



**Department Application**  
Bronze and Silver Award



<b>Name of institution</b>	<b>Keele University</b>	
<b>Department</b>	<b>School of Psychology</b>	
<b>Focus of department</b>	<b>STEMM</b>	
<b>Date of application</b>	<b>29<sup>th</sup> November 2019</b>	
<b>Award Level</b>	<b>Bronze</b>	
<b>Institution Athena SWAN award</b>	<b>Date: Nov 2017</b>	<b>Level: Bronze</b>
<b>Contact for application</b> <small>Must be based in the department</small>	<b>Dr Helen Williams</b>	
<b>Email</b>	<b><a href="mailto:h.l.williams@keele.ac.uk">h.l.williams@keele.ac.uk</a></b>	
<b>Telephone</b>	<b>01782 733664</b>	
<b>Departmental website</b>	<b><a href="https://www.keele.ac.uk/psychology/">https://www.keele.ac.uk/psychology/</a></b>	

**ACRONYMS:**

AS: Athena SWAN

ASL: Athena SWAN Lead

BAME: Black, Asian, and Minority Ethnic

DoE: Director of Education

EDIG: Equality, Diversity, and Inclusion Group

EDIL: Equality, Diversity, and Inclusion Lead

E&R: Education and Research (job family)

E&S: Education and Scholarship (job family)

F-EDIL: Faculty Equality, Diversity, and Inclusion Lead

FG: Focus group

FNS: Faculty of Natural Sciences

HoS: Head of School

L&T: Learning and Teaching

ODM: Outreach & Development Manager

POMA: Professional, Organisational, Managerial, and Administrative

PSS: Professional Services Staff

RD: Research Director

RG: Research Group

SPRE: Staff Performance Review and Enhancement

SSM: Senior School Manager

WAM: Workload Allocation Model

WG: Working group

**PLEASE NOTE:** Within the following application we present student and staff data separately for Psychology and Counselling. Counselling staff and their PGT programmes were part of our School until August 2019, when they moved to the new School of Primary, Community, and Social Care (PCSC). As they were in our School over the assessment period we include them, but separate out pertinent data in order to inform actions going forward. Due to this complexity of our data we were granted an extra 500 words for the submission (see email below). We have used this primarily in Section 4.

#### Extra Word count November 2019 submission

Athena Swan <Athena.Swan@advance-he.ac.uk>

25 November 2019 at 15:55

To: Hannah Barjat <h.r.barjat@keele.ac.uk>, Athena Swan <Athena.Swan@advance-he.ac.uk>

Cc: Helen Williams <h.l.williams@keele.ac.uk>

Dear Hannah,

Thanks for your email. We're happy to grant the School of Psychology and additional 500 words for the reasons you outline in your email. Please include this email in the submission itself as confirmation and state where the additional words have been used.

Best wishes,

Annie

**Annie Ruddlesden**

Equality Charters Adviser

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

**Recommended word count: Bronze: 500 words | 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.

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

20th November 2019

**RE: Keele Psychology Athena Swan Submission**

Dear Athena Swan Panel,

It is with great pleasure that I write to endorse the submission of the School of Psychology. I have a deep commitment to all aspects of equality, diversity, and inclusion, and—since my appointment as Head of School in September 2017—have worked, together with our EDI group, to embed these values firmly within the School.

My leadership style is one of transparency, fairness, empowerment of others, and equality of opportunity—values that chime closely with the principles of the Athena Swan charter. I have ensured that female colleagues assume key visible leadership in the School: Women make up 75% of our School Management Team, and 73% of our School Leadership Group. This representation continues to other committees / senior leadership roles: 50% of our Research Group Leads and 66% of our educational Programme Leads are female.

I have worked to create parity of esteem between individuals on teaching-facing job families and individuals on research-facing job families. It is known in our discipline that teaching-facing roles tend to be disproportionately occupied by female colleagues. I used my position at Senate to visibly advocate for and support the University's position of establishing a new Lectureship job family of Education & Scholarship (E&S). In the School, I have taken action to ensure E&S lecturers have access to the same career-enhancing activities previously reserved to research-facing colleagues. For example, under my tenure, the School has opened our Sabbatical Leave scheme to those on E&S contracts, the inaugural Scholarship Sabbatical being successfully completed by a female colleague.

Knowing that men are more likely to raise and push for promotion opportunities than their female colleagues, we introduced to the annual appraisal process a mandatory discussion item around promotion prospects. This meant that it is the reviewer—not the reviewee—who has the responsibility for raising promotion discussions. I was thrilled to see that the University introduced a similar scheme in the formal documentation this year. [REDACTED]

I have taken action to increase transparency in that workload allocation is now visible to all School members, allowing colleagues to view not only their allocation, but also that of others. This enhanced transparency has made possible scrutiny of how the School Management Team manages workload distribution across genders and career stages. I also established seeking “expression of interest” requests to the whole School when key

roles become vacant, ensuring all colleagues are aware of—and are encouraged to apply for—career-enhancing opportunities.

I remain committed to the Athena Swan charter and—acknowledging that much work is still required to achieve gender equality aims for our students and staff—I will resource our action plan fully. I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate, and true representation of the department.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'J. Grange', with a long horizontal stroke extending to the right.

Dr Jim Grange

Head of School, Psychology

**Words = 518**

## 2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words | 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 1 of 6 schools in the Faculty of Natural Sciences (FNS; **Figure 1**). We moved to FNS from the Faculty of Humanities and Social Sciences in 2016. All School members work in the Dorothy Hodgkin Building in the centre of campus.
- Dr Jim Grange has been Our Head of School (HoS) since 2017. **All 3 other members of the School Management Team are women.**

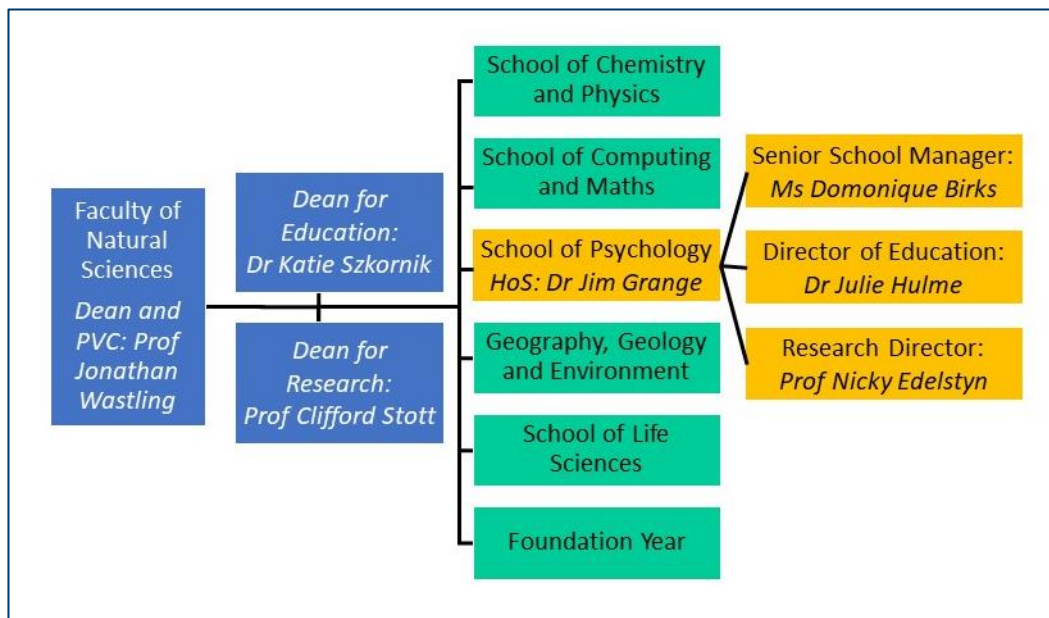


Figure 1. Organogram to show position of the School of Psychology within the Faculty of Natural Sciences (FNS). Individuals in gold boxes are members of the School Management Team (see section 5.6(iii)).

### Teaching

- We have 2 large UG programmes: BSc Psychology Single Honours (SH) and BSc Psychology Dual Honours (DH) where students study 2 subjects (examples in **Table 6**), 1 Programme Director (PD) directs both these programmes (male). We have 2 smaller UG programmes: BSc Psychology and Education (SH) taught in collaboration with the School of Global, Political, and Social Studies (Programme Lead, PL = female), and BSc Psychology with Placement Year (PL = female); these programmes were introduced in 2018 and 2017 respectively.
- Another UG programme, BSc Psychology and Counselling, was introduced in 2017. It is taught jointly with Counselling staff, who were part of our School until August

2019, when they moved to the new School of Primary, Community, and Social Care (PCSC), **see APt.2**.

- We have 4 PGT programmes, overseen by the MSc PD (female): MSc Psychology of Health and Well Being (HWB), MSc Applied Social & Political Psychology (ASPP), MSc Child Development (CD), MSc Cognitive Psychology (CP). Each of these has its own course director (50%F).
- In 2018, the University introduced a new Lecturer Education and Scholarship (E&S) job family to allow teaching-focussed staff parity of esteem with staff focused on Education and Research (E&R). We appointed 1 new E&S Lecturer in 2019, and 1 Psychology Teaching Fellow (TF) transferred to an E&S Lecturer contract.

### Research

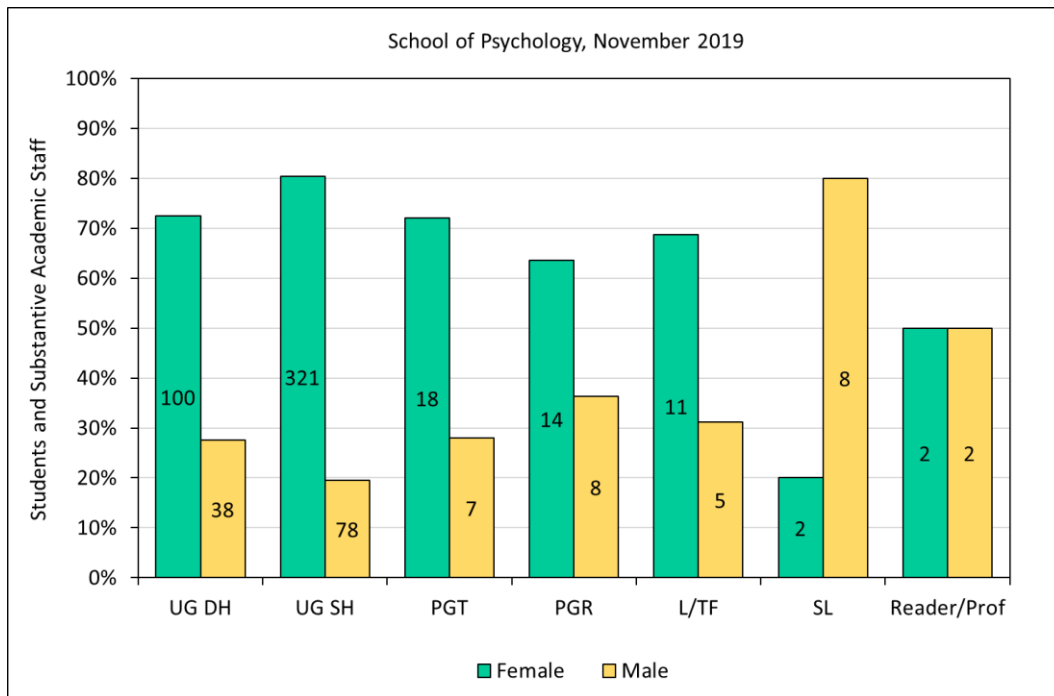
- We currently have 14 female (1 PT) and 8 male (2 PT) PGR students. Our PGR Lead is male. Research support for academic staff, and PGR administration, is provided centrally through Research and Innovation Support Enhancement (RaISE).
- Research income in the current REF period is standing at £958,938 (to 2017/18). Research funding has been obtained from research councils and Central Government (ESRC, NIHR); independent charities; the British Psychological Society; Experimental Psychology Society, the Wellcome Trust; and local partners.

### Current Profile

- In the School males are under-represented in the student body; females are under-represented at SL level, and we have a general decline in female representation with increasing seniority (**Figure 2**). PSS reflect the wider University with the technical role held by a man and part-time working being most common amongst female PSS (**Table 1**). **We are pleased to have recently recruited our first male administrator.**

*Table 1. Professional Support Staff (PSS) by Grade and gender, November 2019.*

**REDACTED**



*Figure 2. Percentage of students and substantive staff by gender, November 2019. Absolute numbers are shown in the centre of the bars.*



*Figure 3. Psychology staff and PGR students at a retirement do for a member of the School (September 2019). Nb. Some people pictured are ex-staff and friends of the School who returned for the celebration.*

**Word count = 439**



### 3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team
- In 2018, all institutional and departmental AS SATs were widened to become Equality, Diversity, and Inclusion Groups (EDIGs).
  - Except for HoS, EDIL, and SSM (Senior School Manager), membership of the School EDIG is voluntary. New staff are asked if they wish to join, and requests for volunteers are sent to all staff when members step down.
  - We were without student representation in 2018-19 as our two long-serving UG student reps left Keele and no students answered calls to volunteer. We find it difficult to find PGT reps: MSc students are only with us for one year, and typically only come to campus 1-2 days per week. Therefore, we achieve UG and PGT consultation through surveys, and via Student Voice committees. In 2019 we have three new UG representatives.
  - Current gender balance for substantive staff on EDIG is 64%F; this is higher than the 56%F of the School, but members represent a diversity of protected characteristics and caring responsibilities.
  - The School EDI Lead (EDIL) has a clear role descriptor and workload allocation decided centrally in the University (160 hours; 240 in submission years). Other members have an EDIG workload allocation. EDIG participation is recognised in annual reviews and included in promotion criteria.

Table 2. Current and previous EDIG members.

Name	Role	Description
<b>Current EDIG members:</b>		
<b>Dr Helen Williams</b> School EDI Lead. Chair of EDIG.	<b>Lecturer</b>	Lecturer at Keele since 2013. ASL/EDIL since 2016. Commutes from Manchester. Partner; one step-daughter.
<b>Dr Jim Grange</b> HoS since 2017.	<b>Senior Lecturer</b>	Appointed as Lecturer in 2010, promoted to SL in 2016. Wife is a Clinical Psychologist at a different institution.
<b>Pam Brannigan</b>	<b>PSS</b>	EDIG administrative support. Joined the School in September 2019; PT.
<b>Dr Katie Wright-Bevans</b>	<b>Lecturer</b>	Completed FY through PhD at Keele. Appointed as Lecturer after RA position elsewhere. Member of staff LGBTI network.

<b>Name</b>	<b>Role</b>	<b>Description</b>
<b>Dr Sammyh Khan</b>	<b>Senior Lecturer</b>	Appointed as Lecturer 2015, promoted to SL 2018. Social RG Lead. Co-chaired Race Equality Charter SAT (RECSAT) until September 2019. BAME.
<b>Dr Hannah Barjat</b> AS Support Officer.	<b>PSS</b>	Shares good practice between departments and advises on Advance HE updates etc. Married; two children.
<b>Andy Knipe</b>	<b>PSS</b>	School Senior technician. Member of SAT since its inception. Married; four children.
<b>Domonique Birks</b> Senior School Manager.	<b>PSS</b>	Joined Psychology in 2017. Involved in AS in previous School. Three adult children. Went PT (0.8 FTE) August 2019.
<b>Dr Nicola Ralph</b>	<b>Lecturer</b>	Completed PhD in 2016; TF 2017-19; Lecturer (E&S) in 2019. Lead for MSc Child Development. School Disability Liaison Officer (DLO).
<b>Nick Garnett</b>	<b>Lecturer</b>	SAT member since PGR. Appointed as maternity cover (2018); made permanent (E&S) in 2019. Co-parents two young children with ex-partner.
<b>Emma Harrison</b>	<b>RA</b>	SAT member throughout PhD (2016-2019). Now a fixed-term post-doc in the School.
<b>Louise Cunningham</b>	<b>PSS</b>	Office Manager. Joined Psychology from another School in Oct 2019.
<b>Rachael Creighton</b>	<b>UG</b>	Joined EDIG Nov 2019. 2 <sup>nd</sup> Yr UG. Single mother, two children at home. Student Voice Rep.
<b>Catherine Abraham</b>	<b>UG</b>	Joined EDIG Nov 2019. 2 <sup>nd</sup> Yr UG, DH. Student Ambassador. BAME. Societies Executive for Religion, Belief, and Culture.
<b>Stephanie Odukoya</b>	<b>UG</b>	Joined EDIG Nov 2019. 2 <sup>nd</sup> Yr UG. BAME.
<b>Dr Sue Sherman</b> (affiliate member)	<b>Senior Lecturer</b>	Psychology ASL (2010-2016); now Faculty EDI Lead (F-EDIL). Commutes from Lancaster; dual academic relationship; no children.
<b>Previous EDIG/SAT members:</b>		
<b>Dr Claire Fox</b> (2010-17)	<b>Prof</b>	Member of SAT since its inception. Was PGR Lead. Promoted to Professor in 2018. Left the School in July 2019.

<b>Name</b>	<b>Role</b>	<b>Description</b>
<b>Dr Lois de Cruz</b> (2010-19)	<b>TF</b>	SAT representative for Counselling since SAT inception until Counselling moved (August 2019). Counselling now represented on their new School EDIG.
<b>Olly Robertson</b> (2016-19)	<b>PGR</b>	Now working at Oxford. PsyPAG (Psychology Postgraduate Affairs Group) communications officer.
<b>Sarah Stiff</b> (2013-19)	<b>PSS</b>	Office Manager (FT 2009-2017, PT 2018-2019 after maternity leave). Married to an academic in the School. Left School in 2019.
<b>Bev Newton</b> (2017-19)	<b>PSS</b>	Office Manager, appointed as maternity cover and continued as PT job share with Sarah Stiff. Retired in 2019.
<b>Steph Lonsdale</b> (2016-18)	<b>UG - PGT</b>	SAT member BSc through MSc. Student Ambassador; peer-mentor. Autism Spectrum Condition. Married; two adult children. Now studying for a DClInPsy.
<b>Ryan Stanyard</b> (2016-18)	<b>UG</b>	UG member of SAT. Student Ambassador and mentor. After graduation he commenced an MSc at KCL.

(ii) [an account of the self-assessment process](#)

### **SAT processes**

- The SAT/EDIG has met 2-3 times every semester since our last award, with monthly meetings as we approached the renewal date. Meetings are minuted by an administrator who supports the committee; group emails and smaller meetings periodically co-ordinate specific activities.
- EDIG activities include: evaluating progress on actions, examining EDI data, planning forthcoming initiatives, discussing matters arising from School meetings, Faculty EDIC, or elsewhere.
- The Faculty EDIL (F-EDIL) is a member of Psychology and attends School EDIG when pertinent (she also attends other FNS School EDIGs).

### **Communication within the School**

- EDI is a standing item on the School Committee agenda to disseminate information about initiatives to the wider School community. UG and PGT matters are fed back to respective cohorts by their representatives on EDIG.
- In 2016 we created a specific EDI folder in Psychology's shared Google Drive folder for guidance and procedures which all staff can access.

- Information is also available on our School AS web page.
- When key initiatives need dissemination in between School Committee meetings information is emailed out to the whole School.
- Since our last award in 2016 the EDIL has sat on the School's Education and Research Committees ensuring that EDI is kept to the fore in discussions around L&T and research (including REF planning).
- The EDIL is also a **member of the newly formed (June 2019) School Leadership Team** whose remit is strategic planning and decision-making and is invited to School Management Team (SMT) meetings when pertinent topics are on the agenda.

#### **Communication with Faculty and University**

- The School EDIL sits on the **FNS EDI committee**, where progress on AS actions from our Institutional Award is reviewed, Faculty initiatives are discussed, and good practice shared.
- All Faculty EDILs sit on the University EDI Steering Group. Faculty groups feed up to the University Steering Group and the EDI oversight group, which includes Council members.
- Professor Susan Bruce is the Institutional Lead for Gender Equality (ILGE) and co-chair of the University Steering group.

#### **Communicating externally**

- The School EDIL has participated in two **AS Psychology Network (ASPoN) meetings** since our last award.
- One of our members, now Faculty EDIL spoke on "**Feminism and Athena SWAN**" at the **British Psychological Society (BPS) Psychology of Women and Equalities Section Annual Conference (July 2018) and authored a BPS survey and report on UK-wide Psychology Department experiences of Athena SWAN<sup>1</sup> (2017)**.
- School and Faculty EDILs have participated in AS assessment panels (x3, 2017-2018)

#### **Consultation to inform actions**

- We survey staff and PGR students annually using separate School-specific surveys focusing on key AS issues (**Table 3**); see **Action Points (APt) 1-5**.
- The HoS and RD meet with the EDIL to discuss how to tackle emerging issues; these discussions have helped inform the Action Plan (AP).
- We hold annual EDI-related Away Days and request feedback from staff regarding the topic / training / team-building activities. Survey and feedback responses help shape and inform our AP.
- All members of EDIG had the opportunity to read and comment on a draft of this document; the F-EDIL and the ILGE also provided feedback.

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<sup>1</sup> <https://www.bps.org.uk/news-and-policy/report-athena-swan-survey>

Table 3. Dates of staff and student surveys, 2017-2019. Response rates (in parentheses) are given for the staff body on the 1st of the month in which the survey was run; Student response rate given relative to the whole student body (overall years and including any on leave).

	Date	Female	Male	Non-binary	Prefer not to say / No response	Totals
Staff	Feb 2017	22 (85%)	9 (47%)		1	32
	April 2018	19 (70%)	3 (17%)		7	29
	June 2019	17 (65%)	7 (41%)		10	34
PGR	2017	--	--		12* (52%)	12
	2018	--	--		12* (55%)	12
	Nov 2019	6 (33%)	2 (25%)		2	10
PGT	March 2017	16 (17%)	2 (7%)		1	19
	Nov 2018	13 (11%)	1 (4%)			14
UG	March 2017	220 (56%)	52 (48%)	1	3	276
	Nov 2018	46 (11%)	11 (9%)	1	4	62

\* Gender breakdown not reported on survey summary. The 2018 UG and PGT student survey was done at Faculty level; response rate was low despite being kept open until March 2019 and advertised by the EDIL within Psychology.

<b>APt.1</b>	Present AP Priority Actions at next School Committee and share AP with all staff & PGR in the shared Google Drive
<b>APt.2</b>	All data to be shared with Counselling lead and EDIG in the School of Primary, Social, and Community Care
<b>APt.3</b>	Revise questions on Staff and PGR surveys as needed; run surveys annually.
<b>APt.4</b>	To improve response rate (particularly from men) emphasise importance of under-representation making responses difficult to interpret when sending out Staff Survey.
<b>APt.5</b>	Run UG/PGT EDI survey within School in alternate years to Faculty student survey. Feed back data to Student Voice Committee

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

- The roles of EDIL and EDIG membership have been included in the School WAM since 2016, which itself was adopted as a result of the 2013 AP; this will foster continued engagement with the EDIG and ensure EDI-related workload is appropriately credited (**APt.6**).
- EDIG has become embedded in the School's culture and organisational structures over the last 6 years. Additional members will be recruited to ensure representation (**APt.7-10**).

- EDIG will continue to meet 2-3 times a semester, supplemented with smaller Working Group (WG) meetings and emails to effect change. The team will continue to report back to the School Committee (meets twice a semester) as well as to the FNS EDI committee (meets 4 times a year).
- Annual Away Days / training / team-building events will continue to be scheduled, with the topic of each emerging from needs identified in the Staff Survey; likely to include further work around bullying and harassment, team building, and specific EDI topics such as LGBT ally training.

<b>APt.6</b>	HoS and EDIL to review whether current WAM allocation for EDIG is satisfactory, given new actions allocated
<b>APt.7</b>	Recruit another male staff member to EDIG
<b>APt.8</b>	Recruit new PGR reps to EDIG (1 male, 1 female)
<b>APt.9</b>	Recruit Prof/Reader to EDIG
<b>APt.10</b>	Appoint deputy EDIL (with plan for them to take over EDIL role)

**Word count = 873 (excluding EDIG table)**

## 4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

### 4.1. Student data

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

- Throughout this section we have plotted data in terms of female representation (on secondary y-axis). However, we note that it is male students who are under-represented and, as such, often refer to the percentage who are male in the text. We apologise if this causes confusion, but we plotted %Female for consistency with other submissions and note that, due to issues along the pipeline, women are under-represented at senior staff levels.

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

- Keele's Foundation Year (FY) is administered and taught by staff in a dedicated FY unit so data on FY student numbers on different routes that can include Psychology (science, social science, health, humanities) are not included.
- Averaged across all years, entrants to Psychology from FY are 72%F; 28%M (**Figure 4**). Except for the 2010/11-2012/13 period, our intake from FY has **similar gender profile to direct entrance (Figure 7)** and is in line with national benchmarks<sup>2</sup>.
- We note that there is an **increase in the relative importance of FY** as a route into UG as the % of Year 1 UG students who have come from FY has increased from 9% for female students and 8% for male students in 2008/9 to 13% and 13% respectively in 2018/19.

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<sup>2</sup> Unless otherwise stated, student data is benchmarked to JACS C8 - Psychology from the Heidiplus database (i.e. HESA collated data). Benchmarks: All HEI = all HEI's in the Heidiplus database (i.e. all UK and Northern Ireland); BmkG = Keele's benchmarking group (see- <https://www.keele.ac.uk/sas/academicsservices/planning/managementinformation/keelesbenchmarkinggroup/>) At time of writing benchmarking data was not available for 2018/19 so Benchmarks for 2016/17 - 2018/19 are the average of 2016/17 and 2017/18 only.

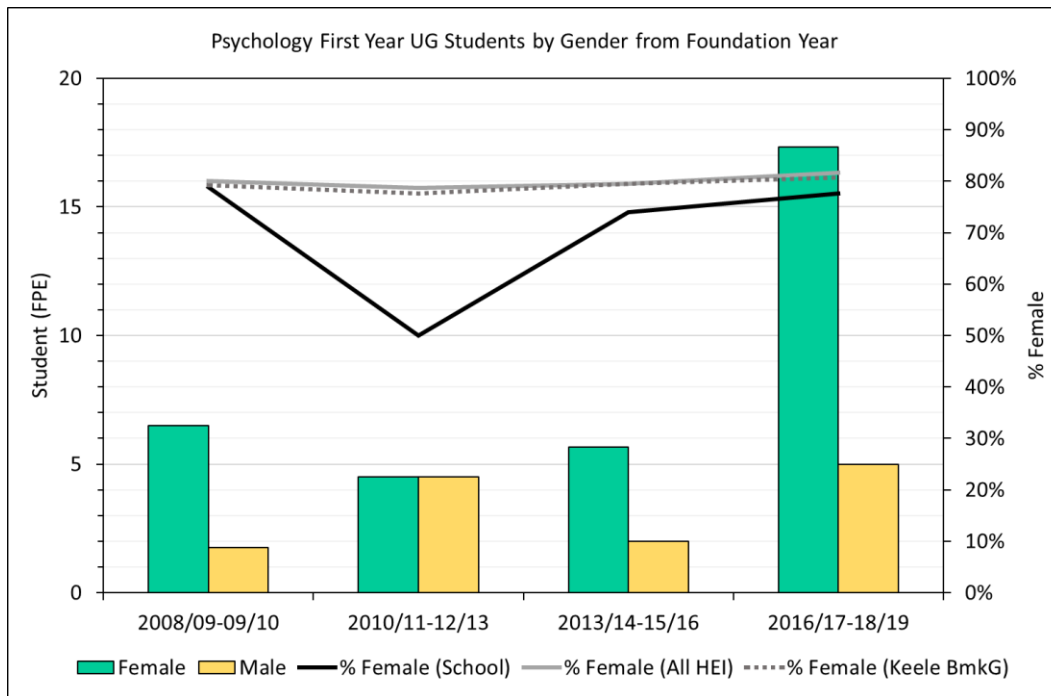


Figure 4. Psychology UG students who entered our BSc programmes separated by gender. Bars show 3-year averaged student numbers (FPE). The black lines shows % female students within the School and grey lines show benchmarking data. Data is collapsed into 3-year bins as it is very variable annually due to small numbers.

(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.

### UG student numbers

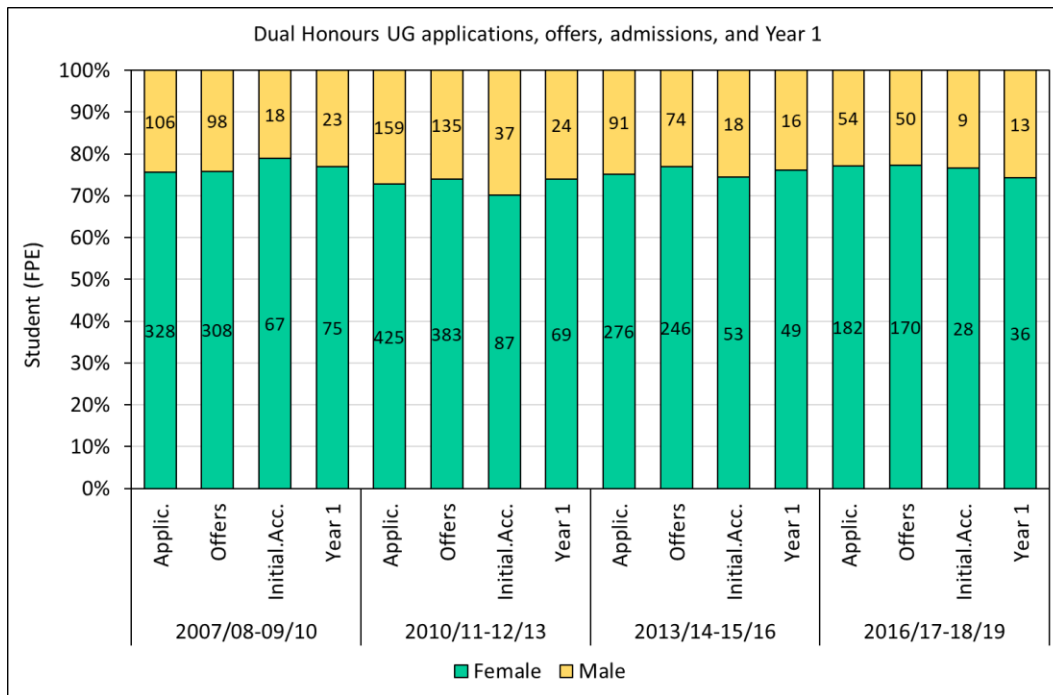
- Applications to Psychology show consistent male under-representation, 20.7%M (%M = percentage of total who are male) across all UG programmes (2016/17-18/19) and across the sector (18.8%M, in 2017, UCAS<sup>3</sup>). Actions to attract male students are discussed below.
- Gender representation from application to acceptance shows little variation (**Figure 5**, Dual Honours (DH), and **Figure 6**, Single Honours (SH)). Indicating that there are no systematic gender biases introduced between application to acceptance (offers are based on predicted grades).
- There is a small increase in male representation from initial acceptance (20.0% M, DH+SH combined) to registration (21.9 %M), as students joining us from Clearing have slightly higher male representation than typical entry (Nb. this is only around 3 extra males per year).
- DH numbers decreased after 2013 when we introduced the SH programme (SH accounted for 72% of our UG students in 2016/17-2018/19). DH has better male

<sup>3</sup> <https://www.ucas.com/files/eocdataresource2017-dr301903csv>



representation than SH (25.8% vs. 20.4%), see **APt.12**.

- We do not have any PT UG students.
- Our UG population is now more than double what it was in 2007/8-9/10 (**Figure 7**). The percentage of male students has been consistently between 22-28% which is **slightly better than the national benchmark of 20% male**. However, in common with the rest of the discipline, male students are under-represented.



*Figure 5. Application, offers, initial acceptance, and Year 1 numbers for Dual Honours students separated by gender. Bars show percent; number labels are 3-year averages shown to the nearest whole number. Values in Year 1 are often higher than initial acceptance due to entrants through clearing and students entering from FY.*

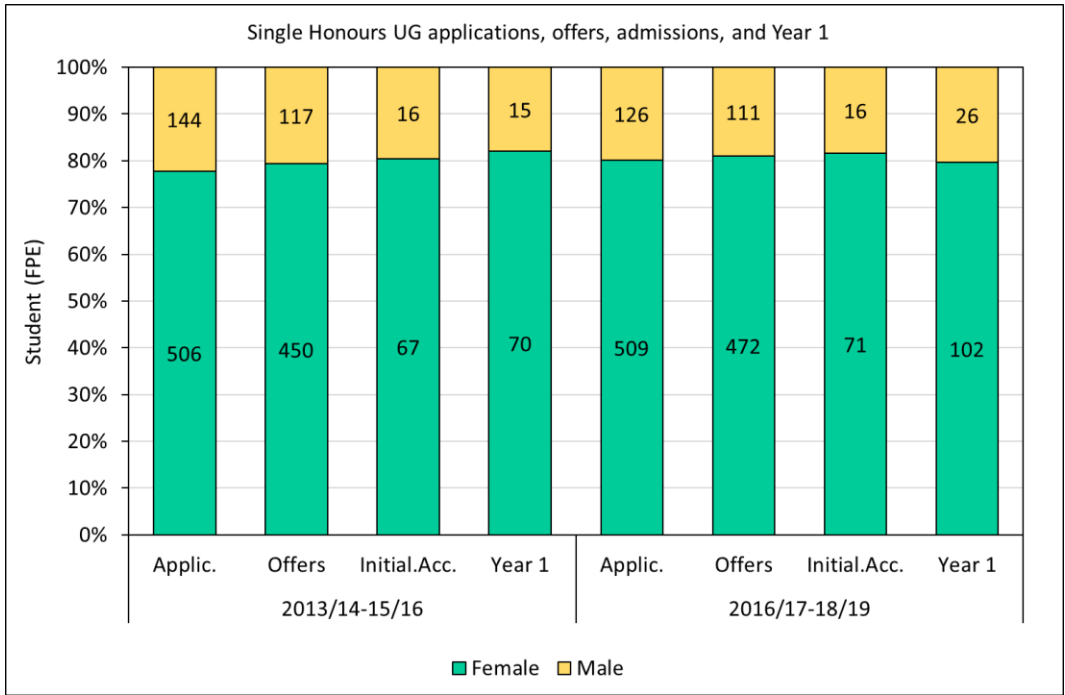


Figure 6. Application, offers, initial acceptance, and Year 1 numbers for Single Honours students split by gender. Bars show percent; number labels are 3-year averages shown to the nearest whole number. Values in Year 1 are often higher than initial acceptance due to entrants through clearing and students entering from FY.

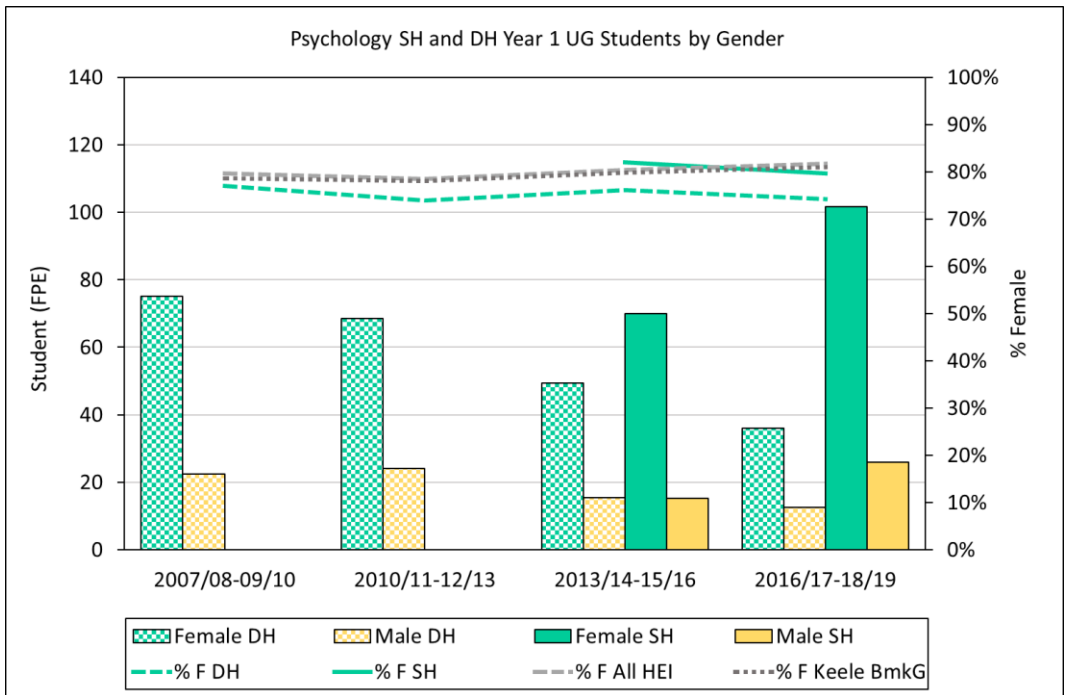


Figure 7. Year 1 numbers (averaged over 3-year periods) for Single Honours (SH) and Dual Honours (DH) Psychology UG students separated by gender. Bars show student numbers (FPE). The green lines show % female Year 1 students within the School and grey lines show benchmarking data.

### Male under-representation in Psychology

- To understand male under-representation in undergraduate Psychology we ran a focus group (FG) with UG Psychology students in 2017. The FG was facilitated by PGR students (1 M, 1 F). In 2018, we followed this up with outreach sessions with local A-Level Psychology students (3 classes; ~20% male).
- FG and outreach data indicated that Psychology may suffer from a reputation as a soft science and a non-vocational subject unlikely to result in clear career prospects. Furthermore, participants associated psychology with female traits. Suggestions arising from the FG have informed **APt.11**.
- A BSc Psychology with Placement Year was introduced (2017/18), with one aim of attracting more male students. To date, only three students (all female) have taken this opportunity (**Table 4**). We will continue to take action to make this attractive to all, see **APt.13** and **36**.

*Table 4. BSc Psychology with Placement Year students by gender. Places on this programme are capped at 20.*

Year students go on placement	Number (and %) of students initially enrolled		Number of students who went on placement	
	Female	Male	Female	Male
2019/20	11 (92%)	1 (8%)	3	0
2020/21	12 (100%)	0 (0%)	--	--
2021/22	10 (77%)	3 (23%)	--	--

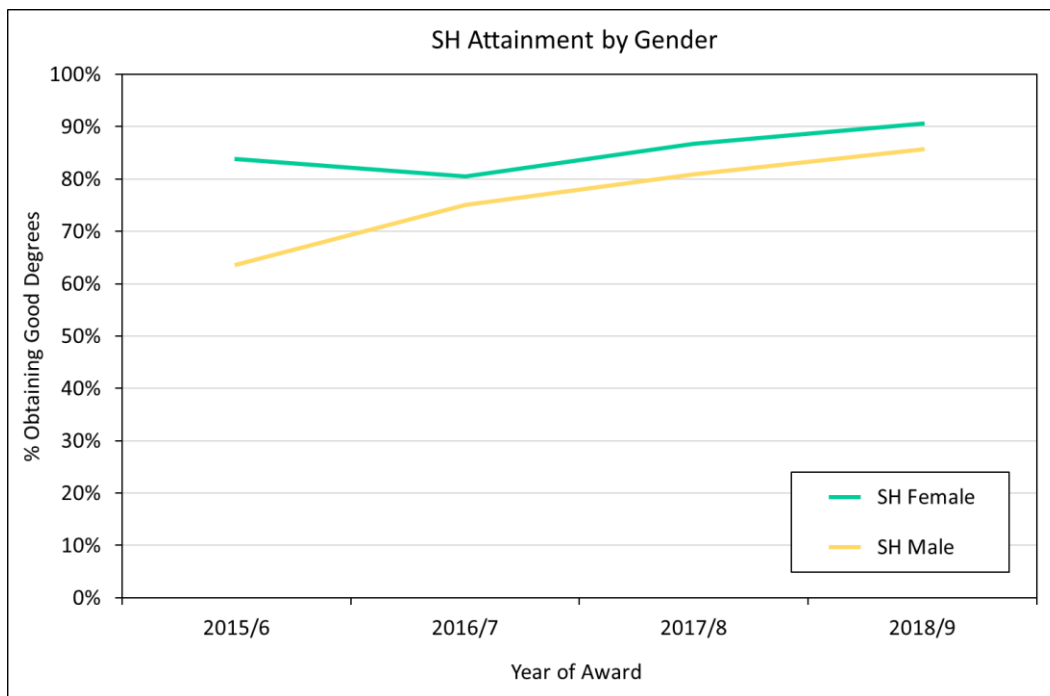
### UG attainment

- The Psychology gender attainment gap at Keele has **fallen from 17% in the first period to 9% in the last** and now broadly matches the sector gender attainment gap. Keele's benchmark group, by contrast, shows an increase in attainment gap (to 15%). **We attribute our success here to increased professionalisation of teaching, close work with FY (as FY student previously had low attainment), and better signposting to support.**
- The percentage of students getting Firsts is increasing (**Table 5**): **25% of female and male students got 1sts in the last period**. The attainment gap results from fewer men getting 2:1s.
- In SH, student attainment among male students (has increased from 64% to 86%, and the gap is much lower (5%; **Figure 8**), hence see **APt.14** still required.
- We will take **APt.12** and **APt.14** to address the persistent gender attainment gap (ca. 11%) for those studying DH and Major-route (**Figure 9**).

- Attainment at Keele varies by subject; it is likely that the larger attainment gap by gender in DH and Major-route students relates to greater representation of men in (non-psychology) subject areas with lower attainment (**Table 6**); see **APt.12**.

*Table 5. School of Psychology UG Degree Attainment expressed as percentage of total awards separated by gender.*

Academic year of award	Female				Male			
	1st	2:1	2:2	3 <sup>rd</sup> /pass	1st	2:1	2:2	3 <sup>rd</sup> /pass
2007/08-09/10	12%	68%	19%	1%	8%	55%	34%	4%
2010/11-12/13	18%	64%	17%	2%	18%	55%	22%	5%
2013/14-15/16	21%	61%	17%	1%	16%	54%	29%	2%
2016/17-18/19	25%	60%	14%	0%	25%	52%	19%	5%



*Figure 8. Percentage of Single Honours (SH) students obtaining good degrees (1st and 2.1), separated by gender. Nb. SH was only introduced in 2013 so degree outcome data is only available from 2015/6 and is plotted by year rather than by 3-year averages.*

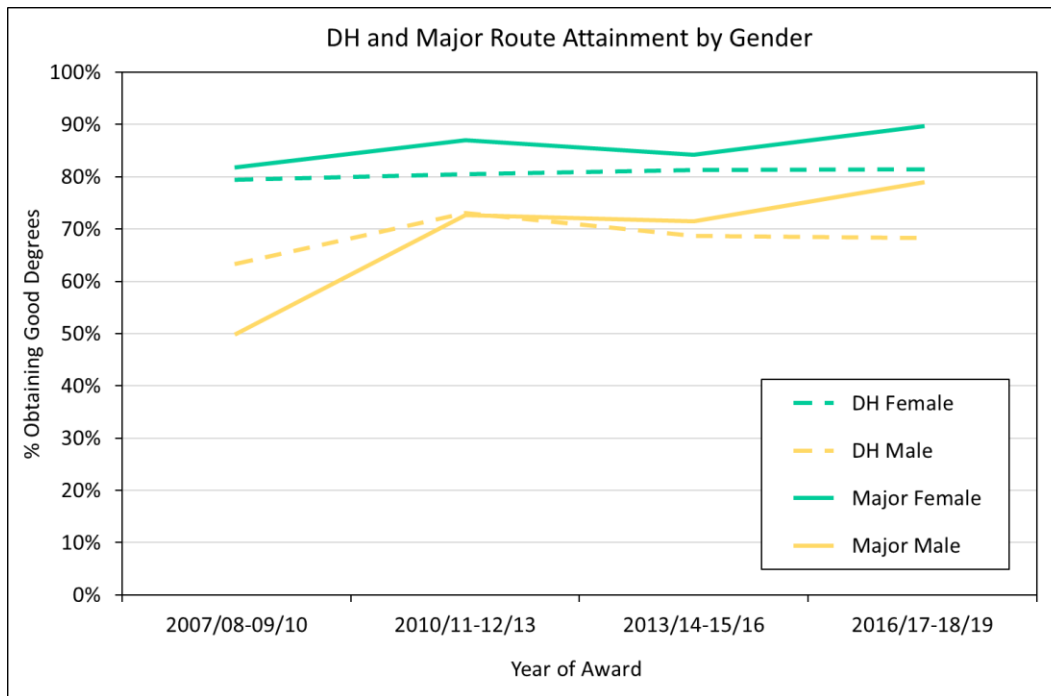


Figure 9. Percentage of Dual Honours (DH) and Major route students obtaining good degrees (1st and 2.1), separated by gender. Nb. Students who enrol as DH can switch to Major route after Year 2, they then drop their dual subject and only take Psychology in Year 3.

Table 6. Degrees Awarded since 2015/16 by name of other School (for those with DH and Major-Minor subjects).

School in which other DH or Major-Minor subject is studied.	Female	Male	Female split	Male split
Chemical and Physical Sciences	1.5	1	1.0%	2.1%
Humanities	16.5	4.5	10.5%	9.4%
Keele Business School	17	11	10.8%	22.9%
Life Sciences	50.5	16.5	32.1%	34.4%
Computing & Mathematics	6.5	3	4.1%	6.3%
Philosophy, Politics & International Relations	6	3	3.8%	6.3%
Social Science & Public Policy	59.5	9	37.8%	18.8%
<b>Total</b>	<b>157.5</b>	<b>48</b>	<b>100.0%</b>	<b>100.0%</b>

## Attrition

- In addition to lower attainment, male attrition from Psychology is around 2% higher than female. This is similar to benchmark (**Table 7**); see **Apt.15**.

*Table 7. 3-year average attrition rate (% who did not continue) for students across all years.*

Academic Year of leaving	Female	Male	Difference (Male-Female)	Benchmark
2007/08-09/10	3.9%	7.4%	3.5%	For all UK HEI Psychology students 6% of women and 4% of men leave without a degree. <a href="#">Advance-HE 2014</a>
2010/11-12/13	5.0%	6.7%	1.7%	
2013/14-15/16	3.7%	5.1%	1.5%	
2016/17-18/19	5.1%	7.2%	2.1%	

<b>Apt.11</b>	Increase male UG student recruitment (check marketing materials, ensure gender representation at Open Days/Offer Holder Days/Outreach, target gender balanced sixth-form student groups)
<b>Apt.12</b>	Consider gender balance in decisions made about new programmes
<b>Apt.13</b>	Put quotes from BSc Psychology with Placement Year students on webpage
<b>Apt.14</b>	Monitor and address gender and ethnicity attainment gaps
<b>Apt.15</b>	Review current practice on how potential indicators of attrition are monitored and recorded, and provide students more pointers to support (e.g. support to study, mental health support)

### (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.

#### Psychology PGT student numbers

- In 2016/17-18/19 there was little difference in representation of students by gender from application (19%M) through offer (20%M), acceptance (16%M) and year 1 registration (18%M). Showing improvement on earlier periods (2010-16) where a decrease in male representation from application to Year 1 was more apparent (**Figure 10**).
- At 18%M across 2016/17-18/19 our Year 1 PGT male representation is a little lower than both benchmark (20%M) and our UG representation (**Figure 11**).

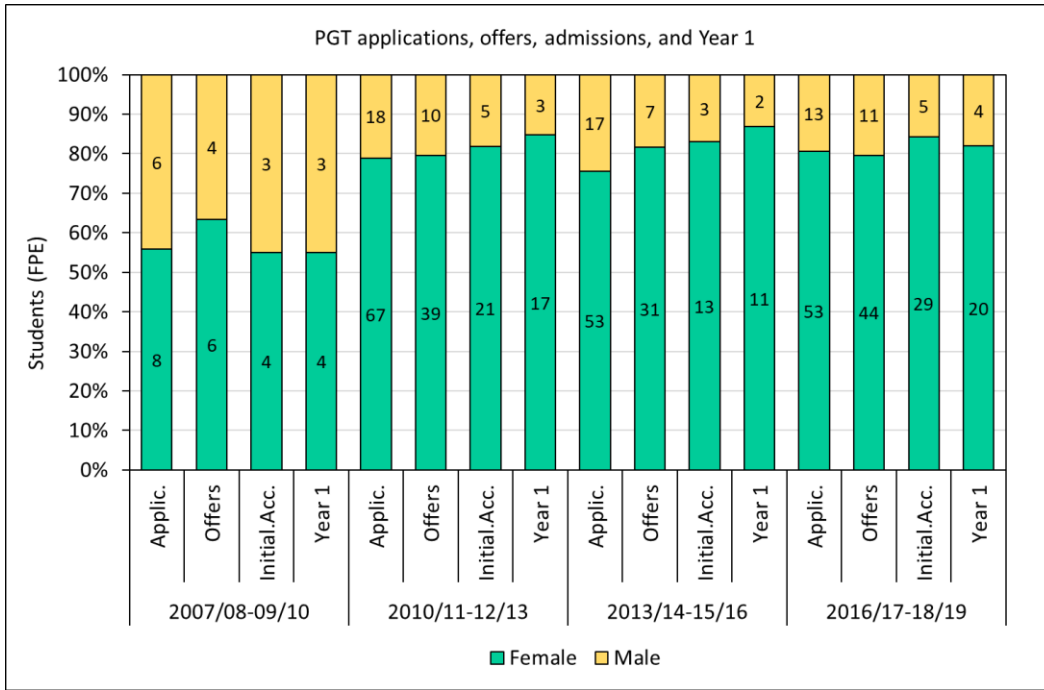


Figure 10. Application, offers, initial acceptance, and Year 1 numbers for PGT Psychology students separated by gender. Bars show percent; numbers are averages shown to the nearest whole number.

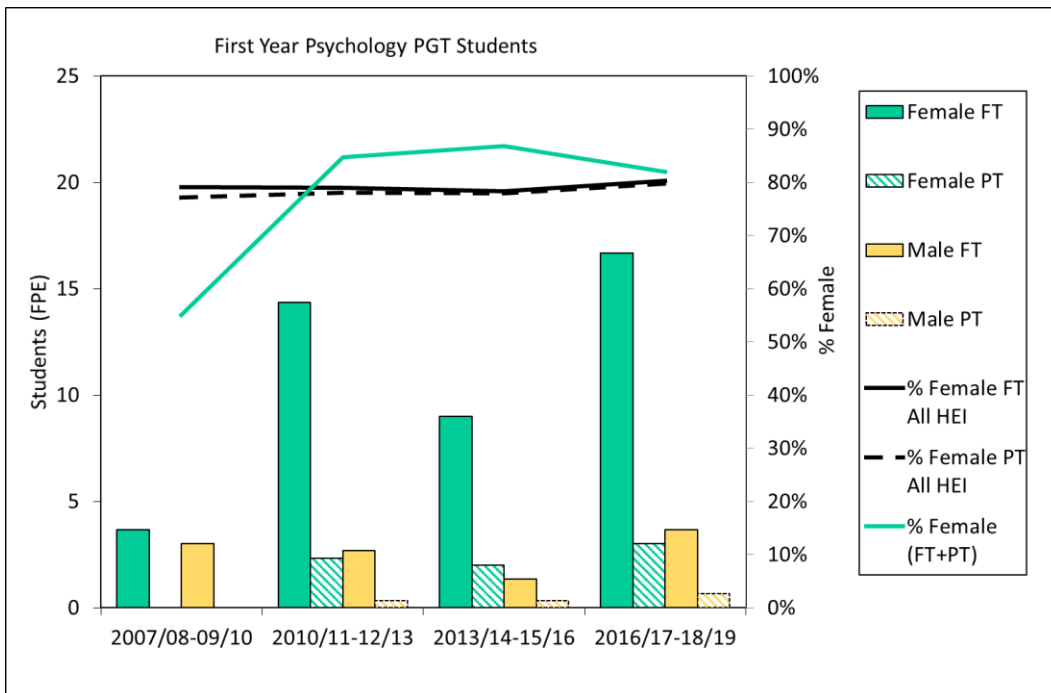


Figure 11. First Year PGT Psychology students. Bars show 3-year average FPE; lines show percentage of students who are female. BmKG not plotted separately for PT data due to smaller numbers and greater variability.

- Our MSc provision has changed over the last 10 years: some MSc programmes have been discontinued; others have changed their foci (**Table 8**).

*Table 8. Number of female and male students registered on Psychology MSc courses 2010 to present. Left panel = discontinued courses; right panel = current programmes.*

Course	Academic Year	Female		Male		Course	Academic Year	Female		Male	
		FT	PT	FT	PT			FT	PT	FT	PT
MSc Psychology	2010/1	3				MSc Psychology of Health & Well Being (HWB)	2010/1	6			
	2011/2			2			2011/2	3		1	
	2012/3	1	1	1	1		2012/3	1	1		
	2013/4	2	1	2			2013/4	2			1
	2014/5	1		1			2014/5		1		
MSc Clinical Psychological Research	2010/1	6	1	2			2015/6	3			
	2011/2	8	1				2016/7	2		3	
	2012/3	8	1	1			2017/8	1		1	
	2013/4	4	1				2018/9	2	1	1	
	2014/5	7									
MSc Social & Community Psychology (replaced with ASPP)	2015/6	3	1			MSc Applied Social & Political Psychology (ASPP)	2018/9	4	1	1	1
	2016/7	2		2							
	2017/8	6									
MSc Child Social Development (replaced with CD)	2010/1	2				MSc Child Development (CD)	2015/6		1		
	2011/2	1					2016/7	8	1		
	2012/3	4	1				2017/8	2	4	1	
	2013/4	4	1				2018/9	8			
	2014/5	1		1							
					MSc Cognitive Psychology (CP)	2016/7	2	1	1		
						2017/8	5		1	1	
						2018/9	8		1		
		Female		Male			Female		Male		
		FT	PT	FT	PT		FT	PT	FT	PT	
<b>Total PGT numbers:</b>		63	9	12	1	<b>Total PGT numbers:</b>	57	11	11	3	
<b>Percentage:</b>		85%		15%		<b>Percentage:</b>	83%		17%		





- We changed Social & Community Psychology to ASPP, and introduced CP, in part in an attempt to increase number of male PGT students. These new courses have not significantly increased overall %M yet (see summary numbers; bottom **Table 8**). However, ASPP and CP have only been running for 1 and 3 years respectively, and **the average %M for these courses is 22% across years, compared to 15% for HWB and CD combined**; see **APt.16**.

**Psychology PGT attainment**

- Numbers of male and female students obtaining MSc degrees have been stable over the last 10 years (**Figure 12**).
- Only 50% of female PT students obtain an MSc vs. 94% of FT; for men this is 67% vs. 89% (**Table 9**). Numbers are small, and data is complicated by FT students swapping to PT study (4F and 1M swapped to PT across this period), but this does not explain the discrepancy in outcome for female students. We will take **APt.17** to ensure support for part-time study.

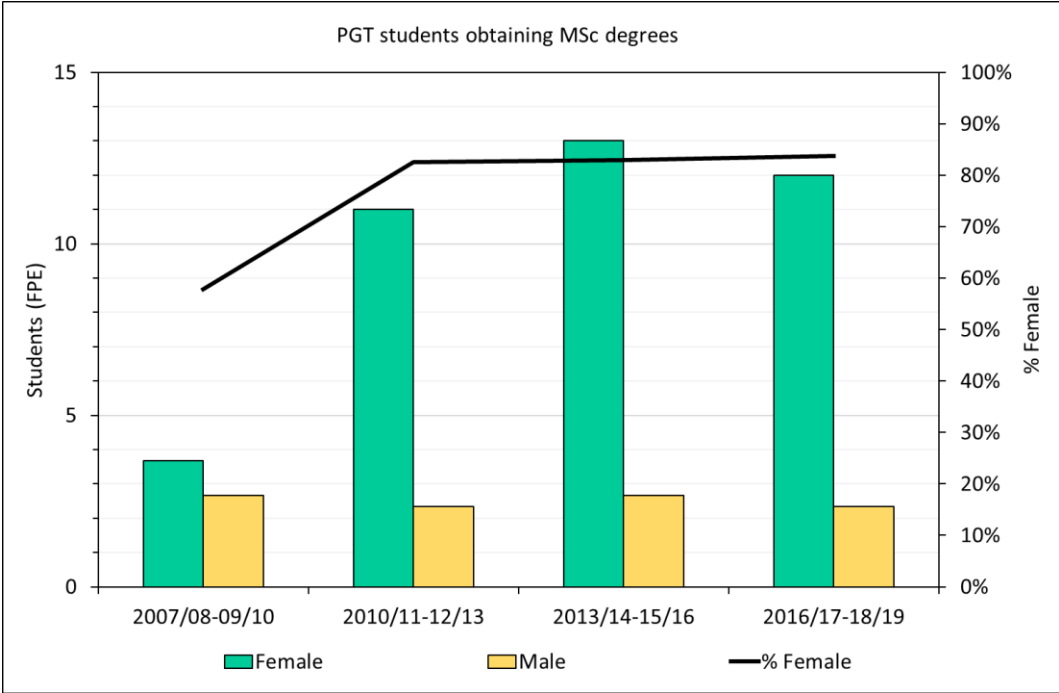


Figure 12. Average annual numbers of Psychology students obtaining MSc degrees, separated by gender.

Table 9. Progression of PGT Psychology students starting MSc programmes 2010/11 - 2016/17.

Status	Female					Male				
	MSc	PG DiP/ Cert	PG Credits	WD	Total	MSc	PG DiP/ Cert	PG Credits	WD	Total
Part-time	9	2	1	5	18	2	0	0	1	3
	50.0%	16.7%	27.8%	5.6%	100%	66.7%	0.0%	0.0%	33.3%	100%
Full-time	79	1	2	2	84	16	0	0	2	18
	94.0%	1.2%	2.4%	2.4%	100%	88.9%	0.0%	0.0%	11.1%	100%

WD = withdrawn. Nb. 1 PT student (F) is still studying for her Master's. No PT students starting since 2017/18 have received their Master's awards yet. For the 2017/18 FT cohort 1 student (F) withdrew; all others received a Master's award (12F; 2M). The 2018/19 cohort have yet to graduate.

#### Counselling PGT student numbers

- Counselling moved to the new SPCSC in 2019 but data is included here as they were in Psychology over the assessment period (see **Apt.18.**).
- PGT Counselling has approximately 20% M representation across the recruitment process (**Figure 13, Table 10**). There is no indication of bias in offers, although male students are more likely to accept (by 7% ca. 2 male students per year).
- PGT First year Counselling students broadly match benchmarks (20% M in latest period); the Graduate Certificate in Counselling is taken part-time and attracts a higher proportion of male students than the full-time course(s) (**Figure 14, Table 11**).

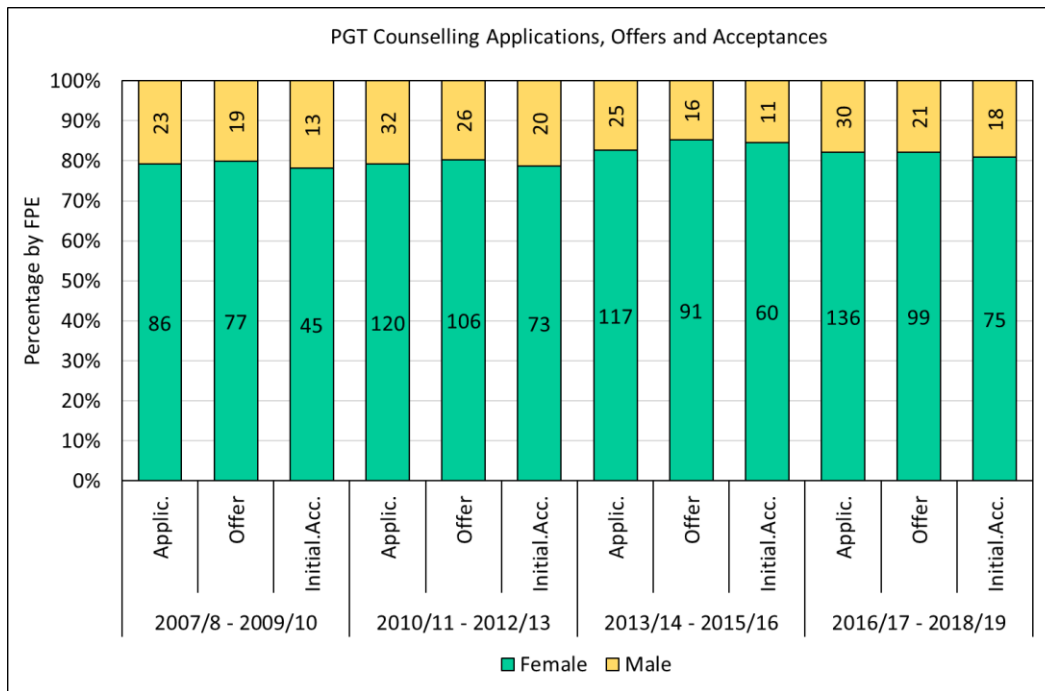


Figure 13. Application, offers, and initial acceptance, for PGT Counselling students split by gender. Bars show percent; numbers are averages shown to the nearest whole number.

Table 10. Application, offers, initial acceptance, and Year 1 registration rates for Counselling PGT students separated by gender.

Time Period	% applicants getting offer		% of those with offers accepting		% of initial acceptances registering	
	Female	Male	Female	Male	Female	Male
2007/8 - 2009/10	89%	85%	59%	66%	85%	84%
2010/11 - 2012/13	88%	82%	69%	76%	65%	71%
2013/14 - 2015/16	77%	64%	67%	70%	42%	52%
2016/17 - 2018/19	73%	72%	76%	83%	67%	66%

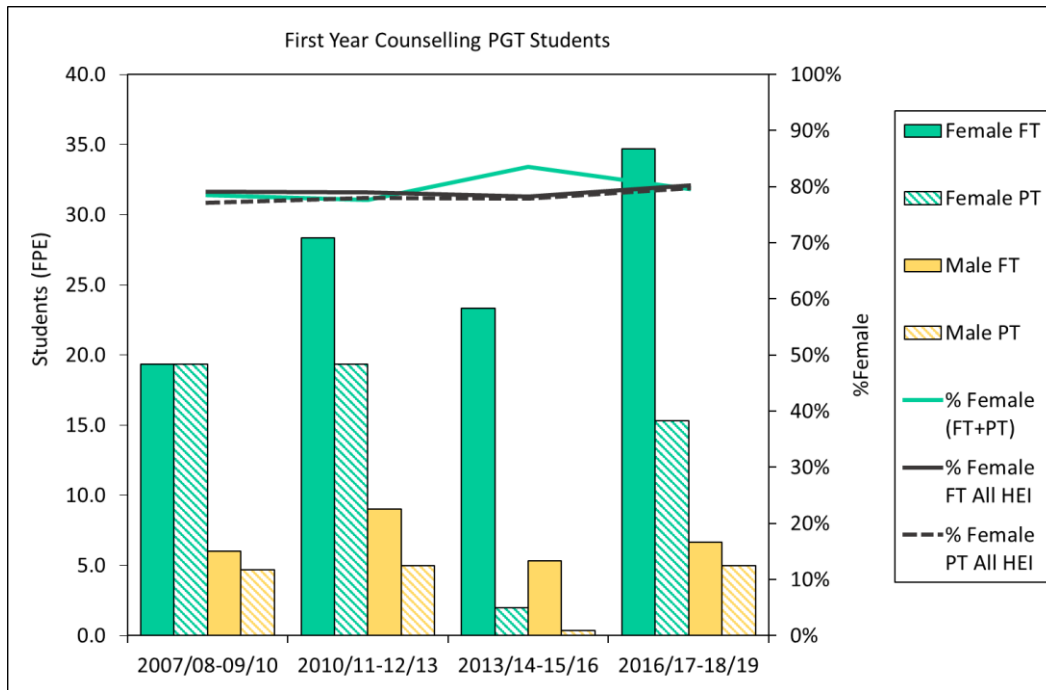


Figure 14. Year 1 Counselling PGT students separated by gender and status (PT/FT). Bars show student numbers (FPE). The green line shows % female Year 1 students within the School and black lines show benchmarking data.

Table 11. Counselling PGT numbers by Course Type (2007/8 – 2018/19). Rows shaded grey are courses currently running.

Course	Female	Male	% Female
Graduate Certificate Counselling	19	6	76%
Postgraduate Certificate Counselling Supervision	37	10	79%
Postgraduate Diploma Counselling and Psychotherapy	10	4	71%
Postgraduate Diploma Counselling Psychology	1		100%
Taught Masters Counselling	1		100%
Taught Masters Counselling and Psychotherapy	85	17	83%
Taught Masters Counselling and Psychotherapy Studies		1	0%
Taught Masters Counselling Psychology	328	86	79%
Taught Masters Counselling Psychology Studies	4	2	67%
<b>Total</b>	<b>485</b>	<b>126</b>	<b>79%</b>

## Counselling PGT Attainment and Attrition

- Part-time PGT attrition is higher (18% for F and 19% for M) than full-time PGT attrition (14% for male vs. 7% for female; **Table 12**).

*Table 12. Progression of PGT Counselling Students starting study 2010/11 - 2016/17.*

Status	Female						Male					
	MA	PG DiP/ Cert	PG Credits	WD	Cont.	Total	MA	PG DiP/ Cert	PG Credits	WD	Cont.	Total
Part-time	50	46	12	39	69	216	9	11	0	8	14	42
	23%	21%	6%	18%	32%	100%	21%	26%	0%	19%	33%	100%
Full-time	171	15	3	15	3	207	46	3	0	8	0	57
	83%	7%	1%	7%	1%	100%	81%	5%	0%	14%	0%	100%

WD = withdrawn. Cont. = Continuing. One part-time student (F) starting since 2017/18 has received her Master's; 3 women have withdrawn and 10F and 4M received graduate certificates; others have yet to receive their award. For the 2017/18 full-time cohort 4 (2F;2M) students withdrew; 1 (F) took credits, (21F; 5M) received a Masters award; others have yet to receive their award.

<b>APt.16</b>	Continue good practice in marketing and programme development for PGT courses. Encourage final year project supervisors to proactively encourage appropriate students to consider MSc
<b>APt.17</b>	Review current practice on how potential indicators of attrition are monitored and recorded, and improve current practice on support for PT students. Schedule KIITE session for staff on how best to support PT
<b>APt.18</b>	PGT Counselling data to be shared with Counselling Programmes Director in their new School

(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.

**PGR numbers**

- PGR numbers have increased substantially since 2007 (**Figure 15**). For each period, male representation reduces from application (~44%) to enrolment (~28%), but male PGR participation remains slightly higher than at UG/PGT so action here is not our highest priority (**APt.19-20**).
- We investigated offer rates by home/overseas status but this did not explain gender differences. We will continue to monitor and take action if required.
- Due to low numbers (particularly of part-time students; **Figure 16**) overall %F varies widely. However, collapsed across 2007-2018/19 our average %F is 81% for full-time and 69% for part-time, in line with benchmarks.

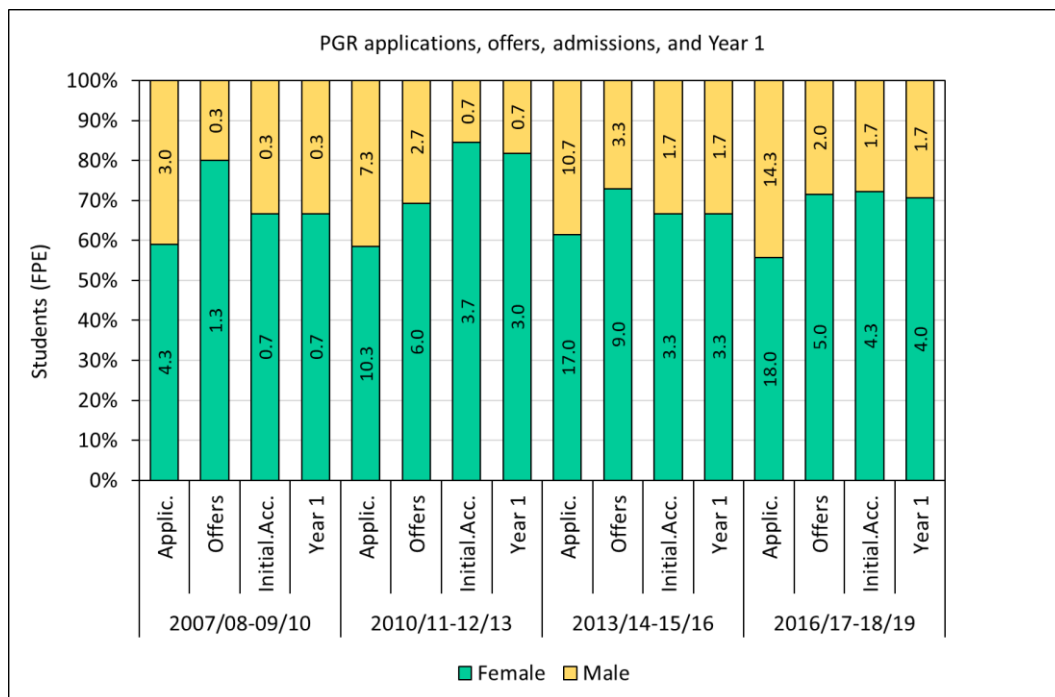


Figure 15. Application, offers, initial acceptance, and Year 1 numbers for PGR students separated by gender. Bars show percent; number labels are 3-year averages (FPE) shown to one decimal place.

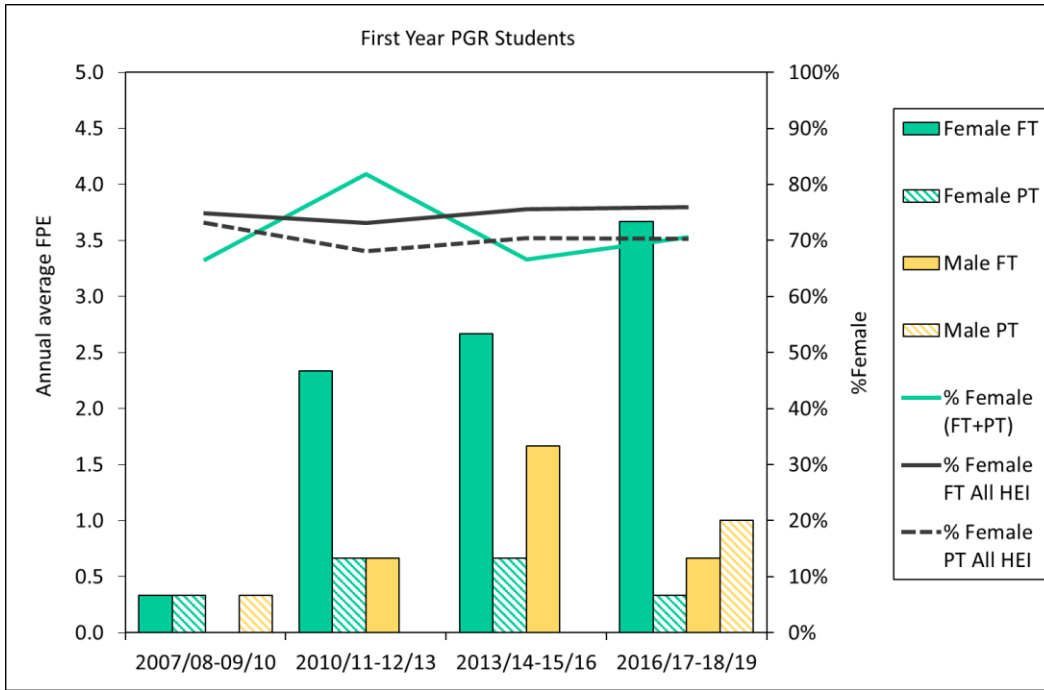
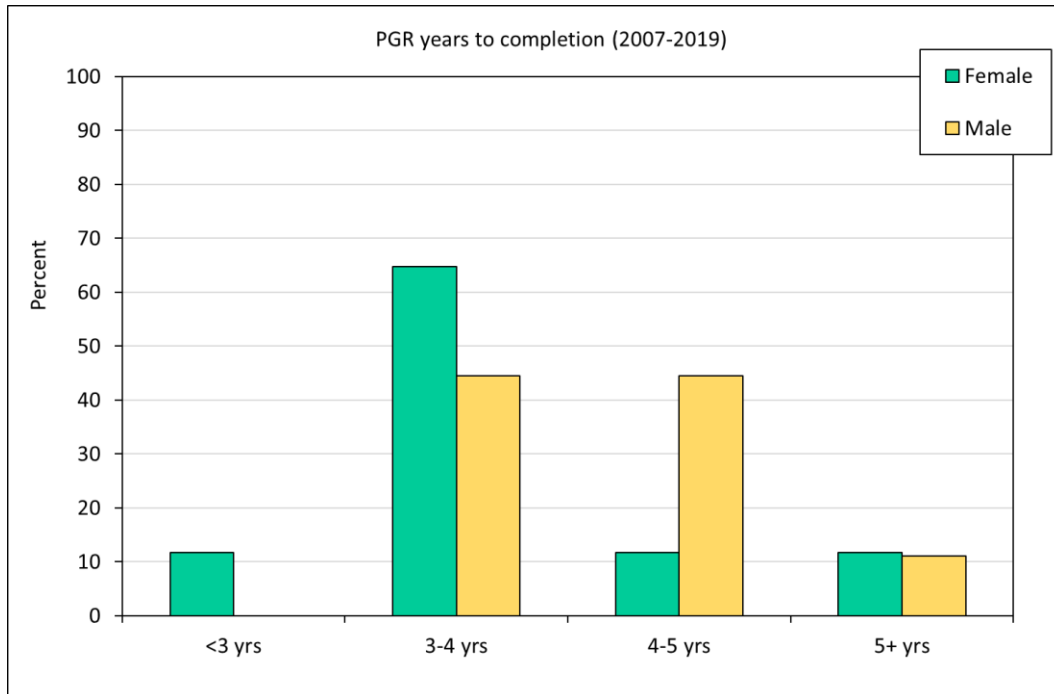


Figure 16. First Year FT and PT PGR students (3-year annual average numbers), separated by gender. Bars show numbers; percent female and benchmarks shown on secondary axis.

## PGR completion rates

- Female PGRs generally submit these slightly earlier than males (**Figure 17**). Completion rates are monitored by our PGR Lead and RD; no action will be taken as this is not a priority.



*Figure 17. Percent of female and male students taking <3, 3-4, 4-5, or 5+ years to submit their PhD thesis; data across 2007-2019; Nb. these data come from only 17 females and 9 males. Completion time excludes any periods taken as leave of absence.*

### (v) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

- Male representation increases marginally (+1%) from UG applications to UG registrations with a small decrease (-4%) to PGT registrations (**Figure 18**).
- There is a marked increase (+11%) in male representation from PGT to PGR and further marked increase (+15%) from PGR to academic staffing.
- Whilst action is required to address male under-representation at UG and PGT; the clear decline in female representation at PGR and above indicates that support is required for women's entry into, and continuation in, academia.



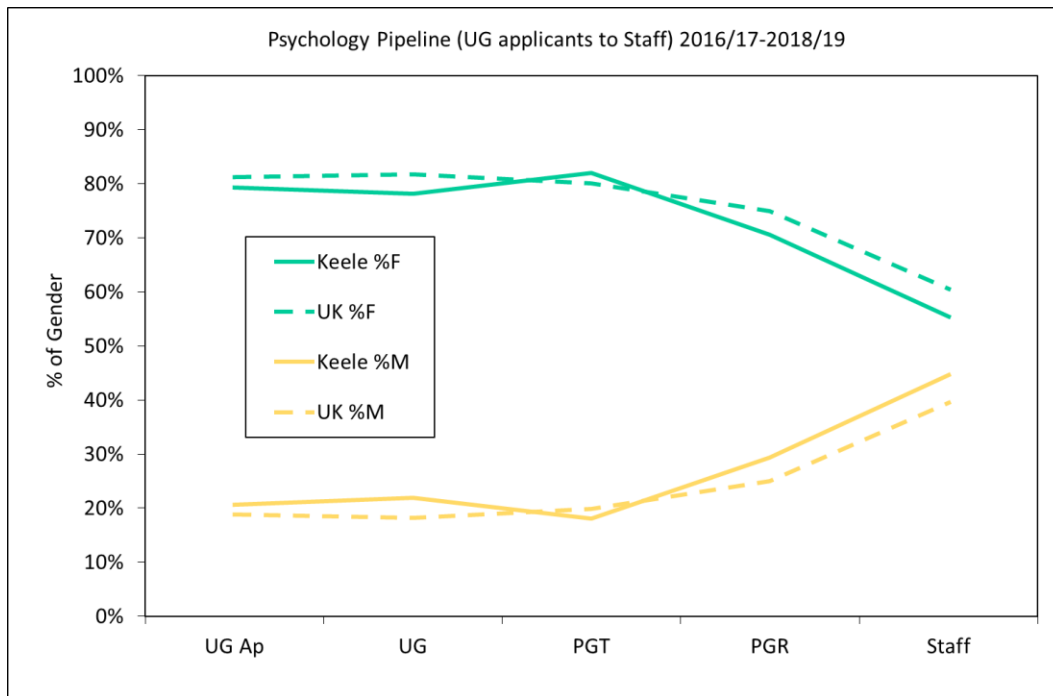


Figure 18. Pipeline from undergraduate applications through to staff, average data 2016/17 – 2018/19. Solid lines are Keele data; dashed are benchmark (all UK HEI from HESA students: JACS C8 and staff cost code 104), data are by FPE. UG Ap = undergraduate applicants. Psychology data only.

<b>APt.19</b>	Review PGR committee reasons given for not making offers to examine if there is any gender bias
<b>APt.20</b>	Focus group/ survey/ interview current male and female PGR students about their reasons for choosing Keele

## 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.

*Table 13. Relationship between HESA Contract Level Codes HESA, their UCEA/XpertHR Code and Keele Grades.*

UCEA / XpertHR Code (HESA contract level)	University Grade and Typical Academic Role
UCEA level 3/4 (C-D)	Grade 10 (or 9*): Head of an area of the University (e.g. HoS)
UCEA level 4/5 (F1)	Grade 10: Professors, Heads of functions / subsets of areas
XpertHR level I (I0)	Grade 9: Senior Lecturer, Senior Teaching Fellow, Senior Research Fellow, Reader
XpertHR level J (J0)	Grade 8: Lecturer-B, Experienced Teaching or Research Fellow
XpertHR level K (K0)	Grade 7: Lecturer-A, Teaching Fellow, Research Fellow
XpertHR level L (L0)	Grade 6: Research Assistant, Demonstrator
* Nb. UCEA levels above 5B (HESA code F1 and upwards) may be filled by academics without a professorial title. These would be staff normally on Grade 9 but with appropriate allowances to pay <sup>4</sup> .	

- Data presented below includes female, male, and non-binary staff. We have only one of the latter, whom we consulted as to how they wanted to be included (as they identify/legal sex/excluded). They wanted to be reported as non-binary, acknowledging it identifies them.
- 2013-2018 data comes from December 1<sup>st</sup> HESA census dates; 2019 data from November 1<sup>st</sup>.

### Academic staff by gender

- Over the last 5 years we have seen an increase in male staff, with female representation by FPE decreasing from 70%, Dec 2014, to 61%, Dec 2018 (**Figure 19**), and 67% to 61% by FTE (**Figure 20**).
- Over the last 6 years Counselling staff, majority female (who were, atypically, part of Psychology) constituted 13% of our FTE staff (**Table 14**).
- Following Counselling's move to PCSC, we currently (Nov 2019) have lower female representation (50%) than benchmark (latest HESA 62%F).

<sup>4</sup> Details of Grades can be seen at:

[https://www.hesa.ac.uk/collection/c16025/combined\\_levels](https://www.hesa.ac.uk/collection/c16025/combined_levels)

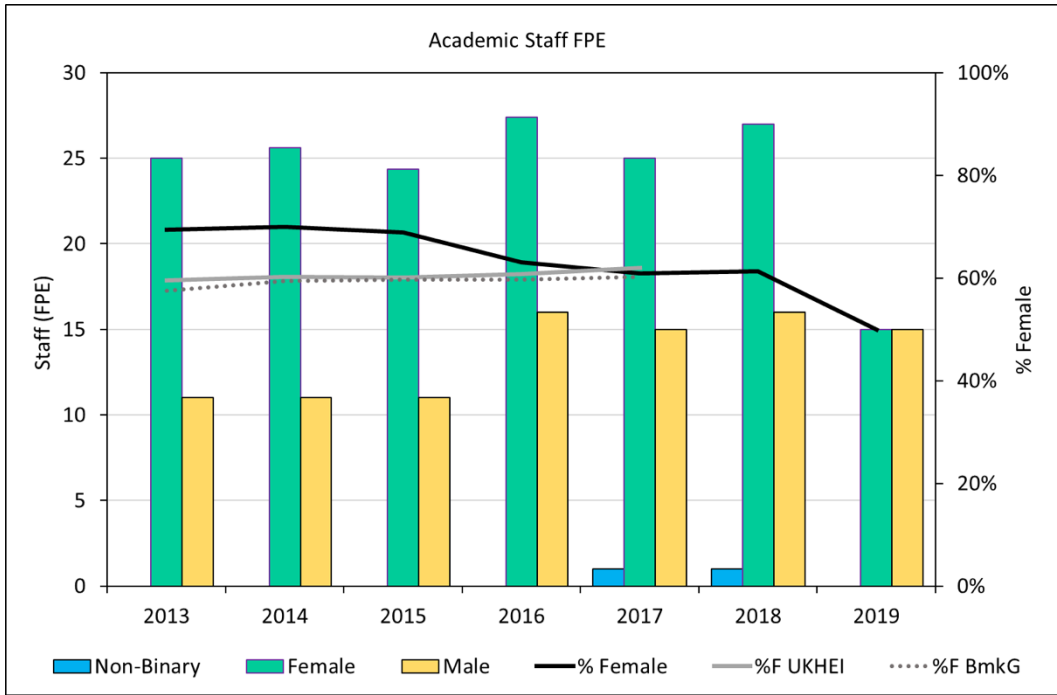


Figure 19. Total academic staff on 1st December census dates and 1st November 2019. Bars show numbers; percent female and benchmark data shown on secondary axis.

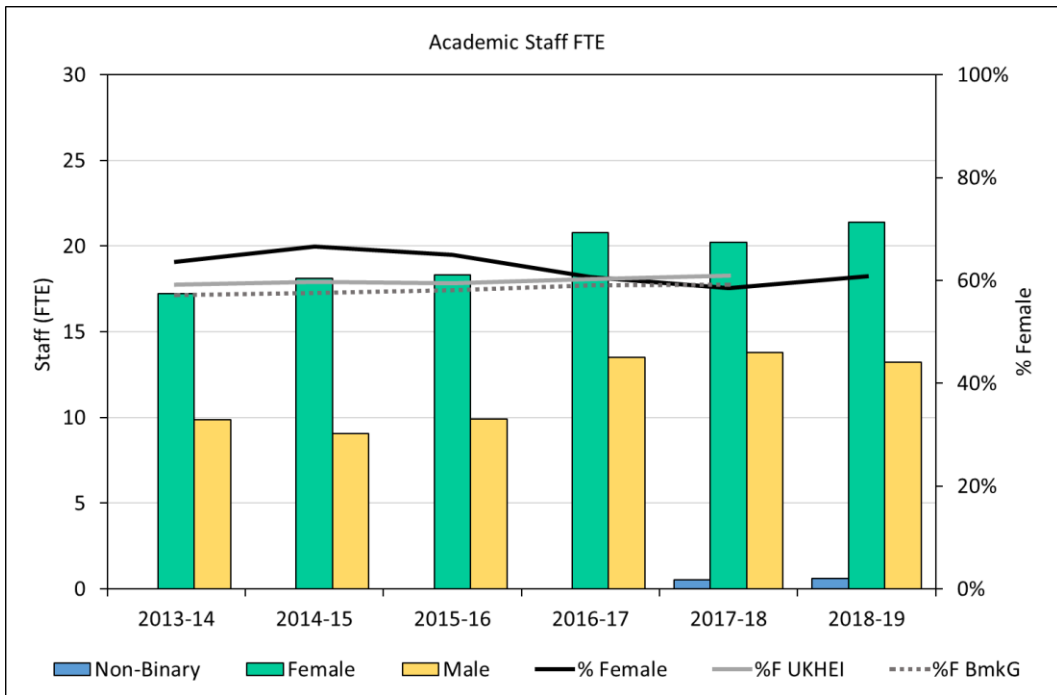


Figure 20. Total Academic staff across the Academic Year by FTE. This is different to FPE as it takes account of part-time working and leavers / new starters during the year etc. Bars show numbers; percent female shown on secondary axis.

Table 14. Academic staff separated to Counselling and Psychology staff by FTE across academic years. Nb. Our non-binary member of staff worked part-time (0.6FTE, in 2018-19).

Year	Psychology			Counselling		
	Female	Male	% Female	Female	Male	% Female
2013-14	13.1	9.9	57%	4.2	0.0	100%
2014-15	13.5	9.1	60%	4.6	0.0	100%
2015-16	14.2	9.9	59%	4.1	0.0	100%
2016-17	16.6	13.5	55%	4.3	0.0	100%
2017-18	17.2	13.8	55%	3.0	0.0	99%
2018-19	17.3	13.2	57%	4.1	0.0	100%
<b>Mean</b>	<b>15.3</b>	<b>11.6</b>	<b>57%</b>	<b>4.0</b>	<b>0.0</b>	<b>100%</b>

- A larger proportion of women work part-time in the School. However, data indicate a trend towards parity of hours worked per FPE (**Figure 21**).
- We note that part-time working by women in our School is primarily due to choice (working alongside PhD study or work-life balance, Section 5.5).

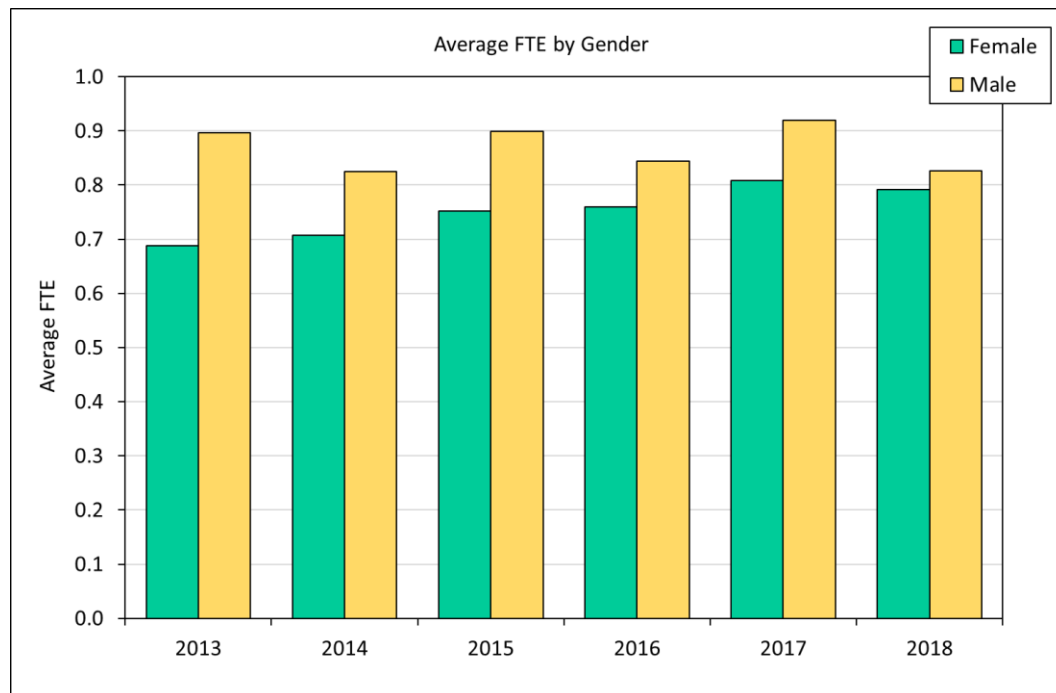


Figure 21. Average Full-time Equivalent (Total FTE across the year / FPE on census date). Nb. Where an individual's FTE is less than 1, it is due to people starting or leaving within the year as well as working part-time.

## Academic staff by Grade

- Female representation is greatest in the lower grades (**Table 15**).
- Despite the overall predominance of women in Psychology it took until last year to have equal representation in the professoriate by headcount and, because that recently-promoted individual left, we are now back down at 33% F by headcount but 59% by both FTE and FPE (1 of our male professors works part-time; the other now has a 0.5 Faculty managerial role). Female representation in the professoriate in Psychology is stubbornly low (34.5% FPE, 30.8%FTE nationally, 2017-18)

*Table 15. Substantive academic staff by gender and Grade on 1st December census dates + 1<sup>st</sup> November 2019 (FPE). Panel A shows Grades 7-9; panel B shows Reader and Grade 10.*

<b>Panel A: Grades 7-9</b>										
Year	Grade 7				Grade 8			Grade 9		
	Female	Male	NB	% F	Female	Male	%F	Female	Male	% F
2013	16.0	0.0	0.0	100%	4.0	3.0	57%	4.0	4.0	50%
2014	15.6	1.0	0.0	94%	4.0	2.0	67%	5.0	5.0	50%
2015	12.4	2.0	0.0	86%	5.0	2.0	71%	6.0	5.0	55%
2016	11.4	5.0	0.0	70%	9.0	1.0	90%	6.0	6.0	50%
2017	10.0	1.0	1.0	83%	9.0	3.0	75%	4.0	7.0†	36%
2018	11.0*	3.0	1.0	73%	9.0	3.0	75%	3.0	7.0†	30%
2019	6.0*	4.0	0.0	60%	5.0	1.0	83%	2.0	8.0†	20%
<b>Mean</b>	<b>11.8</b>	<b>2.3</b>	<b>0.3</b>	<b>82%</b>	<b>6.4</b>	<b>2.1</b>	<b>75%</b>	<b>4.3</b>	<b>6.0</b>	<b>42%</b>
<b>Panel B: Reader and Grade 10</b>										
Year	Reader			Grade 10						
	Female	Male	% F	Female	Male	% F				
2013	0.0	0.0		1.0	3.0†	25%				
2014	0.0	0.0		1.0	2.0†	33%				
2015	0.0	0.0		1.0	2.0†	33%				
2016	0.0	0.0		1.0	3.0	25%				
2017	1.0	0.0	100%	1.0	3.0	25%				
2018	1.0	0.0	100%	2.0	2.0	50%				
2019	1.0	0.0	100%	1.0	2.0	33%				
<b>Mean</b>	<b>0.4</b>	<b>0.0</b>	<b>100%</b>	<b>1.1</b>	<b>2.4</b>	<b>32%</b>				
Nb. * = 1 female here is a Marie Curie researcher who is not on our grading system. † = 1 of these people each year is our HoS.										

- Low (and decreasing) female representation is seen at Grade 9 (SL/STF; **Table 15** and **Figure 22**). This has been, in part, **due to the successful promotion of one woman to Reader and one to Professor**. However, two male staff have been promoted to SL while no female staff have (see Section 5.1.iii). In addition, when our recently-promoted female Professor left we were unsuccessful in recruiting a replacement (male or female) at Grade 9 (September 2019).
- From 2013 there has been an increase in women at Grade 8 due to progression from Grade 7. This year half the Grade 8 staff in the School have been supported to prepare applications to SL.

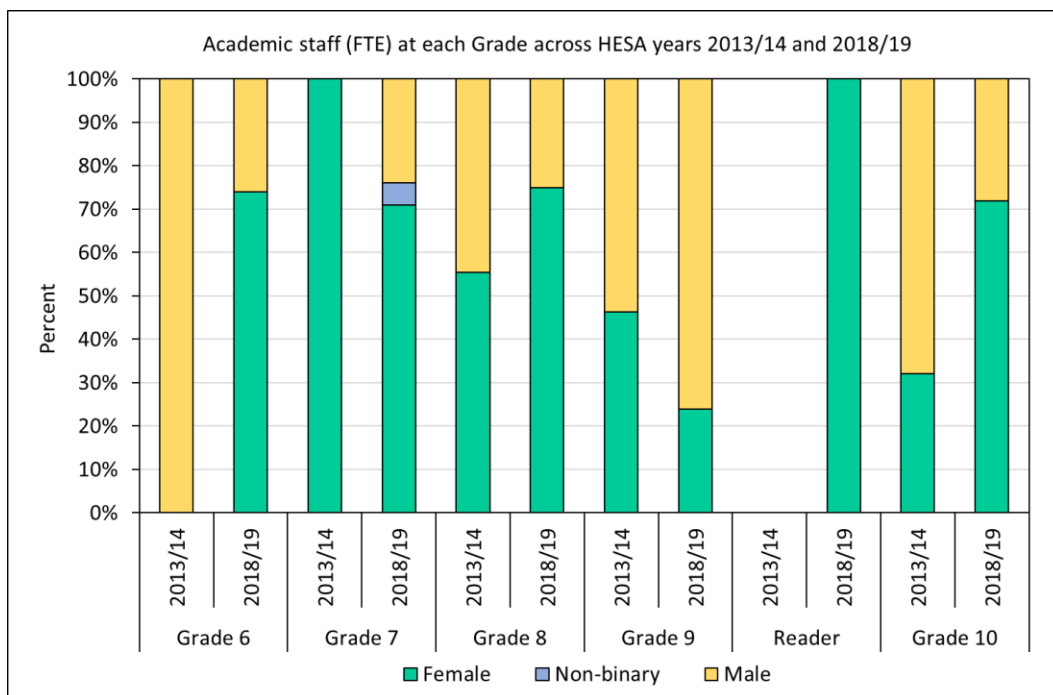


Figure 22. Full-Time-Equivalent across academic years 2013/14 and 2018/19 for Academic staff by gender.

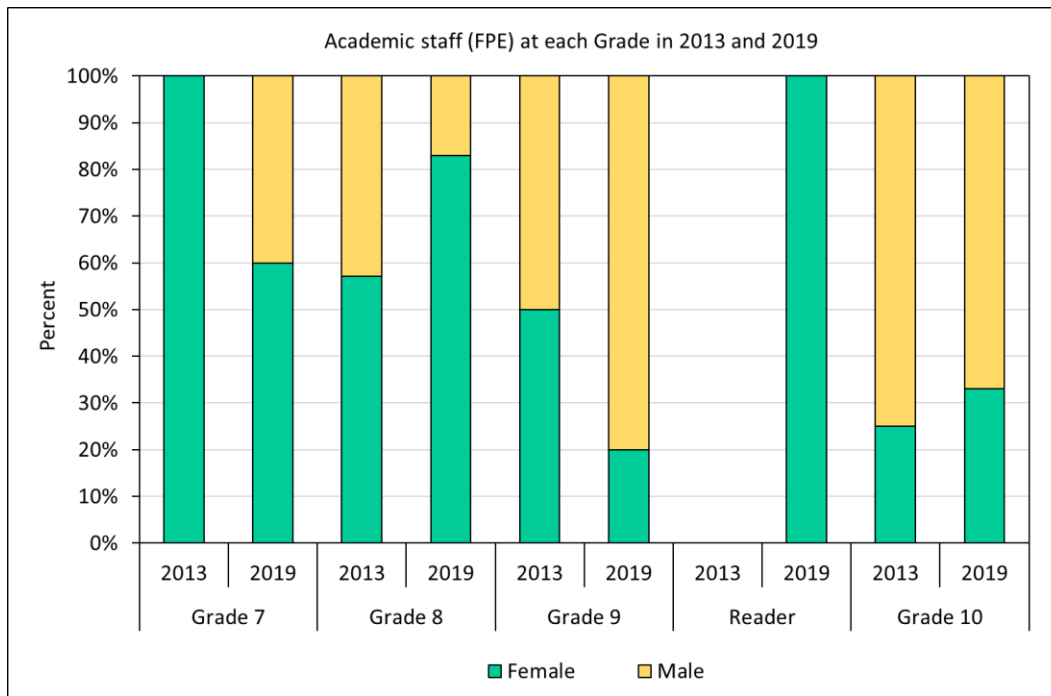


Figure 23. Full-Person-Equivalent on Dec 1<sup>st</sup> 2013 and Nov 1<sup>st</sup> 2019 for Academic staff by gender. Nb. Our non-binary member of staff is not shown as they were not employed in the School in 2013 or Nov 2019.

### Career pipeline

- We will take **APt.27** and **APt.30** (Section 5.2) to improve female representation at Senior Lecturer and sustain improvement at Professorial level (**Figure 20**).
- Grade 7 representation, **now 60F%**, is an improvement on earlier years.

### Academic staff by function

- Psychology and Counselling, **Table 16**, and Psychology-only staff, **Table 17**, data are provided separately, as 2/3 of our teaching-only staff were Counselling who have moved to another School.
- Psychology-only staff are mainly on E&R contracts (average 76% of women and 79% of men; **Table 17**). Few are research-only (average 0.6F; 0.9M).
- Women have greater representation on Teaching-only contracts (Psychology-only staff: average 21% of women and 15% of men). All Counselling staff, predominantly women, are on teaching-only contracts.

Table 16. Staff by gender in differing Academic roles (by FPE on 1<sup>st</sup> December census dates) – includes Psychology and Counselling staff.

Year	Teaching and Research			Research only			Teaching only			
	Female	Male	% F	Female	Male	% F	NB	Female	Male	% F
2013	13.0	9.0	59%	0.0	1.0	0%	0.0	12.0	1.0	92%
2014	13.0	8.0	62%	1.0	1.0	50%	0.0	11.6	2.0	85%
2015	13.0	9.0	59%	0.0	0.0	--	0.0	11.4	2.0	85%
2016	16.0	11.0	59%	0.0	2.0	0%	0.0	11.4	3.0	79%
2017	15.0	13.0	54%	0.0	1.0	60%	1.0	10.0	1.0	83%
2018	15.0	13.0	54%	2.0	1.0	67%	1.0	10.0	2.0	77%
<b>Mean</b>	<b>13.6</b>	<b>10.7</b>	<b>56%</b>	<b>0.6</b>	<b>0.9</b>	<b>40%</b>	<b>0.3</b>	<b>10.1</b>	<b>2.0</b>	<b>81%</b>

Table 17. Staff by gender in differing Academic roles (by FPE on 1<sup>st</sup> December census dates or Nov 1<sup>st</sup> 2019) – Psychology only.

Year	Teaching and Research			Research only			Teaching only		
	Female	Male	% F	Female	Male	% F	Female	Male	% F
2013	13.0	9.0	59%	0.0	1.0	0%	4.2	1.0	81%
2014	13.0	8.0	62%	1.0	1.0	50%	4.0	2.0	67%
2015	13.0	9.0	59%	0.0	0.0	--	4.0	2.0	67%
2016	16.0	11.0	59%	0.0	2.0	0%	3.0	3.0	50%
2017	15.0	13.0	54%	0.0	1.0	0%	4.0	1.0	80%
2018	15.0	13.0	54%	2.0	1.0	67%	3.0	2.0	60%
2019	10.0	12.0	45%	1.0	0.0	100%	4.0	3.0	57%
<b>Mean</b>	<b>13.6</b>	<b>10.7</b>	<b>56%</b>	<b>0.6</b>	<b>0.9</b>	<b>40%</b>	<b>3.7</b>	<b>2.0</b>	<b>65%</b>
<b>Mean % by contract type:</b>									
	<b>76%</b>	<b>79%</b>		<b>3%</b>	<b>6%</b>		<b>21%</b>	<b>15%</b>	



(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.

- **Substantial improvement** has been seen in the reduction in use of fixed-term contracts (FTCs) **representation dropping from 24% to 7% for women and 18% to 7% for men and is notably better than benchmarks (Table 18)**. This is a consequence of:



- **A strategic decision by HoS and DoE** to cease the previous practice of appointing TFs, who made up the majority of our FTCs (**Table 19**) on Sep-June 9-month contracts and re-employing after the summer break. **Permanent appointments allow TFs to develop new aspects of the curriculum over the summer months. This has resulted in TFs feeling more valued and secure and to a cultural shift towards viewing TFs as equal status to Lecturers.** Our DoE, who day-to-day manages and mentors the TFs within the School, has championed this shift in the way TF contracts tend to operate.
  - Counselling moving to a new School, where 2/7 members (29%) remain on FTCs.
- Psychology staff remaining on FTCs are covering work required for a limited duration (e.g., grant-funded project or maternity leave) and are offered support through the University Staff Redeployment Procedure by their line manager.

*Table 18. Substantive staff by gender on 1st December census dates and 1<sup>st</sup> November 2019 (FPE) by Contract Type (All staff – NB Psychology-only staff in 2019)*

Year	Fixed-term			Open-ended/Permanent				% on FTCs			
	Female	Male	% F	NB	Female	Male	% F	NB	Female	Male	
2013	6.0	2.0	75%	0.0	19.0	9.0	68%		24%	18%	
2014	6.0	2.0	75%	0.0	19.6	9.0	69%		23%	18%	
2015	6.0	0.0	100%	0.0	18.4	11.0	63%		25%	0%	
2016	7.0	6.0	54%	0.0	20.4	10.0	67%		26%	38%	
2017	3.0	2.0	60%	1.0	22.0	13.0	61%	0%	12%	13%	
2018	4.0	3.0	57%	1.0	23.0	13.0	62%	0%	15%	19%	
2019	1.0	1.0	50%	0.0	14.0	14.0	50%		7%	7%	
<b>Mean</b>	<b>4.7</b>	<b>2.3</b>	<b>67%</b>	<b>0.3</b>	<b>19.5</b>	<b>11.3</b>	<b>63%</b>	<b>0%</b>	<b>19%</b>	<b>17%</b>	
									<b>BmkG 2017/18</b>	<b>42%</b>	<b>29%</b>
									<b>UKHEI 2017/18</b>	<b>37%</b>	<b>26%</b>

*Table 19. Fixed-term substantive staff by gender on 1st December census dates and 1<sup>st</sup> November 2019 (FPE) by academic function. Our 1 current woman on an FTC is research-only (on a grant-funded project) and our 1 man on a FTC is on an E&R contract.*

Year	Teaching-only			Research-only			Teaching & Research		
	F	M	%F	F	M	%F	F	M	%F
2013	5.0	0.0	100%	0.0	1.0	0%	1.0	1.0	50%
2014	5.0	1.0	83%	1.0	1.0	50%	0.0	0.0	
2015	6.0	0.0	100%	0.0	0.0		0.0	0.0	
2016	4.0	2.0	67%	0.0	2.0	0%	3.0	2.0	60%
2017	3.0	0.0	100%	0.0	1.0	0%	0.0	1.0	0%
2018	3.0	0.0	100%	1.0	1.0	50%	0.0	2.0	0%
2019	0.0	0.0		1.0	0.0	100%	0.0	1.0	0%
<b>Mean</b>	<b>3.7</b>	<b>0.4</b>	<b>90%</b>	<b>0.4</b>	<b>0.9</b>	<b>33%</b>	<b>0.6</b>	<b>1.0</b>	<b>36%</b>

- We do not have zero-hours staff but do engage staff on atypical contracts (**Table 20**) to cover particular functions (**Table 21**). 12F, 3M staff (80%F) were engaged in 2018/19 with female numbers tripling since 2013/14; whilst male numbers have halved. Nevertheless, total atypical-only hours remain low at 0.9 FTE (91%Female).
- We recognise atypical contract use has increased and at 2.6% of all FTE is now identical to benchmark. Casual contracts represent a small fraction of our overall FTE and are used to provide opportunities for career development for PGR students (see Section 5.3.iv), and the occasional employment of experts from other sectors. We will continue to monitor that they are used appropriately (**Apt.21**).

*Table 20. Atypical staff by gender (FPE and FTE over academic year).*

HESA Year	FPE			FTE		
	Female	Male	% F	Female	Male	% F
2013-14	4.3	6.5	40%	0.1	0.15	40%
2014-15	5.0	5.0	50%	0.13	0.05	72%
2015-16	7.0	2.0	78%	0.13	0.03	81%
2016-17	9.0	3.0	75%	0.16	0.04	80%
2017-18	9.0	2.2	81%	0.41	0.03	93%
2018-19	12.0	3.0	80%	0.83	0.08	91%
<b>Mean</b>	<b>7.6</b>	<b>3.4</b>	<b>69%</b>	<b>0.29</b>	<b>0.06</b>	<b>82%</b>

Table 21. Atypical staff by FPE and position title, 2013/14-2018/19, totals across 6-year period.

Job role	Female	Male	% Female
Visiting Speakers (e.g., external experts)	0.14	0.19	42%
Supervisor	0.14	0.03	82%
Research (e.g., RAs)	0.45	0.08	85%
Demonstrator / Marker / Tutor / Teaching / Other	1.03	0.04	96%
<b>Total</b>	<b>1.76</b>	<b>0.34</b>	<b>84%</b>

(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.

- Since 2013, 30 female and 10 male academics have left the School (Table 22).
- 3 of these women and 1 man were TFs, who were re-employed after the summer break (see Section 4.2.i for improvements in contractual terms for TFs).
- Of resignations/other, 84% have been female.

Table 22. Academic leavers by gender and reason, including any leavers subsequently re-employed in the School.

HESA year	Female			Male			
	End of FTC	Resign /Other	Total	End of FTC	Resign /Other	Retire	Total
2013-14	1	1*	2			1	1
2014-15	3 (2*)	4	7	1*			1
2015-16		6	6			1#	1
2016-17		5	5		1		1
2017-18		4	4	1^	2		3
2018-19		6	6	1	2		3
<b>Totals</b>	<b>4</b>	<b>26</b>	<b>30</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>10</b>

Note: \* Staff were re-employed after the summer break; # member of staff semi-retired and was re-employed a short while later in a part-time post; ^ staff member transferred to an atypical post and is still doing some casual work for Keele. Nb. Not included in the data - one man left the School in 2014/15 to take a post elsewhere in the University (not marked as a leaver as has not left the University).

- We do not separate those leaving for “other” reasons from resignations as some “other” reasons (including recent voluntary severance) are confidential.
- Similarly, looking at contract type (**Table 23**), excluding Counselling leavers from the calculation, 85% who have left from a permanent contract have been female.
- Of academic leavers, over the last 3 years 47% of women who left the School are now employed by another HE institution (**Table 24**); no men have left for other HEIs.
- Numbers appear high for PT female academic leavers (**Table 25**). The majority were TFs on fractional contracts and many left from Counselling. Four TFs, working while completing their PhDs, moved to different HEIs for permanent FT academic positions.
- Whilst we are pleased to see women progressing their careers, we are concerned that women are being disproportionately lost from the School to other HEIs, including 3 more established academic staff members (1 Prof; 2 Lecturers). We know that some of this was down to family reasons but we have insufficient locally collected data to confirm other reasons; see **APt.21**.

*Table 23. Academic leavers by gender and contract type, excluding any leavers re-employed in, or before, the following academic year.*

HESA year	Female			Male		
	Fixed-term	Open-ended / Permanent	Total	Fixed-term	Open-ended / Permanent	Total
2013-14	1		1	1		1
2014-15	4	1	5			0
2015-16	1	5	6			0
2016-17	2	3	5	1		1
2017-18	1	3	4	3		3
2018-19	1	5	6	2	2	4
<b>Totals</b>	<b>10</b>	<b>17</b>	<b>27</b>	<b>7</b>	<b>2</b>	<b>9</b>
<b>Of which are Counselling staff:</b>						
	<b>3</b>	<b>6</b>	<b>9</b>	<b>1</b>		<b>1</b>

Table 24. Leaver activity 2016/17 to 2018/19.

Activity	Female	Male	Total
Emeritus Professor (at Keele)		1	1
Honorary Fellow (of Keele)		1	1
Other atypical contract		2	2
NHS/General medical practice/General dental practice	1		1
Not in regular employment	3	1	4
Not known	2		2
Self-employed		1	1
Working in a higher education provider	7		7
Working in another education provider	1		1
Working in another public sector organisation		1	1
Working in the private sector	1		1
<b>Totals</b>	<b>15</b>	<b>7</b>	<b>22</b>

Table 25. Academic leavers by gender and mode of employment, excluding any leavers re-employed in, or before, the following academic year.

HESA year	Female			Male		
	Full-time	Part-time	Total	Full-time	Part-time	Total
2013-14		1	1		1	1
2014-15	1	4	5			0
2015-16	2	4	6			0
2016-17	2	3	5		1	1
2017-18	2	2	4	2	1	3
2018-19	4	2	6	2	1	3
<b>Totals</b>	<b>11</b>	<b>16</b>	<b>27</b>	<b>4</b>	<b>4</b>	<b>8</b>
<b>Of which are Counselling</b>	<b>5</b>	<b>4</b>	<b>9</b>		<b>1</b>	<b>1</b>

<b>APt.21</b>	Monitor use of atypical contracts to ensure they are used appropriately
<b>APt.22</b>	Act, as appropriate, on leavers' feedback. Ensure all leavers are offered an exit interview with a choice of staff

Word count = 2,387

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | 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.

- Job adverts highlight our commitment to EDI, display our AS Bronze Award, and encourage applications from BAME candidates to all positions, from men to PSS positions, and from women to senior appointments.
- Recruitment and Selection Training (including Unconscious Bias Training) is mandatory for all members of selection panels; renewed biennially.
- Institutional AS actions are implemented for appointments (and promotions):
  - 35%F target flagged at every Professorial appointing/promotion panel;
  - 50%F target flagged at every SL appointing/promotion panel.
- Our EDIG also developed an **Unconscious Bias Briefing sheet** to be provided to appointing and promotion panels (see Section 5.1.iii); this received praise from the Dean and has been **rolled out across the University (2017 Institutional A.P.6.2)**.
- Across the last 4 years our F:M lecturer applicant ratio has been 60:40 with the average selection rate for shortlisting being 24% for both women and men (**Table 26**; note that the percentages in the table are calculated in different ways.).
- There has been parity in Lecturer appointees but men have had greater success, by a factor of 1.5, relative to the applicant and shortlist pools (see **APt.24**).
- For RA recruitment, gender balance at application and appointment matches gender balance in the sector/School (**Table 27**). For TFs, there is parity in gender at appointment (**Table 28**).
- Our last Professorial appointment (male) was made in 2016/17 from an applicant list of 2F:3M and shortlist 2F:1M. All professorial appointments in the University now require a senior level member of the panel (e.g., ILGE, Director of HR) to have advanced knowledge and skills in talking about unconscious bias (see **APt.23**).



impact

Table 26. Number of female and male applicants, shortlisted, and appointments, by grade for Psychology Lecturer, Senior Lecturer, or Reader positions; plus percentage of applicants who were female/male, and percentage of female and male applicants who were shortlisted.

Year	Job	Applicants		% applicants by gender		Shortlisted		Of apps., what % shortlisted		Successful	
		F	M	F	M	F	M	F	M	F	M
2015-16	L	14	7	67%	33%	2	1	14%	14%	1	0
	L	9	7	56%	44%	3	1	33%	14%	0	1
	L	13	12	52%	48%	3	2	23%	17%	0	1
2016-17	SL/R	3	8	27%	73%	1	2	33%	25%	0	1
	L	17	6	74%	26%	3	1	18%	17%	1	0
2017-18	L	11	4	73%	27%	2	0	18%	0%	1	0
2018-19	L	30	18	63%	38%	3	2	10%	11%	1	0
	L	4	2	67%	33%	2	1	50%	50%	0	1
	L	11	6	65%	35%	2	4	18%	67%	1	1
<b>Totals</b>		<b>112</b>	<b>70</b>			<b>21</b>	<b>14</b>			<b>5</b>	<b>5</b>
<b>Average % across posts</b>				<b>60%</b>	<b>40%</b>			<b>24%</b>	<b>24%</b>		

Table 27. Number of female and male applicants, shortlisted, and appointments by grade for Research Assistant positions; plus percentage of applicants who were female/male, and percentage of female and male applicants who were shortlisted.

Year	Applicants		% applicants by gender		Shortlisted		Of apps., what % shortlisted		Successful	
	F	M	F	M	F	M	F	M	F	M
2016-17	48	21	70%	30%	4	3	8%	14%	0	1
2017-18	21	6	78%	22%	5	1	24%	17%	1	0
2018-19	17	26	40%	60%	3	2	18%	8%	1	0
<b>Totals</b>	<b>86</b>	<b>53</b>			<b>12</b>	<b>6</b>			<b>2</b>	<b>1</b>
<b>Average % across posts</b>			<b>62%</b>	<b>38%</b>			<b>17%</b>	<b>13%</b>		

Table 28. Number of female and male applicants, shortlisted, and appointments by grade for Psychology Teaching Fellow positions; plus percentage of applicants who were female/male, and percentage of female and male applicants who were shortlisted.

Year	Applicants		% applicants by gender		Shortlisted		Of apps., what % shortlisted		Successful	
	F	M	F	M	F	M	F	M	F	M
2016-17	3	2	60%	40%	3	1	100%	50%	1	1
2017-18	1	0	100%	0%	1	0	100%		1	0
2018-19	6	2	75%	25%	3	2	50%	100%	0	1
<b>Totals</b>	<b>10</b>	<b>4</b>			<b>7</b>	<b>3</b>			<b>2</b>	<b>2</b>
<b>Average % across posts</b>			<b>78%</b>	<b>22%</b>			<b>83%</b>	<b>75%</b>		

<b>Apt.23</b>	Investigate advertising through social media and in particular targeting women's interest groups for senior posts where women are currently under-represented. Ensure good practice is maintained, for example: scrutiny and removal of unnecessarily gendered wording in advertisements
<b>Apt.24</b>	Scrutinise reasons for not appointing staff, to see if any trends emerge and address as required. Ensure recruitment good practice is maintained, for example: gender balance on interview panels



Table 29. Number of female and male applicants, shortlisted, and appointments by grade for Counselling Teaching Fellow positions; plus percentage of applicants by gender, and percentage of applicants by gender who were shortlisted.

Year	Applicants			% applicants by gender			Shortlisted			Of apps., what % shortlisted			Successful		
	NB	F	M	NB	F	M	NB	F	M	NB	F	M	NB	F	M
2016-17	0	6	1	0%	86%	14%	0	3	1		50%	100%		2	0
2016-17*	1	12	3	6%	75%	19%	1	2	0	100%	17%	0%	1	0	0
2017-18	0	3	2	0%	60%	40%	0	1	1		33%	50%		1	1
2018-19	0	2	0	0%	100%	0%	0	2	0		100%			2	0
<b>Totals</b>	<b>1</b>	<b>23</b>	<b>6</b>				<b>1</b>	<b>8</b>	<b>2</b>				<b>1</b>	<b>5</b>	<b>1</b>
<b>Average % across posts</b>				<b>2%</b>	<b>80%</b>	<b>18%</b>				<b>100%</b>	<b>50%</b>	<b>50%</b>			
*This was the only post offered on an open-ended contract. All were offered part-time (0.2 FTE – 0.4 FTE)															

- Applicants to Counselling TF posts are 80%F, broadly similar to Counselling PGT and staff cohorts (

- **Table 29).** There is no evidence of bias in shortlisting or appointment (14%NB, 71%F, 14%M). Though Psychology TFs are now appointed on permanent contracts (Section 4.2.i), recent Counselling appointments have been fixed-term; this will be highlighted when we forward this submission to their new School (**Apt.2**).

(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.

- Before our 2013 AP there was an unwieldy, incomplete staff handbook. The SAT set up a small working group to distil this into a shorter more coherent document.
- Since 2016 this handbook has been given to all new staff (academic and PSS).
- **As noted in Keele’s 2017 Institutional submission, our induction handbook was adapted by the School of Humanities and has been distributed as AN example of good practice to all other academic units via the Faculty EDIGs.**
- Effectiveness of the handbook is reviewed annually in the Staff Survey. Data from 2019 Survey suggests that this is not the best place to evaluate its effectiveness. There was a drop from 52% to 27% agreement with the question *“In my School there is a clear and comprehensive induction process for new staff”*. However, when we followed this up by emailing recent starters (2 PSS, 2 Lecturer) follow-up questions about Induction (Nov 2019), those who replied (2 PSS, both F; one Lecturer, F) all had had positive experiences (see **Apt.26-26**).
- New staff are provided an induction mentor to provide hands-on info about the daily functioning of the School (rather than research-related or teaching-related guidance provided by teaching and research mentors). **All new starters over the last 2 years have been given an induction mentor** (unless they declined one because they had come from elsewhere in the University).



<b>Apt.25</b>	Change the staff survey question to ask only new starters about their experience of induction
<b>Apt.26</b>	Keep the Induction handbook up to date; upload it to the shared staff drive; and remind current staff about the handbook

(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.

- Promotion criteria are currently being reviewed at University level to reflect the new job families (E&R and E&S).
- Cases for promotion to SL/STF/SRF are considered by the Faculty Promotions Subcommittee; if a *prima facie* case for promotion has been made, reports are requested from up to 5 independent assessors named on the application. Applications and assessors' reports are then considered by the main Academic Promotions Committee.
- Professor and Reader promotion cases follow a similar procedure, but the panel consists of the Vice Chancellor, Deputy Vice-Chancellor, Provost, Pro Vice-Chancellor (Research and Enterprise), Pro Vice-Chancellor (Education), and 2 Professors from each Faculty.
- Overall % success rates (**Table 30**) suggest more men apply for promotion but **more women are successful**. This appears to reflect the pattern than men put themselves forward for promotion earlier and women wait until they are sure that they will be successful (see **APt.27**).
- Promotion discussions are mandatory in academic Staff Performance Review and Enhancement (SPRE) meetings, and support/mentoring towards promotion is discussed. Appraisers identify staff who are 2-3 years from promotion during each year's SPRE cycle and inform HR about how staff are being supported. All women (and BAME staff) identified at appraisals as being within 2 years of promotion are offered a mentor and/ or training to support them to reach required standards (2017 Institutional A.P.7.3).

*Table 30. Psychology promotion applications and successes by grade and gender. Promotion year is the year in which the promotion application is made (in autumn); applicants are informed of their success in the following spring. There have been no TF to STF applications. Recent promotion applications mentioned in the HoS letter (Section 1) have not been included here as outcomes are not yet known.*

Grade	Year	Applications		Successes		% Successful	
		Female	Male	Female	Male	Female	Male
Lecturer to Senior Lecturer	2015		1		1		100%
	2016						
	2017		1		0		0%
	2018		2		2		100%
Senior TF / Lecturer to Reader	2015						
	2016	2	1	1	0	50%	0%
	2017						
	2018						
Senior Lecturer to Professor	2015						
	2016						
	2017	1		1		100%	
	2018						
<b>Totals</b>	<b>2015-18</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>67%</b>	<b>60%</b>
<p><i>Nb. In 2018 one female applied for promotion to SL. She was successful at stage one of the promotion process but withdrew to take an SL post elsewhere.</i></p>							

- **75% of staff now agree with the statement “In my School people are encouraged to aim for and work towards the next promotion opportunity (if that is what they wish to do)” in 2019 (up from 54% in 2016).**
- Unsuccessful SL candidates get feedback from the panel about their application. The HoS and candidate then draw up (informally) an AP, and the individual is supported to engage in activities that target the areas for improvement. Unsuccessful Professorial or Reader applicants are invited to meet with the Dean and one of the Pro Vice Chancellors to get feedback on the application and guidance on how to move forward.



(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.

- For REF 2014 we submitted 15 members of staff. of whom 9 (60%) were female. Both our impact case studies were female. This represents a **considerable improvement from RAE 2008 where of 15 members of staff submitted only 5 (33%) were female.**
- REF 2020/2021: Since 2016, in addition to annual SPRE meetings staff have research plan review meetings with their Research Group Lead every 6 months to ensure that support is provided to facilitate research activity (see Section 5.2.v.).
- During REF 2021 planning, all Unit of Assessment Leads (our School RD) were asked to identify and, where possible, address equality issues in their anticipated REF submission. All REF decision makers attended a mandatory EDI awareness workshop (summer 2019). The REF Environment Statement produced by our RD includes an EDI component, and drafts of REF paperwork have been reviewed for EDI issues by the F-EDIL, Co-chair of REC-SAT, and School EDIL.

<b>APt.27</b>	Promotion workshops run within School, and staff encouraged to attend those run at Faculty and University level. 6 monthly meetings with HoS/SPRE reviewer for those staff identified or who self-identify as working towards promotion.
<b>APt.28</b>	6 monthly meetings with Research Group Leads to continue. Regular sessions on how to write a good REF paper. Explicit consideration of REF in research mentor meetings

## 5.2. 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?

- Since 2013, **3 academics and 3 PS staff have completed Springboard Women's Development Programme; 4 academics have also completed the Aurora Women's Leadership Programme** and continue to benefit from their peer-mentoring groups.
- Leadership training was provided for leaders and potential future leaders within the School (RG Leads, PGR Lead, EDIL) by an external consultancy (INSTEP, 2018-2019); 2 female staff and 4 male staff attended (2 other female staff were due to attend but were on sabbatical/maternity leave). This training will be repeated in line with succession planning.
- Overall, female academics are doing much more training than males (**Table 31**); female staff make up around 56/57% of our School by FPE or FTE, yet female academics are doing 81% of training hours. This is partly explained by more career young women doing teaching training, holding ECR grants so doing research training, and women doing Springboard (data hours do not include Aurora). However, even if this is accounted for by removing excess hours related to teaching and Springboard, 78% of hours are still done by women.
- %F rates for PGR and PSS training hours are representative of the gender breakdown of these groups in our School (**Table 32** and **Table 33**).

*Table 31. Course completion by academic staff, 2014-2019 (by hours).*

Course Classification	Female	Male	Unknown	%F
Essential Skills for Researchers	303.75	57.5		84%
Health, Safety and Wellbeing	44			100%
Information Technology	13	3		81%
Keele Knowledge	37.5	17.75		68%
Leadership and Management	17.5	8		69%
Learning and Teaching	94.5	28.5		77%
Online Learning (inc. GDPR, Recruitment and Selection, IT)	93	39	3	69%
Personal Effectiveness (includes 72 hrs Springboard)	103	4.5		96%
Postgraduate Research Students	41.25	9		82%
University Policies and Systems	18.5	7		73%
Unknown	1.5	3		33%
<b>Annual average</b>	<b>128</b>	<b>30</b>		<b>81%</b>

Table 32. Course completion by PGRs, 2015-2019 (by hours). (No students had a training record prior to 2015 despite data recording starting in Jan 2013).

Course Classification	Female	Male	%F
Essential Skills for Researchers	29	5	85%
Learning and Teaching	17	14	55%
Online Learning (inc. GDPR, Recruitment and Selection, IT)	1	3	25%
Personal Effectiveness	8		100%
Postgraduate Research Students	18	6	75%
Unknown	2.5		100%
<b>Annual Average</b>	<b>15.1</b>	<b>5.6</b>	<b>73%</b>

Table 33. Course completion by PSS, 2014-2019 (by hours).

Course Classification	Female	Male	%F
Essential Skills for Researchers	3.5		100%
Health, Safety and Wellbeing	62	3	95%
Information Technology	61.5	1	98%
Keele Knowledge	12.25		100%
Leadership and Management	35.5		100%
Learning and Teaching		1	0%
Online Learning (inc. GDPR, Recruitment and Selection, IT)	52	6	90%
Personal Effectiveness (includes 72 hrs Springboard)	134.5	3	98%
University Policies and Systems	102	9	92%
<b>Annual average</b>	<b>77</b>	<b>4</b>	<b>95%</b>

<b>APt.29</b>	EDIL to present M:F training data at School Committee. Training data to be reported to EDIG annually (Oct meeting). To include an assessment as to whether staff have found training opportunities to be useful for career development
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(ii) Appraisal/development review

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

- All staff (PSS, TFs, Lecturer to Prof on E&R or E&S routes) are reviewed annually via Staff Performance Review and Enhancement (SPRE) procedures. Those who have not been SPRE'd recently were either on probation (so would have had probational

review instead) or were on maternity leave (SPRE deferred until return). SSM conducts SPRE reviews for PSS.

- SPRE was revised at University level in 2018 to include career planning and ensure discussion of promotion trajectories, with HoS required to identify all staff within 2 years of being ready for promotion.
- Prior to 2018, TFs were employed on 9-month contracts so were not present over the summer when SPREs take place. **As we have changed all TF contracts to permanent** (Section 4.2.i) **all TFs now benefit from SPREs**. These are conducted by the DoE, who day-to-day manages the TFs.
- Our new HoS (2017) revised how SPREs are conducted. Responsibility for conducting SPREs for academic staff is now delegated across academic members of SMT (HoS, RD, DoE; 1 M, 2 F). The HoS sends an initial email asking that if you have a preference for who conducts your review to inform him; all requests to change reviewer have been agreed. **Staff now say that they receive a helpful annual appraisal, up from 38% to 78% in 2019 and past the 75% benchmark we set in our previous Action Plan**. Staff who indicated that they disagreed with the question about having a helpful annual appraisal had a further question asking them to explain more, comments primarily focussed on allowing more time for SPRE, see **APt.30**.



<b>APt.30</b>	Longer SPRE meetings to be allowed for
<b>APt.31</b>	All staff at SL to undertake SPRE training

(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.

- **ECR Lecturers receive a higher percentage of time for research**, which tapers during their 3-year probation period (% reduction across years 1-3).
- Post-doc Rf receive the same access to University training and can apply for funds for research/training in the same way as other academic staff.
- As mentioned in Section 2, in 2018 the University introduced a new job family focused on E&S. We appointed one new Lecturer on an E&S contract in 2019, one Psychology TF transferred to an E&S Lecturer contract, and our DoE transferred from TF family to E&S family. **Our DoE has established an E&S group to support these Lecturers, as well as continuing TFs, with their education-focussed career development.**
- All indefinite-contract staff (full-time and part-time) are eligible to apply for a 6-month sabbatical once every 7 semesters. Sabbaticals are not offered in all Schools



at Keele. Applicants have a 2-year lead-in period to develop their sabbatical applications and are supported during this time by the HoS and Research Director.



- **In 2018 we broadened our sabbatical system to include teaching-focussed staff**, to enable them to enhance their Education-related Scholarship. **Our Director of Education (female, Reader) took a sabbatical in Semester 1 2019/20.**
- **Sabbatical timings are adjusted where colleagues are on maternity/sick leave.** For example, a staff member currently on maternity leave was due to currently be on sabbatical. Our HoS formally pre-approved her sabbatical for Semester 1 2020/21 prior to her going on maternity leave.
- **Since 2015, 10 women and 4 men have taken sabbatical (1 F twice).**
- A change stemming from our previous AP is that **the HoS now sends requests for Expressions of Interest (EOIs) in covering key leadership roles** while role-holders are on sabbatical, or when they vacate these positions. Previously, individual staff were approached directly, and opportunities were not made available to all who might be interested. Relatively junior staff are encouraged to take these on (with support) to try them out to see what direction they might like to pursue in relation to POMA. In 2018/19 2 female Lecturers filled the DoE and BSc PD roles while role-holders were on sabbaticals.
- Following early informal conversations about unconscious bias, our F-EDIL has been invited to give a presentation to the head-hunting company used to recruit HoSs about EDI work at Keele.
- In addition to University-organised promotion workshops, internal workshops take place annually in Psychology (2015, 2017) or at Faculty level, organised by the F-EDIL (in 2018 there were 2, L to SL and TF to STF. Another is planned for 2020). ECRs are encouraged to attend early, before they are actually thinking of going for promotion, so they can see what evidence and experience is needed for application. On our 2019 Staff Survey, **68% of staff agreed with the statement “I understand the promotion process and criteria applicable to me”**; this was down on the high of 81% agreement in 2017, possibly because the University is currently formalising the promotion criteria for the new E&S job family.

<b>APt.32</b>	Leadership sessions to be held every 2 years.
<b>APt.33</b>	New E&S job family promotion criteria to be discussed with all E&S staff at SPRE.

### Career development: Professional and Support Staff

- Though not going for a Silver award we feel it is important to develop actions related to PSS as well as academic staff, especially as we have had high turnover of PSS in recent months.

<b>APt.PS.1</b>	Investigate possible team building opportunities and select an appropriate team building activity. Regular administrative staff meetings to focus on efficient teamworking.
<b>APt.PS.2</b>	Promote University-wide initiatives to support PSS careers (i) Professional Staff and AUA networking events (ii) Professional Services Conference (iii) Technician network, conference and HEATED activities and other opportunities as they arise (e.g. participation in university or faculty working groups or activities)
<b>APt.PS.3</b>	Continue to promote training activities including leadership and women's development courses to PSS (e.g. Springboard)

(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).

**UG and PGT students:**

- Pre-2019/20 the majority of careers sessions open to Psychology students were facilitated by the careers office. **Responding to PGT feedback** we introduced Psychology-specific careers sessions for all UG and PGT featuring a “later” and “early” career individual from these areas: Research/academia, Counselling, Clinical psychology, Educational psychology, Business. Speakers discuss entry into their professions, plus a Q&A element. Sessions are held across the year at different times/days to facilitate attendance by students with different timetables/commitments.
- Careers drop-in sessions twice per semester enable our Careers Officer and the Faculty Careers Consultant to discuss any aspect of an individuals’ career/CV/general advice; see APt.
- We are increasing the embedding of employability throughout the curriculum, and are putting forward a new module proposal for 3<sup>rd</sup> Year students with this specific focus.

**PGR students:**

- PGR students’ progress and training needs are regularly assessed with their supervisors, recorded on the University System, and overseen by the PGR Lead.
- All students and supervisors submit Interim Progress Reports at 6 monthly intervals. In Year 1, PhD students submit a progress report and attend a viva voce examination with a panel of staff members who are not members of the supervisory team.
- Generic skills training (e.g., academic writing, viva preparation) is provided by the Faculty and Keele Institute for Innovation and Teaching Excellence (KIITE). Specific skills training is provided at the School level either by qualified staff (e.g., Bayesian Data Analysis, EEG & eye-tracking, tDCS, Grounded Theory, Conversation Analysis) or invited external experts (e.g., Programming in R, engaging with Open Science practices, grant writing). Funding is available for students to obtain research skills at external national/international institutions. **74% of PGRs reported satisfaction with the School/University training available (2019).**
- It is important for PGR students to obtain teaching experience before they reach the job market. Until 2017, such opportunities for students were advertised on a ‘first-come-first-served’ basis, and as opportunities were not being distributed fairly. In 2017 a PGR working group (WG) was established and at the start of 2018/19 a **Postgraduates who Teach (PGwT) policy document** was introduced, stipulating how such opportunities can be accessed. Teaching opportunities are

impact

advertised earlier and a deadline for submitting an EOI for a specific opportunity is published. **This has led to increased PGR satisfaction for support with marking student work (up to 80% satisfied/very satisfied from 16% in 2016 and 50% in 2018) and how to teach (up to 77% from 57% in 2016, 50% in 2018).**

- The PGWT policy has also had positive impact for staff. It includes recommendations for Module Leaders providing guidance for PGRs contributing to their modules; **staff have commented that this has had the knock-on effect of improving teaching/marking guidelines for all staff, thereby improving culture** (see Section 5.6.i).
- There is still work to be done here, as 2019 PGR survey comments indicated that in some cases the PGWT policy is not being adhered to (e.g., when teaching cover is needed at short notice) and supervisor support (e.g., around careers, training, external opportunities) varies (see **APt.34-35**)
- PGR students are now required (since 2017) to complete at least the first workshop of the Introduction to Teaching and Demonstrating (ITAD) course run by KIITE before they can undertake teaching. More female PGRs have completed this (**Table 34**), but the gender breakdown matches the gender split of our current PGRs.



*Table 34. Psychology PGR attendance on ITAD.*

Course Name	Calendar Year	Attendees	
		Female	Male
ITAD Workshop 1 - Introduction to the Course, Small Group Teaching & Demonstrating	2017	3	0
	2018	1	0
	2019	2	2
	<b>Total</b>	<b>6</b>	<b>2</b>
ITAD Workshop 2 - Microteach	2017	3	0
	2018	1	0
	2019	1	1
	<b>Total</b>	<b>5</b>	<b>1</b>
ITAD Workshop 3 - Large Group Teaching & Assessment and Feedback	2017	3	0
	2018	1	0
	2019	1	1
	<b>Total</b>	<b>5</b>	<b>1</b>
ITAD Workshop 4 - Portfolio Review and Continuing Professional Development	2017	3	0
	2018	1	0
	2019	0	1
	<b>Total</b>	<b>4</b>	<b>1</b>
<b>Grand Total</b>		<b>20</b>	<b>5</b>

- Second and Third Year PGR student volunteer to mentor incoming First Year PGR students; benefitting both parties.
- **All PGR and PGT students are invited to Research Group meetings** which have been re-timetabled to allow attendance at more than one RG meeting (see Section 5.6.vi).
- 2019 PGR Survey respondents requested more Psychology-specific career development workshops. We plan to hold one session per year, plus our PGR conference will be expanded from 2020, with keynote talks from prominent external invited speakers.

<b>APt.34</b>	PGR Tutor to be appointed alongside PGR Lead; induction procedures to be revised; organise careers workshops (1 per year) for PGR students; provide guidance to PhD supervisors on what support they should be offering to PGR students (beyond guidance provided by the University).
<b>APt.35</b>	Remind all module leaders about the PGWT policy at the start of each year. Remind all PGRs that violations of the policy should be reported to the PGR Tutor
<b>APt.36</b>	Schedule sessions for BSc Psyc with Placement Year students to present their experiences to other students
<b>APt.37</b>	Create selection of Psychology-focussed volunteering opportunities for UGs

(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.

- Psychology being relatively small, the majority of our research support is provided from Faculty, which has occasioned some difficulties. These were fed back to Faculty by our Research Director. At RC, **staff have reported an improvement in this in recent months** and two staff from RaISE presented at the start of the recent grant writing workshop (Nov 2019). In addition, the School has a dedicated finance administrator supporting post award management, and internal awards of funding from the School's research support fund.
- Research Group (RG) Leads and other senior staff provide individual feedback and assistance with research design, grant writing and paper writing. **Success is evident from increased grant income and number of prestigious awards (ESRC, NIHR, UKIERI, EU) and increased Q1 journal publications over the current REF period compared to the previous REF period.**
- RG members are encouraged to provide peer review of draft papers and grants (for colleagues and PGR). **In Oct 2019 a new peer-review database of expertise was**

**compiled**, listing staff expertise in theories, topic areas, and methods, to widen the peer-review feedback available across the School.

- All grant proposals that exceed £100k are formally peer-reviewed to support the Research Council's strategy of demand management. Smaller grants are peer-reviewed within RGs.
- Review of staff's long-term (5 year) and short-term (12 month) research plans with RG Leads informs appraisal (SPRE) and objective setting between staff and line managers (RD or HoS). This provides an opportunity for reflection, self-assessment, and resource planning.
- Research skill development for research staff (including postdocs, and PGR students) is facilitated in the school with **grant funding workshops (facilitated by external consultants, 2014, 2019); plus 1-to-1 support developing grant ideas and grant-writing for ECRs, researchers returning from a break, or mid-career researchers whose research has stalled (2019)**. Paper-writing retreats are also funded by the School.
- A well-structured and flexible research support funding (RSF) mechanism, overseen by the school Research Committee, is strategically aligned with the aim of facilitating ECRs to network and engage with national and globally recognised research excellence to support and enable collaborations that enhance the quality, significance, rigor, and impact.
- **The effectiveness of this strategy is evident from the 3 ESRC Future Research Leaders / New Investigator awards obtained since 2015 – all female.** Each of these researchers has a named mentor from Psychology as part of the application
- We recently revised our sabbatical procedure (see Section 5.2.iii). Extra lead-in time (2-years) now allows people to plan more strategically and enjoy pre-sabbatical support for grant submissions.
- We hold annual Research 'Away (Half) Days' in core hours to discuss strategy and support needs. One suggestion from our last awayday is a shared Google Calendar listing upcoming grant deadlines.



impact

**Apt.37**

Set up a grant Google calendar. Continue with existing good practice.

### 5.3. 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.

- Our 2014 Survey indicated 25% of staff were unclear on gender equality policies (including parental leave). **This decreased to 7% in 2018**, but increased to 20% in 2019. This may be because HR issued new guidance on maternity cover (May 2017), which staff were aware of in 2018 but had forgotten about in 2019.
- Our new Induction handbook (2016) includes links to HR policies (including parental leave). HoS ensures maternity and adoption leavers receive advice on relevant HR policies.
- All Psychology staff taking maternity/shared parental leave are allotted a Leave Liaison person (a colleague of their choosing). In 2019 we formalised this policy, creating a Leave Liaison Agreement Form (**Figure 24**) to capture details about what the Leaver wants contact about during leave. This document has been shared with other EDIGs in FNS.

<b>Parental Leave Liaison Agreement Form</b>	
<p>This form should form part of discussions between the person going on leave and the person chosen to act as their liaison during leave and should be completed prior to parental leave commencing. Though this form should help establish what is expected of both parties during leave, discussions should include the fact that some parents on leave want to be totally left alone while others want to still feel connected to work, and that situations can change during leave which may lead to changes in contact between the liaison and the person on leave – it is always a delicate and individual balance to strike.</p>	
<p>Agreement between: _____ (parent) and _____ (liaison)</p>	
<p>Date: __ / __ / ____</p>	
+	<p><b>Summarised changes:</b>            Things the parent does not want to be told about when they happen (because they are irrelevant and will be forgotten) but would like a collated summary of a few weeks before returning (e.g., programme modifications, changes to personal tutoring, other policy and procedure changes).</p>

Figure 24. Section from Parental Leave Liaison Agreement Form.

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

Explain what support the department offers to staff during maternity and adoption leave.

- Line managers (HoS for academics, Senior School Manager for PSS) hold KIT day meetings and these are recorded by HR. Not all staff have elected to use formally-recorded KIT days.
- For academics, specialist teaching is sometimes covered by other staff in the School; this is balanced in the WAM to ensure that the workload of colleagues does not rise as a result of someone else’s maternity leave.
- In 2017 (Jan and Sept), two fixed-term staff were appointed FT to cover maternity

leave of academics in the School.

- Cover for the person currently on leave (from Sept 2019) was provided by increasing TF contracts from 0.3 to 0.9 (the individual on maternity leave had 40% buyout provided by a grant, so only 60% FTE needed covering).
- A FT 12-month position was also recruited to cover the maternity leave of our Office Manager.

(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.

- To improve support for returners, **in 2018 we created a Maternity Returners questionnaire** for staff to feed back their experiences of how their maternity leave was handled and suggest improvements for colleagues taking maternity in the future. Responses are discussed with HoS and appropriate actions developed.
- In 2017 the University created an **Academic Returner's Fund** to support women returning from maternity or adoption leave. This provides funds to support research, attend conferences, cover childcare, or buyout teaching. Two School staff applied for this funding in 2018/19 (1 received funding; 1 left the School before funding used).
- The staff member currently on maternity leave was previously supported to apply for, and was successful in obtaining, an internally-funded PhD studentship; due to going on leave she has been allowed to defer recruitment of this student until after her return. Her research will be supported on return (sabbatical, 5.3.iii).
- Returners are consulted about flexible working needs prior to return (e.g., to allow different start/finish times, or breaks to breastfeed/express during the day). A room to breastfeed is dedicated if required.

<b>APt.38</b>	Keep leaver-liaison relationship in place for 12-months post return from leave.
<b>APt.39</b>	SMT to review a proposed reduction in workload in the return year (50 WAM or 12.5% after one-year leave). All maternity / adoption leave takers to be alerted to support available (including KIT days, flexible working, academic returners fund). A maternity / adoption leave buddies scheme will be developed within the School.



(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.

**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.

- 3 Lecturers have taken maternity leave over the last 7 years and then subsequently left the School (**Table 35**).
- 2 TFs who were on FTCs took maternity leave; we no longer routinely appoint TFs to FTCs.
- 2 of the Lecturer leavers left to pursue different career options (an SL post at a University with a better research fit, and a move into the private sector).
- An Administrator requested to return PT (0.5) and this was facilitated for one year via a job-share with the person who had covered her period of maternity leave, and then she obtained a PT position in another School.

*Table 35. Staff taking maternity leave 2012-19.*

Leave period	Job Type	Return status
2012-13	Teaching Fellow	Left within 1 year of return; was on fixed term contract
2013-14	Teaching Fellow	Was on Fixed term contract; did not return from maternity leave
2014-15	Lecturer	Left 3 years after return from maternity leave to launch a coaching career
2015-16	Lecturer	1 <sup>st</sup> period of leave, see also *
2017-18	Administrative	Left School within 18 months from maternity return (remains within University)
2018-19	Lecturer	* Left within 6 months of return from 2 <sup>nd</sup> period of leave (for Department with better research fit)
2018-19	Lecturer	Current member of staff (returned PT 0.6)
2019-20	Lecturer	Currently on maternity leave

(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.

- Paternity/Partner's leave is paid at full pay for 2 weeks (prior to Sept 2017 it was paid 1 week full-pay; 1 week half-pay). Shared-parental pay is paid at statutory level.
- One Lecturer took 1-week paternity leave in 2017-18. No other male staff have had reason to take paternity or parental leave during the last 10 years, but we made flexible arrangements for a new male PSS member to spend time with his new baby as he had not been long enough in post to qualify for paternity leave.
- Cover for any teaching commitments during an anticipated period of leave is arranged by HoS and credited in WAM.

(vi) Flexible working

Provide information on the flexible working arrangements available.

- There have been 2 formal applications by PSS (female) for flexible working arrangements in 2018/19; 1 was agreed and 1 agreed an alternative.
- One senior PSS member recently transferred from FT to PT (0.8) and one female academic transferred from FT Lecturer to PT Teaching Fellow (0.8), both to accommodate personal circumstances. Fractional staff are encouraged to display their status and working days in email signatures and many now do this routinely. Many staff include a statement in their email signature assuring recipients that there is no expectation of replies outside normal working patterns. Inclusion of such statements was highlighted as best practice in our EDIG report to the School Committee (March 2018).
- Many academic staff have informal flexible working arrangements and teaching is scheduled to accommodate these e.g., starting later or having teaching condensed over part of the week.
- **No staff disagreed with the statement: "My line manager/supervisor is supportive of requests for flexible working (e.g. requests for part-time working, job share, compressed hours)"** (2019 survey); 12% were neutral, an improvement from 20% neutral in 2016.

(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.

- No formal policy underpins transition from part- to full-time. However, staff may request to work part-time (for example following maternity leave) for a fixed period, automatically reverting to full-time working later.
- One academic staff member chose to reduce from FT to 0.6 following return from

maternity leave on a 12-month trial. She has decided to remain PT for the time being and the opportunity has been left open for her to return to full-time.

- Requests to increase working hours are discussed with the appropriate line manager (SSM for PSS, HoS for academics).

#### 5.4. 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.

- In our 2014 staff survey only 54% agreed that Psychology “*makes it clear that unsupportive language and behaviour are not acceptable (e.g. condescending or intimidating language, ridicule, overly familiar behaviour, jokes/banter that stereotype people of a particular gender or focus on their appearance)*” one of the first actions the SAT took was to organise two Respect in the Workplace training days facilitated by external consultants. The impact was immediately discernible in the atmosphere within the School and demonstrated in the 2015 staff survey when 90% of staff agreed that unsupportive language and behaviour are not acceptable. This number dipped a little to 80-84% over the last 3 years, and this year fell to 69%. We are disappointed with this as we have tried various strategies to address this.
- Qualitative comments on surveys refer to problematic behaviour in meetings. To address this:
  - EDIG added a ‘meeting behaviour statement’ (2017) to the top of all committee meeting agendas (**Figure 25**). Some staff felt this was helpful, but others voiced concerns that it was demeaning and a bad advertisement of Psychology to guests; in 2018 it was dropped.
  - EDIG organised a training session for committee chairs (2018; facilitated by a member of Academic Development) where we discussed techniques for managing unacceptable behaviour. A follow-up session reviewed our performance as chairs and suggested further improvements. All staff were also asked to feed back to SMT or the EDIL on unprofessional meeting behaviour (particularly if it was not dealt with appropriately by the chair within the meeting).

*Everyone has the right to expect professional and respectful behaviour from others in meetings. All views are valued and all attendees are encouraged to contribute to discussions.*

*Please Do: Indicate to the chair when you want to speak; wait for your turn; make your point calmly and politely; respect other people's views; be respectful when others are speaking.*

*Please Do Not: Interrupt others when they are speaking, talk among yourselves, make discourteous facial expressions when someone else is speaking.*

Figure 25. Meeting behaviour statement.

- Another cause for concern in our 2019 Survey data is that staff agreement that “line manager[s] would deal effectively with any complaints about harassment, bullying or offensive behaviour” fell from 69-79% (2014-6) to 56% (2019). In response to this we reviewed our policies regarding formal complaints at our 2019 Away Day, and talked about how complaints are handled.

<b>APt.40</b>	Hold an annual workshop for committee chairs before Semester 1 each year to put management of unprofessional meeting behaviour at the forefront of chairs’ minds as we start the academic year. Ideally facilitated by someone from Academic Development. These need to be repeated annually to keep awareness high, and to support staff new to a committee chair role.
<b>APt.41</b>	Members of SMT to have ‘having difficult conversations’ training, to facilitate having to discuss inappropriate behaviour with colleagues
<b>APt.42</b>	Brown bag discussion sessions will be scheduled (3-5 per year), each led by a senior member of staff. Focus will sometimes be gender-related issues, but other challenges (e.g., race; and the intersectionality of characteristics) will be welcomed. All staff will be welcome to attend, M/F attendance will be recorded, and key conclusions will be circulated to all.
<b>APt.43</b>	1) School Leadership Group (SLG) meeting discussions to be documented in a ‘blog’ format. This will not be formal minutes, but a summary of what was discussed and what was agreed/is being taken forward will be recorded in a Google doc (accessible by all staff). 2) Add a question to the staff survey to specifically assess views on decision-making.

(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 policies.

- **Staff Survey responses showed a substantial improvement this year, with 69% agreeing with the question “My School has made it clear to me what its policies are in relation to gender equality (e.g. on discrimination, parental leave, carer’s leave, flexible working)”;** agreement with this question had fluctuated between 52-59% over the last 5 years.
- HR support managers in the application of policies.
- Information on relevant changes to HR procedures is reported by HoS to School Committee and links in our Induction Handbook are updated.
- The School follows the University’s policy on bullying, harassment, grievance and disciplinary processes. If unresolved informally within School, formal complaint processes are overseen by HR.

(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.

- **Women are adequately represented on all our committees (Table 36), and do not suffer from committee overload, although we will continue to monitor the gender data.**
- **Figure 26** shows the School committee structure. All staff are members of the School Committee. Membership of the BSc and MSc Programmes Committees includes all staff who teach on those programmes.
- Membership of all committees is determined by staff role, except for EDIG which is comprised of staff who volunteered, and Research Ethics committee to which staff with room in their workload from each Research Group were recruited.

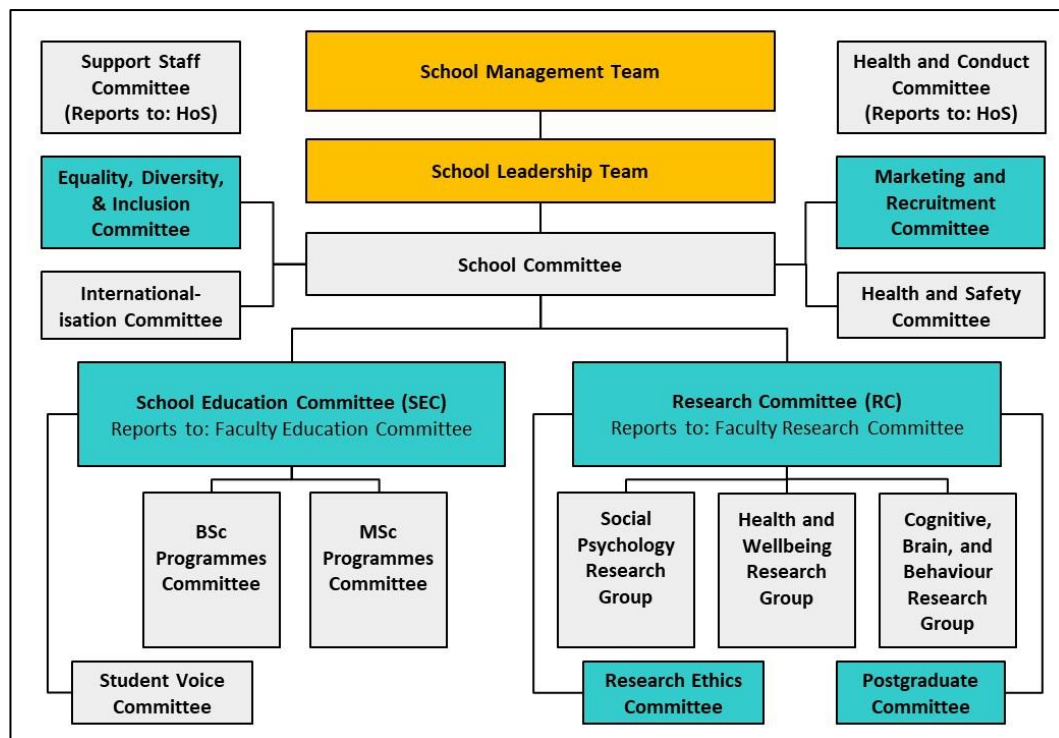


Figure 26. School of Psychology committee structure. Boxes in gold and green show key committees whose gender breakdown is provided in Table 36.

- The School Management Team (SMT) is the most influential committee. Membership of SMT is determined by staff role, and its gender balance thus depends on the gender of the staff occupying those roles (Apt.44). It currently comprises the Head of School, Senior School Manager, Director of Education, and Research Director. SMT has shifted to having more women primarily because of its re-composition under the current HoS.
- The newly-established School Leadership Team (SLT, 63% F) is a wider group of people than SMT to ensure that a range of diverse perspectives feed into SMT thinking. will hopefully become influential.
- Education Committee comprises all Programme Directors, the Senior Personal Tutor, EDIL, Director of Internationalisation, and Senior School Manager.
- Research Committee is comprised of the Research Director, HoS, PGR Lead, MSc PD, three RG Leads, the Impact Champion (role currently unoccupied), the EDIL, two ECR representatives, and the Research Support Administrator.
- PGR committee comprises academic staff and PGR students. One female PGR member (2017-19) now has a post-doc job elsewhere. Two more PGRs will be recruited (at least one of them male). A volunteer postdoc is being sought. Academic staff on the committee are all female but two male staff will be invited to join.

Table 36. Key School committees and composition.

Committee	Chair	Other members				Change in gender representation since 2016
		Academic		PSS		
		F	M	F	M	
School Management Team (SMT)	HoS (M)	3	0	1	0	Increased from 67% F to 80% F
School Leadership Team (SLT)	HoS (M)	3	2	2	0	Did not exist in 2016
Equality, Diversity & Inclusion (EDIC)	EDIL (F)	3 staff 2 PGR	3	3	1	Increased from 23% M to 36% M
Research Committee	Research Director (F)	5	4	1	0	Approx. same 67% F to 64% F
Education Committee	Director of Education (F)	5	2	2	0	Decreased from 67% F to 60% F
Postgraduate (PGR) Committee	PGR Lead (M)	4 staff 1 PGR	0	1	0	Shift from F to M chair.
Research Ethics Committee	Chair (M) Vice-chair (F)	3	1	0	0	+1 external member (M). Ethics was co-ordinated at University level prior to 2018
Marketing & Recruitment Committee	Outreach & Development Manager (F)	4	4	1	0	Did not exist in 2016

<b>APt.44</b>	Gender to be considered when progression planning for those leadership roles that form part of SMT (DoE, RD, SSM, HoS).
<b>APt.45</b>	Send request for EOIs to get male representatives (staff and PGR) to join PGR committee.
<b>APt.46</b>	1) When new members of Senate are sought (emails sent Faculty-wide) HoS to follow these up with encouragement for women to nominate themselves to join Senate. 2) HoS (or mentor) to support nominee with writing their EOI letter.

(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?

- There are currently 3 members of Senate from Psychology, all male (1 BAME, elected, 1 HoS, *ex officio*). Over the past 5 years we have had 50% F representation on Senate (**APt.47**).
- Current external committee members (**Table 37**) disseminate information about vacancies to join committees they are members of (**APt.47**), and committee membership is included in promotion workshops, SPRE, and research review meetings.
- In 2019 we changed our Survey question about opportunities to represent the School to separate internal and external representation questions, and included an NA response (as PSS commented that this question didn't apply to them). For both external and internal opportunities, **75% of staff agreed that they were given these opportunities** (10% responded NA).

*Table 37. Membership of committees external to the University. Nb. Staff can be counted more than once (e.g., if one person is both an Action Editor and an Elected Society Member. Data are incomplete (see APt.47).*

Gender	Role	Action Editor for a journal	Editorial Board of a journal	Elected Member/ Trustee/ Officer of a professional society	Other
Female	PGR	1		1	1
	Lecturer				
	SL	1	5	3	
	Prof/Reader	1	1	2	2
Male	PGR				
	Lecturer			2	1
	SL	6	5	4	
	Prof/Reader			1	

<b>APt.47</b>	Compile a database of staff external committee/board participation.
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(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria.

Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

- The workload allocation model (WAM) was a key initiative in our 2013 Action Plan. Previously, it was not transparent and on **our 2014 survey only 54% of staff agreed that “work is allocated on a clear and fair basis irrespective of gender”**.
- Our new WAM, introduced in 2017, is a live Google Sheet open to all, and includes allocation of teaching, research, and POMA roles for all academic staff (except research-only staff on fixed contracts), or PGR students with atypical teaching/marking contracts. All staff can filter the data by module, POMA role, staff name.
- As specified in our 2016 AP, our 2019 Survey question separated out staff views on WAM gender, fairness, and transparency. Responses show:
  - **77% agree that gender does not play a role** in how work is allocated;
  - **68% of staff now feel that workload is allocated clearly and transparently;**
  - **61% feel that work is allocated fairly.**
- While these figures are a **positive change**, there is still room for improvement. Qualitative comments on the Survey 1) Too much work.... admin and teaching and marking and last minute changes of workload have not been helpful. 2) HoS needs to take stronger action against those who don't take their share of the workload (see **APt.41**).
- The WAM is monitored for distribution of admin, research, and teaching across gender and role (**Table 38**). There was an increase in 2019 for the percent of men's time given to admin. There has also been a shift in percent of Lecturer's time spent on admin (this is likely due to new staff coming in who have protected time for research, and two staff being promoted from L to SL who have substantial admin roles). We will continue to monitor the WAM and staff opinion to ensure that it is indeed fair (**APt.48**).

<b>APt.48</b>	Keep the breakdown of WAM responsibilities across gender and role updated and visible to all staff.
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Table 38. Percentage of 2018/19 and 2019/20 workload given to admin, research, and teaching; separated by gender and role. One Emeritus Prof (M) and two Lecturers on maternity leave (one 2018/19 and one 2019/20) are excluded from calculations.

Year	Gender	Admin %	Research %	Teaching %	Total
2018/19	Female	29.71	32.08	47.17	108.96
	Male	29.00	29.77	43.68	102.45
2019/20	Female	22.79	38.81	39.38	100.98
	Male	35.78	27.43	42.07	105.27
Year	Role	Admin %	Research %	Teaching %	Total
2018/19	TF	17.83	10.98	76.29	105.10
	L	30.79	33.52	38.22	102.53
	SL	31.37	24.68	46.30	102.34
	R / Prof.	33.09	54.25	19.68	107.01
2019/20	TF	19.86	10.00	71.80	101.66
	L	17.72	40.27	40.86	98.85
	SL	36.17	33.05	37.46	106.68
	R / Prof.	60.33	28.33	20.47	109.13

(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.

- Core meetings are held between 10am and 4pm, as are Awaydays and School training events. The Seminar programme takes place at lunchtime.
- In staff surveys, staff agreeing that “meetings are completed in core hours to enable those with caring responsibilities to attend” all the time had been stable at 52-57% from 2015-2017. Expanding this to include those who agree that this happens all or most of the time, increases agreement to 89-94% 2015-17. In 2018, this dropped to 28% and 80% respectively. From qualitative comments we think this drop was due to two core meetings unavoidably being scheduled in holidays/not core hours (e.g., a last-minute visit by the VC); these happened just prior to the survey being conducted. In 2019, responses bounced back to 46% and **88% respectively**.
- Previously Research Group meetings may not have always been scheduled in core hours. From 2018, they were **officially timetabled within core hours for all Research groups**.
- Other non-core meetings are often arranged by blind Doodle polls, to avoid

unintended pressure on staff to fit majority availability.

- While some social activities take place in the evenings, (for instance the Christmas party), but staff are canvassed as to their preferred date, time, and venue for others. Events such as the summer picnic take place during the daytime and children of staff are welcomed. Leaving events start in core hours enabling staff with caring responsibilities to attend at least part.
- In our 2019 Survey, 88% of staff agreed that “**work-related social activities in my School such as staff parties, team building or networking events, are likely to be welcoming to all genders**”.

#### (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.

- We want to encourage male students to the discipline, to encourage female students to progress to PGT/PGR, and to provide senior female role models for female ECR staff.

#### Publicity materials and website

- Revisions to the UG prospectus are reviewed at EDI committee and frequently changed to eradicate bias. For example, in 2017 central marketing had updated our prospectus and used a bright pink font as the main headings colour; **feedback from EDIG got this changed, as we thought pink might be unconsciously off-putting for male applicants.**
- Our University prospectus pages contain 1 photo featuring 1 male staff member and 1 female (in the role of experiment participant). Close-up photos in our UG brochure currently feature 17 female and 12 male students. Close-up photos of staff include 3 female and 2 male staff. Other, wider, shots showcase the diversity of our UG population.
- Our School webpages currently include close-up photos/videos featuring 5 male students, 15 female students, 6 male staff, and 5 female staff. **This is an accurate representation of the gender breakdown of students and staff in the School.**

#### Visibility of male and female staff to our own students

- To assess whether there were gender differences in the visibility of male and female staff to UGs we conducted ‘fluency tasks’ in a core 3<sup>rd</sup> Year lecture in 2017 and 2018. Accessing an online 1-question survey on their phones/laptops, students were simply asked to type in as many staff names as they could recall.
- In 2017 there was good gender equality in terms of female and male staff mentioned by students (**Table 39**). In 2018 this had slipped a little, with slightly more male staff being reported.

Table 39. Data from fluency task measuring staff visibility.

Year	2017		2018	
Number of students who completed the survey	79		62	
Gender of staff name	Male	Female	Male	Female
Total mentions	452	448	321	293
Number of different staff mentioned	14	17	16	21
Number of academic staff in the School	15	17	18	21
Number of mentions per staff member	32.29	26.35	20.06	13.95
Number of staff mentions per student	5.72	5.67	5.18	4.73



Figure 27. Word clouds of staff visibility data, 2017 (top) and 2018 (bottom). Male staff are shown in green and female in orange. Size of name indicates how many times it was mentioned by students (spelling mistakes were corrected).

- In both years the most prominent names are staff with key student-facing admin roles (e.g., DoE, Senior PT, Year 1 Tutor, Module Leaders of the module in which the task was carried out [both M]), and the least prominent were staff who were on leave (Figure 27). Therefore, the data are not a very pure measure of equality of

gender visibility within the School. However, in the following week's lecture these images were presented to the students who had participated in the task; **this allowed an opportunity for discussion of AS and gender equality issues in HE with 3<sup>rd</sup> Year students, which they seemed very interested in.**

- This visibility exercise but will be reinstated in February 2020. Though interpretations of the data are limited by the considerations noted above re roles, we think it is a **worthwhile exercise for 3<sup>rd</sup> Year UGs to consider gender equality**, whatever career they go into.

### Role models for UG and PGT students

- In October 2017 the EDIG initiated a "Psychologist of the Month" (PotM) feature to provide role models for students, led by PGR EDIG members. Staff and PGR students nominated psychologists they considered inspirational and wrote a couple of paragraphs about the person's career pathway why they admired this individual (**Figure 28**). Nominators were asked to consider diversity in their nominations.
- The PotM slide was shown on the School's rotating foyer screen display. We used MailChimp to email the PotM to students so that we could monitor how many students opened the email.
- We featured 6 female and 4 male PotMs across 10 months (Table 40).
- We plan to establish a new feature similar to PotM to provide diverse role models to UG and PGT students in a novel and engaging format.

**Psychologist of the Month**

**NAME:** Professor Jennifer Eberhardt  
**RESEARCH AREA:** Consequences of the psychological association between race and crime  
**CURRENTLY WORKING AT:** Stanford University  
**NOMINATED BY:** PGR Olly Robertson

**Career pathway:** Prof Eberhardt started as an undergrad studying arts & design. She wanted to go into a career that offered space for creativity, but found that the arts were not for her, & changed to a Psychology program – which she loved. Psychology was an expressive outlet which “[fed her] imagination & creativity”.

**I admire this person because...** Prof Eberhardt works across a wide range of disciplines to improve people's experiences; she works within the criminal justice system designing interventions to improve policing & help agencies build & maintain trust with BAME communities. The problems associated with race are ones we have created, she believes, & they're also ones we can solve. She's helping to reduce unfair sentences of BAME individuals that occur due to implicit bias. Also, she's enthusiastic about students pursuing their passion to create their most inspired work, rather than opting for areas that are 'hot' or well funded.

Jennifer's Stanford University staff page:  
<http://web.stanford.edu/~eberhard/about-jennifer-eberhardt.html>

[f](#) [t](#) [y](#) @StanfordSPARQ [Stanford Psychology Department 'do' tank](#)

**Athena SWAN Bronze Award**  
 Athena Swan Inspirational Role Models

Figure 28. Example 'Psychologist of the Month' slide.

Table 40. 'Psychologist of the Month' role model data.

Role model	Research area	Gender	Minority	Month	N who opened the email
Prof Andy Field	Statistics and child psychopathology	Male		Nov-17	586
Prof Jennifer Eberhardt	Social psychology	Female	Race	Dec-17	549
Prof Mahzarin Banaji	Implicit Attitudes Tests	Female	Race	Jan-18	367
Prof Juan Battle	LGBT issues	Male	Race	Feb-18	460
Dr Kate Milnes	Sexual bullying	Female		Mar-18	339
Prof Robin Dunbar	Evolutionary psychology	Male		Apr-18	48*
Dr Keon West	Social psychology	Male	Race	Jun-18	96*
Dr Asha Patel	Mental health	Female		Oct-18	204
Prof Sandra Trehub	Speech perception	Female		Nov-18	213
Prof Debra Pepler	Relationships, violence, bullying	Female		Dec-18	290
* = in these months there were problems with student mailing lists.					

### Invited speakers

- Our School Seminar series is open to attendance by all staff and PGR students from Psychology, and the wider University. It forms part of an MSc module for PGT students.
- Since our 2013 AP we have endeavoured to get a 50:50 F:M split of external speakers; we have achieved this some years but not others (**Table 41**).
- **We are overhauling** the way the external seminar series is organised for 2020/21, to create opportunities for staff, post-docs, and PGR students to network with speakers, develop knowledge and expertise, and forge collaborations. 15 slots are available, with 3 allocated to each of our 4 research groups, and 3 are earmarked for pedagogy/education and scholarship. Speaker nominations have been sought (Nov 2019) and speakers will be selected by the Research Committee (Jan 2020). The RC have been reminded to aim for a 50:50 gender split in selected speakers.

*Table 41. Number of seminar speakers by gender. Nb. We used to give over some sessions in the series to internal staff; these research presentations now take place within RG meetings.*

Academic Year	Female		Male		% External seminars by females
	External	Internal	External	Internal	
2015-16	5	2	5	4	50%
2016-17	6	2	3	1	66%
2017-18	4	3	7	1	36%
2018-19	7	--	7	--	50%

### Role models for staff

- Staff survey responses to the question ***“My School has women as well as men as visible role models (e.g. in staff inductions, as speakers at conferences, at recruitment events)”*** has remained consistently high across the last 5 years, **fluctuating between 90 and 100% of staff agreeing**. This year it fell slightly to 88% agreement. Qualitative survey comments suggest that one reason for this may be that staff are concerned with lack of senior women in the School to provide role models for more junior colleagues.
- Our HoS is petitioning the Faculty for appointments at senior levels, though current University policy is to appoint at lower grades, and departures through VS cannot be replaced at an equivalent level. We were also unsuccessful in a recent search for a Developmental SL appointment; this post will be re-advertised.

<b>APt.49</b>	Carry out the staff visibility fluency task in core 3 <sup>rd</sup> Yr lecture. Report results back to student cohort and discuss at EDIG. Report any disparities to School Committee and SMT
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<b>APt.50</b>	Discuss ideas for increasing visibility of role models at the next EDIG meeting (Jan 2020). Invite ODM to EDIG meeting to encourage cross-over between our EDI role models and marketing strategy. Student EDIG members to work together to develop these ideas after the Jan meeting. Contribute to a wikipedia editathon to improve visibility of women and those from minority groups in Psychology.
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(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.

- In April 2017 **we appointed a dedicated Outreach & Development Manager** (ODM, F) which is a unique post in the University who has oversight of marketing, recruitment and outreach activities delivered by the School.
- Alongside the ODM, members of academic staff assist with the coordination of these activities (credited in WAM).

**Recruitment events**

- We have two types of recruitment events, Open Days (coordinator M, SL) and Offer Holder Days (coordinator F, Lecturer). We also have an Admissions Tutor (M, Senior TF) who carries out independent visits.
- Prior to 2017 all academic staff contributed to 1 or 2 recruitment days per year. We revamped our recruitment day provision in 2017 in order to offer attendees a more consistent experience, delivered by staff with an interest in and dedication to this type of event; an example slide is shown in **Figure 29**.
- Since 2017 the recruitment team has consisted of 5 women (3 Lecturers, 2 TFs) and 3 men (1 SL, 1 Lecturer, 1 TF). Two of these have recently stepped down (1 M Lecturer, 1 F Lecturer) and 1 F lecturer has gone on maternity leave; replacements have been advertised for. Academics on the recruitment team get credit in the WAM. PS staff involved in events are given a day off in lieu.



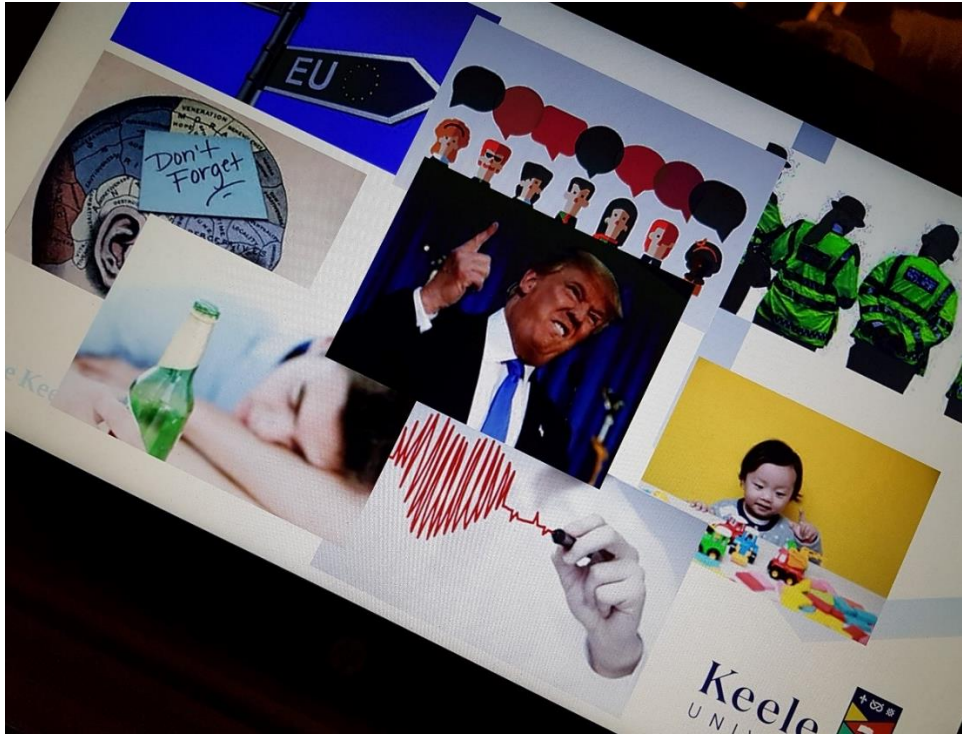


Figure 29. Example slide from our re-vamped recruitment day talks.



Figure 30. Photos from Open Days / Offer Holder Days 2017-19.

- We always pay for two Student Ambassadors (SAs) to be present at each event. These are organised centrally. The majority of ambassadors we have for Psychology are female.

#### Outreach activities

- One member of academic staff has the role of Academic Outreach Liaison (AOL), this was a female Lecturer who left the School in July 2019, a replacement has been advertised for amongst staff.
- Since April 2017, we have collected data/feedback in relation to outreach delivery. At present we do not collect data on M/F participants. As shown in Table 42, **89% of outreach activity is delivered by female staff**. Two of these staff have this in their role (ODM and AOL), but 56% is voluntarily done by female academics or PhD students compared to only 11% being done by males. This is an issue, particularly given the feedback from the sixth-form students (see Section 3) that one way to encourage males into Psychology is to have more men do outreach activities.

*Table 42. Number of male and female staff doing sessions at school / college / HE access events, 2017-19.*

Role	Number of events	Percent of events	Percent grouped by role / gender
Academic Outreach Liaison (female)	5	9%	33%
Outreach & Development Manager (female)	13	24%	
TF (female)	5	9%	56%
L or SL (female)	6	11%	
PGR (female)	17	31%	
Prof (female)	3	5%	
L or SL (male)	6	11%	11%
Prof (male)	0	0%	

<b>APt.51</b>	Recruit more males to Open Day / Offer Holder Day Teams
<b>APt.52</b>	Ask academics to inform the ODM if they know of any willing male UG ambassadors from Psychology (start of every academic year).
<b>APt.53</b>	Establish a 'rolling credit' proviso in the WAM such that outreach work done one year is credited the next year. Appoint a replacement academic Outreach Liaison (to replace recent staff leaver who had this role). Target male staff to carry out outreach sessions. Emphasise to staff the importance of gender balance in outreach workload and rationale re providing role models to male secondary school students

Words = 6,608

## 6. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

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

## 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.



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ACTION NUMBER and section of submission	OBJECTIVE	RATIONALE (WHAT EVIDENCE PROMPTED THE OBJECTIVE?) - ACTIONS TO DATE AND OUTCOME	ACTIONS PLANNED	PRIORITY 1-3 (with 3 being highest) and TIMEFRAME	PERSON RESPONSIBLE (AND JOB TITLE)	SUCCESS CRITERIA AND OUTCOME (WHERE POSSIBLE INCLUDE A TANGIBLE MEASURE)
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Acronyms: ASL = Athena SWAN Lead; ASSO = Athena SWAN Support Officer; EDIL = Equality Diversity & Inclusion Lead; EDIG = Equality Diversity & Inclusion Group (member); F-EDIL = Faculty Equality Diversity & Inclusion Lead; HoS = Head of School; KIITE = Keele Institute for Innovation and Teaching Excellence; ODM = Outreach and Development Manager; PGR = Postgraduate; RD = Research Director; RGL = Research Group Lead; SLG = School Leadership Group; SMT = School Management Team; SSM = Senior School Manager.

EDIG members: HLW (EDIL), JG (HoS), HB (ASSO), SSh (F-EDIL). Academics: NR, NG, SK, KWB. PSS: LC, AKn, DBi. PGR: EH. UG: RC, SO, CA.

ACTION NUMBER	OBJECTIVE	RATIONALE	ACTIONS PLANNED	PRIORITY 1-3 and TIMEFRAME	PERSON RESPONSIBLE	SUCCESS CRITERIA AND OUTCOME
<b>3 THE SELF-ASSESSMENT PROCESS</b>						
Apt.1 3.ii Self-assessment process	Ensure all staff are aware of Action Plan and priorities	RATIONALE: Though previous APs have been disseminated across all staff they may only have been read by staff with a particular interest in EDI issues.  Staff survey response rate has been variable, in particular from men (17 to 47% of men responded; 65 - 85% of women responded).	1) Short presentation to School Committee (all staff) on Priority 3 actions. Slides circulated for those unable to attend.  2) AP made available to all staff in the shared Google Drive.	PRIORITY: 3  TIMEFRAME: Next School Committee meeting (Jan 2020).	HW (EDIL)	Increased awareness of EDI issues, as evidenced by an increased response rate (at least 70% of men responding).

ACTION NUMBER	OBJECTIVE	RATIONALE	ACTIONS PLANNED	PRIORITY 1-3 and TIMEFRAME	PERSON RESPONSIBLE	SUCCESS CRITERIA AND OUTCOME
Apt.2 3.ii Self-assessment process	Ensure Counselling can hit the ground running with AS in their new School	RATIONALE: Counselling courses are now run by the School of Primary, Social, and Community Care.	All data to be shared with Counselling lead.	PRIORITY: 3  TIMEFRAME: Dec 2019	HW (EDIL) and HB (ASSO) together with DvdW (EDIL in SPSCC and Counselling representative on SPSCC EDIG)	SPSCC take on Counselling actions within their AS action plan
Apt.3 3.ii Self-assessment process	Maintain monitoring of staff and PGR issues	RATIONALE: We find annual surveying of staff helps us respond to issues in a timely manner.	1) Revise questions on Staff and PGR surveys as needed.  2) Survey Staff and PGR students annually.	PRIORITY: 3	HW (EDIL)	At least one new action is added as a result of each survey..
Apt.4 3.ii Self-assessment process	Improve Staff Survey response rate (particularly from male staff) so that responses are easier to interpret and are more meaningful	RATIONALE: Low staff response rate (particularly from male staff) makes survey responses and differences across gender difficult to interpret.  ACTIONS TO DATE: We have surveyed staff once a year since 2013 and improved/revised questions as required to obtain more meaningful data to inform actions.	Emphasise the importance of Staff Survey when it is circulated to staff and emphasise that male under-representation in survey data makes it difficult to make comparisons across gender and identify key issues/actions.	PRIORITY: 2.  TIMEFRAME: June 2020 (when our next survey is run).  Repeat each year.	HW (EDIL) / JG (HoS)	To improve response rate to ≥75% for both male and female staff and survey results continue to inform actions taken.

ACTION NUMBER	OBJECTIVE	RATIONALE	ACTIONS PLANNED	PRIORITY 1-3 and TIMEFRAME	PERSON RESPONSIBLE	SUCCESS CRITERIA AND OUTCOME
APt.5 3.ii Self-assessment process	Obtain data from a more representative sample of UG and PGT students re AS issues	<p>RATIONALE: 11% of female and 9% of male UG student responded to our last survey and we have had much better response rate in the past (56% of female and 52% of male students) .</p> <p>The best response rate for PGT students is 17% of female and 11% of male students.</p> <p>Without a representative sample it is hard to know if there are any diversity issues or how to start tackling them.</p>	<p>Run UG/PGT survey within School in (alternate years to a Faculty-wide survey)</p> <p>Feed data back to Student Voice Committee for comment and discussion of proposed actions.</p>	<p>PRIORITY: 2</p> <p>TIMEFRAME: 2 years hence - Faculty survey is scheduled for Sept 2020.</p>	RC, CA, SO (UG EDIG members) with NR	<p>Increase UG response rate to at least 50% of male and 50% of female students.</p> <p>Increase PGT response rate to at least 25% of male and 25% of female students</p> <p>Survey informs at least one new action.</p> <p>Improvements result in a contribution to our attainment gap targets (for gender reduce average attainment gap by 1% a year i.e., aim for zero by 2024).</p>

<p>APt.6 3.iii Plans for the future of the EDIG</p>	<p>Ensure that all EDIG members are appropriately credited for their contribution</p>	<p>RATIONALE: WAM credit for EDIG membership is relatively low.</p> <p>ACTIONS TO DATE: EDIG membership has been credited in the WAM since the latter was revised (2017)</p>	<p>HoS and EDIL to review whether current WAM allocation for EDIG is satisfactory, given new actions allocated to different team members</p>	<p>PRIORITY: 3  TIMEFRAME: Dec 2019</p>	<p>JG (HoS) with HW (EDIL)</p>	<p>All EDIG members feel appropriately credited for their contribution</p>
<p>APt.7 3.iii Plans for the future of the EDIG</p>	<p>Improve diversity of representation on EDIG</p>	<p>RATIONALE: Currently our F:M EDIG representation does not match the School gender ratio. We want additional buy-in to EDI issues from men</p> <p>ACTIONS TO DATE: We have some long-standing male staff members on EDIG (one who was previously a PGR EDIG member) who contribute greatly to the team.</p>	<p>1) HoS to send email request to male staff requesting volunteers to join EDIG.</p> <p>2) Follow up with new staff and male staff in senior positions if a volunteer is not forthcoming.</p>	<p>PRIORITY: 3  TIMEFRAME: 2019/ early 2020</p>	<p>JG (HoS)</p>	<p>Gender representation on EDIG matches School staff F:M ratio (55:45).</p> <p>Minutes indicate good turnout (75% by both men and women across next 3 years) and contribution from all.</p>
<p>APt.8 3.iii Plans for the future of the EDIG</p>	<p>Improve diversity of representation on EDIG</p>	<p>RATIONALE: 1 of our PGR reps has just finished her PhD (and left Keele) and the other is now on a FTC (post-doc research). Currently our F:M PGR EDIG representation does not match the School gender ratio. We want additional buy-in to EDI issues from male students.</p>	<p>Recruit more PGR students to EDIG (1 male, 1 female). Send email request to PGR students requesting volunteers to join EDIG. Emphasise we are seeking 1 male and 1 female PGR student to join the team.</p>	<p>PRIORITY: 3.  TIMEFRAME: 2019/ early 2020</p>	<p>HW (EDIL)</p>	<p>1 male and 1 female PGR student join EDIG and report that they find their contributions are welcomed and the experience useful.</p>

		ACTIONS TO DATE: We have had 2 male student reps over the last 4 years (1 UG, 1 PGR) who contributed greatly to the team.				
APt.9 3.iii Plans for the future of the EDIG	Improve senior buy-in to EDI issues	RATIONALE: We have never had a Professor on EDIG (except previous HoS who was a Prof). This is partly due to the low number of Profs in our School but having a Prof/Reader member of EDIG would strengthen the support for EDI issues in the School. Given we currently have only 1 FTE Reader (F) and 1.7 FTE Profs (1F; 0.7M) and these staff are already on many committees, we will delay this action until we have better senior representation.	Recruit Prof/Reader to EDIG. 1) HoS to send email request to senior staff requesting volunteers to join EDIG. 2) Repeat when new senior staff are appointed/promoted.	PRIORITY: 2  TIMEFRAME: When we have better senior representation (see Rationale).	JG (HoS)	1 Prof/Reader joins EDIG and takes on responsibility for actions (e.g., around leadership, mentoring, career development).
APt.10 3.iii Plans for the future of the EDIG	Appoint deputy EDIL to further embed EDI actions in School practices and ensure continuity.	RATIONALE: A need for continuity in EDI leadership is recognised as important to ensure consistent progress on actions.	1) Seek EOIs from colleagues re: the role of deputy EDIL. 2) Appoint a deputy EDIL mid-way through the next assessment period who will then lead on writing the next Action Plan and will take over the EDIL role.	PRIORITY: 1  TIMEFRAME: By 2021	JG (HoS) with HW (EDIL)  EOIs will be reviewed by SMT (in conjunction with EDIL).	A deputy EDIL appointed, who feels supported to later take on the lead role.



4. A PICTURE OF THE DEPARTMENT						
4.1 STUDENT DATA						
APt.11 4.1.ii Undergraduate students	Increase male UG student recruitment	<p>RATIONALE: Psychology has significant under-representation of male students.</p> <p>ACTIONS TO DATE: Attempts to attract a greater proportion of male students have been made, e.g., BSc Psychology with Placement Year. However, as yet they have failed to increase male participation.</p> <p>Work on gender balance in prospectus and online material has been carried out and our current BSc video clips include Programme Directors (1 female and 1 male).</p> <p>Work with UG student focus groups and outreach participants high-lighted stereotypes and misconceptions of Psychology.</p>	<p>1) Maintain good gender &amp; ethnicity balance in student marketing materials (including video clips where students describe Psychology at Keele - including DH options).</p> <p>2) Ensure good representation of male &amp; female staff and student ambassadors on open days (see actions related to outreach below).</p> <p>3) Ensure good representation of male &amp; female staff in outreach activities (see actions related to outreach below).</p> <p>4) Target gender-balanced sixth form groups (e.g. in STEM subjects) and younger age groups such that mis-information about Psychology can be dispelled.</p>	<p>PRIORITY: 3</p> <p>TIMEFRAME: 1) Annual check on marketing materials in February (UG) and October (PGT)</p> <p>2) Representation on Open &amp; Offer Holder days monitored for each event.</p> <p>3&amp;4) Report annual data to EDIG in July each year.</p>	<p>EP (ODM) supported by MN &amp; KWB (Open Day and Offer Holder Day coordinators).</p>	<p>Target to increase male representation at UG levels by 5% by 2023/24.</p>

APt.12 4.1.ii Undergraduate students	Increase male UG student recruitment	See previous AP rationale	Consider gender balance in decisions made about new programmes (Note: DH attracts more men).	As and when decisions are made.	SMT	Increase male representation at UG levels by 5% by 2023/24.
APt.13 4.1.ii Undergraduate students	Increase male UG student recruitment	See previous AP rationale	Put quotes from BSc Psychology with Placement Year students on webpage.	PRIORITY: 2  TIMEFRAME: When 3 current students return from placement (2020/21). Repeat with subsequent cohorts.	KWB (Prog. Lead) & EP (ODM)	Increase male representation on Psychology with Placement Year by 5% by 2023/24.
APt.14 4.1.ii Undergraduate students	To monitor and address attainment gaps	RATIONALE: The School has increased overall attainment. However, a small but sustained attainment gap is still found (5% in favour of female SH students; 11% in favour of female DH students).  The attainment gap by ethnicity is also significant in Psychology and is a School and University priority.	Work with Faculty and University EDI Groups, Education Committees, and KIITE to share best practice; and engage with the Decolonising the Curriculum initiative	PRIORITY: 1 for gender (as gap is small & better than benchmark).  NB: Attainment by ethnicity is more significant and has higher priority.	RS (BSc PD) with support from JH (DoE) and SK (EDIG member)	Reduce gender attainment gap by 1% per year, averaged over a 3-year period, until gap is negligible.

<p>APt.15 4.1.ii Undergraduate students</p>	<p>To address attrition</p>	<p>RATIONALE: The School has an attrition rate similar to the sector (male attrition 2% higher than female)</p>	<p>1) Review current practice on how potential indicators of attrition are monitored and recorded (e.g., absences, Exceptional Circumstances submissions)</p> <p>2) Provide students more pointers to support (e.g. support to study, [mental] health support)</p>	<p>PRIORITY: 1 (as attrition rates are similar to benchmark)</p> <p>TIMEFRAME: Over next 4 years.</p>	<p>NG (Year 1 Tutor))</p>	<p>Reduce male attrition rates to level of female attrition (ca. 4% by 2023/24).</p>
<p>APt.16 4.1.iii PGT students</p>	<p>Increase male PGT student recruitment</p>	<p>RATIONALE: The School has low male participation in PGT study (in common with the sector).</p> <p>ACTIONS TO DATE: The School has already considered its offer to ensure courses attractive to male students and has good male representation in recruitment materials.</p>	<p>1) Continue good practice in marketing and programme development.</p> <p>2) Encourage final year project supervisors to proactively encourage appropriate students to consider MSc.</p>	<p>PRIORITY: 2 (the first priority is to attract male UG students).</p> <p>TIMEFRAME: Over next 4 years</p>	<p>AK (MSc PD; with MSc course directors)</p>	<p>Increase of 2 more male PGT students per year</p>

<p>APt.17 4.1.iii PGT students</p>	<p>Reduce attrition from part-time PGT study</p>	<p>RATIONALE: Though numbers are small, there is a high attrition rate from PGT (either withdrawal from study or leaving with a lower qualification; PG certificate or credits). This is particularly notable in those studying part-time, and women.</p>	<p>1) Review current practice on how potential indicators of attrition are monitored and recorded (e.g., absences, Exceptional Circumstances submissions).</p> <p>2) Improve current practice on support for PT students (e.g., consistency of staff contact).</p> <p>3) Schedule a session (by KIITE) for staff re how best to support PT students.</p>	<p>PRIORITY: 3</p> <p>TIMEFRAME: Over next 4 years</p>	<p>AK (MSc PD)</p>	<p>Reduce attrition rate for PT students to 13%</p>
<p>AP.18 4.1.iii PGT students (Counselling)</p>	<p>Ensure Counselling are aware of gender differences in their data</p>	<p>RATIONALE: Counselling courses are now run by the School of Primary, Social, and Community Care.</p>	<p>PGT Counselling student data will be shared with Counselling Programmes Director in their new School.</p>	<p>PRIORITY: 3</p> <p>TIMEFRAME: Dec 2019</p>	<p>HW (EDIL) and HB (ASSO) together with DvdW (EDIL in SPSCC and Counselling representative on SPSCC EDIG)</p>	<p>Actions to specific to Counselling staff and students are evidenced in SPSCC's action plan.</p>

APt.19 4.1.iv PGR students	Examine reasons for low male PGR offer rate	RATIONALE: Offer rate for male PGR is lower than for female PGR.	Review PGR committee reasons given for not making offers to examine if there is any gender bias.	PRIORITY: 2  TIMEFRAME: Over next 4 years	MN (PGR Lead) & NE (RD)	Confirm that reasons for appointing more female PGR students are fair and, if not, address.
APt.20 4.1.iv PGR students	Get a better idea of why PGR students choose Keele, to inform marketing/ programme decisions	RATIONALE: Male participation in PGR is lower than female so we want to examine whether there are any gender differences in what attracts PGR students to Keele. However, male PGR participation remains slightly higher than at UG/PGT and slightly above benchmark so action here is not our highest priority.	Focus group/ survey/ interview current male and female PGR students about their reasons for choosing Keele. Could be done as part of Induction.	PRIORITY: 1  TIMEFRAME: Over next 3 years (to get data from as many PGR students as possible)	PGR members of EDIG (EH + to-be-appointed)	Focus groups indicate marketing and offer is attractive, irrespective of gender (if not, actions will be created).
<b>4.2 ACADEMIC AND RESEARCH STAFF DATA</b>						
APt.21 4.2.ii	Ensure atypical contracts are used appropriately	RATIONALE: (i) PGR students have previously raised concerns about inequality in opportunities to teach/mark and (ii) there has been a notable recent increase in use of these contracts.  ACTIONS TO DATE: We introduced a Postgraduates who Teach policy (PGwT; see Section 5.2.iv)	Monitor use of atypical contracts	PRIORITY: 1 (as improvements have already been made due to PGwT policy)	DB (SSM) and MN (PGR Lead) with EH (and new PGR EDIG reps)	1) PGR student offers of opportunities to teach/mark are found to show no gender bias. 2) There is no further increase in the proportion of FTE on atypical contracts (larger items of work should be on fixed term contracts)

<p>APt.22 4.2.iii Academic Staff Retention</p>	<p>Understand why women academics leave the School.</p>	<p>RATIONALE: We have recently lost three female academic staff (on open-ended contracts) to other HEIs; male leavers do not appear to be leaving for careers elsewhere in HE.</p> <p>Only 1 of these leavers provided any formal feedback i.e.. through an HR leavers' form on her reasons for leaving. The HoS did talk informally with all leavers but did not create a formal record.</p> <p>ACTIONS TO DATE: Instead of appointing TFs on on 9-month contracts and re-appointing the following year TFs are now on permanent contracts (Section 4.4.ii)</p>	<p>Act, as appropriate, on leavers' feedback.</p> <p>Ensure all leavers are offered an exit interview with a choice of staff.</p>	<p>PRIORITY 2</p> <p>TIMEFRAME: Over next 3 years as women leave the School</p>	<p>HoS</p>	<p>Over the next 4 years there is either no notable difference by gender in established academics leaving the department for other HEIs or we can confirm that reasons for leaving are fully positive.</p>
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**5 SUPPORTING AND ADVANCING WOMENS' CAREERS**

**5.1 KEY CAREER TRANSITION POINTS: ACADEMIC STAFF**

<p>APT.23 5.1.i Recruitment (applications)</p>	<p>To ensure equality of opportunity in staff recruitment</p>	<p>RATIONALE: Data suggests that we get good numbers of applicants for most Psychology posts with reasonable gender balance (60:40 F:M for lecturer posts ). However, we struggle to attract many applicants for professorial posts (regardless of gender) and posts advertised at higher levels have disproportionate representation SL/R post, 2016/17, 73%Male and Prof post 2016/17, 60%Male.</p>	<p>Investigate advertising through social media and in particular targeting women’s interest groups for senior posts where women are currently under-represented.</p> <p>Ensure advertisement good practice is maintained, for example: Scrutiny and removal of unnecessarily gendered wording in advertisements; Consideration of posts for flexible and part-time working; Positive action statements for BAME applicants and by gender where proportionate (e.g. male applicants for Administrative and Counselling posts; female applicants for senior posts).</p>	<p>PRIORITY: 3</p> <p>As, and when, posts are approved for recruitment</p>	<p>HoS, SSM in conjunction with HR colleagues.</p>	<p>Gender balanced applicant pool for Senior Lecturer /Readership &amp; Professorial posts (if and when approved).</p> <p>For grade 7 Psychology lecturer and Teaching Fellow we aim to attract genders in proportion to those at PGR level (currently 75%Female UK wide).</p>
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<p>APt.24 5.1.i Recruitment (interviews)</p>	<p>To ensure equality of opportunity in staff recruitment</p>	<p>RATIONALE: Latest data suggests men are more successful in Psychology recruitment (at lecture level by a factor of 1.5)</p> <p>Whilst only small numbers of staff have been recruited; our academic staff numbers now have lower female representation than benchmark.</p>	<p>Scrutinise reasons for not appointing staff, to see if any trends emerge and address as required.</p> <p>Ensure recruitment good practice is maintained, for example: Gender balance on interview panels; Unconscious bias briefing sheet; Senior staff member with EDI expertise for Professorial panels; offer Skype interviews to all candidates.</p>	<p>PRIORITY: 3</p> <p>As, and when, posts are approved for recruitment</p>	<p>HoS, SSM in conjunction with HR colleagues.</p>	<p>Assuming proportionate applications (as in APt.23 above) there is no fall off in representation of women (or men) from application to successful recruitment.</p>
<p>APt.25 5.1.ii Induction</p>	<p>Staff survey responses to question about induction were difficult to interpret</p>	<p>RATIONALE: Staff survey responses suggest the induction handbook has either been 'forgotten' by the majority of staff since it was introduced in 2017, or we should only be seeking survey responses to the induction question from new starters. It would also be useful if all staff were familiar with the handbook so can point new starters to where info is located if asked.</p>	<p>Change the staff survey question to ask only new starters about their experience of induction.</p>	<p>PRIORITY: 2</p> <p>TIMEFRAME: before staff survey is next run.</p>	<p>HW (EDIL)</p>	<p>Increase in staff satisfaction with induction as evidenced by Staff survey and in discussion with new starters.</p>



		ACTIONS TO DATE: We created a new brief induction handbook in 2016 (Action from 2013 AP) that is given to all new starters. Our template was subsequently adopted by the School of Humanities and has been shared across EDIGs.				
APt.26 5.1.ii Induction	Keep the induction handbook up to date and ensure all staff are aware of its contents	RATIONALE: It would also be useful if all staff were familiar with the handbook so can point new starters to where info is located if asked.	1) Keep the Induction handbook up to date.  2) Remind current staff about the Induction Handbook when it has been updated and request they familiarise themselves with its contents. Upload the updated Induction handbook to the shared staff drive	1) PRIORITY TIMEFRAME: 2 (before next appointments start)  2) PRIORITY: 2 TIMEFRAME: When major updates made, and/or at the start of each academic year.	1) NR and DB (SSM)  2) DB (SSM)	Increase in staff satisfaction with induction as evidenced by Staff survey and in discussion with new starters
APt.27 5.1.iii Promotion	To encourage more women to apply for promotion.	RATIONALE: Fewer women are putting themselves forward for promotion than men.  See also action on the new E&S Lecturer - where promotion criteria may	1) Promotion workshops run within School and staff encouraged to attend those run at Faculty and University level. 2) 6 monthly meetings with	PRIORITY: 3  TIMEFRAME: 1) Next Faculty workshop in Semester 2 2020.	1) SSh (FEDIL)  2) JG (HoS) and SPRE reviewers.	Equal rates of male and female promotion from L to SL across next 4 years

		develop (as a new contract type).	HoS/SPRE reviewer for those staff identified or who self-identify as working towards promotion.	2) To start in January 2020 (6 months after last SPRE round).		
Apt.28 5.1.iv REF	To ensure that the proportion of staff who are entered for REF continues to reflect the proportion of staff on contracts with a research component and that staff are well supported to produce good research outputs..	RATIONALE: Although our REF submission has equalised from a gender perspective for REF 2014 and REF 2021, we cannot be complacent. These actions will ensure that all staff are supported to do REFable research.	1) 6 monthly meetings with Research Group Leads to continue 2) Regular sessions on how to write a good REF paper 3) Explicit consideration of REF in research mentor meetings	PRIORITY 2: to focus on the REF after 2021.  TIMEFRAME: Ongoing over next 3 years	1&2) SSh, JB, SK (RGLs) & NE (RD)  3) Research mentors & RD	Ratio of F:M staff submitted to REF reflects proportion of staff with research in their contracts
SILVER APPLICATIONS ONLY (although not going for Silver, we feel it is important to develop actions related to PSS as well as academic staff)						
Apt.PS1 PSS Careers	To build collegiality and team-work and to find efficiencies in ways of working within the PSS team	RATIONALE: We have had a large turnover of administrative staff in the last 12 months, including new leadership within the admin office. ACTIONS TO DATE: Team-building workshops for the admin team were held in 2018 (facilitated by Organisational Development) but feedback on their usefulness and how they	Investigate possible team building opportunities.  Hold an appropriate team building activity.  Regular administrative staff meetings to focus on efficient teamworking.	PRIORITY 3  March 2020  (Once the new Office Manager has settled into her job)	LC (Office Manager) and DB (SSM)	Administrative staff report collegiate and efficient team work.

		were handled was not positive.				
APt.PS2. PSS Careers	To network and learn from colleagues across the University	RATIONALE: PSS within academic Schools can have limited opportunity to network with others	Promote University-wide initiatives to support PSS careers (i) Professional Staff and <a href="#">AUA</a> networking events (ii) Professional Services Conference (iii) Technician network, conference and <a href="#">HEATED</a> activities and other opportunities as they arise (e.g. participation in university or faculty working groups or activities).	Commencing January 2020 to be continued annually and confirmed at SPRE	LC (Office Manager) and DB (SSM)	All staff are provided with the opportunity to attend at least one event.  At least 50% of PSS staff have taken up an opportunity, in any one year (evidence collated at SPRE)
APt.PS3. PSS Careers	To attend training courses that may assist career progression.	RATIONALE: There are many PSS at Keele, in particular female administrators, who remain at one grade for long periods of time. Appropriate training may enable greater career choices.  ACTIONS TO DATE: Since 2013, 3 PS staff have been supported to complete Springboard Women's Development Programme.	Continue to promote training activities including leadership and women's development courses to PSS (e.g. Springboard)	Training activities to be identified at SPRE (spring /summer 2020) and reported on annually (following collation of SPRE's)	LC (Office Manager) and DB (SSM)	Training records evidence good take up of training by PSS staff and staff report that training has been useful towards progressing their careers.

5.3 CAREER DEVELOPMENT: ACADEMIC STAFF						
APt.29 5.3.i Training	Ensure M staff take up career development opportunities as much as F staff.	RATIONALE: Assessment data has shown that F staff are participating in more training than M staff. Though some is explained by more ECR female staff with grants doing research training, and more ECR staff doing teaching training, this does not explain the whole disparity and suggests men are not making the most of career development opportunities or that they prioritise other activities (they may be more confident in their abilities without taking training courses).	1) EDIL to present M:F training data at School Committee.  2) Training data to be reported to EDIG annually (Oct meeting). To include an assessment as to whether staff have found training opportunities to be useful for career development.	1) PRIORITY: 3 TIMEFRAME: First School Committee in 2020 (repeat annually)  2) PRIORITY: 1 TIMEFRAME: First EDIG meeting in Semester 1 2020/21 (repeat annually)	1) HW (EDIL)  2) HB (ASSO)	Equal uptake of training by genders (by next AS submission), with the exception of any hours dedicated to gender-specific activities such as Aurora or Springboard.
APt.30 5.3.ii Appraisal/ development	To allow more in-depth discussion during appraisal (SPRE).	RATIONALE: Staff survey comments suggested the need to allow more time for SPRE meetings.	Longer SPRE meetings to be allowed for	PRIORITY: 2  TIMEFRAME: June/July 2020 (and annually)	JG (HoS) to disseminate this action to SMT	No qualitative responses on Staff survey commenting that not enough time was allowed for SPRE meetings.  5% increase in survey agreement that SPRE was useful (currently 78%)

<p>Apt.31 5.3.ii Appraisal/ development</p>	<p>To allow more dissemination of SPRE responsibilities and provide additional career development to SL staff.</p>	<p>RATIONALE: SPRE is currently conducted by members of SMT (3 F, 1 M). This action preserves the possibility of choice for staff to have their SPRE done by someone of the same gender as them (if composition of SMT changes). In addition, this training provides another avenue for career development of SL staff.</p>	<p>All staff at SL to undertake SPRE training.</p>	<p>PRIORITY: 2  TIMEFRAME: Over next 18 months.</p>	<p>JG (HoS) to disseminate action to the School.  HB (ASSO) to report data on completion rates to EDIG (six-monthly; so that non-completers can be prompted by HoS).</p>	<p>All SL staff to have undertaken SPRE training by Jan 2021.</p>
<p>Apt.32 5.3.iii Support given to academic staff for career progression</p>	<p>To give academic staff insight into senior Leadership roles.</p>	<p>RATIONALE: Many of the day-to-day responsibilities involved in key academic leadership roles (HoS, DoE, RD) are not visible to all staff (especially staff who do not sit on a committee chaired by one of those individuals). These sessions will give staff insight into these roles and allow staff to consider which role(s) they might like to take on in the future.</p>	<p>Leadership sessions to be held every 2 years.</p>	<p>PRIORITY: 3  TIMEFRAME: 1<sup>st</sup> session to be held start of summer 2020.</p>	<p>SK (EDIG member) to schedule these sessions.  JG (HoS), NE (RD), and JH (DoE) to lead the session.  JG (HoS) to encourage all staff to attend.</p>	<p>Feedback will be requested from staff (either after the session or as a new question on the staff survey) asking whether they have a good understanding of the responsibilities of different leadership roles within the School.</p>

<p>APt.33 5.3.iii Support given to academic staff for career progression</p>	<p>To ensure that all staff in the new E&amp;S job family are familiar with promotion criteria</p>	<p>RATIONALE: The University is currently revising the promotion criteria to align with the separation of academic job families (E&amp;R, E&amp;S).</p> <p>ACTIONS TO DATE: The DoE created a new School group to support colleagues on E&amp;S contracts.</p>	<p>New E&amp;S job family promotion criteria to be discussed with all E&amp;S staff at SPRE.</p>	<p>PRIORITY: 2  TIMEFRAME: June/July 2020 (when SPREs conducted).</p>	<p>JH (DoE; as line manager for all E&amp;S staff, inc. TFs.)</p>	<p>10% improvement in staff survey responses to questions on understanding of promotion criteria  (current agreement = 68%).</p>
<p>APt.34 5.3.iv Support given to students for academic career progression</p>	<p>To provide improved pastoral support and career development to PGR students</p>	<p>RATIONALE: PGR survey responses indicate dissatisfaction and inconsistencies across students' experiences of induction, careers advice, and support. Introducing a PGR Tutor who will work alongside the PGR Lead will provide more focused support to PGR students and allow the PGR Lead to concentrate on strategic planning re PGR (e.g., recruitment, funding).</p>	<p>1) PGR Tutor to be appointed alongside PGR Lead.  2) Revise current induction procedures for new PGR students.  3) Organise careers workshops (1 per year) for PGR students.  4) Provide guidance to PhD supervisors on what support they should be offering to PGR students (beyond guidance provided by the University).</p>	<p>1) PRIORITY: 3 TIMEFRAME: EOIs to be sought Dec 2019/Jan 2020.  2) PRIORITY: 2 TIMEFRAME: Before next PGR intake.  3) PRIORITY: 2 TIMEFRAME: Semester 1 2020/21.  3) PRIORITY: 2 TIMEFRAME: Semester 1 2020/21.</p>	<p>1) JG (HoS)  2-4) PGR Tutor</p>	<p>10% improvement in satisfaction on PGR survey  (currently 25% dissatisfied with induction; 43% dissatisfied with communication about PGR issues; 36% rate PGR committee as only slightly useful).</p>

<p>Apt.35 5.3.iv Support given to students for academic career progression</p>	<p>To ensure that the Postgraduates who Teach (PGwT) policy is adhered to.</p>	<p>RATIONALE: PGR survey comments state that the PGwT policy is not always being followed.</p> <p>ACTIONS TO DATE: The PGwT policy was developed in 2018 by a WG including PGRs, SSM, DoE and BSc PD to introduce transparency and fairness to how PGR students are allocated to teaching/ marking roles.</p>	<p>1) Remind all module leaders about the policy at the start of each year.</p> <p>2) Remind all PGRs that violations of the policy should be reported to the PGR Tutor.</p>	<p>1) PRIORITY: 2 TIMEFRAME: Semester 1 2020/21.</p> <p>2) PRIORITY: 3 TIMEFRAME: ASAP.</p>	<p>PGR Tutor</p>	<p>Minimum 60% satisfaction rate on PGR survey question about the PGwT policy.</p> <p>(Currently 38% of PGR were neutral, and 13% dissatisfied).</p>
<p>Apt.36 5.3.iv Support given to students for academic career progression</p>	<p>Encourage students enrolled on BSc Psyc with Placement Year to take up placement opportunities</p>	<p>RATIONALE: Currently 75% of students who enrol on this programme subsequently decide not to go on placement between 2nd and 3rd Year. Possibly due to not wanting to leave their cohort and finish their BSc later. But knowing about the experiences of those who have gone on placement might encourage uptake. Dissemination sessions will also provide ideas on Psyc career options to all students.</p>	<p>Schedule sessions for BSc Psyc with Placement Year students to present their experiences to other students.</p>	<p>PRIORITY: 2 TIMEFRAME: When 3 current students return from placement (2020/21). Repeat with subsequent cohorts.</p>	<p>KWB (Prog. Lead) with EP (ODM) and NG (Careers Officer)</p>	<p>Increase uptake of placements by students on this programme by 10% by 2023/24 (currently 25%)</p>

<p>APt.37 5.3.iv Support given to students for academic career progression</p>	<p>To ensure students can see the applicability of Psychology to other areas of life</p>	<p>RATIONALE: Student survey, focus group, and outreach data suggest the applicability of Psychology to many careers is unclear, and that this deters male applicants. Development of some within-University or local volunteering opportunities that are Psychology-specific should increase student perceptions of this.</p>	<p>Create selection of Psychology-focussed volunteering opportunities for UGs.</p>	<p>PRIORITY: 1  TIMEFRAME: Before end of academic year 2020/21.</p>	<p>NG (Careers Officer) with EP (ODM)</p>	<p>10% increase in awareness as measured by survey data</p>
<p>APt.37 5.3.v Support given to staff for research</p>	<p>Give people greater opportunities to apply for relevant grants</p>	<p>RATIONALE: Sometime grant deadlines are missed by Faculty grant office</p>	<p>Set up a grant Google calendar</p>	<p>PRIORITY: 1</p>	<p>JB (RG for Cognitive)</p>	<p>More grant submissions made</p>



**5.4 FLEXIBLE WORKING AND MANAGING CAREER BREAKS**

<p>APt.38 5.5.iii Cover and support for maternity leave: Return to work</p>	<p>To better support staff returning from maternity/ adoption leave</p>	<p>RATIONALE: One thing identified by academic maternity leave returners is not feeling up-to-date on changes in the School that have happened while they were on leave.</p> <p>ACTIONS TO DATE: We created a Parental Leave Liaison role (Sept 2019) for a named colleague to keep the person on leave up-to-date while they are on leave (at a frequency and method agreed prior to leave). We created a brief maternity/ adoption returners questionnaire to identify issues to inform future actions on how to support people going on leave.</p>	<p>Keep leaver-liaison relationship in place for 12-months post return from leave.</p>	<p>PRIORITY: 2</p> <p>TIMEFRAME: To be approved by SMT before Sept 2020 (when current person on maternity leave returns).</p>	<p>JG (HoS) to bring this suggestion to SMT for approval.</p>	<p>1) Liaison role is kept in place for person currently on maternity leave.</p> <p>2) Responses on maternity leave returner's questionnaire are positive re liaison role.</p>
<p>APt.39 5.5.iii Cover and support for maternity leave: Return to work</p>	<p>To better support staff returning from maternity/ adoption leave</p>	<p>RATIONALE: One example of best practice in other Schools is a workload credit for returning from maternity/ adoption leave.</p> <p>ACTIONS TO DATE: The University introduced an Academic Returners Fund in</p>	<p>SMT to review a proposed reduction in workload in the return year (50 WAM or 12.5% after one-year leave).</p> <p>All maternity / adoption leave takers</p>	<p>PRIORITY: 2</p> <p>TIMEFRAME: To be approved by SMT in summer 2020 when WAM being finalised (and before Sept</p>	<p>JG (HoS) to bring this suggestion to SMT for approval.</p> <p>SSM for information on support available for</p>	<p>1) SMT approves this proposal and it is entered into the WAM.</p> <p>2) Staff returning from leave find this WAM credit beneficial</p>

		2017 to support research/ provide buyout from teaching in the year after women return from maternity or adoption leave. This was publicised to colleagues and two School staff applied for this funding in 2018/19 (1 received funding; 1 left the School before funding used).	to be alerted to support available (including KIT days flexible working, academic returners fund).  A maternity / adoption leave buddies scheme will be developed within the School.	2020 when current person on maternity leave returns).	returners and availability of buddies.	(measured by responses on maternity/ adoption returners survey)  3) Staff report that return from leave is aided by School activities.
<b>5.6 ORGANISATION AND CULTURE</b>						
Apt.40 5.6.i Culture	To improve meeting behaviour	RATIONALE: Staff survey responses indicate that meeting behaviour varies, improving when awareness is raised and decreasing over time.  ACTIONS TO DATE: We introduced (and then removed) a 'Meeting Behaviour Statement' from committee agendas (see Section 5.6.i) and held 2 workshops for committee chairs (Jan & Sept 2018). Staff found these beneficial so we want to revisit this annually.	Hold an annual workshop for committee chairs before Semester 1 to put management of unprofessional meeting behaviour at the forefront of chairs' minds at the start of the year. Ideally facilitated by someone from Academic Development. These need to be repeated annually to keep awareness high, and to support staff new to a committee chair role.	PRIORITY: 2  TIMEFRAME: Sept 2020 and repeat annually.	HW (EDIL) to contact Academic Development to ask if they can facilitate these workshops.	5% improvement in responses to staff survey question on unprofessional behaviour  (2019 = 69% agreement that unprofessional behaviour is not tolerated).

APt.41 5.6.i Culture	To improve meeting behaviour	SEE PREVIOUS RATIONALE	Members of SMT to have 'having difficult conversations' training, to facilitate having to discuss inappropriate behaviour with colleagues	PRIORITY: 3  TIMEFRAME: Within next 6 months	JG (HoS) to inform SMT and monitor progress	All SMT members had this training
APt.42 5.6.i Culture	To increase staff awareness of EDI issues related to academic careers.	RATIONALE: Discussion of AP with senior female colleagues led to discussions around challenges faced by different individuals. Sharing of these different experiences will heighten awareness of EDI issues in HE to all staff.	Brown bag discussion sessions will be scheduled (3-5 per year), each led by a senior member of staff.  Focus will sometimes be gender-related issues, but other challenges (e.g., race; and the intersectionality of characteristics) will be welcomed. All staff will be welcome to attend, M/F attendance will be recorded, and key conclusions will be circulated to all.	PRIORITY: 2  TIMEFRAME: 1 <sup>st</sup> session to be held spring 2020.	KWB (EDIG) to organise sessions.  JG (HoS) to encourage all staff to attend.	Increases in staff survey responses to question on EDI issues.  Male and female attendance is proportionate to the School academic body.
APt.43 5.6.i Culture	To increase transparency of decision-making within the School	RATIONALE: Staff survey comments suggest that decision-making within the School isn't always seen as transparent.	1) School Leadership Group (SLG) meeting discussions to be documented in a 'blog' format. This will	1) PRIORITY: 3 TIMEFRAME: From next SLG meeting (Jan 2020).	JG (HoS and chair of SLG).	More than 50% agreement on staff survey question regarding transparency of

		<p>ACTIONS TO DATE: HoS provides a brief summary to the School via email of what topics were discussed at SMT meetings (action recommended by EDIC).</p>	<p>not be formal minutes, but a summary of what was discussed and what was agreed/is being taken forward will be recorded in a Google doc (accessible by all staff).</p> <p>2) Add a question to the staff survey to specifically assess views on decision-making.</p>	<p>2) PRIORITY: 2 TIMEFRAME: Next time the staff survey is run.</p>		<p>decision-making (this will be a new question so no baseline)</p>
<p>APt.44 5.6.iii Representatio n of men and women on committees</p>	<p>To keep female representation on SMT at ≥50%.</p>	<p>RATIONALE: To ensure that female staff are given senior leadership positions and that the female voice is heard on the most influential committee in the School.</p> <p>ACTIONS TO DATE: Our current HoS revised the composition of SMT when he took on the HoS role. The HoS also now seeks EOIs for all POMA roles, and who is given a position is decided by SMT, with feedback provided to unsuccessful staff.</p>	<p>Gender to be considered when progression planning for those leadership roles that form part of SMT (DoE, RD, SSM, HoS).</p>	<p>PRIORITY: 2 TIMEFRAME: Summer 2020 when SPREs are being conducted (and staff are therefore considering future role pathways with their SPRE appraiser).</p>	<p>SMT (in their annual post-SPRE review)</p>	<p>Gender composition on SMT to remain 50:50 +/-5%.</p>

APt.45 5.6.iii Representation of men and women on committees	Increase male representation on PGR committee.	RATIONALE: Currently our F:M PGR Committee representation does not match the School gender ratio and two staff (1 M, 1 F) have recently stepped down from this committee.	Send request for EOIs to get male representatives (staff and PGR) to join PGR committee.	PRIORITY: 3. TIMEFRAME: 2019/ early 2020.	MN (PGR Lead)	Gender representation on PGR Committee matches School academic staff F:M ratio (currently 50:50)
APt.46 5.6.iv Participation on influential external committees	Increase female Psychology representation on Senate.	RATIONALE: Currently we have 3 Psychology representatives on Senate (all M, 1 BAME, 1 is HoS) but over the last 5 years we have had 50% F representation. This reduction could be due to our School being rather 'bottom heavy' at the moment (particularly with female ECRs) who do not feel experienced enough to be on Senate. We want to encourage female staff to nominate themselves to Senate.	1) When new members of Senate are sought (emails sent Faculty-wide) HoS to follow these up with encouragement for women to nominate themselves to join Senate.  2) HoS (or mentor) to support nominee with writing their EOI letter.	PRIORITY: 1. TIMEFRAME: When 4 current Faculty Senate members reach the end of their terms in 2020.	JG (HoS)	For (at least) 1 female member of the School to be nominated/nominate themselves for Senate.
APt.47 5.6.iv Participation on influential external committees	Encourage ECR staff to join relevant external committees /boards (for CV development)	RATIONALE: Staff are not always aware of what external (to the University) committees and boards colleagues are on; better visibility of this information would allow other colleagues (particularly ECR) to seek information about what is involved in being on that	Compile a database of staff external committee/board participation.	PRIORITY: 2  TIMEFRAME: Database to be complete before start of 2020/21. Then updated annually.	NR (EDIG member)	To have more staff on external committees  (baseline data on this is currently unknown; a specific target for improvement will be set once the

		committee/taking on a particular external role				database is compiled, if improvement is needed).
Apt.48 5.6.v Workload model	To ensure fairness of admin/ teaching/ research responsibilities across staff	<p>RATIONALE: It is important that we monitor and record the breakdown of workload responsibilities across gender and role in the WAM to ensure parity and so that this parity is transparent to all staff.</p> <p>ACTIONS TO DATE: Formulae for this were added to the WAM in 2018 and data on this are reported to the first School Committee meeting each academic year. Qualitative comments on the staff survey have praised this action and transparency.</p>	To keep the breakdown of WAM responsibilities across gender and role updated and visible to all staff.	<p>PRIORITY: 2</p> <p>TIMEFRAME: Summer 2020, when WAM for 2020/21 is being developed.</p>	<p>JG (HoS) and JH (DoE)</p> <p>HW EDIL to report values to School Committee (Sept 2020)</p>	Parity of admin/ teaching/ research workload across M and F academics.
Apt.49 5.6.vii Visibility of role models	To assess whether there are any gender differences in terms of how visible our own staff are to our students, and to increase awareness of EDI/gender issues	<p>RATIONALE: To assess whether there are any gender differences in how visible male and female staff in the School are to UGs we introduced a 'fluency task' in a core 3rd Year lecture (see Section 5.6.vii). Though it is a rather crude (as it is influenced by sabbaticals/roles) review of</p>	<ol style="list-style-type: none"> <li>1) Carry out the staff visibility fluency task in core 3<sup>rd</sup> Yr lecture.</li> <li>2) Report results back to student cohort and discuss at EDIG.</li> <li>3) Report any disparities to School Committee and SMT.</li> </ol>	<p>PRIORITY: 2</p> <p>TIMEFRAME: Semester 2 2019/20. And repeat each year.</p>	<p>HW (EDIL) – this task is administered in a core lecture she teaches.</p> <p>Nb. If/when teaching responsibilities change this task will be passed</p>	<p>Gender visibility of staff is equivalent.</p> <p>Nb. The 2018 data showed a decrease in female staff visibility, with 4.7 F names mentioned per student vs. 5.2 M names (compared to 5.7 for both M</p>

	in HE amongst UG students	<p>the data by EDIG is helpful so we can input to decisions on progression planning (i.e., who is due to take on most visible roles). The task was also beneficial as when we showed students the response data it allowed increased their awareness of gender issues in HE, which might be particularly beneficial to those considering PGT/PGR/academic (and indeed other) careers.</p> <p>ACTIONS TO DATE: We conducted this visibility task in 2017 and 2018.</p>			on to someone teaching on that core 3 <sup>rd</sup> Yr module.	and F mentions in 2017).
APt.50 5.6.vii Visibility of role models	To ensure students are provided with a diverse set of role models.	<p>RATIONALE: We did not have any UG representation on EDIG last year and our 'Psychologist of the Month' (PotM) role model feature showed declining interest from students.</p> <p>As we now have 3 new UG reps, and plan to recruit 2 more PGR reps (see AP.XXXX), we want to engage this student voice in developing our provision of</p>	<p>1) To discuss ideas for this at the next EDIG meeting (Jan 2020)</p> <p>2) Invite ODM to EDIG meeting to encourage cross-over between our EDI role models and marketing strategy.</p> <p>3) For student EDIG members to work together to develop</p>	<p>PRIORITY: 3</p> <p>TIMEFRAME: Jan/Feb 2020.</p> <p>Action (4) March 2020</p>	<p>RC, CA, SO, EH (UG and PGR EDIG members).</p> <p>In consultation with EP (ODM).</p>	<p>Responses to Student Survey Question on role models to increase by 10%</p> <p>Specific targets will be set for each idea developed and taken forward.</p>

		diverse role models in new directions.  ACTIONS TO DATE: PotM feature ran 2017-18.	these ideas after the Jan meeting.  4) Contribute to a wikipedia editathon to improve visibility of women and those from minority groups in Psychology.			
APt.51 5.6.viii Outreach	To recruit more men to the Open Day and Offer Holder Day teams so that the gender balance reflects the gender balance of academics in the School (i.e., 60:40 F:M).	RATIONALE: Obtain parity of workload across staff	Recruit more males to Open Day / Offer Holder Day Teams	PRIORITY: 2  TIMEFRAME: In time for cycle of open days 2020/21	EP (ODM), MN and KWB (Open Day/Offer Holder Day organisers	Increase M academic staff at each open day to 2
APt.52 5.6.viii Outreach	To get male student representation at Open Days / Offer Holder Days	RATIONALE: So that male students visiting Keele thinking about studying Psychology have a role model visible	To ask academics to inform the ODM if they know of any willing male UG ambassadors from Psychology (start of every academic year).	PRIORITY: 2  TIMEFRAME: In time for cycle of open days 2020/21	EP (ODM)	Target: to have a male UG ambassador at 80% of recruitment days.



<p>APt.53 5.6.viii Outreach</p>	<p>Provide more male role models for secondary school students thinking about studying psychology at university.</p> <p>Attain a gender balance in who is doing outreach so that female staff are not overburdened.</p>	<p>RATIONALE: Focus group and outreach session data (Section 4.1.ii) suggested that male students would like to see more male psychologists leading outreach sessions to provide role models for them. However, most of our outreach is done by women, which is not a fair distribution of the work.</p> <p>ACTIONS TO DATE: An Outreach and Development Manager (ODM) was appointed in 2017 who coordinates our outreach provision. She records all data on who is providing outreach.</p>	<p>1) Establish a 'rolling credit' proviso in the WAM such that outreach work done one year is credited the next year. 2) Appoint a replacement academic Outreach Liaison (to replace recent staff leaver who had this role). 3) Target male staff to carry out outreach sessions. 4) Emphasise to staff the importance of gender balance in outreach workload and rationale re providing role models to male secondary school students.</p>	<p>1) PRIORITY: 2. TIMEFRAME: Summer 2020 (when WAM for 2020/21 finalised; though inform staff of this change ASAP). 2) PRIORITY: 3. TIMEFRAME: ASAP (EOIs have already been requested but no volunteers come forward yet). 3-4) PRIORITY: 2. TIMEFRAME: From start of 2020/21 (as most outreach sessions are already planned for this year)</p>	<p>1) SMT 2) JG (HoS) with EP (ODM) 3&amp;4) EP (ODM)</p>	<p>Gender balance of staff doing outreach to match F:M ratio in the School (currently 50:50)</p>
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**END**