



Department Application Bronze and Silver Award

ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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



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

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| Name of institution | Cardiff University | |
| Department | Psychology | |
| Focus of department | STEMM | |
| Date of application | October 2019 | |
| Award Level | Silver | |
| Institution Athena SWAN award | Date: 2019 | Level: Bronze |
| Contact for application Must be based in the department | Katherine Shelton | |
| Email | Sheltonkh1@cardiff.ac.uk | |
| Telephone | 02920 876093 | |
| Departmental website | www.cardiff.ac.uk/psychology | |

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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

Advance HE
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP.

Dear Athena SWAN Members,

I am proud to submit our application for an Athena Swan Silver Award. Embedding the Charter principles enables us to facilitate career development using four workstreams: 1) inspiring diverse students to begin science careers; 2) enabling early-career researchers to establish independence; 3) supporting activities that underpin promotion; 4) empowering professional support staff to grow from apprentice to manager.

Our action plan details progress and plans under each stream. I undertake to further enhance those activities that make a difference and consolidate them into business-as-usual to protect the culture, budget and staff-time required to ensure diverse students and colleagues achieve their potential:

1. Beginning a science career. We identified two foci for action: inspiring a more diverse range of pupils and undergraduates to consider a science career (e.g. by raising research placements from 12 to 40) and ensuring plentiful PhD and RA opportunities in our pipeline (e.g. our doctoral research population is now 143, including 37 Cardiff graduates). Next year we will widen outreach by collaborating with other Universities and add industry placement experiences with Airbus and other companies.
2. Transitioning from post-doc to competitive fellowship or lectureship is the most difficult step in academia. School-wide policies and culture support ECRs starting families (e.g. contract extensions) and support CV-building and job/fellowship applications with task-focused mentoring, peer review, mock interviews etc by staff highly experienced with funding and recruitment panels. As a result, we now have 19 independent fellows (compared to 10 in 2016). Next year we will include ECRs as mock interviewers and reviewers to appreciate assessors' perspectives. We target 90% success for PhD students and ECRs gaining postdocs, fellowships, academic or industry posts.
3. Promotion readiness. We enable research continuity for new or returning staff (e.g. parental leave) via 50% reduction in teaching and administration for 12 months. We offer school-funded PhD studentships; we protect >2 days of research and scholarship time for all academics, irrespective of grant funding; we proactively support grant applications (£6M, 43% total income, awarded last year to Lecturer/Senior Lecturer/Reader: key benchmarks for promotion applications; up from £1.2M=18% in 2015/16). Our case studies reflect the positive impact of these activities. We normally recruit lecturers, and with 14 academic promotions since our last submission (50% women), we now have gender parity in staffing up to grade 8 (Senior Lecturer/Reader). We must maintain this and progress to parity in professors.

4. Professional Services Staff development: We have been at the vanguard of University efforts to upskill our team to support career progression, with increasing staff across all grades completing apprenticeship qualifications (e.g. Level 3 IT; Level 5 Leadership and Management). We target 90% career progression goal achievement.

Overarching these four workstreams are SMART actions promoting inclusion, confidence and a positive working culture. I will lead in implementing our renewed action plan and continue striving to support career progression for all our students and staff. I confirm the validity of the qualitative and quantitative data presented in this application.

Yours faithfully,



Professor Petroc Sumner, Head of School of Psychology.

Word count: 497 words

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2019 -2022 Athena SWAN Action Plan: School of Psychology, Cardiff University

Note: Bold text is used for progress highlights.

1. Undergraduate to Postgraduate Transition: Inspiring diverse students to begin science careers

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

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| 1.1 | <p>Coordinate joined-up outreach programme from primary schools to further education colleges to engage interest and address misconceptions about psychology as a science.</p> <p>Collate data about staff engagement/ outreach activities and evaluate for impact.</p> | <ul style="list-style-type: none"> Established two You Tube channels: Fascinating Psychology with high engagement content, and a main channel called 'Cardiff Psychology' for other content (2.44k channel subscribers). The myth busting video, Is a Psychology degree for me? has received 113,365 views to date. Outreach is a tarified activity in the workload model. Engage with examination boards and teachers: Head of School coordinates range of activities with WJEC lead for Wales, with reach to all Welsh Psychology school teachers: annual teachers CPD event, development of remote outreach materials (e.g. Brain boxes, <i>Daily Dose</i> statistics materials). Annual A-level student event at Techniquest (Science Museum) targeted at low SES schools. Our Nuffield placement scheme for school pupils has grown from 7 in 2015 to 26 (a record for any institution in Wales). Completed a survey of UG students about A-level choices. 23 Psychology students registered to be a mentor last year with the Mullany Fund (a social mobility charity support for young people from disadvantaged background to pursue their life science career | <p>Evaluate and augment outreach activities on an annual basis, gathering more concrete evidence from schools for evaluation</p> <p>Widen reach by collaborating with other universities and by engaging directly with schools/communities with lower University application rates.</p> <p>Record outreach more consistently to run reliable reports and optimise joined up approach.</p> | <p>Head of School</p> <p>Paul Allen (Psychology; University Film Unit)</p> <p>Nuffield Scheme lead.</p> <p>HR advisor liaising with University Workload Model Team.</p> | <p>Annual review in July 2020.</p> | <p><u>Interim Measures:</u> Qualitative feedback of Twitter posts and via continued dialogue with Schools indicates effective use in the classroom.</p> <p>Collaborative event with Swansea University in 2020.</p> <p>To have implemented a mechanism to fully record engagement/outreach activity by 09/2020.</p> <p><u>Success Measure:</u> Uptake of Brain box and other materials by schools and academies in numbers.</p> <p>Outreach and engagement work by Psychology staff and students is valued by recipients and evidenced.</p> |
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| | | ambitions) via the School, providing support to up to 69 young people. | | | | |
| 1.2 | Increase numbers of UG students gaining direct experience of science careers in three ways: summer interns, part-time RAs and professional placement year. | <ul style="list-style-type: none"> In Autumn 2016 we expanded the School of Psychology Research internship scheme (SPRint) to allow first year students to benefit. <ul style="list-style-type: none"> 75 summer bursaries have been funded in the past 3 academic sessions; 70% for women. At least ten graduates of this scheme have secured doctoral studentships with us via a competitive interview process in the past 3 years. We have increased the number of research-specific professional placements almost fourfold since 2011 (12 to 40; 29% of placements are research-based). We hold poster sessions for students returning from placement to share their experiences with students and staff. | <ul style="list-style-type: none"> Expand placement opportunities to appeal to a wider range of career aspirations among our students, including in industry working in partnership with the Centre for Artificial Intelligence, Robotics and Human Machine Systems. Measure take-up (number, diversity) of internship places, research placements, part-time RA experience. Focus groups to assess career aims of participating students. Assess impact on postgraduate applications and other science careers. | Careers team (which includes SPRint coordinator). | Started in April 2016. Annual review of take-up; Annual focus groups; Annual assessment of PhD and other applications; Annual budget allocation. | <p><u>Interim Measures:</u> Maintain numbers of research-specific professional placements and summer internships (40).</p> <p>The placement scheme increases the number of opportunities in industry (with a focus on human factors) by 8-10 over the next 4 years.</p> <p>Maintain internship and RA opportunities.</p> <p><u>Outcome:</u> increased proportion of students with research and industry experiences.</p> |

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| 1.3 | Work with external partners who show a commitment to the principles of the Equality Act. | <p>Amendment of paperwork for host placement organisations (2017-2018) to ask:</p> <ol style="list-style-type: none"> 1. <i>Does your organisation have an equal opportunities or equality and diversity policy addressing all the requirements of the Equality Act 2010?</i> 2. <i>Are all staff with managerial responsibilities required to receive equalities training covering the requirements of the Equality Act 2010?</i> | <ul style="list-style-type: none"> • Analyse return of data from host placement organisations; • Coordinate between EDI lead and placement team about messaging to host organisations to encourage them to meet these statements if not already implemented. | Placement team and EDI lead. | 2019-2021 | Annual review of data. Target for 2021-2022: >85% of placement organisations endorse yes to Question 1 >60% of organisations endorse yes to question 2. |
| 1.4 | Increase visibility and knowledge of science careers (and of Charter principles within those careers) amongst UG students. | <ul style="list-style-type: none"> • You Tube videos launched 2016-2019: ‘Psychology Career Pathways’: Academic career (1.4K views), Educational Psychologist (>28K views), Human Factors (views, 5.4k views), Occupational Psychology (4.5k views). • 8 careers podcasts with recent alumni: https://soundcloud.com/psychgraduates • PsyCardiff student society ran careers events with internal and external speakers as part of International Women’s Day, March 2019. • Clinical and Educational Psychology Practitioners deliver lecture content as part of team-taught courses in the final year of the UG degree and at Masters level (e.g. Childhood Disorders). | <ul style="list-style-type: none"> • New staff team formed to deliver schemes and activities linked to careers (e.g. seminars; professional placements) • Diversify role models to include PG students. • Diversify careers to include cyber security, robotics and related industries • Further emphasise integrated scientist–practitioner roles in UG and PG programmes. | Head of School Careers team Film Unit. Human Factors team. | <ul style="list-style-type: none"> • Further embedding within BSc/Masters curriculum during 2019-2020 academic session. • Gauge student response module evaluations 2019-2020. • Podcast and You Tube evaluation - rolling activity. | <p><u>Interim Measures:</u></p> <ul style="list-style-type: none"> • One new careers film and one new podcast per annum + downloads and views of videos and podcasts grows by 2,000 per annum. • Qualitative feedback shows that viewers understand the content and guides further content • PsyCardiff receive positive evaluations of their campaign activities for International Women’s Day 2020. • Realise a systematic method for tracking PG destinations of graduates |

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| | | | <ul style="list-style-type: none"> implement a systematic method to track destinations of UG students to PG programmes beyond Cardiff. | | | <p><u>Ultimate target outcome:</u></p> <ul style="list-style-type: none"> NSS satisfaction with the degree, particularly in relation to employability, remains high i.e. >90%. Increased applications by UG students to postgraduate courses by 10% per annum |
| 1.5 | <ul style="list-style-type: none"> Maintain funding for research postgraduate School studentships and maximise its use by leveraging externally funded studentships Ensure interviewers receive unconscious bias training. | <ul style="list-style-type: none"> Increase in School-funded position and externally funded positions Interviews conducted consistently by the same two staff (usually 1 woman, 1 man) plus the prospective supervisor. Chairs of interview panels and senior management completed unconscious bias training. Routine communication of funding opportunities to staff by Director of PGR. The Director of PGR holds an information session about postgraduate research degrees for undergraduate and Masters students in December each year, which is organised by the University careers service. | <ul style="list-style-type: none"> Protect the budget allocation and enhance our success with external funding sources and industrial partners Examine diversity of applicants and successful intake. Ensure further uptake of unconscious bias training by line managers. EDI lead and HR Advisor to monitor new EDI courses coming onstream at University level. | Head of School Director of PGR and HR advisor (delivery). EDI lead for training. | Annual budget allocation in June. Recruitment and oversight ongoing. | <p><u>Interim Measures:</u></p> <p>Allocation of budget to secure funded positions.</p> <p>New partnerships formed with external funders or industry</p> <p>Numbers of supervisors completing unconscious bias training: Target of 100% for PhD interview panel and admissions tutors.</p> <p><u>Ultimate target outcome:</u></p> <p>Number of PhD studentships on offer maintained at >20 per year.</p> |

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2. Postgraduate to Independent Researcher Transition: enabling early-career researchers to establish independence

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

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| 2.1 | For each PhD student and ECR we will enhance the most important predictor for successful applications to future research and academic posts: publications. | <p>Established annual PhD prize giving for Year 1 (Early Promise), Year 2 (Researcher of the Year) and Year 3 (Hadyn Ellis Prize). 2019 recipients included 3 women and one man.</p> <p>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. This priority is included in the paperwork. Staff are strongly encouraged to consider the PG/ECR colleague leading publications unless this is not warranted.</p> <p>Every PG supervisor and line manager of early career staff is required to discuss support needs and has SMART objectives for facilitating the stages toward publications.</p> <p>Implementation of a 2-day course on thesis to publication within 6 months of completion of the Doctorate in Education Psychology.</p> <p>Annual postgraduate conference (November) for all students to present papers and posters.</p> <p>Impact: 46% of 2020 REF submissions so far (i.e. the School's most important papers since 2014) are led or co-authored or by PGR students (up from 40% in 2014).</p> | <p>Measure impact of new PDR process on publication rates and student/ECR experience (using existing confidential feedback mechanisms via the PDR and annual doctoral monitoring schemes).</p> <p>Evaluate perceived value of postgraduate conference among students using feedback forms at the end of the event.</p> <p>59% of students on the research degree programme agreed that they were satisfied with their work-life balance in the 2017 survey. Work is needed with the PG community to understand the context of this figure and how</p> | <p>Head of School and PDR panel (delivery).</p> <p>Director of PGR and Professional Services affiliates.</p> <p>Directors of Research and PG Research;</p> <p>PG Reps and ECR Reps.</p> <p>EDI lead.</p> | <p>Evaluate outcomes annually as part of SMT meetings, gathering of PDR academic team, research away days and via the PGR academic and Professional Services team.</p> | <p><u>Interim Measures:</u> 90% student satisfaction with supervisor support for publishing (using analysis of annual monitoring forms)</p> <p>Publication rate for Postgraduate students and ECRs remains high.</p> <p>Significant PhD authorship on our most impactful papers (those returned to REF 2002).</p> <p>100% of postgraduate research students have presented at a national or international conference by their final year.</p> <p>>80% of students rate the School PG conference positively.</p> <p>Satisfaction with the research degree programme remains =/>90% in the 2019-2002 period.</p> |
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| | | Our research away day staff survey revealed that all staff who responded were publishing with their students and ECR colleagues. 90% of postgraduate students were satisfied with their experience of the Psychology research degree programme in a 2017 University survey (response rate, 51%); 90% agreed that they had a formal research plan which had been agreed with their supervisor. | satisfaction can be increased. | | | Achieve the above while also increasing <i>satisfaction with work-life balance among research students</i> (from 59% to over 75% by 2021). <u>Ultimate target outcome:</u> >90% success for PhD students and ECRs gaining postdoc positions, fellowships, academic or industry posts. |
| 2.2 | Enhance other predictors of job application success with an emphasis on grant/fellowship preparation; conference presentations and publications. | The School provides extensive support, iterative internal peer review and interview practice for all fellowship applications as well as bridge-funding. This approach is successful: we currently have 19 Fellows (see also Case studies). Since 2016, ECR fellowship awards have totalled £3.35M (48.5% women; 51.5% men). All PG students have allocated funding for conference attendance, have a dedicated seminar series for presentation experience and have opportunities to engage with outreach and interdisciplinary activities. PG students (and ECRs) with children can apply to the research committee for a discretionary travel award of £300 to assist with additional costs incurred by conference attendance (e.g. to cover additional childcare costs). | Invite ECRs to mock interview sessions and participate in IPR for colleagues preparing for Fellowship interview/equivalent Review recruitment processes for PG and ECRs to school committees. Evaluate the value of pitch-to-panel events using feedback immediately afterwards from the participants and data for grant | Head of School, Director of PGR and Director of Research. | Review of processes in 2020. Design and deliver 2021-2022. | <u>Interim Measures:</u> Student and post-doc satisfaction with skills training, teaching experience, knowledge exchange and other career-enhancing opportunities. Fair and well-advertised approach to recruiting staff and students to committees. Pitch-to-panel is shown to make a positive difference to grant capture and qualitative survey results |

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| | | <p>The Research Committee periodically hosts training sessions (e.g. Public Engagement training, pitch-to-panel for new grant ideas).</p> <p>PG and ECRs encouraged (via emails and e-bulletins) to observe the internal grant review panel for the Wellcome Trust Institutional Strategic Support Fund (2017-2019).</p> <p>PG students and ECRs are trained and supported to gain teaching and supervisory experience; students are paid for their contributions.</p> <p>All PG students and ECRs can access a wide range of free training courses, covering programming, data handling, imaging, statistics and many other research skills. Courses are published in a brochure and sent to all students with intranet sign-up.</p> <p>PG students and ECRs are represented in academic management (School Board, Research Committee, Staff Student Panel, School Plenary). There is an open invitation to attend the research away days and many do.</p> | <p>applications and success rates.</p> | | | <p>evidence value to participants.</p> <p><u>Ultimate target outcome:</u> >90% success for PhD students and ECRs gaining postdoc positions, fellowships, academic or industry posts.</p> |
| 2.3 | <p><u>Parental leave:</u> We will make up the shortfall in funding to cover a period of parental leave for ECR researchers where the external funder fails to provide this. Project permitting, this funding is used to extend the researcher's contract</p> | <p>Some funders already cover parental leave and thus cover an extension of post-doc contracts for the same duration. Where funders do not, the school undertook to pay when possible. The Head of School has also led in lobbying those funders to change practice (in funding and other rules: e.g. rules on start dates, changing %FTE and spending within certain budget years).</p> <p>The BLS College, Cardiff University, has endorsed a Returners Scheme that supports our School policy.</p> | <p>Ensure all current and new PhD students and staff are informed of policy and procedures.</p> <p>Evaluate uptake and perception of value among PG and postdoctoral researchers (see Case Study A for additional comments).</p> | <p>Head of School for lobbying. HR (for contracts)</p> <p>Research Committee. (for funds).</p> <p>PGR and ECR leads.</p> | <p>Implement: April 2016. Evaluation: December 2017. Adaptation as required 2018. Re-evaluation and revisions January 2019.</p> | <p><u>Interim measures:</u> knowledge of support available among PG students and postdoctoral staff (target 100%).</p> <p><u>Ultimate target outcomes:</u> ECRs who take parental leave receive commensurate contract extensions, where possible.</p> |

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| | <p>by the same duration as the leave.</p> <p>We facilitate a flexible return to work.</p> | <p>Line managers meet ECRs before leave is taken and schedule a pre-return meeting. Staff are retained on email systems, thereby receiving regular information and updates (or can nominate a different email address for correspondence).</p> | <p>Continue to lobby funders who do not provide parental leave assistance or have rules that restrict flexible working (often inadvertently; e.g. budget years).</p> | | | <p>PhD students and ECRs apply for the discretionary travel award and the scheme is evaluated positively.</p> <p>Eliminate explicit or implicit barriers to flexible and part time working.</p> |
| 2.4 | <p><u>Postgraduate students</u>: Improve mentoring, careers advice, visible role models, networking</p> | <p>PG seminar series includes sessions on applying for early career positions and on careers in academia, delivered by diverse staff (age, gender and topic).</p> <p>PG funding for conference attendance facilitates networks and wider role models.</p> <p>Quarterly town hall meetings with the Director of Postgraduate research.</p> <p>Where students raise concerns about supervision (perhaps as part of monitoring paperwork), the Director of PGR discusses and feeds back to students on action taken.</p> <p>All School hosted conferences must include male and female Chairs of sessions.</p> | <p>Consult PG representatives on EDI committee: (1) increase opportunities for staff-student interaction (2) increase knowledge of staff roles, responsibilities and visibility.</p> <p>Conduct student-led focus groups to establish what the School can do to (1) increase formal and informal social opportunities for staff-student interaction and (2) increase knowledge of staff roles and responsibilities and visibility of staff. (3) increase the value of</p> | <p>PGR Director</p> <p>EDI committee</p> | <p>2019 to evaluate and develop changes to existing processes.</p> <p>2019-2020 to implement changes and re-evaluate in autumn 2020.</p> | <p><u>Interim success measure</u>: SMART Actions are developed from focus groups.</p> <p><u>Ultimate target outcome</u>: >90% success for PhD students gaining postdoc positions, fellowships, academic or industry posts.</p> |

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| | | | our PG-facing initiatives. Host an annual one-day poster conference for first year PGRs. | | March 2020 for poster conference. | |
| 2.5 | <u>Post docs/ECRs:</u> Improve mentoring, careers advice, role models, networking. | <ul style="list-style-type: none"> • Line managers required to nominate a mentor for early career researchers. • Iterative internal peer review of all grant applications (applies all students and staff). • Pitch-to-panel informal sessions for embryonic ideas. • Two ECR staff (one woman – Case study A) serve as peer mentors. • Revised induction processes and named point of contact for ECRs. • Participants in the Wellcome Trust <i>Institutional Strategic Support Fund</i> at Cardiff: <ul style="list-style-type: none"> ○ 10 early career researchers have observed a grant review panel since the scheme started in 2017. ○ 39% success rate for applications to the scheme. ○ We have hosted 5 early career researchers via the <i>Reconnect with Science</i> award under this scheme over the past 3 years. | <p>Formal structure for supervision meetings that occur on at least a quarterly basis/responsive to need e.g. forthcoming interview.</p> <p>Appoint a member of academic staff to have oversight and represent ECRs.</p> | Director of Research and Head of School; EDI committee; ECR mentors. | 2020-2021 | <p><u>Interim success measure:</u> All ECR staff are confident in seeking advice from academic staff as measured using staff survey data.</p> <p>An academic member of staff is appointed to represent and support early career staff.</p> <p><u>Ultimate target outcome:</u> >90% success for early career researchers securing continuity of employment via research positions, Fellowships, academic and industry posts.</p> |
| 2.6 | Maintain range of opportunities for ECRs and academic posts through regular, fair recruitment (see also Action 4.2). | We achieve many grant funded ECR positions each year and have been targeting recruitment of academic posts at Lecturer level (rather than Professorial) since 2013 . | Provide further opportunities by increasing grant success (using internal peer review, pitch-to-panel sessions, mock | Head of School, HR Advisor. | Rolling training as part of induction and interview panel requirements. | <p>Annual review of numbers of post doc and academic positions recruited: 2019-2022.</p> <p>100% of staff who Chair</p> |

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| | | <p>Head of School, Chairs of interview panels, CUBRIC senior management team, EDI contacts, REF leads, among other staff have completed EDI training.</p> <p>Unconscious bias training has been implemented for interviewers to minimise risk of bias in recruitment.</p> <p>Frequent provision of half day training courses on Charing University Appointment Panels (which includes EDI principles).</p> | <p>interviews, cross-College activity, discussion and reflection of unsuccessful applications) and overall income (for academic positions).</p> <p>Further increase staff taking unconscious bias training and Chairs training using targeted emails from the School HR team.</p> <p>Investigate the appeal of the School to a diverse talent pool of applicants by analysing application data for the period 2016-2019.</p> | | 2019-2020 for all staff trained in latest online EDI modules. | <p>interview panels to be up to date with University training.</p> <p>Analysis of application data (2016-2019) does not show a gender difference for academic posts.</p> |
| <p>3. Independent Researcher to Field Leader/Professor Transition; supporting activities that underpin promotion Objective: To enable staff to achieve promotion and/or other indicators of esteem.</p> | | | | | | |
| 3.1 | Proactively identify staff who are ready for promotion and give all staff clear indication of readiness stage and achievements needed | <ul style="list-style-type: none"> We have parity in applications and success rates for eligible staff by gender. Our Performance Development Review (PDR) process includes an explicit question for the reviewer regarding promotion readiness with the requirement that clear objectives be set with the staff member. | Obtain feedback on the PDR meetings including satisfaction with discussion of promotion prospects. | PDR panel; HR Advisor; Promotion Committee; Head of School and School Manager. | | <p><u>Interim measures:</u> All staff have annual PDR.</p> <p>At least two women attend the Academic Promotions Development Programme in 2020 and in 2021.</p> |

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| | to enable promotion (reduce bias that exists when staff must put themselves forward). | <p>The PDR cycle (May) is timed to enable staff to prepare for the promotion application in the autumn.</p> <ul style="list-style-type: none"> • PDR panel comprising Head of School and eight Professorial men and women with diverse expertise who review PDR forms. • One-to-one PDR meetings by members of this panel with individual staff completed between April and May 2016-2019. • Convened a meeting of the Promotions Committee with Central University staff to agree best practice. • There has been a 13-week reduction in the length of the promotion process and introduction of a positive EDI statement stating applications are particularly welcome from applicants who identify as female and/or BAME. | <p>Identify eligible candidates (particularly women) for the Academic Promotions Development Programme and enable them to attend by supporting their application and adjusting barriers to attendance (e.g. committee attendance).</p> | | | <p><u>Ultimate target outcome:</u> Eligible staff achieve promotion with no evidence of bias by protected characteristics.</p> |
| 3.2 | Support staff in key activities that underpin esteem and promotion readiness. | <p>Holding accounts, task-focused mentoring (e.g. PhD studentships, and identifying needs in PDR; sharing expertise in publishing research.</p> <p>Recommending colleagues for esteem roles (grant panels etc) and leadership roles.</p> <p>Grant awards tripled in 2018/19 compared with average of previous years. A large portion (43%) of success is at pre-Professorial levels: total of £6M awarded to Lecturer/Senior Lecturer/Readers 2018/19 compared with £1.2M (18%) in 2015/16.</p> <p>Mock interviews for grant panels (evaluated positively by staff)</p> <p>School and University research leave schemes.</p> <p>Internal peer review of grant applications and manuscripts that have 4* potential.</p> | <p>Evaluate staff experience of PDR, IPR and other support systems.</p> <p>Ensure gender balance now established up to grade 8 (SL/Reader) gains more traction into professorial level.</p> | <p>Head of School, Director of Research and PDR panel.</p> <p>Promotion comm. EDI committee for evaluation of process and outcome.</p> | <ul style="list-style-type: none"> • July 2020 for evaluation of PDR. • Autumn 2020 for evaluation of University leave scheme. • Autumn 2020 and 2021 for review of promotion outcomes. | <p><u>Ultimate target measure:</u> Eligible staff achieve promotion with no evidence of bias by protected characteristics.</p> <p>Especially: Evidence of traction between Senior Lecturer/Reader and Professorial grades with no evidence of a gender bias.</p> |

| # | Action | Progress to date | Additional work to undertake | Staff role | Timescale | Success Measure |
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| | | Established workload model with early career academic allowance (which will be standardised across the University for 2019-2020). | | | | |
| 3.3 | Provide additional support for parents and carers to achieve esteem and promotion readiness. | <p>Parental leave support: Half-loads for teaching and admin are formalised during pre-leave planning.</p> <p>Negotiated research assistant support during absence, return to work meetings, Keeping in Touch days (KIT).</p> <p>Training and development and staff briefings are not scheduled during school holidays where possible.</p> | Staff survey of impact of periods of leave, evaluation of current support, additional support needed. Future actions to be developed in response. | Head of School; HR Advisor. EDI committee for staff feedback on return to work. | Return to work meetings and PDR continue to provide evidence for staff satisfaction and efficacy of scheme over next 4 years. | <p><u>Interim measure:</u> PDR identifies SMART actions for staff that facilitate promotion readiness.</p> <p><u>Ultimate target outcome:</u> All staff who have taken parental or caregiver leave achieve promotion <u>OR</u> other major indicators of esteem (e.g. external grant funding; major research output; journal Editorship/Associate Editorship; award for impact/innovation; RCUK panel membership; government consultation; international collaboration) within two years of return of work.</p> |
| 3.4 | Provide additional support for new lecturers to establish independent academic careers and achieve esteem and promotion readiness | <p>Half-teaching loads for new lecturers, start-up packages, funded PhD students, holding accounts.</p> <p>Induction and PDR processes improved. Buddy support for all new staff. Internal peer review and mock interview practice for all staff making applications for funding.</p> | The PDR scheme identifies specific areas for provision of staff support e.g. with impact generation, triggering additional support within 3 months. | Head of School, School Manager. Research and EDI committee to consider staff support. | 2020 for interim measure, which is maintained or exceeded into 2021 and 2022. | <p>Interim measure: An increase in the percentage of positive responses to the statement, 'My line manager/PDR lead helps me to set and review clear objectives' from 68% (2017) to over 90% (2019 –</p> |

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| | | <p>Leadership opportunities are advertised School-wide and uptake encouraged as part of Head of School one-to-one meetings and PDR.</p> <p>Workloads are adjusted where appropriate (e.g. courses/schemes with several weeks' time commitment).</p> <p>All staff (14) who arrived since 2016 (7 women, 7 men) are on course to be included in REF 2021, 9 (6 women) with likely 4* papers and 4 (3 women) involved in impact case studies. A further 12 (7 women, 5 men) have submitted major grant bids, with 8 (4 women) major successes so far, including 4 (2 women) fellowships/salary enough to enable >90% time to be research-focussed.</p> | <p>Review processes to manage the annual monitoring experience to ensure high levels of consistency of experience and staff satisfaction.</p> <p>Identify new training opportunities.</p> | | <p>Ultimate target outcome: autumn 2020.</p> | <p>results expected early 2020).</p> <p>Ultimate target outcome for academic staff: All academic staff have evidence of major indicators of esteem (e.g. external grant funding; major research output; journal Editorship/Associate Editorship; award for impact/innovation; RCUK panel or notable committee (e.g. British Psychological Society; Experimental Psychology Society) membership; government consultation; significant collaboration at national or international level.</p> |
| 3.5 | School management team aim for committees and leadership roles to include a diverse membership of academic and professional services staff based on gender and career stage through an annual | <p>Head of School and School Manager review workloads every Spring following all-School PDR meetings.</p> <p>Preferences for roles and responsibilities are considered as part of role allocation in response to PDR meetings.</p> <p>The School Board agreed in November 2019 to act in relation to Committee structure and leadership roles and will take steps to introduce change in how committee Chairs/leader roles are appointed. A term of</p> | <p>Increase knowledge of staff skills and appetite for committee membership and leadership roles</p> <p>Review PDR reports in May 2020 and invite potential candidates to discuss leadership roles</p> | Head of School and School Manager. | 2019-2020 | <p><u>Interim Measure:</u> A SMART Action plan is developed for senior role succession planning (e.g. Director of Undergraduate Teaching; Research; Chair of Boards).</p> <p>The workload tariff for new lecturers who join committees/take on</p> |

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| | review event. Committee Chairs to proportionally represent women. | office of 4-5 years will be introduced, alongside a phased replacement over a 12-month period, to include shadowing. | Review processes for ECR membership of Committees with a view to making changes that are fair. | | | management activity is weighted to reflect preparatory work and impact. Committee membership increased among ECR staff from 2 to 4. SMART action plan for committee membership and School management is successfully implemented over a 3-year period. <u>Ultimate target measure:</u> traction between Senior Lecturer/Reader and Professorial grades with no evidence of a gender bias. |
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4. Empowering professional support staff to grow from apprentice to manager and School-Wide Community Action:
Objective: To increase knowledge of the personal relevance of the Athena SWAN charter across the School community and to enable PS to achieve their career goals.

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| 4.1 | Proactively support and upskill Professional Services staff according to individual career aspirations. | <ul style="list-style-type: none"> Leading engagement with apprentice scheme in University (e.g. Hannah Parker mini-case study). PS staff enabled to take up secondment opportunities via their line manager and School manager support. The School has supported 4 successful re-grading applications since 2016. | <p>Mentoring system for new starters. This exists in part already. Ensure that all new starters are allocated a suitable School mentor.</p> <p>Quarterly Personal Development Review</p> | School Manager. | 2019-2020 | Feedback from new members of the Professional Services team who complete a 'Welcome to Psychology' survey within 6 months of joining the team showing an 80% (or higher) satisfaction rate |
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| | | <ul style="list-style-type: none"> PS team leaders proactively map staff development needs with training courses. A two-week standard induction process for all new starters, including work shadowing to learn team roles. PS staff away day to enhance knowledge of other roles. | <p>Delivery and facilitation of training on relevant subjects, where the topic set evolves in response to challenges or requests e.g. change management, IT systems, purchasing.</p> <p>Creation of clear talent pipelines for Professional Services team members, where, with support from their line managers, they can identify clear pathways for progression (within/ outside the School). This involves supporting the regrading of roles where appropriate and supporting development opportunities e.g. secondments.</p> | | | <p>with their induction experience.</p> <p>Professional Services team members achieving 90% of their PDR objectives within the timeframes agreed by the 2021 review cycle (as a result of SMART objectives being set in a consultative manner involving meaningful conversation with between team members and their line managers).</p> <p>Ultimate target measure: 90% Career progression achieved according to time-bound individual goals set in PDR (e.g. regrade/promotion in 2 years; managerial role in 4 yrs).</p> |
| 4.2 | Increase Professional Services inclusion, engagement and staff satisfaction. | <ul style="list-style-type: none"> PS staff included in all school decisions through committee membership, team meetings and away days. Suggestion boxes. | <p>Enhance inclusion of staff at grades 1-4 in decisions.</p> <p>360-degree feedback introduced for line</p> | School Manager. | | <p>PS staff input recorded in the minutes of committee meetings.</p> <p>Staff satisfaction is >80% to questions like, 'My line</p> |

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| | | <ul style="list-style-type: none"> • Monthly managers meetings and Professional Services team meetings. • Appointed a Professional Services colleague as a dignity and wellbeing contact from the existing EDI committee (Jodie Franklin) to signpost colleagues to the appropriate advice and guidance. • PS staff away day to enhance integration (partly via knowledge of other roles, as above). | managers, as a way of gathering feedback from a range of people (peers, academic colleagues) in a positive way with clear parameters to support the development of relevant and worthwhile objectives. | | | manager listens and takes appropriate account of my views and ideas'; 'I am able to suggest changes which help the University'. |
| 4.3 | Enhance inclusion in School decision-making and community | <p>Staff are given advance notice of plenary and school board agenda items.</p> <p>Schedule committee meetings outside of school term holidays, with dates circulated at start of year.</p> <p>Head of School sends emails with announcements, requests for comment or with key issues affecting staff.</p> <p>Head of school insists all major decisions taken in any committee have school-wide opportunities for input from beyond that committee</p> <p>SMT notes are shared via the intranet.</p> <p>Staff plenaries in Week 0 (of each semester) to share changes to School practice and policy.</p> <p>Tower Times e-newsletter launched for students in Autumn 2019.</p> <p>Instigated tri-annual staff briefings (academic and PS staff) in 2019 to improve communication. Meetings are held in CUBRIC and Tower.</p> | <p>Form working parties to compile factual data required for briefings.</p> <p>Matters arising from the action plan to be communicated at school briefings, away days and the bi-annual School plenary.</p> <p>Summary of plans is presented on the staff intranet and staff are signposted to this information.</p> <p>Feedback from student representatives is positive about e-newsletter.</p> | Head of School; School Manager. | <p>Tri-annual plenary and staff briefings.</p> <p>Staff survey to measure impact since 2017.</p> | <p>Increased positive ratings of communication as part of annual surveys:</p> <p>For example, staff: <i>I have the opportunity contribute my views before changes are made which affect my work</i>: 54% agreed in 2017 staff survey increased to 75% agreement by staff in autumn 2020 survey.</p> <p>For example, students: <i>Staff value student's views and opinions about the course</i>: 80% agreement in NSS 2019 increased to 85% in NSS 2020.</p> |

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| 4.4 | Further enhance fair recruitment | <p>Consistent use of a decoder tool at recruitment to ensure appropriate and gender-neutral language is used in advertising material and supporting documentation.</p> <p>Implemented in 2018 and will be reviewed for impact in 2020.</p> | <p>Comparisons of the average gender split of applications before and after, per area, to measure if the more gender neutral adverts have impacted on our applicant pool.</p> | Institutional lead (HR Business Partners & Recruitment Manager); EDI School contact, HR Manager. | Annual review in July. | Applicant pool increases in diversity as a function of gender. |
| 4.5 | <p>Increase school-wide knowledge of EDI and Athena Swan charter, action plan and ethos</p> <p>Implement the 2019-2022 Action Plan and communicate developments with staff.</p> | <p>Undergraduate and postgraduate induction for 2019-2020 has been revised to include Athena SWAN as part of training sessions on Equality, Diversity and Inclusivity.</p> <p>Dr. Travis Proulx has revised the induction materials and procedures and serves as a point of contact for new staff.</p> <p>Staff are trained in EDI ethos, roles and responsibilities Calendar of tri-annual EDI committee meetings for 2019-2020 scheduled.</p> <p>Equality, Diversity and Inclusivity is the first standing item at the quarterly School Board meeting.</p> | <ul style="list-style-type: none"> • EDI information may not be retained if only delivered during induction week. More work is required to embed knowledge with students and new staff. • Promotion of initiatives at away days and plenaries. • Scrutinise guidance from ECU including silver and gold award institutions that showcase best practice. | Head of School, School Manager Travis Proulx; EDI committee | <p>Implement plan of work. Autumn 2019-Spring 2020;</p> <p>Evaluate success using staff surveys and student focus groups Autumn 2020;</p> <p>Revise action plan considering feedback: Spring 2021.</p> | <p>Increased levels of student and staff knowledge of Athena SWAN principles to 90%</p> <p>All new staff are satisfied with their experience of induction.</p> <p><u>Ultimate aim:</u> deliver all aspects of Athena Swan action plan.</p> |

