



4. 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

School of Psychology Action Plan

Item	Objective	Specific Actions and Implementation	Timescale	Responsibility	Success Criteria/Outcome Measures
1.0	<u>Self-assessment Activities</u>				
1.1	Psych SAT membership review.	Establish an annual review of SAT membership to ensure that the SAT comprises a range of individuals from a wide range of grades with clearly defined roles.	First review held by May 2016.	School AS chair	First review held, and the review of SAT membership is incorporated into the annual workload planning cycle.
1.2	Business cycle of all self-assessment activities.	<p>Establish an annual business cycle of all self-assessment activities, to ensure a clear programme of local data extraction and analysis, surveys, and discussions.</p> <p>Create a self-assessment database which comprises a clear annual timetable and checklist of scheduled monitoring activities and resulting response rates.</p>	By March 2016.	School AS chair	<p>Business cycle plan established.</p> <p>Database set up.</p>
1.3	Athena SWAN business review meeting.	Establish an annual Athena SWAN review meeting between the AS chair and SMG, to discuss progress and implement / develop the Action Plan.	First meeting held by May 2016.	School AS chair; SMG	First review meeting held. Evidence of progress on Actions.
1.4	Analysis of HR and Registry data.	Establish an annual schedule of student and staff data gathering and analysis in liaison with HR and Registry, maintained as a checklist.	By Jan 2016.	HR; Registry; School AS chair; University AS coordinators	Schedule agreed with new datasets to be provided in January each year and logged in self-assessment database. Analysis to take place Feb to April annually and recommendations for action made.

1.5	Establish annual staff survey.	<p>Review and improve staff survey.</p> <p>Survey analysis to be presented to SAT and SMG and key issues arising from the survey are discussed in SAT meetings and as appropriate the Action plan to be amended.</p> <p>Establish as an annual survey incorporated into SAT and School planning.</p>	<p>Survey revised by May 2016.</p> <p>By Sept 2016.</p>	Psych SAT	<p>Revised survey launched. Staff response rate to be at least 80%.</p> <p>Discussions held at SAT and SMG. Action plan amended as appropriate.</p> <p>Survey incorporated into the business cycle.</p>
1.6	Establish annual postgraduate survey.	<p>Establish postgraduate survey as an annual process incorporated into SAT and School planning.</p> <p>Survey analysis to be presented to SAT and SMG and key issues arising from the survey are discussed in SAT meetings and as appropriate the Action plan to be amended.</p>	<p>Established by May 2016.</p> <p>By Sept 2016.</p>	Psych SAT; Postgraduate Committee	<p>Survey set up and run. PG response rate to be at least 80%. Survey incorporated into the business cycle.</p> <p>Discussions held at PG Committee and SMG. Action plan amended as appropriate.</p>
1.7	Focus Group with early career researchers.	<p>Establish an annual discussion group with early career researchers, ensuring that a cross section of researchers (PhD/RA/RF and M/F) attend.</p> <p>Report on key issues to be presented to SAT and as appropriate the Action plan to be amended in the light of issues raised.</p>	By end 2016.	School AS chair; Psych SAT early career representatives	<p>At least one discussion held.</p> <p>Feedback discussed at SAT. Action plan amended as appropriate.</p> <p>Plans for future focus groups incorporated into business cycle.</p>
1.8	Establish themed lunch discussions.	<p>Hold two to three informal, themed lunch discussions for staff annually.</p> <p>Capture any issues raised for follow up with SAT. Amend Action plan as appropriate.</p>	By end 2016.	Psych SAT	<p>At least two lunches to be held in 2016. Good engagement across staff with attendance and themes recorded and key issues reported to SAT.</p> <p>Plans for future discussions incorporated into business cycle.</p>

1.9	Develop self-assessment activities for support staff.	<p>Hold Psych SAT discussion to define best approach. Make decision on what and how to implement.</p> <p>Implement self-assessment tools for support staff. Issues raised reported to SAT. SAT to review effectiveness of approach and make recommendations for amendments</p>	<p>Approach defined by end 2016.</p> <p>Implemented by end 2017.</p>	Psych SAT	<p>Approach for self-assessment activities for support staff is defined.</p> <p>Self-assessment exercise completed and issues reported to SAT for action. Action plan amended as appropriate. Plans for future support staff self-assessment incorporated into business cycle.</p>
1.10	School exit survey.	<p>Develop and implement School exit survey aimed at all staff leavers.</p> <p>Review responses on an annual basis and report any key issues to SAT for action and amend Action Plan as appropriate.</p>	<p>By August 2016.</p> <p>By August 2017.</p>	School administrator; Psych SAT	<p>Exit survey implemented and all leavers invited to complete survey.</p> <p>Annual report presented to SAT. Incorporated into business cycle.</p>
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2.0	<u>School Engagement and Communication</u>				
2.1	Athena SWAN on agenda of School Staff and SMG meetings.	<p>Ensure that Athena SWAN is on the agenda of every School Staff and SMG meeting.</p> <p>SAT will capture any issues raised for follow up discussion.</p>	<p>Established in June 2015. SMG meet monthly, Staff meetings are twice a year.</p>	School AS chair; SMG	<p>Discussions held at SMG and Staff meetings.</p> <p>Matters arising discussed at SAT and Action plan amended as appropriate.</p>
2.2	Athena SWAN communications lead.	<p>Establish a Psych SAT member role to lead our AS communications strategy.</p> <p>This person will sit on the School Communications committee to facilitate cross-talk.</p>	<p>By Jan 2016.</p>	Psych SAT	<p>Individual SAT lead and membership on the Communications Committee is established.</p>

2.3	School-wide Athena Swan meeting.	<p>Establish an annual School-wide Athena Swan meeting.</p> <p>Inclusive of all academic, teaching, and support staff, early career researchers and postgraduate students.</p> <p>Key issues will be communicated and there will be an open forum for discussion.</p>	By May 2016.	HoS; School AS chair	<p>Meeting held. Attendance at least 80%.</p> <p>Matters arising discussed at SAT, and Action plan amended as appropriate.</p> <p>Plans for future meetings incorporated into business cycle.</p>
2.4	Athena SWAN in School newsletter.	Include Athena Swan in our new quarterly School newsletter. Communicate related departmental issues and activities. Feed back progress to the whole School on a regular basis.	By February 2016.	DoC	Regular articles and updates in School newsletter, showing evidence of engagement and action.
2.5	Athena SWAN in School website.	Include Athena Swan in School website. The School website is currently under development. Once completed, Athena Swan updates and information on related activities and initiatives will be a core part of this.	By March 2016.	DoC	<p>Psych SAT member information will be displayed and updated regularly.</p> <p>Regular articles and updates, showing evidence of engagement and action.</p>
2.6	High engagement from HoS.	<p>Evidence of high engagement from HoS.</p> <p>HoS will: host the annual business review meeting (AP1.3); convene the annual School-wide meeting (AP2.3); encourage completion of staff and PG surveys (AP1.5; AP1.6); provide an annual progress update on Athena SWAN in the School newsletter.</p>	By end 2016.	HoS	<p>High visibility of HoS support in School meetings, and via email and School newsletter.</p> <p>HoS activities incorporated into business cycle.</p>

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<u>3.0 Career Support and Progression</u>					
3.1	<u>Undergraduates</u>				
3.1.1	Academic Career stand at undergraduate Networking event.	Present an Academic Career stand at the annual undergraduate Networking event. Both female and male academic staff will be represented at the stand.	Jan 2016.	School Employability Officer	Presence of an Academic Career stand at the annual undergraduate Networking event, represented by both female and male academics.
3.1.2	Monitor School-based research internships.	Record number of applications and internships awarded by gender.	Commence April 2016.	School internship coordinator	Incorporated into business cycle and recorded in self-assessment database.
3.1.3	Psychology Academic podcasts.	Provide and monitor podcasts of Psychology Academics talking about their career. This will reflect both teaching- and research-led academic positions, and represent both females and males.	By August 2016.	School Employability Officer	Incorporated into business cycle. Web analytics to assess engagement recorded in self-assessment database.
3.1.4	Engagement in Undergraduate British Psychological Society Conference.	Monitor numbers of fourth year students who present at and attend the Undergraduate British Psychological Society Conference (Scottish Branch).	March 2016.	Thesis coordinator; DoTL	Incorporated into business cycle and recorded in self-assessment database.
3.1.5	Monitor Undergraduate prize allocations.	Maintain a clear record of prize allocations by gender.	By July 2016.	Examinations Officer	Incorporated into business cycle and recorded in self-assessment database.

3.1.6	Aberdeen University Psychology Society presentation.	Promote science as a career for women via the Aberdeen University Psychology Society. Delivered by a female Professor.	By April 2016.	School Employability Officer	Presentation delivered. Incorporated into business cycle.
Item	Objective	Specific Actions and Implementation	Timescale	Responsibility	Success Criteria/Outcome Measures
3.2	<u>Early Career Researchers (PGs, RAs, RFs)</u>				
3.2.1	Establish an Early Career Development Scheme (ECDS) for postgraduates.	(a) Develop a clear and updated School Employability Action Plan. (b) Deliver an annual Academic Career Talk. (c) Provide a range of workshops and seminars related to pursuing an academic career.	(a) By May 2016. (b) November 2016. (c) By Sept 2016.	School Employability Officer	(a) Documented and archived in School records. (b) Good attendance record at annual Academic Career talk. (c) Good attendance record at ECDS workshops and seminars. Monitoring incorporated into business cycle and attendance recorded in self-assessment database.
3.2.2	Early Career Researcher Forum (ECRF).	Establish an Early Career Researcher Forum (ECRF). Open to all PGRs, RAs, and RFs. The role of ECRF Chair will be rotated on an annual basis, recorded, and show evidence both female and male leadership.	ECRF was established Dec 2014. New chair to be appointed Dec 2015.	ECRF chair; School AS chair	Clear presence on School website with promotion of scheduled activities and events. New chair appointed Dec 2015. Positive feedback obtained via annual focus group.
3.2.3	Support ECRF activities.	School to provide financial support for networking activities - currently £500, to be reviewed annually.	Budget reviewed August 2016.	School finance officer	Activities held. Record of money allocated and expenditure.

3.2.4	Introduce informal coffee mornings for RFs.	Coffee mornings will be held for RFs to informally discuss Athena SWAN related issues. Organised by RF who sits on SAT.	Commence Jan 2016.	Psych SAT RF representative	Frequent coffee mornings held.
3.2.5	Encourage and support participation in early career workshops.	Liaise with CAD to ensure efficient and effective provision and allocation of spaces. Workshops will be promoted via email. Monitor participation and feedback via PG and staff surveys, and ECRF focus group.	CAD liaison to commence Jan 2016. Survey May 2016. ECRF focus group by Sept 2016.	University AS coordinators; Psych SAT	Good engagement in workshops. Positive feedback via surveys and focus group. Issues fed back to SAT and discussed. Action plan amended as appropriate.
3.2.6	Family Conference Award.	The School will provide an annual budget to support attendance at the Family Conference Award.	Budget set August 2016.	Award Coordinator; HoS	Applications and awards are made to individuals in the School.
3.2.7	Monitor Internal applications for Lectureship positions.	Establish a record of internal applications, offers, and acceptances (by gender) for Lectureship positions.	Commence at next vacancies round.	School Administrator	Monitoring incorporated into business cycle and recorded in self-assessment database. Action plan amended as appropriate.
3.2.8	Monitor the quality of PG applications.	Establish a record of applications and offers, and reasons for rejection, by gender.	October 2016.	PGC	Monitoring incorporated into business cycle and recorded in self-assessment database. Action plan amended as appropriate.

Item	Objective	Specific Actions and Implementation	Timescale	Responsibility	Success Criteria/Outcome Measures
3.3	<u>Academic staff</u>				
3.3.1	School Mentor Scheme.	a) Establish a working group to assess issues. b) Assess nature of demand for mentors among staff via informal lunch discussion. c) Investigate best practice in other departments. d) Implement and evaluate pilot scheme. e) Roll-out mentor scheme to all staff.	a) Jan 2016 b) Jan-April 2016 c) June 2016 d) Nov 2016 – June 2017 e) Oct 2017 ongoing	SMG	a) Working group established. b) Informal lunch discussion held. c) Best practice investigated in other departments. d) Pilot scheme implemented and evaluated. e) Mentor scheme launched.
3.3.2	Participation in CLSM Career Mentor Programme.	Promote and encourage participation in CLSM Career Mentor Programme. Monitor participation, perceptions, and engagement via Staff survey.	Commence Jan 2017.	Mentor Scheme Coordinator	Monitoring incorporated into business cycle and recorded in self-assessment database.
3.3.3	Encourage attendance at career development and support workshops.	Encourage and monitor attendance at School, College/University-led career development and support workshops: PI training, PhD Supervisor training, grant writing workshops. Attendance and usefulness of workshops assessed via annual staff survey.	By May 2016.	HoS; DHoS; DoR	Monitoring incorporated into business cycle and recorded in self-assessment database. Survey shows clear evidence of engagement from females and males and positive feedback.
3.3.4	Aurora women's leadership programme	Promote and support participation in the Aurora women's leadership programme. Financial support for childcare costs will be offered.	Sept 2016, annually.	HoS; DHoS	Individuals were encouraged to apply, and had opportunity to attend. Women attended.

3.3.5	Proactively encourage females to apply for academic positions.	Advertise all academic positions via networks such as the Women in Cognitive Science network. Ensure balanced gender representation on Professorial Search Committee.	Commence at next vacancies round.	SMG	Applications for Lecturer, Senior Lecturer, and Professorial positions show evidence of gender balance. Professorial search committee has balanced gender representation.
3.3.6	Monitor Teaching & Learning reviews.	Monitor participation and perceptions via Staff survey.	Commence March 2017.	HoS; DoTL	Monitoring incorporated into business cycle. Staff survey shows evidence of 100% participation and positive feedback.
3.3.7	Encourage female staff to apply for core/senior administrative roles	The roles of HoS, DHos, DoR, DoTL, and line manager, will be now be advertised internally. We will encourage female members of staff to apply for these posts and monitor the gender balance on these applications.	Commence at next vacancies round.	HoS; DHOS	Applications and acceptances will be monitored by gender. Monitoring incorporated into business cycle and recorded in self-assessment database.
Item	Objective	Specific Actions and Implementation	Timescale	Responsibility	Success Criteria/Outcome Measures
3.4	<u>All Staff</u>				
3.4.1	Proactively encourage promotion applications.	Promotion is discussed in Annual Reviews with line manager. When promotion round is announced, SMG will review the stage of all staff (via annual reviews), and will contact relevant individuals and encourage them to apply.	Commence October 2016.	SMG; HoS	Promotion discussions have taken place during Annual Review and documented in the form used during this exercise. SMG have met to review and identify staff. Action plan amended as appropriate.

3.4.2	Raise awareness of the promotions process.	Promotions workshops will be advertised throughout the School to raise awareness and encourage participation.	Dec 2015-Jan 2016.	HoS	Increased understanding of process among females (> 75%) obtained via Staff Survey.
3.4.3	Feedback on promotion pre-submissions.	Assess the usefulness of feedback on promotion applications prior to submission.	By May 2017.	SMG; Psych SAT	Positive feedback in staff survey on promotions support prior to submission.
Item	Objective	Specific Actions and Implementation	Timescale	Responsibility	Success Criteria/Outcome Measures
4.0	Organisation & Culture				
4.1	Improve academic staff inductions.	<p>Create and maintain up-to-date Staff Handbook.</p> <p>Meet with key senior staff members to cover aspects related to teaching, research, admin, ethics, pastoral support within 2 weeks of start.</p> <p>First probationary meeting with Line Manager/Head of School and Mentor within 6 weeks of start.</p>	Commenced August 2015, ongoing.	SAO	<p>Up to date Staff Handbook.</p> <p>Adherence to key meetings schedule will be monitored and recorded via an 'induction/probation' checklist comprising dates and details.</p> <p>Evidence that new staff received the induction and found it useful, via checklist and staff survey.</p> <p>Action plan amended as appropriate.</p>
4.2	Improve early career (RA/RF) staff inductions.	<p>Formalise a mechanism to inform School administrator of early career researcher recruitment.</p> <p>A section of Staff Handbook will be devoted to issues pertinent to early career researchers.</p>	By March 2016.	SAO	<p>New induction system clearly documented via checklist.</p> <p>A section of Staff Handbook is devoted to early career researchers.</p> <p>Evidence that new staff received the induction and found it useful, via checklist and staff survey.</p>

4.3	Encourage Seminars networking.	<p>Encourage female and male early career researchers to interact with leading Seminar speakers in an informal setting.</p> <p>PGs, RAs, and RFs will be invited to dinner with the speaker and host each week.</p> <p>There is a budget set aside to enable up to three early career individuals to attend per dinner.</p>	2015, ongoing.	Seminar organisers; Seminar hosts	<p>Data will be formally recorded and show a balanced number of females and males attend every year.</p> <p>Monitoring incorporated into business cycle and recorded in self-assessment database.</p>
4.4	Right to request the gender of Personal Tutor.	The School will request that the University allows students the right to request the gender of their Personal Tutor.	By Dec 2016.	School AS chair	Discussed as part of the agenda of University SAT.
4.5	Monitor gender balance on all committees.	Proactively ensure gender balance is maintained on all committees and formally record this.	2015, ongoing.	HoS; School administrator	<p>Monitoring incorporated into business cycle and recorded in self-assessment database.</p> <p>Action plan amended as appropriate.</p>
4.6	Monitor gender balance of Seminar speaker.	Maintain a balanced representation of female and male Seminar speakers and formally record this.	Commenced October 2015, ongoing.	Seminar organisers	<p>Monitoring incorporated into business cycle and recorded in self-assessment database.</p> <p>Action plan amended as appropriate.</p>
4.7	Monitor gender balance of Anderson Lecture speakers.	<p>This is a prestigious annual talk given by eminent individuals in Psychology and open to University staff and students and the general public. It is important to show positive female and male role models in this capacity.</p> <p>Maintain a balanced representation of female and male Seminar speakers and formally record this, with trends analysed over a 6 year period.</p>	Commence 2016, ongoing.	HoS	<p>Monitoring incorporated into business cycle and recorded in self-assessment database.</p> <p>Action plan amended as appropriate.</p>

4.8	Balanced gender representation on School website.	Ensure that both females and males are fairly represented on the new School website.	By June 2016.	DoC	Visible women role models at Grades 7-9 on the School website.
4.9	Improve transparency of teaching and admin roles.	Teaching and admin roles will be made available to all staff via our new intranet site (Sharepoint).	By June 2016.	School administrator; DoTL	Teaching and admin roles are available to all staff via our new intranet site (Sharepoint).
4.10	Monitor new Workload Model	Gather staff perceptions and feedback on the new workload model via Staff survey and lunchtime discussion group.	By August 2017.	Psych SAT	Evidence of positive feedback via staff survey and discussion groups.
4.11	Monitor gender balance on recruitment selection panels.	(HR agrees on a system in which to record and extract this data clearly and efficiently. Implement record system.	By July 2016.	HR; School AS chair; SAO	HR has agreed a system in which to record and extract this data clearly and efficiently. Record system is implemented. Monitoring incorporated into business cycle and recorded in self-assessment database.
4.12	Equality and Diversity training.	Ensure that all staff have completed the Equality and Diversity training provided by the University.	By March 2016.	SAO	All staff completed training.
4.13	Monitor outreach activities.	Twice yearly assessment of outreach activities to monitor levels of engagement by females and males.	Commence Feb 2016.	DoC	Monitoring incorporated into business cycle and recorded in self-assessment database.

Item	Objective	Specific Actions and Implementation	Timescale	Responsibility	Success Criteria/Outcome Measures
5.0	<u>Flexibility and managing career breaks</u>				
5.1	Hold School seminars and theme meetings within core hours 10am-4pm.	Seminars and other core theme meetings will be held at times most accessible for staff and visitors, within 10am-4pm. Seminar times are reviewed on an annual basis, considering timetabling and travel logistics. Other theme meetings are reviewed annually.	Review by June 2016.	Seminar organisers; School AS chair; Theme meeting organisers.	Annual review of seminars and theme meetings. Action plan amended as appropriate.
5.2	Raise visibility and awareness of issues surrounding part-time/flexible working.	(a) Hold informal lunch discussion on part-time/flexible working. (b) Contribute to a part-time/flexible working seminar led by College/University.	a) By August 2016 b) By Nov 2017	School AS chair; University AS coordinators; SMG	(a) Informal lunch discussion is held on part-time/flexible working. (b) A part-time/flexible working seminar is led by College/University with contributions from Psychology. Plans for future discussions/activities on this issue incorporated into business cycle.
5.3	Timing of key School meetings, workshops, and training events.	Staff and committee meetings and any training workshops and events will be held between 10am-4pm where possible. Meetings and workshops particularly pertinent to our part-time staff will also be scheduled to accommodate their working hours, where possible.	Commenced, ongoing.	Meeting chairs/workshop organisers; SAO; School AS chair	Annual review of meeting/workshop times at AP1.3. Action plan amended as appropriate.
5.4	Line manager training.	Ensure all line managers undertake line management training provided and monitored by HR.	By Jan 2017.	HoS; HR	All line managers have completed the training.

5.5	Formal and proactive assessment of workload for those taking a career break.	<p>Before going on leave, staff will have a formal meeting with HoS and DoTL to discuss how best to manage workload on their return. Minutes will be recorded and a set of agreed outcomes will be documented and archived.</p> <p>Via staff survey, show evidence that 100% of relevant staff have received this meeting.</p> <p>Follow-up meeting on return to ensure adequate support is provided.</p> <p>Assess the feasibility of providing a shared pool of laptops that can be used flexibly, with priority given to those returning from leave.</p>	<p>Assessment process commence Jan 2016.</p> <p>First survey data, May 2016.</p> <p>Laptops discussed by Dec 2016.</p>	HoS; DoTL	<p>Incorporated into business cycle. Minutes and outcomes logged.</p> <p>Action plan amended as appropriate.</p>
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