



Department Application
Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

The overall word limit for the application is shown in the following table.

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

We have provided the following recommendations as a guide.

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

Application total word count: 10,036

Name of institution	University of Stirling	
Department	Psychology	
Focus of department	STEM	
Date of application	November 2020	
Award Level	Bronze	
Institution Athena SWAN award	Date: 2013/2016	Level: Bronze
Contact for application <small>Must be based in the department</small>	Dr Eilidh Cage & Dr Christian Keitel	
Email	Eilidh.cage@stir.ac.uk ; Christian.keitel@stir.ac.uk	
Telephone	+ 44 0 1786 467673	
Departmental website	https://www.stir.ac.uk/about/faculties/natural-sciences/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 the department should be included. If the head of the 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.

Dr Ruth E Gilligan
Equality Challenge Unit
7th Floor, Queens House
55/56 Lincoln's Inn Fields
London, WC2A 3LJ
22 Nov 2019

Dear Dr Gilligan,

**Letter of Endorsement: Athena SWAN Bronze Department Award
Psychology, Faculty of Natural Sciences, University of Stirling**

I am delighted to support Stirling Psychology's application for an Athena SWAN Bronze Award. As Head of the Psychology Division (HoD), I am acutely aware that organisational change requires both endorsement from the top down and buy-in from the ground up, and this is something that our application demonstrates. I confirm that the information presented in the application is an honest, accurate and true representation of Psychology at Stirling, accurately reflecting the passion and dedication of the staff, supported by the Self-Assessment Team (SAT), by myself as Head, and by the wider Faculty- and University-level management.


Although the Psychology Division has embedded equality into its structure, I am aware of the 'leaky pipeline' within the Psychology academic ecosystem that translates a female-dominated undergraduate population into a male-dominated Professorship. I am therefore pleased that, since 2012, the proportion of women at Senior Lecturer/Reader/Associate Professor level has risen from 40% to 60%. Further key initiatives have been developed by staff – from the introduction of core hours to development of an early-careers support group – and these demonstrate a strong local culture that recognises and values all staff – because of, rather than despite, their differences.

Members of our Self-Assessment Team (SAT) have formed an Equality, Diversity and Inclusion Committee (EDIC), with Dr Catherine Grainger as Chair, and Dr Eilidh Cage and Dr Christian Keitel co-chairing during Dr Grainger's maternity leave. This Committee has my full support. The EDIC, and Stirling Psychology staff and students, have taken on board the constructive feedback from our previous submission and made several key improvements. For example, with the help of newly collected data we now provide a comprehensive survey of our situation, broken down by gender in every detail. We've gone beyond this to add timely data from a new survey on the impact of the COVID-19 pandemic on the work/life situation of academic staff. Finally, our action plan has been revised extensively to increase its SMARTness and to include newly identified areas in which additional improvements will be made.

I have reviewed the action plan; I am happy to endorse it and commit to those actions that fall on my role as HoD. As you will find in this application, the Psychology Division at Stirling has a deep-seated commitment to equality of opportunity. Our Self-Assessment Team has built on this by initiating a staff-wide conversation that has identified a number of areas where further improvement is possible. I am committed to this and I am confident that our EDIC provides a structure that will follow through on our action plan. To facilitate this, I will ensure that the members of EDIC retain an adequate allowance in our workload allocation model, to be reviewed as their work evolves. My priority is to embed an ethos where both students and staff can achieve

their potential, irrespective of gender identity, sexual orientation or other defining characteristics.

Yours sincerely,



Paul Dudchenko
Head of Department

Word count: 491

Glossary

Explanation for terms and acronyms used in the application (full names are also provided for acronyms where first used in the text).

Acronym (where relevant)	Full name	What is it?
APC	Academic Promotions Committee	A University of Stirling level committee considering promotion applications
AHPD	Association of Heads of Psychology Departments	The UK-wide body supporting Psychology
-	Achieving Success	Annual personal development review
BPS	British Psychological Society	Representing body of psychology and psychologists in the UK
ECHO	Early Career Hardships and Opportunities Group	A monthly meeting of Psychology early career lecturing and research staff plus Trainee ECRs
-	Early Career	A member of staff who has fewer than 7 years of active experience in academia, following the completion of their qualification
ECR	Early Career Researcher	A researcher, typically holding a PhD, who has fewer than 4 years of active research experience after their PhD, but usually employed in a full-time academic post
ECU	Equality Challenge Unit	-
EDIC	Equality, Diversity and Inclusion Committee	Psychology committee that will continue the work of the SAT
-	Equality Steering Group	A University of Stirling level committee
-	Female	Someone who is recorded in statistics as being, or has self-identified as being female (see section 6)
FNS	Faculty of Natural Sciences	One of five faculties within the University; comprising Computing Science & Maths, Biological and Environmental Sciences, Aquaculture, Psychology
FT	Full Time	-
FTE	Full-Time Equivalent	-
HEA	Higher Education Statistics Agency	-

HoD	Head of Department	-
IASG	Institutional Athena SWAN Group	A University of Stirling institution-level committee for Athena SWA
-	Male	Someone who is recorded in statistics as being, or has self-identified as being male
ND	Gender not disclosed	-
PDRA	Post-Doctoral Research Associate	A research-only member of staff who has graduated with a PhD, typically on fixed-term contract
PGR	Postgraduate Research	A PhD student
PGT	Postgraduate Taught	A taught Masters student
PSS	Professional & Support Staff	Technical and administrative staff
-	Psychology at Stirling, or Stirling Psychology	The division of the Faculty of Natural Sciences making this application; we are not known as 'The Division of Psychology'
PT	Part Time	-
Trainee ECR	Trainee Early Career Researcher	A PhD student or Post-Doctoral Researcher who has fewer than 4 years academic experience and is not employed in a full-time academic post.
UG	Undergraduate	-
UKRI	United Kingdom Research and Innovation	-
UoS	University of Stirling	-
WAM	Workload Allocation Model	-

2. DESCRIPTION OF THE DEPARTMENT

Word count: 497/500

Psychology has an inclusive and supportive culture, with staff and students invited and encouraged to participate in a range of consultations, research events and social events. We value the benefits of academic mentorship; academic staff are assigned a senior academic mentor, PGR students a supervisory team and undergraduate/PGT students a personal tutor for the duration of their studies.

Psychology at Stirling sits within the Faculty of Natural Sciences (FNS), with Biological and Environmental Sciences (BES), Computing Science and Mathematics, and Aquaculture (**Figure 2.1**). FNS has 261 full-time staff, of which 198 are academic posts (50% female, see glossary). Aquaculture and BES hold Athena SWAN Bronze awards.

Structure of Psychology at Stirling

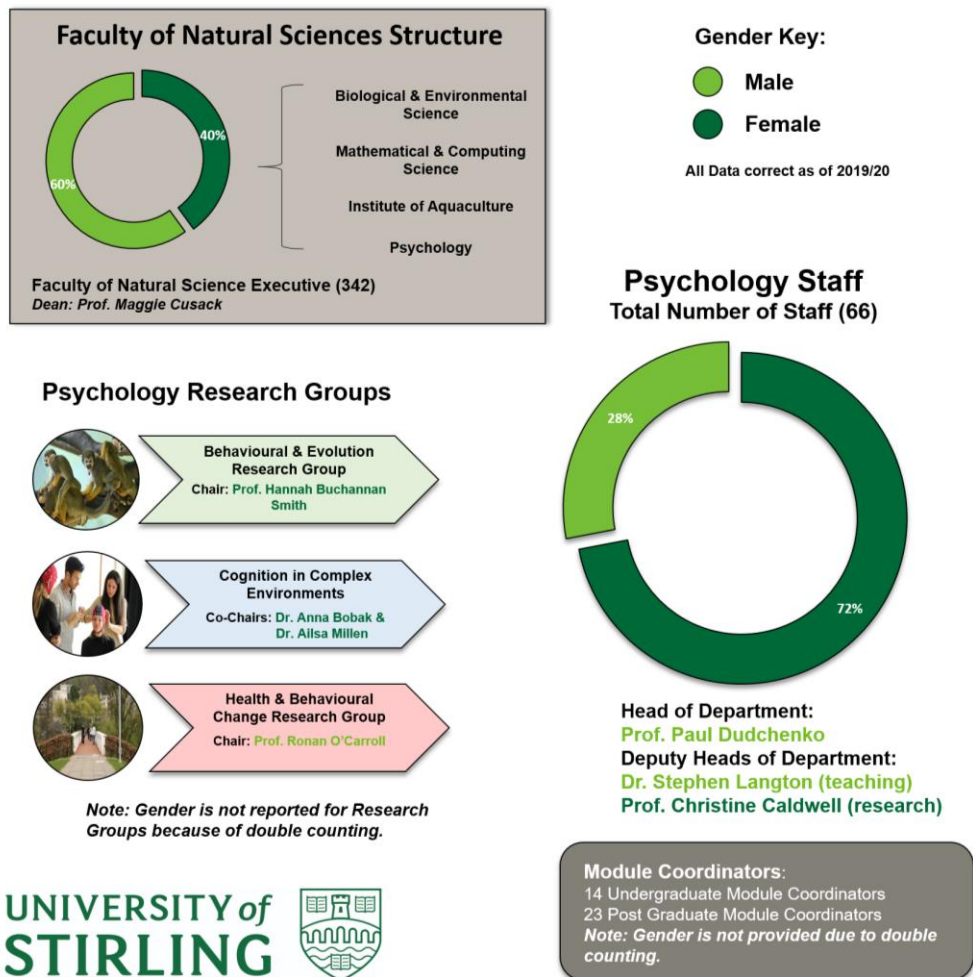


Figure 2.1. Overview of the structure of the Psychology Department, its Faculty, and research groups. Numbers in brackets represent total headcount of staff (on both permanent and temporary contracts). Please note that staff did not disclose as being transgender/non-binary and therefore that category is not included.

Psychology has 34 academic staff (58% female) and 12 administrative and technical support staff (83% female). We currently have 16 fixed-term contract researchers and lecturers (69% female; **Figure 2.2**). We have an additional 34 teaching support staff (85% female).

Psychology Staff Numbers

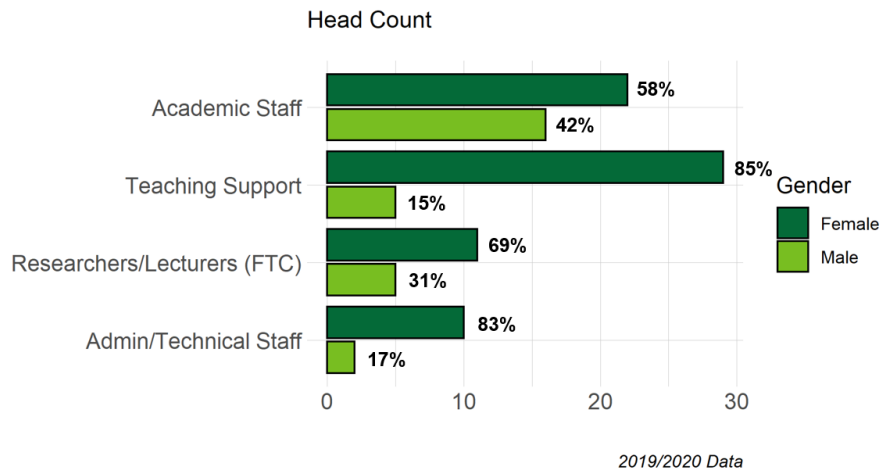


Figure 2.2. Total number of Staff in Psychology by gender. Data correct from 2019/2020. No staff members identified as non-binary and therefore the category is omitted.

Psychology provides a core undergraduate honours degree program (BA/BSc Psychology, accredited by the British Psychological Society) alongside 12 joint honours degrees (see **Figure 2.3** for gender). We attract the largest first-year intake at the University: All undergraduate students at the University study three disciplines in their first year and two in their second year (the numbers are shown in Figure 2.3 count only those students registered for a degree including psychology; we get many ‘third subject’ students in the first year, n = 879). Overall, 77.6% of Psychology undergraduates are female. This is typical of Psychology as a subject, which has long been a science-based discipline that attracts a high proportion of women (with 81% of UK Psychology undergraduates identifying as female, according to HESA data).

Psychology Student Numbers

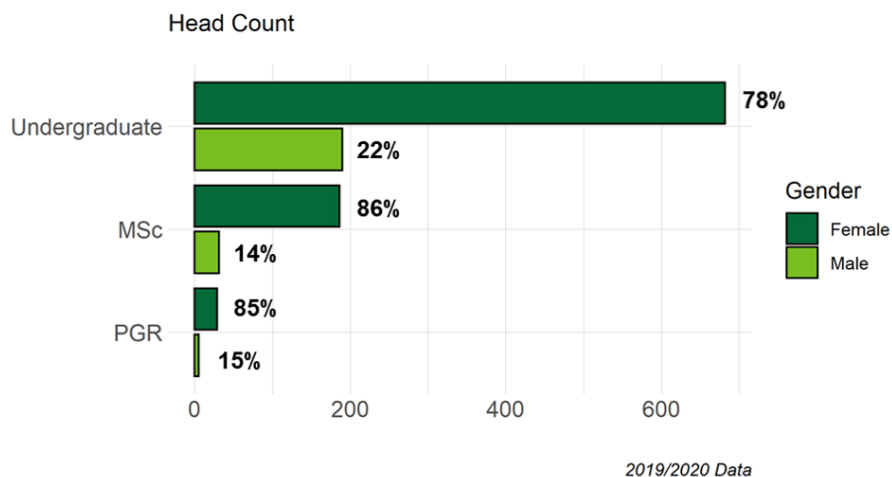


Figure 2.3. Total number of Students in Psychology by gender. Data correct from 2019/2020. There are too few transgender/non-binary students to be observable in the graph (<10) and are therefore omitted.

Psychology offers three core taught postgraduate courses (MSc Health Psychology, MSc Research Methods, and MSc Conversion), with 133 students (PGTs, 84% female: **Figure 2.3**). Additionally, we co-run a taught MSc in Psychological Therapy with the University of Dundee - of which there are 35 students (86% female); however, as students are formally registered with Dundee the numbers are not included in our tables (- note that support for these students is provided through the University of Dundee). Our PGT programmes emphasise employability as well as psychological research methods and include a practice-based placement. We support a postgraduate research (PGR) community of 34 students (85% female: **Figure 2.3**). PGRs are attached to one of the three main Research Groups in Psychology: Health and Behaviour Change, Cognition in Complex Environments and Behaviour and Evolution.

In 2015, Stirling Psychology won the British Psychological Society's Award for Innovation in Psychology Programmes, for our student-led teaching initiatives and commitment to integrating employability into our programmes. We are unique in being able to offer a teaching and research resource in the form of our Psychology Kindergarten, run by and positioned within the department, which is also a major asset for staff with child-care responsibilities both within Psychology and across the university more broadly. Several of our staff work flexitime to allow for caring and other activities, such as further training (**see section 5.3**).

3. THE SELF-ASSESSMENT PROCESS






Word count: 969/1000





(i) a description of the self-assessment team

Psychology has had a Director of Equality, Diversity and Inclusivity (EDI) since 2014. This role involves attending meetings of the Institutional Athena SWAN group and Equality Steering groups, chairing Psychology's EDI Committee (EDIC), and leading on EDI changes. The committee, who conducted this self-assessment, was initially established in May 2018. However, there has been discussion of issues for several years, and this application comes from a department where equality and diversity are embedded in its ethos (**see section 5.4**).

Psychology's EDIC (**Table 3.1**) comprises 9 members (66% female; reflecting balance of staff/students in Stirling Psychology) who volunteered following an email request from the Head of Department. It includes research and teaching staff, professional and support staff, students and a Post-Doctoral representative. It is chaired by a mid-career female academic (on maternity leave from Sept 2020, with the role covered by a female and male academic) and has representation across career stages, grades, full and part-time staff, and caring responsibilities. The Head of Department has attended EDIC meetings and was involved in the creation of our Action Plan. To ensure continued senior management engagement, we will invite the HoD and deputy HoDs to take up permanent positions on our EDIC (**Action Point (AP) 3.1**).

Table 3.1: Current members of Psychology's Equality, Diversity and Inclusion Committee (EDIC)

Name	Current position & committee role	Further information	Motivation for joining the EDIC
<p>Dr Catherine Grainger</p> 	<p>Lecturer</p> <p>Chair</p>	<p>Full-time lecturer returned from maternity leave September 2019</p> <p>Benefitted from research leave post-maternity leave</p> <p>Currently on second maternity leave</p>	<p>N/A</p>
<p>Dr Eilidh Cage</p> 	<p>Lecturer</p> <p>Co-chair (maternity leave cover)</p>	<p>Full-time Lecturer (at Stirling since January 2020)</p> <p>Contribution: key transition points section, writing full draft</p>	<p>As a female early career academic, I am acutely aware of some of the issues within achieving equality in academia. My research concerns inclusion and diversity and I am passionate about creating a better academic experience for all.</p>
<p>Dr Christian Keitel</p> 	<p>Lecturer</p> <p>Co-chair (maternity leave cover)</p>	<p>Early career researcher, full-time Lecturer (c. 2019)</p> <p>Two daughters, spouse at same academic career stage</p> <p>Contribution: staff data, writing full draft</p>	<p>I found it important that EDI issues and actions are discussed and carried out in a gender-balanced context. I wanted to learn about how these issues arise and are addressed in our department.</p>
<p>Prof Peter Hancock</p> 	<p>Professor in Psychology</p> <p>Previous Chair</p>	<p>Deputy HoD until 2019, then partially retired</p> <p>Children attended Psychology Kindergarten</p> <p>Contribution: coordinated staff/students surveys and processed data</p>	<p>I'm a Quaker; equality is one of our core testimonies. Professionally I'm well aware of hidden biases and it is very satisfying to uncover them and address them.</p>
<p>Nicola Hunt</p> 	<p>Administrator for Health MSc and Doctoral programmes</p> <p>Member</p>	<p>Works part-time, providing administrative support on postgraduate programmes.</p> <p>Has 2 children (12 & 17)</p> <p>Contribution: issues of flexible working/career breaks</p>	<p>As a part-time worker and main carer of 2 children, equality issues are extremely important to me. I also wanted to contribute from an administrative perspective.</p>

<p>Christine McAuliffe</p> 	<p>MSc Psychological Research Methods Student</p> <p>Postgraduate (taught) Representative</p>	<p>Part-time MSc student</p> <p>Input into the development of the student survey</p> <p>Contribution: analysis and write-up of student data</p>	<p>As a female part-time student and member of the LGBTQIA+ community, I am passionate about achieving equality in all areas of life, particularly in relation to gender, sexuality and neurodiversity.</p>
<p>Dr Lesley McGregor</p> 	<p>Senior Lecturer</p> <p>Member</p>	<p>Co-Director: Professional Doctorate in Health Psychology</p> <p>PGR Tutor</p> <p>Supports Qualitative and Health researchers</p> <p>Contribution: review of the full application</p>	<p>My work aims to reduce inequalities in health, but I aspire for equality across the board. Being part of the EDIC allows me the opportunity to make a more substantial contribution to ensuring a career in psychology is an attainable, enjoyable and prosperous one for all who choose it.</p>
<p>Dr Jamie Murray</p> 	<p>Lecturer</p> <p>Member</p>	<p>Early-career researcher; now fixed-term Lecturer</p> <p>Has a young family</p> <p>Contribution: conflicts of work-life balance and the department structure</p>	<p>As someone on a temporary contract with a young family I'm very sensitive to the need for greater equality of opportunity among staff and students.</p>
<p>Dr Amanda Roestorf</p> 	<p>Post-Doctoral Research Assistant</p> <p>Post-Doctoral Representative (Trainee ECR)</p>	<p>Post-Doctoral Researcher (c. January 2020)</p> <p>Specialist Mentor</p> <p>Mental health service user</p> <p>Contribution: Action Points for Trainee ECRs, application review</p>	<p>As a mature female Early Career Researcher, I am aware of barriers to advancing in an academic career. Working to improve opportunities for the achievement and wellbeing of students and staff is at the heart of my professional and personal practice.</p>

The Chair is allocated 100 hours in their workload allocation model (WAM), which includes attendance at university-level committees, while committee members are allocated 20 hours. This will be reviewed annually to ensure this allocation is accurate (AP 3.2).

Note: Throughout our application we will be using boxes just like this one to highlight concrete actions that derive directly from our assessment. Each action point is detailed further in the full action plan at the end of our application.

Action 3.1. Invite Head and Deputy Heads of department to join the EDI committee to increase senior management buy-in.

Action 3.2. Workload regularly reviewed and allocation updated with hours that accurately reflect time spent on EDI issues.

(ii) an account of the self-assessment process

Our self-assessment process began in May 2018 and was conducted by then members of Psychology's EDIC. The EDIC has met every two weeks since June 2020. Since COVID-19, we communicate via a Microsoft Teams channel and conduct meetings online (Figure 3.1).



Figure 3.1. A virtual meeting of some current members of EDIC, while working remotely during the COVID-19 pandemic.

The self-assessment process commenced with data gathering: Surveys were designed and distributed to staff and students in 2018 to examine views on EDI issues and in preparation for a previous Athena SWAN Bronze submission (which was unsuccessful). To collect up-to-date feedback, surveys were re-distributed in August 2020 (Table 3.2). HESA (2018/2019) data was acquired to provide UK benchmark data (2019/2020 has not been released yet).

Table 3.2. Overview of surveys completed as part of our self-assessment, including the number of responses.

Survey	Group	Date	Respondents	Total Cohort	% Completed
Student Culture Survey (2020)	Undergraduate and taught postgraduate students	August-September 2020	56 (9 Male, 44 Female, 1 Transgender, 2 Non-binary)	1062	5.3%
Postgraduate (research) Culture Survey (2020)	PhD Students	August-September 2020	16 (2 Male, 12 Female)	35	46%
Staff Culture Survey (2020)	All academic staff (permanent and fixed term) members	August-September 2020	38 (14 Male, 20 Female, 4 Prefer not to say).	54	70%

During the development of this application, consultation and information sharing involved all Psychology staff and in November 2020 all staff were invited to view and

contribute to the submission. Draft versions of this application were reviewed by members of the Institutional Athena SWAN group and Head of Department. The Dean of Faculty reviewed and approved the final application.

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

Psychology's EDIC will meet monthly and report to the Institutional Athena SWAN group. The EDIC is responsible for 1) continued self-assessment with regards to Athena SWAN principles, 2) evaluation of the progress of our action plan, 3) identification of actions going forward, 4) updating the Faculty/Psychology of progress. Reflection on EDI issues will remain a standing item at all staff meetings. Additionally, EDIC will engage with relevant external agencies (e.g. Advance HE, Equate Scotland), and other institutions/ EDI Committees to learn from others and share good practice (**AP 3.3**).

Action 3.3. Committee members attend external EDI events and increase engagement with external agencies.

Continued Data Collection:

Our Staff Culture survey will be repeated annually to provide evidence of change. We will repeat undergraduate and postgraduate student surveys every two years, to capture changes within cohorts of students. Additionally, EDI issues remain a standing agenda item at regular staff meetings, providing staff with an opportunity to share ideas and feedback, outside of our surveys.

EDIC Membership:

We will advertise for new undergraduate and postgraduate student representatives to join the committee at the start of each academic year, and currently we only have postgraduate representation (**AP 3.4**). Staff not currently part of the committee will be regularly encouraged to join (HoD will send emails (2 per annum) asking for new EDIC members, and requests will be made at staff meetings) to ensure inclusivity and to provide new staff with the opportunity to join. The EDIC Chair will rotate every 3 years with the new Chair identified a year in advance to hold a shadow position. Additionally, this year we had the experience of the Chair going on maternity leave earlier than expected with cover arrangement still in process. Such incidences should be avoided to ensure that the committee is effectively and continuously supported (**AP 3.5**).

Action 3.4. Increase undergraduate and postgraduate student representation on the EDI committee.

Action 3.5. Have an organised schedule for role transitions within the EDI committee.

Reporting:

The Chair will update staff on progress and the results of surveys at staff meetings, staff away days, and at IASG meetings. To further increase the overall visibility of the EDIC we have planned three additional measures: We have secured web space for a Psychology Equality, Diversity and Inclusion website, to share progress, promote awareness of University support & policies, and update staff/students on EDI issues (**AP 3.6 & 3.7**). This website will be available under the URL edicpsy.stir.ac.uk and is currently under construction. It will be linked to the main Stirling Psychology webpages. Further, each EDIC member will update their email signatures and out-of-office replies to advertise their membership (and our website, once available), and provide points of

contact for EDI enquiries (**AP 3.8**). Finally, in 2021 we will start an annual seminar series and invite guest speakers to talk about EDI issues in Psychology and beyond (**AP 3.9**), increasing, and maintaining staff and student awareness.

Action 3.6. Create a website which promotes higher visibility of the work of the EDIC, and the stance of the Psychology division on equality, diversity and inclusion.

Action 3.7. Monitor the use of this website and its effectiveness in advertising our activities and policies.

Action 3.8. EDIC members to update email signatures and out-of-office replies.

Action 3.9. Introduce a regular reminder of EDI issues and their relevance for Psychology staff and students via a seminar series.

4. A PICTURE OF THE DEPARTMENT

Word count: 1592/2000

4.1. Student data

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

n/a

ii. Numbers of undergraduate students by gender

Between 2016-2020, the number of undergraduate students on our degrees (including those on our combined degrees with other Faculties and divisions) averaged 210 full-time undergraduates, with approximately 80% of these identifying as female. This gender balance is consistent with UK national statistics; the latest HESA data show that 81% of psychology undergraduates are female.

Table 4.1.1 shows four-year data for applications, offers and acceptances for our undergraduate programs (single and joint honours). There is no evidence of any bias in the offer process, with a similar proportion of female applicants being made offers. There is a downward trend for the proportion of male applications: applications from males have fallen 18% between 2016-2020, while applications by females has remained relatively stable (decreasing by 1.5% between 2016-2020). We need to understand why there has been a decrease in male applicants and what we could do to address the gender imbalance— although this is noted as a sector-wide issue for Psychology (**APs 4.1.1 & 4.1.2**).

Action 4.1.1. Develop a program of outreach with local high schools.

Action 4.1.2. Survey potential applicants to understand their interest in applying / not applying for psychology.

See also section 5.4 (viii)

Table 4.1.1: Undergraduate student applications, offers and acceptances (Oth = gender not disclosed or identified as 'other'), as broken down by gender and academic year.

Year	Applications				Offers				Accept			
	M	F	Oth	%F	M	F	Oth	%F	M	F	Oth	%F
2016-17	335	1098	-	77%	135	481	-	78%	30	104	-	78%
2017-18	301	1131	-	79%	205	853	-	81%	50	180	-	78%
2018-19	293	1287	4	82%	199	939	2	83%	39	191	2	83%
2019-20	275	1,114	3	80%	204	914	3	82%	42	201	2	82%

Figure 4.1.1 shows the percentage of female and male undergraduate students in Psychology obtaining each degree classification, over the past three years. Throughout, female students perform better than male students on average, with consistently fewer 2.2s and more firsts – and we need to understand why this is occurring (**AP 4.1.3**).

Action 4.1.3. Conduct more detailed gender analysis of undergraduate performance.

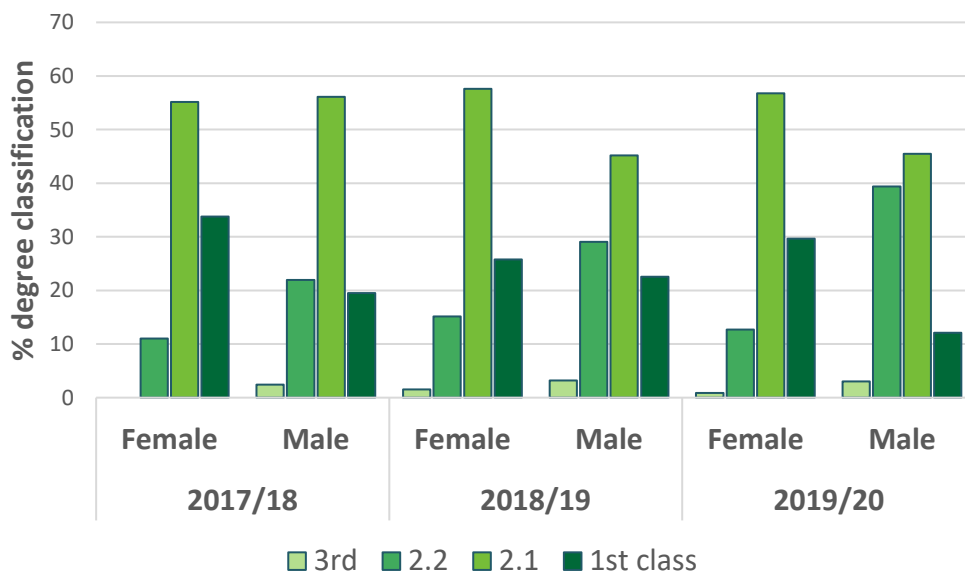


Figure 4.1.1. Percentage of females and males obtaining each degree classification. %'s represent percentage of males (or females) who received that classification, out of the total number of males (or females).

iii. Numbers of men and women on postgraduate taught degrees

Table 4.1.2 shows numbers from application to enrolment across our three taught Masters programs. The MSc Psychological Research Methods has many specialisms (such as Autism Research/Child Development) and students complete the same core content, for which we report numbers. There is no evidence of any gender bias in the selection process. However, as with our undergraduate programs, the majority of

taught postgraduates are female. This bias likely relates to the undergraduate representation; however, we will identify means of attracting more males to our MSc courses (AP 4.1.4).

Action 4.1.4. Hold focus groups with MSc students to understand ways of increasing gender balance on these courses.

There are currently 33 part-time MSc students (24F, 9M) across all taught postgraduate programmes. Over the past four years, the proportion of part-time students by gender has varied from 7%-15% of men (10% on average) and 9-15% of women (11% on average). This variability is likely to be an effect of small numbers.

Table 4.1.2: Taught Postgraduate Course applications, offers, acceptances and enrolments, broken down by gender over the past four years, for our three MSc courses.

MSc Psychological Research Methods

Year	Applications			Offers			Accept			Enrolled		
	M	F	%F	M	F	%F	M	F	%F	M	F	%F
2016-17	27	83	76%	19	71	79%	2	24	92%	2	22	92%
2017-18	39	151	80%	28	130	82%	11	52	83%	8	49	86%
2018-19	46	168	79%	35	150	81%	10	36	78%	10	33	77%
2019-20	52	189	78%	42	137	77%	6	40	87%	3	37	93%

MSc Health Psychology

Year	Applications			Offers			Accept			Enrolled		
	M	F	%F	M	F	%F	M	F	%F	M	F	%F
2016-17	17	74	81%	11	57	84%	4	29	88%	4	27	87%
2017-18	18	59	77%	13	44	77%	5	20	81%	4	20	86%
2018-19	33	100	75%	22	87	80%	7	28	80%	6	22	79%
2019-20	31	116	79%	21	85	80%	4	34	89%	3	35	92%

MSc Psychology Conversion Course

Year	Applications			Offers			Accept			Enrolled		
	M	F	%F	M	F	%F	M	F	%F	M	F	%F
2016-17	15	61	80%	15	53	78%	4	16	80%	4	14	82%
2017-18	39	90	70%	37	79	68%	8	26	76%	8	19	70%
2018-19	55	151	73%	49	134	73%	22	35	61%	17	32	65%
2019-20	71	186	72%	60	162	73%	16	61	79%	13	51	80%

In addition to gender differences in the numbers on our taught postgraduate courses, there are gender differences according to degree classifications (**Table 4.1.3**). Over the past three years, male students appear to be less likely to obtain a Distinction, the reasons for which are currently unknown (**AP 4.1.5**).

Action 4.1.5. Conduct more detailed gender analysis of postgraduate (taught) academic performance.

Table 4.1.3: Degree classifications awarded to taught postgraduate students, as broken down by gender and academic year. Note 2019/2020 data on degree classification is not available yet. %'s represent percentage of males (or females) who received that classification, out of the total number of males (or females).

Award Classification	2016/7		2017/8		2018/19		Overall average	
	F	M	F	M	F	M	F	M
MSc with Distinction	26%	22%	24%	0%	24%	18%	25%	13%
MSc with Merit	53%	33%	53%	63%	49%	70%	52%	55%
MSc, No Classification	21%	33%	16%	0%	12%	12%	16%	15%
Postgraduate Certificate	0%	0%	0%	12%	4%	0%	1%	4%
Postgraduate Diploma	0%	11%	6%	25%	10%	0%	5%	12%

iv. Numbers of men and women on postgraduate research degrees

Currently, we have 23 full-time postgraduate research (PGR) students (18 female, 5 male), with 6 part-time PGR students (5 female; 1 male). **Table 4.1.4** shows the PGR numbers from application to acceptance. The average acceptance across the last four years is 85% female. This is comparable to our undergraduate and postgraduate taught numbers, and similar to the HESA data, but does highlight a lack of male students pursuing Psychology at PhD level (**AP 4.1.6**).

Table 4.1.4: Research Postgraduate Course applications, offers, acceptances, as broken down by gender over the past four years, and comparing to HESA data.

Year	Applications			Offers			Accepted			HESA data
	M	F	%F	M	F	%F	M	F	%F	%F
2016-17	13	28	68%	0	9	100%	0	9	100%	75%
2017-18	16	31	66%	1	7	88%	1	5	83%	75%
2018-19	15	12	44%	4	4	50%	3	4	57%	80%
2019-20	8	22	73%	1	12	92%	1	11	92%	Unpublished

Action 4.1.6. Survey current postgraduate students (taught and research) to understand the reasons why males are less likely to pursue psychology at PhD level.

High drop off rates from application to offer is likely due to receiving speculative applications from abroad, for which there is no suitable supervisor. The majority of PhD studentships are externally funded (e.g. 4 from European Research Council) or university or match-funded (8 privately funded, 7 (88%) female). Funded PhD studentships are advertised and offers made following interviews. In other cases, offers for PhD places are based on three criteria: excellence of proposal, availability of supervisor and funding ability.

The average time to completion from 2010-2020 inclusive (data available for 13 students) was 4.5 years for full-time females (n = 6) and 4.67 years for full-time males (n = 3), and 5.5 years for part-time females (n = 2) and 4.5 years for part-time males (n = 2).

v. Progression pipeline between undergraduate and postgraduate student levels

The standard route to an academic post is from undergraduate, to MSc then PhD. The proportion of females we have at each of these stages of study is close to 80% in each, so there is no obvious evidence of a bottleneck.

However, our survey of undergraduate and taught postgraduate students noted a gender difference in career intention, albeit with small numbers. Of male respondents, 55% (5/9) said they intended to pursue a career in academia, compared with 39% (17/44) of female respondents. We need to identify if this is a systematic issue or reflecting a bias in those responding to our survey (since only nine males responded), therefore we must increase uptake of our student survey (**AP 4.1.7**).

Generally, there are gender inequalities throughout the discipline of Psychology, and we need to understand more about this. To do so, we must work in collaboration with students. Therefore, we will create a student task force – a group of students passionate about EDI issues – who we will work with to discuss and overcome the issues identified (**AP 4.1.8**).

Action 4.1.7. Time the student survey to go out at the start of semester and have a coordinated departmental plan for dissemination.

Action 4.1.8. Form an undergraduate task force to better understand issues relating to gender diversity in Psychology.

4.2. Academic and research staff data

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

Note: For this application we had access to head count numbers for the academic year 2019/2020 – which also underlie section 2 – but not more detailed information about grade or contract type. HR release data for this period in January 2021. Therefore, analyses in this section consider data until the 2018/2019 academic year, with current data included where available (e.g. 4.2.3 Academic Leavers).

We have made excellent progress in appointments at early career level and mid-career promotions by reversing the gender ratios at Grade 8 (lecturer) and 9 (senior lecturer and reader) over the past six years, from 40% female to 60% female, a ratio we intend to maintain at 50% in the long run (**AP 4.2.1**). In 2019, Grade 10 still comprised 66% male professors. However, retirements and a departure changed the gender ratio to 2:2.5 males to females in 2020. The larger pool of female staff at Grade 9 builds the base for more female professors coming through the ranks (**AP 4.2.2**). To support this, we encourage staff to participate in leadership training and will continue to do so (see **section 5.2.1** and **APs 5.2.1 - 5.2.3**).

Action 4.2.1. Monitor and maintain the proportion of female staff on Grades 6-9.

Action 4.2.2. Ensure equal opportunities for female candidates in Grade-10 hiring processes.

In **Figure 4.2.1**, we can compare the percentage of female staff by grade from 2016/17 to 2018/19, with 2011/12 as a baseline (no Grade 6 staff in 2011). The total headcount has increased from 33 in 2011/12 to 52 in 2018/19 due to improved quality-related research funding.

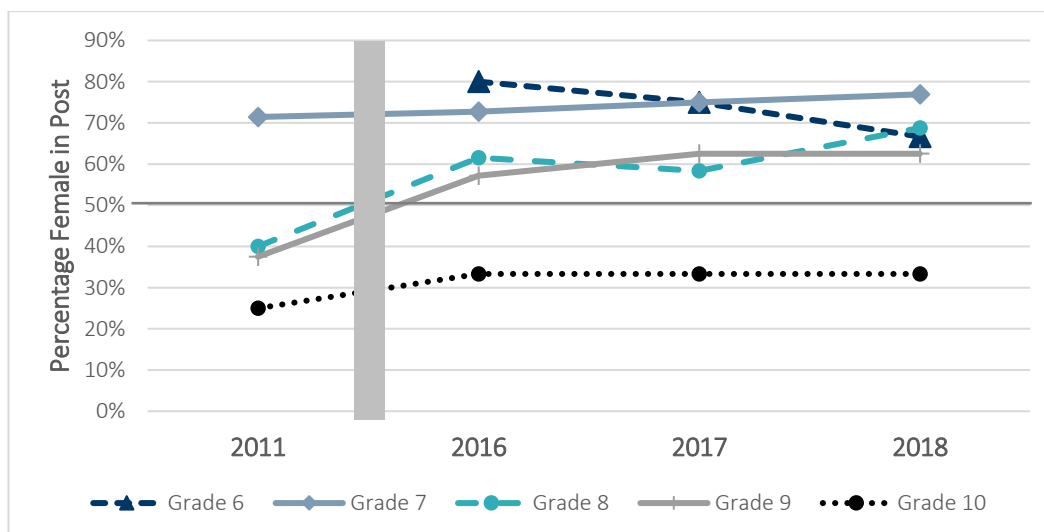


Figure 4.2.1. Percentage of female staff by grade from 2016/17 to 2018/19, with 2011/12 as a baseline (no Grade 6 staff in 2011).

We employ few teaching-only staff, associated primarily with a taught postgraduate provision shared with Dundee. About 80% of our research-only staff are female, reflecting the PGR population (**Table 4.2.1**). The proportion of females in grade 7-9 teaching and research contracts is around 60%. This reflects the number applying (see **section 5.1**). Males still dominate at the professorial level. The most recent HESA data is for 2016/7, showing that across the UK, Psychology academic staff are 60.8% female, but professors are 67% male, which echoes our numbers.

Table 4.2.1: Gender breakdown by contract (e.g. research only, teaching and research) and grade, with 2011/12 as a baseline comparator.

	2011/12			2016/17			2017/18			2018/19		
Grade	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Research Only												
6	0	0	-	4	1	80	3	1	75	4	2	67
7	5	2	71	6	1	86	6	2	75	9	2	82
8	1	1	50	1	1	50	1	1	50	2	0	100
Teaching only												
8	0	0	-	1	1	50	2	1	67	2	1	67
9	0	0	-	1	0	100	1	0	100	1	0	100
Teaching and research												
7	0	0	-	2	2	50	3	1	75	1	1	50
8	3	5	38	6	3	67	4	3	57	7	4	64
9	3	5	38	3	3	50	4	3	57	4	3	57
10	2	6	25	3	6	33	3	6	33	3	6	33
Total												
All	14	19	42	27	18	60	27	18	60	33	19	63

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

Over the monitored period, there have been 2 to 3 times more females as males on fixed-term contracts (**Figure 4.2.2**); these are mostly research staff, employed for specific funded projects. In 2011, there were more than twice as many males on permanent contracts; from 2016/17, this changed to a small majority of females. The 2016/7 HESA data show 56.9% of open-ended positions in Psychology are held by females, and 69.1% of fixed-term positions – comparatively, our 2016 numbers are 52% and 77%, which are not significantly different to the HESA data.

We do not have any staff on zero hours contracts.

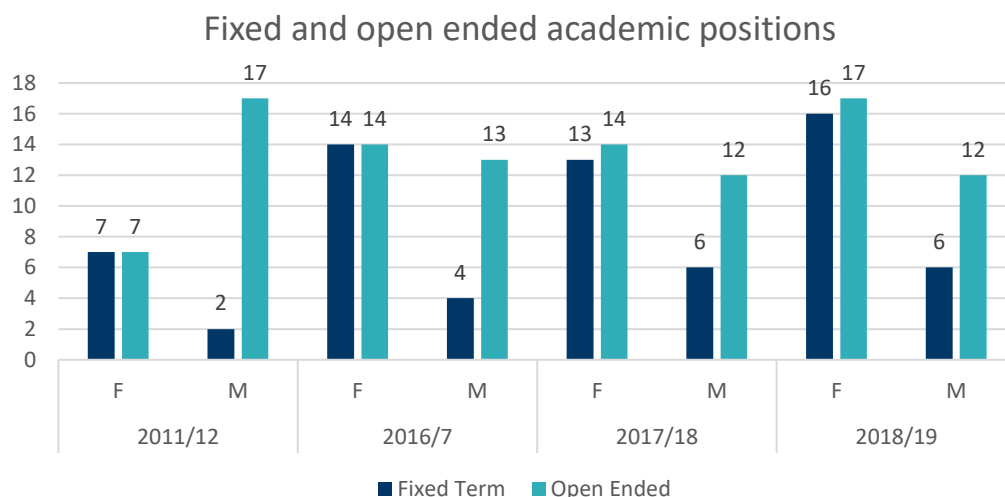


Figure 4.2.2. Monitoring of tenure of positions in Psychology with 2011 as a baseline.

Our department is committed to supporting female staff transitions from lower grade fixed contracts to higher grade permanent roles within the department. As an example, a female staff member, employed on grade 6 fixed-term contract in 2019, was supported to submit a successful Leverhulme Trust Early Career Fellowship application that she commenced in January 2020. At the same time, she has been appointed as a permanent faculty member commencing in 2023 after completion of the Fellowship.

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

Academic turnover is low, with only two research and teaching staff departing for new positions between 2017 and 2019 (one male, one female), based on their Brexit-related concerns. In 2020, three members of staff (one professor (m), two lecturers (m/f), full-time) left to take on new positions at other UK universities. Retirements reflect the age-distribution of academics; in 2019 there were two (one male, one female) at professorial level, with another retirement of a male professor in 2020. We have included in our action plan to collect more data upon future leaving staff (**AP 4.2.3**), also to better anticipate opportunities for career progression for women into senior professorial roles in line with **AP 4.2.1**.

Action 4.2.3. Ensure our own senior female staff have the necessary support for progression to grade 10.

Numbers of academic staff leaving due to completed fixed-term contracts are low and we have aggregated data across grades in **Table 4.2.2** to provide an overview.

Table 4.2.2: Academic leavers due to fixed-term contracts ending - collapsed across grades, separated by contract type (full/part-time).

	2016/17			2017/18			2018/19		
Contract type	F	M	%F	F	M	%F	F	M	%F
Full time	4	0	100	1	1	50	0	1	0
Part Time	2	1	66	2	1	66	2	2	50
Total	6	1	86	3	2	60	2	3	40

In recent years, following Athena SWAN Principle 6, we have provided bridging money to keep early career staff, and especially females, employed while they seek a longer-term position. For example, we were able to keep a female on short-term teaching contracts while she wrote a successful ESRC grant based on her PhD work. She is still on a fixed-term contract, but for another three years pursuing her own research programme here at Stirling. This policy may have contributed to a trend towards lower female share in leavers in Table 4.2.2 but will be further evaluated over the coming years (**AP 4.2.4**).

Action 4.2.4. Evaluate and monitor the effectiveness of bridging money measure for fixed-term contracts.

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Word count: 6077/6000

5.1. Key career transition points: academic staff

i. Recruitment

Between 2017 and 2019, 32 appointments were made (**Table 5.1.1**). More females applied (n= 217) than males (n= 143), and 24% of female applicants were shortlisted/interviewed (n= 52), compared to 14% of males (n= 20). The success rate of females (interview leading to hire) was 42% (n= 22) and 50% (n= 10) for males, suggesting that despite more females applying and interviewing, males had marginally better success if they did get interviewed. Although reasons for this are unknown, we will ensure all interviewers complete "Understanding Unconscious Bias" training (**AP 5.1.1**).

Within each grade, at Grade 9 there were more females shortlisted and hired over the last three years. At Grades 6 and 8, in 2017 and 2018 there were relatively equal applications, shortlists and hires for males and females. However, in 2019, at Grades 7, 8 and 9 males were under-represented – it is unknown if this is a one-off. The data suggests males are generally underrepresented within recruitment.

Table 5.1.1. Academic staff applications, shortlists, hires and success rate according to grade and gender. Success rate calculated as shortlist leading to hiring new staff. Dash (-) marks = no data available.

Year	Status	Grade 6			Grade 7			Grade 8			Grade 9		
		F	M	%F	F	M	%F	F	M	%F	F	M	%F
2017	Applications	3	3	50%	13	2	87%	40	36	53%	6	1	86%
	Shortlist	2	3	40%	3	1	75%	7	4	64%	2	0	100%
	Hires/acceptance	1	1	50%	0	1	0%	3	1	75%	1	0	100%
	Success rate	50%	33%		0%	100%		43%	25%		50%	-	
2018	Applications	-	-	-	17	8	68%	46	37	55%	16	17	48%
	Shortlist	-	-	-	11	2	85%	4	4	50%	4	1	80%
	Hires/acceptance	-	-	-	5	2	71%	3	3	50%	1	0	100%
	Success rate	-	-		45%	100%		75%	75%		25%	0%	
2019	Applications	41	23	64%	8	5	62%	21	8	72%	6	3	66%
	Shortlist	6	6	50%	4	0	100%	7	1	88%	2	0	100%
	Hires/acceptance	2	2	50%	1	0	100%	4	0	100%	1	0	100%
	Success rate	33%	33%		25%	-		57%	0%		50%	-	

Currently, equality and diversity policies are not mentioned in job advertisements. We will ensure this information is added to demonstrate the department’s commitment to equality and diversity (AP 5.1.2). Informally, job adverts are advertised on Twitter, targeted at females (e.g. @500WomenSci). However, we need a more active recruitment process to encourage male and female applicants equally (AP 5.1.3).

Action 5.1.1. Any staff acting as interviewers complete training on unconscious bias and repeat this every two years.

Action 5.1.2. Clarify the department’s commitment to EDI in our recruitment process and all job adverts include a link to our EDI webpage.

Action 5.1.3. Review our recruitment processes and identify ways of generating more equal applications from males and females.

vi. Induction

Induction is managed centrally for University policies and procedures. All new staff (all grades) must complete mandatory online modules (including Health and Safety, Equality & Diversity in the Workplace). All staff receive a departmental staff handbook outlining support and procedures, with the handbook accessible to all staff via a shared drive. The handbook includes Psychology’s commitment to equality and diversity, information on policies, and highlights departmental diversity initiatives. The effectiveness of induction has not been formally reviewed. In our staff survey, staff were not asked about experiences of induction, therefore more direct evaluation of this could highlight potential improvements (AP 5.1.4).

New academic staff have a probationary period between one to three years, dependent on experience. During probation, staff are assigned a mentor (a senior member of staff) who helps them integrate into the department and offers support as needed. We have little information on the mentorship effectiveness; in our staff survey, while most agreed that psychology offers “*useful mentoring opportunities (as mentor or mentee)*”, females agreed with this less than males (68% versus 79% of males). This suggests departmental mentoring may need reviewing, with more females recognising its current limitations. We need to understand the effectiveness of our mentoring and provide training to mentors on equality and diversity (AP 5.1.5).

Action 5.1.4. Assess the effectiveness of current induction processes for academic staff.

Action 5.1.5. Provide mentors with training on equality and diversity, and on mentoring generally.

vii. Promotion

The University has an Academic Promotions Committee (APC) which oversees promotions and aims to ensure fairness and transparency in the promotions process. Applications for promotion occur annually (deadline February), and applications are first considered by the Faculty Promotions Panel (consisting of males and females), who decide whether the application proceeds to the APC (which has equal gender representation). Over the past three years, few academic staff have applied for promotion (Table 5.1.2) – with five applications (all female) in total, of which two were successful.

Table 5.1.2. Academic staff promotion data in Psychology by gender and grade. Full/part-time status not available. ‘Grade’ indicates the grade to which staff were seeking promotion.

Year	Grade	Successful		Unsuccessful	
		Female	Male	Female	Male
2016/17	9	1	N/A	0	N/A
2017/18	10	0	N/A	1	N/A
2018/19	9-Senior Lecturer	1	N/A	1	N/A
	9-Reader	0	N/A	1	N/A

The small numbers of staff applying for promotion suggests there are barriers to promotion (which may or may not relate to gender). Staff survey feedback offers insight into the reasons why staff are not applying for promotion: When asked whether they agreed that “*Psychology values the full range of an individual’s skills and experiences when considering whether to allow applications for promotion to go forward to the university panel*”, females agreed less than males (55% versus 64% for males). Qualitative comments indicated concerns about research income focus within promotion criteria:

“There seems to be more of an emphasis on grant income: my impression is that this is the only thing which would help with a promotion which can be challenging in the current funding climate. It puts me off applying for promotion.” (Female)

When asked if they understood promotion processes and criteria at Stirling, 48% of females agreed compared to 62% of males. Qualitative comments, after being asked whether they thought the promotion process was fair, again indicated concerns about grant success, and some related this to gender:

“I’m not sure it is fully transparent. Although I understand the commercial need to generate income, focus on research funding may disadvantage women.” (Female)

If intending to apply for promotion, applications are discussed with a senior colleague who advises means of increasing chances of promotion. Formal applications are discussed with the Head of Department. Human Resources offer staff sessions on preparing for promotion (including sessions for females only). All applicants, successful or not, are invited to discuss their application with the Dean of Faculty once the outcome is announced. We will provide better support for promotion (**AP 5.1.6**), and staff concerns about promotion processes - which are beyond Psychology’s control - should be reported to the Faculty and APC (**AP 5.1.7**).

Action 5.1.6. Consult staff to understand what support would be beneficial for promotion, followed by implementation of better support to encourage staff to apply for promotion.

Action 5.1.7. Discuss staff concerns over promotion criteria with Faculty/University and identify ways to remove any barriers to promotion applications.

viii. Department submissions to the Research Excellence Framework (REF)

In RAE 2008, 40% of eligible staff were female, and in REF 2014, 32% of eligible staff were female (**Table 5.1.3**). These numbers likely reflected the gender imbalance at the time (*see section 4.2*). Positively, the departmental gender balance has improved since these exercises, and for REF 2021, we will be submitting 36 people, of which 20 are female (55.5%). Females also lead two of three impact statements under development. We are confident that prior gender imbalances are no longer applicable.

Table 5.1.3. Gender of staff submitted to the Research Assessment Exercise (2008) and Research Excellent Framework (2014).

RAE 2008	Female	Male	% Female
Submitted	12	16	43%
Not submitted	0	2	0%
Total eligible	12	18	40%
REF 2014	Female	Male	% Female
Submitted	4	10	40%
Not submitted	2	3	40%
Total eligible	6	13	32%

5.2. Career development: academic staff

(i) Training

All new teaching staff are required to complete a Postgraduate Certificate in Learning and Teaching in Higher Education, accredited by the Higher Education Authority (HEA). Time for completion of this certificate (40 hours) is built into workload models. Those with more teaching experience are encouraged to apply directly for Fellowship of the HEA and are provided support to do this via the University's Academic Development team.

The University offers a Researcher Development Programme via the Institute of Advanced Studies, which is mapped to the Vitae Researcher Development Framework and covers courses and workshops on developing academic skills, grant writing, enhancing personal profiles, leadership and research integrity. Unfortunately, the numbers of staff participating in these courses and workshops are not systematically recorded (**AP 5.2.1**).

Action 5.2.1. Record uptake of staff participating in the university's research development programme workshops and courses.

Training courses and workshops (including external training) are advertised through central announcements, in staff meetings and via email. Individual training needs are identified as part of personal development reviews (see **section 5.3.(ii)**). Staff are encouraged to pursue leadership programmes, some specifically designed for females, such as Aurora and Stepping Stones, and non-gender specific programmes (e.g. Stirling Crucible). These leadership programmes may link to promotion impact (**Table 5.2.2**).

Table 5.2.2: Uptake and effectiveness of several optional leadership programmes for males and females in Psychology.

Leadership Programme	Uptake by Psychology staff (over past 5 years)	Impact
Aurora <i>Advance HE's leadership initiative for females.</i>	Six females.	Two females in earlier cohorts promoted.
Stirling Crucible Leadership and development programme aimed at early-career researchers.	Four females and four males.	One female and one male promoted to senior lecturer; two males progressed from Post-Doctoral to Lecturer positions at Stirling.
Institute of Leadership and Management leadership programme Qualification aimed at middle managers to develop skills and prepare for senior management responsibilities.	One male (Reader) and two females (one Professor and one Senior Lecturer).	All since taken on director roles (e.g. Director of Research, Director of Postgraduate Studies), but programme not yet associated with promotion.
Stepping Stones Stirling's personal and professional development programme for females.	Four females.	Unknown (see AP 5.2.3)

However, we acknowledge that staff could be more actively encouraged: Staff Survey feedback indicated that 93% of male respondents agreed that staff are actively encouraged to take up training opportunities irrespective of gender, compared to 59% of females. Only 45% female and 64% male respondents agreed that Psychology “*encourages staff to access opportunities for career/professional development*”. This feedback highlights the need for better identification of training needs and opportunities for career development, especially for females (AP 5.2.2).

Action 5.2.2. All staff complete a Training Needs Analysis as part of their probation or annual review, with support from senior colleagues, to actively identify training needs and relevant opportunities.

Action 5.2.3. Collect feedback from staff who have completed Stepping Stones training, to assess the effectiveness of this program for Psychology staff members.

(ii) Appraisal/development review

Staff members at all pay grades complete an annual appraisal, taking the form of either a probation review or a personal development appraisals:

Probation Reviews

New staff complete a probationary period (1-3 years dependent on experience) and must develop a probation plan with their mentor when they first start, and an annual probation review. Probationers are required to complete a peer review of their teaching. Since all staff are required to complete this review, gender uptake is 100%.

“Achieving Success”

After probation, annual personal development appraisals operate via the “Achieving Success” template. Senior colleagues manage this process, and training on conducting appraisals and the expectations of “Achieving Success” is provided by the Faculty Dean. The review consists of:

- 1) Reflection on the previous year’s achievements (including research, teaching, outreach and training) and how these correspond to previously agreed goals.
- 2) Setting goals for the short (1-2 years) and medium-term (5 years).
- 3) Assessing what development is needed to support staff to achieve goals.

Agreed actions are documented and embedded in the subsequent year’s form. All potential promotion/re-grading cases, issues relating to teaching, research, workloads and training needs are reviewed by senior colleagues with the HoD at the end of the process.

Although Achieving Success is compulsory for all staff, our self-assessment highlighted that it is not happening consistently. In 2019/20, 74% of staff (19 Female; 12 Male) completed Achieving Success as part of formal annual reviews (Table 5.2.3).

Table 5.2.3: Uptake of Achieving Success as part of formal career development, for males and females in Psychology, reported by grades.

Grade	Completed			Not Completed		
	F	M	%F	F	M	%F
6	2	1	67%	1	2	33%
7	5	3	63%	3	0	100%
8	6	2	75%	3	1	75%
9	4	0	100%	1	0	100%
10	2	6	25%	0	0	-
Total						
All	19	12	61%	8	3	73%

The process was less systematically incorporated for Post-doctoral and Research Fellows, with only 2 of 16 Post-Doctoral fixed-term staff received formal Achieving Success appraisals, an issue which must be addressed (AP 5.2.4).

Action 5.2.4. All staff at all grades and roles, particularly Post-Doctoral Research Assistants and Fellows, complete Achieving Success with mentor support.

Further, in our staff survey, only 56% agreed Achieving Success provided them with a helpful annual appraisal (no difference between males (56%) and females (57%)). However, satisfaction differed depending on career-stage: early career researchers reported higher levels of dissatisfaction (Figure 5.2.1). Given the higher proportion of female staff members at lower grades, it is important to improve the Achieving Success process (see AP 5.2.4).

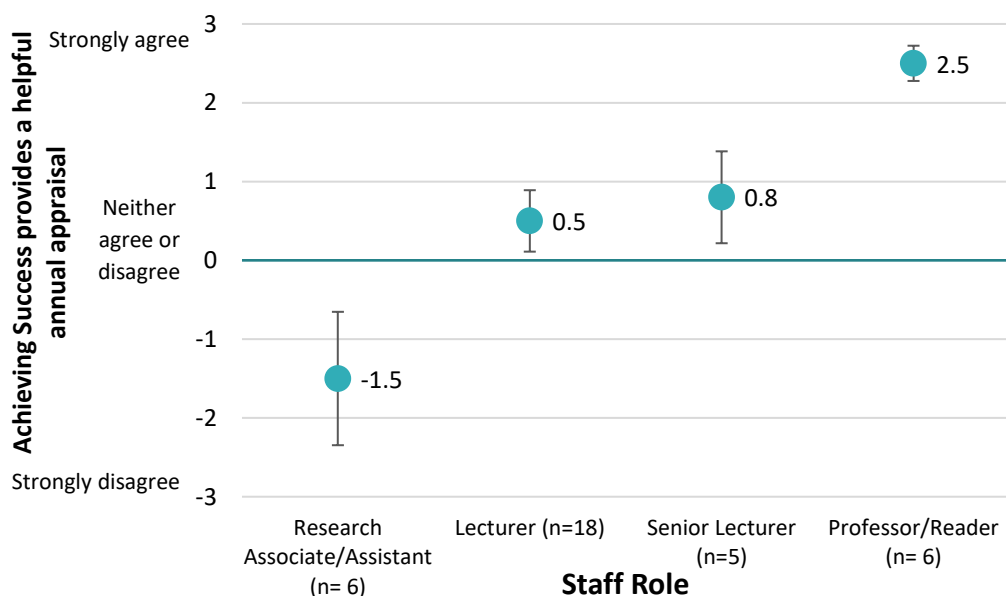


Figure 5.2.1. Response to whether 'Achieving Success' provided 'a helpful annual appraisal', by career stage. Gender analysis limited due to small n (RA = 5 female (83%); Lecturer = 8 female (44%); Senior Lecturer = 4 female (80%); Professor = 2 female (33%))

In our staff survey, 64% females and 79% males agreed that ‘Psychology values the full range of an individual’s skills and experience when carrying out performance appraisals’. Qualitative feedback indicated staff felt dissatisfaction with perceived emphasis placed on research performance:

“I get the sense research output is weighted much more than anything else.” (Male)
“Only research (funding and publications), and teaching/supervision to an adequate standard are really, fully valued.” (Female)

To improve appraisals, staff responsible for conducting these reviews (typically line managers) should be appropriately trained to administer Achieving Success, with a particular focus on supporting the career development of early career staff (**AP 5.2.5**).

Action 5.2.5. All staff conducting Achieving Success reviews given training and guidance on how to effectively administer the programme and to effectively support Early Career staff.

(iii) Support of academic staff for career progression

Key support mechanisms for career progression for all academic staff include:

- Annual review (‘Achieving Success’) with a senior member of staff (see **section 5.3(ii)** above).
- Participation in Psychology’s research groups, which foster collaborations, support funding proposals, and offer feedback on research outputs.
- Providing opportunities for relevant training, including leadership programmes, aimed at developing skills for career progression/promotion (**section 5.3 (i)**).
- Lecturers (Grade 7/8) are supported through a ‘mid-career’ group (established 2018), which meets bi-monthly.
- The HoD will start monthly drop-in sessions in Jan 2021 for staff to have a regular but more informal opportunity to get in touch.

For Post-Doctoral Researchers (and PhD students), support is offered via the Early Career Hardship and Opportunities group, “ECHO”, which meets bi-monthly to discuss progression and academic development and includes a weekly writing group. However, Post-Doctoral Researchers do not have a mentor, separate from their line manager, unlike other academic staff. Given their early career stage, it would be beneficial for Post-Doctoral Researchers to have additional mentorship to support grant funding applications, publications and pathways to career progression (**AP 5.2.6**).

Action 5.2.6. A new mentoring scheme will be developed for PhD students and Post-Doctoral Researchers, pairing them with a relevant member of staff other than their line manager, to provide career advice and support.

Gaining experience of PhD supervision is recognised as a vital part of career development for academics, and at Stirling, supervisor training is provided by the Institute of Advanced Studies. Within Psychology, females and males engage in equal rates of primary supervision (**Table 5.2.4**), with more females offering co-supervision. Most staff only supervise one student (no more than two), although one female

professor offers primary supervision for five PhD students following significant grant funding for this.

Table 5.2.4. The number of staff with responsibility for supervising PhD students (primary or co-supervisor) by gender (as of September 2020). Note that some staff supervise more than one student.

	Supervisory role	
	Primary PhD supervision	Co-supervision
Female Staff	7	6
Male Staff	6	1

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

Undergraduate/taught postgraduate students

Psychology provides students with career support via:

- An “**employability journey**” for undergraduate students where sessions on career opportunities, skill development, and networking are embedded in our degrees. We won the British Psychological Society’s 2015 Award for Innovation in Psychology programmes, for our student-led initiatives and commitment to integrating employability.
- **Guest lecturers** from external organisations (e.g. NHS, Educational Psychologists) contribute to modules. In 2019/2020, 82% of undergraduate guest speakers were female and 65% of postgraduate guest speakers female.
- MSc students have sessions on careers advice, CV preparation and grant writing, and have a required **placement module**, offering opportunities to explore career options.
- An **alumnus mentoring programme** for undergraduates is run within the Faculty, helping graduates with the transition out of university.
- We advertise work experience/volunteering opportunities to students. This academic year, the **University Volunteering Fair** was virtual, allowing students to gain work experience and establish career networks with potential future employers.

Our student survey indicated that most agreed STEM skills from their degree would be useful for their future career (89% males and 93% females agreed). However, fewer agreed they are provided with advice and support on STEM careers, with females agreeing less (36%) than males (44%). Female students were less likely to agree they intended to pursue a career in academia (39% versus 55% males). This issue is discussed above in **Section 4.1** (plus APs **4.1.6** and **4.1.7**). Nonetheless, these findings suggest that more career support for students may be useful (**AP 5.2.7**).

Action 5.2.7. Run careers events and workshops designed to provide better career support for undergraduate and postgraduate (taught) students, including discussions of STEM career options.

Postgraduate Research (PhD) Students

PhD students are supported by their supervisory team to achieve their goals. Training needs are explored as part of the annual review process. These are discussed with an independent review panel in the presence of the PhD student. Additional support includes:

- Membership of the **ECHO Group** (see *section 5.2.3*) and departmental research groups. This support includes feedback on presentations, grants, publications and future research ideas.
- Opportunities for research networking, upcoming meetings, future research and grant opportunities are highlighted within research groups and via direct emails to our **PhD student mailing list**.
- **Funding** for conference attendance, networking, and travel for research is provided (£2,500).
- **Teaching opportunities** (paid) and training are available to any PGR who wishes to teach.

In our survey of PhD students, only two respondents were male, therefore analysis by gender is presented with caution. However, when asked whether they understood the steps involved to progress in an academic career, 36% of females disagreed with this while both males agreed. Further, 36% of females thought an academic career was unappealing and did not intend to stay in academia post-PhD, compared to both male respondents thinking an academia is appealing and intending to stay. Only 9% of females thought Psychology offers sufficient support to PhD students to apply for academic careers, compared to 50% of males. Qualitative comments offer some insight into concerns related to academic careers:

“Academia's over-emphasis on research output at the detriment to teaching experience is a Catch-22: When you're early-career, you teach and advise students, and have much less time for research, but because you have less time for your own research, you are less qualified to advance in your career. The system is fully broken.” (Female)

Therefore, we have developed actions to provide PhD students with additional support (**APs 5.2.8 & 5.2.9**) and to recognise their contributions to departmental life by providing more structured acknowledgement of activities towards their career development goals (**AP 5.2.10**).

Action 5.2.8. Introduce more formal goal setting for PhD students based on Achieving Success.

Action 5.2.9. Improve communication with Trainee ECRs, particularly regarding the advertising of grant funding, training and career progression opportunities.

Action 5.2.10. Formally recognise non-research contributions to the department by Trainee Early Career Researchers (Post-Docs and PhD students).

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

Support for staff is available through University grant writing training courses (see *section 5.3(i)*). All grants are formally reviewed by a member of the University's

Research & Innovation Services and two members of Psychology staff.

Researchers are encouraged to seek informal review and feedback through their research groups. Stirling’s Research and Innovation Services work with staff to source alternative sources of funding for unsuccessful applications. At times, when invited to interview for an early career grant, the whole department is invited to provide feedback in advance of the interview.

We have analysed data on grant applications made by male and female staff as principal investigator (**Table 5.2.6**): 112 grants were applied for between 2017 and 2020, of which 30 were successful. Male success rate was 21% and female success rate was 30%, suggesting a slightly better success rate for females. Between Grades 6 to 9, females tended to apply for more grants and had better success, the exception being for Grade 10 (professor) where more males applied and were successful, but this likely reflects higher numbers of male professors at this grade. Action may be required to enhance grant application support, in particular when applications are unsuccessful, as there are currently no mechanisms in place. However, a range of measures, from pastoral support to training and peer comments for potential revision and re-submission have been proposed (**AP 5.2.11**).

Table 5.2.6. Successful and unsuccessful grant applications made by staff in Psychology (2017-2020) as principal investigator, by grade and gender.

Grade	Total applications			Successful			Unsuccessful		
	Male	Female	% F	Male	Female	% F	Male	Female	% F
Grade 6	1	1	50%	0	1	100%	1	0	0%
Grade 7	3	7	70%	1	5	83%	2	2	50%
Grade 8	13	25	66%	0	12	100%	13	13	50%
Grade 9	3	10	77%	0	2	100%	3	8	73%
Grade 10	23	6	21%	8	1	11%	15	5	25%
Total	43	49	53%	9	21	70%	34	28	45%

Action 5.2.11. Develop a specific support system for when grant applications are unsuccessful.

5.3. Flexible working and managing career breaks

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

Flexible working and paid leave enable expectant parents to attend antenatal sessions. Parents adopting or experiencing surrogacy are entitled to 5 days paid leave for appointments. Line managers and module coordinators arrange cover when necessary. Maternity leave planning is based on conversations about entitlements and “return to work” plans before taking leave, although it is recognised that parents’ plans may change during their leave period.

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

During maternity and adoption leave there is an offer of up to ten paid “Keep in Touch” days to enable staff to be included in decision-making processes of the department and kept up-to-date. Those on maternity or adoption leave are not required to take this offer, nor penalised if they choose not to. They are invited to biannual staff away days, with support for attendance with an infant. We have private spaces that can be booked for breastfeeding mothers on “Keep in Touch” days.

Over the past five years, we have had 8 maternity leave periods (4 academic staff, 2 research staff, 1 professional service staff, 1 teaching assistant). Paid leave averaged 316 days (range 128-363 days). Adoption leave, when requested, is up to 260 days of paid leave per 365 days. Females have the statutory right to choose the duration of leave (up to 365 days) that suits them (see **section 5.3.5** for Paternity Leave).

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

On return to work, six months of research leave is provided to enable reconnection with research projects without formal teaching or administrative constraints. Upon returning to work staff are supported by regular meetings with their line manager to discuss their transition back and flexible working arrangements. The Faculty has a dedicated breastfeeding/pumping room and is a breastfeeding friendly space.

(iv) Maternity return rate

One staff member, on a teaching contract connected with our MSc in Psychological Therapy, resigned after maternity leave. None have had a contract terminated while on maternity leave.

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

In the last five years, we have had 4 paternity leaves for 4 males (2 academic, 2 research staff), with paid leave averaging 14 days. No professional service staff have requested leave. We follow university policy on shared parental leave, noting that returning fathers do not currently have the same right to a period of research leave. To encourage take-up, we shall make an equivalent offer within the department (**AP 5.3.1**).

Action 5.3.1. Fathers granted research leave after returning from extended paternity leave.

(vi) Flexible working

We manage flexible working through discussion with the divisional administrator (for support staff) or HoD (academic staff), with every effort made to accommodate requests. For example, one administrator works extended hours, four days a week, while others have part-time patterns including half days. Among academic staff, a Post-Doctoral Researcher developed health issues that were ameliorated by working from home flexibly. Another Post-Doctoral Researcher works three days a week to allow for childcare, one professor has taken flexible retirement to cut paid hours to 50% FTE and focus on research. While many benefit from flexible patterns of work, especially when they have caring responsibilities, this can also lead to long working times; ensuring a

good work-life balance is a significant element of the workload allocation model and vital for departmental planning (**AP 5.3.2**).

Of course, this practice is currently interrupted by the pandemic and nearly all staff are working from home. This new situation provides new insights on flexible working. While this situation has its advantages, we are also aware of its risks. Staff are constantly reminded, by the University and in staff meetings, to reflect on their working situation. We have further surveyed staff on work and life during COVID-19 and present data and actions in **section 6**.

Action 5.3.2. Managers pay particular attention to the workload models of staff who work flexibly, reviewing this every 6 months.

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

In the last five years, we have not had any academic staff who have returned after a career break. One kindergarten assistant went part-time for a year to complete further training and then returned to her full-time role. Her cover could be budgeted as the training had been planned with the HoD and was costed into financial plans, as the training was necessary for the kindergarten's licencing.

5.4. Organisation and culture

(i) Culture

As a department, we actively consider gender equality and aim to ensure inclusivity for *all* staff and students. Several pre-existing initiatives are in place, such as equality and diversity being discussed at all staff meetings, meetings occurring within optimal hours, enhanced support for returning mothers and a group for early career researchers (**Box 5.4.1**). In our staff survey, most agreed work-related social activities were welcoming (91% females and 93% males) and the department was a great place to work (91% females and 93% males).

Box 5.4.1. Pre-existing actions to promote gender equality in the Department

1. Equality and Diversity is a standing item at staff meetings since 2014 and will remain so, to update staff members of EDI developments.
2. Psychology committees and seminars meet within 10:00am to 4:00pm.
3. Staff who have been on extended parental/adoption leave have a 6-month sabbatical research period upon returning to work (see **section 5.3.3**).
4. Results from 2018 Staff survey discussed at staff away day in August 2018; this directly resulted in the establishment of the Early Career Hardship and Opportunities (ECHO) group.

Regarding Athena SWAN Principles, we acknowledge academia cannot reach its full potential unless it benefits from the talents of all, and in Psychology, we see a gender imbalance that is likely missing out on talent. Our action points in **Section 4** aim to address this gender imbalance and we are committed to addressing the unequal gender representation.

The department is fully committed to advancing gender equality and making sustainable cultural changes. For example, we will ensure *all* staff are trained and committed to achieving our goals, and that how staff are contributing to our EDI goals is discussed within annual appraisals (**AP 5.4.1**). Indeed, in our staff survey, 95% females and 100% males understood why positive action is required to promote gender equality. However, only 41% female and 79% male had completed “Understanding Unconscious Bias” training. Concerningly, one in four (24%) female staff reported that within the last three years in the Department they had experienced a situation where they felt uncomfortable because of their gender (compared to 8% of males). More staff completing “Understanding Unconscious Bias” training may be beneficial to help alleviate this issue and ensure no one feels uncomfortable (**AP 5.4.2**). Additionally, we believe ‘top-down’ action is vital in ensuring commitment from all staff and students. Our earlier action point to ensure there is senior representation on the EDIC will help with this aim (*see* **AP 3.1**).

The department could do more in demonstrating its commitment to addressing the gender pay gap – in our staff survey when asked if “*I believe that in Psychology, men and women are paid an equal amount for doing the same work or work of equal value*” only 24% of female staff agreed compared to 86% of males. To understand this issue, interviews with staff would be beneficial (**AP 5.4.3**).

The department is committed to removing obstacles experienced by females – we enable flexible working and in our staff survey 95% females and 100% of males agreed “*my line manager/supervisor would be supportive of requests for flexible working*”. However, barriers may still exist in terms of females accessing opportunities: in our staff survey, 55% female versus 79% male staff agreed with the statement “*Psychology takes positive action to encourage women and men to apply for posts in areas where they are under-represented*” (**AP 5.4.4**).

Regarding short-term or zero-hour contract work, we acknowledge how the instability of short-term roles potentially disadvantage colleagues at early career stages (we have no zero hours contracts). Short-term contracts provide fewer opportunities to progress or develop skills required to secure a full-time position. We are committed to addressing the negative consequences of short-term contracts by supporting Trainee ECRs to develop a portfolio of well-rounded skills. Our approach includes:

- a) ECHO group – to include bi-monthly skill-sharing and development seminars, that short-term staff can attend for up to 6 weeks after the end of their contract. These will include, for example, access to teaching training, pitching ideas for Grant Funding applications, developing effective conference presentations (*see* **AP 5.2.9**)
- b) The new mentoring scheme to be available for up to 6 weeks after the end of the contract period (*see* **AP 5.2.5**)

The department is committed to ensuring that anyone who identifies as transgender does not experience discrimination. In our staff survey, although no disclosed transgender staff completed this, female and male staff were less likely to say the department was a great place to work for transgender people (57% female and 71% males agreed) compared to whether it was a great place to work for females (91% females agreed) or males (93% males agreed). This is an issue which requires further investigation, which must be done with those identifying as transgender to identify ways forward (**AP 5.4.5**).

We are also committed to considering the intersection of gender with other factors. For example, members of the EDIC have expertise in neurodiversity and disability. The

department acknowledges its lack of ethnic diversity. Our commitment to the inclusion of all will be explained on the website we are developing (see **AP 3.7**).

Action 5.4.1. Discussions around contributions to EDI included in annual staff appraisals.

Action 5.4.2. All staff complete equality and diversity training and training on understanding unconscious bias.

Action 5.4.3. Conduct interviews with staff to understand the perceptions and experiences of the gender pay gap.

Action 5.4.4. Senior staff/managers take an active role in encouraging candidates to apply for roles and opportunities where they are currently under-represented.

Action 5.4.5. Gather feedback from transgender staff and students to understand the best means of achieving effective inclusion and equality.

(ii) HR policies

Policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes are centrally managed but locally applied, via the departmental equality and diversity chair, mentors and/or the Head of Department. All Staff take part in training on equality and diversity, while staff with management responsibilities are kept informed and updated on HR policies via formal training operated centrally. Similarly, students are introduced, and reminded of, the University's policies against bullying and harassment and its commitment to equality and diversity.

However, in terms of whether policy is put into practice, in our staff survey fewer females agreed with the question "*The Psychology department has made it clear to me what its policies are in relation to gender equality*" (54% versus 85% of males). More work needs to be done to ensure all staff are informed and updated on policies (**AP 5.4.5**).

If students feel that policies have been violated, their first point of contact would be their Personal Tutor, who will then take further measures. Students can request a same-sex Tutor, which may be the preferred option in cases of sexual harassment. We will ensure students know of this option through their Tutors and via the EDIC website and staff receive reminders on how to deal with reports of sexual misconduct (through training workshops and close engagement with the University's strategy on "Preventing and Tackling Sexual Violence") (**AP 5.4.6**).

Action 5.4.5. HoD to provide updates on HR policy changes at every staff meeting and EDIC website to feature these updates alongside standing policies

Action 5.4.6. Inform students of first point-of-contact options alternative to their Personal Tutor and whom to get in touch with (e.g. in case of sexual harassment) and these staff have training to deal with misconduct.

(iii) Representation of men and women on committees

There are several departmental committees (**Table 5.4.1**). The three most influential committees are the research, student-staff and learning and teaching committees. Most committees have a gender ratio reflecting that seen in the department, apart

from the PGT student-staff committee which has 66% male members, as most PGT modules are led by male staff.

Table 5.4.1. Current composition (Oct 2020) of Psychology committees, including gender information and staff type.

Committee	Committee chair gender	Total committee <i>n</i> (staff only)	% Female committee members	Staff type
Teaching-related committees				
Learning and Teaching	Male	15	60%	12 academic staff, 2 administrative staff, 1 PGR teaching assistant representative.
Staff-student feedback committee (UG)	Male	18	56%	15 academic staff (includes 14 module coordinators), 3 admin staff, plus student representatives.
Staff-student feedback committee (PGT Health Psychology)	Male	8	75%	7 academic staff (all module coordinators), 1 admin staff, plus student reps.
Staff-student feedback committee (PGT all other programmes)	Male	9	44%	8 academic staff (course directors, module coordinators), 1 admin staff, plus student reps.
Research-related/other committees				
Research	Male	11	72%	10 academic staff (including 1 Post-Doctoral Researcher), 1 admin staff
Equality, Diversity and Inclusion (EDI)	Female & Male (co-chairs, maternity cover)	8	63%	7 academic staff, 1 admin staff (+ 1 PGT rep)
Kindergarten	Female	8	88%	5 academic staff, 1 kindergarten staff, 2 admin staff
Psychology Resources	Male	4	50%	3 academic staff, 1 admin staff

Notably, only two of eight committees are currently chaired by female staff. Therefore, the department should take action to review this gender imbalance (**AP 5.4.6**) that has also persisted over the past three years (see **Table 5.4.2**). The historical data further shows that the composition of most committees has maintained an approximate balance of female and male members.

Table 5.4.2. Psychology committees, historical makeup. Structure changed in 2019, postgraduate committee laid down, research committee formed (dash = not applicable).

Committee	2017-18			2018-19			2019-20		
	Chair	N	%F	Chair	N	%F	Chair	N	%F
Learning and Teaching	M	11	45%	M	11	55%	M	11	55%
Staff-student (UG)	M	19	47%	M	18	50%	M	19	63%
Postgraduate	F	11	45%	F	11	45%	-	-	-
Research	-	-	-	-	-	-	M	6	50%
EDI	M	8	63%	M	8	63%	F	9	67%
Kindergarten	F	8	75%	F	9	78%	F	8	75%
Resources	M	4	25%	M	4	25%	M	4	50%

Inclusion on some committees is determined by other roles – for example, all module coordinators and course directors are part of undergraduate and postgraduate student-staff committees. For research committee, members include research group leads (e.g. health, cognition, animal behaviour groups), Director of Research, Director of PGR and Head of Department. Where committees include additional representatives (e.g. an early career representative on the research committee), these roles are advertised by the Committee Chair to staff via email.

To manage ‘committee overload’, our workload allocation model (WAM) includes allowances for each role (see **section 5.4.5**). This allows the HoD to monitor administrative burdens. Roles rotate through staff to ensure no academic is hampered with a major administrative role for too long. There are, however, many committees, and some staff must attend more than one, particularly where they are module coordinators. It may be valuable to assess the efficiency of the committees and understand whether staff are overloaded by these (**AP 5.4.8**).

Action 5.4.7. Identify female staff candidates to succeed current male committee chairs.

Action 5.4.8. Conduct a review of all committees for efficiency and effectiveness, understand potential overload risks and identify means of improving current committee approaches.

(iv) Participation on influential external committees

All staff are active in external committee work that reflects the diversity of our discipline. This work is encouraged and recognised in our workload allocation model, to ensure responsibilities are balanced between staff of all grades and genders. Staff are active members or chairs of national (e.g. British Psychological Society; Experimental Psychology Society) and international organisations (e.g. International Union for the Conservation of Nature, International Society for Human Ethology), serve on editorial boards of journals (e.g. Psychology and Health, European Journal of Neuroscience), as well as on UKRI panels making funding decisions. Female and male staff alike serve as Trustees or Scientific Advisors (e.g. Royal Zoological Society of Scotland, “B-Healthy together”) and have been appointed as advisors to the government (e.g. National

Institute for Health and Care Excellence) or in legal cases through their research expertise.

(v) Workload allocation model

Psychology uses a workload allocation model (WAM) that allocates time to teaching, supervision of post-graduates, administrative and leadership roles (including committee memberships), external examiner duties, other scholarly activities (e.g. editorial board membership), and outreach. These roles fall into the categories of research, teaching and administrative duties, allocating time to a 40:40:20 ratio for Research & Teaching contracts (ratios adjusted for other contract types). It assumes an annual workload of 1600 hours for full-time staff and is adjusted proportionally for part-time staff.

The HoD (as the person responsible for enforcing the WAM) takes an active stance regarding workload. Promotion criteria, personal development and career advancement is embedded in discussions with staff around workload allocation. Specific examples are: encouraging female academics to take on administrative roles that are valued for promotion such as leadership roles within the University; supporting those at transition points by offering to fund continuity or by involving them in roles that help to advance their career.

Figure 5.4.1 shows the proportion of research time within the workload allocation model for academic staff. The obvious effect is that of seniority, with the highest research proportion available to staff in their first year, to help them establish their research. There are no clear effects of gender. Teaching hours show a peak around mid-career.

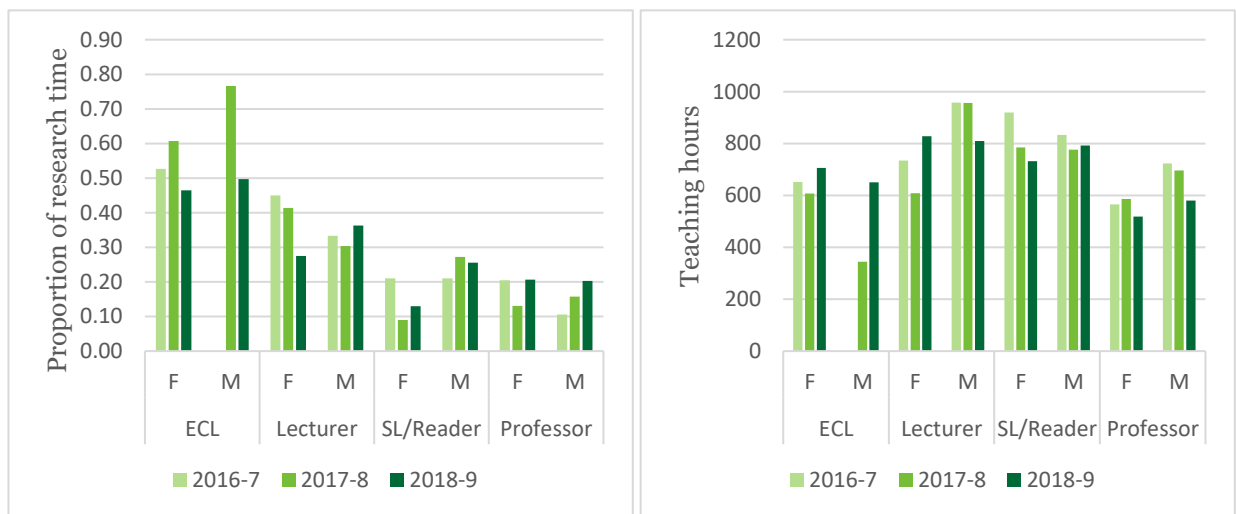


Figure 5.4.1: Proportion of a) research and b) teaching time allocated in the Workload allocation model for academic staff: Early Career Lecturers (ECL) are lecturers in their first year of appointment. SL = Senior Lecturer.

All staff have an opportunity to discuss their WAM with the Departmental Administrator during the annual appraisal process. It is updated individually each academic year. An open discussion and appraisal of the current model took place at a staff away day in October 2019 and the model is amenable to staff feedback. However, in our staff survey only 68% of female staff agreed that “In Psychology, work is allocated on a clear and fair basis irrespective of gender” – compared to 86% of males. We will address this disparity in surveys and staff meetings (AP 5.4.9). One reason could be that

female staff reported slightly higher administrative commitments (median = 20% workload) than males (median = 15%).

Action 5.4.9. Via interviews, detail the reasons for a less favourable view of the fairness of the workload allocation model by female staff and formulate countermeasures.

(vi) **Timing of departmental meetings and social gatherings**

Departmental meetings are held within core hours of 10am-4pm (**AP 5.4.10**). We have an on-site kindergarten (as part of our research activities) which allows staff to access childcare. For activities that occur outside normal working times, we follow a child-friendly approach so that individuals with additional caring responsibilities can attend.

Action 5.4.10. Monitor whether the scheduling policy for meetings within core hours continues to be upheld, identify problems and help in finding scheduling solutions.

(vii) **Visibility of role models**

In departmental seminars, we aim for equal numbers of male and female invited speakers (**AP 5.4.11**). In 2020, due to COVID-19, we have enjoyed online meetings and over the past year we have had 35 internal and external speakers across all career stages (PGR to Professor) with a 50% gender ratio.

In previous years, there was a bias towards male Lecturers teaching on introductory modules: in 2018 and 2019 these were coordinated by a male member of staff and female lecturers were underrepresented (38% female in 2018 and 43% in 2019). In 2020 we reversed this to 67% female, with a female coordinator to increase the visibility of female Psychologists to first-year students (**AP 5.4.12**).

Both male and female staff attend open days and other recruitment events for prospective students, with the rotation of staff to avoid over-burdening any individuals. The image content on our websites is centrally controlled by the University's Communication team. However, they do reflect the mix of genders and ethnicities typical for Psychology.

Action 5.4.11. Ensure an equal gender ratio regarding external and internal speakers at departmental and research group seminars.

Action 5.4.12. Survey the impact of the gender ratio of Lecturers on first-year courses.

(viii) **Outreach activities**

The department has an outreach coordinator (male) who has been in the role since March 2020. The role is recognised duty in the workload allocation model (15 hours) and there is a departmental budget to support visits to schools. Additional staff who participate in outreach activities can submit contributions to outreach in their workload allocation model. However, there is not a consistent record of staff engaging in outreach activities. Between 2016 and 2019 there were three recorded high school visits by one female academic (grade 8) and one Teachers visit to Stirling where two male academics (grade 7) presented. Other unrecorded outreach activities may have happened, but there is a lack of initiatives with local schools. Developing partnerships with schools (see **AP 4.1.1 & 4.1.2**) could be help introduce males and females to

psychology and ensuring a better gender balance within our applications (*see section 4.1*).

Through the Kindergarten, there have been community engagement initiatives: One initiative (coordinated by one female academic) was an intergenerational project, bringing together local people with Alzheimer's and children from the Kindergarten. The first departmental "Summer Science Festival" took place in 2019 to engage local children with psychological research. This initiative was led by three female academics (one lecturer, two Post-Doctoral Researchers). Plans were in place to run this Festival in 2020, however, it was cancelled due to COVID-19.

For public engagement, staff have participated in Science days at public venues including Glasgow Science Centre, Edinburgh Science Festival, Living Links in the Edinburgh Zoo, and Dundee Science Centre. Academics have taken part in *Bright Club* comedy nights, *ScienceGrrl*, *Pint of Science* and *Soapbox Science* public events. There have been female representatives, however, data has not been recorded (**AP 5.4.13**).

Action 5.4.13. Outreach and public engagement activities to have equal gender representation, and a record of contributions to these.

See also actions 4.1.1 & 4.1.2 regarding outreach.

6. FURTHER INFORMATION

Word count: 410/500

Until recently, our available data only recorded gender as male or female. In our surveys for this submission, staff and students were asked to self-identify: all staff identified as male or female, but some students did not (*see Table 3 for details*). We use the term 'male' and 'female' to be inclusive of all those who self-identify in these ways. Going forward, it is important to acknowledge that members of our staff and students may also identify as transgender, gender fluid and/or non-binary. Within the self-assessment process, this has been acknowledged by updating the gender options provided in our most recent surveys to become more inclusive and considering the language used in surveys going forward (**AP 6.1**).

Action 6.1. Appropriate representation of non-binary and trans-gender options provided in student and staff surveys.

COVID-19 and EDI

The COVID-19 pandemic has undoubtedly affected everyday life and work conditions, for staff and students across the University. The effect of the pandemic will likely not be equal across all staff/students. Considering this, Psychology's EDI committee recently surveyed staff members concerning the perceived effects of COVID-19. These questions focused on exploring the effect lockdown may have had on work productivity and quality of life. This data, illustrated in **Figures 6.1 & 6.2**, allowed us to assess whether the impact of COVID-19 had disproportionately affected groups of staff and provided a

brief snapshot of the immediate impacts of COVID-19 on staff members of Psychology.

Lockdown, and the COVID-19 pandemic, has had a significant impact on my...

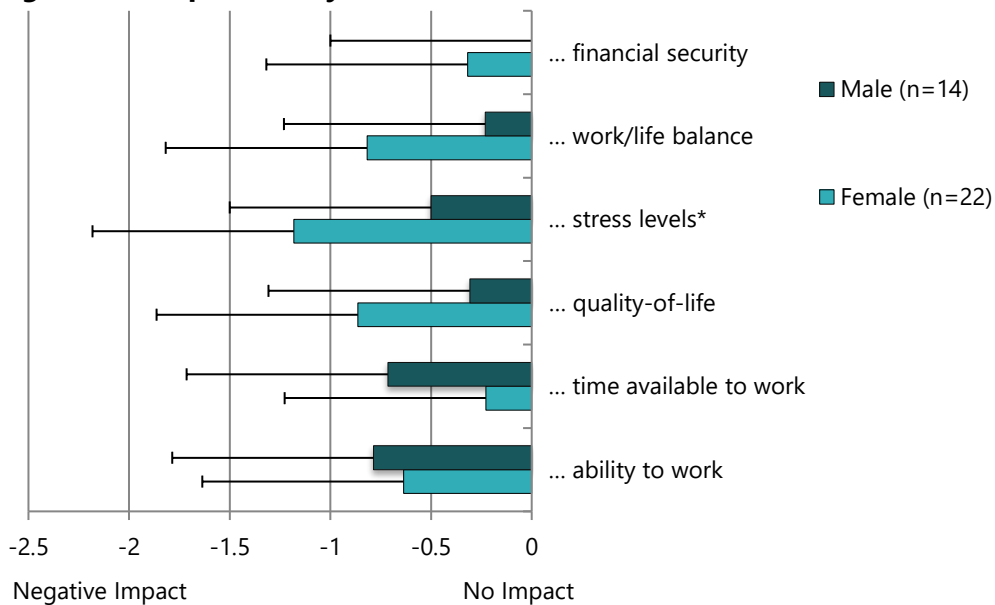


Figure 6.1: Graphical representation of staff responses (n = 36) to the impact of COVID-19, by Gender. Bars = mean rating, whiskers = standard deviation. Statistical significance thresholds of pairwise contrasts: * p< 0.05, ** p< 0.005.

Lockdown, and the COVID-19 pandemic, has had a significant impact on my...



Figure 6.2: Graphical representation of staff responses (n = 36) to the impact of COVID-19, by caregiving responsibility. Statistical significance thresholds of pairwise contrasts: * p< 0.05, ** p< 0.005.

Strengths:

- 87% of staff agreed/strongly agreed that *'Psychology had provided them with adequate support during lockdown'* regardless of gender.
- Staff (regardless of gender) largely agreed they had adequate facilities to work effectively from home.

Concerns:

- Female staff members reported significantly greater stress levels during the pandemic, and a greater negative impact on quality-of-life, in comparison to male staff members
- Staff with caregiving responsibilities (regardless of gender) reported a significant negative impact on time available to do work, and financial security.
- Staff reported spending approximately 11% less time on research activities (Females: 12% less; Males: 10% less), with more time spent on admin, teaching and childcare.

These results highlight the additional burden that the lockdown period has had on female and caregiving members of staff. The EDIC will take additional action to avoid subsequent disadvantages in career progression (**AP 6.2**). We will further monitor long-term consequences of the prolonged new working situation given government regulations and University recommendations to work from home when possible and its impact on productivity, work-life-balance and gender bias (**AP 6.3**). This includes surveying staff-student interactions and student experiences during remote supervision and online teaching.

Action 6.2. Recognise the extra burden that the COVID-19 restrictions have put on female and caregiving members of staff in career progression.

Action 6.3. Monitor the long-term consequences of working-from-home and teaching-online situations on staff and students.

7. ACTION PLAN

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

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

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

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



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STIRLING PSYCHOLOGY ACTION PLAN

Section 3: The self-assessment process							
Reference	Planned action / objective	Rationale	Description of action	Priority	Responsibility	Timeframe	Success criteria and outcome
3.1	Invite Head and Deputy Heads of Department to join the EDI committee to increase senior management buy-in.	Although the EDIC includes a range of staff at different levels (student-professor), none are in senior management roles. To achieve our objectives, buy-in and support of senior department members is necessary.	Ask the Head and the Deputy Heads of Psychology to join our EDI Committee. HoD reports to Faculty executive meeting, which has EDI as a standing item.	High	EDI Chair(s)	Send request in November 2020 for committee membership from January 2021	Senior management engagement in EDI discussions going forward. Executives informed about Psychology EDI issues and solutions at the Faculty level.
3.2	Workload regularly reviewed and allocation updated with hours that accurately reflect time spent on EDI issues.	Only 20 hours are currently allocated, which may need to be reviewed to ensure that the committee has enough time to achieve our actions.	All EDIC members to record the amount of time they spend on committee-related activities every month, including respective hours spent on Athena SWAN application.	High	EDIC and Workload allocation model	November 2020 – November 2021	Workload allocation hours accurately reflect the time spent on EDI activities by committee members.
3.3	Committee members attend external EDI events and increase engagement with external agencies.	Current lack of interaction with external bodies, suggesting we may be missing out on learning opportunities and sharing good practice.	Committee members attend at least one EDI external/online event or find out about EDI practices in other institutions each year, and report back to committee.	Medium	EDIC	November 2020 – November 2024	Increased engagement with external agencies and institutions to share good practice.

3.4	Increase undergraduate and postgraduate student representation on the EDI committee.	Currently only one student representative (PGT) with no undergraduate representatives.	Advertise for new undergraduate and postgraduate student representatives at the start of each academic year. We will aim for one undergraduate and one postgraduate taught representative. Each student representative can serve for one year and then review if they wish to continue in the role (if applicable e.g. for non-graduating students).	High	EDIC Chair(s)	January 2021, and then at the start of the academic year (September) in subsequent years	A committee balanced not only with regards to gender representation but also across the levels of University hierarchies.
3.5	Have an organised schedule for role transitions within the EDI committee.	Naturally, staff will rotate into and out of committee Chair role. Also, a Chair can become unavailable due to unexpected circumstances. Need to maintain smooth transitions and effective handovers.	Scheduled role rotation should include a shadowing period, with a clear handover provided one month before the outgoing Chair leaves the role. Similarly, any interim cover should be arranged at least 3 months in advance. A Deputy Chair should be installed who is familiar with all processes in case of unexpected leave of the Chair.	Medium	EDIC Chair(s)	Effective from March 2021 (when Chair should return from maternity leave). Otherwise as needed when Chair changes.	Committee is consistently and continuously chaired, with effective handovers between Chairs.

3.6	Create a website which promotes higher visibility of the work of the EDIC, and the stance of the Psychology division on equality, diversity and inclusion.	There is currently little outward-facing commitment to EDI issues, for example on job adverts and to students.	Develop a webpage for the Psychology department on equality, diversity and inclusion. Updates on the webpages should be a standing item discussed at EDIC meetings. A placeholder web page has been organized and is available under edicpsy.stir.ac.uk	High	EDIC member Christian Keitel	Website launch in January 2021	EDIC website launched and regularly updated.
3.7	Monitor the use of this website and its effectiveness in advertising our activities and policies.	To make sure the website is effective for action point 3.7	One committee member to take on the role of website management and website 'champion' to ensure that it is disseminated. Other members / invited guests to write blog posts.	Medium	Management: EDIC member Christian Keitel Content (blog posts): EDIC members and guests	January 2021 to January 2024	Increased website views and clicks to related EDI content. Students and Staff indicate (in surveys, personal communication) that they know of the website and use it to be updated on EDI issues.
3.8	EDIC members to update email signatures and out-of-office replies.	Increase the visibility of points of contact for EDI issues and provide alternatives in case of leave.	Add information about being an EDIC member and a link to the website to our email signatures. Out-of-office replies to contain the line "For issues regarding equality, diversity and inclusion please contact ..."	Medium	EDIC	Immediately	Staff and students know whom to get in touch with regarding EDI issues.

3.9	Introduce a regular reminder of EDI issues and their relevance for Psychology staff and students via a seminar series.	There is a need to maintain visibility of EDI issues in Psychology and the work of the EDIC.	Introduce a seminar series as a new item on the annual departmental curriculum, list potential external speakers and send invitations.	Medium	EDIC	First seminar spring 2021, then biannually thereafter.	An established annual seminar series on EDI issues in Psychology.
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Section 4.1: Student data							
Reference	Planned action / objective	Rationale	Description of action	Priority	Responsibility	Timeframe	Success criteria and outcome
4.1.1.	Develop a program of outreach with local high schools.	Fewer males apply to study Psychology at undergraduate level.	Develop outreach plan (e.g. plan of school-specific lectures, visits, taster days) and build partnerships with local high schools (e.g. contact local psychology/science teachers). Any outreach would include <i>both</i> female and male staff representation.	High	EDIC in collaboration with the department's outreach coordinator	Jan 2021, establish annual school visits thereafter	A higher number of males applying to study psychology at undergraduate level. Better balancing the ratio of female-to-male students.
4.1.2.	Survey potential applicants to understand their interest in applying / not applying for psychology.		On developing partnerships with schools, we will use surveys to help identify why males are less likely to apply, as well as reviewing the research literature on this issue in Psychology.	Medium	EDIC in collaboration with outreach coordinator	2021-2023, Survey 3 consecutive cohorts for increased reliability	

4.1.3	Conduct more detailed gender analysis of undergraduate performance.	Males are less likely to obtain a first in their undergraduate psychology degree.	Conduct detailed analysis of student data to understand whether undergraduate degree outcome relates to entry tariffs if performance varies according to different modules, assignment type (exams or coursework) etc.	Medium	EDIC, in collaboration with Student Services, Registry	Jan 2021-Dec 2023	<p>Better understanding of disparities in male undergraduate degree outcomes.</p> <p>Students provided with equal opportunities for attainment.</p> <p>Male students increase undergraduate degree classification.</p>
4.1.4	Hold focus groups with MSc students to understand ways of increasing gender balance on these courses.	Males are less likely to apply for our MSc courses.	Gather qualitative data via focus groups with current MSc students to discuss and identify ways of increasing the gender balance on our postgraduate courses.	Medium	EDIC, in collaboration with MSc coordinators and student representatives	May 2021, then annually until May 2023 (typically time between MSc spring and summer semester)	<p>We formulate a set of measures of how to increase the number of males applying to study psychology at postgraduate level.</p> <p>Better balancing of the ratio of female-to-male MSc students.</p>
4.1.5	Conduct more detailed gender analysis of postgraduate (taught) academic performance.	Males are less likely to obtain a Distinction in their MSc.	Analyse postgraduate (taught) outcomes in terms of gender, previous degree, module grades, to understand why males are less likely to receive a Distinction grade.	Medium	EDIC, in collaboration with Student Services, Registry	Jan 2021-Dec 2023	<p>We formulate a set of measures of how to provide students with equal opportunities for attainment irrespective of gender.</p> <p>Male students increase postgraduate degree classification.</p>

4.1.6	Survey current postgraduate students (taught and research) to understand the reasons why males are less likely to pursue psychology at PhD level.	Males are less likely to apply for a Psychology PhD.	Ask PGT and PGR students about their career plans after their spring semester (second spring semester for part-time students). Analyse responses for the projected area of work and reasons given for why (not) pursuing an academic career.	Low	EDIC, in collaboration with MSc coordinators and student representatives, as well as the Doctoral committee	May 2021, then annually to May 2023 (typical time between MSc spring and summer semester)	A higher number of males applying for PhD positions. Better balancing of the ratio of female-to-male PhD students.
4.1.7	Time the student survey to go out at the start of semester and have a coordinated departmental plan for dissemination.	Small numbers of students completed our student survey, potentially limiting our analysis and could mean we are missing important issues. Some potential issues were highlighted (e.g. males more attracted to academic career), but analysis is limited due to small numbers completing the survey.	Increase uptake by timing the survey at the start of semester, sharing the survey as part of induction, posting it on Canvas (our virtual learning platform), asking personal tutors or course/module directors to ask students to complete the survey during lectures.	High	EDIC, in collaboration with MSc coordinators, staff teaching on MSc courses and student representatives	September 2021, then annually until September 2023 (start of autumn semester)	Increased uptake of our student survey. Obtain a sample that is more representative of our student population – with the aim of a 50% response rate. Start further action towards promoting academic careers.
4.1.8	Form an undergraduate task force to better understand issues relating to gender diversity in Psychology.	To fully understand EDI issues facing students, we must work in collaboration with students.	Creation of a small undergraduate taskforce (5-10 students) who will report back to the EDIC on issues and identify actions to tackle relevant diversity issues.	Medium	EDIC, Psychology UG student representatives	January 2021, announced at next Staff-Student Feedback Committee meeting	Student task force identifies issues and brings to attention of EDIC, Student task force publishes issues and successes on the EDIC website.

Section 4.2: Academic and research staff data

Reference	Planned action / objective	Rationale	Description of action	Priority	Responsibility	Timeframe	Success criteria and outcome
4.2.1	Monitor and maintain the proportion of female staff on Grades 6-9.	Our staff-gender ratio is currently balanced for these grades.	Continue to monitor staff data on gender ratios.	Medium	HoD, supported by EDIC. Hiring and promotion committees.	Ongoing	A sustained balanced gender ratio of staff on Grades 6-9 (Lecturer, Senior Lecturer, Assoc Professor) positions.
4.2.2	Ensure equal opportunities for female candidates in Grade 10 hiring processes.	There is still a higher proportion of males on Grade 10 (Professor). However, the balanced Grades 6-9 gender ratio should naturally lead to a balanced Grade 10 through internal promotion.	Advise the Hiring Committee about the preference of female candidates in the case of all other indicators being equal. Acknowledge career impact of COVID-19 pandemic on female candidates during promotion or hiring process (also see AP 5.1.3 & 6.2)	High	HoD, supported by EDIC. Hiring committees	Ongoing	Increased proportion of female staff on Grade 10. Promotion of more female members of staff to Grade 10 in the next four years.
4.2.3	Ensure our senior female staff have the necessary support for progression to grade 10.		Support leadership and management training for current female staff and adjust workload model accordingly (also see AP 5.2.2) Raise awareness of female-only HR-led promotion workshops.	Medium	HoD, supported by EDIC. Promotion committee.	Jan 2021 – ongoing	

4.2.4	Evaluate and monitor the effectiveness of bridging money measure for fixed-term contracts.	The percentage of female academic leavers due to the end of fixed-term contracts has gradually declined over the past 3 years. However, numbers are small, and a new evaluation period shall look into the effectiveness of the measure and possible ways to improve it.	Monitor the share of female academic leavers due to ending contracts/funding over the next three academic years. Establish a formal procedure for the allocation of bridging money. Interview recipients of this measure	Medium	Research and Resource committees, supported by EDIC	Ongoing, new evaluation period: Jan 2021 – Dec 2023	We retain skilled (female) academics and provide them with opportunities to progress internally to permanent positions. At least one (female) candidate can be supported to continue their research programme in Stirling during the evaluation period.
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Section 5.1: Key career transition points: academic staff							
Reference	Planned action / objective	Rationale	Description of action	Priority	Responsibility	Timeframe	Success criteria and outcome
5.1.1.	Any interviewers complete training on unconscious bias and repeat this every two years.	Male success rate following interviews is higher than female success rate.	When arranging interviews, interviewers requested to complete the unconscious bias training (or confirm completion within the last two years).	Medium	Department administrators	From November 2020 – ongoing as recruitment occurs	A gender-balanced success rate for staff hires
5.1.2	Clarify the department's commitment to EDI in our recruitment process and all job adverts include a link to our EDI webpage.	Current recruitment processes do not explicitly indicate our commitment to equality and inclusion.	Add a statement of commitment to equality and diversity on all job applications, including the link to our webpage on EDI.	High	Department administrators	From January 2020 (when webpage launched) – ongoing	Candidates have a clear understanding of our commitment to EDI in the recruitment processes.

5.1.3	Review our recruitment processes and identify ways of generating more equal applications from males and females.	Fewer males apply for jobs in the department.	For example, identify specific informal networks on social media – EDIC to create list and HoD to ask the whole department to disseminate job adverts widely.	Medium	EDIC and HoD	From January 2020 – ongoing (related to recruitment). Review success after two years.	A gender-balanced number of applications for jobs in the department.
5.1.4	Assess the effectiveness of current induction processes for academic staff.	Effectiveness of the induction process is not formally reviewed, and staff survey does not include questions on experiences of induction. Unclear if current induction processes are effective.	Survey new staff (those in post one year) – including specific questions about induction in the staff survey (which we will be repeating every two years).	Medium	EDIC	Next staff survey: August 2022	Improved induction into the department. Positive feedback from new staff on induction.
5.1.5	Provide mentors with training on equality and diversity, and on mentoring generally.	Staff survey data indicated potential issues with mentoring, particularly for female staff.	All mentors provided with training on equality and diversity within the context of a mentoring relationship (including unconscious bias training), and on supporting other staff in general.	High	EDIC in collaboration with HoD	Next staff away day (Feb 2021)	Improved mentoring in the department. More positive ratings of mentorship in the staff survey.
5.1.6	Consult staff to understand what support would be beneficial for promotion, followed by implementation of better support to encourage staff to apply for promotion.	Very few staff apply for promotion. Staff survey feedback highlighted several concerns about promotion. It should be noted that promotion is managed outside of the department (university-level)	Consult staff about what specific support would be helpful for promotion or career advancement. The support model is then piloted, for example via in-department workshops, for all staff on promotion criteria and	High	Led by HoD with support from senior staff (i.e. senior lecturer and above)/mentors	During the next promotion application round (December – Feb 2020) and repeated annually	More staff apply for promotion.

			advice, run by senior staff. Senior mentors should discuss with all mentees advice on applying for promotions.				
5.1.7	Discuss staff concerns over promotion criteria with Faculty/University and identify ways to remove any barriers to promotion applications	In the staff survey, there was the perception that promotion criteria focus too much on grant funding success, and qualitative feedback highlighted several concerns about promotions.	Feedback staff concerns on promotion to the Faculty/University promotion panels. Feedback their response to the department.	High	EDI Chair(s)	December 2020	Improved feedback in staff survey regarding promotions Increased numbers of staff apply for promotion

Section 5.2: Career development: academic staff

Reference	Planned action / objective	Rationale	Description of action	Priority	Responsibility	Timeframe	Success criteria and outcome
5.2.1	Record uptake of staff participating in the university's research development programme workshops and courses.	Lack of data on the uptake of research development and training.	Attendance is monitored by the Institute of Advanced Studies, but this information needs to be regularly passed back to the Department and recorded, including data on participation by gender.	Medium	Departmental administrators in collaboration with Institute of Advanced Studies (who run courses)	Ongoing from November 2020	Accurate data on training uptake recorded.
5.2.2	All staff complete a Training Needs Analysis as part of their probation or annual review, with support	Staff survey data indicated that female staff, in particular, felt that they were not actively encouraged to take up	A more formalised approach to training needs, such as completion of the Researcher Vitae	Medium	Mentors and senior staff responsible for other staff	Next annual appraisal/probation review (November 2021)	All staff report that they feel actively encouraged to take up training opportunities in our staff survey.

	from senior colleagues, to actively identify training needs and relevant opportunities.	training opportunities, suggesting their training needs may not be being met.	Framework's Training Needs Analysis, will help staff to identify their training needs and work with their mentor/senior staff to identify specific opportunities to meet the identified training needs.				More staff participate in training.
5.2.3	Collect feedback from staff who have completed Stepping Stones training, to assess the effectiveness of this program for Psychology staff members.	Currently no information on the impact of participation in Stepping Stones.	Emails will be sent to all psychology staff who have participated in Stepping Stones to request feedback and specifically whether they feel the program has helped them with applying for promotion.	Low	Chair EDIC	February 2021	Effectiveness of Stepping Stones program better understood.
5.2.4	All staff at all grades and roles, particularly Post-Doctoral Research Assistants and Fellows, complete Achieving Success with mentor support.	Data suggests that staff are not completing Achieving Success, which is meant to be compulsory for all staff.	All line managers to take responsibility for completing Achieving Success with relevant staff, ensure all Achieving Success forms are signed and returned to the departmental administrator according to the relevant deadlines (typically December each year).	High	Line managers, departmental administrators	December 2020 (current review period)	All staff complete Achieving Success. Staff survey data reflect greater satisfaction with Achieving Success

5.2.5	All staff conducting Achieving Success reviews given training and guidance on how to effectively administer the programme and to effectively support Early Career staff.	Staff survey data indicates some potential dissatisfaction with the Achieving Success review and that they felt their full range of skills were not being considered in appraisals.	Better support from senior staff, who conduct Achieving Success (AS), could improve the experience of staff. In-department training with staff conducting AS could improve appraisals. The training will include guideline metrics to develop SMART goals and measuring success within the AS framework.	Medium	Staff with responsibility for Achieving Success; training led by HoD	Training in August 2021	
5.2.6	A new mentoring scheme will be developed for PhD students and Post-Doctoral Researchers, pairing them with a relevant member of staff other than their line manager, to provide career advice and support.	Unlike permanent academic staff, fixed-term Trainee ECRs (including Post-Doctoral researchers and PhD students) do not have mentors (external to their supervisor/line manager), despite this group being at early stages of their career and, therefore, potentially benefiting more greatly from career support.	We will first consult Trainee ECRs on what they want out of a mentoring scheme. We will then recruit staff interested in offering mentorship and train appropriately (e.g. mentoring and career development of Trainee ECR staff) and run an initial pilot with interested Trainee ECRs. Feedback will be gathered, and mentorship refined, before being rolled out more widely.	High	To be led by EDIC, in collaboration with senior staff, HoD, and the Trainee ECR representatives	First consultation Jan-Feb 2021; Mentor Training March-April 2021; First pilot May 2021-Nov 2021. Review in December 2021. Roll out January 2022. Review again Dec 2022.	All PhD students and Post-Doctoral researchers have a mentor and report greater satisfaction with support in the staff survey.

5.2.7	Run careers events and workshops designed to provide better career support for undergraduate and postgraduate (taught) students, including discussions of STEM career options.	Student survey data indicated that a low proportion of students thought they were provided with support and advice on STEM careers, few (especially females) reported intending to seek a career in academia.	Review of current career support followed by the development of new careers events and workshops for UG and PGT students, with focus on the positives of STEM careers and inclusion of male and female role models (and external speakers)	Medium	Director of Teaching, UG Year coordinators, PGT course directors	From September 2021 – and annually thereafter	Student survey data shows a more positive perception of support for STEM career advice. More students interested in pursuing academic careers, especially females
5.2.8	Introduce more formal goal setting for PhD students based on Achieving Success.	Several concerns were highlighted in our PhD student survey regarding career progression in academia, particularly for female students, with few reporting that they felt sufficiently supported by the department to apply for academic careers. Whilst others reported that an academic career was unappealing and that they did not wish to stay in academia after their PhD.	The new mentor initiative (AP 5.2.6) for PhD students and Post-Doctoral Researchers will be tiered to include peer-to-peer support and formal mentoring by a higher-grade level colleague (Post-Doctoral level or above). The mentoring will include formal goal setting based on Achieving Success appropriate to the PhD student's academic stage and incorporate into annual progression reviews.	High	Director of PGR (with support from EDIC who will be leading the mentor scheme)	Next round of annual reviews: July-October 2021	PhD students report feeling sufficiently supported by the department for career progression, and more indicate an interest in staying in academia or actively pursuing academic roles or grant funding within the final year of studies to one-year post-PhD completion.

5.2.9	Improve communication with Trainee ECRs, particularly regarding the advertising of grant funding, training and career progression opportunities.		Post-Doctoral and Postgraduate Research representatives to be included in all communication for departmental and faculty meetings, as well as advertising of career-appropriate opportunities that include training courses, grant proposal support and academic training. The Director of PGR will ensure all relevant emails are forwarded to PhD students and these opportunities will routinely be included in ECHO meetings.	High	Director of PGR	From December 2020 - ongoing	
5.2.10	Formally recognise non-research contributions to the department by Trainee Early Career Researchers (Post-Docs and PhD students)	Workload for Trainee ECRs (PhD students and Post-Doctoral researchers) on fixed-term contracts are research-focused, with 100% allocation to specific projects. Feedback from our staff survey indicates that no adjustment to workload allocation has been made for Trainee ECRs who also undertake teaching, supervision of MSc students, or other departmental activities.	Dedicated time allowance for Trainee ECRs (including PGR and Post-Doctoral representatives) offset against project-related workloads.	High	Director of PGR with support of HoD, line managers and departmental administrators	From December 2020 - ongoing	An established workload plan for ECRs that offsets research project time against teaching duties, and training for career development goals (AP 5.2.8).

5.2.11	Develop a specific support system for when grant applications are unsuccessful.	No mechanisms are currently in place to support staff when a grant is unsuccessful.	When a grant is unsuccessful, senior mentors (or Director of Research for higher grade staff) should hold a meeting with the grant applicant to discuss feedback, identify alternative funding schemes, and additional resources or training.	Medium	Director of Research, senior mentors	From May 2020	Support available post-unsuccessful grant applications, staff feedback on research support improved.
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Section 5.3: Flexible working and managing career breaks

Reference	Planned action / objective	Rationale	Description of action	Priority	Responsibility	Timeframe	Success criteria and outcome
5.3.1	Fathers granted research leave after returning from extended paternity leave.	While mothers have a period of research leave after returning to work after 6-12 months of maternity leave, returning fathers do not. If fathers wish to take extended paternity/shared leave they should have the same option for research leave.	Father offered the option to take research leave after a period of paternity leave.	Low	Department administrators, HoD	From January 2021, as needed by staff	Equal opportunities for male and female staff to catch up with research after returning from extended parental leave.
5.3.2	Managers pay particular attention to the workload models of staff who work flexibly, reviewing this every 6 months.	Many staff members currently benefit from flexible working patterns; however, they also struggle with achieving a good work-life balance	Line managers to have regular (monthly) discussions with staff working flexible hours to identify whether any issues have arisen	Medium	Line managers	From January 2020, monthly (to be reviewed after one year)	Staff working flexibly report high levels of support in the staff survey.

		when they have additional caring responsibilities. This is especially relevant given the COVID-19 pandemic.	regarding workload and work-life balance.				
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Section 5.4. Organisation and culture							
Reference	Planned action / objective	Rationale	Description of action	Priority	Responsibility	Timeframe	Success criteria and outcome
5.4.1	Discussions around contributions to EDI included in annual staff appraisals.	To help ensure cultural change it is important that <i>all</i> staff are contributing towards our EDI goals and actions.	Within annual appraisals (probation reviews or 'Achieving Success') an item will be added to ask staff how they have contributed to EDI activities in the last year.	Medium	Departmental administrators, HoD, with support from EDI on item wording.	Next appraisals December 2021	All staff reporting involvement and contributions to EDI activities.
5.4.1	All staff complete equality and diversity training and training on understanding unconscious bias.	Some staff (a quarter of females) have felt uncomfortable in situations at work because of their gender. Ensuring all staff are trained and understand unconscious bias could help to prevent this from happening.	Request that all staff complete training on "Understanding of Unconscious Bias" and "Equality and Diversity". Staff who have completed the training more than two years ago will be asked to complete a refresher course.	High	EDIC chair(s)	First request to be sent January 2020; all subsequent new staff asked to complete as part of their induction; Repeated January 2022	Everyone has up-to-date training. Staff survey data indicates no staff have felt uncomfortable because of their gender.

5.4.2	Conduct interviews with staff to understand the perceptions and experiences of the gender pay gap.	In the staff survey, when asked if they thought that in Psychology males and females were paid equally for the same work, only 24% of female staff agreed compared to 86% males.	Invite (female) staff to voluntary semi-structured interviews about the perceived gender bias in equal pay for equal work Interviewers may have to be extra-divisional or extra-institutional to ensure anonymity and increase turn-out.	High	EDIC, in collaboration with external interviewers	First round of interviews to be organised after the spring semester 2021 (May) – increased chance of in-person interviews	Identify the underlying causes of the perceived gender pay gap. Develop and implement action to reduce (ideally gender-balance) the number of female staff that report an unfavourable pay gap.
5.4.3	Senior staff/managers take an active role in encouraging candidates to apply for roles and opportunities where they are currently under-represented.	Staff survey data suggest that only 55% of female staff (79% male) feel that Psychology encourages them to apply for roles and opportunities with current under-representation.	HoD and senior mentors to identify specific opportunities and roles and direct these to relevant and specific staff, for example, roles on external committees, external examining, journal editing etc.	Medium	HoD, Senior mentors	From January 2021, ongoing as opportunities arise	Staff survey data indicates more staff feel encouraged.
5.4.4	Gather feedback from transgender staff and students to understand the best means of achieving effective inclusion and equality.	Only 57% female (71% male) staff agreed that the department was a great place to work for transgender people.	EDIC to invite transgender (as well as gender-fluid and non-binary) staff and students to dialogues on their working experiences, identify existing issues and discuss ways to improve, if necessary.	Medium	EDIC	Jan-Jun 2021 Dialogues recurring annually thereafter	Allow staff insights into how transgender staff and students experience the department. Increased confidence in the department as an inclusive workplace. Identify issues and plan action to increase work experience for transgender staff.

5.4.5	HoD to provide updates on HR policy changes at every staff meeting and EDIC website to feature these updates alongside standing policies.	Only 54% of female staff reported being clear about policies regarding gender equality (vs 85% male staff).	At our regular all staff meetings, the HoD will update all on any HR policy changes (as informed via the Departmental Administrators). The EDIC will update our webpages accordingly.	Medium	EDIC, HoD and Departmental Administrators	Recurring, in staff meetings (3 annually). Added to the EDIC website as soon as is launched (Jan 2021)	Staff are regularly informed and updated on HR policies.
5.4.6	Inform students of first point-of-contact options alternative to their Personal Tutor and whom to get in touch with (e.g. in case of sexual harassment) and these staff have training to deal with misconduct.	We are currently unaware of whether/how many students know of alternative contact options in cases of sexual harassment.	Survey how many students know these options exist. Advertise this option through student's Personal Tutors and the EDIC website. Offer same-sex points of contact in case of sexual harassment and train staff to deal with reports. Train staff appropriately.	High	EDIC	Survey: Next student survey (Oct 2021) Info: Personal Tutors informed (Dec 2021) Training: staff away day Oct 2021	All students know of alternative contact options and make use of them when needed. More staff equipped with knowledge of how to handle sexual harassment cases.
5.4.7	Identify female staff candidates to succeed current male committee chairs.	Only two of eight vital departmental committees are chaired by female staff.	Seek and consider female staff candidates to succeed/replace current male chairs during role rotation. However, this will also have to take into account AP 5.4.8 (Committee efficiency) and AP 5.4.9 (Overburdening)	Medium	HoD, supported by EDIC	Ongoing	Establishing and sustaining a reasonable gender-balance for committee chairs.

5.4.8	Conduct a review of all committees for efficiency and effectiveness, understand potential overload risks and identify means of improving current committee approaches.	We currently have 8 sizeable committees regularly attended by staff. Many staff serve on more than one committee.	Conduct a review of committee structure efficiency and effectiveness and identify synergies and redundant competencies between committees.	Low	EDIC, in collaboration with committee chairs	May-September 2021	Understand potential overload risks and identify means of improving current committee approaches. Decrease the number/size of committees and staff time spent on them.
5.4.9	Via interviews, detail the reasons for a less favourable view of the fairness of the workload allocation model by female staff and formulate countermeasures.	In the staff survey, 68% of female staff (compared with 86% of male staff) feel that there is no gender bias in workload allocation.	Interview staff to understand the reasons for a less favourable female view of the fairness of the workload model. Formulate countermeasures as appropriate. This point will be investigated in connection with AP 5.4.2 (gender-pay gap).	Medium	EDIC, in collaboration with external interviewers (see AP 5.4.2)	The first round of interviews to be organised after the spring semester 2021 (May) – increased chance of in-person interviews	Allocation of workload between genders viewed as fair.
5.4.10	Monitor whether the scheduling policy for meetings within core hours continues to be upheld, identify problems and help in finding scheduling solutions.	Meetings are currently held within core working hours (10:00am to 4:00pm), following action by the EDIC	Gather annual data on meeting times, identifying instances of meetings being assigned outside of core hours and reminding staff of these core hours.	Low	EDIC	Ongoing	Meetings kept within core hours allowing staff members with caring responsibilities to attend. Keep institutions (kindergarten) and policies in place to deal with exceptions.

5.4.11	Ensure an equal gender ratio regarding external and internal speakers at departmental and research group seminars.	With departmental seminars suspended (COVID-19) we assessed our 2 nd largest research seminar series that was continued remotely. During the past year, we achieved gender balance (17/35 speakers were female).	Annual (re)appraisal of gender ratio, also for the departmental seminar series, once re-instated. Those responsible for organising seminars should consider a balanced gender ratio when inviting speakers.	Low	Seminar organisers	Ongoing	Maintaining a balanced gender ratio of seminar speakers.
5.4.12	Survey the impact of the gender ratio of Lecturers on first-year courses.	We have reversed the gender-ratio of Lecturers on our Introduction to Psychology course in autumn 2020.	To see whether the increased visibility of female Psychologists and researchers has had any influence on students, we will survey students as part of the Module survey and through Module feedback.	Medium	Module coordinator of first year Psychology module.	Now – 2024 (five years)	Greater identification of (female) students with role models, leading to greater overall satisfaction with the course (= more positive course evaluation). 2020/2021 cohort female students are more likely to report an interest in pursuing academic careers.
5.4.13	Outreach and public engagement activities to have equal gender representation, and a record of contributions to these activities.	We do not currently keep a record of gender of staff taking part in outreach activities, nor is there a policy on gender parity.	With any outreach or public engagement activity, we will aim for (a) equal representation of male and female staff and (b) ensure staff contributions are recorded and recognised so that we can monitor this.	Medium	EDIC, outreach coordinator	Continuous record, starting Jan 2021	An image of Stirling Psychology as a gender-balanced and equal-opportunities department is portrayed to prospective students. A complete record of staff contributions to outreach events is obtained.

Section 6. Further information

Reference	Planned action / objective	Rationale	Key outputs and milestones	Priority	Responsibility	Timeframe	Success criteria and outcome
6.1	Appropriate representation of non-binary and trans-gender options provided in student and staff surveys. (See also AP 5.4.4)	In previous surveys, students and staff have not identified as either male or female and were not given further options beyond 'prefer not to say' or no response, potentially creating discomfort. Only in the most recent EDI surveys were further options introduced.	Screen surveys to ensure that other categories are available that transgender, genderfluid and non-binary students and staff can identify with. As numbers will likely be low (relative to students and staff identifying as female) devise of policies that protect their anonymity in analyses of the data.	Medium	EDIC, in collaboration with Learning & Teaching and Research Committees to ensure widespread use in practice (student/staff surveys and research projects)	All surveys conducted from Jan 2021 will have to provide extended options.	Appropriate representation in surveys increases comfort of transgender, genderfluid and non-binary students and staff. Basis for extended dialogues on the representation of students and staff beyond the traditional gender dichotomy.
6.2	Recognise the extra burden that the COVID-19 restrictions have put on female and caregiving members of staff in career progression.	COVID-19 has had a significant impact on work and life, and our staff survey indicated that the pandemic has put female and caregiving staff at a particular disadvantage.	Advise Promotion and Hiring Committees on weighing traditional measures of academic success (publications, funding) against the career impact of the pandemic for female and caregiving staff in Psychology.	High	EDIC, HoD, Hiring and Promotion Committees	For all hires and promotions in Psychology in the next 5 years (continuation likely thereafter)	Sustaining a balanced gender ratio in hiring and promotion. A record of consultation of Hiring and Promotion Committees with EDIC.

6.3	Monitor the long-term consequences of working-from-home and teaching-online situations on staff and students.	It remains to be seen what lasting impact the pandemic and the profound changes to academic life will have in the mid- and long-term. We must mitigate against negative long-term consequences.	Future staff and student surveys will feature questions akin to our staff survey on the impact of COVID-19. We will examine: 1) How first-year UG and PGT/R students experienced their first semester online. 2) How later-year students compare learning and teaching experiences between traditional and online teaching. 3) What the long-term effects on staff experience are.	High	EDIC	Included in all coming staff and student surveys, for the next 2 years (further continuation possible after EDIC review)	We identify issues in dealing with the consequences of the COVID-19 pandemic/lockdown (s) on academic life. Formulate an action plan to tackle these issues.
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