

Athena SWAN Bronze department award application



Name of university: University of Edinburgh

Department: Psychology

Date of application: November 2013

Date of university Bronze and/or Silver SWAN award:
November 2012 (Bronze Renewal)

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Athena SWAN **Bronze Department** awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.

Not all institutions use the term 'department' and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility.

It is essential that the contact person for the application is based in the department.

Glossary of Abbreviations

AS Team: Athena SWAN Team

GEM: Gender Equality Charter Mark

HoD: Head of Department

HoS: Head of School

HR: Human Resources

PG: Postgraduate

PGT: Postgraduate Taught

PGR: Postgraduate Research

PSA: Philosophy of Science Association

PPLS: (School of) Philosophy, Psychology, and Language Sciences

SMC: School Management Committee

UG: Undergraduate

Sections to be included

At the end of each section state the number of words used. Click [here](#) for additional guidance on completing the template.

1. Letter of endorsement from the head of department: maximum 500 words

An accompanying letter of endorsement from the head of department should explain how the SWAN action plan and activities in the department contribute to the overall department strategy and academic mission.

The letter is an opportunity for the head of department to confirm their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the departmental mission.



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17 November 2013

Dear Athena SWAN Panel,

I write as Head of the School of Philosophy, Psychology and Language Sciences to assure the panel of my strongest endorsement for this application. I am fully committed to establishing and maintaining a school-wide ethos of dignity and respect for all, within a day-to-day culture of promoting equality of opportunity across all of our activities. Moreover, within Psychology there is widespread personal acknowledgement of the importance of the principles and practices underpinning the Athena SWAN Charter.

Our undergraduate student recruitment reflects the popularity of our courses with women. Three-quarters of our undergraduate population are female, following national trends. However, data on postgraduate taught and research students show that although the majority of students are female, this proportion is smaller than in relevant national averages. Moreover, overall numbers entering our programmes through 'access' routes are disappointingly low.

Our staff recruitment policies and practices are robust in establishing fairness and equality and for current members of staff, and our maternity, paternity and flexible working support packages have shown clear benefit. Overall, Psychology has a working environment where people feel as though their abilities and potential are fully recognized. This is partly reflected in the many positive outcomes of our Athena SWAN survey results. However, results also show some staff felt more encouragement could be given to career development, and improvements made to workload distribution. In addition, the survey revealed that some staff were unaware of University and School policies regarding paid /unpaid leave arrangements.

As detailed in the application text, I have sought to widen representation of all staff sectors on our key decision-making bodies, with the aim of enabling women key decision-makers to act as role models for others. However, as pointed out in that text, there is still work to be done in this area.

Overall, it is clear that some procedures for equality and diversity work well, and others need improvement. The Athena SWAN application process has been key in helping us identify the latter. The Athena AS team has now formed the basis of the new Psychology Action Group, to ensure that the action plan described here is folded into strategic planning in the department. In addition, Athena SWAN has been a standing item on the agenda of the School Management Committee, and both the Head of School and the Head of Psychology are members of the AS Team. I am impressed with the energy and creativity shown by the Assessment Team Convenor, the other assessment team members and the Psychology Department's new Head during the Athena SWAN process, and am confident their Action Plan will lead to important improvements. There is much to be done, but we hope the detail in this Action Plan indicates the seriousness with which we regard the tasks ahead.

Yours sincerely,



Andy McKinlay

Professor of Social Psychology and Head of the School of Philosophy, Psychology and Language Sciences

(483 words)

2. The self-assessment process: maximum 800 words (to exclude biographies)

Describe the self-assessment process. This should include:

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

Professor Sharon Abrahams joined the University in 2004 and was a Senior Lecturer until August 2014, when she was promoted to Professor. She is employed at 0.8 FTE in Psychology, and 0.2 FTE in the College of Medicine and Veterinary Medicine. She is an internationally recognised researcher, experienced in teaching and supervision of undergraduate and postgraduate

students, and holds an NHS role as consultant clinical neuropsychologist. She is married with two young children.
Professor Elizabeth Austin is a Personal Chair of Individual Differences and Psychometrics, and has progressed from lecturer in the Psychology department since 1998. She is an internationally-recognised researcher with current and previous experience in many departmental teaching and administrative roles, and in PhD and postdoc supervision. She was recently promoted to Professor and is single with no children.
Dr Simon Cox is a recently-appointed Postdoctoral Research Associate and coordinator of a large epidemiological cohort study. Before returning to academia, he worked in financial and project management. He is in a dual-academic-career marriage.
Rhona Feist is Athena SWAN Project Officer for the College of Humanities and Social Science. She is a member of every CHSS self-assessment team, supporting eleven Schools through the Athena SWAN/GEM application process and promoting 'best practice'. Having worked as a Research Assistant at the University of Dundee, she is familiar with the challenges faced by early-career academics. She is employed on a fixed-term contract and is single with no children.
Dr Wendy Johnson (Convenor) is a Reader in the Department of Psychology. She was employed by the University in 2007 as a Research Council of the United Kingdom Fellow, and was promoted during that Fellowship to Reader in 2010. She has an international research profile, while maintaining postgraduate supervision and undergraduate teaching roles. Among other activities, she serves as a journal editor and core member of the Department's new Teaching Action Group. She coped for several years with her then-husband's alcoholism while attending graduate school and raising their two children.
Dr Inna Kupreeva is a Lecturer in Ancient Philosophy, PPLS QAE Representative and Director of the MSc Programme in Ancient Philosophy. She is single with no children.
Dr Peter Lamont is a Senior Lecturer in Psychology, Director of Public Engagement in PPLS, and Programme Director of the MSc in History and Theory of Psychology. He lives with a partner and has a dog but no children.
Dr Billy Lee is a Lecturer in Psychology with practice experience and research interests in phenomenological psychology and psychotherapy. He holds the posts of School Equality and Diversity Coordinator and International Exchanges Coordinator for Psychology. He has a dual cultural background, being first-generation British-born Chinese and is single with no children.
Dr Sarah MacPherson is a Senior Lecturer in Human Cognitive Neuroscience. She contributes to both undergraduate and postgraduate teaching/administration, and is the Philosophy, Psychology and Language Sciences Undergraduate Director of Teaching. She has several publications in high impact journals and is an experienced supervisor of MSc and PhD students. She is Treasurer of the British Neuropsychological Society and is married with two young children.
Dr Andrea Martin-Nieuwland is a Lecturer in Psychology since June 2012. She represents early-career academic staff and contributes the perspective of an ethnic minority woman in science. Her husband is also employed by the Department and their first child was born in February of 2014.

<p>Dr Michela Massimi is Senior Lecturer in Philosophy of Science. She is an internationally-recognised researcher and Co-Editor-in-Chief of the leading journal in her area. She is involved in the Edinburgh Women in Philosophy Group and in the Philosophy of Science Association (PSA) Women Caucus (as well as leading a gender climate committee within the PSA Governing Board). She has a three-year-old son and a dual-academic-career marriage.</p>
<p>Dr Robert McIntosh (Head of Psychology) is a Senior Lecturer, directing a productive research programme, and currently Head of Psychology. He is in a dual-career marriage with a partner who currently works part-time, and they have two children. He organises his time flexibly one day per week around the children's schedule, making up work time in the evening.</p>
<p>Professor Andy McKinlay (Head of Philosophy, Psychology and Language Sciences [PPLS] School) joined the University in 1996 and prior to that was a lecturer in Psychology at Dundee University. He is married with no children.</p>
<p>Dr Mante Nieuwland is a Chancellor's Fellow in the Department of Psychology since June 2012. He is an internationally-recognised researcher who previously held a Staff Scientist position in a research centre. His wife is also employed in the Department and their first child was born in February of 2014.</p>
<p>Dr Richard Shillcock is a Reader with joint appointment in Psychology and Informatics, and long experience of undergraduate and postgraduate teaching and supervision, grant-holding, and international-level research. His family includes two teenage children.</p>
<p>Lisa Sutcliffe is a Senior Human Resources Advisor in the College of Humanities and Social Science. She has been employed full-time in the College HR Team since 2004. Lisa undertakes HR advisory tasks providing support and advice in a wide range of HR matters from employee discipline to career development across the College.</p>

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

Self-Assessment Team

The first department in the College of Humanities and Social Science to do so, Psychology launched a self-assessment team (AS Team) in October 2012 (**AP 1.1**). As organised by the AS Convenor in consultation with Head of School (HoS), the Team membership spans the demographic, tenure, and career-level ranges in Psychology and is well-placed to effect change. It includes HoS and Head of Department (HoD). Commitment to promoting gender equality consistently across the PPLS School is demonstrated by the inclusion of two members from Philosophy. The College has appointed an Athena SWAN/Gender Equality Charter Mark (GEM) Project Officer, who sits on every College self-assessment team to promote consistency and sharing of best practice. College HR are also represented. Activity commenced in November 2012, with an induction session followed by four meetings in 2013 (**AP 1.2**). Members have designed, implemented, and completed a general staff survey (**AP 1.3**), and held 'Brown Bag' lunchtime discussions and 'brainstorming' sessions (**AP 1.4**). HoS, AS Team Convenor and Project Officer communicate regularly, and meet periodically to monitor progress and develop plans. Topical

news articles and training opportunities are circulated regularly and committee members champion gender equality. A public 'Athena SWAN – Psychology' Wiki enables staff to access the Athena SWAN statistical analysis and will soon include the gender culture survey results (**AP 1.7**). HoS and HoD endeavour to represent the team at all Senior Management Committee (SMC) meetings (**AP 1.8**). HoS contributed to qualitative analysis of staff survey results and report-writing, though responsibilities are delegated throughout the team. HoD has designated the AS Team as the Department's Administrative and Cultural Committee (**AP 1.5**), charged with implementing the Action Plan.

Self-Assessment Process

Our self-assessment process began with online survey of academic and support staff. A survey focus group, led by AS Team member Elizabeth Austin, modified the UKRC QuickCAT template to reflect departmental characteristics and challenges. The team also drew upon the Philosophy of Science Association (PSA) gender culture climate survey, and comments on that survey gleaned from AS Team member Michela Massimi's attendance at PSA's conference, as another example of best practice. The survey generated an academic response rate of 74.2%, identifying as primary concerns transparency of Department management practices, mentoring at all career levels, and staff induction. The survey will be run annually and extended to include postgraduate students in 2014 (**AP 1.3**). The AS Team has acted as an information-gathering resource throughout, participating in brainstorming sessions on 'Organisation and Culture' and 'Career Development'. Three informal discussion 'Brown Bag' lunches were held in 2013 for all staff, being especially well-attended by new lecturing staff, addressing 'Family Leave', 'Am I Ready for Promotion?' and 'What's the Point of Annual Review?' The series, led by the AS Team Convenor, will continue (**AP 1.4**), providing a forum for staff to share experiences of managing challenges, thereby improving staff awareness and understanding of relevant procedures. This series also formed the basis for staff communication procedures built into the Department's new Action Groups (**AP 1.7**).

Internal/External Collaboration

Psychology collaborated with Philosophy and the College of Science and Engineering to modify the UKRC QuickCAT templates. In December 2012, Yvonne Galligan (Queen's University, Belfast) and Averil MacDonald (University of Reading) were invited to talk at an Athena SWAN/GEM Seminar. The event highlighted challenges faced and obstacles overcome by other institutions and enabled staff from eleven College self-assessment teams to network, including HoS. In 2013, the team was represented at the 'Revisiting Tapping our Talents' conference, the Engineering Policy Group Scotland briefing 'Women in STEM Careers', and official Athena SWAN seminars in London and Edinburgh. Rhona Feist reported on the University of Nottingham's WinSET debate in July, and team members attended an on-campus Athena SWAN Workshop led by the Athena SWAN Policy Adviser in September. Representatives attend quarterly meetings of the University's Athena SWAN Network, chaired by the Vice Principal for Equality and Diversity.

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

Athena SWAN has been written into the School Plan and is now a standing item on SMC agendas (**AP 1.8**). As noted, the AS Team has been designated as the Department's Administrative and Cultural Action Group, charged with developing and monitoring best management practices throughout the Department, including the Action Plan (**AP 1.5**). Responsibility for individual tasks will be delegated to team members, and the Team will meet at least quarterly to implement actions and monitor Action Plan progress. Staff and postgraduate student surveys will be circulated annually, followed by reports summarising results to promote transparency and 'Brown Bag' meetings to encourage feedback. The 'Brown Bag' lunchtime discussion series will continue and be extended to newly-formed Teaching and Research Action Groups (**AP 1.4**). An annual statistical analysis of the Athena SWAN data set (**AP 1.6**) will allow the team to measure progress and will be published, with annual progress reports (**AP 1.7**), on the Athena SWAN Wiki.

(797 words)

3. A picture of the department: maximum 2000 words

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

Psychology is one of three departments in the PPLS School, which is one of 11 schools in the College of Humanities and Social Sciences. Psychology was established in 1906 (one of the first such departments in Britain) with 42 current academic staff. In the latest UK Research Assessment Exercise, Edinburgh Psychology was ranked 9th out of 76 and 1st in Scotland on volume of international research. Psychology comprises world-class groups in Human Cognitive Neuroscience; Individual Differences; and Psychology of Language, Cognition and Communication. It houses the Centre for Cognitive Ageing and Cognitive Epidemiology, an international leader in its fields, and the Alzheimer Scotland Dementia Research Centre. All PhD students, research staff and core teaching staff are affiliated with one of the three research groups, and the work of final year undergraduates and MSc students is usually encompassed within these groups as well. The groups provide senses of community within the Department.

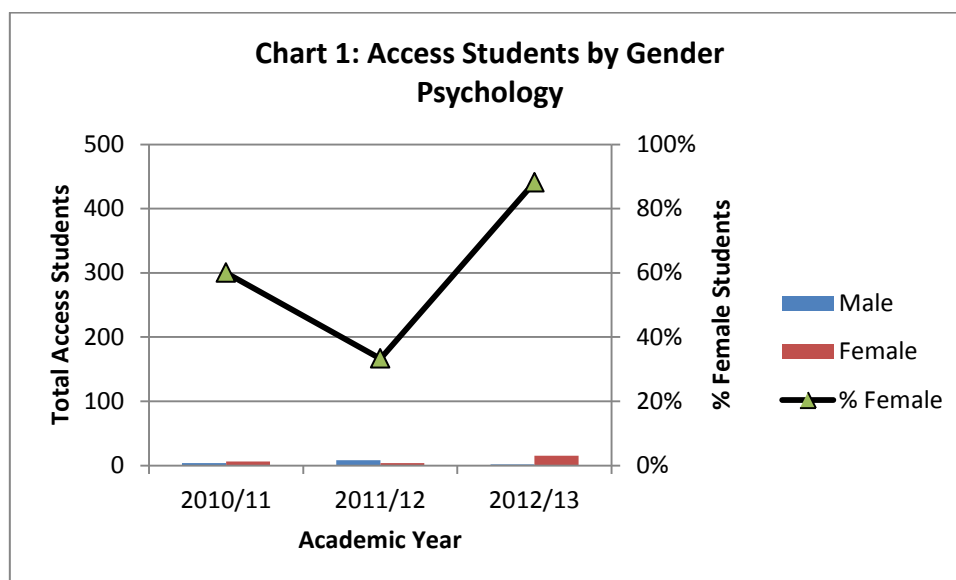
Research-led teaching in Psychology includes a well-established postgraduate programme that attracts students from around the world, offering PhD and MSc study. Undergraduate student bodies, also international, range from around 350 in first year (including first-year intake onto Psychology honours degree programmes of around 90 students) to fourth-year specialist classes of 20-50 students and tutorials of 5-6 students. At postgraduate level, Psychology offers 5 taught one-year MSc programmes to around 50 students annually, and has approximately 50 PhD students each year. Teaching activities are coordinated through the School's Teaching Office, which provides technical and administrative backup for staff and support for students. The School also supports students through the University-wide Personal Tutor scheme. The Department includes a popular student-led society, PsychSoc. In addition to arranging events, PsychSoc coordinates the PsychPALS scheme in which first-year students are mentored by older students.

HoD coordinates regular staff meetings and sits on the School's SMC, reporting directly to HoS. HoD provides line management for all academic staff. All staff therefore have clear and accessible representation to both our management committee and HoS. Staff and students meet at the Department's weekly seminars, and all staff and PG students converse in the Department's kitchen area. In addition, staff and students use the main public area within our building, the Ground Floor Concourse for informal discussions.

Staff relationships are generally good, but some staff report being unaware of School-based policies and activities. These concerns are expressed by male and female staff, but more intensely and frequently by females., yet female staff consistently volunteer that they do not want gender consideration in recruitment and promotion. Relationships between staff and students also tend to be good, but students express some curriculum dissatisfaction. These concerns are also expressed by both males and females. These problems of information and communication are major foci throughout our Action Plan (AP 3.1, 4.1, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 7.1, 7.3, 7.4, 7.5, 8.1, 8.3, 9.2, 12.1).

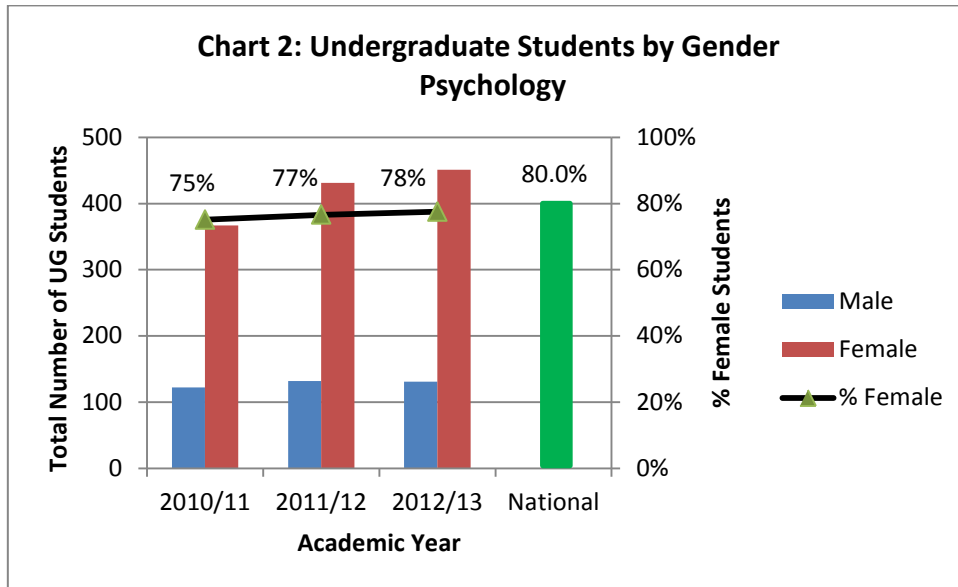
- b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

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



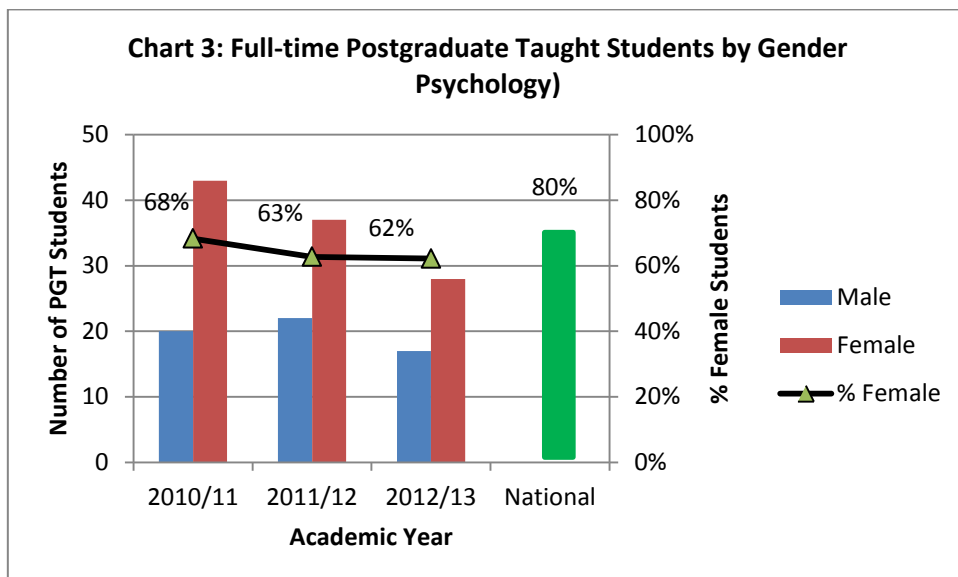
There are no foundation programmes for Psychology. The School participates in the Scottish Widening Access Programme via the Kickstart Initiative. We provide subject-taster workshops to pupils from low-participation backgrounds on track for application to University, and to schools having low progression rates to tertiary education. We provide work experience opportunities, engaging pupils in research, cognitive ageing and higher education. We receive few applications through access programmes, but usually accommodate them. Over the past three years, we have admitted 39 students through such programmes, with 88% being women in the most recent year. The HESA benchmark for foundation/access courses is 78% female so this was above national levels. Due to low numbers, year-to-year trends are not statistically meaningful. The graph is scaled accordingly.

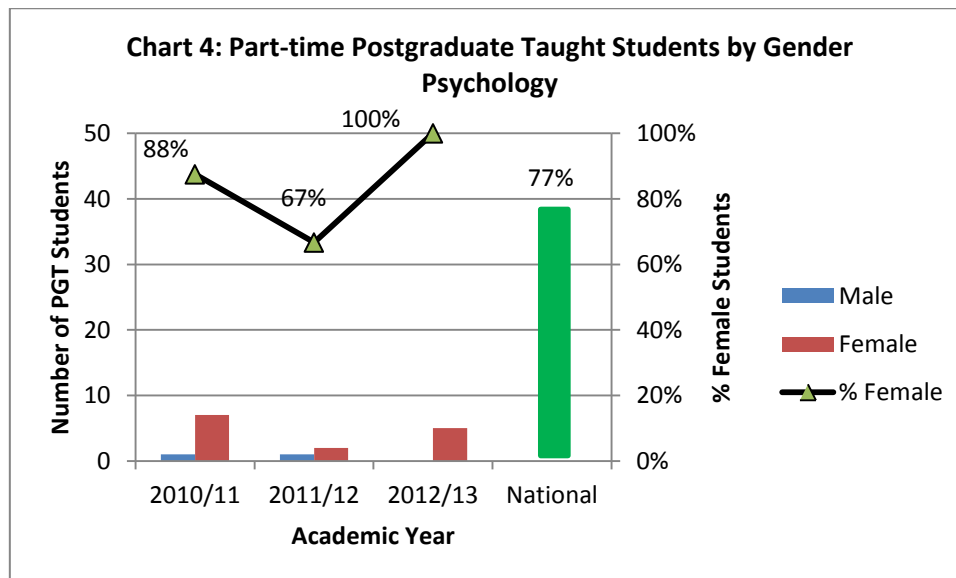
- (ii) **Undergraduate male and female numbers** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.



Female representation is similar to HESA and Russell Group averages of 80% and 81%. Despite about 20% numeric growth, our percentages have been consistent over the last three years. All undergraduate students are full-time.

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

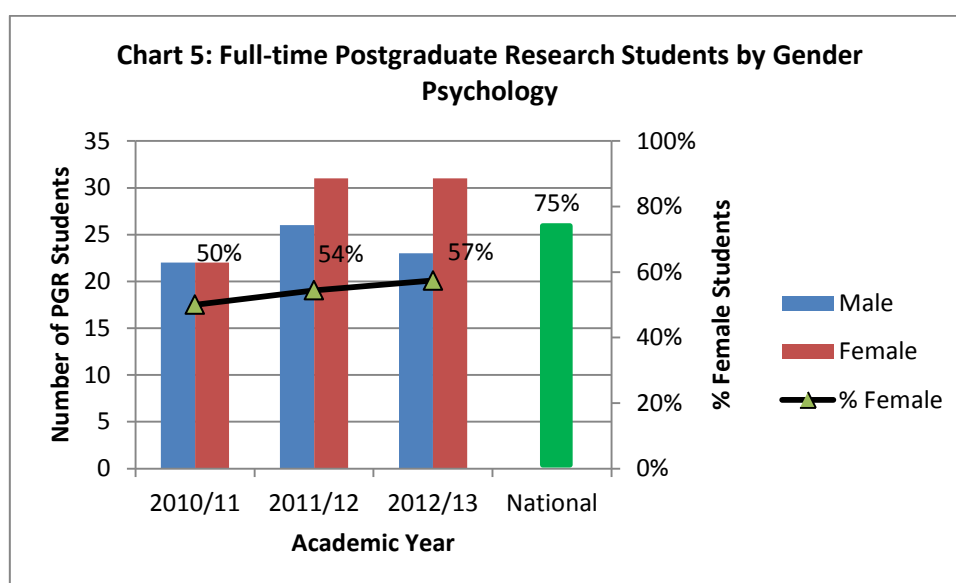


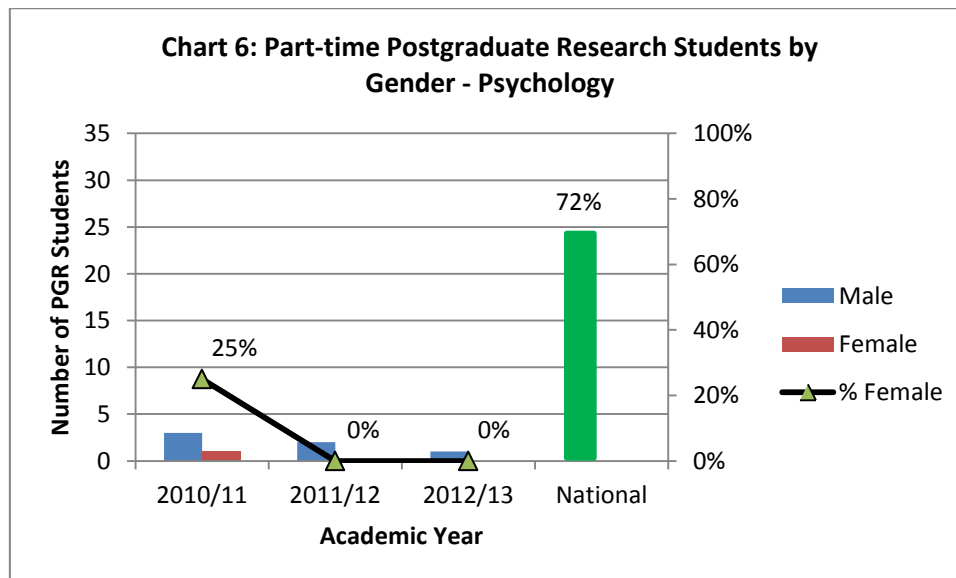


All our PGT MSc programmes are one-year. They consistently have female majorities, as is true nationally. HESA reports the 80% shown above for full-time PGT students; our proportions are more consistent with the Russell Group average of 70%. Numbers of part-time taught MSc students are very small, so the large year-to-year swings in proportions of females are not statistically meaningful. The graph is scaled accordingly. The Russell Group averages 68% female part-time PGT students.

PG programme marketing strategy portrays the programmes as equally accessible to both genders, including use of gender-neutral images in programme advertising. Half the programmes are directed by female psychologists.

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





Our PGR student body generally is just over 50% female, with some increasing trend over the last three years. Numbers are too small, however, to consider the trend statistically meaningful. This is especially true for part-time students, with the graph above scaled accordingly. Like PGT, we have lower proportions of female PGR students than HESA national averages, more consistent with the Russell Group full-time average of 59% for full-time PGR (the Russell Group average for part-time PGR is 64%).

Nationally, psychology departments tend to have high female:male student ratios, ranging up to 4:1 (80%), depending on student level and programme. All our PG programmes follow this pattern but to somewhat smaller degrees than national averages, consistent with our Russell Group status. As discussed next, this is not because female students appear to face any disadvantage in offer rates. Our PGR recruitment utilizes the same gender-neutral strategies as PGT recruitment.

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

Chart 7: Percentage of Female UG Applications, Offers, Acceptances - Psychology

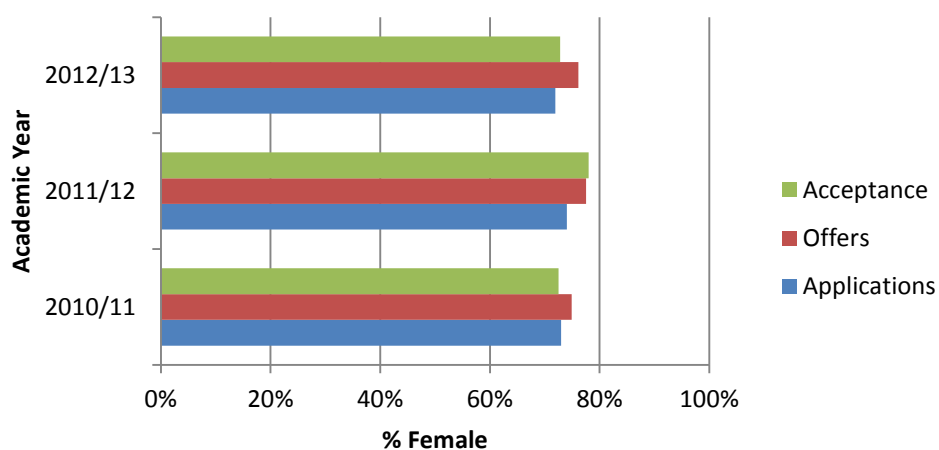
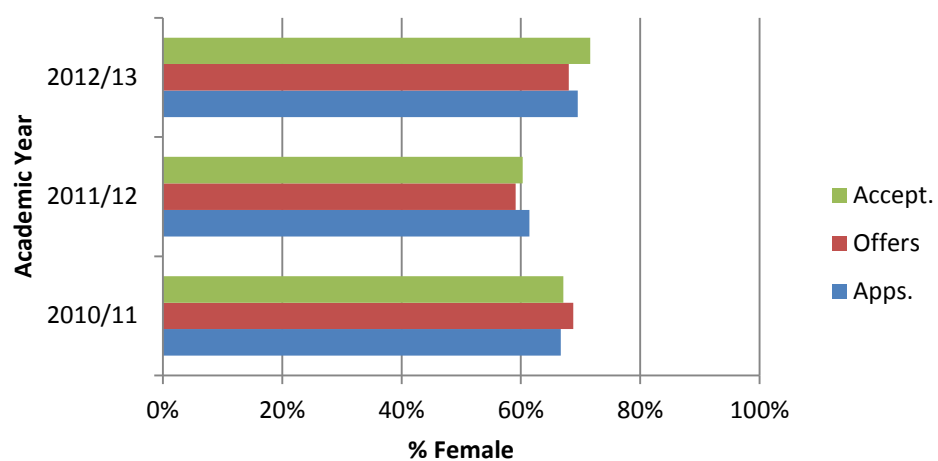
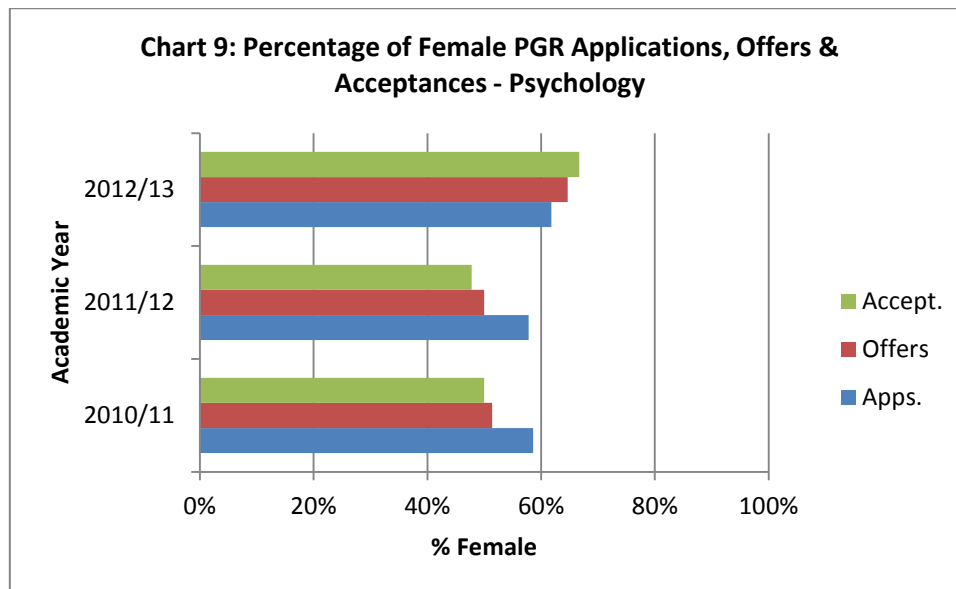


Chart 8: Percentage of Female PGT Applications, Offers & Acceptances - Psychology

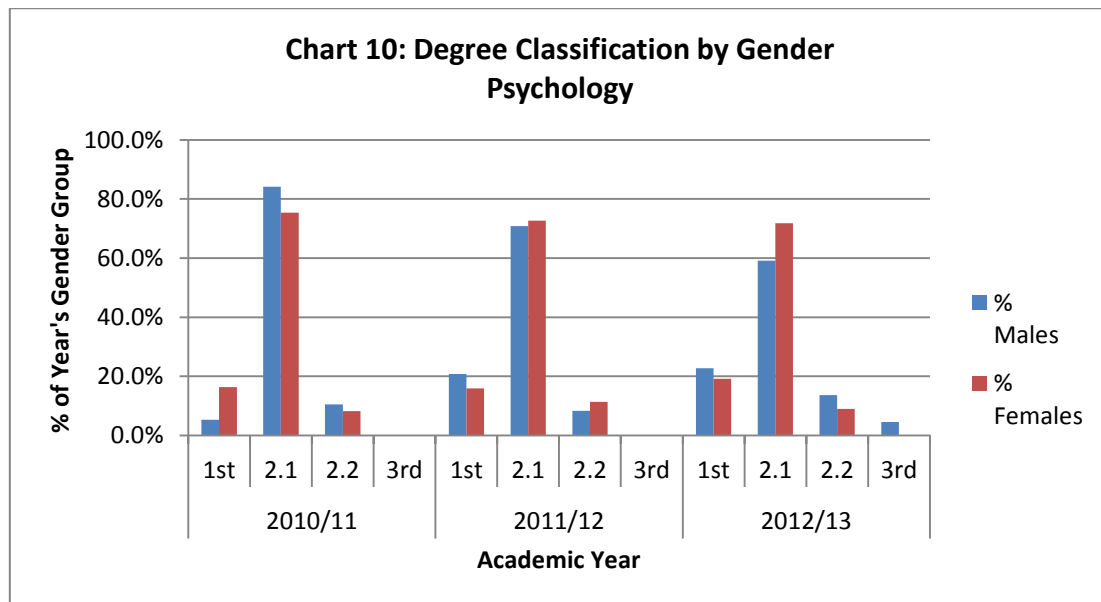




Excepting PGR, our programmes consistently attract more applications from women than men. Gender ratios of applications received, offers made, and places taken up are similar. We find no evidence for gender bias in admissions processes. We will continue to monitor these figures, but intend focusing action on recruitment (**AP 1.6**).

Annual PGR admissions are relatively low at about 80. However, proportions of women applying for and taking up research degrees is around 10% lower than UG and PGT proportions. There seems no obvious reason for this. The PGR recruitment process is administered via the School PG recruitment team. Most PGR students are funded externally or via university support. Within-School, provision of PGR grants is decided competitively via a PG committee comprising male and female staff, with explicit guidelines that all such decisions be gender-neutral. We plan to hold UG and PG focus groups with current women students in 2014/15 to establish the factors relevant to women applying for PhD places (**AP 6.2**). Results will be used to develop a student survey to monitor progress in addressing problem areas (**AP 6.3**).

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



This graph illustrates female and male degree classifications as percentages of their student populations. It reflects primarily student performance. Usually, fewer than 20 students receive first degrees annually and fewer than 12 receive 2.2 or lower. For example, the 3rd-degree bar for 2012/13 reflects one student. Year-to-year differences are not statistically meaningful. The lower female than male proportion of 2.1 degrees in 2010/11 resulted from higher proportions of female first degrees, and vice-versa in 2011/12 and 2012/13.

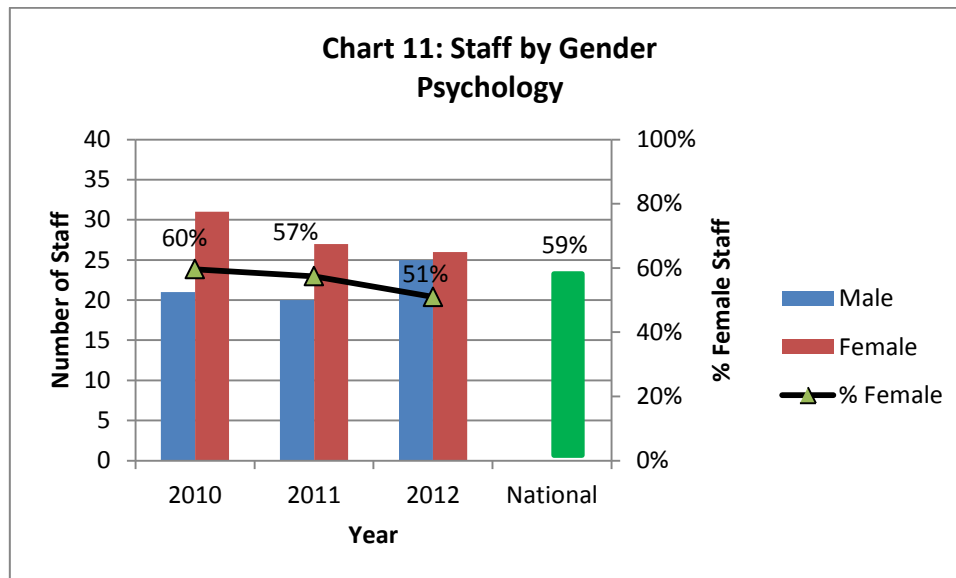
Table 1: Male and female students by degree classification (Psychology)

Degree Classification		Male	Female	%Female
2010/11	1st	1	10	90
	2.1	16	46	74
	2.2	2	5	71
	3rd	0	0	0
2011/12	1st	5	14	74
	2.1	17	64	79
	2.2	2	10	83
	3rd	0	0	0
2012/13	1st	5	15	75
	2.1	13	56	81
	2.2	3	7	70
	3rd	1	0	0

This table should be interpreted in relation to the overall 80% female UG student body and few students receiving other than 2.1 degrees. The table also ties our data to HESA-reported average proportions female, which run 82% for firsts, 83% for 2.1s, 78% for 2.2s, and 73% for thirds. Performances of women on our degree courses are marginally lower at the 1st level and substantially better at 3rd.

Staff data

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



In earlier years, our proportion of women matched national averages. However, the most recent year showed a slight decline towards parity with men. As indicated below, this may reflect changes at Grades 6 and 7.

Table 2: UE Grade and equivalent job description (University of Edinburgh)

Grade	Equivalent Job Description
UE06	Teaching Assistant, Research Assistant
UE07	Teaching Fellow, Research Associate
UE08	Lecturer, Research Fellow, Research Investigator
UE09	Senior Lecturer, Reader, Senior Research Fellow
UE10	Professor, Professorial Research Fellow

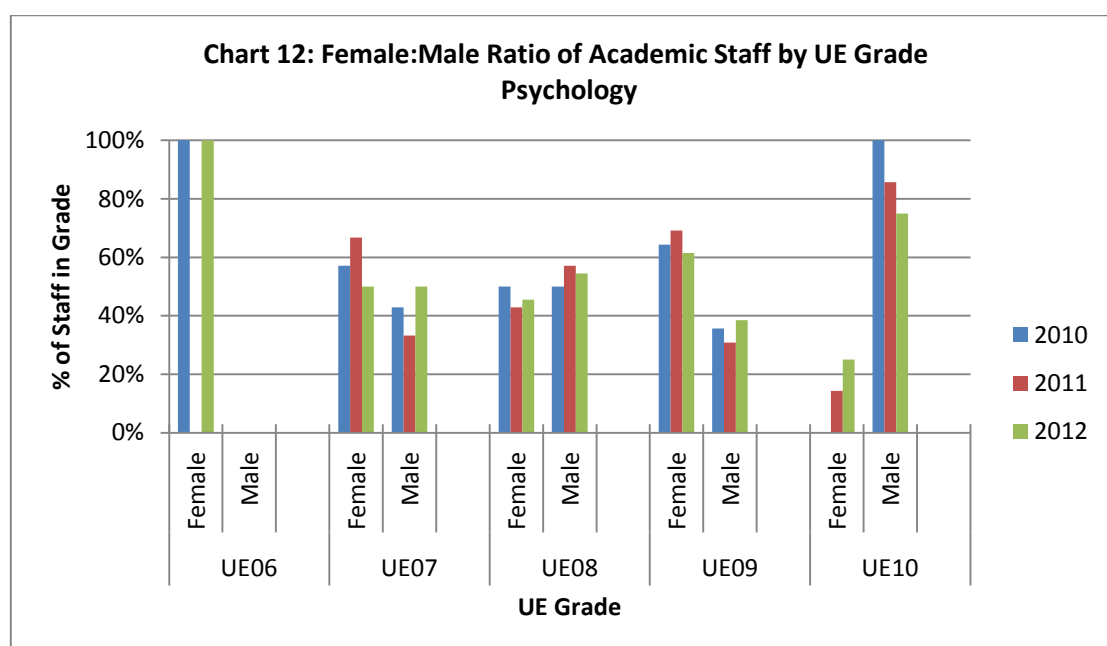


Table 3: Academic Staff by UE Grade (Psychology)

Academic Staff		UE06	UE07	UE08	UE09	UE10
2010	Male	0	3	3	5	5
	Female	1	4	3	9	0
	% Female	100	57	50	64	0
2011	Male	0	2	4	4	6
	Female	0	4	3	9	1
	% Female	0	67	43	69	14
2012	Male	0	2	6	5	6
	Female	1	2	5	8	2
	% Female	100	50	46	62	25

‘Core’ Academic Staff. In Grade 7, women have been over-represented until the most recent year. Most Grade-7 academic staff are fixed-term early-career teaching fellows who move on to other, often permanent, positions at other universities. They are encouraged to apply for any permanent lectureship openings we have, however, their applications considered in open competition with others received. This is also true for Grade-7 research assistants, who tend to be on fixed-term grant-funded contracts. Greater female proportions in these positions do not mean that women are more likely to become ‘stuck’ in these temporary positions.. They merely indicate that more of our teaching fellow and research staff have been women than men. The same pattern is seen in applicant pools, and reflected in HESA and Russell Group averages of 59% and 55%. Most new psychology PhDs spend some time in these post-doctoral research or teaching fellow positions, so the positions primarily provide early-career opportunities for young scientists rather than restricting access to higher-level positions.

Grade 8 is Lecturer, representing the lowest grade from which staff are generally promoted. While 50% of Lecturers were women in 2010/11, this proportion went down the

subsequent two years. However, the Senior Lecturer and Reader grade, Grade 9, showed the reverse pattern, more women than men in these promoted positions. This indicates that women do receive promotions, or are hired into higher-grade positions. However, the most obvious observation regards Grade 10: almost all our professorial staff are men. There is some evidence in the last two years that more women may be reaching Grade 10 (two women received promotion from Grade 9 to Grade 10). There was still, however, a clear imbalance in 2012/13. The HESA benchmark is 29%, with the Russell Group at 45%. Only in the last year has Edinburgh approached the HESA benchmark, and it remains behind other Russell Group institutions.

Women thus seem to find success in being promoted to Grade 9, but stall in achieving further career progression to Grade 10. (Most of our Grade 10 staff were appointed, rather than promoted, at that level; recent promotions to Grade 10 have been equally split by gender.) This represents a challenge for Psychology. Addressing it is one of our most important actions in the coming year (**AP 5.1-5.5**), and difficult because the relevant questions involve not just successful application rates but specific qualifications at application, willingness to apply, the generally long experience necessary to be qualified for Grade 10, and the societal changes that have brought younger women into the professional workforce in much greater proportions than their older counterparts. At this point, our priorities are to focus on making the overall promotions process more transparent and available to staff of all grades while encouraging career development (**AP 5.1-5.5**), with HoS managing transition in specific cases potentially ready for promotion to Grade 10.

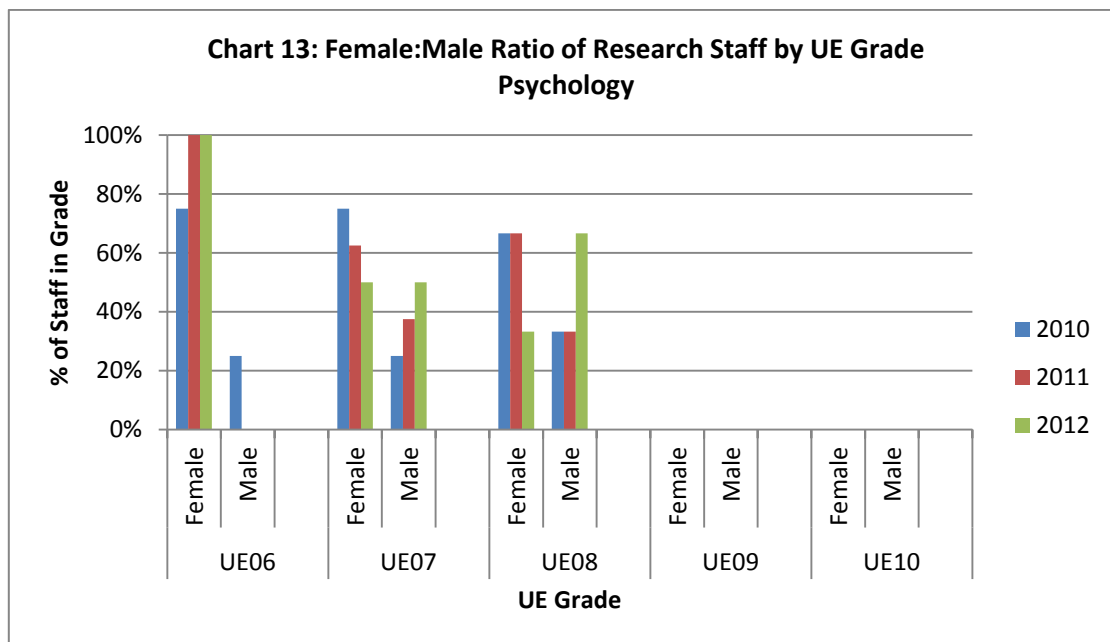


Table 4: Research Staff by UE Grade (Psychology)

Research Staff		UE06	UE07	UE08	UE09	UE10
2010	Male	1	3	1	0	0
	Female	3	9	2	0	0
	% Female	75	75	67	0	0
2011	Male	0	3	1	0	0

2012	Female	3	5	2	0	0
	% Female	100	63	67	0	0
	Male	0	4	2	0	0
	Female	3	4	1	0	0
	% Female	100	50	33	0	0

Research staff. These are staff on fixed-term contracts, usually associated with specific externally-funded research projects. As can be seen, there are too few research staff for year-to-year differences to have statistical significance.

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

Table 5: Male and female leavers (Psychology)

Leavers	2010				2011				2012			
Grade	Female	Male	Total	% Female	Female	Male		% Female	Female	Male		% Female
UE06	2	1	3	67	0	0	0	0	1	0	1	100
UE07	2	2	4	50	1	0	1	100	0	1	1	0
UE08	0	0	0	0	0	0	0	0	0	0	0	0
UE09	0	0	0	0	0	0	0	0	0	0	0	0
UE10	1	1	2	50	0	0	0	0	0	0	0	0
Total	5	4	9	56	1	0	1	100	1	1	2	100

These data show staff members who left the Department but might have stayed. They thus do not include fixed-term staff members whose contracts ended. Turnover in these graphs usually arose because staff members voluntarily left for employment elsewhere, often in permanent positions. The University now has policy to encourage career development and manage staff redundancy when contracts end. All such staff are offered opportunities to meet with their line managers to discuss career options. In addition, staff enter their details in the University's online Talent Register and recruiters must offer posts to any who meet essential criteria before advertising them. Although more women than men appear in these turnover data, this reflects the fact that Psychology has employed more women than men in research positions on externally funded projects. Among Grades 8, 9 and 10 'core' academic staff, there has been very little staff turnover. One man and one woman (a married couple), both Grade-10, left in 2010. There is no evidence of gender bias in staff turnover, and our proportions of females are broadly similar to HESA-reported national averages. We will continue to monitor this annually (**AP 4.3**). There has been very little Department turnover in the last three years.

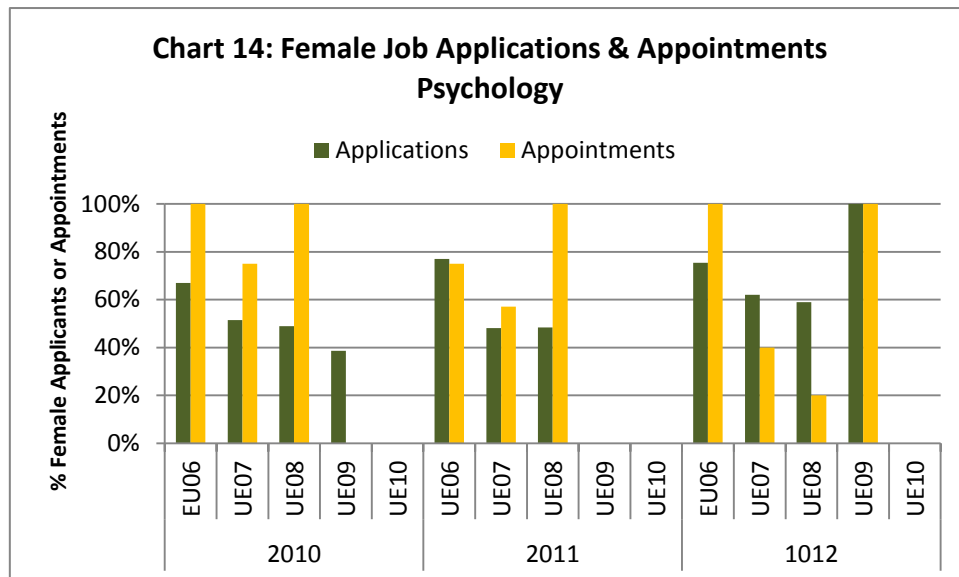
(1947 words)

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

Key career transition points

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

(i) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.



The data show no obvious trend over time, and overall our proportions of female appointment are similar to HESA-reported national averages of 68% among 'academic starters'. In general, the proportions of women appointed have been higher than the proportions of those who applied. Application rates for Grade 7 and Grade 8 posts seem to show slightly lower proportions of women, but this has not affected the proportions of women appointed to posts. Continued annual monitoring of recruitment and hiring activities is covered in **AP 2.1-2.4**. In particular, we need to pay attention to clarity of equality of opportunity information in job postings, to overall gender representation on selection panels, and to maintenance of sex-neutral selection processes.

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

Table 6: Applications for promotion and success rates (Psychology)

	Male			Female		
	Applications	Promotions	% Success	Applications	Promotions	% Success
2010/11	1	1	100	3	3	100
2011/12	1	1	100	1	1	100
2012/13	1	0	0	1	0	0

As can be seen in this table, very few promotion applications are made each year. If there is any statistical pattern in these data, it suggests that success rates vary by year and not by gender. The Department's 2012/13 survey and Brown Bag sessions indicated that some staff, female and male alike, are generally, confused about promotion application processes and criteria. In the staff survey, 35% disagreed with the statement 'I understand the promotions process and criteria in the department' and 16% responded 'Don't know'. As clear information about this process is in fact sent out annually to all staff, including clear guidance on School procedures and University procedures, and as staff are advised of members of Psychology staff who have recently participated in the College promotions committee and are available to offer advice, this indicates a difficulty in communication. (Previous College promotion committee members have been men – however, from this year, the Promotions committee member is a woman.)

Staff had not until this year received performance appraisals in many years, and a substantial number had never received appraisal. Addressing these problems is covered in **AP 5.1-5.5**. We see our highest priorities in this area as helping those colleagues who do not understand the promotion process, tying performance appraisal to encouragement of working towards promotion and applying when ready, and mentoring, for all staff.

Promotion is by application. In each year, application for promotion can come from several routes. HoS and HoD encourage likely candidates to apply. In addition, any staff member can apply independently. However, survey results indicate that not all staff understand this process and timings could usefully be adjusted to allow potential applicants more time to prepare applications (**AP 5.2 and 5.3**). Each promotion application is presented to the School Promotions Committee and compared to the University's job-matching criteria. Applicants are then either selected for forwarding to the College Promotions Committee, or are advised that the promotion bid would be ill-advised at that time. In such cases, staff receive feedback from HoS on areas of the application that the School panel felt to be weak, with emphasis on how weaknesses might be addressed. Staff are also advised that, notwithstanding the School panel's decision, they can autonomously place their promotion bids before the College promotions panel. School-sponsored and autonomous applications are then passed to the College Promotions Committee. It also reviews individual applications against formally identified university criteria in a 'job matching' process. Unsuccessful applicants receive guidance from either HoS or Head of College in strengthening applications in subsequent years.

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

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

Recruitment data do not indicate a need to encourage higher proportions of women applicants. Our major area of concern is the proportion of female Grade-10 staff.

All academic posts are advertised on the University website and jobs.ac.uk and usually more widely. The School’s advertisements do not contain explicit encouragement for women to apply, but are not worded in a way that would discourage women applicants. Advertisement text is structured via a University-wide advertisement template. University HR is currently reviewing all recruitment texts and templates. **AP 2.4** calls for featuring Athena SWAN and flexible work options on the School’s website and recruitment communications.

Selection panels must have at least one member trained in selection, and at least one woman and one man. Appointment panels for professorial appointments are chaired by the Principal or by the Head of College (or external nominee). The Director of Professional Services monitors all recruitment committees to ensure that panel members have received relevant training and that there is gender balance. The University’s policies require selection panels for promoted academic posts to include HoS.

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

Our School has no direct route for promotion into Grade 8 from Grades 6 or 7, as the latter tend to be fixed-term posts funded via external grants. Whether teaching or research staff, however, Grade 6 or 7 position-holders are eligible and generally encouraged to apply for Grade-8 Lectureship openings as they come up, and many do. Their applications are considered competitively as parts of the overall applicant pool. In the last three years, five research staff on fixed-term contracts made this transition to new Lectureship positions (three men and two women). Moreover, a range of opportunities exist for postdoctoral Grade-7 staff to develop careers within the University. The University’s Institute for Academic Development provides training programmes for all researchers, and some are intended for women specifically - e.g., Ingenious Women, a programme to boost enterprise, creativity and resilience in women researchers. The School also encourages postdoctoral staff to gain experience of teaching and student supervision and provides relevant training. The University’s commitment to career development for research staff has been recognised by successful retention of the European Commission HR Excellence in Research award in 2012, and this year by reaching the shortlist for a Times Higher Education Award for Outstanding Support for Early Career Researchers.

The School has several initiatives that help staff progress from Grade 8 to Grade 9. We introduced a revised mentoring system in 2011. A newly appointed staff member’s mentoring and development needs are discussed at induction with HoD and each new staff member is matched

with a senior member of staff. All have the option to select their mentors, so women can select females. However, in the Department survey only 60% of staff felt that this mentorship scheme was helpful. We will monitor the effects of this mentoring programme on career progression (**AP 4.2**). Edinburgh is a research-intensive University, and establishing a sustainable research programme is one of several criteria for promotion to Grade 9. Therefore, the School has a long-standing policy of allowing newly appointed lecturers to concentrate on research, with teaching and other responsibilities being phased in. Monitoring implementation of this programme and making sure that HoD works with the Teaching Director to ensure relevant policies are complied with in terms of work allocation are covered in **AP 7.4**. There is clear need for greater mentoring regarding career development, particularly at the transition to Professorship. This is covered in **AP 5.1-5.5**.

Career development

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

(i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

The AS Team's survey in January, 2013 and subsequent Team Meeting and informal staff 'Brown Bag' discussions (**AP 1.1 and 1.5**) revealed that some staff members did not understand the promotions process, with over 50% either indicating that they did not understand it or they did not know about relevant policies. This indicates an ongoing need to encourage staff to engage more with the promotions-relevant information that is available. Although the majority of staff reported that they were happy with career development, mentoring and networking opportunities, substantial minorities expressed lack of satisfaction with career development (35%), mentoring (40%), annual review (41%), and networking opportunities (39%). Many staff have the impression that the criterion that matters most to the University for promotion is research, and that teaching and administrative responsibilities are required but matter less. There was considerable feeling that these latter burdens are not equally distributed, but there was also lack of understanding of just how they actually are distributed. There was also lack of understanding of what administrative committees and tasks are required. Although School level committees and tasks are clearly represented on the School website, more work needs to be done in representing subject-area committees and roles. These impressions were commonly expressed by male and female staff, but they were more strongly and frequently expressed by females.

In addition, several female staff expressed impressions that teaching and administrative duties fall more heavily to them, while more 'prestigious' and lighter research-related administrative duties tend to fall to males. HoD attempted to gather historical data on this. Data were far from complete, as no formal records had been kept, but those available did suggest that the impressions had some basis. In addition, several academic staff reported less-than-successful/appropriate handling of maternity leave.

The AS Convenor implemented the programme of informal 'Brown Bag' discussions (**AP 1.5**) on topics of staff interest and concern in the Spring of 2013 to address this general situation as well as continuing to gather information in order to develop the more detailed and formal

longer-term action plan to address this situation that forms the basis of this application. The Teaching Director and then-incoming HoD (the latter a member of the AS Team) introduced changes to the existing workload model to assess equality of teaching responsibilities and potentially serve as the basis for future allocations. This revealed considerable inequalities of distribution and served as a basis for some adjustments to 13/14 Year teaching loads where immediately feasible. After taking office, the new HoD spoke individually with all staff members to gather further views. These initial activities have been well-received, but they are very new, and will be followed up with substantial additional activities, as outlined throughout the Action Plan (AP 3.1, 3.2, 4.1, 4.2, 5.1-5.5, 7.3, 7.4, 8.1-8.5, 9.1-9.3, 14.1).

HoS implemented performance appraisals for all during the 12/13 Year, in a format that explicitly acknowledged teaching and administrative contributions as well as research. However, some staff felt that it was not clear how appraisers were assigned and whether there would be any continuity of appraiser assignment over time or how the appraisal process was related to career development or promotion possibilities. A key aspect of the Action Plan is to remedy this (AP 5.2).

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

All new staff receive formal induction arranged by the School's Director of Professional Services. In addition, HoS has an induction 'lunch', and all new staff also attend a 'meet the SMC' lunch with all members of the SMC. Nevertheless, some new staff, male and female, reported feeling lost as to Department procedures, and more general University employment practices. With several new staff joining the Department in Autumn 2013, the new HoD made sure to arrange mentoring relationships for each. AP 3.1, 3.2, 4.1, and 4.2 are to formalise and monitor effectiveness of orientation and mentoring programmes. AP 7.5 addresses the need for HoD to work with the Teaching Director in ensuring leave procedures are followed as part of work allocation.

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

The Department offers a series of talks on careers in different areas of Psychology to help students identify Psychology-related careers of interest. In addition, each student has a Personal Tutor, a member of academic staff from whom s/he can seek guidance in this area. Many staff members also function as advisors and mentors to students whose dissertations they supervise. Given that most of our students are female and that they already show good progress from UG to PG programmes and from our PG programmes to research, lectureship, and other career positions, establishing formal programmes is not a particular priority at this time, though it should be given attention in the future, especially because female proportions tend to decline with level (though roughly parallel with Russell Group averages). We consider it likely that the most difficult career transition for women in science is not that from student to career status, but into

parenthood, particularly return from maternal leave. The University has recently made major investments in new nursery provision, and this is open to both staff and students. By far the largest employer of research associates in our Department has very successfully managed a high volume of maternity leave in the last several years, accommodating each woman's choices for how long her leave should be and working conditions and hours to which she returned. His tenure in that position continues for the next five years.

Organisation and culture

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

(i) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

The major committees with decision-making remits are at School level; hence data presented here are School-wide rather than Psychology-specific. There are five main School committees. The five School committees and their remits are:

Table 7: Decision making committees (remit and membership)

Committee	Remit	Members
School Management Committee	Policy, strategy, budgets	HoS, Deputy HoS, Head of Philosophy, Head of Psychology, Head of Linguistics, School Director of Research, School UG Director, School PG Director, Senior Tutor, Director of Professional Services
Undergraduate Studies Committee	Devolved responsibility for all aspects of UG and MSc teaching, assessment and QA.	School UG Director, UG Course Organisers
Postgraduate Studies Group	Devolved responsibility for MSc and PhD recruitment, training, assessment, QA and funding.	School PG Director, PG Course Organisers
Research Committee	Strategic research initiatives, monitoring research activity (including REF).	School Director of Research, Representatives from Philosophy, Psychology and Linguistics
Computing and Equipment Committee	Strategic overview of infrastructure needs and opportunities	Representatives from Philosophy, Psychology and Linguistics, School Computing Officer

Table 8: Committee membership by gender

	School Management Committee			Undergraduate Studies Committee			Postgraduate Studies Group			Research Committee			Computing and Equipment Committee		
Year	F	M	Chair	F	M	Chair	F	M	Chair	F	M	Chair	F	M	Chair
2010/11	1	8	M	4	5	F	5	16	M	1	4	M	2	5	M
2011/12	1	8	M	5	5	F	5	17	M	1	6	M	4	3	M
2012/13	2	8	M	2	8	F	5	12	M	1	5	M	4	5	F
Female	14%			38%			25%			17%			43%		

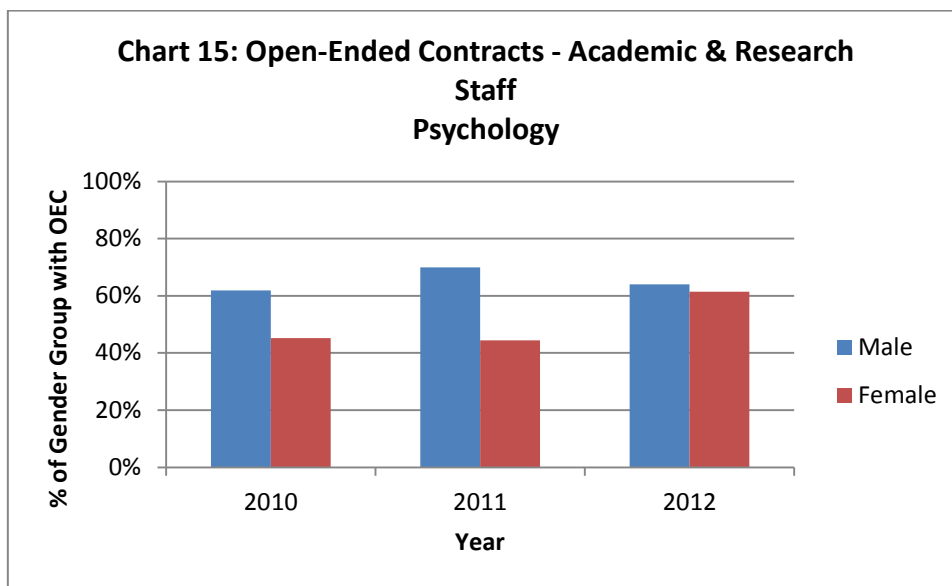
Committee members are appointed in the following ways:

Table 9: Appointment of committee members.

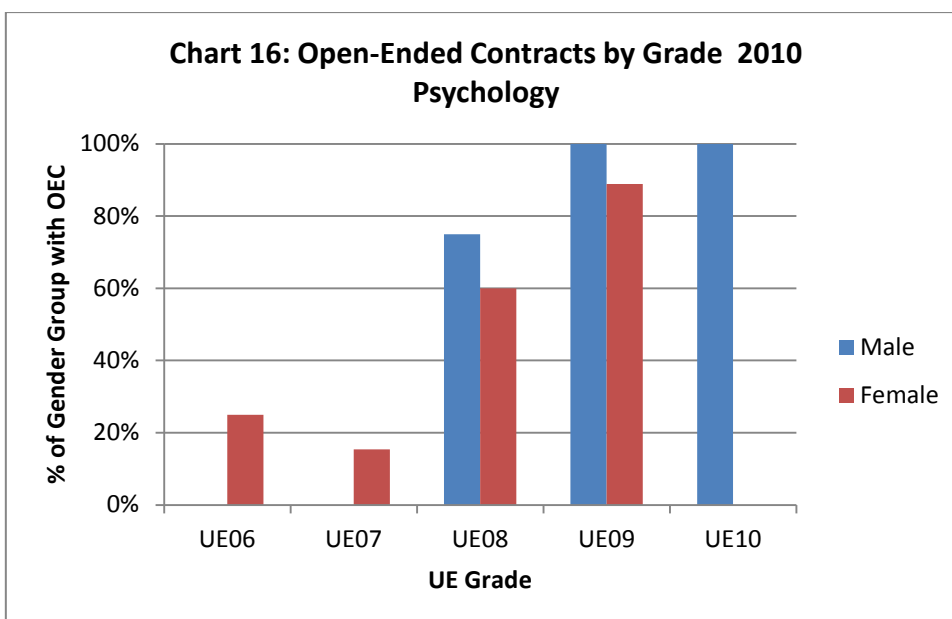
Post	Term	Advertised	Appointed by Panel chaired by Head of College.
HoS	5 yrs	Internally	
HoD	2-3 yrs	Internally	HoS in consultation with all members of Psychology
Directors of Teaching	5 yrs	Internally	HoS in consultation with subject area/department teaching directors
Director of Research	5 yrs	Internally	HoS in consultation with subject area/department research directors
Director of Professional Services	Open-ended	Externally	Panel chaired by College Registrar
School Management Committee	Flexible	Internally	Membership is ex officio
Undergraduate Studies Committee members	Flexible	Internally	Subject representatives are appointed by HoS and Director of Teaching.
Postgraduate Studies Group	Flexible	Internally	Subject representatives are appointed by HoS and Director of PG Studies
Research Committee	Flexible	Internally	HoS and Director of Research
Computing and Equipment Committee	Flexible	Internally	Committee chair

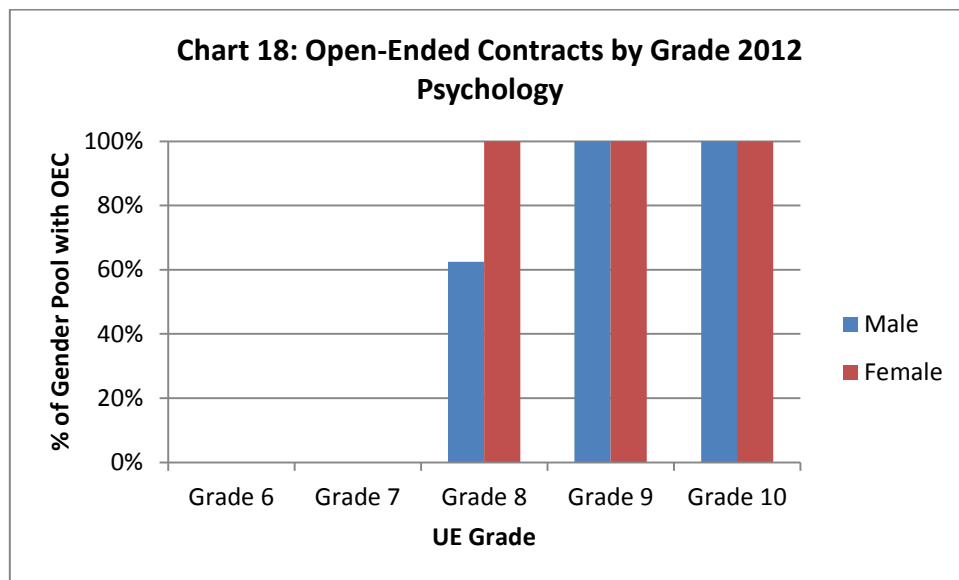
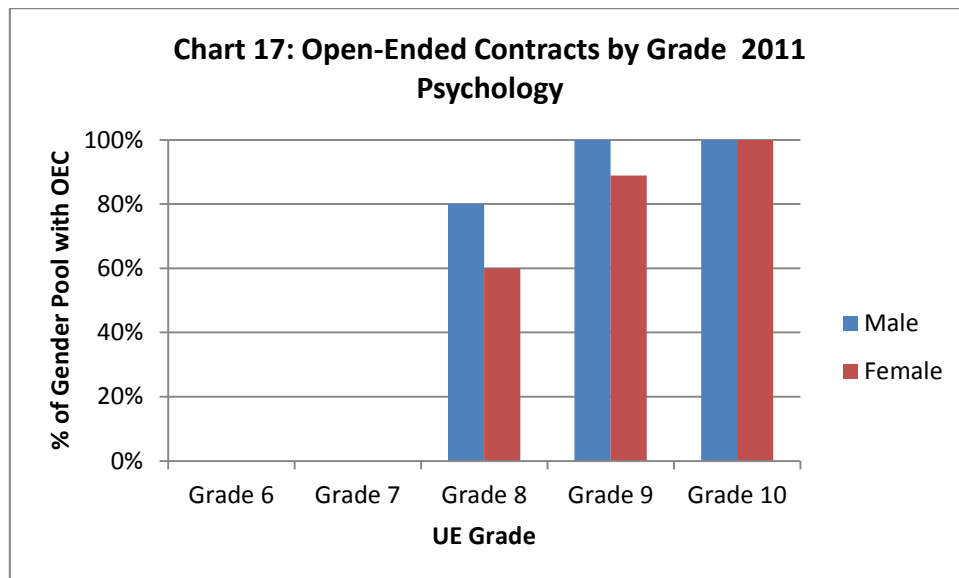
Female representation across all committees is disappointingly low. In particular, the low proportion on SMC indicates that key post-holders in the School are men. The Research Committee comprises professorial (Grade 10) staff, so the low proportion of women here reflects the under-representation of women at Grade 10. **AP 8.3** addresses the need to monitor committee participation and distribute opportunity for responsibility equally throughout staff. **AP 8.5** addresses the need to develop and implement a method to rotate committee responsibilities equitably.

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



Currently around 60% of both female and male staff members are on open-ended contracts. This compares favourably with the HESA benchmark of 53%.





The above graphs look dramatic, but refer to very small numbers and thus are not statistically meaningful. For example, there were three female academic staff in Grade 8 in 2010, of which one was on fixed-term contract, and one in Grade 9 on fixed-term contract. The two females on fixed-term contracts were Research Council of the United Kingdom Fellows, whose awards, and thus contracts, specified five-year transitions from full-time research to standard teaching and administrative load, with guaranteed open-ended Lectureship positions to follow. These awards were developed specifically to encourage universities to develop new lectureship positions for especially well-qualified new scientists, and considered honours to both the receiving university and postholder, so the fact that these two positions were both held by women is indication of support for developing women's scientific careers. The University has modelled a follow-up internal programme on this now-discontinued RCUK programme, and Psychology has received several recent awards. The majority of these more recent awards has gone to males (4 out of 6)

Most research staff (generally Grades 6 or 7, but occasionally Grade 8 – held in the last 3 years by one woman and one man, who had been promoted to Grade 8 because their Grade 7

fixed terms had been renewed several times) are on fixed-term contracts as their positions are funded by external grants. As most young PhDs in psychology spend some time in such post-doctoral positions to gain experience to be competitive for more permanent positions, holding these positions primarily provides opportunity for career development rather than a means of holding people back. The high proportion of women in such positions in our data reflects the high proportions among our staff and student populations overall. In Grades 6 and 7, most academic posts are short-term Teaching Fellowships intended to bridge short-term staff shortages such as those created by maternity leaves. They also serve as career bridges to other positions for early-career PhDs.

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

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

HoS has encouraged women to consider senior management roles on School committees. He has sought to widen representation of all staff sectors on our key decision-making bodies, opening application processes whenever a ‘senior’ committee membership or chair position becomes available. The School now has female psychologists on the College promotions panel and leading annual staff review processes. HoS has proposed a female psychologist as a University participant on the LFHE Aurora programme (promoting leadership among more junior female academics). The aim in part is to provide colleagues with female role models taking key decisions in the School. However, the Athena-based analysis of the gender pattern of committee memberships and committee chairs across our School shows that there is still work to be done in this area.

This is not always perceived positively, as many feel that these roles impinge on research productivity, and there is a mistaken impression that research productivity is more highly valued by the University, despite the focus on teaching and leadership activities in the University’s promotions processes. For example, in the staff survey, 65% either did not agree with or responded ‘Don’t know’ to the statement, ‘The Department values and rewards the full range of skills and experience at annual review’, and 63% responded in these ways to a similar statement regarding the promotions process.

Vacancies in administrative roles are generally announced and volunteers sought by HoD or HoS but, as noted above, some staff members are not aware of the overall management structure of the Department, School, and University. Sometimes, no staff member volunteers for such vacancies. In this event, HoS or HoD appoints someone. **AP 8.1-8.5** address the availability of information and develop ways of monitoring equality of administrative workload allocation and opportunity. This is discussed further in combination with the workload model.

(ii) **Workload model** – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria.

Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual's career.

As noted above, some members of staff lack understanding of the Department's committee structure and how roles and tasks are allocated, and perceptions that burdens and opportunities are not equitably distributed are expressed by both males and females. There is a persistent, though small, tendency for this to be expressed more strongly by females than males, and there is a perception among some staff that teaching and administrative committee jobs have tended to fall to women over the years, while research-oriented jobs have fallen to men. In the staff survey, 35% did not agree that 'Work is allocated on a clear and fair basis irrespective of gender' (37% of females; 21% of males). **AP 1.2 and 8.1-8.4** address this situation through goals for clearer dissemination of information and development of an administrative workload model and development of clearer and more open and uniform procedures for allocation and rotation of positions and responsibilities. That said, the main administrative task of Personal Tutor is allocated in a gender-neutral fashion, with allowances for flexible working arrangements. In terms of research, entry into the REF 2014 process is carefully monitored by central University to ensure that processes of equality and diversity are followed, and the School complies.

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

This topic comes up frequently at Department staff meetings, with intense discussions of advantages and disadvantages of various time schedules. All views are entertained, and most decisions are made by vote following discussion. The topic was discussed extensively at an AS Team meeting during the 2012/13 Year, with no clear resolution on general policy. **AP 12.1** calls for continued review of activities and processes for deciding schedules. Currently, most meetings are held between 10 and 4, with specific times arranged by Doodle poll. Department seminars, however, run from 5:15 to 6:15. Many social gatherings are held between 10 and 4, but some begin at 4 and can extend beyond 6.

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

Results of the 2012/13 AS Team's departmental survey indicated that most staff perceived the Department as open and friendly in informal interactions among staff and students. For example, 96% of survey respondents agreed that 'Work-related social activities in my Department are likely to be welcoming to both women and men'; 88% found the Department more welcoming than unwelcoming; 92% more respectful than disrespectful; 94% more non-sexist than sexist; 88% more cooperative than uncooperative; 82% more encouraging than discouraging. Where problems were perceived, they tended to involve the Department's management structure rather than personal relationships and interactions. There were, however, some contradictory survey data. For example, 33% did not agree that 'The Department makes it clear that unsupportive language and behaviour are not acceptable', 18% did not agree that 'Inappropriate images that stereotype women or men are not allowed in the Department', and 35% did not agree that 'I am encouraged and given opportunities to represent the Department'. The latter showed a gender disparity, with

46% of females not agreeing but only 17% of males. **AP 13.1-13.3** address the need to continue to monitor this through annual surveys, the need to address perceptions of sex-bias in workload assignments and use of images, and attempt to transmit the generally friendly informal atmosphere to the more formal management structure through adoption of regular open and informal meetings to discuss specific management-related topics of concern.

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

As noted, the School participates in the Scottish Widening Access Programme via the Kickstart Initiative. We have provided subject-taster workshops to introduce psychology to pupils from low-participation backgrounds who are on track for potential application to University, and to schools which have low progression rates to tertiary education. We provide work experience opportunities on campus, to engage pupils in research, science, psychology, cognitive ageing and higher education. More broadly, colleagues engage in a wide variety of ‘knowledge exchange’ activities. Some of these are supported by College funds, and some are supported by School funds via our ‘Pilot projects’ scheme. Outputs range from the public events organized by the Centre for Cognitive Ageing and Cognitive Epidemiology such as their ‘Brain Maze: Amaze your brain’, an interactive open day, to public events such as Dr Julia Simner’s recent ‘Sensory Dining’ evening at the Edinburgh International Science Festival, in which Dr Simner explored food and synaesthesia. Many of our events are coordinated by our Knowledge Exchange Director, Dr Peter Lamont, who is a member of the AS Team and is co-founder of the ‘Edinburgh Secret Society’ which regularly runs events open to the public.

We plan to evaluate website presentation of and access to information about knowledge exchange, outreach, and networking in the 2015/16 Year in order to provide further information to staff and students about current activities (**AP 14.1**). In addition, **AP 14.2** addresses the need to review how the Department’s website makes use of images of staff and students to promote and encourage equality of opportunity and diversity. The School is in process of developing an Equality and Diversity Committee, and **AP 14.3** is to coordinate AS Team activities with those of this new Committee.

Flexibility and managing career breaks

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

(i) **Maternity return rate** – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

The University has a clear maternity leave policy which is followed within the School. Staff are invited to arrange individual meetings with College HR team to discuss the options available to them. The University has a clear policy for flexible working which is followed within the School. All members of staff wishing flexible working have the opportunity to discuss this with HoD and with the School Director of Professional Services. All staff in the last three years who have taken maternity leaves have returned to work, with the exception of those still on leave. Several have

returned part-time, which was accommodated as they requested. Many were research staff on fixed-term contract funded by research grants. Accommodating their wishes required extensive juggling of position terms, workloads, project assignments, and even grant provisions among the various staff members involved, whose maternity leaves spanned overlapping periods. Many of these leaves were managed by one individual (male) research director. Most of these returned on part-time bases, according to their wishes. Open-ended contract academic staff are eligible to do this as well. Some staff report that they are not aware of the University policies surrounding this, although the information is readily available on the University website. **AP 13.4** addresses this through addition to the Department website of a summary of University policy regarding flexible working provisions and directions to the full information.

Table 10: Maternity leave uptake (Psychology)

	UE06	UE07	UE08	UE09	UE10	Total
2010/2011	0	0	1	0	0	1
2011/2012	0	1	2	1	0	4
2012/2013	1	1	1	0	0	3

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

The University has a clear paternity leave policy that is followed within the School. There has been only one request for paternal leave. This came from a fixed-term research staff member, who also requested reduction in hours and change of days worked following return. This was accommodated as he requested, which involved juggling grant funding arrangements. As noted above, we currently have a case on which to test our flexibility in this area as we employ a couple who will become new parents this spring. HoD worked with Human Resources to make it possible for them to allocate the combined maternal and paternal leave times between them as they choose and has offered this option to them. **AP 7.3** addresses making information about University leave policies more available, which may encourage more prospective fathers to consider taking paternal leave.

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

As indicated by the tables below, we have insufficient staff applying for flexible working conditions to generate meaningful statistical trends by gender and grade over time, except to note that more females than males apply.

Among academic staff, a smaller proportion of our full-time staff is female than HESA-reported national averages for 2011-12 (40% vs. 51%) and a greater proportion of our part-time staff is female (88% vs. 71%). Among research staff, our proportions female are both higher than

national averages: 78% full-time, relative to the HESA-reported average of 62%, and 80% part-time, relative to 60%. This reflects staff requested preferences, as all requests for part-time work have been accommodated. One of our female part-time staff was promoted to Professor in the last three years, indicating that part-time working is supported by senior management and advancement is possible within it. Initial review of data from the workload model still under development (**AP 9.1**) suggests that teaching and administrative loads may not be reduced in proportion to hours' reduction for part-time staff, and **AP 9.4** addresses the need to remedy this. This will be addressed in implementing the new model. In addition, as noted above, some staff are not aware of University policy regarding availability of part-time work and so may not request it even when they might prefer it. **AP 13.4** addresses this.

Table 11: Flexible working arrangements (Psychology)

Flexible Working	Female					Male					Total
	UE06	UE07	UE08	UE09	UE10	UE06	UE07	UE08	UE09	UE10	
2010/2011	0	0	1	1	0	0	0	0	0	0	2
2011/2012	0	0	0	0	0	0	0	0	0	0	0
2012/2013	0	1	1	0	0	0	2	1	0	0	5

Table 12: Academic staff by contractual agreement (Psychology)

Academic		Female			Male		
		Full-time	Part-time	% Part-time	Full-time	Part-time	% Part-time
2010	Grade 6	0	1	0	0	0	0
	Grade 7	3	1	25	2	1	33
	Grade 8	2	1	33	3	0	0
	Grade 9	6	3	33	5	0	0
	Grade 10	0	0	0	5	0	0
2011	Grade 6	0	0	0	0	0	0
	Grade 7	2	2	50	1	1	50
	Grade 8	3	0	0	4	0	0
	Grade 9	5	4	44	4	0	0
	Grade 10	0	1	100	6	0	0
2012	Grade 6	1	0	0	0	0	0
	Grade 7	1	1	50	2	0	0
	Grade 8	5	0	0	6	0	0
	Grade 9	3	5	63	5	0	0
	Grade 10	1	1	50	6	0	0

Table 13: Research staff by contractual agreement (Psychology)

Research		Female			Male		
		Full-time	Part-time	% Part-time	Full-time	Part-time	% Part-time
2010	Grade 6	1	2	67	0	1	100
	Grade 7	6	3	33	3	0	0
	Grade 8	2	0	0	1	0	100
	Grade 9	0	0	0	0	0	0
	Grade 10	0	0	0	0	0	0
2011	Grade 6	2	1	33	0	0	0
	Grade 7	3	2	40	1	2	67
	Grade 8	2	0	0	1	0	0
	Grade 9	0	0	0	0	0	0
	Grade 10	0	0	0	0	0	0
2012	Grade 6	2	1	33	0	0	0
	Grade 7	3	1	25	4	0	0
	Grade 8	1	0	0	1	1	50
	Grade 9	0	0	0	0	0	0
	Grade 10	0	0	0	0	0	0

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

(i) **Flexible working** – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

The University has clear formal policies on flexible working. This includes guidance for both staff and line managers on how the policies are to be implemented. All staff members seeking to make flexible working arrangements are also advised to seek advice from the School's Director of Professional Services. Departmental survey results indicate that some staff members are unaware of these information resources. **AP 13.4** addresses the need to make information about options more readily available. Given our success in accommodating those who have applied to date, our present plans do not extend beyond this.

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

HoD arranges maternity cover for academic staff, flexibly and in discussion with the staff member involved. Colleagues with similar expertise usually take over supervision of PhD students and specialist areas of teaching. Pastoral care responsibilities are allocated to other members of staff. The School may also employ Teaching Fellows as cover. Maternity leave cover for research staff is arranged with the relevant research director. There is one research director who employs most of the research staff. As noted above, he has successfully managed several maternity leaves in the last three years, accommodating all according to their wishes for leave and arranging the needed cover while they have been on leave.

Returning staff meet with their line managers to plan their return to work. Our culture survey indicated that all staff need to be more aware of flexible working options, to minimise uncertainty about expected arrangements. HoD will work with the Teaching Director to ensure relevant policies are complied with in the workload model. **(AP 7.3, 7.5).**

The University currently has nursery provision available for the children of staff and students and the School has been actively involved in the creation of a new nursery facility at the King's Buildings Campus, which will open in 2014. The University has a childcare voucher (salary sacrifice) scheme.

We have no formal programme for supporting female staff before maternity leave. However, administrative colleagues meet with staff and carry out a risk assessment and they also encourage colleagues to speak with HoD should they require specific support or needs and make arrangements for staff members to meet with HR to discuss their maternity leave options. We have had several research staff from one research group go on overlapping maternity leaves. Their manager has been tireless and creative in mixing and matching their grant funding to accommodate each woman's wishes for her leave time and hours upon return. Improving support for work-life balance upon return is a planned topic for future 'Brown Bag' sessions **(AP 1.5)**. Several staff members who have been through the experience of returning from maternity leave to full-time work informally advise younger returning colleagues, and we anticipate that the Brown Bag session may generate motivation to make this more formal.

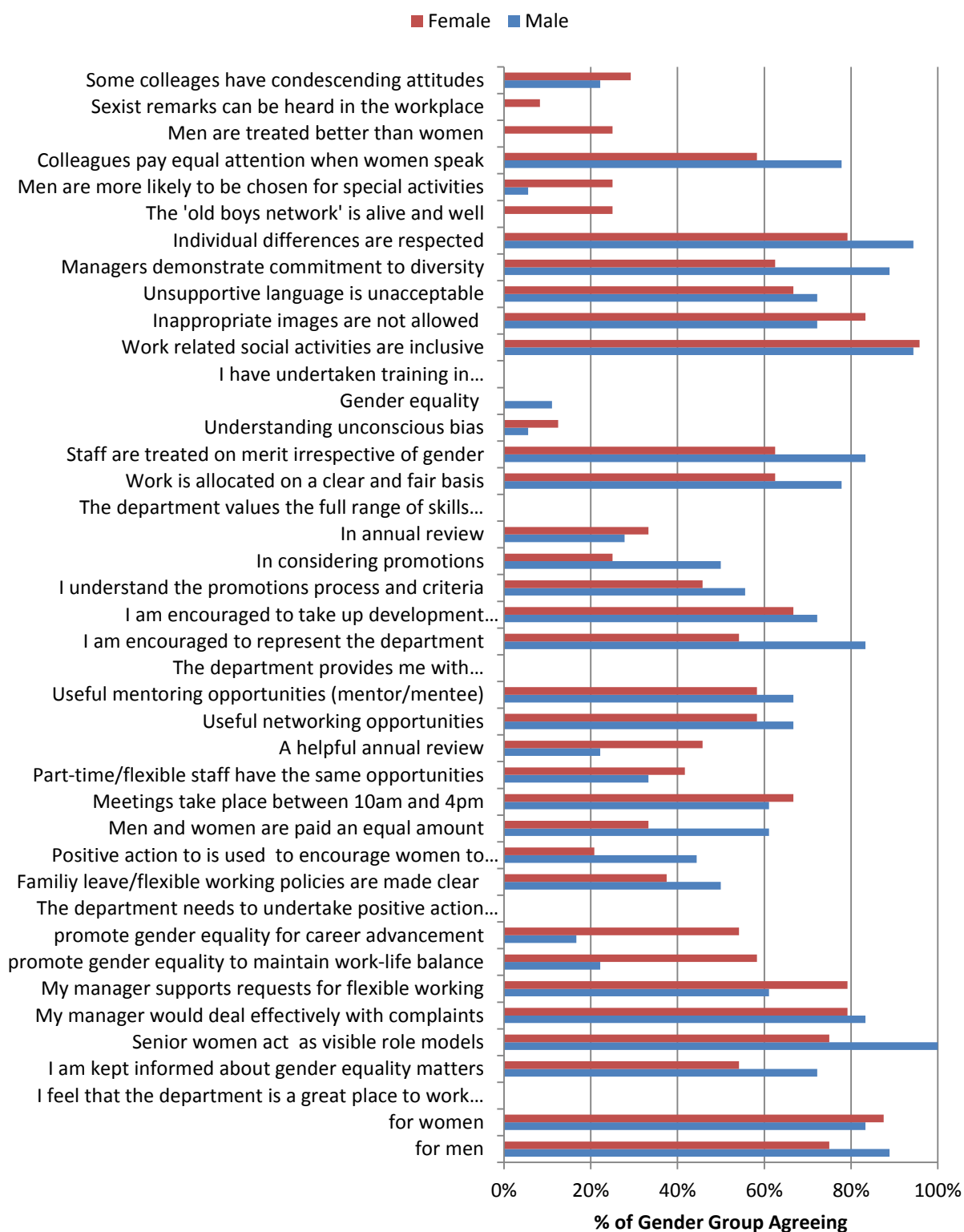
(4809 words)

5. Any other comments: maximum 500 words

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

The following table summarises the results of the 2013 gender equality survey for staff. The questions are shown in abbreviated form.

Chart 19: Staff Gender Equality Survey Results 2013 - Psychology



The survey ran from December 6th 2012 until January 25th 2013, and generated 49 responses. A request was sent to 33 academic staff (16 females and 17 males) and 33 support staff (24 females and 9 males), generating a 74.2% response rate overall. Participants included 4 Professors, 3 Readers, 8 Senior Lecturer/Researcher, 7 Lectures, 5 Postdoctoral Researcher/Junior Researcher, 3

Research Assistants, 3 Holders of a Research Fellowship, 1 PhD student and 10 members of support staff. 24 females and 18 males opted to take part, and 7 chose not disclose their gender. The survey identified as primary concerns, transparency of Department management practices, mentoring at all career levels, and staff induction. The survey will be run annually and extended to include postgraduate students in 2014 (**AP 1.3**). (148 words)

6. Action plan

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

The action plan does not need to cover all areas at Bronze; however the expectation is that the department will have the organisational structure to move forward, including collecting the necessary data.

APPENDIX

ACTION PLAN FOR 13/14 THROUGH 15/16 ACADEMIC YEARS

The work of the Department of Psychology's Athena SWAN Team began with its formation in the fall of 2012. Its activities in the 12/13 academic year consisted of information gathering and evaluation in order to develop this plan. This was fortunately coincident with induction of a new HoD in July 2013, who is a member of the AS Team and very interested in implementing some changes in Departmental procedures that have been creating management problems and staff dissatisfaction. Most of the action points in the plan thus take the general form of initial implementation of the ideas resulting from the AS Team and new HoD activities. Initial implementation of the ideas deemed highest priority is listed as for the 13/14 Year, with others to follow in the 14/15 Year. The next logical step for all activities after implementation is evaluation of function, with adjustments as appropriate. For many activities, this will take place in the 15/16 Year, and others implemented later will receive this attention in the 16/17 Year. CD refers to the Career Development section of Section 4 of the Application; OC to the Organisation and Culture section; FM to the Flexibility and Managing Career Breaks section.

FULL ACTION PLAN

Area	Action to be taken	ACTION TAKEN BY	Time scale	Progress to date	Measurement of success
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Self Assessment and Monitoring	1.1 Form Athena Swan Team	AS Convenor and HoS	Fall 2012	Completed - 7 November 2012	
	1.2 Organise regular meetings to determine future actions and progress reviews.	AS Team	Ongoing	5 meetings have been held and future meetings are regularised to one per semester focussing on issues relating to women's career progression.	Successful engagement with staff in eliciting relevant discussion items.
	1.3 Survey Dept. culture and practice and analyse data.	AS Team	Spring and Summer 2013	First survey completed December 2012 Actions identified and Action Plan developed. Date for follow up survey to be agreed. Survey to be extended to postgraduate students in 2014.	Follow up survey shows an improvement in culture and practice from female staff.
	1.4 Hold ongoing 'Brown Bag' informal sessions for staff on administrative and cultural topics of concern, and create awareness of equal opportunity for men and women in key areas e.g. recruitment and promotion.	AS Convenor	Ongoing Quarterly sessions	3 held in 12/13; 4 planned for 13/14.	Continued strong staff attendance at these events, and improved awareness of administrative and cultural topics observable

					during session.
	1.5 Establish AS Team as Dept.'s administrative and culture management committee.	HoD	13/14 Year	Completed, ensuring that future modifications to Departmental practices are conceived within the Athena SWAN mission framework.	Ability to implement Athena SWAN action plan.
	1.6 Conduct an annual statistical analysis of the full Athena SWAN data set.	AS Team/HR	Annually	Staff data (male:female ratio, turnover, applications, promotions, committee representation, contracts, family leave) reviewed by calendar year. Student data (UG, PGT, PGR headcount, Access, degree classification, applications, offers, acceptances) reviewed by academic year.	Full dataset for previous calendar year published by March.
	1.7 Establish an 'Athena SWAN Psychology Wiki' to enable staff to access the Athena SWAN survey results, statistical analysis and action plan.	AS Team	13/14 Year	Under development	Staff engagement as measured by web analytics. Increased awareness of cultural issues reflected in annual survey.
	1.8 Athena SWAN to be a standing item at School	HoS	Actioned from	Ongoing, ensuring that Athena Swan	School

	Management Committee Meetings.		May 2013	activities become a natural part of School strategy and planning and that female specific issues are considered in any decision making.	Management Committee actions informed by Athena SWAN process.
2. Staff Recruitment	2.1 Consult with HR regarding adding additional information on equality of opportunity and flexible work options in the current University templates for advertising vacancies to encourage female applicants.	HoS/HoD/DoP /HR	Ongoing	UHRS are currently reviewing recruitment templates and DoP has asked for family-friendly material and Athena SWAN award to be included as part of this review.	Continued high proportion of female applications.
	2.2 Collect data and monitor composition of selection panels.	HoD/DoP	Ongoing	DoP currently monitors composition of recruitment panels to ensure female representation on all interview panels. Currently, all panels include at least one male and one female and one member trained in recruitment. DoP will provide data to AS team on a regular basis. Consider training staff in E&D for awareness of unconscious bias.	At least one panel member will be trained in E&D issues.
	2.3 Continue and monitor good practice of sex-neutral recruitment and hiring, to include fixed term appointments and	HoS,HoD	Ongoing	HoS currently follows University policy for recruitment. HoS/HoD to ensure good practice in recruitment processes. Recruitment data to be reviewed on a	Continued high proportion of female applications.

	Chancellor's Fellow appointments.			regular basis to monitor number of female applications and appointments.	
	2.4 Feature Athena SWAN participation on School website and recruitment communications.	HoS/HoD/DoP	Ongoing	DoP to agree wording with AS team and publish as appropriate 13/14.	Continued high proportion of female applications.
Staff Induction and Orientation	3.1 Review current induction and orientation programme for new staff, ensuring female specific issues are addressed.	HoD, DoP, AS Team	13/14 under development	<p>Currently, all new staff are provided with admin focussed guides on the University and School and these will be updated to include information on family friendly policies. All new staff meet with HoD and allocated a mentor. All new staff are made aware of the University induction days and DoP will actively encourage female staff to attend.</p> <p>A staff intranet is under development, and HoD will develop FAQs on major administrative topics of concern to women and men (e.g. appraisal, promotions, parental leave, flexible working). DoP will ensure links to family friendly University policies are clear on the website.</p>	<p>Staff feedback on clarity and utility of FAQ.</p> <p>New documentation will include more detailed reference to female-specific issues.</p>

	3.2 Monitor satisfaction with induction and orientation programme for new staff.	AS Team	13/14 under development.	Include satisfaction monitoring of induction as part of first annual review and monitor for indications of gender differences.	All staff report a satisfactory induction programme and information available at appropriate time.
4. Staff Mentoring	4.1 Establish formal staff mentoring programme, ensuring that all staff have option of same-sex mentor.	HoD	13/14 Year	Established.	
	4.2 Monitor both female and male satisfaction with and success of mentoring programme.	HoD, AS Team	14/15 Year	Updated annually.	All staff report a satisfactory mentoring programme.
	4.3 Review turnover for indications of gender differences in staff satisfaction.	HoS, HoD, AS Team	14/15 Year	Updated annually.	No gender differences in staff satisfaction.
Appraisal and Promotion	5.1 Establish uniform annual appraisal for both women and men.	HoS	Completed	Established. All Professors completed formal annual appraiser training by 27 April 2013. Annual appraisals for all 80% permanent staff were completed in July 2013.	100% completion of annual review for all staff (open-ended and fixed-term)

	5.2Ensure year-to-year continuity of appraisal and establish and communicate how appraisal is linked to promotion and mentoring.	HoS, HoD	Ongoing	The first annual appraisal process (in 2012/13) is being reviewed by HoS and HoD and will include an action to identify any female staff who may need encouragement/guidance to apply for promotion.	Continued good representation of females in annual promotions round.
	5.3Monitor all promotions nominations for equal opportunity.	HoS, HoD	Ongoing	HoS and HoD are members of School Promotions Committee that also includes College Promotions Committee female representative.	Continued good representation of females in annual promotions round.
	5.4Streamline completion of appraisal forms and promotion applications by merging University CV with PURE (the University's database of staff research and other activities).	HoS, HoD, HSS	Under development 14/15	University are currently investigating improvements to PURE. HoD has requested meeting to advance this.	More efficient and objectively fair means of producing appraisal and promotion documentation available.
	5.5Develop a website centre for promotion application materials and good practices.	HoS,DoP	Under development 13/14	All information regarding promotions materials and dates of promotions rounds are regularly communicated to all staff. HR offer workshops for staff to	Increased awareness demonstrated in annual survey

				<p>understand the process and are willing to organise a local workshop to cover female specific issues.</p> <p>HoD will develop FAQs related to promotions guidance on staff intranet. Remind staff of likely dates for promotions rounds in good time to seek advice, work on case studies.</p>	results.
Student Transition to Career	6.1 Continue career transition speaker series for students ensuring high-achieving female role models are invited as speakers.	Careers Liaison Officer/Student Support Officer/ Careers Office	Ongoing	Careers Liaison Coordinator, who also convenes the Equality and Diversity Committee, will continue to work with SSO and Careers Office to provide regular sessions for both UG and PG. Alumni are invited to give talks annually. Consider highlighting female achievements on the website.	Improved student course evaluation returns for careers lectures.
	6.2 Hold UG and PG focus groups to understand female student perceptions of career options and reasons for choosing PG study here.	AS Team	Planned 14/15 Year	Under development.	Engagement from UG and PG students evidenced by focus group attendance and contributions.
	6.3 Develop and conduct UG and PG surveys based on results of the focus groups.	AS Team, Marketing Officer	Planned 15/16 Year	Use surveys to improve awareness of female success in academia and of the University family friendly policies.	Improved perception of female success

					as reflected in survey results.
7. Staff Leave	7.1 Ensure appropriate cover for women and men on parental leave or sabbatical, employing new replacements when necessary to avoid impinging on other staff workloads.	HoS, HoD, AS Team to monitor	Ongoing	This is current School policy and all 'cover' requirements are discussed with HoS and HoD and will now include an awareness check of available options.	No instances of staff expressing dissatisfaction to Teaching Director re. cover arrangements
	7.2 Evaluate rates of sabbaticals for sex-bias in application and award.	AS Team	Planned 13/14	Monitor for indications of gender differences.	No gender differences in application/success revealed by monitoring process.
	7.3 Improve awareness and provide clear links to University information regarding eligibility for parental leaves, sabbaticals, and flexible working hours, including application paperwork.	HoS, HoD	Planned 13/14	Currently all information is available on University HR website. Include links to Information and University policies on parental leave and flexible working on the staff intranet.	Improvement to relevant responses in survey results.
	7.4 Establish procedures to make sure that staff applying for parental leaves are aware of all options for sharing the	HoS, HoD	Planned 13/14	This is new legislation recently implemented and included in Uni parental leave policy.	Improved staff awareness as reflected in staff

	leave time with others.			DoP and HR to ensure that staff are made aware of this change when they are considering their leave options.	Discussions with DoP/HR at time of application and in survey results.
	7.5 Ensure that Workload allocation and Teaching Plans take into account appropriate restoration of duty procedures for staff returning from leave.	HoD,TD	Planned 13/14	HoD will develop FAQs on staff intranet on specific issues related to return to work and work allocation issues. HoD will work with TD to ensure these are fairly implemented.	Satisfaction of returning staff assessed within annual appraisal.
Administration Roles and Committee Participation	8.1 Develop graphical representation of the Department's committee structure and responsibilities, on the Department website.	HoD	Ongoing	HoD has carried out a review of Department committee structures. These have been reorganised to provide opportunity for wider and more equal participation from women and men. Once finalised the structure will go on the Psychology website/intranet.	Creation of representation that staff find helpful.
	8.2 Institute record keeping of committee and administrative assignments and monitor emerging data for gender biases.	HoD	Ongoing.	HoD has included assignments in department workload model to ensure equal loads between women and men.	Committee and administrative assignments show no evidence of gender-based inequalities.

	8.3 Monitor committee participation procedures for equality of responsibility and opportunity and adjust as needed.	HoD, AS Team	Ongoing	HoD has met with each staff member individually to discuss goals and preferences, and will monitor the allocation of administrative responsibilities accordingly.	As above.
	8.4 Develop methods to rotate administrative responsibilities equitably, recognising staff preferences relating to parental leave.	HoD,AS Team	Ongoing	HoS and HoD to consider equal opportunities for career development when allocating key roles within workload model. Information on responsibilities associated with roles will be improved to encourage more female participation. AS Team to monitor annually.	As above.
9. Teaching Workload	9.1 Complete design of new teaching workload model.	HoD, TD	13/14 Year	Completed.	
	9.2 Communicate new workload model to staff and solicit comment and approval for use.	HoD, TD	13/14 Year	Completed.	
	9.3 Monitor use of workload model for any biases in application.	AS Team	14/15 Year	Updated annually.	No gender-based inequalities observed during monitoring

					process.
	9.4 Review procedures for scaling down work load for part-time staff, to make them as proportionate to contracted hours as possible.	HoD, TD	13/14 Year	Updated annually.	No inequalities based on part-time or flexible working.
10. Departmental Events and Activities	10.1 Review timing of activities and reasons for any that are held outside of normal working hours, to encourage more women to attend.	HoD, AS Team	In process 13/14	AS team to investigate timeslots for seminars in advance of schedule, and review annually. AS to monitor for indications of gender differences and address annually.	Departmental discussion (including brown bag and staff meetings) indicate that timings do not prevent women attending these events.
. Culture	11.1 Review annual survey results regarding perceptions of Department culture, and equality of opportunity, addressing problem areas.	AS Team	13/14 Year	AS to monitor for indications of gender differences and address annually.	Improvements in survey results in relevant areas.
	11.2 Establish cultural practice that Athena SWAN, Teaching, and Research Committees hold regular informal 'Brown Bag' sessions open to all staff to discuss relevant topics,	HoD, AS Team, Committee Convenors	13/14 Year	Established.	Participation rates as measured by number of attendees, and

	including one Athena SWAN session annually that invites student Society representatives as well as staff.				engagement levels, as represented by discussion quality.
12. Outreach	12.1 Evaluate and improve website presentation of and access to information about knowledge exchange, outreach, and networking. Stress importance of female role models.	AS Team, DoP	Planned 15/16 Year	DoP to provide support for this activity. AS team to review annually.	Improved rates of use as measured by website analytics; improved user satisfaction as indicated by comments to School Computing and Resources committee.
	12.2 Evaluate and improve website use of staff and student images to promote and encourage equality of opportunity and diversity	AS Team, DoP	Planned 15/16 Year	DoP to provide support for this activity. AS team to review annually.	Maintain or improve on current practices, as measured by discussion at School Marketing Committee

					meetings.
	12.3 Coordinate activities with newly-forming School-wide Equality and Diversity Committee as it becomes established.	AS Team.	Planned 13/14 Year	AS team to review annually DoP to provide support for this activity. AS team to review annually.	Evidence of synergy between the AS Team and the E&D committee as represented by joint initiatives.