members of staff receive roughly equal hours of lecture and/or seminar teaching and pastoral duties (i.e., equal numbers of tutorial and project students).

Every academic member of staff also has administrative responsibilities, but more senior members of staff usually hold more demanding administrative roles. Conversely, the administrative load is lighter for new members of staff and for those returning from maternity leave.

Appraisal and promotion criteria take into consideration performance related to teaching and learning, research and scholarship, administrative and leadership responsibilities (including equality and diversity and women and science) within the University/School, and external consultancy and professional practice. Criteria for promotion and the appraisal process are clearly communicated and monitored by the HR department and are consistent across the University. Line managers are trained in holding appraisal meetings.

Administrative responsibilities are usually assigned by the Head of School on the basis of the appraisal process and the School's needs. There is an occasional rotation of responsibilities mainly due to staff turnover, maternity and study leaves, and promotion of staff. However, as part of the Action Plan (Issue 9), the School will review workloads and administrative roles in 2012-13. Furthermore, attempts will be made to attract more junior staff (and consequently more female staff) to more responsible administrative roles. This will be achieved by offering mentoring to junior staff (if necessary). (241 words)

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

In general, the School of Psychology considers 9am to 5pm the core working hours for all academic staff. Staff meetings are usually scheduled close to the middle of the working day (i.e., late morning or early afternoon) and are announced well in advance to give all staff the opportunity to attend. Agendas and meeting minutes are circulated to all staff via email.

More informal departmental social gatherings (e.g., Christmas or retirement parties) are usually scheduled at lunch time to make it possible for people with care responsibilities to attend. (89 words)

(iv) **Culture** –demonstrate how the department is female-friendly and inclusive. 'Culture' refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

Promoting equality and diversity is a core value of Plymouth University, the Faculty, and the School of Psychology. All staff is expected to implement the university's equality and diversity policies, and a wide range of support and

specialist guidance is available. Senior management in the Faculty and School of Psychology actively promote gender equality, and progress is regularly reported to the Senior Management through the Faculty's Equality and Diversity committee.
The School of Psychology is generally perceived as a very friendly, collegial and collaborative place with flat hierarchies (see Appendix B). Female members of staff do not report overt discrimination or sexism. We hope that the actions outlined in the Action Plan help to counteract any more unconscious gender biases. (120 words)

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

Concerning outreach activities, one male member of staff is responsible for presenting the School of Psychology and Psychology as a subject to prospective students at sixth forms and colleges throughout the South-West. One male member of staff is responsible for running psychology open days at Plymouth University aimed at prospective students. Two female members of staff have been engaged in international outreach activities (mainly Middle East and South East Asia) aimed at prospective postgraduate students. All these activities are explicitly recognized in appraisal and promotion processes. Developmental psychologists (all female) in the school have engaged in more implicit outreach activities mainly aimed at communicating research findings and increasing the visibility of the School of Psychology in the local non-academic community. This is done via newsletters, presentations, and information sessions for parents, children, teachers and students who have participated or are interested in participating in research. These activities do not count as administrative workload, but as activities related to individuals' research. They are fully recognized in the appraisal and promotion processes. (170 words)

Flexibility and managing career breaks

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

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

It is not possible to provide information about changes in maternity return rates, because the number of female staff who has taken maternity leave is small. Between 2009 and 2012 two female academics (one lecturer, one post-doc) were on maternity leave, and one female professor worked part-time due to child-care responsibilities. All have returned, and are working full-time in their jobs. Currently, two female lecturers are on maternity leave, and we anticipate that they will return to their full-time positions on the same basis. As specified in section Career development (ii) and the Action Plan (Issue 9), the School intends to create and distribute a factsheet during the Psychology Induction program that highlights opportunities and support concerning maternity leave and child care. This factsheet will be available for download via the School's intranet. (133 words)

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

Between 2009 and 2012 all eligible mothers (N = 6) and fathers (N = 3) have taken parental leave and have returned (or are expected to return) after the parental leave. With two exceptions (one female professor, one female post-doc) all members of staff who have taken parental leave were lecturers. No member of staff has taken adoption leave.
Because the numbers are small, it is not possible to provide gender comparisons. As part of the Schools' Action Plan (Issue 8), parental and adoption leave possibilities and opportunities will be communicated in a more explicit way to all members of staff during the School's Induction and through and Equality and Diversity factsheet. (112 words)

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

Only two female academics (one Reader, one Professor) have applied for and have been granted flexible working from 2009 to 2012. However, as indicated by the consultation with female academics and post-docs (Appendix B), flexible working is practiced informally in the School and perceived to be tolerated or even encouraged by the Head of School. As detailed in the Action Plan (Issue 9), the School intends to review workloads and administrative duties in 2012-13. Part of this workload review will include a consideration of how administrative duties and committee membership impacts on staff's need for flexible working (see Action Plan, Issue 10). Information about flexible working opportunities will be communicated to staff through the Equality and Diversity factsheet. Furthermore, we intend to continue to collect

data on flexible working by female and male academic and research staff. (137 words)

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

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

   Even though formally only two female members of staff have applied for and have been granted flexible working, many female academics agreed that flexible working is encouraged and practiced informally in the School. The University's policies on flexible working clearly set out the criteria and procedures for managers and staff who want to apply for flexible working. Based on the consultation with female academics and post-docs (Appendix B), it seems that these criteria and procedures are not widely-known among staff. To raise awareness about available options the School plans to communicate information about flexible working in an Equality and Diversity factsheet to all (new) staff (Action Plan, Issue 10). After the implementation of these actions, we intend to gauge female staff members' knowledge of and satisfaction with flexible working opportunities through a staff consultation questionnaire, which will be distributed and analysed in Spring 2015. (144 words)

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

   Plymouth University has a clear maternity policy which covers topics, such as leave periods, maternity pay and allowances, health and safety, communication, and returning to work. In the School of Psychology, leave options are discussed between the mother/parent and the Head of School. The Head of School strives to find solutions that fit the need of the mothers/parents and the School. In most cases, new staff is hired to cover work during the absence of the mother. Once the Head of School or line manager is informed about a pregnancy, a health and safety risk assessment is carried out and work adjustments are made, if necessary. Upon return to work, mothers and all other carers have the opportunity to work flexibly and

to request restrictions to their timetable (e.g., no teaching before or after certain times if this conflicts with child care arrangements). Such flexible working has to be agreed by the Head of School. Furthermore, needs to work flexibly are considered in workload allocations. (165 words)

Word count: 3913

5. Any other comments: maximum 500 words

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

6. Action plan

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website.

The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The plan should cover current initiatives and your aspirations **for the next three years**.

See Appendix D for Action Plan

The action plan does not need to cover all areas at Bronze; however the expectation is that the department will have the organisational structure to move forward, including collecting the necessary data.

Athena SWAN Bronze Department award application

School of Psychology

Plymouth University

Appendices

Appendix A: Letter of endorsement, Dr. Liz Hellier, Head of School of Psychology

Appendix B: Consultation with female academic staff and post-docs in the School of Psychology, 2012 – **data not included for privacy reasons**

Appendix C: Questionnaire developed for the consultation with female academic staff and post-docs

Appendix D: Tables

Appendix E: Action Plan

Appendix A

PSYCHOLOGY WITH PLYMOUTH UNIVERSITY

Athena SWAN Charter
Equality Challenge Unit
Queen's House
55-56 Lincoln's Inn Fields
London WC2A 3LJ

26th September 2012

Dr Liz Hellier
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School of Psychology
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Plymouth
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Dear Athena Judging Panel,

Athena SWAN Bronze Application –School of Psychology (Faculty of Science and Technology)

This letter is written in strong endorsement of the Athena SWAN Bronze application being submitted on behalf of the School of Psychology at Plymouth University. The School has a long history of commitment to the advancement and promotion of the careers of women in Psychology, and an equally strong commitment to providing a 'gender friendly' environment which seeks to support female students and staff. Indeed we strive to build an environment that is supportive of all our people, irrespective of gender, ethnic background or any other individual characteristic. This agenda has had a high profile in the School for many years.

While we enjoy buoyant recruitment of female undergraduates, with females outnumbering males, over the course of a career in Psychology we see the ratio of females to males reverse so that at Professorial level males outnumber women. Our motivation in applying for the Athena SWAN Bronze Award is to benchmark where we are with respect to supporting the careers of women in Psychology from undergraduate to Professor and Senior Manager and to explore the issues they face.

We see the Athena SWAN Bronze award as facilitating actions that will enable us to identify and address barriers to the advancement of women in Psychology careers. To this end we have appointed a key member of our academic staff, Dr Michaela Gummerum to lead the co-ordination and planning our efforts. She has appointed a team to support her and together they have dedicated considerable resource to preparing this application which we hope showcases where we are currently in terms of supporting the careers of women and specifies actions that reflect where we would like to be.

The application for Athena SWAN Bronze is actively supported by all members of the School and Faculty Executive and if we are successful, will represent a step change in our equality and diversity mission. I hope that this submission demonstrates our enthusiasm for, and commitment to this project.

Yours sincerely

Dr Liz Hellier
Head of School of Psychology

Athena SWAN Bronze Department award application

Findings: Consultation of female academic staff and post-docs in the School

of Psychology, 2012

Data not included for privacy reasons

Appendix C

Questionnaire developed for the consultation with female academic staff and post-docs

Questionnaire

Athena SWAN female academic staff and post-doc consultation

Employment contract/Job stability

a) Type of employment contract:

- ☐ Full time

- ☐ Part-time

b) Duration of your contract

- ☐ Fixed-term. How long? _____

- ☐ Permanent

c) How long have you worked for the School? _____ years/months

d) Level of post: _____

Career development

a) Are you encouraged to participate in any personal/professional development programs? Which ones?

b) Do any staff in the School have the designated role of providing career development/ career advice? Is this support helpful?

c) Is there adequate support and encouragement for you to raise your profile (e.g., present at School seminars, attend conferences)?

Networking

a) Are you encouraged to network at some level (School/Faculty/ other Higher Education Institutions)? Does this include women-only networks?

b) Are your networking opportunities the same as male colleagues'? Are there informal networks that exclude you?

Mentoring

a) Is any formal/informal staff mentoring provided (e.g., as part of induction, staff development, appraisal)? How useful is this?

b) Are peer support systems encouraged? Are you encouraged to act as/train as mentors?

Appointments/promotions

a) Are promotion procedures openly communicated and clear to all?

b) Are promotion criteria consistent and fair in application?

c) Are staff encouraged to apply for posts or promotion when ready or identified when reaching readiness?

d) Is feedback given on unsuccessful applications?

e) Are efforts made to identify women candidates internally or externally?

f) Do selection panels include women and/or external people?

g) Do you know if "exit interviews" are held with people who leave so that any issues can be followed up?

Workload balance (between teaching/admin/research)

a) Are criteria for workloads communicated clearly?

b) Is there equity in the allocation of roles, duties, and responsibilities?

c) Do you perceive any gender biases concerning workloads?

d) Are workloads regularly reviewed so that people are not sidelined in jobs which leave them unable to develop their career? Is there an official procedure for this?

Work-life balance practices

a) Are work-life balance practices supported?

b) Is there recognition of a need or a policy for "family-friendly actions"?

c) Are the (formal or informal) policies that support (new) parents or carers?

d) Flexible hours and/or working from home – is this encouraged? Do you work this way? Do other staff?

e) Special leave/career breaks – is it supported?

f) Are meetings timed, where possible, to take account of people's other commitments?

g) Does the timetabling of teaching duties accommodate other commitments?

h) Are work-life balance issues covered in work allocation?

i) Is there any prejudice toward staff making use of flexible working?

Involvement in decision-making/policy-making

a) How is eligibility for committees or managerial roles decided? Is there any training for members of panels or committees?

b) Are roles and committee memberships rotated regularly for staff to gain experience?

c) Are postdocs, part-time and junior staff represented on committees?

d) Are there attempts to have equal numbers of males and females on committees?

Sexism

Is there anything about the working culture more generally which is sexist? If so, how is it observable?

Appendix D

Table 1.

Student data: Percentage of males and females on foundation, undergraduate and postgraduate degree course in Psychology from 2008/09 to 2010/11 at the University of Plymouth and nationally

		Year								
		2010/11			2009/10			2008/09		
		Plymouth		UK	Plymouth		UK	Plymouth		UK
Type of student	Gender	Full-time	Part-time		Full-time	Part-time		Full-time	Part-time	
Students on foundation courses	Female	84%	0	91%	87%	0	82%	84%	0	82%
	Male	16%	0	9%	13%	0	18%	16%	0	18%
Undergraduate students	Female	79.1%	77.8%	78%	81.2%	77.4%	79%	82.0%	77.3%	79%
	Male	20.9%	22.2%	22%	18.8%	22.6%	21%	18.0%	22.7%	21%
Postgraduate students on taught degrees	Female	73.9%	71.4%	78%	80.0%	66.7%	78%	58.3%	33.3%	78%
	Male	26.1%	28.6%	22%	20.0%	33.3%	22%	41.7%	66.7%	22%
Postgraduate students on research degrees	Female	66.7%	75.0%	75%	60.7%	77.8%	75%	61.9%	57.1%	75%
	Male	33.3%	25.0%	25%	39.3%	22.2%	25%	38.1%	42.9%	25%

Table 2.

Student data: Course applications for undergraduate and postgraduate study and success rates at the School of Psychology, University of Plymouth from 2008/09 to 2010/11

Type of students	Gender	Year					
		2010/11		2009/10		2008/09	
		Applications	Success rate	Applications	Success rate	Applications	Success rate
Undergraduate students	Female	934	32%	793	28%	827	24%
	Male	331	23%	271	27%	267	22%
Postgraduate students on taught degrees	Female	39	56%	38	42%	48	44%
	Male	10	50%	9	33%	15	60%
Postgraduate students on research degrees	Female	28	21%	31	23%	9	89%
	Male	15	20%	16	25%	7	86%

Table 3.

Student data: Achievement across all Psychology courses by degree classification and gender from 2008/09 to 2010/11

	Year					
	2010/11		2009/10		2008/09	
Degree Classification	Female	Male	Female	Male	Female	Male
First	12%	26%	14%	8%	13%	8%
2:1	53%	49%	49%	49%	56%	45%
2:2	20%	11%	20%	30%	21%	29%
3rd	1%	2%	1%	0	2%	8%
Other (i.e., ordinary degree, fail, repeat, withdrawn)	13%	13%	16%	14%	8%	11%

Table 4.

Staff data: Female:male ratio of research and academic staff by grade in the School of Psychology from 2009/10 to 2011/12

		Year					
		2011/12		2010/11		2009/10	
	Post	Female	Male	Female	Male	Female	Male
Female:male staff ratio	Research Assistant	80%	20%	75%	25%	100%	0
		(4/5)	(1/5)	(3/4)	(1/4)	(3/3)	
	Research Fellow	80%	20%	60%	40%	40%	60%
		(4/5)	(1/5)	(3/5)	(2/5)	(2/5)	(3/5)
	Lecturer	44%	55%	35%	65%	35%	65%
		(8/18)	(10/18)	(6/17)	(11/17)	(6/17)	(11/17)
	Associate Professor (Senior Lecturer)	40%	60%	40%	60%	40%	60%
		(2/5)	(3/5)	(2/5)	(3/5)	(2/5)	(3/5)
	Associate Professor (Reader)	50%	50%	50%	50%	40%	60%
		(2/4)	(2/4)	(2/4)	(2/4)	(2/5)	(3/5)
	Professor (including Senior Manager Academic)	25%	75%	33%	66%	29%	71%
		(3/12)	(9/12)	(3/9)	(6/9)	(2/7)	(5/7)

Table 5

Staff data: Staff turnover in the School of Psychology from 2009/10 to 2011/12

	Post	Year	Headcount			Leaver			Turnover (%)		
			Female	Male	Total	Female	Male	Total	Female	Male	Total
Staff turnover	Research (Research Assistant, Research Fellow	2011/12	8	2	10	2	2	4	25.0	100.0	40.0
	Academic (Lecturer, Associate Professor)		12	15	27	1	3	4	8.3	20.0	14.8
	Professor and Senior Manager		3	9	12	0	0	0	0.0	0.0	0.0
	Research (Research Assistant, Research Fellow	2010/11	6	4	10	1	2	3	16.7	50.0	30.0
	Academic (Lecturer, Associate		10	16	26	0	1	1	0.0	6.3	3.8

Professor)										
Professor and Senior Manager		3	6	9	0	0	0	0.0	0.0	0.0
Research (Research Assistant, Research Fellow)	2009/10	5	3	8	2	1	3	40.0	33.3	37.5
Academic (Lecturer, Associate Professor)		10	17	27	1	1	2	10.0	5.8	11.7
Professor and Senior Manager		2	5	7	0	1	1	0	20.0	14.2

Table 6.

Staff data: Job applications and success rates by gender and grade at the School of Psychology from 2009/10 to 2011/12

| | Post | Gender | Year | | | | | |
| | | | 20011/12 | | 2010/11 | | 2009/10 | |
			Applications	Success rate	Applications	Success rate	Applications	Success rate
Job applications and success rates	Research Assistant	Female	-	-	30	7%	84	5%
		Male	-	-	16	0%	42	5%
	Research Fellow	Female	10	10%	23	13%	9	22%
		Male	3	0	25	0%	6	16%
	Lecturer	Female	37	5%	16	6%	5	0%
		Male	39	3%	25	5%	6	33%
	Professor (incl. Senior Manager)	Female	-	-	-	-	3	0%
		Male	-	-	-	-	14	7%

Table 7.

Organization and Culture: Female and male representation on decision-making committees in the School of Psychology from 2009/10 to 2011/12

	Year					
	2011/12		2010/11		2009/10	
Committee	Female	Male	Female	Male	Female	Male
School Management Group	40% (2/5)	60% (3/5)	25% (1/4)	75% (3/4)	20% (1/5)	80% (4/5)
Research and Enterprise	57% (4/7)	43% (3/7)	67% (4/6)	33% (2/6)	43% (3/7)	57% (4/7)
Teaching and Learning	33% (2/6)	67% (4/6)	40% (4/10)	60% (6/10)	33% (3/9)	67% (6/9)
Undergraduate Programmes	25% (2/8)	75% (6/8)	12% (1/9)	88% (8/9)	14% (1/7)	86% (6/7)

Appendix E

School of Psychology Athena SWAN Action Plan 2013-2016

Issues identified	Actions to address issues	What success will look like	Person(s) responsible for taking action	Timescale for activity
Issue 1 – see sections 3b (iii) and 3b (iv) Recruitment of female students to post-graduate taught courses and on post-graduate research degrees varies year-on-year and is lower in Plymouth compared to the national average.	a) Collect data on the gender composition of students on postgraduate taught course. This allows us to analyse and monitor trends in recruitment. b) Present information about an academic career and postgraduate opportunities in Psychology at undergraduate students' Career Talks. c) Present information about different areas of psychology during Induction week with an emphasis on female academics presenting in areas of psychology that are traditionally perceived	a) Understanding the factors behind recruitment onto postgraduate taught and research courses. b) – e) Increasing the percentage of female postgraduate taught and postgraduate research students to national levels (78 and 75%, respectively)	a) PG* admissions teams, E&D*, self-assessment team b) School and Faculty career advisor; c) Induction week organizer d) AHOS* Marketing and PG* Tutor, self-assessment team e) AHOS* Marketing, PG* Tutor	a) September 2012 and annually through to 2016. b) Spring 2013 and annually through to 2016 c) September 2013 and annually though to 2016 d) Spring 2013 e) Spring 2013

	as male dominated (e.g. Cognition, Neuroscience). d) Task AHOS* Marketing and the PG* Tutor to consider gender issues around recruitment and marketing. e) If awarded, use Athena logo when marketing postgraduate courses and posts.			
Issue 2 - see section 3b (v) Success rates of being accepted to undergraduate and postgraduate taught degree vary considerably year-on-year for females and males.	f) We will continue to collect data on females' and males' success rates to obtain place on an undergraduate and postgraduate taught degree course so that time series data is available. The analyses of this data will include factors that might influence success rates (e.g., entry tariffs) year-on-year.	Understanding the factors that influence why females and males are successful in obtaining a place on an undergraduate and postgraduate taught degree course. Findings from this analysis will be used to inform further action points (e.g., concerning marketing of undergraduate and postgraduate courses)	UG* and PG* admissions teams, E&D*, self-assessment team	September 2012 and annually through to 2016
Issue 3 – see section 3b (vi)	g) We will continue to collect	Understanding the	UG* tutor, E&D*,	September 2012

For undergraduates, degree classification by gender varies year-on-year, particularly for males.	data on females' and males' attainment on the undergraduate degree to be able to identify and monitor trends.	factors that influence females' and males' attainment on the undergraduate degree courses. Findings from this analysis will be used to inform further actions (e.g., additional support for females and males in problem areas). Until 2016, a similar number of females and males exit the degree with a 1st or 2.1.	self-assessment team	and annually through to 2016
Issue 4 – see sections 3b (vii), 4b (ii), and Career development a (iii) The percentage of females on lecturer position is lower than the percentage of females in researcher (RA and RF) posts.	h) Support the development of a faculty-wide network for research assistants and research fellows. Representatives from this network provide feedback to PG* tutor (e.g., regarding training needs). i) Monitor researcher and postgraduate destinations.	Identify professional and personal development needs of researchers. Feedback information from the researcher network to the School and Faculty Management Groups. This might lead to further actions taken by the School and Faculty to address the professional and	h) PG* tutor, self-assessment team, HoS* i) PG* tutor, self-assessment team	h) start Summer 2013 i) September 2013 and annually though to 2013

		personal development needs of researchers. In the long term, create opportunities for a sustainable academic career for researchers.		
Issue 5 – see sections 3b (vii), 4a (i), 4b (i), 4b (ii), and Career development a (i) Women are well represented in each grade of academic staff except Professor/Senior Manager level. Females are less likely than males to apply for Professor/Senior Manager posts.	We propose a number of actions aimed at female academic staff to ensure that recruitment and promotion into more senior posts is possible. In terms of recruitment for senior posts we propose: j) If awarded, use Athena logo, positive wording, and information about the School's emphasis on equality and diversity to encourage female applicants for academic posts, particularly at the Associate Professor and Professor level. k) For future recruitment rounds (particularly for	In the long term, increase the number of female Professors/Senior Managers through recruitment or promotion. All female staff members have a permanent reviewer/appraiser. Promotion criteria, processes, and eligibility are clear to all female staff members.	j) HR*, AHOS* Marketing, HoS* k) HoS* l) HoS* m) HoS* n) Reviewer/ Appraiser, HoS* o) Reviewer/ Appraiser, HoS* p) HoS*	j) – k) from Spring 2013 l) – p) from September 2013

	senior posts) ensure that females are targeted and encouraged to apply for the positions advertised. In terms of academic promotions we propose: l) Assure every female member of staff has an annual appraisal meeting. m) Assign a permanent reviewer/appraiser who monitors and gives advice on career development and promotion. n) Communicate promotion criteria and procedures clearly as part of the appraisal process. o) Reviewer/appraiser and HoS* actively encourage applications for promotion of eligible female members of staff as part of the appraisal process p) Establish formal feedback sessions for candidates			

	whose promotion applications were unsuccessful.			
Issue 6 – see section 3b (viii) Numbers for staff turnover by gender are small and vary year-on-year.	q) We will continue to collect data on staff turnover by gender to monitor trends. r) Encourage leaving staff to fill out an exit questionnaire or hold an exit interview with HoS*.	Understanding the factors influencing staff turnover. Understanding the reasons why members of staff leave their posts at the School. Analyses of this data can prompt further actions addressing emerging negative reasons as to why members of staff leave the School.	q) HR*, self-assessment team r) HoS*	q) September 2012 and annually through to 2016 r) from Spring 2013
Issue 7 – see section Career development a (ii) Even though female members of staff regard the existing mentoring system in the School as very helpful regarding teaching responsibilities, additional need for support with career	See also actions proposed for Issue 5: l) Assure that every female member of staff has an annual appraisal meeting. m) Assign a permanent reviewer/appraiser who gives advice on career development.	All female staff members have a permanent reviewer/appraiser. Female members of staff are satisfied with the support received for career development	l) HoS* m) HoS* s) self-assessment team	l) & m) from September 2013 s) Spring 2015

development was identified.	s) Gauge female staff members' satisfaction with the actions taken through a staff consultation questionnaire in 2015.			
Issue 8 – see sections Career development a (ii), Flexibility and managing career breaks a (i) and a (ii) Some of the Equality and Diversity policies and opportunities offered by the University, Faculty, and School are not known by all female members of staff in the School.	t) Develop an Equality and Diversity factsheet covering, for example, information about flexible working and parental leave. This factsheet will be distributed during an Equality and Diversity session at staff induction. It will also be made available for download via the School's intranet. u) Gauge female staff members' knowledge of and satisfaction with information available on Equality and Diversity policies.	Female members of staff know about the Equality and Diversity policies and opportunities offered by the University, Faculty, and School.	t) and u) HR*, E&D*, self-assessment team	t) From September 2013 u) Spring 2015
Issue 9 – see sections Organisation and culture a (i), Organisation and culture b (ii)	v) Review workloads and administrative roles taking into account whether particular roles block career development.	Equal representation of females and males on decision-making committees	v) - y) HoS*, reviewer/appraiser	v) Spring 2013 and annually through to 2016 w) Ongoing

Women are not equally represented on all decision-making committees.	w) Solicit interest from staff for vacant administrative positions and roles on committees x) Rotate administrative roles, if necessary. y) Mentor and train junior staff to take on more responsible administrative roles and to join committees.			x) When necessary y) From Spring 2013
Issue 10 – see section Flexibility and managing career breaks a (iii) There is a discrepancy between the School's official policy on flexible working and female staff's practice of flexible working. Whereas only few members of staff have officially applied for (and have been granted) flexible working hours, flexible working is perceived to be practiced by many members of staff and supported by the School.	z) Communicate information about flexible working opportunities in the Equality and Diversity factsheet. aa) Consider how workloads and administrative duties impact on staff's need for flexible working. bb) Monitor flexible working by staff. cc) Gauge female staff members' knowledge of and satisfaction with flexible working opportunities through a staff consultation	All members of staff who want to work flexibly can do so. Female members of staff know about and are satisfied with the available opportunities to work flexibly.	z) E&D*, self-assessment team aa) HoS*, reviewer/ appraiser bb) School office, Timetabling cc) Self-assessment team	z) from September 2013 aa) Spring 2013 and annually through to 2016. bb) From September 2013 cc) Spring 2015

	questionnaire in 2015.			

* AHOS – Associate Head of School; E&D – Equality and Diversity; HoS – Head of School; HR – Human Resources; PG – postgraduate; RA – Research Assistant; RF – Research Fellow; UG - undergraduate