### Description of issue

#### 1. Representation

This strand of our Action Plan focuses on the representation and voice of females within the Department.

#### 1.1 The Department does not have an Equality and Diversity Officer. We believe that a single individual could most efficiently coordinate information required for monitoring gender balance and disseminating relevant information. This person will sit on the Athena SWAN team.

- **Action already taken Nov 2014**
  - Administrative role of Equality and Diversity Officer created.

- **Further action required**
  - a) Include role description in staff handbook;
  - b) Develop an Equality and Diversity factsheet for online staff handbook to be used at staff induction, including information about training, best practice, parental leave etc.;
  - c) Provide annual report to Management Group on student and staff gender balance (see action points below).

- **Person(s) responsible**
  - Kate Cain (E&D officer)

- **Timescale**
  - a) & b) ready for start of next academic year (Oct 2015)
  - c) Ongoing

- **Success measure**
  - a) Role description completed.
  - b) Factsheet for induction.
  - c) Annual report.

#### 1.2 Lack of formal mechanism to raise issues for particular groups of staff: women and also Early Career staff (majority female).

- **Action already taken Nov 2014**
  - a) Invite all female staff to a termly meeting.
  - b) Invite all Early Career staff to a termly meeting.

- **Further action required**
  - a) Invite all female staff to a termly meeting.
  - b) Invite all Early Career staff to a termly meeting.

- **Person(s) responsible**
  - a) Kate Cain (E&D)
  - b) Lara Warmelink (ECR rep)

- **Timescale**
  - a) Ongoing
  - b) Ongoing

- **Success measure**
  - At least one meeting of each to be held each term.

  Issues brought to Athena SWAN meetings.
2. Recruitment. This strand of our Action Plan focuses on recruitment activities for all categories of students and academic staff.

<table>
<thead>
<tr>
<th>2.1 For PGT and PGR applications, the offer to accept rate varies by gender, year to year.</th>
<th>Monitor gender balance of student intake at all levels (UG, PGT, PGR): collect data each year and look at 5-year trends to identify if action is needed.</th>
<th>UG: UG administrator PGT &amp; PGR: PG administrators. These administrators will send information to Kate Cain (E&amp;D officer).</th>
<th>Ongoing: Athena SWAN team will evaluate the information and report to Management Group each year.</th>
<th>Annual report to first Management Group of second term each year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 We have a high proportion of female research staff but we are unable to determine if the gender balance is the same across different grades.</td>
<td>a) Request gender by grade. b) Monitor gender balance by grade year on year to identify trends and if there is a need for action.</td>
<td>Kate Cain (E&amp;D).</td>
<td>a) 2015 b) Ongoing</td>
<td>Annual report to first Management Group of second term each year.</td>
</tr>
<tr>
<td>2.3 Women are well represented at research and Lecturer level but not at more senior grades.</td>
<td>We propose a number of actions: a) We will request job application and shortlisting data for academic positions to be broken down by grade, as well as gender, to identify where the drop occurs, b) We will review our publicity materials and compare with national competitors to identify areas of bias, a) and b) Kate Cain (E&amp;D) c) Research Committee, as and when appropriate</td>
<td>a) and b) to be reviewed at Spring 2015 meeting of Athena SWAN c) when next</td>
<td>a) &amp; b) discuss annually at Spring meeting of Athena SWAN and report any proposed actions to Management Group.</td>
<td></td>
</tr>
</tbody>
</table>
c) We will actively encourage female academics to apply for senior positions.

c) even balance of female and male applicants.

c) even balance of female and male applicants for senior positions.

We hope that these measures result in an increased proportion of females appointed to senior posts by end of 2018.

| 2.4 Not all staff have completed training courses on Recruitment and Equality and Diversity. | All staff encouraged to attend Recruiting the Best course. | a) All staff will be required to complete the Recruitment training (or refresher course). b) All staff will be required to complete the Equality and Diversity online training module. | Helen Metcalfe (Department Administrator) & Kate Cain (E&D). | a) September 2016 b) September 2016 | a) 100% completion rate within 3 months of contract; b) 100% completion rate within 3 months of contract. |

| 3. Career development. This strand of our Action Plan focuses on the opportunities for career development for students and academic staff. | 3.1 We note variable outcomes for UG, PGT, and PGR by gender. | a) Monitor gender balance of student outcomes year on year to identify consistent trends; b) Where trends exist, identify reasons. | a) UG and PG administrators to collate information for Athena SWAN team a) and b) | Ongoing | Discuss in Autumn term meeting of Athena SWAN team annually. |
### 3.2 Performance Development Reviews (PDRs)

Performance Development Reviews (PDRs) are the main mechanism for the identification of candidates for promotion but we may not be putting these to best use.

<table>
<thead>
<tr>
<th>Action</th>
</tr>
</thead>
</table>
| a) Reviewer training to ensure that we adopt best practice and use PDRs to identify candidates for promotion and areas of development needs in order to build a case for promotion.  
  b) Develop a clear procedure to ensure HoD input on actions identified in PDRs. |

**Personnel**:  
- Helen Metcalfe (Department Administrator) & Kate Cain (E&D)  
- HoD  

**Timeline**:  
2015-2016 for current staff and then ongoing  

**Evidence**: Evidence of role requests to HoD in order to build cases for promotion.

### 3.3. Development of internal research networks.

We have established research groups.

<table>
<thead>
<tr>
<th>Action</th>
</tr>
</thead>
</table>
| a) Research Groups to hold an initial meeting to discuss remit of group.  
  b) Raise awareness of support provision to develop papers and grant applications. |

**Personnel**:  
- Research Group leads  

**Timeline**: Ongoing  

**Evidence**: a) all staff to be invited to meeting of Research Group at least termly.  
- b) Reviews of papers and grant applications for all staff

### 3.4 Additional training to support career development was requested.

<table>
<thead>
<tr>
<th>Action</th>
</tr>
</thead>
</table>
| a) We will set up and use an ECR Moodle site to target information and training to ECRs.  
  b) We will publicise the University Research Staff Association to all contract researchers and encourage them to get involved.  
  c) We will expand New Tricks seminar slot to include workshops on careers, promotions, grant writing, etc. depending on specific needs identified by early career |

**Personnel**:  
- Lara Warmelink (ECR rep) and Jenny Harding (Research Administrator)  
- Jenny Harding (Research Administrator)  

**Timeline**: Ongoing  

**Evidence**: a) regular postings to site  
- b) 1 event per term
### 3.5 We need to develop our PGR pastoral support. Gender balance of supervisory team has not been monitored to date.

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible Party</th>
<th>Due Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) PGR internal person needs to be identified and combined with GTA support role.</td>
<td>HoD/Management Group</td>
<td>a) 2015 for creation of role and then ongoing support</td>
<td>a) Role confirmed for next academic year. b) Report on gender balance and action taken if required.</td>
</tr>
<tr>
<td>b) Monitor gender balance of supervisory teams.</td>
<td>Director of PGR</td>
<td>b) Ongoing</td>
<td></td>
</tr>
</tbody>
</table>

### 3.6 Females are more likely to engage in school outreach work and these activities are not all recognised in the workload model.

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible Party</th>
<th>Due Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Review our workload model to ensure that the amount (Hours) of allocation given to each task (e.g. Outreach) is a correct representation of the actual time spent. b) Examine consolidation of roles to create more significant role that might benefit case for promotion.</td>
<td>HoD/Management Group</td>
<td>By 2016</td>
<td>Review undertaken by June 2015. Changes in duties and allocation made, if appropriate.</td>
</tr>
</tbody>
</table>

### 3.7 Perceived differences in gender balance for different types of teaching.

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible Party</th>
<th>Due Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor allocation of teaching to ensure gender fair.</td>
<td>UG and PG administrators to collate information for Athena SWAN team</td>
<td>Ongoing</td>
<td>Discuss in annual Summer term meeting of Athena SWAN team. Report sent to Management Group. Action for next academic year.</td>
</tr>
</tbody>
</table>
4. **Promotions practice.** This strand of our Action Plan stems from our concern about the drop-off in female academics at senior levels and lower promotions success rate of female staff.

4.1 There is a significant drop off in female academics past Lecturer grade.

| a) Review of successful and unsuccessful cases for promotion comparing female and male academics for time in post, productivity etc. |
| b) Review how individuals are identified for promotion and build into the annual PDR. |
| c) Develop workshops to disseminate information on promotions etc. |

| Athena SWAN team and Department Management Group | 2015-2016 |

Recommendations for promotion identification and case building and targeted workshops. Our ultimate success measure would be an increase in percentage of successful applications for promotion by female staff.

5. **Transitions.** This strand of our Action Plan focuses on transitions and how best to support staff when starting a new post, returning from leave, etc.

5.1 It is not clear if female academics leave Lancaster for gender-related reasons.

| Refine exit interview/questionnaire to identify why academic staff leave, where they are headed to next, and to flag gender-related issues e.g., childcare, slow career progression, etc. |

| Athena SWAN team | 2015 |

Identification of reasons why staff leave to inform further action. Our ultimate success measure would be evidence that staff do not leave for gender-related reasons.

5.2 In recent years, a

| Identify what additional resources would be | Management | 2015/2016 |

Bid for additional
<table>
<thead>
<tr>
<th>high proportion of females have taken maternity/adoption leave and the Department has experienced a lack of cover for teaching and administrative roles.</th>
<th>required to provide teaching and administrative cover during absence (maternity cover) and on return to work so as not to disadvantage other groups of staff.</th>
<th>Group/HoD</th>
<th>resources to support maternity cover, if appropriate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3 Although staff returning from maternity leave are given reduced teaching and administrative duties to get their research back on track, a clear published policy on maternity leave and return to work would be beneficial for the Psychology Dept.</td>
<td>a) Staff required to engage with HoD and mentor (if appropriate) before leave to develop a management plan for before, during, and after periods of significant leave, as per University guidelines. b) Feed into development of University policy.</td>
<td>a) All staff b) HoD</td>
<td>Ongoing Clear management plans for leave.</td>
</tr>
<tr>
<td>5.4 Mentoring is ad hoc and not provided within the Department for more senior staff.</td>
<td>We propose a number of initiatives: a) identify new staff member’s mentoring needs, b) Identify what training is required for mentors, c) Recognise mentors’ contributions in workload, d) Raise awareness of University mentoring scheme for all staff at transitions: new, return to work, leadership, etc.</td>
<td>a &amp; b) mentors c) HoD</td>
<td>2015 a) Meeting with new staff to discuss mentoring needs; b) meeting with (potential) mentors to identify training or support requirements; c) Management Group to consider workload credit; d) Include</td>
</tr>
<tr>
<td>5.5 We lack an online staff handbook to support our induction process.</td>
<td>Develop a staff handbook that includes links to key University information on training, flexible working, etc.</td>
<td>Helen Metcalfe (Department Administrator) and all staff</td>
<td>September 2015</td>
</tr>
</tbody>
</table>