Department Application
Bronze and Silver Award

ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

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

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

> Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	**10,500**	**12,500**
Recommended word count		
1.Letter of endorsement	500	500
2.Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	7,000
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	University of Leeds
Department	Psychology
Focus of department	STEMM
Date of application	November 2018
Award Level	Silver
Institution Athena SWAN award	**Date:** November 2016 **Level:** Bronze
Contact for application Must be based in the department	Professor Anna Madill
Email	a.l.madill@leeds.ac.uk
Telephone	0113 343 5750
Departmental website	http://medhealth.leeds.ac.uk/info/1300/institute_of_psychological_sciences NB University of Leeds website being relaunched early 2019

TOTAL WORD COUNT USED =12490

INSERT LIST OF ABBREVIATIONS

AAM	Annual Academic Meeting
AP	Action Plan
AS	Athena SWAN
ASC	Athena SWAN Champion
ASWG	Athena SWAN Working Group
BPS	British Psychological Society
CDAD	Cognitive Development and Disorders Taught Masters

DoSE	Director of Student Education
DoRI	Director of Research and Innovation
DPGRS	Director of Postgraduate Research Studies
E&I	Equality & Inclusion
EPU	Equality Policy Unit
F	Female
FTC	Fixed Term Contract
FT	Full-time
HoS	Head of School
HR	Human Resources
H&S	Health and Safety
M	Male
NSS	National Student Survey
ODPL	UoL Organisational Development and Professional Learning
PAL	Professorial Academic Lead
PATH	Psychological Approaches to Health Taught Masters
PhD	Doctor of Philosophy
PT	Part-time
PGR	Post Graduate Research student
PGT	Taught Postgraduate Programme
PS	Professional and Support Staff
PsychU	School of Psychology outreach initiative
RAE	Research Assessment Exercise
REF	Research Excellence Framework
RESUS	Research Experience Scheme for UG Students
RG	Russell Group
SAER	School Academic Experience Review
SCS	Staff/STEM Culture Survey
The School	School of Psychology
SMT	Senior Management Team
SRDS	Staff Review and Development Scheme
UCAS	University Central Admissions Service
UG	Undergraduate
UoL	University of Leeds
WLM	Workload Model
WP	Widening Participation

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT
Recommended word count: Silver: 500 words
An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Dear Athena SWAN panel,

On behalf of the School of Psychology, I am proud to submit this application and the accompanying action plan, both of which have my enthusiastic and wholehearted support.

We have two major gender challenges. First, we recruit small numbers of men to our programmes. This is a national problem for the subject and we commit to championing a solution via the British Psychological Society. Second, we have a leaky pipeline of female academic career development. As Head of School, I have been keen to pursue our Bronze Action Plan and am delighted to see the impact on the profile of our

academics. Through support and encouragement, we have had 13 promotion applications from women and 9 from men and reached 100% success rate for the applications made in 2017-18. A major impact is that the School met Russell Group benchmarks for females at all levels in 2017/18. Hence, we have established an excellent pipeline of female staff to improve our profile of senior women and meet our Silver Action Plan commitment.

Personally, I have experienced excellent mentoring from several colleagues in senior roles and have, in turn, acted as mentor to many staff. Members of the Senior Management Team also provide excellent role models, and it is worth noting that three of the five members are women. I am also personally delighted that, with strategic effort, the representation of academic women on our School Executive reached 50% in 2017/18.

I have witnessed the growing impact of Athena Swan initiatives on our workplace culture. Highlights include:
- a strong record of fixed term contract staff successfully re-appointed to posts within the School, 62% in 2016/17;
- 100% of staff on interview panels are E&I trained and, since our previous award, we have seen greater equality of interview-to-appointment ratio by gender from 29% for women and 38% for men, to 29% and 27% respectively;
- a very positive shift between Staff Culture Survey 2013 and 2018 in the perception of female staff that:
  - 'men and women are paid an equal amount for doing the same work or work of equal value';
  - 'The School values the full range of an individual's skills and experience when carrying out performance appraisal'; and,
  - 'The School values the full range of an individual's skills and experience when considering promotions'.

Indeed, we are aware that our commitment to equality is important to attract the best students and staff and will continue to pursue even greater inclusion across all protected characteristics. Our goal is to build a universally- supportive culture that facilitates students and staff to reach their full potential.

Finally, I am pleased to say that we have completed all items in our Bronze Action Plan and have adapted ongoing actions into our Silver Plan. I can confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the School.

Peter Gardner, Head of School

490 WORDS

2. DESCRIPTION OF THE DEPARTMENT
Recommended word count: Silver: 500 words
Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The School of Psychology is one of four Schools in the Faculty of Medicine and Health which is one of eight Faculties of the University of Leeds. Our aim is to inspire our students to develop their full potential by engaging them in learning within a supportive, vibrant and exciting research environment and we value our active partnership with students in learning and research. We offer four British Psychological Society (BPS)-accredited UG degrees and an intercalated programme [90% female; intake around 250]. We also offer two taught MSc/PG Diploma courses: Psychological Approaches to Health/Cognitive Development and Disorders [77-86% female; intake around 25], and have a thriving postgraduate research community [70-95% female; intake around 18]. The School has benefitted from massive investment in facilities and a Hub Area - £6million 2011-2018 – to enhance student experience.

Image 1: Renovated environment

We work closely with many different stakeholders - starting with our students - together with leading scientists (across the UoL, the UK, and internationally), private and public sector bodies and, the public to tackle Five Grand Challenges:

- Successful Childhood Development;
- The Nervous System and Its Disorders;
- Successful Ageing;
- Health and Wellbeing;
- Behaviour Change.

The School is a medium-sized department (49 academics [51% female]; 20 PS [85% female]) with a strong research staff community (16 researchers [69% female]). We have a 25% increase in student numbers (2014-15 level 1 - 200; 2017-18 level 1 - 250 [90% female]) and strategic increase in staff numbers over the period reported (9 new academic posts [60% female]). To maintain and develop the quality of our student experience, the School has since 2015 created Teaching and Scholarship-focused posts (2 academics [both male]) and Postgraduate Teaching Assistant/part-time PhD posts (3 posts [all female]) with a further 3 posts from September 2018.

373 WORDS (INCLUDING 84 IN DIAGRAM 1)

Diagram 1: Organisational Chart

Head of School M (& Deputy F)

Director of Research & Innovation M

Director of REF F

Director of Student Education F

Director of TEF M

Professorial Academic Leads 3F, 7M

"Grand Challenge" Leaders 4F, 1M

Programme Directors 1F, 2M / Year Coordinators 2F, 1M

Student Education Services Manager/ Workload Resource Manager F

Business Manager F

Principal Investigators / Research Fellows / Senior Research Fellows / Research Officers / Research

Professors / Associate Professors / Senior Lecturers / Lecturers

Student Education Support Staff

H&S Coordinator

Business Support Admin Staff

Technical Support Staff

3. THE SELF-ASSESSMENT PROCESS
Recommended word count: Silver: 1000 words

(i) a description of the self-assessment team

The School established the Athena SWAN Working Group (ASWG) in 2012 to champion equality and inclusivity for all students and staff. The ASWG functions as the School's Equality and Inclusion Committee and as the SAT. The Chair of the ASWG sits on the University Athena SWAN Group, the Faculty E&I Committee, and is a member of the University E&I Co-ordinator Group. In these ways, the School ASWG learns from, and contributes to, the Faculty of Medicine and Health and the wider University's E&I agenda.

For academics, membership of the ASWG is linked to administrative role (e.g., Disabilities Tutor), PS staff are represented by the Business Manager and Athena SWAN-support administrator, with Undergraduate, Taught Postgraduate, and Research Postgraduate representatives secured via Student Staff Forum. Faculty Human Resources and UoL Equality Policy Unit (EPU) provide representatives with special remit for AS. The Head of School is a member of the ASWG. We recognise the greater proportion of women on the ASWG (62%F) and, while this is in line with the overall staff of the school, we will work to increase engagement from men (SILVER AP1&2).

The school recognises the intersectional nature of equality and inclusion, enabling gender equality issues to be consider within the broader context. With a high proportion of female students, we welcome the Athena SWAN Charter's move towards gender balance as well as supporting women's careers. We have always included our Professional and Support staff in our AS Strategy.

> Everyone is addressed in the same way and highlighted the importance of Athena SWAN in the introduction week which highlighted their stance on equality.
>
> **Female Level 1 UG**

Image 2: School ASWG - Jacky Hunt, Helen Coop, Clare Lawton, Jelena Havelka, Daryl O'Connor, Catherine Gibbons, Louise Walton Judith Bell, Joyti Panesar, Liam Hill, Maddy Steeds, Kyle Griffith, Anna Madill, Peter Gardner, Anjani Hathi

Table 1: School ASWG

Name	Role	Profile	Additional Information
Amanda Harrison	Director of Student Education		
Anjani Hathi	UG School Rep.		
Anna Madill	Athena SWAN Champion		
Catherine Gibbons	Contract Research Staff Champion		
Clare Lawton	Programme Mgr Taught Postgraduate		
Daryl O'Connor	Professorial Academic Lead Rep.		
Helen Coop	Faculty E&I Project Officer		
Jacky Hunt	School Business Manager		

Jelena Havelka	Postgraduate Research Tutor
Joyti Panesar	Postgraduate Research Student Rep.
Judith Bell	Faculty HR Manager
Kyle Griffith	E&I Advisor
Liam Hill	Widening Participation Tutor
Louise Walton	Professional and Support Staff Rep.
Maddy Steeds	Student Union Diversity Rep.
Peter Gardner	Head of School
Richard Harris	Disabilities Tutor

(ii) an account of the self-assessment process

The self-assessment process is an ongoing cycle of information gathering, analysis, monitoring of performance against our Action Plan and seeking evidence of impact. Since achieving our Bronze Award in 2014, this process is embedded within the business of the School. The ASWG meets formally at least four times a year. There are further meetings throughout the year between members of the ASWG to support the implementation of our AP and to review progress against targets.

Athena SWAN is a standing item at the weekly SMT meeting and monthly Staff Meeting. Minutes from ASWG meetings are made available on the School's SharePoint site and reported quarterly at the Faculty E&I Committee. The views of staff and students are actively sought through regular consultation activities and mechanisms are provided to raise issues, e.g., students and staff are invited to flag issues to the ASC via our suggestion boxes and in response to the Annual Report Against Action Plan.

Our AS strategy and AP have been developed, actioned, and reviewed in an ongoing cycle as follows.

- We **collected relevant data** using available sources (e.g., NSS and UoL audit materials) and via School surveys (e.g., Staff Culture Survey and Leeds for Life UG/PGT tutorial forms).
- Analysis of this data contributed to the **identification of issues**. This was communicated to students and staff via an Annual Report Against Action Plan. Consultation within relevant forums (e.g., Student Staff Forum, Staff Meetings) also allowed the ASWG to understand and embed a diverse range of views and issues into ongoing initiatives.
- **Evidence of the effectiveness and impact** of initiatives was assessed by reviewing progress against Action Plan, generating staff narratives (e.g., on the experience of personal development courses), and capturing images of events (e.g., speaker role models).
- Finally, all this information was used to continue to **develop actions** through identifying gaps in our provision and continuing to consult in relevant forums.

> **IMPACT*:** Posters promoting our AS activities are shown on a screen in our reception. We also provide regular updates at School Meetings and Away Days. SCS 2018 evidences that 90% of staff now understand the School's reasons for wanting to address gender equality and 97% why this might require 'positive action': a rise from 86% and 86%, respectively in SCS 2013.

* IMPACT boxes are part of our commentary, merely formatted to highlight impact, and are included in word count

Image 3: Example poster promoting School AS activities

The School has streamlined data collection to assess progress. We have collected data for local and national benchmarking on an annual basis. We undertook a Staff Culture Survey in 2013 and again in 2018. We have also utilised data generated from other surveys to explore evidence of gender issues, including School data from the University's annual People Management Framework and the NSS.

> **IMPACT:** We have worked hard to embed AS School culture and to communicate our success. For example, AS is standing item on SMT, Staff Meeting, School Taught Student Education Committee, and Postgraduate Research Committee. As a result, we have increased engagement with AS, indicated by the proportion of staff participating in the SCS rising from 55% in 2013 to 87.5% in 2018.

Although the number of men completing the SCS rose from 13-16, this represents a fall from 37%-25% of male staff. Hence, we recognise that further work is required to engage male staff in Athena SWAN (SILVER AP2).

Whilst developing our strategy, the ASC benefitted from the experience of Silver award holders at Leeds (Medicine, Dentistry, Healthcare) and national leaders, including Gold Award holders (e.g., School of Chemistry at York), as well as from University Equality Policy Unit. This occurred though active engagement in the Faculty E&I Committee, University AS Leaders Group, and AS events.

Our Silver AP and associated strategy has been developed by the wider community of the School, is endorsed by the Senior Management Team, and championed by our Head of School.

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

The ASWG will continue to meet regularly, with multiple activities conducted between formal meetings, in order to pursue and monitor progress. As an evolving document, the AP will be reviewed and updated, with progress reports submitted to the E&I

Committee, SMT, and communicated to the School. Our website continues to be updated and refreshed, with links to local activities and highlighting initiatives such as flexible working.

> **IMPACT:** Weekly review of progress by SMT led to the allocation of School administrative support for AS. This facilitated timely data collection to support and inform our initiatives. For example, we secured 100% E&I training for School interview panel members because we had the resources to identify and communicate training needs early and to support and monitor completion.

The ASWG will continue to be outward looking, consulting local and national collaborators, as well as our School and University communities, in order to develop exciting initiatives that will demonstrate progress towards equality and inclusion. Working with the University's EPU and the Athena SWAN Regional Network, we will share best practice and look at innovative solutions to barriers, particularly to improve the representation of men on our programmes, and to stop the leaky pipeline of female academics at higher levels.

1156 WORDS

4. A PICTURE OF THE DEPARTMENT
Recommended word count: Silver: 2000 words

4.1. Student data
(i) Numbers of men and women on access or foundation courses

The School has four widening participation routes.

Route 1: Two A Level grades below standard offer plus passing Access2Leeds module.

Route 2: As Route 1, but candidates identified after UCAS application.

Route 3: Relevant applicants take Preparation to Higher Education course run by University Lifelong Learning Centre.

Route 4 (2016 onwards): The Realising Opportunities Programme is a unique collaboration of 12 universities, working to promote fair access and social mobility of pupils from under-represented groups. Pupils are supported through a programme of activities designed to raise their aspirations to progress to research intensive universities. Application is through UCAS to collaborating Universities whereby participating pupils will be given additional consideration.

IMPACT: The School has worked hard to provide engaging presentations, lab-tours, role models, and workshops as part of outreach activities. In response, our PsycU survey of A-level attendees demonstrates increasingly high agreement that studying for a degree in psychology is attractive to students of all genders. We will build on this success to attract diverse students to our UG programmes **(SILVER AP5).**

Figure 1. PsychU Taster Day Survey "Studying for a degree in psychology is attractive to students of all genders"
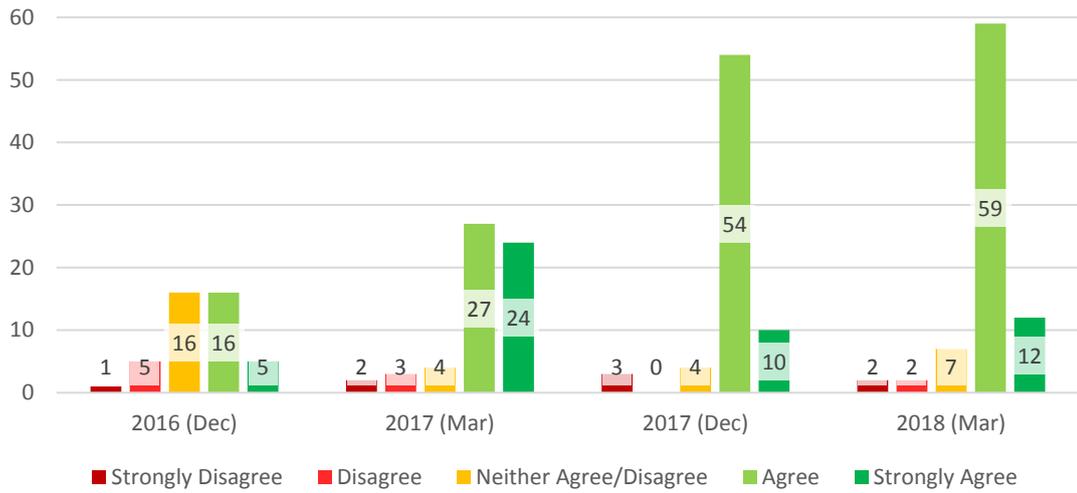
Figure 2. Widening Participation Routes – engaged pupil numbers by gender
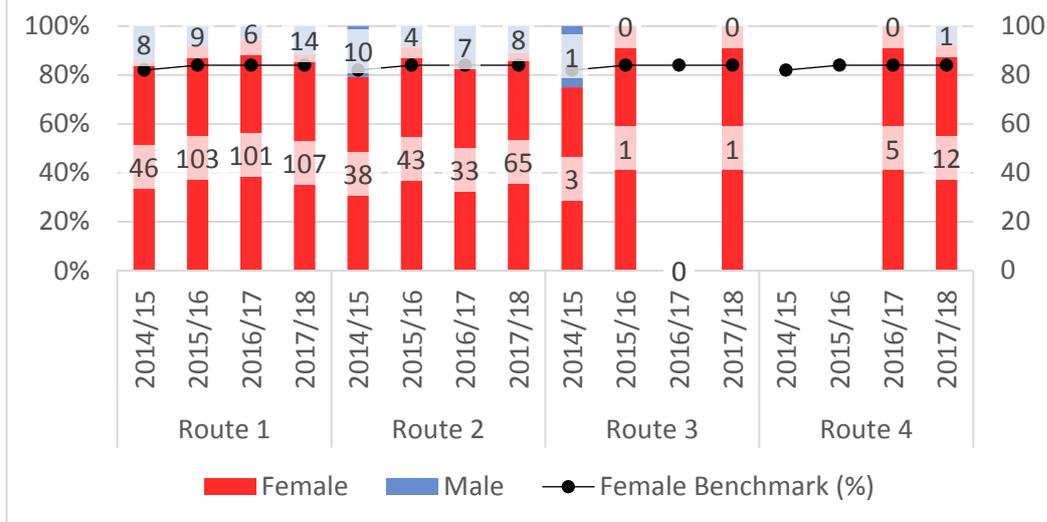
The gender mix of engaged students across our WP routes is near to, and reflects, the RG benchmark[1] for women on UG psychology degrees. However, we need to investigate why there is a low number of men engaging with Routes 3&4 (SILVER AP4).

Figure 3. Widening participation routes (1&2) - pupil success (application-acceptance conversion rate %) by gender

Figure 4. Widening participation routes (3&4) - pupil success (application-acceptance conversion rate %) by gender
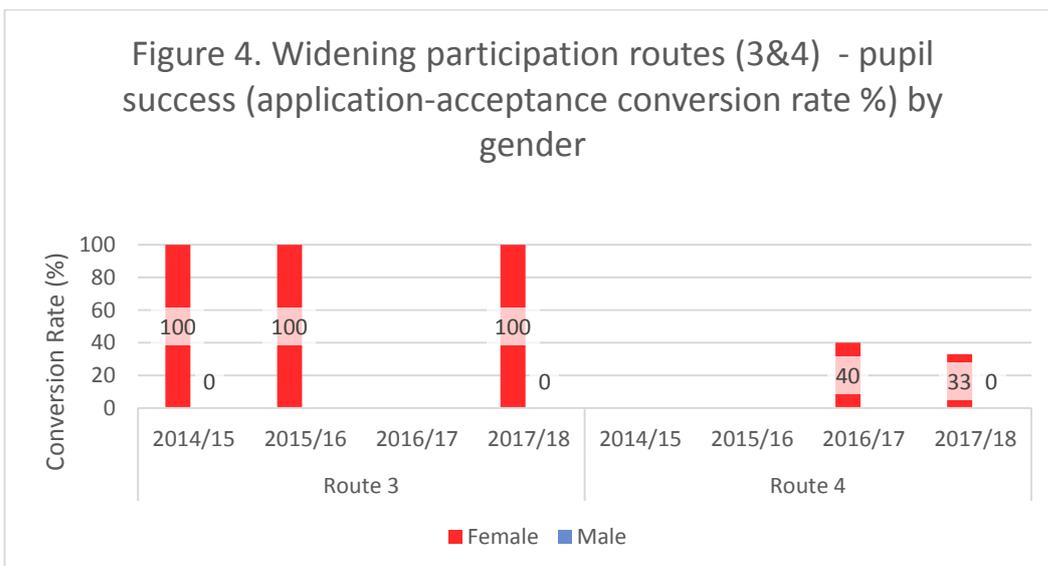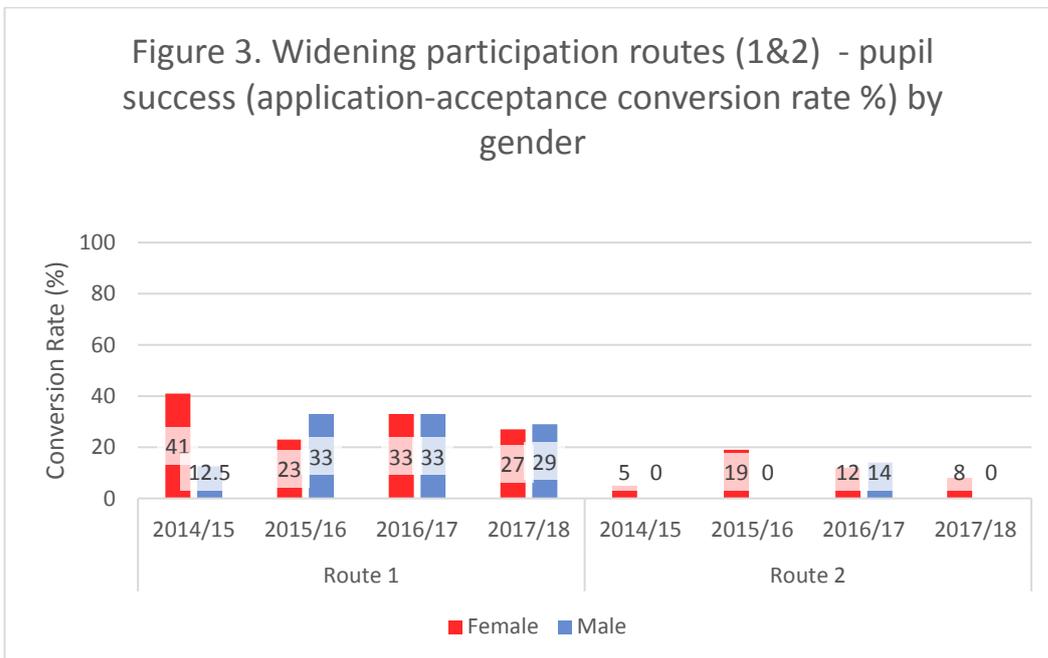
The School has, through our PsychU Taster Days, collaborated intensively with University Outreach to inspire pupils in local WP areas to consider applying to our UG programmes. Overall, conversions (application-to-acceptance) rates are strong. However, we need to investigate low conversion rate for men on Route 2 (SILVER AP4).

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[1] All student benchmarks are for Russell Group Psychology

IMPACT: There is a pleasing increase in conversion rate for men since 2014/15 (from 12.5% to around 30%). This arises from three routes in which the School provides active support. We believe this is related to our investment in three PG Teaching Assistants who provide pupils detailed feedback on draft assignments.

(ii)   Numbers of undergraduate students by gender
Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

None of our taught programmes are offered part-time.

BSc Psychology: This is a 3-year programme. Our entry requirements are AAA. (Non-WP) access to the School is through UCAS – except for exchange programmes in which we accept around 20 international students for 1-year (e.g., ERASMUS, Junior Year Abroad).

Figure 5. UG applications, offers and acceptances by gender
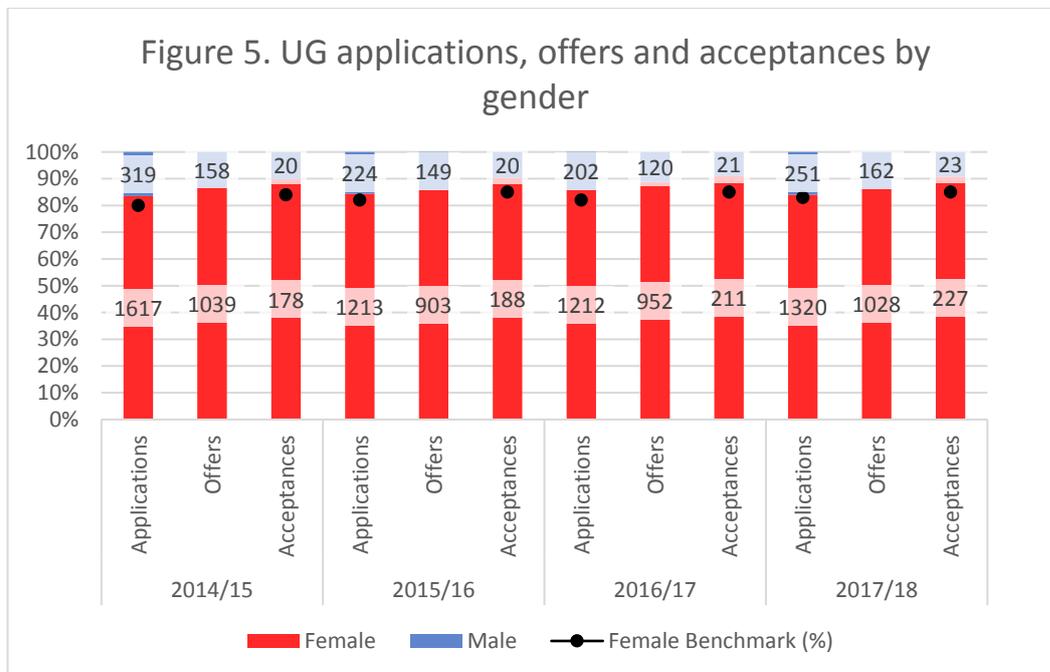
The School makes, proportionally, slightly fewer offers to male than to female applicants and slightly less men tend to go on to accept our offer. Offers are based on expected grades and so are gender-blind at the point offers are made. By implication, the reason for making fewer offers to men is that they are (as a group) more likely than women (as a group) to be predicted lower grades than our offer cut-off. This is not under our control or susceptible to our influence and UCAS does not allow variation of offer on the basis of gender. Low numbers of men applying to Psychology is a national issue and we will champion a co-ordinated strategy via the British Psychological Society (SILVER AP5).

Figure 6. BSc Psychology - student numbers in level 1 by gender

Year	Female	Male
2014/15	169	19
2015/16	159	17
2016/2017	166	17
2017/2018	218	22

Legend: Female, Male, Female Benchmark (%)
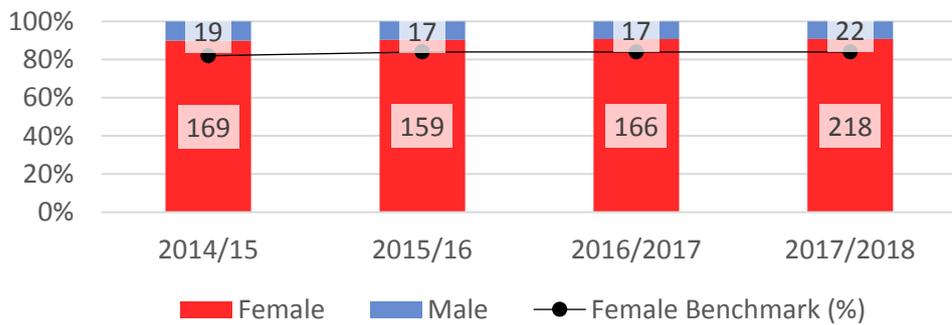
As is the norm for UG psychology degrees, the majority of our students are female. However, the School has attracted consistently higher levels of women than benchmarks. The ASSG has aimed to address this, e.g., through monitoring gender of role models in promotional material, representation of students and staff at Open Days. This continues to be an area of focus throughout our Silver AP.

> On the Open Day it was made clear than anyone can do psychology, regardless of gender. There are also lots of male professors which shows that males can also succeed in psychology, despite mainly females studying it.
>
> **Female Open Day attendee**

Image 4: Example gender- and ethnicity-diverse images in our promotional materials

IMPACT: For intake 2016/17, we updated the images in our brochure and website to include additionally-diverse role models. The annual survey we _then_ initiated with level 1 students demonstrates sustained endorsement that our UG programme is welcoming to students of all genders. We will build on this success to attract diverse students to our programmes **(SILVER AP5).**

Figure 7. "To what extent is our undergraduate programme in psychology welcoming to students of all genders?"

	2016/17	2017/18
Not-at-all	0%	0%
Moderately	24%	23%
Extremely	76%	77%

Legend: ■ Not-at-all ■ Moderately ■ Extremely
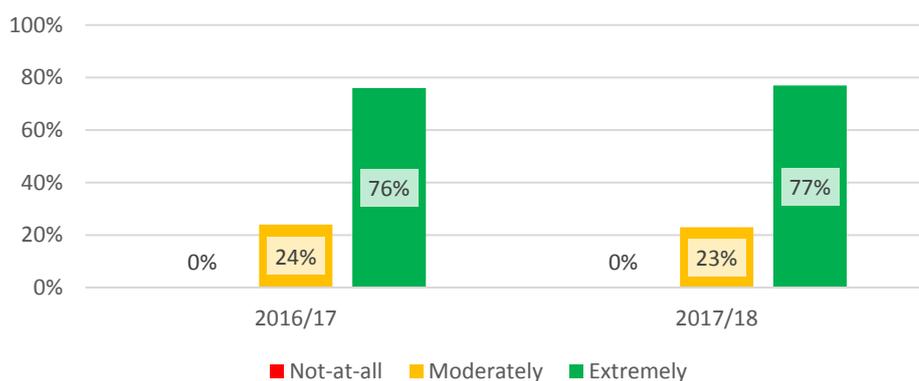
> There is absolutely no bias on the website/prospectus towards a particular gender and although there are more females on the course, the diversity of professors encourages a wide range of people to take an interest.
>
> **Male Level 3 UG**

Figure 8. BSc Psychology - classification by gender
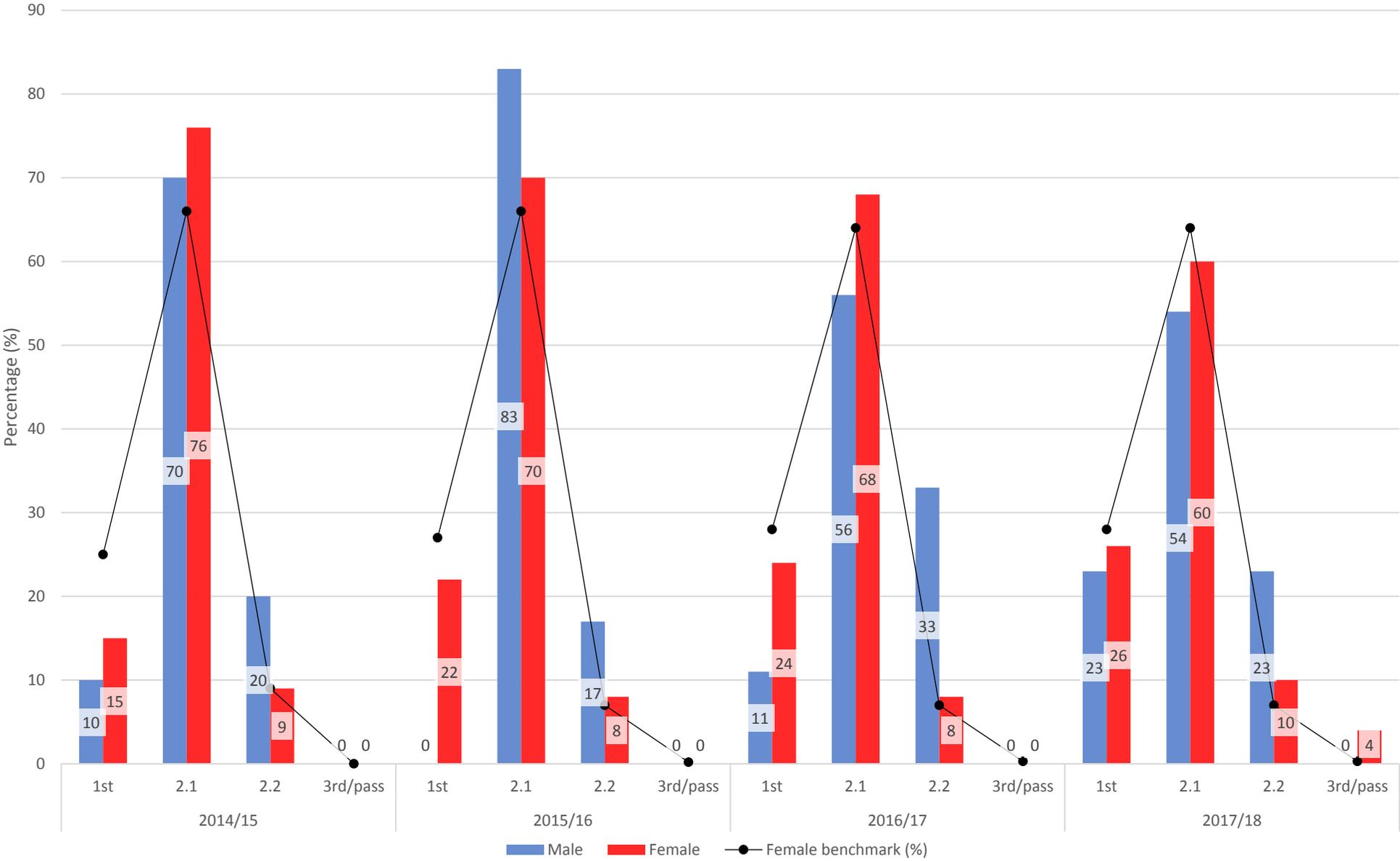
IMPACT: In 2016, we noticed that we were awarding fewer first class degrees than other RG psychology departments. Staff training was conducted on the marking scale to discuss benchmarks and to encourage use of the highest marks for the best work. Pleasingly, in 2017/18, student achievement is close to the RG profile, particularly for women, and the number of men achieving a first class degree has improved, Our mean entry qualification tariff remained stable across cohort.

However, men are still underperforming relative to women, tending to obtain fewer 2.1 and more 2.2 degrees, and the reasons need investigating (SILVER AP6).

Integrated MPsyc/BSc Advanced Psychology: This is a 4-year UG programme in which the first 3 years are identical to the BSc Psychology. Students opting to continue into the 4th year must achieve the equivalent of a 2.1 by the end of level 3.

Figure 9. MPsyc - student numbers in level 1 by gender
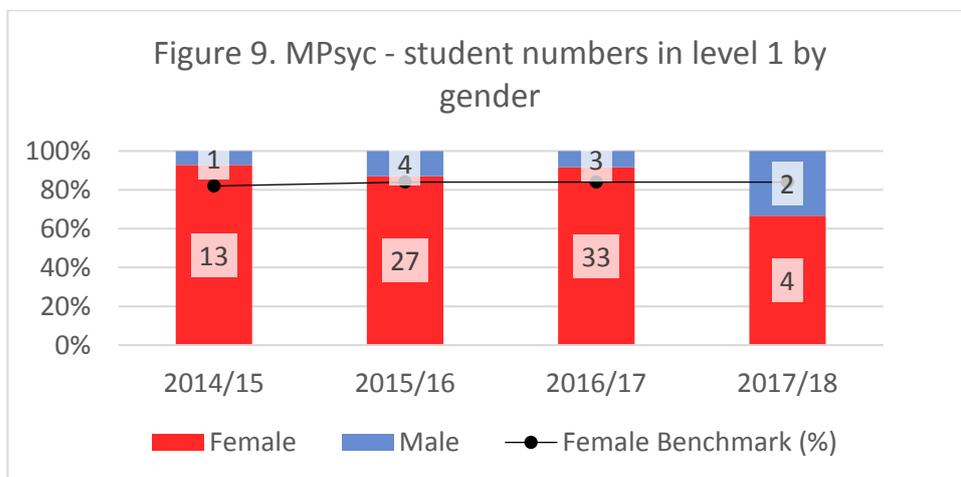
The number of women on our MPsyc is slightly above benchmark for women on UG RG Psychology degrees, except in 2017/18 where this is likely an artefact of small numbers. Reduction in numbers 2017/18 is likely due to the change in student loan rules nullifying the benefit of undertaking a 4-year integrated masters compared to PGT masters post-graduation.


Figure 10. MPsyc Advanced Psychology - student numbers graduating
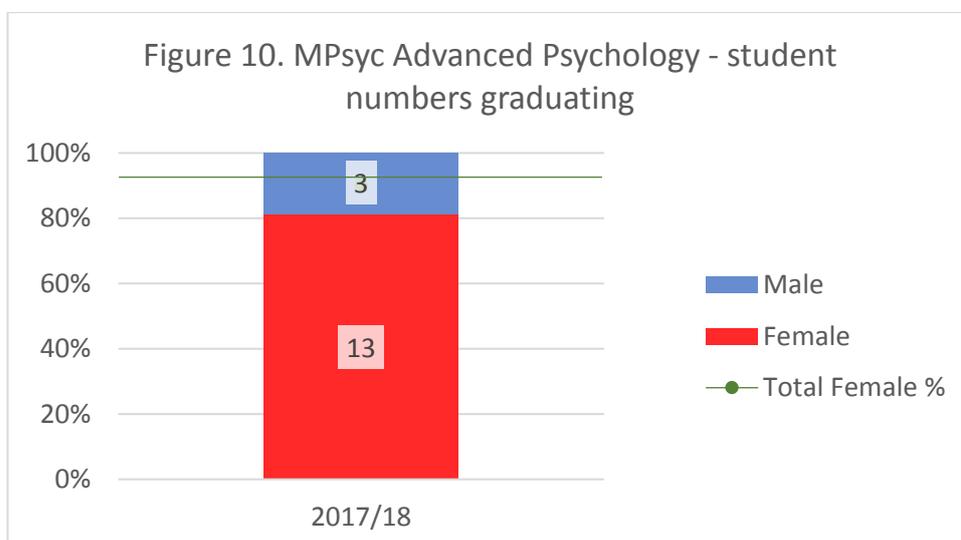
The first cohort of MPsyc students graduated in 2017/18 with number of male students slightly higher than the number on our total UG programmes. If this pattern is maintained, we will investigate from the reasons for the attractiveness of this programme to men.


Figure 11. MPsyc - classification by gender
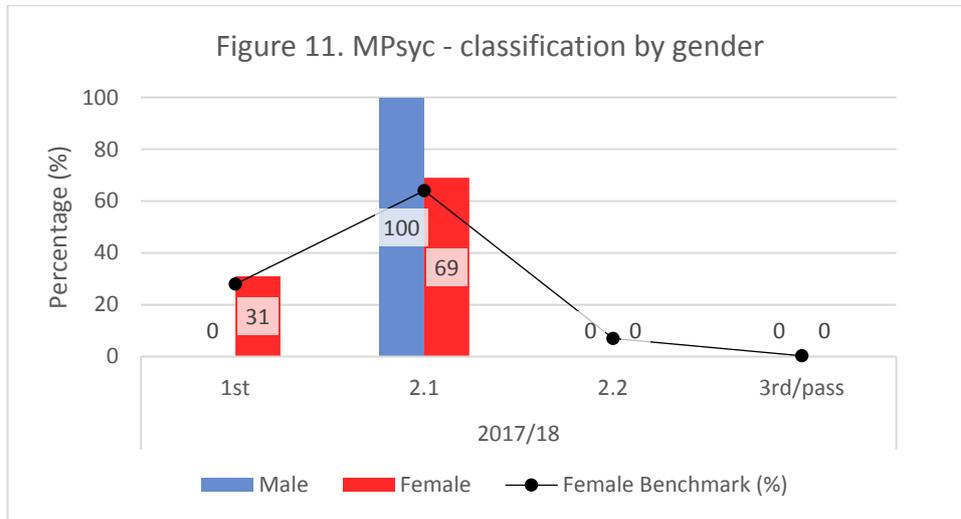
Although early days, student attainment on the UG 4-year MPsyc looks promising with women slightly above benchmarks and all men achieving a 2.1 degree. We will continue to monitor achievement, particularly of men, developing actions as required.

BSc Psychology (International): This 4-year programme is identical to the BSc Psychology in content, but includes one year studying psychology at a university outside the UK. There are 200+ exchange partners across 30 countries. Contractual arrangements mean that all meet stringent academic criteria and the high standards expected by the University of Leeds vis-à-vis student experience. Students must register on the MPsyc or BSc Psychology. Applications to study abroad are made in Level 2 with successful students required to average at least 59 (2.1) in their level 2 work.

Figure 12. BSc Psychology (International) - student numbers graduating
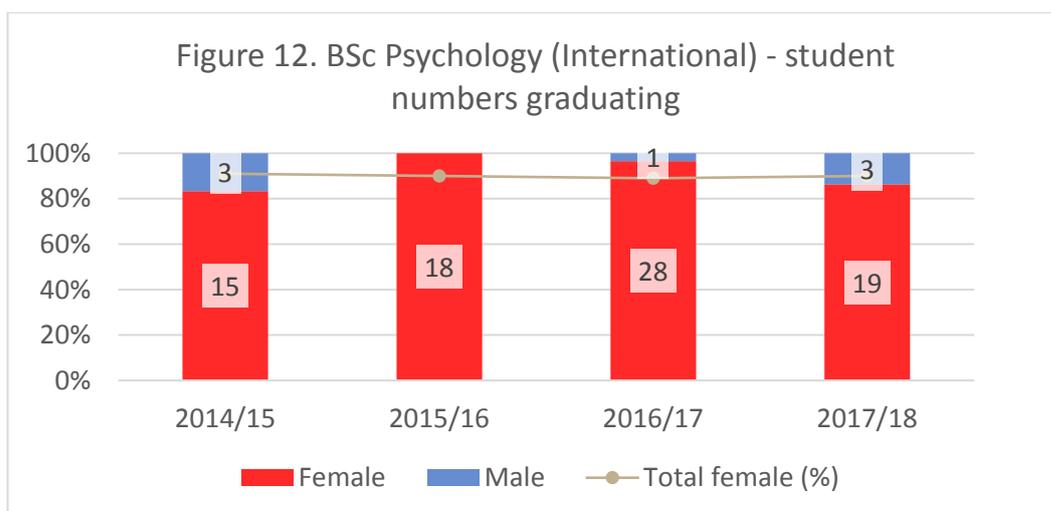
The numbers are small but it is pleasing that, within period, men have taken-up the opportunity presented by our BSc International in slightly greater proportion to their overall presence on our UG degree programmes. We will investigate reasons for the attractiveness of this programme to men (SILVER AP8).

Figure 13. BSc Psychology (International) - classification by gender
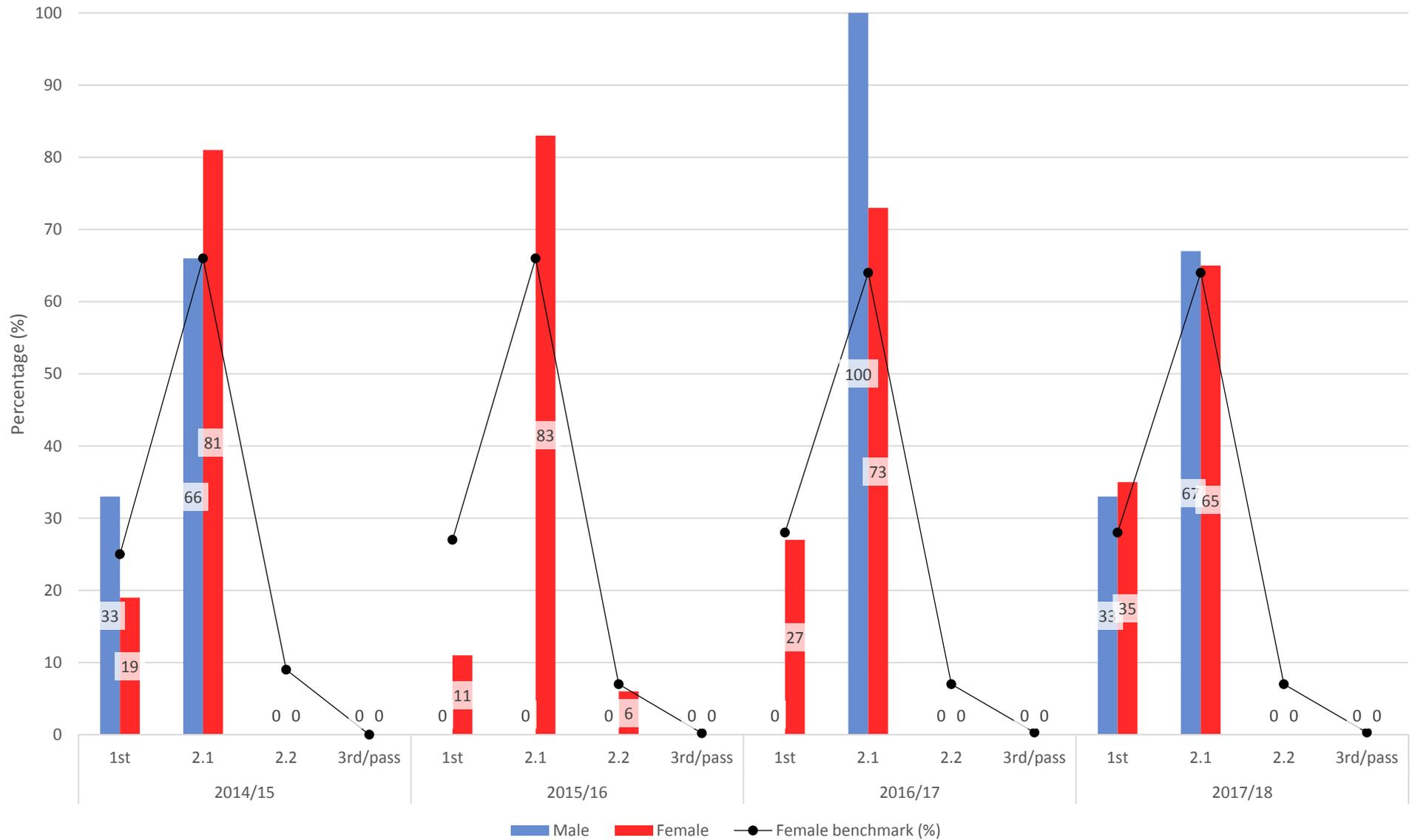
Student attainment on the International variant is slightly higher than for the 3-year BSc, particularly for men, and is on RG benchmark for the latest cohort. This is commensurate with the high level 2 attainment pre-selection criteria. Inspiring men to undertake our International variant may be one avenue to supporting performance (SILVER AP6).

BSc Psychology (Industrial): This 4-year programme is identical to the BSc Psychology in content, but includes one year work placement. Students must register on the MPsyc or BSc Psychology and applications for the work placement programme are made in Level 2. Applicants are required to average at least 59 (2.1) in their level 2 work. The University Career Service assesses and monitors placements for relevance, quality and safety in partnership with the School.

Figure 14. BSc Psychology (Industrial) - student numbers graduating
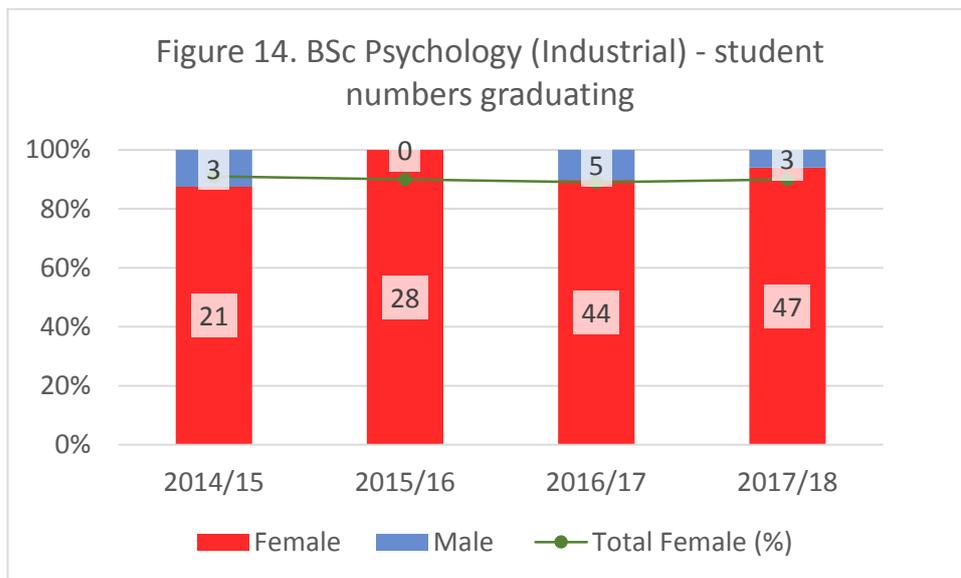
Piloted in 2011/12, the number of students graduating has increased year-on-year. This has been facilitated by our Director of Careers who has tirelessly organised events and e-mailed students on the opportunity, providing endorsements from those returning from placement. Although numbers are small, men are not engaging with the Industrial degree in the same proportion as their overall presence on our UG programmes. With no men on placement 2014/15 (i.e., graduating 2015/16), we reviewed our promotional material for male role models and reinvigorated their engagement. However, the number of men remain low and the reasons for this needs investigating (SILVER AP8).

Figure 15. BSc Psychology (Industrial) - classification by gender
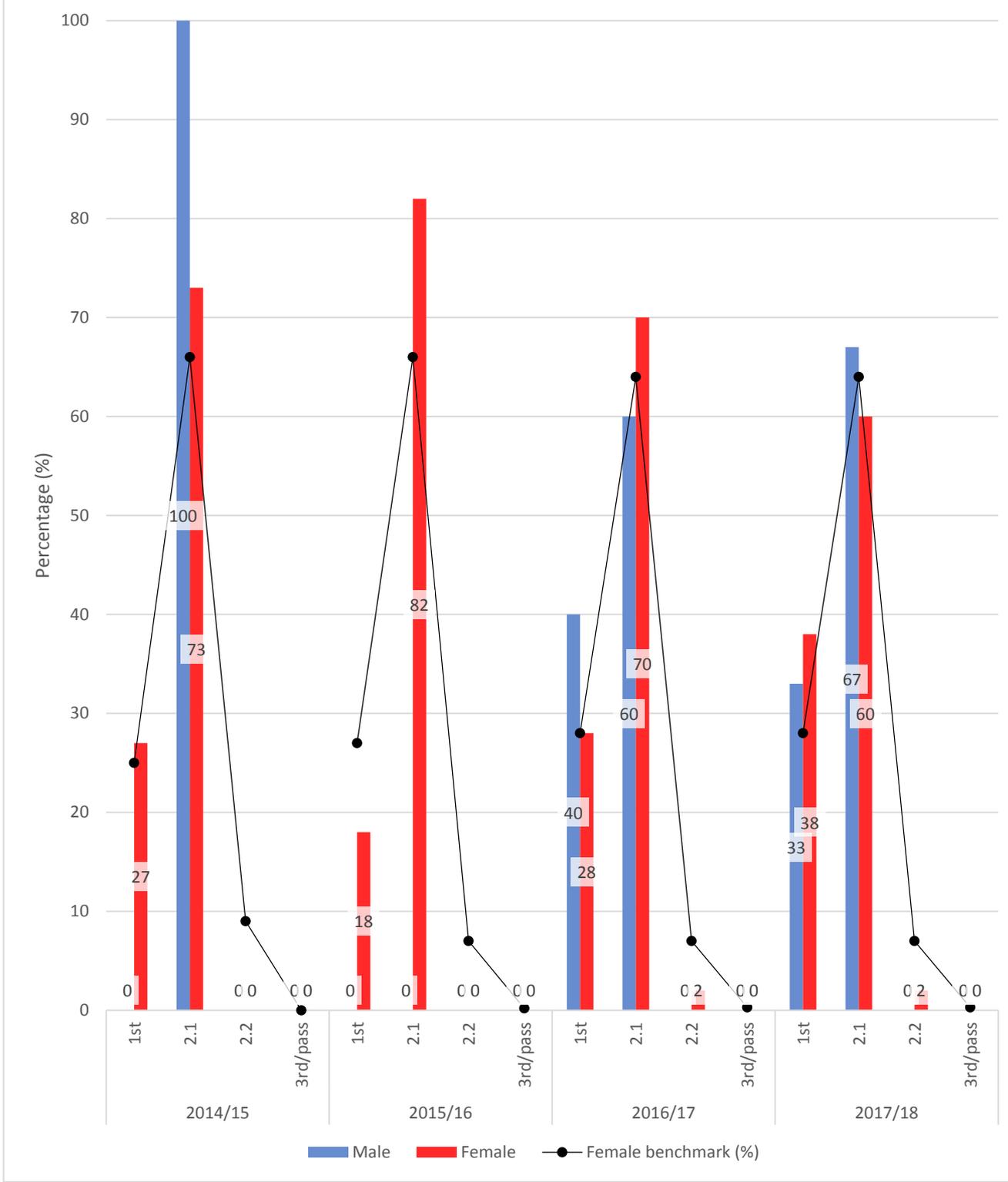
Student attainment on the Industrial variant is slightly higher than on the 3-year BSc, particularly for men, and above benchmark for the latest two cohorts. This is commensurate with the high level 2 attainment pre-selection criteria. However, it also suggests the potential transferability of skills developed during placement, e.g., time-management and initiative. Inspiring men to undertake our Industrial variant may be one avenue to supporting their performance (SILVER AP6).

> A significant positive aspect of my course has been the opportunity to complete a year in industry. This opportunity is well supported and encouraged.
>
> **Female Level 3 UG**

BSc Psychology (Intercalating): Our 1-year intercalating programme enables medical students to develop a deeper understanding of human behaviour and undertake their own research project under supervision.

Figure 16. BSc Psychology Intercalating - student numbers graduating
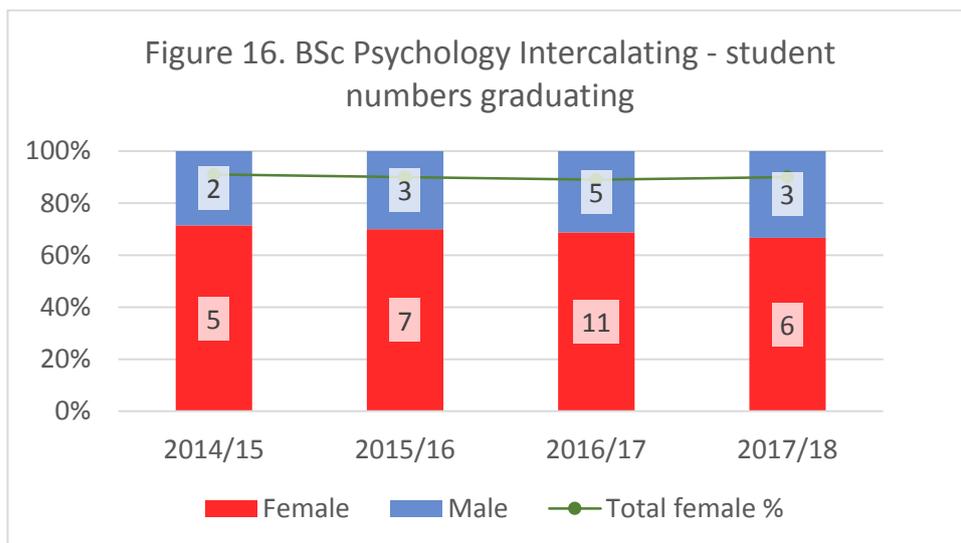
The proportion of male medical students intercalating in psychology is slightly higher than on our UG programmes as a whole, although the numbers involved are small.

Figure 17. BSc Psychology (Intercalating) - classification by gender
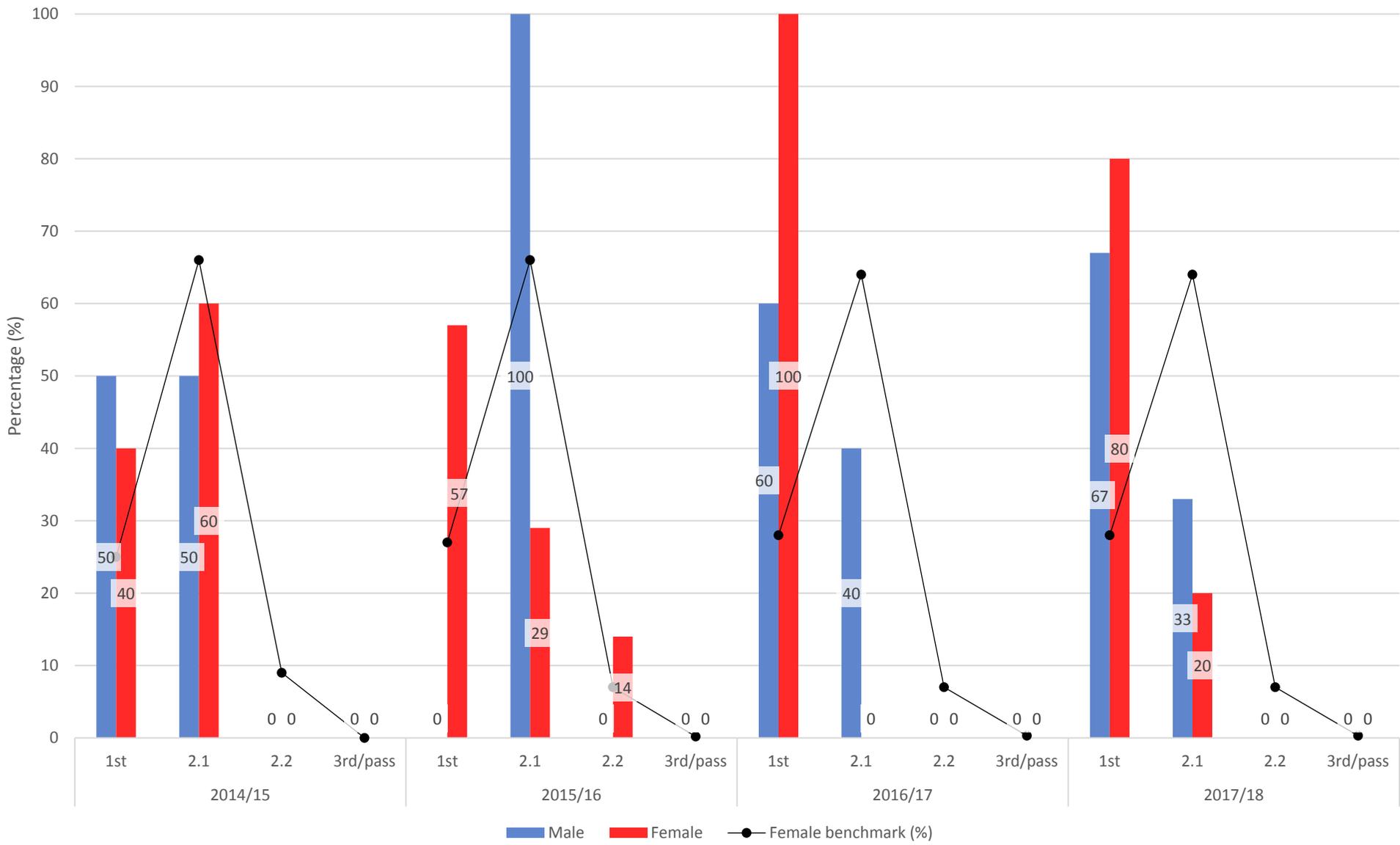
Female intercalating medics achieved higher than benchmarks for female psychology undergraduates as a whole. The men achieved equally well, with a slight dip in first class degrees in 2015/16, likely variation due to small numbers.

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

Taught Masters in Psychological Approaches to Health (PATH)/Cognitive Development and Disorders (CDAD): These 1-year programmes cover material on the impact of psychology on understanding health and memory-related conditions. A good honours degree in a related subject is required for admission.

Figure 18. PGT - applications, offers and acceptances by gender
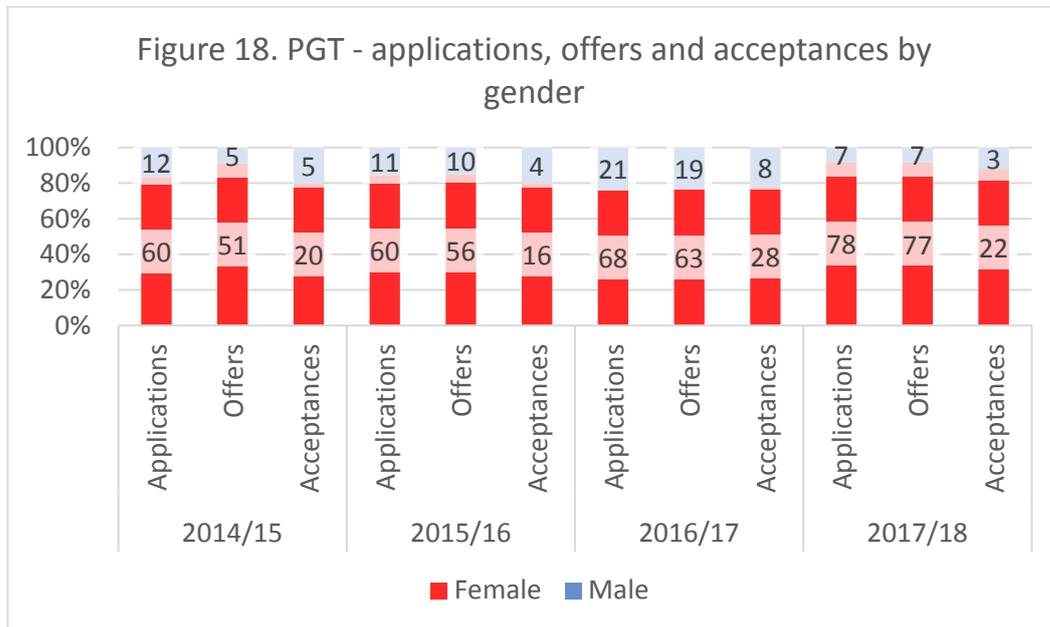
The majority of applicants to our PGT programmes are female which - in the absence of specific PGT benchmarking data - mirrors the predominance of women on UG psychology degrees.

Figure 19. PGT - conversion % (application-to-accept) by gender
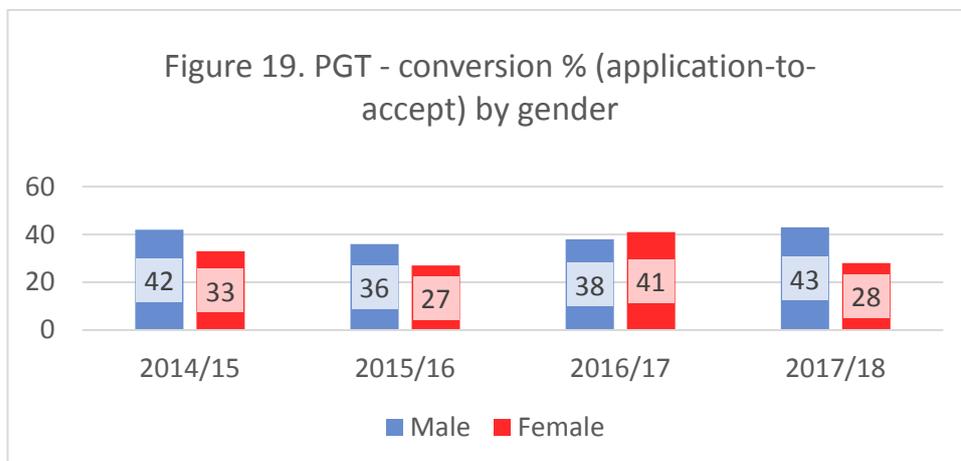
Offers by gender are consistent with application ratio, while conversion rates (application-to-accept) have tended to be a little higher for men. However, the numbers are small with little variation. It is likely that overall conversion rates reflect difficulty securing PGT funding and that students usually apply to multiple programmes.

Figure 20. PGT - student numbers by gender
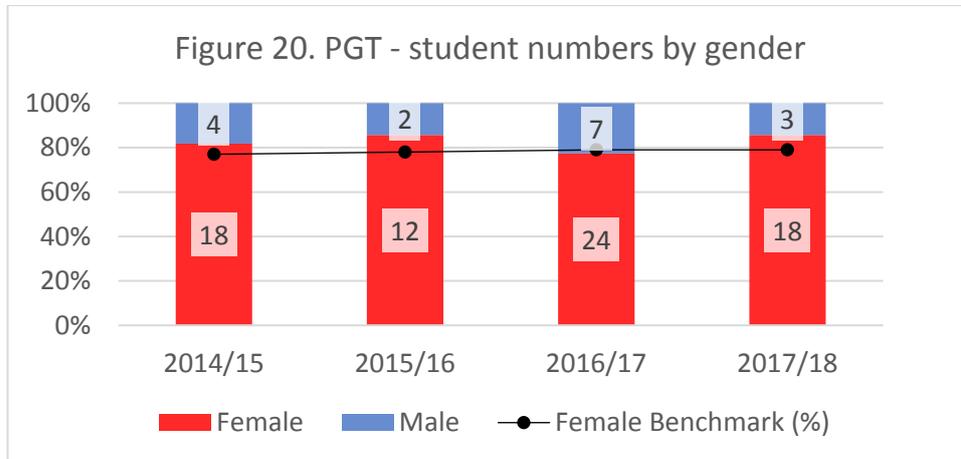
CDAD commenced in 2017/18, and numbers are relatively small. Hence, figures for our two PGT programmes have been combined. Number of male PGT are lower than benchmarks and the reason needs investigating (SILVER AP5).

IMPACT: For intake 2016/17, we updated the images in our brochure and website to include additionally-diverse role models (Images 4&6). Pleasingly, our annual survey of PGT demonstrates sustained, increasing endorsement for PATH that our taught Masters is EXTREMELY welcoming to students of all gender. Endorsement is lower for our new programme CDAD. The reasons for this will be investigated **(SILVER AP9).**
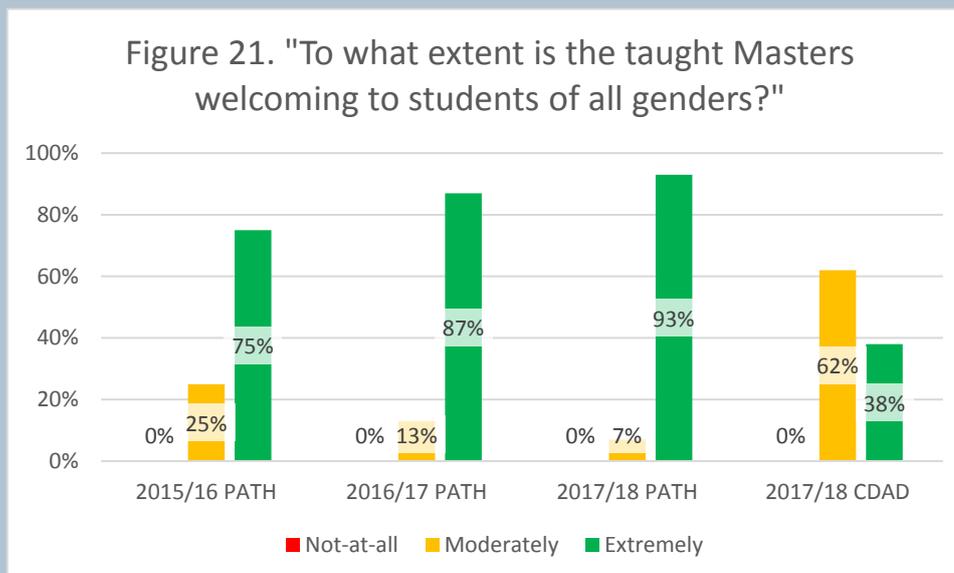
Figure 21. "To what extent is the taught Masters welcoming to students of all genders?"

Figure 22. PGT (MSc) - classification by gender
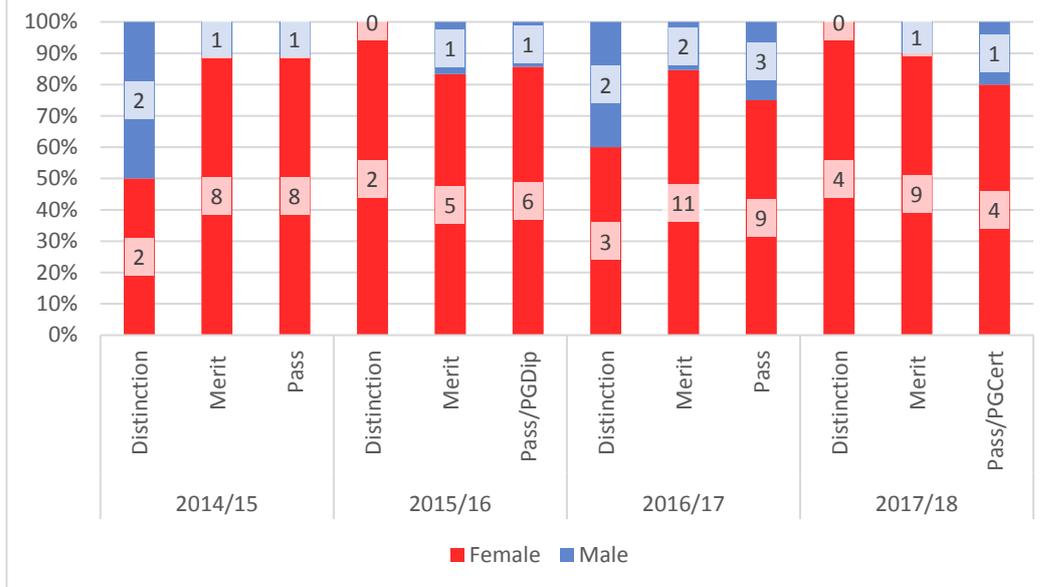
At the University student number audit date of December, we have a 100% PGT completion rate within period. The only exception is that, in 2017/18, two women deferred pending assignment submission. Numbers are small, achievement by gender variable and, hence, patterns hard to discern. However, male acheivement is relatively poor and this need investigating (SILVER AP6).

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

Due to the low number of Master of Research and part-time students, the figures are combined with PhD and full-time students unless otherwise stated. No benchmarking is available.

Figure 23. PGR (PhD/MRes) applications, offers and acceptances
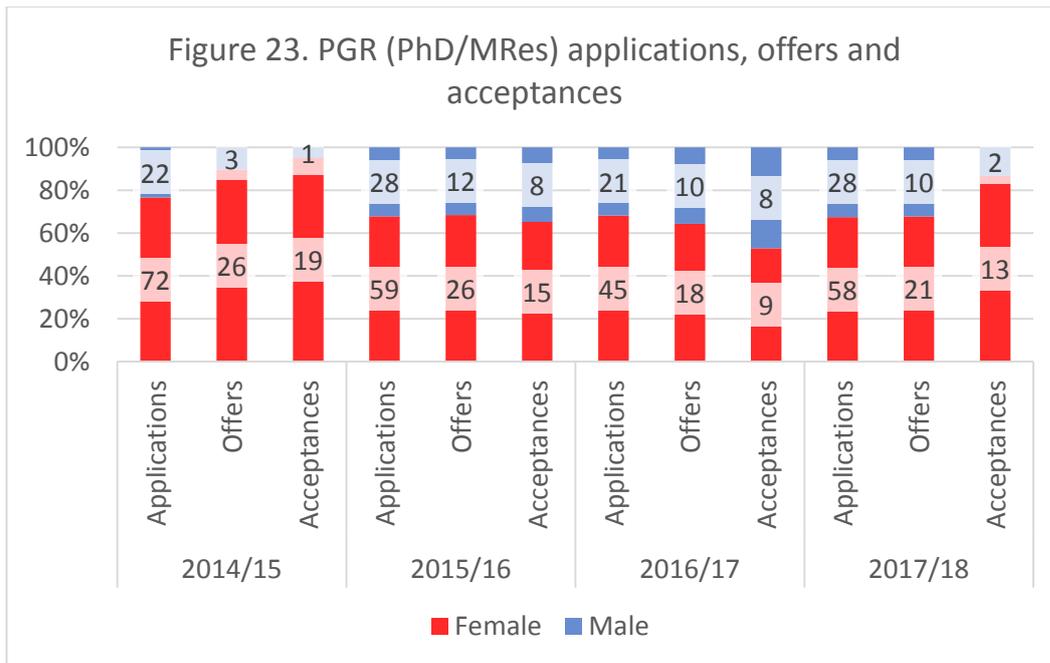
The majority of applicants to our PGR programmes are female and similar to the proportion of female applicants to our UG programmes. With relatively small numbers, offers by gender fluctuate. However, offers are based on objective entry criteria with no opportunity for gender bias. However, the number of male PGR is often low and we will develop a strategy for attracting men to our PhD programme (SILVER AP5).

Figure 24. PGR (PhD/MRes) conversion % (application-to-accept)
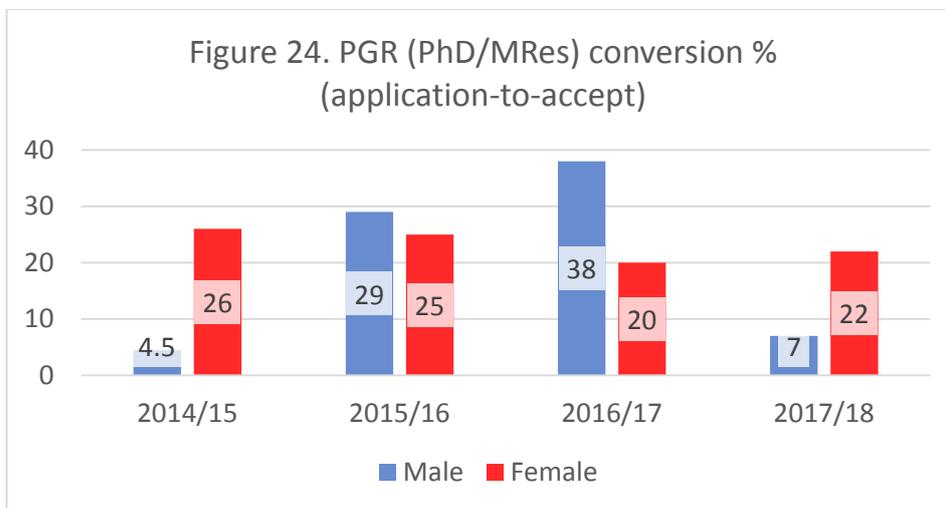
Conversion rates (application-to-accept) fluctuate with no clear gender pattern but, with no suggestion of there being a gender bias in the recruitment and selection process. Conversion rates reflect the difficulties securing PGR/MRes funding.

Figure 25. PGR - student numbers in level 1 (total)

Figure 26. PGR - student numbers in level 1 (part-time)
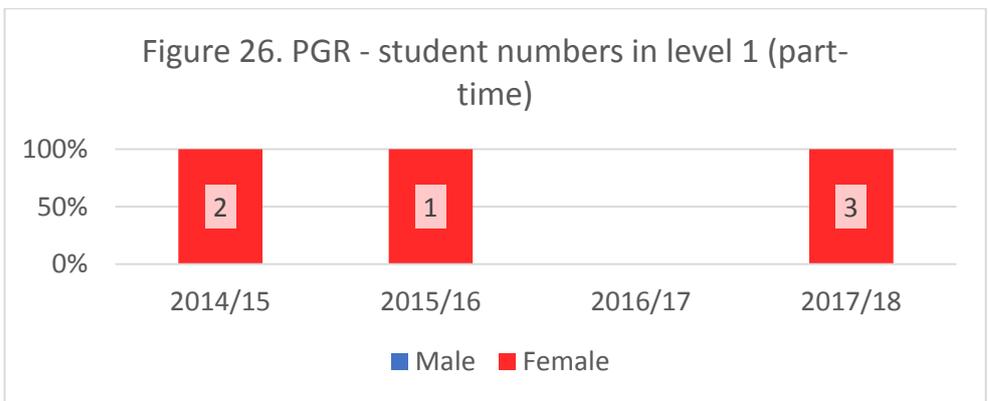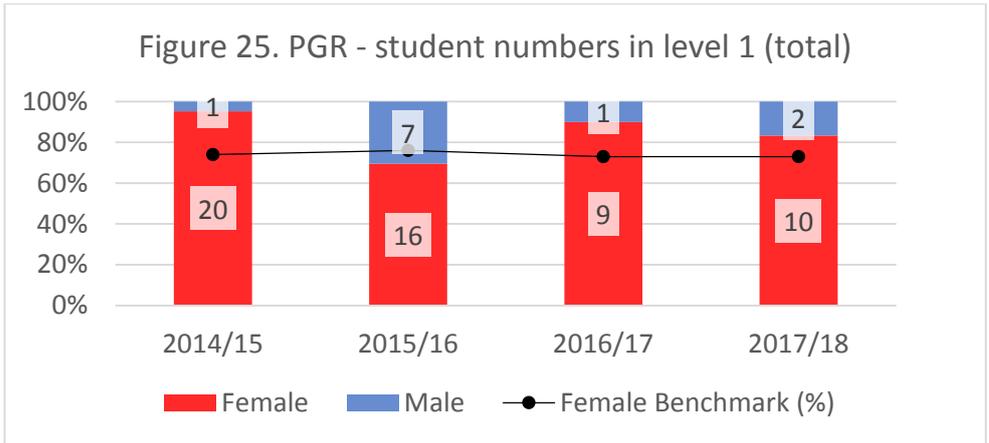
Numbers are relatively small, but female PGR in the School are higher than benchmarks with some within period variation. Moreover, within period, all our part-time PGRS were female.

Figure 27. Research Postgraduate (PhD/MRes - Full-Time) - result by gender
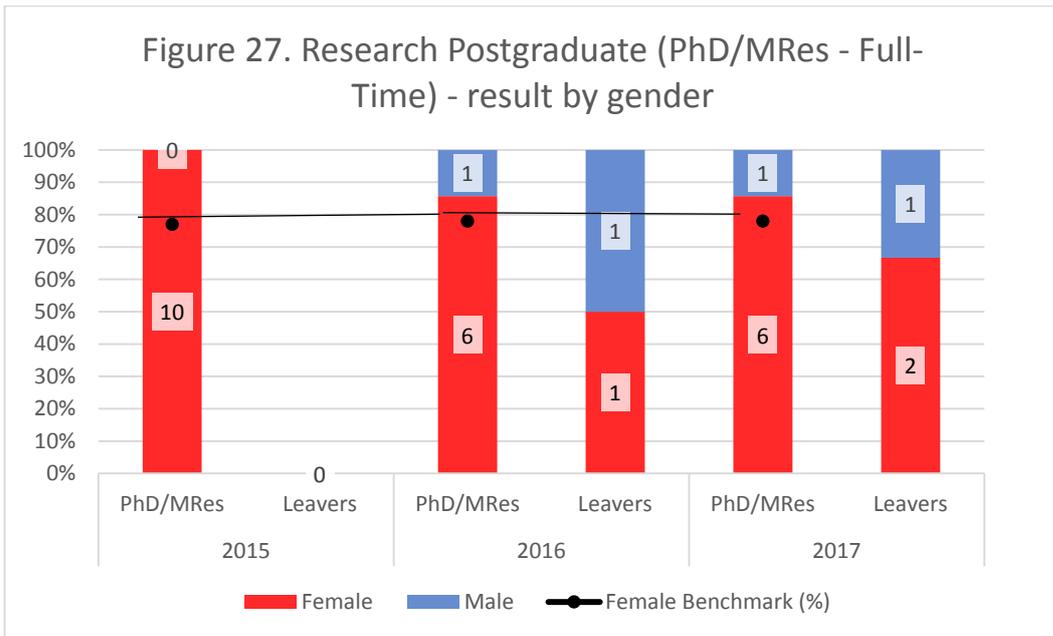
Figure 28. Research Postgraduate (PhD/MRes - Part-Time) - result by gender
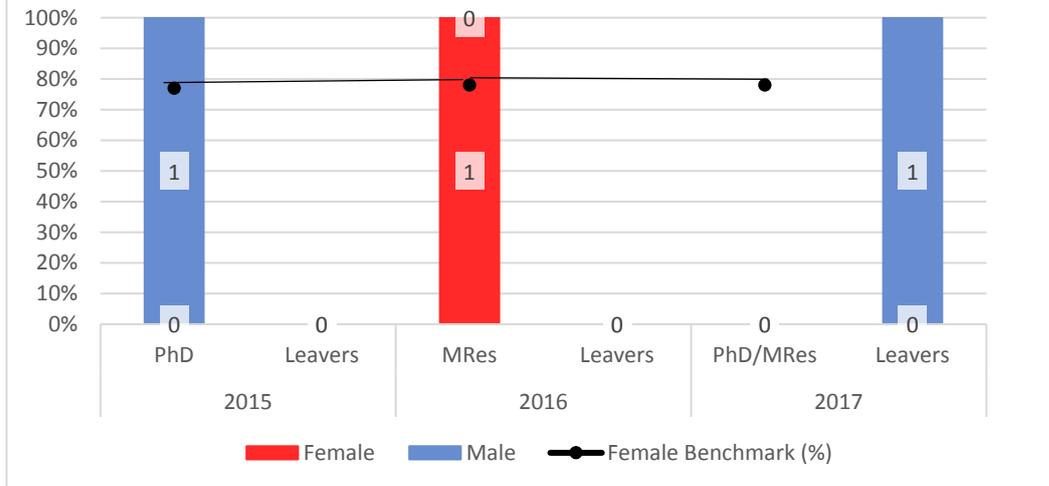
In line with our slightly-higher-than-benchmark number of female PGRS, the School has slightly- higher-than-benchmark completion rates for women. Although numbers are small, 50% of leavers are male compared to 20% of our PGR population. The Faculty Graduate School does not record reason for leaving so the School will collect this information to inform our support (SILVER AP10).

Figure 29. PhD mean completion time (years)
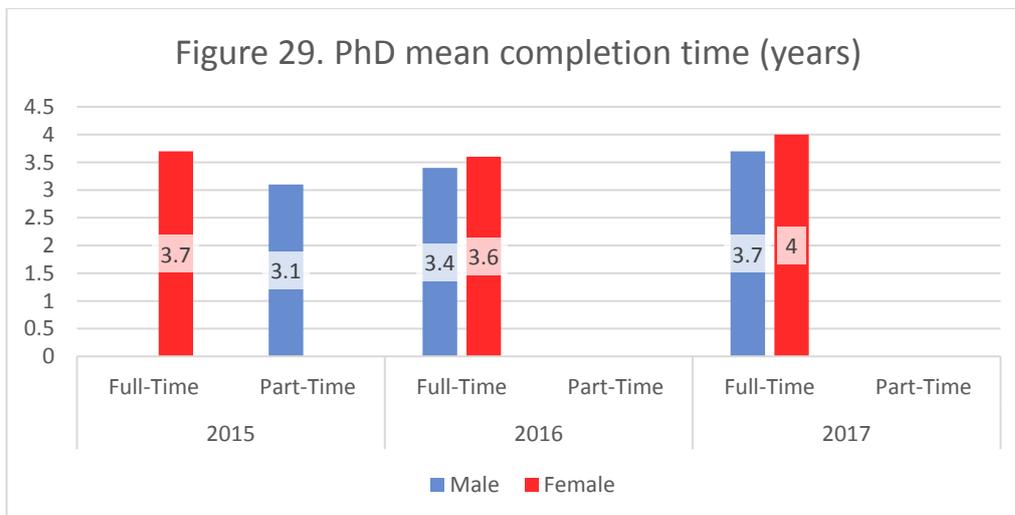
Women are taking slightly longer to complete their PhDs than men, however there is not enough data to identify this as a pattern. We will continue to monitor and develop actions as required.

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

Figure 30. Student numbers by gender & year 1 of programme
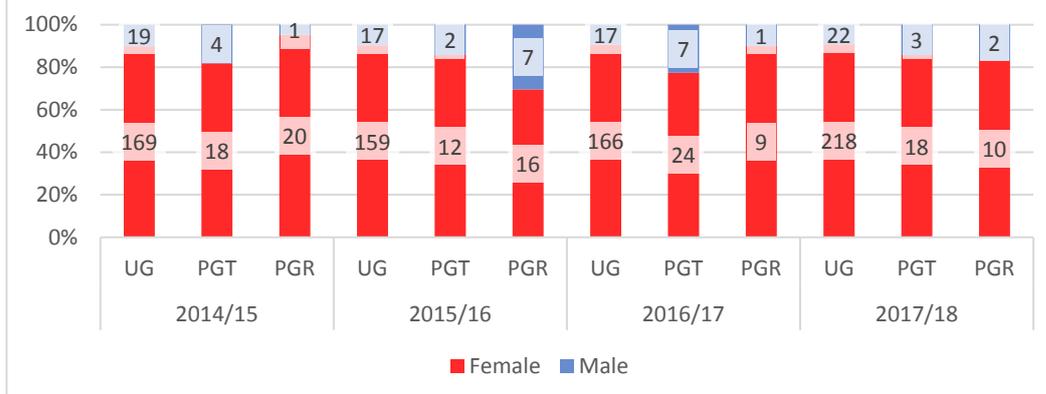
The percent of female students in year 1 of our UG, PGT and PGR programmes varies. The potential, emerging pattern is a slight dip at PGT – and one-off dip at PGR in 2015/16 - but numbers are small. The emerging pattern, however, is a possible 'leaky pipeline' for **male** students and this is the focus of our SILVER AP5.

> I cannot express how helpful Daryl was in my application and having settled into the School, I feel his efforts accurately reflect the support offered to PhD Psychology students at UoL.
>
> **Male PGR**

4.2. Academic and research staff data

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

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

The gender profile of academic staff demonstrates a 'leaky pipeline' for female staff who predominate as researchers (generally grades 6&7), with a downward trajectory to professorial level (grade 10). The only grade to buck this trend is that men predominate at lecturer grade 6&7 until 2017/18, but the numbers are small. We are proud that, by 2017/18, our staff gender profile is close to RG benchmarks at both junior and senior levels.

Figure 31. Academic and research staff male/female ratios by category
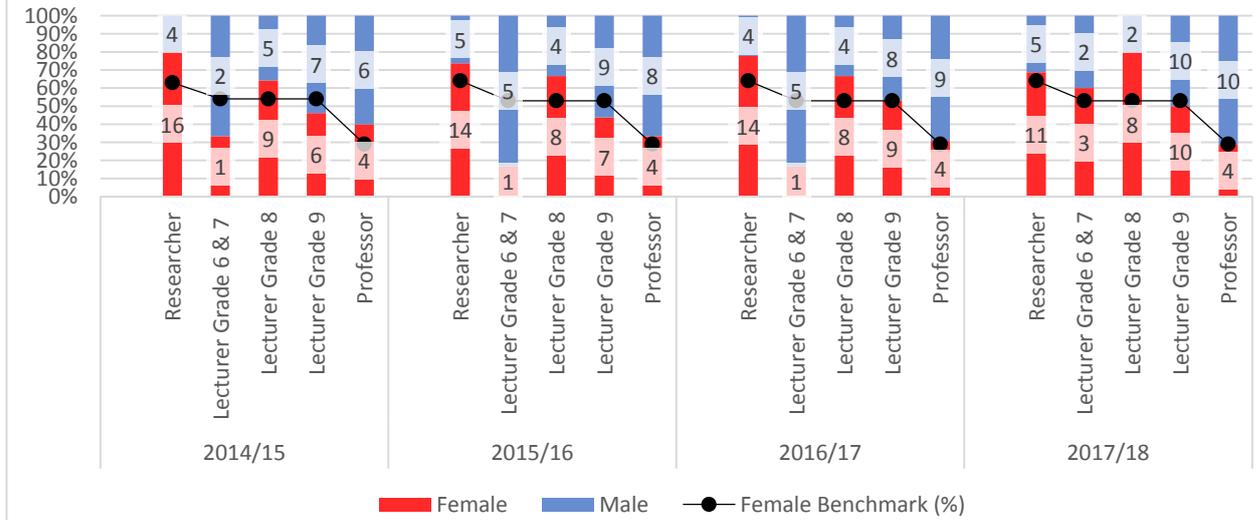
IMPACT: The School met female RG benchmark at grade 8 in 2016/17 and at all levels in 2017/18. Support was provided through regular School Promotion Workshops, PALs/mentors, and the Athena SWAN Champion reviewing draft promotion applications.

We will build on our success to address with vigour remaining patterns of gender disparity. In particular we will work to increase the number of female professors while maintaining, or exceeding, female grade 9 benchmark (SILVER AP11).

Figure 32. Academic and research part-time staff male/female ratios by category
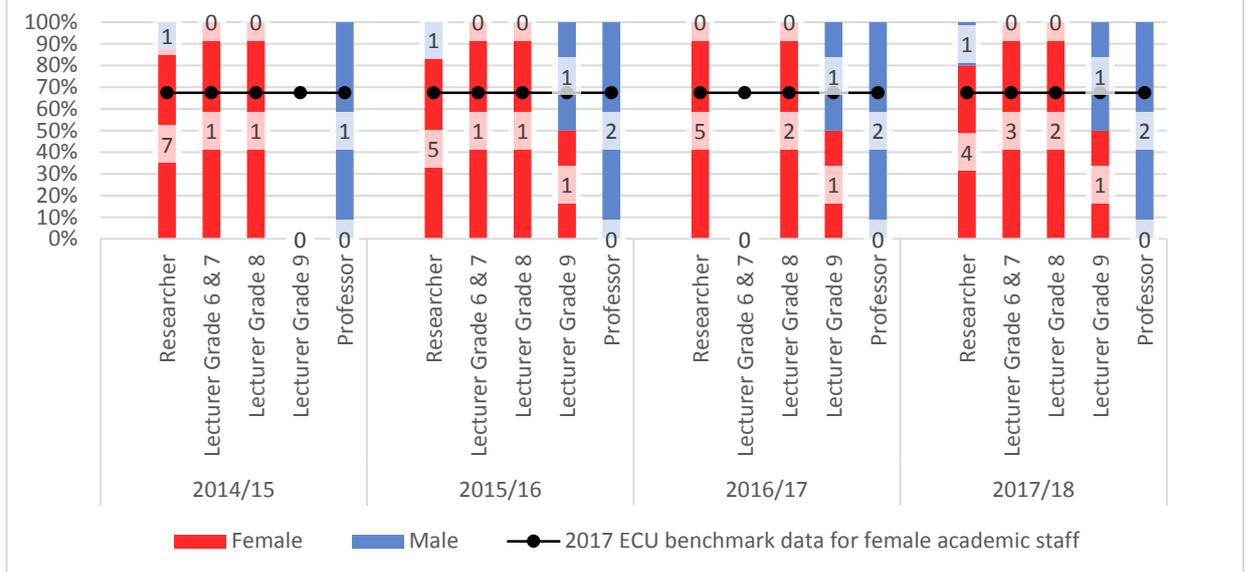
> **IMPACT:** We produced and disseminated a Flexible Working Policy Document describing the benefits and considerations related to diverse forms of working. Indicating the value of this document, it has been taken-up across Faculty. Subsequently, we see an increase of academic staff working PT from 11 to 14. In line with benchmarks, most PT academic staff are women (14% of men; 28% women), but we note a pleasing increase in the uptake of this opportunity by men with our two PT male professors providing excellent role models.

We will continue to support part-time working for all staff, in particular investigating and challenging barriers to men's PT working (SILVER AP12).

> The School have been excellent in supporting me to reduce to 0.8 FTE for 2018-19 to allow me to focus on my health.
>
> **Male Academic**

Figure 33. Fixed-term research and acadmic staff male/female ratios by category
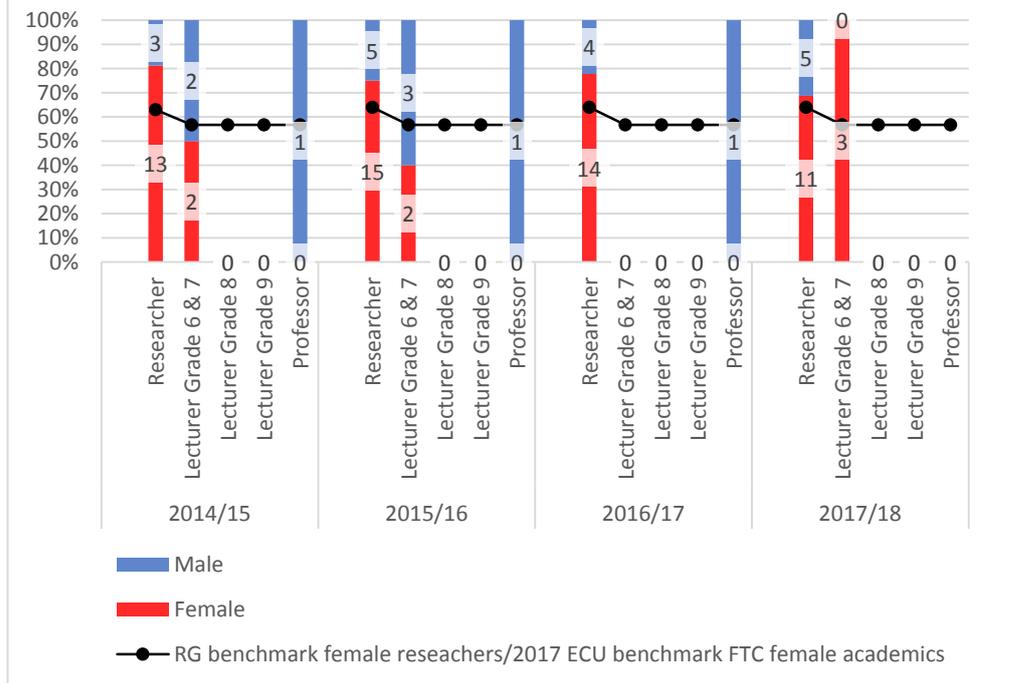
Most fixed term contract staff are researchers and research-related support staff on grants. Because the pipeline of suitably-qualified (i.e., MSc/PhD) candidates are female, most psychology research staff are female. The School has been low on male research staff but met benchmarks in 2017/18. The other FTC staff are Teaching and Scholarship-focused and one part-time research professor.

IMPACT: We have a strong record of converting FTC to permanent contract through decision at School level. We have done so for technical support staff (1F), researcher (1F), grade 7 TS (1F, 3M), and grade 10 (1M). By 2017/18, apart from researchers, the only FTC are three, female PG Teaching Assistants. These positions offer an enhanced springboard to an academic career through 5-years well-supported, and appropriately-staged, training and experience in student education while securing a PhD qualification.

Figure 34. Teaching only staff male/female ratios by category
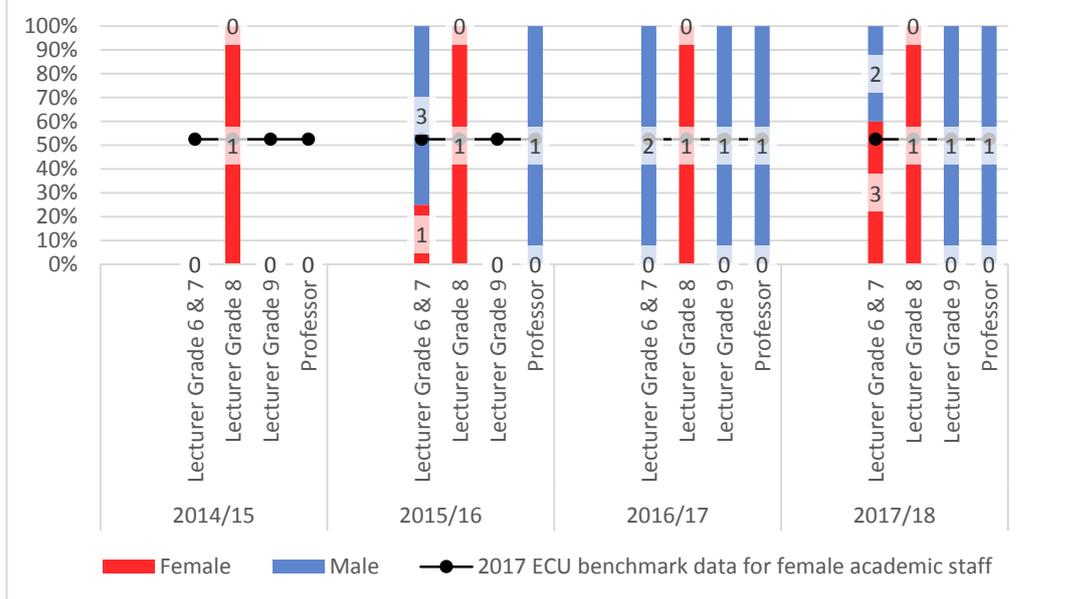
The School has strategically increased the number of Teaching and Scholarship staff to support an exceptional student experience. Including, in 2017/18 the creation of three Postgraduate Teaching Assistant/PhD student posts (3F) to contribute to our student education strategy and provide these staff strong foundations for an academic career.

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

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

We do not employ staff on zero-hour contracts. As a School, we are aware of the impact on security and career planning for staff on FTC, in particular the challenges for grant-funded research staff. We carefully review all requests for fixed term appointments. University policy is that such contracts will be used for periods up to 3-years, other than when posts are funded by grants where 5-years is the maximum period. The University extends FTC for staff on maternity leave to the end of their statutory maternity pay period.

Figure 35. Female:male ratio of academic and research staff on fixed-term contracts
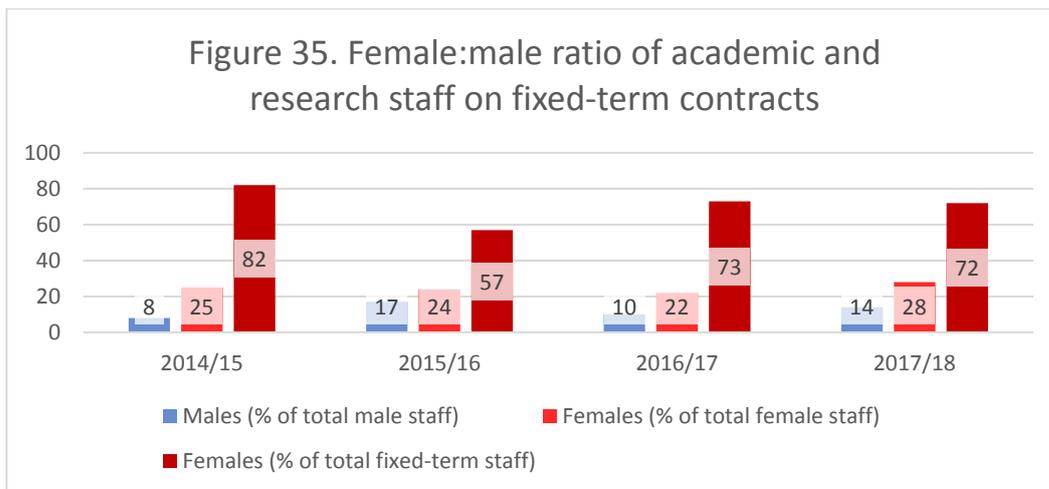
Formal consultation with staff on FTC begins 6 months before expiry with the line-manager and HR. Staff profiles are placed on the University's redeployment register – giving first access to vacant posts before external advert. Appointment for redeployees is based on a 70% match to role.

IMPACT: School managers provide additional support to FTC staff coming to the end of contract. They offer guidance on CVs and share information about forthcoming posts. As a result, within period, 38% of FTC staff at end of contract were reappointed within the School, of which 58% were women.

To facilitate career progression of research staff, the School will lead good practice within the University by, where possible, costing grants at top-of-grade. This will allow experienced researchers to maintain or increase salary due to having budgeted for this within the grant (SILVER AP13).

(iii)   Academic leavers by grade and gender and full/part-time status
Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Turnover is low, the highest being FTC research staff at end of contract. Turnover is proportional with gender ratio of our research staff (15F, 2M). One female academic leaver (33%) and 9 researcher leavers (53%) were part-time, the latter on short-term contracts. Of the two female academic leavers, one obtained significant promotion at an Institute of Higher Education and another in the NHS. The male academic was provided intensive support from HR and Head of School, facilitating early retirement.

Table 2: Academic staff turnover by category/grade and gender

	2014/15	2015/16	2016/17	2017/18
Researcher	1F	4F, 1M	6F	4F, 1M
Grade 7&8	/	1F	/	1F
Grade 9	1M	/	/	/
Grade 10	/	/	/	/

Leavers are invited to meet with HR to explore reasons, with anonymous feedback provided to the School. Uptake has been low, e.g., with just one 'exit interview' in 2017. The ASC will promote engagement with exit interviews (SILVER AP14).

IMPACT: A School Contract Research Staff Champion was appointed. She holds regular meetings with contract research staff to support their needs, including information on initiatives and resources facilitating their career development. We are proud that, subsequently, most researchers who left secured career-enhancing opportunities. Three (including 2F) took-up PhD studentships within the School, one woman entered Clinical Psychology training, and two women secured promotion at Institutes of Higher Education. Of the rest, one women left to focus on her family, another due to severe ill-health, and one destination is unknown (M).

3033 WORDS

5.   SUPPORTING AND ADVANCING WOMEN'S CAREERS
**Recommended word count: Silver: 6500 words**

5.1.   Key career transition points: academic staff
(i)   Recruitment
Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

The School applies the University's recruitment and selection policy. This aims to ensure consistent procedures and fair criteria so that the best person is appointed. Hence, the wording of job advertisements is gender-impartial and we avoid words that are even subtly coded to stereotypes. In accordance with University policy, single gender interview panels are not permitted unless, by exception, approved by Head of Faculty HR and that the Chair has undertaken University equality training. HR is represented on interview panels. We will lead good practice in the University and enshrine a School policy that staff on School interview panels have enhanced E&I training and have attended unconscious bias training (SILVER AP15).

All recruitment advertising includes the AS logo and states: "The University of Leeds is committed to providing equal opportunities for all. The university is a charter member of Athena SWAN and holds the Bronze award. We will be happy to consider job share applications and are committed to flexible working for all our employees."

Figure 36a. Internal applications to posts (redeployment) by gender
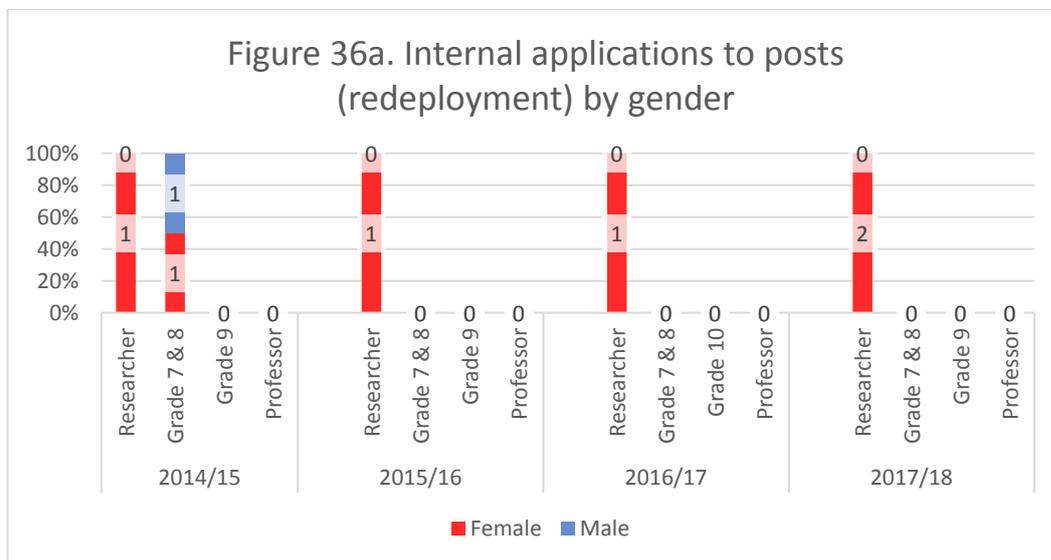
Numbers of applicants through the UoL redeployment process are small with six times as many women as men (Figure 36a). This is accounted for predominantly by applications to research posts from across the University.

Figure 36b. External applications to posts by gender
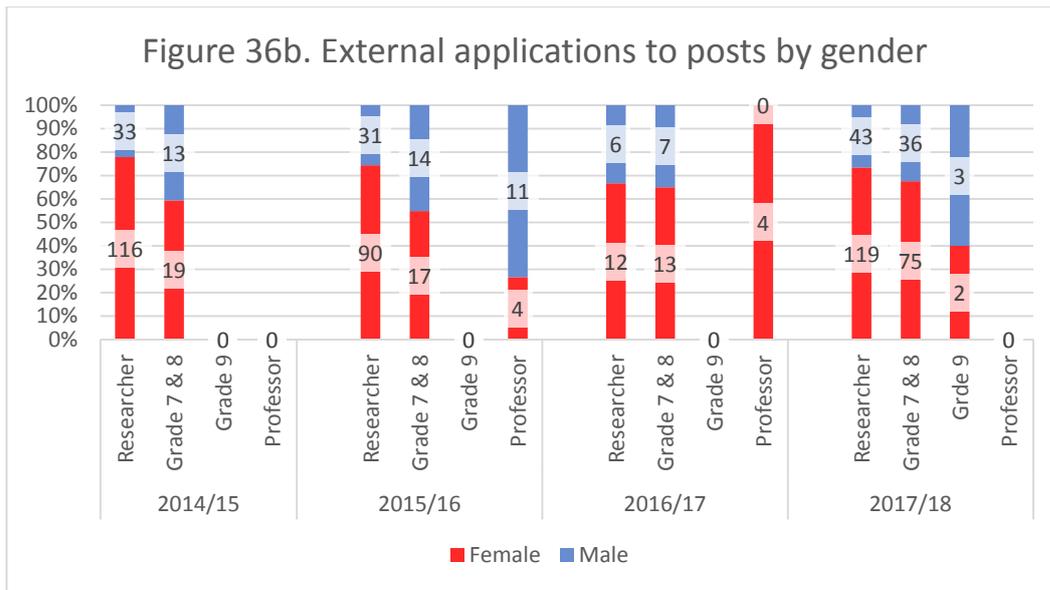
Number of external applicants show a general predominance of women (Figure 36b). Shortlisting is conducted independently using objective criteria and a proforma built around the role specification. Fewer women (4) than men (11) applied for the professorial role in 2015/16. It is pleasing that the professorial vacancy in 2016/17 attracted a pool of four female applicants. Unfortunately, the one candidate suitably qualified was deemed unappointable after interview.

Figure 37. Interviews for posts by gender
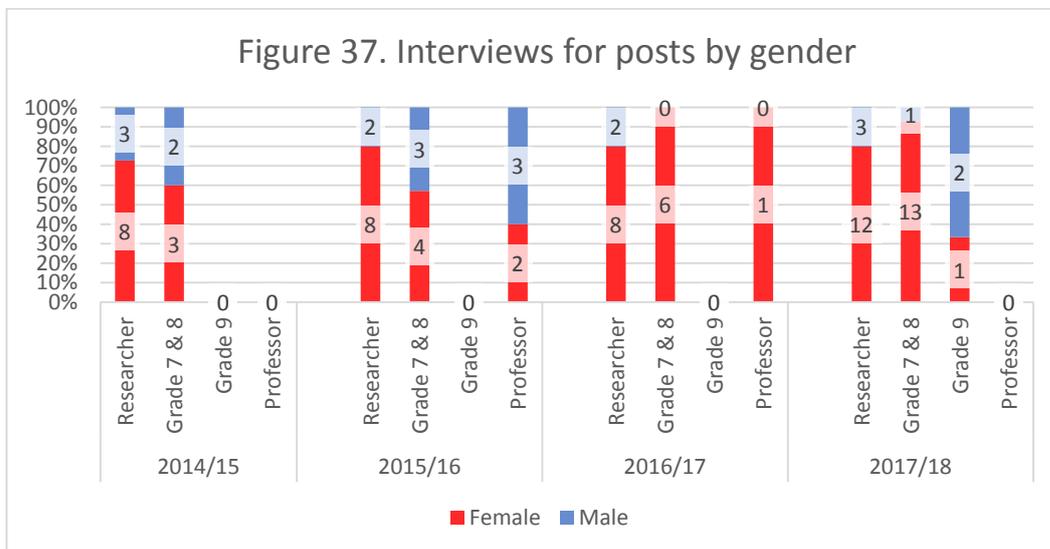
The gender of candidates invited for interview is in-line with the ratio by gender of applications (Figure 37). However, given the low number of women professors in the sector, we note with pleasure the better-than-application ratio of women (50%; men 23%) interviewed for the professorial post in 2015/16.

Figure 38. Appointments to posts by gender
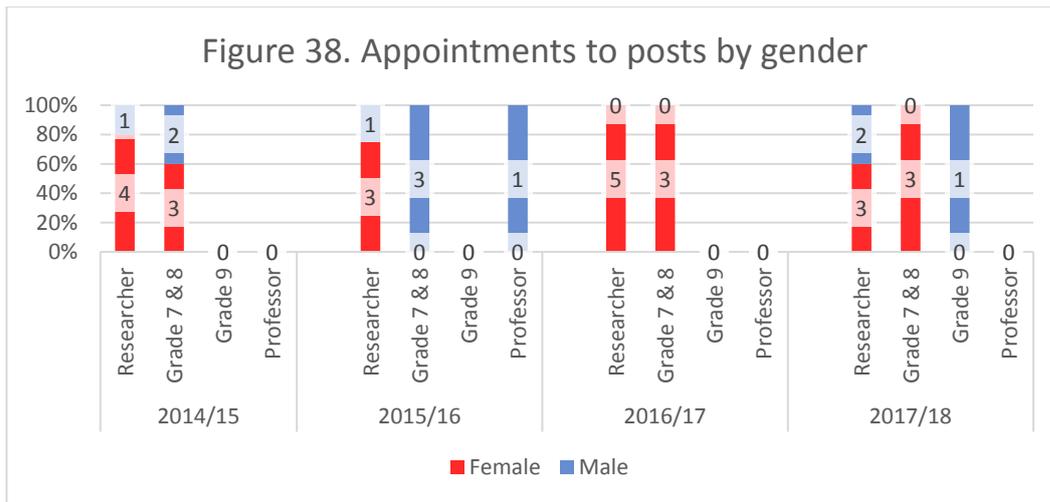
IMPACT: During 2016/2017 we met our target that 100% of staff on School interview panels are E&I trained. We believe this has contributed to evening-out the success ratio interview-to-appointment by gender from 29% for women and 38% for men (2014/15 and 2015/16) to 29% for women and 27% for men (2016/17 and 2017/18) (Figures 37-38).

We will continue to seek proactively the best candidates to apply to post and will work to increase the number of female professors within the School through internal promotion (SILVER AP11).

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

Comprehensive induction and support is provided for all staff and led by face-to-face meetings with the line-manager. New staff are guided through the Induction information and the School has developed bespoke online induction which includes policies essential to our AS strategy. This includes information on flexible working, maternity/paternity leave, and E&I. Online induction information is responsive as new initiatives are implemented, in conjunction with the School HR website. All new staff are allocated a probation advisor and development plans are recorded as part of the probation process. Specific points relevant to their role are highlighted for action and may be added to their probation plan. A workflow ensures completion of the process, with follow-up at the end of the first month.

> I was comprehensively briefed through the university policies and delivery of additional information that was tailor-made to prepare me for my role. I was given ample opportunities to raise queries which were then attended to with utmost care and responsibility.
>
> **Female Researcher**

(iii)   Promotion

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

University promotions processes and criteria were revised in 2016, the School providing strategic leadership via Senate. The aim of the review was to remove barriers - both real and perceived - from the promotion process and to broaden pathways to promotion.

IMPACT: Support on writing promotion applications is provided by PALs and ASC (who is a trained Promotion Advisor). The School has also provided since 2014 Promotion Workshops at which successful applicants offer advice and an HR representative explains the criteria. SCS evidences an increase in the percentage of staff who understand the promotion process and criteria from 69% (2013) to 78% (2018). Moreover, we achieved 100% success rate in 2017/18.

Promotions decisions are made by Faculty panels and gender balance is mandatory. Promotion and progression is part of the Staff Review and Development Scheme process. Figures 39a-d present applications for promotion and the actual success **rate**.

Figure 39a. Applications for promotion and success rates by gender and grade 2014/15
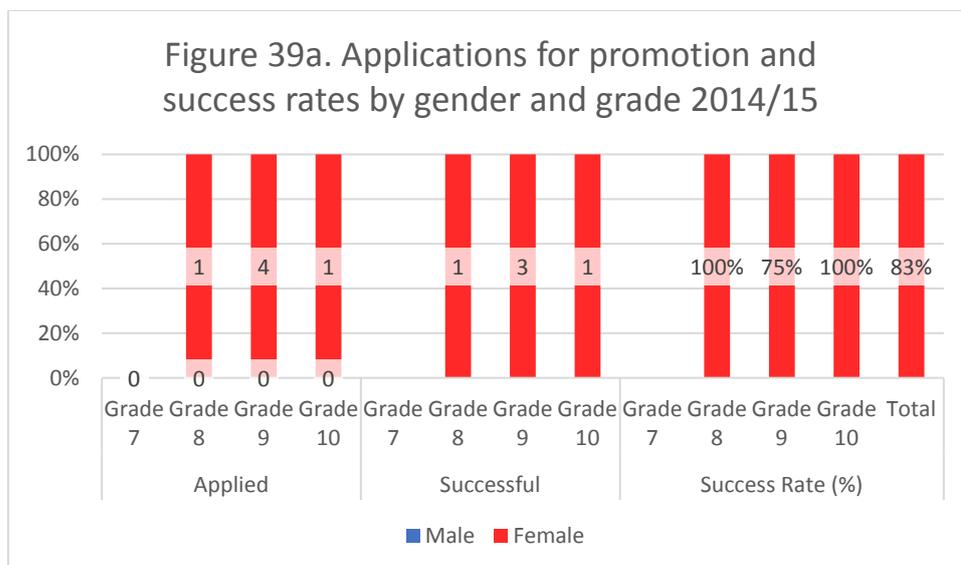
Figure 39b. Applications for promotion and success rates by gender and grade 2015/16
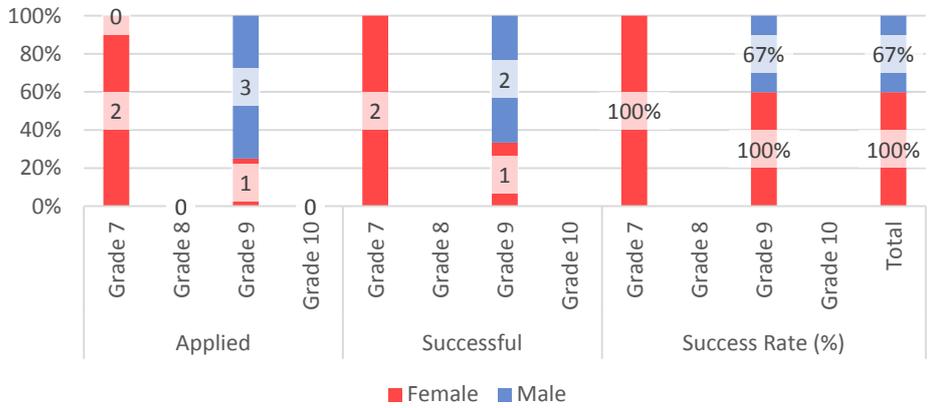

Figure 39c. Applications for promotion and success rates by gender and grade 2016/17
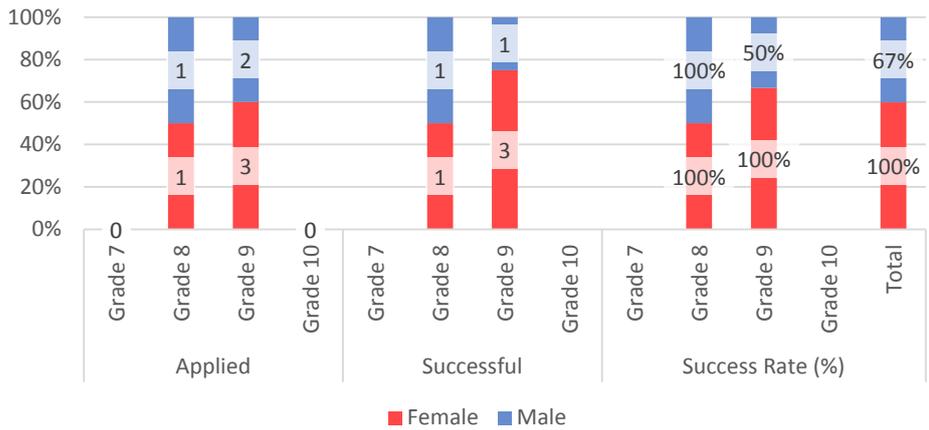

Figure 39d. Applications for promotion and success rates by gender and grade 2017/18
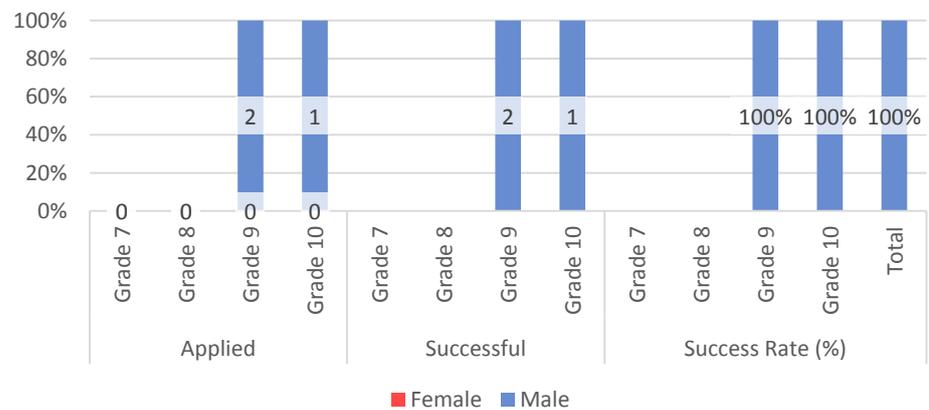
IMPACT: Concerted effort has been made to support appropriate promotion applications via SRDS, PALs, and ASC, with pro-active information provided through regular School Promotion Workshops. Within period, 13 applications were made from women and 9 from men. The high number of women promoted in 2014-2017, is a result of addressing an historical backlog and, since our audit date, a further two women have been promoted to grade 9. A major impact of this work is that the School met female RG benchmark at grade 8 in 2016/17 and at all levels in 2017/18 (Figure 31). We now have an excellent pipeline of female staff to improve our profile of senior women even further.

> The school promotions workshops were extremely useful helping me put together my application and supporting me to feel ready to submit. I was successful and was able to offer advice to others in a subsequent workshop.
>
> **Female Academic**

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

In RAE2008, 42% of the eligible pool was female and 42% of total eligible staff included were female. Similarly, in REF2014, 42% of the eligible pool was female and 42% of total eligible staff included were female. Hence, women were returned at exactly the same percentage as the pool of eligible women in the School. Part-time status and leave of absence were taken into account. The criteria for eligibility will change for REF2021 and **all** research-active staff will be submitted.

> **SILVER APPLICATIONS ONLY**
>
> **5.2.   Key career transition points: professional and support staff**
>
>   (i) Induction
>
> Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

Professional and Support staff follow the School's online induction process, hosted on SharePoint, supported by their probation adviser/line-manager. Induction covers core areas, such as H&S, security, E&I, and signposting to School policies (e.g. flexible working). Additionally, a training plan is developed based on the job description. This includes the University's ODPL courses (e.g., IT/system courses, personal resilience workshops). ODPL support the immediate needs of the job role, and skills and

professional development to facilitate career ambitions. Probation plans are monitored by the probation adviser to assess progress against objectives and completion of key induction activities, such as H&S. When probation is completed, staff move into the SRDS process, mirroring the procedure for academics.

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

Professional and Support staff are facilitated by their line-manager to gain experience to support promotion prospects through a variety of pathways, e.g., secondment opportunities, training, membership of School committees. The School provides workshops to raise awareness and understanding of the promotion process, with access to both School- and Faculty-based promotions advisers (male and female). Career development and promotion-readiness is discussed at SRDS and incorporated into training plans, which are reviewed and supported by the Head of School. Within period, one member (F) of Professional and Support staff was promoted within the School. Due to the limited number of roles, successful promotion for Professional and Support staff may mean moving Schools and active support in considering such opportunities is provided during SRDS. Although generic information is useful to all staff, The School promotion workshops have focused on academic staff and greater inclusion of Professional and Support staff will be provided in future (SILVER AP16).

5.3.   Career development: academic staff
(i)   Training
Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Training needs and opportunities are discussed during SRDS. Every member of academic staff in The School is allocated £1000 pa to support academic activities, including attendance at external courses and conferences. Research staff have access to grant budget for training and conferences. Since 2014, this funding has allowed academics and research staff to attend 93 conferences (72%F).

ODPL provides a wide range of courses on personal and professional development. Recently, this has included a new suite of leadership training courses. Staff are encouraged to attend courses in preparation for career progression. Training opportunities are presented at the Staff Meeting and the link to ODPL, and other UoL training, is provided on a purpose-designed SRDS Supportive Information Document designed by the ASC. Since 2014, 38 academics have attended 259 non-compulsory ODPL courses (63%F) and 14 research staff have attended 61 non-compulsory ODPL courses (79%F).

IMPACT: Information on career development training is provided in the School SRDS Supportive Information Document, e-mailed to all staff with their SRDS reminder. The ASC has also invited ODPL staff to present on opportunities at the Staff Meeting and, in 2017, due to demand, negotiated a place on Springboard for psychology staff only. Springboard has been attended by 10 female staff within period. Two have subsequently been promoted and three are preparing/have submitted applications. SCS 2018 evidences that 71% of academic and research staff feel actively encouraged to take up career development opportunities, with no significant difference by gender: an increase from 64% in SCS 2013.

> Springboard was a rewarding experience and focused me to reflect on myself, values, vision, direction and gave me the opportunity, motivation and headspace to set-up goals such as making a promotion application.
>
> **Female Academic**

IMPACT: It is now School policy that leadership training opportunities are advertised to everyone and nomination decisions made transparently through linking staff application to selection criteria. This policy has facilitated three women to complete 'Tomorrow's Leaders' and two to undertake the Aurora Programme. As a result, within period, 80% of School staff undertaking leadership training were women compared to 40% across the prior 9 years.

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

Appraisal and development review is undertaken through the University's annual SRDS which commences upon completion of probation. Individual's progress against their objectives, training and promotion and leadership responsibilities are discussed. Job descriptions and personal ambitions provide the context and a checklist ensures all salient points are covered. The SRDS report is completed by both staff and reviewer and SRDSs are reviewed by Head of School, promoting oversight and the opportunity to provide additional support.

A bespoke SRDS Supportive Information Document has been created and circulated as part of our The School AS initiatives. This outlines how to find information on:
- mentoring opportunities;
- Springboard personal development programme for women;
- leadership training;
- UoL networks;
- role of Professorial Academic Lead (PAL), Principal Investigator, line-manager;
- E&I policy;

- maternity, paternity, parental, and adoption leave;
- flexible working;
- School Contract Research Staff Champion; and
- UoL policies and strategy.

Non-compulsory Annual Academic Meetings (AAMs) were introduced for academic staff in 2017. Staff meet with the Head of Schools and Directors to discuss their academic profiles and ambitions. Personalised objectives are set and support mechanisms implemented, where needed.

SRDS and AAM reviewer training is provided to School staff by HR and engagement monitored by the ASC. The School is proud of a historically high SRDS and AAM completion rates of nearly 100% throughout period. However, satisfaction with SRDS remains static at 69% in SCS 2013 and 2018, the latter revealing also very low satisfaction with AAMs with no difference by gender. SCS qualitative comments indicate that SRDS and AAMs are perceived to duplicate effort (SILVER AP17).

> I find the SRDS process very supportive and it is reassuring that it covers all aspects of my role. If I need further support, the SRDS form allows this to be highlighted to the Head of School.
>
> **Female Academic**

(iii) Support given to academic staff for career progression
Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

The School Professorial Academic Lead (PAL) scheme is designed to ensure that academic staff have access to support, guidance and leadership from the professoriate, including career progression. PAL support is allocated by the Head of School with the intention of providing a productive and collegial relationship. Pairings are reviewed annually. Three PAL meetings are expected annually although often meetings will occur on a more regular basis. The Director of Student Education fulfils this role for Teaching and Scholarship staff and the Principal Investigator for research staff.

IMPACT: We appointed a School Contract Research Staff Champion who holds regular meetings with contract research staff to support their needs. This includes information on initiatives and resources facilitating their career development. As a result, in the School Research Staff Survey 2018, 100% agreed that they are encouraged to engage in career and professional development, increased from 92% in 2015. Through this support, research staff have been well-prepared to secure further posts within the School and we have 38% re-appointed rate within period, of which 67% were female.

Areas highlighted for improvement are to have a formal career plan and information on relevant resources, such as the Vitae Researcher Development Framework (SILVER AP18).

PALs act as within-School mentors. However, all staff have access to the UoL-wide Mentoring Scheme (as mentor and/or mentee) which was launched in 2015. The scheme is actively promoted by the ASC and details provided on the School SRDS Supportive Information document, which includes information on UoL networks which can support career development (e.g., Leeds Women Leaders Network and the Women at Leeds Network, 7 School staff attended in 17/18).

IMPACT: SCS 2018 evidences that 75% of School staff are satisfied with mentoring opportunities, an improvement from 67% in 2013. Mentoring opportunities have been communicated via presentations in Staff Meetings and through the School SRDS Supportive Information Document. In consequence, School staff signed-up with the UoL-wide mentoring scheme has risen year-on-year: 5 women in 2016, 11 women/2 men in 2017, and 14 women/2 men in 2018.

I have been provided with mentorship within the University. This has provided an excellent opportunity to discuss challenges and to consider ways in which I can approach them. It has also allowed me to reflect on the areas that I need to work on to develop my application for promotion.

Male Academic

A new suite of leadership and other training - using online and traditional resources – is provided by ODPL. This includes 'Springboard', the award-winning, personal development programme for women (see 5.3.i). The School Promotion Workshops and individual support on promotion applications are provided by the ASC (see 5.1.iii).

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

All UG and PGT students are involved with 'Leeds*for*Life': the University's on-line system for supporting students' personal and academic development.

IMPACT: The Director of Careers has worked with personal tutors to encourage students to engage with Leeds*for*Life, for example, through arranging meetings via the system and, thereby, requiring students to explore the platform. We have increased UG engagement from 17% in 2012-13 to 97% in 2017-18 and PGT from 0% to 100%, demonstrating its value to our students.

Our School Personal Tutor policy has been continually updated in response to feedback, including our AS initiative that our taught students can request a change of personal tutor on the basis of gender.

IMPACT: In 2018, the ASC communicated information about AS to level 1, 2, and 3 through induction meetings. This included highlighting the opportunity to request a change of personal tutor on the grounds of gender match. This improved awareness of the initiative from 19.5% (2017) to 65-78% (2018). The slightly lower awareness at level 3 demonstrates the need to regularly reiterate information on AS to our students.

Figure 40. "Are you aware that you can request a change of personal tutor on the grounds of gender match and that this will be accomodated where possible?"
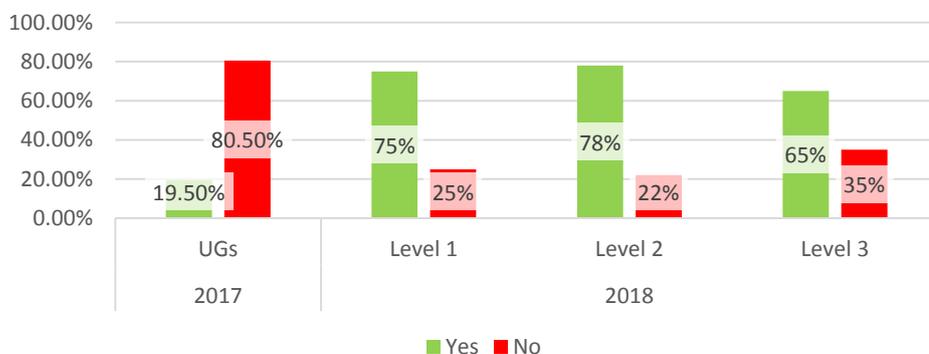
Think equality in psychology department is good. I really like that you can swap your tutor if need be.

Female PGT

We operate an UG peer-mentoring scheme, have trained 150+ peer mentors, and in 2017/18 had 48 level 2&3 mentors (4M) and 72 level 1 mentees. We have plans to develop this into a 'Peer-Assisted Study Support' scheme providing opportunities for students to seek educational support from peer mentors (SILVER AP7),

The School has many locally-organised activities including PsychU out-reach, the Psychology Society, the student-led 'Psynapse Magazine', and 'RESUS'. Through RESUS, students can volunteer to work on research projects with staff and PGRs who advertise placements. About 20-30 students, in a gender ratio matching our UG population, take part each year and gain relevant experience and skills.

> I have greatly benefitted through my involvement in research volunteering, as I have developed a better understanding of each stage of a project. I have also improved my public speaking skills and confidence, through input to groups.
>
> **Male UG**

Our 4-year BSc Psychology (Industrial) and BSc Psychology (International) degrees (see 4.1.2) offer students invaluable experiences and skills from work placements and living overseas, both of which are of high value to employers.

> Students were very complimentary about the careers support provided by the School and made specific reference to the exceptional support and guidance provided by the Industrial Placement Year Tutor, who students described as 'amazing'.
>
> **SAER 2018**

Our Director of Careers runs multiple engagement sessions with students, including talks from Alumni and professionals with a psychology background. We work closely with the Alumni Office and Careers Centre to create Alumni narratives about UG and PG experiences and early career development for the on-line Leeds Network. This includes description of the impact of our Industrial and International degree variants. In 2018, Psychology has contributed a total of 81 profiles (60F).

IMPACT: Psychology is the 2nd most popular School on the Leeds Network site overall by profiles viewed, and is the top for views in 2018. This demonstrates the value of our career path profiles for our students.

PGRS have access to two Postgraduate Research Tutors and The School has an active PGRS Committee. All are allocated a fund of £750 pa/fte to support attendance at conferences, training, and other events. In 2015, PGRS have been supported by the Postgraduate Research Tutors (e.g., through suggesting speakers) to organise a seminar series in order to proactively contribute to their own professional development. This has included both external and internal speakers, including the ASC.

IMPACT: The School consistently excels on the biennial national PGRS Experience Survey, exceeding RG benchmarks in all areas. For example, satisfaction with 'professional development' has risen year-on-year between 2013-2017 from 86%, 90%, to 91% (RG benchmarks 80%, 78%, 82%).

(v)   Support offered to those applying for research grant applications
Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

Staff Grade 8-10 with research in their contract are expected to apply for external research funding. Grade 7 staff are supported to attract income to undertake research, as part of a team or as lead investigator, for small projects. Support for such activities is provided within The School through:

- comprehensive induction for new staff;
- advice and signposting for processes/services;
- budget monitoring;
- recruitment guidance;
- liaison with Faculty-based services (including Legal, Purchasing, Finance, HR);
- liaison with external collaborators and suppliers;
- all academic staff are allocated a PAL who acts as a mentor and provides guidance and support on making and, where possible, recycling unsuccessful grant applications.

IMPACT: The School organises annual 'Red Weeks' in which academic staff are encouraged to focus exclusively on research activities. Presentations are provided, for example on making successful grant applications. This has had a particularly positive impact on women's research leadership. In REF2014 42% of returned School staff were female. However, with improved support, of 208 grant applications, 50% had a female Principle Investigator in-line with the ratio of female academics in the School.

SILVER APPLICATIONS ONLY:
Career development: professional and support staff

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

Training is available to all staff. This may take the form of formal training courses through ODPL, IT and H&S Services, local job specific training, online learning, informal shadowing to better understand roles and wider University processes. External courses are supported where there is a requirement. Regularly discussions with the line-manager cover job progress and training, identifying formal and informal training opportunities. Course usefulness and effectiveness is reviewed through SRDS, with feedback informing future career development activities. Professional networks, e.g., the 'PA network', 'University Technicians network', Leeds Female Leaders Network,' are advertised via e-mail by the ASC. The SRDS Supportive Information Document is another route to broadening staff horizons, supporting working practice and career ambitions.

IMPACT: The School SRDS Supportive Information Document includes career development opportunities relevant to **all** staff. SCS 2018 evidences that 83% of PS staff feel encouraged to take-up career development opportunities. This is a rise from 62% in SCS 2013. And, since 2014, 13 PS staff have attended 69 non-compulsory ODPL courses (92%F).

> I have attended many extremely valuable ODPL courses. For example, *'Shedding Light on the Dilemmas of Leadership'* provided me with the tools to interact differently with a colleague and find a solution which had previously alluded me.
> **Female PS**

(ii)   Appraisal/development review

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

Professional and Support staff are appraised by their line-manager annually via SRDS, once probation has been completed. SRDS completion rates are high (99%) with no gender differences. All SRDS reviewers have been trained. An SRDS Supportive Information Document is circulated to all staff annually and is hosted on the School's SharePoint site. SCS 2018 evidences that 83% of PS staff are satisfied with their SRDS and 82% with the SRDS Supportive Information Document, with no difference by gender.

(iIi)   Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

Support offered for career progression includes internal secondments, 'acting up' into a role and work experience to diversify skills. Internal secondments generally occur when a short-term higher graded role needs to be filled to ensure continuing business. Existing staff are ideal because they have current knowledge of University processes, whilst providing skills and knowledge to support career progression. At SRDS staff can request work experience in a new area to enhance their skills. This can be provided in the School, e.g., working with staff who specialise in a different area, or across the University, e.g., Faculty Finance, to better understand local processes.

> My line-manager organised for me to shadow staff in Faculty Finance. This helped me in every way possible, from learning new systems and processes, giving me confidence, to providing a network for on-going, friendly support.
> **Female PS**

We will develop initiatives to ensure PS staff continue to feel valued members of the School. This includes signposting training opportunities, providing visible role models of PS staff who have been supported by AS strategies (e.g. flexible working), and consult on introducing ten hours pa citizenship to support PS staff to engage in University activities, eg mental health initiatives (SILVER AP19).

5.5. Flexible working and managing career breaks
Note: Present professional and support staff and academic staff data separately

(i) Cover and support for maternity and adoption leave: before leave
Explain what support the department offers to staff before they go on maternity and adoption leave.

Faculty HR co-ordinates support for maternity, paternity, shared-parental and adoption leave through our School's HR Manager. These forms of support are introduced at induction and then available as personalised support to staff and managers. We utilise a checklist to highlight key points, and engagement with managers ensures that they are equipped to support staff taking such leave. Time-off for ante-natal appointments, flexible working, cover while on maternity leave and extension of probation are also discussed. The University extends fixed term contracts to the end of the statutory maternity pay period. These benefits are available to **all** staff.

> **IMPACT:** Parental support schemes are highlighted as part of School induction process. Schemes are signposted on our HR website, have been presented at Staff Meetings by HR, and are included in the School SRDS Supportive Information Document. SCS evidences a rise from 47% to 79% staff satisfaction that 'I am kept informed by the School about equality and inclusion matters that affect me (e.g. changes to maternity/paternity leave entitlements, flexible working opportunities, gender equality legislation)'.

> HR has always been very helpful. In my first pregnancy we had a meeting and she talked me through options.
> **Female Academic**

(ii) Cover and support for maternity and adoption leave: during leave
Explain what support the department offers to staff during maternity and adoption leave.

The University has clear maternity and adoption leave policies and Faculty guidance is available to managers and individuals to support staff returning to work after a long-term absence. During leave, line-managers have a light touch contact, the arrangements for which are agreed with individual staff. All staff have ten paid "Keep in Touch" and 'Shared Parental Leave in Touch' days to attend meetings and events. We provide cover for both academic and PS staff during maternity/ adoption leave on a case-by-case basis through fixed-term arrangements or reallocation of duties.

(iii)   Cover and support for maternity and adoption leave: returning to work
Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

We are mindful of the need to support staff when they return to work. This is negotiated between the individual and line-manager. Flexible working, phased return and paid carer days are offered to all staff. The School provides a baby-feeding room and parents' fridge with nearby kitchen. If childcare arrangements breakdown, staff may bring children into work (where practicable). In addition to Faculty and University guidance, the School has a specially-written document on flexible working. The University provides on-site childcare provision. As a result of AS initiatives, Faculty has:

- introduced a scheme which facilitates all staff to reduce their hours with a guaranteed return to their original hours within five years;
- an Academic Development Fund (ADF) of up to £15,000 which can be used flexible to support maintaining academic trajectory.

All School applications to the ADF have been successful (one each in 2015, 2016 & 2018, with two currently in preparation). These initiatives are promoted via our 'Psycomms' e-mail newsletter, at School Meetings, and personally to relevant staff by the ASC.

(iv)   Maternity return rate
Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

The Faculty has introduced an automatic extension to fixed term contracts that end during the statutory maternity period. This is a sector-leading initiative to retain talent by giving women greater opportunity to engage with redeployment at a time when they are managing parenthood. Within period, there have been 7 maternity leaves (3 grade 8, 3 grade 9, 1 researcher). tTe researcher did not return, but progressed to a lectureship at a neighbouring university. Maternity leave ranged 5-12 months with only two of 12-months. On investigation, the reason for this were use of paternity leave and a positive desire to return to work.

> **SILVER APPLICATIONS ONLY**
> Provide data and comment on the proportion of staff remaining
> in post six, 12 and 18 months after return from maternity leave.
>
> Proportion of staff remaining in post six, 12 and 18 months after return from maternity leave is: 100% at 6month (n=2), 100% at 12 months (n=1), and 100% at 18 months (n=3). That is, within period all staff returning from maternity leave have remained in post.

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

We promote and share policies for the parenting schemes that are available to all staff. Within period, there have been 5 periods of paternity leave (one grade 7, two grade 9, one researcher). The Shared Parental Leave Policy was introduced in 2014 and one member of staff took advantage of a similar opportunity through her partner's employer. No Adoption Leave or Parental Leave was taken, we plan to improve information provided to staff about Parental Leave (SILVER AP20).

(vi) Flexible working
Provide information on the flexible working arrangements available.

The University has a comprehensive Flexible Working Policy offering term-time or part-time working, job-share, career breaks, unpaid leave, additional leave and annualised hours. These are available to **all** staff, irrespective of caring responsibilities. The University has clear policies on flexible working and provides regular workshops for staff and mangers. Line-managers support staff wishing to work flexibly and the formal application process is light touch. Within period, of 18 flexible working requests, 78% were from women and 39% from PS staff. **All requests were accepted.**

Figure 41. Flexible working requests submitted

Figure 42. Flexible working during period
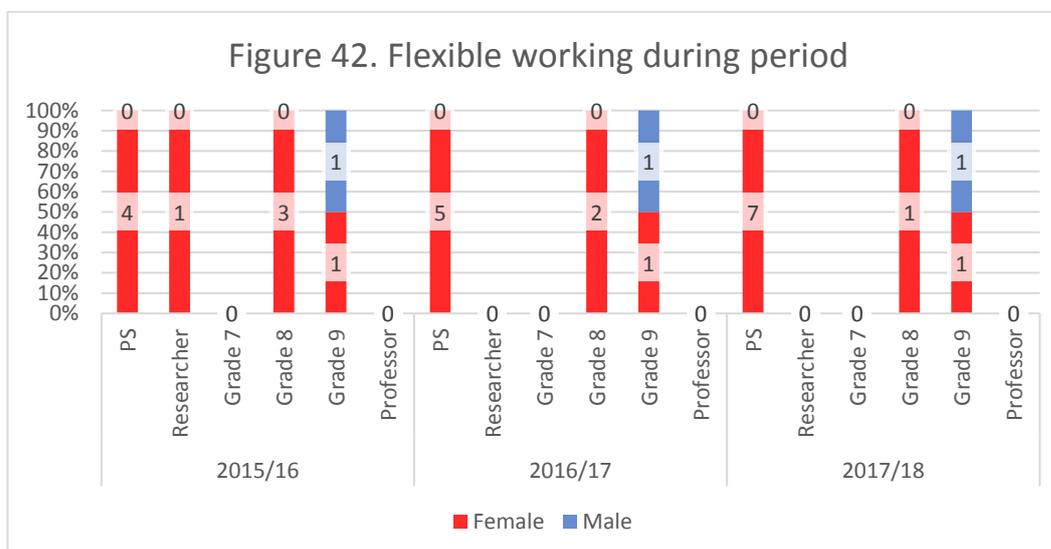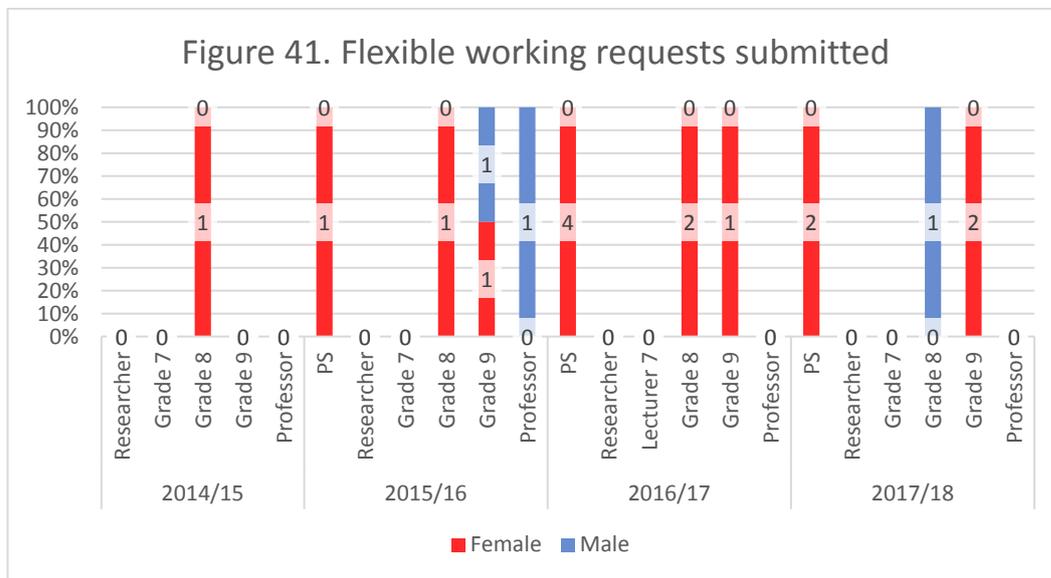
> **IMPACT:** Consultation with staff identified a need to create a user-friendly Flexible Working Guidance Document. This has proved so successful that is it has been requested and circulated by other Schools in the University. A new question in SCS 2018 evidences that 78% of staff are satisfied with this document. Moreover, SCS 2018 demonstrates that 90% of staff are confident that a flexible working request would be supported, an improvement from 80% in SCS 2013.

> I very much welcome this guidance. When I first came to Leeds I negotiated an arrangement that meant that I was able to do the morning school run and to work at home one day per week. It made a huge difference to me, my children and family life.
>
> **Female Academic**

(vii)   Transition from part-time back to full-time work after career breaks
Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

A Faculty policy allowing staff to reduce their hours, with a guaranteed return to their original hours within 5 years, was introduced in 2016. This has proved popular and, in the School, has been taken-up by 1 man and 5 women (including 1 PS). Phased return and other flexible working options are routinely available and mentoring supports the transition. Visible widespread uptake has supported the acceptability of evolving working patterns and has embedded this in School culture. There is Faculty guidance to help managers support staff who are returning from extended periods of leave and a detailed guide to flexible working has been produced within the School (see 5.5vi above).

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

The School promotes gender equality and inclusivity across all activities and aims to be a welcoming environment for all. Care is taken to adhere to the University's policy of *Dignity and Mutual Respect* and that ethics and fair-mindedness underpins all working practices. We are committed to providing a supportive environment free from harassment, bullying and victimisation. The ASC organises regular talks at the School Meeting on E&I issues, mental health, and community engagement opportunities.

> Engagement with E&I is actively encouraged and this is partly because time is made available in the School Meeting. This highlights areas in which we could do better and challenges everyone to work towards improvements.
>
> **Male Academic**

Our website presents images of inclusivity and diversity, there is a direct link to the Athena SWAN pages, and all publicity and marketing materials have positive female and male role models. Athena SWAN is a standing item at the SMT meetings, Staff Meeting, School Taught Student Education, and Postgraduate Research Committee. A 'Policy on Supporting Equality and Inclusion within the School' has been written founded on Athena SWAN principles, is in continual development, and actively promoted. It enshrines E&I principles and prescribes best practice in relation to:

- E&I training for interview panellists;
- equality and transparency of opportunity to be nominated for leadership programmes;
- 3-year rotation of administrative roles of 150+ work-load allocated hours to ensure equality of access;
- School committees Terms of Reference state aspiration to gender balance;
- rotating key meetings across the working week and ensuring the inclusiveness of School meetings (see 5.6.vi);
- single cubicle toilets and showers labelled 'Gender Neutral';
- paid teaching assistant and demonstrator roles openly advertised to postgraduates within the School.

IMPACT: In our AS survey 2016, one PGT wrote: 'I believe more could be done to support transgender individuals and those of non-binary genders: for example, something as simple as marking where unisex or single-room bathrooms are within the psychology building may help gender minorities feel safer'. In response, all appropriate, single cubicle toilets and shower facilities in the School are now labelled 'Gender Neutral'.

Many of our E&I initiatives have focused on gender. However, high numbers of 'don't know' responses to the SCS 2018 questions on protected characteristics suggest that we need to broaden the scope of our initiatives (SILVER AP21). We will also engage all staff (SILVER AP3) and students in unconscious bias training (SILVER AP15).

Image 6: Examples of positive role models on the School website

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

UoL has strict guidelines for the application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes, which are operationalised at the School level through induction and embedded throughout our culture. Changes in policy requiring staff training are advertised and completion recorded. For example, 'Equality and Inclusivity Essentials' is mandatory for recruiters. Compliance is monitored within the School by an administrator and, when required, reminders issued by the ASC. There have been few instances where practice has deviated from policy. Where this happens, Faculty HR liaises with the Head of School and relevant line-managers. Bearing in mind the need for confidentiality of some of these conversations, themes are picked-up during monthly meetings between the Head and HR.

SCS 2018 evidenced that between 50.7% ('gender reassignment') and 88.4% ('age') of staff agreed that the School is supportive of staff irrespective of protected characteristic (mean=75.4%). The relatively high number of 'don't knows,' and some low endorsements, indicates need for a proactive campaign within the School on protected characteristics (SILVER AP21).

> **IMPACT:** Enhanced engagement with E&I through School AS initiatives has had a positive impact on our culture. That is, response to questions in the SCS between 2013 and 2018 evidences:
> - increased confidence that inappropriate images and language are not acceptable (72%-79%);
> - better knowledge of HR and E&I policies (50%-77%); and
> - increased confidence that harassment, bullying, and offensive behaviour would be dealt with effectively (78%-83%).

(iii)   Representation of men and women on committees

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

The majority of staff on School and University committees are *ex-officio,* so membership is via taking-up particular roles. As such, all staff consider these roles in light of their career trajectory as part of SRDS. All academic roles 150+hrs pa are appointed through open internal recruitment against job specifications and re-advertised every 3-years to ensure equality of opportunity.

> **IMPACT:** The School E&I Policy enshrines the principle that our committees aspire to a gender balance and a statement to this effect has been added to the Terms of Reference of all School committees. Committee representation is managed via an annual SMT meeting with the School Workload Resource Manager and subsequent negotiations with individual staff. With this strategic effort, in 2017/18 the representation of academic women on SMT and School Executive reached 50% and the pattern of female over-representation on the School Ethics Committee was broken. Moreover, gender representation on School committees has improved from a preponderance of women in 2014/15 (57%F) towards greater parity: 48%F, 52%F, 47%F across period (Table 3).

Table 3: School committee constitution by gender

	2014/15	2015/16	2016/17	2017/18
The School Committees	39F (57%) 30M	49F (48%) 54M	47F (52%) 43M	38F (47%) 43M

Excluding the three School committees chaired by the (male) Head, female staff hold strong leadership roles, chairing 50%-71% of School committees over period.

Table 4: Chair gender of The School committees not chaired by HoS

Committee	14/15	15/16	16/17	17/18
Ethics Committee	M	M	F	F
Special Cases	F	F	M	M
	F	F	M	
STSEC	M	F	F	F
SRIC	M	M	M	M
PGRC	F	F	F	F
E&I	/	F	F	F
% Chair female	50%	71%	57%	67%

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

Staff discuss opportunities to participate in influential external committees with their PAL or line-manager during annual SRDS, and with their mentor (e.g., through the University Mentoring Scheme). Opportunities are identified through attendance at networking events (e.g., Leeds Women's Leaders Network), University e-mail adverts, and via professional organisations. Participation on University committees is usually undertaken by the chair of the relevant School committee.

IMPACT: Senate includes elected members. Hence, the Athena SWAN Champion approached, nominated, and supported applications from women to help address the under-representation of women on influential external committees. This led to an increase of female staff for the School on Senate from just 1 in 2014/15 to 4 in 2015/16, 2 in 2016/17, and 2 in 2017/18.

With a rise in the number of women chairing School committees (Table 4) we see a rise in women's representation on University committees during period from 27% to 40+% (Table 5) demonstrating this to be an important career opportunity for women. Although there has been improvement, we will work towards gender parity of representation on influential external committees (SILVER AP11).

Table 5: UoL committee constitution School staff by gender

	2014/15	2015/16	2016/17	2017/18
UoL Committees	3F (27%) 8M	10F (50%) 10F	8F (44%) 10M	6F (40%) 9M

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

The School has an established, systematic and effective academic WLM with categories:

- teaching/scholarship;
- personal tutoring;
- research;
- administration;
- citizenship.

An individual's workload is discussed in SRDS and concerns about workload can be addressed at any time with line-managers or senior management. The WLM provides a higher 'tariff' for new teaching, and new staff are phased into a full teaching load over their first year. A new WLM is being implemented across the Faculty. WLM data is available to all staff and is used by managers for analysis at individual and School level. The Workload Resource Manager and SMT meet annually to refine tariffs and to consider requests for changes in allocation.

> **IMPACT:** We increased the tariff for second marking as a School strategy to raise the profile of, and provide staff with sufficient time to facilitate, quality feedback to students. Pleasingly, we can report a steady rise between 2015 through 2017 in our NSS score to '*marking and assessment has been fair*' of 61%, 67%, to 71%.

The Workload Resource Manager and ASC meet at least once a year to review WLM for gender parity with adjustments made where disparities are found. In 2014/15 and 2015/16, monitoring indicated excellent gender parity. In 2016/17 the exercise lead to tighter controls on project allocation and in 2017/18 to closer monitoring of administration load and personal tutoring to avoid overloading female staff. SCS 2018 indicates that significantly fewer women than men believe that in the School work is allocated on a clear and fair basis irrespective of gender (**81% of women**; 100% of men). Hence, although **this is a massive improvement from SCS 2013 (59% of women**; 100% of men) this needs to be addressed (SILVER AP22).

(vi)   Timing of departmental meetings and social gatherings
Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

A 'Policy on Supporting Equality and Inclusion within the School of Psychology' has been written, made available on the Athena SWAN SharePoint page, Athena SWAN noticeboard, and link provided on the SRDS Supportive Information Document. The policy includes:

- rotating key meetings across the working week within core hours (10am-4pm);
- promoting inclusiveness of School meetings through statement "This meeting is open to, and welcomes the attendance of, Postgraduate Research Students, Contract Research Staff, Support Staff, and Academics".

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

One way we build gender equality into organisation of events is via our timing guidance (see 5.6.vi). We have also worked hard with our marketing team to produce diverse visible role models within the School and in externally facing materials, including webpages (see 5.6.i), job adverts and brochures (see Image 4). The ASC invites seminar organisers via regular e-mails to use the opportunity to provide a range of role models. Over period, of 25 speakers for the PGRS Seminar Series 60% were women, and of 30 speakers for the School External Seminar Series 75% were women. We will aim at gender parity and wide diversity (e.g., ethnicity) in these important role models (SILVER AP23).

Image 7: Example women role model seminar speakers (Dr Lendrum; Dr Semai)

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

Staff and students participate in outreach activities. These are recorded in SRDS and recognised in promotions criteria. The School Widening Participation Tutor (male) works closely with University Outreach and provides:
- two 'PsychU' Psychology Taster Days each year for A level pupils from WP areas;
- workshops for the university's Reach For Excellence and Health Science Taster days for Year 9s.

PsychU Taster Days are well attended (e.g., 153 pupils over two events in 2017-18; 76%F), with 88% of attendees indicating that studying for a degree in psychology is attractive to students of all genders (see Figure 1). The Widening Participation Tutor receives 75hs pa in the WLM and students contributing to PsychU receive recognition on their degree transcript (Higher Education Achievement Report award) and a School Citizenship Award Certificate.

6154 WORDS

CASE 1: DR GINA KOUTSOPOULOU, RECENTLY PROMOTED ASSOCIATE PROFESSOR

Focusing on TS, Dr Koutsopoulou has served the School for 24 years, most recently as outstanding Director of Careers.

I have received outstanding encouragement and support to consider promotion and prepare my application. An initiative that really helped was the **School Promotion Workshops** where recently promoted staff shared their experience and gave tips about addressing criteria and writing the application. HR also contributed, responding to questions about promotion routes.

To support my career development, I was encouraged to attend the University 'Springboard' programme for women which helped me focus on setting goals. This was prompted by information in the School '**SRDS Supportive Information Document**.' Recently, I have secured promotion and am certain that without this support I would have waited much longer before feeling confident to apply.

The School is committed to policies enabling flexible working and provides an incredibly useful and comprehensive '**Flexible Working Information' document.** I do not know what I would have done without the outstanding support of the School which enabled me to work flexibly to care for my mother who lives abroad. After my father's death, it was imperative to be able to support my family who live in difficult circumstances. I have **flexible arrangements** which has included **buying extra holidays** and this has had a hugely positive impact on my life and that of my family.

The Athena SWAN Champion, my mentor, and PAL/SRDS reviewer provide me wonderful **role models**. The **information provided by the School** encouraged me also to consider applying for a mentor outside the School. Within the School, I have had the same **PAL/SRDS reviewer** for some years and the continuity of this relationship has helped me feel supported and understood. The SRDS and AAM meetings are very useful for me in having a forum to reflect on my practice and review my career goals. With **the encouragement and support of the Athena SWAN Champion** I also put myself forward for, and have been elected to, **Senate**.

Communication around equality issues is outstanding. **The School promotes equality training** and I have completed **E&I modules** and **Unconscious Bias Training** and I apply these principles in my daily work. As an international staff member staff, unfortunately I received feedback from students which commented negatively on **protected characteristics** relevant to me. On raising this with the **Athena SWAN Champion, immediate and proportionate action** was taken. This included raising awareness through induction with all year groups on how the University's **Mutual Dignity and Respect Policy** applied to them with regard to feedback they provide staff.

The Athena SWAN Champion **presents regular updates at the Staff Meetings**, enabling us to contribute to discussions and develop interventions to improve our culture. For example, it was helpful to hear the results of the SCS 2018 and **I took part in constructive, open discussion at the Staff Meeting about incorporating findings into our Silver AP.**

485 WORDS

CASE 2: DR LIAM HILL, LECTURER

A Developmental Psychologist and member of the self-assessment team, Dr Hill is a dedicated WP Co-ordinator.

As someone who has managed a chronic health condition (Crohn's Disease) since my early twenties, I feel really fortunate to have found an employer as supportive and understanding of my circumstances as The School.

I came to work for The School in 2011 as a Research Assistant and have enjoyed continued encouragement and support to develop as an academic. I have been **given time and training** to work on grant applications as a post-doc, in part supported by the **School's 'Red Week' initiative** where academic staff focus exclusively on research activities, this shared school endeavour supported by targeted training and events.

I achieved my first lectureship position on a fixed term contract in 2014 and, following my probation, was **made permanent in 2016.** Most recently, I was **mentored by my PAL** and took advantage of regular **School Promotion Workshops** to make a **successful application for promotion** (Grade 7-8) in 2017. Something that I feel has been very important latterly has been the **excellent training** that I've received from the University to help me develop in my role as a teacher and administrator, on top of maintaining my research activity. This has included the School supplying me with training and time to apply for, and attain status as, a **Fellow of the Higher Education Academy** (an important benchmark in my promotion application). Equally, I've enjoyed the ability to engage with broader professional development across a range of topics (e.g. **Unconscious Bias Training**, **Interviewer Training**). This has included workshops that have helped me balance the competing demands of my job (e.g. **Work-Life Balance**, **Stress & Resilience Workshops**).

When my health has caused me difficulty, I've always been extremely well supported. The **policies formally adopted by the School**, and the **day-to-day culture of inclusion**, have enabled me to continue to pursue an academic career while managing a chronic health condition. For example, I have had Occupational Health assessments leading to **well-defined support plans being put in place** which I can fall-back on when my disease is particularly active. For example, I undertook a **phased return-to-work** following particularly serious bouts of ill-health in 2012-13.

This year I am also taking advantage of the **School's Flexible Working Policy** to temporarily reduce my working hours whilst I follow medical advice to try to withdraw one of my regular maintenance medications. The School have been **excellent in supporting me** through this. The flexible working policy is allowing me to reduce from full-time to a 0.8 FTE contract for 2018-19. This will allow me to focus more time on my health as I transition to a new treatment regime. Most importantly for me, this policy also allows me to review my decision on a regular basis (I have agreed to **discuss it annually in my SRDS meetings**), and the policy guarantees the option to return to full-time in the future should my health allow.

498 WORDS

FURTHER INFORMATION
Recommended word count: Silver: 500 words

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

The University started a new 'Rewards and Recognition' scheme in 2016. Individuals are nominated by senior managers for salary increments, one-off payments or gift vouchers. Self-nomination was also possible in the previous scheme but we observed that in the School fewer female academics than males applied (2014-16: 10M and 5F (33%)) while a greater proportion of women were successful (70%M, 80%F). The new scheme removes self-nomination.

> **IMPACT:** We prompted PALs and senior managers to consider the contributions of their team and to nominate appropriately to the new Rewards and Recognition Scheme. In the first year of the scheme, the proportion of staff considered was 82% female, compared to just 33% female across the previous 3 years when self-nomination was standard. All staff nominated through the new scheme were successful (1M and 3F academics; 1M and 6F PS).

As part of preparing this submission, School staff were invited in September 2018 to complete the SCS (adapted to reflect the School's context). It was completed by 70 of 80 staff (87.5% response rate): 49F, 16M, 5 'prefer not to say'; 10 Professors, 11 grade 9 lecturers/senior researchers, 23 grade 7/8 lecturers/junior researchers, 12PS, and 14 'other/prefer not to say'. Findings have been integrated into earlier sections of this submission.

> **IMPACT:** Three questions that, in SCS 2013, received responses indicating that action was required, are no-longer problematic in SCS 2018:
> - 'I believe that in the School, men and women are paid an equal amount for doing the same work or work of equal value' (women are no-longer significantly less satisfied than men);
> - 'The School values the full range of an individual's skills and experience when carrying out performance appraisals' (disagree: 2013 36%, 2018 19%);
> - 'The School values the full range of an individual's skills and experience when considering promotions' (disagree 2013 42%, 2018 17%).

301 WORDS

7. ACTION PLAN

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

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

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

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

School of Psychology Silver Action Plan 2018-22

Note: Actions are grouped and numbered sequentially on the Action Plan. Action points may be referenced more than once and appear out of sequence in the body of the submission.

Ref.	Responsible Role/*Person*	Objectives and Actions	Time-frame and Measures of Success
EMBEDDING ATHENA SWAN STRATEGY			
AP1	Athena SWAN Champion (*Madill*) Director of Careers (*Koutsopoulou*)	To increase representation of male students on ASWG: • We will amend our E&I/ASWG Committee Terms of Reference to include representation from both male and female students across UG, PGT and PGR levels; • We will actively encourage student nomination through our Student Support Officer, SSF and PsycSoc.	From 2019, a School Student Representative for Men will be recruited and appointed annually. From 2019, Membership of the ASWG will include at least one male and one female student across UG, PGT and PGR levels.
AP2	Athena SWAN Champion (*Madill*)	To increase engagement of male staff in Athena SWAN: • We will inspect men's responses to SCS 2018 in particular detail to discern possible areas for targeted action, consult with staff on this report, and agree actions; • We will publicise positive impact of AS initiatives for **all** staff - at Staff Meetings, through printed material/posters/electronic display screens, and AS Annual Report - making sure to include examples of relevance to people of all genders and presentations and examples from male staff across the University to provide role models of AS engagement.	By 2020, Staff understanding of the School's reasons for wanting to address gender equality as indicted in the SCS will increase from 90% (2018) to at least 95% with no gender differences. By 2020, Male staff completing SCS will increase from 25% (2018) to at least 50%.
AP3	UG Year Co-Ordinators	To raise student awareness and understanding of unconscious bias: • We will embed unconscious bias training in UG, PGT and PGR student induction. To do so:	From 2019, unconscious bias training will be included in student Induction.

		We will source a suitable and effective online unconscious bias training video and associated materials to use; and, • We will check students' understanding of unconscious bias through an online multiple choice test.	From 2019, all students demonstrate understanding of unconsicous bias by scoring 100% on the multiple choice test on an annual basis, re-taking it, if necessary, until a score of 100% is achieved.
(*Coats, Farrell, Havelka*) PGT Programme Mgrs (*Allen, Prestwich*) DPGRS (*Waterman*)			
STUDENTS			
AP4	WP Co-Ordinator (*Brown*)	To increase number of male students entering our UG programmes via widening participation: • We will work with the University Lifelong Learning Centre (WP Route 3) and the Realising Opportunities Programme (WP Route 4) to understand the problem and to devise a strategy; • We will work with Access2Leeds (Route 2) to understand the low conversion rate for men and devise a strategy; • We will feed this information into our strategy to increase number of male students on our UG programmes (see AP5).	By 2022, the number of male students entering our UG programmes via widening participation will be commensurate with Russell Group benchmarks.
AP5	Admissions Tutor (*Harris*) PGT Programme Mgrs (*Allen, Prestwich*) DPGRS (*Waterman*)	To increase number of male students on our UG, PGT and PGR programmes: • We will champion a co-ordinated strategy via the British Psychological Society; • We will investigate the reasons male students choose to study psychology; • We will embed the reasons why male students choose to study psychology in our promotional materials, website, open days, and outreach activities; • We will create an Athena SWAN promotional video about the School in which we demonstrate our pro-active championing of inclusion and showcase positive role models of our diverse community.	By 2022, the number of male students on our UG, PGT and PGR programmes will be commensurate with Russell Group benchmarks.

AP6	DOSE (*Harrison*) PGT Programme Mgrs (*Allen, Prestwich*)	To address the underperformance of male UG and PGT students: • We will analyse in detail the pattern of male UG and PGT performance over the last four years to discern if there are areas in which men tend to perform better or less well than average; • We will use this information to improve our student education for **all** our taught students.	By 2022, attainment for all UG and PGT students will be within 5% of Russell Group benchmarks with no gender differences.
AP7	Director of Careers (*Koutsopoulou*)	To enhance our UG peer-mentoring we will implement a scheme used in other faculties called Peer Assisted Study Support (PASS): • We will liaise with experienced faculties in the setting-up of the scheme; • We will identify and train students as PASS mentors; • We will monitor, review, and improve in consultation with students.	From 2020, all level 1 students will be allocated a PASS mentor. From 2020, the annual student survey will demonstrate satisfaction with peer-mentoring scheme, increasing year-on-year to at least 80% by 2022.
AP8	Study Abroad Tutor (*McKeown*) Placement Tutor (*Koutsopoulou*)	To understand why there is a **higher** number of male students on our BSc Psychology (International) and **fewer** on our BSc Psychology (Industrial) than on our BSc Psychology in order to: (i) increase the number of men on our UG programmes in general; and (ii) Industrial programme in specific: • We will closely monitor student numbers on our BSc International, BSc Industrial, and BSc Psychology programmes by gender; • We will investigate via focus groups and/or survey why students of all genders choose these three programmes; • We will feed this information into our strategy to increase number of male students on our UG programmes in general (see AP5); • We will create a strategy to increase number of male students on the Industrial programmes in specific.	We will address our marketing and promotion such that the number of male students on our BSc Psychology programme is commensurate with Russell Group benchmarks by 2022. We will address our marketing and promotion such that the number of male students on our BSc Psychology (Industrial) programme is commensurate with Russell Group benchmarks by 2022.
AP9	CDAD Programme Mgr (*Allen*)	To increase student perception of the CDAD PGT programme as welcoming to students of all genders: • We will examine qualitative responses to our PGT survey for information relevant to improving the perception of how welcoming CDAD is to students of all genders;	By 2020, students agreeing that CDAD is extremely welcoming to students of all genders will increase from 38% (2018) to at least 85%.

		• We will run a focus group with CDAD students to understand how to improve the perception of how welcoming the programme is to students of all genders; • We will use this information to devise a strategy to improve the perception of how welcoming CDAD is to students of all genders.	
AP10	DPGRS (*Waterman*)	To support our PGR from leaving the programme early: • We will identify reasons PGR leave the programme early through, where possible, interviewing the supervisors of those who early over the past 4 years; • We will develop a School system to record reason for PGR early leaving; • We will investigate any gender differences in reason for leaving early; • We will use this information to develop a strategy to support our PGR from leaving the programme early.	From 2019, the reasons for PGR leaving the programme early will be recorded by the School and reviewed annually for actions. By the end of 2021, the number of PGR leaving the programme early is reduced by at least 33% (i.e., from six across 2015-17 to no more than four across 2018-2021).
STAFF			
AP11	Athena SWAN Champion (*Madill*) HoS (*Gardner*) HR Mgr (*Rigby*) PALs (*O'Connor*)	To build on strength of the female leadership pipeline to increase the number of women promoted internally to grade 9 (Associate Professor) and 10 (Professor): • HoS and Athena SWAN Champion will review annually the gender balance in committee membership and leadership roles; • HoS will meet annually with HR manager to discuss succession planning and identify opportunities to develop staff towards senior roles; • We will encourage staff to apply for external committee/panel roles through SRDS and mentor/PAL meetings; • We will provide information on, and create opportunities for staff to participate in, internal/external mentoring schemes and networks; • We will enhance support available on promotions via School and Faculty Promotion Workshops and advisors;	By 2022, the proportion of female academic staff at grade 9 and 10 will be at least 60% and at least 40% respectively, from 2018 baseline of 50% and 29% respectively.

		• We will enhance our PAL initiative to include a 'coaching for promotion framework' to support staff identify career development activities.	
AP12	Task-and-Finish-Group (*Madill*)	To support part-time and other flexible working opportunities for all staff and investigate and challenge barriers to men's part-time and other forms of flexible working. To do so we will create a task-and-finish-group: • Who will investigate via focus groups/survey the perception and experience of staff working flexibly and the reasons staff feel unable to take-up flexible working – seeking views from staff who work flexibly, those who don't work flexibly, and staff who manage people working flexibly; • Who will use this information to refine guidance materials and to develop further actions; • Who will develop case studies of colleagues who work flexibly - promoting these through Staff Meetings, printed material/posters/electronic display screens - in particular raising awareness of the different flexible working arrangements and range of reasons why people work flexibly; • Who will promote and facilitate HRs flexible working workshops, within the context of a new School policy that requires line managers to attend manager sessions.	By 2020, all line managers within the School will have attended at least one HR flexible working workshop for managers within the last 3 years. By 2021, at least 95% of staff report they are 'confident that my line manager/supervisor would be supportive of requests for flexible working' on the SCS, from a baseline of 90% (2018). By 2021, at least 90% of staff report satisfaction with School Flexible Working Guidance Document on the SCS, from a baseline of 80% (2018). By 2022, the gender ratio of staff working flexibly is identical to the gender ratio of total staff in the School.
AP13	DoRI (*Bunce*)	To facilitate career progression of research staff by enabling experienced researchers to maintain or increase salary: • We will, where possible, cost grants at top-of-grade for researcher roles; • We will monitor implementation and impact of this initiative; • We will lead on this good practice by sharing this approach within the University.	Between 2019-2022, at least 50% of grants submitted by Principal Investigators in the School which include research staff, budget these posts at top-of-grade. By 2022, at least 75% of fixed term research staff within the School have been appointed at equivalent or higher salary than their previous post.

AP14	Athena SWAN Champion (*Madill*) HoS (*Gardner*)	To identify any gender-related issues influencing decisions to leave the school by increasing participation in Faculty Exit Interview scheme: • We will raise awareness of the scheme and its purpose through Staff Meetings, printed material/posters/electronic display screens; • We will personally invite leavers to participate in a face-to-face exit interview with HR; • The Athena SWAN Champion will share uptake data and outcomes with HoS and develop further actions as required.	By 2020, participation in exit interviews will increase from less than 20% (2017) to at least 50% and reviewed annually for actions.
AP15	Athena SWAN Champion (*Madill*)	To ensure all staff receive training in E&I and unconscious bias to a level commensurate with their role and activities: • We will promote the University online E&I module, monitor uptake, and enforce mandatory annual training requirement; • We will enshrine a School policy that School staff on School interview panels have enhanced E&I training and have attended unconscious bias training within the last 3 years, proactively prompting relevant staff, monitoring uptake, and pursuing completion; • We will enshrine a School policy to aspire to all School staff having attended unconscious bias training within the last 3 years - advertising training opportunities via e-mail, posters/screens, and providing training via Staff Meetings and Away Days – and monitor engagement.	By the end of 2019, 100% of staff will have completed the online Equality and Inclusion training and do so annually from then on. By the end of 2019, all School staff on School interview panels will have completed face-to-face unconscious bias training within the last 3 years. By the end of 2019, at least 75% of staff will have completed face-to-face unconscious bias training within the last 3 years.
AP16	Athena SWAN Champion (*Madill*) PS Rep (*Walton*) HR Mgr (*Rigby*)	To support the career development of Professional and Support staff: • We will fully integrate information and advice relevant to PS staff in our School Promotions Workshops and run additional PS-focused School Promotions Workshops; • We will signpost PS staff to promotions advisors within and external to the School; • We will provide enhanced opportunities for PS staff to undertake secondments and to shadow activities such as attending committees; • We will monitor the impact of the unification of services across the University on the development opportunities available to, and the	By 2021, 100% of PS staff report that they 'understand the promotion process and criteria' on the SCS, from a baseline of 92% (2018). By 2021, at least 95% of PS staff report that they are 'actively encouraged to take up career development opportunities' on the SCS, from a baseline of 83% (2018). By 2022, **all** PS staff have attended at least one non-compulsory ODPL course, or engaged in at least one other form of developmental opportunity, each year.

		promotion of, PS staff and raise issues at relevant University-level forums as necessary.	From 2019, the **total** number of courses attended by School PS staff as a group increases year-on-year.
AP17	Task-and-Finish-Group (*Gardner*) HR Mgr (*Rigby*)	To improve staff satisfaction with, SRDS, AAMs, and PALs. To do so we will create a task-and-finish-group: • Who will explore the reasons for staff dissatisfaction and plan and deliver actions in response to findings; • Who will review the SRDS Supportive Information Document, provide targeted training for line managers and introduce senior leadership monitoring of the completion and quality of SRDS/AAMs.	By 2021, staff satisfaction with SRDS will increase from 69% (SCS 2018) to at least 80%. By 2021, staff satisfaction with AAMs will increased from 41% (SCS 2018) to at least 75%. By 2021, staff satisfaction with PALs will increase from 66% (SCS 2018) to at least 80%. By 2021, staff satisfaction with the SRDS Supportive Information Document will increase from 72% (SCS 2018) to at least 80%.
AP18	Athena SWAN Champion (*Madill*) DoRI (*Bunce*) HR Mgr (*Rigby*) Task-and-Finish-Group (*Gardner*) (see AP17)	To review and enhance the support available in the School for research staff: • We will review and enhance induction materials for researcher staff to include, for example, practical information on career development opportunities such as how to apply to be a rep, how to subscribe to faculty mailing lists, and relevant career development information and documents; • We will review and enhance SRDS for researcher staff to include, for example, resources such as the Vitae Researcher Development Framework to support construction of a formal career plan and personalised training plan to be reviewed at least annually at SRDS (see AP17); • We will enhance the representation of researcher staff on committees, and inspire and monitor their attendance at School meetings; • We will establish a buddy system for early career researchers.	From 2019, a School Research Staff Representative will be recruited, appointed annually, and have an official role on School Executive, School Research & Innovation Committee, and ASWG/E&I Committee. From 2019, all early career researchers in the School will be allocated a 'buddy.' From 2020, least 20% of Research Staff attend each Staff Meeting. By 2021, new questions on the School Contract Researcher Survey demonstrates satisfaction with induction and SRDS of at least 80%.

AP19	Athena SWAN Champion (*Madill*) PS Rep (*Walton*)	To ensure PS staff feel equal and valued members of the School: - We will signpost training opportunities for PS staff; - We will provide visible role models of PS staff who have been supported by AS/E&I strategies (e.g., flexible working); - We will enable participation in citizenship activities by staff at all grades and categories through consultation on introducing ten hours citizenship for each member of PS staff per annum.	By 2021, response by PS staff to the "I feel valued" question on the People Management Framework survey increases at least 15% from 2018 baseline. By 2021, at least 80% of PS staff participate in citizenship activities each year.
AP20	Athena SWAN Champion (*Madill*) HR Mgr (*Rigby*)	To increase awareness of parental leave, paternity leave, and shared parental leave: - We will work with HR to undertake a research project on parental, paternity, and shared parental leave investigating perceptions and barriers; - We will create 'Parent Information' packs detailing the policies and support available and case studies of staff who have used these options; - We will monitor uptake of parental leave, paternity leave and shared parental leave.	From 2020, all staff to whom parental leave, paternity leave, and shared parental leave is relevant have received a personalised 'Parent Information' pack. By 2021, staff response to question about knowledge of parental leave, paternity leave, and shared parental leave increases from 74% positive (SCS 2018) to at least 85% positive.
AP21	Athena SWAN Champion (*Madill*) HR Mgr (*Rigby*) EPU (*Coop*) PS Rep (*Walton*)	To broaden the scope of our initiatives to all protected characteristics: - We will review School forms to ensure that non-binary gender options are available; - We will raise awareness of and promote the implementation of the University Trans guidance; - We will review our School support with respect to protected characteristics, identifying and addressing gaps and communicate effectively the support available; - We will work with the University's EPU to develop University-wide consistency around gender declaration on forms.	From 2020, non-binary gender options are available on all relevant School forms. From 2021, there is University-wide consistency around gender declarations on forms. By 2021, staff endorsement that the School is supportive of staff irrespective of protected characteristic averages at least 80% across all characteristics and is at least 70% on each individual characteristic. This is a rise from an average of 75% and endorsement as low as 50.7% (gender reassignment) in SCS 2018.

AP22	Athena SWAN Champion (*Madill*) Workload Resource Manager (*McGorrigan*)	To ensure workload is allocated on a fair basis irrespective of gender and improve staff perception of this: • We will compare WLM categories (e.g., student education, research) bi-annually by gender to discern if work is allocated on fair basis irrespective of gender; • Where disparities are found, we will improve the process of work allocation towards greater gender parity (e.g., through introducing tighter monitoring and targets at point of allocation and a monitoring cycle); • We will raise awareness of the steps taken to ensure fairness using a 'You said, We did' campaign.	By 2021, the perception of female staff that workload is fairly allocated will rise from 81% (SCS 2018) to 90% and the perception of male staff will remain at 100%. By 2021 all WLM categories are within 5% parity by gender (taking into account staff full-time-equivalence [FTE] by gender).
AP23	Seminars co-ordinator (*Nash*)	To embed Athena SWAN principles formally into seminar speaker programme: • We will develop guidance requiring organisers to achieve appropriate diversity of speakers within our seminar programmes; • We will monitor on an ongoing basis the profile of seminar speakers and present this annually at ASWG.	Between 2019-2022, 50% of speakers in School seminar programmes are female. Between 2019-2022, 15% of speakers in School seminar programmes are of minority status (e.g., wrt ethnicity, disability etc.).