Athena SWAN Bronze department award application

Name of University: University of Lincoln

Department: School of Psychology

Date of application: 30th April 2016

Date of university Bronze and/or Silver SWAN award: April 2014 (Bronze)

Contact for application: Dr Amanda Roberts and Dr Kirsten McKenzie

Email: aroberts@lincoln.ac.uk or kmckenzie@lincoln.ac.uk

Telephone: 01522 886190 or 01522 886719

Departmental website address: http://www.lincoln.ac.uk/home/psychology/

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

List of Common Abbreviations:

BPS	British Psychological Society
CPPD	Continuing Personal and Professional Development
FT	Full Time
FTC	Fixed Term Contract
HEA	Higher Education Academy
HoS	Head of School
PASWG	School of Psychology Athena Swan Working Group

PGR	Post-graduate Research
PGT	Post-graduate Taught
PSC	Promotions Screening Committee
PT	Part Time
SMG	Senior Management Group
UG	Undergraduate

1. Letter of Endorsement from the Head of Department (500 words)

27th January 2016

Ms Sarah Dickinson
Athena SWAN Manager
Equality Challenge Unit
Queen's House
55-56 Lincoln's Inn Fields
London WC2A 3LI

Dear Ms Dickinson

I am writing to confirm my enthusiastic backing, support and active involvement in this application.

Gender equality is an issue which we are committed to promoting at Lincoln from undergraduate to professorial level, as a part of our strategic vision for the School. Although we have always aimed and considered ourselves to be a family friendly school, focussed on encouraging a healthy gender balance and culture amongst staff and students, the process of engaging with the Athena Swan application has helped us to identified several areas which require more consideration/reflection including some definite identified actions, several of which we have decided to implement immediately in advance of this Bronze award application. We are particularly proud of our maternity provisions, which enable research continuity during the period of absence, and ensure that no extra workload is placed on colleagues as a result of the leave.

Since becoming Head of School in September 2013 I have been particularly mindful of gender issues in recruitment and career progression in the context of a rapidly expanding department and one that is looking to build on its excellent record of undergraduate student experience to develop its research profile and post-graduate focus. Reflection on the data on applicants for academic job vacancies in recent years has been particularly valuable and has implications for our best way forward for staff recruitment strategies that constitute a level playing field across genders. Indeed, as a result of the self-assessment and process of developing this application I can say that gender equality issues are now an instinctive part of our thinking about the future strategy for the School as well as its day to day operations, from timing and organising of social events, scheduling of classes and research group meetings, to processes of staff promotion, merit awards and salary progression. Even the design of our new home in the Sarah Swift building for the College of Social Sciences has been influenced by the self-assessment reflection and action plan.

We feel that our Self-Assessment team represent a good cross section of the department in that we have people from a broad range of career stages, parents of resident and non-resident children of various ages, and a variety of ethnic and cultural backgrounds. I have been very impressed with the work put into this application which I commend to you for your consideration. As Head of School I am also personally committed to continuing the positive work

done to date towards achieving our overarching objective of rebalancing gender inequality in Psychology at Lincoln, and will ensure that the resources required to achieve our Action Plan will be made available. We will be maintaining our Athena SWAN panel as a working group to influence school research, staffing and educational strategy and operation into the future, creating an environment where no-one feels that their gender is a factor that either directly or indirectly affects their feeling of self-worth or opportunities for maximising their best potential.

Yours Sincerely

Tim Hodgson

Head of School, Psychology

(Word Count=496/500)

2. The Self-Assessment Process (1000 words)

2.1 A description of the self-assessment team: members' roles and their experiences of work-life balance.

The School of Psychology Athena Swan Working Group (PASWG) was established in 2013 to facilitate the promotion of good practice in the school, including representatives from the student body and all academic levels, with diverse and varied work-life experiences. Membership includes the Head of School, two professors, two readers, one principal lecturer, three senior lecturers, two lecturers, one postdoc and three graduate research students; ten women and four men. While our focus for Athena Swan has ostensibly been on supporting and encouraging women, we have also been mindful that not all people identify as "female" or "male", and have tried to include support for trans-gender and gender non-binary individuals as well.

Table 1: The Self-Assessment Team.

MEMBER		ROLE
Dr Amanda Roberts ***Reader***	Amanda has been a Reader in Psychology at the University of Lincoln since September 2014 and is joint Chair of the Athena Swan Self-Assessment Team. She is Programme Leader of the BSc Psychology with Forensic Psychology degree. She is married and has a five-year-old son who has just started school. Her husband is also in academia and they share childcare and cooking duties.	 **Joint Chair**
Dr Kirsten McKenzie ***Senior Lecturer***	Kirsten has been a Senior Lecturer in the School of Psychology since April 2015, and is joint Chair of the Athena Swan Self-Assessment Team. She is from New Zealand and has worked at various Universities in the UK, New Zealand and Malaysia. She has two children under three, and often works from home to enable shared responsibility for their care with her husband.	 **Joint Chair**
Prof. Tim Hodgson	Tim is Head of School and Prof of Cognitive Neuroscience with 20 years of experience in research, teaching and leadership in higher education. Father of 4 children including 2 under 6 and 2 teenage children who live 280 miles away and visit Lincoln in half terms and holidays. Married to Post-graduate researcher Jessica Hodgson.	 **Head of School**

Ms Catia C. Caeiro ***Postgraduate Student***	Catia is a PhD student at the School of Psychology, where she is working on a collaborative project with the School of Life Sciences. Catia believes that the students' point of view can provide a helpful insight in shaping the School's working environment. More importantly, she is strongly supportive of creating and/or promoting positive and egalitarian interactions between all members of the School.	 **Postgraduate Representative**
Dr Ruth Gaunt ***Reader***	Dr Ruth Gaunt has been a Reader in Psychology since 2012 and is the School Director of Research. She was previously a senior research fellow at the University of Cambridge and a post-doctoral fellow at Harvard University. Her research interests are in the areas of gender and families. She has three children and shares childcare responsibilities with her husband who juggles flexible jobs, work from home and night shifts.	 **Member**
Prof. Harriet Gross	Prof Harriet Gross joined the University of Lincoln in 2007 as Professor of Psychology, after being a Senior Lecturer at Loughborough University. In 2009, she became Head of the School. In 2013, she moved into a new role as Director of Innovative Special Projects working across the University to support collaborative activities. Two years later she became the first Deputy Head of the College of Social Sciences. She has two, now grown up, children. She is passionate about maintaining a work/life balance and adamant that staff should use their holiday entitlement.	 **Former Chair/ Advisor**
Dr Frouke Hermens ***Senior Lecturer***	Frouke joined the University of Lincoln in January 2015 as a Senior Lecturer. Previously, she was a lecturer at the University of Aberdeen, after a string of short-term postdoctoral positions in various countries in Europe. By joining the Athena Swan committee, she would like to ensure equal opportunities for tenure, academic promotions, and time to conduct research.	 **Data Analyst**
Mrs Jessica Hodgson ***Postgraduate Student***	Jessica Hodgson is a final year PhD student in the School of Psychology. She is married to Prof Tim Hodgson and has two young sons and two step-daughters. Having previously had a career in NHS and University management, Jessica is keen on the flexibility an academic career offers, which will allow her to best manage her family life and work commitments.	 **Member**

Dr Patrick Hylton ***Senior Lecturer***	Patrick has been a Lecturer at University of Lincoln for over 15 years. He is British-Afro-Caribbean, lives with his partner and their two bi-racial children. In terms of his interests, he would position himself within Critical Psychology, interested in issues of power, oppression, 'isms' and identity.	 **Parent/Carer Champion**
Dr David Keatley ***Lecturer***	David is a new Lecturer at the School of Psychology. Previously, he was a Postdoctoral Researcher at Curtin University, Australia, as well as a Lecturer at Edge Hill University, UK. He currently lives with his girlfriend, but does not yet have children. He is an endurance obstacle course runner, regularly competing in events across the world.	 **Submission Editor**
Dr Hannah Merdian ***Senior Lecturer***	Hannah is a Senior Lecturer in Clinical and Forensic Psychology and co-founder of onlinePROTECT (Pathways of Risk and Offender Typologies in the Exploitation of Children through Technology), a research and consultation programme that addresses the safety of children and young people in online and offline environments. Hannah lives full-time with her partner, and part-time with his delightful 9 year old son.	 **UG Representative**
Prof. Kerstin Meints	Prof. Kerstin Meints completed her PhD at Hamburg University and worked in Experimental Psychology in Oxford before she joined the University of Lincoln in 1999 as Senior Lecturer, progressing to Reader in 2007 and Professor in 2013. She established and directs the well-known Lincoln Infant and Child Development Lab and has been awarded extensive external research funding. She is reviewer for a number of funding bodies and peer-reviewed journals, takes part in a range of University committees and is an active researcher, teacher, supervisor and mentor to students and colleagues.	 **Former Member/ Advisor**

Ms Zamira Noh ***Postgraduate Student***	Zamira Noh is a PhD student in School of Psychology. She obtained her degree in Bioindustry, majoring in Animal Science and her master's degree in Business Administration, majoring in Marketing from Universiti Putra Malaysia. Prior to starting at Lincoln, she was employed for five years as an airline company analyst in Malaysia. She loves playing video games, travelling and regularly participates in outdoor activities such as climbing, hiking and paintballing.	 **Postgraduate Representative**
Dr Steve Sharman ***Post-doctoral Research Fellow***	Steve joined the University of Lincoln as post-doctoral research assistant in August 2015. Before joining the faculty at Lincoln, he completed his PhD at the University of Cambridge, and also worked at the National Centre for Social Research, London. Steve lives with his wife, and together they are expecting their first child in early 2016.	 **Fixed-Term Contract Staff Representative**
Dr Fenja Zeigler ***Principal Lecturer***	Dr Fenja V Ziegler is a Principal Lecturer at the University of Lincoln. Fenja is a keen triathlete and enjoys running with her dogs.	 **LGBTQI+ Champion**

2.2 An account of the self-assessment process.

Following on from the University's Athena SWAN Committee establishment in 2013, the PASWG was convened and chaired by Professor Harriet Gross. In September 2014, Dr Amanda Roberts took over as Chair due to Professor Gross' increasing work commitments at an institutional level, however, Harriet still sits on the committee in an advisory capacity. Dr Kirsten McKenzie was appointed as joint chair in May 2015. Other members of the committee were selected to give as varied representation from work-life experience as possible. Since February 2015, PASWG meetings have taken place at least bi-monthly, and more frequently where possible.

The current application has been discussed in a number of meetings (August 2015 onwards), with the involvement of the whole group. Members of the group have been involved with all stages of the application, including writing and reviewing certain sections, giving advice, making suggestions and fostering support for the group in the school as a whole. Both the University Athena SWAN committee Chair (School of Chemistry) and Project Officer (Dr Nicole Fielding) have reviewed drafts of this application.

Moreover, we have sought other sources of support in writing our application. At least one of the Chairs has attended all University Athena SWAN Schools ASSET Meetings and the University

Gender Equality panel to keep up to date with institutional initiatives. We have also had wider participation in ECU Athena SWAN Assessment panels via Kirsten McKenzie. Amanda Roberts attended the Association of Heads of Psychology exceptional Athena Swan meeting in London in May 2015 and Frouke Hermens attended the workshop jointly organised by Queen's University Belfast and Royal Holloway in February 2016. Key information and best practices were discussed at all meetings and this enabled reflection and refinement of this application. The whole school was also sent the draft document in April 2016 and has had the opportunity to comment before final submission.

Table 2: School of Psychology Athena Swan Working Group meetings (PASWG).

Date	Specific Focus of Meeting	Members present
Wednesday 18th December 2013	Initial Consultation	Harriet Gross; Fenja Ziegler; Kirsty Miller; Kyla Pennington; David Ellis; Ruth Gaunt; Hannah Lena Merdian; Kerstin Meints; Zamira Noh
Monday 17th March 2014	Member Identification	Harriet Gross; Fenja Ziegler; Kirsty Miller; Kyla Pennington; David Ellis; Ruth Gaunt; Hannah Lena Merdian; Kerstin Meints; Zamira Noh
Thursday 23rd October 2014	University Initiatives	Harriet Gross; Fenja Ziegler; Kirsty Miller; Kyla Pennington; David Ellis; Hannah Lena Merdian; Kerstin Meints; Zamira Noh
Monday 23rd February 2015	Data Review	Amanda Roberts; Kerstin Meints; Zamira Noh; Fenja Ziegler; David Ellis; Hannah Lena Merdian; Ruth Gaunt; Frouke Hermens.
Monday 23rd March 2015	Data Review	Amanda Roberts; Kerstin Meints; Zamira Noh; Fenja Ziegler; David Ellis; Hannah Lena Merdian; Ruth Gaunt; Frouke Hermens.
Monday 27th April 2015	Staff Survey Review	Amanda Roberts; Kerstin Meints; Zamira Noh; Catia Caeiro; Fenja Ziegler; David Ellis; Hannah Lena Merdian; Ruth Gaunt; Frouke Hermens.
Tuesday 2nd June 2015	Parenting/Carer LGBTQI+ Champions	Amanda Roberts; Kerstin Meints; Zamira Noh; Catia Caeiro; Fenja Ziegler; Ruth Gaunt; David Ellis; Hannah Lena Merdian; Frouke Hermens.
Wednesday 12th August 2015	Appraisals & Mentoring Scheme	Amanda Roberts; Kirsten McKenzie; Hannah Lena Merdian.

Wednesday 9th September 2015	Marketing & Student Recruitment	Amanda Roberts; Kirsten McKenzie; Zamira Noh; Catia Caeiro; Fenja Ziegler; Hannah Lena Merdian; Frouke Hermens; David Keatley; Stephen Sharman.
Monday 16th November 2015	Student Survey/Voice Review	Amanda Roberts; Kirsten McKenzie; Zamira Noh; Catia Caeiro; Fenja Ziegler; Hannah Lena Merdian; Frouke Hermens; David Keatley; Stephen Sharman; Patrick Hylton; Tim Hodgson.
Wednesday 9th December 2015	Promotions & Staff Recruitment	Amanda Roberts; Kirsten McKenzie; Zamira Noh; Catia Caeiro; Fenja Ziegler; Hannah Lena Merdian; Frouke Hermens; David Keatley; Stephen Sharman; Patrick Hylton; Tim Hodgson.
Friday 29th January 2016	Action Plan Review	Amanda Roberts; Kirsten McKenzie; Zamira Noh; Fenja Ziegler; Catia Caeiro; Frouke Hermens; Stephen Sharman; Patrick Hylton; Tim Hodgson; Jessica Hodgson.
Friday 26th February 2016	Action Plan Review	Amanda Roberts; Kirsten McKenzie; Zamira Noh; Catia Caeiro; Fenja Ziegler; Stephen Sharman; Patrick Hylton
Monday 21st March 2016	Final Submission Draft Review	Amanda Roberts; Kirsten McKenzie; Tim Hodgson; Zamirah Noh; Patrick Hylton; Frouke Hermens; Catia Caeiro; David Keatley
NEXT MEETING (post submission) Monday 18th July 2016		

As part of the assessment process, an online **HE STEM Staff Culture Survey link was sent to all staff members in February 2015** with reminders in May, June and December 2015 to help understand how male and female staff experience their working environment and what, if any, improvements may be needed to ensure equality of opportunity. It was designed for academic and non-academic staff, at all stages of their careers. The survey explored experience, knowledge and views of how the School of Psychology promotes and manages gender equality. The survey focussed on four main areas: Participation and promotion practices; Workplace culture; Leadership and management commitment and Reputation and social responsibility. The response rate after the first week was 60% (53.3% male and 46.7% female) which gave us confidence that the results were representative of the population being considered[1]. As

[1] A response rate of at least 30% is required to ensure confidence in representation (Bryman, 2012).

suggested by the pilot survey results from ten UK university STEM departments, statements scoring 77% agreement or above were considered as indicating areas of best practice and those scoring 28% disagreement or above as indicating areas for action[2]. For a Summary of the staff survey and how this has fed into submission: please see **Section 7**. The relatively small number of people employed on Fixed-Term contracts within the School enabled us to use more in-depth, qualitative interviews to explore the working experience of these individuals. More detail about this can be found in **Section 6.1.**

To give students a voice the survey was sent out separately to Postgraduate Research (PGR) students. **Focus groups were also held with PGR and Postgraduate Taught (PGT) students (facilitated by the PGR student members)**. The response rate for the survey was 65% (23.5% males and 70.6% female and 5.8% undisclosed). Undergraduate (UG) student representatives were canvassed at our School of Psychology Subject Committee Meetings (Athena Swan is now a standing item on the agenda). A more detailed summary of student feedback and how it has also fed into submission can be seen in **Section 7**. In the immediate future, we aim to expand PASWG to include undergraduate (UG) representatives. A call will go out to all undergraduates (UG) via student representatives **[ACTION 1.1]**.

Moving Forwards

The PASWG is now an established part of the schools structure and the group intends to continue holding meetings every 3-4 months (with additional meetings where needed) to ensure that we are able to implement changes covered in the action plan, and discuss any issues that may arise during this process **[ACTION 8.1]**. The Chairs will be jointly responsible for monitoring implementation, but tasks will be shared out across the School as appropriate.

We intend to carry out a further staff survey in 12 months to gauge progress, and aim to collect data in the areas required for our application yearly, to reduce the work required directly prior to our future submissions **[ACTION 8.2]**. Updates on progress will be made via our Athena Swan section on Blackboard, and fed back via Staff Meetings, staff-wide emails, and at the School's Annual Away Day **[ACTION 8.3]**.

In order to prevent any one individual becoming over-burdened with specific tasks, and to ensure that the PASWG continues to be representative of the School as a whole, we also intend to rotate membership bi-annually, as well as rotate the roles within the group annually, with the exception of chair responsibility. The Chair responsibility will be reviewed every 3 years. **[ACTION 8.4]**.

Bryman, A. (2012). *Social research methods*. Oxford: Oxford university press.

[2] The UKRC (2012). HE STEM Staff Culture Survey Guidance. Bradford: The UKRC Community Interest Company.

Summary of Actions from Section 2:

Number	Action
1.1	Expand PASWG to include undergraduate representatives.
8.1	Continue to hold meetings every 3-4 months (with extraordinary meetings where needed) to ensure that we are able to implement changes covered in the action plan.
8.2	Carry out a further staff survey in 12 months to gauge progress.
8.3	Update progress on Athena Swan section on Blackboard, and via Staff Meetings, staff-wide emails, and at the School's Annual Away Day.
8.4	Rotate membership bi-annually, as well as rotate the roles within the group annually.

Word Count: 986/1000

3. A Picture of the Department (2000 words)

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

The School of Psychology has existed as a separate department, based at the Brayford campus, since 2001. It offers a number of British Psychological Society (BPS) accredited undergraduate programmes in Psychology, as well as taught and research Masters-level courses, and Doctoral-level qualifications.

The School has always excelled at delivering a high-quality undergraduate experience and has outstanding student satisfaction (number 1 UK Psychology Department in National Student Survey 2015). This is due in no small part to the enthusiasm and commitment of its staff to psychology education, with many having taught on the programme since its original incarnation within the Humberside College of Higher Education in the late 1980s.

Since 2008 the University and School have been increasingly focussed on improving research profile and quality. Increases in Undergraduate intake have been supported by investment in academic staff recruitment with a focus on strong research track records (or potential), as well as teaching ability. We have ~750 undergraduate students and ~50 post-graduate students.

Our recent growth, and heavier emphasis on research activity, have brought challenges. These include maintaining high levels of student satisfaction as well as diversity of research interests and quality teaching, and improving the post-graduate student experience to match levels achieved for undergraduates. The recent REF suggests the School has some way to go to compete with Psychology departments with long established research environments. Professors and senior staff in the School are inevitably heavily involved in leadership and management within the College and University and future staff recruitment needs to maintain a balance between early career and senior, experienced researchers and academics.

The formation of the Athena Swan panel and the process of preparing this application have already helped ensure that many of the historical strengths of the School are not compromised by these pressures, and ensure that gender equality is placed at the heart of what we do.

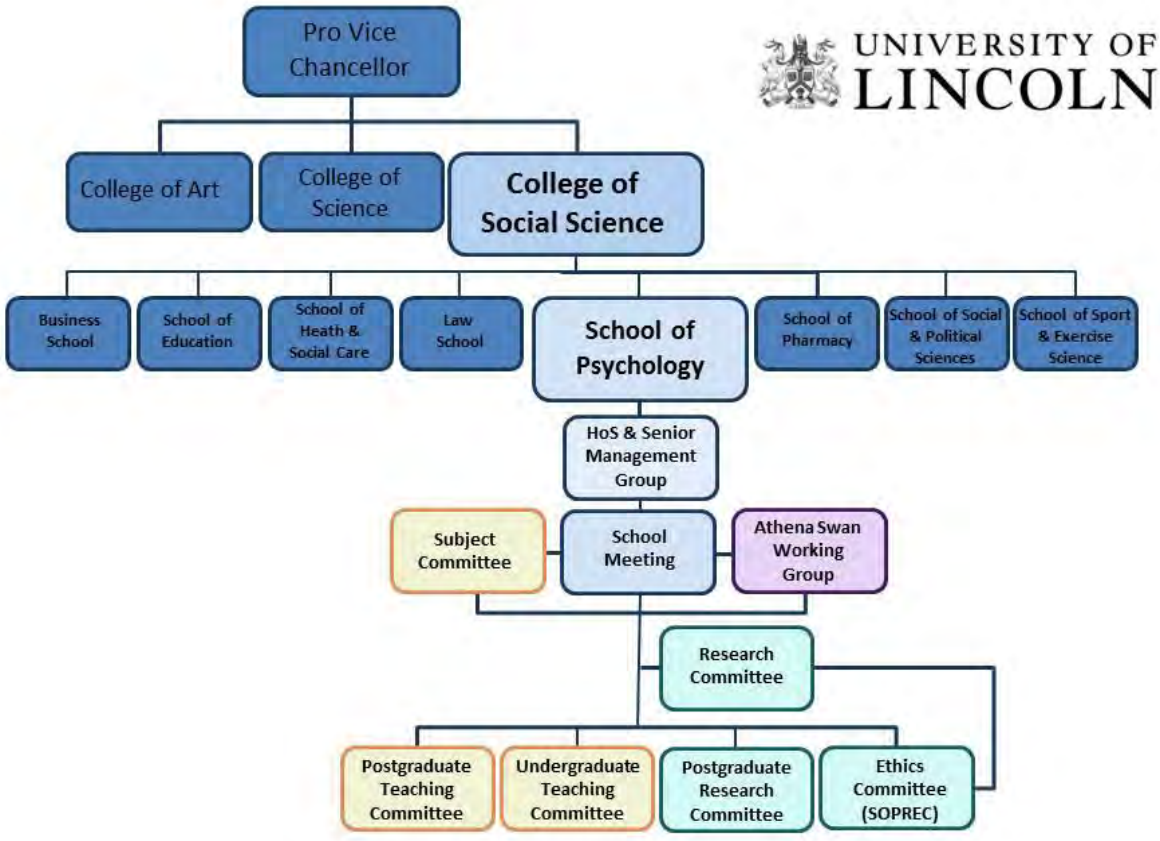


Figure 1: Structure of the School of Psychology

3.2 Data for the past five years with commentary on their significance and how they have affected action planning.

Student Data

(i) Undergraduate male and female numbers:

We offer three undergraduate (UG) degree programmes. For the sake of brevity, data pertaining to these programs has been collapsed to show Full-time (FT) and Part-time (PT) numbers overall.

BSc Psychology: Students are provided with a strong foundation of knowledge and expertise within the subject. Courses are accredited by the British Psychological Society as conferring eligibility for the Graduate Basis for Chartership.

BSc Psychology with Clinical Psychology: The key concepts and practices of Psychology are addressed, while providing a level of specialisation in clinical psychology. The course is especially suited to those students considering a career in health or social services.

BSc Psychology with Forensic Psychology: This course provides a level of specialisation in Forensic Psychology, as well as an understanding of key concepts and practices in Psychology in general.

Table 3 below shows the proportion of FT and PT female UGs in the School (2011 -2015) across all three programs. We are above the national benchmark (77.4% FT and 71.3% PT)[3]. Lincoln appears to be particularly attractive to women who wish to study psychology.

Table 3: The proportion of full time and part time female undergraduate students (UG).

		Male	Female	Total (n)	Female %
Full time	**10/11**	84	374	458	81.7%
	11/12	87	411	498	82.5%
	12/13	109	430	539	79.8%
	13/14	121	475	596	79.7%
	14/15	142	549	691	79.5%
Part time	**10/11**	19	114	133	85.7%
	11/12	18	91	109	83.5%
	12/13	2	9	11	81.8%
	13/14	4	11	15	73.3%
	14/15	4	12	16	75.0%

Women make up the largest proportion of our student body; a recognized issue in Psychology generally. We will continue to monitor gender ratios to ensure they remain close to benchmark figures[4] **[ACTION 1.2]**, but do not plan any actions to increase female applications. However, the depiction of predominantly female students in our promotional material may have impacted male recruitment. **We have now ensured that we have balanced gender representation in all marketing material**.

Whilst the gender ratio of full-time students has remained the same over the past few years, we have noticed a drop in the number of PT students since 2011/2012, and a drop in PT female students in 2013/2014. Although we are still above the national benchmark, it may be that PT students have additional needs that are not being met. A survey conducted for the UK Higher Education Academy (HEA), found that many PT learners missed core elements of study due to caring commitments, transport and timetabling difficulties, and health issues (Butcher, 2015)[5].

Our Programme Leaders work closely with the Timetabling unit, although not all of our requests can be accommodated; some lectures are still at odd times, or have early starts - not ideal for students with childcare issues. We will continue to work with timetabling to identify effective solutions **[ACTION 1.3]**.

[3] Latest UCAS numbers (2015).

[4] It must be noted that benchmark figures in Psychology are inherently gender-biased; we intend to go above and beyond these figures if possible by achieving a 70/30 ratio.

[5] Butcher, J. (2015). Shoehorned and sidelined'?: Challenges for part-time learners in the new HE landscape: Executive summary. Higher Education Academy. [Online] available at: https://www.heacademy.ac.uk/sites/default/files/resources/PTN%20Executive%20summary.pdf

Area of Best Practice: Since many PT (and some FT) students have family commitments and work-related attendance issues, **we offer internal video conferencing, lecture recording and online communications to facilitate working remotely when necessary**.

The University also offers counselling, health and wellbeing services, which Psychology Tutors (see Section 5.3) encourage their tutees to access. Students can also register with the University's NHS General Medical Practice, situated in the centre of campus.

We plan to consult final year UGs (both FT and PT) on potential improvements to academic support and personal development, and explore what we can do to improve unmet issues relating to family commitments **[ACTION 1.4]**. We also plan to review student registers to identify possible causes of gender-imbalance in attendance **[ACTION 1.5]**.

Ultimately, however, we believe that the drop in PT students reflects the large increase in University fees; this tends to disproportionally affect women and those with reduced household income. Loans can be more difficult to obtain for PT students - individuals must be studying at a minimum of 25% full-time equivalent to be eligible for a loan[6]**.** The School will make sure it has systems in place to highlight bursaries, especially for part-time study **[ACTION 1.6]**.

(ii) Postgraduate male and female numbers completing taught courses:

We offer three postgraduate taught (PGT) degree programmes. Again, data has been collapsed to show FT and PT numbers overall.

MSc Developmental Psychology: This focuses on the social, emotional and cognitive development of children and is designed for graduates and practising psychologists.

MSc Forensic Psychology: This focuses on the clinical and applied aspects of forensic psychology with an emphasis on working with children, adolescents and offenders with mental health concerns.

MSc Social Research: This interdisciplinary programme provides rigorous research training and the opportunity to develop a critical understanding of social interactions.

Table 4 below shows our proportion of FT and PT female PGT students (2010 -2015). We are well above the national benchmark for FT students (77.8%), but slightly below the national benchmark for PT numbers (79.8%)[7].

[6] SFEngland (2015). 2015-2016 Loans for Part Timer Study. www.gov.uk/studentfinance

[7] Latest UCAS numbers (2015).

Table 4: Full and part time female postgraduate taught (PGT) students.

		Male	Female	Total (n)	Female %
Full time	**10/11**	8	42	50	84.0%
	11/12	5	36	41	87.8%
	12/13	3	23	26	88.5%
	13/14	1	24	25	96.0%
	14/15	3	32	35	91.4%
Part time	**10/11**	2	13	15	86.7%
	11/12	12	19	31	61.3%
	12/13	12	37	49	75.5%
	13/14	9	35	44	79.5%
	14/15	6	21	27	77.8%

Again, our postgraduate students are predominantly female. We will continue to monitor the gender imbalance (See **ACTION 1.2** above), but it is unlikely we will have balance across our PG programmes until there is parity at a lower level, as many students progress directly.

We are establishing two new programmes: MSc Clinical and Applied Psychology (2017) and MSc Psychological Research Methods (2016). The Clinical programme aims to ease the significant 'bottleneck in training' between undergraduate psychology and doctoral training. The research methods degree will help those wanting to pursue a PhD or a job in research. Market research[8] suggests that with the addition of these two programs, our gender ratios should become more balanced **[ACTION 1.7]**.

(iii) Postgraduate male and female numbers on research degrees:

We offer one Clinical degree programme and several Research programmes.

Doctor of Clinical Psychology (DClinPsy): The Trent Programme is a multi-agency collaboration between Derbyshire Healthcare Foundation NHS Trust, Lincolnshire Partnership Foundation NHS Trust, Nottinghamshire Healthcare NHS Trust and the Universities of Lincoln and Nottingham.

PhD/ MPhil/ MSc by Research: PGR students conduct independent research and produce an extended thesis with guidance from two academic supervisors.

Table 5 shows the proportion of our FT and PT female postgraduate research (PGR) students (2010 -2015). The increase in numbers between 2011/12-2012/13 is due to the large Clinical cohort being included in the overall PGR figures from this point. We are on-par with national benchmark for FT students (77.8%) and well above the benchmark for PT students (37.5%)[9].

[8] Conducted by the University of Lincoln in October 2015
[9] Latest UCAS numbers (2015).

Table 5: Full and part time female postgraduate research (PGR) students.

		Male	Female	Total (n)	Female %
Full time	**10/11**	3	8	11	72.7%
	11/12	3	9	12	75.0%
	12/13	7	39	46	84.8%
	13/14	10	33	43	76.7%
	14/15	11	36	47	76.6%
Part time	**10/11**	0	6	6	100.0%
	11/12	0	6	6	100.0%
	12/13	2	10	12	83.3%
	13/14	2	6	8	75.0%
	14/15	2	7	9	77.8%

(iv) Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees:

a) UNDERGRADUATE APPLICATIONS

Table 6: The proportion of applications, application offers and accepted applications for undergraduate courses (2010-2015).

	FEMALE			MALE		
Year	**Applied**	**Offered**	**F %**	**Applied**	**Offered**	**M %**
10/11	816	777	95.2%	202	190	94.3%
11/12	730	493	67.6%	162	111	68.7%
12/13	659	592	89.8%	186	167	90.0%
13/14	799	798	99.9%	228	228	100.0%
14/15	832	832	100.0%	194	193	99.5%

Year	**Applied**	**Accepted**	**F %**	**Applied**	**Accepted**	**M %**
10/11	816	321	39.3%	202	68	33.5%
11/12	730	200	27.3%	162	45	27.9%
12/13	659	185	28.0%	186	60	32.3%
13/14	799	209	26.2%	228	60	26.3%
14/15	832	243	29.2%	194	51	26.3%

The proportion of female applicants is high and appears to be steady across time. These convert well to offers and acceptances, with no gender-related imbalance. We will monitor numbers to ensure they remain close to benchmark figures **[ACTION 1.2]**. There were 760 male applications and 2763 female applications in the East Midlands (total 3528)[10] - it is clear that we are receiving a good share of them at Lincoln.

[10] SOURCE: HESA Student Record 2014/15

b) POSTGRADUATE TAUGHT APPLICATIONS

Table 7: The proportion of applications, application offers and accepted applications for postgraduate taught courses (2010-2015).

	FEMALE			MALE		
Year	Applied	Offered	F %	Applied	Offered	M %
10/11	28	22	78.6%	8	3	37.5%
11/12	48	40	83.3%	19	16	84.2%
12/13	61	48	78.7%	11	8	72.7%
13/14	46	46	100.0%	8	8	100.0%
14/15	34	34	100.0%	8	8	100.0%

Year	Applied	Accepted	F %	Applied	Accepted	M %
10/11	28	19	67.9%	8	2	25.0%
11/12	48	32	66.7%	19	14	73.7%
12/13	61	35	57.4%	11	5	45.5%
13/14	46	34	73.9%	8	5	62.5%
14/15	34	25	73.5%	8	6	75.0%

The proportion of female applicants varies by year. A high proportion of offers are to females and similar proportions accept. There were 92 male applications and 330 female applications in the East Midlands (total 302). There are no actions planned related to this beyond monitoring **[ACTION 1.2]**.

c) POSTGRADUATE RESEARCH APPLICATIONS

Table 8: The proportion of applications, application offers and accepted applications for postgraduate research courses (2011-2015).

	FEMALE			MALE		
Year	Applied	Offered	F %	Applied	Offered	M %
10/11	18	18	100.0%	4	2	50.0%
11/12	14	13	92.9%	8	5	62.5%
12/13	19	17	89.5%	9	5	55.6%
13/14	16	16	100.0%	9	9	100.0%
14/15	24	24	100.0%	3	3	100.0%

Year	Applied	Accepted	F %	Applied	Accepted	M %
10/11	18	18	100.0%	4	2	50.0%
11/12	14	13	92.9%	8	4	50.0%
12/13	19	17	89.5%	9	4	44.4%
13/14	16	16	100.0%	9	9	100.0%
14/15	24	23	95.8%	3	3	100.0%

A high proportion of offers made are to women and similar proportions accept. There were 61 male applications and 164 female applications in the East Midlands (total 225). As highlighted in tables 4, 5 and 6 above, the proportion of female applicants is high and appears to be steady across time. These convert well to offers and acceptances and there appears to be no evidence of gender bias in our selection procedure. We will actively monitor applications, offers and acceptances for fluctuations in gender balance and make appropriate changes where numbers are not in keeping with national benchmark data **[ACTION 1.2]**.

Students are actively encouraged to visit us before applying. We will ensure a good gender balance of staff and student representatives at these events, and Athena SWAN will be explicitly advertised **[ACTION 1.8]**.

(v) Degree classification by gender:

Table 9: Degree Classification by gender (2010-2015).

		Male	Female	Total M*	Total F*	Female %	Male %
First Class	**10/11**	3	8	23	89	9.0%	13.0%
	11/12	2	6	21	103	5.8%	9.5%
	12/13	3	13	37	157	8.3%	8.1%
	13/14	5	11	25	133	8.3%	20.0%
	14/15	6	18	35	120	15.0%	17.1%
Upper Second Class Honours	**10/11**	14	42	23	89	47.2%	60.9%
	11/12	10	74	21	103	71.8%	47.6%
	12/13	21	101	37	157	64.3%	56.8%
	13/14	16	98	25	133	73.7%	64.0%
	14/15	23	90	35	120	75.0%	65.7%
Lower Second Class Honours	**10/11**	6	37	23	89	41.6%	26.1%
	11/12	9	22	21	103	21.4%	42.9%
	12/13	12	36	37	157	22.9%	32.4%
	13/14	4	20	25	133	15.0%	16.0%
	14/15	5	11	35	120	9.2%	14.3%
Third Class Honours	**10/11**	0	0	23	89	0.0%	0.0%
	11/12	0	1	21	103	1.0%	0.0%
	12/13	0	2	37	157	1.3%	0.0%
	13/14	0	2	25	133	1.5%	0.0%
	14/15	0	1	35	120	0.8%	0.0%

Between 2010-2015, 9.3% of females achieved a first class degree, compared with 11.5% of males; for upper second class 66.4% of females versus 59.0% of males; lower second class = 22.0% of females and 26.3% of males; and 0.9% of females achieved a third class degree, (0%

males); (Table 7). Statistical analysis showed significantly higher numbers of good degrees (first class or upper second versus lower second or third) for females ($\chi^2_{(4)}$ =33.999, p<.001), but not for males ($\chi^2_{(4)}$ =7.680, p=.104). First class honours or upper second were, however, not more frequent in females than in males than can be expected by chance across the different years ($\chi^2_{(4)}$ =5.180, p=.269).

Although not statistically significant, we want to ensure that the marginally higher number of males gaining firsts and females gaining thirds does not become a trend. **In 2014-2015/2015-2016 we rolled out anonymous marking** to reduce any implicit bias and intend to carry out a full review of our assessment and marking practices to ensure fairness and transparency **[ACTION 1.9]**.

Staff Data:

(vi) Female: male ratio of academic staff and research staff – researcher, lecturer, senior lecturer, reader, professor (or equivalent):

Figure 2 below shows a snapshot of the School in September 2015. We have 44 academic staff, 48% of whom are female; significantly below the sector average of 60%, although the number of female staff increased slightly between 2010-2015. The majority of our students are female and this demonstrates considerable attrition between student (80%) and staff levels (48%). Moreover, a greater proportion of our female staff are in junior positions (GTAs, Lecturers and Senior Lecturers) whereas more of our male staff are in senior positions (Principal Lecturers, Readers and Professors).

Although we have recently appointed a new female Professor (2016) this remains a major area of concern and suggests a "leaky pipeline"; women are less likely to be appointed/promoted to more senior levels. Some of our later actions address this directly (e.g. clearer recruitment processes and formation of a promotions panel- see sections 4 and 5). We also plan to conduct focus groups with female staff to ascertain further gender-based causes **[ACTION 2.1]**.

Figure 2: Gender-distribution in the School of Psychology (2010-2015). Percentages indicate the female proportion of the total academic staff in post.

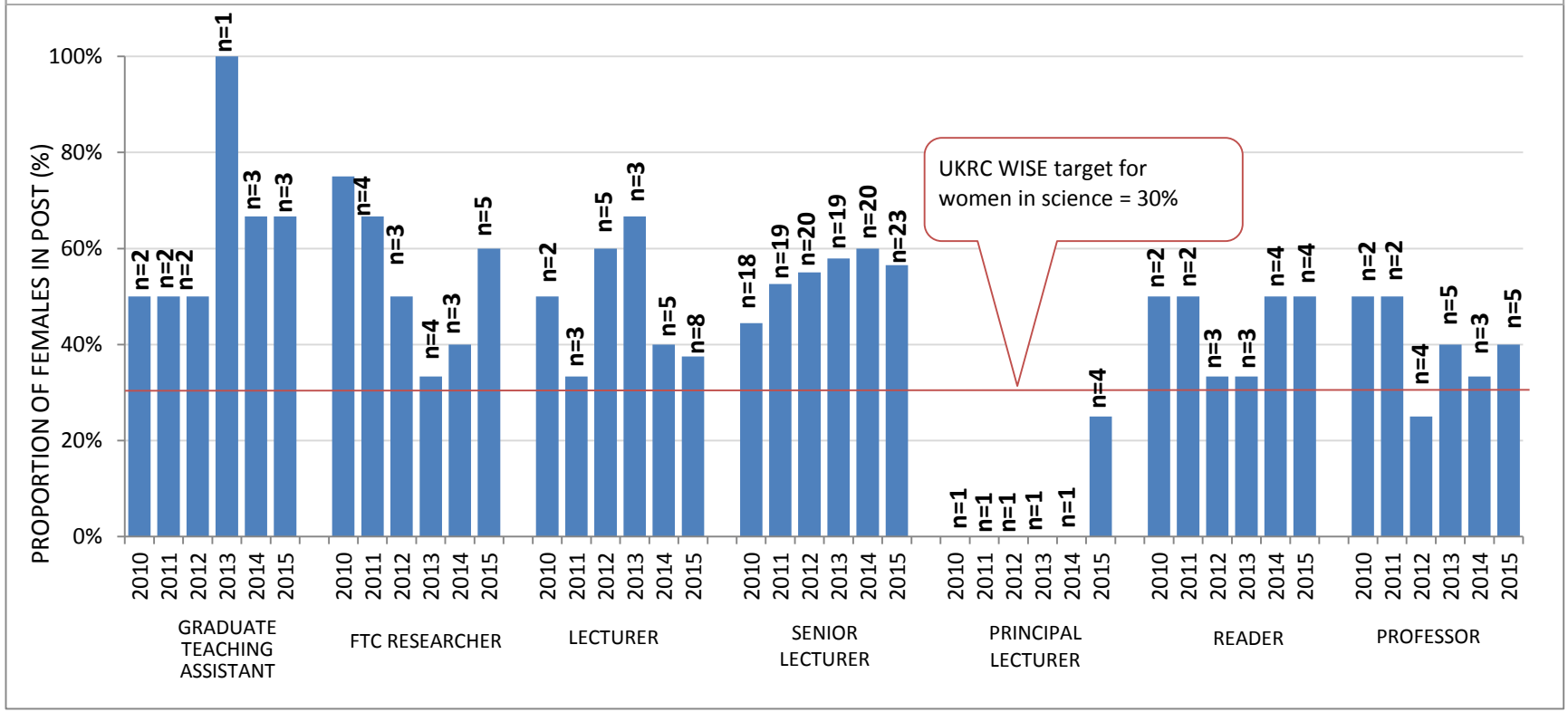


Table 10: Total male and female academic staff numbers in the School of Psychology, benchmarked against University of Lincoln and national statistics[11]

FEMALE	MALE	FEMALE PROPORTION (%)	
		LINCOLN	NATIONAL
21	23	48	60

[11] HESA Staff Record 2014/15 (Psychology and behavioural sciences)

(vii) Turnover by grade and gender – differences between men and women in turnover:

Staff turnover is very low, with a number of individuals having worked here continuously since before the School became a separate department in 2001. Only 10 people have left since 2011; five Academic staff moved on to new opportunities elsewhere (3/5 were women), two FTC researchers left at the end of their funding (1/2), one male academic retired (0/1) and two academic staff took voluntary severance (1/2). There does not appear to be any gender imbalance in these figures.

To ensure that our low turn-over rate is maintained, we intend to adopt an exit questionnaire to ascertain why staff leave (including FTC staff) **[ACTION 2.2]**, as well as a 'retention' questionnaire to identify any areas in which improvements can be made for existing staff **[ACTION 2.3].**

UNIVERSITY INITIATIVES *(with which the School is engaging):*

- Human Resources encourages all exiting staff to complete an **Exit Questionnaire**
- There is also an **Online Leavers Survey**

Summary of Actions from Section 3:

Number	Action
1.2	Monitor the gender balance of students taking psychology (in line with National Benchmark figures). Actively monitor applications, offers and acceptances to ensure a gender balance.
1.3	Ensure lectures are at sensible times.
1.4	Consult the student body to ascertain further issues, especially those with caring duties.
1.5	Review student registers to identify possible causes of gender-imbalance in attendance.
1.6	Highlight bursaries, especially for part-time study.
1.7	Establish MSc Clinical and Applied Psychology and MSc Psychological Research Methods.
1.8	Ensure we have a good gender balance of staff and students at open days and recruitment events. Explicitly mention Athena Swan.
1.9	Carry out a full review of assessment and marking practices.
2.1	Conduct focus groups with female staff members to ascertain further gender-based issues behind the higher proportion of males at senior levels.
2.2	Adopt an 'exit' questionnaire to ascertain why staff leave.
2.3	Adopt a 'retention' questionnaire, in order to ascertain why people remain at the School, and what could be improved.

Word Count: 1946/2000

4. Supporting and advancing women's careers: Key Career Transition Points (Sections 4–7, 5000 words)

4.1 Data for the past five years with commentary on their significance and how they have affected action planning.

(i) Job application and success rates by gender and grade:

Figure 3: Proportion of academic job applications received from women, and the proportion successful at short-listing and appointment stage (2011 - 2015). The total number of applications received are given (n). * University KPI 41% female applicants (as of 2015)

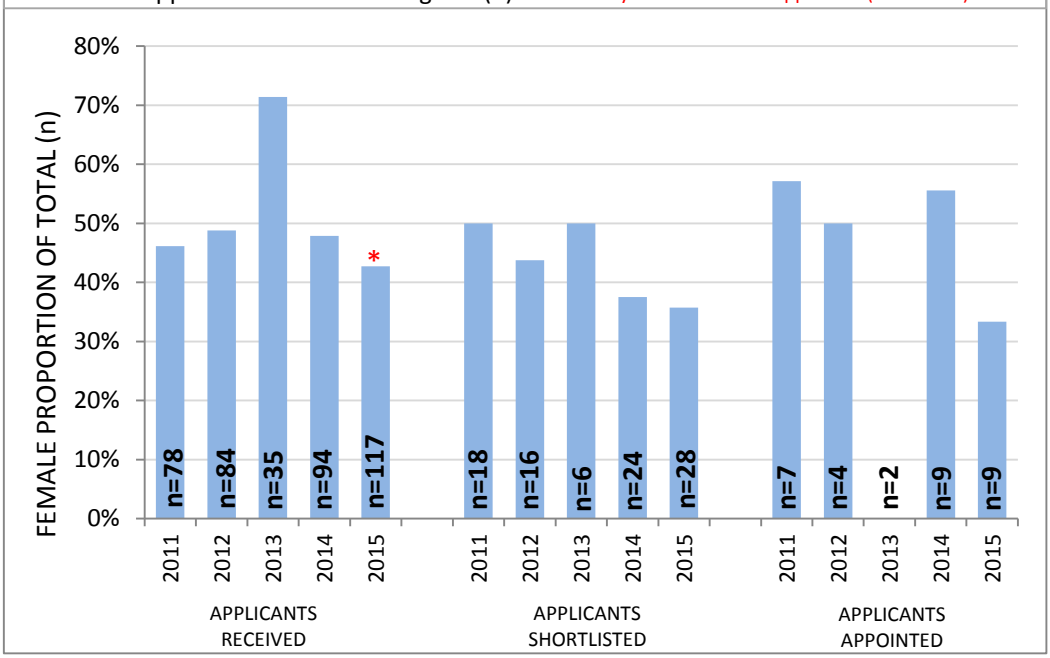


Table 11: Academic post application success rate by gender, 2011-2015.

	FEMALE			MALE		
Year	Applied	Shortlisted	F %	Applied	Shortlisted	M %
2011	36	9	25.0%	42	9	21.4%
2012	41	7	17.1%	43	9	20.9%
2013	25	3	12.0%	10	3	30.0%
2014	45	9	20.0%	49	15	30.6%
2015	50	10	20.0%	67	18	26.9%

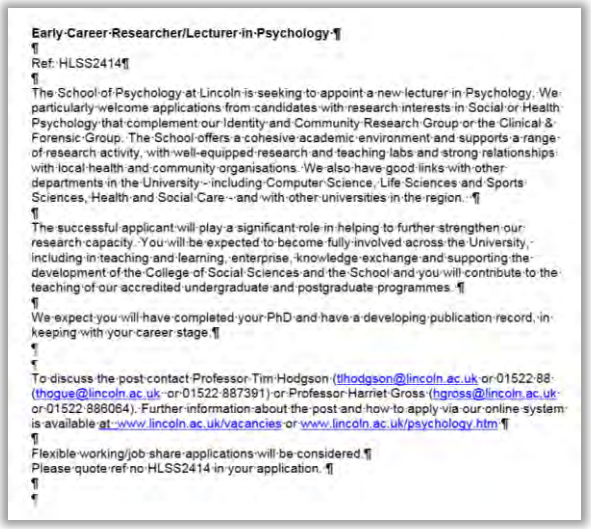
Year	Applied	Offered	F %	Applied	Offered	M %
2011	36	4	11.1%	42	3	7.1%
2012	41	2	4.9%	43	2	4.7%
2013	25	0	0.0%	10	2	20.0%
2014	45	5	11.1%	49	4	8.2%
2015	50	3	6.0%	67	6	9.0%

Table 12: Academic post application by grade and gender, 2012-2015.

Job Title	Year	Applied		Shortlisted		Offered	
		Female	%F	Female	%F	Female	%F
Researcher	2012/13	1	25.0%	1	50.0%	1	100.0%
	2013/14	1	20.0%	1	25.0%	1	50.0%
	2014/15	14	45.2%	3	37.5%	1	50.0%
Lecturer	2012/13	63	58.3%	10	50.0%	2	50.0%
	2013/14	38	48.7%	5	31.3%	2	50.0%
	2014/15	43	50.0%	7	36.8%	2	40.0%
Senior	2012/13						
Lecturer	2013/14	4	50.0%	3	60.0%	2	33.3%
	2014/15	1	33.3%				
Reader	2012/13						
	2013/14	4	36.4%	2	50.0%	1	66.7%
	2014/15						

We have no difficulty in attracting female applicants, with 197 (48.3% - above 41% KPI) in the past 5 years compared to 211 (51.7%) males. However, there is a noticeable gender disparity in shortlisting (18.8% vs 26.0%) and offers (6.6% vs 9.8%). This was most marked in 2013 when only 20% of female applicants were shortlisted compared to 30.6% of males, despite 2.5 times *more* women applying, and *none* receiving job offers. While this may reflect more general gender issues, we also found specific problems with our recruitment process. The jobs advertised in 2013 (see figure 4a) were for clinical and social psychology lectureships- the former more practitioner focussed. Research has shown that practitioner focused jobs attract relatively high numbers of females (Curtis, Lopez, Batsche, & Smith, 2006)[12].

Figure 4a: Job advertisement in 2013



Early Career Researcher/Lecturer in Psychology

Ref: HLSS2414

The School of Psychology at Lincoln is seeking to appoint a new lecturer in Psychology. We particularly welcome applications from candidates with research interests in Social or Health Psychology that complement our Identity and Community Research Group or the Clinical & Forensic Group. The School offers a cohesive academic environment and supports a range of research activity, with well-equipped research and teaching labs and strong relationships with local health and community organisations. We also have good links with other departments in the University - including Computer Science, Life Sciences and Sports Sciences, Health and Social Care - and with other universities in the region.

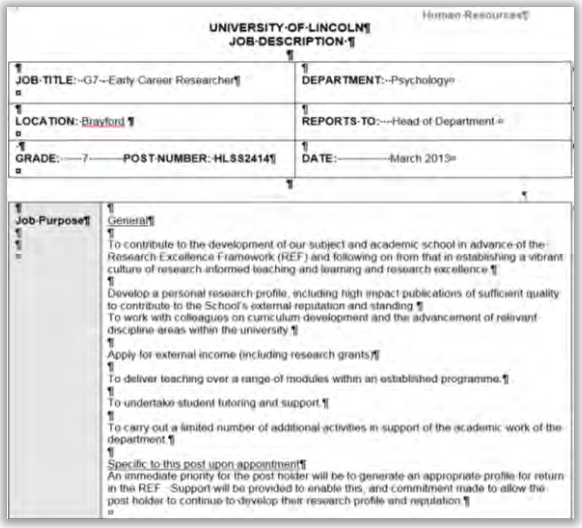
The successful applicant will play a significant role in helping to further strengthen our research capacity. You will be expected to become fully involved across the University, including in teaching and learning, enterprise, knowledge exchange and supporting the development of the College of Social Sciences and the School and you will contribute to the teaching of our accredited undergraduate and postgraduate programmes.

We expect you will have completed your PhD and have a developing publication record, in keeping with your career stage.

To discuss the post contact Professor Tim Hodgson (tihodgson@lincoln.ac.uk or 01522 88 (thogue@lincoln.ac.uk or 01522 887391) or Professor Harriet Gross (hgross@lincoln.ac.uk or 01522 886064). Further information about the post and how to apply via our online system is available at www.lincoln.ac.uk/vacancies or www.lincoln.ac.uk/psychology.htm

Flexible working/job share applications will be considered.
Please quote ref no HLSS2414 in your application.

Figure 4b: Job Description in 2013



Human Resources

UNIVERSITY OF LINCOLN
JOB DESCRIPTION

JOB TITLE: G7 Early Career Researcher	DEPARTMENT: Psychology
LOCATION: Brayford	REPORTS TO: Head of Department
GRADE: 7 POST NUMBER: HLSS2414	DATE: March 2013

Job Purpose

General

To contribute to the development of our subject and academic school in advance of the Research Excellence Framework (REF) and following on from that in establishing a vibrant culture of research informed teaching and learning and research excellence.

Develop a personal research profile, including high impact publications of sufficient quality to contribute to the School's external reputation and standing.
To work with colleagues on curriculum development and the advancement of relevant discipline areas within the university.

Apply for external income (including research grants).

To deliver teaching over a range of modules within an established programme.

To undertake student tutoring and support.

To carry out a limited number of additional activities in support of the academic work of the department.

Specific to this post upon appointment
An immediate priority for the post holder will be to generate an appropriate profile for return in the REF. Support will be provided to enable this, and commitment made to allow the post holder to continue to develop their research profile and reputation.

[12] Curtis, M.J., Lopez, A.D., Batsche, G.M., & Smith, J.C. (2006, March). "School psychology 2005: A national perspective." Paper presented at the annual convention of the National Association of School Psychologists, Anaheim, CA.

However, fewer women were shortlisted as the *job description* was more research-focussed (Figure 4b); an apparent disconnect with the advertisement. Since then we are mindful of the language used and selection criteria in our recruitments. **See section 4.2 (i) for further information and our plan of action.**

(ii) Applications for promotion and success rates by gender and grade:

Table 13: The number of academic promotion applications shortlisted and appointments made by gender, 2011-2015.

	Year	Female	Male
Applied	2011	0	1
Successful		**0**	**1**
Applied	2012	0	0
Successful		**0**	**0**
Applied	2013	2	1
Successful		**1**	**0**
Applied	2014	3	2
Successful		**0**	**0**
Applied	2015	2	4
Successful		**1**	**2**

The School operates a system whereby progression from Lecturer to Senior Lecturer happens automatically within a period of five years. Between 2011-2015 five individuals (3 female) have progressed this way. However, very few staff were *promoted*. Of 15 applications, 5 were successful (two women). Most female applications were from Senior Lecturers applying for Principal Lecturer/Reader (one successful), with one to Professorial level (successful). All male applicants were Senior Lecturers successfully moving to Principal Lecturer.

"When I applied for promotion, I felt encouraged and well-supported"

Anonymous: Recent Promotion Applicant

The small number of promotion applications overall, is a cause for concern**.** It is unclear why our experienced academics, and specifically women, are not applying. Sadly, this appears to be a common problem across academic institutions[13].

13 Kahn, S. (2012). Gender Differences in Academic Promotion and Mobility at a Major Australian University. *Economic Record*, *88*(282), 407-424.

"Promotions in the school are unclear- I have no idea what I have to do to get to the next level, so I don't even bother trying"

Anonymous: Lecturer

While **significant effort has been made to clarify processes and sources of support for new starters**, promotions and career development appear to be less well defined for existing staff.

Our analysis also identified an apparent glass ceiling between Senior Lecturer and Reader/Principal Lecturer. The majority of people at this level are recruited externally rather than promoted. Those who *have* applied feel supported (see above quotation), but it is clear that female academics in particular need to be encouraged to seek promotion.

Area of Best Practice: We have, therefore, **formed a Promotions Screening Committee (PSC),** responsible for identifying individuals with the potential for promotion at least six months prior to each promotion round, to encourage and assist them with their applications.

5th January 2016 saw the first PSC meeting (35.5% females), focussing on increasing the number of promotion applications, particularly from women.

This Committee will be responsible for;

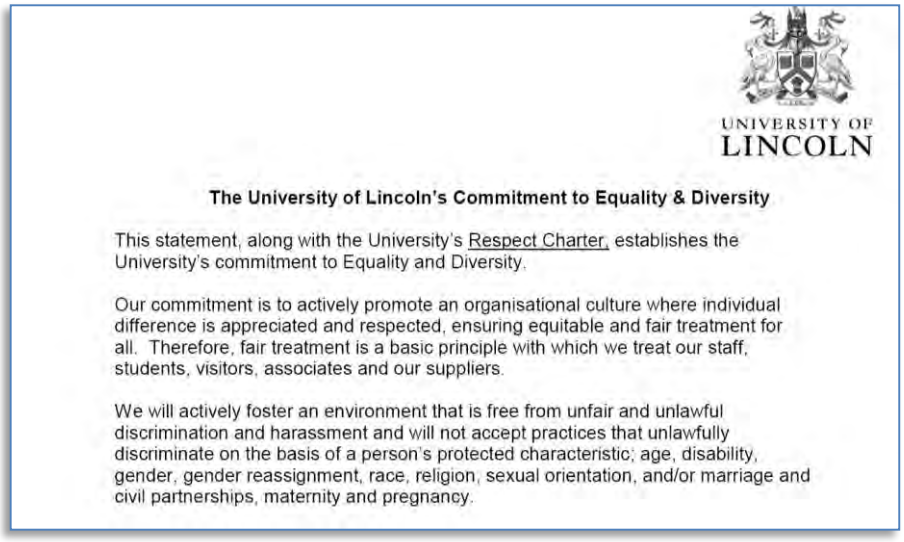
- proactive encouragement of promotion applications by line managers and e-mail prompts from HoS, with particular focus on teaching and leadership achievements (who tend not to apply for promotion in contrast to people with research achievements);
- annual promotion workshops to support staff with preparation of CVs and individual statements;
- clarity of promotion criteria, particularly for teaching and leadership contributions;
- ensuring career gaps are taken into account when considering for promotion

The PSC will next meet in May 2016 and biannually thereafter. We plan to recruit further panel-members to enhance female representation **[ACTION 4.1]**. Additionally, we will survey the School to determine why few females apply for promotion, and to engage with the reflective experiences of those that have already been through the process **[ACTION 5.1]**.

4.2 The key issues in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far.

(i) Recruitment of staff:

Figure 5: The University of Lincoln Mission Statement regarding equal opportunities.



UNIVERSITY OF LINCOLN

The University of Lincoln's Commitment to Equality & Diversity

This statement, along with the University's Respect Charter, establishes the University's commitment to Equality and Diversity.

Our commitment is to actively promote an organisational culture where individual difference is appreciated and respected, ensuring equitable and fair treatment for all. Therefore, fair treatment is a basic principle with which we treat our staff, students, visitors, associates and our suppliers.

We will actively foster an environment that is free from unfair and unlawful discrimination and harassment and will not accept practices that unlawfully discriminate on the basis of a person's protected characteristic; age, disability, gender, gender reassignment, race, religion, sexual orientation, and/or marriage and civil partnerships, maternity and pregnancy.

Promoting equality and embracing diversity is part of the University's values and mission (figure 5 above). We are an equal opportunities employer and committed to providing an inclusive and positive environment, and supporting the diversity of students and staff. All job adverts include wording to reflect this.

All individuals involved in recruitment as an interview panel member or Chair are required to complete a Recruitment and Selection course. This training has a strong emphasis on Equal Opportunities, and includes sections about recognising and challenging implicit bias in the hiring process, and avoiding discrimination.

A gender-balanced recruitment panel (comprised of individuals with expertise and seniority relevant to the specific post) assess each application compared to specific selection criteria and create a shortlist. The Chair then reviews the scores and feedback from each panel member, and finalises the shortlist for interview with the panel. For example, our recent interviews for a new Professor comprised our Vice Chancellor, Deputy Vice Chancellor, PVC/Head of the College of Social Science, Head of the School of Psychology, a HR Manager, an Emeritus Professor and a Student Representative (57% female).

We continue to monitor for possible issues with the language used in our advertisements . A recent advertisement (Figure 6: left-Professorial advert version 1) for a Professorial position initially attracted only male applicants, and was subsequently modified to remove any language that may have displayed an implicit bias (Figure 6: right- Professorial advert version 2). Subsequently, applications were received from a number of women, and two of the four candidates selected for interview were female. **(N.b. One male and one female were subsequently hired).**

One of our PASWG members (Dr Patrick Hylton) is currently carrying out a review of all advertisements and hiring procedures for the past five years, to identify instances in which hiring decisions have resulted in a reduced female intake, and link these with specific actions that have been detrimental **[ACTION 4.2]**.

Figure 6: Recent job adverts for a Chair position.

Advert version 1

Make our future yours

Dynamic leadership, inspirational academics and significant financial investment have seen our reputation for research and learning go from strength to strength. We're looking for exceptional people with a relentless focus on improvement. Join us in shaping the next stage of our exciting future.

We are seeking applicants for professorial level appointments to support the rapid growth and success of the School of Psychology. The School has an established reputation for excellent teaching and outstanding student experience (ranked number 1 overall for psychology in 2015 NSS) and a growing reputation for international quality research with impact. As a professor you will be willing to provide leadership vision within the School, helping us refine our research strategy, strengthen our research environment and mentor junior colleagues to shape an exciting future for Psychology in Lincoln. Successful candidates will have an established international reputation for excellent research and publication in academic journals, as well as a proven ability to attract significant external research income including UK research council or equivalent. The University supports the progress and advancement of women in science and the School is currently working towards its Athena SWAN Bronze award.

Applications are encouraged from candidates representing all areas of psychology and related disciplines aligned to our existing research groups: Evolution and Development; Forensic and Clinical Psychology; Identity and Social Relationships; and Perception Action and Cognition. The department has excellent lab facilities including infant testing facilities, eye trackers, TMS and EEG/ERP. The School also has strong links with cognate researchers in the Lincoln Institute of Health, and the Animal Behaviour Cognition and Welfare research group. Based on the Brayford waterfront campus at the heart of an historic city, the School is scheduled to move into a brand new building in early 2017 incorporating new office, teaching and laboratory spaces.

Informal enquiries should be directed to Prof. Timothy Hodgson, Head of School of Psychology (tlhodgson@lincoln.ac.uk 01522886159).

Advert version 2

Make our future yours

Dynamic leadership, inspirational academics and significant financial investment have seen our reputation for research and learning go from strength to strength. We're looking for exceptional people to build on our successes for the benefit of our students and our city. Join us in shaping the next stage of our exciting future.

We are seeking applicants for professorial level appointments to support the rapid growth and success of the School of Psychology. Consistently ranked in the Top 40 of Psychology departments in the UK, the School has an established reputation for excellent teaching and outstanding student experience (ranked number 1 overall for psychology in 2015 NSS) and a growing reputation for international quality research with impact. As a professor you will be willing to provide leadership vision within the School, helping us refine our research strategy, strengthen our research environment and mentor junior colleagues to shape an exciting future for Psychology in Lincoln. Successful candidates will have an established international reputation for excellent research and publication in academic journals, as well as a proven ability to attract significant external research income including UK research council or equivalent. The University supports the progress and advancement of women in science and the School is currently working towards its Athena SWAN Bronze award.

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Informal enquiries should be directed to Prof. Timothy Hodgson, Head of School of Psychology (tlhodgson@lincoln.ac.uk 01522886159).

In addition to the current 'Women in Science' section on our School website, we will include an Athena Swan section to disseminate information about improvements we have made, and provide a selection of case studies of our senior female Academics to demonstrate our commitment to women's career progression. We will also include the Athena Swan logo on all future recruitment documents to ensure our commitment to gender equality is sufficiently visible to all potential candidates **[ACTION 4.3]**.

(ii) Support for staff at key career transition points:

While we do not have any areas of attrition *per se*, we have the common problem of a "leaky pipeline" from UG onwards in terms of dwindling female representation at each successive career stage. (Please see Section 5.3 for details of UG and PG support).

We define Early Career Researchers (ECRs) as within 4 years of their first permanent position or within 7 years since their PhD (taking career breaks into account). **The College of Social Sciences holds an annual ECR Development Workshop**. Sessions in this two-day residential workshop are run by senior academics and external consultants, with topics such as research project development, getting published, securing funding, and managing work/life balance. The 2016 workshop was held on 7-8th January at Stoke Rochford Hall. 11/14 (79%) of the School's ECRs attended (45% females) and feedback from these workshops has been consistently positive.

"I attended the ECR Away Day last January, and it has proved very useful. It has given me numerous tips to facilitate my career development. I now implement the information provided during the different activities in my work. I was particularly interested in the workshop on funding bodies and grant applications, which has been very useful for writing up of my recent fellowship application. This event was also a great opportunity to meet and interact with researchers from different disciplines, and gave a chance to stimulate new research ideas."

Laetitia Marechal, Post-doctoral Research Fellow

Area of Best Practice: We also have an Early Career Researcher Representative (ECRR; Dr Stefano Belli) who sits on the School Research Committee and acts as a first point of contact for ECRs.

The ECRR also attends four College-wide ECRR meetings annually, and disseminates relevant information pertaining to funding, training or resources. At the next role rotation, a female will be chosen to maintain a gender balance **[ACTION 4.4]**.

Our postdoctoral ECRs are on fixed term contracts (FTC). **Interviewing our current post-doctoral researchers within the School** (3 male, 1 female) provided a varied range of positive and negative experiences. Positive elements included opportunities to work on research, publish papers, apply for funding and work towards an HEA qualification with adequate support in their career development.

However, the fixed-term nature of such contracts also led to job insecurity. Our FTCs felt they would benefit from more time for personal development, writing own papers, developing research ideas, and would like more personalised feedback and mentoring to improve future employment prospects. Therefore, we intend to provide support for funding application development to extend existing contracts, as well as career and CV advice. Moreover, we will ensure post-docs are encouraged to join our mentorship scheme (please see section 5.2) **[ACTION 4.5]**. We also plan to develop an online Blog to advise PGRs and RAs about training and job opportunities that would aid their transition to Postdoc/ Lecturer **[ACTION 3.1]**.

UNIVERSITY INITIATIVES *(with which the School is engaging)*:

- A **Key Performance Indicator (KPI)** to Increase the number of female academic applicants to STEMM areas was established by the University in 2013 to motivate change in recruitment strategy. The target of 40% was set for the 2013/14 academic year, with a 1% increase in target percentage year on year.
- The University is actively engaged in the **Leadership Foundation AURORA Programme** - a women-only leadership development programme. (http://www.lfhe.ac.uk/en/programmes-events/you/aurora/)
- The University has indicated a priority to end fixed term contracts when applying for new positions in an effort to improve working conditions. Support will be given to current fixed term employees to help bridge the transition to full time employment with the University at the end of the fixed term contract period.
- The University accords priority to staff at the end of fixed-term contracts when they apply for other positions on the same grade within the University, subject to specific post requirements.

Summary of Actions from Section 4:

Number	Action
3.1	Develop on online blog to advise PGR's and RA's about training and job opportunities that would aid their transition to Postdoc/ Lecturer.
4.1	More female representation on promotions screening committee.
4.2	Review of our school adverts and hiring procedures.
4.3	Include the Athena Swan logo on all future recruitment documents. Set up an Athena Swan section on our School of Psychology.
4.4	Rotate the role for the ECRR to a female representative
4.5	Provide to help FTC researchers looking for the next post. Encourage FTC staff to join the mentor scheme.
5.1	Survey the school to ascertain why promotion is not sought.

Word Count: 1261

5. Supporting and advancing women's careers: Career Development.

The key issues in the department, steps that have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

5.1 Promotion and career development.

Mandatory Achievement Development Appraisals (ADA) are undertaken in February/March every year. Appraisers guide appraisees to identify research, teaching and administrative goals that are linked to promotion criteria, and may include pastoral work or outreach activities, dependent upon the individual's role. Appraisees are encouraged to revisit their goals/objectives after 6 months and take action if necessary. **We have distributed the ADA guidelines to all members of staff to remind them to revisit their goals.**

This year, prior ADAs (January 2016), the **HoS reminded appraisers to be clear about the promotion process/promotion criteria, to encourage more staff members to apply**. The information has been added to the online ADA form, and will be emailed to staff in subsequent years.

"The ADA appraisal was very useful to identify the areas where I need to improve, critically evaluate my work and discuss possible ways to increase my success at attracting external funding.".

Dr Bonaventura Majolo

The University has a formal Academic Promotions procedure to recognise and reward effort and achievement. Applicants are assessed according to four criteria, dependent upon individual role; Teaching & Learning, Enterprise, Leadership and wider contribution and Research & Scholarship. For example, to progress from Senior Lecturer (Grade 8) to the next stage, staff can apply to become a Reader (Research based), a Principal Lecturer (Teaching) or a Principal Lecturer (Enterprise).

The whole process takes around 5 months and applicants are given feedback to identify gaps in evidence/experience and meet the required level of achievement for successful promotion. We plan to collate and anonymise past feedback to help staff-members with their future promotion applications **[ACTION 5.2]**.

5.2 Induction and training – the support provided to new staff at all levels, as well as details of gender equality training.

The University holds regular compulsory induction workshops for new staff, focused on general administrative/HR procedures. Specific sessions on the CPPD scheme, promotions procedures, flexible working policies and staff wellbeing/social engagements are included. Information provided in these sessions is also available online via the University Portal. However, often the formal induction takes place months after staff have started and anecdotal/informal conversations with staff reveal that often it comes too late to be useful.

To mitigate this, **upon arrival staff-members are given an informal induction by our Senior Administrator**, Mrs Zoe Mead. This welcome meeting covers practicalities, IT systems, and School-specific policies and procedures. Although invaluable, these meetings place an unfairly heavy burden upon Zoe. Therefore, a 'Staff Handbook' is being developed to highlight processes and procedures, key contacts, School structure information, acronyms, finance and estates (access to buildings etc.), the intranet and key policies **[ACTION 5.3]**.

"Zoe is the guru and font of all knowledge in the school- but sometimes you forget what she has told you so you have to ask again. When you go and see her, she has 101 people queuing to ask her the same questions! It would be good to have it written down somewhere"

Anonymous: New

During the 1-year probationary period, new staff complete several compulsory training courses. These include the online 'Diversity in the Workplace', and a classroom-based Equality and Diversity session that covers equality legislation, how equality and diversity principles can be applied to fair recruitment and selection, and specifying the roles and responsibilities of staff in improving equality and fairness.

Area of Best Practice: We also have a **voluntary Mentoring Scheme** whereby mentors provide informal support/guidance in order to help mentees manage their professional development.

These mentoring relationships are confidential and distinct from the Achievement and Development Appraisal (ADA) scheme, focusing on the individual- rather than the institution's goals. Mentees identify mentors and initiate the mentoring relationship, either directly or via the Mentoring Scheme Coordinator (Dr Ava Horowitz). A mentor does not have to be more senior; the match of personalities, experience and personal style is key. New staff are also allocated an 'environment' mentor, to provide support throughout the academic probation period.

There are a number of other different types of mentor, including:

- Teaching mentors for those early in the role or who wish to further develop their teaching
- Research mentors for anyone, at any level, wishing to develop their research
- Mentors specific to the development of specific knowledge and skills

Table 14: Staff Members engaging with mentorship scheme.

Staff	Have one or more mentors	Are a mentor
Males (N=22)	8 (37%)	6 (28%)
Females (N=18)	10 (56%)	8 (44%)

Around half of female staff and a third of males are actively engaging with the mentor scheme. Research has shown that mentors in same-gender dyads provide more psychosocial support to their mentees than mentors in cross gender dyads (Koberg, Boss, & Goodman, 1998)[14]. Consequently, individuals will now be able to request mentors of a specific gender if they prefer.

[14] Koberg, C. S., Boss, R. W., & Goodman, E. (1998). Factors and outcomes associated with mentoring among healthcare professionals. *Journal of Vocational Behavior, 53,* 58– 72.

The mentor scheme guidelines will be distributed to all staff with this new information. **[ACTION 5.4].**

Probationary staff are also be given a reduced teaching/administrative load in their first year to enable time to establish research activities and pursue an HE teaching qualification (if required; see below).

Finally, all staff who play a role in teaching and supporting learning are required to achieve professional recognition or hold an equivalent HE teaching qualification, so **new staff are invited to join the University Professional Standards Framework (ULPSF)**. Accredited by the Higher Education Academy (HEA), this provides staff the opportunity to achieve professional recognition for good practice in teaching free of charge, as well as opportunities to network and share experiences with staff from other Schools and Colleges.

5.3 Support for female students – the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher.

Undergraduate Students:

First year UGs are assigned a Personal Tutor who provides both academic and pastoral support via group sessions, and one-to-one meetings throughout the degree. Tutors also assist final-year students with CV preparation, job applications, and interview skills. All non-Professorial teaching staff act as tutors (providing a good gender balance), and students are able to request a tutor of a specific gender designation.

Employability is embedded throughout our teaching, and in addition to a Level-1 careers and employability lecture, we have a new 'Psychology at Work' core module for Level-2 students; covering individual differences, self and society, motivation, and developing Psychological Literacy in the context of work psychology. We also offer an optional Level-2 'Work Experience' module in which students identify and evaluate their own personal strengths and weaknesses, motivations, interests and skills in the context of employability.

We are also involved in the Lincoln Award; an achievement framework tailored for each subject via the College Careers Advisor that supports, enhances and recognises extra-curricular activities. These involve work experience and volunteering, career-specific activities and training, employer and career presentations, CV building workshops and individual interview training. Students are actively encouraged to apply, and uptake is around 50%.

Level 3 UGs also have weekly careers seminar workshops in which speakers talk about a variety of careers. These talks take place on a Monday 4pm-5pm (after work) when students' timetables are clear. All speakers provide electronic copies of their material, and we plan to record these in future **[ACTION 5.5]**. The 2015/16 programme can be seen below.

Table 13: School of Psychology Career Seminar Programme.

Date	Talk	Speaker
29th September	Sources of information /careers in Psychology	*Rachel Bromnick*
5th October	Graduate opportunities, Post grad research and training	*Rachel Bromnick*
12th October	Making the most of your degree	*Rachel Bromnick*
19th October	Effective Self-Marketing & Personal statement writing/ CV	*Rachel Bromnick*
26th October	Maximising marks	*Ava Horowitz*
2nd November	IAPT/PWP (Mental Health)	*Nigel Vincent*
9th November	Doing a Masters	*Todd Hogue/ Emile van der Zee*
16th November	Forensic Psychology	*Andy Benn*
23rd November	Clinical Psychology	*Mark Gresswell*
30th November	Educational Psychology	*Katie Ruane*
8th December	Student Choice	*Mark Gresswell*

Although 50% of the talks were given by women, this accounts for only three speakers. 'Professional' talks had mostly male speakers (n=5). Since it has been shown that women are more inspired by outstanding female than male role-models[15], in future we will include more professional women speakers **[ACTION 5.5]**.

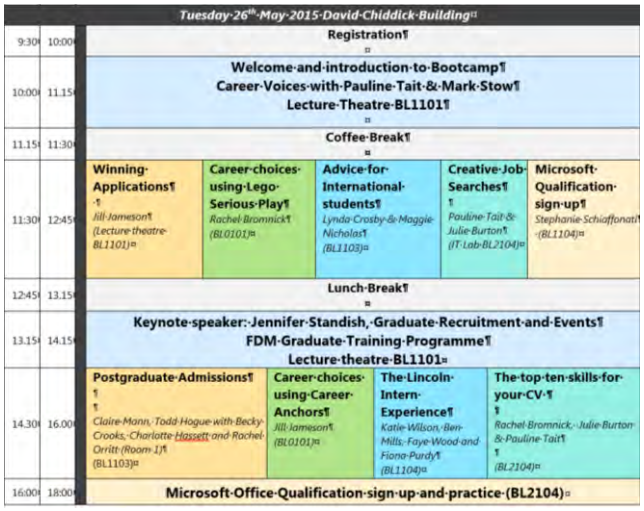
Our annual School Alumni Event, with graduates returning to talk about their careers and network with current students is very popular, with +/-80% attendance**. We also organise a free 3-day Summer "Employability Bootcamp" for final-year and Masters students**. Sessions include;

- Career decision making
- Tips for extreme interviews
- Public speaking for the petrified
- Assessment centre techniques
- Top ten skills for your CV
- Masters masterclass
- The intern experience
- Managing the transition back home
- Workshops for international students
- Be your own boss

[15] Lockwood, P. (2006). " SOMEONE LIKE ME CAN BE SUCCESSFUL": DO COLLEGE STUDENTS NEED SAME-GENDER ROLE MODELS?. Psychology of Women Quarterly, 30(1), 36-46.

Last summer (2015), 80 of our students attended. Demographic information is not currently available but we plan to collect this in future **[ACTION 5.6]**.

Figure 8: 2015 Day One Schedule for Bootcamp.



Postgraduate Students:

The Graduate School delivers an excellent training and education programme and hosts social events for PGRs. In addition, in 2015 the Lincoln Award (discussed above) was extended to include PGs. **"Women in Academia" - a new interdisciplinary Doctoral Research Group, was launched in August 2015** to bring together a diverse community of PGR students and conduct discussions, workshops and research on a range of topics, including:

- Gender and the doctoral study experience
- Challenges in pursuing research and academic careers
- Career vs. Family
- Writing from a gender studies perspective
- Feminism and Academia

Table 15: Schedule for women in research seminars 2016.

Date	Seminar
Tues 1st March	Women in Research: A Call for Impact and Collaboration
Tues 5th April	Bodies and Spaces- A Coaching Workshop ***Dr. Arya Madhavan (School of Performing Arts, Lincoln University)***
Tues 19th April	Lifestyle and Anxiety- A Holistic Approach ***Rebecca Steadman***
Tues 3rd May	Social Media Visibility Workshop ***Dr. Nadine Muller (Liverpool John Moores University)***
Tues 14th June	The Imposter Syndrome ***Dr. Lisa Mooney*** **(Dean of Research, Lincoln University)**

When our PASWG PG student representatives surveyed our PGT students, it was clear they felt the School provides a supportive learning culture with equal opportunities irrespective of gender and background. However, support for academic and personal growth and career development (e.g., career workshops, PhD opportunity advice) was lacking. Moreover, feedback from PGRs indicates a desire for school-specific support as careers/networks related to Psychology differ markedly from those covered by the Graduate School.

This large disparity in our support of PGs is a huge area of concern for us. We, therefore, propose setting up a monthly PG seminar series to provide information on specific careers, networks, opportunities, workshops, and career progression. All members of the School will be asked to contribute and FTC staff participation will also be encouraged **[ACTION 5.7]**.

"As a postgraduate student, the load of work can be quite heavy at times, even for the most organised one. Issues, unplanned tasks and challenges keep popping up throughout the process of research. A challenging PhD can be an excellent opportunity for growth, but only if given suitable conditions. Having a supporting environment around me (including colleagues, supervisory team, administrative team, technical team, graduate school, etc.) is extremely important to overcome all the issues. I must highly praise my supervisory team and technical team, which has been amazing and has supported me when I needed and taught me so much already. Unfortunately, the other supporting structures do not seem to be able to help me doing my work as a postgraduate researcher or help me feeling integrated in a good functioning working environment. Mostly, I feel that there is a disconnection and miscommunication between me as a postgraduate researcher and the supporting structures. What I am not sure about is if there is a difference of support given to male and female postgraduate students. My perception is that the few male colleague students (openly) complain less (or not at all) about some of the issues I experience, which may indicate a gender bias in support provided or it may just be a difference in how male students deal and express their issues."

Anonymous: PhD Student

UNIVERSITY INITIATIVES *(with which the School is engaging)*:

- The University uses an **e-recruitment system** - an industry best-practice system, adopted in 2011, that helps mitigate gender bias by imposing assessment of applications against explicit criteria.
- An **Online Mangers Toolkit** contains supporting guidance to implement changes to University policies and procedures (e.g. *Recruitment and Selection Policy*; *Managers Guide to Recruitment and Selection*; *Academic promotions Procedure 2013*).
- Female candidates are invited to provide feedback at all stages of the recruitment process.
- The **Continuing Personal and Professional Development (CPPD) framework,** launched by the University in 2012, is an on-line tool allowing staff to strategically plan for career progression. It enables staff to review and critically reflect on their skills, knowledge and expertise, identifying training requirements and facilitating forward-planning.
- **The Sandpit** provides ring-fenced funding for ECRs across the University.
- The **Women into research Network** provides a broad-ranging and regular programme of targeted career-profiling and career development workshops for women across the University.
- The ***Be Inspired! Lecture Series*** sees eminent female academics deliver high-profile research lectures, and give insights into career paths taken. Speakers serve as role models for female early career researchers, and 6th Formers (year 12/13), UGs and PG students are encouraged to attend.

Summary of Actions from Section 5:

Number	Action
5.2	Collect feedback from those who have been through the process.
5.3	Draft a new school "Staff Handbook".
5.4	Distribute mentor details to all staff members with new information relating to the gender of mentor.
5.5	Invite more females to give professional talks at careers seminars. Record the seminar talks for students who cannot attend.
5.6	Collect detailed information about students who attend the Employability Bootcamp.
5.7	Set up a monthly seminar series for postgraduate students giving information on specific careers, networks, opportunities, workshops, and career progression

Word Count: 1393

6. Organisation and Culture.

6.1 Data for the past three years on the following with commentary on their significance and how they have affected action planning.

(i) Male and female representation on committees:

Table 16: School of Psychology Internal Committee Membership.

Committee	Members	Chair	Servicing Officer	% Female Members
SCHOOL OF PSYCHOLOGY SUBJECT COMMITTEE	Amanda Roberts; Fenja Zeigler; Hannah Merdian; Garry Wilson; Roger Bretherton	Kirsty Miller	Matthew Newman	66.7%
UNDERGRADUATE TEACHING COMMITTEE (UTC)	Amanda Roberts; Fenja Zeigler; Hannah Merdian; Garry Wilson; Kirsty Miller; Lesley Allinson; Roger Bretherton	Tim Hodgson	Ian Brown	62.5%
POSTGRADUATE TEACHING COMMITTEE (PGT)	Bonaventura Majolo; Kerstin Meints; Lesley Allinson; Karen Pfeffer; Kun Guo; Kirsty Miller	Emile van der Zee	Ian Brown	57.1%
POSTGRADUATE RESEARCH COMMITTEE (PGR)	Bonaventura Majolo; Karen Pfeffer; Petra Pollux; Todd Hogue; Stefano Belli	Kun Guo	Zoe Mead	33.3%
SCHOOL OF PSYCHOLOGY RESEARCH COMMITTEE	Alison Wilson; Bonaventura Majolo; Fenja Zeigler; Helen Reiss; Janine Just; Kerstin Meints; Kun Guo; Simon Durrant; Stefano Belli; Todd Hogue	Ruth Gaunt	Zoe Mead	54.5%
SCHOOL OF PSYCHOLOGY ETHICS COMMITTEE (SOPREC)	Amanda Roberts; Patrick Hylton ; Craig Harper; Adele Langlois; Frouke Hermens; John Hudson; Lesley Allinson	Patrick Bourke	Zoe Mead	50.0%
SENIOR MANAGEMENT GROUP (SMG)	George Mather; John Slack; Kerstin Meints; Mark Gresswell; Ruth Gaunt; Todd Hogue; Amanda Roberts	Tim Hodgson	Zoe Mead	37.5%
SCHOOL MEETING	All staff	Tim Hodgson	Ian Brown	47.7%

Table 15 suggests that more women sit on teaching-related committees and men on research and management committees; a more equitable distribution will be considered in the future **[ACTION 6.1]**.

(ii) Female: male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts.

Table 17: Comparison of academic staff (as a proportion of all staff in gender group) on fixed-term contracts (2012 - 2015).

	Female		Male		ALL STAFF TOTALS	
	N	%	N	%	Female	Male
2012	5	**26.3**	4	**19.0**	19	21
2013	4	**22.2**	1	**5.6**	18	18
2014	4	**21.1**	1	**5.0**	19	20
2015	5	**21.7**	4	**14.8**	23	27

The proportion of women on fixed-term contracts (FTC) has remained steady (between 21.7-26.7%). The proportion male FTCs is lower and has varied (5.0%-19.0%). We are below the National Benchmark average (38.1% females and 27.2% males)[16], with approximately the same numbers of male (4) and females (5) on FTC's currently, but we need to be mindful of the gender imbalance and will continue to monitor this **[ACTION 6.2].** **Please see section 4.2 (II) regarding our FTCs experiences.**

We currently have four post-docs (one female). The small sample makes it difficult to comment on gender bias, however, none of our FTCs report having experienced any gender discrimination or witnessed any gender bias/inequality whilst working at the University.

6.2 For each of the areas below, the key issues and what steps have been taken to address any imbalances.

(i) Representation on decision-making committees:

Table 18: Representation on Decision-making Committees (outside the School).

Committee	College or University	Members	Female representation
College Ethics Committee	College	Patrick Bourke	N
Careers and Employability Committee	College	Rachel Bromnick	**Y**
Education and Students Committee	College	Patrick Hylton	N
College Research Committee	College	George Mather Simon Durrant	N

[16] HESA Staff Record 2014/15 (Psychology and behavioural sciences).

College Board	College	Kirsten Meints Garry Wilson Kirsty Miller	**Y**
International Committee	College	Karen Pfeffer Andrea Pavan	**Y**
Academic Affairs Committee	College	Garry Wilson John Slack	N
Board of Studies	College	Tim Hodgson Kirsty Miller	Y
College Management Team	College	Tim Hodgson John Slack George Mather	N
University Ethics Committee	University	Patrick Bourke	N
Academic Board	University	Simon Durrant Rachel Bromnick Emile van der Zee	**Y**
University Research Committee	University	George Mather	N
Academic Affairs Committee	University	John Slack Emile van der Zee	N
REF working Group	University	Ruth Gaunt	**Y**
Academic offences Committee	University	Tim Hodgson	N
UCU Representative	University	Garry Wilson	N
DClin Management Committee	College/ University	Tim Hodgson Mark Gresswell	N

As with School Committees, membership is determined by role, such as Director of Research or Senior Tutor. Only 5 of the 17 Committees listed (29.4%) include female representation. A more equitable gender balance will be considered in the future. Where decision- making committee membership is voluntary, we will encourage more women to nominate themselves **[ACTION 6.1].**

(ii) Workload model – the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities are taken into account at appraisal and in promotion criteria:

Our workload model was developed in consultation with the University and the Union (UCU), to ensure equal workloads, and that time spent on teaching, research and administration is appropriate to the individual. While based upon the University's workload framework, it also includes elements specific to Psychology. This includes total teaching hours, with additional pro-rata time added for preparation and assessment. Student project supervision (UG & PG) is based upon expected contact time (e.g. 16 hours per UG project student per year). Administrative duties are calculated according to task, ranging from one hour weekly for committee membership to 300+ hours for the Director of Studies role.

Area of Best Practice: Co-chair of the Athena Swan Working Group is accounted for in the workload model, and tariffed at 122 hours per annum, while PASWG membership = 44 hours.

Finally, research time allocations are based upon publications and funding applications (taking into account any extenuating circumstances, e.g. maternity leave), ranging from 5 hours a week for non-research active staff, to 2 full days a week for ECRs or those with strong publication records. Externally funded research projects are given additional time and PGR students are tariffed at 50-100 hours per year. We aim to ensure that there is no more than +/-10% deviance from the mean (1556 hours or FTE equivalent) for any individual.

Area of Best Practice: The framework also allows the HoS to determine variation in teaching/research/admin hours between different categories of staff, including by gender.

Statistical analysis of the data (at the $\alpha = .05$ significance level) shows that for Administrative hours there was no significant difference between genders ($F_{(10, 40)} = .003$, $p = .960$) or staff grade ($F_{(10, 40)} = 1.138$, $p = .362$). There was also no gender difference in Teaching hours ($F_{(10, 40)} = .004$, $p = .951$), but there was a significant difference in relation to grade ($F_{(10, 40)} = 2.914$, $p = .029$), with Professors receiving significantly fewer hours than other categories.

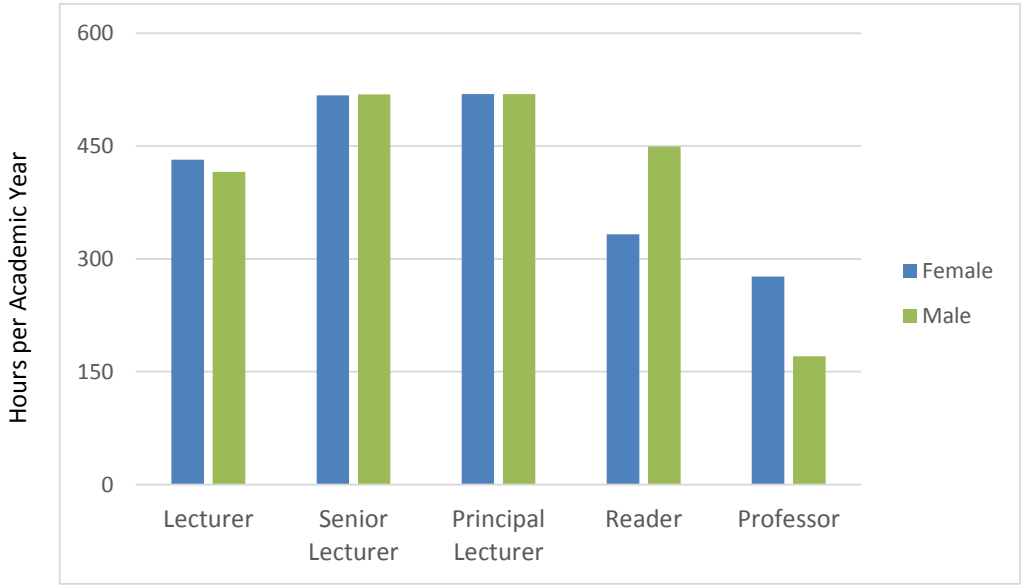


Figure 9: Difference in teaching allocations between grades as a function of gender.

This was reflected in a *trend* toward significance in the Research hours allocated to each grade ($F_{(10, 40)} = 2.219$, $p = .079$), with Professors receiving more, however, there were no overall gender differences ($F_{(10, 40)} = 0.270$, $p = .607$).

There has, however, been a tendency to give education-related jobs to women, *(*e.g. Head of Undergraduate Studies), and research related ones to men, (e.g. Head of Postgraduate Research). In future, gender will be considered when allocating tasks. Reports on workload gender differences will be compiled by the PASWG and given to the Senior Management Group (SMG) on an annual basis **[ACTION 6.3]**, and both the SMG and the Promotions Committee will be mindful of the strategic allocation of roles and workloads to support career progression **[ACTION 6.4]**.

(iii) Timing of departmental meetings and social gatherings:

There are no formalised 'core' hours during which staff must be present when not teaching. Individuals ensure that their colleagues and students are aware of their availability, and changes to teaching hours and other tasks can be made to accommodate childcare/carer commitments (as noted below under 'flexible working') and religious observance. Regular meetings are scheduled between 10am–4pm, although on rare occasions teaching makes this impossible. In these instances all individuals concerned are given as much notice as possible so that alternative arrangements can be made.

Area of Best Practice: The **majority of social events within the School take place between 10am-3pm**, to enable those with children or other commitments to attend; typically these events will involve a late lunch/early afternoon repast.

Departmental Seminars begin at 3:45pm on Wednesdays (no scheduled teaching). Coffee and biscuits are provided beforehand, so that those unable to stay later have a chance to socialise and interact with the speaker. This also allows anyone with religious restrictions involving food and/or drink to interact with the speaker in case the speaker's meal is held at an inappropriate venue (which is the speaker's prerogative). Table 18 below shows that the gender distribution of invited speakers/hosts for the past three years has been well balanced until this year, in which more male speakers have been invited, at the behest of more female hosts. This is something that the Seminar Organiser (Dr Susan Chipchase) will monitor from now on, to ensure that there is equal representation for both speakers and hosts **[ACTION 6.5]**.

Table 18. Gender distribution of external invited speakers and hosts for the past three academic years.

	Speakers		Hosts	
Year	**Female**	**Male**	**Female**	**Male**
2015- 2016	7	13	15	5
2014-2015	12	9	10	11
2013-2014	10	10	8	12

To encourage wider participation, we plan to live stream these Seminars online, with the option to tweet questions **[ACTION 6.6]**. Dr Susan Chipchase has also initiated a school-wide survey to determine the barriers people face when trying to attend seminars, and explore whether Seminars could be moved to a more convenient time **[ACTION 6.7]**.

The timing of Staff Away Days is necessarily less flexible, however, staff are given dates as far in advance as possible and the most important sessions are scheduled for the morning and sessions are held locally, to include those with childcare commitments.

Area of Best Practice: During Staff Away Days staff are encouraged to bring their children to the team-building sessions, and many do.

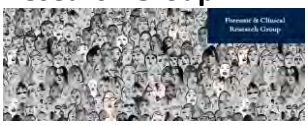
(iv) Culture – how the department is female-friendly and inclusive:

Our social atmosphere includes everyone equally, with a number of informal social events for staff and graduate students. This includes a Wednesday 10:30am coffee hour. Initially this was held in Bridge House, however, as PGRs and FTCs are based in another building, the location now alternates. We hope that the move to our new Building in 2017, which will house the whole Department, will avoid any future problems with inclusion based on physical location.

We also have semi-informal social occasions for students, e.g. the HoS holds a well-attended "student tea" once a semester so that students feel included in decisions within the school. At the most recent Student Tea, plans for the new 'Sarah Swift' building were distributed and students able to make suggestions for the design of the internal space.

We currently have four Research Groups (see the table below), with the idea that every staff-member and PGR student belongs to at least one. Meetings serve as a forum for the discussion of current research and related issues, with members offering advice and support to each other, and have resulted in a number of intra-departmental collaborations.

Table 19: Leadership and meeting times of the School of Psychology Research Groups.

Committee	Leader	Members	Meeting times	% Female Members
Evolution and Development Research Group	Kerstin Meints Deputy: Kirsten McKenzie	Kerstin Meints; Bonaventura Majolo; Kirsty Miller; Karen Pfeffer; Fenja Ziegler; Mohammad Alshorfi; Hannah Wright; Laetitia Marechal; Kirsten McKenzie; Mirena Dimolareva; Niko Kargas; Victoria Brelsford; Emile van der Zee; Laura Martinez Inigo; Catia Correia Caeiro; Jessica Hodgson; Janine Just; Lesley Allinson	Monthly, Wednesday 11-12pm	79%
Forensic and Clinical Research Group 	Todd Hogue Deputy: Ross Bartels	Amanda Roberts; Adrian Parke; Hannah Merdian; Aidan Hart; Mark Gresswell; Dave Dawson; Nima Moghaddam; Ross Bartels; Kyla Pennington; Rachel Orritt Iain Reid; Danielle Kettleborough; Craig Harper; Charlotte Wesson; Julie Pattinson; Rachel Wakefield; Ravi Dave	Bi-monthly, 2-3.30pm	53%

Perception Action and Cognition Research Group	George Mather Deputy: Andrea Pavan	Kun Guo; Petra Pollux; Andrea Pavan; Frouke Hermens; Garry Wilson; George Mather; John Hudson; John Slack; Kirsty Miller; Kyla Pennington; Lesley Allinson; Louise OHare; Patrick Bourke; Paul Goddard; Simon Durrant; Susan Chipchase; Kirsten McKenzie; Timothy Hodgson; Sally Andrews; Catia Caeiro; Christopher Luke; Federica Menchinelli; Ferenc Igali; Heather Shaw; Jessica Hodgson; Kristel Klaus; Marcus Harrington	Weekly, Wednesday 1-2pm	52%
Identity and Social Relationships Research Group	Ruth Gaunt Deputy: Stefano Belli	Roger Bretherton; Rachel Bromnick; Ruth Gaunt; Paul Goddard; Harriet Gross; Ava Horowitz; Patrick Hylton; Ian Mcgonagle; Zamira Noh; Mariana Pinho; Stefano Belli; Adrian Parke; Ravi Dave; David Keatley; Nathan Heflick	Weekly, Wednesday 12-1pm	40%

We have also recently appointed LGBTQI+ and Parents/Carer Champions. These roles are intended to encourage and support the discussion of issues associated with any of these groups, at both School and College level, as well as to help identify any support or training needs and act as a first point of contact to disseminate relevant information.

One issue raised via the consultation process is that students and staff are referred to by their legal names on all official communications, with no option to change to a 'preferred' name. This can be particularly difficult for individuals who are gender non-binary, individuals who identify differently from the gender they were assigned at birth, or individuals who are transitioning between genders. Therefore, we will be taking this up with the University Registry and HR in order to effect a solution **[ACTION 6.8]**. **We have also successfully campaigned for the provision of a gender-neutral bathroom** in the new '*Sarah Swift*' Building.

(v) Outreach activities – the level of participation by female and male staff:

Summer Scientist

Initiated by Dr Fenja Ziegler in 2011, our major outreach activity is the **Lincoln Summer Scientist week which invites 250 children between 3–11,** and their parents, to engage in a range of psychological experiments. Advertising is directed at local nursery and primary schools, via local and social media. Roughly 10 academics and postgraduate students (~80% of them women) run studies, and organisation of the event is tariffed in the workload model. Of the 20 UG volunteers only ~3 are male each year. This gender balance is also representative of our

University hosts summer science project for kids

Young children in Lincoln are being given the chance to become a scientist for the day at the University of Lincoln.

Lincoln's School of Psychology will be hosting its popular Summer Scientists event in August for children between the ages of 3 and 10.

other public engagement events, including Pop-up science shows and events run in conjunction with The University of the Third Age (U3A).

Public talks

Public talks occur on an ad-hoc basis. In April 2015, our student volunteers joined the School of Health and Social Care to host a one-day conference on Dementia Awareness, providing talks about real-world experiences from patients and carers, research and assistance technology. Attendance included over 150 people from local businesses and organisations.

The Forensic and Clinical Research Group (FCRG) also ran a free public event in May, aiming to dispel common myths about sexual offending, while providing useful insights into forensic psychology. The conference included talks by experts and PhD students, along with demonstrations of the research conducted within the School.

N.B. All public talk activity is recognised as part of the workload model and in the yearly ADA (appraisal) process. The tariff for each activity is determined at University level in consultation with UCU.

UNIVERSITY INITIATIVES *(with which the School is engaging)*:

- Since 2007, the University has supported the Gender Equality Scheme and been committed to striving for gender equality across all aspects of University life (the **University's Equality Objectives 2012-16** and the **Respect Charter**. The University's ethos for equal opportunities is laid out in the **Equality and Diversity Commitment Statement** and the **Statement to the Removal of Gender Bias in Higher Education and Research in STEMM subjects.**
- The **Newton Academy** was launched at the University of Lincoln in June 2014, running a 3-year program for 11-14 year olds. **Science and technology-themed workshops** are full of hands-on activities and projects to inspire and enthuse our next generation of **female scientists and engineers.**

Summary of Actions from Section 6:

Number	Action
6.1	Consider a more equitable gender balance when selecting committees. Encourage more females to out themselves forward for decision making committees.
6.2	Actively monitor those on FTC's.
6.3	Make sure gender is a standing item for consideration when the workload model is used. Reports on gender differences presented to the Senior Management Group (SMG) on a regular basis.
6.4	SMG and the Promotions Committee to be mindful of the strategic allocation of roles and workloads to support career progression for women.
6.5	Monitor the gender balance of speakers and hosts to ensure an even distribution.
6.6	Stream invited speakers seminars online with the option of live "tweeting" enabling those who would otherwise be unable to attend to join in.
6.7	Distribute survey to barriers to attending seminars.
6.8	Contact HR and the University Registry to discuss the issues of using legal names in official communications.

Word Count: 1499

7. Flexibility and Managing Career Breaks.

(i) Maternity return rate:

Relatively few people have taken Maternity leave in the past 5 years; only one full-time staff member in 2014/2015, returning to her original hours. One PhD student took maternity leave during 2013/2014 and another deferred the start of their studies in 2014/15 (see quote below). One Academic new-starter was also hired while pregnant in mid-2014, and was able to defer taking up the post until April 2015.

The small sample size makes it difficult to comment on any trends, and the lack of anonymity for those who have taken maternity leave also prevents us from any in-depth discussion of issues at this time. However, **our Parent/Carer Champion is available for any of our staff to discuss their needs**, issues and concerns, discuss appropriate childcare solutions or working practices to suit family circumstances and can bring issues up on their behalf at School Meetings and Athena Swan Working Group Meetings.

In order to more widely disseminate information about accommodations for parents and carers, these details will be included in the newly-devised Staff Handbook **[see ACTION 5.3]**.

"In-between accepting the PhD offer and enrolling I found out that I was going to be a mum for the first time. Not only did I worry about how I would manage a baby and a PhD, but would I still be taken seriously as an aspiring academic? I soon realised that there was no need to worry, as I immediately received the full support of my supervisor, who was very encouraging in that I continue on this journey. Without this support and guidance, things would have turned out very differently. My supervisor discussed all of the different leave options with me, how much was available to me, and the option of reducing the PhD to part-time if needed. My supervisors were always extremely accommodating, arranging supervisions to fit around numerous hospitals appointments, or catch-ups with baby in tow. Furthermore, on return from maternity leave I was exempt from teaching, which allowed the flexibility and time for me to focus on getting back into the PhD. Overall, this journey has been much more manageable than I initially imagined, which has been facilitated by the support and encouragement of my PhD supervisor, who continues to be very accommodating and understanding. If it wasn't for the actions and support of my PhD supervisors and the School of Psychology, I would almost certainly not be in the position I am in now, and for this, I am very grateful."

Danielle Kettleborough, Full-time PhD student

(ii) Paternity, adoption and parental leave uptake:

There have been no applications for adoption, parental or female paternity leave in the past 5 years, and only three people taking paternity leave; one in 2011, one in 2014 (the HoS), and one of our FTCs this month. Again, the minimal number makes it difficult to comment on any trends, and the lack of anonymity also prevents us from any in-depth discussion of issues. However, as discussed above - our **Parent/Carer Champion is available to help** facilitate this type of leave.

(iii) Numbers of applications and success rates for flexible working by gender and grade:

There have been no formal flexible working applications within the past five years; please see our discussion of informal arrangements below.

(vi) **Flexible working** – numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system:

While the HoS is supportive and open to discussions of flexible working, and details of formal arrangements are available through the University Portal, there have been no applications for flexible working arrangements in recent years. This is likely because many staff feel able to work flexibly on an informal basis, as agreed with the HoS, and may also reflect the fact that any *formal* flexible working arrangements made through Human Resources result in an automatic salary reduction.

Staff have the option to work flexibly outside of the 'core' working hours during term time and during non-term times there are options to work away from campus. Efforts are made to ensure that all staff have at least one day per week free of teaching, and working from home is also common. Leave entitlements can be taken continuously in blocks of up to six-weeks to accommodate childcare during School Holidays, and timetabling constraints can be imposed to ensure that individuals are can collect their children after school.

While information about flexible working arrangements is available via the Portal, it is possible that the lack of formal applications may also be due to staff not being aware to look for it. Therefore, we have suggested that this information be included in the newly-devised Staff Handbook **[see ACTION 5.3]**.

Unfortunately, it has come to our attention that not all of our support staff have the same access to flexible working times, or the option to work from home. While our Technical Support staff are employed directly by the School, and therefore enjoy the benefits of flexible working, Administrative staff are managed centrally and are subjected to much more restrictive working conditions. We intend to raise this issue with College Management, with the full support of the HoS **[ACTION 7.1]**.

(vii) **Cover for maternity and adoption leave and support on return**:

Prior to maternity leave, the HoS will meet with each individual to discuss specific arrangements. In addition to teaching cover, **there is a Returners' Research Fund (R^2F) that provides the opportunity for female staff to gain up to £10k to help sustain research activity** during and/or after maternity leave. Applications can be received at any time and there is no cap on the number of awards that can be made.

"The R²F fund was awarded to me (£9500) in February 2015 to keep my research active during my maternity leave and has been invaluable to the development and maintenance of my research. The research fellow employed supervised two summer projects and was also able to pay participants and buy some equipment needed to analyse saliva samples for cortisol analysis. Finally, the fund is supporting me in attending two conferences this summer relevant to my area of research, in which the first results of this work conducted at Lincoln will be disseminated. Returning to work from maternity was hard, however, I returned to an active research group with data collected and ready to analyse and that was very exciting. It has given me the momentum and motivation needed to adjust back to a busy research life which I believe would have been a lot harder, if not impossible, without this financial support"

Dr Kyla Pennington, Lecturer

In addition to the University policies regarding maternity leave and support, the School has a number of informal arrangements for flexible working and working from home. For example, one of our new starters with a 5-month-old requested to work from home one day a week to enable continued breastfeeding, and was encouraged by the HoS to take up to 1.5 days a week.

As mentioned previously, it is possible to request timetabling constraints upon teaching, to allow for childcare and a graduated return to work, and to enable continued breast-feeding. There is also private space available in the Minerva Building for those still breastfeeding to express milk. While it is inconvenient to go to another building, the tight space constraints, and shared offices mean that little can be done about this at present. However, a new building for the School is currently under construction and **we have designated a bookable private space for those needing to breastfeed or express breast milk.**

Area of Best Practice: The new 'Sarah Swift' building has a **bookable private space for those needing to breastfeed or express breast milk.**

UNIVERSITY INITIATIVES *(with which the School is engaging)*:

- As part of parental leave provision, up to 10 ***keep-in-touch*** days (at normal rate of pay, in addition to maternity pay) are offered that allow staff to stay in contact with the workplace and support their return to work after the break.
- **Computershare Voucher Scheme**, offering staff a tax-efficient opportunity to purchase childcare vouchers. Details of the scheme are widely promoted through the HR portal, the WiSE@Lincoln blog, and in new staff 'welcome packs'.

Summary of Actions from Section 7:

Number	Action
7.1	Raise the issue of lack of flexible working for support staff with University Management.

Word Count: 813

TOTAL for Sections 4-7: 4966/5000

8. Any other comments (500 words)

Staff Survey (Please see section 2.2 for details of distribution)

Table 20: Staff survey results 2015.

Question	% Agree	% Neutral	% Disagree
I feel that my School is a great place to work: For women.	**87.2**	8.5	4.3
Work related social activities in my school are likely to be welcoming to both women and men.	**85.7**	6.1	8.2
My School uses women as well as men as visible role models.	**85.7**	10.2	4.1
I feel that my School is a great place to work: For men.	**85.1**	10.6	4.3
My line manager/ supervisor is supportive of requests for flexible working.	**84.6**	12.8	2.6
I understand why positive action may be required to promote gender equality.	**81.3**	4.2	14.6
Staff are treated on their merits irrespective of their gender	**79.6**	8.2	12.2
I am encouraged and given opportunities to represent my School externally and/ or internally.	**79.6**	4.1	16.3
I am confident that my line manager/supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour.	**77.1**	12.5	10.4
Inappropriate images that stereotype women or men are not acceptable in my Department.	72.3	21.3	6.4
Work is allocated on a clear and fair basis irrespective of gender.	71.4	14.3	14.3
I understand my School's reasons for taking action on gender equality.	69.4	20.4	10.2
My School makes it clear that unsupportive language and behaviour are not acceptable.	68.1	21.3	10.6
I believe that in my School, men and women are paid an equal amount for doing the same work or work of equal value.	67.3	22.4	10.2
My School provides me with: Useful networking opportunities	65.3	12.2	22.4
I am actively encouraged to take up career development opportunities.	63.3	10.2	26.5
Meetings in my School are completed in core hours to enable those with caring responsibilities to attend.	62.5	10.4	27.1
I am kept informed by my School and the wider College and University about gender equality matters that affect me.	61.2	8.2	30.6
My School provides me with: Useful mentoring opportunities (as mentor/mentee)	59.2	14.3	26.5

My School provides me with: A helpful annual appraisal	57.1	14.3	**28.6**
My School values the full range of an individual's skills and experience	55.1	18.4	26.5
I understand the promotion process and criteria in my School and the wider University.	53.1	12.2	**34.7**
My School takes positive action to encourage women and men to apply for posts in areas where they are under-represented.	48.9	36.2	14.9
My School has made it clear to me what its policies are in relation to gender equality.	44.9	16.3	**38.8**
My School values the full range of an individual's skills and experience	41.7	27.1	**31.3**
Staff who work part-time or flexibly in my School are offered the same career development opportunities as those who work full-time.	33.3	57.8	8.9
During my time in this School, I have experienced a situation(s) where I have felt uncomfortable because of my gender.	20.4	2.0	**77.6**

N.b: Cells may not all up to 100 as figures were rounded to one decimal place.

Table 20 above shows an overview of our staff survey with highlighted areas with more than 77% approval or more than 28% disapproval[17]. Our staff survey yielded 49 responses (26 male, 21 female, 2 undisclosed). Our school performed particularly well on being a great place to work (for women: 87% agreed; for men: 85% agreed), welcoming work related social activities to both genders (86% agreed), the use of women as visible role models (86% agreed), support for flexible working (86% agreed), understanding the importance of positive action (81% agreed), merits irrespective of gender (80% agreed), opportunities to represent the school (79% agreed) and confidence in the line manager (77% agreed). Points for concern were around the annual appraisal (29%), understanding of the promotion process (35%), information about gender policies (39%), and valuing the skills of employees (31%). Moreover, there were areas where men and women disagreed; being kept informed about gender equality matters (men: 81% agreed, women: 43% agreed), and understanding about the school's reasons for taking action on gender equality (men: 85% agreed, women: 58% agreed). We hope many of our actions in this report will address these issues, however we do plan to conduct further focus groups with both males and female staff members in the school to uncover further concerns, especially around about gender equality matters and the reasons for taking action **[ACTION 8.5]**.

[17] A response rate of at least 30% is required to ensure confidence in representation (Bryman, 2012).
Bryman, A. (2012). *Social research methods*. Oxford: Oxford university press.

Student Survey (Please see section 2.2 for details of distribution)

Table 21. Student survey results 2015.

Question	Female %			Male %		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree
In my School, students are treated on their merits irrespective of their gender (e.g., both women and men are actively encouraged to apply for grants and take up training opportunities).	**91.7**	8.3	0	75.0	0	25.0
In my School, tasks are allocated on a clear and fair basis / irrespective of gender.	**91.7**	8.3	0	75.0	0	25.0
My School values the full range of an individual's skills, education background and experience irrespective of gender (e.g., research and teaching).-When carrying out research evaluation	**83.3**	16.7	0	75.0	25.0	0
My School values the full range of an individual's skills, education background and experience irrespective of gender (e.g., research and teaching).-When considering for research grant or sponsorship	75.0	25.0	0.	75.0	25.0	0
I understand the Postgraduate research process and guidance given by my School and the Graduate School.	66.7	16.7	16.7	75.0	0.0	25.0
I am actively encouraged to take up career, research and training / development opportunities.	**83.3**	8.3	8.3	75.0	25.0	0
I am encouraged and given opportunities to represent my School externally and/or internally (e.g., on committees in research, ethics, as delegate or speaker at conferences).	**91.7**	0	8.3	**100**	0	0
My School provides me with:-A helpful annual appraisal and feedback	58.3	25.0	16.7	33.3	0	**66.7**
My School provides me with:-Useful networking opportunities	75.0	8.3	16.7	50.0	**50.0**	**0**
My School provides me with:-Useful mentoring opportunities (as tutor or hourly paid lecturer)	75.0	8.3	16.7	**100**	0	0
Students who study part-time or have flexible schedules in my School are offered the same career development opportunities as those who study full-time.	58.3	**33.3**	8.3	75.0	25.0	0
Supervision sessions in my School are completed in core hours to enable those with caring responsibilities to attend. (Hours, for example, 10am to 4pm, during which flexitime students must be engaged in work)	**91.7**	8.3	0	50.0	**50.0**	0
I believe that in my School men and women are treated equally for taking up teaching or training opportunities.	**91.7**	8.3	0	**100**	0	0
My School takes positive action to encourage women and men to apply for training opportunities in areas where they are undertrained (e.g., encouraging appropriately qualified students of both sexes to apply for training).	**83.3**	16.7	0	75.0	25.0	0
My School makes it clear that unsupportive language and behaviour are not acceptable (e.g., condescending or intimidating language, ridicule, overly familiar behaviour, jokes/banter that stereotype women or men or focus on their appearance or background).	75.0	8.3	16.7	50.0	**50.0**	0
Inappropriate images that stereotype women or men are not acceptable in my working place (e.g., in calendars, newspapers and magazines; on computers and mobiles).	66.7	25.0	8.3	**100**	0	0

Study related social activities in my School such as parties, team building or networking events, are likely to be welcoming to both women and men (e.g., consider whether venues, activities and times are appropriate to both women and men).	**91.7**	8.3	0	75.0	25.0	0
My School has made it clear to me what its policies are in relation to gender equality (e.g., on discrimination, flexible study hours).	66.7	25.0	8.3	50.0	**50.0**	0
I understand my School's reasons for taking action on gender / equality.	**91.7**	8.3	0	50.0	**50.0**	0
I understand why positive action may be required to promote gender / equality.	**91.7**	8.3	0	50.0	25.0	25.0
My supervisor is supportive of requests for flexible study and research hours (e.g., requests for part-time working, time-off).	**100**	0	0	**100**	0	0
During my time in this School, I have experienced a situation(s) where I have felt uncomfortable because of my gender.	16.7	0	**83.3**	0	0	**100**
I am confident that my supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour.	**100**	0	0	**100**	0	0
My School uses women as well as men as visible student role models (e.g., marketing materials, access to School or University events, student inductions, as speakers at conferences).	75.0	25.0	0	**100**	0	0
I am kept informed by my School and the wider College and University about gender equality matters that affect me (e.g., flexible study hours, leave entitlements, gender equality legislation).	41.7	16.7	**41.7**	50.0	25.0	25.0
I feel that my School is a great place to work (please answer both / parts of this question):-For women	**83.3**	8.3	8.3	**100**	0	0
I feel that my School is a great place to work (please answer both / parts of this question):-For men	75.0	8.3	16.7	**100**	0	0

N.b: Cells may not all up to 100 as figures were rounded to one decimal place.

Table 21 above shows the results of our student survey with highlighted areas with more than 77% approval or more than 28% disapproval[18]. The survey was distributed to 26 PhD students from April 2015 until December 2015 with a response rate of 65% (12 females, 4 males and 1 undisclosed). Our school performed particularly well on supervisor support (100%), equal opportunity irrespective of gender (94.1%), taking up teaching or training (94.1%), and providing a safe place to work (88.2%). Points for concern were around providing a helpful annual appraisal and feedback (66.7% males), and being kept informed by the School, College and the University about gender equality (41.7% females). As with the section above, we hope many of our actions in this report will address these issues, however we do plan to conduct further focus groups with students across the gender spectrum to uncover further concerns, especially around about gender equality matters and annual appraisal and feedback **[ACTION 8.6]**.

[18] A response rate of at least 30% is required to ensure confidence in representation (Bryman, 2012).
Bryman, A. (2012). *Social research methods*. Oxford: Oxford university press.

"As a female post graduate student studying while supporting a family is a complex task, therefore it is vital for the school to identify that certain students require tailored strategies (age of student, work responsibilities, size of family, travel to uni etc) to help them study productively. With regard to supervision my supervisor has identified that I have a school aged child and has pro-actively arranged supervisory meetings that fit around school hours, for example not arranging a meeting at 3 pm. Furthermore, this has been recognised by a male member of staff and therefore I have not felt anyway discriminated for being a female researcher. Productivity has increased as my supervisor has also observed that I live a distance from the university, therefore, for part of the academic year I have worked from home which has also aided post graduate study. This support has enabled a smooth transition from post graduate student into academic employment. I have never felt inclined to request a female tutor"

Julie Pattison: Part-time PhD student

Summary of Actions from Section 8:

Number	Action
8.5	Conduct focus groups with staff members to explore issues further.
8.6	Conduct focus groups with PGT students to explore issues further.

Word Count: 391

9. Action Plan.

University of Lincoln School of Psychology Athena SWAN Action Plan:

Issue Identified	Progress to Date	Action	Measureable Outcome	Postholder(s) responsible	Timeline for Progress/ Completion
1. Supporting Students					
Student inclusivity	• HE STEM Staff Culture Survey sent to PGR students • Focus groups held with PGR and PGT students • UG students canvassed at School of Psychology Subject Committee Meetings	**1.1** Expand PASWG to include more students at postgraduate (PG) level, and to also include undergraduate (UG) representatives Call will go out to all undergraduates (UG) via student representatives in the Psychology Programme Committee in November 2016	Better representation across the school	PASWG Staff Undergraduate Representative ***Dr Hannah Merdian***	November 2016
Understanding issues that impact students	• Internal video conferencing, lecture recording and online communications to facilitate remote working • Counselling, health and well-being services offered	**1.4** Student working party to undertake a consultation with final year UG's to improve unmet continuing issues with family commitments	Issues identified to inform future practice	PASWG Staff Undergraduate Representative ***Dr Hannah Merdian***	May 2017
		5.7 Set up a monthly seminar series which will include information on specific careers, networks, opportunities, workshops, and career progression (to levels such as postdoctoral)	Monthly seminar series set up	Director of Postgraduate Teaching ***Dr Emile van der Zee*** and Director of Postgraduate Research ***Dr Kun Guo***	September 2017

Unbalanced gender ratios	• Images in publicity materials reviewed to ensure no unconscious gender bias • Gender balance of staff and student representatives ensured at recruitment events and open days	**1.2**	Monitor and review gender balance of students taking Psychology, including application and acceptance rates Monitor numbers to make sure they remain close to benchmark figures	Data available for analysis	Director of Undergraduate Teaching ***Dr Kirsty Miller***	October 2016 and then annually
		1.7	Establish two new programmes: MSc Clinical and Applied Psychology and Psychological Research Methods to address gender imbalance in PG students	The numbers of males and females on PG programmes will become more balanced (70/30)	Director of Postgraduate Teaching ***Dr Emile van der Zee***	September 2018
		1.8	Ensure the School's commitment to Athena SWAN is made explicit at all recruitment events and open days	Athena SWAN highlighted at recruitment events and open days	Head of Open Day Organisation ***Dr Lesley Allinson***	September 2016 and ongoing
Student performance	• Anonymous marking to reduce implicit gender bias in place • Internal video conferencing, lecture recording and online communications available to facilitate remote	**1.9**	Carry out a full review of our assessment and marking practices to ensure fairness and transparency	Review completed and issues identified	Director of Undergraduate Teaching ***Dr Kirsty Miller***	September 2017
		1.3	Work with timetabling to ensure lectures are within core hours	Lectures timetabled between 10am and 5pm.	Director of Undergraduate Teaching ***Dr Kirsty Miller***	July 2016 and ongoing

	working for students with caring commitments • Student attendance monitoring in place	**1.5** Review student attendance to identify possible causes of gender imbalance in attendance	Causes of imbalance identified and actioned	Director of Undergraduate Teaching ***Dr Kirsty Miller***	June 2017
Significant drop in part-time student numbers		**1.4** Make sure the school has systems in place to highlight bursaries, especially for part-time study	Take-up increase by approximately 5%	Chairs of PASWG ***Dr Amanda Roberts*** ***Dr Kirsten McKenzie***	By September 2018
Issue	**Progress**	**Action**	**Outcome**	**Responsible**	**Timeline**
2. Supporting Staff					
Leaky pipeline-identifying issues	• Additional female professor recently appointed	**2.1** Conduct focus groups with female staff members to ascertain further gender-based issues behind the higher proportion of males at senior levels	Data analysed to identify issues and solutions identified/actioned	Chairs of PASWG ***Dr Amanda Roberts*** ***Dr Kirsten McKenzie***	December 2017
		2.2 Adopt an exit questionnaire to ascertain why staff leave To include contract research staff	Data analysed to identify issues and solutions identified/actioned	PASWG Data Analyst ***Dr Frouke Hermens***	December 2017
		2.3 Adopt a 'retention' questionnaire, in order to ascertain why people remain at the School, and to identify any areas in which improvements can be made for existing staff	Data analysed to identify issues and solutions identified/actioned	PASWG Data Analyst ***Dr Frouke Hermens***	December 2017

Induction and training support	• Compulsory induction workshops and compulsory training courses held for all staff • Staff members given informal induction by Mrs Zoe Mead, our Senior Administrator • Voluntary mentoring scheme in place whereby mentors provide informal support/ guidance in order to help mentee manage their professional development • New staff are given a reduced teaching/ administrative load in their first year to enable time to establish their research activities and pursue an HE teaching qualification (if required) • New staff are encouraged to join the University of Lincoln Professional Standards Framework (ULPSF)	**5.3**	Draft a School-specific 'Staff Handbook' for new starters This will highlight processes and procedures, key contacts, School structure information, information on research, teaching set-up, admin demands, acronyms, finance and estates (access to buildings etc.), the intranet and key policies	Handbook drafted ready for new members of staff to improve dissemination of information	PASWG Submission Editor ***Dr David Keatley***	By September 2017
		5.4	Resend mentor scheme guidelines to all staff and include details about how will be able to request mentors of a specific gender if they prefer	Increase in mentoring uptake (over 50% both genders)	Mentor Coordinator ***Dr Ava Horowitz***	February 2017

Issue	Progress	Action	Outcome	Responsible	Timeline
3. Key Career Transition Points					
Supporting Early Career Researchers	• Annual ECR Development workshop held to support those at the early stages of their career • Early Career Researcher Representative as first point of contact for ECR's	**3.1** Develop an online Blog to advise PGR's and RA's about training and opportunities that would aid their transition to Postdoc/ Lecturer	Online blog set-up to support ECR's and updated on a regular basis	Director of Postgraduate Research ***Dr Kun Guo***	February 2018
		4.4 Rotate the role for the ECRR to a female representative	A female member of staff to represent Early Career Researchers	Head of School ***Prof Tim Hodgson*** & SMG	September 2017
4. Supporting and advancing women's careers					
Gender imbalance in promotion	• Promotions Screening Committee set up, in which senior staff members identify individuals with the potential for promotion • Processes and sources of support clarified for new starters entering the probationary period • ADA guidelines redistributed to remind staff to revisit goals and HoS reminded appraisers to be clear about the promotions process	**4.1** Invite more female staff members to join the Promotions Screening Committee	More than 40% females on the PSC	Head of School ***Prof Tim Hodgson***	By September 2016
		5.1 Investigate why people do not apply for promotion by conducting interviews with members of staff	Data analysed to identify issues and solutions identified/actioned	Chairs of PASWG ***Dr Amanda Roberts*** ***Dr Kirsten McKenzie***	By February 2018
		5.2 Collect feedback given to promotion applicants and use it to help members of staff shape their promotion applications in the future	Feedback collected and disseminated to staff members	Head of the Promotions Screening Committee ***Prof Tim Hodgson***	By December 2017

Gender imbalance in recruitment process	• All individuals involved in recruitment as an interview panel members complete a recruitment and selection course • Women in Science information available on the School website	**4.2**	Carry out a review of all advertisements and hiring procedures for the past five years, to identify instances in which hiring decisions have resulted in a reduced female intake, and link these with specific actions that have been detrimental	Review completed detrimental actions identified and solutions formulated	***Dr Patrick Hylton***	By December 2017
		4.3	Include the Athena Swan logo on all future recruitment documents to ensure that our commitment to gender equality is sufficiently visible to potential candidates	Athena SWAN logo on all recruitment documents	Head of School ***Prof Tim Hodgson***	By September 2016
			Set up an Athena Swan section on our School of Psychology website (e.g. highlighting our female professors etc)	Athena SWAN section added to School website and "hits" monitored	Chairs of PASWG ***Dr Amanda Roberts*** ***Dr Kirsten McKenzie***	By December 2017
Support for Fixed Term Contract Staff	• Qualitative and quantitative Interviews held with members of staff on fixed term contracts	**4.5**	Provide advice targeted at developing funding applications to extend existing contracts, as well as career and CV development advice to help FTC researchers looking for the next post, and most importantly – provide time and support specifically allocated to these	Retention of FTC's on permanent contracts	Director of Research ***Dr Ruth Gaunt***	September 2018
			Encourage FTC staff to join the mentor scheme	More FTC's engaged with the mentor scheme	Mentor Coordinator ***Dr Ava Horowitz***	May 2016
		6.2	Actively monitor those on FTC's and make appropriate changes where numbers are not in keeping with national benchmark data	Data analysed and issues identified and actioned	School Administrative Lead ***Mrs Zoe Mead***	September 2016 and annually

Issue	Progress	Action	Outcome	Responsible	Timeline
5. Career Development					
Career support for UG students	• UG's assigned a personal tutor who provides both a academic and pastoral support • Employability is embedded throughout our teaching and we hold a weekly seminar series in which speakers talk about a variety of careers • The LINCOLN AWARD supports, enhances and recognises extra-curricular activities and gives career-specific training • Three day summer "employability bootcamp" given to final year and MSc-Students	**5.5** Invite more professional females to give professional careers talks next year Video recording of talks for online viewing	A greater percentage of females giving careers talks (50%) Talks recorded and available for students to watch online	***Dr Rachel Bromnick***	By September 2017 Talks recorded from January 2017 (Commencement)
		5.6 Collect demographic information about "employability bootcamp" attendees	Data analysed and actions identified if female percentages are low	***Dr Rachel Bromnick***	July 2017
Career support for PG students	• PG students surveyed to ascertain career development needs	**5.7** Set up a monthly seminar series for PG's which provide information on specific careers, networks, opportunities, workshops and career progression	Monthly seminars set up and seminar attendance monitored	Director of Postgraduate Teaching ***Dr Emile van der Zee***	By September 2017

Issue	Progress	Action	Outcome	Responsible	Timeline
6. Organisation and Culture					
Equitable representation on committees		**6.1** Consider a more equitable gender balance and career progression when selecting committee members Encourage more female members of the school to put themselves forward for decision- making committees	A more equitable gender balance of school staff on all committees (at least 40% females)	Head of School ***Prof Tim Hodgson*** and Promotions Screening Committee	By September 2016
Fair Workload Model	• The School of Psychology has its own workload model developed in consultation with the University and UCU to ensure equal workloads. The framework allows the HoS to determine	**6.3** Ensure gender is a standing item for consideration when the workload model is used to allocate administrative tasks, teaching and research hours Reports on gender differences in the work load model will be presented to the Senior Management Group (SMG) on a regular basis	No gender difference in allocation of hours or roles SMG meeting minutes reflect report presentation	Head of School ***Prof Tim Hodgson*** Chairs of PASWG ***Dr Amanda Roberts*** ***Dr Kirsten McKenzie***	By September 2016 and ongoing By September 2016 and ongoing
	• Variation in teaching/ research/ admin hours between different categories of staff, with no gender imbalance in total hours • Co-Chair of PASWG accounted for in the model and tariffed at 122 hours per annum, while membership of PASWG is 44 hours	**6.4** SMG and the Promotions Screening Committee to be mindful of the strategic allocation of roles and workloads to support career progression for women	A more equitable allocation of teaching/ research/ admin roles across genders	Head of School ***Prof Tim Hodgson***	By September 2016 and ongoing

Research seminars		**6.5**	Monitor the gender balance of speakers and hosts to ensure an even distribution	An even balance of speakers and hosts maintained (~50/50)	Seminar Organiser ***Dr Susan Chipchase***	September 2016
		6.6	Stream invited speakers seminars online with the option of live "tweeting" enabling those who would otherwise be unable to attend to join in	All seminars streamed online and "tweets" monitored	Seminar Organiser ***Dr Susan Chipchase***	From December 2016
		6.7	School wide-survey sent out to determine barriers people face when trying to attend seminars	Data analysed and final time agreed	Seminar Organiser ***Dr Susan Chipchase***	September 2016
Inclusive culture	• Majority of social events within the school take place between 10am-3pm to enable those with children and other commitments to attend • Staff encouraged to bring their children to team-building sessions • Semi-formal occasions for students to attend • Appointed Champions of Gender, LGBTQI+ and Parents/ Carers to support and identify	**6.8**	Contact HR and the University Registry to discuss the issues of using legal names in official communications	Formal decision from HR received	Chairs of PASWG ***Dr Amanda Roberts*** ***Dr Kirsten McKenzie***	December 2016

	specific issues with any of those groups • Successfully submitted a request for a gender-neutral bathroom to the "Sarah Swift" planning and development committee				
Issue	**Progress**	**Action**	**Outcome**	**Responsible**	**Timeline**
7. Flexibility and Managing Career Breaks					
Fairness in flexible working	• Academic staff have the option to work flexibly outside of the 'core' working hours during term time • Returners' Research Fund (R^2F) available that provides the opportunity for female staff to gain up to £10k when returning from maternity leave • Provision of a bookable private space for those needing to breastfeed or express breast milk and dedicated baby changing facilities on all floors of the new "Sarah Swift" building	**7.1** Raise the issue of lack of flexible working for support staff with University Management	Formal decision from HR regarding flexible working for support staff	Head of School ***Prof Tim Hodgson***	March 2017

Issue	Progress	Action	Outcome	Responsible	Timeline
8. Other					
Future Directions		**8.1** Continue holding PASWG meetings every 3-4 months to implement action plan, and discuss any issues that may arise during this process	Meetings held every 3-4 months	Chairs of PASWG ***Dr Amanda Roberts & Dr Kirsten McKenzie***	From Jan 2016 and every 3-4 months
		8.3 Updates on progress made via Blackboard, and fed back via Staff Meetings	Athena Swan blackboard group, updated regularly	***Dr Stephen Sharman***	By December 2016
		8.4 Rotate membership bi-annually, as well as rotate the roles within the group annually, with the exception of chair responsibility The Chair responsibility will be reviewed every 3 years	Membership rotated to give equitable responsibility	Chairs of PASWG ***Dr Amanda Roberts & Dr Kirsten McKenzie*** Head of School ***Prof Tim Hodgson***	May 2018 and then bi-annually
Concerns arising from staff and student Survey		**8.2** Further staff survey in 12 months to gauge progress, collect data in the areas required for the application yearly.	Data analysed to identify issues and solutions identified/actioned	Submission Data Analyst ***Dr Frouke Hermens***	June 2017
		8.5 Conduct focus groups with staff members to explore issues further i.e. gender being an issue in staff-staff/ staff-student interactions	Data analysed to identify issues and solutions identified/actioned	***Dr Ruth Gaunt***	December 2017
		8.6 Conduct focus groups with PGT students to explore issues further i.e. knowledge about gender equality and appraisals	Data analysed to identify issues and solutions identified/actioned	Postgraduate student representatives (Roles rotate) and ***Dr David Keatley***	December 2017