



# Athena SWAN: Bronze and Silver department applications



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## Athena SWAN Bronze Department Awards

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

## Athena SWAN Silver Department Awards

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

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

## Completing the form

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

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

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

**Additional areas for Silver applications are highlighted throughout the form.**

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

## Word Count

The overall word limit for applications are shown in the following table.

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

We have provided the following recommendations as a guide.

| Department application                      | Current document | Silver        |
|---|------------------|---------------|
| <b>Word limit</b>                           | <b>12,332</b>    | <b>12,000</b> |
| <i>Recommended word count</i>               |                  |               |
| 1. Letter of endorsement                    | 500              | 500           |
| 2. Description of the department            | 451              | 500           |
| 3. Self-assessment process                  | 1221             | 1,000         |
| 4. Picture of the department                | 2363             | 2,000         |
| 5. Supporting and advancing women's careers | 6861             | 6,500         |
| 6. Case studies                             | 1051             | 1,000         |
| 7. Further information                      | 0                | 500           |

|                                      |   |
|--------------------------------------|---|
| <b>Name of institution</b>           | Durham University   |
| <b>Department</b>                    | Psychology  |
| <b>Focus of department</b>           | <b>STEMM</b>  |
| <b>Date of application</b>           | <b>2017</b>   |
| <b>Award Level</b>                   | <b>Silver</b>   |
| <b>Institution Athena SWAN award</b> | <b>Date: 2018</b><br><b>Bronze</b>  |
| <b>Contact for application</b>       | Prof Markus Hausmann  |
| Must be based in the department      |   |
| <b>Email</b>                         | markus.hausmann@durham.ac.uk  |
| <b>Telephone</b>                     | +44 (0)191 3343286  |
| <b>Departmental website</b>          | <a href="https://www.durham.ac.uk/departments/academic/psychology/">https://www.durham.ac.uk/departments/academic/psychology/</a> |

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

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

## 1. Letter of endorsement from the head of department

Recommended word count: Silver: 500 words



### **Professor Markus Hausmann**

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29<sup>th</sup> July 2022

### **Application for an Athena SWAN Silver Award**

Prof. Richard Crisp

In 2017, I joined Durham Psychology as the new HoD - determined to make EDI the pillar around which our department would flourish and thrive. As a scientist with expertise in the psychology of EDI the ideals of Athena SWAN were perfectly aligned with my vision; our actions plan the roadmap to guide the way. As such, every advance we have achieved began with that plan, which we have fulfilled, and in many cases, gone beyond. For instance, we established a new process for monitoring progress against the action plan (2016-AP1) – and went further in elevating our AS Champion and SAT Chair to a Director role in the department's management structure. This meant, adherence to our action plan was constantly monitored at the highest level, from Senior Management Team meetings through to Workload Committee decisions. We ensured that future senior appointments more proactively sought female applicants ((2016-AP5), as HoD, I personally contacted over 50 senior female academics in the field for referrals, or directly contacted prospective female candidates myself, in the first recruitment round. We planned to recognise research impact and outreach activities in the workload model (2016-AP12,2016-AP13) - we did this and more, creating a new Workload Management Committee to make all workload decisions transparent, auditable and accountable. Our action plan has enabled us to create an environment that we can be truly proud of, I am delighted, and privileged, to have been part of that journey.

Prof. Markus Hausmann

In 2022, I became Acting HoD and I am committed to improving the EDI of the department. One central target is to reduce the leaky pipeline of female colleagues from early career to full professor across academic, education, and research staff. In my previous role as Deputy and now Acting HoD, I have actively supported the promotion of 21 academic staff (9 women) since 2018/19. The number

of female full professors in the Department is now seven (including recently hired professors not yet appearing in the statistics), compared to one in 2016/17. Many leadership roles are now held by women including Deputy HoD, Directors of EDI, Impact, Quality Assurance, Workload Management, Departmental- and Technical- Managers. My current focus is on the progression of female early career researchers supporting their professional development, identifying training needs and effective mentoring, and to increase and gender-balance PhD numbers by increasing funding opportunities and providing an excellent infrastructure. As the new HoD, I am determined that the departmental culture remains supportive and inclusive with regular social and academic events helping foster a positive, balanced working culture. This is particularly important in the context of COVID and recent staff growth which have negatively impacted on staff morale as indicated by the recent staff surveys. It is essential that all staff and students feel part of the Department and invest in its success. The attached action plan shows the journey will continue, and that despite the progress made, there is still much to be done.

A handwritten signature in blue ink, appearing to read 'Richard Crisp'.

Professor Richard Crisp (he/him/his)

A handwritten signature in black ink, appearing to read 'Markus Hausmann'.

Professor Markus Hausmann (he/him/his)

## Glossary

|  |  |
|--|--|
| The following abbreviations are used in this application |  |
| AS   | Athena SWAN                                      |
| ADR  | Annual Development Review                        |
| BAME   | Black and Minority Ethnic                        |
| BoS  | Board of Studies                                 |
| BSc  | Bachelor of Science                              |
| CPD  | Continued Personal Development                   |
| DoEDI  | Director of EDI                                  |
| DoR  | Director of Research                             |
| DoI  | Director of Impact                               |
| DPPC   | Departmental Progression and Promotion Committee |
| DPOCA  | Durham People of Colour Association              |
| DU   | Durham University                                |
| ECR  | Early Career Researcher                          |
| ECS  | Early Career Staff                               |
| ESRC   | Economic and Social Research Council             |
| EDI  | Equality Diversity and Inclusion                 |
| E&R-Track  | Education and Research track academics           |
| E-Track  | Education track academics                        |
| F  | Female   |
| FPPC   | Faculty Promotion Committee                      |
| FTE  | Full Time Equivalent                             |
| G  | Grade  |

|         |  |
|---------|--|
| HEBCI   | Higher Education Business and Community Interaction      |
| HEFCE   | Higher Education Funding Council for England             |
| HESA    | Higher Education Statistics agency                       |
| HESPA   | Higher Education Strategy Planning Association           |
| HoD     | Head of Department                                       |
| HR      | Human Resources  |
| M       | Male   |
| MSc     | Master of Science  |
| NAS     | Newly appointed staff                                    |
| PDRA    | Postdoctoral Research Associate                          |
| PGCAP   | Postdoctoral Certificate of Academic Practice            |
| PGR     | Research Postgraduate                                    |
| PGT     | Taught Postgraduate                                      |
| PS(S)   | Professional Services (staff)                            |
| PTO     | Professional, Technical, and Operational (PTO) staff     |
| REF     | Research Excellence Framework                            |
| R-FT    | Fixed-term Research staff                                |
| R-Track | Research Track academics                                 |
| SAT     | Self-Assessment team                                     |
| SES     | Socio-Economic Status                                    |
| SMT     | Senior Management Committee                              |
| RIOT    | Reproducible, Interpretable Open and Transparent Science |
| TEF     | Teaching Excellence Framework                            |
| T-FT    | Fixed-term teaching staff                                |

|     |                              |
|-----|------------------------------|
| UEC | University Executive Council |
| UG  | Undergraduate                |
| WLM | Workload Model               |

## 2. Description of the department

### Recommended word count: Silver: 500 words

The Department of Psychology, founded in 1952, is part of the Science Faculty and is consistently classed as one of the best in the UK (e.g., ranked 8 in the Complete University guide 2022, Top 100 of the QS World University Rankings by Subject 2021). We are a research-intensive department, where teaching and scholarly enquiry go hand-in-hand. Our research splits into three research groups: Cognitive Neuroscience, Neurodiversity/Developmental Psychology, and Quantitative Social Psychology, as well as eight interdisciplinary Research Centres covering the whole breadth of Psychological Research.

We pride ourselves on being a collegiate, broad-based, diverse and inclusive community, creating a welcoming Department, committed to success for all who work here. The department is spread over two adjacent buildings, each with significant social spaces. These buildings are currently being refurbished to take account of the new intakes of students and staff. The data on positions in the department from 2017 to 2022 is highlighted in Table 1 and 2.

Table 1: Members of the Department by Position, 2021/22

| Position in the Department 2020/21   | Female | Male | % Female |
|--------------------------------------|--------|------|----------|
| Teaching Staff (permanent)           | 0      | 2    | 0%       |
| Academic Staff (permanent)           | 19     | 22   | 46.3%    |
| Fixed Term Research Staff (PDRAs)    | 13     | 2    | 86.7%    |
| Fixed Term Teaching Staff            | 6      | 1    | 85.7%    |
| Technical staff                      | 2      | 2    | 50%      |
| Total Professional and Support Staff | 9      | 2    | 81.8%    |
| Postgraduate Research Students       | 21     | 12   | 60%      |
| Undergraduate Students               | 655    | 151  | 81.3%    |
| PGT students                         | 42     | 14   | 75%      |

We receive over 1700 applications annually for approx. 250 UG places to our Psychology UG programme, as well as PGT (approx. 500 for Master programmes in Cognitive Neuroscience, Developmental Psychopathology, Behavioural Science) and an MSc by research. Our Applied Psychology programme accepted its last intake in October 2017, which graduated in June 2020. Each year we admit approx. 250 UG, 55 PGT and 10 PhD students. For 2020/21 our combined student population for UG, PGT and PGR students identify as 80% female, 20% male.

Table 2: Demographic survey

|  | 2017/18                                      | % female     | 2021/22                                       | % female     |
|--|--|--------------|---|--------------|
| International undergraduate single honours students            | 97 (19.7% of the undergraduate student body) | 79.4% female | 192 (23.8% of the undergraduate student body) | 77.1% female |
| BAME undergraduate single honours students                     | 140 (28.4%)                                  | 82.1% female | 210 (26%)                                     | 77.8% female |
| Undergraduate single honours students from low SES backgrounds | 40   | 87.5% female | 55  | 72.7% female |
| Postgraduate students  | 50   | 78% female   | 56  | 75.4% female |

Overall line management responsibility lies with the HoD (male), technical staff by the Technical Manager (female) and PS staff by the Departmental Manager (female). There are 65 academic staff, 4 technical staff and 9 PS staff. The HoD is approved by University Council following a self-nomination process within the department. Once a year, staff are asked for their preference of administrative roles they would like to take on and in discussion with the HoD taking account of progression criteria, these roles are distributed. Normally the positions are rotated after 3 years.

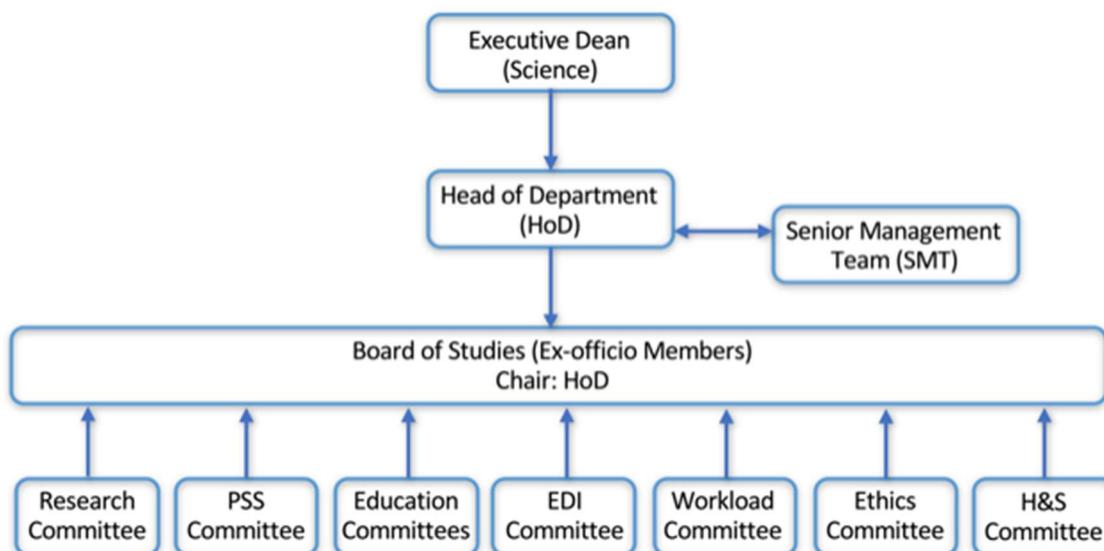


Figure 1: Description of the management structure in the Department of Psychology (2020/21)

The BoS is our key decision-making body which includes all academic (including ECRs), teaching and research staff with representation from UG, PGT and PGR students, PS, and technical staff. The BoS is chaired by the HoD.

The SMT (54% females) includes Directors/Chairs of sub-committees for Education (UG, PGT, PGR), Research, EDI and the Technical and Departmental Managers (Table 3) which make recommendations to the BoS.

Table 3: SMT membership

| Staff Member               | Role                          |
|----------------------------|-------------------------------|
| Professor Lynda Boothroyd  | Acting Deputy HoD             |
| Dr Mike Burt               | Director of UG Education      |
| Dr Dorothy Cowie           | Director of Workload          |
| Professor Amanda Ellison   | Director of Quality Assurance |
| Professor Markus Hausmann  | Acting HoD                    |
| Dr Niklas Ihssen           | Director of PGT Education     |
| Dr Alison Liane            | Director of Impact            |
| Mrs Carolyn Loughlin       | Department Manager            |
| Professor Anthony McGregor | Strategy Coordinator          |
| Professor Nadja Reissland  | Director of EDI               |
| Professor David Sanderson  | Director of PGR Education     |
| Professor Dan Smith        | Director of Research          |
| Mrs Elaine Stanton         | Technical Manager             |

The Department has a history of almost a decade of promoting gender equality as reflected by the Athena SWAN Silver Award, first awarded in 2013, and retained in 2017. We are particularly proud of our EDI achievements with regards to gender-balancing staff promotions and staff recruitment and creating a completely new and transparent Workload Management Committee.

### 3. The self-assessment process

#### Recommended word count: Silver: 1000 words

(i) a description of the self-assessment team;

We have implemented our action plan and the ongoing assessment of its impact via the EDIC and the creation of a self-assessment team (SAT), a subcommittee of the EDIC. The EDIC gives expert advice and guidance on all matters relating to equality, diversity and inclusion work within the Department and is central part of our strategy. Members of the EDIC are appointed for a term of 3 years by the HoD (through a recruitment and appointment process) and updated on an annual basis when necessary (see Table 4). It comprises senior and early career academic staff, PSS and technical staff as well as student and BAME representation.

Table 4: EDIC Membership

| Names                     | Job Title                |
|---------------------------|--------------------------|
| Dr Katie Allen            | Teaching Fellow          |
| Miss Laura Christen       | PGT Representative       |
| Professor Markus Hausmann | Acting HoD               |
| Dr Maja Kutlaca           | Assistant Professor      |
| Mrs Carolyn Loughlin      | Department Manager       |
| Miss Kezia Mbonye         | UG Representative        |
| Mr Zack Philyaw           | PGR Representative       |
| Dr Bruce Rawlings         | Assistant Professor      |
| Professor Nadja Reissland | Director of EDIC (Chair) |
| Dr Heather Slater         | PDRA                     |
| Mrs Helen Swannell        | Secretarial Support      |
| Mr Simon Thurlbeck        | Technician               |

Table 5: SAT Membership

| Names and Description  | SAT Role  |
|--|---|
| Dr Katie Allen<br>Fixed term, Full time<br>Teaching Fellow and member of EDIC                            | Supported development and data collection of questionnaires (Mentoring)             |
| Miss Linda Arrighi<br>PGR student and member of EDIC   | Survey development and analysis   |
| Professor Lynda Boothroyd<br>Deputy HoD, Permanent, full time<br>Academic track staff                    | Feedback  |
| Dr Elizabeth Bromley<br>Faculty EDI Chair, Permanent, Full time<br>Academic track staff                  | Critical assessment and advice  |
| Dr Mike Burt<br>Director of Education (UG), Permanent, Full time<br>Academic track staff                 | Data analysis on student outcomes and progression                                   |
| Dr Soazig Casteau<br>Assistant Professor, Permanent, full time<br>Academic track staff                   | Survey development and analysis (Bullying questionnaire)                            |
| Miss Laura Christen<br>PGT student rep and member of EDIC  | Student representative  |
| Professor Amanda Ellison<br>Professor, Permanent, part time<br>Academic track staff                      | Analysis of data, action planning and critical assessment                           |
| Professor Markus Hausmann<br>Acting HoD, Permanent, Full time and member of EDIC<br>Academic track staff | Analysis of data, action planning and critical assessment                           |
| Dr Niklas Ihssen<br>Director of Education PGT, Permanent, Full time<br>Academic track staff              | Feedback on PGT information   |
| Dr Maja Kutlaca<br>Assistant Professor, Permanent, Full time and member of EDIC<br>Academic track staff  | ECR representative  |
| Dr Alson Lane<br>Director of Impact, Permanent, Full time<br>Academic track staff                        | Analysis of data, action planning and critical assessment                           |
| Mrs Carolyn Loughlin<br>Department Manager, Permanent, Full time and member of EDI<br>PTO staff          | Data gathering, data analysis on PTO staff, annual review, progression and training |
| Miss Kezia Mbonye<br>UG student rep and member of EDIC   | Feedback re BAME  |
| Professor Anthony McGregor<br>Strategy Coordinator, Permanent, Full time<br>Academic track staff         | Analysis of data, action planning and critical assessment                           |
| Mr Zack Philyaw<br>PGR   | Survey development, analysis and PGR representative                                 |
| Dr Bruce Rawlings  | Survey development and analysis   |

|  |  |
|--|--|
| Assistant Professor, Permanent, Full time and member of EDIC<br>Academic track staff                   |  |
| Professor Nadja Reissland<br>Chair of EDIC, Permanent, Full time<br>Academic track staff               | Managing Action planning, survey development, processing survey data, analysis of data and critical assessment |
| Professor David Sanderson<br>Director of Education (PGR), Permanent, full time<br>Academic track staff | Data analysis on PGR outcomes and progression  |
| Dr Heather Slater<br>Fixed term, Full time<br>Post-Doctoral Research Assistant and member of EDIC      | Survey development and analysis  |
| Mrs Elaine Stanton<br>Technical Manager, Permanent, Full time<br>PTO staff                             | Technical support and feedback   |

The EDIC meets on a termly basis and is chaired by the DoEDI and reports to the BoS. EDI is a standing item on all departmental subcommittees. Issues raised are either directly addressed by the EDIC or escalated to SMT and BoS. If specific issues are encountered by members of the Department, they email the DoEDI who then approaches the HoD to resolve issues. This will be formalized in an improved reporting mechanism (**ACTION POINT 7.1a**)

The DoEDI is also a member of the Departmental Promotions and Progression Committee (DPPC) to ensure a fair and transparent promotion process and providing advice on individual career development.

The EDIC (Table 4) currently has 12 members (9 female; 75%). The SAT has 21 members (14 women; 67%) and includes the HoD and chair of the Science Faculty EDIC well as including senior and early career academic staff, PS and technical staff as well as student and BAME representation (see Table 4). The SAT, which is a sub-team of the EDI committee, is chaired by the DoEDI and reports to SMT and BoS (Figure 1). Members of the SAT and the wider EDIC receive 5 hours per year in our Workload Model. The workload allocation for the DoEDI is 100 hours with 5 hours for AS champion & SAT chair and 5 hours for attending the Institutional Athena SWAN Forum.

The EDIC and SAT communicate their actions through the departmental committee structures including SMT and BoS as well the University structures to the Faculty of Science EDIC. However, to disseminate the information more consistently we want to improve the reporting mechanisms (**ACTION POINT 7.1**).

The growing importance of gender equality and EDI in the Department is highlighted by the establishment of the DoEDI position in 2020 and creating an EDI website with specific focus on gender equality. From January to February 2022, the dedicated EDI webpages received 6,029 unique views. In the past 12 months, the Departmental webpages had 61,716 views, and with 4% of visitors (240 views) which provides information on key policies such as gender equity and information about specific events related to gender equality. The methods of communication of EDI issues will be further improved by more detailed information on AS principles. (**ACTION POINT 7.1a**)

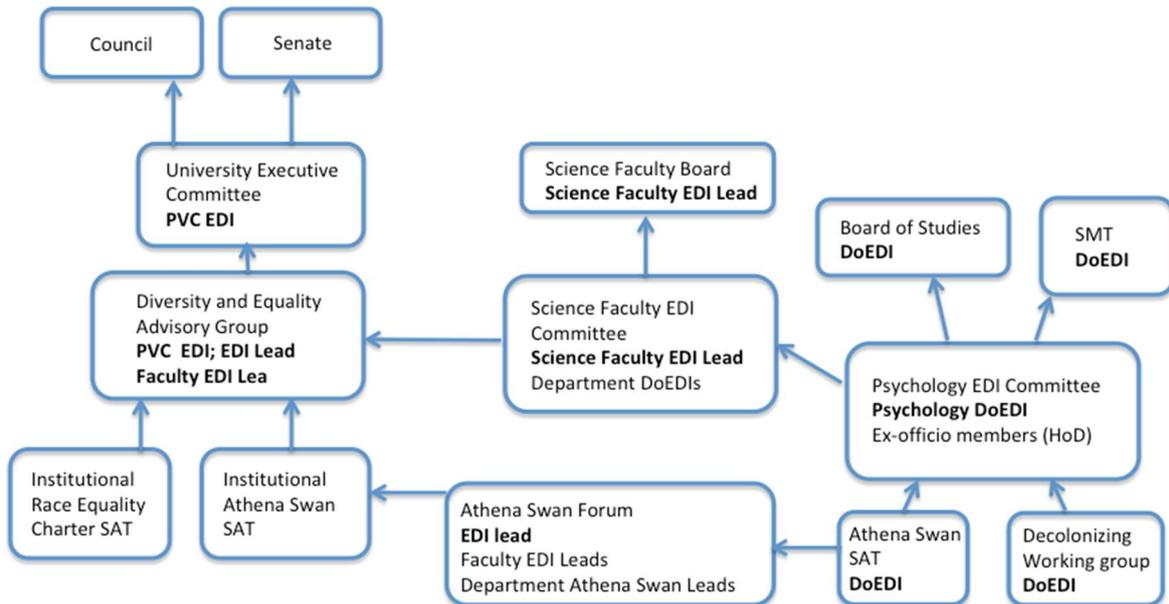


Figure 2: Description of the position of the AS self-assessment team in relation to EDI in the department, faculty, and university.

(ii) an account of the self-assessment process;

Since our AS Silver Award, we continue to embed AS principles **2016-AP1**, with the EDIC meeting once per term. We constituted a subgroup of SAT in 2021 meeting once per month which increased to bi-weekly meetings since January 2022. All members of the Department were invited to feedback on the draft submission being published and updated in our SharePoint.

Since the COVID pandemic, meetings of both SAT and the EDIC took place via TEAMS. Throughout the reporting period, subgroups of the EDIC supervised by the chair, were assigned specific tasks (e.g. questionnaires for assessing mentoring preferences, bullying rates, COVID impact, staff, student questionnaire on decolonising the curriculum as well as focus groups on staff perception of racism).

**Institution:** To ensure that good EDI practice is embedded across the Department and the University, academic staff interacting with Centres, Institutes, and bodies across Durham University are encouraged to be part of SAT to allow for a bidirectional flow of information. The DoEDI attends both Faculty and University meetings related to EDI where departmental initiatives and reports are presented for wider dissemination of examples of good practice.

**External:** The DoEDI attended the HEA conference (2020) to disseminate good practice to a wider audience, presenting our video art installation, commissioned by the Department, entitled '*Jewels in the Dark*'. This is a [multimedia installation](#) combining video art, music, and language to encourage reflection on themes of equality and diversity.

**Monitoring and Evaluation:** To assess the impact of our departmental policies and previous action plan, and to assess if any areas were seen by members of the department to be problematic, we conducted surveys in Summer 2018/19 for both staff and students. We repeated and expanded the survey in 2022 to assess whether previously mentioned issues had improved, taking into account the challenges related to COVID and growth which made communication between staff and students more difficult. Two additional surveys were conducted covering bullying/harassment, and the impact of COVID. Brief details of all the surveys conducted and respondents for each can be found in Table 6.

Table 6: Athena SWAN Surveys Conducted between 2018 and 2022

|                       | 2018              | 2019             | 2020 | 2021   | 2022   |
|-----------------------|-------------------|------------------|------|--|--|
| Staff Survey          | N: 34<br>(59% F)  | N: 39<br>(46% F) |      |  | N: 51<br>(55% F, 2% non-binary/third gender, 8% prefer not to say) |
| Student Survey        | N: 179<br>(84% F) | N: 90<br>(82% F) |      | N: 176<br>(91% F, 1% non-binary /gender fluid)         |  |
| Staff Bullying Survey |                   |                  |      | N: 29<br>(48% F, 14% prefer not to say)                |  |
| PDRA Survey           |                   |                  |      | N: 6<br>(50% F, 17% non-binary, 17% prefer not to say) |  |
| COVID Survey          |                   |                  |      | N: 49<br>(45%F, 22% prefer not to say)                 |  |
| Mentoring Survey      |                   |                  |      |  | N: 27<br>(52% F, 4% non-binary, 4% prefer not to say)              |

In terms of the Bullying Survey, there was only one question which showed a gender discrepancy; women reported more frequently not knowing their line manager’s responsibility in terms of bullying, harassment, and inappropriate behaviour. However, 79% of the women reported feeling confident about talking to their line managers about any inappropriate behaviour and 71% reported that they feel confident line managers will deal effectively with reports of bullying.

Regarding the COVID questionnaire, everyone evaluated the impact of the pandemic similarly on research and teaching goals. However, women reported higher levels of stress for teaching and research goals than men. Although the differences were not significant, women also expressed greater concerns about career prospects and a greater desire for more support from the Department (**ACTION POINT 1.1a**).

As can be seen from Table 6 there is some inconsistency in the way gender information in particular has been collected, with more recent surveys generally including more gender options. To improve the capacity for meaningful comparisons in the future, surveys will be established now and employed annually for consistent monitoring (**ACTION POINT 7.2a**).

(iii) plans for the future of the self-assessment team.

We wish to ensure that the Department improve the recruitment, progression, retention, and promotion of female staff in permanent academic posts, and the promotion support available (**ACTION POINT 1**). To improve the progression opportunities of female staff from fixed term to permanent positions (**ACTION POINT 2**). To enable progression opportunities from UG to PG levels (both taught and research (**ACTION POINT 3**). To improve the WLM to better reflect the time required for activities, particularly concerning management, and outreach (**ACTION POINT 4**). To improve mentoring experiences for staff in the department, particularly R-FT staff (**ACTION POINT 5**). To Improve awareness and engagement from staff throughout the Department with EDI principles and practices (**ACTION POINT 6**). To improve the reporting processes of relevant Athena SWAN actions in the Department (**ACTION POINT 7**). To ensure that students of all genders and not being systematically disadvantaged and have an equal opportunity to achieve first class degrees (**ACTION POINT 8**).

The EDIC will ensure that good EDI practice is embedded across the Department, will continue to engage with the Faculty EDIC. EDIC will share and transfer good practice within the Department and from other departments in the Faculty/University.

**High Level Objective 7: To improve the implementation and reporting processes of relevant Athena SWAN actions within the department and ensure that information can be easily accessed by relevant staff.**

**7.1a To embed Athena SWAN principles into the practices of the department and improve the reporting mechanisms.**

**7.1b Put the Athena SWAN action points on to the agendas of the relevant committees.**

**7.2a To improve consistency in data collection allowing more detailed monitoring of change over time and progress on actions.**

#### 4. A picture of the department

Recommended word count Silver: 2000 words

##### A. STUDENT DATA

(i) Numbers of male and female on access or foundation courses;

Not applicable.

(ii) Number of undergraduate students by gender.

Part-time undergraduates:

Only 1 or 2 students per year study part-time, to accommodate exceptional circumstances for the student. Since 2015 they have all been female.

Full-time undergraduates:

The Department offers UG courses in Psychology and in Behavioural Sciences (first intake 2020/21). A previous course in Applied Psychology was withdrawn in 2020 (last intake 10/2017). Because a full cohort has not yet completed their course in Behavioural Sciences, data for this course are not disaggregated from Psychology. Data are shown for Applied Psychology and Psychology/Behavioural Sciences in Figures 4 and 5, respectively.

- After a peak of 83% for female students on UG Psychology in 2017/18, our numbers since 2018/19 have fallen back in line with national average (82%)
- Applied Psychology attracted a greater proportion of male students (24%) than the national average.
- Since discontinuing Applied Psychology, UG Psychology may have subsumed some of the previous male applications to Applied Psychology to contribute to the headline of improving proportion of male students.
- UG numbers were stable until 2021, after which they increased, following teacher-led assessment at A-level during the COVID pandemic. Proportion of female students remained stable after this increase (81% 2021/22).

Table 7 shows that the number of female applicants is 81%. Offers to female applicants vary but are over 80%. Females are more likely to receive offers than males, though males and females are equally likely to accept offers.

Table 7: Total number of Full-Time and Part-Time Students on UG Psychology, Applied Psychology and Behavioural Science Courses by gender

| Year    | Gender   | Mode of Study |           | Proportion Part time | Total % Female |
|---------|----------|---------------|-----------|----------------------|----------------|
|         |          | Full Time     | Part Time |                      |                |
| 2015/16 | Female   | 410           | 2         | 0.5%                 | 412            |
|         | Male     | 98            | 0         | 0.0%                 | 98             |
|         | % Female | 80.7%         | 100%      |                      | 80.8%          |
| 2016/17 | Female   | 408           | 0         | 0.0%                 | 408            |
|         | Male     | 89            | 0         | 0.0%                 | 89             |
|         | % Female | 82.0%         | -         |                      | 82.0%          |
| 2017/18 | Female   | 407           | 2         | 0.5%                 | 409            |
|         | Male     | 83            | 0         | 0.0%                 | 83             |
|         | % Female | 83.1%         | 100%      |                      | 83.1%          |
| 2018/19 | Female   | 399           | 1         | 0.3%                 | 400            |
|         | Male     | 89            | 0         | 0.0%                 | 89             |
|         | % Female | 81.8%         | 100%      |                      | 81.8%          |
| 2019/20 | Female   | 439           | 1         | 0.2%                 | 440            |
|         | Male     | 95            | 0         | 0.0%                 | 95             |
|         | % Female | 82.2%         | 100%      |                      | 82.4%          |
| 2020/21 | Female   | 541           | 1         | 0.2%                 | 542            |
|         | Male     | 122           | 0         | 0.0%                 | 122            |
|         | % Female | 81.6%         | 100%      |                      | 81.6%          |
| 2021/22 | Female   | 655           | 0         | 0.0%                 | 655            |
|         | Male     | 151           | 0         | 0.0%                 | 151            |
|         | Other    | 1             | 0         | 0.0%                 | 1              |
|         | % Female | 81.2%         | -         |                      | 81.2%          |

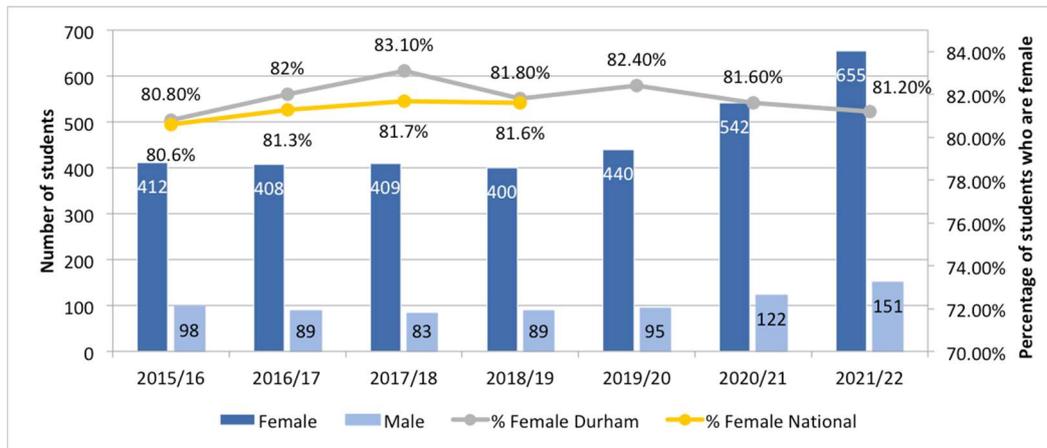


Figure 3: Overall UG psychology student headcount, and proportions of students who are female

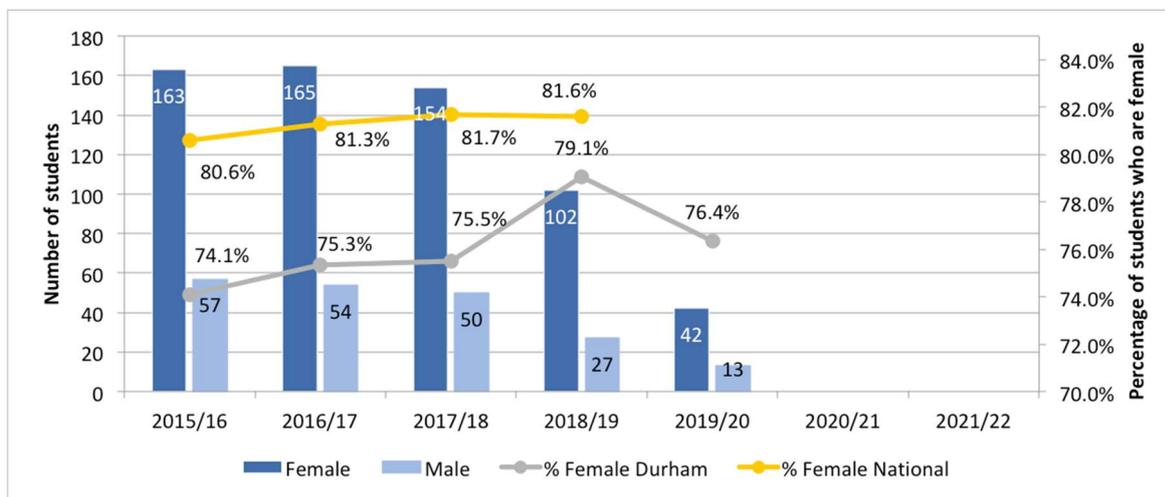


Figure 4: UG Applied Psychology (C817) student headcount, and proportions of students who are female

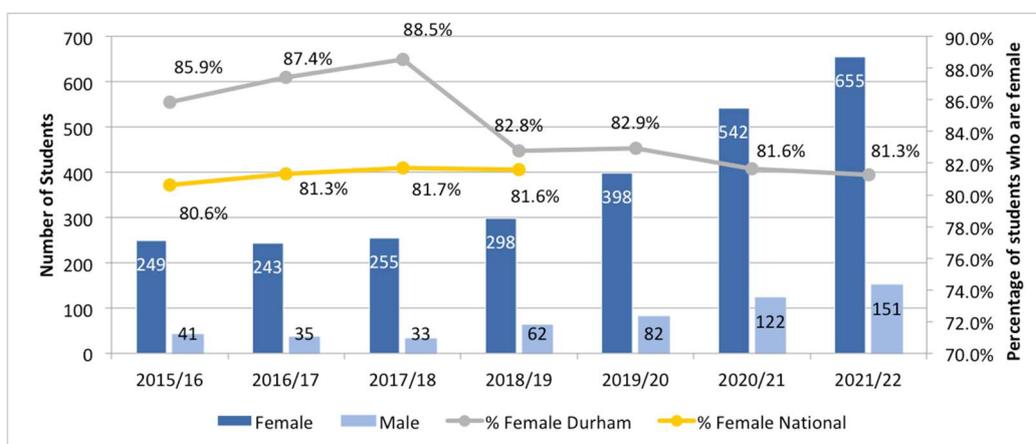


Figure 5: UG Single honours Psychology (C800) student headcount, and proportions of students who are female

Table 8: Applications, offers and acceptances for UG psychology programmes by year

| Year    | Gender   | Applications | Offers | Acceptances | Offers: Applications | Acceptances: Offers | Acceptances: Applications |
|---------|----------|--------------|--------|-------------|----------------------|---------------------|---------------------------|
| 2015/16 | Female   | 894          | 818    | 137         | 91.5%                | 16.7%               | 15.3%                     |
|         | Male     | 222          | 193    | 24          | 86.9%                | 12.4%               | 10.8%                     |
|         | % Female | 80.1%        | 80.9%  | 85.1%       |                      |                     |                           |
| 2016/17 | Female   | 900          | 812    | 140         | 90.2%                | 17.2%               | 15.6%                     |
|         | Male     | 201          | 171    | 30          | 85.1%                | 17.5%               | 14.9%                     |
|         | % Female | 81.7%        | 82.6%  | 82.4%       |                      |                     |                           |
| 2017/18 | Female   | 1061         | 977    | 147         | 92.1%                | 15.0%               | 13.9%                     |
|         | Male     | 240          | 215    | 39          | 89.6%                | 18.1%               | 16.3%                     |
|         | % Female | 81.6%        | 82.0%  | 79.0%       |                      |                     |                           |
| 2018/19 | Female   | 1299         | 1120   | 182         | 86.2%                | 16.2%               | 14.0%                     |
|         | Male     | 288          | 239    | 37          | 83.0%                | 15.5%               | 12.8%                     |
|         | % Female | 81.9%        | 82.4%  | 83.10%      |                      |                     |                           |
| 2019/20 | Female   | 1296         | 1188   | 258         | 91.6%                | 21.9%               | 20.1%                     |
|         | Male     | 297          | 268    | 62          | 88.2%                | 25.7%               | 22.7%                     |
|         | % Female | 81.3%        | 81.6%  | 80.6%       |                      |                     |                           |
| 2020/21 | Female   | 1254         | 1168   | 287         | 93.1%                | 24.5%               | 22.9%                     |
|         | Male     | 303          | 278    | 75          | 91.7%                | 27%                 | 24.8%                     |
|         | %Female  | 80.5%        | 80.8%  | 79.3%       |                      |                     |                           |
| Overall | Female   | 6704         | 6083   | 1351        | 90.7%                | 22.2%               | 20.2%                     |
|         | Male     | 1551         | 1364   | 267         | 87.9%                | 19.6%               | 17.2%                     |
|         | % Female | 81.2%        | 81.7%  | 83.5%       |                      |                     |                           |

The trends evidenced and described in this section are familiar across the national picture and are historically like our 2016 Silver Award application. **2016-AP2a** implementation focussed on reviewing our recruitment activity and literature to ensure no gender bias existed, and to provide a gender-balanced admissions team for outreach/admissions events. These actions were embedded into our practice on our admissions and outreach teams and in our admissions marketing. Admissions was centralised by DU during the assessment period. One consequence of the COVID-19 pandemic, when A-level assessments were teacher-led, was that the number of acceptances rose dramatically, from 170 in 2016 to 362 in 2020. Although the gender ratio remains stable, the sheer numbers on our UG programme have serious consequences for our staff recruitment, as discussed later in the document.

The female UG Psychology population remains high, with little change in this in recent years. However, our **2016-AP2a** actions have made an Impact in terms of the percentage of applicants receiving offers. In 2015/16 the difference between the offer: application ratio for male and female applicants was around 5%, while this gap has reduced 1.4% in 2020. To translate this difference into acceptances, our intention now is to address gender balance via outreach activities, focus groups, and marketing materials.

We plan to appoint an appropriately work-loaded admissions team that will focus on a revised ‘Psychology for All’ message, and to investigate, via focus groups, how to market to a wider audience to capture a different demographic of male students. Our outreach will target both a long-term seeding of interest in psychology to primary school-age children, and to investigate what attracts people from under-represented groups to Psychology, then implement changes that may focus on under-advertised aspects of our degree programme (e.g., neuroscience, research methods) or on potential career options (e.g., business psychology, data science). (**ACTION POINT 9.1**).

Actions to understand and address gender balance in undergraduate ratios.

9.1a Appoint an outreach team for Psychology, whose role will be to oversee and coordinate outreach activities in liaison with the university outreach team.

9.1b Develop specific outreach activities that target Primary school-age children moving away from the ‘women in STEM’ narrative and towards a narrative of ‘Psychology is for all’.

9.1c Utilise existing contacts with local schools to conduct focus groups with sixth form students to gather information about what attracts people from under-represented groups to Psychology, to better market ourselves to a wider audience.

9.1d Implement changes to the marketing materials and outreach activities (e.g., schools visits) to reflect the findings of 1.1c.

9.1e Annual review of online marketing materials, including webpages and prospectuses in terms of representations of diversity.

9.1f One-minute videos from dissertation students about their dissertations to be added to webpages

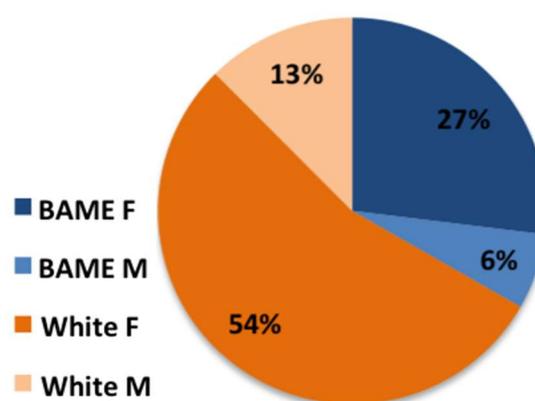


Figure 6: UG ratios by gender and ethnicity

Figure 6 shows that a large proportion of our UG cohort are BAME. However, currently we are unable to break down the intersectionality between gender, ethnicity, home/international status, disability, etc., in relation to application/offers/acceptances. An additional action point will be to ensure we have access to these data to help us understand the intersection of gender with other characteristics in relation to UG ratios. (**ACTION POINT 9.2a**).

Actions to improve understanding of intersection of other factors with gender at the point of UG degree application

9.2a Department to lobby student registry for data that will enable monitoring of equality in PowerBI.

Table 9: Degree classifications of those completing UG Psychology courses

| Gender              | Degree Class    | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|---------------------|-----------------|---------|---------|---------|---------|---------|---------|
| <b>Female</b>       | 1 <sup>st</sup> | 27      | 20      | 37      | 39      | 47      | 46      |
|                     | 2:1             | 93      | 102     | 76      | 87      | 67      | 67      |
|                     | 2:2             | 6       | 4       | 12      | 7       | 4       | 1       |
|                     | 3 <sup>rd</sup> | 0       | 1       | 0       | 0       | 0       | 0       |
|                     | DHE             | 1       | 0       | 0       | 0       | 0       | 0       |
|                     | Ordinary        | 0       | 1       | 0       | 0       | 0       |         |
|                     | Other           | 0       | 0       | 1       | 0       | 0       | 0       |
|                     | Fail Ordinary   | 0       | 0       | 0       | 0       | 0       | 0       |
|                     | Fail DHE        | 0       | 0       | 0       | 0       | 0       | 0       |
|                     | Fail CHE        | 1       | 2       | 2       | 2       | 2       | 0       |
|                     | Fail            | 0       | 1       | 1       | 2       | 1       | 0       |
|                     | Withdrawn FYC   | 0       | 0       | 0       | 0       | 0       | 1       |
|                     | Withdrawn DHE   | 0       | 2       | 0       | 0       | 0       | 0       |
|                     | Withdrawn CHE   | 7       | 4       | 5       | 6       | 4       | 5       |
| Withdrawn           | 9               | 5       | 7       | 5       | 7       | 2       |         |
| <b>Female Total</b> |                 | 144     | 142     | 141     | 148     | 132     | 122     |
| <b>Male</b>         | 1 <sup>st</sup> | 4       | 3       | 5       | 2       | 6       | 7       |
|                     | 2:1             | 22      | 29      | 19      | 13      | 16      | 19      |
|                     | 2:2             | 3       | 6       | 1       | 5       | 3       | 1       |
|                     | 3 <sup>rd</sup> | 0       | 0       | 0       | 0       | 0       | 0       |
|                     | DHE             | 0       | 0       | 0       | 0       | 0       | 0       |
|                     | Ordinary        | 0       | 0       | 2       | 0       | 0       | 0       |
|                     | Other           | 0       | 0       | 0       | 0       | 0       | 0       |
|                     | Fail Ordinary   | 0       | 0       | 0       | 0       | 0       | 1       |
|                     | Fail DHE        | 0       | 0       | 0       | 0       | 1       | 0       |
|                     | Fail CHE        | 1       | 0       | 0       | 1       | 1       | 1       |
|                     | Fail            | 0       | 0       | 0       | 0       | 1       | 0       |
|                     | Withdrawn FYC   | 0       | 0       | 0       | 0       | 0       | 0       |
|                     | Withdrawn DHE   | 0       | 0       | 0       | 0       | 0       | 0       |
|                     | Withdrawn CHE   | 2       | 0       | 0       | 1       | 2       | 2       |
| Withdrawn           | 1               | 0       | 2       | 1       | 1       | 0       |         |
| <b>Male Total</b>   |                 | 33      | 38      | 29      | 23      | 31      | 31      |

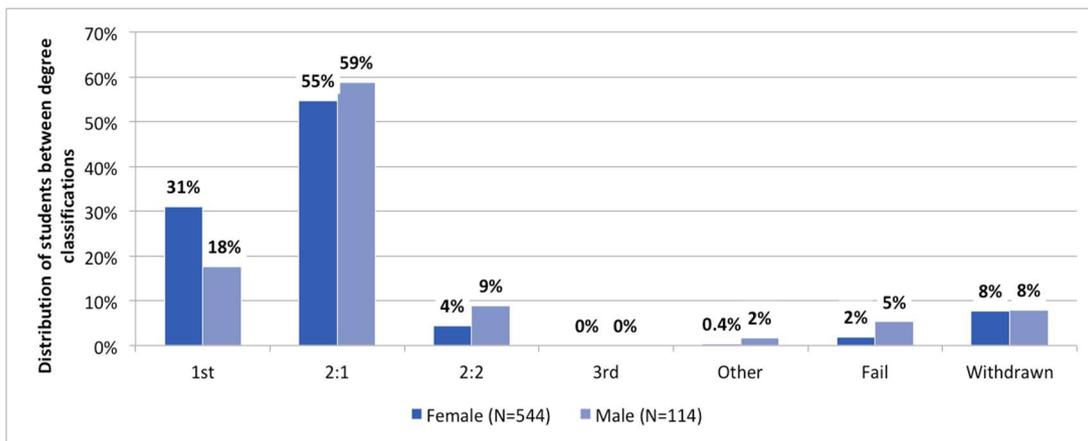


Figure 7: Distribution of female and male students between degree classes for those completing UG Psychology courses 2017/18 to 2020/21 combined

Undergraduate degree attainment by gender and year is presented in Table 9, and combined attainment over years is presented in Figure 7. Most students complete their degrees with a 2.1-degree classification. However, there is a noticeable trend for female students to achieve more first-class degrees (31%) than males (18%). It is also noticeable that more male students complete with a 2.2 classification (9%) than females (4%). Further, the gap in first-class degree attainment appears to have widened in recent years, from 18.8% female: 12.1% male in 2015/16, to 37.7% female: 22.5% male in 2020/21. This difference in attainment for males will be investigated by level and assessment type to try to determine the point of divergence (**ACTION POINT 4.1**).

Actions to ensure students of all genders are not being systematically disadvantaged.

4.1a Exam board to investigate and monitor performance of students differentiated by student characteristics to understand where the drop-off in attainment is occurring.

4.1b Tailored advice provided via the academic advisor system based on the findings of action 4.1.

(iii) Numbers of men and women on postgraduate taught degrees.

All PGT students are full-time.

The Department offers MSc programmes in Developmental Psychopathology, Cognitive Neuroscience, and Behavioural Science. A previously offered Developmental Cognitive Neuroscience MSc was withdrawn in 2017. The overall headcount by gender across recent years is shown in Figure 8. Although the proportion of female students is higher than male students, it is lower than both the national average, and Durham Psychology overall. Table 10 suggests that Developmental Psychopathology is the most popular course with female students, with Cognitive Neuroscience more popular with male students. This pattern is consistent across fee-statuses, with similar gender ratios for each course across home and international students (Table 11).

Our analysis of the data presented below suggests that there is some loss of female representation at PGT level (70%) compared with UG (82%). Further investigation of this loss is presented below, in Table 10, which presents applications, offers and acceptances for PGT programmes.

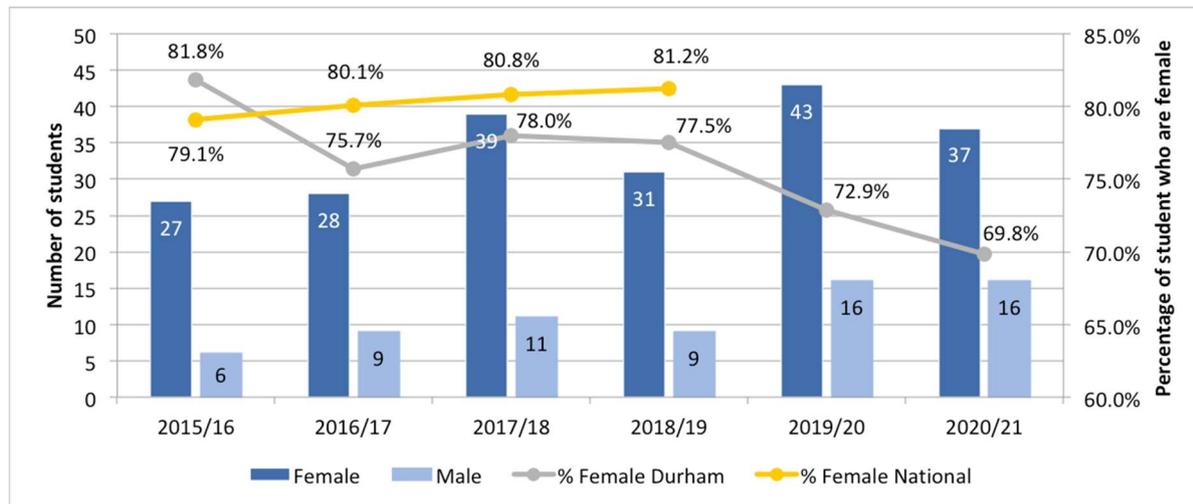


Figure 8: Overall PGT Psychology student headcount by gender

Table 10: Number of students on individual MSc Psychology programmes by gender

| Programme                     | Gender   | Year    |         |         |         |         |         |         |
|-------------------------------|----------|---------|---------|---------|---------|---------|---------|---------|
|                               |          | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
| Developmental Psychopathology | Female   | 14      | 15      | 21      | 23      | 21      | 16      | 17      |
|                               | Male     | 2       | 2       | 3       | 2       | 0       | 1       | 3       |
|                               | % Female | 87.50%  | 88.20%  | 87.50%  | 92.0%   | 100%    | 94.10%  | 85.0%   |
| Cognitive Neuroscience        | Female   | 7       | 8       | 12      | 8       | 6       | 4       | 9       |
|                               | Male     | 3       | 6       | 7       | 6       | 9       | 3       | 6       |
|                               | % Female | 70.0%   | 57.10%  | 63.20%  | 57.10%  | 40.0%   | 57.10%  | 60.0%   |
| Behavioural Science           | Female   | n/a     | n/a     | n/a     | n/a     | 14      | 17      | 16      |
|                               | Male     | n/a     | n/a     | n/a     | n/a     | 6       | 12      | 5       |
|                               | % Female | n/a     | n/a     | n/a     | n/a     | 70.0%   | 58.60%  | 76.20%  |

Table 11: Number of students on individual MSc Psychology programmes by fee status (country of origin: home vs international)

|                               | Fee status | Gender   | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|-------------------------------|------------|----------|---------|---------|---------|---------|---------|---------|---------|
| Developmental Psychopathology | Home       | Female   | 7       | 9       | 16      | 17      | 12      | 9       | 8       |
|                               |            | Male     | 2       | 2       | 1       | 2       | 0       | 0       | 2       |
|                               |            | % Female | 78%     | 82%     | 94%     | 89%     | 100%    | 100%    | 80%     |
|                               | Overseas   | Female   | 7       | 6       | 5       | 6       | 9       | 7       | 9       |
|                               |            | Male     | 0       | 0       | 2       | 0       | 0       | 1       | 1       |
|                               |            | % Female | 100%    | 100%    | 71%     | 100%    | 100%    | 88%     | 90%     |
| Cognitive Neuroscience        | Home       | Female   | 6       | 8       | 12      | 7       | 4       | 4       | 4       |
|                               |            | Male     | 2       | 5       | 4       | 5       | 4       | 2       | 3       |
|                               |            | % Female | 75%     | 62%     | 75%     | 58%     | 50%     | 67%     | 57%     |
|                               | Overseas   | Female   | 1       | 0       | 0       | 1       | 2       | 0       | 5       |
|                               |            | Male     | 1       | 1       | 3       | 1       | 5       | 1       | 3       |
|                               |            | % Female | 50%     | 0%      | 0%      | 50%     | 29%     | 0%      | 63%     |
| Behavioural Science           | Home       | Female   | n/a     | n/a     | n/a     | n/a     | 12      | 11      | 7       |
|                               |            | Male     | n/a     | n/a     | n/a     | n/a     | 4       | 7       | 5       |
|                               |            | % Female | -       | -       | -       | -       | 75%     | 61%     | 58%     |
|                               | Overseas   | Female   | n/a     | n/a     | n/a     | n/a     | 2       | 6       | 9       |
|                               |            | Male     | n/a     | n/a     | n/a     | n/a     | 2       | 5       | 0       |
|                               |            | % Female | -       | -       | -       | -       | 50%     | 55%     | 100%    |
| Overall                       | Home       | Female   | 13      | 17      | 28      | 24      | 28      | 24      | 19      |
|                               |            | Male     | 4       | 7       | 5       | 7       | 8       | 9       | 10      |
|                               |            | % Female | 76%     | 71%     | 85%     | 77%     | 78%     | 73%     | 66%     |
|                               | Overseas   | Female   | 8       | 6       | 5       | 7       | 13      | 13      | 23      |
|                               |            | Male     | 1       | 1       | 5       | 1       | 7       | 7       | 4       |
|                               |            | % Female | 89%     | 86%     | 50%     | 88%     | 65%     | 62%     | 64%     |

Table 12: Applications, offers and acceptances for PGT Psychology programmes by year

| Year    | Gender   | Applications | Offers | Acceptances | Offers:<br>Applications | Acceptances<br>: Offers | Acceptances<br>:<br>Applications |
|---------|----------|--------------|--------|-------------|-------------------------|-------------------------|----------------------------------|
| 2015    | Female   | 157          | 100    | 27          | 63.7%                   | 27%                     | 17.2%                            |
|         | Male     | 30           | 17     | 6           | 56.7%                   | 35.2%                   | 20.0%                            |
|         | % Female | 84.0%        | 85.5%  | 81.8%       |                         |                         |                                  |
| 2016    | Female   | 154          | 84     | 30          | 54.5%                   | 35.7%                   | 19.5%                            |
|         | Male     | 69           | 39     | 9           | 56.5%                   | 23.0%                   | 13.0%                            |
|         | % Female | 69.0%        | 68.3%  | 76.9%       |                         |                         |                                  |
| 2017    | Female   | 208          | 115    | 39          | 55.3%                   | 33.9%                   | 18.8%                            |
|         | Male     | 45           | 22     | 11          | 48.9%                   | 50%                     | 24.4%                            |
|         | % Female | 82.2%        | 83.9%  | 78.0%       |                         |                         |                                  |
| 2018    | Female   | 188          | 101    | 32          | 53.7%                   | 31.7%                   | 17%                              |
|         | Male     | 59           | 22     | 10          | 37.3%                   | 45.4%                   | 16.9%                            |
|         | % Female | 76.1%        | 82.1%  | 76.2%       |                         |                         |                                  |
| 2019    | Female   | 259          | 144    | 44          | 55.6%                   | 30.6%                   | 16.17%                           |
|         | Male     | 78           | 44     | 16          | 56.4%                   | 36.4%                   | 20.5%                            |
|         | % Female | 76.8%        | 76.6%  | 26.7%       |                         |                         |                                  |
| 2020    | Female   | 370          | 194    | 39          | 52.4%                   | 20.1%                   | 10.5%                            |
|         | Male     | 95           | 42     | 17          | 44.2%                   | 40.5%                   | 17.9%                            |
|         | % Female | 79.6%        | 82.2%  | 69.6%       |                         |                         |                                  |
| 2021    | Female   | 413          | 193    | 46          | 46.7%                   | 23.8%                   | 11.1%                            |
|         | Male     | 84           | 35     | 14          | 41.7%                   | 40%                     | 16.7%                            |
|         | % Female | 83.1%        | 67.0%  | 76.7%       |                         |                         |                                  |
| Overall | Female   | 1749         | 931    | 257         | 53.2%                   | 27.6%                   | 14.7%                            |
|         | Male     | 460          | 221    | 83          | 48.0%                   | 37.6%                   | 18.0%                            |
|         | % Female | 79.2%        | 80.8%  | 75.6%       |                         |                         |                                  |

The main 2016 planned action was around attracting male applicants to the permanently-discontinued Developmental Cognitive Neuroscience MSc. However, this programme was not reinstated. Although we have implemented monitoring of applications, offers and acceptances on our MSc programmes (**2016-AP3a**), our actions have not fully addressed the attrition of female students from undergraduate to postgraduate taught level. The data presented above in Table 12 show that while females are more likely than males to receive PGT offers (53% vs 48%), males are more likely to accept PGT offers than females (38% vs 28%).

Our plans are now to focus on gender differences in interest in PGT study in our Level 3 UG students, to develop effective conversion activities in conjunction with Durham University Recruitment Team, effective open day activities from the results of our investigations, and new communication strategies with PGT offer-holders to maintain connections and support conversion from offer to acceptance (**ACTION POINT 3.1**).

Actions to equalise progression opportunities from UG to PGT

3.1a Careers survey with L3 students to understand about interest and barriers to PG study

3.1b Develop conversion activities with DU Recruitment Team

3.1c Develop PGT open day activities based on findings from actions 3.1a and 3.1b

3.1d Develop new communication strategies with PGT offer-holders to maintain connections with applicants and provide easy routes for them to ask questions

Table 13: Degree classifications of those completing PGT Psychology courses

| Gender              | Degree Class    | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | Overall | Distribution |
|---------------------|-----------------|------|------|------|------|------|------|---------|--------------|
| Female              | Distinction     | 5    | 6    | 10   | 14   | 16   | 19   | 70      | 35%          |
|                     | Merit           | 19   | 15   | 11   | 20   | 15   | 24   | 104     | 51%          |
|                     | Pass            | 4    | 3    | 4    | 6    | 0    | 0    | 17      | 8%           |
|                     | Pass PDIP       | 0    | 1    | 1    | 0    | 0    | 0    | 2       | 1%           |
|                     | Fail Pass PCERT | 1    | 1    | 2    | 0    | 0    | 0    | 4       | 2%           |
|                     | Fail            | 0    | 0    | 0    | 0    | 0    | 1    | 1       | 0%           |
|                     | Withdraw        | 0    | 3    | 1    | 0    | 0    | 0    | 4       | 2%           |
| <b>Female Total</b> |                 | 29   | 29   | 29   | 40   | 31   | 44   | 202     | 100%         |
| Male                | Distinction     | 1    | 1    | 3    | 2    | 3    | 9    | 19      | 33%          |
|                     | Merit           | 5    | 4    | 5    | 8    | 3    | 6    | 31      | 53%          |
|                     | Pass            | 0    | 1    | 0    | 1    | 2    | 0    | 4       | 7%           |
|                     | Pass PDIP       | 0    | 0    | 0    | 0    | 0    | 0    | 0       | 0%           |
|                     | Fail Pass PCERT | 0    | 0    | 0    | 0    | 1    | 0    | 1       | 2%           |
|                     | Fail            | 0    | 0    | 0    | 1    | 0    | 0    | 1       | 2%           |
|                     | Withdraw        | 0    | 0    | 0    | 0    | 1    | 1    | 2       | 3%           |
| <b>Male Total</b>   |                 | 6    | 6    | 8    | 12   | 10   | 16   | 58      | 100%         |

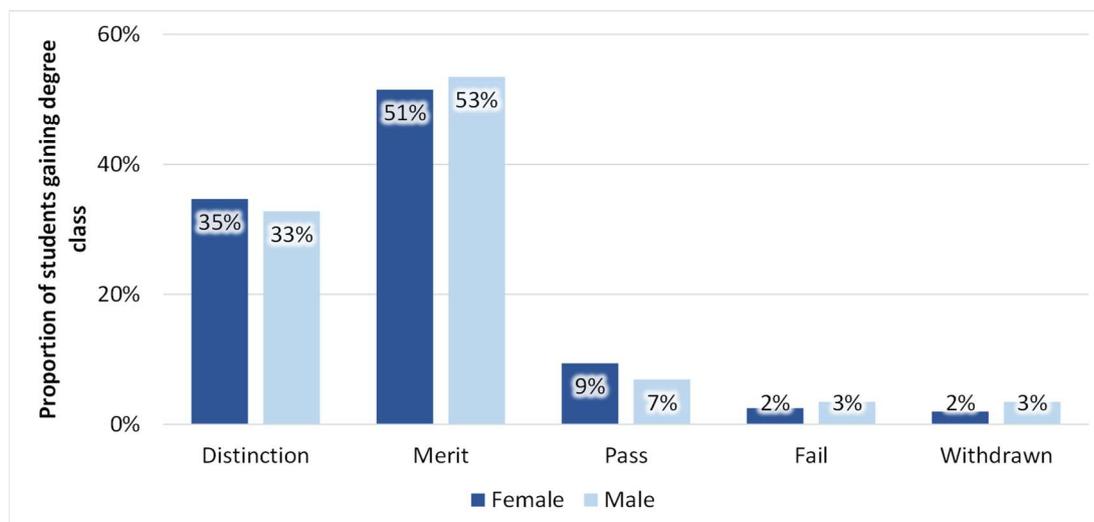


Figure 9: Distribution of female and male students between degree classes for those completing PGT Psychology courses 2015/16 to 2020/21

Figure 9 indicates that the degree outcomes for females and males at PGT are very similar.

(iv) Numbers of men and women on postgraduate research degrees.

The department offers two research programmes leading either to a PhD or an MSc by research.

Table 14: Total number of Full-Time and Part-Time Students on PGR Psychology Courses by gender

| Year    | Gender | Mode of Study |           | Total | Proportion Part time |
|---------|--------|---------------|-----------|-------|----------------------|
|         |        | Full Time     | Part Time |       |                      |
| 2015/16 | Female | 15            | 0         | 15    | 0%                   |
|         | Male   | 7             | 0         | 7     | 0%                   |
| 2016/17 | Female | 16            | 2         | 18    | 11%                  |
|         | Male   | 9             | 0         | 9     | 0%                   |
| 2017/18 | Female | 21            | 1         | 22    | 5%                   |
|         | Male   | 7             | 1         | 8     | 13%                  |
| 2018/19 | Female | 23            | 2         | 25    | 8%                   |
|         | Male   | 5             | 1         | 6     | 17%                  |
| 2019/20 | Female | 20            | 2         | 22    | 9%                   |
|         | Male   | 8             | 1         | 9     | 11%                  |
| 2020/21 | Female | 21            | 2         | 23    | 9%                   |
|         | Male   | 10            | 1         | 11    | 9%                   |
| 2021/22 | Female | 19            | 2         | 21    | 10%                  |
|         | Male   | 11            | 1         | 12    | 8%                   |

Table 15: Total number of PGR students by qualification aim and gender

| Year    | Gender   | Qualification Aim |                 | Total |
|---------|----------|-------------------|-----------------|-------|
|         |          | PhD               | MSc by research |       |
| 2015/16 | Female   | 13                | 2               | 15    |
|         | Male     | 7                 | 0               | 7     |
|         | % Female | 65.0%             | 100%            | 68.2% |
| 2016/17 | Female   | 17                | 1               | 18    |
|         | Male     | 5                 | 4               | 9     |
|         | % Female | 77.2%             | 20.0%           | 66.7% |
| 2017/18 | Female   | 22                | 0               | 22    |
|         | Male     | 7                 | 1               | 8     |
|         | % Female | 75.9%             | 0%              | 73.3% |
| 2018/19 | Female   | 21                | 4               | 25    |
|         | Male     | 5                 | 1               | 6     |
|         | % Female | 80.8%             | 80%             | 80.6% |
| 2019/20 | Female   | 20                | 2               | 22    |
|         | Male     | 7                 | 2               | 9     |
|         | % Female | 74.1%             | 50.0%           | 71.0% |
| 2020/21 | Female   | 21                | 2               | 23    |
|         | Male     | 10                | 1               | 11    |
|         | % Female | 67.7%             | 66.7%           | 67.6% |
| 2021/22 | Female   | 20                | 1               | 21    |
|         | Male     | 12                | 0               | 12    |
|         | % Female | 62.5%             | 100%            | 63.6% |

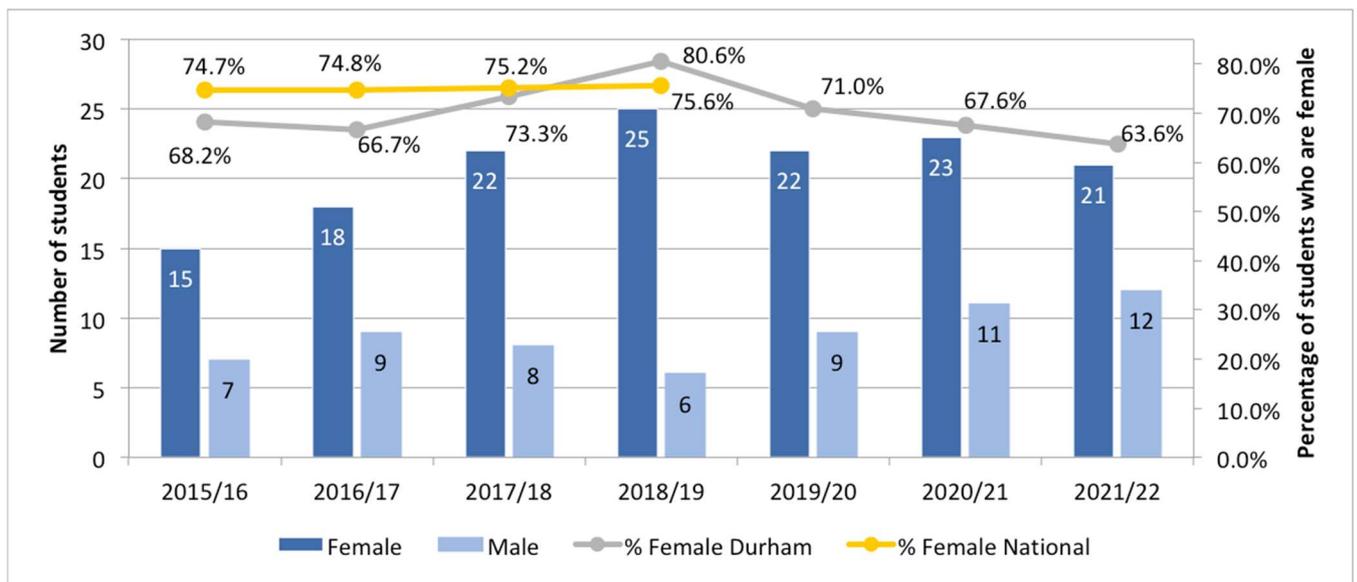


Figure 10: Overall PGR Psychology student headcount, and proportions of students who are female

Figure 10 shows that proportion of female PGRs averages 70% over the past six years. The national average over the same period is 75%. In 2021/22 that number has dropped to 64%, having declined over the past four years. Table 14 shows that most PGR students study full-time and for PhD; the number studying part-time is low, as is the number taking the MSc by research route.

Table 16 shows that PGR numbers by gender and home/overseas status. There are higher home student numbers than overseas, but no clear pattern regarding gender imbalance emerges.

Table 16: Home and overseas students enrolled on PGR programmes

| Programme                  | Fee status | Gender   | 2015 /16 | 2016/ 17 | 2017/ 18 | 2018/ 19 | 2019/ 20 | 2020/ 21 | 2021/ 22 |
|----------------------------|------------|----------|----------|----------|----------|----------|----------|----------|----------|
| MSc by Research Psychology | Home       | Female   | 2        | 1        | 0        | 4        | 1        | 2        | 1        |
|                            |            | Male     | 0        | 4        | 1        | 0        | 1        | 1        | 0        |
|                            |            | % Female | 100%     | 20%      | 0%       | 100%     | 50%      | 67%      | 100%     |
|                            | Overseas   | Female   | 0        | 0        | 0        | 0        | 1        | 0        | 0        |
|                            |            | Male     | 0        | 0        | 0        | 1        | 1        | 0        | 0        |
|                            |            | % Female | -        | -        | -        | 0%       | 50%      | -        | -        |
| PhD                        | Home       | Female   | 8        | 10       | 17       | 17       | 18       | 19       | 16       |
|                            |            | Male     | 4        | 3        | 5        | 5        | 7        | 10       | 9        |
|                            |            | % Female | 67%      | 77%      | 77%      | 77%      | 72%      | 66%      | 64%      |
|                            | Overseas   | Female   | 5        | 7        | 5        | 4        | 2        | 2        | 4        |
|                            |            | Male     | 3        | 2        | 2        | 0        | 0        | 0        | 3        |
|                            |            | % Female | 63%      | 78%      | 71%      | 100%     | 100%     | 100%     | 57%      |

Table 17 shows Applications/Offers/Acceptances for PhD programmes by year, with Table 18 showing the equivalent data for MSc by research. **2016-AP4** focussed on monitoring annual numbers and the effectiveness of a new admissions/selection procedure with the aim to ensure parity of offers and acceptances to applications by female applicants. The implementation of these actions has had a positive impact on PhD recruitment, since over the past 6 years 51% of female applicants received offers, and 59% of females with an offer accepted. However, over the same period, 36% of male applicants received offers, and 55% of those accepted. MSc numbers are much smaller and therefore small differences have larger overall effects. However, here the pattern seems to be reversed, with 50% of male applicants receiving offers, and 100% of those accepting over the past 6 years, while 32% of female applicants received offers, with 75% accepting.

Taking an overview of UG, PGT and PGR gender profiles, we see that there is annual fluctuation, and actions have been identified to address either gender imbalance (UG) or pipeline issues (PGT and PGR), which required monitoring. Admissions leads for each cohort will monitor applications, offers, and acceptances annually and report to SMT. (**ACTION POINT 3.2**).

Actions to equalise progression opportunities to both PGT and PGR levels from UG

3.2a Annual monitoring of applications, offers, and acceptances at each level

Table 17: Applications, offers and acceptances for PhD Psychology programmes by year

| Year    | Gender   | Applications | Offers | Acceptances | Offers:<br>Applications | Acceptances:<br>Offers | Acceptances:<br>Applications |
|---------|----------|--------------|--------|-------------|-------------------------|------------------------|------------------------------|
| 2015    | Female   | 13           | 8      | 4           | 62%                     | 50%                    | 31%                          |
|         | Male     | 6            | 4      | 2           | 67%                     | 50%                    | 33%                          |
|         | % Female | 68%          | 67%    | 67%         |                         |                        |                              |
| 2016    | Female   | 18           | 14     | 9           | 78%                     | 64%                    | 50%                          |
|         | Male     | 20           | 5      | 3           | 25%                     | 60%                    | 15%                          |
|         | % Female | 47%          | 74%    | 75%         |                         |                        |                              |
| 2017    | Female   | 20           | 12     | 8           | 60%                     | 67%                    | 40%                          |
|         | Male     | 10           | 4      | 1           | 40%                     | 25%                    | 10%                          |
|         | % Female | 67%          | 75%    | 89%         |                         |                        |                              |
| 2018    | Female   | 20           | 13     | 7           | 65%                     | 54%                    | 35%                          |
|         | Male     | 16           | 5      | 2           | 31%                     | 40%                    | 13%                          |
|         | % Female | 56%          | 72%    | 78%         |                         |                        |                              |
| 2019    | Female   | 30           | 11     | 7           | 37%                     | 64%                    | 23%                          |
|         | Male     | 15           | 3      | 2           | 20%                     | 67%                    | 13%                          |
|         | % Female | 67%          | 79%    | 78%         |                         |                        |                              |
| 2020    | Female   | 28           | 9      | 5           | 32%                     | 56%                    | 18%                          |
|         | Male     | 17           | 8      | 5           | 47%                     | 63%                    | 29%                          |
|         | % Female | 62%          | 53%    | 50%         |                         |                        |                              |
| 2021    | Female   | 25           | 11     | 6           | 44%                     | 55%                    | 24%                          |
|         | Male     | 8            | 4      | 3           | 50%                     | 75%                    | 38%                          |
|         | % Female | 76%          | 73%    | 67%         |                         |                        |                              |
| Overall | Female   | 154          | 78     | 46          | 51%                     | 59%                    | 30%                          |
|         | Male     | 92           | 33     | 18          | 36%                     | 55%                    | 20%                          |
|         | % Female | 63%          | 70%    | 72%         |                         |                        |                              |

Table18: Applications, offers and acceptances for MSc by Research Psychology programme by year (C8A009)

| Year    | Gender   | Applications | Offers | Acceptances | Offers: Applications | Acceptances: Offers | Acceptances: Applications |
|---------|----------|--------------|--------|-------------|----------------------|---------------------|---------------------------|
| 2015    | Female   | 4            | 1      | 1           | 25%                  | 100%                | 25%                       |
|         | Male     | 1            | 0      | 0           | 0%                   | 0%                  | 0%                        |
|         | % Female | 80%          | 100%   | 100%        |                      |                     |                           |
| 2016    | Female   | 3            | 1      | 1           | 33%                  | 100%                | 33%                       |
|         | Male     | 4            | 4      | 4           | 100%                 | 100%                | 100%                      |
|         | % Female | 43%          | 20%    | 20%         |                      |                     |                           |
| 2017    | Female   | 4            | 4      | 3           | 100%                 | 75%                 | 75%                       |
|         | Male     | 1            | 1      | 1           | 100%                 | 100%                | 100%                      |
|         | % Female | 80%          | 80%    | 75%         |                      |                     |                           |
| 2018    | Female   | 4            | 2      | 1           | 50%                  | 50%                 | 25%                       |
|         | Male     | 2            | 0      | 0           | 0%                   | 0%                  | 0%                        |
|         | % Female | 67%          | 100%   | 100%        |                      |                     |                           |
| 2019    | Female   | 7            | 2      | 2           | 29%                  | 100%                | 29%                       |
|         | Male     | 5            | 2      | 2           | 40%                  | 100%                | 40%                       |
|         | % Female | 58%          | 50%    | 50%         |                      |                     |                           |
| 2020    | Female   | 10           | 2      | 1           | 20%                  | 50%                 | 10%                       |
|         | Male     | 2            | 1      | 1           | 50%                  | 100%                | 50%                       |
|         | % Female | 83%          | 67%    | 50%         |                      |                     |                           |
| 2021    | Female   | 6            | 0      | 0           | 0%                   | 0%                  | 0%                        |
|         | Male     | 5            | 2      | 2           | 40%                  | 100%                | 40%                       |
|         | % Female | 55%          | 0%     | 0%          |                      |                     |                           |
| Overall | Female   | 38           | 12     | 9           | 32%                  | 75%                 | 24%                       |
|         | Male     | 20           | 10     | 10          | 50%                  | 100%                | 50%                       |
|         | % Female | 66%          | 55%    | 47%         |                      |                     |                           |

Tables 19 and 20 show completion rates for PhD and MSc by research, respectively. The data for number submitted are based on expected or final submission deadlines, but do not account for lifecycles that are unusual. It is difficult to interpret the PGR lifecycle data presented here in a meaningful way, but as there is no clear gender variation, our plan now is to record student progression at department level until such time that central data systems are improved.

Table 19: Completion rates for PhD Psychology programmes by gender

|                                 | Gender | Year of entry |      |      |      |      |      |
|---------------------------------|--------|---------------|------|------|------|------|------|
|                                 |        | 2015          | 2016 | 2017 | 2018 | 2019 | 2020 |
| Intake                          | Female | 4             | 9    | 8    | 4    | 6    | 4    |
|                                 | Male   | 2             | 3    | 1    | 2    | 2    | 5    |
| Number submitted                | Female | 4             | 5    | 8    | 1    | 6    | 4    |
|                                 | Male   | 1             | 2    | 0    | 0    | 2    | 5    |
| Submission rates                | Female | 100%          | 56%  | 100% | 25%  | -    | -    |
|                                 | Male   | 50%           | 67%  | -    | -    | -    | -    |
| Average completion time (years) | Female | 4.4           | 3.6  | 3.8  | 2.4  | -    | -    |
|                                 | Male   | 4.2           | 4.4  | -    | -    | -    | -    |

Table 20: Completion rates for MSc Psychology Research programmes by gender C8A009

|                                 | Gender | Year of entry |      |      |      |      |      |
|---------------------------------|--------|---------------|------|------|------|------|------|
|                                 |        | 2015          | 2016 | 2017 | 2018 | 2019 | 2020 |
| Intake                          | Female | 1             | 1    | 3    | 1    | 2    | 1    |
|                                 | Male   | -             | 5    | 1    | -    | 3    | 1    |
| Number submitted                | Female | 1             | 1    | 3    | 1    | 2    | 1    |
|                                 | Male   | -             | 5    | 1    | -    | 3    | 1    |
| Submission rates                | Female | 100%          | 100% | 100% | 100% | 100% | 0%   |
|                                 | Male   | -             | 100% | 100% | -    | 100% | 100% |
| Average completion time (years) | Female | 1.3           | 1.6  | 2.0  | 1.3  | -    | -    |
|                                 | Male   | -             | 1.5  | 1.8  | -    | 1.6  | -    |

(v) Progression pipeline between undergraduate and postgraduate student levels.

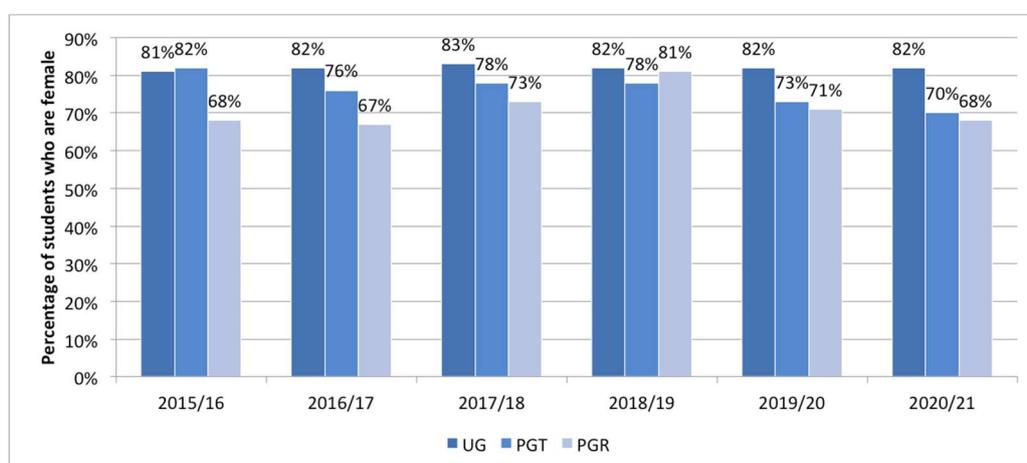


Figure 11: Proportions of students who are female at UG, PGT and PGR levels 2015 to 2021/22

Figure 11 shows the progression pipeline between UG, PGT and PGR, showing a clear attrition for females across the three levels of study. While we intend to investigate and monitor our selection activities for male PGR applicants (**ACTION POINT 3.2a**), our focus overall will be to develop marketing materials and funding opportunities that target female PhD applicants (**ACTION POINT 3.3**).

Actions to equalise opportunities for female PhD student numbers

3.3a Annual review of PG website, prospectus and open day materials to ensure balance in terms of representation of diversity

3.3b PGR Director to research funding opportunities specifically aimed at women/women in STEM. These opportunities are discovered, they will be circulated to staff/students via a funding directory

## B. Academic and research staff data

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

Academic staff in DU are split into those with open-ended contracts on one of three 'Tracks', Education and Research (E&R-Track), Education Track (E-Track) and Research Track (R-Track), and those on either fixed-term research contracts (R-FT) or fixed-term teaching fellowships (T-FT).

Table 21: All Academic Staff by Contract Type and Gender

| Contract Function      | Gender   | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|------------------------|----------|---------|---------|---------|---------|---------|---------|
| Education and Research | Female   | 16      | 17      | 14      | 16      | 17      | 19      |
|                        | Male     | 19      | 18      | 19      | 21      | 21      | 22      |
|                        | % Female | 45.7%   | 48.6%   | 42.4%   | 43.2%   | 44.7%   | 46.3%   |
| Teaching Only          | Female   | 7       | 5       | 5       | 3       | 7       | 6       |
|                        | Male     | 1       | 3       | 5       | 4       | 5       | 3       |
|                        | % Female | 87.5%   | 62.5%   | 50%     | 42.9%   | 58.3%   | 66.7%   |
| Research Only          | Female   | 3       | 6       | 10      | 12      | 11      | 13      |
|                        | Male     | 10      | 10      | 9       | 7       | 3       | 2       |
|                        | % Female | 23.1%   | 37.5%   | 52.6%   | 63.2%   | 78.6%   | 86.7%   |
| Total Academic Staff   | Female   | 26      | 28      | 29      | 31      | 35      | 38      |
|                        | Male     | 30      | 31      | 33      | 32      | 29      | 27      |
|                        | % Female | 46.4%   | 47.5%   | 46.8%   | 49.2%   | 54.7%   | 58.5%   |

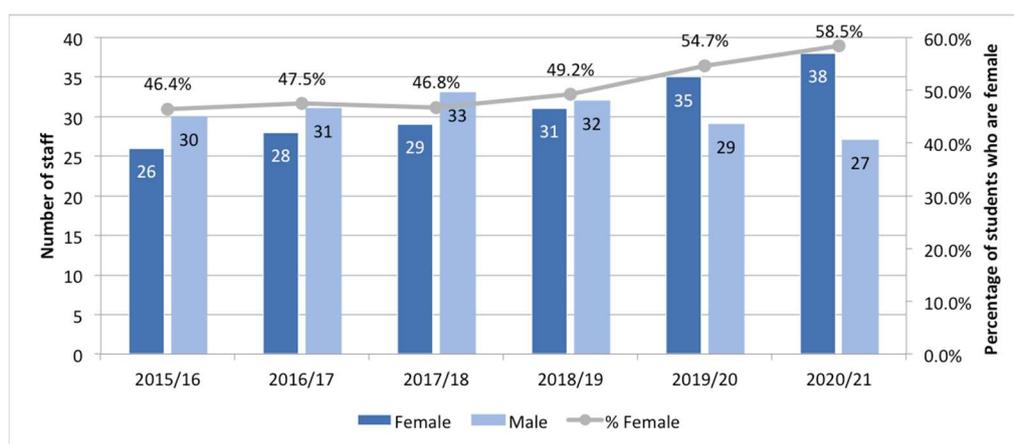


Figure 12: Total number of academic staff by gender and proportion who are female by year

Table 22: All Academic staff by Full time and Part time Status and Gender

| Gender | Full Time / Part Time | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|--------|-----------------------|---------|---------|---------|---------|---------|---------|
| Female | Full Time             | 22      | 24      | 25      | 24      | 27      | 31      |
|        | Part Time             | 4       | 4       | 4       | 7       | 8       | 7       |
|        | % Part Time           | 15.4%   | 14.3%   | 16.0%   | 22.6%   | 24.2%   | 18.4%   |
| Male   | Full Time             | 27      | 29      | 31      | 30      | 28      | 24      |
|        | Part Time             | 3       | 2       | 2       | 2       | 1       | 3       |
|        | % Part Time           | 6.5%    | 6.9%    | 6.3%    | 6.7%    | 3.4%    | 11.1%   |

Table 23: All Academic Staff by Grade and Gender

| Grade        | Gender   | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|--------------|----------|---------|---------|---------|---------|---------|---------|
| G6 and below | Female   | 2       | 4       | 5       | 5       | 4       | 4       |
|              | Male     | 0       | 1       | 1       | 1       | 0       | 0       |
|              | % Female | 100%    | 80.0%   | 83.0%   | 83.3%   | 100%    | 100%    |
| G7           | Female   | 7       | 6       | 9       | 9       | 13      | 15      |
|              | Male     | 10      | 11      | 12      | 10      | 9       | 4       |
|              | % Female | 41.2%   | 35.3%   | 42.9%   | 47.4%   | 59.1%   | 78.9%   |
| G8           | Female   | 9       | 11      | 8       | 8       | 8       | 7       |
|              | Male     | 8       | 7       | 6       | 6       | 5       | 7       |
|              | % Female | 52.9%   | 61.1%   | 57.1%   | 57.1%   | 61.5%   | 50.0%   |
| G9           | Female   | 6       | 6       | 4       | 5       | 6       | 8       |
|              | Male     | 9       | 9       | 10      | 9       | 9       | 7       |
|              | % Female | 40.0%   | 40.0%   | 28.6%   | 35.7%   | 40.0%   | 53.3%   |
| G10          | Female   | 2       | 1       | 3       | 4       | 4       | 4       |
|              | Male     | 3       | 3       | 4       | 6       | 6       | 9       |
|              | % Female | 40.0%   | 25.0%   | 42.9%   | 40.0%   | 40.0%   | 30.8%   |

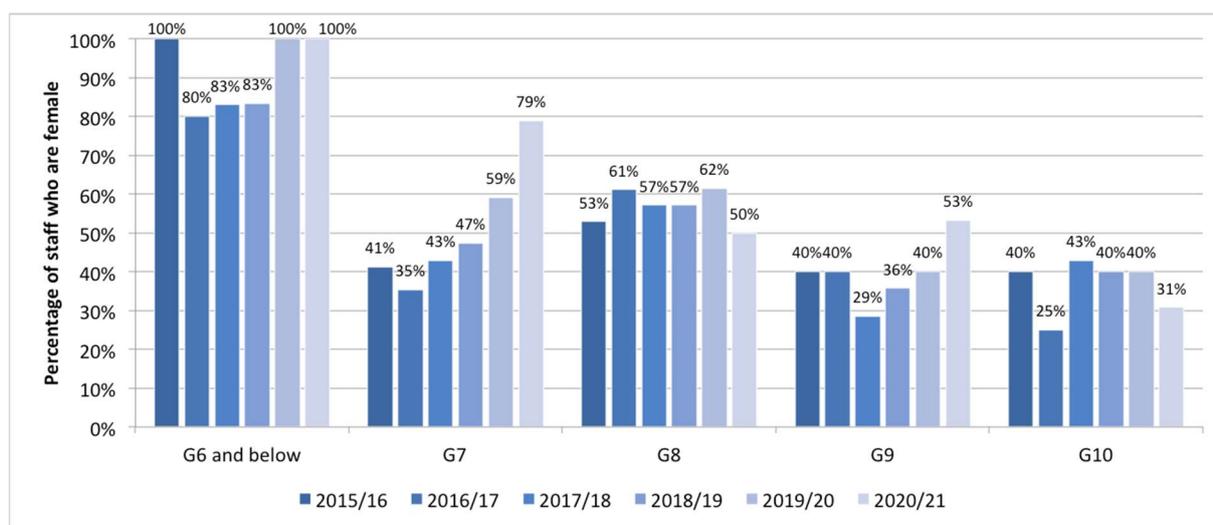


Figure 13: Proportion of all academic staff who are female by year

Table 24: E&R-Track Staff by Grade and Gender

| Grade | Gender   | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|-------|----------|---------|---------|---------|---------|---------|---------|
| G7    | Female   | 0       | 0       | 0       | 0       | 0       | 0       |
|       | Male     | 0       | 0       | 0       | 1       | 1       | 0       |
|       | % Female | -       | -       | -       | 0%      | 0%      | -       |
| G8    | Female   | 8       | 10      | 7       | 7       | 7       | 7       |
|       | Male     | 7       | 6       | 5       | 5       | 5       | 6       |
|       | % Female | 53.3%   | 62.5%   | 58.3%   | 58.3%   | 58.3%   | 53.8%   |
| G9    | Female   | 6       | 6       | 4       | 5       | 6       | 8       |
|       | Male     | 9       | 9       | 10      | 9       | 9       | 7       |
|       | % Female | 40.0%   | 40.0%   | 28.6%   | 35.7%   | 40%     | 53.3%   |
| G10   | Female   | 2       | 1       | 3       | 4       | 4       | 4       |
|       | Male     | 3       | 3       | 4       | 6       | 6       | 9       |
|       | % Female | 40.0%   | 25.0%   | 42.9%   | 40.0%   | 40.0%   | 30.8%   |

Table 25: E&R-track staff by gender and ethnicity

|           | White Female | White Male | Other Female | Other Male | Asian Female | Asian Male |
|-----------|--------------|------------|--------------|------------|--------------|------------|
| 2015/2016 | 16           | 18         | 0            | 1          | 0            | 0          |
| 2016/2017 | 17           | 17         | 0            | 1          | 0            | 0          |
| 2017/2018 | 14           | 18         | 0            | 1          | 0            | 0          |
| 2018/2019 | 16           | 20         | 0            | 1          | 0            | 0          |
| 2019/2020 | 16           | 20         | 0            | 1          | 1            | 0          |
| 2020/2021 | 18           | 21         | 0            | 1          | 1            | 0          |

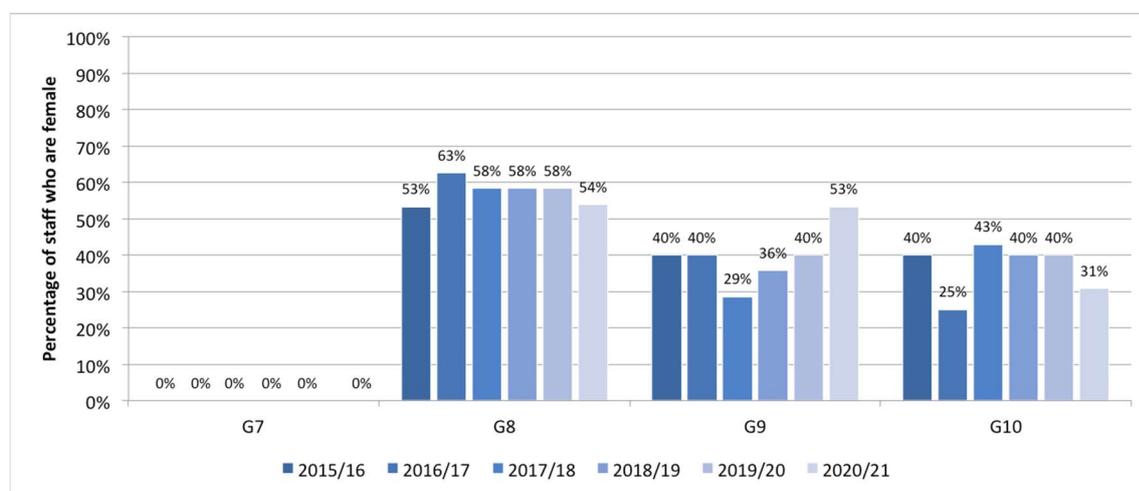


Figure 14: Proportion of E&R-Track staff who are female by year

Table 26: E-Track and T-FT Staff by Grade and Gender

| Grade | Gender   | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|-------|----------|---------|---------|---------|---------|---------|---------|
| G7    | Female   | 6       | 4       | 4       | 2       | 6       | 6       |
|       | Male     | 1       | 3       | 5       | 4       | 5       | 3       |
|       | % Female | 85.7%   | 57.1%   | 44.4%   | 33.3%   | 54.5%   | 66.7%   |
| G8    | Female   | 1       | 1       | 1       | 1       | 1       | 0       |
|       | Male     | 0       | 0       | 0       | 0       | 0       | 0       |
|       | % Female | 100%    | 100%    | 100%    | 100%    | 100%    | -       |

Table 27: E-Track and T-FT Staff by Ethnicity

|           | White Female | White Male | Other Female | Other Male | Asian Female | Asian Male |
|-----------|--------------|------------|--------------|------------|--------------|------------|
| 2015/2016 | 7            | 1          | 0            | 0          | 0            | 0          |
| 2016/2017 | 5            | 3          | 0            | 0          | 0            | 0          |
| 2017/2018 | 4            | 5          | 0            | 0          | 1            | 0          |
| 2018/2019 | 2            | 4          | 0            | 0          | 1            | 0          |
| 2019/2020 | 4            | 5          | 1            | 0          | 2            | 0          |
| 2020/2021 | 3            | 3          | 1            | 0          | 2            | 0          |

Table 28: R-Track and R-FT Staff by Grade and Gender

| Grade        | Gender   | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|--------------|----------|---------|---------|---------|---------|---------|---------|
| G6 and below | Female   | 2       | 4       | 5       | 5       | 4       | 4       |
|              | Male     | 0       | 1       | 1       | 1       | 0       | 0       |
|              | % Female | 100%    | 80%     | 83.3%   | 83.3%   | 100%    | 100%    |
| G7           | Female   | 1       | 2       | 5       | 7       | 7       | 9       |
|              | Male     | 9       | 8       | 7       | 5       | 3       | 1       |
|              | % Female | 10%     | 20%     | 41.7%   | 58.3%   | 70%     | 90%     |
| G8           | Female   | 0       | 0       | 0       | 0       | 0       | 0       |
|              | Male     | 1       | 1       | 1       | 1       | 0       | 1       |
|              | % Female | 0%      | 0%      | 0%      | 0%      | -       | 0%      |

Table 29: R-Track and R-FT Staff by Ethnicity

|           | White Female | White Male | Other Female | Other Male | Asian Female | Asian Male |
|-----------|--------------|------------|--------------|------------|--------------|------------|
| 2015/2016 | 3            | 10         | 0            | 0          | 0            | 0          |
| 2016/2017 | 6            | 10         | 0            | 0          | 0            | 0          |
| 2017/2018 | 10           | 9          | 0            | 0          | 0            | 0          |
| 2018/2019 | 12           | 7          | 0            | 0          | 0            | 0          |
| 2019/2020 | 11           | 3          | 0            | 0          | 0            | 0          |
| 2020/2021 | 12           | 2          | 0            | 0          | 1            | 0          |

2016 Actions focussed on identifying more female applicants for senior roles, developing our ADR process to better identify promotion cases, and lobbying DU HR to provide more analysis of G7 R-FT appointments as the data were not previously available. In addition, in 2016 it was evident that staff relied on informal measures for flexible working, which is discussed under Key Career Transition Points.

As shown in Table 24, we have seen a growth in female staff at G9 from 40% in 2016/17 to 53% in 2020/21, and a commensurate reduction in female staff at G8 from 63% in 2016/17 to 54% in 2020/21, indicating an improvement in progression between grades for female staff. In addition, the proportion of female staff at G10 has risen from 25% in 2016/17 to 31% in 2020/21. Proportion of female G10 staff dropped back from 43% in 2017/18, but this figure still represents a four-fold increase in the absolute number of female G10 staff in 2020/21. The Impact of the department's actions (**2016-AP5**, **2016-AP6**) has been positive in this regard, though further action is warranted. These actions are developed in the discussion of the Key Career Transition Points: Academic Staff section below.

Currently, no E-Track or T-FT staff are employed at G8, G9 or G10 (Table 26). However, 67% of E-Track and T-FT staff are female, and 90% of R-FT staff are female. In addition, a further 4 R-FT staff are employed at G6, 100% female. **2016-AP10** was to access and use records relating to R-FT positions, shown in Table 28; this action had a significant Impact as there has been a strong movement from low female representation in the R-FT group, to representation in-line with the PGR pool. Table 22 shows that there are currently 18% of female and 11% of male E&R-Track staff working part-time. However, historically, the proportion of female part-time E&R-Track staff has been higher, varying between 14 and 24% over the past six years with the highest proportions in the past three years, while male part-time working has varied between 3 and 11%, with the highest proportion in the last year. **2016-AP16** was to remove barriers to the use of DU Flexible Working Policy, and those actions appear to have had a positive impact as the use of flexible working arrangements for both men and women has increased. In line with our Departmental policies and the Advance HE Aurora programme, those working part-time or flexibly are supported by special consideration of workload allocation, timing of lectures, time for research, and financial support.

Finally, in conjunction with our other EDI initiatives, we investigated the proportion of BAME staff in E&R-Track (Table 25), E-TFT (Table 27) and R-FT (Table 29). The overall proportions for academic staff are shown in Figure 15. It is noticeable that the overall numbers of BAME staff is low. However, among E-TFT staff, currently 50% of female staff are BAME, while no male staff are BAME. This indicates an area of strength from which to build in the future. For example, we have employed three interns to work on decolonisation of the curriculum alongside academic staff, to raise awareness of intersectional BAME and gender minority issues.

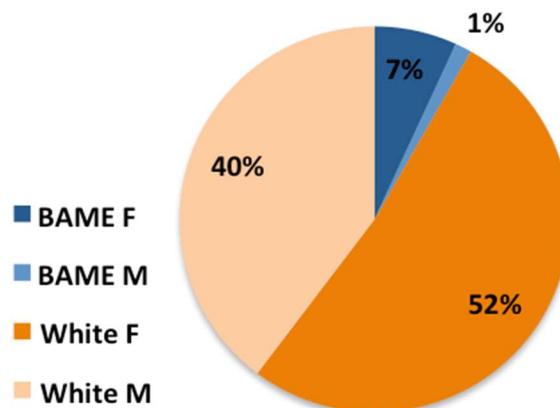


Figure 15: Academic staff by gender and ethnicity

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

Table 30: Academic staff by contract type, gender, and year

| Year    | Gender | Education & Research |                |                    | Teaching Only |                |                    | Research Only |                |                    |
|---------|--------|----------------------|----------------|--------------------|---------------|----------------|--------------------|---------------|----------------|--------------------|
|         |        | Fixed Term           | Perma-<br>nent | %<br>Fixed<br>Term | Fixed<br>Term | Perma-<br>nent | %<br>Fixed<br>Term | Fixed<br>Term | Perma-<br>nent | %<br>Fixed<br>Term |
| 2015/16 | Female | 0                    | 16             | 0%                 | 6             | 1              | 85.7%              | 3             | 0              | 100%               |
|         | Male   | 0                    | 19             | 0%                 | 1             | 0              | 100%               | 10            | 0              | 100%               |
| 2016/17 | Female | 0                    | 17             | 0%                 | 4             | 1              | 80.0%              | 6             | 0              | 100%               |
|         | Male   | 0                    | 18             | 0%                 | 2             | 1              | 66.7%              | 10            | 0              | 100%               |
| 2017/18 | Female | 0                    | 14             | 0%                 | 4             | 1              | 80.0%              | 10            | 0              | 100%               |
|         | Male   | 0                    | 19             | 0%                 | 4             | 1              | 80.0%              | 9             | 0              | 100%               |
| 2018/19 | Female | 0                    | 15             | 0%                 | 2             | 1              | 66.7%              | 12            | 0              | 100%               |
|         | Male   | 0                    | 21             | 0%                 | 3             | 1              | 75.0%              | 7             | 0              | 100%               |
| 2019/20 | Female | 0                    | 17             | 0%                 | 6             | 1              | 85.7%              | 11            | 0              | 100%               |
|         | Male   | 0                    | 21             | 0%                 | 4             | 1              | 80.0%              | 3             | 0              | 100%               |
| 2020/21 | Female | 0                    | 19             | 0%                 | 6             | 0              | 100%               | 13            | 0              | 100%               |
|         | Male   | 0                    | 22             | 0%                 | 1             | 2              | 33.3%              | 2             | 0              | 100%               |

All E&R-Track academics are on permanent contracts. However, all R-Track staff are fixed-term (R-FT), and currently seven of nine teaching staff are fixed-term (T-FT) with the two permanent E-Track appointments being male.

With respect to R-FT positions, this is largely an issue of career-stage, with R-FT positions dependent upon grant funding. While it is a very positive sign that these R-FT positions are dominated by women, given the pipeline issues identified from UG to Academic gender balance, we acknowledge the negative impact of fixed-term contracts and the high attrition rates from R-FT to E&R-Track academics.

A similar pattern emerges for T-FT and E-Track staff, again dominated by female staff. The Education track continues to grow as an important career path both in teaching-focussed Universities and increasingly in research-focussed Universities. DU has invested considerably in developing a permanent Education-Track academic route, and Psychology plans to invest in this track in future academic recruitment to reduce precarity for fixed-term position holders, as educational scholarship becomes increasingly important to inform our pedagogy. We anticipate that T-FT positions will be converted to permanent Education-Track academic roles.

To support career progression for both T-FT and R-FT staff, new actions will focus on working with DU Careers and Enterprise Centre to develop resources and opportunities for R-FT staff, to make our own internal appointment processes more transparent and accessible, and to develop career development plans for all FT staff, reviewed annually with line managers (**ACTION POINT 2.1**).

Actions to improve the progression opportunities of female staff from fixed-term to permanent positions

2.1a Develop careers resources and opportunities specifically aimed at PDRAs and teaching fellows

2.1b Support R-FT and T-FT staff prepare for job market by making DU appointment processes more transparent

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

Table 31: Academic staff leavers by contract type, gender, and year

| Contract               | Gender |              | 2015/<br>16 | 2016/<br>17 | 2017/<br>18 | 2018/<br>19 | 2019/<br>20 | 2020/<br>21 |
|------------------------|--------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Education and Research | Female | Staff        | 16          | 17          | 14          | 16          | 17          | 19          |
|                        |        | Leavers      | 1           | 3           | 2           | 0           | 0           | 1           |
|                        |        | Leaving rate | 6.3%        | 17.6%       | 14.3%       | -           | -           | 5.3%        |
|                        | Male   | Staff        | 19          | 18          | 19          | 21          | 21          | 22          |
|                        |        | Leavers      | 1           | 0           | 1           | 1           | 2           | 0           |
|                        |        | Leaving rate | 5.3%        | -           | 5.3%        | 4.8%        | 9.5%        | -           |
| Teaching only          | Female | Staff        | 7           | 5           | 5           | 3           | 7           | 6           |
|                        |        | Leavers      | 4           | 1           | 3           | 0           | 2           | 1           |
|                        |        | Leaving rate | 57.1%       | 20.0%       | 60.0%       | -           | 28.6%       | 16.7%       |
|                        | Male   | Staff        | 1           | 3           | 5           | 4           | 5           | 3           |
|                        |        | Leavers      | 0           | 0           | 1           | 0           | 2           | 0           |
|                        |        | Leaving rate | -           | -           | 20.0%       | -           | 40.0%       | -           |
| Research Only          | Female | Staff        | 3           | 6           | 10          | 12          | 11          | 13          |
|                        |        | Leavers      | 1           | 1           | 1           | 5           | 1           | 3           |
|                        |        | Leaving rate | 33.3%       | 16.7%       | 10.0%       | 41.7%       | 9.1%        | 23.1%       |
|                        | Male   | Staff        | 10          | 10          | 9           | 7           | 3           | 2           |
|                        |        | Leavers      | 1           | 1           | 2           | 3           | 2           | 0           |
|                        |        | Leaving rate | 10.0%       | 10.0%       | 22.2%       | 42.9%       | 66.7%       | -           |

- Leaving rate for R-track staff is notably higher than other roles reflecting that most are R-FT.
- Leaving rates for R-FT staff vary between 10 and 67% but no clear gender difference emerges.
- For E-Track and E&R-Track staff, the numbers of leavers are low, with no clear gender difference emerging.

We have embedded practice to offer exit interviews to all staff leaving DU.

## 5. Supporting and advancing women's careers

**Recommended word count: Silver: 6500 words**

### A. Key career transition points

#### **Key career transition points: academic staff**

##### (i) Recruitment.

As a result of our previous actions (**2016-AP5**) and action-development over the reporting period, we have adopted the following strategy in our annual academic recruitment round since 2017:

- Advertisements are posted on relevant network websites/listservs as well as email distribution and website-posting via learned societies.
- The HoD, DoEDI, and search committee contact former and current collaborators to send a strong message about DU's EDI aspirations and to request dissemination amongst their networks, and recommendations of potential candidates.
- Conversations with chairs of search committees are offered providing further details of the post and encouragement to apply with several female candidates taking up this offer.
- At longlisting we monitor the success of our strategy via a formalised search report submitted to HR, and the Provost's office monitors EDI issues at shortlisting and offer stages.
- If benchmarked gender and ethnic minority distributions are not achieved at any of these levels, recruitment is stopped with a view to re-advertising with a revised strategy to achieve appropriate balance.
- All panel members are trained in unconscious bias awareness, and gender balance on panels is ensured, both checked by the Department Manager.

## E&R-Track posts

Table 32: Applicants, shortlisted candidates and candidates accepting offers for E&R-Track posts by gender 2015/16 to 2020/21

| Year    | Gender   | Applied | Shortlisted | Accepted | Shortlisted:<br>Applied | Accepted:<br>Shortlisted | Accepted:<br>Applied |
|---------|----------|---------|-------------|----------|-------------------------|--------------------------|----------------------|
| 2015/16 | Female   | 52      | 4           | 2        | 7.7%                    | 50.0%                    | 3.9%                 |
|         | Male     | 51      | 3           | 0        | 6%                      | 0%                       | 0%                   |
|         | Unknown  | 23      | 0           | 0        | 0%                      | -                        | 0%                   |
|         | % Female | 41.3%   | 57.1%       | 100%     |                         |                          |                      |
| 2016/17 | Female   | 0       | 0           | 0        | -                       | -                        | -                    |
|         | Male     | 0       | 0           | 0        | 0%                      | 0%                       | 0%                   |
|         | Unknown  | 0       | 0           | 0        | -                       | -                        | -                    |
|         | % Female | 0%      | -           | -        |                         |                          |                      |
| 2017/18 | Female   | 49      | 3           | 3        | 6.1%                    | 100%                     | 6.1%                 |
|         | Male     | 71      | 6           | 1        | 8.5%                    | 16.7%                    | 1.4%                 |
|         | Unknown  | 4       | 0           | 0        | 0%                      | 0%                       | 0%                   |
|         | % Female | 39.5%   | 33.3%       | 75%      |                         |                          |                      |
| 2018/19 | Female   | 39      | 8           | 2        | 20.5%                   | 25%                      | 5.1%                 |
|         | Male     | 47      | 3           | 1        | 6.4%                    | 33.3%                    | 2.1%                 |
|         | Unknown  | 6       | 2           | 0        | 33.3%                   | 0%                       | 0%                   |
|         | % Female | 42.4%   | 61.5%       | 66.7%    |                         |                          |                      |
| 2019/20 | Female   | 39      | 19          | 4        | 47.7%                   | 21.1%                    | 10.3%                |
|         | Male     | 32      | 4           | 3        | 12.5%                   | 75.0%                    | 9.4%                 |
|         | Unknown  | 5       | 0           | 0        | 0%                      | 0%                       | 0%                   |
|         | % Female | 51.1%   | 69.6%       | 28.6%    |                         |                          |                      |
| 2020/21 | Female   | 161     | 14          | 5        | 8.7%                    | 35.7%                    | 3.1%                 |
|         | Male     | 150     | 19          | 3        | 12.7%                   | 15.8%                    | 2.0%                 |
|         | Unknown  | 15      | 2           | 1        | 13.4%                   | 50%                      | 6.7%                 |
|         | % Female | 49.4%   | 40%         | 55.6%    |                         |                          |                      |
| Overall | Female   | 340     | 48          | 16       | 14.1%                   | 33.3%                    | 4.7%                 |
|         | Male     | 351     | 35          | 8        | 10.0%                   | 22.9%                    | 2.3%                 |
|         | Unknown  | 53      | 4           | 1        | 7.5%                    | 25.0%                    | 1.9%                 |
|         | % Female | 49.2%   | 57.8%       | 66.7%    |                         |                          |                      |

Table 33: Applicants, shortlisted candidates and candidates accepting offers for E&R-Track posts by gender and grade 2017/18 to 2020/21 combined

| Grade   | Gender   | Applied | Shortlisted | Accepted | Shortlisted:<br>Applied | Accepted:<br>Shortlisted | Accepted:<br>Applied |
|---------|----------|---------|-------------|----------|-------------------------|--------------------------|----------------------|
| G7/8    | Female   | 196     | 26          | 8        | 13.3%                   | 30.8%                    | 4.1%                 |
|         | Male     | 183     | 22          | 5        | 12.0%                   | 22.7%                    | 2.7%                 |
|         | Unknown  | 18      | 3           | 1        | 16.7%                   | 33.3%                    | 5.6%                 |
|         | % Female | 50.6%   | 51.0%       | 57.0%    |                         |                          |                      |
| G7/8/9  | Female   | 43      | 3           | 3        | 7.0%                    | 100%                     | 7.0%                 |
|         | Male     | 55      | 6           | 1        | 10.9%                   | 16.7%                    | 1.8%                 |
|         | Unknown  | 4       | 0           | 0        | 0                       | 0                        | 0                    |
|         | % Female | 42.1%   | 33.3%       | 75.0%    |                         |                          |                      |
| G8      | Female   | 29      | 8           | 1        | 27.6%                   | 12.5%                    | 3.4%                 |
|         | Male     | 30      | 4           | 2        | 13.3%                   | 50.0%                    | 6.7%                 |
|         | Unknown  | 4       | 1           | 0        | 2.9%                    | 0                        | 0                    |
|         | % Female | 47.6%   | 61.5%       | 33.0%    |                         |                          |                      |
| G9      | Female   | 5       | 0           | 0        | 0                       | 0                        | 0                    |
|         | Male     | 7       | 0           | 0        | 0                       | 0                        | 0                    |
|         | Unknown  | 0       | 0           | 0        | -                       | -                        | -                    |
|         | % Female | 41.7%   | 100%        | -        |                         |                          |                      |
| G10     | Female   | 5       | 0           | 0        | 0                       | 0                        | 0                    |
|         | Male     | 12      | 0           | 0        | 0                       | 0                        | 0                    |
|         | Unknown  | 2       | 0           | 0        | 0                       | 0                        | 0                    |
|         | % Female | 26.0%   | -           | -        |                         |                          |                      |
| Overall | Female   | 279     | 38          | 12       | 13.6%                   | 31.6%                    | 4.3%                 |
|         | Male     | 286     | 32          | 8        | 11.1%                   | 25.0%                    | 2.8%                 |
|         | Unknown  | 25      | 4           | 1        | 16.0%                   | 25.0%                    | 4.0%                 |
|         | % Female | 47.0%   | 51.4%       | 57.0%    |                         |                          |                      |

#### Impact of Actions:

- Proportion of female applicants increased over the reporting period from 41% to 50%, with around 45% of applications overall.
- Females tend to be more likely to be shortlisted than males. Overall, 13% of females and 11% of males were shortlisted.
- Shortlisted females are more likely to accept offers; 31% of women accept compared to 25% of men.
- Overall, since 2017, 47% of applicants are female, but we have higher success rate for appointing females (4%) than males (3%).

#### Remaining Issues to address:

While female applications for G7/8 roles are at 51%, the proportion drops to 42% for G9 and 26% for G10 (though this pertains to only two advertised roles to which no appointments were made.) **(ACTION POINTS 1.1 and 1.2)**

Actions to improve the recruitment and progression opportunities of female staff in permanent academic positions: recruitment

1.1a Monitor recruitment and progression statistics, looking at gender and its intersection with other factors

1.2a Commitment to seek applicants from underrepresented groups, especially at higher grades.

1.2b Lobby HR to remove male-coded language from job advert template

1.2c Improve information available pre-application on the application requirements

### **T-FT and E-Track**

Table 34: Applicants, shortlisted candidates and candidates accepting offers for T-FT and E-Track posts by gender 2015/16 to 2020/21

| Year    | Gender   | Applied | Shortlisted | Accepted | Shortlisted: Applied | Accepted: Shortlisted | Accepted: Applied |
|---------|----------|---------|-------------|----------|----------------------|-----------------------|-------------------|
| 2015/16 | Female   | 60      | 11          | 4        | 18.3%                | 36.4%                 | 6.7%              |
|         | Male     | 36      | 8           | 1        | 22.2%                | 12.5%                 | 2.8%              |
|         | Unknown  | 3       | 1           | 0        | 33.0%                | 0%                    | 0%                |
|         | % Female | 60.6%   | 55.0%       | 80.0%    |                      |                       |                   |
| 2016/17 | Female   | 20      | 7           | 1        | 35.0%                | 14.3%                 | 5.0%              |
|         | Male     | 11      | 3           | 2        | 27.3%                | 66.7%                 | 18.2%             |
|         | Unknown  | 1       | 0           | 0        | 0%                   | 0%                    | 0%                |
|         | % Female | 62.5%   | 70.0%       | 33.3%    |                      |                       |                   |
| 2017/18 | Female   | 26      | 5           | 1        | 19.2%                | 20%                   | 3.8%              |
|         | Male     | 11      | 3           | 2        | 27.3%                | 66.7%                 | 18.2%             |
|         | Unknown  | 2       | 1           | 0        | 50.0%                | 0%                    | 0%                |
|         | % Female | 66.7%   | 55.6%       | 33.3%    |                      |                       |                   |
| 2018/19 | Female   | 10      | 4           | 2        | 40.0%                | 50.0%                 | 20.0%             |
|         | Male     | 12      | 11          | 4        | 91.7%                | 36.4%                 | 33.3%             |
|         | Unknown  | 0       | 0           | 0        | -                    | -                     | -                 |
|         | % Female | 45.5%   | 26.7%       | 50.0%    |                      |                       |                   |
| 2019/20 | Female   | 6       | 2           | 2        | 33.3%                | 100%                  | 33.3%             |
|         | Male     | 7       | 2           | 0        | 28.6%                | 0%                    | 0%                |
|         | Unknown  | 1       | 0           | 0        | 0%                   | 0%                    | 0%                |
|         | % Female | 42.9%   | 50.0%       | 0%       |                      |                       |                   |
| 2020/21 | Female   | 18      | 8           | 2        | 44.0%                | 25.0%                 | 11.0%             |
|         | Male     | 7       | 1           | 0        | 14.3%                | 0%                    | 0%                |
|         | Unknown  | 3       | 1           | 0        | 33.3%                | 0%                    | 0%                |
|         | % Female | 64.3%   | 80%         | 100%     |                      |                       |                   |
| Overall | Female   | 142     | 38          | 13       | 26.8%                | 34.2%                 | 9.0%              |
|         | Male     | 84      | 28          | 9        | 33.3%                | 32.1%                 | 10.7%             |
|         | Unknown  | 10      | 3           | 0        | 30.0%                | 0%                    | 0%                |
|         | % Female | 60.2%   | 55.1%       | 50.1%    |                      |                       |                   |

- All teaching appointments were at G7.
- 60% of applicants are female, higher than applicants for E&R-Track roles.
- Over the reporting period, 55% of females were shortlisted, a 5% lower proportion compared with male applicants.
- Females and males are equally likely to accept offers.

### **R-FT posts**

Table 35: Applicants, shortlisted candidates and candidates accepting offers for R-FT posts by gender 2015/16 to 2020/21

| Year    | Gender      | Applied | Shortlisted | Accepted | Shortlisted:<br>Applied | Accepted:<br>Shortlisted | Accepted:<br>Applied |
|---------|-------------|---------|-------------|----------|-------------------------|--------------------------|----------------------|
| 2015/16 | Female      | 142     | 24          | 5        | 16.9%                   | 20.8%                    | 3.5%                 |
|         | Male        | 55      | 10          | 4        | 18.2%                   | 40.0%                    | 7.3%                 |
|         | Unknown     | 16      | 2           | 0        | 12.5%                   | 0.0%                     | 0.0%                 |
|         | %<br>Female | 66.7%   | 66.7%       | 55.6%    |                         |                          |                      |
| 2016/17 | Female      | 77      | 14          | 4        | 18.2%                   | 28.6%                    | 5.2%                 |
|         | Male        | 36      | 5           | 0        | 13.9%                   | 0.0%                     | 0.0%                 |
|         | Unknown     | 1       | 0           | 0        | 0.0%                    | 0.0%                     | 0.0%                 |
|         | %<br>Female | 67.5%   | 73.7%       | 100%     |                         |                          |                      |
| 2017/18 | Female      | 31      | 10          | 2        | 32.3%                   | 20.0%                    | 6.5%                 |
|         | Male        | 12      | 2           | 1        | 16.7%                   | 50.0%                    | 8.3%                 |
|         | Unknown     | 3       | 0           | 0        | 0.0%                    | 0.0%                     | 0.0%                 |
|         | %<br>Female | 67.4%   | 83.3%       | 66.7%    |                         |                          |                      |
| 2018/19 | Female      | 83      | 24          | 6        | 28.9%                   | 25.0%                    | 7.2%                 |
|         | Male        | 35      | 2           | 0        | 5.7%                    | 0.0%                     | 0.0%                 |
|         | Unknown     | 7       | 2           | 0        | 28.6%                   | 0.0%                     | 0.0%                 |
|         | %<br>Female | 66.4%   | 85.7%       | 100%     |                         |                          |                      |
| 2019/20 | Female      | 216     | 31          | 4        | 14.4%                   | 12.9%                    | 1.9%                 |
|         | Male        | 91      | 9           | 0        | 9.9%                    | 0.0%                     | 0.0%                 |
|         | Unknown     | 22      | 5           | 1        | 22.7%                   | 20.0%                    | 4.5%                 |
|         | %<br>Female | 65.7%   | 68.9%       | 80%      |                         |                          |                      |
| 2020/21 | Female      | 55      | 10          | 3        | 18.2%                   | 30.0%                    | 5.5%                 |
|         | Male        | 24      | 2           | 0        | 8.3%                    | 0.0%                     | 0.0%                 |
|         | Unknown     | 9       | 2           | 1        | 22.2%                   | 50.0%                    | 11.1%                |
|         | %<br>Female | 62.5%   | 71.4%       | 75%      |                         |                          |                      |
| Overall | Female      | 604     | 113         | 24       | 18.7%                   | 21.2%                    | 4.0%                 |
|         | Male        | 253     | 30          | 5        | 11.9%                   | 16.7%                    | 2.0%                 |
|         | Unknown     | 58      | 11          | 2        | 19.0%                   | 18.2%                    | 3.4%                 |
|         | %<br>Female | 66.0%   | 73.4%       | 77.4%    |                         |                          |                      |

Table 36: Applicants, shortlisted candidates and candidates accepting offers for R-FT posts by gender and grade 2017/18 to 2020/21 combined

| Grade   | Gender   | Applied | Shortlisted | Accepted | Shortlisted: Applied | Accepted: Shortlisted | Accepted: Applied |
|---------|----------|---------|-------------|----------|----------------------|-----------------------|-------------------|
| G6      | Female   | 230     | 31          | 5        | 13.5%                | 16.1%                 | 2.2%              |
|         | Male     | 65      | 5           | 0        | 7.7%                 | 0.0%                  | 0.0%              |
|         | Unknown  | 25      | 3           | 0        | 12.0%                | 0.0%                  | 0.0%              |
|         | % Female | 71.9%   | 79.5%       | 100%     |                      |                       |                   |
| G7      | Female   | 86      | 27          | 8        | 31.4%                | 29.6%                 | 9.3%              |
|         | Male     | 44      | 5           | 1        | 11.4%                | 20.0%                 | 2.3%              |
|         | Unknown  | 12      | 5           | 1        | 41.7%                | 20.0%                 | 8.3%              |
|         | % Female | 60.6%   | 73.0%       | 80.0%    |                      |                       |                   |
| Overall | Female   | 316     | 58          | 13       | 18.4%                | 22.4%                 | 4.1%              |
|         | Male     | 109     | 10          | 1        | 9.2%                 | 10.0%                 | 0.9%              |
|         | Unknown  | 37      | 8           | 1        | 21.6%                | 12.5%                 | 2.7%              |
|         | % Female | 68.4%   | 76.3%       | 86.7%    |                      |                       |                   |

- The Impact of our **2016-AP10** plan, which was based around DU-improving its record keeping on G6 and G7 research appointments, is evident from the data now available in Table 36. In addition, **2016-AP11** was based around adding AS engagement to advertisement materials to redress G6 and G7 gender imbalance, which has made Impact, having improved since our 2016 application.
- Proportions of female applicants varies with a minimum of 63% and a maximum of 68%. Overall, 66% of applicants were female.
- Females are more likely to be shortlisted than males.
- Females are marginally more likely to accept offers.
- Overall, 77% of candidates accepting offers are female.
- The data suggest that we attract female applicants in a similar proportion to the national proportion of female PGR students who are female (75%), which is welcome news in terms of career pipeline. We will continue to monitor the data (**ACTION POINT 1.1**).

(ii) Induction.

Prior to arriving to take up their post, newly appointed staff (NAS) are introduced to DU's Relocation Manager, to provide support with relocation costs and advice on housing and local schools. On arrival, NAS attend compulsory University Induction Training where DU's EDI expectations and Values and Strategy are discussed. Inductions are monitored at university and departmental levels. DU holds formal half-day induction-training events for all NAS throughout the year, covering a range of areas including, a welcome from the Vice-Chancellor and training opportunities to help with personal and career development. In the Department, NAS on all tracks are assigned a mentor ensuring integration into the wider department and a point of contact for advice and mentorship beyond their immediate line manager. This procedure is embedded practice following **2016-AP7** and **2016-AP8**.

NAS are formally introduced to the department by a HoD email with their office location and an invitation to departmental coffee to meet with staff. They are also introduced at the BoS. PDRAs are similarly introduced by their PI. NAS are featured in our monthly departmental newsletter (see Figure 16).

**Fig 16:** Example tweet re-distributing introduction of a NAS from the department newsletter.



- A staff handbook outlines the department’s committee structure and internal governance as well as wider DU governance.
- DU’s probation period has been reduced to one year and because of this E&R-track NASs meet with the HoD every three months for a light-touch review, during which targets are identified. This is a supportive discussion on targets enabling the NAS to achieve their goals and identify departmental support.
- T-FT and R-FT NAS meet with their line managers for light-touch reviews.
- Institute representatives introduce the NAS to relevant DU interdisciplinary Institutes.

**“In creating a welcoming environment, everyone seems to be genuinely lovely!”**  
*Quote from NAS.*

Success of induction is measured informally through 3-monthly line manager meetings at which induction targets are discussed and adjusted. The aim of these meetings is to ensure that the department is supporting NAS with progression.

(iii) Promotion.

Following our 2016 application, DU introduced a new promotion and progression system, which superseded some of our **2016-AP6 plans**, including actively identifying potential promotion cases. The aspects of **2016-AP6** to make clearer promotion criteria, to encourage discussions with the HoD over promotion, and for the HoD to identify training opportunities with candidates were implemented.

The new system, implementing Department- and Faculty-level Promotion and Progression Committees (DPPC/FPPC), requires all staff to submit CVs for consideration annually, which actively discourages reticence over applying for promotion. The DoEDI is a member of DPPC and all DPPC members have been trained in unconscious bias. Feedback to staff is provided in writing as well as in person with one member of the DPPC panel. In 2020/21, the mandatory element of DPPC was suspended and self-nominations were encouraged due to COVID workload issues across DU in applying its usual system. However, the system is now returning to normal. The promotion criteria are based on performance in three areas considering part-time and flexible working, as well as career breaks. These criteria are explicit, and staff can assess their performance against them prior to submission, as was intended in our **2016-AP6** plans. The criteria are as follows:

- **Research** including research outputs with discretionary evaluations relating to research income generation, postgraduate supervision, research leadership and impact.
- **University teaching** with teaching quality being mandatory and teaching innovation and teaching strategic development being discretionary criteria.
- **Citizenship**, with Collegial contribution and leadership roles being mandatory. Under this category falls outreach, and AS/EDI activity.

The data for promotion across grades by gender are shown in Table 37. The Impact of the new promotion scheme, implementing many of our **2016-AP6** plans is that eight women and three men have been promoted from G8 to G9. No cases that went forward to consideration to Faculty (FPPC) were rejected. By comparison, in the two years prior to the new scheme's introduction, three men and three women were promoted from G8 to G9, and three men and three women were rejected. For promotion to G10, in the two years prior to the scheme's introduction, two women applied, but both were rejected. No men applied. In the two years after the scheme's introduction, four women were promoted, and none rejected, while three men were promoted, but two rejected. Subsequently, six men have been promoted, but no further women. This may reflect an historical bias in favour of men at G9, who subsequently met criteria for promotion to G10, since Table 37 shows that until 2020/21, men were over-represented at G9. Overall, promotions to G10 were roughly in line with the 40% women at G9.

- 58% of staff, and 58% of female E&R-Track staff report that the progression and promotion process is clear and fair. 69% of women agreed the criteria for promotion were clear, indicating Impact from **2016-AP6**.
- 88% of women took up feedback on their CV, of which 88% thought it was useful, which is further evidence of **2016-AP6** Impact.

Nevertheless, our 2021 staff survey indicates that more actions are necessary in relation to progression and promotion.

- Only 17.5% of academic staff, with only 10% of female E&R-Track staff, feel that they get help with filling gaps in their CVs.
- 32.5% of academic staff, but only 20% of female E&R-Track staff think that the process of allocating administrative roles is fair and transparent (with comparable figures for appointment to senior management roles).

There are some aspects of work that women in particular feel are not valued as part of the promotion system:

- 17.5% of staff, but only 10% of women feel that external roles are valued.
- 40% of staff, and 35% of women feel that administration is valued. (**ACTION POINTS 1.3**).

Actions to improve the promotion opportunities of female staff in permanent academic positions

1.3a Develop promotion and progression training workshops for staff, delivered in advance of promotion application deadline

1.3b Clear role descriptors for all roles in the department to be placed on department intranet

1.3c Develop a role pipeline spreadsheet through which staff can express their aspirations for roles in five year's time

1.3d Continuous professional development to be included in the workload model for all staff

Table 37: Academic Promotions in the department

| Grade applied for        | Promotion process stage | 2015/16 |   | 2016/17 |   | 2017/18 |   | 2018/19 |   | 2019/20 |   | 2020/21 |   | Total |   |
|--------------------------|-------------------------|---------|---|---------|---|---------|---|---------|---|---------|---|---------|---|-------|---|
|                          |                         | F       | M | F       | M | F       | M | F       | M | F       | M | F       | M | F     | M |
| Associate Professor (G9) | Number promoted         | 2       | 1 | 1       | 2 | 1       | 0 | 4       | 1 | 2       | 1 | 1       | 1 | 11    | 6 |
|                          | Number not promoted     | 2       | 1 | -       | - | -       | - | -       | - | -       | - | -       | - | 2     | 1 |
| Professor (G10)          | Number promoted         | -       | - | -       | - | 2       | - | 2       | 3 | -       | 3 | 0       | 3 | 5     | 9 |
|                          | Number not promoted     | 1       | - | 1       | - | -       | - | -       | 2 | -       | - | -       | - | 2     | 2 |
| Professor (Band Change)  | Number promoted         | -       | - | -       | - | -       | - | -       | 1 | -       | - | -       | - | -     | 1 |
|                          | Number not promoted     | -       | - | -       | - | -       | - | -       | - | -       | - | -       | - | -     | - |

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

Table 38: REF eligibility and submission comparison.

|             | REF2021 |      |          | REF2014 |      |          |
|-------------|---------|------|----------|---------|------|----------|
|             | Female  | Male | % Female | Female  | Male | % Female |
| Eligible    | 24      | 25   | 49%      | 15      | 17   | 47%      |
| Submitted   | 24      | 25   | 49%      | 12      | 14   | 46%      |
| % Submitted | 100%    | 100% |          | 80%     | 82%  |          |

At REF2014, more work of male than female staff was submitted. REF2021 moved to a full submission model (i.e. all eligible staff are submitted). The REF2021 submission included outputs from women (50.5%) and BAME staff (7%) which exceeds their representation in the department (45% and 6% respectively).

**Key career transition points: professional and support staff**

(i) Induction.

- Induction mirrors that of Academic staff
- In addition, the line manager and the PTO NAS agree a PDP.
- PTO staff at G1 to 5 have their PDP agreed as part of their induction process, which is reviewed at 3 and 6 months.
- PTO staff on G6 and above have their PDP agreed within 6 weeks of their start, reviewed at 6 and 11 months.
- New PSS are welcomed by the HoD in a departmental email which includes a formal welcome giving their name, job title and start date which are recorded at the next available BoS meeting and shared via social media.
- NAS receive a staff handbook and are provided with a mentor from within the PTO team.

(ii) Promotion.

Table 39: Professional, Technical, and Operational (PTO) staff by job family

| Job Family                                | Gender   | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|---|----------|---------|---------|---------|---------|---------|---------|
| Business Process and People Services      | Female   | 8       | 10      | 10      | 7       | 7       | 9       |
|   | Male     | 2       | 2       | 2       | 2       | 1       | 2       |
|   | % Female | 80.0%   | 83.3%   | 83.3%   | 77.8%   | 87.5%   | 81.8%   |
| Technical Research and Technical Services | Female   | 2       | 2       | 1       | 1       | 1       | 1       |
|   | Male     | 2       | 2       | 2       | 2       | 2       | 2       |
|   | % Female | 50.0%   | 50.0%   | 33.0%   | 33.0%   | 33.0%   | 33.3%   |
| Unknown                                   | Female   | 0       | 0       | 0       | 0       | 0       | 0       |
|   | Male     | 1       | 1       | 0       | 0       | 0       | 0       |
|   | % Female | 0%      | 0%      | -       | -       | -       | -       |
| All PTO staff                             | Female   | 10      | 12      | 11      | 8       | 8       | 10      |
|   | Male     | 5       | 5       | 4       | 4       | 3       | 4       |
|   | % Female | 66.7%   | 70.6%   | 73.3%   | 66.7%   | 72.7%   | 71.4%   |

- About 70% of PTO staff are female.
- By job family, about 80 to 90% of Administrative staff are female compared to 30-50% of Technical staff. Most of the department's PTO staff are female, with Administrative staff more likely to be female than Technical staff, although the Technical Manager is female.
- Ethnicity data reveal that all PTO staff are white.

Table 40: PTO staff by full time and part time status, gender, and year

| Gender | Full Time / Part Time | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|--------|-----------------------|---------|---------|---------|---------|---------|---------|
| Female | Full Time             | 7       | 8       | 7       | 5       | 5       | 8       |
|        | Part Time             | 3       | 4       | 4       | 3       | 3       | 3       |
|        | % Part Time           | 30.0%   | 33.3%   | 36.4%   | 37.5%   | 37.5%   | 27.3%   |
| Male   | Full Time             | 5       | 5       | 4       | 4       | 3       | 4       |
|        | Part Time             | 0       | 0       | 0       | 0       | 0       | 0       |
|        | % Part Time           | 0%      | 0%      | 0%      | 0%      | 0%      | 0%      |

- Around 33% of female (0% male) PTO staff worked part-time during the reporting period.

Table 41: PTO staff by permanent and fixed term status, gender, and year

| Gender | Full Time / Part Time | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|--------|-----------------------|---------|---------|---------|---------|---------|---------|
| Female | Fixed Term            | 0       | 1       | 1       | 0       | 0       | 0       |
|        | Permanent             | 10      | 11      | 10      | 8       | 8       | 11      |
|        | % Fixed Term          | 0%      | 8.4%    | 9.0%    | 0%      | 13.0%   | 0%      |
| Male   | Fixed Term            | 0       | 0       | 0       | 0       | 0       | 0       |
|        | Permanent             | 5       | 5       | 4       | 4       | 3       | 4       |
|        | % Fixed Term          | 0%      | 0%      | 0%      | 0%      | 0%      | 0%      |

- Most PTO staff are employed on permanent contracts.
- A small proportion, equivalent to one or two staff members each year, of female PTO staff have been employed on fixed-term contracts. All males have been employed on permanent contracts.

Table 42: PTO staff leavers by job family, gender, and year

| Job family                                | Gender |              | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|---|--------|--------------|---------|---------|---------|---------|---------|---------|
| Business Process and People Services      | Female | Staff        | 8       | 10      | 10      | 7       | 7       | 9       |
|   |        | Leavers      | 0       | 0       | 3       | 1       | 0       | 1       |
|   |        | Leaving rate | -       | -       | 30.0%   | 14.3%   | -       | 11.1%   |
|   | Male   | Staff        | 2       | 2       | 2       | 2       | 1       | 2       |
|   |        | Leavers      | 0       | 0       | 0       | 1       | 0       | 0       |
|   |        | Leaving rate | -       | -       | -       | 50.0%   | 0       | -       |
| Technical Research and Technical Services | Female | Staff        | 2       | 2       | 1       | 1       | 1       | 2       |
|   |        | Leavers      | 0       | 1       | 0       | 0       | 0       | 0       |
|   |        | Leaving rate | -       | 50.0%   | -       | -       | -       | -       |
|   | Male   | Staff        | 2       | 2       | 2       | 2       | 2       | 2       |
|   |        | Leavers      | 0       | 0       | 0       | 0       | 0       | 0       |
|   |        | Leaving rate | -       | -       | -       | -       | -       | -       |
| Unknown role                              | Female | Staff        | 0       | 0       | 0       | 0       | 0       | 0       |
|   |        | Leavers      | 0       | 0       | 0       | 0       | 0       | 0       |
|   |        | Leaving rate | -       | -       | -       | -       | -       | -       |
|   | Male   | Staff        | 1       | 1       | 0       | 0       | 0       | 0       |
|   |        | Leavers      | 0       | 1       | 0       | 0       | 0       | 0       |
|   |        | Leaving rate | -       | 100%    | -       | -       | -       | -       |

Table 43: Applicants, shortlisted candidates and candidates accepting offers for PTO posts by gender 2016/17 and 2020/21

| Year*   | Gender   | Applied | Shortlisted | Accepted | Shortlisted : Applied | Accepted: Shortlisted | Accepted : Applied |
|---------|----------|---------|-------------|----------|-----------------------|-----------------------|--------------------|
| 2016/17 | Female   | 18      | 9           | 2        | 50.0%                 | 22.2%                 | 11.1%              |
|         | Male     | 3       | 0           | 0        | 0%                    | 0%                    | 0%                 |
|         | Unknown  | 0       | 0           | 0        | -                     | -                     | -                  |
|         | % Female | 85.7%   | 100%        | 100%     |                       |                       |                    |
| 2019/20 | Female   | 14      | 8           | 2        | 57.1%                 | 25.0%                 | 14.3%              |
|         | Male     | 9       | 2           | 0        | 22.2%                 | 0%                    | 0%                 |
|         | Unknown  | 2       | 0           | 0        | 0%                    | 0%                    | 0%                 |
|         | % Female | 56.0%   | 80.0%       | 100%     |                       |                       |                    |
| 2020/21 | Female   | 50      | 19          | 4        | 38.0%                 | 21.1%                 | 8.0%               |
|         | Male     | 20      | 8           | 1        | 40.0%                 | 12.5%                 | 5.0%               |
|         | Unknown  | 4       | 3           | 0        | 75.0%                 | 0%                    | 0%                 |
|         | % Female | 67.6%   | 63.3%       | 80.0%    |                       |                       |                    |
| Overall | Female   | 82      | 36          | 8        | 43.9%                 | 22.2%                 | 9.8%               |
|         | Male     | 32      | 10          | 1        | 31.3%                 | 10.0%                 | 3.1%               |
|         | Unknown  | 6       | 3           | 0        | 50.0%                 | 0%                    | 0%                 |
|         | % Female | 68.3%   | 73.5%       | 88.9%    |                       |                       |                    |

\*Recruitment exercises for PTO roles occurred in 2016/17, 2019/20 and 2020/21.

- 66% of applicants for PTO roles in the department were female and females were three times more likely to be shortlisted.
- The number of PTO roles advertised are too few to draw firm conclusions, but the data indicate that most applicants are female and that females are more successful than males in the recruitment process.

Table 44: Applicants, Shortlisted and Appointed Candidates for PTO Posts by job family and gender 2016/17 and 2020/21 combined

| Job Family                                | Gender   | Applied | Shortlisted | Accepted | Shortlisted : Applied | Accepted: Shortlisted | Accepted: Applied |
|---|----------|---------|-------------|----------|-----------------------|-----------------------|-------------------|
| Business Process and People Services      | Female   | 80      | 34          | 9        | 42.5%                 | 26.5%                 | 11.3%             |
|   | Male     | 30      | 9           | 1        | 30.0%                 | 11.1%                 | 3.0%              |
|   | Unknown  | 4       | 3           | 0        | 75.0%                 | 0%                    | 0%                |
|   | % Female | 70.2%   | 73.9%       | 90.0%    |                       |                       |                   |
| Technical Research and Technical Services | Female   | 2       | 2           | 1        | 100%                  | 50.0%                 | 50.0%             |
|   | Male     | 2       | 1           | 0        | 50.0%                 | 0%                    | 0%                |
|   | Unknown  | 2       | 0           | 0        | 0%                    | 0%                    | 0%                |
|   | % Female | 33.3%   | 66.7%       | 100%     |                       |                       |                   |

- More females applied for Administrative than for Technical roles.
- There were equal male and female applicants for a Technical position.
- The female applicant secured the position.

There is no formal promotion process for PSS. Career progression for PS staff is possible via the following routes, with one staff member being promoted from a supporting role to a higher grade in 2021.

- Staff fulfilling essential criteria for a vacancy can apply for higher-grade positions within DU.
- The department encourages existing staff to apply for internal progression opportunities via their line manager.
- Requests for a re-grade of an existing role can be made depending on change to responsibilities.
- DU implemented 'Job Families' into the existing structure for PSS which offers consistency and transparency based on the role requirements for each respective grade and area.
- Outstanding contribution from PSS is recognised via the Discretionary Award Scheme or Exceptional Contribution Payment Scheme.
- Actions around promotion for PSS staff are limited, but some training opportunities that could assist in career progression are included in (**ACTION POINT 1.4d**).

1.4d ADR reviewer to discuss re-grading potential and career progression via internal vacancies in the university

## b. Career development: academic staff

### (i) Training.

- Training needs and goals are identified yearly through the DPPC with each member of staff receiving written feedback followed by an in-person meeting on their progress in the previous year (including training courses taken) and potential training for progression.
- In the feedback meeting uptake of training is monitored, and effectiveness assessed.
- If the University cannot offer the training required, the department supports staff to undertake training outside of the University (e.g., programmes such as Aurora and Leadership Matters)
- Of those who undertook at least 1 training course (66% of female and 84% of male respondents), most agreed (88%) that the course was “useful” or “somewhat useful” with only 12% indicating that it was not useful.
- The March 2022 survey indicated that 97% of respondents agreed that they were given opportunities to participate in career development training (79% of males and 75% of females). However, only 23% of respondents agreed that they had adequate time to do so (21% of males and 21% of females). We will add an allowance for training to the workload model (**ACTION POINT 1.3d**).

### (ii) Appraisal/development review.

- The current appraisal/development progression scheme reviews all eligible staff, namely E&R-Track, E-Track, and R-Track staff, and considers their potential for promotion or development. Oral and written Feedback against the criteria relate to research, education, and citizenship from DPPC comes from a panel member, in a form of ADR.
- T-FT and R-FT submit annual development reviews on a standard template before meeting their line manager for the review. The Department Manager oversees this process to ensure all ADRs are complete.

Data from the 2022 Staff Survey indicate significant dissatisfaction with the current arrangements for annual review. Only 25% of academic staff in the survey reported being satisfied with the annual staff review process, and this was a gendered issue with only 15% of women reporting satisfaction. Furthermore, staff seem particularly unhappy with feedback that helps with setting clear objectives (50% of staff, but only 35% of female academics feel supported in this as part of annual reviews). They also disagree that feedback has better prepared them for promotion (57.5% of staff agree that feedback supports them, but only 30% of female academics agree). While the DPPC scheme has undoubtedly created a more transparent and fairer system, with explicit criteria for promotion, staff feel that a proper opportunity to reflect on professional and career development is now missing. We will explore ways for the feedback meeting to be more focussed on a reflection of the reviewee’s targets, and how to develop achievable goals (**ACTION POINT 1.4**).

Actions to improve progression and promotion of female staff in academic posts: annual review

1.4a Explore opportunities for enhancing training provided by HR for DPPC members

1.4b Encourage staff to undertake training for translating guidance into practice

1.4c Workload committee to consider increasing time allocation given to reviewers to enhance the quality of feedback/discussions with reviewees

1.4d ADR reviewer to discuss re-grading potential and career progression via internal vacancies in the university

(iii) Support given to academic staff for career progression.

A mentoring scheme was implemented for ECR academic staff in 2016 (**2016-AP8**) and was subsequently extended to all NAS and then voluntarily to all staff. The 2022 staff survey revealed considerable variability in the outcomes of mentorship. 53% all (47% female) felt their mentor acted as a role model, and similar numbers (50% all, 47% female) said the mentor advised on activities/experience useful/needed for career progression, and helped them understand department politics (44% all, 50% female). Slightly lower numbers were advised on balancing different commitments (37% all, 43% female), and much lower numbers stated that their mentor had used their professional networks on their behalf (21% all, 20% female) and championed them and their work (19% all, 21% female). Currently there is no formal mechanism for training for mentorship, so our focus will be to reduce variability in mentoring experience by providing clearer training opportunities. In particular, for R-FT staff, who are predominantly female, mentoring is a key priority for action. **2016-AP7** was intended to improve the PDRA community but actions relied heavily on annual activities by staff, including careers talks, fellowship applications, peer-review training. While these were implemented at the time, staff turnover and the pandemic have led to a lull of activities. Our actions will focus on mentoring as this is an individual relationship that can be fostered outside of department-wide activities for R-Track staff (**ACTION POINT 5.1**).

Actions to improve mentoring experiences and ultimately their inclusion in the department

5.1a Assign all PDRAs a mentor, whose role is appropriately compensated in the workload model

5.1b Generate guidelines for PDRA mentoring around topics, frequency, and provided to both mentor and PDRA

5.1c Deliver a mentoring workshop in collaboration with the University mentoring lead

(iv) Support given to students (at any level) for academic career progression.

The department, to foster student career progression, has developed a strong relationship with the University's Careers and Enterprise Centre, providing dedicated advice sessions for penultimate and final year undergraduate and taught postgraduate students in Psychology, as well as a yearly series of external careers talks relating to career routes such as clinical psychology, forensic psychology, and charity sector roles.

Until 2019 the department hosted an annual employability retreat for Level 2 students, spending 1-2 days on various employability-related activities such as teamwork, CV writing, skills audits, and mock interviews. Comparable events could not take place in 2020 and 2021 due to COVID restrictions but will be reinstated.

We have also developed modules focussed career progression. A final year elective module called "Psychology-in-the-Workplace" gives students the opportunity to use and enhance their psychology skills and knowledge whilst on placement with a local organisation. This module had to be cancelled due to COVID in 2020, although an updated version is starting in 2022/23. In 2020/21 we introduced a Level 1 Careers in Psychology module. This module directly embeds employability in the curriculum and includes teaching career routes for psychology graduates, direct employability skills e.g., job-searching and writing applications, helping students to understand their own skills, values, and interests to help them to manage their own careers. In 2020/21 DU introduced a placement year, and Psychology quickly established itself as one of the top departments in the University sending students out each year (2020/21: 11 students; 8 female and 3 males, although 4 others were cancelled due to COVID; 2021/22: 12 students; 10 females, 2 males). Placement opportunities undertaken are in diverse areas such as clinical psychology, HR, government social research, and marketing. Some students have also successfully secured graduate positions following their placement year demonstrating their value for enhancing career prospects.

For PGR students, a training needs analysis is completed with the supervisors, and reviewed annually by the PGR review team. Here, professional and career training can be monitored and advised upon to encourage PGR students to take up training events hosted by DU. PGR students can also make use of advice from the Careers and Enterprise Centre.

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

The department has several ways designed to support colleagues in successful grant applications.

- **2016-AP12** was designed to recognise research impact activities in our workload model. This was subsequently extended to research activities in general, including grant writing.
- For NAS and ECRs we have introduced a DoR-induction session which identifies the key sources of grant funding, including internal funding (up to £750) and Science Faculty seed-corn funding (up to £15k).
- NAS are introduced to Research and Innovation Services (RIS), who help staff identify appropriate schemes, provide examples of previously successful applications and deal with costings and legal issues.
- Robust peer review is embedded including Pitch-to-peer sessions, feedback from 'super-reviewers and mock interviews.

- Research leave provides support for the development of grant applications, and colleagues are encouraged to apply for their allocated 1 in 7 terms of leave to work on developing grants. Table 44 shows that research leave is routinely available and no gender differences exist in approval.
- If unsuccessful the PI can apply for additional departmental funding of up to £500 to engage in activities that strengthen the application for submission to a different scheme (e.g., pilot work, additional training, attracting collaborators). Unsuccessful applicants are encouraged to re-work their grant applications in the light of comments received from reviewers and pitch-to-peer commentators.
- In 2019/20 there were more female applications awarded rising from 44% to 52%. However, 2021 saw a decline in both submitted applications as well as the success rate which was the same for males and females.

Table 45: Research Leave applications approval rates from 2016 onwards

| Year    | Applications |    |       | Awarded |    |       | Success Rate |      |       |
|---------|--------------|----|-------|---------|----|-------|--------------|------|-------|
|         | M            | F  | Total | M       | F  | Total | M            | F    | Total |
| 2016/17 | 1            | 1  | 2     | 1       | 1  | 2     | 100%         | 100% | 100%  |
| 2017/18 | 3            | 1  | 4     | 3       | 1  | 4     | 100%         | 100% | 100%  |
| 2018/19 | 3            | 2  | 5     | 3       | 2  | 5     | 100%         | 100% | 100%  |
| 2019/20 | 3            | 0  | 3     | 2       | 0  | 2     | 67.0%        | -    | 67.0% |
| 2020/21 | 2            | 2  | 4     | 2       | 2  | 4     | 100%         | 100% | 100%  |
| 2021/22 | 2            | 5  | 7     | 2       | 5  | 7     | 100%         | 100% | 100%  |
| 2022/23 | 3            | 4  | 7     | 1       | 4  | 5     | 33.0%        | 100% | 71.0% |
| Overall | 17           | 15 | 32    | 14      | 15 | 29    | 82.0%        | 100% | 91.0% |

### C. Career development: professional and support staff

#### (i) Training.

PSS receive an ADR, completed with their line manager, in which an agreed training and development plan is created. The plan identifies any training and development needs and includes timescales for training (e.g., coaching, workshops, courses). Staff are encouraged to take part in training opportunities (including equality and diversity) that will assist both their personal and career development. Training records are reviewed at ADR to ensure staff are engaging in training.

#### (vi) Appraisal/development review.

- ADR for PSS is compulsory and takes place as part of appraisal/development. The standard form has six sections, including preference for areas to review, progress since last review (e.g. training courses), how to enhance potential, agreeing objectives and development plan.
- A copy of the development plan is forwarded to relevant departmental staff to help coordinate Departmental or Faculty development plans.
- Staff survey suggests PTO staff are generally satisfied with the ADR process (72.5% agree, but only 50% of women agree) (**ACTION POINT 1.4**).

#### (ii) Support given to professional and support staff for career progression.

The University offers a wide range of development opportunities for PTO and, as part of the University Open Course Training Programme staff are offered: online workshops, leaderships programmes, eLearning resources and webinars. All team members are encouraged by their managers to undertake a minimum of 21 hours CPD (pro rata) per year and to engage with the workshops and leadership programmes offered. Additionally, staff can take part in working groups, secondment or project work, work-shadowing opportunities. All PTO are assigned a mentor who they meet with regularly. Several members of the existing team have applied for and been successful in achieving promotion within the department, including the Departmental Manager, Learning and Teaching Manager and PGR Co-ordinator (all female). The Department is investigating introducing Apprentice and Development roles in 2023 to support PTO staff in their career progression.

#### d. Flexible working and managing career breaks

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

- Our Maternity Leave policy offers the ability to access Maternity, Adoption or Paternity Leave from day one of employment. This qualifying periods also apply to: Paternity Leave while Adopting; Shared Parental Leave; Parental Leave and Research Leave following Maternity. The length of time that staff receive full pay while on Maternity or Adoption Leave is 26 weeks.
- All staff are supported in taking parental leave, in attending prenatal appointments during working hours and in taking time out in the case of pregnancy complications and/or illness
- For all academics on parental leave, arrangements are made with the HoD for cover of teaching, research, administrative and managerial responsibilities before leave.
- PTO staff roles are back-filled with fixed-term staff to cover for parental leave.

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

- Staff are offered 10 Keeping-In-Touch (KIT) days. Colleagues on parental leave are invited to departmental events, such as Christmas or end-of-term parties and they are encouraged to bring their babies and children to the event.

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

- Staff have a return-to-work meeting with HoD.
- Reintegration is monitored by line manager.
- During maternity leave returners can apply for travel funds to attend conferences with childcare paid by DU.
- Flexible and part-time working can be requested on return from maternity/adoption leave.
- Returners are entitled to a term of research leave in the year following their return, in addition to their regular allowance.
- Research allocation for returners is doubled to £2000 to facilitate their research.
- DU's Day Nursery, for children between six weeks and school-age, is available for children of staff, students, and the community. All University employees can make a tax and national insurance saving on monthly nursery fees payments via DU's salary sacrifice scheme.

(iv) Maternity return rate.

Table 46: Academic staff – gender

| Year    | Maternity (Female) | Paternity (Male) | % Female |
|---------|--------------------|------------------|----------|
| 2015/16 | 1                  | 2                | 33.3%    |
| 2016/17 | 1                  | 1                | 50.0%    |
| 2017/18 | 1                  | 0                | 100%     |
| 2018/19 | 0                  | 0                | -        |
| 2019/20 | 1                  | 1                | 50.0%    |
| 2020/21 | 0                  | 0                | -        |
| Overall | 4                  | 4                | 50.0%    |

Table 47: Academic staff by gender and grade

| Year    | Maternity (Female) |    |    | Paternity (Male) |    |    | % Female |      |      |
|---------|--------------------|----|----|------------------|----|----|----------|------|------|
|         | G7                 | G8 | G9 | G7               | G8 | G9 | G7       | G8   | G9   |
| 2015/16 | 0                  | 1  | 0  | 0                | 0  | 2  | 0        | 100% | 0    |
| 2016/17 | 0                  | 1  | 0  | 1                | 0  | 0  | 0        | 100% | 0    |
| 2017/18 | 0                  | 0  | 1  | 0                | 0  | 0  | 0        | 0    | 100% |
| 2018/19 | 0                  | 0  | 0  | 0                | 0  | 0  | -        | -    | -    |
| 2019/20 | 0                  | 0  | 1  | 0                | 1  | 0  | 0        | 0    | 100% |
| 2020/21 | 0                  | 0  | 0  | 0                | 0  | 0  | -        | -    | -    |
| Overall | 50%                |    |    | 50%              |    |    | 0%       | 67%  | 50%  |

Table 46 shows that parental leave is taken by both female and male academic staff and is evenly distributed over G7 to 9.

Table 48: PTO staff – grade split not available

| Year    | Female    |                       | Male      |                       | % Female |
|---------|-----------|-----------------------|-----------|-----------------------|----------|
|         | Maternity | Unpaid Parental leave | Paternity | Unpaid Parental leave |          |
| 2015/16 | 0         | 1                     | 0         | 1                     | 50.0%    |
| 2016/17 | 0         | 1                     | 1         | 1                     | 33.3%    |
| 2017/18 | 0         | 1                     | 1         | 1                     | 33.3%    |
| 2018/19 | 0         | 1                     | 0         | 1                     | 50.0%    |
| 2019/20 | 0         | 0                     | 0         | 0                     | -        |
| 2020/21 | 0         | 0                     | 0         | 0                     | -        |
| Overall | 0         | 4                     | 2         | 4                     | 40.0%    |

To maximise flexibility, some PTO staff opt to supplement their annual leave with unpaid parental leave. This is discussed with the line manager to ensure that other paid routes are not available and is supported where applicable. Out of PTO staff, 4 females and 4 males took unpaid parental leave which includes holiday extensions.

All PTO staff returned after parental leave.

Table 49: Academic and PTO combined

| Year    | Female    |                       | Male      |                       | % Female Maternity and unpaid parental leave |
|---------|-----------|-----------------------|-----------|-----------------------|--|
|         | Maternity | Unpaid Parental leave | Paternity | Unpaid Parental leave |  |
| 2015/16 | 1         | 1                     | 2         | 1                     | 40%  |
| 2016/17 | 1         | 1                     | 2         | 1                     | 40%  |
| 2017/18 | 1         | 1                     | 1         | 1                     | 50%  |
| 2018/19 | 0         | 1                     | 0         | 1                     | 50%  |
| 2019/20 | 1         | 0                     | 0         | 0                     | 100%   |
| 2020/21 | 0         | 0                     | 0         | 0                     | -  |
| Overall | 4         | 4                     | 5         | 4                     | 47%  |

Overall parental leave is taken by both Academic and PTO staff evenly distributed between males and females with a 100% return rate and remaining in post 18-months after return, suggesting that parental leave support is well-received. There were no incidences where contracts were not renewed during parental leave.

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

**2016-AP15** was based around making university parental leave documentation more visible to relevant staff members. This was implemented on the department website. Shared and parental leave flexibility is discussed with all staff at the point it becomes relevant to do so. Uptake for both male and female parental leave is consistent. However, based around our plans to embed EDI principles more firmly in our work culture, we intend to improve dissemination of information around parental leave (**ACTION POINT 6.1a**).

Table 50: Paternity, shared parental, adoption, and parental leave uptake

| Year    | Maternity Leave |      |      | Paternity Leave |      |    | Unpaid Parental Leave |      |     |
|---------|-----------------|------|------|-----------------|------|----|-----------------------|------|-----|
|         | Female          | Male | %F   | Female          | Male | %F | Female                | Male | %F  |
| 2015/16 | 1               | 0    | 100% | 0               | 2    | 0% | 1                     | 1    | 50% |
| 2016/17 | 1               | 0    | 100% | 0               | 2    | 0% | 1                     | 1    | 50% |
| 2017/18 | 1               | 0    | 100% | 0               | 1    | 0% | 1                     | 1    | 50% |
| 2018/19 | 0               | 0    | 0%   | 0               | 0    | 0% | 1                     | 1    | 50% |
| 2020/21 | 0               | 0    | -    | 0               | 0    | -  | 0                     | 0    | -   |

(vi) Flexible working.

- We support and implement DU policy on Right to Request Flexible Working. Recent research (Li & Wang 2022) indicates that women benefit from flexible working patterns in terms of their mental health.
- Additionally, the Teaching Timetabling request policy allows academic staff to request flexible working around teaching commitments. Such requests can be made annually, before the start of term, to ensure that the Department has time to plan for changes to timetabling and space utilisation.
- The department encourages not only parental leave adjustments but also other care responsibilities such as caring for ailing/elderly parents. This is requested from and discussed with the HoD.
- DU has instigated a Hybrid working pilot programme for PTO staff to work off-campus at times. The Department has embraced this method of working and a number of PS staff are involved
- Furthermore, there is the potential to work part-time with the request for temporary changes or trial periods of up to 12 months' duration and subject to review.

***“Due to primary caring responsibilities... I recently requested to work 0900-1500 on campus and 1900-2100 at home Monday-Friday. I met my HoD several times to talk about flexible working options and my flexible working application was fully supported. This flexibility is absolutely essential for me to be able to manage full-time work together with caring responsibilities. This will take effect in the new academic year when my son starts school and when childcare will become more challenging. It can be difficult to manage a full-time job with being a single parent, but this flexibility makes it much more manageable.”***

Anonymous staff quote.



*“When my daughter turned nine months old I took 12 weeks of shared parental leave, and since then I have been working a three-day week. The department were fully supportive of both my initial leave and my flexible working arrangements, and I really appreciate the opportunity to balance my time with her and my work for the university. I tell my students I am unavailable on Tuesdays and Thursday because I am doing applied developmental psychology!”*

Dr Ben Alderson-Day, 6/2022

**2016-AP16** focussed on staff adhering to the university’s flexible working policy, and the 2022 survey showed evidence of impact in that 58% of academic staff female responders (and 63% of all) felt that flexible working was easily available to them and 79% of female (87% of all) staff said that they had taken up the available flexibility at some point, indicating that the desired use of flexibility is high.

The survey showed further work is needed, particularly for women, to build confidence in flexible work as only 33% of respondents (0% female) agreed that staff who work flexibly are offered the same career development opportunities as those who work full time. This is a reduction on the responses to the same question in the Winter 2019 Staff Survey, where 43% of respondents agreed with the statement.

Flexible and part-time working are always considered at DPPC. Crucially, however, the biggest proportion of respondents (51%) neither agreed nor disagreed with the statement, suggesting that it is a lack of knowledge rather than negative experience that is driving this response. Only four part-time staff members responded to our March 2022 questionnaire. However, all four indicated that they had participated in at least two university-provided career development training courses, and all of the respondents agreed that the training was useful (**ACTION POINT 6.1a**).

“The fact that fractional staff are promoted at Durham is the strongest sign that the department takes the progression of part-time staff seriously”

Professor Charles Fernyhough, 7/22

Actions to improve awareness and engagement from staff throughout the department with EDI principles and practices

6.1a Create department-wide shared folder containing information about parental leave and flexible working to show that they do not negatively affect promotion and recruitment

#### Transition from part-time back to full-time after career breaks

- We have embedded support for transition to full-time work in our advertisements for academic positions that encourage job shares, allowing new staff to take up positions in the department to restart their career taking account of career breaks.
- We work actively with RIS to attract ECRs who are returning to work after career breaks. Any calls for appropriate schemes are advertised by our Senior Research Administrator. Currently one member of R-FT staff is supported by a Daphne Jackson Fellowship which supports people who have taken a break of two years or more from research for family, caring or health reasons.
- One member of PTO staff (Technical Manager) recently returned to full-time work after working part-time for family reasons. She requested the change directly with the HoD who supported her transition directly by liaising with our HR Business Partner.
- One member of E&R-Track staff joined the department on a part-time basis as they had another research-only post in Finland. When this post ended, the Department supported her transition to full-time work at DU.

#### e. Organisation and Culture

##### (i) Culture.

The results of the staff survey and the success of our female staff in promotions, teaching excellence and grant capture, suggests that the long-term changes we have made means that our workplace incorporates the Charter principles.

- Before the Pandemic (2019 staff survey), 72% of staff agreed that they were kept informed about EDI issues and actions across the department. **2016-AP5, 6, 8, 15, 16, 18** all involved greater visibility and dissemination of EDI issues and policies, so these actions have had Impact. However, in 2022 this fell to 40% for academic staff (35% of women), possibly due to problems of communication and engagement during the pandemic as well as the rapid increase of new appointments.
- These figures are slightly better for PTO staff (54.5% agree overall, 50% women), which may reflect a stronger team-aspect of the PTO staff's work during the pandemic.
- As a Psychology department, we are mindful of ways to engage others with the Charter Principles, recognising that their acceptance often requires a step-change in the cultural fabric of institutions. We seek to find new methods of engagement that rely on cultural as well as informational approaches.

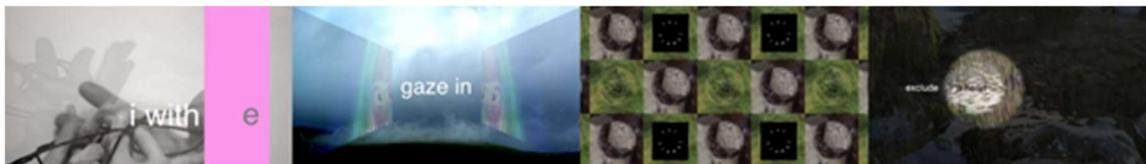


Figure 17: Selected images of the Jewels in the Dark video installation

- One such example is our engagement using a video installation '[Jewels in the Dark](#)' which demonstrates the effect of deleting one voice of influence and its consequences. This sensory-arrestment demonstrates the core of the AS Charter; namely, that academia cannot reach its full potential unless it can benefit from the talents of all.
- We have broadened the scope of our research and teaching to include Quantitative Social Psychology (and EDI relevant content). One colleague is a winner of the prestigious British Psychology Society (BPS) *President's Award for Distinguished Contributions to Psychological Knowledge* for work on the Psychology of EDI. We are now interlacing our commitment to equality with our research and research-led teaching (e.g., EDI studentship, EDI-focused projects in Behavioural Science BSc and MSc). By providing robust examples of equality early in many of our students' careers, we hope to instil in our students progressive values of societal equality.
- In our 2022 Student survey 84% of students strongly or somewhat agreed that in the department people are treated equally regardless of language, race, or social background (83% of females and 88% of males). The 2022 staff survey was less positive with 48% of staff agreeing with the same statement (42% of female and 58% of male staff).
- To embed EDI principles more strongly into Departmental Culture, we will host an annual continuous professional development event which will include refreshers and workshops on key university policies, AS actions, and other relevant updates. We will also add EDI news to the department newsletter to vary the means by which information is disseminated (**ACTION POINT 6.1b 6.1c**).

Actions to improve awareness and engagement from staff throughout the department with EDI principles and practices

6.1b Host annual continuous professional development event for refreshers and workshops on EDI issues

6.1c EDI to be added to the departmental newsletter

(ii) HR policies.

Any significant changes to HR policies are approved by UEC. DU has a dedicated HR policy page which is accessible to all staff. To ensure that the Department's application of HR policies is consistent our SharePoint page links to DU pages on EDI, Bullying Harassment Procedure for Students, Respect at Work: Harassment and Bullying Procedure for Staff, Gender Identity Policy and Trans and Intersex Inclusion Policy. In addition, the Department has a dedicated HR Business Partner who meets monthly with the HoD and Department Manager to provide support, advice, and guidance to ensure that policies and best practice are always followed, as per **2016-AP14**.

Any new initiatives or changes to DU policy are highlighted to all staff via email by the Department Manager. Policy changes particularly applicable to those with management responsibilities are disseminated by the HoD during SMT meetings.

In our March 2022 staff survey (**2016-AP14**) we asked staff whether they felt that bullying was effectively tackled in the department. We received responses from 29 staff, (48% academics, remainder PSS, female 48%). 24 reported that they felt confident their line manager/supervisor leads by example to prevent harassment, bullying and offensive behaviour. However, only 11 agreed that adequate resources were allocated to prevent this behaviour. Regarding supervisor/line manager responsibilities, less than half of the staff (12) reported knowing what their line manager’s responsibilities were in terms of preventing bullying, harassment, and offensive behaviour. 16 staff felt ‘very confident’, and 4 ‘somewhat confident’ that their line manager would deal effectively with inappropriate behaviour (70% of respondents). However, 4 reported not feeling confident at all (14%). 16 reported being ‘very confident’, 5 ‘confident’ to speak about these behaviours to their line manager. However, 6 responded that they did not feel confident reporting issues. Our work on these issues will focus on gathering relevant university policy information to disseminate at department level, via our shared folder and Annual CPD event (**ACTION POINT 6.2**).

Actions to improve awareness and engagement from staff throughout the department with EDI principles and practices

6.2a Gather university level information on bullying and harassment reporting issues, such as anonymity, consequences, levels of consequence

6.2b Share information gathered in 6.2a via shared folder 6.1b and CPD event 6.1c

(iii) Representation of men and women on committees.

R-FT and T-FT (both groups having a high proportion of women) staff are represented on all departmental committees following feedback.

Representation of males and females on committees has changed over the years with committee chairs 100% male in 2015/16 to equal males and females in 2020/21.

The HoD asks academic staff annually for expressions of interest concerning committee membership, ensuring that gender is balanced across committees and that all staff have an opportunity to participate in decision-making. Membership of committees is included in the WLM. These actions were a response to our **2016-AP17** and **AP18** which focussed on ensuring staff did not feel uncomfortable or disadvantaged because of their gender.

The actions appear to have had a positive impact: 70% (73% female) of respondents in 2022 agreed with the statement “*Staff are treated on their merits irrespective of their gender*”. However, this is a decrease compared with 2018 in which 82% agreed (85% female). This may be due to the impact of COVID, but **ACTION POINT 1** on is based around promoting equality.

Table 51: Committee Membership

| Committee                         | 2015/16 |   |    |       | 2016/17 |   |    |       | 2017/18 |   |    |       | 2018/19 |   |    |       | 2019/20 |   |    |       | 2020/21 |   |    |       |
|-----------------------------------|---------|---|----|-------|---------|---|----|-------|---------|---|----|-------|---------|---|----|-------|---------|---|----|-------|---------|---|----|-------|
|                                   | F       | M | %  | Chair |
| Education UG                      | 2       | 6 | 25 | M     | 2       | 6 | 25 | M     | 3       | 6 | 33 | M     | 2       | 6 | 25 | M     | 3       | 5 | 38 | M     | 2       | 5 | 29 | M     |
| Education PG (all)                | 3       | 3 | 50 | M     | 5       | 1 | 83 | M     | 5       | 4 | 56 | M     | 5       | 2 | 71 | F     | -       | - | -  | -     | -       | - | -  | -     |
| Education PGT                     | -       | - | -  | -     | -       | - | -  | -     | -       | - | -  | -     | -       | - | -  | -     | 4       | 2 | 67 | F     | 6       | 2 | 75 | F     |
| Education PGR                     | -       | - | -  | -     | -       | - | -  | -     | -       | - | -  | -     | -       | - | -  | -     | 3       | 4 | 43 | M     |         |   |    |       |
| Research                          | 6       | 4 | 60 | M     | 7       | 3 | 70 | F     | 7       | 5 | 58 | F     | 3       | 5 | 38 | F     | 4       | 6 | 40 | F     | 6       | 6 | 50 | F     |
| Health & Safety                   | 4       | 3 | 57 | M     | 4       | 3 | 57 | M     | 3       | 4 | 43 | M     | 3       | 4 | 44 | M     | 3       | 3 | 50 | M     | 4       | 3 | 57 | M     |
| SMT (all people PSS and academic) | -       | - | -- | -     | -       | - | -  | -     | 8       | 4 | 67 | M     | 7       | 3 | 70 | M     | 3       | 8 | 27 | M     |         |   |    |       |
| Workload Model                    |         |   |    |       |         |   |    |       |         |   |    |       | 4       | 6 | 60 | F     | 7       | 8 | 44 | F     | 3       | 7 | 30 | M     |
| AS/EDI                            | -       | - | -  | -     | -       | - | -  | -     | 8       | 3 | 73 | M     | 7       | 3 | 70 | M     | 8       | 4 | 67 | F     | 9       | 2 | 82 | F     |

(iv) Participation on influential external committees.

Staff are encouraged to put themselves forward for influential external elected positions. HoD advertises national and international opportunities. The Department Manager advertises internal opportunities, such as leading research institutes.

Four staff (three female) have significant responsibilities in cross-faculty, college and/or university-level management (University Research Institute Director; Pro-Vice Chancellor Global; Director of ESRC NINE-DTP; College Principal). Another staff member (male) recently became Director of DU's Institute of Advance Studies, an interdisciplinary institute for collaborative scholarship. Internal positions are included in the Workload Model (WLM).

Staff also have influential external positions (REF sub-panel member (one male one female) and interdisciplinary advisor; Chair of the British Psychological Society Developmental Psychology Section (female); member of the safeguarding and welfare committee of the Office for Students (male). Such positions are included as part of a colleague's research time in the WLM.

(v) Workload model.

All teaching and administrative tasks are allocated according to a WLM, in which teaching and administrative tasks are allocated time values. For E&R-Track staff, the remainder of their time is for research. The time value for administrative tasks is based on experience of previous post-holders. This model is set up prior to the start of each academic year. Newly appointed E&R-Track staff have a 50% reduction in their teaching and administrative workload in the first year and a 20% reduction in the second year, which was increased to 30% for two years during the COVID pandemic. The model is dynamic, such that changes in workload (e.g., covering sickness, joining committees) are reflected immediately. Research grant success leads to a lower teaching/admin load. Promotion criteria explicitly value teaching and citizenship success, as well as research success, so workload in these areas is considered as part of DPPC.

A workload committee, made up of a Chair (female), Directors of Education, Chairs of Boards of Examiners, HoD and Deputy HoD, PTO technician for IT support, and Department Manager, report to SMT and BoS. Workload by task type, gender, and grade are continuously monitored. Individuals can see their personal workload broken down by task, as well as an anonymised scale showing their own workload relative to other members of the department. The overall workload hours are shown in Figure 18 excluding colleagues on research leave, parental/adoption leave, and the HoD (which would bias the G10 data). The lower workload for women at G8 is likely due to the reduced teaching and administration for new staff who in recently recruitment rounds were predominantly women.

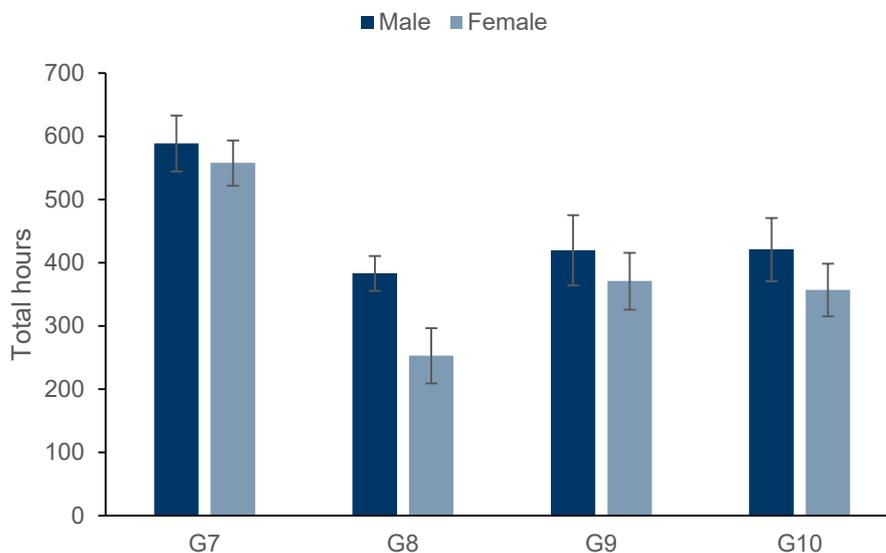


Figure 18: Mean total workload hours (+/- SEM) by gender and grade.

**2016-AP12** and **2016-AP13** were based around including certain administrative duties into the workload model, which have been implemented. The 2022 staff survey shows that overall agreement that work loaded time for teaching (40% female 54% all), research (55 % female, 49% all) and administration (55% female, 51% all) was reasonably consistent, if not universally agreed. However, for outreach (10% female, 18% all) and management duties (15% female, 25% all), more women felt these activities were not allocated sufficient time. 'Management duties' was not well defined, so more work is required to understand what is meant here. In addition, 'outreach' in this case conflated public engagement and impact work with external partners. Working with our Director of Impact, we recognise that these aspects should be separated in future surveys and more consideration given to Impact work for REF. One member of staff who worked on an Impact Case Study for REF2022 said:

***"Developing an ICS is not only about generating impact and writing a report. Aspects which feel somewhat overlooked include the time spent on activities like developing and maintaining stakeholder networks, or collating meaningful evidence, that are crucial to developing a strong case."***

Anonymous staff quote.

Our focus is now to survey staff to determine fair workload for certain duties. This has been carried out by the workload committee for teaching workload, but administrative duties are very varied and time investment in them is not always well understood. We will also publish the workload model anonymously for transparency, and to give staff confidence that workload is being allocated fairly. **ACTION POINT 4**

Actions to improve the workload model to better reflect the time required for activities

4.1a Conduct survey to gain further clarification about time allocation for additional activities

4.1b Based on findings of 4.1a, workload committee amend allocation for activities

4.1c Improve workload model to include early drafting of Impact case studies

4.1d Workload model to reflect workload at different stages of Impact case study development

4.1e Implement a workloaded deputy system for all SMT roles

4.2a A live workload model to be published and staff to be reminded of the model and its purpose annually



Figure 19: Technician who developed the technical side of the workload model system presenting the development at the Technician’s Commitment Event.

**External engagement:** The DoEDI is a member of HESPA (workload model group) and attended their 2019 conference to exchange ideas with different UK university representatives who are currently developing workload models.

(vi) Timing of departmental meetings and social gatherings.

All departmental meetings take place within core hours of 10:00 – 16:00 Monday to Friday. Weekly departmental seminars are timetabled in advance providing the opportunity for all staff to attend. In Non-COVID times the department holds regular social events, including an annual summer BBQ to which staff, PGR students and their families are invited, a yearly Christmas party held during the University workday to allow attendance and research groups hold informal coffee meetings. Our survey from 2022 confirmed that 82% of staff members feel that Department events/meetings are scheduled at times that make it possible for the majority to attend (e.g., announced well in advance), and 63% of staff members agree that work related social activities are likely to be welcoming to all when considering times, venues, and activities.

(vii) Visibility of role models.

Our EDI website established 2 years ago includes EDI activities and announces International Women’s Day, Pride, Transgender Day of Visibility and LGBTQ+ talks and events; decolonising the curriculum, as well as linking to the reporting tools available in the University. In 2021/22 we hosted 10 women and 3 men at guest seminars. In other years, the balance is more even (**ACTION POINT 6.1**).

(viii) Outreach activities.

Currently we have one member of the admissions team (female) whose role is to conduct the specific admissions-related outreach. To date that role has focused on widening participation rather than gender issues, and this has been the central admission team’s focus for recently. Other public engagement activities are not coordinated but individual staff can choose whether to undertake such work. As such, it is not formally recognised, but presumed to be a portion of research workload. It is unclear whether engagement or reporting of this is low, as not only is the sample small but data is also incomplete. The available HEBCI return data (see table 52) shows small numbers of staff taking on outreach such as media appearances and public lectures with no data recorded for 2018/19 and 2019/20. This might be due to a lack of engagement opportunities during COVID (**ACTION POINT 4.1**).

Table 52: HEBCI Return Data showing staff outreach and engagement activities

| Gender   | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|----------|---------|---------|---------|---------|---------|---------|
| Female   |         | 2       | 0       |         |         | 1       |
| Male     |         | 2       | 4       |         |         | 2       |
| % Female |         | 50%     | 0%      |         |         | 33%     |

Where outreach and engagement contribute to an impact case study it is formally recognised in the WLM. We intend to widen the importance of outreach beyond case study reports, partly due to COVID when few outreach activities were recorded.

## 1.CASE STUDIES: IMPACT ON INDIVIDUALS

**RECOMMENDED WORD COUNT: 1,000 WORDS.**

### CASE study 1



#### **Professor Lynda Boothroyd**

Having been an undergraduate in Durham (1997-2000), I returned in 2004 with an ESRC Postdoctoral Fellowship, was appointed TF before becoming a Lecturer in 2006, and promoted to SL/Associate Professor in 2014 and full professor in 2019. My post-PhD career has therefore been in Durham. I have reached Chair while geographically constrained by a spouse at another local university, and with two children. Currently, I am deputy HoD, and running three research grants, including leading a 4-country network on eating disorder prevention.

The trajectory of my career at Durham reflects significant gains the department has made in supporting and promoting women and those with caring responsibilities. I benefitted throughout from a supportive and collaborative research culture, with my early research grants built through collaboration with experienced senior colleagues, and my later grants supported by an expanding network of peers. I have been provided with training in research leadership, and research skills that fit well with my role as primary carer at home, and been supported to combine breastfeeding with continued research engagement both when on maternity leave, and after returning to work. The department has instituted major changes regarding maternity leave. In my first maternity period, I experienced negative reactions to pregnancy and high workload on return to work, but my second pregnancy was supported including pro-rata departmental financial resources. On my return, I shaped other aspects of the Returner's Policy, such as pro-rata workload management, and no teaching in the first term post-return. Since then, we have instituted research leave for all returning staff. I have also been supported to shape wider aspects of university EDI including being co-founder of the university's mothers support network in 2014, which went on to produce a major national survey (N=3000) and report on academic motherhood and the pandemic in 2021. I was also encouraged to take on co-leadership of the university's review of mentoring, shaping its recommendations, and as part of leadership training in 2018, I contributed to a review of best practice in monitoring sexual violence prevention.

Finally, it is notable that while it took 8 years to progress from Lecturer to SL/Associate Professor, it only took 5 years to achieve full chair. This reflects not only the increasing willingness to support promotion, the changing approach to handling maternity, and the support for my research career, but also the opportunities I have been given in leadership. I was supported to attend the Aurora scheme for women in HE when given the role of Research Group Leader; I subsequently became DoR for the department, a senior role which included responsibility not only for departmental strategy and research operations (including COVID response) but also our submission to REF. Alongside this, it was encouragement from the HoD that led me to stand as Vice-President of the European Human Behaviour Association – a role in which I have led on

anti-racism activities and developing a code of conduct to prevent sexual harassment and bullying at meetings.

My combined research and administrative leadership development in combination with the new promotions system, resulted in me being promoted to full professor at 40 years, the youngest professor the department has had.

## Case study 2 (member of SAT)



### **Mrs Carolyn Loughlin**

I have worked for DU for 17 years; I started my career in HR as a G3 part-time Receptionist. At the time, I was a mother of two young children and working part-time was the best option for my family. Over time I was promoted to a G4 HR Assistant, however with no further opportunities for progression in 2014 I applied and was successful in being appointed as a G5 Department Secretary in the Department of Psychology. When I joined the department, I was impressed with how friendly and open the department was with academic and PSS working together closely.

At this time my children were 10 and 12 years old and the department was accommodating and flexible when I needed to take time off to look after them due to illness or for any general childcare commitments. I had been with the department for several years when I needed to attend several hospital appointments because of an immediate family member's illness. During this time the department was supportive allowing me to work flexibly which enabled me to balance my family and work commitments and ensured that I could continue to work which was something I needed to do for my own mental well-being.

Throughout my time working at DU, I have been encouraged and supported to improve my existing skills and knowledge by attending various training and development. I have also completed several qualifications including CLAiT, NVQ Level 3 in Business Administration and ECDL.

With a new HoD appointed 2017 my role changed considerably. I was given the opportunity to take on more independent work and this resulted in my confidence growing and allowed me to develop my skills and knowledge. In 2018 an opportunity arose within the department for a temporary G7 Department Administrator. The department were keen to offer the opportunity for progression to an existing member of PSS and, after a competitive recruitment process, I was successful in being appointed to the role of temporary Department Administrator. The department arranged for me to be assigned a mentor, allowing me to access independent support and guidance, at any time.

In 2018/19 the University implemented a restructure across the administrative services. As a result of the restructure my substantive post of Department Secretary no longer existed, and I was job-matched to the G7 Learning and Teaching Manager role. Due to the changes associated with the restructure my temporary role of Department Administrator was matched to a G8 interim Department Manager role. In January 2020 I was successfully appointed to the Department Manager role on a permanent basis. I am being supported in this new role by undertaking a Leadership Essentials Development programme.

When I joined the department in 2014, I never imagined that I would hold the position I have today. This progression has been possible because of the support, encouragement and opportunities provided to me by the department. I now support and encourage the other members

of the PS team to take advantage of the numerous opportunities available within the department that have allowed me to progress successfully in my career.

## 6. Further information

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

Please comment here on any other elements that are relevant to the application.

## 7. Action plan

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

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

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

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

## Landscape page

If you require a landscape page elsewhere in this document, please turn on SHOW/HIDE  and follow the instructions in red. This text will not print and is only visible while SHOW/HIDE is on. Please do not insert a new page or a page break as this will mean page numbers will not format correctly.

- An action plan is in place to address identified key issues

### 7. ACTION PLAN

Please provide an action plan covering the five-year award period.

| Reference | Objective | Rationale<br>(what evidence prompted this action/ objective) | Specific actions | Timeframe    | Person responsible<br>(include job title) |           | Success criteria and outcome |
|-----------|-----------|--|------------------|--------------|---|-----------|------------------------------|
|           |           |  |                  | Start<br>End | Implementation                            | Oversight |                              |

**High Level Objective 1: To improve the recruitment, progression, and promotion of female staff in permanent academic posts, and to improve the promotion support available.**

Addressing AS Charter: Principle 1; Principle 2; Principle 4; Principle 6.

**Rationale:** Although there has been impact in terms of academic staff progression, generally there is a decline in female representation at higher grades indicating an issue with the career pipeline. The department has very small numbers of staff from ethnic minority groups, and we need to further consider the intersection of gender and ethnicity. Furthermore, staff survey data shows that female staff have concerns regarding aspects such as the effectiveness of staff reviews, the perceived value of certain roles, and the equality of opportunity to take on roles that facilitate promotion.

**Priority = 1**

|      |  |   |   |       |                    |              |  |
|------|--|---|---|-------|--------------------|--------------|--|
| 1.1a | Monitor recruitment, progression, and promotion statistics, looking at gender and its intersection with other factors. | Due to the small number of staff from ethnic minorities and the unequal gender ratios across grades, it is important to track staff progress to identify if there are specific factors that may be influencing progression and promotion. | Create and maintain a database containing details of staff promotions alongside staff characteristics. Data reviewed by the DoEDI, and action developed by EDIC if problematic patterns emerge. | 10/22 | Department Manager | HoD / Do EDI | Database created and maintained annually. If patterns emerge then actions are developed accordingly. |
|------|--|---|---|-------|--------------------|--------------|--|

|      |  |   |   |                |                    |       |   |
|------|--|---|---|----------------|--------------------|-------|---|
| 1.2a | Commitment to seek applicants from underrepresented groups, especially at higher grades. | Female applications drop to 41% for G9 posts, and 26% for G10 ones. | Ensure that future senior appointments proactively target applicants from underrepresented groups. This can be through targeted recruitment strategies such as advertising via specific networks (e.g. Women in Academia Support Network; The HE Directory of Black, Asian and Minority Ethnic Academics and Professional Staff), and directly approaching individuals. | 2022           | Recruitment leads  | HoD   | Advertisement of job posts recorded and reported to HoD and HR. |
| 1.2b |  |   | Lobby HR to remove male-coded language from the job advert template that must be used for all appointments.   | 10/22<br>09/23 | DoEDI              | HoD   | Job advert templates amended by HR.                             |
| 1.2c |  |   | Improve the information that is made available pre-application regarding the application requirements (e.g., videos explaining additional documentation and what it should include) to ensure equitability in terms of understanding terminology. Include such information generally within the Psychology Department's EDI website.                                    | 10/22          | Department Manager | DoEDI | Enhanced recruitment materials produced and shared publicly.    |

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|      |   |   |  |                |                                |                          | <i>Overall Success Criteria:</i><br>Increase the number of female applicants for grade 9 / 10 posts to 50% by 2026.  |
| 1.3a | Enhance departmental level support for progression and promotion activities, with the ultimate aim of increasing the promotion of women to higher grades. | There is a lower proportion of women at higher grades (e.g., 31% at G10) as compared to lower grades (e.g., 100% at G6). Furthermore, according to the Staff Survey 2022, 58% of female academic staff feel that the promotion process is clear and fair. | Develop progression and promotion training workshops for staff, which are delivered annually in advance of the promotion application deadline. The sessions will include an overview of the promotion procedures and regulations, as well as giving staff good examples to facilitate success.   | 09/22          | Secretary of DPPC / Deputy HoD | HoD                      | Progression and promotion workshops developed and delivered. 90% of academic staff reporting that the progression and promotion process is fair and transparent by 2026.     |
| 1.3b |   | Only 32.5% of academic staff think that the process of allocating administrative roles is fair and transparent, and furthermore only 20% of female academic staff have this opinion. Additionally, only   | Clear role descriptions for all roles in the department put on SharePoint so that they are accessible to all staff. This will enable staff to see which opportunities are available and better position themselves for opportunities that are within routes of interest (e.g., nominate themselves for Deputy Dol if they are too junior for Dol at that point). | 10/22<br>09/24 | Individual staff               | Workload Committee Chair | Role descriptions produced for all departmental roles and shared on SharePoint. 75% of staff reporting that the process for allocating administrative roles is fair by 2026. |

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|      |  | 17.5% of academic staff (and only 10% of female academics) feel like they get help with filling gaps in their CV.  |   |                |                       |     |   |
| 1.3c |  |  | Develop a role pipeline spreadsheet, in which all staff can say which role(s) they aspire to holding in 5 years' time. This will enable the HoD to allocate roles that will facilitate staff in reaching their longer-term ambitions. | 06/23<br>06/24 | Department<br>Manager | HoD | Spreadsheet created, completed annually by staff, and reviewed by the HoD during role allocation.   |
| 1.3d |  | In the Staff Survey 2022, 90% of respondents agreed that they were given opportunities to participate in career development training offered by the University. However, only 25% agreed that they allocated time to participate in such training. | Add continuous professional development into the workload model for all staff.  | 10/24<br>09/25 | Workload<br>Committee | HoD | WLM amended to include continuous professional development. 90% of staff report that they are allocated time for continuous professional development by 2026. |

|      |                                       |   |  |                |     |     |  |
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|      |                                       |   |  |                |     |     | <i>Overall Success Criteria:</i><br>50% of staff at G9 and 10 are women.   |
| 1.4a | Improved annual staff review process. | Departmental staff are generally dissatisfied with the current annual staff review process. However female staff are more dissatisfied. With respect to academic staff, only 25% feel like they receive a helpful annual review, but this drops to 15% when considering only female academics. As for PTO staff, 72.7% find the review helpful, but only 50% of female PTO staff do. Furthermore, 58% of female academics reported that staff reviews helped them to set objectives (as opposed to 67% of staff overall), and only 60% of female academic staff said that the review helped | Lobby HR to enhance the training they provide for ASR reviewers (who review PTO, T-FT or R-FT staff) and those involved in delivering DPPC reviews. Request that the training stress that reviews should provide opportunities for staff to discuss career aspirations and goal-setting with respect to achieving those aspirations. | 10/22<br>09/23 | HoD | SMT | Discussions held with HR regarding ASR/DPPC training. Training modified to incorporate more support for career management. |

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|      |  | prepare them for promotion (as opposed to 83% of staff overall).  |  |                |                    |                          |  |
| 1.4b |  |   | Staff encouraged annually to undertake the ASR/DPPC training provided by HR to help with translating guidance into practice. Reminders should highlight the value of the training with respect to standardising review practices and ensuring support of colleagues. | 10/22          | Department Manager | HoD                      | Annual email reminders sent to staff regarding ASR/DPPC training.  |
| 1.4c |  |   | Workload committee to increase the workload model time allocated for conducting staff DPPC reviews. Having more time would enhance the level of detail that can be covered in such discussions.  | 10/23<br>10/24 | Workload Committee | Workload Committee Chair | WLM amended to increase time allocated for conducting staff reviews.   |
| 1.4d |  | As mentioned above, only 50% of PTO staff find their annual review helpful, and in addition to which the only opportunities they have for promotion are through regrading or applying for a higher-grade internal position. | PTO ASRs to include discussion of regrading potential and career progression via higher grade internal vacancies.  | 10/22<br>-     | Department Manager | HoD                      | ADR reviewers reminded via email to discuss regrading / internal vacancies annually when conducting reviews. |

*Overall Success Criteria:*  
80% of all staff reporting satisfaction with the annual staff review process and component aspects by 2026.

**High Level Objective 2: To improve the progression opportunities of female staff from fixed-term to permanent positions.**

Addressing AS Charter: Principle 6; Principle 8

**Rationale:** There is a notable drop-off in the proportion of permanent staff who are female (44%) as compared to those staff who are on fixed-term contracts (86%). This indicates a decline in the opportunities for women to transition into a sustainable academic career, and puts the strains associated with short-term contracts onto a greater proportion of women than men.

**Priority = 2**

|      |  |  |   |                |                           |     |   |
|------|--|--|---|----------------|---------------------------|-----|---|
| 2.1a | Support for those on fixed-term positions to transition into permanent posts (at Durham or elsewhere). | There is a pipeline issue between fixed-term (86% F) and permanent staff (44% F) that means that women in the department are bearing more of the burden of fixed-term work than men proportionately. | Work with Durham University's Careers and Enterprise Centre to develop resources and opportunities specifically targeted at PDRAs and teaching fellows (e.g., academic CV writing, preparing academic job talks, etc.). | 10/22<br>09/25 | Director of Employability | HoD | Targeted resources developed and made accessible to relevant personnel. |
|------|--|--|---|----------------|---------------------------|-----|---|

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| 2.1b |  |  | <p>Make our internal appointment processes more transparent and accessible, including details on how applications are graded for instance, to help people to better prepare for the job market.</p> <p>Action 1.2c should also assist with helping with preparation of job applications.</p> | 10/22<br>09/25 | Director of Employability | HoD | Internal appointment processes document compiled and shared.  |
|      |  |  |  |                |                           |     | <p><i>Overall Success Criteria:</i></p> <p>Intention to gain a permanent academic post at appointment and success at gaining a permanent post at exit will be monitored. Success is that male and female fixed-term staff with an intention to progress to permanent roles do so equally.</p> |

**High Level Objective 3: Equalise progression opportunities from undergraduate to postgraduate levels (both taught and research).**

Addressing AS Charter: Principle 2; Principle 4; Principle 6

**Rationale:** Female representation is currently higher at undergraduate level (81%) than at taught (70%) and research (64%) postgraduate levels, indicating that females in psychology are not progressing equally within academia. At PGT level, although females are more likely to receive an offer, it is males who are more likely to accept that offer. With respect to PhDs, most students are female, but the proportion is much lower than at UG level, and this stems from the application numbers rather than offers/acceptances.

**Priority = 3**

|      |   |   |   |                |                            |   |   |
|------|---|---|---|----------------|----------------------------|---|---|
| 3.1a | Conversion of female applicants at PGT level. | Female applicants are more likely to receive PGT offers than males (53.8% versus 48.8%), but males are more likely to accept PGT offers (18.0% versus 14.9%). | Careers Survey with L3 students to understand about career goals, interest in PG study and particular courses, and concerns that they have about PG study (e.g., finance, time, etc), and if there are gender differences in these. | 10/22<br>09/23 | PGT<br>Course<br>Directors | Direct<br>or of<br>PGT<br>Educa<br>tion | Survey completed and findings reported to SMT.  |
| 3.1b |   |   | PGT Course Directors to contact the Durham University Recruitment Team about effective conversion activities.   | 10/22<br>09/23 | PGT<br>Course<br>Directors | Direct<br>or of<br>PGT<br>Educa<br>tion | Discussion held with Recruitment Team and findings about conversion activities reported to DoE (PGT). |
| 3.1c |   |   | Develop PGT open day activities that address the findings of actions 3.1a and 3.1b (e.g., presentations about finance or part-time study).  | 10/24<br>09/25 | PGT<br>Course<br>Directors | Direct<br>or of<br>PGT<br>Educa<br>tion | Open day activities developed and delivered. Participant feedback reported annually.                  |

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| 3.1d |  |   | Develop new communication strategies with PGT offer holders to maintain connections with applicants and easy routes enabling them to ask questions. | 10/23 | PGT Course Directors  | Director or of PGT Education | Communication with all offer holders recorded and reported annually.  |
|      |  |   |   |       |   |                              | <i>Overall Success Criteria:</i><br>Increase in conversion of female applicants to PGT courses from 14.9% to 18%, so that it is in-line with conversion rates from male applicants by 2025. |
| 3.2a | Monitoring of gender profiles at UG, PGT, and PGR level. | There is annual fluctuation in such figures. In addition to which there are actions to try and address the gender imbalance at UG level (Action 9.1). This means that the figures need to be monitored to try and balance these annually. | Annual monitoring of applications, offers, and acceptances for each level.  | 06/23 | UG Admissions lead / PGT Course Directors / Director of PGR Education | HoD                          | Statistics recorded and reported to SMT for oversight of balance / imbalance across degree levels.  |

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| 3.3a | Increase female doctoral student numbers. | Reduced proportion of females at PhD level (64%) as compared to undergraduate (81.5%) and taught postgraduate (70%) levels. | Annual review of postgraduate website, prospectus, and open day materials to ensure balance in terms of representation of diversity.   | 10/22<br>- | Director of PGR Education                                  | SMT | Representation recorded and reported annually to SMT.   |
| 3.3b |   |   | DoE (PGR) and Senior Research Administrator to research PhD funding / bursary opportunities specifically aimed at women / women in STEM that as a department we are not currently promoting / applying to. New opportunities will be circulated to relevant parties (staff and/or students). | 10/23      | Director of PGR Education<br>Senior Research Administrator | HoD | Directory of funding opportunities maintained annually and made accessible to all staff.  |
|      |   |   |  |            |  |     | <i>Overall Success Criteria:</i><br>Increase in proportion of PhD students who are female to 75% (which would be in line with target for UG). |

**High Level Objective 4: To improve the workload model to better reflect the time required for activities and staff satisfaction with workload.**  
Addressing AS Charter: Principle 1.

**Rationale:** A new workload model has been recently implemented which should improve the division of labour and understanding of equitability. Data from the most recent surveys indicates there were several aspects that were viewed as being undervalued by more women as compared to men, notably time for outreach (which incorporates elements of outreach, engagement, and impact) and management roles.

**Priority = 4**

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| 4.1a | Workload of Specific Activities | According to the 2022 Staff Survey, only 18% of respondents felt that outreach was sufficiently compensated in the workload model, and this was only 10% of female staff. Similarly, only 26% of staff reported feeling that sufficient time was allocated for management, which dropped to 15% for female staff. However, due to the nature of the survey questions it is not clear what 'outreach' and 'management' refer to in this context. | Conduct a survey to gain further clarification from staff about the workload model, activities not currently perceived to be reflected fairly, and how much time staff think they spend on different activities. | 10/23<br>09/24 | Workload Committee | Workload Committee Chair | Survey conducted and findings reported to the Chair of the Workload Committee. |
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| 4.1b |  |  | Based on the findings of action 4.1a, the workload allocation will be amended accordingly to better reflect the time spent on activities.   | 10/24<br>09/25 | Workload Committee | Workload Committee Chair | Workload allocations amended for various activities to reflect the views of staff. |
| 4.1c |  | One time-consuming aspect of outreach is leading REF impact case studies. It could be that some of the dissatisfaction with outreach allocations (4.1a) stems from this. | Improve the WLM to include credits being allocated for the early drafting of impact case studies. This will not only help individual staff with undertaking outreach and impact activities, but also help the Dol to rate the feasibility of different cases for development. | 10/22<br>09/24 | Dol                | Workload Committee       | WLM includes allocation for drafting of impact case studies.                       |

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| 4.1d |   |  | Amend the workload model for impact case studies to reflect the stage of a particular project (e.g., early development vs evidence collation) as well as REF-cycle stage.  | 10/22<br>09/24 | DoI                             | Workload Committee | Workload model includes allocation for impact case studies depending on project staff and REF-cycle stage.   |
| 4.1e |   | As mentioned above (4.1a) female staff particularly feel that management is insufficiently credited in the workload model. | Implement a deputy system for all SMT roles, which provides an opportunity for deputies to learn what management roles entail and are positioned to take over those roles in due course. By better laying foundations, the expectation is that staff would feel less overwhelmed when they transition into management positions and would not need to spend as long understanding roles at that point. | 10/22<br>09/24 | HoD                             | SMT                | Deputy system implemented for all SMT roles by 2024-25 academic year.  |
|      |   |  |  |                |                                 |                    | <i>Overall Success Criteria:</i><br>A staff survey showing that by 2026 75% of staff feel that roles are sufficiently compensated in the workload model. |
| 4.2a | Publication of the workload model to improve the ability of staff to understand their | When considering the fairness in allocations within the workload model, there is room                                      | A live workload model will be made available to staff, and all staff will be reminded of the   | 2022           | Workload Committee / Department | Workload Committee | 90% of staff reporting fair allocation of workload by 2026.  |

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|  | own workload as compared to that of others in the department. | for improvement according to the Staff Survey 2022. 58% of respondents (50% of females) said that the teaching allocation was fair, and 53% (45% of females) stated that their administrative/management workload was fair. | model and its purpose on an annual basis. |  | nt Manager | mittee Chair |  |
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**High Level Objective 5: To improve mentoring experiences for staff in the department, particularly for R-FT staff.**

Addressing AS Charter: Principle 2.

**Rationale:** Mentoring is something which has long been embedded into the department. However, there is some general dissatisfaction with the process currently, and R-FT staff (who are predominantly female) are particularly dissatisfied with the mentoring they receive. Therefore, it is important to address this to not only help with R-FT staff development, but also their feelings of departmental inclusion which were not previously adequately addressed (2016-AP7).

**Priority = 5**

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| 5.1a | To improve the mentoring experience, particularly that of R-FT staff. | The Staff Survey 2022 revealed that satisfaction with the mentoring system ranged from 19% to 53% across the different questions, with no notable | Add mentoring of R-FT staff to the workload model. | 10/23<br>09/24 | Workload Committee | Chair of Workload Committee | R-FT staff assigned a mentor whose contribution is recognised in the workload model. |
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|      |  | <p>differences by gender. According to the PDRA Survey conducted in 2021, only half of respondents were aware of the mentoring scheme and of having been assigned a mentor, and only one person reported finding the scheme helpful. The R-FT staff in the department are primarily female (86.7%).</p> |   |                |                                     |           |  |
| 5.1b |  |   | <p>Generate mentoring guidelines for the mentorship of people in different roles (e.g., R-FT, T-FT, PTO staff, ECRs, ...). Guidelines to be emailed to both mentors and mentees once allocated.</p> | 10/24<br>09/25 | EDIC                                | DoED<br>I | <p>Guidelines generated and shared with mentors and mentees at the start of their roles.</p> |
| 5.1c |  |   | <p>Deliver a mentoring workshop in collaboration with the University mentoring lead.</p>  | 10/24<br>09/25 | EDI /<br>Universit<br>y EDI<br>lead | DoED<br>I | <p>Workshop delivered.</p>   |

*Overall Success Criteria:*  
 Staff survey showing that 90% of respondents across roles report that mentoring is helpful / very helpful by 2026.

**High Level Objective 6: To improve awareness and engagement from staff throughout the department with EDI principles and practices, especially where they pertain to gender and the intersection of other factors.**

Addressing AS Charter: Principle 1; Principle 3; Principle 7.

**Rationale:** Despite some good practice having been embedded, there is room for the department to improve the way it communicates important policies and in turn the visibility of the EDI agenda. In particular, staff report a lack of understanding or awareness on certain policies or practices, that could in turn influence uptake of offerings (e.g., shared parental leave, flexible working, etc.).

**Priority = 6**

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| 6.1a | Streamlined dissemination of information about EDI principles and practices to increase awareness. | According to the 2022 Staff Surveys, 40% of academic and 55% of PTO staff (35% and 63% of females respectively) reported feeling informed about gender equality matters that affect them. | Create a SharePoint folder accessible to all staff containing pertinent information, policies, and resources.<br>Include case studies where people have successfully negotiated flexible working arrangements for instance. | 10/22 | EDIC | DoED<br>I | SharePoint folder created, populated, and circulated to staff. Updates reported by DoEDI at CPD meeting (action 6.1b) |
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| 6.1b |   |  | Host an annual continuous professional development day for all staff, which includes a refresher on key university policies and procedures, Athena SWAN actions, and any relevant updates/workshops.                              | 09/24<br>08/25 | EDIC  | DoED<br>I | Event hosted and feedback collated by the DoEDI.  |
| 6.1c |   |  | EDI to be added to the departmental newsletter, and stories and updates shared via this means.  | 10/22          | EDIC  | DoED<br>I | At least one EDI update / story shared in each newsletter.  |
|      |   |  |   |                |       |           | <i>Overall Success Criteria:</i> Staff survey showing that 90% of staff feel informed about EDI principles and practices in the department by 2026. |
| 6.2a | Improve staff satisfaction with bullying and harassment procedures. | According to the staff Bullying Survey 2021, 21% of staff did not feel confident talking about bullying, harassment, and offensive behaviour issues with their line manager. | DoEDI to gain more detailed information from HR about bullying and harassment reporting issues such as anonymity, consequences, levels of action, etc. which may influence people's decisions about choosing to report behaviour. | 10/23<br>09/24 | DoEDI | HoD       | Information from HR gathered.   |

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| 6.2b |  | According to the staff Bullying Survey 2021, only 46% reported knowing what their line manager's responsibilities were in terms of preventing bullying, harassment, and offensive behaviour. | Information gained from action 6.2a in addition to relevant policies (which do outline line manager roles) shared with staff via both the SharePoint folder (6.1a) and the annual continuous professional development day (6.1b). | 10/24 | DoEDI | HoD | Relevant information disseminated annually.  |
|      |  |  |   |       |       |     | <p><i>Overall Success Criteria:</i><br/> A staff survey showing that by 2026 95% of staff feel confident reporting bullying, harassment and offensive behaviour, and understand the responsibilities of line managers.</p> |

**High Level Objective 7: To improve the implementation and reporting processes of relevant Athena SWAN actions within the department and ensure that information can be easily accessed by relevant staff.**

Addressing AS Charter: Principle 1

**Rationale:** It is important to embed Athena SWAN principles into the workings of the department and to enable staff to effectively monitor the impact of any actions that are taken to enable continuous development. We therefore propose actions that will improve the reporting mechanisms, and in turn will help the actions to become more firmly rooted in departmental structure, helping particularly when staff change roles.

**Priority = 7**

|      |  |  |  |       |                                       |     |  |
|------|--|--|--|-------|---------------------------------------|-----|--|
| 7.1a | To embed Athena SWAN principles into the practices of the department and improve the reporting mechanisms. | We think it would be valuable to monitor actions continuously and with finer detail than previously. Furthermore, as staff take on different administrative roles over time it is important that relevant personnel have oversight of key issues and data with any handover. | Annual item added to all committee agendas to look at relevant EDI points (gender and intersection of other factors) in their data collected during that year. Where concerning patterns emerge the committee will discuss and develop actions alongside the EDI committee.  | 10/22 | Department Manager / Committee Chairs | HoD | EDI data analysed by committees and report submitted to the EDI Director annually. Actions developed where necessary.  |
| 7.1b |  |  | Put the Athena SWAN action points on to the agendas of the relevant committees. Athena SWAN lead to communicate with committee chairs to enhance engagement with actions and understanding of importance of the Athena SWAN item on agendas. When a new committee chair is appointed, the DoEDI will repeat the process. | 10/22 | Department Manager / DoEDI            | HoD | Progress on actions to be reported to DoEDI annually, and then reported by them to SMT. If evidence of inaction is found, then the DoEDI will follow this up with the relevant committee chair to discuss how to progress. |
|      |  |  |  |       |                                       |     | <i>Overall Success Criteria:</i><br>Actions implemented. Information pertaining to Athena SWAN action points is recorded in a standardised manner  |

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|      |  |   |  |                |      |           | (e.g., meeting minutes), and relevant staff can access this when necessary. |
| 7.2a | To improve consistency in data collection allowing more detailed monitoring of change over time and progress on actions. | Some items on the staff and student surveys do not adequately enable us to monitor the impact of actions (e.g., because of framing issues such as being appropriately time-bound (“In your time in the department have you ever...”); because the scale changed between surveys). | Review all surveys to ensure that they will collect the data needed to effectively monitor impact of actions in the proposed timeframes. | 10/22<br>09/23 | EDIC | DoED<br>I | Surveys reviewed and meaningful, comparable action progress data collated.  |

**High Level Objective 8: Ensure that students of all genders are not being systematically disadvantaged are equally likely to achieve first class degree qualifications.** Addressing AS Charter: Principle 2; Principle 4

**Rationale:** A greater proportion of female students than male students are being awarded first class degrees at undergraduate level.

**Priority = 8**

|      |   |  |   |       |                        |                          |  |
|------|---|--|---|-------|------------------------|--------------------------|--|
| 8.1a | To ensure that students of all genders are equally likely to achieve first class degree qualifications. | A greater proportion of female students (26.1%) than male students (14.6%) are being awarded first class degrees at undergraduate level. The relationship between gender and performance is not typically investigated, nor is the intersection with other factors considered. | Board of Examiners to investigate and monitor the performance of students differentiated by student characteristics to understand where the drop-off in attainment is occurring (e.g., level of study, particular assessment types, etc.).  | 06/23 | Board of Examiners     | Chair of BoE             | Details of performance differentiated by student characteristics reported annually at Board of Examiners Meetings.   |
| 8.1b |   |  | Tailored advice generated by the UG Education Committee based on the findings of action 8.1a. This is then disseminated to module leaders, and subsequently to relevant teaching staff. Changes may affect all students but be expected to be most valuable to those underperforming in identified areas. | 10/24 | UG Education Committee | Director of UG Education | Recommendations for amendments decided by the UG Education Committee and disseminated to module leaders/teaching staff for implementation.                     |
|      |   |  |   |       |                        |                          | <i>Overall Success Criteria:</i><br>No systematic difference in the proportion of males and females being awarded a first class undergraduate degree annually. |

**High Level Objective 9:** The objective is to equalise opportunities in the recruitment of new undergraduate students and address the gender imbalance. Addressing AS Charter: Principle 2; Principle 4

**Rationale:** Although the gender balance of undergraduate students is in line with national figures, the department wishes to increase the proportion of students from underrepresented genders (as well as other minority characteristics). This would ultimately result in not only a more representative student body but would feed through to more equal representation in professional practice. The British Psychological Society (our accreditation body) recognises the lack of diversity in the field (Bullen, 2016; [Achieving representation in psychology | The Psychologist \(bps.org.uk\)](#)), and its EDI declaration states the body “support action to address issues or problems raised” ([Declaration on equality, diversity and inclusion.pdf \(bps.org.uk\)](#)), and thus this objective clearly maps onto a larger national goal.

**Priority = 9**

|      |  |   |  |                |                       |                          |   |
|------|--|---|--|----------------|-----------------------|--------------------------|---|
| 9.1a | Improving the proportion of applications from under-represented populations. | Most applicants to the Psychology department for undergraduate study are female (81.4% on average). | Appoint an appropriately work-loaded outreach team for Psychology, whose role will be to oversee and coordinate outreach activities in liaison with the university’s outreach team.  | 10/22<br>09/23 | Workload<br>Committee | HoD                      | Outreach team and workload established.                       |
| 9.1b |  |   | Develop specific outreach activities (including virtual activities that can be used remotely) that target primary and secondary school-age children moving away from the ‘women in STEM’ narrative and towards a narrative of ‘Psychology is for all’. | 10/23<br>10/25 | Outreach<br>Team      | UG<br>Admissions<br>Lead | Outreach participation recorded and reported annually to BoS. |

|      |  |  |   |                |                    |                    |   |
|------|--|--|---|----------------|--------------------|--------------------|---|
| 9.1c |  |  | Utilise existing contacts with local schools to conduct focus groups with sixth form students to gather information about what attracts people from under-represented groups to Psychology, to better market ourselves to a wider audience. | 10/22<br>09/23 | UG Admissions Team | UG Admissions Lead | Focus groups conducted and findings reported to BoS.            |
| 9.1d |  |  | Implement changes to the marketing materials and outreach activities (e.g., schools visits) to reflect the findings of 9.1c.  | 10/23<br>09/24 | UG Admissions Team | UG Admissions Lead | Marketing materials and outreach activities modified as needed. |
| 9.1e |  |  | Annual review of online marketing materials, including webpages and prospectuses in terms of representations of diversity (including gender and the intersection of other factors).   | 10/22          | UG Admissions Team | DoED I             | Representation recorded and reported annually to EDIC.          |

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| 9.1f |   |   | One-minute videos from dissertation students about their dissertations to be added to webpages.         | 10/23          | Outreach Team | Dissertation Module Leader | Representative video recordings made and added. Number of views of each recorded and reported annually to the dissertation module leader.                           |
|      |   |   |   |                |               |                            | <i>Overall success criteria:</i><br>Increase in male applicants such that they account for 25% of applications by 2026.   |
| 9.2a | Improved understanding of the intersection of other factors with gender at the point of undergraduate degree application. | The admissions data that the University provides to departments means that we cannot understand how variables such as ethnicity, home/international status, disability, etc. intersect with gender. | The HoD will lobby student registry to provide data that will enable monitoring of equality in PowerBI. | 10/22<br>09/23 | HoD           | SMT                        | Admissions data made available to departments that allows appropriate annual monitoring of the intersection of gender and other variables from application onwards. |

**Table 7.1.** Action Plan for 2022-2026 period. Listed ranked by priority.

**Rag Rated previous action plan**

|           | Previous Action  | Rationale  | Implementation  |
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| 2016-AP1  | Ongoing annual meeting of SAT at least to review progress in more detail and report to BoS annually.         | Embedding of previous good practice to ensure continuity of engagement with the action plan.   | This was carried out and EDI and an Athena SWAN update was added to the standing items of BoS                 |
| 2016-AP2a | All student recruitment literature/activities reviewed to ensure that there are no unintended gender biases. | Male students are in the minority (~22% UG) (c.f. ~16% in comparator HEIs).<br><br>In student survey, 14% of males report they have experienced a situation in which they felt uncomfortable | This was taken forward and expanded to include a wider range of gender identity and protected characteristics |
| 2016-AP2b | At least one male and one female UG admissions tutor at all times.   |  | This action was rendered obsolete by the centralisation of admissions.  |

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|           |   | because of their gender.   |  |
| 2016-AP3  | Monitor gender balance on programme and achievement by gender on Developmental Cognitive Neuroscience PGT programme if/when programme reinstated                                | Programme has attracted only female students to date.<br><br>Lower level of distinctions awarded on this programme than other departmental PGT programmes. | The programme was not reinstated, but a new Developmental PGT programme has started. |
| 2016-AP 4 | Continue to annually compare the %female offers and acceptances at PGR level to ensure match and implement and review effect of new admission/selection procedures on entrants. | Observation of anomalous recruitment year (2014/15) where the %F in PGR offers dropped   | Monitoring has continued.<br><br>New process is embedded.                            |
| 2016-AP 5 | HoD to raise issue with Head-hunters to ensure female applicants  | Noted low level of female applicants to advertised chair   | In addition to DU policy on Academic track recruitment (benchmarking                 |

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|                  | <p>proactively sought.</p> <p>Ensure that any future appointments similarly proactively consider female candidates.</p>               | <p>in 2015/16. G10 appointment planned for 2017, head-hunters appointed 2016.</p>  | <p>applicant pools, search committees and balanced panels) we adapted language to emphasize inclusion and use EDI statements in application material and engaged head-hunters for G10 appointments</p>                           |
| <p>2016-AP 6</p> | <p>Develop process to more proactively identify potential promotion cases, using ADR data, and providing feedback on applications</p> | <p>Noted that informal method of identifying potential cases for promotion currently used and has resulted in promotions of both males and females. Yet method is too informal and has potential for bias.</p> | <p>These actions were made obsolete by the new DU mandatory promotions process. Local implementation involved DoEDI on the DPPC, contextualization of MEQ data for bias. Briefing sessions for applicants and panel members.</p> |
| <p>2016-AP 7</p> | <p>Research Staff Forum launch by Dec 2016. Survey in Spring 2017 as baseline.</p>  | <p>Action was developed as a result of the creation of research staff</p>  | <p>Survey was taken forward and PDRA staff opinions were received.</p>   |

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|           | <p>Repeat survey Summer 2018. Modify as appropriate.</p> <p>Mentoring scheme for PDRAS</p>   | <p>coordinator role to address reported needs.</p>  | <p>PDRAs are now included in strategy group.</p>  |
| 2016-AP8  | <p>Continuation of the MAP mentoring scheme. Review of the scheme in 2017</p>  | <p>Embedding of DU policy on providing a mentoring culture.</p>   | <p>Scheme was continued and reviewed favourably in 2017. In 2021 it was updated to use the SUMAC matching tool and training for mentors was refreshed.</p>  |
| 2016-AP 9 | <p>Approach to continue, developing pre-meeting as appropriate to respond to issues raised.</p> <p>ADR used to address concerns from staff survey re “valuing contributions”</p> | <p>New approach to ADR trialled in AY 2015-16 with pre-review meeting of all reviewers to ensure greater consistency of approach.</p> | <p>This action was impacted by the new DPPC promotion process that provides feedback annually on progression (see Action6).</p> <p>Monitoring was continued for fixed term staff and PTO staff.</p> |

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| 2016-<br>AP 10 | Discuss recording fixed term recruiting data with HR. If data cannot be made available, consider keeping more detailed departmental records. | Full recruitment data including shortlisting not available for fixed term hiring rounds.  | This was implemented and recruitment data for all staff process is now made available through PowerBI system. Monitoring of all recruitment processes now possible. |
| 2016-<br>AP 11 | Advertisements for Research (G6/7) posts emphasise positive departmental culture and Athena SWAN Award.                                      | Data monitoring found possible male bias at G7 but not G6 noted. Interview panel membership examined but no male bias seen in panel membership. | This was implemented.   |
| 2016-<br>AP 12 | BoS to agree credit scheme to include research impact in WLM.<br><br>Research impact included in workload                                    | Noted that research impact activities not recognised in WLM. Seven departmental impact case studies currently in active                         | Workload model was fully revised by a workload working group to include all significant administrative tasks.   |

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|            | allocation in 2017-18.   | development, 57% led by females.  |   |
| 2016-AP 13 | Bring proposal to include outreach in WLM to BoS in June 2017. Have agreement in place to be fully included in model from 2017-18 onwards.   | Noted that outreach activities not included in workload model.<br><br>At present 41% of those engaged in departmental outreach activities are female.   | This was implemented and minuted in a 17/18 BoS to have taken place.  |
| 2016-AP 14 | Annual email to remind staff of existence of anonymous comment facility to report inappropriate behaviour (as well as suggestions etc.) anonymously. Repeat survey to ensure that there is no issue in future. | Noted one staff member who disagreed with the statement " <i>I am confident that my line manager/supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour</i> ". | Repeated reminders were sent in 2017 and 2018.<br><br>Training on bullying and harassment and how to report using report and support tool was completed by staff<br><br>A specific bullying pulse survey was conducted. |

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| <p>2016-<br/>AP 15</p> | <p>Discuss with HR about how to ensure staff are aware of shared parental leave. HoD to ensure that discussion with staff going on maternity leave includes possibility of shared parental leave.</p> <p>Follow-up with next staff member to take maternity leave on their experience.</p> | <p>One staff member who noted that she was not fully aware of possibility of shared parental leave when taking maternity leave from the department. One member (M) currently discussing shared parental leave for forthcoming birth – HoD facilitated discussions with HR.</p> | <p>Action implemented in full. Including advertising on the website.</p> <p>New sector leading Parental leave policy is being released.</p>  |
| <p>2016-<br/>AP 16</p> | <p>Discuss University's revised Flexible Working Policy at BoS. Discuss barriers to use of formal procures. Invite anonymous feedback via departmental anonymous</p>   | <p>Noted from focus groups that staff prefer to use informal practices rather than University's Flexible Working Policy.</p>   | <p>Superseded by DU policy on flexible working. From AY 2017-18 University's Academic Staff Timetabling Requests Policy means all requests for flexible working must use the formal route w/e from 2018-</p> |

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|                   | <p>comment site.<br/>Modify approach as appropriate.</p> <p>Include email link to Flexible Working Request when requesting timetabling data from staff.</p> |  | <p>19 teaching timetable.</p>  |
| <p>2016-AP 17</p> | <p>Repeat student surveys now that a baseline has been established.</p>   | <p>Anonymous survey undertaken in Spring 2016. Data analysed and discussed in department. Some actions arising from survey already undertaken.</p> | <p>Surveys carried out, including 2019 and 2022.</p>   |
| <p>2016-AP18</p>  | <p>Discussion with student fora on gender within the department. Review use of gendered terms/stereotypes in teaching.</p>                                  | <p>Survey undertaken, noting 14% of males and 5% of females had experienced feeling uncomfortable in the department</p>                            | <p>Discuss with SSCC co-chairs and student fora in 2017. Teaching material reviewed to remove gender stereotypes.</p> <p>Repeat student survey</p> |

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|  |  | because of their gender. | Spring/Summer 2018.<br>Extended to decolonizing the curriculum. |
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