

Athena Swan Silver application form for departments

Applicant information

Name of institution	University of Warwick
Name of department	Psychology
Date of current application	March 2022
Level of previous award	Bronze
Date of previous award	November 2016
Contact name	Dr Kate Messenger Dr Michaela Gummerum
Contact email	k.messenger@warwick.ac.uk michaela.gummerum@warwick.ac.uk
Contact telephone	024 761 50557

Section	Words used
An overview of the department and its approach to gender equality	2327 (including HoD letter)
An evaluation of the department's progress and success	2832 words
An assessment of the department's gender equality context	2827 words
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	7986 words

*These sections and appendices should not contain any commentary contributing to the overall word limit

Overall word limit: 8000 words

Table of Contents

Applicant information	1
Section 1: An overview of the department and its approach to gender equality	3
1. Letter of endorsement from the head of the department.....	3
2. Description of the department	5
3. Governance and recognition of equality, diversity and inclusion work	6
5. Athena Swan self-assessment process	9
Section 2: An evaluation of the department’s progress and success	19
1. Evaluating progress against the previous action plan	19
2. Evaluating success against department’s key priorities	32
Section 3: An assessment of the department’s gender equality context	40
1. Culture, inclusion and belonging	40
2. Key priorities for future action	58
Section 4: Future action plan	60
1. Action plan	60
Appendix 1: Culture survey data	67
1. Scope of Survey	74
a) Gender Split	74
b) Caring responsibilities Split.....	75
2. During Lockdown.....	75
a) Effect on activities split by gender	75
b) Effect on activities split by caring responsibilities	75
c) Effect on activities from all respondents	76
d) What could the Department do to address these issues?.....	76
3. Anticipated future effects	77
a) Effect on activities split by gender	77
b) Effect on activities split by caring responsibilities	77
c) Effect on activities from all respondents	77
d) What could the Department do to address these issues?.....	78
e) Are you confident to raise issues?	78
f) Staff expectations	78
g) Personal concerns.....	79
h) Long term effects including career	79
Appendix 2: Data tables	80
Appendix 3: Glossary	94

Section 1: An overview of the department and its approach to gender equality

1. Letter of endorsement from the head of the department



31 May 2022

Dear Athena Swan Panel

I am delighted to submit our application for an Athena Swan (AS) Silver Award in my capacity as the Head of the Department of Psychology at the University of Warwick [REDACTED], I am well aware of the barriers, challenges, and inequalities that many women face throughout their education and in the workplace. Thus, embedding Athena Swan principles into our culture is for me a personal priority. Although always a keen supporter, my work on Athena Swan largely began in 2019 in my then role as Deputy Head of Department. With colleagues, I focused on several key priority areas including:

- Establishing and contributing to a much larger and more inclusive Athena Swan Working Group (ASWG).
- Encouraging and enabling greater commitment from senior management to Athena Swan principles.
- Increasing the visibility of and embedding Athena Swan principles more broadly throughout the department's activities.
- Addressing gender imbalances and barriers to promotion via enhanced support and guidance for applicants.
- Providing greater support, opportunities and encouragement for female leadership development and training.
- Establishing core hours for meetings and activities to allow greater family- and carer-friendly flexibility in working practices.

As detailed in the application, although we still have some work to do, we have made tremendous progress in these and related areas over the past few years. For example, we now have the largest and most diverse ASWG that we have ever had, comprising over 20% of our permanent members of staff. This means that our committees typically have at least one member with AS expertise and AS and EDI issues are now standing items on most meeting agendas. This increase in size, presence and capacity has allowed many new AS activities to be developed including, for example, comprehensive surveys and focus groups to uncover gender-related issues. It has also allowed us to broaden our scope with, for

example, the establishment of a 'task force on racial equality' led by a senior professor and director of one of our research groups. Work on recruitment and promotion activities was designed to encourage a more diverse range of applications and provide greater career support. For example, I initiated a new department shadowing scheme that allows members of staff to shadow colleagues who have more senior roles in order to gain leadership experience and expertise across a range of areas. I have also committed and will continue to provide substantial financial support to allow our female staff (four this year) to complete Advance HE's Aurora Programme (a female leadership development initiative). I also established new deputy roles to allow more development and progression opportunities for those on fractional contracts. Notably, we have significantly increased the number of female professors since the last submission reducing the gender imbalance at senior levels. Our increased Athena Swan focus has also led to changes beyond the department. For example, perhaps one of our greatest achievements was to campaign for and obtain maternity pay rights for university-funded PhD students. This was a high visibility team effort, fully backed by management support and resulted in change at the institutional level.

Looking forward, Heads of Department and Senior Management play a huge role in supporting and contributing directly to Athena Swan, but of course the people in those roles also change over time. However, I am confident that our Athena Swan activities are now so well integrated, resourced and of sufficient scale that they will continue well beyond my term as Head of Department. In closing, I hope that I have succeeded in giving you a sense of my personal commitment to the application of Athena Swan principles and that you find our application reflects the efforts and achievements of our department in this domain.

Yours faithfully



Professor Derrick Watson
Head of Department

Professor Derrick Watson
Head of Psychology
Department of Psychology
University of Warwick
Coventry CV4 7AL UK
d.g.watson@warwick.ac.uk
www.warwick.ac.uk/psychology

2. Description of the department

- Compared to other UK Psychology departments, we are a small-size department, part of the Faculty of Science, Engineering and Medicine (FSEM), with 30 teaching-and-research (T&R) staff, 7 teaching-focused (TF) staff, 11 professional, technical and operational (PTO) staff, 15 Researchers, 550 UG, 78 PGT, and 69 PGR students.
- The department is housed in a single location on the University of Warwick campus in Coventry.
- Since our 2016 submission, the department has expanded in terms of staff (35% increase), UG (35%), PGT (40%), and PGR (25%) students.

Teaching

- We offer BSc Psychology, Psychology with Linguistics (since 2017), and Psychology with Education Studies (since 2018).
- Taught PG courses include MSc Clinical Applications of Psychology, Psychological Research, Behavioural and Data Science (co-taught with Department of Computer Science and Centre for Interdisciplinary Methodologies), and Behavioural and Economic Science (co-taught with Department of Economics and Warwick Business School).
- With Coventry University, the department offers a Clinical Psychology Doctorate programme.
- Our students are diverse:
 - International students: 24% UG, 72% PGT, 22% PGR
 - BME students: 46% UG, 76% PGT, 41% PGR
 - Declaring disability: 18% UG, 15% PGT and 15% PGR
- Undergraduate courses are managed by a team of 9 (8F) academic and professional staff. Postgraduate courses are managed by a team of 7 (4F) academic and professional staff.

Research

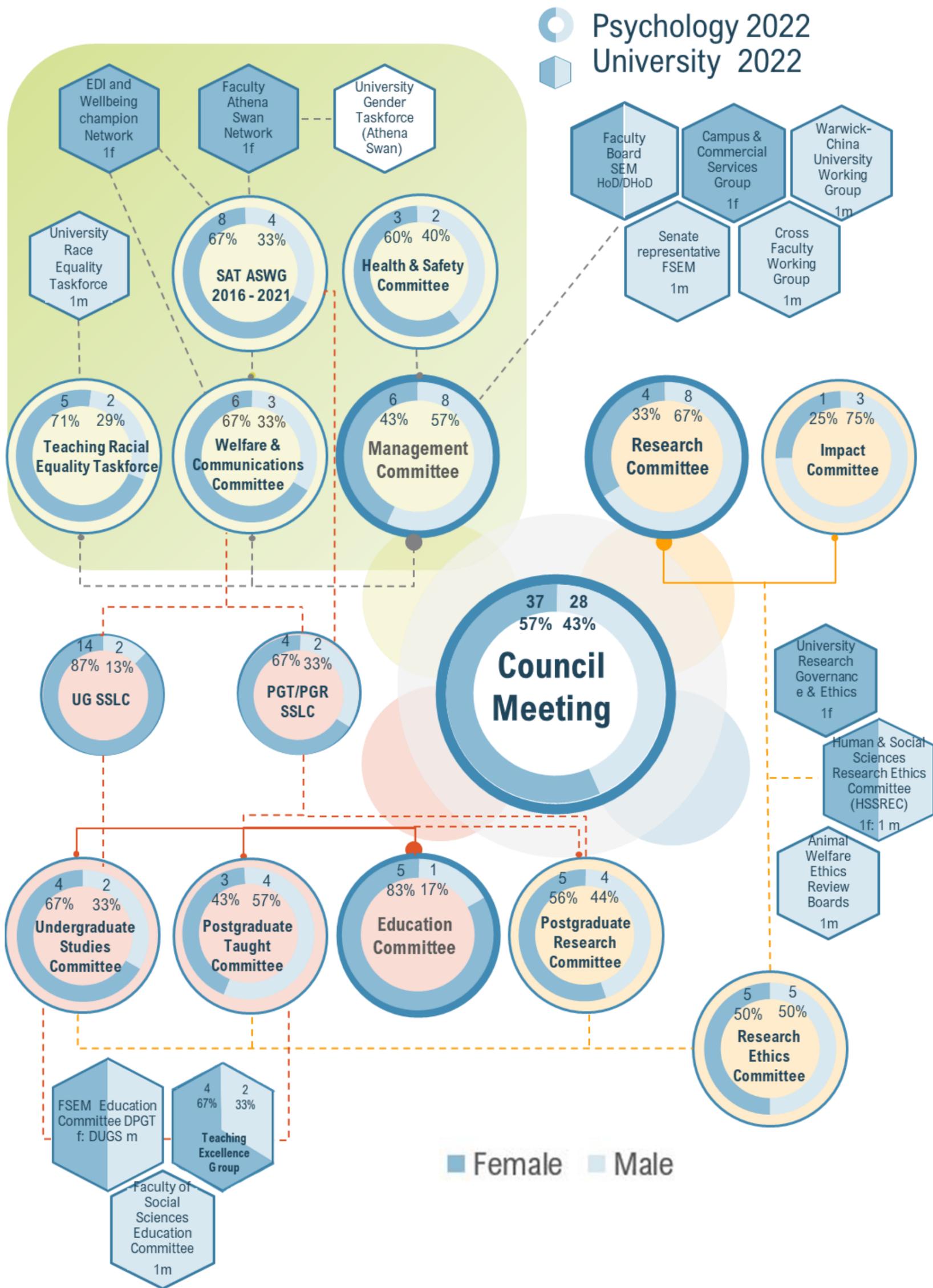
- Based on the REF2014, the department was ranked 15th among UK Psychology units.
- Research in the department is organized in three research groups (Behavioural Science, Language and Learning, Lifespan Health and Wellbeing). Three male Professors chair these groups.
- Research is led by Directors of Research (1M, 1F (deputy))

3. Governance and recognition of equality, diversity and inclusion work

Figure 1 shows the department's committees and how they feed into University-level committees.

- There are three Committees where department decisions are discussed and made:
 - Management Committee
 - Research Committee
 - Education Committee
- Termly Council Meetings include all staff and student representatives. Decisions are discussed and communicated.
- Three committees cover different aspects of the department's EDI work; all have standing items on Council meeting agendas:
 - WACC (since 2015) makes recommendations to the Management Committee regarding well-being of staff and EDI to implement new actions.
 - ASWG (since 2019) implements AS Action Plan with support of WACC and Management Committee. One ASWG Chair (F) brought experience from a previous institution and one ASWG Chair (F) is the department EDI representative.
 - Teaching Racial Equality Committee (since 2021) discusses issues of race with staff and student representatives and reports to Management Committee.
- University initiatives are communicated by our EDI representative (F) who is a member of the University EDI and AS Networks.
- ASWG Chairs compile annual reports of good practice which are shared with FSEM.

Figure 1: Department of Psychology key management and Committee structures with membership shown by numbers and % of female/male. Positions on related University Committees shown by gender.



EDI work is allocated by invitation or self-nomination whilst ensuring all levels of seniority are represented. This does mean there is often a female bias, but there is good male representation at all levels.

- EDI work is officially recognized and rewarded in the departmental WLM:
 - WACC (12 hours/year, Chair)
 - ASWG (150 hours/year for Chairs; 12 hours/year for members)
 - EDI Representative (20 hours/year)
 - Teaching Race Equality Chair (15 hours [REDACTED])
- The University promotion criteria for academic staff explicitly reward EDI and AS work (Appendix 2, Figure 4)
- The departmental criteria for awarding Study Leave also formally recognize EDI and AS as indicators of collegiality. Two WACC members [REDACTED] had Study Leave in 2018 and [REDACTED] in 2019.

4. Development, evaluation and effectiveness of policies

- Most policies are generated at the university-level (e.g. flexible working, maternity, carer's leave, bullying and harassment, dignity, fair selection and recruitment, annual review and development, teaching and marking regulations).
 - Policies are disseminated via internal communications, e.g. email, Council meetings, Newsletters, MS Teams groups.
 - Feedback is mostly collected via SSLCs and department surveys which consider data by gender and grade.
 - Feedback may be communicated back to University-level through relevant committees (HoD or Faculty forums, Doctoral College, Figure 1)
- The department implements University EDI policies but also devises additional local policies (e.g., for study leave, promotion, probation, teaching practices, what makes a PhD thesis, parental leave processes) on top of general ones, in line with local EDI needs.
 - For example, [REDACTED] offering PDRs to GTAs to support career progression; department supported not implementing extended probationary criteria for probation as not to change the goalposts for staff on probation.

- Policies are typically discussed in the relevant department committees (e.g. Management, Education, Research committees, UG or PG SSLC) prior to implementation.
- Because of the broad-ranging membership of the ASWG, all committees are attended by a member of the ASWG ensuring that a representative can raise issues of gender and other equality posed by a policy.
- Feedback is collected via department committees and communicated via Council Meetings.
- Increasingly, feedback is collected via staff surveys and focus groups.
- New policies are also generated in the department and implemented based on discussions and feedback from departmental committees.
 - Based on feedback from the Psychology PGR SSLC, paid maternity leave for all University-sponsored PGR students was implemented across the University.

5. Athena Swan self-assessment process

Overview of the self-assessment team:

- The SAT was formed for our 2016 submission complementing the activities of WACC. Its membership was broadened in 2019 (and renamed ASWG).
- Membership of ASWG has changed since then due to parental leave, changes in roles, end of contract, or graduation.
- Current members were recruited either through self-nomination or by approaching specific staff members to make the ASWG representative of the department in terms of gender, staff type, role, and grade.
- The ASWG includes representatives from the student (PGT, PGR) and researcher communities, teaching-focused and teaching and research staff on different grades, and professional and technical services. UG students' views are represented through WACC, which invites UG SSLC representatives.
- Members of the ASWG fulfil other important administrative roles in the department and University (e.g., EDI representative, WACC Chair, Undergraduate Programmes, PGR lead, Health and Safety, HoD) thereby embedding gender equality actions in the organizational structures of the department and University.
- Until 2020 when a University EDI restructuring took place, the ASWG was also supported by a member of the University EDI team. Now a University network of departmental AS representatives provides external support.
- **Tables 1 and 2** give an overview of the ASWG.

<p>Dr Michaela Gummerum</p> 	F	2019 - present	Associate Professor	Co-Chair ASWG Chair: WACC Member: ASPoN, Midlands Athena SWAN Network	Joined department in 2019; [REDACTED].	Data, Website	PGR
<p>Professor Derrick Watson</p> 	M	2019 - present	Head of Department	Member: Research Committee, Board of the Faculty of Science, Engineering and Medicine, H&S committee, Warwick Leaders Forum, Impact Committee, TEF Committee, ASWG, Senate, University Widening Participation Committee Contributor to 'How Warwick Works – Shadowing & Development Scheme'	[REDACTED]	Promotions	
<p>Catherine Johnstone</p> 	F	2019 - present	PA to HoD and local HR contact	Secretary: Council meeting, WACC, ASWG	HR: GTA recruitment, induction, publicity, PDRs, probation, promotion. [REDACTED].	Data, Website	PTO
<p>Linda Wilson</p>	F	2019 - present	IT Manager	Chair: Health and Safety Committee; Member: WACC, ASWG Support Staff promotions mentor Safeguarding Officer Bullying, Harassment, Dignity at Work Departmental Mentor	[REDACTED].	Website	PTO

<p>Dr Adrian von Mühlennen</p> 	M	2019 - present	Director of Undergraduate Studies	Chair: UGSC BPS representative Member: ASWG, Education Committee, Exams Secretary, FSEM Education Committee, Management Group, TEF Committee	[Redacted]	Data	UG
<p>Dr Gemma Gray</p> 	F	2019 - present	Teaching Fellow Promoted to Senior Teaching Fellow in 2021, Deputy DSEP 2021/22	Plagiarism Officer SSLC Single Honours Rep Global Sustainable Development joint degree tutor UG teaching Member: ASWG	[Redacted]	Maternity	
<p>Dr Michelle McGillion</p> 	F	2019 – 2020	Assistant Professor	Member: ASWG, HSSREC Psychology with Education course convener UG teaching	[Redacted]	Researchers	Promotions
<p>Dr Kirsty Lee</p> 	F	2020 - present	Assistant Professor	Course Director: new MSc Mental Health, Member: ASWG	[Redacted]	Promotions	
<p>Emily Biggs</p> 	F	2019 – 2021	Academic Programmes Manager	Member: UGSC, PGSC (T&R), Education Committee, TEF Committee, WACC, ASWG	[Redacted]	PTO	

<p>Dr Lukasz Walasek</p> 	M	2019 - present	Assistant Professor Promoted to Associate Professor in 2020	Member: ASWG PGT teaching	Deputy PI on Midlands Engine project (improving mental health in industry); [REDACTED] whilst on ASWG.	Data, Promotions
<p>Professor Anu Realo</p> 	F	2019 - present	Director of Graduate Studies (Research)	Chair: PGRSC Member: ASWG, TEF Committee, Study leave Committee	Promoted to Professor whilst on ASWG; [REDACTED].	PGR Researchers
<p>Dr Joakim Sundh</p> 	M	2019 - 2021	Research Fellow	Member: ASWG	Research fellow on two-year contract. [REDACTED].	Researchers
<p>Dr Alice Mason</p> 	F	2021 - present	Research Fellow	Member: ASWG	Leverhulme Early Year Career Fellow.	Researchers
<p>Dr Kristy Themelis</p> 	F	2021 - present	Research Fellow	Member: ASWG	Relocated to the UK [REDACTED].	Researchers
<p>Dr Marta Wesierska</p> 	F	2021 - present	Research Fellow	Member: ASWG	Postdoctoral Research Fellow on a project about bilingualism. [REDACTED].	Researchers

Table 2 Postgraduate members by course, level of study and gender (1 year term)

Year	Postgraduate Taught	Gender	Post graduate Research	Gender
19/20	Prisca Han (Msc BES)	F	Marion Coumel (PG SSLC Chair, Assoc Tutor)	F
			Sara Morales Izquierdo (PG SSLC Secretary, Assoc Tutor)	F
20/21	Jonatan Beun (MSc BES)	M	Janelle Kolas (PG SSLC Secretary)	F
	Alice Cassani (MSc Clinical Applications of Psychology)	F	Noorin Rodenhurst (PG SSLC Chair, PGR Focus Group, GTA)	F
21/22	<i>None recruited due to focus on application.</i>		Agne Raneberg (PG SSLC Chair, GTA)	F
			Zhihong Huang (PG SSLC Secretary, GTA)	M

Data informing the application and consultation with stakeholders:

- Student and staff data are from the University
- Benchmarking data are from HESA HeidiPlus
- Recruitment and promotions data come from University HR

Consultations for measuring success/impact of actions and devising the new AP took the following forms:

- March 2020: Focus group with 6 staff members who had recently returned from parental leave. Session focused on experiences with parental leave provision as well as suggestions for future actions. Other planned focus groups were cancelled due to COVID-19 lockdown.
- Progress review surveys targeting professional-services staff (February 2020), academic staff (April 2020), and PGR students (April 2020) focusing on key AS issues and containing both quantitative and qualitative responses. Response rates (by gender) can be found in **Table 3**.
- August 2020: Survey targeting all staff members and PGR students regarding the impact of COVID-19 lockdown.
- June 2021: Survey targeting research and teaching staff focusing on key AS actions and outcomes, and containing both quantitative and qualitative responses.
- As recommended by the Transformed UK AS Charter, Culture Surveys were conducted targeting PTO staff (November 2021), PGR students (November 2021), TF and T&R staff (November 2021), and Researchers (December 2021).

Table 3: Surveys conducted by ASWG 2020 – present with participant uptake split by gender. Job families: PTO (Professional, Technical, Operational), TR (Teaching (and Research)), R (Researchers), PGR (Postgraduate Research)

Survey	Job family	Date	Population (% uptake)	Participated	Respondents			
					Female	Male	Non-binary/other	Prefer not to say
2020								
Progress review	PTO	Feb	91% (11)	10				
Progress review	TR	Apr	86% (36)	31				
Progress review	R	Apr	33% (18)	6				
Progress review	PGR	Apr	40% (40)	16				
COVID-19 survey	TR	Aug	75% (61)	46				
COVID-19 survey	PTO	Aug	91% (11)	10				
2021								
How Did We Do	TR	Jun	53% (38)	20				
Culture survey	PTO	Nov	73% (11)	8				
Culture survey	PGR	Nov	32% (47))	15				
Culture survey	R	Dec	42% (12)	5				
Culture survey (CORE questions only)	TR	Nov	61% (38)	23				

Response to feedback on previous application.

- Following panel feedback on our previous application (reward received in November 2016), the ASWG focused on the following areas for improvement:
- Improving fairness and transparency in the promotion process was a major focus. The actions proposed in the previous AP as well as additional ones suggested by our surveys led to significant success.
- The implementation of the department’s new WLM including gender aimed to increase transparency and fairness of workload allocations.
- Another aim was to introduce a culture encouraging improved work/life balance.
- Following workshops and webinars by ASPoN and Advance HE, we endeavoured to create SMARTer actions including more numerical outcomes.

Plans for the next 5 years

- While the ASWG is formally embedded in the department's organization structure, communications, and WLM, one challenge is to continue this positive momentum between applications by ensuring appropriate support and workload allocation.

ISSUE/CHALLENGE	AIMS	PROPOSED ACTIONS	SUCCESS MEASURES/OUTCOMES
AP 5.4			
At the moment, one PTO staff supports the AS application and ASWG, but this role is not officially recognized and requires more time than available.	To establish a project manager position for the ASWG, filled by a member of PTO with responsibility and properly allocated time to support the ASWG work year round.	(1) Consult with HoD and other Warwick Departments to establish best practice for creating such a role. (2) To recruit for and appoint a member of staff with project management responsibility for ASWG.	(1) Member of staff with allocated time and responsibility for ASWG project management in place in 2024.
AP 5.2			
Work on equality and diversity in the department is not sufficiently rewarded. ASWG members only receive 12 hours on the Departmental WLM which equates to meeting hours but they contribute to activities outside of meetings.	Increase ASWG member WLM contribution to ensure EDI is appropriately recognized and rewarded in WLM.	(1) Review ASWG workload each academic year	(1) Accurate recognition of EDI work. (2) Agreement from at least 75% staff that EDI work is recognised in workload allocations on 2027 Culture survey

- We plan to ensure continuity by specifying the terms of reference for the ASWG as well as required representation of different staff and student groups.

ISSUE/CHALLENGE AP 5.5	AIMS	PROPOSED ACTIONS	SUCCESS MEASURES/OUTCOMES
Staff and culture surveys indicated good awareness of AS principles and perceived progress with how gender equality is tackled in the department. However, many of the initiatives are practice rather than policy. It is important to ensure the continuity, representativeness, and succession planning of the ASWG.	<p>To continue positive momentum of current ASWG.</p> <p>To ensure succession planning so that momentum is not lost.</p> <p>To formalize initiatives so that they become sustainable.</p>	<p>(1) Devise clear terms of reference and membership criteria for ASWG.</p> <p>(2) Devise clear terms of reference and membership criteria for other Departmental committees and panels.</p> <p>(3) Create Evidence log of activities for monitoring actions and to inform future applications.</p> <p>(4) Make a yearly budget of £5000 available to support AS actions.</p>	<p>(1) A clear set of terms for the ASWG so that staff are familiar with them, published and publicly available by the end 2022.</p> <p>(2) All departmental committees have terms of reference and membership criteria by 2024.</p> <p>(3) Establish Evidence log for future submissions April 2022.</p>

- While we have made great efforts to have members from different staff types, grades, genders, roles, as well as different student groups, we strive to make the ASWG more representative of the Psychology staff and student community. This aligns with our future AP's focus on intersectionality and representation of traditionally under-represented groups.

ISSUE/CHALLENGE AP 5.6	AIMS	PROPOSED ACTIONS	SUCCESS MEASURES/OUTCOMES
The ASWG membership is diverse in terms of gender and department roles represented but not in terms of intersectional characteristics, which means that discussion of intersectional inequalities has not been part of the ASWG remit so far.	To diversify the membership to address intersectional inequalities in terms of race, LGBTQIA+, and disability status	(1) Approach students and staff with a view to representing intersectional inequalities in terms of race, LGBTQIA+, and disability status	<p>(1) Target for end 2023: Three ASWG members who represent intersectional inequalities in terms of race, LGBTQIA+, and disability status.</p> <p>(2) Target for end of 2023: Three ASWG student members who represent intersectional inequalities in terms of race, LGBTQIA+, and disability status.</p>

- After submission, we will continue to hold bi-monthly ASWG meetings. Subgroups should meet minimally once a term.
- We will continue to share data, applications, and the APs electronically with ASWG members.
- A yearly budget of £5000 will be made available to support AS activities.

ISSUE/CHALLENGE AP 5.5	AIMS	PROPOSED ACTIONS	SUCCESS MEASURES/OUTCOMES
<p>Staff and culture surveys indicated good awareness of AS principles and perceived progress with how gender equality is tackled in the department. However, many of the initiatives are practice rather than policy. It is important to ensure the continuity, representativeness, and succession planning of the ASWG.</p>	<p>To continue positive momentum of current ASWG.</p> <p>To ensure succession planning so that momentum is not lost.</p> <p>To formalize initiatives so that they become sustainable.</p>	<p>(1) Devise clear terms of reference and membership criteria for ASWG.</p> <p>(2) Devise clear terms of reference and membership criteria for other Departmental committees and panels.</p> <p>(3) Create Evidence log of activities for monitoring actions and to inform future applications.</p> <p>(4) Make a yearly budget of £5000 available to support AS actions.</p>	<p>(1) A clear set of terms for the ASWG so that staff are familiar with them, published and publicly available by the end 2022.</p> <p>(2) All departmental committees have terms of reference and membership criteria by 2024.</p> <p>(3) Establish Evidence log for future submissions April 2022.</p>

Section 2: An evaluation of the department's progress and success

1. Evaluating progress against the previous action plan

Table 4 shows the RAG-rated 2016-2021 Action Plan.

- Actions were initially implemented by the WACC (2016–2019). Since 2019 they are implemented by the ASWG and sub-groups.
- The ASWG reviews outcomes and formulates new actions and priority areas based on these evaluations (see Section 1.5).
- Some barriers to the implementation of actions and meeting of success measures have been:
 - Initially, a small committee (WACC, 2016) met too infrequently and lacked capacity to implement actions and monitor progress.
 - Very broad-ranging actions – some were too ambitious or beyond the scope of the department.
 - Now noted as barriers on the RAG-rated 2016 AP with new SMART actions where appropriate.
 - Some actions were not well-formulated to achieve measurable success – they lacked baseline data and clear aims or targets.
 - The COVID-19 pandemic inevitably posed challenges to working practices, time and availability of staff, implementing actions, and people's capacity to respond to consultations.
- Responses to barriers and challenges:
 - Establishing ASWG in 2019 with a larger number of representatives from across the department with bi-monthly meetings to focus on AS work.
 - Establishing sub-groups focusing on priority areas (e.g. promotions, maternity, PGR development) to implement actions.
 - Some actions re-defined or re-focused on more achievable goals (see "Extended Actions and Changes to Actions implemented 2020").
 - An extended AP, based on 2020 staff satisfaction survey, was devised for the extension granted due to the COVID-19 pandemic.
- Red-rated actions, typically those that went beyond the reach of the department in scope or feasibility, were:
 - Those deemed not possible to implement (1.1, 1.3, 2.5, 3.6, 3.7);
 - Those for which there was no resource to implement the action (6.2, 6.4, 8.1, 8.2);
 - Actions completed under other departmental remits (4.3);
 - Actions that were explored but not implemented (3.3, 7.5);
 - Actions affected by COVID-19 (2.3b, 5.1);

- Amber-rated actions include:
 - Actions that are in progress (2.1, 2.6, 4.1, 6.1, 6.3);
 - The extended AP (2.6a, 2.11).
- A key learning point has been to focus actions on areas where change is achievable, measurable and lasting.
 - Focus on department-level improvements rather than national (UG male representation, 6.3/6.4).
 - Move on from short-term fixes to more long-term, embedded practices that create lasting change.
- Another key learning point has been to improve our ways of working:
 - Collect better baseline data across all areas.
 - Divide labour by broadening the membership of ASWG and calling on other relevant department expertise.
 - Liaise with networks and organizations (e.g., ASPoN, Midlands AS Network, Advance HE workshops) for support and good practices.
- These were applied as following:
 - Deciding on priority areas based on current data (done 2021).
 - Generating 'SMART' actions, focused on priority areas.
 - Continuing to regularly collect data and evaluate progress of actions.
 - Considering ways to make lasting changes, in collaboration with other departments at Warwick and beyond.

Table 4: Psychology RAG rated Action Plan 2016 – 2021

Action Plan: Department of Psychology, University of Warwick 2016 - 2021

RAG rating	
RED	No progress made. Never undertaken, permanently discontinued, further work on revised approach
AMBER	Partial progress. eg Begun but incomplete, impacts not as desired, further work to get impact.
GREEN	Good progress was made on this action, for eg completed with outcomes or impacts, no further work needed

1 Recruitment of Academics to Senior Posts										
#	ISSUE/CHALLENGE	AIM	PROPOSED ACTIONS	WHO	TIMESCALE	BARRIERS	CHANGES TO ACTION	SUCCESS MEASURES OUTCOMES	RAG RATING 1st Assessment: 20-11-19	RAG RATING 1st Assessment: 26-5-20
1.1	Low number of women at senior/professorial level.	Improve representation at senior level, particularly Professorial.	i Convene Departmental Search Committee to identify potential female candidates for senior role recruitment. ii Add credit for search committee to WLM.	Head of Department (RG)	1-Apr-17	Considered in 2019. HR recruitment guidance in 2018 confirmed Policy doesn't allow for searches based on gender.	i Send professorial posts to academics to encourage suitable applicants. ii Post promoted through Assoc Heads of Psychology Dept (AHPD) network.	iii Evidence that Professorial post was widely promoted. iv Monitor number of female applicants to post to examine gender balance.	Progress: One Professorial post advertised (2018) in period (1.1.i and ii). Promoted by staff and through AHPD. (1.1.ii) Applicants: Gender balance: 49% F/M split *9F, 9M, 2PND. No appointment made. Focus to address Professorial gender imbalance changed in internal promotion AP2.6, and extended action 2.6a/b	
1.2	Website doesn't convey the diversity of the department to potential staff applicants.	Review research pages seen by potential applicants to ensure they give a fair representation of the Department.	i Review Research Group Webpages in consultation with Research Group heads. ii Report to WACC. iii Make changes as advised. iv Survey new starters about impressions of Department from revised webpages.	Research Group heads (GB, DWo, SK), IT Manager (LW)	Jul-2017 Revised timescale - implemented 2020, assessed July 2021.	Delay in timescale due to resources, but actioned in 2020.		Staff survey 2021 agrees that changes to website mean that it better reflects better the diversity of the department.	No progress made. Further work.	Progress: 2020 Research page banners updated. eg Behavioural Science 70% m, but 66% females on banner. 
1.3	Discrepancy between female applicants and proportion shortlisted/appointed.	Consider gender blind practices in recruitment.	Investigate possible solutions to gender blind recruitment.	WACC Chair (EBI)	Considered 10-10-16	Not Achievable			Progress: WACC considered issue 10/10/16. However, gender-blinding applications is a problematic practice (i.e. it will be obvious that an applicant is a woman, where there is a CV gap attributable to parental leave, and it is important to take into account such periods when considering progress). Agreed the existing arrangement the best compromise. NO FURTHER ACTION	
1.4	Poor rate of attracting female applicants to senior recruitment. Data from 2012-2016 showed uneven applications by gender (see Appendix 2 Table 7b).	To increase female job applicants to Senior posts.	i DA to produce a report to WACC and Management Committee. ii EDI representative to liaise with HR to formulate good protocol. iii Protocol implemented.	Department Administrator (SMc) WACC Chair (EBI)	July 2018. Reviewed November 2019	Decision to concentrate resources to improving future adverts rather than a retrospective exercise.	i Application data monitored to look at rates of application, shortlisting and appointments at senior level. ii Ensure future advertisements meet best practice by: - rewriting diversity and inclusion statement - using gender decoding adverts iii Gender decode all adverts	iv Aim to increase number of applications at FA7/8 where % of F applicants >50% v Survey new starters on views on advertisements	Progress: (1.4.ii) EDI representative wrote new inclusive statement based on HR guidance and good practice for all Psychology Adverts	Progress: (1.4.iii) Gender decoder used for 2021 recruitment of 3 Asst/Assoc Professor posts. http://gender-decoder.katmatfield.com/ Verdict: "This job ad uses more words that are subtly coded as feminine than words that are subtly coded as masculine. Research suggests this will only have a slight effect on how appealing the job is to men, and will encourage women applicants." Success: (1.4.v) 2021 ATR Survey (including new starters): 7F, 9M, 3other/PND 100% thought job and PhD adverts gave a fair representation of the department and recognise our commitment to equality.

2 Support for career advancement for existing members of staff

#	ISSUE/CHALLENGE	AIM	PROPOSED ACTIONS	WHO	TIMESCALE	BARRIERS	CHANGES TO ACTION	SUCCESS MEASURES	RAG RATING 1st Assessment: 20-11-19	RAG RATING 1st Assessment: 26-5-20	RAG RATING Final assessment: 12-7-21
2.1	PULSE Survey 2015/16 identified promotion as a particularly problematic area of institutional practice. Numbers of academics applying for promotion is low.	Identification of potential academic colleagues eligible for promotion who, with support are likely to be able to make an effective case for advancement.	i Identify colleagues eligible for promotion. ii Consider breadth of activities that may improve promotion cases. iii Communicate to Senior staff to focus on promotions during Development and Performance Review round.	Head of Department (RG/DGW) Promotion mentors (EM/JT) All senior staff conducting reviews.	Commence March 2017, ongoing at Annual reviews	PDRs suspended for 2020 due to Covid and light touch in 2021.	Due to the PDR process not being a suitable channel for encouraging promotions an extended action was implemented 2020.	i Benchmark: PULSE 2016 15% think University promotion procedures are transparent; 18% think promotion procedures fair. ii PULSE surveys provide evidence increase in numbers of staff feeling able to apply for promotion.	Progress: (2.1) PULSE 2018 36% think University promotion procedures fair. <i>Further actions pursued under 2.6a/b</i>	Progress: (2.1) PULSE 2020 43% (F), 54% (M) think University promotion procedures are fair.	
2.2	Early career and female academics are not applying for grants. Between 2013-2016 no early career and/or female academics applied for grants.	Encourage Early career and female staff to apply for grants to promote career prospects in to the pipeline.	i Include research staff in Departmental Research Away Days where good practice relating to grant applications is shared. ii Launch buddying scheme.	Director of Research (SK)	1-Oct-16	March 2020 Research Away Day Cancelled due to Covid restrictions.		iii Monitor attendance at Research Away days. iv Analyse grant applications data and look for increase in female and early career applications. v use of buddy scheme and good satisfaction with it.	Further action: Large grants club introduced in 2018 by female academic to provide forum to share tips from successful grant winners and discuss potential collaborations.	Further action: (2.2) Grant writing Days introduced 2019 (scheduled for Department to allow research-focused academics to concentrate on Grant applications) Success: 2020 Researcher Survey 100% ██████ gave positive rating of support for grant applications	Progress: (2.2ii) 2F, 2M Researchers attended 2021 Research Away Day (optional). Success: (2.2iv) In 2020/21 1F researcher applied for an external grant for the 1st time and ██████ put in bid for internal grants. (2.2ii) The Grant Buddy scheme assigns a fellow academic to provide feedback on applications. 2021 Researcher Culture Survey Survey - 1F, 1M had used a grant buddy.
2.3	Promotion was flagged in the 2015/16 PULSE survey as an institutional concern for PTO staff.	Evaluate advancement and success rates for PTO staff.	i Collate data on engagement in training activities by gender/seniority. ii Use PDRs to create individual career progression plans. iii Create Career progression page for website highlighting career routes for PTO staff.	FA6/7 PTO line-managers KAVSMc	Start Oct-17, end Oct-19	PDRs suspended for 2020 due to Covid and light touch in 2021. Workload pressures caused by Covid-changes have reduced training opportunities for PTO staff (no Away Days).	2020 review. APM commented on lack of appropriate training courses for PTO staff. AP2.3a added as extended action.	iii Evidence of PTO staff attending non-mandatory training courses. iv Courses attended equip staff to apply for more senior roles. v Evidence of PTO staff achieving progression	Progress: (2.3) APM encouraged team attendance on courses eg excel Specific events: - July 2017 Team Building 6F, 1M - July 2018 External trainer - personality types 6F - November 2018 365 Training course for all support staff (6F, 1M attended)	Progress: (2.3iii) Career Development Page created for Professional and support staff July 2020 (used by 6 staff) Support staff team building 2020 (6F) ██████ Support Staff Team Building Success: (2.3v) 3 (F) staff (27%) out of 11 support staff were promoted between 2016 – 2021 with applications supported by the Academic Programmes Manager, Department Administrator and Head of Department.	Progress: (2.3ii) 1F attended Racial Equality Awareness training to support new development role minuting Race Equality Task Force. Success: (2.3v) 1F (FA5 on secondment as FA6 maternity cover) released for 5 days to do Leadership Essentials Course. Participation enhanced application for a further successful application for another FA6 secondment. "I applied for the FA6 secondment in Psychology to gain management experience. Derrick's support in releasing me for the Leadership Essentials course has enabled me to back up practical experience with theoretical knowledge which will enable me to apply for more senior roles in the future. I really appreciated the support for my development for a career beyond the Psychology department."
2.3a	Type of course and information about availability of training courses has been flagged as a problem by APM at WACC.	Responses to PULSE Survey 2018 revealed 67% satisfaction in having the opportunity for personal growth. Staff Survey 2020 indicated not all PTO staff were aware of training available.	i Publicise relevant courses to targeted groups of staff (eg Support staff Team channel). ii Create one-stop-shop for PTO training iii Organisational Development section in weekly Bulletin.	PA to HoD (C.J)	Oct-20 Nov-21			iv 2021 PTO Survey 2021 reveals > 75% satisfaction with promotion of training	Progress: (2.3aii) Data reveal webpage to allow staff to keep track of self-reported training completion records held by the Department created 2018. - Training page with one-stop links to all training courses (including EDI) created.		Progress: (2.3aii) New weekly (term-time) electronic bulletin for all staff promoting training opportunities. Success: (2.3iv) 2021 PTO Culture Survey 75% ██████ found training information posted on Support staff Team very useful/useful. 88% ██████ found the Weekly Bulletin very useful. 71% ██████ more likely to undertake training than in 2016. (2.3ii) 2021 ATR survey "I find this training page extremely useful as the number of required training has increased over the years, and it is tricky to find links to the training. It is nice to have a one-stop solution." ██████

#	ISSUE/CHALLENGE	AIM	PROPOSED ACTIONS	WHO	TIMESCALE	BARRIERS	CHANGES TO ACTION	SUCCESS MEASURES	RAG RATING 1st Assessment: 20-11-19	RAG RATING 1st Assessment: 26-5-20	RAG RATING Final assessment: 12-7-21
2.3b	Responses to Staff Survey 2020 indicated that staff feel that the PDR process is not helpful or productive. (5F 44%, 3M 50% dissatisfied) PDR uptake among PTO staff 2019 8/11 72%	Review PDR process for PTO staff in consultation with staff to improve its usefulness.	i Run training session around getting the most out of PDRs with external trainer. ii Implement revamped PDR process when launched by University. iii Have a mini feedback survey following 1st of new PDRs to establish baseline evaluation of process. iv Line-managers to evaluate feedback and devise actions to improve usefulness.	APM, PA to HoD	2021 - 2022	Capacity issues caused by dealing with Covid-19 teaching impacts and postponement of PDRs in 2020 and change to informal in 2021 mean that this action has not been pursued.	Move to 2022 -27 Action Plan	i Surveys indicate greater uptake and appreciation of PDRs (>72% 2019)			No progress. Further action under 2022-27 Action Plan
2.4	The Workload Model (WLM) did not include gender as a variable. It is therefore difficult to gauge the distribution of duties by gender.	Incorporate gender information in the WLM to allow monitoring of gender related issues.	i Workload model co-ordinator to include gender as a variable in the WLM.	WLM Co-ordinator (DGW)	Nov-16 Oct-17		iii Review 2021 Staff for concerns over workload allocation and use WLM data to check for gender variations.	iv Staff are aware that gender information is available on WLM. V WLM shows balance of roles by gender.	Progress: (2.4) WLM updated 2016 with gender data.		Progress: (2.4iv) 2021 ATR Survey: 100% (7F, 10M, 3PND/O) aware of WLM 70% (5F, 7M, 1PND) aware that the WLM incorporates gender information (2.4 iv/v) 2021 ATR Survey: 50% (4F, 6M) found gender on the WLM increased transparency. 35% (3F, 3M, 1PND) found gender information made allocations fairer. Success: "I think that WLM is very transparent, and it is great to be able to compare and contrast one's workload" "I think the perceived fairness of workloads has improve immensely since the introduction of the workload model. In fact, the workload model led to substantial changes in not only my overall workload but in the roles I (and many other members of staff) were being asked to do. I think the introduction of the workload model helped the Dept management team to take a better overview of how admin roles were being assigned, and to ensure that individuals had an opportunity to be involved in a range of roles that would help them to develop and demonstrate their skills in many domains (e.g., teaching, research, leadership/management, and impact)."
2.5	The workload model review identified some dissatisfaction with role allocations. The allocation of roles should be regularly reviewed to avoid gendered roles.	Review of major workload model roles every year to ensure that there is adequate role rotation.	i Annual review of workload roles in October via on-line survey to ensure staff have opportunity to input into the model. ii WaCC review WLM annually and make recommendations to	HoD (DGW), DHOD (FM)	Nov-16 Oct-17	Positions in a small Department don't get rotated very often so reviewing annually was not applicable.		iii Staff survey to reveals satisfaction with role rotation and allocation.	No progress. Further action needed.	No progress. Further action needed.	Positions in a small Department don't get rotated very often so reviewing annually was not applicable.
2.6	The historical lack of women in senior academic level posts means promotion requires monitoring and support. Two departmental Promotion Mentors have been appointed but their effectiveness needs to be monitored.	Evaluation of Department Promotion mentor Scheme	Survey academic staff to find out how much they use Departmental mentors and how useful this is.	Promotion mentors (EM, JT)	Sept 2016 Annual review	Lack of resource caused by sickness absence and interim WACC Chair meant that this action was not picked up until 2020.	i Appoint teaching mentor in response to request in Staff Survey 2020.	75% of Staff surveyed are satisfied with promotion mentor scheme	No progress. Further work needed	2020 Academic staff Survey 17% F (2/12) consulted promotions mentors 25% M (1/4) consulted promotion mentors	Progress: 2021 ATR survey 85% () aware of promotions mentors. 58% of those to whom it was relevant were satisfied with mentoring arrangements () 47% () had consulted promotion mentors. "I have appreciated the excellent feedback I received from both of the promotion mentors in the past. Much of their advice was very useful." Feedback that teaching-focused support would help: "I suppose it would also be good to have events for people on the teaching-focused pathway."
2.6a	Evaluation of the existing promotions mentors revealed that staff felt it would be useful to have a promotions mentor for Teaching-focused staff specifically.	To provide promotions mentoring for those in teaching-focused roles.	1. Create a Teaching-focused mentor. 2. Ensure staff are aware of this opportunity.	TF Promotion mentor (JJN)	Implement 2021			TF-promotions mentor implemented. Satisfaction with promotions support from TF-staff.			Progress: To be reviewed in 2023

2 Support for career advancement for existing members of staff cont...

#	ISSUE/CHALLENGE	AIM	PROPOSED ACTIONS	WHO	TIMESCALE	BARRIERS	CHANGES TO ACTION	SUCCESS MEASURES OUTCOMES	RAG RATING 1st Assessment: 20-11-19	RAG RATING 1st Assessment: 26-5-20	RAG RATING Final assessment: 12-7-21
2.6b	Responders to March 2020 survey indicated that only 50% felt encouraged to apply for promotion. Part-time staff in particular received conflicting advice on whether promotion could be applied for.	To increase understanding of and applications for promotion by providing increased support through PDR process and by providing more information on promotions process through Promotions workshops.	i When PDR reviewers are allocated mentees, specifically ask them to consider career stage and whether promotion is an option, and offer advice on what steps need to be achieved to obtain promotion. Ensure PDR reviewer has relevant experience.	ASWG Promotions sub-group HoD and Promotions Committee	Implement autumn 2020, assessed July 2021.	Covid restrictions cancelled PDRs in 2020 and made them light touch in 2021, so action has focused on Promotions workshops and promoting the use of Promotion mentors. HoD identified in January 2021 promotion round that, particularly part-time staff, don't have breadth of experience to apply for promotion.	i Introduce shadowing and deputy roles to give early year and part-time staff the breadth of experience to apply for promotion. ii Improved satisfaction with promotion information. iii Promotions workshops held and reviewed positively. iv Evidence that part-time staff are able to get experience of senior administrative roles	i Improved proportion of staff feeling encouraged to apply for promotion in July 2021 survey (>50%) ii Improved satisfaction with promotion information. iii Promotions workshops held and reviewed positively. iv Evidence that part-time staff are able to get experience of senior administrative roles		Evidence: PULSE Survey 2020: Only 25% of females and 64% of males felt the University's promotion procedures were fair. 2020 TR Survey In previous 12 months 56% F (5/9) completed a PDR 50% M (3/6) completed a PDR Peer support outside PDR 75% F (6/8) 67% M (4/6)	Progress: (2.6bi) 2021 Academic Staff Survey 84% (16F, 19M) were Satisfied with Promotions information. (2.6bii) Two promotions events held (11 & 27/11/20) including Q&A session with recent successful promotees. 88% of eligible staff had attended either one or both events. 87% satisfied with events 6F, 6M (2.6biv) July 2021 Part-time and early career staff interested in promotion given new roles responsibilities (eg Director of Taught Programmes (pt F), Deputy Senior Tutor and Deputy Admissions (M), Deputy Director of Research (F)). (2.6v) Feedback on workshops: 2021 TR Survey: "I think that the promotions workshops organized by the department recently were very informative. It's also good that the department celebrates promotion successes." "I wouldn't have applied for promotion without the information at the workshop" (Teaching focused, "It was great to hear colleagues' experience of promotion and that the process is not as scary as anticipated. I would hope that we can have similar events in the future" Success: 6 staff applied for promotion in 2022 (increase from 2 in 2017)
2.7	Evidence of lack of engagement with training provision across Department.	Establishment of WaCC working group to survey reasons for low uptake of training provision.	i Obtain data from Learning and Development •WaCC to report to HoD & Deputy. •Encourage participation via Development and Performance Review ii Consider breadth of activities that may improve promotion cases. iii Communicate to Senior staff to focus on promotions during Development and Performance Review round.	WACC Chair, PA to HoD	July 2017 - 2018	PDRs suspended for 2020 due to Covid and light touch in 2021. The focus of University training efforts has been around GDPR legal obligations and EDI issues	i Update staff intranet and check PULSE surveys to monitor effectiveness. ii Take forward action on PDRs to 2022 - 27 Action Plan . iii Departmental Training log established on website to publicise courses and allow staff to track completions. iv Introduce new methods to Publicise Organisational development training courses. Survey evidence >75% found useful. v Monitor PULSE survey for improvements in how supported staff feel in seeking training development opportunities. Benchmark: PULSE 2016 55% .	Progress: (2.7v) PULSE SURVEY 2018: 67% have opportunity for personal development and growth. 3F PTO staff attended Menopause Awareness training. (2.7iii) 2018 New Individual data reveal training page for individual members of staff (2.7iv) Relevant training events for PhDs, and academic staff added to events section of website with tagged feeds on the most used pages. 2019 new training webpage – one-stop shop for links.	Progress: (2.7v) PULSE SURVEY 2020 - 66%(F); 69%(M) have opportunity for personal development and growth. Staff Survey 2020 identified gaps in availability and range of training for academic staff on offer. (2.7 iv) Training now promoted in all staff and PGR weekly bulletin. Further action: - Research mentors – given information on location of training for Researchers. - New staff intranet page for Researchers prominently featuring links to Organisational Development.	Success: July Academic staff survey 2021 85% (7F, 10M) were aware of links to HR, training and EDI information on the website. (7F, 10M) ↑ from 50% in 2020 TR Survey. Progress: (2.7iv) 2020 academic staff survey. Research respondents: 100% felt training publicised well Success: 83% rated development opportunities fair to very good 2021 Researcher Survey 66% found the training pages and data reveal very useful. liked the information in the Weekly Bulletin. 100% have completed new Research Integrity course. Since 2020 100% of interview panel members have completed the newly introduced modules: Unconscious Bias, Working Effectively with the Equality Act and Recruitment and Selection modules. PTO attended Understanding Race Bias, Assertiveness and handling conflict	
2.8	Relatively low participation rate by female Departmental staff in University-wide professional development.	Academic and administrative/support staff participate in University-wide professional development beyond the Department to support progression.	i WaCC to identify and promote University-level professional development to female staff. ii Colleagues to be encouraged to flag this in their Development and Performance Reviews.	PDR reviewers PA to HoD	July 2017 - 2018	PDRs suspended for 2020 due to Covid and light touch in 2021.	i Target schemes eg How Warwick Works, Aurora Leadership Scheme. ii PDR taken forward to 22-27 Action Plan .	ii Evidence of staff (particularly females) taking part in professional development beyond the department	No progress, Further Action needed	Success: (2.8i) member of staff took part in Warwick How Warwick Works - Shadowing & Development Scheme for Academics, subsequently promoted to Professor How Warwick works "I was encouraged to take part. Very useful, especially as shadowed a female academic in a senior management position." Further action: HoD has acted as mentor on How Warwick Works scheme to	Success: (2.8ii) PTO member of staff attended NEBOSHed Health and Safety course funded by the Department (£800) supporting change in role. (2.8iii) HoD promoted the Advance HE Aurora Female Leadership Development Scheme (after paused due to Covid). Funded academics (£3000). PTO - Leadership development course (17/18) 2M (20/21) academic staff on How Warwick Works shadowing scheme

2 Support for career advancement for existing members of staff cont...

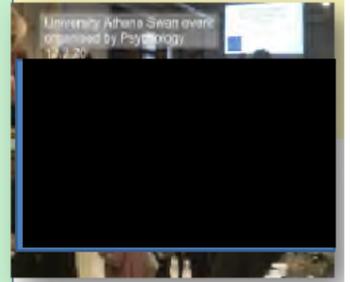
#	ISSUE/CHALLENGE	AIM	PROPOSED ACTIONS	WHO	TIMESCALE	BARRIERS	CHANGES TO ACTION	SUCCESS MEASURES OUTCOMES	RAG RATING 1st Assessment: 20-11-19	RAG RATING 1st Assessment: 26-5-20	RAG RATING Final assessment: 12-7-21
2.9	Low level of Departmental participation in institutional recognition schemes (eg Warwick Award in Teaching Excellence, for staff and PGR students).	Encouragement of participation in institutional recognition schemes (eg Warwick Award in Teaching Excellence, for staff and PGR students) to support progression.	i Staff actively encouraged by DHoD to participate. ii Review of factors limiting participation by DHoD 2018. iii Recommendations brought to Departmental Council for ratification Implementation by Department.	DHOD (DGW)	July 2017 - 2018			i Promote award schemes via display screens, bulletin and at Council meetings. ii Evidence of participation through awards being allocated. iii Staff surveys demonstrate awareness >75% of schemes.	Progress: (2.9i) Schemes have been promoted on display screen via bulletin and on events calendar. Further action: (2.9i) EDI page created recognising achievement and success Success: (2.9ii) Nominations made for Team and individual awards for PTO and academic staff in 2017-2019. SMart team 2018 winners of the University team award. PTO staff runners up in 2017. Teaching excellence: Department winners 2017 – 2019 (1F, 1M). 2018 Faculty PhD Prize Winner		Progress: (2.9i) Newly categorised Warwick Awards for Excellence promoted strongly in Weekly Bulletin. Staff encouraged to apply by HoD at Council meeting 9-2-22. Success: (2.9iii) 2021 ATR Survey. 88% aware of institutional schemes (100% of females)
2.10	Evaluation of social events and their timing has been informal and anecdotal to date. However, this may not capture Departmental views effectively, or promote diversity and inclusivity.	Ensuring inclusive social calendar for Department that encourages full and positive engagement	i On-line survey for staff. ii Analyse results and implement suggestions for revisions to programme in the following year. iii Ensure social events are held during working hours where possible.	PA to HoD	July 2017 - 2018	Lack of resource to conduct surveys in 2017/18. Festive lunch and Green Walk December 2021 cancelled due to Covid-19.	i Events during Covid-19 moved online. ii Respondents to the 2020 Survey indicated that the 16:00 Departmental Seminar Slot made it difficult to attend. Would speakers with childcare want to stay overnight? Explore options for altering the time of the Departmental External Seminar series to suit staff with caring	i New child-friendly timeslot for Departmental Seminars. ii >75% of staff indicate that new departmental slot for Seminar works for staff. iii >75% of academic and PTO staff surveyed are happy with scheduling of departmental social events.	Progress: To accommodate staff with childcare responsibilities: Timing of Summer BBQ moved to lunchtime	Progress: The 2020/21 and 21/22 seminar speakers have been offered an alternative slot of 13:00 Fridays. In 20/21 1/3rd of seminars in 13:00 slot.	Success: 2021 TR survey: (2.10i) 95% ██████████ Satisfied with Seminar slot. "I find the 4pm slot tricky for school collect, so Friday slot enables attendance." ██████████ Success: 16 July Summer 2021 picnic included ██████████ members of staff on maternity leave, ██████████ child, ██████████ carer, 12F, 9M from PTO and academic staff. Summer BBQ 2021 "I've particularly enjoyed the picnics/bring and share lunches." ██████████ Success: 2021 Researcher Survey: 100% ██████████ thought social event timing inclusive.
2.11	Feedback from Staff Survey 2020: Support for emotional labour burden of supporting female students is greater for female staff given gender imbalance in UG population - female tutees with male tutors sometimes seek support from female members of staff.	Ensure male staff have skills to deal with the full range of personal tutoring queries.	i Run training events for all personal tutors to extend skill set ii Appoint a male Senior Tutor to share duties.	DHoD (FM)	Implement July 2020 Survey 2023	Lack of resource 2016-2020. Revisited 2020.		ii Run Personal Tutoring event at Teaching staff Away Day July 2021 iii Appoint male staff to Senior Tutor roles (UG and PGT)			Progress: (2.11ii) Events taken place. July 2020 Presentation at Teaching Away Day (all staff) on Supporting Staff through Sexual Misconduct (student Liaison Support Officer) May 2021 – Presentation on Unconscious Bias and Race Charter work to all staff at council meeting. June 2021 – Presentation on Social Inclusion organised by WACC for all staff and SSLC WACC members by Kulbir Shergill (Director of Social Inclusion) Attendees: ██████████ (2.11iii) 2021 Male Deputy Senior Tutor appointed at UG level. Female and Male Senior tutor appointed for PGT students.

3 Support for flexible working and return from maternity/AL and paternity leave

#	ISSUE/CHALLENGE	AIM	PROPOSED ACTIONS	WHO	TIMESCALE	BARRIERS	CHANGES TO ACTION	SUCCESS MEASURES OUTCOMES	RAG RATING 1st Assessment 20-11-19	RAG RATING 1st Assessment 26-5-20	RAG RATING Final assessment 12-7-21
3.1	Maternity focus group 2016 highlighted gaps/inconsistencies in current guidance. A formal schedule of meetings required with work plan for return to work.	Clearly set out pre-, during and post maternity communications	i Create pre-leave maternity checklist for all M/AL takers ii Pre-return protocol/checklist	WACC working Group	2016 and ongoing Reviewed 2020 (GG)			iii Maternity focus group 2020 finds 100% satisfaction from parental leave returners	Progress: (3.1, ii) Checklist created and pre-/post-returner formal meetings arranged for all maternity takers.	Reviewed by Maternity Focus Group 2020. Progress: 3.1(ii) Maternity leave checklist amended following suggestions from maternity leavers. Success: 2020 Maternity Focus Group: 100% of maternity returners satisfied with checklists and communications.	
3.2	Enhanced formal supportive practice requested by several respondents, particularly on return to work.	Better communication so both parties clear on return to work expectations.	i Implement an additional return to work meeting with HoD.	HOD Local HR Administrator	2016 and ongoing	Revise action to reflect line-management Researchers and PhD students need consultations with line-manager or supervisors rather than HoD.	Return to work meetings arranged with most appropriate line-manager, eg HoD, PI or PhD supervisor as relevant	ii Maternity focus group 2020 finds 100% of returners have had meeting arranged prior to return.	Progress: (3.1.i) All returners have pre-return meeting scheduled with HoD/line-manger before returning to work to agree hours and duties.	Success: (3.2i) 2020 Maternity Focus Group: 100% of returners had had meeting prior to return.	Success: The 2 Maternity returners 2020/21 all had meetings arranged with their line-manager.
3.3	Respondents to M/AL consultation highlighted the emotional impact of M/AL, across all stages of the process. Provision of an M/AL buddy would provide support during this time.	Development of informal buddy scheme for M/AL takers with workload allocation for buddies.	i At pre-maternity leave meeting, suggest possible informal buddies from previous leave takers.	Line-managers	2016 and ongoing			i provision of buddy to all M/AL takers. ii M/AL takers feel more supported during this time.	Progress: This has been offered but not formally taken up.	Progress: 2020 Maternity Focus Group: Feedback was that this would create more workload for people who have limited time. It was felt that in a small department, a formal scheme was not required as staff who had been on/going on maternity leave informally supported each other. No further action taken.	
3.4	Critical emails can be missed during maternity leave	Better awareness of communication gaps for maternity takers	i PA to HoD ensure any critical emails sent to personal email address/communicated by post/phone ii Keeping in Touch meetings used to highlight important developments	Local HR Administrator Line- manager	2016 and ongoing			iii Ensure Maternity leavers copied in on relevant emails. iv Satisfaction with communication.	Success: Survey in 2018 reports that M/AL takers felt that important information was flagged.	Success: 2020 Maternity Focus Group 100% of members were satisfied with communications.	Success: 2021 [REDACTED] had weekly Keeping in Touch Days in the month before return to work to ensure good communications with maternity cover.
3.5	Informal processes for flexible working applied in Department may require greater transparency (see also Bronze renewal feedback (October 2015)). PULSE survey 2016 identified work-life balance as a concern.	Evaluation of suitability of current flexible working practices.	i Whole Departmental Consultation on flexible working patterns (specific Away Day activity 2016). ii Ratification of suggested changes via Management Group. iii Review 2018 PULSE survey June 2018.	Local HR Administrator Line- manager	2016 and ongoing	Question on worklife balance did not appear in 2018 PULSE survey.	Departmental survey of staff to investigate flexible working. More flexible working implemented as a result of COVID lockdowns. Post-COVID, University has adopted a hybrid working model.	iv 2020 and 2021 staff surveys reveal >75% satisfaction in flexible working.	Progress: (3.5ii) Management Committee/HoD agreed that departmental staff meetings should be scheduled between 09:30 and 15:00 wherever possible. Success: All Staff requests for flexible working have been accepted. All PTO staff have variable working patterns which fit round caring responsibilities (children, grandchildren and parents).	Progress: (3.5iv) 2020 Researcher Survey 83% (4F, 1M, 1O) rated worklife balance fair/good. However 33% felt uncomfortable talking to line-manager about work/life balance. "Need some flexibility about being able to work from home if necessary - e.g. situations of child illness" (F)	Success: (3.5iv) 2021 ATR survey 100% satisfaction with timing of departmental meeting facilitating flexible working [REDACTED] 2021 Researcher survey 100% felt Department enabled flexible working [REDACTED]
3.6	The new Academic Returners Fellowship Scheme is a welcome innovation but does not include teaching-only staff.	Explore Academic Returners Fellowship Scheme for teaching-focused colleagues.	i Discussions with Institutional EDI Representatives ii Proposal drawn up and presented to Institutional Athena Working Group.	EDI representative	2016 and ongoing	This is an institutional issue.			Action discontinued (see barriers).		
3.7	Currently, all departmental PGT course are FT. This may preclude enrolment from individuals such as those with caring responsibilities, needing to continue in employment while studying etc.	Review of existing PGT courses to evaluate their suitability for PT format	i Director PGT Studies to discuss potential PT offering at PGSC. ii Director PGT Studies to discuss potential PT offering at PGSC. iii Report to WACC.	DPGT courses		2017 WACC committee made aware that the nature of teaching/placements on the specialised PGT courses meant they were not suitable for part-time study.			Action discontinued (see barriers).		
Ext AP 3.8	PGR raised in 2018 that there was no maternity leave provision for students funded by the University (eg Departmental studentships), in contrast to other PhD funding schemes eg ESRC.	Ensure maternity provision for all PhDs.	i Director of Postgraduate Research and Departmental Administrator to raise with HR and Graduate School	DPGR and DA				i University provision of maternity pay for PGR matches staff provision and external funders. ii Departmental HR make sure PGRs get the same information as staff maternity leavers from department	Success: i 2019 University introduced maternity pay for all PGRs in University Scholarships. ii [REDACTED] PGR took maternity leave. Given departmental maternity checklist and meetings set up with supervisor.		

4 Encouragement of students into the academic pipeline, and the transition from PhD to postdoctoral research posts

#	ISSUE/CHALLENGE	AIMS	PROPOSED ACTIONS	WHO	TIMESCALE	BARRIERS	CHANGES TO ACTION	SUCCESS MEASURES OUTCOMES	RAG RATING 1st Assessment 20-11-19	RAG RATING 1st Assessment 26-5-20	RAG RATING Final assessment 12-7-21
4.1	Visible role models (for all students and early career staff) are an important vehicle for encouraging engagement with an academic career and strengthening the 'leaky pipeline'.	Record of external role models invited to the Department to give seminars and other presentations, kept by gender and other characteristic relevant to Equality and Diversity. Reported to WaCC.	i Data collected from Research Group Heads, Seminar Series and Careers Officer for WaCC Annual Report ii WaCC to make any recommendations based on findings.	Research Groups Heads	2016 Review 2022	Data not available from Careers team. No capacity for WACC Annual Report	Focused action on speakers.	i Increase proportion of female speakers/hosts to > 50% ii Arrange University level Athena Swan Networking event	Monitoring: 2018/19 33% f (4F, 8M) Call from HoD to academic hosts to consider diversity when inviting speakers.	Progress: Guest Seminar Series 2019/20 31% F (5F, 11M) 2020/21 33% (3F, 6M) Calls to academic hosts for speakers include request for diversity to be considered. Success: 13 Feb 2020 ASWG organised University wide Athena Swan Networking event and lunch with high profile female speakers Professor Teresa McCormack (QUB Psychology Gold Award holder), Professor Kate Seers (Chair of Institutional SAT), funded by Department and University EDI team. 47 attendees (44F, 3M) representing 14 Departments with 7 SAT leads/chairs and 8 SAT members, including WMG member who achieved Silver in November 2020. Outcomes: 25/26 feedback found event useful/very useful. "Great event" "I enjoyed the feedback of data collected surrounding gender benefits and motivation" "Teresa's presentation was extraordinarily helpful for me, as a lead AS drafter. Concrete examples, very clear and helpfully presented." "Terrific!" "The evidence presented by Teresa from the ESPRC project and the experimental design was fantastic." "experience from Teresa resonated with own experiences" "How to frame women initiatives events so that they appeal to everyone (including men)"	Progress: Guest Seminar Series 2021/22 66% F (6F, 3M) Over the period 2015 – 2021 44% F/56% M Hosts 36% F/64% M
4.2	The "Sprint programme" is a highly successful, programme whereby female UG students receive training and mentoring in respect of employability skills and confidence building. Qualitative data from this programme shows this has impact on its participants, but Departmental participation rates remain low.	Departmental promotion of the "Sprint programme" to support confidence-building and assertiveness training in female student population.	i Implementation of publicity campaign for Sprint programme.	APM	2016 start Review 2018 Complete 2020			ii >3 Psychology participants on Sprint programme annually	Progress: (4.2i) Sprint programme promoted via email and student newsletter WACC Chair participated as senior panellist for SPRINT programme	Progress: (4.2i) Continued promotion of SPRINT programme via newsletters and Teams channel. (4.2ii) On average 6 female students/year have taken part from 2017-2020, (15% of the Science Faculty places).	
4.3	Measures taken to increase employability, transferable skills and levels of confidence in student cohorts have been implemented over the last 2 academic years (2014/5- 2015/6). However their effectiveness has not yet been evaluated	Evaluation of employability/transferable skills in undergraduate training	i Collation of quantitative data sets to evaluate effectiveness of employability/ transferable skills/ confidence-building measures. ii Qualitative data recording from annual focus groups.	DUGS	Review 2018 Complete 2020	Lack of capacity to assess the impact of UG careers support Done through NSS.	The appointment of a Director of Student Experience and Progression (DSEP) in 2018 meant that responsibility for Careers moved away from WACC.	Improved gender balance in career event participation. Review progress Oct-18.	No progress, further action	Progress: DSEP organised Careers conferences for students in 2018 and 2020. The Department employed a Teaching Fellow for placements in 2020 who continues to provide dedicated work experience opportunities for students. Careers support evaluated through NSS survey and reviewed by UG team annually No further action from ASWG.	
4.4	Publicity campaign to increase engagement amongst UG Psychology students in Undergraduate Research Support Scheme (URSS).	There is a lack of gender balance in participation in the URSS. As an activity relating directly to academic career pipeline (and thus, relevant to both males and females), it is important to ensure that this opportunity is promoted effectively to all UG students.	i Creation of promotion campaign for URSS participation in the Department ii Implementation of campaign. iii Evaluation of effectiveness.	DUGS	Review 2018 Complete 2020	Lack of capacity for Careers support for the promotion of URSS scheme.	DSEP now monitors the uptake of the URSS scheme, IATL funding and the Department's PRSDS (Psychology Research Skills Development Scheme)		No progress, further action	Progress: (4.4i) Published in new SWAY newsletter 2020 and on TEAMS channel 2021. Teaching Fellow (Placements) appointment(2020) now promotes the URSS scheme (and IATL scheme) widely. Success: Between 2016 - 2021, 26 F (85%) and 4 M (13%) have taken part in the scheme in line with Departmental UG population gender split in that period (86% F, 14% M).	



4 Encouragement of students into the academic pipeline, and the transition from PhD to postdoctoral research posts cont..

#	ISSUE/CHALLENGE	AIMS	PROPOSED ACTIONS	WHO	TIMESCALE	BARRIERS	CHANGES TO ACTION	SUCCESS MEASURES OUTCOMES	RAG RATING 1st Assessment 20-11-19	RAG RATING 1st Assessment 26-5-20	RAG RATING Final assessment 12-7-21
Ext Action 4.5	PGRs reported that the Department could do more to support them in pursuing a sustainable academic career and in exploring non-academic career options (Survey 2020)	Create a tailored development programme for PGR students	i Programme of termly departmental Careers events for PGRs to supplement University offering	Director of Graduate Studies and Athena Swan PGR sub-group. PG Programme administrator.	2020 Review 2021			ii Monitor uptake iii Aim for >50% uptake iv high satisfaction with development programme.		Progress: (4.5i) Pilot Series of events organised by Director of Graduate Research run in 2020/21. - 7/12/20 Academic Careers - 17/3/21 Non-academic talk from Psychologist who had pursued a wellbeing career - 21/4/21 Talk on postdoctoral careers from successful F and M graduates now in Academic posts - 13/5/21 Career in Academic Publishing - 10/6/21 Interview preparation Success: (4.5ii, iii) Attendance: For all events 21F (78% of F cohort) and 6M (33% of M cohort) attended. (7F/ 4M researchers also attended 3 events.) Feedback: 100% of participants were very satisfied/satisfied by events. <i>"I think it was really nice to hear real experiences, and also understand how it is normal to fail in order to succeed."</i> <i>"great advice and it was refreshing to hear that you do not always have to have a straight career path."</i> <i>"To know different pathways to get to similar end points and it is very useful to hear about the different routes"</i> <i>"Hearing about what a non-academic career path looks like"</i> <i>"The CRISP framework: very useful and easy to remember. It was nice to have a clear take-home message."</i>	Success: Programme embedded in PGR support offered by the Department. In 2021/22 programme run by 1F/1M Assistant Professors.

5 Transition from postdoctoral positions to first Assistant Professor (research and teaching) posts

#	ISSUE/CHALLENGE	AIM	PROPOSED ACTIONS	WHO	TIMESCALE	BARRIERS	CHANGES TO ACTION	SUCCESS MEASURES OUTCOMES	RAG RATING 1st Assessment 20-11-19	RAG RATING 1st Assessment 26-5-20	RAG RATING Final assessment 12-7-21
5.1	Lack of women in senior roles: The transition from researcher to permanent academic posts may be critical in maintaining numbers of female academics within the profession.	Survey of PDRs on support and guidance at Warwick, build a new intranet page for research staff.	i Undertake survey of researchers on career support and analyse data. ii Report to WaCC, for recommendations to Management Committee	ASWG SAT Researchers	1-Oct-17	Staffing issues with WACC meant that this issue was addressed from 2020 onwards. Researcher Focus Group cancelled due to Covid.		i New webpages with advice for researchers rated as useful by researchers.	No progress made. Further work	No progress made. Further work	Progress: (5.1i) 2020 TR survey Research responders: ██████████ 100% had induction and felt training well publicised Success: 83% said development opportunities good
5.2	Key transitions within the academic pipeline may be particularly relevant for women's career progression. Most notable is the transition between researcher and Junior Academic roles, where broader experience and advice beyond a narrow field may be relevant.	Assign academic mentor from beyond Researchers own research group to support career progression.	i WaCC committee to work with RGHS to identify mentors. ii Draw up guidance for mentors and mentees	DHoD/PA to HoD WACC Researcher	Jan-17 New time-line: Guidance drawn up 2020 Implemented 2021	Interregnum between outgoing Head and incoming Head meant that the timescale for this was pushed backwards. Covid delayed the implementation by a year.	WACC draw up guidance for Mentors and Mentees Get Management Committee approval to roll out with WLM credit for Mentors	iii All new research starters allocated mentor from January 2021 iv Survey to assess scheme 2021/22	No progress made. Further work needed	Progress: (5.1ii) Guidelines drawn up by HOD/DHOD for consideration by WACC. Extended action: November 2019 WACC researcher and EDI representative proposed informal mentoring "buddy" scheme which was implemented by Management Committee/HoD. Researcher agreed to act as informal mentor and informal mentors implemented by ASWG from March 2020 onwards.	Progress: (5.2ii) October 2020 Guidelines approved by Management Committee. (5.2i) December 2020 RGHS identified suitable mentors for existing researchers. (5.2iii) Success: All researchers allocated Research mentor March 2021. Research mentor page added to Researcher staff intranet. (22 views since launch (5.2iv) 2021 Researcher survey 100% found mentor very useful ██████████

6 Development of more gender balance in the student population

#	ISSUE/CHALLENGE	AIM	PROPOSED ACTIONS	WHO	TIMESCALE	BARRIERS	CHANGES TO ACTION	SUCCESS MEASURES OUTCOMES	RAG RATING 1st Assessment: 20-11-19	RAG RATING 1st Assessment: 26-5-20	RAG RATING Final assessment: 12-7-21
6.1	No systematic review of marketing (to ensure gender balance etc) has been undertaken to check representation.	Marketing of Masters courses to appeal to a diverse range of Applicants (eg Gender/ethnicity/ age, etc).	i Review of current marketing materials by Marketing Officer, Director of PGT Studies and PGT Admissions Tutors. ii Report to WaCC. Implement recommendations	MO (EB) DMSc (JT) Directors of PG Courses (CF, JA, AS)	Nov-16 Oct-17			i More diverse applicants for programmes.	No progress made. Further work	Progress: (6.1i, ii) 2020 MSc website banners updated to appeal to all. Success: 2021: The proportion of females applying increased from 60% in 2020 to 70%.	Refreshed MSc website banners:    
6.2	Current over-representation of one gender on each of our specific Masters courses.	Analysis of MSc uptake by gender and use of role models to attract wider gender representation on our MSc courses.	i Report of uptake on new PGT degrees to WaCC & Postgraduate Supervisory Committee. ii Appointment of PG student bloggers to encourage more applications from both genders for courses.	MO (EB) DMSc (JT) Directors of PG Courses (CF, JA, AS)	Nov-16 Oct-17	For one-year intensive Masters Courses, students do not have capacity for blogging.	Check MSc Clinical Courses against Sector benchmarking.	iii Benchmarking data shows that gender split on MSc Clin and other courses matches Benchmarking	No progress made. Further work	Progress: (6.2iii) Comparison to Benchmark revealed no differences between UK-wide representation and Warwick: APA 2018 Clinical Masters 82%F, 18%M Warwick MScClin 2018/19 79%F, 21%M Not viable to address, no further action.	
6.3	Gender imbalance in the UG population is a sector-wide issue. A broad approach to develop Departmental strategy can draw on expertise from other members of UK Psychology Departments.	Engagement with other Psychology HoDs in sector to promote full participation of both genders in UG Psychology	i Agenda item on Heads of Psychology Departments Association.	HOD (RG)	1-Jan-17	Change in HoD.	Change in action to promote male role models to applicants at Open/Offer holder days	ii Offer holder days led by male role models to encourage male applicants iii Monitor levels of male representation. Aim for 50:50 representing	No progress made.	Progress: 2020/21 New Teaching Fellow (M) running Offer holder days. All staff (50%F/50%M) attended at least one event (first offer holder day was all male). HoD (M) and/or DUGS (M) presented welcome talk.	Progress: 2022 Spring offer holder days: Sessions run by 24F (70%), 10M (30%) Further work needed to ensure consistency.
6.4	Local action is needed to achieve our goals in attracting more male UG students. We have a number of colleagues with strong links to external stakeholders eg schools, as part of widening participation activities and these will help us inform our subsequent strategy.	Consultation on institutional approaches to gender balance within early Psychology education provision (eg GSCE & A-Level Psychology).	i Meetings with external stakeholders. ii Activity Reports into WaCC Departmental Strategy approved by Management Committee and implemented by Recruitment and Teaching Excellence Framework Committees.	WP Officer	Oct 2017 Oct 2018	WP Officer (F) became DHoD. Resources not available to progress this action.			No progress. Action discontinued.		

7 Embedding Athena Swan principles in the culture of the Department

#	ISSUE/CHALLENGE	AIM	PROPOSED ACTIONS	WHO	TIMESCALE	BARRIERS	CHANGES TO ACTION	SUCCESS MEASURES OUTCOMES	RAG RATING 1st Assessment: 20-11-19	RAG RATING 1st Assessment: 26-5-20	RAG RATING Final assessment: 12-7-21
7.1	Feedback from staff on 2016 Away Day identified that data collection and reporting of EDI relevant data was not robust. A reporting calendar would provide an accurate picture of key Departmental statistics.	Development of a robust and comprehensive reporting calendar for WaCC, reporting key EDI statistics (eg admissions, recruitment, staff survey outcomes).	i List of inputs required for calendar ii List of stakeholders/ reporting streams iii Reporting Calendar iv Annual Report to WaCC	DA (SMc)	1-Nov-16	Departmental Administrator didn't have capacity for this action.	Improvements in institutional data reporting means data more easily available.	i Senior management staff have access to relevant data and understand where to access. ii Template spreadsheets created which can be updated annually for ASWG to monitor progress.	No progress made. Further work needed.	Progress: (7.1i) Statistics on race of applicants to academic appointments completed for Director of Research to inform institutional Racial Equality work.	Progress: (7.1i) At Council meeting DUGS reported on new university attainment dashboards which can be used to inform policy. (7.1ii) With statistical input from HoD, template spreadsheets created for new AS submission streamlined data requirements which can be updated annually, enabling historical change to be analysed annually.
7.2	Previous Athena feedback highlighted gaps in gender equality and effective representation practices in the WaCC. As the main Departmental body to reflect EDI issues, composition of this committee is critical.	Review of composition of WaCC by gender, seniority, member type (Academic/Support staff/ Student), to ensure effective succession transition and representation.	i Annual Report to WaCC ii Recommendations to Management & Council meetings	HoD (RG) WaCC Chair (EB) DA (SMc)	October-17 1st meeting of year	No WACC 2017 due to sickness absence	Review WACC composition Form ASWG to promote Athena Swan Actions. Invite SSLC members to join WACC and have PGT/PGR representatives on ASWG. Encourage male representation on SSLCs (no male representatives).	i Composition of WACC reviewed in and new Chair appointed ii More representative ASWG set up to focus on promoting Athena Swan actions iii SSLCs invited to join WACC. iv More male UG/PGT representation on SSLCs	Progress: (7.2i) Departmental Administrator became WACC chair in 2018/19 Membership reviewed to refresh	Progress: (7.2ii) ASWG SAT established in 2020 to promote Athena Swan objectives through more diverse representation: 67% F, 33% M. (7.2iii) PG SSLC representatives invited to represent student body on WACC	Progress: (7.2) 2020 WACC Chair rotated to female Associate Professor Academic (7.2ii) UG SSLC representatives invited to represent student body on WACC (7.2iv) DSEP increased inclusivity UG SSLC opened up to anyone who'd like to join. Success: (7.2iv) one male PGT SSLC representative 2021/22 UG representatives on UG SSLC 2021/22

7 Embedding Athena Swan principles in the culture of the Department cont..

#	ISSUE/CHALLENGE	AIM	PROPOSED ACTIONS	WHO	TIMESCALE	BARRIERS	CHANGES TO ACTION	SUCCESS MEASURES OUTCOMES	RAG RATING 1st Assessment 20-11-19	RAG RATING 1st Assessment 26-5-20	RAG RATING Final assessment 12-7-21
7.3	PGR students who teach encouraged to engage with Athena Swan principles, given their early academic career status, influential contact with UG students and potential as role models for academic progression.	Access to Equality and Diversity training module for PGR students who teach and UG students, to ensure early understanding of EDI issues.	i Communication to PGR students ii Implementation by Department	DPGS (AR) PGTAC (JA) IT Manager (LW)	1-Jan-17		Ensure PGRs who teach (GTAs) complete Preparing to Teach	iii 100% PGR students complete EDI modules	Progress: (7.3i) WACC/DA requested from Organisational development that EDI module be made available to PGR students - From 2017 onwards staff or PGRs using SONA participant panel App had to submit a certificate for the EDI course	Progress: (7.3j) - Lab users needed to complete EDI training before booking Success: 100% PGRs completed EDI training	Progress: In 2021/22 PGRs who teach (GTAs) are paid 5 hours on their staff contract to complete EDI and GDPR training. A tabula module has been introduced for PGR students to monitor uptake of Preparing to Teach in HE, EDI training, GDPR and Health and safety training Success: 100% PGR 2021 intake have completed newly introduced Unconscious Bias training
7.4	EDI training was not available to students.	All students should be encouraged to engage with these principles from point of entry, given the importance of EDI values to Psychology Research and Practice.	i Roll out access to Equality and Diversity training module to all other PG and UG students to ensure early understanding of EDI issues.	Health & Safety Committee: IT Manager (LW)	1-Jan-19	2021/22 EDI module unavailable from University for PG students		i EDI modules made available to students ii 100% of UG students complete EDI module iii 100% of PGT students completed EDI modules	Progress: Health and Safety Committee September 2019 implemented scheme to ensure all UGs had taken the EDI module: "Undergraduates are now expected to undertake the Health and Safety Induction, the Fire Safety Awareness and the Equality, Diversity and Inclusion in the HE workplace module in the first few months of arriving at University. Proof of completion is submitted on module PS116. The second and third year undergraduates have been encouraged to undertake these modules as part of PS302 and PS216 with proof of completion being submitted to Tabula. Submission will be checked before ethical approval is given for a 2nd or 3rd year projects."	Progress: (7.4i) In 2020 the UG EDI modules were made available to UG students following canvassing by APM (7.4ii) DSEP revamped PS116 module Academic Skills for Psychologists to include Diversity in the workplace course. (7.4iii) All PGTs using SONA must complete EDI training (100%) Success: 2020/21 100% of UG cohort (206 students) completed Diversity in the Workplace module 2021/22 93% new PGR students (13/14) completed Unconscious Bias module.	
7.5	There is now compulsory EDI training for any researcher planning to use our electronic participant recruitment system for their studies. This should be complemented by EDI module for broader research applications.	Relevant EDI training to be made a mandatory part of any institutional level ethics applications	i Meeting of Departmental Ethics Committee Chair with HSSREC Chair and Chair of WaCC to design of EDI e-Module relevant to conduct of Research. ii Validation and implementation of e-module, mandatory for all researchers applying for HSSREC (University-level).	ECC (KM) HSSREC (FS) WACC Chair (EB)	1-Jan-17				Raised at an institutional level but not implemented.		
7.6	Progress made on EDI issues needs to be communicated effectively, as well as implemented. Currently, there is no mechanism to measure effectiveness.	Develop new channels of communication for disseminating key EDI initiatives.	i EDI bulletin to all Students each academic year (summarizing key changes/ initiatives etc ii Annual report to Council at the start of each academic year. iii Survey at the end of each academic year (all staff all students) monitor strategy	EDI rep. APC	Nov 2016 - Nov 2017			iv High level of communication of Athena progress/ EDI issues (i.e. indicated via annual Staff survey). v good awareness of EDI/AS issues and principles.	No progress. Further action needed.	Progress: (7.6i) Creation of Psychology EDI pages to promote "What we are doing"/new initiatives linked from landing page of Department website. (7.6ii) EDI is a permanent item on Management and Council meeting agenda. Updates reported. (7.6iv) University EDI events posted on Psychology website with feed to EDI pages (7.6j) EDI section on new SWAY termly bulletin from DSEP. EDI events for students posted on Teams channel. Success: 2020 EDI pages viewed by 786 distinct IP addresses	Progress: 2021 new EDI section upgraded weekly; bulletin keeps EDI issues permanently featured. 2021 Central feature on revamped Psychology web landing page is link to EDI pages. Further action: To celebrate International Women's Day in 2021 - ASWG Co-Chairs created Women in Psychology Series for UG students where Psychology Female academics nominated women in Psychology they find inspiring 2021 DSEP appointed student BAME blogger to promote intersectional issues. Success: (7.5v) 2021 ATR Survey 90% (██████████) of staff aware of EDI pages. 96% of staff satisfied with EDI representative, 92% aware of EDI webpages

7.6 Evidence:

EDI page created to celebrate International Women's Day in 2021:

Equality, Diversity and Inclusion in Psychology IWD: Famous Psychologists

International Women's Day: Women in Psychology Series

To celebrate International Women's Day 2021, our female academics have nominated women in Psychology that they find inspiring and important. We have featured some of these amazing scientists in special posts throughout the week to show the breadth of success and influence women have had in Psychology.

Inez Beverly Prosser



Inez Beverly Prosser was the first black woman to earn a PhD in Psychology. Her research made significant contributions to understanding about race and personality development, mental health and education.

Nominated by Dr Fiona MacCallum

Mamie Phipps Clark



Mamie Phipps Clark investigated the development of racial preferences and identities. Although her doll study methods are now a bit controversial, her research was used with great impact in the Brown vs. Board of Education Supreme Court Decision.

Nominated by Dr Michaela Gummerum

May-Britt Moser



May-Britt Moser is a Norwegian neuroscientist and psychologist who was awarded a Nobel Prize in Physiology/ Medicine for her discoveries about how our brains represent space and position.

Nominated by Dr Friederike Schlaghecken

Susan Nolen-Hoeksema



Susan Nolen-Hoeksema is known for her work on rumination. She conducted ground-breaking research on gender differences in depression addressing mental health and associated risks such as eating disorders and substance abuse in adolescent women.

Nominated by Dr Nicole Tang

Psychology 2021 website landing page: 2021 EDI pages viewed by 1429 IP addresses ↑81% since 2020



Warwick Psychology Undergraduate new starters

Hear a welcome from the Head of Department, view your welcome week timetable, and access other useful information in preparation for joining the department.

[New Student Information for PGT](#)



Equality, diversity, and inclusion

The Department of Psychology is committed to fostering a supportive culture and environment for all staff and students regardless of race, gender, disability, sexual orientation, religion, and belief, or age. We place great importance on the fair and equitable treatment of all staff and students, embracing the principles and practices of the Athena SWAN Charter.



Department research

We use a rigorous scientific approach to study the human mind, brain, and behaviour. Research is carried out by three distinctive but cross-disciplinary groups:

- [The Behavioural Science Group](#)
- [The Lifespan Health, and Wellbeing Group](#)
- [The Language and Learning Group](#)

8 Outreach

#	ISSUE/CHALLENGE	AIM	PROPOSED ACTIONS	RESPONSIBILITY	TIMESCALE	BARRIERS	CHANGES TO ACTION	SUCCESS MEASURES OUTCOMES	RAG RATING 1st Assessment: 20-11-19	RAG RATING 1st Assessment: 26-5-20	RAG RATING Final assessment: 12-7-21
8.1	Social media (including blogs) is an important vehicle for encouraging both sexes to apply to study. Use of male role models may help balance the gender recruitment issue for the Department.	Development of social media offering to prospective students.	i Meeting of UPO and UG blogger. ii Development of strategy by UPO and Chair of Recruitment committee.	DSEP	1-Nov-16	This work comes under the umbrella of DSEP. Due to capacity issues, no progress made over course of plan		iii Social media outlets championing both sexes.	No progress made. Further work	No progress made. Further work	Progress: DSEP employed student blogger 2021. Being followed up by Teaching Racial Equality Committee under diversity issues. No further actions taken under AS initiative.
8.2	Widening participation in HE and Outreach are fundamental aspects of academic interaction with the wider community, but we do not record diversity and inclusivity of those attending these events.	Reporting on institutional WP/Outreach activities by gender of attendees	i Annual report to Departmental Council. ii Report to Institutional WP committee. iii Where gender biases evidenced, consider different events to reach balanced audiences.	WP Officer (FM)	1-Jul-17	Covid affected WP activities. Not enough staff resource to produce data for this this action.		i gender balance apparent in WP events	No progress made. Further work		

2. Evaluating success against department's key priorities

The ASWG worked on the following key priority areas: career progression (including promotions); parental support; embedding equality within department culture and environment.

PRIORITY AREA: Career Progression

Career progression from PGR to postdoctoral-level employment, from researcher to permanent Research/Teaching appointment, and promotions within academic staff should support females to reach senior levels and fix the 'leaky pipeline'.

Post-Graduate Researcher (PGRs)

Issues to address: More support for PGRs in pursuing an academic career and in exploring non-academic career options.

Actions: To provide visible role models to encourage engagement with an academic career (AP4.1); to create a tailored development programme for PGRs to support career development (Extended AP4.5).

Progress:

- Encouraged invitations of female (since 2015) and ethnic-minority external academics (2020) to department seminars
- PGR development programme implemented 2020/21 with ~4 seminars/year relevant for academic and non-academic career progression (e.g., post-doctoral careers, careers in academic publishing).

Success:

- Representation of female external speakers increased from 56% (2016) to 63% (2021).
- Representation of ethnic minority external speakers (from Europe, US, Middle East) increased from 7% (2015) to 50% (2021 success is partly COVID-19 related with seminars online).
- PGR development programme attended by 21 females (78% cohort) and 6 males (33% cohort).
- 100% of males rated PGR development programme events as "very useful"; 100% of females rated events as "useful" or "very useful".
- *"I think it was really nice to hear Sam's experience, and also how it is normal to fail in order to succeed."* PhD student ■

Researchers

Issues to address: **More support for Researchers in the key career transition to junior academic posts where broader experiences beyond a specific academic field are relevant.**

Actions: To create new intranet page for Researchers providing information, support, and guidance (AP5.1); to assign academic mentor from beyond Researchers' own supervisory team to support and broaden advice (AP5.2).

Progress:

- 2016: intranet page established with links to department/University webpages with current information.
- 2020: Researcher mentoring scheme introduced, led by WACC Researcher member, and approved by Management Committee

Success:

- 100% (5/5) Researchers were aware of the Researcher Intranet page, which received 25 visits in last 6 months.
- All Researchers have been paired with a Research Mentor.
- 80% (4/5) surveyed Researchers found Research Mentor Scheme useful for their career development.

Challenges: A planned focus group with Researchers on what would constitute good support for career progression had to be cancelled repeatedly due to COVID-19 lockdowns (carried forward).

Teaching-focused and Teaching-and-Research staff

Issues to address: **Department has low number of females in senior posts. Low number of promotion applications. Promotions process perceived as problematic.**

Actions: To increase grant application rates (a major promotion criterion), especially by female and early career staff (AP2.2); to ensure promotions criteria are transparent; to encourage applications for promotion on all levels by:

- Encouraging use of promotions mentors and evaluating effectiveness (AP2.1, AP2.6, Extended AP2.6a)
- PDR reviewers actively identifying and encouraging mentees to apply (2.1, Extended AP2.6b).
- Introducing promotions workshops for each promotion cycle (AP2.6b).

Progress:

- Introduction of Grant Writing Days (2019), Large Grant Club (2018), Grant Buddy Scheme (2020), grant focus in Research Away Days (2019) to support grant applications;
- 2016: Promotions mentors (1F/1M) for academic staff introduced;
- 2020: Two yearly promotions workshops introduced;
- 2021: Promotions mentor for teaching-focused staff (1F) introduced.

Success:

- Grant Writing Days, Large Grant Club, Buddy Scheme, and Research Away days positively reviewed with high uptake (Appendix 1: Figure 1.3).
 - *“RIS provide excellent support for grant writing, I've had really useful feedback via the department buddy scheme”* [REDACTED]
 - *“The grant writing days are brilliant.”* [REDACTED]
 - *“I had a positive experience with the large grant support group, and with feedback on my written application materials before submission”* [REDACTED]
- Percentage of females applying for grants has increased from 31% (2016/17) to 47% (2020/21; 59% when internal grant applications included: Appendix 2, Table 10).
- 53% (8/15) respondents ([REDACTED]) were very satisfied or satisfied with the promotions mentors. Those dissatisfied (4) wanted more teaching-specific advice.
 - *“I have appreciated the excellent feedback I received from both promotion mentors in the past.”* [REDACTED]
 - *“The department's promotion mentors are a real asset.”* [REDACTED]
- Feedback on promotions workshop very positive (Appendix 1: Figure 1.3). 100% of those surveyed had attended at least 1 workshop. 2021 Staff Survey 84% (16F/19M) were satisfied with promotions information.
- Promotion of females to senior academic posts (Reader, Professor) increased from 2015–2021 (Appendix 2, Table 9). 30% Professors are now female.
 - *“Personally, these initiatives have made me feel more confident about approaching senior colleagues (not just the promotion mentors) to discuss the promotion process and to seek feedback on my CV and application.”* [REDACTED]
 - *“The Promotions Q&A session with useful views on the promotion process, which led to me applying for promotion (successfully, it recently turned out!). I believe that was due to one of these initiatives -- without which, I would not have applied in this last year.”* [REDACTED]
- Promotions of teaching-focused staff to senior positions (i.e., Senior Teaching Fellow) increased (Appendix 2, Table 9), [REDACTED] University promotion to Associate Professor [REDACTED]
- *“I didn't realise I would be eligible to apply for promotion until advice from promotions workshop.”* [REDACTED]

Challenges:

Full PDRs have been paused University-wide since the COVID-19 lockdown. Department implemented light-touch PDRs in 2021 (completion rates: 90% PTO staff; 73% academic staff; 21% GTAs)

All levels

Issues to address: **Low participation by females in University-wide professional development and institutional recognition schemes**

Actions: To encourage female PGRs and staff to engage in University-wide professional development (AP2.8); to encourage participation in institutional recognition schemes (AP2.9).

Progress:

- 2018: Calls for professional development opportunities and institutional recognition schemes promoted via weekly departmental bulletin, online events calendar, and display screen.

Success:

- Female staff member (subsequently promoted to Professor) participated in “How Warwick Works” Shadowing Scheme.
- *“How Warwick works - was encouraged to take part. Very useful, especially as shadowed a female academic in a senior management position.”* [REDACTED]
- 2021: 4 female applicants supported to participate in AURORA Female leadership development scheme (£750/place).

PRIORITY AREA: Parental support

Ensuring that working practices in the department are supportive of those with parenting responsibilities and that staff feel supported before, during and after parental leave.

Issues to address: **A lack of clear guidance or processes around going on/returning from maternity leave and staying in touch**

Actions: To introduce department forms setting out all areas for discussion between staff and line manager pre-leave and pre-return (AP3.1); to ensure all returning staff have a meeting with the HoD (M) or Deputy HoD (F) to improve returner experience (AP3.2); to flag critical and reduce unnecessary emails (AP3.4).

Progress:

- Department forms introduced and implemented for 6 staff members taking parental leave between 2016 and 2021.
- All staff used these forms and had meetings with HoD or Deputy HoD.
- Processes for managing email were included in these forms.

Success:

- Feedback (via focus group and email survey) was positive: *“It was a really useful framework around which to base the formal meeting I had with [line manager].”* [REDACTED]

- For one member of staff who had two maternity leave periods, one before and one after the introduction of these protocols, it represented a clear improvement:

“I had two very different experiences across maternity leaves... I think Athena Swan got a little bit more important when [Child two] came along.” [REDACTED]

- *“...when [child 1] came along...[leave] probably was handled in a very not rigorous way. It all kind of got handled, but ... there was no official meetings. Whereas the second one? When I told him [HoD] I was pregnant, we had a meeting about it. He went through the checklist.” [REDACTED]*

Issues to address: A lack of transparent flexible working guidance; concerns with work-life balance.

Actions: To introduce core working hours for staff suitable to those with caring duties and ensure meetings only scheduled in this time (AP3.5).

Progress:

- Since 2017: department meetings are scheduled between 9:30am and 3pm.

Success:

- Feedback (via focus group and survey) was positive: 85% (17/20) staff surveyed were satisfied (70% very satisfied) with this policy; 15% were neither satisfied nor dissatisfied.

- *“It is amazing that they don't schedule important meetings outside of that time because to me I have a very definite cut off for when I need to leave to pick up the kids from school and nursery (...) But actually they seem to be adhering to that.” [REDACTED]*

- *“This has been great - particularly as I have caring responsibilities” [REDACTED]*

- *“This action has been life-changing for me! I can now work the same number of hours each week but with the flexibility I need to juggle the demands of caring for family.” [REDACTED]*

Issue to address: No financial support during maternity leave for PGR students funded by the University (e.g. Department Studentships)– highlighted by a Psychology PhD student.

Action: The department raised lack of support and lack of equality with other PhD funding schemes with the Graduate School for discussion at University-level (Extended AP3.8).

Progress: The Graduate School instated paid maternity leave for PhD students funded by the University.

Success:

- Considerable impact for PGR student: *“Being able to go on leave with pay has unequivocally benefitted my personal and professional life. The most important asset it gave me was time I know that the work I am producing today is to the highest quality I can achieve, which would not have been possible had I been juggling between my baby and my work.”*

I have confidence in my work and feel more assured about my future in academia.” [REDACTED]

- *“This ‘fight’ made me feel so incredibly valued and respected and gave me a sense of belonging ... I was able to come back to the department, knowing that I was supported as a scientist, but also as a human being whose value is more than her work”* [REDACTED]
- Wider impact for University of Warwick PGR students – this is now university policy

PRIORITY AREA: Embedding Equality within Department Culture

Ensuring that core working practices reflect the department’s commitment to equality and diversity by embedding a consideration of equality within the culture of the department.

Issue to address: Improve visibility of EDI practices to create more inclusive atmosphere internally and externally.

Action: To improve diversity within research group webpages (AP1.2), promote supportive practices in job adverts (AP1.4), review gender split within WLM (AP2.4), improve communications of EDI initiatives (AP7.6), improve social media (AP8.1), review and update organisation of the WACC (AP7.2).

Progress:

- Department website and social media updated to showcase diversity of staff and students;
- Template for job adverts showcasing department’s commitment to EDI and inclusive working;
- WLM includes gender information and is reviewed by role type for gender imbalances;
- EDI is a standing agenda item in Council and Management committees ensuring visibility and regular communications; all other departmental committees have one representative from the ASWG.
- Weekly staff bulletin circulates EDI initiatives to all staff and PG students;
- Extended SAT (ASWG) formed and WACC membership reviewed annually and extended to include PG and UG student representatives.

Success:

- High satisfaction across the department with initiatives:
 - o 90% agreed that webpages gave a fair representation and commitment to equality
 - o 70% staff were aware the WLM included gender

- o 85% felt WLM was useful and 73% thought it improved transparency;
- o 75% satisfied with EDI as standing agenda item and very aware of the department's representative (95%) indicating good visibility
- o *"Since the ASWG started, it's clear that our departmental research group pages have changed dramatically to better reflect the diversity of the researchers within each group. For example, the "showcase" photos at the top of each research group page illustrate just how diverse every research group is."*
- o *"I think the perceived fairness of workloads has improve immensely since the introduction of the workload model. In fact, the workload model led to substantial changes in not only my overall workload but in the roles I (and many other members of staff) were being asked to do. ... I think the introduction of the workload model helped the Dept management team to take a better overview of how admin roles were being assigned, and to ensure that individuals had an opportunity to be involved in a range of roles that would help them to develop and demonstrate their skills in many domains (e.g., teaching, research, leadership/management, and impact)."*

Issue to address: Increase understanding of EDI responsibilities for staff and students.

Action: To introduce core EDI training for all staff and UG, PGT, and PGR students (AP7.3, AP7.4), allied with department research process to ensure uptake (AP7.5).

- Progress:**
- Since 2020, all UG students and PG students complete core EDI training as part of the course;
 - A record of staff training includes EDI training and all staff are reminded to refresh these courses at 3-yearly intervals.

Success:

- 2020/21: 100% of UG cohort (208 students) completed Diversity in the Workplace module; 93% (14/15) of PGR students completed Unconscious Bias module

Issue to address:

Ensuring an inclusive environment for all staff and students.

Action:

To ensure social events are scheduled at appropriate times for staff/students and that a range of events are offered to appeal to all (AP2.10); to offer an alternative external seminar timeslot to allow those with childcare responsibilities to attend (Extended AP2.10); provide seminars online to make them more accessible and diverse (Extended AP2.10);

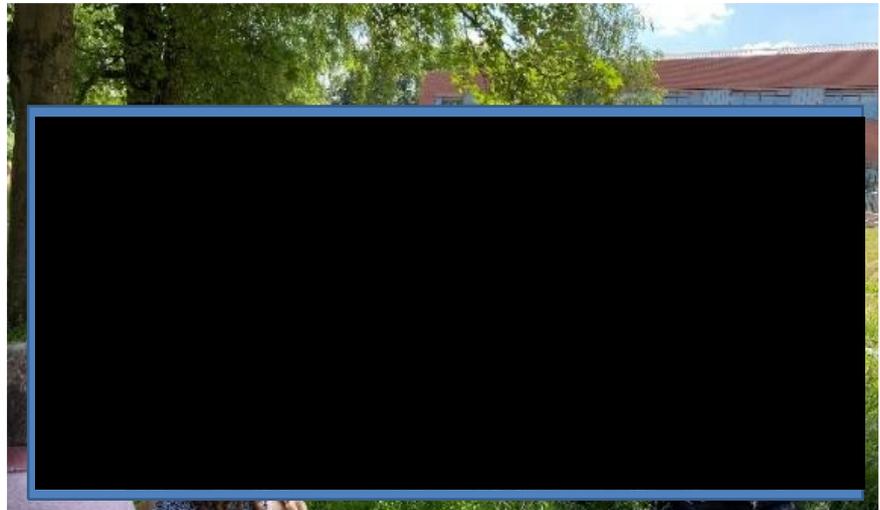
Progress:

- Social events scheduled within core working hours (sometimes online due to COVID-19);
- A Friday lunchtime external seminar slot offered as alternative to 4pm time.

Success:

- 95% satisfied with new seminar slot (7F/10M/1O) – previously female staff rated the timing of external seminars as ‘poor’ whereas male staff rate it as ‘good’
- *“The 4pm seminar is tricky for leaving the university in time to collect children.”* [REDACTED]
- 16 July Summer 2021 picnic [REDACTED].
- *“I’ve particularly enjoyed the picnics/bring and share lunches.”* [REDACTED]

Summer Picnic 2021
(first time back together on campus since lockdown)



Section 3: An assessment of the department's gender equality context

1. Culture, inclusion and belonging

Data for this section comes from staff consultations (Table 3, Section 1). Full Culture Surveys data is reported in Appendix 1. This section is organized as follows:

- (1) An evaluation of our current culture with regards to EDI, focusing on the department's areas of strength;
- (2) Consideration of issues identified by all staff and student groups and how to address them;
- (3) Consideration of issues identified by specific staff or student groups, including the gendered impact of the COVID-19 pandemic, and how to address them;
- (4) Consideration of intersectionality (specifically focusing on race).

(1) Areas of strength

As described in Section 2, the department has succeeded in building an understanding of gender equality and inclusion into its culture.

- EDI is a standing item on key committee agendas.
- The broad ASWG membership means that an awareness of gender equality issues extends across all areas of department work.
- High levels of awareness of AS principles: 85% academic staff surveyed were (very) aware of department Athena Swan activities; 90% were (very) aware of the ASWG; 85% satisfied with ASWG.
- Issues of gender equality are considered at multiple levels:
 - Membership of key committees is reviewed and amended to ensure gender balance.
 - Deputy chair positions have been created to ensure succession for leadership roles. This allows those on fractional contracts (mostly female staff) to gain experience of leadership (promotion-relevant).
 - Recruitment/internal selection panels by default include staff of different genders.
 - Activities are timed to be inclusive to those with caring responsibilities, e.g. meetings and social events held within core working hours; where possible, avoiding school holidays.
- The department is supportive of flexible working (which has become widespread following the COVID-19 pandemic).
 - Endorsing a hybrid working approach, adopted by the university, and working with staff to ensure their individual needs (space, equipment, caring responsibilities) are met.

- Supporting those with caring responsibilities to consolidate hours/work flexibly to accommodate their needs.
- 91% female and 94% male respondents to the Culture Survey agreed that the department enables flexible working.
- Reasonably high levels of agreement that department leadership activity supports gender equality: 70% female and 76% male respondents agreed.
- Whilst there is good progress with respect to gender equality, many of these developments and initiatives are practice rather than policy.
 - There is a need to formalize some of these to ensure that they are adhered to and not lost with changes of leadership.

ISSUE/CHALLENGE AP 5.5	AIMS	PROPOSED ACTIONS	SUCCESS MEASURES/OUTCOMES
<p>Staff and culture surveys indicated good awareness of AS principles and perceived progress with how gender equality is tackled in the department. However, many of the initiatives are practice rather than policy. It is important to ensure the continuity, representativeness, and succession planning of the ASWG.</p>	<p>To continue positive momentum of current ASWG.</p> <p>To ensure succession planning so that momentum is not lost.</p> <p>To formalize initiatives so that they become sustainable.</p>	<p>(1) Devise clear terms of reference and membership criteria for ASWG.</p> <p>(2) Devise clear terms of reference and membership criteria for other Departmental committees and panels.</p> <p>(3) Create Evidence log of activities for monitoring actions and to inform future applications.</p> <p>(4) Make a yearly budget of £5000 available to support AS actions.</p>	<p>(1) A clear set of terms for the ASWG so that staff are familiar with them, published and publicly available by the end 2022.</p> <p>(2) All departmental committees have terms of reference and membership criteria by 2024.</p> <p>(3) Establish Evidence log for future submissions April 2022.</p>

(2) Issues identified by all groups

- Overall, female respondents tended to agree with the Culture Survey core questions to a lesser degree than male respondents (and were more likely to indicate that they didn't know):
 - 66% female vs 76% male respondents felt their contributions were valued;
 - 70% female vs 76% male respondents agreed that leadership supports equality;
 - 39% female vs 50% male respondents were satisfied with how bullying is addressed;

- 79% female vs 94% male respondents felt that they were supported in their career development;
- 33% female vs 41% male respondents agreed that the department has acted to mitigate the gendered impact of Covid-19 on staff.
- There is therefore a clear need for further work to improve satisfaction amongst female members of the department across the board.
- A substantial proportion of respondents indicated little knowledge of the department's efforts to tackle bullying and harassment.
- Only a minority of particularly researchers knew how to report instances of bullying and harassment, should they occur.

ISSUE/CHALLENGE AP 5.1	AIMS	PROPOSED ACTIONS	SUCCESS MEASURES/OUTCOMES
<p>Only 42% of respondents to the culture survey agreed they were satisfied with department efforts to tackle bullying and harassment; most did not know (29%) or were neither satisfied nor dissatisfied (22%).</p> <p>60% research staff did not know how to report instances of bullying and harassment, should they occur.</p>	<p>Increase awareness of bullying and harassment policies and initiatives;</p> <p>Increase awareness of how to report any incidences.</p>	<p>(1) Ensure induction includes information on bullying and harassment and reporting, especially for researchers.</p> <p>(2) Include reminders in Council meetings on support available and policies.</p> <p>(3) Publicise WACC minutes more widely to inform staff of how issues are addressed.</p>	<p>(1) Increased awareness (90% or more staff know how to report) and satisfaction (80% or more staff are satisfied) when Culture survey is repeated (2025, 2027).</p>

- There was a clear impact of the COVID-19 pandemic on female academic staff and those with caring responsibilities:
 - The departmental COVID-19 Survey (Summer 2020) revealed that female academic staff felt they had to work more on pastoral work and less on publications; staff with caring responsibilities felt they worked less on research, grant applications and publications whilst staff without caring responsibilities felt enabled them to work more on these activities.
- While the COVID-19 lockdowns might have improved all staff members' ability to work flexibly, only 37% of respondents agreed that the department had taken actions to tackle the gendered effects of COVID-19.
 - Female respondents were less likely to agree (33% v. 41% males) and more likely to disagree (15% v. 6% males) suggesting those most impacted by the gendered effects of COVID-19 were not confident there had been any response.

ISSUE/CHALLENGE AP 4.1	AIMS	PROPOSED ACTIONS	SUCCESS MEASURES/ OUTCOMES
<p>Nationally there is evidence of a gendered-impact of the covid-19 pandemic on academic career progression; within the department, a mid-pandemic survey revealed similar findings. In the 2021 Culture survey, not many staff, and fewer women (33%) than men (41%), agreed that the department had taken action to tackle these effects.</p> <p>We don't know what the ongoing and lasting impacts of the pandemic are - we don't know who is still affected and to what extent and we don't know in what ways people continue to be affected and what might help them.</p>	<p>To better understand the impact of the covid-19 pandemic on women vs men and those with vs without caring responsibilities.</p> <p>To find out how many are still experiencing impacts of the pandemic.</p> <p>To find out what kinds of impacts people are experiencing and what kind of support they need.</p>	<p>(1) A new COVID-19 pandemic impact survey of all staff, including satisfaction with hybrid working.</p>	<p>(1) Collect quantitative and qualitative data from a representative sample (i.e. 60+% staff) of the department from all grades/roles and of all genders and caring backgrounds.</p> <p>(2) Increased agreement (i.e. 70+% staff) and decreased disagreement (0%) that the department has taken action to mitigate the gendered-impact of the covid-19 pandemic (Culture Surveys 2025, 2027).</p>
AP 4.2			
<p>Our mid-pandemic survey showed that women and those with caring responsibilities were working less on publications (50% women worked less), grant applications (50% staff with caring responsibilities worked less) and research activities (67% staff with caring responsibilities worked less) . These are key activities for promotion and therefore there is a need to ensure that people's track records recover.</p>	<p>To make time for people to get their research back on track by submitting delayed manuscripts for publication and/or submitting grant applications.</p>	<p>(1) To implement a monthly writing day and poll staff on how to best increase the number of grant/research writing days further.</p> <p>(2) Review current teaching and admin activities, especially for activities added during lockdown/home working and streamline activities where possible.</p>	<p>(1) Fewer women (less than 30%) and those with caring responsibilities (less than 30%) report that they have had less time for research activities compared to mid-pandemic survey.</p> <p>(2) More than 70% women/staff with caring responsibilities agree that they have been able to submit more manuscripts or grant applications in 2025 Culture Survey.</p>

AP 4.3

The 2021 Culture survey revealed that not many staff, and fewer women (33%) than men (41%), agreed that the department had taken action to tackle the gendered effects of the pandemic. The department needs to be proactive in tackling this problem.

To improve the department's covid response by taking this into account in study leave decisions.

(1) To encourage people making study leave applications to outline the impact of the COVID-19 pandemic on their productivity by updating the guidelines.

(2) To take into account individual's impact and gender/caring responsibilities when making study leave decisions - to prioritise women/carers who have been more negatively affected for study leave.

(1) Staff able to include pandemic impact when applying for study leave.

(2) Staff taking study leave are those that were more impacted by the Covid-19 pandemic.

(3) Increased agreement (i.e. 70+% staff) and decreased disagreement (0%) that the department has taken action to mitigate the gendered-impact of the covid-19 pandemic (Culture Surveys 2025, 2027).

AP 4.4

The 2021 Culture survey revealed that not many staff, and fewer women (33%) than men (41%), agreed that the department had taken action to tackle the gendered effects of the pandemic. The department needs to be proactive in tackling this problem.

Staff affected by pandemic are able to make a bid for equipment to support research.

(1) To encourage people to bid for equipment to support research.

(2) To take into account individual's impact and gender/caring responsibilities when making equipment decisions - to prioritise women/carers who have been more negatively affected.

(1) Equipment made available to those that were more impacted by the Covid-19 pandemic and who need it for research activities.

(2) Increased agreement (i.e. 70+% staff) and decreased disagreement (0%) that the department has taken action to mitigate the gendered-impact of the covid-19 pandemic (Culture Surveys 2025, 2027).

AP4.5			
<p>The 2021 Culture survey revealed that not many staff, and fewer women (33%) than men (41%), agreed that the department had taken action to tackle the gendered effects of the pandemic. The department needs to be proactive in tackling this problem.</p>	<p>To improve the department's covid response by ensuring PDR meetings include some discussion of this issue.</p>	<p>(1) To add a Covid impact section to the PDR forms used in annual reviews.</p> <p>(2) To ask PDR reviewers to specifically discuss any impacts of COVID-19 on individuals.</p>	<p>(1) 75% of staff complete a PDR annual review with some discussion of Covid-19 impact.</p> <p>(2) Increased agreement (i.e. 70+% staff) and decreased disagreement (0%) that the department has taken action to mitigate the gendered-impact of the covid-19 pandemic (Culture Surveys 2025, 2027).</p>
AP4.6			
<p>The 2021 Culture survey revealed that more female (16%) than male (0%) PGR students were likely to disagree that the department had taken action to mitigate the gendered effects of COVID-19.</p>	<p>To improve the department's covid response by taking the effects of COVID-19 into account in bi-monthly PGR progress reports and Annual Reviews.</p>	<p>(1) To add a section to the progress report document where PGR students can report on whether COVID-19 affected their research.</p> <p>(2) Annual Reviews to discuss the effects of COVID-19 on PGR progression.</p>	<p>(1) COVID-19 impact is discussed in 100% of progress reports and Annual Reviews</p> <p>(2) Increased agreement (i.e. 70+%) and decreased disagreement (0%) that the department has taken action to mitigate the gendered-impact of the covid-19 pandemic (Culture Surveys 2025, 2027).</p>

(3) Specific issues

PGRs: A good proportion (39%, █████) of female PGRs responded to surveys, but only 20% █████ of male PGRs. Thus, the responses of male PGRs might not be representative of the department's male PGR population.

- Female PGR respondents generally reported a stronger sense of belonging to the department than male respondents, with male respondents especially disagreeing that they belong in the department and that the department cares about them.
- Female PGR respondents were generally more critical than male respondents on how EDI work was recognized in terms of workload allocation and promotion/career progression, while a large proportion of male respondents did not know about these issues. Female respondents were also more likely to disagree that the department had taken action to mitigate the gendered effects of COVID-19.
- While the majority of respondents agreed that the department enabled flexible working and studying, many respondents did not know whether workloads were allocated fairly. Female respondents were more likely to disagree that caring responsibilities were taken into account and staff with caring responsibilities were supported (while male respondents were less likely to know about these issues).

ISSUE/CHALLENGE AP 4.6	AIMS	PROPOSED ACTIONS	SUCCESS MEASURES/OUTCOMES
The 2021 Culture survey revealed that more female (16%) than male (0%) PGR students were likely to disagree that the department had taken action to mitigate the gendered effects of COVID-19.	To improve the department's covid response by taking the effects of COVID-19 into account in bi-monthly PGR progress reports and Annual Reviews.	(1) To add a section to the progress report document where PGR students can report on whether COVID-19 affected their research. (2) Annual Reviews to discuss the effects of COVID-19 on PGR progression.	(1) COVID-19 impact is discussed in 100% of progress reports and Annual Reviews (2) Increased agreement (i.e. 70+%) and decreased disagreement (0%) that the department has taken action to mitigate the gendered-impact of the covid-19 pandemic (Culture Surveys 2025, 2027).

- All agreed that their line manager/supervisor supported their career development. However, a minority of respondents from both male and female genders (n = 2) disagreed that they received useful feedback on career development from performance reviews (PGRs have annual review meetings with mentors who are not their supervisors).

ISSUE/CHALLENGE AP 1.6	AIMS	PROPOSED ACTIONS	SUCCESS MEASURES/OUTCOMES
<p>Previous actions have improved career support for PGR students (91% of respondents in Culture survey felt they were supported in their career development) but this needs to be maintained.</p> <p>In the 2021 Culture survey, 2 PGR respondents disagreed that they received useful feedback on career development from their performance review.</p>	To continue to ensure good support for PGR students in their career development.	<p>(1) Ensure continuation of career workshops for PGR students.</p> <p>(2) Ensure that reviewers discuss career development in PGR students' Annual Review meeting.</p>	<p>(1) 100% of PGR students feel supported in their career development.</p> <p>(2) 100% of respondents to the 2025 and 2027 Culture surveys are satisfied with that they received useful feedback on their career development as part of the Annual Review process.</p>

- More female than male respondents disagreed with the well-being questions of the Culture survey, especially support for mental health/well-being in the department, how to ask for and seek support for well-being.

ISSUE/CHALLENGE AP 5.8	AIMS	PROPOSED ACTIONS	SUCCESS MEASURES/OUTCOMES
In the 2021 Culture survey more female (3/11) than male (1/3) PGR respondents disagreed that they were able to ask for and seek well-being support.	Improve knowledge about departmental mental health and well-being support.	<p>(1) Update and promote mental health/well-being information available in the PGR handbook and website.</p> <p>(2) SSLC representatives to communicate information regularly to students.</p>	(1) All PGR respondents know where to find support for wellbeing and feel confident to ask for it by 2027 Culture Survey.

Researchers: Only a small number of Researchers (█ in post at the time) responded to the Culture Survey, therefore the results are considered for the group overall not by gender identity.

- While researchers report a high sense of belonging to the department, only a minority thinks that the department as a whole cares about them.
- This might be because researchers “fall between the cracks” of actions and communications aimed at PGRs on the one hand and teaching-focused and/or teaching and research staff on the other hand. For example, few researchers attend departmental training events that have been developed for PGRs staff.

- Thus, researchers might perceive themselves as separate from the rest of the department.
- Only ■■■ researchers agreed that their wellbeing is supported and only ■■■ felt confident in asking for support; ■■■ did not know how to access support.
- Respondents to the Researchers survey highlighted that information about parental leave for Researchers is not clear. Further information about University support and eligibility as well as information about different externally-funded contracts is needed.

ISSUE/ CHALLENGE	AIMS	PROPOSED ACTIONS	SUCCESS MEASURES/OUTCOMES
<p>AP 3.1</p> <p>Only a small number (one third) of research staff responded to departmental surveys.</p>	<p>To encourage greater engagement from researchers with ASWG activities and to gain more in-depth feedback on their experiences.</p>	<p>(1) Conduct focus group with researchers (repeatedly postponed due to COVID-19).</p>	<p>(1) Focus group conducted in 2022.</p> <p>(2) Research staff survey in 2025 shows greater engagement (more than 75%) with ASWG activities.</p>
<p>AP 3.2</p>			
<p>The 2021 Culture Survey indicated that few research staff (20%, 1/5) think that the department cares about them. They perceive themselves as separated from the rest of the academic staff.</p>	<p>To increase research staff's sense of belonging in the department.</p>	<p>(1) Invite Researchers to relevant departmental events (e.g., Research Away days, PGR training events);</p> <p>(2) Facilitate development of research staff network that meets regularly;</p> <p>(3) Research network to include standard agenda items (e.g. health and safety, EDI) with department representatives invited to attend where relevant.</p> <p>(4) Invite research staff representative from network to attend and report at WACC and Council Meeting.</p>	<p>(1) In 2025 staff survey more than 60% of research staff respondents feel that the department cares about them.</p> <p>(2) In 2027 staff survey more than 90% of research staff respondents feel that the department cares about them.</p>

AP 3.3			
The 2021 Culture Survey showed that research staff show limited knowledge of career progression and promotion.	To increase research staff's knowledge of career progression and promotion at the department and University	(1) Include research staff in departmental communications regarding promotions and career progression events; (2) Allow research staff to attend presentations by academic job candidates	(1) In 2025 staff survey more than 60% of research staff indicate good knowledge of career progression and promotion. (2) More than 75% research staff attending progression and recruitment events.
AP 3.4			
The 2021 Culture Survey indicated that few research staff show knowledge of the department's caring leave policies - 2/5 agreed that the department provides support; 3/5 didn't know or neither agreed/disagreed .	To increase research staff's knowledge of parental and caring leave policies in the department and at the University.	(1) Link to HR policies regarding parental and caring leave on the research staff intranet page; (2) Appoint departmental point-of-contact about parental/caring leave for research staff; (3) In the long-term, explore how parental/caring leave affects the contracts of externally-funded research staff.	(1) Up-to-date information on departmental websites about caring leave for researchers. (2) In 2025 staff survey more than 60% of research staff show good knowledge of parental/caring leave policies; more than 70% research staff know about and are satisfied with the departmental point-of-contact for parental/caring leave. (3) Information for different funding providers on caring leave options or how to find this information provided on department website, and evidence in 2027 survey that 90% research staff know how to find this.

Teaching-focused and Teaching-and-Research staff:

- Respondents generally rated the department's culture positively. There was general high agreement regarding a sense of belonging and being valued, line manager support for gender equality and career development, and the department's commitment to flexible working
- But females rate the department's culture slightly less positively than males. This difference is most apparent regarding departmental leadership for supporting gender equality and career development.

ISSUE/CHALLENGE AP 1.1	AIMS	PROPOSED ACTIONS	SUCCESS MEASURES/OUTCOMES
<p>In the 2021 Culture survey, female academics rated support for career progression in the department less positively (77% agreed they were supported) than males (100% agreed).</p> <p>Female representation in senior roles within the department remains unbalanced (e.g. only 31% Professors are female; all research group heads are male).</p>	<p>To support all academic members of the department in their career progression.</p> <p>To increase promotion for women.</p>	<p>(1) Continue yearly promotions workshops (initiated in 2020);</p> <p>(2) Instruct PDR reviewers to use PDR process to initiate conversations around promotions and promotions criteria.</p>	<p>(1) PDR discussions include promotions discussion for all staff (check in 2025 survey).</p> <p>(2) In the 2025 staff survey, over 90% of all respondents feel supported in their career development; no gender differences between females and males agreement with support.</p> <p>(3) Increased number (50%) of Professors are women by 2027.</p>
AP 1.2			
<p>Some female academic staff have engaged with opportunities to gain experience of senior roles through shadowing (N=1) or leadership training opportunities (N=3) but more could take part.</p>	<p>To encourage more women to take part in shadowing and training opportunities to gain senior role experience relevant to senior promotion.</p>	<p>(1) University and department shadowing schemes and training opportunities (Aurora) communicated through Council meetings and bulletins.</p> <p>(2) Invite previous users of these schemes to give feedback and answer questions about them to encourage future participants.</p>	<p>(1) At least two women per year have taken part in shadowing schemes by 2027.</p> <p>(2) At least three women per year have taken part in leadership training.</p>

PTO: Given the small number of PTO staff in the department, the survey results are not split by gender identity.

- While all PTO respondents report a high sense of belonging, only half of them agree that the department cares about them.
- The majority recognize the department's and leadership efforts regarding the promotion of gender equality. However, only half of respondents believe that their own work on gender equality is recognized for promotion or career

progression. This is different for academic staff where promotion criteria explicitly recognize EDI efforts.

- All consultations with PTO staff reveal a high dissatisfaction with career development opportunities, availability and access to training, and feedback provided through the PDR process.
- PTO progression, training and career development is organized and communicated at University-level. Following PTO feedback, the department has developed a career website and communicated training opportunities for PTO staff. This has been regarded as useful, and, as a consequence, PTO respondents reported to be more likely to do further training since these actions have been implemented in 2016.

ISSUE/CHALLENGE AP 1.3	AIMS	PROPOSED ACTIONS	SUCCESS MEASURES/OUTCOMES
<p>In the 2021 Culture survey only half of PTO staff agreed that work on gender equality is recognized for promotion or career progression.</p>	<p>To recognize PTO staffs work on gender equality in their promotions and for career progression.</p>	<p>(1) Department explores options to reward and recognize PTO staff's work on gender equality and other EDI issues.</p> <p>(2) Instate a WLM similar to the one for academic staff (see 1.4)</p>	<p>(1) In the 2025 Culture survey, 75% PTO staff agree that work on gender equality is recognized for progression.</p> <p>(2) In the 2027 Culture survey, all PTO staff agree that work on gender equality is recognized for progression.</p>
AP 1.4			
<p>The 2021 Culture Survey with PTO staff reveal low satisfaction with feedback on career progression provided through the PDR process - only 37.5% agreed feedback was useful.</p>	<p>To improve satisfaction with the PDR process for PTO staff in order to support career development.</p>	<p>(1) Conduct focus group with PTO staff on how PDR can be improved to support career progression and training.</p> <p>(2) Make focus of PDRs having SMART actions tied to specific training or skills.</p> <p>(3) PA to HOD to take part in University level PA Sub-group Training. Identify and share good practice with PTO staff.</p> <p>(4) Academic Programmes manager to share ideas with University Training Sub-group.</p>	<p>(1) Focus group recommendations implemented to ensure Improved PDR process with focus on career progression.</p> <p>(2) Increased satisfaction with feedback on career development in 2025 Culture Survey - more than 75% agree feedback is useful.</p>

AP 1.5			
In the 2021 Culture survey, only 25% PTO staff agreed that workloads are allocated fairly - 50% disagreed.	To make workload allocations fair, transparent and manageable. To ensure all work is recognized.	(1) Instate a WLM similar to the one of academic staff; see also actions on COVID recovery.	(1) WLM set up with EDI work included by 2023 to be a working record of work allocations. (2) Satisfaction with this WLM from PTO staff (at least 60% agree that it is useful) in a 2024 survey. (3) Increased satisfaction that workloads are allocated fairly - over 75% agree - in the 2027 Culture Survey.

Taught students (Undergraduate and PGT):

- There has been less focus on the department’s taught students in recent AS actions. Many previous actions were not feasible.
- These are important groups to understand as the leaky pipeline into academic careers begins here.
 - We currently do not know how taught students perceive university career paths or whether they experience any other issues of gender or intersectional inequalities.
- Opportunities exist within the University to gain research experience that would be relevant to and a first step towards an academic career but greater uptake could be encouraged.

ISSUE/CHALLENGE AP 2.1	AIMS	PROPOSED ACTIONS	SUCCESS MEASURES/ OUTCOMES
<p>There has been little focus on taught students within the department in recent Athena Swan actions. These are important groups to understand as the leaky pipeline into academic careers begins here - women are highly represented on UG Psychology courses (approx. 85% of current cohort) but ultimately under-represented at professorial level (33% of current staff) with representation declining steadily across different stages of the academic career pipeline (approx. 75% PGR students are female; 64% researchers are female; 47% teaching and research staff are female).</p> <p>We currently do not know how taught students perceive university career path, what boundaries to pursuing an academic career they experience, or whether they experience any other issues of gender inequality.</p>	<p>To gain insight into undergraduate and taught postgraduate students' experiences and perceptions of academia.</p> <p>To understand why fewer female students progress from UG to PGT and from PGT to PGR which leads to other academic roles.</p> <p>To identify barriers to career progression and generate future actions to mitigate this.</p>	<p>(1) To analyse existing quantitative data on the taught student population to identify any demographic trends in those attending UG, PGT and PGR courses.</p> <p>(2) To conduct a survey of UG students to explore their motivations for studying Psychology, their anticipated career paths, their understanding of academic careers and how to pursue one, their perception of such careers and any barriers to entering them.</p> <p>(3) To conduct a survey of PGT students to explore their motivation for taking a PGT course, their anticipated next steps, their understanding of academic careers and how to pursue one, their perception of such careers and any barriers to entering them.</p>	<p>(1) Collect quantitative and qualitative data from a representative sample (i.e. 75+% students) of the department from all courses and years of the UG programme and of all genders.</p> <p>(2) Collect quantitative and qualitative data from a representative sample (i.e. 75+% students) of the department from all courses and years of the PGT programme and of all genders.</p> <p>(3) Based on these data, implement 2-3 actions relevant to addressing issues of female retention within the cohort.</p> <p>(4) 2027 data shows increased female retention from UG courses to more than 80% students on PGR programmes are female.</p>

AP 2.2			
<p>There are several University schemes to engage taught students in research (IATL, URSS) but uptake for these schemes is fairly low (on average 5 students/year; 4 female students/year on average).</p> <p>Participating in these schemes could be a first step to engaging with the academic career pipeline.</p>	<p>To increase female taught students' engagement with research schemes.</p>	<p>(1) To ensure these schemes are circulated in a timely fashion to taught students.</p> <p>(2) To ask staff to volunteer project ideas for these schemes to encourage students to participate.</p>	<p>(1) 10 or more female students participating in University research schemes per year.</p>

Parental support and part-time working:

- As noted above, flexible working is well-recognised and appreciated within the department, however the focus group for those having completed parental leave highlighted that part-time staff faced difficulties particularly meeting marking deadline requirements.

ISSUE/CHALLENGE AP 6.2	AIMS	PROPOSED ACTIONS	SUCCESS MEASURES/OUTCOMES
<p>The parenting focus group identified that at present, information about shared parental leave is difficult to find.</p>	<p>Have a named contact person for information publicised on website for all parental leave queries (HR Advisor)</p>	<p>(1) Get permission from HR Advisor to publish contact details on Staff Intranet.</p> <p>(2) Communicate information via Council meetings.</p>	<p>(1) Website updated 2022/23</p> <p>(2) Review satisfaction with departmental information 2025 survey.</p>

- PGR students within the department have identified issues (communicated via the PG SSLC) with childcare support available to them. The PGR efforts to address this could be better supported by the department, via the ASWG.

ISSUE/CHALLENGE AP 6.3	AIMS	PROPOSED ACTIONS	SUCCESS MEASURES/ OUTCOMES
Support for PGR's to get tax-free childcare: Currently PhD students are not eligible for full tax free childcare as they are only able to receive 50% of childcare vouchers. The Postgraduate SSLC have contacted local MPs and will collaborate with the Students Union in a University-wide campaign.	PGR's to have similar childcare benefits as employees.	(1) SSLC invited to update ASWG on campaign at ASWG meeting. (2) ASWG to provide any support requested.	(1) SSLC conduct a successful campaign to get similar childcare benefits for PGR students.

(4) Intersectionality

- There has been a recent focus on issues of racial equality within the department:
 - Three staff members (including ASWG Chair) participated in a University pilot programme (2020-2021) designed to educate staff about tackling racial inequalities in teaching.
 - Subsequently, a department Teaching Race Equality Committee has been founded (2021) with representatives from staff (including ASWG Chair) and student populations to address issues of racial inequality for students within Psychology.
 - A senior staff member (██████████) established a departmental career support group for PG students and early career researchers from BME backgrounds; this has extended to a faculty-wide group.
 - A group of staff successfully attracted grant funding to explore how student experiences differ by ethnicity. This funding includes a paid RA role taken up by a PGR student (F) from a BME background.
- Furthermore, the UG SSLC has expanded to include self-nominating representatives for LGBTQIA+ students, BME students, and students with disabilities.
- As a result of these activities and reporting within key department committees (Management, Council, WACC), there is a growing awareness of intersectional issues.
- With respect to race, nationally, the trend for women to be underrepresented in senior positions (professors, management) increases sharply when considering ethnicity: non-white females are even more under-represented in senior positions:
 - 20% of UK professors are female, whereas 40% of non-professorial academic roles are filled by women (UCU report, 2021).
 - In 2016/2017, just 2% of UK professors were BME females (Universities UK report, 2019).

- Staffing at the University of Warwick also reflects these national trends:
 - 27% of professors at Warwick in 2022 are female.
 - 11% professors at Warwick are from BME backgrounds and only 4% are non-white women.
- The department similarly has issues with under-representation of women and non-white staff in senior roles, as well as low numbers of non-white staff at all levels.
 - 31% professors (vs 59% non-professorial academics) are female
 - 77% professors (and 88% non-professorial academics) are white
 - Of all department staff, 85% identified as white, with 9% (N=3) reporting being from BME backgrounds.
- Our student population is more diverse, more so than national averages (Appendix 2.1, Section 1).
 - Half the current UG population identified as white, a quarter as Asian, 13% as black, and 6% as mixed ethnicity.
 - Less than a quarter of the PGT population identified as white, almost three quarters identified as Asian. Very few PGT students identified as black (2%) or mixed ethnicity (4%).
 - Most PGR students identified as white (60%), 24% as Asian, and 8% as black or mixed ethnicity.
- The University has conducted the staff and student Race Equality Surveys regarding the intersection of race and gender in November 2020. Key findings include:
 - Compared to males and white females, BME females were least likely to agree with issues of “community”: The racial diversity of Warwick mattered to them more before applying, impacted on their sense of belonging, desire to stay, and on day-to-day life.
 - BME females (compared to BME males) were more likely to be aware of ethnic tensions in the University/local area and reported higher experiences of discrimination.
 - Females (and BME females particularly) were less likely to consider a postgraduate course, PhD, or career in academia.
- Clearly, the leaky pipeline that exists for females entering academic careers is an even greater issue for females from non-white backgrounds.
 - Given the current activity already taking place within the department around race, this area of intersectionality will be the focus of future actions.

ISSUE/CHALLENGE AP 2.3	AIMS	PROPOSED ACTIONS	SUCCESS MEASURES/ OUTCOMES
<p>Our UG population is much more ethnically diverse than our staff population. This suggests that there is a leaky pipeline for non-white students. Within our department, non-white staff are under-represented irrespective of gender (85% staff and 60% PGR students in the department are white but 44% UG students are from BME backgrounds). University and national data suggest that women from non-white backgrounds are particularly under-represented at senior levels in academia. The leaky pipeline for women is therefore even greater for BME women (42% current UG students are BME females; 26% current PGR students are BME females).</p> <p>We currently do not know why our BME students, in particular, do not pursue academic careers.</p>	<p>To explore the intersection of race and gender within our UG and PGT populations.</p>	<p>(1) Within our surveys of taught students, we will collect ethnicity data in order to explore how the data contrasts between women from different ethnic backgrounds.</p>	<p>(1) Collect quantitative and qualitative data from a representative sample (i.e. 75+% students) of the department from all courses and years of the UG programme and of all genders and ethnic backgrounds.</p> <p>(2) Quantitative and qualitative data from a representative sample (i.e. 75+% students) of the department from all courses and years of the PGT programme and of all genders and ethnic backgrounds.</p> <p>(3) Based on these data, implement 2-3 actions relevant to addressing issues of BME female retention within the cohort.</p> <p>(4) 2027 data shows increased BME female retention from UG courses to 40% students on PGR programmes are BME female.</p>

2. Key priorities for future action

Based on the Culture surveys (and other survey/focus group) data, we identified the following key priority areas for future actions:

1. **Career development:** this continues to be an area where there is room for improvement for members of the department from all roles/levels and where there could be increased satisfaction with department support. Work on this key priority will include:
 - a. Maintaining progress on already started work on promotions – ensuring workshops run every year and evaluating their success; continuing to promote the availability of promotions mentors to all academic staff and evaluating their effectiveness.
 - b. Maintaining support for PGR career development and ensuring that annual reviews provide effective career advice.
 - c. Improving training and skill-building opportunities and the effectiveness of PDRs to support better progression for PTO staff.
 - d. Embedding discussion on promotions criteria and COVID-19 impact into academic staff PDRs.

2. **Taught student experience:** this is an area that has not received much focus from the ASWG in the last award period. This is however a key point in the 'leaky pipeline' and therefore is important to address to ensure future equality and diversity in academia. Work on this key priority will include:
 - a. Surveying UG and PGT students to find out their perception of academic careers, what barriers there may be to them pursuing an academic career.
 - b. Defining and carrying out relevant actions to support taught students, particularly female, to pursue further academic study towards an academic career and increasing retention of female students into PG programmes.
 - c. Promoting and supporting University research schemes to ensure good uptake amongst female students.

3. **Researcher experience:** this group similarly have received less attention in recent ASWG work and the data suggest that there is room for improvement in terms of their place in the department and career progression. Work on this key priority will include:
 - a. Actions to make the department feel more inclusive to this group of staff and ensuring they are well-informed about career issues.
 - b. Establishing a researcher forum or network to support communication within this group of staff and to the wider department by including feedback from the group on key committee agendas.

4. **COVID-19 recovery:** Our COVID-19 surveys identified ways in which the pandemic affected women and those with caring responsibilities and the recent culture survey showed that more could be done by the department to mitigate these effects. Work on this key priority will include:
 - a. Focusing on understanding what the gendered-impact of the pandemic continues to be and how to tackle it.
 - b. Ensuring that staff have an opportunity to include information about the effect on their progress for key applications (study leave, PhD studentships) and in PDRs.
 - c. Finding ways to reduce unnecessary workloads and increase research time to support recovery.
 - d. Encouraging PGR students to identify issues stemming from the pandemic so support can be provided.

5. **Culture and environment:** Though the department has made good progress in this area, it is important to ensure that our momentum is not lost. Work on this key priority will include:
 - a. Ensuring that good practice is formalised and EDI work is properly allocated and recognised
 - b. Ensuring that engagement and understanding about EDI are maintained.
 - c. Ensuring diversity of representation on committees and incorporating intersectionality of gender with other characteristics.
 - d. Supporting wellbeing and fostering a feeling of being cared about for all members of the department and understanding of what support for bullying and harassment is available.

6. **Parental support and part-time working:** Though the department has also made good progress in this area, our recent focus group identified further actions to ensure that those with caring responsibilities receive additional support where needed.
 - a. Supporting those working part-time to ensure they are not unfairly impacted by workload.
 - b. Ensuring information about parental leave and policies is accessible, especially for Researchers who may not be eligible for University support.
 - c. Supporting PGR students with childcare responsibilities.

Issues of **intersectionality with race** will be considered within these key priority areas (e.g. taught student/research staff experience, culture and environment).

The future action plan is organised by key priority area.

Section 4: Future action plan

1. Action plan

Action Plan: Department of Psychology, University of Warwick 2022 - 2027

1 Career Development

#	ISSUE/CHALLENGE	AIMS	PROPOSED ACTIONS	RESPONSIBILITY	TIMESCALE	SUCCESS MEASURES/OUTCOMES
1.1	In the 2021 Culture survey, female academics rated support for career progression in the department less positively (77% agreed they were supported) than males (100% agreed). Female representation in senior roles within the department remains unbalanced (e.g. only 31% Professors are female; all research group heads are male).	To support all academic members of the department in their career progression. To increase promotion for women.	(1) Continue yearly promotions workshops (initiated in 2020); (2) Instruct PDR reviewers to use PDR process to initiate conversations around promotions and promotions criteria.	Promotions subgroup, HoD, PDR reviewers	Continue: 2022 - 2025 Review: 2025	(1) PDR discussions include promotions discussion for all staff (check in 2025 survey). (2) In the 2025 staff survey, over 90% of all respondents feel supported in their career development; no gender differences between females and males agreement with support. (3) Increased number (50%) of Professors are women by 2027.
1.2	Some female academic staff have engaged with opportunities to gain experience of senior roles through shadowing (N=1) or leadership training opportunities (N=3) but more could take part.	To encourage more women to take part in shadowing and training opportunities to gain senior role experience relevant to senior promotion.	(1) University and department shadowing schemes and training opportunities (Aurora) communicated through Council meetings and bulletins. (2) Invite previous users of these schemes to give feedback and answer questions about them to encourage future participants.	Promotions subgroup, HoD	Continue: 2022 - 2025 Review: 2025	(1) At least two women per year have taken part in shadowing schemes by 2027. (2) At least three women per year have taken part in leadership training.
1.3	In the 2021 Culture survey only half of PTO staff agreed that work on gender equality is recognized for promotion or career progression.	To recognize PTO staff's work on gender equality in their promotions and for career progression.	(1) Department explores options to reward and recognize PTO staff's work on gender equality and other EDI issues. (2) Instate a WLM similar to the one for academic staff (see 1.4)	Promotions subgroup, HoD, AS Chairs	Implement 2023 Review: 2025, 2027	(1) In the 2025 Culture survey, 75% PTO staff agree that work on gender equality is recognized for progression. (2) In the 2027 Culture survey, all PTO staff agree that work on gender equality is recognized for progression.
1.4	The 2021 Culture Survey with PTO staff reveal low satisfaction with feedback on career progression provided through the PDR process - only 37.5% agreed feedback was useful.	To improve satisfaction with the PDR process for PTO staff in order to support career development.	(1) Conduct focus group with PTO staff on how PDR can be improved to support career progression and training. (2) Make focus of PDRs having SMART actions tied to specific training or skills. (3) PA to HOD to take part in University level PA Sub-group Training. Identify and share good practice with PTO staff. (4) Academic Programmes manager to share ideas with University Training Sub-group.	Promotions subgroup, AS chairs	Implement: 2022/23 Review: 2025	(1) Focus group recommendations implemented to ensure Improved PDR process with focus on career progression. (2) Increased satisfaction with feedback on career development in 2025 Culture Survey - more than 75% agree feedback is useful.
1.5	In the 2021 Culture survey, only 25% PTO staff agreed that workloads are allocated fairly - 50% disagreed.	To make workload allocations fair, transparent and manageable. To ensure all work is recognized.	(1) Instate a WLM similar to the one of academic staff, see also actions on COVID recovery.	HoD	Implement 2023 Review: 2025	(1) WLM set up with EDI work included by 2023 to be a working record of work allocations. (2) Satisfaction with this WLM from PTO staff (at least 60% agree that it is useful) in a 2024 survey. (3) Increased satisfaction that workloads are allocated fairly - over 75% agree - in the 2027 Culture Survey.

#	ISSUE/CHALLENGE	AIMS	PROPOSED ACTIONS	RESPONSIBILITY	TIMESCALE	SUCCESS MEASURES/OUTCOMES
1.6	<p>Previous actions have improved career support for PGR students (91% of respondents in Culture survey felt they were supported in their career development) but this needs to be maintained.</p> <p>In the 2021 Culture survey, 2 PGR respondents disagreed that they received useful feedback on career development from their performance review.</p>	To continue to ensure good support for PGR students in their career development.	<p>(1) Ensure continuation of career workshops for PGR students.</p> <p>(2) Ensure that reviewers discuss career development in PGR students' Annual Review meeting.</p>	PDR subgroup, Director of Graduate Studies	Implement 2023	<p>(1) 100% of PGR students feel supported in their career development.</p> <p>(2) 100% of respondents to the 2025 and 2027 Culture surveys are satisfied with that they received useful feedback on their career development as part of the Annual Review process.</p>

2 Taught student experience

#	ISSUE/CHALLENGE	AIMS	PROPOSED ACTIONS	RESPONSIBILITY	TIMESCALE	SUCCESS MEASURES/OUTCOMES
2.1	<p>There has been little focus on taught students within the department in recent Athena Swan actions. These are important groups to understand as the leaky pipeline into academic careers begins here - women are highly represented on UG Psychology courses (approx. 85% of current cohort) but ultimately under-represented at professorial level (33% of current staff) with representation declining steadily across different stages of the academic career pipeline (approx. 75% PGR students are female; 64% researchers are female; 47% teaching and research staff are female).</p> <p>We currently do not know how taught students perceive university career path, what boundaries to pursuing an academic career they experience, or whether they experience any other issues of gender inequality.</p>	<p>To gain insight into undergraduate and taught postgraduate students' experiences and perceptions of academia.</p> <p>To understand why fewer female students progress from UG to PGT and from PGT to PGR which leads to other academic roles.</p> <p>To identify barriers to career progression and generate future actions to mitigate this.</p>	<p>(1) To analyse existing quantitative data on the taught student population to identify any demographic trends in those attending UG, PGT and PGR courses.</p> <p>(2) To conduct a survey of UG students to explore their motivations for studying Psychology, their anticipated career paths, their understanding of academic careers and how to pursue one, their perception of such careers and any barriers to entering them.</p> <p>(3) To conduct a survey of PGT students to explore their motivation for taking a PGT course, their anticipated next steps, their understanding of academic careers and how to pursue one, their perception of such careers and any barriers to entering them.</p>	ASWG Taught student sub-group	<p>Plan and design surveys summer 2022</p> <p>Run surveys 2022/23</p> <p>Update AP 2023.</p> <p>Review: 2025, 2027</p>	<p>(1) Collect quantitative and qualitative data from a representative sample (i.e. 75+% students) of the department from all courses and years of the UG programme and of all genders.</p> <p>(2) Collect quantitative and qualitative data from a representative sample (i.e. 75+% students) of the department from all courses and years of the PGT programme and of all genders.</p> <p>(3) Based on these data, implement 2-3 actions relevant to addressing issues of female retention within the cohort.</p> <p>(4) 2027 data shows increased female retention from UG courses to more than 80% students on PGR programmes are female.</p>
2.2	<p>There are several University schemes to engage taught students in research (IATL, URSS) but uptake for these schemes is fairly low (on average 5 students/year; 4 female students/year on average).</p> <p>Participating in these schemes could be a first step to engaging with the academic career pipeline.</p>	To increase female taught students' engagement with research schemes.	<p>(1) To ensure these schemes are circulated in a timely fashion to taught students.</p> <p>(2) To ask staff to volunteer project ideas for these schemes to encourage students to participate.</p>	ASWG Taught student sub-group	<p>Implement 2022/23</p> <p>Review 2025, 2027</p>	(1) 10 or more female students participating in University research schemes per year.

#	ISSUE/CHALLENGE	AIMS	PROPOSED ACTIONS	RESPONSIBILITY	TIMESCALE	SUCCESS MEASURES/OUTCOMES
2.3	<p>Our UG population is much more ethnically diverse than our staff population. This suggests that there is a leaky pipeline for non-white students. Within our department, non-white staff are under-represented irrespective of gender (85% staff and 60% PGR students in the department are white but 44% UG students are from BME backgrounds). University and national data suggest that women from non-white backgrounds are particularly under-represented at senior levels in academia. The leaky pipeline for women is therefore even greater for BME women (42% current UG students are BME females; 26% current PGR students are BME females).</p> <p>We currently do not know why our BME students in particular do not pursue academic careers.</p>	To explore the intersection of race and gender within our UG and PGT populations.	(1) Within our surveys of taught students, we will collect ethnicity data in order to explore how the data contrasts between women from different ethnic backgrounds.	ASWG Taught student sub-group Teaching Race Equality Committee	<p>Plan and design surveys summer 2022</p> <p>Run surveys 2022/23</p> <p>Update AP 2023.</p> <p>Review: 2025, 2027</p>	<p>(1) Collect quantitative and qualitative data from a representative sample (i.e. 75+% students) of the department from all courses and years of the UG programme and of all genders and ethnic backgrounds.</p> <p>(2) Quantitative and qualitative data from a representative sample (i.e. 75+% students) of the department from all courses and years of the PGT programme and of all genders and ethnic backgrounds.</p> <p>(3) Based on these data, implement 2-3 actions relevant to addressing issues of BME female retention within the cohort.</p> <p>(4) 2027 data shows increased BME female retention from UG courses to 40% students on PGR programmes are BME female.</p>

3 Research staff experience

#	ISSUE/CHALLENGE	AIMS	PROPOSED ACTIONS	RESPONSIBILITY	TIMESCALE	SUCCESS MEASURES/OUTCOMES
3.1	Only a small number (one third) of research staff responded to departmental surveys.	To encourage greater engagement from researchers with ASWG activities and to gain more in-depth feedback on their experiences.	(1) Conduct focus group with researchers (repeatedly postponed due to COVID-19).	Research staff subgroup	Review: 2025	<p>(1) Focus group conducted in 2022.</p> <p>(2) Research staff survey in 2025 shows greater engagement (more than 75%) with ASWG activities.</p>
3.2	The 2021 Culture Survey indicated that few research staff (20%, 1/5) think that the department cares about them. They perceive themselves as separated from the rest of the academic staff.	To increase research staff's sense of belonging in the department.	<p>(1) Invite Researchers to relevant departmental events (e.g., Research Away days, PGR training events);</p> <p>(2) Facilitate development of research staff network that meets regularly;</p> <p>(3) Research network to include standard agenda items (e.g. health and safety, EDI) with department representatives invited to attend where relevant.</p> <p>(4) Invite research staff representative from network to attend and report at WACC and Council Meeting.</p>	Researcher subgroup, AS manager, WACC chair	Review: 2025, 2027	<p>(1) In 2025 staff survey more than 60% of research staff respondents feel that the department cares about them.</p> <p>(2) In 2027 staff survey more than 90% of research staff respondents feel that the department cares about them.</p>
3.3	The 2021 Culture Survey showed that research staff show limited knowledge of career progression and promotion.	To increase research staff's knowledge of career progression and promotion at the department and University	<p>(1) Include research staff in departmental communications regarding promotions and career progression events;</p> <p>(2) Allow research staff to attend presentations by academic job candidates.</p>	AS manager, AS chairs	<p>Implement 2022</p> <p>Review: 2025</p>	<p>(1) In 2025 staff survey more than 60% of research staff indicate good knowledge of career progression and promotion.</p> <p>(2) More than 75% research staff attending progression and recruitment events.</p>

#	ISSUE/CHALLENGE	AIMS	PROPOSED ACTIONS	RESPONSIBILITY	TIMESCALE	SUCCESS MEASURES/OUTCOMES
3.4	The 2021 Culture Survey indicated that few research staff show knowledge of the department's caring leave policies - 2/5 agreed that the department provides support; 3/5 didn't know or neither agreed/disagreed.	To increase research staff's knowledge of parental and caring leave policies in the department and at the University.	(1) Link to HR policies regarding parental and caring leave on the research staff intranet page; (2) Appoint departmental point-of-contact about parental/caring leave for research staff; (3) In the long-term, explore how parental/caring leave affects the contracts of externally-funded research staff.	AS chairs, Researcher subgroup, HoD, AS manager	Review: 2025, 2027	(1) Up-to-date information on departmental websites about caring leave for researchers. (2) In 2025 staff survey more than 60% of research staff show good knowledge of parental/caring leave policies; more than 70% research staff know about and are satisfied with the departmental point-of-contact for parental/caring leave. (3) Information for different funding providers on caring leave options or how to find this information provided on department website, and evidence in 2027 survey that 90% research staff know how to find this.

4 Covid Recovery

#	ISSUE/CHALLENGE	AIMS	PROPOSED ACTIONS	RESPONSIBILITY	TIMESCALE	SUCCESS MEASURES/OUTCOMES
4.1	Nationally there is evidence of a gendered-impact of the covid-19 pandemic on academic career progression; within the department, a mid-pandemic survey revealed similar findings. In the 2021 Culture survey, not many staff, and fewer women (33%) than men (41%), agreed that the department had taken action to tackle these effects. We don't know what the ongoing and lasting impacts of the pandemic are - we don't know who is still affected and to what extent and we don't know in what ways people continue to be affected and what might help them.	To better understand the impact of the covid-19 pandemic on women vs men and those with vs without caring responsibilities. To find out how many are still experiencing impacts of the pandemic. To find out what kinds of impacts people are experiencing and what kind of support they need.	(1) A new COVID-19 pandemic impact survey of all staff, including satisfaction with hybrid working.	ASWG Covid-recovery sub-group	Create May 2022; Distribute June-July 2022 Analyse August 2022 2022-2023 Refine actions below, or add additional actions, to support staff in response to specific needs.	(1) Collect quantitative and qualitative data from a representative sample (i.e. 60+% staff) of the department from all grades/roles and of all genders and caring backgrounds. (2) Increased agreement (i.e. 70+% staff) and decreased disagreement (0%) that the department has taken action to mitigate the gendered-impact of the covid-19 pandemic (Culture Surveys 2025, 2027).
4.2	Our mid-pandemic survey showed that women and those with caring responsibilities were working less on publications (50% women worked less), grant applications (50% staff with caring responsibilities worked less) and research activities (67% staff with caring responsibilities worked less) . These are key activities for promotion and therefore there is a need to ensure that people's track records recover.	To make time for people to get their research back on track by submitting delayed manuscripts for publication and/or submitting grant applications.	(1) To implement a monthly writing day and poll staff on how to best increase the number of grant/research writing days further. (2) Review current teaching and admin activities, especially for activities added during lockdown/home working and streamline activities where possible.	HoD/ASWG Chairs	Begin extra writing days from Term 3 (April 2022). Conduct review of current activities summer 2022 (before 22/23 academic year). Review success 2025	(1) Fewer women (less than 30%) and those with caring responsibilities (less than 30%) report that they have had less time for research activities compared to mid-pandemic survey. (2) More than 70% women/staff with caring responsibilities agree that they have been able to submit more manuscripts or grant applications in 2025 Culture Survey.

#	ISSUE/CHALLENGE	AIMS	PROPOSED ACTIONS	RESPONSIBILITY	TIMESCALE	SUCCESS MEASURES/OUTCOMES
4.3	The 2021 Culture survey revealed that not many staff, and fewer women (33%) than men (41%), agreed that the department had taken action to tackle the gendered effects of the pandemic. The department needs to be proactive in tackling this problem.	To improve the department's covid response by taking this into account in study leave decisions.	(1) To encourage people making study leave applications to outline the impact of the COVID-19 pandemic on their productivity by updating the guidelines. (2) To take into account individual's impact and gender/caring responsibilities when making study leave decisions - to prioritise women/carers who have been more negatively affected for study leave.	HoD	Update study leave forms October 2022 for next and subsequent rounds of study leave applications. Review 2025, 2027	(1) Staff able to include pandemic impact when applying for study leave. (2) Staff taking study leave are those that were more impacted by the Covid-19 pandemic. (3) Increased agreement (i.e. 70+% staff) and decreased disagreement (0%) that the department has taken action to mitigate the gendered-impact of the covid-19 pandemic (Culture Surveys 2025, 2027).
4.4	The 2021 Culture survey revealed that not many staff, and fewer women (33%) than men (41%), agreed that the department had taken action to tackle the gendered effects of the pandemic. The department needs to be proactive in tackling this problem.	Staff affected by pandemic are able to make a bid for equipment to support research.	(1) To encourage people to bid for equipment to support research. (2) To take into account individual's impact and gender/caring responsibilities when making equipment decisions - to prioritise women/carers who have been more negatively affected.	HoD	Communicated in Council meetings 2022-2023. Review 2025, 2027	(1) Equipment made available to those that were more impacted by the Covid-19 pandemic and who need it for research activities. (2) Increased agreement (i.e. 70+% staff) and decreased disagreement (0%) that the department has taken action to mitigate the gendered-impact of the covid-19 pandemic (Culture Surveys 2025, 2027).
4.5	The 2021 Culture survey revealed that not many staff, and fewer women (33%) than men (41%), agreed that the department had taken action to tackle the gendered effects of the pandemic. The department needs to be proactive in tackling this problem.	To improve the department's covid response by ensuring PDR meetings include some discussion of this issue.	(1) To add a Covid impact section to the PDR forms used in annual reviews. (2) To ask PDR reviewers to specifically discuss any impacts of COVID-19 on individuals.	ASWG Covid recovery sub-group PDR reviewers	Update PDR forms for 2023 annual review process. Review progress 2025, 2027	(1) 75% of staff complete a PDR annual review with some discussion of Covid-19 impact. (2) Increased agreement (i.e. 70+% staff) and decreased disagreement (0%) that the department has taken action to mitigate the gendered-impact of the covid-19 pandemic (Culture Surveys 2025, 2027).
4.6	The 2021 Culture survey revealed that more female (16%) than male (0%) PGR students were likely to disagree that the department had taken action to mitigate the gendered effects of COVID-19.	To improve the department's covid response by taking the effects of COVID-19 into account in bi-monthly PGR progress reports and Annual Reviews.	(1) To add a section to the progress report document where PGR students can report on whether COVID-19 affected their research. (2) Annual Reviews to discuss the effects of COVID-19 on PGR progression.	PGR subgroup, Director of Graduate Studies	Update progress report forms and Annual Review process in 2022	(1) COVID-19 impact is discussed in 100% of progress reports and Annual Reviews (2) Increased agreement (i.e. 70+%) and decreased disagreement (0%) that the department has taken action to mitigate the gendered-impact of the covid-19 pandemic (Culture Surveys 2025, 2027).

5 Culture and Environment

#	ISSUE/CHALLENGE	AIMS	PROPOSED ACTIONS	RESPONSIBILITY	TIMESCALE	SUCCESS MEASURES/OUTCOMES
5.1	Only 42% of respondents to the culture survey agreed they were satisfied with department efforts to tackle bullying and harassment; most did not know (29%) or were neither satisfied nor dissatisfied (22%). 60% research staff did not know how to report instances of bullying and harassment, should they occur.	Increase awareness of bullying and harassment policies and initiatives; Increase awareness of how to report any incidences.	(1) Ensure induction includes information on bullying and harassment and reporting, especially for researchers. (2) Include reminders in Council meetings on support available and policies. (3) Publicise WACC minutes more widely to inform staff of how issues are addressed.	DA EDI rep WACC Chair.	Review: 2025, 2027	(1) Increased awareness (90% or more staff know how to report) and satisfaction (80% or more staff are satisfied) when Culture survey is repeated (2025, 2027).

#	ISSUE/CHALLENGE	AIMS	PROPOSED ACTIONS	RESPONSIBILITY	TIMESCALE	SUCCESS MEASURES/OUTCOMES
5.2	Work on equality and diversity in the department is not sufficiently rewarded. ASWG members only receive 12 hours on the departmental WLM which equates to meeting hours but they contribute to activities outside of meetings.	Increase ASWG member WLM contribution to ensure EDI is appropriately recognized and rewarded in WLM	(1) Review ASWG workload each academic year	HoD, ASWG chairs	Review: 2022 2027	(1) Accurate recognition of EDI work. (2) Agreement from at least 75% staff that EDI work is recognised in workload allocations on 2027 Culture survey
5.3	The weekly department seminar should be a place where good role models for aspiring female academics can be provided and informal networking can take place, but fewer women speak at and host such seminars (only 32% seminars between 2015 and 2021 were hosted by female academics and on average, 46% speakers were female) meaning these opportunities are missed.	Female academics host a departmental Seminar and benefit from networking and role modelling. Having more representative hosts might also result in a greater diversity of speakers, who act as role models for more junior academics.	(1) Encourage all staff through Council Meetings to invite women as external speakers. (2) Encourage female academics to host seminars, particularly those interested in applying for promotion as part of PDR process/conversations with academic mentors. (3) Identify academics who have not hosted a seminar informally. Check what are the barriers.	Culture subgroup	Review: 2023 2025 2027	(1) Between 2022-2027, 40-50% seminars should be hosted by female academic. (2) Between 2022-2027, 50% speakers should be women.
5.4	At the moment, one PTO staff supports the AS application and ASWG, but this role is not officially recognized and requires more time than available.	To establish a project manager position for the ASWG, filled by a member of PTO with responsibility and properly allocated time to support the ASWG work year round.	(1) Consult with HoD and other Warwick departments to establish best practice for creating such a role. (2) To recruit for and appoint a member of staff with project management responsibility for ASWG.	ASWG chairs, HoD	Review: 2022 Completed: 2024	(1) Member of staff with allocated time and responsibility for ASWG project management in place in 2024.
5.5	Staff and culture surveys indicated good awareness of AS principles and perceived progress with how gender equality is tackled in the department. However, many of the initiatives are practice rather than policy. It is important to ensure the continuity, representativeness, and succession planning of the ASWG.	To continue positive momentum of current ASWG. To ensure succession planning so that momentum is not lost. To formalize initiatives so that they become sustainable.	(1) Devise clear terms of reference and membership criteria for ASWG. (2) Devise clear terms of reference and membership criteria for other Departmental committees and panels. (3) Create Evidence log of activities for monitoring actions and to inform future applications. (4) Make a yearly budget of £5000 available to support AS actions.	AS Manager, ASWG Chairs	Review: 2023 Completed: 2025	(1) Devise clear terms of reference and membership criteria for ASWG. (2) Devise clear terms of reference and membership criteria for other Departmental committees and panels. (3) Create Evidence log of activities for monitoring actions and to inform future applications. (4) Make a yearly budget of £5000 available to support AS actions.
5.6	The ASWG membership is diverse in terms of gender and department roles represented but not in terms of intersectional characteristics, which means that discussion of intersectional inequalities has not been part of the ASWG remit so far.	To diversify the membership to address intersectional inequalities in terms of race, LGBTQIA+, and disability status.	(1) Approach students and staff with a view to representing intersectional inequalities in terms of race, LGBTQIA+, and disability status.	AS Manager, ASWG Chairs	Review: 2022 2023 2024	(1) Target for end 2023: Three ASWG members who represent intersectional inequalities in terms of race, LGBTQIA+, and disability status. (2) Target for end of 2023: Three ASWG student members who represent intersectional inequalities in terms of race, LGBTQIA+, and disability status.
5.7	Broader characteristics have not been reported in previous Athena Swan applications because these data were not available from dashboards.	To ensure inclusive reporting of gender issues.	(1) Ensure future data analysis includes "Other" characteristics.	AS Manager	Implement 2022	(1) Data monitoring includes 'Non-binary' and 'Other' as a gender characteristic.
5.8	In the 2021 Culture survey more female (3/11) than male (1/3) PGR respondents disagreed that they were able to ask for and seek well-being support.	Improve knowledge about departmental mental health and well-being support.	(1) Update and promote mental health/well-being information available in the PGR handbook and website. (2) SSLC representatives to communicate information regularly to students.	PGR subgroup, PGR SSLC representatives	Implement 2022	(1) All PGR respondents know where to find support for wellbeing and feel confident to ask for it by 2027 Culture Survey.

#	ISSUE/CHALLENGE	AIMS	PROPOSED ACTIONS	RESPONSIBILITY	TIMESCALE	SUCCESS MEASURES/OUTCOMES
5.9	Only half of PTO staff agreed that the department cares about them.	To ensure that all staff feel cared about in the department. To create an environment that fosters this.	(1) To review timing of social events to ensure that they are suitable for PTO workloads as well as academic staff.	AS Manager, DA	Review 2022, 2025	(1) By 2025 Culture survey, all PTO staff agree that the department cares about them.

6 Parents and part-time workers

#	ISSUE/CHALLENGE	AIMS	PROPOSED ACTIONS	RESPONSIBILITY	TIMESCALE	SUCCESS MEASURES/OUTCOMES
6.1	The parenting focus group highlighted an issue with the University's 20-day marking/feedback deadlines, which are particularly difficult for part-time academic staff to meet, especially if given other duties during marking periods.	To provide better support for part-time staff to cope with marking deadlines.	(1) To ensure that part-time staff do not receive ad hoc duties during marking periods by recording this in the WLM. (2) To explore whether other support can be provided, e.g. extra marking support. (3) To raise the issue with Faculty forums to find out whether further steps can be taken at a higher level to make this policy more fair.	Parenting sub-group EDI rep.	Implement 2023 Review: 2025	(1) Parenting Focus Group report 100% satisfaction with allocation of workload during marking periods (survey) (2) Parenting sub-group to identify any areas of pressure and request support from HoD. Monitor and report to ASWG on number of requests. (3) EDI representative to raise issue at Faculty Forums and report back to Parenting sub-group.
6.2	The parenting focus group identified that at present, information about shared parental leave is difficult to find.	Have a named contact person for information publicised on website for all parental leave queries (HR Advisor).	(1) Get permission from HR Advisor to publish contact details on Staff Intranet. (2) Communicate information via Council meetings.	DA	Implement 2023 Review: 2025	(1) Website updated 2022/23 (2) Review satisfaction with Departmental information 2025 survey.
6.3	Support for PGR's to get tax-free childcare: Currently PhD students are not eligible for full tax free childcare as they are only able to receive 50% of childcare vouchers. The Postgraduate SSLC have contacted local MPs and will collaborate with the Students Union in a University-wide campaign.	PGR's to have similar childcare benefits as employees.	(1) SSLC invited to update ASWG on campaign at ASWG meeting. (2) ASWG to provide any support requested.	PG SSLC representatives; Parenting sub-group	Implement 2022/23 Review: 2024	(1) SSLC conduct a successful campaign to get similar childcare benefits for PGR students.

Appendix 1: Culture survey data

Please present the results of the core culture survey questions, and if desired, the results of any additional survey questions or consultation.

A summary of the surveys carried out by the ASWG since the submission in 2016 and the uptake split by gender can be found in Table 1.4 (Section 1) in the main text.

Table 3: Surveys carried out by ASWG 2020 – present with participant uptake split by gender. Job families: PTO (Professional, Technical, Operational), TR+TF (Teaching and Research + Teaching-focused), R (Researchers), PGR (Postgraduate Research)

Survey	Job family	Date	Population (% uptake)	Participated	Respondents			
					Female	Male	Non-binary/other	Prefer not to say
2020								
Progress review	PTO	Feb	91% (11)	10	█	█	█	█
Progress review	TR+TF	Apr	86% (36)	31	█	█	█	█
Progress review	R	Apr	33% (18)	6	█	█	█	█
Progress review	PGR	Apr	40% (40)	16	█	█	█	█
COVID-19 survey	TR+TF	Aug	75% (61)	46	█	█	█	█
COVID-19 survey	PTO	Aug	91% (11)	10	█	█	█	█
2021								
How Did We Do	TR+TF	Jun	53% (38)	20	█	█	█	█
Culture survey	PTO	Nov	73% (11)	8	█	█	█	█
Culture survey	PGR	Nov	32% (47))	15	█	█	█	█
Culture survey	R	Dec	42% (12)	5	█	█	█	█
Culture survey (CORE questions only)	TR+TF	Nov	61% (38)	23	█	█	█	█

Figure A1.1: Results of Core Survey questions 2021 split by Gender n (%) in each category

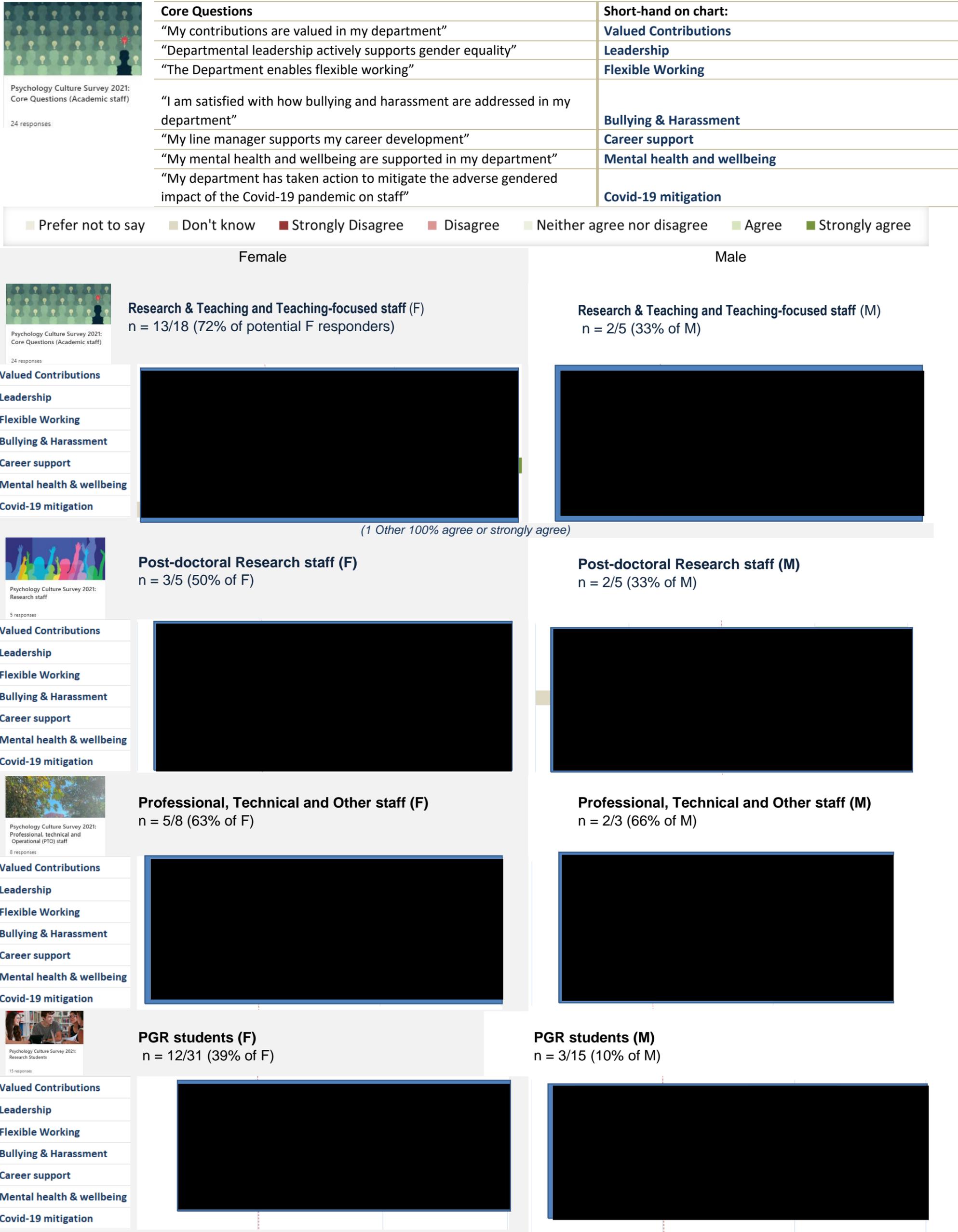


Figure A1.2: Results of Full Culture survey run for PTO and Post-doctoral staff and PGR students November 2021 (key to Questions)

 <p>Psychology Culture Survey 2021: Professional, technical and Operational (PTO) staff</p> <p>8 responses</p>	 <p>Psychology Culture Survey 2021: Research Students</p> <p>15 responses</p>	 <p>Psychology Culture Survey 2021: Research staff</p> <p>5 responses</p>
Theme 1: Belonging and Inclusion		
1.1 I feel like I belong in my department		
1.2 I feel that people really care about me in my department		
1.3 My contributions are valued in my department		
1.4 I feel comfortable speaking up and expressing my opinions		
1.5 Departmental communications are clear and relevant to me and my role		
Theme 2: Gender Equality		
2.1 Departmental leadership actively supports gender equality		
2.2 My department is committed to achieving gender balance in leadership positions		
2.3 The rate people progress in my department is not affected by their gender		
2.4 Equality, diversity and inclusion work is recognised when workload is allocated		
2.5 Equality, diversity and inclusion work is recognised in applications for promotion/progression		
2.6 My department has taken action to mitigate the adverse gendered impact of Covid-19 pandemic on staff		
Theme 3: Work-Life balance		
3.1 My department enables flexible working/studying		
3.2 Workloads in my department are allocated fairly		
3.3 The timing of departmental meetings and events takes into consideration those with caring responsibilities		
3.4 My department provides staff with support around all types of caring leave		
Theme 4: Bullying and Harassment		
4.1 I have experienced bullying and/or harassment in my department in the past 12 months		
4.2 I have witnessed bullying and/or harassment in my work (Department) in the past 12 months		
4.3 I know how to report bullying and/or harassment		
4.4 Departmental management is active in tackling bullying and harassment		
4.5 I am satisfied with how bullying and/or harassment are addressed in my department		
Theme 5: Career Development		
5.1 My line manager supports my career development		
5.1 Decisions about appointments are made fairly		
5.3 Decisions about promotion/progression are made fairly		
5.4 I receive useful feedback on my career development through performance reviews		
Theme 6: Wellbeing		
6.1 My current workload is manageable		
6.2 My mental health and/or wellbeing are supported in my department		
6.3 I know where to seek support for mental health and/or wellbeing at work		
6.4 I feel confident asking for mental health and/or wellbeing support at work		

Female

Male

Don't know Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

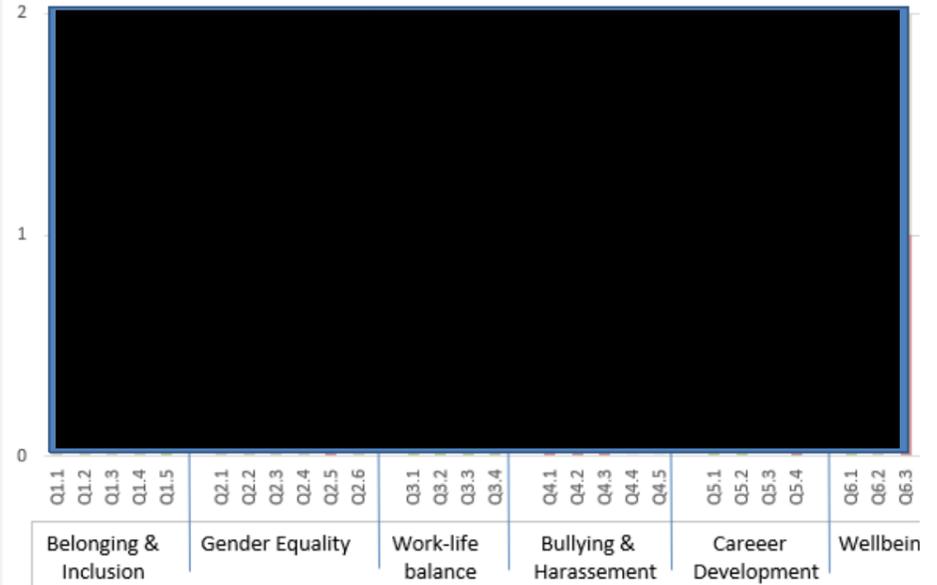
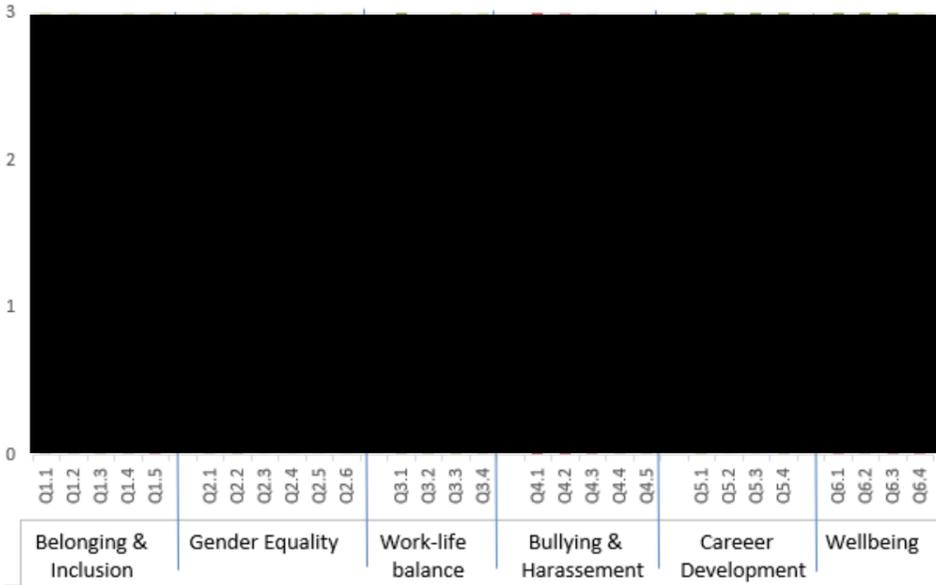


Post-doctoral Research staff (F)
n = 3/5 (50% of F)

Post-doctoral Research staff (M)
n = 2/5 (33% of M)

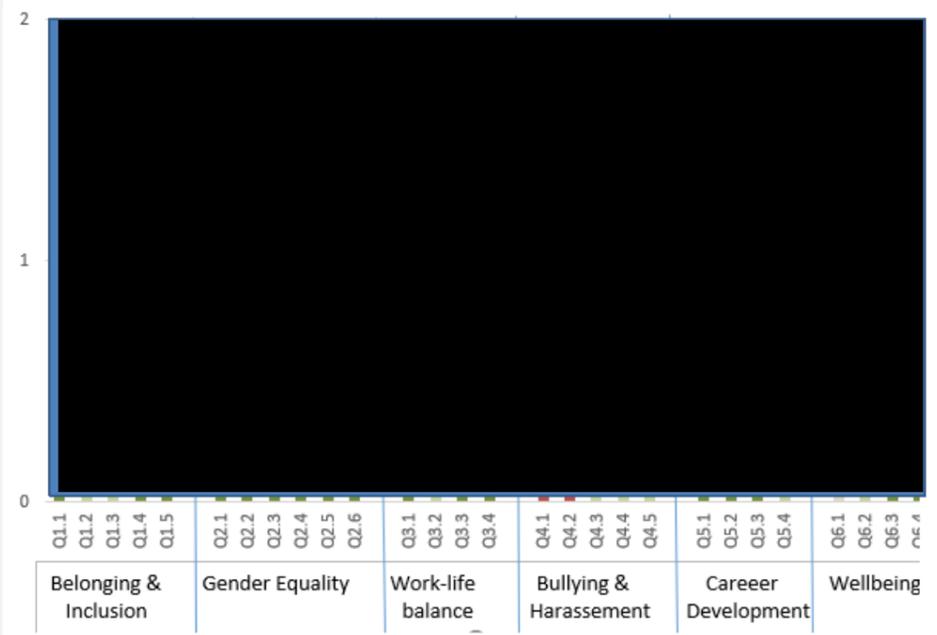
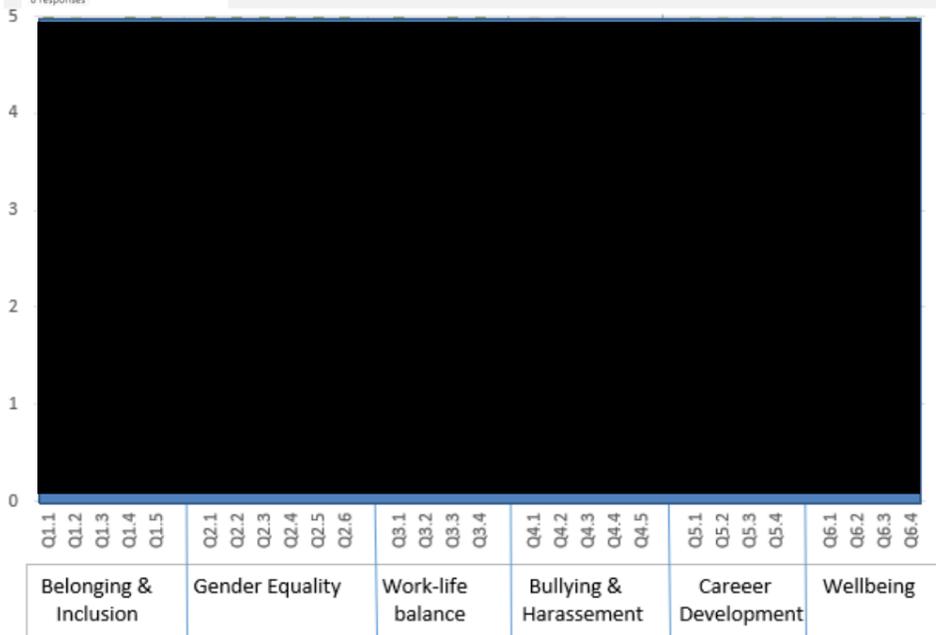
Full survey Post-doctoral researchers n = 3 (f)

Full survey Post-doctoral researchers n = 2 (m)



Professional, Technical and Other staff (F)
n = 5/8 (63% of F)

Professional, Technical and Other staff (M)
n = 2/3 (66% of M)



PGR students (F)
n = 12/31 (39% of F)

PGR students (M)
n = 3/15 (10% of M)

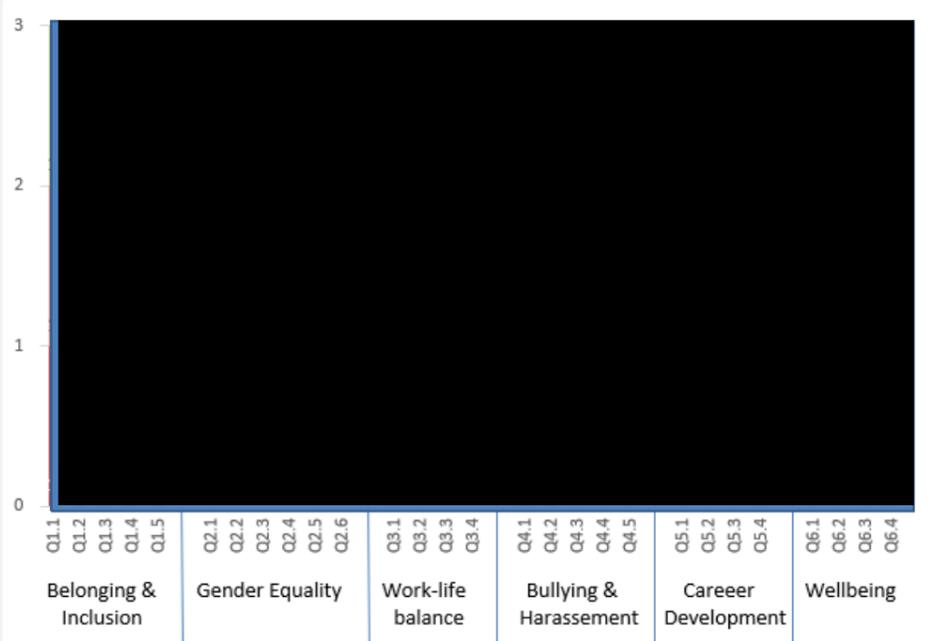
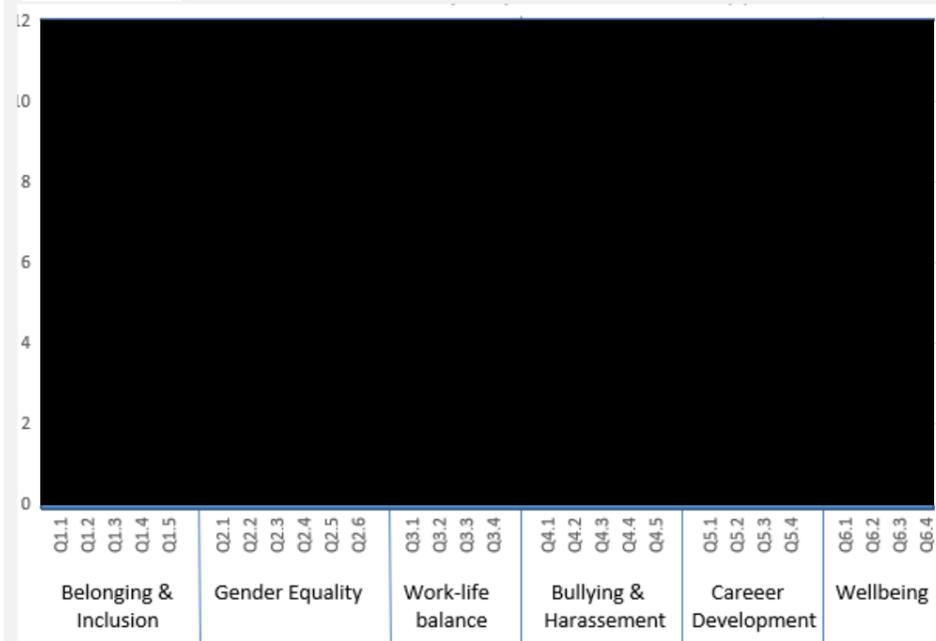
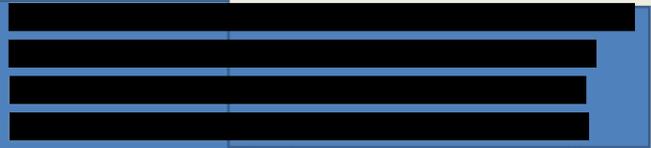


Figure A1.3: Key findings from Progress Survey 2020, How Did We Do Survey June 2021 relating to the key themes of the new charter

 Progress survey 2020 (1 – 5, 1 = very satisfied) M = mean (SD = Standard deviation)		 How Did We Do Survey June 2021 13 R&T, 4 TF, 2 RF. 13 Caring Responsibilities, 7 None					
Female (n = 14)	Male (n = 10)	Other (n = 1)	Pnd (n = 3)	Female (n = 10)	Male (n = 11)	Other (n = 1)	Pnd (n = 3)
Theme 1: Belonging and Inclusion							
1.5 Departmental communications are clear and relevant to me and my role				How satisfied are you with improved staff information on the Intranet?			
<i>"The department promotes the required online training opportunities quite well. Other training opportunities are advertised through the various newsletters"</i>							
Did you receive Departmental induction and how useful was it?	8 (100%) Yes M = 2.00 (SD = .76)	4 (100%) Yes M = 2.25 (SD = .96)	1 (100%) M = 2.00	1 (50%) M = 4.50 (SD = .71)			
Theme 2: Gender Equality							
2.1 Departmental leadership actively supports gender equality				Comments on what could be done to support promotion:	<i>"The HoD was very supportive when it came to applying, which seems key."</i>		
<i>"My gender has never been an issue in the department. One thing our dept is good at is being inclusive when it comes to forming committees, and key committees (e.g., management committee, research committee) are fairly representative"</i> <i>"The department is very good at considering diversity of staff. I feel proud to work for this department on this aspect."</i>				Development of website to reflect the diversity of the Department, support by HoD and Heads of Research Groups.	<i>"Since the AS working group started, it's clear that our departmental research group pages have changed dramatically to better reflect the diversity of the researchers within each group. For example, the "showcase" photos at the top of each research group page illustrate just how diverse every research group is. Also, I think a broader range of research is now covered in our news and events page. In recent years, I have certainly learned a lot more about a broader range of colleagues throughout news and events pages."</i>		
2.2 My department is committed to achieving gender balance in leadership positions	1 – 5 (1 very) M = 1.65 (SD = .49)	M1.40 (SD = .52)	M = 2.00	M = 2.00 (SD = 1.00)			
<i>"I would like to see more senior female staff appointed to directly tackle the issue of a lack of female professors. I think the process could more boldly target female academics"</i> <i>"The appointment process seems very sensitive to potential gender/equality issues. Short listing and interview panels are carefully gender balanced, and candidate selection is reviewed at each stage to cross-check whether any gender bias may have slipped into the process"</i>							
2.3 The rate people progress in my department is not affected by their gender	1 – 5 (1 v good) M = 2.50 (SD = .85)	M = 2.50 (SD1.29)		M = 3.00 (SD = .00)			
 <i>The department were very positive about me applying and I had so much support. I asked at my PDR and was told to go for it!"</i> <i>"I believe that this is effective and this is evidenced in the success of our promotion bids"</i>							
2.6 My department has taken action to mitigate the adverse gendered impact of Covid-19 pandemic on staff				Very Satisfied/satisfied			

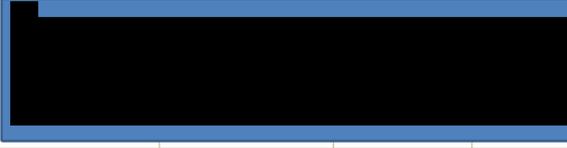
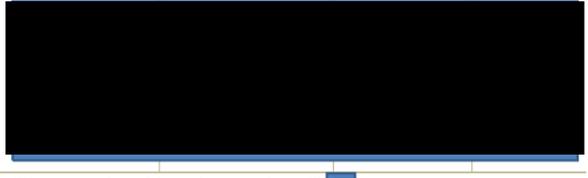
 Progress Survey 2020 (1 – 5, 1 = very satisfied) M = mean (SD = Standard deviation)		 How Did We Do Survey June 2021 13 R&T, 4 TF, 2 RF. 13 Caring Responsibilities, 7 None					
 Female (n = 14)	Male (n = 10)	Other (n = 1)	Pnd (n = 3)	Female (n = 10)	Male (n = 11)	Other (n = 1)	Pnd (n = 3)
How aware are you that the Department supports Athena Swan principles?		M = 1.59 (SD = .51)	M = 1.30 (SD = .48)	M = 3.00	M = 1.67 (SD = .58)	Aware/somewhat aware: 	
Theme 3: Work-Life balance							
3.1 My department enables flexible working/studying	3 F used Flexible working	1 M used Flexible working	0	0			
Does the Department provide sufficient cover for maternity/paternity leave takers?	Yes - 2 (67%)	Yes 2 (100%)	0	0			
Theme 4: Bullying and Harassment							
4.5 I am satisfied with how bullying and/or harassment are addressed in my department							
Theme 5: Career Development							
5.1 My line manager supports my career development					How satisfied are you with the Department's provision of information about promotion. Very Satisfied or Satisfied.		
					Feedback on Promotions process:	<i>"Supportive Head of School"</i>  <i>"HoD is very supportive"</i> 	
5.4 I receive useful feedback on my career development through performance reviews	5 (56%)	3 (50%)	1 (100%)	2 (100%)			
	<i>"I have found my PDR meetings very useful - I've had three with three different professors and each one has been supportive and provided useful insights and discussion. I find the forms irritating, repetitive and not really suitable, but meetings themselves, which have tended to be fairly open discussions, have always been interesting and helpful"</i>  <i>"I like the that this is not used as a management tool, keep it as it is."</i>  <i>"The PDR process is ok. It's a nice opportunity to reflect back on the last year and think ahead for the future. PDR was helpful."</i> 				Feedback on promotions workshops 2020 and Promotions mentors: 9 staff (2f, 5m, 1o, 1pnd) had consulted Promotions Mentors	<i>"I think that the promotions workshops organized by the department recently were very informative. It's also good that the department celebrates promotion successes. I would hope that recently promoted colleagues would still be willing to share their experiences of promotion."</i> <i>"The Department's promotion mentors are a real asset."</i>  <i>"I think the department Q&A was very useful"</i>  <i>"The Department has two promotion mentors whom I have used and gained valuable information from in the past. What I've really appreciated, however, is the willingness of other senior departmental colleagues to provide advice and feedback on promotion applications as well."</i>  <i>"Provision of promotion workshop sessions and the availability of promotions mentors have been very helpful, though teaching-focused specific support is lacking"</i> 	
How would you rate career development opportunities in the Department?					Did you attend the promotions workshops in November 2020?		

Figure A1.4: Covid Survey August 2020



Psychology Staff survey on the impact of Coronavirus

June 2020

Responses 46

Survey COVID-19 impact ATR staff

(version 27.8.2020)

Table of Contents

1	Scope of Survey	74
a)	Gender Split	74
b)	Caring responsibilities Split	75
2	During Lockdown	75
a)	Effect on activities split by gender	75
b)	Effect on activities split by caring responsibilities	75
c)	Effect on activities from all respondents	76
d)	What could the Department do to address these issues?	76
3	Anticipated future effects	77
a)	Effect on activities split by gender	77
b)	Effect on activities split by caring responsibilities	77
c)	Effect on activities from all respondents	77
d)	What could the Department do to address these issues?	78
e)	Are you confident to raise issues?	78
f)	Staff expectations	78
g)	Personal concerns	79
h)	Long term effects including career	79

1 Scope of Survey

a) Gender Split

25 female, 13 male across all teaching and research roles (2 prefer not to say).

	Grade 9	Grade 8	Grade 7	Grade 6	Grade 5	Grade n.d.	
Female							25
Male							13

Description of sample:

N = 46

25 females (54%), 13 males (28%), 2 prefer not to say (4%), 6 gender missing (13%)



[Redacted]

[Redacted]

[Redacted]



[Redacted]

[Redacted]

[Redacted]

[Redacted]

2 During Lockdown

a) Effect on activities split by gender

Male and female staff show similar responses as to whether they worked more, same or less on teaching, conducting research, conferences, submitting grants, PG supervision, and impact activities.

All male staff felt their personal tutoring workload was the same but **40% female staff thought they worked more on personal tutoring.**

Female staff may have shouldered a greater pastoral caring burden than male staff.

For publishing, 60% male staff felt they worked the same, 20% felt they worked more and 20% felt they worked less. By contrast only 40% female staff felt they worked the same on publishing, **50% female staff felt they worked less on publishing** and only 9% felt they worked more.

Lockdown has been detrimental to publishing work for female staff.

Slightly more female staff (57%) than male staff (43%) felt they worked more on administration and more male staff (14%) than female staff (4%) felt they worked less on administration.

b) Effect on activities split by caring responsibilities

Most staff (irrespective of caring responsibilities) worked less on conferences and impact activities.

Workload on personal tutoring and administration did not change much according to caring responsibilities: 24% staff with and 29% staff without caring responsibilities worked more on tutoring (vs 59% and 71% no change respectively), 56% staff with and 45% staff without caring responsibilities worked more on admin (vs 39% and 45% no change respectively).

More staff without caring responsibilities than staff with caring responsibilities did more work on research activities:

31% staff without caring responsibilities conducted more research (cf 6% with)

31% staff without caring responsibilities worked more on publishing (cf 0% with)

44% staff without caring responsibilities worked more on grant submission (cf 0% with)

Staff with caring responsibilities did not benefit from lockdown to work more on research activities but staff without caring responsibilities did.

More staff with caring responsibilities did less work on research activities than staff without caring responsibilities:

67% staff with caring responsibilities conducted less research (cf 38% without),

44% staff with caring responsibilities worked less on publishing (cf 31% without),

50% staff with caring responsibilities worked less on grant submission (cf 33% with).

Staff with and without caring responsibilities worked less on research activities during lockdown but those with caring responsibilities were more affected.

[Redacted]

More staff with caring responsibilities felt they did more teaching (61%) versus those without caring responsibilities (40%); more staff without caring responsibilities felt their teaching workload was the same (60%) compared to those with caring responsibilities (28%).

***very few staff without caring responsibilities answered this question – N=5*

c) Effect on activities from all respondents

Numeric data:

Aspects of work being affected by the lockdown so far (1 – very much, 4 not at all). Highlighted are least affected areas.

	N	Mean	SD
Teaching	25	2.36	.81
Personal tutoring	26	2.69	.93
Conducting research	33	2.03	1.05
Publishing	32	2.69	1.03
Conferences	33	1.85	1.12
Submitting grants	26	2.73	1.12
PG supervision	22	3.00	.87
Administration	30	2.70	.95
Impact activities	19	2.11	1.10

Responses from open-ended follow-up question:

Areas affected: research travel, access to equipment, widening participation and open days

During lockdown, have you worked more or less on this aspect of your role (1 – more, 3 less). Highlighted are least affected areas.

	N	Mean	SD
Teaching	24	1.50	.66
Personal tutoring	25	1.84	.62
Conducting research	32	2.41	.76
Publishing	32	2.28	.68
Conferences	28	2.89	.32
Submitting grants	24	2.29	.75
PG supervision	20	2.00	.46
Administration	30	1.53	.63
Impact activities	21	2.67	.66

Responses from open-ended follow-up questions:

- Coordinating caring/family responsibilities with increased workload
- Difficulties of homeworking, due to space, other family members at home, feeling socially isolated from colleagues.
- Administrative duties take longer online
- Increased workload meant that research activities were cut
- Low morale of PG students, planned studies had to be cancelled/postponed
- Cancellation of research travel and outreach
- University makes decisions without consultation

d) What could the Department do to address these issues?

Suggested solutions:

- Better and clearer communication about changes and policies (but acknowledgement that much of this comes from the university). For example, this could be done by summarizing long policy documents
- Commitment to staff and student well-being
- Acknowledging how difficult the situation is for individuals
- Mitigate against the impact on research particularly:
- Offer training
- Better communication with and flexibility by RIS or ethics committees to deal with the new situation
- Continue with seminars online
- Dedicated research or grant writing days with no admin expectations and communicate this to students
- Several responses on how helpful the department has been during lockdown

3 Anticipated future effects

a) Effect on activities split by gender

Most female staff expect to work more on teaching (87%); most male staff also expect to work more on teaching (67%).

Male and female expectations about personal tutoring are very similar – about 30-40% expect to work more, about 40% expect the work to be the same. Similarly, expectations around impact activities are that most expect to work less, irrespective of gender.

More male staff (38%) than female staff (8%) expect to work less on Postgraduate supervision.

In general, staff expect to work less on research activities next year, but a higher proportion of male staff expect to work less on research activities compared to female staff:

70% male (vs 43% female) staff expect to work less on conducting research,

70% male (vs 40% female) staff expect to work less on publishing,

78% male (vs 71% female) staff expect to work less on conferences, and

88% male (vs 44% female) staff expect to work less on grant submissions.

Very few staff (male or female) expect to work more on these things.

Male staff are anticipating a greater impact on research activities – probably reflects the status quo where male staff typically expect to work more on research than female staff?

By contrast 63% of male staff versus 55% of female staff expect their administration work to increase and 25% of male staff versus 40% of female staff expect it to stay the same.

b) Effect on activities split by caring responsibilities

Staff expect to work more on teaching irrespective of caring responsibilities (76% staff with, 83% staff without).

More staff with caring responsibilities (44%) than staff without (29%) expect to work more on personal tutoring. More staff with caring responsibilities (82%) than staff without (56%) expect to work less on impact activities and 11% staff without caring responsibilities (vs 0% with) expect to work more.

27% staff with caring responsibilities expect to work less on PG supervision (cf 0% without caring responsibilities).

Staff expect to work less on research activities but a higher proportion of staff with caring responsibilities than those without expect to work less on research activities:

61% with (vs 33% without) expect to work less on conducting research,

65% with (vs 25% without) expect to work less on publishing,

86% with (vs 55% without) expect to work less on conferences, and

79% with (vs 22% without) expect to work less on grant submissions.

Staff with caring responsibilities are not expecting to work more on any research activities (except a small number, 11%, who expect to conduct more research). Whereas, a small number of staff without caring responsibilities are expecting to work more on conducting research (17%), publishing (8%), conferences (18%) and submitting grants (22%).

c) Effect on activities from all respondents

Next year, I expect to work more or less on this aspect of my role (1 – more, 3 – less). Highlighted are least affected areas.

	N	Mean	SD
Teaching	24	1.29	.62
Personal tutoring	26	1.77	.71
Conducting research	31	2.39	.72
Publishing	30	2.47	.57
Conferences	26	2.65	.63
Submitting grants	24	2.50	.66
PG supervision	21	1.95	.67
Administration	28	1.50	.64
Impact activities	21	2.67	.58

Responses from open-ended follow-up questions:
• Workload concerning online teaching or preparing for both f2f and online versions of teaching
• increased small-group teaching, staff absences
• Resources (physical labs, financial, access to study populations) available to conduct research
• Physical access to labs, library, office
• Concerns for progress of PhD students
• Increased workload associated with teaching and admin might affect time to conduct research, publish, write grant proposals
• Appropriate safety measures in place to conduct f2f teaching
• Vulnerability to COVID
• Safety of face-to-face teaching due to COVID
• Financial situation of the university affecting job security, promotions, discretionary funds
• Balancing work and caring responsibilities, especially if there is limited child-care available
• Lack of community due to lockdown measures still in place
• Redundancy, availability of research jobs for those on the job market
• Overly bureaucratic guidelines from university
• General workload concerns which particularly affect grant-writing
• No time to rest and reflect over the summer due to increased work load
• General uncertainty

d) What could the Department do to address these issues?

Suggestions
• Consistent, clear and timely communication about department's approach to teaching next year; maybe provide a weekly briefing?
• Providing training for online teaching and online data collection
• Keeping meetings, teaching, etc. online as a safety precaution
• Be flexible and adapt to different staff circumstances (e.g., timing of teaching should not clash with childcare responsibilities)
• Regular updates on the use of labs and what safety precautions can be taken to get f2f teaching back
• Acknowledge that the lockdown and increased workload will have effects on research, publications and grant submissions down the line.

e) Are you confident to raise issues?

Do you feel comfortable raising concerns with the department?

Yes (16, 50%), Somewhat (14, 44%), No (6%)

What would help you raise any issues?
• Knowing who to approach (have a dedicated person) and how to approach
• No feeling like a nuisance/not a team player when raising issues (e.g., about COVID safety measures, childcare responsibilities)
• Leadership showing clear willingness to help/listen
• Speaking to someone who is in a similar situation
• More collective/collaborative decision making

f) Staff expectations

Staff expect to work more on teaching irrespective of caring responsibilities (76% staff with, 83% staff without).

More staff with caring responsibilities (44%) than staff without (29%) expect to work more on personal tutoring. More staff with caring responsibilities (82%) than staff without (56%) expect to work less on impact activities and 11% staff without caring responsibilities (vs 0% with) expect to work more.

27% staff with caring responsibilities expect to work less on PG supervision (cf 0% without caring responsibilities).

Staff expect to work less on research activities but a higher proportion of staff with caring responsibilities than those without expect to work less on research activities:

61% with (vs 33% without) expect to work less on conducting research,
 65% with (vs 25% without) expect to work less on publishing,
 86% with (vs 55% without) expect to work less on conferences, and
 79% with (vs 22% without) expect to work less on grant submissions.

Staff with caring responsibilities are not expecting to work more on any research activities (except a small number, 11%, who expect to conduct more research). Whereas, a small number of staff without caring responsibilities are expecting to work more on conducting research (17%), publishing (8%), conferences (18%) and submitting grants (22%).

g) Personal concerns

Personal concerns for the coming year – major themes:
• Caring responsibilities, effect of potential school closures while working full time! (very common comment)
• Health-related concerns; the university should make sure that appropriate safety measures are put in place to protect staff and students (and especially vulnerable staff)
• Impossible work-life balance
• Fear of a second wave
• Social isolation, effects on mental health
• Worry for family members, especially those overseas

How could the department help with these issues – major themes:
• Being flexible, adapt to people’s personal circumstances
• Making workloads more manageable
• Continue to allow home working as much as possible
• Clear and timely communication
• Overall, department is seen as very supportive

h) Long term effects including career

What do you anticipate will be the long-term work-related challenges – major themes:
• Impact on student experience and expectations
• Financial situation of the university and general economic downturn
• Increased workload in all areas, especially for carers
• Negative impact on research productivity (publications grants) and PG students
• Promotion criteria
• Positive impacts on developing new teaching and research strategies (e.g., online teaching and testing)

Impact on your career – major themes:
• Reduced research output (publications, grants), postponed promotions, difficulties of finding a job in the current climate
• Positive impacts in terms of innovations in teaching and research (online teaching, online data collection)
• Possibility to deliver grant outcomes

Appendix 2: Data tables

Please present the mandatory data tables, and if desired, any additional datasets.

For student data tables percentages are rounded so may not equal 100%

Apps = Applications

Note those declaring gender as “Other” were available in University of Warwick data until 2021/22. Benchmarking HESA data for Other (O) is reported. From 2021/22 The ASWG will consider “Other” data provided at University level (AP 5.7).

1 Students at foundation, UG, PGT and PGR level

No foundation stage students.

1a Undergraduate students split by gender (2017/18 – 2021/22)

Students transfer to an Intercolated degree path only happened in 2nd year, so this degree combination does not appear in UG application data

Table 1a Undergraduate students split by gender by degree path
2017/18 – 2021/22

The overall average enrolls for the period is Females 86%, Male 14%. Psychology with Education Studies degree new 2018/19.

Year	Course Name	Gender	Apps n (%)	Offers n (%)	Enrols n (%)
17/18	BSc Psychology	F			113 (79%)
		M			31 (22%)
	BSc Psychology with Linguistics	F			1 (100%)
		M			0 (0%)
18/19	BSc Psychology	F			143 (89%)
		M			18 (11%)
	BSc Psychology with Linguistics	F			5 (83%)
		M			1 (17%)
	BSc Psychology with Education Studies	F			13 (93%)
		M			1 (7%)
19/20	BSc Psychology	F			140 (89%)
		M			18 (11%)
	BSc Psychology with Linguistics	F			9 (82%)
		M			2 (18%)
	BSc Psychology with Education Studies	F			20 (83%)
		M			4 (17%)
20/21	BSc Psychology	F			156 (83%)
		M			31 (17%)
	BSc Psychology with Linguistics	F			6 (100%)
		M			0 (0%)
	BSc Psychology with Education Studies	F			14 (100%)
		M			0 (0%)
21/22	BSc Psychology	F			140 (87%)
		M			21 (13%)
	BSc Psychology with Linguistics	F			8 (80%)
		M			2 (20%)
	BSc Psychology with Education Studies	F			9 (100%)
		M			0 (0%)
University of Warwick UG students by gender, all courses (2017/18 – 2021/22)		F			786 (86%)
		M			131 (14%)
HESA* data for PGT students (subject allied to medicine) n (%) by gender (2020/21)		F			201460 (81%)
		M			48250 (19%)
		O			190 (0.4%)

*Source: [Figure 13 - HE student enrolments by CAH level 1 subject and sex 2020/21 | HESA](#)

1b Postgraduate taught students split by gender (2017 - 21)

Table 1b Postgraduate taught students split by gender and course 2017/18 – 2020/21

Year	Course Name	Gender	Apps n (%)	Offers n (%)	Enrols n (%)
17/18	MSc Behavioural & Economic Science (Science track)	F			15 (65%)
		M			8 (35%)
	MSc Behavioural & Data Science	F			1 (50%)
		M			1 (50%)
	MSc Clinical Applications of Psychology	F			12 (86%)
		M			2 (14%)
MSc Psychological Research	F			6 (86%)	
	M			1 (14%)	
18/19	MSc Behavioural & Economic Science (Science track)	F			10 (71%)
		M			4 (29%)
	MSc Behavioural & Data Science	F			4 (57%)
		M			3 (43%)
	MSc Clinical Applications of Psychology	F			11 (79%)
		M			3 (21%)
MSc Psychological Research	F			1 (100%)	
	M			0 (0%)	
19/20	MSc Behavioural & Economic Science (Science track)	F			17 (71%)
		M			7 (29%)
	MSc Behavioural & Data Science	F			9 (69%)
		M			4 (31%)
	MSc Clinical Applications of Psychology	F			12 (92%)
		M			1 (8%)
MSc Psychological Research	F			3 (75%)	
	M			1 (25%)	
20/21	MSc Behavioural & Economic Science (Science track)	F			13 (72%)
		M			5 (28%)
	MSc Behavioural & Data Science	F			7 (54%)
		M			6 (46%)
	MSc Clinical Applications of Psychology	F			15 (100%)
		M			0 (0%)
MSc Psychological Research	F			6 (86%)	
	M			1 (14%)	
21/22	MSc Behavioural & Economic Science (Science track)	F			31 (82%)
		M			7 (18%)
	MSc Behavioural & Data Science	F			11 (52%)
		M			10 (48%)
	MSc Clinical Applications of Psychology	F			13 (87%)
		M			2 (13%)
MSc Psychological Research	F			4 (80%)	
	M			1 (20%)	
University of Warwick PGT students by gender, all courses (2017/18 – 2021/22)		F			201 (75%)
		M			67 (25%)
HESA* data for PGT students (subject allied to medicine) n (%) by gender (2020/21)		F			62705 (77%)
		M			18385 (23%)
		O			180 (0.2%)

*Source: [Figure 13 - HE student enrolments by CAH level 1 subject and sex 2020/21 | HESA](#)

1c Postgraduate research students split by gender (2017 - 2021)

Table 1c Postgraduate research students split by gender including recruitment data

DClin recruitment carried out by partner institution (Coventry University) so Application and Offers data not available

Year	Course Name	Gender	Apps n (%)	Offers n (%)	Enrols n (%)
17/18	Psychology MPhil/PhD	F			5 (63%)
		M			3 (38%)
	Doctor of Clinical Psychology	F			7 (70%)
		M			3 (30%)
	Psychology MSc by Research	F			1 (100%)
		M			0 (0%)
18/19	Psychology MPhil/PhD	F			4 (40%)
		M			6 (60%)
	Doctor of Clinical Psychology	F			8 (80%)
		M			2 (20%)
	Psychology MSc by Research	F			0 (0%)
		M			0 (0%)
19/20	Psychology MPhil/PhD	F			4 (50%)
		M			4 (50%)
	Doctor of Clinical Psychology	F			7 (70%)
		M			3 (30%)
	Psychology MSc by Research	F			2 (100%)
		M			0 (0%)
20/21	Psychology MPhil/PhD	F			4 (67%)
		M			2 (33%)
	Doctor of Clinical Psychology	F			11 (85%)
		M			2 (15%)
	Psychology MSc by Research	F			2 (100%)
		M			0 (0%)
21/22	Psychology MPhil/PhD	F			8 (73%)
		M			3 (27%)
	Doctor of Clinical Psychology	F			15 (94%)
		M			1 (6%)
	Psychology MSc by Research	F			0 (0%)
		M			0 (0%)
University of Warwick PGR students by gender, all courses (2017/18 – 2021/22)		F		201 (75%)	
		M		67 (25%)	
HESA* data for PGR students (subject allied to medicine) n (%) by gender (2020/21)		F		5140 (64%)	
		M		2815 (35%)	
		O		30 (0.4%)	

*Source: [Figure 13 - HE student enrolments by CAH level 1 subject and sex 2020/21 | HESA](#)

1d Intersectionality at UG, PGT and PGR levels

Table 1di: Undergraduate students on all degrees split by gender and protected characteristics 2017/18 – 2021/22

pnd = not disclosed

Year	Protected Characteristic	Gender	Apps n (%)	Offers n (%)	Enrols n (%)
17/18	White	F			59 (84%)
		M			11 (16%)
	BME	F			34 (71%)
		M			14 (29%)
	pnd	F			0 (0%)
		M			1 (100%)
18/19	White	F			61 (82%)
		M			13 (18%)
	BME	F			70 (92%)
		M			6 (8%)
	pnd	F			1 (100%)
		M			0 (0%)
19/20	White	F			84 (89%)
		M			10 (11%)
	BME	F			56 (86%)
		M			9 (14%)
	pnd	F			1 (100%)
		M			0 (0%)
20/21	White	F			86 (86%)
		M			14 (14%)
	BME	F			56 (86%)
		M			9 (14%)
	pnd	F			1 (100%)
		M			0 (0%)
21/22	White	F			217 (86%)
		M			35 (14%)
	BME	F			170 (87%)
		M			26 (13%)
	pnd	F			5 (83%)
		M			0 (0%)
University of Warwick Psychology UG students (all degrees) n (%) by gender and protected characteristics (2017/18 – 2021/22)	White	F			262 (86%)
		M			44 (14%)
	BME	F			221 (85%)
		M			38 (15%)
	pnd	F			3 (75%)
		M			1 (25%)
<i>Data split by gender and ethnicity not available</i>			UG population (all subjects) 2020/21	Warwick Psychology UG population (2017/18 – 2021/22)	
HESA* data for UG ft students (all subjects) n (%) by gender/protected characteristics (2020/21)	White		984640 (70%)	306 (54%)	
	BME		407040 (29%)	259 (46%)	
	pnd		16810 (1%)	4 (1%)	

*Source: <https://www.hesa.ac.uk/news/25-01-2022/sb262-higher-education-student-statistics/numbers>

Table 1dii: Postgraduate Research students on all degrees split by gender and protected characteristics 2017/18 – 2021/22 *pnd – not disclosed*

Year	Protected Characteristic	Gender	Apps n (%)	Offers n (%)	Enrols n (%)
17/18	White	F			13 (87%)
		M			2 (13%)
	BME	F			3 (75%)
		M			1 (25%)
	pnd	F			0 (0%)
		M			0 (0%)
18/19	White	F			6 (60%)
		M			4 (40%)
	BME	F			2 (100%)
		M			0 (0%)
	pnd	F			0 (0%)
		M			0 (0%)
19/20	White	F			8 (67%)
		M			4 (33%)
	BME	F			0 (0%)
		M			1 (100%)
	pnd	F			0 (0%)
		M			0 (0%)
20/21	White	F			20 (83%)
		M			4 (17%)
	BME	F			5 (71%)
		M			2 (29%)
	pnd	F			1 (50%)
		M			1 (50%)
21/22	White	F			8 (67%)
		M			4 (33%)
	BME	F			8 (100%)
		M			0 (0%)
	pnd	F			0 (0%)
		M			0 (0%)
University of Warwick Psychology PGR students across all courses n (%) by gender and protected characteristics (2017/18 – 2021/22)		White	F	54 (72%)	
			M	21 (28%)	
		BME	F	18 (82%)	
			M	4 (18%)	
		pnd	F	1 (50%)	
			M	1 (50%)	
<i>Data split by gender and ethnicity not available</i>			HESA National PGR population (all subjects) 2020/21	Warwick Psychology PGR population 2017/18 – 2021/22	
HESA* data for PGR students (all subjects) n (%) by gender/protected characteristics (2020/21)		White	52430 (79%)	75 (76%)	
		BME	12105 (18%)	22 (22%)	
		pnd	2230 (3%)	2 (2%)	

*Source: <https://www.hesa.ac.uk/news/25-01-2022/sb262-higher-education-student-statistics/numbers>

2 Degree attainment and/or completion rates for students at UG, PGT and PGR level.

2a Undergraduate student attainment/completion rates

Table 2ai: Undergraduate student attainment/completion rates 2017/18 – 2020/21

*Other is pass/Diploma. To compare gender attainment differentials, the percentage of each category by gender is shown (the gender differential in the population is shown in table 1a)

Year	Course Name	Gender	1st n (%)	2:1 n (%)	2:2 n (%)	3rd/other n (%)
17/18	BSc Psychology	F				
		M				
	BSc Psychology with Intercalated year	F				
		M				
18/19	BSc Psychology	F				
		M				
		Unknown				
	BSc Psychology with Intercalated year	F				
		M				
19/20	BSc Psychology	F				
		M				
	BSc Psychology with Intercalated year	F				
		M				
	BSc Psychology with Linguistics	F				
		M				
20/21	BSc Psychology	F				
		M				
	BSc Psychology with Intercalated year	F				
		M				
	BSc Psychology with Linguistics	F				
		M				
	BSc Psychology with Education Studies	F				
		M				
University of Warwick Psychology data for students across all courses in each class n (%) by gender (2017/18 – 2021/22).		F				
		M				
		Unknown				
HESA* data for students in all subjects in each class n (%) by gender (2020/21)		F	71795 (41%)	87260 (50%)	2254 (1%)	13005 (8%)
		M	47925 (34%)	62275 (45%)	19225 (14%)	9755 (7%)
		Unknown	215 (43%)	210 (42%)	45 (9%)	25 (5%)

*Source: <https://www.hesa.ac.uk/data-and-analysis/students/table-26>

Table 2aii: Undergraduate student non-completion rates split by gender 2017/18 – 2020/21

Gender	17/18	18/19	19/20	20/21	Total non-completions (2016/17 - 2020/21)	UG Population gender split 5 year average
F						
M						
Average non-completions of UG population to compare with HESA data	1.6%	3.3%	4.7%	4.3%		

HESA Benchmarking data is only available by Percentage of UK domiciled full-time UG entrants who did not leave within 50 days of commencement not continuing in HE after their first year by academic year of entry not split by gender.

Gender	17/18	18/19	19/20
All	6.8%	6.7%	5.3%

Source: [Non-continuation summary: UK Performance Indicators | HESA](#)

2b PGT student attainment/completion rates

Table 2bi: **Postgraduate Taught student attainment/completion rates 2017/18 – 2020/21**

Data are only available combined for all MSc programmes.

Programmes: MSc Behavioural & Economic Science, MSc Behavioural & Data Science, MSc Clinical Applications of Psychology, MSc Psychological Research.

The year refers to conferral date, not cohort start/end year, so numbers do not match enrols.

Year	Gender	Distinction n (%)	Merit n (%)	Other n (%)
17/18	F			
	M			
18/19	F			
	M			
19/20	F			
	M			
20/21	F			
	M			
	Unknown			
University of Warwick Psychology data for PGT students across all courses in each class n (%) by gender (2017/18 – 2021/22).				
	F			
	M			
	Unknown			

2bii Postgraduate Taught student completion rates 2017/18 – 2020/21

There have only been 2 (f) non-completions during the period, in 20/21, which were due to ill-health and personal reasons.

2c Postgraduate Research student attainment/completion rates

Table 2ci: **PGR student attainment rates 2017/18 – 2020/21**

Year	Course Name	Gender	Award n (%)
17/18	Psychology MPhil/PhD	F	(70%)
		M	(30%)
	Doctor of Clinical Psychology	F	(60%)
		M	(40%)
18/19	Psychology MPhil/PhD	F	(67%)
		M	(33%)
	Doctor of Clinical Psychology	F	(63%)
		M	(38%)
19/20	Psychology MPhil/PhD	F	(80%)
		M	(20%)
	Doctor of Clinical Psychology	F	100%
		M	(0%)
	Psychology MSc by Research	F	100%
		M	(0%)
20/21	Psychology MPhil/PhD	F	(60%)
		M	(40%)
	Doctor of Clinical Psychology	F	(67%)
		M	(33%)
21/22	Psychology MPhil/PhD	F	(67%)
		M	(33%)
	Doctor of Clinical Psychology	F	(89%)
		M	(11%)
	Psychology MSc by Research	F	100%
		M	(0%)

2cii PGR student completion rates 2017/18 – 2020/21

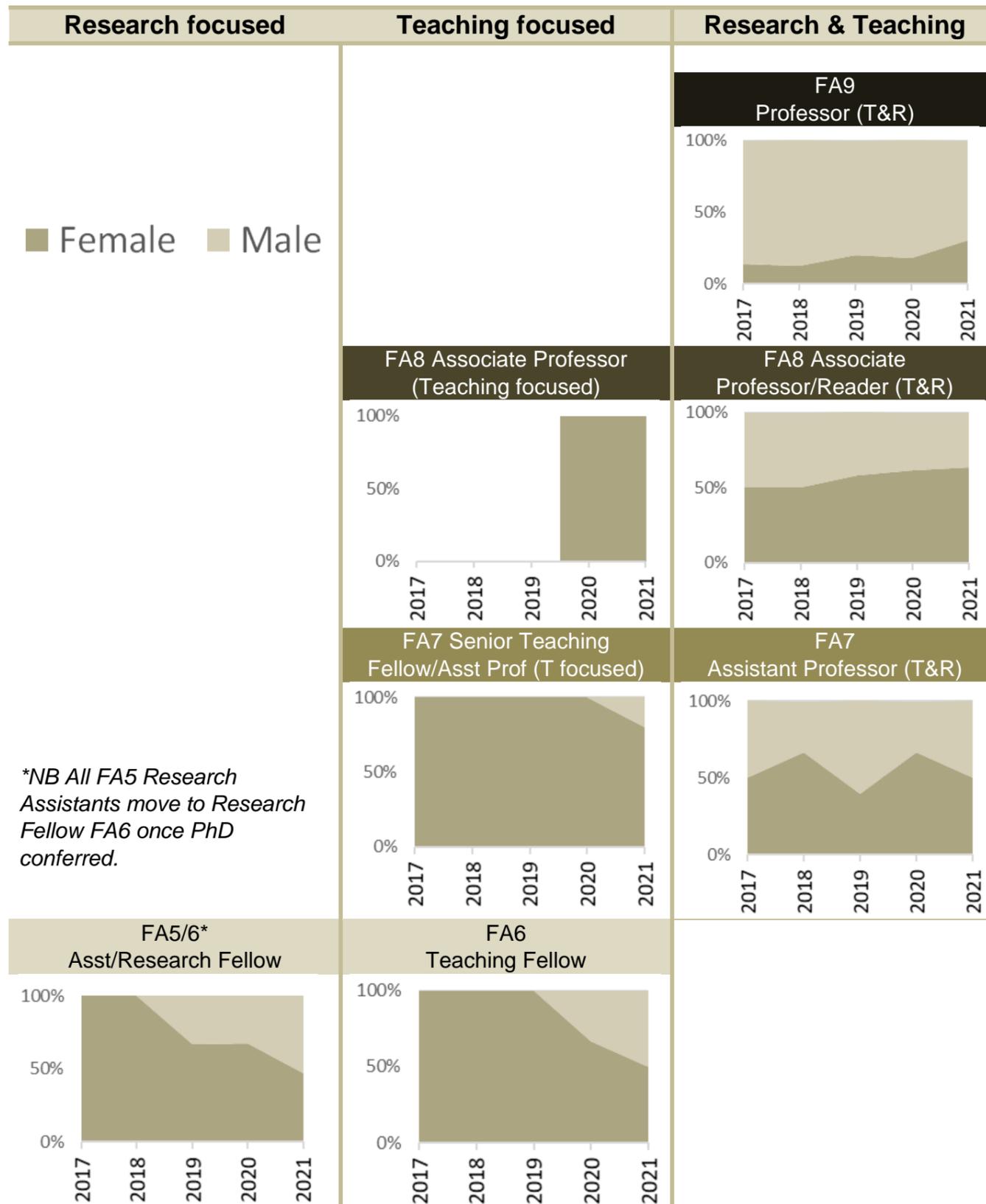
There have been no non-completions at PhD level in the 2017 – 2021 period.

3 Academic staff by grade and contract function

Table 3: Academic staff by grade and contract function 2017/18 – 2021/22
Cells greyed out where no staff in that function would be on that grade.

Year	Contract function	Gender	STP/ GTA temporary workers n (%)	FA5 Research Assistant n (%)	FA6 Research Fellow/ Teaching Fellow n (%)	FA7 Asst Prof, Senior Teaching or Research Fellow n (%)	FA8 Associate Professor/ Reader n (%)	FA9 Professor n (%)
2017	Research & Teaching	F						
		M						
	Teaching focused	F						
		M						
	Research focused	F						
		M						
2018	Research & Teaching	F						
		M						
	Teaching focused	F						
		M						
	Research focused	F						
		M						
2019	Research & Teaching	F						
		M						
	Teaching focused	F						
		M						
	Research focused	F						
		M						
2020	Research & Teaching	F						
		M						
	Teaching focused	F						
		M						
	Research focused	F						
		M						
2021	Research & Teaching	F						
		M						
	Teaching focused	F						
		M						
	Research focused	F						
		M						

Figure 2 Gender balance across staff contract function and grade 2017/18 – 2020/21 showing increase in male staff in Teaching focused roles, success in promotion: new FA8 Associate Professor post (teaching focused), an increase in female staff at higher grades in Research & Teaching roles.



Benchmarking 2020/21:

At FA9 level (professorial) in UK HE Institutions, 28% were female in 2020/21. The percentage of female professors increased by one percentage point year on year from 2013/14 until 2019/20 and has remained at 28% for 2020/21. Academic staff employed on other senior academic contracts comprised 40% females in 2020/21. This has gradually increased from 33% in 2013/14.

Source: [Higher Education Staff Statistics: UK, 2020/21 | HESA](https://www.hesa.ac.uk/data-and-figures/higher-education-staff-statistics-uk-2020-21)

4 Academic staff by grade and contract type

Table 4: Academic staff contract type 2017/18 – 2020/21

*Research staff employed on contracts associated with grant funding are 100% ftc,
Teaching staff are on permanent contracts unless they are covering maternity leave/research leave.*

Year	Function	Gender	FIXED TERM CONTRACTS			OPEN ENDED CONTRACTS					
			STP/ GTA temporary workers FTC n (%)	FA5 Research Assistant FTC n (%)	FA6 Research or Teaching Fellow FTC n (%)	FA6 Teaching Fellow OEC n (%)	FA7 Teaching focused n (%)	FA8 Teaching focused n (%)	FA7 Assistant Professor Research & Teaching n (%)	FA8 Associate Professor/ Reader n (%)	FA9 Professor n (%)
17/18	R&T	F									
		M									
	TF	F									
TF	M										
	RF	F									
RF	M										
	18/19	R&T									
M											
TF		F									
TF	M										
	RF	F									
RF	M										
	19/20	R&T									
M											
TF		F									
TF	M										
	RF	F									
RF	M										
	20/21	R&T	F								
M											
TF		F									
TF	M										
	RF	F									
RF	M										
	21/22	R&T	F								
M											
TF		F									
TF	M										
	RF	F									
RF	M										

5 and 6 Professional, Technical and Operational (PTO) staff by job family 2017/18 – 2020/21 and contract type

- Job Families: 1 FA5 and FA6 - Technical
 2 FA4 and FA7 - HR and finance support
 3 FA3, FA4 and FA6 – Student Programme Team

Table 6: PTO staff by contract type 2017/18 – 2020/21 100% on Open Ended Contract. 3 PTO staff on part-time contracts (FA3 and FA4)

Year	Job Family	Gender	FA2 n (%)	FA3 n (%)	FA4 n (%)	FA5 n (%)	FA6 n (%)	FA7 n (%)
17/18	Student Programmes Team	F						
		M						
	HR and finance support	F						
		M						
	Technical	F						
		M						
18/19	Student Programmes Team	F						
		M						
	HR and finance support	F						
		M						
	Technical	F						
		M						
19/20	Student Programmes Team	F						
		M						
	HR and finance support	F						
		M						
	Technical	F						
		M						
20/21	Student Programmes Team	F						
		M						
	HR and finance support	F						
		M						
	Technical	F						
		M						
21/22	Student Programmes Team	F						
		M						
	HR and finance support	F						
		M						
	Technical	F						
		M						

7 Applications, shortlist and appointments made in recruitment to academic posts

Table 7a: **Sum of applications, shortlist and appointments made in recruitment to academic posts for the period 2016 – 2021** *pnd - prefer not to disclose gender*

Grade	Gender	Applicants n (%)	Shortlisted n (%)	Appointed n (%)
FA5	F			9 (69%)
	M			4 (31%)
	pnd			0 (0%)
FA6	F			9 (53%)
	M			8 (47%)
	pnd			0 (0%)
FA7/8	F			5 (56%)
	M			4 (44%)
	pnd			0 (0%)
FA9	F			0 (0%)
	M			0 (0%)
	pnd			0 (0%)
OVERALL	F			23 (59%)
	M			16 (41%)
	pnd			0 (0%)

Table 7b: **Sum of applications, shortlist and appointments made in recruitment to academic posts for the period 2012 - 2015 for comparison**

Grade	Gender	Applicants n (%)	Shortlisted n (%)	Appointed n (%)
FA5	F			3 (100%)
	M			0 (0%)
	pnd			0 (0%)
FA6	F			9 (82%)
	M			2 (18%)
	pnd			0 (0%)
FA7/8	F			5 (39%)
	M			8 (62%)
	pnd			0 (0%)
FA9	F			0 (0%)
	M			1 (100%)
	pnd			0 (0%)
OVERALL	F			17 (61%)
	M			11 (39%)
	pnd			0 (0%)

Figure 3: **% Females appointed at each grade comparing 2012 - 15 to 2016 - 21**

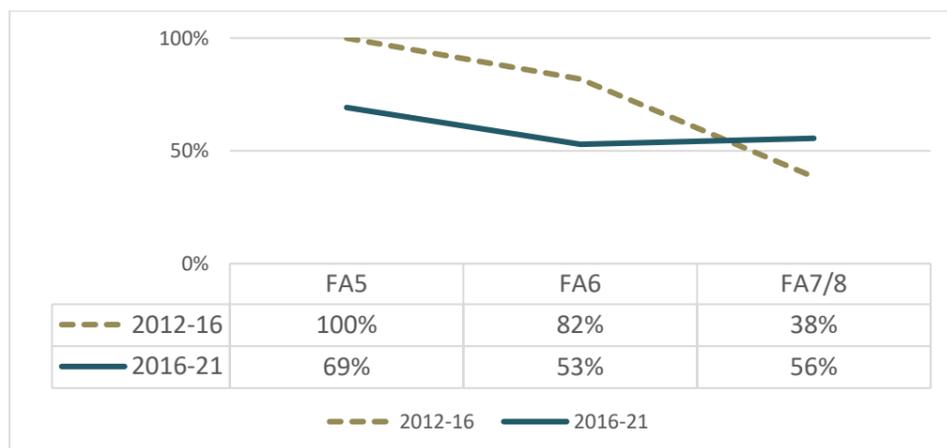


Table 7c: **Evidence for 2016 Action plan, demonstrating Progress in the percentage of female applicants applying, being shortlisted and being appointed comparing 2012 - 15 with 2016-21 data**

	FA7/8 Assist/Assoc Professor appointments					
	f Applicants		f Shortlisted		f Appointed	
2012-15	49%		38%		38%	
2016-22	54%		63%		56%	

8 Applications, shortlist and appointments made in recruitment to PTO posts

Table 8: Sum of applications, shortlist and appointments made in recruitment to Professional Technical and Operational staff for the period 2016/17 – 2020/21

Grade	Gender	Applicants n (%)	Shortlisted n (%)	Appointed n (%)
FA2	F	█	█	1 (100%)
	M	█	█	0 (0%)
	pnd	█	█	0 (0%)
FA3	F	█	█	1 (100%)
	M	█	█	0 (0%)
	pnd	█	█	0 (0%)
FA4	F	█	█	1 (50%)
	M	█	█	1 (50%)
	pnd	█	█	0 (0%)
FA5	F	█	█	1 (100%)
	M	█	█	0 (0%)
	pnd	█	█	0 (0%)
FA6	F	█	█	1 (100%)
	M	█	█	0 (0%)
	pnd	█	█	0 (0%)
OVERALL	Female	█	█	4 (80%)
	Male	█	█	1 (20%)
	pnd	█	█	0 (0%)

9 Applications and success rates for academic promotions

Table 9: Applications and success rates (%) for academic promotions

Year	TOTAL APPLICATIONS n (% successful applications)		FA6 - FA7		FA7 - FA8		FA8 - FA9	
			Teaching/ Research Fellows to Senior Teaching (STF)/Research Fellows (SRF) and Assistant Professor		Assistant Professor/Senior Teaching Fellows to Associate Professor (AP) or Reader (R)		Associate Professor/Reader to Professor	
	F	M	F	M	F	M	F	M
16/17	█	█			█	█		
17/18	█	█					█	█
18/19	█	█	█		█	█		
19/20	█	█		█	█	█	█	
20/21	█	█	█	█	█	█	█	

Figure 4: Warwick University promotion criteria for academic staff explicitly rewarding EDI and AS work

- a) Evidence of achievement must be underpinned by a broad commitment to excellence, to diversity and inclusion, and to respect in working practices” in any promotion applications.
- b) On the application evidence of outreach/inclusion is one of the 4 main criteria.
- c) Collegiality is a second important strand of the application and ED&I work has been used as evidence in this category in successful applications.
- d) Teaching and learning Active involvement with IATL, WIHEA, ADC or WIE showing educational impact;
- e) Active participation in departmental (or divisional) policy initiatives, possibly through membership of departmental committees (e.g. helping to organise student activities, assisting with admissions and recruitment, assisting with seminar/event organisation, etc);
- f) Acting within the department as a champion for initiatives such as student surveys (NSS, PTES, PRES etc), Athena Swan, staff and student wellbeing etc;
- g) Effective leadership of departmental engagement with external schemes such as Athena Swan Awards.

10 Applications and success rates for PTO progression

Since 2016, there have been 3 promotions of PTO staff (f).

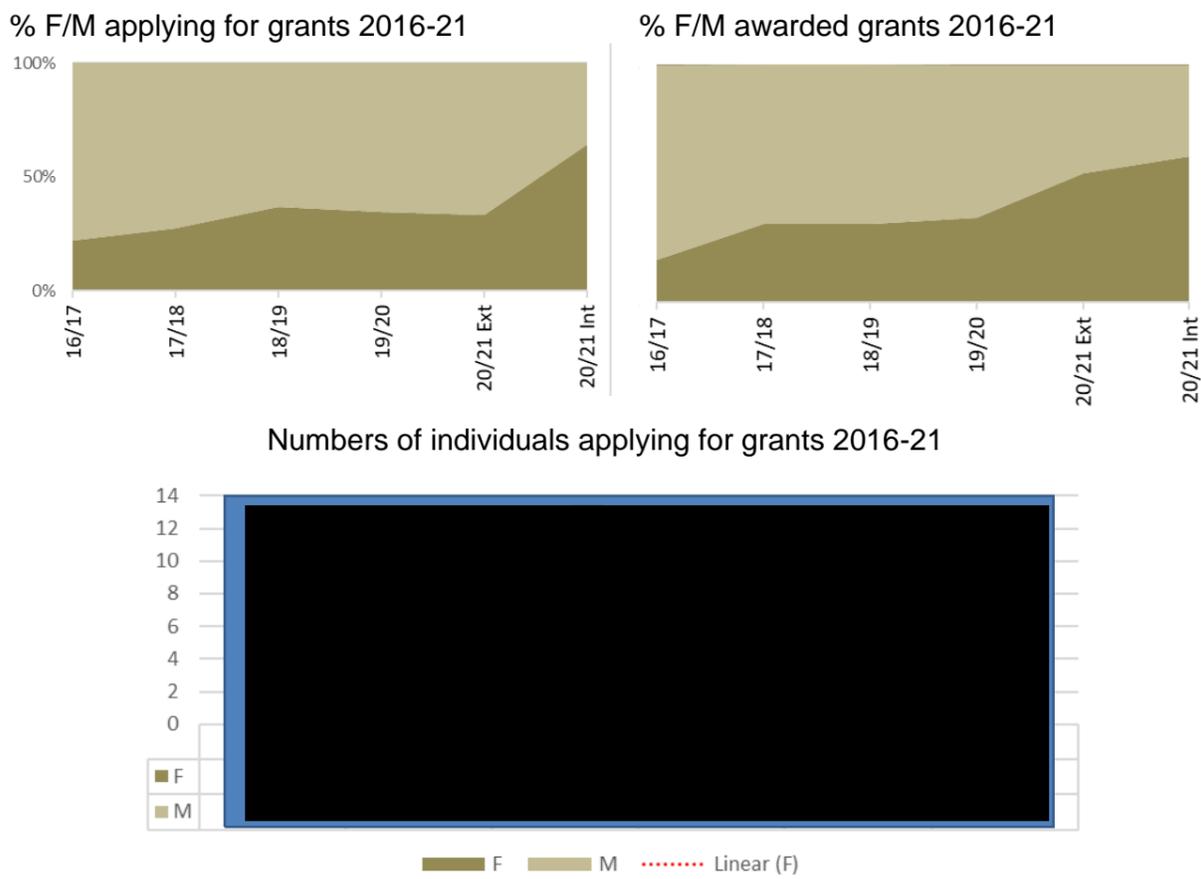
- i. FA4 UG Programmes Officer regraded to FA5 then FA6 Academic Programmes Manager in 2017.
- ii. FA2 UG Clerical Support Officer [redacted] promoted to FA3 Administrative Assistant [redacted]
- iii. FA3 Administrative Assistant moved from 0.8 fte to Full-time [redacted]
- iv. FA3 [redacted] regraded from FA3 to FA4 [redacted]

Data on Grant applications used to address 2016 Action Plan

Table 10: **Research Grant Applications 2016 – 2021 by Gender**
 From 2021 records kept distinguishing Internal and External grant applications

Academic Year	Gender	Applications n (%)	Awarded n (%)	Number of individuals n (%)
16/17	F	[redacted]	[redacted]	5 (31%)
	M	[redacted]	[redacted]	11 (69%)
17/18	F	[redacted]	[redacted]	8 (42%)
	M	[redacted]	[redacted]	11 (58%)
18/19	F	[redacted]	[redacted]	8 (36%)
	M	[redacted]	[redacted]	14 (64%)
19/20	F	[redacted]	[redacted]	9 (47%)
	M	[redacted]	[redacted]	10 (53%)
20/21	F	[redacted]	[redacted]	11 (55%)
	M	[redacted]	[redacted]	9 (45%)
20/21	F	[redacted]	[redacted]	9 (64%)
	M	[redacted]	[redacted]	5 (36%)

Figure 5: **Gender split of staff applying for and being awarded grants 2016 – 21 and the number of individuals.**



Appendix 3: Glossary

Please provide a glossary of abbreviations and acronyms used in the application.

Abbreviations Table	
ADC	Academic Development Centre
AHPD	Association of Heads of Psychology Departments
AP	Action Plan
APM	Academic Programmes Manager
AS	Athena Swan
ASWG	Athena SWAN working group
ASPoN	The Athena Swan Psychology National Forum
AURORA	Aurora is Advance HE's leadership development initiative for women
BES	MSc in Behavioural and Economic Science
BME	'Black and minority ethnic' and is a combination of the Black, Asian, Mixed and Other ethnicity categories.
BPS	The British Psychological Society
DA	Departmental Administrator
DHoD	Deputy Head of Department
DPGR	Director of Postgraduate Research
DPGT	Director of Postgraduate Teaching
DPM	Departmental Promotions Mentor
DSEP	Director of Student Experience and Progression
DUGS	Director of Undergraduate Studies
ESRC	Economic and Social Research Council
EDI	Equality, Diversity and Inclusion
FSEM	Faculty of Science, Engineering and Maths
FTE	Full time employment
FTC	Fixed Term Contract
GTA	General Teaching Assistant (PGRs who teach)
HESA	Higher Education Statistics Agency
HoD	Head of Department
HR	Human Resources
H&S	Health and Safety
HSSREC	Humanities & Social Sciences Research Ethics Committee
IATL	Institute for Advanced Teaching and Learning
LGBTQIA+	Lesbian, gay, bisexual, transgender, queer, intersex, and asexual
LDC	Learning and Development Centre
ML	Maternity Leave
M/AL	Maternity/Adoption Leave
NSS	The National Student Survey
OEC	Open-Ended contracts

PDR	Performance and Development Review (formerly DPR)
PG	Postgraduate
PGT	Postgraduate Taught (student)
PGR	Postgraduate Research (student)
PGTSC	Postgraduate Taught Studies Committee
PGRSC	Postgraduate Research Studies Committee
PND	Prefer not to disclose
PRES	Postgraduate Research Experience Survey
PRSDS	Psychology Research Skills Development Scheme
PT	Part Time
PTES	Postgraduate Taught Experience Survey
PTO	Professional, Technical and Operative Staff
PULSE	Warwick Annual staff survey – results reported at Departmental level
RGHs	Research Group Heads
SSLC	Student-Staff Liaison Committee
SCS	Student Careers & Skills
Sprint	Women's Personal Development Programme for Undergraduates
TEF	Teaching Excellence and Student Outcomes Framework
TF	Teaching-focused staff
TR	Teaching and Research staff
UG	Undergraduate
UPO	Undergraduate Programmes Officer
URSS	Undergraduate Research Support Scheme
WACC	Welfare & Communications Committee
WIE	Warwick Institute of Engagement
WIHEA	Warwick International Higher Education Academy
WLM	Workload Model
WP	Widening Participation