



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

**Name of university:** University of Essex

**Department:** Psychology

**Date of application:** 30<sup>th</sup> November 2016

**Date of university Bronze and/or Silver SWAN award:** September 2013 (Bronze)

**Contact for application:** Dr Helge Gillmeister

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**Telephone:** 01206 87 3533

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

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

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

### **Sections to be included**

At the end of each section state the number of words used. Click [here](#) for additional guidance on completing the template.

## Notes on Application

### List of Acronyms:

AP	Action plan
AS	Athena SWAN
ASE	Academic Staff primarily with Education Responsibilities
ASER	Academic Staff with Education and Research Responsibilities
ASR	Academic Staff primarily with Research Responsibilities
BAME	Black, Asian and Minority Ethnicity
BPS	British Psychological Society
CBS	Centre for Brain Science
CPD	Continuing Professional Development
E&D	Equality and Diversity
FT	Full time
GEM	Gender Equality Charter Mark
GLA/GTA	Graduate Laboratory Assistant / Graduate Teaching Assistant
HESA	Higher Education Statistics Agency
HHS	Health & Human Sciences
HoD	Head of Department
HR	Human Resources
HRED	Human Resources & Equality & Diversity
KIT	Keeping in Touch
L&D	Learning and Development
PG	Post-graduate
PN	Parents' Network
PT	Part time
PGT/PGR	Postgraduate taught/Postgraduate research
REF	Research Excellence Framework
RES	Research Experience Scheme (unpaid, for UG and PGT students)
RO	Research Officer
S&H	Science and Health
SAT	Self Assessment Team
StaCS	Staff culture survey
StuCS	Student culture survey
STEM	Science, Technology, Engineering and Mathematics
THES	Times Higher Education Supplement
UG	Undergraduate
UROP	Undergraduate research opportunity programme (paid)
WAM	Workload Allocation Model
WN	Women's Network

Throughout this application the data is generally presented by academic year 2012/13, 2013/14, 2014/15. When we instead describe the data as 'current' we are using the most recent figures that were available at the time of writing each section. When we state 'our StaCS' or 'our StuCS' we refer to the latest questionnaire undertaken in May 2016 as part of this application. When we refer to the AS Bronze Award we are referring to the University's institutional Bronze Award received in September 2013. The University also achieved a

Gender Equality Charter Mark (GEM) in November 2014 and became a member of the WISE campaign in November 2016.

Key to Symbols used in the document:

Throughout the self-assessment process, we identified current good practice, including actions achieved following the University's Bronze SWAN award, and identified areas for future actions. These have been labelled throughout the document as follows:

- ✓ Good practice that is currently operational
- ❖ Good practice we are working towards and included in the AP

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

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

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



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3<sup>rd</sup> November, 2016

I am delighted to write to you to express my sincere support for the Department of Psychology's Bronze Athena SWAN Application and action plan. The application has been driven and overseen by an excellent Athena SWAN Self-Assessment Team, led

by Dr Helge Gillmeister and Dr Dominique Knutsen, that includes academic staff and PhD and postdoc researchers at different stages in their academic career. We have ensured that the Athena SWAN Self-Assessment Team has received all the resources and the support necessary for them to complete this important task, and we have received feedback on progress through regular staff meetings and staff away day. We are fully committed to making progress on the Athena SWAN Action Plan.

Women have always strongly contributed to the leadership and mission of the Department. The Department of Psychology, University of Essex was founded by the late Prof Christine Temple in 1991, and two of my three most recent predecessors as Heads of Department have been women (Prof Elaine Fox, Prof Sheina Orbell). Prior to her recent retirement, Prof Debi Roberson was Research Director for many years overseeing REF2014 submission, and prior to her maternity leave this summer, Dr Tracy Robinson has been Director of Education for many years.

The Athena SWAN goals and standards are very much aligned to the aims and objectives of the Department, and it is with a spirit of open-mindedness and willingness to change that we have explored our data for the Athena Swan application, and we genuinely seek to embrace the Charter's principles. Our Department's strategic plan already seeks to "make the Department a place where staff and students see themselves as valued members of the Department, working together to study and research within a climate of community, inclusiveness, and integrity". Moreover, through on-going action aimed at delivering excellence in research and excellence in teaching, our objective is for "our success will help foster a confident, high-performing, creative, and productive Department, where we support each other in our endeavours and our differences are respected". We fully recognise the importance of equality and fairness within the workforce and in maintaining a healthy work-life balance.

The work of the SAT has been exceptionally valuable. Through its establishment of evidence-based research and ongoing annual surveys we now know the current status in which we find ourselves, and we can track our progress to make the Department a place of genuine equality. The Athena SWAN team have committed over 400 hours to Athena SWAN meetings, consultations and activities, including staff and student surveys, working parties, staff meetings, away day, liaising with university and external parties. The Action Plans generated by the SAT have my full support, and we hope will create a profound cultural change in this Department that will positively impact our recruitment, retention and promotion of talented female scientists. We will be

incorporating all recommended actions into our Departmental plan from 2016/17 onwards.

Yours Sincerely,



**Prof. Geoff Ward**

Head of Psychology, University of Essex

E-mail: [gdward@essex.ac.uk](mailto:gdward@essex.ac.uk)

<http://www.essex.ac.uk/psychology/staff/profile.aspx?ID=2453>

## **2. The self-assessment process: maximum 1000 words**

Describe the self-assessment process. This should include:

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

The SAT has 9 FT staff members (4 men, 5 women), 1 female PGR student member and 1 female research staff member from Psychology, supported by 2 female HR staff. Members are at different career stages, and include probationary and established staff, those balancing home responsibilities with work, and staff involved with recruitment and promotion, or management responsibilities. Membership is recorded on the WAM and reviewed annually.

Nick Cooper is a working father and senior lecturer. He joined Essex in 2006 and is joint Director of the CBS and Year 1 tutor. Nick has previously worked on the recruitment team and for the SAT worked on data relating to PGT students.

Shirley Dorchin-Regev is a working mother and joined Essex as a postdoctoral RO in 2016. Shirley conducted a focus group with female research staff, almost all mothers with young children.

Helge Gillmeister is the SAT lead and a working mother. She has been in the department since 2009, including 2 maternity leave periods, and is a FT lecturer, joint Director of the CBS and GLA/GTA coordinator. She is part of the institutional AS team, a PN mentor, and volunteers for "Inspiring the Future". Helge coordinated the writing of this application.

Julia Greenwood is the University's AS lead and a PT working mother. Julia provided guidance about AS criteria and frequent feedback on the application.

Paul Hibbard has worked in the Department since 2013, as a Reader and Professor, and is currently the Director of Education. Paul is a carer for a severely disabled partner.



Figure 1. Members of the SAT (top left to bottom right): Geoff Ward, Tuesday Watts, Sheina Orbell, Nick Cooper, Paul Hibbard, Vanessa Loaiza, Gillian Sandstrom, Dominique Knutsen, Helge Gillmeister.

Dominique Knutsen is the SAT co-lead. She joined the department in 2015 as a Lecturer. She is on the workload committee and a member of the employability team. Dominique helped coordinating the writing of this application and dealt with the survey data.

Vanessa Loaiza is a Lecturer in the department since 2015. She is a member of the recruitment team and an academic career advisor for the AS initiative. Vanessa worked on UG numbers and gathered data about staff workload and committee memberships.

Joanna Matthias is the HR Officer for the S&H Faculty, a PT working mother, and reviewed the application.

Sheina Orbell has worked in the department as a Professor for 16 years. She was HoD (2010-2014) and has fulfilled all major administrative roles. She is Academic Staffing Officer advising on permanency and promotions and chairs the departmental committee which considers applications before forwarding to the University. She prepared the data relating to permanency and promotion.

Gillian Sandstrom has been a Lecturer in the department since 2015. She is a member of the recruitment team and the Achieving Potential Steering Group, which is focussed on addressing achievement gaps (e.g., for BAME students). She examined student applications and worked on the staff workload and committee membership data.

Andrew Simpson is a working father and senior lecturer. He worked part-time for eight years while his children were at nursery school. Andrew joined the department in 2008. He is the PGR Tutor and as part of the SAT worked on this aspect of the application.

Geoff Ward has worked in the department for 23 years as Lecturer, Senior Lecturer, Reader and then Professor. He is currently the HoD, having previously held the position of Director of UG Studies for a number of years. He is a working father and took paternity leave and adoption paternity leave on the arrival of his two daughters.

Tuesday Watts is currently in the final year of her PhD and has been a student in the department for over 5 years. For the SAT she conducted a focus group with other female PhD students to discuss academic prospects for women.

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

The process started in February 2016. Psychology staff members self-selected to form the SAT in June. Lead and co-lead put themselves forward with approval from the SAT. The SAT was split into sub-teams (depending on experience and interest) to review different areas of the application. The SAT met monthly during the preparation of this document; lead and co-lead held additional meetings. Individuals from the University's strategic planning, central admissions and HR teams were consulted by team members during the preparation of the data reported here. All team members commented on data, raised and discussed actions, and reviewed the application documents. Data and documents were uploaded and edited on a secure shared drive.

We used the UKRC's cultural analysis tool to survey Psychology staff and students to identify improvements needed to ensure equality of opportunity. This allowed department-wide consultation and raised the AS profile. SAT lead and co-lead also discussed AS aims, departmental data, and StaCS and StuCS results during staff meetings and annual staff Away Day. Participation in the StaCS was 54% (of these, 40% were female, 60% male). Participation in the StuCS was 27% of PGR students (of these, 65% were female, 35% were male). PGT and UG student participation was too low to be informative (see Section 5). Following StaCS and StuCS results, focus group discussions with female PhD students (N=7) and research staff (N=5) were held.

The HoD, a SAT member, initially attended regional AS events (e.g. Royal Holloway, February 2016) to understand more about AS and to network with other applicants. The lead and co-lead further consulted with AS leads of Essex departments who had achieved Bronze awards (Biology, HHS) and are applying for Bronze (Maths, History, CSEE) through the Essex SWAN user group. A draft version of the application form and AP was viewed by the University of Essex SWAN Steering group, S&H Faculty Manager and several members of the HR team. We are extremely grateful to Prof Teresa McCormack (Psychology, QU Belfast, AS Gold award) and Dr Caren Frosch (Psychology, Leicester, AS Bronze award) for their feedback on the application as external reviewers. Finally, all Psychology's PGR students and academic and support staff were invited to comment on the application during the external review phase (November 2016).

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

The SAT will continue to monitor gender equality and assess progress against the AP as follows:

- ❖ Action 7.1 and 7.2: Regular, termly SAT meetings for updates and to monitor the implementation of the AP. Responsibility for the AP will be delegated to SAT members who will report to the SAT leads. We will minute meetings, and report summary progress to the department at staff meetings and to the University SWAN Steering Group in writing, and generally ensure that progress of the AS agenda is part of the Department's strategic plans. This will be facilitated through the HoD and Director of Education, who are SAT members. We will further act as SWAN champions within the University by contributing to institutional AS submissions, E&D network events, and the termly SWAN newsletter.
- ❖ Actions 1.2 and 1.3: StaCS, StuCS and focus groups will be conducted annually to measure progress against the AS charter principles. Results will be circulated on departmental AS webpages (see Figure 1) and the AS noticeboard (see Figure 2) to promote transparency and encourage feedback. Annual analysis of the AS data sets will enable the team to measure progress.

The screenshot shows the University of Essex Department of Psychology Athena SWAN webpage. The top navigation bar includes 'University of Essex', 'STUDENTS', 'STAFF', and a search bar. Below this is a secondary navigation menu with links like 'Study with us', 'Life at Essex', 'International', 'Departments', 'Research', 'Business', 'News and events', 'Alumni', and 'About us'. The main header area contains 'FIND A COURSE', 'PROSPECTUS', 'VISIT US', and 'GET IN TOUCH'. The main content area is titled 'Department of Psychology' and features a large image of people walking on a campus path.

**Athena SWAN and women in psychology**

The Department of Psychology has a vibrant community of female scientists working at all levels in research, teaching, management and outreach.

"The Department of Psychology is committed to the representation, progression and success of women in science. We aim to foster a confident, high-performing, creative and productive Department, offering equality of opportunity and a positive and inclusive culture to all, where we support each other in our endeavours and our differences are respected.

We positively encourage women at all stages of their career to join us; we will support you in your career progression, from undergraduates through to Professors, and we will strive to make you feel valued members of our Department."

Professor Geoff Ward, Head of Department of Psychology

**The Athena SWAN Charter**

The Athena SWAN Charter was established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, mathematics and medicine (STEM) employment in higher education and research.

The University of Essex was awarded the Athena SWAN Institutional Bronze Award in November 2013 in recognition of its continuing work to support women in STEM. The Department of Psychology is applying for an Athena SWAN Bronze Departmental Award in November 2016.

**Celebrating women in the department**

Our department has over 45 academic members of staff, 40 percent of whom are women. We also have about 30 research students, over two thirds of whom are women.

We're proud of our outstanding female scientists. We'd like to celebrate them by showcasing five amazing women at each stage of their career, from PhD students to full Professors.

- ▶ Professor Sheina Orbell
- ▶ Professor Silke Paulmann
- ▶ Dr Marie Juanchich, Senior Lecturer
- ▶ Dr Loes van Dam, Lecturer
- ▶ Katie Groves, PhD student

**Resources for women in Psychology**

Our department fosters an inclusive research and teaching environment. Lab facilities are shared-use and we operate a booking system that allows everyone, staff or student, fair access to testing rooms and research equipment.

**For all staff**

- ▶ Essex Women's Network
- ▶ Departmental mentoring
- ▶ Health and well-being
- ▶ Equality and diversity
- ▶ Environment and events

**For staff with families**

- ▶ Parents' Support Network
- ▶ Family-friendly policies
- ▶ Childcare

**Career and professional development**

The University's Learning and Development provides training and development opportunities for staff at all stages of their careers. They offer workshops and short courses in leadership and management, bespoke programmes for academics, researchers and postgraduates as well as professional qualifications. Learning and Development also run the Springboard Programme, an award-winning development course for women.

**Training and funding opportunities**

There is a range of funding opportunities that may be of particular relevance to female staff in psychology. For information on these and other schemes visit the University's Athena SWAN resources.

- FEBS/EMBO Women in Science Award
- Elsevier Foundation grants for women in STEM
- L'Oréal-UNESCO Women in Science
- Royal Society - Dorothy Hodgkin Fellowship
- Royal Society - Rosalind Franklin Award
- Daphne Jackson Trust
- Wellcome Trust - Career re-entry Fellowships

**For students**

If you're thinking about a career in academia, get in touch with our Academic Careers Advisers, Dr Vanessa Loiaza and Dr Andrew Simpson. They can help you to plan your path and answer any questions you have.

- ▶ Support and wellbeing
- ▶ Gain experience

**Our Athena SWAN team**

- Dr Helge Gilmeister, Lecturer and Athena SWAN lead
- Dr Dominique Knutsen, Lecturer and Athena SWAN deputy lead
- Dr Nick Cooper, Senior Lecturer
- Dr Shirley Dorchin-Regev, Post-doctoral Research Fellow
- Ms Julia Greenwood, University of Essex Athena SWAN Co-ordinator
- Dr Vanessa Loiaza, Lecturer
- Professor Sheina Orbell
- Dr Gillian Sandstrom, Lecturer
- Dr Andrew Simpson, Senior Lecturer
- Professor Paul Hibbard
- Professor Geoff Ward, Head of Department
- Ms Tuesday Watts, PhD student

**Our Athena SWAN team photo:** Ms Tuesday Watts, Dr Dominique Knutsen, Dr Helge Gilmeister and Dr Shirley Dorchin-Regev.

Figure 2. Psychology's new Athena SWAN webpage showing current selection of celebrated women in the department, work-life balance resources and career information for staff and students. Right panel is the continuation of the left panel as visitors scroll down the page. Grey boxes and hyperlinks can be clicked to reveal further information.



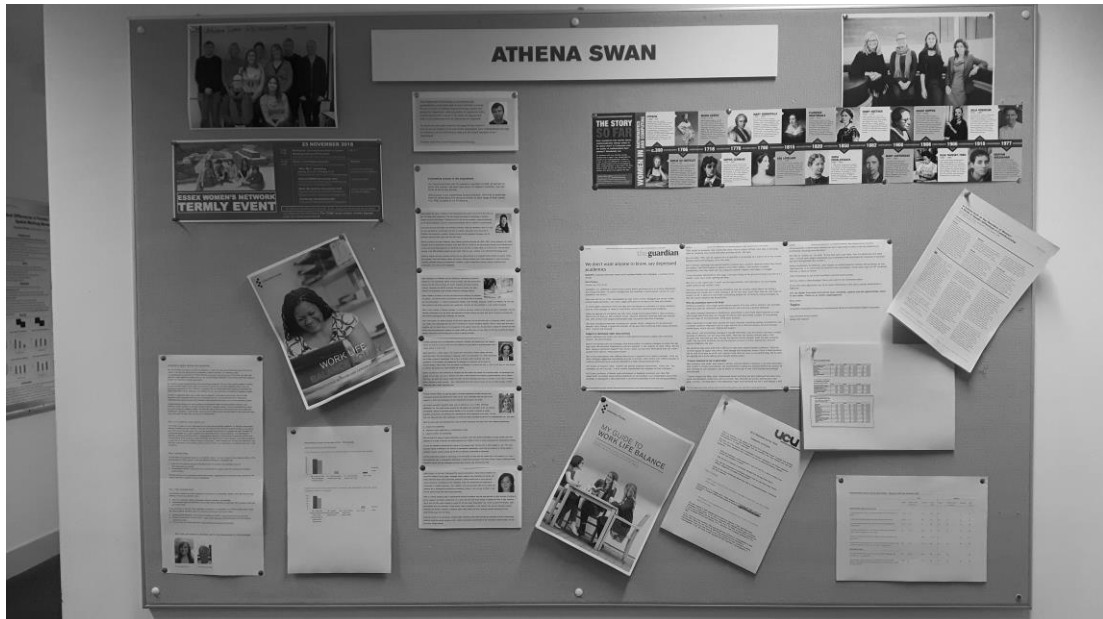


Figure 3. Psychology's new Athena SWAN noticeboard, showing current selection of information related to the AS remit relevant to staff and students. It has a prominent place opposite the entrance to the CBS, near staff (including HoD) and administrators' offices.

### 3. A picture of the department: maximum 2000 words

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

Founded in 1991, the Department of Psychology is part of the S&H Faculty, and offers a portfolio of BPS-accredited standard and specialist UG and PG degrees to increasing numbers of satisfied students. We now have over **600** UG students, **100** PGT/PGR, **40** FT academic and **6** research staff, supported by **7** administrators and **7** technicians. In accordance with the University's Strategic Plan, we strive to provide excellence in teaching and research. We are committed to gender equality and to nurture a culture of openness and inclusivity, where everyone is treated with dignity and respect. Our three research groups (Sensory and Cognitive Neuroscience, Cognitive and Developmental Psychology, Social and Health Psychology) have similar ratios of female to male staff, mostly employed on FT ASER contracts.

The majority of our UG and PG student population is female, closely reflecting HESA statistics for UK Psychology departments (see Figure 4). Unlike the national average, the majority of our current staff distribution is weighted toward males (ratios < 1, see Figure 4) rather than toward females, which is more typical of Psychology departments (ratios > 1, see Figure 4 Benchmarks). The 'leaky pipeline' for women in Psychology is thus particularly steep at Essex, with the most critical drop seen at lecturer level.

Several positive and encouraging points arose from the self-assessment process. Bearing in mind that numbers are low (<10), female research staff and professor ratios generally comport with or exceeded national figures (Figures 4, 10). Women have held many important positions in the department. Both female staff employment and career

progression at our department are healthy: Female:male ratios in staff hires exceeded those in applications for posts and were close to benchmark figures (Figure 11). Further, all sampled female permanency/promotion applications were successful (Figure 12). Our relatively low female:male staff ratios may thus be considered largely historical.

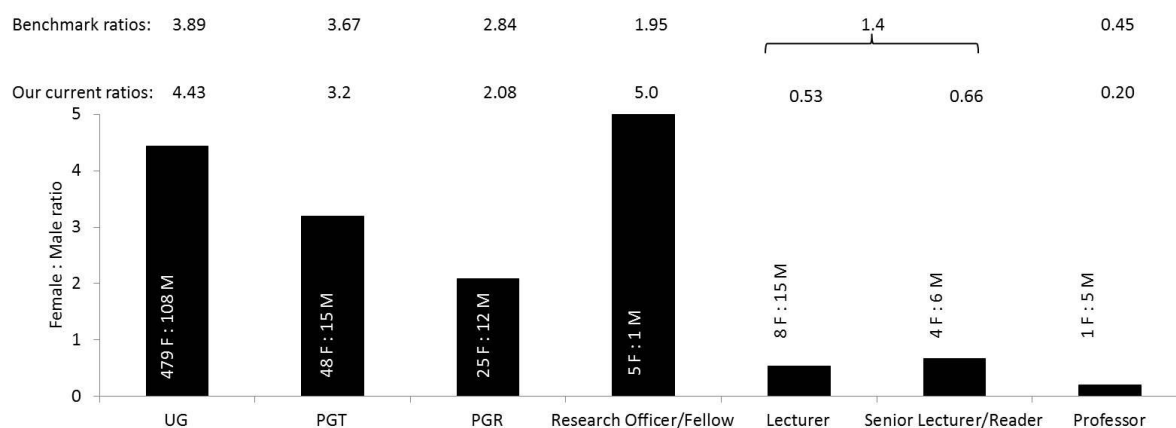


Figure 4. Female to male ratios of our current (2015/16) UG, PGT, PGR, and staff populations, showing a gradual decline in the proportion of women - the 'leaky pipeline' typical of STEM subjects, with some deviations in RO and lecturer categories. Staff data are shown separately for Research staff (RO / Fellow), Lecturer, Senior lecturer / Reader and Professor levels. Actual female and male population numbers are superimposed, as are latest available benchmark ratios (2014/15 HESA Psychology & Behavioural Sciences sector averages for students; 2013/14 Athena SWAN FPE Benchmarking data for staff).

However, self-assessment also bore out some points for improvement. Critically, applications from women to non-professorial academic posts are below expectations. Further, female academic staff's perceptions of the department were less positive and revealed more uncertainties than male perceptions in certain areas. Our AP was designed to investigate and overcome potential reasons for these discrepancies. Following surveys and focus groups, we will also strive to equip all PGR students' and research staff better to potentially help more women transition into lectureships specifically.

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

### Student data

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

The department does not offer access or foundation courses.

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

The female:male ratio of FT UGs in our department has remained relatively constant since 2012 at around 3.6 women to 1 man (Figure 5). There are no PT UGs. This ratio comports with HESA data representing the country’s Psychology departments at around 3.8, and is slightly below the ratio of around 4.3 in Psychology departments similar to Essex<sup>1</sup>. Thus, the balance favours women in psychology, and this is consistent across the country. It is noteworthy that the female:male ratio has somewhat increased over the years in the sector and in similar departments, but not at Essex.

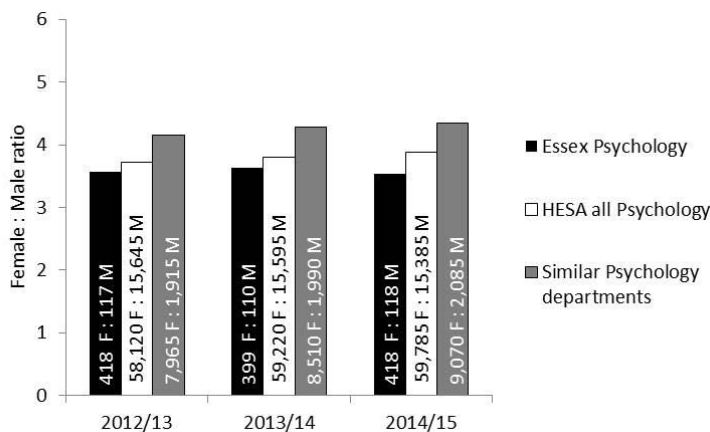


Figure 5. Female to male ratio in Essex Psychology undergraduate (UG) students over the past three years (black), compared with the sector average (white) and with Psychology departments similar to Essex (grey). Actual student numbers are superimposed (F = female, M = male).

We will continue to monitor these comparative ratios. No specific actions are needed to address UG ratios. Nevertheless:

- ❖ Actions 1.1, 5.1 and 5.2: Ensure both male and female staff / PGR student representation at Open / visit days and events that may attract UG students. Raise awareness of support structures in place in the Department and at the University to encourage all students to continue pursuing careers in Psychology by including relevant information on the AS website and noticeboard, and in staff and student handbooks.

<sup>1</sup> Consisting of data from Psychology departments at the following institutions: Durham, Exeter, Goldsmiths, Kent, Leeds, Leicester, Liverpool, Plymouth, Portsmouth, Queen’s Belfast, Reading, Royal Holloway, Sheffield, Southampton, Sussex, Ulster, York. These were selected on the basis of their similarity to our department in terms of REF intensity ( $\geq 2.0$ ), 1<sup>st</sup> year UG student entry numbers ( $>160$ ), and staff numbers (20-50).

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

The female:male ratio of FT PGT students has increased from 2.4 in 2012 to 3.4 in 2014, effectively closing the gap between Essex and the sector average and similar departments (Figure 6). It has also brought the PGT ratio closer to UG ratios. We believe the main reason for this change is an increased commitment from the department to encourage our UGs to consider postgraduate study; this took the form of: posters within the department, encouragement from personal tutors and 3<sup>rd</sup> year supervisors, academic staff addressing meetings of all 3<sup>rd</sup> year students, PhD students attending 3<sup>rd</sup> year poster day and advising potential PGTs, and increased assistance from PG administrative team. However, these figures also reflect a year (2014-15) when an increased number of bursaries were offered to UG students to undertake a Masters as part of Essex's 50<sup>th</sup> anniversary celebrations.

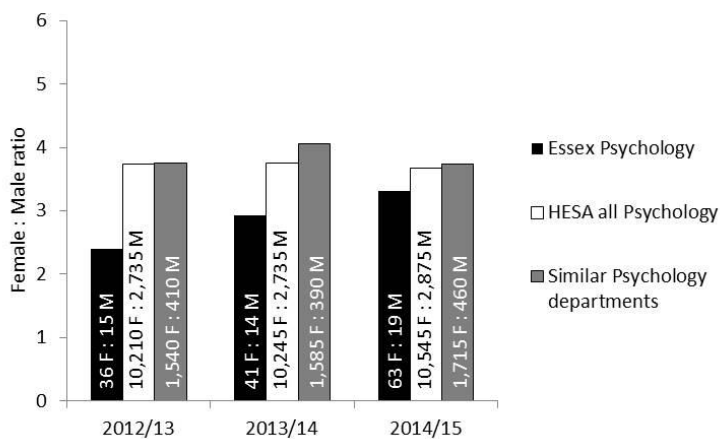


Figure 6. Female to male ratio in Essex Psychology postgraduate taught (PGT) students over the past three years (black), compared with the sector average (white) and with Psychology departments similar to Essex (grey). Actual student numbers are superimposed (F = female, M = male).

We will continue to monitor these comparative ratios. No specific actions are needed to address PGT ratios, especially since ratios remained high (3.2) in 2015-16. Nevertheless:

- ❖ Actions 5.1 and 5.2: R We will raise awareness of support structures through AS website, noticeboard and handbooks.

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

Our female:male ratio of FT and PT PGR students is somewhat below the sector average and similar departments (Figure 7). It is worth noting that the female:male ratio on FT

degrees has increased, while that on PT degrees has decreased, with striking differences visible in 2014/15. These patterns need to be treated with caution as our PGR numbers are small (around 35), particularly for PT students (around 8). The change for FT degrees was due more to men completing their PhDs than a dramatic increase in female recruitment. Overall, it is possible that the predominance of academics working on vision and neuroscience in our department (relative to the sector) encourages male PGR applicants. This will occur if it is accepted that male applicants tend to prefer vision and neuroscience, while female applicants prefer social and developmental psychology.

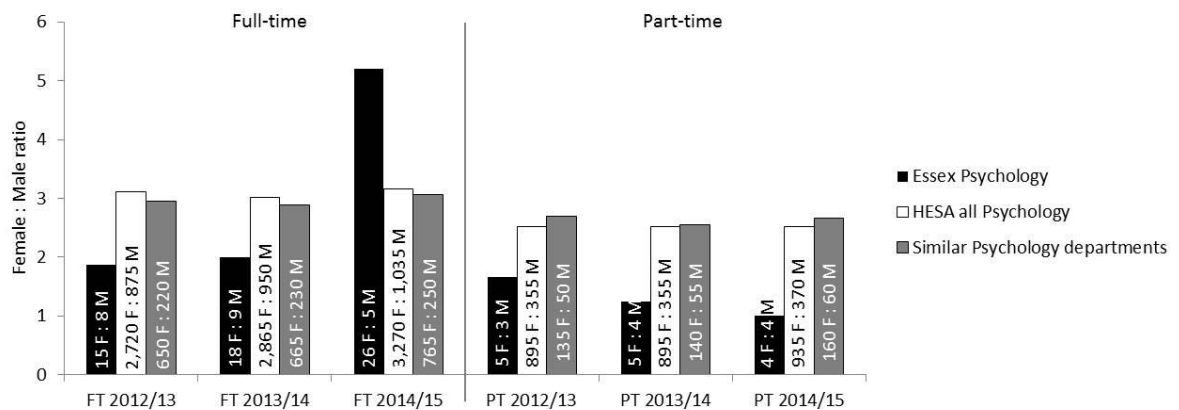


Figure 7. Female to male ratio in Essex Psychology postgraduate research (PGR) students over the past three years (black), compared with the sector average (white) and with Psychology departments similar to Essex (grey), split for full-time (left panel) and part-time (right panel) students. Actual student numbers are superimposed (F = female, M = male).

We will continue to monitor these comparative ratios, ensure female PGR student recruitment, and encourage the pursuit of academic careers. We will also increase the PGR training opportunities to enhance our students' employability for academic and research posts.

- ❖ Actions 3.1, 3.2, 3.3 and 3.4: More career advice and training opportunities. Supervisory boards for PGR students will include career discussions from the 2<sup>nd</sup> year. Seminar series for PGR students where members of academic staff will provide advice on various topics selected together with PGR students (e.g., the REF, part-time work in academia). PGR students to have access to other sources of advice than supervisor (e.g., personal supervisor to discuss career options and concerns in general).
- ❖ Actions 5.1 and 5.2: We will raise awareness of support structures (including Proficio training opportunities for PGRs) through AS website, noticeboard and handbooks.
- ❖ Actions 1.1, 4.1, 4.2, 4.3 and 4.4: Visibility of both male and female role models to all students, members of staff and visitors; Monitoring female representation in teaching and module coordination.
- ❖ Action 2.6: Accurately reflect *all* the research within the department on the main Psychology website.

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

Figure 8 (left panels) shows little systematic bias regarding gender differences in ratios of offers to applications for UG and PGT courses. Women were somewhat more likely to be offered a place, but this bias was smallest more recently (2014/15). There is no bias in the acceptances to offers ratios (right panels): male and female students were equally likely to accept the offer of a UG and PGT place. One atypical occurrence was in 2012/13 where men were much more likely to accept PGT places than women.

PGR ratios are displayed as acceptances to applications ratios only, because applicants are required to meet the criteria necessary to be offered a place, and therefore all are offered a (non-funded) place. In 2012/13 and 2013/14 more women took up PGR places, but in 2014/15 this tendency strongly reversed, removing any gender differences in these ratios overall.

Nationally, female:male ratios decrease from UG (3.8) to PGT (3.7) to PGR (3.1 FT / 2.5 PT) students (see HESA data in Figures 4 to 7), reflecting the 'leaky pipeline' for women in Psychology. Applications to Essex Psychology courses follow this general trend (data not shown), with female:male ratios in applications decreasing from UG (3.6) to PGT (2.7) to PGR (1.8) courses across the three sampled years. Ratios were highest in the most recent applications (2014/15): UG (3.8), PGT (2.9), PGR (2.8), suggesting that our female:male ratios are improving toward national figures. We believe the main reason for this change is an increased commitment from the department to encourage our UGs to consider PG studies.

We will continue to monitor ratios, but no specific actions are necessary. Nevertheless, we will encourage high-quality applications from both women and men, which will ensure ratios are based on merit only.

- ❖ Actions 1.1, 4.1, 4.2, 4.3 and 4.4: Visibility of both male and female role models to all students, members of staff and visitors; Monitoring female representation in teaching and module coordination.
- ❖ Action 3.4: More visibility of female research staff by Research Staff Cohesion Officer encouraging research staff and their line managers to supervise RES/UROP students (UGs and PGTs).

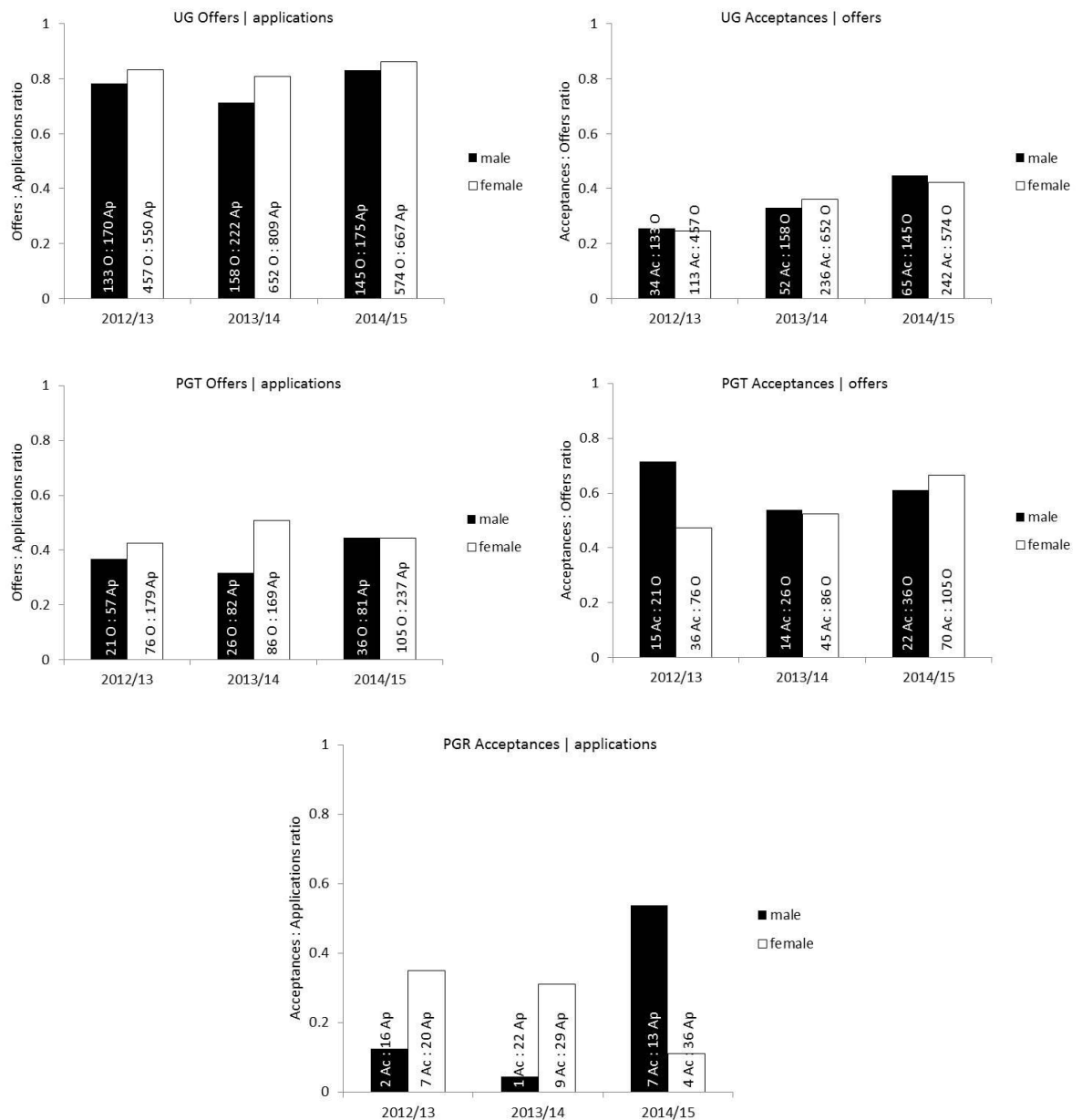


Figure 8. Gender differences in the ratio of offers (O) to applications (Ap; left panels) and of acceptances (Ac) to offers (right panels) for places on UG (top panels) and PGT courses (middle panels), and in the ratio of acceptances to applications for PGR programmes (bottom panel) over the past three years. Actual student numbers are superimposed.

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

Women were more likely to obtain good UG degree classes (1<sup>st</sup> and 2.1) than men, whereas men are somewhat more likely to obtain less good degree classes (2.2) (Figure 9A, top panels). One exception occurred in 2012/13 when men were more likely than women to obtain a 2.1. This comports with HESA national figures and with those from Psychology departments similar to Essex for UG degrees, where women are also more

likely than men to receive 1<sup>st</sup>s and 2.1s while men are more likely to receive 2.2s and 3<sup>rd</sup>s (Figure 9A, middle and bottom panels). Compared to these benchmarks, Essex's gender differences in 1<sup>st</sup> and 2.2s are larger, suggesting that women at Essex generally do better than elsewhere, including at similar Psychology departments, while men at Essex generally do somewhat worse. The gender differences in likelihood for 1<sup>st</sup>s, but not those for 2.2s, reduced over the years.

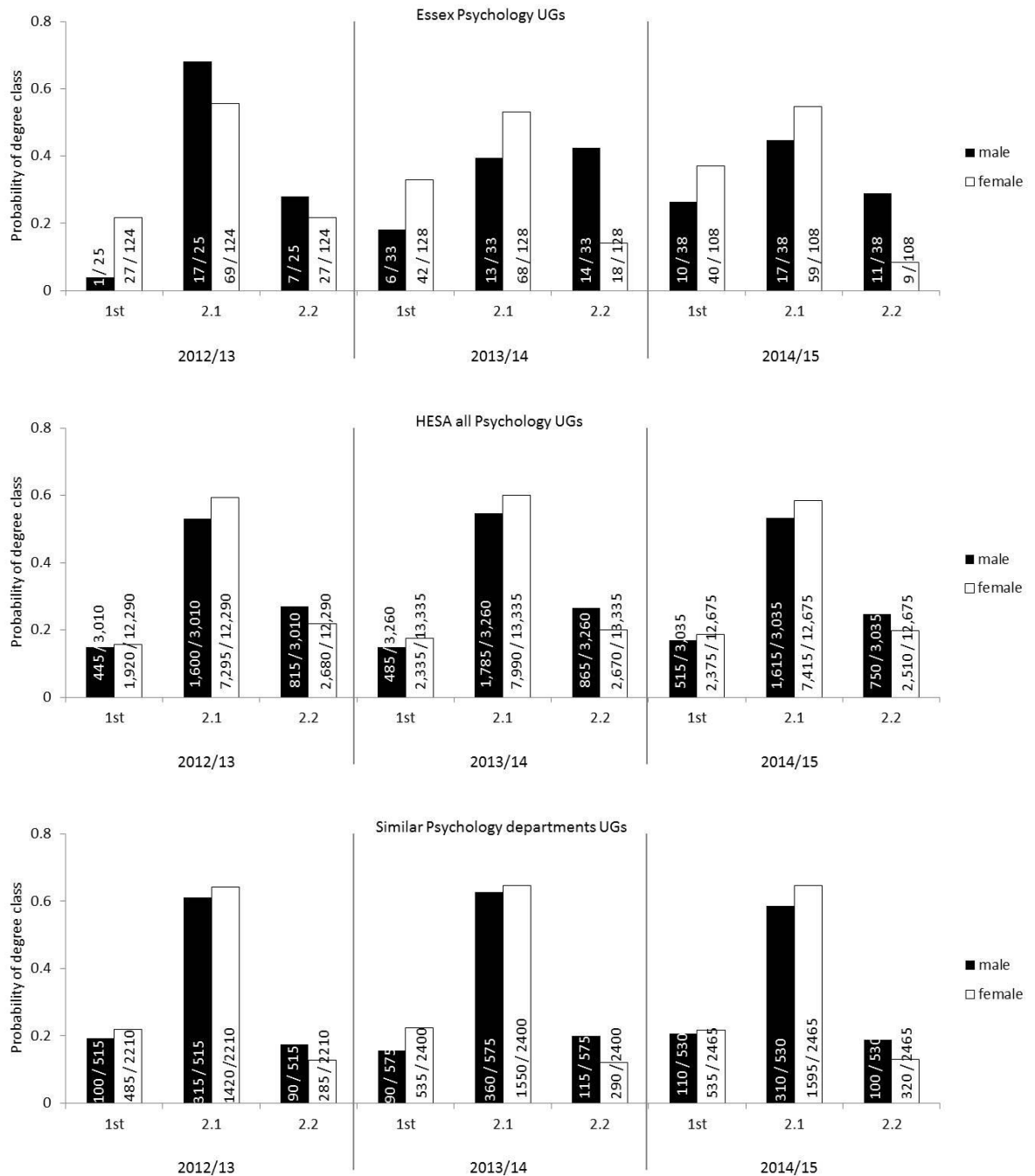


Figure 9A. Probabilities of obtaining 1<sup>st</sup>, upper second (2.1) or lower second (2.2) class UG degrees for male (black) and female (white) students over the three past years at Essex (top panel), across the sector (middle panel), and at similar Psychology departments (bottom panel). 3<sup>rd</sup> class degrees are not shown because in all years there was only one (female) student who received a 3<sup>rd</sup> at Essex. Actual student numbers are superimposed.



For PGT degrees (Figure 9B), the picture is mixed and must be interpreted with caution due to the relatively small numbers of students (12-14 men, 18-33 women). In 2012/13 and 2014/15, women were somewhat more likely to pass with Distinction, and men were somewhat more likely to pass with Merit; however, this pattern was strongly reversed in 2013/14.

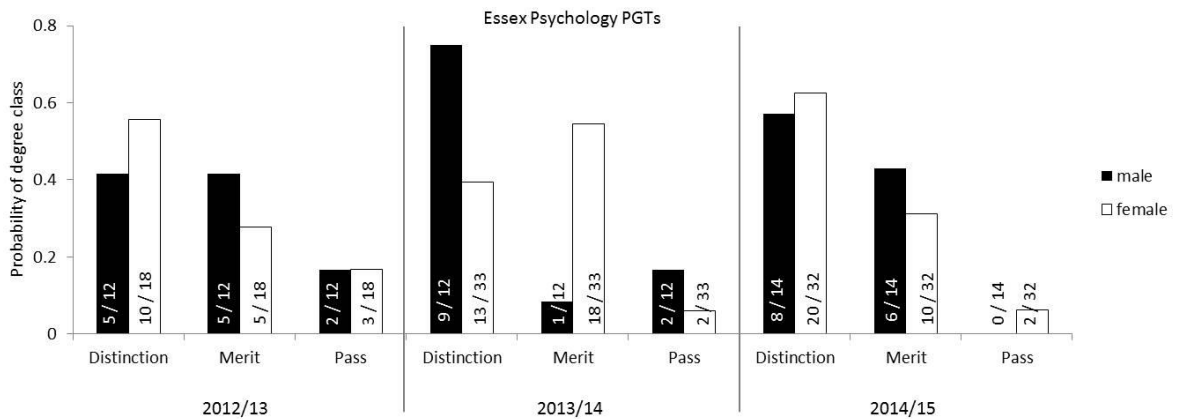


Figure 9B. Probabilities of passing a PGT course with Distinction, Merit or basic Pass for male (black) and female (white) students over the three past years. Actual student numbers are superimposed. Note that no benchmarking data exists for PGT degree classes.

We will continue to monitor these probabilities, ensure that all students have access to support and development opportunities, and that male students do not get left behind. It would be of interest to know whether male students felt somewhat isolated in the department, or less likely to seek academic support. Unfortunately, 2016 survey response rates were too low, but we will ensure that future surveys allow us to identify ways to address gender imbalances at less good degree classes.

- ❖ Action 1.2: We will attempt to improve response rates to StuCS by talking about it in classes and running it at a different time in the year to capture male student perceptions.

### Staff data

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

Our research staff is predominantly female (ratios > 1), while our lecturing staff is predominantly male (ratios < 1) at all levels (Figure 10). Nationally, there are almost 2 female research staff to every male (female:male ratio: 1.95); we clearly exceed this figure. Ratios at professorial level slightly exceed the national Psychology data (female:male ratio: 0.45), although there is a noticeable decline over the years (see section viii below for explanation). Women academic staff are strikingly underrepresented, however, in non-professorial lecturing posts (ASE and ASER) at all levels (female:male ratio: 0.49 across all years) compared to national figures (1.4). The

overall female:male ratio has decreased over the years, except in the Senior lecturer / Reader category, where it has increased. This is due to promotion of 2 female Lecturers to Senior lecturers and 1 new Senior lecturer hire. The proportion of women Readers is disappointing, with none in any of the years sampled. While low ratios at Senior lecturer / Reader level may be expected given the low professorial ratios nationally (0.45) and the 'leaky pipeline', the low ratios at Lecturer level in particular are striking.

Since no separate national / benchmarking data exists for the Lecturer category, our own investigations (from data reported in AS applications where available; current staff counts where not) revealed that most Psychology departments similar to us have higher, more typical female:male ratios at Lecturer level (ie. >1). However, there are some who, like us, do not (Queen's Belfast: 0.75 in 2012/13; Plymouth: 0.8 in 2011/12), though these figures are still above our latest ratios (0.38 in 2014/15 and 0.53 in 2015/16).

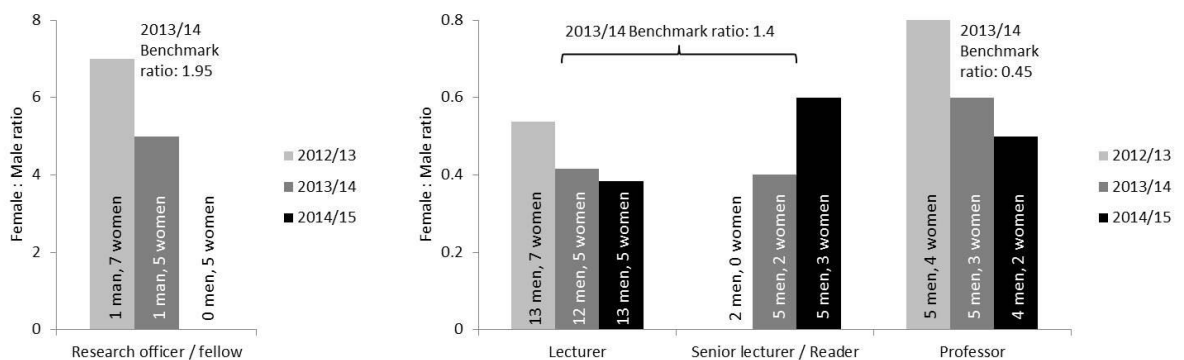


Figure 10. Female to male ratio for research staff (left panel) and academic staff at different levels (right panel) across the past three years. Note y-axis scale differences between panels. Actual male and female staff numbers are superimposed, as are latest available benchmark ratios (2013/14 Athena SWAN FPE Benchmarking data). Note that in some cases the ratio could not be computed because there were either no men or no women in this category.

These data suggest that the greatest drop in numbers for women pursuing an academic career in Psychology at Essex lies between research officer / fellow (female:male ratio: 1.95 nationally; 8.5 across years at Essex) and Lecturer (female:male ratio of 0.49 at Essex). Therefore, many actions relate to improving our attractiveness to potential female academic applicants, the career support available to women, and the support and training opportunities in place for our PGR students and research staff that improve their employability prospects for lecturing posts.

- ❖ Action 3.4. Appoint Research staff cohesion officer to build community and ensure longer-term career planning among research staff.
- ❖ Actions 3.1, 3.2 and 3.3: More career advice and training opportunities. PhD/postdoctoral supervision section added to staff handbook to raise awareness of training responsibilities. Research staff cohesion officer to encourage supervision of RES/UROP students by research staff and their line managers to provide experience in independent supervisory roles. Supervisory boards for PGR students to include career discussions. Seminar series relevant to careers for PGR students / research staff provided by academic staff. PGR

students to have access to personal supervisor (e.g. female students who do not have a female supervisor will thus have access to academic advice from female staff). Internal support between PGR students through “buddy” (peer mentor) system and mailing list.

- ❖ Actions 5.1 and 5.2: R We will raise awareness of academic support structures through AS website, noticeboard and handbooks.
- ❖ Action 7.3: Engage University to provide better staff provisions and security for fixed-term academic staff.
- ❖ Actions 4.3, 4.4 and 7.4: Awareness of and commitment to gender equality via AS webpages and noticeboard; make present AS application available.
- ❖ Action 2.6: Accurately reflect *all* the research within the department on the main Psychology website.

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

Eighteen staff (5 male, 13 female) left the Department between 2012 and 2015. The main reason for leaving was the completion of fixed-term contracts (12 staff): for 10 research contracts the grant award period ended (3 male, 7 female); for 2 staff (both female) the fixed-term teaching contract ended. All research staff work in research elsewhere (3 men, 2 women), became lecturers here or elsewhere (3 women) or started other work or study (2 women). Of the 2 women on fixed-term teaching contracts, one is a lecturer at a different institution and the other works in the University’s professional services.

Of the six remaining ASER staff leavers (2 male, 4 female), 5 were senior staff. The reasons for leaving were retirement or death (1 man, 1 woman), or moving institutions for career enhancement or family responsibilities (1 man, 3 women).

There is no systematic pattern to these data, so no actions are necessary. Nevertheless, we will keep track of staff leaver reasons, and act on fixed-term contracts:

- ❖ Action 3.4: Research staff cohesion officer to work with line managers of fixed-term research staff to ensure there is career planning well before the end of the contract.
- ❖ Action 7.3: Encourage the University in their efforts to reduce the ratio of fixed-term to permanent academic staff contracts, and to organise a university-wide mentoring scheme.

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

##### **Key career transition points**

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

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

The Department has an excellent track record of recruiting female staff, although fewer women than expected have applied to some posts. As applications/hires numbers were low overall, all 3 years were combined in Figure 11.

Women applicants outnumbered men by a ratio of 1.5 for research posts, and in the years sampled, only women were hired. These ratios are in keeping with the benchmark figure.

Slightly fewer women than men applied to academic posts at non-professorial level (lecturer / senior lecturer / reader) (ratio: 0.94). However, women who applied were more likely to be hired than men (ratio: 1.33). This is encouraging because in this category, women are currently most underrepresented in the department (ratio: 0.44 across all non-professorial levels and all sampled years). Still, female:male ratios in applications (0.94) are below what would be expected given the latest available benchmark ratio (1.4) and when considering the 1.95 female:male ratio of research staff who may be applying to such posts.

At professorial level, numbers were low but the female:male ratio of applications (0.48) was in keeping with the benchmark figure of staff at this level (0.45).

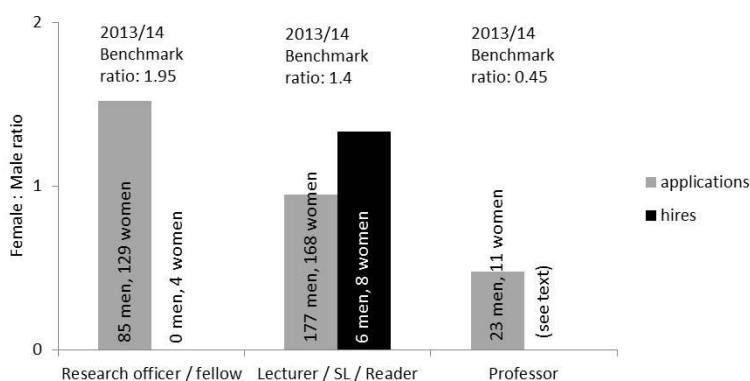


Figure 11. Female to male ratios of applications and hires to several research (Research officer / fellow) and academic posts at non-professorial (lecturer / senior lecturer (SL) / reader) and professorial levels between 2012 and 2015. Actual male and female applicant numbers are superimposed, as are latest available benchmark ratios of staff in posts. Note that in one case the ratio could not be computed because there were no men in this category. Following professorial applications, 1 (male) hire was made at reader level. Additionally, note that no data on shortlisting or job offers are included, as Essex do not hold reliable data on these.

Given these figures, the AP incorporates ideas for encouraging women to apply to academic posts by changing recruitment strategies. We will also increase the support / training opportunities for postgraduate students and fixed-term research and academic

staff to increase their competitive chances when transitioning into permanent academic posts.

- ❖ Action 2.4: Encourage female job applications by amending the wording of job adverts, use of the AS logo reflecting our institutional award, and use of specific (e.g. women in science) mailing lists.
- ❖ Action 7.3: Engage University to provide better staff provisions and security for fixed-term staff, and university-wide mentoring scheme. The added support and security of employment will make the University a more attractive place to apply to.
- ❖ Actions 4.3, 4.4, 6.2 and 7.4: Awareness of and commitment to gender equality via AS webpages and noticeboard; Awareness of biases through promoting the 'Unconscious bias' workshop / online course at Essex; Make present AS application available.
- ❖ Action 2.6: Accurately reflect *all* the research within the department on the main Psychology website.
- ❖ Actions 5.1 and 5.2: R We will raise awareness of academic support structures through AS website, noticeboard and handbooks.
- ❖ Actions 3.1, 3.2, 3.3 and 3.4: More career advice and training opportunities for PGR students and research staff. Appoint Research staff cohesion officer for career planning among research staff.

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

Applicants for promotion (for permanency at lecturer level, to senior lecturer, to reader, to professor, or for pay increments) put themselves forward, sometimes but not necessarily following consultation with the HoD. The following good practices were identified:

- ✓ The University regularly runs Academic permanency and promotion workshops.
- ✓ All members of staff including those on family or research leave can apply for promotion.
- ✓ Members of staff have the opportunity to discuss permanency and promotion with the HoD during their annual appraisal.
- ✓ Feedback is provided by the HoD after departmental senior staff review of such applications. Written feedback is provided by the University Academic staffing committee following departmental recommendation.

As application numbers were low, the data from all 3 years were combined in Figure 12. While fewer women than men applied for promotion or pay increments, 2 things must be noted: Fewer applications likely reflect the fact that there were fewer women than

men in the department rather than a lack of confidence in applying. Further, when women applied they were more successful (success:application ratio: 1) than men (success:application ratio: 0.5-1).

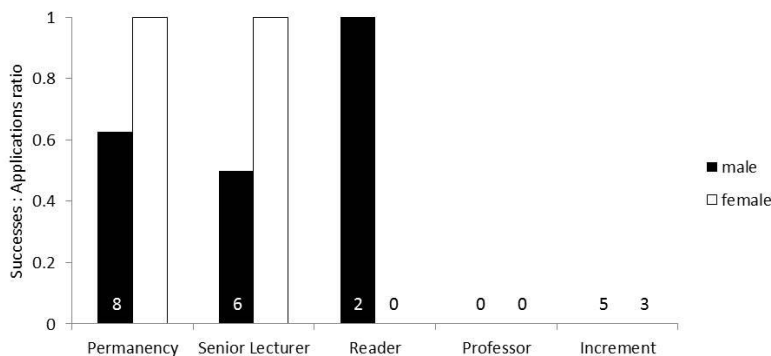


Figure 12. Ratios of successes to applications for male and female staff applying for promotion to permanency, senior lecturer, reader, or professor grade, or for pay increments, between 2012 and 2015. Numbers of applications are superimposed; these may include repeat applications. Note that no bars for increments are displayed as outcomes of increment applications are not known.

While these data are encouraging in showing that women are not disadvantaged, our StaCS revealed that women perceive the promotion process differently from men. For instance, 87% of men agreed with the statement “When considering promotions, the Department values the full range of an individual’s skills and experience”, whereas only 10% of women agreed with this statement (40% of women disagreed; 50% of women responded that they didn’t know). Some of these responses may be due to new staff who had not personally experienced the process, but not all. We will:

- ❖ Action 2.3: Promote transparency about the probation and promotion process by annual meeting to explain the process led by Academic staffing officer and mentors for promotion. Extend this faculty-wide; invite University Academic staffing committee member.
- ❖ Actions 2.2 and 7.3: Extend mentoring system for probationary staff to allow choice mentor and to stay beyond probation, by identifying specific-role mentors for all staff (promotion, well-being, family leave etc.). Extend mentoring scheme at a Faculty-wide or University-wide level. Guidelines to mentoring and mentor lists on departmental website and staff handbook.

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

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

Selection is merit-based against defined criteria. Actions taken by Psychology since the institutional AS Bronze Award to encourage women applicants and promote equality during recruitment include:

- ✓ All Psychology advertising on Jobs.ac.uk and job packs include information about work-life balance and E&D networks (WN and PN).
- ✓ Shortlisting and interview panels include at least 2 women and reflect the female:male ratio of academic staff in the department.
- ✓ All staff on selection panels have completed recruitment and selection training, including E&D training.

These requirements are monitored by Essex's HR department, and comply with the University's equal opportunities policies.

As stated, women are underrepresented in academic staff and in job applications. Therefore, it is of great importance to us to attract sufficient numbers of excellent female candidates in future recruitment. Following department-wide consultation, we identified the following actions:

- ❖ Action 2.4: Encourage more job applications in general and by women in particular by amending the wording of job adverts, use of the AS logo reflecting our institutional award, and use of specific (e.g. women in science) mailing lists as well as by advertising posts more broadly and internationally, making use of research-field-specific mailing lists and personal contacts.
- ❖ Action 2.5: We will keep track of any reasons why candidates accepted our offer or turned it down when they were offered a position.
- ❖ Action 6.2: We will increase awareness of biases through promoting the 'Unconscious bias' workshop / online course at the University of Essex.

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

The key area of attrition of female staff was identified to be between PGR student / research staff grades and lecturer grade. The StuCS indicated that the department is very successful at supporting its PGR students. Most female (82%) and male PGR students (83%) agree that the Department offers them advice, training, mentoring and support to help them progress into a STEM career; what's more, 100% of respondents said that they would recommend the Department as a great place to study for both female and male students. 100% of respondents agreed that they had access to role models they could identify within the Department and the University. Existing good

practices supporting women at this key career transition point include both support for PGR students and research staff and initiatives that attract applicants for lectureships:

- ✓ University-wide initiatives such as HR-run 'Springboard' (a personal development programme for women) (2012-2015 only 1 woman attended), Essex WN (including 'Making a professor' and 'Managing your career' workshops), the PN (including parent mentor scheme), and family leave support as described on Psychology's AS webpages and in handbooks. Presently, 9 staff and 1 PGR student are members of the WN, and 6 staff and 2 PGR students are part of the PN.
- ✓ Academic career workshops for PGR students through Proficio (e.g. academic profile building, effective communication, finding funding) (2012-2015 only 2 women attended 'Applying for academic posts', 1 woman attending 'Interviews for academic posts').
- ✓ 'Supervising to completion' L&D workshop for PGR Supervisors. In 2016-17 L&D will also run 'Joint supervision' and 'Examining Doctoral Candidates' workshops. L&D is aiming to make supervisor workshops mandatory and available online via Moodle.
- ✓ Department-specific initiatives such as the mentoring scheme to support the probation and promotion process; AS webpages including 'Career and professional development', 'Health and well-being' (see also action 5.2.) and 'Celebrating Women in the Department' sections, and AS noticeboard.
- ✓ University-wide leadership initiatives ('Future leaders', 'Strategic leaders') for staff taking on new major administrative roles. Between 2012 and 2015, 1 female and 3 male staff were asked to attend Future leaders, and 1 female and 3 male staff attended Strategic leaders courses.

The following actions points were identified:

- ❖ Actions 2.7, 5.1 and 5.2: Raise awareness of University's support structures (especially training opportunities for PGRs and L&D/HR/WN workshops, which have had low attendance) by including information on AS website, noticeboard and the staff and student handbooks, but also by directly advertising them through emails and at staff meetings.
- ❖ Actions 3.1, 3.2, 3.3, and 3.4: More career advice and training opportunities. PhD/postdoctoral supervision section added to staff handbook to raise awareness of training responsibilities. Research staff cohesion officer to encourage supervision of RES/UROP students by research staff and their line managers to provide experience in independent supervisory roles. Supervisory boards for PGR students to include career discussions. Seminar series relevant to careers for PGR students / research staff provided by academic staff. PGR students to have access to personal supervisor (e.g. female students who do not have a female supervisor will thus have access to academic advice from female staff). Internal support between PGR students through "buddy" (peer mentor) system and mailing list.
- ❖ Action 7.3: Engage University to organise University-level training and information sessions (e.g. confidence training sessions for female students and



staff), a University-wide mentoring scheme, workshops on gender issues, seminars on promotion, etc. Encourage University to reduce the ratio of fixed-term to permanent academic staff contracts.

- ❖ Action 2.6: Accurately reflect *all* the research within the department on the main Psychology website.
- ❖ Actions 4.3, 4.4 and 6.2: Increase awareness of gender issues via AS webpage and noticeboard, by making AS application / AP available to staff and students, and by promoting the 'Unconscious bias' workshop / online course.

Finally, to assist academic career progression into STEM subjects for female students more broadly, we will:

- ❖ Action 3.1: Introduce Academic career advisor roles (fulfilled by 2 SAT members) for students at all stages interested in research careers. These will be advertised in student handbooks, on AS webpages and noticeboard, and are recorded on the WAM.

### **Career development**

- a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
- (i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

All academic staff have an annual appraisal meeting with the HoD, which is an opportunity for staff to review their teaching, research and administrative roles, as well as their general citizenship, progress against objectives, future plans and CPD. Workload revisions or flexible working requests may also be made. The StaCS indicated that a majority of men (73%) but only 40% of women find this process useful. The remaining 60% responded that they neither agreed nor disagreed with the usefulness of appraisals. This could be due to the fact that several women had been in the Department for less than a year.

Throughout the year, members of staff are offered the opportunity to enlist on the University's L&D CPD courses which include research skills, management, supervision, career development skills, and appraisal training. New probationary staff are required and permanent staff are encouraged to gain Fellowship of the HEA by engaging with the University's professional development framework. The StaCS indicated that 67% of men feel actively encouraged to take up career development opportunities; however, this figure was only 30% for women (50% neither agreed nor disagreed, and 20% disagreed with this statement). Again, this could be due to several women being new to the department at the time of surveying.

The University operates a criteria-based approach to permanency and promotion. Following internal review by the department's Senior staff committee, applications are passed to the University's Academic staffing committee for decision. In the StaCS, the majority of men (93%) and women (80%) claimed that they understand the promotion/probation process and criteria. The following good practices were identified:

- ✓ All academic staff (including those on family or research leave) may be considered for promotion by application once a year.
- ✓ Applicants' mentors and the departmental Academic Staffing officer can provide feedback on applications.
- ✓ Promotions are not competitive but are awarded when the criteria appropriate for each grade are satisfied. Criteria are published online via HR and consider the applicant's merit in three of four categories: research, scholarship/professional practice, education, and leadership/citizenship. Criteria examples and interpretation may be discussed with the departmental Academic Staffing Officer.
- ✓ Criteria take into account PT working, maternity / paternity / adoption leave or other caring commitments; and emphasise quality of work in the three categories rather than quantity.
- ✓ The University's Academic staffing committee is gender-mixed with all panel members having undergone E&D training. The University Steering Group champion for gender equality also attends. This committee provides written feedback on the outcome of applications.

The following actions intend to probe staff perceptions, improve perceived usefulness of appraisal and actively encourage staff to take up CPD opportunities:

- ❖ Action 1.3: Female staff focus group to follow up on negative StaCS responses.
  - ❖ Action 2.3: Promote transparency about the probation and promotion process by annual meeting to explain the process led by Academic staffing officer and mentors for promotion. Extend this faculty-wide; invite University Academic staffing committee member.
  - ❖ Actions 2.7 and 4.4: CPD courses will be advertised by email and via AS noticeboard; and include anonymous feedback on its usefulness from staff attendees where possible.
- (ii) **Induction and training** – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

The following good practices are in place at the University level to support new staff:

- ✓ All new members of staff complete induction and training sessions (e.g. Health and Safety and E&D, which includes information about gender equality and

procedures relating to gender-related issues). Most sessions can be completed online (e.g. newly launched 'Welcome to Essex' Moodle resource).

- ✓ New staff attend an induction day shortly after they start, where they are informed about the Universities strategic goals, funding opportunities, HR CPD opportunities, flexible working, E&D networks and the probation/promotion process.
- ✓ In response to the University's Institutional AS AP, all new staff have access to induction information on Moodle to enhance their induction or access information before they arrive.

Line managers ensure that induction has been completed. At the departmental level, the following good practices exist:

- ✓ New staff receive a local induction checklist with department-specific information and a Psychology staff handbook, which includes information specific to new and probationary staff. A 'Managing your career development' section directs staff to HR webpages, describes departmental and University procedures and advises on forward-planning for progression (e.g. knowing promotion criteria in advance of appraisal).
- ✓ New staff are allocated a departmental academic mentor, usually a senior staff member with similar research interests, whose guides the mentee during their probation (3 years) by providing information, support and advice regarding research, teaching and administration, as well as general career development.

In the StaCS, only 40% of men and 40% of women agreed with the statement "The Department provides me with useful mentoring" (40% of men and 20% of women disagreed with this statement, and 20% of men and 40% of women neither agreed nor disagreed), suggesting that the mentoring system could be improved.

The following actions intend to improve provisions for new staff and the mentoring process:

- ❖ Actions 2.2 and 7.3: Extend mentoring system for probationary staff to allow choice mentor and to stay beyond probation, by identifying specific-role mentors for all staff (promotion, well-being, family leave etc.). Extend mentoring scheme at a Faculty-wide or University-wide level. Guidelines to mentoring and mentor lists on departmental website and staff handbook.
  - ❖ Actions 4.3, 4.4 and 5.1: Provide information about family-friendly policies, health and well-being in the handbook, on the AS website and noticeboard to benefit all members of staff.
  - ❖ Action 2.1: Departmental induction for new staff including more informal, social events.
- (iii) **Support for female students** – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a

female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

Female students who wish to transition into an academic career currently have the following support:

- ✓ All UG students are assigned a personal tutor (staff member for regular face-to-face academic and pastoral support) and a peer mentor (2<sup>nd</sup> or 3<sup>rd</sup> year UG student). Tutors are not selected on the basis of their gender, although students can change their tutor if they wish.
- ✓ All PGT and PGR students are invited to departmental seminars (about 40 % of seminar speakers were female in 2014/15 and 2015/16).
- ✓ PGR students can be members of the WN (only 1 is currently a member).
- ✓ Academic career workshops for PGR students through Proficio (e.g. academic profile building, effective communication, finding funding) (2012-2015 only 2 women attended 'Applying for academic posts', 1 woman attending 'Interviews for academic posts').

The StuCS indicated that PGR students thought that lecturers are equally helpful to male and female students (agreement from women: 90%, men: 100%). Indeed, 100% of respondents would recommend the Department as a great place to study for both female and male students. They also felt that students can get involved in department representation irrespective of gender (women: 100%, men: 83%), that the Department offers advice and training to help progress into a STEM career (women: 82%, men: 83%). Despite these positive results, the survey also shed light on a number of issues. Related to the students' career aspirations, 45% of women and 33% of men believed that men are more likely to have a successful career in Psychology or related sciences. While 90% of female and 67% of male PGR students are currently considering an academic career, 2 female respondents reported that they do not understand the criteria and application procedures for academic and research posts.

The following actions will enhance the support for female students considering STEM careers:

- ❖ Action 3.1: Introduce Academic career advisor roles (fulfilled by 2 SAT members) for students at all stages interested in research careers. These will be advertised in student handbooks, on AS webpages and noticeboard.
- ❖ Actions 3.1., 3.2, 3.3 and 7.3: More career advice and training opportunities, plus personal advisor and peer mentor system. Promote WN to PGR students as an additional source of information, networking and support; engage at the University-wide level with providing workshops / seminars related to gender issues in academia.

## Organisation and culture

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

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

Committee members are identified based on their role in the department (e.g., Director of Education), experience, and expressed interests.

Figure 13 shows female:male ratios across the department's 19 committees, collapsed across 3 major areas: administrative (e.g. Director of finance, Open day and conversion team), research (e.g. Research Director, CBS academic director), and teaching (e.g. Director of Education, Employability development director). There has been consistent female representation on all of the committees except for research-related committees, which consisted of male staff only in 2014-2015. Presently these committees include 1 woman (Associate research director). Otherwise, women have filled different committee roles and worked hours in these roles to a somewhat higher degree that would be expected according to the female representation in the department (black columns). The relative overrepresentation of women in some categories (e.g. research and >50 hours in 2012-13) are due to the fact that there was a female HoD and female Research and Associate research directors, which was not the case in subsequent years where ratios were more in line with general female:male academic staff ratios.

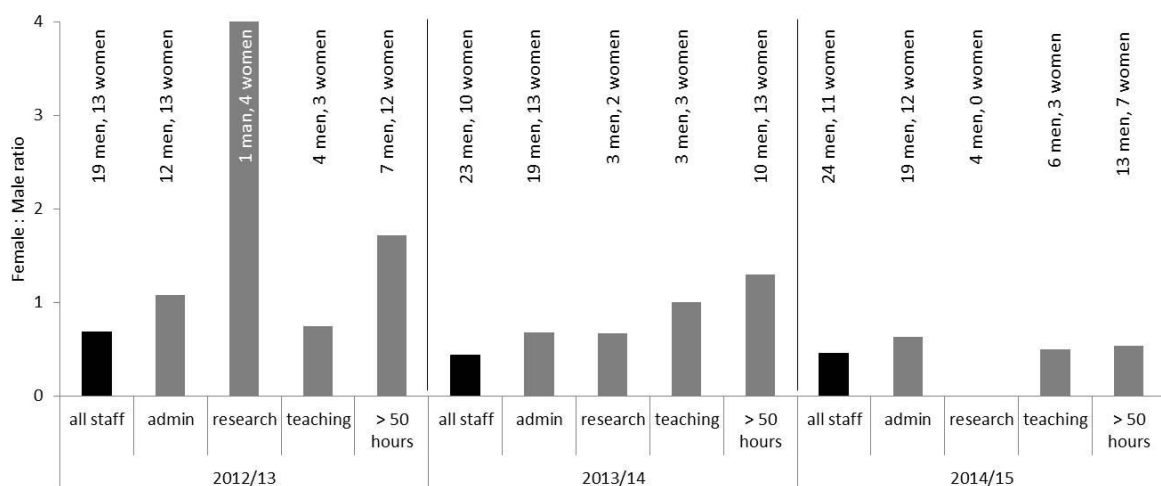


Figure 13. Ratio of female to male staff in administrative-, research- and teaching-related committees over the three sampled years. Female:male ratios of the total staff are included as a comparison (black columns). The figure also includes the committee positions in terms of the number of workload hours across the committee areas (>50 hours column) to assess relative importance of and time commitment to the administrative duty in question. Actual male and female staff numbers are superimposed. Note that there is overlap of staff across categories. Note that in one case the ratio could not be computed because there were no women in this category.

Figure 14 shows female representation in mentorship and module coordination roles. There was consistent female representation in line with the general departmental female:male ratio, although coordination of PGT modules was less likely than other modules. Given the department's general endeavours to have each academic staff member teach at all levels, we will need to pay particular attention to the PGT module gender discrepancy in coming years. This is especially important because it may be at this stage, rather than in UG years, that women critically re-consider their career options and the relative lack of female role models may not be encouraging. The relatively high female:male ratio for mentoring in recent years will also need to be monitored.

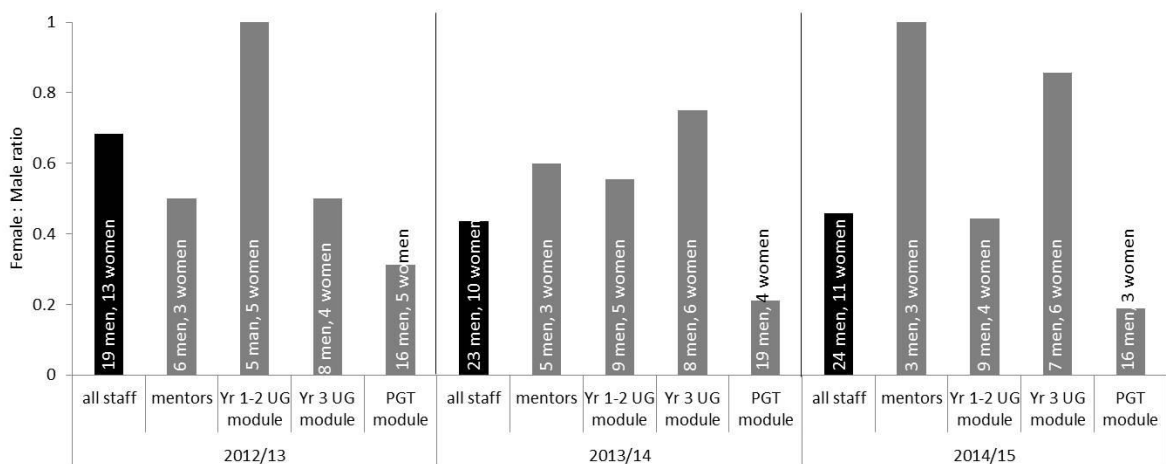


Figure 14. Ratio of female to male staff in mentoring and module coordination roles over the past three years. Module coordination is split into 1<sup>st</sup>-2<sup>nd</sup> year UG, 3<sup>rd</sup> year UG and PGT modules. Female:male ratios of the total staff are included as a comparison (black columns). Actual male and female staff numbers are superimposed. Note that there is overlap of staff across categories.

Given these data, the following actions are proposed:

- ❖ Actions 1.1 and 4.1: Annual data collection about gender distribution in committees, mentoring and module coordination roles. Introduce joint or deputy roles (e.g. Deputy Director of Education) to increase availability of managerial duties in the department. Encourage female module coordination on 3<sup>rd</sup> year UG and PGT modules to ensure the availability of female role models. Solicit interest from members of staff (especially female) before assigning administrative and committee roles, and monitor the gender-balance on each committee before formalising its membership, especially for research-related committees.
- (ii) **Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts** – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.

More women than men were in fixed-term research and academic posts (Figure 15) for two reasons. One is that all our predominantly female research officers / fellows are employed on fixed-term contracts (Figure 15, left panel). The other is that women are underrepresented among the academic staff on permanent contracts, which form the majority of staff contracts in the department (female:male ratios <1; see Figure 15; see also Section 3. b, vii). There were also a small number of fixed-term academic staff (mostly ASE staff, with teaching responsibilities only), half of whom were female (Figure 15, right panel).

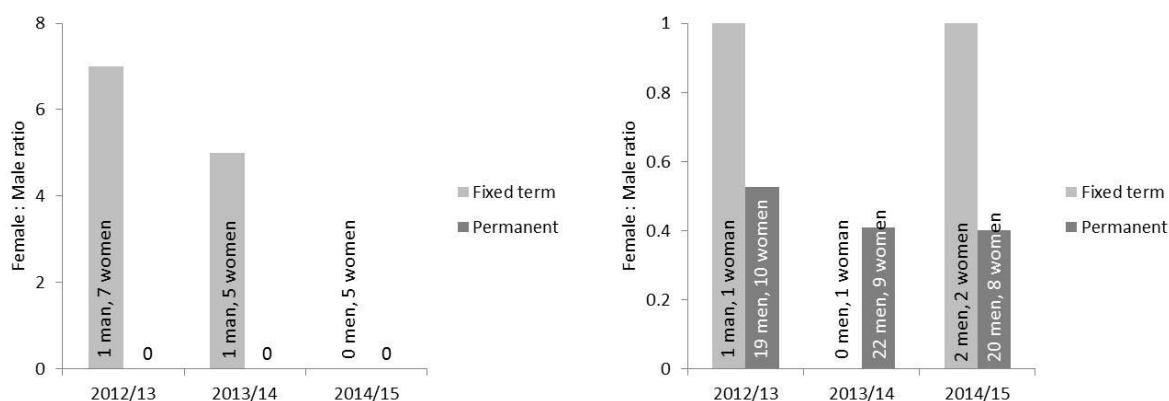


Figure 15. Ratio of female to male staff in fixed-term and permanent research posts (left panel) and academic posts (right panel) over the past three years. Actual male and female staff numbers are superimposed. Note that in some cases ratios could not be computed because there were no men in this category.

University policy deems staff on fixed-term contracts with 4 years continuous service and a renewed contract as permanent unless there is an objective justification for the contract to be fixed-term. Further, the institutional SWAN AP identified a target to reduce fixed-term contracts by 50% in 2016. This target is reviewed at Faculty level by Executive deans and progress is being made to achieve it.

In addition, the following actions are planned to enhance the transitioning of fixed-term research staff into academic posts:

- ❖ Actions 3.1, 3.2., 3.3 and 3.4: Appoint Research staff cohesion officer to build community and ensure longer-term career planning among research staff, and to encourage supervision of RES/UROP students to provide experience in independent supervisory roles. Staff handbook to raise awareness of training responsibilities. Access to a personal advisor (a person available to talk about career options and concerns in general, including gender concerns; female research staff may wish to be mentored by a female member of staff if their line manager is male). Promote Essex's WN as an additional source of information, networking and support. Career seminars for PGR students / research staff by academic staff.
- ❖ Action 7.3: Encourage the University to provide better security for all staff by reducing the ratio of fixed-term to permanent academic staff contracts further.

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

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

Women have held important roles within the department over the past 7 years: HoD (2 women, 1 man), Research director (2 women, 2 men), Director of Education (3 women, 1 man), Staffing officer (1 woman), Employability development director (1 woman, 2 men). StaCS indicated that most men (60%) and women (70%) agree that they are given opportunities to participate in influential committees inside and outside the department. Both female (2) and male (6) staff have attended University leadership programmes (‘Future Leaders’, ‘Strategic Leaders’) in sampled years.

The most important internal decision-making committee is Senior staffing committee, consisting of all senior-level staff and thus of a majority of men. This committee makes decisions on forwarding promotion applications. The most important external decision-making committees are Strategic planning committee (attended by HoDs, Directors of Research and Education, Departmental Managers and E&D director, and thus typically includes some female Psychology staff), ad hoc committees for staff appointments (attended by HoD, Directors of Research and Education, and includes at least 2 women and 1 staff from each research area), and Academic staffing committee who consider promotions (includes 1 staff member from Psychology; currently a women).

The following good practices are in place:

- ✓ All other internal committees are minuted and report back at our fortnightly staff meeting.
- ✓ The staff meeting and associated minutes, which are circulated to all staff, gives staff (including the Departmental Manager and Chief technician) the opportunity to make or challenge departmental decisions, as well as to contribute other items to the departmental agenda.
- ✓ Several UG, PGT and PGR student representatives attend termly Student-staff-liaison committees, and can thus contribute to the departmental agenda.
- ✓ Staff appointments committees are gender-mixed in line with HR policy.

The following actions will help to enable both male and female membership on influential committees without overloading women:

- ❖ Actions 1.1 and 4.1: Annual data collection about gender distribution in committees. Introduce joint or deputy roles (e.g. Deputy Director of Education) to allow shadowing of senior colleagues and increase committee membership opportunities. Solicit interest from members of staff (especially



female) before assigning administrative and committee roles, and monitor the gender-balance on each committee before formalising its membership, especially for research-related committees.

- ❖ Actions 4.3 and 4.4: Use AS webpage and AS noticeboard to showcase female role models in influential roles and to promote University leadership programmes, which prepare staff for leadership roles and encourage committee participation.
- (ii) **Workload model** – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual’s career.

Following the institutional AS award in 2013, the WAM was set up to ensure that teaching and administrative work is allocated fairly. Gender analysis of the 2016/17 WAM showed that women are workloaded with slightly fewer hours than men (717 vs. 791 hours; 717 vs. 767 if not including 3 male ASE staff with higher workloads). Good practices related to the departmental WAM are:

- ✓ The WAM is transparent and available for all staff to view.
- ✓ It captures staff hours on research- and teaching-related activity, as well as other incidental and administrative work, taking into account unique roles (e.g. managerial roles; preparing teaching materials for the first time).
- ✓ Work on the SAT is taken into account by the WAM (12% for lead, 7% for co-lead, 15 hours for each other SAT member).
- ✓ New staff and staff returning from significant periods of family leave have reduced workload.
- ✓ If time on tasks is not reflected accurately, the workload committee, which meets several times a year, can recommend changes of the WAM to the HoD.
- ✓ Staff can put themselves forward or get advice on the usefulness of certain roles for career progression. The WAM is consulted during these processes.

Teaching and administrative tasks are always discussed annually at appraisal but may also be discussed throughout the year during staff meetings or during individual meetings with the HoD. Most administrative and teaching roles rotate between staff and it is ensured that they cover areas aligning with the University’s permanency and promotion criteria. Typically, roles that require more training or seniority (e.g. HoD; Director of Education) rotate less frequently.

The WAM is perceived positively by staff. 87% of men and 70% of women agree that workload allocation is transparent. 87% of men consider that gender is not an issue in teaching and administrative workloads. However, this figure decreased to 20% for women: a majority of women (60%) responded that they didn’t know. This could be due to the fact that several new female staff members had not yet had the opportunity to experience the process directly.

- ❖ Actions 1.2 and 1.3: Monitor the perception of the WAM and follow up with a female staff focus group.

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

Currently, staff meetings, committee meetings and talks are always between 9am and 5pm, but individual time constraints are informally taken into account for scheduling meetings whenever possible. The following good practices are in place:

- ✓ Minutes are taken and circulated to all relevant staff, and all relevant staff can add items to the meeting agenda, including those who cannot attend.
- ✓ Dates of all meetings, including less formal or social events, are known well in advance to allow people to make arrangements (e.g. for childcare).
- ✓ Ideas for departmental social gatherings (e.g. Away day activities) are discussed widely, including at staff meetings.
- ✓ Many formal and social events are held at times that maximise the opportunity for all to attend, such as weekly PGR coffee (for PGR students and staff; Wednesday afternoons), twice-monthly HoD informal lunch (lunchtime), and monthly Women in Psychology breakfast (morning). Research seminar talks are held on the same weekday as staff meetings (4pm).

The StaCS suggested that although 93% of men and 60% of women agreed that work-related social activities in the Department of Psychology are welcoming to both women and men, a few staff said that those with caring responsibilities sometimes find it difficult to attend seminars and that venues and times were not always suitable for staff with children.

- ❖ Action 1.3: Female staff focus group to follow up on negative StaCS responses.
- ❖ Action 6.3: Review the definition of core hours for scheduling meetings from 9am-5pm to 10am-4pm with all staff, as well as the time and venue choice of seminar talks and related social activities in consultation with all attending students and staff in the department.
- ❖ Action 6.1: Review social events calendar to include events where staff / PGR students can invite partners and children (e.g. Christmas coffee and cake).

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

Our department strives to be inclusive and friendly. Photo boards at the building entrances make departmental members easier to identify for students and visitors, and

include photos not only of academic staff, but also technicians, administrative staff, emeritus staff, research staff and PGR students (Figure 16). There are several kitchens with free tea, coffee and milk, and the CBS foyer, where staff and PGR students can interact and network. We are currently (2016/17) trialling making the CBS foyer and kitchen area available as a common room for PGT students (they previously used a different room without kitchen).

During term time, there are several social events for all staff and PGR students: weekly PGR coffee and cake, and drinks and nibbles following our weekly seminar (also available to PGT students). Staff can also attend fortnightly informal staff lunch with the HoD, where they can raise issues or ask advice. During the annual Away Day all members of staff (including technical and administrative staff) discuss department-wide issues, have lunch together and enjoy recreational group activities. The Women in Psychology breakfast is intended for female staff to meet once a month.

Our fortnightly staff meeting includes a standing 'staff news' item where all staff have the opportunity to announce personal achievements (e.g., press releases, grants) and receive feedback from the Department. Staff also report on their PGR students' and ROs' successes. All news are passed to the technical team for publication on the webpage/social media. This is one of the ways in which our department recognises and celebrates women's achievements and contributions.



Figure 16. One of Psychology's departmental photo boards showing academic, technical and administrative staff and PGR students. Boards have prominent places at the building's entrances.

The StaCS and StuCSs confirmed that the Department is perceived as a welcoming place for all. Both male (80%) and female (80%) staff agreed that the department makes it clear that unsupportive language and behaviour are not acceptable. The majority of staff (men: 87%; women: 70%) reported that they had not witnessed a situation during which someone was made to feel uncomfortable because of their gender. Similarly, most members of staff (men: 67%; women: 90%) said they were confident that the HoD would deal effectively with any complaints about harassment, bullying or offensive behaviour. This is consistent with the 2015 University of Essex Staff Survey, which revealed that 71.5% of all members of staff agree that the University treats everyone with dignity and respect. In the StuCS, most departmental PGR students agreed that students are treated with respect by members of the opposite sex (women: 91%, men: 100%). The majority of students (men: 83%; women: 82%) reported that they had not witnessed a situation during which someone was made to feel uncomfortable because of their gender. 90% of female but only 50% of male PGR students (2 men) reported that they were confident that their supervisor would deal effectively with such complaints.

As a result of this, the following action will be taken:

- ❖ Action 3.2: Review how the complaints structure in relation to bullying, harassment or offensive behaviour is described in staff and student handbooks (including role holders to whom complaints may be taken within the department) to increase confidence that unwelcome behaviour will be dealt with. This will be aligned with HR policies and procedures.
- (v) **Outreach activities** – comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.

Staff participate in a variety of outreach activities at Essex. Many are aimed at (local) school children (see Figure 17), some just for adults (Café Scientifique), and some for both (e.g. 50th Anniversary of the University). Staff outreach activities are fully workloaded and considered as part of leadership/citizenship activities during appraisal and probation/promotion processes.

The University of Essex runs 'Kids Uni' events, activities as part of the 'Big Bang' Series, and 'University fun days', mostly centred around science. These are aimed at local school children of specific age groups (7 years plus) and consist of a mixture of mini lectures, activity stalls around Psychology and Brain science, and other interactive workshops or exhibits. Stalls, exhibits and mini lectures have been run by both male and female academic staff, by female research staff and female PGR students from the department, coordinated by the department's female Director for Communications and external relations. The departmental Open day and conversions team (currently coordinated by a male staff member, with a mixed-gender team) collaborate with the institutional outreach team to guide visits from local schools, showcasing Psychology

research and teaching.



Figure 17. The department's Director for Communication and external relations, reading brain waves from a young participant at an outreach event.

Café Scientifique Colchester was set up in 2009 by a mixed-gender group of Psychology staff members at a local arts gallery / café. A new mini-lecture series is proposed each year and typically includes a few Psychology topics. Since its inception, 14 academic staff or PGR students from Psychology have led topics, and half were women.

We will:

- ❖ Action 1.1 and 4.2: Work with Open day and conversions team and the Director of Communication to monitor and ensure the gender balance of outreach activities, specifically ensuring some male staff / PGR student representation for events that may attract UG students in the longer term and some female staff / PGR student representation for events that may attract PG students in the longer term, while bearing in mind female:male ratios in the department.

### **Flexibility and managing career breaks**

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
  - (i) **Maternity return rate** – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

Between 2012 and 2015, 4 individuals took maternity leave and returned to work. Two of these individuals had 2 instances of maternity leave, suggesting that female staff feel able and welcome to return to their posts. However, results from the StaCS suggested that family leave policy could be made more transparent. Only 50% of women agreed that the department actively supports female staff before they go on maternity leave: 40% of women responded that they didn't know. 70% of women said that they didn't know if the Department actively supports female staff on their return from maternity leave (the remaining 30% agreed). This may be due to some staff not having taken maternity leave, as only 40% of female respondents reported having children.

We will:

- ❖ Action 1.2: Annual StaCS and StuCS. Each year, we will seek to improve the survey tool. For instance, in 2017, we will improve the survey by distinguishing 'don't know' from 'haven't experienced' answers.
  - ❖ Actions 4.3, 4.4 and 5.1: Raise awareness of University family-friendly policies, departmental and institutional support (PN, Returning carers fund etc.) via AS website, noticeboard and staff handbook.
  - ❖ Action 6.1: Introduce family activities as part of social events calendar of the department to increase cohesion between staff with families and the department (e.g. staff / PGR student Christmas coffee and cake).
  - ❖ Action 2.2: Extended mentoring system to include specific-role mentors for the whole department including family leave and flexible working mentors.
- (ii) **Paternity, adoption and parental leave uptake** – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.

There were no instances of paternity, adoption or parental leave during the years sampled. Furthermore, the survey revealed that there may not be enough awareness of these in the Department. 60% of men didn't know if the Department actively supports male staff to take paternity leave (out of the remaining 40%, 27% agreed and 13% disagreed). 60% of men didn't know if the Department actively supports male staff to consider flexible working options to meet caring responsibilities (out of the remaining 40%, 20% disagreed, 13% agreed and 7% neither agreed nor disagreed). Again, this may be because many staff had not taken such leave.

- ❖ Action 1.2: Annual StaCS and StuCS; improved by distinguishing 'don't know' from 'haven't experienced' answers.
- ❖ Actions 4.3, 4.4 and 5.1: Raise awareness of University family-friendly policies, departmental and institutional support. Encourage especially male staff with children to join the Parent mentoring scheme as mentors to new parents among staff.
- ❖ Action 6.1: Introduce family activities as part of social events calendar of the department to increase cohesion between staff with families and the department.

- ❖ Action 2.2: Extended mentoring system to include specific-role mentors for the whole department including family leave and flexible working mentors.

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

There were no formal requests for flexible working during the years sampled. However, informal requests for flexible timetabling of teaching hours and meetings due to childcare constraints have come from both male (1) and female (2) staff and have been accommodated by the department and central timetabling. In 2016, there were 3 formal requests (1 male, 2 female), and one informal request to work flexibly through a grant, all approved.

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

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

The department currently operates an informal system for flexible working, where staff may put forward their constraints (e.g. childcare arrangements overlapping with core hours; homeworking) and these are forwarded to central timetabling or taken into account for internal timetabling of meetings and events.

The StaCS indicated that 67% of men and 60% of women agree that the department has a good culture around flexible working. However, although 67% of men agree that the Head of Department is supportive of requests for flexible working, only 30% of women agreed with this statement (a majority of women – 50% - responded that they didn't know). These results are consistent with the findings of the University of Essex 'Staff question of the month' for August 2015, and indicate some uncertainty about what the University flexible working policy covers and how consistently it is applied.

As a result of the Institutional SWAN AP, the following good practices exist:

- ✓ Managers can use the new (July 2016) institutional work-life balance essential toolkit to deal with requests for flexible working consistently and fairly.
- ✓ A variety of flexible working arrangements and case studies, as well as career break options, are described in HR's associated new work-life balance policy and guidance document.

If these new policies are promoted well, they should reduce staff uncertainty about flexible working policies. We will:

- ❖ Actions 4.3, 4.4 and 5.1: Raise awareness of University family-friendly policies via AS website, noticeboard and staff handbook. We will summarise and link new HR information related to flexible working and career breaks, communicate changes at staff meetings, and liaise with HR to formalise the informal system to increase transparency.
  - ❖ Action 1.2: Annual StaCS and StuCS; improved survey by distinguishing 'don't know' from 'haven't experienced' answers.
- (ii) **Cover for maternity and adoption leave and support on return** – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

The department, in consultation with the individual going on leave, identify suitable existing members of staff to cover their teaching and administrative workloads. If existing staff is unsuitable, temporary maternity cover is formally advertised. The following good practices exist at the University:

- ✓ HR meet with staff going on maternity/paternity/shared parental leave in person and talk through information (e.g. on family-friendly policies, Day nursery).
- ✓ Paid KIT days (up to 10 per leave period), which staff are encouraged to use to keep in contact with colleagues and updated about departmental changes.
- ✓ University provides a parent-and-baby room for use during KIT days and upon return.
- ✓ The HoD meets with staff before their return to discuss flexible working, workload and priorities/objectives for the coming months.
- ✓ To help staff to achieve a suitable work-life balance, and in consultation with the WAM, staff receive a temporary period of lower workload upon their return. One female staff member commented that this allowed her to catch up with her research after maternity leave.
- ✓ Reduced rates for staff and students at the Day nursery on University campus grounds.
- ✓ The PN has a number of schemes that help staff around their family leave. There are semiannual Parents-to-be seminars for information on University policy, advice and support. The PN runs monthly informal seminars on a range of child related topics (with online links to our other campuses) (2 female Psychology staff have given presentations on child development). The Parent mentoring scheme allows staff to contact other staff members for individual advice. Three (female) Psychology staff members with experience of maternity leave and returning to work currently participate as mentors (see Figure 18).
- ✓ The Returning carers fund of the S&H faculty offers financial support to parents (research and academic staff) who need to cover childcare costs for networking



events they could not otherwise attend. So far 1 female Psychology staff member has made use of this fund.

- ✓ The WN is an additional source of support for returning females.

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**Place of work:** Department of Psychology

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**Profile:** Helge has taken maternity leave twice while working as a Psychology lecturer at the University of Essex. She now balances full time academic work with family life, and has tried a variety of childcare options. One of her daughters attends primary school and the other is in nursery, both close to home.

Helge's top tips for working parents:

- Planning ahead and maintaining good, regular communication with your partner is critical for avoiding stress and seeking out as much quality time as a family as possible. We use a joint Google calendar to know of each other's schedules, and it's worked really well for us.
- Finding a good childcare provider that can alleviate the stress of leaving your children to work full time may be harder than you think. You need somewhere that is reliable and flexible (e.g. has holiday club options), consistent (not too many changes of staff, layouts, routines, rooms etc.) and nurturing (providing learning opportunities that suit your child's particular needs at that particular time, healthy meals, room to explore etc.). To find someone or somewhere you can trust to do this is absolutely worth investing time and money in! Don't be afraid to change provider if you feel it is not working out as well as you expected - it may be the best decision you ever made (second to the one that made you have children in the first place of course!).

Figure 18. One of Psychology's parent mentors, as featured on the PN webpage.

We will:

- ❖ Actions 4.3, 4.4 and 5.1: Use AS noticeboard and webpage to make staff aware of University family-friendly policies, departmental and institutional support (WN, PN, Returning carers fund, flexible working). Increase the representation of male staff members with children to act as mentors in the PN by actively promoting this to staff.
- ❖ Action 6.1: Introduce family activities as part of social events calendar of the department to increase cohesion between staff with families and the department.

## 5. Any other comments: maximum 500 words

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

The StaCS was circulated to academic and research staff in May 2016. The data from 25 respondents (10 women, 15 men, representing 54% of all academic staff) were analysed. While the department in general was viewed very positively, the survey also shed light on a number of issues, such as a lack of information on certain issues. Part of

our results might be due to the fact that several women were new to the department at the time. Nonetheless, this suggests that an effort should be made to make certain information available to everyone (including new members of staff) and actively promote it.

The StaCS data were discussed during the Departmental Away Day (21/06/2016). The main output of this discussion informed actions related to academic staff recruitment and the availability and promotion of information.

The StuCS was circulated to all UG, PGT and PGR students in May 2016. PGR student participation in the StuCS was 27% and thus cannot be considered wholly representative. We still decided to use the data of the StuCS from the 17 PGR respondents (11 women, 6 men) to inform the subsequent PGR focus group and actions relating to PGRs. Overall, the results revealed that the Department is perceived very positively by both male and female PGR students, but a third of men and almost half of women felt that men are more likely to have a successful career in Psychology. Only 57 UG and 13 PGT students (59 women, 10 men, 1 undisclosed) participated, which was too low to be informative.

The results from the most representative questions of the staff survey are reported in the table below; those of the student survey are reported in the graphs below the table.

Following surveys, focus groups were run for female research staff and PGR students. The research staff focus group consisted of 5 female ROs, almost all mothers of young children, led by Shirley Dorchin-Regev (research staff SAT member). Her report noted that ROs generally felt positively supported by their line managers especially regarding flexible working and childcare-related issues. However, it also identified a lack of sufficient encouragement and opportunities to produce publications during their contract as an issue faced by ROs, and suggested increasing line managers' awareness of RO training needs beyond their post (e.g. by providing research and publication opportunities early on).

The PGR student focus group consisted of 7 women led by Tuesday Watts (PGR student SAT member). Among many positive comments (e.g. female role models, support), her report also noted a need for the department to address PGR students' longer-term training needs to make them stronger candidates for academic and research posts (e.g. by supervisors encouraging publications, discussing broader career plans in the annual progress meeting, and addressing work-life balance concerns in career plans). A PGR peer-mentor system and family day were suggested to further enhance social cohesion.

The issues addressed in the reports from both focus groups were realised in Actions 3.1-3.4.

## Departmental Culture Survey (June 2016) – Research staff and Academic staff

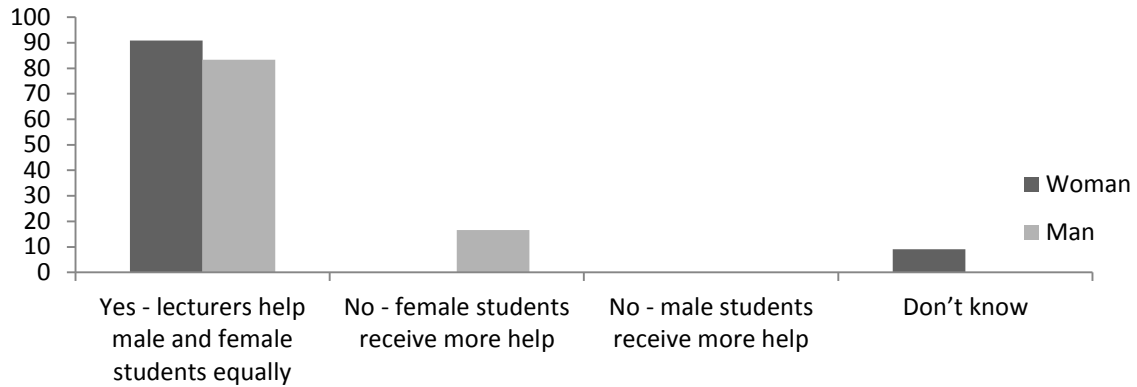
	Men				Women			
	Agree	Neither agree or disagree	Disagree	Don't know	Agree	Neither agree or disagree	Disagree	Don't know
<b>Departmental policies and practices</b>								
In the Department, staff are treated on their merits irrespective of gender.	73.34	13.33	6.67	6.67	50	10	10	30
I understand the promotion/probation process and criteria.	93.34	0	6.67	NA	80	0	20	NA
The Department provides me with leadership or management opportunities.	93.34	6.67	0	NA	60	30	10	NA
I am given opportunities to participate in influential committees either inside or outside the Department.	60	13.33	26.67	NA	70	20	10	NA
Gender is an issue in teaching and administrative workloads in the Department.	0	0	86.67	13.33	20	0	20	60
I believe that in the Department, men and women are paid an equal amount for doing the same work or work of equal value.	80	6.67	13.33	NA	20	40	40	NA
<b>Workplace culture</b>								
The Department makes it clear that unsupportive language and behavior are not acceptable.	80	13.33	6.67	NA	80	20	0	NA
Work related social activities in the Department, such as staff parties, team building or networking events, are welcoming to both women and men.	93.34	0	6.67	NA	60	10	30	NA

<b>Departmental commitment to gender equality</b>									
The Department of Psychology has made it clear to me what its policies are in relation to gender equality.	53.33	13.33	33.34	NA	40	20	40	NA	
My Head of Department is supportive of requests for flexible working.	66.67	0	0	33.33	30	20	0	50	
During my time in the Department, I have witnessed a situation(s) where someone has been made to feel uncomfortable because of their gender.	13.33	0	86.67	NA	20	10	70	NA	
<b>Departmental responsibilities and good reputation</b>									
I am kept informed by the Department and/or University about gender equality matters that affect me.	86.67	13.33	0	NA	60	30	10	NA	
The Department actively supports male staff to take paternity leave.	26.66	0	13.33	60	10	10	0	80	
The Department actively supports male staff to consider flexible working options to meet caring responsibilities.	13.33	6.67	20	60	0	10	0	90	
The Department of Psychology actively supports female staff before they go on maternity leave.	40	0	0	60	50	0	10	40	
The Department actively supports female staff on their return from maternity leave by helping them achieve a suitable work-life balance.	20	0	0	80	30	0	0	70	

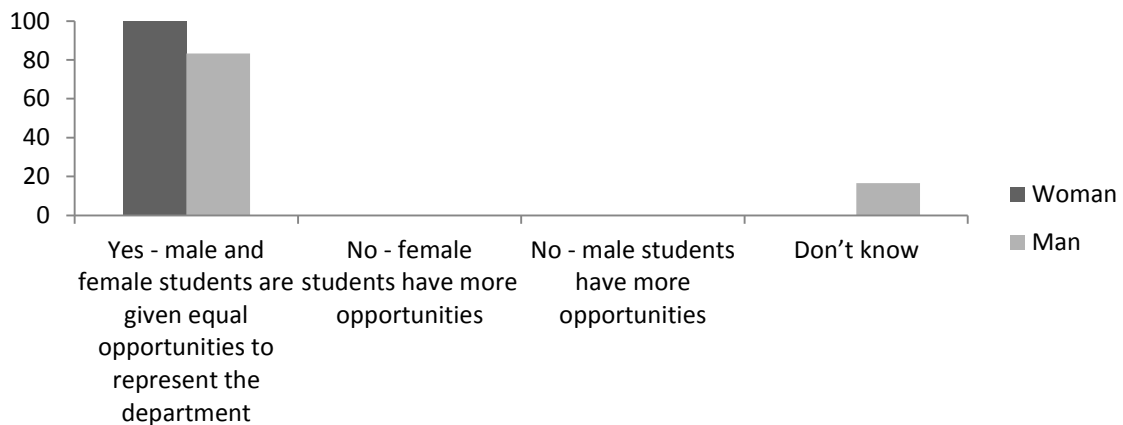
## Departmental Culture Survey (June 2016) – PGR students

### Student participation and progression

*In my Department, the lecturers are equally helpful to male and female students.*

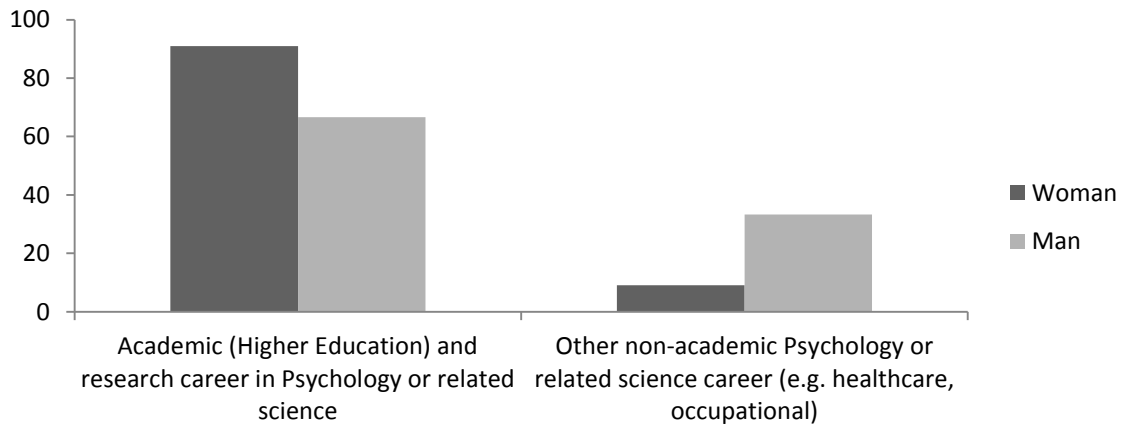


*Students are given equal opportunities to represent the Department externally and/or internally irrespective of gender.*



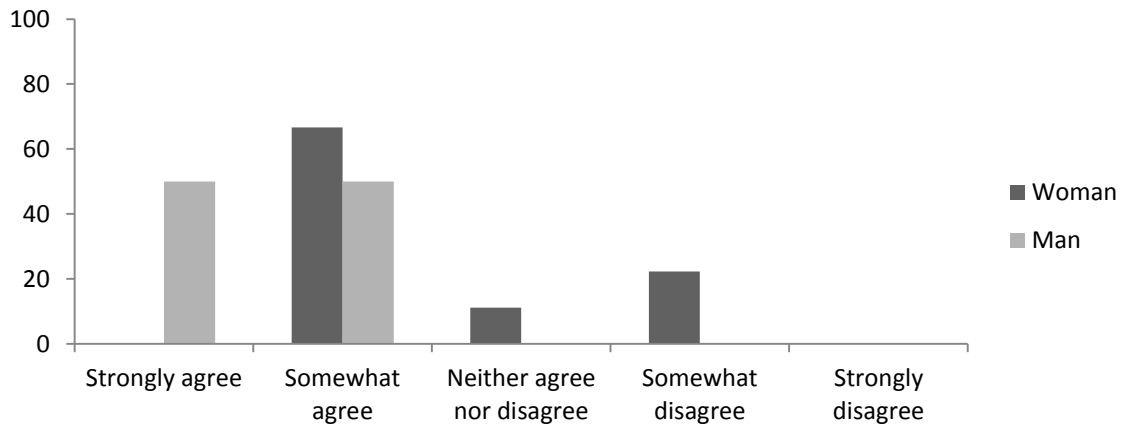
### Qualification and career plans

*What are your career intentions at this moment?*

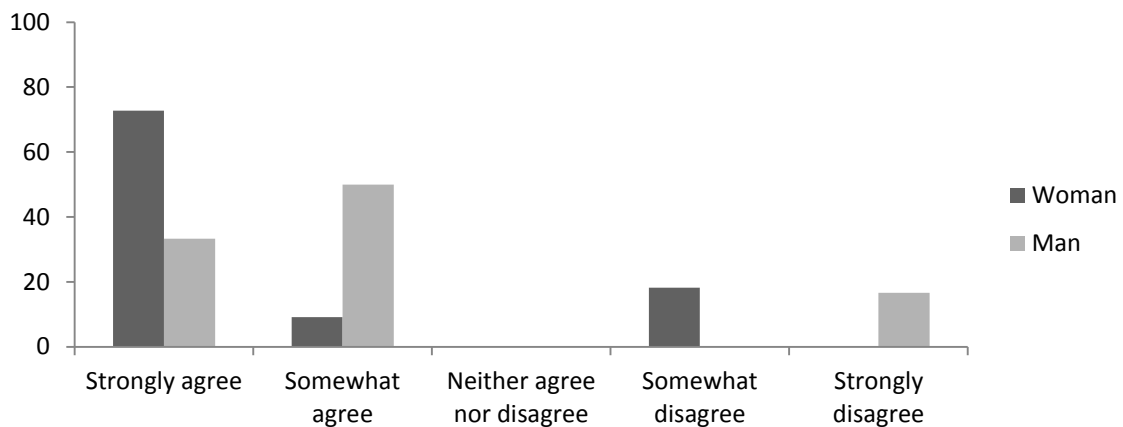


*I understand the criteria and application procedures for academic and research posts.*

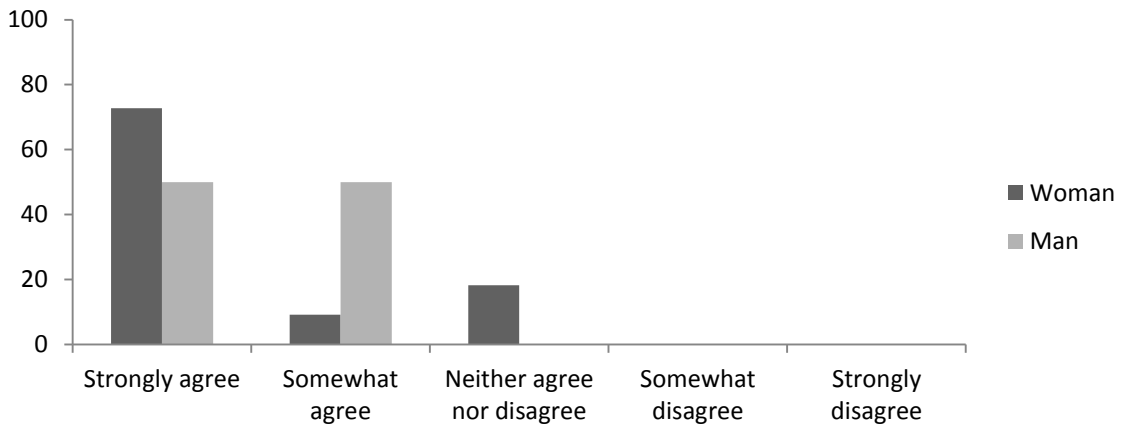
Note: not all respondents answered this question; there were 13 respondents only (9 female, 4 male).



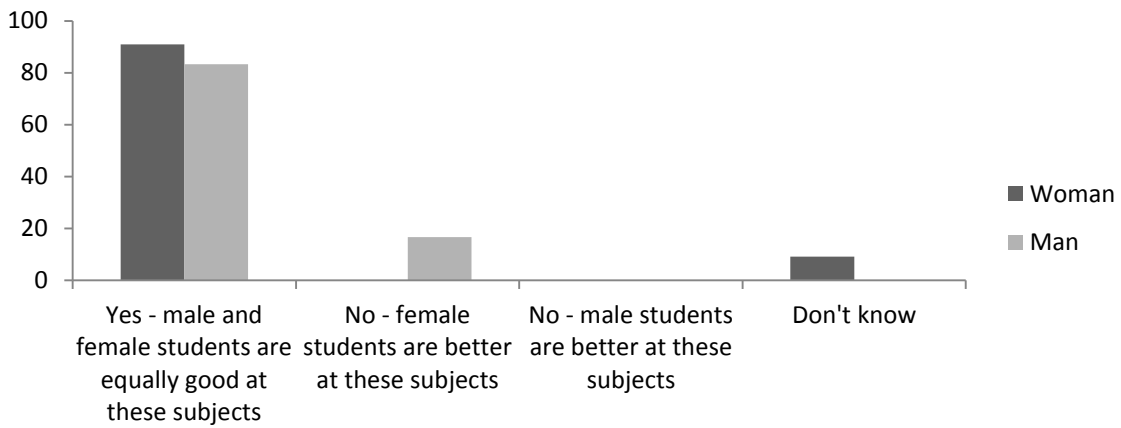
*My Department offers me advice, training, mentoring and support, to help me progress into a STEM career or postgraduate study course.*



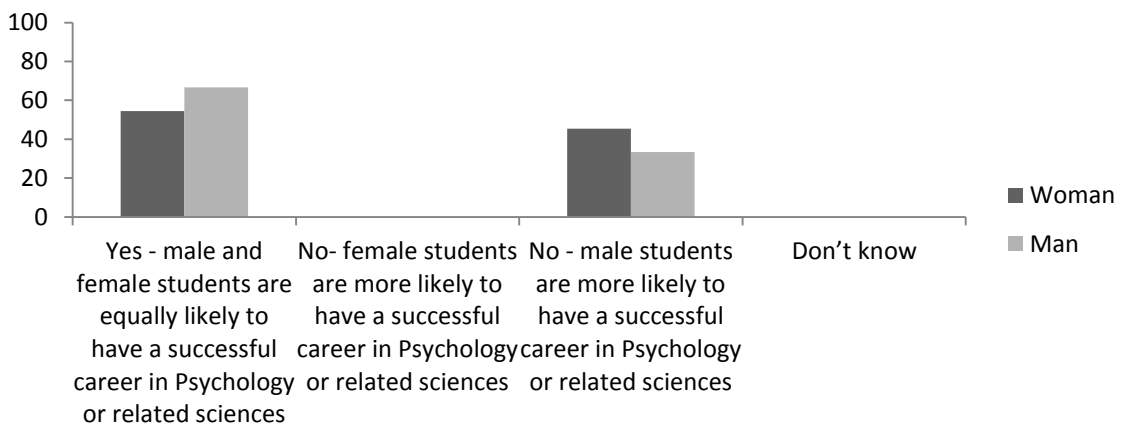
*After I complete my qualification, I intend to pursue a career or further qualification in STEM.*



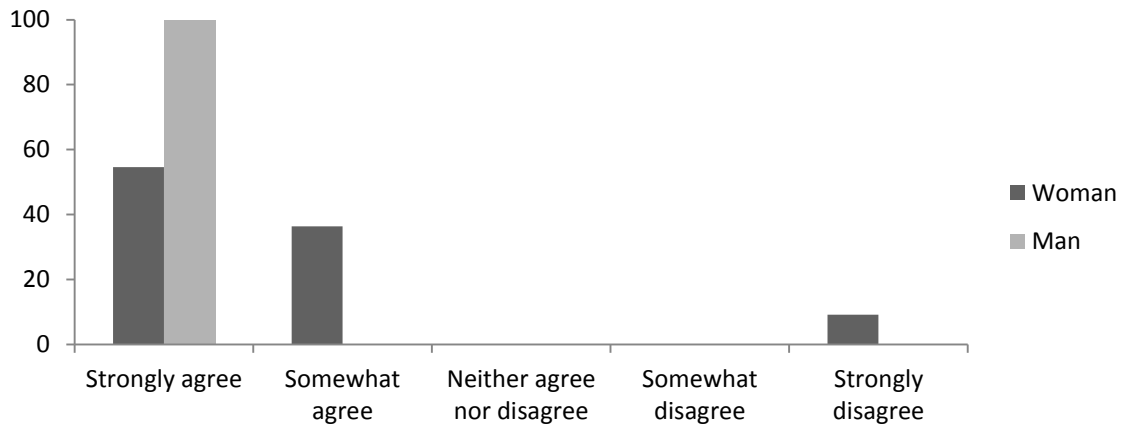
*I think that male and female students are a good as each other at STEM subjects.*



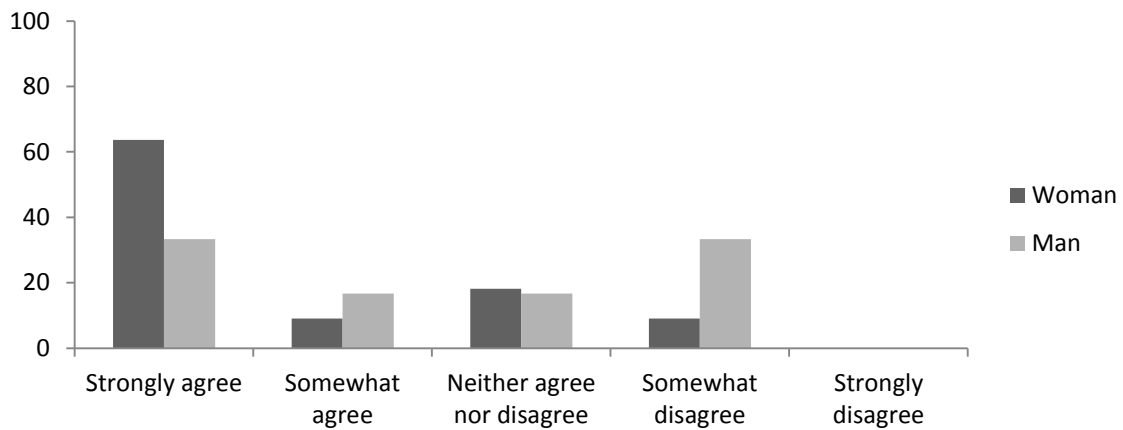
*I think that males and female are equally likely to have a successful career in STEM.*



*In my Department, I am treated with respect by students of the opposite sex.*

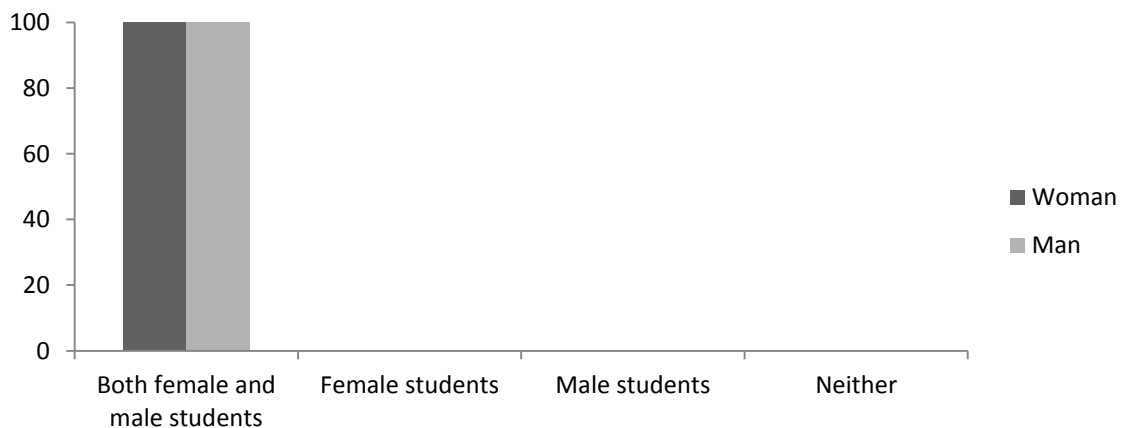


*The Department of Psychology makes it clear that unsupportive language and behaviour are not acceptable.*



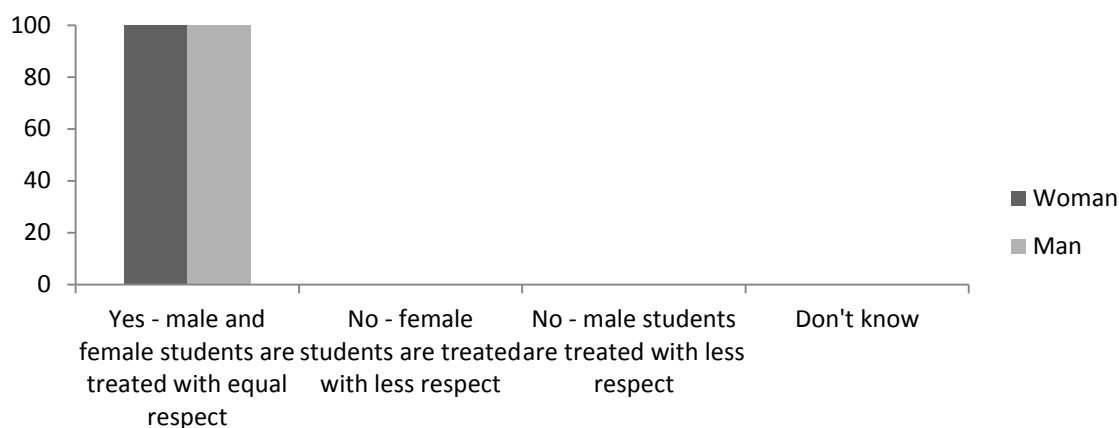
Leadership and management commitment

*I would recommend this Department as a great place to study for:*

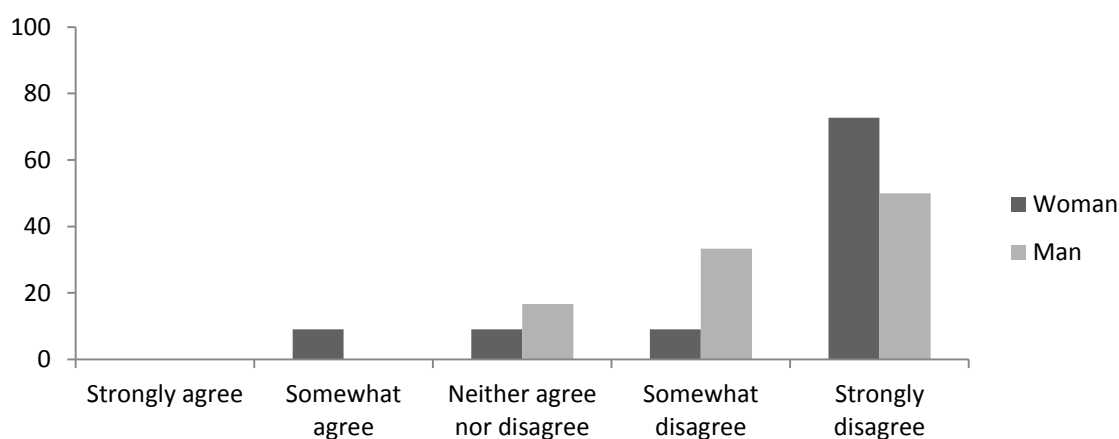




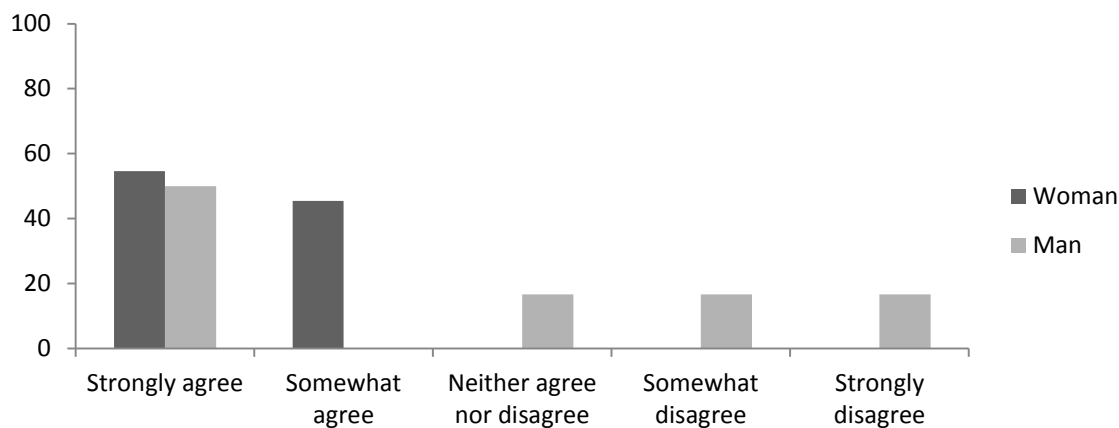
*In my Department, academic staff lead by example in treating both male and female students with equal respects when teaching and supervising.*



*During my time in the Department, I have experienced a situation where I have felt uncomfortable because of my gender.*

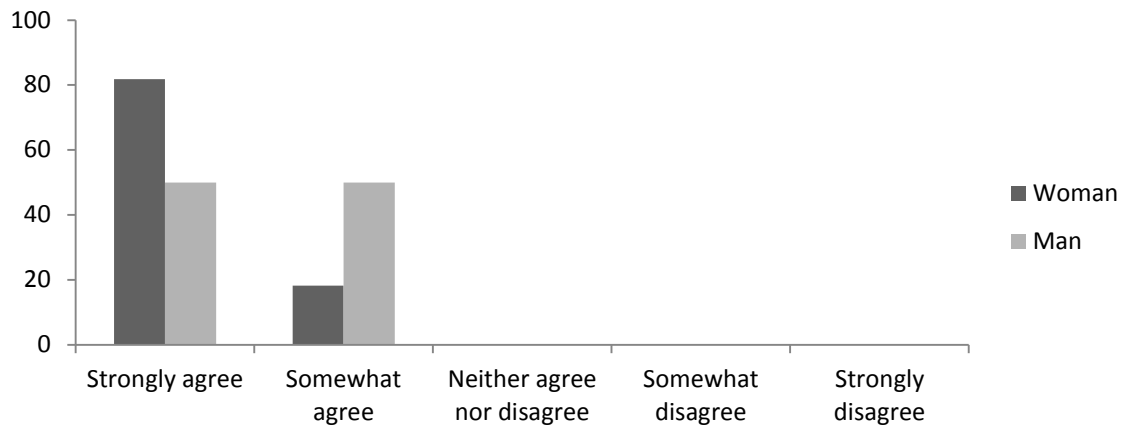


*I am confident that my lecturer/tutor/supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour.*



Reputation and social responsibility

*I have access to role models I can identify within my Department/University.*



## 6. Action plan

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

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

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

**1. Monitoring and assessing gender distributions in the Department**

Action	Action description	Rationale	Timescale (actions already taken italicised)	Responsibility	Success measure and impact
1.1.	<p>Data collected annually about student and staff gender distribution within the Department (number of women in senior roles, module leaders, representation on committee, outreach, PGR supervision, etc.).</p> <p>Continuous monitoring and reviewing academic career progression for women in the Department.</p> <p>Introduction of joint or deputy roles (e.g. Deputy Director of Education) to allow</p>	<p>To increase awareness and to ensure that there is no systematic gender imbalance within the Department, as the sampled data revealed a gender imbalance in terms of job applications (female:male ratio at non-professorial level: 0.94; at professorial level: 0.48), academic staff numbers and the distribution of some staff teaching and administrative roles.</p> <p>(See pages 20-21 of the application for more information.)</p>	<p><i>June-July 2016: Initial data collection</i></p> <p>June-August 2017 and once a year thereafter: Annual data collation and archive update.</p> <p>September 2017 and once a year thereafter: Figures to be reviewed at dedicated SAT meeting</p> <p><i>Academic year 2016/2017: First introduction of joint or deputy roles</i></p> <p>June-August 2017: The</p>	<p>Each member of the SAT will be responsible for a specific section of data collection, similar to the distribution done for this application.</p> <p>SAT will also be responsible for annual data collation, and will be assisted in this by a “Frontrunner” (paid work experience student).</p>	<p>Annual report about gender distribution to show gradual improvements in gender ratios, as a result of actions described in subsequent points. This means that in cases where women were previously underrepresented, either with respect to benchmark figures, or with respect to overall staff ratios, their representation will increase gradually (currently around 0.5 female:male ratio).</p>

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	junior staff to shadow senior colleagues and increase the availability of more managerial duties / opportunities for influential committee membership in the Department		potential need for more joint or deputy roles will be reviewed as part of our annual data collection and StaCS 2017		
1.2.	<p>StaCS and StuCS conducted each year. StaCS to be sent to all staff, including support staff.</p> <p>HoD to invite respondents by email, with incentives (Amazon vouchers) offered to students, and reminders given during revision lectures.</p> <p>Survey results to be circulated on</p>	<p>This action will measure the impact of the AP annually (quantitative data) and will enable us to measure progress against the AS charter.</p> <p>StuCS response rate from UG and PGT students was low in 2016 (there were only 70 respondents), such that these students' perceptions of Departmental culture are presently unknown.</p> <p>(See pages 41-50 of the</p>	<p><i>June 2016: Initial StaCS and StuCS conducted (responses made available to all via AS noticeboard and at Away Day).</i></p> <p>May 2017 and once a year thereafter: annual StaCS and StuCS to be conducted (this time of year was chosen to increase the response rate to the StuCS as it is after the NSS survey and before exams).</p>	<p>SAT lead and co-lead will prepare survey (taking on board improvements from previous year) and draft invitation email.</p> <p>HoD will send invitation and reminder emails.</p> <p>Frontrunner student will help with data analysis.</p>	<p>Non-PGR student response rate of at least 30% (an improvement from 2016 response rate of &lt;15%).</p> <p>PGR student response rate of at least 35% (an improvement from 2016 response rate of 27%).</p> <p>Staff response rate of at least 65% (an improvement from 2016 response rate of 54%).</p>

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	Departmental AS webpages and AS noticeboard to promote transparency and encourage feedback.	application for more information.)			
1.3.	<p>Focus groups for female PGR students and research staff, including discussions about women’s career prospects and whether there are positive role models and support from Department and University. Groups to also follow up on StuCS responses and low career workshop attendance.</p> <p>Women-only staff focus group to follow up on negative StaCS responses and low career workshop attendance.</p>	<p>This action will measure the impact of the AP annually (qualitative data). It will be an opportunity to identify and solve any gender-related issues arising in the Department.</p> <p>Staff focus group was felt to be necessary to follow up on reasons for gender differences in some 2016 StaCS responses and to probe low workshop attendance.</p> <p>(See pages 41-50 of the application for more</p>	<p><i>June 2016: Initial PGR students and research staff focus groups.</i></p> <p>June 2017 and once a year thereafter:</p> <ul style="list-style-type: none"> <li>• PGR students and research staff invited to focus group;</li> <li>• Academic women-only staff focus group.</li> </ul>	<p>SAT PGR student and research staff members will organise and facilitate PGR student and research staff focus groups.</p> <p>SAT lead and co-lead will organise and facilitate the female academic staff focus group.</p> <p>Frontrunner student will help with qualitative data analysis.</p>	<p>Attendance for each focus group to exceed 50% of those invited.</p> <p>PGR students, research staff and academic staff to assess the usefulness of the focus groups; with at least 60% of attendees reporting that they found the event useful (this will be measured at the end of the event).</p> <p>100% of focus group attendees reporting “good” or “very good” understanding of the AS charter principles in the following year in the</p>

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	Attendance to be encouraged by holding the groups at a time of year where students/staff have more spare time.	information.)			StaCS/StuCS.
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**2. Staff career planning and recruitment**

Action	Description	Rationale	Timescale (actions already taken italicised)	Responsibility	Success measure and impact
2.1.	Departmental induction to be organised for all new members of staff, involving formal and informal events (e.g., tour of the Department, social lunch and coffee), in addition to University-level induction.	This action will provide social networking opportunities for new starters and provide immediate cohesion.  (See pages 26-27 of the application for more information.)	<i>September 2015: First Departmental induction.</i>  Departmental inductions to be organised each time newly appointed members of staff start work.	HoD, and administrative and technical team will organise inductions.  SAT lead and co-lead will collect feedback from new members of staff shortly after the induction.	80% of new staff finding the induction process “useful” or “very useful”.  All new staff providing feedback via small questionnaire to improve the process.

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<p>2.2.</p>	<p>Extend pre-existing mentoring system for probationary staff by enabling new members of staff to choose their mentor (if desired).</p> <p>Discuss and identify specific-role mentors for the whole Department (e.g. promotion, well-being, family leave etc.).</p> <p>Give staff the option to remain in the mentoring system (as mentors and/or mentees) beyond probation.</p> <p>Guidelines to mentoring and mentor lists to be made available on the Departmental website and the staff handbook.</p> <p>Discuss the possibility of extending this mentoring scheme at a Faculty-wide or</p>	<p>The StaCS found the current mentoring system to be perceived less positively by 60% of staff. This Action will improve the mentoring system by providing staff with a wider network. This will enable staff career progression and increase staff cohesion.</p> <p>(See pages 26-27 and 41-50 of the application for more information.)</p>	<p>October 2017: Start discussions about the new mentoring system.</p> <p>July 2018: Mentors to be in place for 2018/19 academic year.</p> <p>January 2019: Discussions regarding wider University mentoring system to begin.</p> <p>May 2019 and once a year thereafter:</p> <ul style="list-style-type: none"> <li>• Assessment of the new mentoring system in the StaCS;</li> <li>• Depending on feedback provided by mentors, potential reassessment of specific roles.</li> </ul>	<p>SAT and SWAN steering group will identify areas for which mentors are needed, in consultation with the whole Department via the 2017 StaCS.</p> <p>HoD will appoint new mentors.</p>	<p>60% of respondents finding the new mentoring system “useful” or “very useful” in the StaCS (an improvement from 40% in 2016).</p>
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	University-wide level to provide a broader advice network to new and existing staff; encourage staff to participate in pilot schemes to facilitate this process.				
2.3.	<p>Transparency about the probation and promotion process to be promoted by:</p> <ul style="list-style-type: none"> <li>• having an annual information meeting led by the Academic staffing officer;</li> <li>• making more information on probation and promotion available in the staff handbook;</li> <li>• discussing the possibility of extending this process at University-wide level, and of inviting Senior Staffing Committee</li> </ul>	<p>The StaCS revealed that 90% of female staff were unsure about or critical of the system. This Action will make the permanency / promotion system more transparent and better enable staff career progression for female and male staff.</p> <p>(See pages 25-26 and 41-50 of the application for more information.)</p>	<p><i>August 2016: first information meeting organised by Departmental Academic staffing officer (attended by 8 staff).</i></p> <p>January 2017: Begin discussion for University-wide extension of information meetings.</p> <p>August 2017 and once a year thereafter: Annual information meeting.</p> <p><i>October 2016: inclusion of a “Managing your career”</i></p>	<p>Departmental academic staffing officer and mentors for promotion (see 2.2.) will organise the meeting each year.</p>	<p>100% of Lecturer-level StaCS respondents to report that they have had the opportunity to attend an information meeting by 2020.</p> <p>80% of eligible staff finding this meeting and the information provided in the staff handbook “useful” or “very useful” in the StaCS.</p> <p>Eligible female staff to be as likely as</p>

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	members.		<i>section in the staff handbook.</i>		eligible male staff to apply for permanency / promotion.
			August 2017 and once a year thereafter: Review and potential amendment of handbook information.		
2.4.	<p>Encourage more female candidates to apply for jobs within the Department by:</p> <ul style="list-style-type: none"> <li>• amending the wording of job adverts to encourage female applications;</li> <li>• reviewing the terminology used to describe the attributes required for posts;</li> <li>• having HoD/HR clearly communicating job advert timing to the Department so that staff can transfer them to women in</li> </ul>	<p>The Departmental statistics revealed gender imbalances in job applications (female: male ratio at non-professorial level: 0.94; at professorial level: 0.48, between 2012 and 2015) and in staff numbers (female:male ratio &lt; 1 at all levels, between 2012 and 2015), which we aim to reduce.</p> <p>(See pages 20-21 of</p>	<p><i>April 2016: An equality statement now accompanies job adverts (“We encourage applications from women and those from an ethnic minority as they are underrepresented in the Department of Psychology” or “Both the Department and the University are committed to providing a supportive and inclusive working environment”), in addition to a mention of the University AS award.</i></p> <p>January 2017 and whenever necessary thereafter: Transfer</p>	<p>The SAT will provide recommendations as to the wording to use in job adverts.</p> <p>Changes will be carried out by HoD and HR.</p> <p>HoD and HR will be encouraged by the SAT lead to communicate job information to all members of staff in a timely manner.</p>	<p>Female:male job application ratio to increase at least to 1.20 at non-professorial level and to 0.60 at professorial level by 2020 (these targets are closer to or exceed benchmark figures of 1.4 and 0.45, respectively).</p>

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	STEM and other mailing lists; members of staff to encourage excellent (female) researchers to apply.	the application for more information.)	of job adverts to specific mailing lists and individuals.  May 2017: Terminology review of job adverts.		
2.5.	<p>Keep track of any reasons why candidates accepted our offer or turned it down when they were offered a position.</p> <p>Continuing to record reasons for staff leaving and extending this to a destinations survey for completed PGR students.</p>	<p>Understanding what makes our Department more or less attractive to female staff will contribute to addressing the gender imbalance in job applications and staff numbers.</p> <p>This information will enable us to monitor the effectiveness of changes made to our websites and to the wording of job adverts.</p> <p>(See pages 19-21 of</p>	<p>February 2017: Recording reasons to accept/turn down job offers to start.</p> <p>April 2017: Formal recording of staff leavers and PGR students destinations to start.</p> <p>Data to be included into annual data collation (once a year in June-August).</p>	<p>HoD will send out emails to candidates to whom a job was offered. Email will ask for general feedback on the application process (e.g., why the candidate applied to us).</p> <p>HoD will also record staff leaver reasons when notice is given.</p> <p>PGR survey (data collection and analysis) will be coordinated by SAT PGR member.</p>	<p>From February 2017, 80% of candidates who were offered a position to provide feedback on why they applied, and decided to accept or to turn down the offer.</p>

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		the application for more information.)			
2.6.	<p>Relative prominence of brain science on the main Psychology website to be redressed in order to accurately reflect <i>all</i> the research within the Department, by adding depictions of other areas of Psychology (clinical / social / cognitive / applied subjects) which exist in the Department.</p> <p>Existing collaborations with other Departments to be highlighted better on the website.</p>	<p>To ensure that potential applicants are aware of the full range of research within the department, which may improve numbers of applications (female and male candidates).</p> <p>(See pages 9, 18 and 20-21 of the application for more information.)</p>	<p>January 2018: Website to be updated; further updates to occur whenever necessary.</p>	<p>The SAT and Director of Communication will provide advice about relevant website updates. Two SAT team members will outline the changes and collect necessary materials (e.g., photographs).</p> <p>Technical staff and University IT services will carry out the changes.</p>	<p>Feedback to HoD (see 2.5) provided by candidates who were offered a job expected to be positive (e.g., gives the impression that the research conducted in the Department encompasses various fields of research; presents the Department as having many existing collaborations).</p>
2.7	<p>Available career and professional development workshops (some only for women) offered by</p>	<p>Attendance at such workshops was found to be low (e.g., only 3 female PGR</p>	<p>September 2017: Advertising and informal anonymous feedback via the AS noticeboard to start.</p>	<p>All PGR students and staff will be encouraged to attend professional</p>	<p>60% of eligible staff/students to have attended at least one career and</p>

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	<p>HR/L&amp;D/WN to be advertised using the AS noticeboard and departmental mailing list.</p>	<p>students attended workshops such as “Applying for academic posts” or “Interviews for academic posts” in 2012-15).</p> <p>Encouraging female staff and students to take part in these workshops will make them more aware of their professional skills and enable them to increase their skill set.</p> <p>(See pages 23-26 of the application for more information.)</p>		<p>development workshops as part of feedback provided after StaCS and during focus groups as well as via the AS noticeboard.</p> <p>This will be done by SAT lead and co-lead in consultation with HR, as well as by SAT PGR and research staff members.</p>	<p>professional development workshop each year.</p> <p>80% of attendees finding these workshops “useful” or “very useful”.</p>
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**3. Student and research staff career advice and training**

Action	Description	Rationale	Timescale (actions already taken italicised)	Responsibility	Success measure and impact
3.1.	<p>More career advice and training opportunities to be provided to our UG, MSc, PGR students and research staff by:</p> <ul style="list-style-type: none"> <li>• appointing two Departmental academic career advice officers;</li> <li>• providing guidelines to PGR supervisors and research staff line managers to help them support their students/research staff (encouraging publications and conference attendance etc.) and to raise awareness of training responsibilities;</li> <li>• ensuring that supervisory boards for PGR students will include discussions about career (publications, job applications, broader training) from the 2<sup>nd</sup> year</li> </ul>	<p>Statistics revealed that Proficio workshop attendance is low for PGR students and staff (e.g., only 3 female PGR students attended workshops such as “Applying for academic posts” or “Interviews for academic posts” in 2012-15), and focus groups revealed that PGR students and research staff would like more uniform academic career advice through a personal advisor / mentor system, as well as more psychology- and research-specific training opportunities (e.g., such that lead to publications).</p> <p>Providing more career</p>	<p><i>June 2016: Appointment of two officers (SAT members Vanessa Loaiza and Andrew Simpson).</i></p> <p>May 2017 and once a year hereafter: Awareness of their role to be assessed via StuCS.</p> <p>June 2017: Supervisory boards to start including thoughts about</p>	<p>Two SAT members volunteered for their role as academic career advice officers.</p> <p>HoD, PGR Tutor, Research staff cohesion officer (see 3.4) and SAT will draft guidelines for supervisors and line managers.</p> <p>Supervisors and line managers of research staff (via the research staff cohesion officer) will ensure that students and research staff are aware of</p>	<p>At least 30% of UG and PGT student respondents to be aware of the academic career advice officers.</p> <p>60% of PGR supervisors finding guidelines about how to support students and research staff “useful” or “very useful”.</p> <p>50% of PGR students to have attended at least one career-related professional development workshop by 2020.</p>

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	<p>on, in addition to discussing PhD progression;</p> <ul style="list-style-type: none"> <li>encouraging research staff and their line managers to supervise RES/UROP students to provide supervision experience.</li> </ul>	<p>advice and training opportunities will increase the employability of PGR students and research staff.</p> <p>(See pages 23-25, 27-28, 30-31 and 41-50 of the application for more information.)</p>	<p>career.</p> <p>June 2018: Guidelines for supervision / managing to be drafted.</p> <p>October 2018 and at least once a year thereafter: Research staff line managers to be encouraged to supervise RES/UROP students with their research staff.</p>	<p>career advice and training opportunities available.</p> <p>PGR tutor will ensure that PGR students' supervisory boards include discussions about career development.</p> <p>Research staff cohesion officer (see 3.4) to encourage line managers to supervise RES/UROP students with their research staff.</p>	<p>80% of PGR students to indicate that their supervisory board includes discussions about career and that they find this "useful" or "very useful".</p> <p>At least 30% of research staff being given the opportunity to supervise RES/UROP students in order to gain supervision experience.</p>
3.2.	<p>PGR students and research staff to have formal access to other sources of advice, in addition to their project supervisor / line manager:</p> <ul style="list-style-type: none"> <li>A personal advisor (a</li> </ul>	<p>Focus groups revealed that PGR students would like more uniform academic career advice through a personal advisor / mentor system, and that</p>	<p>August 2017: Information related to complaints structure and explicit</p>	<p>The PGR Tutor and one additional SAT member will appoint personal advisors and oversee the peer mentoring system, in</p>	<p>100% of PGR students and research staff reporting in the StaCS/StuCS that they feel that their personal advisor / buddy is</p>

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	<p>person available to talk about career options and concerns in general, including gender concerns) who is responsible for a group of students / research staff; this is in addition to existing PGR Tutor and future Research staff Cohesion Officer (see 3.4);</p> <ul style="list-style-type: none"> <li>• A more advanced student or research “buddy” (peer mentor) for PGR students and research staff;</li> <li>• A mailing list for female PGR students as a forum for getting female students to connect and communicate about gender issues between focus groups;</li> <li>• Increased promotion of Essex’s E&amp;D networks (WN and PN) as additional sources of information and support (see also 7.2).</li> </ul>	<p>both PGR students and research staff would like their supervisors / line managers to have greater awareness of their training responsibilities.</p> <p>The purpose of this is to enable students and research staff to have access to information which is not necessarily provided by their supervisors, e.g., a female PGR student may wish to be mentored by a female member of staff if both supervisors are male.</p> <p>(See pages 23-25, 27-28, 30-31, 34-36 and 41-50 of the application for more information.)</p>	<p>statements related to unwelcome behaviour to be assimilated into handbooks.</p> <p>January 2019: extended mentoring system to start.</p>	<p>consultation with the HoD (this will be workloaded). The SAT PGR member will assist with the setting up of this process.</p> <p>Technical staff and SAT co-lead will set up the mailing list for PGR students.</p> <p>The review of the bullying, harassment and offensive behaviour policy will be undertaken by the SAT, in consultation with the HoD.</p>	<p>someone they can talk to about research-related issues as well as any other work-related issues.</p> <p>At least 80% of female PGR students reporting that they find their mailing list “useful” or “very useful”.</p> <p>90% of PGR students and research staff reporting being aware of WN and PN in StaCS / StuCS.</p> <p>At least 80% of agreement on the StaCS/StuCS that the Department has a clear stance on unsupportive language and behaviour and effective ways of</p>
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	<p>Review further how the complaints structure in relation to bullying, harassment or offensive behaviour is described in staff and student handbooks (including role holders to whom complaints may be taken within the Department) to increase confidence that unwelcome behaviour will be dealt with, in line with HR policies and procedures.</p>				<p>dealing with harassment and bullying (an improvement from 2016 agreement level of approximately 60%).</p>
3.3.	<p>A series of seminars to be organised for PGR students and research staff with members of academic staff providing specific information, opinions and personal experience about various topics selected by PGR students and research staff (e.g., the REF, family leave and part-time work in academia, advice about publications and conferences, etc.).</p>	<p>Focus groups revealed that both PGR students and research staff would like more psychology- and research-specific advice and training opportunities.</p> <p>Again, having access to these resources will improve employability for PGR students and research staff.</p>	<p>January 2018: Organisation of seminar series to start.</p> <p>September 2018: Seminar series to start; seminars to be held at least twice a year (Autumn and Spring), with feedback to be gathered at the</p>	<p>SAT PGR and research staff members will organise and coordinate the seminars.</p> <p>Members of academic staff will deliver the seminars. SAT lead to facilitate the uptake of invitations to such seminars among staff members.</p>	<p>At least 50% of PGR students and research staff to attend at least one seminar during each academic year.</p> <p>At least 80% of PGR students and research staff who attend finding these workshops “useful” or “very useful” on dedicated feedback form.</p>

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		(See pages 23-25, 27-28, 30-31 and 41-50 of the application for more information.)	event.		90% of students and research staff to state that they “understand” or “somewhat understand” the criteria and application procedures for academic and research posts (an improvement from 2016 agreement level of approximately 80%) in the StaCS/StuCS, following the seminars.
3.4.	<p>Research staff Cohesion Officer responsible for Research staff representation and building a cohesive research staff community to be identified (this role will be workloaded).</p> <p>This officer to ensure that line managers take responsibility for</p>	The transition into academic posts was the point at which female:male ratios were found to be particularly low in the Department (<0.6). This Action will enable the facilitation of points 3.1-3.3 for research staff, and will enhance subsequent employability.	<p>May 2017: Interest from members of staff for this role to be solicited.</p> <p>September 2017: Role to start.</p>	The HoD will be responsible for choosing and appointing the Research staff Cohesion Officer.	At least 80% of research staff finding the Research staff Cohesion Officer’s role to be “useful” or “very useful”.

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	<p>research staff career planning well before the end of their contract (minimum time to be decided depending on contract length).</p>	<p>(See pages 14, 17-21, 23-25, 30-31 and 42 of the application for more information.)</p>			
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**4. Promoting role models**

Action	Description	Rationale	Timescale (actions already taken italicised)	Responsibility	Success measure and impact
4.1.	<p>Representation of men and women at all levels in teaching and research to be monitored by:</p> <ul style="list-style-type: none"> <li>• Encouraging female staff to teach and coordinate 3<sup>rd</sup> year UG and PGT modules;</li> <li>• Soliciting interest from members of staff before assigning administrative</li> </ul>	<p>Female representation on research-related committees in the Department is low (e.g., research-related committees consisted of male staff only in 2014-2015). In addition, in 2012-2015, women were less likely to coordinate PGT modules than other modules.</p> <p>This Action will enhance the visibility of women scientists in</p>	<p>May to September 2017 and once a year thereafter: Monitoring of female workload balance during annual workload allocation.</p>	<p>HoD will encourage women to coordinate advanced modules during annual workload revision.</p> <p>Before formalising the workload, the HoD will discuss the proposed membership of each committee with the</p>	<p>Female:male ratio of each category of module coordination and committee membership to reflect better the female:male ratio within the Department as a whole (i.e., around 0.5).</p>

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	<p>and committee roles;</p> <ul style="list-style-type: none"> <li>Monitoring the gender-balance on each committee before formalising its membership.</li> </ul>	<p>key roles to UG, PGT and PGR students as well as to external visitors and viewers.</p> <p>(See pages 29-30 and 32-33 of the application for more information.)</p>		<p>SAT in order to make sure that it is as balanced in terms of gender as possible.</p> <p>The two SAT members responsible for committee membership figures will record gender balance on each committee (see 1.1.).</p>	
4.2.	<p>Representation of women in seminars and science-related events to be promoted by:</p> <ul style="list-style-type: none"> <li>Ensuring that men / women speakers are equally represented at seminar talks (Seminar Coordinator and Deputies to be made aware of potential gender imbalances in seminar series);</li> <li>Working with Open day and conversions team</li> </ul>	<p>The Department has a relatively low female:male ratio within academic staff in particular (i.e., 0.5). This Action will enhance the visibility of women scientists in key roles to UG, PGT and PGR students as well as to external visitors and viewers, in order to encourage more women applicants and combat the 'leaky pipeline' for women in Psychology.</p>	<p>January 2018: Formal recording of male and female seminar speaker representation and outreach activity participation to start.</p>	<p>The Research Seminar Coordinator and Deputies will be responsible for recording male and female representation at seminars and ensuring that the gender balance is respected.</p>	<p>Gender balance in seminars, in outreach activities and in Open Days to be reached.</p> <p>For outreach activities and in Open days, gender balance should be representative of the relevant staff and student female:male ratios</p>

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	<p>and Director for Communication to record gender distribution of all staff / student outreach activities.</p> <p>This needs to bear in mind the general gender distribution of staff to avoid overloading female staff members.</p>	<p>(See pages 28 and 36-37 of the application for more information.)</p>		<p>The Open day and conversions team, and the Director for Communication will be responsible for recording and ensuring gender balance in staff / students participating in outreach activities and Open Days.</p>	<p>within the Department.</p>
4.3	<p>AS webpage (as part of Departmental webpages) to be set up, including a Celebrating Women in the Department section which will showcase five women at all stages of career.</p> <p>Webpage to also include information about research opportunities (e.g., funding) for women, health and well-being and career progression for students and staff.</p>	<p>The Department has a relatively low female:male ratio within academic staff in particular (i.e., 0.5). This Action will:</p> <ul style="list-style-type: none"> <li>• enhance the visibility of women scientists in key roles;</li> <li>• provide information on key career decisions;</li> <li>• show that the Department cares about the AS agenda;</li> <li>• encourage more women applicants and combat the 'leaky</li> </ul>	<p><i>October 2016: AS webpage set up.</i></p> <p>January 2017 and once a term thereafter: Webpage to be updated and five different women to be showcased each term.</p>	<p>SAT lead and co-lead will prepare the contents of the webpage each term. Technical staff will liaise with University IT team to update the webpage accordingly.</p>	<p>At least 80% of StaCS respondents being aware of this AS webpage, with at least 80% of these finding this page beneficial for promoting female role models from the Department.</p> <p>At least 40% of StuCS respondents being aware of this</p>

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		<p>pipeline’ for women in Psychology.</p> <p>(See pages 8-9, 20-21, 23-25 and 37-41 of the application for more information.)</p>			<p>AS webpage, with at least 80% of these finding this page beneficial for promoting female role models from the Department.</p>
4.4.	<p>AS noticeboard to be set up in the Department, displaying some of the contents from the webpage (e.g., Celebrated women profiles) but otherwise advertising more immediate information (e.g., specific achievements by women, AS-remit relevant research findings and information, and workshop promotion). Noticeboard to also include feedback on usefulness of workshops from attendees where possible.</p> <p>Noticeboard to also be used to actively promote the PN to staff and PGR students.</p>	<p>This action will promote issues related to the AS agenda and the work of the SAT. This will help to encourage more women applicants and combat the ‘leaky pipeline’ for women in Psychology. It will also promote the workshops and talks that have had low attendance in the past (see also action 2.7).</p> <p>(See pages 8-9, 23-27 and 37-41 of the application for more information.)</p>	<p><i>November 2016: Noticeboard set up, with help from administrative staff.</i></p> <p>January 2017 and at least once a month thereafter: Noticeboard to be updated as relevant information becomes available.</p>	<p>SAT lead and co-lead will update the noticeboard, in liaison with the rest of the Department.</p>	<p>At least 80% of staff and PGR students responding to StaCS and StuCS to be aware of the noticeboard, with at least 50% finding it useful.</p> <p>At least 90% of staff and PGR students to be aware of the PN by 2020 (see also action 5.1).</p>

**5. Family-friendly policies and health and well-being**

Action	Description	Rationale	Timescale (actions already taken italicised)	Responsibility	Success measure and impact
5.1.	<p>Raising awareness of University family-friendly policies by including information about them on Departmental website, AS noticeboard and staff and student handbooks. In particular:</p> <ul style="list-style-type: none"> <li>summarising and linking new HR information about flexible working and career breaks and communicating changes at staff meetings;</li> <li>working towards formalising the Department’s flexible working arrangements to increase transparency (we will further liaise with HR on this point).</li> </ul> <p>Also, soliciting interest in joining and acting as mentor in the PN especially from male staff with children.</p>	<p>StaCS found awareness of family leave, flexible working and support policies to be low (depending on the topic, 60-80% of men and 40-90% of women reported that they were not aware of the Departmental policies in relation to gender equality and gender-related issues).</p> <p>This point will make carers (and carers-to-be) more aware of possible arrangements available at the University and Departmental levels.</p> <p>(See pages 23-27 and 37-</p>	<p><i>August 2016: Information added to staff handbook</i></p> <p><i>October-November 2016: Information added to AS webpage and noticeboard.</i></p> <p>August 2017 and once a year thereafter:</p> <p>Update information where necessary.</p>	<p>The SAT lead will keep track of updates of University family-friendly policies, and will amend information.</p> <p>Administrative and technical staff will update the staff / student handbooks and the Departmental website.</p> <p>SAT lead to contact HR to discuss formalising of the</p>	<p>80% of respondents to report being aware of Departmental flexible working arrangements (an improvement from 2016 low level of awareness) in StaCS.</p> <p>90% of staff and PGR students to be aware of PN by 2020, and at least one male member of staff to act as mentor in the PN (see also point 4.4).</p>

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		50 of the application for more information.)		Department's flexible working arrangements.	
5.2.	<p>Departmental resources (e.g., AS noticeboard, webpages, annual Away Day) to be used in order to inform all members of staff (academic, administrative, technical and research) about health and well-being good practice (e.g. working hours; recognising signs of stress and anxiety etc.). Contents to be updated regularly and in line with new research on these topics. All members of staff to contribute to the process by forwarding relevant information to the SAT.</p> <p>Staff to be encouraged to attend health and well-being workshops by advertising these workshops through the noticeboard and Departmental mailing list.</p>	<p>This action will provide opportunities to raise awareness of and enhance staff and students' work-life balance.</p> <p>(See pages 8-9, 23-27 and 34-36 of the application for more information.)</p>	<p><i>November 2016: Advertising health and well-being workshops started.</i></p> <p><i>This action is ongoing as needed.</i></p> <p>January 2018: Contact HR to increase workshop offer, until the range of workshops has increased to satisfactory level.</p>	<p>All staff will be invited to make relevant new research on health and well-being at work available.</p> <p>SAT lead and co-lead will liaise with HR to advertise existing workshops to the Department and to encourage HR to offer more of these in the future.</p>	<p>80% of StaCS respondents to be aware that information about health and well-being at work is available; with 90% of these stating that this information is "useful" or "very useful".</p> <p>70% of StaCS respondents to report that the health and wellbeing workshop offer is satisfactory.</p> <p>60% of staff having attended at least one</p>



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	Encourage HR to offer more health and well-being workshops.				<p>health and well-being workshop by 2020, or reporting that they do not feel the need to attend.</p> <p>80% of attendees to report that they found these workshops “useful” or “very useful”.</p>
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**6. Social inclusion**

Action	Description	Rationale	Timescale (actions already taken italicised)	Responsibility	Success measure and impact
6.1.	Continue to organise existing social events (HoD lunch, Women in Psychology Breakfast, PGR coffee and cakes, Football Team) and strive to organise more informal Departmental social	This action will further increase Departmental cohesion and promote our family-friendly dimension. It will also give staff and student opportunities to talk about research, solve	December 2016 and each December thereafter: PGR students and staff family Christmas coffee and cake event to be held.	SAT lead and co-lead will coordinate the organisation of these events in liaison with other members of staff	100% of staff (and PGR students where relevant) to attend at least one of these events each year.  80% of staff to report

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	opportunities.  Family-friendly dimension of the Department to be emphasised by organising a Christmas social event for staff and their family.	problems and network.  (See pages 34-35 of the application for more information.)	September 2017 and at least once a year thereafter: Organisation of additional informal event to begin.	where relevant.	that these events make the Department friendlier and more inclusive, and that they find these networking opportunities “useful” or “very useful” in the StaCS.
6.2.	<p>Increasing awareness of potential biases:</p> <ul style="list-style-type: none"> <li>by encouraging all staff (especially those with line management / recruitment responsibilities) to attend Unconscious bias workshop or online course (we will also get in touch with HR to organise an all-staff tailored workshop as part of our staff meeting);</li> <li>by making the AS report available to all members of staff.</li> </ul>	<p>The StaCS revealed that many staff have not attended this workshop (55%), with some staff wanting to know more. Encouraging attendance will enable the Department to take informed action to reduce such biases at work. This Action will also promote awareness of the AS agenda.</p> <p>(See pages 41-50 of the application for more information.)</p>	<p>November 2016: AS report to be made available to all members of the Department.</p> <p>July 2017: HR to be contacted to organise a tailored workshop.</p> <p>September 2017: Begin promoting (tailored) Unconscious bias workshop and</p>	<p>The HoD will encourage all staff to attend the workshop or to complete the online course.</p> <p>SAT lead and co-lead will liaise with HR to organise an in-house workshop.</p>	<p>80% of staff to have attended the University-level workshop, the tailored in-house workshop or completed the online course by end of academic year 2017/2018.</p> <p>70% of attendees to report having found the workshop “useful” or “very useful” in the StaCS.</p> <p>100% of respondents to</p>

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			online course to the Department. Target to be reached by August 2018.		indicate that they are aware that the AS report is available to all members of staff.  50% of respondents to report having read all or part of the report.
6.3.	<p>Engage the Department in discussion:</p> <ul style="list-style-type: none"> <li>to redefine core hours for holding staff meetings, committee meetings, research meetings and talks from 9am-5pm to 10am-4pm (this discussion will involve all Department members who benefit from the talks: PGTs, PGRs, and staff);</li> <li>to either move seminar talks from 4pm to an earlier time or ensure talks are recorded so that staff with family</li> </ul>	<p>The StaCS revealed some disagreement with meetings and work-related social activities (including those related to seminars) being held at times that suit all. External review indicated that many similar Departments consider 10am to 4pm as core hours for meetings, and hold seminars at lunchtime.</p> <p>(See page 34 of the application for more information.)</p>	<p>May 2017: StaCS and StuCS to include a survey of needs regarding core hours for meetings and the timing of seminar talks and related social activity.</p> <p>Changes to be implemented thereafter (by September 2018) based on the results of these surveys.</p>	<p>SAT lead and co-lead to amend StaCS and StuCS, and to discuss appropriate changes with the SAT and the HoD.</p> <p>Technical staff will help record talks if necessary.</p>	<p>Meeting and seminar attendance (or engagement if recorded) to increase as measured by headcount by an attending member of the SAT, with members of staff who could not attend up until now due to other commitments now being able to attend.</p> <p>80% of StaCS and StuCS respondents indicating that the new times are either as convenient, or</p>

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	commitments can attend or watch them in their own time if they miss it.				more convenient, than the previous times.
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**7. Athena SWAN inside and outside the Department**

Action	Description	Rationale	Timescale (actions already taken italicised)	Responsibility	Success measure and impact
7.1.	<p>Organising regular SAT meetings (once a term) for updates and to monitor the implementation of the Action Plan. Progress of the AS agenda to be written into the Department’s strategic plans.</p> <p>Meetings to be minuted and minutes / summary outcomes to be fed back to the Department at staff meetings, like other committees.</p>	<p>This action is to ensure progress against the AP. It will also enable the AS agenda to become a standing item at staff meetings.</p> <p>(See pages 7-8 of the application for more information.)</p>	<p>March 2017 and once a term thereafter: AS meetings to be held. Minutes to be provided to the Department and SWAN Steering group by end of term.</p>	<p>SAT lead and co-lead will prepare and send meeting agenda to all SAT members.</p> <p>All SAT members will attend the meeting.</p> <p>SAT and HoD will discuss adding the AS agenda into the Department’s strategic plan.</p>	<p>AS agenda to be written into the Department’s strategic plan by December 2017.</p> <p>All AP to be completed by 2020.</p>

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<p>7.2.</p>	<p>Active contribution to the AS network within the University:</p> <ul style="list-style-type: none"> <li>• by termly updates to the University SWAN Steering Group (i.e., minutes to be provided to the Steering group);</li> <li>• by acting as SWAN champions within the University (e.g., being an active member of the University AS network and contributing to E&amp;D events and termly SWAN newsletter);</li> <li>• by promoting Essex’s WN and PN as a source of information, networking and support to Psychology staff and PGR students (see also 3.2);</li> <li>• by getting involved in future institutional AS submissions (e.g., by internally reviewing applications from other Departments).</li> </ul>	<p>This action is to keep abreast with new AS developments and to promote the AS agenda.</p> <p>(See pages 7-8 of the application for more information.)</p>	<p><i>September 2016: SAT lead joined institutional SWAN team and is actively engaged in their November 2017 AS submission.</i></p> <p>March 2017 and once a term thereafter: Termly updates to be provided to the SWAN Steering group.</p>	<p>All SAT members will be invited to take part in this process.</p> <p>SAT lead and co-lead will liaise with University Steering Group and other Departments.</p>	<p>Termly minutes from SAT meeting to be archived.</p> <p>At least one University-wide AS network / E&amp;D / WN / PN event to be organised per year by SAT members.</p> <p>90% of PGR students and research staff reporting being aware of WN and PN in StaCS / StuCS.</p> <p>Offer to review up to 1 other Essex Department’s AS</p>
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					application per year; also offer advice in Departmental and University-level AS workshops where needed.
7.3.	<p>Together with other AS teams:</p> <ul style="list-style-type: none"> <li>engage in discussion with the University to organise University-level training and information sessions (e.g., confidence training sessions open to all female students and staff), a university-wide mentoring scheme, workshops on gender issues, seminars on promotion, etc.;</li> <li>investigate incorporation of equality considerations into teaching content;</li> <li>encourage the University in their efforts to provide better working conditions for carers (e.g., guaranteeing return to FT work for staff considering going PT; extending the PN and Returning carers fund</li> </ul>	<p>This action will improve work-life balance and social cohesion for all at the University (male and female staff and students), and will promote and enact the AS agenda. Current national figures (UCU workload survey, June 2016) indicate that academic staff work on average more than 30% over their paid hours.</p> <p>(See pages 17-19, 23-28 and 31 of the application for more information.)</p>	<p><i>October 2016: SAT lead began discussion of University-wide changes to the mentoring system and opening the PN and Returning carers fund to PGR students.</i></p> <p>These University-level items are ongoing.</p> <p>February 2017: SAT co-lead to begin discussion with Student Support about organising a pilot Equality and Inclusivity module; to be first held in 2017/18 academic year.</p>	<p>SAT lead and co-lead will liaise with other AS teams and with appropriate role holders in the University (HR, Student Support).</p>	<p>At least two University-level meetings and/or events to involve the Psychology SAT and represent our ideas each year.</p> <p>All of the University-wide changes described to be in place, considered or having had the opportunity to be debated as part of the University's commitment to AS by 2020.</p>

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	to PGR students; considering job shares) and to further reduce the ratio of fixed-term teaching contracts to permanent academic staff contracts.		January 2019: SAT lead and co-lead, together with other Departmental AS leads, to start discussion with HR about providing targeted confidence training sessions, workshops on gender issues and reducing further the ratio of fixed-term teaching contracts.		
7.4.	Actively contributing to AS at the national level by facilitating data and knowledge sharing across similar Departments to improve the benchmarking details, and by reviewing other Psychology Departments' AS application.	This action is to keep abreast with new AS developments and to promote the AS agenda.  (See pages 17-19 of the application for more information.)	<i>November 2016:</i> <i>AS application and Action Plan made available on the AS webpage.</i>  May-June 2019: Signing up to a national AS database.	SAT lead and co-lead to lead this action point.	Offer to review up to 2 other Psychology Departments' AS application per year.