



Department Application
Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

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

Word count

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

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

We have provided the following recommendations as a guide.

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

Additional words. We have been granted an additional 1000 words because our Department comprises a complex structure of research, teaching, and clinical staff (see screen shot of confirmation email below). We have distributed these words in Sections 2-4.

From: Athena Swan <Athena.Swan@advance-he.ac.uk>
Sent: 29 November 2019 11:27
To: Katie Farrell <Katie.Farrell@glasgow.ac.uk>; Athena Swan <Athena.Swan@advance-he.ac.uk>
Subject: RE: Additional 1k Words- Query

Dear Katie,

Yes every word count extension requires written approval from us beforehand (ideally around two months before). On this occasion we are happy to grant the additional 1,000 words for the joint application for the departmental/discipline specific consideration, disaggregation of data and analysis.

Please include this email in your submission as confirmation and state in the submission where the extra words have been used (please note, section by section word counts are suggested but the total word count may be used across the submission as appropriate).

With best wishes,
Lizzy

--

Dr Lizzy Allman
Equality Charters Adviser

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T +44 (0)203 870 6022
Pronouns: She/her/hers

www.advance-he.ac.uk
Advance HE, Napier House,
24 High Holborn, London, WC1V 6AZ

Name of institution	University of Glasgow	
Department	School of Psychology + Institute of Neuroscience & Psychology	
Focus of Department	STEMM	
Date of application	20 th May 2020	
Award Level	Silver	
Institution Athena SWAN award	Date: 2016	Level: Bronze
Contact for application Must be based in the Department	Rachael Jack	
Email	Rachael.jack@glasgow.ac.uk	
Telephone	+44 (0) 141 330 5087 (07801 374 251 during COVID-19 lockdown)	
Departmental website	https://www.psy.gla.ac.uk/	

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ACRONYMS/ABBREVIATIONS

Full name	Acronym/Abbreviation
Athena SWAN	AS
School of Psychology	School
Institute of Neuroscience & Psychology	Institute
University of Glasgow	UofG
Professional & Support Staff	P&SS
Executive Committee	EC
Head of Department	HoD
Research Excellence Framework	REF
Undergraduate	UG
Postgraduate (by Teaching, e.g., MSc)	PGT
Postgraduate (by Research, i.e., PhD)	PGR
Women/Woman	W
Men/Man	M
Action Point	AP
Bronze Action Point	BAP
Silver Action Point	SAP

Working Group	WG
Self-Assessment Team	SAT
Postdoctoral Research Assistant	PDRA
Research Assistant	RA
Equality, Diversity & Inclusiveness	ED&I
Personal Development Plan	PDP
Performance & Development Review	P&DR

Job Grades. We use standard UK University **Grades** for staff seniority. Mapping between grade, job descriptions, and Xpert HR/UCEA Level are given below.

Grade	Academics (clinical, non-clinical) Job description (Grades 6-10)	P&SS Job description (Grades 3 – 10)	Xpert HR / UCEA Level
3	n/a	<ul style="list-style-type: none"> • Intern 	
4	n/a	<ul style="list-style-type: none"> • Administrative Assistant • Intern • Technician 	
5	n/a	<ul style="list-style-type: none"> • Administrative Assistant • Laboratory Technician • Technician • Demonstrator 	
6	<ul style="list-style-type: none"> • Research Assistant • Research Associate • Tutor 	<ul style="list-style-type: none"> • Clinical Research Nurse • Programmer • Project Administrator • Technician • Office Manager • Postgraduate Research Intern • Learning Technologist 	Xpert HR Level L
7	<ul style="list-style-type: none"> • Lecturer • Clinical Lecturer • Research Associate • Research Fellow • Postdoctoral Fellow • Clinical Research Fellow • Research Scientist • Research Officer 	<ul style="list-style-type: none"> • Clinical Trials Manager • Programmer • Facilities Manager • Teaching Support Manager • Administrator • Computing Support Officer 	Xpert HR Level K
8	<ul style="list-style-type: none"> • Lecturer • Research Fellow 	<ul style="list-style-type: none"> • Research Manager • Head of Professional Services (HoPS) 	Xpert HR Level J
9	<ul style="list-style-type: none"> • Senior Lecturer • Reader • Senior Research Fellow 	<ul style="list-style-type: none"> • Computer Manager 	Xpert HR Level I

10	<ul style="list-style-type: none"> • Professor • Clinical Consultant 		UCEA Level 5A/B
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Notes:

- APs in **Red/Amber/Green** are: **completed**, in **progress**, **discontinued/replaced**
- Figures/tables are numbered according to each numbered section (e.g., Figure4.1)
- We have 5 clinical staff (1W/4M). Numbers are reported separately, as requested. Caution is advised when interpreting data with low numbers
- Staff survey responses are expressed as the percentage of agree vs disagree
- We present **Bronze Progress**, **Bronze Impact** and **Silver Action** Boxes in each section as appropriate
- Section instructions are presented in *italics*

Standard Ethical Data Reporting Statement. In the collection, reporting and interpretation of data, we adhere to the British Psychological Society (BPS)'s Code of Ethics and Conduct and the American Psychological Association (APA)'s Ethical Principles of Psychologists and Code of Conduct, including the appropriate treatment of low sample sizes (e.g. inflation of %), use of base rates/normalization, and drawing causal inferences.

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

An accompanying letter of endorsement from the head of Department should be included. If the head of Department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

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



University
of Glasgow

School of Psychology
Institute of Neuroscience &
Psychology

Dr Ruth Gilligan

Athena SWAN Charter
Advance HE
First Floor, Napier House
24 High Holborn
London
WC1V 6AT

Dear Dr Gilligan,

Re: Departmental Application for Silver Athena SWAN award, School of Psychology + Institute of Neuroscience & Psychology, University of Glasgow.

We have great pleasure to submit our Silver award application for the School of Psychology + Institute of Neuroscience & Psychology.

Our Department formed in 2010 following a major UofG restructure that linked teaching and research in Psychology and Neuroscience across two Colleges. We have since operated successfully as a single unit to deliver award-winning teaching and internationally leading research. Our academic staff (45%W/55%M) come from a range of countries and disciplines including STEM subjects, neuroscience and psychology.

We fully embrace the knowledge that we can reach our full potential only if we foster talents e from across society. We welcome the opportunity of the Athena SWAN charter to review our operations and structures, evaluate the effectiveness of our actions, and highlight further actions required to ensure equality in all activities.

Our SAT+WGs have identified several key milestones in our Bronze challenges, including increased representation of women Professors (+3W since Bronze). Our "life-cycle" mentoring targets recruitment, training, and promotion and provides specialist training to enhance key areas for career progression, including Paper and Grant Writing Groups, Job Talk & Interview Training, and our popular Rejection & Resilience Workshop. As successful strategies, we continue to embed them as core features of our Action Plan and attractors in our job adverts. With increasing expertise in successful career management, this is an area we believe we can continue to be effective.

One challenge is attracting and retaining men to Psychology/Neuroscience. We are encouraged that more men are applying for and being offered places. However, the W/M ratio remains stable. We have since further developed a two-pronged approach to



advertise our undergraduate (and postgraduate) programs to secondary and primary school students, particularly males, to encourage them to consider a career in Psychology. We anticipate that we will see progress in the coming years.

We are fully committed to implementing our actions and the Charter principles. As father of a young woman studying for a PhD in Material Physics, the importance ensuring a fair playing field for all remains particularly, and personally, salient. Athena SWAN remains a standing item on our influential committees (e.g., Executive Committee/Management Group) and all Staff meetings. A dedicated budget continues to support participation in Athena SWAN activities and workload models continue to recognise Athena SWAN related activities.

Our SAT+WG have worked extremely hard since our Bronze award to implement, evaluate, and refine our strategic plan aimed to foster and enhance equality within our working environment for all staff and students. We look forward to our staff and students reaping the benefits of these developments and to strengthening these further.

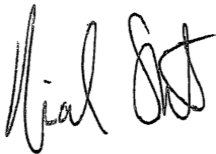
As Head of our Department, I can confirm that the information presented in the application is an honest, accurate and true representation of our Department and I endorse it in the strongest possible term (**total word count = 12052**).

Yours sincerely,

Prof. Philippe Schyns
Head of School & Institute



Prof. Niamh Stack
Deputy Head of School



Word count 483 (-17)

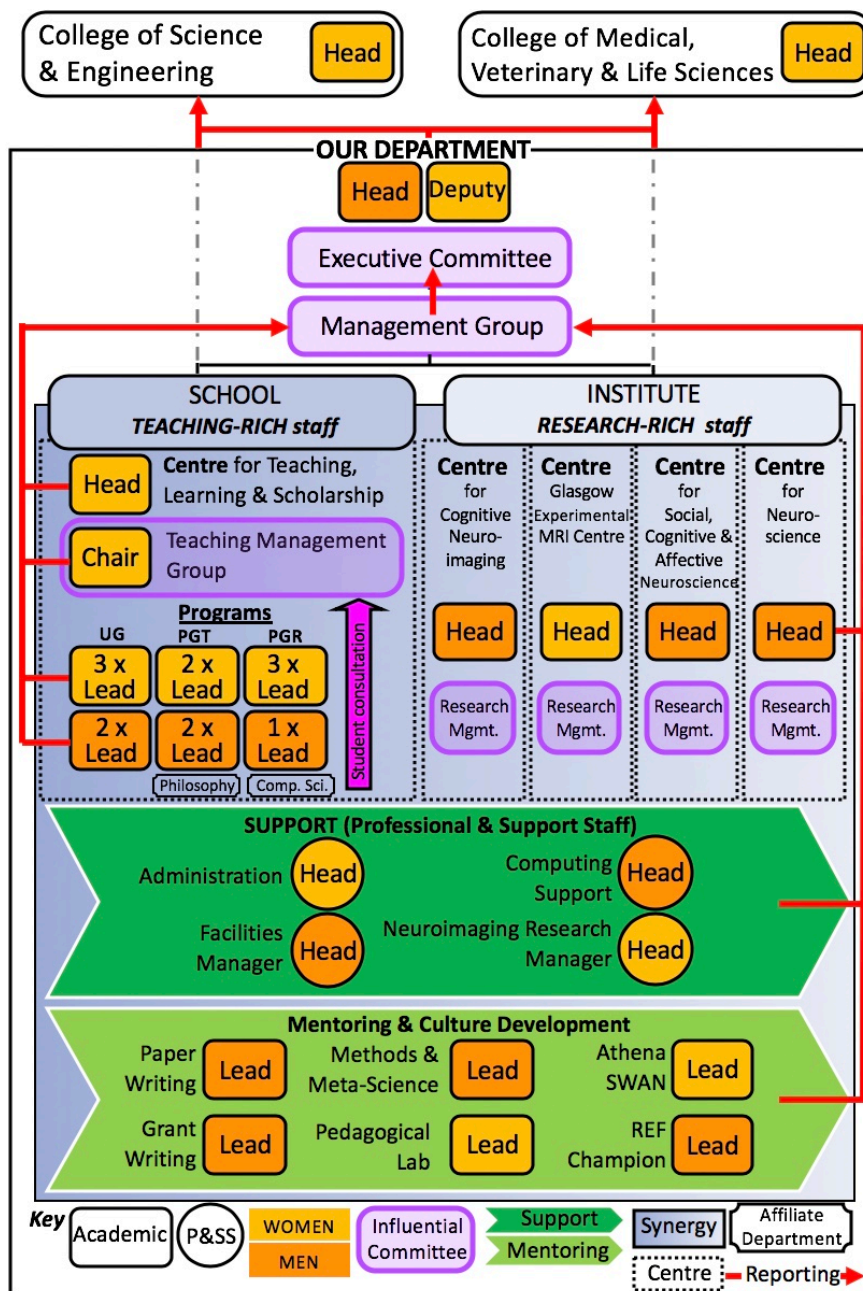
2. DESCRIPTION OF THE DEPARTMENT

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

Please provide a brief description of the Department including any relevant contextual information. Present data on the total number of academic, professional and support staff, and students by gender.

We present a joint application for the School of Psychology (School) and Institute of Neuroscience & Psychology (Institute), which operate as a single Department, co-located on main campus, to deliver undergraduate and postgraduate teaching and research in behavioural & brain science.

Figure2.1: Our Department's organizational and reporting structure with leadership roles (Head/Lead)



UofG restructuring (2010) paired Neuroscience & Psychology to enhance research and promote collaborations. Our Department now uniquely spans and reports to two Colleges – Medical, Veterinary & Life Sciences (MVLS; Institute) and Science & Engineering (CoSE; School). Head of Department (HoD), Philippe Schyns (1M) and Deputy Head, Niamh Stack (1W) report directly to College Heads (2W). Our Department is managed by two main bodies (Figure 6.1.2). Both are co-chaired by HoD+Deputy:

Executive Committee (EC). Meets monthly. Makes executive decisions on all Departmental business: 13 staff: 9Academics (69%; 4W/5M; 44%W/56%M); 4P&SS (32%; 3W/1M, 75%W/25%M). Designs and implements Personal Development Plans (PDPs; **BAP4.2.2>SAP4.2.2**).

Management Group. Meets fortnightly. Manages all research/teaching matters (e.g., strategic planning, recruitment). Open to **ALL** senior staff/with management roles (**BAP5.6.4>SAP5.6.4**): 40 staff: 33Academics (83%; 11W/22M, 33%W/67%M), reflecting our senior academic pipeline; 1clinical (1M); 6P&SS (15%; 4W/2M; 67%W/33%M).

School (teaching activity). Centre for Learning, Teaching & Scholarship Head: 1W. Managed by **Teaching Management Group** (Chair: 1W). Meets monthly to discuss program developments: 20 staff: 15Academics (75%; 11W/4M, 73%W/27%M); 5P&SS (25%; 4W/1M, 80%W/20%M); 4students (3W/1M; 75%W/25%M). Taught/research programs include **Undergraduate** (UG) B.Sc. in Psychology, accredited by British Psychological Society since ~1940 (Leads: 3W/2M); five **MSc postgraduate** (PGT) programs, two new programs since 2016 (Leads: 2W/2M); **PhD** programs (PGR), convenors: 2W, new UKRI Centre for Doctoral Training in Socially Intelligent Artificial Agents, joint with Computing Science (Leads: 1W/1M), first cohort (2019-20): 3W/2M(60%W/40%M).

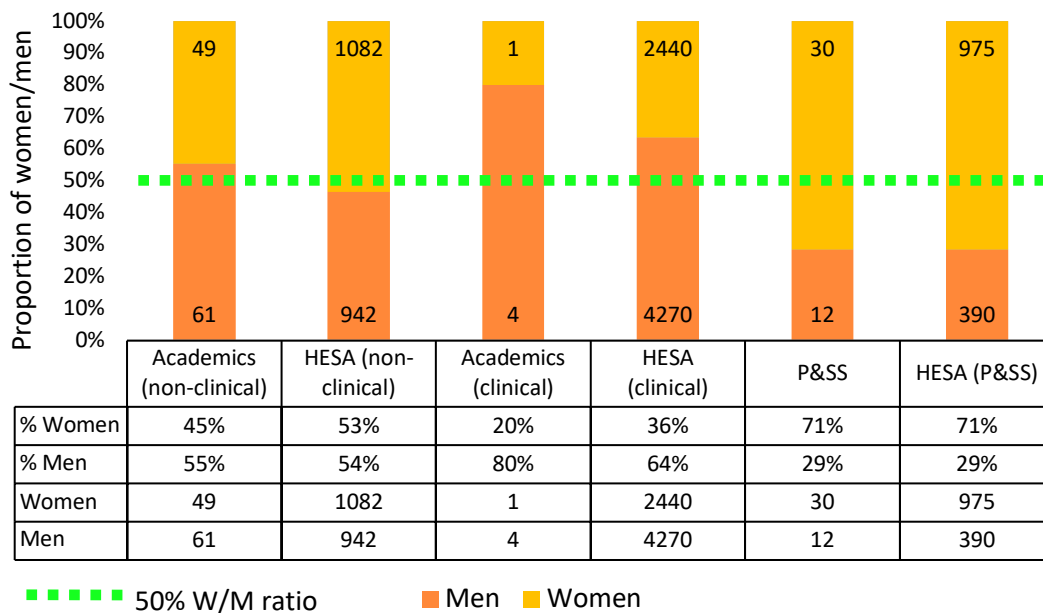
Institute (research activity). Research Centre Heads: 1W/3M. One of UofG's 7 flagship **research-intensive Institutes**, ranked #1 REF2014 (Research Intensity, joint with UCL), 44% 4* outputs (90.9%W/90.3%M/10/11W; 28/31M staff returned). Organized around **four main centres**: brain imaging (Head: 1W; centre members: 1W/1M; 50%W/M); cognitive neuroimaging (Head: 1M; centre members: 3W/13M; 9%W/81%M); neuroscience (Head: 1M; centre members: 9M; 100%M); social/cognitive/affective neuroscience (Head: 1M; centre members: 4W/6M; 40%W/50%M). Centre heads meet with centre members on average at least quarterly to discuss strategic developments. Fuelled by major external funding (>£28.3M in REF2014 period) and +44% PG students since 2015. Trains PGT/R students in state-of-the-art methods/professional skills.

Teaching & research activities are supported by 4 overarching **Support Teams**: Administration (Head: 1W), Facilities Management (Head: 1M), Computing Support (Head: 1M) and Neuroimaging Research Management (Head: 1W); 6 **Working Groups**: Paper Writing (Lead: 1M), Grant Writing (Lead: 1M), Methods & Meta-Science (Lead: 1M), Pedagogical Lab (Lead: 1W), AS Self-Assessment Team (Lead: 1W) and REF Champion (Lead: 1M).

All Leads/Heads (16W/15M) report directly to Management Group (see red arrow in Figure 2.1)

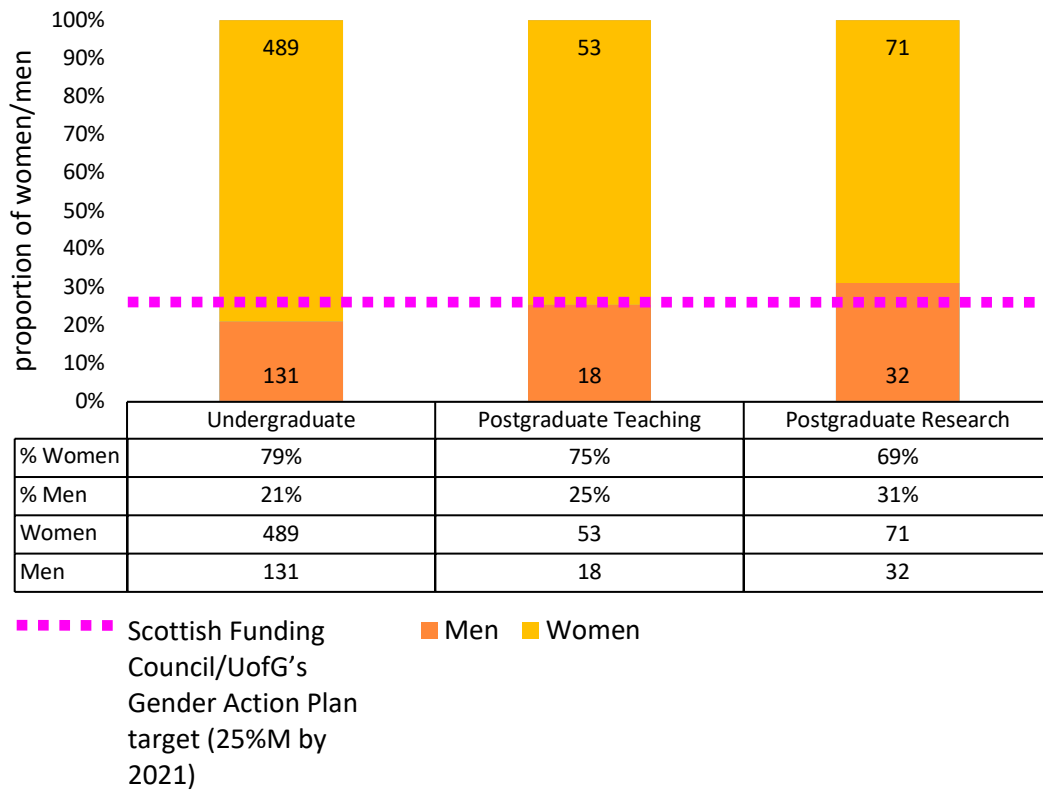
Staff/Student Profile. We have 157 **staff** total (51%W/49%M; 80W/77M): 110(70%) academics (45%W/55%;49W/61M), 5(3%) clinical (20%W/80%M; 1W/4M), 42(27%) P&SS (71%W/29%M; 30W/12M). **Benchmarking:** Our Department spans several disciplines (e.g., Psychology/Neuroscience/Engineering/Physics/Computer Science/Biology/Mathematics). As in Bronze, we use an average HESA national benchmarking for Psychology & Behavioural Sciences (P&BS) for Psychology, and a Neuroscience surrogate: average across Anatomy&Physiology/Bioscience/General Engineering/Mathematics/Physics. Academic/P&SS staff are similar to HESA 2018 benchmarking (academics close to 50%W/50%M, see green dashed line); clinical staff are below benchmark (higher men representation).

Figure2.2: Academic and P&SS staff by gender



We have 794 **students** (77%W/23%M): 620 UGs (79%W/21%M, 1Wpart-time), 71 PGTs (75%W/25%M, 0part-time), 103 PGRs (69%W/31%M, 3part-time: 1W/2M. Compared to the Scottish Funding Council (SFC)/UofG's Gender Action Plan (GAP) target (maximum 75% any gender), PGT students are on target (75%W), UGs below (79%W), PGRs exceed (69%W).

Figure2.3: Students (UG/PGT/PGR) by gender



Word count: 567 (+67)

3. THE SELF-ASSESSMENT PROCESSES

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

Describe the self-assessment process. This should include:

- (i) A description of the self-assessment team

Our SAT (established December 2014), is chaired by Rachael Jack (W/Grade9; Deputy: W/Grade10). Since Bronze, a key SAT activity has been to create **Working Groups (WGs)** and identify Leads (3W/1M; **BAP3.2/4>SAP3.3**). Each member is part of 1WG to actively design, implement, and evaluate APs (Table3.1).

Figure3.1: Structure of SAT and core activities

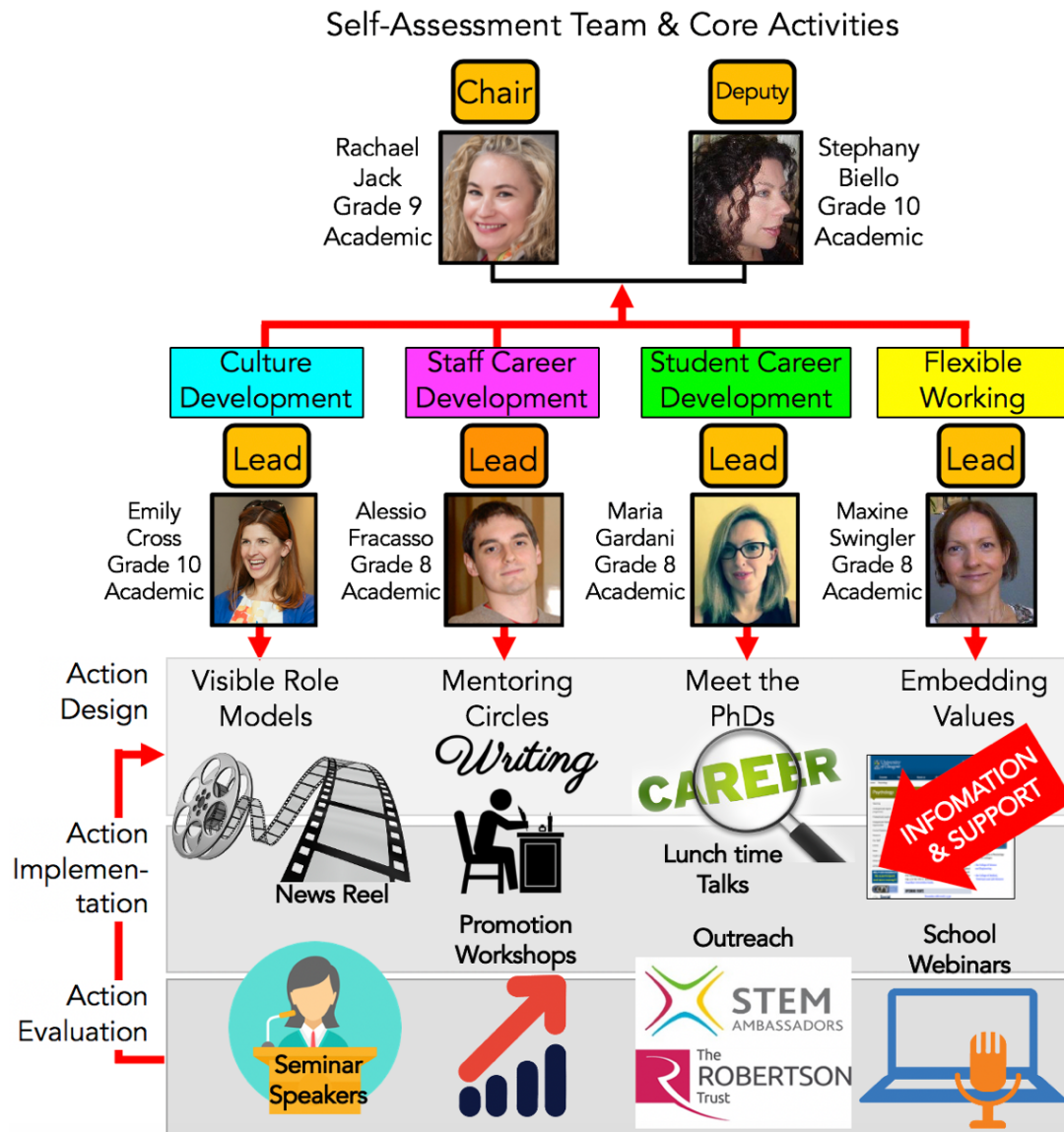

















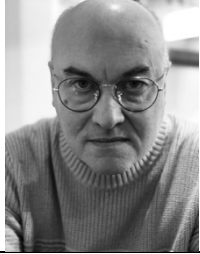


Table3.1: SAT & WG Members' Roles





<p>Key</p> <ul style="list-style-type: none"> • Caring responsibilities • Part-time/flexible workers • First Generation (first in family to graduate from university) 					
Name	Gender	Affiliation , Job & Grade	Lifestyle/ Dependencies	Role	Photo
Rachael Jack Flexible working	Woman	Academic Grade 9	Full time. Married with stepdaughter studying PhD. Mentor for the <i>Nuffield Research Placements</i> and <i>Robertson Trust</i> First Generation	<u>SAT Chair:</u> Mentoring; Paper Writing Group	
Stephany Biello	Woman	Academic Grade 10	Full time. Married, two young children. International/National program mentor for women. Active in public engagement, encouraging women to pursue STEM	<u>SAT Deputy:</u> Parental Champion	
Philippe Schyns	Man	Academic Grade 10	Full time. Married, one daughter studying PhD in Physics/Chemistry	<u>SAT Member:</u> Head of Department	
Emily Cross	Woman	Academic Grade 10	Full time, married, one young baby, recently returned from maternity leave. Works flexibly with partner based in Wales. STEM Ambassador	<u>WG Lead:</u> Culture Development Group	

Kevin Wilson-Smith	Man	Academic Grade 9	Full time, married, 3 children, works flexibly, STEM ambassador	<u>WG Deputy Lead:</u> Culture Development Group	
Anna Henschel	Woman	Student PGR	Full time PhD student, Graduate Teaching Assistant & (co-)founder of Department Book Club.	<u>WG Member:</u> Culture Development Group <i>Past co-Lead of Social Media</i>	
Judith Stevenson	Woman	Academic Grade 7	Full-time. Ambassador for Body Focused Repetitive Behaviours and passionate about reducing stigma surrounding mental health. One cat.	<u>WG Member:</u> Culture Development Group	
Marc Becirspahic	Man	P&SS Grade 7	Full-time	<u>WG Member:</u> Culture Development Group	
Ruud Hortensius	Man	Academic Grade 7	Full-time, married, Scottish Mental Health First Aider	<u>WG Member:</u> Culture Development Group <i>Past Co-Lead of Social Media</i>	

Ute Barrett	Woman	P&SS Grade 6	Full time, married, 2 children, works flexibly because of caring responsibilities as one child suffers from several medical conditions	<u>WG Member:</u> Culture Development Group <u>WIRN Representative</u>	
Maxine Swingler Flexible working Part-time	Woman	Academic Grade 8	Married, two children under 12. Works part-time with flexible hours. Interested in learning and teaching, employability, health and well-being	<u>WG Lead:</u> Flexible Working Group	
Andy Nicolson	Man	P&SS Grade 7	Full time. Interested in employee rights and sees gender equality as a fundamental principle of this. Married, two young daughters	<u>WG Member:</u> Flexible Working Group	
Lorna Morrow Part-time	Woman	Academic Grade 8	Part-time staff (0.6 FTE), married, one young son, works flexibly.	<u>WG Member:</u> Flexible Working Group	
Morag Wallace	Woman	P&SS Grade 7	Full-time. Single parent to 2 secondary school aged children.	<u>WG Member:</u> Flexible Working Group <u>P&SS Champion</u>	

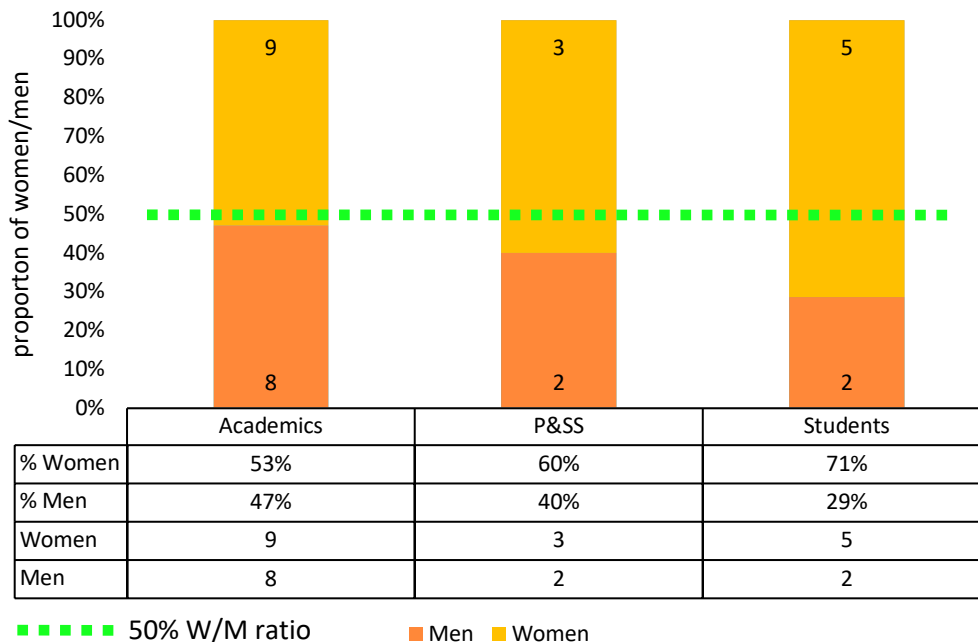
Maria Gardani	Woman	Academic Grade 8	Partner works away most days. One young child. Interested in Student Mental Health and Inclusivity. Active STEM ambassador	<u>WG Lead:</u> Student Career Development	
Carolyn Saund	Woman	Student PGR	Full time, STEM Ambassador and volunteer with DataKind UK. Loves mentoring undergrads	<u>WG Member:</u> Student Career Development <i>Lead of Social Media</i>	
Greta Todorova Part-time	Woman	Student PGR	Postgraduate student studying at PhD level. Works part-time as a Graduate Teaching Assistant	<u>WG Member:</u> Student Career Development	
Heather Cleland Woods	Woman	Academic Grade 8	Two young daughters. Interested in transition to Higher Education as well as enhance in gender equality for Undergraduate Psychology students	<u>WG Member:</u> Student Career Development	
Olivia Davis	Woman	Student PGR	I'm a single, full-time PhD student and part time graduate teaching assistant, who's only dependents are several dozen plants	<u>WG Member:</u> Student Career Development	

Ian Bushnell Part-time	Man	Academic Grade 9	0.2 contract. Married, one son in legal practice and one in HR consultancy	<u>WG Member:</u> Student Career Development	
Jaedeok Kwon	Woman	Student PGR	Unibuddy ambassador	<u>WG Member:</u> Student Career Development	
Jaimie Torrance Part-time	Man	Student PGR	Full-time, self-funded, dyslexic. Works part-time as Graduate Teaching Assistant and part-time outside academia. Working-class, interested in widening participation First Generation	<u>WG Member:</u> Student Career Development	
Kerry Kilborn	Man	Academic Grade 9	Married. Long-distance care responsibilities for elderly father living alone	<u>WG Member:</u> Student Career Development	
Wilhelmiina Toivo	Woman	Student PGR	PhD student, a part-time Teaching assistant and Widening Participation Tutor. STEM ambassador	<u>WG Member:</u> Student Career Development	
Alessio Fracasso	Man	Academic Grade 8	Full time. Single, no children. I play drums and swim in the free time.	<u>WG Lead:</u> Staff Career Development	

David Simmons	Man	Academic Grade 8	Married: daughter studying engineering at university and a son at college.	<u>WG</u> <u>Member:</u> Staff Career Development	
Robin Ince	Man	Academic Grade 8	Full time. Married, no children (1 dog). STEM Ambassador	<u>WG</u> <u>Member:</u> Staff Career Development	
Sara C Sereno	Person	Academic Grade 9	Full time. Multi-siblinged. Writer, musician, artist, and athlete	<u>WG</u> <u>Member:</u> Staff Career Development	
Katie Farrell	Woman	University of Glasgow, Equality & Diversity Unit Grade 7	Dual-career relationship. Encourages positive work-life balance as part of University-wide role. Experience of UG-PGT-PGR-Staff transition.	<u>SAT</u> <u>Member:</u> Gender Equality Officer	

SAT+WG comprises 29 members (59%W/41%M; +9 since Bronze, +4%W representation): 17Academics (59%) – 9W/8M (53%W/47%W) including HoD (1M)/Parental Champion (1W; **BAP5.5.2**; Section5.5); 5P&SS (17%)– 3W/2M (60%W/40%M) including P&SS Champion (1W; **BAP5.5.2**); 7PGRs(24%) – 5W/2M (71%W/29%M).

Figure3.2: Composition of our SAT+WG members by job family and gender



Additional staff, including Heads/Leads of Centres/WorkingGroup/Support Teams (Figure 2.1), are involved in AP implementation including mentoring and outreach, demonstrating wide engagement with AS activities. All are listed on our AS webpage (**BAP3.3**). EC also contributes to and approves our award applications, staff survey, and APs (**BAP3.3>SAP3.2**). We aim to engage a wide range of staff/students to:

- Embed **active engagement** with AS activities
- Distribute activities to **foster healthy work-life balance**
- **Harness the full range of skills/experience** of our staff/students to best support all people

SAT Chairs are nominated by EC based on workload/experience/professional development. We will now advertise the SAT Chair position to all staff via Department-wide communications (**SAP3.3**). To attract SAT+WG members, the following approaches aim to maintain staff/student representation:

- **Advertising:** Joint Staff & Student meetings (AS, standing agenda item); public display screens throughout building
- **Nomination:** by Centre Heads, as part of professional development
- **Announcements:** new SAT+WG members via department-wide communications

Staff/students can join via our dedicated e-mailing list (athenaSWAN@psy.gla.ac.uk) or contacting SAT members (**BAP3.3**).

Workload Allocation. Since 2016, SAT activity is included in workload models (1-3 hours/week, role-depend; **BAP3.1**>**SAP3.1**), reviewed annually by HoD+Deputy+HoPS and discussed during annual P&DR (**BAP5.6.6**; Section5.6). For continuity, high effectiveness/efficiency, and facilitating work-life balance and career development, we invite those with existing relevant roles (e.g., Outreach Officer, Lead of Writing Group) to join SAT+WGs to take leading roles (e.g., Culture Development WG Lead) while also via Department-wide advertisements.

Our SAT+WGs represents various grades/job families/genders/work-life responsibilities but lacks representation from:

- **P&SS Grades 3-5:** Twenty-one (13% of all staff) – 13PT Student Interns/ Demonstrators/Technicians, 11W/2M(85%W/15%M); 8FT Administrative Assistants, 6W/2M(75%W/25%M)
- **Clinical staff:** Five (3% of all staff) – 1W/4M(20%W/80%M) – a challenge identified at Bronze)
- **Undergraduate and PGT students** (0 representation)

To address this, we will:

- Approach clinical staff to join SAT+WGs (**SAP3.3**). Clinical staff find attending meetings difficult due to clinics/on-call duties. We anticipate that our new, agile online communication channels will facilitate involvement (**SAP3.5**)
- Establish a P&SS WG with representation across Grades 3-9 (**SAP3.3**)
- Establish SAT Student WG (**SAP3.3**)

Bronze Impact

- **3.1** ~30% staff (53%W/47%M) substantially involved in delivering APs
- **3.2/4** positive impact of 81% APs, good staff SAT+WG representation

Development areas:

- **3.2/4** SAT+WG under-represents P&SS Grades 3-5, Clinical staff, UG/PGT students
- **3.3** 76%W/43%M (all staff) found this webpage useful

Silver Actions

- **3.1.** Ensure staff engagement with/embedding of AS-related values via workload modelling
- **3.3** Address under-representation of staff/students in SAT+WGs
- **3.5** Facilitate engagement with SAT+WGs, establish on-line communication platform (Teams)

(ii) An account of the self-assessment process

Following successful Bronze award (2016), Christoph Kayser (1M/ Grade10) chaired the SAT until departing (2017). Rachael Jack (1W/Grade9) was then nominated Chair. SAT+WGs maintain activity via online channels (e.g., email, Teams), face-to-face meetings, and sharing information on a secure site (University SharePoint; **SAP3.5**). To further support SAT+WG activities, we enhanced the agility/accessibility of our communication channels (**SAP3.5**). SAT+WG meet on average quarterly and more frequently before major events/during application preparation; **BAP3.4>SAP3.3**). Meetings focus on: (1) implementing actions/setting deadlines; (2) evaluating impact, designing evaluation methods, sourcing data; (3) identifying areas of development/success; (4) developing SMART actions; (5) sharing/discussing new initiatives to improve practice (e.g., intersectionality, efficient communication). Funding is provided by HoD for SAT+WG members to attend/host events **SAP3.6**). We will advertise funds more widely and track uptake to optimise support (**SAP3.6**).

Staff. Anonymised biannual surveys invite staff to share views on ED&I. Our most recent survey (spring 2019), attracted a 78% (123/157 staff; 89%W/64%M) completion rate, **exceeding Bronze** (72%; 93/130 staff; 63%W/79%M). A higher proportion of women responded (+25%W), particularly academics (+33%W; -7%W P&SS), but a lower proportion of men (-51%M; -15%M academics; -21%M P&SS). We aim to increase participation by scheduling surveys around UofG’s annual P&DR (**SAP4.2.4**).

Table3.2: Bronze and current survey completion rates by job family and gender (included five categories: man, woman, trans, non-binary/gender fluid, gender neutral (latter three pooled as ‘other-gender’ due to low numbers; n = 11).

***Population-adjusted for “other-gendered” and “not stated” responses**

Participation	Bronze			Current		
	Women	Men	Not stated	Women	Men	Other gender
Academics (clinical+non-clinical)	31	42	0	48	39	5
P&SS	11	6	0	14	5	1
Not stated	1	1	1	4	2	5
Population	Women	Men	Not stated	Women	Men	Not stated
Academics	49	54	-	50	65	-
P&SS	19	8	-	30	12	-
% Participation	Women	Men	Not stated	Women*	Men*	Not stated
Academics (clinical+non-clinical)	63%	78%	-	96%	63%	-
P&SS	58%	75%	-	51%	54%	-
Not stated	-	-	-	-	-	-
% Participation	Women	Men	Not stated	Women*	Men*	Not stated
Total	63%	79%	-	89%	64%	-
Grand total	72%			78%		

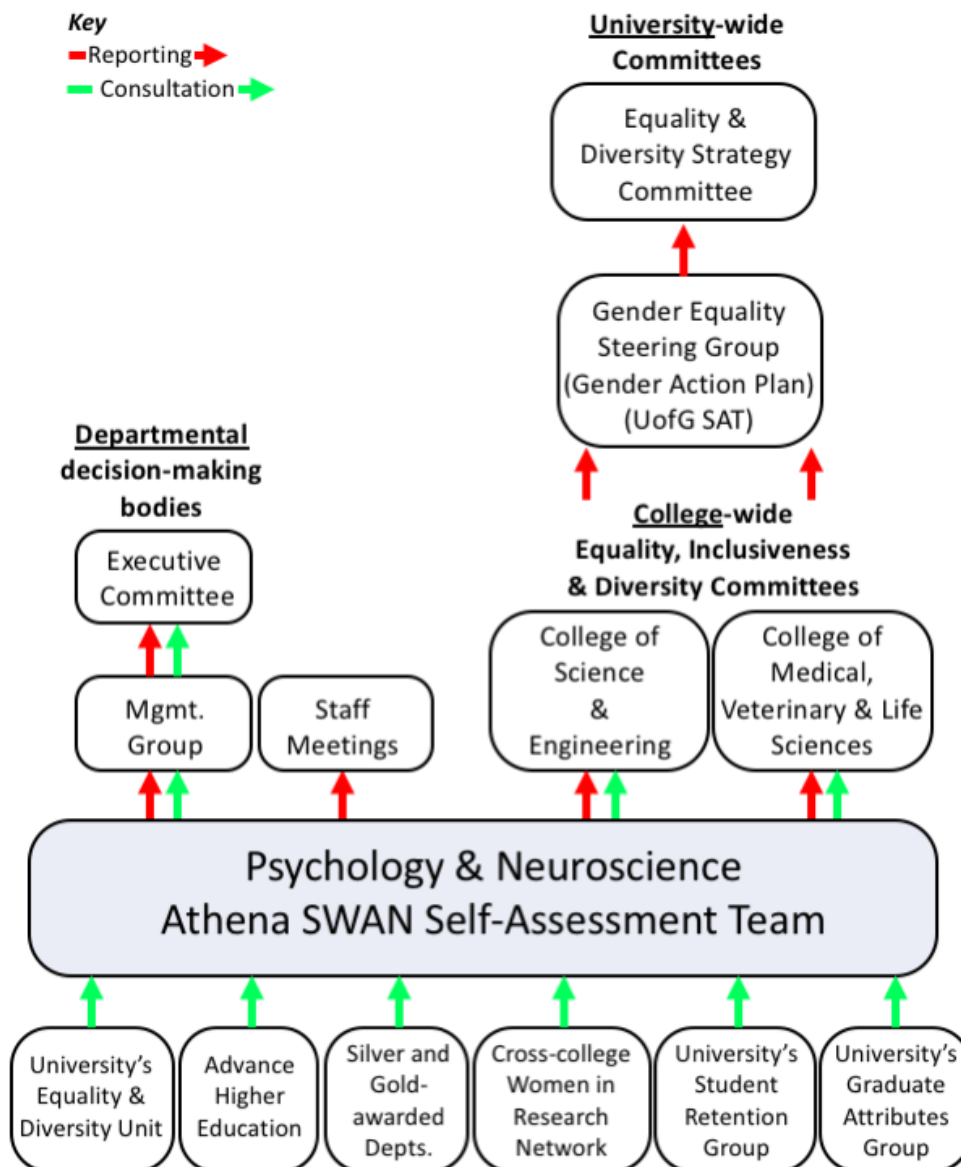
We are keen for staff to give feedback/suggestions. We established a confidential email address (ops@psy.gla.ac.uk) and HoD+Deputy offer informal drop-in surgeries weekly where staff can confidentially discuss any ED&I issues (**BAP3.5>SAP3.4**; replaces public-forum platform). Effectiveness will be evaluated in surveys.

Students. We hold Student-Staff Liaison Meetings each semester for all UGs/PGTs, led by Program Leads (7W/5M;58%W/42%M; to increase visible men role models

SAP4.1.15, Section4.1). Since 2018-19, Level4 UG representatives (3W: 2019/20) and Student Representative Council (1M: 2019/20) are invited to monthly Teaching Management Group meetings (**SAP4.1.11**, Section4.1). We consult with our Staff-Student Liaison Officer (1W/UofG Psychological Society member) weekly, who contributes to promoting diversity (e.g. LGBT+ campaign) from student perspectives (**SAP4.1.12**, Section4.1). At all meetings, students are invited to discuss ED&I (**SAP4.1.11**, Section4.1). PGRs undergo annual progression review, with opportunities to discuss confidentially with two reviewers any issues including ED&I/workplace culture/pastoral care. We also use data from Postgraduate Research Experience Survey, Postgraduate Taught Experience Survey, and National Student Survey to inform practice.

Our SAT+WG consults with, is integrated into, and reports to the larger structures of our Department, Institution and externally as illustrated below.

Figure3.4: SAT+WG departmental/institutional/external consultation, integration and reporting structure



SAT+WG consultation activities:

- 1-2 members attend quarterly meetings of two College-wide Equality, Inclusivity & Diversity Committees **BAP5.6.3>SAP5.6.3**, Section 5.6)
- Solicits inputs from EC and Management Groups on APs/staff survey/award application (**BAP3.3>SAP3.2**)
- Advice from UofG's E&D Officers (2W)
- Award application reviewed by College panel of experts (4W/1M; including AdvanceHE (AHE) panel members/observers)
- Review of successful applications (e.g., UofG Institute of Health & Well-being, Gold)
- Advice from AHE on best practice, successful award applications
- Cross-college Women in Research Network (WIRN) talks and best-practice workshops (e.g., alternative academic careers, P&SS professional development; **BAP5.6.1**; Section 6, Figure 6.1.1)

SAT+WG also reports to following committees/key decision-making boards:

- Two quarterly College Equality, Inclusion and Diversity Committees. Each feed upwards to UofG's Gender Equality Steering Group/Equality and Diversity Strategy Committee
- Management Group (fortnightly; reports to EC). Receives updates on SAT activity/progress via pro-active, direct reporting to HoD by SAT Chair
- Joint Staff & Student meetings (3x a year), attended by staff/student representatives. AS is a standing agenda item of each meeting (**BAP3.3>SAP3.2**)

Bronze progress

- **3.3** AS a standing item on Joint Staff/Management Group Meetings
- **3.4** Quarterly SAT meetings

Partial

- **3.5** Establish forum to discuss ED&I issues

Bronze Impact

- **3.3** 84%W/91%M staff agree that Department is acting to address gender inequality guided by the AS Charter, **increase since Bronze** (24%W/20%M)

Partial evaluation:

- **3.5** Replacing public forum (Moodle), designed new complementary communication channels (see **SAP3.4** below)

Silver Actions

- **3.2** Ensure AS remains standing agenda item at Joint Staff/Management Group meetings
- **3.4** Establish 3 communication channels with EC to discuss ED&I issues
- **3.5** Facilitate agile/efficient engagement with SAT+WGs, establish on-line communication platform (Teams)
- **3.6** Provide, advertise, and track use of funds to further support staff involvement in AS activities

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

To ensure active progress/effective development of SAT+WG activities, we will continue to:

- Meet at least quarterly throughout year with increased interaction around major events/activities (**SAP3.3**)
- Ensure implementation of APs; WG Leads delegating to members using online platform (Teams)
- New Student WG will disseminate SAT+WG activity to student community (**SAP3.3**)
- Post activities via dedicated Twitter account (@PsyINPAthenaSWAN; 251 followers) and display screens, ensuring gender-balanced images/messages (**BAP5.6.8**, Section5.6)

The SAT Chair/WG Leads will be reviewed prior to each award application cycle for continuity, expertise exchange, workload, and career development opportunities. We will implement a new coaching structure comprising out-going/new/in-coming Chairs, staggered across the cycle to ensure overlap/knowledge exchange (**SAP3.3**). SAT+WG membership will rotate according to staff turnover/workload. AS activity is included in all workload models (**BAP3.1**>**SAP3.1**) and reviewed annually via P&DR, **BAP5.6.6**, Section5.6). Our rolling team design aims to support smooth transitions and strengthen long-lasting Departmental cultural change.

Word count: 1203 (+203)

4. A PICTURE OF THE DEPARTMENT

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

4.1. Student data

If courses in the categories below do not exist, please enter N/A.

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

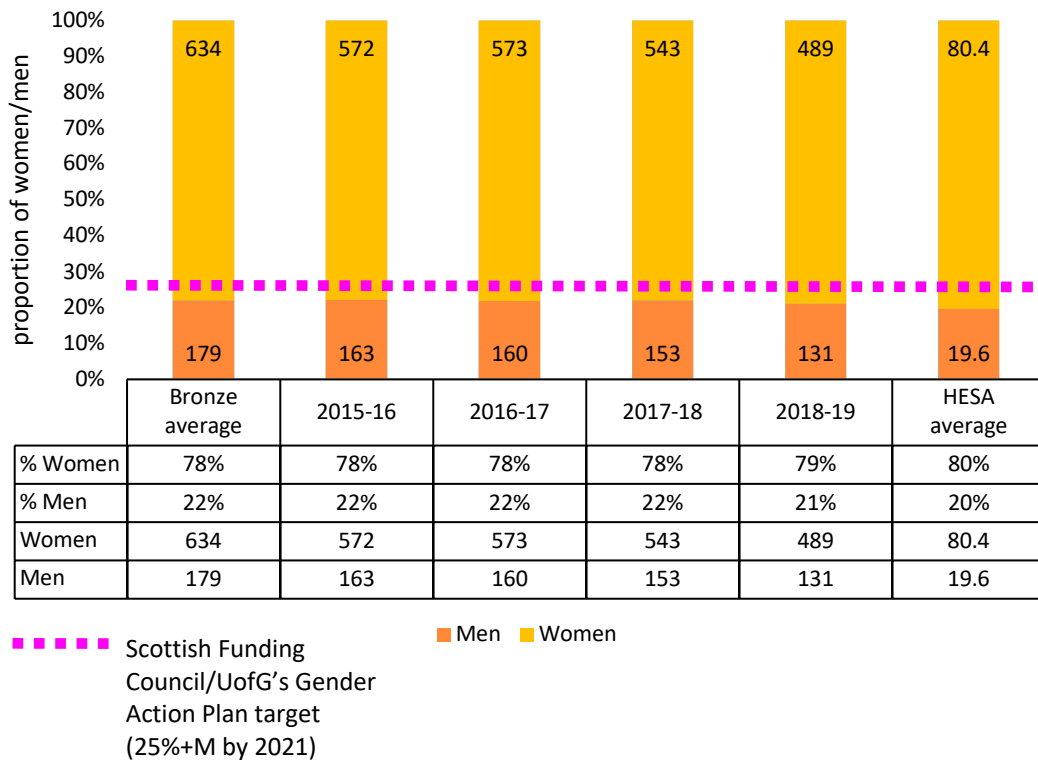
N/A

(ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

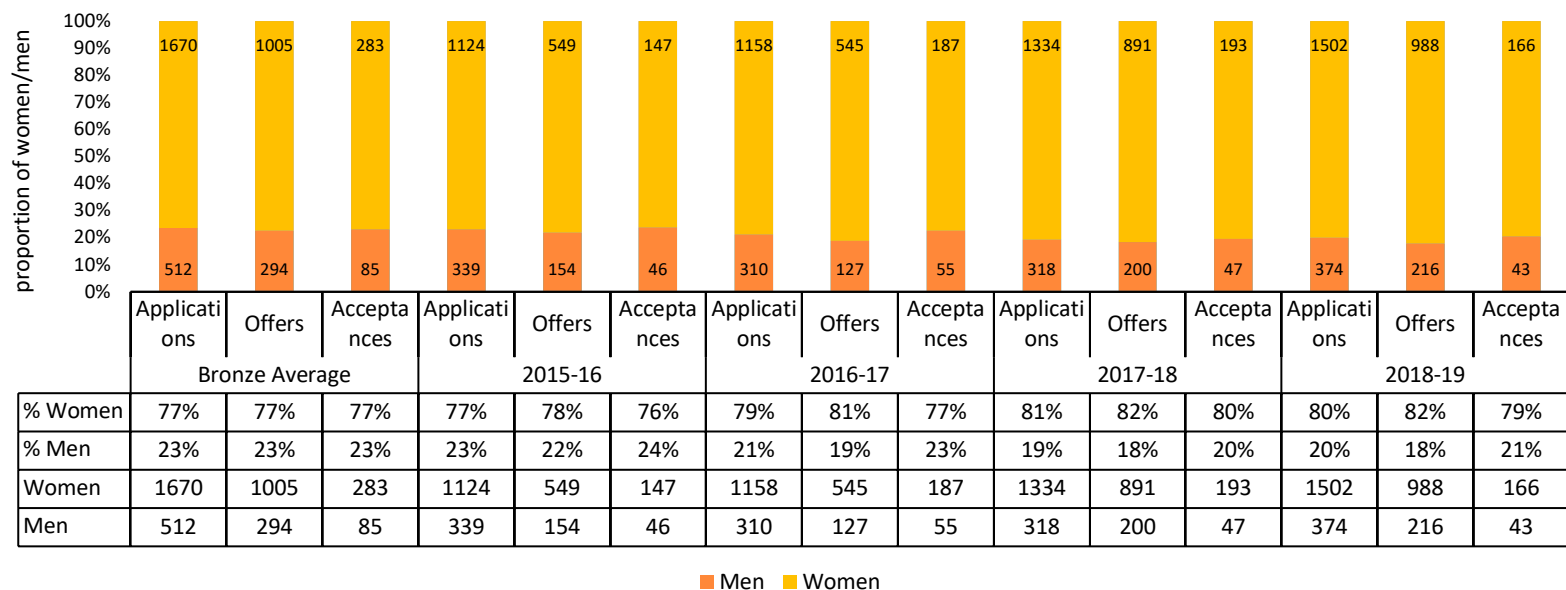
One challenge in Psychology is increasing the proportion of men (Russell Group HESA average: 80%W/20%M). APs therefore focus on increasing men representation while still attracting/retaining women.

Figure4.1.1: UG students (FT/PT combined) by gender (2015-19) with Bronze comparison, HESA Russell Group average, and Scottish Funding Council (SFC)/UofG’s Gender Action Plan (GAP) target (pink dashed line)



Our 4-year UG-degree has 620 students (79%W/21%M). Numbers have decreased by 24% since Bronze as entry tariff increased to facilitate student progression in-line with program capacity. Across 2015-2019, numbers of both W/M decreased annually (-7%M; -5%W, average). W/M ratio has remained stable (78%W/22%M average, **same as Bronze**) and **~2% above HESA Russell Group average (80%W)** reflecting some success in attracting men. However, it remains below the SFC/UofG’s GAP target (maximum 75% any gender by 2020/21). Most UGs are FT (7PT in 2015-19: 4W/2M/1 gender unknown, fewer than Bronze: 11(6W/5M) total. **BAP4.1.1** aimed to increase male application numbers. We now aim to increase number/proportion of men enrolled (**SAP4.1.1**) towards SFC/GAP target.

Figure4.1.2: UG applications/offers/acceptances by gender (2015-19) with Bronze comparison



Number of applications (both genders) decreased after Bronze due to increased entry tariffs and/or increased fees for English students; offers/acceptances decreased commensurately. Women accepting increased (5%+W); men decreased (-1%M). Since Bronze, W/M ratio for applications/offers/accepts have shifted on average -1%M (no trend over time). Although increasing numbers of both genders apply for and are offered places (**BAP4.1.1**), no substantive change in numbers of men accepting is observed. W/M ratio has shifted slightly away from our overall goal of increasing %M. Examination of the pipeline for selection bias shows the W/M ratio has remained stable since Bronze (slight shift towards women offers: +1%W average 2015-19, and to men accepts: +2%M). W/M differences originate at/before application stage rather than during pipeline.

Bronze Actions. We aimed to attract more men to Psychology. In embracing the SFC/GAP target, we implemented several actions to encourage male applications (**BAP4.1.1>SAP4.1.1**):

- Career events/public engagement (e.g. ‘Meet the Expert,’ Glasgow Science Centre/Glasgow Science Festival; Figure4.1.3)
- School outreach (**BAP4.1.1>SAP4.1.1/4.1.2**). Post-attendance evaluation (10W/1M) showed that this event informed attendees’ thinking about Higher grade Psychology research projects
- Two online seminars (six all-boys secondary schools, 2018-19) on studying Psychology. Rated “Excellent” by our UK recruitment team
- Increased visible men role-models: +50%M UG/PGT Programme Leads (5M/7W; **SAP4.1.14**); Staff/student gender representation at Open Days (average 3M/5W staff; 6W/1M students; **SAP4.1.1**); 55 staff/PGR students (36W/19M; 65%W/35%M) participate in STEM events including 9 registered STEM Ambassadors (7W/2M; Figure4.1.3; **BAP4.1.2>SAP4.1.2**).

Bronze Impact. Numbers of men applications increased, *meeting Bronze target* (**BAP4.1.1>SAP4.1.1**). We also *met Bronze target* of 20%M staff/PGRs involved in STEM events (**BAP4.1.2>SAP4.1.2**).

Figure4.1.3: Students and staff engaging the public at the Glasgow Science Festival 2019



Silver Actions. We aim to achieve/exceed:

- SFC/GAP target of 25%M enrolled by 2021/22; 25%+M/2030 **SAP4.1.1**)
- Average annual 1-2% increase in men students (to 25%M/2024)
- Average annual 2% increase in men applicants to our UG program

To support our 25%+M target, our recruitment strategy will (**BAP4.1.1>SAP4.1.1**):

- Include *Myth Busting*, in all events, to challenge perceptions about Psychology (e.g., caring roles only)
- Highlight skills/knowledge developed by studying Psychology, cross-disciplinary opportunities available (e.g., Engineering/Clinical/Counselling/Marketing)
- Ensure visible men role-models and gender-representation amongst staff/students at events

We will also target schools by:

- Arranging visits for [#SchoolToUofGPsych](#) workshops (e.g., November 2019; ~80 students: 70%W/30%M, 6 schools participated, 5 mixed/1 all-girls)
- Involving UG/PGT/R students (e.g., Level2 student (1W) creates short films on employability skills)
- Developing new communication channels (e.g., videos) to engage a more diverse range of potential students in collaboration with UofG's social media partners and new student WG ([SAP4.1.11](#))

Quote caption: Level 4 student (1W), Chair of Psychology Career Journey event:

“...thank you for ... such insightful and inspiring presentations. The advice you gave was really helpful and ... we got some great feedback following the event, so I know that they found it very useful!”

Quote caption: Student Representative Council (1M) representative, attended Psychology Career Journey event:

“...great to see how proactive @UofGPsychology are in making sure students are informed about what comes after graduation. Hoping this becomes a regular event!”

Table4.1.1: UG students achieving each degree classification (PT/FT combined) by gender (2015-2019)

	Bronze average		2015-16		2016-17		2017-18		2018-19	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
Distinction	0	0	2	1	1	1	0	0	0	0
1st Class	32	5.7	46	11	53	7	62	9	28	8
2:1 Honours	89.3	19.3	67	20	64	15	57	14	61	20
2:2 Honours	1.7	0.3	1	0	0	0	0	0	1	1
Merit	0	0.3	27	4	10	3	3	2	0	0
Qualified	6	4.7	0	1	0	1	0	1	0	0
TOTAL	129	30.3	143	37	128	27	122	26	90	29
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
Distinction	0%	0%	1%	3%	1%	4%	0%	0%	0%	0%
1st Class	25%	19%	32%	30%	41%	26%	51%	35%	31%	28%
2:1 Honours	69%	64%	47%	54%	50%	56%	47%	54%	68%	69%
2:2 Honours	1%	1%	1%	0%	0%	0%	0%	0%	1%	3%
Merit	0%	1%	19%	11%	8%	11%	2%	8%	0%	0%
Qualified	5%	16%	0%	3%	0%	4%	0%	4%	0%	0%

Merit and Qualified degrees were called ‘Unclassed Honours’ and ‘Ordinary,’ respectively during Bronze. All grades/final degree classifications are anonymously awarded to mitigate potential bias (continued standard practice). The W/M attainment gap for 1st class degrees has decreased from 6% to 3% in 2018-19, though has varied over time. In 2018-19, numbers of W/M achieving 1st class decreased (with increasing 2:1 degrees) due to actions to bring degree classification distributions towards norm (30% 1st class) as per external examiner recommendations.

Bronze Progress

- **4.1.1** Lead organisation of recruitment events aimed at transition from secondary school; ensure diverse staff involvement (to encourage more **men** to apply to UG program)
- **4.1.2** Encourage more participation of **men** PGR students and staff in STEM events

Bronze Impact

- **4.1.1** Increased numbers of men applying to UG program, **meeting Bronze target***
- **4.1.2** 20%M staff/PGR students engaged in STEM events, **meeting Bronze target**

*Bronze erroneously stipulated a target of 75% **applicants** when SFC/UofG's GAP targets relate to **entrant/enrolled** students. Our SAP rectifies this (**SAP4.1.1**)

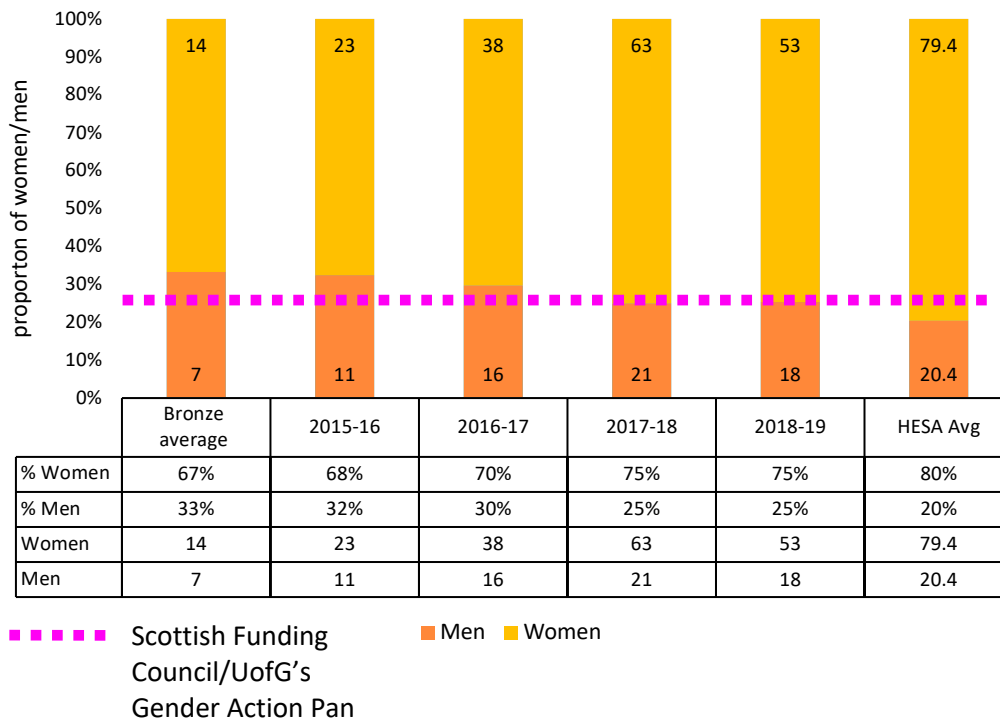
Silver Actions

- **4.1.1** Myth Busting component in student recruitment events, challenge misperceptions/stereotypes; highlight full range of skills, experience and career options; ensure gender-representation
- **4.1.2** Establish coordinated support system for staff/students to engage in STEM events/external mentoring
- **4.1.11** Develop new recruitment materials, enhance communication with diverse potential student pool (also **SAP4.1.1**)
- **4.1.14** Maintain visible men role models (e.g., Program Leads)

- (iii) Numbers of men and women on postgraduate taught degrees across the Department

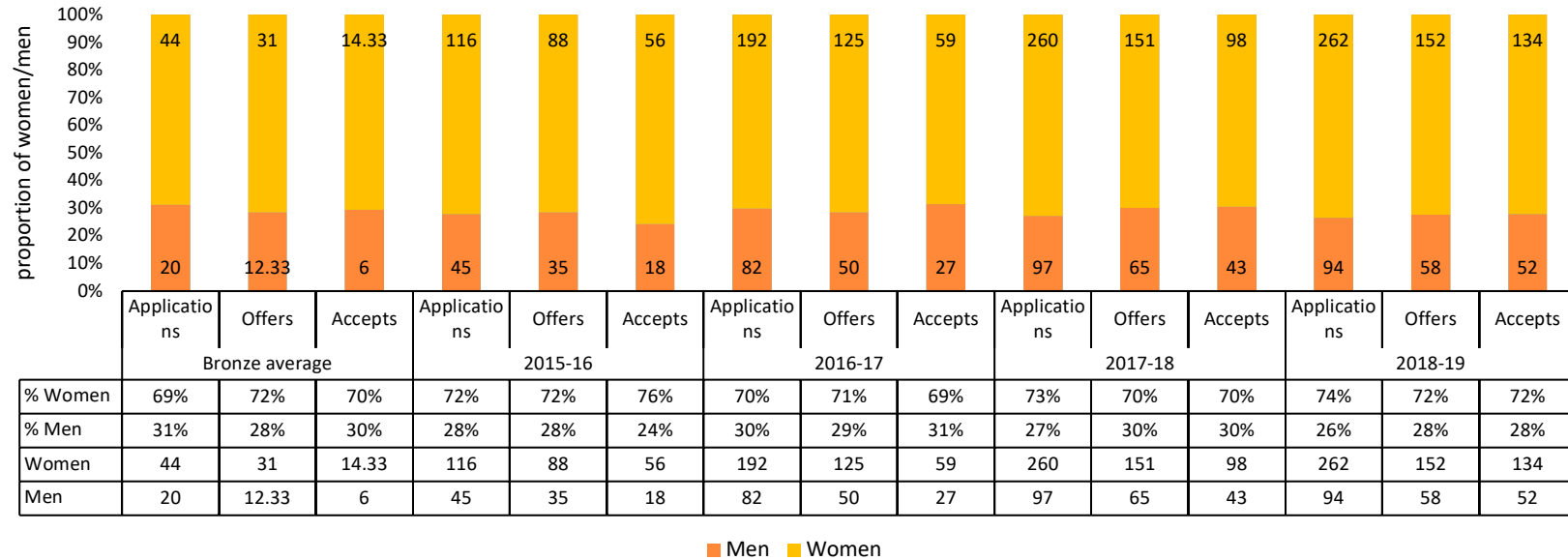
Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender

Figure4.1.4: PGT students (FT/PT combined) by gender (2015-19) with Bronze comparison, HESA Russell Group average, and SFC/GAP target (pink dashed line)



We have 71 PGTs (75%W/25%M, 100% FT) across five programs (2 with PT-option), +50 compared to Bronze due to two new courses (2016), including Online Distance Learning program. Most PGTs are women (72%W average) with an average annual -2%M **decrease**. Though W/M ratio **remains 5% above Russell Group average (80%W)**, the trend is against our goal of increasing %M. This could be due to some programs appealing more to women (e.g., online/enabling home-working), which we will examine and aim to increase %M PGTs by 1% average annually (**SAP4.1.4**).

Figure 4.1.5: PGT applications/offers/acceptances by gender (2015-19) with Bronze comparison



Applications to 4/5 of PGT Programs are assessed by College Graduate School, not our Department. PGT offers are based on quality of application/entry criteria. Most in the pipeline are women (e.g., average 72%W applicants/offer/accepts, 2015-19), an increase of +2%W since Bronze. Numbers of applications, offers and accepts (both genders) have increased. Examination of the pipeline for potential bias in selection shows that, the W/M ratio has remained stable (annual year average 0% gender-shift, offers/accepts), suggesting that gender differences originate at/before application stage.

Table4.1.2: PGT completion rates (FT/PT combined) by gender (2015-2019) with Bronze comparison. Table key: *1W (cause: medical); **2M (causes: 1M medical; 1M financial); *1W (extension granted until 2019-20)**

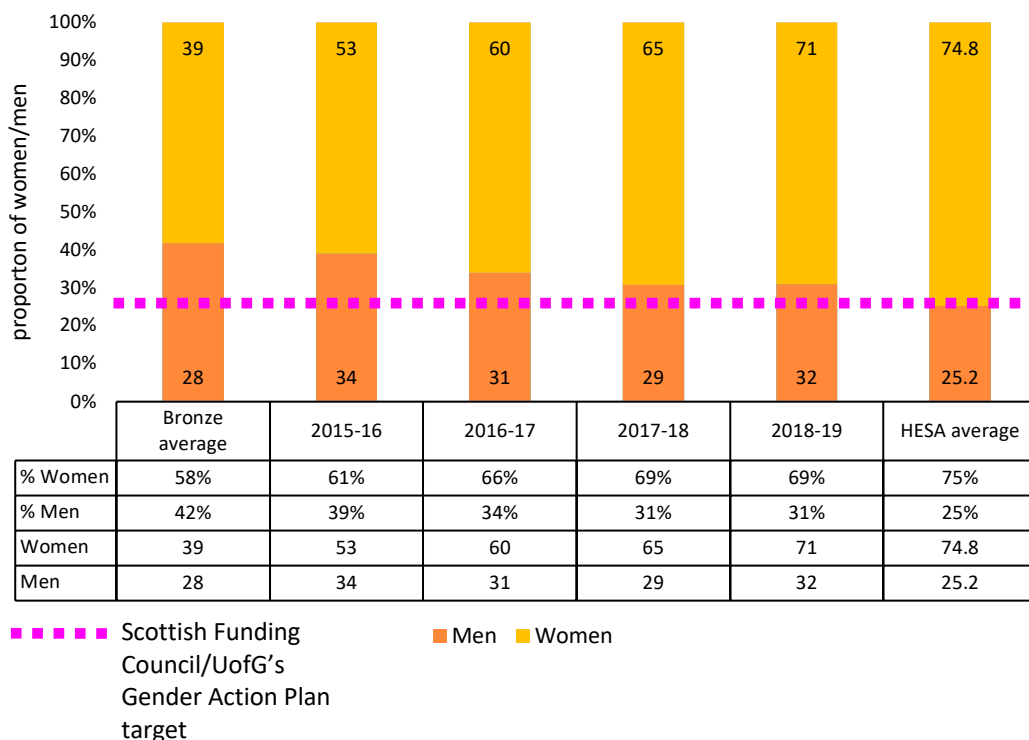
	Bronze average	2015-16	2016-17	2017-18	2018-19
Men	6.25	11	16	20	6
Women	14	23	39	60	32
% Men	100%	100%	100%	95%*	100%
% Women	100%	100%	100%	96%**	96%***

Most PGTs completed their degrees. Three (1W/2M) did not complete in 2017-18 (causes detailed in Table4.1.2).

(iv) Numbers of men and women on postgraduate research degrees

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender

Figure4.1.6: PGRs by gender (PT/FT/thesis pending combined) across 2015-19 with Bronze comparison, HESA Russell Group average



We have 103 PGR students (69%W/31%M; 3PT:1W/2M), +36 compared to Bronze. Numbers of both genders have increased (+17%W/+4%M, annual average). Most PGRs are women (66%W average) with an average -3%M decrease. Therefore, though the W/M ratio (69%W/31%M) remains 6% above Russell Group average (75%W/25%M) and SFC/GAP

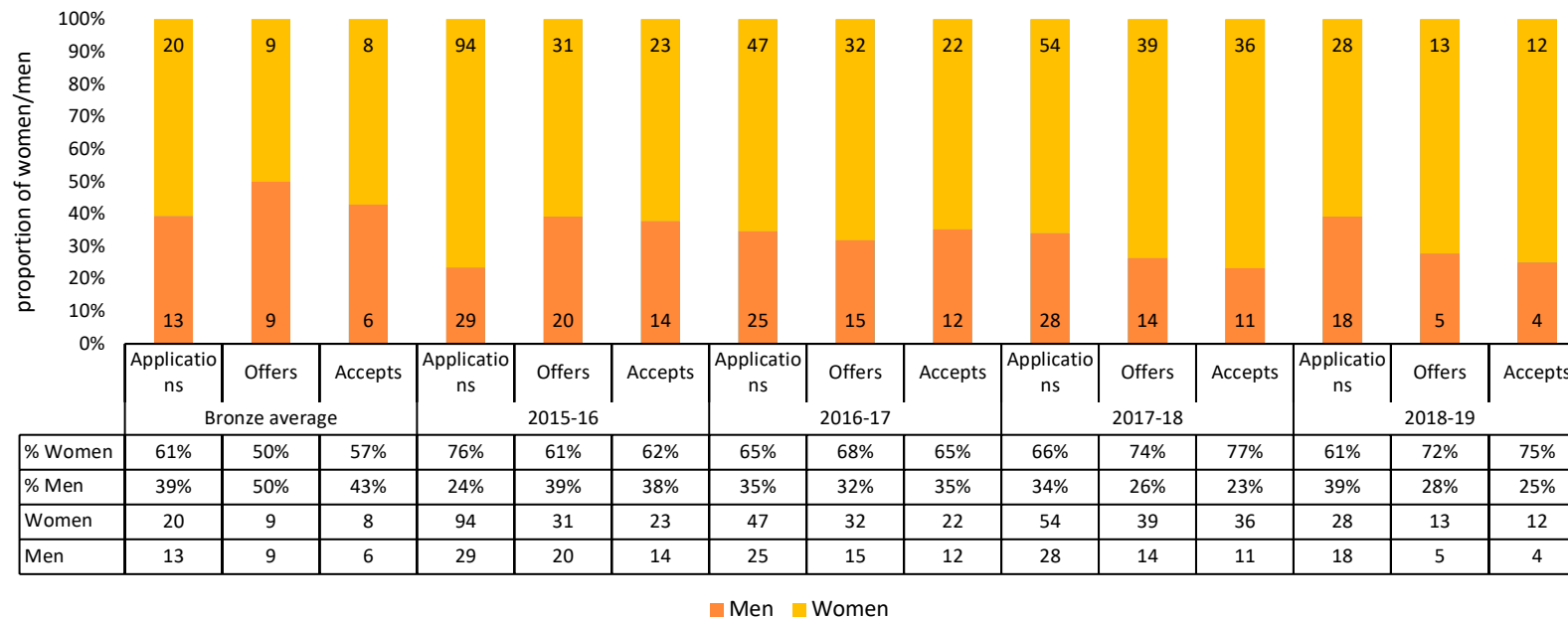
target, the decreasing %M trend is against our goal of increasing men. We will examine this trend by engaging UG/PGT/R to understand the appeal (or otherwise) of our PGR programs (SAP4.1.4).

Table4.1.3: PGRs for full-time, part-time, and thesis pending by gender (2015-19). No Bronze data available for comparison

	2015-16		2016-17		2017-18		2018-19	
Numbers	Women	Men	Women	Men	Women	Men	Women	Men
Full time	39	22	37	23	47	20	50	22
Part-time	4	2	2	2	1	1	1	2
Thesis pending	10	10	21	6	17	8	20	8
TOTAL	53	34	60	31	65	29	71	32
Proportions	Women	Men	Women	Men	Women	Men	Women	Men
Full time	74%	65%	62%	74%	72%	69%	70%	69%
Part-time	8%	6%	3%	6%	2%	3%	1%	6%
Thesis pending	19%	29%	35%	19%	26%	28%	28%	25%

FT study has increased by +9%W/+1%M (average, 2015-19); though numbers are small, PT study has decreased, particularly for W (4-1 over period). We will collect data on reasons for PT study and advertise this option more widely in our recruitment (SAP4.18).

Figure4.1.7: PGR applications/offers/acceptances by gender (2015-19) with Bronze comparison



Numbers of applications (both genders) have increased (+72%W/+21%M annual average) as have offers (+51%W/+7%M) and accepts (+45%W/12%M) with a more pronounced trend for women. W/M ratio for applications/offers/accepts has fluctuated annually (max +16W/+11%M) with no trend (annual average 0% gender-shift). Thus, while attracting more men (**BAP4.1.1**), the overall W/M ratio remains stable. Examination of the pipeline shows that the W/M ratio remained stable across 2015-19 (annual average +1%M offers; +2%W accepts). W/M ratio at offers initially favoured men until 2015-16 before switching to women. W/M shifts at accepts have been towards women overall (average +2%W). To ensure no gender-bias operates, we will examine our procedures and the applicants to understand the potential cause(s), including any confounding factors (e.g., gender differences in applying for positions; **SAP4.1.16**).

Table4.1.4: PGR completion rates by gender (2014-19)

Entry year	2011-12		2012-13		2013-14		2014-15	
Graduation year	2014-15		2015-16		2016-17		2018-19	
	Women	Men	Women	Men	Women	Men	Women	Men
Eligible to graduate	5	5	10	6	12	5	9	5
Graduating	5	3	8	5	10	5	6	4
Completion Rate	100%	60%	80%	83%	83%	100%	67%	80%
Reason for non-completion		discontinued	discontinued	extension	course change		discontinued	extension

Since 2014, 7 students (5W/2M) discontinued PGR study, 2W changed course, 2M received extensions (completion due 2019-20). Reasons for leaving are currently not recorded – a leavers survey will address this ([SAP4.1.8](#)).

Bronze Actions/Impact. Though numbers of men have increased overall for applications/offers/accepts to UG/PGT/PGR programs, resulting in more men in the discipline, the W/M ratio remains stable. The following actions aim to further support our goal:

[BAP5.6.2](#)>[SAP5.6.2](#) (Section5.6). All staff complete mandatory E&D training

[BAP4.1.8](#)>[SAP4.1.16](#). PGR candidate scholarships blind ranked

[SAP4.1.16](#). ED&I statement added to PGT/R application forms to encourage applications from diverse backgrounds

Bronze Progress

- **4.1.8** Scholarship rankings assessed in a blind manner

Bronze Impact

- **4.1.8** W/M ratio did not change substantially across PGT/R admissions pipeline since Bronze, suggesting that gender bias does not operate here

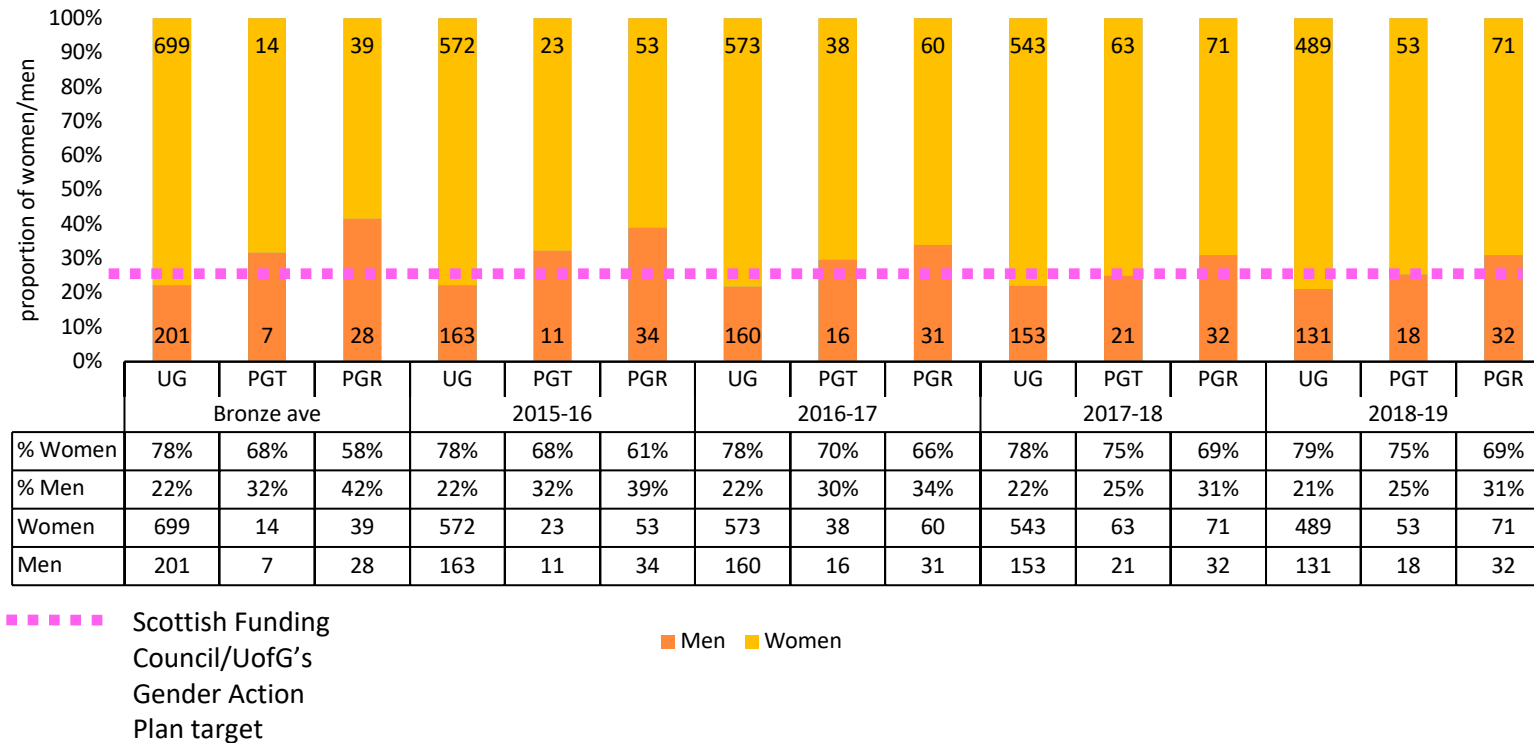
Silver Actions

- **4.1.16** Scholarship rankings continue to be assessed in blind manner; tracked and evaluated annually
- **4.1.16** Add ED&I statement all UG/PGT/R application forms

(v) Progression pipeline between undergraduate and postgraduate student levels

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

Figure4.1.8: Women and men across UG and PG degrees



Most UG/PGs are women with an overall decrease in men for PGT/PGR. Examination of the pipeline shows a gender-shift towards men (average +7%M) with a higher proportion of men studying at PGvsUG, sustained over time. While this shift **reflects success in attracting and retaining more men into the discipline**, it could indicate the start of a leaky pipeline for women.

However, many of our UGs pursue PG study outwith our Department – e.g. Clinical Psychology (3-year Doctorate; 30 UK programs; e.g., 19W/2M of our UGs are enrolled in UofG's program, 27% of their cohort) – or health-related professions (60%W/78%M aspire to this). A proportion of UG women (and men) are studying at advanced/Doctorate level. Also, while UGs are “Psychology background,” our PGT/Rs

come from a wide range of disciplines (Engineering/Maths/Computing Science/Biology/Philosophy). Therefore, PGs do not directly reflect UG cohorts. To understand whether there is a leaky pipeline and/or otherwise, we will examine student career paths/trajectories (**SAP4.1.15**).

Bronze Actions/Impact. To encourage both genders into PG study and better understand the pipeline, we replaced the student destination survey (attracts very low responses rates: only 36 PGR responded over last 3 years *across UofG*) with a career aspirations exercise embedded into Level-3 UG curriculum (Table4.1.5), achieving 63%W/69%M (78W/18M) completion rate, **close to 70% Bronze target;** **BAP4.1.4>SAP4.1.4**).

Table4.1.5: UG career aspirations

Career aspiration	Women	Men
Clinical Psychology/mental health	60% (47)	78% (14)
Education/Teaching	15% (12)	6% (1)
Third sector organisation	8% (6)	6% (1)
Other (e.g., behavioural analysts)	3% (3)	0% (0)
Unsure	13% (10)	11% (2)

Instigated annual UG Research Fair (BAP4.1.3>SAP4.1.3) inviting all final year UGs to present projects and network with staff, career advisors, and PGs to learn more about research. Qualitative data (random sample, n = 8W/0M) showed that 75%W found that this event supported their career progression. Though **meeting Bronze target of 75%** positive responses, low numbers advise caution. We will take action to obtain wider feedback (SAP4.1.3).

Developed annual Meet the PhD events (BAP4.1.7>SAP4.1.7). UG/PGTs meet/discuss with current PGRs about what PhD/academic careers entail (5PGTs/2UGs attended: 5W/2M). We posted quotes from PGRs describing the best thing about a PhD on our AS twitter account (@PsyINPAthenaS; #MeetThePhD2019) to promote the event. 50% W/M found the event very engaging; 33%W/M are now more interested in an academic career, **below Bronze target of 75%**. We will further examine student experiences and modify accordingly to increase usefulness of the event (SAP4.1.7).

Quote caption: Current PGT student (1M)

“talking to current PGRs made me consider the possibility of an academic career, which I never thought was possible before”

Figure4.1.9: Photos from UG Research Fair and Meet the PhD event



Provided informal **Mentoring Circles** (BAP4.1.5>SAP4.1.5) and **Meet the Role Model** events (BAP4.1.6>SAP4.1.6) for PGs to meet with PGR, post-doctoral researchers, and academic staff (both genders) to discuss academic careers (Table4.1.6). Eight events since 2016 with positive feedback (see quotes below).

Table4.1.6: Mentoring Circles and Meet the Role Model events

Speaker	Talk title	Attendance	Staff/student attendance
Prof Martha Merrow (W)	Women in Academia	12W/1M	PG Staff
Andre Tomlin (M) (Director of Mental Elf)	Network Opportunities with Blog Writing	6W/2W	PGR Staff
	PGR Welcome Event	9W/1M	UG

Quote caption: Current UG student (1W)

"Talking to Prof Merrow was inspiring - a career in academia is a possibility despite the hurdles ahead."

Quote caption: Current PGR student (1W)

"It was really interesting to hear ... a different perspective [from] outside of academia. It gave me food for thought..."

Figure4.1.10: Mentoring Circle Event to welcome new PGRs, led and organised by three 2nd year PGRs (all women)



Quote caption: 1st year PGR student (1W)

“It was incredibly beneficial to meet PGRs and get some helpful tips in an informal setting... to feel part of the postgraduate community [and] meet fellow students.”

PGT/Rs are invited to meet weekly seminar speakers at informal nibbles-and-drinks to discuss academic careers. We will extend this invitation to UGs (**BAP4.1.6**>**SAP4.1.6**). **Silver actions** (**SAP4.1.4/SAP4.1.9/SAP4.1.13/SAP4.1.14/ SAP4.1.16**) aim to increase support for PGR/PGT students.

We will also train at least 2 staff as Scottish Mental Health First Aiders with 2 trained instructors for training continuity (**SAP4.1.14**). Using our AS webpage (**BAP3.3/BAP4.1.9**), we will promote student awareness of relevant University support & policies regarding **paternity/maternity policies** and **childcare support**. NB: Bronze stipulated staff-only success measure when intended for staff/students.

Bronze Progress

- 4.1.5 Introduced Mentoring Circles for PGT/Rs
- 4.1.6 Introduced Meet the Role Model sessions for PGT/Rs
- 4.1.3 Held Research Fair to support UG-PG transition
- 4.1.4 Conduct destination surveys for UG/PGT/Rs
- 4.1.7 Held Meet the PhD events for UG students
- 4.1.9 Development of AS website to include support available to students, plus case studies of current academics

Bronze Impact

- 4.1.3 75% students (8W) found the Research Fair useful
- 4.1.4 Aspiration exercise embedded in Level-3 UG program, achieved 63%W/69%M completion, **below target of 70%**
- 4.1.5-7 Students found mentoring circles useful in supporting career progression

Silver Actions

- 4.1.3 Continue to hold UG Research Fair; develop methods to capture views
- 4.1.4 Collect UG career aspirations; roll out to PGs as part of annual review; develop and provide support materials
- 4.1.5-7 Continue Mentoring Circles/Meet the Role Model/Meet the PhD events; develop methods to capture views
- 4.1.8 Evaluate awareness of support policies for students
- 4.1.12 Establish Buddy system for informal PG mentoring
- 4.1.13 Establish confidential student support systems, particularly relating to intersectionality
- 4.1.14 Engage UG/PGT/PGRs to identify role models
- 4.1.15 Liaise with Departments offering other PG-level programs, track students remaining in discipline

4.2. Academic and research staff data

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

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

Our academics span four contract functions (Research-only (R-only)/Research and Teaching (R&T)/Learning, Teaching& Scholarship (LTS)/Clinical) and Grades6-10. Grade10 (Professorial-grade) – focus of Bronze actions – are boxed in green.

Figure4.2.1: Mapping between grade numbers and job titles across four contract functions

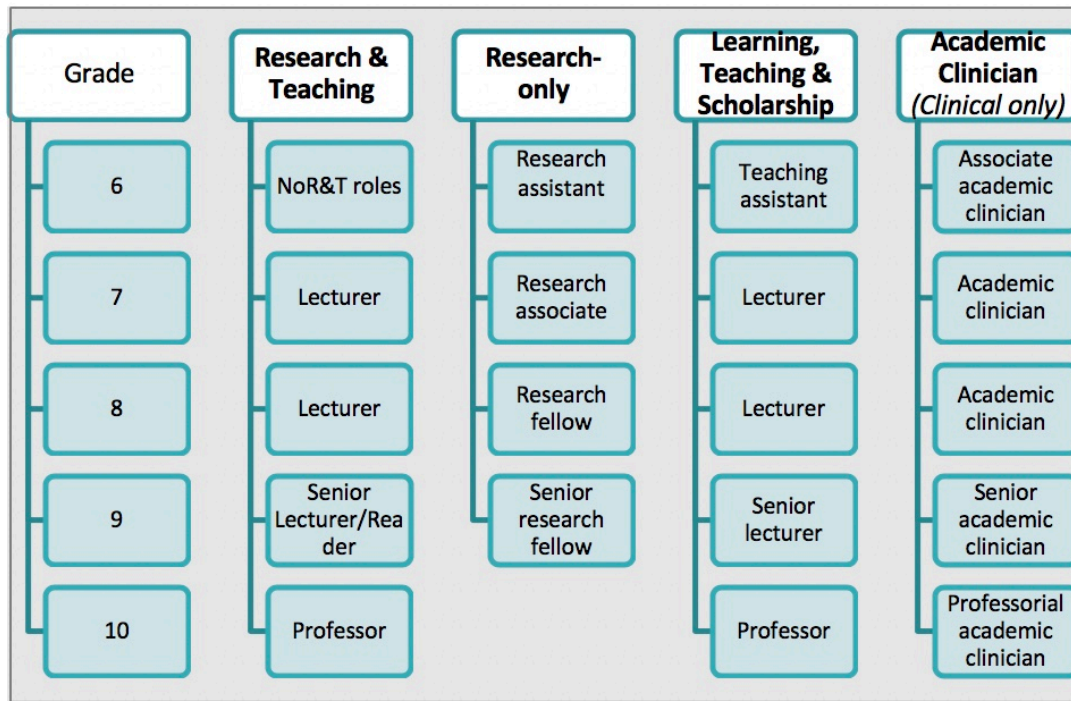
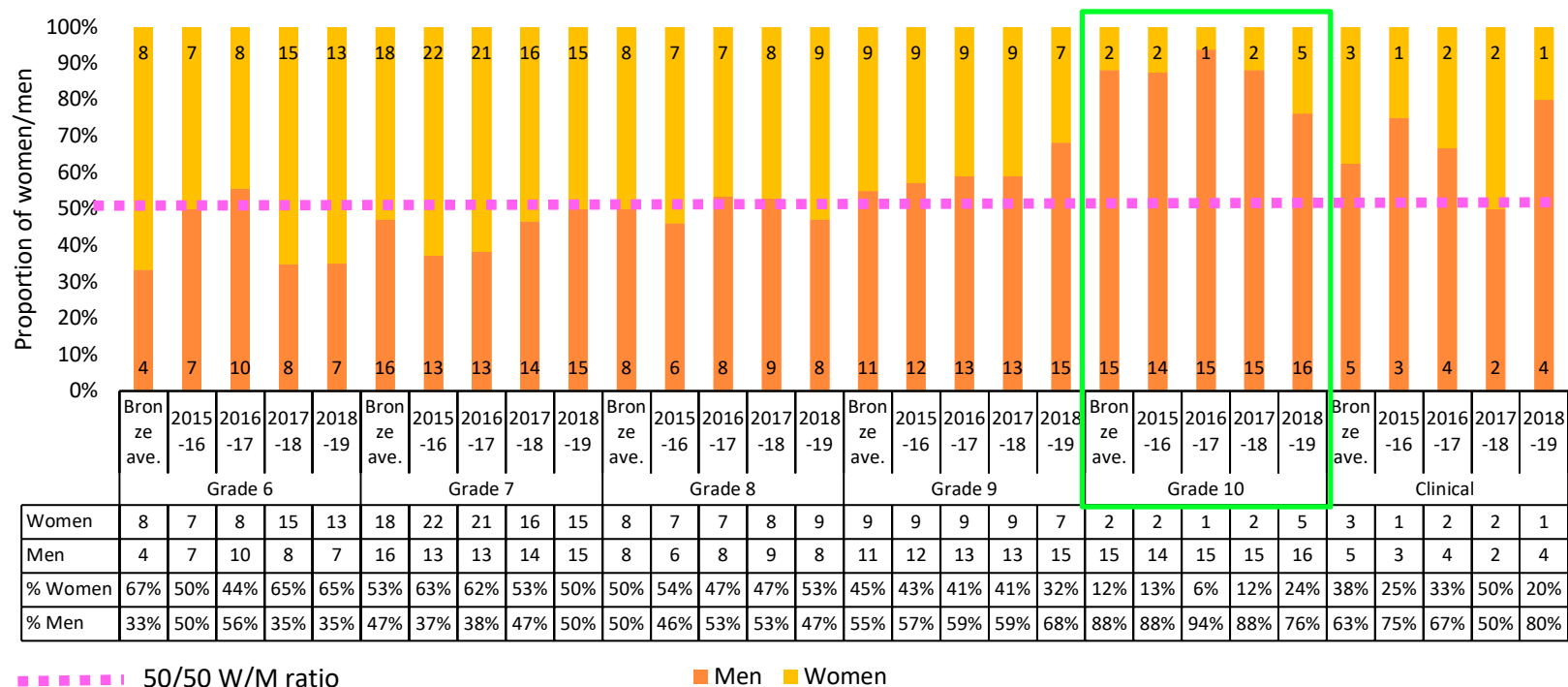


Figure 4.2.2: Summary of all academic staff (contract functions combined) by grade and gender (2015-19) with Bronze comparison



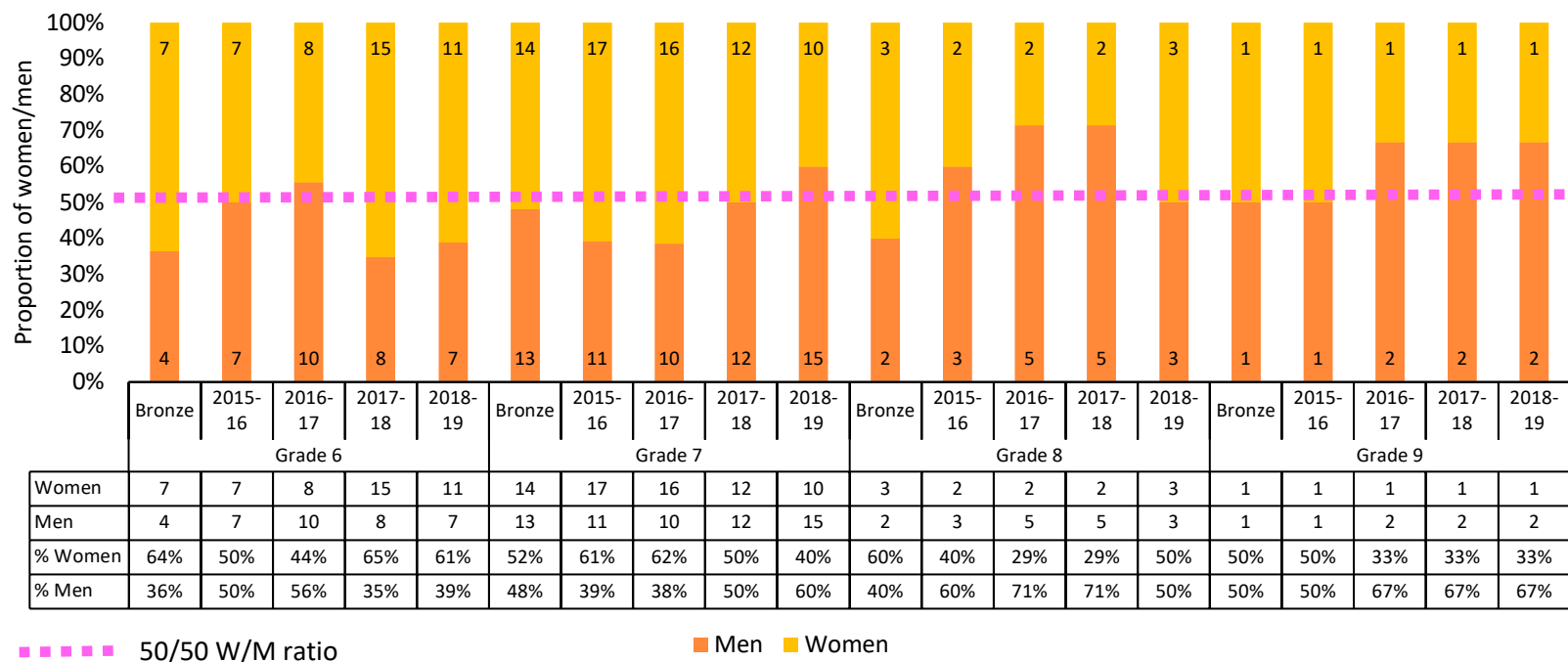
Academic staff numbers have increased (+11) since Bronze; +2%W/+3%M; 4W/7M). W/M ratio has remained stable (45%W/55%M average, no clear trend). Clinical staff decreased from 8 (3W/5M) to 5 (1W/4M).

Numbers of women increased in each grade, except Grade7 (-2%W) and Grade9 (-6%W), which likely reflects promotions (Section5.1.iii), and decreased in Clinical (-4%W, low numbers). Numbers of men increased on average in each grade except Grade7 (-1%M; but upward trend).

While W/M ratio remained relatively stable for all grades (gender-balanced in Grade6-8), it has shifted towards women in Grade10 (+3%W average; +3W than Bronze (Figure4.2.1) and down in Grade9 (-3%W; -2W same period), reflecting promotions (Section5.1(iii)). Clinical shows an overall shift toward men (+4%M) with no trend.

Research-only. Grade6-9 only. Low numbers advise caution.

Figure4.2.3: Research only staff by gender and grade (2015-19) with Bronze comparison



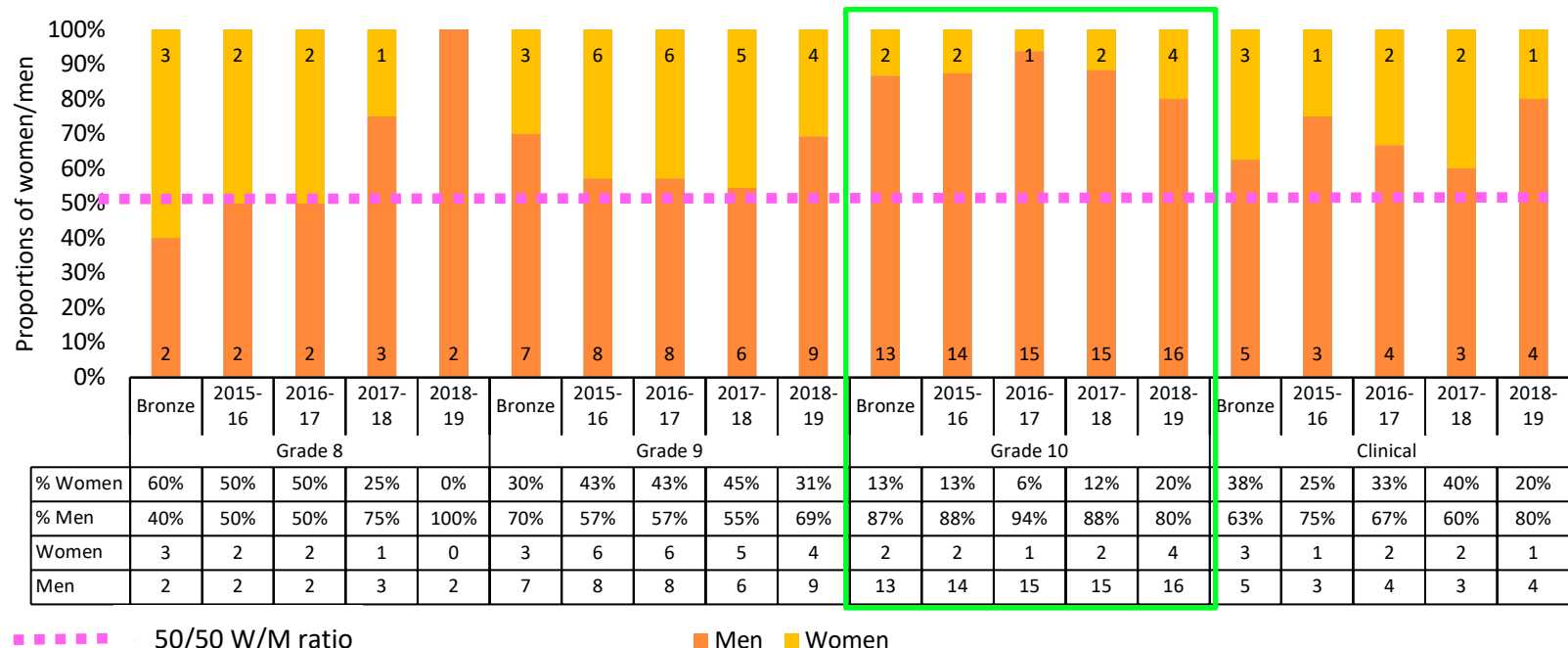
Research-only staff comprise ~47% of academics . The total numbers have increased on average by 4% (45 to 52) with +1%W/+8%M (no trend). W/M ratio has remained relatively stable (52%W/48%M; +2%M average, no trend).

Numbers of women increased in Grades6+8 (+19%W; +4%W, no trend) and decreased in Grade7 (-7%W, downward trend), likely due to Grade6-7 hires for research grants (Section5.3.v) and/or promotions (Section5.1.iii). No change at Grade9. Numbers of men also increased overall in all grades (Grade6: +21%M; Grade7: +5%M; Grade8: +19%M; Grade9: +25%+1M).

W/M ratio has remained approximately balanced across Grades but with a decreasing %W in higher grades (Grade6: 57%W/43%M; Grade7: 53%W/47%M; Grade8: 41%W/59%M; Grade9: 41%W/59%M). Since Bronze, the W/M ratio has shifted on average slightly towards men in all grades (Grade6: +1%M; Grade7: +3%M, Grade8: +3%M, Grade9: +4%M; low numbers advise caution).

R&T. Grade8-10, plus Clinical.

Figure4.2.4: Research & Teaching academic staff by gender and grade (2015-19) with Bronze comparison



R&T staff comprise ~32% of academics. Clinical staff (3% staff) are only on R&T contracts. Total number of R&T has increased +5M since Bronze. The overall W/M ratio has shifted +1%M on average (Bronze: 27%W/73%M, 2015-19 average: 26%W/74%M), trending towards men.

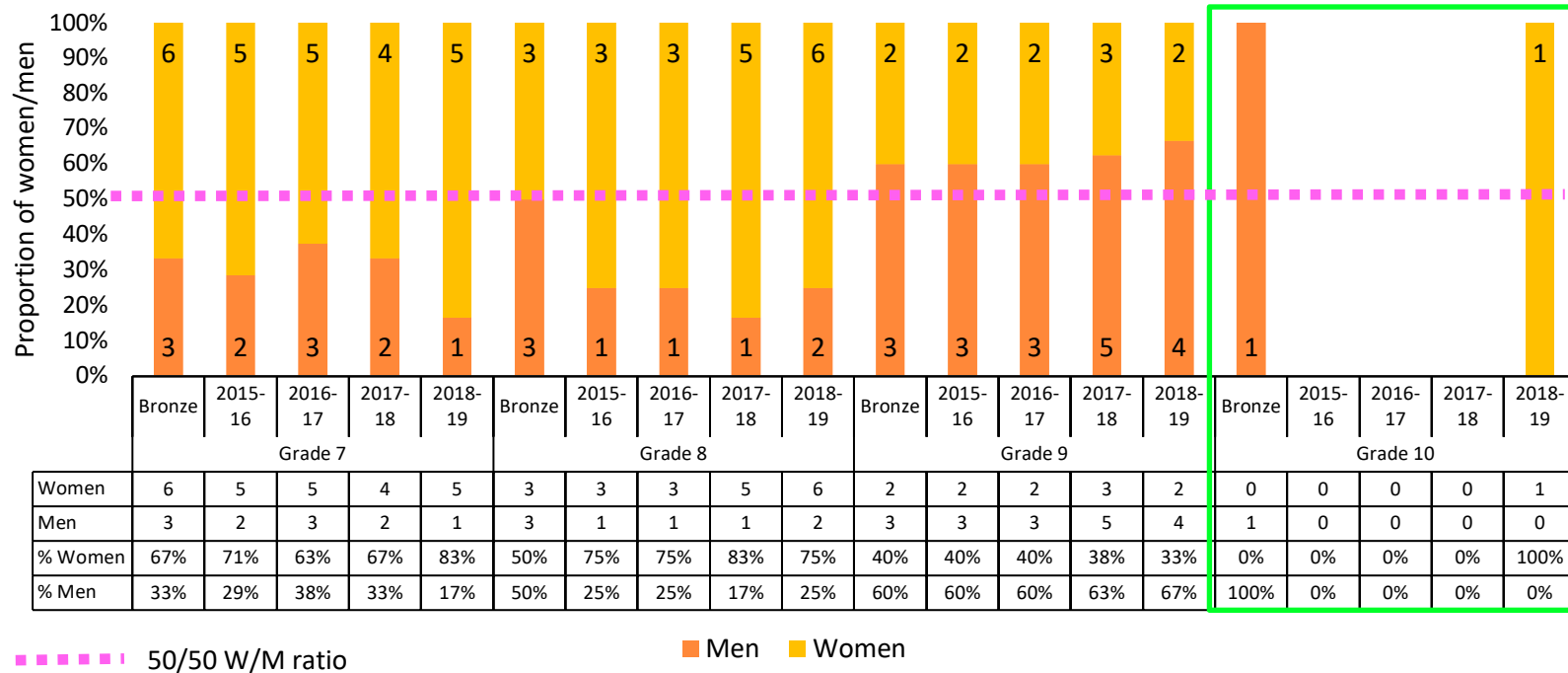
Clinical staff have decreased from eight (3W/5M) at Bronze to 5 (1W/4M) in 2018-19 (low numbers advise caution).

Numbers of women have decreased in Grade8 (-45%W year-on-year average) and increased in Grade9 (+16%W; inverted U-shaped trend) and Grade10 (+38%W average; Figure4.2.3). Numbers of men are unchanged at Grade8 and Clinical and increased in Grade9-10 (+10%M; +5%M average). All shifts are due to promotions/external hiring (Section5.1.i/iii).

W/M ratio within each grade remained relatively stable across time except Grade10, which increased from 13%W to 20%W following recruitment and promotions (with lower %W in Grade9).

LTS. Grades7-10. LTS at UofG is a progressive career track towards Grade10 (first established in our Department in 2006). Promotion criteria have been further strengthened since 2015 to raise parity of esteem with R&T.

Figure4.2.5: Learning Teaching and Scholarship academic staff by gender and grade (2015-19) with Bronze comparison



LTS staff comprise ~19% of academics. Total number decreased before increasing in 2018-19 (+3W/-3M). Overall W/M ratio shifted +4%W on average (Bronze: 52%W/48%M, 2015-19: 62%W/38%M) with possible trend towards women. LTS therefore comprises ~62%W/38%M.

Numbers are low and trends are difficult to assess. At Bronze, we had 1M Grade10 (now deceased); we now have 1W Grade10 (promoted in 2017-18; Figure4.2.4).

W/M ratio within each grade remained stable across time. Relative to base population (62%W/38%M), there are more women in Grade7 (71%W/29%M average) and Grade8 (77%W/23%M) and fewer in Grade9 (38%W/62%M). Therefore, women tend to distribute more in Grades7-8 (except Grade10); men more in Grade9.

Table4.2.1: Clinical staff by grade and gender (2015-19) with Bronze comparison

	Bronze		2015-16		2016-17		2017-18		2018-19	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
Academic Clinician	2	3	1	2	2	3	2	2	1	3
Professorial Academic Clinician	0	1	0	1	0	1	0	1	0	1

Numbers of clinical staff decreased over time (8: 3W/5M) to 5: 1W/4M). The W/M ratio fluctuates with a slight recent trend towards men (1W/4M). All women are within Academic Clinician grade; 1M is senior grade (Professorial Academic Clinician).

Bronze Actions/Impact/Silver Actions. We identified a gender disparity in senior grades, particularly amongst R&T and R-only contracts. We aimed to address this with the following actions:

BAP4.2.2>SAP4.2.2 EC prepared PDPs for all academics providing tailored career progression support (**SAP4.2.2**). Our survey showed 74%W/76%M staff found discussing PDPs with Line Managers useful. Promotion applications increased annually from 4% in 2015-16 to 8% in 2017-18, **exceeding Bronze target of 5%**, suggesting a positive impact of PDPs. **BAP4.2.1>SAP4.2.1**. Continue to record staff data by gender to evaluate AP impact.

SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

To date, no transitions from technical to academic roles have been made (or requested). This avenue is advertised widely via department-wide emails and P&DR. We are fully committed to the UK's Technician Commitment. Currently, UofG is undertaking a consultation involving a 24-month Action Plan to improve career development of technical staff by enabling career progression opportunities for technicians through the provision of clear, documented career pathways, which we fully endorse.

SAP4.2.3. Provide annual career development opportunities for all technical staff, akin to current academic promotion workshop. Extend with immediate effect PDPs to all P&SS, administered during P&DR.

Bronze Progress

- **4.2.1** Tracked and evaluated staff data by gender enabled identification of a positive shift towards a higher %W in senior R&T grades
- **4.2.2** Prepared PDPs for all academic staff

Bronze Impact

- **4.2.2** 74W%/76%M academic staff find PDPs useful for career development
- **4.2.2** Promotion applications doubled across 2015-19 to 8% staff; **exceeding Bronze target** (5% staff applying)

Silver Actions

- **4.2.1** Track and annually review staff data by gender
- **4.2.2** Continue with PDPs, extend to P&SS
- **4.2.3** Establish annual event to discuss career development opportunities with P&SS

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

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



Figure 4.2.6: Summary of all academic and research staff (all grades, including clinical) by gender on different contract types over time (staff by grade shown in next figure) with Bronze comparison

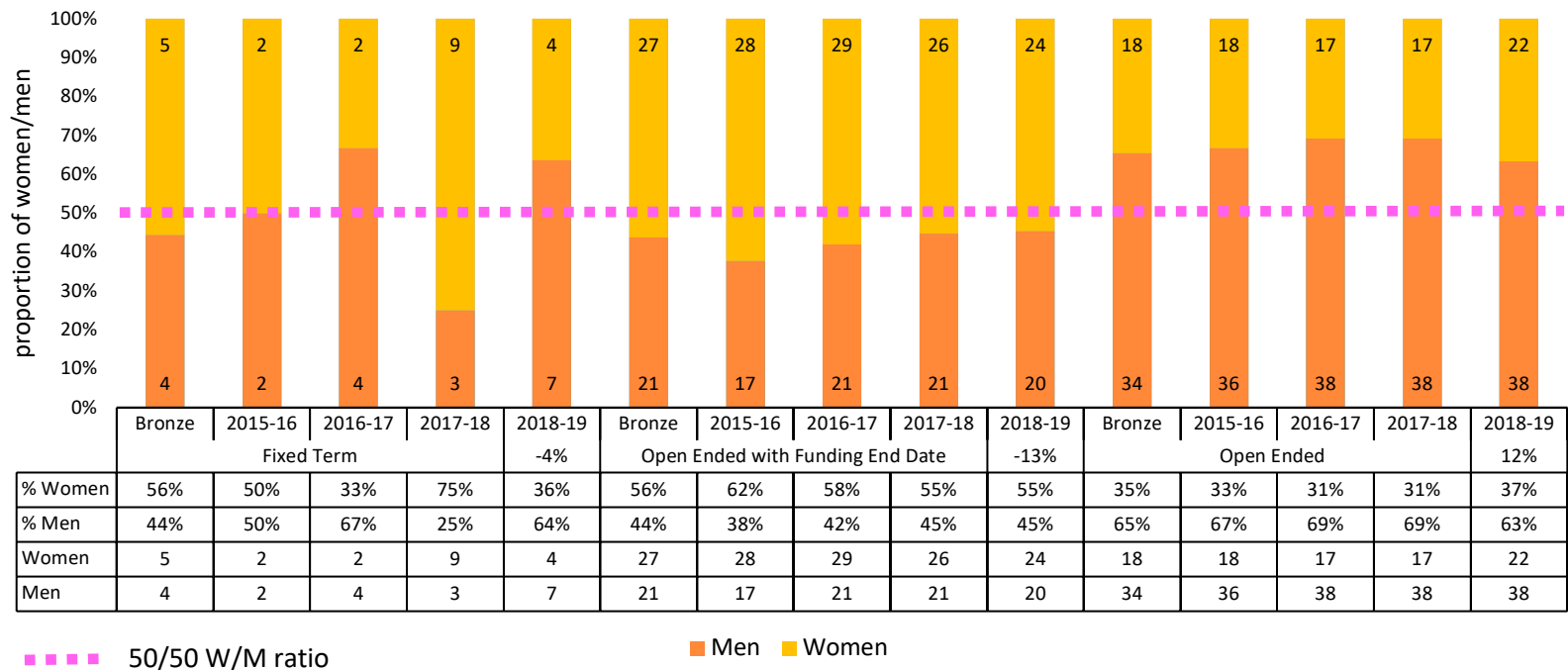


Table4.2.2: Academic and research staff on each contract type by gender and grade (2015-19) with Bronze comparison

Academic staff	Bronze			2015-16			2016-17			2017-18			2018-19		
	Fixed Term	Open ended with funding end date	Open ended	Fixed Term	Open ended with funding end date	Open ended	Fixed Term	Open ended with funding end date	Open ended	Fixed Term	Open ended with funding end date	Open ended	Fixed Term	Open ended with funding end date	Open ended
Grade 6	1/1 (100%)	7/11 (64%)		1/1 (100%)	6/13 (46%)			8/18 (44%)		5/5 (100%)	10/18 (56%)		2/3 (67%)	11/17 (65%)	
Grade 7	1/1 (100%)	17/31 (55%)	2/4 (50%)		19/28 (68%)	3/7 (43%)		18/27 (67%)	3/7 (43%)	1/1 (100%)	13/24 (54%)	2/3 (67%)	1/2 (50%)	10/23 (43%)	4/5 (80%)
Grade 8		3/5 (60%)	5/11 (45%)		3/4 (75%)	4/9 (44%)	0/1 (0%)	3/5 (60%)	4/9 (44%)	1/2 (50%)	3/5 (60%)	4/10 (40%)	0/1 (0%)	3/4 (75%)	6/12 (50%)
Grade 9		0/1 (0%)	9/19 (47%)			9/21 (43%)			9/22 (41%)			9/22 (41%)			7/22 (32%)
Grade 10			1/14 (7%)			2/16 (13%)			1/16 (6%)			2/17 (12%)	0/1 (0%)		5/20 (25%)
Total	2/2 (100%)	27/48 (56%)	17/38 (45%)	1/1 (100%)	28/45 (62%)	18/53 (34%)	0/1 (0%)	29/50 (58%)	17/54 (31%)	7/8 (88%)	26/47 (55%)	17/54 (31%)	3/7 (43%)	24/44 (55%)	22/58 (38%)

Table4.2.3: Clinical academic staff on each contract type by gender and grade (2015-19) with Bronze comparison (Bronze data not available by grade)

Clinical Staff	Bronze			2015-16			2016-17			2017-18			2018-19		
	Fixed Term	Open ended with funding	Open ended	Fixed Term	Open ended with funding	Open ended	Fixed Term	Open ended with funding	Open ended	Fixed Term	Open ended with funding	Open ended	Fixed Term	Open ended with funding	Open ended
Clinical Research Fellow	-	-	-	1/2 (50%)			2/3 (67%)			2/2 (100%)			1/3 (33%)		
Clinical Lecturer	-	-	-	0/1 (0%)			0/2 (0%)			0/2 (0%)			0/1 (0%)		
Clinical Professor	-	-	-			0/1 (0%)			0/1 (0%)			0/1 (0%)			0/1 (0%)
Total	3/7 (34%)		0/1 (0%)	1/3 (33%)		0/1 (0%)	2/5 (40%)		0/1 (0%)	2/4 (50%)		0/1 (0%)	1/4 (25%)		0/1 (0%)

No staff are on zero-hour contracts. Fixed-term contracts comprise ~10% of academic staff (49%W/51%M; no trend) and are used for maternity cover, clinical lectureships (training posts), and short-term (<1 year) posts. Open-ended-with funding-end-date contracts comprise ~38% of academics (average 58%W/42%M) and are primarily RA/PDRAs (Grade6-7) employed on research grants. Open-ended contracts comprise ~52% of academics (average 33%W/67%M). Relative to the base academic population (45%W/55%M average), there are more women on fixed-term (+4%W) and open-ended-with-funding-end-date contracts (+13%W) and more men on open-ended contracts (+12%M).

We are committed to preserving and maintaining employment wherever possible. Staff at risk of redundancy can sign up for job alerts via Core HR Self-Service. Hiring managers are alerted to applications from ‘at risk’ individuals. Priority interviews are offered to candidates who match the grade and meet essential criteria. If an ‘at risk’ candidate meets essential criteria, they must be offered the role. Career development support is available to all ECR’s from senior academic staff, including research-funded staff applying for R&T posts (Section5.3.iii). **Silver Actions.** Continue recording staff data by gender/contract type (**BAP4.2.1>SAP4.2.1**) to assess the impact of our APs.

(i) Academic leavers by grade and gender and full/part-time status

Comment on the reasons academic staff leave the Department, any differences by gender and the mechanisms for collecting this

Table4.2.4: Academic leavers (FT/PT) by grade and gender (2015-2019) with Bronze comparison

		Bronze average			2015-16			2016-17			2017-18			2018-19			Average 2015-19		
		Women	Men	Total	Women	Men	Total	Women	Men	Total	Women	Men	Total	Women	Men	Total	Women	Men	Total
Grade 6	Full time	5	1	6	1	1	2	3		3	1	5	6	3	1	4	2	2	4
	Part time	6		6							3		3	3		3	3		3
Grade 7	Full time	6	9	15				1	1	2	4	3	7	5	4	9	3	3	6
	Part time	1		1										1		1	1		1
Grade 8	Full time					1	1								3	3		2	2
	Part time														1	1		1	1
Grade 9	Full time	1	2	3								2	2	1		1		2	2
	Part time		2	2															
Grade 10	Full time		3	3		1	1					2	2					2	2
	Part time																		
Clinical	Full time	3	2	5										1	1	2	1	1	2
	Part time																		

Most leavers are Grade6-7 (RA/PDRAs on research grants/independent fellowships; 63%W/37%M), with 7W/0M (18%) on part-time contracts. Grade8-10 and Clinical each comprise 9-4% of leavers (0%W/100%M; 33%W/67%M; 100%M; 50%W/M, respectively).

W/M ratio of leavers remained stable in each grade across time. Around 20% of leavers take up posts at other research institutions/HEIs (Table4.2.5). However, a large proportion of destinations are unknown (68%), which we will address by recording destinations of all leavers (**SAP4.2.1**).

Table4.2.5: Leaver destinations (2015-19)

	Women	Men	Total	% leavers
Working in Research/HE Institute	3	7	10	19%
Working in Private sector	0	2	2	4%
Retired	1	1	2	4%
Not in regular employment	1	1	2	4%
Not known	23	13	36	68%
Registered as a student	0	1	1	2%

Bronze Progress/Impact/Silver Actions. We will continue to track academic leavers and leaving reasons, examining exit surveys by grade/gender to localize potential causes of gender imbalance including gender-related issues (**BAP4.2.1** > **SAP4.2.1**).

Word count: 3115 (+115)

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff

(i) Recruitment

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

In addition to UofG website/jobs.ac.uk, job adverts are disseminated via extensive international mailing lists/social media accounts. Candidates are shortlisted for interview by 2 people minimum using pre-determined essential/desirable criteria. We encouraged women and men to apply for advertised posts by the following actions:

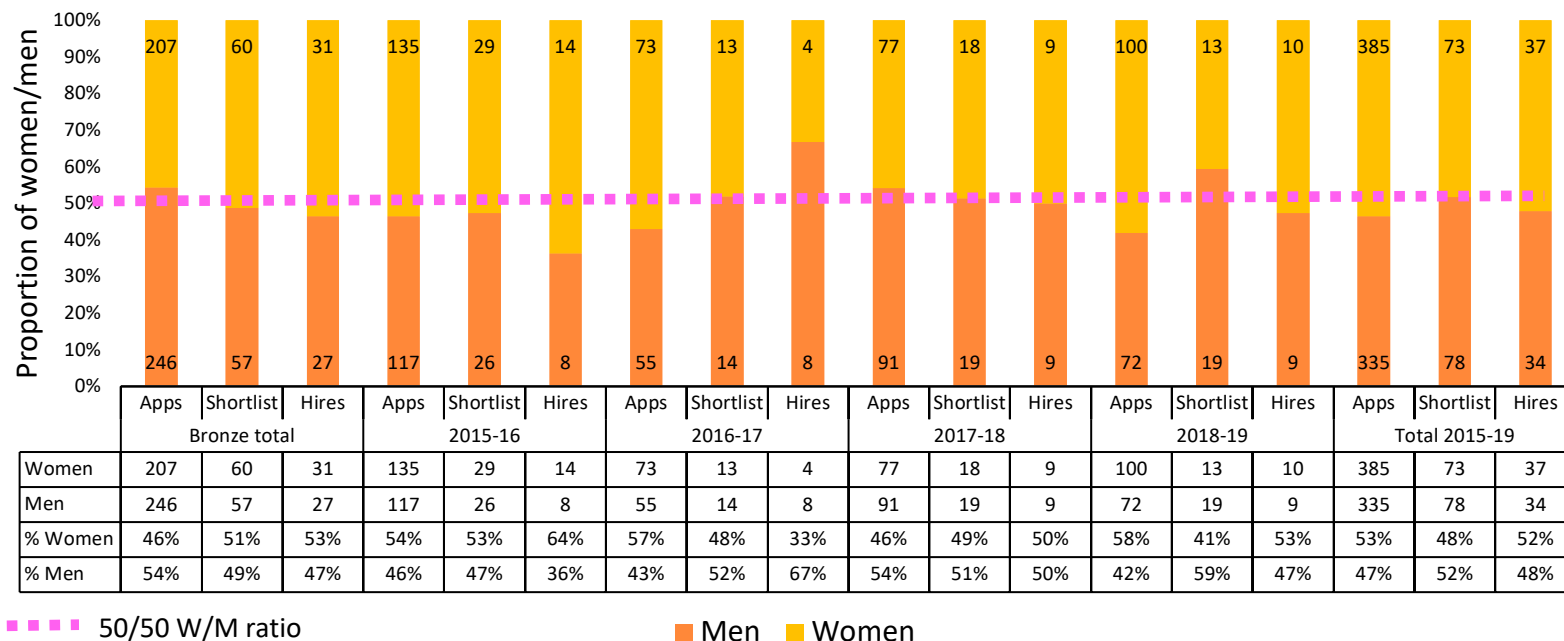
BAP5.1.1>**SAP5.1.1** All job adverts include statement recognising AS Charter, promotion of open and fair policies for equality, support for flexible working; checked for gender-neutral language

BAP5.1.2>**SAP5.1.2** Administration Team circulates job adverts; staff asked to share widely to ensure optimal dissemination to competitive women and men applicants

BAP5.1.3>**SAP5.1.3** Ensure gender-representation on recruitment panels. At least 1W/1M sit on every appointing committee

BAP5.1.3-4 All appointment committee members complete Recruitment & Selection training (includes unconscious bias training) prior to conducting interviews (100% compliance; tracked by HR)

Figure 5.1.1: Summary of academic staff recruitment pipeline by gender (2015-19) with Bronze comparison



Since Bronze, total numbers of applications have increased (+23%W/+36%M), particularly in 2015-16 possibly due to large grants (Section 5.3.v). Overall, the W/M ratio for applications remained stable (average 40%W/60%M; +2%M), as has shortlisting (average 56%W/44%M; average +3%W) and hires (average 50%W/50%M; average 0% change, possible trend toward women from 2017-18). Across the recruitment pipeline, small fluctuations in the W/M ratio at shortlisting and hiring (e.g., 2017-18 +6%M at shortlisting; +12%M at hires) with average +7%M shift at shortlisting and +4%W shift at hiring. However, there is no trend in any other year, suggesting that gender bias is not operating in the recruitment pipeline.

Table5.1.1: Gender ratio across the academic recruitment process by grade (2015-19) with gender ratio shift

	no change			towards women			towards men											
n/a	Bronze total			2015-16			2016-17			2017-18			2018-19			Total 2015-19		
Grade 6	Apps	Shortlist	Hires	Apps	Shortlist	Hires	Apps	Shortlist	Hires	Apps	Shortlist	Hires	Apps	Shortlist	Hires	Apps	Shortlist	Hires
Women	68	13	5	69	11	6	32	5	1	51	10	6	60	6	4	212	32	17
Men	52	12	5	45	9	3	26	6	2	29	0	0	28	7	3	128	22	8
% Women	56.7%	52.0%	50.0%	60.5%	55.0%	66.7%	55.2%	45.5%	33.3%	63.8%	100.0%	100.0%	68.2%	46.2%	57.1%	62.4%	59.3%	68.0%
Shift		-4.7%	-2.0%		-5.5%	11.7%		-9.7%	-12.1%		36.3%	36.3%		-22.0%	11.0%		-3.1%	8.7%
Grade 7	Apps	Shortlist	Hires	Apps	Shortlist	Hires	Apps	Shortlist	Hires	Apps	Shortlist	Hires	Apps	Shortlist	Hires	Apps	Shortlist	Hires
Women	107	40	23	63	16	7	41	8	3	16	4	2	23	5	4	143	33	16
Men	136	31	14	65	15	4	26	5	3	27	8	4	35	10	5	153	38	16
% Women	44.0%	56.3%	62.2%	49.2%	51.6%	63.6%	61.2%	61.5%	50.0%	37.2%	33.3%	33.3%	39.7%	33.3%	44.4%	48.3%	46.5%	50.0%
Shift		12.3%	5.8%		2.4%	12.0%		0.3%	-11.5%		-3.9%	0.0%		-6.3%	11.1%		-1.8%	3.5%
Grade 8	Apps	Shortlist	Hires	Apps	Shortlist	Hires	Apps	Shortlist	Hires	Apps	Shortlist	Hires	Apps	Shortlist	Hires	Apps	Shortlist	Hires
Women	17	3	1	3	2	1	0			1	0		16	1	1	20	3	2
Men	24	3	1	3	1	0	1	1	1	6	4	2	8	1	0	18	7	3
% Women	41.5%	50.0%	50.0%	50.0%	66.7%	100.0%	0.0%	0.0%	0.0%	14.3%	0.0%	0.0%	66.7%	50.0%	100.0%	52.6%	30.0%	40.0%
Shift		8.5%	0.0%		16.7%	33.3%		0.0%	0.0%		-14.3%	0.0%		-16.7%	50.0%		-22.6%	10.0%
Grade 9	Apps	Shortlist	Hires	Apps	Shortlist	Hires	Apps	Shortlist	Hires	Apps	Shortlist	Hires	Apps	Shortlist	Hires	Apps	Shortlist	Hires
Women	9	0								7	2	0				7	2	0
Men	21	6	3	4	1	1				28	6	2				32	7	3
% Women	30.0%	0.0%	0.0%	0.0%	0.0%	0.0%				20.0%	25.0%	0.0%				18%	22%	0%
Shift		-30.0%	0.0%		0.0%	0.0%					5.0%	-25.0%					4.3%	-22.2%
Grade 10	Apps	Shortlist	Hires	Apps	Shortlist	Hires	Apps	Shortlist	Hires	Apps	Shortlist	Hires*	Apps	Shortlist	Hires	Apps	Shortlist	Hires*
Women	0						0			2	2	1	1	1	1	3	3	2
Men	3	2	2				2	2	2	1	1	1	1	1	1	4	4	4
% Women	0.0%	0.0%	0.0%				0.0%	0.0%	0.0%	66.7%	66.7%	50.0%	50.0%	50.0%	50.0%	43%	43%	33%
Shift		0.0%	0.0%					0.0%	0.0%		0.0%	-16.7%		0.0%	0.0%		0.0%	-9.5%

Across the recruitment pipeline, W/M shifted towards men at shortlisting in Grades6-8 (+3.1%M/+1.8%M/+22.6M%) and towards women at hiring (+8.7%W/+3.5%W/+10%W; low numbers, no trend). For Grade9, though numbers are small, women were more successful at

shortlisting (+4.3%W); men at hires (+22.2%M). All Grade10 applicants were successful (*1W offered position; declined - accepted specialist post at another university), suggesting that gender bias is not operating through the recruitment pipeline. Numbers of women applicants increased on average in Grade6-8 (+212%W/+34%W/+18%W, no trend), at shortlisting in Grade6 (+146%W), and hires at Grade6 (+240%W). Numbers in Grade9-10 are too small/sparse to determine a trend but appear stable for Grade9W (+10M applications) and for Grade10M (+3W applicants/offers). +2W Grade10 hired since Bronze.

Table5.1.2: Gender ratio across clinical academic recruitment process (2015-19) with gender ratio shift. Grades combined due to low numbers

	no change														
	shift towards women														
	shift towards men														
	Bronze average			2015-16			2016-17			2017-18			2018-19		
All grades	Applications	Shortlist	Hires	Applications	Shortlist	Hires	Applications	Shortlist	Hires	Applications	Shortlist	Hires	Applications	Shortlist	Hires
Women	2	1	1	1	1	0	1	1	1	6	4	2	0	0	0
Men	3	2	1	0	0	0	4	1	1	4	1	1	0	0	0
% Women	40.0%	33.3%	50.0%	100.0%	100.0%	n/a	20.0%	50.0%	50.0%	60.0%	80.0%	66.7%	n/a	n/a	n/a
Shift		-6.7%	16.7%		0.0%	n/a		30.0%	0.0%		20.0%	-13.3%	n/a	n/a	n/a

Across 2015-19, 16 clinical applications were submitted (8W/8M), 8 shortlisted (6W/2M), 5 hired (3W/2M). No recruitments in 2018-2019. We have 1 permanent clinical academic, and 2 clinical lecturer (training) posts for registrars held for maximum of 3 years. Though numbers are small, no gender bias is observed.

Bronze Progress

- 5.1.1 All job adverts include AS Charter statement
- 5.1.2 All job adverts distributed throughout staff networks
- 5.1.3 Gender-representation on recruitment panels; panels receive training
- 5.1.4 Recruitment panels take unconscious bias training

Bronze Impact

- 5.1.1-2 45%W applicants to academic jobs, **exceeding Bronze target** except Grade9
- 5.1.3 At least 1W on all recruitment panels since 2015
- 5.1.4 All recruitment panels have unconscious bias training since 2015

(ii) Induction

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

Since Bronze, we designed a tailored welcome/induction (**BAP5.1.5>SAP5.1.4**) program to ensure completion of mandatory training (health/safety/wellbeing/E&D Essentials; research integrity training for research staff). Administration Team sends welcome email to new staff member offering assistance. On day1, an administrator undertakes local inductions with staff introductions/building tours/health and safety/local operations/procedures/general arrangements (e.g. IT set-up/staff card). A further email provides links to information discussed, plus local/University information. Line managers confirm roles and responsibilities, appoint mentors where appropriate. Our survey showed that 62%W74%M found induction useful, **below Bronze target of 75%**. To address this, we will include a buddy system, recognised in workload allocation/P&DR (**SAP5.1.4**). Effectiveness will be tracked by surveying recent users (6 and 12 months). Departmental Handbook replaced with online resources for new staff including useful orientation information (**BAP5.1.5>SAP5.1.4**), accessible via our Department website.

Quote caption: Newly appointed Grade8 Academic staff member (1M)

"I found the induction particularly useful as it eased my way into the Institute organization and provide a general understanding of the procedures in place"

Bronze Progress

- 5.5.1 Provide all new staff with Department Staff Handbook
- 5.1.5 Continue current induction program for new staff

Bronze Impact

- 5.5.1 78%W/74%M agreed that HR website is useful, overall **meeting Bronze target** of 75%
- 5.1.5 61%W/79%M new staff found Departmental induction and online materials useful, **below Bronze target** (75%)

Silver Actions

- 5.1.4 Introduce a person-centred buddy system for all new staff

(iii) Promotion

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

Promotion is an annual, University-wide, self-nomination process using standardised forms/criteria. HoD circulates links to forms/policies by email to all staff once promotions round is launched. Staff applications are encouraged via discussion with Line managers at P&DR, providing early opportunities to identify career goals and put strategies into place to support promotion via Personal Development Plans (PDP). Since Bronze, HoD has held annual promotions events to clarify the promotions criteria/process. Staff wishing to apply engage in initial discussions with EC senior staff to evaluate match with criteria. The same promotion support is given to all staff irrespective of gender. Our survey showed 63%W/67%M staff found the annual promotion workshop useful (**BAP5.1.7**), **below Bronze target of 75%**; 75%W/76%M found PDPs useful.

Table5.1.3: Number of promotion applications by gender (all by full-time staff)

Grade applied for	Gender	Bronze total	2015-16	2016-17	2017-18	2018-19	2015-19 total
Grade 7	Men		1				1
	Women	1	1	1	1		3
Grade 8	Men	5		1	2		3
	Women	1		1		1	2
Grade 9	Men	1	1	1	1		3
	Women				1		1
Grade 10	Men			1			1
	Women				2		2
Total	Men	6	2	3	3		8
	Women	2	1	2	4	1	8
	Total	8	3	5	7	1	16

Since Bronze, numbers of applications have doubled (8 to 16; +6W/+2M) and increased in all grades (both genders) except Grade8M (5M to 3M – low numbers advise caution). We will examine individual staff engagement with support/opportunities for promotion (**SAP5.1.6**). In 2018-19, 1W/0M applied for promotion, likely due to high numbers of successful applications in previous years. Across 2015-19, proportions of eligible staff applying for promotion increased to 8%, **exceeding Bronze target** of 5% (**BAP4.2.2>SAP4.2.2**). Our survey showed that 70%W/91%M academics agreed that the promotion process is fair, **higher than Bronze** (58%W/88%M).

Table5.1.4: Promotion outcomes by gender, grade, and year

Year	Gender	Grade Applied For	Outcome
Bronze	Woman	Grade 7	Successful
	Man	Grade 8	Unsuccessful
	Woman	Grade 8	Successful
	Man	Grade 8	Unsuccessful
	Man	Grade 8	Successful
	Man	Grade 8	Successful
	Man	Grade 8	Unsuccessful
	Man	Grade 9	Unsuccessful
	Man	Grade 9	Successful
	Man	Grade 9	Successful
2015-16	Man	Grade 10	Unsuccessful
	Man	Grade 9	Unsuccessful
2016-17	Woman	Grade 7	Unsuccessful
	Man	Grade 9	Successful
	Woman	Grade 8	Successful
	Man	Grade 8	Successful
2017-18	Woman	Grade 7	Successful
	Man	Grade 8	Successful
	Woman	Grade 10	Successful
	Woman	Grade 9	Successful
	Woman	Grade 10	Successful
	Man	Grade 8	Successful
	Man	Grade 9	Successful
2018-19	Woman	Grade 8	Successful

Since Bronze, 79% applications were successful (86%W/71%M) – an increase from 60% where men were less successful (4/8M applications; 50% success rate) than women (100%W). This improved by 21%M. During 2015-19, 1W (Grade7) and 2M (Grade9/10) were unsuccessful.

Since Bronze, 6W are promoted (compared to 2W at Bronze, which is a positive change, given the lower %W in senior roles during Bronze. To support staff promotions, we took the following actions:

BAP5.1.6>SAP5.1.5 “Applying for Promotion” tab added to Department’s AS webpage, linking to HR webpage resources to aid applications. Our survey showed that 68%W/71%M found the online materials useful, suggesting room for improvement. 70%W/72%M understand UofG’s promotion criteria – exceeding **Bronze target of 20% increase** for women (+34%W) but **not men** (+14%M).

BAP5.1.7>SAP5.1.7 Annual promotion events before promotion round (average 20 staff attended since Bronze; 45%W/55%W). Our survey showed that 63%W/67%M staff found annual promotion events useful, **below Bronze target of 75%**.

BAP5.1.8>SAP5.1.7 Replaced planned P&DR guideline with mandatory P&DR discussion on promotion. Our survey showed that 78%W/85%M found P&DR useful for discussing promotion, **exceeding Bronze target** of +20% for men (+29%M) but **not women** (+11%W).

BAP5.6.5. Our survey showed that 76%W/84%M staff are aware esteem indicators are important for promotion, **exceeding Bronze target of 75%** but 63%W/57%M staff reported understanding the promotion process, **below Bronze target of 75%**

These data suggest that men need support in understanding the promotion criteria and process and women need further promotions support via P&DR (**SAP5.1.6**). However, promotion applications have doubled (100% success) annually since 2017, suggesting that our actions have been effective.

Bronze Progress

- **4.2.2** PDPs for all academics
- **5.1.8** Include promotion discussion in P&DR
- **5.1.6** Include “Applying for Promotion” tab on website
- **5.1.7** Hold annual promotion events prior to promotion round

Bronze Impact

- **5.1.8** 75%W/79%M reported finding promotions discussions during P&DR useful
- **4.2.2** 74%W/76%M find PDPs useful
- **5.1.6-7** 63%W/67%M found promotion events useful; 63%W/57%M reported understanding the promotion process, **an increase since Bronze**, but **below Bronze target** (75%)

Silver Actions

- **5.1.5** P&DR reviewers to direct staff to online promotion information (68%W/71%M reported this as useful)
- **5.1.6** Annual promotion events earlier in year; seek feedback on improvement
- **5.1.7** P&DR to continue to include dedicated promotion discussions
- **4.2.2** Continue PDPs, extend to P&SS

(iv) Department submissions to the Research Excellence Framework (REF)

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

In 2008, our School/Institute structure did not exist. What was called the ‘Department of Psychology,’ was returned in RAE 2008 (Table5.1.4). Most staff were returned for REF2014; for REF2021 all research-active academic staff will be submitted.

Table5.1.5. Staff returned for Research Assessment Exercise (RAE; 2008), Research Excellence Framework (REF, 2014) by gender

	RAE 2008				REF 2014			
	Women		Men		Women		Men	
	Number	% Returned	Number	% Returned	Number	% Returned	Number	% Returned
Submitted	6	67%	20	77%	10	90.9%	28	90.3%
Not submitted	3	33%	6	23%	1	9.1%	3	9.7%
Eligible	9	100%	26	100%	11	100%	31	100%

For RAE2008, women were less likely to be returned than men (67%W/77%M). This has since improved with a similar return rate for REF2014 (90.9%W/90.3%M).

SAPPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

P&SS induction is similar to academic staff. Job-specific induction varies depending on post, with shadowing the main approach. Our survey showed that 67%W/50%M P&SS found induction useful. We will aim to improve this by obtaining post-induction feedback (**SAP5.1.4**). We will continue to use the University’s Induction Programme, tracking effectiveness via surveys (**SAP5.3.5**).

(ii) Promotion

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

P&SS undergo re-grading, rather than promotion, applicable to all roles and translation from R&T to P&SS. Support/discussions are provided during PD&R. Our survey showed that 78%W/63%M P&SS agreed that discussions with Line Managers was useful for re-grading – a marked change from Bronze (29%W/100%M, 5W/8M; low numbers invite caution). We aim to increase this, particularly for men. Since 2015, 2FT (1W/1M) successfully applied for re-grading (1W Grade4-5; 1M Grade6-7). To further support P&SS career progression, we will extend successful PDPs to P&SS (SAP4.2.2) and start an annual event focusing on career development opportunities (SAP4.2.3).

5.3. Career development: academic staff

(i) Training

Describe the training available to staff at all levels in the Department. Provide details of uptake by gender and how existing staff are kept up to date with training

We implemented our Early Career Development Programme (ECDP), which provides learning/development opportunities in all areas of academic roles, setting annual objectives within P&DR with a view to meeting criteria for promotion to senior grades within a defined timescale. Staff participate in a range of Employee and Organisational Development (EOD) courses and are made aware of this via P&DR/department-wide communications.

Table5.3.1: Staff attending Employee & Organizational Development (EOD) courses (2015-2019) by gender with Bronze comparison

	Bronze ave.	2015-16	2016-17	2017-18	2018-19	2015-19 ave.
Women	23	11	26	45	19	25.25
Men	22	18	24	23	33	24.5
% Women	51%	38%	52%	66%	37%	48%
% Men	49%	62%	48%	34%	63%	52%
Total	45	29	50	68	52	49.75

Since Bronze, numbers attending EOD courses increased annually except in 2018-19 when more women (45W) attended. The W/M ratio remained stable. We also provide mentoring groups including Paper & Grant Writing. Our survey showed that 83%/89%M found these mentoring groups useful – an **increase from Bronze** (57%W/58%M), **exceeding Bronze target of 20% increased participation** and **50% positive responses** (BAP5.3.1>SAP5.3.1). Furthermore, 75%W/88%M staff agreed they are encouraged to access opportunities for career/professional development, including internal/external training, **an increase since Bronze** (64%W/74%M).

(ii) Appraisal/development review

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

Annual P&DR enables staff to discuss their research/scholarship, learning/teaching, knowledge exchange, internationalisation, leadership/management, and esteem with line managers. Staff reflect on performance, success, and future SMART objectives. Participation remained 99%W/99%M (1W/1M non-completion) across 2015-19. Our survey showed that 78%W/85%M found P&DR to be useful (e.g. for promotion discussions – an **increase since Bronze** (67%W/56%M) but **below target of +20%W**). We will continue to evaluate P&DR via surveys (**BAP5.1.8**>**SAP5.1.7**).

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression

At Bronze, we identified a gender imbalance regarding career progression support, suggesting mentoring and unconscious bias training as potential solutions. We developed and implemented several skills-focused 1-2-1 **mentoring programs** with experienced staff leads (**BAP5.3.1**).

Paper Writing Group (1W/4M) plus professional editor (1W; former Chief Editor at *Nature*) with extensive experience Associate Editor/editorial board membership on high-profile journals/book-writing/academic journal reviewing experience. All staff, including PDRAs, are encouraged to submit manuscripts/cover letters. Staff receive 1-2-1 mentorship, including feedback to any PGRs in the author-list.

Grant Writing Group (**BAP5.3.2**; 2W/4M) comprises staff with grant application success across various national/international funders (UKRI/ERC/Wellcome Trust/NIH). All staff, including PDRAs, are connected with the group when planning/preparing applications.

Mock interviews/presentations (**BAP5.3.2**). Staff/final year PGRs successfully obtaining interviews for grant applications are offered a package of training/feedback including mock interviews/presentations with experienced staff and voice coaching (provided by College). Staff/PGs are offered practice slots at internal seminars with feedback from staff/students.

Rejection & Resilience Workshop (**BAP5.3.2**>**SAP5.3.1**; attendance ~40 staff/students with departmental W/M ratio). Five successful staff members (2W/3M) share stories of paper/grant/job rejections and building/maintaining resilience. Feedback, especially from PDRAs, was extremely positive – e.g., seeing the “tip of the iceberg of success,” normalizing failure. Other UK Departments (e.g., Wellcome Centre for Integrative Neuroimaging, Oxford University) have requested our materials/format. We will continue to hold workshops annually.

Weekly specialist seminar series. Open to all staff/students. Current topics discussed with presentations from internal/external speakers. Enables staff/students to further develop specialist knowledge; Figure 2.1, Mentoring & Culture Development).

Together, these platforms give support beyond those provided by generic University mentoring schemes (**BAP5.3.1**>**SAP5.3.1**), e.g. Media training (18W/5M);

P&SS/Academics/PDRAs/PGRs), Aurora Leadership (3W: 1LTS/1R-only/1 P&SS), which we also advertise via P&DR/departmental communications.

PDRAs are supported in applying for academic posts by staff with extensive experience of recruitment/hiring in different HEIs across the world, including feedback on applications/interviews/presentation. Since Bronze, 3 PDRAs (2W/1M) have successfully obtained HEI lectureship positions. Our survey showed that 83%/89%M found our mentoring platforms useful – a substantial **increase from Bronze** (57%W/58%M), **exceeding Bronze target 20% increased participation** and **50% positive responses (BAP5.3.1>SAP5.3.1)**.

Our survey showed that 77%W/86%M are aware of career development opportunities, 72%W/83%M staff agreed that they are encouraged to access opportunities for career/professional development, an **increase since Bronze** (64%W/74%M). Though an improvement, this suggests that mentoring/training schemes could be advertised more widely (SAP5.3.1). We will also advertise ECDP/EOD at promotion workshops and P&DR to further support career development (SAP5.3.1).

Our SAT+WG includes a **Staff Career Development Working Group** to support career progression by reviewing current support, developing new strategies and implementing actions; provides regular updates to SAT+WG (BAP5.3.3>SAP5.3.3).

Bronze Progress

- 5.3.1 Encourage all staff to participate in mentoring groups

Bronze Impact

- 5.3.1 83%/89%M found mentoring groups useful –**increase from Bronze** (57%W/58%M), exceeding **Bronze target**
- 5.3.2 74%W/76%M found PDPs useful

Silver Actions

- 5.3.1 Advertise widely mentoring groups; obtain feedback from users to improve service

(iv) Support given to students (at any level) for academic career progression

Our Department provides several support sources for students at all levels to develop new skills, and benefits from peer/staff networking to develop academic/research skills. Career options are discussed with UGs through various methods including applied psychological disciplines embedded in teaching curriculum (e.g., Level1 Health Psychology lectures; BAP4.1.2-4/7). Level3 students complete a Professional Skills course and portfolio assessment

including reflection on career aspirations and a dedicated UofG Careers Service Psychology representative who delivers CV/applications writing sessions, which is received positively.

Quote caption: Previous UG, now PGT (1W)

“Professional Skills module provided just the right information at the right time i.e. a lot of practical advice and guidelines for writing CVs, PhD applications, academic papers... the time came to apply for funding, I had everything in place. really helped reduce the stress and

Level4 UGs are invited to a Psychology Career Journey seminar series with invited speakers from applied areas. Each event attended by 2M (8% of Level4 men UGs) and ~60W students (51% of Level4 women UGs). One goal is to increase participation of men (**BAP4.1.1**). We will therefore feature more male speakers and different job destinations, challenge traditional perceptions of Psychology, and communicate the diversity of skills and knowledge acquired (**BAP4.1.1**>**SAP4.1.1**). We encourage UGs to pursue academic careers by supporting applications for several paid summer research internships (e.g., British Psychology Society). Since 2016, 36W/7M have been awarded with positive feedback from students.

Quote caption: Level 3 UG (1M)

“[I gained] useful skills for both clinical and experimental settings that go beyond what you are taught as an undergraduate student.”

Our administration team supports applications, and regularly advertises internal/external scholarships via Moodle (Virtual Learning Environment). Since 2016, the number of awards has decreased (both genders: 19W to 4W; 6M to 0M), suggesting further action is needed to encourage/support students and identify source(s) of non-participation (**SAP4.1.14**).

We provide UGs with free travel to present final year projects at the British Psychology Society’s Annual Undergraduate Conference. Supervisors provide feedback/guidance on talk/poster presentations. In 2018, we hosted this conference (~400 UGs attended). 5/8 best talk awards were won by our students (all women). Students consistently give positive feedback about this event in relation to career progression.

Quote caption: Level 4 UG (1W)

“I would recommend the BPS undergraduate conference to everyone who ... wants a platform to speak about their research ... [and] learn about all the amazing student research being done.”

Figure 5.3.2: Photos of British Psychology Society's Annual Undergraduate Conference hosted at UofG + Meet the PhD event



We hold an annual UG Research Fair ([BAP4.1.3](#)>[SAP4.1.3](#)) and Meet the PhD events ([BAP4.1.7](#)>[SAP4.1.7](#); Section 4.1). In 2017, we established a support system for students who might be struggling ([care@psy](#)). Two trained members of academic staff offer support, guidance and signposting to appropriate services ([SAP4.1.14](#); see quote below).

Quote caption: Program Lead (1M)

"I found the care@psy initiative to be immensely valuable. I have directed several students to the team for pastoral advice on a range of issues."

Postgraduate students. Most support systems available to staff (e.g., Paper Writing Group) are offered to PGs as part of healthy staff/student-integrated environment. We also target specific postgraduate-related issues by offering postgraduate-led Mentoring Circles ([BAP4.1.5](#)>[SAP4.1.5](#)), Meet the Role Model events ([BAP4.1.6](#)>[SAP4.1.6](#)), and post-graduate-led seminar series on current topics in research (Section 4.1).

(v) Support offered to those applying for research grant applications

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

Before application (BAP5.3.2). Business Development Manager (BDM; 1W) meets researchers monthly, provides funding information, organises visits from funding agencies/mock grant interview panels, in line with the UofG research support infrastructures.

During application (BAP5.3.2). Dedicated Project Co-ordinator, part of the College's Transforming Research Management Team (1W), provides support/advice for grant applications and guidance on specific funder requirements. Grant Writing Group provides feedback on drafts from at least two colleagues with expert knowledge of the grant agency. Mock interviews are arranged prior to interview (Section5.3.iii).

After award decision (BAP5.3.2). For successful grants, HR staff assist with advertising/recruiting, Contracts Manager finalises formal collaboration agreements, University's Knowledge Transfer Centre supports relations with external partners. For unsuccessful grants, BDM provides support to find alternative funding sources; mentors (e.g., Centre Head) provide additional support and advice.

Bronze Progress/Actions/Impact/Silver Actions. Our Bronze identified that fewer women submitted grant applications than men and had lower success rates. We acted by developing Mentoring groups (BAP5.3.2>SAP5.3.1, e.g. Grant Writing Group, Section5.3.iii). Our survey showed that 78%W/75%M found the Grant Writing Group useful; Personal Development Plans (BAP4.2.2>SAP4.2.2), which provide tailored support to academic staff, including, but not limited to, grant applications. All staff receive a PDP during P&DR; 74%W/76%M found PDPs useful. All eligible Grade8+ women have been supported and submitted at least 1 major grant per year, **meeting Bronze target (BAP5.3.2)**.

Figure5.3.3: Grant applications/awards/success rate by gender over time

	Applications		Awards		Success Rate	
	Women	Men	Women	Men	Women	Men
Bronze total	46	196	11	59	24%	30%
2015-16	11	67	3	24	27%	36%
2016-17	28	76	9	24	32%	32%
2017-18	26	75	11	14	42%	19%
2018-19	32	86	5	23	16%	27%
2015-19 total	97	304	28	85	29%	28%

All research-focused academics, Grade8+ are actively supported using the above framework. Since Bronze, applications (both genders) have increased (+111%W/+55%M). Success rates are higher for women (29% across 2015-19vs24% at Bronze, upward trajectory except 2018-19) and slightly lower for men (28% across 2015-19vs30% at Bronze). **Silver actions.** We will continue with our successful mentoring groups/PDPs and continue to evaluate their utility via surveys.

SAPPLICATIONS ONLY

5.4. Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels in the Department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

P&SS are made aware of training available via EOD/ECPD courses. Since 2015, 2W completed the Aspiring Leadership programme/Aurora Programme. 38W/2M attended courses with increasing numbers of women (3W to 19W). Training is evaluated by follow-up feedback forms; effectiveness is tracked via survey and during P&DR with actions developed with Line managers/HoPS along with workload allocation. However, our survey showed that 64%W/50%M P&SS agreed that our Department encourages staff to access opportunities for career/professional development, including internal/external training. We will address this by advertising and encouraging uptake of training more widely and regularly with P&SS staff ([SAPS.3.2](#)).

(vi) Appraisal/development review

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

P&SS undergo the same annual P&DR process as academics. Support/discussions are provided during these sessions. P&DR is mandatory; 100% P&SS complete this annually. Effectiveness is assessed annually via survey and during P&DR. Our survey showed that 76%W/86%M find P&DR useful.

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

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

We fully embrace the institution-wide behavioural framework “The Glasgow Professional” and implemented this to support P&SS to identify the activities/behaviours required for specific job grades. This framework also assists P&DR discussions about career development, encouragement of re-grading applications and applying for other UofG roles. To further support P&SS we will hold annual career development events where opportunities are discussed, akin to the current promotion event for academic staff ([SAP4.2.3](#)).

Bronze Progress

- **5.3.1** Encourage all staff to participate in mentoring groups
- **5.3.2** Encourage eligible staff to apply for grant funding; offer support via mentoring/PDPs

Bronze Impact

- **5.3.1** 83%/89%M found mentoring groups useful – a substantial *increase from Bronze* (57%W/58%M), *exceeding Bronze target*
- **5.3.2** Grant applications increased by +111%W/+55%M, *exceeding Bronze target*
- **5.3.2** 82%W/75%M found the Grant Writing group useful; 74%W/76%M found PDPs useful

Silver Actions

- **5.3.2** Continue supporting staff in applying for grants, including mentoring/PDPs
- **5.3.3** Staff Career Development Group to continue meeting biannually, updating the SAT regularly

5.5. Flexible working and managing career breaks

To support all staff, we took the following actions.

BAP5.5.2>SAP5.5.2 To increase support/awareness of maternity leave policies we identified a Parental and P&SS Champion for support and guidance. Staff informed of Champions via SAT communications/ Joint Staff Meetings (**BAP3.3>SAP3.2**).

BAP5.5.1>SAP5.5.1. Dedicated tab added to AS webpage to promote awareness of flexible working; displayed flexible working case studies (**BAP4.1.9/5.5.3**), which 87%W/86%M found useful. Procedures piloted then extended to all staff (academic/P&SS). Our survey showed that 80%W/80%M reported they received good support for taking leave/flexible working, *exceeding Bronze target* of 75% (**BAP5.5.2**).

Since 2017, staff engaging with the Champion increased, particularly amongst men (2W/0M in 2017, year established to 2W/4M in 2019) with meeting numbers increasing (2 to 19), suggesting increased awareness (**BAP5.5.2**) and usefulness. However, our survey showed that 71%W/43%M were aware of leave policies, *a decrease since Bronze* (78%W/71%M; **BAP5.5.3**), which we will address by advertising more widely (**SAP5.5.2;BAP3.3/BAP4.1.9**).

(i) Cover and support for maternity and adoption leave: before leave

In addition to UofG's policy/legal requirements, our Department offers the following support before leave:

- Reallocation of teaching/admin workload
- "Planning for maternity leave" checklist for managers to guide discussions before/during/after maternity leave
- Parental Champion and P&SS Champions provide guidance about leave, support staff with maternity leave checklist

Our survey showed that all staff taking a period of maternity/adoption leave (8W, all academics) agreed that the Department provided them with support and guidance before leave.

Table5.5.1: Women and men meeting with our Parental Champion (established in 2017)

	2017	2018	2019
Women	2	3	2
Men	0	1	4
Total staff	2	4	6
Total meetings	2	5	19

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

Since Bronze, UofG has increased maternity pay to 18 weeks full-pay followed by statutory maternity pay, open to all staff, no requirement for completed service for enhanced payments. This is an important change for ECRs who may not have been in post long enough to qualify for enhanced maternity pay previously. We advertise this widely via email.

During leave, staff are encouraged to use Keep in Touch (KIT) days if required to attend department meetings, research seminar etc. (Frequency of contact is agreed prior to leave). Close to return date, Champions/Line Managers support staff in their return by discussing requirements for breast feeding space/milk storage/workload and options for flexible working (informal/formal). **Bronze Progress.** 80%W/80%M agreed that the Department had provided them with support and guidance during leave, **exceeding Bronze target** of 75% (**BAP5.5.2**).

(iii) Cover and support for maternity and adoption leave: returning to work

On return, we offer the following support:

- **Reduced teaching/admin workload** during 1st year of return
- **Parental Champion/P&SS Champion.** Provide support and guidance for moving to flexible/part-time work to accommodate child-care in short/long term (**BAP5.5.2**)

Staff also have access to College funds:

- **Academic Returners Fund.** Supports academics resuming independent research/scholarship following leave. Max. £10k for conference

attendance/visits/buyout of teaching/hiring staff. Parental Champions provide support.

- **Carers Conference Fund.** To support attendance at academic conferences.

Since Bronze, 1W(Grade10) successfully applied for the Academic Returners Fund (see Case Study 2); 2W/1M applied for the Carers Conference Fund (100% success), demonstrating awareness and uptake (**BAP5.5.1**). We will use successful applications to provide guidance and support for other staff applications (**SAP5.5.2**).

Bronze Progress/Impact. Our survey showed that 75%W (9/11; all academics) agreed that the Department provided them with support and guidance after leave and found the following useful: Reduced teaching and administrative responsibilities (3W/1M); informal and formal flexible working (15W/3M); Parental Champion (1W/1M); Academic Returners and research support programme (1W/1M), and Carers Conference fund (1M/1W) **BAP5.5.2**. Awareness of maternity leave policies is relatively high, remaining stable since 2016 (73%W), **slightly below Bronze target** of 75% (**BAP5.5.3**). **Silver actions.** Parental leave policies do not apply to all (e.g. child free by choice), which we will consider in future survey questions (**BAP5.5.4**). Increased engagement with Parental Champion suggests this could be broadened to include staff with other caring responsibilities (**SAP5.5.7**).

(iv) Maternity return rate

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

Table5.5.2: Return rate of staff following maternity leave (all FT academics)

	Bronze total	2015-16	2016-17	2017-18	2018-19	2015-19 total
Leave	7	3	3	0	2	8
Return	6	3	2	0	2	7
% return	86%	100%	67%	n/a	100%	88%

Since Bronze, most staff on maternity leave returned (+2% than Bronze). One did not return (returned to their home country).

Table5.5.2: Maternity leavers by grade, contract function and gender with retention after 6-18 months (no Bronze data available)

Year Mat Leave Started	Grade	Duration after return
2015-16	Grade 7	6 months
2016-17	Grade 7	18 months+
2016-17	Grade 6	no return
2016-17	Grade 9	18 months+
2018-19	Grade 7	6 months
2018-19	Grade 10	18 months+

Three staff on maternity leave returned to work for more than 18 months. Two returned for 6 months – both their contracts ended; one moved to another HEI (other destination unknown).

(v) Paternity, shared parental, adoption, and parental leave uptake

Since Bronze, UofG increased Paternity Payments from 1 to 2 weeks full pay. Between 2015-2019, 5M took paternity leave, 3M took parental leave, 0 staff took adoption/shared parental leave. Though low numbers do not permit meaningful analyses, we will continue to track data while advertising leave policies. Our survey showed that 75% of parental/emergency leavers (3W/3M) agreed that our Department had provided them with support and guidance for paternity leave; 83% for parental leave (3W/2M); 75% (9M) for emergency time off to care for dependents – **above Bronze target** of 75% (BAP5.5.2). We will continue to highlight leave policies/support and raise awareness of Parental Champion (BAP5.5.4/SAP5.5.6) including more uptake by men in recent years, and advertise UofG's new carer's policy via Department-wide email (SAP5.5.3).

Our survey showed an increase in awareness of HR leave policies/support resources since Bronze (74%W/44%M), **close to Bronze target** of 75%W but not men (BAP5.5.3). However, most support policies relate to caring responsibilities, where men still tend to have less of a role. The most popular sources of useful information on HR policies is the UofG HR website (79%W/71%M) and Line Managers (72%W/68%M). Together, these data suggest that all staff **are aware that HR have support policies and know where to find them**. To ensure high awareness, we will advertise the HR policies in common areas e.g., water cooler/coffee room/mail room (SAP5.5.2). Our survey showed that 44%W/10%M found the Parental Champion useful, suggesting room for improvement. We will therefore continue highlight leave policies/support and Parental/P&SS Champions (BAP5.5.4/SAP5.5.6). Our survey also showed that 80%W/80%M reported they received good support for taking leave/flexible working, **exceeding Bronze target** of 75%.

(vi) Flexible working

Provide information on the flexible working arrangements available.

We recognise the importance of work-life balance and fully support flexible working requests (Table5.5.3). Most flexible working arrangements are informal (staff starting/finishing earlier) with some formal (consolidating working week/compressing hours). Flexible working arrangements are used across academic and P&SS women and men. Homeworking is also fully supported where appropriate, allowing staff to fulfil caring responsibilities, for example.

Currently, 10 staff (8W/2M) staff use formal flexible working, an **increase since Bronze** (4W). Fifty-five staff (35% staff) reported using informal flexible working in our survey (58%W/62%M). Given the high uptake of informal flexible working, formal requests tend to be low.

Table 5.5.3: Flexible working requests and success rate (2015-19) with Bronze comparison. No Clinical staff requests during this period.

Period	Year	Gender	Job Family	Status
Bronze	2011-2012	Woman	P&SS	Successful
Bronze	2012-2013	Woman	Academic	Successful
Bronze	2012-2013	Woman	Academic	Successful
Bronze	2013-2014	Woman	Academic	Successful
Bronze	2014-15	Woman	Academic	Successful
	2015-16	Woman	Academic	Successful
	2015-16	Woman	P&SS	Successful
	2016-17	Woman	Academic	Successful
		Woman	P&SS	Successful
	2017-18	No formal requests made		
	2018-19	Man	Academic	Successful
	2018-19	Woman	P&SS	Successful
	2018-19	Woman	P&SS	Successful

All formal flexible working applications (6W/1M 2015-19) were successful, as with Bronze. Applications increased from 5 (5W:4 academics/1P&SS) at Bronze to 7 in 2015-19 (2W/1M academic; 4W P&SS; **BAP5.5.1**), *meeting Bronze target of increase*.

Quote caption: P&SS staff Member (1W)

“As a P&SS member and single parent, I utilise informal flexible working with the full support of my Line Manager. This allows me to attend events in my children’s schools that otherwise I would have needed to use annual leave for or not have attended. Since working in the Department, I have found management very supportive of family commitments and obtaining a good work/life balance. “

Bronze Progress/Actions/Impact. Our survey showed that staff with caring responsibilities found support has increased their work efficiency (95%W/80%M academics; 86%W/0M P&SS) facilitated their return to work after leave (100%W/100%M academics; 100%W/0M P&SS). Some staff had concerns about flexible working (e.g. difficulty with supervision: 48%W/40%M; being treated equally: 74%W/88%M; workload volume 64%W/61%M; co-worker resentment: 40%W/24%M; perceived damage to career prospects: 55%W/49%M), higher in some cases compared to Bronze (57%W/49%M overall; **BAP5.5.3**). We will address this by normalizing/encouraging flexible working at our staff meetings (**BAP5.5.4**>**SAP5.5.4**). Three flexible working case studies (Research-only/Teaching-only/P&SS) displayed on our AS webpage (**BAP4.1.9**>**SAP5.5.4**): 87%W/86%M found these useful. Our survey showed that 40%M/36%M reported using flexible working formally/informally (38%W/33%M academics;

54%W/67%M P&SS), showing good uptake (**BAP5.5.4**). To continue encouraging flexible working, we will continue to support applications from all staff (**SAP5.5.8**) by highlighting strategies to manage workload during flexible working. Information/support will be supported by Parental/P&SS Champions (**SAP5.5.7**).

(vii) Transition from part-time back to full-time work after career breaks

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

All staff can apply to change their working pattern Guidance on returning to work and related policies are accessible to staff/line managers via our Departmental AS webpage; 1W Academic staff member applied and was successful in increasing their post to full-time. **Bronze Progress/Actions/Impact.** Information on flexible working policy, case studies (**BAP5.5.3**) and Parental/P&SS Champions (**BAP5.5.2**) support and enable staff to transition back to full-time roles. We will continue to highlight policies and support on returning to work and flexible working (**BAP5.5.4**).

Bronze Progress

- **5.5.1** Support procedures (all stages leave/return) extended to all staff
- **5.5.4** Presentation on flexible working at Joint Staff Meeting
- **5.5.5** Flexible WG meets at least biannually, updates SAT regularly
- **5.5.2** Identify Parental/P&SS Champion to provide support/guidance to staff on leave policies
- **5.5.3** Develop AS website to include information on leave policies, and case studies

Bronze Impact

- **5.5.1** 80%W/80%M reported receiving good support for taking leave, **exceeding Bronze target** (75%)
- **5.5.1-5** Flexible working increased (24%W/25%M to 40%W/36%M)
- **5.5.2-5** Staff reported that the HR website is useful
- **5.5.3** 74%W/44%M aware of HR leave policies, **below Bronze target** of 75%
- **5.5.3** 87%W/86%M found flexible working case studies useful
- **5.5.3-4** 60%W/41%M aware of HR flexible working policies – an increase for women but not men
- **5.5.2-5** 79%W/92%M reported Line Managers are supportive of flexible working requests

Silver Actions

- **5.5.1** Apply same policies to all staff
- **5.5.2** Advertise Leave & Flexible Working Champion (formerly Parental Champion –**SAP5.5.3** below), P&SS Champion
- **5.5.3** Broaden support of Champions - include all caring responsibilities
- **5.5.4** Advertise flexible working in common areas with pointers to HR website/Champions

5.6. ORGANISATION AND CULTURE

(i) Culture

Demonstrate how the Department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the Department.

To embed AS values, we established a Culture Development WG, which aims to improve working culture for staff/students and provide regular progress updates to SAT+WG (**BAP5.6.10**). We have embedded AS values in our working environment through the following APs:

BAP5.6.1. Staff participation in the **Women in Research Network**. We hosted two events with 4 speakers (4 academics; 3W/1M) who gave hands-on sessions on mindfulness/mediation/yoga/sleep hygiene/dance/juggling.

Figure6.1.1: Staff event held through the Women in Research Network, organized by our staff members



Our staff attended other WIRN events (e.g., alternative academic careers, P&SS professional development, work-life balance; 6W/2M; **BAP5.6.1**). Staff receive training to develop support skills, e.g. Scottish Mental Health First Aid training (**SAP4.1.14**). To raise awareness and promote discussion of gender-related issues (**BAP3.1-5**), we held three AS-focused seminars/workshops featuring high-profile speakers (Table6.1.1; **BAP5.6.1**). We will record attendance and obtain feedback at future events (**SAP5.6.1**). Our survey showed that 84%W/91%M are aware our Department is taking action to address gender inequality guided by the AS Charter, **exceeding Bronze target of 75%**.

Table6.1.1: Athena SWAN-focused seminars/workshops in our Department

Speaker	Talk Title	Date
Prof. Dorothy Bishop (University of Oxford, UK)	Women in psychological sciences	5/5/2017
Prof. Martha Merrow (Ludwig-Maximilians-Universität, Munich, Germany)	Women in academia: Work-life balance and progression	15/3/2019
Ms. Lara Wehbe (UofG, UK)	Women’s Lived Professorial Experiences of Career Advancement in Higher Education: An Interpretative Phenomenological Analysis	9/10/19

All staff are required to complete mandatory E&D training (**BAP5.6.2**) within two months of starting post. Currently, 82%W/89%M have completed training, **below Bronze target** of 100%.

Our Department spans two Colleges. SAT+WG members (1-2 rolling basis) therefore attend 2 College Committee quarterly meetings: Equality, Inclusiveness and Diversity Committee (MVLS) and SAT Chairs Group (CoSE; **BAP5.6.3**). Attending SAT+WG members share information/resources in a cross-exchange, further embedding and strengthening values.

(i) HR policies

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

Both College HR Managers meet HoD regularly to ensure HR policy updates communicated to all staff. Staff alerted to new policies by email and any policies being inconsistently applied are

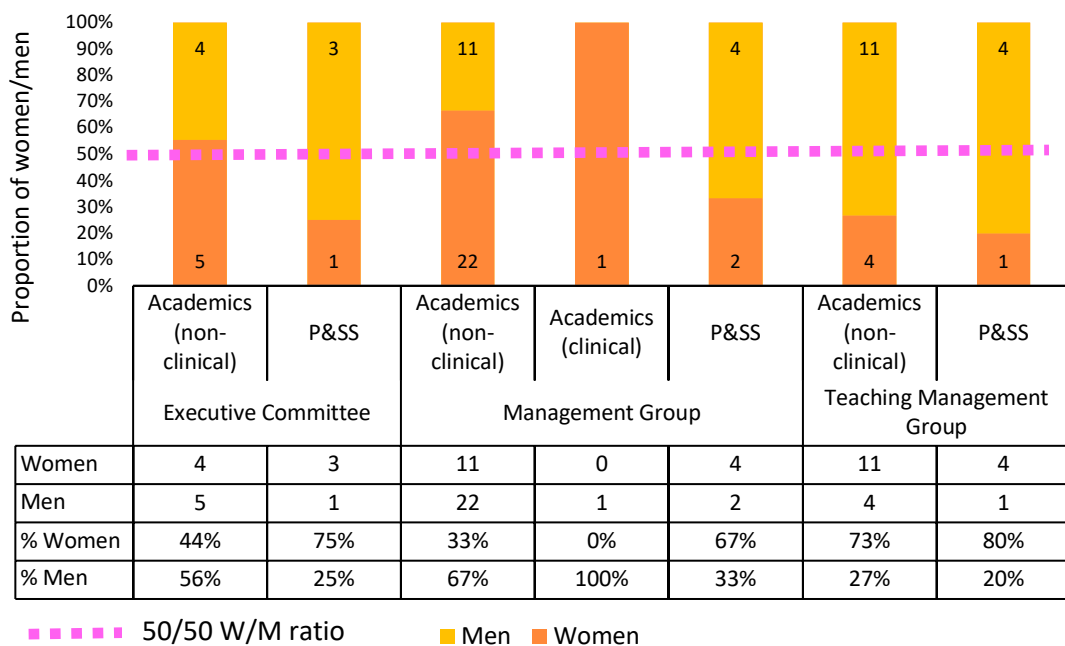
highlighted. Additional updates provided through local newsletter and staff meetings. HoD regularly reminds staff to complete E&D training by email (BAP5.6.2). Staff awareness of E&D supported by feedback from SAT+WG members who sit on relevant University/College/Department Committees (e.g. Culture Development WG member always attends University-wide Gender Equality meetings). E&D developments fed back to SAT+WG and communicated to staff through our AP. Respect Advisors Network provides informal help/support for staff/students on bullying or harassment. Our survey showed that 70%W/74%M reported they are confident that their line manager/supervisor would deal effectively with any complaints/occurrences of harassment/bullying/offensive behaviour; 73%W/77%M agreed that our Department makes it clear that unsupportive language/behaviour is unacceptable.

(ii) Representation of men and women on committees

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

Most influential internal committees: EC (Chairs: HoD, 1M/Deputy, 1W), Management Group (Chairs: HoD, 1M/Deputy, 1W), Teaching Management Group (Chair: 1W). EC members selected based on level of responsibility (e.g., HoD/Deputy/HoPS); Management Group open to ALL senior staff/those with management responsibilities (BAP5.6.4); Teaching Management Group comprises academics with management roles/P&SS/ Graduate Teaching Assistant Representatives/students (Level 4 Representatives, Student Representative Council member).

Figure6.1.2: Academic and P&SS staff on Departmental committees by gender



Committee selection is based on staff members' management responsibilities (e.g., HoPS/Lead of Writing Group). Committee overload is managed via workload modelling. Our survey showed that 69%W/86%M agreed this participation in decision-making is fair. Although **close to Bronze target** of 70%, we will take action to address these in the following SAPs:

SAP3.4 Establish new complementary communication channels (including anonymous) with senior members of EC so staff can confidentially raise any ED&I issues. **SAP3.4** Advertise widely Departmental code of conduct, including that unsupportive language/behaviour is unacceptable. **SAP3.4** Advertise widely that all G10/staff with managerial roles can attend Management Group. **SAP5.1.7** Include explicit discussion component of promotion/re-grading for all staff in annual P&DR. We will evaluate the impact of these actions in our next survey (conducted during annual P&DR).

(iii) Participation on influential external committees

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

We are very proud of our staff participation in journal editorial boards (6W/17M), international conference organisation (3W/7M), grant agency boards/review panels (2W/8M), and other influential committees, including steering committees to international advisory boards (9W/16M). To further encourage staff involvement, particularly women, which in turn supports career progression, participation opportunities on influential external committees are discussed during annual P&DR as part of PDPs (**BAP4.2.2**>**SAP4.2.2**).

(iv) Workload model

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

All staff workload allocations reviewed annually by HoD/Deputy/HoPS within P&DR to ensure parity of activity of women/men of equal grades (**BAP5.6.6**). Our survey showed that 73%W/88%M agree that their workload is assigned in a fair/transparent manner – an **increase since Bronze** (60%W/48%M). Although an improvement, we aim to address any concerns by publicly providing to all staff aggregate workload model data (to protect anonymity; **BAP5.6.12**). AS activity is included in workload models (**BAP3.1**>**SAP3.1**).

(v) Timing of Departmental meetings and social gatherings

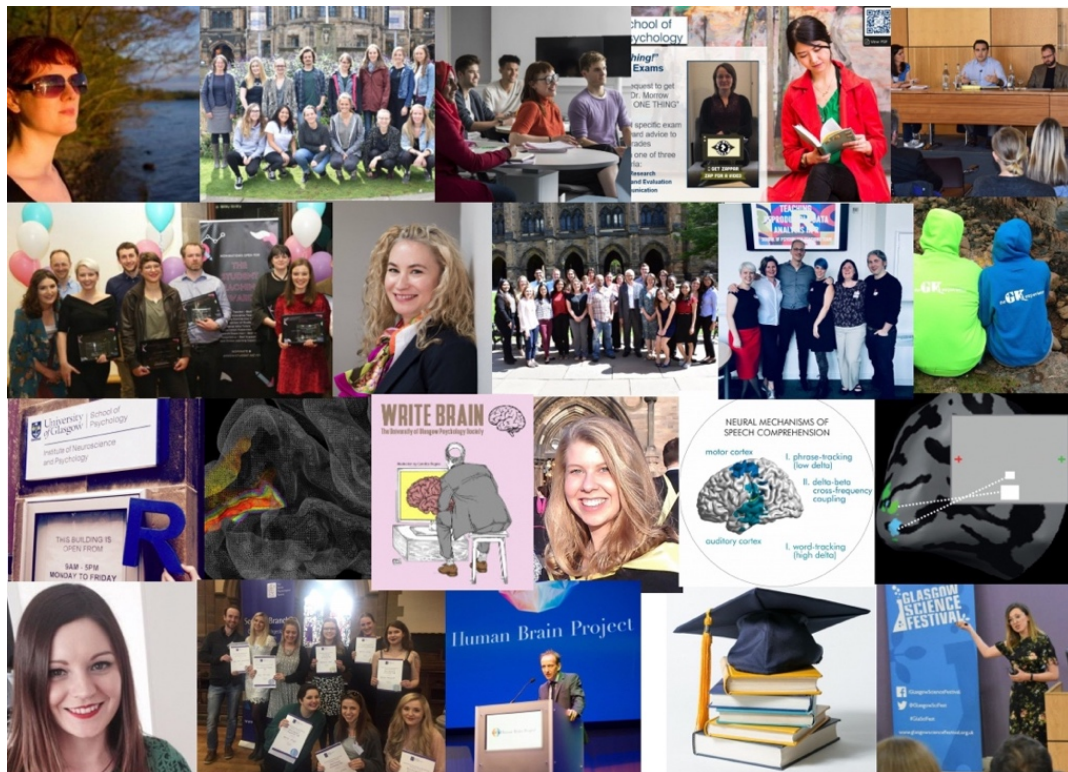
Describe the consideration given to those with caring responsibilities and part-time staff around the timing of Departmental meetings and social gatherings.

Our staff has different support needs (e.g., caring responsibilities/PT/attendance at external meetings). To ensure inclusiveness/accessibility, all meetings/seminars are co-ordinated with all relevant staff groups and in consultation with our master calendar (where all meetings are recorded). All regular meetings/journal clubs/talk sessions are held primarily during term-time within core hours (10am-4pm). Weekly external-speaker seminars start at 3.30pm, followed by social event, which enables teaching staff to attend (Friday teaching stops at 3pm). Scheduling

Figure6.1.4: Images from Twitter accounts, showcasing research and teaching activity with positive women and men role models

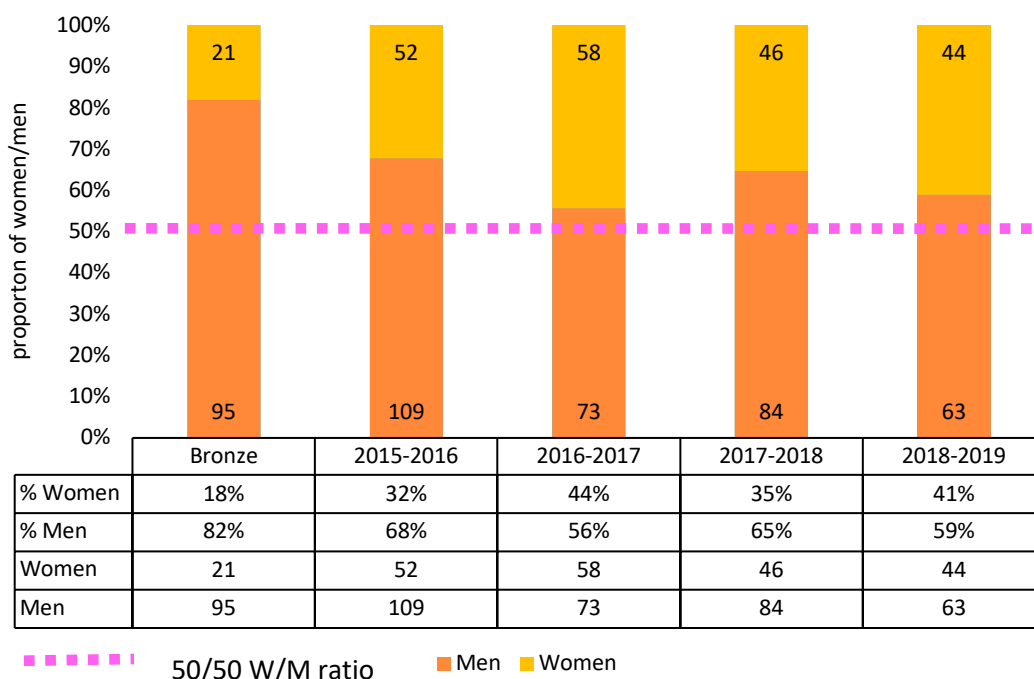


Figure6.1.5: Images from two large display screens in main corridors showcasing positive women and men role models



Speakers (all events/seminars/workshops). At Bronze, we identified that 82%M seminar speakers and aimed to feature more successful women academic speakers.

Figure6.1.3: Speakers by gender (2015-19) with Bronze comparison



Since Bronze, the W/M seminar/workshop/annual events speaker ratio tended towards 50%W/50%M (**BAP.6.7**), **exceeding Bronze target** of 20%W speakers (41%W/59%M). Reminders sent to all seminar organisers (e.g. Centre Heads) highlighting importance of including under-represented groups/positive women role models (**BAP5.6.7**). All staff are invited to nominate speakers. Our WG tracks/analyses/feeds back on these data. Our website/display monitors/recruitment promotional material reviewed annually to ensure gender-balanced images/messages (60%W/40%M; **BAP5.6.8**). 90%W/91%M agree these images are gender-balanced, **exceeding Bronze target of 75%**.

(vii) Outreach activities

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

SAT+WG tracks gender-representation in outreach activities (academics/PGs; **BAP5.6.9**). Staff list/discuss outreach contributions during P&DR, providing opportunity to acknowledge these activities. Staff/student outreach participation shows good gender and grade representation (Table6.1.2).

Table6.1.2: Staff/students by gender and grade involved in outreach activities (2015-19)

	Women	Men	Total
PGR	4	1	5
Grade 6	2	1	3
Grade 7	3	3	6
Grade 8	6	4	10
Grade 9	3	4	7
Grade 10	2	5	7
Total	20	18	38

Bronze progress

- **5.6.1** Encourage staff engagement in WIRN; provide annual AS-focused seminar/workshop
- **5.6.3** SAT+WG members attend College/University equality groups, feedback to SAT/department
- **5.6.5** Staff understand importance of esteem/membership on external committees for promotion
- **5.6.7** Highlight importance of including under-represented groups as speakers
- **5.6.9** Collect data annually on outreach activities

Partial

- **5.6.2** Staff undertake E&D training within 2 months of starting
- **5.6.4** Management Group open to all Grade10/those with management responsibilities
- **5.6.6** Review workload allocations annually
- **5.6.8** Review website/recruitment literature to ensure gender-balanced images/messages

Bronze impact

- **5.6.1** Staff aware Department is taking action to address gender inequality, **exceeding Bronze target**
- **5.6.3** Cross-fertilisation of ideas/resources from other committees positively impacted our SAT+WG
- **5.6.5** Staff understand promotion criteria (**increase from Bronze**)
- **5.6.6** Parity of workload activity of women/men equal grade achieved (**meeting Bronze target**)
- **5.6.7** %W speakers increased, **exceeding Bronze target** (+20%W speakers)
- **5.6.9** Outreach database established; 20%M staff/PGRs engaged in STEM activities (see also **Bronze/SAP4.1.2**)
- **5.6.2** <100% staff completed ED&I training, **below Bronze target**
- **5.6.5** 63%W/57%M understand promotion process, **below Bronze target**
- **5.6.6** 77%W/88%M agree workload allocation transparent/fair
- **5.6.8** Online presence/internal communication gender-balanced (90%W/91%M agree, **exceeding Bronze target**)

Silver Actions

- **5.6.1** Continue to advertise widely that our Department is taking action to address gender inequality **and** embed these values into our working culture (see SAP for full list)

Word count: 5087 (+693)

SILVER APSAPPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the Department should describe how the Department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the Department. More information on case studies is available in the awards handbook.

CASE STUDY 1: Lucy Petro (non-SAT member)



I am currently a full-time PDRA (Grade 7) in the Institute of Neuroscience and Psychology working on large-scale international Human Brain Project grant. I completed my PhD in the Institute (2010) after which I worked as a Research Assistant at the Rockefeller Center, New York City before returning to the Institute. I have two daughters, aged 1 and 2. My work importantly contributes to my balance and wellbeing in a different way to having a family. The Institute has continually supported and encouraged my professional development throughout my career, tailoring my support as necessary as I progressed and while raising a young family. For example, during both pregnancies, I was informed that facilities

for storing breast milk would be made available should I choose to express milk on my return. Throughout, colleagues asked how I was feeling and how they could help me. During leave, I benefited from using keeping-in-touch days to attend international neuroscience conferences, funded by the research grant I was working on, in a way that suited my needs (including traveling home early or having time out to express milk); this was extremely important for maintaining my research networks whilst on leave.

My line manager is the principal investigator of the lab. Over a few years, as career development we have refined a unique position for me as senior scientist, and I assist in the operating of the group. During this phase when my children were young, my line manager supported my working in a varied and flexible schedule that suits my childcare commitments, including exchanging weekdays for weekends if needed. We measure the completion of my objectives rather than counting the hours I work. An inclusive atmosphere means I have not had my workload limited (which could prohibit me from opportunities even if well intended), but equally I have no pressure to meet short deadlines in instances where I cannot manage. When working from home, the Institute's IT facilities allow me to connect to a virtual desktop where I can access file stores and data as if I was in my office. The Institute has several support groups, including statistical expertise and a writing group; I can make use of all these resources without working normal or routine hours. The Department's seminars are held at times of the day that allows me to benefit from networking with the international scientific community, within the hours that I have childcare covered.

My experience is that the objective of the Institute is to implement policies and attitudes in which I can continue my professional development whilst prioritizing my personal life. I am enabled to maintain a stimulating career, working full-time whilst embracing my personal life. It is considerable effort on a daily basis to balance work and family life, but it also is greatly rewarding. This has a profound and positive impact on my wellbeing.

CASE STUDY 2: Emily Cross (Grade10, SAT member)



I am a full-time researcher (Grade10) and PI of social neuroscience and social robotics laboratory comprising 11 early career researchers, including PGRs, PDRAs and a programmer (several of whom are also SAT members). I have benefited from several official and unofficial Athena SWAN initiatives since joining the Institute of Neuroscience and Psychology two years ago, and particularly during this past year when I was pregnant, took maternity leave, and returned from maternity leave.

First, I feel fortunate to be able to take advantage of informal flexible working arrangements, meaning I can work from home or on the train when commuting between the Institute and my main residence 5 hours away (where my partner resides). In addition, I have benefited immeasurably from the Academic Returners and Carers' Conference Funds. Support for my application to the Academic Returners Fund meant that I could establish a new collaborative project with colleagues at the University of Western Sydney on a "mini-sabbatical" after my maternity leave officially ended, which, for me, was the ideal way to transition back into full-time work. I also received support during the past and current academic years from the Carers' Conference Fund, which enabled me to pay for childcare so my baby and I could attend conferences in London and Tenerife (which would not have been possible without this extra assistance).

Finally, being on the Athena SWAN SAT has not only raised my awareness of the range and complexity of equality issues facing individuals across all levels in academia, but it has also increased my confidence to take personal action to try to address some of these issues. For example, since returning from maternity leave, I have asked conference or workshop organisers if they can provide childcare (or assist with defraying these costs) when I have been invited to these events, so that my young baby can travel with me and I do not have to miss out on exciting, career-advancing opportunities simply because I am breastfeeding. I appreciate that I am in a position of privilege given my job title, and it is hard to say whether I would have made similar requests when at an earlier career stage. However, the discussions I have had with other members of the SAT and my Institute at large reinforce the fact a more equal and inclusive work environment is most likely to emerge through a combination of institutional policies and personal actions.

Word count: 877 (-123)

7. FURTHER INFORMATION

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

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

8. ACTION PLAN

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

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

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

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

Section 3 – Self-Assessment Process

Action Point	Planned Action / Objective	Rationale	Success Measure	Responsibility	Timescale
<p>SAP3.1 (BAP3.1 continued)</p>	<p>Liaise with Executive Committee annually to ensure Athena SWAN SAT activity is included in both School and Institute Workload Models.</p>	<p>Our staff survey showed that 84%W/91%M are aware that our Department is taking action to address gender inequality guided by the Athena SWAN Charter.</p> <p>We aim to maintain this and continue to embed gender equality issues; ensure good practice in equality, diversity and</p>	<p>All staff continue to have Athena SWAN activity as part of their workload model.</p> <p>Level of staff engagement (≥30% all staff) maintained as</p>	<p>Self-assessment Team (SAT) Chair + Departmental Workload Modeller.</p>	<p>Reviewed annually in August (during workload modelling review period).</p>

		inclusiveness; identify and address any gender inequality relating to unfairness; ensure time within workload for Athena SWAN activity	measured by participation in AP activities. At least 90% of women and men staff aware of actions taken to address gender inequality and AS Charter as assessed by staff survey (next one 2021).		
SAP3.2 (BAP3.3 continued)	Liaise with Administrative Team to ensure that Athena SWAN remains an agenda item at Joint Staff Meetings and Management Group Meetings.		All Joint Staff Meetings and Management Group meetings to cover an Athena SWAN agenda item.	Self-assessment Team (SAT) Chair and Clerk of Management and Joint Staff Meetings.	Reviewed annually in July .
SAP3.3 (BAP3.4 continued)	(i) Review SAT profile for under- and over-representation of staff and students: Include a new Working Group for P&SS; approach Clinical staff to join the	Our current SAT under-represents P&SS Grades 3-5, Clinical staff, and UG and PGT students. We aim to ensure accurate and inclusive representation of staff and students in the SAT and facilitate	Establish a SAT that accurately represents the Departmental staff and student profile (within 10%), particularly P&SS	Self-assessment Team (SAT).	By August 2020 (next major workload modelling exercise will

	<p>SAT/Working Groups; include a new Working Group for students (see also Silver AP 4.1.11).</p> <p>(ii) Advertise widely SAT Chair position to all staff and invite applications for the role.</p> <p>(iii) Introduce a chair coaching structure for continuity and support.</p> <p>(iv) SAT to continue to meet at least quarterly throughout the year and more often around the organization of major event/activities.</p>	<p>engagement of staff and students from across our Department.</p>	<p>(Grades 3-5), clinical staff, undergraduate and PGT students.</p> <p>Increased representation of P&SS (Grades 3-5) to at least 2 people and at least 1 Clinical staff.</p>		<p>happen over summer 2020)</p> <p>Increase representation of P&SS (Grades 3-5) to at least 2 people; Clinical staff to at least 1 person by March 2021</p> <p>Introduce Chair coaching structure by September 2020.</p>
<p>SAP3.4 (BAP3.5 continued)</p>	<p>(i) Establish three channels (electronic and face to face) for staff members to communicate easily and confidentially with senior members of the Executive Committee: (1) email address (ops@psy.gla.ac.uk); (2)</p>	<p>Our staff survey showed that, overall, staff perceptions in our Department are positive (81%W/92%M agreed that they are treated fairly, regardless of gender).</p>	<p>At least 70% of women and men staff to report awareness of these direct communication channels, as assessed by Staff Survey.</p>	<p>Culture Development Group (CDG).</p>	<p>Ops email address established December 2018.</p> <p>Drop-in surgeries every Thursday</p>

	<p>weekly face-to-face drop-in surgeries with the Head of Department and Deputy; (3) Comments box in the coffee room, which will be reviewed monthly.</p> <p>(ii) Advertise widely (e.g., in coffee room, at photocopiers, at water cooler) our Departmental Code of Conduct statement that unsupportive language and behaviour is not acceptable. Comments box in the coffee room will be reviewed monthly.</p>	<p>However, in some areas, staff had concerns about fairness in the workplace, namely regarding:</p> <p>Promotion/Re-grading (71%W/92%M agreed this was fair); Participation in decision making (69%W/86% agreed this was fair); That our Department makes it clear that unsupportive language and behaviour is not acceptable (73%W/77%M agreed).</p> <p>We aim to address these by providing confidential surgeries with two senior Executive members (1W/1M) open to all staff members to register suggestions, compliments, and complaints on all working matters of equality, diversity fairness, maternity, paternity, paternal leave, flexible working, promotion, etc.</p> <p>We will also advertise an explicit statement that unsupportive and/or language behaviour is not tolerated.</p>	<p>At least 70% of women and men users of these channels to report that they are useful, as assessed by Staff Survey.</p> <p>Regular use of the comments box (evaluated monthly) with, ideally, increased numbers of comments submitted to the comments box between 2020-2022.</p> <p>At least 90% of women and men agree that the Department doesn't tolerate unsupportive language and/or behavior.</p>		<p>established in September 2019.</p> <p>Evaluate AP by next staff survey (November 2022).</p>
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<p>SAP3.5 *NEW*</p>	<p>Establish flexible communication and secure resource sharing facility for SAT members.</p>	<p>We aim to increase accessibility for all staff and students to engage in activities and SAT meetings.</p> <p>To facilitate agile and efficient engagement with SAT activities to further support and enhance healthy work-life balance.</p>	<p>Establish on-line messaging system (MS Teams) for effective and agile communication amongst SAT.</p> <p>Establish secure on-line resource sharing facility for SAT members (e.g., OneDrive).</p> <p>At least 75% of SAT report effective communication and sharing facility annually recorded at SAT meeting.</p>	<p>Self-assessment Team (SAT).</p>	<p>On-line messaging system (Teams) for effective and agile communication amongst SAT established by August 2020.</p> <p>Secure on-line resource sharing facility for SAT members established in January 2017.</p> <p>Evaluate SAT satisfaction with platforms at quarterly meetings, reach 100% agreement by March 2021.</p>
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<p>SAP3.6 *NEW*</p>	<p>Provide funds to further support involvement of staff in organising and attending University or external events relevant to Athena SWAN's mission.</p> <p>Advertise availability of funds widely at Departmental level.</p> <p>Track uptake.</p>	<p>Engagement with external events, and inviting external speakers, is key to the success of our SAT. Internal funds provide critical support for these activities.</p> <p>We aim to optimise this resource by advertising widely to ensure visibility of this funding scheme.</p> <p>We will also track use of funds to assess its efficacy in supporting core activities.</p>	<p>At least two applications annually to request funds for organising or participating in Athena SWAN-relevant events; SAT members sharing insights gained from events with wider SAT.</p>	<p>Self-assessment Team (SAT).</p>	<p>Implemented from December 2019.</p> <p>Evaluated annually in September by Administration Team.</p>
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Section 4.1 – Picture of the Department – Student Data

Action Point	Planned Action / Objective	Rationale	Success Measure	Responsibility	Timescale
<p>SAP4.1.1 (BAP4.1.1 expansion)</p>	<p>Lead on the design and organisation of recruitment events aimed at the transition from primary, secondary schools and colleges to undergraduate study. The events will have an additional focus on encouraging boys/men to consider a career in Psychology.</p>	<p>We observed an increase in the number of men applicants to our UG program (BAP4.1.1).</p> <p>We aim to provide all prospective students with accurate, inclusive information about the wide variety of topics involved in studying for a Psychology & Neuroscience</p>	<p>We fully acknowledge that cultural change takes time – for example, the work we do to encourage boys/young men in primary and secondary schools</p>	<p>Student Career Development Group (SCDG).</p>	<p>Gender ratio and numbers of men and women applicants and entrants to be reviewed annually in April.</p>

	<p>Specifically, our recruitment events will include a Myth Busting component that aims to challenge stereotypes of Psychology as a profession (e.g., only as a caring profession; highlighting that Psychologists design aeroplane cockpits and social robots/digital agents; see also SAP4.1.12).</p> <p>Our events will also highlight the range of skills and knowledge that can be developed by studying Psychology, and the cross-disciplinary opportunities available (e.g., in Engineering, Computer Science, Mathematics, Physics; as well as Clinical, Medical, Counselling, Marketing).</p> <p>Ensure gender representation amongst staff and UG/PGT/R students involved in events.</p>	<p>degree, and the broad range of career opportunities available.</p> <p>We also aim to challenge stereotypes about Psychology as a profession that might discourage people (mostly men) from considering a career in Psychology. This project will also include 'meet the scientist' vlogs with schools.</p> <p>We aim to encourage more men to consider a career in Psychology (UG currently 78%W entrants/enrolled) and to provide visible role models for school students through public engagement event and mentoring programs.</p> <p>NEW ADDITION TO SILVER ACTION POINT</p> <p>Our current gender ratio for enrolled students is 78%W. We aim to achieve Scottish Funding Council (SFC) recommendations (maximum 75% students of any gender) AND UofG's Gender Action Plan of 75% any gender by 2020/21 and <75% by 2030.</p>	<p>might only show impact in later years when they reach university age.</p> <p>4.1.1(a) However, we continue to aim for an increase in the numbers of men applying to our UG program, and an 1-2% annual increase in the gender ratio from 20%M in 2019 to 25%M by 2024.</p> <p>NEW ADDITION TO SILVER ACTION POINT</p> <p>4.1.1(b) At least 25% of entrants/enrolled students in our UG Psychology by 2020/21 and 25%+ by 2030, in line with the Scottish Funding Council</p>		
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		<p>Outreach/STEM Activity Engagement</p> <p>Our current data show that 20%M staff and PGT are engaged in high-profile STEM events/external mentoring/outreach, thereby reaching our Bronze target of 20%M staff and PGR students. We aim to maintain this positive trend by further supporting staff with this action.</p>	<p>recommendations and UofG's Gender Action Plan Milestone.</p> <p>Increased representation of men at student recruitment days - target of 50/50 gender representation.</p>		
<p>SAP4.1.2 (BAP4.1.2 continued/developed) AP</p>	<p>Facilitate engagement of PGR students & academic staff with outreach events (e.g., Glasgow Science Festival, Pint of Science) and/or Mentoring Programs (e.g., registering as STEM Ambassador, Nuffield Research Placement Mentor, Robertson Trust Mentor) and STEM-related events (e.g., Glasgow Science Festival) by advertising widely and providing a co-ordinated support system (e.g., administrative support; co-ordination of activities).</p>		<p>At least 30% of academic women and men staff and PGR students engaged in front-facing STEM public engagement events and/or mentorship programs.</p> <p>NB: STEM Learning are unable to share data on who is registered as a STEM Ambassador. We will instead measure involvement in</p>	<p>Student Career Development Group (SCDG).</p>	<p>Co-ordination support system established by September 2020.</p> <p>Data collected and evaluated during annual P&DR (June-August).</p>

			STEM events and mentoring via annual staff and student tracking.		
SAP4.1.3 (BAP4.1.3 continued)	<p>Continue to hold UG Research Fair to support the transition from UG to PGT/R.</p> <p>Develop more effective ways to collect data from students (e.g., offer chance to win a prize).</p>	<p>Our current data show that 75% students (all women, n = 8W) found the Research Fair to be useful in supporting their career progression.</p> <p>We will therefore continue with this action to continue to support UGs in career progression and continue to evaluate its effectiveness, using data collection methods that are more effective (see next point).</p>	<p>At least 80% of respondents will return positive feedback on the Research Fair in supporting their career progression.</p> <p>Increase response rate for evaluation to at least 60% W/M</p>	Student Career Development Group (SCDG).	Annually in March.
SILVER 4.1.4 (BRONZE AP 4.1.4 continued)	(i) Identify the career aspirations of all UG, PGT and PGR students; use this information to inform and further develop career support during the students' studies. For example, to explore potential concerns and/or misconceptions about pursuing academic careers,	(i) Completion rates on alumni destination surveys tend to be very low (e.g., only 36 PGR alumni graduating over the last 3 years <i>across the whole of UofG</i> responded to destination surveys) and are therefore not a useful measure to evaluate the	<p>At least 70% of all UG, PGT and PGR students to provide career aspiration information.</p> <p>At least a 5% increase (from 0% in 2019 during pilot) in the</p>	Student Career Development Group (SCDG).	Annually in Level 3 UG course as part of Professional Skills Lecture Series (months can vary due to timetabling)

	<p>and to inform students about this career choice.</p> <p>Provide information on academic career paths for both men and women students.</p> <p>(ii) Examine whether our current PGT and PGR Programs are more appealing to women specifically by engaging with UG/PGT/R women and men students.</p>	<p>goals, aspirations, and trajectories our students.</p> <p>We will therefore replace destination surveys with an activity, embedded into the UG, PGT and PGR curriculum, on student career aspirations. UG students complete this activity as part of their course work in Year 3 (79% completion rate in pilot round established in 2019; PGT students complete this as part of their Professional Skills development module; PGR students will complete this as part of their annual progression review from year 1 (BAP4.1.4)).</p> <p>(ii) To increase the proportion of men studying at PG Level.</p>	<p>numbers of UG men and women considering a career in research/academia/studying at postgraduate level.</p> <p>(ii) Average annual increase of 1% men studying at PG level.</p>		<p>PGT Professional Skills Development module established by June 2021</p> <p>Evaluate annually in Year 1 Progression Review for PGR (May/June).</p>
SAP4.1.5 (BAP4.1.5 continued)	<p>Continue successful Mentoring Circles for PGT & PGR students.</p>	<p>Qualitative data (4W PGR students) showed that many PGT/R students found the Mentoring Circles useful for career progression (see main application for quotes). We will therefore continue with this</p>	<p>At least 70% of men and women PGT and PGR students to report positively on Mentoring Circles.</p>	<p>Student Career Development Group (SCDG).</p>	<p>Annually during progression meeting for PGRs (May/June).</p>

		resource to further support PGT and PGR students.			Annually during thesis submission for PGTs (August/September).
SAP4.1.6 (BAP4.1.6 continued)	Continue with successful Meet the Role Model sessions with invited seminar speakers to support the career transition of UG, PGT and PGR students. Implemented at Bronze.	Qualitative data from students (8W/4M across UG/PGT/R students) showed that they found these two events to be useful in supporting their career progression (see main application for quotes).	At least 70% of men and women UG, PGT and PGR students to report positively on Meet the Role Model events.	Student Career Development Group (SCDG).	Collect feedback after each talk event and evaluate annually in May .
SAP4.1.7 (BAP4.1.7 continued)	Continue to hold Meet the PhD events to inform UG/PGTs about postgraduate and academic prospects; interact with current UG/PGTs to improve this event.	We will therefore continue with this resource to further support UG, PGT, and PGR students and the transition from UG to PGT, PGT to PGR and PGR to Post-Doctoral training.	At least 70% of men and women UGs/PGT attending event to report positive feedback.	Student Career Development Group (SCDG).	Evaluate annually in March .
SAP4.1.8 (BAP4.1.9)	(i) Evaluate student awareness of UofG support policies for students (e.g., during Advisor meetings, student Moodle page) in collaboration with our new Student Working Group. Advertise UofG support policies for students (e.g.,	(i) Information about student awareness of these policies is not currently captured. We will therefore collect data to evaluate awareness of Department and University support policies aimed at maintaining a healthy work life balance amongst students.	At least 70% of UG, PGT and PGT students aware of these support policies.	Student Career Development Group (SCDG)/Culture Development Group.	Evaluate annually in December .

	<p>during Advisor meetings, student Moodle page) in collaboration with our new Student Working Group.</p> <p>(ii) Record data on reasons for leaving PG study.</p> <p>(iii) Examine reasons for part-time study and experiences of these students to identify any barriers to PGR study.</p>	<p>(ii) This data is not currently recorded and could provide useful information on why some students discontinue their PG program.</p> <p>(iii) Numbers of part-time PGR students have decreased in recent years, which might suggest that PT options are not widely advertised enough or that other barriers exist.</p>	<p>At least 70% leavers reasons recorded.</p> <p>At least 80% positive experiences reported by part-time PGR students.</p>		
SAP4.1.9 (BAP4.1.10 continued)	Student Career Development Group to meet at least biannually and to provide regular updates at the SAT quarterly meetings.	To ensure implementation and evaluation of the Action Points relating to Student Career Development.	Continued activity of Working Group; progress of actions as per agreed deadlines.	Student Career Development Group (SCDG).	Continue biannually (months may vary).
SAP4.1.10 *NEW*	Liaise with UG, PGT and PGR student groups to establish a Student-led Working Group that communicates with Teaching Management Group and our SAT via joint meetings (see also SAP3.4 above).	Our current SAT profile does not have representation from UG and PGT students; to represent these groups, and to enhance student engagement with Athena SWAN initiatives; to ensure current issues relating to the student experience with respect to equality, diversity and inclusivity are represented and addressed.	Establish a Working Group of 8-10 UG, PGT and PGR students (with balanced gender representation). Increased representation of at least 2 UG and PGT students (with gender	Student Career Development Group (SCDG).	Student WG by November 2020 . Review annually during the first academic semester (October).

			representation) in our SAT.		
SAP4.1.11 *NEW*	<p>(i) Working collaboratively with students to design and develop new recruitment materials to enhance communication with current and prospective students, including videos, infographics and school visits.</p> <p>(ii) Engage with potential students to capture their perceptions about studying Psychology following engagement with the new material (e.g., during Open Day events).</p>	<p>Our data show that we have on ~22%M (silver average) UG students, which is slightly below the Scottish Funding Council/ UofG Gender Action Plan target of 25%M by 2021. We continue working towards achieving 25%M UG students by 2021 (25%+ by 2030).</p> <p>Students (of any gender) may be discouraged from studying a topic/entering a discipline due to misconceptions – for example, Psychology is often considered a caring profession, when the discipline is very varied, including sub-disciplines more closely related to engineering, physics, mathematics, philosophy, anthropology, computer science.</p> <p>To address this potential barrier, we have designed these actions to (a) explore possible misconceptions and (b) develop</p>	A shift towards more accurate perception of Psychology as a discipline in at least 70% of potential students attending in an in-situ survey.	Student Career Development Group (SCDG)/ Culture Development Group (CDG).	<p>From June 2020</p> <p>Evaluate following annual events over summer: 2 UG Open Days; 1 Applicants Day for offer holders; 1 PG Open Day.</p>

		<p>better communication strategies with the diverse student population.</p> <p>We anticipate that this action will ensure inclusivity, equality, and diversity in representing Psychology as a discipline and appealing to a broader student community base.</p> <p>We also anticipate that it will challenge (mis-)perceptions of studying Psychology (see SAP4.1.1), particularly to increase interest amongst men to pursue a career in Psychology.</p>			
SAP4.1.12 *NEW*	<p>Liaise with Student Athena SWAN Working Group (see SAP4.1.1/4.1.10) to establish a buddy system for informal mentoring available for PGT and PGR students.</p>	<p>Women and men students find it easier to seek support for career progression and information about resources from their peers (e.g., Masefield 2019, <i>Nature</i>).</p> <p>To continue to support career progression from UG to PG and beyond PhD.</p>	<p>Engagement with buddy system by at least 70% W/M PGT/R students.</p> <p>At least 70% of women and men PGT/R students to report that the Buddy system is useful for their career progression.</p>	<p>Student Career Development Group (SCDG).</p>	<p>Buddy system established from September 2019</p> <p>Evaluate annually in March.</p>

		<p>Improve support for PGT and PGR students keen to pursue academic careers (i.e. to support the transition from PGT to PGR and PGR to Post-Doctoral training).</p> <p>Inform future actions related to student experience and career progression and transition (from UG to PGT and PGR).</p>			
<p>SAP4.1.13 *NEW*</p>	<p>Establish Rainbow (LGBTQI+) Office Hours for students wishing to discuss issues of gender identity, sexual orientation, or coming out, with staff members with personal experience (3W/1M).</p> <p>Establish First Generation office hours for any student wishing to discuss issues relating to being first family member to attend university and/or from areas of multiple deprivation, with staff members with personal experience (1W). This group is high priority for UofG and the Scottish Government due to</p>	<p>During our Bronze award, we identified, via student meetings with advisors of studies and program leads, that at least 50 students (women and men) are affected by personal and academic challenges, which can substantially hinder career progression if support systems are not available. A common theme is that men tend not seek help, which could place an additional gender barrier.</p> <p>Following discussion at Teaching Management Group, and with support of the Management Group, we will</p>	<p>At least 2 staff members trained in Mental Health First Aid and COSCA.</p> <p>Rainbow Office Hours offered at least once per month during term time.</p> <p>First Generation Office Hours held, at least once per month during term time.</p> <p>Uptake of office hours by students</p>	<p>Student Career Development Group (SCDG).</p>	<p>Establish all facilities by July 2020</p> <p>Evaluate annually in July following close of academic year</p>

	<p>high drop-out rates, particularly amongst men</p> <p>Offer Scottish Mental Health First Aid training to all staff and PGT/PGRs.</p>	<p>train at least two staff members on Scottish Mental Health First Aid and Listening Counselling Skills (COSCA) to provide support for students that may be affected by personal or academic challenges.</p> <p>Our aim is to support all students (UG/PGT/PGR), men and women, struggling with any personal or academic challenges</p>	<p>(% unable to be determined) with at least 75% positive response, each gender.</p>		
<p>SAP4.1.14 *NEW*</p>	<p>(i) Continue to include visible men role models as part of the teaching curriculum (e.g., Program Leads)</p> <p>(ii) Explore with UG students the role models they want to see (e.g., for some, role models may be related more to factors other than gender, such as socio-economic status)</p> <p>(iii) Advertise summer internships more widely and interact with students to understand low participation</p>	<p>To work towards the Scottish Funding Council and UofG's Gender Action Plan target of 25%M students by 2021 (25%+M by 2030; see SA 4.1.1)</p> <p>To encourage more men to consider a career in Psychology (UG Psychology currently 78%W/22%M average over last 4 years)</p> <p>Applications to paid summer internships have decreased, which might reflect lack of awareness or lack of interest. We aim to understand these causes.</p>	<p>At least 70% of UG students agreeing that our Department has good role models that encouraged them to consider a career in Psychology, as reflected in in-class student evaluations.</p> <p>Clear sense of role model types established.</p>	<p>Student Career Development Group (SCDG)</p>	<p>Role models profiled during 2020/21 with evaluation throughout semester 2 of 2020/21</p> <p>Identify barriers to applying for paid summer internships from 2021/22 onwards and</p>

			Students report visible role models in evaluation undertaken during UG lectures- at least 75%M and 75%W in agreement.		annually in December , and design strategies to overcome these
SAP4.1.15 *NEW*	Liaise with the UofG's Institute of Health & Well-being, and University of Edinburgh to collect data and estimate the proportion/number of UG students entering training in Clinical and Counseling Psychology (e.g., Doctorate in Clinical Psychology)	Our data shows an increase in the proportion of men between UG and PGT and PGR, which reflects success in our goal of encouraging and retaining more men into the discipline. However, this decrease could also be because women are more attracted to other careers in the discipline (e.g., Clinical Psychology, which our Department does not provide - – this is provided The Institute of Health and Well-being). To rule this out/better understand this pipeline and potential sources/reasons for this decrease, we will liaise with this Department to collect data	Estimate the relative contribution of the attraction to Clinical/Counselling Psychology (i.e. retention within the Psychology Profession) to the decrease in %W following UG/PGT/PGT study. Take further action as appropriate (e.g., where the contribution is low, focus on understanding the contribution of other factors such as incompatibility	Student Career Development Group (SCDG)	Establish connection and data sharing system By August 2020

			with work-life balance).		
SAP4.1.16 *NEW*	<p>Add to all application forms to PGT/R programs the UofG statement about commitment to Equality, Diversity and Inclusiveness</p> <p>Continue to rank scholarships in a blind manner</p> <p>Examine application process to identify any gender bias or factors that shift the W/M ratio between applications, offers and accepts</p>	<p>Encourage applications from students of diverse backgrounds and promote gender balance amongst applicants.</p> <p>Our data suggests that gender-related factors could contribute to W/M ratio shifts in the recruitment pipeline, which we aim to examine, understand and address accordingly.</p>	<p>Maintain balanced numbers of women and men applicants to PGT programs – see SAP4.1.1(b) for targets</p> <p>Identify any gender-related factors contributing to W/M ratio shifts in recruitment pipeline</p>	Student Career Development Group (SCDG)	<p>Add statement for 2020/21 application round for PGT and PGR submissions (UG applications are made through a separate organization – UCAS)</p> <p>Examine application process and candidate information to examine recruitment process by August 2020</p>

Section 4.2 – Picture of the Department – Staff Data

Action Point	Planned Action / Objective	Rationale	Success Measure	Responsibility	Timescale
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SAP4.2.1 (BAP4.2.1 continued)	Continue to track and review staff data by gender, including destinations of leavers	Staff data forms the cornerstone of many of our Action Points; therefore, continued careful recording and regular evaluation is necessary to evaluate the impact of our Action Points.	That 100% of data recorded is instrumental in evaluating our Action Points.	Staff Career Development Group (StCDG)	Evaluated annually in June to support evaluation of Action Plan
SAP4.2.2 (BAP4.2.2. continued)	Executive Committee to continue to prepare and evaluate utility of Personal Development Plans (PDPs) for all staff	Our staff survey showed that most academic staff found PDPs to be useful (74%W/76%M) as did P&SS (83%W/100%M). Based on this success, we will continue with PDPs and evaluating its utility in supporting all staff.	Maintain at least 80% of women and men academic and P&SS staff reporting that PDPs are useful for their career progression. Maintain an annual rate of at least 5% of all women and men academic staff applying for promotion.	Staff Career Development Group (StCDG)	Annually during annual staff Progress & Development Review (June-August)
SAP4.2.3 *NEW*	Establish an annual event where career development opportunities are discussed with P&SS, akin to the currently ongoing and successful annual promotion event held for academic staff.	Our staff survey showed that only 64%W/50%M P&SS agreed that the Department encourages staff to access opportunities for career/professional development including	At least 75% of women and men P&SS report that career development opportunities are discussed and	Staff Career Development Group (StCDG)	Event held annually from June 2021 onwards

	Feature P&SS colleagues from across UofG who have developed their career at the University to reflect on career journeys and identify routes for support.	participation in internal and external committees (75%W/88%M academics agreed). To provide tailored support for career progression for P&SS.	supported in next staff survey		
SAP4.2.4 *NEW*	Collect feedback from staff on our processes, structures and support systems during the annual Performance & Development Review (P&DR) period.	Though we had a higher completion rate in our staff survey (78% all staff) compared to Bronze (72% all staff), participation from some groups (e.g., P&SS) were lower. To address this, we will collect data around the annual P&DR cycle to which the vast majority of staff participate	At least 75% survey completion rate in all job families and genders	Staff Career Development Group (StCDG)	Implemented and evaluated during annual P&DR cycle (June-August)

Section 5.1 – Supporting and Advancing Women’s Careers – Key Career Transition Points

Action Point	Planned Action / Objective	Rationale	Success Measure	Responsibility	Timescale
SAP5.1.1 (BAP5.1.1 continued)	Continue to include in all job adverts a statement recognising the Athena SWAN Charter, promotion of open and fair policies for equality and support for flexible working.	We exceeded our Bronze target of 20%W academic applications in all Grades except Grade 9 (18%W), suggests that our actions (BAP5.1.1-4) have been positive overall. We will therefore continue with them	Maintain at least 40%W applicants to academic positions at all Grades.	Staff Career Development Group (StCDG)	Track inclusion of mentoring and AS Charter information in all adverts

	Clearly feature in all job adverts our mentoring for success platforms (e.g., Paper Writing Group, Grant Writing Group) including visible women and men role models	as part of best practice. To further attract applications from women, particularly at Grade 9, we will advertise our mentoring programs and women role models. We have further developed our external communication strategy, including social media training for staff, and aim to harness this opportunity to attract competitive applicants.			when prepared Evaluate %W/%M applicants following each job advert release and annually in June
SAP5.1.2 (BAP5.1.2 continued)	Our SAT will Continue to receive and circulate all job adverts to wider networks to ensure networking to competitive women applicants is maximised. All job adverts will also be circulated to all staff in the Department and staff asked to share adverts widely to maximize advertising to competitive candidates. A master list of contacts (e.g., scientific societies) will be securely retained and used by administrative staff to share adverts widely				Evaluate distribution list annually in March

	All adverts will be shared via our various social media accounts (e.g., Twitter account of Department, our Athena SWAN Twitter account).				
SAP5.1.3 (BAP5.1.3 continued)	Maintain gender representation on recruitment panels.		100% recruitment panels to have gender representation	Staff Career Development Group (StCDG)	Audited annually in October
SAP5.1.4 (BAP5.1.5 continued)	Introduce a person-centered induction program including a buddy system for new staff, both academic and P&SS. Line managers will assign an induction buddy to assist the new staff member with an effective transition to their new post. Buddy assignment will be based on common interests and background between the new staff member and the induction buddy.	Our staff survey showed that 62%W/74%M staff found the Departmental induction and accompanying online materials useful to familiarise themselves with the Department, below our Bronze target of 75%.	At least 75% of new women and men staff to report that the induction buddy has been useful to familiarise themselves with the Department.	Staff Career Development Group (StCDG)	Evaluate after 6 and 12 months after new staff member using buddy system
SAP5.1.5 (BAP5.1.6 continued)	In addition to discussing promotion with staff, P&DR reviewers will direct staff to the Applying for Promotion	Our staff survey showed that more work is needed to improve promotion support for academic staff.	Finding promotion information.	Staff Career Development Group (StCDG)	Annually, in line with P&DR process,

	tab on the Departmental Athena SWAN webpage that links to the appropriate HR web pages. P&DR reviewers will also gather feedback about the usefulness of this resource and suggestions for improvement.	Finding promotion information. Our survey showed that 75%W/68%M academics, 77%W/80%M P&SS know where to find information on the promotion/re-grading/re-zoning application process, suggesting that resources for guidance on the promotion process could be made more explicit.	At least 80% of academic staff (men and women) report that they know where to find information on the promotion/re-grading/re-zoning application process (including at the Departmental level to University level)		which launches June
SAP5.1.6 (BAP5.1.7 continued)	(i) Continue with annual promotion events at least two months before promotion round opens. (ii) Examine individual staff data to understand opportunities for and engagement with promotion.	Our survey also showed that 68%W/71%M academics, 63%W/75%M P&SS found the online HR materials useful, suggesting that these could be improved, or that other sources of information are preferred. For example, our staff survey showed that 82%W/84%M academics, 75%W/44%M P&SS found discussions with their annual P&DR reviewer to be useful for discussing promotion/re-grading. This suggests P&DR is a useful resource that we should further	Maintain at least 70% of staff (men and women) reporting that annual discussions with their P&DR reviewer is useful for discussing promotion. Understanding promotion criteria. At least 80% of academic staff (men and women) report that they	Staff Career Development Group (StCDG)	(i) Annually, two months before the launch of promotion round (usually Sept/October) (ii) Evaluate annually before launch of promotion round (usually Sept/October)

		<p>capitalize on and improve for P&SS men.</p> <p>Understanding promotion criteria. Our staff survey showed that 70%W/72%M academic staff understand UofG's promotion criteria – an increase from Bronze (36%W/58%M academics). However, our survey also showed that 63%W/57%M academic staff understand the promotion application process within the Department, which we aim to improve.</p> <p>Support for promotion. Our staff survey showed that 63%W/65%M academic staff agreed that the Department has provided them with support and guidance for promotion.</p> <p>Applying for promotion. Since Bronze, promotion applications have doubled to 16 (50%W/50%M; 14% all academic staff), exceeding our</p>	<p>understand the promotion criteria at the University.</p> <p>At least 75% academic staff understand the promotions process within the Department.</p> <p>At least 85% of academic staff (men and women) attending the annual promotion events with the Department to be useful.</p> <p>Applying for promotion. Maintain an annual rate of at least 7% (with gender representation) of all academic staff applying for promotion, in-line with the College average.</p>		
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SAP5.1.7 (BAP5.1.8 continued)	Continue to include promotion as a main discussion point in the annual P&DR process.	Bronze target of 5% , suggesting our actions have been effective. We will continue to track promotion applications and adjust support accordingly. Numbers/% of men in Grade 8 applying for promotion have decreased, which we will investigate further using a person-centred approach to understanding engagement with promotion.	At least 85% staff (men and women) report that annual P&DR discussions about promotion are useful.	Staff Career Development Group (StCDG)	Annually during P&DR cycle (June-August)
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Section 5.3 – Supporting and Advancing Women’s Careers – Career Development: Academic Staff

Action Point	Planned Action / Objective	Rationale	Success Measure	Responsibility	Timescale
SAP5.3.1 (BAP5.3.1 continued)	<p>Continue to advertise widely the mentoring facilities available in Department (e.g., Paper Writing Group, Grant Writing Group) and the EOD training.</p> <p>Continue to hold Rejection & Resilience workshops.</p> <p>Engage with staff for qualitative feedback on improving existing</p>	<p>Participation in Mentoring. Our data show that 78%W/81%M academic staff participate as mentor or mentee (or both), exceeding our Bronze target of 20%</p> <p>Our staff survey showed that 83%W/89%M agreed that our mentoring programs are useful, exceeding our Bronze target of 50%.</p>	<p>Maintain at least 80% of staff engaged with at least one mentoring program.</p> <p>At least 85% of staff to report positive feedback on use of mentoring program(s).</p>	Staff Career Development Group (StCDG)	Evaluate participation annually in July ; evaluate staff experiences of mentoring/workshops after use of mentoring platforms/holding of workshops; evaluate staff awareness during staff survey

	mentoring schemes (e.g., particularly men for the paper and grant writing groups, women for the Project Reviews).				
SAP5.3.2 (BAP5.3.2 continued)	<p>Continue to provide support for staff to apply for grant funding including our Mentoring schemes and Personal Development Plan.</p> <p>Increase advertising and encouragement of uptake of training amongst P&SS.</p>	<p>Grant applications have increased amongst women (+111%W) and men (+55%M), which is positive. Awards. Currently, 65%W/65%M Research-rich academic staff are funded.</p> <p>Support. Our staff survey showed that 74%W/76%M academic staff found PDPs to be useful; 78%W/75%M found Grant Writing Mentoring group useful. Based on this success, we will continue with PDPs and Mentoring Groups and evaluating their utility in supporting academic staff in applying for grants.</p> <p>Our staff survey showed that 64%W/50%M P&SS agreed</p>	<p>Maintain at least 80% agreement that Personal Development Plans and Mentoring activities are useful for supporting grant applications.</p> <p>Achieve gender parity in grant applications.</p>	Staff Career Development Group (StCDG)	Evaluated annually during P&DR cycle (June-August).

		that the Department encourages staff to access opportunities for career/professional development, suggesting that more opportunities should be presented to P&SS staff.			
SAP5.3.3 (BAP5.3.3 continued)	Staff Career Development Group to continue to meet at least biannually and to provide regular updates at the SAT quarterly meetings.	To ensure implementation and evaluation of the Action Points relating to Staff Career Development.	Continued activity of Working Group; progress of actions as per agreed deadlines.	Staff Career Development Group (StCDG)	Biannually

Section 5.5 – Supporting and Advancing Women’s Careers – Flexible Working and Managing Career Breaks

Action Point	Planned Action / Objective	Rationale	Success Measure	Responsibility	Timescale
SAP5.5.1 (BAP5.5.1 continued)	Continue to apply same support procedures at all stages of leave and return across our Department for all job families.	Our staff survey showed that 80%W/80%M academic staff reported that they received good support for taking leave, exceeding our Bronze target of 75%. On this basis of this success, we will continue with this Action Point and evaluate its efficacy.		Flexible Working Group (FWG)	Evaluated annually in February

<p>SAP5.5.2 (BAP5.5.2 continued)</p>	<p>Continue to advertise (e.g. in coffee room, at Staff Meetings) our Leave & Flexible Working Champion (formerly Parental Champion – see SAP5.5.3 below) and P&SS Champion for those who prefer face-to-face discussions and advise Champions to also direct staff to the UofG HR website and/or their line manager, which has proven useful for staff.</p> <p>Gather successful applications to the Carers Conference Fund and Academic Returners fund to further support staff uptake.</p> <p>Caring Responsibilities Champion (formerly Parental Champion – see SAP5.5.3 below) and P&SS Champion for those who prefer face-to-face discussions and advise Champions to also direct staff to the UofG HR website and/or their line manager, which has proven useful for staff.</p>	<p>Our staff survey showed that 50%W/15%M (all staff) found the Parental Champion useful. Three staff members reported they were unaware of the Parental Champion, which we will aim to improve.</p> <p>Our staff survey showed that 72%W/43%M (all staff) are aware of HR policies, close to our Bronze target of 75% for women, but not men. However, our staff survey also showed that the most popular sources of useful information on HR policies was the UofG HR website (79%W/71%M) and Line Managers (72%W/68%M), suggesting that most know where to find the information.</p> <p>Flexible Working. Our staff survey showed that 38%W/33%M academics, 54%W/67% P&SS use flexible working flexible working formally or informally, an increase since Bronze</p>	<p>At least 85% of women and men staff reporting that they receive good support for taking leave.</p> <p>At least 70% of women and men staff with caring responsibilities to report receiving good.</p> <p>Maintain at least 70% of women and men staff reporting that they are aware that support for leave exists and know where to find useful information to support this.</p> <p>Maintain at least 70% of women and men staff reporting that</p>	<p>Flexible Working Group (FWG)</p>	<p>Evaluated annually during the P&DR cycle (June-August)</p>
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<p>SAP5.5.3 *NEW*</p>	<p>Broaden the support offered by our Parental Champion to include supporting staff with caring responsibilities (e.g., elderly relatives) - now called Leave & Flexible Working Champion.</p> <p>Advertise widely UofG's new carer's policy.</p>	<p>(25%W/25%M academics, 22%W/33%M P&SS).</p> <p>Our staff survey also showed that 60%W/41%M (all staff) are aware of the HR policies and support available for flexible working, which is an increase for women since Bronze (49%W) but a decrease for men (47%M). However, as noted above,</p>	<p>their line managers are supportive of their requests for flexible working.</p>		<p>Broaden the support offered by our Parental Champion by July 2020.</p> <p>Advertise more widely UofG's new carer's policy by June 2020.</p>
<p>SAP5.5.4 (BAP5.5.3-4 continued)</p>	<p>Advertise Flexible Working more widely – for example, placing adverts in popular areas such as at the water cooler, in the coffee room, next to photocopiers – and direct staff to the HR website (which most staff have found useful – see data in next column/main application).</p>	<p>most staff find the HR website and their line managers to be useful sources of this information.</p> <p>Our staff survey also showed that 86%W/92%M agreed that their Line Managers are supportive of their requests for flexible working, exceeding our Bronze target of 75%.</p>			<p>Advertise Flexible Working more widely by June 2020.</p>
<p>SAP5.5.5 (BAP5.5.5 continued)</p>	<p>Flexible Working Group to continue to meet at least biannually and to provide regular updates at the SAT quarterly meetings.</p>	<p>To ensure implementation and evaluation of the Action Points relating to Staff Career Development.</p>	<p>Continued activity of Working Group; progress of actions as per agreed deadlines.</p>	<p>Flexible Working Group (FWG).</p>	<p>Biannually (months may vary).</p>

Section 5.6 – Supporting and Advancing Women's Careers – Organisation and Culture

Action Point	Planned Action / Objective	Rationale	Success Measure	Responsibility	Timescale
<p>SAP5.6.1 (BAP5.6.1 continued)</p>	<p>Continue to advertise widely that our Department is taking action(s) to address gender inequality and to embed these values within our working culture.</p> <p>We aim to do this by supporting staff to lead and engage with the University-wide Women in Research Network (our Department has organized 2 events so far) and to organize at least one Athena SWAN-focused Departmental seminar or workshop annually.</p> <p>We will record attendance and obtain feedback from participants.</p>	<p>Awareness. Our staff survey showed that 84%W/91%M reported that they are aware that our Department is taking action to address gender inequality guided by the Athena SWAN charter, exceeding our Bronze target of 75%.</p>	<p>At least 95% women and men staff are aware that our Department is taking action to address gender inequality.</p>	<p>Culture Development Group (CDG)</p>	<p>Events evaluated annually in October</p> <p>Staff views evaluated annually during P&DR cycle (June-August).</p>
<p>SAP5.6.2 (BAP5.6.2 continued)</p>	<p>Liaise with HR and P&DR reviewers to track numbers of staff completing the mandatory Equality & Diversity Essentials online training to ensure all new staff</p>	<p>Currently, 84%W/95%M have completed the Equality & Diversity Essentials, which is lower than our Bronze target of 100%.</p>	<p>100% completion of University Equality & Diversity Essential training by staff within 2 months of starting.</p>	<p>Culture Development Group (CDG).</p>	<p>Evaluated annually during P&DR cycle (June-August); within two months of</p>

	to do so within two months of starting.				each new staff member starting.
SAP5.6.3 (BAP5.6.3 continued)	<p>Departmental representatives to continue to attend College/University equality groups to feedback recent activity at quarterly SAT meetings.</p> <p>This action will be shared equally amongst core SAT members to ensure equality of opportunity for SAT members to sit on committees.</p>	Sharing of best practice, support systems, and resources is essential for the smooth and effective implementation of our Action Plan.	Each member of the core SAT to attend at least 1 College Equality, Inclusion and Diversity Committee annually.	Culture Development Group (CDG).	Review attendance and distribution of role annually in July .
SAP5.6.4 (BAP5.6.4 continued)	Advertise more widely that all Grade10 and staff with specific roles in departmental management can attend Management Group. Track attendance.	<p>Our staff survey showed that 69%W/78%M staff agree that the Department provides encouragement and opportunities for staff to represent the Department internally or externally.</p> <p>Our staff survey also showed that 69%W/86%M feel that they have been treated fairly, regardless of their gender, with respect</p>	<p>At least 80% of women and men staff report that the Department actively encourages and provides opportunities to participate in internal and/or external committees.</p> <p>At last 75% women and men staff reporting that both</p>	Culture Development Group (CDG).	Reviewed annually after P&DR cycle (June-August).

		<p>to participation in decision-making. We aim to increase positive perceptions and opportunities for women and men to contribute to decision-making.</p> <p>Currently, our staff participate in 20W/48M roles in influential external committees (e.g., Editorial role, grant agencies, conference organization), generally mirroring our senior staff profile. We aim to build on this success by encouraging and mentoring staff to participate in influential external committees.</p> <p>Our staff survey also showed that 89%W/95%M agreed that women and men represent the Department and promote its activities at important events. We aim to maintain this view.</p>	<p>women and men represent the Department and promote its activities.</p> <p>At least 75% staff each gender feel that they have been treated fairly, regardless of their gender, with respect to participation in decision-making.</p> <p>Achieve at least 20% of women and men staff participating to influential internal or external committees.</p>		
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<p>SAP5.6.5 (BAP5.6.5 continued)</p>	<p>Embed into mentoring and P&DR an explicit action for staff to consider pursuing positions on influential external committees and put support in place to achieve this (e.g. advice from staff about best routes to get onto Editorial Boards).</p>	<p>Our staff survey showed that 63%W/57%M staff reported they understand the promotion process, below our Bronze target of 75%. We aim to increase this.</p> <p>Our staff survey showed that 76%W/84%M are aware that esteem indicators such as participation in influential committees is important for promotion, exceeding our Bronze target of 75% each gender.</p>	<p>At least 75% of women and men staff to report that they understand the promotion process.</p> <p>At least 90% of women and men report that they are aware that esteem indicators are an important component for promotion.</p>	<p>Culture Development Group (CDG).</p>	<p>Evaluated annually during the P&DR cycle (June-August).</p>
<p>SAP5.6.6 (BAP5.6.6 continued)</p>	<p>Continue to review workload allocations of all staff by gender annually by Head of Department, Deputy Head and Head of Administration.</p> <p>Continue to discuss workload annually within P&DR.</p> <p>Provide data, publicly available to all staff, aggregated (i.e., anonymized for confidentiality purposes)</p>	<p>Staff survey showed that 73%W/88%M agreed that their workload is allocated on a transparent and fair basis. We aim to improve this perception.</p>	<p>Maintain parity of activity within the workload of women and men staff of equal grades.</p> <p>At least 90% of women and men agree that their workload is allocated on a transparent and fair basis. Parity of activity within the</p>	<p>Culture Development Group (CDG).</p>	<p>Reviewed annually during P&DR cycle (June-August).</p>

	data on workload allocations for women and men at each grade.		workload of women and men staff of equal grades.		
SAP5.6.7 (BAP5.6.7 continued)	Highlight to staff the importance of including under-represented groups when coming up with proposals for invited speakers for Department Seminar series and Debates.	Since Bronze, the proportion and number of women speakers has consistently increased to over 30% (now 41%W/59%M), exceeding our Bronze target of 20%W speakers. We aim to maintain this positive trend.	At least a 45%W/55%M split in speakers, to rise in line with the impact of broader cultural change on women in academia.	Culture Development Group (CDG).	Annual audit of invited speakers in June.
SAP5.6.8 (BAP5.6.8 continued)	Review website and recruitment literature to ensure gender representation in images and messages.	A review of our website and recruitment literature showed a balanced gender representation. Our staff survey showed that 90%W/91%M agreed that gender representation on our Department's online presence (website) and in online communication (display monitors) is balanced, exceeding our Bronze target of 75%.	At least 95% of women and men staff report that the website and recruitment literature have good gender representation. Website and recruitment literature to show diverse gender representation 60%W/40%M.	Culture Development Group (CDG).	Reviewed annually during P&DR cycle (June-August).

<p>SAP5.6.9 (BAP5.6.9 continued)</p>	<p>As part of staff and student data collection and analysis, we will continue to collect data annually from all academics and PGR/PGT students regarding their outreach activities.</p>	<p>Our current data show that 20%M staff and PGRs are engaged in high-profile STEM events/external mentoring/outreach. This reaches our Bronze target of 20%M staff and PGR students. We aim to maintain this positive trend towards greater men engaging in outreach.</p>	<p>At least 30% of academic men staff and men PGR students engaged in front-facing STEM public engagement events and/or mentorship programs.</p>	<p>Culture Development Group (CDG).</p>	<p>Evaluate annually during the P&DR cycle (June-August) and PGR Annual Progress Review (May-June).</p>
<p>SAP5.6.10 (BAP5.6.10 continued)</p>	<p>Culture Development Group to meet at least biannually and to provide updates at the SAT quarterly meetings.</p>	<p>To ensure implementation and evaluation of the Action Points relating to Student Career Development.</p>	<p>Continued activity of Working Group; progress of actions as per agreed deadlines.</p>	<p>Culture Development Group (CDG).</p>	<p>Biannual CDG meetings; reports to SAT Quarterly (months may vary).</p>
<p>SAP5.6.11 (BAP5.6.4/5 continued)</p>	<p>Review internal and external committee contributions, assess gender representation and implications for workload (I.e. committee overload). Encourage and support staff to consider and achieve entry onto influential committees internal and/or external committees.</p>	<p>Our data shows that 20W/48M staff participate in influential external committees; our influential internal committees (Executive Committee, Management Group, Teaching Management Group), comprises 54%W/46%W; 38%W/62%M; 75%W/25%M. We aim to</p>	<p>Achieve at least 30% of women and men staff on influential internal or external committees.</p>	<p>Culture Development Group (CDG).</p>	<p>Reviewed annually via P&DR cycle (June-August) where staff indicate involvement in external committees; evaluate internal committees</p>

		<p>maintain gender representation and encourage participation in influential external committees.</p> <p>Our staff survey showed that 76%W/84%M are aware that esteem indicators such as participation in influential committees is important for promotion, exceeding our Bronze target of 75% each gender.</p> <p>Our staff survey did not flag any issues with committee overload. We will continue to track this.</p>			annually in August.
SAP5.6.12 *NEW*	Record seminar series/talks and offer zoom participation for all staff.	To increase accessibility to our seminar series, events, and talks for all staff.	At least 80% of staff agree that our seminar series, talks and events are accessible to all staff.	Culture Development Group (CDG).	Evaluate during annual P&DR (June-August) as part of staff survey.



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University of Glasgow, School of Psychology and Institute of Neuroscience & Psychology – Athena SWAN Action Plan

Section 3 – Self-Assessment Process

BRONZE ACTION COMPLETED

BRONZE ACTION IN DEVELOPMENT

BRONZE ACTION DISCONTINUED

Action Point	Planned Action / Objective	Rationale	Success Measure	Responsibility	Timescale
3.1 (Continued in Silver)	Athena SWAN SAT activity to be included in both School (SoP) and Institute (INP) Workload Models.	<p>To:</p> <ul style="list-style-type: none"> • embed gender equality issues. • ensure good practice in relation to Equality and Diversity. • ensure ongoing data gathering and reporting to support future planning. • identify and address any gender inequality. • Ensure time within workload for Athena SWAN activity 	Implementation of AP	Workload Modeller	From Sept 2016
3.2	<p>Establish 7 SAT working groups to lead on specific sections in application, collect & analyse data and develop Action Points:</p> <ul style="list-style-type: none"> • Student data • Academic & Research (A&R) staff data • Staff survey • Key career transition points: academic staff • Career development (UG, PGT, PGR, A&R) • Flexible working & career breaks (A&R, P&SS) • Organisation & Culture in the department 		Implementation of AP	Athena SWAN SAT	Feb 2015 - April 2016
3.3 (Continued in Silver)	Athena SWAN website established and AS to be made a standing agenda item on the Joint Staff Meeting and Senior Management Group.		Implementation of AP	Head of Dept. PA	Since June 2015

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3.4 (Continued in Silver)	SAT meetings to become quarterly and 4 new working groups (replacing original 7) to implement Actions Points: <ul style="list-style-type: none"> • Student Career Development • Staff Career Development • Flexible Working • Culture Development 		Implementation of AP	SAT	SAT will meet quarterly. Working Groups will meet as required between SAT meetings
3.5 (Continued in Silver)	Establish online forum on University Moodle platform.	To provide an online Q&A forum to address staff queries on equality and diversity, maternity, paternity, paternal leave, flexible working, promotion, etc.	Implementation of online forum. 75% of staff in survey will report online forum is useful	Culture Development Group (CDG)	From Sept 2016, ongoing

Section 4.1 – Picture of the Department – Student Data

Action Point	Planned Action / Objective	Rationale	Success Measure	Responsibility	Timescale
4.1.1 (Continued in Silver)	Lead on the Psychology organisation of recruitment events aimed at the transition from secondary school and ensure diverse staff is involved.	Provide prospective students with information on what is involved in a Psychology & Neuroscience degree Encourage more males to consider a career in Psychology (UG Psychology currently 77% female)	Increase in male applications to UG Psychology course in line with recent Scottish Funding Council recommendations (no more than 75% of one gender).	Student Career Development Group (SCDG)	Starting Sept. 2016, 2 events p.a. To be reviewed in 5 years
4.1.2 (Continued in Silver)	Encourage more PhD students & staff to register as STEM Ambassadors and to take part in STEM events.		20% of male PhD students & staff registered as STEM Ambassadors.	SCDG	Annually from Sept 2017 (to allow time for extra Admin support to be in place)

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4.1.3 (Continued in Silver)	Continue to hold an UG Research Fair to support the transition from UG to PG.	Collect data and provide better information on academic career paths for both male and female students.	75% of respondents will return positive feedback in post-event survey	SCDG	Annually in March
4.1.4 (Continued in Silver)	Conduct final year student destination surveys for final year UG, PGT and PGR students.	Improve support for PGT and PGR students keen to pursue academic careers.	Achieving at least 70% survey completion rate.	SCDG	Annually from April 2017 (to allow time for extra Admin support to be in place)
4.1.5 (Continued in Silver)	Introduce “Mentoring Circles” for PGT & PGR students	Inform future actions for supporting career progression from UG to PG and beyond PhD.	75% positive feedback from destination surveys.	SCDG	Biannually from Nov 2016
4.1.6 (Continued in Silver)	Introduce ‘Meet the Role Model’ sessions with invited seminar speakers to support the career transition of PGT and PGR students.	To improve support for PGT and PGR students keen to pursue academic careers (i.e. to support the transition from PGT to PGR and PGR to Post-Doctoral training).	75% positive feedback from destination surveys.	SCDG	Monthly from Sept 2016
4.1.7 (Continued in Silver)	Continue to hold ‘Meet the PhD’ events to inform undergraduates about postgraduate and academic prospects.		75% of respondents will return positive feedback in post-event survey	SCDG	Annually in March
4.1.8	Scholarship rankings to be assessed in a blind manner.	To avoid any potential unconscious bias.	Implementation of AP	SCDG	Annually from Jan 2017
4.1.9 (Continued in Silver)	Development of the Athena SWAN website to include information on support options available to students/staff and case studies of current academics who utilise these (e.g. Flexible Working).	To highlight Department and University support policies aimed at maintaining a healthy work life balance.	Positive feedback (75% of staff) for Department Athena SWAN website in staff survey	SCDG/CDG	Website to be updated with information by June 2016 and case studies by Dec 2016. (dependent on additional admin support from centre)
4.1.10 (Continued in Silver)	Student Career Development Group to meet at least biannually and to provide regular updates at the SAT quarterly meetings.	To ensure progression of the Action Points relating to Student Career Development.	Implementation of AP.	SCDG	Biannually

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Section 4.2 – Picture of the Department – Staff Data

Action Point	Planned Action / Objective	Rationale	Success Measure	Responsibility	Timescale
4.2.1 (Continued in Silver)	Continue to monitor & record staff data by gender	To assess the impact of action points and the overall Action Plan.	Implementation of AP and annual review of data at SAT meeting.	Staff Career Development Group (StCDG)	Annual (dependent on additional admin support from centre)
4.2.2 (Continued in Silver)	Personal Development Plan to be prepared for all academic staff.	To provide tailored support for career progression	Achieve 5% staff applying for promotion.	StCDG	Annually from June 2016

Section 5.1 – Supporting and Advancing Women’s Careers – Key Career Transition Points

Action Point	Planned Action / Objective	Rationale	Success Measure	Responsibility	Timescale
5.1.1 (Continued in Silver)	All job adverts to include a statement recognising the Athena SWAN Charter, promotion of open and fair policies for equality and support for flexible working.	Data show that within INP fewer female job applications were received, although success rates were higher than for men. However, appointments were at lower grades (none at Grade 9 or Professor).	Implementation of AP with statement in all adverts.	Staff Career Development Group (StCDG)	Job adverts updated since Aug 2015
5.1.2 (Continued in Silver)	AS SAT to receive all job adverts as they are released to ensure networking to competitive female applicants is maximised.	In SoP more female job applications were received, success rates were lower, and appointments were at similar grades (but none at professor). Current University policy to support equality & diversity.	Implementation of AP with more widespread circulation of adverts. To have at least 20% female applications for all positions within INP.		More widespread circulation of adverts from April 2016 Numbers of applications for posts to be reviewed once a year at SAT
5.1.3 (Continued in Silver)	Recruitment panels to have prior training and representation of both male and female staff.	To further improve equity and fairness in recruitment practice	At least one female staff member on every recruitment panel.	StCDG	Already established
5.1.4	Recruitment panels to undergo unconscious bias training.		All recruitment panels to have undertaken	StCDG	3 months from release of University’s on-line unconscious

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			unconscious bias training prior to conducting interviews.		bias training module. Expected late 2016
5.1.5 (Continued in Silver)	Continue with current departmental induction program for new staff, provide all staff with new Department Staff Handbook and check feedback on effectiveness of these in next staff survey	The new staff handbook will provide an in-depth induction to the Department and University and will serve as a point of reference for all staff for departmental/University policies.	Circulation of new Department Staff Handbook to all staff. New question on usefulness in Staff survey and 75% positive feedback.	StCDG	Inductions ongoing, handbook to be published in June 2016, next staff Survey Jan 2018
5.1.6 (Continued in Silver)	Have “Applying for promotion” tab on the Dept. Athena SWAN webpage with links to the appropriate HR web pages.	To increase awareness of the new promotion criteria and process. The staff survey indicated that 39% of academic staff did not understand the University’s promotion criteria.	Implementation of AP for promotion information link on Dept. Athena SWAN webpage.	StCDG	Webpage to be updated by June 2016
5.1.7 (Continued in Silver)	Hold promotion events this year and annually at least one month before promotion round opens for UT and R&T staff.	Staff data revealed decreasing applications for promotion, and fewer applications from women.	75 % positive feedback on usefulness of promotion events in Staff survey. Achieve a 20% increase in understanding of promotion criteria in the next staff survey.	StCDG	Annually in line with launch of promotion round (usually Sept/Oct) Next Staff Survey to be undertaken in January 2018
5.1.8 (Continued in Silver)	Prepare a guideline document on what to expect from P&DR. This will be circulated to all staff (i.e. reviewers and reviewees) prior to the annual P&DR round.	Survey results indicated a lack of uniformity in discussions on promotion.	All P&DR interviews to include promotion discussion.	StCDG	P&DR guideline document to be produced for next PDR round (June 2016), and annually thereafter

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			Achieve a 20% increase in positive responses to promotion discussions from females in next staff survey.		Next survey to be undertaken in January 2018
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Section 5.3 – Supporting and Advancing Women’s Careers – Career Development: Academic Staff

Action Point	Planned Action / Objective	Rationale	Success Measure	Responsibility	Timescale
5.3.1 (Continued in Silver)	All staff will be encouraged to participate in the new University mentoring scheme when it is announced.	Mentoring is one of the key measures likely to provide a solution to leaky pipeline for women in academia	At least 20% staff participation in new mentoring scheme. Achieve 50 % positive response from mentees to question about new mentoring scheme in staff survey	StCDG	Sept 2016
5.3.2 (Continued in Silver)	Eligible staff will be encouraged to apply for grant funding and offered support through the new mentoring scheme and personal development plan.	Data indicate fewer grant applications from female academics and lower success rates.	All senior female R&T academics (Grade 8 and above) to be supported & submit at least 1 major grant application each year.	StCDG	June 2017
5.3.3 (Continued in Silver)	Staff Career Development Group to meet at least biannually and to provide regular updates at the SAT quarterly meetings.	To ensure progression of the Action Points relating to Staff Career Development.	Implementation of APs.	StCDG	Biannually

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Section 5.5 – Supporting and Advancing Women’s Careers – Flexible Working and Managing Career Breaks

Action Point	Planned Action / Objective	Rationale	Success Measure	Responsibility	Timescale
5.5.1 (Continued in Silver)	SoP procedures for support at all stages of leave and return will be expanded to include INP and P&SS	To expand good practice and ensure access to the same level of support across the Department.	Increased uptake of the scheme within the School/Institute. In staff survey, add specific question on taking leave and at least 75% to report they received good support	Flexible Working Group (FWG)	Sept 2016, ongoing Jan 2018 (next staff survey)
5.5.2 (Continued in Silver)	Identify a contact person for P&SS and a parental champion who will provide support and guidance to staff and line managers on HR leave policies such as maternity; paternity; parental and adoption leave etc.	Staff survey identified a lack of understanding of University leave policies and procedures. To raise awareness and understanding of University leave policies among all staff (academic, P&SS & PGR) of university policies for paternity, parental and adoption leave.	In next staff survey, 75% of staff taking leave responded positively to support and guidance received In next staff survey, 75% of staff give positive response to awareness of HR leave policies.	FWG	Parental Champion has been identified (Prof Stephany Biello). P&SS local contact will be identified and in place by Sept. 2016 Website to be updated with information by June 2016 and case studies by Dec 2016
5.5.3 (Continued in Silver)	Develop Athena SWAN website to include information and guidance on University leave policies, and case studies of staff currently utilising these.	To improve knowledge of support provisions during maternity leave. Staff survey indicated high concerns associated with flexible working requests (e.g. being treated equally,	Implementation of AP.		Jan '18 (next survey) Biannually

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5.5.4 (Continued in Silver)	Annual presentation on Flexible Working at the Joint Staff Meeting informing staff of expectations and expected benefits.	co-worker resentment, and damage to career prospects). To ensure progression of the Action Points relating to Flexible Working.	Positive improvement in Staff Survey responses related to FW		
5.5.5 (Continued in Silver)	Flexible Working Group to meet at least biannually and to provide regular updates at the SAT quarterly meetings.				

Section 5.6 – Supporting and Advancing Women’s Careers – Organisation and Culture

Action Point	Planned Action / Objective	Rationale	Success Measure	Responsibility	Timescale
5.6.1 (Continued in Silver)	To encourage staff engagement in the Women in Research Network, and to provide at least one Departmental Athena SWAN focused seminar/workshop annually.	To increase awareness of Equality & Diversity/Athena SWAN principles.	Implementation Achieve 75 % positive response indicating an awareness of Equality & Diversity/Athena SWAN principles on staff survey question	Culture Development Group (CDG)	Annually from Sept. 2016
5.6.2 (Continued in Silver)	All staff to undertake the Equality & Diversity online training, and all new staff to do so within one month of starting.	To improve awareness of Equality & Diversity.	100% completion of University E&D training by staff.	CDG	Sept 2016, ongoing
5.6.3 (Continued in Silver)	Departmental Representatives on Department/College/University equality groups to feedback recent activity at quarterly SAT meetings.	To keep SAT up to date with current policy so that this can be circulated out to staff.	Feedback produced, reported at SAT and uploaded to SAT website	CDG	Quarterly at SAT meetings

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5.6.4 (Continued in Silver)	Senior Management Group meetings open to all Professors in addition to academic staff/P&SS with specific roles in departmental management	To increase opportunities for female representation on important Department committees	Approval to change structure of Senior Management Group committee	SAT	Already approved
5.6.5 (Continued in Silver)	A senior staff member will give a presentation at the Joint SoP/INP staff meeting annually on the importance of membership of external committees, editorial boards etc. for career progression	To support career progression and highlight the importance of esteem measures and how to achieve these	Positive response (by 10%) to question on understanding of the promotion process in next staff survey. Change to 75%	CDG	Delivered annually at Joint Staff meetings and assessed for impact in next staff survey (Jan 2018)
5.6.6 (Continued in Silver)	Workload allocations will be reviewed annually for all staff by Head, Deputy Head and Head of Administration, and discussed annually within P&DR.	To identify and rectify any gender bias within the workload model.	Parity of activity within the workload of female and male staff of equal grades	CDG	Annually
5.6.7 (Continued in Silver)	Highlight to staff the importance of including under-represented groups when coming up with proposals for invited speakers for Department Seminar series and Debates.	Departmental seminars currently show an under-representation of female speakers.	To double the number of female seminar speakers with a target of 20% female speakers	CDG	Sept. 2016, ongoing
5.6.8 (Continued in Silver)	Review website and recruitment literature to ensure gender balanced images and messages.	To ensure visibility of female role models within the Department.	Implementation – review and updates completed. Achieve 75% positive response to staff survey question about gender balance of messages on website and	CDG	Review and updates to begin in Sept. 16, and annually thereafter Staff survey being undertaken in Jan. 2018

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			recruitment literature.		
5.6.9 (Continued in Silver)	SAT to collect data annually from all academics and PGR/PGT students regarding their outreach activities.	Information is not currently captured. To maintain a gender balance on outreach activities.	Establishment of database and collection of data.	CDG	Sept. 2016, ongoing. (dependent on additional admin support)
5.6.10 (Continued in Silver)	Culture Development Group to meet at least biannually and to provide regular updates at the SAT quarterly meetings.	To ensure progression of the Action Points relating to Culture Development.	Implementation of AP.	CDG	Biannually