



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

**Name of university:** University of Leeds

**Department:** School of Psychology

**Date of application:** November 2014

**Date of university Bronze award:** 2009, renewed April 2013

**Contact for application:** Professor Anna Madill, Deputy Head of School of Psychology

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**Telephone:** 0113 343 5750

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



**UNIVERSITY OF LEEDS**

Dr Peter Gardner  
Head of School  
School of Psychology  
University of Leeds  
Leeds, LS2 9JT

24/11/14

Dear Athena SWAN Manager,

### **Athena SWAN Bronze Award Application**

I am writing as Head of the School of Psychology to endorse and support our Institutional application for an Athena SWAN Bronze Award. The application has been driven by a superb team of individuals led by the Deputy Head of School – Professor Anna Madill. The team was assembled by Professor Madill and represents a wide range of committed individuals comprising a broad spectrum of professional and personal roles. The team has been supported by the School's senior management group and has been operating at the behest and with the full cooperation of School staff. In turn, the Athena SWAN team has communicated effectively and regularly to the management group (with equality being a standing item on the MG agenda) and staff within our School (through staff meetings and regular emails).

The Institutional desire to meet the Athena SWAN standards is motivated by a core belief that inequalities are bad for everyone (Wilkinson & Pickett, *The Spirit Level: Why equality is better for everyone*, Penguin 2010). Thus, our strategy is based on the philosophy that inequalities should be removed from the workplace – a more equal workplace benefits all staff. For example, the surplus generated through research grants is shared equally across all staff regardless of individual success with the research councils. We operate a transparent model that allows us to balance workload across all staff regardless of position, age, sex, ethnic origin or any other factor. It is our firm conviction that a commitment to equality will produce a supportive and efficient Institute that will have academic and financial sustainability – sustainability that will benefit all staff and all students associated with our School.

We still have a way to go until our ethos is reflected in all our practices – there is a need to improve. I would like to see a greater involvement of senior women in major leadership positions and we need to better understand why some women are lost through the 'pipeline' from undergraduate study to professorial positions. These issues need to be considered in a wider context of inequality and we need to ask hard questions about the lack of ethnic minorities amongst our staff and students given our geographical position. Nevertheless, I sense a real desire amongst staff to tackle these issues and ensure that our ethos of equality is hardwired into all of our systems and procedures.

I am delighted to observe a highly collegiate atmosphere within our School and a real sense that everyone wants to see their colleagues succeed regardless of gender or role. The personal commitment to advancing the careers of all staff (academic and support) is matched by an Institutional dedication to help personal development. I am proud that we operate a family friendly policy and that we encourage staff to maintain a healthy life-work balance (partly managed through our workload model).

I have perused the Athena SWAN action plan and I believe that it is realistic, achievable and meaningful. I confirm that the School is committed to the plan and would like to add that at a personal level I am dedicated to its success. The Athena SWAN plan and ideals are embedded in our culture and I look forward to seeing our future strategic direction being moulded by these core values.

Yours faithfully,

Dr Peter Gardner

**The self-assessment process: maximum 1000 words**

**Describe the self-assessment process. This should include:**

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

<b>Name</b>	<b>Title</b>	<b>Department</b>	
Judith Bell	Faculty Human Resources Manager	FMH	[REDACTED]
Dr Pam Blundell	Lecturer	SoP	[REDACTED]
Catherine Burgess	Recent SoP graduate	SoP	[REDACTED]
Robert Butler	Faculty Human Resources Manager	FMH	[REDACTED]
Maria Pervais	University Equality and Inclusion Manager	Equality Policy Unit	[REDACTED]
Dr Phillipa Caudwell	Research Fellow	SoP	[REDACTED]
Jo Cutler	Level 2 UG	SoP	[REDACTED]

			[REDACTED]
Dr Peter Gardner	Head of School Senior Mgt Team	SoP	[REDACTED]
Jacky Hunt	Business Manager Senior Mgt Team	SoP	[REDACTED]
Professor Anna Madill	Deputy Head Senior Mgt Team	SoP	[REDACTED]
Professor Mark Mon-Williams	Former Head of School	SoP	[REDACTED]
Angela O'Keefe	Business Manager, Healthcare & Faculty Equality Lead	SoH	[REDACTED]
Zarina Sutton	Equality Service, Athena SWAN	Central University	[REDACTED]
Dr Amanda Waterman	Lecturer	SoP	[REDACTED]
Antonia Wilson	Postgraduate Research Student	SoP	[REDACTED]

**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.**

Following a decision taken by the Senior Management Team (SMT) that the School of Psychology (SoP) should work towards submitting a Bronze Award Application in November 2014, a School Athena SWAN Steering Group (ASSG - School Self-Assessment Group) was established to oversee the self-assessment process and preparations for this application, reporting to SMT through an agenda standing-item. Reporting to SMT will make sure that AS work is tied into management structures and processes within the School, facilitate consistency of practice and help to produce a feasible action plan that will be effectively implemented. The ASSG, chaired by the Athena SWAN Champion (Professor and Deputy Head of School), held its first meeting in March 2013 and has held regular meetings since that time. The ASSG membership comprises representation from SoP undergraduates, postgraduates, research, academic and support staff together with representation from the Faculty and the University Equality Service. Representation from all these constituencies has helped to embed understanding of Athena SWAN principles across the School and ensured that the self-assessment process is informed by local intelligence – including the

perspectives of students and completion of a staff STEM Culture Survey. Results from the STEM Culture Survey have been reported in relevant sections of this submission in demonstration of how it contributed to consultation and fed into the self-assessment process. A summary of the most problematic results from the STEM Culture Survey are then reflected on in Section 5. Representatives have also consulted with staff through local committees (e.g., Student-Staff Forum), School Meetings, and the Staff Away Days to gather views to inform the Athena SWAN Bronze Application and Action Plan. In addition, the ASSG has reviewed successful Athena SWAN Applications from within the University of Leeds and other universities to ascertain best practice and some members have attended University of Leeds Athena SWAN and Equality and Diversity workshops, and we have benefitted from the knowledge of, and advice from, the UoL Athena SWAN Project Manager.

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

The ASSG will continue to meet bi-monthly both to monitor the implementation of its Bronze Action Plan and to work towards a SoP Silver Award Application, increasing the frequency of meetings towards the end of the review period to focus on embedding principles in the functioning of the School. The SMT and School Staff Meetings will both have Athena SWAN progress as a standing item on their agendas. The reporting mechanisms will remain the same as they are currently, with the ASSG reporting to the SMT through the standing item. The ASSG will continue to consult widely, both within and outside the University, to identify, embed and disseminate good practice – including news updates communicated by the Dean for the benefit of all staff. The SoP Athena SWAN Champion, in conjunction with SMT and the Athena SWAN ASSG, will lead the implementation of the Action Plan with support from HR, identifying further improvements and opportunities and consulting widely on effectiveness and any barriers to implementation.

(864 words)

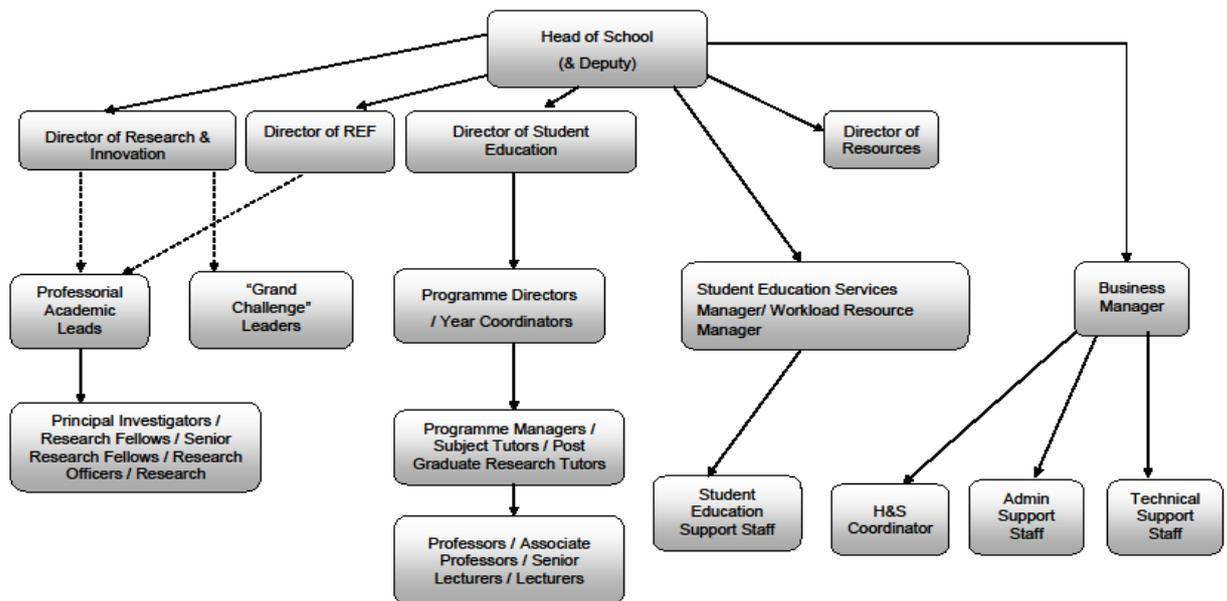
**ACTION 1:** AS is a standing item on Senior Mgt Team agenda and progress communicated in an annual Athena SWAN dedicated staff meeting and more regularly as required.

## **2. 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.**

SoP is a medium-sized psychology department (~40 academics) with an upward trajectory of student numbers (2014-15 level 1 ~200), strategic increase in staff numbers over the period studied (~4 new academic post), and a strong research staff community (~18 researcher employed at any one time). SoP has benefitted from recent investment in facilities to enhance our students' experience, with a further phase of renovation underway. Our aim is to inspire our students to develop to their full potential by engaging them in learning within a supportive, vibrant and exciting research environment. We value partnership with our students in learning and in research. We offer five undergraduate programmes, all of which are accredited by the British Psychological Society. We also run a taught MSc/PG Diploma course on Psychological Approaches to Health and have a thriving postgraduate research community. We work closely with many

different stakeholders - starting with our students - together with leading scientists (across the University of Leeds, within the UK, and internationally), private and public sector bodies and, the public to tackle Five Grand Challenges: young children and parents (*Successful Childhood Development*); patients with disorders of the nervous system such as stroke (*The Nervous System and Its Disorders*) or other cognitive impairments such as dementia (*Successful Ageing*); individuals with appetite or physical health-related problems (*Health and Wellbeing*); and people wishing to make lasting changes in their lifestyle (*Behaviour Change*).



SCHOOL OF PSYCHOLOGY ORGANISATIONAL CHART

## Student data (2011/12 – 2013/14)

- (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 School of Psychology has three widening participation routes.

*Route 1* Applicant submits paper Access2Leeds form and it is considered alongside UCAS application. If the applicant receives an offer, they also receive an Access2Leeds offer which is 2 A Level grades (or equivalent) below the standard offer.

*Route 2* (2011 onwards) All UCAS applications from UK applicants are automatically assessed to determine if they meet the Access2Leeds criteria. If they receive an offer, they also receive an Access2Leeds offer which is 2 A Level grades (or equivalent) below the standard offer.

*Route 3* The third widening participation route is through a foundation course. From 2011/12 onwards relevant applicants take the Preparation to Higher Education course run

by the Lifelong Learning Centre. Prior to this applicants took the Interdisciplinary Science Foundation Course run by the School of Joint Honours.

Numbers are small, but the gender mix across our widening participation routes reflects the national preponderance of female applicants and admissions to undergraduate psychology degrees. In particular, small numbers for route three means that we cannot come to any reliable conclusions with regard to gender parity and makes it premature to interpret the drop in female numbers within period as a pattern. We will continue to monitor and develop an action if required.

Table 1: Widening participation routes – student numbers by gender

Academic session	Route 1		Route 2		Route 3	
	Male	Female (%)	Male	Female (%)	Male	Female (%)
2011/12	5	22 (81%)	4	16 (80%)	1	2 (67%)
2012/13	7	26 (79%)	9	31 (77%)	2	1 (33%)
2013/14	7	26 (79%)	2	22 (92%)	2	1 (33%)

### % Female WP Routes - Engagement

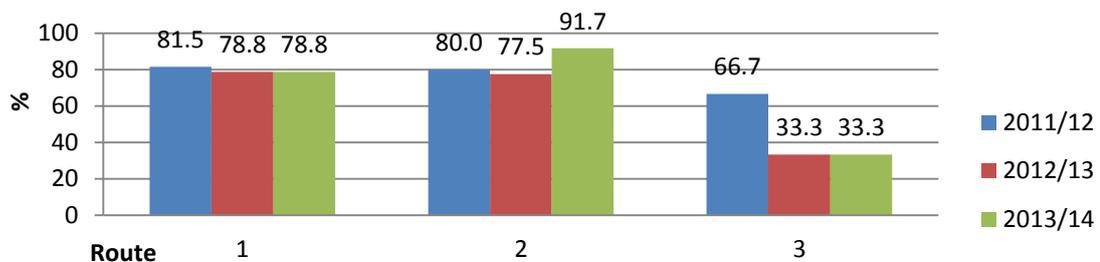
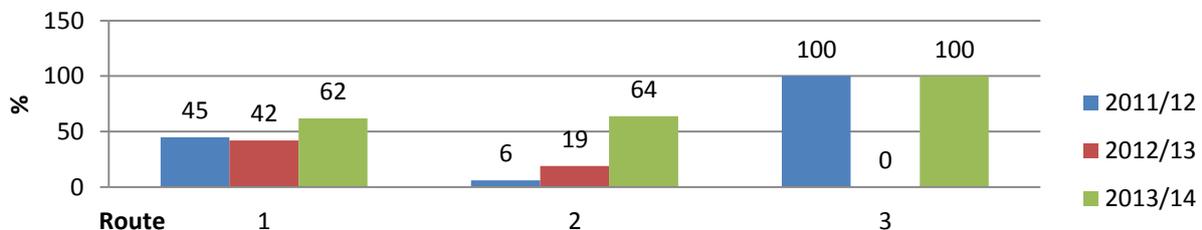


Table 2: Widening participation routes – student success (conversion rate) by gender

Academic session	Route 1		Route 2		Route 3	
	Male (conversion%)	Female (conversion%)	Male (conversion%)	Female (conversion%)	Male (conversion%)	Female (conversion%)
2011/12	3 (60%)	10 (45%)	1 (25%)	1 (6%)	1 (100%)	2 (100%)
2012/13	0 (0%)	11 (42%)	1 (11%)	6 (19%)	1 (50%)	0 (0%)
2013/14	2 (29%)	16 (62%)	2 (100%)	14 (64%)	2 (100%)	1 (100%)

### % Female WP Routes - Conversion



**ACTION 2:** Review access to Widening Participation routes and monitor for gender.

- (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.**

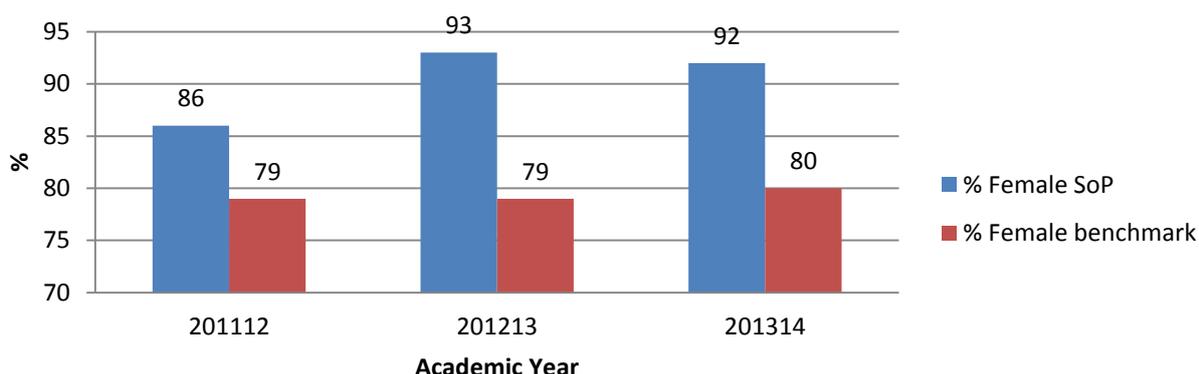
**(a) BSc Psychology**

This is a 3-year programme. Our entry requirements are AAB. As is the norm for undergraduate psychology degrees, the majority of our students are female and SoP has attracted slightly higher levels of females than the UK benchmarks. We will continue to monitor that our courses are equally welcoming to both genders, e.g., the presence of male students and staff at open days, in brochures, and on our website and will develop an action if required (Action 6; see reflective commentary on v[a]).

Table 3: BSc Psychology - student numbers in level 1 by gender

Academic session	Male SoP	Male benchmark	Female SoP (%)	Female benchmark (%)
2011/12	30	3535	186 (86%)	12995 (79%)
2012/13	13	3280	172 (93%)	12710 (79%)
2013/14	17	3600	193 (92%)	14245 (80%)

**BSc Psychology % Female SoP/Benchmark**



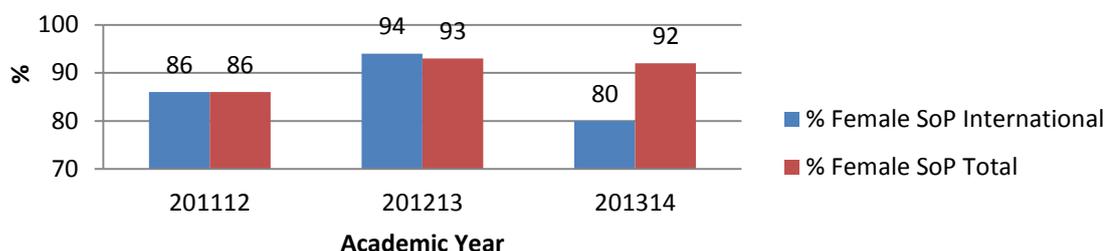
**(b) BSc Psychology (International)**

This 4-year programme is identical to the BSc Psychology in content, but includes one year of studying psychology at a university outside the UK. There are 200+ exchange partners across 30 different countries. Contractual arrangements mean that all must meet stringent academic criteria and the extremely high standards expected by the University of Leeds vis-à-vis the student experience. All students must initially register on the BSc Psychology degree programme. Applications to study abroad are made in Level 2 with successful students required to average at least 59 (2.1) in their level 2 work. The gender mix of students taking the International degree mirrors that of our BSc programme as a whole, with a slight drop in 2013/14 probably due to the small numbers.

Table 4: BSc Psychology (International) - student numbers graduating

Academic session	Male SoP	Female SoP (%)	Total female SoP (%)
2011/12	3	19 (86%)	86%
2012/13	1	16 (94%)	93%
2013/14	4	16 (80%)	92%

## BSc Psychology (International) % Female



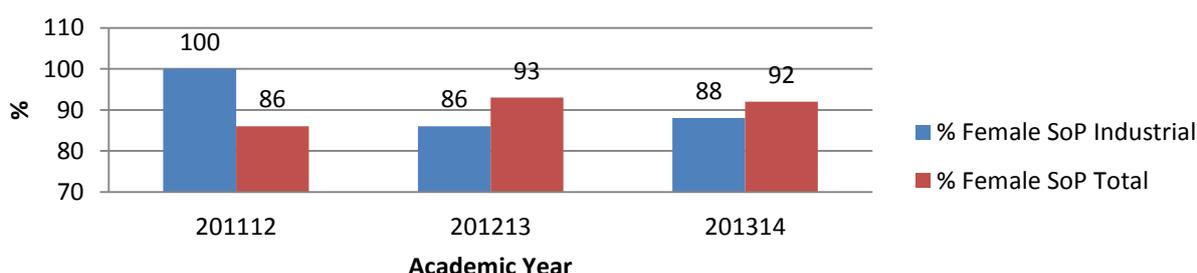
### (c) BSc Psychology (Industrial)

This 4-year programme is identical to the BSc Psychology programme in content, but it includes one year of work placement in the UK or abroad. All students must initially register on the BSc Psychology degree programme and applications for the work placement programme are made in Level 2 with successful students required to average at least 59 (2.1) in their level 2 work. This programme was piloted successfully in 2011/12 and the gender of mix of students taking the first year of the Industrial programme is similar to that of our BSc programme as a whole. The University Career Service actively assesses and monitors placements for relevance, quality and safety in partnership with SoP.

Table 5: BSc Psychology (Industrial) - student numbers graduating

Academic session	Male SoP	Female SoP (%)	Total female SoP (%)
2011/12	/	1 (pilot)	86%
2012/13	2	12 (86%)	93%
2013/14	3	22 (88%)	92%

## BSc Psychology (Industrial) % Female

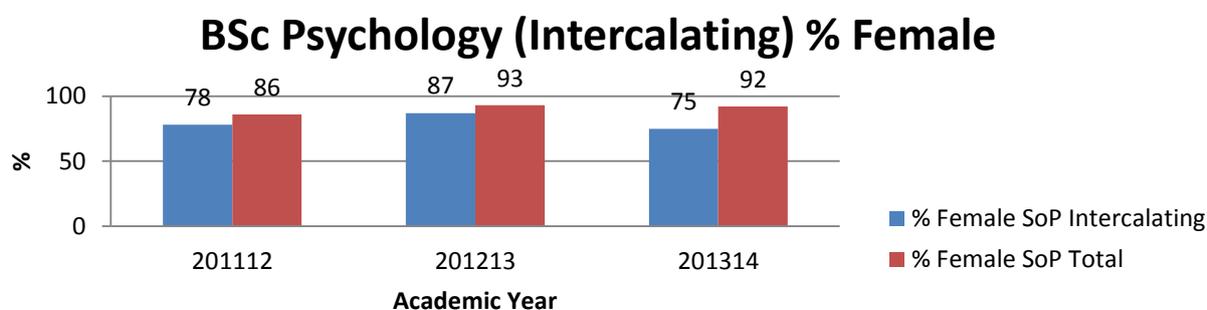


### (d) BSc Psychology (Intercalating)

Our 1-year intercalating programme enables medical students to develop a deeper understanding of human behaviour, a critical approach to theory and data, and undertake their own research project under supervision. Numbers of female medical students intercalating in psychology show a similar enough pattern to the BSc programme as a whole given the small numbers involved.

Table 6: BSc Psychology (Intercalating) - student numbers graduating<sup>1</sup>

Academic session	Male SoP	Female SoP (%)	Total female SoP (%)
2011/12	2	7 (78%)	86%
2012/13	2	14 (87%)	93%
2013/14	2	6 (75%)	92%



**ACTION 3:** Survey current undergraduate students to assess whether courses are equally welcoming to both genders.

- (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.**

**Taught Masters in Psychological Approaches to Health (PATH)/Memory and its Disorders (MAID)**

These 1-year (F/T) or 2-year (P/T) programmes cover material related to the impact of psychology on understanding health and of memory-related conditions. A good honours degree or appropriate healthcare professional qualification is required for admission and PATH is recognised for ESRC 1+3 awards. Due to staff leaving, MAID was discontinued after 2011/12, and numbers are relatively small, so figures for the two programmes have been combined. Numbers of female PGT students are similar to benchmarks with some within-period variation both ways due to the small numbers. We are planning to widen our M level provision, are hopeful of making it more attractive to both men and women, and will continue to monitor and develop an action as required (Action 6).

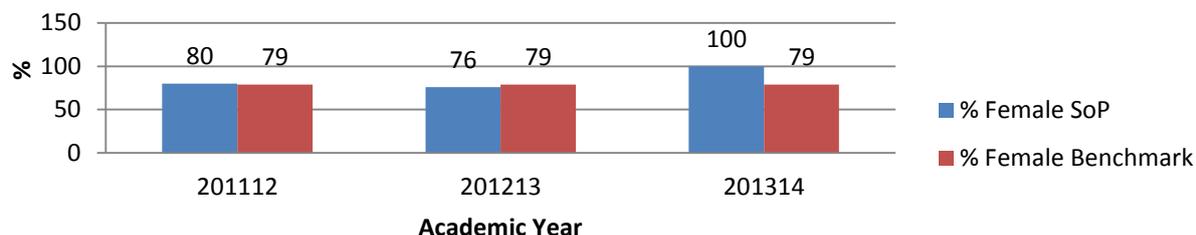
Table 7: PGT - student numbers

Academic session	Male SoP	Male benchmark	Female SoP (%)	Female benchmark (%)
2011/12	8	2795	32 <sup>2</sup> (80%)	10,415 (79%)
2012/13	6	2735	19 (76%)	10,210 (79%)
2013/14 <sup>3</sup>	0	2735	16 (100%)	10,210 (79%)

<sup>1</sup> No benchmarking available for Intercalating psychology students

<sup>2</sup> One part-time

## PGT - % Female SoP/Benchmark



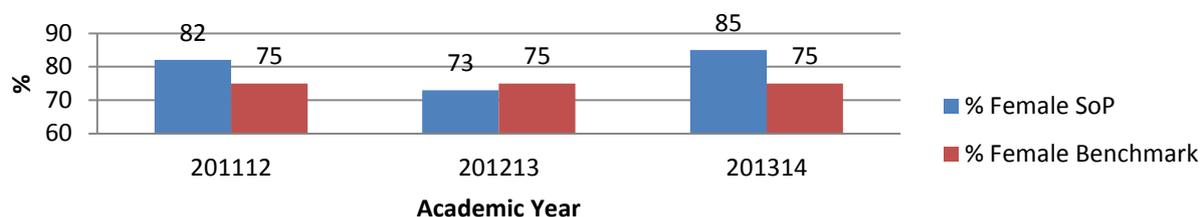
- (iv) **Postgraduate male and female numbers on research degrees – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.**

Benchmarks do not distinguish between PhD and MRes postgraduates so our student numbers have similarly been combined. Of the 6 part-time PGR students within period, two are male, indicating that this route has a reasonable gender mix. Numbers of female PGR students in SoP are similar to benchmarks with some within period variation due to the small numbers. We will continue to monitor and develop an action as required (Action 6).

Table 8: PGR - student numbers (PhD and MRes)

Academic session	Male SoP		Male B'mark <sup>4</sup>	Female SoP (%)			Female B'mark (%)
	F/T	P/T		F/T	P/T	%	
2011/12	1 <sup>5</sup>	1	1205	8	1	82%	3530 (75%)
2012/13	2	1	1230	7 <sup>6</sup>	1	73%	3615 (75%)
2013/14	2	0	1230	9	2 <sup>7</sup>	85%	3615 (75%)

## PGR - % Female SoP/Benchmark



**ACTION 4:** Survey current taught masters students to assess whether courses are equally welcoming to both genders

<sup>3</sup> Most recent available benchmark used – combines full- and part-time

<sup>4</sup> Benchmark combines full- and part-time data

<sup>5</sup> MRes

<sup>6</sup> Including one MRes

<sup>7</sup> Including one MRes

- (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.**

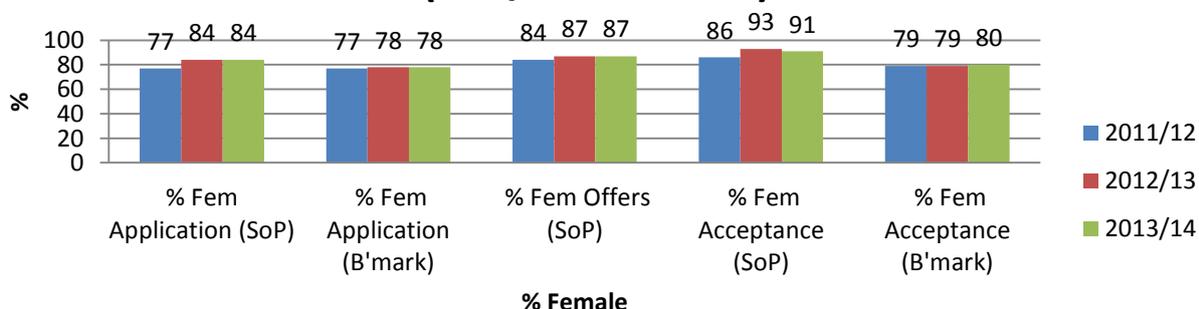
**(a) Undergraduate degrees (BSc programmes)**

(Non-widening participation) access to SoP is through UCAS – except for exchange programmes in which we accept international students for one year (e.g., ERASMUS, Junior Year Abroad). SoP makes, proportionally, slightly fewer offers to male than to female applicants which may be the reason why our undergraduate cohort is a little above benchmark. Offers are based on expected grades and so is gender-blind at the point in the process that offers are made. By implication, the reason for making fewer offers to men is that they are (as a group) more likely than are women (as a group) to be predicted lower grades than is our cut-off for offer and this is not under our control or susceptible to our influence. Moreover, UCAS does not allow variation of offer on the basis of gender. Our Open Days and promotional material are equally welcoming to both genders (e.g., pictures of both male and female students), Open Days include both male and female staff, and we showcase a wide variety of psychology areas to encourage applications and uptake of places from men.

Table 9: UG applications, offers & acceptances

Academic session	Applications (Male)		Applications (Female)(%)		Offers <sup>8</sup> (Male)	Offers (Female)(%)	Acceptances (Male)		Acceptances (Female)(%)	
	SoP	B'mark	SoP	B'mark	/	/	SoP	B'mark	SoP	B'mark
2011/12	259	22105	984 (77%)	74620 (77%)	132	699 (84%)	26	3535	167 (86%)	12995 (79%)
2012/13	187	19850	992 (84%)	70585 (78%)	93	629 (87%)	12	3280	160 (93%)	12710 (79%)
2013/14	259	21510	1316 (84%)	77190 (78%)	149	1009 (87%)	19	3600	183 (91%)	14,245 (80%)

**UG - % Female Applications, Offers, Acceptances (SoP/Benchmark)**



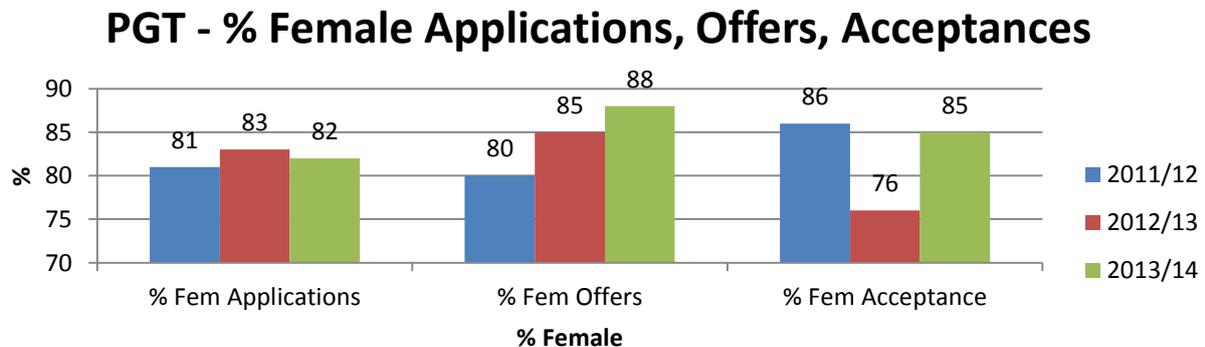
<sup>8</sup> No UCAS offers benchmarks available

**(b) Taught Postgraduate (MSc PATH/MAID [2010-2012])**

The majority of applicants to our PGT programmes are female which mirrors the benchmark for women on undergraduate psychology degrees, demonstrating that there is no ‘leaky pipeline’ at this transition point. Offers made to women for PGT are consistent with their application ratio. Conversion rates (application-to-accept) fluctuate with no clear gender pattern but with no suggestion of there being a gender bias in recruitment and selection processes and indicates that we uphold fair and equitable admissions practices. Conversion rates reflect the difficulties securing PGT funding and the fact that students usually apply to multiple programmes.

Table 10: PGT applications, offers, acceptances, conversions (application-to-accept)

Academic session	Appli's (Male)	Applications (Female)(%)	Offers <sup>9</sup> (Male)	Offers (Female)(%)	Accept's (Male)	Acceptances (Female)(%)	Male (conversion%)	Female (conversion%)
2011/12	24	102 (81%)	18	72 (80%)	5	31 (86%)	21%	30%
2012/13	16	79 (83%)	12	69 (85%)	6	19 (76%)	37%	24%
2013/14	13	59 (82%)	6	46 (88%)	4	23 (85%)	31%	39%



**(c) Research Postgraduate (PhD/MRes programmes)**

The majority of applicants to our PGR programmes are female and around or only slightly lower than the benchmark for women applicants on undergraduate psychology degrees (~78%) and offers made to women and their acceptance rates are consistent with their application ratio. Conversion rates (application-to-accept) fluctuate with no clear gender pattern but with no suggestion of there being a gender bias in recruitment and selection processes and indicates that we uphold fair and equitable admissions practices. Conversion rates reflect the difficulties securing PGR/MRes funding. There is a trend towards increasing numbers of female PGR and a rather low male conversion rate in 2013/14 (6% - but only of 17 applications). We interpret this as a normal variation given the restricted period studied, but will continue to monitor and develop an action as required (Action 6).

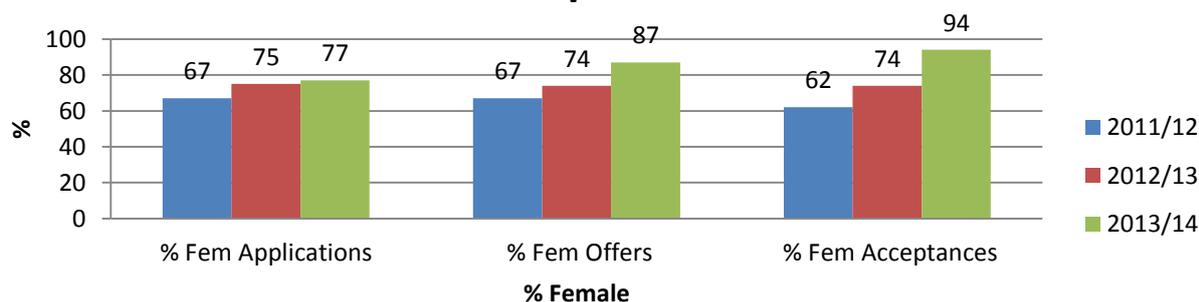
Table 11: PGR (PhD/MRes) applications, offers & acceptances (application-to-accept)

Academic session	Appli's (Male)	Applications (Female)(%)	Offers (Male)	Offers (Female)(%)	Accept's <sup>10</sup> (Male)	Acceptances (Female)(%)	Male (conversion%)	Female (conversion%)
2011/12	20	41 (67%)	9	18 (67%)	5	8 (62%)	25%	19%
2012/13	16	47 (75%)	5	14 (74%)	5	14 (74%)	31%	30%
2013/14	17	57 (77%)	3	20 (87%)	1	16 (94%)	6%	28%

<sup>9</sup> No UCAS offers benchmarks available

<sup>10</sup> Including deferred offers

## PGR (PhD/MRes) - % Female Applications, Offers, Acceptances



(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.

### (a) Undergraduate degrees (BSc programmes) classification by gender

Degree classifications awarded (1<sup>st</sup>, 2.1, 2.2, 3<sup>rd</sup>/pass) to female students is in line with the gender mix of the programme. Overall, women are not over- or under-performing in comparison to men except in the most recent two cohorts in which women achieved a particular high proportion of first (96%). However, one man also received a first in each of these cohorts and most did well, receiving 2.1 degrees. We interpret this as a normal variation given the restricted period studied, but will continue to monitor and develop an action as required (Action 6).

During the period studied, female intercalating medical students receive slightly more first class degrees than benchmarks for female psychology undergraduates as a whole – however numbers are small meaning that the figures must be interpreted with caution. However, the exceptional performance of these students is not surprising given the extremely high entry criteria for medical school and the huge motivation of students opting for an intercalating year.

Table 12: BSc Psychology – classification by gender

Academic session	2011/12				2012/13				2013/14			
	1st	2.1	2.2	3 <sup>rd</sup> /pass	1st	2.1	2.2	3 <sup>rd</sup> /pass	1st	2.1	2.2	3 <sup>rd</sup> /pass
Male	6	14	1	0	1	19	5	1	1	13	3	0
Male B'mark	390	1360	780	140	445	1600	815	150	445	1600	815	150
Female (%)	39 (87%)	100 (88%)	6 (86%)	0	28 (96%)	86 (82%)	7 (58%)	0	26 (96%)	91 (88%)	7 (70%)	1 (100%)
Female B'mark(%)	1830 (82%)	6710 (83%)	2810 (78%)	385 (73%)	1920 (81%)	7295 (82%)	2680 (77%)	395 (72%)	1920 (81%)	7295 (82%)	2680 (77%)	395 (72%)

## BSc Psychology - Classification by Gender

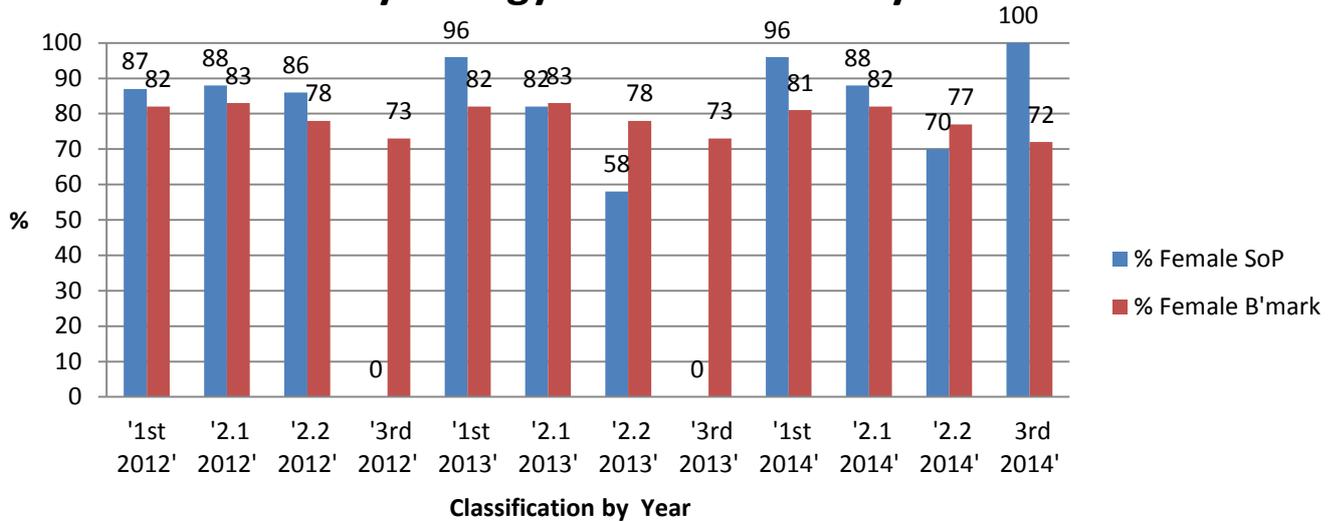


Table 13: BSc Psychology (International) – classification by gender

Academic session	2011/12				2012/13				2013/14			
	1st	2.1	2.2	3 <sup>rd</sup> /pass	1st	2.1	2.2	3 <sup>rd</sup> /pass	1st	2.1	2.2	3 <sup>rd</sup> /pass
Male	1	1	0	0	2	1	0	0	0	1	0	0
Male B'mark	390	1360	780	140	445	1600	815	150	445	1600	815	150
Female (%)	10 (91%)	5 (83%)	0	0	8 (80%)	9 (90%)	0	0	6 (100%)	10 (91%)	0	0
Female B'mark(%)	1830 (82%)	6710 (83%)	2810 (78%)	385 (73%)	1920 (81%)	7295 (82%)	2680 (77%)	395 (72%)	1920 (81%)	7295 (82%)	2680 (77%)	395 (72%)

## BSc Psychology (International) - Classification by Gender

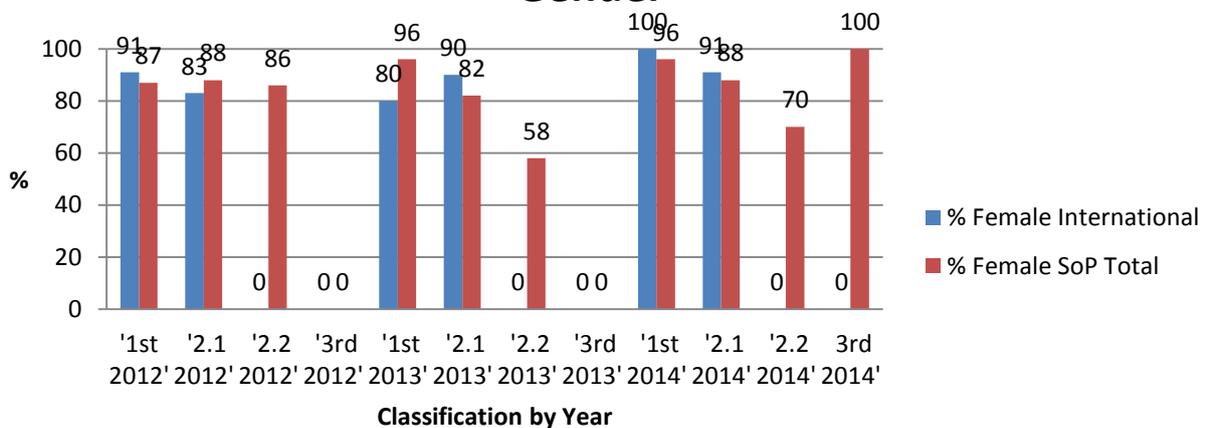


Table 14: BSc Psychology (Industrial) – classification by gender

Academic session	2011/12				2012/13				2013/14			
Results	1st	2.1	2.2	3 <sup>rd</sup> /pass	1st	2.1	2.2	3 <sup>rd</sup> /pass	1st	2.1	2.2	3 <sup>rd</sup> /pass
Male	/	/	/	/	0	0	0	0	0	2	0	0
Male B'mark	390	1360	780	140	445	1600	815	150	445	1600	815	150
Female (%)	/	/	/	/	0	1 (100%)	0	0	3 (100%)	7 (78%)	1 (100%)	0
Female B'mark(%)	1830 (82%)	6710 (83%)	2810 (78%)	385 (73%)	1920 (81%)	7295 (82%)	2680 (77%)	395 (72%)	1920 (81%)	7295 (82%)	2680 (77%)	395 (72%)

### BSc Psychology (Industrial) - Classification by Gender

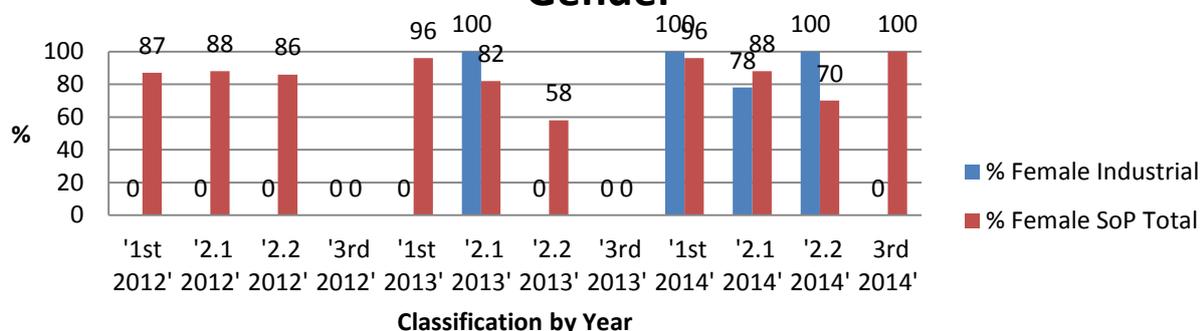
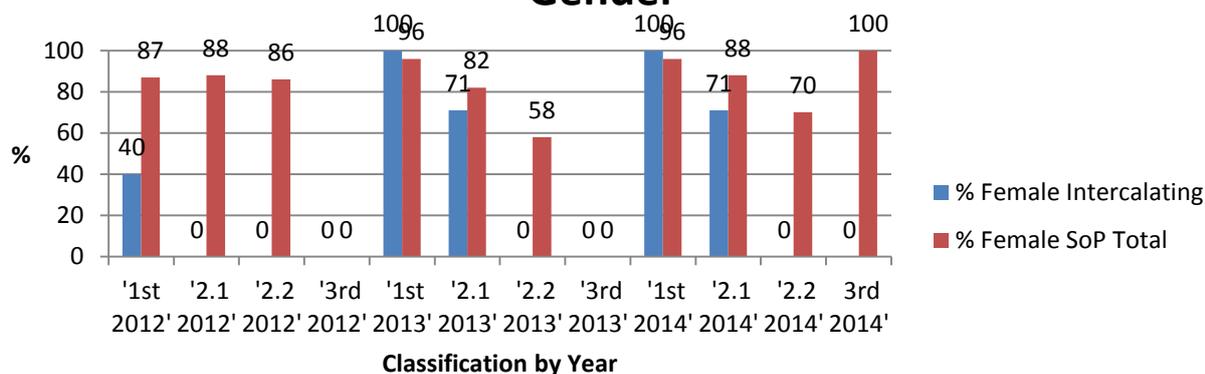


Table 15: BSc Psychology (Intercalating) – classification by gender

Academic session	2011/12				2012/13				2013/14			
Results	1st	2.1	2.2	3 <sup>rd</sup> /pass	1st	2.1	2.2	3 <sup>rd</sup> /pass	1st	2.1	2.2	3 <sup>rd</sup> /pass
Male	3	4	0	0	0	2	0	0	0	2	0	0
Female (%)	2 (40%)	0 (0%)	0 (0%)	0 (0%)	9 (100%)	5 (71%)	0 (0%)	0 (0%)	2 (100%)	5 (71%)	0 (0%)	0 (0%)

### BSc Psychology (Intercalating) - Classification by Gender



**(b) Taught Postgraduate (MSc) classification by gender**

Women have performed very well at Taught Masters level, obtaining all the Distinctions in academic years 2010/11 and 2011/12 and 80% of the Distinctions in 2012/13. The performance of men is still excellent and their lower number of Distinctions likely an artefact of the small number of men on the course. It is too soon to consider this a pattern and we will continue to monitor and to develop actions as necessary (Action 5).

Table 16<sup>11</sup>: Taught postgraduate (MSc) – classification by gender<sup>12</sup>

Academic session	2011/12			2012/13			2013/14		
	Dist	Merit	Pass	Dist	Merit	Pass	Dist	Merit	Pass
Male	0	7	1	1	3	2	0	0	0
Female (%)	11 (100%)	14 (67%)	6 (86%)	4 (80%)	19 (86%)	2 (50%)	3 (100%)	4 (100%)	6 (100%)

**ACTION 5:** Review taught masters programme for achievement wrt gender of students.

**(c) Research Postgraduate (PhD/MRes programme) completions by gender**

SoP is similar to benchmarks for women successfully completing research degrees. Only one doctoral student left the programme during the time studied: one man (studying part-time), was deemed a leaver having stopped attending supervision for a substantial period. There is no effect on success by gender or full-time/part-time status. Many of our PGRs have won awards (e.g., national and international conference posters prizes) and we celebrate this success through highlighting these achievements on the SoP website.

Table 17: Research postgraduate (PhD/MRes) – result by gender

Academic session	2011/12						2012/13						2013/14							
	PhD		MRes		Leaver		PhD		MRes		Leaver		PhD		MRes		Leaver			
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT		
Male	4	0	0	0	0	1 <sup>13</sup>	3	0	0	0	0	0	0	2	0	0	0	0	0	
Male B'mark	300		/		/		290		/		/		290		/		/		/	
Female (%)	9	1	0	0	0	0	8	0	0	0	0	0	0	8	1	0	1	0	0	
	(71%)		/		(0%)		(73%)		/		/		(82%)		/		/		/	
Female B'mark (%)	1070 (78%)		/		/		1195 (80%)		/		/		1195 (80%)		/		/		/	

**ACTION 6:** Set-up procedures for collecting, evaluating, and reporting student data so that we can keep numbers under review and take action where concerns are identified.

<sup>11</sup> No benchmarking is available

<sup>12</sup> Numbers are out of step with table 10 because part-time and deferred students are counted in the year in which their award was made

<sup>13</sup> PhD

## Staff data (2011/12 – 2013/14)

- (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.

Benchmarks demonstrate a consistent fall in the ratio of women to men – a ‘leaky pipeline’ – through the categories of Researcher, Lecturer, to Professor. That is, the proportion of women falls through job categories associated with increasing pay, status, and – in relation to Researchers – job security. SoP mirrors this pattern with the added detail that this attrition of women holds when Lecturers are further differentiated into Grade 8 and Grade 9. Moreover, all 9 ‘unhappy’ responses to the SoP STEM Culture Survey (Section 5) question about equal pay for work of equal value were from female staff.

**ACTION 7:** Set-up procedures for collecting, evaluating, and reporting staff data so that we can keep numbers under review and take action where concerns are identified.

Table 18: Academic staff male/female ratios by category –2011/12, 2012/13, 2013/14 (census date 1<sup>st</sup> May)<sup>14</sup>

Staff Category	Male (2011/12)	Female (2011/12) (%)	Total <sup>15</sup> (2011/12)	Male (2012/13)	Female (2012/13) (%)	Total (2013/14)	Male (2013/14)	Female (2013/14) (%)	Total (2013/14)
Researcher <sup>16</sup>	3	12 (80%)	15	5	14 (74%)	19	4	14 (78%)	18
Researcher benchmark	340	700 (67%)	1040	325	665 (67%)	990	325	665 (67%)	990
Lecturer Grade 7	0	1 (100%)	1	0	2 (100%)	2	1	2 (67%)	3
Lecturer <sup>17</sup> Grade 8	7	9 (56%)	16	6	12 (67%)	18	5	12 (71%)	17
Lecturer Grade 9	5	5 (50%)	10	7	4 (36%)	11	8	5 (38%)	13
Lecturer (all grades) b'mark	2000	3295 (62%)	5295	1565	1710 (52%)	3275	1565	1710 (52%)	3275
Professor	7	3 (30%)	10	6	3 (33%)	9	6	3 (33%)	9
Professor benchmark	405	165 (29%)	570	365	165 (31%)	530	365	165 (31%)	530
<b>Total</b>	<b>22</b>	<b>30 (58%)</b>	<b>52</b>	<b>24</b>	<b>35 (59%)</b>	<b>59</b>	<b>24</b>	<b>36 (60%)</b>	<b>60</b>

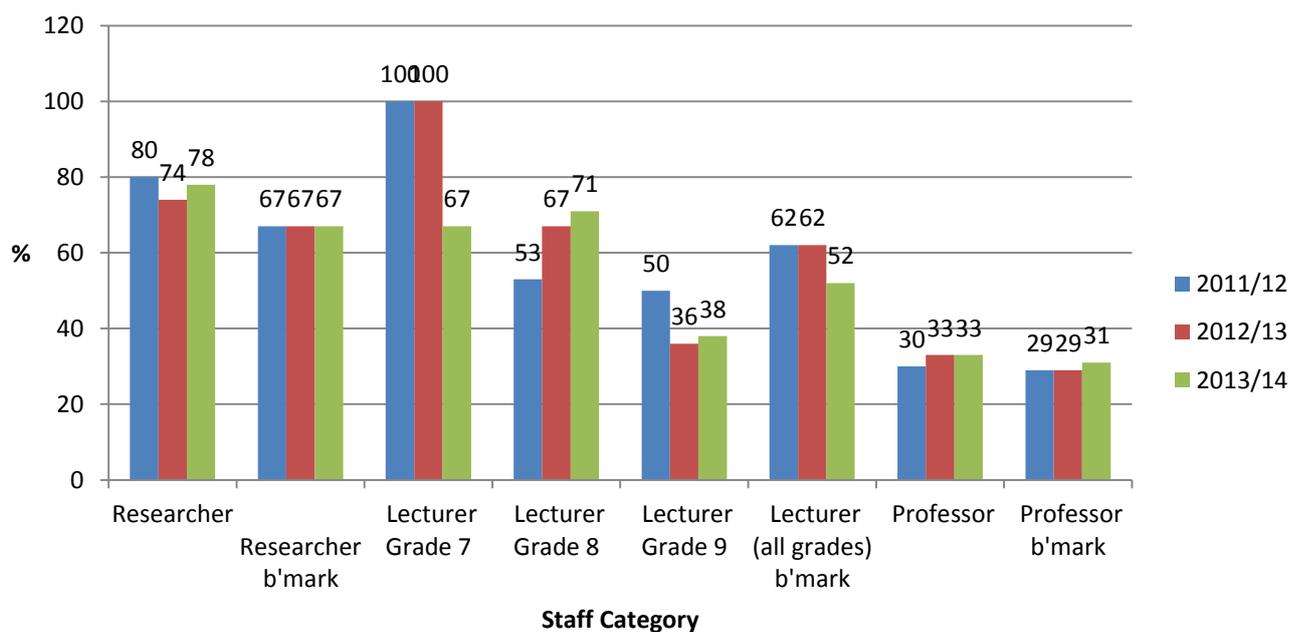
<sup>14</sup> Data is reported for simple number, not by FTE

<sup>15</sup> Most recent available benchmark used

<sup>16</sup> One female grade 8 researcher on permanent contract

<sup>17</sup> One female lecturer in School of Psychology is Teaching Only

## % Female Academic Staff by Category



- (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.**

The majority of leavers in the Researcher category are those on fixed-term appointments. In 2012 the UoL introduced a new policy to support the employment security of staff on fixed funding or fixed term contracts. Members of staff at risk of redundancy are entitled to join the redeployment register and can access support from Human Resources (HR) through their notice period. This includes the possibility of gaining additional time on the re-deployment register. SoP staff turnover data does not highlight any concerns. The fixed-term nature of Researcher contracts means that the higher turnover rates are to be expected and female Researcher turnover is in-line with total Researcher turnover in SoP. Of voluntary resignations (i.e., not fixed-term contract), 4 men and 3 women have left SoP in the period studied. All women were Grade 9: two gained promotion to Professor at another HEI and the other gained a permanent research-only post at another HEI. It is normal practice for staff leaving UoL to be offered the opportunity to complete an on-line questionnaire to record their views of their employment. Four SoP staff completed the on-line exit questionnaire during the period studied. The Faculty are currently reviewing how exit questionnaires are managed in order to improve the process. What we do know, is that no issues have been flagged to SoP with regard to the content of exit questionnaires in, at least, the last 7 years.

(2035 words)

Table 19: Turnover by grade and gender 2011/12 census date 1<sup>st</sup> May

Staff Category	Male total	Female total	Combined total	Male leavers	Female leavers	Leavers total	Male % turnover	Female % turnover	Total % turnover
Researcher	3	12	15	1	2	3 <sup>18</sup>	33%	17%	20%
Lecturer Grade 7	0	1	1	0	0	0	0%	0%	0%
Lecturer Grade 8	7	9	16	0	0	0	0%	0%	0%
Lecturer Grade 9	5	5	10	1	0	1	20%	0%	10%
Professor	7	3	10	1	0	1	14%	0%	10%

Table 20: Turnover by grade and gender 2012/13 census date 1<sup>st</sup> May

Staff Category	Male total	Female total	Combined total	Male leavers	Female leavers	Leavers total	Male % turnover	Female % turnover	Total % turnover
Researcher	5	14	19	1	3	4 <sup>19</sup>	20%	29%	21%
Lecturer Grade 7	0	0	0	0	0	0	0%	0%	0%
Lecturer Grade 8	6	12	18	1	0	1	17%	0%	6%
Lecturer Grade 9	7	4	11	1	2	3	14%	50%	27%
Professor	6	3	9	0	0	0	0%	0%	0%

Table 21: Turnover by grade and gender 2013/14 census date 1<sup>st</sup> May

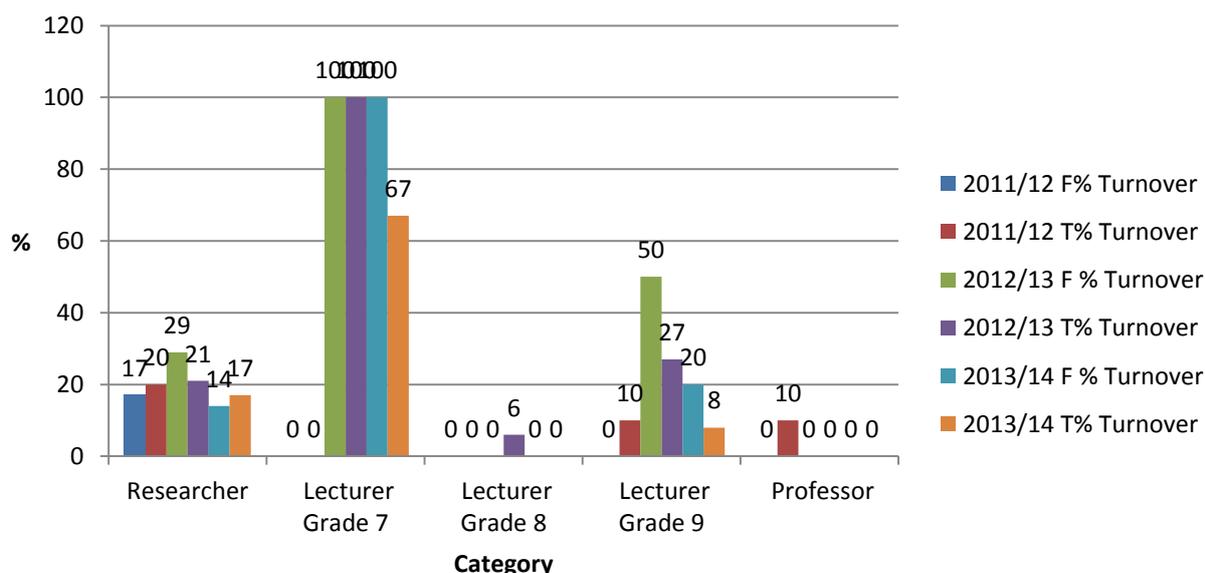
Staff Category	Male total	Female total	Combined total	Male leavers	Female leavers	Leavers total	Male % turnover	Female % turnover	Total % turnover
Researcher	4	14	18	1	2	3 <sup>20</sup>	25%	14%	17%
Lecturer Grade 7	1	2	3	0	2	2	0%	100%	67%
Lecturer Grade 8	5	12	17	0	0	0	0%	0%	0%
Lecturer Grade 9	8	5	13	0	1	1	0%	20%	8%
Professor	6	3	9	0	0	0	0%	0%	0%

<sup>18</sup> Fixed term

<sup>19</sup> Fixed term

<sup>20</sup> Fixed term

## % Female Turnover by Category



#### 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.

We gave the collection and presentation of this data the most careful consideration. Instead of presenting applications, interviews and job appointments by year, we took the difficult path of tracing applications, interviews and appointment by POST because we considered this to give us the most MEANINGFUL data. This proved very difficult (hence the incomplete data presented prior to 2013/14) because our university system is not geared up to do this. The University introduced recruitment system 'I-grasp' in February 2011 which provides only partial reporting of data for session 2010/11 since earlier data is not available. The reporting function on the e-recruitment system is dependent on users consistently updating applications to correspond with the relevant stage of the recruitment process. Where this has not happened, the figures reported may not reliably reflect the actual numbers of applications, interviews and appointments to a post. The application process allows applicants to choose not to complete the data field for gender, hence the number of 'undeclared' respondents indicated below. To make the tables meaningful, applications and interview data are allocated to the time point at which applications to the post closed. Applications have been divided into 'internal' and 'external' process because posts are advertised internally through redeployment (in order to keep talent in-house) for a short period and are advertised externally only if no suitable internal candidate is appointable.

In preparing this application we have therefore identified a significant failing at institutional level in monitoring the appointment processes for equality and are now engaged in serious discussion with the university to improve data capture. It has proved very difficult to collect meaningful data retrospectively for applications and interviews<sup>21</sup> and, hence, difficult to draw meaningful conclusions. However, our data capture is much improved for cohort 2013/14 because we kept on top of this throughout the year (School initiative<sup>22</sup>). It appears, tentatively, that SoP has a reasonably good record of selecting female applicants for interview and job offer, although this is primarily at the lower grades. Images related to SoP staff on the website and in documentation show a gender balance, requirements of the person specification are scrutinised by HR to make sure that it is not gender-biased, and short-listing is conducted by a mixed-gender panel. Where a post involves teaching, all staff feed into selection through attending candidate presentations and providing comments to the interview panel. More general scrutiny of applications - and at an earlier stage - is prohibited by HR policy due to applicant due to respect for applicant privacy at a point at which their application may not be taken further.

**ACTION 8:** Collect and analyse recruitment data vis-à-vis gender to identify areas for action where appropriate.

Table 22a: Applications to posts (internal process: redeployment or validation interview)

Staff Category	Male (2011/12)	Female (2011/12) (%)	Un-declared (2011/12)	Male (2012/13)	Female (2012/13) (%)	Un-declared (2012/13)	Male (2013/14)	Female (2013/14) (%)	Un-declared (2013/14)
Researcher	1	/	/	1	4 (80%)	0	0	1 (100%)	0
Lecturer/ Assistant Prof	/	/	/	/	/	/	1	0 (0%)	0
Senior Lect/ AssociateProf /Reader	/	/	/	/	/	/	0	0	0
Professor	/	/	/	/	/	/	0	0	0

Table 22b: Applications to posts (external process)

Staff Category	Male (2011/12)	Female (2011/12) (%)	Un-declared (2011/12)	Male (2012/13)	Female (2012/13) (%)	Un-declared (2012/13)	Male (2013/14)	Female (2013/14) (%)	Un-declared (2013/14)
Researcher	9	26+?	142	27	56 (67%)	4	81	128 (54%)	28
Lecturer/ Assistant Prof	2+?	3+?	?	3+?	8+?	?	14	11 (44%)	0
Senior Lect/ AssociateProf /Reader	/	/	/	?	?	?	0	0	0
Professor	/	/	/	9	2 (18%)	0	0	0	0

<sup>21</sup> A graph has therefore been provided for appointments only in this submission

<sup>22</sup> Clearer Indication of School of Psychology *School initiatives* – as opposed to *University of Leeds initiatives* – was specifically requested by ECU in School of Psychology Athena SWAN submission feedback. By indicating ‘School initiative’ in brackets within the text we draw attention to activities additional to those provided by UoL and more tailored to our local needs

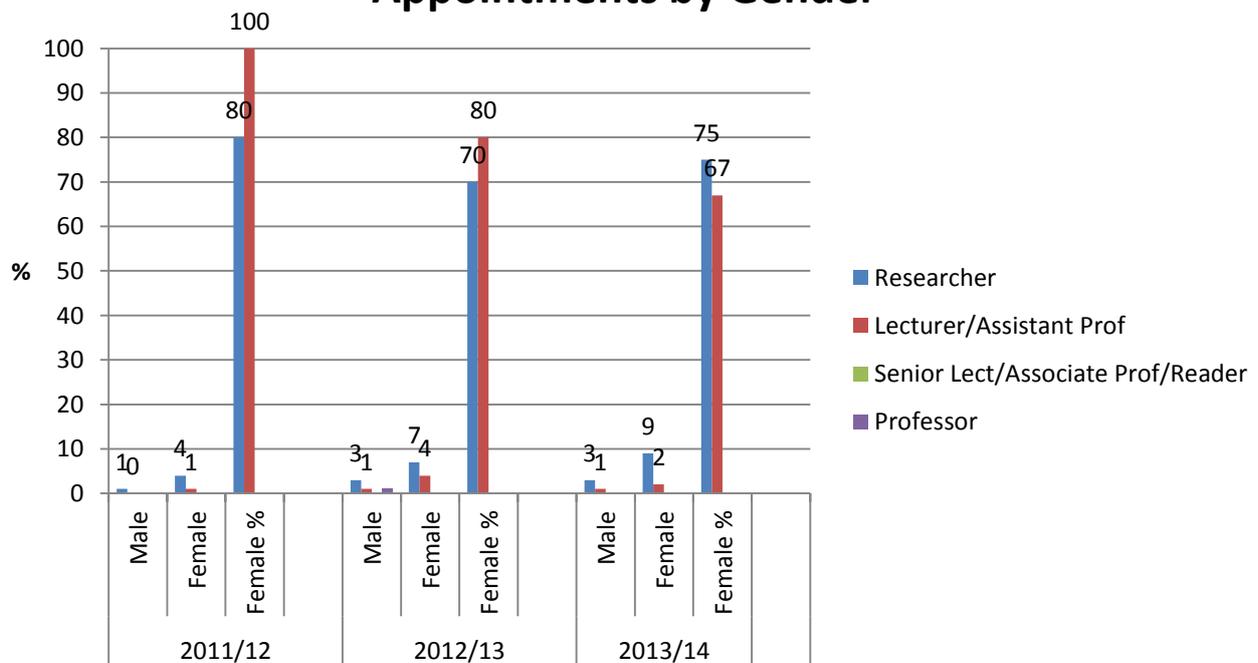
Table 23: Interviews for posts

Staff Category	Male (2011/12)	Female (2011/12) (%)	Un-declared (2011/12)	Male (2012/13)	Female (2012/13) (%)	Un-declared (2012/13)	Male (2013/14)	Female (2013/14) (%)	Un-declared (2013/14)
Researcher	4	11 (73%)	0	4	15 (79%)	0	13	16 (55%)	0
Lecturer/ Assistant Prof	5	4 (44%)	0	3	8 (73%)	0	4	2 (33%)	0
Senior Lect/ Associate Prof /Reader	/	/	/	0	2 (100%)	0	0	0	0
Professor	/	/	/	4	0	0	0	0	0

Table 24: Appointments to posts (census date 1<sup>st</sup> May)

Staff Category	Male (2011/12)	Female (2011/12) (%)	Male (2012/13)	Female (2012/13) (%)	Male (2013/14)	Female (2013/14) (%)
Researcher	1	4 (80%)	3	7 (70%)	3	9 (75%)
Lecturer/ Assistant Prof	0	1 (100%)	1	4 (80%)	1	2 (67%)
Senior Lect/ Associate Prof /Reader	/	/	0	0	0	0
Professor	/	/	1 (100%)	0	0	0

### Appointments by Gender



- (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.**

Slightly more men than women have applied for promotion in SoP in the period studied in terms of actual number (5 vs. 4) however, a lower *percentage* of female academic staff relative to their total number have applied for promotion. This must be interpreted within the context that a higher number of women are on fixed term researcher contracts, many of which are not long enough to facilitate in-post promotion. This is, itself, a gender issue but one that will be considered in relation to fixed-term contacts below. In relation to non-research staff, one woman and one man achieved internal promotion to Grade 10 (Professor), and two women and three men achieved internal promotion to Grade 9 within period. At present, staff self-identify for promotion in discussion with their assigned ‘PAL’ (Professorial Academic Lead – see next section) and through the yearly Staff Review & Development Scheme (SRDS) meeting in which aspirations are identified, agreed, and communicated in writing to the Head of School along with appropriate actions. PALs, and all SRDS reviewers, receive compulsory training from the Staff & Departmental Development Unit (SDDU) in association with Faculty HR and adherence is monitored at school level by an administrator (School initiative). Engagement with SRDS is a University requirement but with monitoring and reminders (School initiative) SoP has raised completion rates to 100%.

Table 25: Applications for promotion and success rates by gender & grade 2011/12 census 1<sup>st</sup> May

Grade to	Male applied	Female applied	Male successful	Female successful	Male % Success rate	Female % success rate

Table 26: Applications for promotion and success rates by gender & grade 2012/13 census 1<sup>st</sup> May

Grade to	Male applied	Female applied	Male successful	Female successful	Male % success rate	Female % success rate

Table 27: Applications for promotion and success rates by gender & grade 2013/14 census 1<sup>st</sup> May

Grade to	Male applied	Female applied	Male successful	Female successful	Male % success rate	Female % success rate

**ACTION 9:** Improve guidance and training for reviewers and reviewees in relation to the Staff Review and Development Scheme with regard to identifying and encouraging staff to apply for promotion.

**ACTION 10:** Initiate an Academic Promotions Workshop Group open to all members of academic staff to encourage, inform, and support staff to plan their career, understand the promotion criteria, work-up application documentation on an on-going basis, and provide peer and expert support.

**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) 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.**

SoP applies the University’s recruitment and selection policy with aim of ensuring consistent procedures and fair criteria so that the best person is appointed who meets criteria of the job specification and that the wording of job advertisements is gender impartial. In accordance with University policy, single gender interview panels are not permitted unless, by exception, this is approved by Head of Faculty HR and that the Chair has undertaken University equality training. Moreover, HR representation is provided on formal interview panels. In accordance with University policy, where appropriate, SoP advertises vacancies as available for job share. SoP has an informal expectation that all SoP staff members of interview panels within SoP – and not only the Chair - have undertaken University equality training, and this is checked by an administrator (School initiative). However, there is as yet no formal policy in this regard. All recruitment advertising includes the AS logo and the following statement: "The University of Leeds is committed to providing equal opportunities for all. The university is a charter member of Athena SWAN and holds the Bronze award. We will be happy to consider job share applications and are committed to flexible working for all our employees."

**ACTION 11:** Formalise School of Psychology policy that all SoP staff members of interview panels within SoP are required to undertake University equality and diversity training.

- (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.**

As part of the University's Equality Strategy, the University offers all female staff, from grade 5 and above, the opportunity to attend a personal development programme for women entitled 'Springboard'. This is designed to enable women to achieve greater recognition and influence and to fulfil their potential in both their work and personal lives by providing the tools to develop themselves and their careers. In period 2011/12 and 2012/13 no women in SoP attended a Springboard programme. We have made progress and, with clearer advertising within SoP through a presentation at a Departmental Meeting (School initiative), 3 women (2 academic; 1 support) completed the programme in 2013/14. Since 2003, the University has provided a yearly high level, strategic training programme entitled 'Tomorrow's Leaders' for staff in, and progressing towards, leadership roles. This is a year-long workshop, active learning set, and mentoring programme that requires nomination by Head of School, completion of an application form, and selection by a University level committee. A total of 4 female and 6 male members of SoP have completed a Tomorrow's Leaders programme since it started, with nominations request by the organisers from Head of School only. One female Professor has, in the period studied, attended three short courses on the University's Leadership Development Programme for Senior Leaders, but only 5 women had attended any UoL WiSET (Women in Science, Engineering & Technology network) meetings before academic year 2012/13. This suggested that WiSET is not well-known and/or is not considered relevant to female staff in SoP – indeed, 6 female (vs 2 male) SoP staff reported being 'unhappy' with mentoring and networking opportunities (STEM Culture Survey, Section 5). However, with better advertising within SoP through a presentation at a Departmental Meeting (School initiative) and a postgraduate seminar (School initiative), encouragingly 8 women attended a WiSET meeting in 2013/14 (out of a total of 36 female academic staff).

**ACTION 12:** Review and revise information regarding mentoring opportunities within and external to School of Psychology.

Personal development support is provided via probation and annual Staff Review & Development Scheme. SoP has also run a mentoring system (School initiative) for some years with each member of staff choosing, or being allocated with consultation to, a suitable senior colleague to act as mentor. In academic session 2012/13, SoP moved to an internally-created system in which each member of academic staff has both a mentor (holistic, personal development and advice) AND a 'PAL' (Professorial Academic Lead) (School initiative). Each PAL has been charged with providing leadership and guidance to a small number of academic staff. This system means that all staff should benefit from an official relationship to a mentor and a SoP Professor best placed to offer them guidance and which can be changed at the request of the mentee. A major reason for the change was to help staff feel comfortable approaching a named Professor for support. The PAL system does not foreclose staff from approaching other senior members of SoP for guidance where appropriate. The PAL also acts as the Staff Review & Development Scheme reviewer (training provided, see Section 4a[ii] above), facilitated in this role by sustained contact with reviewees over the year. One female

Professor has a female mentor/ Staff Review & Development Scheme reviewer outside SoP which has been incorporated successfully into the Professorial Academic Lead system.

**ACTION 13:** Ensure that information regarding the ‘Springboard’ programme is promoted effectively and to monitor the numbers of staff attending from School of Psychology.

**ACTION 14:** Review procedures for selecting staff for nomination for the ‘Tomorrow’s Leaders’ programme, make changes where necessary, and monitor for gender equity.

**ACTION 15:** Promote the Women in Science, Engineering & Technology network to female research and academic staff.

### **Career development**

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

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

Driven by transparency and fairness, the University revised promotions procedures and criteria in 2009-10. Criteria are clearer, focus on quality rather than quantity, and open a number of promotional routes including through teaching or enterprise. The categories of Senior Lecturer and Reader were merged given that women were more likely than men to progress to Reader, rather than to apply directly for a Chair.

The University’s appraisal process - Staff Review & Development Scheme - provides staff with an annual structured conversation that aims to “look back at the contribution that has been made by an individual and to look forward and make plans for the coming twelve months”. The process takes into account the whole role fulfilled by each member of academic staff (including teaching, research, administration, pastoral work and outreach work), and staff are encouraged to seek feedback from colleagues on their work performance. However, whilst the issue of promotion is included within the Staff Review & Development Scheme agenda, it is not clear if this process is consistent with regard to identifying suitable candidates for promotion. The University’s promotions exercise and criteria appear equitable in terms of gender and the University has a system of promotion advisers to assist staff, although they are permitted to comment only on the procedural nature of the process and are not well known within SoP. A need is identified for more active encouragement and support of staff towards promotion at a local level (School initiative) (see also Action 10).

**ACTION 16:** Communicate the role of the Professorial Academic Leads, promotions advisers, and principal investigators in supporting and advising staff on their promotion prospects and the promotion process.

- (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?

New staff induction is guided by an allocated senior member of staff. Staff on probation follow the University's arrangements for probation and are advised and guided by their allocated probation advisor. The University provides detailed Induction Guidelines for new members of staff together with a checklist for those with responsibility for new members of staff. These guidelines are provided on the University's HR website and are used to provide new staff with a comprehensive induction pack. However, these guidelines do not include any information on equality and diversity or flexible working or (for new female staff) what is available to support women's career progression such as Springboard or the University's Women in Science, Engineering & Technology network. It is also not clear that induction is tailored to the local SoP environment and so requires a School-level initiative (Action 10). In relation to training, SDDU provides a comprehensive range of positively reviewed training and development opportunities for all levels of staff which are regularly advertised by email. Encouragement from Professorial Academic Leads through the annual Staff Review & Development Scheme process provides further opportunities for discussion of relevant training and development needs and the means to address them. SoP is working with the University towards full implementation of the Concordat to Support the Career Development of Researchers (School initiative, see Action 22).

**ACTION 17:** Review School-level Induction Packs to ensure all relevant information, advice and guidance is incorporated, including the University's flexible working, family friendly policies, and equality and diversity policies, together with statements relating to the University's commitment to Athena SWAN and (where relevant) opportunities to support women's career progression.

- (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.

UG students: SoP has continued to modify and enhance the UG Personal Tutor system in light of informal and formal student feedback (i.e., module and programme review, and National Student Survey) (School initiative). The emphasis of the system is to provide continuity of individualised support across the undergraduate degree, meaning that, where possible, students remain with the one allocated personal tutor to facilitate in-depth knowledge of individual students, their specific needs and development. At levels 1&2, personal tutors also act as the academic tutor and guide their small group of tutees (around 7-9 students in each level) through a well-structured series of topic-, skill-, and developmentally-focused meetings, which includes the provision of individualised feedback and discussion of marked work. At level 3, personal tutors focus on developmental progress with subject-specific academic support embedded fully within modules. From academic session 2013/14 this level 3 strategy is being implemented also at level 2. Requests for a change of personal tutor – including a change to a tutor the same gender as the student - are accommodated where at all possible, but this opportunity may not be

well-known. Students are also made aware of the many central resources the University offers, including the 'LeedsforLife' on-line facility for guiding and logging personal development which, for 2013/14, was personalised for SoP students (School initiative). In addition, there is a series of careers events provided within SoP (School initiative) with the support of the Careers Service which receives excellent student evaluation. All academic staff contribute to personal tutoring of UG students and this work – down to specific number of allocated personal tutees - is formally recognised in the SoP workload model (WLM), as is the role of Director of Careers (School initiative). This allows monitoring of activities, such as personal tutoring, within the WLM for gender equity (Action 23).

PGT students: All students attending PGT programmes are assigned a Personal Tutor – a role fulfilled by both male and female staff - to assist with professional development and to overview performance and welfare. Requests for a change of personal tutor are accommodated where at all possible, but again this opportunity may not be well-known. PGT students are invited via e-mail to the SoP Seminar Series which include opportunities for networking (School initiative). PGTs have access to the Careers Service and are invited to all relevant SoP career events (School initiative). SoP has taken care to facilitate PGT access to these events, for example through changing a timetabled lecture to allow PGTs to attend the SoP 'Clinical Psychology Career Event' organised in association with the Careers Service. The SoP Director of Careers has clarified that Faculty Employability meetings are careful to consider opportunities to support the career development of PGTs (School initiative). Female PGTs can attend the University's Women in Science, Engineering & Technology network which organises monthly workshops on career progression and provides networking opportunities. This opportunity may not be well-known (Action 19).

PGR students: A Faculty level and local SoP induction programme (School initiative) is provided for PGR students which includes a presentation from the Careers Service. All PGRs are required to write and log a training plan and to update this plan at least on a yearly basis as part of their annual review. This plan will include training provided by SDDU, training and PGR conferences available through the White Rose Doctoral Training Centre (Universities of York, Sheffield, and Leeds), special training courses external to the university, and conference attendance – with a training support budget provided to all PGRs by SoP the amount of which is agreed at Faculty level. The annual SoP PGR conference is organised by the students themselves and includes a keynote from an alumni entitled 'Life after the PhD' (School initiative). PGRs are required, as part of their training, to attend SoP Research Seminars which provide a wide range of experts with whom to discuss cutting-edge research (School initiative). Informal discussions with visiting experts are facilitated through after-seminar meetings which can extend to career advice and cognizance of employment opportunities. SoP also provides an annual in-house PGR training day which includes presentations from experts within SoP, from the wider university, and beyond (School initiative) and SoP provides a ½ day workshop on 'Building towards an academic career' (School initiative). PGRs have opportunities to develop teaching experience and have access to training organised by Faculty and within SoP organised by the PG Teaching Co-ordinator in association with SDDU (School initiative). All PGRs have access to the Postgraduate Research Tutor with whom they meet on, at least, an annual basis to discuss their progress, training, and wider aspirations.

Feedback from the University Research Postgraduate Experience Survey indicates that SoP PGRs would like to feel more integrated into the research culture of the School and so an

additional seminar series for PGRs was initiated in 2013/14 which incorporate more personal communication with PGRs about the research and career trajectories of academic staff within SoP and beyond (School initiative). PGR representatives are elected by each year cohort who consult on and influence all relevant matters. Female PGRs can attend the University's Women in Science, Engineering & Technology network which organises monthly workshops on career progression and provides networking opportunities, but this opportunity may not be well-known (Action 19).

**ACTION 18:** Add the following statement to both the undergraduate and PGT handbooks: "A request for a change of personal tutor, for example on the grounds of gender match, will be accommodated where possible" and monitor for continued inclusion in successive iterations of the handbooks.

**ACTION 19:** Promote the Women in Science, Engineering & Technology network to PGT and PGR students.

**ACTION 20:** Increase PGRs integration into the research culture of School of Psychology through introduction of a new seminar series in which a range of academics will share experiences of developing their career pathway.

## Organisation and culture

- a) **Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.**
- (i) **Male and female representation on committees – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.**

In table 28, committees have been divided into those within SoP and those at Faculty level. Committees include both academic and non-academic staff, so these broad categories of staff have been separated and non-SoP committee members excluded from figures. SoP committee membership shows trends towards gender differentiation. 'Female-light' committees within SoP are the Senior Management Team, Research & Innovation, Resources, with the Ethics Committee on the 'female-heavy' side. These gender trends, arguably, are consistent with gender stereotyping which should be avoided (i.e., that women undertake the relatively low profile, routine but detailed work of screening ethics applications while men sit on the strategic, decision-making committees). Senate membership is appointed democratically through self-nomination, seconding, and vote. Academic leadership roles in SoP, which determine membership of certain committees are now filled through an open and transparent application and interview process (School initiative, see section b[i]). However, a need is identified to encourage and support women to apply for these SoP posts, to prepare strategically to gain experience to facilitate successful application, and to appreciate the career benefits to so doing.

**ACTION 21:** Review, make changes where necessary, and monitor procedures of appointing academic leadership roles and examine the terms of reference and membership criteria of School of Psychology committees with the explicit aim of taking action to addressing, and minimising, gender disparities.

Table 28: Committee constitution by gender

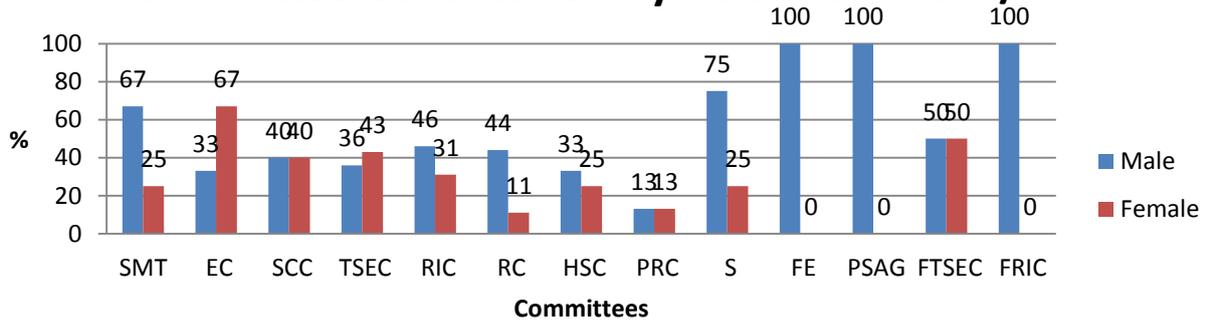
	2011/12				2012/13				2013/14			
	M		F		M		F		M		F	
	Ac	NAc	Ac (%)	NAc	Ac	NAc	Ac (%)	NAc	Ac	NAc	Ac(%)	NAc
<b>SoP Committees</b>												
School Senior Mgt Team	8 (67%)	0	3 (25%)	1	6 (60%)	0	2 (20%)	2	6 (60%)	0	2 (20%)	2 (20%)
Ethics Committee	1 (33%)	0	2 (67%)	0	1 (33%)	0	2 (67%)	0	2 (25%)	0	6 (75%)	0
Special Cases Committee <sup>23</sup>	2 (40%)	0	2 (40%)	1	2 (40%)	0	2 (40%)	1	3 (30%)	0	6 (60%)	1
									1 (25%)	0	2 (50%)	1
School Taught Student Education Committee	5 (36%)	1	6 (43%)	2	7 (35%)	1	9 (45%)	3	8 (40%)	0	8 (40%)	4 (20%)
Research and Innovation Committee	6 (46%)	0	4 (31%)	3	7 (44%)	1	5 (31%)	3	9 (45%)	1	6 (30%)	4
Resources Committee	4 (44%)	2	1 (11%)	2	3 (37%)	2	0 (0%)	3	The Resources Committee was disbanded at the beginning of 2013/14 session			
Health and Safety Committee	4 (33%)	2	3 (25%)	3	4 (33%)	2	3 (25%)	3	7 (37%)	2	8 (42%)	2
Postgraduate Research Committee	2 (13%)	2	2 (13%)	9	1 (8%)	0	3 (23%)	9	1 (8%)	0	1 (8%)	11 (84%)
<b>University Committees</b>												
Senate	3 (75%)	0	1 (25%)	0	3 (60%)	0	1 (20%)	0	4 (66%)	0	2 (33%)	0
Faculty <sup>24</sup> Executive	1 (100%)	0	0 (0%)	0	1 (100%)	0	0 (0%)	0	1 (100%)	0	0 (0%)	0
Programmes of Study & Audit Group	2 (100%)	0	0 (0%)	0	1 (100%)	0	0 (0%)	0	2 (100%)	0	0 (0%)	0
Faculty Taught Student Education Committee	2 (50%)	0	2 (50%)	0	2 (40%)	0	3 (60%)	0	2 (50%)	0	2 (50%)	0
Faculty Research and Innovation Committee	2 (100%)	0	0 (0%)	0	2 (100%)	0	0 (0%)	0	2 (100%)	0	0	0

Notes: Ac=Academic staff, NAc=Non-academic staff (including academic-related, support, students); table does not include non-SoP committee members (such as faculty representatives); constitution at the commencement of the academic year

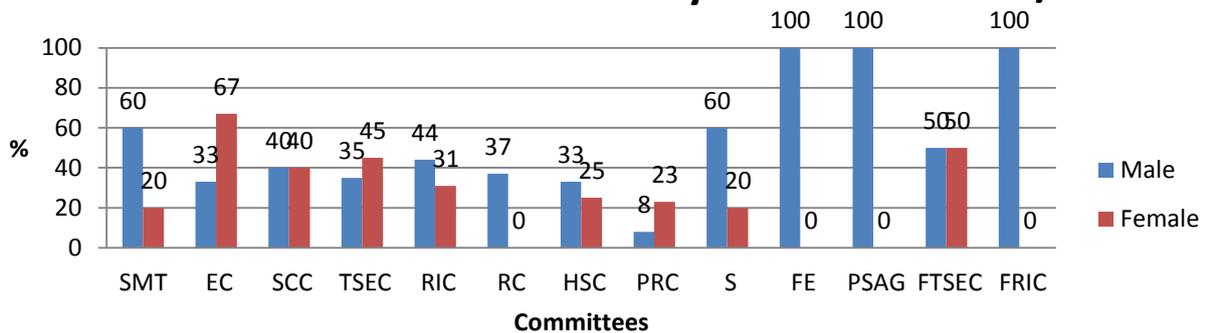
<sup>23</sup> In 2013/14 split into undergraduate (top row) and taught postgraduate (bottom row)

<sup>24</sup> Head of School

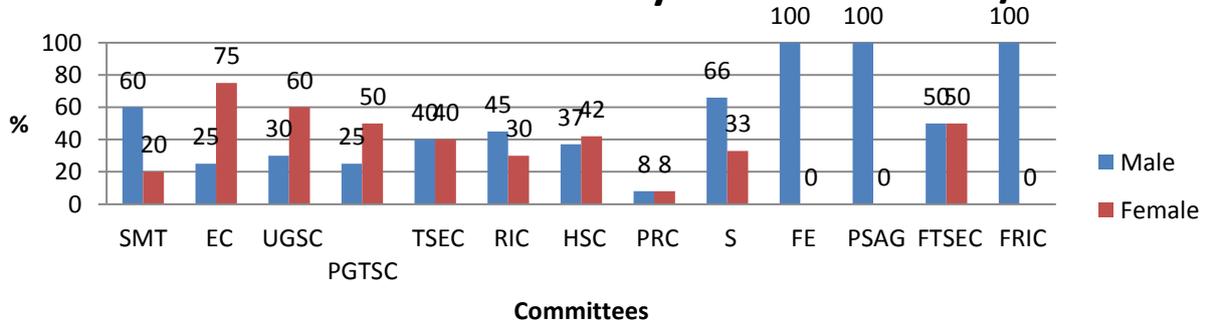
### Committee Constitution by Ac Gender 2011/12



### Committee Constitution by Ac Gender 2012/13



### Committee Constitution by Ac Gender 2013/14



- (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.**

From April 2012 the University initiated a procedure to support the employment security of staff on fixed funding or fixed term contracts whereby colleagues with more than 3-years' service are moved to permanent fixed funding contracts. There are more women than men on fixed term contracts. However, the majority of staff on fixed-term contracts are at the researcher grade (normally grades 6 & 7) where female staff are also in a majority (see Section 3 [vii] c). These figures point to a need to be pro-active in providing our research staff with career advice and mentoring to support them in planning for a

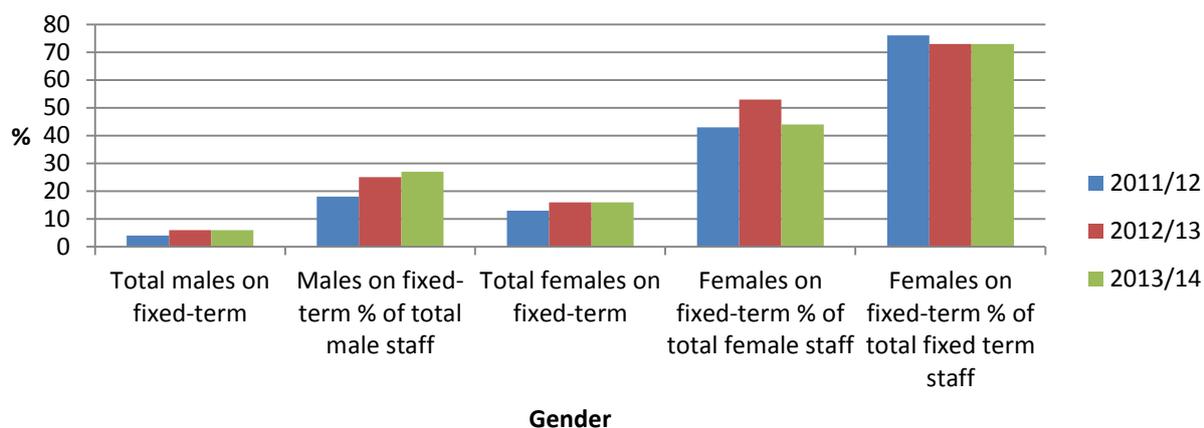
secure, long-term future. With this aim, SoP has appointed a Contract Research Staff Champion (a female member of staff with extended experience of contract research and of managing research staff) through a transparent call for expressions of interest whose role it is to support and advise on career development, to welcome new research staff to SoP, act as a point of contact for any issues encountered, and to work towards full implementation of the Concordat to Support the Career Development of Researchers (School initiative).

**ACTION 22:** Develop the role of School of Psychology Contract Research Staff Champion in close dialogue with the School of Psychology Athena SWAN Champion to ensure that contract research staff benefit fully from initiative supporting women in STEMM and the Concordat to Support the Career Development of Researchers.

Table 29: Female:male ratio of academic & research staff on fixed-term contracts<sup>25</sup>

Year	Total males on fixed-term <sup>26</sup>	Males on fixed-term (% of total male staff)	Total females on fixed-term	Females on fixed-term (% of total female staff)	Females on fixed-term (% of total fixed-term staff)
2011/12	4	18%	13 <sup>27</sup>	43%	76%
2012/13	6	25%	16 <sup>28</sup>	53%	73%
2013/14	6	27%	16 <sup>29</sup>	44%	73%

### Fixed-term contract staff by gender



- 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?

<sup>25</sup> Including permanent (fixed funding)

<sup>26</sup> All research staff except one male professor

<sup>27</sup> All research staff except one female grade 7 lecturer

<sup>28</sup> All research staff except two female grade 7 lecturers

<sup>29</sup> All research staff except one female grade 7 lecturer

Some of SoP's decision-making committees comprise members whose presence is determined by the academic management roles to which they are appointed (e.g., the School Student Education Committee) and incumbency of some senior management roles will confer a position on a relevant Faculty committee (e.g., Director of Student Education on the Faculty Student Education Committee). A seat on other high-level University committees requires election (e.g., Senate) while, on the other hand, some SoP committees comprise, at least some, members whose experience, career stage, and/or workload make them suitable personnel to fulfil required duties. In recent years, SoP has adopted an approach of increased transparency with regard to the appointment of all senior academic management roles through an open application process of advert and interview, and roles are open to all staff who meet the required person specification (School initiative). Such appointments are time-limited, usually for a period of three years in the first instance, ensuring a reasonable turnover. The most recent appointments to senior management roles since this new approach was agreed are as follows: Head of School (male); Director of Student Education (male); Director of Research & Innovation (male); Deputy Head of School (female). Although the process is transparent and fair on an individual basis, SoP needs to strive explicitly to redress the gender balance at senior management level and to consider how better to prepare, support, and encourage women to take up senior management roles (Action 14). This is supported by female responses with the STEM Culture Survey, in which twice as many women as men were unhappy with the encouragement they received to represent the School on committees (see Section 5).

- (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.

SoP utilises an internally-designed Workload Model (WLM) for academic staff which incorporates all aspects of academic work through teaching, supervision, pastoral tutoring, citizenship, administration, and research (for which academic staff on standard contracts are allocated 2 days per week) (School initiative). Time tariffs have been agreed for all roles and teaching load takes into account number of students and the provision of material for first time sessions (School initiative). The workload model remains open to revision and where a potential inequity is identified (e.g., a tariff set too high or too low), this will be subject to consultation and, if required, amendment. There is facility in the workload model for specific arrangements to be accommodated (e.g., teaching only staff) and for staff to negotiate their balance between teaching and research (with one staff member reducing his research time to less than the maximum 40%). The workload model has already identified staff with particularly high teaching loads and steps are being taken to reduce inequities (School initiative). The Head of School, Director of Student Education, and Student Education Services Manager/Workload Resource Manager continue to refine the model in consultation with staff and to use its output to plan individual workloads, and to inform School strategy, ensuring that those with heavy workloads are monitored and responsibilities are rotated to provide career enhancement opportunities for others. Reassuringly 72% of SoP staff agree that work is allocated on a clear and fair basis irrespective of gender (STEM Culture Survey, Section 5) but there is no room for

complacency since this question was also answered more negatively by women than by men.

**ACTION 23:** Use the School of Psychology Work Load Model to monitor gender balance across the various types of activity included within the model and address any disparities found.

**(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.**

SoP has not had a policy regarding the organisation of formal meetings and social gatherings and the SoP Athena SWAN Champion made a request to formalise a policy to the effect that core meetings and gatherings be held, where are possible, between 10.00 and 16.00 in recognition of those with family and other caring responsibilities (School initiative). Further consideration needs to be given to rotating key meetings across the working week to account for flexible working and part-time staff (which includes non-academic staff). Although there is progress to be made, it is reassuring that 92% of SoP staff agree that work related social activities in the School are likely to be welcoming to both women and men and 92% of staff agree that most key meetings occur in core hours (STEM Culture Survey, Section 5).

**ACTION 24:** Review policy, and make changes where necessary, with regard to rotating the timing of key meetings across the working week to account for flexible working and part-time staff.

**(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.

Care is taken to ensure images and text used in publicity and websites offer a balance of female and male role models and use gender neutral language. This is noted by SoP staff, 89% of whom agree that inappropriate images that stereotype women or men are not acceptable in the School (STEM Culture Survey, Section 5). SoP strongly supports the University’s values statement of: ‘community’, comprising citizenship, collegiality, teamwork and mutual respect; ‘integrity’, comprising openness, transparency and honesty; ‘inclusiveness’, comprising diversity, equal opportunity and access; and ‘professionalism’, comprising the provision of effective and efficient customer-focused services in all aspects of work. This values statement makes it clear that offensive behaviour/language will not be tolerated and offers an explicit policy of mutual dignity and respect. And, reassuringly, 81% of SoP staff agreed that SoP makes it clear that unsupportive language and behaviour are not acceptable (STEM Culture Survey, Section 5).

In 2012, three female academic/research staff received a ‘Women of Achievement’ award from the UoL in which nominations are requested from Heads of School. This was celebrated on our SoP website, as are all the exceptional achievements of our students and staff. In this regard, a Civic and Academic Awards system was introduced in 2013/14 for undergraduate and taught PGs with Civic Awards open also to PGRS (School initiative). An award certificate is presented to students receiving the highest mark in each SoP-owned

module and the highest overall mark in each year of each SoP Programme. Students can be nominated for a Civic Award by staff, students, or self with a rationale for the award based on contribution to the community, university, or other personal achievement. Nominees are considered by the elected student representatives facilitated by the Deputy Head of School.

- (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.

Outreach activities over the period studied have been conducted by the Director of Undergraduate Admission (DoUA: female 2011-13, male 2013-14) Widening Participation Officer (WPO: male), Director of Student Education (male), Lead for Strategic Development (female) and Level 1 Co-Ordinator (female). Outreach activities have responded to direct requests from schools and colleges and seek both to raise the profile of psychology and of SoP. The DoUA, Faculty Pro-Dean for Student Education (male, currently a member of SoP staff), and Director of PGT Programmes (female) have delivered Cafe Scientifiques to develop links between SoP and schools. The DoUA and WPO have also worked with the Access and Community Engagement office on the content of summer schools. The undergraduate admissions and WP roles are reflected in the workload model and there is a good gender mix in undertaking outreach activities, although whose remit it is to undertake specific outreach visits is often debated by role incumbents given that these activities could fall within the remit of undergraduate admissions, WP, and/or marketing. The former four incumbents of the DoUA role have been women, however the position is strategic and high profile and all these staff were promoted to grade 9 while in role. The current incumbent of the role of DoUA is male. However, 42% of staff were unhappy with regard to the valuing of non-research activities, including pastoral work and out-reach (42% unhappy, STEM Culture Survey, Section 5). Clarity on how these activities are recognised in promotion criteria will be provided in the Promotions Workshop Group (School initiative) (Action 10).

**ACTION 25:** Ensure that outreach and other citizenship activities are recognised in the workload model and monitor for gender equality (see also action 23). 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.**

SoP is a medium-sized department and, within the period studied, only three academic members of staff have taken maternity leave.

Table 30: Maternity return rates

Staff Category	Staff on maternity leave 2011/12	Leavers 2011/12	Return rate % 2011/2012	Staff on maternity leave 2012/13	Leavers 2012/13	Return rate % 2012/2013	Staff on maternity leave 2013/14	Leavers 2013/14	Return rate % 2013/2014
Researcher	0	/	/	0	/	/	1	0	100%
Lecturer Grade 7	0	/	/	0	/	/	/	/	/
Lecturer Grade 8	1	0	100%	0	/	/	1	0	100%
Lecturer Grade 9	0	/	/	0	/	/	/	/	/
Professor	0	/	/	0	/	/	/	/	/
TOTAL	1	0	100%	0	/	/	2	0	100%

**ACTION 26:** Examine the length of time taken for maternity leave. If less than the full entitlement, carry out further research to ascertain the reasons for early return and any support mechanisms required to ensure staff are satisfied with the length of maternity leave.

- (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.**

To maintain good practice, we will make sure that staff are regularly informed of paternity, adoption, and parental leave policies (Action 28).

Table 31: Paternity leave uptake

Staff Category	Staff on paternity leave 2011/12	Staff on paternity leave 2012/13	Staff on paternity leave 2013/14
Researcher			
Lecturer Grade 7			
Lecturer Grade 8			
Lecturer Grade 9			
Professor			
Total			

- (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.**

Formal requests for flexible working will be considered positively within SoP and mutually beneficial arrangements agreed where at all possible (Action 27).

Table 32: Flexible Working Requests

Staff Category	Male 2011/12	Female 2011/12	Male 2012/13	Female 2012/13	Male 2013/14	Female 2013/14
Researcher						
Lecturer Grade 7						
Lecturer Grade 8						
Lecturer Grade 9						
Professor						
Total						

**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 University of Leeds has a formal policy in place to support all members of staff who wish to request flexible working. This comprises clear application and appeals procedures together with guidelines to provide staff with information relating to a range of flexible working arrangements such as part-time working/reduced hours, compressed working hours, term time only, working from home, job share and career breaks. The implementation of this University policy is the responsibility of the Head of School in consultation with line managers of those staff concerned. This policy is readily available on the University’s Human Resources web-site. There is no culture of ‘presenteeism’ and staff are afforded autonomy to act responsibly to meet their employment obligations in a flexible manner. Indeed, 92% of staff are confident that a flexible working request would be supported by their manager (STEM Culture Survey, Section 5).

**ACTION 27:** Consider how to manage flexible working at a local level, particularly for research staff, which promotes equity and transparency but without becoming over-bureaucratic.

**(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 University has comprehensive policies in relation to adoption and maternity leave but it is not clear how well known these are by staff (Action 28). In SoP, staff who have informed the HoS that they anticipate having a period of maternity leave are supported through one-to-one meetings with a member of HR to discuss informational needs and timescales (School initiative). Moreover, if a need is identified, pregnant staff benefit from a health and safety risk assessment of their working environment. Recommendations are then fulfilled within SoP. The HoS and Director of Student Education use the workload model to

organise cover for work during absence (School initiative). The WLM ensures that reallocation of tasks is conducted fairly and the rationale for such requests is clear. Overwhelming, SoP staff understand the necessity of covering for maternity/adoption leave and do so with a team spirit. The Deputy Head has initiated a return-to-work welcome meeting (School initiative) to discuss help best to support individual staff's return to work which includes a discussion of work-life balance, specific issues with which the individual could benefit from additional information (e.g., from HR) or assessments (e.g., from Occupational Health), and a stepped return to duties where possible. A checklist for staff returning from maternity, adoption, and extended paternity leave has been developed and distributed by Central HR and will be used to guide return to work with SoP at the next available opportunity.

**ACTION 28:** Inform staff on a regular basis about maternity, paternity, parental, and adoption leave and provide information in School Induction Packs along with guidance on how to approach HR in confidence.

(5130 words)

## **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.

UoL has developed an Equality and Inclusion Framework for 2014-2019. The ASSG will work to integrate this framework and its recommended best practices within SoP. The University's 'People Management Framework' (PMF) is designed to help departments improve their performance through best practice in HR management and staff development. It is outcomes-based to ensure a more consistent and effective approach to the leadership, management and development of all staff and covers planning and objectives, values and engagement, leadership and performance and training and development. It is good practice to survey staff to assess the match between staff management processes and the University's PMF and review and improve processes where necessary. An HR-led PMF consultation was conducted in 2014 and results are imminent. These will be considered by the ASSG and integrated, where relevant, into our on-going processes of improvement in anticipation of a submission for Athena SWAN Silver Award.

As part of preparing this submission, all staff in SoP were invited to complete the STEM Culture Survey (slightly adapted in consultation with the ASSG to reflect SoP context). It was completed by 36 of 66 staff (55% response rate): 22 female, 13 male, 1 'prefer not to say'; 4 Professors (1F, 3M), 5 grade 9 lecturers/senior researchers (3F, 2M), 13 grade 7/8 lecturers/junior researchers (9F, 4M), 8 support staff (5F, 3M), and 5 'prefer not to say' (4F, 1M). Findings have been integrated into earlier sections of this submission. Following is a summary of the most problematic results:

- (1) Three of 33 questions were answered significantly more negatively by women than by men, indicating a perceived gender bias on these issues by a proportion of female staff answering the survey:
  - a. In SoP, staff are treated on their merits irrespective of their gender (e.g. both women and men are actively encouraged to apply for promotion and take up training

opportunities) – see Actions 4, 7, 8, 9 & 13.

b. In SoP, work is allocated on a clear and fair basis irrespective of gender – see Action 23.

c. I believe that in SoP, men and women are paid an equal amount for doing the same work or work of equal value – see Actions 2 & 16.

(2) There were a worrying high number of negative responses on 4 questions<sup>30</sup>:

a. I have undertaken training in equality and diversity – see Actions 5 & 10.

b. I have undertaken training in understanding unconscious bias – see Actions 5 & 10.

c. SoP values the full range of an individual's skills and experience when carrying out performance appraisals – see Actions 3 & 4.

d. SoP values the full range of an individual's skills and experience when considering promotions – see Actions 3 & 4.

(465 words)

**ACTION 29:** Consult further with staff with regard to issues highlighted in the STEM SCS with the aim of devising and, where possible within timeframe, actioning appropriate additional changes.

## 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 spread sheet 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.**

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<sup>30</sup> As per AS guidance document benchmark that 29% disagreement with a positive statement indicates area for action

SCHOOL OF PSYCHOLOGICAL SCIENCES, UNIVERISTY OF LEEDS						
ATHENA SWAN ACTION PLAN 2014-2017						
Action	Description of action	Responsibility <sup>31</sup>	Year 1 (14/15)	Year 2 (15/16)	Year 3 (16/17)	Success indicator
<b>The self-assessment process</b>						
1	AS is a standing item on Senior Mgt Team agenda and progress communicated in an annual Athena SWAN dedicated staff meeting and more regularly as required.	Athena SWAN Champion	Weekly updates to Senior Mgt Team ; annual major report communicated to staff at an Athena SWAN dedicated staff meeting with regular updates in staff meeting wrt specific initiatives	Weekly updates to Senior Mgt Team ; annual major report communicated to staff at an Athena SWAN dedicated staff meeting with regular updates in staff meeting wrt specific initiatives	Weekly updates Senior Mgt Team ; annual major report communicated to staff at an Athena SWAN dedicated staff meeting with regular updates in staff meeting wrt specific initiatives	Senior Mgt Team review progress against AS action plan, and reprioritise and offer additional resources to ensure completion of action plan
2	Review access to Widening Participation routes and monitor for gender.	Widening Participation Officer (academic role)	Report gender balance of students appointed via widening participation routes in AS annual report;	Second annual report to include progress following year one actions	On-going annual report	Gender balance for attraction and appointment via WP routes is consistent with national benchmarks for

<sup>31</sup> Listed in order such that when Athena SWAN Champion list last, this indicates having oversight of activities

			identify any gender issues and if appropriate develop strategies to increase female attraction and appointment			psychology
3	Survey current undergraduate students to assess whether courses are equally welcoming to both genders.	Director of Student Education	In conjunction with u/g student body design and develop a survey to seek views about whether course are attractive to both male and female students	Review survey outcomes and redesign brochures, course materials etc. as appropriate	Annual survey of u/g student views	Annual u/g survey of students shows courses remain attractive and welcoming to both genders
4	Survey current taught masters students to assess whether courses are equally welcoming to both genders	Director of Taught Masters	In conjunction with student body design and develop a survey to seek views about whether course are attractive to	Review survey outcomes and redesign brochures, course materials etc. as appropriate	Annual survey of taught masters student views	Annual taught masters survey of students shows courses remain attractive and welcoming to both genders

			both male and female students			
5	Review taught masters programme for achievement wrt gender of students.	Director of Taught Masters	Assess student data on achievement for any gender imbalance	Assess student data on achievement for any pattern on gender imbalance and investigate reasons for any identified imbalance	Annual review of PGT achievement student data and strategies for rectifying identified imbalances	PGT level programmes show gender balance in achievement
6	Set-up procedures for collecting, evaluating, and reporting student data so that we can keep numbers under review and take action where concerns are identified.	Student Education Services Manager/ Workload Resource Mgr	Formalise data collection; 1st annual report; data assessed and actions developed as appropriate	2nd annual report Impact of year 1 actions reviewed and further actions developed	On-going annual reports	Efficient data capture; annual report to ASSG & Senior Mgt Team; actions taken to address any gender imbalance are tracked and show improvements towards achieving good performance relative to national benchmarks
7	Set-up procedures for	Business Mgr	Formalise data	2nd annual	On-going	Efficient data

	collecting, evaluating , and reporting staff data so that we can keep numbers under review and take action where concerns are identified.	Central Human Resources	collection; 1st annual report; data assessed and actions developed as appropriate	report Impact of year 1 actions reviewed and further actions developed	annual reports	capture; annual report to the ASSG and Senior Mgt Team; actions taken to address any gender imbalance are tracked and show improvements towards achieving gender equality
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**Staff data**

**Supporting and advancing women’s careers**

<b>8</b>	Collect and analyse recruitment data vis-à-vis gender to identify areas for action where appropriate.	Business Mgr  Central Human Resources	Formalise procedure for on-going data capture; liaise with Human Resources; provide annual report on data to Senior Mgt Team and identify areas for action	On-going annual report	On-going annual report	Able to provide complete data on recruitment which can be analysed and areas of concern addressed and actioned
<b>9</b>	Improve guidance and training	Senior Mgt	Review	Working with	Appropriate	Appropriate

	for reviewers and reviewees in relation to the Staff Review and Development Scheme with regard to identifying and encouraging staff to apply for promotion.	Team Faculty Human Resources	current guidance, up date, and reissue	Faculty HR develop and deliver training to reviewers and reviewees	local training and guidance in place monitored and updated as appropriate	local training and guidance in place for all School of Psychology Staff Review & Development Scheme s so that staff report improved satisfaction with Staff Review & Development Scheme process
<b>10</b>	Initiate an Academic Promotions Workshop Group open to all members of academic staff to encourage, inform, and support staff to plan their career, understand the promotion criteria, work-up application documentation on an on-going basis, and provide peer and expert support.	Athena SWAN Champion  Faculty Human Resources	Formalise personnel to support & advise group; set-up meetings	Keep momentum of meetings; monitor promotion applications	Keep momentum of meetings; monitor promotion applications	Proportion of successful promotion applications from female staff is comparable to that of male staff over the period studied; feedback in STEM survey shows improved satisfaction

<b>11</b>	Formalise School of Psychology policy that all School of Psychology staff members of interview panels within School of Psychology are required to undertake University equality and diversity training.	Head of School	Formalise policy and publicise policy to all staff members	Fully embed policy, and embedded monitor process for adherence, reminding staff of policy where required	Ensure continued compliance through review of training take up and panel membership	100% of interview panel members to have undertaken appropriate E&D training through locally-embedded monitoring process
<b>12</b>	Review and revise information regarding mentoring opportunities within and external to School of Psychology.	Head of School Business Manager Faculty HR	Formalise policy and publicise policy to all staff members	Fully embed policy and remind staff of policy where required; formalise route for securing mentor also outside School of Psychology where this is the preference of staff	Evaluate how mentoring policy is working for staff and make changes where required	Repeated STEM culture survey shows improvement in staff indicating "happiness" with mentoring arrangements
<b>13</b>	Ensure that information regarding the 'Springboard'	Athena SWAN Champion	Find routes for effective	Embed effective	Improve promotion if	100% compliance

	programme is promoted effectively and to monitor the numbers of staff attending from School of Psychology.	Professorial Academic Leads	promotion to all relevant constituencies; 1st annual report on numbers attending	promotion including within the Staff Review & Development Scheme process and develop way of monitoring impact; 2 <sup>nd</sup> annual report	required; fully embed monitoring within the Staff Review & Development Scheme process; 3rd annual report; review impact of training on career development of attendees and whether Springboard remains an appropriate mechanism for female development	with embedding consideration of 'Springboard' in Staff Review & Development Scheme process for academic women who have not yet attended; annual report of attendance to Senior Mgt Team
<b>14</b>	Review procedures for selecting staff for nomination for the 'Tomorrow's Leaders' programme, make changes where necessary, and monitor for gender equity.	Senior Mgt Team Professorial Academic Leads	Take issue to Senior Mgt Team; review procedures; link better to Staff Review & Development Scheme	Embed revised procedures	Monitor for gender balance and review procedures and developmental support as necessary	At least 50% of School of Psychology nominees female over each 3 year period

			process in terms of developing staff to make strong applications			
<b>15</b>	Promote the Women in Science, Engineering & Technology network to female research and academic staff.	Athena SWAN Champion	Find routes for effective promotion to all relevant constituencies	Embed effective promotion of Women in Science, Engineering & Technology network	Improve promotion of Women in Science, Engineering & Technology network if required	Increased numbers of School of Psychology staff attending Women in Science, Engineering & Technology network meetings from 2013/14 baseline
<b>16</b>	Communicate the role of the Professorial Academic Leads, promotions advisors, and principal investigators in supporting and advising staff on their promotion prospects and the promotion process.	Professorial Academic Leads Administrative Assistant Human Resources Athena SWAN	Provide relevant information in induction packs, on the School of Psychology website, and through Staff Review & Development	Implement proactive routes to communicating relevant information	Embed proactive routes to communicating information; monitor adherence	Induction packs include all specified material and information on website; in next staff survey 70+% <sup>32</sup> of staff recognise value of

<sup>32</sup> As per AS guidance document benchmark that 29% disagreement with a positive statement indicates area for action

		Champion	Scheme process			Professorial Academic Lead
<b>17</b>	Review School-level Induction Packs to ensure all relevant information, advice and guidance is incorporated, including the University's flexible working, family friendly policies, and equality and diversity policies, together with statements relating to the University's commitment to Athena SWAN and (where relevant) opportunities to support women's career progression.	Athena SWAN Champion  Business Mgr  Faculty Human Resources	Review induction pack for content and add items as specified	Monitor that induction process is carried out in line with packs for all new staff	Monitor adherence through consultation between Administrative Assistant responsible and Faculty HR	Induction packs include all specified material and kept up to date to align with any developments in UoL
<b>18</b>	Add the following statement to both the undergraduate and PGT handbooks: "A request for a change of personal tutor, for example on the grounds of gender match, will be accommodated where possible" and monitor for continued inclusion in successive iterations of the handbooks.	Student Education Services Manager/ Workload Resource Mgr	Issue identified, appropriate wording developed, and actioned in handbook; set up process for monitoring requests	Ensure continued inclusion in handbooks; review data on requests and take action as appropriate; draw students attention to this policy and how to make an	Ensure continued inclusion in handbooks; consult with student representatives wrt benefits to students	UG and PGT handbooks continue to include relevant statement; consultation with reps evidences benefits to students; data shows that students requesting a change of

				immediate request in communication prior to commencing study		personal tutor on the grounds of gender match have been accommodated wherever possible
19	Promote the Women in Science, Engineering & Technology network to PGT and PGR students.	Postgraduate Research Tutor  Director of Taught Masters  Staff & Departmental Development Unit	Find routes for effective promotion to all relevant constituencies and gain understanding of current level of numbers attending events	Embed effective promotion; consult with students on relevance and impact of attendance	Improve promotion if required; continue to monitor against interest and relevance	Increased numbers of PGT and PGR attending Women in Science, Engineering & Technology network meetings; satisfaction with events to be monitored
20	Increase PGRs integration into the research culture of School of Psychology through introduction of a new seminar series in which a range of academics will share experiences of developing their career pathway.	Postgraduate Research Tutor	Commence seminar series; develop seminars in consultation with PGRS	Maintain momentum of meetings; develop seminars in consultation with PGRS	Maintain momentum of meetings; develop seminars in consultation with PGRS	Improved feedback on relevant item of the Postgrad. Research Experience Survey
<b>Organisation and culture</b>						
21	Review, make changes where necessary, and monitor	Senior Mgt Team	Review procedures	Embed new procedures	Monitor leadership	Increasing gender

	procedures of appointing academic leadership roles and examine the terms of reference and membership criteria of School of Psychology committees with the explicit aim of taking action to addressing, and minimising, gender disparities.		and terms of reference and take recommendations to Senior Mgt Team	and terms of reference; monitor leadership roles and committee membership wrt gender	roles and committee membership wrt gender	balance of incumbent of leadership roles and committee membership with view to ensuring gender balance
<b>22</b>	Develop the role of School of Psychology Contract Research Staff Champion in close dialogue with the School of Psychology Athena SWAN Champion to ensure that contract research staff benefit fully from initiative supporting women in STEMM and the Concordat to Support the Career Development of Researchers.	Head of School  Athena SWAN Champion  Research Staff Champion  Business Mgr	Create role descriptor	Appoint appropriate person to role	Monitor regularity of meetings	Role descriptor created; regular meeting of contract research staff with Research Staff Champion; increase in numbers of female staff on research contracts retained in the school and university, and progressing to more senior roles
<b>23</b>	Use the School of Psychology Work Load Model to monitor	Senior Mgt Team	Determine best way of	Advise on workload	Embed assessment,	Annual monitoring of

	gender balance across the various types of activity included within the model and address any disparities found.	Student Education Services Manager/ Workload Resource Mgr	assessing and monitoring activities wrt gender via Work Load Model; 1 <sup>st</sup> annual report	adjustments wrt gender; continue to monitor; 2 <sup>nd</sup> annual report	monitoring, and advise on workload wrt gender as good practice; 3 <sup>rd</sup> annual report	Work Load Model wrt gender, annual report to Senior Mgt Team , and disparities minimized; reduction in number of staff unhappy with how non-research work is reflected in workload model as measure by Stem culture survey
<b>24</b>	Review policy, and make changes where necessary, with regard to rotating the timing of key meetings across the working week to account for flexible working and part-time staff.	Senior Mgt Team	Include consultation on flexible working in work planned in relation to Action 23 below	Devise policy and system	Embed new policy and system; review operation of system	Policy devised in consultation with staff and system in place for rotating timing of meetings; stem survey feedback shows more staff believe that meetings are scheduled

						tale account of flexible working and part time staff
<b>25</b>	Ensure that outreach and other citizenship activities are recognised in the workload model and monitor for gender equality (see also action 23).	Head of School  Student Education Services Manager/ Workload Resource Mgr	Determine best way of recognising citizenship via Work Load Model; 1 <sup>st</sup> annual report	Monitor citizenship wrt gender; 2 <sup>nd</sup> annual report	Workload model in continual revision to reflect activities as accurately as possible; 3 <sup>rd</sup> annual report	Annual monitoring of workload model wrt, annual report to Senior Mgt Team and gender disparities minimized
<b>Flexibility and managing career breaks</b>						
<b>26</b>	Examine the length of time taken for maternity leave. If less than the full entitlement, carry out further research to ascertain the reasons for early return and any support mechanisms required to ensure staff are satisfied with the length of maternity leave.	Athena SWAN Champion	Consult staff returning 'early' from maternity leave to explore reasons and analyse results	Embed this consultation process	Continue to embed this consultation process and collate patterns to determine if actions required	Maternity leave data reviewed and action plan developed if any actions are required
<b>27</b>	Consider how to manage flexible working at a local level, particularly for research staff, which promotes equity and transparency but without becoming over-bureaucratic.	Athena SWAN Champion  Research Staff Champion  Business Mgt	Include consultation on flexible working in work planned in relation to Action 23 below	Devise and implement policy and system	Monitor applications for flexible working	Policy devised in consultation with staff on managing flexible working at a local level; review data on

		Faculty Human Resources  Senior Mgt Team				flexible working to assess success of new policy; stem survey feedback that staff believe their manager would support flexible working request
<b>28</b>	Inform staff on a regular basis about maternity, paternity, parental, and adoption leave and provide information in School Induction Packs along with guidance on how to approach HR in confidence.	Athena SWAN Champion  Administrative Assistant/Busi ness Mgr  Faculty Human Resources	Include regular updates in staff meetings	Review induction pack for content and add items as specified; ensure checklist produced by HR is available on School of Psychology website and in induction packs	Monitor take up of different leave arrangements	Regular updates given in staff meetings; induction packs include all specified material and kept up to date to align with any developments in UoL; staff show improved knowledge and understanding of options available; up- take continues

						to be monitored
<b>Other</b>						
<b>29</b>	Consult further with staff with regard to issues highlighted in the STEM SCS with the aim of devising and, where possible within timeframe, actioning appropriate additional changes.	Athena SWAN Champion  Senior Mgt Team  Faculty Human Resources	Consultation with staff	Devise action plan to respond to feedback	Begin delivery of action points and rerun stem survey	Consultation completed; action plan devised; action points where possible within time-frame; stem survey results show improved outcomes