

Psychology Department Athena Swan Action Plan

The Action Plan reflects on actions that have been taken in response to our Bronze Application, and details our proposal for further action in these areas. Action points unrelated to our Bronze application are in orange cells.

Action	Planned Action/Objective	Action already taken at November 2017	Further action required at November 2017	Responsibility	Timescale		Success Measure
					Start	Review/End	
1.	Representation. (Representation & Voice of Females in the Department)						
1.1	Create position of Equality & Diversity Champion	Role description created.	Increase visibility of EDI in the Department, and formal reporting of related issues through: <ul style="list-style-type: none"> a) Formalising EDI role on Athena SWAN committee to consider range EDI issues. b) Hold annual EDI event. c) Create & maintain EDI webpages with links to useful information. 	Chair of SAT SAT EDI Champion	a) Oct. 2017 b) Term1, 2017 c) End 2017	Ongoing Annually Ongoing	Well attended EDI event. EDI issues raised for action. Improvement in staff perceptions that Department promotes a culture of equality and inclusion as measured by Department 2019 survey (in 2017, 76.2%)

							females agree, 60% males agree, 66.7% no gender disclosed agree). Aim is for a 90% (minimum) staff agreement.
1.2	Create events for particular groups of staff to raise issues	Two termly lunches: WiS and ECR. Our survey showed that 68.5% of female staff found the WiS lunch effective for raising issues, and 83% of staff with up to 2 years' employment found the ECR lunches effective for raising issues.	Increase visibility of the actions taken in response to these events, especially women's lunches, by reporting updates in the Department's Weekly Digest, in addition to normal reporting at staff meetings.	Chair SAT, ECR Rep	Term 1, 2017	Termly.	Reports from lunches to AS committee, then Strategy Group, then staff meeting. In addition to reports in Weekly Digest. Increase in staff perception that WiS lunches are effective for raising issues (as measured by Department survey, 2019). Aim is for 90% (minimum) staff agreement.
1.2.1	Raise awareness of Athena SWAN among students	We do not have an event that raises awareness of Athena SWAN beyond the activity of our student reps on SAT.	a) Arrange annual Athena SWAN presentations for all students (UG, PGT, PGR) and have representative (EDI and Athena SWAN) at relevant	SAT	November 2017	Annually	Presentations delivered annually.

			<p>Department events (e.g., Anti-Bullying week).</p> <p>b) Work with University EDI committee to develop a video on Athena SWAN that will be accessible to all students, and placed on our EDI webpages.</p>	SAT	2018	2018	Video produced and placed on Psychology's EDI webpages.
1.3	Monitor composition of committees and develop mechanisms to enable adequate representation of females and junior staff.	Assigned Impact Champion and ECR roles to women on research committee.	<p>Increase number of females on research committee, and ensure sustainability of senior female representation on all committees. To do this, we propose to:</p> <p>a) Make Equality and Diversity Officer a member of Research Committee to raise issues about diversity.</p> <p>b) Identify female academics who are potential Research Group Leads (and other more senior leadership roles, such as committee chairs) and support their leadership development for these roles through OED training and external coaching.</p> <p>To increase the number of males (and member generally) on our Athena SWAN committee, we propose to:</p> <p>c) Send out an open invitation to all students and staff to join the SAT, and by targeted recruitment of male staff.</p>	<p>HoD</p> <p>HoD and Academic Development Leads</p> <p>SAT</p>	<p>October 2017</p> <p>November 2017</p> <p>October 2017</p>	<p>Ongoing</p> <p>Annually</p> <p>Ongoing</p>	<p>EDI Champion listed as committee member.</p> <p>More female academics on Research Committee and in leadership roles across the department.</p> <p>Increase male representation on SAT from 23% (current) to</p>

							40% (this is more representative of the number of male staff).
2. Recruitment. (Recruitment Activity for all categories of students and academic staff)							
2.1	Monitor gender balance of student intake at all levels.	Monitored student data over 3 years.	<p>a) Continue to monitor trends in student recruitment at all levels.</p> <p>b) Continue to monitor publicity materials to ensure that we feature both males and females.</p> <p>c) Continue to ensure that male and female academics participate in recruitment activities through a working rota and carer budget (see action point below).</p> <p>d) Recruit male UG ambassadors to help at OD/AVDs (we currently struggle to recruit male ambassadors).</p>	<p>SAT</p> <p>EDI Champion, M&PE, PGT committee</p> <p>HoD, M&PE</p> <p>M&PE, EDI Champion</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>November 2017</p>	<p>Annually</p> <p>Annually</p> <p>Annually</p> <p>Ongoing until effective strategy developed</p>	<p>Data on student recruitment numbers reported annually to Athena SWAN committee and Strategy Group.</p> <p>Annual update to Strategy Group by M&PE Chair.</p> <p>Report on staff representation by M&PE Chair to Strategy Group.</p> <p>Successful recruitment of male ambassador to help at OD/AVDs.</p>

			<p>To reach out to a wider participant pool of prospective students, we propose to:</p> <p>e) Make clear that a range of A level subjects, particularly Science (taken by a large proportion of males), can support a psychology UG degree and that A level psychology is not essential</p> <p>f) Showcase range of career paths that Psychology can support to demonstrate its utility to a range of students.</p>	<p>M&PE, all staff</p> <p>M&PE, PGT committee</p>	<p>2018 recruitment events</p> <p>2018 recruitment events</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Annual report to Strategy Group.</p> <p>Annual report to Strategy Group.</p>
2.2	High proportion of female research staff. Not clear if gender balance same across grades.	Monitored trends. 70% females at Grade 6 (RA) and 56% females at Grade 7 (SRA).	Continue to monitor gender balance among research staff by grade.	SAT	Ongoing	Annually	Annual report to Strategy Group.
2.3	Females well represented at research and lecturer level, but not at more senior grades.	Included positive action statements in adverts. Contacted prospective applicants directly and via mailing lists.	<p>a) Include case studies of staff supported through Athena SWAN-led initiatives and/or EDI on webpages.</p> <p>b) Ensure recruitment materials contain gender neutral language.</p>	<p>EDI Champion</p> <p>Chair SAT and DO, to produce templates. Appointing staff (i.e., line managers) to follow guide.</p>	<p>2018</p> <p>End 2017</p>	<p>2018</p> <p>Ongoing</p>	<p>Case studies on Department webpage.</p> <p>Template person specifications for different grades. Increase in number of female</p>

			<p>c) Highlight Unconscious Bias in our new staff and PGR student induction process using: i) briefing document to feature in staff handbook and ii) Royal Society Unconscious Bias video. We will also run a session on Unconscious Bias training, led by external experts, every 2 years.</p> <p>d) Advise Department selection panels about gender bias in publication profiles and actions that can be taken, for example, by considering only criterion that exclude self-citations.</p>	<p>Chair SAT, DO</p> <p>HoD</p>	<p>January 2018</p> <p>December 2017</p>	<p>Ongoing (new staff) Annually (existing staff)</p> <p>Ongoing</p>	<p>applicants for senior posts.</p> <p>100% completion rate.</p> <p>Department practice developed to raise awareness of gender bias in publications.</p>
2.4	Not all staff have completed courses on Recruitment, and Equality and Diversity	All staff are required to attend both training courses.	Encourage remaining staff to complete these training.	HoD, line managers (PDR reviewers)	Ongoing	Annually	Maintain 100% completion rate for EDI and increase recruitment training to 100%.
2.5	Research staff are not represented on interview panels	Research staff are not named members of interview panels.	Allow research staff to sit on interview panels, where appropriate. Ensure they complete recruiting the best training.	HoD, DO	December 2017	Ongoing	Ensure research staff are aware of, and have completed (100%), required recruitment training. Draft

							practice document.
3.	Career Development. (Opportunities for career development for students & staff)						
3.1	Variable student outcomes by gender across all levels	Monitor gender balance of outcomes across all years.	<p>a) Continue to monitor trends.</p> <p>b) Collect information on the support received by students and their perceptions of this.</p>	<p>UG & PGT committee</p> <p>UG, PGT & PGR Committees</p>	<p>Ongoing</p> <p>June 2018</p>	<p>Annually</p> <p>Annually</p>	<p>Annual report to Strategy Group.</p> <p>Annual report to Strategy Group.</p> <p>p</p>
3.1.1	Student engagement in career related events	We offer different career related opportunities (e.g., UG drop-ins, Psychology Employability Programme), but do not systematically monitor uptake.	a) Monitor attendance at career related events. Impress on students who do not attend why these are useful opportunities and encourage participation. Track the destination of students who draw on these facilities.	UG committee	2017	Ongoing	Annual report to Strategy Group.
3.2	Performance and Development Reviews (PDRs) may not be being implemented to ensure maximum support for promotion preparation	All Department PDR session; staff encouraged to attend reviewer training, introduced Academic Development Leads, research staff line managers reminded to discuss career progression in PDRs.	<p>a) All line managers will be required to complete reviewer training.</p> <p>All non-line managers will be encouraged to complete the training.</p>	<p>DO</p> <p>DO</p>	<p>End of 2017</p> <p>March 2018</p>	<p>End of 2017</p> <p>Ongoing</p>	<p>100% completion rate for existing line managers.</p> <p>Increase in completion rate among non-line managers to a minimum of 75%.</p>

			<p>b) HoD will grandparent all academic PDRs to ensure career development discussed. Where it has not, leads will be asked to follow this up outside of PDR.</p> <p>c) Line manager of professional/support staff will continue to emphasise career development.</p> <p>d) Chair SAT will grandparent SRA/RA PDRs to ensure career development has been discussed (see action point below).</p>	<p>HoD</p> <p>Line managers</p> <p>Chair SAT</p>	<p>Next round of PDRs – September 2018</p> <p>Ongoing</p> <p>Next round of PDRs, 2018</p>	<p>Annually</p> <p>Annually</p> <p>Annually</p>	<p>Annual report to Strategy Group.</p> <p>Annual report to Strategy Group.</p> <p>Annual report to strategy Group.</p>
3.2.1	Support for Professional Services Staff	Some Professional Services staff perceive a lack of opportunity for career progression.	<p>a) Engage with LU wide project on Professional Services Review Project.</p> <p>b) Review current role profiles of Professional Services Staff and apply for ex gratia payments (as a means of recognising their contributions), where applicable.</p> <p>c) Professional Services line manager workshop to share best practice and develop consistent practice for supporting this group.</p>	<p>Professional Services Staff</p> <p>DO, HoD</p> <p>DO, HoD</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Spring 2018</p>	<p>Ongoing</p> <p>Annually</p> <p>Done</p>	<p>Final report with action points produced by working group.</p> <p>100% of eligible Professional Services staff receiving ex gratia payments.</p> <p>Best practice document developed. Annual report to Strategy Group.</p>

			<p>d) Encourage Professional Services Staff to undertake external training and development (e.g., MAs in job related area).</p> <p>e) Examine how Department can support training for alternative careers.</p>	<p>Line managers, DO</p> <p>SAT, DO, HoD</p>	<p>2018</p> <p>2018</p>	<p>Annually</p> <p>Annually</p>	<p>Annual report on uptake to Strategy Group.</p> <p>Report to Strategy Group.</p>
3.2.2	Development of SRA/RA line managers	We have a number of line managers responsible for different SRA/RA staff. Practices vary across line managers and some may not be aware of all their responsibilities.	<p>a) Develop check list of things to be done (based on concordat) and incorporate into probationary agreements for RAs.</p> <p>b) Training on responsibilities of line management.</p>	<p>Chair SAT, HoD and DO</p> <p>HoD, DO</p>	<p>January 2018</p> <p>Spring 2018</p>	<p>Ongoing</p> <p>Done</p>	<p>Increased number of RAs securing independent funding (including pump priming funds in department) and academic posts.</p> <p>Training documents produced. 100% completion rate for line managers.</p>
3.3.	Development of internal research networks.	Regular group meetings. Research Away Days. 53% feel part of their research group (50% academic staff and 83% SRA/RA staff).	<p>a) Provide centralised support to help groups set up regular meetings, writing days.</p> <p>b) Develop formalised support/practice for action</p>	<p>Research Committee</p> <p>Research Committee</p>	<p>January 2018</p> <p>2018</p>	<p>Ongoing</p> <p>Annually</p>	<p>Annual report to Strategy Group on uptake of support.</p> <p>Annual report to Strategy Group.</p>

			<p>following unsuccessful grant applications.</p> <p>c) Draft 'Best Practice' for research (and teaching) away day that offers guidance on the timing and location of these events to make them accessible to all.</p>	SAT	2018	2018	Away day practice developed.
3.4	Additional training to support career development.	Internal seminar on promotions and writing grants; PDR guidelines developed; Academic promotions spreadsheet developed.	<p>a) Continue to offer promotion seminar. Collect data on whether staff attended the seminar, and if so, if they understand the promotion process.</p> <p>b) Continue to offer internal seminar on grant writing for different awarding bodies.</p>	<p>HoD SAT</p> <p>Senior female academic (LC)</p>	<p>November 2017</p> <p>2018</p>	<p>Annually</p> <p>Annually</p>	<p>Seminar delivered. Report on staff feedback to Strategy Group.</p> <p>Seminar delivered.</p>
3.5	Develop PGR pastoral support and monitor gender balance of supervisory teams	GTA officer role developed; monitored gender balance of supervisory teams and found ~50% PGR students are supervised by all male supervisory teams- action: scholarship applications now considered under single funding stream.	<p>a) Develop tutee system for PGRs to offer pastoral support. Team will comprise 2 males and 2 females. Students allocated to a member, but can change on request.</p> <p>b) Develop practice guidelines for how second and third supervisors are identified and approved, taking gender balance as well as expertise into account.</p> <p>c) Continue the practice of allowing applications to be considered</p>	<p>PGR committee</p> <p>PGR Committee</p> <p>PGR committee</p>	<p>Spring 2018</p> <p>November 2017</p> <p>2018</p>	<p>Ongoing</p> <p>Annually</p> <p>2020</p>	<p>Annual report to SAT detailing tutor-tutee pairs.</p> <p>Annual report to Strategy Group detailing gender balance in supervisory teams.</p> <p>Report to Strategy Group</p>

			only under one stream of funding (for the duration of the Leverhulme agreement).				that this practice has taken place.
3.6	Females are more likely to engage in outreach activities, and these efforts are not recognised in the WLM.	Outreach recognised in WLM, and equal gender balance. However, our survey shows that ECR feel over-represented in these activities.	To further increase diversity in the staff represented at recruitment events we propose to: a) Develop a staff rota for OD/AVDs. The rota will ensure a greater spread of grades are represented at these events. b) Set-up a carer budget to offer financial support to staff with caring responsibilities (e.g., children, aging parents) who are scheduled, or seek to work at Saturday events.	SAT & M&PE Chair SAT, HoD	Ongoing End of 2017	Ongoing Done	Develop rota. Engagement of more staff across OD/AVDs. Carer budget set up. Increased number of those with carer responsibilities attending Saturday events.
3.7	Perceived differences in gender balance for different types of teaching.	Monitored gender balance. Equal representation of females and males.	a) Continue to monitor gender distribution to ensure consistency with changes in HoD. b) Publish un-anonymised WLM online for staff to access.	HoD HoD	July 2018 October 2017	Annually Annually	Report to Strategy Group. Visible, un-anonymised WLM online.
4.	Promotions Practice. (Addressing concerns about drop-off in female academics at senior levels, and low promotion success for females)						
4.1	There is a significant drop in female academics past Lecturer grade	Focus part of PDR discussions on promotion criteria; annual seminar on promotion.	a) Greater emphasis on promotion in PDRs (see earlier action point).	Academic Development Leads	September 2018	Annually	HoD to provide annual report to Strategy Group.

			b) Continue to deliver promotion seminar.	SAT	November 2017	Annually	Seminar delivered.
			c) Continue to review unsuccessful cases for differences with those that are successful.	HoD	Ongoing	Ongoing	List of factors that contribute to unsuccessful cases (once populated this will be made available to all staff).
			d) Send promotion cases for external review 1-2 years ahead of a potential application to identify areas for development.	Academic Development Leads; HoD	September 2018	Ongoing	Applications sent for review. Increase in number of females promoted to senior posts.
			e) Encourage female academics to take OED training in leadership.	Academic Development Leads	End 2017	Annually	Increase in number of female taking training in leadership.
			f) Encourage all females to seek support through the Odyssey Mentoring Match Scheme.	Academic Development Leads	2018	Annually	Increased number of females with mentors.
			g) Develop annual promotion retreat days to work on promotion cases. First event focused on senior females.	HoD	January 2018	Annually	Increase in number of promotions to senior grades.

			h) Highlight to promotion panels gender bias in publication profiles and steps to avoid this (see 2.3d).	HoD	2018	Done	
5. Transitions. (How best to support new staff when starting new post, returning from leave, etc.)							
5.1	It is not clear if females leave Lancaster for gender-related reasons	Refined exit questionnaire/ interview.	Include additional question asking if staff member would have remained in the Department if the opportunity existed.	SAT	2018	2018	New question added to the exit questionnaire.
5.2	No teaching/admin cover when a female takes maternity/adoption leave	Fixed term teaching associates appointed to cover period of leave.	Continue practice of appointing teaching associates to cover periods of maternity/ adoption/ shared parental leave and allow for reduced teaching and administrative duties on return.	HoD	Ongoing	Ongoing	Bid for additional resource to support maternity/ adoption/ shared parental leave.
5.3	A clear policy on maternity leave and return to work	Staff meet with HoD prior to leave to develop a management plan for before, during and after periods of significant leave. Department survey (2017) shows that 50% of staff taking significant leave believed they were offered appropriate support before and on return. The same pattern emerges for paternity leave. The cases considered covered two different HoDs.	a) Continue to develop management plans for those taking significant leave and develop a guide to best practice informed by those who have taken significant periods of leave.	HoD; Academic Development Leads	Ongoing	Ongoing	Clear management plans for leave.
			b) Ensure support is in place to cover the workload of those due to take paternity leave.	HoD	Ongoing	Ongoing	Post to cover periods of significant leave.
			c) Publish Department practice for maternity/ adoption/ shared parental / paternity leave in the Department's online staff	SAT	2018	2018	Department practice published.

			handbook to minimise any potential inconsistency across HoDs.				
5.4	Mentoring is ad hoc and not provided in the department for senior staff	Mentor allocated to all new staff. Circulate details of the University Odyssey – Mentoring Programme scheme through email.	a) Initiate ‘Mentor Team’ comprising individuals with specific experience (e.g., caring responsibilities) and allocate WLM credit.	HoD	2018	Done	Annual report to Strategy Group. WLM shows allocation.
			b) Promote use of Department mentoring template.	HoD	2018	Ongoing	Report to Strategy Group by new Mentoring team.
			c) Include question about mentoring needs in annual PDR/probation review for all staff.	HoD, Academic Development Leads, Line managers	2018	Ongoing	Report to Strategy Group.
			d) Continue to encourage staff to join the University Odyssey – Mentoring Programme as both mentors and mentees.	Academic Leads, line managers	2018	Annually	Report uptake to Strategy Group.
5.5	Need for an online staff handbook to support induction	Staff handbook developed with links to key University pages (e.g., flexible working, etc.).	Maintain handbook by uploading new/revised University policy documents, and practices developed in house.	DO	2018	Ongoing	Up-to-date documentation in online handbook.
5.6	Need for a formalised induction process	We have made changes to our induction process in recent years. However, this	a) Formalise our induction practice.	HoD	2018	Annually	Practice developed.
				Line managers	2018	Annually	

		is not extended beyond academic staff.	<ul style="list-style-type: none"> b) Ensure induction practice followed for all new staff. c) Review effectiveness of induction process. 	SAT	2019	Biennially	<p>Report to Strategy Group.</p> <p>Positive survey feedback.</p>
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