

Athena Swan Silver application form for departments

Applicant information

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Name of department	NTU Psychology
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An assessment of the department's gender equality context	4089
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
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*These sections and appendices should not contain any commentary contributing to the overall word limit

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

1. Letter of endorsement from the Associate Dean



**Nottingham Trent
University**
Psychology

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Associate Dean for Psychology

Dani Glazzard,
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March 25th, 2024

Dear Dani Glazzard,

RE: Submission for Athena Swan Silver Award by NTU Psychology

It is with sincere pleasure that I provide my support and endorsement for NTU Psychology's submission for a Silver Athena Swan Award. Since I joined NTU Psychology in 2021, progress towards making this application has been a key personal and professional priority and I am delighted to be able to share with you our submission and showcase the progress we have made and our priorities going forward.

Since achieving a Bronze Award in 2019, NTU Psychology has held a steadfast commitment to promoting gender equality, underscored by our deeply held values of being *ambitious, collegiate, dedicated, enthusiastic, friendly* and *productive*. Our Department has transformed in the intervening 5 years, attributable to the substantial growth of our student base and concurrently, our staff community. We now represent the largest single recruiter of undergraduate psychology students in the UK, are recognised for the strength of our research and are host a large community of 174 academic, professional, research and technical staff, of which 56.3% are female.

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The transformation experienced by NTU Psychology, occurring largely during the tumult of the COVID-19 pandemic, required significant adaptations to how we operate, often implemented at pace. In this application I am pleased to showcase our matrix style structure management. With clear delegated and collective decision-making across our Psychology Leadership Team and our Psychology Management Group, upholding the principles of Athena Swan and promoting equity and inclusion are a central tenet of our work.

In our 2019 submission, we set a clear ambition to increase the proportion of female academics among our professoriate and managerial staff. As detailed herein, our progress against this aim is both demonstrable and sustained. Encouragingly, this growth has occurred both by direct appointment (where we have improved the gender balance of our application to offer pipeline) but also through our active support for career advancement within the Department, particularly through our support for schemes such as the Aurora Leadership Programme and through our use of SOAR funding. Similarly, in 2019 we acknowledged existing gender disparities in our use of fixed term contracts and as we have grown, we have sought to use these contract types prudently and work to minimise gender disparities. In tandem, we have actively sought to increase knowledge, awareness and implementation of flexible working across our staff, empowering both female (and male) colleagues to contribute to the Department in a manner that suits their personal circumstances.

The work undertaken by the D-SAT has nevertheless permitted some important reflection on our current culture and practice, highlighting areas where further progress is necessary. As such, we articulate a series of key priorities that require further attention going forward. Our priorities henceforth are summarised as follows:

- We aim to further embed our commitment towards gender equality across NTU Psychology;
- We will strengthen and communicate effectively measures to reduce bullying and harassment;
- We will further promote equitable career progression and;
- We will improve equity and diversity among our student community.

In closing, I once again affirm the commitment of NTU Psychology to the principals of Athena Swan and the promotion of gender equality across our community of students and staff. Taking pride in the areas where we have clearly evidenced progress, we are ever mindful of those areas where attention is required and where, over the lifespan of our new action plan, we are committed to realising positive change.

Your Sincerely,



2. Description of the department

NTU Psychology is part of the School of Social Sciences at Nottingham Trent University (NTU)¹, located on the City campus within 10 minutes' walk of the centre of Nottingham. With roots in adult education since 1843, NTU was established as a university in 1992, and since that time it has made considerable progress in esteem within higher education, including numerous national University of the Year and Modern University of the Year awards since 2017. The university has a strong commitment to equality, diversity and inclusion (EDI), holding bronze accreditation of both Athena Swan (AS) and the Race Equality Charter, membership of Stonewall's Diversity Champions programme, and registered as Disability Confident Committed under the government's scheme. EDI work is coordinated by a dedicated team centrally, overseen by an executive dean. They provide direct support and guidance to schools and departments within NTU that are actively addressing EDI issues in their work.

In 2018, NTU Psychology co-produced a set of values that underpin our work.



Maintaining these values is vital, as the department is large, having continued growing since our AS bronze accreditation in 2019. With a total student enrolment of 3048 in 2022-23 (Table 2.1), we have increased by nearly 30% in the last 4 years and nearly doubled in the last decade. To our knowledge this is the largest student enrolment and undergraduate intake of any Psychology department in the country, and our students make up nearly 7% of NTU's population. We believe that we have one of the largest teaching academic staff groups of any Psychology department in the UK, having grown from 105 in 2017-18 to 174 in 2021-22 (see Appendices 2.3-2.6 for further detail). We have a large, dedicated estate within the university premises, including

¹ At NTU, a "Department" is the meaningful unit of management of shared academic activity, and multiple departments make up a "School", the largest discreet clusters of academic management (nine in NTU). Other HEIs might alternatively refer to these as a "School" within a "Faculty".

specialist teaching and practical facilities and a range of specialist laboratory spaces for a spectrum of research methods.



We pride ourselves on delivering high quality teaching. NTU holds TEF Gold accreditation, and our subject-level quality has been reflected in a strong performance in the National Student Survey (NSS – see Section 3.1e). Our size allows us to cover a range of specialist curriculum areas, reflected in five undergraduate specialist degree options (Education & Developmental Psychology, Forensic Psychology, Mental Health, Cognition & Neuroscience, and Social & Cultural Psychology), a suite of over thirty Level 6 option modules, and three different combined honours courses. We also deliver nine postgraduate courses across a similar range of specialisms, including professionally accredited courses.

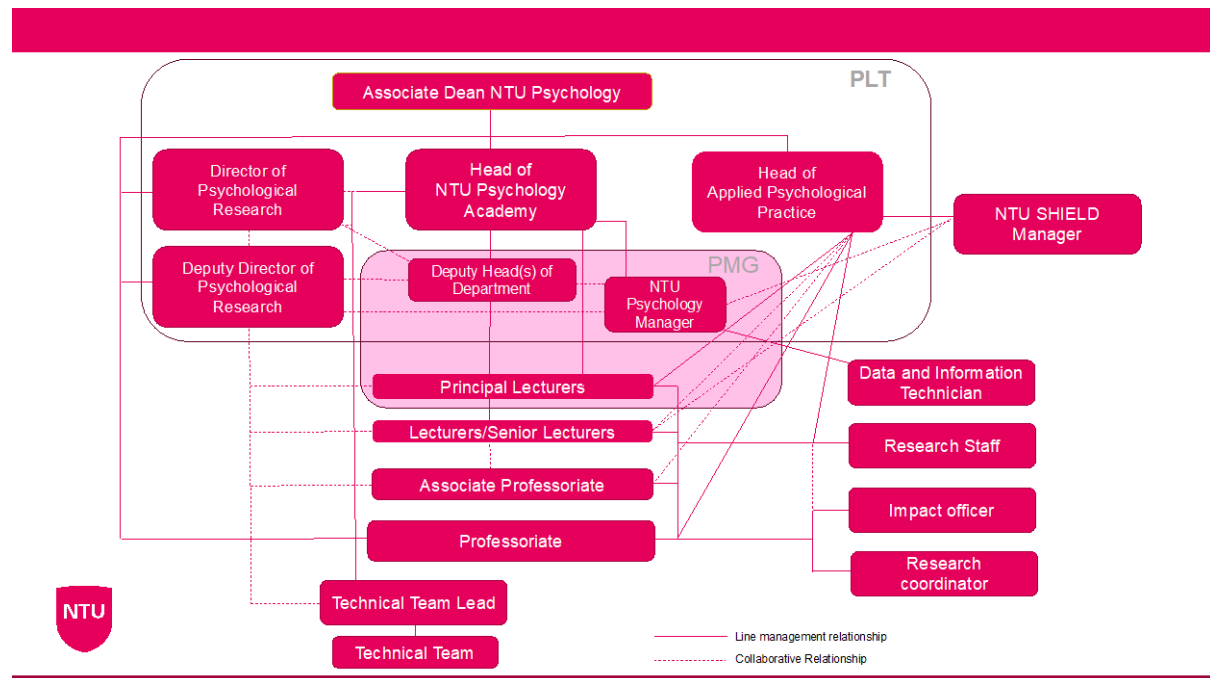
At NTU, academic staff are allocated to one of three pathways; “*Teaching and...*” “*...Research*”, “*...Scholarship*”, or “*...Practice*”. Departmentally, we perform at a high level in all three areas of activity, reflected in our top 150 position in QS World Rankings². Our high quality research was reflected in the REF 2021 results, where 53% of our submission was rated as internationally excellent and 26% as world leading, and our research power rating was in the top 20 of HEIs within our field. Our scholarship activity is reflected in leadership of sector bodies such as national curriculum development working groups in the British Psychological Society (BPS). Our psychological practice is demonstrated in our delivery of three separate practitioner courses and an ever-expanding portfolio of knowledge-exchange activity and policy impact.

Reflecting our growth, in 2020 we rebranded as NTU Psychology and adopted a matrix management structure (see Figure 1). Primary leadership rests with the associate

² <https://www.topuniversities.com/universities/nottingham-trent-university/undergrad/psychology-bsc-hons>

dean for psychology (ADP), a unique role at NTU recognising our scale and complexity.

Figure 1: Departmental Matrix Management



The ADP manages the head of academy (HoA), head of applied psychological practice (HAPP) and director of psychological research (DoPR) as well as management of the professoriate who in turn, manage the associate professoriate. All other academic and professional staff (i.e., administrative and technical) sit in the academy, overseen by the HoA. Management of principal lecturers³ (PLs) is overseen by HoA and HAPP, supported by two deputy heads of department (DHoD) managed by HoA. All BPS undergraduate and non-professional masters courses - and leadership of the teaching and scholarship pathway - sit within the academy. The HAPP has responsibility for managing all professional practitioner courses and for leading on the teaching and practice pathway. The DoPR, supported by a deputy, is responsible for leading research activity, its associated governance, and leading on the teaching and research pathway.

The ADP, HAPP, HoA, DHoDs, DoPR, Deputy DoPR and the department manager constitute the Psychology Leadership Team (PLT), which meets fortnightly for strategic oversight and governance of all activity within the department. The DHoDs co-chair the Psychology Management Group (PMG) which is responsible for the operational management of all non-research activity. PMG meets weekly, comprising the department manager and all PLs with representation from the three academic pathways, each holding portfolios of responsibility and line management of lecturers and senior lecturers.

³ *Principal Lecturer* is a management post at Grade J; *Associate Professor* is also at Grade J, but having been promoted or appointed on an academic route, and with higher academic expectations but lesser management responsibility than PL.

3. Governance and recognition of equality, diversity and inclusion (EDI) work

As discussed further in Section 2.2a, PLT members are all actively engaged in their commitment to EDI. There are additional specific responsibilities that sit with the ADP, a DHoD, and two PLs (*Department Culture* and *Success for All*, as discussed in further detail in Section 3a).

In our workload management system (Managing Academic Portfolios - MAP) we recognise a range of EDI work amongst our broader community of academic colleagues through the allocation of Academic Management and Administration (AMA) roles. All AMA roles are advertised by open call to the department, so that anyone with an interest can request to have the role added to their professional portfolio and receive appropriate workload allocation. In addition to the majority focus in the two PL portfolios noted above, in 2022-23 there were 1075 hours (equivalent to 0.7 FTE) of academic time - predominantly at lecturer/senior lecturer level - allocated to work with a distinct EDI focus (see Section 3.1b), with approximately 20% dedicated to AS on top of the D-SAT chair's role.

The two PLs attend the school EDI committee, where EDI-specific university policy is considered for local implementation, and department EDI activities (including AS) are discussed for development and oversight. The D-SAT chair and vice-chair also attend a university-wide AS champions meeting to ensure departmental activity is aligned with broader university and sector processes.

4. Development, evaluation and effectiveness of policies

University policy is reviewed by PLT and PMG. Both fora are discursive environments and scrutinise university policy and directives for relevance and application at a departmental level. The ADP, both Heads, DHoDs and a PL hold EDI responsibility (Section 3.1.a) ensuring that an EDI lens is applied at PLT and PMG. Concerns raised within these discussions can be fed back to the central university through our strong position and direct representation on the University Leadership Team.

Departmental policy and operating procedures are deployed within the bounds of University policy, but ensure that the departmental implementation matches the core departmental values noted above.

5. Athena Swan self-assessment process

D-SAT: Expressions of interest for membership of the D-SAT are requested whenever the need arises – typically, this is part of the annual cycle of workload planning following staff turnover and workload change requests. There has also been an active emphasis on ensuring representation from across the grades and job roles where possible, so that as individuals have naturally progressed through job roles and doctoral training, new representatives of early career and doctoral colleagues have been sought. The gender balance (see Table A) in the D-SAT stands at 63% female, which is slightly higher than the 56% female balance in the departmental staffing; there is currently no male representation at Lecturer or Senior Lecturer level, which will be actively addressed going forward (Section 4, Action Point 1.1).

Table A: D-SAT Representation				
Job Role	Number (18)	Male (6)	Female (11)	Non-Binary (1)
Leadership Team	3	2	1	
Professional Services	2	1	1	
Professor	1	1		
Associate Professor	3	1	2 (including Vice-chair)	
Principal Lecturer	1	1 (Chair)		
Senior Lecturer	2		2	
Lecturer ⁴	3		3	
Doctoral Student	2		1	1
Research Staff	1		1	

D-SAT membership includes the ADP, HoA, and a DHoD, ensuring that the AS agenda remains present in the PLT consciousness. Meetings have occurred approximately 4-6 weekly in the last two academic years, with additional activity/meetings amongst specific members when required for specific tasks.

Some D-SAT Members, L-R: Sofia (Lecturer), Chris (Associate Professor), Liz (Departmental Manager), Nadja (Associate Professor), Mike (Principal Lecturer, Chair), Thom (Professor), Filipa (Senior Lecturer), Oonagh (Lecturer), Annika (Associate Professor, Vice-chair)



⁴ Staff new to lecturing from doctoral studies are typically appointed as lecturers at NTU. There is a 3 year Early Career Academic Framework, and subject to completing all milestones, these colleagues will automatically move into employment as Senior Lecturers

Leadership: D-SAT leadership has undergone change since the bronze accreditation in 2019. In 2021, our D-SAT lead was appointed to a DHoD role, and their EDI PL role was filled six months later. Although AS was new to this post-holder, continuity during the change was supported by the D-SAT vice chair.

Process: Although the D-SAT processes have fluctuated since accreditation, there has been a consistent commitment to the group purposes, with meetings every term of the academic year since accreditation. Initially following accreditation, the group focus was on reviewing panel feedback and how to ensure the action plan was appropriately monitored. Feedback originally indicated two areas requiring specific focus:

1. The finding that 13% of respondents to our culture survey felt that they had been treated unfairly as a result of their gender
2. Supporting promotion to professor

The first item could only be meaningfully addressed through an overarching approach to improving department culture, and is reflected as an area of key progress below (Section 2.2a). A broader increase in female representation in senior academic roles - including professor - is also presented as a key area of progress (Section 2.2b).

In monitoring our progress against EDI priorities, the D-SAT draws from 4 key sources of data:

1. HR Data: Held centrally by the university, the data for an academic year (Appendices 2.3 – 2.8) is published to departments in the following February. Other than a bespoke data requested for Table 2.8, we therefore consider here data up to 2021/22, five years of data available since our last submission.
2. Student Data: Held centrally by the university across a number of data warehouses, departments can access the aggregated data from a single source. By December, data from the previous academic year is complete; we therefore consider here available data 2019/20 – 2022/23.
3. Culture Survey: A large bespoke culture survey was developed for our bronze submission and administered in summer 2018, 2020, and 2022. In 2022, we incorporated the new Advance HE recommended questions, moving in 2023 to an annual survey using just these and related open-ended questions (see Section 3.1e).
4. Student Consultation: The department utilises data from national surveys alongside course committee consultations to determine student perspective (see Section 3.1e); this process will be improved going forward, as noted in our new action plan (Objective 2.5)

The D-SAT focus of late has been about developing momentum for this submission, especially noting the need to adapt our previous AS understanding into the new charter principles. All D-SAT members have had a range of action points to consider, undertaking the necessary deep-dive facilitating a RAG-rating of the action plan (Section 2.1). In the final six months prior to submission, this application has

undergone a range of consultations whilst the D-SAT chair (PL – Department Culture) has prepared the initial drafting of the submission. This has included two all-staff away days, derivation and refinement of key priorities with PLT and D-SAT, staff consultation to derive associated objectives, actions, and measures, and extensive internal and external consultation on a refined report draft. The ADP has maintained sponsorship and final sign-off oversight throughout these processes.

Future: The D-SAT process as outlined has been valuable and supported departmental EDI progress, but our action plan review illustrates the need for further development. This has led to the identification of our first Key Priority (Section 3.2) *To further embed EDI accountability within all departmental activity*, with objectives to achieve this that include the relaunch of an EDI committee that will hold responsibility for the future progress of our AS processes (See Section 4, Key Priority 1). This committee will meet five times per academic year.

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

Since our bronze accreditation, we have made clear progress. Our action plan has remained a live point of reference for numerous areas of departmental activity, as demonstrated by the majority of actions rated green below. Building from this plan, we have prioritised the creation of an increasingly equitable work environment (as demonstrated, for example, by our culture survey data), and also in creating a more equitable recruitment processes (as demonstrated, for example, by the increase in female colleagues in management and professoriate).

1. Evaluating progress against the previous action plan

The action plan has remained largely aligned to our bronze submission since 2019 (hence action points numbered by previous sections). Our plan at the time included numerous actions that remained in place over the life-cycle of this submission, and others which had to be revisited in the adjustment to post-covid years. The plan below represents the actions that have been in place for the last 2 years

Action Point	Planned action/objective	Key output and milestones	Success criteria and outcome
SECTION 3 – The Self-Assessment Process			
3.1	Ensure the sustainable and onward advancement of AS work in the department.	<p>AS included in departmental strategic planning, including resource commitment.</p> <p>Annual curation plan for departmental boards to include AS and relevant EDI work. Initiatives, events and policy changes displayed.</p>	<p>KPI for ongoing AS commitment embedded into departmental strategic plan.</p> <p>Visibility of AS work maintained through departmental structures such as dedicated poster boards and online spaces such as Share Point.</p> <p>Representation on EDI committee [see AP 3.5] from staff in diverse roles, including representatives from research management.</p>
Workload allocation for D-SAT has been maintained, and commitment to EDI evidenced in department strategy (see Section 3.1). Visibility of AS principles is demonstrated in away day agendas, departmental sharepoint site, etc. D-SAT has representation from across departmental roles			

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Action Point	Planned action/objective	Key output and milestones	Success criteria and outcome
3.2	Conduct departmental questionnaires biennially.	Biennial surveys established. Findings reported to HoD and Management Lead to inform departmental strategy.	Surveys conducted, commencing May 2020. Results reported back to DSAT/EDI Committee to inform onward Athena activities.
Survey has been conducted biennially in 2018, 2020, and 2022, but modified and moved to annual survey from 2023. Results are considered by D-SAT and leadership as described in Section 3.1e. Response rates do need improvement for future surveys – the most recent iteration was hampered by a delay in governance approval; this is now in place on a standing basis and will allow the survey to occur at a time when staff will be more likely to respond.			
3.3	To identify and resource relevant opportunities for staff engagement with EDI/AS, and fund as appropriate from a dedicated AS funding stream as part of Staff Development Funds. These opportunities should support career development plans.	Contribution rates to relevant initiatives are sustained. Appraisal objectives set around EDI principles, where appropriate.	Attendance at relevant events/staff engagement is funded or supported through workload allocations. Funding applications for AS-related opportunities are supported through Staff Development Form submissions. Appraisals embed EDI/AS objectives as appropriate.
The staff development database does not identify whether approved funding has been associated with EDI activity, as event titles are not recorded. However, having agreed the process for receiving and managing sensitive data regarding sex (as noted in Section 4, Objective 1.5), future analysis can consider inclusivity of opportunities for development in our staff.			
3.4	Maintain staff awareness of departmental commitment to EDI and AS process	Permanent digital home for Departmental EDI work. Annual departmental communication regarding EDI work	Permanent digital home for Departmental EDI work created Annual departmental communication regarding EDI work produced
<p>The initial 2019 submission was published to staff, and achievements of the D-SAT were appropriately communicated at the next staff away day. The department has also maintained the momentum of communications, including:</p> <ul style="list-style-type: none"> • A specific “Departmental Culture” space on the internal Sharepoint, for repository of the AS submission alongside other relevant signposting; • Annual presentations and discussion of AS progress at away days; • Key messages from leadership at away days and via email of learning and reflection from both management case-work and feedback in the culture survey. 			

Action Point	Planned action/objective	Key output and milestones	Success criteria and outcome
3.5	AS action points incorporated into senior staff appraisals (staff with line management responsibility, and the management team).	Relevant management appraisals (primarily PL EDI role, HoD and management lead, but to include other roles as necessary/relevant).	EDI and AS action plan points embedded into a range of relevant staff (senior) appraisals as SMART objectives. To include, but not limited to, senior staff on EDI committee, management lead and HoD.
<p>Over this period, the university's approach to appraisal and objective setting has been in a state of flux and transition. Nonetheless, the ADP has always had EDI principles incorporated into his objectives, as has a DHoD and the PL for departmental culture. As a broader strategy of integrating EDI principles into management and leadership responsibilities within the department, manager development has included:</p> <ul style="list-style-type: none"> • A new series of workshops hosted by the School in which meaningful objective setting and its alignment with good development for all has been fostered, co-designed by the ADP to align with departmental values. • Departmentally, the ADP hosts termly line managers' meetings reinforcing and deepening these principles. • The PMG – who line manage the majority of staff – hold weekly meetings addressing salient management issues. DHoDs ensure that these meetings foster open conversations and allow for appropriate challenge of issues - such as those related to EDI principles – to be voiced and addressed. 			
SECTION 4 – A Picture of the Department			
4.1	Commission review of student application and outreach work to support applications from males.	<p>Review of application process as part of annual course reviews. Increase open day appeal to men, for example by ensuring male student ambassadors are present at open days and outreach events, and course literature includes males.</p> <p>Review 'state of the discipline' report (from British Psychological Society) when available to inform strategy.</p>	<p>Record of activities taken to encourage male applications.</p> <p>Proportion of applications to UG courses from men holds stable or increases above sector averages (18% in 2017.18).</p> <p>State of the discipline reviews incorporated into departmental strategy plans.</p>
<p>Student outreach has been developed since 2019, with a principal lecturer now holding a specific strategic portfolio on outreach. A focus on male role models has been considered by ensuring recruitment of male student ambassadors for open days, recruitment of male lecturers to school outreach events, and use of male and female roles in case studies used during outreach activities. Applications have been at 16% male for the last two academic years, and this remains on par with sector averages (see Section 3.1d for further information). Going forward, we intend to increase our portfolio of PGT courses to include a more explicitly STEM focussed MSc in Behavioural Data Science to better showcase STEM based career paths known to appeal to male applicants, but we will not carry forward any focus to increase male UG applications given the sector norms</p>			

Action Point	Planned action/objective	Key output and milestones	Success criteria and outcome
4.2	<p>Establish annual reporting cycle on application, offer and acceptance rates by gender and ethnicity on our taught programmes.</p> <p>To increase understanding of intersectional trends in the psychology student population.</p>	<p>Annual monitoring programme of student data (application, offer and acceptance rates).</p> <p>Reports used to inform course development and the identification of support structures.</p>	<p>Reporting occurs annually, and reports discussed by EDI committee.</p> <p>Where trends are identified, actions are agreed and implemented.</p> <p>Minutes show evidence of increased discussion and understanding of intersectionality.</p>
<p>Reporting cycle data have been inconsistently available at departmental level, but the university has launched a system in the last year that allows a high degree of flexibility in the capacity of all staff to access and evaluate datasets related to student characteristics. Incorporation of this facility has supported this application, and will now be implemented into strategic planning and our future action plan as appropriate. Some of our more recent PGT figures were positive with regard to gender –an increase to 21% male applicants, and a new equivalence in distinction awards between male and female students – but this has not been a consistent trend. Consolidation work is needed to understand the intersection of gender and ethnicity for all taught students, and this is carried forward into our new action plan (Section 4, Objective 2.2).</p>			
4.3	<p>Lobby doctoral school to systematically record data on PGR applications, offers and acceptances by gender and ethnicity.</p>	<p>Make representations to the doctoral school to ensure these data are recorded to enable future monitoring/reporting.</p>	<p>Membership of Doctoral School reviews admissions procedures.</p> <p>Regular and enhanced data collection.</p>
<p>All doctoral students are enrolled through the doctoral school, though their departmental identity is enabled through the workload allocation of their supervision team. Work around monitoring data requires responsiveness from the doctoral school, and our interface with their systems. The department allocates significant resource to this interface, including five substantive AMA roles aligned to doctoral oversight. Whilst we are able to lobby for doctoral school processes, we have limited direct power to enact changes. The doctoral school had a high unexpected resource demands due to the Covid pandemic, focussing entirely on supporting candidates to continue/complete their studies rather than facilitating work related to identified issues in our action plan. Our closest relevant data is to consider the applications to university-funded places that are run yearly. There are five research centres within School of Social Sciences which have offered scholarships in the last four years, and Psychology leads on the majority of these awards. In 2020, 61% of applicants were female, compared with 57% of successful awards; in every year since, the proportion of female awards has been over 10% higher than application rates. Whilst it is now evident that we have limited feasible impact upon doctoral school data management, our understanding of doctoral candidates will continue to be developed in our new action plan (Section 4, Objective 3.4)</p>			

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Action Point	Planned action/objective	Key output and milestones	Success criteria and outcome
4.4	<p>Develop a Professor Potential Pipeline report, making strategic use of performance and appraisal data.</p> <p>Departmental KPI to increase number of female Professors by 100% (N = 2)</p>	<p>Develop a Professor Potential Pipeline (PPP) report: through the strategic use and application of performance and appraisal data – individual female Associate Professors performing at good (3) and above on appraisals identified for PPP support via departmental appraisal plan cycle.</p>	<p>PPP report produced for discussion in Management Group and by Research leads.</p> <p>Percentage of applications received through academic promotion (Associate Professor to full Professorial roles) increased.</p> <p>KPI achieved by 2024</p>
<p>As demonstrated in Section 2.2b and Table 2.3, our number and proportion of female professors and associate professors has consistently risen over the period in question; we currently have 8 female professors (47% of all professors) and 11 female associate professors who have all been promoted internally (representing 52% of our AP cohort, up from 5 / 44% in 2018-19).</p>			
4.5	<p>Develop reporting mechanism to enable evaluation of, and responses to, differences between men and women in the allocation of academic staff to pathways, including any differences in rates of promotion between pathways.</p> <p>To consider intersectionality.</p>	<p>Annual evaluation of staff pathway data with regards to gender and intersectionality.</p>	<p>Annual evaluation established, and reports discussed by department senior leadership team.</p> <p>Where trends are identified, actions are agreed and implemented. At the time of submission, pathway allocation is too new to establish appropriate measurable outcomes.</p>
<p>Data to enable comparisons has not been easily available from HR, primarily for GDPR reasons. However, a closed reporting mechanism was agreed in this academic year to support this report and will be reviewed going forward to establish options for more regular monitoring of these factors as stated in our new action plan (Section 4, Objective 4.5).</p>			
4.6	<p>Promote awareness of part-time working policies to male academic staff.</p>	<p>Flexible working awareness campaign. EDI committee to discuss timing of awareness raising activities for maximum impact, such as through International Men's day celebrations.</p>	<p>Campaign completed.</p> <p>Evaluated using staff questionnaire through responses to Flexible Working section. Responses to awareness of flexible/part-time working question by men to increase from 40% to >70% in line with responses from women.</p>
<p>Based on original biennial survey (2018, 2020, 2022), both men and women report greater awareness of flexible working policies across the years (54.8% < 66.7% < 77.1% for women; 38.5% < 75.7% < 82.1% for men). The proportion of men who reported working flexibly rose (46.2% in 2018 to 71.4% in 2022), but the figures were stable for women (52.4% in 2018 and 50% in 2022).</p>			

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Action Point	Planned action/objective	Key output and milestones	Success criteria and outcome
4.7	Undertake a review of the use of fixed-term contracts (FTC) and create researcher talent retainment strategy.	Establish a review of staff on FTC. Report findings to management group and relevant research leads. Implement recommendations for support for career planning/development as appropriate.	Investigation completed, and report discussed by management group and research leads. Development of appropriate support actions. Creation of transition support and greater researcher security as evidenced in staff surveys.
Staff data (see Table 2.4) demonstrates a reduction in proportion on FTC, with HR confirming that 15 individuals moved from fixed term to permanent contracts between 2019-2022.			
4.8	Improve the quality and standard of data availability to inform the development of policy and practice in relation to retaining talent.	Use functionality of new HR system to automate leaver's survey as an embedded part of the leavers process, gathering data to strategically inform why staff are leaving the department. Annual leavers data report to be made available to the DSAT.	Implementation of automated leavers survey. First annual data set made available to DSAT. Data to inform departmental policy and practice in relation to gender equality and retaining talent. Improve the current return rate of exit survey responses.
The department has a higher response rate to the automated leavers survey, standing at 50% in comparison with 30% in the university. The HoA has informally spoken with approximately 95% of colleagues who have resigned over the last three years, using their comments to inform strategic departmental approaches where possible.			

Action Point	Planned action/objective	Key output and milestones	Success criteria and outcome
SECTION 5 – Supporting and Advancing Women’s Careers			
5.1	Review shortlisting gender imbalance.	Review conducted. Reasons for gender imbalance at shortlisting stage identified and remedial action taken/planned.	<p>Greater understanding of mechanism underpinning shortlisting outcomes.</p> <p>Shortlisting procedures reviewed, and appropriate remedial actions implemented.</p> <p>Over lifecycle of the action plan, more equitable shortlisting rates in evidence.</p>
<p>The department recognised that one route to imbalance could lie in biases within shortlisting panels. Since our bronze accreditation, PLT has ensured that every shortlisting panel for teaching academic posts includes at least one woman. We have also engaged with the university’s expectation that panel chairs have undertaken formal selection training, and that panel members have completed the university’s unconscious bias training. Although not possible to draw a causal link between these actions and the data, we have seen improvement over time in the shortlisting imbalance (Table 2.7.1). In 2018, there was a 5% discrepancy between the numbers of women applying for academic positions, and the number offered posts. This discrepancy has reduced consistently since then, and in the most recent data female recruitment was slightly higher than proportion applied (though still slightly lower in number shortlisted for interview). Our new action plan continues this progress through seeking to formalise our progressive shortlisting approach to all possible recruitment processes (Section 4, Objective 4.4).</p>			
5.2	Supporting women to apply for senior roles. Increase in number of applications from women for advertised academic roles.	<p>Ensuring from induction through appraisals for all staff have conversations about mid-term careers.</p> <p>Identifying staff likely to be interested in progression and supporting leadership development.</p> <p>Identify ways to support involvement in leadership programmes for all staff, including funding places for men and women only leadership programmes.</p>	<p>A more equitable gender balance evident in applications for advertised senior roles (especially PL posts which are likely to be of interest to internal candidates). Increase applications to 50% women for PLs and 40% for Professor.</p> <p>Departmental funding for leadership training secured. 3 x Aurora leadership course places funding secured per year @ £1000 per place. Total investment per annum = £3000</p>
<p>15 women in the department have attended Aurora leadership training in the time period under review, with 10 of those having had their place directly funded by the department. AS logo has been included on all job adverts since accreditation, along with positive action statements regarding our commitment to EDI principles. Female application numbers to all higher grades over this period have been higher than male applications. We will continue to monitor this whilst still an imbalance remains in the senior grades (Section 3 & 4, Key Priority 4)</p>			

Action Point	Planned action/objective	Key output and milestones	Success criteria and outcome
5.3	Revise induction processes. Introduction of an 'Induction Buddy' scheme.	Implement year-long induction programme for new staff. Allocate a named staff member to act as an 'induction buddy'/point of contact to all new staff (including those who are existing NTU staff transitioning to a new role in the Department). This should not be someone involved in appraisal. Revise induction handbook.	A revised induction handbook produced. Point of contact ('induction buddy') identified for all new staff (100% compliance rate). Induction activities spread across the academic year with information delivered at key points. Evaluation of induction process using an end of induction survey.
Progress here is related to the development of a PL portfolio for Staff Wellbeing. A new induction booklet was produced, with a clear set of tasks to be completed and responsible colleagues identified; all new teaching staff are given handbooks within their first week of starting. Additionally, another colleague has workload time to act as induction buddy for the new starters, so that there is an open-door for new colleagues to seek onboarding support. More recent consultations have indicated that research staff also require more structure to their inductions, which is considered further in our new action plan (Section 4, Objective 5.2).			
5.4	Support for demystifying the promotion process for academic staff. Encouraging more staff to apply for promotions.	Embed career development discussions in appraisal framework. Ensure mentors and line managers are familiar with promotion processes and criteria and can advise accordingly. Mentors to be provided with staff development training. Staff in leadership positions to support accurate perceptions of their roles.	Biennial staff surveys to indicate: Greater number of staff indicating appraisals routinely include discussions on promotion (>50%). Greater understanding of promotion process/criteria amongst staff (>50%).
Departmental line managers receive regular briefings and training opportunities to improve their support of colleagues' promotion prospects. Biennial survey demonstrated positive shift in male and female colleagues finding appraisal process helpful for their career prospects.			

Action Point	Planned action/objective	Key output and milestones	Success criteria and outcome
5.5	Develop mechanisms to support understanding of promotions across pathways for academic staff.	<p>Determine and advocate at School level support needed for those on T&S and T&P pathways wishing to apply for promotion.</p> <p>Develop mentoring scheme for those on T&S and T&P pathways in line with mentor scheme for T&R pathways.</p>	<p>Biennial survey to indicate greater awareness amongst staff of progression routes (>50%). Comparative analysis to be conducted between pathways.</p> <p>Pathway-specific support available to staff on T&S and T&P pathways.</p>
<p>In 2019, the university had only recently adopted a “pathway” approach to academic workplans, with every member of academic staff allocated to “Teaching and...” “Research” (T&R), “Practice” (T&P), or “Scholarship” (T&S). Since then, the university has engaged centrally in numerous processes to improve the understanding of what it means to be on each of these pathways. Alongside, the school has developed a range of means to support colleagues in understanding their career within the pathway structure. Although this process is owned at a school level, colleagues from the department have played a significant role in making the process work, such as:</p> <ul style="list-style-type: none"> • Instigating and leading the only school-level panel in the university that addresses the strategic development of colleagues on the T&P pathway, with subsequent impact on central university approaches to this pathway; • Leading on several workshop events tailored specifically for each pathway for colleagues considering application for academic promotions <p>Departmentally, we have instigated a mentoring system that sees every member of lecturing staff allocated a senior colleague (professor or associate professor) who meets them throughout the academic year to help identify opportunities that are now specific to development needs within their pathway. The department has also created and recruited to the HAPP post to ensure that the career development needs of T&P colleagues are better met, and also created and recruited to an associate professor and professor of scholarship, who have taken responsibility for improving the understanding of development needs of colleagues on T&S pathway; these were specific roles that were recognised as a departmental need and were advertised externally (with one internal appointment). This work on pathway inclusivity is continued and developed within our new action plan (Section 4, Objective 5.5)</p>			
5.6	Embed career development discussions in appraisal framework.	Appraisal documents show evidence of career planning discussions through objectives and narratives.	<p>Responses to staff survey show increase in positive responses to questions on support for career progression in appraisals (>80% agreement for both women and men).</p> <p>Appraisal documents show evidence of discussions of career development.</p>
<p>As with 5.4, all responses to biennial survey indicated positive trends in this regard. We were not able to consider appraisal documents, as the system has become more restricted than previously, in line with GDPR principles</p>			

Action Point	Planned action/objective	Key output and milestones	Success criteria and outcome
5.7	<p>Establish/increase PGR and researcher support for career development.</p> <p>Allocate mentors for research assistants for career planning.</p>	<p>PGR forum established, areas for support identified and action plan created.</p> <p>Establish annual appraisal cycle for PGRs engaged in HPL work to develop appropriate objectives to support development.</p> <p>Staff in grades E, F & G are allocated mentors.</p>	<p>Qualitative feedback from staff and PGR questionnaire demonstrates improvement in this area.</p> <p>Increase in positive responses to relevant quantitative questions in PGR and staff questionnaires, such as career development being incorporated into appraisals (all responses >70% agreement).</p> <p>Annual appraisal cycle established for HPLs.</p> <p>Each member of research staff has access to a mentor (100% compliance rate).</p> <p>Career planning section of the departmental staff questionnaire demonstrates an increase in positive responses for this group of staff.</p>
<p>New PGR support forum established and facilitated by an experienced senior lecturer who is part of the D-SAT. For both staff and PGRs, overall, there was a positive increase in the number of activities participants reported they are encouraged to partake in to enhance their CV when last surveyed on this item in 2022. Research staff are all now allocated to mentors. Appraisal for HPLs is not yet established.</p>			
5.8	<p>Inform staff with line managing responsibilities about key NTU policies on flexible working, maternity/paternity leave, and career breaks.</p>	<p>All staff with line managing responsibility are aware of NTU policies, and where to access them, for flexible working, maternity/paternity leave and career breaks.</p> <p>Opportunities to discuss maternity, paternity and adoption leave issues directly with leadership if staff wish to.</p> <p>Opportunities to support line managers around these issues.</p>	<p>Improved awareness of flexible working and career break policy across the department as assessed by the biennial staff survey (100% of all line managers to indicate awareness of key policies). Increased usage of underused policies by end of action plan.</p> <p>Improved awareness of maternity/paternity and adoption leave issues across the department as evidenced in the staff survey (>80%).</p>
<p>Whilst not consistently achieving 100% target, the percentage of staff with line managing responsibilities shows increased awareness from 2018:2022 for key policies, and with usage of key policies rising from 39% in 2018 to 60% in 2022. Amongst staff, awareness of flexible working policies also improved over the period.</p>			

Action Point	Planned action/objective	Key output and milestones	Success criteria and outcome
5.9	Ensure staff are aware of KIT days arrangements and their purpose.	Ensure mentors and line managers are aware of KIT day purpose and can advise on the same.	Improved awareness of KIT days and their uses across the department as evidenced in individual reflections following leave. Training session for line managers on KIT day policy.
HR records indicate that in the previous three-year period, 6 members of staff have taken a total of 40 KIT days between them, demonstrating appropriate awareness and utilisation.			
5.10	Review workload allocation model for return to work from maternity and adoption leave. Identify best practice examples for other HEI's.	Review of workload allocations for career break returners. Best practice examples identified and reviewed.	Report produced on workload review undertaken which focuses on workloads for those returning from maternity/adoption leave. Models for support offered to returners considered and a support offer implemented.
DHoD implemented a Support for Academic Returners (SOAR) programme to ensure that workload allocation is managed appropriately and collaboratively following parental leave, and £5K funding for professional development is also available for colleagues returning to work			
5.11	Review support for staff returning from maternity or adoption leave. Identify best practice initiatives from other departments/Universities.	Identify and offer opportunities for training and other support programs for career break returners. Identification of best practice external to the department, i.e. a Returners' Research Fund that provides the opportunity for female staff to apply for additional staff development funding to help sustain research activity during and/or after maternity leave or a maternity buddy scheme where women can share experiences and support.	Relevant training and support programs offered and/or taken up. Report on best practice in this area submitted to EDI committee for consideration in NTU psychology context.
As with 5.12, DHoD implemented a Support for Academic Returners (SOAR) programme to ensure that workload allocation is managed appropriately and collaboratively following parental leave.			

Action Point	Planned action/objective	Key output and milestones	Success criteria and outcome
5.12	Provide an 'options mapping' service for parents to be/new parents to enable informed decision making in relation to NTU policy and provision.	Communication cascade to promote relevant information to be shared widely and information added to existing employee and line manager guidance materials.	Increased understanding of, and feeling supported, by staff eligible for paternity leave as reported in the departmental staff survey and in line manager meetings.
As with 5.8, clarity of approach to parental leave has been implemented by the department. However, currently available data is quantitative and with low numbers, hard to make use of; in-depth analysis is required going forward (Section 4, Objective 4.3)			
5.13	Ensure staff are aware of the formal flexible working procedures improve awareness of flexible working policy across the department. Establish departmental contact to advise staff and line managers on flexible working, maternity/paternity leave, and career breaks.	Add quick links to key policies to staff SharePoint site. Provide update to line managers in PMG and departmental meetings.	Improved awareness of flexible working and career break policy across the department as assessed by the biennial staff survey (>50% staff indicating awareness of flexible working policy).
In the most recent biennial survey where these questions were asked (2022), the flexible working procedures that staff members showed more awareness were paternity/maternity leave (80.5%), and flexible working (79.2%). Females seemed to be more aware of these flexible working arrangements, and made more use of them in comparison with their males counterparts. Most respondents agreed that flexible working is encouraged in the Department (96%), and 58.4% responded that they worked flexibly.			

Action Point	Planned action/objective	Key output and milestones	Success criteria and outcome
5.14	Insert positive action statements within committee Terms of Reference.	Decision making committees are gender balanced.	Gender parity across committees across the lifecycle of this action plan 2019.2023.
<p>The department wanted to improve the gender representation across committees in order to ensure a stronger consideration of factors that might be gendered but missed without more lived experience at the table during the discussion. At the point of submission, we see a reasonable balance across the four key leadership groups:</p> <ul style="list-style-type: none"> • Psychology Leadership Team – 3 women out of 8 members • Psychology Management Group – 8 out of 12 • REF Executive – 2 out of 5 • REF Action Group – 4 out of 10 <p>However, at this point, written terms of reference are still in development – examples include the PLT which states one duty to “Provide a positive, supportive work culture that supports the equality, inclusion and diversity agenda, and development of future talent.” A more comprehensive integration of positive action into these committees is included in our new action plan (Section 4, Objective 1.3)</p>			
5.15	Introduce gender analysis report of Managing Academic Workload (MAW) system.	Workload data scrutinised by gender.	Report produced for discussion at Psychology Management Group. Workload planning team informed of findings.
<p>A report was undertaken by the DHoD in the year following accreditation. Unfortunately, the previous system of workloading (MAW, and then MAP1) meant that systematic re-reporting of this work has not been possible, alongside HR concerns regarding sensitivity of sex in personal data. However, the department has now agreed a system for obtaining personally identified sex data from HR and will use this along with the capacity of the new workload system (MAP2) to evaluate workload data systematically (Section 4, Objective 1.5).</p>			
5.16	Provide training for staff on workload model and allocations.	Training event takes place where work loading principles and tariffs for tasks communicated.	Training event occurs. Subsequent staff surveys to show an increase in % staff responding positively to the work loading question (10% increase or above).
<p>Over period in question, there have been seven departmental briefings regarding workload allocations, and additional communication by email at key points in the workload cycle. In the biennial survey, a higher percentage of colleagues of any gender have positively endorsed the workload approach in each sequential survey.</p>			

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Action Point	Planned action/objective	Key output and milestones	Success criteria and outcome
5.17	Expedite the growth of the role of cultural psychologists, including allocation of PhD studentships.	Clearly defined portfolios of activity, including the rollout of the new third year module, an action plan for decolonising the curriculum work, sitting on the Success for All committee and PhD funding secured for relevant staff.	Cultural psychology module provisioned in 2019.20, applications for at least 1 PhD studentship submitted, action plan for decolonising the curriculum submitted at School and departmental level.
<p>Since 2019, the department has developed the degree to which our staff group and approach to our work embraces a greater diversity of perspectives, as reflected in:</p> <ul style="list-style-type: none"> Recruitment to three lecturing posts specifically targeting scholars in decolonisation or cultural psychology, who have then developed workshop series, and engaged with the BPS's accreditation review The employment of three academic associates (colleagues employed to teach alongside completion of a part-time PhD) whose doctoral research addresses questions related to decolonisation. The convening of a Decolonising the Curriculum working group – led by the HoA – to identify appropriate opportunities to evaluate and address curriculum areas where coloniality has particularly influenced the content, leading to a spine of decolonial thought introduced from Level 4 through to specialist modules at Level 6 The creation of new “Social and Cultural” degree specifier within our range of single honours degree options <p>Though proud of these concrete steps, we recognise further development required, as reflected in our new action plan (Section 4, Objective 2.4).</p>			
5.18	Improve diversity of publicity materials to recognise intersectionality.	Publicity materials are renewed, maintaining the gender balance, whilst increasing BME representation.	Publicity materials amended and reflect greater diversity.
<p>In discussions with university marketing, the department have helped to ensure that all public material has a diverse representation in images and models used.</p>			

2. Evaluating success against department's key priorities

a) *Creating an equitable working environment*

Our submission and bronze accreditation in 2019 was used as a benchmark and springboard for developing our processes to improve the equity of our working environment on an ongoing basis.

It was recognised that such changes needed to start from the top, and leadership within the department has spearheaded the approach over the last five years. This starts within the PLT, the eight most senior members of departmental management. All key strategic decisions stem from this group's meetings, and university developments and policies are discussed first here before dissemination to the department. PLT have increasingly ensured that equity is considered in all decisions.

PLT have also recognised the importance of being role-models for generating momentum towards an improved culture of equitable practices. PLT led on the use of pronoun identifiers within their email signatures to demonstrate an openness to gender identity, alongside messages to encourage colleagues to maintain their work-life balance. There has been a strategic increase in the delivery of communications to colleagues about the ways that workplace culture can improve, via email, within staff briefings, and at away days. This has included repeated messages in recent years encouraging colleagues to report bullying and harassment, and to actively disengage from work communication streams during periods of closure or annual leave. The ADP also instigated and supported the development of the LGBTQ+ Health and Wellbeing Research Group; this is a fully inclusive title and by explicitly adopting a trans-affirmative approach, encourages colleagues with non-binary gender identities to see themselves as valued in the department.

At the next level in the managerial structure, colleagues in PMG line-manage the majority of academic staff, and are the next frontier for creating an equitable working environment. Following reorganisation (Section 1.2), PMG have strengthened their role as a two-way conduit for both considering, influencing and implementing PLT decisions. As a diverse group of individuals with a female majority – who are predominantly internally promoted, experienced members of the department – PMG are in a position to scrutinise decision-making with real and direct understanding of potentially affected staff.

Examples of the positive impact of this leadership approach include:

- 1. Funding activity to increase development opportunities to a wider range of colleagues:** by focussing internal funding on early career academics in academic roles where women form a higher proportion.
- 2. Ensuring that departmental business meetings are held within core business hours.**
- 3. Planning management communications in a manner that supports accessibility:** by avoiding short deadlines (e.g. for funding calls and other

opportunities), and placing a moratorium on department-wide communications on a Friday to quieten everyone's inbox for one weekday.

An area of focus has been around the use of fixed-term contracts (AP4.7 above, Table 2.4). There was evidence of a gender bias in the use of fixed term contracts, with a higher proportion of women on these contracts than men; acknowledging that fixed term contracts can contribute to stress through uncertainty, the HoA has systematically worked to both reduce the use of such contracts and also monitor the extent to which there is a gender bias. Having resulted in a reduction in the proportion of all colleagues employed on such terms (from 22% to 17% 2018/19 – 2021/22), we have also reduced the difference between men and women to negligible levels (fewer than 1% of their proportional representation). However, we have also developed a process whereby fixed-term contracts contribute to equitable working practices – when colleagues on permanent contracts ask for contract reductions (such as for changed childcare responsibilities), we always offer the opportunity to take this change on a temporary basis so that they can appraise the realised financial and work-life balance impact before committing to a permanent reduction. This flexibility is greatly appreciated by colleagues considering such a decision, but is only possible through the use of fixed-term contracts to back-fill their commitments during a trial period. Our progressive culture is therefore supported by the use of these temporary contracts in an appropriate level of balance.

The department has also progressed the EDI agenda internally through the use of resources dedicated specifically to these elements. This has been achieved through two key processes:

- 1. Workload allocation:** The department has maintained the previous commitment to resource a D-SAT committee and appropriate leadership, giving all individuals aligned with these tasks a dedicated proportion of their workload to participate. Additionally, we have resourced 12 more colleagues with dedicated time to take part in the specific EDI Working Groups focussed on Race, Sexual Violence, Care Leavers, and Parent Students, as discussed in Section 3.1c.
- 2. Active recruitment:** When appropriate within the staff resourcing budget, we have made the growth in the scholarship of cultural psychology a new growth area amongst our staff. This has included recruitment to three permanent lecturing posts in the field, and three academic associates (colleagues appointed as part-time lecturers alongside a fee-free PhD in the field).

The impact of these appointments is an increased opportunity for students to engage with decolonial thinking, which is incorporated into their curriculum from specialist lectures in core modules in their first year through to specialist modules and research labs in their final year. An openness to decolonial thinking within the curriculum is known to have an impact on students from marginalised communities, and student anecdotes within our own community demonstrate the appreciation that comes with such material and conversations being covered.

The evidence of an improved level of equity in our working environment can be seen in our culture survey data. In our bronze submission, we identified the need to increase colleague awareness of how the department supports progressive work practices. To that end, we noted a rise in colleague awareness of flexible working policies from 2018 – 2022 (Section 2.1, AP4.6), and an increase in satisfaction with the line management and its impact on their pathways to promotion (Section 2.1, AP5.4). As discussed in Section 3, for 2022 and 2023, we saw a reduced differential between male and female responses across all themes. We see this as a positive step, notwithstanding that there are areas where our working environment can further improve.

Another example of improved use of progressive policies has been in the data regarding colleagues who have taken maternity, paternity, or adoption leave. Since our bronze accreditation, leadership have actively promoted the use of Keeping in Touch (KIT) days, and the use of funds for Support of Academic Returners (SOAR; money to support academic reintegration after a period of time away on maternity); line managers have also had these initiatives made clear in their training. As a result, over 40 days of KIT have been used to support colleagues transition in and out of parental leave, and SOAR has supported three colleagues with £5,000 each to support their academic activity on return.

The processes and outcomes noted above are reflected in the current assessment of the department's culture, inclusion and belonging, as outlined further in Section 3 below. However, whilst we offer these as examples of significant progress made within the last five years, we also recognise that further progress is needed. In particular, we continue to observe significant gender-based differences in our annual culture survey. Our renewed action plan (Section 4) is designed to address the issues underlying these persistent differences.

b) Increasing female representation in senior academic roles

Our staff data for the bronze accreditation highlighted a significant imbalance in representation of women in senior academic roles. We have since sought to create a balance that represented our overall staff balance more closely, via strategic policies for external appointments and internal promotion.

PLT have worked proactively at the earliest point of recruitment to create job profiles that are compatible with family responsibilities. We now explicitly invite applicants to request fractional contracts, regardless of whether posts are advertised as full-time – this invitation starts at advertisement, and continues into the job offer negotiation. An example of this flexibility is when we recruited to the DHoD role, which was advertised as a single 1.0 FTE. The two preferred candidates were women on fractional contracts who co-applied for the role. The job profile was revised, the funding available was increased from 1.0FTE to 1.5FTE, and both were appointed into a job-share arrangement. We believe this reflects well on the commitment of senior management to equality and balance across the spectrum of roles.

Since 2019, every panel for shortlisting and interviewing teaching academics has included at least one woman (Section 2.1, AP5.1). The intention is that female applicants will feel represented by the panel, valued by the department, and that a

gender mix in the decision-making is likely to encourage a multiplicity of perspectives, and consideration of a wider range of factors than tends to occur when shortlisting panels are less diverse.

With regard to internal promotion, we have undertaken a range of activities to explicitly support the development of female academic staff. To develop female leaders, we have funded 15 colleagues in a programme of professional development (the Aurora programme), which aims to help women to identify and pursue their opportunities for development. We have also strengthened the process of career development within line management, and line managers are now explicitly trained to focus on identifying and developing the strengths of individuals. The intention is that this will create an enabling process for all appraisees and reduce the invisible barriers to progression.

The impact of our improved approach to recruitment and promotion can be seen in two elements of our staff data. Firstly, as noted in Table 2.7.1 and Section 2.1 (AP5.1), the proportion of women offered academic posts across the grades is the now same as the proportion who have applied. Secondly, we have seen that the gender discrepancy across contract grades has significantly reduced (see Table 2.3): the number and proportion of female professors, associate professors and PLs has consistently risen. Furthermore, although our data appendices show five female professors in 2021/22 (43% of all professors), our more recent appointments and promotions now make that 8 female professors; this represents 47% of our professoriate of 17. With three of that professoriate being the ADP, HAAP, and DoPR in management roles, women form the majority of the non-management professors. In the grade below professor, we now have 11 female associate professors (up from five, and representing 52% of APs, an 8% rise since 2018-19), and women now comprise 64% of PLs, slightly higher than the gender ratio of our staff as a whole. We have sought to raise awareness and celebrate this through posters and on digital displays in the department.



In examining the data on promotions for our academic colleagues (see Table 2.9), promotion can occur within an academic route (e.g. transfer from Senior Lecturer to Associate Professor) or a management route (e.g. transfer from Senior Lecturer to Principal Lecturer). From 2018-2023⁵, we see that 56% of such promotions (45 in total) have been for female colleagues, close to our overall gender ratio; although we do not have access to the gender data for applications along either route of promotion, we nonetheless are encouraged by this evidence that academic career progression in the department appears to be equitable for colleagues regardless of gender.

Whilst we do consider there to be clear evidence of progress, we recognise that this progress needs to continue. The gender ratio in senior academic roles remains more male-biased than the overall staff gender ratio, and is also more male-biased than the student gender ratio or sector average by more than 5%. Until we bring all our staff gender ratios in line with sector averages, female representation in academic roles will remain a priority issue for the department (Section 4, Key Priority 4).

⁵ Data obtained by special request to HR and therefore more contemporary

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

1. Culture, inclusion and belonging

NTU Psychology has continued to embed an improved culture across our practices over the period in question. Our commitment to developing and strengthening our culture can be seen in our 2023 three-year strategy, the introduction stating:

We are a value driven organisation, committed to promoting equality and diversity, that seeks to provide all staff and all students with the opportunity and support to develop within their career and achieve personal and professional success. We are not afraid to ask the difficult questions of ourselves and our community, recognise our own limitations and will continue to lead the way in challenging the status quo and implementing new ways of working across our profession.

We take an open approach to evaluating workplace culture. Our *Departmental Culture* section on the SharePoint signposts colleagues to our 2019 submission, key EDI contacts, and is headlined by our departmental values (Section 1.2). *Collegiate* and *Friendly* particularly capture how we aim to approach inclusivity, these values being endorsed in the staff consultation discussed below. We maintain a reflexive approach to our self-evaluation processes, so that we can be proud of our achievements whilst also acknowledging the particular areas where we need to develop further, allowing us to develop five meaningful key priorities (Section 3.2).

a) Leadership

As outlined in Section 2.2a, EDI work is a collective responsibility within the department's management structures, with specific elements allocated to particular portfolios. Leadership's EDI work is especially strengthened by the position of our ADP, who established and chairs the School's EDI committee. The ADP takes an active stance to promoting acceptance of diverse identities through his own openness as a gay man, and as an active and esteemed scholar of LGBTQ+ Health and Wellbeing brings academic expertise to our departmental approach. An additional strength arises from one DHoD having previously been the principal lecturer with EDI portfolio, and the primary author of our 2019 bronze submission, allowing her to hold a strong AS focus within PLT discussions. This supports all of the leadership team to actively promote EDI principles within their working practices.

At present, the four most senior roles in the department are held by white males, which is acknowledged and reflected upon continually, and does lead to positive action such as the renegotiation of finances to allow appointment of two part-time female candidates to the DHoD role (see Section 2.2b). Away day planning actively ensures sessions are led by a range of PMG and PLT members, and the female DHoDs lead termly department staff briefings; nonetheless, narrative feedback from colleagues indicates that there is room to reflect on the other significant departmental forums to consider better representation of the women holding senior roles (Section 4, Objective 4.1).

b) Working Life

As reflected in Section 2, NTU Psychology supports a range of flexible working practices within the framework of policy set by the university (e.g. contractual and timetabling processes for teaching between 9am-6pm), and actively support staff to balance work and home lives. We aim to give teaching staff one day teaching-free in typical term weeks and respond (where possible) to informal requests for timetabling adjustments to support caring responsibilities. This is reflected in flexibility around contract changes; each year we receive significant numbers of flexible working requests to change contractual hours, and 25-30% of our staff hold fractional contracts. We support many of these as temporary requests to see whether this balance works for staff. This staffing fluidity can raise other management challenges, but we prioritise supporting staff with their individual circumstances.

The university expects colleagues to be on site for at least 60% of their working hours on average, and the department reflects this expectation for the value of in-person interactions in building and maintain a culture of positive work practices; however, we do consider individual needs (e.g. health issues) and offer appropriate flexibility where possible. We have a “core hours” principle of 10am-4pm whereby departmental meetings are expected to be scheduled within these, and “Quiet Friday” discourages whole-staff emails on Fridays. During Covid and post-Covid period, we also offered mini-sabbaticals and tailored workload management for colleagues whose parenting demands had particularly affected their professional capacity.

We are fortunate to have colleagues with academic expertise in social psychology who contribute to enhancing inclusive work-life experiences. Our Bullying and Aggressive Behaviour research group, encourages participation in anti-bullying week annually, and have been developing guidance around banter in the workplace and building constructive communication. Colleagues with expertise in gender diversity have also shared guidance around mis-gendering colleagues and students. Our numbers are too small to permit HR or survey data for non-binary colleagues, but we are pleased to have had a non-binary colleague on our D-SAT focussing our approach to navigating correct terminology in our data collection and reporting procedures, and also note that a narrative response to the 2023 survey specifically commended the department’s welcoming atmosphere for non-binary people (Table 1.5).

c) Committee Structures and Governance

Over the course of preparing this submission, we have recognised the need to evolve from being a *team* that is responsible for the AS processes to a *committee* that has clearer governance, accountability, and a broader remit covering more aspects of inclusivity. A newly constituted *Departmental EDI Committee* will have traction in departmental processes, becoming the overarching vehicle for monitoring of the plan and holding the department to account in progressing its priorities. The new system of governance will be introduced imminently (Section 4, Objective 1.1), with a direct line of accountability to PLT, and an indirect line of accountability to the school EDI committee; we will also engage with the school’s Associate EDI Partner from the central university EDI team. Committee membership will be populated through open-call to the department, with work to ensure representation from across the pay grades,

genders (e.g. increasing male representation), and according to other self-identified protected and/or marginalised characteristics.

Other progress has been reflected (Section 1.3) in the activity of a range of colleagues from across the department, including *Success for All* initiatives, D-SAT contributions, contributions to departmental and university decolonisation initiatives, contributions to the University's Race Equality Charter, and membership and leadership of the EDI working groups reporting to the PL – Student Community (Sexual Violence, Estranged Students, and Race). Colleagues and their line managers are encouraged to use their annual appraisal process to set objectives that include AMA roles, allowing direct recognition of EDI-related AMA work to be considered.

d) Demographic Picture

NTU Psychology has one of the largest taught student populations in psychology in the country (2,648 UG, 404 PG most recently; see Tables 2.1a&b). In most other respects, it reflects the national picture for Psychology, with ~80-83% of the cohort being female across all courses (nationally: 81% female^{6,7}, 2021/22). There is a strong skew towards individuals from areas with higher participation in higher education (Table 2.1a), but we have a smaller gap between the highest and lowest POLAR quintiles than national trends. The student cohort are predominantly white (63% in 2022/23), but representation from ethnic groups is increasing in both UG (by 10% from 2019 to 2023; Table 2.1c) and PG (up 25% from 2019 to 2023). Of these demographics, gender has the strongest influence on performance, as male students have poorer outcomes than female students (Table 2.2a); seeking to reduce attainment gaps remains one of our priorities going forward (Section 4, Objectives 2.2, Objective 2.3).

We have a large staff group (174, Table 2.3), with the majority (80%) classed as *Academic*⁸. Female representation amongst the teaching academic job roles is in the majority (57%), but is lower than the national and NTU undergraduate population, and also HESA data for *Psychology and Behavioural Sciences* (65% female in 2021/22⁹). Reflecting the progress discussed in Section 2.2b, although the largest proportion of female appointments are at the lowest academic grade (lecturer, 72%), many senior academic roles also have female majorities (PL 64%, associate professor 52%) and our most contemporary professor proportion is now 47% female if we include the ADP DoPR, and HAAP; removing these management roles leads to a majority female professoriate (53%). Both figures are above national benchmarks, with 43% of UK psychology professors female⁹. As noted in Section 2.2b, this partially reflects the incremental equalisation of the applicant-appointment ratio for females (circa 71% for both).

⁶ Data accessed from <https://www.hesa.ac.uk/news/19-01-2023/sb265-higher-education-student-statistics/subjects>

⁷ We use Sex terminology as all equality data referred to is collected on this basis

⁸ We use the term “Academic” here rather than the “Teaching and Research” terminology familiar in the sector, as the latter could confuse matters with NTU’s academic pathway approach

⁹ Data accessed from <https://www.hesa.ac.uk/data-and-analysis/staff/areas#sex>

In our other staff groups, the small numbers make our statistics less meaningful and consistent. *Professional/Technical/Operational* (PTO) staff group (7% of total) has increased from 20% to 54% female, whilst our *Research Only* staff (11% of total) has reduced from 63% to 53% female. However, the sex ratios of appointments (71% female for research assistants/associates; 67% for PTO) are close to those of applications (74% and 67% respectively).

The central university processes do not release departmental data on individual characteristics other than sex. In our 2023 culture survey, we asked about self-identification with marginalised groups; 13% reported belonging to one, 15% to more than one, indicating that approximately one quarter of our colleagues hold intersectional marginalised personal identities within their professional lives. 2023 was the first year that we asked this question, so we will consider trends in future years (Section 4, Object 1.4).

Finally, we note that the overall proportion of females on fixed-term contracts has decreased from 24% to 18% and has converged with males (from 20% to 17%) over the reporting period.

e) Consultation Processes and Findings

i. Staff

As noted in reviewing previous action plan (AP3.2), staff have been systematically consulted throughout the reporting period using a department-wide survey. Here, we will report on the surveys for 2022 and 2023, which adhered to the Advanced HE recommended content of 28 questions across 6 themes (see Tables 1.1-1.4). Prior to and including 2022, we used a bespoke survey biannually; this was rich but burdensome for respondents and analysts, hence the decision to now focus solely and annually on the Advance HE questions. To improve the depth of consultation, we included free-text responses for each theme and a section for general comments.

Both surveys were open to all staff and doctoral candidates, regardless of contract type. Response rates were low: 77 responses in 2022 and 65 (approximately 37%) in 2023. As a result, we split data by sex, but not by staff group. We are unable to estimate narrative response rates due to a combination with doctoral data (see Table 1.7); future surveys will separate these groups. We will target an improved response rate as part of our new action plan (Section 4, Objective 1.2)

Key points from these surveys are:

- In 2023, staff responded most positively overall to questions around *Belonging and Inclusion*, *Gender Equality*, and *Work-Life Balance* (74-78% gave a positive response to questions across these themes; Table 1.1), and least well to *Bullying and Harassment* (60%).
- Across five themes (Table 1.1), responses were worse from females, most pronounced in regard to *Gender Equality* (79% vs 92%), *Career Development* (64% vs 71%), and *Bullying and Harassment* (57% vs 64%). Only *Wellbeing* is similar across gender.

- Four of six themes improved overall across the two years, by up to 8% (Table 1.3). The exceptions were *Bullying and Harassment* (-3%) and *Career Development* (-2%). Across all themes, the gender gap reduced. Notably, *Wellbeing* was rated 16% lower by females in 2022, which virtually disappeared in 2023 (1% higher).
- Those staff who identified as having marginalised identities were largely similar to those that did not, but more strongly endorsed *Career Development*, whilst being less positive about *Bullying and Harassment* and *Work-life balance*.

The narrative responses (Table 1.5) helps us to develop a broader contextual picture of these ratings. There were many positive comments, and a recognition that the department is working to develop an equitable working culture. However, high workloads emerged as a source of stress and perceived inequity across all themes. There are also individual accounts of harassment and stress, attributed to issues of gender or ethnicity. These indicate that there is still progress to be made in both fostering a workplace culture that is supportive of all colleagues, and ensuring that all colleagues are aware of the progressive steps being taken by the department.

ii. Doctoral Candidates

The fifteen quantitative responses from doctoral candidates were concerningly less positive overall (Table 1.6). *Work-Life Balance* is the most positive theme, at 70%, whilst three themes (*Bullying and Harassment*, *Career Development*, and *Wellbeing*) scored below 50% overall. Only four respondents were male, but these provide tentative evidence that they were more likely to report *Bullying and Harassment*, poor *Wellbeing*, or poor *Work-life Balance*, whilst female candidates were less positive about *Gender Equality* and *Career Development*. The response rate from candidates was poor (approximately 10% across PhDs and DPsychs) and whilst some comments are reinforced by anecdotal reports from the staff-facilitated doctoral student support forum, neither context is likely to be representative. Acknowledging that the low response rate may itself be associated with lower sense of belonging amongst doctoral candidates, the department will engage more strongly with doctoral candidates in future culture surveys, and actively considering the experiences of our DPsyche candidates who are predominantly distance-learners (Section 4, Objective 5.4).

iii. Taught Students

Taught student consultation occurs throughout the year. There are termly meetings of course committees where elected student representatives attend, offering the opportunity to hear and discuss issues challenging the cohort. Additionally, students are invited to comment annually on every module through a standard university feedback process; module leaders respond to the results in a published report.

We also receive the National Student Survey (NSS) and the Postgraduate Taught Experience Survey (PTES). In the most recent NSS, our responses were consistently higher than the national benchmark (see Table B); the one exception is *Student Voice*, indicating that our processes above are not sufficient for students to feel incorporated into the decision-making of the department.

Table B: NSS Results 2023

	Positivity score	Benchmark
Theme 1: Teaching on my course	85.7	83.3
Theme 2: Learning opportunities	81.9	78.6
Theme 3: Assessment and feedback	79	73.6
Theme 4: Academic support	82.1	80.3
Theme 5: Organisation and management	82.5	76.6
Theme 6: Learning resources	90.1	87.2
Theme 7: Student voice	68.1	71.8

For our postgraduate students, PTES data is collated at a course level, and typical response rates mean we rarely have sufficient data for meaningful departmental reflection. Larger courses incorporate PTES data into their course committee discussions, whilst the smaller courses use these committee discussions as their primary vehicle for considering and responding to student voice.

f) Pedagogic Developments and Commitments

As noted already (Section 3.1c), we run three EDI-focussed working groups which work to improve student experience for groups of marginalised students; a fourth group (Student Carers) ran and completed in this time. These groups have developed and promoted a range of interventions in student experience through both departmental change and influence at school and university level; highlights include research leading to the development and incorporation of consent workshops across the university, creation of a new process and AMA role for supporting carers, supporting school-level projects to identify and target support to estranged students, and the review and adaptation of anonymous marking.

Additionally, the department has engaged in work to develop the decolonial agenda. The HoA has convened multiple meetings with self-identified academics wanting to engage in this agenda, as well as recruiting and supporting colleagues with specific scholarship in decolonisation of psychology who have convened various discussions on the topic. As a result of these conversations, we have embedded decolonial considerations into the curriculum at all undergraduate levels; however, there remains room for us to consider other ways to progress this agenda and related concepts of progressive sociocultural adaptations in our broader curriculum (Section 4, Objective 2.4).

2. Key priorities for future action

Our engagement with the principles of Athena Swan has been a valuable catalyst for us to identify improvements that speak to a broad range of protected characteristics, including sex and gender. In the process of colleague consultation and reviewing our activity (Section 1.5) in preparation for this report, we have identified five key priorities for EDI work more broadly; the following section articulates how our commitment specifically to gender equality will be considered within those priorities.

KP 1: To further embed EDI accountability within all departmental activity

This priority arises from the process of review undertaken in preparation of this submission. We have noted that anecdotally and narratively, there are a range of ways in which the department has embraced a progressive EDI agenda, and key individuals across all contract types and grades have engaged in positive work in this arena. However, the direct monitoring and responsibility for the activity is rarely situated within a structure that allows ease of communication or reference, and we have not had a consistent EDI committee. This carries risks including:

1. Progressive work undertaken is not recognised and appropriately credited;
2. Progressive work undertaken loses momentum and visibility if colleagues move roles;
3. Lack of oversight leads to intended actions failing to occur.

Over the next five years we will enhance our structures of reporting and governance regarding the EDI agenda, to more quickly notice when things are going wrong and more consistently celebrate and consolidate when things are going well. This priority will be predominantly met in the next year through fully embedding a relaunched EDI committee, alongside continued and improved means of consultation. As an overarching priority, this will require courage in departmental leadership and other colleagues to ensure that we are fearlessly open to information that demonstrates where particular groups of colleagues feel prejudiced by departmental processes or developments, and address them appropriately. We will integrate an improved inclusivity for colleagues with minority gender and sex identities into this approach.

Within this EDI committee, our commitment to gender equality and Athena Swan principles will be maintained through appropriate standing membership roles. The terms of reference will explicitly list Athena Swan fidelity as a core function of the committee, with Athena Swan progress a standing agenda item. The Principal Lecturer (Departmental Culture) will hold co-leadership of the committee, and will be expected to report into this agenda item each time as their management portfolio will continue to explicitly state Athena Swan as a core responsibility, to be monitored through their own appraisals. The EDI action plan – with 25 objectives, each with three actions – has also been reviewed and reconsidered for gender-specific focus; as each committee meeting will focus on one priority and the objectives associated with that priority, the gender-specific plan articulated in Section 4 will be an additional point of focus in each meeting.

KP 2: To improve equity and inclusion within our diverse student community

Whilst we have demonstrated a commitment towards progressive developments in teaching and student experience related to protected characteristics, our data demonstrates factors that remain problematic. This agenda is most strongly driven by Success for All processes within the university which are also driven by external demands in the sector; the department engages with this university drive, but university priorities can reduce our resources to consider more localised issues

pertinent to our student group (such as the male attainment gap, Table 2.2a). Through a stronger integration of the student voice and Success for All processes into our developing EDI committee and broader EDI governance, we will be able to more clearly progress the objectives outlined within our action plan.

We will hold a gender-based focus in this priority with two areas. Firstly, as seen in Table 2.2a, male attainment rates are consistently lower across our undergraduate courses; through stronger incorporation of student voice into our EDI governance, we will develop stronger insight and strategy to seek an improvement in this data. Secondly, recognising that the proportion of female staff is lower than the student population (see Section 1d), we will use student voice to explore whether more can be done with our students to improve the identification of an academic life as a viable option for women.

KP 3: To strengthen and communicate measures that reduce bullying and harassment

Although the experience and witnessing of bullying and harassment appears to be in the minority of our colleagues, it still needs addressing. Based on consultation with our staff group, our approach will include the development of departmental training and communication around the issue, with a view to reducing such experiences and improving colleague understanding of the systems in place to support them. We will also tailor our responses to better account for differences in experiences across groups, such as colleagues with intersectional marginalised identities. This will be in line with university policies and procedures related to the issue, but enhanced with a departmental focus that allows our specific context to make these policies and procedures contextually meaningful. We accept that improved awareness of reporting can lead to initial increase in reporting, and will consider this context meaningfully when evaluating our work.

Although women appear to be as satisfied as men specifically with how the department address bullying and harassment according to the primary core question (Table 1.4), their overall experiences in relation to bullying and harassment are worse, with an overall satisfaction score 7% lower in women than in men in regard to responses for this theme in the culture survey (Table 1.1). As such, we will use our EDI committee resource to develop stronger insights into the reasons behind this difference, using those insights to ensure that the training and processes around this issue include explicit appropriate references to the gendered nature of bullying and harassment, supported by the academic expertise of colleagues in the department.

KP 4: To continue progress towards equity in career development

Our recruitment and workforce data demonstrates that important steps have been made in the improvement of equity within the workforce – such as increased female appointments to senior roles – but the comparison with national benchmarks (Section 3.1d) demonstrates a mismatch. Furthermore, our consultation processes (Table 1.4) indicate that female colleagues do not hold a matched perception of equity by gender in particular. We are also mindful that as a large majority academic staff group, we risk missing the issues that are relevant to smaller groups within our

workforce, as their experiences can be hidden or difficult to interpret in the data due to small numbers. Our action plan will therefore incorporate objectives to consolidate and continue our improvement in recruitment equity, increase the visibility of female leaders in the department, and consider ways to address nuance in issues that impede colleagues from particular groups in their progression.

KP 5: To improve the sense of belonging within the departmental community

Although our quantitative data indicates that the sense of belonging is relatively strong within department staff, accounts within the narrative data do indicate that there are important elements to enhance, especially for individuals who might feel more on the fringe of the department for reasons of either marginalised identities or contractual position. For those who appear not to hold that sense of belonging, the issues appear to be related to various factors, including the relatively large size of the department and changes in working practices post-covid. The belief that they have a valid voice in departmental processes is also important for a range of people, including taught students, doctoral candidates, and early-career academics. Notwithstanding the impossibility of creating a working environment where belonging meets everyone's needs equally, our action plan will incorporate objectives that seek to move the dial for those who currently feel a lower sense of belonging. Addressing the needs of our doctoral candidates will be an important focus within this work.

This overarching EDI priority will strongly include gender in an intersectional manner as a result of the gender make-up amongst our colleagues holding other marginalised identities; of the colleagues in our culture survey who agreed that they held a marginalised identity other than their sex or gender (as discussed in Section 3.1.d), a greater proportion were women than men across both "One" (88%) or "Multiple" (71%) responses, compared with an almost even proportion (53%) for "No". In this context, our work to increase a sense of belonging which actively considers marginalised social identities should have a stronger impact on women than men, and we will use our annual culture survey to keep a clear focus on whether this intersectional element does hold true in data terms.

Section 4: Future action plan

The action plan below contains items that both build from elements of our previous action plan that require continuation, and the integration of new elements that have been identified during this review. Our departmental EDI action plan is anchored directly to the five key priorities outlined above to ensure a full integration of EDI work with the departmental commitments stated above; this thematic approach to our action planning carries opportunities for more coordinated monitoring. In our plan below, we have identified where gender-based work will be considered specifically within the process of reviewing our EDI action plan

Although individual roles have been identified within the action plan, the overall responsibility for monitoring will sit within the departmental EDI committee, and by extension the PLT given the direct lines of governance. Starting with 2024-25 academic year, each priority will have identified leads – one with a management role and at least one without – who will work together to report back annually to the EDI committee regarding the progress made.

Where “EDI Committee” is listed under “responsibility”, we will ensure that individuals in the committee are specifically tasked to lead on the actions listed; however, these individuals can only be determined upon the committee relaunch through appropriate co-production of task allocations. Where “PLT” is listed under responsibility, it is on the basis that this group will determine who has primary responsibility at the time that the item is discussed there.

The EDI committee will meet five times per academic year. Pending final consultation, it is anticipated that committee members will each be allocated to one of the five priorities, with a mix of seniority amongst members allocated to each one. In each of the five meetings, one of the priorities will be the focus for a deep dive. In the preceding weeks, the committee members allocated to that priority will collaboratively prepare a report detailing the progress made against the objectives and action points detailed below and summarise whether and how the priority should be taken forward into the next year, including proposing closure of some actions or objectives and instigation of new ones. This report will be presented to the committee for further discussion and decision-making.

As well as directly reporting to PLT, the EDI committee will be represented at the school EDI committee where learning from each group can inform the other. We will also build our current EDI forum into the governance structures, as an open space where any colleague can discuss issues of relevance without being bound by the tighter agenda that will be needed in the committee structure.

The principal lecturer for department culture will be responsible for ensuring that the PLT are aware of the committee discussions and developments through both written reporting and in-person presentation to the PLT at least once per year. This individual will also be responsible for ensuring that AS activity remains embedded within committee work, and link this into preparations for any renewal submission.

Key Priority 1: To further embed EDI accountability within all departmental activity

Overarching Indicator of Progress for Key Priority within 5 Years

Culture survey indicates progress against *Gender Equality* theme and question scores, with an improved total score (>3.9) and a reduced male-female differential (<8%)

Objective 1.1: Revise and Relaunch Departmental EDI Committee

As noted in Section 1.5, our systems of governance and monitoring in relation to EDI matters and our previous action plan have been through transition since 2019. We recognise that our monitoring process could be improved; therefore, we will build upon existing D-SAT structures to establish an appropriate formal EDI Committee structure, which will allow us to apply the strengths we have developed in considering the Athena Swan agenda over recent years towards even more aspects of inclusivity without undermining or diluting the Athena Swan principles. We will actively encourage and determine a membership that is representative of key staff demographics – including a balanced gender representation – wherever possible, and will ensure that Athena Swan is enshrined within the terms of reference and standing agenda of the committee as a focal point for the appropriate individuals to monitor, report, and be held to account regarding gender-based issues.

Indicative Actions	Timescale and Milestones	Responsibility	Success Measures
Committee governance is formalised through the development of Terms of Reference that include: <ol style="list-style-type: none"> 1. Diverse staff representation 2. Integration of Athena Swan principles 3. Clear lines of accountability to and from PLT 	<p>July 2024: Committee governance processes written and ratified</p> <p>September 2024: Committee becomes operational</p>	Associate Dean for Psychology	<ul style="list-style-type: none"> • Terms of Reference published • Schedule of Dates for 24/25 confirmed
Committee membership is managed through: <ol style="list-style-type: none"> 1. Integration of diverse representation into Terms of Reference 2. Initial recruitment that aligns with terms 3. Ongoing recruitment maintains representation as far as possible 	<p>August 2024: Committee membership confirmed</p> <p>June 2025: Committee review of functionality of membership</p> <p>August 2025: Committee membership for 25/26 confirmed</p>	PL - Department Culture	<ul style="list-style-type: none"> • Published committee membership is compliant with Terms of Reference • Gender representation is equivalent to staff ratios +/-10%

Key Priority 1: To further embed EDI accountability within all departmental activity

Objective 1.2: Integrate a sustainable process for review and revision of EDI Action Plan and the aligned Athena Swan action plan

Having created an action plan that is more focussed but still stretching for the department following extensive consultation amongst the wider department staff group, it must be kept alive and meaningful. By strengthening and broadening our EDI governance structures, this process can be maintained regardless of changes in staffing and other factors. Keeping the priorities within the wider consciousness of the department and its activity will also support this process.

Indicative Actions	Timescale and Milestones	Responsibility	Success Measures
Continue annual culture survey – quantitative and narrative – to support the monitoring of progress made in regard to the plan’s impact on staff and doctoral candidates, including agreeing minor and minimal additions to support any specific focus	May 2024: Agree survey format for the year June 2024: Launch survey July 2024: Analyse findings September 2024: Report to PLT October 2024: Report to department 2025, 2026, 2027, 2028: Cycle repeated	PL - Department Culture	<ul style="list-style-type: none"> • Response rates improve to 75% staff completion by 2026 • Gender balance in response rate is equivalent to staff ratios +/-5% • Response rates improve to 50% doctoral candidate completion by 2026
Maintain a contemporary RAG rating of action plans, refreshed for each key priority during its deep dive as scheduled in the meeting planner	September 2024: Action plan is confirmed following Advance HE feedback on Athena Swan submission EDI Committee meeting 1, 2, 3, 4 & 5: RAG rating of action plan is updated based on report submitted by committee members September 2025: Refreshed action plan is confirmed. 2025, 2026, 2027, 2028: Cycle repeated	PL - Department Culture	<ul style="list-style-type: none"> • Archive demonstrates incremental development of action plans • Refreshed action plans published annually

Key Priority 1: To further embed EDI accountability within all departmental activity

Objective 1.3: Develop process for embedding and monitoring reflections regarding equity into key departmental committees, forums, and decision-making arenas
Our previous Action Point 5.14 "Insert positive action statements within committee Terms of Reference" was rated as Amber above, due to having demonstrated progress in the balance of gender roles in the four key committees, but not having integrated into written terms of reference as these committees do not have them, but do operate with a standard process of agenda setting. As such, we will use the agenda-setting process to integrate regular and meaningful processes for encouraging positive action across any appropriate meeting.

Indicative Actions	Timescale and Milestones	Responsibility	Success Measures
The chairs of the identified meeting will develop a process alongside the EDI committee for undertaking and capturing reflections within those meetings that are meaningful to the spirit of this objective.	Apr 2025: Initial meetings have occurred between all chairs and member of EDI committee September 2025: Processes for all meetings are incorporated into terms of reference September 2026: Review of year demonstrates full compliance with agreed processes	PL - Department Culture	<ul style="list-style-type: none"> 2025 EDI Committee report for KP1 includes details of initial meetings and agreed processes Minutes/notes of all meetings within 2025/26 academic year demonstrate compliance with agreed processes. 2026 EDI Committee report for KP1 summarises compliance
Monitor implementation of agreed process in EDI committee, including scoping for potential areas of departmental activity that fall newly into scope and require integration of EDI reflections	September 2027: Compliance September 2028: Compliance September 2029: Compliance	EDI Committee	<ul style="list-style-type: none"> Annual EDI Committee report for KP1 summarises changes identified and ongoing compliance with expectations as demonstrated in meeting minutes or notes.
Where the process above identify a negative trend in gender representation in any committee, action plans to address concerns are developed, implemented, and monitored in collaboration between PL – Departmental Culture and committee chair	September 2026: Review of year to include consideration of gender representation	PL - Department Culture	<ul style="list-style-type: none"> Gender representation across core committees demonstrates a positive trend towards departmental ratios

Key Priority 1: To further embed EDI accountability within all departmental activity

Objective 1.4: Develop resources to support all colleagues in their approach to equity

Whilst objective 1.2 is important for ensuring that EDI reflections are live within the key decision-making arenas, we also need to support colleagues who are not in any such arena to be able to integrate meaningful reflections of EDI factors into their own professional practice. This will continue the development of a culture where understanding of EDI factors and consideration of own practice can underpin a progressive professional community.

Indicative Actions	Timescale and Milestones	Responsibility	Success Measures
Consult with colleagues to co-produce resources for EDI reflections that can be meaningfully used with appropriate adaption across a range of means of academic practice, with gender (including non-binary gender identities) specifically considered within the resources.	September 2024: Recruitment of colleagues to lead process. March 2025: consultation complete June 2025: resources are made available to all staff June 2026: Review of uptake and use	PL - Department Culture	<ul style="list-style-type: none"> Resources published on departmental SharePoint Colleague feedback indicates that 10% of academic staff have used a resource in their professional practice over the previous year
Develop guidelines for colleagues and line managers that will support the incorporation of EDI factors within objectives and/or measures in annual appraisals	September 2024: Instigation of Task & Finish group to develop guidelines July 2025: Guidelines are completed September 2025: Briefing to colleagues completed for incorporation into objective planning conversations July 2026: Review level of implementation in the previous year	PL - Department Culture	<ul style="list-style-type: none"> Task and Finish meetings occur, and identify and complete appropriate consultation Guidelines are published Colleague feedback indicates that 10% of academic staff have used a resource in their professional practice over the previous year
Create opportunities for the celebration of staff who engage with EDI reflections and activity in their professional practice, actively promoting the principle that EDI reflections should be incorporated into practice for all, regardless of gender.	March 2025: Identify key examples of EDI-active colleagues and their actions June 2025: Communications of these best practice are developed June 2026: Examples of uses of EDI guidelines one-year in are identified for communication	Deputy Head(s) of Department	<ul style="list-style-type: none"> At least 3 case studies of staff with strong EDI practice are shared departmentally At least 3 case studies of staff using EDI guidelines are shared departmentally Gender ratio in proportion to departmental ratios (+/-10%) over the course of 3 years

Key Priority 1: To further embed EDI accountability within all departmental activity

Objective 1.5: Integrate the active review of workload processes to reduce potential biases in impact upon progression and wellbeing as a result of EDI Factors
Within the departmental consultations undertaken in the development of this submission, workload allocation is a frequently-cited area of concern where colleagues perceive the potential for bias and unfair treatment. Our previous action plan (AP 5.15) also planned a gender analysis of the workload system, but this has proven problematic to do regularly under the systems for workloading used by the university. With the introduction of a new workload system in Sep 2023, there is now an opportunity to re-visit a review of fair work loading practices, particularly with regards to gender equality.

Indicative Actions	Timescale and Milestones	Responsibility	Success Measures
Engage with university HR colleagues to gather and manage annual sensitive data in support of workload review processes, including sex ratio data within all datasets where possible	<p>September 2024: Review finalised action plan to identify the necessary sensitive data.</p> <p>December 2024: Complete HR requests for sensitive data.</p> <p>2025, 2026, 2027, 2028: Cycle repeated</p>	Head of Academy	<ul style="list-style-type: none"> HR datasets are received and managed appropriately.
Develop process for gathering and evaluating workload data according to EDI factors, identifying and working to address any gender inequities within workload allocations.	<p>December 2024: Configuration of dataset required for extraction from workloading system is finalised</p> <p>March 2025: Evaluation of data in coordination with HR sensitive data to consider action plan requirements</p> <p>June 2025: Report of analysis completed</p> <p>2025, 2026, 2027, 2028: Cycle repeated</p>	EDI Committee (workload rep)	<ul style="list-style-type: none"> Workload dataset is extracted and managed appropriately Brief anonymised report produced regarding the comparison of accessible non-sensitive data against sensitive personal data in regard to workload and other appropriate elements on departmental action plan Discussion of report minuted annually within PLT and EDI committee Gender inequities in workload allocation are reduced over time, so that gender allocation within categories of task are equivalent to staff ratios (+/-5%) by 2027

Key Priority 2: To improve equity and inclusion within our diverse student community

Overarching Indicator of Progress for Key Priority within 5 Years

Progress and Attainment data indicates reduced inequity for student data available regarding differences in sex and race (Benchmark to be set in 2024/2025 academic year)

Objective 2.1: Develop and evaluate processes to foster community and belonging for our taught students, ensuring inclusion for all

A challenge for our large student intake (Section 1.2) is finding ways to maintain a sense of community, as has been found in previous iterations of NSS when sense of belonging was included in analysis. Whilst this is the case for all students, it becomes a particular issue for students from minority communities, and especially for our international students in whom we are seeing an increase in numbers (see Appendix). Whilst acknowledging the limited influence we have over students' lives away from teaching, we will nonetheless develop means to enhance their community activity within our curricula and extra-curricula provision and tutorial support responsibilities, and recognise that supporting activities to be inclusive across gendered identities may have positive impact on data such as comparatively low male attainment rates.

Indicative Actions	Timescale and Milestones	Responsibility	Success Measures
Develop and embed further group processes and learning opportunities where appropriate in the UG curriculum and associated learning activities, recognising potential gendered impact on group dynamics in these contexts	March 2025: review of UG curriculum for opportunities to embed group processes September 2025: group processes are implemented September 2026: evaluation completed	PL – Undergraduate	<ul style="list-style-type: none"> Curriculum redesign documents demonstrate where these opportunities have been built in across the levels Processes to manage potential gender-based dynamic have been prepared Evidence of implementation within appropriate modules as outlined in module leader reports
Work with student groups (e.g. Psychology Society) to develop extra-curricular activities that enrich the wider sense of community within our ongoing provision, explicitly working to ensure no gender-based indirect discrimination in choices of activity.	September 2024: In-scope activity is identified and shared with PLT October 2024: Plan for academic year prepared, incorporating resource considerations June 2025: Evaluation of engagement with activities is reported with recommendations 2026, 2027, 2028: Cycle repeats until success	PL – Student Community	<ul style="list-style-type: none"> Student Voice activity (see below) indicates positive reception from student community. Attendance at activities has gender representation equivalent to student community ratio (+/-5%)

Key Priority 2: To improve equity and inclusion within our diverse student community

Objective 2.2: Develop and evaluate processes to monitor, review, and act upon data relating to personal characteristics amongst our student population

With the university's enhanced platform for the access of group-level student data, the department can now more easily and consistently access data relating to a range of protected characteristics and other data regarding potential marginalisation, such as POLAR quintiles and indices of deprivation. With the relaunch of our EDI committee, there will be an identified forum where the oversight of this data can be managed, and opportunities for action developed. Whilst many such actions will be iterative as we engage with these improved monitoring processes, we know from our review of the previous action plan that difference in gender attainment – specifically the consistently lower percentage attainment of male undergraduate students in psychology – has been a consistent picture over time and will need further consideration. However, the focus of the priority will also ultimately be driven by university expectations in response to external demands from the office for students, and so particular flexibility regarding implementation of this objective is to be anticipated.

Indicative Actions	Timescale and Milestones	Responsibility	Success Measures
Consistently review available data related to student non-continuation, degree progression, and outcomes, ensuring that gender/sex data is incorporated into analysis wherever possible.	October 2024: Reporting parameters are fully defined and reflected in a shared reporting filter, with data benchmarked October 2025, 2026, 2027, 2028: Reporting whilst disparities remain	PL – Success for All	<ul style="list-style-type: none"> Gender disparities identified in benchmark year are reduced by 1% annually until within an appropriate range of tolerance (to be determined within benchmarking process)
Implement strategies to understand and address the specific issues underlying gaps in male attainment through consideration of qualitative data from our student community and engagement with quantitative data and sector evidence/literature	October 2024: Qualitative data Process (e.g. focus groups) determined February 2025: Data gathered April 2025: Data analysed and reported with recommendations June 2025: Improvement plans developed	PL – Success for All	<ul style="list-style-type: none"> Disparities in higher degree classifications and progression data are reduced to within 2%
Implement strategies to reduce attainment gaps related to intersectional personal characteristics identified in data	March 2025: Analysis of benchmark data to identify disadvantaged intersections June 2025: Analysis reported with recommended action plan October 2025: Process repeated in line with regular data processing above	PL – Success for All	<ul style="list-style-type: none"> The annual report received at EDI Committee is able to demonstrate impact (or lack thereof) of strategies through use of appropriate quantitative or qualitative data

Key Priority 2: To improve equity and inclusion within our diverse student community

Objective 2.3: Progress and evaluate pedagogic strategies that address biases in teaching provision to improve inclusivity

The university has identified that there is a significant attainment gap for students from ethnic minorities across the provision, and the department needs to engage in strategies to ensure that our teaching and assessment does not contribute to this gap through interpersonal biases or indirect discrimination implicit within standard pedagogy. Whilst the actions associated with this objective are likely to evolve over time in response to data and central university drivers as and when they emerge, our own self-reflection and colleague consultation processes have identified that key areas of our provision with potential for improvement are around the consolidation of broader anonymous marking processes and supporting disadvantaged students to more confidently engage in meaningful placements when taking sandwich years. Increasing module leader accountability for improving inclusivity will also support this objective

Indicative Actions	Timescale and Milestones	Responsibility	Success Measures
Module leaders are supported to consider ways that their module design could become more inclusive, including consideration of whether content is biased towards promoting messages of and opportunities for success in regard to gender identities.	<p>September 2024: Module leaders signposted towards materials for improved inclusivity</p> <p>September 2024: Reflection on inclusive learning for EDI considerations incorporated into module leader reports</p> <p>September 2025: Pilot year evaluated, recommendations of best practice demonstrated within reports are disseminated</p>	PL – Assessment	<ul style="list-style-type: none"> 95% of module leader reports reflect on EDI considerations within provision
Evaluate the development and integration of inclusive and equitable assessment processes across our taught curricula	<p>September 2024: Review of inclusive assessment processes undertaken in 23/24, with associated recommendations</p> <p>September 2025, 2026, 2027, 2028: Review continues until success</p>	PL – Assessment	<ul style="list-style-type: none"> Exemplars available that demonstrate appropriate attempts to improve inclusive assessment processes Data indicates that attainment differential according to gender and ethnicity are both <5%
Evaluate whether placement uptake and completion has any gender-based bias in data, and address if so	<p>October 2024: Benchmarking of data available regarding students undertaking placements</p> <p>December 2024: Guidance developed</p> <p>October 2025: Evaluation of placement uptake (including paid status), review approach as appropriate</p> <p>2026, 2027, 2028: Cycle repeats until successful</p>	PL – Employability	<ul style="list-style-type: none"> Gender ratio in placement uptake and completion is equivalent to ratio in student community (+/- 5%)

Key Priority 2: To improve equity and inclusion within our diverse student community

Objective 2.4: Progress and evaluate processes to embed a diversity of perspectives, voices and contributions into our teaching provision

As noted above, the department has made progress towards increasing the diversity of perspectives, voices and contributions within our teaching through developing a spine of decolonial thought within our curricula. Our approach aligns well with the most recent QAA benchmark statement for psychology degrees that makes multiple references to the importance of incorporating inclusivity and diversity of perspectives and cultural factors into curricula. We also recognise the importance of our diverse student body seeing an appropriate representation of this diversity within their learning experience. We will continue to build on our current activity, better embedding this within our suite of programs and exploring how to provide opportunities for students to express their diversity through group work and assessment.

Indicative Actions	Timescale and Milestones	Responsibility	Success Measures
Increase the departmental resources available to colleagues seeking to adapt teaching materials through a more socioculturally inclusive lens, with consideration of gender as an intersection with other sociocultural identities in this resource.	September 2024: Process for year - including nature of materials, guidance, and support - agreed July 2025: Evaluation of uptake completed, recommendations made	Head of Academy	<ul style="list-style-type: none"> • 2 examples identified of newly integrated significant sociocultural adaptations in the curriculum • Positive colleague feedback regarding resource available.
Explore the use of authentic assessments that allow students to represent their own diversity, including gender-based identities if appropriate	June 2025: Review of existing assessment diet and example of good practice in the use of authentic assessments completed September 2025: Identify an area to pilot the use of authentic assessments as a method to let students better represent their diversity. June 2026: Evaluation of pilot	Head of Academy	<ul style="list-style-type: none"> • Pilot completed • Evaluation completed and circulated within management and module leaders • Pilot discussed at the Psychology Teaching and Learning Forum

Key Priority 2: To improve equity and inclusion within our diverse student community

Objective 2.5: Strengthen the position of student voice within departmental decision-making

Our NSS data has repeatedly demonstrated that students do not feel they have influence over the decisions that directly impact upon their degree experience. When it is harder for a large group to have their voice heard, it is most likely to be individuals holding marginalised identities within those groups whose perspectives are not heard. As such, actions to increase the student voice more generally within our student community should have a positive effect upon all of our diverse student population, and contribute to a more inclusive experience.

Indicative Actions	Timescale and Milestones	Responsibility	Success Measures
Explore the options for creating a student EDI panel to improve the department's approach to student inclusivity, considering gender-based identities in the representation of the panel.	September 2024: Define processes and implementation plan, agree resourcing with PLT December 2024: Student panel is operational within EDI Committee	PL – Student Experience	<ul style="list-style-type: none"> Attendance records demonstrate integration of EDI panel into EDI committee and at least one other new meeting Anecdotal evidence demonstrates how EDI panel has had impact upon appropriate processes in the department
Increase our culture of direct consultation with a wider range of students over a wider range of decisions, considering gender-based identities in the representation of these consultations.	December 2024: Departmental guidance issued related to launch of EDI panel December 2025: Evaluation of student voice integration undertaken	PL – Student Experience	<ul style="list-style-type: none"> Evaluation process identifies at least 2 new examples of direct student consultation occurring within departmental meetings other than EDI Committee

Key Priority 3: To strengthen and communicate measures that reduce bullying and harassment

Overarching Indicator of Progress for Key Priority within 5 Years

Culture survey indicates progress against *Bullying and Harassment* theme scores, with an improved total score (>4.0) and a reduce male-female differential (<5%)

Objective 3.1: Improve understanding of departmental approaches to reports of bullying and harassment

Although much narrative data indicated that colleagues were aware of the university and departmental approach to bullying and harassment, a number of comments also indicated a lack of knowledge. This lack of knowledge could subsequently lead to an increased risk of bullying and harassment within the department, with colleagues not aware that support is available and unfortunate situations subsequently escalating. An enhanced and sustained method of communicating the necessary information will be developed to ensure that all colleagues feel supported, and that issues of concern can be appropriately dealt with early enough to reduce the chance of developing into more significant problems.

Indicative Actions	Timescale and Milestones	Responsibility	Success Measures
Ensure that all colleagues are aware of the university policy and the procedures for supporting both formal and informal resolution.	September 2024: 2024/25 communication strategy regarding bullying and harassment agreed June 2025: Review of communications undertaken 2025, 2026, 2027, 2028: Cycle Repeated	PLT	<ul style="list-style-type: none"> Departmental communications delivered to colleagues annually "I am satisfied with how bullying and harassment are addressed in my department" positively endorsed by at least 90% of staff, with gender balance of positive endorsement equivalent to department staff ratios (+/- 5%)
Explore methods for monitoring informal reports of potential bullying and harassment that maintain anonymity whilst ensuring that leadership have full oversight of reported levels amongst colleagues	December 2024: Process agreed by PLT February 2025: Process in place June 2025: Review of process	Departmental Manager	<ul style="list-style-type: none"> Brief report on process and data discussed and minuted in EDI committee
Ensure that all colleagues are aware of the university policy and the procedures for supporting colleagues who experience harassment from students, in line with the Student Code of Behaviour.	September 2024: 2024/25 communication strategy regarding bullying and harassment agreed June 2025: Review of communications undertaken 2025, 2026, 2027, 2028: Cycle Repeated	PL – Student Community	<ul style="list-style-type: none"> Departmental communications delivered to colleagues annually "I am satisfied with how bullying and harassment are addressed in my department" positively endorsed by at least 90% of staff, maintaining gender balance equivalent to department staff ratios (+/- 5%)

Key Priority 3: To strengthen and communicate measures that reduce bullying and harassment

Objective 3.2: Improve the shared understanding of bullying and harassment behaviours

When feeding back on the staff consultation data regarding bullying and harassment, colleagues shared a range of thoughts about what might or might not be considered in these terms. It is also recognised from the management of known cases within the department that colleagues are often ignorant of the ways in which their behaviours might be experienced in these terms. Through enhancing the open discourse regarding the issue, there will be less chance of colleagues engaging in such behaviours, and an increased vocabulary and means by which colleagues can report and challenge them. Given the higher experiential dissatisfaction amongst women in the department, it will be important to ensure that gender-based factors are explicitly addressed within this process; the success measures for this approach will be represented partially by the overarching indicator of success for this theme.

Indicative Actions	Timescale and Milestones	Responsibility	Success Measures
Work with our colleagues in the Bullying and Aggressive Behaviour research group and union representatives in the department to develop materials that support an anti-bullying culture, including materials that specifically address gender-based experiences	December 2024: Task and finish group created March 2025: First draft of materials are created for consultation June 2025: Materials are released to departmental SharePoint site; process for systematic review and updating agreed	PL – Department Culture & PL – Wellbeing	<ul style="list-style-type: none"> Resources are available and accessible to all staff on departmental SharePoint site Progress against B&H theme scores: total score >4.0, male-female differential <5% in Summer 2026 survey
Implement a sustained approach to processes and events for promoting awareness that supports an anti-bullying culture	June 2025: Approach agreed for 2025/26 academic year September 2025: Approach implemented June 2026: Approach reviewed; process for systematic review and updating agreed	PL – Department Culture & PL – Wellbeing	<ul style="list-style-type: none"> Review is reported to EDI Committee and demonstrates implementation of an appropriate process 80% of permanent staff have engaged in at least one element of the approach by June 2026
Create a process for the improvement of student understanding regarding bullying and harassment that builds on materials and approach used with staff, including an appropriate focus on gender-based factors in bullying and harassment	January 2026: Student-focused task and finish group created March 2026: Evaluation of need completed June 2026: Approach agreed September 2026: Approach implemented June 2027: Approach reviewed	PL – Student Community	<ul style="list-style-type: none"> Review is reported to EDI Committee and demonstrates implementation of an appropriate process Evaluation demonstrates qualitative progress in students' awareness of gender-based factors in B&H in their community

Key Priority 3: To strengthen and communicate measures that reduce bullying and harassment

Objective 3.3: Develop and evaluate procedures for supporting constructive communication amongst colleagues

Consultation indicates that some experiences reported as bullying and harassment would have been avoided if colleagues had been able to express their opinions and/or needs in a more constructive way. It is broadly recognised that the increase in indirect electronic communications in all of our lives– notably email and social media communications – carries the risk of using short-form and/or online communications in the professional world, where the complexity of an issue requires more care and nuance than is possible in such forms. Encouraging a more personal and in-person approach represents the other side of the anti-bullying spectrum, where we seek to reduce one set of behaviours and increase another, in a manner that will broadly improve everyone’s experience of the workplace in the department.

Indicative Actions	Timescale and Milestones	Responsibility	Success Measures
Ensure that constructive communication is included in the materials developed for the anti-bullying Objective 3.2, including reflections on gender-based language and its potential problems in the workplace	March 2025: Creation of materials alongside timeline for Objective 3.2.	PL – Department Culture & PL – Wellbeing	<ul style="list-style-type: none"> Materials and resources are accessible and available to all
Develop guidance to support leadership in modelling constructive communication, with explicit guidance regarding gender-based communications with management reports	December 2025: Guidance drafted March 2026: Guidance finalised and released	Associate Dean for Psychology	<ul style="list-style-type: none"> Consideration of constructive communication is demonstrated in line manager briefings annually
Ensure engagement with university <i>Dignity and Respect</i> training	July 2024: Baseline of staff engagement in appropriate <i>Thrive</i> ¹⁰ modules completed; 24/25 strategy agreed September 2024: Strategy implemented July 2025: Baseline revisited 2025, 2026, 2027, 2028: Cycle Repeated	PLT	<ul style="list-style-type: none"> Annual training report demonstrates at least 10% improvement in compliance annually until >95% compliance is achieved

¹⁰ *Thrive* is the university’s eLearning platform for staff development, containing a number of content modules related to EDI in the workplace.

Key Priority 3: To strengthen and communicate measures that reduce bullying and harassment

Objective 3.4: Ensure that line management relationships are supportive of colleagues that face bullying and harassment

To support the implementation of a zero-tolerance approach to bullying within the department, all colleagues need to have a means of reporting their experiences that is comfortable to them. The department will maintain the expectation that anyone in management or leadership can receive a report of bullying/harassment and support colleagues to consider the next steps; this multi-option approach ensures that colleagues have more chance of identifying someone in management that they are comfortable to discuss their experiences with, with fewer barriers related to social identities including gender. Additionally encouraging proactively supportive line management relationships will increase the comfort that colleagues feel, and the likelihood of them reporting issues.

Indicative Actions	Timescale and Milestones	Responsibility	Success Measures
Departmental communications to line managers include the promotion of values regarding regular and positive communications with reports, and reflections on ensuring that these communications are similar with all reports without any gender-based bias.	September 2024: Messaging delivered to all line managers in line with the timing of annual appraisal cycle July 2025: Informal evaluation of behaviour changes and impact; changes for 2026/26 academic year planned 2025, 2026, 2027, 2028: Cycle repeats	Associate Dean for Psychology	<ul style="list-style-type: none"> Content of line manager briefings includes relational messages
Line manager training regarding building positive relationships (including reflections on gender bias) is identified within internal or external CPD opportunities and promoted to line managers	January 2025: training is identified and promoted to line managers July 2025: Uptake of training included in the informal evaluation above 2025, 2026, 2027, 2028: Cycle repeats	PL – Department Culture	<ul style="list-style-type: none"> Evaluation indicates increase (10% annually) in engagement with relevant internal or external training
Line managers and their managers are encouraged to include objectives related to positive relationships with reports within their own annual appraisals	September 2024: Messaging delivered to all line managers in line with the timing of annual appraisal cycle July 2025: Adaptation of objectives included within informal evaluation above 2025, 2026, 2027, 2028: Cycle repeats	Associate Dean for Psychology	<ul style="list-style-type: none"> Evaluation indicates increase (10% annually) in managers incorporating positive relationships with reports within their own objectives.

Key Priority 3: To strengthen and communicate measures that reduce bullying and harassment

Objective 3.5: Identify and address structural issues that might support or hide bullying and harassment

Although the majority of colleagues do not report witnessing or experiencing bullying and harassment, the department needs to strive to actively reduce the likelihood of any colleague having these experiences. Alongside the objectives above, we recognise that bullying and harassment in any institutional body can occur in the context of longstanding systemic structures that inadvertently create or hide these opportunities through unquestioned processes. We will actively engage in a process of questioning whether and how our own structures might do this, and acting to remove these risks however we can, including a consideration of gender-based bias and intersectional social identities within this process.

Indicative Actions	Timescale and Milestones	Responsibility	Success Measures
Relevant anonymised quantitative and narrative data from the culture survey will be presented to the Psychology Leadership Team for reflection in considering approaches to departmental processes, with explicit acknowledgement of gender-based responses considered	<i>In line with Culture Survey actions in Objective 1.2</i> August 2024: Report to PLT includes specific focus on comments apparently related to bullying and harassment 2025, 2026, 2027, 2028: Cycle repeats	PL – Department Culture	<ul style="list-style-type: none"> Bullying and harassment is reflected in detail within culture survey report to PLT. Gender differences and changes in these differences are highlighted
A feedback loop demonstrating that PLT have paid attention to matters raised by the culture survey will be created through publication of written data and response within departmental sharepoint and appropriate use of Away Day/Staff Briefing agenda time	<i>In line with Culture Survey actions in Objective 1.2</i> September 2024: Report to department includes specific focus on comments apparently related to bullying and harassment 2025, 2026, 2027, 2028: Cycle repeats	PL – Department Culture	<ul style="list-style-type: none"> Bullying and harassment is reflected in detail within culture survey report to department. Gender differences and changes in these differences are highlighted
A focussed plan of action addressing issues raised within contemporary staff consultations (such as the culture survey) shall be created annually within PLT to maintain sufficient attention on the importance of addressing bullying and harassment	November 2024: Plan of action agreed by PLT following review and reflection on August report 2025, 2026, 2027, 2028: Cycle repeats	Associate Dean for Psychology	<ul style="list-style-type: none"> Agenda/minutes of PLT demonstrates discussion and agreement of planned actions

Key Priority 4: To continue progress towards equity in career development

Overarching Indicator of Progress for Key Priority within 5 Years

Female representation in senior academic/managerial roles increases (<5% variance from total academic staff proportions), and Culture survey indicates progress against *Career Development* theme, with an improved total score (>4.0) and a reduced male-female differential (<10%)

Objective 4.1: Develop and evaluate processes to improve the visibility of role models with female and marginalised identities

As noted in Section 3.1.c, the department has made significant progress in achieving a representative gender balance in the higher grades in academic roles. However, the question "Departmental leadership actively supports gender equality" is still demonstrating dissatisfaction, with 15% fewer females than males endorsing the statement. Alongside the continued progress in achieving that balanced representation, this lower rating indicates that more can be done to help colleagues recognise the ways in which gender equality is valued through a stronger showcasing of this commitment. With a stronger recognition of the progress made in this regard, our female colleagues are also more likely to believe in the possibility of progress for themselves, encouraging stronger engagement in the opportunities available.

Indicative Actions	Timescale and Milestones	Responsibility	Success Measures
Increase female voice in departmental communications through an active process of meaningful representation in core activity (e.g. away days, research briefings)	September 2024: Plan for 24/25 academic year to identify the primary events that require consideration and consider who is needed to support this action June 2025: Review of identified events to establish proportion of gender representation 2025, 2026, 2027, 2028: Cycle repeats until success is established	PLT	<ul style="list-style-type: none"> Agendas of 90% of in-scope events include on average 50% female representation of speakers
Review representation within teaching leadership roles, to actively encourage gender balance within the teaching leadership roles which are perceived as highest prestige amongst colleagues.	<i>In line with Objective 1.5</i> March 2025: prestigious teaching leadership roles are identified June 2025: Process to achieve gender balance is established September 2025: Success of process is evaluated 2025, 2026, 2027, 2028: Cycle repeats until success is established	PL – Department Culture & EDI Committee Workloading Rep	<ul style="list-style-type: none"> Identified roles reflect female/male composition of department within 5% tolerance
Develop processes for informal celebrations of academic achievements that is representative of gender balance of staff body (e.g. during coffee mornings)	September 2024: Process identified and communicated June 2024: Evaluation undertaken 2025, 2026, 2027, 2028: Cycle repeats	Departmental Manager	<ul style="list-style-type: none"> Evaluation demonstrates that celebrations reflect female/male composition of department within 5% tolerance

Key Priority 4: To continue progress towards equity in career development

Objective 4.2: Analyse and address potential differences in career opportunity to increase inclusivity

Whilst we have made progress since our bronze award to more inclusive opportunity in career development as reflected in Section 3.1.c, the progress needs to continue whilst we have a female lower representation in key senior academic roles, especially professors and key management/leadership positions. Additionally, we do not yet have processes for considering intersectional social identities in the processes of career opportunity, due in part to the nature of data available to departmental management. Over the course of this plan, we will work to further enhance the equity of career development according to gender and intersectional social identities that are historically under-represented in academia.

Indicative Actions	Timescale and Milestones	Responsibility	Success Measures
Identify and promote opportunities which specifically target inclusive career development (e.g. Aurora)	December 2024: Appropriate range of opportunities are identified and communicated to staff June 2025: Evaluation of uptake is complete 2025, 2026, 2027, 2028: Cycle repeats	PL – Department Culture	<ul style="list-style-type: none"> Evaluation demonstrates at least three separate opportunities have been identified with positive feedback received in colleague feedback
Increase departmental opportunities for high profile AMA by identifying the AMA roles which are perceived as highest prestige amongst colleagues, and developing a process of review and rotation in regard to these roles	<i>In line with Objective 1.5 & 4.1</i> March 2025: prestigious AMA roles are identified June 2025: Process to achieve gender balance is established September 2025: Success of process is evaluated 2025, 2026, 2027, 2028: Cycle repeats until success is established	EDI Committee Workloading Rep	<ul style="list-style-type: none"> Identified roles reflect female/male composition of department within 5% tolerance
Encourage line managers and academic mentors to be mindful of bias in how conversations that encourage career development might occur amongst those they manage or support	<i>In line with Objectives 2.4 and 3.1</i> September 2024: Messaging delivered to all line managers in line with the timing of annual appraisal cycle July 2025: Informal evaluation of behaviour changes and impact; changes for 2026/26 academic year planned 2025, 2026, 2027, 2028: Cycle repeats	Associate Dean for Psychology	<ul style="list-style-type: none"> Written and verbal line manager briefings include reflections on bias on an annual basis Evaluation indicates that >90% of colleagues have incorporated reflections on bias into their line management approach

Key Priority 4: To continue progress towards equity in career development

Objective 4.3: To develop and articulate the ways in which the department can support career development for colleagues with part-time contracts and/or caring responsibilities

The culture survey narrative data indicates that colleagues are not fully satisfied and/or aware of the ways in which the department approaches fair allocations of workload and considerations of workload demand for all colleagues, and how these interface with an understanding of individual colleagues' personal circumstances in regards to factors such as part-time contracts and caring responsibilities (which are historically associated more strongly with female colleagues). Over the course of this action plan, the department will therefore continue to review whether management structures and processes operate with full inclusivity, ensure that these processes are fully integrated within line management processes, and ensure that all staff are aware of the processes. Additionally, as we had not completed our previous action point with regard to parental leave, further evaluation and learning is required in this regard

Indicative Actions	Timescale and Milestones	Responsibility	Success Measures
Processes of equity and inclusivity of differences in contract and personal circumstances will be reviewed and subsequently articulated for reference by all colleagues	June 2025: Clear articulation of process is developed and shared with all staff	EDI Committee Workloading rep	<ul style="list-style-type: none"> Fewer than 5% of narrative survey responses contain references to unfairness of approach regarding types of contract
Line managers and mentors will be encouraged to openly consider these processes within their conversations	September 2025: Processes are included in line manager briefings	Associate Dean for Psychology	<ul style="list-style-type: none"> Written and verbal line manager briefings address approaches to contractual differences with line managees
Colleague experiences of departmental support for maternity, paternity, adoption, and shared parental leave will be evaluated through an appropriate process of colleague consultation, and recommendations implemented as appropriate within departmental workload and management processes	September 2024: Task and finish group established December 2024: Evaluation processes (e.g. focus groups) agreed March 2025: Evaluation complete June 2025: Report complete with recommendations June 2027: Re-evaluation of implementation and impact of recommendations	PL – Department Culture	<ul style="list-style-type: none"> Final evaluation indicates >80% of colleagues in-scope are predominantly satisfied with support received from department associated with parental leave

Key Priority 4: To continue progress towards equity in career development

Objective 4.4: To consolidate improvements in inclusive recruitment practices

As illustrated by our recruitment data in Table 2.7, the department has significantly reduced male-female differentials in shortlisting processes. Although this has been achieved through active decision-making within leadership (e.g. gender balance on shortlisting panels), the process has not been formalised and actively monitored. Additionally, the extent to which these principles are applied in other recruitment processes – especially shortlisting for informal opportunities amongst staff and students – is unknown at present, and narrative feedback has indicated that accessibility could be further considered going forward.

Indicative Actions	Timescale and Milestones	Responsibility	Success Measures
Formalise and monitor inclusive employment recruitment practices (e.g. levels of panel representation in formal shortlisting)	September 2024: Department principles of inclusive recruitment are formalised; monitoring system established July 2025: Audit of compliance with principles undertaken 2026, 2027, 2028: Cycle continues until compliance is achieved	Head of Academy	<ul style="list-style-type: none"> >95% compliance with inclusive principles across in-scope shortlisting
Increase inclusive recruitment practices within informal opportunities (e.g. student volunteering, staff AMA) through identifying the range of opportunities to be considered and monitoring the evidence of inclusive recruitment practices within those opportunities	June 2025: In-scope processes have been identified September 2025: Translation undertaken of formal principles above for the application to in-scope informal processes June 2026: Evaluation of compliance with principles June 2027, 2028: Continue monitoring until compliance is achieved	PL – Department Culture	<ul style="list-style-type: none"> >95% compliance with inclusive principles across in-scope shortlisting
Identify measures to improve inclusivity of interview processes through engagement with sector exemplars	June 2025: An appropriate member of department leadership has engaged with external training or similar and shared learning within PLT	PL – Department Culture	<ul style="list-style-type: none"> Learning is reflected in PLT minutes

Key Priority 4: To continue progress towards equity in career development

Objective 4.5: Develop and evaluate processes to improve the equity of career development for colleagues across all contract types

Whilst our available data as reported has enabled a positive reflection on inclusive career development for female academics in the last five years, we are less able to identify and articulate the ways in which the department supports the career development of colleagues in minority contract groups – in particular, the data available for our colleagues in professional services reflects the smaller staff group, whilst our data for research staff is harder to evaluate due to the naturally higher turnover in this group (as is typical in the sector). Additionally, the narrative data from our staff indicates a perceived inequity in career development for academic colleagues dependent upon which academic pathway they are allocated to. An improved equity across the department will be achieved when colleagues are able to identify that their development is equally valued regardless of contract type, and this objective will support the departmental articulation of this commitment.

Indicative Actions	Timescale and Milestones	Responsibility	Success Measures
Ensure that professional service colleagues have full access to appropriate career development through conversations with this staff group to understand their experiences and needs, and engagement with opportunities for development within the wider university's PTO community	June 2025: PTO line managers have undertaken conversations and identified priorities for departmental development September 2025: This action point is superseded by specific action for PTO development informed by these priorities	Head of Academy	<ul style="list-style-type: none"> Criteria for an updated action point are clear
Ensure that research assistants and fellows have an integrated understanding of their available development through ensuring that line managers have a strong understanding of how to incorporate the Research Development Concordat into staff management processes.	June 2025: Guidance and training is developed and implemented June 2026: Evaluation of implementation by line managers undertaken	Director of Psychological of Research	<ul style="list-style-type: none"> Evaluation indicates >95% compliance with guidance Culture survey has 1 or fewer responses indicating negative experiences of development amongst this staff group
In line with objective 4.3, development of processes to evaluate and respond to any evidence of inequity in career development amongst colleagues on part-time contracts and condensed hour work patterns	December 2024: Process for generating and evaluating evidence (e.g. HR data, focus groups) is defined June 2025: Initial evaluation complete, with recommendations made. June 2027: Evaluation of impact from recommendations is complete	Associate Dean for Psychology	<ul style="list-style-type: none"> Data to be determined during initial planning stages, but likely to include: <ul style="list-style-type: none"> 2027 evaluation demonstrates 50% fewer negative comments within qualitative data collection 2027 evaluation demonstrates progress in % of successful promotions amongst group, within 5% of department figures

Key Priority 5: To improve the sense of belonging within the departmental community

Overarching Indicator of Progress for Key Priority within 5 Years

Narrative responses to Culture Survey indicate fewer concerns from individual colleagues regarding issues of gender, race, or other social identities (fewer than 5% of total respondents report unique concerns); *Belonging and Inclusion* total score improves (>4.1) and male-female differential is maintained at <5%.

Objective 5.1: To strengthen the processes by which existing structures of management and activity can foster supportive community atmospheres

As described in Section 1, our staff group is large, and we have a range of structures that each colleague will be part of in different ways. Within these opportunities for colleagues to be a part of the departmental community, consultations have demonstrated that some colleagues feel lost within them, unsure how best to be integrated. There are also accounts which indicate differences in experience across three of the core processes – line managers, mentors, and research groups. We will therefore seek to learn from what is already working well in order to make the experience more equivalent for more of our colleagues.

Indicative Actions	Timescale and Milestones	Responsibility	Success Measures
Use termly line manager briefings to increase the extent to which line managers are directly asking about their reports' experiences in regard to sense of belonging in the department.	<i>In line with Objective 3.4</i> September 2024: Messaging delivered to all line managers in line with the timing of annual appraisal cycle July 2025: Informal evaluation of behaviour changes and impact; changes for 2026/26 academic year planned 2025, 2026, 2027, 2028: Cycle repeats	Associate Dean for Psychology	<ul style="list-style-type: none"> No more than one comment in narrative survey regarding struggles with approaching line managers. Evaluation indicates 95% compliance by managers.
Review academic groups (e.g. Research Groups, Teaching and Practice Forum, Scholarship Research into Practice Forum) processes to 1. Identify those that evidence stronger staff engagement beyond other measures of research output, including active promotion of gender equity within group experiences 2. Support groups with lower engagement to develop similar approaches to staff engagement	March 2025: Review of in-scope groups complete June 2025: Guidance for developing higher engagement is drafted and shared with group leads; Other resources to support are identified Dec 2025: Evaluation of implementation undertaken	PLT	<ul style="list-style-type: none"> Guidance published to group leads Groups identified with lower engagements demonstrate an increase in the number of staff engagement activities (e.g. total number of meetings, level of staff and doctoral representation)
Review academic mentor processes to 1. Identify those that evidence stronger staff engagement 2. Support mentors with lower engagement to develop similar approaches to staff engagement	December 2024: Strongly supportive mentoring processes identified March 2025: Learning distilled into guidance and disseminated June 2026: Evaluation of mentoring process complete	Associate Professor – Mentoring Lead	<ul style="list-style-type: none"> Evaluation demonstrates 80% colleague satisfaction with mentor Satisfaction rates between genders are equivalent (+/- 5%)

Key Priority 5: To improve the sense of belonging within the departmental community

Objective 5.2: Develop and evaluate processes to foster peer-support atmosphere amongst colleagues

Alongside management and reporting structures that can support increased belonging (as in Ob 5.1), a more comprehensive sense of belonging and culture is only possible through a breadth of activity amongst the entire staff group in engaging with their colleagues. Departmental leadership can support the structures that give rise to such activity, which will then rely on colleagues also being prepared to access such structures regularly. The identified induction process can support this integration, provided colleagues are clear in their routes for support.

Indicative Actions	Timescale and Milestones	Responsibility	Success Measures
Develop structured opportunities for peer support processes that operate on a spectrum somewhere between the existing informal social activities and formal management and mentor structures (e.g. reintroduce peer support groups)	December 2024: Opportunities are developed to pilot June 2025: Evaluation of pilot undertaken, process adapted September 2025: Process relaunched	PL – Wellbeing	<ul style="list-style-type: none"> Narrative responses to culture survey include reference to benefits of new processes by 2026
Review and adapt scheduling and communication of away days, other core department meetings, and department activity such as research seminars – including the benefits and expectations of attendance for all – to maximise inclusivity by taking into account core business hours and caring duties	December 2024: Review completed, recommendations made July 2025: Evaluation undertaken, processes adapted. 2026, 2027, 2028: Annual evaluation	Departmental Manager	<ul style="list-style-type: none"> Attendance data demonstrates an increase over time (based on benchmarking identified in review) >75% attendance at away days Gender ratio of attendance is proportional to staff group ratio (+/- 5%)
Monitor staff engagement with induction processes and develop feedback mechanisms to review effectiveness of approach in fostering sense of belonging	December 2024: Completion data for eLearning induction in Thrive is benchmarked March 2025: Develop and implement feedback mechanism for induction experiences.	PL – Wellbeing	<ul style="list-style-type: none"> 95% of colleagues on all contract types confirm through feedback mechanisms that they have been satisfied with induction offered 95% compliance with eLearning induction materials on Thrive

Key Priority 5: To improve the sense of belonging within the departmental community

Objective 5.3: To understand and improve on the factors that mean colleagues with marginalised identities report a lower sense of belonging

Although most colleagues reported a strong sense of belonging and inclusivity within the department in staff consultations (Table 1.5), there were clear messages that some staff found their belonging to have been impacted by others' response to them in regard to a range of protected characteristics, including race, age, and gender. The department will therefore engage in an ongoing learning cycle to identify ways to become more inclusive in community processes, and identify and address any processes or structures that are presenting unnecessary barriers to inclusivity.

Indicative Actions	Timescale and Milestones	Responsibility	Success Measures
Actively enable colleagues to share their personal celebrations of social factors (such as key moments of cultural importance) amongst colleagues and/or students, recognising that women are more likely in our staff to identify with other marginalised identities and may therefore be more strongly represented	September 2024: Means of collecting and sharing personal celebrations is identified and put in place June 2025: Processes evaluated	PL – Department Culture	<ul style="list-style-type: none"> Celebrations from a diverse range of social backgrounds are shared at least once per term across staff and/or students Female colleagues are represented to at least an equivalent ratio of staff composition
Openly invite colleague feedback on issues regarding accessibility and inclusivity within their professional life through an appropriate method in addition to the annual culture survey	December 2024: Feedback process (e.g. focus groups) is agreed September 2025: Analysis complete and reported, recommendations made 2025, 2026, 2027, 2028: Process repeated until evaluation is satisfactory	PL – Department Culture	<ul style="list-style-type: none"> EDI Committee annual report is able to reflect on a nuanced picture with regard to intersections of personal identity (including gender) in the professional lives of departmental colleagues and identify appropriate actions
Support colleague inclusivity in teaching practice through developing processes to champion colleagues' professional credibility and encourage respect from students and colleagues, recognising the particular challenges that female academics in HEI generally face in achieving credibility for their expertise with taught students	January 2025: Processes developed and launched as pilot September 2025: Processes evaluated through colleague feedback and refined 2026, 2027, 2028: Process repeated until evaluation is satisfactory	PL – Department Culture	<ul style="list-style-type: none"> Fewer than 5%¹¹ of narrative survey responses contain references to disrespect or discrimination from students. 90% of colleagues are satisfied with the newly developed processes

¹¹ 5% refers to percentage of colleagues completing quantitative survey element

Key Priority 5: To improve the sense of belonging within the departmental community

Objective 5.4: To strengthen processes that integrate doctoral candidates and research staff into the departmental community

The data from our most recent culture survey – both quantitative and narrative – indicates that there are clear difficulties with the extent to which some doctoral candidates supervised primarily by psychology staff feel a sense of belonging within the department, with poorer responses across the themes analysed. Additionally, the narrative data and other staff consultations have indicated that research staff supervised within psychology are also more likely to feel a disconnection from the department. In recent years, PhD applications and success rates have seen an increase in female representation, so that an improvement for this group will represent progress in a strongly gender-based area of departmental activity; with the responsibilities for doctoral candidates somewhat diffused between the university's Doctoral School, the School of Social Science, and the department, it is likely to take more time to identify the most appropriate actions to improve these experiences.

Indicative Actions	Timescale and Milestones	Responsibility	Success Measures
Strengthen the extent to which doctoral candidates and research staff are engaged within research group activities and research centres.	<i>In line with Objective 5.1</i> June 2025: Guidance for developing higher engagement in research groups include explicit reference to doctoral students and research staff	Director of Psychological of Research	<ul style="list-style-type: none"> • <i>Belonging and Inclusion</i> total score is at least 4.0 for these colleagues, with gender proportions equivalent to candidate or staff group
Evaluate and reform (as appropriate) the induction processes for HPLs and research staff	<i>In line with Objective 5.2</i> September 2024: Formal process of induction for these colleagues is developed for piloting March 2025: Evaluation undertaken June 2025: Process revised	PL – Wellbeing	<ul style="list-style-type: none"> • HPL and research staff engagement in induction processes are specifically evaluated and demonstrate improvement in the induction monitoring outlined in Objective 3.2 • Narrative responses to culture survey have no negative reference to induction
Identify examples of good practice amongst supervisory teams in developing PhD / DPpsych candidate integration, especially where factors related to gender or intersectional social identities can be demonstrated	June 2025: Develop means to identify examples September 2025: Guidance based on examples is disseminated	Associate Professor – Doctoral Oversight	<ul style="list-style-type: none"> • Guidance available as a training resource for colleagues to refer to when involved in supervision teams. • <i>Belonging and Inclusion</i> total score is at least 4.0 for doctoral candidates on annual culture survey • Narrative responses contain no more than two references to doctoral candidates feeling a lack of belonging in the department

Key Priority 5: To improve the sense of belonging within the departmental community

Objective 5.5: To develop and strengthen the ways in which academic colleagues feel value and belonging aligned with their allocated pathway
Narrative data from a range of staff consultations indicates that there is disparity amongst academic colleagues in the extent to which they feel valued according to their allocated pathway of Teaching and... Research, Practice, or Scholarship. Though factors contributing to this might be attributed to broader systemic issues, there are means by which the department can engage in progressive measures to reduce this disparity. As the picture and contributing factors are complex, the timescale towards much of the progress is by necessity longer-term, and more specific actions to achieve this objective will be identified.

Indicative Actions & Measures	Timescale and Milestones	Responsibility	
Monitor the extent to which allocation to any one academic pathway might intersect with personal characteristics (including gender) and pose an additional risk to equity within the department	<i>In line with Objective 1.5</i> March 2025: HR data is analysed for evidence of intersectionality June 2025: Evaluation of process reported to PLT and EDI Committee	PL – Department Culture	<ul style="list-style-type: none"> PLT and EDI agenda/ minutes reflect consideration of report
Monitor allocations of departmental opportunities and resources (such as funding for projects and professional development) according to pathway of primary recipients	July 2024: Data sources agreed and benchmark established: June 2025: Data evaluated and reported to PLT and EDI committee	Associate Dean for Psychology	<ul style="list-style-type: none"> PLT and EDI agenda/ minutes reflect consideration of report
Develop communication approach to create an atmosphere that encourages individual validation of academic practice across all pathways in a manner that recognises the gender ratios of staff within those pathways.	June 2025: Review of above reports leads to development of new approach reported to EDI committee 2026, 2027, 2028: Process repeats until data is satisfactory	Associate Dean for Psychology	<ul style="list-style-type: none"> Applications and success for promotion from Senior Lecturer to Associate Professor to Professor move towards proportional equivalence across the pathways (increasing yearly to within 5% of proportionality by 2028)

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Appendix 1: Culture survey data

Table 1.1 Theme-level Responses to Full Culture Survey 2023 (Staff): Sex Comparison

Themes	All	Female	Sex Difference	Male
Belonging and Inclusion Score ¹²	4.0	4.0	0.0	4.0
Belonging and Inclusion % ¹³	78%	77%	-3%	81%
Gender Equality Score	3.8	3.8	-0.1	3.9
Gender Equality %	84%	79%	-13%	92%
Work-Life Balance Score	4.0	4.0	0.0	4.0
Work-Life Balance %	84%	83%	-2%	85%
Bullying & Harassment Score	3.9	3.8	-0.2	4.0
Bullying & Harassment %	60%	57%	-7%	64%
Career Development Score	3.9	3.9	-0.1	4.0
Career Development %	67%	64%	-8%	71%
Wellbeing Score	3.7	3.7	0.1	3.6
Wellbeing %	67%	68%	1%	67%

¹² Rated from 1 for *Strongly Disagree* to 5 for *Strongly Agree*, other than “I have experienced..” and “I have witnessed bullying in the last 12 months” which were reverse scored. All subsequent tables follow this scoring.

¹³ Calculated per-respondent based on number of questions belonging to theme that received a rating of 4 or 5, except Q9-11 & Q15 where a rating of 3 is also counted. All subsequent tables follow this scoring unless stated otherwise.

Table 1.2 Theme-level Responses to Full Culture Survey 2023 (Staff): Marginalisation Comparison

Themes	All	No (43)	Group Difference	Yes¹⁴ (15)
Belonging and Inclusion Score ¹⁵	4.0	4.0	0.1	4.1
Belonging and Inclusion % ¹⁶	78%	79%	-1%	77%
Gender Equality Score	3.8	3.9	0.0	3.9
Gender Equality %	84%	84%	3%	88%
Work-Life Balance Score	4.0	4.1	-0.1	4.0
Work-Life Balance %	84%	87%	-8%	78%
Bullying & Harassment Score	3.9	3.9	-0.1	3.8
Bullying & Harassment %	60%	62%	-8%	55%
Career Development Score	3.9	3.9	0.2	4.0
Career Development %	67%	65%	5%	70%
Wellbeing Score	3.7	3.7	-0.1	3.7
Wellbeing %	67%	67%	-1%	67%

¹⁴ Participants who responded either “Yes – One” (7) or “Yes – Multiple” (8) to the question “Other than your sex, do you belong to any marginalised social group (including by virtue of your gender identity)?”

¹⁵ Rated from 1 for *Strongly Disagree* to 5 for *Strongly Agree*, other than “I have experienced..” and “I have witnessed bullying in the last 12 months” which were reverse scored. All subsequent tables follow this scoring.

¹⁶ Calculated per-respondent based on number of questions belonging to theme that received a rating of 4 or 5, except Q9-11 & Q15 where a rating of 3 is also counted. All subsequent tables follow this scoring unless stated otherwise.

Table 1.3 Annual Theme Comparison 2022 vs 2023 (Staff)

	2022	2023	Change¹⁷	2022 Sex Diff.	2023 Sex Diff.	Change
Belonging and Inclusion Score	3.9	4.0	0.1	-0.2	0.0	0.2
Belonging and Inclusion %	77%	78%	1%	-7%	-3%	4%
Gender Equality Score	3.7	3.8	0.1	-0.6	-0.1	0.5
Gender Equality %	76%	84%	8%	-17%	-13%	4%
Work-Life Balance Score	3.8	4.0	0.2	-0.2	0.0	0.2
Work-Life Balance %	78%	84%	6%	-9%	-2%	7%
Bullying & Harassment Score	3.8	3.9	0.1	-0.3	-0.2	0.1
Bullying & Harassment %	62%	60%	-3%	-10%	-7%	4%
Career Development Score	3.8	3.9	0.2	-0.3	-0.1	0.1
Career Development %	69%	67%	-2%	-14%	-8%	6%
Wellbeing Score	3.4	3.7	0.3	-0.5	0.1	0.6
Wellbeing %	59%	67%	8%	-16%	1%	17%

¹⁷ All change scores calculated at source dataset, hence rounding may make calculations appear incorrect. All change scores are 2023 – 2022, therefore a positive number represents improvement, negative represents decline

Table 1.4 Core Question Data (Staff)

Question	Total	Total %	Change from 2022	Male	Male %	Female	Female %	Diff (F-M)	Change from 2022
My contributions are valued in my department	53	82%	10%	22	85%	30	81%	-4%	8%
Departmental leadership actively supports gender equality	52	80%	15%	25	96%	27	73%	-23%	-7%
My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff ¹⁸	60	92%	7%	26	100%	32	86%	-14%	9%
My department enables flexible working	62	95%	-1%	26	100%	34	92%	-8%	-2%
I am satisfied with how bullying and harassment are addressed in my department ¹⁹	3	5%	7%	1	4%	1	3%	1%	9%
My line manager supports my career development	53	82%	-2%	22	85%	29	78%	-6%	4%
My mental health and/or wellbeing are supported in my department	49	75%	14%	19	73%	29	78%	5%	28%

¹⁸ Number who were positive or neutral

¹⁹ Number who were negative

1.5 Narrative Question Responses 2023 (Staff)

31 individuals chose to respond to this part of the survey (which was detached from the quantitative survey to provide extra anonymity to sensitive comments), and we present here the themes that come across most strongly - raw data is not appropriate to provide due to length and confidentiality assurance, but we have sought to provide indicative quotes where possible. This section of the survey did not collect any data by staff role, and so it included doctoral candidates as they were sent the survey link at the same time. Therefore, for most elements below, we cannot be clear that responses relate to staff only, although the majority will be. Where respondents have specified that they are talking about doctoral issues, we have discussed them in Appendix 1.7, and in future years we will request this one distinction in the narrative responses.

Many of these comments are helpful for department leadership and management in identifying areas that might need focus and resource to support changes in colleague experiences. However, not uncommonly, some of the feedback received referenced issues which indicated that a colleague was either not aware of or had misunderstood a process within the department. These are noted in the commentary below, and are going to be taken forward by department leadership as issues that need stronger communication channels. As noted in the action plan, we will be going forward with a process for the leadership team to systematically receive and reflect on the annual cultural survey in a that can feed in appropriately to the annual planning cycle.

Belonging and Inclusion: Many colleagues reported specific positive experiences, describing how welcoming they found the department in reference to being both new and for longer-term colleagues. A number of comments specifically referenced that the department was inclusive to a diverse range of staff. However, there were a number who described a sense of fragmentation, with particular references to a pre- and post-covid experience. There was a tension between people wishing that there could be a stronger sense of community on-site, with those who felt that there was insufficient consideration of the ways that physical and neurodivergent differences impacted upon capacity to be on-site and therefore miss out on initiatives that require a physical presence. There were also respondents who described experiences of sexism and a culture of whiteness that detracted from their sense of belonging.

I feel NTU Psychology is a very inclusive place to work and I feel a strong sense of belonging. The management go out of the way to bring inclusivity into everything they do and constantly consider the impact of decisions on staff.

I felt much more like I belonged in the department pre-pandemic. I think there is zero sense of community at NTU at the moment. I appreciate that many people have set up social clubs and there are also regular pub meet ups but despite this I feel that something is still lacking.

Gender Equality: Most comments indicated a belief that the department was generally approaching gender equality reasonably well, although there were multiple reflections upon the white male status of the four individuals in the most senior positions (with occasional acknowledgement of the value of females in professoriate and DHoD positions). It was suggested by a small number that the department focusses too much on smaller issues – language-checking on Teams having been a particular example –

at the cost of bigger issues such as promotion rates (despite the improvement we have seen noted in Section 2 & 3), the challenges of juggling parenthood and academic work, and the likelihood of women handling more challenging tutorial issues (we are unsure of the data that might support this suggestion, and will be considering it as part of our workload review processes identified in the new action plan).

Generally, I think I see an equitable environment here. I've been particularly impressed by inclusion of trans and non-binary people, and the absolute recognition of trans and non-binary people.

It has been really nice to see the increase in diversity of genders in leadership. As female, I personally benefit a lot from my female mentor and line manager.

From what I've seen NTU is committed to gender equality and we have 2 deputy heads of department who are female which is great. However if you look at who holds the job roles above that (e.g. head of academy, Associate Dean, Head of research etc.), and also who has held these positions historically, its all white men.

Those with children face challenges that those without children do not face. This is seldom spoken about.

Monitoring people's use of language seems less a important use of time than other ways of increasing equality, and it can also have negative side-effects.

Work-Life Balance: Although there were comments acknowledging how a positive work-life balance is promoted (e.g. with particular email signatures and offering flexible working where possible), there were frequent references to a workload that is too high to allow work-life balance, and occasionally a sense of pressure from others to work out of hours (e.g. an email received on leave requesting a task completion during the leave period).

I have been supported when flexible hours required due to other pressures.

I think that on the whole this is something that the department encourages. I have appreciated department members having email signatures explaining why they are replying out of hours but not expecting others to do the same.

I feel that there is sometimes an expectation to work longer than what you are meant to in order to complete all the workload which can be over 100%. I have also never been able to take all my leave in the whole time I have worked at NTU as even during the summer there are so many responsibilities to fulfil that are only reliant on individuals.

Bullying & Harassment: As with the other themes, many comments affirmed that colleagues had not experienced or witnessed bullying and/or were confident in the department processes. However, some narrative comments did add some context to the numbers of people in the quantitative survey who had reported witnessing or experiencing bullying or harassment. There were descriptions of inappropriate gendered comments and actions, and though many respondents felt that the department did or would respond well, there was one comment about not knowing what to do if they experienced or witnessed bullying. There were also numerous

reflections on departmental discussions on MS Teams, and how all colleagues at all levels needed to consider how their behaviours could be interpreted.

In general, my experience of witnessing how these types of situations are handled has been good and shows respect and care to all parties.

Further training for staff surrounding acceptable behaviour may be beneficial, particularly around accessibility and mental health/wellbeing.

I have recently experience bullying from another staff member. This has included them exercising some perceived sense of authority to belittle me and speaking untruths to senior members of staff which have damaged my reputation.

Career Development: Many comments reflected on there being a visible drive to encourage career development in the department, and were appreciative of the direct efforts to create this. Some others reflected on how challenging career development seemed to be and there were comments regarding the perceived different opportunities for progression on different pathways (*Practice* and *Scholarship* colleagues feeling less supported than *Research*), in particular the way that mentoring could work; it is conceivable that there are historical concerns about this element because of the direction given by the university in allocating people to pathways at the point of their introduction in 2018 (the department has not moved people off any pathway in recent years), but the new action plan will systematically explore this issue.

I feel my career development is fully supported by my LM and general management. I have been offered opportunities internally and have been given funding when requested. I feel fully supported.

Of the people I know well I don't know anyone who feels supported to go for promotion in our department.

Career development is differently supported depending on the pathway, and depending on the person. There are real issues around people who are researchers being put on T&S contracts because of the REF, which then has repercussions for the status of T&S colleagues... Mentoring systems at the moment are only really working for T&R staff. T&P colleagues seem to have similar issues to T&S.

Wellbeing: There was a broad sense that respondents found that management within the department did value and support wellbeing as actively as possible (other than the desire for teaching workloads to be lower and less stressful). Most people valued the existence of a well-being lead in management and the range of activities available. Teaching-related issues were most likely to be cited as problematic, including a sense that it was harder to break due to the demands of summer referral work and difficulties with co-teaching when some colleagues had a different attitude or approach to the task.

There's a genuine commitment to staff and student wellbeing. The department's investment in a PL with leadership on wellbeing is a real sign of this commitment, and there's a lot of fantastic work being done.

All the different social activities people can get involved with is great. Line managers also care about staff wellbeing and open conversations are encouraged.

There is a lot of stress, to do with high workload and lack of work-life balance. This is across HE of course, so there's not a lot anyone can do. There is some fear that the new workload system will not help with these matters.

We have increased workloads as student support needs and summer referral work are increasing, and less time to down tools and recharge and it does have an impact on wellbeing.

General comments: Where people gave further response, many were to comment on the department as being more welcoming and supportive than other places they had worked. However, there were references to gendered and racialised experiences in the department. There were also comments about trying to improve the understanding of timeframes to complete work for people on part-time contracts.

From my perspective, I'm amazed at how supportive and collegiate the culture here is - in my relatively long career I've never found another department like this, and to achieve this given our size is particularly impressive.

In spite of some of my responses, I do enjoy working at NTU and with most of my colleagues. As individuals we largely work really hard, and care about what we do, and support one another in the day to day.

There seems to be a culture of denial about the cost of workloading people to the point of illness.

Table 1.6: Theme-level Responses to Full Culture Survey 2023 (Doctoral Candidates): Sex Comparison

Themes	All	Female	Sex Difference	Male
Belonging and Inclusion Score ²⁰	3.5	3.4	-0.5	3.9
Belonging and Inclusion % ²¹	57%	58%	3%	55%
Gender Equality Score	3.4	3.2	-0.5	3.8
Gender Equality %	68%	62%	-21%	83%
Work-Life Balance Score	3.7	3.7	0.2	3.6
Work-Life Balance %	70%	73%	10%	63%
Bullying & Harassment Score	3.3	3.4	0.4	3.0
Bullying & Harassment %	39%	40%	5%	35%
Career Development Score	3.4	3.3	-0.2	3.5
Career Development %	35%	32%	-12%	44%
Wellbeing Score	3.4	3.4	0.0	3.4
Wellbeing %	48%	55%	23%	31%

²⁰ Rated from 1 for *Strongly Disagree* to 5 for *Strongly Agree*, other than “I have experienced..” and “I have witnessed bullying in the last 12 months” which were reverse scored. All subsequent tables follow this scoring.

²¹ Calculated per-respondent based on number of questions belonging to theme that received a rating of 4 or 5, except Q9-11 & Q15 where a rating of 3 is also counted. All subsequent tables follow this scoring unless stated otherwise.

1.7 Narrative Question Responses 2023 (Doctoral Candidates)

As noted in Appendix 1.5, we did not ask respondents to the narrative questions to identify themselves in any way. This was due to a specific desire to assure respondents of full anonymity – however, we realised in retrospect that it partially skewed our possible understanding of responses, because doctoral candidates have a particular perspective and experience that would set them apart from other staff – for example, as noted in Section 2, our doctoral candidates “belong” to the doctoral school rather than the department, which partially limits our influence over some of their experiences, but we have reflected on this further within the new action plan.

As such, we present here our consideration of the responses where we could clearly see they were from doctoral candidates due to the nature of what was being said – for future years indicated a poorer general experience than we could see in the staff responses. This included references to the sense that Hourly-Paid Lecturing (which is predominantly undertaken by our doctoral candidates) was not well integrated into the staff experience, and that there needs to be more effort overall to increase doctoral students’ sense of belonging to the department. There was also one extensive account of a candidate experiencing bullying within their supervisory team; however, in the wellbeing section, there were a few references to how well the supervisory team was supporting colleague well-being.

My supervisors are great at helping me maintaining my wellbeing.

As a doctoral candidate, I feel fractured from the department. I don’t feel as though doctoral candidates are treated as either staff or a student, which lends to a lack of inclusion in both groups.

Almost all events are in person. I understand the benefits of this, but this excludes distance candidates and people with disabilities who have a hard time getting onto campus.

Well-being support is sufficient, however it is often the case that doctoral candidates in particular may not feel comfortable discussing this with other staff members.

The level of staff bullying I have experienced as a PhD student is horrendous. PhD supervisors do this with impunity doing how much is required to achieve this and that students are scared to be victimised by failing them

Appendix 2: Data tables

As noted in Section 1.5, the student data presented is extracted from a central university data warehouse that the department does not have direct control over. Decisions have been made in the oversight of this management that mean we are only able to present overview data from 2019-20, rather than the 2018-19 year of our bronze submission.

Table 2.1a Students at UG level by Gender²²

Metric	Sex	201920		202021		202122		202223	
All	Total	2,071		2,527		2,769		2,648	
	Female	1,686	81%	2,053	81%	2,254	81%	2,175	82%
	Male	379	18%	468	19%	508	18%	465	18%
International (Level 4) ²³	Total	2.5%		2.4%		4.1%		2.5%	
	Female	3.0%		1.8%		4.0%		2.3%	
	Male	0.5%		4.8%		4.8%		3.5%	
POLAR ²⁴ Q1	Total	14.9%		15.0%		14.8%		15.3%	
	Female	80.8%		82.8%		82.2%		84.4%	
	Male	18.8%		17.2%		17.8%		15.3%	
POLAR Q5	Total	26.4%		26.2%		27.6%		27.2%	
	Female	79.2%		80.8%		80.9%		83.6%	
	Male	20.7%		19.0%		19.0%		16.3%	

Table 2.1b Students at PGT level by Gender

Metric	Sex	201920		202021		202122		202223	
All	Total	301		390		386		404	
	Female	254	84.4%	313	80.3%	318	82.4%	339	83.9%
	Male	46	15.3%	77	19.7%	66	17.1%	63	15.6%
International (Level 4)	Total	10.4%		13.7%		24.0%		40.5%	
	Female	10.1%		13.8%		24.7%		41.0%	
	Male	12.1%		13.3%		21.3%		39.6%	
POLAR Q1	Total	20.3%		17.9%		13.0%		11.9%	
	Female	86.9%		81.4%		84.0%		85.4%	
	Male	13.1%		18.6%		16.0%		14.6%	
POLAR Q5	Total	17.3%		18.5%		18.9%		15.3%	
	Female	86.5%		90.3%		89.0%		83.9%	
	Male	13.5%		9.7%		9.6%		16.1%	

²² Psychology does not deliver any foundation degrees, so there are no foundation students to report.

²³ International Sex percentages represent percentage of international students within the sex category

²⁴ [POLAR](#) refers to participation of local areas, national data tracking the level of engagement in higher education across postcodes

Table 2.1c Students at UG Level by Ethnicity

Metric	Sex	201920		202021		202122		202223	
Asian	Total	190	9.2%	244	9.7%	278	10.0%	262	9.9%
	Female	160	84.2%	203	83.2%	230	82.7%	222	84.7%
	Male	30	15.8%	40	16.4%	47	16.9%	39	14.9%
Black	Total	153	7.4%	198	7.8%	246	8.9%	265	10.0%
	Female	130	85.0%	164	82.8%	205	83.3%	220	83.0%
	Male	23	15.0%	34	17.2%	41	16.7%	44	16.6%
Mixed	Total	139	6.7%	184	7.3%	210	7.6%	193	7.3%
	Female	104	74.8%	139	75.5%	164	78.1%	159	82.4%
	Male	35	25.2%	44	23.9%	45	21.4%	34	17.6%
Other	Total	76	3.7%	173	6.8%	214	7.7%	238	9.0%
	Female	57	75.0%	139	80.3%	182	85.0%	194	81.5%
	Male	18	23.7%	33	19.1%	32	15.0%	43	18.1%
White	Total	1,513	73.1%	1,728	68.4%	1,821	65.8%	1,690	63.8%
	Female	1,235	81.6%	1,408	81.5%	1,473	80.9%	1,380	81.7%
	Male	273	18.0%	317	18.3%	343	18.8%	305	18.0%

Table 2.1d Students at PG Level by Ethnicity

Metric	Sex	201920		202021		202122		202223	
Asian	Total	42	14.0%	55	14.1%	82	21.2%	107	26.5%
	Female	35	83.3%	44	80.0%	71	86.6%	94	87.9%
	Male	7	16.7%	11	20.0%	11	13.4%	13	12.1%
Black	Total	24	8.0%	29	7.4%	33	8.5%	56	13.9%
	Female	22	91.7%	21	72.4%	26	78.8%	46	82.1%
	Male	2	8.3%	8	27.6%	7	21.2%	10	17.9%
Mixed	Total	17	5.6%	22	5.6%	15	3.9%	17	4.2%
	Female	16	94.1%	18	81.8%	13	86.7%	13	76.5%
	Male	1	5.9%	4	18.2%	2	13.3%	4	23.5%
Other	Total	7	2.3%	13	3.3%	13	3.4%	42	10.4%
	Female	7	100%	10	76.9%	9	69.2%	38	90.5%
	Male			3	23.1%	3	23.1%	4	9.5%
White	Total	211	70.1%	271	69.5%	243	63.0%	182	45.0%
	Female	174	82.5%	220	81.2%	199	81.9%	148	81.3%
	Male	36	17.1%	51	18.8%	43	17.7%	32	17.6%

Table 2.2a Degree attainment and/or completion rates for students at UG level

		201920			202021			202122			202223		
Sex		F	M	Diff	F	M	Diff	F	M	Diff	F	M	Diff
Upper Degree (1st & 2:1)		79.4%	73.7%	5.7%	77.6%	73.6%	4.0%	74.8%	68.6%	6.2%	74.6%	69.0%	5.6%
% First Class Hons.		21.1%	19.2%	1.9%	20.9%	17.7%	3.2%	20.4%	16.9%	3.5%	21.1%	18.4%	2.7%
Progressing Students		91.9%	89.0%	2.9%	91.2%	88.0%	3.2%	88.1%	83.7%	4.4%	89.4%	85.1%	4.3%

Table 2.2b. Degree attainment and/or completion rates for students at PGT level

		201920			202021			202122			202223		
Sex		F	M	Diff	F	M	Diff	F	M	Diff	F	M	Diff
Pass with Distinction		10.1%	8.3%	1.8%	16.1%	17.9%	-1.8%	12.8%	7.3%	5.5%	10.5%	20.6%	-10.1%
Failed 1 Module		20.1%	22.0%	-1.9%	21.8%	27.5%	-5.7%	30.3%	37.9%	-7.6%	34.2%	42.6%	-8.4%

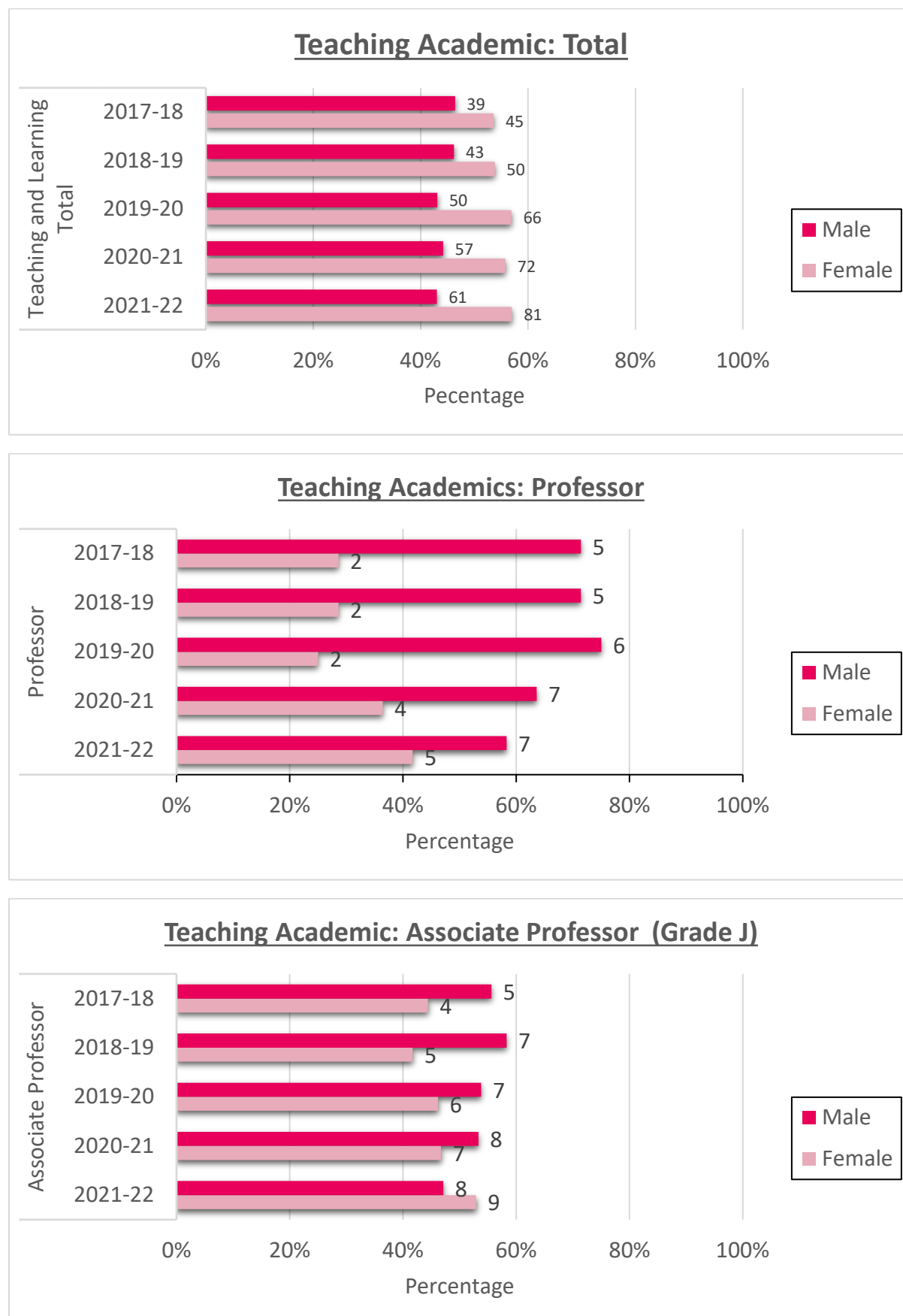
Table 2.2x. Students at PGR level

Our PGR data is not managed in the same data warehouse or the same manner, and as noted above, doctoral candidates in Psychology are aligned with the school rather than department. As such, analogous reporting is not possible, but we have addressed issue for departmental doctoral candidates as best we can in the report narrative above.

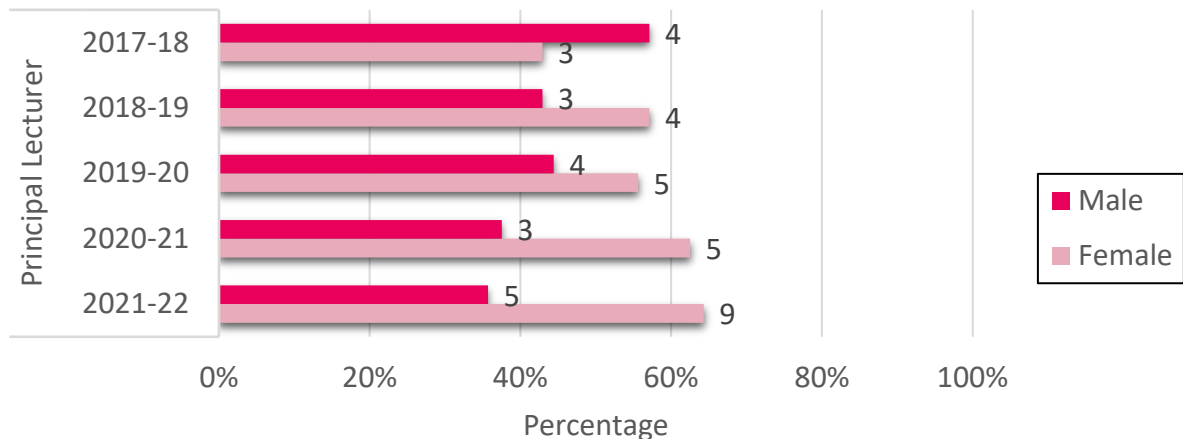
Table 2.3a: Total Academic and Research staff up to and including Professor, and Professional Services staff up to and including Grade I

Academic year	Post type	Women		Men		Total
2021-22	Academic & Research	91	57.0%	70	43.0%	161
	Professional Services	7	54.0%	6	46.0%	13
	Combined	98	56.3%	76	43.7%	174
2020-21	Academic & Research	81	55.0%	65	45.0%	146
	Professional Services	2	29.0%	5	71.0%	7
	Combined	83	54.2%	70	45.8%	153
2019-20	Academic & Research	79	58.0%	57	42.0%	136
	Professional Services	2	29.0%	5	71.0%	7
	Combined	81	56.6%	62	43.4%	143
2018-19	Academic & Research	62	57.0%	47	43.0%	109
	Professional Services	1	20.0%	4	80.0%	5
	Combined	63	55.3%	51	44.7%	114
2017-18	Academic & Research	55	55.0%	45	45.0%	100
	Professional Services	1	20.0%	4	80.0%	5
	Combined	56	53.3%	49	46.7%	105

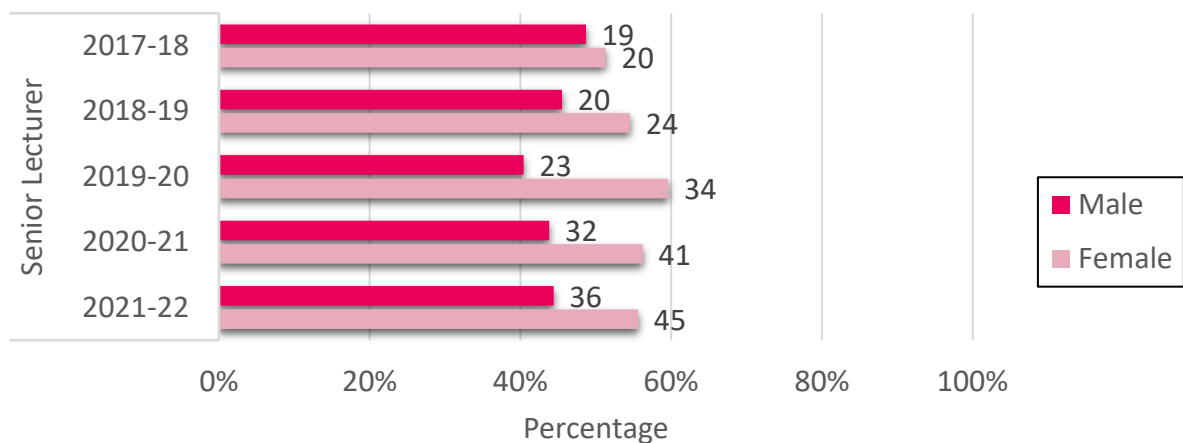
Table 2.3b. Academic staff by grade and contract function



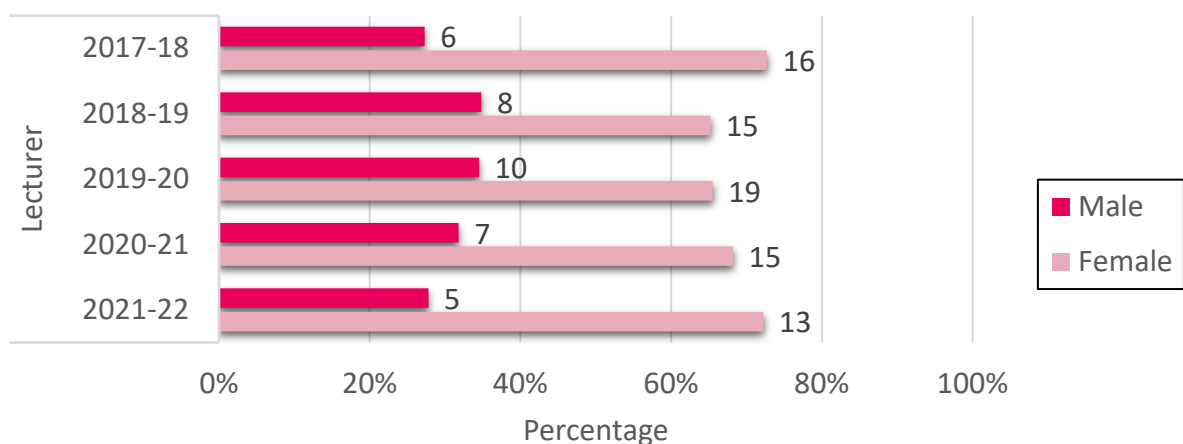
Teaching Academic: Principal Lecturer (Grade J)



Teaching Academic: Senior Lecturer (Grade I)



Teaching Academic: Lecturer (Grade H)



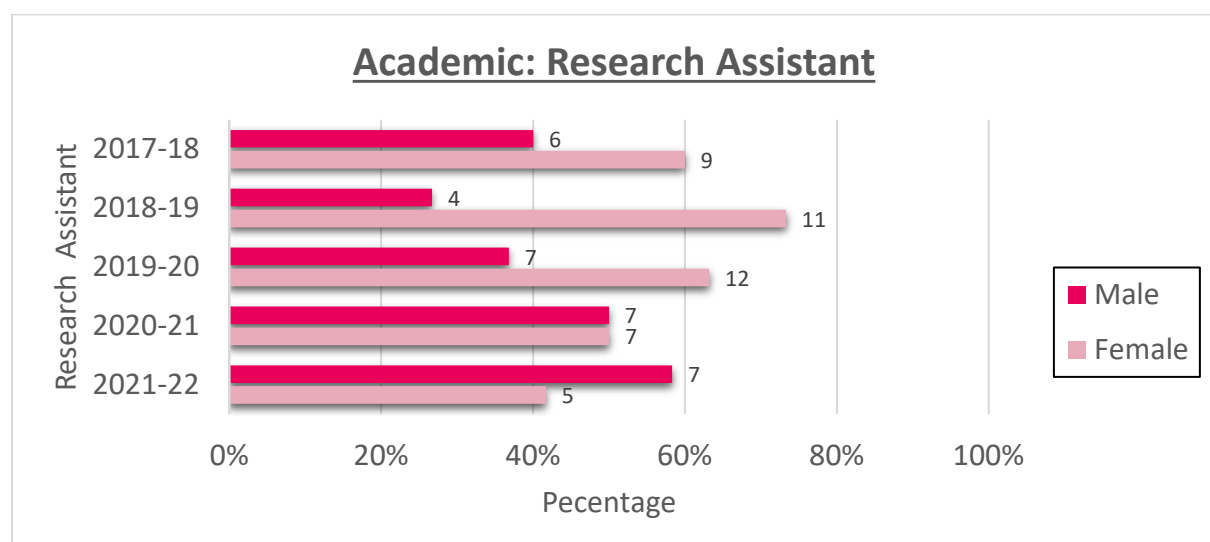
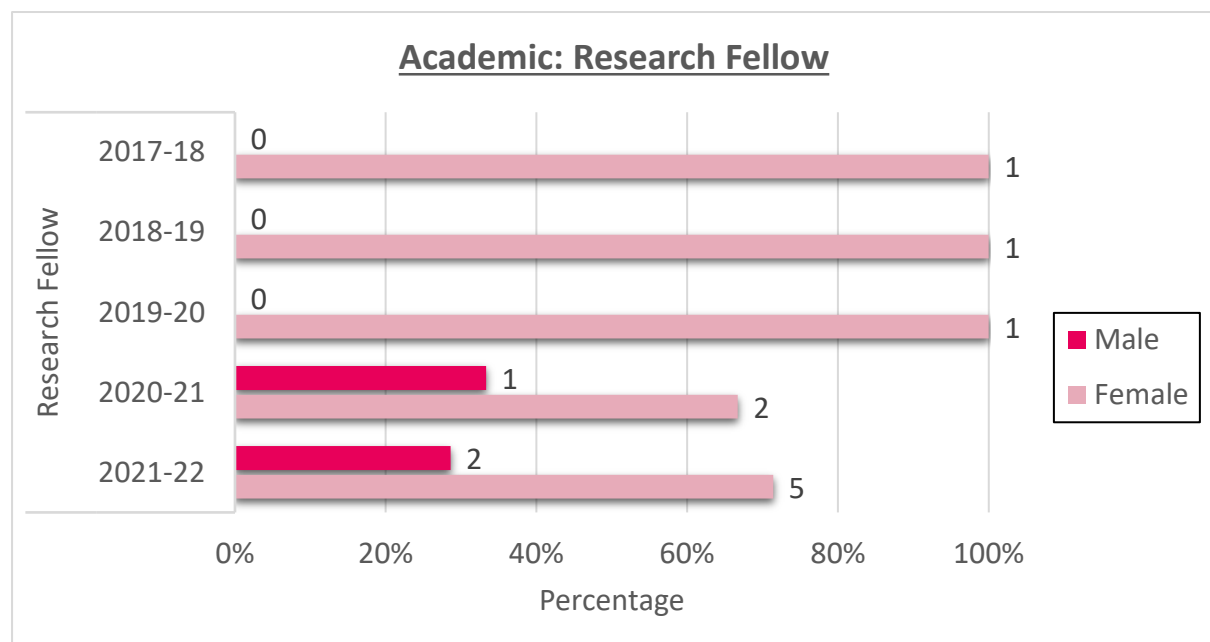
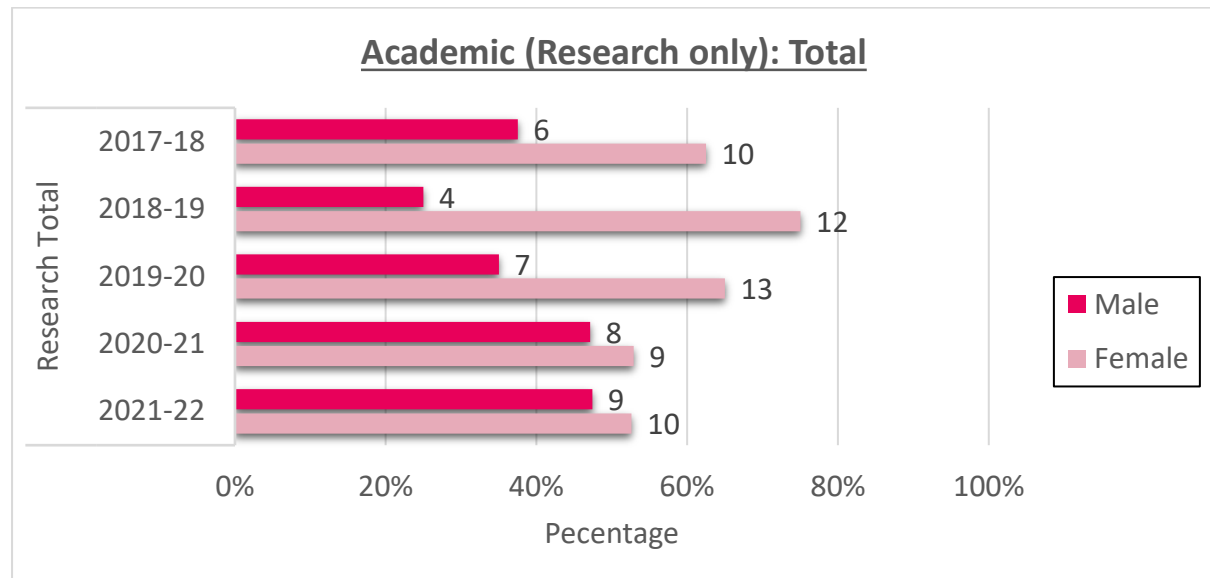


Table 2.4. Academic staff by grade and contract type

Academic year	Gender	Contract Type	% of gender	No.
2021-22	Women	Fixed term	17.6%	16
		Permanent	82.4%	75
	Men	Fixed term	17.1%	12
		Permanent	82.9%	58
2020-21	Women	Fixed term	14.8%	12
		Permanent	85.2%	69
	Men	Fixed term	18.5%	12
		Permanent	81.5%	53
2019-20	Women	Fixed term	24.1%	19
		Permanent	75.9%	60
	Men	Fixed term	19.3%	11
		Permanent	80.7%	46
2018-19	Women	Fixed term	24.2%	15
		Permanent	75.8%	47
	Men	Fixed term	10.6%	5
		Permanent	89.4%	42
2017-18	Women	Fixed term	23.6%	13
		Permanent	76.4%	42
	Men	Fixed term	20.0%	9
		Permanent	80.0%	36

Table 2.5. Professional, technical and operational (PTO) staff by job family

Grade	Academic year	Women		Men		Total
		%	No.	%	No.	No.
Grade H	2021-22			100.0%	1	1
	2020-21			100.0%	1	1
	2019-20			100.0%	1	1
	2018-19			100.0%	1	1
	2017-18			100.0%	1	1
Grade G	2021-22	62.5%	5	37.5%	3	8
	2020-21	25.0%	1	75.0%	3	4
	2019-20	25.0%	1	75.0%	3	4
	2018-19			100.0%	1	1
	2017-18			100.0%	1	1
Grade F	2021-22	33.3%	1	66.7%	2	3
	2020-21	50.0%	1	50.0%	1	2
	2019-20	50.0%	1	50.0%	1	2
	2018-19	50.0%	1	50.0%	1	2
	2017-18	50.0%	1	50.0%	1	2
Grade E	2021-22	100.0%	1			1
	2020-21					
	2019-20					
	2018-19			100.0%	1	1
	2017-18			100.0%	1	1

Table 2.6. PTO staff by contract type

Academic year	Gender	Contract Type	% of gender	No.
2021-22	Women	Fixed term	42.9%	3
		Permanent	57.1%	4
	Men	Fixed term	33.3%	2
		Permanent	66.7%	4
2020-21	Women	Fixed term	50.0%	1
		Permanent	50.0%	1
	Men	Fixed term	40.0%	2
		Permanent	60.0%	3
2019-20	Women	Fixed term	50.0%	1
		Permanent	50.0%	1
	Men	Fixed term	40.0%	2
		Permanent	60.0%	3
2018-19	Women	Fixed term	50.0%	1
		Permanent	50.0%	1
	Men	Fixed term		
		Permanent	100.0%	4
2017-18	Women	Fixed term		
		Permanent	100.0%	1
	Men	Fixed term		
		Permanent	100.0%	4

Table 2.7.1. Applications, shortlist and appointments made in recruitment to academic posts (all grades)

Academic year	Recruitment stage	Women		Men		Total
		%	No.	%	No.	No.
2021-22	Applications	70.0%	229	30.0%	98	327
	Shortlisted	66.7%	48	33.3%	24	72
	Offers	71.4%	20	28.6%	8	28
2020-21	Applications	69.9%	313	30.1%	135	448
	Shortlisted	69.1%	65	30.9%	29	94
	Offers	66.7%	18	33.3%	9	27
2019-20	Applications	68.7%	195	31.3%	89	284
	Shortlisted	68.6%	48	31.4%	22	70
	Offers	62.1%	18	37.9%	11	29
2018-19	Applications	71.0%	380	29.0%	155	535
	Shortlisted	71.4%	55	28.6%	22	77
	Offers	66.7%	20	33.3%	10	30
2017-18	Applications	72.0%	501	28.0%	195	696
	Shortlisted	62.7%	64	37.3%	38	102
	Offers	66.7%	20	33.3%	10	30

Table 2.7.2. Applications, shortlist and appointments made in recruitment to academic posts (all years²⁵)

Grade	Recruitment stage	Women		Men		Total
		%	No.	%	No.	No.
Professor	Applications	72.7%	8	27.3%	3	11
	Shortlisted	60.0%	3	40.0%	2	5
	Offers	50.0%	1	50.0%	1	2
Associate Professor	Applications	50.0%	5	50.0%	5	10
	Shortlisted	50.0%	1	50.0%	1	2
	Offers					30
Principal Lecturer	Applications	66.7%	20	33.3%	10	14
	Shortlisted	71.4%	10	28.6%	4	7
	Offers	71.4%	5	28.6%	2	625
Lecturer / Senior Lecturer	Applications	62.9%	393	37.1%	232	201
	Shortlisted	65.7%	132	34.3%	69	82
	Offers	64.6%	53	35.4%	29	70
Research Fellow	Applications	74.3%	52	25.7%	18	11
	Shortlisted	63.6%	7	36.4%	4	4
	Offers	50.0%	2	50.0%	2	1547
Research Assistant / Associate	Applications	73.9%	1143	26.1%	404	183
	Shortlisted	69.9%	128	30.1%	55	49
	Offers	71.4%	35	28.6%	14	

²⁵ Due to small numbers, recruitment by grade has been aggregated over the census period (2017-18 - 2021-22)

Table 2.8.1. Applications, shortlist and appointments made in recruitment to PTO posts

Recruitment stage	Women		Men		Total
	%	No.	%	No.	No.
Applications	66.7%	64	33.3%	32	96
Shortlisted	69.0%	20	31.0%	9	29
Offers	66.7%	6	33.3%	3	9

Professional Services recruitment data is only available for 2020-21, it is likely that prior to this PS staff were assigned to the School instead of the department. In 2021-22 no PS recruitment activity was assigned to Psychology.

Table 2.8.2. Applications, shortlist and appointments made in recruitment to PTO posts

Grade	Recruitment stage	Women		Men		Total
		%	No.	%	No.	No.
Grade G	Applications	73.80%	45	26.20%	16	61
	Shortlisted	75.00%	15	25.00%	5	20
	Offers	71.40%	5	28.60%	2	7
Grade F	Applications	44.4%	4	55.6%	5	9
	Shortlisted	25.0%	1	75.0%	3	4
	Offers			100.0%	1	1
Grade E	Applications	57.7%	15	42.3%	11	26
	Shortlisted	80.0%	4	20.0%	1	5
	Offers	100.0%	1			1

Appendix 2.9. Success rates for academic promotion (September 2018 – February 2024)

“Academic” refers to promotions on the academic pathway, whereby annual any academic colleague can apply for recognition as either Associate Professor or Professor.

“Management” refers to appointment to specific management roles within the department, including Principal Lecturer, Deputy Head, or Head of Department.

Application rates for these specific roles in question are not available.

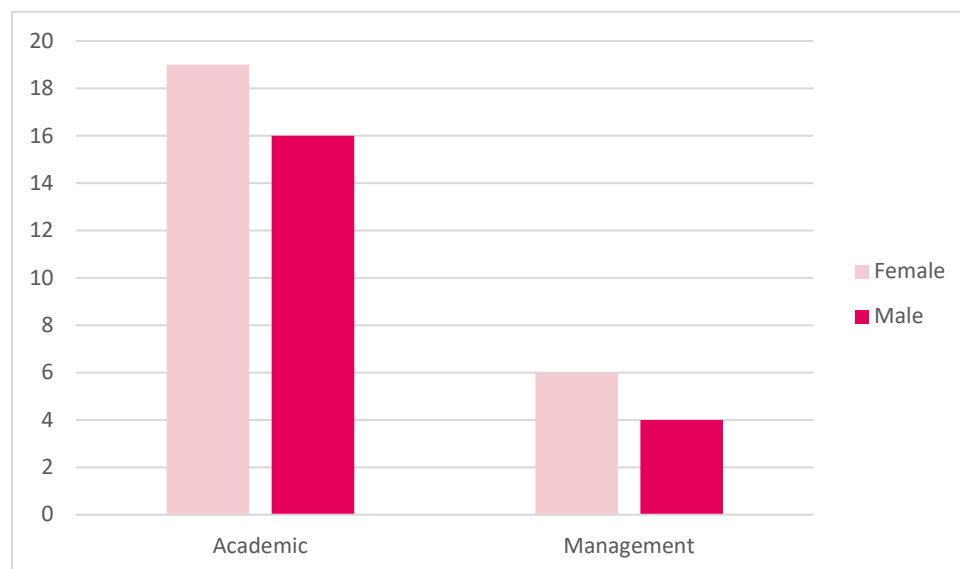


Table 2.10. Applications and success rates for PTO progression

Data not available at department level

Appendix 3: Glossary

ADP	Associate Dean of Psychology*
AMA	Academic management and administration
AS	Athena Swan
BPS	British Psychological Society
“Department”	Department of Psychology, which as a unit in other HEIs might be referred to as a “School” within a “Faculty”
DHoD	Deputy Head of Department
(Deputy) DoPR	Director of Psychological Research*
D-SAT	Departmental Self-Assessment Team
EDI	Equality, Diversity and Inclusion
FTE	Full time equivalent
HPL	Hourly Paid Lecturer
HAAP	Head of Applied Psychological Practice*
HoA	Head of Academy*
MAP	My Academic Portfolio (online workloads system)
PGR	Post graduate researcher
PGT	Post graduate taught student
PL	Principal Lecturer*
PLT	Psychology Leadership Team*
PMG	Psychology Management Group*
“School”	School of Social Sciences, of which Psychology is one department – often referred to in other HEIs as “Faculty”
UG	Undergraduate

* Please refer to Figure 1 on Page 6 for more info