



ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	10,500	12,000
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	University College Dublin
Department	Psychology
Focus of department	STEMM
Date of application	June 2021
Award Level	Bronze x
Institution Athena SWAN award	Date: 13.3.21 Level: Bronze
Contact for application <small>Must be based in the department</small>	Professor Jessica Bramham/ Dr Michelle Downes
Email	jessica.bramham@ucd.ie
Telephone	+353 1 716 8656
Departmental website	https://www.ucd.ie/psychology

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1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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



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Dear Equality Charter Members,

As Head of the UCD School of Psychology, I am pleased to support our revised application for the Athena SWAN Bronze Award. The feedback received following our original application informed a period of renewed engagement and I remain grateful to my colleagues, Professor Jessica Bramham and Dr Michelle Downes, for their leadership.

The fundamental matters arising in the feedback from our original application were:

1) *Insufficient self-assessment and data-analysis.* We deliberately chose to exclude several aspects of our survey and consultation data as our sample size was small and potentially identifiable. We now recognize that this significantly limited our report as it did not allow a deeper critical analysis of gender differences in perceptions in practice and culture. In this revised application, we have included additional existing information from survey and consultation responses and conducted further consultation to explore specific issues. We have included the breakdown of gender differences but will redact identifiable information in the circulated document.

2) *Action plan could be more SMART.* We have completely overhauled the Action plan based on the feedback so that we now have explicit links between data findings and actions, with clear rationale based on baseline data. In particular, we have revisited our action responsibility column, separating accountability and implementation. We have also revised our timescales and focused on ensuring the success measures are SMART.

Following reflection on the feedback, we have identified three priority areas for our current application:

- Psychology as a discipline has a significant gender imbalance in the undergraduate degree with 2:1 females:males, which extends across postgraduate and professional education and into the early stages of academic and research positions. Our actions in this area include research to understand the **lack of males entering and developing a career in psychology**, and activities to promote inclusion and recruitment of males earlier in the pipeline.
- While there is a strong pipeline of female Associate Professors and Professors, we need to address the **lack of female Full Professors in a female dominated school**. Key actions include having a new role of Director of Faculty and Staff Development responsible for implementing mentoring and career development across the School, a *Swan for All* Career Development Week to allow all employees suspend other duties and focus on key career development activities, dedicated research administration support and a promotions support fund to support those in the semester before applying for promotion.
- We have a **large proportion of staff on temporary contracts**, with a risk of a gender bias in these posts. Actions to address this include ensuring temporary post holders are supported to maximise their career development via clear induction, mentoring and training, as well as a research bursary.

I am happy to commit the full support and resourcing by the School to the Action Plan. Therefore, on behalf of the whole School, I present this submission for consideration and hope that we have addressed the issues noted previously to your satisfaction. I confirm the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the School.

Yours,

Suzanne Guerin, Head of School

522 words

2. DESCRIPTION OF THE DEPARTMENT

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

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

UCD School of Psychology (SoP) is the oldest academic centre for teaching, research, and professional training in psychology in Ireland. Historically, the formal teaching of psychology in UCD began in 1958 when the university established both the first psychology research laboratory and the first formal psychology course in the country. Later, the SoP developed the first externally accredited undergraduate (UG) degree in psychology and pioneered professional training in clinical psychology in Ireland.



Figure 2.1 UCD School of Psychology in the Newman Building, Belfield Campus

The SoP also incorporates the UCD Centre for Disability Studies, which was founded in 1996. Activities include a national and international portfolio of multi- and inter-disciplinary research, teaching, training, and public engagement that aims to explore the nature of disability, the impact of disability on people with disabilities, their families and wider social context, and how services can meet the needs and maximise the potential of people with disabilities and their families.



Figure 2.2 UCD Centre for Disability Studies

The SoP is one of 11 schools in UCD's College of Social Sciences and Law (CoSSL). Two Schools (Archaeology and Economics) in our College have already achieved an Athena SWAN departmental award, and two Schools (Law and Politics and International Relations) have submitted their applications in January 2021. The remaining Schools in CoSSL have engaged with the EDI Unit on Athena SWAN and are projected to submit between Nov 2021 and April 2023 to support UCD's plan to apply for a silver award in 2024 (A1.1).

Action 1.1: Actively contribute to AS at a university and national level by facilitating data and knowledge sharing across similar Schools to improve the benchmarking details, and by reviewing other AS application in Schools of Social Sciences or similar disciplines.

NB: Actions with blue shaded box are new; Actions with grey shaded box are already underway

The UCD SoP is ranked in the top 150-200 in the QS Rankings. It offers a range of undergraduate and postgraduate programmes including a direct entry three-year honours undergraduate BSc in Psychology, with an additional 4th year leading to a BSc International; a Higher Diploma (HDip) psychology conversion course; Masters Programmes in Psychological Science, Disability Studies, Mindfulness Based Interventions; MLitt/PhD Research Programmes; Doctoral Programme in Clinical Psychology. The curriculum for the undergraduate BSc, HDip and clinical psychology doctorate programmes are subject to stringent reviews by the Psychological Society of Ireland, which is an external professional accrediting body.

The SoP's staff gender ratio is 63% female and 37% male. This includes 26 academic staff (73%F; 27%M), 2.7 permanent laboratory/technical staff (26%F; 74%M), 4 permanent and one 0.5 temporary administrative staff (100%F) and 1.2 permanent clinical psychology staff (100%F). There are 764 undergraduate students (72%F; 28%M) and 168 postgraduate students (78%F; 22%M).

A Quality Assessment and Quality Improvement Review in 2019 commended SoP on its high level of commitment and dedication of the staff, as well as the strong collegial spirit. This collegiality is integral to our functioning as a School, makes it a positive working environment and good-will has been implicit in many of our local procedures to date. The Athena SWAN review process has allowed us to operationalise and formalise many of our informal positive practices, such as family-friendly flexible working, to support staff in academic psychology in UCD.



Figure 2.3 –International Women’s Day 2021 and #UCDPsychIWD

485 words

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

The SoP AS self-assessment team (SAT) was formed in November 2018 with the leadership of two co-chairs (JB & MD) to bring different perspectives, one part-time senior female Professor and one female Assistant Professor on a temporary contract (currently on maternity leave). Expressions of interest were sought from staff and students to join the committee (A1.2). The SAT committee evolved into the SoP's Equality Diversity and Inclusion in Psychology (EDIP) committee in September 2020 in order to broaden the remit to all aspects of EDI.

Members of the committee represent the two main categories of staff within the SoP from all levels (academic, professional/support staff) as well as students. Heads of Schools are included as members of the committee, which reflects the SoP's commitment to EDI. Membership of the committee has reflected the changing profile of SoP as a number of members have left and new members have joined due to temporary contracts, maternity leave, sabbaticals, and retirement (See Table 3.1). The committee gender ratio is reflective of the gender breakdown of the SoP (77%F; 33%M).

We will perform annual membership review to ensure appropriate representation (A1.2).

Action 1.2: SoP EDIP Committee membership annual review in order to obtain appropriate representation from across the School including UG, PGT and PGR representatives.

NB: Actions with blue shaded box are new; Actions with grey shaded box are already underway

The committee first met in January 2019 to discuss the process and the first official meeting was in February 2019 where the distribution of tasks was discussed. There are now two members appointed as Co-Directors of EDIP (JB & PD) with representation on the SoP Executive Committee and the College level Equality, Diversity and Inclusion Committee. These roles are included in the workload model (see Section 5.4.v). EDI/AS has been a standing item on the SoP Staff and Executive Committee meetings since September 2019 (A1.3).

Action 1.3: Include EDI/Athena SWAN as a standing item on the SoP Staff and Executive Committee agendas.

Table 3.1 The SAT/EDIP Committee

Member, Position (gender)	Description	SAT/EDI role	Dates of membership, (Reason for departure/late membership if applicable)
Current EDIP committee			
Jessica Bramham, Professor and Co-Director of EDIP (F – part-time 0.6FTE)	Jessica joined UCD in 2008 and was promoted to professor in 2018. She is a clinical neuropsychologist with four children.	Co-chair of SAT, Coordination of process, description of dept, section 4.2	Oct 2018-present
Paul D’Alton, Associate Professor and Co-director of EDIP (M)	Paul is co-director of the MSc in Mindfulness Based Interventions and is Head of Psychology at St Vincent’s Hospital. He is Chair of the UCD LGBTQ University EDI Subgroup.	Section 5.3	Oct 2018-present
Amanda Fitzgerald, Associate Professor (F)	Amanda joined UCD as a postdoctoral fellow in 2010 and moved into an academic role in 2013. Her main research focus is youth mental health, and she has two children.	Development of action plan	September 2019-present
Suzanne Guerin, Professor (F) Head of School	Suzanne joined UCD as a lecturer in 2000 and became HoS in 2019. She is Deputy Director of the UCD Centre for Disability Studies	Letter of endorsement, support of process, and facilitation of actions	Sep 2019-present
Cliódhna O’Connor, Assistant Professor (F)	Cliódhna joined UCD in 2017. She is a social psychologist and recently completed a Marie Sklodowska-Curie Fellowship.	Section 5.1	Oct 2018-present
Brendan Rooney, Assistant Professor (M)	Brendan joined UCD in 2015 and researches in the area of emotion and social cognition.	Contributed to SAT meetings; reviewed research data	Sep 2019-present
Danielle Smart, UG administrator (F)	Danielle joined the school in 2019 and is the administrator for the BSc and Hip in Psychology	Minutes of meetings	Feb 2019-present
Lauren Christophers, PhD Student (F)	Lauren joined UCD in 2016 to complete a self-funded PhD in media and entertainment psychology. She is an occasional lecturer.	Contributed to the development of student consultations and recruited student participants	Oct 2018-present
Ava O’Shea, Undergraduate student (F)	Ava joined UCD in 2018 to complete the BSc in Psychology.	Contributed to development of student consultations and recruited student participants	Oct 2018-present
Previous members of SAT/EDIP committee			
Michelle Downes, Assistant Professor (F) Co-Chair of previous SAT	Michelle joined in 2016 on a temporary contract. She researches neuropsychology and child development and is an Ad Astra Fellow.	Co-chair: Coordination of process, picture of dept and section 4.1	Oct 2018-Oct 2020 (maternity leave returning July 2021)

Kathy Looney, Assistant Professor, (F– part-time 0.5FTE)	Kathy joined UCD in 2017. She works at UCD and as a clinical psychologist in a paediatric cancer ward.	Section 5.2 and development of actions	Oct 2018-April 2021 (maternity leave returning Feb 2022)
Aidan Moran, Full Professor (M) RIP	Aidan joined UCD SoP in 1985. He conducted research in cognitive and sport psychology.	Facilitation of actions related to staff/faculty development	Sep 2019-Mar 2020 (new role of Director of Faculty and Staff Development). Aidan sadly passed away on 16.3.20 (See further information section).
Alan Carr, Full Professor Former Head of School (M)	Alan joined UCD in 1997 and was HoS from 2016-2019. He runs a couple and family therapy clinical practice.	Support of process	Oct 2018-August 2019 (Sabbatical)
Paul Maher, Assistant Professor (M)	Paul joined UCD on a temporary contract 2018-2019. His research focuses on decision making and political psychology.	Analysis of staff survey data	Oct 2018-April 2019 (Temporary contract)
Niki Nearchou, Assistant Professor (F)	Niki joined UCD as a postdoctoral researcher in 2016 and is an Ad Astra Fellow whose research focuses on health and well-being.	Contributed to SAT meetings	Oct 2018-May 2019 (Temporary contract, has since returned)
Aideen McParland, Assistant Professor (F)	Aideen joined UCD on a temporary contract 2018-2019. She now works at Queen’s University Belfast and is interested in autism research.	Analysis of student survey data	Oct 2018-May 2019 (Temporary contract)
Danny Moran, School Manager (M)	Danny joined UCD in 2008 and now works as a Programme Manager in UCD College of Social Sciences & Law.	Minutes of team meetings and organisation of space	Oct 2018-August 2019 (Temporary contract)
Tina Hickey, Associate Professor (F)	Tina joined UCD in 2004 and researches in the area of language. She has recently retired.	Tina attended SAT meetings and contributed to discussions on student and staff focus groups.	Sep 2019-Dec 2019 (Career break and Retirement)
Clíodhna O’Connor, Postdoctoral researcher (F)	Clíodhna O’Connor completed her PhD at UCD in 2019 where she then worked as a postdoctoral researcher in the Youth Mental Health Lab.	Contributed to action plan	Oct 2018-Dec 2019 (Temporary contract)

(ii) an account of the self-assessment process

The full committee met on 20 occasions between January 2019 and June 2021. A shared folder was set up online where minutes of meetings and documents relevant to the application were compiled and shared with members. The shared drive was maintained ensuring data management was in line with rules set out by UCD EDI team.

Table 3.2 Meetings and Activities related to AS

Date	Summary	Attendance
11 Oct 2018	SAT Co-Chairs, HoS meet with EDI Project Officer	Co-chairs; HoS
7th Dec	Student introduction and preparation meeting	Co-chairs

15th Jan 2019	SAT Co-Chairs consult with EDI Project Officer	Co-chairs
17th Jan	SAT Soft Launch and introduction to process	SAT
1st Feb	SAT committee meeting	SAT
25th Feb	AS webpage created on SoP site	Chairs; IT technician
26th Feb	Student Survey launched	Chairs; student reps
27th Feb	Staff survey launched	Chairs
1st March	SAT committee meeting	SAT
4 March	Launch of UCD Annual EDI report	Co-chairs
5th April	SAT committee meeting	SAT
25th April	Subgroup meeting	MD, DM, CoC
3rd May	SAT committee meeting	SAT
21st May	Athena SWAN Chairs Network	Co-chairs
7th June	SAT committee meeting	SAT
19th June	Action plan subcommittee meeting	Co-chairs, AF, KL, COC
2nd July	Athena Swan forum hosted at TCD	Co-chairs
9th Sep	HEA Action Planning Workshop	CO'C
13th Sep	SAT committee meeting	SAT
4th Oct	SAT committee meeting	SAT
7th Nov	SAT committee meeting	SAT
7th Oct	Meeting with facilitators for student focus group	Co-chairs
16th Oct	Student focus group consultation	JB
6th Dec	SAT committee meeting	SAT
4th Dec	Facilitator Meeting for staff focus group	Co-chairs, facilitators
9th Dec	Staff focus group consultation	all
14th Jan 2020	Submission planning day	Co-chairs
15th Jan	SAT committee meeting	SAT
20th Jan	Student Data meeting	MD; DS
21st Jan	Meeting to approve actions	Co-chairs; HoS
4th Feb	Feedback on draft of first application	SAT
4th Feb	Discuss amendments for penultimate draft of first application	Co-chairs; HoS
27th Feb	Review changes in response to feedback	SAT

11 th March	Draft review by School Executive Committee	JB and committee
24 th March	School feedback on penultimate version of first application	SAT; all faculty/staff
23 rd April	Meeting to discuss final feedback on first application	Co-chairs
10 July	EDIP planning meeting	SAT
11 th Sep	EDIP committee launch and planning workshop	EDIP committee
14 th Oct	Discussion of feedback from first unsuccessful AS application	EDIP committee
21 st Oct	Formal feedback session with Dr Sarah Dickinson-Hyams from Athena SWAN Charter	JB, MD, SG
4 th Dec	Meeting with UCD Gender Equality and Inclusion Project Officer	JB
11 th Dec	Discussion of second application draft	EDIP committee
13 th Dec	Submission of second application draft for UCD EDI review	
10 th Jan 2021	Further consultation with staff	PD
14 th January	Feedback from UCD EDI on second application draft	JB and UCD EDI
28 th Jan	EDIP committee meeting to develop workplan	EDIP committee
11 th Feb	Discussion of SoP support for AS actions	JB & SG
16 th Feb	Observation of Athena SWAN panel – Irish applications	JB
26 th Feb	Afternoon brainstorming session for further actions	JB & SG
4 th Mar	EDIP committee meeting to allocate tasks	EDIP committee
13 th Mar	Submission of final draft of second application for UCD review	
24 th Mar	Athena SWAN Webinar on SMART Action planning	JB
5 th May	Feedback on final draft from UCD Vice Principal of EDI, EDI Officer	SG, PD, JB
13 th May	EDIP committee meeting update on progress and finalise application	EDIP committee

In addition to the meetings, committee members completed a number of actions in order to achieve an informed and representative self-assessment.

1. Sub-group planning

Sub-groups were formed for Section 5 and for the Action Plan. These sub-groups linked with the Chairs for access to data and for discussion of specific issues.

2. Consultation meetings and training

Meetings and events with successful schools, unsuccessful schools, other schools in the application process, gender researchers, EDI team members, and HR partners were conducted in order to further develop the EDI narrative within the school and to strengthen the AS application. JB was an observer of the AS assessment panel for two applications.

3. Student and Staff (academic and administrative/technical) surveys were conducted with support from the UCD EDI team. There were 114/426 (27%) student responses (79%F; 21%M) for the on-line survey and 25/41 (69%) staff responses (80%F; 20%M). We aim to increase the response rates for student and staff surveys to 40% and 75% respectively with gender ratio reflecting the SoP balance in the next biannual surveys described in Actions 2.3 and 3.8. Due to small numbers of males, exact figures are not always presented to avoid potentially identifiable responses being presented.
4. Staff (academic and administrative/technical) and student focus group consultations were conducted by independent facilitators.

The staff focus groups were conducted with all employees in SoP as part of a Development 'Away Day' in December 2019. Three themes were chosen for discussion at six tables with mixed academic and administrative/technical groups.

1) 'EDI ideals in Psychology – what would a perfect SoP look like in terms of Equality, Diversity, and Inclusion?'; This topic was chosen in order to explore views on gender equality, particularly the under-representation of males, and also to highlight other areas to improve diversity and inclusion.

2) EDI policies and procedures in UCD – which policies are you familiar with and which would you like to know more about? The staff survey indicated lack of awareness of policies and procedures, so this explored priority areas for promoting awareness regarding existing EDI procedures in UCD, and for induction for new staff.

3) Work/life balance – for someone starting new in SoP what local procedures would be helpful to know; The staff survey indicated that there was uncertainty around local procedures on flexible working, out of hours expectations, annual leave etc. This discussion provided the basis for the induction pack and to formalise many informal procedures.

Three UG and 4 PGR students participated in the student focus group consultation. Although taught MPsychSc and PGT were represented in the survey (17% of respondents), the lack of participation in focus group may be related to lack of representation on AS committee which contains an UG and a PGR student. The EDIP committee will seek a PGT representative also going forward to address this (A1.2).

Since the first AS application feedback, further consultation with SoP was conducted in January 2021, focusing on the under-representation of males as junior staff and students.

5. Gender analytics data were accessible through special access granted by the EDI team in order to obtain staff and student figures to identify gender differences.

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

The self-assessment team has already evolved into an EDI in Psychology Committee who will aim to mainstream EDI in the SoP with an annual workplan and a budget to fund training and events (A1.4)

Action 1.4: EDIP will submit a workplan annually to the School, with allocation of an annual budget to fund training and events to increase knowledge and expertise in EDI and keep up to date with new AS developments.

There will be a rotation of membership and chairs every 3 years and the EDIP committee will meet bi-monthly to carry out the action plan with sub-committees attached to specific action themes and to ensure EDI is embedded in school strategy (A1.5; A1.6). There will be an annual report on EDIP activities which will be submitted to SoP Staff and Executive Committee.

Action 1.5: Organise regular EDIP committee meetings (bi-monthly) for updates on progress and to monitor the implementation of the Gender Equality Action Plan.

Action 1.6: AS and EDI to be written into the SoP's strategic plans.

We have also created an EDIP section on our school website and plan to expand this further if our AS application is successful (A1.7) and as our EDI initiative grows (A1.8).

Action 1.7: Highlight AS award (if received) in all media in order to raise the visibility of AS in the SoP.

Action 1.8: EDI section on SoP website with branded AS logo to highlight EDI policies, advertise upcoming EDI events and provide links to other EDI initiatives inside and outside UCD.

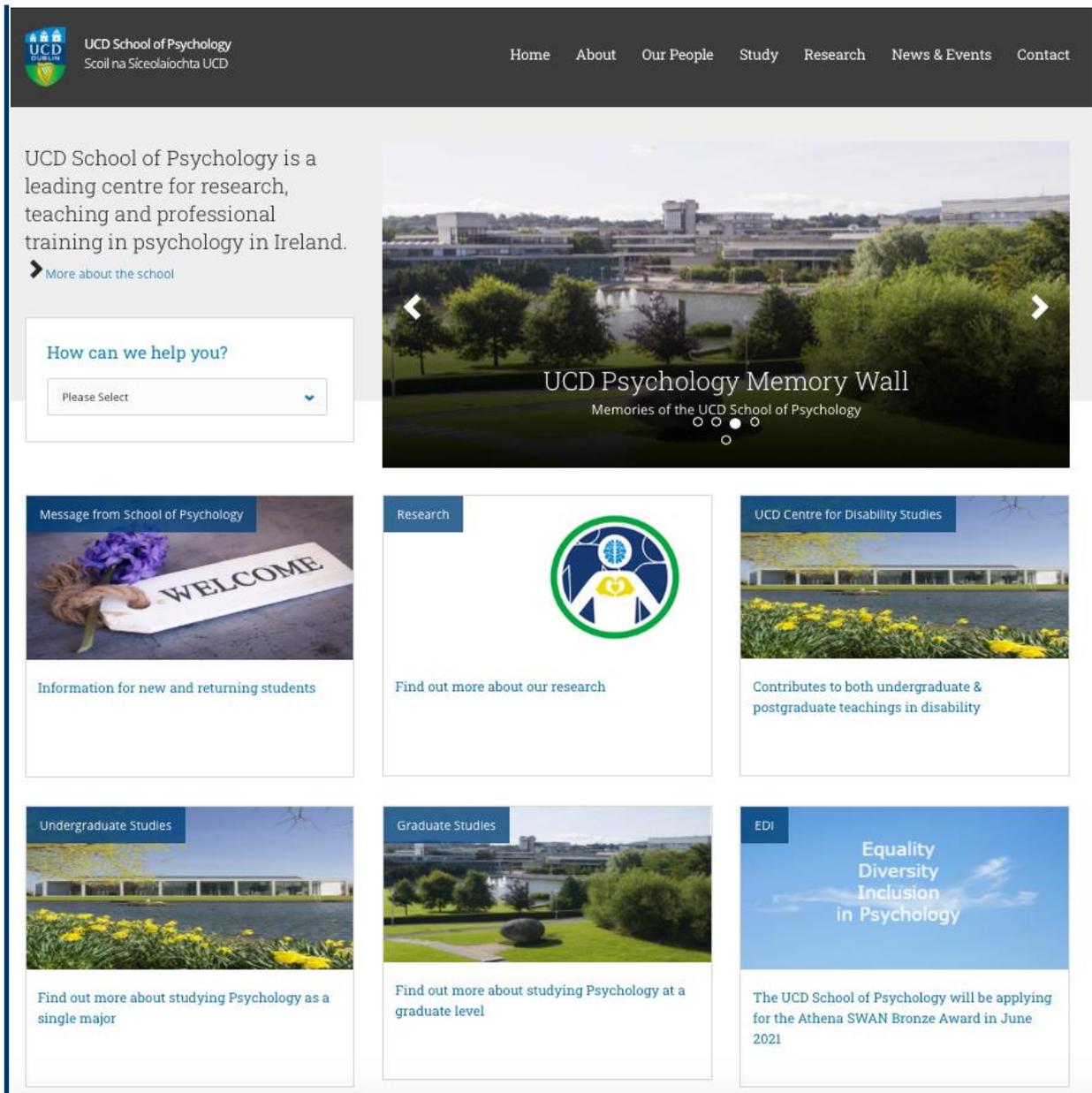


Figure 3.1 – UCD School of Psychology website highlighting EDI activity

1009 words

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1. Student data

If courses in the categories below do not exist, please enter n/a.

4.1. Student data

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

There are 24 places (20F; 4M) on five modules in SoP as part of the UCD Access & Lifelong Learning Programme. We are planning a dedicated Access pathway to the BSc in Psychology to increase diversity from September 2021.

(ii) Numbers of undergraduate students by gender

The SoP offers two undergraduate pathways; an Honours BSc in Psychology and Honours BSc International in Psychology for students who study abroad before their final year (See Figure 4.1.1). These programmes are accredited by the Psychological Society of Ireland (PSI) and accessed by most students via the Central Applications Office (CAO) with grades from the Leaving Certificate Examination.

"I chose Psychology at UCD as I have a great interest in human nature and behaviour. Being awarded the Ad Astra Performing Arts Scholarship, provided an opportunity to continue my passion for music alongside my academic coursework. In third year, I had the opportunity to study and perform for a year at the University of Amsterdam (UvA) in the Erasmus programme. In final year, I loved being involved in student life and in particular as treasurer for the Psychology Society (PsychSoc) where we organised many memorable year-round academic and social events. This degree has equipped me with a broad background and understanding of human behaviour and all projects during the course, including my final year research project, have greatly developed my critical thinking skills and choices for the future."

Eleanor Garfney Student



Psychology

BSc (Hons) [NFQ Level 8]

CAO Code DN720

CAO Points Range 2018 500 - 601
 Length of Course 3 Years
 Places 85

For general entry requirements, see pages 190-196

Leaving Cert Subject Entry Requirements
 O6/H7 in English, Irish, Mathematics and three other recognised subjects

Other school leaving examinations
 See www.ucd.ie/admissions

Level 5/6 QQI-FET
 See www.ucd.ie/FET

Mature Entry Route
 See www.ucd.ie/maturestudents

Why is this subject for me?
 If you have a questioning attitude and good reasoning skills, you will really enjoy the world opened up by Psychology. Psychology has links to the natural sciences, the social sciences and the arts, so it is likely to appeal to a wide variety of people. The course has core modules that will introduce you to major theories and research methods, and you will also have a chance to choose option modules in specialist areas of psychology (e.g. counselling, clinical psychology and forensic psychology).

First Year
 Social Psychology - Brain & Behaviour
 - Psychology: Key skills & concepts - Introduction to Psychology - Introductory Research Methods - Perception & Cognition - Introduction to Applied Psychology - Elective module - Plus added optional modules.

Second & Third Year
 Behavioural Neuroscience - Child & Adolescent Development - Visual Cognition - Psychology Labs - Personality & Human Intelligence - Independent Research Project - Option modules within Psychology - UCD Horizons elective modules.

Students spend up to 20 hours per week attending lectures and tutorials. In second year, you will conduct a series of laboratory practicals, while in third year, you will carry out an independent research project under the direction of one of the academic staff.

Career & Graduate Study Opportunities
 The degree is recognised by the Psychological Society of Ireland and, as such, provides the foundation for further graduate training in any field of psychology, as well as for a wide variety of careers, including:
 Clinical psychology - Educational psychology - Organisational psychology - Forensic psychology - Counselling psychology - Health psychology.

There are also career opportunities in research alongside other social scientists, such as economists and sociologists.

International Study Opportunities
 The School of Psychology has exchange agreements with:

- Université Catholique de l'Ouest, France
- Universidad Pontificia Comillas de Madrid, Spain
- Freie Universität, Berlin, Germany
- Georgetown University, USA
- University of Groningen, the Netherlands

Figure 4.1.1 Promotional material for BSc Psychology

Females have made up over two-thirds of the cohort over the past three years (68-71%) (see Figure 4.1.2), and are comparable to the figures presented by the Higher Education Authority with 74% female and 26% male on full-time undergraduate psychology degrees.

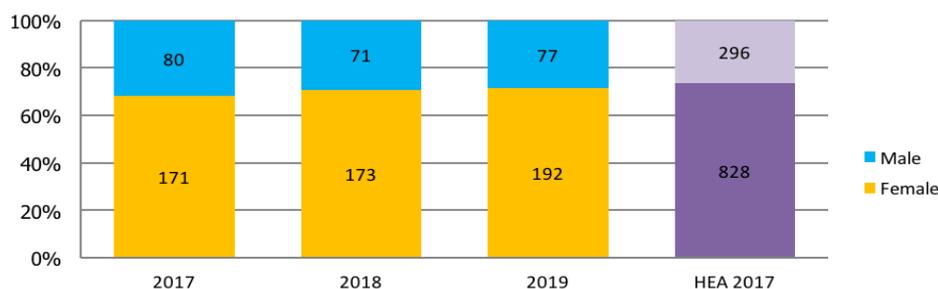


Figure 4.1.2 Number of Undergraduate Enrolments

Regarding applications to the BSc Programme, there was an increase in both females and males with psychology as first preference or in top preference from 2018-2019 (Table 4.1.1). Table 4.1.2 shows that female students had slightly higher CAO points in 2018 but were equal for 2019.

Table 4.1.1. Undergraduate Application Preferences

DN720 Psychology	No of first preferences		No of top 3 preferences		Total no of applications	
	2018	2019	2018	2019	2018	2019
Female	173	231	471	663	911	1,239
Male	63	100	195	247	386	475
% Female	73	70	70	73	70	72

Table 4.1.2 Undergraduate Entry Points

DN720 Psychology	No of students		No with standard points		Average entry points	
	2018	2019	2018	2019	2018	2019
Female	51	69	40	54	531	539
Male	32	22	24	17	523	539
% Female	61	76	63	76	-	-

Figure 4.1.3 presents data on final degree classification. Although there were annual fluctuations, the gender ratios of degree classifications are in keeping with the gender balance of the cohort.

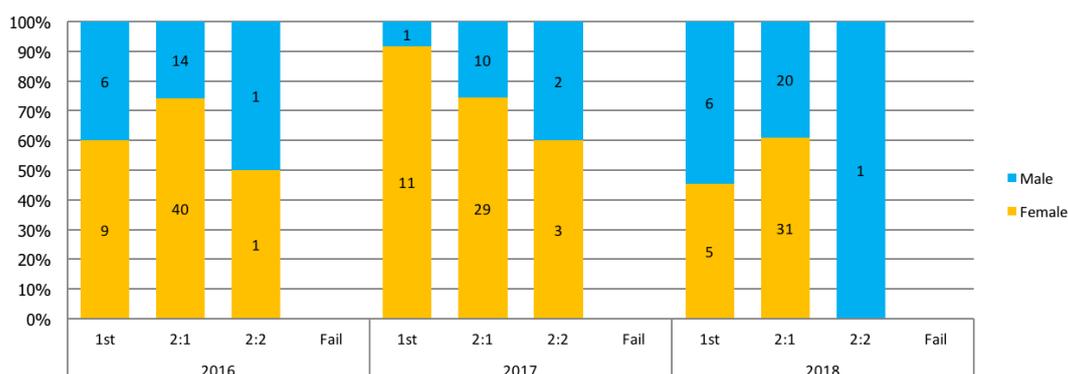


Figure 4.1.3. Final Degree Classifications for BSc in Psychology

All the above data highlights the under-representation of males entering Psychology, so we therefore have developed several actions to increase the number of males at UG level (A2.1; A2.2; A2.3).

One reason proposed for fewer males entering psychology is lack of awareness about the professions where psychology graduates may be employed and the misconception that psychology is synonymous with ‘therapy’. It will therefore be important to ensure that the full range of careers and leadership opportunities available to psychology graduates are highlighted at open days (A2.1).

Action 2.2: Full range of careers and leadership roles available to psychology graduates are highlighted at open day and careers events.

A further action is to ensure that there is balanced representation of gender of staff at academic careers events, open days and update promotional materials in order to increase visibility of male role models (A2.2).

Action 2.2: Ensure balanced gender representation at undergraduate /postgraduate open days, careers and networking events, and update promotional materials and website in order to increase visibility of male role models.

As part of an AS initiative in Trinity College Dublin (TCD) School of Psychology, our neighbouring university, we are collaborating on a research project that specifically explores the understanding of psychology in secondary school children and more specifically why males in secondary schools are not attracted to study psychology as an undergraduate degree (A2.3).

Action 2.3: Research collaboration that explores reasons why males and other under-represented groups are not applying for undergraduate psychology programmes across Ireland.

There are several established alternative routes to the BSc, including the Higher Education Access Route (HEAR) and Disability Access Route to Education (DARE), and mature student route. The SoP has increased its number of offers on these routes and in 2019 we offered 17 of 92 places on our UG programme to non-traditional students. We currently do not track gender of students in non-traditional undergraduate routes and plan to track this going forward (A2.4).

Action 2.4: Monitor gender and diversity background of students who apply and are short-listed to alternative undergraduate routes and postgraduate programmes to address any issues in the recruitment process and monitor drop-out and extended course duration rates.

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

Postgraduate Taught Courses (PGT) offered in SoP include a Higher Diploma in Psychology (1 year FT; 2 years PT), MSc in Psychological Science (1 year FT), MSc in Rehabilitation and Disability Studies (2 years PT), and MSc Mindfulness Based Interventions (MBI; 2 years PT). The percentages of females range from 79 to 82% (Figure 4.1.4).

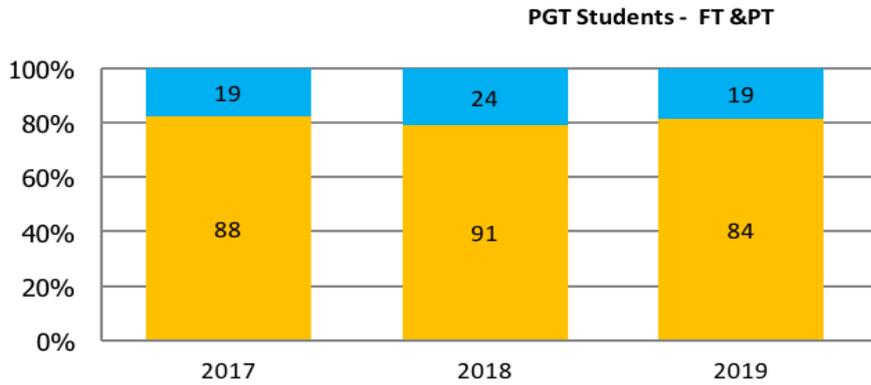


Figure 4.1.4 Total Number of Postgraduate Taught (PGT) students (all years)

Figures for MPsychSc students remained consistent over the 3 years (75-77%), however the number of female part-time MSc students rose from 80% in 2017 to 90% in 2019. This may be due to part-time options suiting more mature students who may be balancing their studies with family life and other commitments.

Table 4.1.3 shows the level of degree awarded on PT and FT PGT courses. Most students are graduating with 1st or 2.1 degrees with no obvious gender differences in achievement.

Table 4.1.3 Degree Classifications for Full and Part-Time PGT Degrees (course data combined for anonymity)

Completion	2016			2017			2018		
	M	F	%F	M	F	%F	M	F	%F
FT: 1st	2	23	92	6	11	65	1	18	95
FT: 2.1	6	17	74	3	17	85	6	14	70
FT: 2.2	0	0	-	0	1	100	0	0	-
PT: 1st	0	4	100	1	8	89	1	6	86
PT: 2.1	6	7	54	3	10	77	4	7	64
PT: 2.2	0	0	-	0	3	100	1	2	66

These taught post-graduate programme gender ratios are all in keeping with the undergraduate psychology ratio of females to males. Application rates, offers, and acceptances by gender have not consistently been monitored but will be tracked by course administrators going forwards (A2.4). Promotional materials already include images of males for these programmes, and we will ensure that we have visible male role models whenever possible in the future (A2.2; see Figure 4.1.5).



Figure 4.1.5 Promotional materials for the Higher Diploma in Psychology

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

The SoP has three Postgraduate Research (PGR) Degrees; the PhD Research Programme, the MLitt Research Programme, and the Doctorate in Clinical Psychology (DPsychSc). Figure 4.1.6 shows that the overall percentage of females over the past three years is comparable to the most recent (2017/2018) national figures presented by the Higher Education Authority.

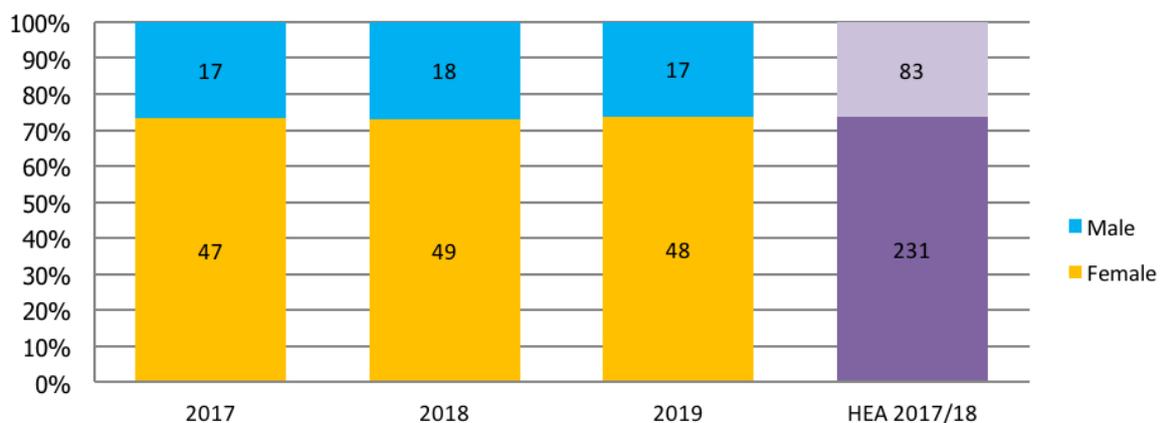


Figure 4.1.6. Total Number of Postgraduate Research Student Enrolments

Table 4.1.4 shows an increase in males from 33% to 54% on the MLitt and PhD programmes from 2017 to 2019. However, this does not appear to be a continuing trend as there were only 9% males in our 2020 admissions to the MLitt/PhD programme. Given these numbers are so small and just a few people can change percentages in either direction, it is difficult to draw any conclusions from these data. However, it will be important to monitor over a longer period to determine if there are any persistent patterns that need to be addressed (A2.4).

Table 4.1.4 Total Number of PGR Students Registered (all years)

	2017		2018		2019	
	M	F	M	F	M	F
MLitt/PhD	9 (33%)	18 (66%)	11 (41%)	16 (59%)	13 (54%)	11 (46%)
DPsychSc	8 (22%)	29 (78%)	7 (18%)	33 (82%)	4 (10%)	37 (90%)

Table 4.1.5 Total Number of PGR Students Completing Full or Part-Time Degree

Completion	2016			2017			2018		
	M	F	%F	M	F	%F	M	F	%F
MLitt/PhD FT	0	1	100	0	6	100	0	1	100
MLitt/PhD PT	2	2	50	0	1	100	0	2	100
DPsychSc	2	8	80	1	6	86	1	9	90
Total	4	11	73	1	13	93	1	12	92

For the MLitt/PhD programme, the SoP has recently designed an expression of interest form to record gender as well as other EDI information in the application process and plans to record and review this information for funded studentships and unfunded applications (A2.4).

The DPsychSc has always had a predominantly female intake but there has been a slight decrease in males from 2017-2019 from 22% to 10% (See Table 4.1.4). Again, this may be due to small numbers leading to large changes in percentages. However, it is clear that the gender ratio for the DPsychSc programme is skewed towards females, even beyond the 2:1 balance in undergraduate psychology.

Figure 4.1.7 shows recruitment process and gender breakdown of the DPsychSc course over three years. This recruitment process involves shortlisting applications for a two-stage interview process, with gender-balanced interview panels where possible.

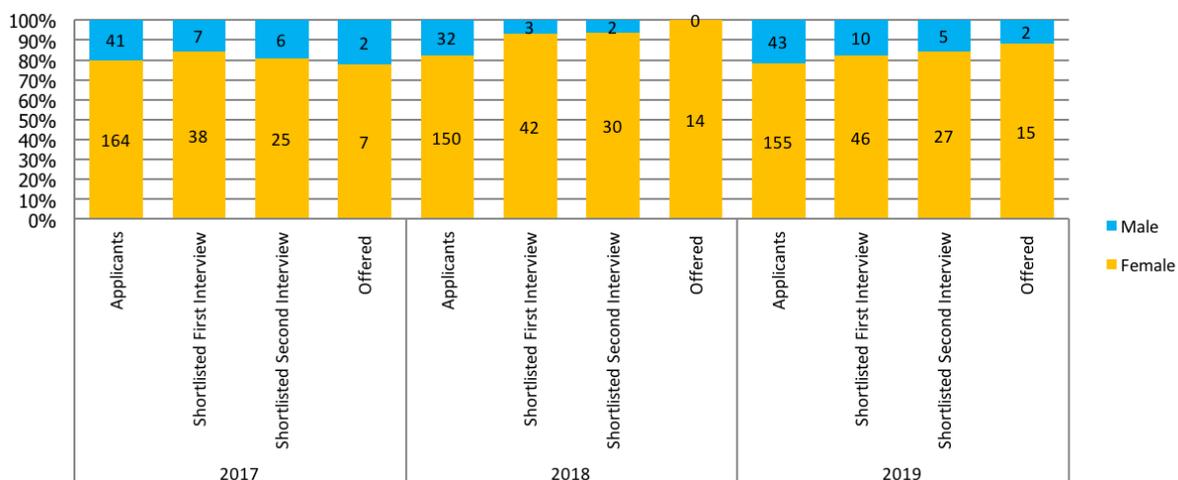


Figure 4.1.7 Recruitment pipeline for funded Doctoral Programme in Clinical Psychology

In consultation with male staff, there was a view that this bias was not unique to psychology and that the issue was not specifically at post-graduate level but earlier in the pipeline.

Quotations from Male Staff Consultation:

'It is largely in-line with all caring professions..... and is a larger cultural issue concerning masculinity and career perceptions.' (Academic male)

'I think this is a natural follow through from the numbers completing UG degrees in Psychology. I would be very cautious in making any direct intervention to try to increase male participation at an PG level.' (Academic male)

'If we are talking unfairness and under representation - there is a lot... could we add SES, physical disability, ethnic minority, and growing up in the care of the state to those groups under-represented in our undergraduate and even more so clinical training programmes.' (Academic male)

We have actions already previously mentioned to explore the under-representation of males in undergraduate psychology (e.g. A2.3), but in order to specifically address whether there are any gender biases in the recruitment of the DPsychSc students, we will audit our data of all applicants scores that are used for shortlisting and at interview and develop actions as necessary (A2.5).

Action 2.5: Review Doctorate in Clinical Psychology selection process in order to determine where there may be gender differences in the specific selection criteria e.g. academic qualifications, clinical experience etc.



Figure 4.1.8 DPsychSc Graduation with Professor Alan Carr, Professor Gary O'Reilly, Professor Jessica Bramham

(v) Progression pipeline between undergraduate and postgraduate student levels

As discussed in previous sections, in SoP female students are in the majority at all levels. There is a further decrease in the proportion of males from UG to PG level in SoP for the PGT and DPsychSc programmes (See Table 4.1.5).

Based on Student survey findings, 31% (37%F; 29%M) disagreed that they were given clear career advice on different career paths and a further 49% (45%F; 53%M) were undecided in what career to follow. We therefore plan to extend existing career modules to all undergraduate students, using these modules to model a more gender-balanced representation of the profession.

Action 2.6: Extend existing career modules to allow access for all undergraduate students and use these modules to present students with a gender-balanced representation of the profession.

The SoP also plans to track past students to better understand the variety of pathways pursued post-graduation, with a focus on understanding the careers of male psychology graduates (A2.7).

Action 2.7: Engage with UCD destination survey for completed PGT and PGR students and monitor where our PGT and PGR end up to inform planning of skills training and increase employability outside academia.

Student opinion will be monitored as part of a biannual school student survey (A2.8)

Action 2.8: Conduct undergraduate and postgraduate student SoP survey every 2 years in order to measure the success of the Action Plan.

1,190 words

4.2. Academic and research staff data

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

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

The gender balance of academic staff in SoP (see Fig 4.2.1) has been relatively consistent and is comparable with the Advance HE report that showed 62% females in Psychology in 2019. These ratios are similar to the undergraduate and postgraduate patterns. We acknowledge that we need to encourage more male undergraduates and males into professional and academic psychology (see above section 4.1).

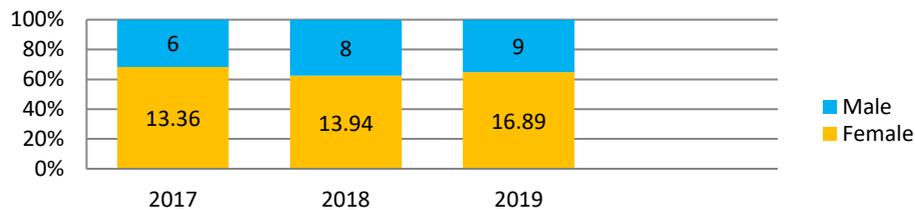


Figure 4.2.1 Academic Staff FTE Head Count (including Researchers)

We are still a relatively small school but SoP has grown from 19.36 FTE in 2017 to 25.89 FTE in 2019. Since our AS census data were obtained in March 2019, the University undertook a recruitment drive of 'Ad Astra Fellows' on 5 year fixed-term 'tenure track' contracts to increase staff numbers and reduce the staff-student ratio. The SoP was awarded five fellowships, and all were taken up by females (See Figure 4.2.2). Their performance will be reviewed after 4 years with the possibility of being made permanent.



Figure 4.2.2 – Tweet announcing the appointment of 5 Ad Astra Scholars to the SoP

Table 4.2.1 and Figure 4.2.3 show the academic grades and indicate higher levels of female Assistant and Associate Professors than males, but these rates reduce at Professor level and there are no female Full Professors. This pattern is similar to other Schools of Psychology in Ireland/UK.

Table 4.2.1 Academic staff in SoP by grade, contract function, and gender

Grade	2017				2018				2019			
	F	M	Tot	% F	F	M	Tot	% F	F	M	Total	% F
Full Prof	0	2	2	0			2	0	0	2	2	0
Professor	1	1	2	50	1	1	2	50	1.6	1	2.6	62
Assoc Prof	3.6	1	4.6	78	5	1	6	83	4	1	5	80
AP Above Bar	5.8	1.2	7	83	5.8	1.4	7.2	81	6.7	2.7	9.4	71
AP Below Bar	1	0	1	100	0	0	0	0	1	0	1	100
Researcher	2	1	3	67	2.1	3	5.1	42	3.6	2	5.6	64
Teaching	0	0	0	0	0	0	0	0	0	0.5	0.5	0
Total	13.4	6.2	19.6	68	14	8.4	22.4	62	16.9	9.2	26.1	65

(NB decimals indicate staff who are not 100% FTE)

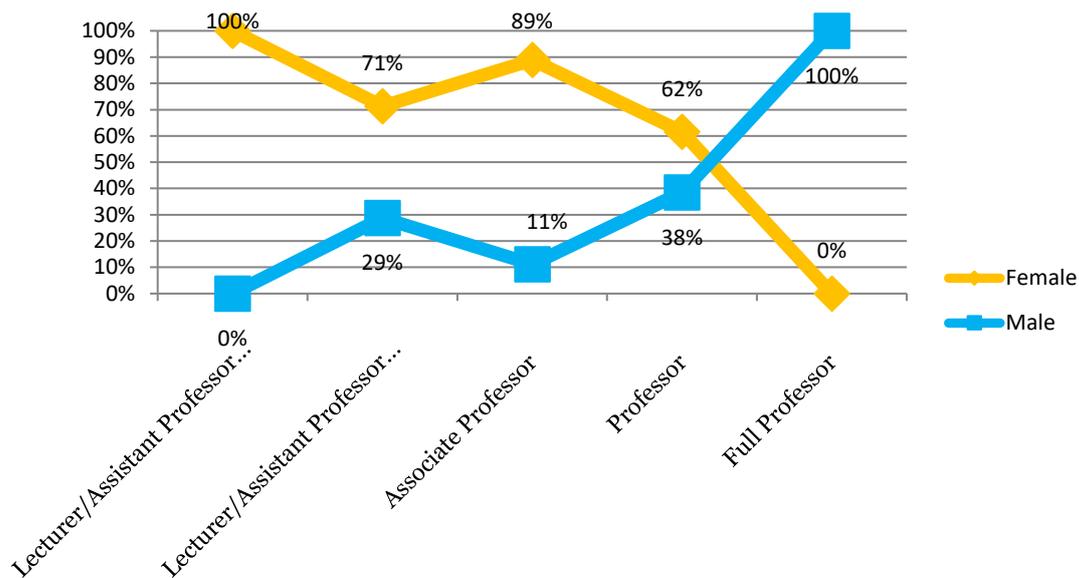


Figure 4.2.3 Academic Pipeline for SoP Academic Staff in 2019

These data are for 2017-2019 in the SoP, and recently we have also had two more females promoted to Professor level (June 2021 figures: 5 females (83%) and 1 (17%) male Professor; 1 male (100%) Full Professor). For males, there are reduced numbers entering academic psychology and we hope that increasing the student pipeline, better supports for postdoctoral researchers and faculty on temporary contracts, and later actions outlined in the Recruitment Section 5 (A2.1; A2.2; A2.3; A3.3; A3.4; A4.2; A4.3) will lead to increased numbers of male junior academics.

However, in the 63 year history of SoP, there has only ever been one female Full Professor, who retired in 2009. There have also been several women who were at senior levels in the pipeline, who all were turned down for promotion and subsequently left or took early retirement. Therefore for females, the weakest juncture of the pipeline is from Professor to Full Professor and we therefore have developed several actions to target this (A3.1; A3.2; A3.3; A4.8; A4.10).

Some women have undertaken senior roles in the university including Head of School and Vice Principal of the College when they were at Associate Professor level and have subsequently been promoted to Professor. These leadership roles provide excellent role modelling for junior academic staff, but there is a potential toll on research productivity when undertaking senior administrative responsibilities. When males in SoP have undertaken the HoS role, they have been at Full Professor level. In future, HoS will be undertaken by Professors/Full Professors, except in exceptional circumstances, in order to ensure that those taking leadership roles are not disadvantaged by undertaking significant managerial duties earlier in their career (A3.1).

Action 3.1: Head of School role will rotate among Professors/Full Professors, except in exceptional circumstances, to ensure additional duties do not disadvantage those earlier in their career.

The SoP has recently established two new roles to promote research activity: a 0.5 IT Technician and a 0.5 FTE Senior Executive Administrator. It is hoped that establishing this dedicated resource will support staff across the School, including those taking on additional senior leadership roles to

maintain an active research profile, which is central to securing promotion. We have also updated our sabbatical policy so that all academics will be able to take a sabbatical every 4 years (A3.2).

Action 3.2: The School will increase the dedicated administrative support for research and have sabbaticals for academics every 4 years.

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

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

Over the last three years, SoP has been staffed with up to 46% of its academic staff on temporary contracts (N= 12/26.1 in 2019). Several of the fixed-term contracts were specific purpose contracts to cover maternity leaves, parental leave, sabbaticals, a career break, which were all taken by female staff. These short-term temporary contracts have many positive aspects in that they allow junior staff to have experience of lecturing and the full portfolio of experiences available to academic staff. However, there is great uncertainty regarding future progression in these posts.

Table 4.2.2 – Academic and research staff by contract type

Contract	2017				2018				2019			
	F	M	Total	% F	F	M	Total	% F	F	M	Total	% F
Academic Permanent	9.9	5	14.9	66	9	5	14	64	8.6	5.5	14.1	61
Academic Temporary	1.5	0.2	1.7	88	2.8	0.4	3.2	88	4.7	1.7	6.4	73
Research Permanent	0	0	0	-	0	0	0	-	0	0	0	-
Research Temporary	2	1	3	67	2	3	5.1	42	3.6	2	5.6	64
Total	4	6.2	19.6	68	13.9	8.4	22.3	62	9	9.2	26.1	65

Given that these temporary academic posts are usually set up to back-fill other staff who have been given flexible working opportunities and maternity leave, it is likely that this practice will continue in the future, but attention will be given to ensure that the temporary staff are fully supported. Career development advice and mentoring will be established for temporary staff, workloads will be managed to ensure an opportunity to orientate to the role and a research start-up budget will be provided to purchase consumables, fund conferences or dissemination (in addition to the standard UCD €1,400 pro-rata over two years) (A3.3; also A5.5).

Action 3.3: Faculty on temporary academic contracts will be supported to ensure maximum benefit to their career development, including mentoring and start-up funds.

Specific supports for postdoctoral researchers, who are also often on short-term contracts, was also identified as a challenge in the Staff survey. There is currently confusion and lack of transparency about resources provided to postdoctoral researchers. In 2020, the SoP reviewed the opportunities for postdoctoral researchers to access additional teaching experience relevant to their career stage,

introducing a more transparent process of inviting applications. The SoP will identify and clearly communicate the resources postdoctoral researchers in SoP are entitled to (e.g., technical supports, inclusion in emails etc) (A3.4) and will fully implement the UCD Research Skills and Career Development programme for all postdoctoral researchers (see later A5.7).

Action 3.4: Identify and clearly communicate the resources postdoctoral researchers in SoP are entitled to (e.g., technical supports, inclusion in emails etc).

There are a substantial number of unpaid interns and paid research assistants who may volunteer for research experience with different staff members for short periods of time. We currently do not have guidelines on internships and research assistants or expectations for these roles. Action 3.5 is to provide clarity on our policy for hourly paid /short-term research assistants/internships with regards to issues such as payment, supervision, authorship.

Action 3.5: Set guidelines and definitions of hourly paid/short-term research assistants/ interns and monitor for gender equality in implementation.

There are 35 Adjunct staff associated with the SoP (Table 4.2.3), who were invited to be affiliated in recognition of their contribution to teaching or research. They do not receive any payment but have access to the library and other UCD resources. Many of the adjunct staff contribute to teaching on the Postgraduate programmes and are active clinicians.

Table 4.2.3 – Current Adjunct Staff by Grade

Grade	Female	Male	Total	% Female
Full Professor	1	0	1	100
Professor	1	2	3	33
Associate Professor	2	4	6	33
Assistant Professor	13	12	25	52
Total	17	18	35	49

Less than 50% of adjunct staff are female, which is not representative of eligible psychology graduates, particularly qualified clinical psychologists. Although the only Adjunct Full Professor is female, there seems to be a pattern with more males being offered the senior adjunct grades of Professor and Associate Professor. More females need to be invited to become Adjunct staff at all levels. The procedure for appointing Adjunct staff and which grade they will be offered has been reviewed and guidelines developed since the first submission of this application to ensure a transparent way of appointing adjuncts e.g., matching the academic titles to clinical/professional grades and level of research contribution (A3.6).

Action 3.6: Develop guidelines for awarding adjunct titles and actively invite more female staff to take up

adjunct status.

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

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

Fifteen staff ended their contracts during 2017-2019 with 12 (80%) females (2 Assistant Professors; 3 Researchers; 7 Professional and Support Staff) and 3 (20%) males. (2 Researchers; 1 Professional and Support Staff). Three people retired during 2017-2019 and they were all females (100%) (Associate Professor; Assistant Professor; Professional/Support Staff).

Eight resignations occurred during 2017-2019 with 5 (67%) females (1 Assistant Professor; 2 Researchers; 2 Professional/Support staff) with 3 (37%) males (Assistant Professor; Researcher; Professional/Support staff). There is currently no formal mechanism to record reasons for resignation, although the University is rolled out an exit interview process in September 2019, which involves an online questionnaire. This has been adopted by the SoP but also a formal exit face-to-face interview will be offered to all exiting staff in order to ascertain their views on resignation and areas for improvement (A3.7).

Action 3.7: Establish exit interviews with all staff including PD/ECRs and gender or other EDI related reasons will be monitored.

Staff responses to the above actions and feedback on other domains will be monitored as part of a biannual school survey in the future (A3.8).

Action 3.8: Conduct SoP staff survey every 2 years to measure the success of the Action Plan.

1248 words

5. SUPPORTING AND ADVANCING CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1 Key career transition points: academic staff

Recruitment

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

Figure 5.1.1 displays the number of males and females who applied to positions in SoP across all grades.

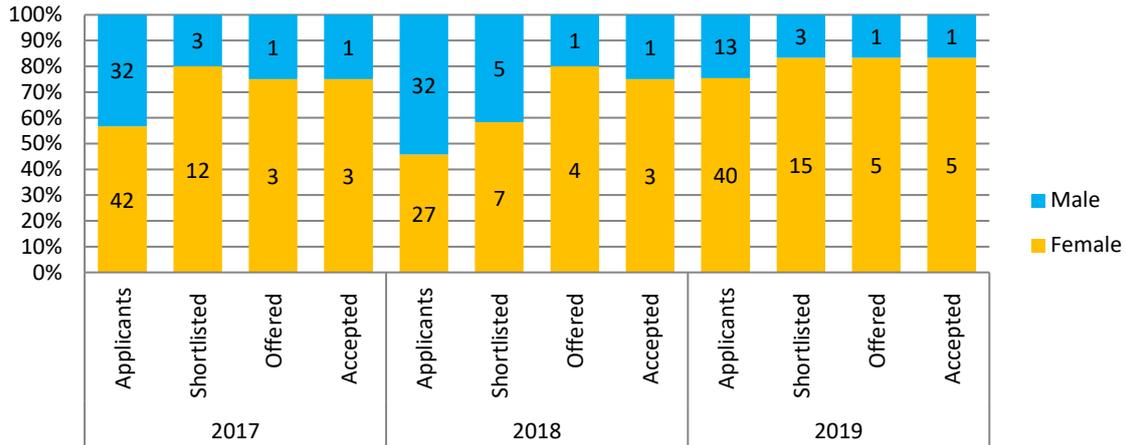


Figure 5.1.1 Gender distribution in the recruitment process

Females outnumber males at all stages of the recruitment process, which is consistent with or even beyond disciplinary norms. These data were explored as part of the recent consultation with male staff and actions have been developed through the recruitment process to address the under-representation of junior male academics (e.g. A4.1; A4.2; A4.3; A4.4).

Quotation from Male Staff Consultation:

“With more females than males graduating from undergraduate and postgraduate psychology programmes, there is a larger pool from which ‘excellent’ female applicants for Assistant professor will emerge. It is therefore inevitable that averaging out over a number of years, there will be more excellent female applicants than males for assistant professor posts.” (Academic male)

We believe we have had gender representation on all interview panels over the past 5 years, we have never formally monitored this. It is possible that having a predominantly female panel has disadvantaged men in the past and lead to their lower success rate for being short-listed, interviewed and appointed. We are now formally tracking the gender of assessment panels and will offer both a male and female contact point for enquiries where possible (A 4.1)

Action 4.1: Gender of assessment panels will be recorded and monitored to ensure that they have gender representation and we will offer both a male and female contact point for enquiries.

Table 5.1.2 breaks down recruitment by grade. Due to the low numbers (N=3-6) recruited each year, data from 2017-2019 have been aggregated. No new staff were recruited at Professor level or above, which is consistent with UCD hiring policy, which aims to hire at lower grades and encourage internal promotions. The overall pattern is again similar to the disciplinary norms.

Table 5.1.2: Gender distribution in recruitment by academic grade in 2017-2019

Grade	Applied	Shortlisted	Offered	Accepted
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	F	M	% F	F	M	% F	F	M	% F	F	M	% F
Full Professor	-	-	-	-	-	-	-	-	-	-	-	-
Professor	-	-	-	-	-	-	-	-	-	-	-	-
Associate Professor	8	2	80%	7	1	88%	2	1	67%	2	1	67%
Assist Prof Above Bar	71	60	54%	14	6	70%	6	2	75%	6	2	75%
Assist Prof Below Bar	6	2	75%	6	2	75%	2	0	100%	2	0	100%
Total	82	64	56%	27	9	75%	10	3	77%	10	3	77%

Table 5.1.3 displays the gender ratios of staff recruited into research- and teaching-only roles, aggregating data from 2017-2019. The three researcher roles advertised attracted a 71% female candidate pool, with all posts filled by females.

Table 5.1.3: Gender distribution in non-faculty positions, 2017-2019

Grade	Applied			Shortlisted			Offered			Accepted		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F
Researcher	25	10	0.71	10	3	0.77	3	0	1	3	0	1
Professional	2	3	0.4	2	1	0.67	0	0	-	0	0	-

Recruitment processes

Since 2016, UCD has collected university-wide data on recruitment. This greatly facilitates monitoring of gender parity in recruitment at School level. All SoP recruitment follows the UCD Recruitment and Selection Policy, implementation of which is monitored by HR. All adverts include a statement that UCD is committed to EDI:

UCD statement of commitment to EDI in all recruitment materials

'UCD is committed to creating an inclusive environment where diversity is celebrated, and everyone is afforded equality of opportunity. To that end the university adheres to a range of equality, diversity and inclusion policies. We encourage applicants to consult those policies here www.ucd.ie/equality/

Posts are advertised externally and internally for a minimum of two weeks. In accordance with the UCD EDI policy and strategy, shortlisting and candidate selection is based on merit, assessed against predefined selection criteria.

The SoP will continue to monitor hiring data in order to determine any longer-term trends and ensure their recruitment practices are in line with UCD EDI Recruitment Framework as part of the Gender Equality Action Plan 2020-2024. This includes having EDI statements in job advertisements, EDI criteria in role description tailored to grade and asked questions about during interview. (A4.2).

Action 4.2: Monitor hiring data and ensure recruitment materials encourage both female and male applicants; EDI criteria in role description tailored to grade and EDI questions during interview.

Given the recent loss of our male Full Professor in March 2020, and also the recognition by the university of the long-standing lack of a female Full Professor in a female dominated school, SoP has been given exceptional permission to recruit a 'Full Professor of Affective, Behavioural and Cognitive Neuroscience' replacement.

For this post, we will aim to encourage female applicants through wording the job description based on HE female-only strategy posts, having a search committee lead by a female to target females, promoting the advertisement in international Women in Psychology networks, having a gender-balanced recruitment panel including a female full professor as an external panellist, and include an EDI representative on the panel (A4.3). For recruitment to grades where males are under-represented we will have a tailored strategy to promote male inclusion.

Action 4.3: Recruitment procedures to promote gender equality at all stages of the process and strategies to attract diverse talent.

For all recruitment in UCD, it is recommended that members of selection panels complete interview training, which includes familiarisation with the Employment Equality Act, 1998. However, we will not mandate unconscious bias training due to evidence from the British Psychological Society that it does not produce more egalitarian behaviour and may indeed have counterproductive effects (e.g. by activating stereotypes, fostering fatalism about possibilities for change, or encouraging organisational complacency). Instead, we have developed an EDI Statement for Recruitment Panels (Fig 5.1.2) that all panel members will read prior to shortlisting/interview (A4.4). The statement affirms the SoP's commitment to EDI values, provides information on diversity patterns within SoP, and summarises research evidence on the existence and forms of gender, race/ethnicity bias in academia. We will also comply with UCD's Athena SWAN Action to set targets for gender balanced shortlists.

Action 4.4: Ensure all recruitment panels are provided with a 'SoP Equality, Diversity and Inclusion Statement for Recruitment Panels' and comply with UCD's Athena SWAN Action for gender balanced shortlists.



**UCD School of Psychology
Equality, Diversity and Inclusion Information for Recruitment Panels**

UCD School of Psychology is committed to creating an environment where diversity is celebrated and everyone is treated fairly regardless of gender, age, race, disability, ethnic origin, religion, sexual orientation, civil status, family status, or membership of the travelling community.

There is strong international evidence of gender and race/ethnicity bias in hiring decisions, including in academia. This bias may be due to implicit associations with certain groups and stereotypes, reactions to individuals with particular characteristics, or structural inequalities. There is also evidence that the vast majority of individuals underestimate their own levels of bias.

Panel-members are requested to carefully monitor their own responses and assumptions during recruitment and evaluate candidates in as equitable a manner as possible.

The following figures are provided below to raise awareness of the diversity breakdown of the current profile of the School.

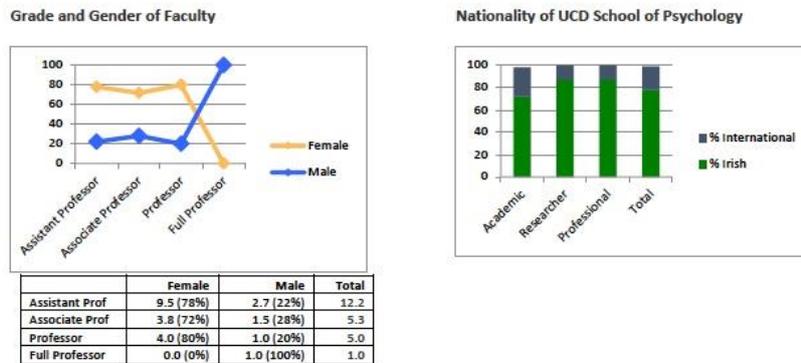


Figure 5.1.2 Example of EDI Statement for Recruitment Panels

ii. Induction

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

UCD operates an Orientation Programme for New Employees, which provides necessary information on university systems (e.g. payroll, services etc). More specific job induction is delegated to School level but half of SoP employees reported there was no formal induction when their started (10F: 2M), two people did not receive any induction (1F; 1M) and the remainder said that they did receive an induction which was rated as satisfactory/highly satisfactory.

A central Google Drive folder will be developed as a repository for information on policies and practices in SoP for all staff to be managed by the School Manager (A4.5). It is aimed that all new staff will avail of this but it will also be available to existing staff.

Action 4.5: To develop an induction pack in SoP for new staff to support in their roles, which also includes raising awareness of all EDI policies e.g. parental leave, career breaks, maternity leave and information for international staff who are relocating.

The Staff Consultation suggested an extended period of orientation would be more helpful with a meeting schedule tailored to each new academic staff member in their first month, where they will receive necessary information about responsibilities and resources relevant to their role. As part of this process, new staff will also be assigned a ‘buddy’ from the staff team to act as a guide regarding local practices (A4.6).

Action 4.6: To develop a formal induction process in SoP with a schedule of meetings organised for new staff to support settling into their roles and regular opportunities to ‘check-in’ with HoS, with assignment of a ‘buddy’ from the staff team.

iii.Promotion

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

Promotion data

In 2016, UCD changed to a rolling promotions process with application considered monthly by the University Promotions Committee. Between 2017-2019, seven SoP academic staff were promoted across all grades (85%F; 14%M) (Table 5.1.4). Data have been collapsed across grades to protect anonymity.

Table 5.1.4. Gender distribution of promotion applications and success

Year	Applied				Promoted			
	F	M	% F	% M	F	M	% F	% M
2017	3	2	60%	40%	3	1	75%	25%
2018	-	-	-	-	-	-	-	-
2019	4	0	100%	0	3	0	100%	0%

In the SoP Staff survey, half of employees ‘strongly agreed’/‘agreed’ that people are promoted on their merits irrespective of gender and the other half ‘neither agreed nor disagreed’ or did not know. There were no differences between females and males’ responses. To address this issue, the university annual breakdown of promotions according to gender and level will be circulated to staff in the future in order to ensure they have access to accurate information about the outcomes at university level (A4.7)

Action 4.7: To circulate annual breakdown of UCD promotions according to gender and level to ensure that staff have access to accurate information about university-wide promotion outcomes.

Prior to 2017, there was no-one at the grade of Professor in SoP and therefore there were no applications to Full Professor during 2017-2019. However, given the strong pipeline of female academics at Associate Professor and Professor level, it is aimed for the SoP to achieve a female Full Professor by 2024 and at least 2 applications for Full Professor from females in the next three years.

Several supporting actions will be taken including those previously mentioned increasing research administration support and sabbaticals (A3.2). Staff at Professor level (5F; 1M) will be encouraged to identify an external mentor who is a Full Professor in Psychology or a cognate discipline. They will have a peer annual developmental review meeting to benchmark their activity and achievements against the Developmental Framework in order to guide their progress. In addition, to encourage and facilitate the time-consuming process of applying for promotion, the SoP will pilot a Promotions Support Fund, whereby staff preparing for promotion can apply for funding to cover teaching support/buyout for 50% of their teaching load in the trimester prior to a planned submission for promotion (A4.8).

Action 4.8: Introduction of a) external mentoring, b) peer annual developmental review and c) promotions support fund, to achieve an increase in applications to Full Professor.

Promotions processes

UCD academic staff promotions are processed centrally by the Faculty Promotions Committee, which has minimum 40% representation of both males and females. Evaluation can take account of relevant personal or familial circumstances. The Faculty Promotions Committee monitors gender statistics and success rates and notifies the University Management Team if local actions are necessary.

UCD holds regular workshops on promotion procedures. Almost all the academics in SoP (93%; 9F; 3M) said that they understand the promotions process at UCD; 35% (3F; 2M) said they received encouragement to apply for promotion but 50% (6F; 1M) neither agreed nor disagreed and the remaining 14% said it was not applicable.

The main reason given by Staff for not applying for promotion was that they had not been employed for long enough or were not eligible due to being on a fixed term contract. Since the Staff survey was conducted, this issue has been raised by the HoS with Human Resources and it has now been clarified that a period of continuous employment of three years at UCD is expected prior to applying for promotion. We will now be raising awareness of this possibility for temporary staff and encouraging all staff (permanent and temporary) eligible for promotion to plan to apply in line with their career development plans (A4.9).

Action 4.9: To raise awareness through Performance for Growth (P4G) process for staff on fixed-term contracts that it is now possible for them to apply for promotion and have a discussion about when they may aim to submit an application.

Given that the rolling promotions system can lead to difficulties prioritising promotions applications above other more pressing duties, SoP has introduced a 'SWAN for All Career Development Week' for all staff (A4.10). Staff will be asked at the beginning of the academic year to allocate a week for their own development and will be 'out of office' during that week with no demands made from them. For staff who are currently preparing a promotion application, senior staff will be asked to also set aside time during the Career Development week in order to review and advise on promotion documents for junior colleagues. This is in addition to the Promotions supports reported above (A4.8).

Action 4.10: Introduce *SWAN for ALL* Career Development week in order to protect time for activities relating to promotion and career development.

UCD School of Psychology *SWAN for ALL* Career Development Week

Rationale

- Rolling promotions system has many advantages, but it means that applications can always be done 'next month' and it can be difficult to prioritise personal career development

Action

- *SWAN for ALL* (faculty and staff) choose one week per year to dedicate to Career Development
- Out of term time - include in out of office signature
- Can be used to update Developmental Workspace, grant applications, writing a paper, online learning etc
- Let School Manager/Danielle Smart know when your week will be
- Notify Director of Staff and Faculty Development (Prof Alan Carr) if you would like to organise an internal reviewer for promotions materials



Success measure

- How many people took the week?



Figure 5.1.3 : *SWAN for ALL* Career Development Week details for SoP faculty and staff

1,503 words

5.2 CAREER DEVELOPMENT: ACADEMIC STAFF

i) Training

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

UCD offers a wide range of training for all staff that cover a range of topics such as leadership training, communication, career planning, time management, retirement planning. The Teaching & Learning Department also offers formal qualifications in university teaching (at certificate or diploma level) that are free to UCD staff.

Table 5.2.1 shows the participation rates by gender of SoP staff in training offered by UCD. For 2017, a larger proportion of females undertook training but in subsequent years, the proportion reflected the SoP ratios.

Table 5.2.1 Participation in training by academic and research staff

Year	Female	Male	Total	% Female
2017	54	5	59	92%
2018	27	11	38	71%
2019	51	15	66	77%

However, in the Staff survey, only 48% (53% F; 40% M) said they were encouraged to undertake training or continued professional development. Action 5.1 aims to ensure all staff are aware of research, supervision, and technical training supports available to them and that this is included in the new Induction pack as well as encouraged during P4G appraisals and mentoring.

Action 5.1: Ensure all staff are aware of research, supervision, and technical training supports available to them and that this is included in the new Induction pack as well as highlighted during P4G appraisals and mentoring.

Each member of SoP staff is allocated €1,400 every two years as a conference allowance that can also be used for professional development and training. However, this is often not taken up by staff and it is unclear why. The next Staff Survey will specifically explore this issue in order to better understand the low uptake of this resource, although this year it is likely to be related to the pandemic and lack of travel/conferences available (A5.2).

Action 5.2: Promote and monitor uptake of conference allowance and explore lack of uptake in next Staff Survey.

Three female academic staff undertook the Aurora Leadership Programme for Women in 2014-15, 2016-17, and 2018-19 and two have been promoted since. Three staff act as mentors for the programme to participants from other Schools and Colleges. From the Staff survey, 63% of staff in the SoP were aware of the Aurora Programme. Female academics in SoP are strongly encouraged to apply for the full College funding for this programme (A5.3) and SoP will fund a place annually (faculty or staff) who wish to apply independently.

Action 5.3: Support applications to Women’s leadership programmes to take positive action to address the under-representation of women in leadership positions in universities.

ii) Appraisal/development review

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

Since 2018, all employees in UCD have an annual Performance for Growth (P4G) Review to evaluate career advancement with a more senior member of staff, with whom they must meet once per year (further meetings optional). Prior to the review meeting, employees complete a P4G review form in preparation for the meeting. The general topics discussed at the review are: (i) achievements and challenges of the previous year; (ii) objectives for the coming year; and (iii) a development plan to help fulfil career aspirations.

In the 2019 staff survey, 52% (62% F; 40% M) said they believed all employees have access to career development opportunities but 48% (38%F; 60%M) said ‘No/I don’t know’. Given the small numbers, these are unlikely to be gendered differences but the qualitative feedback indicated that it was particularly lacking for people in temporary roles.

Quotation from Staff survey:

Formal professional development programmes tend to be targeted at permanent academic staff, with temporary and/or professional/admin staff often excluded. (Female)

In the first year of P4G (2018-19), SoP had reviews with 100% of permanent staff for both males and females. However there was initial confusion about whether it was only for permanent staff and temporary staff were not included but will be in future (A5.4). It was then paused in 2019-20 due to the Covid-19 pandemic. It is therefore difficult to determine the benefits or perceptions of the P4G process, but it will be reviewed in future Staff Surveys.

Action 5.4: Include all staff in the P4G programme including temporary staff.

In addition to the P4G system, the SoP previously operated a mentoring system where each new academic staff member was assigned a more senior mentor by the HoS. However, results from our staff survey suggest mentoring practices could be made more consistent: half of SoP staff (40%F; 60%M) reported not having a mentor, and mentoring/career advice was the most commonly desired resource to improve career development. We therefore aim to increase the number of staff having mentors to 60% by 2024.

The new role of Director of Faculty and Staff Development includes the remit of acting as a 'broker' to set up mentor – mentee partnerships (A5.5) and a new cross university programme for mentoring has been developed by our colleague Prof. Aidan Moran (RIP). In December 2020, 10 staff from SoP were trained as mentors and mentees as part of a university external training programme.

Action 5.5: Improve and standardise mentoring opportunities across the SoP and encourage participation in the cross-divisional mentoring scheme including training of mentors and mentees through a formal training event.

In addition, in order to recognise the value and time commitment of mentoring, acting as a mentor will be included as a contribution as part of the new SoP workload model (A5.6).

Action 5.6: Mentoring to be included as a contribution in the new SoP workload model.

iii) Support given to academic staff for career progression

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

In the Staff survey, only 44% (45%F; 40%M) staff strongly agreed/agreed that early career employees are well supported in the SoP. When asked what would benefit career development that is not already offered in SoP, 37% endorsed Developmental Conversations and 26% endorsed Mentoring, Networking, Careers advice. Career development of early-career staff is therefore a particular priority and is addressed in A5.4 and A5.5, as well as the full implementation of the UCD Research Skill and Career Development Framework (A5.7). Additionally, new academic staff will be asked to participate in UCD's Newly Appointed Assistant Professor Development Programme (A5.7). This programme was launched in 2019, and involves a range of training, networking and mentoring events.

Action 5.7: Implement the UCD Research Skill and Career Development Framework for post-doctoral researchers and all new faculty will be asked to enroll in UCD Newly Appointed Assistant Professor Development Programme.

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

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

Careers events have been organised to allow students to hear about careers in psychology (including research, academic and other areas of professional practice) and also careers outside psychology, with the SoP supporting the Annual All Ireland Careers in Psychology Event since its inception. However, over a third of students (37% F; 35% M) 'disagree' or 'strongly disagree' that they are given clear career advice and information about the different career paths available to them.

We therefore plan to link taught modules to related career options so UG students feel better equipped to make decisions post-graduation and to develop an existing option module on careers in psychology to make it available to a larger group of students (A5.8).

Action 5.8: Increase places on the existing careers in Psychology module and provide clarity to students on how their modules relate to careers/employability through information in modules and on SoP website.

v) Support offered to those applying for research grant applications

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

There is a dedicated UCD Research and Innovation unit that supports all aspects of research funding. This includes guidance on writing proposals as well as templates of research proposals. While there is no formal support for those who are unsuccessful in securing funding, it is possible to arrange a follow-up meeting to further discuss the feedback.

Locally in SoP, support for research grant applications is more ad hoc and there has been no dedicated administrative support available until recently. However, a new senior administrative officer grade colleague has been recruited with significant experience from working in UCD Research. An immediate priority of this administrator will be the development of procedures to support grant application, registration and management (A5.9).

Action 5.9: Introduce new procedures to support grant application, registration and management and evaluate impact of new SoP dedicated research admin support by monitoring grant income and perceptions of research support in staff survey.

The SoP grant proposal and awards data are shown in Table 5.2.2.

Table 5.2.2 – Grant proposals and awards by gender in euros

	2017		2018		2019		Total	
	Value €	N	Value €	N	Value €	N	Value €	N
Grant proposals								
F	1,396,637	13	2,131,280	18	3,287,965	20	6,815,882	51
M	664,790	6	361,244	3	598,494	5	1,624,528	14
Total	2,061,427	19	2,492,524	21	3,886,459	25	8,440,410	65
% F	67.7%	68.4%	85.5%	85.7%	84.6%	80%	80.3%	78.4%
Grants awarded								
F	422,805	27	722,084	29	1,112,211	28	3,833,423	84
M	732,674	19	349,748	10	35,139	9	2,039,665	38

Total	1,155,479	46	1,071,832	39	1,147,350	37	5,873,088	122
% F	36.6%	58.7%	67.4%	74.3%	96.9%	75.7%	66.8%	68.9%

These data are somewhat confusing as the number of grants received exceed the number of proposals. This is because they also include Output-Based Research Support Scheme (OBRSS) awards where proposals are not submitted. There was some variability across the last three years but in general, female staff apply for more research funding and they receive more in total. However each proposal is smaller and each grant is smaller. This might be linked to the possibility that early career academics apply for larger numbers of smaller grants, and the SoP has higher number of females at earlier career stages but we do not have the data yet to examine this and will do so in the future (A5.9).

1,180 words

6. 5.3 FLEXIBLE WORKING AND MANAGING CAREER BREAKS

There has been two academic staff who have taken six periods of maternity leave (ML) in the past ten years (Professor 4 MLs; Associate Professor 2 MLs) and two Assistant Professors are currently on ML at present. No-one has taken adoption leave. One Associate Professor (F) has taken a 9-month career break.

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

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

The SoP follows UCD's policy regarding maternity and adoptive leave. All contracted staff are entitled to a basic period of paid ML of 26 weeks (pro-rata for part time) regardless of employment duration, together with up to 16 weeks of additional unpaid maternity leave and further parental leave if requested. Arrangements concerning ML are discussed with the HoS and there is no expectation for staff to maintain any workload during their leave. The staff member may indicate at this stage whether wish to take additional unpaid maternity leave, but this is not binding until they submit a 'Return to work' form four weeks before they are due to return.

Previously, there has been no reduction in duties for the period before ML begins. However, our new SoP policy is that there is be a one-month period either before the end of leave or on return where the contract of the staff member covering leave is extended to allow for handover. In addition, a planned reduction of workload will be implemented, including reduced duties in the semester of return after ML (A5.10). The Family Related Leave Policy and Guidelines to all staff via the new Induction procedures (A4.5).

Action 5.10: Formal and proactive assessment of workload for those one month prior to and returning from a career break/maternity leave/parental leave/sick leave/carer leave.

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

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

A staff member on ML can specify the frequency and level of contact they would like e.g. meetings with HoS, inclusion on email lists etc. Since 2016, SoP has employed temporary staff to provide cover for ML. The period of statutory maternity leave is covered by a UCD central social fund, with additional costs covered by SoP. This has been a great benefit to the SoP, but also to the individual on ML who no longer feels they are burdening their colleagues while they are away.

However, this arrangement has led to an increase the number of temporary faculty on fixed-term contracts. From 2020, new faculty on fixed term contracts of one year or less – covering maternity or other leave – will receive a research start-up fund for consumables (see A.3.3). In future staff surveys, we will monitor how well this leave/return-from leave system is working and to allow the SoP to respond to issues as required (A5.11).

Action 5.11: Monitor response to new leave/return-from-leave policy and seek recommendations from those who avail of it.

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

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

Previously there was no formal reduction of duties after ML, except when one staff member who returned part-time 3 days per week and 2 days parental leave. However, from 2020, each return to work will be negotiated in consultation with the member of staff and accommodations will be made to reduce workload (e.g. half load of UG project students for the first semester back/ no new teaching/administrative duties), including extended maternity cover for one month post-return to allow for supported handover (See A5.10).

Staff from SoP have also been involved in the UCD Parent Buddy system, which is a system to support new parents across the university and also families who are moving to work in UCD.



Name: Jessica Bramham

Role: Professor, School of Psychology

Children: 4 children

Contact me about: Managing maternity leaves, working part-time, parental leave, sustaining an academic career as a parent of small children.

Contact details: jessica.bramham@ucd.ie

Figure 5.3.1 – SoP Senior academic volunteer for the UCD Parent Buddy EDI initiative

(iv) Maternity return rate

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

Two staff who took ML during 2017-2019 returned to work after 26 weeks plus additional 16 weeks unpaid leave and one returned after 26 weeks. All were on permanent or 5 year fixed-term contracts so there were no issues with contract renewal during ML. However we are currently

having a mini-baby boom with two members of staff on ML and one due to go on leave, so will monitor the rates of return to work.

(v) Paternity, adoption, and parental leave uptake

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

One person has taken paternity leave with two weeks paid leave, consistent with UCD policy. They were fully supported by the SoP and their workload was re-negotiated accordingly for that period with the HoS.

Regarding parental leave, one female Professor has been taking 2 days per week since September 2015. She has had reduced duties in order to reflect this arrangement with another staff member employed on a temporary fixed-term contract to cover these duties. A female Associate Professor takes one day parental leave per week and has been assigned a teaching assistant to support management of teaching duties. Both arrangements were flexibly negotiated with the HoS.

Given the profile of the current staff in the SoP, it is likely that parental leave will be taken up more frequently in the future. It will be actively promoted and duties will be reduced accordingly. Where appropriate, formal cover for parental leave will be provided by recruiting additional staff, notwithstanding the limitations of very short fixed-term contracts. Details of this will be available for staff in the new Induction pack (A4.5).

(vi) Flexible working

Provide information on the flexible working arrangements available.

Before the pandemic, outside of teaching and specific meetings, all academic staff could work from home whenever they chose and according to the pattern of hours that suits them. In addition, each member of the Administrative and Technical Staff had agreed individual flexible work practices, including working one a day week from home, starting early/late in the day, longer lunches etc. Staff also have input into the timing of their teaching, particularly the postgraduate modules that are co-ordinated at a local level, and facilitated if possible.

However, according to the SoP staff survey conducted before the pandemic, employees were aware that flexible working is available but the majority do not avail of this (85%F; 80%M). Approximately half of respondents thought that it was supported but not promoted (55%F 40%M), although nobody reported difficulties availing of it. This slightly contradictory finding may be due to the lack of a formal definition of flexible working. In addition, there has been concern that academic staff have more flexibility than administrative and technical staff. Also several staff commented that the parking difficulties in UCD affected their flexibility.

Since March 2020, all staff have been working from home due to the pandemic. This has demonstrated that much of our work can be conducted remotely when necessary. In light of this, new guidelines on SoP's flexible working arrangements will be developed by the EDIP committee, the Director of Faculty and Staff Development and School Manager (A5.12).

Action 5.12: Guidelines on SoP's flexible working arrangements will be developed and disseminated for

both academic and professional staff.

There will also be formal acknowledgement of flexible working practices from the Executive Committee (A5.13) as it emerged that some staff feel pressure to continuously monitor emails.

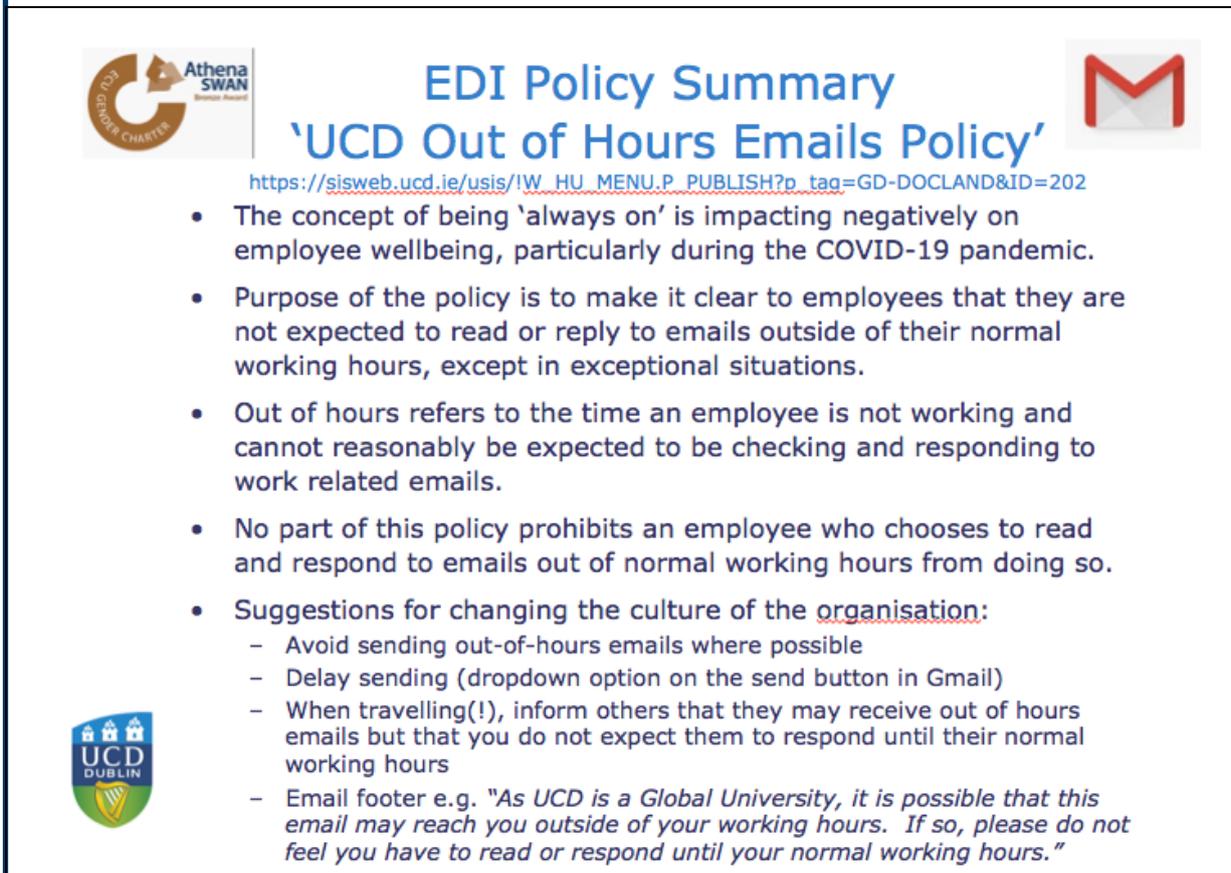
Quotation from Staff consultation:

“There should be leadership from the top down in terms of emails being sent outside of working hours as it creates a pressure to constantly check work emails.” (Female Academic)

There has subsequently been acknowledgement from HoS that emails do not need to be answered outside of working hours and communication regarding UCD’s policy on out of office emails. Our HoS’ email signature reads “Please note: While I tend to answer emails in the evening, there is no expectation of a response outside of business hours! Thank you”. We have also set targets for the Executive Committee to follow this lead (A5.13)

Action 5.13: Formal acknowledgement of out of hours email policy from Executive Committee.

In addition, the EDI Co-Director has presented the UCD Out of Hours Email Policy at a SoP Staff Meeting as part of our EDI Policy summaries at staff meetings (see A6.4).



EDI Policy Summary
'UCD Out of Hours Emails Policy'

https://sisweb.ucd.ie/usis/!W_HU_MENU.P_PUBLISH?p_tag=GD-DOCLAND&ID=202

- The concept of being 'always on' is impacting negatively on employee wellbeing, particularly during the COVID-19 pandemic.
- Purpose of the policy is to make it clear to employees that they are not expected to read or reply to emails outside of their normal working hours, except in exceptional situations.
- Out of hours refers to the time an employee is not working and cannot reasonably be expected to be checking and responding to work related emails.
- No part of this policy prohibits an employee who chooses to read and respond to emails out of normal working hours from doing so.
- Suggestions for changing the culture of the organisation:
 - Avoid sending out-of-hours emails where possible
 - Delay sending (dropdown option on the send button in Gmail)
 - When travelling(!), inform others that they may receive out of hours emails but that you do not expect them to respond until their normal working hours
 - Email footer e.g. "As UCD is a Global University, it is possible that this email may reach you outside of your working hours. If so, please do not feel you have to read or respond until your normal working hours."

Figure 5.3.2 – EDI Out of Hours Email Policy summary presented at UCD SoP Staff meeting

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

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

This situation has ever arisen but it is likely in the future when staff transition back to full-time after taking parental leave. Duties will be negotiated with the HoS and may include a reduction in duties where appropriate to ease the transition (see A5.10).

1,191 words

5.4. ORGANISATION AND CULTURE

i) Culture

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

This section includes all employees unless stated otherwise. The SoP has a very strong reputation for its collegiality and dedication of staff, which provide a positive work environment for all. Our staff survey indicated 96% of employees were broadly happy with their work/life balance (24% strongly agree; 72% moderately agree). Words that were endorsed to describe the SoP were Supportive (74%); Welcoming (65%); Inclusive (57%); Collaborative (48%). 26% of staff described SoP as 'Cliques' but none of the following words were endorsed by anyone: Discriminatory, Homophobic, Transphobic, Unsupportive, Sexist. There were no gender differences in the responses.

We now have two co-directors of EDI with the mission of mainstreaming Athena SWAN and EDI into School business, as well as signposting to supports and networks. An EDI section has been created on the SoP website to highlight EDI policies, advertise upcoming EDI events (e.g. see Figure 5.4.1) and provide links to other EDI initiatives inside and outside UCD (see A1.8). A biannual survey will capture data on whether actions are contributing to culture change and awareness of policies (A3.8).

Brown Bag Thursdays
 UCD School of Psychology Lunchtime Research Seminars 2020
 1pm Room E111 Newman
 UCD

The Psychology of Gender Bias
Implications for Gender Diversity Initiatives

Dr Ioana Latu



Dr Ioana Latu is a Lecturer in Experimental Social Psychology at [Queen's University Belfast](#). She obtained her PhD in Social Psychology at Georgia State University, USA in 2010. Before joining Queen's in 2016, she was an Assistant Professor of Psychology at Rutgers University, USA and a Fellow of the Swiss National Science Foundation at the University of Neuchâtel in Switzerland.

Ioana's research focuses on understanding and reducing intergroup biases, with a specific focus on gender biases in organisational and academic contexts. She is particularly interested in analysing the interpersonal mechanism through which women are negatively influenced by existing implicit and explicit gender stereotypes in actual social interactions such as job interviews and negotiations. Her current research, funded by an EPSRC Inclusion Matters grant, seeks to understand and reduce potentially negative attitudes towards gender equality initiatives in STEM fields.

Ioana is a SWAN Champion in the School of Psychology at Queen's University Belfast, a School which renewed its gold award in 2017. She also teaches Psychology of Gender at the undergraduate level.

Figure 5.4.1 Seminar on Psychology of Gender Bias

Regarding the Athena SWAN Charter principles from the SoP student perspective, when asked whether they were given equal opportunities regardless of gender (e.g. access to funding, career development advice, freedom to develop independent research, attending and presenting at conferences, administrative support), the majority of students 'strongly agreed' and there were no differences between male and female students.

Feeling part of the school community was a theme explored in the student focus group based on Student survey responses where 21% of students (22% F; 18% M) reported that they did not feel part of the school community. A further 8% of male respondents and 12% of female respondents endorsed finding it difficult to participate. A planned action is to monitor inclusivity by conducting student surveys every two years (see A2.6) in order to establish whether planned initiatives will promote a greater sense of belonging. This has obviously all been affected by the pandemic when feelings of community have been drastically affected. However, we are going to develop a Staff-Student Charter regarding communication, collaboration and participation and have held virtual townhall meetings for undergraduates and postgraduates to gain suggestions and feedback (A6.1)

Action 6.1: Create a Staff-Student Communication Charter to improve communication in the SoP.



Figure 5.4.2 – Invitation to Virtual Townhall Meeting to discuss Staff-Student Communication Charter

We also plan to invite student representatives to sit on committees where feasible (A6.2).

Action 6.2: Integrate students into the SoP community by having male and female representation on committees where feasible.

The Student survey found that 10% of all respondents felt they had and 17% felt others had been treated unfavourably because of gender. This was explored further at the Student focus group consultation where female PGR students reported that they were treated less favourably by UG students, particularly in the context of their paid roles on the UG programme. Also, 30% of students (30% F; 30% male) reported that they were not sure if they were comfortable reporting being treated unfairly. To address this issue, we will provide introductory lectures to all incoming and existing SoP students on EDI policies, including the UCD dignity and respect policy, the Support and Report policy, and to draw attention to EDI so that students are more aware of their individual actions when interacting with staff and each other (A6.3).

Action 6.3: Introductory lectures to all incoming and existing SoP students on EDI policies, how to respectfully provide feedback to staff, and other EDI issues.

ii) HR policies

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

There are currently no formal procedures in place to monitor the consistency in application of HR policies at a local level. In the staff survey, it emerged that many people were not aware of these policies. In particular, less than half of staff (38% F; 40% M) said they knew who to speak to in SoP if they had concerns about the culture and its impact on their work.

Lack of awareness of these policies was chosen as a theme for the Staff consultation session and it emerged that people are most familiar with policies around recruitment and gender balance on committees. However, they were less familiar on policies outside of the recruitment processes, particularly in supporting and signposting students.

Quotation from Staff consultation:

“Tend to use these policies on a need-to-know basis, but it would be good to have a sense of what we should be doing and what is out there.” (Academic female)

The SoP EDIP Directors of Equality Diversity have attended training sessions for School representatives organised by the UCD EDI unit and are committed to staying abreast of all relevant developments in HR policies so that they will be able to signpost staff and students as necessary. They plan to deliver brief overviews of relevant policies at staff meetings over the next year. (A6.4; e.g see Fig 5.3.2)

Action 6.4: Ensure all staff are aware of university policies & training regarding EDI, including Dignity and Respect policy.

iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on

any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

Table 5.4.1 – Gender Balance on Committees

Committee	Chair	N	% female
SoP Executive	F	8	75
Research and Innovation Committee	F	8	63
Undergraduate Teaching and Learning	M	7	86
Postgraduate Teaching and Learning	F	7	57
Plagiarism Sub-Committee	M	3	67
Staff-Student Committee	F	8	50
Postgraduate (PG) Research Committee	M	4	75
Undergraduate (UG) Research Ethics Committee	F	10	90
Taught Graduate Research Ethics Committee	F	4	50
Medals and Prizes Committee	F	3	67
Quality Assurance Self-Assessment Report Committee	F	7	43
Continuing Professional Development Committee	M	3	67

The most influential committee is the SoP Executive Committee (75%F; 25%M). The gender balance on committees typically reflects the ratio in the SoP, with the exception of the Undergraduate Teaching & Learning Committee and the Undergraduate Research Ethics Committee, where the proportion of females is higher. The T&L committee membership is determined by leadership of programmes but for the Research Ethics Committee, it has been agreed that there will be a rota for future years so that each staff member will have to serve on the committee for a year and this will ensure representation in line with the SoP gender ratio (A6.5).

Action 6.5: Rota for Undergraduate Research Ethics Committee to ensure representation in line with SoP gender ratio.

Of the 12 committees in SoP, 67% have a female and 33% have a male Chair. Previously committee members were invited to join based on their role but often in an ad hoc way and there was no monitoring of gender balance or committee overload. However, in the last year, the process has evolved so expressions of interest are invited when new committee members are needed and these committees will be actively monitored for gender balance (A6.6).

Action 6.6: Monitor gender balance on all committees and in terms of roles on committees and allocate committee workload with a gender-conscious approach.

iv) Participation on influential external committees

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

At present, we have strong SoP leadership and representation at various levels of the University:

Table 5.4.2 – University leadership roles held by members of UCD School of Psychology

Leadership Role	Gender
UCD Deputy Registrar/Dean of Graduate Studies	Female
Director of Graduate Studies for the College of Social Sciences and Law	Female
Director of the Ad Astra Academy for scholarships	Female
Chair of Human Sciences Research Ethics Committee	Female
Chair of UCD LGBT Committee	Male
Chair of Academic Council Committee on Student Appeals and Complaints	Female
Chair of Library Strategy Group	Female
Academic Lead, Centre for Future Learning	Female
UCD Tenure Committee	Female
Head of Schools Forum	Female
University Fitness to Practice Committee	Male

As part of the P4G process, all SoP staff are encouraged to participate in external committees and represent the SoP. At College and University level there is a transparent process for committee membership where this is often determined by role within a School (e.g. HoS, Head of T&L) or via a call for expressions of interest.

(v) Workload model

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

The SoP had been operating a workload model where all academic staff were expected to engage in 40% teaching, 40% research & scholarship, and 20% leadership & contribution. Since 2018, there had been an audit each year of teaching and supervision load but no formal analysis of other components. When the AS Staff survey was conducted, 72% agreed that people are asked to do the same duties irrespective of gender, but 22% (all female) disagreed with this statement. Also only

44% (33%F; 50%M) agreed that they were confident that issues raised would be dealt with and there were comments that the model only included a limited number of activities.

Quotation from Staff consultation:

“The workload model needs to be transparent and it is not at the moment. Only a limited number of activities are captured.” (Academic Female)

During 2019, a new workload model has been developed for the SoP that includes a new weighting system for module teaching and grading. Also as part of the development, staff have been invited to contribute to the list of ‘invisible tasks’ that they would like included in the model e.g. membership of research panels, internal examining, ethics committee work. The model will be used to evaluate workload from 2020-21 and then reviewed annually thereafter. It will be monitored for gender bias, as well as staff perceptions of its implementation and whether they would have their concerns dealt with, in the biannual survey (A6.7)

Action 6.7: Monitor new workload for gender bias with transparent procedures for dealing with concerns, and evaluate staff perceptions of its implementation.

Teaching and supervision workload:

The only available data are from the old workload model, which quantifies hours of teaching and supervision. Table 5.4.2 shows the breakdown by gender for hours of teaching, undergraduate and postgraduate supervision loads.

Table 5.4.2 Mean workload by gender for 2018-19

	Teaching hours	UG Supervision	PG Supervision
Female (9.1 FTE)	76.6	5.4	3.7
Male (7.0 FTE)	68.6	5.4	3.7

Overall, females have slightly more teaching hours but are matched for UG and PG supervision. This figure is very different when our current female HoS is excluded as she had an unusually high teaching load (272 hours) in 2018-19, but this has reduced since she became HoS. It is therefore anticipated that there will be no difference in workloads by gender in 2019-20 but this will be monitored in the future (A6.7).

Leadership & contribution workload:

Each year, each staff member takes responsibility for a specific administrative role within SoP and sits on approximately two or more committees (such as the Executive committee, T&L, etc.). In September 2019, the new HoS introduced a new model of allocation of leadership and administrative roles with the aim of increasing equality and transparency. This involved consulting staff on their views on current roles and responsibilities, amalgamating some roles and creating new

ones, then calling for expressions of interest in each new role, with allocation with a gender-conscious approach (See A6.7).

(vi) Timing of departmental meetings and social gatherings

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

SoP meetings and seminars are all held during core hours and alternate between Tuesdays and Wednesday, so that those who are part-time or have clashing teaching commitments will be able to attend at least some of the meetings. Social gatherings are typically organised in an informal way and may take place during working hours, or are immediately after work. The latter is less convenient for those with caring responsibilities, so an action to give at least two weeks' notice for social gatherings has been included (when pandemic restrictions are lifted) (A6.8).

Action 6.8: Hold SoP seminars and meetings within core hours and give two weeks' notice for social activities.

The room for staff meetings was booked for an additional hour after the meeting to allow time for networking and social secretaries have been identified in Q1 2020. During the pandemic, additional time on zoom has been arranged before or after meetings.

The SoP is undergoing renovation and the new plans include a kitchen with space to sit. It is anticipated that this will provide the space for more opportunities for informal social gatherings and promote collegiality and networking (A6.9).

Action 6.9: Create more opportunities for informal social gatherings within the SoP to promote collegiality and networking.



Figure 5.4.3 Redeveloped social spaces in the School of Psychology

vii) Visibility of role models

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

The SoP has a regular seminar series, which is now known as 'Brown Bag Thursdays'. In 2016/2017 7/9 speakers at our seminar series were female, 5/10 in 2017/2018, and 6/10 in 2018/2019 (see Figure 5.4.4).

UCD School of Psychology Lunchtime lecture series 2018/2019

On the following days at 1pm
Room F209, Newman Building
ALL ARE WELCOME

Wednesday 19th Sep 2018	Dr Kathy Looney, UCD	The role of simulation in Imagery Rescripting for Post-traumatic Stress Disorder
Wednesday 10th Oct 2018	Dr Frank Doyle, RCSI	"I always said I'd give them up if the doctor told me to...But he never did." Smoking cessation care provision in hospital and mental health settings
Tuesday 6th Nov 2018	Dr Nabil Hasshim, UCD	Getting Null Results Published: A Practical Guide to Using & Calculating Bayes Factors...& other less titillating topics like questionable research practices and open science.
Thursday 29th Nov 2018	Dr Gillian Murphy, UCC	False Memories for Fabricated Scandals during Ireland's Abortion Referendum
Tuesday 4th Dec 2018	Prof Andrew Coogan, NUIM	Circadian Rhythms, Sleep and ADHD: Time to Close the Loop?
Tuesday 22nd Jan 2019	Dr Clíodhna Elizabeth O' Connor, UCD	Future-proofing Youth Mental Health
Tuesday 26th Feb 2019	Dr Sarah Cooney, TCD	Learning core concept in maths and geometry: the role of multisensory information
Wednesday 27th Mar 2018	Dr Aideen McParland, UCD	Using Eye-Tracking technology to investigate and change gaze behaviour of children with Autism Spectrum Disorders
Tuesday 9th April 2019	Dr Paul Maher, UCD	Finding meaning in ideology: How experiences of disillusionment can polarize political views
Wednesday 8th May 2019	Dr Flávia Heloisa Santos, UCD	Developmental Dyscalculia

For queries regarding the seminar series please contact the School Office phone: 01 716 8363/ 716 8369 or email: Michelle.downes@ucd.ie
www.ucd.ie/psychology



Figure 5.4.4 UCD School of Psychology Seminar Series

In 2017-2018, a public lecture series was given to mark the 60th anniversary of the first intake to Ireland's first Psychology programme in UCD. A highlight was a public lecture by Professor Elizabeth Loftus, the world's leading expert on eyewitness memory, and the highest ranked woman in the list of 100 most influential psychology researchers in the 21st Century. Professor Loftus also received the prestigious Ulysses Medal from UCD in honour of her lifetime achievements.



Figure 5.4.5 Professor Elizabeth Loftus with Associate Professor Ciara Greene

The SoP website's photos include a portrait shot of each member of staff and several more generic pictures of UCD scenes. In order to expand the variety of visible role models within the field we plan to develop a proforma for staff and SoP visitors that contains some EDI information and requests a brief story or timeline of their career (A6.10).

Action 6.10: Create proforma that contains EDI points for staff and visitors to SoP and ask them about their career story.

(viii) Outreach activities

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

There are several outreach activities that take place each year (e.g. UCD undergraduate and postgraduate open days; Higher Options Event; UCD Festival; BT Young Scientist Award; Psychology Student Congress, All Ireland Careers in Psychology event) and many other ad hoc events, such as career talks for schools. These are all now listed in the new workload model.

At present we do not have data on the gender of staff and students involved in outreach and engagement activities. Previously, these activities have been staffed via an ad hoc call for volunteers,

which has led to often the same people stepping up and shouldering the responsibility. From 2020-2021, we will introduce a system where all the events that require volunteers are timetabled for the various events and make sure no one is over-burdened. This will also allow us to capture the SoP's impact and outreach activities (A6.11).

Action 6.11: Monitor and report annually on outreach activities in order to capture SoP's impact and ensure volunteers are not over-burdened.

1,851 words

SILVER APPLICATIONS ONLY

7. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

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

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

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

8. FURTHER INFORMATION

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

Please comment here on any other elements that are relevant to the application.

On 16th March 2020, Professor Aidan Moran sadly passed away. He was an undergraduate in UCD and then worked in SoP for 35 years, with countless academic achievements and accolades including Director of Laboratories. He was a member of the Athena SWAN SAT and had recently taken on the role of Director of Faculty and Staff Development. This role was allocated to Professor Moran as it captured all the informal work he had been doing over the past decades in supporting the careers of others in the SoP, particularly women. There are numerous colleagues who feel indebted to him for their career progression and success in Psychology and beyond.

We would like to dedicate this SoP Athena SWAN report to Professor Aidan Moran. As mentioned several times in the document, the SoP is highly regarded in UCD for its strong sense of collegiality and good-will, and this was epitomised by Aidan. His professional integrity, good sense of humour, and kindness were at the heart of all his work. We will miss him terribly and commit to continue the SoP ethos that he helped to establish over so many years.

Additional section on response to COVID-19 pandemic

With the onset of the COVID-19 pandemic and the associated public health restrictions in Ireland, a number of actions were initiated to support staff and students, driven by School and wider university factors.

- In the absence of regular staff meetings, zoom coffee sessions were held regularly to ensure staff had opportunities to come together remotely.
- During the summer of 2020, a revised teaching assistant (TA) structure was launched to develop more coherent teaching supports for staff delivering core modules. Led by the HoS and the Director for Teaching and Learning, modules with high assessment and administrative demands were identified and the previous model of hourly-paid tutors and ad hoc assessment supports was replaced with a TA structure. This involved identifying a single PG student who would work alongside the staff member to support the delivery of a given module. In total six TAs were appointed across five modules. In line with previously reported changes in recruitment of postgraduate students, these posts were advertised to all PG students and assigned with an emphasis on equal opportunity.
- The SoP implemented the adapted P4G 'check-in', which allowed for supportive discussions between staff and P4G reviewers that recognised the significant impact of COVID-19 on staff activity e.g. homeschooling.
- Postgraduate programmes developed regular check-ins with students outside of formal class time and zoom movie evenings were held for UG students.
- As part of the UCD Return to Campus Working protocols, the HoS met with all staff to ensure that health, safety and wellbeing issues were incorporated into planning for a return to campus-based delivery. This explicitly invited staff to share concerns such as caring responsibilities (children, medically vulnerable family members and older parents) and identify supports and accommodations where possible.

479 words

GLOSSARY:

AS	Athena SWAN
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusion
HoS	Head of School
ML	Maternity Leave
PGR	Postgraduate Research
PGT	Postgraduate Taught
SoP	School of Psychology
TA	Teaching Assistant
UCD	University College Dublin
UG	Undergraduate

9. ACTION PLAN

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

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

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

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



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