



## **Athena SWAN Silver department award application**

**Name of university:** Cardiff University

**Department:** School of Psychology

**Date of application:** April 29<sup>th</sup> 2016

**Date of university Bronze Athena SWAN award:** 2013

**Contact for application:** Dr. Katherine Shelton, School of Psychology, 70 Park Place, Cardiff, CF10 3AT.

**Email:** [Sheltonkh1@cardiff.ac.uk](mailto:Sheltonkh1@cardiff.ac.uk)

**Telephone:** (029) 20876093

**Departmental website address:** <http://psych.cf.ac.uk/>

School of Psychology  
Head of School Professor Petroc Sumner BA MA PhD

*Ysgol Seicoleg*  
*Pennaeth yr Ysgol Yr Athro Petroc Sumner BA MA PhD*



Cardiff University  
Tower Building  
70 Park Place  
Cardiff CF10 3AT  
Wales UK  
Tel Ffôn: +44 (0)29 2087 4007  
psych.cf.ac.uk  
*Prifysgol Caerdydd*  
*Adeilad y Twr*  
*70 Plas y Pârce*  
*Caerdydd CF10 3AT*  
*Cymru, Y Deyrnas Unedig*

Ruth Gilligan,  
Athena SWAN Manager.  
Equality Challenge Unit,  
7th floor, Queens House,  
55/56 Lincoln's Inn Fields,  
London, WC2A 3LJ.

April 28<sup>th</sup> 2016.

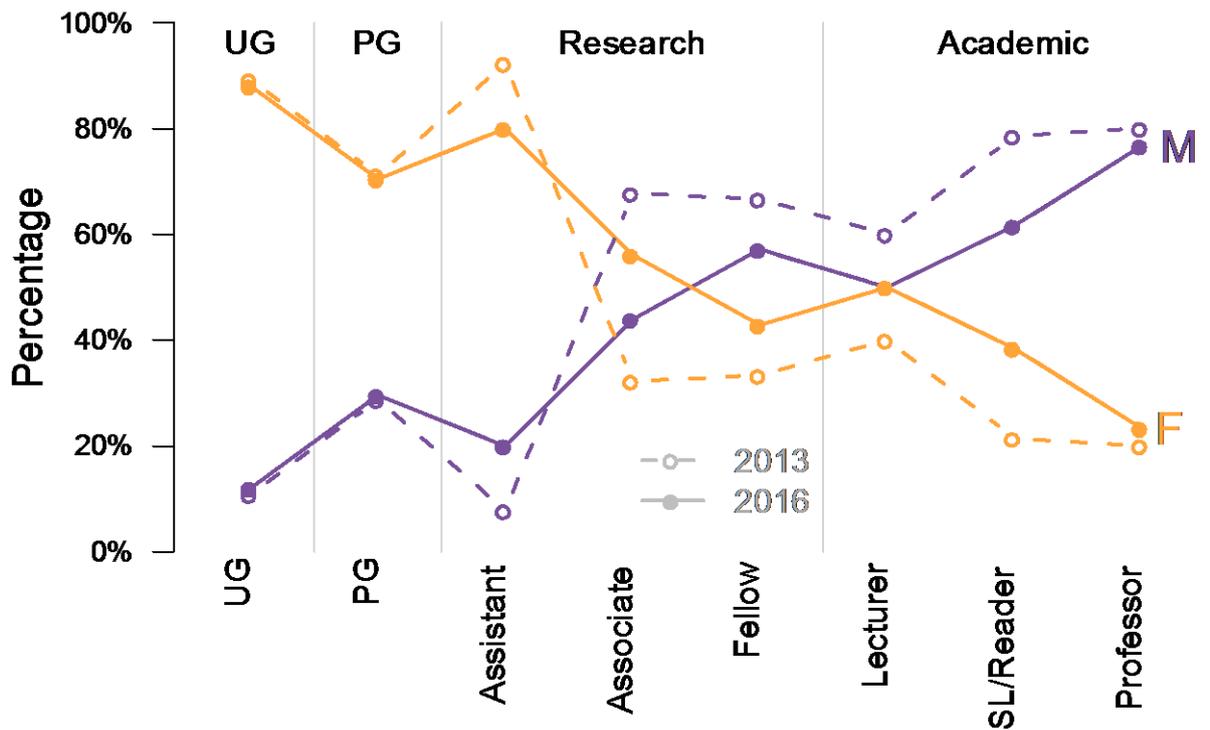
Dear Ruth,

As Head of School and a member of the Self-Assessment Team, I am proud to submit our application for an Athena Swan Silver Award. I am committed to enabling all students and staff to fulfil their potentials, embedding the values of the Charter throughout our practices, and proactively supporting successful careers in science.

We are proactive in enhancing practices that really make a difference to people, especially those underpinning recruitment and promotion - critically relevant to flow rate in our pipeline (Figure 1). Balance is improving from research assistant to reader levels. We have prioritised providing opportunities for early career researchers by recruiting at SL and below, and we are confident that our actions supporting promotion will start to address the historic professorial imbalance within the next 3 years.

I am particularly impressed by the impact of key policy developments implemented during 2013 – 2015:

- (1) *Supporting early career researchers.* We protect time for new lecturers to establish independent research careers by minimising teaching and administrative duties (<0.5 load). We provide start-up RA support and PhD studentships and we have successfully encouraged the university to reduce the workload required for the mandatory lecturer training course (from 400 to 60 hours).
- (2) *Supporting the activities that underpin promotion:* We support research continuity for staff taking parental leave through RA time and 50% reduction in teaching and administrative loads for six months upon return. We support research grant applications via mentoring and internal peer review, mock interview panels for fellowship applications and dedicated professional support for management of grant applications. We school-fund PhD studentships and protect >2 days research and scholarship time for all academics, whether they have funding or not.



**Figure 1:** Pipeline for 2013 and 2016 in the School of Psychology, Cardiff University, showing improving gender balance from 2013 to 2016 from research assistant to Reader level (solid lines closer to 50% than dashed lines).

**Impact:** The activities outlined above, and improved recruitment practices, have resulted in increased numbers of women being recruited and achieving promotion. Since 2012, women lecturer numbers have risen from 4 of 10 (40%) to 10 of 20 (45%), Senior Lecturer/Reader from 3 of 14 (21%) to 5 of 13 (38%) and Professor from 5 of 25 (20%) to 7 of 30 (23%). Other indices of esteem suggest our practices are impactful. For example, the mock interview panel supported a new senior lecturer gain her first European Research Council grant, establishing her as a field-leader and underpinning her current application for professorship. Likewise, since our 2013 application, more women occupy influential positions including College Dean of Research, School Board and Research Committee.

For earlier transitions from undergraduate to postgraduate and beyond, we now fund and/or organise a portfolio of opportunities for students to gain experience improve their CVs and build networks, including internships, placements, PhD studentships, lab visits, publishing and conference attendance (with childcare support).

Overarching these transitions from UG to professor are actions promoting confidence and a positive working culture. I will lead the School in implementing our action plan and continue striving to support the career progression for every one of our students, academic and professional support staff.

Thank you very much for considering our application.



**Professor Petroc Sumner**, Head of School of Psychology.

**Section 1 word count: 500/500 words.**

**2. The Self-Assessment Process.**

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

Team formation: The formation of the team was changed in response to feedback for our last application. Key changes are the inclusion of individuals representing different career stages (undergraduate to Professor) and grades (academic and professional support), and more male colleagues (18% in 2013 vs. 58% in 2016) to ensure the SAT is more representative of the school. Members in influential School roles were also included in the team (e.g. Director of Postgraduate Research). All members of the School were invited to join the SAT and additional members were invited directly where they might have been hesitant to volunteer (e.g. the UG President of the School of Psychology student society, PsyCardiff). Members of the team have various roles and responsibilities for developing and implementing our action plan and measuring the impact of our last action plan. Overall, our vision is of a team who will promote and embed the values of the Athena SWAN charter across the School.

Table 1: The Self-Assessment Team.

Member and Gender (M/F)	Career / Study Path	Title	Charter Role	Comments
Jacky Boivin (F)	Teaching and Research	Professor (FT)	Director of Personal and Professional Development (and member of school senior management team)	Caring responsibilities
Katherine O'Farrell (F)	PhD Student		Student lead	
Jodie Franklin (F)	Professional Services	Administrative Assistant (FT)	Administrator	Caring responsibilities
Tom Freeman (M)	Teaching and Research	Professor (FT)	Director of Postgraduate Research	

<b>Member and Gender (M/F)</b>	<b>Career / Study Path</b>	<b>Title</b>	<b>Charter Role</b>	<b>Comments</b>
Sofia Gameiro (F)	Teaching and Research	Lecturer (FT)	Panel member	Has recently initiated a single parent adoption process.
Craig Hedge (M)	Research	Research Associate (FT)	Panel member	
Kate Langley (F)	Teaching and Research	Lecturer (FT)	Panel member	Caring responsibilities
David McGonigle (M)	Teaching and Research	Lecturer (FT)	Panel member	Caring responsibilities
Judy McPherson (F)	Professional Services	School Manager (FT)	School Manager (and member of school senior management team)	
Richard Morey (M)	Teaching and Research	Senior Lecturer (FT)	Data lead	Partner (an academic) works in another city
John Pearce (M)	Teaching and Research	Professor (FT)	Chair of Promotions Committee	
Elaine Rees (F)	Professional Services	Executive Officer (FT)	HR Advisor	Caring responsibilities
Katherine Shelton (F)	Teaching and Research	Senior Lecturer (FT)	Equality and Diversity contact and SAT Lead	Caring responsibilities
Petroc Sumner (M)	Management	Head of School (FT)	Head of School (and member of school senior management team)	Caring responsibilities
Christoph Teufel (M)	Teaching and Research	Lecturer (FT)	Equality and Diversity contact	Caring responsibilities
Seralynne Vann (F)	Research	Wellcome Trust Senior Research Fellow (PT)	University Disability Staff Network Member	Caring responsibilities
Alex Wilcox (M)	UG Student	President of Psychology student society, 'PsyCardiff'. (FT)	Panel member	

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

Team approach: Following a series of discussions over the course of summer 2015, as our new Head of School joined the self-assessment team, it became clear to us that one critical way to support individuals was to concentrate on identifying and enhancing transitions between career stages (UG to PG, PG to lecturer/Fellowship, and lecturer/Fellowship to Professor). The SAT kept these transitions in mind when discussing the Athena SWAN ethos within the School and how supporting these key developmental phases in our colleagues working lives could be enhanced through the action plan.

Team meetings: Meetings were designed to be informal but effective. An agenda was emailed to members in advance (allowing time to include items) and specific topics (such as data and feedback from focus groups) were covered. The meetings were friendly (helped by provision of refreshments) but members freely engaged in vigorous debate on the issues within the School and ways to move forward. Informal discussion with colleagues as well as formal feedback to the School Management Team and School Board ensured the rest of the School were kept aware of these discussions and application process. The writing of the application was led by Katherine Shelton with extensive input from team members in their areas of expertise/career stage. All team members had the opportunity to revise the application throughout the process. The Head of School used his briefings with staff at away days, emails and in face-to-face meetings to update us all on progress.

SAT meetings have been held regularly since the self-assessment process started in September 2010. Meetings were held at least quarterly since our 2013 award and then increased to monthly since June 2015. Additional support was provided by colleagues within the School and externally when needed. All members of the team are interested in and committed to issues of equality in general and the challenges of gender equality in the workplace, specifically. Part of this individual commitment includes being proactive in implementing our action plan and disseminating information about Athena SWAN and linked activities throughout the School.

Internal Consultation: Our team shared the task of conducting a full staff consultation on ideas and directions for future activity as well as smaller surveys and focus groups with key members of our community (postgraduate students; postdoctoral researchers; newly appointed staff; survey of staff regarding destinations of PhD students and postdoctoral researchers). We also made use of 2013 and 2015 University staff survey data.

We have been proactive in seeking and sharing best practice with other Schools in the University and beyond, through Petroc's interactions with other Heads of School, through our membership of the Cardiff University Athena SWAN steering group, through our joint appointments (Dave McGonigle, School of Biosciences), and by participating in regional events in South Wales and the South West (e.g. a conference hosted by Bath University, 10/12/15). Petroc consulted with all academic staff individually on workload needs as part of familiarising himself as Head of School. Katherine is a member of the University equality and diversity contacts group and the Cardiff University Athena SWAN steering group. She

consulted widely with colleagues in the Biomedical and Life Sciences College at Cardiff to identify and share good practice. We also participated in a mock panel with three other Schools in the College in February 2016, to provide one another with feedback on the impact of our previous and current action plans, as well as the overall tenor of our applications.

External consultation: The SAT contributed to the Cardiff University submission of evidence for the 2014 House of Commons Science and Technology Committee, 'Women in Scientific Careers' review (cited as WSG0019). Many of our actions target the recommendations of this report. The previous Head of School and Kate Langley also attended a Westminster Briefing event on the 12<sup>th</sup> June 2014 to discuss a Select Committee report on 'Gender and STEM: Where next for Universities?' Katherine and Kate attended an Athena SWAN workshop (09/15) at Cardiff Metropolitan University which was led by staff from ECU in London. Seralynne attended a GW4 Athena SWAN meeting in Bath (12/15). Seralynne was an invited speaker at the Royal Society Annual Diversity Conference (11/15). Seralynne's career was highlighted as part of the Royal Society's "Parents, Carers, Scientists" project. She attended the launch at the Royal Society (03/16).

Professor Ed Wilding, Nottingham University has served as a critical friend since leaving our School (previous Head of School 2012-2015) in August 2015 to take up a new post at Nottingham University. Sam McAlister-Wilson (Equality and Diversity Officer and Athena Swan Coordinator for Cardiff Metropolitan University) joined several of our SAT meetings and provided verbal and written feedback on our planned activities.

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

The SAT will meet quarterly and oversee and ensure implementation. The SAT reports to the School Board and SAT activities are discussed at weekly School Management Team meetings. Developments linked to the Action Plan will be circulated to all staff via email, and placed on the intranet and outward facing internet pages as appropriate. Membership of the SAT is included in the workload model.

**Section 2 word count = 983/1,000 words.**

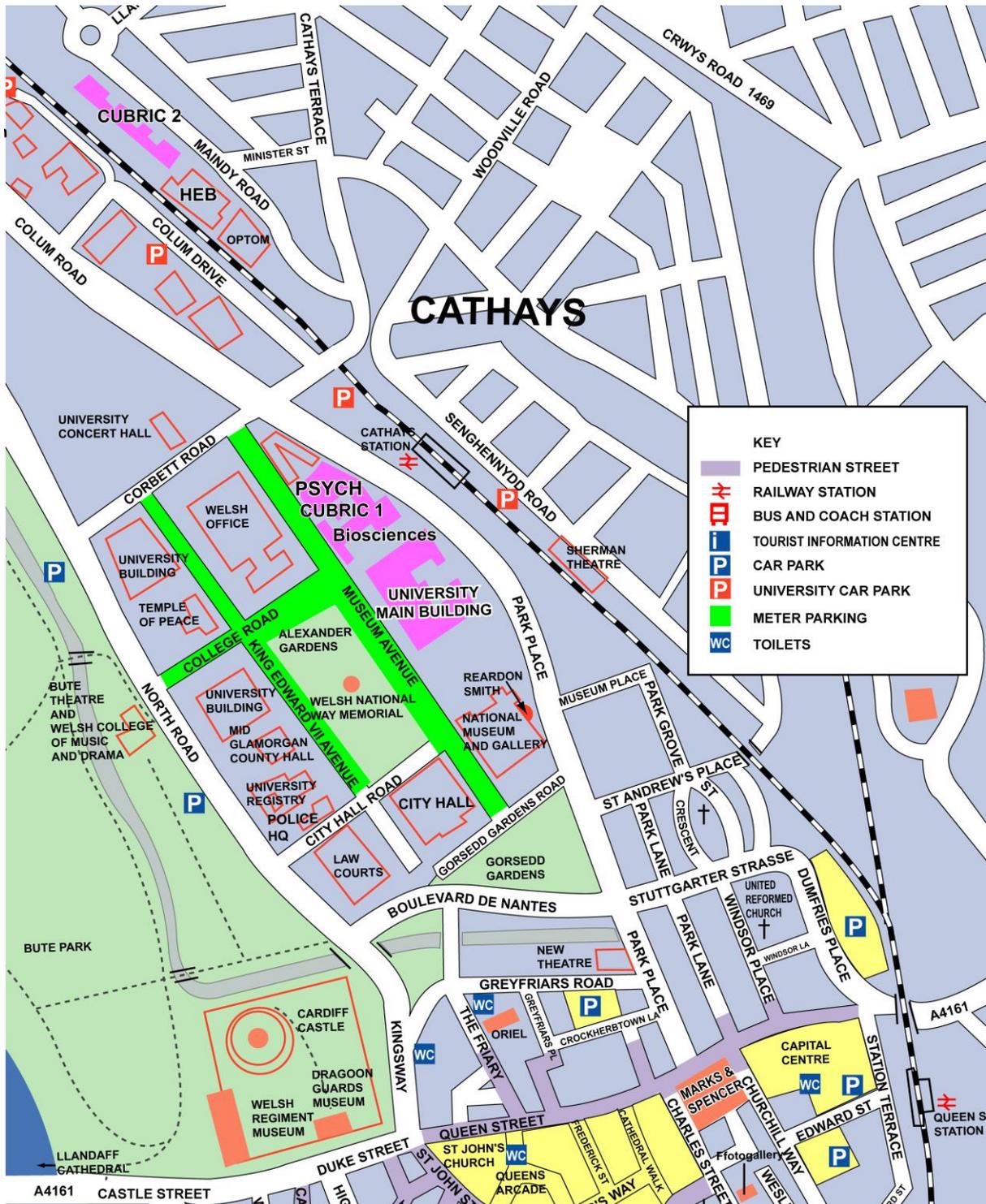
### **3. A picture of the department (2,000 word limit)**

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

Based in the College of Biomedical and Life Sciences, research and teaching in the School of Psychology spans the full range of contemporary Psychology, from 'synapse to society'. The last Teaching Quality Assessment judged our teaching 'Excellent'. In the REF 2014, we were ranked 2<sup>nd</sup> in the UK (together with a smaller partner, the Institute of Psychological Medicine and Clinical Neurosciences). Our buildings are a 10 minute walk from the city centre (Figure 2: PSYCH, CUBRIC 1; CUBRIC 2) and 200 yards from the University childcare/nursery facility (also on Park Place).

We support more than 700 undergraduates on two full time degree schemes: Psychology (3 years) and Psychology with Professional Placement (4 years). We have 49 students on taught postgraduate programmes and over 180 research post-graduates studying for PhD, Clinical or Educational Psychology doctorates. We currently have 62 academic staff (22 women), 58 research staff (34 women), and 39 professional service staff (30 women). In March 2016, we opened a new state-of-the-art Cardiff University Brain Research Imaging Centre (CUBRIC) to become Europe's top facility for brain imaging ('CUBRIC 2' on Figure 2).

We are committed to promoting a fair and inclusive School ethos. The Athena SWAN Bronze award to the School in 2011 and in 2013 facilitated our efforts to promote women in science. We recognised the need for female academic representation in the senior teams. We increased female representation on the School Board from two to four and this has remained the case for the past 4 years. Two of the five members of the school management team (SMT) are women (Jacky and Judy; previously 3, with Professor Kim Graham, who then became Dean of Research for the College). In increasing women's contribution to School management roles, we decreased the requirement of staff to attend other meetings (e.g. since 2014 only module coordinators attend exam boards instead of all academic staff, and we shrank committees where appropriate).



**Figure 2:** The location of the School of Psychology buildings (labelled PSYCH, CUBRIC 1 and CUBRIC 2).

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

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*Summary: We have many more female than male undergraduates and post graduates. Ratios are mainly stable and reflect very high levels of applications from women. Research doctorates (PhDs) have historically had lower female:male ratios but intake has risen from 45% to 67% (2013-2015), which we regard as important for the pipeline to academic careers.*

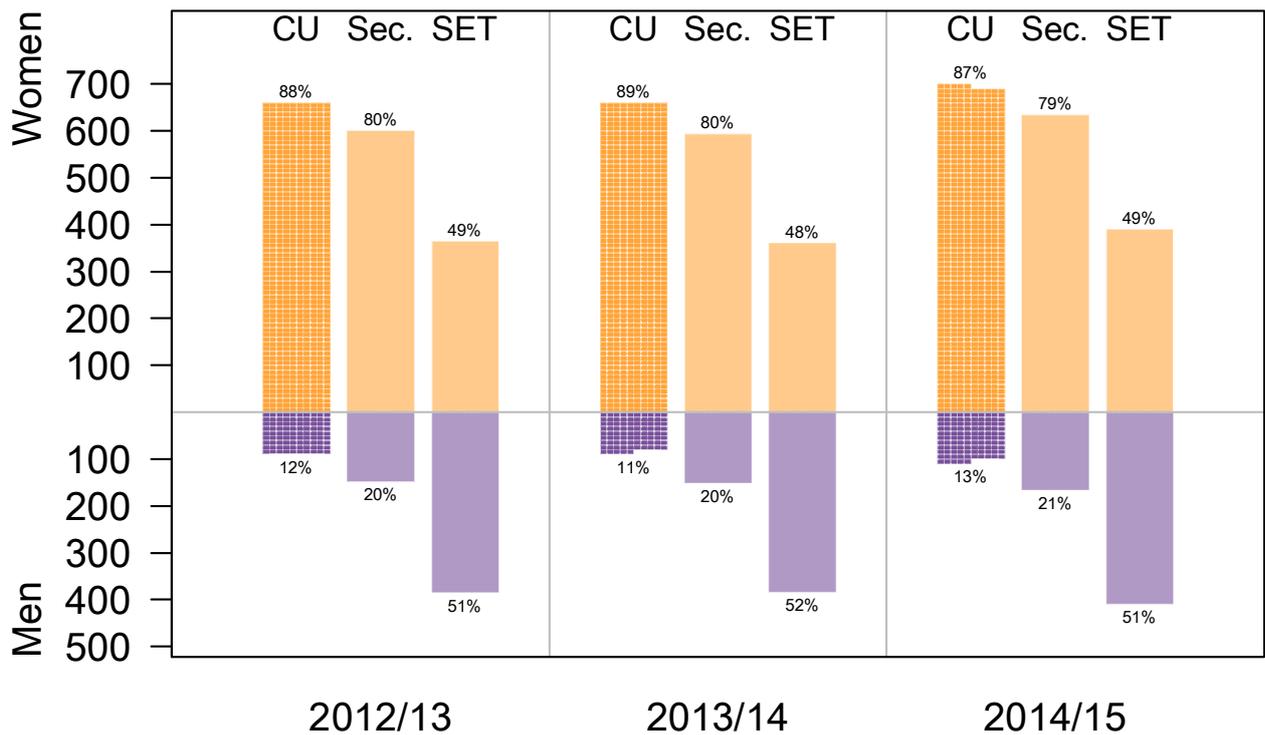
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### 3.2 Student Data

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

The School does not offer access or foundation courses.

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



		2012/13 % (n)	2013/14 % (n)	2014/15 % (n)
<b>Cardiff University</b>	Women	88 (660)	89 (660)	87 (695)
	Men	12 (90)	11 (85)	13 (105)
<b>Sector</b>	Women	80	80	79
	Men	20	20	21
<b>SET</b>	Women	49	48	49
	Men	51	52	51

**Figure 3:** Undergraduate population by gender (women orange, men purple) for Cardiff University (CU), the sector average for psychology (Sec) and the sector average for science, engineering and technology (SET).

To aid visual assessment of both frequency and proportion for our own data across all our graphs, one square is one person. We chose this visualisation strategy to clearly indicate where sample sizes are large or small, to provide a common visual metaphor throughout the document, and because natural frequencies are easily interpretable. National comparison data derive from the HESA data, accessed via the Equality Challenge Unit. The solid bars are scaled to Cardiff's FTE to enable comparisons.

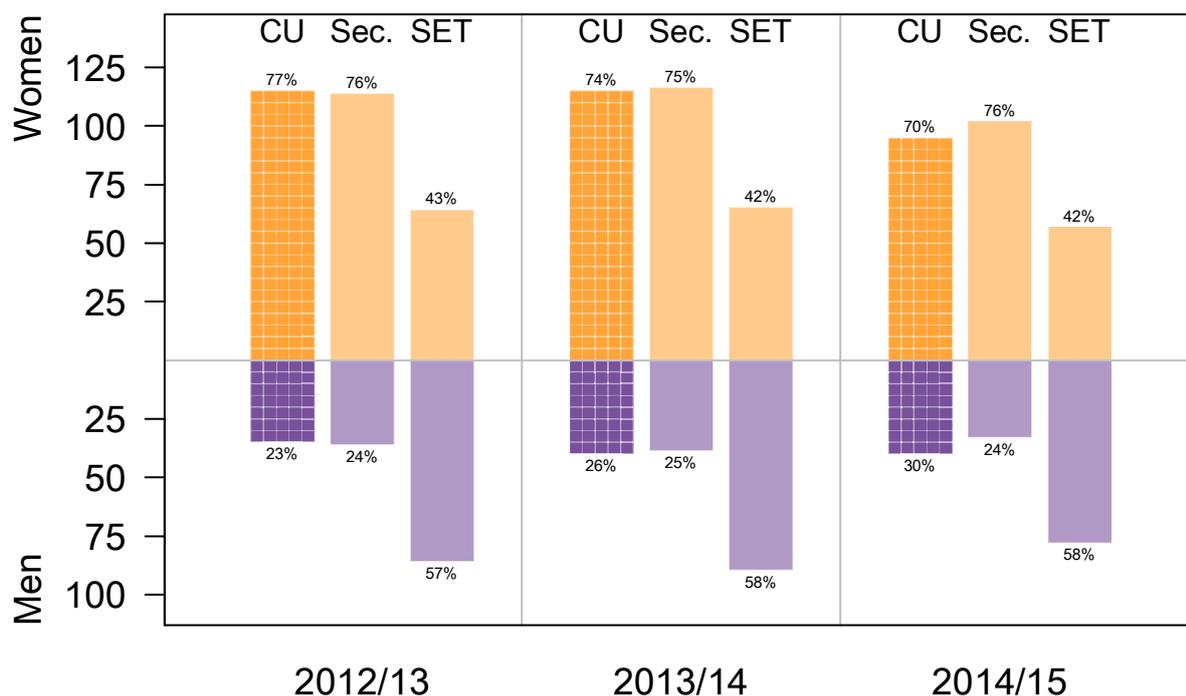
Our proportion of full-time women students (Figure 3, CU) is higher than the sector average for psychology (Sec) or science, engineering and technology as a whole (SET). We do not offer part-time undergraduate courses, consistent with most of Cardiff University, but we have been discussing widening access issues with the University Executive Board. Our colleagues in the University's Centre for Lifelong Learning offer part time programmes, including modules in psychology. See applications/offers/acceptances section below for reflection.

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

We have four taught postgraduate programmes: Graduate Diploma in Psychology, MSc Neuroimaging, PG Certificate in Cognitive and Behavioural Therapies and PG Diploma in Cognitive and Behavioural Therapies. More women than men complete these courses (2013-14, 68%: 43 women, 20 men; 2014-15, 70%: 45 women, 19 men; 2015-2016, 71%: 35 women, 14 men), consistent with the undergraduate degree schemes they draw from.

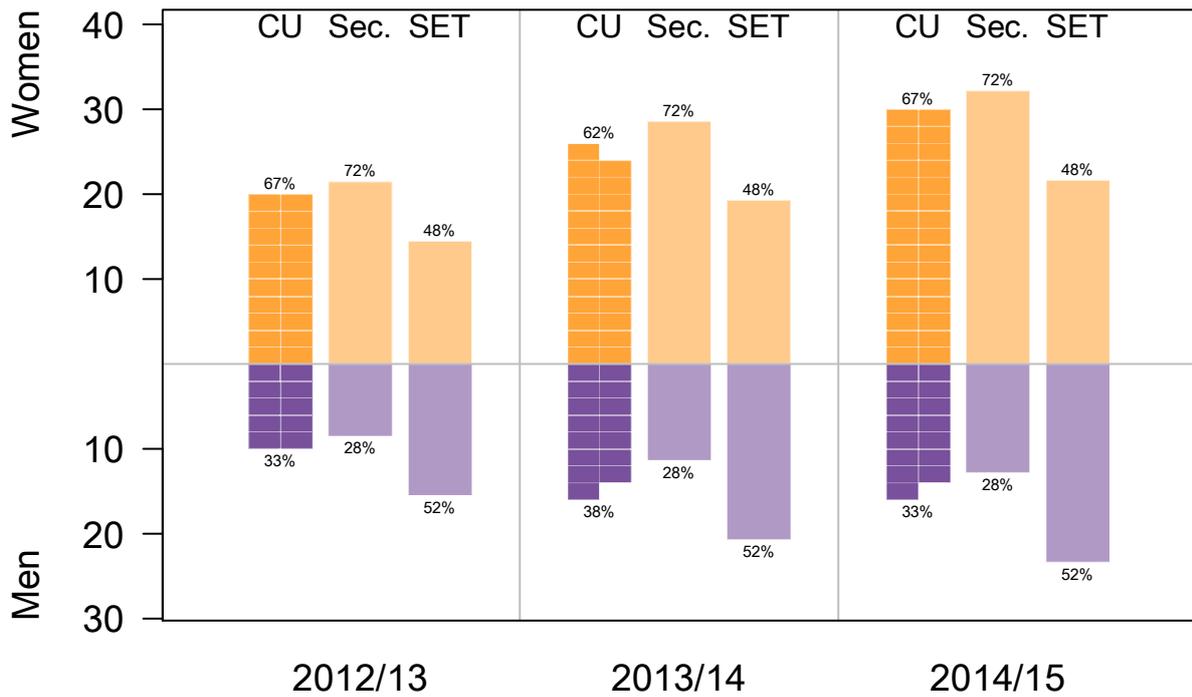
**iv) Postgraduate male and female numbers on research degrees** – *full and part-time* – *comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.*

The gender balance of our postgraduate research students is comparable to the sector average for both full-time (Figure 4) and part-time (Figure 5) students. See applications/acceptances section for reflection.



		2012/13 % (n)	2013/14 % (n)	2014/15 % (n)
Cardiff University	Women	77 (115)	74 (115)	70 (95)
	Men	23 (35)	26 (40)	30 (40)
Sector	Women	76	75	76
	Men	24	25	24
SET	Women	43	42	42
	Men	57	58	58

**Figure 4:** Full-time postgraduate research population by gender (key and sources as for Figure 3). These students are registered for three types of course: PhD, Clinical Psychology doctorate or Educational Psychology doctorate (the latter two combine taught and research elements, but are classified as research). See Table 2 below for application and success rates individually for each scheme.



		2012/13 % (n)	2013/14 % (n)	2014/15 % (n)
Cardiff University	Women	67 (20)	62 (25)	67 (30)
	Men	33 (10)	38 (15)	33 (15)
UK Sector	Women	72	72	72
	Men	28	28	28
SET	Women	48	48	48
	Men	52	52	52

**Figure 5:** Part-time postgraduate research population by gender (key and sources as for Figure 3).

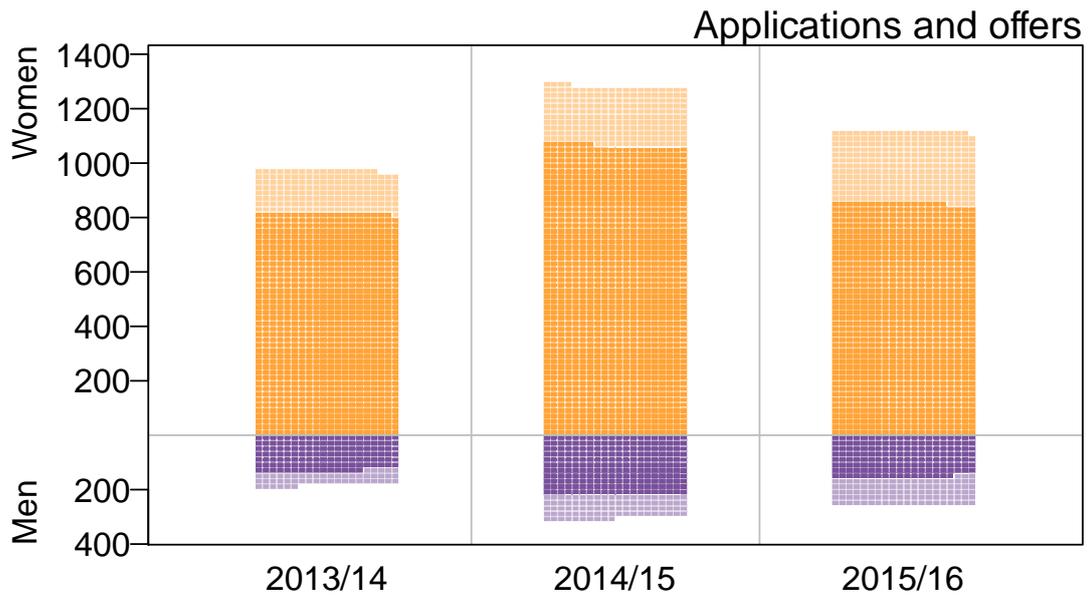
- v. **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees** – *comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their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

**Undergraduate:** Admissions data show proportionally more offers to women (Figure 6 top panel), and higher conversion of offers to registrations in women (Figure 6 bottom panel). Our investigations revealed this is because more women had predicted grades meeting the School offer criteria, and also more women attained their predicted grades than men. We cannot influence predicted or attained grades, but we have numerous outreach activities highlighting psychology's range, in order to attract applicants from more diverse backgrounds (school visits, large engagement events, YouTube videos, Nuffield placements etc). We believe that many potential applicants do not fully realise the scientific nature of psychology and how it intersects with other STEMM subjects. They may also believe they will be disadvantaged without Psychology A-Level, which is not the case (either in admissions success or degree performance, according to our data). Our 'open days' are very highly rated but only reach people who are already considering our degree. Thus, we are organising and expanding our outreach into a cohesive programme.

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***ACTION PLAN 1.1** Coordinate joined-up outreach programme from primary schools to 6<sup>th</sup> form to interest children and young people in science and to address possible misconceptions about psychology.*

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		<b>2013/14 % (n)</b>	<b>2014/15 % (n)</b>	<b>2015/16 % (n)</b>
<b>Applications</b>	Women	84 (977)	81 (1284)	81 (1119)
	Men	16 (186)	19 (310)	19 (260)
<b>Offers</b>	Women	86 (819)	83 (1067)	85 (856)
	Men	14 (135)	17 (220)	15 (157)
<b>Registrations</b>	Women	85 (286)	87 (347)	86 (268)
	Men	15 (49)	13 (53)	14 (44)

**Figure 6: Undergraduate applications, offers and registrations.** Faded squares represent unsuccessful applications (upper panel) or non-registrations (lower panel).

**Postgraduate taught degrees:** The MSc in Neuroimaging started in September 2012. Together with the opening of CUBRIC 2 in 2016 we hope this Masters programme will serve as a strong foundation that enables men and women (Table 2 top rows) to forge careers at the interface of psychology, physics and engineering research. Women have outnumbered men by nearly 2:1 in both applications and places. In order to help potential applicants decide whether to apply, CUBRIC offers opportunities for research internships and placements (see **Action 1.2**).

**Postgraduate research doctorate: Educational and Clinical Psychology.** Over 80% of applicants are women (see Table 2), and proportions of places reflect this when averaged across years (in individual years there are fluctuations due to small numbers; some recent Educational Psychology cohorts have no men, but in 2009 3/10 trainees were men, and in 2016-17 2/10 will be men).

**PhD:** The proportion of women doctoral students has increased since 2013 (Table 2), as we now successfully attract more women applicants. To help undergraduate students make well-informed decisions about research careers, we offer a range of research experience opportunities in addition to the final year research project (which all students must do). These include paid summer internships, part-time paid RA work, year long placements, and financially supporting the undergraduate Society to take students to a conference. Our experience suggests such activities are having an impact by raising the appeal of a PhD and we have recently committed funds to enhance them further. We have also increased the number of School-funded PhD positions to maintain a high level of opportunities. We attract postgraduate students from a range of disciplines including psychology, maths, physics, engineering, biosciences and medicine. The School interview panel for the Open Studentship competition consists of a supervisor, a senior member of the research committee and the Director of Postgraduate Research. We ensure the panel comprises at least one male and female member of staff (who have taken interview training). The percentage of successful women applicants is 28%, while the percentage for male applicants is 26%. Scrutiny of postgraduate data and procedures indicates that women are not disadvantaged at the application, offer or acceptance stage.

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***ACTION PLAN 1.2, 1.3 and 1.4: Further increase UG student experiences of research, knowledge of science careers (including equality and diversity issues), and opportunities for funded PhD positions.***

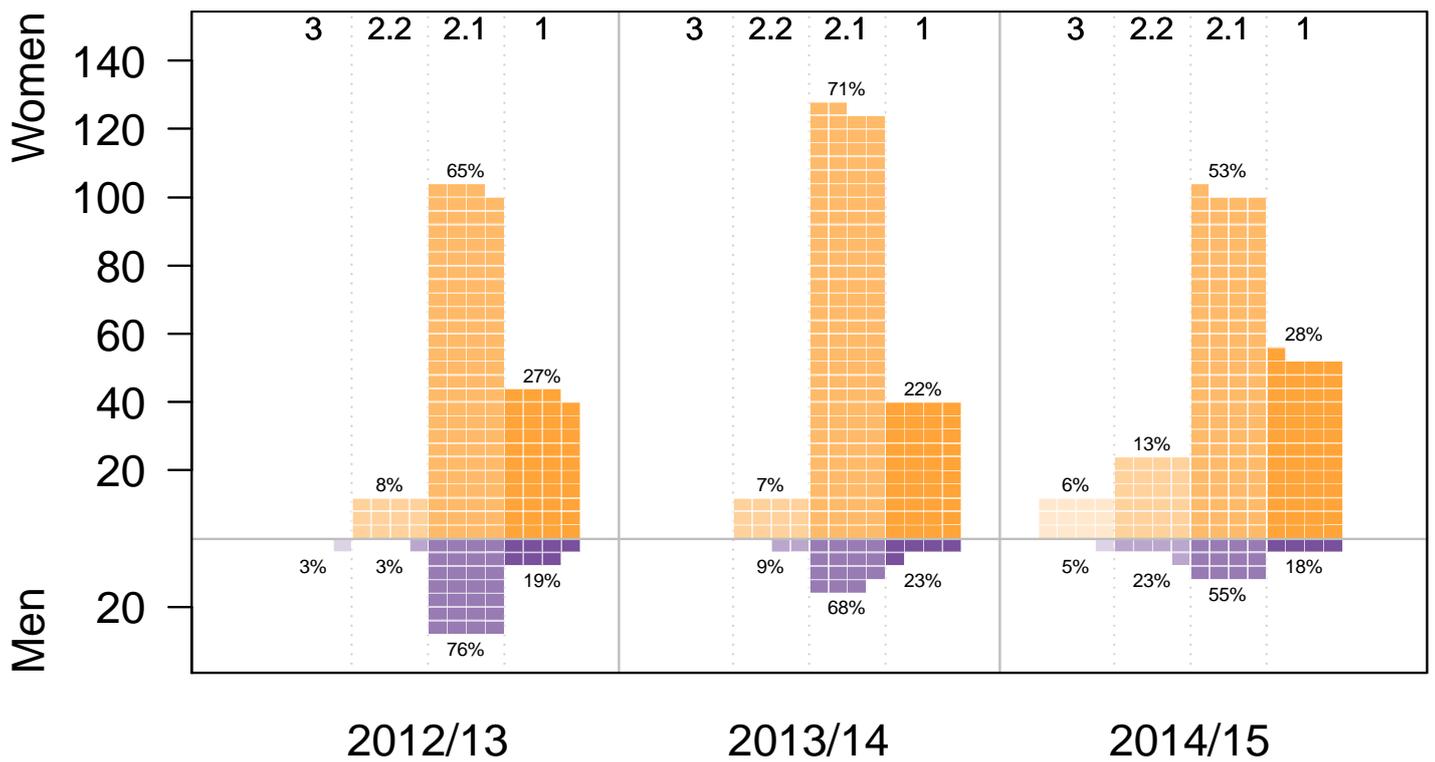
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	Number of Applications and Registered Students					
	2013-2014		2014-2015		2015-2016	
	WOMEN	MEN	WOMEN	MEN	WOMEN	MEN
<b>MSc Neuroimaging - Applications</b>	34	18	35	16	33	23
	65%	35%	69%	31%	59%	41%
Accepted places	8	5	5	4	8	4
	62%	38%	56%	44%	67%	33%
<b>Doctorate in Clinical Psychology - Applications</b>	251	51	277	61	315	71
	83%	17%	82%	18%	82%	18%
Accepted places	11	2	12	3	12	4
	85%	15%	80%	20%	75%	25%
<b>Doctorate in Educational Psychology - Applications</b>	40	4	33	7	28	5
	91%	9%	83%	18%	85%	15%
Accepted places	11	0	11	0	10	1
	100%	0%	100%	0%	90%	10%
<b>Postgraduate Research Doctorate - Applications</b>	27	30	66	61	69	44
	47%	53%	52%	48%	61%	39%
Accepted places	9	11	19	15	18	9
	45%	55%	56%	44%	67%	33%

**Table 2:** Applications and registrations across four programmes of postgraduate study (2013-14 to 2015-16).

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

Undergraduate: In the last three cohorts, more than 80% of women and 70% of men achieved at least an upper second degree classification (Figure 8). We do not observe significant changes across time. The higher percentage of women achieving a first class reflects a higher proportion taking professional placement, which is associated with improved degree performance. We continue to promote uptake of additional training opportunities among our undergraduate community (e.g. summer research internships; University-wide employability schemes via personal tutorial meetings, email, PsyCardiff student society).



Degree Classification		2012/13 % (n)	2013/14 % (n)	2014/15 % (n)
3	Women	(0)	(0)	6 (12)
	Men	3 (1)	(0)	5 (1)
2.2	Women	8 (12)	7 (12)	13 (24)
	Men	3 (1)	9 (2)	23 (5)
2.1	Women	65 (103)	71 (126)	53 (101)
	Men	76 (28)	68 (15)	55 (12)
1	Women	27 (43)	22(40)	28 (53)
	Men	19 (7)	23 (5)	18 (4)

**Figure 7:** Undergraduate degree classifications between 2012/13 and 2014/2015.

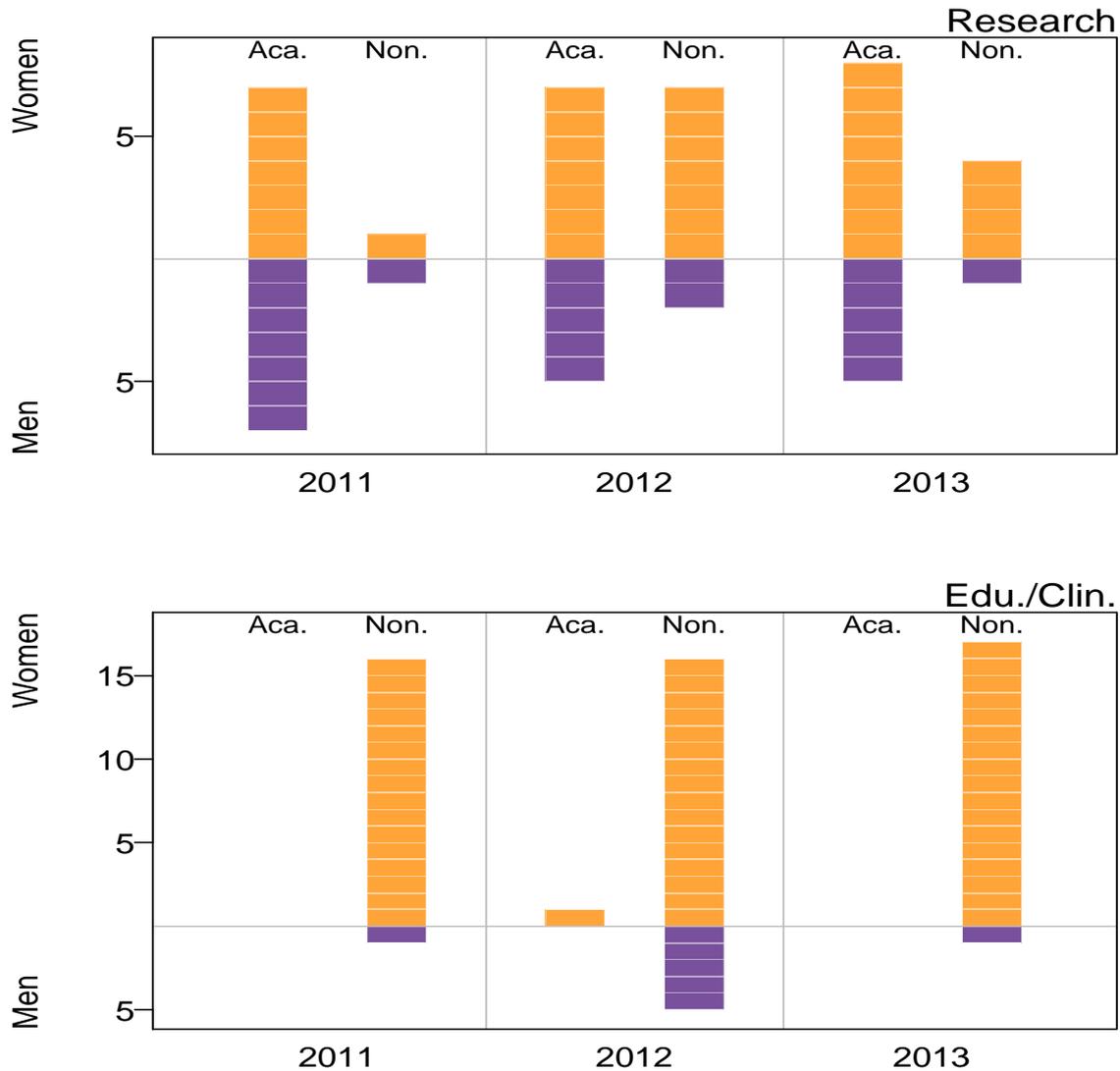
Postgraduate completion figures: Women and men have taken a similar length of time to complete research degree programmes (Table 3). The completion figures include graduate teaching assistants (allocated 4 years to complete) and staff studying part-time for a doctorate, but excludes students with extenuating circumstances. Parental leave is classified as an Interruption of Study, with no penalty incurred.

<u>Graduation Year</u>	<u>Men</u>	<u>Women</u>
2015	3.06	3.41
2014	3.47	3.28
2013	3.31	3.24

Table 3: Average time to completion of postgraduate research doctorate in years (2013-2015).

**Postgraduate exit survey:** We conducted an online staff survey in autumn 2015 (and cross-referenced to LinkedIn) to ascertain research students' academic progression, particularly with respect to jobs at other academic institutions. We will conduct a follow-up in three years' time to measure the impact of our 2016-2019 actions (**Action 2.2**). We asked all members of staff to list their last three PhD students and indicate, for each one of them, if they got a job at an academic or a non-academic institution (e.g. Office of National Statistics). We received information for 62 postgraduate students (Figure 8): 71% progressed to another academic institution and 27% to a non-academic institution (12% of whom were in a research role). We found no evidence of a gender difference in the proportion of research students who progressed to another academic institution.

**ACTION PLAN 2.1 to 2.4:** Support PhD students and post docs to gain all aspects of track record, skills and experience that underpin successful job applications.



**Figure 8: The destinations of postgraduate students after graduation:** The upper panel shows the destination of men and women graduating from research doctorates. The lower panel shows the destinations of graduates from our two professional research doctorates (the doctorate in Education Psychology and the doctorate in Clinical Psychology). Data gathered from national data and personal communication.

<b>Research Doctorates</b>		<b>2011</b>	<b>2012</b>	<b>2013</b>
Academic	Women	7	7	8
	Men	7	5	5
Non Academic	Women	1	7	4
	Men	1	2	1
<b>Education / Clinical</b>		<b>2011</b>	<b>2012</b>	<b>2013</b>
Academic	Women	0	1	0
	Men	0	0	0
Non Academic	Women	16	16	17
	Men	1	5	1

## Staff data

*Summary: Historically (pre-2013) academic and research staff balance was male-dominated across all levels and this legacy remains at professorial level. Now we have parity from research associate to lecturer with improving ratio also at senior lecturer and reader. Academic turnover is very low. Actions supporting career development facilitate transitions and promotions at all levels, and will begin to impact on the professorial imbalance.*

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

Figure 1 (in the Head of School Letter) shows our pipeline between 2013 and 2016, showing where we have made an impact and also where specific actions are needed. We have seen a rise in the percentage of women at lecturer and senior lecturer/reader level. Since our last application in 2013, two women and two men have been promoted to Professor. There is more work to do to increase representation of women at higher academic grades. In this regard, our pipeline is consistent with the 2014 House of Commons Science and Technology Committee report ‘Women in Scientific Careers’ (pg. 11).

Changes from 2013-2016 reflect actions taken to address the gender imbalance among our academic staff. We have had several rounds of recruitment for lecturers and senior lecturers, using search groups to target potential female and male applicants across the field of psychology. We appointed 12 women and 8 men over this time (see academic recruitment section in part 4; see also Case study A: Dr. Kate Langley), suggesting that our School appeals to both male and female scientists as a good employer. These appointments reflect a concerted effort to target women in our recruitment strategy (as a positive action measure), which included highlighting the vacancies to female scientists and working to improve the presentation of our webpages to highlight our 2010 and 2013 Bronze Award. All appointments are made according to standard recruitment policy at the University.

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***ACTION PLAN 3.1-3.4** Enable staff to achieve promotion and/or other indicators of esteem through practical measures including: performance development review; task focussed peer mentoring and internal grant review/mock interviews; workload reductions, RA support, PhD students and buddy system for new staff; workload reduction and research support for parental leave.*

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We have also scrutinised the University discretionary pay award success rates for professorial staff in our School and found no evidence for bias. The senior salary review process involves Head of School, PVC for the College, and College HR business partner (who have all received unconscious bias training) making annual recommendations for all professors to a central University committee, based on objective achievements and indicators of esteem.

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

Academic staff turnover is low and does not indicate a gender bias. One woman has left since 2011, a professorial retirement (four men have retired). Research staff turnover is much higher (annual average since 2013 = 22% for women and 25% for men), consistent with a national picture of short-term contracts (normally 3 years) associated with specific grant funding. The SAT conducted a survey of destinations for our most recent postdoctoral researchers (reported by their academic line managers). Of 35 postdocs, 27 (77%) progressed to another academic institution. The proportion of postdoctoral women who went to another academic institution was 78%.

Even so, we recognise that job insecurity is a key issue for research staff, and we therefore have a range of actions to help facilitate gaining the next job they seek.

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**ACTION PLAN 2.1 to 2.4:** Support PhD students and post docs to gain all aspects of track record, skills and experience that underpin successful job applications.

**ACTION PLAN 2.5:** Maintain availability of postdoc positions and an unbiased selection process.

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**Section 3 word count: 1917/2000 words.**

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

**4.1 Key career transition points**

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**Summary:** Our support is coordinated around the major career transitions of: 1) undergraduate to PhD; 2) PhD through postdoc to first academic or fellowship post; 3) lecturer/fellow to field leader/professor.

We provide practical help for the key factors needed to gain a new post or promotion, minimise workloads that hamper this, and maintain an inclusive collegiate culture where mentoring and promoting our colleagues' careers is expected and recognised.

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- a. Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
- i. **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

There is parity in the applications received from men and women for research and academic posts in the School and no evidence of bias in appointments (Figure 9). We are committed to the University's equal opportunities policies.



	2012/13		2013/14		2014/15	
<b>Research Staff</b>	Successful	Unsuccessful	Successful	Unsuccessful	Successful	Unsuccessful
Women	10	142	3	106	7	161
Men	6	88	1	78	7	77
<b>Academic</b>						
Women	3	68	4	55	5	80
Men	0	69	3	65	5	73

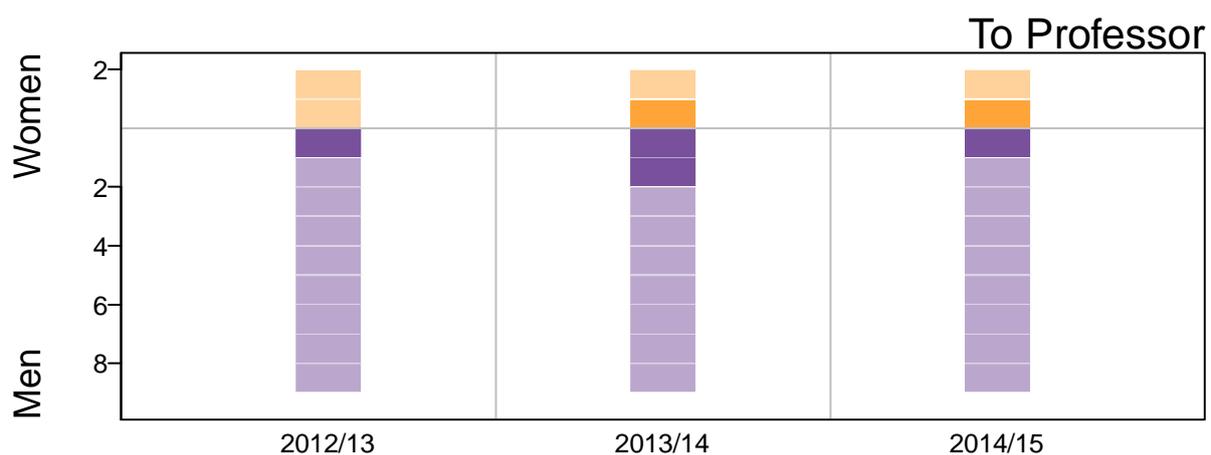
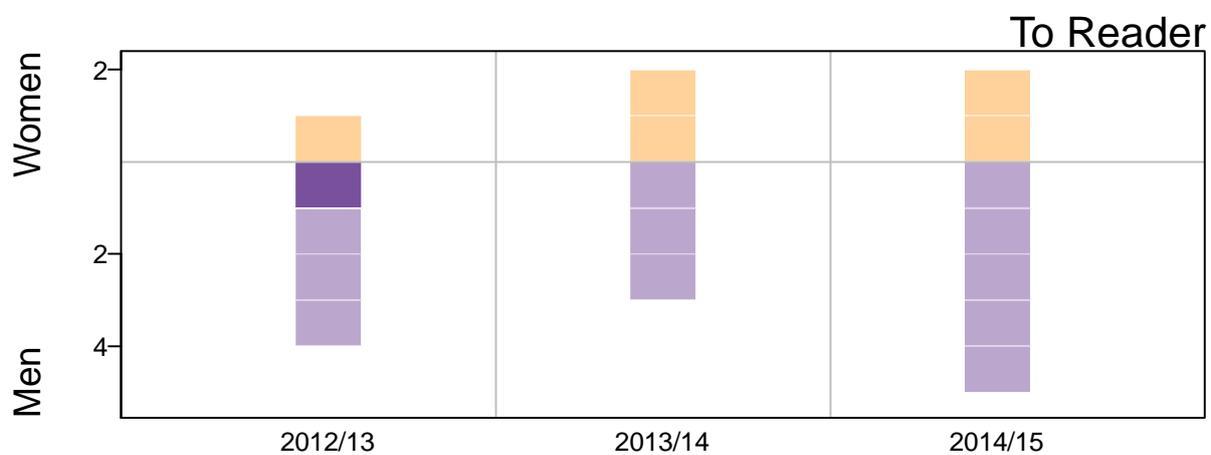
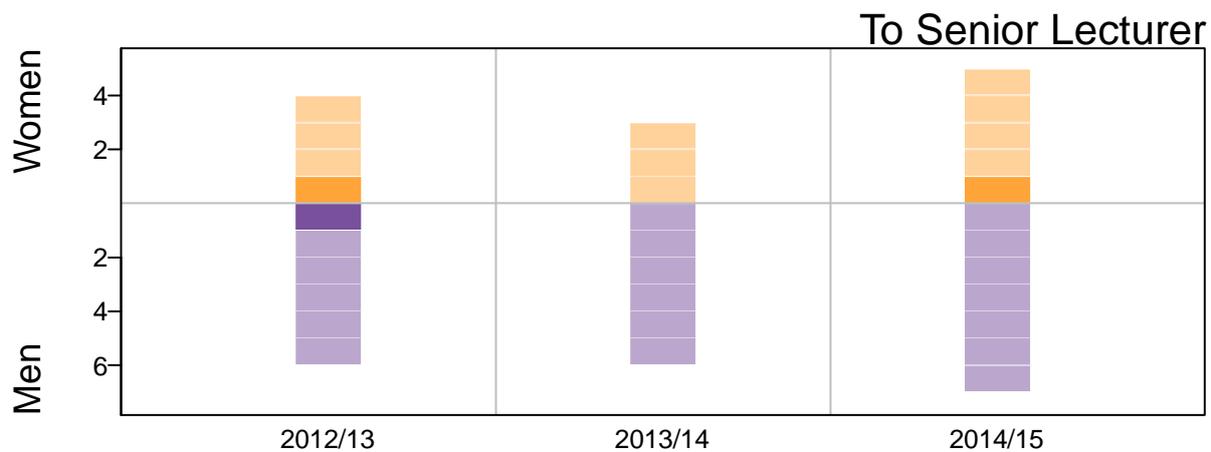
**Figure 9: Job application success rates.** Upper panel: Total number of applications for research staff posts. Lower panel: Total number of applications for academic posts. Solid squares represent successful applications; faded squares represent unsuccessful applications.

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

The University has an annual academic promotion round that begins in October. Applications for promotion are almost always successful, and, while numbers are low, there is no evidence of a gender bias in success (Figure 10). Of 9 female academics eligible to apply (because they are beyond probation), 4 have been promoted in the last three years (two to senior lecturer and two to Professor).

The basis for promotion is excellence in research or excellence in teaching (our staff have consistently chosen the former) with proven strong contributions across a range of other activities including teaching, administration and engagement. School and University promotions panels are explicitly directed to consider individual circumstances that may have impacted on volume of output, and staff have achieved promotion with very varied portfolios. To support the promotion process, the University Director of Leadership and Staff Development run promotion workshops.

School practice is to support all staff applications for promotion at University level, coordinating references and providing strong School support letters. Any staff can approach the promotion panel for advice and support. Additionally, at the annual meeting of the School's Panel of Reviewers (40% women), the completed Performance Development Review (PDR) form of every academic is considered. One purpose of this process is to identify individuals whose performance and contributions suggests they may be suitable for promotion. All activities are taken into account. Promotion will then be discussed in the subsequent one to one PDR meeting between the academic and one member of the panel. The member of staff will be advised to discuss their prospects with the Chair of the School Promotion Panel, who has completed unconscious bias training, and they will also be allocated a mentor during the promotion process.



	Senior Lecturer		Reader		Professor	
2012/13	Eligible	Applications	Eligible	Applications	Eligible	Applications
Women	4	1	1	0	2	0
Men	6	1	4	1	9	1

<b>2013/14</b>						
Women	3	0	2	0	2	1
Men	6	0	3	0	9	2
<b>2014/15</b>						
Women	5	1	2	0	2	1
Men	7	0	5	0	9	1

**Figure 10:** Successful applications for promotion (bold) in relation to the number of staff eligible to submit (faded). Eligible staff are those who have finished probation and are at the preceding stage, though in some circumstances staff may apply directly to professor from senior lecturer (see Case Study B and Mini Case Study in Career Development section).

***ACTION PLAN 3.1*** Proactively identify staff who are ready for promotion, and give all staff clear indication of readiness stage and achievements needed to enable promotion (thus fully removing bias that exists when staff must put themselves forward).

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

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

Reference to the University's Athena SWAN bronze award is made on the search page for University jobs and advertisement placement. Online application information describes University policies on Equality and Diversity and work-life balance commitments. Equal opportunities monitoring forms accompany application packs (for restricted monitoring). The School adheres to the University interview policy requirements that describe how to initiate, manage and maintain fair recruitment for all posts. All new vacancies are considered for flexible working.

For academic posts, we have made multi-pronged efforts to attract female scientists. As well as advertising, we are all encouraged to alert peers, while search teams (male and female academic staff) take systematic approach to identifying and approaching candidates. The short-listing panel always includes female members. Candidates give a presentation to academic and research staff, after which feedback is elicited and transmitted to the interview

panel by two independent members of staff (always one woman and one man). A senior member of University staff then Chairs a formal interview attended by the Head of School (or nominee), a School representative, and a senior member of staff from another School, who all receive University interview training, which includes Equality and Diversity, unconscious bias and work-life balance considerations. We make arrangements to ensure candidates with caring responsibilities are able to attend interviews (e.g. Case Study A). All interviews are scheduled between 10-3pm. Presentations are very well attended by a cross-section of postgraduates and staff.

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

We remain focused on integrating a programme of career development that targets transition and advancement needs, and have organised our action plan around practical effective support for the three major stages of

- 1) Undergraduate to PhD (discussed in 'postgraduate applications', section 3, and 'support for students', below).
- 2) PhD through postdoc to first academic or fellowship post; this has been the key region for attrition (see pipeline in Figure 1) and is discussed throughout the sections below.
- 3) Lecturer/fellow to field leader/professor. The transition has very little attrition (see turnover above) but legacy imbalance remains strong at senior levels, which we are addressing by supporting the key activities underpinning promotions (discussed below).

## **Career development**

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

**Promotion** success and procedures are discussed above. Career development and promotion is fundamental to addressing our gender imbalance at senior levels. Indicators suggest we are starting to see the fruit (e.g. Case Study B and Mini Case Study below).

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***ACTION PLAN 3.1-3.4** Deliver, and measure the impact of, School initiatives enabling academic career advancement while maintaining work-life balance.*

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As part of our previous action plan (2013 - **Action 16b**), we (led by the Head of School and School Manager) are more proactive in alerting colleagues to the Staff Development Programme at Cardiff and external training opportunities (e.g. K. Shelton was funded to attend the Aurora leadership programme). We use School-wide emails and target eligible individuals directly, as appropriate (e.g. Case study A and B).

Although promotion takes all activities into account, inevitably research papers and grants carry weight in a research intensive institution. Therefore we proactively support all staff in developing their research programmes. We return 20% of grant overheads to staff to enable them to develop new lines of research, and we provide all academic staff with an annual budget (£2000) to support research as they see fit, irrespective of grant income. The School Research Leave Scheme (Figure 11) enables staff to take one semester and the adjacent summer to develop research and impact. We automatically forward applications to the University Research Leave Scheme which attracts additional funds of £15,000.

For new lecturing staff, we provide as standard, a fully-funded PhD student, research assistant support (up to one year) and/or equipment and a deposit of £10,000 into their holding account along with the annual top-up, as well as free start-up access to facilities such as scanning in CUBRIC. Since 2013, School policy is that new academics get **a maximum of half the usual administrative and teaching duties for the first 12 months** of their post to allow time to undertake the full induction procedures and establish their programme of research (2013 - **Action 18**).

Our response to a possible loss of traction in career progression at more senior levels has been to crystallise a formal means of supporting development with (1) Performance Development Reviews; (2) task-specific mentoring such as grant application support, internal peer review and interview practice with experienced staff; (3) support for parents (see flexibility and career break section below).

The impact of this second activity is exemplified by Case Study B (Lorraine Whitmarsh) who was mentored to a Fellowship and then a large European Research Council grant that ultimately contributed to her successful application for promotion to Professor. These strategies were also used to support two recently appointed women (e.g. mini case study):

### Mini case study

Dr. Penny Lewis joined us from Manchester as a Senior Lecturer in August 2015 and successfully gained an ERC consolidator grant (£1.2M) through interview in Brussels in October 2015. She provided feedback that this was thanks in part to her mock interview in the School with a panel of six Professors: *“It was great to go in there feeling well prepared.”*

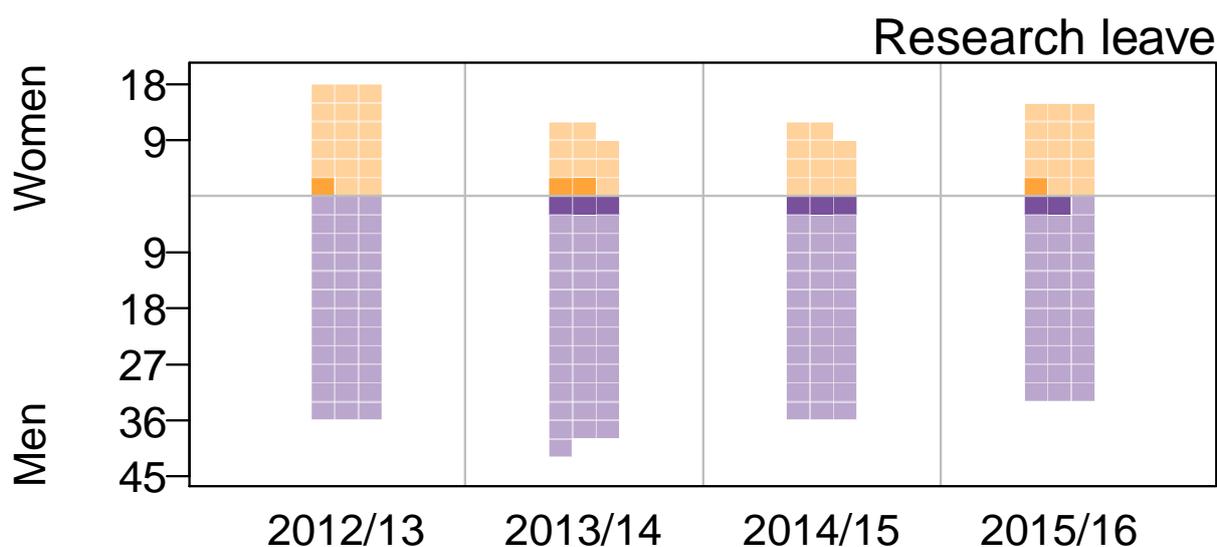
**Appraisal** takes the form of Performance Development Review (PDR), the ethos of which is a live, dynamic review process to help enhance careers. All academic staff have engaged in PDR this year. A panel of senior staff carry out the reviews for academics and meet as a group beforehand to review all the forms (one from each academic) to ensure a consistent supportive approach, and detect those ready for promotion. In one-to-one meetings, all aspects of an academic's role are discussed and priorities agreed that will best underpin career development. Task-specific mentoring needs are identified (e.g. for writing a grant, or new external engagement), and conversely, areas where expertise can be shared (for example, SMART objectives have been set for successful senior staff to mentor and share expertise with junior staff). A post-PDR panel meeting then marries mentoring needs to mentoring offers for the coming year. It is important to emphasise that these formal processes are only one element: the spirit is that all staff share expertise and act as sounding boards for one another.

We emphasise our priorities for supporting early career development by discussing and setting SMART objectives for line managers and supervisors for supporting each individual in their research teams (researchers and PhD students). Research staff then have PDR meetings with their line manager.

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***ACTION PLAN 2.1 to 2.4:** Support PhD students and post docs to gain all aspects of track record, skills and experience that underpin career progression*

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Session	Men	Eligible	% Proportion of Male staff	Women	Eligible	% Proportion of Female staff
2012/13	0	36	0	1	17	6
2013/14	3	37	8	2	9	22
2014/15	3	33	9	0	11	0
2015/16	2	31	6	1	14	7

**Figure 11:** Research leave (bold) in relation to eligibility to apply for research leave (faded; 2011-2014).

**ii) Induction and training** describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

The new School induction process has been highlighted as good practice and has been integrated at University level by Elaine Rees (HR advisor) as part of the University Induction Steering Project. Whilst our School induction did previously deliver on mandatory information, further SAT team analysis of survey data and consultation since our Bronze award (2013) indicated a need to improve communication. In 2014, Jacky Boivin and Elaine Rees revised the School induction process in response to focus groups with new staff.

Our School induction includes a new buddy system for all staff (professional support, research, academic), 'meet the teams', FAQs, structure diagrams and explanations of school systems, an induction checklist and an array of useful information about the School, College and University. For example, we alert staff to the University Carers Network and Lone Parents

Network to raise the profile of other types of support the University can give. Staff can access the information prior to the start date. This was a key response to new staff saying that they did not feel fully informed (see also Case Study A). Petroc Sumner (Head of School, appointed July 2015) meets with all new appointees. All new starters also meet with Elaine to cover topics including the University's Positive Working Environment, which has gender equality and protected characteristics as core elements.

Staff also attend a University Induction and are directed to HR intranet pages for new staff providing information on career development and flexible working.

**Support for female students** *describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.*

**Undergraduate support.** Undergraduates have School support from a range of staff including personal tutors, placement supervisors, project supervisors, senior tutor, careers officer and our extenuating circumstances team. They can request a change of tutor simply by contacting the school administrators (stated in the student handbook). The School is always sympathetic to a gender preference. All staff activities are recognised (see workload model below), and all staff make some contributions to career development through the personal tutor system, project and placement supervision. We also promote employability through careers tutorials in Year 2 and a Cardiff University employability scheme created with industry partners, offering practice for key recruitment techniques and networking with employers over a period of several weeks.

We offer four opportunities for students to gain work experience in a research setting, outside of the core degree scheme itself (which includes a final year research project and practical assignments). 1) The professional placement programme includes research placements. Exit data show more students taking professional placement study for a PhD than their peers (2010-11 cohort: 4.3% vs 1.3%) 2). We offer bursaries for the School of Psychology Research Internship ('SPRInt', 20 bursaries this year with a further 10 supported by external funding). Previously for students ending year 2, we recently extended it to Year 1 (**Action 1.2**). At least ten graduates of this scheme have secured doctoral studentships with us via a competitive interview process. 3) We offer paid part time RA work to students seeking experience (and to supplement their income). 4) We financially support the student society (PsyCardiff) in organising careers-related events and an annual conference trip (58 students attended 'Psychology4students', Sheffield, 11/15), as well as several staff-student events to enhance culture. PsyCardiff were voted Best University Society at the National Placement and Internship Awards 2013.

<b>Mini case study: Postgraduate student.</b>	<b>Photo</b>
<i>“My summer placement involved hands-on data coding and analysis. It led me to consider lots of different questions about sibling relationships. I discussed these with my then supervisor, who is now my principle advisor for my doctoral research investigating the impact that the arrival of a sibling has on first-born behaviour.”</i>	

<b>Mini case study: Postgraduate student.</b>	<b>Photo</b>
<i>“I did the SPrint scheme to get research experience which would make me stand out in a PhD application. The best aspect of the scheme is providing students with mentors who are not about essays and exam marks, but who are able to mentor people with regards to research careers.”</i>	

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***ACTION PLAN 1.2, 1.3 and 1.4:** Further increase UG student experiences of research, knowledge of science careers (including equality and diversity issues), and opportunities for funded PhD positions.*

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### **Postgraduate support.**

We highly value the contribution of our postgraduate students to the School community; over 40% of our outputs for REF2014 included a postgraduate student. We invest considerable financial, technical and personal support to fund PhD places and ensure students have ample resources to develop their careers, including a new computer, access to printers and personal desk-space throughout their studentship, financial support to attend and present at conferences (£1300), as well as a research budget (£300 per year for participant payments and up to £5k per year for students working in the Behavioural Neuroscience Laboratories). Students are regularly subsidised further by their supervisors' research funds, and can apply to the research committee for shortfalls.

Students have two academic supervisors, one of whom they normally meet at least weekly. They attend and present in research group meetings, organise their own seminar series and

informal meetings (School-funded), run an annual conference (School-funded) and are encouraged and funded to present at national and international conferences. Over the past three years we have amended our support procedures for students to include more consistent meeting and feedback schedules and a mock viva with one supervisor and one independent assessor. Students and staff have told us that this process is an invaluable component of postgraduate supervision. Postdoctoral researchers and fellows are also provided with opportunities and training to develop their teaching and supervision skills under the mentorship of academic staff. There are many less formal supports that reflect our positive working culture: most recently, a group of postdoctoral researchers held a lunchtime seminar with our postgraduates to share their experiences and provide pointers on applying for a postdoctoral position (April, 2016).

We also support parents with new policies (see flexibility and career break section below).

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***ACTION PLAN 2.1 to 2.4: Support PhD students and post docs to gain***

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***Summary:** We now ensure strong female representation in the key decision making bodies, whilst carefully monitoring and minimising workload elsewhere. We are known for, and work hard to maintain, a highly collegiate culture and innovative outreach.*

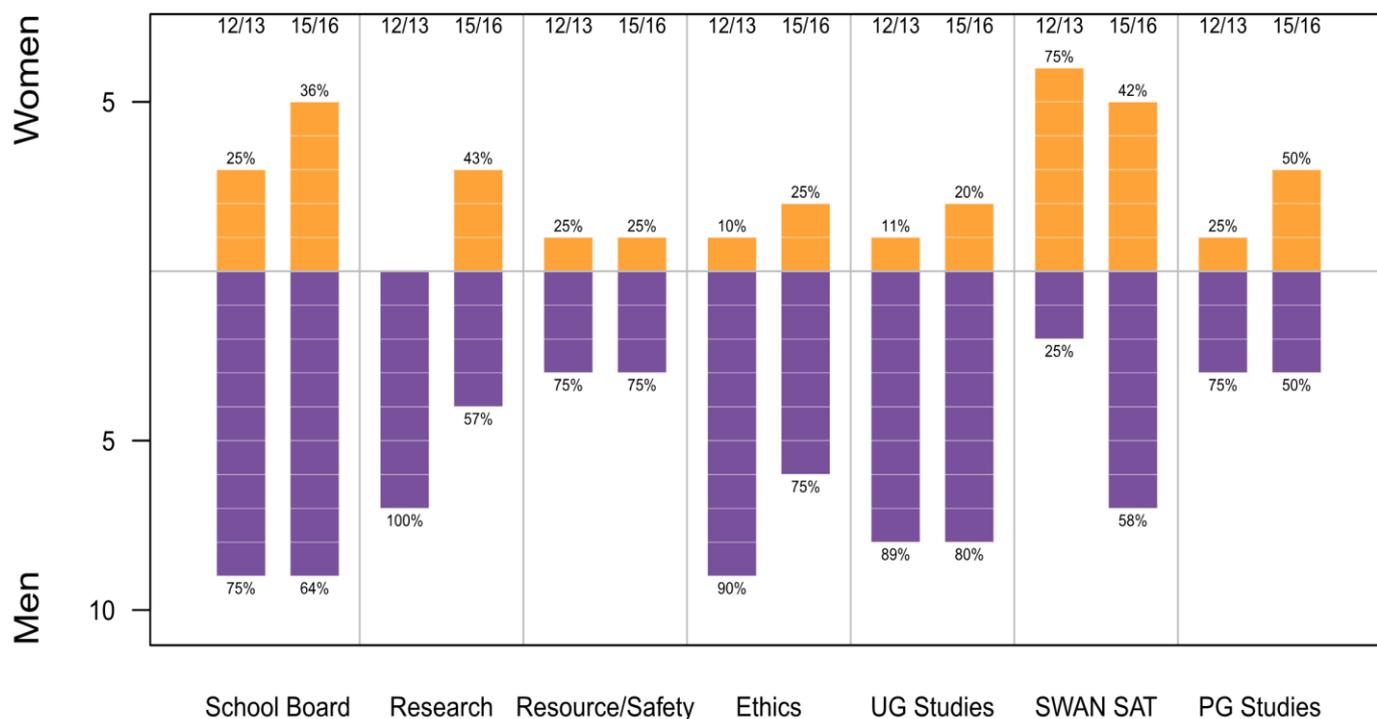
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## **Organisation and Culture**

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

Our 2013 action plan committed to ensuring representation by women on key decision-making committees, without over-burdening colleagues. Committee membership is included in workload allocation and is reviewed as part of PDR. Committee membership is as slim as possible to be effective and not waste staff time. Committee meeting minutes are published on the Intranet. The impact of our actions have resulted in better representation of men and women across our committees (Figure 12). Our Senior Management Team will continue to

ensure that committees include a diverse membership based on gender and career stage (postgraduate to Professor).



		School Board % (n)	Research % (n)	Resource /Safety % (n)	Ethics % (n)	UG Studies % (n)	SWAN SAT % (n)	PG Studies % (n)
2012/13	Women	25 (3)	(0)	25 (1)	10 (1)	11 (1)	75 (6)	25 (1)
	Men	75 (9)	100 (7)	75 (3)	90 (9)	89 (8)	25 (2)	75 (3)
2015/16	Women	36 (5)	43 (3)	25 (1)	25(2)	20 (2)	42 (5)	50 (3)
	Men	64 (9)	57 (4)	75 (3)	75 (6)	80 (8)	58 (7)	50 (3)

**Figure 12:** School of Psychology Committee academic staff membership in 2012-13 (previous Athena SWAN application) and 2015-16. Student members and staff from external organisations are not included.

**ii) Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.**

Women hold two of four current fixed-term academic posts, mainly made through salary buy-out by senior academics. Staff are converted to open-ended contracts after four years of continuous service (one woman was converted to an open-ended contract in 2015 and has since been invited to take up a senior management role in CUBRIC, on merit). An important

School policy formalised in 2012 was that fixed-term staff covering secondments would be entitled to the same 50% workload introduction as other new academics. Fixed term staff also have the same annual PDR and mentoring. For open-ended contracts, we continue to have gender imbalance at senior levels, as discussed above.

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

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

Opportunities to join the membership of internal and external committees are advertised to all staff. Aspirations are discussed as part of PDR and informal meetings with Head of School. The School encourages representation on external committees and decision-making bodies while the workload balance is carefully scrutinised to avoid overload. All of our female academic staff are active contributors to influential external committees and peer review panels including RCUK committees and the MRC, and take part in external examining duties. Among our staff, 15% of women and 20% of men are members of decision-making committees for research councils or major funding bodies (e.g. the ESRC; Neuroscience and Mental Health Board).

**Workload model** – *describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual’s career.*

The School has been using the University workload system since August 2015. The system enables the University to meet its obligations concerning staff health and safety (e.g. well-being and work-life balance), equality and diversity, consistency and fairness in the allocation of work and the collection of robust data for data returns (e.g., HESA). The principles of the policy are that individual workloads should be:

- (1) comprehensive and cover the full range of activities required of academic staff, taking into account individual factors that may impact workload;
- (2) manageable and not filled to the contractual maximum at the start of the year;
- (3) dynamic and reviewed annually with staff (considering other policies e.g., time off in lieu of extra hours, flexibility to work off-site),
- (4) equitable and transparent. Workloads are sent to staff at the start of each academic year (individual and aggregate School data). The model is subjected to equality impact assessment.

Workload considerations form part of the annual performance development review (PDR). The PDR team includes the Head of School, men and women at Professorial level and Professor Jacky Boivin (senior manager responsible for personal and professional development). An analysis of academic staff workload by gender in February 2016 revealed near parity. Men had a higher overall workload mainly due to a higher number of funded research projects. These figures did not include two full fellowships awarded to women that have bought them out of teaching and administration.

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

The School recognises difficulties raised by caring commitments that are acute in early morning, mid-afternoon and evening, and therefore has a policy that all meetings occur between 10:00 and 15:30. Attendance has remained above 85% since 2009 with no evidence of a gender difference. We also attempt not to meet in school holidays (including half-term) within the confines of the academic calendar (**Action 4.3**).

Nearly all seminars are scheduled between 12-3pm, are advertised at least 2 months in advance and are included in UG/PG timetables. The programme for our main seminar series 2015-2016 included 11 men and 6 women. The organiser, Professor Greg Maio, prioritised women speakers in developing the programme and he is committed to addressing the imbalance. Research groups hold lunchtime seminars in which postgraduate students participate. Anecdotal evidence indicates the change in time is more convenient for our visiting speakers; attendance remains high among staff. Most formal and informal social gatherings have switched from drinks at 5pm to tea and cake between 10am and 3.30pm.

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

The School has, and encourages, a relaxed and trusting atmosphere, and actively promotes University dignity, courtesy and respect policies. Fostering strong cohesion underpinned both the Head of School's and the CUBRIC director's applications for their posts. Cohesion and a shared ethos are fostered and exemplified by many organised and impromptu activities. For example:

- A staff-student ball in April to celebrate the submission of research projects.
- Afternoon tea to welcome new academic and professional staff.
- A colloquium for new staff (e.g. Dr. Netta Weinstein, 27/11/15; Dr. Aline Bompas, 22/04/16) and celebratory lectures with a reception for colleagues promoted to Professor (e.g. Professor Merideth Gattis and Professor Lorraine Whitmarsh) to which family and friends are invited.
- Cake in the staff room is used to celebrate a range of successes (e.g. fellowship awards, papers). We found that baking and advertising a cake to share is an inclusive way to highlight achievements without embarrassment or boasting, and has acquired a light-hearted acronym: PRC = Performance-Related Cake.

In the past year we have held social events including:

- A ceilidh for the previous Head of School, Ed Wilding;
- The Christmas party (featuring staff-student band, Miller '56);
- Staff-student 'pub' quiz in a Halls of Residence dining room.
- A reception for staff and students after each international seminar.

Other informal social opportunities include the annual charity cake sale, shared lunch-time hours in the common room, weekly park Frisbee during the Summer, and School-sponsored sporting events (intramural football, netball). The summer teaching away day will be followed by a barbecue.

The postgraduates lead on initiatives to link in with other STEMM disciplines. A good example is the Postgraduate Cardiff Neuroscience Society (funded by the Neuroscience and Mental Health Research Institute at Cardiff). The group has doubled its membership in the past 12 months to 162 members. They run film nights focusing on mental health or neurological issues, accompanied by expert commentary and 'Spotlight' lunchtime sessions, where they hear from a patient and their clinician regarding the experience of a disease, its aetiology and treatment. The group also run science cafes, where they hold interactive talks with expert speakers, such as a debate on the way the media portrays science.

Several social events with undergraduates are coordinated through 'PsyCardiff' who we support financially and practically, for example for the staff-student ball, Frisbee and the activities outlined in 'support for female students' above.

**Staff surveys:** We analysed staff survey data collected in autumn 2015. The findings showed that areas of concern include *work-load balance* where 26% of staff reported dissatisfaction and 23% did not regard their workload as appropriate. One way of tackling workload has been to generate efficiencies in our administration. Professional Services staff continue to develop administrative procedures that limit the number of rules and restrictions staff encounter. For example, only module coordinators are now required to attend exam boards. One member of staff commented as part of a focus group we conducted that she felt there was 'a recognition that her time was valuable'.

A second area of concern continues to be *communication* whereby 24% were not satisfied with how important information is communicated within the School and 25% disagreed with the statement that everyone in the School has an opportunity to voice opinions on key issues. Since the 2013 recruitment, around 66% of staff agreed that the School processes for recruitment give qualified applicants equal opportunity (12% disagreed). Staff were generally satisfied that colleagues treat each other with respect (80%), that the School is a congenial place to work (84%) and that the School adequately recognises and supports the need for flexible working hours (82%).

Notes from senior management meetings are now posted on the intranet to improve communication and decision transparency. All formal committee minutes are already published, and invitations to attend or submit items are always emailed a week before each committee. Consultations on key issues are undertaken with staff via email and at plenary

meetings. We now give staff a notice period for key issues that require consideration during away days, with the aim of ensuring action can be taken in a timely manner for the following academic session (e.g. January 2016 for October 2016). At least two actions (**Section 4.2, 4.4**) aim to reduce the percentage of staff not satisfied with communication.

**iv) Outreach activities** *comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.*

Recognition of outreach activities is embedded in the University Performance Development Review. Applications for promotion at all levels must include individual contributions to the wider University mission, central to which are public engagement and enhancing the external profile of the institution. We describe three examples of our outreach work below:

1. Schools have been invited to tour the Cardiff University Brain Imaging Centre (CUBRIC), and CUBRIC coordinates a series of 'Brain assemblies' delivered by female and male staff and PhD students in primary schools (39 so far). We have also run public engagement events at Cheltenham Science Festival for the past four years as well as at the Cardiff Techniquet science museum in November 2015. CUBRIC postgraduate and postdoctoral students (men and women) also attended the Labour and Conservative party conferences in 2015 to raise awareness of brain imaging research (we were one of only two Universities represented).

2. We held our 5<sup>th</sup> annual *Brain Games* event in the National Museum of Wales on Sunday 13<sup>th</sup> March 2016 with colleagues in the School of Biosciences (Figure 13). The event involved over 100 volunteer members of staff and postgraduate students. Twelve interactive games suitable for 8-11 year olds demonstrated different aspects of brain function. Visitors exceeded 3700. This annual event has received positive comments from the public and from representatives of the Wellcome Trust and National Centre for Coordination of Public Engagement (NCCPE). This event will be followed by 'Brain Night' on April 28<sup>th</sup>, an evening of science and entertainment to be held at a Cardiff arts centre.



**Figure 13:** Images from the Brain Games initiative on the 13<sup>th</sup> March 2016.

3. In 2014, the 'Understanding Risk' group, in collaboration with the School of Social Sciences at Cardiff, ran a successful exhibition 'Sense of Energy' for the public, school groups, and policy makers to showcase findings from their ESRC project 'Energy Biographies'. This exhibition was staged in London and at the Welsh Government Senedd Building. A public illustration of the exhibition is available as a film on the Energy Biographies website.

### Flexibility and managing career breaks

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*Summary: We lead the university in support for parents, with a package of research support and reduced teaching/admin for academic parental leave, and new policies for extending contracts and supporting conference travel for postgraduate and postdoc researchers.*

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

Two academics had two periods of maternity leave in the past 5 years, two researchers had one and one member of staff is currently on leave. All staff have returned to work using annual leave to phase the return from part-time to full-time. In addition to University policy that allows for a part-time return, and unpaid leave when required, we increased School support as part of our last action which is described on page 41 (2013 -**Action 26**). Having an in-house HR advisor has ensured that staff receive accurate information to assist them in maximising leave entitlements.

- ii. **Paternity, adoption and parental leave uptake** – *comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.*

Three researchers and two lecturers took paternity leave (5-10 days leave) between 2013 and 2016. Two men took formal dependent's leave (one researcher and one professor) in the past three years. As part of **Action 8** for our 2013 action plan we ensured paternity leave arrangements are equitable with those for maternity leave.

One member of staff took adoption leave in the period since our last application. Dr. Michael Lewis provided us with feedback on the support he was offered:

**Mini case study:** *I took a period of 5 months adoption leave in April 2015 which meant that I was able to adopt a sibling group of a 3 year-old and a 1 year-old. Unlike maternity leave, there is more uncertainty as to when the leave would be taken as adoption is a process that can run on for months or years and then move very quickly in a matter of weeks. Forward planning was done in order to cover the duties that fell during my period of leave. Following my period of leave, I was given a reduced admin and teaching load - this was negotiated before taking the leave. This has helped me to focus on my research. I had a return-to-work meeting with the new Head of School.*

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

Academic and research staff members can work from home under their contractual terms and conditions as part of the University flexible working policy (grade 5 and above). Only arrangements beyond this would require application. Currently, two members of staff have applied, and been able, to work reduced hours.

- b. *For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.*
- i. **Flexible working** – comment on the numbers of staff working flexibly and their grades and gender, whether there is formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

All staff and line-managers are informed of the University flexible working policy and of opportunities to formalise flexible working. Informal working arrangements already available to staff enable flexible approaches to the working day (e.g. freedom to decide when to see students for tutorials, meetings within core hours, respect and dignity in the workplace that acknowledges competing responsibilities between home and work). Two members of staff have applied and been approved for formalised flexible working.

**Cover for maternity and adoption leave and support on return** – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

On return from leave, line managers update staff on changes during the absence, and discuss as necessary, structured re-integration into work. The University nursery is available for staff and students throughout the year. As part of the University Positive Working Environment scheme, there is a salary sacrifice childcare voucher system. Information is available under the 'Work-Life Balance' section of the HR website. We have private rooms for expressing and storing milk. The School sets funds aside for costs associated with leave, including replacement teaching and administration support, which can extend into post-leave periods.

**Enhanced School policy:** On return from periods of parental leave all staff have reductions in teaching and administrative workloads by at least 50% for at least the length of leave (up to one year). We also provide support to maintain productive research during leave, such as funding research assistants. The Head of School consults staff before and on return from parental leave to discuss their needs. The HR advisor meets staff before leave is taken to tailor arrangements to personal circumstances (2013: **Action 26**; 2016-2019: **Action 3.3**).

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***ACTION PLAN 3.3:** Support package for parents to achieve esteem and promotion readiness despite parental leave and other family duties.*

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We also have enhanced policies for PhD students and post-docs, to help them maintain research careers, reach the same achievements (publishing etc.) as they would have done

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***ACTION PLAN 2.3:** We will make up the shortfall in funding to cover a period of parental leave for postgraduate and postdoctoral researchers where the external funder fails to provide this. Project permitting, this funding is used to extend the researcher's contract by the same duration as the leave.*

*We will provide PhD students and postdocs with extra funds to help with conference attendance (e.g. additional nursery fees).*

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without the leave, and also to ensure no bias in recruitment to such posts (i.e. to ensure that there is no reason to believe parental leave would hamper delivery of a funded research project). Line managers and supervisors meet PhD students and postdocs several times before leave is taken and schedule a pre-return meeting. Students are retained on email systems, thereby receiving regular information and updates. Administrators have informal contact with students as well via telephone or email.

**Section 4 word count: 4938/5000 words.**

## 5. Any other comments: maximum 500 words

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

Two areas can be highlighted that were not covered in detail in previous sections:

1. We plan additional outreach work to ensure that potential students of a psychology degree know about the breadth of research undertaken here and about the range of possible careers that can be pursued within the discipline. Since our last application, we have developed videos to increase the appeal of our School to potential scientists and school pupils. Videos are developed by in-house staff and posted on YouTube. These include a demonstration of a psychology experiment, 'Colour After Image' (24,000 views):

<https://www.youtube.com/watch?v=GbHMLV4CZfl>

A second video shows the 'Week in the Life of a Psychology student at Cardiff University' (24,273 views): <https://www.youtube.com/watch?v=yVUXTyeCaJc>

This video features one of our women students who has since graduated and become one of two ambassadors working with us to promote psychology as a science using blogs, Facebook and Twitter feeds. We have also developed themed videos on Research, Engagement, Impact and Careers. For example, we have a careers video about Educational Psychology (Figure 14; 8,085 views):

<https://www.youtube.com/watch?v=Nm1RMGac28&index=3&list=PLE5B31920BD2612A6>

We will shortly launch a video about pursuing a research career in psychology featuring a female senior lecturer and female fellow. We plan another video about postgraduate life and a second with Dr. Anne Cooke on careers in neuroscience. We will continue to measure hits and garner feedback to the video over the next 2 years (**Action 1.3**).



**Figure 14:** Sample screen shots from our careers videos featuring women in science: The top photo shows staff from our doctoral programme in Education Psychology. The bottom photos shows two of our women academics discussing careers related to human factors.

2. With the opening of our new CUBRIC site, and the appointment of over 40 new staff in 2016, we have to make sure our advertising and appointment procedures epitomise the principles of the Athena SWAN charter. Our current and ongoing actions (e.g. members of the SAT overseeing appointment processes) are consistent with this commitment (**Action 4.5**). Christoph Teufel (a member of CUBRIC and our SAT) has been appointed as a second equality and diversity contact (in addition to Katherine Shelton) to support the implementation of our action plan across both sites. The director of CUBRIC, Professor Derek Jones, is active in his efforts to embed good practice as new staff arrive to this centre. Part of his response was to organise unconscious bias training by an external consultant for the senior management team for CUBRIC as well as for several other key members of staff who will be involved in appointments over the next 12 months and beyond (24.2.15). The CUBRIC site has also established a working party to implement best practice with respect to enshrining the principles of equality and diversity. Membership includes 5 men and 2 women with student and staff representation.

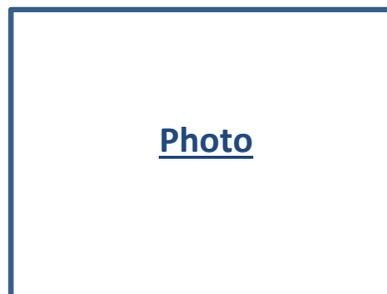
**Section 5 word count: 468/500.**

**Section 6: Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website. The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The plan should cover current initiatives and your aspirations for the next three years.**

Our 2013 and 2016 Action plans are presented below. We have organised our actions for 2016-2019 to address three broad career phases: (1) **undergraduate to postgraduate student**; (2) **postgraduate student to independent researcher**; (3) **lecturer to international field leader and/or Professor**. Section 4 presents actions germane to the entire School community.

### **Section 7. Case study: impacting on individuals**

**Describe how the department's SWAN activities have benefitted two individuals working in the department. One of these case studies should be a member of the self-assessment team, the other someone else in the department. More information on case studies is available in the guidance.**



#### **Case study A: Dr Kate Langley**

My experience of the School as supportive started at interview three years ago; my younger daughter was 3 weeks old and the School were flexible regarding interview times and having a private room to breastfeed. When offered the post, support continued - I was offered a part-time start and negotiated to complete my planned maternity and return to my previous post for my notice period, before joining the School nine months after interview. The School's flexible working and core meeting hours help me to be both an academic and parent, enabling me to take time when my daughters (3 and 5 years old) are ill and do the school run on a regular basis.

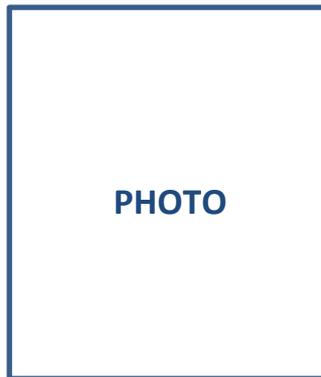
When I started, both academic and professional support staff were helpful and friendly, but I often felt you needed to know the right questions to ask. In response to feedback from me and other new starters, the School has made changes to the induction process. As a recent

joiner, I was asked to comment on the new process and indicated areas I felt could be improved. It is great that the School are able to respond to the needs of new staff and now support this, whilst the fact that my advice was sought and followed also shows an openness that I appreciate.

This is my first lecturer post and I have benefited greatly from the School's policy to give new staff a 50% reduction in teaching load. This space enabled me to adjust to rigours of teaching whilst developing my programme of research. The School support my career development ambitions. I have annual appraisals with the Head of School to review current workload and discuss career progression. His mentoring has been invaluable; I have been encouraged to attend training courses and discussed future planning around promotion. Following his advice, I met the Chair of the promotions committee to discuss my CV and how I match the promotion criteria. This proactive support means I know what I need to work on and that others will support my application and provide feedback when I am ready to apply.

Within the appraisal system and encouraged by mentoring from colleagues, I asked to be a member of the Research Committee which I felt would be a prominent and challenging role. Here, I have been given opportunities to play a role in the development of School strategy and am currently working as co-lead identifying potential REF2020 impact case studies, with responsibility at the School and University level.

I have found the School supportive and I feel like a valued colleague, whilst not feeling guilty about spending time with my family. Whilst there is clearly work to do (for example all of the mentoring that I have received has been informal) I have seen that the School are willing to listen to their staff and make changes accordingly, so I am pleased to be a member of the School and involved in enabling these improvements.



### **Case study B: Professor Lorraine Whitmarsh**

I joined the School as a lecturer in April 2009 on a three year fixed-term contract to cover teaching duties of a senior colleague who had been awarded a Fellowship.

As a result of mentoring by a colleague within the School, I was encouraged to apply for promotion to Senior Lecturer in October 2011. While waiting for the outcome of this application, I was encouraged by the Head of School to apply for a prestigious 'Serious Brain Power' Fellowship which I was awarded and started (at Senior Lecturer grade) in May 2012. This Fellowship allowed me more time for research activities for at least two years, by reducing my teaching load and providing a School-funded PhD student. Part of this additional time was spent in developing a proposal for a prestigious European Research Council (ERC) Starting Grant (awarded in 2014). This significant (£1.2m) funding has allowed me to further develop my research and international standing.

In summer 2012, the Head of School encouraged me to apply for a place on the Vice Chancellor's 'Cardiff Futures' leadership programme. Cardiff Futures involves an intensive programme of workshops (run by the Vice Chancellor, with input from various high-profile speakers and trainers) and a funded team project for Early Career academics to develop their career and explore how they might contribute to shaping the future of the University. I was one of twenty-four members of staff selected to participate.

In March 2013, I went on maternity leave. The School provided financial support (ca. £11,000) for a part-time research assistant to cover some of my research commitments, while teaching and supervision commitments were covered by colleagues. In February 2015, I went on a second maternity leave and the Head of School again provided funded research support (a six-month Research Assistant post). In both cases, the Head of School was fully supportive of my leave, encouraging a hand-over of tasks in advance of my leave, facilitating a phased transition back, as well as flexible working to balance the demands of work and home.

I formalised a mentor relationship with a senior female colleague in the School in 2014, and she encouraged me to apply for a senior administrative role (impact co-lead with Kate Langley) in the School. This demanding role has capitalised on my understanding of engaging with research users and given me a privileged position in the School to help shape its research strategy and direction.

The Fellowship and Cardiff Futures programme have each provided me with valuable opportunities to advance my career, through submitting applications for research funding, publishing research, networking, and developing professional and leadership skills. Mentoring has also helped me focus on activities productive for my career. With support from the School, I have established a UK and international profile as an expert in my field. In 2015, with the support and encouragement of the Head of School to go for promotion to Professorship, I was awarded a personal Chair, less than ten years after receiving my PhD.

**Section 7 word count: 1,000/1,000.**

#	Description of Action	Responsibility	Timescale	Success Measure	Progress Recorded
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**2013 Athena SWAN Action Plan: School of Psychology, Cardiff University.**

Action plan reviewed and progress recorded (Notable achievements are in bold).

1	Add the Athena Swan action plan as a standing item on the School Board agenda.	School Manager; Equality and Diversity contact.	March-December 2013.	Athena SWAN action plan included as a standing item on the School Board agenda.	<u>Achieved</u> . Our action plan and any news relevant to the <b>Athena SWAN charter</b> are included as a <b>standing item on the School Board agenda</b> . Minutes of all formal meetings are published on the intranet for all staff. Our intranet also includes regular updates that can be viewed by all students and staff.
<b>ACTIONS RESULTING FROM UNDERGRADUATE STUDENT DATA</b>					
2	Review the gender balance in undergraduate application and offer rates on an annual basis.	Admissions Tutors. School Management Group (SMG).	Oct. 2011- Oct. 2015	Undergraduate application rates in line with or showing increased gender balance compared to the rest of the sector for Psychology.	<u>Achieved</u> . The proportion of UG women is high and similar to the sector average. Our analysis of these figures (including focus groups) indicates that our course appeals to women because we offer a professional placement and because we also house two professional doctorates in Clinical and Educational psychology which are career paths favoured by women. Breadth of research and teaching increased via <b>purpose designed YouTube videos and careers montages</b> . Open days conducted by men and women including talks and presentation of research posters in the foyer/public spaces.

#	Description of Action	Responsibility	Timescale	Success Measure	Progress Recorded
3 & 4	<p>Increased knowledge transfer between staff and students relating to careers and PG opportunities: Generate 'Career Pathway' videos to include academia. Establish and support UG careers ambassadors with relationship continuing after graduation. Staff using the Cardiff University Psychology Graduates Network on Linked In alert students to job and PG advertisements.</p>	Careers Officer	Oct' 2012 onwards	<p>A range of career destinations apparent in DLHE data. Attendance at in-house careers events organised by the School of Psychology careers officer. Online traffic to careers webpages and videos and on social media (LinkedIn and Twitter). Increased followers for staff via Twitter and School Facebook pages.</p>	<p><b>Recurring: YouTube videos demonstrating psychology experiments and careers have generated over 50,000 views.</b> Our first ambassador has graduated and is continuing to promote her links with us and actively promote psychology as science using a blog, twitter and Facebook. A Year 2 student has taken on the new ambassador role using blog, twitter and Facebook to communicate about what undertaking a degree in Psychology at Cardiff is like. Each has several hundred connections/'followers'. We have not found Twitter/Facebook to be an effective tool for raising awareness of careers in Psychology. We have engaged in more face-to face outreach as described in our action plan across schools and 6<sup>th</sup> form colleges. More outreach activities are planned and are incorporated in our 2016-19 action plan.</p>
7a	<p>Increased exposure to women scientists in the first semester of Year 1 by inviting women to speak about their work as part of the 'Psychological Research' module.</p>	Year 2 and 3 coordinators, SMT, School IT team.	December 2012- October 2014	<p>Equality and Diversity issues embedded in the BSc curriculum. Full and varied research talk programme (internal and external speakers) every week open to the whole School community. Scheduled in UG timetables.</p>	<p>40% of speakers on the Year 1 Psychological Research module are women representing a range of research domains within Psychology. <b>Internal and external speakers scheduled for 2-3pm during the week as part of timetables.</b> A range of men and women speakers from diverse backgrounds are included in the programme. All staff (with the exception of those returning from parental leave and those on study leave)</p>

#	Description of Action	Responsibility	Timescale	Success Measure	Progress Recorded
	<p>Recognised in workload tariffs.</p> <p>Gender inequality in the workplace, stereotyping and the effects of day-care on child development included in the syllabus at final year.</p> <p>Better distribution of staff by gender across UG years.</p> <p>Advertise the summer research placement scheme early week 5 of Semester 1.</p>			<p>Balance of men and women across teaching teams.</p> <p>Men and women supervise professional placements.</p>	<p>contribute to the taught programme for the undergraduate degree and visit students on placement. The majority of courses now have teaching teams of men and women.</p> <p><b>Syllabus content for the UG degree reflects a range of issues relevant to the charter mark.</b></p> <p>2016-2019 action plan includes plans to deliver a bespoke tutorial in Year 2.</p> <p>25 students took part in our summer research opportunity programme (8 week paid placement with a member of staff). 15 were School funded (2 from grants and the remainder from the University bursary scheme). This is an increase from 10 in 2007. We follow the system used by the Wellcome Trust and BBSRC etc. in targeting students in the summer before their final year.</p>
5	<p>Increase number of research placements available to UG students for professional placement (between Year 2 and Year 3) with a view to encouraging more women to pursue a research based career.</p>	Placement coordinators	2013-2014	<p>Increased numbers of students opting for a research based placement in Year 2.</p> <p>Increased successfully applying for postgraduate degrees and taking up RA posts (using DLHE data/LinkedIn/staff knowledge).</p>	<p><b><u>Achieved/ Recurring:</u> Since our last application we have doubled the number of research placements we offer from 12 to 28.</b> Of the graduates of this scheme, at least 10 are currently (2015-2016) on postgraduate courses or in science-related professions.</p> <p>Our 2016-19 action plan aims to increase this number again though increased links with other Schools in the UK and abroad.</p>

#	Description of Action	Responsibility	Timescale	Success Measure	Progress Recorded
<b>ACTIONS RESULTING FROM POSTGRADUATE STUDENT DATA</b>					
6	Increase training in what equality and diversity means in Higher Education: all PG students receive training in induction week. Completion rate: 100%. Materials (video and written content) relevant to PG students are distributed via the Intranet.	Equality and Diversity contact.	2012 onwards.	100% completion rate in training.	<u>Recurring.</u> <b>Training included as part of PG induction: 95-100% exposure.</b> 2016-2017 academic session: roll-out training to UG community as part of scheduled tutorial and to professional support staff in Spring 2017. Knowledge tested using a quiz. Additional work presented as part of 2016-2019 action plan (4.1-4.4).
7b	Stream content relevant to the Athena SWAN charter in public spaces and student common room using large projectors/screens.	Equality and Diversity contact.	May 2013 to August 2013	Rolling updates visible on large screens across the School. Straw poll of School community reveals knowledge of the Athena SWAN charter and what it means.	<u>Achieved/recurring.</u> Additional work planned in revised action plan (2016; Action 4.1 to 4.4).
<b>ACTIONS RESULTING FROM STAFF DATA</b>					
8	Calculate applications for promotion by gender and the time in post before applying for promotion.	Chair of the Promotions Committee, HR Advisor.	2013-2015	Increased applications for promotion. Increased success in applications for promotion.	<b>Three women have been promoted since our 2013 application while another two women have secured Fellowships with School support (e.g. internal peer review, mock interview panels).</b>

#	Description of Action	Responsibility	Timescale	Success Measure	Progress Recorded
	Promotions committee to be proactive in identifying staff eligible for promotion. HR to deliver half-day promotions workshop for staff.				<b>We have implemented PDR which includes discussion of promotion readiness for all academic staff.</b> Please see current Case study B for an example. Additional work planned in revised action plan (2016-19). HR promotions workshop: recurring on an annual basis.
9	Annual professorial pay review (discretionary action).	HR Manager, Head of School.	Spring 2011 and ongoing.	No evidence of discrimination.	<u>Recurring.</u>
10	Assess the feasibility of exit interviews for all research and academic staff	SMT; School HR Manager.	Oct 2013 – Oct 2014	Formal process for exit interviews to examine why staff have decided to leave and where they are going.	Not achieved in the period of the award because of pressures on key staff to implement the University-wide workload model. We did conduct a staff survey of PG and postdoc destinations. Further actions identified in current action plan.
11	Implement new appraisal system.	SMT; School HR Advisor; Equality and Diversity contact.	July 2013- July 2014	Performance Development Review implemented. Increased applications for promotion.	<u>Achieved.</u> <b>All academic and professional staff have participated in PDR this year (2016). Further actions identified in 2016-2019 action plan to assess impact of PDR.</b>
12	Survey training and development needs among research staff.	Senior manager with for Professional and Personal Development.	Sept. 2012 onwards	Information gathered from a representative group of research staff.	<u>Achieved.</u> Focus groups held with PG students and postdoctoral staff reveal areas to target support, included in action plan 2016-2019. Training opportunities circulated school-wide.

#	Description of Action	Responsibility	Timescale	Success Measure	Progress Recorded
13	Increase uptake of training and development workshops among women.	Senior manager for Professional and Personal Development.	January 2012- January 2013	Increased research staff satisfaction. Increased ownership and investment in research staff web content.	<u>Achieved.</u> Women have been funded to participate in several leadership schemes in the past 3 years including Aurora, Welsh Crucible and Cardiff Future Leaders (led by the VC). Numbers are small but feedback is positive (see case study B). Further actions identified in 2016-19 action plan.
14	Organise a careers event for psychology research staff in response to the 2010 Royal Society report on career progression following completion of a PhD.	One member of research staff and two postgraduate students (one day event).	October 2011	36 people attended the event (of ~60 eligible) Evaluation feedback revealed enjoyment of the day but also gaps in knowledge about the Research Concordat, rights and responsibilities of staff and line managers. 90% said they would like to attend another event like this within the School.	<u>Achieved.</u> Further actions identified in current action plan to support the transition between PG and postdoctoral career stages (2016-2019).
15	Increase career development activities for early career researchers.	Senior Manager for Professional and Personal Development.	July 2013	HR Manager for Training and Development-Research attended tea and biscuits session with research staff to discuss options. Additional support for career transitions. Increased numbers of female research staff achieving career goals e.g. securing lectureships.	See action 13. <b>Internal peer review for all grant/fellowship applications.</b> Buddy system for all new staff. Further actions identified in current action plan to support the transition between postdoctoral position and lecturer/fellowship stages (2016-2019) e.g. <b>covering funding shortfalls for parental leave and funding additional costs associated with childcare to enable conference attendance.</b>

#	Description of Action	Responsibility	Timescale	Success Measure	Progress Recorded
16a	Establish a procedure to target staff/groups of staff with relevant training and development information.	Senior Manager for Professional and Personal Development; HoS.	January 2013	Increased uptake of relevant courses among staff e.g. Aurora Leadership Programme; Postgraduate Certificate in Undergraduate Teaching and Learning; Welsh Crucible, Cardiff University Future Leaders training led by the VC for Cardiff University.	<u>Recurring</u> : Procedure implemented with school-wide circulation of opportunities. Training and development is also discussed as part of Performance Development Review. 2016 Case study B provides an example of impact. Further actions identified in 2016 action plan.
16b	Invest in leadership and management development of female staff (women identified training and development as important as part of the staff survey).	Head of School, mentors and appraisers.	2013-2015	Women have attended all of the courses listed in 16a.	Achieved and recurring: <b>Workloads are adjusted to enable staff to undertake training and development e.g. reduction in teaching by 22 hours for staff undertaking the Postgraduate Certificate in Undergraduate Teaching and Learning (PCUTL).</b> See 2016 Case study B for example of impact. Additional actions relating to appraisal and mentoring arrangements identified for 2016 action plan.
17	Improve induction procedures: Develop an individual and generic component (e.g. webcasts).	Senior Manager for Professional and Personal Development.	2013-2014	Positive feedback from new staff.	Achieved: <b>The School induction has been identified and taken up at University level as an example of best practice.</b>
18	New staff to have <u>no more</u> than half teaching and administrative load	School Manager	2013	All new staff have a 50% reduction in teaching and administrative workload for at least the first 12 months of their appointment.	Achieved: Workload model integrated with policy.

#	Description of Action	Responsibility	Timescale	Success Measure	Progress Recorded
	for the first 12 months in post.				
19	Annual review of committee membership: Maintain gender balance on committees commensurate with School balance, staff career stages and staff aspirations where possible. At least one female member of staff to always be a member of both the Research Committee and the School Board.	SMT	03/2011 to 03/2013 Review annually	Annual review of committee membership by School management team. Gender balance on committees commensurate with workload model, staff career stages and staff aspirations. Membership of Research Committee, School Board includes men and women.	Recurring: We have achieved better representation of men and women across School committees with <b>membership recognised in workloads.</b>

#	Description of Action	Responsibility	Timescale	Success Measure	Progress Recorded
20	Establish a workload model.	Senior Manager for Professional and Personal Development, School Manager.	2015-2016 workload model est.	Compliance with new workload model scheme at Cardiff University. Satisfaction via staff feedback to SMT.	<u>Achieved</u> : Further actions identified in 2016-2019 action plan regarding rollout and staff satisfaction. We will also: <ul style="list-style-type: none"> <li>• Use the new Workload Model to prevent excessive workloads;</li> <li>• Build a case for additional appointments as necessary to maintain research productivity;</li> <li>• Measure the impact of and changing requirements as a result of CUBRIC2 on the School;</li> <li>• Measure professional services staff levels (both number and grades) to ensure appropriate levels to maintain the quality of operation.</li> </ul>
21	Adjusted meeting times implemented (10.00am-3.30pm) in Autumn 2011 and advertised.	School Manager.	Achieved for 2012-2013 academic session.	<b>All meeting timings compatible with core School hours (10-3.30pm).</b>	<u>Achieved</u> : <b>Further actions identified in 2016 action plan e.g. flexible approach to leave requests during school half terms; avoiding meetings in school ½ terms.</b>
22	Internal and external speakers scheduled for 2-3pm instead of 4-5pm. Talks are scheduled as part of	Not applicable.	2013	Improved staff and student attendance and contact with guest speakers.	<u>Achieved</u> : <b>We have moved the timings of talks to 12-3pm to enable those with child-care responsibilities to attend.</b>

#	Description of Action	Responsibility	Timescale	Success Measure	Progress Recorded
	undergraduate timetables.				
23	Diversify social aspects of School and increase informal networking between staff and students.		Reviewed annually (2011-15)	Range of events hosted each year. Staff and student satisfaction increased. Feedback to Student-Staff Panel. Observed attendance by staff and students.	<b>Achieved: Participation in staff-student events has been increased because we responded to feedback about the type of events students want:</b> <ul style="list-style-type: none"> <li>The final year party was changed to a ball and led by the PsyCardiff society with staff support (e.g. IT). Our attendance figures increased from 150 and 137 for 2013 and 2014 respectively to 450 in 2015.</li> <li>Our 'Pub Quiz' in the University staff dining rooms with staff and student teams increased its attendance from 60 in 2013 and 2014 to 80 in 2015. This event improved its advertising to both groups.</li> <li>The Christmas Party increased in numbers from 83 in 2013 and 75 in 2014 to 150 in 2015. We increased the appeal of the event by moving away from a cabaret to a band and disco.</li> </ul>
24	HoS meets monthly with the PsyCardiff steering committee: Provide financial and	Head of School, SMT, Careers officer.	Oct. 2011-Oct 2015.	Student satisfaction survey data Accolades for the PsyCardiff Society.	<u>Recurring.</u> <b>'PsyCardiff' were voted Best University Society at the National Placement and Internship</b>

#	Description of Action	Responsibility	Timescale	Success Measure	Progress Recorded
	practical support to PsyCardiff (undergraduate student society) when appropriate. Work together on initiatives linked to promoting science careers.				<b>Awards 2013</b> , the highest award that can be given to any student society. <b>We provided direct financial support for the Society</b> , enabling 58 students to attend the British Psychological Society 2015 'Psychology4students' conference, in Sheffield which includes talks on careers in science alongside networking opportunities
25	Culture surveys for School staff.	School Manager	March 2011 - March 2013.	Good completion rate for Staff Survey and overall high levels of staff satisfaction.	<u>Recurring:</u> We had a 77% response rate for the 2015 staff survey. <b>Analysis of staff survey data (compared to 2011) reveals positive trends:</b> e.g. 'I have the opportunity for career development in the University = 60% positive, >8% from 2011); I have the freedom to work in a way that suits me = 87% positive, >5% from 2011). New questions for 2015: 'My line manager helps me to set and review clear objectives =68% positive; My line manager treats me fairly and with respect = 89% positive). <b>Additional actions commenced (2016-2019)</b> in light of results, particularly <b>for communication:</b> 'I am kept well informed about matters affecting me' = 66% positive, -7% from 2011): <ul style="list-style-type: none"> <li>• Improved communication of School Management Group discussions;</li> <li>• Consolidated and improved communication of teaching and tutorial changes via biannual Teaching Away</li> </ul>

#	Description of Action	Responsibility	Timescale	Success Measure	Progress Recorded
					<p>days, staff briefings, intranet, Learning Central;</p> <ul style="list-style-type: none"> <li>Promote messages around positive working environment via HoS meetings with staff, specifically addressing zero tolerance of bullying/harassment and the facility to report concerns safely and confidentially;</li> <li>Promoted a positive culture, alongside Athena Swan inclusivity work.</li> </ul>
26	Enhance support for parents taking leave or a career break. Pre-planning (adjusted responsibilities in run-up to leave), opportunities to meet during period of leave and programme of support on return. Increase staff awareness of rights linked to dependant's leave.	HoS & HR Advisor	May 2013- May 2014	<p>Staff survey and appraisal.</p> <p>Return rates.</p> <p>Career progression (e.g. application for promotion in years since appointment – where appropriate).</p>	<p><u>Achieved:</u> Please see <b>Case study A and B</b> for examples of impact.</p> <p><u>Awareness raising:</u> Additional activities planned as part of 2016 action plan to support PG students and to raise staff awareness about rights around leave.</p>
27	Notify all staff of the need to complete online equality and diversity training organised by central HR.	E&D contact with assistance from the University equality and diversity manager.	June 2013 to June 2014	Achieve 100% success with academic staff completing online training.	<u>Partially met:</u> Staff changes in the central University have led to a delay in delivery of training. Additional activities used to offset this shortfall e.g. using external consultancy to deliver training in unconscious bias for staff

#	Description of Action	Responsibility	Timescale	Success Measure	Progress Recorded
	Run Equality and Diversity training workshops for staff in the School.			Achieve 100% success with academic staff attending a workshop.	involved in appointment panels, Head of School, E&D contacts.
28	Establish outcome of pilot scheme between 4 SET Schools at Cardiff to provide staff mentoring. Consider options to join if successfully implemented. Review alternative possibilities at a national level and implement best practice.	Senior Manager with Portfolio for Professional and Personal Development.	Autumn 2013 to establish membership  2013-2015	Value for staff considered during appraisals.  Informal feedback  Promotion data for female academic staff.	<u>Achieved</u> : All staff assigned a member of staff who completes their Performance Development Review with them (not their line manager). The University scheme has not been extensively taken up in our School (n=<5). The School will take action across the next 12 months to improve existing mentoring arrangements. These plans are included in our 2016-2019 action plan. We have implemented internal peer review and mentoring for grants and fellowships, mock interview panels while PDR includes elements reflecting support with setting objectives and being ready for career transitions (e.g. promotion).

#	Action	Progress to date	Additional work to undertake	Staff role	Timescale	Success Measure
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## 2016 Athena SWAN Action Plan: School of Psychology, Cardiff University

### 1. Undergraduate to Postgraduate Transition

**Objective: Increase student knowledge of, and applications for, science careers.**

1.1	Coordinate joined-up outreach programme from primary schools to 6th form to address possible misconceptions at pre-UG stage about psychology as a science.	Staff and PhD students have conducted outreach work with schools, including 'Brain assemblies' in 39 schools. <b>Outreach is recognised as tariffed activity in the workload model.</b> Launched video series 'Psychology demonstrated' with 2 videos (27,000 hits so far); we plan to add 2 per year. We hosted 9 Nuffield placements for school pupils in 2015 (a record for any institution in Wales). Brain Games in National Museum (2016 attendance 3700). UG Psych Society joined a social mobility e-mentoring scheme for 14-19 year olds: ( <a href="http://www.themullanyfund.org/mentoring">www.themullanyfund.org/mentoring</a> ) We have also established two women graduate ambassadors (one UK based and one in Malaysia) who use Facebook and	Recruit to outreach role and formalise an outreach group comprising diverse staff, PG and UG (including appointing a male graduate ambassador). Visit Schools to conduct focus groups with teachers and students about how a psychology degree is viewed and how best to integrate the science and practice components of psychology.	Head of School Outreach team (develop & deliver) SAT (analysis and advice) Director of Finance (budget allocation)	Establish a plan of work during 2016. Implement first phase of work during 2016-17 academic session. Measure change in registered students between 2017 and 2019. Update plan and deliver second and third phases 2017-18 and 2018-19.	<u>Interim Measures:</u> Recruit staff to outreach role; >70% knowledge of what 6 <sup>th</sup> form students understand about a Psychology degree; what careers they associate with Psychology measured using a quiz; Expand 'Psychology demonstrated' video series (from 2 to 8) with diverse role models; Brain Games expanded from 1 to 4 events, two within and two beyond Cardiff. Brain assemblies/activities established in secondary schools in schools; Positive feedback from school and college focus groups regarding videos.  <u>Ultimate target outcome:</u> >60% endorsement of statements that science is interesting and associating psychology with
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#	Action	Progress to date	Additional work to undertake	Staff role	Timescale	Success Measure
		<p>Twitter to raise awareness of their experiences at Cardiff and beyond. New careers videos showcasing the academic careers of women and men at Cardiff were launched in February 2016.</p> <p><b>Reserved budget for outreach and widening access role</b> (akin to Graduate Teaching Assistants) to help coordinate, link and expand above activities.</p>	<p>Engage with examination boards.</p> <p>Deliver linked outreach activities from primary school to A level, within and beyond South Wales.</p> <p>SAT to review at quarterly meetings</p>			<p>science at transition from school (or other background) to university.</p> <p>Evaluate data for student registrations for the 2017, 2018 and 2019 intake based on A-levels taken and gender.</p>
1.2	<p>Increase numbers of UG students gaining direct experience of science careers in 4 ways: summer interns, part-time RAs, professional placement year and attendance at research conferences.</p>	<p>At the school-wide plenary in February 2016 we agreed to expand the summer research internship scheme (SPRint) and to <b>widen access to allow year 1 students to benefit</b>. The School anticipates allocating an additional 30% to funds for this project.</p> <p><b>Impact:</b> In 2015, 15 of the SPRint students were women and 9 were men. Seven women and three men who are graduates of the scheme are currently undertaking doctoral research with us.</p> <p><b>We increased our support of UG attendance at annual BPS meeting to allow 58 students to attend.</b></p>	<p>Introduce a sister scheme to allow part time research assistant experience during semester, to widen access.</p> <p>Measure take-up (overall numbers and diversity) of internship places, research placements, part-time RA experience and conference attendance.</p> <p>Focus groups to assess career aims</p>	<p>Head of School Placement and internship coordinat or (develop &amp; deliver) SAT (analysis and advice). Director of Finance (budget allocation)</p>	<p>Start: April 2016.</p> <p>Annual review of take-up; Annual focus groups; Annual assessment of PhD and other applications: Annual budget allocation.</p>	<p><u>Interim Measures:</u> Increases in research placements (target 50), summer internships (target 30), part time RA work (target 15) by 2018.</p> <p>Focus groups indicating that participating students are considering a research career.</p> <p><u>Ultimate target outcome:</u> Increased applications by UG students for careers in science (PhD or other) by 10% per annum.</p>

#	Action	Progress to date	Additional work to undertake	Staff role	Timescale	Success Measure
		<p>28 students took a research-specific placement in 2015-2016, an increase from 12 in 2010-2011. We are developing further partnerships with other Universities; We have also joined a best practice Athena SWAN consortium led by UCL for Psychology.</p> <p>We hold scheduled poster sessions for students returning from placement to showcase their experiences to other undergraduates and staff.</p> <p>Approximately ¼ of our PG research studentships have been awarded to our graduates since 2013: In 2015-16, 22% of offers for research doctorates (PhD) were made to our graduates (n=5, 4 women), in 2014-2015, 29% of offers were made to our graduates (n=5, 3 women), in 2013-2014, 25% of offers were made to our graduates (n=10, 7 women).</p>	<p>of participating students.</p> <p>Continue to increase research experience within placement scheme - e.g. research exchange scheme with UCL consortium.</p> <p>Assess impact on careers - PhD applications and other science careers.</p>			
1.3	Increase visibility and knowledge of science careers (and of equality and diversity)	New careers videos showcasing the academic careers of women and men at Cardiff were launched in February 2016.	Create and disseminate new videos as well as face-to-face engagement	Head of School Director of Teaching, Year 1 and	Establish a plan of work during 2016. Implement first phase of	<u>Interim Measures</u> : Increased awareness among undergraduate students of careers in science to 100%.

#	Action	Progress to date	Additional work to undertake	Staff role	Timescale	Success Measure
	within those careers) amongst all UG students.	We are discussing with our visiting scientist (2015-2018), Dr Anne Cooke, lead for the British Neuroscience Association, to increase awareness of careers in neuroscience Undergraduate induction in Year 1 includes University video on inclusive culture and the Athena SWAN charter. Practitioners (e.g. School staff with D.EdPsy and D.ClinPsy qualifications) deliver lecture content as part of team-taught courses.	activities. Enhance website – <a href="http://psych.cf.ac.uk/degreeprogrammes/careers/index.html">http://psych.cf.ac.uk/degreeprogrammes/careers/index.html</a> Diversify visible role models to include PG students. Also further emphasise integrated scientist–practitioner roles throughout UG years of study. Design & implement a tutorial package about Athena SWAN charter for all UG students.	careers coordinator and film team (develop & deliver) SAT (analysis and advice) Director of Finance (budget allocation)	work during 2016-17 academic session. Measure change between 2017 and 2019. Update plan and deliver second and third phases 2017-18 and 2018-19.	<b>Increase in percentage of students and staff who know what the Athena SWAN charter mark represents to over 90% by January 2018 based on annual staff and student survey/quiz results.</b> Positive feedback from students on tutorial content via existing teaching feedback mechanisms  <u>Ultimate target outcome:</u> Increased applications by UG students for careers in science (PhD or other) by 10% per annum.
1.4	Directly increase opportunities for PhD positions by increasing the number of funded positions	Allocated increase in School-funded positions. Recruitment has taken place; positions are filled with excellent candidates (11/13 women). Interviews conducted by the same two staff (1 woman, 1	Maintain this high level by protecting the budget allocation from other budget pressures, and by	Head of School Director of PGR and HR advisor (delivery).	Start: April 2016. January 2017 for training. Annual budget	<u>Interim Measures:</u> Allocation of budget to secure funded positions.  <b>Numbers of supervisors completing Unconscious bias</b>

#	Action	Progress to date	Additional work to undertake	Staff role	Timescale	Success Measure
	on offer. Ensure interviewers for those positions receive unconscious bias training.	man) plus the prospective supervisor. <b>Additional success in grant-funded positions means that total PhD intake predicted to be an increase on 2015-2016 figures.</b> Chairs of interview panels and CUBRIC senior management have completed unconscious bias training.	maintaining our success with external funding sources. Examine diversity of applicants and successful intake. Ensure further uptake of unconscious bias training by line managers.	Director of Finance (budget allocation)	allocation in June, recruitment and oversight.	<b>training: Target of 100% for PhD interview panel and admissions tutors.</b>  <u>Ultimate target outcome:</u> Number of PhD studentships on offer maintained at >20 per year.

## 2. Postgraduate to Independent Researcher Transition

**Objective: Equip our postgraduate students and postdoctoral researchers to forge ahead with their careers.**

2.1	For each PhD student and post doc, we will enhance the most important predictor for successful applications to future research and academic posts: publications.	Within our new PDR process we have established one of the key priorities for academic staff is to support their PhD students and postdocs in publishing. Every supervisor has discussed their team members' support needs, and has SMART objectives for facilitating (not pressurising) the stages towards publications.	Measure impact of new PDR process on publication rates and student / post doc experience (using existing confidential feedback mechanisms). Offer new academic writing training to all PhD students.	Head of School and PDR panel (delivery). Director of PGR and SAT (analysis and advice).	Measure impact of new PDR process within 2016. Assess outcomes annually 2017-2019 as part of SMT meetings.	<u>Interim Measures:</u> Student satisfaction with supervisor support for publishing (not directly assessed previously); publication rate for PhD students and post docs.  <u>Ultimate target outcome:</u> % success for PhD students and postdocs gaining postdoc positions, fellowships and academic posts.
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#	Action	Progress to date	Additional work to undertake	Staff role	Timescale	Success Measure
2.2	Enhance other predictors of job application success: research skills, impact/innovation experience, grant writing; teaching and wider experience, interview skills.	<p>All PG students and postdocs can access wide range of (free to them) training courses, covering programming, data handling, imaging, statistics and many other research skills. Courses of published in a brochure and sent to all along with intranet sign-up.</p> <p>All PG students and postdocs have allocated funding for attending national and international conferences, are part of lab groups and their own seminar series for presentation experience, and have opportunities to partake in outreach and interdisciplinary activities.</p> <p>All PG students and postdocs are encouraged and supported in gaining teaching and supervisory experience; students are paid for their contributions and we have increased our budget for 2016-17. Both PG students and postdocs partake in academic management (School Board, Research Committee, Staff Student Panel, School Plenary etc.).</p>	<p>Enhance skills training in the latest techniques: Bayesian and multivariate statistics, novel imaging methods, big data and open data.</p> <p>Enhance interdisciplinary, lab-exchange opportunities.</p> <p>Increase numbers of students gaining experience of impact, innovation and engagement with stakeholders.</p>	Head of School, Director of PGR and Director of Research (delivery) Staff with specific expertise in statistics. SAT (analysis and advice).	Plan work in 2016. Deliver 2017-19 and ongoing.	<p><u>Interim Measures:</u> Student and post-doc satisfaction with skills training, teaching experience, knowledge exchange and other career-enhancing opportunities,</p> <p>Survey of postgraduate and postdoc destinations (compared to 2016 survey data).</p> <p>Measure numbers gaining impact/ innovation/engagement experience.</p> <p><u>Ultimate target outcome:</u> &gt;50% success for PhD students and postdocs gaining postdoc positions, fellowships and academic posts.</p>

#	Action	Progress to date	Additional work to undertake	Staff role	Timescale	Success Measure
		The School provides extensive support, IPR and interview practice for fellowship applications and bridge-funding where external bodies invite resubmissions. This has recently been successful for a Wellcome Trust Senior Fellowship.				
2.3	We will make up the shortfall in funding to cover a period of parental leave for postgraduate and postdoctoral researchers where the external funder fails to provide this. Project permitting, this funding is used to extend the researcher's contract by the same duration as the leave.	Some funders already cover parental leave and thus cover an extension of post-doc contracts for the same duration. <b>Where funders do not, the school undertook to pay, and also lobby those funders to change practice (decision taken at December 2015 SAT meeting). The SAT also agreed to implement a system for PG students and postdocs with children to apply to the research committee for discretionary awards to help them attend conferences (e.g. to cover additional childcare costs).</b>	Ensure all current and new PhD students and staff are informed of policy and procedures. Evaluate uptake and perception of value among PG and postdoctoral researchers.	Director of Finance (for budget) HR (for contracts) Research Comm. (for funds) SAT (for analysis, advice, comm'n).	Implement: April 2016. Evaluation: December 2017. Adaptation as required 2018. Re-evaluation and revisions January 2019.	<u>Interim measures</u> : knowledge of support available among PG students and postdoctoral staff (target 100%). Post docs taking parental leave receive commensurate contract extensions, where possible. <b>PhD students and postdocs who are parents attend conferences and the scheme is evaluated positively.</b>  <u>Ultimate target outcome</u> : % success for PhD students and postdocs gaining postdoc positions, fellowships and academic posts.

#	Action	Progress to date	Additional work to undertake	Staff role	Timescale	Success Measure
	We will provide PhD students and postdocs with extra funds to help with conference attendance (e.g. additional nursery fees).					
2.4	Improve mentoring, careers advice, role models and networking.	Many PhD students and postdocs have such support but it is inconsistent in structure and application. PhD student seminar series now includes sessions on applying for post doc positions and on careers in academia, delivered by diverse staff (age, gender and topic). Funding for conference attendance facilitates networks and wider role models.	Better oversight required by line managers and HR staff to ensure every postdoc appointed a mentor beyond their line managers. Formal structure for meetings that occur on at least a bi-annual basis.	HR Advisor; Prof. J. Boivin.	June 2016 to June 2017 to establish scheme. Summer 2017 to evaluate and make changes. Autumn 2018 to implement changes and re-evaluate in spring 2019.	<u>Interim measure:</u> 100% mentors appointed and mentoring meetings occurring and satisfaction feedback (anonymous).  <u>Ultimate target outcome:</u> % success for PhD students and postdocs gaining postdoc positions, fellowships and academic posts.
2.5	Maintain range of opportunities for post doc and academic posts through regular	We gain many grant-funded post doc positions each year and have been <b>targeting recruitment of academic posts at early career stages.</b>	Provide further opportunities by increasing grant success (for post docs) and overall	Head of School, Director of Research	2016 and on-going December 2018 for all staff trained	Numbers of post doc and academic positions recruited <b>All academic and professional staff involved in recruitment</b>

#	Action	Progress to date	Additional work to undertake	Staff role	Timescale	Success Measure
	recruitment. Unconscious bias training for interviewers to minimise risk of bias in recruitment.	Head of School, chairs of interview panels, CUBRIC senior management team, E&D contacts and other staff have participated in training.	income (for academic positions). Further increase staff taking unconscious bias training.	for income targets. HR Advisor for training.	in unconscious bias.	<b>have undertaken unconscious bias training.</b>
<b>3. Independent Researcher to Field Leader/Professor Transition</b> <i>Objective: To enable staff to achieve promotion and/or other indicators of esteem.</i>						
3.1	Proactively identify staff who are ready for promotion, and give all staff clear indication of readiness stage and achievements needed to enable promotion (thus fully removing bias that exists when staff must put themselves forward).	<p><b>We have parity in applications and success rates for eligible staff (men and women).</b></p> <p>Our new Performance Development Review (PDR) process identifies promotion readiness and provides clear objectives for achieving readiness. <b>PDR panel established comprising Head of School and seven Professorial staff with diverse expertise.</b></p> <p>One-to-one PDR meetings by members of this panel with individual staff completed April 2016.</p> <p>Head of School met with all staff individually in spring 2016 to learn about their research interests,</p>	Translate PDR into promotion applications (August 2016). Evaluate new PDR process and implement improvements for 2017.	PDR panel; HR Advisor; Promotion Comm.	PDR completed first cycle. Promotion applications invited August 2016. Annual cycle of PDR and promotions,	<p><u>Interim measures</u>: All staff have annual PDR.</p> <p>All staff know about the procedure for applying for promotion and where they can seek support from.</p> <p>Eligible staff continue to apply for promotion with no evidence of gender bias in recommendations (via PDR) or in applications submitted.</p> <p><u>Ultimate target measure</u>: Eligible staff achieve promotion with no gender bias.</p>

#	Action	Progress to date	Additional work to undertake	Staff role	Timescale	Success Measure
		direction, ambitions and support needs.				
3.2	Support staff in key activities that underpin esteem and promotion readiness.	Grant preparation, holding accounts, mentoring, PhD studentships, and identifying needs in PDR. Sharing expertise in publishing research. Mock interviews for grant panels (evaluated positively by staff), School and University research leave schemes. Established workload model.	Evaluate staff experience of PDR.	Head of School and PDR panel.  Promotion comm. for evaluation of process and outcome.  SAT for analysis for bias.	June 2016 for evaluation of PDR. Autumn 2016 for evaluation of University leave scheme. May 2016 and May 2017 for promotion announcement and evaluation of outcomes.	<b>Evidence of promotion success at senior grades (Reader; Professor)</b> with no evidence of a gender bias in application and success.  Continued success with Fellowship awards.
3.3	Provide additional support for parents and caregivers to achieve esteem and promotion readiness.	Parental leave support: <b>Half-loads for teaching and admin on return.</b> Negotiated research assistant support during absence, return to work meetings, Keeping In Touch days (KIT). <b>Flexible approach to annual leave requests for school half-term holiday.</b>	Avoid scheduling training and development and staff briefings during half terms/school holidays where possible. Staff survey of impact of periods of leave,	Head of School; HR Advisor. SAT for staff feedback on return to work.	2016-2019: Return to work meetings and PDR continue to provide evidence for staff satisfaction and efficacy	Staff who have taken parental or caregiver leave achieve promotion or other indicators of esteem (e.g. grant funding; major research output) within two years of return of work. Anonymous staff survey about returning to work gives positive feedback on current policy and

#	Action	Progress to date	Additional work to undertake	Staff role	Timescale	Success Measure
			evaluation of current supports, additional support needed. Future actions to be developed in response.		of scheme over next 3 years. February 2017 – return to work survey. Spring 2017 – SAT considers findings and revises action plan accordingly.	practice. Staff report good work-life balance.
3.4	Provide additional support for new lecturers to establish independent academic careers and achieve esteem and promotion readiness	<b>Half loads for new lecturers, start up packages, funded PhD students, holding accounts topped up annually with £10k start up.</b> Induction improved. Buddy support for all new staff. Internal peer review and grant tutorials. <b>Leadership opportunities are advertised School-wide and uptake encouraged as part of Head of School one-to-one meetings and PDR.</b> Workloads are adjusted where appropriate (e.g. courses/schemes with several weeks' time commitment).	Identify new training opportunities. Evaluate the value of the induction and buddy system using feedback from new staff. The PDR scheme identifies areas for provision of staff support e.g. with impact generation.	Head of School, School Manager. SAT for evaluation of the buddy scheme. Research committee to consider staff support.	Autumn 2016 for evaluation of various features of the induction scheme.	The majority of grant applications are graded as fundable. <b>Staff survey data shows a rise in positive ratings for School support from 2015 level of 86%.</b> We also want to see a rise in the percentage of positive responses to the statement, 'My line manager helps me to set and review clear objectives' from 68% to over 80%.

#	Action	Progress to date	Additional work to undertake	Staff role	Timescale	Success Measure
<b>4. Academic Awareness to School-Wide Community Action</b>						
<b>Objective: To increase knowledge of the personal relevance of the Athena SWAN charter across the School community.</b>						
4.1	Harmonise best practice and policy around equality and diversity practice and policy for academic and professional support staff.	HR advisor and E&D contact have begun discussions to consider opportunities and potential obstacles linked to cultural differences between these two groups with regard to working practices (e.g. formal vs. informal flexible working). Interim staff survey results suggest staff are more confident about reporting bullying (2015: 54%, 2016: 62%).	Scrutinise guidance from ECU including silver and gold award institutions that showcase best practice. Develop and implement a work plan.	HR advisor, School Manager, E&D contacts, SAT	12/2016: Scrutinise post-May 2015 Athena SWAN applications and ECU guidance to identify good practice. 01/2017: implement plan of work. 05/2017: examine data 07/2017: develop actions. 10/2017 to 10/2018 implement action plan.	<b>Increased levels of staff satisfaction</b> in areas of work-life balance, school culture and communication as evidenced in staff survey data (comparison of 2015 and 2017 survey data).  <b>An application for an Athena SWAN charter mark in 2019 that we assess as meeting the ECU principles for gender equality.</b>
4.2	The Head of School will communicate	Staff are given advance notice of away day agenda items.	Form working parties to compile factual data	Head of School; SAT.	Annually: plenary and	Our staff survey will show reductions in % of staff dissatisfied with communication

#	Action	Progress to date	Additional work to undertake	Staff role	Timescale	Success Measure
	School developments and activities in a timely manner and continue to give advance notice of matters arising for away days two-three months in advance to allow people chance to formulate their views.	Head of School sends emails with announcements, requests for comment or with key issues affecting staff. SMT notes are shared via the intranet. Staff briefing meeting in Week 0 (Sept/October) to share knowledge of changes to School practice and policy.	required for briefings. Matters arising from the action plan to be communicated at school briefings, away days and the bi-annual School plenary. Summary of plans is presented on the staff intranet and staff are signposted to this information.		staff briefings. 2017, 2018 and 2019 staff survey for measurement of impact.	from 25% to 15% by March 2017 and to 10% by March 2018.
<b>4.3</b>	Address scheduling of committees within school half-term holidays.	The SAT have discussed some of the obstacles and pressures on timetabling that need to be overcome.	Half term dates to be sent to staff organising committees 6 months in advance with a note that these should be avoided if possible. School holiday dates added to Outlook calendars.	School Manager and Head of School.	April 2016-October 2017.	Comparison of diaries for academic session 15-16 and 17-18 to check for reduction in timetabled meetings during school holidays.

#	Action	Progress to date	Additional work to undertake	Staff role	Timescale	Success Measure
4.4	Implement the 2016 Action Plan and communicate developments with staff.	Calendar of SAT meetings for 2016-2017 scheduled. Include Athena SWAN activity as a standing item on Head of School briefings and away days.	Discuss progress and action to be taken at tri-annual meetings within the School SAT and with the University steering group. Include the meetings on the school calendar at start of academic session. Ensure promotion of initiatives at away days and plenaries.	E&D contacts, HR advisor, School Manager.	June 2016 for timetabling of meetings. Recurrent on annual basis	On target with delivery of action plan as recorded in the Athena SWAN meeting minutes. Surveys indicate awareness across grades and roles within the School. Measured as 90% staff knowledge of the Athena SWAN charter including logo recognition and meaning (assessed using a quiz at School plenary).
4.5	Establish CUBRIC as a centre that enshrines the principles of the Athena SWAN charter.	The Director of CUBRIC has established an equality and diversity working party that includes the Athena SWAN action plan in its remit. Athena SWAN action plan is a standing item on School Board agenda which includes a report on CUBRIC.	Schedule meetings. Ensure line managers in CUBRIC are knowledgeable about the Athena SWAN charter. Link contact information to School intranet.	CUBRIC Director, E&D contacts, IT team.	January 2016 to December 2016	CUBRIC has an established equality and diversity committee (quarterly meetings). E&D contacts establish a working pattern that includes regular meetings. 90% staff knowledge of the Athena SWAN charter (assessed using a staff quiz for CUBRIC).