Athena SWAN Bronze department award application

Name of university: University of Sheffield

Department: Psychology

Date of application: November 2014

Date of university Bronze and/or Silver SWAN award: April 2013

Contact for application: Megan Freeth

Email: m.freeth@sheffield.ac.uk

Telephone: 0114 2226652

Departmental website address: http://www.sheffield.ac.uk/psychology

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

Not all institutions use the term 'department' and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility.

It is essential that the contact person for the application is based in the department.

Sections to be included

At the end of each section state the number of words used. Click here for additional guidance on completing the template.

1. **Letter of endorsement from the head of department: maximum 500 words [words: 495]**

Head of Department *Prof. Paul G. Overton*

Department of Psychology
University of Sheffield
Sheffield
UK – S10 2TP

Telephone: +44 (0) 114 222 6624
Fax: +44 (0) 114 276 6515
Email: p.g.overton@sheffield.ac.uk

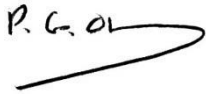25/11/14

Dear Athena SWAN panel,

I was an undergraduate in the Department of Psychology at University of Sheffield, graduating in the early 80s, and in those days there were only two female members of academic staff out of a complement of sixteen (~13%). Thirty years on things are more balanced, with 15 female academic staff out of our complement of 38 (~40%), though we currently have an underrepresentation of females in senior academic roles. I consider equality in the workplace to be a fundamental principle; hence the Athena SWAN process has my complete endorsement. The Department of Psychology in Sheffield is one of the best Psychology Departments in the country in terms of its league table position and my aim as Head of Department is to preserve that excellence and where possible to improve our performance, whilst at the same time providing people with a working environment in which they can thrive, achieve their full potential and above all feel safe, secure and happy. By removing any barriers to progression in both academic and professional roles and by encouraging progression we will populate our department with the brightest and best people, whatever their gender, race or sexual orientation.

I am proud of what we have achieved over the last few years in terms of recruitment of academic and teaching staff. During our last four recruitment rounds we have recruited 10 females (and 6 males). We also had excellent representation from female academic staff in our most recent Research Excellence Framework submission, and I am very pleased to be able to say that Natalie Kennerley, our Assistant Technical Manager, has become the first person in the country to be awarded the status of Chartered Scientist by the Institute of Science and Technology. We still have a lot more to do, particularly to address the comparative lack of women at senior academic roles in the department, and our action plan around recruitment strategy and the promotions process will help us to achieve that. One key to this is to make sure that we have inspirational exemplars of under-represented groups at all levels. Our 'Psychology at Sheffield' module for undergraduates showcases the work of a balance of male and female academics and our action plan around careers encourages female undergraduate and postgraduate students to consider an academic career.

For the last couple of years, we have had an 'expansionist' policy in the Department, seeking to increase the number of both undergraduate and postgraduate students as a means of financing new academic posts. Notable significant contributions to this strategy have been made by women, both at undergraduate level (Dr Milne; Dr Freeth, via their roles as admissions tutors) and postgraduate level (Prof Hardy, via the establishment of two new postgraduate taught courses). Likewise, a number of women in the department have had recent grant funding success (Dr Lavda,; Dr Millings; Dr Matthews), contributing to our mission to be one of the best research intensive Psychology Departments in the country.

Yours sincerely,

Paul G. Overton

(Professor, Head of Department)

2. The self-assessment process: maximum 1000 words [words: 1035]

Describe the self-assessment process. This should include:

a) A description of the self assessment team: members' roles (both within the department and as part of the team) and their experiences of work-life balance.

The self-assessment team was established in November 2012. The panel make-up of both recent hires and longer-standing members of staff ensures that challenges and changes are considered at all levels within the department. Panel members are:

Megan Freeth (Lecturer – current Athena SWAN champion) commenced this role in August 2013 as Jane Herbert took a period of maternity leave. The role will transfer back to Dr Herbert following the departmental submission in November 2014. Megan enjoys living in Sheffield due to its proximity with the Peak District in which she regularly goes rock climbing and cycling.

Jane Herbert (Senior Lecturer) Athena SWAN Champion November 2012 - August 2013, at which time she took a period of maternity leave. Following return from maternity (August 2014), Jane has led the flexibility and managing career breaks section of the AS application. Jane has one child and is married to a non-academic professional.

Paul Overton (HoD) is the Psychology department's co-Champion. He is married to a former academic; between them they have four children. Paul feels he has benefitted enormously in terms of work-life balance from the flexible working patterns that he has been allowed at various stages in his career as an academic.

Julia Poole (Departmental Administrator) directly line-manages the administrative staff and is also part of the Psychology Department's Operations Group. Julia has taken the lead in implementing policies suggested by the AS panel in terms of recruitment, induction and liaising with HR.

Gillian Hardy is the current Director of the Clinical Psychology Unit. She has worked continuously in the Psychology department since 1999. Gillian has 3 children, all born when she was employed on short term research contracts, which meant that she was not, at that time, eligible for paid maternity leave.

Paul Norman (Deputy HoD) joined the department in 1996. Paul has implemented changes to the staff annual review and promotions procedure following decisions made by the AS panel. Paul lives in Sheffield with his partner and their 7 year old daughter.

Elizabeth Milne (Senior Lecturer) joined the department in 2005. She is the department's representative on the Faculty of Science's E&D Committee and consequently discusses our departmental policies with faculty colleagues which has been valuable in shaping our departmental process. Elizabeth lives with her husband and two young children.

Jilly Martin (Lecturer) joined the department as a lecturer in 2012 (0.6 post). Jilly recently took a period of maternity leave and returned to her post (and chose to increase her post to 0.8) in August 2014.

Chris Martin (Research Fellow) joined the department in 2012 and is married to Jilly Martin, they have two young children. Chris joined the AS panel in July 2014 following an open request for panel members.

Natalie Kennerley (Assistant Technician Manager - Neuroscience, and Departmental Safety Officer) is involved in the Parents@TUoS support network and is a member of the steering committee. Natalie is married and has two young children. She has taken two period of maternity leave and returned to work full time.

Diane Inkersole (Administrator) is a long-standing member of administrative staff who is heavily involved with the day-to-day running of our undergraduate course. Diane provides an important perspective from our professional staff.

Mariana Leriche (Postdoctoral research associate) joined the department in 2008 and provides a research staff perspective. Mariana is currently applying for Crucible funding to support interdisciplinary collaborations. She has one daughter; who was born when she was finishing her PhD in Mexico. She lives with her husband and daughter (7).

b) an account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission.

The dates of the AS panel meetings held since the panel's creation are as follows: 20/11/12; 20/03/13; 30/09/13; 14/10/13; 18/11/13; 04/03/14; 04/06/14; 14/07/14; 23/10/14; 25/11/2014. During this time staff have completed two gender equity surveys (December 2012 and July 2013). Survey results have been discussed with colleagues at an external consultant agency and members of the Faculty E&D panel, which have influenced our action planning. Three panel members participated in University focus groups as part of the "Developing Leaders: Women in Science and Engineering" project. Feedback from these activities, along with Elizabeth Milne's involvement in the E&D committee and Jane Herbert's involvement in the Female Academics' Progression Action Plan Steering Group, have helped with developing this submission. The current AS Champion (Megan Freeth) invited all female staff to meet with her on a one-to-one basis to discuss key AS themes, asking for comments on the current environment and suggestions for action points. All action point suggestions were circulated to AS panel members, discussed at a panel meeting and incorporated into our action plan where appropriate.

c) Plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan.

The Athena SWAN panel will meet at least three times per year (**Action point 1a**). The remit will be to address all Equality and Diversity matters relevant to the department, including implementing the Athena SWAN action plan and will therefore be re-named the Equality and Diversity Committee. Minutes of committee meetings will be circulated to all staff (**Action point 1b**). Panel meetings will continuously review our Athena SWAN action plan and a formal review of all action points will be conducted by the Equality and Diversity champion on a six monthly basis (**Action point 1c**). Panel members may be tasked with implementing specific action points, reporting on progress to subsequent meetings. The panel will monitor the impact of action points. Committee members will be replaced on a rotating basis, normal term of 3 years, apart from HoD, Departmental Administrator and Deputy HoD who will be standing members. Each outgoing committee member will be replaced via open competition, and the male / female balance of the committee will be maintained. All staff will be encouraged to recognise and contribute to wider Athena SWAN aims via gender and equality issues being included as a standing item on the monthly departmental staff meeting agenda (**Action point 1d**).

An administrative role of Equality and Diversity Champion was created in December 2013. The member of staff holding this role will continue to monitor and take the lead on Equality and Diversity matters within the department and will sit on the Psychology Department Management Group committee. A departmental representative will sit on the faculty E&D panel and communicate initiatives and receive faculty feedback (**Action point 1e**).

3. A picture of the department: maximum 2000 words [words: 2014]

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

The Department of Psychology at Sheffield is among the largest psychology departments in the UK, and has been consistently ranked as one of the outstanding research departments in all six Research Assessment Exercises to date. In our 2013 REF return (outcome pending) the research of 81% of eligible female staff and 76% of eligible male staff was submitted.

Our staff currently comprises 38 academic (research and teaching) staff members (15 female), 3 teaching only staff (3 female), 27 research staff (14 female), and 18 professional (technical and support) staff (14 female). Historically, our department has had disproportionally more male academic staff members than females at all levels, few female professors, and the positions of HoD and deputy HoD have only been held by males. However, since 2011 we have made 8 female academic appointments (all at lecturer level; 7 on open-ended contracts, 1 on a fixed-term maternity cover contract). In this period we also made 3 male appointments at lecturer level. All three of our recently appointed (2013-14) university teachers are female. However the numbers of females holding senior positions remains low at present (11 male professors and only 1 female professor) and all 4 academic appointments to posts above lecturer level over the past 3 years (Reader/Professor) have been male. Over the same period, we have made 4 professional staff appointments (3 female, 1 male).

Our intake of undergraduate students is around 250 per year, and our intake of postgraduate students is approximately 125 per year to taught courses and 25 per year to research degrees. Unlike many other science disciplines, we do not have problems recruiting females at the UG level, with females currently accounting for 80% of our undergraduate population. At postgraduate level our intake is between 60-80% female depending on the course (see sections 3b.iii - 3b.v below).

b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

N.B. Throughout the following section, the most up to date data available is presented in each sub-section.

Student data

(i) **Numbers of males and females on access or foundation courses** – comment on the data and describe any initiatives taken to attract women to the courses.

N/A

(ii)   **Undergraduate male and female numbers** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

We offer a 3-year full-time undergraduate degree course in Psychology, which can be taken as a BSc or BA. Psychology is a highly attractive science subject for females. Our profile is in line with the national average with females consistently outnumbering males (see Figure 1). This year (Sept 2014 intake), our intake was 198 females and 59 males (77% female). We will continue to monitor whether our intake is in line with the national average. We will ensure that all recruitment material is gender balanced and includes images of both male and female students (**Action points 2a & 2b**).
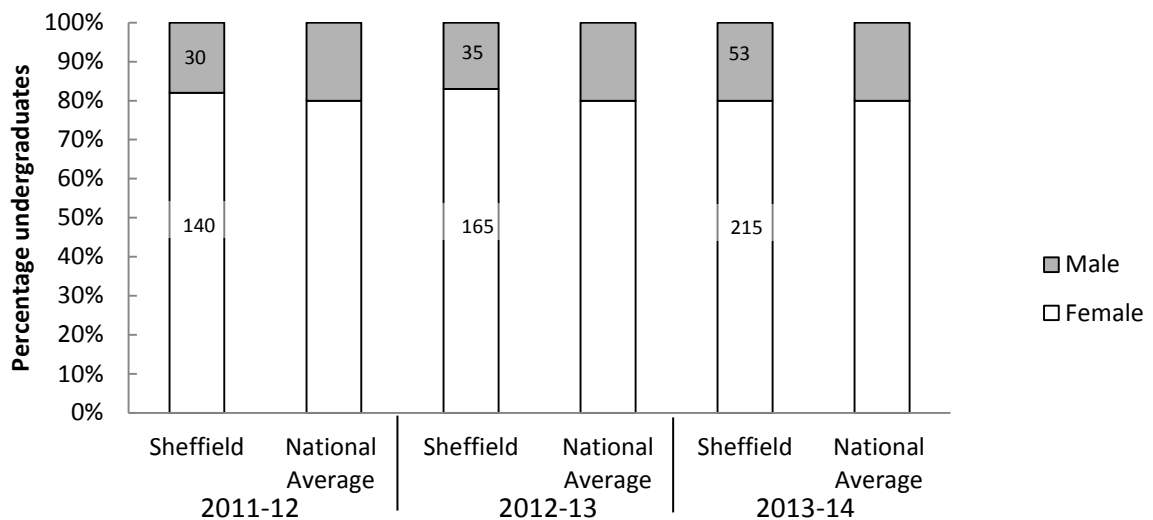

Figure1: The percentage of first year female psychology undergraduates at Sheffield in comparison to the national average.

We have three admissions tutors (one female, two male), and all staff are involved in open days. In addition to staff members, we also ask 2nd and 3rd year undergraduate students to help out during open days. In 2013/14, 28 different students assisted with our open days (23 female, 5 male). When possible, we also ask PG students to assist with open days. There are 10 departmental open days per year which are advertised by the central university on the university website. As this system is centralised, we have not previously maintained records of male and female attendees at our open days. We started monitoring the gender balance of our open day attendees in 2013/14 and will continue to do so (**Action point 2c**). In 2013/14 there were 256 female attendees and 41 male attendees (86% female).

To examine whether there were significant levels of attrition from our undergraduate course, we investigated whether there were gender differences in student progress once admitted into our BSc/BA in Psychology (over the past 3 years our intake has been 82% female on the BSc course and 76% female on the BA course). Specifically, we compared the number of students enrolled in first year psychology with numbers graduating with a BSc/BA three years later. Comparing completion rates in 2010/11, 2011/12 and 2012/13 with enrolments in 2007/08, 2008/09 and 2009/10, over 90% of female students completed the course (92/99, 96/104, 105/105). There was a similar pattern for male students (15/21, 9/11, 23/20). In 2012/13 more males completed the course than had started in 2009/10 and the same

number of females completed as started in 2009/10 due to a small number of additional students joining the course from HELP College Malaysia on a 2+2 programme. As total student numbers continue to rise (200 enrolling in 2012, 268 enrolling in 2013 and approximately 260 enrolling in 2014) we will continue to monitor progression rates within the degree **(Action point 2d)**.

(iii)　**Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female : male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

We offer three taught Masters (MSc) courses: Psychological Research Methods, Cognitive and Computational Neuroscience, and Cognitive Neuroscience and Human Neuroimaging. We are accredited for postgraduate training and research by the British Psychological Society and by the ESRC. Within Clinical Psychology, we also offer the following accredited courses: PG Diploma in High Intensity Psychological Interventions (Dip HI), a PG Certificate in Low Intensity Psychological Interventions (Cert LI). From 2013, we are also offering a PG certificate in clinical supervision. Overall, the postgraduate community at Sheffield is one of the largest in a psychology department in the country, and in line with the national average, our PG community is largely female (see Figure 2).
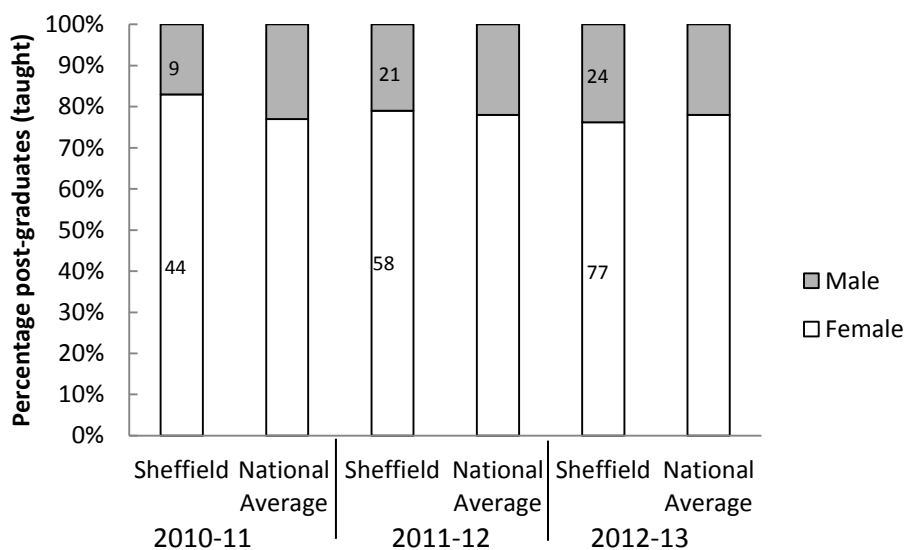

Figure 2: The percentage of female postgraduate taught students at Sheffield in comparison to the national average.

The MSc in Psychological Research Methods is suitable for the first stage of a 1+3 PhD programme or as a stand-alone qualification. In the current cohort (2013-14) there are 19 females and 5 males. In a desire to attract a greater range of students onto this course, and in response to our AS goals, in 2012-13 we began to offer a part-time option (making it a two year degree) **(Action point 2e)**. From 2013-14, we have also been able to extend the fee waiver scheme to part-time students **(Action point 2f)**.

The MSc in Cognitive and Computational Neuroscience (CCN) course is directed primarily at students who wish to pursue a research career in some aspect of cognitive or computational neuroscience. The Cognitive Neuroscience and Human Neuroimaging (CNHN) course is directed at students who wish to pursue a research career in cognitive neuroscience and would like to spend an extended portion of their

postgraduate degree (20 weeks) engaged in a practical, lab-based research project. The numbers taking these courses are relatively small (currently 6 CCN (1 female, 5male); 9 CNHN (5 female, 4 male)). Students often take these courses following an undergraduate degree in Physics, Mathematics, Engineering or Computer Science which could account for the high proportion of males.

In April 2008, the Clinical Psychology Unit began running the PG Diploma in High Intensity Psychological Interventions (Dip HI) and the PG Certificate in Low Intensity Psychological Interventions (Cert LI), commissioned by the Yorkshire and The Humber SHA. The PG Cert trains 'Psychological Well-being Practitioners' (PWPs) and the PG Dip Cognitive Behavioural Psychotherapists. Both programmes support the national development of Improving Access to Psychological Therapies (IAPT). Around 50 students per year are enrolled on these courses (approximately 80% female) and these courses are the main reason for our increased PGT numbers over the period assessed (see Figure 2).

(iv) **Postgraduate male and female numbers on research degrees** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

There are approximately 60 PGR students on our MPhil/PhD programme at any one time in total. Between 2011 and 2014, the proportion of first year female students in our PGR community has fluctuated, but is generally in line with the national average for psychology (see Figure 3). Consistent with our taught courses, we have recently seen an uptake of the part-time option for MPhil/PhD study (2 males, 1 female in 2011-13). The Clinical Psychology Unit also trains graduate psychologists to doctoral level to enable them to become chartered and practitioner clinical psychologists. Numbers of students enrolled on the Doctorate in Clinical Psychology (DClin Psy) have remained stable across the reporting period, again with a greater proportion of females entering the first year (14/18 female 2011; 14/18 female 2012; 14/18 female 2013).
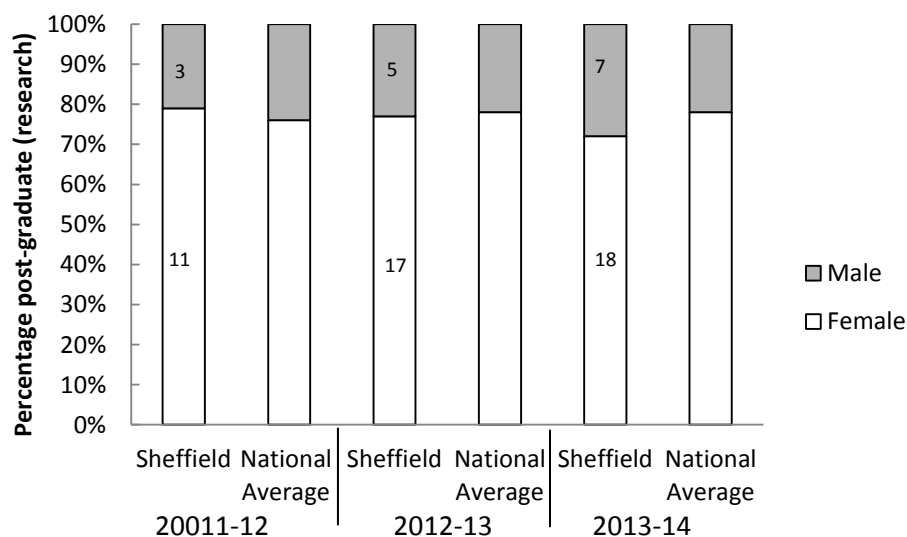

Figure 3: The gender balance postgraduate research students (MPhil/PhD) at Sheffield enrolling each year in comparison to the national average.

9

(v)   **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees** – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.

Across the period 2011-13, the total number of applicants applying for our undergraduate BA and BSc programme ranged from 1,429 to 1,757 and the numbers who accepted places increased from 171 to 268. As shown in Figure 4, proportionally more females than males applied (range 80-81%), were offered (83%), and accepted places (range 80-83%).
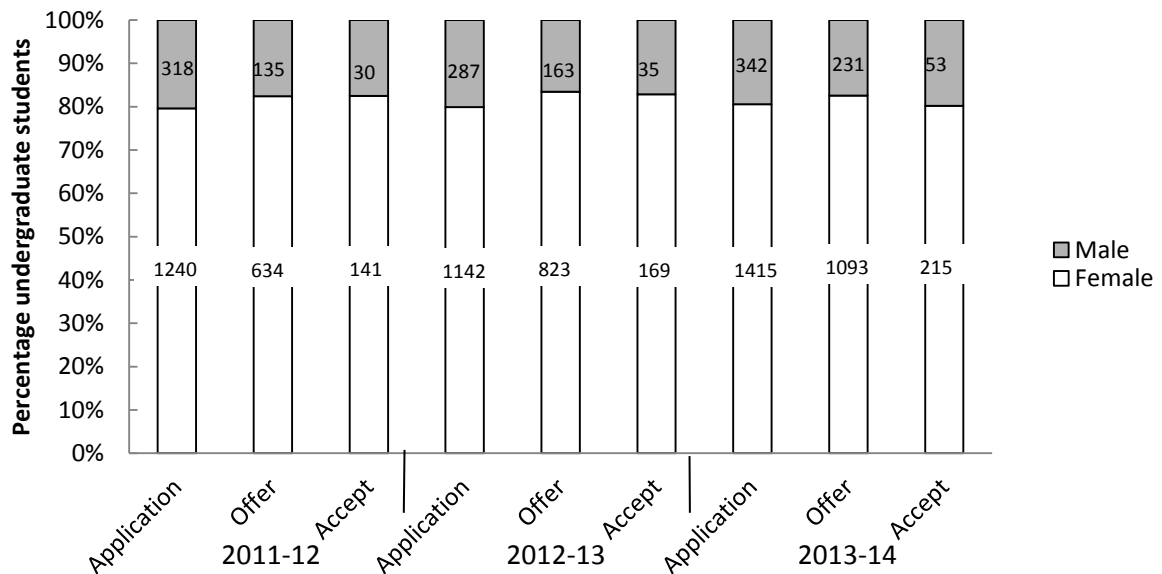

Figure 4: Percentage of male and female applying to study undergraduate psychology at Sheffield, being offered a place, and accepting a place between 2011-12 to 2013-14

For post-graduate taught students there are more females than males, with no proportional drop-off between the application stage and acceptances (Figure 5 & 6). *These figures do not include students on the PGDip and PGCert courses run by the clinical psychology unit as places on these courses are tied directly to NHS jobs.* Our current intake is just over 60% female which is a significant drop from our undergraduate percentage of 80% female (see **Action point 2g**). Applications for part-time study have generally been low (n=1 in 2011; n=2 in 2012 and n=6 in 2013). For our 2014 intake we have 7 new part-time students (6 female, 1 male). We are pleased that uptake of this option is increasing.
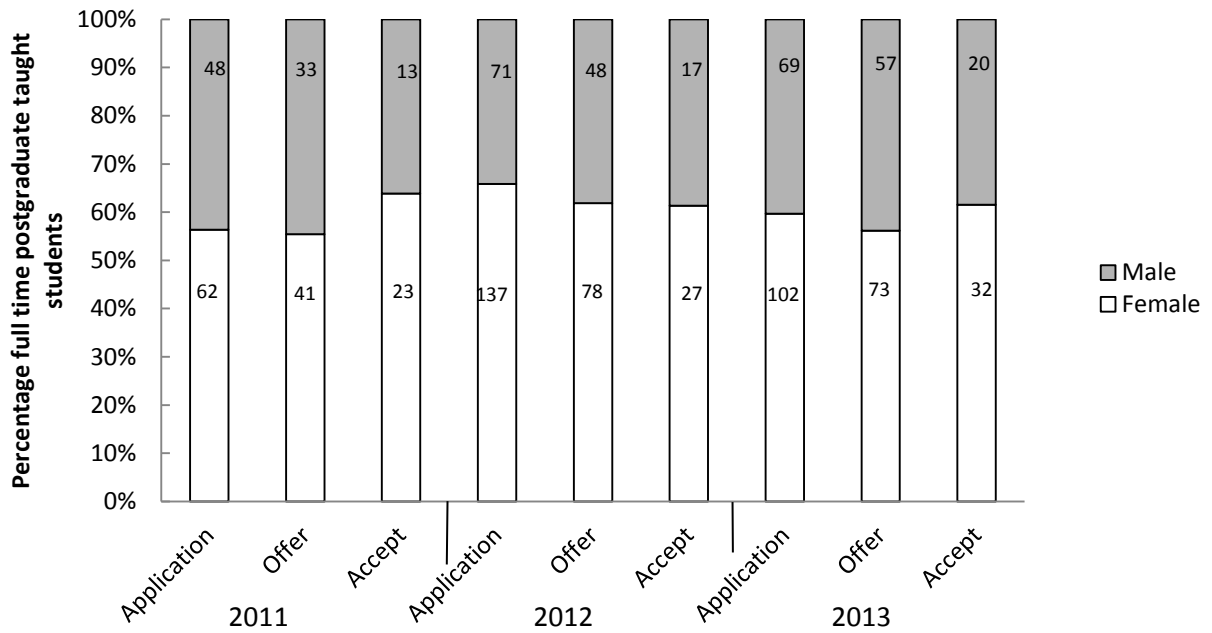
Figure 5: Percentage of male and female students applying to postgraduate taught courses in psychology at Sheffield, being offered a place, and accepting a place between 2011/12 to 2013/14

Figure6: Percentage of male and female students applying to study for the DClin Psy degree at Sheffield, being offered a place, and accepting a place between 2011/12 to 2013/14

For our MPhil and PhD courses, we have a significantly lower proportion of females applying for these places (approximately 60% female) than graduate from our undergraduate psychology degrees (80% female), though across all three years analysed, a higher proportion of female students accepted our offers than applied. We have introduced careers talks by a female academic and a female post-doc into our undergraduate career talk series and are currently revising our postgraduate provision (**Action Point 2g and 2h**).
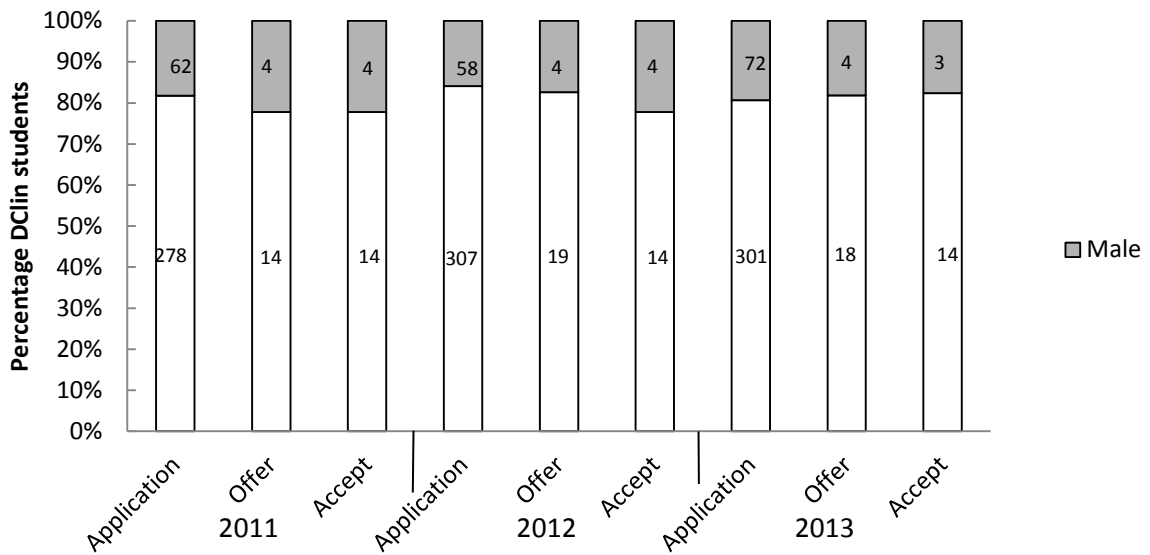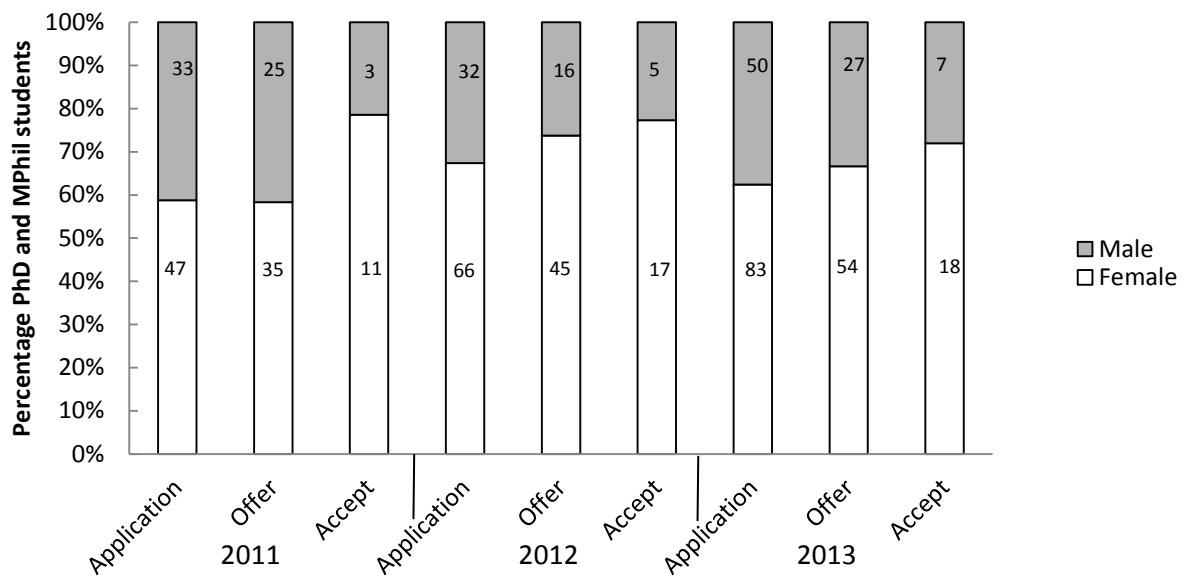
Figure7: Percentage of male and female students applying to study for an MPhil/PhD degree at Sheffield, being offered a place, and accepting a place between 2011/12 to 2013/14

(vi)   **Degree classification by gender** – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

As the numbers of males taking our undergraduate Psychology degree is reasonably low, there is somewhat increased variability year-on-year regarding degree attainment for males compared to females. At present, there seems to be no evidence that gender impacts on degree classification outcome (Figure 8).

Figure8: Degree profile for graduating female and male psychology department undergraduates between 2012 and 2014

Staff data

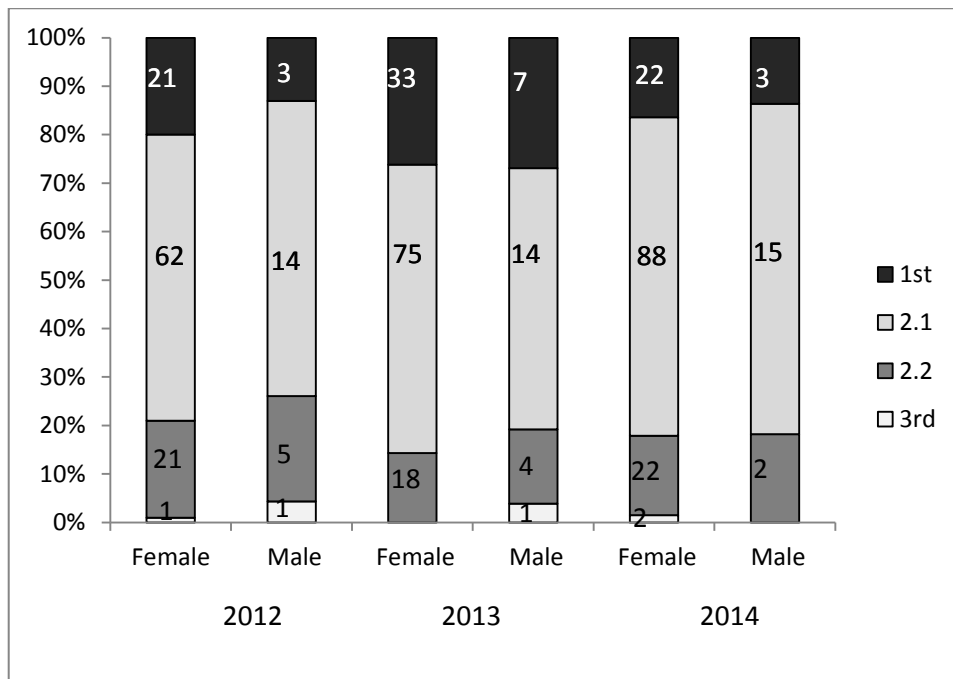(vii)   **Female:male ratio of academic staff and research staff** – researcher, lecturer, senior lecturer, reader, professor (or equivalent). comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels

During the period 2011-2014, approximately half the researchers were female, although there was an upward trend over this period (39%, 45%, 52% female). This is lower than our 60% female postgraduate population. In 2011/12, 28% of academic staff were female, in 2012/13 this increased to 38% of academic staff, a similar proportion remained in 2013/14 (39% female). In total, over this period the number of female academic staff increased from 8 to 15, the number of male academic staff increased from 20 to 23. We have three members of part-time teaching staff who exclusively teach clinical courses who have been with us over the past three years. In the academic year 2013/14 we made our first full-time university teacher appointments (3 female). Regarding our professional staff, our administrative team is currently all female. Our technical staff are 3 male, 1 female. Our IT support officer is female.

Female academics were generally employed in lecturer/senior lecturer posts with only three females holding more senior positions at any point across this period. In comparison, males were represented at all levels of seniority in the department including professorships being held by between 10 and 13 individuals at any one time. In order to begin to tackle this leaky pipeline throughout the academic career path, we have introduced a range of measures including changes to the annual review and promotions process (==see Action points 5b, 5d, 5f, 5g, 6a – 6f==) and we plan to make improvements to our recruitment procedure (==Action point 4a-4f==). We are also in the process of implementing a more formal mentoring scheme within our department, see section 4a.ii and ==Action points 5a and 5d==.

Figure 8: Profile of Psychology research, academic and teaching staff 2011-12

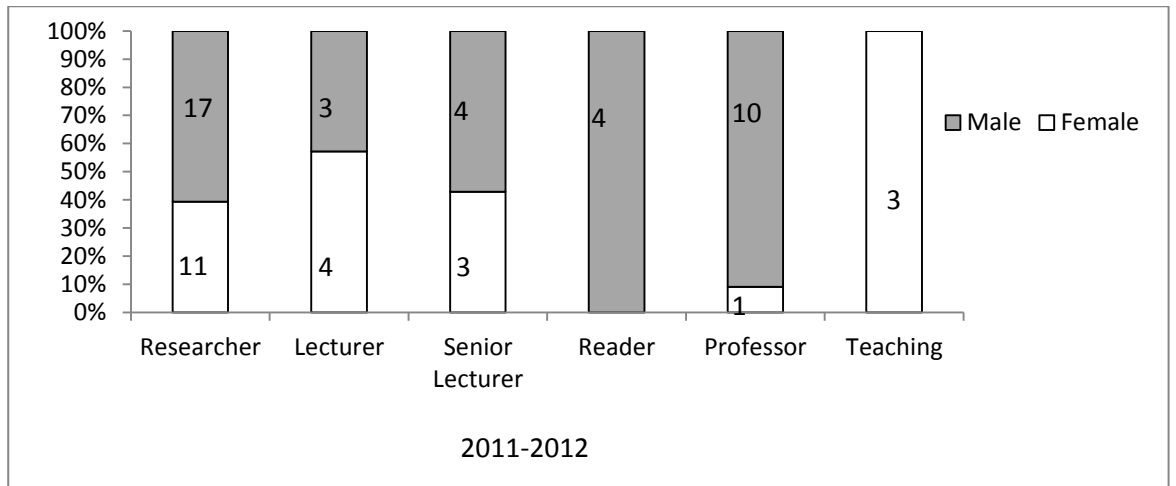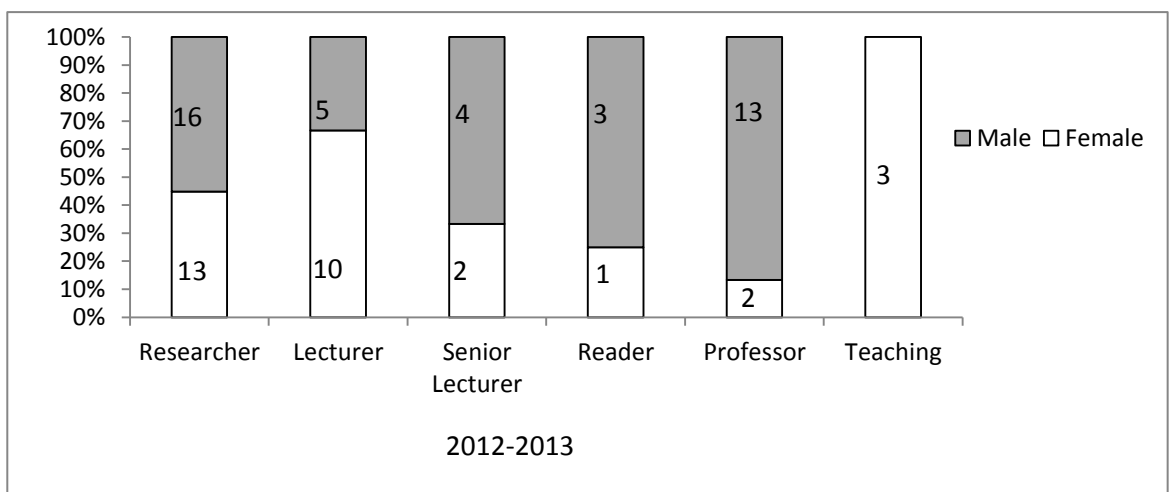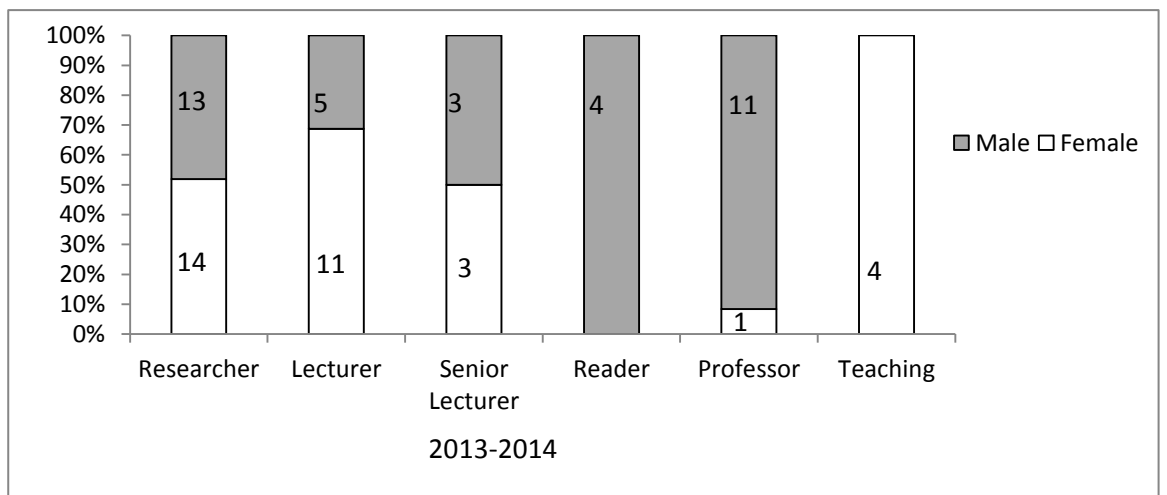*Figure 9: Profile of Psychology research and academic staff 2012-13*

Figure 10: Profile of Psychology research and academic staff 2013-14

(viii)   **Turnover by grade and gender** – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

The number of researchers who have left the department in recent years are as follows: 2011/12 10 female and 5 male, 2012/13 4 female and 7 male researchers, 2013/14 4 female and 7 male. Therefore, over this three year period, 49% of the researchers who left were female. It does not seem at present that either females or males are more likely to leave. We will continue to monitor the situation (**Action Point 3a**).

The numbers of academic staff who have left the department in recent years are as follows: 2011/12 0 female and 1 male, 2012/13 1 female and 2 male, 2013/14 1 female and 3 male. The number of professional staff who have left the department 2011-2014 is 8 female, 1 male. As described above our professional staff is highly female dominant. We do not consider there to be any particular cause for concern about the gender balance of these turnover figures.

4. **Supporting and advancing women's careers: maximum 5000 words [words:5498]**

   Key career transition points

   a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

      (i) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

Research staff

Currently, 52% of our research staff are female, though as can be seen in Figure 11 below, 60% of appointments to research posts over the past 3 years have been female. Within our department we are currently surveying our PGs to ascertain the quality of careers provision and areas for improvement. We will specifically look for gender differences in reported needs, and plan improvements to our provision around what our PGs have told us they need (**Action point 2h**). We will encourage females to consider researcher positions by having careers talks from female academics and female post-docs for our undergraduate students (**Action point 2g**), by showcasing our female academics as role models in our PSY103 ('Psychology at Sheffield') undergraduate module (**Action point 2i**) and by encouraging applications from females in our job advertisement wording and website (**Action points 4c and 4d**).
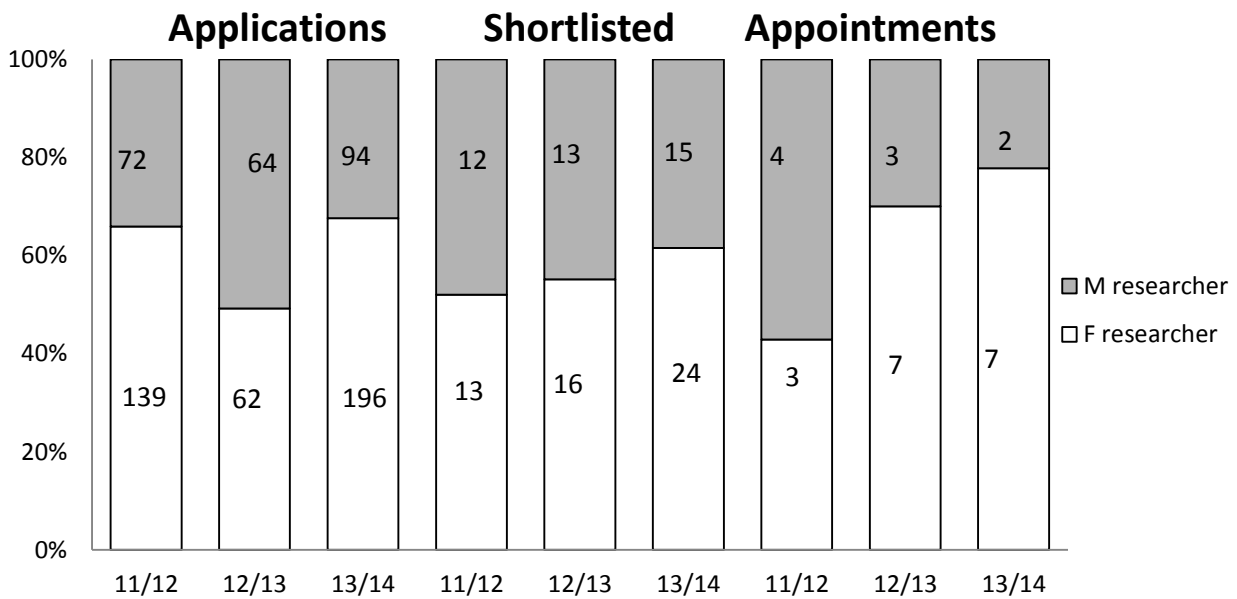
Figure 11: Applications and success rates as a function of gender for psychology researcher posts.

<u>Academic staff</u>

Over the past three years the Psychology department has appointed 13 members of staff (6 male and 7 female). All female appointments were made at lecturer level. Male appointments were made at lecturer/research fellow (x3), reader (x1) and chair (x3) level. One chair level post (HoD) was made to an existing member of staff. At lecturer level, females were more likely than males to apply, be shortlisted and appointed. For senior posts (senior lecturer and above), females were much less likely to apply, only 2 females were shortlisted and none were appointed (see Table 1) (**Action points 4a-4f**).

Table 1: Applications, shortlisting and success rates for psychology academic posts

Position advertised	Year of appointment	Applications by gender		shortlist by gender		Successful candidate	
		female	male	female	male	female	male
Chair	2011	1 (10%)	9 (90%)	0 (0%)	3 (100%)	0 (0%)	1 (100%)
Chair	2012	3 (20%)	12 (80%)	0 (0%)	3 (100%)	0 (0%)	2 chair, 1 reader (100%)
Reader / senior lecturer	2012	13 (42%)	18 (58%)	1 (20%)	4 (80%)	1 (33%) Did not accept offer	2 (66%) 1 lecturer; 1 did not accept

Senior lecturer/ lecturer/research fellow	2012	51 (53%)	45 (47%)	9 (75%)	3 (25%)	5 (71%) Lecturers	2 (29%) lecturers
Senior lecturer/ lecturer	2012	14 (78%)	4 (22%)	4 (80%)	1 (20%)	1 lecturer (100%) 1 senior lecturer did not accept offer	0
Lectureship	2012	6 (46%)	7 (54%)	4 (80%)	1 (20%)	1 (100%)	0 (0%)
Fixed-term Lectureship	2013	10 (63%)	6 (37%)	5 (100%)	0 (100%)	1 (100%)	0 (0%)

Teaching staff

We recently advertised three university teacher posts. 58% of applicants were female and all successful applicants were female. We are pleased to observe that we do not have difficulty attracting strong female candidates to such roles.
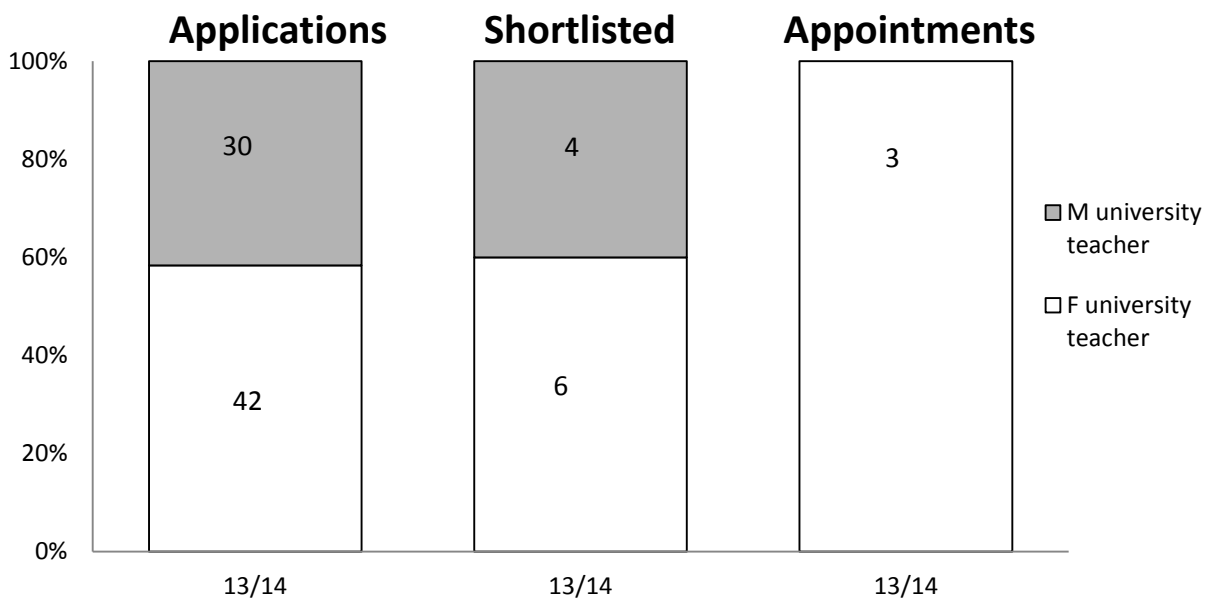
Figure 12: Applications and success rates for psychology teaching posts

As can be seen from the application and success rate of female professional administrative (Figure 13) and management (Figure 14) staff, we do not have a lack of female representation within these roles.

Applications   Appointments
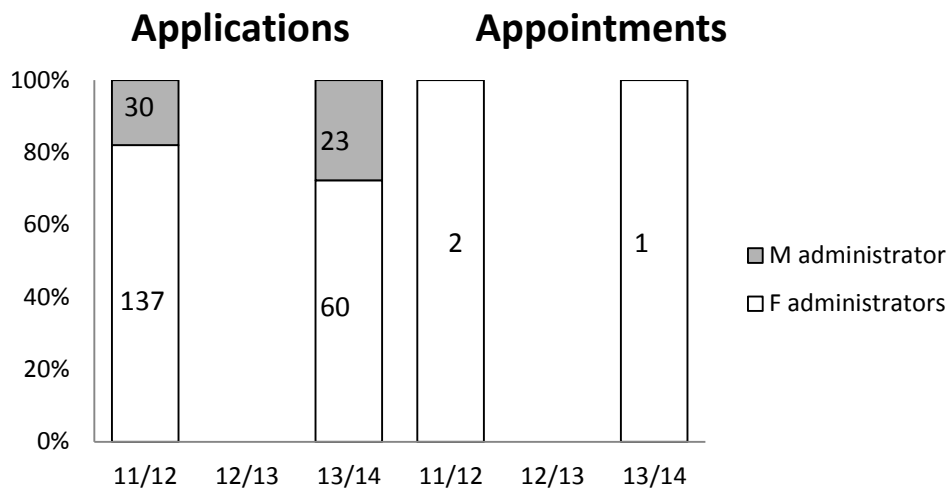
Figure 13. Applications and success rates for psychology administrator posts

Applications   Appointments
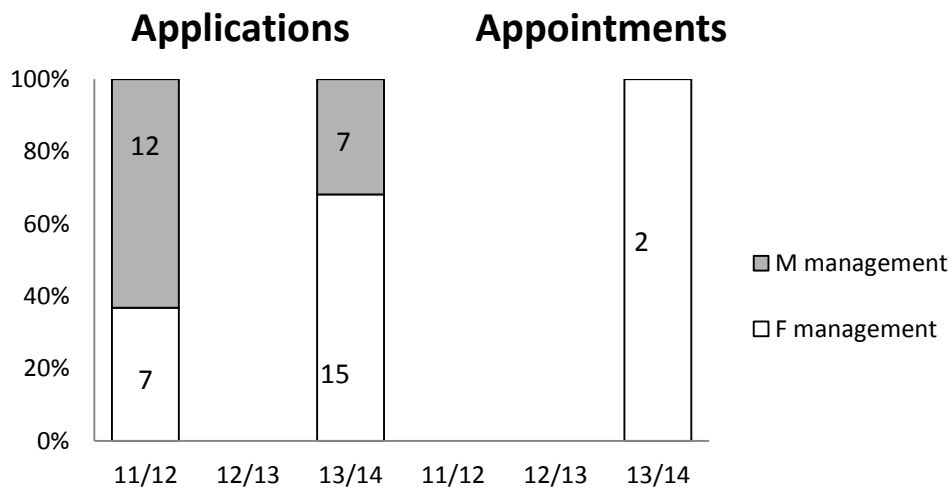
Figure 14. Application and success rates for psychology management posts

(ii) **Applications for promotion and success rates by gender and grade** – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

Applications for promotion are considered annually by the Faculty of Science promotions panel. Prior to submission to the faculty panel, applications for promotion are considered internally. The department's promotions procedure is discussed in detail in section 4b.i. below.

Table 2. Applications and success rates for promotion by role and gender

Year	Role	Number of applicants successfully promoted/ Number of applications received
2011-12	Researcher	1/1 female; 1/3 male
	Senior lecturer	1/1 male
	Professor	1/1 male
2012-13	Administrator	1/1 female
	Researcher	0/1 female; 2/2 male
	Lecturer	2/2 female
	Senior lecturer	1/1 female
	Professor	1/1 male
2013-14	Administrator	1/1 female
	Technician	1/1 female
	Researcher	1/1 male

During 2011-13, there were 2 applications put forwards to faculty from female lecturers for promotion to senior lecturer, these were both successful. There was one application from a female senior lecturer for promotion to reader, this was successful. As a department, we are encouraged that three of our female academic staff were successful in their applications for promotion in 2012-13. During 2011-14, the Psychology department put forward one application for promotion from senior lecturer to reader from a male academic who was successfully promoted and two applications for promotion to professor, both were successful.

> For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

> **iii)** **Recruitment of staff** – comment on how the department's recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university's equal opportunities policies

In order to encourage females to apply for departmental jobs, all adverts state the University's commitment to policies that are likely to be important to females. Applicants are directed towards the University Human Resources page on policies on flexible working, pay plus for child care and time off for dependants. To ensure compliance with the University's equal opportunities policies, all interviews are chaired by a member of staff who has undergone the University's 'Mandatory Recruitment & Selection Training for Chairs of Interview Panels'. In future we hope to encourage more females to apply for jobs, especially senior academic jobs, within our department and are taking positive action to encourage this **(see Action Points 4a- 4f and 5e**).

(iv) **Support for staff at key career transition points** – having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.

Female academics and professional staff are encouraged to take up the University of Sheffield's mentoring schemes. All female staff are encouraged to join a scheme by both their internal mentor (**Action Point 5a**) and during their annual appraisal (SRDS/probationary review) (**Action Point 5b**). In our staff survey, 80% of staff currently believe that they are encouraged to take up career development opportunities. 15% of staff disagree that they are encouraged to take up career development opportunities. 45% of respondents identified their annual appraisal as the most useful career development opportunity, with 75% of respondents finding their annual appraisal useful.

In the department of Psychology, we also have our own internal mentoring scheme whereby each new member of academic or teaching staff is paired with an existing member of academic staff. In 2013/14 in collaboration with staff, the HoD has reviewed and revised this process (**Action point 5a and 5d**).

In order to encourage our female undergraduates to consider a future career in academia, careers are formally discussed between each personal tutor and tutee. In order to specifically encourage our female post-graduate students to pursue a career in academia we plan to ensure this is discussed as a career option with their Doctoral Development Programme supervisor (**Action Point 5c**).

Regarding networking, our staff survey indicated that 63% of staff feel that the department provides useful networking opportunities. In the past year, our HoD initiated a departmental coffee morning which is held once a fortnight at 11am on a Wednesday. We also have 2 departmental away-days each year to which all teaching, research and academic staff are invited. These schemes provide formal networking opportunities for staff in the department.

At the University of Sheffield there is a Sheffield Leader scheme. Staff must be nominated by their HoD before enrolling on this scheme. Over the past three years 4 females and 5 males have completed this scheme. 4 females and 2 males are currently enrolled (**Action Point 5f**).

Career development

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

Each member of staff in the Psychology department has an annual appraisal with their line manager (SRDS). In our staff survey less than half of staff indicated that they had a good work-life balance. In response to this, a discussion of work-life balance is now included in each staff members annual review (**Action Point 6b**) and further departmental action is being taken on this (**Action point 6c**). In our recent survey 65% of staff indicated that they understood the promotions process. In order to encourage staff to work towards promotion, a new policy brought in this year (2013-14) is that, all reviewers will discuss

promotion with their reviewee to ensure that all staff are well informed of the process. Reviewers must be clear on the promotions process and give advice on how to achieve promotion. Reviewers will encourage applications for promotion (**Action point 6d and 5g**).

All staff are e-mailed prior to the promotions round, encouraging them to consider applying for promotion and inviting them to discuss their application with the HoD. In addition, whereas previously the HoD would normally review whether any staff member – of any category – might be ready to apply and then to contact these staff directly, the HoD will in future years email all staff who have not put themselves forward for promotion in the past three years and ask them to consider applying for promotion (**Action point 6e**). These new measures will make the process clearer to staff who may wish to work towards promotion over a number of years.

All applications for promotions are considered by members of the Psychology Management Group (convened as the Departmental Promotions Panel plus a member of Human Resources. We aim to have a maximum 60:40 (male:female) gender split for the Psychology Management Group. The panel will be expanded to include additional female members in addition to Psychology Management Group members to achieve this gender split (if it is not already the case) (**Action Point 6f**). Following a review and discussion involving all panel members, candidates who the panel are confident have a strong chance of success are put forward to the faculty for consideration (but might be given further advice and guidance on how to strengthen their application). Candidates' applications that do not currently meet promotion criteria are given constructive advice on which areas they would need to improve to meet criteria in future. The department values well-rounded cases for promotion which emphasise work quality and innovation. For academic promotion consideration is given to teaching (including innovation in teaching), research (publication, grant capture and academic impact), professional standing, administration (including innovation in administration), impact and public engagement.

All female staff are actively encouraged to engage in the university's career development activities for women in STEM subjects in academia, such as 1-to-1's, C.V. writing workshops, career planning workshops and networking activities. All research staff are sent information via e-mail on the Faculty of Science's researcher development training programmes by the Faculty of Science's Researcher Development Manager.

> **(ii)** **Induction and training** – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

A departmental mentor is assigned to each new member of staff. From the 2014-15 session each new researcher is being paired with another researcher from the Department as a peer mentor-cum-buddy. Either the mentor or the Departmental Administrator arranges to meet the new member of staff on their first day to take them to key campus services and give a tour of the department where they are introduced to departmental staff. Arrangements are made to continue the departmental induction via a series of meetings during the first week, first month, first three months. Staff are encouraged to contact the administrative and/or technical teams and their mentor plus their wider cognate group at any time for help and guidance and so that they can start to build up their own network of contacts. In addition to the departmental induction, all new staff receive email invitations to engage with the University's induction which includes a lunchtime seminar with the VC and other new staff; coffee mornings hosted by a senior member of the University; encouragement to use the Human Resources induction toolkit; and a campus tour.

All new researchers are provided with information about the Faculty of Science researcher training programme and encouraged to engage in it to help develop their skills and careers. All new junior academic staff are required to undertake training leading to the Certificate in Learning and Teaching. Our three university teachers are currently being subsidised by the department to take an Med in Teaching and Learning in Higher Education. Training needs for all staff are routinely discussed as part of their individual SRDS meetings each year. The department gathers and circulates information about conferences, workshops and other training events.

All staff and postgraduates can apply for re-imbursement of conference registration, travel and accommodation costs from the department's Learned Society Fund. In addition, staff may apply individually to the HoD for time and funding for external training, if this is not covered by any grant. Where other training has been identified as being of benefit for the whole department or a large subset of it, we have arranged for bespoke events in our own lecture theatre. Our HR team recently (December 2013) gave a presentation to the department on maternity and paternity leave, flexible working and the Women Academic Returners' Programme. We plan to repeat this session annually (**Action point 7a**). With respect to Equality and Diversity Training and Unconscious Bias training, our recent staff survey indicates that approximately 20% of staff have completed unconscious bias training either online or via a course or workshop and 20% of staff have completed gender equality training (**Action point 5e; 7b**). Professional staff are encouraged to attend conferences/workshops/training that are relevant to their work. The cost of these is assessed and met by the department where appropriate.

> **(iii)** **Support for female students** – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

All postgraduate students are supervised by at least two members of staff within the department. We also have postgraduate student reps who are self-nominated postgraduate students who represent the postgraduates at the staff meeting and post-graduate affairs meeting. These reps are part of the pg psychology society who organise social events, provide informal mentoring for other postgraduates, liaise between students and staff where appropriate, and organise the postgraduate conference. In October 2014 we ran an internal anonymous online survey on gender issues relevant to our postgraduate community. We were encouraged that 86% of respondents "aspire to continue working in academia" after their postgraduate degree; 79% of survey respondents were female.

Postgraduate students are supported by two postgraduate tutors within the department. The role of the postgraduate tutors is to oversee the progression of each student's postgraduate degree, establish that recognised milestones are reached within an appropriate timeframe, and to provide support / mentorship over and above that provided by the student's supervisory team. In 2012 the first female postgraduate tutor was appointed within the department. Having a female in this role is important, in that it provides a supportive environment for female students who may wish to discuss issues related to gender, and also as it provides a positive female role model. Our recent online survey revealed that 83% of postgraduate students agreed that it is important to consider the gender balance of postgraduate tutors, with 66% agreeing that it is a good idea to have one male and one female postgraduate tutor (24% were neutral, 10% disagreed). Going forward, we aim to ensure that at least one of the post-graduate tutors is female (see **Action Point 8a**). Since 2013, the chair of the Staff-(undergraduate) Student Committee is also female. In our survey, 89% of postgraduate respondents indicated they

thought it was important that some prominent roles in the department are held by females and 72% agreed that it is important that there are female role models in the department. As a further attempt to present our female students with inspiring role models, we are starting to monitor gender balance of our external speakers in order to ensure that at least 50% of our external seminar speakers are female (see **Action Point 8b**). In addition, a talk on women in academia will be included in this year's departmental seminar series to raise awareness on gender equality issues (**Action point 8c**). 86% of postgraduate survey respondents indicated that they thought it important that departmental seminars are given by both male and female academics. All administrative duties are formally recognised in the departmental Workload Allocation Model.

All students have the right to request a female personal tutor. In the 2013 - 2014 first-year intake one (male) student requested a female personal tutor and his request was honoured. Increasing load on female staff as a result of this has not been formally monitored given that it rarely happens.

We support students with childcare responsibilities by: (i) providing information about the timetable as early as possible, (ii) wherever possible allocating students to tutorial groups / classes that are held within school hours (i.e. between 10 am and 3 pm), and (iii) honouring requests to change groups / the timing of groups if it is at all possible. We have a department "action-plan" for pregnant students which is used as a guide for supervisors / tutors and is discussed with the student at the point at which they disclose they are pregnant. Our recently appointed parental champion is also available to support students and current postgraduate students are being supported in this way (**Action point 8d**). Students are allowed to bring babies under 26 weeks into lab-classes and lectures and we provide a room and a fridge within the department for breast-feeding / expressing and storing milk.

Organisation and culture

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

The Psychology department is managed on an operational level by the Departmental Operations Group (DOG), which involves bi-weekly meetings between the HoD, deputy HoD, the Departmental Administrator and the Technical Operations Manager. The main committees in the department are the Psychology Management Group (PMG), Psychology Teaching Committee (PTC), Research Committee, Postgraduate Studies Committee and the Ethics-sub Committee. Committees are mainly comprised of staff who hold specific administrative roles within the department and in the past administrative roles (and therefore committee membership) have been allocated by the HoD (in consultation with the DOG) when they become available.

In future, when administrative positions (which predominantly constitute committees) become available the HoD will e-mail all staff requesting expressions of interest in this role and the associated membership of particular committees (**Action Point 9a**); this method has recently worked well for the departmental E&D committee. All roles (except HoD and dHoD) will be considered by DOG on an annual basis with a view to increasing turnover of staff occupying these roles (**Action Point 9b**). Candidates for these roles will be selected on merit but where equally qualified candidates come forward for a position

on a committee with a gender imbalance exceeding a 2:1 ratio, positive action will be used to redress the imbalance (**Action Point 9c**).

Male dominance was particularly notable on the research committee with more junior staff not being represented on this committee. We therefore recently decided to add two new roles to this committee; Junior Staff Rep (position to be held by a lecturer) and Research Staff Rep. These roles will be rotated once per year and an open invitation to express interest in joining the committee will be sent annually by the Director of Research (**Action Point 9d**). Two females have recently joined the committee as a result of this process.
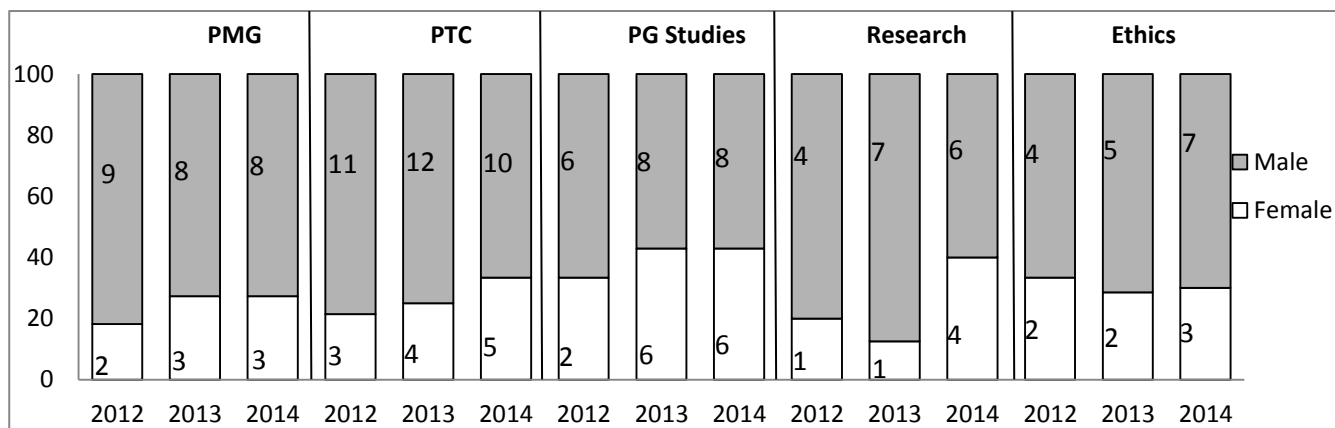
Figure 11: Gender of academic members of Psychology committees in 2012/13 2013/14 and 2014/15

(ii)   **Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts** – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.

In the psychology department, academic staff tend to be employed on permanent contracts whereas research staff tend to be employed on fixed term contracts. There is a small trend for more males to be on open-ended research contracts than females (currently 3 males and 1 female researcher are on open ended contracts). These positions are currently held by individuals who have been successful in securing substantial independent funding, usually via a long term fellowship. We plan to improve the chances of females to secure their own fellowships by encouraging attendance at university fellowship training by the PI (**Action point 9e**) and HoD (**Action point 9f**).
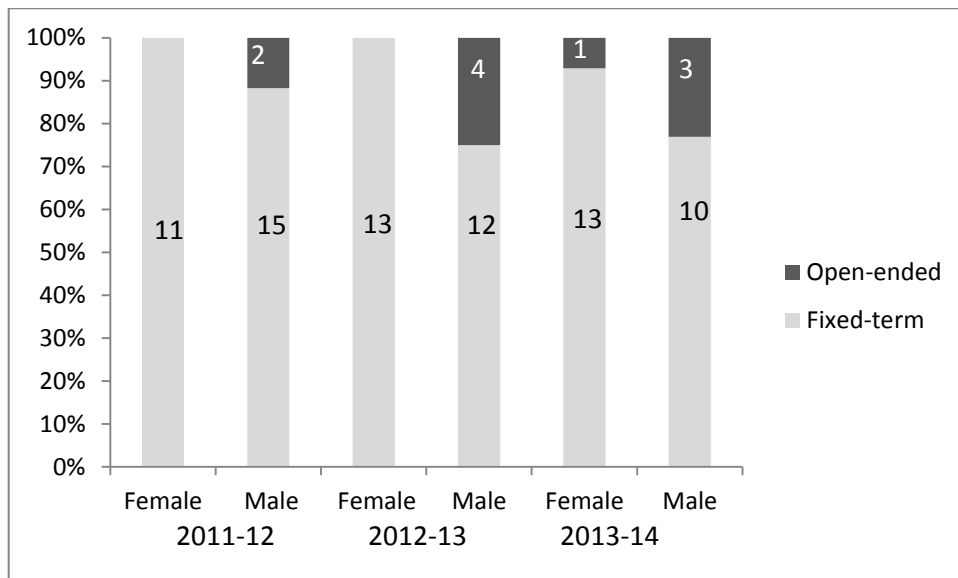
Figure 12: Contract type by gender for research staff 2011-12 to 2013-14
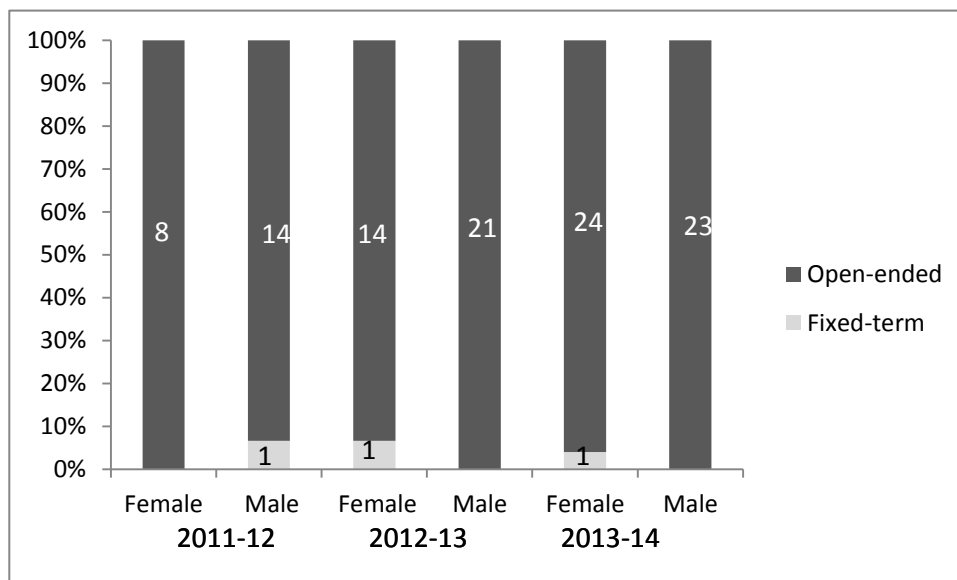
Figure 13: Contract type by gender for academic staff 2011-12 to 2013-14

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) **Representation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of 'committee overload' addressed where there are small numbers of female staff?

A number of action points were presented in the previous section on committee representation, selection and role filling which are intended to begin to address current imbalances (**Action points 9a-9d**). The HoD has recently (November 2013) invited the newly appointed Equality and Diversity Champion to join PMG. Outside the department, one of our female senior lecturers is our departmental representative on the university's Equality and Diversity Board. The departmental mentoring scheme (described above) will be used to encourage women to sit on committees within and outside of the department. As part of their role, mentors will be asked to note administrative or committee roles arising and highlight/discuss these with their mentees (**Action Point 9g**). Recent improvements in the recruitment of females at lecturer and senior lecturer levels will alleviate the risk of committee overload, as will commitments to include representation from more junior staff on committees.

(ii) **Workload model** – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual's career.

We have recently acquired and made available to staff a Workloads Allocation Model (WAM) which includes entries for (inter alia) pastoral and administrative responsibilities, including those relating to Equality and Diversity. Each member of staff has received their individual ranking under three broad headings: teaching, research and administration. Inspection of ranked workloads for academic staff indicates that females are as likely to be in the top half of teaching loads as in the bottom half of teaching loads. In terms of research females are more than twice as likely to fall in the bottom half of research output as males (though given that we currently have no females at reader level and only one female at professor level, lower research outputs would be expected as females tend to be more junior). In terms of administration, females are three times more likely to be in the lower half of the ranking table in terms of administration load. Again, as males are more likely to be more senior within our department, they are also more likely to have the more senior administrative roles (e.g. Director of Research; Head of Undergraduate Admissions). We are conscious of the balance that needs to be struck between not overloading females with administrative roles and providing opportunities for career development where appropriate. Analysis of our current position indicates that in terms of total workload, there is no evidence from the current database that workloads are in general higher for females. The head of department will monitor the database going forward and use the database to inform decisions around allocations of roles (see **Action Point 9h**). In our recent staff survey (July 2014) 80% of staff agreed that work is allocated on a clear and fair basis irrespective of gender (10% disagreed). 70% of staff indicated that they thought staff are treated on their merits irrespective of gender, 10% of staff disagreed.

(iii) **Timing of departmental meetings and social gatherings** – provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.

The department's core hours are 9.30am-4pm. All the main staff meetings are scheduled within this time slot. All staff, teaching committee and management meetings are held at lunchtimes between 12 noon and 2pm. Exam Board meetings begin at either 1pm or 2pm. Many staff in the Clinical Psychology Unit work part-time at the University. To ensure most staff are able to attend meetings, Monday is the designated core day and regular meetings that involve all staff are held on Mondays. In exceptional cases, where core hours cannot be adhered to, then staff are given as much advance warning as possible

and provided with alternative arrangements. For example in January 2015 a departmental away day is scheduled which includes an overnight stay outside of Sheffield. This is for all staff members, who were notified of the event in October 2014. Every step is being taken to make sure that the people who cannot make arrangements are minimally disadvantaged, for example by arranging late taxis back home, and in some cases where both parents are wanting to come, for them to have a family room at the hotel. This event is considered a one-off (rather than a core meeting) and early indications are that participation rates will be high.

A number of social events within the department have been either created, or had their timings altered to make them more accessible for those with families or other outside working commitments, e.g. departmental seminars used to run at 1pm, but last year it was moved back to 12 noon to enable more staff to be able to participate in the networking buffet lunch held afterwards. This change was introduced in direct response to staff suggestions re improved accessibility. The departmental seminars currently are scheduled for 4.00pm. This was agreed following a staff discussion when the seminars were launched. However, the timing of the seminars in relation to family friendly arrangements will be reviewed at a staff meeting on an annual basis (**Action point 9i**).

A new venture for 2013-14 has been the introduction of a fortnightly Coffee morning from 11-11.30am held in the departmental coffee lounge offering all staff the opportunity to participate in a regular social event. In our recent staff survey 85% of respondents indicated that work related social activities such as staff parties, team building or networking events are likely to be welcoming to both men and women.

(iv)   **Culture** –demonstrate how the department is female-friendly and inclusive. 'Culture' refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

The Psychology Department has a friendly and inclusive atmosphere. Input from staff and students regarding all aspects of the department is welcomed regardless of position or seniority. All staff, not just academics, are invited to the staff meetings and professional staff who take minutes on other meetings are considered to be full members of those committees. The Student Staff Committee plays a key role in helping to bind staff and students together and recently won an award from the students for its effectiveness.

There are many social activities open to all members of the department, both staff and students. An informal 'researchers' lunch' is held approximately once a month to which all research staff are invited. Students and staff with childcare (or other similar issues) are treated sympathetically and where possible a flexible approach is taken to accommodate their needs. The administrative team organises a collection and a card for all new mums and dads within the department and all staff and postgraduates are invited to contribute if they wish. Departmental football is held once a week after work and all postgraduates and staff are invited to attend. From September 2013, Danielle Matthews (a senior lecturer in the department) has organised a weekly pilates class for staff on a Thursday lunchtime which is held in the main department. Liz Fotherby (Level 1 & Admissions Secretary) has also organised a yoga session on Wednesday evenings within the department since April 2014. Postgraduate students hold a monthly after work social on Friday evenings and all staff are invited to this. A myLeisure site on MOLE has been created to try to help new Level 1 students adjust to life in Sheffield detailing a range of leisure options.

New furniture has recently been purchased for the Coffee Lounge. Plants, games, books, wooden dolls, a set of plastic ducks and a life-size rabbit can all be found within the Coffee Lounge, along

with a microwave and a vending machine. This eclectic ensemble is deliberate and is intended to establish a home-like atmosphere that puts people at their ease The Coffee Lounge is a popular area to sit and relax and provides a regular meeting point for staff and students.

(v) **Outreach activities** – comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.

Many members of staff engage in outreach activities. Last year the department appointed a Director of Public Engagement (male staff member) to oversee outreach activities. He will conduct an annual review of outreach activities so that a formal record of these activities is maintained (**Action point 9j**). In 2013, 27% of staff and 76% of PG students participating in outreach activities were female. In 2014, 62% of staff and 95% for PG students participating on outreach activities were female. One of our former PG students is the founder of the Science Grrrl Sheffield chapter (http://sciencegrrl.co.uk/about/chapters-local-connections/sheffield-chapter/) and several current PG psychology students are active members of the group.

In our recent staff survey, 50% of staff agreed that the Psychology department values and rewards the full range of skills and experience including pastoral work, outreach work, teaching and administration, 30% disagreed. Outreach activities are formally recognized through the Workload Allocation Model. Outreach and public engagement are discussed as part of each staff member's annual review (**Action point 9k**). For promotion, at faculty level, outreach activities are considered under administration.

Flexibility and managing career breaks

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) **Maternity return rate** – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

Our maternity return rate remains at a high stable level (Table 3). In the period 2011-13, all staff members returned to work on the same fte as they were contracted to prior to taking maternity leave. In the 2013-14 period, the three returning staff members requested changes to their working patterns for the next 9-12 months following their leave. All requests received approval from the HoD. 1 PhD student also took maternity leave during the 2nd and 3rd year of her studies during this time. She returned to her studies and successfully completed and defended her thesis this year.

Table 3. The number of staff taking and returning from maternity leave

Year	Maternity - No. of staff	Return?
2011-12	3	100%
2012-13	2	100%
2013-14	3	100%

We have recently appointed (August, 2014) a parental champion for the department. The role of the parental champion is twofold. First she is a conduit for information about University policies. Second, she is able to provide confidential support and advice as needed on any aspects surrounding preparing

for and taking leave, or managing workloads and work/life balance following return from leave. A particular action for the champion is to ensure that staff are familiar with the right to request flexible working on their return from leave, should they express interest in this, and the support for researchers and academics available through the University's Women Academic Returners Programme. Line managers will be asked to provide the parental champion with contact details of staff or students preparing for leave (following consent being given for this by the staff member or student themselves) (**Action point 10a**). The parental champion is also a member of the Parents@TUoS steering committee and as such periodically circulates information relating to this support group (http://www.sheffield.ac.uk/hr/equality/support/parents). She is also able to discuss specific needs of the individual once they return to work (**Action point 10b**).

    (ii)   **Paternity, adoption and parental leave uptake** – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.

All eligible staff have taken, and returned from, paternity leave over the last three years (see Table 4). There were no postgraduate student requests for paternity leave; one postgraduate had submitted his thesis and was awaiting the viva when his child was born so did not require paternity leave. However, we felt that postgraduate students may be unaware of the opportunity to request paternity leave. Therefore we updated the most recent psychology postgraduate handbook to provide information about preparing for and taking maternity and paternity leave (**Action point 10a**). This document is available online and was emailed to all current and incoming postgraduate students and staff members.

Table 4. The number of staff taking and returning from paternity leave

Year	Paternity - No. of staff	Return?
2011-12	0	N/A
2012-13	2	100%
2013-14	3	100%

    (iii)   **Numbers of applications and success rates for flexible working by gender and grade** – comment on any disparities. Where the number of women in the department is small applicants may wish to comment on specific examples.

Over the past three years, there have been 29 requests for flexible working (Figure 14). The majority of requests (66%) were from female staff members. Across gender, requests for flexible working arrangements were most likely to come from researchers (41%) or technical/admin staff (34%). All requests for flexible working were granted. The panel is pleased to note the recent increase in flexible working requests received from Researcher staff in particular (an increase from 2 in 2011/12 to 7 in 2013/14). This data suggests to the panel that there is an increasing uptake of University policies surrounding flexible working within the department.
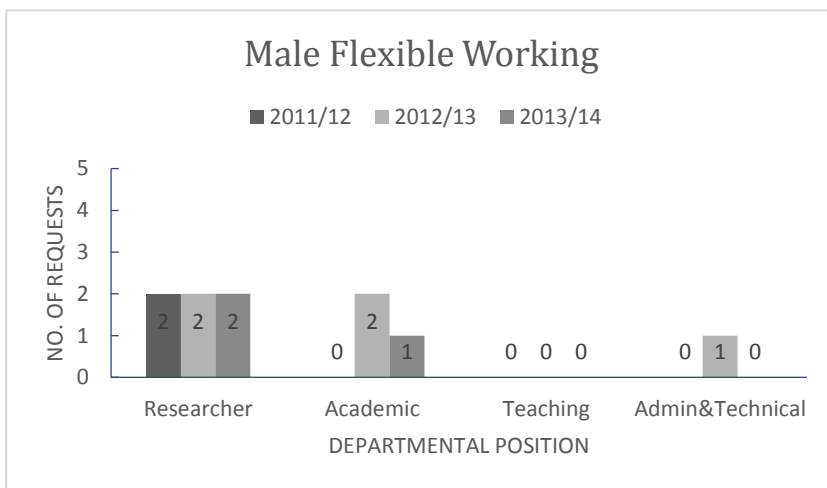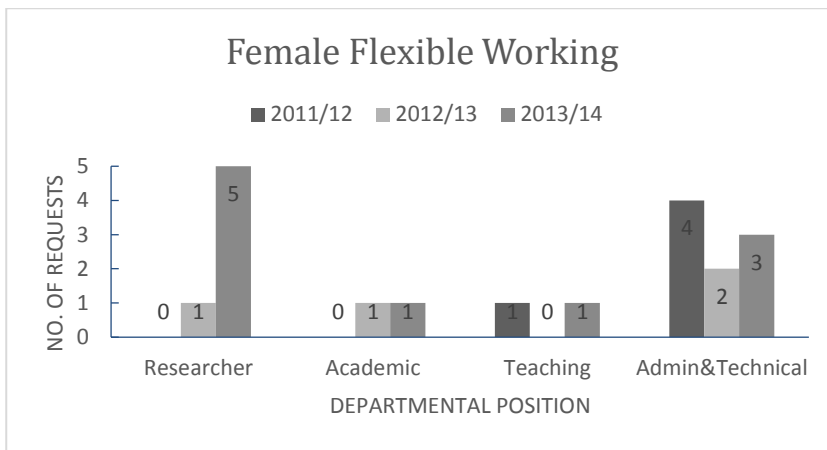
Figure 14: Number of female (top) and male (bottom) staff members who applied for flexible working during 2011-14 as a function of departmental position.

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) **Flexible working** – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

In total, 13 (out of 68) staff members currently have formal flexible working schedules: 7 researchers, 2 academics, 1 teaching, and 3 admin/technical staff. In our recent staff survey 80% of respondents indicated that their line manager was supportive of requests for flexible working (15% did not know and one member of staff disagreed). As can be seen previously in Figure 14, the total number of requests for flexible working has increased each year (7 in 2011-12; 9 in 2012-13; 13 in 2013-14). This increase may reflect recent discussions surrounding work-life balance occurring within the department and University.

In addition, a number of staff have informal flexible working. This is usually agreed by the member of staff's line manager following discussion of the staff member request and the associated job requirements. As with the formal scheme, all requests to the HoD have been approved during this period. One concern of the Athena Swan panel was that not all staff may realise that they have the opportunity to request flexible working arrangements (i.e. not just following a period of leave). As such,

the panel is currently developing a section within the annual Staff Review and Development Scheme where staff have the opportunity to consider their work schedule (**Action point 10c**).

> (ii) **Cover for maternity and adoption leave and support on return** – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

Staff members are encouraged to talk to their line manager as soon as they feel comfortable discussing their pregnancy. The department's parental champion is also available to offer confidential support and advice as or when needed. Particular areas that are focused on in initial meetings with the line manager are 1) to encourage prioritisation of different aspects of work before and after leave, 2) to achieve mutual understanding about the frequency and method of communication during leave. If appropriate, the line manager approaches faculty and requests funds to cover the staff post while they are away on leave. Staff are informed by their line manager of the option to use Keeping in Touch days during their leave. This process is now being overseen by the parental champion (**Action point 10a**).

Prior to the staff member taking leave, and again a few months before their return, their line manager encourages careful consideration of how best to combine work and parenting after returning to work. At present, we feel the best approach is to provide staff members with a list of dates when decisions about the following year are made within the department so that the staff member can provide their interim plans for returning either full time or with flexible hours and their workload adjusted accordingly (**Action point 10d**).

There have been three applications for maternity cover within the past three years, all of which have received faculty approval. The university has a Women Academic Returners Programme fund which women who are preparing to go on maternity leave or women who have recently returned from maternity leave can apply for. In the past three years, one member of staff (0.8 fte) has made a successful application to this fund. The Departmental Administrator recently organised a talk for staff members from HR regarding this scheme. Additional talks are being organised over the coming year to update staff on this scheme, as well as on topics related to shared parental leave, flexible working, and on the importance of a positive return to work experience. All line managers (present and future) will be particularly encouraged to attend. Attendance will be monitored by the Departmental Administrator so that gaps in training and awareness can be identified (**Action Point 7a**).

In the past the return to work welcome experienced following leave may have depended on time of the year or whether they are returning full time or with flexible hours. The parental champion will now take a lead in monitoring whether staff members feel they have had a positive return to work experience and help to identify opportunities to improve reintegration into the department following a period of leave **(Action point 10e)**. All staff have been made aware of the University Parent's TUOS support network and the Parent to Parent buddy scheme (via email and at staff meetings). Those who have taken or who plan to take maternity or shared parental leave are being particularly encouraged to engage with this scheme (**Action point 10f**). The University's recently created adoption group has also been advertised via email to staff and students by the parental champion.

5. Any other comments: maximum 500 words [words: 357]

Please comment here on any other elements which are relevant to the application, e.g. other SET-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

In our recent staff survey, 65% of respondents indicated they thought that colleagues and staff are fully aware of the Athena SWAN Charter and 75% of respondents indicated that the department makes it clear what its policies are in relation to gender equality and 95% of respondents indicated that they understood the department's reasons for engaging with gender equality. 85% of respondents indicated they understood why positive action may be required to promote gender equality. Other data from our staff survey has been integrated into the main application and this has informed our action plan document.

As a result of this Athena SWAN process we feel confident that we are now in a position to make an impact in terms of supporting and enhancing women's careers in our department and actions already undertaken are having a beneficial effect. We plan to continue and enhance the momentum of this process over the coming years.

Application highlights:

- Equality and Diversity Champion who is member of Dept Management Group (section 2c)

- Regular E&D briefings at staff meetings (section 2c)

- Part-time options and bursary scheme available for masters courses (section 3b.iii)

- Recognition of all aspects of the academic job during promotion (Career development ii)

- All staff and research students encouraged to undertake career development activities and participate in mentoring programmes (Key career transition points a.ii)

- A collegial, friendly and supportive environment with many opportunities for networking and social interactions for both staff and students (Organisation and Culture iv)

- Departmental actions supporting staff and students who are parents including parental champion (Flexibility and managing career breaks)

- 100% maternity leave return rate (Flexibility and managing career breaks)

- Strong support for flexible working (Flexibility and managing career breaks)

Key areas we are currently on:

- Encouraging females to consider PG study (Action points 2g & 2i)

- More applications from females for senior positions (Action points 4a-4f)

- Unconscious bias training for all staff (Action point 5e)

- Supporting staff to achieve a good work-life balance (Action point 5g & 6c)

- Increasing female representation on committees (Action points 9a-9d & 9g)

- Making planned improvements to the annual Staff Review and Development Scheme (Action points 5b; 5g; 6b; 6d)

6. Action plan

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website.

The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The plan should cover current initiatives and your aspirations **for the next three years**.

The action plan does not need to cover all areas at Bronze; however the expectation is that the department will have the organisational structure to move forward, including collecting the necessary data.

Psychology department action plan November 2014 – November 2017

Action	Description of action	Action taken already and outcome at November 2014	Further action planned at November 2014	Responsibility	Timescale	Success Measure
The future role of the Athena SWAN panel						
1a.	Athena SWAN panel will continue to meet at least 3 times per year	Ten Athena SWAN panel meetings have taken place since November 2012	Next Athena SWAN panel meeting to be held in 2014/15 Semester 2	Athena SWAN Champion to organise	Ongoing	Panel will continue to meet 3 times per year
1b.	Athena SWAN panel meeting minutes to be circulated to all psychology staff via e-mail. Actions points from each meeting that are relevant to all staff will be highlighted	Circulation of panel meeting minutes to all staff	AS Panel meeting minutes will be circulated within two weeks of each panel meeting. Relevant action points will be highlighted and staff will be encouraged to carry out these action points	Professional staff AS panel member to take minutes. AS Champion to distribute minutes following panel acceptance as correct	Within two weeks of each panel meeting	All staff will receive panel meeting minutes with action points highlighted within two weeks of panel meeting
1c.	Formal review of action plan progress	The department's Equality and Diversity champion has been informally monitoring progress	The Equality and Diversity champion will review all action points every 6 months via direct communication with staff who hold responsibility for action points	Equality and Diversity champion	Every 6 months	The Equality and diversity champion will update the panel on action plan progress every 6 months

1d.	Equality and diversity issues to be placed as a standing issue on the staff meeting agenda	This action commenced in December 2013	Gender and equality issues to continue to be on staff meeting agenda	Departmental Administrator to place gender and equality issues on staff meeting agenda and E&D champion to report	Ongoing	Gender and equality issues will be discussed at future staff meetings
1e.	Psychology staff representative will report to the Faculty Equality and Diversity panel to share experience and good practice	The Psychology Department's Equality and Diversity Champion has discussed the AS application with Faculty E & D panel	Progress on psychology department's Athena SWAN action plan will be reported to the Faculty Equality and Diversity panel at panel meetings	Current departmental representative on faculty Equality and Diversity panel	At Faculty Equality and Diversity panel meetings	The faculty E&D panel will receive regular updates on the psychology department's progress in relation to Athena SWAN initiatives
A picture of the department – student data						
2a.	Monitor UG student data by gender and type (UK/ EU/ International/ Mature student) 　　Annual report to 　- 　Teaching 　　　Committee	Data collected for entry and for cohorts; local systems fit for purpose; data in line with national figures	Monitor annual intake figures and report to Psychology Teaching Committee	Teaching Committee, Admissions Secretary	Ongoing annually (Sept)	Maintain gender ratio in line with national figures.
2b.	Ensure that departmental prospectus is gender balanced and contains images of both male and female students	Our current UG prospectus contains images of both male and female students	Ensure that as images are refreshed, the prospectus continues to depict both male and female students	Admissions Tutor, Admissions Secretary	Ongoing annually (Oct/Nov)	Prospectus will stay gender balanced and contain images of male and female students

2c.	Monitor the gender distribution of UG open day attendance	These records were created from the academic year 2012/13	Continue to monitor gender distribution of the UG open days	Admissions Secretary	Ongoing	Full record of gender balance at Open Days
2d.	Monitor the completion rate of males and females at UG level	Completion rate by gender data collated year on year	Continue to monitor completion rate by gender. Any major discrepancies will be reported to the teaching committee	Level 3 Secretary	Annual appraisal	Full record of completion rate by gender
2e.	Offer masters courses on a part-time basis	This initiative was established in 2012/13	Ensure that applicants are aware that masters courses can be taken part-time	Post-graduate (taught) Secretary	Ongoing	Increased uptake of masters courses on a part-time basis
2f.	Ensure that part-time postgraduate students are eligible for fee-waiver schemes	This initiative was established in 2012/13	Continue to ensure that all part-time PGT applicants are considered for fee-waivers	Director of Post-graduate Studies	Ongoing	All applicants to be considered equally for a fee-waiver without reference to ft/pt status
2g.	Career talks by a female academic and a female post-doc to encourage female undergraduates to consider a career in academia.	Psychology department Careers Liaison Officer arranged talks from a female academic and female post-doc delivered to ugrads in 2013/14.	Two careers talks to be held in academic year 2014/15 for ugrads.	Psychology department undergraduate careers liaison officer	Academic year 2014/15 and ongoing	Careers talks for ugrads will have been held by June 2015 and annually

2h.	PG Careers Liaison Officer to improve provision responsively (i.e. in line with what PGs report needing)	Survey of PG views about Careers Support provision currently underway to identify areas and methods for improvement.	Review survey results and create a revised programme in accordance with pg requests	Psychology department postgraduate careers liaison officer.	Review by January 2015; Revised programme by Sept 2015	Revised programme will be approved by September 2015
2i.	Introduction of new undergraduate module "Psychology at Sheffield" Both female and male academic staff give lectures on their own research, thus providing role models for students	This module began in the academic year (2013/14)	Ensure that both male and female staff continue to teach on this module – currently 3 female; 8 male. Aim for female : male ratio to represent our academic staff constitution (40% female)	Module organiser for PSY103	Ongoing, module team reviewed annually in May/June	Both male and female academic staff to teach on this module with proportion of females to represent staff constitution. A ratio of 40:60 gender split will be attained by 2016.
A picture of the department – staff data						
3a.	Monitor researcher turnover by gender	This initiative is ongoing	Monitor whether staff turnover is proportional to gender and flag to AS panel if not	Equality and Diversity Champion	Annual (next check, Sept 2015)	Record kept of staff turnover monitoring

	Support at Key Career Transition points – job application					
4a.	Unconscious bias training for members of interview panels	Interview panel chairs should have completed unconscious bias training	Ensure that all interview panel members have been made aware of unconscious bias and have competed online training	Departmental Administrator	Immediate	All staff will be aware of unconscious bias via online training. This will be mandatory for interview panel members
4b.	Particularly encourage female applicants for senior academic posts	In job advertisements, we state that we welcome applications from females	We will include the following statement in academic job adverts at senior lecturer level and above "*we welcome applications from everyone irrespective of gender and ethnic group but, as women and members of ethnic minority groups are currently underrepresented at this level of post, we would encourage applications from members of these groups. Appointment will be based on merit alone*"	Departmental Administrator	Immediate	Discussion with HR regarding wording of job advertisements with the aim of making our advertisements more female friendly
4c.	Encourage females to apply for researcher and academic posts	In job advertisements, there is a female point of contact	Ensure that there is always a female point of contact on future job advertisements	Departmental Administrator	Immediate	There will always be a female point of contact on job advertisements

4d.	Include a section on equality and diversity on departmental website	None	There will be a section on the departmental website outlining our equality and diversity policies and emphasising our family friendly policies including a statement from the equality and diversity champion, the department's parental champion and case studies	Equality and Diversity Champion to liaise with departmental website support to create this	By April 2015	There will be a section on the departmental website dedicated to E&D issues
4e.	Shortlisting and interview panels to be gender balanced for academic and teaching posts	HoD has constructed interview panels containing at least 2 females for past 3 academic and teaching posts	When constructing interview panels the HoD will formally consider the gender balance of the shortlisting/interview panels. All panels will include at least 2 female departmental staff members.	HoD	Immediate effect	All academic and teaching post panels will contain at least 2 female departmental staff members
4f.	Head-hunting of females for senior academic posts to include positive action	None	When senior academic positions are to be advertised, a head-hunting panel will contact potential candidates who the panel feels may be suitable for the post. The head-hunting panel will aim to contact at least 50% female applicants and no less than 33% female applicants. A record of applicants contacted will be passed to the AS panel for monitoring to ensure that this action is completed.	HoD to ensure this action point is communicated to head-hunting panels	With immediate effect and ongoing	AS panel will receive a list of potential applicants contacted following each head-hunting process containing 50% female names

	Support at Key Transition points – promotion and other key points					
5a.	Action to support female academics through the promotions process	Informal mentoring is offered to staff	Department mentoring scheme to be reviewed and formalised	Deputy HoD in collaboration with Equality and Diversity Champion		Implementation of new mentoring scheme by September 2015
5b.	SRDS reviewer to encourage female staff to participate in the university's "Impact" or "Futures" mentoring programme	This was discussed at some staff's annual review in 2014	This policy will be fully implemented in the 2015 round (aim for 100% compliance). Deputy Head of Department will request feedback from reviewees to ensure that this policy was implemented.	Deputy Head of Department	Before 2015 SRDS	All female staff will have discussed the University's mentoring scheme with their SRDS reviewer or signed up to one of the schemes. Mentoring needs are reviewed annually in SRDS
5c.	DDP supervisor to discuss academia as a career option with pg students		This will form part of the DDP process	Director of Post-graduate Studies	Semester 2 2015	Director of Post-graduate Studies will have informed all staff that as DDP supervisor, they need to discuss academic careers with their student
5d.	Junior staff will have a mentor who is not their probation advisor	A review of internal mentoring has been conducted by HoD	All staff on probation will have a mentor who is not their probation advisor. Formal records will be maintained by the Departmental Administrator	Deputy HoD and Departmental Administrator	July 2015	Implementation of new mentoring scheme by September 2015. Annual evaluation by deputy HoD in collaboration with HoD

5e.	All staff will be aware of unconscious bias training and be invited to complete it	AS Champion invited all members of Psychology department to do implicit bias test and book a place for training on the subject (June 2014). Currently 20% of Psychology department staff have training on unconscious bias	All staff will be invited to take unconscious bias training via discussion at the staff meeting. The item will be raised by the E&D champion and backed by HoD. Members will take a training session on unconscious bias delivered by HR. Sessions will be offered in the department and online to give staff the option of either format.	E&D champion in collaboration with AS panel and HR	We will aim for 60% compliance by Oct 2015; 80 % compliance by Oct 2016 and 90% compliance by Oct 2017	90% of staff will have attended unconscious bias training by 2017
5f.	HoD will look for opportunities to nominate staff for the University's leadership training programme when places become available	HoD nominates staff on an ad-hoc basis	HoD will look for opportunities to nominate staff for the University's leadership training programme. E&D champion will monitor the gender balance of nominees	HoD and E&D champion	Ongoing – to be reviewed annually (September)	More female staff (at least 2 per year) will attend leadership training. Ongoing issues are fed back to HoD/equality & diversity panel for discussion at staff meeting
5g.	As part of the annual SRDS review, reviewers will ensure that work-life balance is discussed	This policy was implemented in the 2014 SRDS round	This policy will continue for future SRDS rounds	Deputy HoD to inform all staff of this policy and make sure it is clearly understood	Annually in May	All staff will discuss work-life balance in each SRDS round

	Career development					
6a.	Departmental promotions panel to ensure that the same threshold is applied to all applications for promotion when considering which to send forward to faculty		HoD to flag this issue at the start of the departmental promotions panel meeting	HoD	Promotions round 2015 and ongoing	Careful consideration given to all cases for promotion
6b.	As part of the annual SRDS review, reviewers will ensure they consider whether each member of staff they are reviewing could be considered for promotion and will clearly explain the promotions process	This policy was implemented in the 2014 SRDS round	This policy will continue for future SRDS rounds	Deputy HoD to inform all staff of this policy and make sure it is clearly understood	Ongoing	All staff will discuss promotion in 2014 SRDS
6c.	Work-life balance difficulties are being investigated and acted on at department level	HR have conducted a series of focus groups. Actions are currently being proposed by PMG and discussed at Staff meetings	PMG will fully discuss the outcomes of the HR focus groups and feedback from the recent staff meeting (November 2014)	A series of actions will be proposed by PMG and discussed and implemented in consultation with staff	Stage 1 by Dec 2014; Stage 2 by April 2015 and reviewed annually	Actions in relation to areas such as: staff expectations; career development; extra support and manageability of workload will be taken
6d	Action to support female academics through the promotions process	Feedback from promotion application is given by HoD	In addition to HoD feedback, direct feedback from SRDS reviewers will be provided, who will also look to highlight the strengths of the application for promotion to the departmental promotions panel	HoD to communicate new policy to SRDS reviewers and promotions panel	By SRDS round (July) 2015	SRDS reviewer will sit on the departmental promotions panel and feedback panel review of application to staff member

6e	Action to ensure no staff are overlooked in the promotions process	The HoD currently considers whether any staff may have a strong case for promotion who have not already put themselves forward	HoD will e-mail each academic staff member who has not been promoted in the past three years asking them to consider applying for promotion	HoD	Promotions round 2015	Staff who have not been promoted in the past three years will receive an e-mail from the HoD asking them to consider applying for promotion
6f	Action to support female academics through the promotions process by maintaining a representative gender balance on the promotions panel		Ensure that the Promotion Panel has a maximum 60:40 (male:female) gender split	HoD	Promotions round 2015 and ongoing	Number of male and female members of the promotions panel
Induction and Training						
7a.	Annual talk given by HR representative to all members of staff on maternity and paternity leave, flexible working and the Women Academic Returners Programme (WARP)	Departmental Administrator arranged such a talk in December 2013	HR to present talk within the psychology department annually	Departmental Administrator	Annually in December	Staff will have attended talk from HR
7b.	Unconscious bias training will become a formal part of staff induction		Departmental administrator will include this in the induction package for new staff. Staff will be made aware of both the in department training and the online training options	Departmental administrator	By April 2015	Unconscious bias training will be included in the staff induction

	Support for female students					
8a.	Ensure that at least one of the two post-graduate tutors is female	This initiative was established in 2012/13	Continue to ensure that there is at least one female post-graduate tutor.	HoD / Equality and Diversity Champion and post-graduate tutors	Ongoing	There will always be at least one female post-graduate tutor.
8b.	Ensure that 50% of our external seminar speakers are female	This initiative was established in 2013	Continue to ensure that 50% of our external seminar speakers are female	Seminar series organiser	From the 2014 seminar series	50% of external seminar speakers will be female.
8c.	Include at least one talk a year on women in academia on the departmental seminars	The first speaker has being invited.	Continue to invite speakers working on aspects of gender equality in academia and related subjects.	AS panel to identify speakers and seminar series organiser to invite them	The first seminar will be presented on 5 December 2014	Increased awareness on gender equality issues. Students will improve their perception of the department (commitment to addressing gender equality and university environment)
8d.	Provide support for pregnant students.	This initiative was introduced in 2014	Parental champion will continue to support pregnant students	Departmental parental champion	Ongoing	Students will have support from someone other than their supervisor around issues relating to maternity leave and managing study / child-care responsibilities.

	Organisation and Culture					
9a.	HoD to e-mail all staff requesting expressions of interest in vacant admin roles and the associated membership of particular committees		Effective from November 2014.	HoD	Ongoing	Increased transparency, all staff will know of opportunities.
9b.	Admin roles and therefore committee membership will be considered by DOG on an annual basis with a view to increasing turnover of staff occupying these roles. This will include splitting certain responsibilities off from large administrative roles to make the role more manageable and to more fully involve junior staff in departmental administration.		Effective from November 2014.	DOG	Ongoing	Turnover of staff in key roles and splitting large roles will increase with more opportunities for addressing gender imbalances.
9c.	Where equally qualified candidates come forward for committee roles with a gender imbalance exceeding a 2:1 ratio, positive action will be used to redress the imbalance.		Effective from November 2014.	HoD and Respective Committee	Ongoing	A re-structuring of committees to better represent the gender balance of the department

9d.	Annual rotation of research committee roles; open invitation to express interest in joining the committee will be sent annually by the Director of Research.		Commenced in 2014.	Director of Research	Ongoing	Turnover of staff on the committee will increase; more opportunities for addressing gender imbalances; increased awareness of committee opportunities.
9e.	Research staff will be encouraged by their line manager to enrol on university training schemes such as "how to secure fellowship funding"	Some PIs encourage their research staff to engage in career development training	HoD will inform all PIs that they should encourage researcher attendance on university career development schemes	HoD and PIs	Immediate	All research staff will be aware of career development opportunities
9f.	HoD will encourage staff to attend university career development training	HoD has discussed opportunities with research staff in contract research staff meetings	HoD will remind research staff of career development opportunities in contract research staff meetings (meetings are held every 3 months)	HoD	At 3 monthly research staff meetings	All research staff will be aware of career development opportunities
9g.	Mentors will be asked to note administrative or committee roles arising and highlight/discuss these with their mentees.		Mentors will be briefed on this in January 2014.	HoD and Mentors	Ongoing	Increased awareness of opportunities.

9h.	Monitor the Workloads Allocation database to make sure that overall workloads do not adversely discriminate between groups in the department	The database has been repopulated with new teaching and administrative workload allocations for 2013-14	Monitor the database on a 6 monthly basis	HoD, Psychology Management Group	Ongoing	Workloads do not adversely discriminate between groups in the department
9i.	The timings of departmental seminars will be reviewed on an annual basis	A review of departmental seminar times was conducted in Semester 1 2013-14	A review of departmental seminar times will be conducted annually in a staff meeting in Semester 1.	Departmental administrator to include on staff meeting agenda. Matter to be outlined by E&D champion	Annually in Semester 1	Staff will be invited to indicate their preference for departmental seminar times in line with AS core hours pledge
9j.	An annual review of outreach activities to be conducted and gender balance of activities monitored	Formal records kept	An annual review to be completed in July	Director of Public Engagement	Annual report in July	Annual report sent to HoD
9k.	Outreach activities to be discussed in each staff member's SRDS meeting	Some staff members already discuss outreach as part of their SRDS	Discussion of outreach activities at every SRDS review meeting	Departmental Administrator to include this section on the SRDS form	By June 2015	Outreach activities will be documented as part of SRDS

	Flexibility and managing career breaks					
10a	To provide departmental support and information to staff and postgraduate students preparing for and returning from parental leave	Parental champion appointed and has attended/participated in University Parents meetings and information sessions. Updates made to p/g handbook regarding parental leave	Parental champion to keep up to date with HR policies and opportunities surrounding parental leave and return (including use of KiT days and WARP). Line managers to provide parental champion with the contact details of staff preparing for parental leave	Parental champion to maintain current knowledge on University policies. All line managers to inform Parental champion on staff/students taking parental leave.	ongoing	Parental champion to contact all staff members individually before they take leave and again prior to their return. Records maintained within the department of who has applied for WARP and the outcome.
10b.	Make individuals aware of the role of the parental champion and the parents@TUoS network	The role of parental champion has been created	Staff will be informed at an upcoming staff meeting of the nature of the departmental parental champion role	Parental champion to raise this under E&D issues at an upcoming staff meeting	By January 2015	All staff will be fully aware of the parental champion's existence and the nature of this role
10c.	Develop a section on work schedule within SRDS		Wording of section about work schedule to be discussed and finalised at Athena Swan meeting in early 2015	Departmental Administrator to include this section on the SRDS form	By July 2015	Staff to have opportunity to consider their work schedule as part of SRDS

10d.	Provide staff with a clear timeline for when decisions are made regarding teaching and supervision schedules for the following year, aiding decision making regarding full-time and flexible work patterns.		Director of teaching and Departmental administrator to provide list of dates when decisions are made about upcoming academic year.	Director of teaching to provide key dates. Departmental administrator to include this information in departments annual schedule of important dates	By January 2015	All staff to receive information of teaching/supervision allocation dates within the annual list of "important dates for your diary"
10e.	Monitor how the department can facilitate a positive return to work following leave.	Currently done informally i.e. chats in the corridor.	To provide a more structured return to work discussion in the months following return from leave.	Parental champion to meet individually with staff who have returned from parental leave. Departmental administrator to meet with staff returning from other types of leave.	Ongoing from January 2015	For all staff to have an individual meeting approximately 2 months after their return from leave. Ideas for good practice (experienced or proposed) to be collected by the Departmental administrator
10f.	All staff will be made aware of the University of Sheffield's Parents in Academic support network, the Parent to Parent buddy scheme, and the Adoption support network.	Athena SWAN champion and Parental champion have e-mailed staff with details of these three schemes.	Staff will be sent reminders about these schemes prior to each meeting. Those who have taken or plan to take maternity leave will be particularly encouraged to attend.	Parental champion	From November 2014	All staff will be aware of the University schemes available.