

Athena Swan Gold application form for departments

Applicant information

When completing your application, please refer to the [applicant information pack](#), which includes full information on criteria, underpinning expectations and question-by-question guidance.

Name of institution	University of Sussex
Name of department	School of Psychology
Date of current application	29-09-2025
Level of previous award	Silver
Date of previous award	April 2020
Contact name	████████████████████
Contact email	██

Section	Words used
An overview of the department and its approach to gender equality	2339
An evaluation of the department's progress and success	2686
An evaluation of the department's sector-leading activity	1483
An assessment of the department's gender equality context	3391
Future action plan*	0
Appendix 1: Consultation data*	89
Appendix 2: Data tables*	0
Appendix 3: Glossary*	0
Total overall word count (Please see information on word limits overleaf)	9988

*These sections and appendices should not contain any commentary contributing to the overall word limit

Table of Contents

Applicant information.....	1
Section 1: An Overview of the Department and Its Approach to Gender Equality.....	6
1.1 Letter of Endorsement from the Head of Department	6
1.2 Description of the Department and Its Context	9
1.3 Governance and Recognition of Equality, Diversity and Inclusion Work.....	11
1.4 Development, Evaluation and Effectiveness of Policies.....	12
1.5 Athena Swan Self-Assessment Team (SAT) and Process.....	12
Section 2: An evaluation of the department’s progress and success	16
2.1 Evaluating progress against the previous action plan	16
2.3.1 Supporting staff with care responsibilities.....	18
2.3.2 Supporting equality in career development through mentoring and appraisal.....	21
2.3.3 Supporting equality in career progression	23
2.3 Annotated Silver Action Plan.....	25
Section 3: An evaluation of the department’s sector-leading activity.....	48
3.1: Maintaining good practice and innovation.	48
3.1.1 Parental Leave Policies	48
3.1.2 Utilising Psychology Expertise to Support Others.....	48
3.1.3 Co-Creating Inclusive Cultures.....	49
3.1.4 Inclusive Teaching and Innovation in Inclusive Curricula.....	50
3.1.5 Support Networks for Staff.....	51
3.1.6 Mitigating the Gendered Effects of the Pandemic.....	51
3.2: Supporting others to improve.	52
3.2.1 Informing Inclusive Curricula and Student Support Within the UK	52
3.2.2 Creating Inclusive Classrooms	52
3.2.3 World-leading Mentorship	53
Section 4: An Assessment of the Department’s Gender Equality Context	54
4.1 Culture, Inclusion, and Belonging	54
4.1.1 Belonging and Inclusion.....	56
4.1.2 Gender Equality	56
4.1.3 Work-life balance	57
4.1.4 Bullying and Harassment	58
4.1.5 Career Development	58

4.1.6 Wellbeing.....	59
4.2: Key Priorities for Future Action-	59
4.2.1 KP1a: Bullying and Harassment: Multiple Pathways to Support	59
4.2.2 KP1b: Bullying and Harassment: Creating a Safe and Open Culture.....	60
4.2.3 KP2a: Building Community: Transparency and Communication.....	60
4.2.4 KP2b: Building Community: Creating Supportive Structures	61
4.2.5 KP3: An inclusive, intersectional, and kind approach to women, carers, and parents.....	61
4.2.6 KP4: Embedding our approach to inclusive teaching, particularly for those with intersectional identities or from underrepresented groups	61
4.2.7 KP5: Disseminating and maximising the impact of Psychology’s policies, practices, and initiatives	61
4.2.8 KP6: Increasing wellbeing support	61
Section 5: Future Action Plan	62
1. KP1: Bullying and Harassment.....	62
2. KP2: Building Community.....	65
3. KP3: Inclusive, intersectional, and kind approach to women, carers, and parents.....	74
4. KP4: Embedding our approach to inclusive teaching, particularly for those with intersectional identities or from underrepresented groups	79
5. KP5: Disseminating and maximising the impact of Psychology’s policies, practices, and initiatives	80
6. KP6: Increasing wellbeing support	82
References.....	84
Appendix 1: Consultation Data.....	Error! Bookmark not defined.
A1.0. Demographics for the last three ICS staff surveys.....	Error! Bookmark not defined.
A1.1. List of item numbers and labels from the latest staff ICS (2024).	Error! Bookmark not defined.
A1.2. Items from the full Athena Swan culture survey, which was embedded in the our wider ICS.	Error! Bookmark not defined.
A1.3. Graphs of our most recent (2024) full culture survey....	Error! Bookmark not defined.
A1.4. Results of our full ICSs, over time and by gender and role..	Error! Bookmark not defined.
A1.5. Responses to the 2021 staff survey items about the pandemic, shown by gender.....	Error! Bookmark not defined.

A1.6. ICS Student Survey: Full results from the ICS student survey 2024, by gender.....	Error! Bookmark not defined.
Appendix 2: Data tables	Error! Bookmark not defined.
A4.1. Mandatory data tables	Error! Bookmark not defined.
Table 1.1 Foundation students by sex.....	Error! Bookmark not defined.
Table 1.2 UG students by sex	Error! Bookmark not defined.
Table 1.3 PGT students by sex.....	Error! Bookmark not defined.
Table 1.4 PGR students by sex.....	Error! Bookmark not defined.
Table 2.1 UG attainment rate by sex.....	Error! Bookmark not defined.
Table 2.2 PGT attainment rate by sex	Error! Bookmark not defined.
Table 2.3 PGT distinction, merit and pass by sex	Error! Bookmark not defined.
Table 2.4 PGR completion rate by sex.....	Error! Bookmark not defined.
Table 3.1 Academic staff by sex and salary group.....	Error! Bookmark not defined.
Table 3.2 Academic staff by sex and contract function	Error! Bookmark not defined.
Table 3.3 Academic staff by sex, salary group and contract function	Error! Bookmark not defined.
Table 4.1 Academic staff by sex and contract type.....	Error! Bookmark not defined.
Table 4.2 Academic staff by sex, contract type and salary group.....	Error! Bookmark not defined.
Table 4.3 Academic staff by sex and mode of employment	Error! Bookmark not defined.
Table 4.4 Academic staff by sex, salary group and mode of employment	Error! Bookmark not defined.
Table 5.1 Professional, technical and operational (PTO) staff by sex	Error! Bookmark not defined.
Table 5.2 PTO staff by sex and salary group.....	Error! Bookmark not defined.
Table 6.1 PTO staff by sex and contract type	Error! Bookmark not defined.
Table 6.2 PTO staff by sex, salary group and contract type	Error! Bookmark not defined.
Table 6.3 PTO by sex, salary group and mode of employment.....	Error! Bookmark not defined.
Table 7.1 Applications, interviews and appointments in recruitment to academic posts by sex	Error! Bookmark not defined.
Table 7.2 Applications, interviews and appointments in recruitment to academic posts by sex and grade	Error! Bookmark not defined.
Table 8.1 Applications, interviews and appointments in recruitment to PTO posts by sex	Error! Bookmark not defined.

Table 8.2 Applications, interviews and appointments in recruitment to PTO posts by sex and salary group	Error! Bookmark not defined.
Table 9.1 Applications and success rates for academic promotion by sex.....	Error! Bookmark not defined.
Table 9.2 Applications and success rates for academic promotion by sex and grade	Error! Bookmark not defined.
Table 9.4 Applications and success rates for academic promotion by sex and promotion pathway	Error! Bookmark not defined.
Table 9.5 Mean promotion latencies by sex and promotion sought .	Error! Bookmark not defined.
Table 9.6 Mean promotion latencies by promotion pathway and promotion sought	Error! Bookmark not defined.
A4.2. Additional data tables	Error! Bookmark not defined.
Table 10.1 UG applicants by sex.....	Error! Bookmark not defined.
Table 10.2 Average A Level Points for UG Accepts by Sex ..	Error! Bookmark not defined.
Table 10.3 PGT applicants by sex	Error! Bookmark not defined.
Table 10.4 PGR applications and success rates by sex.....	Error! Bookmark not defined.
Table 11.1 Research funding applications by sex of principal investigator (PI)	Error! Bookmark not defined.
Table 11.2 Research funding applications by sex of principal investigator (PI)	Error! Bookmark not defined.
Figure 12.1 Teaching and admin workload allocation among faculty by sex and contract function.....	Error! Bookmark not defined.
Figure 12.2 Teaching and admin tasks distribution by contract type	Error! Bookmark not defined.
Figure 12.3 Teaching and admin tasks distribution by sex and grade	Error! Bookmark not defined.
Appendix 3: Glossary	Error! Bookmark not defined.
Appendix 4: Other evidence	Error! Bookmark not defined.
A4.1. Screenshot from staff canvas website, outlining school-level policies ...	Error! Bookmark not defined.
A4.2. Extract from University Wide Maternity Leave Guidance for Managers.	Error! Bookmark not defined.
A4.3 Case histories of shared parental leave article	Error! Bookmark not defined.
A4.4 Monthly reminder in School Bulletin	Error! Bookmark not defined.

List of Figures

Figure 1: New structure of the School	10
Figure 2: Old structure of the School	10
Figure 3: EDI structure within the FoSEM and the School of Psychology	12
Figure 4: Responses to ICS#38 (“The School of Psychology has made it clear to me what its policies are in relation to gender equality (e.g. on discrimination, parental leave, carers leave and flexible working)”) over time, split by gender	20
Figure 5: ICS#15: The School of Psychology provides me with ... - ... useful mentoring opportunities (as mentor or mentee)	21
Figure 6: The School of Psychology provides me with a helpful annual appraisal / review. ...	22
Figure 7: % grant success rate for male and female PIs during the periods preceding the Bronze, Silver and Gold applications	23
Figure 8: % Female permanent academic staff by grade, during the periods preceding the Bronze, Silver and Gold applications (note that at present there are only two permanent Grade 7 Academic Staff).	24
Figure 9: Psychology-led workshops	48
Figure 10: Psychology-led workshops	49
Figure 11: Submissions to the neurodiversity creativity campaign	50
Figure 12: Percent responses to three items relating to COVID-19 experience in the 2021 ICS staff survey, split by gender	51
Figure 13: Description of a new format mentoring on our Canvas pages	58
Figure 14: Planters install in the School	59

Section 1: An Overview of the Department and Its Approach to Gender Equality

1.1 Letter of Endorsement from the Head of Department

12 February 2026

Dear Equalities Charters Manager,

I am delighted to endorse the School of Psychology's application for the Athena Swan Gold Award. This submission reflects not only our sustained commitment to gender equality but also the School's ambition to be a sector leader in embedding the principles of the Athena Swan Charter into every aspect of our culture, strategy, and operations.

Since our Silver award in 2019, Athena has been a key driver of significant progress within our School, guided by a clear set of priorities:

- **Supporting Staff with Caring Responsibilities:** We have introduced sector-leading policies, including paid teaching cover for parental leave, confidential support meetings for those planning leave, and a 25% workload reduction upon return. These initiatives, some of which are now adopted University-wide, have demonstrably improved the experience and career progression of staff with caring responsibilities, the majority of whom are women.
- **Eliminating Gender Gaps in Career Progression:** Through enhanced mentoring, transparent promotion criteria, and targeted support for grant applications, we have eliminated previously observed gender gaps in grant success rates and promotions. For the first time, the majority of our professors are women, and our data show no evidence of a 'leaky pipeline' for women in academic progression.
- **Intersectional Approach:** The School of Psychology has placed intersectionality at the heart of its equality work, recognising that gender equality must be addressed alongside other dimensions of identity and experience. Our inclusive teaching initiatives have been co-developed with students from underrepresented and intersectional backgrounds, leading to innovative curriculum changes and sector-leading practices. Staff from Psychology have also played a key role in promoting inclusive pedagogy across the University, developing and delivering training on topics such as neurodiversity-inclusive teaching and bystander intervention. These contributions reflect our commitment not only to fostering an inclusive culture within our own School, but to supporting systemic change across the wider institution.

contact us Alison Pike
Head of the School of Psychology
University of Sussex

Pevensey 1, 2B25
University of Sussex, Brighton
BN1 9QH United Kingdom

T +44(0) 1273 877288
F +44(0) 1273 678058
alisonp@sussex.ac.uk
www.sussex.ac.uk

As Head of School, I have been personally involved in the self-assessment process, meeting monthly with the EDI co-chairs and actively participating in the development and monitoring of our action plans. The School's senior management team is fully engaged, with EDI as a standing item on all major committees and embedded in our workload allocation, appraisal, and promotion processes. Our governance structures ensure that EDI work is recognised, rewarded, and resourced, with significant investment in dedicated roles and data analysis support.

The principles of the Athena Swan Charter are integral to our School strategy. Our Gold Action Plan sets out ambitious, measurable objectives across six key priority areas, including bullying and harassment, transparency, support for carers, inclusive teaching, dissemination of best practice, and wellbeing. We are committed to sharing our learning across the Faculty, University, and the wider sector, and to holding ourselves accountable through regular evaluation and consultation.

I am immensely proud of the progress we have made and of the culture of kindness, inclusion, and excellence that defines our School. The Athena Swan journey has been transformative, and I am confident that our Gold Action Plan will drive further positive change for all members of our community. I fully endorse this application and reaffirm my personal and professional commitment to advancing gender equality in the School of Psychology.

Yours sincerely,



Alison Pike, PhD

Head of the School of Psychology

1.2 Description of the Department and Its Context

The University of Sussex is a vibrant, research-intensive university founded in the 1960s. The School of Psychology was formed in 2004 and has grown to become one of the largest and most diverse academic units within the university, and one of the largest Psychology departments in the country. The University was given a Silver award in the 2023 Teaching Excellence Framework, while the School was ranked joint 18th of 93 submissions in the 2021 Research Excellence Framework, with 50% of its research outputs rated as world leading and 88% as at least internationally excellent. The School benefits from strong links with key research centres, including Sussex Neuroscience and the Sackler Centre for Consciousness Science, as well as partnerships with local NHS Trusts, Local Authorities, and community organisations.

The School is located on the University's single-site campus in Falmer, close to the vibrant city of Brighton & Hove. On the snapshot date of 6th July 2025, the School is home to 155 staff, including 83 members of faculty, and 1872 students across undergraduate, postgraduate taught (PGT), and postgraduate research (PGR) programmes. Our academic community is structured around six subject groups (led by subject group leads, SGL) — Biological Psychology, Cognitive Psychology, Developmental Psychology, Clinical Psychology, Social Psychology, and Research Methods — each contributing to a rich and inclusive research and teaching environment.

Since our Silver award in 2019, the School responded to the University strategy of increasing student numbers by growing its undergraduate numbers from 990 to 1485. Staff numbers have remained relatively stable, although with periods of both growth and contraction, including two university-wide voluntary severance schemes in 2021 and 2025, put in place in response to increasing financial pressures faced by universities across the country. In spite of major changes and fluctuations, the overall number of faculty has remained stable from 2019 (N = 77) to 2025 (N = 83).

Following university-wide restructuring in 2024-25, the School of Psychology now sits within the Faculty of Science, Engineering, and Medicine (see Figure 2). Professional Services (PS) now sit at faculty level.

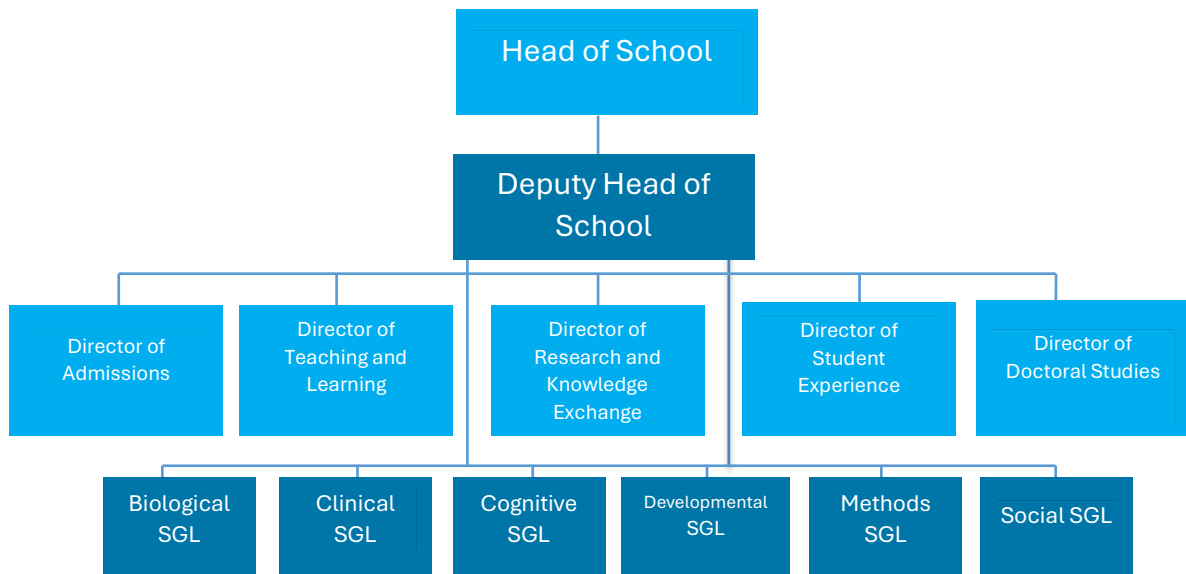


Figure 2: Old structure of the School

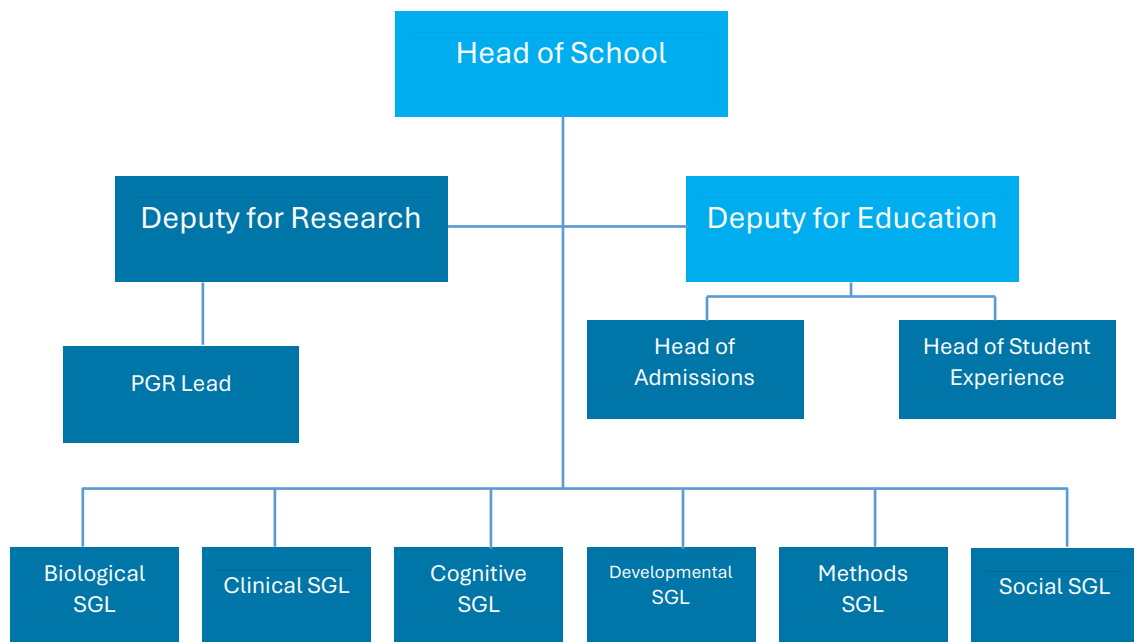


Figure 1: New structure of the School

1.3 Governance and Recognition of Equality, Diversity and Inclusion Work

The School's Athena Swan Self-Assessment Team (SAT) serves as the School's EDI Committee and oversees our gender equality strategy and broader EDI activities. This broad remit empowers members to raise and address a diverse range of EDI issues and take an intersectional approach to gender equality.

The EDI committee chair also serves as Athena Swan Lead. Since 2020 the chair role has been shared between two co-chairs who offer a complimentary profile of relevant expertise and lived experience. The committee reflects the diversity of our community in terms of gender identity, career stage, contract type, and lived experience, and is composed of student representatives and academic and professional services staff across all contract types. The committee includes staff with key administrative roles relating to awarding gaps, disability, anti-racism, and widening participation.

EDI work, including committee membership, is recognised and rewarded through the School's workload allocation model. Reflecting its dedication to EDI, the School has significantly increased its investment in EDI over recent years. In 2021-23, for example, the School allocated £5000 to fund an EDI data analyst. As of 2024-5, the School workload model enables both co-chairs to dedicate 50% of their time to EDI work, a significant investment that showcases its values.

Contributions to EDI are also discussed and recognised in annual appraisals (Annual Development Review, ADR). The ADR form now includes a section in which staff can detail how they have engaged with EDI in their role. EDI activities are valued and rewarded in promotion and Discretionary Pay Review (DPR) decisions. In 2021, the School of Psychology introduced an Inclusive Teaching award to celebrate staff who have made outstanding contributions in this area, which is now also awarded at University-level.

Under the new faculty-structure, EDI activities come under the banner of Culture Equality Inclusion (CEI) and will be overseen by a Faculty-level Associate Dean and supported by a team of Faculty Equity Leads across the key areas of Neurodiversity, Race, LGBTQIA+, Disability, and Gender. The School will continue with its own Athena Swan and EDI Chairs.

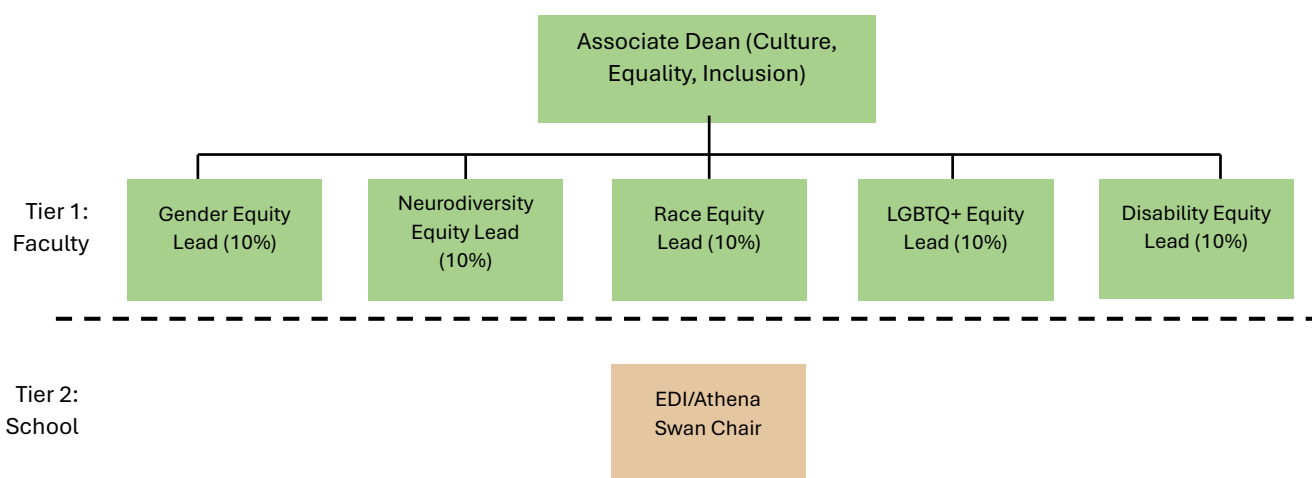


Figure 3: EDI structure within the FoSEM and the School of Psychology

1.4 Development, Evaluation and Effectiveness of Policies

EDI is central to the governance structure and decision making within the School. Until 2023, the EDI-chair(s) were formal members of the School Strategy Committee, which met termly to discuss and advise the HoS on strategic decisions. From 2023, the new HoS replaced the strategy committee with regular themed meetings. The EDI chairs now have monthly meetings with the HoS and dHoS to discuss EDI issues and ensure all the School strategic and policy decisions have EDI input and oversight. The co-chairs have also sat on all School Promotions and Discretionary Pay Review Panels.

The EDI co-chairs develop and assess the School’s policies in collaboration with the HoS and dHoS, and ensure that the policies are supportive for all staff. They actively consider the perspectives of, and impact upon, all students and staff, including those with intersectional identities. They seek input from across the school via multiple sources: termly EDI committee meetings, frequent discussions with the full EDI committee, in-person consultations with staff and students, and regular data analysis (e.g., the Inclusive Culture Survey, ICS). School-level EDI policies are outlined on a Psychology Staff section of the ‘Canvas’ online platform (see Appendix 4.1)

EDI is a standing item on all major School committees. Committee membership is reviewed annually to ensure balanced representation, and all members are expected to act as EDI champions within their respective areas. School meetings and away days are also used to collect feedback across all staff and student representatives on proposed policy changes, including the implementation of university-level policies in the School (e.g., the recent FoSEM restructuring).

1.5 Athena Swan Self-Assessment Team (SAT) and Process

The Athena Swan SAT (which is also the EDI committee) is a dynamic and representative body that leads the School’s self-assessment and action planning. Membership includes academic staff across all grades and contract types, and professional services staff. Members are recruited to the committee typically via expressions of interest, although the overall membership is regularly reviewed by the co-chairs to ensure that there is representation across a diverse range of people in relation to gender identity, ethnicity, sexual orientation, disability, neurodiversity, caring responsibilities and other intersectional identities. EDI committee meetings are also attended by student representatives from undergraduate, PGT, and PGR cohorts. The EDI committee meets termly, with additional working groups convened as needed to address specific priorities.

Table 1: The Athena Swan Self-Assessment Team

[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

	<div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 80%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 85%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 75%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 60%; height: 15px;"></div>	
--	---	--

The self-assessment process was informed by a wide range of quantitative and qualitative data, including staff and student surveys, individual consultations, focus groups, and institutional datasets. During the last Athena Swan cycle, we have conducted three Inclusive Culture Surveys, two for staff and PGRs, and one for UG and PGT students. Our most recent ICS achieved a response rate of 90% ($N = 140$ of 155), including 85 women, 36 men, 9 who identified with another sex or gender category (10 preferred not to say). The comprehensive surveys provided valuable insights into perceptions of belonging, workload, and career development that have formed a key part of our new Gold Action plan. Our self-assessment was also informed by focus groups with students from under-represented groups, which were conducted as part of the Silver action plan implementation. We complemented these with student connector projects, which involved co-designing a range of initiatives to build a sense of community among our diverse student body (see Section 3.1.3 - 3.1.5). These activities provided the Athena Swan Chairs with a rich understanding of student perspectives on inequalities in relation to sex, gender identity, ethnicity, and disability, and the intersection of these.

This application was written by the two Co-Chairs, with regular feedback from the HoS, dHoS, members of the SAT, and the FoSEM Gender Equity Lead. ICS results (Sept, 2022; Jan, 2023) and additional workload analyses (May, 2024) were presented and discussed at several School meetings and away days. All Athena Swan SAT and EDI committee members were allocated time to provide feedback on the full application, and any staff whose work was mentioned (e.g., as responsible for actions or noted in Section 3) were specifically asked for feedback.

The SAT has developed a five-year action plan aligned with the School's strategic objectives and the principles of the Athena Swan Charter. Following existing practice, progress is monitored by the EDI co-chairs, with monthly update meetings with the Head of School and dHoS, termly evaluation and updates to the EDI committee, and a termly EDI report in the School Meeting. To streamline the implementation of our new action plan, as well as facilitating succession in the EDI chair role, the School has committed to funding data analysis assistance in years 1-2, to assist the EDI chairs in creating a data analysis plan including automated scripts to generate reports and a data reporting calendar. The new action plan will be implemented in close collaboration with the new FoSEM CEI governance structure to facilitate sharing of Psychology's good practice with other FoSEM Schools, and vice versa.

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

2.1 Evaluating progress against the previous action plan

An updated version of our Silver action plan is presented in Table 2. This includes the 35 actions listed in our Silver application as well as two additional actions since added to address the unexpected challenge of the pandemic (AP36 and AP37). Progress on our action plan was monitored and reviewed by the EDI Committee and EDI Co-Chairs, with regular input from staff and students via surveys, focus groups of under-represented communities, and committee consultations. Evaluation drew on both quantitative data (e.g. attainment gaps, promotion rates, surveys) and qualitative insights (e.g. staff or focus group feedback). Where actions did not meet targets, they were reviewed and revised, with new actions proposed for the next cycle.

To facilitate the implementation of the action plan, the workload associated with the EDI chair role was expanded, two co-chairs were appointed who brought complementary skills and experience, and the School invested in a part-time EDI data analyst. We are proud that over 80% of the actions are rated green.

There were two significant barriers that slowed progress, however. First was the COVID-19 pandemic, which reduced staff capacity, caused delays to in-person initiatives, and required us to shift our priorities to accommodate pandemic mitigation actions. Second was that many of the actions in the Silver action plan required the monitoring of data that was not owned by the School of Psychology. Finding the sources of these data and acquiring it was unexpectedly time-consuming. To support data acquisition and reporting in the future, our Gold action plan includes the development of a detailed data monitoring plan, accompanied by resources such as custom scripts, and supported by funded data analysis assistance (see Key Priority 2a in Section 4).

Nevertheless, we have made substantial progress across all priority areas. We have successfully completed the majority of actions by meeting our expected target outcomes. Below we provide a brief overview of the Green rated actions, before critically reflecting on the six (~16%) of our actions rated Amber, and one Red action.

Green actions

The majority (30/37) of our actions were rated Green, reflecting successful implementation and outcomes that met or closely approached the intended goals. Key areas of progress include:

- Expansion of data analysis and reporting in relation to workload (AP34), and promotions and career progression (AP10, AP11, AP34). These analyses show no evidence of gender inequality (See **Appendix 2, Tables 12.1-12.4**), although perceptions of fairness remain mixed – the latter will be addressed in new actions focusing on improving transparency and communication.

- A suite of new initiatives to support staff with caring responsibilities (AP20, AP21, AP22, AP23, AP24, AP26). These actions have been well received and are now part of standard practice. We also successfully lobbied for a change to the University-wide policy on paid maternity cover (AP22).
- A wide range of initiatives supporting inclusive teaching and culture (AP29), including student-led 'connector' projects that support inclusion through co-creation between staff and students from under-represented groups, and staff training in neurodiversity inclusion and decolonising the curriculum (delivered both within our School and across the University).
- We have also made considerable improvements to both staff and student-directed mentoring, careers support and appraisal schemes (AP7, AP14, AP15), as evidenced by increased satisfaction ratings in line with our targets.

Amber actions

Six actions were rated Amber. These actions have informed new or revised initiatives in the upcoming action plan, particularly around transparency and communication of EDI data and intersectional inclusion. For five of these actions, this rating reflected completed actions where outcomes substantially improved, yet fell short of the targets. In the case of AP1 (aiming to increase the proportion of male UG applicants), despite implementing revisions to our admissions strategy that were informed by our planned student focus-groups, the gender balance of applicants remained unchanged. This gender balance reflects national trends and so may be beyond our control. Nevertheless, the data is encouraging in suggesting that, while remaining a minority, male students no longer report higher levels of gender discomfort before of their gender than female students, and the previously observed gender achievement gap has substantially reduced from 14% to 3.7% (see AP2). Given this, the inclusion of male students will be addressed in our new action plan as part of wider initiatives to support the inclusion of students from under-represented groups (KP3, Section 4).

In line with AP4, we monitored PGR offer rates for a possible gender gap favouring female students. The gender gap appeared to resolve between 2022-24, and no further action was taken. However, the gap returned in our most recent cohort. Further action to address this gap are included in our Gold action plan. Regarding AP6, substantial improvements to the induction process for staff were made, as planned. Although satisfaction ratings show an encouraging trajectory, they do not meet our 80% target and as such will be further monitored as part of our Gold action plan.

As noted above, our analysis of promotions data was completed as planned in AP8. However, although this analysis did not reveal any disadvantages in terms of promotion latencies for E&S versus E&R faculty, and perceptions of fairness improved, a perception gap between these groups remained. This will be addressed in our new action plan through improved data reporting and transparency (KP2, Section 4).

The implementation of AP17, concerning appraisals for PS and support staff, was disrupted by personnel factors in PS and, more recently, university restructuring. We revised the appraisals, but these were not consistently implemented. The recent restructuring, which places PS at the faculty-level, means that PS appraisals are no longer within our remit. Our new actions related to this point therefore involve monitoring satisfaction levels of PS staff who work with the School, and effectively communicating PS staff experiences to their Faculty PS managers (KP5, Action 5.3, Section 4).

In the case of AP30, which related to bullying and harassment, we met our target of eliminating a male-female gender gap in ICS items assessing confidence that bullying would be tackled (with increased confidence overall). However, gaps emerged in relation to several other questions regarding how management addresses bullying. We have developed this as a priority focus area of our Gold action plan (KP1b, KP1b, Section 4), supported by several actions.

The only Amber action that could not be fully completed was AP25 – we were prevented from monitoring flexible working requests due to data protection restrictions imposed by University HR. However, as it is known that all requests were approved, the intended outcome of ensuring parity in approval rates was nevertheless achieved.

Red Action

Only one action, AP9, was rated Red. This action was to lobby the university to appoint an independent promotions ombudsperson, which was completed. The request was denied, primarily for central procedural reasons. As part of our Gold action plan, we will work with the newly appointed Associate Dean of CEI to develop efficient pipelines for EDI communications, within the new FoSEM structure (Key Priority 5). A deeper investigation into the underlying issue that motivated the creation of this specific action revealed no inequalities in promotions latencies or success rates. As such, in our new Gold action plan, perceptions of unfairness around promotions are addressed through actions that offer additional support to staff and improve communication structures.

2.3 Evaluating success against department's key priorities

Here we describe three key areas, identified as key priorities in the Bronze and Silver applications, in which the School of Psychology has made significant progress.

2.3.1 Supporting staff with care responsibilities

Since the Silver award we have introduced a range of initiatives to address structural and cultural barriers to career progression for staff with caring responsibilities and aimed to normalise flexible, family-friendly working practices. These include:

- **Paid teaching cover during parental leave:** At time of the Silver Award the University's official policy (as reflected in maternity leave guidance for managers) was to distribute the teaching responsibilities of staff taking parental

leave among existing staff, on top of their existing responsibilities. Since 2019 Psychology has followed a policy of recruiting paid teaching cover for parental leave periods over 2 months. Following successful lobbying, this policy was implemented at University level in 2022, applied to leave periods over 3 weeks (see Appendix 4.1).

- **Funding to support post-doctoral staff taking parental leave:** Our policy is to, where possible, negotiate a no cost extension with external funders. The School of Psychology then covers the cost of parental pay, so that any funding can be preserved in full, allowing the leave taker to resume their post upon their return.
- **Confidential support meetings to those planning parental leave:** These meetings, which can be taken before leave is formally notified and even prior to pregnancy/adoption, help staff to understand the range of support and options available to them and provides an opportunity for staff to plan their leave period and return to work (e.g., including topics such as the potential use of Keeping-in-Touch days to allow a phased return).
- **Wrapping up weeks:** To reduce stress caused by last minute requests and allow leave-takers time for pre-leave organisation, the two weeks immediately prior to the leave period are designated 'wrapping up weeks'. During these weeks, signalled by email auto-reply, staff complete scheduled work (e.g., teaching) but are not obliged to respond to any new incoming work requests (e.g., emails). This initiative is currently listed as a potential action to be rolled out across other Schools as part of the new FoSEM action plan.
- **Promoting Shared Parental Leave:** We created an article outlining the reflections and advice of colleagues that have previously taken Shared Parental Leave, which is now available to all staff via our Canvas pages, as is an accessible overview of the leave options available to new parents.
- **Workload reduction:** Staff taking maternity, adoption or shared parental leave over 2 months are entitled to a 25% workload reduction for six months upon their return.
- **Support in exceptional circumstances statements:** As part of our pandemic mitigation plan, staff applying for promotion in 2024 were offered one to one confidential support sessions in preparing exceptional circumstances statements.

These initiatives are outlined on our staff Canvas page (Appendix 4.1) and regularly advertised via a monthly reminder in our School Bulletin (Appendix 4.4). Qualitative feedback suggests these policies are valued by staff – as reflected by this comment:

“School policies around my maternity leave made a huge difference to both my experience of leaving to go on maternity leave and coming back. Having paid teaching

cover during my maternity leave was a real weight off my mind - knowing that no-one was being 'lumped' with my teaching or admin on top of their own was so important for me being able to go off on maternity leave feeling good about where I'd left work. I'm a conscientious person and the idea of 'my' work being unfairly put on other people 'just' because of my choices would have really stressed me out. More broadly speaking, I think it is really healthy for a team and department for there to be no 'knock on' effect of someone taking maternity leave on other people. This paid teaching cover also meant that I ended up with (mostly) just one person to 'handover' to – this made it much quicker and easier to step back from work and know that everything was in good hands.

Confidential support and mentoring from colleagues who had previously taken maternity leave was also really helpful – from this guidance I was able to really think through where I wanted to leave everything, and how to prioritise my research before and after maternity leave. Reduced workload when I came back also made a really big difference to my wellbeing and getting my research off the ground again. The 25% reduction meant my timetable was freer – this meant it was much easier to finish off research papers that were in process before I left on maternity leave, and to work out the logistics of returning to work while still pumping and breastfeeding. I have now been back at work for almost a year after my second maternity leave and have actually had my most productive year of research outputs in my career so far – I don't think this would have been possible without the support of the School leadership more broadly and these policies specifically."

Positive responses to the ICS item (ICS#38) assessing whether the school makes it clear what its policies are in relation to gender equality have consistently increased, especially among women:

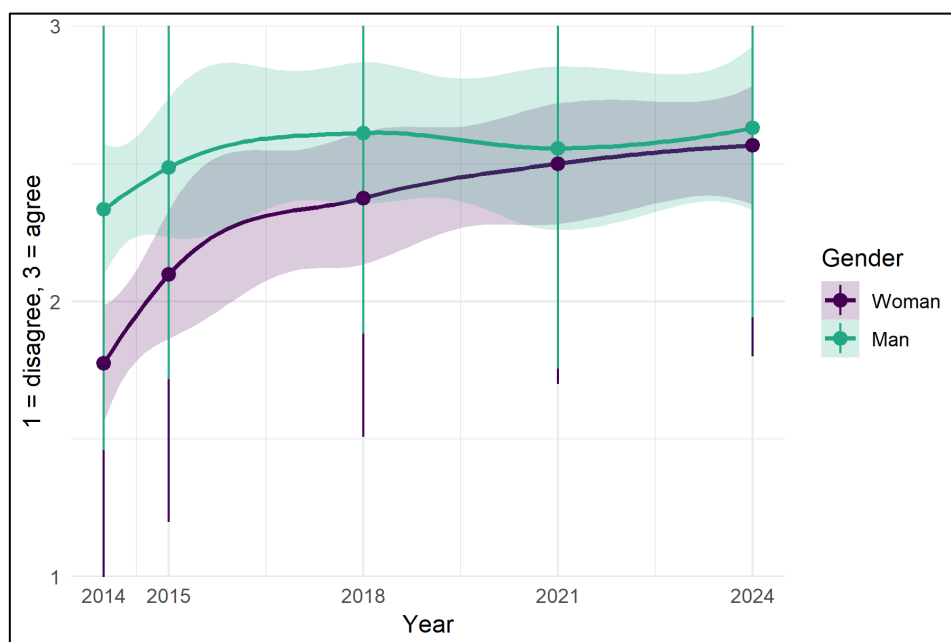


Figure 4: Responses to ICS#38 ("The School of Psychology has made it clear to me what its policies are in relation to gender equality (e.g. on discrimination, parental leave, carers leave and flexible working)") over time, split by gender

The School of Psychology also offers confidential advice sessions from an EDI representative to staff interesting in flexible working and has approved 100% of flexible working requests since 2019.

The successful change to the University-wide policy regarding paid cover was initiated by the Psychology EDI co-chairs and facilitated by collaboration with colleagues from other schools as part of a working group lobbying for carer support packages. This case highlights the importance of cross-school collaboration in lobbying for progress at institutional level, and this forms a major element of our new Gold action plan (KP5, Section 4).

2.3.2 Supporting equality in career development through mentoring and appraisal

At the time of the Silver award, gender gaps were noted in relation to survey items assessing satisfaction with two key career development support mechanisms: Mentoring (ICS#15) and appraisal (ADR, ICS#16). Both of these processes have since been overhauled and ICS survey results indicate substantially improved overall satisfaction and the elimination of gender gaps (see Figures 4-5).

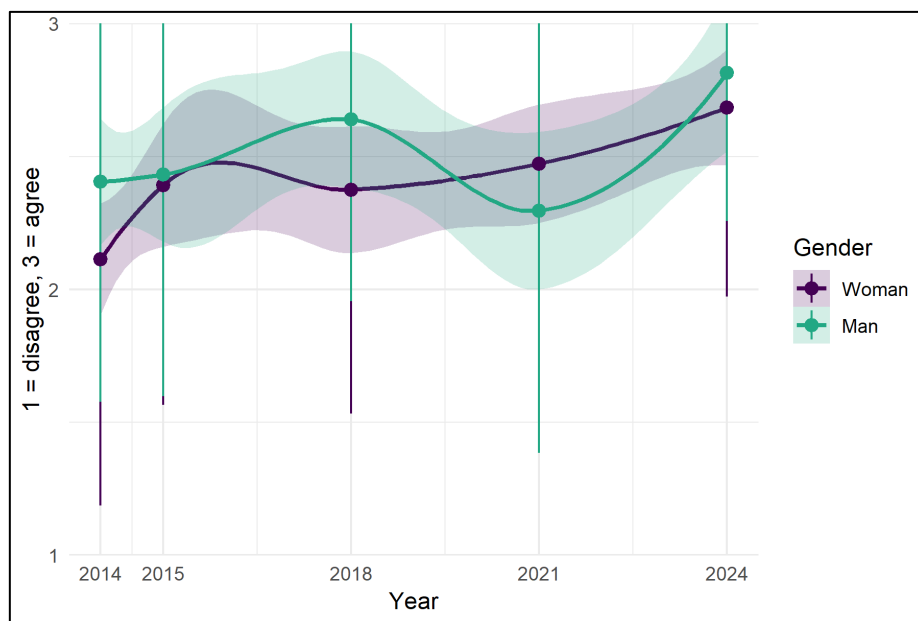


Figure 5: ICS#15: The School of Psychology provides me with ... - ... useful mentoring opportunities (as mentor or mentee)

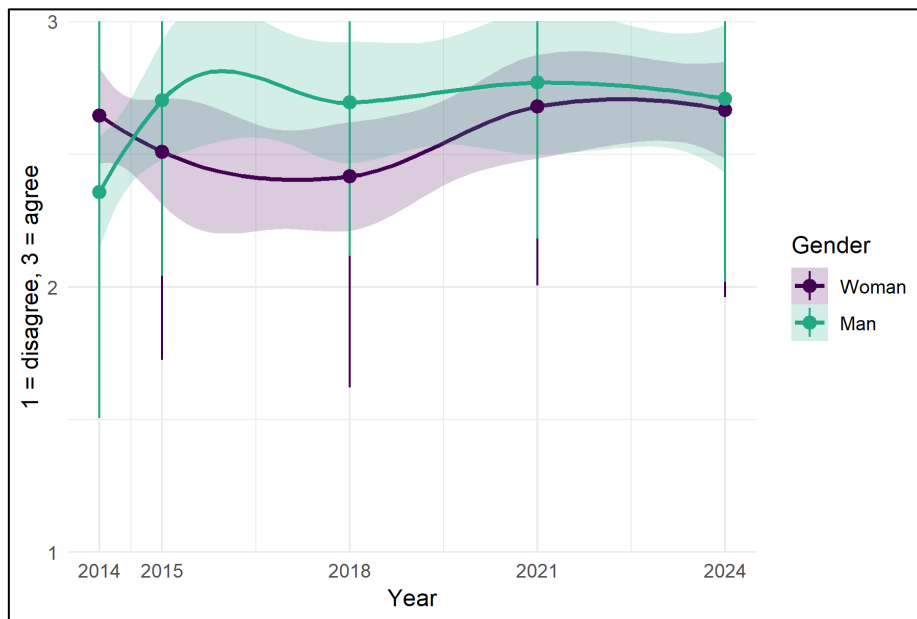


Figure 6: The School of Psychology provides me with a helpful annual appraisal / review.

We have also substantially expanded student career development support, particularly for postgraduate taught (PGT) students, through new initiatives such as one-on-one advice sessions, a Graduate Placement Scheme, a careers talk series, a dedicated mentoring programme, and a “Careers in Psychology” Canvas page. The latter has since been adopted by other schools across campus.

2.3.3 Supporting equality in career progression

Analyses preceding both our Bronze and Silver applications revealed gender gaps in grant success rates and research income, which had concerning implications for career progression (i.e., given that grant capture is a key performance marker for promotion to higher grades). Enhanced support offered for grant applications has been highly effective in improving overall outcomes and eliminating the previously observed gender gap, with substantially increased success rates, particularly for female Principal Investigators (PIs), who observed a threefold increase in awards per year alongside a 63% increase in award size (Appendix 2, Tables 11.2,11.2). The ICS results show that staff agree: in our new ICS item #23 assessing support for grant writing, overall agreement is at 85%, with no gender gap.

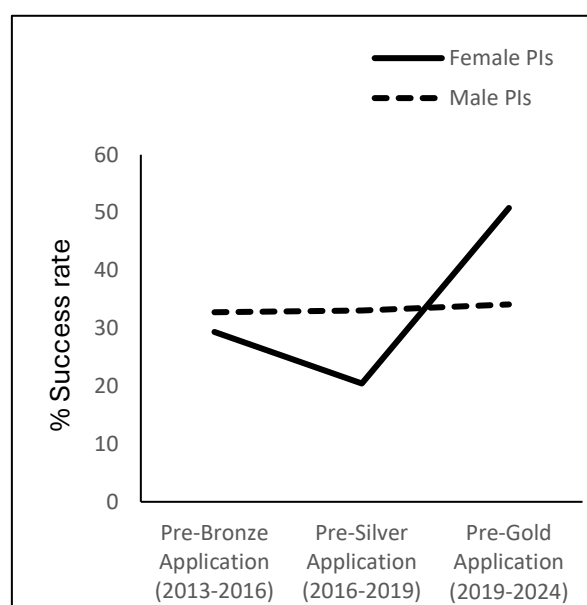


Figure 7: % grant success rate for male and female PIs during the periods preceding the Bronze, Silver and Gold applications.

An improved, more transparent system for monitoring teaching and admin workload was also introduced in this period. Our analyses of these workload data show that the distribution of workload does not differ between female and male faculty on the same contract type (Appendix 2, Tables 12.1,12.3). Regarding progression, our latest promotions data (Appendix 2, Table 9.5) show that a previously noted gender gap favouring males at the key Lecturer B to Senior Lecturer transition has been eliminated. Furthermore, as can be seen in Figure 8 below, the gender distribution of academic staff from Lecturer (Grade 8) to

Professor (Grade 10) has substantially changed over time: In the period preceding the Bronze award, there was a notable bottom-heavy distribution of female staff, who represented over two thirds of Lecturers and less than one third of Professors. By contrast, the current proportion of female faculty is consistent across grades, and for the first time the majority of Professors (59%) are female. We are proud of these achievements.

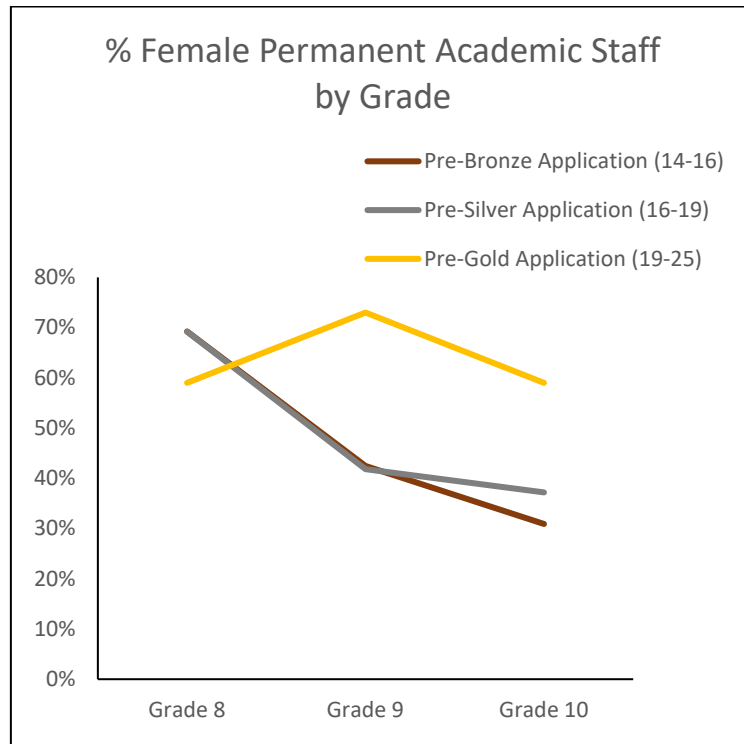


Figure 8: % Female permanent academic staff by grade, during the periods preceding the Bronze, Silver and Gold applications (note that at present there are only two permanent Grade 7 Academic Staff).

2.3 Annotated Silver Action Plan

Silver Action Point	Action and implementation	Measure of success	RAG rating	New action and Key Priority
<p>AP1 Research and refine marketing strategy for UG recruitment</p>	<ul style="list-style-type: none"> • Aim: Address under-representation of male students. • Since 2019 the EDI committee has monitored gender representation in marketing materials and this has been a standing item on the marketing and communication committee. <p>1.4.</p> <ul style="list-style-type: none"> • Planned focus groups delayed due to pandemic but ran in Spring 2023, one with solely male students, one mixed gender. • In response to focus group feedback, we increased gender diversity of student ambassadors beyond the gender binary, and male ambassadors attended the majority of open days. There have also been a mix of genders of faculty at all open days. • We also continued to monitor this with ICS (see AP2). 	<ul style="list-style-type: none"> • Action implemented as planned. • % male applicants remained similar to the previous application: Previously it varied between 81%-83% female (M = 82%), and the same is true for the time period since 2019 (M = 80%, Appendix 2, Table 10.1). • PG also variable but average identical to previous application (80% average in both cases). • Gender balance consistent with the national picture: 81% of UG and PGT entrants to Psychology courses over this time period were female. 	<p>Amber</p>	<p>KP4</p>

<p>AP2 Research into underperformance among male undergraduates</p>	<ul style="list-style-type: none"> • Focus groups run as planned (see above). • We conducted an analysis to explore the possibility that the gender achievement gap might reflect differences in academic performance upon entry. This revealed consistently lower A-level points among male versus female students accepting places at Sussex (see Appendix 2, Table 10.2). 	<ul style="list-style-type: none"> • ICS data (#79) shows that the gender discomfort gap has been eliminated: Male students no longer report higher levels of discomfort due to gender, with similar means and a numerical trend very slightly reversed (M = 40.64 females, M = 40.24 males). • Achievement gap varied from 1% -13% (M = 8%) - a considerable decrease from the previously documented 14% gap. In 2023/4, the gap reduced to only 3.7%, although reflects both a slight increase in attainment for men and a downwards trend for women. See Appendix 2, Table 2.1. • Differences in grades at entry present a potential explanation for the achievement gap and suggests a different, and longer term, approach (addressing inequality at admissions). See Appendix 2, Table 10.2. <p>1.5.</p>	<p>Green</p>	<p>KP2b Action 2.12:</p>
<p>AP3 Monitor gender gap in PGT attainment</p>	<ul style="list-style-type: none"> • Action motivated by a non-significant trend for male students getting more distinctions. 	<ul style="list-style-type: none"> • No discernible trend for more distinctions among male students: Since 2019/20, the gap has varied from -24% (favouring female 	<p>Green</p>	

	<ul style="list-style-type: none"> As planned, this has been monitored throughout the period with no cause for concern. 	<p>students) to 9% (favouring male students) with a mean of -3%. See Appendix 2, Table 2.3.</p> <ul style="list-style-type: none"> Overall attainment gap is very variable, varying from -5 (favouring females) to 13.3%, but mean is close to zero (M = 0.5%). Variability likely to reflect small student numbers. See Appendix 2, Table 2.2. 		
AP4 Monitor gender gap in PGR recruitment	<ul style="list-style-type: none"> Action motivated by non-significant trend for a gender gap in 'offer rate' As planned, gap was monitored throughout the period. 	<ul style="list-style-type: none"> The trend for a lower offer rate among male versus female students continued in 19/20 and 20/21, but appeared to be steadily decreasing since then. See Appendix 2, Table 10.4. Offer rates similar for males and females for 22/23 and 23/24 (3% gap favouring females in 22/23, 1% gap favouring males in 23/24). However, most recent intake showed a 9% offer rate gap, favouring female students. Monitoring to continue. 	Amber	KP2 Action 2.14
AP5 Obtain equalities monitoring data for posts recruited using external agencies	<ul style="list-style-type: none"> EDI co-chairs regularly checked in with the HoS to ensure that any external recruitment was subject to EDI oversight 	<ul style="list-style-type: none"> Action completed as planned. 	Green	

	<ul style="list-style-type: none"> No external agencies were used in this period. 			
AP6 Overhaul School-level induction procedures	<ul style="list-style-type: none"> Action introduced in response to staff comments at School away-day School-level induction is now supported by substantial improvements to the clarity and breath of information given on the School staff Canvas page. 1.6. Academic induction now led by Subject Group Leads, while Professional Services induction is tailored to the role. Psychology also led a project surveying ECR induction practices across the university and producing best practice working templates, which have now been shared across the university. Satisfaction with induction is now being monitored via a new item on the ICS#19, introduced in 2023. 	<ul style="list-style-type: none"> 60% of staff starting in the past two years (N = 27), and 67% of staff starting in the past 12 months (N = 21) agreed with ICS item #19 'The School of Psychology adds a useful induction for new staff.' As this ICS item was introduced since the Silver application, it is not clear whether or not this is an increase or decrease. 1.7. Overall the trajectory is encouraging, but falls short of the 80% target set in our Silver application. 	Amber	KP2b Action 2.10.
AP7 Overhaul School-level mentoring procedures	<ul style="list-style-type: none"> Action motivated by 16% gender gap on the ICS item measuring satisfaction with mentoring opportunities. 	<ul style="list-style-type: none"> ICS (#15) shows gender gap substantially reduced and no longer significant, being reversed in 2022, and 7% in 2023, with 82% 	Green	

	<ul style="list-style-type: none"> The EDI committee led a redesign of the school-level mentoring program, to improve organisation and accessibility, and to introduce the additional option of one off mentoring around special circumstances (with the workload of mentors formally recognised). There is now a well organised Canvas page outlining mentoring procedures. 	<p>of women and 89% of men indicating satisfaction.</p> <ul style="list-style-type: none"> This reflects a substantial improvement in overall satisfaction from the 64% recorded in the previous application. 		
<p>AP8 Clarify promotion criteria for education-focused faculty and link explicitly to new appraisal system</p>	<ul style="list-style-type: none"> Action motivated by ICS data showing a lack of confidence in the system among women and E&S faculty. ADR has seen significant revisions since the Silver award (see also AP14), including the introduction of quarterly check ins between appraiser and appraisee Analysis of promotions latencies for E&S faculty was not possible at the time of the Silver application due to the small number of staff in this role, but has now been conducted. 	<ul style="list-style-type: none"> Analysis indicates first target criteria of comparable promotions latencies for successful promotions was met (see Appendix 2, Tables 9.5, 9.6) Two promotion stages were achieved by both E&S and E&R staff during this period 1.8. 10 E&R faculty and 4 E&S faculty have been promoted from Lecturer B to Senior Lecturer, with respective mean promotion latencies of 3.4 and 3.5 years. 1.9. 5 E&R faculty and 1 E&S faculty have been promoted from Reader to Professor, with 	Amber	<p>KP2a Actions 2.4, 2.8.</p>

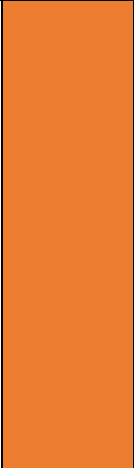
		<p>respective mean latencies of 5.8 years and 2 years. This apparent bias in favour of E&S faculty may reflect small numbers but will be monitored in future rounds.</p> <ul style="list-style-type: none"> • Success rate numerically higher among E&R faculty (66%) versus E&S faculty (50%). However, this appears to reflect a tendency for E&S faculty to apply for promotion significantly earlier than E&R faculty (mean difference = 2.48 years) • Despite no objective evidence of disadvantages, perception gaps remain (ICS #10, 12, 13): <ul style="list-style-type: none"> 1.10. <ul style="list-style-type: none"> ○ 44% E&S (up from 33%) versus 78% of E&R faculty agree that the criteria are clear. ○ 36% E&S vs 64% E&R agree that individual expertise is valued in promotions 1.11. <ul style="list-style-type: none"> ○ 33% E&S vs 68% E&R agree that the promotion process is fair. 		
--	--	---	--	--

		<ul style="list-style-type: none"> While these results are a substantial improvement on our previous data, they fall short of our target of 60% agreement. 		
AP9: Lobby University to appoint promotions ombudsperson	<ul style="list-style-type: none"> Lobbying action completed, but unsuccessful. 	<ul style="list-style-type: none"> The university did not appoint ombudsperson. 	Red	
AP10: Identify additional candidates for promotion based on time in grade	<ul style="list-style-type: none"> Action motivated by a 1.14 years gender gap for promotion from Lecturer to Senior Lecturer. Action implemented: ADR leads were asked to identify candidates to HoS based on the objective criteria of time in grade. 	<ul style="list-style-type: none"> The current data shows gender gap at this transition reversed: -1.15. See Appendix 2, Table 9.6. 	Green	
AP11 Measure average promotion latencies for education-focused faculty	<ul style="list-style-type: none"> Action completed: Promotion latencies monitored by the EDI chair(s) and discussed with Head of School. 	<ul style="list-style-type: none"> Monitoring of education-focused faculty revealed no sign of a gender gap. See Appendix 2, Table 9.6. At Lecture B level the gap is -0.25, at SL level 0.66. 1.12. The only other promotion of E&S faculty was to Professor (N =1) so impossible to compare latency at this point, but this will be addressed in the future by ongoing monitoring. 	Green	

<p>AP12: Regularly audit EDI training and individually prompt non-completers if required</p>	<ul style="list-style-type: none"> Monitoring initially difficult, but non-completers regularly chased since e-learning transitioned to LearnUpon. Two in-person EDI training sessions delivered during School Away days 	<ul style="list-style-type: none"> All staff have now received at least one EDI training in the past 4 years, meeting our planned target. 	<p>Green</p>	
<p>AP13: Increase awareness of training opportunities</p>	<ul style="list-style-type: none"> As planned, relevant training sessions and workshops regularly advertised through Training Opportunities section in weekly bulletin, e-mailed to all staff and also available online. Relevant training now also discussed and encouraged during the Annual Development Review 	<ul style="list-style-type: none"> OD Data indicates 65% of staff (67% females, 76% males) have completed at least one career development training module, exceeding our target of 50%. All staff have also received career development training suited to their role during School Away days. 	<p>Green</p>	
<p>AP14: Overhaul of appraisal (ADR) process</p>	<ul style="list-style-type: none"> Action motivated by ICS results revealing increased dissatisfaction with appraisal (ADR) process among E&S and research staff (who are more likely to be female). In addition to substantial central updates to the ADR process, we introduced a new practice of quarterly check ins between appraisals. 	<ul style="list-style-type: none"> ICS (#17) data indicates agreement that appraisal is effective and contributes to career development has substantially increased among both E&S faculty (from 22% in 2019 to 69% in 2024), and research staff (from 30% in 2019 to 62.5% in 2024), meeting our targets. 	<p>Green</p>	

	<p>1.13.</p> <ul style="list-style-type: none"> As planned, six more female appraisers were trained in this period – appraisers are now 53% female (previously 44%). 			
<p>AP15: Review and overhaul of mentoring and career support for PGT students</p>	<ul style="list-style-type: none"> Action motivated by discrepancy between provision at PGT and UG. Extensive new resources for PGT students introduced, including one-on-one advice, a Graduate Placement Scheme, careers talks, and a mentoring programme. In 2021, a dedicated “Careers in Psychology” Canvas page was launched, offering detailed guidance on career paths, training, internships, and events for all psychology students. Since updated to highlight transferable skills from each module and how to present them on CVs and in interviews, the resource has since been adopted by other schools. 	<ul style="list-style-type: none"> Recent survey results (ICS #14) indicate that 75% of PGT students agree that they are “actively encouraged to take up career development opportunities”, meeting our target. 	Green	

<p>AP16: Enhance support after unsuccessful grant submissions</p>	<ul style="list-style-type: none"> Action motivated by reduced success rate (ratio of awards to applications) among female applicants in grant submissions As planned, various additional support from the DRaKE team was put in place to follow up unsuccessful applications (to supplement the already extensive support during application stage). 	<ul style="list-style-type: none"> Data from 2019-2024 indicates an increase in success rate for both men (from 33% to 34%) and women (from 20% to 51%). See Appendix 2, Tables 11.1-11.2. 2019-2024 saw 88 awards were made to female PIs and 39 to male PIs. This substantially exceeds our original target of 25 awards to female PIs, reflecting an average rate of 18 per year (increased from 6 per year). Although average size of awards to female PIs reduced from £182736 to £97311, due to the increased success rate there was a 64% increase in grant income to female PIs (2016-19 annual M = £1096434; 2019-24 annual M = £1796705). There is no longer a gender gap favouring PIs in grant awards. In contrast, the gender gap favours female PIs with respect to both success rate (16% higher) and average value (~30k greater). This will continue to be monitored. 	<p>Green</p>	
<p>AP17: Follow-through after appraisals for</p>	<ul style="list-style-type: none"> Action motivated by lower ratings for satisfaction and a comment about 	<ul style="list-style-type: none"> Professional Services ratings for satisfaction (ICS#16) increased significantly from 46.15% 	<p>Amber</p>	<p>KP5 Action 5.3.</p>

<p>professional and support staff</p>	<p>recommendations from appraisals not being followed through.</p> <ul style="list-style-type: none"> Locally we enhanced our Achievement and Development Review (ADR) by adopting quarterly check ins. In 2023, ADRs were updated at university level, although implementation of appraisal among PS staff was disrupted by high levels of staff turnover and unplanned absence. 	<p>to 66.67% in both 2021 and 2024. As this is not quite at our 75% target, we will continue to monitor.</p>		
<p>AP18: Further team training for professional and support staff</p>	<ul style="list-style-type: none"> Despite challenges relating to workload and space, a variety of training has been delivered. 	<ul style="list-style-type: none"> Professional services and support staff have received a variety of team training through online and in person group formats, as planned. Staff also encouraged to engage with University Mentoring Scheme. 	<p>Green</p>	
<p>AP19: Increase advice and support for those planning (or considering) maternity, adoption or shared parental leave</p>	<ul style="list-style-type: none"> As planned, information highlighting support and advice available to staff taking maternity, adoption, or shared parental leave is now clearly outlined on the staff Canvas site (see Appendix 4.1) and regularly advertised in the School Bulletin. 	<ul style="list-style-type: none"> Successful implementation of action reflected in qualitative feedback and uptake of initiatives such as planning meetings. As per target, post-leave workload reduction agreements were discussed with HoS pre- 	<p>Green</p>	

	<ul style="list-style-type: none"> There was consistent uptake of confidential planning meetings among staff planning leave. The preference among those taking up these meetings was for informal supportive chats rather than official risk assessments, but common risks such as stress were discussed. 	<p>leave and officially recorded in written form, within the workload allocation model.</p>		
<p>AP20: Implement wrapping-up weeks for those going on maternity, adoption or shared parental leave</p>	<ul style="list-style-type: none"> Policy implemented, advertised on the school Canvas page (Appendix 4.1) and flagged in pre-leave one to one meetings. 	<ul style="list-style-type: none"> Successful implementation of initiative evidenced by colleagues signalling this in email autoreplies (since 2021) and reporting afterwards that this was helpful. 	Green	
<p>AP21: Formalise current practice of funding maternity pay for postdoctoral research staff where feasible</p>	<ul style="list-style-type: none"> Implemented - policy now outlined along with other aspects of School parental leave cover policies on the staff Canvas page (see Appendix 4.1). 	<ul style="list-style-type: none"> As per target outcome, this policy is now on the staff Canvas page. ICS data also meets our targets for this action: <ul style="list-style-type: none"> 89% of Education and Research faculty agree with the statement (ICS #38) 'The School of Psychology has made it clear to me what its policies are in relation to gender equality (e.g. on discrimination, parental leave, carers leave and flexible working).', meeting our target. 	Green	

		<ul style="list-style-type: none"> ○ 90% of E&R faculty agree with the item (ICS #36) The School of Psychology keeps me well informed about policies, changes and opportunities that affect me. 		
AP22: Fund teaching replacement for maternity cover	<ul style="list-style-type: none"> ● Action (to implement at school level a policy of paid teaching cover being default practice, and to lobby for this to become a central policy) completed as planned. 	<ul style="list-style-type: none"> ● Psychology implemented this policy with immediate effect and paid teaching cover has been standard practice. ● Following extensive lobbying this has now been adopted at institutional level (as reflected in guidance for managers on university webpages, Appendix 4.1). 	Green	
AP23: Clarify policy on implications of parental leave for administrative roles	<p>Policy developed in consultation with the EDI committee, the Senior Management team, and leave-takers 1.14.</p> <ul style="list-style-type: none"> ● The policy is for a default expectation that admin roles should be retained, although there would be the opportunity to discuss this within broader context of workload reduction upon return (and that certainly roles should not be removed from people just because they go on leave). 	<ul style="list-style-type: none"> ● Policy in place and communicated with leave-takers, both by Head of School during workload planning meetings and by EDI Co-Chairs during pre-leave planning meetings. 	Green	

	<ul style="list-style-type: none"> • After consultation with the above stakeholders, the preference was for this nuanced and flexible approach to be communicated in one-to-one leave planning meetings rather than posted in a written document. 			
AP24: Promote shared parental leave	<ul style="list-style-type: none"> • Action was to increase awareness of, and encourage uptake of, shared parental leave by publicising positive case histories of colleagues in the School who have taken shared parental leave. • Article produced and uploaded to the staff Canvas page: This was broadened in scope to be inclusive of a wide range of parental experiences, including a female faculty member taking ‘paternity’ leave, and information regarding the different types of leave. 	<ul style="list-style-type: none"> • Article including reflections and advice on shared parental leave available on the staff Canvas page (see Appendix 4.3), and regularly flagged in Bulletin (Appendix 4.4). • Staff Canvas page includes a statement by the HoS that shared parental leave supports the values of the School and will be viewed favourably Appendix 4.1. • Two further instances of shared parental leave in the past period, meeting target criteria. 	Green	
AP25: Monitor flexible working requests and approvals	<ul style="list-style-type: none"> • Accessing this data from central sources proved impossible for data protection reasons • However, the Head of School confirms that 100% of request were approved. 	<ul style="list-style-type: none"> • Given that 100% of request were approved we can be confident there are no EDI issues relating to requests being approved. 	Amber	KP2a Action 2.4.
AP26: Automatic approval of all	<ul style="list-style-type: none"> • Implemented - 100% of requests approved by HoS. 	<ul style="list-style-type: none"> • Action completed. 	Green	

<p>flexible working requests for a working day ending at 6pm</p>	<ul style="list-style-type: none"> Unfortunately, central timetabling did not always honour these requests. The School supported affected staff in working with timetabling to find an alternative slot, or as a last resort finding alternative staff to teach the affected lectures. 	<ul style="list-style-type: none"> We continue to lobby timetabling to ensure a smoother implementation of flexible working requests. 		
<p>AP27: Mitigating evening teaching for students</p>	<ul style="list-style-type: none"> Action was to lobby the university to adopt policy of using evening teaching for seminars only where alternative groups during regular hours would be available for those with caring responsibilities. We raised this multiple times but to no avail. We instead applied a School-level policy to the same end: Timetable change requests are always accommodated where someone has a reasonable adjustment or caring responsibility, and requests for other reasons (e.g. work schedule) are also accommodated wherever possible. 	<ul style="list-style-type: none"> School-level policy met target outcome that no student had to miss teaching content due to evening scheduling. 	Green	
<p>AP28: Complete expansion of EDI representation on all School committees</p>	<ul style="list-style-type: none"> As planned, we monitored the cross-membership of School-level committees with EDI committee members. 	<ul style="list-style-type: none"> Action implemented as planned and supplemented by the monthly meetings with the HoS and dHoS. 	Green	

	<ul style="list-style-type: none"> • Although this fluctuates with changing committee memberships, we have managed to maintain regular EDI representation on all School committees • In addition, we introduced new monthly meetings between the EDI co-chairs and the HoS and dHoS. 			
<p>AP29: Develop Inclusive Teaching policy and interventions to address demographic disparities in student experience</p>	<ul style="list-style-type: none"> • Action implemented through an ongoing series of reflections, trainings, initiatives and consultations rather than a prescriptive policy: • Projects: Two year-long student ‘connector’ projects, in which students from under-represented groups were paid for part time work consulting on initiatives to improve student experience and inclusion. Another Psychology-led student connector project addressed inclusion within our curriculum, and another project aimed to create an ‘Autism Friendly University’ 1.15. • We also ran several training workshops directed at teaching faculty within our School 	<ul style="list-style-type: none"> • Listed outcome on Silver Plan was ‘ICS shows a 50% reduction in all detected demographic disparities in student experience by 2022’. Demographic disparities have been monitored consistently in relation to all items in the student ICS, which raised no concerns. • Given the activities that have taken place and the lack of evidence of disparities, we mark this action green, although note that the work will continue to support inclusive student teaching and experience. 	Green	

	<p>and beyond, including an Inclusive Teaching Workshop at a School away day, and multiple Psychology-led Organisational Development workshops in Neurodiversity focused inclusive teaching and decolonising the curriculum.</p> <ul style="list-style-type: none"> We also created an EDI email address to encourage students to raise issues directly. This has been used by students, for example students raised issues regarding the depiction of autism in a non-assigned chapter in a text book from which readings had been assigned, leading to an update of our reading list. 			
<p>AP30: Develop practices and procedures to reflect University Dignity and Respect policy</p>	<ul style="list-style-type: none"> Despite improvements, Silver application found gender gaps in confidence regarding how the School responds to bullying and harassment. As planned, we introduced a package of activities to support the translation of University’s new Dignity and Respect Policy to School-level activities. 1.16. At institutional level, a new Report and Support tool was introduced to streamline the 	<ul style="list-style-type: none"> Overall agreement to ICS #35 “I am confident that my line-manager/supervisor would deal effectively with any complaints about harassment, bullying, or offensive behaviour”, increased and the gender gap was eliminated:. For 2024, 89.06% of women and 85.71% of men agreed. 1.18. No gender gaps for: <ul style="list-style-type: none"> experiencing unsupportive behaviour witnessing unsupportive behaviour 	Amber	<p>KP1a, KP1b: Actions 1.1-1.4</p>

	<p>process of reporting concerns, as well as a 'Dignity Champion' scheme which provides a forum for discussing concerns. 1.17.</p> <ul style="list-style-type: none"> At school level, we ran staff away day training sessions on Open Listening and Inclusive Teaching, and forums for open discussion of situations specifically impacting Sussex (e.g., the events leading to [REDACTED] resignation in 2021), as well as regular reminders of report and support tools and dignity champions in away days and school meetings. 	<ul style="list-style-type: none"> ○ action on unsupportive behaviour ○ experiencing bullying or harassment ○ witnessing bullying or harassment ○ action on bullying or harassment ○ stereotyped images unacceptable ○ unsupportive language acceptable <ul style="list-style-type: none"> ● Significant gender gaps remained in items regarding procedures for reporting bullying: this a key priority area for the future action plan. 		
<p>AP31: Measure perceived adherence to University's 'core values'</p>	<ul style="list-style-type: none"> As planned, questions were added to ICS to measure extent to which the School adheres to the University's 'core values' 	<ul style="list-style-type: none"> The action was successfully implemented (ICS #25-28). In both the 2021 and 2024 surveys, 80% of staff agreed that the School embodies 4/5 'core values' (Kindness, Integrity, Inclusion and Collaboration), meeting target. 'Courage' did not meet this target, achieving 57% in 2021 and 59% in 2024. Qualitative feedback and subsequent consultation 	Green	

		<p>suggests this reflected uncertainty about how to interpret the question (e.g., how any School could show the value of courage, or why this would be a positive thing), rather than any comment on the School of Psychology’s specific culture.</p> <ul style="list-style-type: none"> Monitoring will continue in subsequent years. 		
AP32: Overhaul of communication structures	<ul style="list-style-type: none"> Action motivated by female staff being 18% less likely to report that they “know where to find information about ... policies and procedures” As planned, there has been a major overhaul of communication structures, with various staff and student Canvas pages introduced or redesigned, and staff and student email bulletins. 	<ul style="list-style-type: none"> Agreement among female staff has improved from 65% to 74% in the most recent ICS (#37). While overall agreement is not quite meeting the listed target of 83%, the 18% gender gap motivating this action had halved by 2021 and was eliminated (-2%) in the most recent 2024 survey. 	Green	
AP33: Survey participation in external committees	<ul style="list-style-type: none"> Action motivated by difficulty getting data on participation in external committees (e.g. journal editorships etc). As planned, ICS question added about external activities (#113). 	<ul style="list-style-type: none"> ICS data (#113) showed women reported more activities than men in all categories described in our original action point, except admin or leadership roles in professional organisations. 	Green	KP3 Action 3.2

		<ul style="list-style-type: none"> • While not directly related to this action point, the inclusion of this new ICS item led to a discovery of a gender gap in conference attendance, addressed in our new action plan. <p>1.19.</p> <ul style="list-style-type: none"> • Monitoring will continue through both ICS and information recorded in recently introduced 'Elements' web profiles (the latter is currently insufficiently complete for analysis but should become more complete over time). 		
<p>AP34: Publicise equalities analysis of Workload Allocation Model</p>	<ul style="list-style-type: none"> • Action motivated by gender gap in the perception that workload is allocated fairly irrespective of gender. • Analysis delayed by central delays in rolling out of a new workload system in 2024, but has now been completed and presented to the School (see Appendix 2, Tables 12.1-12.3). • Analysis found no evidence of any gender differences in workload allocation. • New system streamlines workload monitoring and improves transparency 	<ul style="list-style-type: none"> • ICS (#57) data shows gender gap eliminated (1% in 2021, -5% in 2024). • % female staff agreeing that workload is allocated fairly irrespective of gender has increased from 66%, but did not reach target of >80% (74% in 2021, 68% in 2024). • Due to the delay in completing this action, the above ICS data was collected prior to the publication of findings. Monitoring to continue. 	Green	

<p>AP35 Update marketing materials so that all are gender balanced</p>	<ul style="list-style-type: none"> • Restructuring since the Silver award has centralised marketing, beyond Psychology’s control. However, images are being monitored for gender balance. • The School of Psychology’s webpages as well as posters displayed around the school have been reviewed by the EDI committee. 	<ul style="list-style-type: none"> • As per target, marketing materials are gender balanced, as well as representing diversity in ethnicity • Although not a listed target outcome, ICS (#22) data shows high overall agreement (83% in 2021, 87% in 2024) with the relevant item ‘Information about the School of Psychology shows the contribution of both women and men to its work (e.g., School web pages; student prospectuses; images on the walls of the School; information about the achievements of men and women in Psychology). • However, in both years there is a significant gender gap reflecting ~20% lower agreement among women than men (22% 2021, 17% 2024), which is driven by women in E&S roles (agreement among E&R faculty is 95%). We have developed action 2.13 to address this. 	<p>Green</p>	<p>KP2 Action 2.13.</p>
<p>AP36 Measure gender differences in</p>	<ul style="list-style-type: none"> • New action introduced in response to pandemic 	<ul style="list-style-type: none"> • As outlined in section 3.1.5., our analysis revealed striking gender differences 	<p>Green</p>	

<p>pandemic impact on research time</p>	<ul style="list-style-type: none"> • Discussion within the EDI committee and consultation with staff highlighted in particular the need to investigate potential gender differences in the pandemic impact on research/scholarship time, and hence longer term career trajectory. • New items added to the 2021 ICS to measure this impact (see Appendix 1, A1.5). 	<ul style="list-style-type: none"> • Analysis was presented to the School Strategy Committee in 2023, and fed into a package of measures to mitigate the pandemic impact (see AP37) 		
<p>AP37 Launch initiatives to mitigate gendered pandemic impact</p>	<ul style="list-style-type: none"> • Trio of pandemic mitigation measures introduced in response to gender differences in the impact on research/scholarship time: <ol style="list-style-type: none"> 1. <i>Pandemic mitigation leave</i>. Scheme allows impacted staff to apply for a temporary workload reduction in order to take action to restore their pre-pandemic career trajectory. 2. <i>Pandemic mitigation fund</i> to support impacted staff in restoring their pre-pandemic career trajectory (e.g., through paid research assistance). 3. <i>One to one advice sessions</i> with EDI lead offered to staff wishing to submit 	<ul style="list-style-type: none"> • Measures introduced in Autumn 2023. • To date, there have been five applications to the pandemic mitigation leave scheme (three female, two male), all successful. • There has also been one application to the pandemic mitigation fund (female), which was successful • Good uptake of the one to one meetings in the 2024 promotions round – multiple staff reported finding these meetings helpful. There was no 2025 round, but scheme remains in place. 		

	exceptional circumstances statements with promotions applications.			
--	--	--	--	--

Section 3: An evaluation of the department's sector-leading activity

3.1: Maintaining good practice and innovation.

3.1.1 Parental Leave Policies

A significant achievement during the last Athena Swan cycle was successfully lobbying for a change in university-level maternity leave policy. In 2019, Psychology instigated a policy of recruiting paid teaching cover for leave periods over 2 months, which was adopted university-wide in 2022 after extensive lobbying.

Our School's updated policy also included a pledge to cover maternity costs for research staff taking maternity leave whose funders did not cover the costs. This may have been instrumental in our improved career pathway statistics, which show no evidence of a leaky pipeline for women (Section 2).

3.1.2 Utilising Psychology Expertise to Support Others

We mobilise our subject-specific expertise in psychology to offer training and workshops that encourage an open, inclusive, and safe culture across the University, increases awareness of issues disproportionately affecting women, and increase staff and students' skill and confidence in addressing those issues.

A member of the Athena Swan SAT was funded by the School to receive external train-the-trainer training in bystander interventions, to reduce bullying and harassment and increase support. They subsequently created and delivered bystander training workshops to all School staff (Sept 2025) and are embedding them in the School's PGR inductions and offering them to participants across the university.

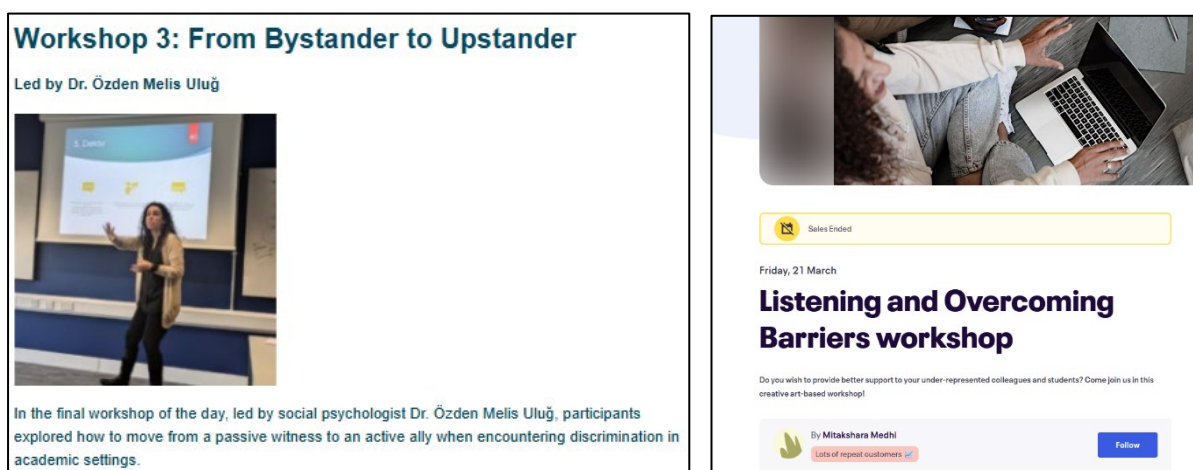


Figure 9: Psychology-led workshops

A postgraduate researcher and SAT member won funding to develop and deliver three workshops to raise awareness about exclusions faced by—predominantly women—PGRs from disadvantaged groups. In the first workshop, women PGRs from disadvantaged groups discussed their lived experience on campus and co-developed workshop content. The

second used art-based techniques to explore barriers to open discussions. The third guided participants to creatively express their lived experiences through writing or drawing. These are currently being embedded in University-wide PGR inductions.



Figure 10: Psychology-led workshops

3.1.3 Co-Creating Inclusive Cultures

As part of our EDI focus on supporting students with intersectional gender identities, we secured internal funding to pay, over two years, a team of four students with intersectional identities (spanning gender, sexuality, ethnicity, and neurodivergence). Their remit was to amplify student voice and co-design initiatives to foster inclusion across our student body. They delivered a programme that now serves as a blueprint for future School activity, including: an online Discord community with identity-specific forums; celebration events tied to national awareness campaigns; mixed in-person/online social activities (open to all, with targeted invitations where appropriate); focus groups on inclusivity in Psychology; regeneration of the student social space; and showcases of student creative work. They also hosted social events and created an open Padlet to gather accessibility feedback, which disproportionately affected women. We implemented changes in response, and communicated both completed and ongoing actions to all students. To celebrate diversity, they also ran a School-wide campaign inviting creative submissions on neurodiversity; selected works are now displayed across the School.



Figure 11: Submissions to the neurodiversity creativity campaign

Positive responses to the student ICS item ‘academic staff treat all students with equal respect’ was 99%, showing the effectiveness of our work.

3.1.4 Inclusive Teaching and Innovation in Inclusive Curricula

To celebrate and embed inclusive practice, Psychology launched teaching awards in 2021, including a dedicated Inclusive Teaching Award—now adopted University-wide.

A member of the Athena Swan SAT led a Student Connector project to co-develop inclusive materials and practices, centring students with intersectional identities (including specific learning differences/neurodivergence and ethnicity). Connectors co-designed a module evaluation tool, yielding actionable feedback and best-practice exemplars. Strengths included fostering critical reflection on inequity, warm non-judgemental classrooms, and space for personal narratives. Priorities included diversifying content, making diversity considerations explicit, avoiding micro-aggressions, broadening culturally varied perspectives, and adding anonymous reporting tools. Findings were shared at staff away days, with further activity planned (Action 4.1). In the Inclusive Culture Survey, >90% agreed that module content is relevant and that staff are comfortable addressing diversity (Appendix 1.b).

In 2023 the work was presented at the Sussex Education Festival and converted into workshops now embedded in the Doctoral Training Programme and the PGCert in HE. Findings were also presented at the Learner Voice Conference (Wolverhampton), the University of Worcester, and UEL’s Learning and Teaching Symposium (Jan 2024).

A related pilot, Conference Connection, supports under-represented undergraduates to attend academic conferences. Three students will receive funded attendance at the

Possibility Studies Network conference (Ireland)—registration, accommodation, conference dinner, and travel (up to €200)—while gaining hands-on experience with organisers, artists, and researchers.

3.1.5 Support Networks for Staff

Psychology recently spearheaded a successful internal funding application to support women in science. The project will create Action Learning Sets for women scientists across the University, which will offer co-developed guidance for women in science and create safe spaces and supportive networks across the University for members to discuss, share, and recognise their experiences.

Psychology also set up a university-wide neurodiversity staff network, offering support and community to staff with neurodiversity. It rapidly became the largest staff network with over 130 members.

3.1.6 Mitigating the Gendered Effects of the Pandemic

Our 2021 staff ICS included a comprehensive section on the effects of the pandemic. The results clearly demonstrated that the effects were gendered, and particularly detrimental for carers.

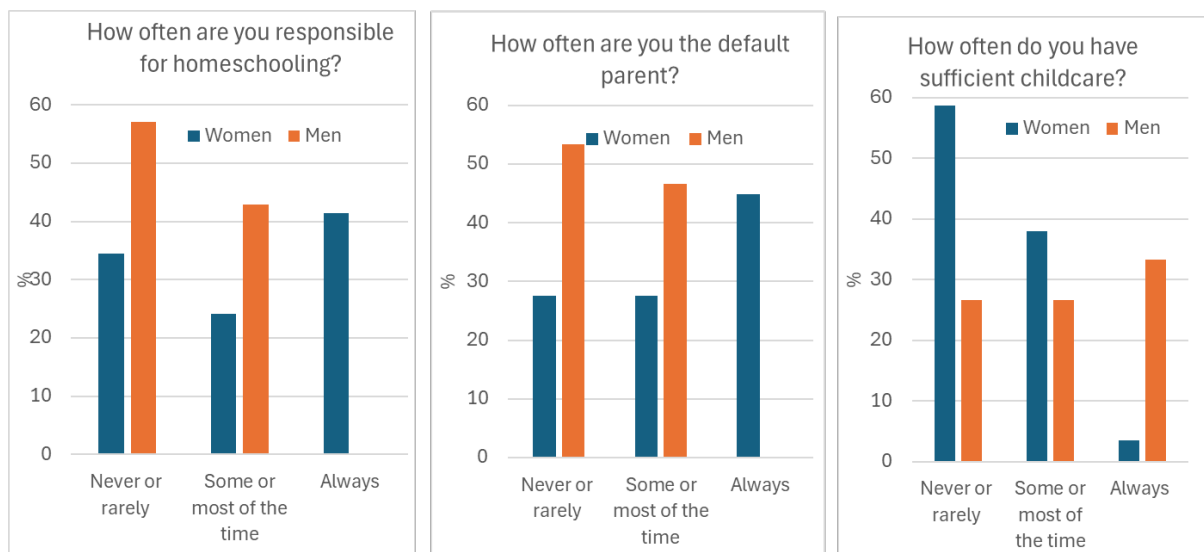


Figure 12: Percent responses to three items relating to COVID-19 experience in the 2021 ICS staff survey, split by gender.

The EDI instigated three initiatives for three years to address this, which were open to all staff within the School. First, we offered personal support for those writing extenuating circumstances statements for pay reviews or promotion applications. Second, we created a pandemic mitigation study leave scheme (prioritised above traditional study leave), which offered staff with a 50% workload reduction to reestablish their pre-pandemic career trajectory. Finally, we established a pandemic mitigation fund, which ringfenced additional funding for staff (up to £3k per application) whose career trajectories were disrupted by the pandemic. Both pandemic mitigation schemes have 100% successful rates, with one

application for the fund and four for leave. Our latest ICS results (2024) show that 68% of staff (and 67% of women, and 83% of E&R faculty) agree that the school took action to mitigate the gendered impact of the pandemic (#6).

3.2: Supporting others to improve.

3.2.1 Informing Inclusive Curricula and Student Support Within the UK

The findings from the Inclusive Teaching Student Connector project (Section 3.1.4) were disseminated at the Sussex Education Festival (May 2023), the University of Wolverhampton, the University of Worcester's Learner Voice Conference (June 2023), and the University of East London's Learning and Teaching Symposium (January 2024). The work was also developed into a workshop now delivered across the University's doctoral training programme and the PGCert in Higher Education.

A senior education-focused professor in Psychology gained national recognition for the "doughnut model" of student support—an innovative, holistic approach piloted in the Psychology Foundation Year, which predominantly serves women. The model has been adopted by the Universities of Manchester and Leeds, underpins an upcoming book on creative approaches to personal tutoring and academic advising, and has attracted three national awards: Pearson HE Innovate (Outstanding Student Support), UKAT Institutional Award (Outstanding Student Support), and an Advance HE CATE.

Psychology also leads the Autism-Friendly University project, advancing autism-inclusive research and pedagogy. Addressing the under-representation of women in autism research (Chester, 2019, D'Mello et al., 2022), the team oversampled women and non-binary students (participants: 61% women, 22% non-binary, 13% men; Davis et al., 2025). The project produced a new measure of students' academic learning experiences and staff training on autism-inclusive teaching, now used across the University and adopted by institutions in the UK, US, and India. An international collaboration with Jindal Global University co-created sensory-inclusive resources for community partners, showcased at "Shine a Light on Autism" (over 150 attendees) and nominated for the Sussex 2025 Global Engagement Award.

3.2.2 Creating Inclusive Classrooms

Psychology also has strong links with the local educational community, and is currently spearheading projects that specifically aim to increase belonging and inclusion in primary and secondary schools in the local area and London. The School Inclusion Group (www.schoolinclusion.org.uk), based in Sussex Psychology, co-develops interventions with teachers in schools to foster a sense of belonging among their students, which have included adapted gratitude interventions designed to support the mental wellbeing and belonging of girls in Brighton; a recognised need among teachers (<https://www.bbc.co.uk/news/articles/cx2q189kv7yo>). Initial evaluations have shown marked improvements in belonging and academic attainment for students who took part. The work is now being supported by Brighton & Hove City Council, and has been integrated

into their city-wide education policy, and is being expanded to 27 new schools in September 2025.

3.2.3 World-leading Mentorship

The School has internationally recognised mentoring, now being developed into staff training workshops across the University. A senior professor in social and cultural psychology mentors as part of a British Academy-funded programme supporting African social scientists and served on a task force that produced anti-racist, anti-exclusion recommendations for academic publishing, later adopted and recognised with the 2025 Service award by the Society for Personality and Social Psychology (SPSP). This individual also mentors early-career women researchers from SPSP's membership and received SPSP's 2024 Jenessa Shapiro Contributions to Diversity and Inclusion Award.

Section 4: An Assessment of the Department's Gender Equality Context

4.1 Culture, Inclusion, and Belonging

Equality, diversity, kindness, and inclusion are core priorities and research foci within the School; we host the Sussex Centre for Research on Kindness and the Centre for Research into Cultural and Societal Diversity. We are proud to showcase this on our internal and external webpages in our explicit statement: "Equality, diversity and inclusion are some of our core values and they are embedded in all activities across the School of Psychology... We aim for all staff and students to feel included, safe, and supported in our School." ICS results show that 83% of staff and PGRs consider that the school's policies and activities are underpinned by the values of kindness, integrity, inclusion, and collaboration.

Our structures, policies, and practices prioritise inclusivity: events are within core hours (10-3), all school-level meetings are hybrid, and all activities are designed to be accessible. Over 80% of staff agree meeting times consider caring responsibilities (#58) and that social activities are welcoming (#21). Our Athena Swan SAT has members with a range of intersectional and non-heteronormative identities and orientations. The diversity of our staff has been better reflected at the highest levels of our management, with our HoS, a majority of the senior leadership positions (directors, dHoS, and HoS), and the majority of professors in the School being women, representing significant and meaningful progress over the last Athena cycle. Given that the vast majority of psychology students are women, this is appropriate and a significant achievement against the historical backdrop of women's underrepresentation in senior positions. This demonstrates the progress we have made in eradicating the 'leaky pipeline' for women in science, in part through our revamped mentoring and appraisals, which are positively evaluated by staff (ICS #15, #16, #17). Over 85% of staff agree that the school leadership supports gender equality (#1) and is committed to achieving gender balance in leadership positions (#2).

During the last Athena cycle, we significantly and purposely broadened our approach to EDI to place intersectionality at the centre. Next to the diverse and vibrant Brighton & Hove, the University attracts a highly diverse student population. Indeed, of 323 ICS student respondents, 62% reported a non-heteronormative sexual identity, 21% reported being neurodivergent, and 5% identified as having a gender identity other than a man or women. With such a diverse student body, a key focus of our activities has been on creating an inclusive student community, which we will continue under Key Priority 4.

A flagship project that demonstrates our commitment to intersectional equality was our Inclusivity in Psychology Student Connectors (described in Section 3.1.3). Connectors and EDI co-chairs had at monthly meetings throughout the project, and the connectors were full members of the School's EDI committee. This amounted to a deep and thorough assessment of our culture, with the connectors amplifying and communicating student

voice. Their work led to a range of important initiatives (detailed in 3.1.3), and was a central part of the evaluation of our culture.

A separate student connector project (described in 3.1.4) focused on inclusive teaching. Ethnic minority students – the majority of whom were women – were funded to evaluate and develop guidance on decolonising the curriculum for psychology staff. This was a deep and detailed evaluation of our teaching practices and culture, and directly led to changes in teaching materials. Key Priority 4 will embed these learnings within the School.

This work is reflected in the generally positive results from our student ICS, shown in Table #, below. We are particularly proud that 99% of respondents indicated that staff treat all students with respect.

Table 2: Note, as fewer than five respondents to these items had non-binary genders, their responses are not shown to ensure anonymity

Item	% overall agreement	Men (n = 49)	Women (n = 256)
In the School of Psychology, academic staff treat all students with equal respect when teaching and supervising.	99.10	100	98.8
In the School of Psychology, students are given equal opportunities to contribute in tutorials/seminars/labs.	97.50	98	97.3
In the School of Psychology, lecturers/tutors are equally helpful to all students when they need to ask for assistance for their work.	96	91.9	96.8
Lecturers/tutors in the School of Psychology are comfortable addressing diversity issues (e.g., questions about gender, ethnicity, disability or sexuality) when relevant.	90.1	87.7	91.5

Our commitment to intersectionality is reflected in our latest staff ICS, as we can – for the first time – include a tentative quantitative assessment of the experiences of those who identify as non-binary. That we have a sufficient number of respondents who feel safe and supported enough to identify as non-binary in a workplace survey is testament to our inclusive culture and our efforts to conduct comprehensive evaluations of our culture. However, the responses do suggest that this group have a less positive experience, and so a key future priority is to work with this group to gain a deeper understanding of their experiences and co-develop initiatives to better support and empower them (KP1, Action 1.4).

4.1.1 Belonging and Inclusion

The School embeds collegiality. The 2024 staff ICS shows 83% of respondents agree they feel that they belong in the School (#44), with all subgroups scoring above 80%, and all core questions in the theme having overall agreement rates of over 70%. Our wider survey items show that almost 90% of respondents agree the school has a friendly atmosphere (#50), with no significant gaps between any subgroups of respondents. These are statistics we are proud of, especially considering the size of the school.

Yet, those who identify with a non-binary gender, PS staff, and E&S faculty tend to have lower levels of positive responses to some items, especially ‘feeling cared about’ (#45) and ‘feeling comfortable expressing opinions’ (#47). These experiences are deeply gendered, with the latter two groups being predominantly female: a full 90% of E&S and PS respondents to the ICS were women. We have therefore developed specific actions to learn from and support those with non-binary genders (Action 1.4). PS staff are no longer line managed in the School, so our actions to increase support centre on communicating PS experiences to their management and discussing potential supportive actions (Action 5.3).

Our wider results paint a fuller picture of the experience of E&S faculty: for example, while 90% of E&R faculty, and around 80% of men and women agree that the school values the unique contributions of different people (#52), only 56% of E&S faculty agree. Yet, E&S faculty’s lower positive responses do not appear to be driven by belonging – both E&R and E&S faculty have over 80% agreement with the question ‘I feel like I belong in my school’ (#44). We expand on these findings below.

4.1.2 Gender Equality

ICS results indicate over 85% agreement to items assessing whether the leadership is supportive of (#1) and committed to (#2) gender equality and balance. Yet, responses about whether progress is affected by gender (#3) are more negative (69%), with significant gaps disadvantaging women, E&S faculty, and PS staff. Negative responses among women are driven by the dissatisfaction of E&S faculty and PS staff (women in E&R positions show > 80% agreement).

To explore the experiences of E&S faculty more deeply, we conducted a deep evaluation of the relevant culture, practices, and experiences relevant.

E&S staff tended to agree much more strongly with items assessing hostile and masculine work culture (Glick et al., 2018; #30-32), and had more negative responses to items regarding fair workload allocation (#57) and the recognition of EDI work in workload (#4) and promotions (#5). We also expanded our assessment of our culture to include equalities analyses on several key workplace metrics and processes: workload allocations, grant captures, and promotion latencies. Key Priority 2b will continue, streamline, and consistently communicate these analyses. These results showed no gender or role-based inequalities (**Appendix 2**).

The E&S pathway shows several strengths relative to E&R: its demographics align more closely with our PhD cohort—many progress directly from a Sussex PhD without relocating, mitigating a known ‘leaky pipeline’ factor—and promotion latencies are slightly shorter. Although the relatively negative experiences of E&S faculty are a national issue (e.g., Bull et al., 2024; Smith & Walker, 2021), we held an open discussion at a school away day to discuss and identify actions that the school can take to support E&S staff. This underscored the value of teaching-focused activity and the opportunity to reflect this more fully in workload and promotions, and led to the instigation of several initiatives: weekly scholarship lunches to share best practice; a termly E&S faculty forum with the HoS and dHoS; an internal fund to support scholarship activities; and appointing additional E&S mentors and appraisers.

We will continue to work with E&S faculty to increase support through a range of specific actions and key priority areas in our gold action plan (KP1b, KP2a, KP2b).

We also instigated a range of initiatives to foster an open, safe, and inclusive culture more generally. In January 2024 we commissioned external open listening training for all staff, which was positively received and evaluated by staff (*“It was a very well run and enlightening exercise”*). As detailed in Section 3.1.2, and expanded in KP1a, bystander intervention and PGR workshops will be delivered across the University.

4.1.3 Work-life balance

As outlined in Section 2.2, a major focus of our activities since our Bronze award has been to support staff with caring responsibilities. We instigated several progressive changes, including paid teaching cover; funded leave for post-doctoral staff; confidential support meetings; wrapping up weeks; a 25% workload reduction during the six months of their return to work; and support in writing exceptional circumstances statements for promotions. ICS results reflect this: 93% agree that the school is a flexible workplace (#56), 80% that events consider caring responsibilities (#58), and 78% the school supports all types of caring leave (#59).

While proud of these progressive achievements, staff consultations suggest the scope of our policies may be limited by gender-normative assumptions about parental leave. We therefore have a range of actions under key priority area 3 that aim to inclusively promote and raise awareness of our carer and parenting policies, and will lobby for the adoption of these policies beyond our School. This work is supported by senior leadership commitment to inclusive approaches to parental and caring leave.

We identified one particularly stark inequality from new ICS question (#64-69), which revealed large gender gaps in conference attendance, primarily due to caring responsibilities. This limits networking opportunities, external connections, and collaborations. We therefore plan to prioritise carers for opportunities to host external speakers (KP3, Action 3.2).

We have also designed two new actions that explicitly support those going through fertility treatment or the menopause, both of which can require medical leave. The school takes a supportive, inclusive, and kind approach to fertility treatment and menopause, and encourages those experiencing either to make appropriate leave arrangements (medical leave etc.). We will communicate these policies (KP3, action 3.4) and encourage new initiatives to support those experiencing menopause (KP3, action 3.5).

4.1.4 Bullying and Harassment

The 2018 ICS results showed 10% for women and 3% for men reported frequently witnessing bullying and harassment. By 2024, this was eradicated (0%). In addition, in 2024, well over 80% of respondents reported never experiencing or witnessing bullying, and over 85% never or rarely experiencing or witnessing unsupportive behaviour. These are significant improvements.

There are, however, unacceptably low levels of agreement, especially among women, regarding items assessing whether management actively tackles bullying (#77), and whether respondents are satisfied with how bullying and harassment are addressed (#78). Yet, 85% of respondents are confident that their line manager would deal effectively with any complaints (#35). More directly, only 58% of respondents are aware of the University's dignity and respect policy (#42), and only 38% agree that it is effective (#43).

These statistics reinforce our conclusions from consultations; that staff feel supported by their manager and colleagues, but that the practices to address BHUB are inadequate. This informs our Key Priority Area 1.

Furthermore, the 2024 staff ICS was the first that allowed reporting of respondents who identify with non-binary genders. While numbers are small – six to eight respondents for most questions – the results reveal some concerning patterns, with for the items 'satisfied with tackling bullying' (#77), 'unsupportive language unacceptable' (#88), and 'feeling uncomfortable because of gender' (#79). Part of our future actions will be to explore the experiences of this group, listen to their needs, and design increased support (Key Priority 2, action 1.4).

4.1.5 Career Development

We transformed mentoring within the school, instigating new, short-term, issue specific (e.g., maternity leave, or experiences of minoritisation) mentoring in addition to more traditional, longer-term mentoring. The school supported this through workload allocation, as mentioned on our internal pages:

In addition to routine mentoring, we can also help with one-off mentoring for specific things such as going part-time, handling parental/maternity leave, flexible working, etc. If you are unsure who to approach for this then please seek advice from ██████████ Deputy Head of School). We also recognise the importance of one-off mentoring by including it in the workload of mentors on an ad hoc basis.

Figure 13: Description of a new format mentoring on our Canvas pages

Improvements to mentoring are reflecting in the continuous increases in positive responses to ICS item #15 (see section 2.3.2).

As the appraisal process was overhauled by central university, psychology instigated its own improvements and additions, including appointing additional E&S staff appraisers, six-monthly check ins, and additional support for PGRs. ICS items regarding helpful appraisals (#17) now sees 10% higher positive responses than in 2018.

Nevertheless, our ICS results clearly show that E&S faculty – who are predominantly women– have negative perceptions of their career development (ICS Theme 5, #13, #14, #17). Key Priority Areas 2a and 2b aim to increase career support, particularly for E&S faculty.

4.1.6 Wellbeing

To support the wellbeing of staff and students, we set up a wellbeing working group, which identified increased opportunities for social interactions as a focus area. The group set up several casual interest groups that meet regularly (including an arts and crafts group, knitting and cross-stitch, and gardening). The School revamped student social space and created a new social space to which the HoS invites every member of staff and all PGRs – via a calendar invite – to weekly coffee breaks and lunches. We also have a sustainability officer with allocated workload to ensure school practices are green and sustainable, and the school invested in planters for the shared area outside of our main psychology building.

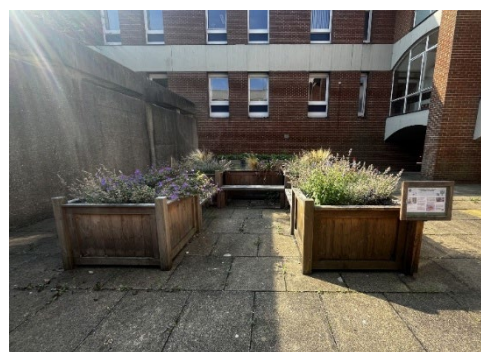


Figure 14: Planters install in the School

However, only 56% of respondents consider that their mental health is supported by their school (#61), 60% know where to seek support (#62), and 49% are confident asking for support (#64).

To address this, we have developed two targeted actions; to mobilise the expertise within psychology by encouraging specific scholarship projects designed to enhance staff wellbeing (Action 6.2), and fund staff to become certified and trained mental health first aiders. Mental health first aiders are staff's first point of contact and signpost suitable support (KP1b, Action 6.1).

4.2: Key Priorities for Future Action-

4.2.1 KP1a: Bullying and Harassment: Multiple Pathways to Support

Although instances of BHUB have decreased, we recognise that more needs to be done to create clear pathways of redress.

Psychology ascribes to the central University Report and Support tool, which is underpinned by the Dignity and Respect policy. Recent improvements to the tool mean it now provides a way for BHUB issues to be raised to Dignity and Respect Responders: trained members of a central university team who discuss the issue and potential avenues for escalation with victims. However, these improvements have not yet been widely communicated. We will advertise it widely, and supplement it with parallel School-specific mechanisms, with appropriate workload allocation. Thus, Key Priority Area 1 aims to transform and communicate the support available to those who experience or witness BHUB through several new actions.

We will create analogous roles to Dignity and Respect Responders within the school and implement support for all levels of needs, from anonymous reporting, through to trained mediation. The aim is to complement the University level policies by providing more proximal and personal support. At the level of early career researchers (ECRs), the 2025 ADR cycle (starting for most staff in September) will include a pilot of a new 'ADR supplement' meeting, which is explicitly intended to address cases of possible BHUB from line managers. These meetings will be conducted with an independent member of faculty who has no working relationship with the respective ECR or line manager, and will provide explicit opportunities for ECRs to reflect on their experience of research culture and BHUB. If the ECR wishes and explicitly consents, raised issues can then be escalated to HoS for further action. This meeting is intended to provide an opportunity to discuss wellbeing concerns beyond the formal ADR meeting, in which ECRs experiencing BHUB may not feel comfortable speaking honestly. The format and materials for this meeting have been designed by Psychology ECR reps in collaboration with the HoS and dHoS.

4.2.2 KP1b: Bullying and Harassment: Creating a Safe and Open Culture

The School is committed to creating an open, safe, and inclusive culture for all its staff and students. This KP aims to embed and reinforce an open, safe, and inclusive culture within the school, primarily by providing relevant training to staff and students. In-house bystander intervention training will be delivered to all staff and students within the school, and offered across the University. EDI-related workshops for PGRs and ECRs who self-identify as members of disadvantaged groups was developed from internal funding awarded to a postgraduate researcher and member of the EDI committee. We will embed these within psychology and across the University.

4.2.3 KP2a: Building Community: Transparency and Communication

KP2a aims to deeply engage E&S faculty by, first, transparently and fully communicating results of our analyses of workloads and career progressions, and, second, engaging in staff consultations and discussions round appropriate workload allocations for teaching focused activities.

A streamlining of EDI data analysis and reporting procedures will also reduce the time burden associated with accessing relevant data, which was noted as a barrier to the

implementation of our Silver Action Plan. The School has committed funding for data analysis. Transparent communication and open discussions should help to inform perceptions, and/or to identify sources of discontent and potential supportive actions.

4.2.4 KP2b: Building Community: Creating Supportive Structures

We have developed a range of actions to support E&S staff and women in the school to feel included, supported, safe, and empowered. As part of this work, we will also explore the needs of non-binary staff, and co-design initiatives to support them.

4.2.5 KP3: An inclusive, intersectional, and kind approach to women, carers, and parents.

We aim to raise awareness of the relevance of our policies not just to those who conform to traditional, heteronormative family configurations, but to everyone. Simultaneously, we plan to prioritise carers for opportunities to host external speakers, and to offer additional support for those going through fertility treatment or menopause.

4.2.6 KP4: Embedding our approach to inclusive teaching, particularly for those with intersectional identities or from underrepresented groups

Since our Silver award, we have engaged in a range of activities to support inclusive teaching, ensuring that we support students who are from underrepresented groups, who have intersectional identities, and who may feel minoritised (as detailed in Section 4.1). This key priority area now aims to take this knowledge and learning and disseminate it to all staff, while providing best-practice examples, time, and resources to support staff to teach in the most inclusive way they can.

4.2.7 KP5: Disseminating and maximising the impact of Psychology's policies, practices, and initiatives

Psychology has strong history of innovative and inclusive EDI practice and policies within the University. The new FoSEM structure offers an opportunity to create infrastructures that facilitate sharing, learning, and broadening best practice across Schools within FoSEM to make an inclusive faculty. This KP aims to establish procedures, communication channels, and dissemination infrastructure for sharing best practice between FoSEM schools. As part of this, we will link up with PS staff managers to discuss the ICS results and share best practice examples.

4.2.8 KP6: Increasing wellbeing support

We will mobilise our deep and broad expertise in the school to increase the support and awareness of support available to staff and PGRs. First, we will encourage and allocate workload for specific wellbeing projects that draw on expertise. Second, we will commission training for certified mental-health first aiders to act as a clear, visible first point of contact for those seeking wellbeing support. We will formalise these processes and publish them on internal pages and staff bulletins.

Section 5: Future Action Plan

<i>AP Ref</i>	<i>Objective</i>	<i>Rationale and Context</i>	<i>Action, and Implementation</i>	<i>Responsible</i>	<i>Timeframe</i>	<i>Success criteria and outcome</i>
1. KP1: Bullying and Harassment						
1.1	To equip staff with the skills and confidence to tackle instances of BHUB in the workplace.	ICS responses indicate that staff – particularly women -- feel that instances of BHUB are not adequately or satisfactorily tackled (#77, #78), and have lower than acceptable levels of agreement with the statement ‘unsupportive language is unacceptable’ (#88).	Run in-house bystander intervention training at all-staff away day (completed in Sept 2025).	Athena Swan SAT	2027	Overall positive response rates to ICS* items 75, 77, 78 of at least 70%, and no significant gender gaps.
1.2	Widen the support available to research staff.	Research Staff (mainly postdoctoral researchers) need an additional point of support amongst the faculty, to be able to discuss their relationship with their line-manager and receive impartial career advice. Low levels of agreement with #76 (Know how to report bullying, 55% agreement).	Appoint an Advisor for research staff, who they meet with at least once a year, is their first point of contact for raising issues with their line manager, and who’s role is to offer independent advice and guidance.	HoS	2026	Agreement with #76 (Know how to report bullying) is at least 70% for research staff.

1.3	Publicise the university-level routes through which BHUB can be reported and addressed and develop a suite of in-school procedures for disclosing issues, augmenting university-level procedures.	<p>There have been university-wide improvements in the Report and Support tool and response, yet these are not well known. The University runs a Report & Support service for staff to report any BHUB issues either anonymously or not. Issues not raised anonymously are dealt with by trained Dignity and Respect Responders. Those who report issues are given clear information about what will happen via the R&S website.</p> <p>These above Dignity and Respect policies and processes do not involve school-level line managers, and there are not equivalent or adequate processes in place at the school-level.</p> <p>As well as unacceptably negative responses and large gender gaps on the items regarding how BHUB is tackled</p>	<p>Regularly publicise the new university-level Report and Support procedures in the school bulletin.</p> <p>Create Dignity and Respect Responder roles at school-level. Ensure one of these is occupied by HoS, as line manager for most faculty. Complaints will be logged (anonymously) so that any repeat offenders can be identified and appropriate action taken.</p> <p>Roll out several other routes to support at school-level:</p> <ol style="list-style-type: none"> 1. Install an anonymous complaints box for staff to raise BHUB issues without the need to identify themselves. 2. Create several Dignity and Respect Responders at School level, and publicise who these are. Responder roles will be allocated workload, and they will receive relevant training in conflict resolution and open listening. Victims can request a meeting or email responders to discuss the issue, so they can voice their concerns. 	HoS, EDI chair(s)	2026-8	<p>Overall positive responses for the relevant ICS items (#75, 77, 78, and #42, 43) are above 70%.</p> <p>No significant gender gaps on relevant items.</p>
-----	---	---	--	-------------------	--------	---

		(77, 78), there are unacceptably low levels of awareness of the University’s Dignity and Respect policies and practices (42; 55% agreement), and recognition that these are effective (Q43; 54% agreement).	<p>Responders will offer a kind and open ear, and discuss potential actions for escalation, such as raising the issue with HoS, using the central R&S tool.</p> <p>3. Commission mediation training for a senior faculty member so that they have the skills to support conflict resolution.</p> <p>4. Clearly define these processes (what to do, what happens, possible consequences), and make them transparent, clearly articulated, and regularly communicated. Create, upload, and advertise a new Canvas page with a clear and accessible description of the different types of support available to staff and students who experience or witness BHUB.</p>			
1.3	Increase the support available to PGRs, especially those who experience or witness BHUB.	Unacceptably high proportions of research students indicate that they have experienced (#70) and witnessed (#71) unsupportive behaviour, and that they are dissatisfied with how BHUB is tackled (#78).	<p>Integrate in-house EDI training into PGR induction.</p> <p>Integrate in-house bystander intervention training into PGR inductions.</p>	Athena Swan SAT	2026-8	<p>No PGRs ‘frequently’ experience or witnessing BHUB.</p> <p>Positive responses to #77</p>

		EDI training for self-identified 'disadvantaged group members' was developed and run within psychology. Attendees were all women, highlighting an unmet need among PGRs.	Produce separate, targeted communications for PGRs regarding the support available (expanding 1.2).			from PGRs increase to 70%
1.4	Expand our support for those identifying with non-binary genders.	ICS results show that those who identify with non-binary genders report unacceptably low levels of agreement with #88 (unsupportive language unacceptable) and #77 (satisfied with tackling bullying), and unacceptably high agreement with #79 (uncomfortable because of gender).	Consult with this group of staff to understand their experiences, their needs, and suitable actions to support.		2026-30	New actions developed in response to consultations. Gaps on items #77, #79, and #88 are reduced by at least 50%.
2. KP2: Building Community						
2.1	Provide, publicise, and consult on results of analyses of workload allocations and promotions (by	In 2024, EDI co-chairs conducted an analyses of workload allocations and promotions. There were no differences (nor deviations from expected allocations) for E&R and E&S	Regularly (at least every two years) analyse data and publish results on promotion latencies, years since PhD for first faculty position (if available), and workload allocations for E&R and E&S faculty at school meetings.	EDI chair(s)	2026-30	Overall positive response rates at least 70%, and non-significant gaps between E&R and E&S

	gender, grade, and contract type).	<p>staff (nor for gender or grade) (see appendix 2).</p> <p>E&S faculty, however, responded much more negatively than E&R faculty to items related to the fairness of workload allocations and promotions: item #57 (workloads allocated fairly), #12 (clear promotions process), #13 (fair promotions process), #10 (value individual expertise in promotions), and our consultations suggest dissatisfaction with the workload allocation model for teaching-focused activities.</p>	<p>Hold consultations and discussion regarding workload allocations, especially for teaching-related activities.</p>			<p>faculty, on relevant ICS items (#57, 12, 13, 10).</p>
2.3	Analyse data and publish results on REF ratings and contributions (by grade and gender).	<p>It was raised in EDI committee meetings that REF ratings and contributions could be open to bias.</p> <p>EDI co-chairs discussed and agreed an analyses plan for REF2021 data with the EDI committee. The analyses were conducted in 2024 and</p>	<p>Publicise the analyses plan on staff Canvas pages.</p> <p>Annually conduct the analyses and report the results on staff Canvas pages, advertise on the bulletin, and communicate at School Meetings.</p>	EDI chair(s)	2026-30	<p>Overall positive responses to a new ICS to assess perceived bias in REF are at least 70%, with no significant gender gaps.</p>

		indicated no significant inequalities based on gender or grade at any stage of the process.	Include an item in the next ICS to measure perceptions of the REF process.			Monitor the analyses results and instigate actions if necessary (e.g., training for REF raters).
2.4	Streamline and increase the transparency of data monitoring and reporting.	<p>A consistent challenge for the EDI committee has been finding accurate and up-to-date data for equalities analyses.</p> <p>Data often had to be compiled from multiple sources from across the University, and identifying who had access to the data was a lengthy and challenging process.</p> <p>This impeded our EDI-related work, especially actions related to data monitoring.</p>	<p>Create a comprehensive data monitoring schedule, including</p> <ul style="list-style-type: none"> • Data sources and contacts • Timeline for data acquisition • Person responsible • Analyses plans • Publication schedule <p>Appoint school-funded data analyst.</p> <p>Create a Canvas page for the publication of the schedule, data, and results of relevant data analyses.</p> <p>This monitoring plan will include any ongoing monitoring noted in the RAG-rated Silver action plan (i.e., ICS#19 on induction, gender gap for grant capture, flexible working requests and approvals, adherence to core values,</p>	EDI chair(s)	2027-30	<p>Timetable created and publicised on staff pages.</p> <p>Data monitoring actions are completed at least biannually.</p>

			marketing, ICS#22 on contributions of men and women) .			
2.5	Appropriately recognise the contribution of student-focused and recruitment income-generating activities.	<p>E&S faculty are more strongly represented in student-focused and recruitment administrative roles. Consultations indicate that such roles are perceived as being valued less than generating grant income, and ICS results show that E&S faculty report feeling less respected (#91) and that their individual expertise are valued less (#10) than E&R faculty.</p> <p>Yet, by far the largest proportion of the School's income is from student fees.</p> <p>A greater proportion of E&S (vs. E&R) faculty are women, making these issued gendered.</p>	During HoS financial updates at School meetings, HoS to highlight the monetary value of student-focused activities to the School and to name and celebrate those who contribute to this income-generating activity (e.g., talks at open days, attendance at weekend recruitment fairs, those with high student evaluations and numbers on their modules, etc.).	HoS	2027	Overall positive response rates of at least 70%, and non-significant gender and contract type gaps for relevant ICS items (#10, 91).
2.6	Actively encourage E&S staff to take on senior leadership roles.	E&S faculty report feeling less able to express their opinion on policies (#39), that their opinion is less valued (#40), and that	E&S faculty are actively encouraged to take on senior leadership roles within the school through targeted communications from HoS, and in	HoS	2026-30	Overall positive response rates of at least 70%, and non-significant

		<p>they are listened to less (#41) than E&R faculty.</p> <p>As E&S contracts are relatively new at the University, and E&S faculty tend to be recruited during or soon after their PhD studies. There have therefore historically been a lack of senior E&S faculty. This is no longer the case.</p>	<p>through discussions in annual appraisals.</p>			<p>gender and contract type gaps for relevant ICS items (#39, 40, 41).</p>
2.7	<p>Continue to celebrate scholarship through scholarship seminars.</p>	<p>E&S faculty report more negative responses than E&R faculty to items regarding whether their individual expertise is valued in development opportunities (#11), development opportunities are encouraged (#14), the promotion process is clear (#12), and the school values the unique contributions of different people (#52).</p> <p>Consultations with faculty suggested a lack of clarity around how to best use</p>	<p>Continue to showcase scholarship activities within the School via weekly seminars.</p> <p>Advertise scholarship seminars in the weekly school bulletin.</p> <p>Allocate time at school away days for showcases of scholarship activities.</p>	HoS, EDI chair(s)	2025-30	<p>Overall positive responses rates of at least 70%, and non-significant gender and contract type gaps for relevant ICS items (#11, 12, 14, 52).</p>

		<p>scholarship time among some E&S faculty, and that scholarship activities are undervalued.</p> <p>In 2024, the school instigated a weekly scholarship seminar series, to showcase and inspire scholarship activities within the school.</p>				
2.8	<p>Support and encourage scholarship activities that are aligned with school priorities and valued in promotion applications.</p>	<p>E&S staff respond more negatively than E&R staff to ICS questions regarding a clear (#11) and fair (#12) promotion process.</p> <p>Faculty consultation indicated that E&S faculty felt that there were few opportunities for them to contribute to the school strategy, as their scholarship activities were often misaligned with the school strategy. This made it harder to make a strong case for promotion.</p>	<p>School management to develop and advertise Priority Focus Areas within the School; specific topics that align with school strategy that could be addressed through scholarship activities. They will reflect the School's strategic priorities and data-driven examination of the current context. The intention is to provide guidance and examples of the type of activities that are valued in promotions applications: There will be no obligation for E&S faculty to use their scholarship time on Priority Focus Areas.</p>	<p>HoS, EDI chair(s), dHoS</p>	<p>2027-30</p>	<p>Overall positive responses rates of at least 70%, and non-significant gender and contract type gaps for relevant ICS items (#11, 12).</p> <p>At least two Priority Focus Areas to have been advertised by 2026/7.</p>

			<p>Priority Focus Areas to be launched by the HoS and advertised within the School Canvas pages and bulletin.</p> <p>Staff can express an interest and take ownership over one particular area (with exactly how it is investigated open).</p>			
2.9	<p>Increase the perceived value of EDI-related activities within the school.</p> <p>Provide strategic guidance and support for EDI-related activities.</p> <p>Ensure EDI activities are allocated sufficient workload.</p>	<p>E&S faculty and women respond more negatively than E&R faculty and men to ICS items assessing whether EDI work is recognised in promotions (#4) and given sufficient workload allocation (#5).</p> <p>Faculty consultations suggested some EDI activities (e.g., casual mentoring, some support groups, some student experience activities) are informal, meaning that they are outside of the workload model, or are not directly tied to school strategy, so that they are less valuable in promotion applications.</p>	<p>EDI chair(s), student experience leads, and management to develop and advertise specific EDI-projects, which are given a sufficient allocation of workload for the duration (at least one year).</p> <p>Staff can express an interest and take ownership over one particular area (with exactly how it is investigated open). Staff will also be encouraged to suggest ideas for potential projects to the EDI chair(s).</p>	EDI chair(s), HoS	2027	<p>Overall positive responses rates of at least 70%, and non-significant gender and contract type gaps for relevant ICS items (#4, 5).</p> <p>At least two EDI-projects have been advertised by 2026/7.</p>

		A set workload allocation is given to all EDI-committee members. While this allows all members to undertake some EDI activities, undertaking larger EDI projects (that that require more hours than is allocated to a committee member) falls to the EDI co-chairs or goes beyond the workload allocation. This limits the extent of larger EDI-related projects, or means EDI work is not allocated sufficient workload.				
2.10	Continuation of Silver AP6: monitor ICS#19 item assessing useful induction.	Staff inductions have been overhauled, and ICS#19 responses indicate an encouraging trend in staff satisfaction, yet this has not reached our target of 80% satisfaction	Continue to monitor ICS#19 and develop action to address if no further improvement.	EDI chair(s)	2025-30	ICS#19 reaches 80% overall agreement with no gender gaps.
2.11	Increase opportunities for E&S faculty to	Consultations with faculty suggested a lack of clarity around how to best use scholarship time among some	Encourage E&S faculty to become involved in the School's mentoring programme. Offer E&S mentoring to	HoS, EDI chair(s)	2025-30	Continued high agreement rates on ICS #15. with

	discuss scholarship activities.	E&S faculty, and that scholarship activities are undervalued. Simultaneously, we now have several more senior E&S faculty in the department.	more junior E&S faculty. Ensure this is allocated workload.			at least 80% E&S faculty agreeing.
2.12	Continuation of Silver AP2: Investigate unequal grade entry at admissions between men and women as potential explanation for gender gap in UG performance.	AP2 in the Silver action plan was to research underperformance of male undergraduates. Differences in grades at entry were a potential explanation, suggesting the possibility of bias at admissions (See Appendix 2, Table 10.2).	Continue to monitor UG performance and entry grades at admission. Communicate findings to admissions. If the inequality/potential bias persists, organise internal bias training to admissions.	EDI chair(s)	2027-30	Either a reduction of the gap, or delivery of bias training to admissions teams.
2.13	Continuation of Silver AP35: Ensure gender balance of marketing materials.	ICS (#22) data shows high overall agreement (83% in 2021, 87% in 2024) with the relevant item 'Information about the School of Psychology shows the contribution of both women and men to its work (e.g., School web pages; student prospectuses; images on the walls of the School; information	Create and display posters showcasing scholarship activities throughout the school.	EDI chair(s)	2025-30	ICS #22 continues to have overall agreement > 80%, with no gender or contract type gaps.

		<p>about the achievements of men and women in Psychology).</p> <p>However, in both years there is a significant gender gap reflecting ~20% lower agreement among women than men (22% 2021, 17% 2024), which is driven by women in E&S roles (agreement among E&R faculty is 95%).</p>				
2.14	Continuation of Silver AP4: Continue to monitor gender gap in PGR recruitment	Fluctuations in gender gap for PGR recruitment related to <i>Silver AP4</i> , with a 9% gap in the latest data, favouring women.	Continue to monitor this trend. If the gap increases, develop suitable actions to address.	EDI chair(s)	2026-30	Gap reduces, or actions developed to address.
3. KP3: Inclusive, intersectional, and kind approach to women, carers, and parents						
3.1	Lobby for university-level parenting policy language to be updated to be inclusive of non-heteronormative	EDI co-chairs updated the wording of the school-level parental-leave policy to ensure that its language is inclusive of non-heteronormative identities and family configurations (i.e., referring to partner leave	<p>EDI chair(s) to lobby for policy change at central university EDI committees.</p> <p>Communication within the school from HoS about the policy and how it reflects the School's inclusive and</p>	HoS	2026	Updated University-level policy wording.

	identities and family configurations.	<p>instead of paternity leave). This is publicised on the School's internal pages. Overall positive response to item #59 (support in the school around caring leave) is high (78%).</p> <p>Consultations indicated that staff were unaware that the university policy applied to non-heteronormative parents and family configurations.</p>	kind approach to parental and partner leave.			
3.2	Reduce the consequences of low national and international conference attendance because of caring duties among parents.	<p>Going beyond Silver Action 33 -- to measure memberships on external committees -- EDI chair(s) included questions in the ICS about the frequency of attendance at conferences (#64, 65), and factors limiting conference attendance (#66-69). Results show that those with caring duties attend many fewer conferences.</p> <p>This limits opportunities for networking and developing professional connections,</p>	<p>Develop, implement, and publicise a school-level policy that specifically prioritises those with caring duties for inviting external speakers to present at internal colloquia and seminars, increasing networking opportunities.</p> <p>Include new ICS items assessing faculty members' networking opportunities, including those made through inviting external speakers.</p> <p>Monitor uptake of the policy.</p>	EDI chair(s), colloquia organiser	2026-30	Non-significant gaps between carers and non-carers on new ICS items assessing network opportunities made through inviting external speakers.

		<p>potentially limiting collaborations.</p> <p>The School hosts a weekly colloquia, in which external speakers are invited to present their work, and a budget allocated for speakers' travel and accommodation, and for them and their host to have dinner.</p>				
3.3	Share good practice and resources supporting carers across schools within the faculty.	<p>Psychology has implemented carers' policies that offer additional support compared to University and faculty-level policies. This includes additional support for Research Staff, issue-specific short-term mentoring, and designated wrapping up weeks. This is reflected in overall positive ICS responses to items about carers leave (#54: 78% overall agreement).</p>	<p>Coordinate with newly appointed FoSEM Gender Equity Lead to create infrastructure (e.g., a wiki) to facilitate information sharing, disseminating best practice, and sharing resources (e.g. policy wording, support documents) across FoSEM's schools and departments.</p> <p>Lobby for FoSEM's carer policies to at least match the level of support provided by psychology's policies.</p>	EDI chair(s)	2026-30	FoSEM schools adopt Psychology's support for carers policies.

		These are, however, school-specific policies that have not been taken up beyond psychology.				
3.4	Develop and advertise an inclusive, flexible, and kind approach to supporting staff undergoing fertility treatment.	<p>Fertility treatment can be extremely challenging, yet staff often feel that it is not something that the School supports or recognises.</p> <p>There are no explicit policies regarding fertility treatment. Furthermore, consultations suggest that some staff take annual leave rather than sickness leave for key milestones within fertility treatments, whereas it is more akin to a medical procedure rather than a holiday.</p>	<p>HoS to communicate to all staff that the school is kind, inclusive, and flexible regarding fertility treatments, and that the school supports staff to make arrangements as appropriate.</p> <p>Updated information on staff Canvas page</p> <p>Include items in the next ICS to assess proportion of staff who have gone through fertility treatment, and the support they felt they received from the school.</p>	HoS, EDI chair(s)	2027-30	<p>Updated Canvas pages to communicate the school's approach to fertility treatment.</p> <p>Overall agreement to new ICS items regarding fertility treatment of at least 70%, and no significant gender or carer gaps.</p>
3.5	Develop and advertise an inclusive, flexible, and kind approach to supporting staff experiencing menopause.	The menopause can be extremely challenging, yet there is insufficient support offered to those experiencing menopause.	HoS to communicate to all staff that the school is kind, inclusive, and flexible regarding menopause, and that the school supports staff to make arrangements as appropriate.	HoS, EDI chair(s)	2026	Updated Canvas pages to communicate the school's approach to menopause.

			<p>Updated information on staff Canvas page.</p> <p>Include items in the next ICS to assess proportion of staff who have or are experiencing the menopause, and the support they felt they received from the school.</p> <p>Include menopause as a EDI-specific project that the School supports through allocated workload (detailed in action 2.9).</p>			<p>Overall agreement to new ICS items regarding menopause support of at least 70%.</p>
3.6	<p>Raise awareness of policies regarding shared parental leave.</p>	<p>Although positive responses to ICS items regarding carers are high (#54; 78%), staff consultations indicated that there is a lack of awareness regarding shared parental leave policies and entitlements.</p> <p>In 2024, EDI leaders created a document outlining entitlements and the relevant policies for those wishing to take parental leave, as well as quotes and case studies from</p>	<p>Reminders sent once a term to all staff via the school bulletin.</p> <p>Monitor uptake of shared parental leave.</p> <p>Include ICS items assessing awareness of shared parental leave policy.</p>	<p>EDI chair(s)</p>	<p>2026-7</p>	<p>Overall positive response to ICS item #54 reaches 80%.</p> <p>Overall agreement on ICS item about awareness of parental leave policy is 70% with no significant gender gaps.</p>

		staff who took shared leave. However, the relevance of such policies varies with staff's life circumstances (e.g., as they become parents-to-be) and so regular reminders should be sent.				
4. KP4: Embedding our approach to inclusive teaching, particularly for those with intersectional identities or from underrepresented groups						
4.1	Support and promote inclusive teaching.	<p>The Inclusivity in Psychology Student Connector project conducted in-depth analyses of teaching material and sought student voice input to create guidelines for teachers, yet the findings have not been widely disseminated.</p> <p>Previous inclusive teaching sessions at teaching away days indicated that some staff lack the confidence or knowledge to update their teaching materials.</p>	<p>Present key learnings from the Inclusivity in Psychology Student Connector project, and provide guidance on how staff can evaluate their own module content and delivery regarding inclusive teaching.</p> <p>Share materials via staff Canvas pages.</p> <p>Include new item in the student ICS assessing student perceptions that teaching is inclusive.</p>	Athena Swan SAT, EDI chair(s)	2027-8	Student ICS item on inclusive teaching will show at least 70% overall agreement, with no significant gender gaps.
4.2	Provide dedicated time for teaching staff to create	Teaching staff often do not have time to regularly update their	Run a "slide jam" at the teaching away day, where there is sufficient (>45 min) dedicated time for faculty	EDI chair(s),	2026-30	New student ICS items on inclusive teaching (see 4.1)

	inclusive teaching materials.	teaching materials to be more inclusive.	to update their teaching materials and to discuss and share best practice. Include new items in the next staff ICS measuring faculty confidence and perceived support for inclusive teaching.	teaching lead		will show at least 70% overall agreement, with no significant gender gaps. New staff ICS item on confidence and support for inclusive teaching will show at least 70% overall agreement, with no significant gender gaps.
5. KP5: Disseminating and maximising the impact of Psychology’s policies, practices, and initiatives						
5.1	Leverage expertise within psychology to achieve maximum positive impact.	Many researchers in psychology have expertise and conduct research that directly relates to EDI issues. Staff consultation highlighted the wide range of EDI-related initiatives, training, and research projects lead by psychology. Often, however,	Host an event – open to all across and beyond the University -- that showcases the range of expertise and research projects in psychology that directly address EDI issues, including relevant research, training, and impact-initiatives. This will include: autism-friendly university, doughnut	EDI chair(s), HoS, faculty.	2026-30	ICS items #4 and #5 show overall agreement rates of at least 70% in next ICS.

		<p>such activities are not well publicised and awareness is low.</p> <p>Staff consultations revealed that EDI- and research-related are perceived as distinct activities.</p> <p>ICS items on EDI workload allocation (#4) and EDI promotion (#5) have relatively low overall agreement rates of 60% and 63%, respectively.</p>	<p>model of student support, belonging in schools, etc.</p> <p>HoS to communicate the importance of such activities, for the school, faculty, and career progression.</p>			
5.2	<p>Develop procedures and infrastructure for sharing best practice between FoSEM schools, and feeding up EDI concerns.</p>	<p>The new FoSEM offers the opportunity to create institutional infrastructure that supports the sharing and adoption of best EDI-related practices, and the effective feeding-up of EDI issues. Psychology is well placed to take a leading role in this.</p>	<p>Through collaboration across FoSEM and by working closely with the new Associate Dean of CEI for FoSEM, establish communication channels for sharing and disseminating best practice (e.g., KP2 outputs), including repositories for materials (e.g., a staff wiki), and feeding up EDI concerns.</p> <p>Communicate these via internal webpages (Canvas).</p> <p>In conjunction with the FoSEM Associate Dead for CEI, organise an event in which schools within FoSEM</p>	<p>EDI chair(s), FoSEM CEI Lead</p>	<p>2025-30</p>	<p>Clear and advertised (on Canvas pages) routes to share practice.</p> <p>Evidence of best practice being shared and adopted across schools within FoSEM.</p>

			can showcase their progressive and inclusive EDI practices and policies, with time for discussion.			
5.3	Raise awareness of the experiences of professional services staff to their line managers.	<p>PS staff respond negatively to a wide range of ICS items. However, since 2019, PS staff are not line managed within Psychology.</p> <p>From 2025, PS staff will be further removed from psychology as they will be repositioned to faculty level. Nevertheless, we want to make line managers aware of the extent of negative responses among PS staff.</p>	Arrange meetings with PS staff line managers to discuss the ICS results and potential actions.	EDI chair(s)	2026-30	At least one meeting has taken place.
6. KP6: Increasing wellbeing support						
6.1	Raise awareness and use of wellbeing resources.	Although various initiatives and activities have been initiated to support staff wellbeing, ICS results indicate unacceptably low levels of overall agreement for items wellbeing supported (#61), locate wellbeing support	Commission at least two staff as well as the EDI chair(s) to be trained and certified Mental Health First Aiders (costed at £325 per person, based on the provider's published fee). Their role will be to recognise signs of poor mental health and signpost appropriate support.	EDI chair(s)	2026-30	ICS results show overall agreement rates of at least 70%.

		(#62), and, especially, confident seeking support (#63).				
6.2	Increase meaningful wellbeing support in the School.	Many staff within the School have expertise in wellbeing, yet there were unacceptably low agreement rates for ICS items assessing whether wellbeing is supported by the School (#61, 56% agreement).	Include wellbeing as a EDI-specific project that the School supports through allocated workload (detailed in action 2.9).	HoS, EDI chair(s)	2026-30	Overall agreement to ICS items regarding wellbeing support (#61) of at least 70%, with no significant gender gaps.

*We aim to run the next staff ICS in 2027, and again in 2029.

References

Bull, S., Cooper, A., Laidlaw, A., Milne, L., & Parr, S. (2024). 'You certainly don't get promoted for just teaching': experiences of education-focused academics in research-intensive universities. *Studies in Higher Education*, 50(2), 239–255.

<https://doi.org/10.1080/03075079.2024.2333946>

Chester, V. (2019). Autistic women and girls: under-recognised, under-researched and under-served. *Advances in Autism*, 5(1), 1-1.

<https://doi.org/10.1108/AIA-01-2019-049>

Davis, C., Terry, J., Millington, J., & Anns, S. (2025, April 7). Validating the Academic Learning Experiences Questionnaire: Microtransitions, Sensory Reactivity and Executive-Social Demands in Autistic University Students. https://doi.org/10.31234/osf.io/ne2qd_v1

D'Mello, A. M., Frosch, I. R., Li, C. E., Cardinaux, A. L., & Gabrieli, J. D. (2022). Exclusion of females in autism research: Empirical evidence for a “leaky” recruitment-to-research pipeline. *Autism Research*, 15(10), 1929-1940. <https://doi.org/10.1002/aur.2795>

Glick, P., Berdahl, J. L., & Alonso, N. M. (2018). Development and Validation of the Masculinity Contest Culture Scale. *Journal of Social Issues*, 74(3), 449–476. <https://doi.org/10.1111/josi.12280>

Susan Smith & David Walker (2024) Scholarship and academic capitals: the bounded nature of education-focused career tracks, *Teaching in Higher Education*, 29:1, 111-125, <https://doi.org/10.1080/13562517.2021.1965570>