Department Application

Bronze and Silver Award

BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)
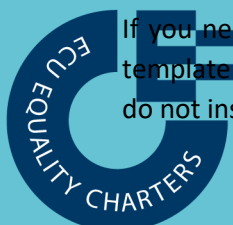
If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Department application	EP	Silver
Word limit	**13,250**	**12,000**
Recommended word count		
1.Letter of endorsement	1,019	500
2.Description of the department	1,047	500
3. Self-assessment process	984	1,000
4. Picture of the department	2,501	2,000
5. Supporting and advancing women's careers	6,509	6,500
6. Case studies	794	1,000
7. Further information	315	500
Additional words (see email below)	(735)[1]	750
Additional words (Covid-19 related)	(479)[1]	500
Revised Word Limit	**13,169**	**13,250**
[1]additional words used in sections above		

Name of institution	University of Oxford	
Department	Experimental Psychology	
Focus of department	**STEMM**	
Date of application	27th November 2020	
Award Level		**Silver**
Institution Athena SWAN award	**Date: April 2017**	**Level: Bronze**
Contact for application	Kate Watkins	
Email	kate.watkins@psy.ox.ac.uk	
Telephone	01865 271314	
Departmental website	www.psy.ox.ac.uk	

NOTIFICATION OF ADDITIONAL WORD COUNT

From: Athena Swan [mailto:Athena.Swan@advance-he.ac.uk]
 Sent: 04 March 2020 11:05
To: Katherine Corr <katherine.corr@medsci.ox.ac.uk>
Cc: Athena Swan <Athena.Swan@advance-he.ac.uk>
Subject: RE: Re. A query about additional wordcount

Dear Katherine,
Thanks for your email. We are happy to grant the Department of Experimental Psychology an additional 750 words to provide information about the changes that have taken place and explain how these have been taken into account when considering, or have impacted on, Athena SWAN activities and the progression of gender equality. Please include this email in your submission as confirmation and state in the submission where the additional words have been used.
Best wishes,
Annie

Annie Ruddlesden
Equality Charters Adviser

E annie.ruddlesden@advance-he.ac.uk
T +44 (0)207 269 6542

…

ABBREVIATIONS

AH	Associate Head of Department
AP	Associate Professor
APTF	Associate Professor and Tutorial Fellow (the main permanent teaching post in Oxford, held in association with a college)
AS	Athena SWAN
ARS	Academic and Research Staff
BAME	Black, Asian, and Minority Ethnic
BRC	Biomedical Research Centre
CDL	Career Development Lectureship
DB	Departmental Board
DL	Department Lecturer (permanent teaching post in department)
ECR	Early Career Researcher(s)
EEG	Electroencephalography
EP	Experimental Psychology (department or degree course)
EPICS	EP Impacting and Contributing to Society – EP alumni network project
EOFTC	End of Fixed-Term Contract
FTC	Fixed-term Contract
GJCC	Graduate Joint Consultative Committee
HAF	Head of Administration and Finance
HoD	Head of Department
HR	Human Resources
LaMB	Life and Mind Building
LGBT+	Lesbian, Gay, Bisexual, Transgender/Transexual, plus other groups
MRI	Magnetic Resonance Imaging
MSD	Medical Sciences Division
MScPsy	MSc in Psychological Research
NIHR	National Institutes for Health Research
OE/P	Open Ended or Permanent Contract
OUH	Oxford University Hospitals
PA	Personal Assistant
PCC	People and Culture Committee
PDR	Personal Development Review
PG	Postgraduate
PI	Principal Investigator
PMP	Professorial Merit Pay awards
PPL	Psychology, Philosophy & Linguistics (degree)
Postdoc	Postdoctoral Researcher
PSS	Professional and Support Staff
QS	Quacquarelli Symonds (World University Rankings)
REF	Research Excellence Framework
SAT	Self-Assessment Team
SILVERAP15+	Action Point from the 2015 onwards live rolling action plan
SiP	Staff in Post
UAS	University Administration and Services
UJCC	Undergraduate Joint Consultative Committee
UG	Undergraduate
UKRI	UK Research and Innovation
URL	University Research Lectureship/Lecturer
WG	Working Group

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

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

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

UNIVERSITY OF OXFORD
Department of Experimental Psychology
Anna Watts Building, Radcliffe Observatory Quarter,
Woodstock Road, Oxford OX2 6GG, UK

Professor Anna Christina Nobre
Chair in Translational Cognitive Neuroscience and Head of Department
Email: kia.nobre@psy.ox.ac.uk   Tel: +44 1865 271355

Oxford, 27 November 2020

Equality Charters Manager
Equality Challenge Unit
7th Floor, Queens House
55/56 Lincoln's Inn Fields
London WC2A 3LJ

Dear Dr. Ruth Gilligan,

As Head of the Department of Experimental Psychology and an active member of our self-assessment team, I am delighted to present this application for renewal of our Athena SWAN award.

Our department has been through an extraordinary journey since our Silver Award (2015), with two unexpected transformative setbacks in addition to the recent pandemic. We feel fortunate to have firmly embedded the values of the Athena SWAN charter early on into our department. These were essential for getting us through such difficult times as a community and maintaining our profile in research and teaching. I will use some of the extra words we have been allowed to explain our circumstances in the next two paragraphs.

Having just been appointed to a newly established statutory chair, I became department head upon the devastating unexpected death of Professor Glyn Humphreys (in 2016). His passing shook the morale of the department and left the individuals in his sizeable group (54 total, 39 women) disoriented and with uncertain futures. The clear priority was to tend to their situation, working with funders to maintain grants, with colleagues to shoulder additional research and supervision, with students to adapt plans, with postdoctoral researchers to prepare applications, etc. The outcomes were positive, but the painful conversations revealed the importance of supporting individuals with advice, feedback, mentorship, and skills. This message was amplified as I sought views about departmental wellbeing from academic and support staff. As a result, I created an Associate Head post for People and Culture and inscribed our ethos of inclusion, diversity, equality, and respect into the mission statement of the department. Work on various fronts was just beginning when a second shockwave hit.

In February 2017, our building closed with one day's notice. The scale of disruption is hard to exaggerate. Again, the clear priority was to look after individuals whose lives were upended, especially the support staff whose jobs were building-dependent (e.g., intake, catering, cleaners). We provided intensive personalised support, for example identifying posts and enhancing skills (e.g., IT, CV preparation, interview practice). We also took a

personalised approach to understand specific problems and tailor mitigations in other particularly affected groups – early career researchers and graduate students. We made psychological support available to all. Beyond managing individual cases, the dimensions of the crisis were many: guaranteeing our health and safety, making alternative teaching arrangements, finding (and building) suitable workspaces, enabling the continuity of research – each area filled with challenges over many timescales.

Unsurprisingly, our building closure, then scattering across sites, then relocation to our interim base, and now planning our future building, severely derailed business. The additional and evolving pressures prompted a flexible approach to our 'action plan', which we transformed into a living document adapting to changing circumstances. Whenever possible, we returned to important action points set in 2015. For example, we succeeded in:

- increasing number and visibility of women in leadership positions
- increasing number of women awarded titles of distinction
- appointing two newly created faculty positions (1F, 1M)
- strengthening support for women's grant applications.

Other areas also emerged as critical: improving communication, rebuilding community cohesion, increasing transparency and involvement, and supporting early-career researchers. We responded by launching a weekly newsletter covering all aspects of departmental life and publishing all departmental documents on our intranet; by holding enjoyable celebrations, awareness days, social gatherings, informal lunches to discuss different group's needs and concerns; by bringing student and ECR representation to committees, bolstering student consultative committees, and creating the ECR committee to spearhead useful events and procedures; and by improving input to fellowship applicants, providing constructive reviews for fellowship holders, offering bespoke training in psychology teaching, and creating career-development lectureships to provide meaningful experience for individuals transitioning to permanent academic posts.

In a context where we were *all* struggling, it was counterproductive to focus exclusively on gendered actions, so we embraced a pluralist approach toward supporting all individuals. As a department with a large female population, the general actions nevertheless had positive impact on large numbers of women.

The current pandemic echoed our previous disruptions, but this time globally. Our previous experiences served us well, helping us through the situation with a personalised and flexible approach.

Looking back, in light of the debilitating setbacks, we are satisfied with our achievements. Our 2020 survey shows that 90% of staff feel able to be themselves at work, and 85% would recommend working in the Department to a friend. Looking ahead, we recognise potential for improvement across multiple areas.

In this application, we present an honest, accurate, and true representation of our department. The information highlighted to us areas that require energising and improving on previous efforts, as well as new domains requiring attention. **We anchor our new action plan with intentions to measure the protracted consequences of the pandemic on our female and male students, researchers, and staff; roll out best**

practice to support other aspects of diversity, such as race and ethnicity; open conversations about work-life balance and issues related to women's health; raise awareness about Athena SWAN particularly among our students; grow our academic community by increasing the number and duration of our new career-development lectureships and the number of permanent faculty positions; develop career-development programmes for undergraduate and graduate students, researchers, academic faculty, and professional support staff; improve further our communication and involvement in departmental decision-making and governance; and once again rebuild and foster our departmental community and mutually supportive collaborative culture as we recover from the pandemic. For our new building (2024), we are blending the values of personal wellbeing, diversity, equality, inclusion, and collaboration into the architectural plans, by including welfare rooms, gender-neutral toilets, social areas, quiet reflection zones, open-plan working, shared laboratories, and more.

We look forward to building on the strong foundation the Athena SWAN charter has helped us build, hoping the coming years will be more tranquil and allow us to implement our exciting action plan aimed at supporting, promoting, and celebrating the careers of women and other minority groups in our department.

Yours sincerely,

Anna Christina Nobre, FBA, MAE, fNASc
Chair in Translational Cognitive Neuroscience
Head of Department for Experimental Psychology
Director of the Oxford Centre for Human Brain Activity
University of Oxford

Section 1 Word Count: 1019; Running Total: 1019

Including 293/750 extra words allowed to explain our special circumstances

2. DESCRIPTION OF THE DEPARTMENT

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

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The Department of Experimental Psychology (EP) is one of 16 departments within the Medical Sciences Division (MSD) of the University of Oxford and one of the five preclinical departments that deliver undergraduate teaching (**Figure 1**). Key areas of research include Behavioural Neuroscience, Developmental Psychology, Perception and Cognition, Social and Affective Psychology, and Psychological and Brain Health. In the 2014 REF exercise, we ranked first in Psychology, Psychiatry and Neuroscience (Unit of Assessment 4), scoring 100% for the quality of our research and training environment, including the support we provide for career development. According to the QS World University Rankings (2019), the Psychology course at Oxford is ranked first within Europe & the UK, and third worldwide. The department is financially healthy (2018/19 turnover approximated £18 million).
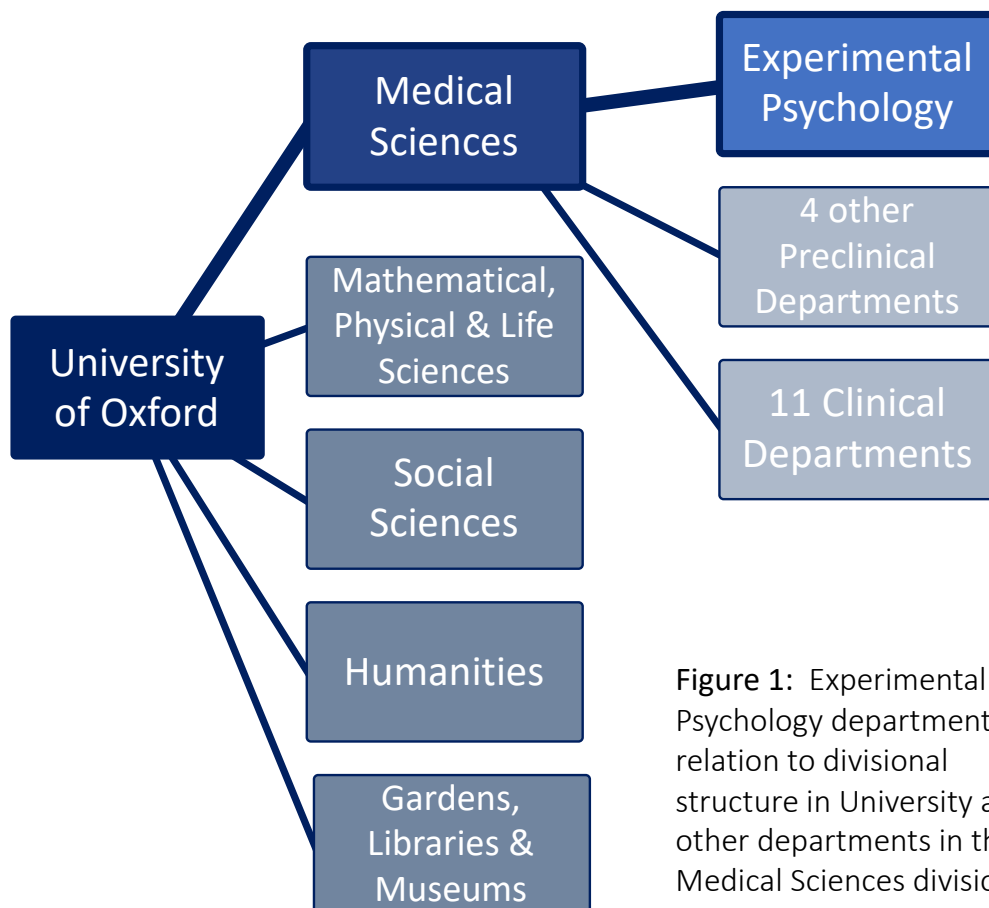
Figure 1: Experimental Psychology department in relation to divisional structure in University and other departments in the Medical Sciences division.

EP is an exceptionally rich intellectual environment offering many collaborative opportunities within and outside the department. We have a longstanding international reputation for our research into psychological and neural mechanisms underlying human behaviour and are a major partner in the Oxford Neuroscience community (**Figure 2**).
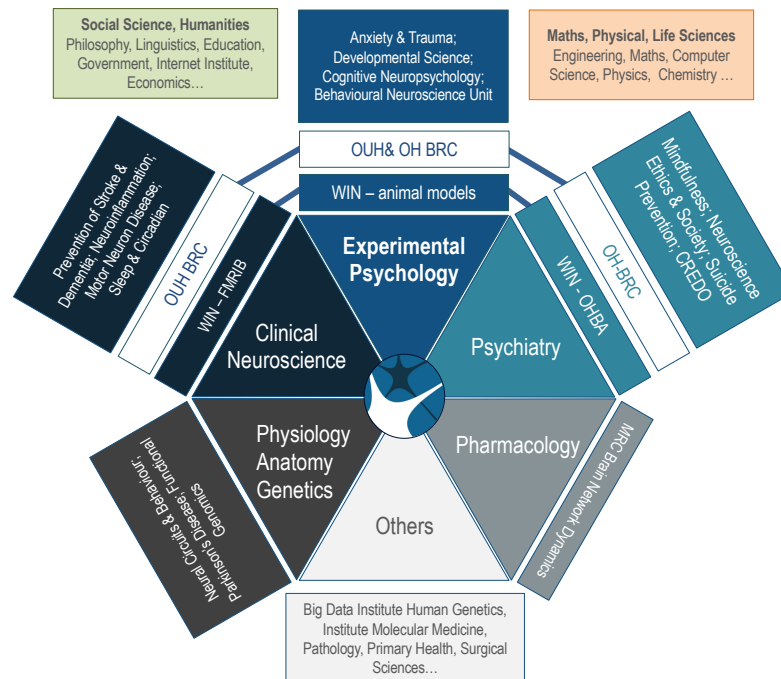

Figure 2: Oxford Neuroscience (chaired by EP HoD) spans five core MSD departments, their dedicated and collaborative research centres, other departments within MSD and in other divisions (green and peach boxes), and two NIHR-funded Biomedical Research Centres.

Leadership & Governance

Our head of department (HoD), Professor Kia Nobre, stands out as one of relatively few women heading MSD departments (3F 13M) and the only one of mixed ethnic and racial background. She is supported by five associate heads (AH) of department (3F, 2M) looking over five major areas: Education, Research, Resources, Personnel, and People & Culture. The decision-making body is the Departmental Board (DB) (23 F, 27M). To maximise engagement and inclusion, board membership was extended from senior principal investigators (PIs) to junior PIs (2016) and early-career (ECRs), postgraduate- and undergraduate-student representatives (2017).

Staff and students

We are a research-intensive department, with 32 PIs (11 F, 34%) supervising research groups with staff employed on research grants and fellowships as well as graduate and undergraduate students. The department is solely responsible for an undergraduate course in Experimental Psychology (EP) and Master's course in Psychological Research (MScPsy) and contributes actively to additional collaborative undergraduate (Biomedical Sciences; Medicine; PPL) and Master's (Neuroscience) courses. We admit students to research degrees at the master's and doctoral level.

As of October 2019, we have 438 (65%F:35%M) staff and students in the department (**Table1**; **Figure 3**).

Table 1: *Number of individuals in department by group*

Groups in department	F	M	Total
Undergraduates	116 (75%)	38 (25%)	154
Postgraduates (T)	9 (75%)	3 (25%)	12
Postgraduates (R)	49 (61%)	31 (39%)	80
Research Staff	79 (60%)	52 (40%)	131
Academic Staff	11 (41%)	16 (59%)	27
Professional Support Staff	21 (62%)	13 (38%)	34
Total	**285 (65%)**	**153 (35%)**	**438**
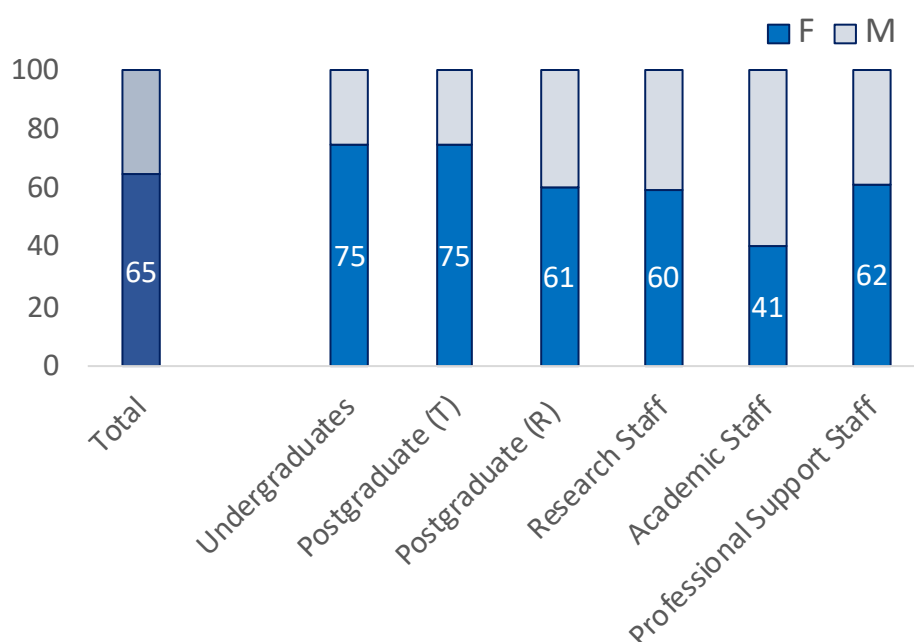
Figure 3: *Percentage of EP members by group and gender*

Special Context

The period since our Silver award (2015) brought us two major adversities before the onset of the current pandemic as outlined in Section 1 (Letter from HoD).

After our building closure, the ~400 members were relocated (**Figure 4**), initially dispersed across 11 sites, until appropriate teaching, research, and working facilities could be identified or developed. With significant financial support from the University, we secured and built excellent new teaching facilities and we designed and built a high-quality modular temporary base for the department including its main research laboratories (moved in 2018). To promote rebuilding the community, all spaces were designed to maximise collaboration and exchange of ideas (**SILVERAP15+**). Research labs ceased being proprietary and became shared. Office spaces went from cellular to open plan.

The outcome has been positive but the demands of making arrangements for new interim facilities (see **Figure 4**) and of restarting activities in new contexts multiple times stretched senior staff, leaving limited capacity for addressing other issues. For these reasons, we were extremely grateful for the extension offered for our Silver Athena SWAN renewal application. It was necessary to adapt and focus our action plan to meet the different and additional demands and activities that resulted from these changes.

Tinbergen building (1970-2017)

Tinbergen building in 2017

2020

Figure 4: various locations for EP since the previous application

Short-term dispersal (2017-2018)

Current interim accommodation (2018-2024)

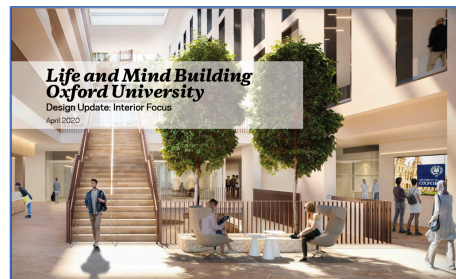New Radcliffe House and Anna Watts modular building

Tinsley building

Old Rectory: Centre for Anxiety & Depression

Teaching facilities Worcester College

Life and Mind Building in planning (2024+)

Covid-19 pandemic

The ongoing adversity of the global pandemic has been felt by all of us and, like all departments, we are still adjusting to new ways of working and research. As one of the few departments in the MSD with undergraduate students, we have the additional challenge of adapting our teaching for remote and online delivery. We are again thankful for postponing our renewal application from March to November 2020.

Our experience with our sudden building closure perhaps placed us in a better position than most to anticipate some of the disruptions to teaching and research, as well as the motivational and psychological impact. We redoubled our efforts to address the needs of particular adversely affected individuals and groups (e.g., graduate students, ECRs, those with children). Members of our department made significant contributions to promoting and supporting mental health within the University community and more widely, nationally, while also supporting their colleagues and staff. A new seminar series, 'Our Mental Wellness', was launched in 2020 that brings together expert speakers and panel members to discuss issues such as anxiety, sleep and depression. These are open to all members of the University, including alumni, and are also livestreamed and available to the public afterwards as recordings. Each seminar so far has also included a specific focus on the impact of Covid on these issues. Mental health resources as well as information about the various pieces or research relating to Covid undertaken by EP researchers are available on the departmental website (https://www.psy.ox.ac.uk/covid-19-info/covid-19-our-mental-health).

There have been some positives in relation to remote working during the lockdown necessitated by the pandemic. Staff have become more familiar with the existing infrastructure for sharing documents and data securely via software that integrates with our intranet. We have moved our seminars and departmental meetings online, which has resulted in a marked increase in attendance. Student feedback on recorded lectures has been very positive and there are strong indications that these are preferred. On the other hand, the costs to teaching staff in terms of time spent preparing these recordings have been very high. Research staff and students were particularly adversely affected as all in-person testing had to stop during lockdown and new protocols for Covid-safe testing had to be developed and given ethical approval. The University and funders have been supportive by extending stipends or providing access to additional funds where possible. Students have been reassured that examiners will take into account the situation when assessing work. Research staff worked hard to move studies online or create projects involving analysis of existing data.

It is clear that the impact of lockdown due to the pandemic is wide-ranging and will be long-term. It is critically important that we evaluate the consequences of the disruption caused by the pandemic on education, research, and careers, especially those of women, and take action to mitigate these impacts (action 0.1).

> Action 0.1: Evaluate the longer-term consequences of pandemic disruption to research outcomes and career progression by gender and by caring responsibilities

Section 2 Word Count: 1047; Running Total: 2061

Including 205 additional words used to describe special circumstances (total 498/750), and 479/500 additional words used to describe issues relating the Covid-19 pandemic.

3. THE SELF-ASSESSMENT PROCESS
Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process.

> **Achievements**
>
> - SAT membership expanded to include all staff types and student representatives (**SILVERAP15+**)
> - Associate Head for People & Culture created to lead Athena SWAN activities
> - Established People & Culture Committee with responsibility for Athena-SWAN initiatives and related activities fostering departmental culture (2018)
> - Surveyed department staff annually since 2012 and biennially since 2014 (**SILVERAP15+**)
> - Added undergraduate and graduate student surveys in 2020 responding to student request
> - Established communication channels for reporting SAT and Athena-SWAN activities via intranet, departmental board, and dedicated section of weekly departmental newsletter (since 2017)

(i) a description of the self-assessment team

Our self-assessment team (SAT) formed in 2011, has been reviewed after each Athena SWAN application (Bronze, 2012 and Silver 2015) (**Figure 5**). Since 2015, we expanded membership to all staff types, in line with the expanded Athena SWAN guidance. The current SAT comprises 21 members, including: undergraduate and graduate students, postdoctoral researchers, technical staff, senior research staff, academic staff, and professional and support staff (**Table 2**). Staff bring experience of working full- and part-time, taking parental leave, flexible working, managing caring responsibilities, and managing dual careers with partners. We are diverse with respect to age, ethnicity, and nationality (**Table 3**). The gender balance (14F:7M) reflects the overall gender ratio of the staff and students in the department (65%F:35%M) (**SILVERAP15+**).

Table 2: Composition of the SAT by member group and gender

SAT composition		2016-17	2017-18	2018-19	2019-20
Academic & Research	F	4	5	6	6
	M	1	4	4	4
Professional & Support	F	4	5	4	5
	M	1	2	2	3
Student	F	1	1	1	3
	M	0	1	1	0
Total	F	9	7	11	14
	M	2	11	7	7

In light of the fractionation of our community resulting from our relocation after our building closure (2017), rebuilding wellbeing, engagement, and our common sense of purpose became paramount. In 2018, once we had moved into our medium-term locations (2018-2024), we established the People and Culture Committee (PCC) to continue to oversee our Athena SWAN activities and applications and additionally promote departmental values and culture more broadly along various dimensions. Athena SWAN remains at the heart of the committee and all members are members of the SAT.
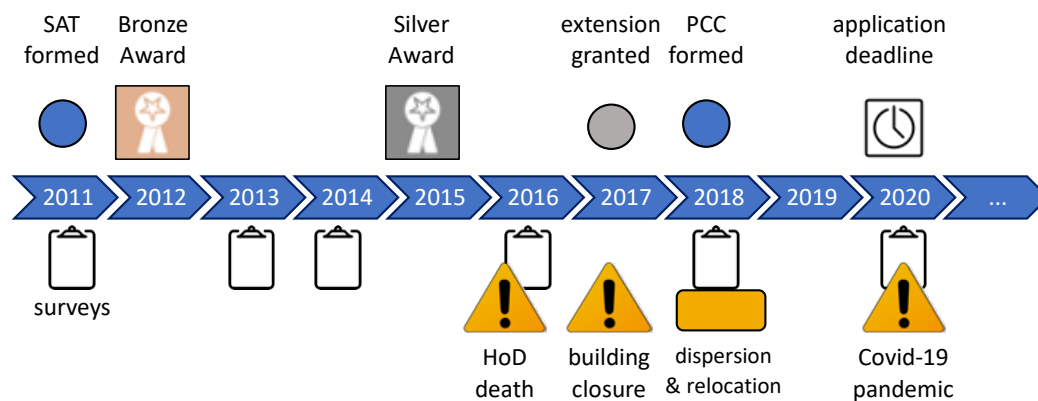
Figure 5: Our Athena SWAN journey and major events affecting the department

The PCC (SAT) (**Table 3**) meets six times a year (twice termly). Its remit, a description of the Athena Swan charter, and its members are prominent in our intranet and website (names and photos included to facilitate recognition). Membership is voluntary, for three years, and renewable. We encourage turn-over to maintain vibrancy and bring fresh ideas. New members are invited to join via department-wide communications as well by personal contact from Chair/HoD/HAF to bring in voices from groups that may be underrepresented and to maintain the gender balance to match that of the department. Standing items on the agenda are the responsibility of two committee members to aid continuity when members leave or are unavailable.

Table 3: *Self-Assessment Team 2019-2020*
Photos removed to reduce file size

	Name and departmental role		SAT/PCC Role & Responsibility
	Helene Augar Senior Academic Administrator	F	PSS Representative Athena SWAN student data management
	Dorothy Bishop Professor of Developmental Neuropsychology (Works part-time)	F	Senior Research Staff Representative Athena SWAN adviser Surveys
	Lucy Bowes Associate Professor of Experimental Psychology	F	Academic Staff Representative Bullying and Harassment Family-friendly policies
	Nicola Bridge Executive Assistant to the Head of Department	F	PSS Representative Liaison with social committee Alumni network
	Gabe Cler Postdoctoral Researcher	M	ECR Representative LGBT+ Representative Diversity and Inclusion
	Lauren Charters Undergraduate student	F	Undergraduate Representative Student activities
	Roi Cohen-Kadosh Professor of Cognitive Neuroscience	M	Senior Research Staff Representative Childcare, parental leave Implicit bias awareness champion
	Maria Kempnich DPhil Student	F	Graduate Student Representative Graduate student activities
	Nima Khalighinejad Postdoctoral Research Associate	M	ECR Representative Career Development
	Stuart Mason Research Assistant	M	Research Staff Representative Childcare, parental leave
	Kia Nobre Head of Department	F	Statutory Professor Representative Career Development Mental Health
	Laura Nicosia PA to HAF and Associate Heads (works part-time)	F	PSS Representative Committee Secretary Administrative Support
	Stephanie Nelli Postdoctoral Research Fellow	F	ECR Representative Mental Health Diversity and Inclusion
	Brian Parkinson Professor of Social Psychology Director of Graduate Studies	M	Academic Staff Representative Graduate Students
	Mark Roberts EEG Lab Manager	M	PSS Representative Technical staff Environmental Issues
	Bharat Sivadasan Research Grants Assistant	M	PSS Representative Diversity and Inclusion
	Emma Shepherd	F	PSS Representative

	Executive PA and Research Administrator		(maternity leave)
	Tracy Tompkins Head of Administration and Finance	F	PSS Representative Athena SWAN data management
	Michele Veldsman Postdoctoral Research Associate	F	ECR Representative Environmental issues Mental Health
	Xanthippi Vassilou Undergraduate student	F	Undergraduate Representative Student activities Surveys
	Kate Watkins Professor of Cognitive Neuroscience	F	Academic staff Representative Committee Chair Athena SWAN Lead Surveys

(ii) an account of the self-assessment process

Recognising the fundamental importance in supporting people and culture in the department, we established a new associate head (AH) position (2016). Professor Kate Watkins is the AH for People and Culture and, as part of the role, chairs the PCC and leads the Athena SWAN SAT. Our HoD is an active member of the SAT, and a member of University Council, which means that the department and SAT are abreast of University initiatives and policies and is able to provide input directly. The committee minutes and Athena SWAN actions are available on our intranet, and a standing item on the agenda of our Departmental Board, which also meets twice a term. Relevant items and notices are regularly featured in our weekly departmental newsletter and on our website (**Figure 6**). Updates on our Athena SWAN progress are presented to the whole department at our annual Away Day (action 1.1).
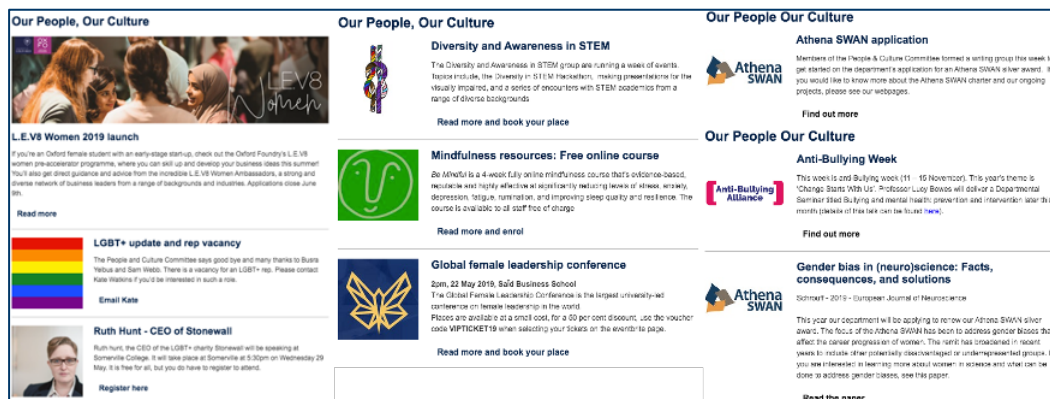
Figure 6: *examples of Athena SWAN related items in dedicated section of our newsletter.*

The SAT ran annual surveys of departmental staff (2011-2014) and biennially since. In 2020, through the initiative of our student representatives, we introduced new surveys specifically for undergraduate and graduate students (**Table 4**). The staff survey response rate was highest in 2018 (79% of eligible staff; benchmark for MSD was 53%) when the department was reunified across three sites following a period of dispersion. We believe the lower response levels in 2016 (59%) and most recently in 2020 (58%) are due to survey fatigue at these particular points when we needed to canvas EP members on various matters relating to the disruptions experienced. For example, the 2020 survey timing coincided with several surveys related to the pandemic and about planning our future building. We recently incentivised survey participation by donating £1 to charities for each survey completed. Even so, response rates for the new student surveys were relatively low (50% graduates, 33% undergraduates), though the gender breakdown was representative of the groups. Students are asked to complete a lot of surveys, and our academic office informed us that the response rate for undergraduates was higher than for termly surveys on teaching (action 1.2). Our student survey responses indicated that only 28% of undergraduates were aware of the Athena SWAN initiative before taking the survey compared with 80% of graduate students (action 1.1).

Table 4: *Number and percentage of survey responders by member group and gender.*

Survey responses		2016	2018	2020
Staff	F	71/117 (61%)	87/108 (81%)	70/111 (63%)
	M	38/70 (54%)	49/77 (64%)	39/91 (42%)
	O	2	10	8
Graduates	F	--	--	37/75[1] (49%)
	M	--	--	19/42[1] (45%)
	O	--	--	3
Undergraduates	F	--	--	57/173[1] (33%)
	M	--	--	20/76[1] (26%)
	O	--	--	6

[1] numbers include students on joint courses
O – Other/prefer not to say/no answer

Our SAT benefits from the involvement of Professor Dorothy Bishop, who established our first SAT (2011). We were well supported by Katharine Corr, the MSD Athena SWAN adviser and facilitator, who provided guidance on the current application and supported our survey data collection. Sally Baden, the Athena SWAN policy adviser at the University's Equality and Diversity Unit, also provided critical feedback. In November 2019, we had an enjoyable extra one-day session where SAT members worked together on this application, with individual members drafting specific components. This fuelled common purpose, helped members understand better the nature and purpose of Athena SWAN, and generated ideas for our future action plan (included in action 1.3). Our final draft is shared with the department on the intranet and comments invited via our newsletter.

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

Our action plan will be a living document visible and open to input from the department (action 1.3). At the start of the academic year, relevant items for report will be identified (e.g. undergraduate and graduate admissions data, survey results) and a schedule will be drawn (action 1.3). We have identified some areas to improve our existing data monitoring (action 1.4).

The PCC will oversee working groups that focus on specific areas to help promote gender and other types of diversity, equality, inclusion, and wellbeing (**Figure 7**). Working groups will drive forward particular Athena SWAN aims, e.g. by celebrating women within the department, establishing mentoring schemes focused on women/minority groups, etc. Based on input from members of the department through enhanced visibility and discussion of Athena SWAN items in the department, we are establishing working groups on diversity and inclusion and on alumni relations (2020) (action 1.5). We will continue to promote discussion and actions related to other priorities related to departmental culture and wellbeing.
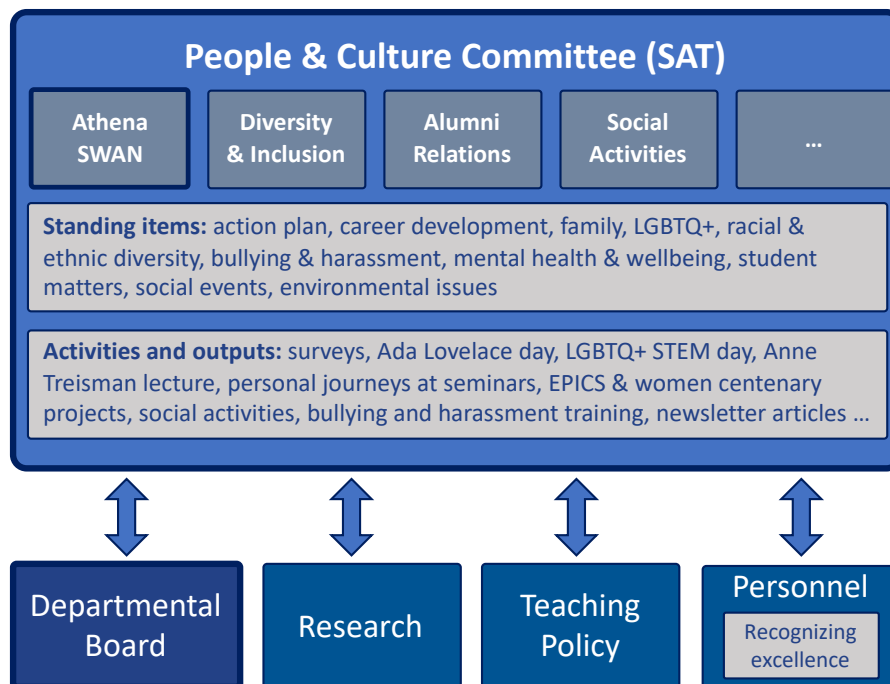
Figure 7: *PCC (working groups, standing agenda items, and recurring activities and outputs) and its channels of communications with other departmental committees. All PCC members contribute to the SAT.*

Action 1.1: Raise awareness of Athena SWAN charter and activities, especially in student populations

Action 1.2: Increase participation in biennial surveys by the majority (>70%) of staff and students to gain information about issues relating to gender (more than binary) and other dimensions of diversity, inclusion, and personal support

Action 1.3: Publish action plan on intranet, invite suggestions and solicit input for yearly action plan

Action 1.4: Update existing data monitoring to capture new data around e.g. student completion and public engagement and monitor new activities

Action 1.5: Establish working groups to promote racial and ethnic diversity and inclusion, alumni relations, and other priorities linked to Athena SWAN charter

Section 3 Word Count: 984; Running total: 3050

4. A PICTURE OF THE DEPARTMENT
Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1. STUDENT DATA

Achievements

- Increased the proportion of male undergraduates in Psychology (**SILVERAP15+**), from 20% to 30%
- Increased knowledge of postgraduate study options among our UG students (**SILVERAP15+** aimed at increasing applications from women to postgraduate courses); 64% of UG surveyed said they were considering further study after completing their degree.

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

N/A

(ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

Overview of Undergraduates

The department admits about 50 students a year studying for a degree in Experimental Psychology. The percentage of female undergraduates over the past five years was 78%, slightly lower than the national benchmark (**Table 5**).

Table 5: Number of undergraduates in first year of degree in EP

1st yr undergraduates		2015-16	2016-17	2017-18	2018-19	2019-20	Total
Number of EP undergraduates	F	41	39	40	39	37	196
	M	10	8	10	12	16	56
% of EP undergraduates	F	80	83	80	76	70	78
	M	20	17	20	24	30	22
Benchmark[1] % of undergraduates	F	82	82	82	81	81	82
	M	18	18	18	19	19	18

[1]Psychology first year undergraduate students nationally by gender
https://www.ucas.com/data-and-analysis/undergraduate-statistics-and-reports/ucas-undergraduate-sector-level-end-cycle-data-resources-2019

% 1ˢᵗ year undergraduates by gender
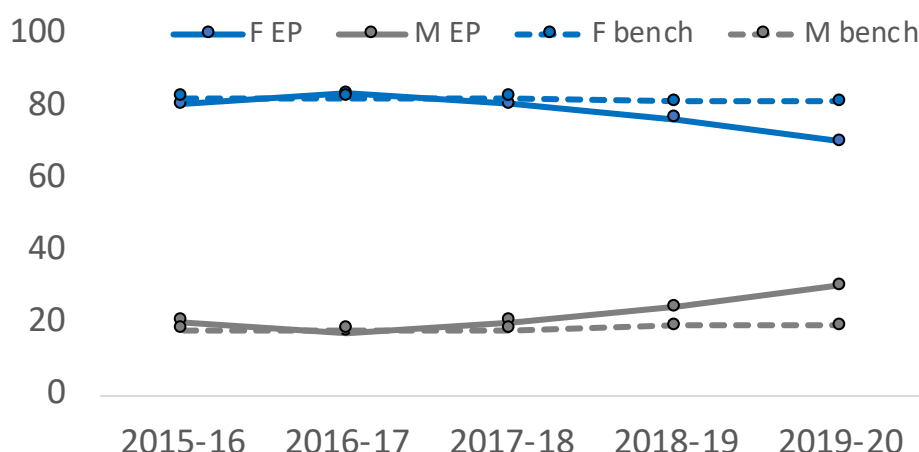
Figure 8: Percentage of female (blue) and male (grey) 1ˢᵗ year undergraduates in EP (solid) relative to the national benchmark (dashed).

We have seen a positive increase in the percentage of male undergraduates since our previous application (**SILVERAP15+**) from 20% to 30% (c. 19% nationally) (**Figure 8**). We believe this change reflects our efforts to showcase the appeal of this science to all genders by ensuring that the women and men engaged in teaching and research are represented equally in our outreach and admissions activities, on our website, and in publicity materials. Relatedly, our proportion of female students admitted in 2019 is 11% lower than the national average for Psychology courses (81%F). We will continue to monitor these numbers and ensure that we continue to attract and admit the best available talent irrespective of gender.

Applications to Undergraduate Degrees

The number of applications for EP rose from 252 in 2015-16 to 427 in 2019-20, which led to a drop in the percentage of offers to applications that we make from 25% to 17% (**Table 6**). Our offer-to-application ratio over the past five years is 19% for female and 24% for male applicants. Though gender ratios of offers follow the ratio in applications, success rates for men were somewhat higher, especially since 2018 (**Figure 9**). We believe this change reflects our efforts to attract strong male applicants, thereby improving the gender balance in our student body (**SILVERAP15+**). Our acceptance rates are very high (77% of women and 73% of men); places are usually declined because the student did not meet the offer (A*AA or equivalent).

Table 6: *Applications, offers, and acceptance rates for undergraduate EP degree*

UG admissions		2015-16	2016-17	2017-18	2018-19	2019-20	Total
Applications Gender/total (%)	F	199 (79%)	188 (76%)	239 (82%)	325 (83%)	331 (73%)	2020 (75%)
	M	53 (21%)	58 (24%)	54 (18%)	65 (17%)	96 (27%)	662 (25%)
	all	252	246	293	390	427	2682
Places offered Gender/total (%)	F	51 (81%)	49 (80%)	49 (78%)	58 (79%)	48 (65%)	382 (71%)
	M	12 (19%)	12 (20%)	14 (22%)	15 (21%)	26 (35%)	157 (29%)
	all	63	61	63	73	74	539
Places offered % by each gender	F	26%	26%	21%	18%	15%	19%
	M	23%	21%	26%	23%	27%	24%
Places accepted Gender/total (%)	F	41 (80%)	39 (83%)	40 (80%)	39 (76%)	37 (70%)	293 (71%)
	M	10 (20%)	8 (17%)	10 (20%)	12 (24%)	16 (30%)	120 (29%)
	all	51	47	50	51	53	213
Places accepted % by each gender	F	80%	80%	82%	67%	77%	77%
	M	83%	67%	71%	80%	62%	76%
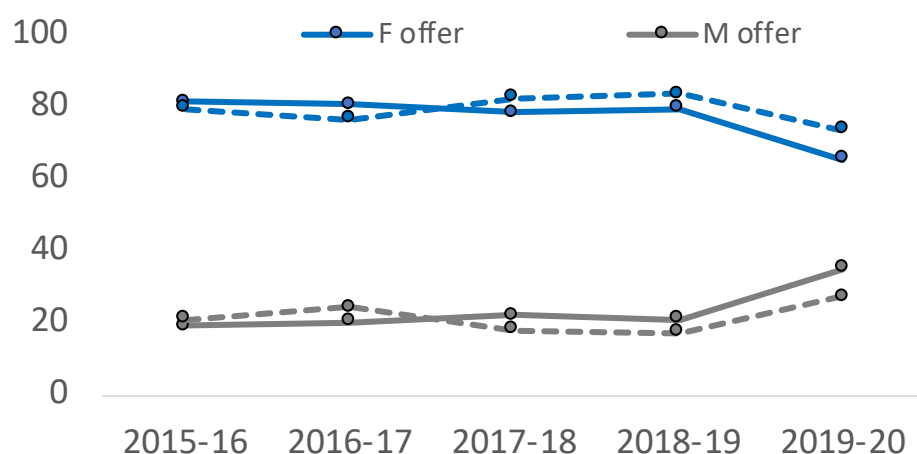
Figure 9: Percentage of female (blue) and male (grey) acceptance offers for undergraduate EP course (solid) relative to the percentage of applicants (dashed).

Undergraduate Degree Attainment

Our undergraduates have very high achievements and a very low number have 2.2 class degrees. A significantly greater proportion of women (48%) than men (26%) studying EP achieved a first-class degree over the past five years (**Table 7; Figure 10**). The reason is unclear; all examinations are marked blind. The attainment data available are from cohorts admitted between 2012 and 2016 and the number of male students each year is small. Since 2018, our gender balance has shifted by increasing the number of male students (**SILVERAP15+**). We will continue to monitor degree attainments (action 1.4) to see if the increase in the number of male students improves the gender balance in our degree outcomes.

Table 7: Undergraduate EP degree classification by gender

degree		2015-16	2016-17	2017-18	2018-19	2019-20	Total
1st	F	21 (49%)	17 (41%)	19 (42%)	22 (63%)	19 (43%)	98 (48%)
	M						13 (26%)
	all						111
2.1	F	22 (51%)	23 (56%)	22 (58%)	13 (37%)	24 (55%)	104 (51%)
	M						35 (70%)
	all						139
2.2	F						
	M						
	all						
Total		62	47	48	45	52	254

Degree classification by gender
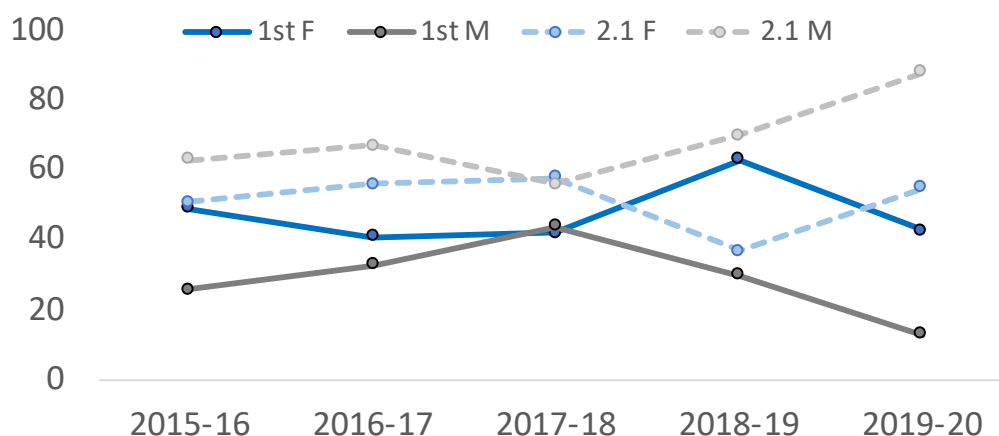
Figure 10: Percentage of female (blue) and male (grey) achieving 1st (solid) and 2.1 (dashed) degree classifications in EP. Please note that numbers of M students are very small leading to large swings based on individual performances.

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

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

We admit about 12 students a year to a one-year MSc in Psychological Research. All students are full-time.

Applications to Postgraduate Taught Courses

The gender ratio for applications to postgraduate taught courses over the past five years (74%F; see **Table 8; Figure 11**) is close to our undergraduate ratio (**Table 6**) and national benchmark data (72%F)[1]. We noticed that overall rates of acceptance of places have increased but that the proportion of women accepting their offers (72%) is lower than the proportion of men (81%). Although the percentage of male acceptances is based on very small numbers, we plan to monitor this and understand the reasons. We imagine reasons for acceptance are based on funding but lack data to verify this (action 2.1).

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[1] HESA data for Biological Sciences Postgraduate (taught) study in first year for 2018-19 https://www.hesa.ac.uk/data-and-analysis/students/what-study

Table 8: *Applications, offers, and acceptance rates for MSc in Psychological Research*

MSc admissions		2015-16	2016-17	2017-18	2018-19	2019-20	Total
Applications Gender/total (%)	F	80 (72%)	98 (78%)	99 (75%)	90 (74%)	111 (73%)	**478 (74%)**
	M	31 (28%)	28 (22%)	33 (25%)	31 (26%)	41 (27%)	**164 (26%)**
	all	111	126	132	121	152	642
Places offered Gender/total (%)	F	▮	▮	▮	▮	▮	67 (80%)
	M	▮	▮	▮	▮	▮	17 (20%)
	all	▮	▮	▮	▮	▮	84
Places offered % by each gender	F	18%	14%	14%	14%	11%	**14%**
	M	10%	11%	12%	13%	8%	**11%**
Places accepted Gender/total (%)	F	▮	▮	▮	▮	▮	48 (78%)
	M	▮	▮	▮	▮	▮	14 (22%)
	all	▮	▮	▮	▮	▮	62
Places accepted % by each gender	F	64%	71%	71%	77%	75%	**72%**
	M	65%	67%	75%	100%	100%	**81%**

% applications and offers by gender

Figure 11: Percentage of female (blue) and male (grey) acceptance offers for MSc in Psychological Research (solid) relative to the percentage of applicants (dashed).

Postgraduate taught courses completion rates

[redacted]

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

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

MSc in Experimental Psychology by research

[redacted]
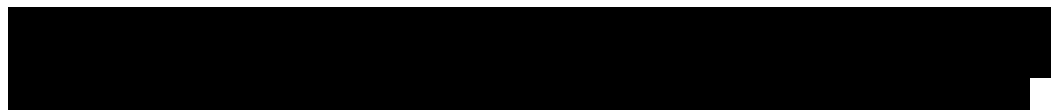
Applications to Doctorate by Research (DPhil)

Each year, about 20 postgraduate students commence their doctoral studies (see **Table 9; Figure 12**); slightly more women than men are admitted (63%F averaged across 2015-20), which is very close to the national benchmark (62%F)[2]. Data for the doctoral program (DPhil) echo those for the MSc in the larger proportion and admissions of women applicants, but a somewhat smaller uptake of the offer by women (57%F, 69%M). We will address these issues across the MSc and DPhil cohorts together (action 2.1). In 2019-20, we experienced a large drop in applications to our doctoral degree (**Table 9**). The reduction was marked in applications from mainland Europe and is likely a consequence of Brexit; it affects applications from both genders equally.

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[2] HESA data for Biological Sciences Full- or Part-Time Postgraduate (research) study in first year 2018-19 https://www.hesa.ac.uk/data-and-analysis/students/what-study

Table 9: Applications, offers, and acceptance rates for postgraduate research degrees

PGR admissions		2015-16	2016-17	2017-18	2018-19	2019-20	Total
Applications Gender/total (%)	F	64 (61%)	67 (60%)	55 (62%)	66 (70%)	38 (68%)	**290 (64%)**
	M	41 (39%)	45 (40%)	34 (38%)	28 (30%)	18 (32%)	**166 (36%)**
	all	105	112	89	94	56	456
Places offered Gender/total (%)	F	21 (64%)	23 (64%)	21 (68%)	23 (72%)	18 (72%)	**106 (68%)**
	M	11 (36%)	13 (36%)	10 (32%)	9 (28%)	7 (28%)	**50 (32%)**
	all	33	36	31	32	25	156
Places offered % by each gender	F	33%	34%	38%	35%	47%	**37%**
	M	29%	29%	29%	32%	39%	**32%**
Places accepted Gender/total (%)	F	■	■	■	■	■	60 (63%)
	M	▮	■	▮	▮	▮	36 (37%)
	all	■	■	■	■	■	96
Places accepted % by each gender	F	62%	61%	52%	48%	61%	**57%**
	M	58%	77%	80%	100%	29%	**69%**

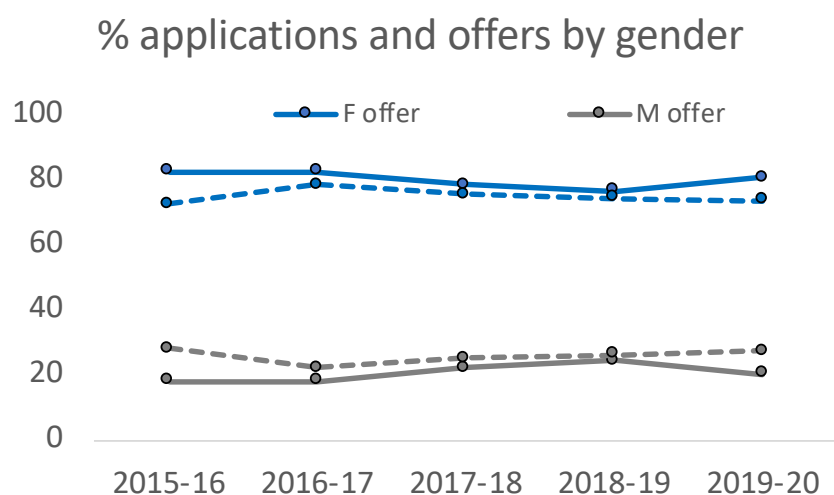## % applications and offers by gender

Figure 12: Percentage of female (blue) and male (grey) acceptance offers for Postgraduate Research Degrees (solid) relative to the percentage of applicants (dashed).

Since 2018, the University has permitted students to study for research degrees part-time, a decision welcomed by the department. ████████████████████████████ ████████████ Part-time degrees may particularly benefit women and others with caring responsibilities, and we plan to promote these more prominently (action 2.1).

Completion rates for postgraduate research students

The proportion of DPhil students completing within four years was 85% for the cohort admitted in 2014 and 75% for 2015 (completion rates in our previous application averaged 79%). Our records do not indicate the gender of the small numbers of students who do not complete within 4 years, but we will monitor this going forward (action 1.4). These cohorts included individuals severely affected by the death of their supervisor and by our building closures.

(v) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

In line with the national benchmarks, the proportion of women decreases between our undergraduate (78%) and DPhil (63%) courses. The reason for the different gender distributions across the undergraduate-postgraduate transition warrants further investigation and may leave room for improvement (action 2.2). Of our undergraduates surveyed, 90% of women and 85% of men were considering further study; 74% of women and 56% of men expressed interest in gaining further experience as a research assistant or an assistant psychologist after graduating. These roles are a requirement for the Doctorate in Clinical Psychology, offer valuable research training for other degrees, and are possibly attractive because they are paid employment. There may be a link between the drop in the proportion of women accepting places for graduate study, preferring paid employment, and funding opportunities and success, which we plan to explore (action 2.2).

> Action 2.1: Gather data on reasons for not accepting UG and PG places and take any possible remedial action if gender imbalance is shown
>
> Action 2.2 Gather data about future career considerations and choices from UG and PG students

4.2 ACADEMIC AND RESEARCH STAFF DATA

Achievements

- Increased the number of APTF in the department (appointed 1F and 1M to two new permanent posts **SILVERAP15+**) and gained approval for five additional posts; (recruitment for the first paused due to pandemic)
- Of our APTFs, 3/6 (50%) women and 7/12 (58%) men hold the title of Professor.
- Of our senior research staff, two women and one man hold the title of Associate Professor; four women and three men hold the title of Professor.
- Established new career-development lectureships and appointed three additional staff to these posts (2F, 1M) (see action 4.1)
- Successfully redeployed 14/16 ARS on FTC at risk of unemployment when previous HoD passed away in 2016
- Supported department adversely affected by building closure in 2017

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

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

Career Pipeline

Figure 13 shows the typical career pipeline for academic and research staff, though alternative pathways are possible. Academic careers often start by gaining experience as a research assistant (Grade 6), completing doctoral studies, and transitioning to a postdoctoral researcher position (Grade 7). Many graduates also gain research-assistant training prior to further study for clinical career paths (see our leaver data below). The majority of research-only staff (79% 104/131) in the department are on Grade 6 and 7 posts, which are funded as fixed-term contracts (FTC) on research grants to PIs.
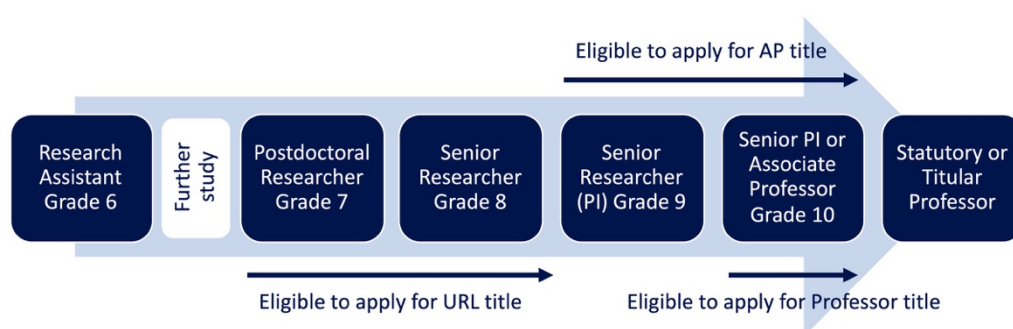
Figure 13: Typical Academic and Research Staff Career Pipeline. PI – Principal Investigator; URL – University Research Lecturer; AP – Associate Professor.

Senior postdoctoral researchers and intermediary research fellows (Grade 8/9) have greater experience, responsibility, and independence. They are funded either through research grants to PIs or personal research fellowships. They are eligible to apply for the title of University Research Lecturer (URL).

Principle investigators (PIs) in the department are researchers with responsibility for their research groups and with experience in training and supervision of students and

postdoctoral fellows. They comprise senior research fellows funded through advanced personal research fellowships and academic staff employed by the department and University: departmental lecturers (DLs), associate professors and tutorial fellows (APTFs), and statutory professors (chairs). Senior research fellows and APTFs are eligible to apply for conferment of the title of Full Professor (Titular Professors).

We present our data separately for Research-only staff and Teaching and Research staff.

Research-only staff

The department showed modest growth in terms of the numbers of research staff (111 in 2015, 132 in 2019). The gender ratio at Grade 6 (76%F) matches that of the MSD (74%). Postdoctoral and senior researchers at higher grades show a reduction in this ratio closer to gender parity (**Figure 14, Table 10**). Our data indicate the following trends: (i) an increase in the number and proportion of men in Grade 7 posts; (ii) a reduction in numbers of both women and men at Grade 8; (iii) an increase in the numbers and proportion of women at Grade 9 and higher as well as a drop in the number of men. This pleasing increase in our numbers of senior female staff reflects the department's success in attracting women on senior research fellowships. At the higher research grades, two women and one man hold the title of associate professor (MSD 38%F) and four women and three men hold the title of professor (MSD 31%).

Table 10: *Number and percentage of researchers by grade and gender*

Research Staff		2015	2016	2017	2018	2019	Average
Grade 6	F	21 (72%)	31 (79%)	35 (80%)	28 (70%)	31 (78%)	**29 (76%)**
	M	8 (28%)	8 (21%)	9 (20%)	12 (30%)	9 (22%)	**9 (24%)**
	all	29	39	44	40	40	**38**
Grade 7	F	30 (57%)	31 (56%)	26 (47%)	32 (52%)	33 (49%)	**30 (52%)**
	M	23 (43%)	24 (44%)	29 (53%)	29 (48%)	35 (51%)	**28 (48%)**
	all	53	55	55	61	68	**58**
Grade 8	F	8 (57%)	7 (50%)	6 (43%)	5 (38%)	4 (44%)	**6 (46%)**
	M	6 (43%)	7 (50%)	8 (57%)	8 (62%)	5 (56%)	**7 (54%)**
	all	14	14	14	13	9	**13**
Grade 9 and above	F	7 (47%)	9 (50%)	10 (63%)	10 (63%)	11 (73%)	**9 (56%)**
	M	8 (53%)	9 (50%)	6 (37%)	6 (37%)	4 (27%)	**7 (44%)**
	all	15	18	16	16	15	**16**

% research staff by gender

Figure 14: Percentage of female (blue) and male (grey) research staff by grade and gender.

Teaching and Research Staff

Our teaching and research staff numbers (**Table 11; Figure 15**) are low relative to our teaching commitments. Our previous plan to create additional APTFs and achieve gender parity (**SILVERAP15+**) gained divisional approval in 2018 and support was reiterated in our departmental review (2019). Plans have been slowed by multiple disruptions (action 3.1). We created and filled (2015) one new statutory professor (F), shared with Psychiatry to facilitate clinical translation of research in EP and since our last application, we established three new APTF posts (1M, 1F, 1 paused), leaving four additional APTF posts to establish. Three female (out of six) and seven male (out of 12) APTFs hold the title of professor (MSD average is 31%F with this title). We exceeded the University's target of 20% female statutory professors, but we aspire to create two additional statutory positions (once financially viable) and to achieve at least 40% female representation in statutory professorships (action 3.1). We also believe we can do better on gender balance on APTF recruitment (action 3.1).

As a major positive achievement, we created a new career-development lectureship (CDL). Discussions with ECRs highlighted uncertainty about career prospects and lack of preparation for academic positions were identified as priorities (**SILVERAP15+**). As a result, we replaced our system of piecemeal cover (casual, part-time contracts) for sabbatical and parental leave with a new set of two-year CDL posts, held jointly with a college. Since 2017, these provide valuable training and experience to ECRs. We were delighted that our first CDL (F) has progressed to a permanent position at the institution of her choice (see **case study**). We currently have three CDLs in posts (2F, 1M). The success of the CDL posts was highlighted in our recent departmental review, which allowed us to secure divisional support to grow the number and duration of the posts to provide richer training opportunities for more ECRs (action 3.2).

Though we have been attentive to gender equality in our academic staff, we also wish to increase diversity among the senior research staff and teaching and research staff along other dimensions, including BAME specifically. We currently have four senior faculty members of mixed race and ethnicity (2F, 2M), and we will focus efforts on improving the statistic (see action 6.1).

Table 11: *Number and percentage of Teaching and Research staff by grade and gender*

Academic Staff		2015	2016	2017	2018	2019
Career Development Lecturer	F	--	--	1 (100%)	1 (50%)	2 (67%)
	M	--	--	--	1 (50%)	1 (33%)
	all	0	0	1	2	3
Departmental Lecturer	F	2 (40%)	3 (60%)	3 (60%)	2 (50%)	2 (50%)
	M	3 (60%)	2 (40%)	2 (40%)	2 (50%)	2 (50%)
	all	5	5	5	4	4
Associate Professor & Tutorial Fellow	F	7 (44%)	8 (47%)	6 (35%)	6 (33%)	6 (35%)
	M	9 (56%)	9 (53%)	11 (65%)	12 (67%)	11 (65%)
	all	16	17	17	18	17
Statutory Professor	F	1 (33%)	1 (50%)	1 (50%)	1 (50%)	1 (33%)
	M	2 (67%)	1 (50%)	1 (50%)	1 (50%)	2 (67%)
	all	3	2	2	2	3
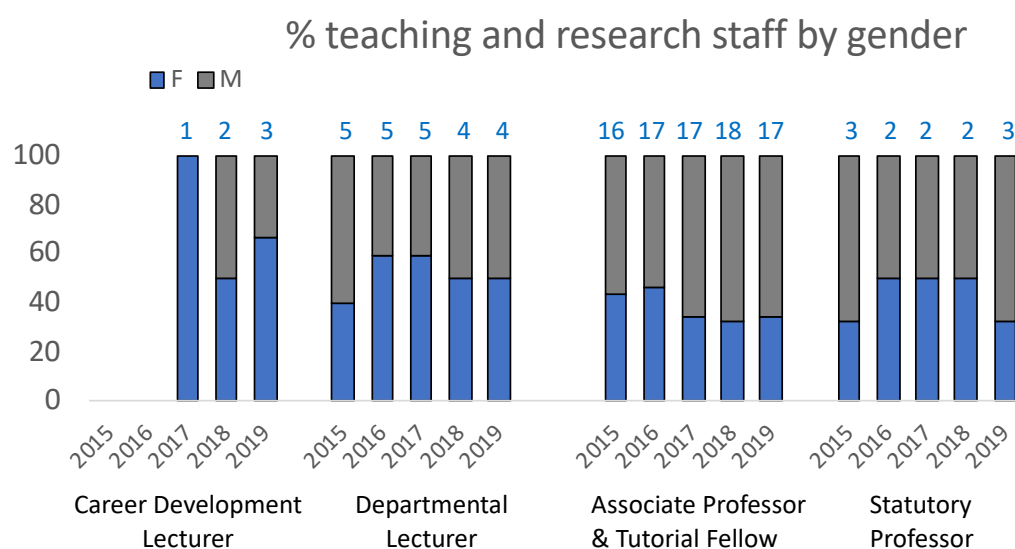
Figure 15: Percentage of female (blue) and male (grey) academic (teaching plus research) staff by grade and gender. The numbers above the bars denote the small numbers of individuals overall in these posts.

Full- vs Part-time Contracts

Only a small proportion of ARS work part-time (**Table 12**). The majority are at Grade 6, and more women than men work part-time. In several cases, women who have returned from maternity leave have requested to work part-time, and the department fully supports flexible-working arrangements. There is a clear fall-off in the number of academic and research staff on part-time contracts in more senior levels (grades 8 and 9), which may reflect career stage, funding scheme, or research role.

Table 12: Academic and Research staff by grade on part-time contract 2015-2019
(ARS with substantive appointments elsewhere e.g. with other University departments or clinical contracts, were not considered as part-time workers)

Research Staff		2015	2016	2017	2018	2019	Average
Grade 6	F						
	M						
Grade 7	F						
	M						
Grade 8	F						
	M						
Grade 9	F						
	M						
Total		11	22	27	20	25	

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

Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

As noted above, our research-only staff are funded by grants or fellowships of fixed durations (**Table 10**). All of the teaching and research staff in the department (**Table 11**) are on OE/P contracts with the University with the exception of the newly created CDL posts. It is our policy not to have zero-hour contracts. We do offer some variable-hour contracts in situations where they are appropriate to the position. We do not currently gather data on the success of redeployment of staff on FTC (action 3.3).

> Action 3.1: Continue to increase number of APTFs and achieve gender parity. Evaluate effectiveness of APTF recruitment practises in relation to gender balance. Increase number of statutory professorships and reach >40% female representation
>
> Action 3.2: Increase the number of Career Development Lecturer posts to five total and provide them with longer (4yr) contracts
>
> Action 3.3: Gather data on success of redeployment of staff on FTC

> **SILVER APPLICATIONS ONLY**
> Where relevant, comment on the transition of technical staff to academic roles.

(iii) The technical staff

The department employs a very small number of technical staff (3M) with highly specialised skills (e.g., brain histology, brain imaging in animal models). The department is supportive of technical or other types of support staff undertaking further study. The annual PDR provides the opportunity to identify individuals interested in further study. Whereas the review currently asks about further training, there is no specific question about interest in completing further study toward an academic role (see action 4.4).

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

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

> **Achievements**
>
> • Improved mechanism for collecting leaver data. We have data for 99% of leavers, with destinations recorded in 95% (**SILVERAP15+**)
> • Introduced end-of-contract interview and opportunity to be a priority candidate for advertised posts across the University

Leavers meet with the HR manager towards the end of their contract. Reasons for leaving and destinations are recorded in the centralised University system. The proportion of leavers who were part time (24%F, 16%M) closely matches the proportion of Staff in Post (SiP) who work part time (19%F, 15%M). As expected, the number of leavers tracks the number of individuals on specific grades and on FTC (**Table 13**). Most leavers are on FTC in Grades 6 and 7, and most of these are women (**Table 10**). Destination data (**Table 14**) indicate end of FTC as the most common reason for leaving for both genders. As expected, those moving onto further study were in Grade 6 and nearly all were women (**quote**).

Despite the turbulent years we experienced, our rates of redundancy or of resigning for personal reasons are very low. We believe the statistics reflect the value we place in our staff, our commitment in supporting them, the positive departmental culture, and our family-friendly policies. Turnover of APTFs and Professors, who are employed on permanent contracts, is very low and does not differ by gender (2F:2M leavers between 2015 and 2019). One female APTF left ███████████████████████, and three titular professors retired (1F:2M); one male statutory professor passed away.

Table 13: *Academic Leavers by Grade and Gender*

ARS leavers	Grade 6		Grade 7		Grade 8+		APTFs & professors		Total	
	F	M	F	M	F	M	F	M	F	M
Number	68	18	41	30	9	11	2	3	120	62
(%) of SiP	(54%)	(38%)	(31%)	(25%)	(12%)	(16%)	(25%)	(30%)	(31%)	(27%)

Table 14: *Reasons for Leaving by Grade and Gender*

ARS leavers	Grade 6		Grade 7		Grade 8+		APTFs & professors		Total			
	F	M	F	M	F	M	F	M	F	M	%F	%M
EOFTC	■	■	■	■	▮	▮	▮	▮	■	■	53%	47%
Another role	■	▮	■	■	▮	▮	▮	▮	■	■	27%	38%
Further Study	■	▮	▮	▮	▮	▮	▮	▮	■	▮	13%	3%
Personal Reasons	▮	■	▮	■	▮	▮	▮	▮	▮	▮	5%	5%
Redundancy	▮	▮	▮	■	▮	■	▮	▮	▮	▮	1%	2%
Retirement	▮	▮	▮	▮	▮	▮	▮	▮	▮	▮	1%	4%
Death	▮	▮	▮	▮	▮	▮	▮	▮	▮	▮	0%	2%
Total	68	18	41	30	9	11	2	3	120	62	--	--

Special circumstances

Some of the adversity we faced as a department has required bespoke personal support to students and staff. The death of our previous HoD in January 2016 placed 20 ARS (13F, 7M) on FTC at risk of unemployment (as it was unclear whether the funders would allow grants to be transferred to another PI). The HoD and HAF met with University Research Services and contacted each funder to seek their support. The HoD met with researchers individually to learn about their backgrounds and projects and to make alternative local arrangements or to support fellowship/job applications where appropriate. In nearly all cases, it was possible to provide individuals with job security, mentoring, and supervision by transferring them to another PI in the department. ████████████████

ECR(F): "I started with Glyn [Humphreys] in October 2015. After he died, the grant was transferred to [two other Senior PIs in the department with related experience]. I was very well supported by my new PIs. I went to [one of them] with a study idea I had developed in those initial three months before Glyn's death and he agreed to support me with the project and also offered help from postdocs in his lab. I was then also supported to apply for a fellowship that I was awarded in 2018."

redacted

Similarly, our building closure in 2017, put significant pressure on those on FTC. Lengthy delays beyond their control significantly disrupted ongoing research. A variety of intensive measures were developed to mitigate the adverse consequences of the situation through the University and Departmental Silver and Bronze crisis-management teams, with direct input from Kate Watkins as AH for People and Culture and Athena-SWAN champion. For example, we successfully secured extensions from funders, temporary laboratory and working facilities while designing and constructing a new modular facility for the department, and psychological support via a dedicated helpline with counsellors.

Section 4 Word Count: 2501; Running Total 5551
Including 237 extra words used to describe special circumstances (total 735/750)

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. KEY CAREER TRANSITION POINTS: ACADEMIC STAFF

(i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

Achievements

- Increased the proportion of female applicants to APTF posts from 24% in 2011/12 to 47% in 2015/19
- Since 2017, requested gender balanced lists of potential applicants for APTFs and Statutory Professorships to be approached personally by HoD or AH for personnel
- All jobs advertised explicitly to encourage applications from women and minority groups including BAME and people with disabilities
- Since 2012, implicit/unconscious bias training is mandatory for chairs of recruitment panels
- Since 2012, 100% of recruitment panels had at least one male and one female member

Research Staff

In 2016-2019, 57 women and 33 men (63%F:37%M) were appointed in Grades 6 and 7, which is close to the gender ratio in the applicant pool (71%F:29%M) (**Table 15; Figure 16**). ███. We had no recruitment at Grades 9+ (staff at these grades are usually funded by personal fellowships). The proportion of female applications reduces from Grade 6 to 7, in line with our SiP data (**Table 10**). The % of offers favours male applicants at Grade 7, which is consistent with the increase in the number and proportion of men at this Grade (**Table 10**). We will monitor this bias and examine if it relates to recruitment in specific research areas of psychology.

Table 15: *Applications to Research Posts 2016-2019[1]*

Research posts	Grade 6			Grade 7			Total		
	F	M	Total	F	M	Total	F	M	Total
Applications	1549 (74%)	548 (26%)	2097	256 (59%)	180 (41%)	436	1805 (71%)	728 (29%)	2533
Shortlisted	149	52	201	54	43	97	203	95	298
% total applications	7%	3%	10%	12%	10%	22%	8%	4%	12%
% by gender	10%	9%	--	21%	24%	--	11%	13%	--
Offers	44	14	58	14	20	34	58	34	92
% total shortlisted	22%	7%	29%	14%	21%	35%	20%	11%	31%
% by gender	30%	27%	--	26%	47%	--	29%	36%	--
Acceptances	43	13	56	14	20	34	57	33	90

[1]*F/M gender data unavailable for 47 applicants at Grade 6 and 11 applicants at Grade 7. These numbers not included in calculations of total or of %F and %M*
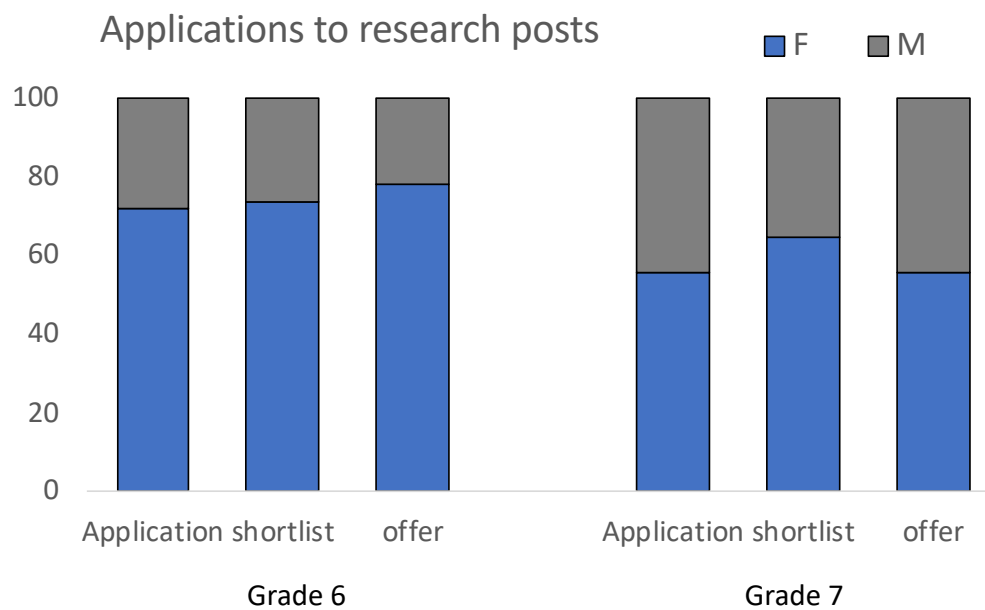
Figure 16: Percentage of female (blue) and male (grey) who apply, are shortlisted, and receive offers for research posts in Grades 6 and 7.

Teaching and Research Staff

Turnover of APTFs is very low, and appointments are made jointly with colleges. Both factors impact the ability of the department to influence gender balance at senior levels in the short-term. Since 2015, we have appointed five APTFs (1F, 4M). Two of these were newly created posts and three were replacements (two retirement, one resignation, one promotion to a statutory chair). Slightly more men than women applied (45%F; **Table 16**) an improvement from our starting point in 2011/12 when the proportion of applications from women was 24%F; there is no gender bias in our shortlisting. ███████████ ██ In 2015, we appointed the first Statutory Professorship in Translational Cognitive Neuroscience (F) and in 2019 we re-appointed to the Wilde Professorship (M). In both cases the electoral board had good gender balance (4F, 5M 2015; 5F, 4M 2019).

Table 16: *Applications for APTF posts 2015-19*

APTF posts	F	M	Total
Applications	65 (45%)	79 (55%)	144
Shortlisted	11 (42%)	15 (58%)	26
Offer	█	█	█
Acceptance	1	4	5

Processes

Our job descriptions and adverts are written to avoid gendered language. We include our current Athena SWAN silver award in job adverts and explicit statements encouraging applications from women and minority groups typically underrepresented at the University including BAME and applicants with disabilities.

Staff suggest lists of potential applicants for APTF and Statutory Professorships that are gender-balanced or favour women and other underrepresented groups. These are approached personally by the HoD or AH for Personnel to encourage them to apply. Correspondence with potential applicants reveals that many established female academics feel unable to move institutions/locations for family reasons. Understanding whether/how it is possible to facilitate academic moves for women is an important action point (action 3.4).

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

Achievements

- Appointed HR manager in 2018 to formalise procedures around induction (e.g. manager checklist) and provide support and training to line managers in applying HR policies
- Increased staff confidence in applying HR policies in managing or advising staff from 43% in 2016 to 76% in 2020
- Developed an Academic Handbook in 2020 outlining policies and providing useful resources for staff

We evaluate the uptake and success of our induction process via our biennial surveys. Response numbers were relatively low (2016: 25; 2018: 47; 2020: 28) but indicated an increase in the proportion of staff who say they were offered induction and those who found it useful (**Table 17**).

Table 17: *Inductions offered to ARS*

ARS induction		2016	2018	2020	Total successful
Offered induction	F	15/25 (60%)	21/33 (64%)	13/15 (87%)	**49/73** (67%)
	M	6/10 (60%)	10/14 (71%)	9/13 (69%)	**25/37** (68%)
Found it useful	F	13/15 (87%)	15/21 (71%)	5/6 (83%)	**33/42** (86%)
	M	4/6 (67%)	9/10 (90%)	4/4 (100%)	**17/20** (85%)

During induction, new staff complete several training courses (**SILVERAP15+**) including *Introduction to Implicit Bias in the Workplace*, and *Equality & Diversity Training*. In 2019, we introduced a manager checklist and the procedures shown in **Figure 17**, which help track completion of inductions and provide clear guidance to line managers. Over the summer (2020), we prepared a comprehensive Academic Handbook for ARS spelling out relevant policies and providing access to useful resources. We will monitor the utility of this document and continue to refine it (see **action 7.4**).
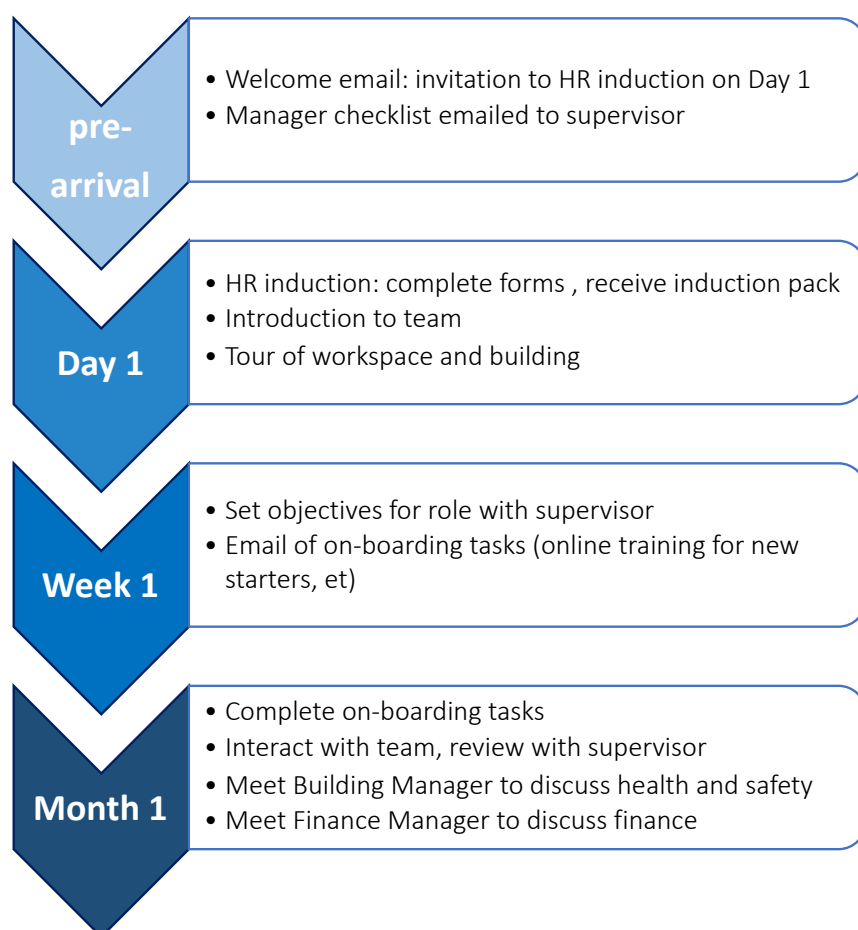
Figure 17: *Flowchart of induction process implemented for research staff in 2019*

Action 3.4: explore how to facilitate institutional moves for established female academics

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Achievements

- Eligible staff encouraged directly to apply for the Recognition of Distinction exercise; since 2015, 11 ARS (7F, 4M) were successfully awarded a new title (**Table 21**) (**SILVERAP15+**)
- Raised awareness of Rewards and Recognition scheme and send managers lists of eligible staff to be considered

The University recognises and rewards excellence in staff performance in various ways. There is no standard promotions process.

Recognition of Distinction

The Recognition of Distinction is the main exercise to recognise senior researchers and research and teaching staff.

Since 2015, 11 ARS (7F, 4M) successfully applied for a title (**Table 18**). The HoD offers unsuccessful applicants a session to discuss the outcome and what could be done to strengthen future applications (**SILVERAP15+**). Successful individuals are celebrated in the weekly departmental newsletter, which we hope in turn will encourage others to apply.

Table 18: *Applications and success rates for Recognition of Distinction exercise to award the University Research Lecturer, Associate Professor, and Professor titles*

Recognition of distinction		2015-16	2016-17	2017-18	2018-19	Total successful
University Research Lecturer	F	▮	▮	▮	▬	▮
	M	▬	▮	▮	▮	▮
Associate Professor	F	▮	▮	▮	▮	▮
	M	▮	▮	▮	▮	▮
Professor	F	▮	▬	▮	▮	▮
	M	▮	▮	▮	▮	▮
Total successful		▮	▮	▮	▮	

U = unsuccessful application; 0 = no applications

Professorial Merit Pay Awards

APTFs, externally funded researchers, and statutory chairs who already have the title of professor can apply for Professorial Merit Pay (PMP) awards. This scheme was introduced in 2017 to recognise the highest levels of achievements of senior academics. Conferment of awards and the amount of increment are decided by a University committee including external members.

Rewards and Recognition

The annual Reward and Recognition scheme rewards staff for exceptional performance with a payment (of one pay increment). Decisions are made by personnel committee (3F, 1M ARS; 2F PSS) with an external representative from another department (M). In addition, a £200 award recognises a one-off contribution or example of high performance. Since 2017, we have raised awareness of the Rewards and Recognition Scheme through department-wide communications, and the number of applications and awards has grown (**Table 19**). In 2018, the large number of individuals recognised reflects the exceptional contributions from many staff members in response to our building closure and relocation.

Table 19: Academic and Research staff recognised with an Award for Excellence

ARS awards of excellence		2015	2016	2017	2018	2019	Total	Avg.
Number	F	▮	▮	▮	▮	▮	▮	▮
	M	▮	▮	▮	▮	▮	▮	▮
% of SiP[1]	F	3%	1%	7%	10%	6%	--	5%
	M	2%	5%	6%	14%	6%	--	7%

[1] % of staff eligible for award (SiP Grades 6-10)

Regrading

The regrading of a post can occur when changes in the role are sufficient to require a review of the grade. Since 2015, ▮▮▮▮▮▮▮▮ applied for regrading (**Table 20**); all were full-time, and all were successful. This is a large increase from previous years and is attributable to a concerted effort to provide more accessible information about the process, and training managers to ask this question of their staff. ARS staff are also able to seek promotion by applying for higher grade posts in open competition.

Table 20: ARS: Applications and success rates for regrading

Regrading applications		2015-16	2016-17	2017-18	2018-19	2019-20	Total
Grade 6 → 7	F	▮	▮	▮	▮	▮	▮
	M	▮	▮	▮	▮	▮	▮
Grade 7 → 8	F	▮	▮	▮	▮	▮	▮
	M	▮	▮	▮	▮	▮	▮
Grade 8 → 9	F	▮	▮	▮	▮	▮	▮
	M	▮	▮	▮	▮	▮	▮
Total		▮	▮	▮	▮	▮	▮

Total – successful applications; 0 – no applications. There were no applications for grade 9→10.

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

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

In REF2014, 52 ARS (26F, 26M) were eligible, and outputs from 38 (18F, 20M) were submitted. Decisions to return submissions from staff were taken by an interdepartmental panel based on eligibility and strength of research outputs. In REF2008, outputs from 37 staff were submitted (13F, 24M) (we do not have eligibility data for the 2008 Research Assessment Exercise). The percentage of women ARS for whom outputs were submitted improved from 35% to 47% between the 2008 and 2014 exercises. In REF 2021, all research-active eligible staff will be returned, though the number of publications per individual varies.

SILVER APPLICATIONS ONLY

5.2. KEY CAREER TRANSITION POINTS: PROFESSIONAL AND SUPPORT STAFF

(i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

The induction and support provided to all new PSS is the same as that for ARS (**Figure 17**). In addition, staff are invited to the half-day UAS face-to-face induction course. Line managers provide additional role-specific induction. The uptake and effectiveness of inductions is monitored via our surveys, which show an improvement between 2016 and 2020, with small numbers and some discontinuity of inductions in 2018 (**Table 21**).

Table 21: Inductions offered to PSS

PSS induction		2016	2018	2020	Total
Offered induction	F	(71%)	(40%)	(88%)	27/36 (75%)
	M	(100%)	(100%)	(100%)	9/9 (100%)
Found it useful	F	(80%)	(100%)	(93%)	24/27 (89%)
	M	(80%)	(100%)	(100%)	8/9 (89%)

(ii) Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

PSS are recognised and rewarded for exceptional performance through the Reward and Recognition scheme (see above) and they can also apply for regrading. Twenty-three female PSS and 9 male PSS have been recognised for exceptional performance since 2015; these numbers equate to 20-25% of staff and show no gender bias (**Table 22**). ███████████ ███████████

Table 22: *Professional Support Staff recognised with an Award for Excellence*

PSS awards of excellence		2015	2016	2017	2018	2019	Total	Avg.
Number	F	▮	▮	▮	▮	▮	■	--
	M	▮	▮	▮	▮	▮	▮	--
% of SiP[1]	F	■	■	■	■	■	▮	20%
	M	■	■	■	■	■	▮	23%

[1]*% of staff eligible for award*

5.3. CAREER DEVELOPMENT: ACADEMIC STAFF

Achievements

- Our survey responses since 2016 consistently show high satisfaction with the support given for career development in both female and male academic staff (Table 24), a remarkable and gratifying result given the upheaval and disruption faced by the department in recent years.

Table 23: *EP academic staff survey responses relating to career development and training needs*

ARS career development and training		2016	2018	2020	Average
My manager supports me to think about my professional development	%F	90	89	82	87
	%M	78	77	85	80
My manager actively encourages me to take up career development opportunities	%F	72	84	71	76
	%M	68	75	81	75
Are clear about the training and development opportunities available	%F	65	60	85	70
	%M	64	79	76	73
Have the opportunity to take on new responsibilities or develop new skills	%F	84	84	83	84
	%M	88	84	92	88
Feel comfortable discussing training and development needs with line manager/supervisor	%F	77	85	86	83
	%M	77	80	89	82
Line managers who are confident in giving PDR and probation	%F	80	74	79	78
	%M	94	93	82	90
Line managers who are confident supporting staff to think about their careers	%F	100	95	100	98
	%M	81	93	100	91

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Achievements

- Provided in-house *Preparing to Teach Psychology* training course for research staff to gain valuable teaching experience; surveys show increase in numbers who have undertaken teaching while employed as a researcher at the University from 53% to 71% for women and 37% to 65% for men, between 2018 and 2020
- Published list of mandatory and recommended training courses on intranet and highlighted these regularly in weekly newsletter (staff awareness >75%)

Gaining teaching experience is a vital part of career development for research staff who aspire to a permanent academic position. We developed annual in-house bespoke training for tutorial teaching and demonstrating, supplementing University resources and training. Since 2018, 37F and 23M staff and postgraduate students have done the course. Survey responses from 26 participants indicated that 92% felt the course helped them prepare for teaching.

> "I feel like I have come away not only far more knowledgeable about what is expected of me as a tutor and how best I can achieve it, but also more confident with the whole concept of tutoring at Oxford. I have more of a desire than ever to develop my teaching skills further and will be seeking out practical experience in the near future."
> **Anonymous feedback on 2019 course survey**

In our survey, the proportions of women reporting they had had the opportunity to develop skills in grant applications, project management, teaching, supervision and leadership was at least as high as the proportions of men (**Figure 18**). Comments indicated an appetite for skills like coding, grant-writing, and applying and interviewing for lectureships. In-house training for these skills is being developed accordingly via our ECR committee (action 4.1).
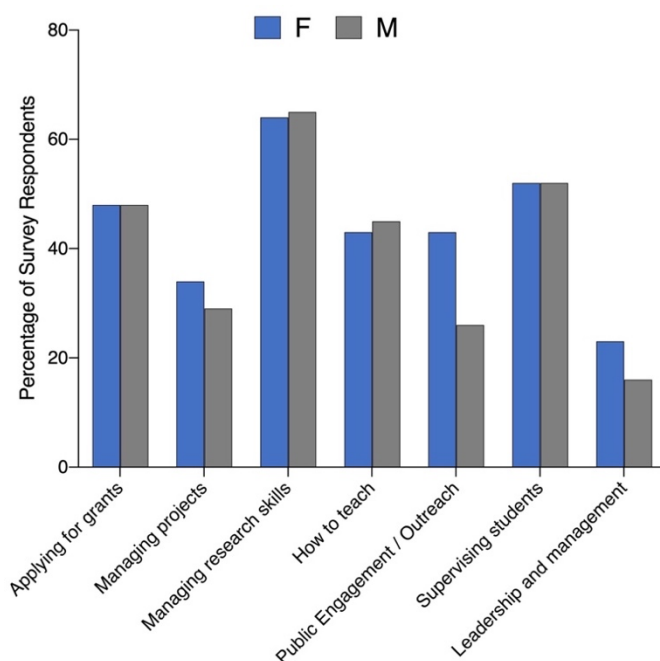
Figure 18: *Survey responses to the question "Since joining the University, I have had the opportunity to develop skills training in…."*

There are several mandatory and recommended best-practice on-line training courses delivered through the University: for example, *Information Security Training, Supervising Graduate Students*, and leadership courses. We strongly encourage all new starters, those involved in admissions, and interviewing to complete *Unconscious Bias* and *Tackling Race Bias* training. We have circulated and published on our intranet a list of all relevant training courses, specifically emphasizing equality, diversity and inclusion training opportunities (**SILVERAP15+**); we regularly highlight these in our newsletter.

Action 4.1: Collect systematic feedback on skill-developing activities organised by ECR committee by gender; develop and deliver user-led programme of skills training with ECR committee based on feedback of previous events and survey responses

Action 4.2: Improve awareness and uptake of skills training available within the department and through the University. Monitor uptake of in-house and University training by gender and grade to look for any significant disparities

(ii) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

Achievements

- Increased awareness and uptake of PDRs; 73% of female survey respondents in 2020 and 87% of males reported they had PDR over past 2 years; 90% of females and 75% of males said it was "very or quite useful"
- PDR training is flagged as mandatory on the new Training List and included in the new Academic Handbook. PDR training sessions for groups and individuals arranged via the HR office (**SILVERAP15+**)

Our PDR Scheme provides an annual opportunity for staff to review their progress over the previous year, identify what additional support and training they might need to undertake their work over the coming year, and agree future objectives with their line manager. The scheme was introduced with our Bronze application in 2012. We provided in-house training of the PDR process for all staff in 2014 (completed by 25F and 20M staff), and our HR manager offers 1-1 training and information sessions. Line managers are informed about the eligible staff in their teams.

Table 24: ARS data on PDR uptake and usefulness from staff survey

ARS PDR uptake		2016	2018	2020
Had a PDR or other form of appraisal over past 2 years	%F	62	66	73
	%M	79	72	87
PDR was very or quite useful (vs. somewhat or not useful)	%F	42	59	90
	%M	56	40	75

Data from our 2020 survey respondents shows high uptake of PDR with >70% of female and male ARS reporting they had a PDR in the past two years and particularly high levels of satisfaction with the usefulness of the process (**Table 24**). We attribute these improvements to our provision of in-house training by our HR manager and the personalised approach to ensure uptake. In order to ensure managers consider all eligible staff for reward and recognition awards in an unbiased manner, we also plan to link the timing of PDR with the annual promotions cycle (action 4.3).

The senior academic staff have annual PDR meetings with the HoD. These are valued and provide an effective context to encourage individuals to apply for promotions and other awards (see **Table 20**). The HoD also takes the opportunity to explore PI's views on departmental processes and culture and how to improve these further. These meetings are optional, but no PI has declined them.

redacted

Action 4.3: Improve and enhance PDR process: time PDRs to the natural cycle of academic year for ARS, include extra questions around development and training needs; discuss applying for recognition of distinction exercise with eligible staff. Improve record-keeping, including gender information.

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression

Achievements

- Established research committee (2016) to support research skills and career development
- Introduced mid-fellowship review for personal fellowship holders
- Established ECR committee (2017) and ecrXchange Network (2018)
- Regular annual seminar slot for ECR «fire-talks» from 2018
- Since 2012, held a termly "Women's Tea" for research staff

The SAT lead for Career Development for ECRs and Academic Staff is our HoD. In 2016, she set up the Research Committee to improve and communicate processes related to career training and progression.

In 2016, we introduced mid-fellowship reviews with the purpose of evaluating progress on the fellowship and offering support and advice on next steps, specifically how best to ensure continuity of employment either in terms of renewing the fellowship or applying for a permanent job. A panel of experienced colleagues evaluates a progress report and discusses achievements, challenges, and future plans with the researcher. The process helps researchers calibrate, address problems, and prepare appropriately for their next career stage. The reviews have proven useful and valuable to fellowship holders and have been appreciated by panel members too (**quotes**).

redacted

We set up the ECR committee in 2017 as a vehicle for discussing and promoting career development at this pivotal stage. The committee comprises researchers from all areas of psychology and has representation in all major departmental committees. The HoD holds termly meetings with the ECRs to brainstorm activities and processes beneficial to their career development, supported through the departmental budget. As a result, a number of exciting initiatives were developed including: training workshops (grant writing, editorial work, publishing and journals, the REF, fellowship interviewing, job hunting for lectureships and professorships, establishing independence and teaching in psychology), showcasing of ECR research in dedicated departmental seminars (firetalks, **quote**), networking events with successful external academics and individuals in relevant non-academic professions (e.g., editors, entrepreneurs), peer mentoring (ecrXchange **quote**), and sharing of grant and job opportunities.

"Thank you very much for the ECR firetalks slot in the departmental seminar series - very much appreciated - and I am sure the ECR talks will be received very well this time again. I had also planned to say a huge 'thank you' to all of you PI's who have contributed to our career seminars over the last academic year - your support has been fantastic."
ECR president (F)

ECR, M: "I found the ecrXchange useful. My buddy and I discussed expectations and the differing 'hats' which need to be worn as a postdoc. I think it was especially useful for me as the Oxford system is quite unique with respect to the allocations between teaching and research commitments, and more specifically the lack of teaching [lecturing] opportunities. I think one way it could be improved is to instead combine people in groups. That way, postdocs can also have more contemporary 'buddies' that are at a similar research stage, yet also outside of their research lab, perhaps avoiding any conflicts of interest. Then there is also less pressure on the senior buddy, as solutions / support can come from different avenues."

In 2016, only 41%F and 31%M of staff reported being mentored by someone who was not their line manager. As such, improving uptake of mentorship opportunities has been key activity of the SAT (**SILVERAP15+**). We advertised existing schemes through our weekly newsletter and intranet, and line managers encourage staff through PDR to take up these opportunities. ECRs were encouraged to join the new ecrXchange peer-mentoring scheme (**quote**). In 2020, we saw a modest increase to 50% of female and 43% of male survey respondents who reported being mentored, so there is still more to do; 100%F and 82%M found it useful (action 4.4). Going forward, with our enhanced focus on diversity and inclusion, providing appropriate mentorship opportunities to underrepresented groups will be a key aim (action 4.4).

The University and external bodies provide programs specifically aimed at providing career support for women at different career stages. For example, the Springboard scheme of the Academy of Medical Sciences provides personalised career-support for women starting in biomedical sciences. With encouragement of the HoD, three women in the department were successful in obtaining these awards since 2016 (action 4.5).

We hold a termly "Women's Tea", a relaxed event for discussing barriers to progression for women in academia, representation of women at conferences and in seminars, and challenges of juggling personal and academic lives. Senior women give informal talks sharing their experiences and offering advice to junior colleagues. The tea is open to female staff. Discussions are underway to consider similar events to provide guidance and networking opportunities for female graduate students (action 2.3).

ECR, female, 32, now Lecturer at another University:
"I think I got a lot of career support in the department. In addition to lab and PI-based support, I think the Women's Tea and the ECR workshops were very helpful. Certainly, contacts via these events, as well as direct mentors, were useful in negotiating start up, understanding what was reasonable etc. I also thought the PDR process, and the idea on self reflecting on what would help one's career was very useful throughout my time as a postdoc."

Action 4.4: Develop and enhance the mentoring system across the full spectrum of the departmental community, with particular focus on underrepresented groups. Create an enhanced network of mentors/advisors, drawing in alumni and current members, to provide career-related guidance, advice, and contacts.

Action 4.5: Encourage more applications to career development and leadership programmes for women and greater participation in external influential committees (e.g. funding panels)

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

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

Achievements

- Introduced Training Needs Analysis to be completed by students and supervisors in first two months
- Surveyed graduate and undergraduate students in 2020 to establish baseline data about careers and training opportunities
- Graduate student and ECR initiated "Maths Club" and "ReproducibiliTea" established to improve research skills and promote open science; ReproducibiliTea format adopted in institutions worldwide
- Since 2018, asked seminar speakers to describe career trajectory to demonstrate the variety of pathways through academia and invited initial questions from women and more junior researchers in the audience to encourage participation

Since 2016, we have led a number of initiatives aimed at supporting students in terms of their academic career progression: a dedicated careers session from the University Careers Services for EP undergraduates and a session from the director of graduate admissions on "*How to apply for a DPhil*"; bi-weekly DPhil student research presentations with lunch; and encouraging students to take up teaching opportunities and contribute to all aspects of departmental governance (action 2.3). In our 2020 student survey, 85% of F and 86% of M UG and PG respondents were interested in pursuing a scientific career, e.g. in academia, in research or working as a psychologist; 93%F and 100%M UG and PG agreed that the Department supports women to have and develop a scientific career.

Since our last submission in 2015, we placed special emphasis on addressing graduate students' training needs and tracking their academic progression. Students now complete a Training Needs Analysis with their supervisor during their first term, and then review this annually. Our graduate student survey indicated the large majority of graduate students feel comfortable discussing training needs with their supervisors, have the opportunity to take on new responsibilities or learn new skills, and feel access to opportunities is fair and transparent (Table 25). In turn, rates of both female and male students who were clear about what opportunities were available were relatively low (<70%) (action 2.3). The survey also revealed a surprising imbalance in female (40%) and male (68%) who sought advice about career aspirations, and we will look into the reasons (action 2.4). Of students who sought advice ~90% agreed the experience was positive.

Table 25: *Graduate Student Survey Responses relating to career development and training*

postgraduate career development and training		2020
Clear about training and development opportunities available	%F	62
	%M	68
Had the opportunity to take on new responsibilities or develop new skills	%F	89
	%M	79
Feel comfortable discussing training and development needs with supervisor	%F	86
	%M	79
Access to training opportunities is fair and transparent in Department	%F	79
	%M	86
I have sought advice from within Department about my career aspirations	%F	40
	%M	68
My experience seeking advice from someone in the Department was positive	%F	89
	%M	93

The Graduate Joint Consultative Committee (GJCC) also actively supports student development and wellbeing. It organizes a successful buddy scheme, pairing research students with more senior peers for informal advice and support. It also acts as the portal for student-initiated outlets to enhance skills training and discuss issues of contemporary interest to our science (e.g. the Maths Club, enhancing numeracy and computational skills, and the award-winning ReproducibiliTea, discussing and promoting open and reproducible science practices.

Our departmental seminars are open to all students and are mandatory for first-year graduate students. To showcase the diversity and human element of academic careers, since 2018, we ask our eminent seminar speakers to give a short personal background of their career trajectory. To help build the confidence of younger and female voices, seminar hosts invite questions from students and female members of the audience first. After discussing the topic with students and ECRs, from next year we will invite one seminar speaker each term from outside academia to showcase areas to which psychology degrees can lead to meaningful societal contributions (action 2.5).

redacted

We expect a major boost to providing career advice and support to our undergraduate and graduate students to come from our new alumni network project. As part of reconnecting with our alumni, we have launched EPICS (EP Impacting and Contributing to Society), through which we connect with past members who have used their psychology degrees and training to good use in making meaningful contributions in the real world (in and out of academia) and share their personal accounts and experience (**Figure 19**). This project feeds into several elements of our action plan, by providing inspiration, mentoring, and networking opportunities to students (and ECRs) (action 4.4). We focused on contacting alumnae in the first instance, in parallel with Oxford's Women's Centenary project celebrating 100 years since women were first awarded. The event is hosted online showcasing our undergraduate and graduate alumnae and will be highlighted by a weekly item in our newsletter during 2020-21 (**Figure 19**).

Action 2.3: Develop career-development programmes for UG and PG students. Raise awareness of career-development and career opportunities in PG community

Action 2.4: Understand reasons for differences in seeking career advice for female and male graduate students and map these by gender of supervisor

Action 2.5: Organise more career-focused seminars and events. Host termly seminars from non-academic speakers to illustrate various ways a psychology background can contribute to society

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

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

> **Achievements**
>
> - Research Committee established in 2016 to support applicants for research grants
> - Increased support for fellowship applicants (gathered field, grant reviews, practise interviews)
> - Clarified procedures for review of applications and mock interviews to support applicants
> - Provide mid-fellowship review for current fellowship holders to identify goals and improve success of subsequent applications

The Research Committee oversees departmental support for grant and fellowship applications, is chaired by the AH for Research (M) and comprises senior academics and ECRs from our five main research areas. We published clear guidelines for applying to grants and fellowships linked to the department; implemented a gathered-field process for soliciting and vetting applications for major relevant research fellowships; arranged for applicants to receive constructive input from expert researchers on grant applications; and set-up practise interviews for shortlisted applicants. Since 2015, 100% of applicants to intermediate and senior level fellowships have taken the opportunity to have a practise interview.

When an application is unsuccessful, the follow-up can be variable and often dependent on the wishes of the applicant (action 4.6). This has not been centrally coordinated and the department is not always informed about unsuccessful applications in a timely fashion. When feedback is sought, the AH or HoD is available to discuss the experience and outcome and to discuss next steps (quote).

ECR, F 34: "I was supported by the department to submit my career developmental fellowships. During this time, I had my second child and planned to take part-time shared parental leave. The department was flexible about meeting my academic needs alongside my evolving personal circumstances. I met with the AH for Research at multiple stages throughout the application process and received encouraging and constructive feedback. He, as well as other senior members of the department, intermediate career fellows, and many of my peers critiqued the application itself and were involved in multiple mock interviews and preparing written responses to reviewers. The ECR committee provided grant writing and interview technique workshops. Following the outcome of my unsuccessful applications, I met with the AH and HoD who provided guidance, constructive feedback, and suggested potential avenues to support future applications."

Our data (**Table 26**) indicate that women in our department account for the greater proportion of fellowship applications and successful awards.

In the last academic year, we launched an open call for individuals wishing to hold fellowships in the department and advertised funding opportunities widely and externally as relevant research calls come out (e.g., UKRI Future Leaders) (**SILVERAP15+**). Our aim is to encourage the most promising eligible internal as well as external members to apply in a fair and unbiassed way rather than require applications to be self-initiated (action 4.6).

Table 26: Fellowship applications and success by gender (2015-2019)

Fellowship applications		2015-16	2016-17	2017-18	2018-19	2019-20	Total
Applicants	F						31 (62%)
	M						19 (38%)
	total						50
Awards	F						16 (70%)
	M						7 (30%)
	total						23

Our data for the past five academic years (**Table 27**) show gender parity in terms of the number of grant applications and award success (though men are slightly more successful). Gender ratios in decisions to award grants by our funders are not under our control, these will also be monitored and, where necessary, we will lobby them to account for gender differences.

Table 27: Grant applications and success by gender (2015-2019)

Grant applications		2015-16	2016-17	2017-18	2018-19	2019-20	Total
Applications	F	41 (47%)	38 (54%)	23 (34%)	38 (55%)	52 (67%)	**192 (52%)**
	M	46 (53%)	32 (46%)	45 (66%)	31 (45%)	26 (33%)	**180 (48%)**
	total	87	70	68	69	78	**372**
Awards	F	17 (36%)	26 (57%)	18 (46%)	13 (32%)	18 (51%)	**92 (44%)**
	M	30 (64%)	20 (43%)	21 (54%)	28 (68%)	17 (49%)	**116 (56%)**
	total	47	46	39	41	35	**208**

Action 4.6: Increase support across the whole process of applying for fellowships. Support those who were unsuccessful and look at ways to ensure that all those eligible apply for fellowship opportunities.

SILVER APPLICATIONS ONLY

5.4. CAREER DEVELOPMENT: PROFESSIONAL AND SUPPORT STAFF

Achievements

- Survey in 2020 showed female (75%) and male (83%) staff felt high rates of support from managers and comfort in discussing training needs with managers (84%F and 86%M), attributed to PDR process
- Almost 90% of male and female staff have had opportunities to take on new responsibilities and develop new skills
- Improved female staff awareness about development opportunities available to them (from 45% in 2016 to 89% in 2020)

Our survey responses since 2016 show significant improvement in staff awareness and satisfaction with the availability and type of support given for career development for both female and male PSS (**Table 28**). One exception (that we can't explain) was that only 57% of male staff felt "actively encouraged: to take up training opportunities" (action 4.7).

Table 28: Survey Responses by Professional Support Staff relating to career development and training

PSS career development and training		2016	2018	2020	Average
My manager supports me to think about my professional development	%F	68	62	75	**68**
	%M	67	43	83	**64**
My manager actively encourages me to take up career development opportunities	%F	59	58	72	**63**
	%M	86	43	57	**62**
Are clear about the training and development opportunities available	%F	45	61	89	**65**
	%M	80	43	63	**62**
Have the opportunity to take on new responsibilities or develop new skills	%F	68	76	89	**78**
	%M	60	63	88	**70**
Feel comfortable discussing training and development needs with line manager/ supervisor	%F	83	75	84	**81**
	%M	56	43	86	**62**

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

As for ARS (see section 5.3), training needs for PSS are evaluated during induction, PDRs, and informal discussions with managers. The 2020 survey indicated >80% of women and men felt comfortable discussing training and development needs with their line manager, and this has improved considerably for male staff since our previous surveys (**Table 28**). Uptake of training is monitored via our survey. In 2020, 18/24 (75%) F and ▆▆▆▆▆ M indicated they had taken part in work-related training or development in the previous 12 months.

The training available through the University for ARS (see above) is also available to PSS. Information is disseminated via the intranet and weekly newsletter and via posters in all our social areas. The numbers of PSS who are aware of the training opportunities available has significantly increased from 45% in 2016 to 89% in 2020 for women and from 43% in 2018 to 63% in 2020 for men (**Table 28**). We attribute this awareness to our monthly all-PSS meetings and the focus on training in PDR (see below). 75% of women and 83% of men felt supported by their line manager to think about their career development in 2020, an increase from 52% and 60% respectively in 2016.

(ii) Appraisal / Development Review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process

Since taking up post in 2013, the HAF has extended annual PDRs for all staff, including professional support grades. This scheme integrates support for individuals with departmental objectives, giving staff the opportunity to discuss and evaluate their short, mid, and long-term career goals and providing a forum to discuss training and development needs. Our uptake of PDR by PSS is high despite lower completions during disruptions in 2017 (**Table 29**).

Table 29: PSS uptake of PDR by Year & Gender

PSS PDRs		2015	2016	2017	2018	2019	Average
Eligible	F	■	■	■	▍	■	■
	M	▍	▍	▍	▍	▍	▍
Completed	F	■	■	▍	▍	▍	■
	M	▍	▍	▍	▍	▍	▍
% completed	%F	94	89	64	75	80	**81**
	%M	100	75	71	100	100	**89**

Satisfaction with the usefulness of PDR has particularly improved among male PSS over the past three surveys (**Table 30**). For women, it has dropped from a very high position in 2016. We believe this decrease in perceived usefulness of PDR by women may reflect the impact of our building closure, which was a significant source of turbulence and stress. The picture has improved since our situation has stabilised, but we will continue to monitor this in our surveys (action 4.8).

Table 30: PSS data on PDR uptake and usefulness from staff survey

PSS PDR uptake		2016	2018	2020
Had a PDR or other form of appraisal over past 2 years	%F	63	80	57
	%M	70	63	57
PDR was very or quite useful (vs. somewhat or not useful)	%F	95	59	76
	%M	40	63	82

> Action 4.8: Evaluate utility of PDR in PSS staff and understand reasons for lower ratings especially in women

(iii)   Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

Staff can apply to the departmental fund to support external courses. Two women and one man have been funded to do courses externally since 2016. Staff completing professional qualifications are given additional leave for revision and examinations (one day per exam). Secondment opportunities within the University are also supported and encouraged (one woman is currently undertaking a year-long secondment).

The HAF holds monthly meetings with PSS to update them on departmental business and University initiatives. These sessions facilitate sharing of information about online resources for training and highlight opportunities for development. Members of the ARS are invited to discuss their research with the PSS, which serves to keep staff feeling connected across the department.

Our survey responses indicate an improvement for female PSS in their awareness of development opportunities from 45% in 2015 to >80% in 2020 (**Table 28**).

redacted

Two of our (F) PSS contribute as mentors in the University-wide mentoring scheme that operates between departments providing guidance and support from staff in more senior roles. ██ ██████████████████████████████████████. We will increase awareness of mentorship in PSS staff and encourage engagement (action 4.4).

5.5. FLEXIBLE WORKING AND MANAGING CAREER BREAKS

Note: present professional and support staff and academic staff data separately

<div>

Achievements

- Promoted our family-friendly policies on 'Supporting our Staff' webpage
- 100% success rate for funding from University's Returning Carer's Fund
- Dedicated room for nursing mothers since 2012. Now a bookable space for any member of staff with welfare needs
- Ensuring design for new department building will provide these facilities
- Sponsored two nursery places on waiting list since 2012
- Formal and informal flexible working arrangements promoted and supported (73%F and 80%M survey respondents in 2020 say that they work flexibly)

</div>

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

Explain what support the department offers to staff before they go on maternity and adoption leave.

We have generous maternity and adoption leave schemes at the University. Employees (both PSS and ARS) are entitled to take up to 52 weeks statutory maternity/adoption leave. Since January 2020 there is no length of service eligibility criterion. Pregnant staff meet with HR to discuss ways in which staff can be supported while they are pregnant, on leave (and when they return to work (action 5.1). Topics discussed include: health and safety issues, arrangements for maternity and shared parental leave, preferred contact during maternity (if desired), and options for flexible working arrangements. A similar meeting is held for those taking adoption leave. Information about childcare, the University of Oxford salary sacrifice scheme, and nursery vouchers are well signposted. We created a "*Supporting our Staff*" webpage, where we provide information and resources on our family-friendly policies (**Figure 20**).

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

Explain what support the department offers to staff during maternity and adoption leave.

Staff are entitled to 26 weeks leave at full pay, followed by 13 weeks at statutory pay and 13 weeks of unpaid leave. Staff can use up to 10 'Keep in Touch' days, which are paid during unpaid leave, to attend training events or meetings. Cover for maternity posts is arranged wherever possible. For researchers on FTC, some external funders allow a no-cost extension to the project, which is particularly helpful for those on fellowships as it allows them to continue their research upon returning from leave.

> **F, Grade 7, FTC** *"I felt supported by my line manager and the department whilst on maternity leave and they respected I wanted separation from my job to look after my young children. When I asked for an extension to my maternity leave it was met with support and understanding. I was already working part time (4 days a week) before my maternity leave and so the only negotiation I had on my return was to alter my non-working day due to a change in nursery provision. I discussed this with my line manager and this change was approved."*

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

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

Staff are able to phase their return following leave or to work flexibly. This can include using annual leave accrued during leave. The University offers a Returning Carers' Fund, which provides small grants (up to £5000) to support ARS who have taken 6+ months' maternity, adoption, or other caring leave. The scheme is advertised in our weekly newsletter, and targeted emails are sent to eligible staff to encourage them to apply. We have had 6 successful applications (100% success rate) for this funding since 2014, with awards ranging between £1389-£5000.

> **Early Career Researcher (F)** "One of the biggest challenges I have faced as a woman in science is balancing raising a young child with a career. I was very grateful for the support that I received from the department and my college. My mentor provided immense support and encouragement. The Oxford Women's tea organised by Prof Dorothy Bishop ran a session on 'How to handle your career with a young baby,' with senior academics offering practical advice and personal experience to early career researchers. Upon my return from maternity leave, I received support from the University's Returning Carer's fund […] which was particularly helpful in speeding up my research and setting me up for future funding applications. These boosted my confidence in continuing to pursue a career in science."

The department has had a dedicated room for nursing mothers since our Bronze award in 2012. Following our move to our current interim premises (2018), we prioritised re-installing this facility. The room has a comfy chair and is next door to a kitchen with a refrigerator. It can be booked online to prevent interruptions (**SILVERAP15+**). We recognised that such a private space would benefit staff for a range of other reasons, including welfare and religious needs. Thus, the space has been made available for any member of staff to book. We are also collaborating in a University initiative to generate a list of private spaces for nursing across the MSD and NHS buildings, as it is recognised that many of our staff travel around for work and this would be of wider benefit. We requested and ensured similar rooms be included as a priority in the design for the new LaMB building.

The University offers 468 full-time equivalent nursery places, a ratio of places to staff of 1:30, compared to a Russell Group average of 1:61 (2018 data). A further 125 places are available in college nurseries. Since our Bronze award in 2012, the department sponsored two nursery places for staff, which prioritised their position on the waiting list.

Through our return-to-work meeting with HR, we will continue to ask returning parents about what additional facilities and resources would ease their transition (action 5.2).

> Action 5.1: Establish point of contact for all staff members going on parental leave, ensuring flexible, no-pressure keep in touch arrangements
>
> Action 5.2: Ask staff returning from leave what would help with transition back to work and implement suggestions where possible

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

SILVER APPLICATIONS ONLY
Provide data and comment on the proportion of staff remaining
in post six, 12 and 18 months after return from maternity leave.

Nine ARS took maternity leave between 2015-2019 and all returned to work (100%). ███
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(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

As for maternity leave, information on paternity and shared parental leave is available on the University websites and linked to our webpage "*Supporting our Staff*" (**Figure 20**) and intranet. Staff meet our HR manager as for women taking maternity leave.

From 2015-2019, ███ members of staff (all full-time ARS) took paternity leave (two weeks with full pay). No members of staff took up adoption leave ██████████████████
███████████████████████████

█ Where possible, as for maternity leave, contracts are extended when staff take paternity leave.

redacted

(vi) Flexible working

Provide information on the flexible working arrangements available.

The University has a formal flexible-working scheme entitling staff to request a permanent contractual change to their working hours after 26 weeks of employment. Information on flexible-working arrangements is available on our webpages, provided in further particulars for jobs advertised, and listed in the new handbook (**Figure 20**). Staff are encouraged to discuss their needs with their line managers so that agreements about permanent or temporary changes to working hours may be reached informally without the need for a formal process. Our 2020 survey responses indicate a very large proportion of female (73%) and male (80%) staff work flexibly (the majority through informal arrangements) and more than 80% feel the department is supportive of flexible working. We will continue to ensure that staff are aware of flexible working opportunities and new initiatives (e.g. leave for fertility treatment and parental bereavement). We have discussed informally the need to support staff who are experiencing problems with fertility or the menopause and will develop plans (action 5.3).

Action 5.3: Create discussion group to consider how to provide support in relation to fertility or menopause issues

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Figure 20: Supporting Our Staff webpage. *Links to guidance and information on family leave and childcare schemes.*

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

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

Staff are supported on their return from a career break initially through a meeting with our HR manager. Staff often need flexibility and can request to phase their return to work, which is encouraged. There are no instances where this has not been approved. We allow staff to use their leave flexibly to reduce the number of days a week they work or to request temporary changes to their work patterns, which can be reviewed and revised accordingly. During the pandemic, ███████████████ have requested part-time work to enable them to teach their children at home or to provide childcare; we have been happy to accommodate these temporary changes in all cases.

> Action 5.3: Create discussion group to consider how to provide support in relation to fertility or menopause or other health issues

5.6. ORGANISATION AND CULTURE

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department

Achievements

- Produced "mission statement" to emphasize our commitment to equality, diversity and inclusion in our department
- In 2018, added our first LGBT+ representative to the PCC/SAT committee and launched the LGBT+STEM event, which we run annually
- In 2018, launched a department-wide celebration of Ada Lovelace Day to showcase women in science and in psychology in particular (we mark this event annually)
- In 2019/20, we trained and established a network of 18 mental health first aiders who represent ARS, PSS, and research students across all department buildings
- Since 2016, survey reveals consistently high proportion of female and male staff feel "able to be myself" at work (92% on average)

Since our Bronze award in 2012, the department has incorporated the principles of the Athena SWAN charter fully into our everyday activities. Our survey responses indicate that only 3F and 3M staff respondents were unaware of the Athena SWAN initiative. The principles of inclusion, diversity, respect, and equality are embedded in our department's mission statement, which is on the front page of our website (**Figure 21**).

Figure 21 Our missinon statement is prominent on the landing page of our website http://www.psy.ox.ac.uk

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Inclusion, Diversity, Equality, and Community

We appointed our first LGBT+ rep in the department in 2018, when we ran an inaugural LGBT+STEM event. The event was very well attended by 40+ staff and students and positively received (**Figure 22**). All members of PCC wear rainbow lanyards to show support for diversity and several of our staff are trained to be LGBT+ Allies. Our departmental building housing the largest proportion of our staff has non-gendered toilets. Our plans for the new building will ensure all bathrooms are non-gendered. We have lobbied for provision of non-binary categories of staff on our surveys and on department forms used for some of our research studies (e.g. screening forms for MRI).

In 2018, an event was held simultaneously over coffee in different department buildings on *Ada Lovelace Day* in September. The digital screen in our lobby ran a slide show highlighting the achievements of women in science (this was also displayed between lectures in our main lecture theatre), handouts were distributed in coffee areas in all floors, and we had a quiz about women in science. In 2019, we improved the diversity of the women featured in our slide show and this continues to run throughout the year in our main lobby (**Figure 23**).

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Figure 22: *Celebrating LGBT+STEM day and Ada Lovelace Day in the department*

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Figure 23: *Selection of Women in Science role models highlighted on our digital displays in department reception area*

We actively promote a family-friendly working environment. We have many family-friendly policies (highlighted on our *"Supporting our Staff"* webpage). We hold an annual Summer Fun day, open to everyone. Our Summer Picnic event in 2019 featured family-friendly entertainment, including a magic show and face painting for children (and adults!) (**Figure 24**).

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Figure 24: Summer Picnic 2019. Family-friendly event for all members of the department.

In the summer of 2020, we established a Diversity and Inclusion Working Group to focus specifically on how the department can be more welcoming to and supportive of minorities and under-represented groups (actions 1.5 and 6.1). The working group has already implemented several actions, and more are planned (actions 6.1 – 6.3).

In our survey responses, we have consistently high numbers of female and male staff who would recommend working in the department, feel able to be themselves at work, and feel supported by their colleagues (**Table 31**). Although ~85% of staff would recommend working in the department, we would like to understand more about the reasons why 15% of staff would not recommend it (action 7.1). Relatedly, although very high numbers of staff consistently report feeling integrated into their team, this drops to between 60 and 70% when asked about the department (action 7.2). This may in part reflect the fact that the department remains split across a small number of sites, making cohesion more difficult to achieve.

Table 31: Responses to the staff surveys about department culture

Culture		2016	2018	2020	Average
Recommend working in my department to a friend	%F	85	85	84	85
	%M	89	79	85	84
Able to be myself	%F	93	93	89	92

	%M	95	89	91	**92**
My colleagues are supportive of me	%F	93	92	92	**92**
	%M	89	88	94	**90**
Feel integrated into my team	%F	97	94	95	**95**
	%M	100	93	94	**96**
Feel integrated into my department	%F	64	61	65	**63**
	%M	77	59	67	**68**

Action 6.1: Make the department more welcoming to and supportive of minorities and under-represented groups. Ensure gender and other diversity of student and staff representation in all (staff and student) recruitment materials and outreach materials

Action 7.1: Increase the proportion of staff who would recommend working in the department by understanding why 15% would not recommend it currently.

Action 7.2: Increase proportion of staff members who feel integrated into the department.

Transparency and Decision Making

Unless for reasons of privacy, decisions in the department are made in an open, inclusive, and transparent fashion. Since 2016, to improve transparency, a list of academic staff and their roles in teaching and governance is circulated at the start of the academic year. This list is available on the intranet. When surveyed (2020) only about half our staff agree that management and decision-making processes are fair and transparent in the department (58%F, 50%M). While disappointing, these numbers are similar to those across the MSD (58%F, 61%M) (action 8.1). The new Academic Handbook spells out all relevant departmental governance and decision-making, which we hope will help make these more accessible.

Communications

Especially after our building closure, communication became a top priority (**SILVERAP15+**) and was boosted significantly. Our weekly departmental newsletter carries all relevant internal communication including departmental celebrations, social impact, public engagement, administration, as well as relevant events and opportunities (e.g., grants and positions) (action 8.2). Our intranet hosts information on departmental policies, minutes of various committees, personnel and finance forms, and links to information and groups in the wider University to support staff. Our 2020 survey revealed that nearly all staff find the departmental newsletter useful along with the website (**Table 32**). There is room for improvement with respect to the organisation of the intranet (action 8.3).

Table 32: Responses to the staff surveys about department communication

Communication		2020
Communication in my department is open and effective	%F	78
	%M	75
I find the departmental newsletter a useful source of information	%F	90
	%M	97
I find the departmental intranet a useful source of information	%F	72
	%M	75
I find the departmental website a useful source of information	%F	90
	%M	83

Action 8.1: Understand how we can ensure the sense that departmental decision making is seen as fair and transparent

Action 8.2: Measure effectiveness of departmental weekly newsletter; develop actions to improve effectiveness if below target

Action 8.3: Improve intranet to make information on policies and procedures more easily found

(ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR polices.

Achievements

- Increased line manager confidence in applying HR policies to >70% of female and male survey respondents in 2020
- Since 2018, improved awareness of how to seek advice and support about bullying and harassment (81%F and 92%M of staff survey respondents in 2020 were aware)
- Doubled the number of Bullying & Harassment advisers in the department to improve diversity

Our HR manager monitors that our applications of policies are compliant with the University's directives and provides training as needed. As a result of the significant focus placed this training since 2015, our 2020 survey revealed that line-manager confidence has increased in all areas with the majority reporting they feel confident in applying HR policies (79%F, 73%M), an enormous improvement in our position since previous surveys (2016: 36%F, 50%M; 2018: 40%F, 47%M).

Bullying and harassment

We have worked at increasing awareness about bullying and harassment and about the relevant training and reporting procedures available. We have three trained Bullying and Harassment advisors (2F, 1M) in the department. Since 2018, their details along with links to University and student-led services have been posted more prominently on notice boards, in our social areas and bathrooms; details are also available on our intranet and provided at induction. University online training for staff is linked to from our intranet, provided at induction and advertised in the newsletter.

Our recent survey shows high proportions of respondents are now aware of the University's policies and procedures and know how to contact an advisor (**Table 33**). The numbers experiencing or witnessing harassment increased, particularly for female staff, have increased across our surveys (**Table 33**). The number of men experiencing or witnessing also increased from 2018 to 2020 (action 7.3). Our data match those for the MSD in 2016 and 2018 surveys.

Table 33: Responses to the staff surveys about bullying and harassment

Culture		2016	2018	2020	Average
Aware of the University harassment policy and procedure	%F	--	66	81	74
	%M	--	73	92	83
Know how to contact a Harassment Advisor	%F	--	--	94	94
	%M	--	--	87	87
Experienced bullying or harassment	%F	4	11	16	10
	%M	5	5	15	8
Witnessed bullying or harassment	%F	9	15	26	17
	%M	11	5	18	11

In 2020, one of the first actions of our Diversity and Inclusion Working Group was to double the number of bullying and harassment advisors in the department and improve diversity so that all staff and students have a choice of someone they can talk to.

Survey responses were fed back to senior staff at our Away Day to help understand the behaviours that were reported in the survey (**Figure 22**). The comments indicated that the most frequent forms of harassment experienced and witnessed (combined) were hostility, excessive criticism, and patronising language. These will form the focus of our in-house training when we allowed to return to on-site working and in the meantime, staff

will be directed to on-line training that could target these behaviours e.g. *"Handling difficult conversations"* and *"How to give effective feedback"*.
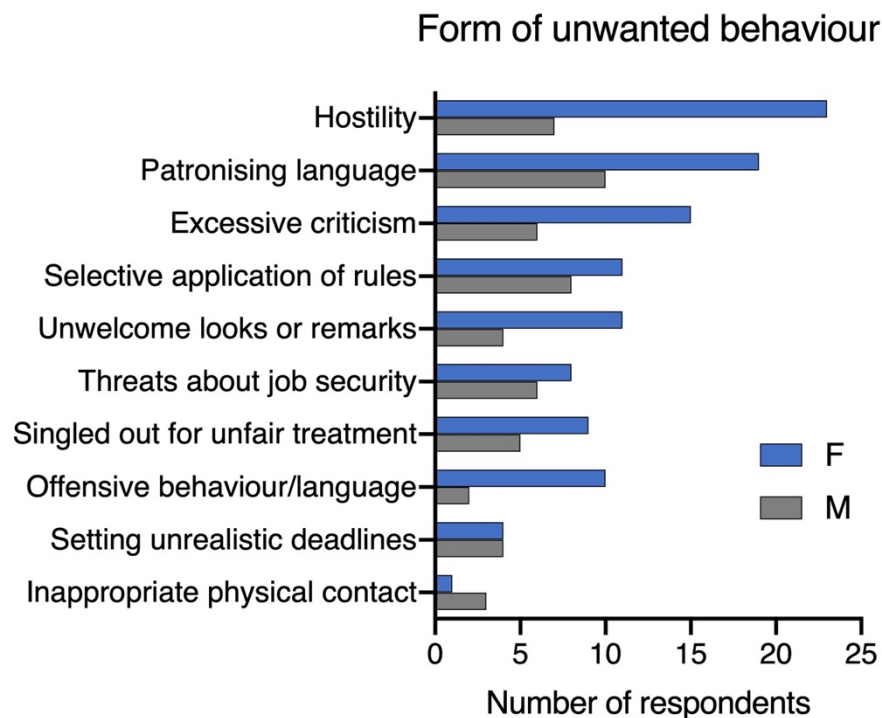
Form of unwanted behaviour

Figure 25: 2020 staff survey. *Forms of behaviour reported to be experienced or witnessed by respondents.*

Action 7.3: Work towards abolishing bullying and harassment by focussing on increasing awareness and training, and especially bystander training

(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

Achievements
- Since 2015, increased the number of core committees chaired by women in the department; in 2015, 2 of the 6 core committees were chaired by women compared with 4 in 2020 (**SILVERAP15+**)

The HoD (F) is supported by five AHs (3F, 2M). The main decision-making body in the department is Departmental Board. The most influential committees are listed in **Figure 23**; four are chaired by women and two by men. This is a significant improvement from our position in 2015 when only two committees were chaired by women.

Roles on committees, teaching, and examination are assigned in consultation with AHs and by discussing with individuals through PDRs and informal meetings which roles they would enjoy and to which areas they would like to contribute.
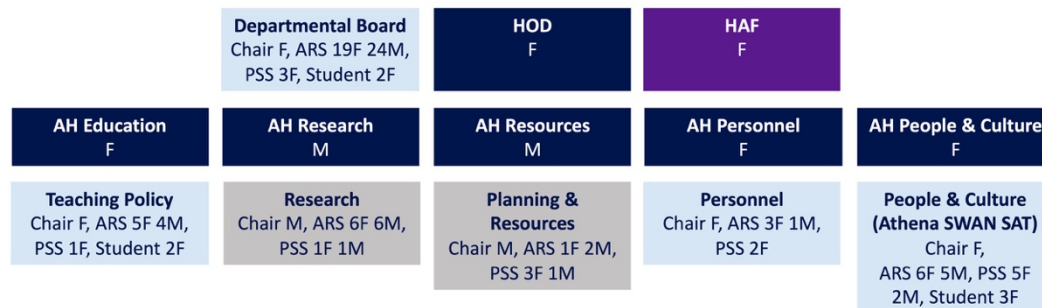
Departmental Board Chair F, ARS 19F 24M, PSS 3F, Student 2F		HOD F	HAF F	
AH Education F	AH Research M	AH Resources M	AH Personnel F	AH People & Culture F
Teaching Policy Chair F, ARS 5F 4M, PSS 1F, Student 2F	Research Chair M, ARS 6F 6M, PSS 1F 1M	Planning & Resources Chair M, ARS 1F 2M, PSS 3F 1M	Personnel Chair F, ARS 3F 1M, PSS 2F	People & Culture (Athena SWAN SAT) Chair F, ARS 6F 5M, PSS 5F 2M, Student 3F

Figure 26: Core departmental officers and committees. Dark blue boxes indicate academic officers; purple box indicates HAF; light blue and grey boxes indicate committees.

(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

The department has a number of female (and male) staff who are members of influential external committees (e.g. University Council, British Academy, Economic and Social Sciences Research Council). Relevant vacancies are advertised through the weekly newsletter. The HoD discusses potential departmental candidates with AHs and reaches out to individuals to encourage them to apply. We lack complete data of staff participation in external committees so will develop mechanisms for recording this information and monitoring participation.

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

We aim to be fair, transparent, and inclusive in workload allocation. Roles on admissions committees and examination boards are rotated across senior academic staff with a three-year cycle. All such positions and the composition of all these teams are monitored for gender balance.

Our staff survey responses in 2020 indicate some differences regarding workload satisfaction between staff categories and genders: there has been a significant decline (from 83% in 2016 to 55% in 2020) in the number of female ARS who feel their workload

is reasonable; the proportion of staff who feel their workload is reasonable is higher for F PSS (82%F) than ARS (**Table 34**). A low proportion of female ARS (41%) who responded to the survey feel that work is allocated fairly or transparently. Only half of ARS and two-thirds of female PSS are satisfied with their work-life balance. The underlying reasons for this will be explored through listening groups (action 5.4). We planned to make work-life balance a significant priority for the PCC for the next academic cycle (action 5.4). We will also work closely with line managers to ensure they are aware of and working in line with the department's aims to address work life balance (action 5.5).

Table 34: Survey response to workload questions for ARS and PSS by gender

Workload		2016	2018	2020	Average
ARS					
Workload is reasonable	%F	83	70	55	69
	%M	63	62	63	63
There is a fair and transparent way of allocating work in my department	%F	67	59	41	56
	%M	68	73	72	71
Satisfied with work-life balance	%F	--	--	58	58
	%M	--	--	54	54
PSS					
Workload is reasonable	%F	84	76	82	81
	%M	80	75	86	80
There is a fair and transparent way of allocating work in my department	%F	86	93	78	86
	%M	88	67	75	77
Satisfied with work-life balance	%F	--	--	67	67
	%M	--	--	88	88

> Action 5.4: Understand workloads and the perceived unfairness of work allocation, especially for women: evaluate responses and identify areas for improvement/action
>
> Action 5.5: Raise awareness among line managers about respecting work-life balance of their staff, core hours and accommodating caring and other needs of staff

(vi) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

> **Achievements**
>
> - In 2014, in response to our survey, we established core hours during which departmental seminars and committee meetings must be held (10:00 – 16:00)

Core hours have been maintained since 2014, leading to high satisfaction from staff that the department takes caring responsibilities into account when scheduling meetings including departmental seminars (**Table 35**). Nevertheless, some free text survey responses in 2020 suggested that research group meetings could be better scheduled, so we have made it an action point to promote core hours (action 5.5) and encourage PIs and line managers to discuss preferred timings of meetings and communications to improve work-life balance.

Table 35: *Staff survey responses about social activities and timing of meetings*

Culture		2016	2018	2020	Average
I feel included in my department's social/networking activities	%F	73	76	78	76
	%M	82	66	71	73
Department takes people's caring responsibilities into account when scheduling meetings	%F	93	97	87	92
	%M	83	92	81	85

(vii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

> **Achievements**
>
> - Since 2012, we have implemented a number of Athena SWAN related measures in relation to our seminars and other events:
>   - achieved gender balance in our invited seminar speakers and hosts
>   - launched the *Anne Treisman* Lecture in May 2012; each year a high-profile female psychologist delivers this departmental lecture
>   - provide information on our intranet on how to improve gender balance at conferences
> - Improved visibility of role models in the department who are women; 94% of UG and 95% of PG students surveyed in 2020 agreed
> - Launched the the EP members Impacting and Contributing to Society (EPICS) project and the Women's Centenary website to showcase women who

Gender balance in terms of speakers and chairs has been achieved reliably across our seminar series for the past four years (**Table 36**). Our new working group on Diversity and Inclusion aims to broaden the diversity of speakers in seminars in other ways e.g. from BAME groups and people with disability (action 6.3).

Table 36: *Numbers of seminar speakers and hosts by gender[1]*

Speakers and hosts		2015-16	2016-17	2017-18	2018-19	Average	Total
Speakers	F	25	30	34	33	31	122
	M	30	27	26	29	28	112
Hosts	F	20	25	37	41	31	123
	M	21	18	23	21	21	83

[1]*Data combined for Departmental, Language & Development, and Behavioural & Cognitive Neuroscience seminars*

"I appreciate that we invite equal numbers of male and female speakers, both internally, and externally. I think it is important that we have female role models and I already notice the positive impact this is having on our department's culture."
Anonymous, Staff Survey 2018

Action 6.2: Promote and increase awareness of gender, racial, ethnic, and other dimensions of diversity (such as disability) across students, ECRs, senior researchers, research and teaching staff, and PSS

Action 6.3: Increase diversity of contributors to departmental seminars and events

In 2012, Professor Anne Treisman delivered the inaugural annual *Anne Treisman Lecture*, which showcases the work of female psychologists who have made a major impact in their field (**Figure 27**). In 2018, Professor Mahzarin Banaji, a world expert on implicit bias, delivered this lecture.

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Figure 27: *Speakers at the Anne Treisman Lecture held annually since 2012. Clockwise from top left: Anne Treisman, Annette Karmiloff-Smith, Betsy Murray, Mahzarin Banaji, Eleanor Maguire, Marian Bakkermans-Kranenburg, and, Jenny Saffron.*

The SAT's analysis of the images and content of news stories on our website since 2015 indicated good representation of women in both, which is consistent with the gender ratio in the department (**Figure 28**).

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Figure 28: *Gender representation in news stories on department website 2015-19*

In 2016, the University commissioned twenty new portraits to celebrate University Women. The department nominated Professor Dorothy Bishop, AS Lead for our Bronze Award (2012) and current SAT member. The resulting portrait was displayed at a public exhibition in 2017 and is now permanently on display in the Exam Schools (**Figure 29**).

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Figure 29: Portrait of Professor Dorothy Bishop

(viii)   Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

Since 2016, our Admissions Coordinator (F) has managed the department's outreach activities, which include the annual *Oxford-Cambridge Student Conferences*, three open days, and the *UNIQ summer school* (a five-day residential taster course for students from state schools). Staff contributions to these were gender balanced (**Figure 30**). Furthermore 56%F and 47%M survey respondents reported taking part in outreach activities.
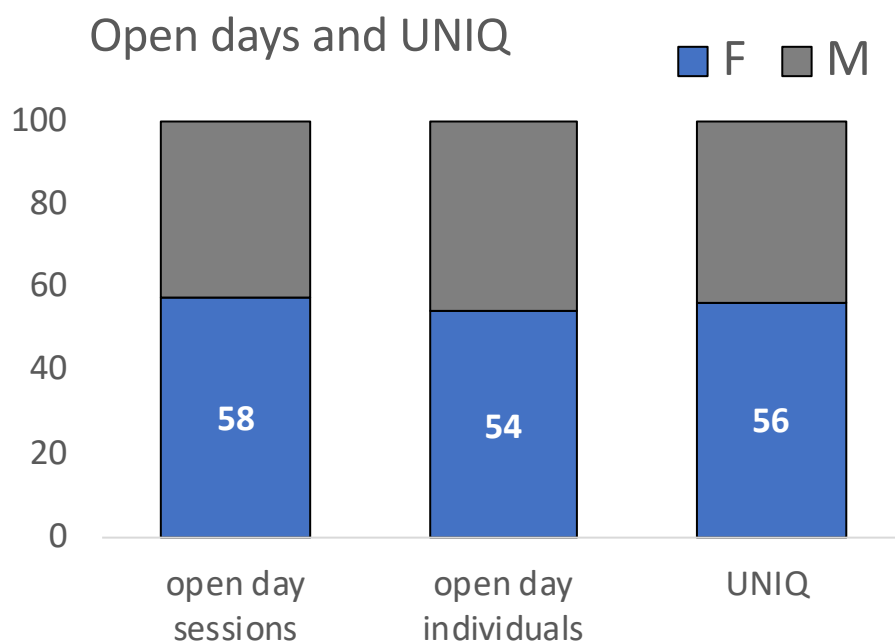

Figure 30: Percentage of female (blue) and male (grey) contributors to departmental outreach activities

Public Engagement

Members of the department are very active in public engagement, contributing broadly to major awareness days/weeks (e.g. *Brain Awareness Week*), open days (*Oxford Open Doors, BRC open day*), and festivals (e.g., *IF Science Festival, Cheltenham Science Festival*). They also contribute to major public-engagement collaborative initiatives, working with

the Wellcome Centre for Integrative Neuroimaging in their award-winning *Big Brain Roadshow*, *Oxford Sparks*, and the Ashmolean and Natural History Museums. Survey responses from 2020 indicate 59%F and 44%M of staff had been involved in public engagement activities. Contributions to outreach and public engagement are celebrated via the weekly newsletter, on the website, and recognised in the Reward and Recognition process. Several members of the department have the University's Vice-Chancellor Awards for Public Engagement both individually and as part of teams. We plan to improve the capturing of outreach and public engagement data as part of our plans to develop and update existing data capturing (see action 1.4).

Section 5 Word Count: 6509; Running Total 12,060

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS
Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

REDACTED

Section 6 Word Count: 794; Running Total: 12,854

7. FURTHER INFORMATION

In the previous sections, we have described two major events that deeply affected our work since early 2016. In October 2019, the department underwent a review by the MSD with externals from UK and European universities. These reviews are undertaken every seven years. Below, with permission, we provide extracts from the draft report, which we think are relevant to our application.

"It was clear to the Review Committee that the Head of Department and her senior leadership team had demonstrated exemplary leadership during an extremely challenging period. Despite the adverse circumstances, they had worked effectively to develop and nurture an open and people-centred culture in the department. The wellbeing of all staff and students is clearly a priority and seen as fundamental to the department's success.

The Review Committee commends the department for establishing People and Culture as a specific new major area for governance, with a dedicated committee with wide representation, and associate head of department. This provides a clear framework for continuing to develop a culture where diversity and inclusion are valued. There was clear evidence from the staff and students that the Committee met that this work is bearing fruit, with very positive comments about effective consultation and transparency of decision-making.

The Committee was pleased to note the work being done to support Early Career Researchers (ECRs), including the establishment of a more robust peer support network, and an ECR Committee to support activity in personal and career development and wellbeing. The department clearly values its ECRs, and the Committee commends in particular plans for ECR Fellowships.

The Committee considered that the department had done an 'incredible job' in the way that it has managed the consequences of the sudden closure of the Tinbergen Building and ensuing disruption. In particular, the department is commended for the care that it has taken in supporting all staff and students through this very difficult time."

Section 7 Word Count: 315; Running Total: 13,169

8. ACTION PLAN

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

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

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

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