



**Department Application**  
Bronze and Silver Award



## **ATHENA SWAN BRONZE DEPARTMENT AWARDS**

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

## **ATHENA SWAN SILVER DEPARTMENT AWARDS**

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

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

## **COMPLETING THE FORM**

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

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

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

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

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

## **WORD COUNT**

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

<b>Name of institution</b>	University of Northumbria at Newcastle	
<b>Department</b>	Department of Psychology	
<b>Focus of department</b>	<b>STEMM</b>	
<b>Date of application</b>	30 <sup>th</sup> April 2020	
<b>Award Level</b>	<b>Bronze</b>	
<b>Institution Athena SWAN award</b>	<b>Date: October 2015</b>	<b>Level: Bronze</b>
<b>Contact for application</b> <small>Must be based in the department</small>	Dr Laura Longstaff	
<b>Email</b>	<a href="mailto:laura.longstaff@northumbria.ac.uk">laura.longstaff@northumbria.ac.uk</a>	
<b>Telephone</b>	+44 191 227 4531	
<b>Departmental website</b>	<a href="https://www.northumbria.ac.uk/about-us/academic-departments/psychology/">https://www.northumbria.ac.uk/about-us/academic-departments/psychology/</a>	

#### 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

An accompanying letter of endorsement from the head of 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.



**Northumbria  
University**  
NEWCASTLE

Ref: MM/RW

13/03/2020

Equality Charters Manager

Equality Challenge Unit

7th Floor, Queens House

55/56 Lincoln's Inn Fields

London

WC2A 3LJ

**Dr Mark Moss**

**Head of Department of Psychology**

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*Executive Assistant:*

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Dear Equality Charters Manager,

I would like to confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department of psychology. It is with considerable pride that I write to endorse this application. It has been my privilege to work in the Department of Psychology for the last 25 years, and to be Head of the Department for the last 12 years. Following 10 years in manufacturing industry I was struck from the start of my career in the department by the commitment to gender equality. Indeed, as the first male head of the psychology department, I picked up a 'baton' that I have been determined to carry forward to deliver a 'step change' in equality of opportunities for all. Such an ambition cannot be imposed on the team. To paraphrase Abraham Lincoln, it is reliant on delivery by the people, for the people, and this requires every individual to feel empowered to give their best in an atmosphere of trust and respect.

An overarching principle in the development of the department during a period of considerable growth continues to be a focus on the individual, irrespective of gender, grade, age or ethnicity. This is by its very nature a work in progress that will not reach an endpoint. As a departmental team we advocate and support bottom up approaches that are developed and supported by the leadership team. This quasi-anarchic approach fosters involvement and ownership for all in the department's ambitions, whilst maintaining leadership oversight and the ability to successfully engage with the managerialist scrutiny of the University.

The process of preparing this application has been at times both revealing and overwhelming. The D-SAT team has worked tirelessly to source and summarise data

that has been challenged both in terms of currency and accuracy. More importantly, they have conducted their own quantitative and qualitative data collection and analysis that focussed on current experiences and attitudes of departmental staff at all grades, and their perception of the values, approaches and supportive atmosphere extant in the department. Of specific value has been the demonstration that although we are travelling in the right direction, and hold a strong position, there are areas where we can improve, in some cases significantly to deliver the aim of supported equality in opportunities for all. It is particularly pleasing that movement in some of these areas has already been initiated.

As the future landscape of higher education continues to change and challenge the ability of departments to focus on people instead of metrics, the relevance and importance of the Athena Swan charter is greater than ever. The opportunities it offers for self-reflection and improved awareness of our strengths and areas for development has been self-evident. The key challenges we see focus around the recruitment of women to professorial appointments, and increasing the number of men in the student cohorts. I look forward to driving forward the action plan derived from this process as part of the department's vision of delivering the best place to work in academia irrespective of self- or social-identity. We will maintain the engagement of the staff with our developments through annual surveys, world café events and opportunities to lead on new initiatives that grow from these activities.

Finally, I would like to make reference to the current Covid-19 situation. This has provided significant challenge in the working practices of our staff and students alike. I think it is important to express particular gratitude to the D-SAT team and University resources and HR teams who have supported our completion of this application during these difficult circumstances.

Yours sincerely,

**Dr Mark Moss**

**Word Count: 607**

Table 1.1. Glossary of Abbreviations.

<b>Acronym</b>	<b>Description</b>
<b>AHoD</b>	Associate Head of Department
<b>AP</b>	Action Point
<b>AS</b>	Athena Swan
<b>BPS</b>	British Psychological Society
<b>CPD</b>	Continuing Professional Development
<b>DMG</b>	Department Management Group <i>(Decision-making management group consisting mainly of senior staff)</i>
<b>DoP</b>	Department of Psychology
<b>D-SAT</b>	Departmental Self-Assessment Team for Athena Swan
<b>ECR</b>	Early Career Researcher
<b>ED&amp;I</b>	Equality, Diversity and Inclusion
<b>FT</b>	Full Time
<b>HoD</b>	Head of Department
<b>HR</b>	Human Resources
<b>KIT</b>	Keeping in Touch
<b>NU</b>	Northumbria University
<b>NUPRS</b>	Northumbria University Professional Recognition Scheme <i>(Experiential process for applying for Fellowship of Advance HE - more than 2 years' experience required)</i>
<b>PDA</b>	Performance and Development Appraisal <i>(Conducted annually, via line manager, for every member of staff)</i>
<b>PGCAP</b>	Postgraduate Certificate in Academic Practice <i>(Taught 18 month programme)</i>
<b>PGR</b>	Postgraduate Research
<b>PGT</b>	Postgraduate Taught
<b>PSRB</b>	Professional, Statutory, Regulatory Body
<b>PT</b>	Part Time
<b>REF</b>	Research Excellence Framework

<b>UBT</b>	Unconscious bias training
<b>UGT</b>	Undergraduate Taught
<b>UoA</b>	Unit of Assessment (as determined by REF)
<b>U-SAT</b>	Northumbria University Self-Assessment Team
<b>VC</b>	Vice-Chancellor of Northumbria University
<b>WcE</b>	World Café Event
<b>WcS</b>	Working Culture Survey <i>(Online working culture survey carried out in support of Athena SWAN award application)</i>

Table 1.2. University Staff Grade Definitions.

<b>Grade</b>	<b>Academic</b>
<b>4</b>	Research Assistant, Graduate Tutor
<b>5</b>	Senior Research Assistant, Graduate Tutor
<b>6</b>	Lecturer, Research Fellow
<b>7</b>	Senior Lecturer, Senior Research Fellow
<b>8</b>	Associate Professor, Reader, Principal Lecturer
<b>9</b>	Professor, Head of Department



## 2. DESCRIPTION OF THE DEPARTMENT

The Department of Psychology (DoP) is a well-established, successful and rapidly growing part of the Faculty of Health and Life Sciences at Northumbria University. Situated in Northumberland Building, the DoP has three dedicated teaching labs, and three specialist research zones. The ground floor digital commons provides casual IT access to students in addition to four IT teaching rooms. Lecture theatres are located around the campus.



Image 2.1. of NU DoP.

The success of the DoP can be measured by its continuous independence as a single subject department through periodic University restructures since Northumbria became one of the 'new' Universities in 1992. The DoP is in many ways the essence of the University Vision; "research-rich, business-focussed, professional, with a global reputation for academic excellence". In 2014 the DoP submitted 25 people (36% women) to the REF (57% of the academic staff), with 55% of the research rated as 'world leading or internationally excellent' and with two 4\* impact case studies (section 5.1.iv). Since then the DoP has engineered considerable growth through the development of a coherent and flexible portfolio of UGT and PGT programmes that attract ever increasing student numbers, supported by high calibre academic staff recruited to meet the criteria of both research and teaching excellence.

The DoP currently employs 74 staff (54% women) (Table 2.1), who support our 1178 students (Table 2.2, 79% women).

Table 2.1. Core DoP Academic/Research Staff by Grade and Gender 2016-20.

Core Academic Staff by Grade and Gender as of 30th September												
Psychology	2016/7			2017/8			2018/9			2019/20		
	Woman	Man	% W	Woman	Man	% W	Woman	Man	% W	Woman	Man	% W
Research Asst, Graduate Tutor	2	0	100%	1	0	100%	1	0	100%	6	1	86%
Snr Research Asst, Graduate Tutor	5	3	63%	8	2	80%	6	0	100%	6	1	86%
Lecturer, Research Fellow	1	2	33%	1	0	100%	3	2	60%	4	3	57%
Snr Lecturer, Snr Research Fellow	6	10	38%	10	12	45%	12	12	50%	15	17	47%
Associate Professor, Reader	6	4	60%	5	5	50%	5	4	56%	5	4	56%
Professor, HoD	3	4	43%	4	7	36%	4	8	33%	4	8	33%
<b>Psychology (Department)</b>	<b>23</b>	<b>23</b>	<b>50%</b>	<b>29</b>	<b>26</b>	<b>53%</b>	<b>31</b>	<b>26</b>	<b>54%</b>	<b>40</b>	<b>34</b>	<b>54%</b>

Table 2.2. Overall 2018/19 Student Numbers.

Student Overview for 2018/19			
Psychology Department	Woman	Man	% W
Foundation	119	32	79%
Undergraduate	662	157	81%
Postgraduate Taught - FT	96	43	69%
Postgraduate Taught - PT	37	1	97%
Postgraduate Research, PhD - FT	19	7	73%
Postgraduate Research. PhD - PT	2	3	40%
<b>Psychology TOTAL</b>	<b>935</b>	<b>243</b>	<b>79%</b>

All professional and technical support is provided from Faculty and University teams, therefore data will only be presented here from DoP academic and research staff. Of the four women professors currently in the DoP, three progressed through internal promotion. Amongst the five women associate professors, four progressed through internal promotion. Nine women began their academic careers as PhD students in the DoP and are now in roles ranging from ECRs through to professor.

The HoD has responsibility for the strategic direction of the DoP, and is supported by an AHoD, who share line management of permanent academic staff, with research staff line managed by the Research and Knowledge Exchange Committee Chair and funded research grant holders. Role holders on the DMG rotate every two years (with the exception of the HoD and AHoD) so the woman: man ratio changes on a regular cycle.

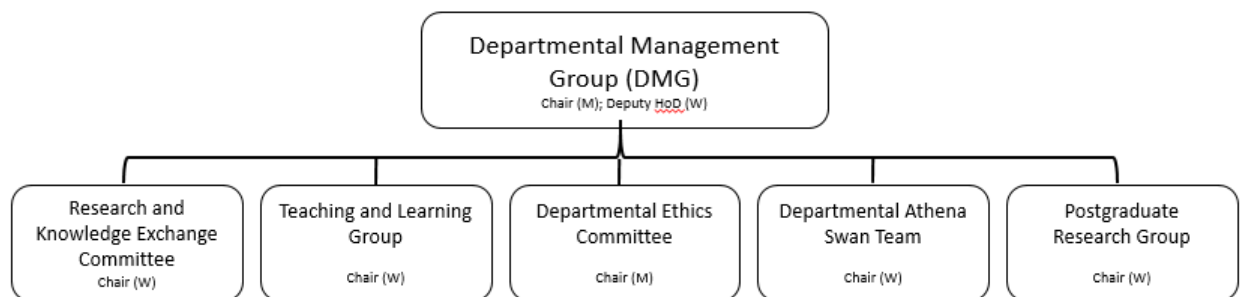


Figure 2.1. DoP DMG Structure and Gender January 2020.

An important element of the management of the DoP is one of staff empowerment, and the organisation is set up to provide support and advice, rather than command and control (in relation to NU's first strategic outcome '*exceptional people empowered to achieve shared ambitions*'). A culture of trust and support exists in the DoP, within the 2019 staff survey; 79% of staff said that they were treated with fairness and respect, 89% said they were able to organise the way they do their own work and 92% said that their line manager is supportive (all of which were the highest scores in the University).

**Word Count: 498**

### 3. THE SELF-ASSESSMENT PROCESS

#### (i) A description of the self-assessment team

The departmental SAT (D-SAT) is composed of 13 members (69% women, n=9). The proportion of women members on the D-SAT is higher than the woman to man ratio of staff in the DoP (54% women, n=40), and also consists of students (who are approximately 80% female) (**AP3.1**). The team includes staff from different roles (academic staff, research staff, HoD) and at different career stages (early, mid-career, senior), grades (6, 7, 8, 9), and contract type (FT permanent, PT permanent, and FT fixed-term), as well as PGR and UGT student representation. All members of the D-SAT have been involved in drafting and reviewing this application. See Table 3.1 for details of team members and their roles and Table 3.2 for team member characteristics.

*Table 3.1. AS DoP D-SAT Members and Roles.*

D-SAT member	Departmental role	D-SAT role
Merim Bilalić	Professor	Quantitative data analysis and interpretation
Julia Das	Associate Lecturer Physiotherapy  Senior Research Assistant	Faculty SRA for AS application; qualitative data analysis from working culture survey; World Cafe (WcE) moderator
Vicki Elsey	Principal lecturer	Deputy Chair
Crystal Haskell-Ramsay	Associate professor	Union liaison and advisor
Laura Longstaff	Senior lecturer	Chair
Mark Moss	Head of Department	AS Sponsor
Jake Pywell	PGR student	PGR Representative (Student qualitative and quantitative data analysis and interpretation)

Lee Shepherd	Senior lecturer	Quantitative data analysis (student and staff data)
Elizabeth Sillence	Associate professor	Qualitative data analysis (student and staff data)
Emma Simpson	Senior Research Assistant	Quantitative data analysis (student data)
Lisa Thomas	Senior lecturer	AS action planning lead
Aimee Warrior	UGT student	AS Intern/UGT Representative
Isabella Wilkinson	UGT student	AS Intern/UGT Representative

Table 3.2. AS DoP D-SAT Member Characteristics.

<b>D-SAT member characteristics</b>
1 Woman, full-time, permanent, caring responsibilities
2 Women, full-time, permanent
2 Women, part-time, permanent, caring responsibilities
3 Men, full-time, permanent, caring responsibilities
1 Woman, full-time, fixed term
1 Woman, part-time/casual hours contracts, caring responsibilities
2 Women, full-time student
1 Man, full-time student

(ii) An account of the self-assessment process

The D-SAT was established following an open call for members, from the D-SAT chair and HoD, with AS activity included in staff workload allocations **(AP3.2)**. The Chair and Deputy Chair had previously been involved in the U-SAT and volunteered for the roles as they aligned with their research interests and activities. The team first met in October 2018 with the primary objective to collect data on staff views of the current working culture within the DoP. A draft 'working culture' online survey (WcS) was created and circulated within the D-SAT in December 2018. Monthly meetings commenced in January 2019 and a Senior Research Assistant (SRA) appointed to assist with survey data collation. Following input from D-SAT members, the WcS was finalised and discussed at a departmental meeting, before being circulated to departmental staff in April 2019. The SRA collated this data ensuring all responses were anonymised before discussion at a D-SAT meeting in May 2019.

Eighty eight percent of staff (97% of women, 77% of men) completed the online survey. Key points from qualitative responses were highlighted and categorised into the five themes of: *social interactions and activities; role allocation "equality of opportunity"; flexible working; professional development/training and gender equality*. These themes were then designated for further discussion at a World Café event (WcE) within the DoP (see images below). The results of the WcS were shared at a departmental meeting on 18<sup>th</sup> Dec 2019 and the WcE took place straight after to gain further insight into the key themes, identify positive practice and where improvements need to be made, and to gather suggestions for action planning. The aim was to ensure that as many staff as possible could contribute their views. The key themes were circulated in a second online survey to allow input from those unable to attend. 38 staff members (58% women) attended, of which eight helped to support and facilitate. A further eight responses were received to the online survey from those unable to attend. To enable engagement the gender of respondents was not recorded during the WcE (so is not stated where data is included throughout the report), as respondents were encouraged to write their feedback on tablecloths throughout. Table participants included both men and women (participants were invited to choose their own tables and move between tables in their own way - this was not engineered by the D-SAT to ensure the comfort and contribution of all). D-SAT members were hosts on each table and encouraged all participants to contribute both verbally and in writing comments. The outputs from the WcS and WcE informed action planning and are detailed throughout this application.

The D-SAT Chair encouraged regular discussion of AS at departmental meetings, which was also a standing agenda item at monthly departmental management meetings **(AP3.3)**.





Image 3.i. from DoP WcE.

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

D-SAT will meet quarterly to monitor and discuss progress with action planning **(AP3.1)**, with those individuals with responsibilities for actions being invited by the Chair to contribute progress. This team will comprise voluntary members including a Chair and Deputy Chair, with roles rotating every two years. AS will be written into the departmental strategy with action planning and implementation discussed at departmental meetings **(AP3.3)**. A new D-SAT role will be created to ensure fixed-term contracts, PT working, workload allocation and progression of staff is monitored and that women in particular are supported **(AP3.4)**. Activities that support the AS agenda will be discussed as part of the annual PDA **(AP3.5)** and a web-page will be created **(AP3.6)** to ensure promotion and awareness of gender equality. This site will also be used to highlight the importance of tackling discriminatory treatment of LGBTQ+ people and the role of the Director of ED&I in highlighting any such issue. Links will be made to

university policies (how to raise grievances, bullying and harassment policy etc.) **(AP3.6)**. An annual survey asking for the views of staff on the working culture will take place to allow monitoring and updating of the action plan in accordance with the changing environment **(AP3.7)**. Training needs for the D-SAT will be monitored by the Chair and Deputy Chair and all members will be encouraged to update their UBT and to identify opportunities to become AS panellists or observers **(AP3.1)**.

### Section 3 Action Points Summary

**AP3.1** D-SAT meet quarterly, monitor representativeness, chair rotation (every two years), monitor training needs of the D-SAT members (ensure 100% have completed ED&I and UBT).

**AP3.2** Ensure AS activity continues to be recognised in workload allocation and annual PDA.

**AP3.3** AS will be written into departmental strategy with action planning and implementation discussed at departmental meetings.

**AP3.4** A new role will be created as part of the D-SAT to monitor the use of fixed-term contracts, part-time working, workload allocation and progression of staff, particularly women.

**AP3.5** Activities that support the AS agenda will be discussed as part of annual PDA to link to organisational citizenship.

**AP3.6** An AS web-page will be created to ensure promotion and awareness of gender equality and university policies (including how to raise grievances, bullying and harassment policy etc.) A link to the web-page will be included in the staff newsletter.

**AP3.7** An annual survey assessing staff views of working culture will be circulated to allow monitoring of the action plan and to ensure that this plan is updated in accordance with the changing environment.

**Word count: 831**

## 4. A PICTURE OF THE DEPARTMENT

### 4.1. Student data

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

A Psychology Foundation Year course was introduced in 2017/18. Students who pass this course can progress onto one of our degree courses. For both years, approximately 80% of the applicants were women (Figure 4.1.i.a). As a result, women account for approximately 80% of our offers and acceptances. HESA data suggests 82% of students on UGT psychology courses are women. We aim to improve this gender ratio. Given this occurs at the application phase, it is important to review our marketing procedures **(AP4.1.1)**.

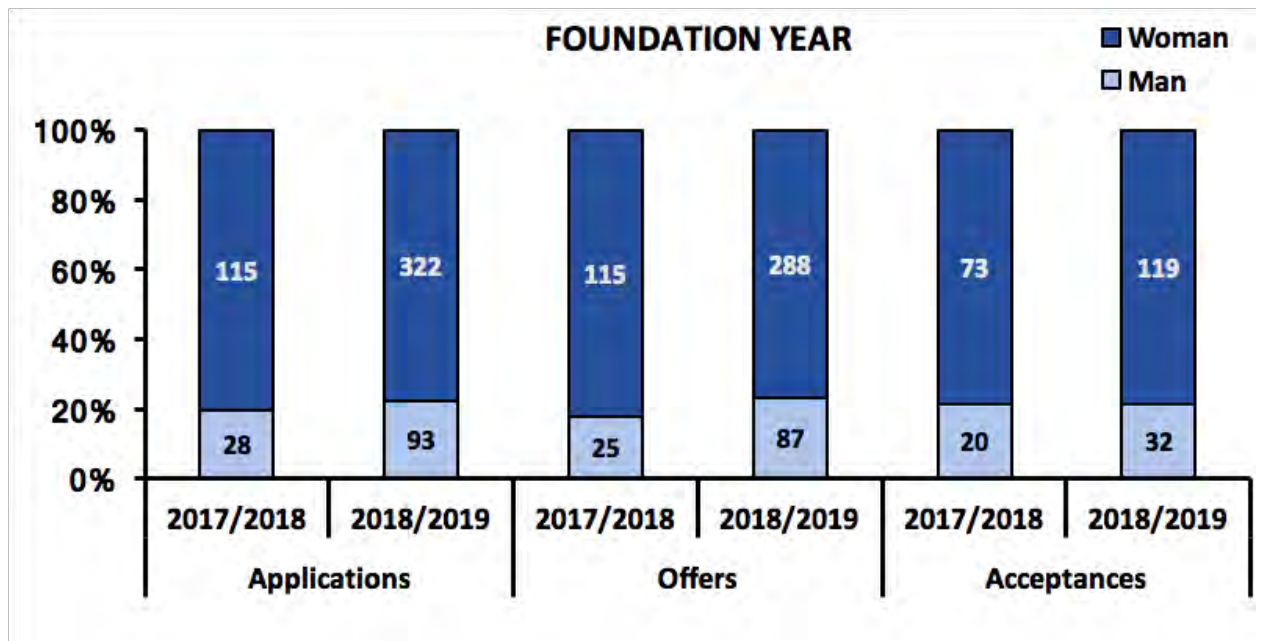


Figure 4.1.i.a. Foundation Year course applications, offers and acceptances by gender (raw numbers in bars, percentage ratio at y - axis). (2017/18 entrants through clearing, 2018/19 applicants as insurance offer for UGT programme and direct applications).

(ii) Numbers of undergraduate students by gender

We deliver a BSc Psychology, BSc Psychology with Criminology, and up until 2017, BSc Psychology with Sport Sciences. We do not have any PT UGT programmes. Across all UGT programmes, women account for approximately 80% of total applications, offers and acceptances (Figure 4.1.ii.b, Tables 4.1.ii.a/b), which is consistent with the HESA average over this time-period (Figure 4.1.ii.a).

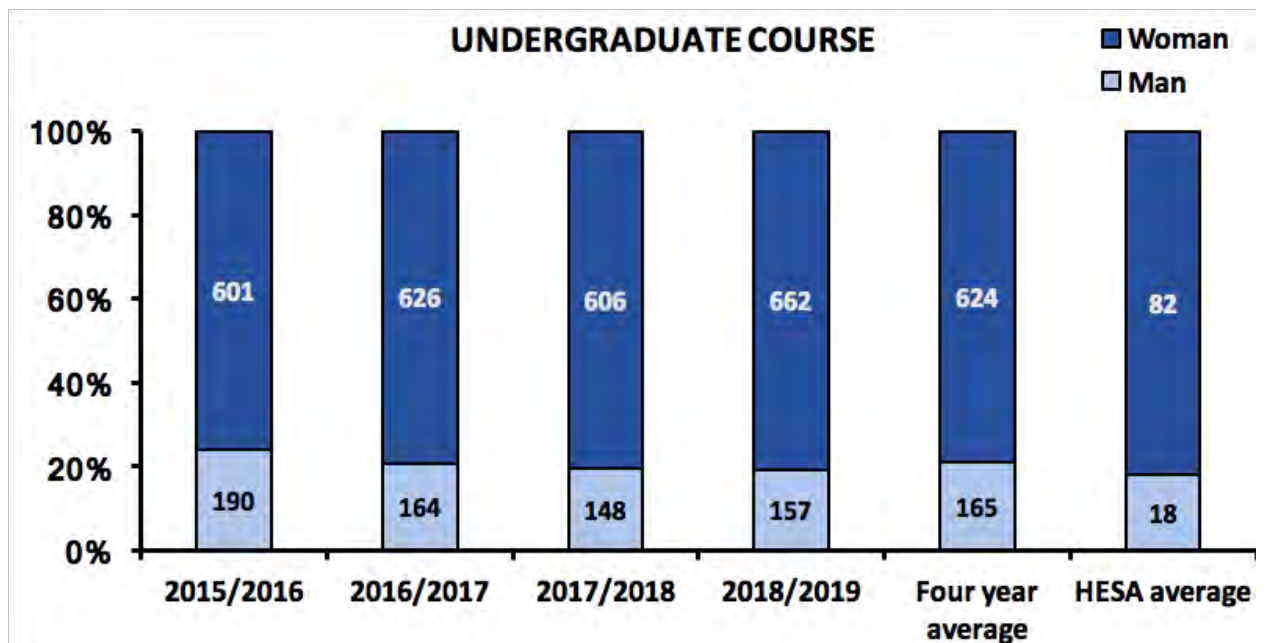


Figure 4.1.ii.a. Overall numbers (in bars) and percentages (y-axis) of women and men on UGT programmes. Last column depicts HESA average as a percentage.



The percentage of applications leading to offers is similar for men and women (Table 4.1.ii.b), which needs to be monitored (**AP4.1.2**). However, the main cause of our gender imbalance is that we are receiving more applications from women. Therefore, it is important to review our marketing processes to ensure we are not discouraging men from applying (**AP4.1.1; AP5.6.9**). The BPS suggest taking action to make A-Level Psychology more appealing to men by amending the curriculum to include more biological and cognitive aspects, given that our UGT programmes include heavy emphasis on cognitive and biological psychology, we can promote this further. Additionally, they are removing gendered language on their marketing materials, e.g. 'caring'. We will utilise this evidence base to support our marketing developments (**AP4.1.1**).

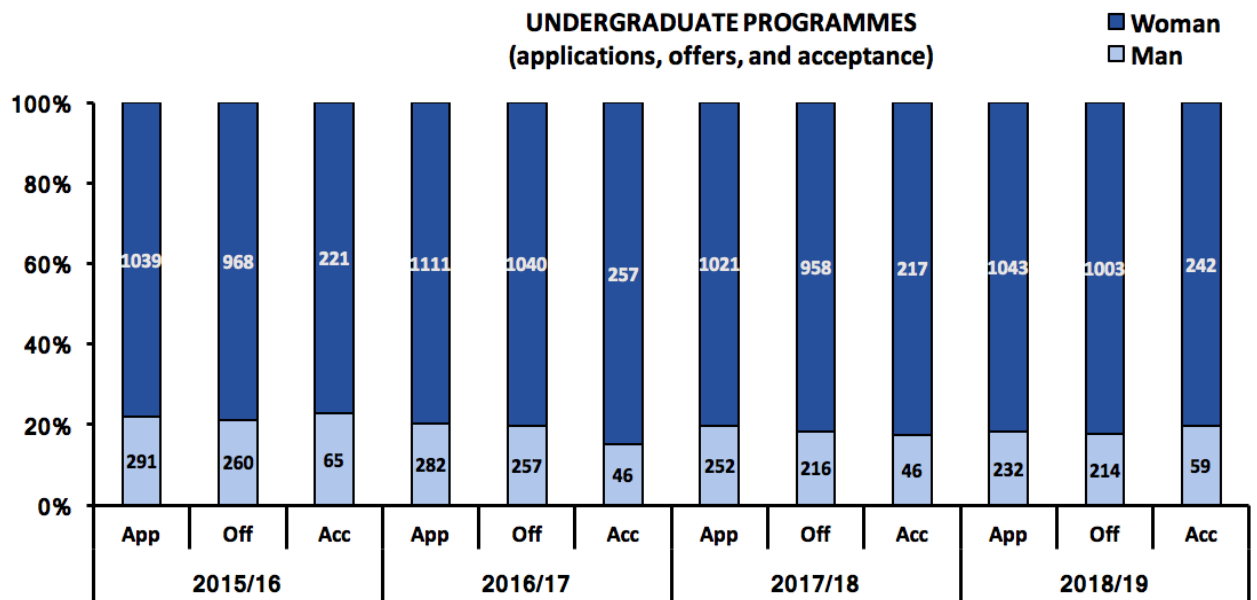


Figure 4.1.ii.b. Overall applications, offers and acceptances on UGT programmes by gender (raw numbers in bars, percentage ratio at y - axis).

Table 4.1.ii.a. Overall applications, offers and acceptances on UGT programmes by gender.

Applications, Offers, and Acceptance for Undergraduate Students (FT)						
Year	Gender	Apps	Offers	Accept	Apps-Offer Conversion	Offer-Accept Conversion
2015/16	Woman	1039	968	221	93%	23%
	Man	291	260	65	89%	25%
	%W	78%	79%	77%		
2016/17	Woman	1111	1040	257	94%	25%
	Man	282	257	46	91%	18%
	%W	80%	80%	85%		
2017/18	Woman	1003	941	217	94%	23%
	Man	219	188	46	86%	24%
	%W	82%	83%	83%		
2018/19	Woman	1043	1003	242	96%	24%
	Man	231	231	59	100%	26%
	%W	82%	81%	80%		
TOTAL	Woman	4196	3952	937	94%	24%
	Man	1023	936	216	91%	23%
	%W	80%	81%	81%		

Gender imbalance in applications, offers and acceptances is apparent for our BSc Psychology and BSc Psychology with Criminology programmes (see Tables 4.1.ii.a and 4.1.ii.b). However, the gender balance is more equal for the BSc Psychology with Sport Sciences course that was removed in 2017. Introducing a stronger sport psychology component to our BSc in Psychology we hope will improve the gender balance in applications (**AP4.1.3; AP5.6.9**).

Table 4.1.ii.b. Applications, offers, acceptances on individual UGT programmes by gender.

Applications and Offers for Undergraduate Students (FT) by Gender													
Course (FT)	Category	2015/6			2016/7			2017/8			2018/9		
		Woman	Man	% W	Woman	Man	% W	Woman	Man	% W	Woman	Man	% W
Psychology	Application	763	176	81%	802	169	83%	772	188	80%	821	192	81%
	Offer	721	166	81%	751	156	83%	726	163	82%	788	180	81%
	Acceptance	174	43	80%	193	35	85%	174	42	81%	200	47	81%
Psychology with Criminology	Application	243	34	88%	266	48	85%	231	31	88%	222	39	85%
	Offer	216	29	88%	247	41	86%	215	25	90%	215	33	87%
	Acceptance	43	4	91%	54	2	96%	43	4	91%	42	12	78%
Psychology with Sports Sciences	Application	33	81	29%	43	65	40%	-	-	N/A	-	-	N/A
	Offer	31	65	32%	42	60	41%	-	-	N/A	-	-	N/A
	Acceptance	4	18	18%	10	9	53%	-	-	N/A	-	-	N/A
TOTAL	Application	1039	291	78%	1111	282	80%	1003	219	82%	1043	231	82%
	Offer	968	260	79%	1040	257	80%	941	188	83%	1003	213	82%
	Acceptance	221	65	77%	257	46	85%	217	46	83%	242	59	80%

Course completion rates are consistently high for men and women. However, course completion and good degree rates are lower for men than women (Figure 4.1.ii.c), making it important to identify why this occurs (**AP4.1.4**).

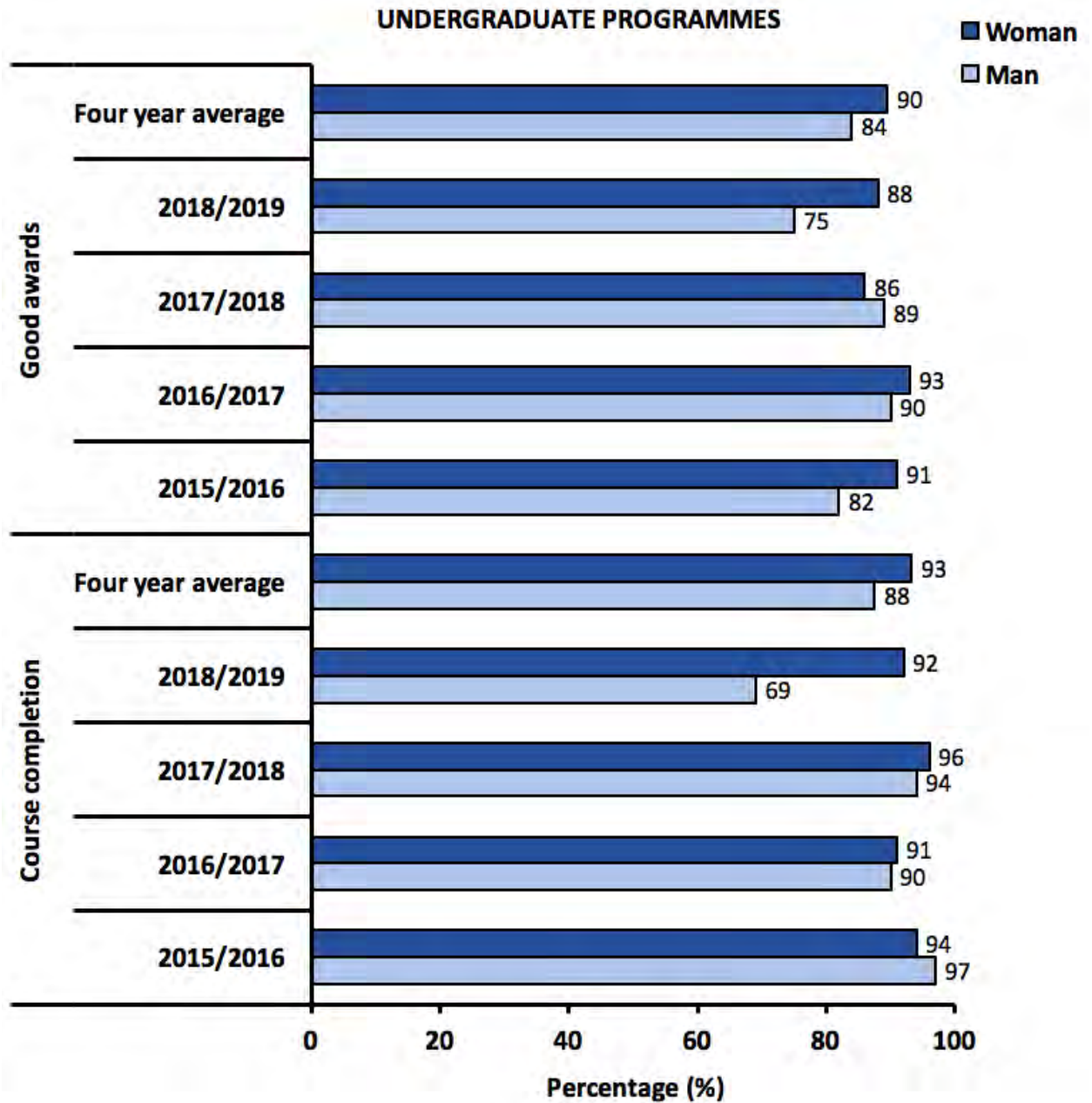


Figure 4.1.ii.c. Percentage of UGT course completion and good awards by gender.

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

Consistently, approximately 75% of applications to our five FT PGT courses have been from women (Figure 4.1.iii.a, Table 4.1.iii.a). This trend is most apparent for the MSc Psychology and MSc Health Psychology (Tables 4.iii.b). Whereas, on the MSc Sport and Exercise Psychology, there are more men accepting offers. This imbalance is also reflected in the number of offers made to students (75% women). Importantly, there is no discrepancy in the percentage of applications that lead to offers between men and women (Table 4.iii.a).

Between 2015/16 and 2018/19 the FT postgraduate courses combined have consisted of approximately 70% women (Table 4.1.iii.a/b). This has improved since 2015-2016 and



is slightly better than the HESA data (81% women, 19% men). However, given the gender imbalance in applications, it is important to review our advertising processes (AP4.1.1).

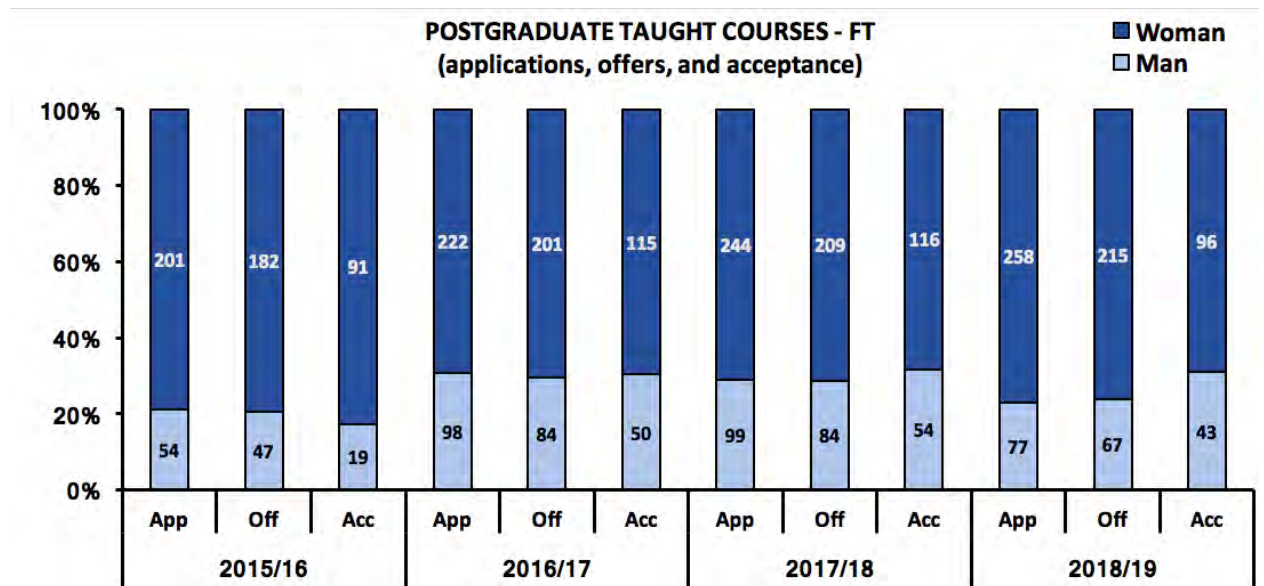


Figure 4.1.iii.a. Overall applications, offers, and acceptances for FT PGT programmes by gender (raw numbers in bars, percentage ratio at y - axis).

Table 4.1.iii.a. Overall applications, offers and acceptances on FT PGT programmes by gender.

Applications, Offers, and Acceptance for Postgraduate Taught Students (FT)						
Year	Gender	Apps	Offers	Accept	Apps-Offer Conversion	Offer-Accept Conversion
2015/16	Woman	201	182	91	91%	50%
	Man	54	47	19	87%	40%
	% W	79%	79%	83%		
2016/17	Woman	222	201	115	91%	57%
	Man	98	84	50	86%	60%
	% W	69%	71%	70%		
2017/18	Woman	244	209	116	86%	56%
	Man	99	84	54	85%	64%
	% W	71%	71%	68%		
2018/19	Woman	258	215	96	83%	45%
	Man	77	67	43	87%	64%
	% W	77%	76%	69%		
TOTAL	Woman	925	807	418	87%	52%
	Man	328	282	166	86%	59%
	% W	74%	74%	72%		

Table 4.1.iii.b. Applications, offers, and acceptances on individual FT PGT programmes by gender.

MISC

Applications and Offers for Postgraduate Taught Students (FT) by Gender													
Course (FT)	Category	2015/6			2016/7			2017/8			2018/9		
		Woman	Man	% W	Woman	Man	% W	Woman	Man	% W	Woman	Man	% W
Psychology	Application	97	25	80%	105	40	72%	141	39	78%	134	33	80%
	Offer	92	20	82%	99	38	72%	122	35	78%	117	29	80%
	Acceptance	47	9	84%	60	21	74%	64	23	74%	55	16	77%
Health Psychology	Application	33	5	87%	42	13	76%	36	5	88%	53	3	95%
	Offer	31	4	89%	35	9	80%	31	5	86%	37	2	95%
	Acceptance	19	3	86%	21	6	78%	19	5	79%	16	1	94%
Occupational and Organisational Psychology	Application	39	10	80%	39	14	74%	33	17	66%	30	12	71%
	Offer	31	9	78%	34	11	76%	27	11	71%	23	10	70%
	Acceptance	12	3	80%	17	9	65%	17	14	55%	6	5	55%
Sport and Exercise Psychology	Application	20	12	63%	22	22	50%	15	31	33%	22	20	52%
	Offer	17	12	59%	19	17	53%	13	27	33%	20	17	54%
	Acceptance	7	3	70%	6	6	50%	7	17	29%	5	13	28%
MRes Psychology	Application	17	2	89%	14	9	61%	17	7	71%	19	9	68%
	Offer	11	2	85%	14	9	61%	16	6	73%	18	9	67%
	Acceptance	6	1	86%	11	8	58%	9	5	64%	14	8	64%
TOTAL	Application	201	54	79%	222	98	69%	244	99	71%	258	77	77%
	Offer	182	47	79%	201	84	71%	209	84	71%	215	67	76%
	Acceptance	91	19	83%	115	50	70%	116	54	68%	96	43	69%

Course completion rates for our PGT courses are high (Figure 4.1.iii.b). However, for most years men are less likely than women to complete the course, which we will address (AP4.1.4).

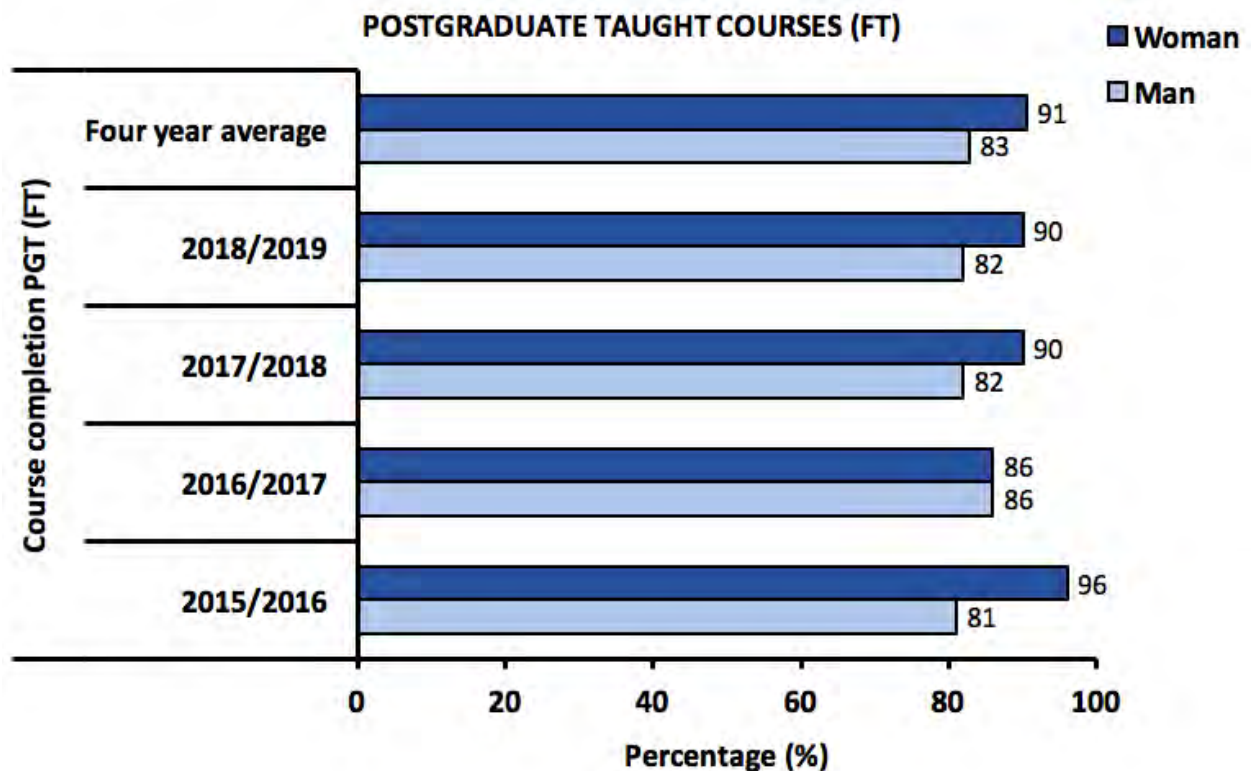


Figure 4.1.iii.b. Percentage of FT PGT programme completion by gender.

With the exception of the MRes Psychology, students can study our PGT courses on a PT basis. Across the four years, approximately 83% of applications for PT study were from women and 85% of offers were to women (Figure/Table 4.1.iii.c). The percentage of applications that receive an offer is higher for women than men. However, this is likely to be skewed by the small number of PT male applicants (Table 4.1.iii.d/e). The gender imbalance also influences the acceptance data. Our acceptance figures (87%) are higher than the HESA data (80% women). Women are more likely to apply to study PT (Table 4.1.iii.e). We need to review our advertising process for PT PGT courses and understand why these courses are less attractive to men (**AP4.1.1; AP4.1.2**).

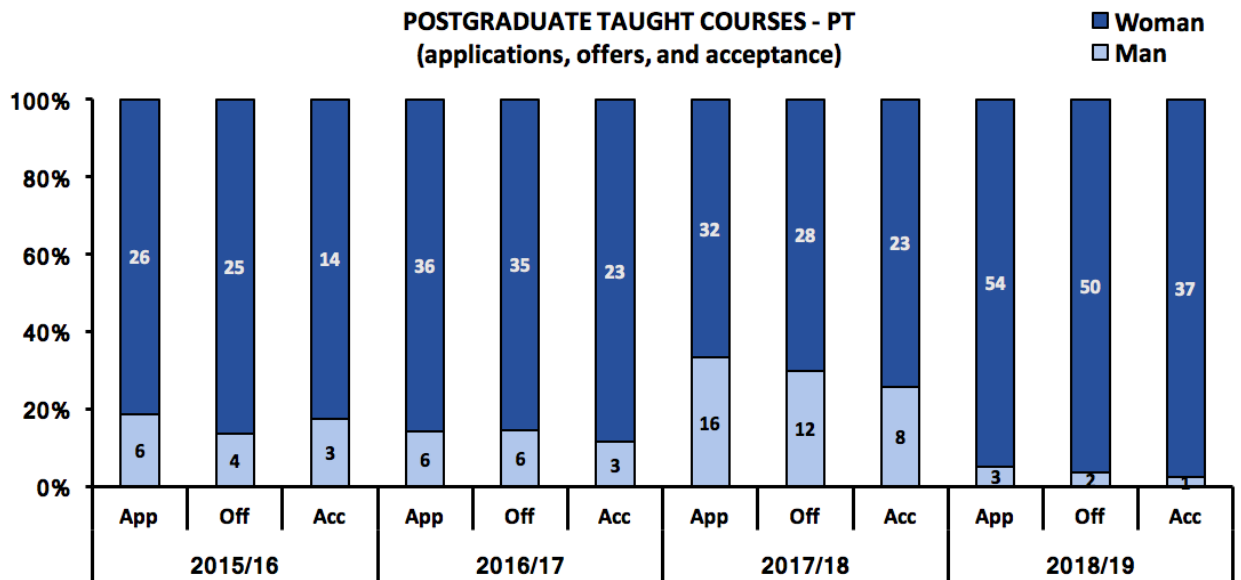


Figure 4.1.iii.c Overall applications, offers and acceptances on PT PGT programmes by gender (raw numbers in bars, percentage ratio at y - axis).



Table 4.1.iii.d. Overall applications, offers and acceptances on PT PGT programmes by gender.

Applications, Offers, and Acceptance for Postgraduate Taught Students (PT)						
Year	Gender	Apps	Offers	Accept	Apps-Offer Conversion	Offer-Accept Conversion
2015/16	Woman	26	25	14	96%	56%
	Man	6	4	3	67%	75%
	% W	81%	86%	82%		
2016/17	Woman	36	35	23	97%	66%
	Man	6	6	3	100%	50%
	% W	86%	85%	88%		
2017/18	Woman	32	28	23	88%	82%
	Man	16	12	8	75%	67%
	% W	67%	70%	74%		
2018/19	Woman	54	50	37	93%	74%
	Man	3	2	1	67%	50%
	% W	95%	96%	97%		
TOTAL	Woman	148	138	97	93%	70%
	Man	31	24	15	77%	63%
	% W	83%	85%	87%		

Table 4.1.iii.e. Applications, offers, and acceptances on individual PT PGT programmes by gender.

Applications and Offers for Postgraduate Taught Students (PT) by Gender													
Course (FT)	Category	2015/6			2016/7			2017/8			2018/9		
		Woman	Man	% W	Woman	Man	% W	Woman	Man	% W	Woman	Man	% W
Psychology	Application	22	4	85%	27	4	87%	25	11	69%	34	3	92%
	Offer	21	4	84%	26	4	87%	22	9	71%	31	2	94%
	Acceptance	11	3	79%	17	2	89%	18	7	72%	26	1	96%
Health Psychology	Application	1	0	100%	2	0	100%	2	1	67%	11	0	100%
	Offer	1	0	100%	2	0	100%	2	1	67%	10	0	100%
	Acceptance	1	0	100%	1	0	100%	2	0	100%	8	0	100%
Occupational and Organisational Psychology	Application	2	0	100%	4	1	80%	3	1	75%	4	0	100%
	Offer	2	0	100%	4	1	80%	3	1	75%	4	0	100%
	Acceptance	2	0	100%	3	0	100%	3	0	100%	2	0	100%
Sport and Exercise Psychology	Application	1	2	33%	3	1	75%	2	3	40%	5	0	100%
	Offer	1	0	100%	3	1	75%	1	1	50%	5	0	100%
	Acceptance	0	0	N/A	0	1	0%	1	0	100%	1	0	100%
TOTAL	Application	26	6	81%	36	6	86%	32	16	67%	54	3	95%
	Offer	25	4	86%	35	6	85%	28	12	70%	50	2	96%
	Acceptance	14	3	82%	23	8	74%	23	8	74%	37	1	97%

Overall, completion rates for men tend to be lower than for women (Figure 4.1.iii.d). Comparing FT and PT courses, we see lower completion rates for PT students. Given that we have more women studying PT, this is likely to impact women and we will address this (AP4.1.4).

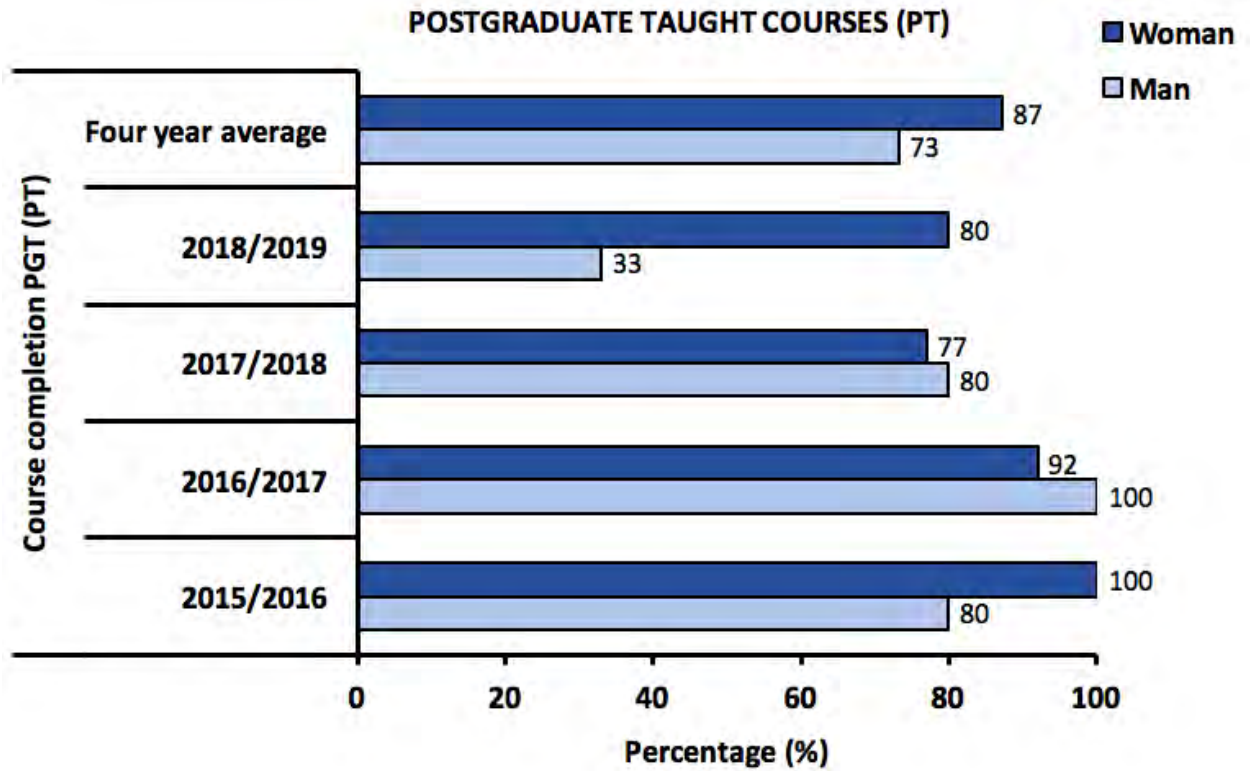


Figure 4.1.iii.d. Completion rates for PT PGT programmes by gender.

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

For our FT PGR course applications, over the last four years, on average, 73% of our applications are from women (Figure 4.1.iv.a, Table 4.1.iv.a). There was a large rise in the proportion of applications from women in 2018-2019. Our advertising review will consider these positions (AP4.1.1).

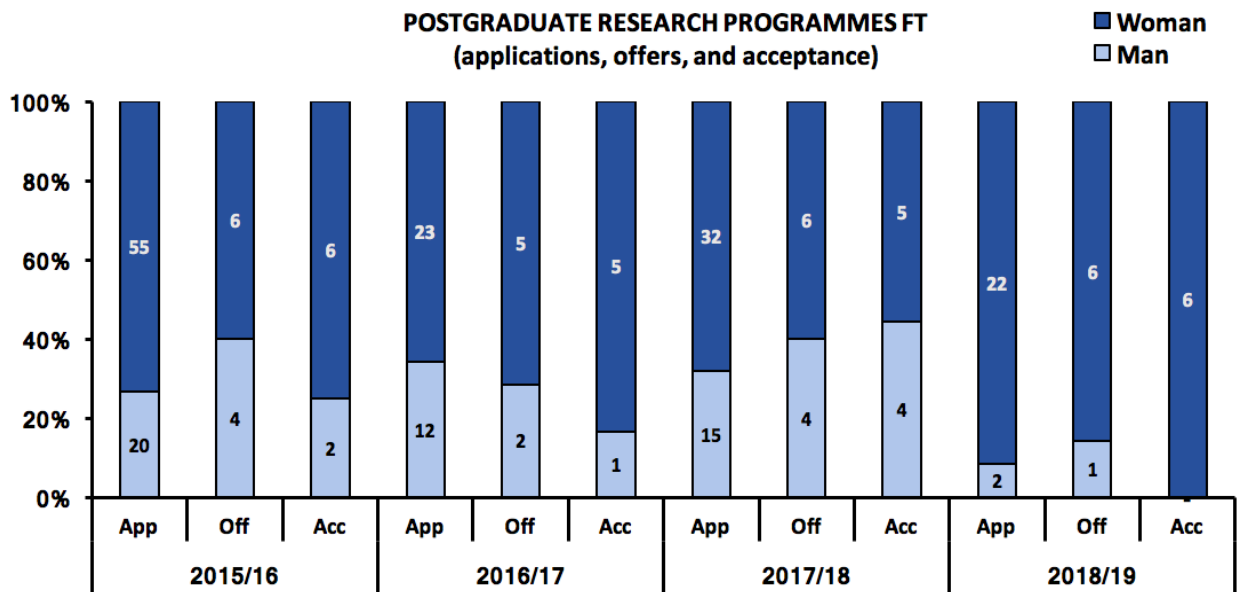


Figure 4.1.iv.a. Application, offer, and acceptance rates for FT and PT PGR students by gender (raw numbers in bars, percentage ratio at y - axis).



Table 4.1.iv.a. Applications and offers on FT and PT PGR research students by gender.

Applications, Offers, and Acceptance for Postgraduate Research Students (FT)						
Year	Gender	Apps	Offers	Accept	Apps-Offer Conversion	Offer-Accept Conversion
2015/16	Woman	55	6	6	11%	100%
	Man	20	4	2	20%	50%
	% W	73%	60%	75%		
2016/17	Woman	23	5	5	22%	100%
	Man	12	2	1	17%	50%
	% W	66%	71%	83%		
2017/18	Woman	32	6	5	19%	83%
	Man	15	4	4	27%	100%
	% W	68%	60%	56%		
2018/19	Woman	22	6	6	27%	100%
	Man	2	1	0	50%	0%
	% W	92%	86%	100%		
TOTAL	Woman	132	23	22	17%	96%
	Man	49	11	7	22%	61%
	% W	73%	68%	76%		

Generally, there is a slight trend of making fewer offers to women compared to their application rates, which needs to be monitored (**AP4.1.2**). Across the four-year period, around 76% of acceptances for FT PGR students are women (Table 4.1.iv.a), which is consistent with the HESA data (76%).

Between 2015-2018 men and women have high and similar completion rates for PGR courses (Figure 4.1.iv.c). However, in 2018-2019 there is a drop in completion rates for men, but not women. Men also seem to take longer to complete their studies (Table 4.1.iv.b) and this issue will be addressed (**AP4.1.4**).

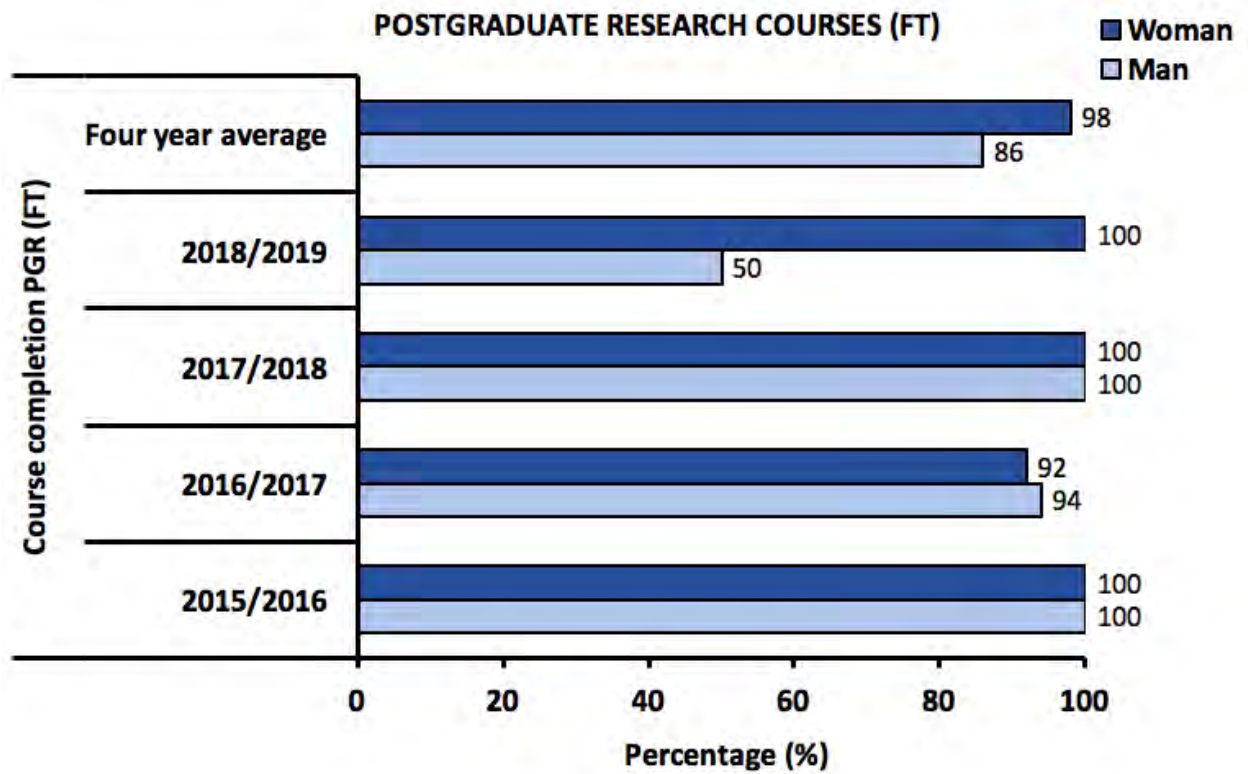


Figure 4.1.iv.c. Completion rates for FT PGR students by gender.

Table 4.1.iv.b. Time taken to complete PGR by gender.

PGR Student Awards						
Academic Year	Woman		Man		Difference (Month)	Difference (%)
	Awarded	Time to Complete (Months)	Awarded	Time to Complete (Months)		
<b>Full Time</b>						
2014/5	6	67	-	#N/A	#N/A	-
2015/6	2	46	1	42	4	8%
2016/7	4	56	2	69	-13	-18%
2017/8	4	43	1	44	-1	-2%
2018/9	4	43	2	48	-5	-11%
<b>Part Time</b>						
2014/5	1	84	-	#N/A	#N/A	-
2015/6	2	68	-	#N/A	#N/A	-
2016/7	2	84	-	#N/A	#N/A	-
2017/8	2	81	1	67	14	21%
2018/9	2	62	-	#N/A	#N/A	-

Over the four-year period, we have had very small numbers of PT PGR students, (1 or 2 each year.) We have not included this data as the very small numbers make drawing conclusions very difficult.

(v) Progression pipeline between undergraduate and postgraduate student levels

More men go on to study further (between 24% and 37%) than women (between 12% and 19%; Table 4.1.v). Overall, the general trend is that fewer students are continuing from UGT to PGT study. It is important to identify barriers to progression for men and especially women (AP4.1.5).

Table 4.1.v. Progression from UGT to PGT courses.

Progression from Undergraduate to Postgraduate by Gender										
Course	Sex	2016/7			2017/8			2018/9		
		Awarded	To PGT	%	Awarded	To PGT	%	Awarded	To PGT	%
Psychology	Woman	179	34	19%	189	22	12%	186	28	15%
	Man	51	19	37%	50	17	34%	34	8	24%

#### Section 4.1 Action Points Summary

**AP4.1.1** Undertake investigation into marketing procedures for foundation, undergraduate and postgraduate courses to identify issues contributing to the gender imbalance in applications from men and women (also full and part time differences).

**AP4.1.2** Monitor the proportion of applications from and offers to women and men students (and full and part time) at all levels to determine if trends develop.

**AP4.1.3** Introduce a stronger sport psychology component to our BSc in Psychology and include this in marketing materials.

**AP4.1.4** Undertake investigation into reasons why a) men and b) part-time students generally perform worse at all levels (completions and grades).

**AP4.1.5** Identify factors that a) influence fewer women than men progressing to postgraduate courses and b) the decline in progression rates in recent years.

#### 4.2. Academic and research staff data

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

The DoP has grown from 46 academic/research staff in 2015/16 to 74 academic staff in 2019/20 (Table 4.2.i.a) (ethnicity diversity within the department is small, as providing this data would identify individuals, it will not be presented). Staff increase has mirrored the rise in student numbers (from 419 new enrolments in 2015/6 to 614 in 2019/20) and is in line with the BPS staff-student ratio. Across the same time-period, there has been a slight increase in the percentage of women staff (from 50% to 54%) but overall gender is more balanced than national sector data (60.9% women in 2017/18). However, we still have a 'leaky pipeline' with a lower overall percentage of women staff as academic grade increases. Understanding more about the experiences and expectations of the promotion process is a key part of tackling this leaky pipeline, in addition, identifying how to attract and recruit more women into senior level posts is important (AP4.2.1, AP4.2.2, AP5.1.7).

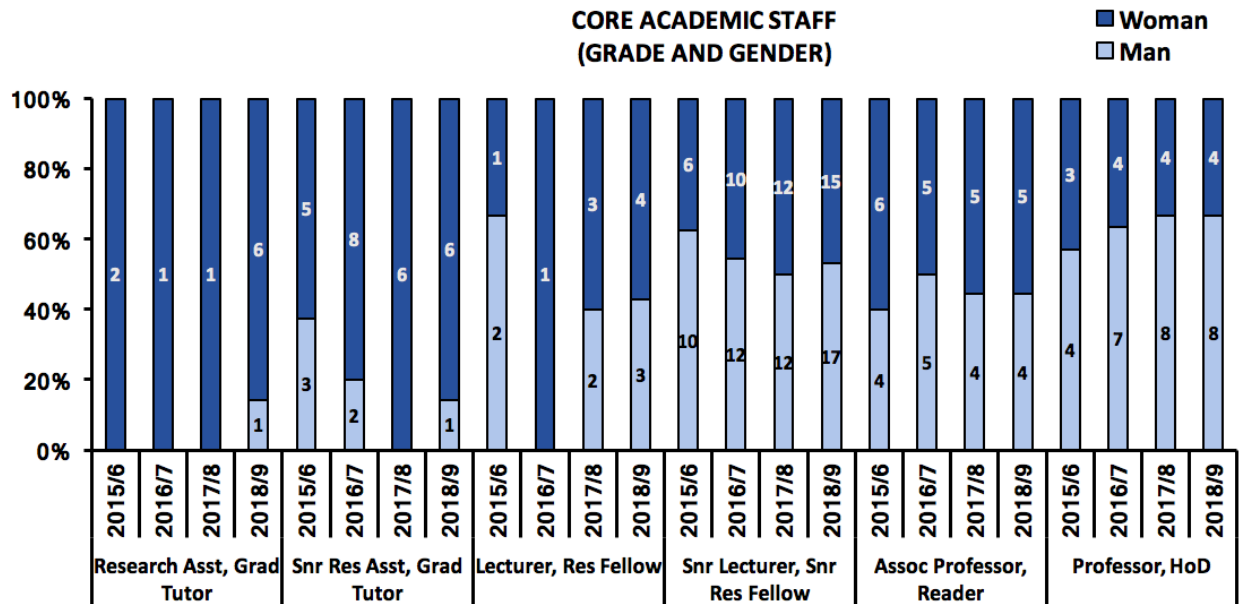


Figure 4.2.i.a. Percentage of staff at each academic grade by gender (raw numbers in bars).

Table 4.2.i.a. Number of staff at each academic grade by gender.

Core Academic Staff by Grade and Gender as of 30th September												
Psychology	2016/7			2017/8			2018/9			2019/20		
	Woman	Man	% W	Woman	Man	% W	Woman	Man	% W	Woman	Man	% W
Research Asst, Graduate Tutor	2	0	100%	1	0	100%	1	0	100%	6	1	86%
Snr Research Asst, Graduate Tutor	5	3	63%	8	2	80%	6	0	100%	6	1	86%
Lecturer, Research Fellow	1	2	33%	1	0	100%	3	2	60%	4	3	57%
Snr Lecturer, Snr Research Fellow	6	10	38%	10	12	45%	12	12	50%	15	17	47%
Associate Professor, Reader	6	4	60%	5	5	50%	5	4	56%	5	4	56%
Professor, HoD	3	4	43%	4	7	36%	4	8	33%	4	8	33%
Psychology (Department)	23	23	50%	29	26	53%	31	26	54%	40	34	54%

Figure 4.2.i.a. indicates the ratio is somewhat skewed by the lower-level fixed-term categories (Research Assistant, see Figure 4.2.i.b.). Both Research Assistants (RA) and Senior Research Assistants (SRA) are typically women, which may be indicative of more women graduating from UGT and PGT programmes.

In most categories, there is little difference between women and men. Where differences have occurred they appear to be correcting themselves over time, except at professorial level where women are underrepresented and the ratio between men and women has worsened. The fact that only 33% of professorial positions are held by women (Table 4.2.i.a), indicates a 'leaky-pipeline' (see also section 5.1.iii). While the average national data for professorial roles is 27% for women the D-SAT have discussed ways to address these issues such as monitoring selection processes, UBT, continued support for promotion and expanding our invited speakers programme (Section 5.6.vii) **(AP4.2.1, AP4.2.2, AP5.1.7, AP5.6.8)**.

Figure 4.2.i.b. shows roughly equal numbers of men and women in the DoP occupying permanent positions between 2016-2019. With the exception of 2016/7, women occupied more fixed-term research positions (RA and SRA) than men **(AP4.2.3; AP3.4)** (Table 4.2.i.a).



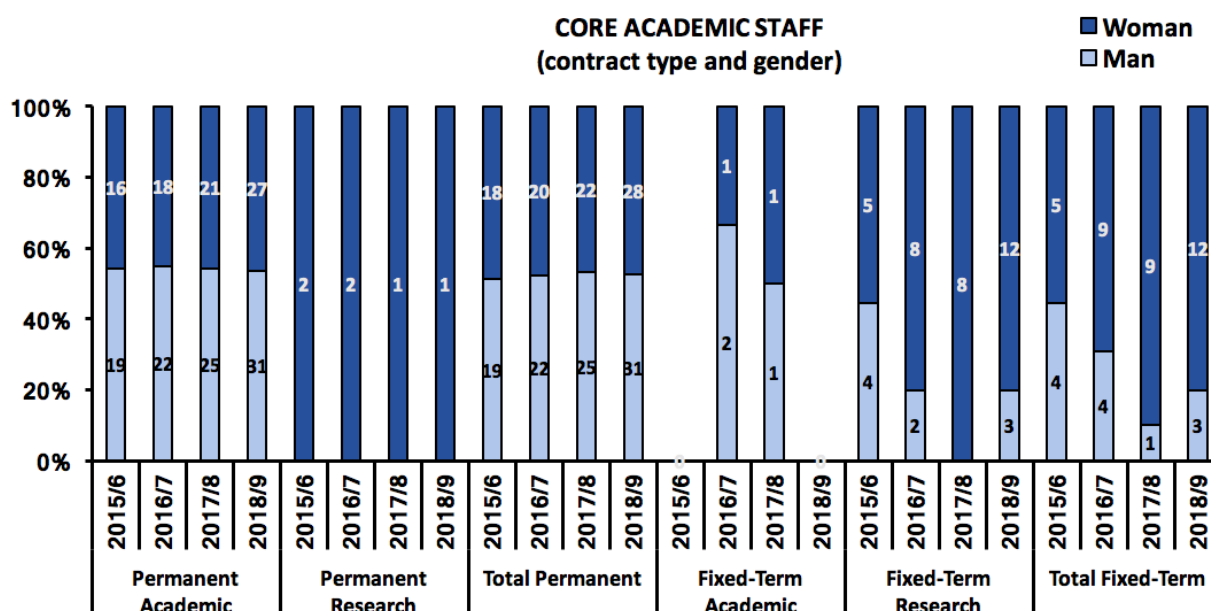


Figure 4.2.i.b. Percentage of staff on each type of contract by gender (raw numbers in bars).

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

The data shows a balance between men and women on permanent academic contracts (Table 4.2.ii.a). The numbers for permanent research contracts are small but have been held exclusively by women during 2016/17 - 2019/20. There are more women than men on fixed-term contracts and this is particularly noticeable for fixed-term research posts (Table 4.2.ii.a) (AP3.4; AP4.2.3).

Table 4.2.ii.a. Number of staff on permanent and fixed-term contracts by gender.

Academic Staff by Contract Status and Gender as of 30th September												
Contract Status	2016/7			2017/8			2018/9			2019/0		
	Woman	Man	% W	Woman	Man	% W	Woman	Man	% W	Woman	Man	% W
Permanent Academic	16	19	46%	18	22	45%	21	25	46%	27	31	47%
Permanent Research	2	0	100%	2	0	100%	1	0	100%	1	0	100%
Total Permanent	18	19	49%	20	22	48%	22	25	47%	28	31	47%
Fixed Term Academic	0	0		1	2	33%	1	1	50%	0	0	
Fixed Term Research	5	4	56%	8	2	80%	8	0	100%	12	3	80%
Total Fixed Term	5	4	56%	9	4	69%	9	1	90%	12	3	80%

Table 4.2.ii.b shows a large and consistent discrepancy between men and women in relation to PT employment. Women are overrepresented in PT positions accounting for 100% of all PT positions in 2016/17 and again in 2018/19 (Figure 4.2.ii.a) (AP3.4; AP4.2.4).

Table 4.2.ii.b. Mode of employment of academic staff by gender.

Core Academic Staff by Mode of Employment and Gender as of 30th September												
Mode of Employment	2016/7			2017/8			2018/9			2019/0		
	Woman	Man	% W	Woman	Man	% W	Woman	Man	% W	Woman	Man	% W
Full Time	18	23	44%	24	25	49%	24	26	48%	28	33	46%
Part Time	5	0	100%	5	1	83%	7	0	100%	12	1	92%
% Part Time	22%	0%		17%	4%		23%	0%		30%	3%	

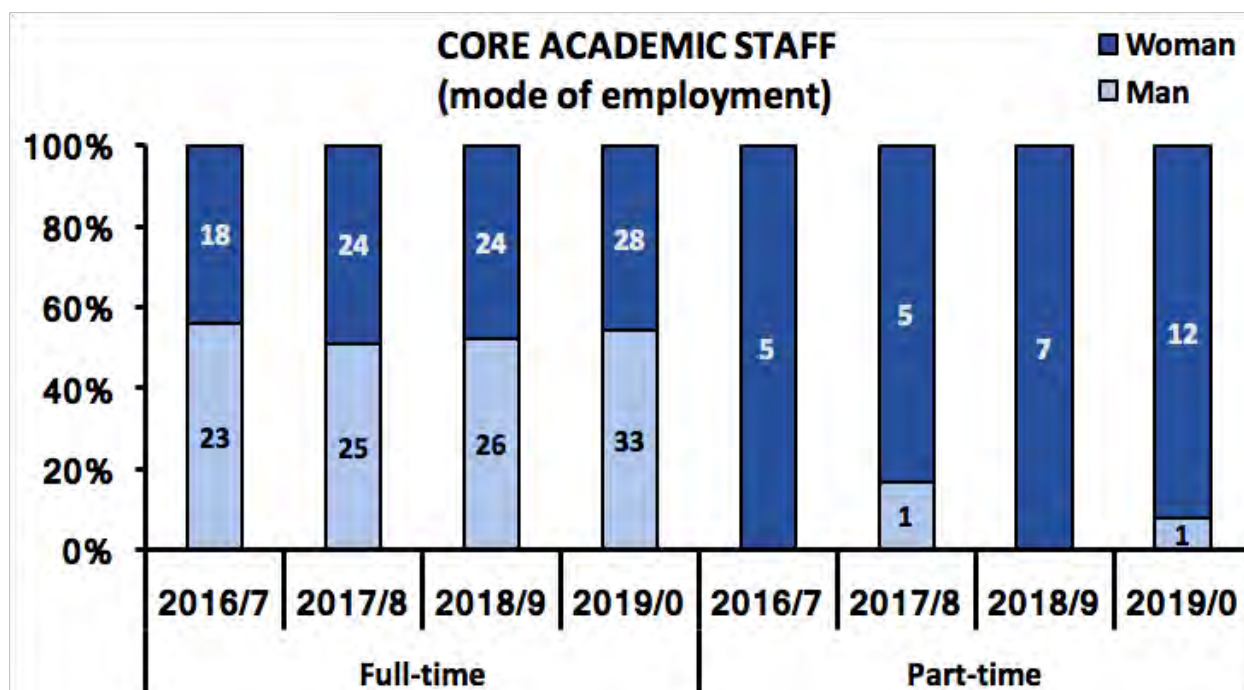


Figure 4.2.ii.a. Percentage of academic staff on different modes of employment by gender (raw numbers in bars).

Figures 4.2.ii.a/b indicate that women working PT are over represented in both fixed-term research positions and in permanent academic and research positions (**AP3.4; AP4.2.3**). There are no men in permanent academic positions working PT. This may be due to a lack of awareness about different working options (e.g. flexible, part-time etc.). Therefore, signposting this information to staff is an important action (**AP4.2.4; AP3.6**).

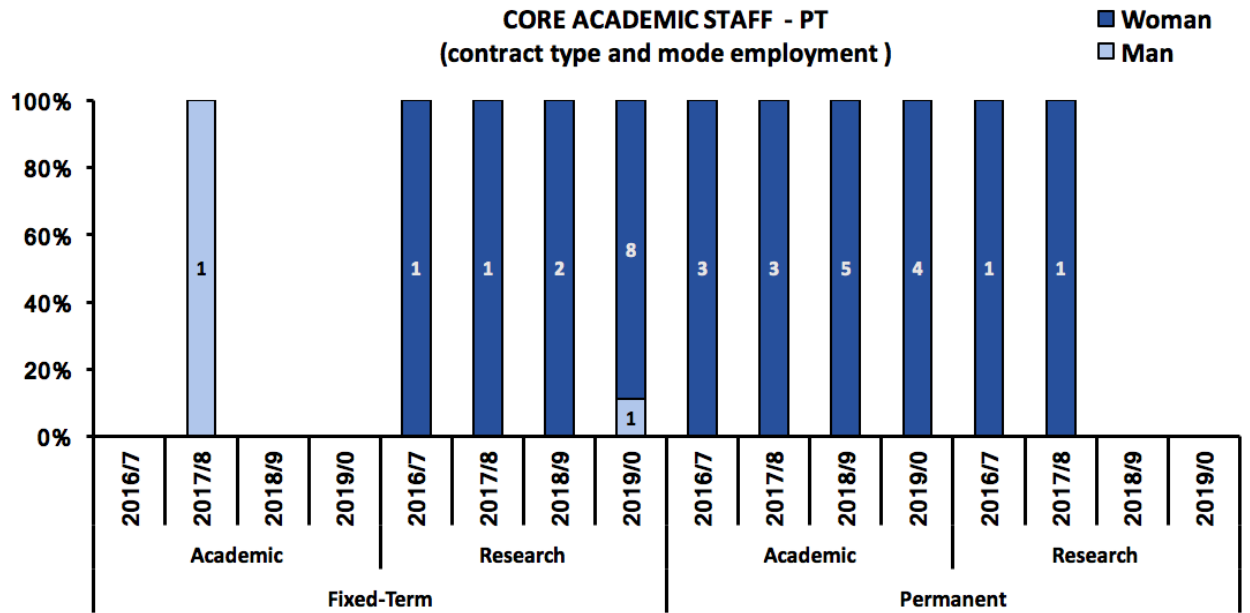


Figure 4.2.ii.b. Percentage of staff on different contract types and modes of employment by gender (raw numbers in bars).

Figure 4.2.ii.c shows the majority of our hourly paid PT teaching staff are women who are PhD students within the DoP, or have a PT teaching contract as their only occupation. This data only relates to the 2019/2020 academic year so it is not clear whether this is a consistent trend over time. We will monitor and identify trends in this data and take action where appropriate (AP3.4).

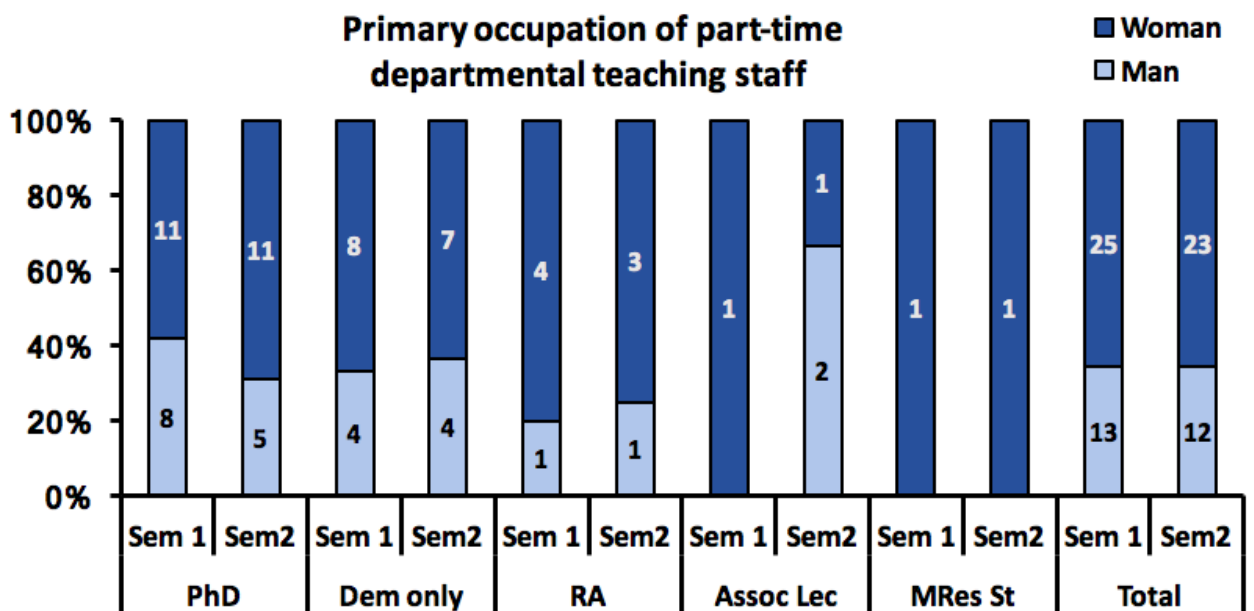


Figure 4.2.ii.c Primary Occupation of DoP hourly paid PT teaching staff (raw numbers in bars).

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

HR collects leaver's data. However, having a DoP internal process would allow us to obtain feedback and take appropriate action (**AP4.2.5**). During 2015-2019, the number of leavers is relatively small (Table 4.2.iii.a) so to protect anonymity we do not receive this information. The majority of leavers during 2016-2019 have been RAs or SRAs reaching the end of their contracts.

Table 4.2.iii.a. Number of academic leavers by gender.

Core Academic Leavers by Grade and Gender (1st August to 31st July)												
Grade of Leaver	2015/16			2016/17			2017/18			2018/19		
	Woman	Man	% W	Woman	Man	% W	Woman	Man	% W	Woman	Man	% W
Research Asst, Graduate Tutor	0	0	-	2	0	100%	0	0	-	0	0	-
Snr Research Asst, Graduate Tutor	0	1	0%	1	1	50%	1	0	100%	1	1	50%
Lecturer, Research Fellow	1	0	100%	0	0	-	0	0	-	1	0	100%
Snr Lecturer, Snr Research Fellow	2	1	67%	0	0	-	0	0	-	0	0	-
Associate Professor, Reader	1	0	100%	0	0	-	1	0	100%	0	0	-
Professor, HoD	0	1	0%	0	0	-	0	0	-	0	1	0%
<b>Academic Leavers Total</b>	<b>4</b>	<b>3</b>	<b>57%</b>	<b>3</b>	<b>1</b>	<b>75%</b>	<b>2</b>	<b>0</b>	<b>100%</b>	<b>2</b>	<b>2</b>	<b>50%</b>

Table 4.2.iii.b. Number of academic leavers by mode of employment and leaving reason type.

Core Academic Leavers by Mode of Employment and Leaving Reason Type (1st August to 31st July)												
Mode/Leaving Reason	2015/16			2016/17			2017/18			2018/19		
	Woman	Man	% W	Woman	Man	% W	Woman	Man	% W	Woman	Man	% W
Full Time Voluntary Leavers	0	1	0%	1	0	100%	2	0	100%	2	0	100%
Full Time Involuntary Leavers	1	1	50%	1	1	50%	0	0	-	0	0	-
<b>Full Time Total</b>	<b>1</b>	<b>2</b>	<b>33%</b>	<b>2</b>	<b>1</b>	<b>67%</b>	<b>2</b>	<b>0</b>	<b>100%</b>	<b>2</b>	<b>0</b>	<b>100%</b>
Part Time Voluntary Leavers	3	0	100%	0	0	-	0	0	-	0	1	0%
Part Time Involuntary Leavers	0	1	0%	1	0	100%	0	0	-	0	1	0%
<b>Part Time Total</b>	<b>3</b>	<b>1</b>	<b>75%</b>	<b>1</b>	<b>0</b>	<b>100%</b>	<b>0</b>	<b>0</b>	<b>-</b>	<b>0</b>	<b>2</b>	<b>0%</b>
<b>Academic Leavers Total</b>	<b>4</b>	<b>3</b>	<b>57%</b>	<b>3</b>	<b>1</b>	<b>75%</b>	<b>2</b>	<b>0</b>	<b>100%</b>	<b>2</b>	<b>2</b>	<b>50%</b>

There are a relatively small number of involuntary leavers across the time-period 2015/6-2018/19 and the data indicate a healthy gender balance (Table 4.2.iii.b).

#### Section 4.2 Action Points Summary

**AP4.2.1** Continue to monitor and review the recruitment process and applicant and shortlisting data for advertised senior and in particular professorial positions.

**AP4.2.2** Encourage staff to undertake ED&I and UB Training.

**AP4.2.3** Ensure fixed term staff have timely career development discussions with line managers to support applications for permanent positions.

**AP4.2.4** Signpost information concerning flexible working arrangements.

**AP4.2.5** Review the process for conducting 'exit interviews' with line manager.

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## 5. SUPPORTING AND ADVANCING WOMEN’S CAREERS

### 5.1. Key career transition points: academic staff

#### (i) Recruitment

Interview panel members must attend recruitment and selection training, including UBT and all staff complete mandatory biennial ED&I training. HR ensures there is gender balance on recruitment panels. For the past three years it has been possible to conduct Interviews and presentations online (e.g. via Skype) supporting international applicants as well as those with caring responsibilities, although we have not monitored uptake **(AP5.1.1)**. The D-SAT have identified that recruitment adverts do not clearly explain this option to prospective applicants, nor demonstrate the DoP culture (e.g. opportunities for part-time, flexible arrangements and job share opportunities), or consistently utilise gender neutral language. Therefore, we will include this detail in our recruitment communication **(AP5.1.2)**. We have also noticed that the adverts only have contact details for the HoD (man) so we will include a contact for the AHoD, (woman) **(AP5.1.3)**.

University data indicates more men (7) have completed the UBT offered by the University than women (5), but the majority of staff have not completed this (which may be due to it only being a university requirement for individuals involved in recruitment and selection). However, our own departmental data suggests that 25 women and 11 men have undertaken UBT (Figure 5.1.i.a). Upon discussion, some staff had participated in training in previous roles. With regard to the University mandatory ED&I training, 36% of women and 55% of men did not find this useful (Figure 5.1.i.a). The University has listened to feedback and in May 2020 will introduce new training and the D-SAT will continue to encourage staff to participate in UBT and ED&I training **(AP4.2.2)**.

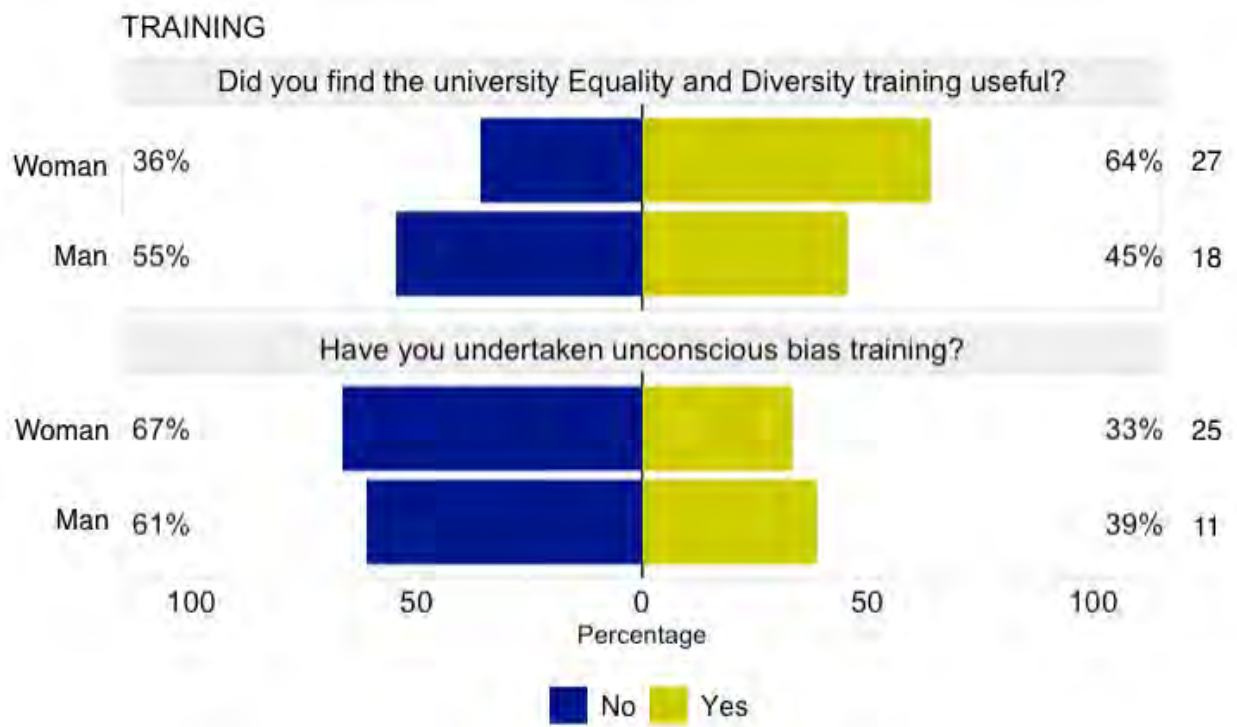


Figure 5.1.i.a. DoP UBT (Reported within the WcS 2019). (There were 30 women and 20 men respondents. The numbers on the right indicate the number of participants)

responding on this particular question. Other participants either did not respond or responded “don’t know”.)

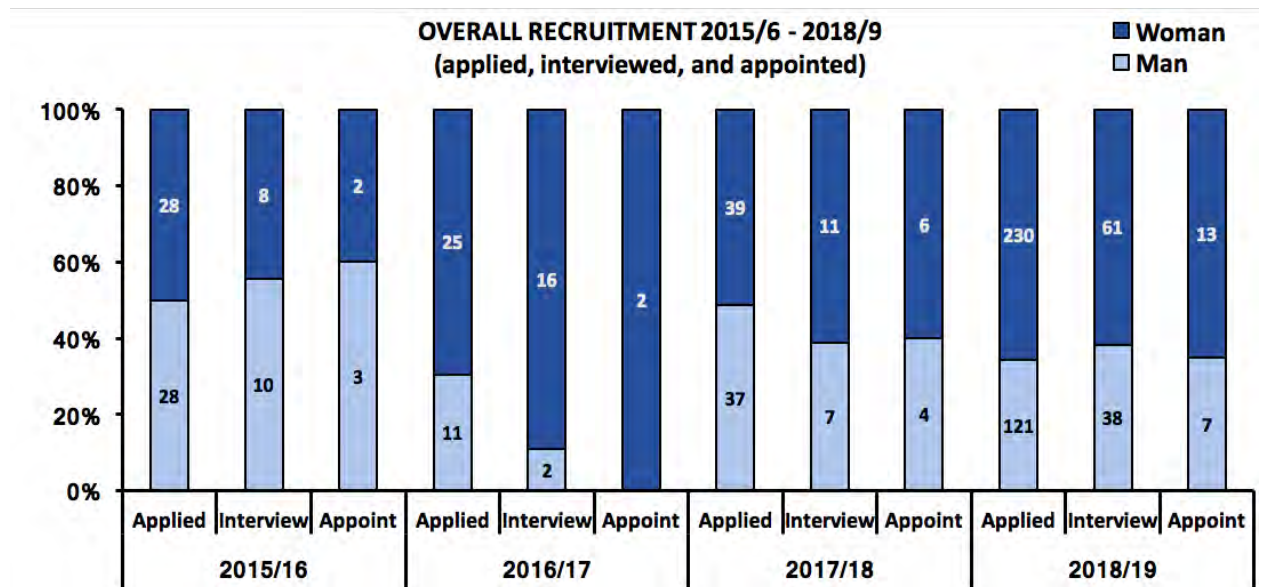


Figure 5.1.i.b. DoP Recruitment Data by Gender 2015-19.

Table 5.1.i.a. DoP Recruitment by Grade 2015-19 ('MISC' grades relate to posts advertised with non-standard salaries).

DoP Recruitment by Grade 2015-19																	
Grade	Category	2015/6			2016/7			2017/8			2018/9			TOTAL			
		Woman	Man	% W	Woman	Man	% W	Woman	Man	% W	Woman	Man	ND	% W	Woman	Man	% W
Research Ass. (4)	Application	4	5	44%							46	9	1	84%	50	14	78%
	Interview	4	2	67%							13	2		87%	17	4	81%
	Appointment	2	0	100%							6	1		86%	8	1	89%
(Snr.) Research Ass. (4 + 5)	Application										10	2		83%	10	2	83%
	Interview										3	2		60%	3	2	60%
	Appointment										1	0		100%	1	0	100%
Snr. Research Ass. (5)	Application				14	3	82%				12	11	1	52%	26	14	65%
	Interview				10	0	100%				2	8	1	20%	12	8	60%
	Appointment				1	0	100%				2	2	1	50%	3	2	60%
Snr. Res. Ass. Lecturer, Res. Fellow (5 + 6)	Application				7	6	54%								7	6	54%
	Interview				3	1	75%								3	1	75%
	Appointment				1	0	100%								1	0	100%
(Snr) Lecturer, (Snr) Res. Fellow (6 + 7)	Application				4	2	67%	33	20	62%	150	93	2	62%	187	115	62%
	Interview				3	1	75%	10	6	63%	46	22		68%	59	29	67%
	Appointment				0	0	N/A	6	3	67%	3	3		50%	9	6	60%
Snr Lecturer, Snr. Res. Fellow (7)	Application	18	8	69%				0	2	0%	2	4		33%	20	14	59%
	Interview	4	1	80%				0	0	N/A	0	2		0%	4	3	57%
	Appointment	0	1	0%				0	0	N/A	0	1		0%	0	2	0%
Assoc. Professor, Reader, PL (8)	Application							5	11	31%					5	11	31%
	Interview							0	0	N/A					0	0	N/A
	Appointment							0	0	N/A					0	0	N/S
Professor (9)	Application	6	15	29%											6	15	29%
	Interview	0	7	0%											0	7	0%
	Appointment	0	2	0%											0	2	0%
MISC	Application							1	4	20%	10	2		83%	11	6	65%
	Interview							1	1	50%	3	2		60%	4	3	57%
	Appointment							0	1	0%	0	1		0%	0	2	0%
TOTAL	Application	28	28	50%	25	11	69%	39	37	51%	230	121		66%	322	197	62%
	Interview	8	10	44%	16	2	89%	11	7	61%	67	38		64%	102	57	64%
	Appointment	2	3	40%	2	0	100%	6	4	60%	12	8		60%	22	15	59%

With the exception of 2015/16, there is an overall trend to be attracting, interviewing and appointing more women than men (Figure 5.1.i.b). The DoP is undergoing a period of growth where we have advertised more positions, but only one at grade 8 within the last three years, to which we were unable to appoint (Table 5.1.i.a). The last time a

grade 9 post was filled was in 2015/6, and we attracted less women and appointed two men (Table 5.1.i.a). We therefore have an issue in attracting and recruiting, particularly women at more senior positions, which will be addressed via external recruitment and internal promotion, to ensure equitable representation at senior grades (**AP4.2.1; AP5.1.2; AP5.1.6; AP5.1.7**).

(ii) Induction

New staff are invited to a University Welcome Event with the Vice-Chancellor, which includes interactive activities, ED&I information and a networking lunch with the University’s Senior Management Team. On their first day, staff receive an email, signposting them to new starter intranet pages, the Learning Offer and a list of the ‘top 5 things for new starters to do in their first month’. The University also provide departments with an induction checklist to ensure key information and events are signposted to staff. The HoD and AHoD are responsible for local induction including the agreement of working patterns - flexible working, compressed hours, and protected time for caring responsibilities. Additionally, new staff are appointed one ‘research’ and one ‘teaching’ mentor who support their research aims and achievement of Advance HE fellowship. From 2019, new staff begin their contracts with a teaching free semester to give them the opportunity to embed themselves in the DoP without the additional pressure of teaching (**AP5.1.4**).

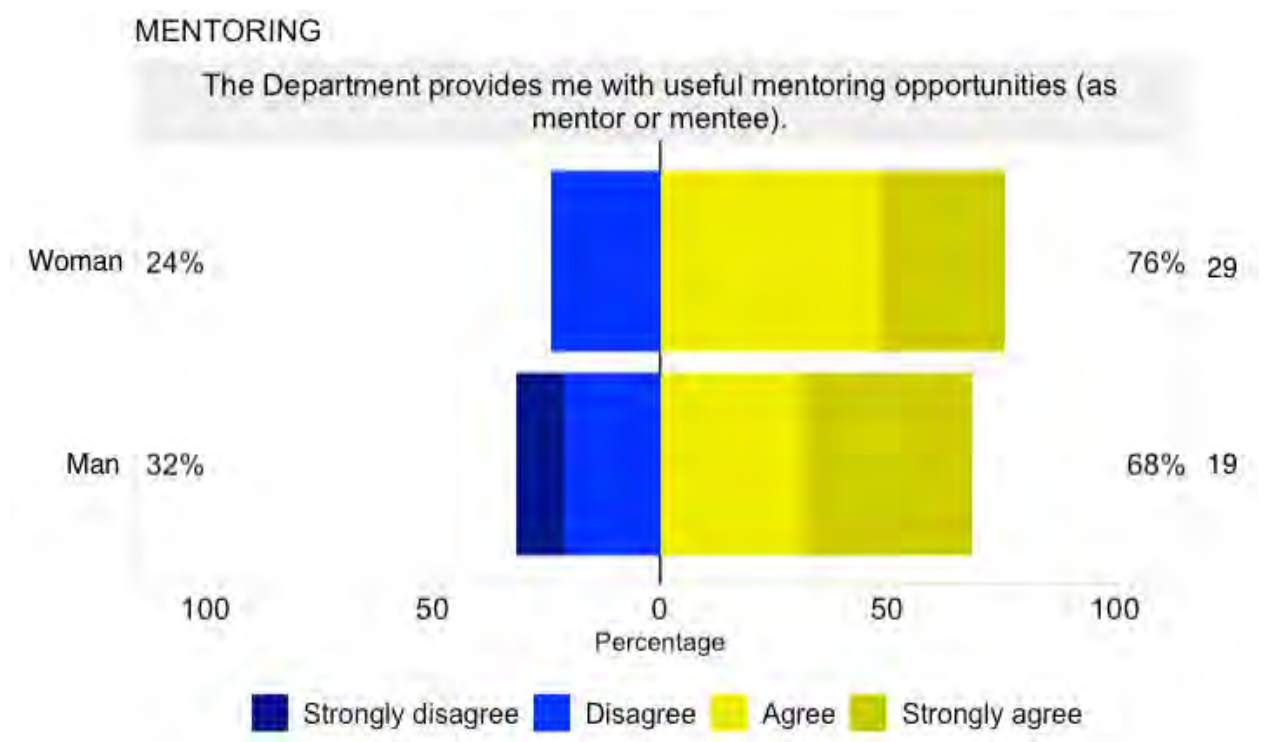


Figure 5.1.ii.a. DoP Opinion of Mentoring Opportunities (Reported within the WcS 2019).

Whilst the majority of staff agree that they are provided with useful mentoring opportunities (Figure 5.1.ii.a) roughly 1/3 of staff disagree. Mentoring was discussed further at the WcE, where there were mixed opinions regarding this, therefore the DoP will identify the reasons behind this to ensure mentoring is fit for purpose (**AP5.1.5**).

### (iii) Promotion

The University Academic Promotions Policy on the intranet outlines the criteria for promotion. Progression from Grade 6 to 7 for lecturers is automatic, dependent on satisfactory performance. The promotion process to Grade 8 and 9 (Associate Professor/Professor) is announced annually via email, by University management. All academic staff are eligible to apply, with no limit on the number of promotions available, with those promoted starting at the lowest band within the grade. In the 2019/20 promotion round, to encourage gender equality in applications, the University issued the following communication: *“Women are currently under-represented at Grades 8 and 9...and we strongly encourage women to consider making an application.”*

To support staff through the promotion process, the University runs workshops on the process and criteria. At faculty level, in 2019, action-learning sets were established for faculty academic staff considering promotion. The DoP encouraged participation, one man and two women members of staff engaged (both women have since applied for promotion). The learning sets are facilitated by a member of the Faculty Promotions Board with the aim of providing colleagues in each department with space to focus on their transition plans, and to network across faculty.

Staff discuss career aspirations in their annual PDA. Working with their appraiser they consider their longer-term goals (including promotion) and support and resources they require to achieve them. Utilising the objective promotion criteria during these conversations and ensuring that appraisers with these responsibilities have participated in UBT can go some way to ensure feedback is not gender biased (**AP4.2.2**). The promotion criteria values both teaching and research activity and staff can be promoted through excellence in one area and good standing in the other.

Application rates are low although men more frequently apply for promotion (Table 5.1.iii.a) (**AP5.6.8; AP5.1.6**). Applications were highest in 2015/16 and this is mostly due to a requirement introduced that year for Grade 8 colleagues (formerly known as principal lecturer) to apply to the new role of Associate Professor (Grade 8). The success for women has been higher than for men but overall the numbers are low and fewer women are applying than men. There was a perception presented in the WcS that men may be more likely to apply for promotion than women:

#### Survey quote:

“...males are much more likely to apply for promotion than females. I've seen males have the confidence to apply even when they don't fully meet the promotion criteria and females without the confidence to apply even when they exceed the criteria.”

Table 5.1.iii.a. Academic Promotions Applied and Awarded by Gender.

Academic Promotions (Applications between 1st August to 31st July)												
Status	2015/16			2016/17			2017/18			2018/19		
	Woman	Man	% W	Woman	Man	% W	Woman	Man	% W	Woman	Man	% W
Applied	3	12	20%	1	0	100%	1	6	14%	1	3	25%
Awarded	3	7	30%	1	0	100%	0	2	0%	1	3	25%
% awarded	100%	58%		100%	-		0%	33%		100%	100%	



Although the complete set of data for 2019/2020 is not yet available, seven women and five men have applied for promotion.

At a departmental level, more staff feel that they understand the process and criteria than those who do not (Figure 5.1.iii.a), however the data suggests women may be more unclear than men (**AP5.1.7**).

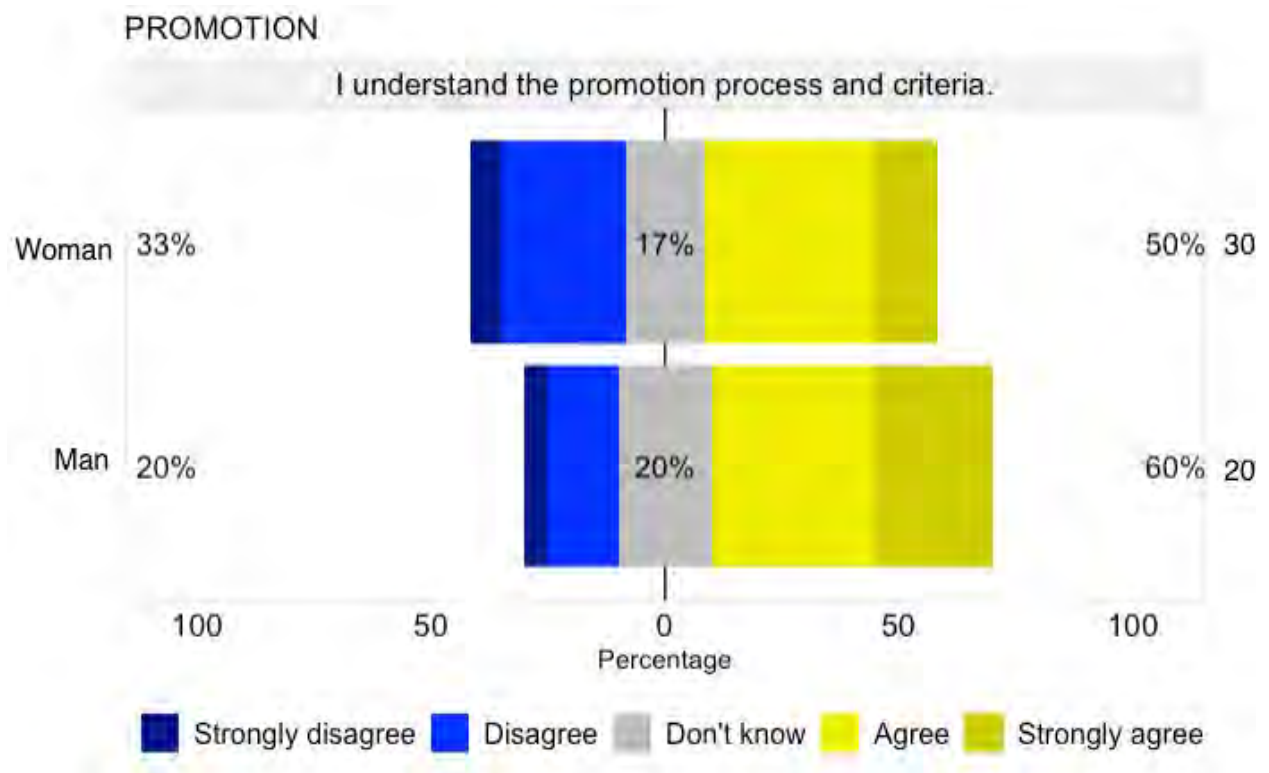


Figure 5.1.iii.a. DoP Understanding of Promotion Criteria (Reported within the WcS 2019).

The University held listening groups in 2019 to understand the barriers to progression for women academics within the University. Concerns were raised that leadership roles were only offered to staff of grade 8 and above. The DoP has awarded three leadership posts to staff at grade 7 (Directors of Education, Transnational Education and ED&I - all women staff). These roles were advertised to all staff in the DoP to express their interest. Broadening the roles beyond grade 8 and 9 enabled grade 7 staff to gain leadership experience to add to their CV, whilst also allowing grade 8 and 9 staff to rotate out of these roles and free up time for mentoring of less experienced staff and other organisational citizenship activities (**AP5.6.3**). Two of these grade 7 staff (women) have since applied for promotion using this leadership experience and successfully passed the first two stages. Additionally, an MSc Occupational and Organisational Psychology student conducted her thesis on the barriers and facilitators to career progression in women academics at Northumbria. Potential barriers identified include; lack of confidence, absence of role models, capacity and the promotion process and criteria. Facilitators identified were; mentoring, coaching, peer support and career self-management and development (**AP5.1.5**; **AP5.1.7**).

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

In RAE2008, 16 (six women, 37%) staff members were submitted into UoA4 (51% of eligible staff). The total staff base at that time included 15 women (48%). For REF2014, nine women and 16 men (36% women) were submitted. The woman/man ratio of submitted staff (36%) was considerably lower than the ratio of eligible staff members (22 women and 22 men, 50%). Overall, fewer than half of eligible women were entered into UoA4. The situation was better for men where almost three out of four eligible staff members were submitted. Altogether, 57% of eligible staff members were entered into UoA4. The picture has changed drastically since that time with the staff base increasing by 50% and the gender split maintained. Importantly, the support provided for the development of research focused academic careers means that we plan to enter over 90% of eligible staff for REF2021 (72% women) (Table 5.1.iv.a). Given this improvement since 2014, it would also be prudent to ensure that women are not taking on additional research activities along with housekeeping roles and that they have appropriate time allocations to conduct research (AP5.1.8).

Table 5.1.iv.a. REF Eligible Staff vs Submitted by Gender.

<b>Eligible Staff vs Submitted Staff by Headcount</b>				
<b>REF Year</b>	<b>Gender</b>	<b>Eligible</b>	<b>Submitted</b>	<b>% Submitted</b>
<b>2014</b>	Woman	22	9	41%
	Man	22	16	73%
	% W	50%	36%	
<b>2021</b>	Woman	31	29	94%
	Man	32	29	91%
	% W	49%	50%	
<b>TOTAL</b>	Woman	53	38	72%
	Man	54	45	83%
	% W	50%	46%	



## Section 5.1 Action Points Summary

**AP5.1.1** Monitor uptake of online selection and how many interviews are offered via different selection routes (face-to-face vs. Skype).

**AP5.1.2** Include a clear statement on the culture of the DoP in future job adverts, emphasising part-time/flexible work option and job shares considered. Also ensure gender neutral language is used in job advertisements.

**AP5.1.3** Add man and woman contact details on recruitment advert.

**AP5.1.4** Monitor the success of teaching free semester for new staff.

**AP5.1.5** Identify the reasons behind dissatisfaction with mentoring to ensure it is fit for purpose.

**AP5.1.6** Line Managers will discuss how different activities relate to the promotion criteria/career development as part of annual PDA review, and readiness for applying.

**AP5.1.7** Annually run departmental event for staff to discuss the promotion criteria and promotion process. Signpost support available and how to access it and monitor promotion applications and outcomes.

**AP5.1.8** Review workload allocations in line with career ambitions to ensure equity in research time allocation across gender.

## 5.3 Career development: academic staff

### (i) Training

The University's Learning Offer provides development opportunities for staff, which can be booked via the intranet. In addition, there is a suite of mandatory training for all staff as well as role specific and optional training, which is coordinated centrally, including newly developed leadership training. The majority of women in the DoP (82%) and 60% of men have completed mandatory training (Table 5.3.i.a). Uptake of optional training varies year on year depending on individual needs (discussed during PDA). Year on year, more women undertake optional and mandatory training than men (Table 5.3.i.b)

**(AP5.3.1).**

Table 5.3.i.a. Core Academic Staff who have Completed all Mandatory Training.

Core Academic Staff - Completed All Mandatory Training									
Sub-Department	Woman				Man				Diff. % W
	Yes	No	N/A	%	Yes	No	N/A	%	
HLS Management & Admin	1	0	0	100%	0	0	0	-	100%
Psychology	28	6	2	82%	22	10	2	69%	14%
Brain-Performance Nutrition Research	3	0	0	100%	0	0	0	-	100%
<b>Total</b>	<b>32</b>	<b>6</b>	<b>2</b>	<b>84%</b>	<b>22</b>	<b>10</b>	<b>2</b>	<b>69%</b>	<b>15%</b>

Table 5.3.i.b. Attendance at Optional Development/Training Opportunities by Gender.

Attendance at Optional Development / Training Opportunities by Year and Gender									
Core Academic Staff									
Training Category	2016/7			2017/8			2018/9		
	Woman	Man	% W	Woman	Man	% W	Woman	Man	% W
Core Development	6	3	67%	2	2	50%	6	1	86%
Leadership and Talent Development	15	3	83%	5	2	71%	6	1	86%
Learning and Teaching Development	5	10	33%	8	5	62%	16	6	73%
Professional Development	1	0	100%	0	0	-	1	1	50%
Researcher Development	7	5	58%	2	1	67%	0	3	-
Tailored Development	2	4	33%	1	0	100%	7	3	70%
Knowledge Exchange	0	0	-	0	0	-	1	0	100%
<b>Total</b>	<b>36</b>	<b>25</b>	<b>59%</b>	<b>18</b>	<b>10</b>	<b>64%</b>	<b>37</b>	<b>15</b>	<b>71%</b>

Each year the Learning Offer is refreshed based on needs identified during appraisal and through discussions with departmental management teams. New development opportunities are promoted via a ticker tape and through intranet articles directing people to the Organisational Development intranet page. When new mandatory training modules are introduced, staff are informed via email cascade from the faculty.

*“NU’s DoP demonstrates a commitment to excellence, manifest in first-class teaching and learning underpinned by high quality research, and promoting business facing professional engagement.”* (University, DoP web page)

To facilitate the commitment expressed on the website, the DoP supports individuals who wish to access external training through a staff development budget. Applications are considered on an individual basis, and all UK based training requests to date have been supported. Whilst to date no data has been recorded in terms of gender/role/grade, we will collect such data in the future **(AP5.3.2)**. The DoP also supports staff to enrol on academic programmes within the University (e.g. a man with caring responsibilities is studying for an MBA PT). Staff indicated they are happy with the training opportunities offered (Figure 5.3.i.a). We will monitor the uptake of training and development (by gender and those with caring responsibilities) and continue to ensure colleagues are aware of how to access a diverse range of training and development, relevant to their career development **(AP5.3.3)**.

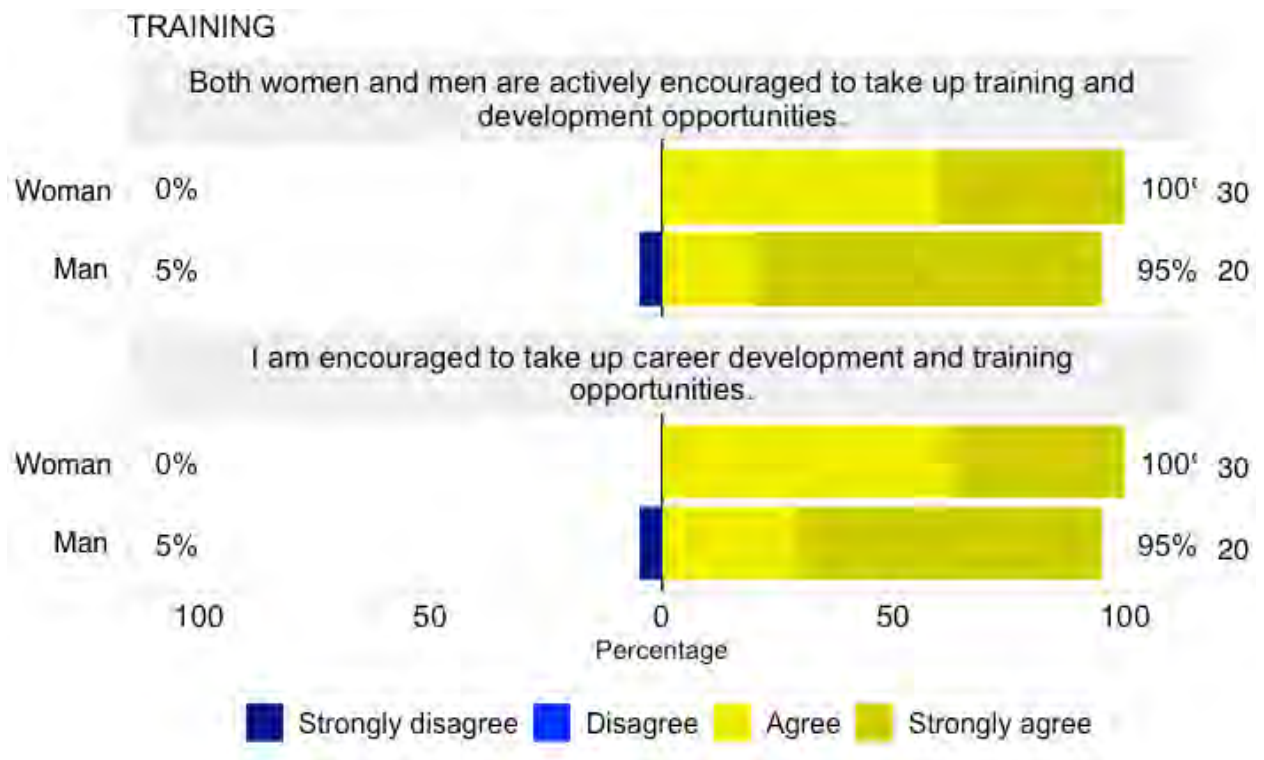


Figure 5.3.i.a. Encouragement to undertake Training and Development by Gender.

Training evaluation is undertaken centrally and discussions take place at the PDA to identify impact and whether additional training is required (see section 5.3.ii).

(ii) Appraisal/development review

The PDA process is managed centrally and is mandatory for staff. There is an online form to complete where colleagues reflect on their development, objectives, support received and future plans prior to meeting their appraiser. In 2018/19 27% of academic staff and 25% of research staff's online forms were marked as complete. This figure does not reflect true completions, believed to be due to current union advice to not formally sign off the PDA form even if a meeting has taken place. Importantly all staff had PDA discussions with their appraiser (reported by line managers). During PDA meetings, staff discuss career development and future objectives, setting SMART goals for the coming year.

In the DoP we currently have two line managers for academic staff (one man (HoD) and one woman (AHoD)) who are responsible for conducting all PDAs. This is as a consequence of two recent University restructures, meaning there were only two fully trained colleagues in a position to hold PDA meetings, and to afford consistency during organisational restructure. As a priority and due to the rapid expansion of the DoP, the HoD is working to disperse the line management amongst appropriately trained colleagues (Table 5.3.i.a). The HoD will ensure fair distribution of workload (amongst grade 8 and 9 staff) to enable development opportunities for those staff wanting to gain line management experience, whilst accounting for gender equality (AP5.3.4). Additionally, there are line managers of research staff (Table 5.3.i.a) who have not undergone university PDA training, this is not mandatory, however we will encourage completion (AP5.3.4).

Table 5.3.i.a. Completion of Managing PDA Training by Gender.

Athena Swan - Managing Appraisal Training Psychology									
Grade	Line Managers			Completed Training			% of Line Managers		
	Woman	Man	Total	Woman	Man	Total	Woman	Man	Total
11	-	-	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-	-	-
9	4	3	7	1	1	2	25%	33%	29%
8	2	-	2	2	-	2	100%	-	100%
7	1	1	2	1	-	1	100%	-	50%
6	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>7</b>	<b>4</b>	<b>11</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>57%</b>	<b>25%</b>	<b>45%</b>

Thirty-six percent of women and 44 percent of men do not think annual PDAs are helpful (Figure 5.3.i.b). This could be influenced by two factors discussed at the WcE. Firstly, staff report that the PDA form is long-winded and captures micro level information rather than focussing on personal experiences, ambitions and perceived barriers. The completion and sign off process is unwieldy and time consuming. Secondly, the HoD and AHoD promote relationship building (formal and informal) as critical to career development over process with an open door approach in place where development is not an 'event'. The DoP is strategically 'fleet of foot' to support colleagues with changes in demands and ambitions in response to internal and external drivers. The HoD regularly checks in with staff to provide support and advice outside of formal processes (AP5.3.5).

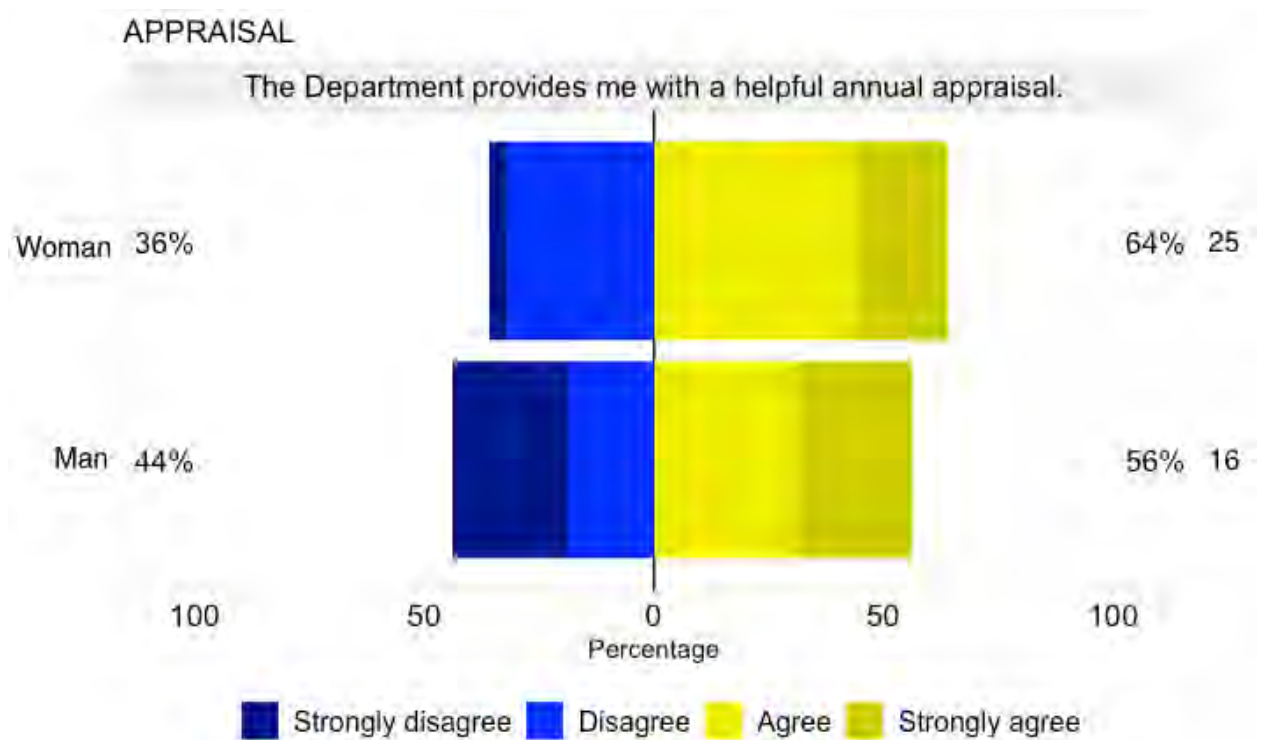


Figure 5.3.i.b. Satisfaction with the Annual PDA Process.

(iii) Support given to academic staff for career progression

Staff are supported to gain Advance HE fellowship. New academic staff (grades 6 – 8, regardless of fellowship) complete a learning and teaching development plan within the first 6 weeks of joining – this identifies CPD needs etc. We have 14 trained Advance HE mentors in the DoP (9 women). The DoP delivers ‘becoming a fellow of Advance HE’ workshops approximately three times a year, which are open to all staff and PGRs. Figure 5.3.iii.a shows that there are more women in the DoP with teaching qualifications than men, which is an area for improvement (AP5.3.6).

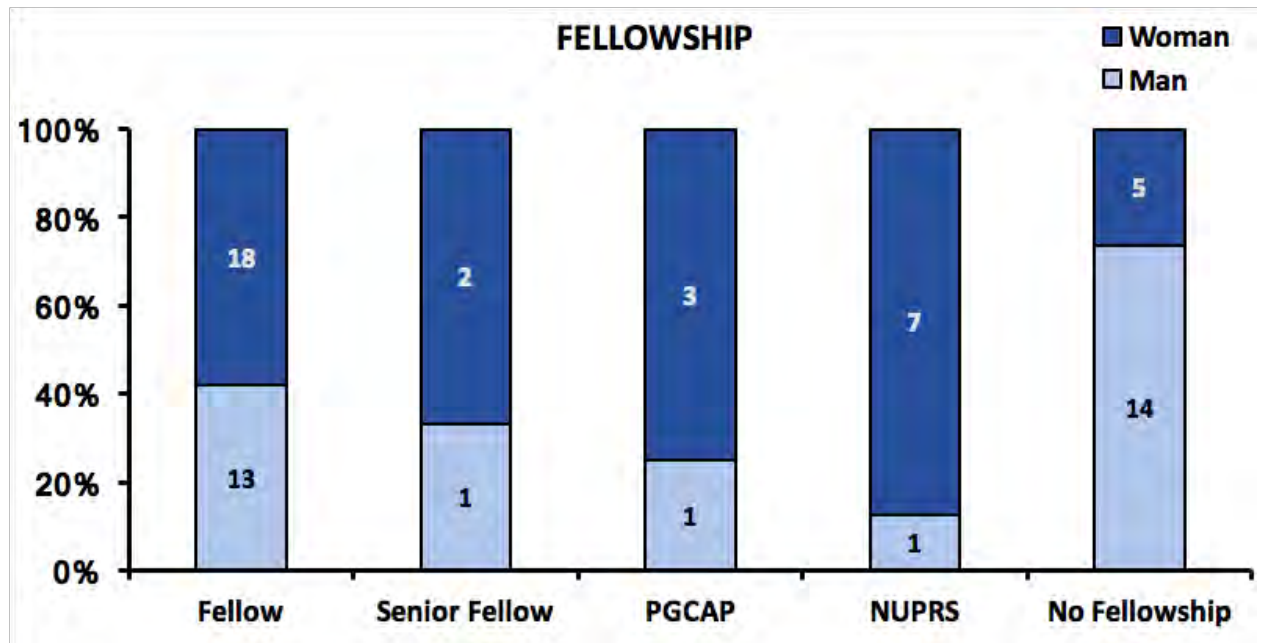


Figure 5.3.iii.a. Teaching qualifications by grade (raw numbers in bars, percentage ratio at y - axis).

Staff are generally happy with career support (Figure 5.3.iii.b), 61% of women and 54% of men felt there needed to be more positive action for career advancement (the WcS quote on the next page also highlights issues in relation to individuals with caring responsibilities). Individuals are encouraged to speak to their line manager or appraiser where they face career progression challenges to identify potential solutions. Career progression (in the form of leadership experience) was also discussed in section 5.1.iii (AP5.1.7; AP5.6.3). Additionally, 35% of women disagreed with the statement that departmental networking events were useful. Upon further exploration from WcS and WcE this was primarily due to timing of events (AP5.6.5). We will ensure colleagues are aware of the diversity of activity which can support career progression including, but not limited to being part of departmental working groups (such as AS D-SAT) (AP3.6). In addition, due to recent Covid-19 challenges we have learned that not all opportunities need to involve travel and we can better utilise online platforms to support career development where individuals cannot or do not want to travel.



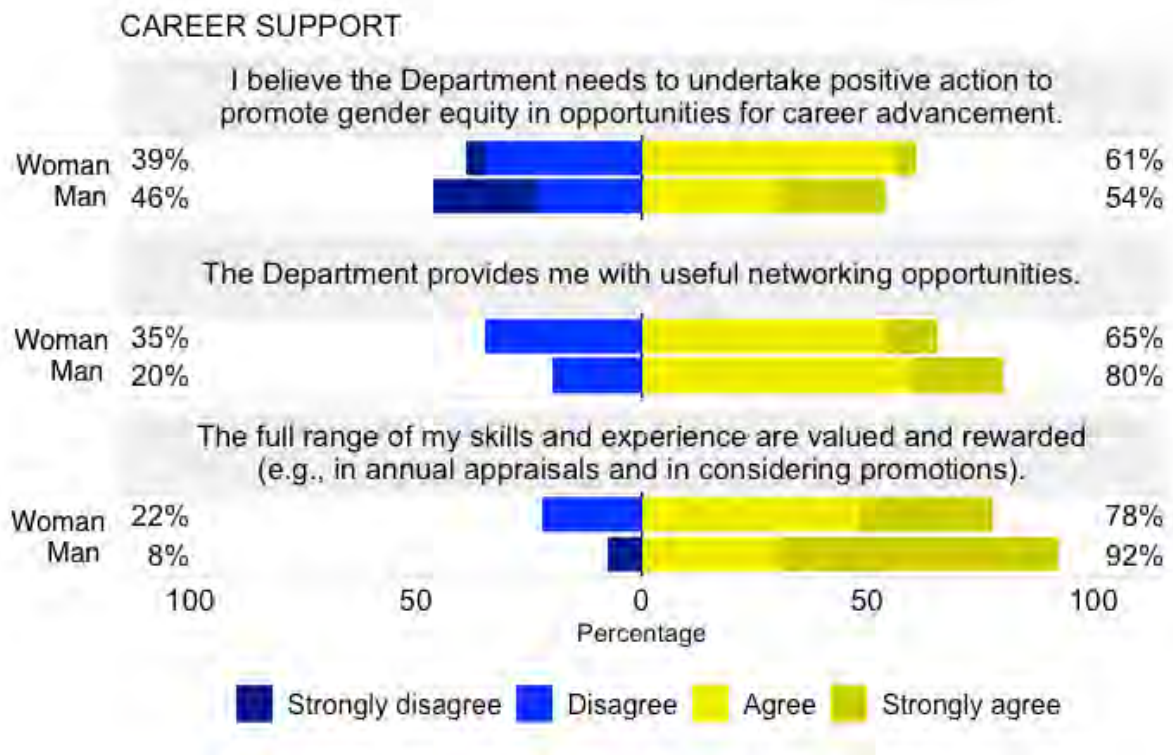


Figure 5.3.iii.b. Career Support (career advancement, networking and valuing of skills) by Gender.

**Survey quote:**

"I find that many roles that involve travel, networking etc. are not as easily accessible to people with caring responsibilities. I have asked, and there are no initiatives or support for individuals whose career progression is limited because of difficulty engaging with these activities "

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

Students are introduced to a range of career options as part of an employability strand in all programmes. Students from foundation to PGT have a personal tutor who supports them with their academic studies and career plans and can signpost them to additional support from the careers and employment team (such as 'preparing for interviews'). Students periodically complete online questionnaires asking about career readiness and are directed to resources to support them. Employability support also varies by programme and is tailored to the requirements of individual cohorts, examples include:

- **UG (levels 5 and 6):** as part of student selected option modules, they complete a 500 word self-reflective assignment (worth 10% of their module and marked by their personal tutor to encourage staff and students to engage with the career planning), where they reflect on their learning and how their knowledge and skills are supporting them to prepare for their career. (NB all staff are allocated personal tutees commensurate with their contract to ensure equivalence for FTE). Students can also choose to complete a placement module or research internship to enhance their employability through experiential learning, reflection, critical analysis and continuous improvement.

The placement allows students to work within a range of organisations from local charities to multinational corporations, in areas such as mental health, education, marketing, and academic and industrial research. For the last two years, UG students have been offered the chance to apply for a paid internship within the DoP, currently 14 women and 2 men. These are funded centrally by the University and give students the chance to work for up to 130 hours on a research, administrative or marketing and communications based project.

- **MRes** students all undertake a year-long research internship alongside a member of academic staff. Students can select from a wide range of projects and are involved in a complete project from design and development through to implementation and dissemination.
- **MSc Occupational and Organisational Psychology:** guest lectures are delivered by practitioners in the field, providing networking opportunities and work experience (e.g. one student worked within our own HR department). Students are also encouraged to complete their research project within an organisational setting to ensure an authentic experience which often leads to paid employment following graduation (often through staff contacts such as Northumbria Police and St Oswald's Hospice).

The DoP has a dedicated Careers Advisor who shares information on career options for graduates, runs 1-2-1 and group guidance sessions and provides support to staff as required. Through reflecting on gender equality we have recognised that:

- We do not formally track uptake of placements by gender **(AP5.3.7)**.
- We do not formally track students by gender once graduated. Whilst this is a sector wide challenge we are exploring ways in which we can better monitor the destinations of our graduates from all programmes by gender **(AP5.3.8)**.

Our PGR students are supported by their supervisors and the Graduate School in their career development. They are eligible to apply for fellowship of Advance HE. Departmental staff run an induction to L&T day for PGRs every September and they are allocated a mentor if they want to apply (in line with university policy). Currently, we have four men and three women 'associate fellows' and three men and three women 'fellows' who are PGR students.

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

Within the DoP, five financial mechanisms can be accessed: Departmental and University research fund, Research and Enterprise Reward Scheme (RERS), Capital Expenditure Fund (CAPEX) and University Doctoral Studentships.

The departmental research fund is available to all research staff to support activities (research, impact and esteem). Small grants for networking, speaking at conferences/workshops (where paper accepted), pump-priming pilot studies and consumables for research are supported. Priority is given to ECRs. In addition to the DoP funds, additional funds can be accessed from the University either through the multidisciplinary research themes – staff are members in Integrated Health and Social Care and Digital Living; through university impact funding; and university open access publishing funds.

CAPEX can be accessed annually to propose large expenditure for research equipment which will enhance our research capacity and enable bids (>10K).

Those successful in their grant bid, are provided with a proportion of overheads to spend on their research. Capped at 5K in the Faculty this is currently under review as it was not in line with other faculties. There is also the potential for bias against women as many successful bids in this faculty are from women, and we are currently providing lower RERs than some other faculties.

Peer support for grant applications is provided via internal review from peers within their identified research cluster (for methodological support) and from successful bidders (for overall positioning of the bid). The most successful research income generators (measured by revenue) in the DoP are women. In the last 12 months, 48% of the department's successful bids were led by women.

Data regarding the number of internal and external grant submissions by staff have not previously been monitored. To ensure there are no gender imbalances regarding grant applications, a mechanism for encouraging, monitoring and tracking applications is needed (**AP5.3.9**). In addition, support for unsuccessful bids has been sporadic, so we have identified a need for a more formal mechanism for this (**AP5.3.9**).

### Section 5.3 Action Points Summary

**AP5.3.1** Encourage all staff, particularly men, to undertake mandatory and optional training through the PDA process

**AP5.3.2** Collect data on uptake of external training opportunities in terms of gender/role/grade

**AP5.3.3** Signpost the diverse range of training and development opportunities available via the departmental AS web-page (see AP3.6) and encourage staff to discuss individual needs with their appraiser

**AP5.3.4** Identify new line managers as part of departmental growth and development, ensuring appropriate gender balance and that they undertake PDA training and are kept updated with HR policies

**AP5.3.5** Continue to monitor satisfaction with PDA and separate out satisfaction with the 'process' from the 'conversation' to ensure quality PDA

**AP5.3.6** Continue to encourage and support all members of staff to achieve a teaching qualification, regardless of grade

**AP5.3.7** Monitor uptake of UGT placements by gender

**AP5.3.8** Identify better mechanisms for tracking graduate destinations

**AP5.3.9** Set up a mechanism to monitor and track grant applications by gender, encourage women to apply for funding and to engage with external partners and provide support for unsuccessful bids.

## 5.5 Flexible working and managing career breaks

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

Discussions take place between the line manager and member of staff (permanent and fixed term) to discuss local arrangements to support maternity and adoption leave. Requirements differ by individual, at this stage it is about raising awareness that flexibility can be offered dependent on need. Staff (including fixed term) can take time off to attend antenatal or adoption appointments. Staff can also work with a coach as part of the centrally managed Transitions Coaching Programme prior to, during and on

return from maternity, adoption or shared parental leave to receive support during the transition periods.

The WcS indicated more women feel that they are not kept informed about relevant career advancement and work-life balance matters than those that do, and almost a third (31%) of men feel the same (Figure 5.5.i), highlighting the need for providing clearer, more accessible information **(AP5.3.3; AP5.6.6)**.

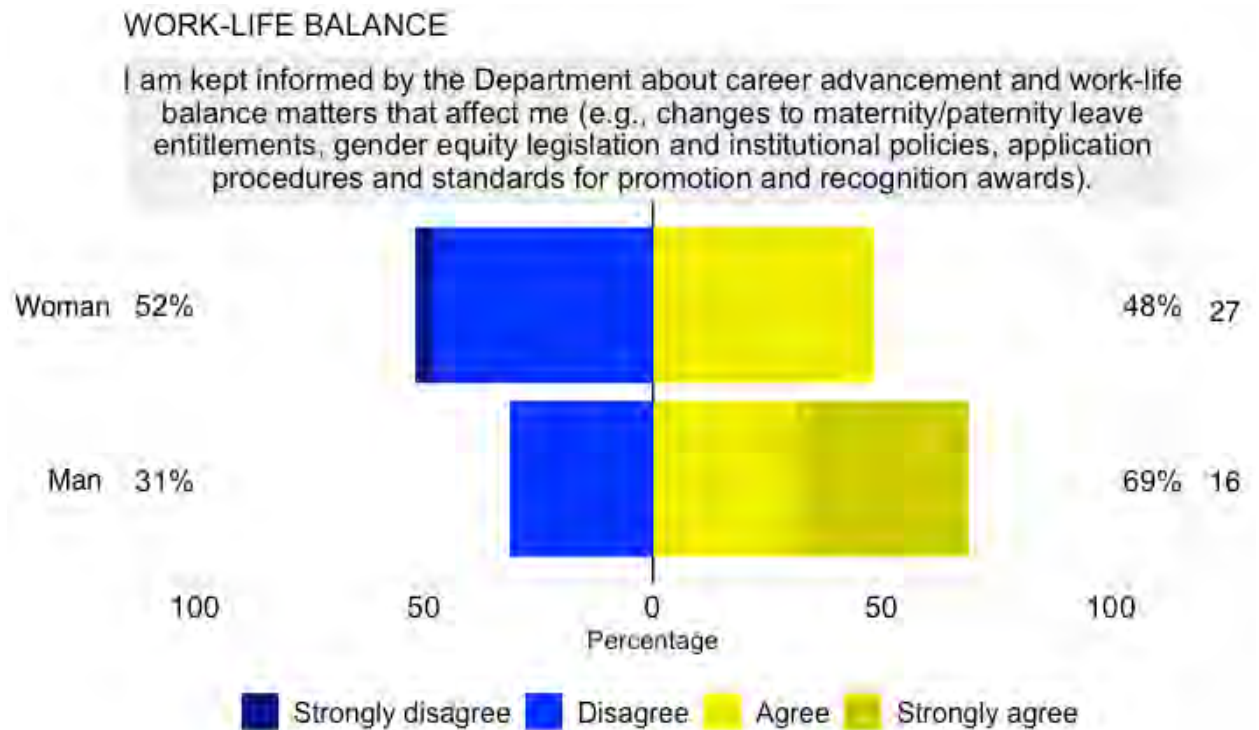


Figure 5.5.i. Perceptions of How Informed the DoP Keeps Staff about Relevant Work-Life Balance and Career Advancement Matters by Gender.

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

Ten paid KiT days are available during leave and can be used for any purpose relating to work, with the HoD and AHoD encouraging those on leave to keep in touch so they are aware of DoP developments. Two (out of three eligible) members of staff have taken KiT leave between 2015 and 2018. The Director of ED&I will ensure consistency in the information provided to staff regarding KiT days and the discussion of phased workloading both before and during leave **(AP5.5.1)**.

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

The University provides funding to cover teaching duties of staff on maternity leave. Return to work practice is currently agreed on an individual basis, as no two individuals have the same needs. A quote from the WcE highlights challenges faced by parents in the department. Raising awareness of these challenges at line management level is important, and will feature in the plans discussed earlier around identifying new line managers, and how to support those with childcare responsibility to still achieve their career ambitions at an individual level **(AP5.3.4)**.

**Survey quote:**

"Think there is a naivety that [the department] is equal in terms of supporting parents in their careers. You either compromise on career or childcare to progress."

To support returners a guaranteed semester of reduced duties made prior to the start of maternity or adoption leave may prevent stress prior to the return to work. The reduction may be to teaching, research and/or administrative responsibilities as agreed with the individual **(AP5.5.1)**. The monitoring of returners is on an ad hoc basis. It is proposed that a more formal arrangement with diarised meetings is introduced to ensure returners feel supported and any unexpected problems are dealt with in a timely manner **(AP5.5.2)**. The University provides a parenting room at City Campus, the details of which are on the intranet, the room is not located in the same building as the DoP or well publicised. The existence and location of the parenting room should be more clearly provided **(AP5.5.3)**.

**(iv) Maternity return rate**

Five women academic staff members have taken maternity leave since 2015, all returned to the DoP. These are low numbers but we will continue to monitor maternity return rate **(AP5.5.1)**.

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

No staff within the DoP have taken adoption or parental leave since 2015 (Table 5.5.v). All those who have taken maternity and paternity leave returned to work. The DoP offers support and flexibility in work patterns for all new parents, which most likely explains the lack of take up of unpaid parental leave. We will however promote, more clearly, the support available from NU for all parents and parents-to-be **(AP3.6)**.

Table 5.5.v. Maternity, Adoption, Paternity and Parental leave by Gender 2015-19.

Maternity-Adoption-Paternity-Parental Leave for Academic Staff by Academic Year (1st August to 31st July)												
Leave type	2015/16			2016/17			2017/18			2018/19		
	Female	Male	% W	Female	Male	% W	Female	Male	% W	Female	Male	% W
Maternity Leave	2			2			0			1		
Adoption Leave	0	0		0	0		0	0		0	0	
Paternity Leave		1			0			2			0	
Parental Leave	0	0		0	0		0	0		0	0	
<b>Total</b>	<b>2</b>	<b>1</b>	<b>66%</b>	<b>2</b>	<b>0</b>	<b>100%</b>	<b>0</b>	<b>2</b>	<b>0%</b>	<b>1</b>	<b>0</b>	<b>100%</b>

**(vi) Flexible working**

Academic staff are all required to be available to teach from 9am to 6pm during term time. However, local arrangements are made to ensure that wherever possible individual preferences and needs are met. The HoD is supportive of flexible working requests (including compressed hours) and autonomy (i.e., career self-management) to support work life balance and the WcS demonstrated that staff recognise this support (Figure 5.5.vi.a). Flexible working will be monitored going forward to ensure this is maintained **(AP3.7)**.



The HoD will work with new line managers to ensure consistency of support for flexible working arrangements and considerations for career development (AP5.3.4).

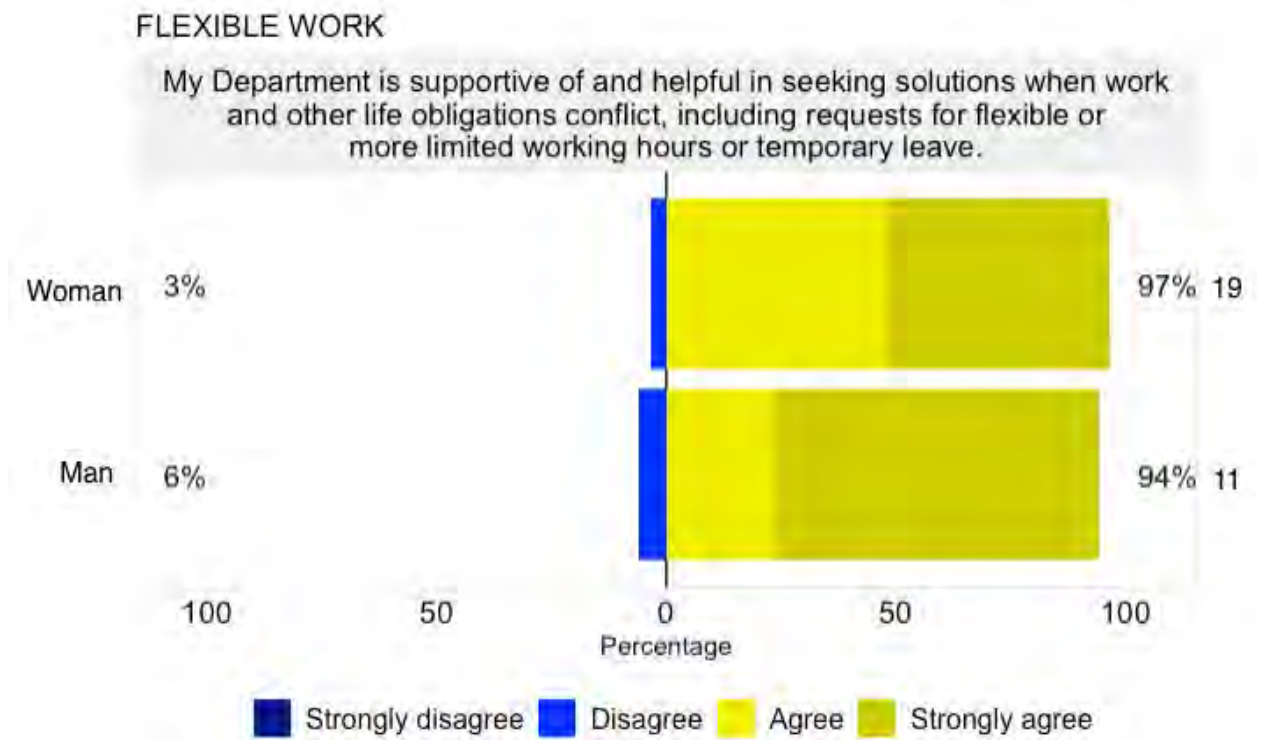


Figure 5.5.vi.a. DoP Perceptions of Flexible Working by Gender.

The majority of staff believe the DoP supports work life balance, including flexible leave requests (Figure 5.5.vi.a), which was further reflected within the WcE, and will be monitored going forward to ensure it is maintained (AP3.7).

## FLEXIBLE WORK

Staff who work part-time or flexibly in the Department are offered the same career development opportunities as those who work full-time.

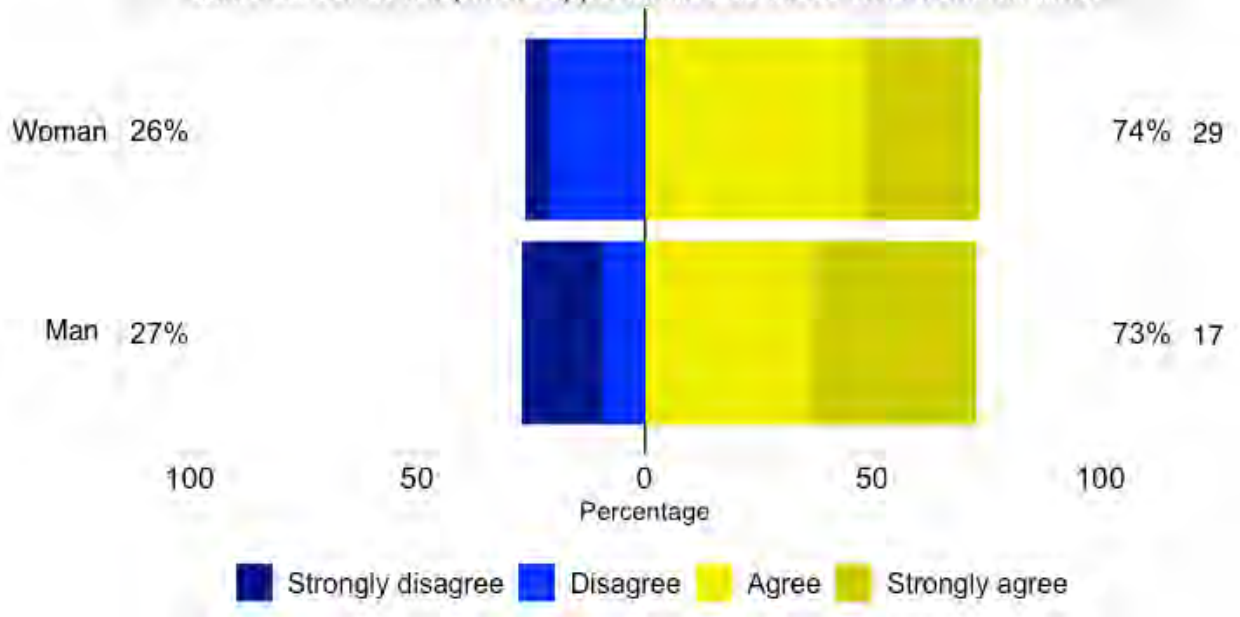


Figure 5.5.vi.b. DoP Perceptions of Flexible Working by Gender.

The WcS indicated that around ¼ of men and women believed that those working part-time or flexibly were not afforded the same career development opportunities as full-time workers (Figure 5.5.vi.a). Further exploration in WcE (comments below) revealed contradictory findings, therefore experiences will be monitored within the planned annual survey (AP3.7).

### World Cafe:

"Personally, I feel as though the flexible working opportunities offered couldn't be better, and feel that the HoD is exceptionally flexible in allowing staff to work flexibly around childcare and other personal commitments."

"The department fully supported my request for flexible working arrangements in terms of working condensed hours. I am aware of others with the same arrangements or flexible start and finish times."

"I did not feel that my part-time hours were "cutting it", and whilst I would have liked to have a part-time arrangement, I felt that would be detrimental to me getting a permanent position."

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

Staff who have taken maternity leave have returned to work on their existing contract. Local arrangements around flexible working and compressed hours have facilitated the return without the need, or pressure, to reduce contracted hours, which would have financial implications. Opportunity exists at all times for discussion regarding workload and hours with the HoD, which is seen as vital for the success of such transitions. For example, if a staff member wants to increase hours from PT to FT, they would arrange a discussion with their line manager and HoD to identify the

possibility of increasing hours according to workload. Any such requests would be taken to Faculty level for approval.

### **Section 5.5 Action Points Summary**

**AP5.5.1** ED&I Director to have a conversation with individuals going on parental leave to discuss KiT days, reduction in teaching on return and preferred method of communication during leave as well as monitor return rate.

**AP5.5.2** Line manager to continue formal monthly meetings upon return to work during first six months of settling back period.

**AP5.5.3** Line managers and departmental colleagues to publicise the parenting room (see also action point 3.6 regarding AS web page).

## **5.6 Organisation and culture**

### **(i) Culture**

The DoP actively supports gender equality and inclusivity through its inherent culture that has evolved over the years as a consequence of the leadership teams' explicit and implicit belief in empowerment, trust and respect. This claim is supported by the WcS survey (Figure 5.6.i.a), although there are areas for improvement. The ten key AS Charter principles represent practices that have been embedded in the DoP for a number of years, and in most domains local decisions (e.g. flexibility, individualised working patterns) and agreements can be implemented.

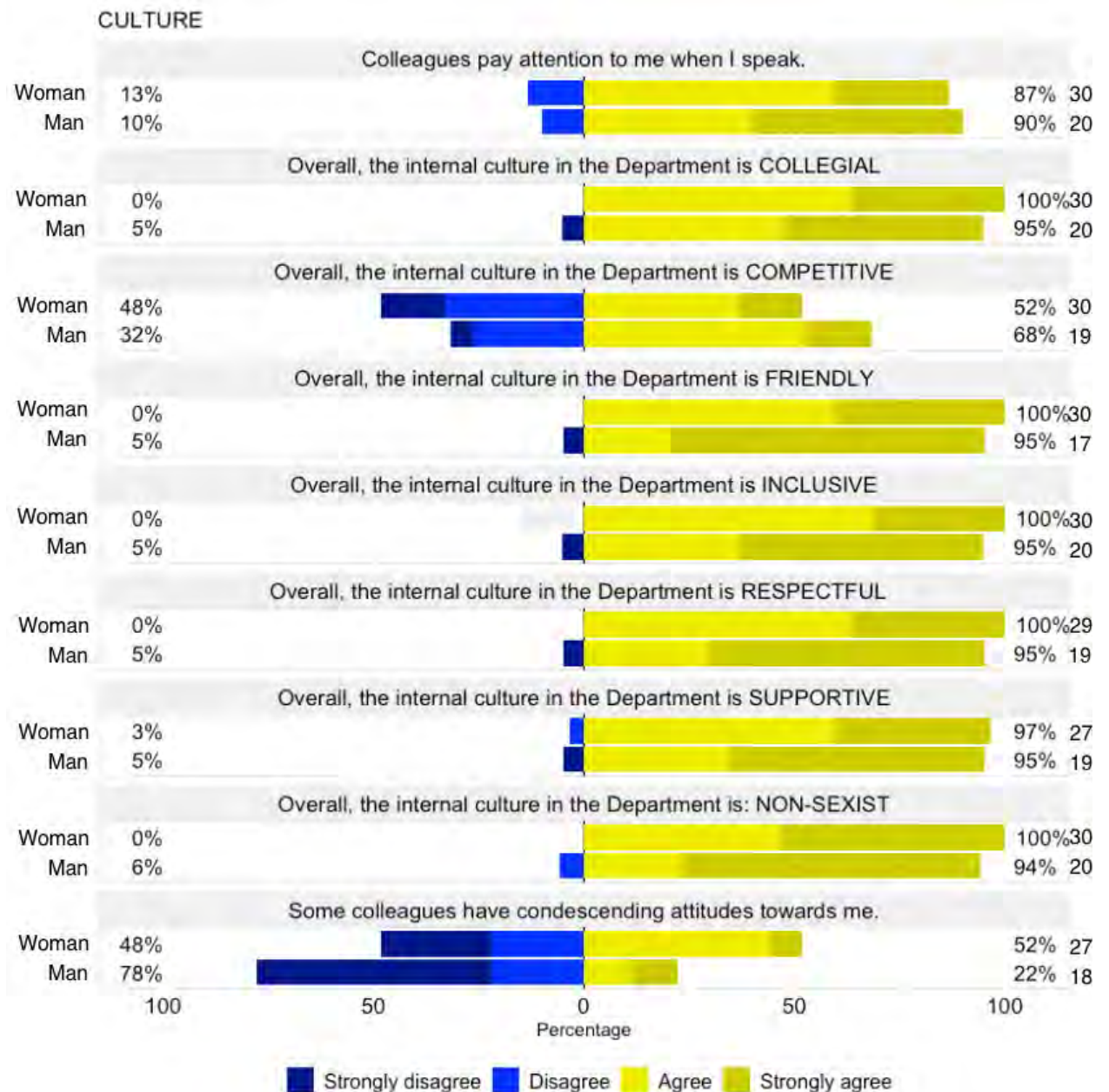


Figure 5.6.i.a. Culture Questions 1 Presented by Gender from WcS.

The WcS demonstrated that the majority of staff were positive regarding the culture of the DoP (Figure 5.6.i.a). This positivity was further reflected in the WcE where staff were invited to anonymously use one word to describe the DoP. The majority were positive including: welcoming, relaxed, friendly, flexible, supportive and collegial (Image 5.6.i).

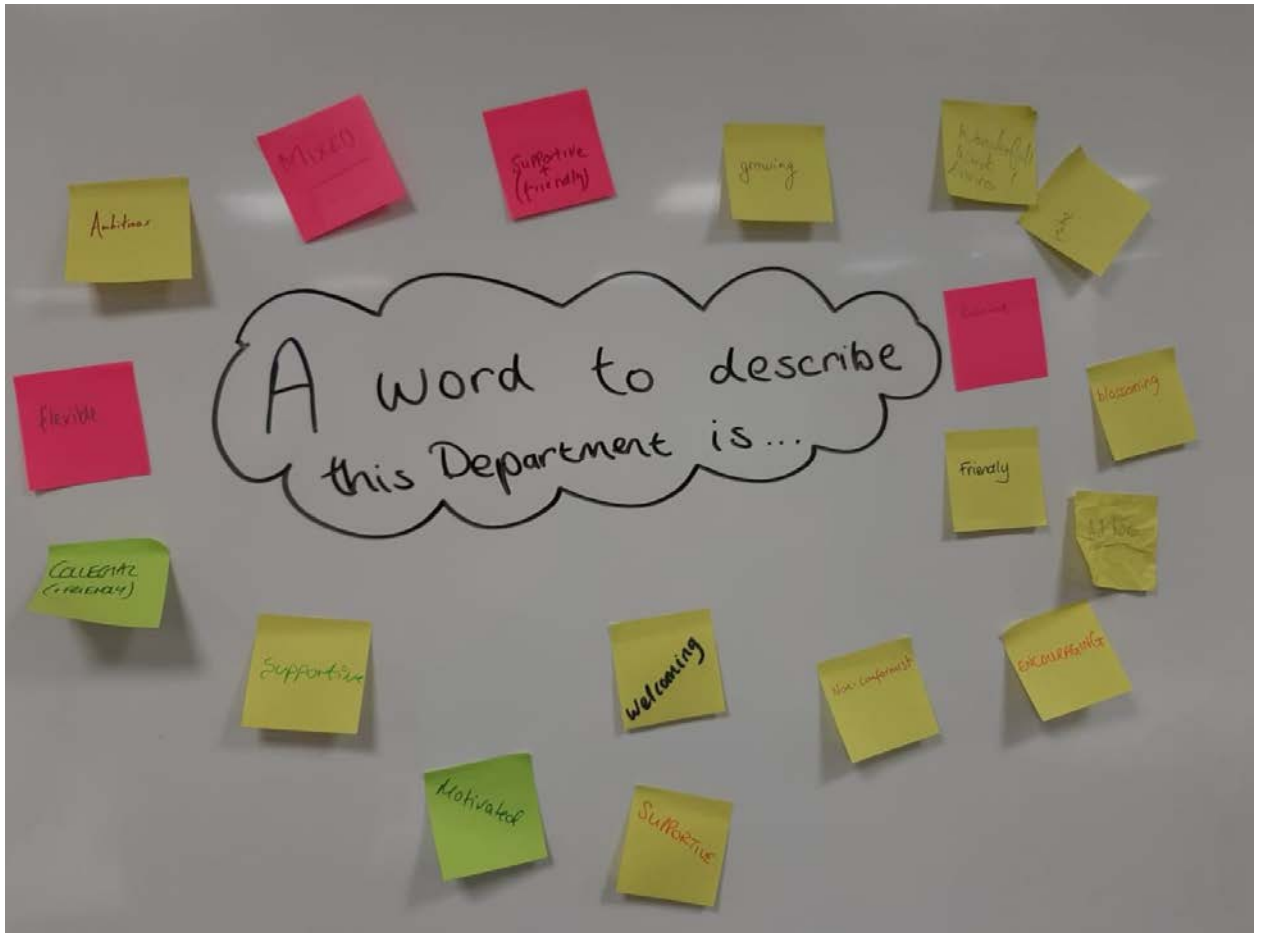


Image 5.6.i. DoP WcE responses to “this department is.”

However, just over half of women stated they felt some colleagues and students had condescending attitudes towards them (52%), whereas the majority of the men felt this was not the case (78%) (Figure 5.6.i.a). The WcS revealed issues regarding the use of language in the workplace, with almost half of women (45%) feeling it is not clear that unsupportive language is unacceptable and almost a third of men (32%) agreed that sexist remarks could be heard in the workplace (Figure 5.6.i.b).



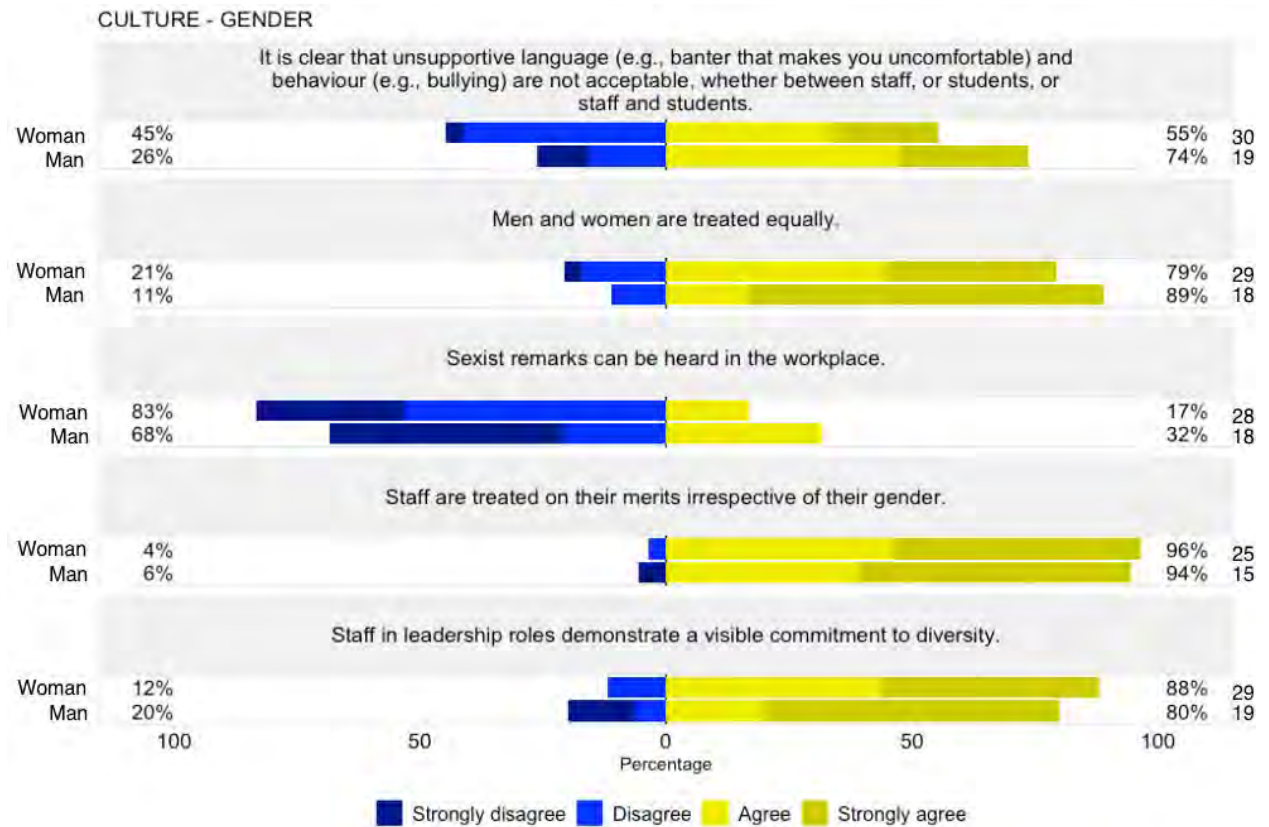


Figure 5.6.i.b. Culture questions 2 Presented by Gender from WcS.

Qualitative comments (see below) support the WcS data (Figure 5.6.i.b) data and indicate a need to raise awareness of ED&I issues and use of language within the DoP (**AP3.6; AP4.2.2**), in addition active bystander training will be arranged to support individuals to have difficult conversations and challenge negative behaviours (**AP5.6.1**).

**Survey quote:**

“There are one or two individuals who are condescending or use “unsupportive language”, but this is not the general culture of the department.”

“Head of department and senior staff are very respectful/no issues with equality/diversity. However, across the whole department I feel there are sometimes subtle, condescending comments and attitudes that can be uncomfortable or demeaning. It is particularly difficult to address when passed off as ‘a joke’ etc.”

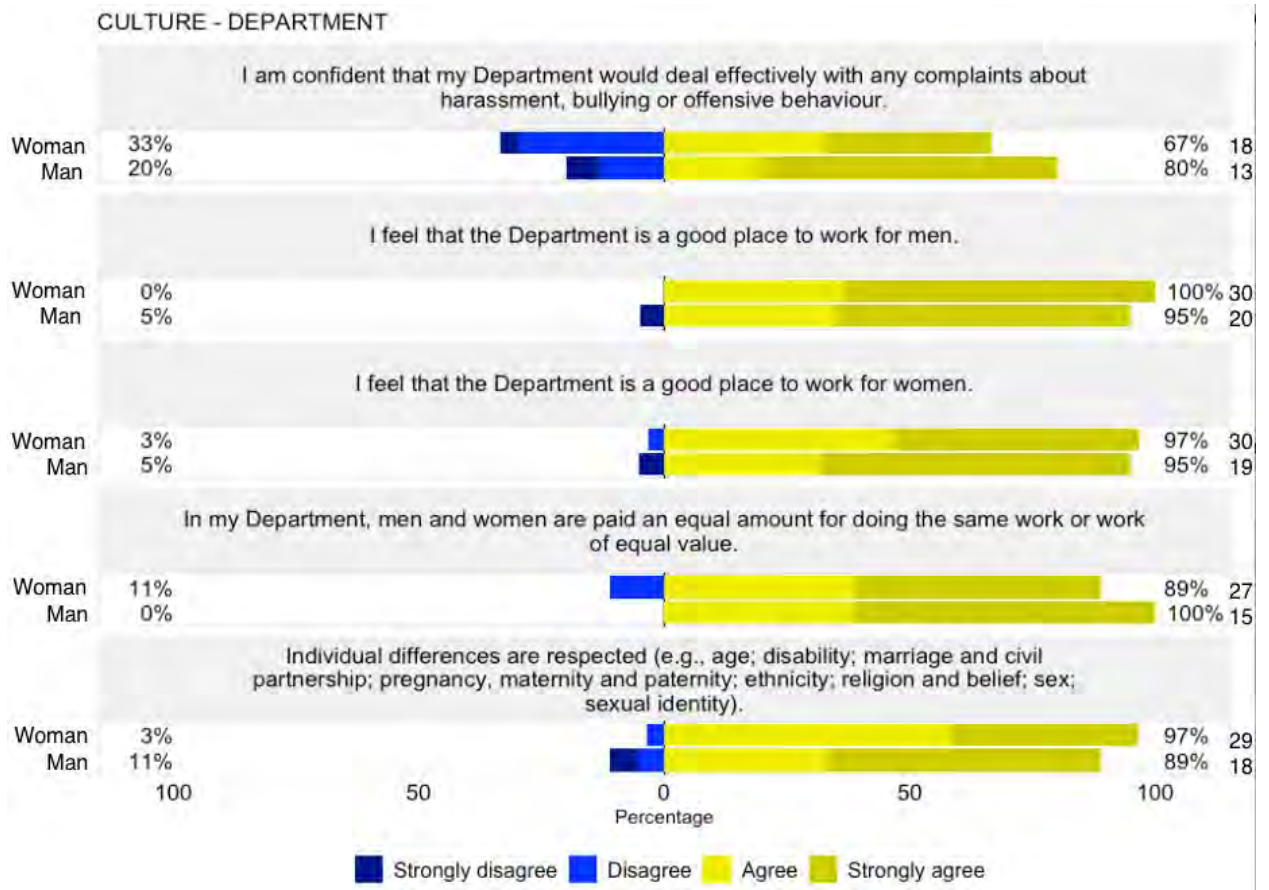


Figure 5.6.i.c. Culture Questions 3 Presented by Gender from WcS.

Whilst WcS responses to questions in relation to equality in the DoP are positive (Figure 5.6.i.c), there was a perception (33% women, 20% men) that complaints may not be dealt with effectively (AP3.6; AP5.3.4).

(ii) HR policies

Policies are written at University level and appear on the Human Resources section of the intranet:

## Human Resources and Organisational Development

People are at the heart of Northumbria University's Strategy and, as a team, we are committed to delivering a range of people services to help you grow, succeed and thrive. Below you'll find information, resources and guidance for colleagues and managers, which we hope you find useful. If you can't find what you are looking for, or if you have any suggestions, contact [AskHR](#) or call us on 4343.

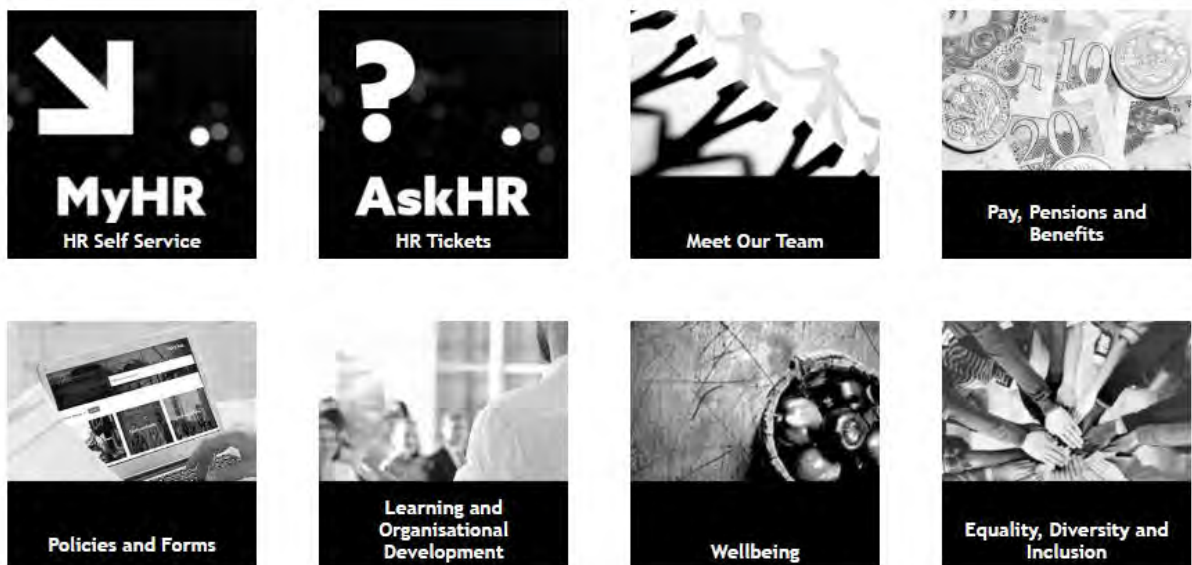


Image 5.6.ii.a. from HR Intranet.

The policy support local arrangements too e.g. flexible working requests:

### Flexible Working Requests

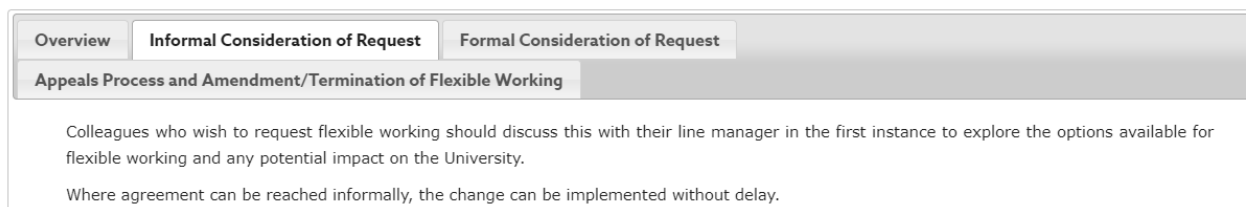


Image 5.6.ii.b. on Flexible Working Request.

This process is always followed in the DoP and as a result no formal requests have been made. The DoP promotes autonomy and the opportunity for supported self-directed development, reliance on institutional policies is superseded. Should a member of staff have an HR related concern they talk with their line manager. If a resolution cannot be reached, a meeting facilitated by the Faculty HR manager (member of Faculty Executive Group to ensure consistency across faculty), would take place with union representation as appropriate. No such process has been required in the last 12 years. The WcS revealed (Figure 5.6.ii) that almost half of women and around a third of men do not feel they have been given clear information regarding university policies. Gender

equity policies and signposting will be available on the AS DoP web-page **(AP3.6)**. The HoD or AHoD will ensure that those with management responsibilities are informed of HR policy **(AP3.6)** and apprised of any changes **(AP5.3.4)**.

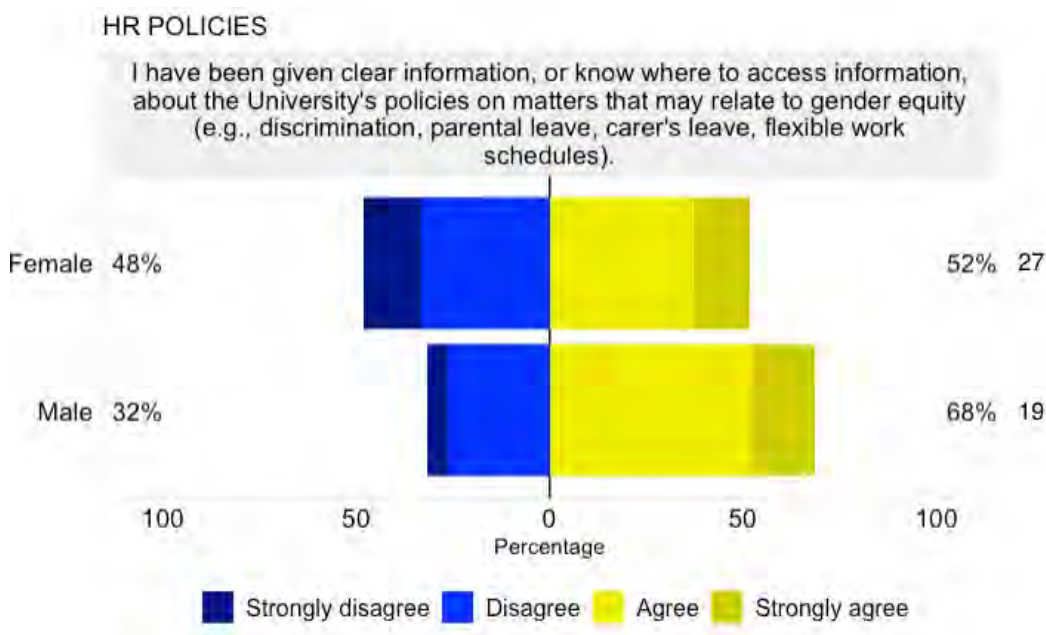


Figure 5.6.ii. Clarity of Information Regarding NU Policies.

(iii) Representation of men and women on committees

The DMG provides strategic direction and oversight. The Teaching and Learning Group are vital for the successful delivery and development of all academic programmes. Group members are primarily programme leaders, positions that rotate every three years. The Research and Knowledge Exchange Committee offers support and direction for research groups and individuals by appointing research mentors, peer reviewing grant submissions, coordinating capital bids, managing research interns, and delivering the REF submission. Group members represent different research groupings in the DoP. These representatives rotate every two years. The D-SAT has representatives from all areas of activity in the DoP. Gender equality is present across the committees and groups (Table 5.6.iii.a). Committee membership is primarily by position or admin role. Almost all staff agreed that they are encouraged and given opportunities to represent the department both internally and externally (Figure 5.6.iii.a). This will be monitored going forward for ED&I **(AP5.6.2)**.

Table 5.6.iii.a. Gender diversity of Departmental Committees.

Research and Knowledge Exchange	Teaching and Learning	Ethics	D-SAT	Postgraduate Research	DMG
Chair (W)	Chair (W)	Chair (M)	Chair (W)	Chair (W)	HoD (M)
HoD (M)	Deputy Chair (M)	PGR Ethics Lead (M)	Deputy Chair (W)	PGR conference committee:	AHoD (W)
Deputy Chair/Cog Gp Lead (M)	Programme Leaders (4W 4M)	UG Ethics Lead (M)	HoD (M)	Chair (W)	Teaching and Learning Group Chair (W)
Evo Gp Lead (W)	AHoD (W)	PGT Ethics Lead (W)	Prof (M)	Deputy Chair (W)	Teaching and Learning Group Deputy Chair (M)
REF lead (W)			AP (2W)	PGR X 3 (W)	Research and Knowledge Exchange Committee Chair (W)
Health Gp Lead (M)			SL (1F 1M)	PGR X 1 (M)	Research and Knowledge Exchange Committee Deputy Chair (M)
Social Gp Lead (M)			PGR (1M)		Postgraduate Research Group Chair (W)
BPNRC Lead (M)			UGT (2W)		Equality, diversity and inclusion Chair (W)
MRes Prog Lead (M)			SRA (2W)		Ethics Committee Chair (W)
ECR Rep (W)					
<b>Totals</b>	<b>Totals</b>	<b>Totals</b>	<b>Totals</b>		<b>Totals</b>
4W (1 Prof, 2 AP, 1 SL)	6W (2 AP, 4 SL)	1W (SL)	12W		5W (1 Prof, 3 AP, 1 SL)
5M (HoD, 1 Prof, 2 AP, 1 SL)	4M (1 AP 3 SL)	3M (1 Prof, 2 SL)	6M		3M (1 HoD, 1 Prof, 1 SL)



## PARTICIPATION

I am encouraged and given opportunities to represent the Department externally and/or internally (e.g., on committees or boards, in nominations for prizes, as chair or speaker at meetings or conferences).

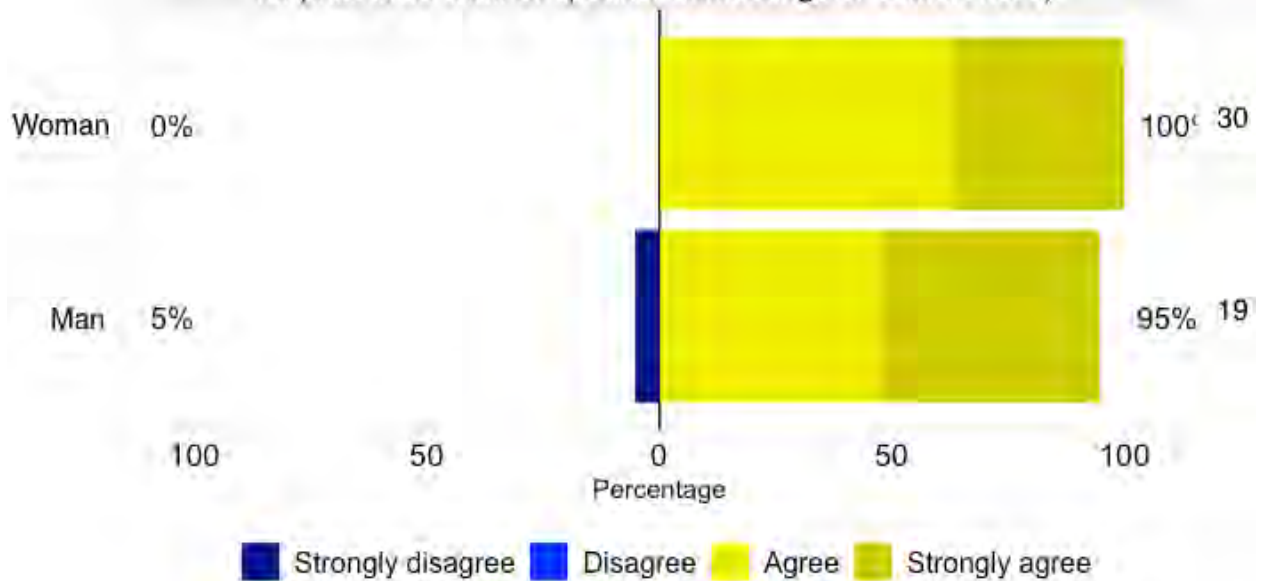


Figure 5.6.iii.a. Perceptions of Encouragement to Participate in Internal committees.

## REPRESENTATION

Neither men or women are more likely to be chosen for particular types of activities, roles and opportunities.



The Department takes positive action to ensure that women and men are encouraged to apply for posts in areas where they are underrepresented (e.g., encouraging appropriately qualified male and female colleagues to apply for posts or promotion; including family-friendly policies on job adverts).

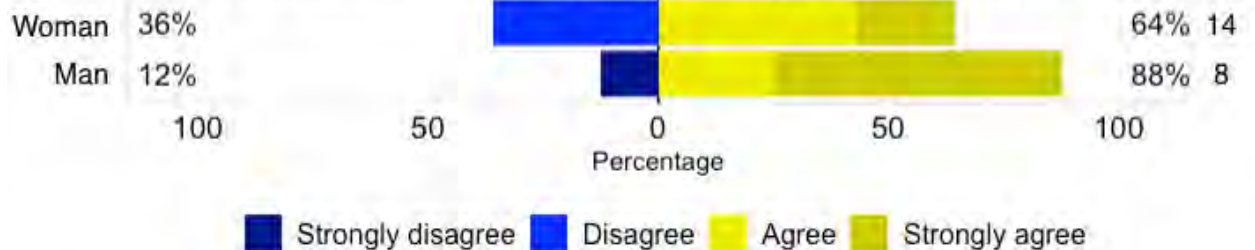


Figure 5.6.iii.b. DoP Perceptions of Representation and Role Allocation.

The WcS revealed that 78% of women and 88% of men agreed that neither men or women are more likely to be chosen for certain tasks, and 64% women and 88% men agreed that positive action was taken where under-representation occurred. There is

still room for improvement (Figure 5.6.iii.b) **(AP3.7; AP5.1.2; AP5.6.2)**. Roles have been publicised to all staff and role allocations and vacancies will be made available on the shared drive for transparency and reference which is updated as necessary **(AP5.6.3)**.

**(iv) Participation on influential external committees**

All staff are supported by the HoD and appraisers to participate on external committees, which aligns with NU's profile raising strategy, as well as providing career enhancement opportunities. Staff were asked to self-report as members of external committees from 2014 to present, with 22 out of 58 (38%) reporting participation, of which 14 (64%) were women and 8 (36%) were men. Representation involves prestigious national and some European organisations and primarily relates to the professional body - BPS. The DoP will continue to encourage staff to participate on external committees and will record and monitor participation for ED&I **(AP5.6.4)**.

**(v) Workload model**

The University has a standard quantitative workload model for the recording of data based on nominal hours for different activities and aims to achieve a 40:40:20 Teaching:Research:Admin balance. The 2019/20 DoP model indicates that women had a percentage split of 31:50:19, and men 36:48:16 indicating broadly similar levels of responsibility in the core areas. However, the HoD applies a qualitative methodology when agreeing the academic roles and responsibilities with staff. This is because of an explicit belief that 'workload' is a subjective construct rather than a numeric function. Individuals experience different levels of 'work' associated with the same tasks, and productivity must be viewed through a lens of quality of experience of the worker, as well as the quantity of work done. Workload is monitored and agreed at PDA meetings, and through ad hoc meetings as required. The priority is for every member of staff to feel they are happy and able to contribute appropriately to the DoP in terms of teaching, research and administration. The focus is on the individual rather than the group, and formal gender comparisons have not previously been made prior to the calculations presented above **(AP3.4)**. Rotation of departmental management roles occurs nominally every three years. Succession planning including the identification of the next role holder and opportunities for shadowing take place, and these processes can lead to the shortening or protraction of the office holder's tenure. The guiding principle is to have the best person in the right role whilst fostering opportunities for all. The workload model spreadsheet is made available to all staff via a shared drive, and no issues have ever been raised with line managers, supporting research that suggests individualisation of work delivers more motivated and higher performing staff, and that negative social comparison is associated with experiences of threat.

The large majority of staff identify that work allocation is fair (Figure 5.6.iv) with confirmatory feedback received at the WcE (see quotations on following page). The aim is to reach 100% and to continue to ensure that workload allocations are equitable across gender **(AP5.1.8)**.

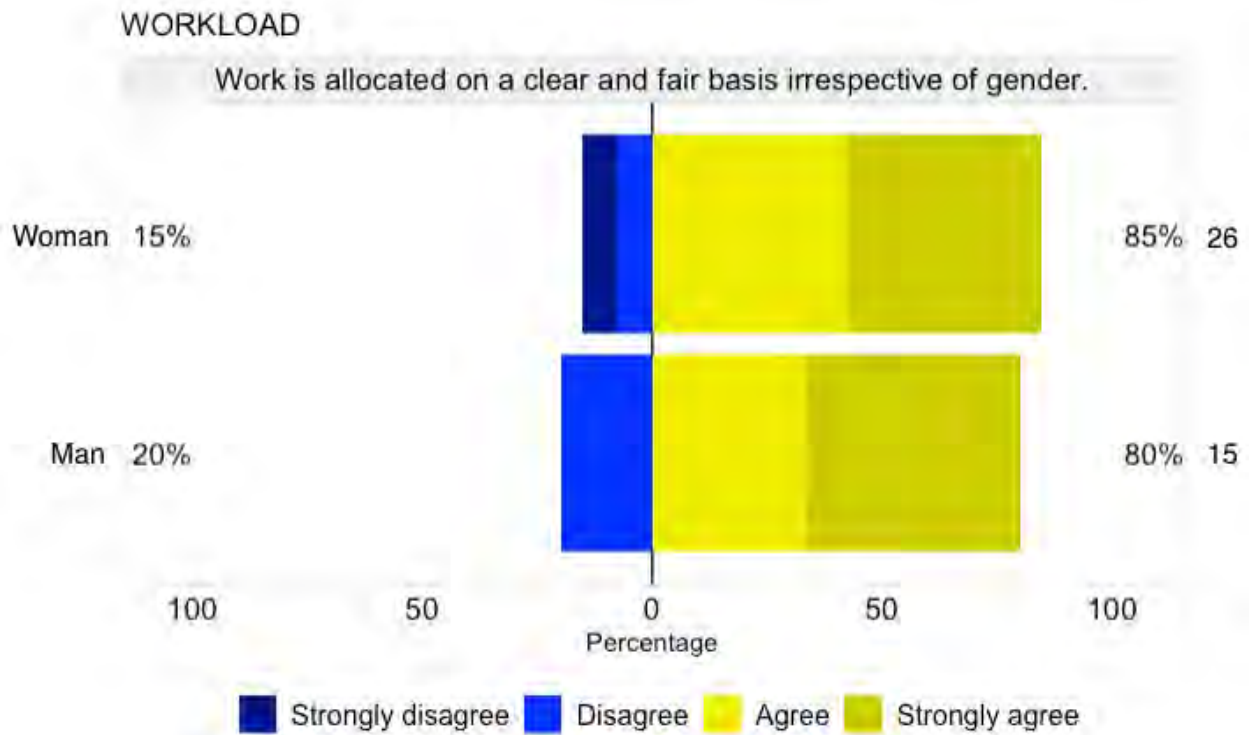


Figure 5.6.iv. DoP Perceptions of Workload Allocation.

**World Cafe:**

"I believe there is good collegiality and roles seem to be divided quite fairly. The current system outperforms the university's fetishization of metrics. I fully support Mark's (HoD) approach of current allocation based on a person-to-person basis over a .fte system where we micro-manage every task we do."

"I think most people are given the opportunity to take on roles that are aligned with their own interests and ambitions for career progression."

(vi) Timing of departmental meetings and social gatherings

The DoP is committed to ensuring events are as inclusive for all, which was confirmed at the WcE. Events that are regularly scheduled within core hours include the monthly DoP meeting, DMG meeting and internal lunch seminars. The external seminar series is discussed in section 5.6.vii and is currently scheduled between 4 and 5pm, but there is a conscious effort to shift the timing to earlier to ensure those with caring responsibilities are able to attend (AP5.6.5). Results of the WcS indicated that meetings are scheduled within core hours which increase opportunity to attend (Figure 5.6.vi).

Social gatherings usually occur prior to the Winter break and in the summer after an away day involving a social event after core hours and are well attended by men and women, FT and PT staff. Research groups hold informal lunch meetings for staff, and since the Covid-19 lockdown staff have held shared lunch break meetings using Microsoft Teams to maintain contact and support. The WcE highlighted the lack of a dedicated staff room as problematic therefore the DoP is committed to increasing opportunities for staff to socialise and the number of social activities held during core hours will increase (AP5.6.5).

**World Cafe:**

"A dedicated staff room would be a useful space for staff to be able to chat informally over a cup of tea/coffee."

"There are limited opportunities to socialise during work. We do not even have a kitchen where staff could eat lunch together. Away days are the places I have found I've met/interacted with people who I don't often see in the office."

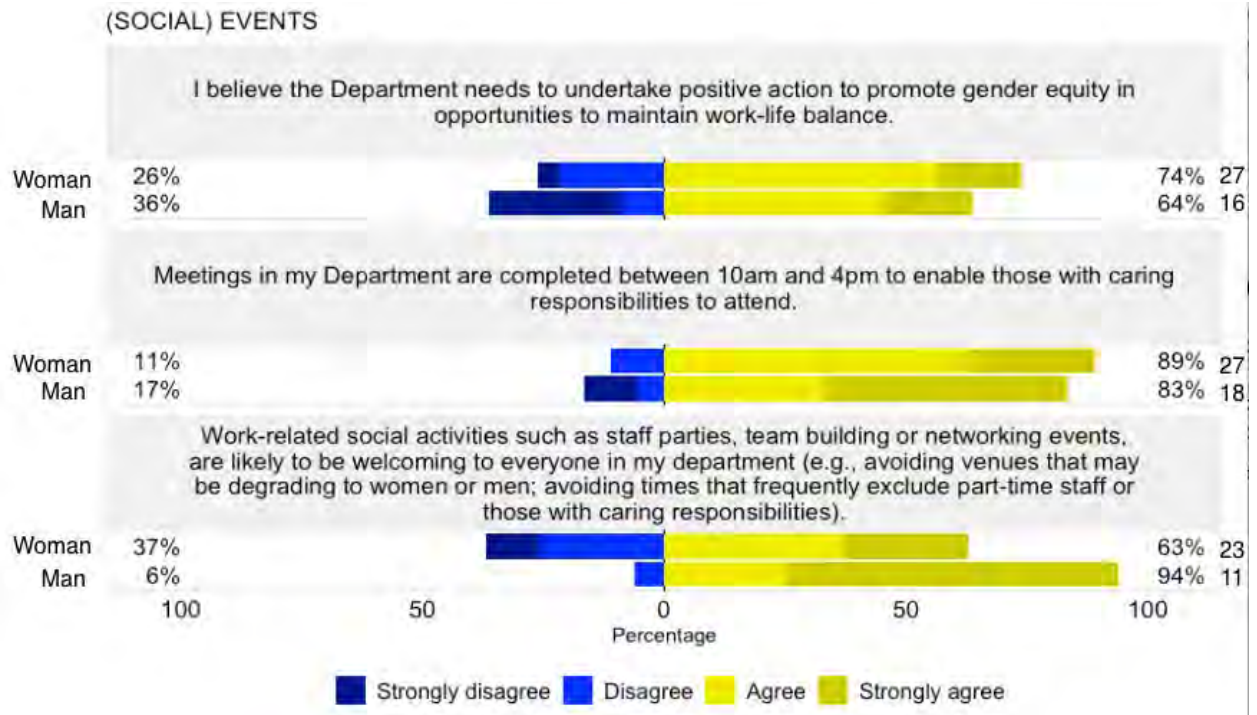


Figure 5.6.vi. DoP Perceptions of Timings of Meetings and Social Gatherings.

Just over a third of men and a quarter of women believe that action is needed to promote gender equity in opportunities to maintain work-life balance. Most men believe that social activities are likely to be welcoming, but this is less strongly felt by women (Figure 5.6.vi). Further inspection of the data revealed no differences between FT and PT staff. The D-SAT will explore the issue around social activities further with staff to improve their experiences and increase equity (AP5.6.6).

(vii) Visibility of role models

Psychology’s comprehensive web-page displays diversity of images of both women and men, staff and students and a video presenting three men and two women members of staff, two women and one man student.

The DoP ‘Northumbria Psychology’ Facebook page (managed by a woman), is available to all staff, as is a public Twitter account - ‘Northumbria Psy’ (managed by a man). The DoP website and social media presence will be reviewed on an annual basis to ensure equality and diversity is promoted visibly (AP5.6.7).



## ROLE MODELS

The Department uses women as well as men as visible role models (e.g., as speakers on seminar programmes, in staff inductions, at recruitment events, in school visits).

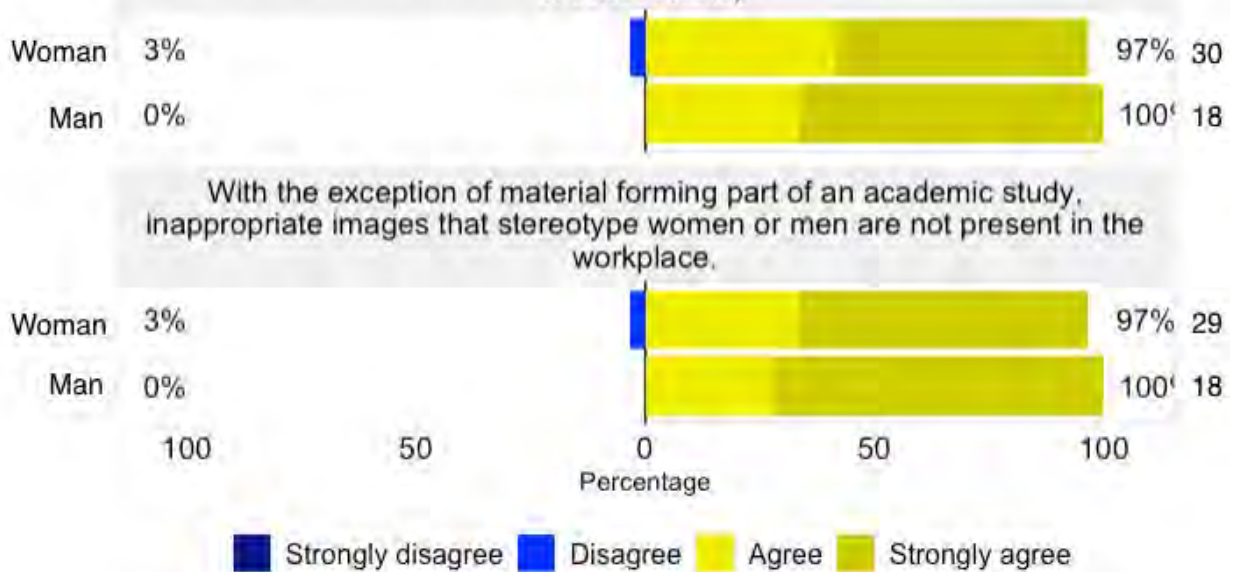


Figure 5.6.vii.a. Perception of Role Model Visibility and Images within the DoP.

The WcS highlighted that almost all staff surveyed agreed visibility of men and women is equal and that stereotypical material is not present in the workplace (Figure 5.6.vii.a). The weekly DoP seminar series invites staff to select speakers and host the event. Topics covered in the past two academic years have included ED&I from two women guests but data over the past decade demonstrates that both hosts (70%) and speakers (80%) have, overall, been predominantly men (Figure 5.6.vii.b). Further action is needed to encourage more visibility of women (hosts and guests) (AP5.6.8).

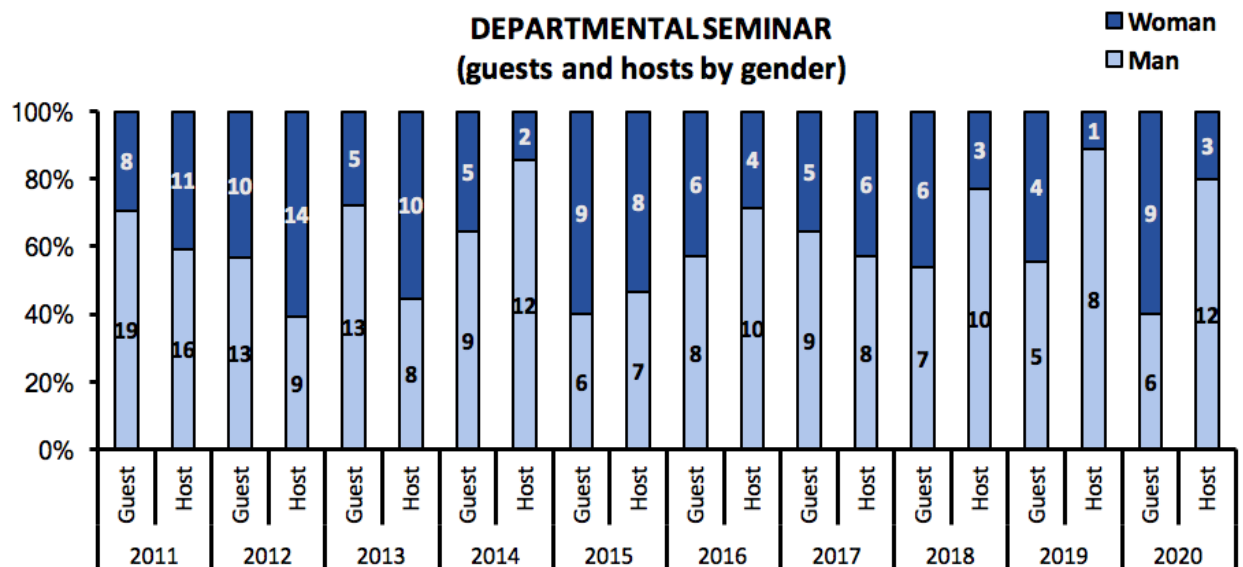


Figure 5.6.vii.b. Gender of hosts and guest speakers at DoP research seminars 2011-2020.



All staff are encouraged to participate in Open Days, within the last academic year the women representation was 52% at UGT and 33% for the PGT events. It is believed that the lower representation at PGT is due to 60% of the MSc programme leaders being men and they usually cover the PGT events (**AP5.6.8; AP5.6.9; AP5.6.10**). Women DoP staff will also be encouraged to share their career stories with other women to enhance role modelling (**AP5.6.8**).

#### (viii) Outreach activities

Eleven members of staff reported involvement in outreach (55% women) with schools, organisations and charities. The DoP is committed to increasing outreach activities particularly increasing the visibility of men role models to encourage men to apply to our programmes (**AP5.6.9**). Although discussed in the PDA process, outreach is not always recorded or recognised in workload, therefore a process for recording and monitoring contributions will be developed (**AP5.6.10**). UGT and PGT students are paid to assist in the delivery of Open Day and Experience Day activities, providing information on what it is like to study Psychology at Northumbria, they also demonstrate research equipment and techniques (**AP5.6.9; AP5.6.10**).

#### Section 5.6 Action Points Summary

**AP5.6.1** Arrange active bystander training for the department.

**AP5.6.2** Monitor representation of men and women on internal committees.

**AP5.6.3** Provide information on role assignment and opportunities on the shared drive.

**AP5.6.4** Record participation on external committees and monitor this for ED&I.

**AP5.6.5** Ensure the timing of departmental seminars and social gatherings are within core hours.

**AP5.6.6** Explore issues of equity and work-life balance further with staff to improve their experiences.

**AP5.6.7** Review the DoP website and social media presence on an annual basis to ensure equality and diversity is promoted visibly.

**AP5.6.8** Develop a range of approaches to increase visibility of women role models (seminar speakers and hosts, open days and sharing career stories).

**AP5.6.9** Increase the visibility of men role models (staff and students) to encourage men to apply to our programmes.

**AP5.6.10** Develop a process for recording and monitoring outreach (including open days) contributions (by gender of staff and students).

**Word Count: 6,610**

## 7 FURTHER INFORMATION

### *Paid Internships*

As a part of the AS self-assessment process, the D-SAT recruited two UGT students to carry out a paid internship, funded by NU. This has allowed them to get involved with the self-assessment process and to also focus attention on the students within the DoP, whilst gaining some relevant work experience to enable their career development. They are developing a strategy to consult with the student body in the DoP to assess their perceptions regarding gender equality, and to assist in the development of a well-informed action plan relating to their needs. The student consultation and assessment has been delayed due to Covid-19 and the university campus closing, but the development and strategy work continues and will be of focus over the coming months.

### *Intersectionality*

Intersectionality is not covered in the self-assessment that has been carried out here due to the low numbers of certain groups within the DoP and wanting to maintain anonymity. However, the importance of this has been discussed by the D-SAT and will be considered in the work of the D-SAT going forward and through implementation of the action plan.

### *Covid-19*

The impact of Covid-19 was experienced by the D-SAT in completing this application and delaying the start of some of our action points. Many D-SAT members have caring responsibilities, which made working from home while home schooling and caring for family members challenging. So far, we have learned a lot about how we work, e.g. using technology to work remotely, working flexibly and we will identify how to maintain this going forward. The support from colleagues has been astounding. One example is a shared spreadsheet that has been set up where staff can post requests for support if they are struggling with research/teaching and colleagues who may have more time available can pick up these requests.

We are aware that there will be longer term challenges, due to Covid-19, for the DoP, which early research suggests may impact more on women and those with caring responsibilities. Mitigating the impact on women and those with caring responsibilities will be a key focus for the D-SAT going forward and the action plan will be updated accordingly.

### *Action Plan*

The timescales allocated to the action plan have been determined based on the full 4 year AS cycle and are presented in the order the action points appear within the application, rather than based on priority. The current situation, uncertainty surrounding Covid-19 and the impact this is having, means that the start of some action points have been delayed. In addition, some action points have been assigned to a new Departmental Administrator who was only appointed to this new position in April 2020, hence why this role has not been previously mentioned throughout the self-assessment.

**Word Count: 458**

**Total Word Count: 10,981 (including additional 500 word allowance due to Covid-19)**

## 8. ACTION PLAN

Section AP	Planned action / objective	Rationale i.e. what evidence is there that prompted this action/ objective?	Specific Actions and Implementation	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
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3.1	D-SAT meet quarterly, monitor representativeness, chair rotation (every two years), monitor training needs of the D-SAT members (ensure 100% have completed ED&I and UB training).	Ensures action points are followed up and enables additional action points to be highlighted to ensure continued progress. Need to maintain AS activity identified in application section 3.	Document whether action points are achieved, record any issues in achieving goals, draft updated action plan, quarterly meetings. Process for evaluating training needs and identifying desirable and essential.	Annual update of action plan, annual survey of staff views to monitor progress.  Annual review of representativeness.  Rotation of Chair every two years.  D-SAT completion of training (essential and desirable).	May 2020	Apr 2024	Laura Longstaff - <i>D-SAT Chair/ ED&amp;I Director</i>  Mark Moss <i>HoD/ Sponsor</i>	Quarterly D-SAT meetings.  Representative D-SAT.  Chair rotates every two years.  100% of D-SAT up to date with ED&I and other relevant training.
3.2	Ensure AS activity continues to be recognised in workload allocation and annual PDA.	Ensures that AP3.1 can be achieved and acknowledges the importance of the activity.	Inclusion of AS activity in workload. Discussion of AS activity at PDA.	Annual revision of workloads, annual discussion of AS activity at PDA.	May 2020	Apr 2024	Mark Moss <i>HoD/ Sponsor</i>	Inclusion of AS activity in workload (up to 20% admin allocation in workload model).  Discussion of and support for AS activity at annual PDA (as confirmed by all appraisers to HoD).
3.3	AS will be written into departmental strategy with action planning and implementation	Ensures that staff are reminded of its importance and are able to share	Annual departmental plan will include information on ED&I.	Section on annual departmental plan devoted to promoting ED&I.	Nov 2020	Apr 2024	Mark Moss <i>HoD/ Sponsor</i>	100% of departmental meetings with AS

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	discussed at departmental meetings.	challenges/successes in this area in more detail.						<p>agenda item.</p> <p>80% of staff (up from 52% of women and up from 68% of men in the 2019 WcS) agree that information provided on ED&amp;I policies is clear (e.g. parental leave, flexible work schedules etc.) (measured in the annual WcS).</p>
3.4	A new role will be created as part of the D-SAT to monitor the use of fixed-term contracts, part-time working, workload allocation and progression of staff, particularly women.	Data suggests that there are more women in PT and fixed term posts.	Creation of a new role to undertake monitoring.	<p>Dedicated D-SAT member who monitors the use of fixed-term contracts, part-time working, workload allocation and progression of staff, particularly women, on an annual basis.</p> <p>Appoint to this role and make part of their workload.</p>	Sep 2020	Apr 2024	Andriy Myachykov <i>Director for Engagement</i>	<p>Annual formal comparisons between genders made on:</p> <ul style="list-style-type: none"> <li>- Fixed-term contracts</li> <li>- Part-time working</li> <li>- Workload Allocation</li> <li>- Progression of staff</li> </ul> <p>A report provided to the D-SAT annually for discussion and implementation into the action plan if the difference between men and women on any of the above is more</p>

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								than 25%.
3.5	Activities that support the AS agenda will be discussed as part of annual PDA to link to organisational citizenship.	Need to emphasise importance of AS agenda and increase recognition that career development can also occur through organisational citizenship and membership of departmental committees where desired.	Encourage staff to get involved in promoting a culture of equality.	Discussed at annual PDA.	Jun 2020	Apr 2024	Primarily Mark Moss and Tamsin Saxton <i>HoD/AHoD and Line Managers (and new line managers/appraisers)</i>	AS activity discussed in 100% of PDAs (as confirmed by all appraisers to HoD) and activities collated by WcS question to highlight where staff currently contribute to the AS agenda or would like to go forward. D-SAT utilise this information to refresh action plan annually.
3.6	An AS web-page will be created to ensure promotion and awareness of gender equality and university policies (including how to raise grievances, bullying and harassment policy etc.) A link to the web page will be included in the staff newsletter.	Ensuring all ED&I information is accessible and in one place that can be signposted clearly, given that staff were not always clear on policies.	Create DoP AS web-page.  Develop a question within the WcS to measure usefulness of website.	DoP AS web-page in assessable format that is easily located.	Jun 2020	April 2024	<i>D-SAT &amp; NU IT</i>	Link to new AS web-page sent to all staff in the department and included in the newsletter.  100% of staff agree that the website is useful (measured in annual WcS).  80% of staff (up from 52% of women and up from 68% of men in the 2019 WcS) agree that information provided on ED&I policies is clear (e.g. parental leave,



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								flexible work schedules etc.)
3.7	An annual survey assessing staff views of working culture will be circulated to allow monitoring of the action plan and to ensure that this plan is updated in accordance with the changing environment.	Important to monitor progression in relation to action points and staff views over time and refresh actions as required.	Creation and circulation of annual survey based on this action plan.	Survey completed annually.	Sep 2020	Apr 2024	Laura Longstaff <i>D-SAT Chair/ ED&amp;I Director</i>	90% of staff complete the annual WcS (up from 88% in 2019) (measured in the annual WcS). Action plan annually refreshed on the basis of the findings.
4.1.1	Undertake investigation into marketing procedures for foundation, undergraduate and postgraduate courses to identify issues contributing to the gender imbalance in applications from men and women (also full and part-time differences).	There is a gender imbalance in terms of applications across foundation, undergraduate and postgraduate courses.	Review promotional materials (e.g., website, prospectus) to ensure equal representation of men and women and gendered language.  Work with marketing department.	Undertake yearly review of promotional materials.  Develop a monitoring process to capture open day activities by gender.  Develop a monitoring process to capture outreach work by gender.	Nov 2020	Nov 2022	Thomas Pollet <i>Director of Teaching and Learning (Student Journey)</i>	Gender equality represented on website and promotional materials, through visual images shown and the use of gender neutral language.  10% increase in applications from men.
4.1.2	Monitor the proportion of applications from and offers to women and men students (and	There are differences between programme applications to offer rates e.g. UGT similar for men and women,	Collate applications and offers data from admissions/ programme leaders.	Include summary report annually in programme evaluation and monitoring	Sep 2020	Nov 2022	Lynn McInnes <i>Director of Education</i>  <i>UGT and PGT</i>	D-SAT will utilise the 4/5ths rule to determine whether adverse impact exists each year and develop

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	full and part time) at all levels to determine if trends develop.	PGT more offers to women and PGR more offers to men.	Leaders to summarise key application strengths and weaknesses by gender and to note offer criteria by gender.  More clarity around admission criteria and potential career pathways provided upfront for applicants.	document.  Report made available to D-SAT after each annual programme monitoring and evaluation round which reviews presentation and utilisation of admission criteria by programme and admissions team.			<i>Programme Leaders and admissions team.</i>	actions in response.
<b>4.1.3</b>	Introduce a stronger sport psychology component to our BSc in Psychology and include this in marketing materials.	Gender balance was better in obsolete Psych with Sport course. Adding this could improve gender balance.	Complete paperwork to introduce new sport option modules.  Apply for university approval to introduce option modules.  Include in promotional materials.	Approval from university committee.  Liaise with marketing to include this in promotional material.	Sep 2020	Sep 2022	Lee Shepherd <i>Options and Pathways Tutor</i>	Introduction of new sport option modules/pathway.  10% increase in applications from men.
<b>4.1.4</b>	Undertake investigation into reasons why a) men and b) part-time students generally perform worse at all	Completion and good degree rates lower for men than women. Completion rates are also lower for part-time PGT students.	Monitor this data each year to check for changes in this trend.  Discussions with men students at all levels	Undertake annual review and produce short report for D-SAT and disseminate for discussion at Staff	Jan 2021	Jun 2021	Lynne McInnes <i>Director of Education</i>  Brian Lovell	No difference between men and women and full and part-time students in terms of completions and grades.

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	levels (completions and grades).		around the factors that may be contributing to lower completion rates and grades.  Discussions with part-time postgraduate taught students around the factors contributing to lower completion rates.	away Day June 2021.  All programme leaders at UGT and Foundation level to hold a focus group with men students to discuss issues around completion and grades as part of their degree experience.  PGT programme leaders to hold focus groups with men students to discuss issues around completion and grades as part of their degree experience.			<i>UGT BSc Programme Leader to coordinate</i>  Neill Thompson/ Sandy Wolfson/ Angela Rodrigues/ Michael Smith/ Jo Greer <i>Programme Leaders for PGT courses</i>	
<b>4.1.5</b>	Identify factors that a) influence fewer women than men progressing to postgraduate courses and b) the decline in progression rates in recent years.	Data indicates that gender imbalance in terms of progression to PGT courses.	Hold discussions with final year men and women students to determine the factors that contribute to progression onto PGT study.	Brief report based on analysis of 2 focus groups held with final year students made available to all staff but followed up specifically with PGT programme leaders.	Jan 2021	Nov 2022	Liz Sillence <i>D-SAT member</i>	12% increase in applications from women to PGT courses (bringing numbers in line with men applicants).
<b>4.2.1</b>	Continue to monitor and review the recruitment process and applicant and	Leaky pipeline data suggests fewer women in senior and professorial roles.	Capture data from the central applicant system and maintain a local updateable	Up to date record of applicant and shortlisting data	Jul 2020	Jun 2024	Mark Moss <i>HoD/ Sponsor</i>	A minimum of 50% of the associate professors and the professors within the department

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	shortlisting data for advertised senior and in particular professorial positions.		record of applicant and shortlisting data by gender.  Consider recruitment and attraction process and how we market the DoP externally to attract more women applicants to senior positions.	maintained.  Data reviewed before each new appointment's round.  Recruitment and attraction strategy developed for senior positions.				are women.
4.2.2	Encourage staff to undertake ED&I and UB training.	The majority of staff have not undertaken the unconscious bias training or do not see it as useful.	Staff to be encouraged during PDA to undertake the training and the reasons for training.	Staff encouraged to undertake the ED&I and UB training.	Sep 2020	Sep 2021	Line Managers and Laura Longstaff D-SAT Chair/ED&I Director	At least 80% of staff have participated in ED&I and UB training.
4.2.3	Ensure fixed term staff have timely career development discussions with line managers to support applications for permanent positions.	Women occupy more fixed-term research positions than men and need to ensure they are supported with their career progression and development.	Ensure line managers are aware of the need to discuss career ambition and progression with fixed term staff during their contract.	All fixed term staff have at least one formal career progression and development discussion during their contract term.	Sept 2020	Mar 2021	Line Managers	100% of fixed term staff state within their exit interview that they felt supported in their career development.
4.2.4	Signpost information concerning flexible working arrangements.	100% of those working part-time, in permanent academic positions, are women.	Provide opportunities to discuss working arrangements with line managers.	Information available via the AS departmental web page.	Jun 2020	Apr 2024	Laura Longstaff D-SAT Chair/ED&I Director and Line	80% of staff (up from 52% of women and up from 68% of men in the 2019 WcS) agree that information provided

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			Raise awareness of the options available regarding working arrangements across all contract types.				<i>Managers</i>	on ED&I policies is clear (e.g. parental leave, flexible work schedules etc.) (measured in the annual WcS).
4.2.5	Review the process for conducting 'exit interviews' with line manager.	'Reasons for leaving' data are not well captured currently.	Develop a monitoring process to capture exit interview activity.	Record all exit interviews within the DoP and capture 'reason' for leaving data and produce a report for DMG.	Jul 2020	Jan 2021	Lynne Coventry <i>Director of Research and Knowledge Exchange for research staff and Line Manager for academic staff</i>	Awareness of reasons for individuals leaving the DoP to develop understanding of any are related to ED&I issues to enable refinement of the AS action plan.
5.1.1	Monitor uptake of online selection and how many interviews are offered via different selection routes (face-to-face vs. Skype).	Aware of importance of offering opportunities for potential staff to understand our flexible approach and culture and to enable those with caring responsibilities to be interviewed in a way which suits them.	Log number of interviews and whether face-to-face or online by gender. Identify other approaches where necessary to ensure inclusive selection processes.	Alternative interview approaches available and communicated via DMG.	Jan 2020	Jan 2022	Rachel Wilson <i>Departmental Administrator</i> and Mark Moss <i>HoD</i>	100% of applicants explicitly offered a choice of online or face-to-face selection process.
5.1.2	Include a clear statement on the culture of the DoP in future job adverts, emphasising part	This is a core aspect of our culture which did not appear in job adverts and may put individuals off	Statement will be written and added to all future job adverts.  Adverts will include	Statement appears on all job adverts, written in gender neutral language.	Jul 2020	Nov 2022	Recruiting manager and Mark Moss <i>HoD</i>	100% of new staff (within 12 months of starting role) indicate they were aware of part time/flexible work



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	time/flexible work option and job shares considered. Also ensure gender neutral language is used in job advertisements.	applying, particularly parents or individuals wanting to work part-time.	gender neutral language.					options and job shares, prior to joining the DoP and agree that gender neutral language was used in the job advert (measured in the annual WcS).  100% of staff (up from 64% of women and up from 88% of men) agree that the department takes action to ensure that women and men are encouraged to apply for posts in areas where they are underrepresented (measured in the annual WcS).
5.1.3	Add man and woman contact details on recruitment advert.	This provides an option for all potential applicants to contact an individual of either gender should they require as currently only details of HoD (M) included.	Add AHoD contact details (W) along with HoD details (M).	Two contact details (W & M) on job advert and potential applicants using either contact depending on preference.	May 2020	Jul 2021	Mark Moss <i>HoD</i> and Rachel Wilson <i>Departmental Administrator</i>	HoD and AHoD both report being contacted by potential applicants and discuss a range of work related concerns, which may include ED&I (measured by Hod and AHod reports back to D-SAT).
5.1.4	Monitor the success of teaching free	Identified as an opportunity for new staff to embed into	Measure the success of the teaching free semester for all new	Staff continue to develop their research and learn	Jan 2020	Jan 2024	Mark Moss <i>HoD and Line Managers</i>	100% of new staff (within 12 months of starting role) report in

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	semester for new staff.	the DoP and continue their research.	staff.	about the DoP prior to embarking on teaching.  Staff feel ready to begin teaching once their teaching free semester is complete.				their first PDA, that the teaching free semester was useful for their career development and experience of embedding into the department.
5.1.5	Identify the reasons behind dissatisfaction with mentoring to ensure it is fit for purpose.	Unclear from WcS and WcE what the concerns regarding mentoring are and what colleagues want in relation to this.	As part of the PDA process all line managers will discuss mentoring as a potential career development option and explore where mentoring may be helpful.	An increased number of colleagues seeing mentoring as a career development strategy.	Jan 2021	Jul 2023	Line Managers and Mark Moss <i>HoD</i>	90% of staff (up from 76% of women and up from 68% of men in the 2019 WcS) agree that the department provides useful mentoring opportunities (measured in the annual WcS).
5.1.6	Line Managers will discuss how different activities relate to the promotion criteria/career development as part of annual PDA review, and readiness for applying.	WcS results indicated that staff were not sure of the promotion process or the process was not applicable. Making promotion part of every PDA ensures that staff can access the support that they need when they need it.	All line managers will have a discussion about promotion with staff during annual PDA.	Staff will be clearer on the promotion process, where to access information and how to ensure that activities they are completing are essential for career development.	May 2020	Oct 2021	Line Managers and Mark Moss <i>HoD</i>	80% of staff (up from 50% of women and up from 60% of men in the 2019 WcS) agree that they understand the promotion process and criteria (measured in the annual WcS).
5.1.7	Annual departmental event for staff to	WcS results indicated that almost half of	An event will be run annually which will	Annual promotion event for	Jan 2021	Apr 2024	Laura Longstaff <i>D-</i>	90% of staff who attend report the event being

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	discuss the promotion criteria and promotion process. Signpost support available and how to access it and monitor promotion applications and outcomes.	staff do not understand the promotion process and criteria. This action provides the opportunity for peer support in addition to the formal PDA in AP5.1.6.	discuss the criteria and approach, showcase individual career stories (from newly promoted staff) and signpost further resources.	departmental staff, to take place in the semester before the promotion application deadline.			<i>SAT Chair/ED&amp;I Director and Vicki Elsey Deputy AS Chair (plus successful applicants from previous year)</i>	useful and improving their confidence to apply as measured by DoP pre and post training evaluation.  80% of staff (up from 50% of women and up from 60% of men in the 2019 WcS) agree that they understand the promotion process and criteria (measured in the annual WcS).
<b>5.1.8</b>	Review workload allocations in line with career ambitions to ensure equity in research time allocation across gender.	Need to ensure that staff, in particular women, are not taking on additional research activities along with housekeeping roles and that they have appropriate time allocations to conduct research.	Annual workload calculations monitored by gender to identify equity across activities.  Line managers workload and career ambitions at PDA to ensure the two align.	Annual review of workload by gender is considered by the D-SAT.	Oct 2020	Oct 2021	<i>Mark Moss HoD/ Sponsor</i>	100% of staff (up from 85% of women and up from 80% of men in the 2019 WcS) agree that work allocation is fair (measured in the annual WcS).  Annual Review of workload shows equity in time allocation for research across genders.
<b>5.3.1</b>	Encourage all staff, particularly men, to undertake mandatory and optional training	WcS indicated that men were encouraged less than women to take career development and	Encourage all staff to take up training as part of PDA process and remind all staff how to access on-line	All staff have a discussion during their PDA on mandatory and optional training and	Sep 2020	Oct 2020	<i>Line Managers and Mark Moss HoD</i>	100% of staff (up from 82% of women and 69% of men in 2019 WcS) complete annual mandatory training

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	through the PDA process.	training opportunities.	training.	where relevant signposted to University Learning Offer or encouraged to seek alternative training where necessary.				(indicated by central NU data).  100% of staff (maintain at 100% of women and increase from 95% of men in the 2019 WcS) agree that they are encouraged to take up career development and training opportunities (measured in the annual WcS).
5.3.2	Collect data on uptake of external training opportunities in terms of gender/role/grade.	Data has not been collected on this to date, therefore gender imbalance can't be identified.	Identify method to collect departmental data on uptake of external training opportunities.	Data on uptake of external training opportunities obtained annually and monitored by D-SAT for gender imbalance.	Sep 2021	Sep 2024	Rachel Wilson <i>Departmental Administrator</i>	Actions agreed to address gender imbalance if data shows this is an area for improvement.
5.3.3	Signpost the diverse range of training and development opportunities available via the departmental AS webpage (see AP3.6) and encourage staff to discuss individual needs with their appraiser.	Not all staff appear to be undertaking training, this action ensures everyone knows how to access training.	Set up links to training and development opportunities on the departmental AS webpage.  Design a crib-sheet for PDA to identify important aspects to discuss (including training and development needs),	Staff are aware of training and development opportunities.  Crib-sheet is utilised by appraisers during PDA.	Jun 2020	Oct 2020	Laura Longstaff D-SAT <i>Chair/ED&amp;I Director</i>  All appraisers via Mark Moss <i>HoD/Sponsor</i>	All appraisers and appraisees report that they discussed training and development needs in annual PDA (following crib-sheet).

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			checked by appraiser and appraisee.					
5.3.4	Identify new line managers as part of departmental growth and development, ensuring appropriate gender balance and that they undertake PDA training and are kept updated with HR policies.	New line managers are going to be identified as a result of DoP growth and because currently only the HoD and AHoD are line managers of academic staff.	Identify colleagues who would like to gain line management experience and signpost to relevant training.	Increase number of line managers in the DoP and a mechanism for ensuring consistency across DoP.	Jul 2020	Mar 2021	Mark Moss HoD and Tamsin Saxton Associate HoD	At least 50% increase in number of line managers in the DoP able to conduct PDAs.
5.3.5	Continue to monitor satisfaction with PDA and separate out satisfaction with the 'process' from the 'conversation' to ensure quality PDA.	WcS indicated lower satisfaction with the process and WcE indicated this was to do with the paperwork and not conversation.	Improvements are made and colleagues are experiencing the value of 1-2-1 conversations.	The WcS will ask questions about the process and conversation to identify where challenges lie.	Jun 2020	Nov 2022	Laura Longstaff D-SAT Chair/ ED&I Director and D-SAT members	100% staff satisfaction with the PDA conversation and 80% satisfaction with the PDA process (measured in the annual WcS).
5.3.6	Continue to encourage and support all members of staff to achieve a teaching qualification, regardless of grade.	Whilst this was positive in the DoP, we want to ensure that there is a commitment to teaching qualifications at all levels. Additionally, we would like to see more men achieving teaching	Continue with current process to encourage all staff to embark on a teaching qualification. Encourage via PDA and particularly focus on men.  Train more mentors to support the	Conversations around teaching qualifications take place as part of PDA.  Annual departmental training session delivered.  Increase in trained	Apr 2021	Apr 2024	Libby Orme Acting Associate HoD and Advance HE co-ordinator	100% of academic staff have a teaching qualification (or fellowship of Advance HE).



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		qualifications.	achievement of teaching qualifications.	mentors in DoP.				
5.3.7	Monitor uptake of UGT placements by gender.	We do not collect this data currently and therefore do not know whether there are any gender differences in take up of placements.	Request a new report to gather this information centrally and annually.	Report is created and reviewed annually on the take-up of UGT placements to identify gender differences.	Apr 2020	Apr 2024	Vicki Elsey <i>Deputy AS Chair and Placement Module Tutor</i>	Actions developed to address gender differences where necessary.
5.3.8	Identify better mechanisms for tracking graduate destinations.	It is very difficult to understand via university mechanisms (which are not monitored by gender) where our graduates go upon graduation.	Identify ways of connecting with alumni at departmental and programme level via various social media.  Consider using these channels to run short surveys at regular time-points regarding destinations.	Appropriate mechanism to gather destination data in place which allows monitoring by gender.	Sept 2020	Sept 2024	Elizabeth Sillence <i>Employability Lead and UGT and PGT programme leaders</i>	The DoP has a better understanding of the destinations of our graduates by gender and uses this information to determine the types of jobs our graduates go into to inform future developments and planning of our programmes, ensuring they are fit for purpose in creating employment ready graduates.
5.3.9	Set up a mechanism to monitor and track grant applications by gender, encourage women to apply for funding and to engage	We currently do not hold this data so are unable to monitor for equality.	Identify a mechanism to collect and monitor grant applications by gender within the DoP.	An appropriate mechanism is in place and data is reviewed by the DoP annually.	Jan 2021	Jan 2022	Lynne Coventry <i>Departmental Director of Research</i>	Actions developed where necessary to ensure women apply for funding and engage with external partners and to provide support

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	with external partners and provide support for unsuccessful bids.							for unsuccessful bids.
5.5.1	ED&I Director to have a conversation with individuals going on parental leave to discuss KiT days, reduction in teaching on return and preferred method of communication during leave as well as monitor return rate.	<p>Only a small number of staff have used KiT days in recent years, therefore may be that not everyone who is eligible is aware of these.</p> <p>No formal process exists for communication and workloading planning for both before and during leave, therefore consistency in information provided cannot currently be guaranteed.</p>	<p>Work with line managers to ensure awareness of colleagues who need this support and information.</p> <p>Promote central Coaching Transitions Programme.</p>	ED&I Director has a conversation with individuals going on parental leave to discuss KiT days, reduction in teaching on return and preferred method of communication.	Apr 2020	Apr 2024	Laura Longstaff (via DMG) D-SAT Chair/ED&I Director	<p>80% of staff (up from 52% of women and up from 68% of men in the 2019 WcS) agree that information provided on ED&amp;I policies is clear (e.g. parental leave, flexible work schedules etc.) (measured in the annual WcS).</p> <p>Increased uptake of KiT days to 100% (measured in central NU data).</p>
5.5.2	Line manager to continue formal monthly meetings upon return to work during first six months of settling back period.	Monitoring of returners currently ad-hoc and informal, therefore is a need for this to be formalised to ensure they are supported and unexpected problems are dealt with in a timely manner.	<p>Line manager to arrange monthly meetings with staff who fall into this category.</p> <p>Monitoring to take place by ED&amp;I</p>	<p>All returners have monthly meetings and access to support.</p> <p>Parental leave checklist is disseminated to all line managers.</p>	Apr 2020	Apr 2024	Line Manager  Supported by HoD Mark Moss or Associate HoD Tamsin Saxton	100% of returners feel fully supported and able to be effective in their roles as measured by conversation with ED&I Director at 3 and 6 months post return.

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					Start	End		
			director.  Develop a checklist for line managers to utilise in discussions with parental leave returners.				Laura Longstaff D-SAT Chair/ ED&I Director to monitor	
5.5.3	Line managers and departmental colleagues to publicise the parenting room (see also action point 3.6 regarding AS web-page).	Parenting room facilities exist but location is not clear, within a different building to the DoP and is not publicised at present.	Publicise to all staff (including those on parental leave) via the DoP AS web-page and staff newsletter.  Ensure parental leave checklist includes details of the parenting room facilities.  Add in a question to the annual WcS to measure awareness of the parenting facilities and location.	AS web-page and staff newsletter updated to describe facilities and location.  Ensure parental leave checklist is utilised by all line managers.	Aug 2020	April 2024	Vicki Elsey Deputy AS Chair	100% of staff report within the annual WcS that they are aware of the parenting facilities available and location.
5.6.1	Arrange active bystander training for the department.	WcS findings indicate a need to raise awareness of ED&I issues and use of language within the DoP (by staff and students).	Identify provider of active bystander training and arrange funding for all DoP staff to attend.	Active bystander training available to all DoP staff.	Feb 2021	Aug 2022	Laura Longstaff (via DMG) D-SAT Chair/ED&I Director	100% of staff are invited to complete active bystander training.  100% of staff (up from 17% of women and 32% of men in the 2019

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								WcS agree that sexist remarks are not heard in the workplace and 100% of staff (up from 55% of women and 74% of men in the 2019 WcS) agree that it is clear that unsupportive language and behaviour are not acceptable (as measured in the annual WcS).
5.6.2	Monitor representation of men and women on internal committees.	Membership of internal committees is not currently formally monitored for ED&I, therefore would not be aware if any gender imbalances were present.	Ensure appropriate gender balance in internal committees.	All colleagues aware of importance of organisational citizenship activities for career development purposes and to contribute to the DoP.	Apr 2020	Apr 2024	Mark Moss <i>HoD and Line Managers (data collected by Departmental Administrator Rachel Wilson)</i>	Balanced representation across committees.  100% of staff agree (up from 88% of men and 78% of women in 2019 WcS) that neither men or women are more likely to be chosen for particular types of activities, role and opportunities (measured in the annual WcS).
5.6.3	Provide information on role assignment and opportunities on the shared drive.	The WcS highlighted a lack of awareness of available role opportunities. Additionally, many	Identify appropriate place to store and share this information in an easily accessible way.	Document on a shared drive (therefore all staff have access) detailing committee	Feb 2020	Apr 2024	Tamsin Saxton <i>AHoD</i>	100% of staff (up from 78% of women and up from 88% of men in 2019 WcS) agree that neither men or women

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		staff undertake organisational citizenship activities that are not currently recorded.		membership.				are more likely to be chosen for particular types of activities, role and opportunities (measured in the annual WcS).
5.6.4	Record participation on external committees and monitor this for ED&I.	Membership of external committees is not currently formally monitored for ED&I, therefore would not be aware if any gender imbalances were present.	Ensure colleagues are encouraged to engage in external committees relevant to their roles.	Staff are aware of the importance and value placed on external committee work relevant to their roles.	Apr 2020	Apr 2024	Line Managers and HoD ( <i>data collected by Departmental Administrator Rachel Wilson</i> )	Increase participation on external committees to 50% of staff, with equitable gender and grade balance.
5.6.5	Ensure the timing of departmental seminars and social gatherings are within core hours.	The DoP has no staff room facilities for social gatherings during work hours and the timing of internal seminars are can extend beyond core hours.	Encourage session organisers to ensure they are in core work hours.	All activities run in core business hours.	Apr 2020	Apr 2024	All session organisers, coordinated by Laura Longstaff <i>D-SAT Chair/ED&amp;I Director</i>	100% of departmental seminars and social gatherings take place in core hours, with 100% of staff (up from 89% of women and 83% of men in 2019 WcS) agree that meetings in the department are completed between 10am and 4pm to enable those with caring responsibilities to attend (measured in the annual WcS).  100% of staff (up from



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								63% of women and up from 94% of men in the 2019 WcS) agree that work-related social activities are likely to be welcoming to everyone in the department; avoiding times that frequently exclude part-time staff or those with caring responsibilities (measured in the annual WcS).
5.6.6	Explore issues of equity and work-life balance further with staff to improve their experiences.	Identified that it was important to further understand staff perceptions of work-life balance due to contradictory comments in WcS and WcE.	Run focus group with staff to discuss issues with equity and work life balance.	Increased awareness of work-life balance challenges in the DoP.	Apr 2020	Apr 2024	Vicki Elsey D-SAT Deputy Chair	100% of staff (up from 48% women and up from 69% of men in 2019 WcS) agree that they are kept informed by the department about career advancement and work-life balance matters that affect them (measured in the annual WcS).
5.6.7	Review the DoP website and social media presence on an annual basis to ensure equality and diversity is promoted visibly.	Important to ensure equality and diversity within the DoP is promoted visibly as well as gender neutral language utilised.	Undertake annual review of Website and Social Media presence and make amendments as necessary to ensure gender neutral	Website and Social Media presence aligned to 10 AS principles.	Apr 2021	Apr 2024	Lisa Thomas D-SAT Member	100% of staff (up from 97% of women and maintained at 100% of men in the 2019 WcS) agree that the department uses women as well as men

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			language and that equality and diversity is promoted visibly.					as visible role models and 100% of staff (up from 97% of women and maintained at 100% of men in the 2019 WcS) agree that with the exception of material forming part of an academic study, inappropriate images that stereotype women or men are not present in the workplace (measured within the annual WcS).
5.6.8	Develop a range of approaches to increase visibility of women role models (seminar speakers and hosts, open days and sharing career stories).	Men consistently more likely to apply for promotion than women. There Are also low numbers of women promotion applications and success overall.	Identify the best way to increase visibility of role models, including web presence, line managers, mentoring and sharing career stories.	Role models identified within the DoP and externally and promoted to staff.	Dec 2020	Dec 2023	D-SAT Members	At least 25% increase in promotion applications and success rate for women staff.
5.6.9	Increase the visibility of men role models (staff and students) to encourage men to apply to our programmes.	Much higher woman representation for majority of DoP programmes.	Men members of staff identified to attend open days and outreach activities (and social media presence).  Introduce sport psychology pathway	More men role models at open days and outreach to encourage more men to apply for programmes.	Sep 2020	Feb 2024	Thomas Pollet <i>Director of Teaching and Learning (Student Journey)</i>	10% increase in men applying to our programmes.

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			into BSc programme.					
5.6.10	Develop a process for recording and monitoring outreach (including open days) contributions (by gender of staff and students).	Identified that no process for recording or monitoring outreach contributions currently exists.	Monitoring process identified to gather information as an important part of organisational citizenship broken down by gender of both staff and students.	Activities monitored by gender and clearer understanding of who contributes to these activities.	Sep 2020	Apr 2024	Rachel Wilson <i>Departmental Administrator</i>  Thomas Pollet <i>Director of Teaching and Learning (Student Journey)</i>	Additional activities recognised as part of annual PDA process and seen as important contributions to departmental business.  Gender equity in those contributing to outreach.