



## **Athena SWAN Bronze department award application**

**Name of University:** Bangor University

**Department:** School of Psychology

**Date of application:** 3 December 2015

**Date of university Bronze and/or Silver SWAN award:** November, 2011

**Contact for application:** Dr. Emily S. Cross

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**At the end of each section, the number of words used is stated.**

### **Abbreviations and Definitions Used in this Application**

Benchmark: HESA data, drawn from the "psychology" discipline for the year 2011/2012

AS – Athena SWAN

BoS – Board of Studies

HoS – Head of School

F – Female

FTC – Fixed term contract

M – Male

PDR – Performance Development Review

PG – Postgraduate

PGR – Postgraduate Research

PGT – Postgraduate Taught

SAT – Self Assessment Team

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

Dear Athena SWAN Panellists,

I write to offer my enthusiastic endorsement of Bangor's School of Psychology revised Athena SWAN Bronze Award application. It was a shock and disappointment to the entire SAT and School when our 2014 application was unsuccessful, as the overwhelming feeling among students and staff is that Bangor Psychology offers a supportive and fair work environment for all. However, the SAT acknowledges that many of our strong points were not presented clearly enough in our previous application, and Dr. Cross and her team have been working diligently to strengthen and clarify this year's resubmission.

In this application, you will find evidence of how Bangor Psychology already embeds Athena SWAN aspirations into our mission and activities, as well as areas for improvement and clearly documented plans to address shortcomings. Concerning strengths of our current approach, we encourage staff to take advantage of flexible working practices. Our research for this application indicated that staff are generally pleased with the flexible working environment, but many made suggestions for how to further improve this system, especially for new parents. As a result, we have identified specific actions surrounding work-life balance and our Action Plan documents how we will work to bolster support, adjust research expectations, smooth transitions to/from leave, and retrain staff upon return.

We aim to provide a highly supportive environment for all faculty members, and our research shows we generally succeed in this endeavour. We minimise teaching and administrative loads for junior staff to enable them to establish a strong research base before sharing fully in other areas of activity. While this has a positive impact on early career faculty, a future aim is to more closely examine how workload balances and committee responsibilities are distributed among men and women at more senior levels. Our female academics have been very successful with promotion applications from Lecturer to Senior Lecturer, but fewer women are promoted to Reader and Professor. One of the most exciting actions in our plan is greater promotions mentorship/feedback to help junior and mid-level women faculty become competitive candidates for promotion.

As this would be our first Athena SWAN award as a School, we have identified areas to proactively raise the profile of AS by establishing regular AS updates at staff meetings, publicising AS events, and encouraging broader participation and support in the AS mission among all staff members. Moreover, the School is currently revising its operational strategy, including maximising staff support through resource deployment. AS priorities are part of this revision.

Overall, our research into School policies in areas addressed by the AS charter revealed that we already achieve a high level of gender equality in many domains. However the objectives laid out in our Action Plan represent critical steps towards greater equality that must now be achieved. We now submit for your consideration our application for a Bronze award, with a clearly delineated action plan that as a School we are excited to implement over the next several years.

Yours sincerely,



Professor John Parkinson [499 words]

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## 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.*
- 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.*
- 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.*

Our team comprises:

**Pippa Beston** is a third year PhD student whose involvement in the University's Students' Union raised her awareness of issues in feminism and gender equality that affect her generation. Pippa is committed to a future career in research and actively seeks public outreach opportunities to promote women in science. Her SAT role involves exploring the support for female students provided by the School.

**Emily Cross** chairs the SAT and directs the Professional Development Series for departmental doctoral and postdoctoral scholars. She is a senior lecturer specializing in social neuroscience, holds a split full-time position between Radboud University Nijmegen and Bangor, and is married to another academic in the School. She is passionate about advancing the status of women in science and works to achieve this through public engagement (L'Oreal's Soapbox Science) and championing professional development for young female scholars.

**Hefin Francis** works in partnership with the Head of School (HoS) and other senior academics and officers to develop strategy, implement policy and contribute to the management of School activity, including overseeing the management of the School's five Associated Units. His role in the SAT is to provide an input from the management and support staff standpoint to the project team. He has three daughters going through secondary and university education, and has found it has always been possible to work flexibly to meet family needs and his daughters' school activities.

**Fran Garrad-Cole**, a senior Lecturer, has worked at Bangor since 2004 and teaches and supervises on the Masters and Undergraduate programme as well as holding large administrative roles. Fran has collated information on work-life balance, and parental leave for the Athena Swan application and has some personal experience of how difficult this can be! Fran has three sons under the age of nine, and a teenage stepdaughter. Fran's husband often works away from home so having flexibility in her work is essential.

**Paloma Mari-Beffa** is a Senior Lecturer in the School of Psychology, Postgraduate Senior Tutor, and Director of the MSc in Psychological Research. She has been working at Bangor since 1998 and is married to another member of academic staff. She has two children aged 10 and 12 and is the main carer for her disabled mother who also lives in her household.

**Debbie Mills** has worked with Paul Mullins on the Pen Picture of the School. She is a Professor of Cognitive Neuroscience and the Deputy Head of School for Research. She has an adult daughter and is married to another member of staff, who is also returning to student life as a mature MSc student in neuroimaging. She is passionate about feminist issues and promoting the careers of women in science.

**Paul Mullins**, is a reader who directs the MRI unit within the School and the Neuroimaging MSc programme. Paul was involved with the University and College Athena SWAN process, and organised the first meetings of the School committee. In addition to work commitments, Paul is actively involved with his local rugby club, has been a coach of the University's women's rugby side, and is chairman of the local archery club. These external commitments have enhanced his appreciation and commitment for equality and equal opportunities for all.

**Gary Oppenheim** joined the School of Psychology as a lecturer in 2013. He specialises in behavioural and computational approaches to language production, and serves as the school's IT liaison for classroom technologies. Because his fiancée has not yet been able to join him in the UK, he has developed an affiliation with a university where she lives (Rice University, USA), and the School has been flexible in allowing him to work from there when his Bangor commitments allow.

**John Parkinson** is the Head of School with research interests in motivation and behaviour. His SAT role is to provide a perspective as Head of School as well as that of a senior academic. He has worked at Bangor University for 11 years and contributed to a variety of aspects of teaching and administration as well as promoting multidisciplinary research across the University. He is particularly committed to continuing the School's supportive approach to enabling appropriate and productive work-life balance.

**Kelly Roberts** joined Bangor in 2004 and has worked as admissions and marketing administrator for Psychology since 2007. Following the birth of her second daughter in 2012, the School has been extremely accommodating, allowing her to reduce her hours to part-time over four days. Her role within the Athena Swan team is to address career development opportunities for staff.

**Alison Wiggett** is a Research Fellow in the School of Psychology, specialising in social neuroscience. She has held several post-doctoral research positions since moving to Bangor in 2005. Her partner is a Senior Lecturer in the School and they have two young children. She has been working part-time since returning to work after her first maternity leave.

The self-assessment team was formed in early 2014, and initially included the other two Schools within the College of Health and Behavioural Sciences (CoHaBS), as the aim was to submit a College-level bid. In May 2014, the individual Schools decided to tender separate bids, as the different cultures and sizes of the individual Schools could be better reflected in separate bids. At this stage, Emily Cross took over as the head of the Psychology SAT. Between May-November 2014, the group met fortnightly, and has met monthly in 2015.

While working on this bid, the team has consulted School of Psychology students and staff to survey their opinions and concerns regarding gender equality in staff meetings, BoS meetings, and seminars for PGR students. Moreover, the SAT has solicited feedback from and regularly met with other Athena SWAN teams working at the College and University level, which has also helped to ensure alignment of strategy and priorities between individual Bangor University applications.

Following submission of this bid, the SAT will resume meetings early in 2016 to begin enacting and monitoring the changes proposed in the Action Plan. The SAT plans to meet monthly in 2016.

Word count: 1000

### **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 Bangor University is a research-intensive department. Founded in 1963 – the department celebrated its 50th anniversary in 2013 – it is one of the oldest psychology departments in the UK. Bangor Psychology has an outstanding international reputation for research excellence: RAE 2008 – 65% of submitted outputs rated 4\*/3\*; 7/109 UK departments; REF 2014 - 89% of submitted outputs rated 4\*/3\*; 17/109 UK departments. Likewise, the department has a very strong rating for student satisfaction: NSS 2015 – 90% satisfaction rating and was recently ranked in the top 10 in the UK for teaching quality by the 2016 Times Good University Guide, and is currently only one of two departments in the UK to be ranked in the top 10 for teaching and top 20 for research quality in the UK.

With 1160 UG and PGT students (2012/2013), 41 PhD students, 36 externally funded research staff, Psychology at Bangor is the 3rd largest psychology department in the UK. We have 50.3 FTE academic faculty, 16 FTE teaching, research, finance, and general administrative support staff, and 3.5 FTE technical support staff.

The School also hosts five associated units: the Centre for Evidence-based Early Intervention (CEBEI, 1 faculty member, 5 RPSOs, 1.5 administrative staff); the Centre for Mindfulness Research and Practice (CMRP, 5 faculty, 5 administrative staff); the Doctoral Training Programme in Clinical Psychology (DClinPsy, 6 faculty, 4 administrative staff); the Miles Dyslexia Centre (3 administrative staff); and Tir Na n'Og (Nursery and Child Research Facility). These units, while operating largely (or wholly) from externally funded income sources, are integral parts of the School, participating in research collaborations and providing postgraduate offerings and courses (DClinPsy and CMRP). Moreover, all research staff (faculty and RPSOs) that contribute to these associated units are included in all communications and activities of the School, including Athena SWAN.

The research reputation of the School plays a vital role in underpinning our success in teaching, enhancing the student experience and recruitment. Student teaching is closely integrated with research activity.

At the same time a teaching-focused core of 9 FTE academic staff supports the School's teaching activity. The teaching team are a dedicated and invaluable resource, providing the students with close personal contact with staff. All academic staff are involved in teaching and pastoral care. The School is consistently one of the top ranked psychology departments in the UK for teaching quality and student experience. We have received >90% NSS overall satisfaction ratings over each of the past 6 years and have been consistently ranked in the top 10 UK psychology departments for student satisfaction by the Times Good University Guide.

The School of Psychology is one of the three Schools composing the College of Health and Behavioural Sciences, and operates independently while fostering academic collaborations with other Schools within the College.

The School runs several UG and PGT degree programmes, and has been hugely successful in recruitment for many years – 1160 UG/PGT (2012/2013) comprising both home/EU and overseas students. A breakdown of our student numbers for the past 6 years follows.

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**

The School of Psychology does not run any foundation or access courses, so discussion of student numbers refers to undergraduate, postgraduate taught and postgraduate research figures only.

**(ii) Undergraduate 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.**

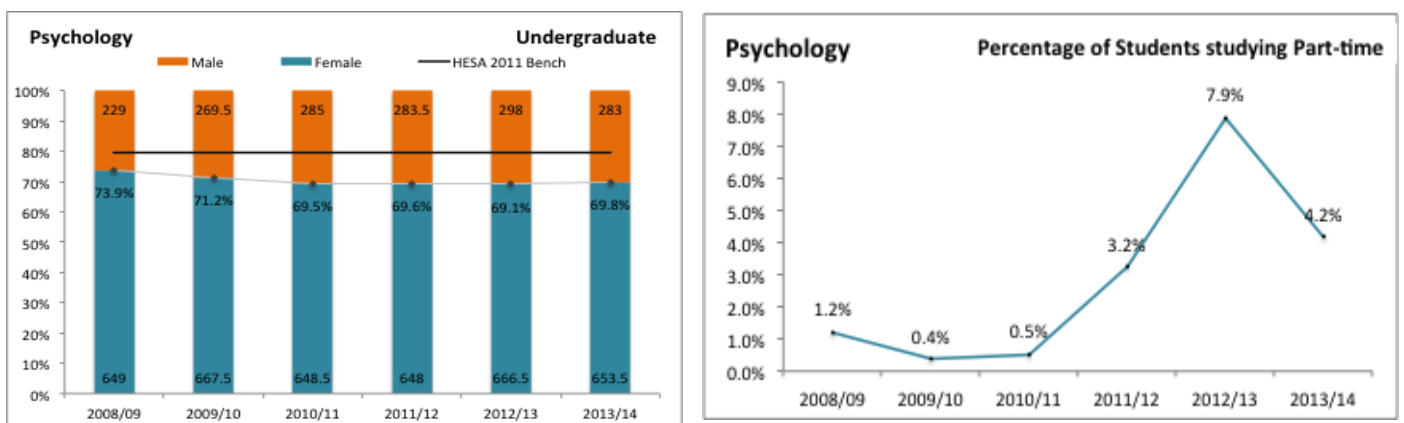


Figure 3.1: Panel A depicts the percentage of male/female UG students over the last six years. Panel B shows the percentage of UG students studying part-time over the same time period.

Psychology at Bangor has traditionally recruited more female than male students, as is the norm for UK psychology departments. We are, however, slightly lower in the percentage of female compared to male recruits compared to the 2011 HESA national average values (Fig. 3.1A). While Bangor Psychology is pleased to recruit a higher percentage of male students than the national average, steps will now be taken to examine how to increase the number of male students who consider Psychology at Bangor (**Action 1.1**), despite the national trend in the other direction.

Part-time UG numbers in Psychology have traditionally been low at Bangor, but in 2011 this trend started to change, with an increase in the number of students opting for part time study (Fig. 3.1B). This upward trend coincided with the timing of the Browne report and the introduction of higher fees for university places. Data from 2013/2014 suggest that part-time uptake has returned to pre-fee increase levels, but the SAT will continue to monitor these numbers to see if this trend is stable.

- (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.**

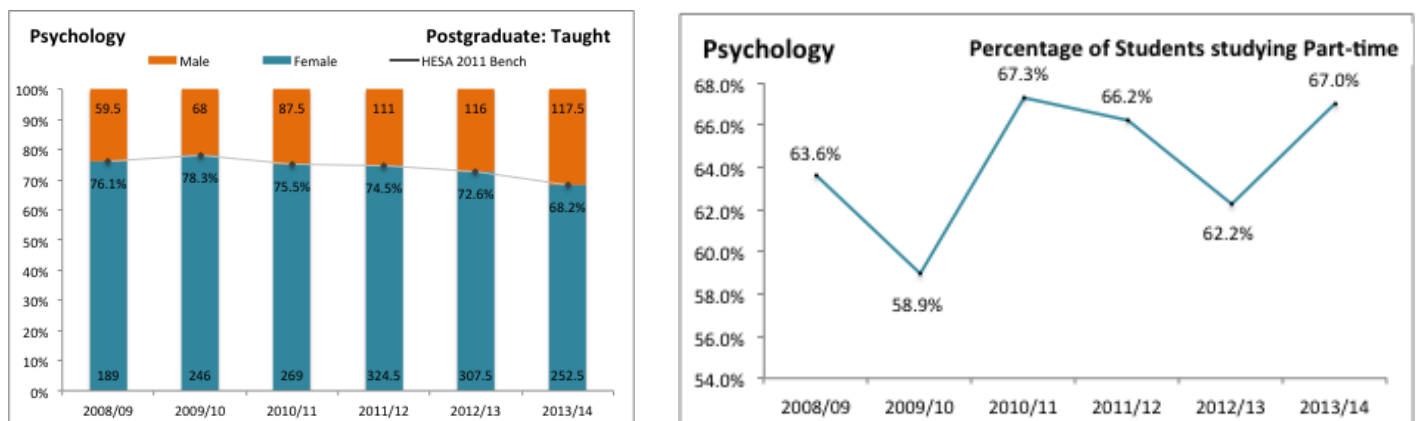


Figure 3.2: Panel A depicts the percentage of male/female PGT students over the last six years.

Panel B shows the percentage of these PGT students studying part-time over the same time period

Similar to UG numbers, PGT programmes at Bangor have a higher proportion of female students (Fig. 3.2A). PGT courses also have a higher number of part-time students (Fig 3.2B). Bangor offers several postgraduate courses and diplomas that are aimed at attracting part-time students (MSc in Advanced behaviour analysis, MSc Neuroimaging, Neuropsychology diploma). As with the UG numbers, we have identified a need to gather and more closely monitor data on gender distribution of part-time study uptake among PGT students (See **Action 1.1**)

- (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.

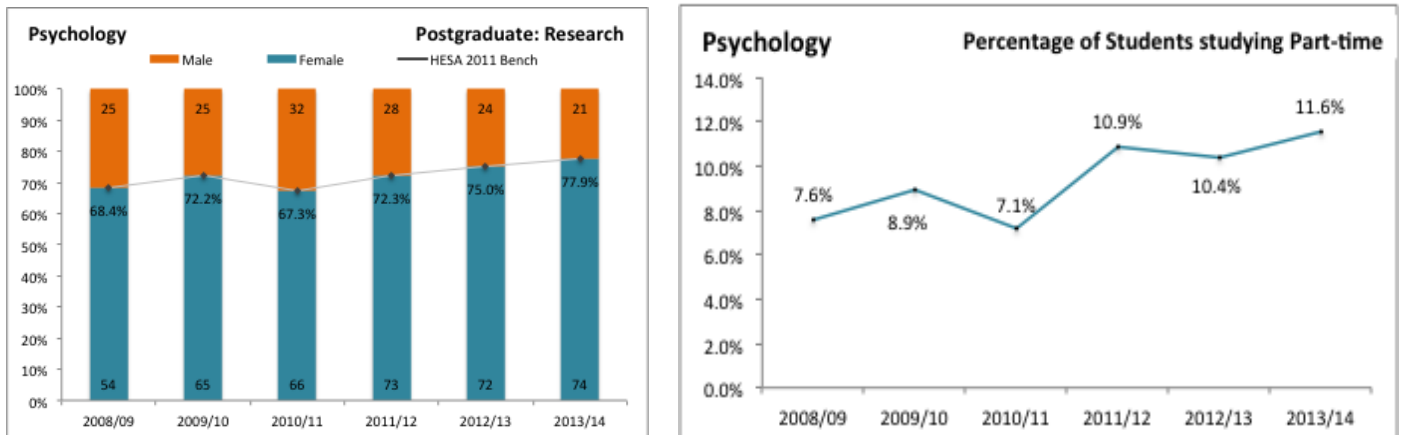


Figure 3.3: Panel A depicts the percentage of male/female PGR students over the last six years. Panel B shows the percentage of PGR students studying part-time over the same time period

The trend for a higher proportion of female students continues at the PGR level, and has been showing an increase in the percentage of female students in recent years (Fig 3.3A). We consulted application figures to determine whether there is an increasing bias towards female students in this case, and this is something that the SAT will continue to monitor closely.

Concerning part-time PGR uptake, these numbers have increased slightly in recent years (Fig. 3.3B) as a result of several targeted knowledge exchange scholarship and industry partnerships that have provided greater flexibility for students seeking a higher degree classification.

Across UG, PGT and PGR levels, it must be examined why more women than men enrol on Psychology studies at Bangor. Moreover, a pressing need has been identified to gather more complete data concerning gender balance for full- vs. part-time students at all levels. Actions planned to address these issues include:

**Action 1.1:** Form a Part-time Student Monitoring subgroup to examine and monitor:

- the gender balance of part-time UG and PG uptake and examine whether any disparity exists between men and women who take advantage of the flexibility of part-time studies ensure balanced gender representation of faculty and student peers at open days and other recruitment events for UG, PGT and PGR students. This Group will also review application and recruitment numbers to determine whether this encourages more male students to apply/enrol.
- attendance by faculty and student peers at open days and student recruitment fairs, to determine the equality of representation and whether any inequalities are associated with disparities in recruitment between genders.



- (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.**

The figures below show that number of applications for each student population match closely with figures finally enrolled, showing that the tendency for greater numbers of female students previously seen reflects application rates.

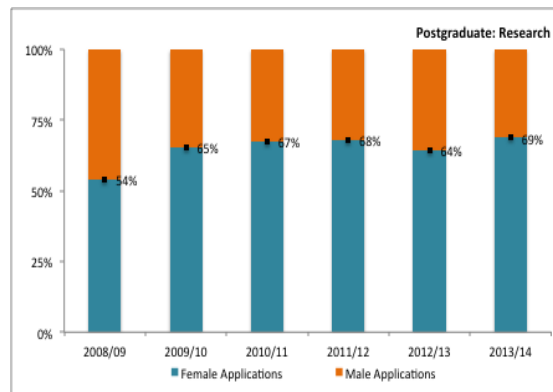
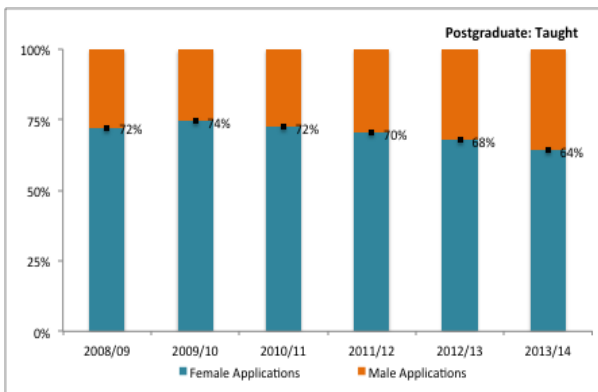
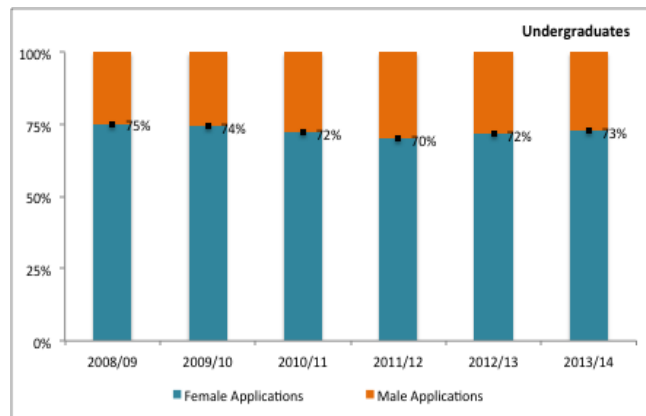
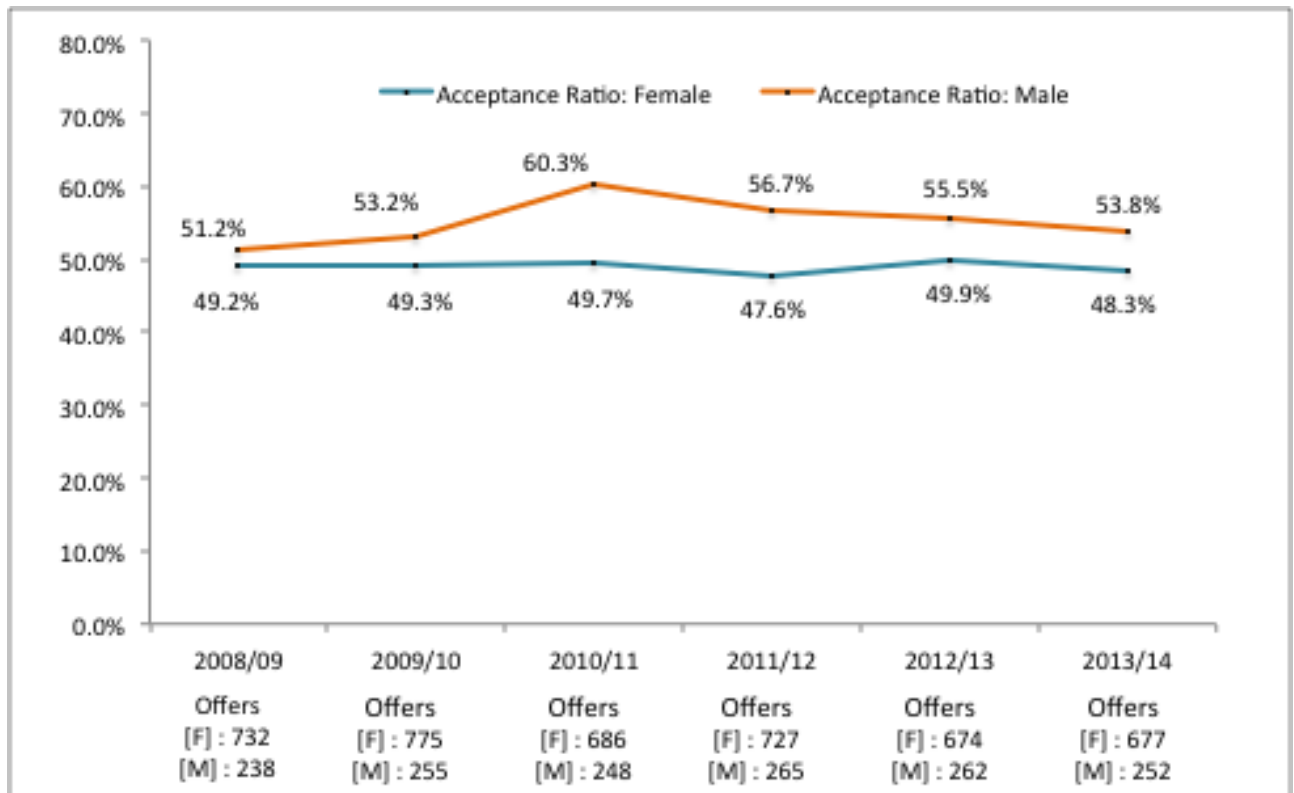
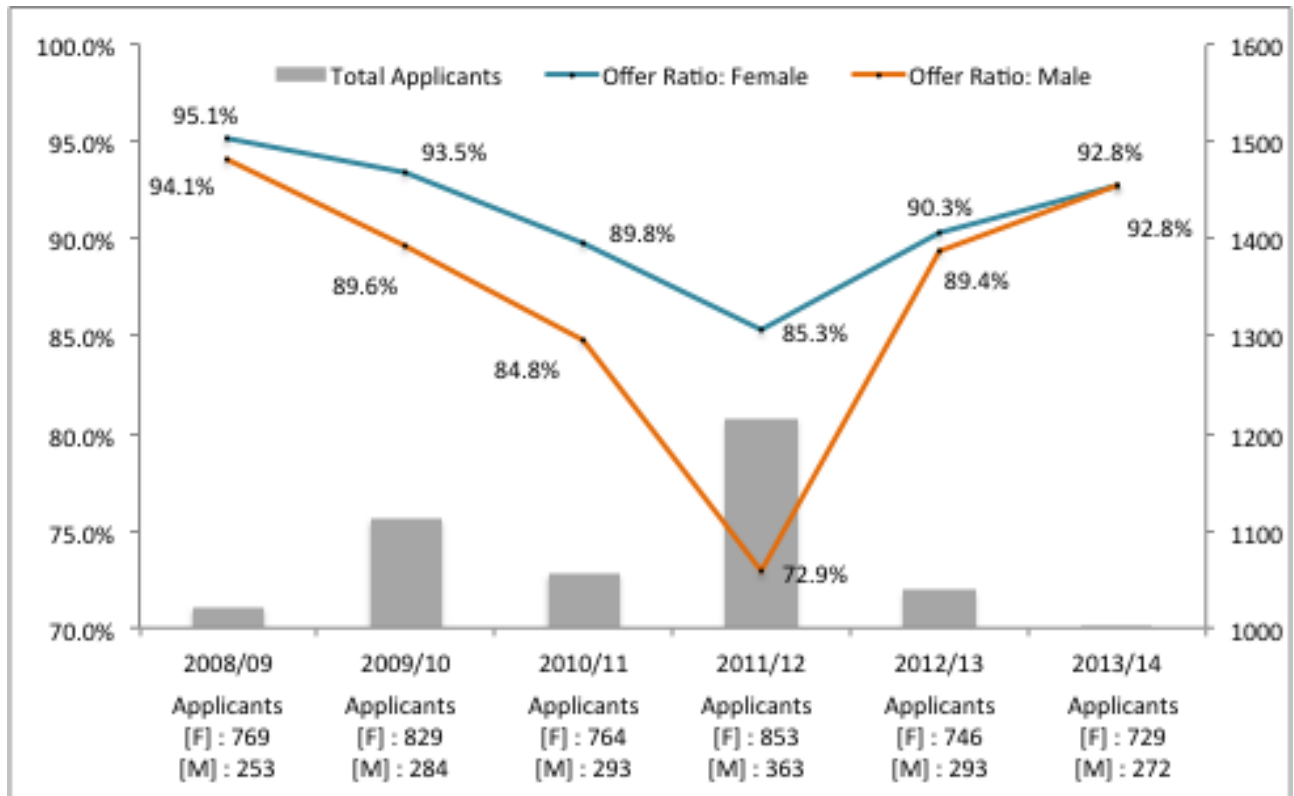
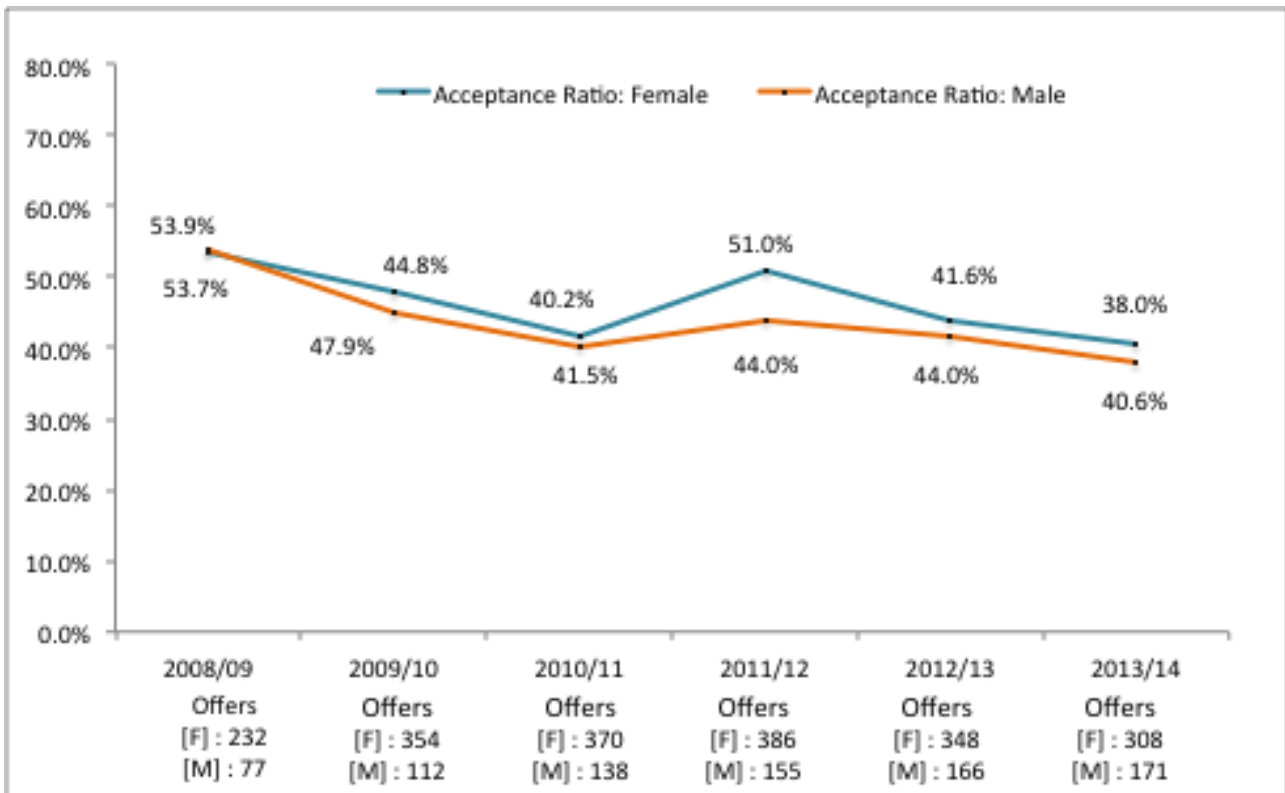
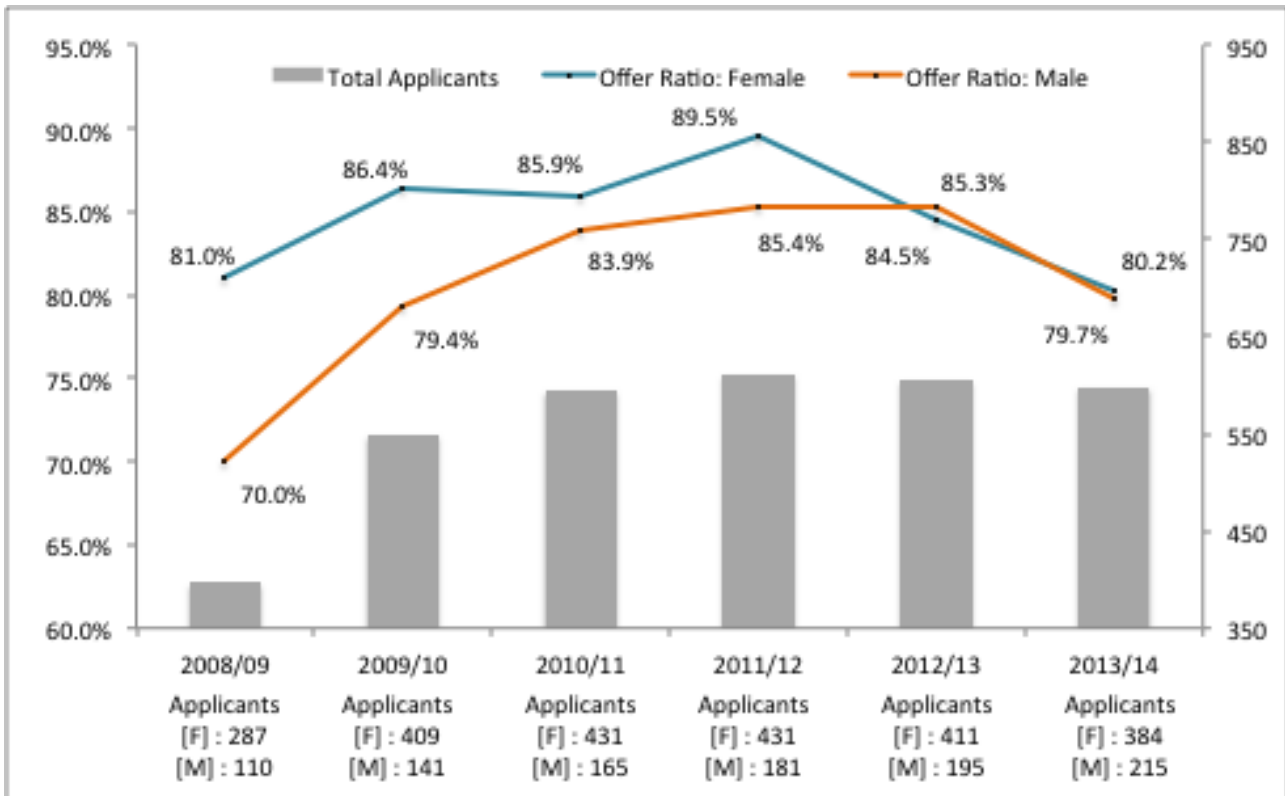


Figure 3.4: Percentage of male/female applications to Bangor Psychology Undergraduate (Panel A), Postgraduate Taught (Panel B) and Postgraduate Research (Panel C) courses.

## Undergraduate Offers & Acceptances



## Postgraduate Taught Offers & Acceptances



### Postgraduate Research Offers & Acceptances

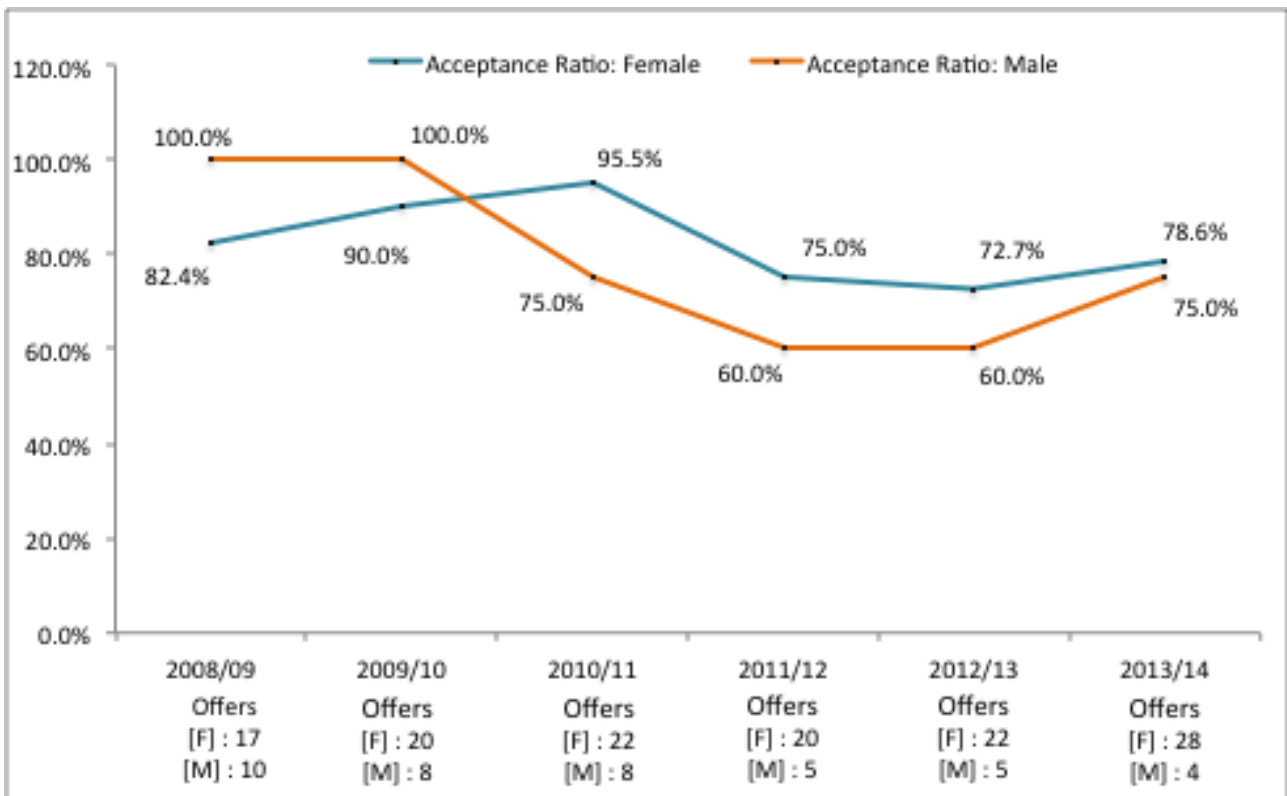
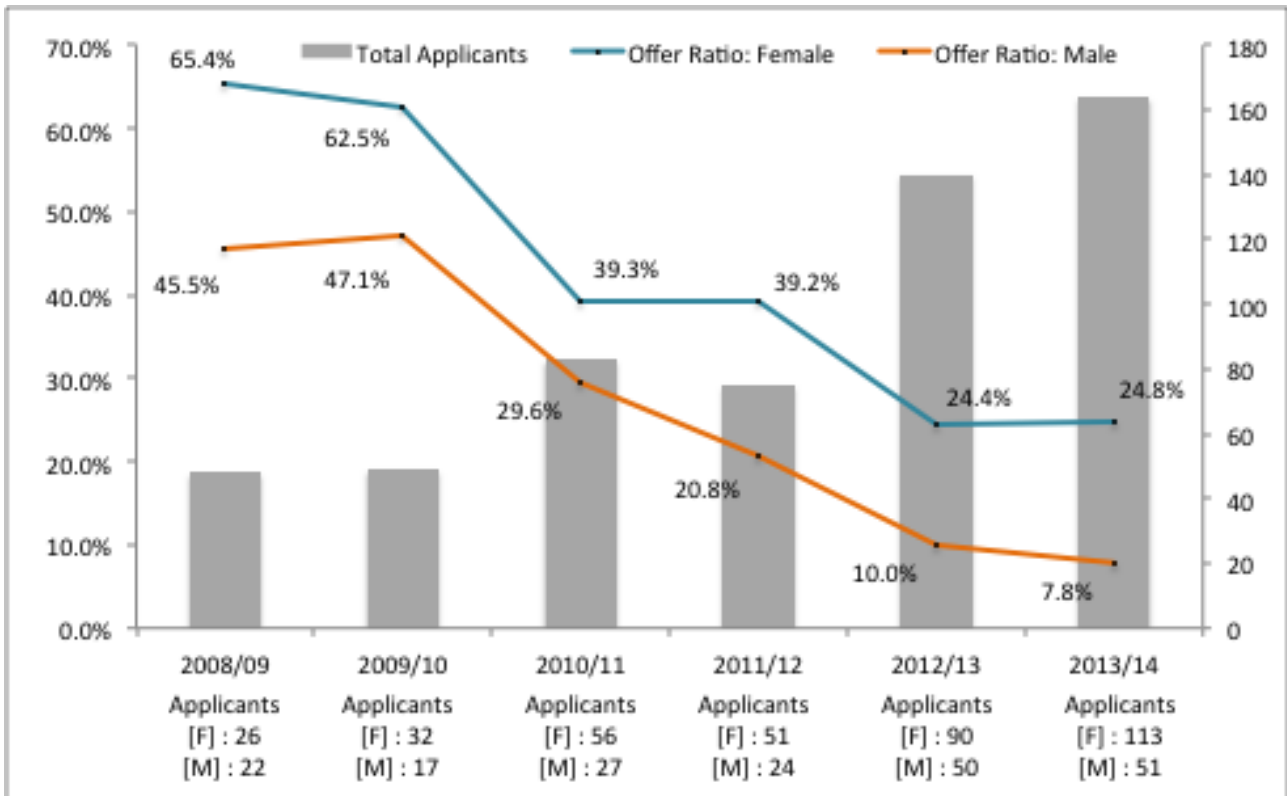


Figure 3.5: Percentage of offers (top panels) and acceptance (lower panels) for female and male UG, PGT and PGR students. Also shown is the total number of applicants over the last six years (grey bars in top panels).

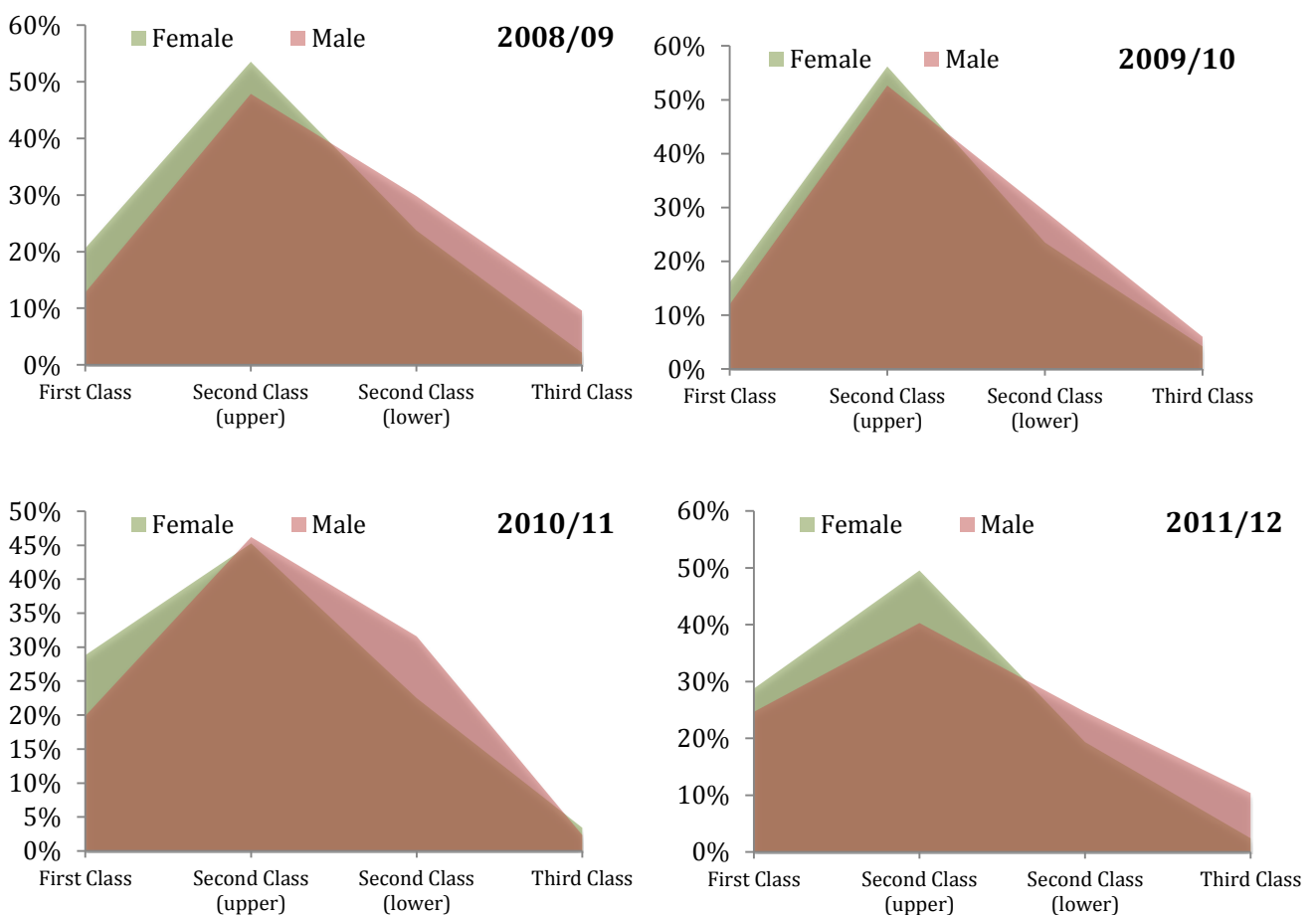
and acceptance (lower panels) for female and male UG, PGT and PGR students. Also shown is the total number of applicants over the last six years (grey bars in top panels).

Interestingly, when looking at offer ratios, female students, as well as being more numerous, are more likely to receive an offer of a place for postgraduate research positions, although the offer levels are currently comparable for undergraduate and postgraduate taught courses. As the offer of a PhD place is primarily based on merit, if the School of Psychology wishes to address any perceived imbalance in the offer ratios between men and women (especially in postgraduate research), we must look at what we can do to attract higher performing male applicants, and investigate if there is some unseen factor that reduces the number of high calibre male students applying for postgraduate research at Bangor, which does not deter female applicants (see **Action 1.1**). However, given that acceptance levels of offers are comparable, any such unseen factors do not seem to deter those students who receive offers.

- (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.*

The degree results shed some light on the previously noticed low ratio of male PGR offers, with greater numbers of upper level degrees being awarded to female students

The figures below depict classification ratios, split by gender:



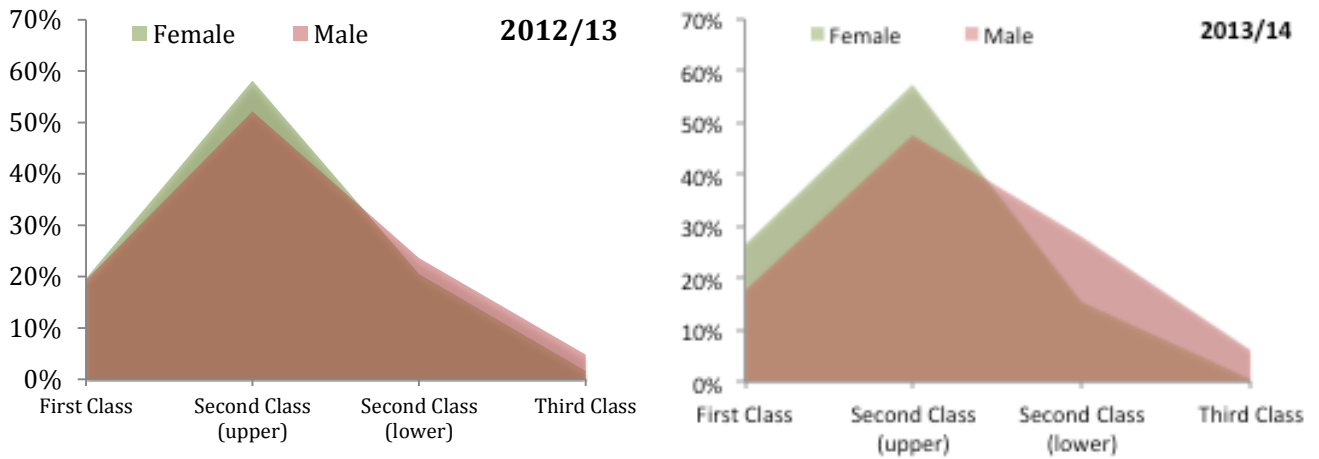


Figure 3.6: Bangor Psychology UG degree classifications over the last six years, broken down by gender.

Graduating Degree Classification  
(5 year Average, Total Population)

First Class	23%
Second Class (upper division)	51%
Second Class (lower division)	22%
Third Class	4%

As marking is blind, these results likely reflect true performance metrics, but it should be considered if there are any potential obstacles to male students that prevent equivalent percentages from within the male student body from performing as well. However these results indicate that the Female student cohort has generally had a higher percentage of First Class degrees, and a lower percentage of third class degrees. We see this as a positive sign that there are no extrinsic impediments for female students in Psychology at Bangor to achieve their full potential. However, we will monitor male student results to ensure this is also the case for this cohort.

**Action 2.1:** To determine whether systematic differences exist between male and female UG student performance, we will assess self-reports of student involvement (collected at the end of each academic year), as well as to determine whether any particular issues with the course seem to impact one gender more than the other.

## Staff data

- (vii) **Female:male ratio of academic staff and research staff** –*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 3.1: Number of male and female Bangor Psychology Staff at each level over the last six years.

	'10-'11			'11-'12			'12-'13			'13-'14		
	Women	Men	%W	Women	Men	%W	Women	Men	%W	Women	Men	%W
Open	14	1	<b>93%</b>	11		<b>100%</b>	8	5	<b>62%</b>	10	5	<b>67%</b>
Researcher	36	20	<b>64%</b>	32	21	<b>60%</b>	29	18	<b>62%</b>	26	12	<b>68%</b>
Lecturer	14	7	<b>67%</b>	16	8	<b>67%</b>	16	9	<b>64%</b>	15	8	<b>65%</b>
Senior Lecturer	8	10	<b>44%</b>	9	9	<b>50%</b>	9	9	<b>50%</b>	9	9	<b>50%</b>
Reader	1	2	<b>33%</b>	1	3	<b>25%</b>	1	3	<b>25%</b>	1	3	<b>25%</b>
Professor	6	13	<b>32%</b>	6	12	<b>33%</b>	5	11	<b>31%</b>	4	10	<b>29%</b>
<b>Grand Total</b>	<b>79</b>	<b>53</b>	<b>60%</b>	<b>75</b>	<b>53</b>	<b>59%</b>	<b>68</b>	<b>55</b>	<b>55%</b>	<b>65</b>	<b>47</b>	<b>58%</b>

## Alternate View

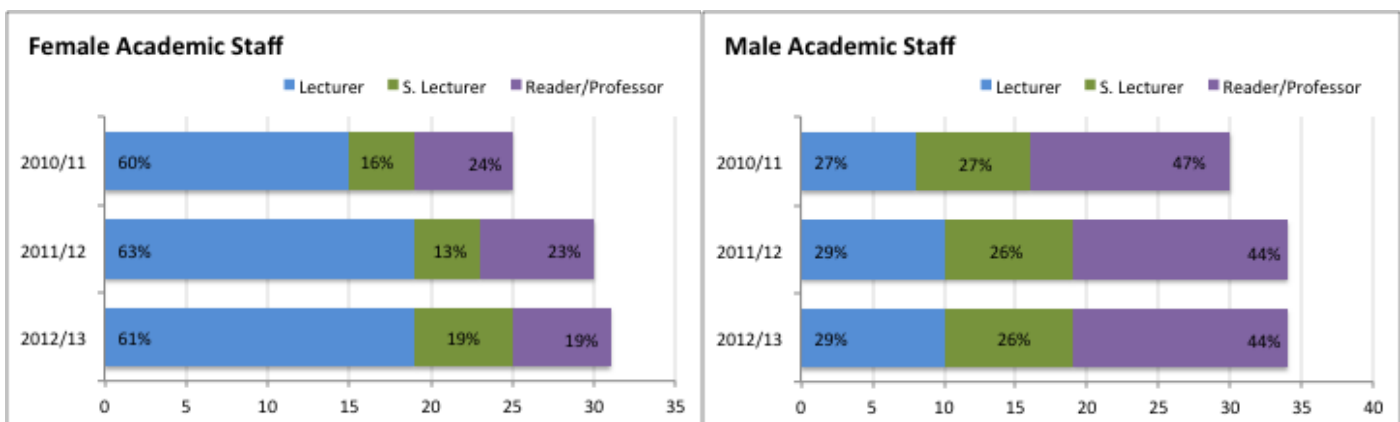
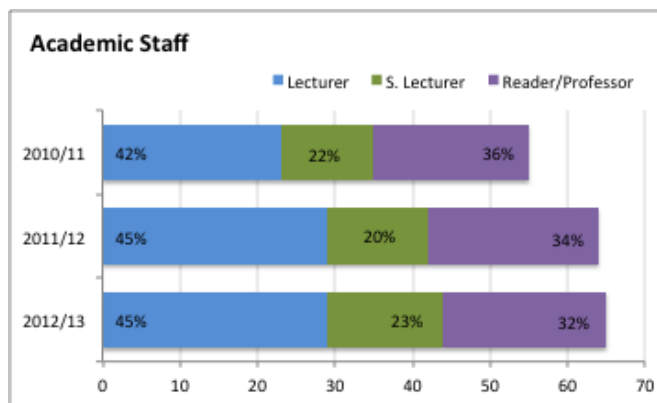


Figure 3.7: Percentage of staff at each level (Lecturer, Senior Lecturer, Reader/Professor) over the last three years (Panel A), percentage of female staff at each level (Panel B) and percentage of male staff at each level (Panel C).

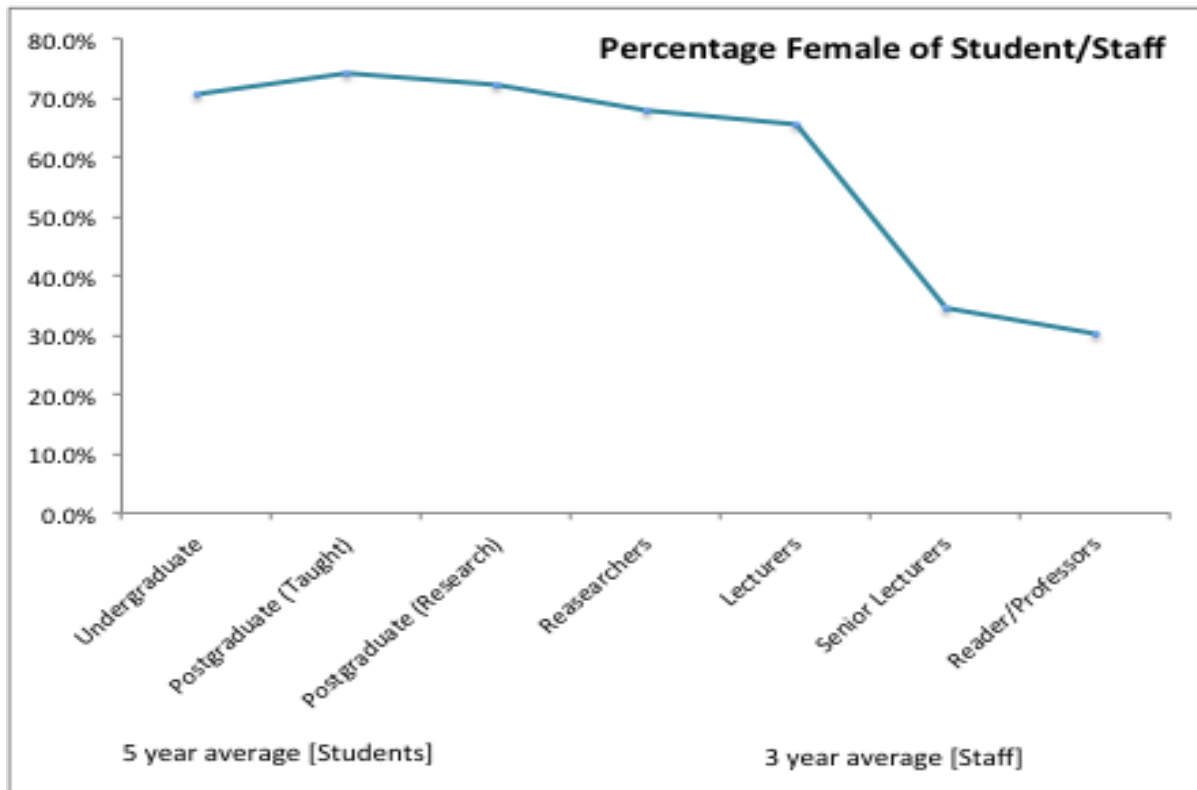


Figure 3.8: Percentage of women at Bangor Psychology at each level from undergraduate student to Professor

The proportion of female staff in Psychology (58%) is close to the national benchmark (59%). However, the gender ratio demonstrates that the proportion of women declines at more senior levels, which is similar to trends in the sector. This is an area of concern to the School and one that is currently being investigated and targeted for improvement. Actions currently being undertaken to address this include:

**Action 3.1** - monitor the number of women applying for positions and the number shortlisted to determine whether any issues are present during the recruitment process

**Action 6.1** –, the Athena SWAN Bronze Award logo will be included (when it is awarded) on recruitment adverts, paperwork, and relevant websites

**Action 1.3** - All staff involved in recruitment will be required to complete the University's on-line equality training and all Chairs of recruitment panels will be required to attend the Recruitment and Selection course.

To address progression and promotion to senior levels, we are undertaking the following actions:

**Action 3.2** - All members of staff are provided clear information on decisions related to advancement and promotion. Encourage staff to attend information sessions open to all academic staff regarding promotion and the procedures involved.

**Action 3.3** - Continue with our School mentoring process, whereby PDR mentors and reviewers will explicitly discuss a career development plan with each staff member.



With these actions in place, we expect to see improvements in the disparity between men and women at senior level promotions over the next few years. Further areas where the School of Psychology can take action to support women’s careers are further addressed in Section 4 of the application (“Supporting and advancing women’s careers”) and in the Section 3 of the Action Plan.

- (i) **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.*

Bangor Psychology data do not provide evidence for any difference in turnover between male and female staff members, with turnover being low overall (Fig 3.9). Turnovers are greater with early career researchers as fixed term contracts come to an end.

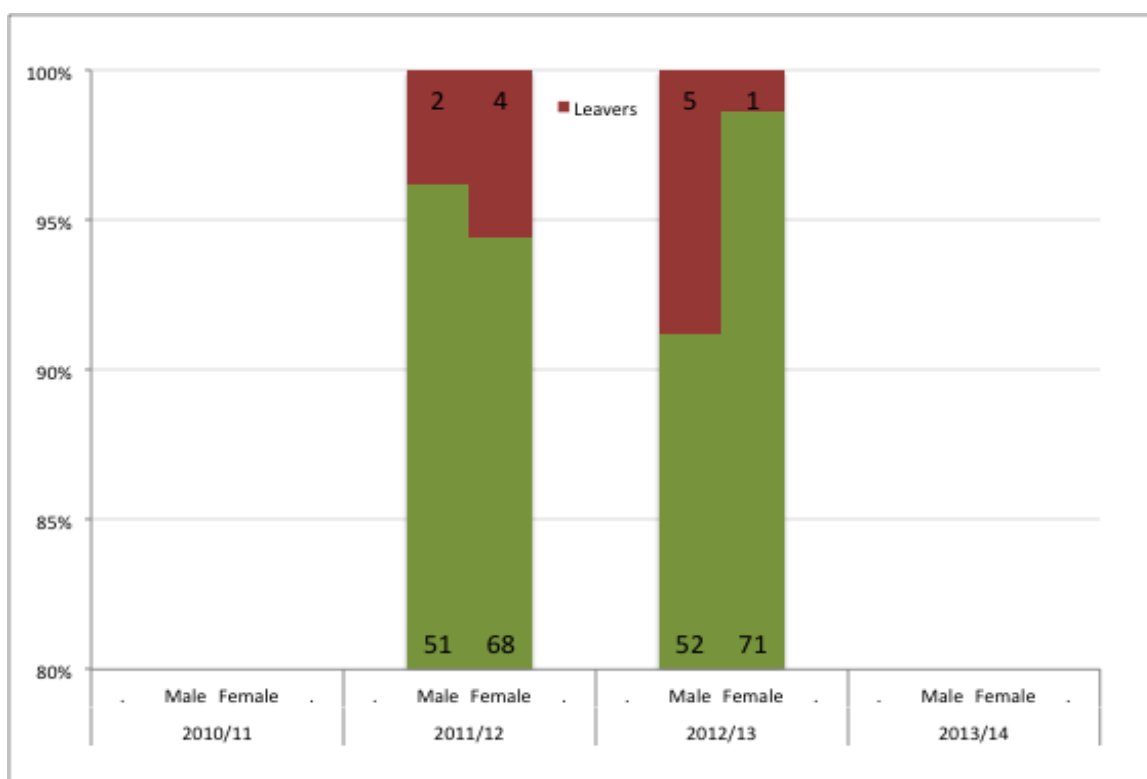


Figure 3.9: Number of male and female staff leaving the School in 2011/12 and 2012/13

To determine more precisely at which level staff members are leaving, and to ensure there are no systematic causes of departure or differences in leaving ratios among women and men, the following actions will be undertaken:

**Action 3.4** - The School Executive will monitor the level at which staff members leave to determine whether any particular gender-based issue is causing female staff to leave that requires attention

**Action 3.5** - The School will liaise more closely with HR to encourage increased uptake of an exit questionnaire, to gain insight into exact reasons why individuals choose to leave.

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.

To ascertain gender balance across appointment types, data in this section are split by researcher (e.g., RO, RPSO) and academic (e.g., Lecturer, Senior Lecturer, Reader, Professor) position.

##### Researcher Applications

Table 4.1 shows the number of applicants and successful appointments per year over the three years indicated. Consistently more females than males apply, and more offers were made to female than male applicants across all years. However, it is important to represent these numbers as percentage of applicants per gender in order to demonstrate equivalence in appointment across gender. This is illustrated in Figure 4.1.

Year	Status	Female	Male	Total
2010-11				
	Applicants	105	34	139
	Offers	10	3	13
2011-12				
	Applicants	78	33	111
	Offers	6	4	10
2012-13				
	Applicants	152	69	221
	Offers	16	8	24

Table 4.1: Absolute numbers of applicants and successful appointments per year by gender.

As Figure 4.1 shows, male applicants had a slightly higher success rate than female applicants in 2011/12 and 2012/13. Due to the small number of data points, it is not possible to say whether this is a systemic issue. However, recruitment panels will bear this in mind for future appointments, and we will continue to monitor relative success rates of male and female applications for researcher positions (**Action 1.2**).

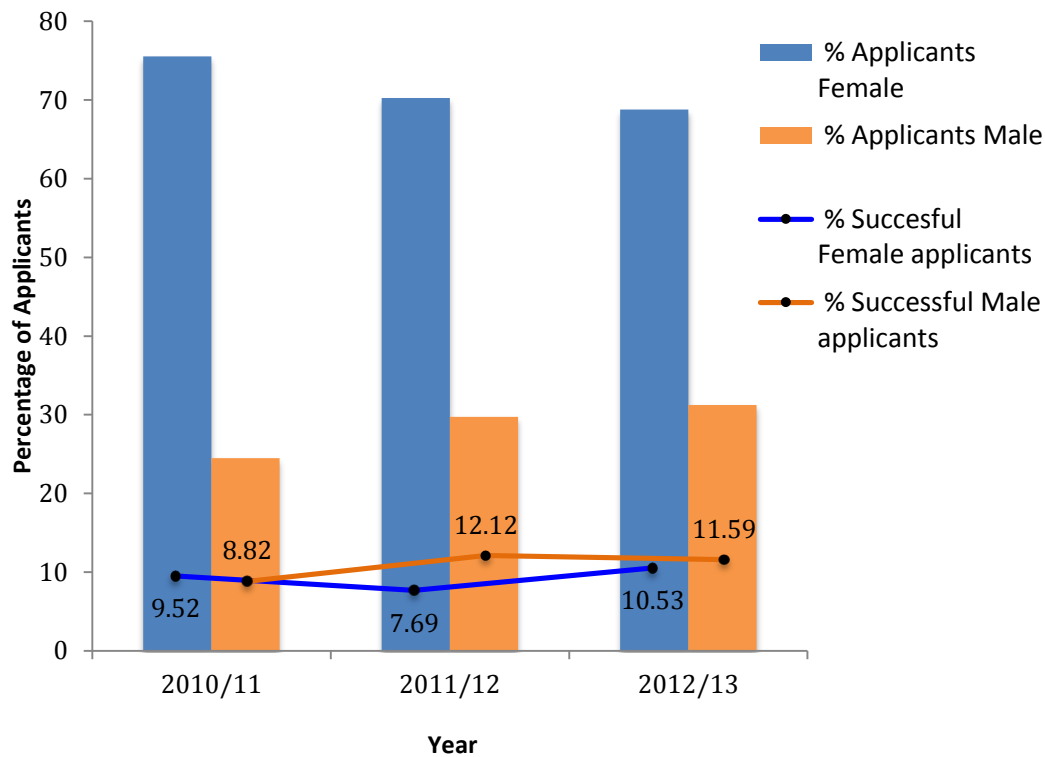


Figure 4.1: Researcher applications by academic year. Bars indicate percentage of applicants per year (male and female). Overlaid lines depict the percentage of applicants per gender who were successfully appointed.

### Academic applications

Table 4.2 shows the number of applicants and offers per year over the three years indicated. Here again, more women apply than men and more females than males have been appointed to these roles. Again, it is important to present these numbers as percentage of applicants and percentage of offers per gender (Figure 4.2).

Table 4.2: Absolute numbers of applicants and successful appointments per year by gender.

Year	Status	Female	Male	Total
<b>2010-11</b>				
	Applicants	53	76	129
	Offers	6	1	7
<b>2011-12</b>				
	Applicants	14	6	20
	Offers	2	1	3
<b>2012-13</b>				
	Applicants	49	42	91
	Offers	2	2	4

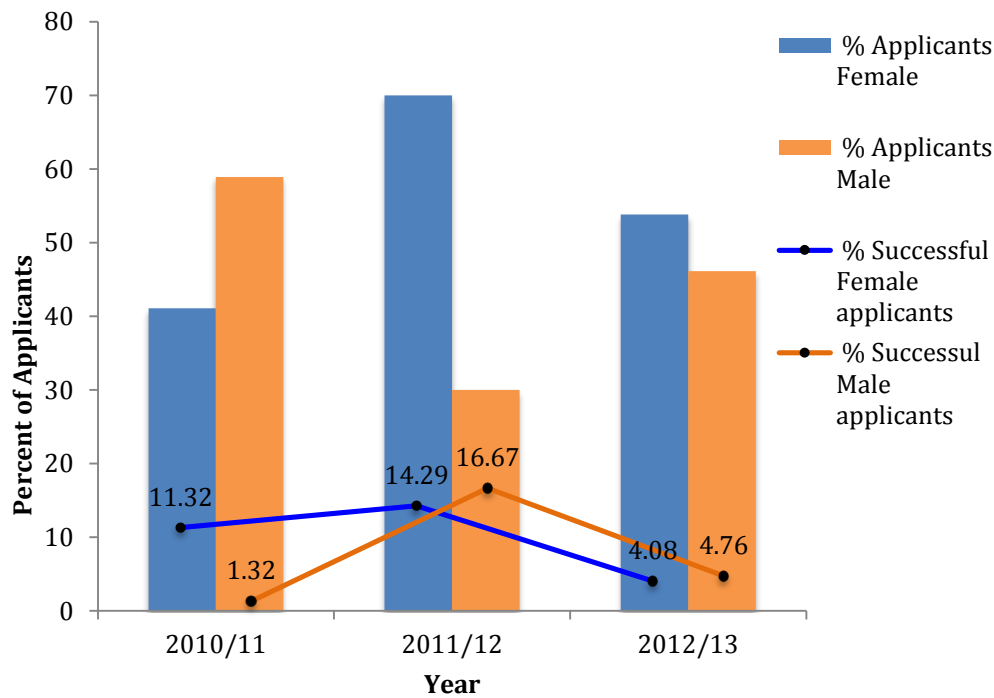


Figure 4.2: Academic applications by academic year. Bars indicate percentage of applicants per year (male or female). Overlaid lines depict the percentage of applicants per gender who were successfully appointed.

Figure 4.2 suggests an imbalance in the percentage of job offers per gender in two of the three years shown. However, as the absolute number of appointments is small and the direction of the imbalance inverts between years, it is not possible to conclude preferential appointment by gender. The most recent data point shows comparable success rates for male and female applicants.

To ensure that success rates remains comparable for men and women at the researcher and academic levels over a longer-term period, under **Action 1.2**, we will monitor recruitment statistics at the School Executive to identify potential trends that may need to be addressed at all levels of staff (from researcher to senior academic levels).

- (ii) **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.*

Promotion rates are discussed for all academic promotions at Senior Lecturer level and Professor/Reader level.

## Four-Year Totals

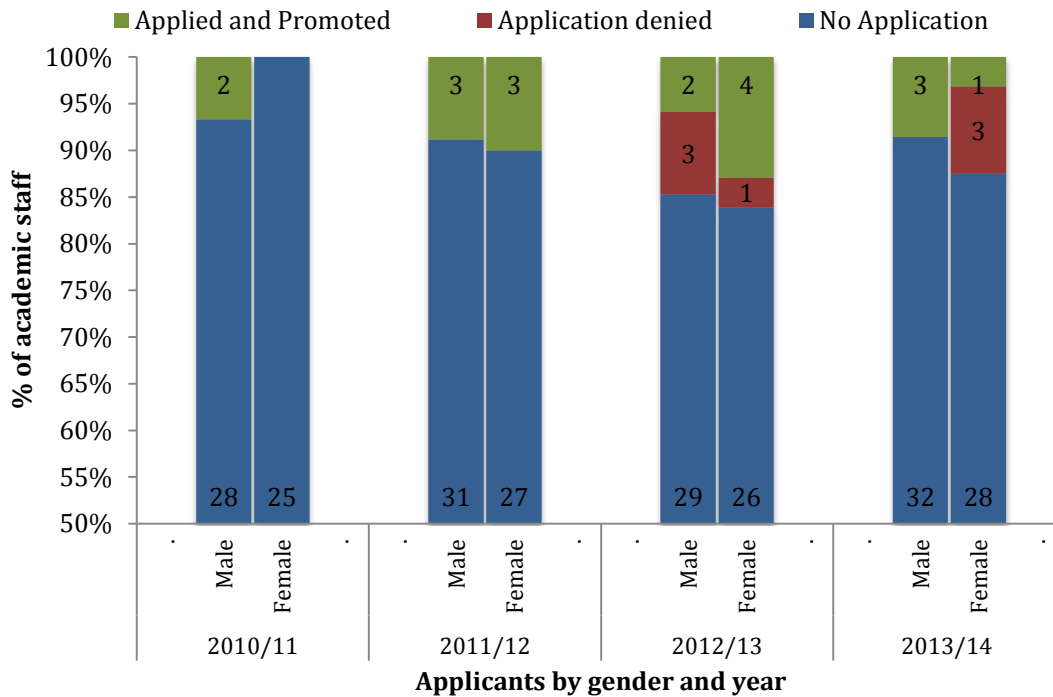


Figure 4.3: Percentage of academic staff applying for promotion by gender and by year, and the absolute number of successful promotions in each category.

Figure 4.3 shows that improvements have been made in the number of females applying for promotion since 2010/11. However, whilst the number of successful males has remained stable, the number of successful females has in fact reduced over this time. Table 4.3 shows the number of applications and success rate of promotion by gender and by grade over the past four years.

Table 4.3: Absolute number of applications and promotions by gender at each level, between 2011/12 and 2013/14.

	Female			Male		
	Senior Lecturer	Professor/Reader	FEMALE TOTAL	Senior Lecturer	Professor/Reader	MALE TOTAL
Total Applications	9	3	12	4	9	13
Promotion	5	3	8	4	6	10
Success Rate	0.56	1	0.67	1	0.67	0.77

Table 4.3 shows almost identical numbers of males and females applying for promotion over the past four years. However, the success rate is higher for males than females. Additionally, a clear discrepancy exists between level of promotion applied for and gender.

In the past three years, male applicants for Senior Lecturer have been more successful than female. Female applicants for Reader/Professor, however, have been more successful than male applicants, helping to rebalance promotion ratios. Given that the gender ratio flips at the highest promotion level (with men outnumbering women for the first time in the career trajectory; see section 3b vii), this is something for the School to further investigate. Although the School has recently instantiated both formal PDRs and a separate mentoring scheme for all academic staff, we must further examine this area to ensure staff have equal access to all relevant information, guidance, and mentoring for timely career progression. In addition, it is imperative to ensure that all teaching and research staff also have clear guidelines towards promotion. Recent work on the procedures and standards for promotion by the University may help address these issues, and continued monitoring and development of the mentoring system within the School over the next several years will help ascertain whether these changes have been effective (**Actions 3.2 and 3.3**).

Two key career transition points emerge from the data that will become the focus of the Schools' efforts in supporting female academics: supporting women applying for promotion from Lecturer to Senior Lecturer, and increasing the readiness and confidence in women eligible for promotion from Senior Lecturer to Reader/Professor.

To tackle the discrepancy of promotion applications to the most senior academic grades, **Action 3.2** will ensure that all staff members eligible for promotion attend the annual senior promotions meeting. Under **Action 3.3**, each staff member wishing to apply for promotion will be assigned a "promotion mentor" – a member of staff recently promoted to the level the member of staff is applying to. This will give the member of staff the opportunity to discuss the University promotion criteria and how their present roles and achievements are contributing towards potential promotion in the future.

- 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*

The Figures 4.1 (Researcher Applications) and 4.2 (Academic Applications) show that more female than male candidates apply for jobs within Psychology and the overall ratio of female to male staff is about 3:2. This suggests that currently, the School recruits female and male candidates equally; although more female candidates are successful in their applications, the ratios of successful applications from each gender are fairly equal. The University itself is an equal opportunities employer with an AS Bronze award and the School fully complies with the University's procedures by proactively ensuring inclusive recruitment, both in the recruitment panel composition and short-list candidate selection. When applications are received, a gender-balanced Recruitment Panel (comprising members of the relevant research groups) create a 'long-list' of candidates, and after inviting feedback from all faculty members, come up with the short-list from which candidates are then invited for interview.

Short-listed candidates interview with the Appointment Panel. This Panel's composition follows University guidelines to ensure that it represents both genders. Dependent on the level of the post, the Panel may comprise the Pro Vice Chancellor, Dean of College, College Deputy for Research/Teaching, and the Head of School. The short-listed candidates are invited to give research presentations to all academic staff in the School. After these talks, all staff are invited to contribute to the selection decision, and those unable to attend specific meetings are encouraged to contribute to these decisions via email or other means.

To emphasize the School's commitment to the equality principals outlined in the Athena SWAN charter, all staff involved in recruitment are required to undertake relevant equality training for managers (**Action 1.3**) and all future recruitment documentation will carry the Athena SWAN logo (**Action 6.1**).

- (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.*

#### **Postdoctoral Researchers**

The School of Psychology is committed to supporting women researchers as they transition from postdoctoral to academic positions. Support for postdoctoral researchers is currently provided through the PDR process, and their postdoctoral adviser. The University offers an extensive Researcher Development Programme and research staff are encouraged to attend relevant courses and workshops.

#### **Academic Staff on Probation**

The School Executive ensures that probationary staff have a reduced teaching load for the first 12 months on the job (<50% of a full load), and are not assigned any onerous administrative roles during the probationary period.

#### **Lecturers/Senior Lecturers**

All academic staff are assigned two senior members of academic staff to facilitate career progression: (1) a personal mentor; and (2) a member of the School Executive who serves as the annual PDR reviewer.

Early career staff are encouraged to apply for the Welsh Crucible programme, which promotes research leadership and helps promising early career researchers in Wales to cultivate a high-caliber, interdisciplinary research network. In the past two years, Bangor Psychology has had two successful applicants to this programme, both female. Female staff are also encouraged to participate in the Women in Universities Mentoring Scheme, and the Wales "Springboard" programme.

To further support women in their career progression and to provide them with the requisite skills and knowledge to progress, via **Action 3.6** we will work to increase participation of women attending relevant workshops and career development

events (include the Welsh Crucible, Springboard, BBC Expert Women's Day, and the Career Development Workshop for Women Academics) by holding annual seminars for all women in the School to inform them of these opportunities for all women in the School that informs them of these opportunities; and via **Action 3.7**, we will examine how best to formalise support for staff in terms of study leave, conference attendance and networking to ensure opportunities are clear to all staff.

## **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?*

The annual PDR process is mandatory for all staff. All staff are encouraged to attend the 'Getting the most from your PDR' training course (offered by the University's Researcher Development Programme) to ensure the most positive and beneficial process for the individual and institution. The process is guided by the University's Equal Opportunities Policy and other relevant University and HR policies.

By assessing an individual's need for training and development, each PDR provides an opportunity for self-development and career progression. The documentation is used as part of the career development and promotion process

The PDR process asks staff to annually record their activities and any difficulties in a simple form. Staff are then encouraged to meet individually with their mentor to discuss performance over the past year in preparation for the formal PDR meeting. Following this, each staff member individually meets with his or her PDR reviewer – a member of the School's Executive Team – for an assessment of and feedback on his/her performance over the last year. The reviewer also offers constructive advice on career development and opportunities for promotion at the time, and the member of staff and the reviewer generate written comments. Because all PDRs are now overseen by one of the four members of the Executive Team (a change implemented in 2014), they offer more consistent evaluation, career development advice, and feedback on readiness for promotions.

The PDR process was also recently updated (for 2015) to recognise a broader range of contributions (including public engagement and wider contributions), highlight the impact of any career breaks, and encourage completion of mandatory training seminars (i.e., equality training). The members of the School Executive who perform PDRs are required to attend the Developing Performance Management Skills course.

The PDR process was also recently updated (for 2015) to recognise a broader range of contributions (including public engagement and wider contributions), highlight the impact of any career breaks, and encourage completion of mandatory training seminars (i.e., equality training).



Over the past several years, Bangor Psychology has emphasised the importance of PDRs as a mechanism for supporting staff at all career stages, which has been recognised and appreciated by staff. In the University Organisational Culture Survey conducted in summer 2014, the statement, “My School provides me with a helpful annual performance development review” was endorsed by the majority of academic staff (86%, equivalent for men and women).

Promotions are ultimately decided at the University level. The University has recently updated its academic promotions policy and it is now more clearly stated what expectations and benchmarks are at each level of promotion in regard to (1) Teaching and Learning, (2) Research, and (3) Impact & Wider Contribution.

It is up to the individual to apply for promotion when they think they are ready. We recognize this system could contribute to promotions based on assertiveness or risk taking (which may be correlated with gender) instead of merit, so the action plan includes actions to put into place procedures to ensure less assertive members of staff are put forward for promotion.

To further support staff in the promotion process, **Actions 3.2, 3.3** and **3.6** will put a framework in place ensure all faculty members can work toward promotion with improved clarity of targets, feedback and opportunities for further professional development.

- (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?*

Induction:

The University holds mandatory half-day inductions in which employment and equality matters, pensions, etc. are discussed. It also includes a presentation by the Vice Chancellor, and a discussion of family issues (parental leave, flexibility for school runs). All staff complete online equality training and managers must attend an ‘Equality Training for Managers’ course (**Action 1.3**).

In addition to the University induction, permanent academic staff meet individually with the School Manager for a one-hour School-specific induction. This is to ensure each new member of staff is given the relevant and essential day to day information about how the School is run, whom to contact with IT requests, etc.

The School is committed to increasing the scope of this initial meeting/induction to ensure that new members of staff are, from the outset, made aware of the School’s commitment to allowing and enabling its staff to achieve a positive work-life balance. Thus, the School Manager (who is currently and always will be an SAT member), will go over issues such as the School’s flexible working policy and the 10am-4pm core hours for meetings policy (**Action 4.1**).

Training:

The University's Staff Development Team provides a wide range of learning and development opportunities to ensure that staff have the skills and knowledge necessary at all stages of their career, role and professional development.

Early career researchers are encouraged to apply for *Welsh Crucible*, an award-winning programme of personal, professional and leadership development aimed at supporting research-inspired innovation and cross-disciplinary collaboration in Wales. The School has recently had great success with a member of staff being selected for the Welsh Crucible programme for two years running. Both successful applicants were female members of staff. This shows that the School has already gone some way to achieve its aim of encouraging female staff to put themselves forward for such prestigious awards.

Furthermore, all female staff are encouraged to sign up to the Women in Universities Mentoring Scheme (WUMS). This is a dynamic and innovative all-Wales scheme that aims to promote and facilitate professional development for women working in Welsh universities by setting up inter-university mentoring partnerships. Also, senior female staff (those in positions of managing research staff/students) are invited to participate in the Springboard programme, which enables women to identify the clear, practical and realistic steps that they want to take in their careers and develop the skills and confidence to take them. Additionally, the University's Staff Development team offers some women-only courses (e.g. 'Time management for Women Academics', 'Manage your career forward') which female staff are strongly encouraged to attend.

To further support female staff members' career through induction and training procedures, **Action 5.1** involves monitoring how many women are in the WUMS scheme (mentors and mentees); **Action 5.2** introduces monitoring how many staff (M/F) apply for and are accepted onto the Welsh Crucible programme; and **Action 3.6** designates a member of the SAT to send targeted information on professional development events to all members of staff, and highlight those events that might be particularly relevant or useful for female members of staff. Finally, through **Action 4.1** we will work to develop a more comprehensive School induction procedure, with particular emphasis on AS policies and procedures.

- (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.*

Across graduate and undergraduate levels, our student body is predominantly female, so most of our support for students is *de facto* support for female students.

Following a study by the University Athena SWAN steering group and the School of Psychology SAT, one area identified as critical for retaining top female science talent is at the transition between undergraduate and postgraduate studies. In

recognition of this, in 2015 a University-wide Women in Science MSc scholarship was introduced to enable a top female student to continue her studies. The School of Psychology was fortunate in that the candidate selected for the inaugural award was a Psychology student, who began her MSc in Neuroimaging in October 2015.

Considerable support is available for PhD students within the School, both in terms of research support and skill development. All PhD students have a three-person committee – a chair, their supervisor and a second supervisor, ensuring a range of expertise to advise on research, as well as several contacts for advice, mentoring, and pastoral care. All students have a personal tutor and can request a female/male tutor without having to offer an explanation. Furthermore, the PhD committee runs seminars required for all 2<sup>nd</sup> and 3<sup>rd</sup> year PhD students on high-impact publishing, CV writing, professional ethics, job interviews, job talks, and grant-writing. Importantly, it also includes a seminar dedicated to issues relevant specifically to female (future) academics.

Continued monitoring and development of PhD student support is addressed via **Action 2.2**, which involves further support of PhD student development and **Action 2.3**, whereby we support and promote gender equality among emerging academics through further development of the Professional Development Seminar Series.

## 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.*

The School does not hold accurate historical records of the membership of its committees. However, we will track this more closely in the future, as detailed in **Action 5.3**. The breakdown below describes the position as of July 2014.

The School's committee structure devolves power to staff members and encourages equal participation by staff members across gender and grade. As such, the composition of committees is not restricted to senior academics. Upon appointment, staff are encouraged to join committees appropriate to their interests and workloads. Committee membership changes as staff interests and workloads change, providing a flexible work schedule and ensuring all staff can be involved in the School's decision-making processes. The figure below illustrates committee membership by gender.

The gender breakdown of committee membership demonstrates parity on the Ethics and Health and Safety committees, and imbalances between men and women's membership on several others. Of particular note are the Teaching and Learning committee, with a heavy female bias, and the Research and Advisory committees, with greater male membership. Given the recognized importance of both teaching and learning and research to the School's mission, there is likely no "status"-based advantage or disadvantage for membership to either of these committees for female or male staff. However, the SAT plans to monitor committee membership in conjunction with the PDR process to ensure no

unintentional biases are introduced when discussing committee membership options with staff or when staff members are considered for promotion.

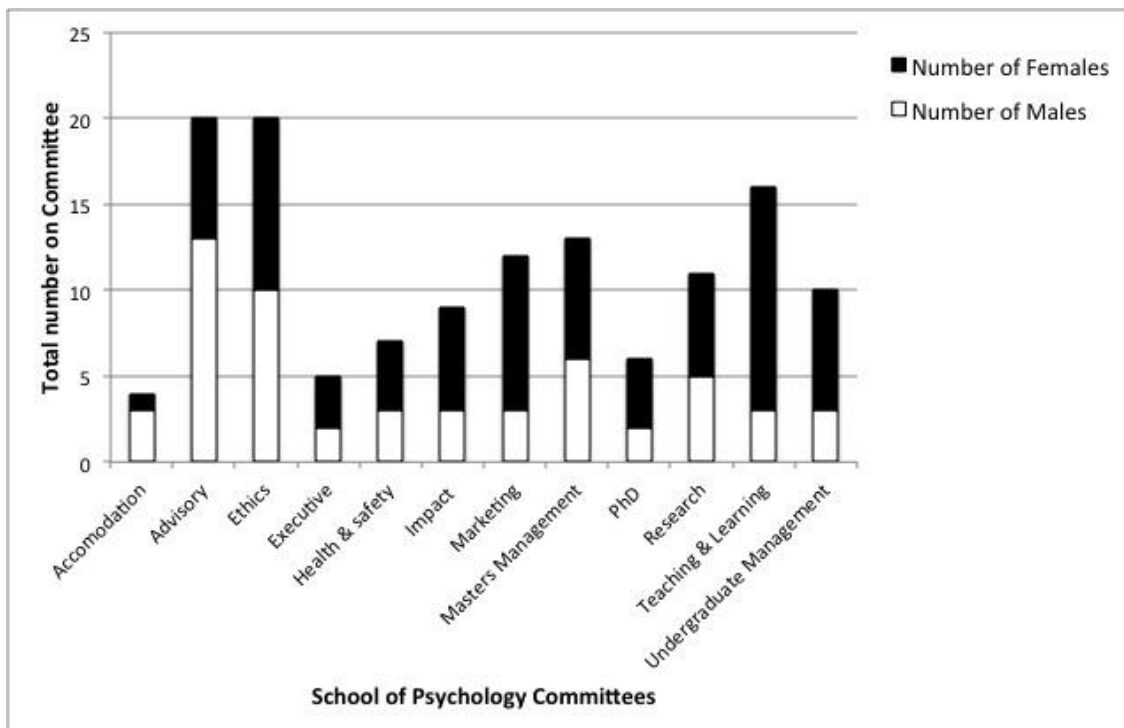
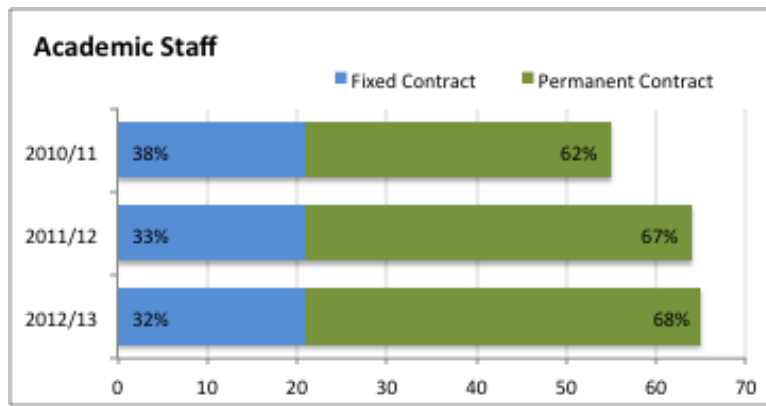


Figure 4.4: Number of female and male staff on each School committee

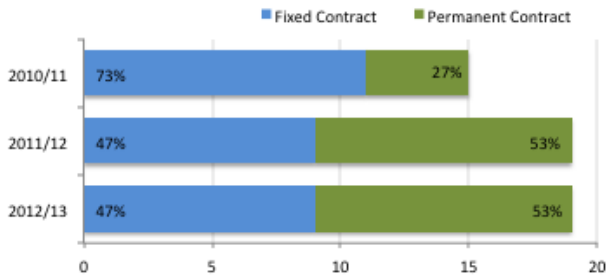
To further ensure gender parity on committee representation, **Action 5.3** introduces recording and monitoring of gender balance on all staff committees, and **Action 5.4** ensures transparency of leadership appointments on School committees.

- (ii) **Female:male ratio of academic and research staff on fixed-term contracts (FTCs) 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.*

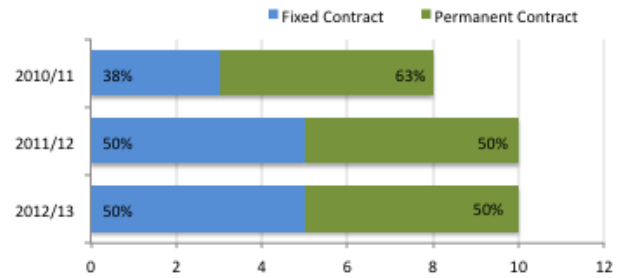
With a small recent exception, Psychology research staff are all on FTCs. In 2012/13 two research individuals received Permanent contracts – one man, one woman. However, 97% of researchers remain on FTCs.



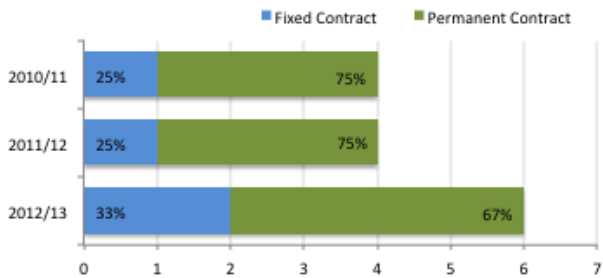
#### Female Lecturer



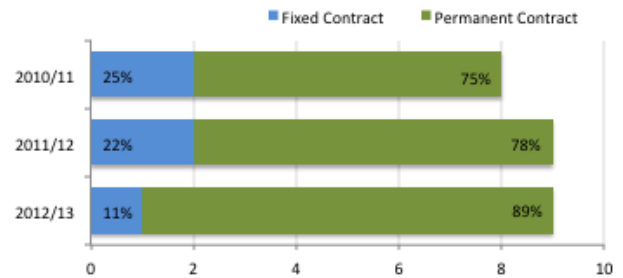
#### Male Lecturer



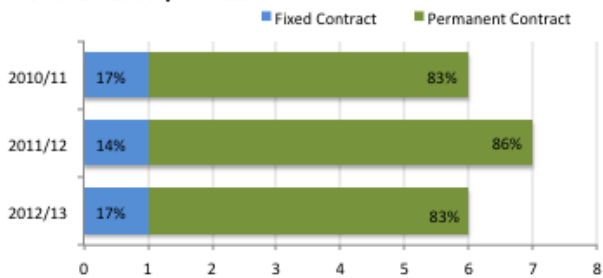
#### Female S. Lecturer



#### Male S. Lecturer



#### Female Reader/Professor



#### Male Reader/Professor

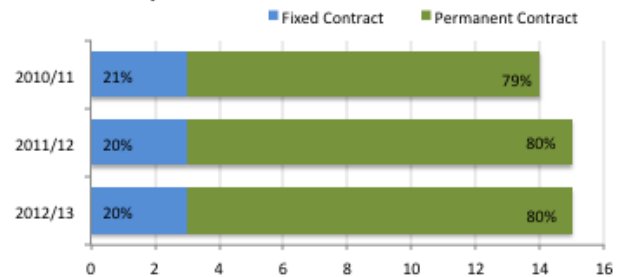


Figure 4.5: Overall ratio of staff on fixed-term contracts and permanent contracts (top) and broken down by gender and level (Lecturer, Senior Lecturer, Reader/Professor)

Several years ago, Psychology introduced staff contracts that prioritise teaching. This was a new initiative for the University so the first appointees (who happened to nearly all be female) were given FTCs in order to examine the success of the strategy. The initiative has been deemed a success and so the School is moving to confirm these positions as permanent. More generally, since 2010, the School has reduced the number of FTCs for staff wherever possible. To achieve this, the School of Psychology has made requests to the University for the current staff planning round to change three FTCs to permanent contracts.

To ensure continued progress toward these goals, **Action 3.8** involves reducing the number of fixed term positions as a proportion of overall staff and **Action 3.9** establishes an annual Research Assistant and Postdoc Forum to promote understanding of the policies and benefits regarding fixed-term vs. permanent contracts.

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?

The HoS is appointed by the Vice Chancellor for a term of three years. The HoS appoints Deputies who hold responsibility for specific areas (Research, Impact, and Teaching and Learning).

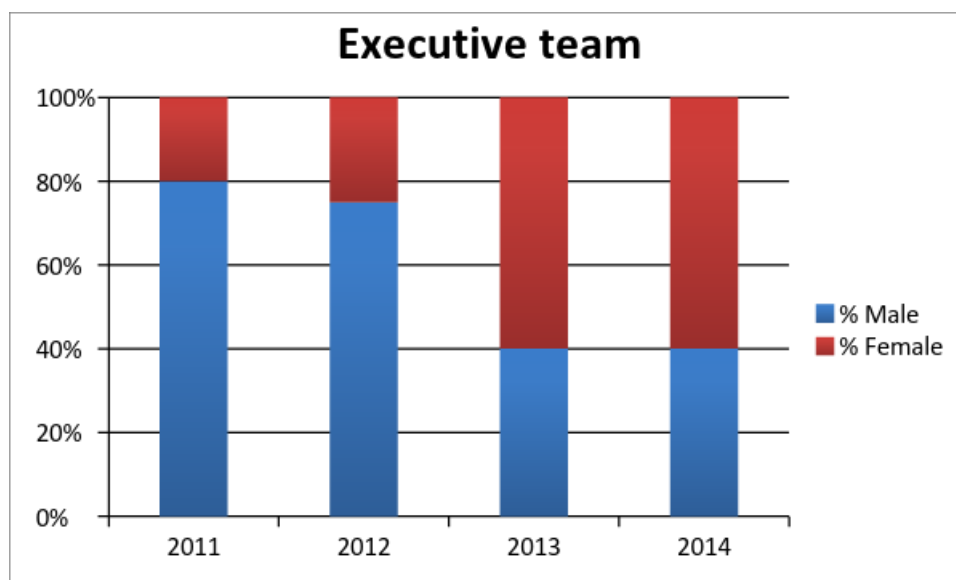


Figure 4.6: Ratio of male and female members of staff on the School’s executive team over the last four years.

The School of Psychology is moving toward balanced gender representation on the executive team. However, given how small this team is (4 members), the balance can shift easily with small changes. The School is mindful of ensuring adequate representation of women on the executive committee, and ensuring appropriate input from a representative sample of senior voices in the running of the School. The potential issue of “committee overload” is addressed through the PDR and School workload process, but is likely to be less of a problem in Psychology due to the large number of female staff members.

**(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 has a workload model that links required School activities with individuals. The model identifies key activities for the School under the three categories of Teaching, Research and Wider Contribution. The specific requirements for these activities change over years as the curriculum changes or new research avenues are identified. Each year, the School Executive reviews the previous year’s allocation and make adjustments. This also takes into account staffing changes including new recruitment, staff loss and changes in FTE or contract. Individual workloads are compared to the average and iterations to the allocation are made in order to balance workload burden as equitably as possible across staff.

Considerations in the workload model are made for individuals with caring responsibilities, and junior staff are not given administrative duties during the first year, when teaching loads are also kept light. Senior positions of responsibility are given to those members of staff who have demonstrated an aptitude or experience in performance within the School. Individual staff also identify other roles that they hold beyond the School. These include administrative roles in the wider University, membership of grant funding committees or other policy forums. These roles are factored in to the workload model.

To ensure transparency and flexibility in the workload model, **Action 4.2** ensures that, once allocated, individuals will be informed of their workload for the coming year and have the opportunity to discuss their allocation with School Executive (introduced in 2015). We will aim to improve knowledge of staff perception of the workload model, in particular in the context of gender, via a survey.

**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.*

Bangor’s School of Psychology allows flexibility in working hours. The School does not have core hours when academic staff must be present when not teaching. Staff make known to colleagues and their students their regular working patterns and availability when necessary. Both academic and support staff are allowed to make changes to the 9-5 office hours in order to meet the demands of child and other carer commitments (some of which are noted elsewhere in the submission). Regular committee meetings are scheduled between 10am-4pm, although in exceptional circumstances, some must be held outside these times due to teaching commitments. When this is the case, all individuals are given plenty of notice so that they can make appropriate arrangements to attend.

**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.*

In addition to balanced inclusion of women across committees and research groups, the social atmosphere at Bangor Psychology includes men and women equally. Social events

from sports to informal meetings are typically gender-balanced. Practices that may have been gender-biased in the past have been changed. For example, after departmental colloquia (which until the 2015 academic year ran from 4-5pm on Fridays), it was customary to socialise following colloquia. The timing and location of this social activity potentially excluded parents who needed to pick up young children from nursery, or individuals with other caring responsibilities. The School colloquia now run from 3:30-4:30pm and are immediately followed by an informal reception in the School. This allows more staff to socialise after the guest speaker's presentation.

To ensure the School's working and socialising culture is inclusive as possible for all faculty members, as part of **Action 4.3**, the School is conducting an ongoing review of departmental events (academic and social) in relation to individuals' needs – such as childcare. This review includes the consideration of running a variety of research events during core hours, such as lunchtime, in order to promote inclusivity.

**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.*

The School runs a comprehensive programme of activities to connect with and disseminate to members of the public both nationally and internationally. We do not currently have complete data of gender involvement in all of these activities (to be remedied under **Action 5.5**) although participation by women has been consistently high. For example, appearances of School staff on TV and radio over the last two years have been well balanced, with four men and five women being featured on S4C and BBC. Moreover, over the past 3 years, five women from Bangor Psychology (including PhD students, a lecturer and two senior lecturers) have participated in the renowned Soapbox Science public engagement event. Male and female staff members engage equally with events like Bangor Science Week, a programme that invites local children into the School's laboratories for hands-on demonstrations.

### **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.*

In analysing our current support and provision for career breaks we are pleased to reflect on our many positive practices. However, we have welcomed the opportunity to revisit some of these and to make them more transparent and accessible

*Table 4.5: Number of application for maternity/paternity leave in the School of Psychology*

<b><u>Maternity leave</u></b>	<b>2010-2011</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
	7	6	4	4
<b><u>Paternity leave</u></b>	<b>2010-2011</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
	2	1	0	0



As shown in Table 4.5, there have been a total of 15 applications for career breaks from Psychology. 2012 saw the greatest number of applications, with seven staff applying for leave (six maternity, one paternity). Considering our staff numbered 105 in 2012, this represents a very low take-up and has had very little impact on action planning. The high degree of flexibility afforded informally by the School of Psychology may account for the low number of these types of request.

- (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.*

Over the past three years, there have been 14 requests for maternity leave from the School of Psychology. Requests came from academics (both Research Officers and Lecturing staff) and from non-academic staff members across a range of grades, as indicated in the figures.

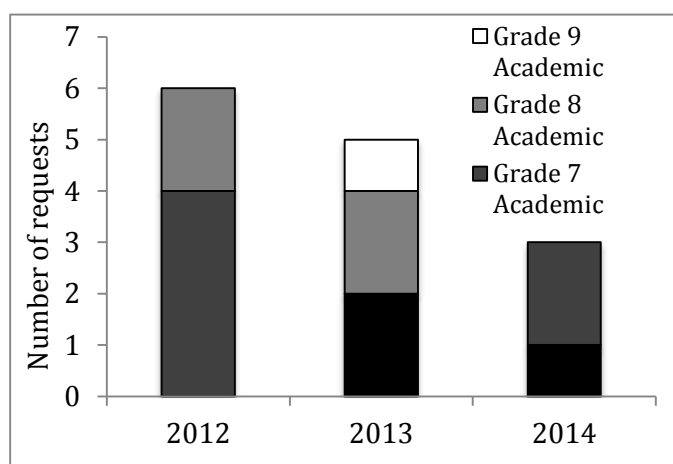


Figure 4.7: Number of maternity leave requests for the School of Psychology broken down by academic grade

From the above 14 maternity leave applications to the School of Psychology, three members of staff (21.4%) did not return to work at the end of the maternity leave. In all three cases the member of staff was on a fixed-term contract. Whilst these non-return incidences were due to personal choice not to return to work after the birth of the baby, the School of Psychology is keen to ensure that greater job security is provided for staff on fixed-term contracts and that more support is offered before, during and after maternity leave. See **Actions 4.3-4.6** for further details.

- (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*

Uptake of paternity and parental leave within the School of Psychology has been low, but this may reflect the flexible work environment for academic staff.

*Paternity leave*

Over the last three years there has only been one request for paternity leave from a Psychology staff member (2012, Grade 7).

*Adoption leave*

No applications for adoption leave have been made by a member of the School of Psychology over the past three years.

*Parental leave*

No requests for parental leave have been made by a member of the School of Psychology over the past three years.

As stated above, we believe that the low uptake of paternity and parental leave within the School might reflect the accommodating and flexible nature of academic work and the informal system of flexible arrangements for support staff, i.e. in new fathers are generally able to take time off/work from home/work different hours after the birth without taking “official” paternity leave. Similarly members of staff with young children (who would be eligible to apply for parental leave) are already given the flexibility needed to combine working with having a young family.

- (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.*

The University provides all staff with the right to request a change in their working pattern or a change in their hours. The statutory guidelines are followed and staff are expected to have at least 26 weeks continuous service at the time of request. The information about flexible working is available on the HR webpages and a HR Officer is available to advise staff and managers about the process. HR maintains a record of all flexible working requests and the outcomes of these, so that consistency across the University is maintained.

- 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.*

Whilst there were no formal requests for flexible working within the School, we have details of four informal requests, all of which have been upheld and are working very well. The details of these requests are as follows: one woman (support staff) working 16 hours over two days rather than three due to health reasons; two women (support staff) reduced to 0.8 FTE due to family commitments and one man (academic) has reorganised his working pattern to accommodate childcare commitments. The School recognises the success of the informal system that has been in place, but acknowledges that a more transparent, accessible system needs to be created. Specifically, a formal leave request system will be implemented for any requests for a change in working hours or arrangements (**Action 4.4**).

- (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.*

#### 1. Support for female staff before maternity leave

At present, beyond the University systems of support, no clear support system exists within the School. Typically, an expectant mother would inform her line manager, Head of School, or School Manager of any periods of upcoming maternity leave. However, we recognise that this may not be the most appropriate system. We propose to make the School Manager (a permanent member of the SAT) the first port of call for pregnant female staff (**Action 4.5**).

As additional support for new parents, and parents-to-be in the School, an informal network of support and advice will be established where staff members can share their experiences and assist in the transition period on return to work (**Action 4.6**).

#### 2. Arrangements for covering work during absence

A current lack of resources at the University level prevents the appointment of maternity/adoption cover at present, but it is hoped that this will be possible again in the future. However, all attempts are made by the School to accommodate the impact of absence with all concerned and in regards to teaching and administrative duties, these are usually covered by a colleague. Our action plan outlines how expectation will be managed for those returning from leave for the first 12 months (**Action 4.7**).

In order to allow parents to stay in touch and connected with the University during their period of maternity, paternity or adoption leave and also to ease return, the University offers paid 'keeping in touch days', with on average 7 out of the 10 available KIT days being used. For academic staff, these KIT days may be useful to ensure the continuation of a research strategy or supervision of students.

#### 3. Help in achieving a suitable work-life balance on return from maternity leave

At present there is no formal system to help staff deal with demands of home and work following a period of adoption or maternity leave. It is acknowledged that staff may need some flexibility with regard to child illness, doctor appointments or childcare and, informally, the system of flexible working seems to be able to accommodate these needs. However, the School is committed to drawing up guidelines to ensure a proactive approach in dealing with this important issue. Our action plan outlines the steps taken to ensure a positive work-life balance (**Actions 4.3-4.8**).

TOTAL WORD COUNT (excluding Athena SWAN text): 4983

**(iii) 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.*

**(iv) Action plan**

Provide an action plan as an appendix. 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 aspirations **for the next 3 years. 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.**



**Bangor University School of Psychology**  
**Athena SWAN Bronze Action Plan – 2015 – 2018**



## Introduction

This action plan presents the individual actions the School of Psychology will undertake to address issues identified in the self-assessment procedures undertaken as part of the Bronze award submission. The items included in this action plan have been formulated by members of the School of Psychology Self Assessment Team (SAT), in consultation with other staff members in the School.

## Actions

Actions are listed under the following themes and are prioritised by order of importance within each theme:

1. Recruitment and Selection of Students and Staff
2. Student Progression and Development (across all levels)
3. Staff Career Development and Key Career Transition Points
4. Work Life Balance and Promoting a Positive Working Culture
5. Ensuring Equality and Raising the Profile of Female Academics
6. Progressing Athena SWAN

### Glossary of Terms

HoS – Head of School  
dHoS – Deputy Head of School  
FTC – fixed term contract  
SAT – Self Assessment Team  
TLC – Teaching & Learning Committee  
SM – School Manager  
HR – Human Resources  
HSS – Health and Safety Services

### SAT Members with Accountability Roles

EC – Emily Cross – *SAT chair*  
HF – Hefin Francis – *School Manager*  
FGC – Fran Garrad-Cole  
PMB – Paloma Mari-Beffa  
DM – Debbie Mills  
PM – Paul Mullins  
GO – Gary Oppenheim  
JP – John Parkinson – *Head of School*  
KR – Kelly Roberts  
AW – Alison Wiggett

Action Number	Issue and area for action identified	Actions	Timescale	Accountability (SAT member)	Responsibility	Success Measure
<b>1. Recruitment and Selection of Students and Staff</b>						
<b>1.1</b>	Examine how to increase the number of male students on full and part time courses at UG, PGT and PGR levels and particularly determine whether any disparity exists between men and women taking advantage of the flexibility of part-time studies	<p>SAT to form a Student Monitoring Subgroup to:</p> <ul style="list-style-type: none"> <li>Continue to monitor application and recruitment numbers and examine what actions can be taken to encourage more men to apply for courses at all levels.</li> <li>Examine and monitor the gender balance of part-time UG and PG uptake and determine whether any disparity exists between men and women who take advantage of the flexibility of part-time studies. If so, develop an action plan to address these issues.</li> <li>Record attendance by faculty and student peers at open days and student recruitment fairs to determine how balanced gender representation is at these events</li> </ul>	Form subgroup for by September 2016; monitor numbers for the next 3 years; have updated numbers to evaluate each December	PM, FGC	TLC, Admissions Tutors, and Marketing Team	<p>Ratio of men to women applicants/enrolees improves (i.e., becomes less skewed toward female students) with long-term aim of eradicating or reducing as much as possible gender bias in student recruitment</p> <p>Gender balance at all events is recorded and monitored and becomes more equal</p>
<b>1.2</b>	Determine whether any differences exist in the overall appointment success rates for male and female applicants across all academic staff	<p>SAT to form a Staff Monitoring Subgroup to:</p> <ul style="list-style-type: none"> <li>Examine and annually monitor the gender balance of applications and appointments</li> </ul>	Data will be collected from January 2016 onwards, with an annual review and	JP	School Exec	Ratio of male to female applicants/new appointments reaches equality at all levels of academic appointment

Action Number	Issue and area for action identified	Actions	Timescale	Accountability (SAT member)	Responsibility	Success Measure
	positions (from researcher to professor)	across all academic staff positions and if any disparity exists between men and women for applications and success rates, develop an action plan to address these issues	report of the numbers to the SAT each December			(from researcher through to professor)
1.3	Better training for recruitment is required, which stresses the importance of equality issues at all levels for managers and faculty members involved in appointing staff	<ul style="list-style-type: none"> <li>All staff to complete the on-line equality training</li> <li>All managers to attend the Equality for Managers course</li> <li>All Chairs of recruitment panels to attend the Recruitment and Selection training session offered by the University</li> </ul>	From 2016 onwards; monitor progress via the annual PDR process, and report back to SAT each December	PM	School Exec	100% of relevant staff will have undertaken relevant training by the end of 2016
<b>2. Student Progression and Development (Undergraduate/Postgraduate Taught/Postgraduate Research)</b>						
2.1	Male students underperform compared to female students	Systematically analyse self-reports of student involvement at the end of each academic year to determine whether particular issues on the course impact one gender more than the other and develop an action plan to address this if so	Monitor over next three years, with annual reports in August of each year	PM	TLC	Reduction or eradication in underperformance by male students on Bangor's Psychology course
2.2	Ensure more opportunities for PhD students to present their work and receive supportive but critical peer and faculty feedback is required to best prepare all students for post-PhD careers	<ul style="list-style-type: none"> <li>Roll out two new PhD conferences– one for final year PhD students to present in-depth slide presentations of their doctoral work to all staff and students, and one for first and second year PhD students to gain experience</li> </ul>	Started in 2015, to continue annually	DM	PhD Committee	<ul style="list-style-type: none"> <li>Evaluate feedback from PhD students to examine their confidence levels in this area.</li> <li>Increased participation levels of PhD students who attend</li> </ul>

Action Number	Issue and area for action identified	Actions	Timescale	Accountability (SAT member)	Responsibility	Success Measure
		<p>with orally presenting project ideas (Year 1), and presenting a poster of their work to date (Year 2)</p> <ul style="list-style-type: none"> <li>Evaluate after each conference and examine if there are any gender differences in the responses</li> </ul>				conferences, across gender
2.3	Professional development efforts undertaken in the past 2 years have been well received by PhD students and postdocs, but further development of our seminar offerings can ensure topics and issues covered remain current and vital for each cohort of doctoral and postdoctoral trainees	<ul style="list-style-type: none"> <li>Follow-up from student evaluations what further areas to address in the Professional Development Series</li> <li>Examine any gender differences in the feedback and address as necessary</li> </ul>	To begin at end of 2015 seminar series (mid-December, 2015), and collected every December	EC	PhD Committee	Feedback indicates that students are satisfied with and feel supported in the development provision provided by the School
<b>3. Staff Career Development and Key Career Transition Points</b>						
3.1	While the proportion of female staff in Bangor Psychology is close to the national benchmark, representation drops off at more senior levels	<ul style="list-style-type: none"> <li>Monitor the number of women who apply and are short-listed for staff positions in the School to address any issues in the recruitment process</li> <li>Track promotion success rates for female academics from before implementation of Athena SWAN action plans regarding promotion (pre-2015) and post-implementation</li> </ul>	From 2016; analysis of each year's data presented to SAT each December	DM	School Exec	Improved gender balance at all levels, in particular senior levels. In addition, we hope to see a positive change in success rates for women applying for and gaining promotion since the targeted introduction of Athena SWAN policies in 2015



Action Number	Issue and area for action identified	Actions	Timescale	Accountability (SAT member)	Responsibility	Success Measure
		<ul style="list-style-type: none"> <li>Encourage women staff by email marketing and in the PDR to participate in University leadership training</li> <li>Include promotion discussions in the annual PDR with all staff</li> </ul>				
3.2	Address the lack of clarity that may still cause confusion regarding the promotions process	Annually provide all relevant staff with clear information on decisions related to advancement and promotion and encourage staff to attend information sessions on promotion provided by the University held by HR in May.	From 2015 PDR process onwards, and to be assessed from 2016 PDR	JP, DM	School Exec	Equality in numbers of men and women applying for and receiving promotion across academic grades on a 3 year average
3.3	Improve quality of career development plans to ensure clarity between mentors and PDR issues, and offer a promotion mentor for all those individuals who are interested in putting together an application for promotion	<ul style="list-style-type: none"> <li>Continue to monitor the new process by which each member of staff is assigned an academic mentor and a PDR mentor. One of the primary topics of conversation with the academic mentor (who is met before the PDR is performed by the PDR mentor) is a career progression plan for each member of staff</li> <li>An informal "promotion mentor" will be offered to</li> </ul>	PDR and Academic Mentors were appointed in May 2015; the efficacy of this action will be assessed each December. The informal "promotion mentors" will be introduced following the 2016 PDR round, and their efficacy will also be evaluated each December	JP, DM	School Exec	<p>Similar to the previous two actions, a successful outcome for this measure will also be:</p> <ul style="list-style-type: none"> <li>increased applications for promotion among women (and men)</li> <li>a higher success rate for these applications, as the academic and PDR mentoring process is clearer and more streamlined,</li> <li>the promotion mentoring process should target questions</li> </ul>

Action Number	Issue and area for action identified	Actions	Timescale	Accountability (SAT member)	Responsibility	Success Measure
		those individuals who are deemed competitive and ready to apply for promotion, to provide feedback on materials and answer more informal questions				and challenges specific needs of applying for promotion
3.4	Clearer and more precise data are needed on the level at which staff members leave the School to ensure there are no systematic underlying causes of departure	Head of School to hold meeting with all academic staff who leave to find out about their overall experience of working in the School. This will be fed to the School Executive on an annual basis to address any issues that may arise	More precise data have been collected since the start of 2015, and will be monitored annually in December	JP	School Exec; Head of School	Complete (quantitative) data records of the level at which people leave fixed term or permanent contracts at Bangor's School of Psychology
3.5	As well as data about who leaves at what level, any qualitative reasons why people leave could shed light on whether gender (or other equality) issues are at play	In addition to the action taken in 3.4, the School will liaise more closely with HR to encourage increased uptake of an exit questionnaire to gain insight into exact reasons why individuals choose to leave	From May 2016, with annual assessment of the data in December of each year	AW	School Exec	More complete qualitative records of <i>why</i> people choose to leave – and appropriate actions taken if any evidence of gender or other equality based issues are at play
3.6	Staff may be unaware of professional development opportunities or may be reluctant to put themselves forward	Designate a member of the SAT to send targeted information on professional development events to all members of staff, and highlight those events that might be particularly relevant or useful for female members of staff	To begin in June 2016	GO	School Manager	Increased uptake of (voluntary) professional development courses or training, as evidenced by annual PDR reports
3.7	Support structures in place for staff wishing to take study leave or conference attendance are	<ul style="list-style-type: none"> <li>Ask staff members in annual PDR about plans and needs for taking study leave and/or</li> </ul>	Questions about support will be included as part of	GO	PDR Evaluators	All staff will report their needs being met for School support for taking study

Action Number	Issue and area for action identified	Actions	Timescale	Accountability (SAT member)	Responsibility	Success Measure
	unclear	<p>professional conference attendance</p> <ul style="list-style-type: none"> <li>Examine how best to formalise support for staff applying for study leave or planning to attend a conference that will have them away from their usual School duties, in order to ensure all staff members feel supported to take advantage of such professional opportunities</li> </ul>	2016 PDR process, and research into how these needs can best be met will begin once 2016 PDR is completed (~ August 2016)			leave or leave for conference attendance, with male and female staff members taking advantage of such opportunities in equal numbers
3.8	A number of fixed term positions remain in the School that would ideally be permanent contracts	Continue to liaise with the University to negotiate ways to transition existing fixed term contracts to permanent contracts	This process has started and 1 Jan 2013 – 1 Jan 2018 is our period of interest to address this issue.	PMB	School Exec	An overall reduction in the proportion of staff on fixed term contracts at the end of a 3 year period (i.e., fewer fixed term contracts as of 1 Jan 2018 than 1 Jan 2015)
3.9	Staff regard School support for research assistants and postdocs, concerning how they might best work to advance their careers could be improved	<p>Establish an annual Research Assistant and Postdoc Forum to:</p> <ul style="list-style-type: none"> <li>Promote understanding of the policies regarding fixed terms vs. permanent contracts</li> <li>Arrange sessions to examine professional career development</li> </ul>	First event will be scheduled for Autumn 2016, with feedback collected afterwards and future events refined based on feedback	AW	School Exec	Exit surveys collected from postdoctoral researchers will reveal greater satisfaction with offering of targeted professional development opportunities, and these individuals will report feeling better prepared for their next position within or beyond academia
<b>4. Work-Life Balance and Promoting a Positive Working Culture</b>						

Action Number	Issue and area for action identified	Actions	Timescale	Accountability (SAT member)	Responsibility	Success Measure
4.1	New staff not necessarily aware of School's flexible working policies	<ul style="list-style-type: none"> <li>Introducing these will be core task of School induction</li> <li>Include as item on induction checklist to ensure that the issues is discussed</li> <li>Invite relevant HR, HSS and University nursery staff to come to talk to staff about provision in this area</li> </ul>	To begin with first intake of new staff from 1 January 2016 onwards	HF	School Manager	The main staff survey (issued annually by the University) shows that new staff report feeling knowledgeable about the School's working policies, and all staff who are interested feel supported (and allowed) to partake in flexible working arrangements
4.2	Staff perception of transparency of work load, particularly in context of gender, could be informed	Specifically ask all staff during PDR to about knowledge of workload model, and discuss particulars of School's workload model during the PDR to improve staff knowledge and perception of work load	Starting with the 2016 PDR round, PDR mentors will survey all staff to investigate perception of satisfaction with workload and work-life balance. Engage with current efforts by the University to develop Academic Workload Policy	PMB	School Exec	All staff report increased satisfaction with their annual workload allocation once transparency is increased, as any major inequalities or discrepancies should be addressed and fixed as needed. Moreover, once this policy is in place for 2-3 years, there should be fewer requests for reassessment of workload allocations by staff members
4.3	Inclusivity of academic and social events in the School in regards to the timing of these events, particularly for members of staff with childcare, or other care, responsibilities.	<ul style="list-style-type: none"> <li>Conduct an on-going review of departmental events (academic and social) in relation to staff's needs.</li> <li>Arrange a variety of research events to be run during core</li> </ul>	Review started in summer 2015, and is expected to conclude in August 2016 (after 2016 PDR round);	PMB	Head of School	Increase in number of staff (who have young children or other caring responsibilities) attending research events as well as social events such as post-

Action Number	Issue and area for action identified	Actions	Timescale	Accountability (SAT member)	Responsibility	Success Measure
		hours in order to promote inclusivity.	revised timescale of research events during core hours to be introduced at start of 2016 academic year			colloquia reception.
4.4	Flexible working arrangements are currently informal, but clearer articulation of the rules and policies could lead to more individuals taking advantage of this benefit	A formal leave request system will be implemented for requests of changes to working hours or arrangements within the School to supplement arrangement already in place on a University level	This system will be developed between Oct 2016-May 2017, with a planned implementation during summer 2017	FGC	School Manager, School Exec	Staff more aware of their rights to request flexible working, and increase in number of staff taking advantage of this benefit
4.5	Female staff are sometimes unclear to whom they should first contact in the School when pregnant	<ul style="list-style-type: none"> <li>The School Manager (a permanent member of the SAT) will be the first port of call for pregnant members of staff and staff will have this information communicated via the School Newsletter</li> <li>The School Manager will supply the member of staff with all the necessary information regarding flexible working arrangements during pregnancy and after returning to work</li> </ul>	Start of term 2 (January 2016), uptake and interest will be continually monitored by School Manager (HF), who will report back to the SAT each March	HF	School Manager	Female members of staff report increase in awareness and knowledge of School's and University procedures and policies during pregnancy, maternity leave and on return from maternity leave.
4.6	New parents and parents-to-be in the School would benefit from additional support by the School	Establish informal network (including at least one Athena SWAN SAT member) for support and advice for new parents and	Informal network to be established and have first meeting in June	FGC	School Manager	New parents in the School report greater sense of support and well-being from having the

Action Number	Issue and area for action identified	Actions	Timescale	Accountability (SAT member)	Responsibility	Success Measure
		parents-to-be where staff members share their experiences and assist in the transition period on return to work	2016, with meetings 3-4 times per year after that			opportunity to informally meet and chat with other members of staff in the same position (or previously in the same position) as them
4.7	Manage expectation of staff during maternity leave and on return to work	<ul style="list-style-type: none"> <li>Ensure clarity in terms of which aspects of the staff member's work will be covered during their leave</li> <li>Ensure member of staff knows which elements of their work are being temporarily re-assigned and which are being permanently re-allocated as part of broader workload arrangement.</li> <li>Ensure staff are aware of the University's paid "keeping in touch days" during maternity leave (staff can do up to 10 KIT days)</li> </ul>	During an early spring 2016 SAT meeting, the team will discuss the best way to formalise and implement this policy, with a plan to be in place by July 2016. From this point, the plan will be discussed/finalised with the School Exec, with a plan to introduce to all Staff as of September 2016	FGC	School Manager	As with Action 4.6, this Action should ease the transition for new parents (and especially mothers) returning to work. Information collected via the Athena SWAN survey (Action 6.2) will be particularly helpful in illuminating where this policy is working and where it can be improved further still
4.8	Achieving positive work-life balance after returning to work after maternity leave	Return to work will be phased in, with the School actively promoting flexible/reduced working arrangements through emails and manager briefings. This flexibility may be semi-permanent (e.g. part time hours for a period of time) or ad hoc	This process is currently ongoing, but an annual check in each September between the SAT member accountable for	AW	School Manager	All new parents feel supported when returning to work (and these reports of support show positive changes from those gathered from staff pre-2016), and better able to balance the demands of

Action Number	Issue and area for action identified	Actions	Timescale	Accountability (SAT member)	Responsibility	Success Measure
		(e.g. for clinic appointments or child illness).	the action, the SM and the HoS will assess the uptake and feedback on this process			family and work
<b>5. Ensuring Equality and Raising the Profile of Female Academics</b>						
5.1	Encouraging female staff to take up support and opportunities already on offer at University level	<ul style="list-style-type: none"> <li>Hold an event in Psychology to advertise programmes for women held by the University i.e. WUMS and Springboard.</li> <li>Monitor how many women in the School of Psychology are part of the WUMS scheme (mentors and mentees)</li> </ul>	In concert with Action 3.9, AW will coordinate this event to coincide with the RA/Postdoc professional development even in Autumn 2016. All staff members will be invited to attend this session and opportunities/programmes for women will be featured	AW	School Exec	Increased numbers of Psychology female staff partaking in the WUMS and Springboard schemes, from 2016 onwards
5.2	Support early career research staff, particularly female staff, in putting themselves forward to "leading researcher" programmes	Encourage staff (male and female) apply for and are accepted onto the Welsh Crucible programme by sending email from HoS and invite two staff who have participated in the Scheme to talk about their experiences	Also in concert with actions 3.9 and 5.1, include a session at the annual Professional Development event each autumn targeting	EC	School Manager	Increased application rates to leading researcher programmes at national and international levels, with parity in applications/success levels between female and male academics

Action Number	Issue and area for action identified	Actions	Timescale	Accountability (SAT member)	Responsibility	Success Measure
			RAs/Postdocs/juni or faculty to publicise these events			
5.3	All staff would benefit from having more clear and transparent information about who sits on which committees	Collect and analyse detailed committee membership logs for all the School's major committees and put on School Intranet	Annual update in September	HF	School Manager/ School Exec	<ul style="list-style-type: none"> <li>Improved perception of transparency regarding Committee membership</li> </ul>
5.4	All academic staff would benefit from knowing when vacancies arise for committee positions, so staff can express interest and/or apply for consideration for relevant committee positions	Vacancies for general committee roles or leadership roles on committee will now be announced in both Board of Studies meetings and an email to all staff – this should encourage all staff members, and particularly women, to express interest in joining committees or putting themselves forward for leadership roles	New policy to be discussed/rolled out during Spring 2016 Board of Studies meeting; interest and uptake of new policy to be discussed during pre-PDR meeting with PDR mentor	JP	HoS/School Exec	<ul style="list-style-type: none"> <li>Improved perception of transparency regarding Committee membership.</li> <li>Improved gender balance in all Committees.</li> </ul>
5.5	The School does not keep detailed records of which staff members participate in public engagement events, and this is required to raise the profile of male and female academics	<ul style="list-style-type: none"> <li>Appoint a member of the SAT to collect and gather information about public outreach performed by all members of staff.</li> <li>Collate and summarise all outreach activities by School staff each December, and determine whether male and female members of staff are participating in public engagement events equally often</li> </ul>	E-mail to all staff announcing this initiative to be sent before 2016 PDR round; responses sent to SAT member by September of each year, report back on progress during Nov SAT meeting	GO	Marketing Team	Detailed records of type, scope and scale of public engagement events done by members of the School; increased uptake by all members of staff once findings/listings of School engagement are publicised, and gender parity for participation in such events.



Action Number	Issue and area for action identified	Actions	Timescale	Accountability (SAT member)	Responsibility	Success Measure
<b>6. Progressing Athena SWAN</b>						
6.1	Embed Athena SWAN strategies as a relevant and integral part of the School's mission	<ul style="list-style-type: none"> <li>• Include Athena SWAN logos on all recruitment documentation and advertisements for positions within the School</li> <li>• Where processes have changed as a result of the Athena SWAN process, highlight this to all staff through newsletters, emails, and staff meetings</li> </ul>	If awarded, from date of notification of Bronze award	EC	Marketing Team	Raised status and awareness of the Athena SWAN mission by all students and staff members at all levels of the School of Psychology
6.2	Clear, reliable data on the impact of Athena SWAN Actions is required for the SAT to assess the success of the Actions and develop an appropriate plan for applying for an Athena SWAN Silver award in the future	<ul style="list-style-type: none"> <li>• Ensure annual report of relevant statistics and findings of the Sub-Groups to plan future action</li> <li>• Hold a survey to all School of Psychology staff to gather quantitative and qualitative feedback on the Actions outlined in this Action Plan, so that each action can be further developed as needed</li> </ul>	Every May, with the first survey to be distributed May 2016	EC	School Exec	High uptake of survey, clear and helpful responses from all staff (not just SAT members) on how best to progress Athena SWAN, and improvements on staff attitudes toward Athena SWAN policies year and year