

# Athena Swan renewal application form for departments

## Applicant information

Name of institution	University of Leeds
Name of department	School of Psychology
Date of current application	31 May 2024
Level of previous award	Silver
Date of previous award	November 2018 (adjusted to 29 April 2019 due to covid)
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Section	Words used
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An evaluation of the department's progress and issues	3170 (292 covid words)
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
<b>Overall word count</b>	<b>5865 (413 covid words)</b>

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

**Overall word limit: 6000 words (including 500 covid words)**

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# SECTION 1: AN OVERVIEW OF THE DEPARTMENT AND ITS APPROACH TO GENDER EQUALITY

## 1.1. Letter of endorsement from the head of the department



UNIVERSITY OF LEEDS

Faculty of Medicine and Health

School of Psychology

Head of School: Professor Jason Halford

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### Dear Athena Swan Panel Members

This is a letter to confirm that I, the School's Senior Management Team, and the School's Executive Committee, are firmly committed to the principles of the Athena Swan (AS) Charter. We will support and deliver the action plan outlined in the AS silver award renewal submission and I will ensure gender equality work is prioritised, visible and rewarded. I will provide the time and resources to progress our four Key Priority areas and five-year new Action Plan (NAP).

I joined the School and the University of Leeds in April 2020, during the second week of lockdown. This was an extremely challenging time when priorities changed, some of our AS work halted and there was a pause in promotions and recruitment. Pandemic pressures contributed to our inability to meet some of the goals in our retrospective Action Plan (APn), for example, increasing the number of women to be promoted to Grades 9 and 10. It is also likely that the wider gendered impact of the Covid-19 pandemic impacted women within our School, reducing their capacity to develop grant applications and write publications, which may also have impacted promotion applications. We have outlined a clear plan to address this moving forwards.

Since returning to campus, I have worked to develop the School's workplace culture. I led a series of post-pandemic away days entitled 'Better Together', which focused on our behaviours and values. We are now working with an external consultant to create a new School vision. We will embed the AS Key Priorities into our delivery plans and use this Transformation work as the mechanism for delivering the NAP. As a member of our SAT, I am pleased to be a role model and contribute to addressing gender equality challenges.

After consultation with the AS Lead and Core Writing Group, we have decided to integrate the AS Lead role into the currently vacant Deputy Head of School role, and to increase the FTE (Full-time equivalent) for this from 0.3 to 0.6. The Deputy Head will focus on supporting our people and building a positive culture. In response to feedback from our School Culture Survey (SCS) we will make AS leadership work more visible, embed gender equality in our culture and all our decision-making. We are the only department in our university to integrate the AS role into a senior leadership role and we believe it will be impactful. We are committed to change and aspire in future to meet the criteria for a Gold award.

The school has made significant progress in our APn since 2018, including:

- Increased time allowance for AS Lead and Equality, Diversity, and Inclusion (EDI) Lead roles and increased resource for gender equality work by adding a new Faculty of Medicine and Health (FMH) Gender Equality Officer and a new FMH AS Application Project Manager
- Increased number of men students entering our programmes over the award period
- Enhanced our UG student peer-mentoring by implementing Peer Assisted Study Support (PASS); since 2019 all Level 1 students have been allocated a PASS mentor
- Supported flexible/hybrid working opportunities for all staff

We have worked hard and much has been achieved which the School staff and students can be proud of. Despite our ongoing work, feedback from the SCS indicates there are areas of staff experience which we need to improve upon, some of which are influenced by gender. We have considered these issues carefully and created the NAP to address them. The SCS also highlighted concerning views on how the School tackles bullying and harassment which was not influenced by gender. We are committed to resolving this but due to the lack of gender influence, we are addressing this through the wider Transformation work.

As a small department we have reduced the number of actions to 18 (from 23 in the previous APn) to ensure the plan is achievable and focussed. All actions are owned by leadership team members. Demonstrating my leadership, I own 7 of the 18 actions. Our key priorities focus on equipping leaders to promote EDI and deliver the NAP, building sustainable, rewarding careers for women, building a staff culture that understands and values gender diversity, and creating an inclusive learning environment for our students.

We will monitor the impact of our policies and procedures, and the progress we make through the School Strategy and AS NAP, in the form of a future Transformation Plan. We are confident our NAP will lead to measurable improvements in gender equality.

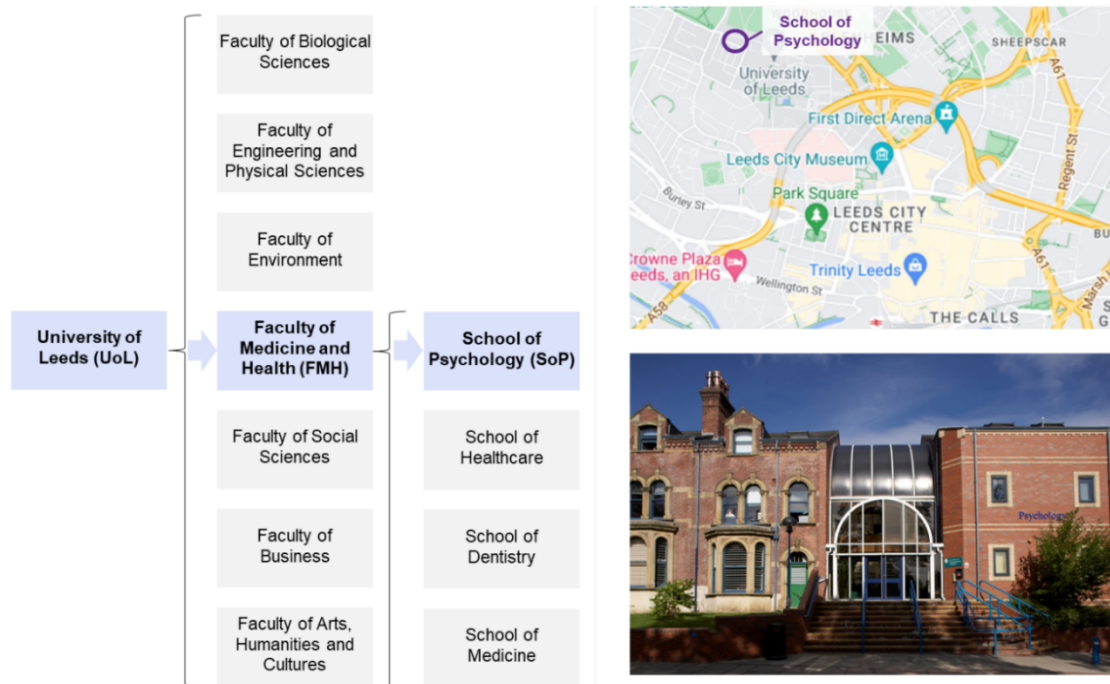
Sincerely



**Jason C G Halford**



## 1.2. Description of the department and its context



**Figure 1.** The SoP position within the UoL (Left). The location in Leeds (Upper Right). The SoP Building (Lower Right)

The **School of Psychology (SoP)** is one of four Schools within the Faculty of Medicine and Health (FMH) at the University of Leeds (UoL).

Using a census date of 1st July 2023, the school had **73 members of staff: 41 women (56.2%) and 32 men (43.8%).**<sup>1\*</sup> We have:

- **65 academic staff** members (34 women (52.3%). This is more evenly distributed than the UK average of 66% women in psychology and behavioural sciences (HESA 2022-23).\*
- **8 Professional, Technical and Operational (PTO) staff** members (87.5%; 7 women).\*

<sup>1</sup> Throughout this application, we opt to use gender terms such as women, men, non-binary, 'all genders', over terminology for sex (e.g., female, male, intersex). This decision was made as our analyses focus on gender equality and for consistency/readability. We note, however, that much data was gathered from central HR sources that fail to distinguish gender from sex, usually using a binary system (offering only options of male/female or man/woman). We use an **asterisk (\*)** to indicate data from such sources, distinguishing them from data gathered from surveys that offer a more complete and reliable capturing of gender identities. We acknowledge this is an imperfect approach, which interpolates gender from data that overlaps with sex-based distinctions.

The numbers throughout this report reflect staff/students that are centrally managed through the SoP. We note that our School's community is broader and more diverse in scope than these numbers may capture. For instance, the SoP houses Student Education Services staff who are managed at the University-level and omitted from SoP statistics, but are integral parts of our community. Additionally, the report does not capture changes in staff/students composition that occurred after the census date, such as the new hire of 7 academic and 2 PTO staff. Further, surveys in our school have identified staff whose identities fall outside the men/women binary, which is not reflected in official HR data.

Within the University, we are the smallest Athena SWAN (AS) unit, with 20 fewer staff than the next largest unit (School of Healthcare). We have less than 10% of the staff of the largest unit (Faculty of Arts and Humanities).



Figure 2. AS Communications for Action Point 2 and 11; 2018 - 23 Action Plan

### 1.2.1. Education at the SoP

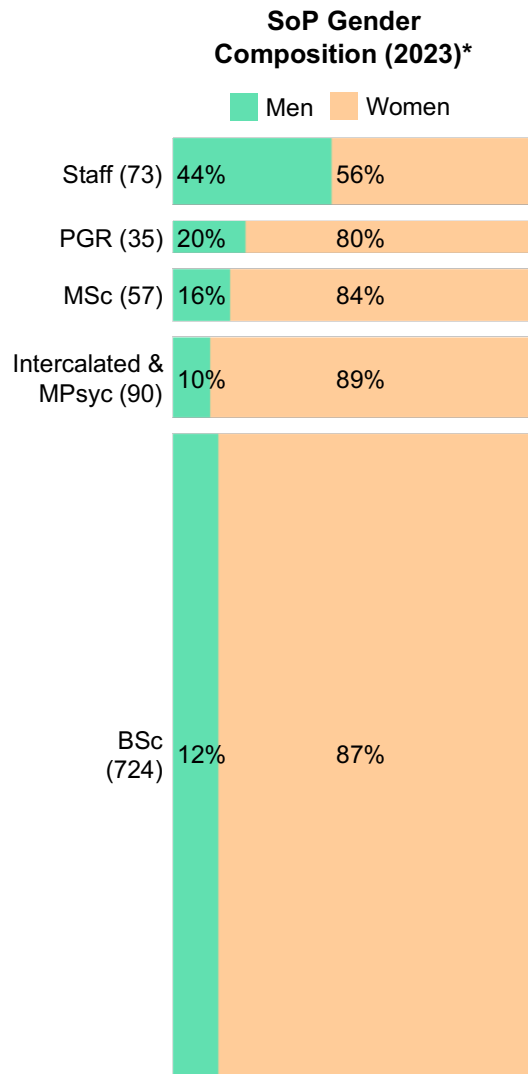
We offer several taught undergraduate and postgraduate degrees and have a thriving postgraduate researcher (PGR) community (Table 1; Figure 4).

Level / Degree	Women*	Men*	Total
<b>BSc</b>	633 (87%)	90 (12%)	724
<b>MPsyc and Intercalated BSc</b>	80 (89%)	9 (10%)	90
<b>MSc</b>	48 (84%)	9 (16%)	57
<b>PhD/PGR</b>	28 (80%)	7 (20%)	35

Table 1. Overview of SoP Students (2022-2023)



Figure 3. SoP Students



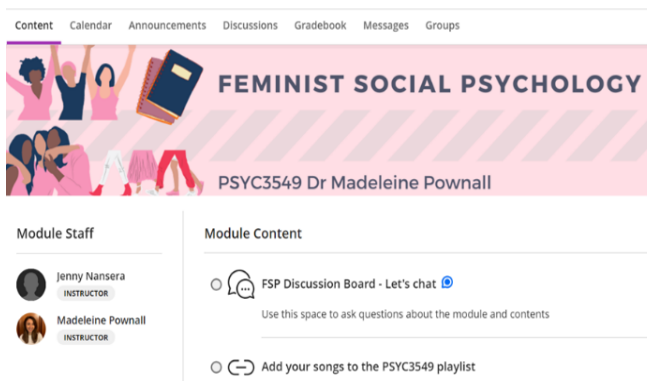
**Figure 4.** SoP Students and Staff \*

In 2023:

- **Women made up most students at all levels\***, at a comparable or slightly higher level than other Russell Group institutions (81% undergraduate; 81% taught postgraduate; 78% PGR).
- Roughly 18% of students were international, 23% were members of a minoritized ethnic group, 23% declared a disability, and 10% identified as a sexual minority.

Several positions and groups **support our students' diverse needs** (including a Pastoral Support Team, an International Student Tutor, a Disability Tutor, and an Academic Lead for Inclusive Practice). We offer PASS mentoring; an AS initiative which trains volunteer Level 2 students to provide mentoring to all Level 1 students (Action Point (APt) 7, APn; Figure 6).

Many of our modules cover gender-related topics. Our level 3 **Feminist Social Psychology module** offers 11 weeks of teaching related to gender equality (Figure 5).



### Module content

- Introduction to feminist social psychology
- Research methodologies in feminist social psychology
- Identity and intersectionality
- Historical and conceptual issues in mainstream social psychology
- Prejudice, stereotyping, and objectification
- Constructions of gender
- Communication and language

**Figure 5.** Module webpage for Feminist Social Psychology (left) and example content covered (right)

We give students a direct voice in gender equality, with **three BSc, one MSc and one PhD student Self-Assessment Team (SAT) members.**

### 1.2.2. Research and Impact Activities

Our research tackles four themes:

1. Cognition, perception, and action
2. Health, wellbeing, and healthcare services
3. Appetite, nutrition, and obesity
4. Childhood, adolescence and ageing

We have an **Impact Lead**, who maximises the degree to which staff translate their work to benefit society.

Several of our staff conduct gender-related **research and impact activities:**

- Understanding and improving sexual and gender-related health and wellbeing
- Increasing the representation of men students in university psychology programmes



**Figure 6.** AS Communications for Action Point 2 and 7 (PASS Mentoring); 2018 - 23 Action Plan

Our staff also research broader EDI-related topics including discrimination, stereotypes, and social norms.

In REF2021\*, **47% of academic staff returned from the SoP were women**, similar to the overall proportion of women academic staff (52%). The SoP accounted for 70% (38/54) of returned staff and **78% (18/23) of returned women in our unit (UoA 4: Psychology, Psychiatry and Neuroscience)**. The SoP contributed 3 of 4 impact case studies to our Unit; 2 of the case study leads were women (67%).

### 1.2.3. Spaces and Facilities



Figure 7. SoP Research Facilities

Between 2011-2018, the SoP benefitted from investments to renovate spaces to facilitate research including virtual reality and simulations. SoP has multiple hub spaces for staff and students to collaborate (Figures 7, 8).



Figure 8. Teaching spaces used by the SoP

Several spaces are designed to promote inclusivity:

- Single cubicle **gender neutral** toilets and shower facilities.
- A **fridge for caregivers** to store breast milk for infants.
- A foyer space devoted to **promoting AS initiatives**.

#### 1.2.4. Operating Structures

In this section, we **refrain from noting the gender** of individual members and small staff groups. As data comes from de-individualized sources, gender references would rely on gender presentation-based assumptions. We report gender breakdowns at aggregate levels in other sections of the application/appendices.

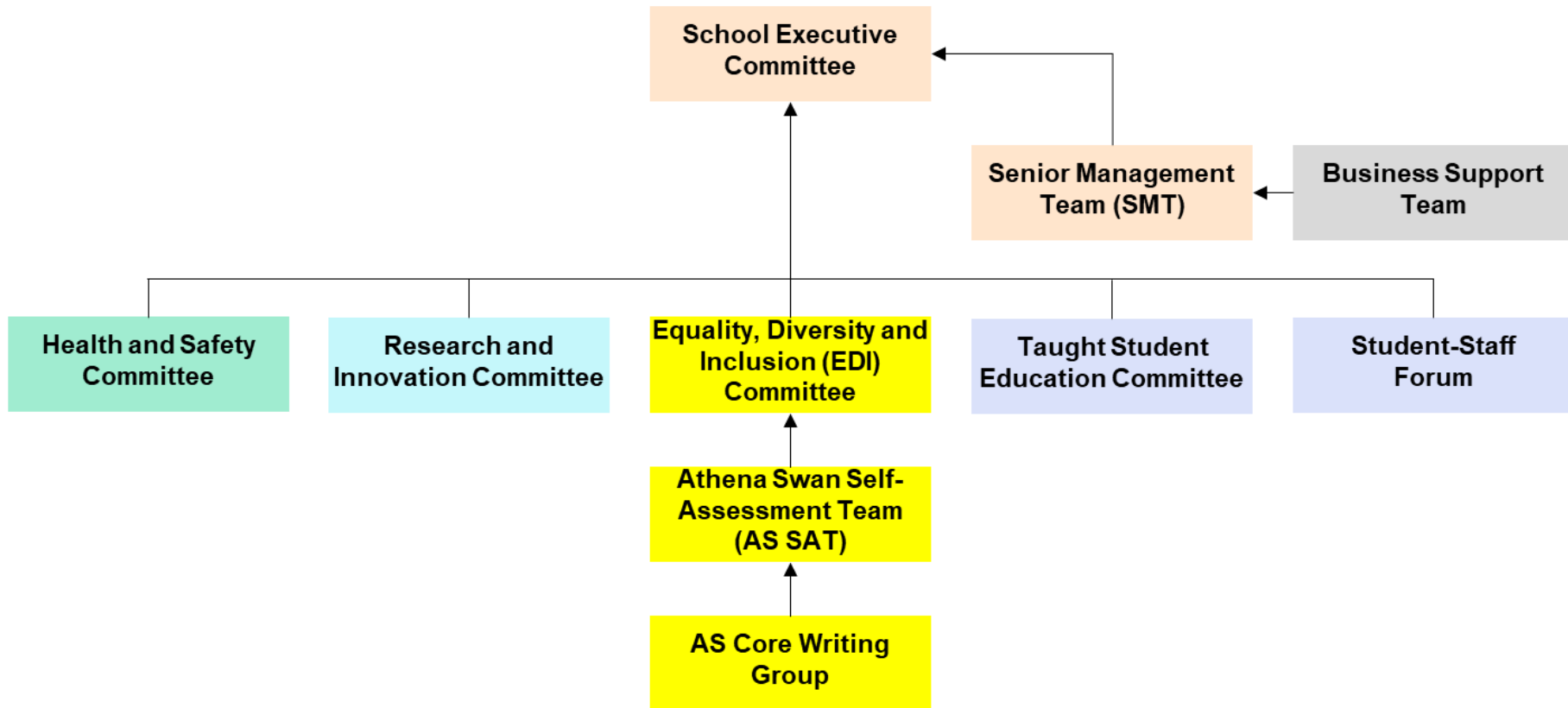
Figure 9 summarises the School's **core committees and teams**, highlighting the AS SAT. Figure 10 summarises key **leadership roles** and reporting structures. The **School Executive Committee** (SEC), our senior decision-making body, meets quarterly.

The structures in Figures 10 and 11 have remained stable since our last award with one exception. Before 2022, the EDI committee and the AS SAT were a single committee with one lead. The groups separated in 2022, with the leadership position being split into the:

1. **AS Lead:** leading the AS SAT
2. **EDI Lead:** leading the EDI Committee, reporting to the Faculty EDI Committee

The division:

- Came with **increased resources** towards AS and EDI initiatives.
- Sought to **improve management and assessment** of gender equality and EDI activities.



**Figure 9.** Governance Structure of SoP and AS SAT reporting

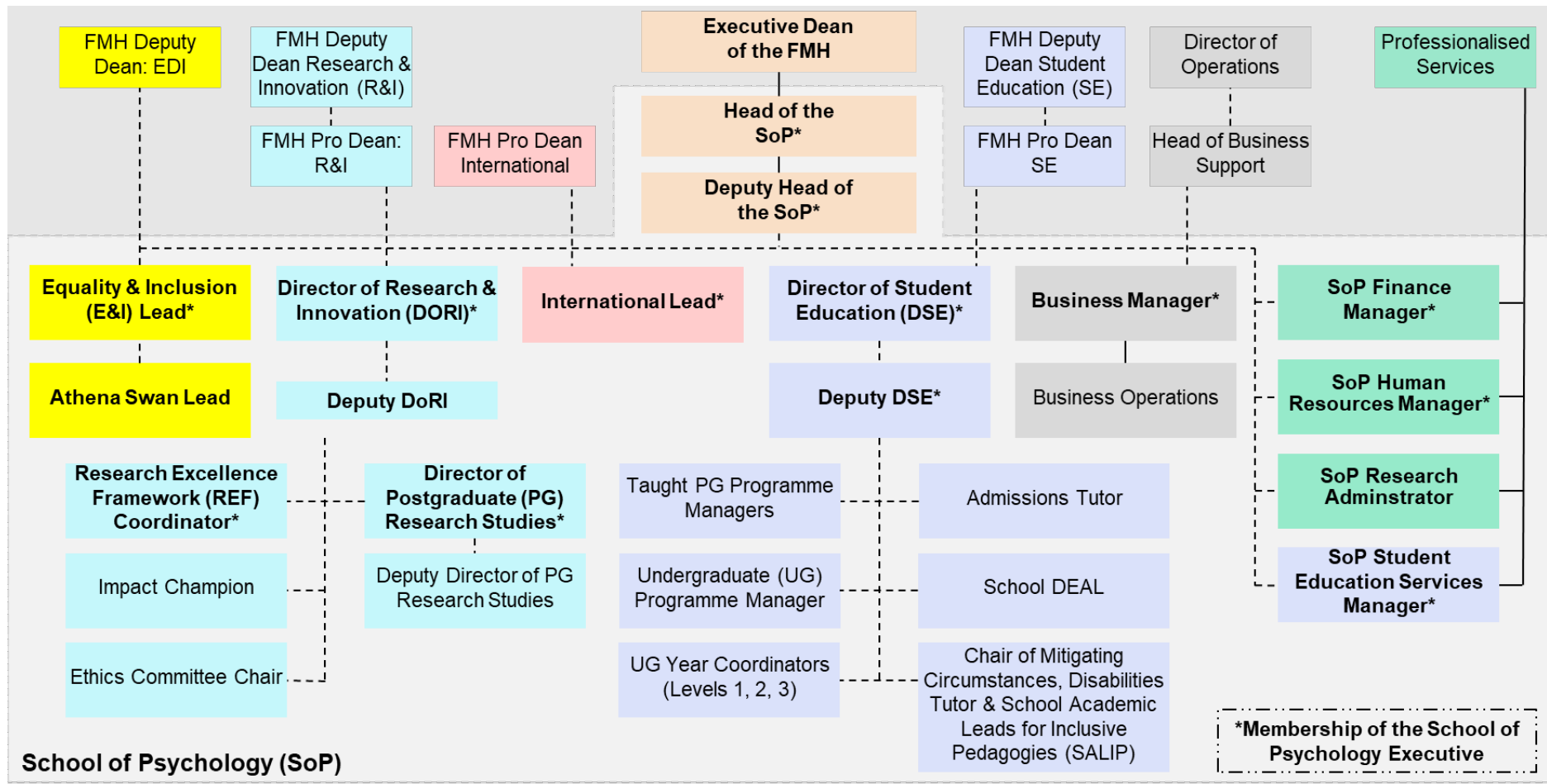


Figure 10. Leadership and Reporting Structures in the SoP

## 1.3. AS self-assessment process

### 1.3.1. AS SAT



Figure 11. AS Communications for Action Point 2 AS; 2018 - 23 Action Plan

AS SAT membership (Table 2) is refreshed through **regular open calls** and was last reviewed in 2023, when we established a **Core Writing Group** to co-write our renewal application.

Table 2. Members of the SoP AS SAT [REDACTED]

SAT meetings:

- Occur **monthly (60-90 minutes), online**, on rotating days during core working hours (10:00–16:00), avoiding school holidays.
- Agendas and papers are circulated beforehand; those not attending are asked to feedback comments in advance. **Meetings are recorded** (where appropriate) so can be watched later.

Figure 12. SoP AS SAT Meeting on Microsoft Teams [REDACTED]

The following SAT members are also **SEC members**, to support AS prioritisation:

- Head of School
- Deputy Head of School
- Director of Student Education (DoSE)
- Deputy Director of Research and Innovation (DoRI)
- EDI Lead

The **EDI Lead** provides EDI and AS updates to the SEC as part of a standing agenda item. SEC members have led several AS initiatives, including:

- Activity to address the underperformance of men students (DSE; APt 6).
- The career development of research staff (DoRI; APts 13/18).

The SoP AS Lead is a member of:

- Institutional AS SAT.
- Faculty and University-level AS Lead networks.

The SoP AS and EDI Leads are also members of:

- Faculty EDI committee.
- Faculty EDI Community of Practice, which facilitates EDI dialogue, learning and collaboration.

Additionally, FMH Schools have collectively **invested in posts supporting Psychology AS work**, including:

- A Faculty EDI Deputy Dean.
- An EDI officer (Grade 7; 1.0 FTE).
- A Gender Equity Officer (Grade 7; 1.0 FTE).
- Two Freedom to Speak Up Guardians (FSUGs) for students (Grade 8; 1.2 FTEs)
- An AS Application Project Manager (Grade 7; 0.5 FTE).

The FMH has a £30,000 annual budget **to support EDI initiatives**, including training and events. This supported the AS Lead to attend the Advance HE Gender Equality conference (with 4 faculty colleagues), May 2023.

However, we have **experienced challenges with SAT attendance**, which is usually around 30%. Apologies sent by declining staff indicate high workloads and competing commitments.

### **1.3.2. Self-Assessment Process**

This application reflects an evidence-based and transparent self-assessment process informed by quantitative and qualitative data:

- A 28-question **Transformed Athena Swan School Culture Survey (SCS)** (June 2023) (73% response rate (53/73), W=26, M=19, PNTS=3; Appendix 1, Tables 1-6).
- A 30-question **Action Plan Pulse Survey (APPS)** (October 2023), covering outcome indicators for the 2018 AS action plan (68% response rate (50/73), W=27; M=18; PNTS=3; prefer to self-describe=1; non-binary=1; Appendix 2, Table 13).
- A **PTO Focus Group of 4 colleagues** (January 2022), facilitated by the AS Lead regarding AP19.
- **FMH student online EDI survey (FSS)**, (May 2023) (Appendix 2, Table 10a).

- The whole University **Employee Engagement Survey (ESS)** (February 2023) (Appendix 2 Table 8).
- A 7-item **Postgraduate Teaching Assistant (PGTA) Survey** (Jan 2024), exploring experiences and satisfaction with this role (Appendix 2, Table 12).

Application guidance and feedback was sought from the FMH EDI Dean and via **independent consultant review**. We also learned from colleagues in Schools of Healthcare and Dentistry who have recently renewed their Silver awards.

### 1.3.3. Five Year Plan

Moving forwards, the AS Lead role will be integrated into the Deputy Head of School (DHoS) role, which will increase from 0.3FTE to 0.6FTE to ensure AS is embedded in SMT and SEC decision-making.

**SAT will meet bimonthly**, until year 4 when meetings will **increase to monthly**.

Sub-groups and other groups supporting gender equality work will meet in-between as needed (Table 3). To support engagement we will start monitoring SAT members' attendance; if attendance drops below 50% within a term, we will meet with them to understand and address barriers.

Group / Committee	Meeting Frequency
SoP AS SAT	Bimonthly for 4 years, monthly for final year
AS Leads across entire UoL	Bimonthly (alternating with SoP SAT meetings)
SoP EDI committee	Termly
AS lead supervision with FMH Deputy Dean EDI	Monthly
FMH EDI Community of Practice	Monthly

Table 3. Planned Meeting Schedule

The SAT will continue to report to the EDI Committee. School staff and students will be **consulted and communicated with regularly** through staff meetings, newsletters, webpages, posters, banners and social media.

### 1.3.4. Consideration of Previous Panel Feedback

The panel's feedback on our 2018 Silver application informed our application. The panel noted:

***“Tri-monthly meetings... may be too infrequent... information on accountability and reporting arrangements for the [SAT] could also be clearer”.***

We have increased the frequency of our meetings, with further working group meetings in between (**Table 3**). Monitoring and accountability has been clarified and enhanced: the AS lead role reports to the EDI lead, both report to the SEC and EDI Deputy Dean (Figure 10).

For the action plan, the panel noted it:

***“... somewhat lacks ambition... For example, aims to meet Russell Group benchmarks, rather than strive for more equal representation, are noted. The action plan would benefit from... [considering] which actions should be prioritised”.***

We consulted widely across the school to prioritise actions, and sought more ambitious goals, striving towards equal representation. We have created a forward-facing action plan with fewer, more impactful actions for our staff and students.

## SECTION 2: AN EVALUATION OF THE DEPARTMENT'S PROGRESS AND ISSUES

### 2.1 Evaluating progress against School of Psychology Silver action plan 2018-2023

Our Silver APn has evolved since 2018. Table 4 presents our Red-Amber-Green (RAG) rated APts. We include brief progress for each action against our initial measure of success, summarised in Table 5. More detailed explanation of progress against our previously identified priorities, and a critical reflection, follows Table 4.

Ref.	Action Holder	Actions and deliverables	Priority	Time-frame / Measures of success	RAG Rating	Progress to date
<b>EMBEDDING ATHENA SWAN STRATEGY</b>						
<b>APt 1</b>	Athena SWAN Lead  Director of Careers	<p><b>To increase representation of male students on AS SAT:</b></p> <ul style="list-style-type: none"> <li>We will amend our E&amp;I/AS SAT Committee Terms of Reference to include representation from both male and female UG, PGT and PGR students;</li> <li>We will actively encourage student nominations through our Student Support Officer, (SSO) and PsycSoc.</li> </ul>	High	<p>From 2019, a School Student Representative for Men will be recruited and appointed annually.</p> <p>From 2019, AS SAT membership will include at least one man and one woman student across UG, PGT and PGR levels.</p>	<b>G</b>	<p>In 2019 two <b>student representatives (SRs) were recruited</b>; 1m 1w were recruited to the combined EDI/AS SAT. From Feb 2023, the E&amp;I committee and the AS SAT separated and the number of <b>student representatives on the AS SAT increased</b>. We now have 2w and 2m student representatives (<b>100% increase</b>), covering undergraduate and postgraduate levels.</p> <p>We now <b>advertise the opportunity</b> to become an AS SR to all levels via a circular email and offer shopping vouchers to <b>incentivise student time for gender equality activities</b>. To maintain engagement, we meet separately with SRs outside of the main SAT meeting and include student presentations during meetings to hear <b>students' voice and contributions</b>.</p>

						Each post is held for an initial period of a year with the option to continue for another year to encourage continuity.
<b>Apt 2</b>	Athena SWAN Champion	<p><b>To increase engagement of men staff in Athena SWAN:</b></p> <ul style="list-style-type: none"> <li>We will inspect men's responses to SCS 2018 in particular detail to discern possible areas for targeted action, consult with staff on this report, and agree actions;</li> <li>We will publicise positive impact of AS initiatives for <b>all</b> staff - at Staff Meetings, through printed material/posters/electronic display screens, and AS Annual Reports - making sure to include examples of relevance to people of all genders and presentations and examples from male staff across the University to provide role models of AS engagement.</li> </ul>	High	<p>By 2020, Staff understanding of the School's reasons for wanting to address gender equality as indicated in the SCS will increase from 90% (2018) to at least 95% with no gender differences.</p> <p>By 2020, Men staff completing SCS will increase from 25% (2018) to at least 50%.</p>	<b>G</b>	<p>In October 2023, we conducted a staff survey which asked respondents to indicate whether they agreed with the statement, '<b>I understand the School's reasons for wanting to address gender equality</b>'. 52 (27w; 19m) staff members responded to this survey. <b>50 (96%) respondents agreed.</b> 26/27 (96%) women agreed; 18/19 (95%) men agreed. Participants who identified as non-binary (n=1), who preferred to self-describe (n=1) or who preferred not to declare their gender (n=3) all agreed. As such, no gender differences were evident.</p> <p>In the SCS (June 2023), 19m/26w responded. Our 2023 indicates that of our 73 staff, 37 (44.5%) are men and 46 (55.5%) are women*. Therefore, <b>the response rates for men were 51% and 49% for women.</b></p> <p>During this period we have <b>increased time allowance for AS Lead and EDI Lead roles</b> (previously 100 hours/year combined; now 0.2FTE combined). We have also achieved gender balance in these roles (1m 1w AS Leads; 1m 2w EDI Leads).</p> <p>A digital and poster <b>Case study campaign</b> was created to demonstrate the positive impact of AS initiatives (figure 2, 6, 11, 14, 15).</p>
<b>Apt 3</b>	UG Year Co-Ordinators	<b>To raise student awareness and understanding of unconscious bias:</b>	Medium	From 2019, unconscious bias training will be	<b>G</b>	From 2019 unconscious bias training has been circulated to <b>students via email every year</b> . The training video and survey were circulated. In 2019-20,

	PGT Programme Managers  Postgraduate Tutor	<ul style="list-style-type: none"> <li>We will embed unconscious bias training in UG, PGT and PGR student induction. To do so: <ul style="list-style-type: none"> <li>We will source a suitable and effective online unconscious bias training video and associated materials to use; and,</li> <li>We will check students' understanding of unconscious bias through an online multiple choice test.</li> </ul> </li> </ul>		<p>included in student Induction.</p> <p>From 2019, all students demonstrate understanding of unconscious bias by scoring 100% on the multiple choice test on an annual basis, re-taking it, if necessary, until a score of 100% is achieved.</p>		<p>there were 122/799 (15%) responses to the survey; in 2020-2021 there were 34/803 responses (4%); in 2021-2022 there were 53/831 (6%) responses and in 2022-2023 there were 91/862 (11%) responses. To improve response rates, in 2023-2024, the video was played in as part of their induction at undergraduate lectures and the link to the online multiple-choice test was provided. We also <b>incentivised participation</b> by offering a £50 shopping voucher prize draw to students completing the survey. This was effective in <b>increasing the response rate</b>, and 241/856 (28%) responses were gained. While monitoring re-takes until a score of 100% is achieved was not possible with the available software, the overall <b>correct response rate was high</b>. There were 6 questions, and results were: Q1: 96.7% correct; Q2: 82.6% correct; Q3: 94.6% correct; Q4: 76.8% correct; Q5: 93.8% correct; Q6: 95.4% correct</p>
<b>STUDENTS</b>						
<b>APt 4</b>	WP Co- Ordinator	<p><b>To increase number of men students entering our UG programmes via widening participation:</b></p> <ul style="list-style-type: none"> <li>We will work with the University Lifelong Learning Centre (WP Route 3) and the Realising Opportunities Programme (WP Route 4) to understand the problem and devise a strategy;</li> <li>We will work with Access2Leeds (Route 2) to understand the low conversion</li> </ul>	High	By 2022, the number of male students entering our UG programmes via widening participation will be commensurate with Russell Group benchmarks.	<b>G</b>	<p>Numbers and percentages of men entering our programmes via widening participation <b>has increased since 2018-19*</b> and remained stable. All numbers are subjected to HESA rounding methodology which rounds results to the nearest 5:</p> <ul style="list-style-type: none"> <li>2018-19, 0 (0%) male students and 30 (13%) of female students.</li> <li>2019-20: 5 (14%) males and 45 (20%) females.</li> <li>2020-21: 5 (17%) males and 50 (23%) females.</li> <li>2021-22: 5 (17%) males and 60 (25%) females.</li> <li>2022-23: 5 (14%) males and 50 (21%) females.</li> </ul> <p>HESA benchmark data on this outcome is not available.</p>

		<p>rate for men and devise a strategy;</p> <ul style="list-style-type: none"> <li>We will feed this information into our strategy to increase number of male students on our UG programmes (see APT5).</li> </ul>				
<b>APt 5</b>	<p>Admissions Tutor</p> <p>PGT Programme Managers</p> <p>DPGRS</p>	<p><b>To increase number of men students on our UG, PGT and PGR programmes:</b></p> <ul style="list-style-type: none"> <li>We will champion a co-ordinated strategy via the British Psychological Society;</li> <li>We will investigate the reasons men choose to study psychology;</li> <li>We will embed the reasons why men choose to study psychology in our promotional materials, website, open days, and outreach activities;</li> <li>We will create an Athena SWAN promotional video about the School in which we demonstrate our pro-active championing of inclusion and showcase positive role models of our diverse community.</li> </ul>	High	<p>By 2022, the number of men students on our UG, PGT and PGR programmes will be commensurate with Russell Group benchmarks.</p>	<b>G</b>	<p><b>Male* student intake has improved over time</b>, from n=25 (12%) in 2018/19 to n=37 (16%)* in the 2022-23 BSc Level 1 intake, similar to the HESA Russell Group benchmark figures (18%). While we did not see an increase on the integrated MPsych cohort, the standalone MSc course has witnessed a substantial increase in male students, progressing from 0 (0%) in the 2018-19 cohort to 9 (16%) in the most recent (2022-2023) cohort*. Our PGR intake has fluctuated (see Appendix 2, Figure 1C). Overall, our PGR cohort in 2022-23 was n=7 male/29-female (19% male), similar to HESA Russell Group benchmark figure of 21%.</p> <p>To achieve this improvement, <b>we conducted focus groups with men psychology students</b> and found that they perceived Psychology as a discipline associated with careers in health and education. They associated these sectors with lower-paid jobs, and ‘women’s work’, which did not appeal to them. As such, we created a series of online profiles reflecting two goals which we used in our promotional materials: 1) highlighting men who are employed in successful careers in these sectors and 2) emphasising the wide range of jobs psychology can lead to outside of health and education. We attempted to contact relevant individuals at the British Psychological Society on multiple occasions but did not receive a response.</p>

						<p>Instead, we published a letter about this issue and our work in the area on the British Psychological Society website which was later published in a paper version of their magazine (Johnson, J., Madill, A., Koutsopoulou, G. Z., Brown, C., &amp; Harris, R. (2020). Sex and power in the university. <i>Psychologist</i>, 33, 5-6.).</p> <p>We have planned continued work in this area:</p> <ul style="list-style-type: none"> <li>• We have created a careers brochure which highlights the range of careers psychology can lead to, sensitive to the needs of under-represented students.</li> <li>• We have delivered a citizen science day for boys interested in psychology (under 16s offer) (ran December 2023)</li> <li>• We have increased engagement of male staff involved in outreach programmes for secondary and further education students, to counter perceptions of psychology as a 'girl's subject. At present, 8 male members of staff are contributing to outreach programmes including the Reach for Excellence Programme (for year 12s), the Futures Programme offer (for Year 12s) and the Enrolment Programme with Bradford City College.</li> </ul> <p>This continues to be a priority and has been carried forward to key priority 4 of the NAP 2024-29 (NAP4.3).</p>
<b>APt 6</b>	DoSE PGT Programme Managers	<p><b>To address the underperformance of male UG and PGT students:</b></p> <ul style="list-style-type: none"> <li>• We will analyse in detail the pattern of male UG and PGT performance over the last four</li> </ul>	High	By 2022, attainment for all UG and PGT students will be within 5% of Russell	<b>G</b>	In 2022/23, 7/21 (32%) males* gained a 1 <sup>st</sup> grade, which is above the HESA Russell Group benchmark of 28%. In the same year, 14/21 (67%) gained a 2:1 grade, also surpassing the HESA Russell Group benchmark of 58%. There were no consistent gender differences

		<p>years to discern if there are areas in which men tend to perform better or less well than average;</p> <ul style="list-style-type: none"> <li>We will use this information to improve student education for <b>all</b> our taught students.</li> </ul>		Group benchmarks with no gender differences.		(Appendix 2, Figure 2A). HESA data is only available for UG cohorts; no PGT HESA data on this outcome is available.
<b>Apt 7</b>	Director of Careers	<p><b>To enhance our UG peer-mentoring we will implement a scheme used in other faculties called Peer Assisted Study Support (PASS):</b></p> <ul style="list-style-type: none"> <li>We will liaise with experienced faculties in the setting-up of the scheme;</li> <li>We will identify and train students as PASS mentors;</li> <li>We will monitor, review, and improve in consultation with students.</li> </ul>	High	<p>From 2020, all Level 1 (L1) students will be allocated a PASS mentor.</p> <p>From 2020, the annual student survey will demonstrate satisfaction with peer-mentoring scheme, increasing year-on-year to at least 80% by 2022.</p>	<b>G</b>	<p><b>Since 2019 all L1 students have been allocated a PASS mentor.</b> In 2021/22, students were surveyed regarding how helpful they found the mentoring. Of 30 respondents (26w; 3m; 1PNTS), 24 (80%) reported that they found it 'helpful'. Of those who did not find it helpful, some said that it was due to too many of the contacts being online. As pandemic pressures have lifted, there has been encouragement to move more sessions to being conducted in-person to address this.</p> <p>The contributions of PASS mentors (2019-02: n=47; 2020-21: n=63; 2021-22: n=64; 2022-23: n=52) are recognized in the annual Civic Awards. These are run within the School of Psychology and awarded to students who have contributed to the learning community or overcome personal challenges. <b>Each student PASS mentor receives an award certificate for their contribution.</b></p> <p>The scheme is led by the Director of Careers and supported by our Student Education Support Staff. All PASS mentors undertake a training course to equip them with relevant information (e.g. around plagiarism, safeguarding and mental health first aid). We are now established in delivering PASS; we liaise with the Library and LeedsforLife teams and support</p>

						other parts of the university looking to establish PASS mentoring. <b>Within the university, we are now considered a leader in this area and share good practice with others.</b>
<b>APt 8</b>	DoSE Study Abroad Tutor Placement Tutor	<b>To understand why there is a higher number of men students on our BSc Psychology (International) and fewer on our BSc Psychology (Industrial) than on our BSc Psychology to: (i) increase the number of men on our UG programmes in general; and (ii) Industrial programme in specific:</b> <ul style="list-style-type: none"> <li>We will closely monitor student numbers on our BSc International, BSc Industrial, and BSc Psychology programmes by gender;</li> <li>We will investigate via focus groups and/or survey why students of all genders choose these three programmes;</li> <li>We will feed this information into our strategy to increase number of male students on our UG programmes in general (see APt 5);</li> <li>We will create a strategy to increase number of male students on the Industrial programmes in specific.</li> </ul>	Medium	We will address our marketing and promotion such that the number of male students on our BSc Psychology programme is commensurate with Russell Group benchmarks by 2022.  We will address our marketing and promotion such that the number of male students on our BSc Psychology (Industrial) programme is commensurate with Russell Group benchmarks by 2022.	<b>A</b>	<b>There has been an increase in men on our UG programmes</b> (see APt 5) but over the award period there has not been an increase in the numbers of men students on the 4-year industrial programme. (2018-19: 3m (6%)/45w (94%); 2019-2020: 6m (10%)/57w (90%); 2021-22: 2m (4%)/49w (96%); 2021-22; 2m (5%)/41w (95%); 2022-23; 2m (5%)/40w (95%)*.  As part of the focus groups described in APt 5, men students were also asked about their views on industrial placements. They gave feedback that the placements appeared to be mainly in health and education sectors, and <b>they would prefer placements in the business sector</b> . To address this, the Director for Careers liaised with the university careers service and established a bi-weekly employability newsletter to <b>advertise a new range of placements including regular placements in the business sector</b> . She also provided weekly in-person workshops to support all students with their placement applications.  Feedback from our men students has indicated that they do not want to do an extra year as an undergraduate student and would prefer to graduate sooner.

<p><b>APt 9</b></p>	<p>CDAD Programme Manager</p>	<p><b>To increase student perception of the CDAD PGT programme as welcoming to students of all genders:</b></p> <ul style="list-style-type: none"> <li>• We will examine qualitative responses to our PGT survey for information relevant to improving the perception of how welcoming CDAD is to students of all genders;</li> <li>• We will run a focus group with CDAD students to understand how to improve the perception of how welcoming the programme is to students of all genders;</li> <li>• We will use this information to devise a strategy to improve the perception of how welcoming CDAD is to students of all genders.</li> </ul>	<p>Medium</p>	<p>By 2020, students agreeing that CDAD is extremely welcoming to students of all genders will increase from 38% (2018) to at least 85%.</p>	<p><b>G</b></p>	<p>In 2021, 9/25 (36%) CDAD students responded, 9 <b>(100%) agreed that the programme is welcoming to students of all genders.</b> When we repeated the survey in October 2023, 6/25 (24%) CDAD students responded, and 6 <b>(100%) agreed that the programme was welcoming to people of all genders.</b> Comments included: 'There are people of all genders on the course', 'I see little if none gender based responses or attitudes during teaching or between peers, there is a welcoming and accepting atmosphere', and 'seems inclusive'.</p>
<p><b>APt 10</b></p>	<p>DPGRS</p>	<p><b>To support our PGR from leaving the programme early:</b></p> <ul style="list-style-type: none"> <li>• We will identify reasons PGR leave the programme early through, where possible, interviewing the supervisors of those who left early over the past 4 years;</li> <li>• We will develop a School system to record reasons for PGR early leaving;</li> </ul>	<p>Medium</p>	<p>From 2019, the reasons for PGR leaving the programme early will be recorded by the School and reviewed annually for actions.</p> <p>By the end of 2021, the number of PGR leaving the programme early is</p>	<p><b>A</b></p>	<p>The number of students leaving the programme early has not reduced. However, in the context of the pandemic, an increase in leavers would have been typical. Of students who registered between 2015-2017 prior to our current action plan and the pandemic, 2 out of 37 (5%) withdrew. Of students who registered between 2018-2020, who would have been studying under lockdown conditions, 3 out of 41 (7%) withdrew. This is a marginal difference.</p> <p>An analysis completed in 2021 of the entire cohort compared students who had withdrawn since 2009 (n=13) with the current cohort (n=62). It found that</p>

		<ul style="list-style-type: none"> <li>We will investigate any gender differences in reasons for leaving early;</li> <li>We will use this information to develop a strategy to support our PGR from leaving the programme early.</li> </ul>		reduced by at least 33% (i.e., from six across 2015-17 to no more than four across 2018-2021).		<p><b>there was no variation in gender between the students who withdrew</b> (women = 77%) with the current cohort (73%)*. There was also no difference between the ratio of international students who withdrew (31%) with the current cohort (31%). Reasons for withdrawing were explored with former supervisors and found to include failure at transfer viva, physical and mental health related reasons and financial constraints.</p> <p>We have <b>increased support for students with mental health challenges</b> via the introduction of a 'mental health and wellbeing champion' in 2021. This is a volunteer <b>PGR student who supports the mental health of other PGRs</b> by offering talks, collecting resources and sharing these with their peers via a monthly newsletter and drop-in sessions. This initiative has since been taken on at a Faculty level as recognised "good practice" and is soon to be implemented across the Faculty of Medicine and Health to provide peer support for the PGR wellbeing champions.</p>
<b>STAFF</b>						
<b>APt 11</b>	Athena SWAN Lead HoS HR Manager PALS	<p><b>To build on the strength of the female leadership pipeline to increase the number of women promoted internally to grade 9 (Associate Professor) and 10 (Professor):</b></p> <ul style="list-style-type: none"> <li>HoS and Athena SWAN Champion will review annually the gender balance in committee membership and leadership roles;</li> </ul>	High	By 2022, the proportion of female academic staff at grade 9 and 10 will be at least 60% and at least 40% respectively, from 2018 baseline of 50% (Grade 9) and 29% Grade 10).	A	<p>In 2023, 24 academic staff were Grade 9 (12m, 50%; 12w, <b>50%</b>). 12 academic staff were Grade 10 (9m, 75%; 3w, 25%).</p> <p>During the award period there were 9 applications to Grade 9 (6w, 3m), <b>100% (6) of applications from women were successful</b>, 67% (2) of applications from men were successful.</p>

		<ul style="list-style-type: none"> <li>• HoS will meet annually with HR manager to discuss succession planning and identify opportunities to develop staff towards senior roles;</li> <li>• We will encourage staff to apply for external committee/panel roles through SRDS and mentor/PALS meetings;</li> <li>• We will provide information on, and create opportunities for staff to participate in, internal/external mentoring schemes and networks;</li> <li>• We will enhance support available on promotions via School and Faculty Promotion Workshops and advisors;</li> <li>• We will enhance our PALS initiative to include a 'coaching for promotion framework' to support staff identify career development activities.</li> </ul>			<p>There were 2 applications to grade 10 (2w) 50% (1) was successful*, but one W professor has left the School, therefore no improvement overall (one W was promoted to Grade 10 in 2023 but this was outside the census date).</p> <p>From 2019/20 we have offered four <b>promotions workshops led by successful applicants</b> (2w; 2m). When any staff member was promoted, we have invited them to discuss their experiences to other staff. We have scheduled sessions with promotions panel members to talk to staff about the panel, criteria and expectations of promotion applications.</p> <p>We are taking this forward in the NAP (NAP2.6).</p>
<b>APt 12</b>	Athena SWAN Lead	<p><b>To support part-time and other flexible working opportunities for all staff and investigate and challenge barriers to men's part-time and other forms of flexible working. To do so we will create a task-and-finish-group:</b></p> <ul style="list-style-type: none"> <li>• Who will investigate via focus groups/survey the perception and experience of staff working flexibly and the reasons staff feel unable to take-up flexible working –</li> </ul>	High	<p>By 2020, all line managers within the School will have attended at least one HR flexible working workshop for managers within the last 3 years.</p> <p>By 2021, at least 95% of staff report</p>	<p><b>G</b></p> <p>In 2019 a <b>Flexible Working Task and Finish Group</b> was established, chaired by the Athena SWAN Lead.</p> <p>However, following Covid, the School has committed to implementing the University's 'Our Ways of Working' (OWoW) initiative to support hybrid working arrangements for all staff in Psychology following the pandemic. <b>The number of Academic and PTO staff working flexibly increased essentially to 100%</b> over the award period. Therefore, the task and finish group has been disbanded. In the October 2023 staff survey, <b>96% of staff (96% W; 94% M)</b></p>

		<p>seeking views from staff who work flexibly, those who don't work flexibly, and staff who manage people working flexibly;</p> <ul style="list-style-type: none"> <li>• Who will use this information to refine guidance materials and to develop further actions;</li> <li>• Who will develop case studies of colleagues who work flexibly - promoting these through Staff Meetings, printed material/posters/electronic display screens - in particular raising awareness of the different flexible working arrangements and range of reasons why people work flexibly;</li> <li>• Who will promote and facilitate HRs flexible working workshops, within the context of a new School policy that requires line managers to attend manager sessions.</li> </ul>		<p>they are 'confident that my line manager/supervisor would be supportive of requests for flexible working' on the SCS, from a baseline of 90% (2018).</p> <p>By 2021, at least 90% of staff report satisfaction with School Flexible Working Guidance Document on the SCS, from a baseline of 80% (2018).</p> <p>By 2022, the gender ratio of staff working flexibly is identical to the gender ratio of total staff in the School.</p>		<p>felt "confident that my line manager/ supervisor would be supportive of requests for flexible working."</p> <p>11 staff currently have formal flexible working arrangements (6W, 5M), this is an <b>even split in relation to our overall staff gender ratio</b> of W: 41/73 (56.6%), M: 32/73 (43.8%)*.</p> <p>APPS qualitative comments included 'I have received this support so I know this to be true" (Appendix 2, Table 13).</p> <p>As part of our AS communications campaigns, a <b>Case Study was created from an academic member of staff around the positive impact of flexible working</b> (Pg 42, Figure 14).</p>
<b>APt 13</b>	DoRI	<p><b>To facilitate career progression of research staff by enabling experienced researchers to maintain or increase salary:</b></p> <ul style="list-style-type: none"> <li>• We will, where possible, cost grants at top-of-grade for researcher roles;</li> </ul>	Medium	<p>Between 2019-2022, at least 50% of grants submitted by Principal Investigators in the School, which include research</p>	<b>G</b>	<p><b>95% of research posts were costed at the top of the grade</b> which ensured researchers' salaries were maintained or increased if they were re-appointed to a similar role within the School.</p> <p><b>100% fixed term staff</b> (2018/19 n=22; 2019/20 n=22; 2020/21 n=18; 2021/22 n=20; 2022/23=17) <b>who were re-appointed within the School were appointed at</b></p>

		<ul style="list-style-type: none"> <li>We will monitor implementation and impact of this initiative;</li> <li>We will lead on this good practice by sharing this approach within the University.</li> </ul>		<p>staff, costed at top-of-grade.</p> <p>By 2022, at least 75% of fixed term research staff within the School have been appointed at equivalent or higher salary than their previous post.</p>		<p><b>equivalent to or higher salary than their previous post.</b></p> <p><b>An approach was introduced</b> whereby researchers are now always costed at the top of the grade, unless the grant amount available is limited and costing at top of the grade is therefore not possible.</p> <p>The School's DoRI communicated these best practices at the Medicine &amp; Health Faculty Research and Innovation Committee and they are now fully embedded. As most of our research staff are women (see Appendix 2; Table 4B), our goal was that this work would promote women's careers.</p>
<b>Apt 14</b>	Athena SWAN Champion  HoS	<p><b>To identify any gender-related issues influencing decisions to leave the school by increasing participation in Faculty Exit Interview scheme:</b></p> <ul style="list-style-type: none"> <li>We will raise awareness of the scheme and its purpose through Staff Meetings, printed material/posters, electronic display screens;</li> <li>We will personally invite leavers to participate in a face-to-face exit interview with HR;</li> <li>The Athena SWAN Champion will share uptake data and outcomes with HoS and develop further actions as required.</li> </ul>	Medium	By 2020, participation in exit interviews will increase from less than 20% (2017) to at least 50% and reviewed annually for actions.	R	In the award period, <b>84 staff left</b> (68w; 81%). Only 1 (1.2%) exit interviews took place. Due to lack of capacity in the HR department, exit interviews were deprioritised and ceased to be a standard practice in the School. Our Head of School left in January 2020 and a new Head of School joined in April 2020. Due to this change colliding with the onset of the pandemic, this action was deprioritised. <b>Identifying gender related issues influencing decisions to leave is an ongoing priority</b> and has been carried forward to key priority 3 NAP3.2.
<b>Apt 15</b>	Athena SWAN Champion	<b>To ensure all staff receive training in E&amp;I and unconscious bias (UB) to a</b>	Medium	By the end of 2019, 100% of staff will have completed the	A	Data gathered in November 2023 indicated that <b>70/83 (84%) of all staff have completed the online EDI training.</b>

		<p><b>level commensurate with their role and activities:</b></p> <ul style="list-style-type: none"> <li>• We will promote the University online E&amp;I module, monitor uptake, and enforce mandatory annual training requirement;</li> <li>• We will enshrine a School policy that School staff on School interview panels have enhanced E&amp;I training and have attended unconscious bias training within the last 3 years, proactively prompting relevant staff, monitoring uptake, and pursuing completion;</li> <li>• We will enshrine a School policy to aspire to all School staff having attended unconscious bias training within the last 3 years - advertising training opportunities via e-mail, posters/screens, and providing training via Staff Meetings and Away Days – and monitor engagement.</li> </ul>		<p>online Equality and Inclusion training and do so annually from then on.</p> <p>By the end of 2019, all School staff on School interview panels will have completed face-to-face unconscious bias training within the last 3 years.</p> <p>By the end of 2019, at least 75% of staff will have completed face-to-face unconscious bias training within the last 3 years.</p>		<p>Data gathered in October 2023 indicated that <b>of 20 staff who have sat on school interview panels, 17 (85%) said they had completed face-to-face or half-day UB training during the award period.</b> 15 (75%) said they had done this in the past 3 years.</p> <p>Of 42 staff members who provided data (including those not on interview panels), 32 (76%) said they had completed face-to-face or half day UB training during the award period. 23 of these (55%) said they had completed this in the past 3 years.</p> <p>We have revised plans to address UB in NAP2.8.</p>
<b>APt 16</b>	<p>Athena SWAN Champion</p> <p>PS (Professional Services) Rep</p> <p>HR Manager</p>	<p><b>To support the career development of PTO staff:</b></p> <ul style="list-style-type: none"> <li>• We will fully integrate information and advice relevant to PTO staff in our School Promotions Workshops and run additional PTO-focused School Promotions Workshops;</li> </ul>	Medium	<p>By 2021, 100% of PTO staff report that they ‘understand the promotion process and criteria’ on the SCS, from a baseline of 92% (2018).</p>	A	<p>On the SCS survey in June 2023, <b>100% of PTO respondents (3/3) agreed that their line manager supported their career development.</b> 100% (3/3) also agreed that decisions about appointments are made fairly.</p> <p>In an anonymous PTO survey in July 2023, 2 (50%) staff agreed that they understand the promotion process</p>

		<ul style="list-style-type: none"> <li>• We will signpost PTO staff to promotions advisors within and external to the School;</li> <li>• We will provide enhanced opportunities for PTO staff to undertake secondments and to shadow activities such as attending committees;</li> <li>• We will monitor the impact of the unification of services across the University on the development opportunities available to, and the promotion of, PTO staff and raise issues at relevant University-level forums as necessary.</li> </ul>		<p>By 2021, at least 95% of PTO staff report that they are ‘actively encouraged to take up career development opportunities’ on the SCS, from a baseline of 83% (2018).</p> <p>By 2022, <b>all</b> PTO staff have attended at least one non-compulsory ODPL course, or engaged in at least one other form of developmental opportunity, each year.</p> <p>From 2019, the <b>total</b> number of courses attended by School PTO staff as a group increases year-on-year.</p>		<p>and criteria, 1 (25%) said they were ‘unsure’ and 1 (25%) said ‘no’. <b>3 (75%) agreed that they were actively encouraged to take up career development opportunities</b> and 1 said they were ‘unsure’.</p> <p>In an email survey in October 2023, PTO staff were asked to indicate whether they had attended at least one career development course or engaged in another form of developmental opportunity in the past year. 4 (80%) indicated ‘yes’. One (20%) indicated ‘no’, but commented, ‘I could if I wanted, but I don’t want to’.</p> <p>A <b>focus group</b> was conducted with PTO staff in January 2022 to explore issues relating to feeling valued within the school and career progression. Participants <b>reported varied attitudes</b> towards career development activities. While some were keen to take part in such activities, others said they were happy with their current roles and did not want to be pressured. This feedback was discussed with their manager who agreed to <b>support staff on a case-by-case basis</b>, enabling access to career development opportunities where staff requested this and it could be accommodated.</p> <p>Furthermore, due to centralising of professional services within the university, our numbers of <b>PTO staff have significantly reduced</b> (from a baseline of 20 in 2018/19), and we currently only have 6 such staff in the school, as such, survey responses are small. According to centralised data on university elective course attendance, in 2019/20, n=18 staff attended 35 courses (mean=1.9). In 2020/21, n=18 attended 35</p>
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						courses (mean=1.9). In 2021/22, n=5 staff attended 10 courses (mean=2). In 2022/23, n=1 attended 1 course (mean=1). It should be noted that this data relates to local course data only; data on possible wider course attendance is not recorded and so was not available.
<b>APt 17</b>	Task-and-Finish-Group (HoS)  HR Manager	<p><b>To improve staff satisfaction with SRDS, AAMs, and PALS. To do so we will create a task-and-finish-group:</b></p> <ul style="list-style-type: none"> <li>Who will explore the reasons for staff dissatisfaction and plan and deliver actions in response to findings;</li> <li>Who will review the SRDS Supportive Information Document, provide targeted training for line managers and introduce senior leadership monitoring of the completion and quality of SRDS/AAMs.</li> </ul>	High	<p>By 2021, staff satisfaction with SRDS will increase from 69% (SCS 2018) to at least 80%.</p> <p>By 2021, staff satisfaction with AAMs will increase from 41% (SCS 2018) to at least 75%.</p> <p>By 2021, staff satisfaction with PALS will increase from 66% (SCS 2018) to at least 80%.</p> <p>By 2021, staff satisfaction with the SRDS Supportive Information Document will increase from 72%</p>	R	<p>Data from the SCS staff culture survey in June 2023 indicated that <b>only 10 (39%) of women and 4 (21%) of men agreed that they received useful feedback on their career development through performance reviews.</b></p> <p>Data from the Action Plan Pulse survey in October 2023 suggested that only 20 (65%) women and 9 (53%) men were satisfied with the SRDS process. Of those eligible to have an AAM (academic staff only), 13 (81%) women and 11 (69%) men were satisfied with the AAM process. <b>There is less satisfaction with SRDS than the AAM process.</b></p> <p>The PALS system no longer exists and consideration is currently being given to a new system.</p> <p>We have collected qualitative data regarding staffs' reasons for dissatisfaction with the AAM and SRDS processes. This continues to be a priority and has been carried forward to key priority 2 of the NAP 2024-29 NAP2.7.</p>

				(SCS 2018) to at least 80%.		
<b>APt 18</b>	DoRI  Athena SWAN Champion	<p><b>To review and enhance the support available in the School for research staff:</b></p> <ul style="list-style-type: none"> <li>• We will review and enhance induction materials for researcher staff to include, for example, practical information on career development opportunities such as how to apply to be a rep, how to subscribe to faculty mailing lists, and relevant career development information and documents;</li> <li>• We will review and enhance SRDS for researcher staff to include, for example, resources such as the Vitae Researcher Development Framework to support construction of a formal career plan and personalised training plan to be reviewed at least annually at SRDS (see APt 17);</li> <li>• We will enhance the representation of researcher staff on committees, and inspire and monitor their attendance at School meetings;</li> <li>• We will establish a buddy system for early career researchers.</li> </ul>	Medium	<p>From 2019, a School Research Staff Representative will be recruited, appointed annually, and have an official role on School Executive, School Research &amp; Innovation Committee, and AS SAT/E&amp;I Committee.</p> <p>From 2019, all early career researchers in the School will be allocated a 'buddy.'</p> <p>From 2020, least 20% of Research Staff attend each Staff Meeting.</p> <p>By 2021, new questions on the School Contract Researcher Survey demonstrates satisfaction with</p>	A	<p>Research staff representatives are <b>members of key committees since 2019</b> – The School Research Committee, School Executive Committee and the Athena SWAN Self-Assessment Team. The representatives on the School Research Committee and the School Executive Committee have been women; on the Athena SWAN Self-Assessment Team we have one woman and one man representative.</p> <p>The buddy system was delayed due to the Covid-19 pandemic. <b>The buddy system has started in Jan 2024 for newly joining research staff.</b> All current (n=8) research staff have been offered buddy but have declined. Human resources staff will contact the DoRI when every new research staff member joins so they can be allocated a buddy. Additionally, an Early Career Research Network was established to support Researchers (6w 5m).</p> <p>Research Staff are invited to all staff meetings and attendance rates are monitored. <b>Attendance rates are consistently above 20%.</b></p> <p>5 research staff responded to the Action Plan Pulse survey but only 3 said they took part in SRDS. This is because it is only relevant for some staff, as new joiners do not take part in SRDS. Of those 3, all (100%) agreed they were satisfied with SRDS.</p>

				induction and SRDS of at least 80%.		
<b>APt 19</b>	Athena SWAN Champion ( <i>Madill</i> )  PTO Rep ( <i>Walton</i> )	<b>To ensure PTO staff feel equal and valued members of the School:</b> <ul style="list-style-type: none"> <li>We will signpost training opportunities for PTO staff;</li> <li>We will provide visible role models of PTO staff who have been supported by AS/E&amp;I strategies (e.g., flexible working);</li> <li>We will enable participation in citizenship activities by staff at all grades and categories through consultation on introducing ten hours citizenship for each member of PS staff per annum.</li> </ul>	High	By 2021, response by PTO staff to the “I feel valued” question on the People Management Framework survey increases at least 15% from 2018 baseline.  By 2021, at least 80% of PTO staff participate in citizenship activities each year.	<b>G</b>	<p>The Action Plan Pulse survey indicated that <b>all PTO respondents (n=4; 100%) agreed that they felt valued.</b></p> <p>When asked, 4 of 5 (<b>80%</b>) <b>PTO staff indicated they had undertaken citizenship or development activities</b> each year. The remaining respondent provided qualitative feedback: “I haven’t attended any non-compulsory courses because I haven’t wanted to. I have been able to engage in the past but haven’t wanted to, I like where I work.”</p> <p>Relevant opportunities were provided within the bi-weekly <i>Psycomms</i> newsletter. One PTO staff member used their citizenship time to facilitate a ‘Couch to 5k’ programme for university staff and students. She received a Health and Wellbeing Champion award from the university for this, increasing her visibility as a <b>PTO staff role model.</b></p> <p>After consultation, we identified that PTO staff do not receive a workload time allocation and therefore allocating citizenship time in a formal manner was not possible. A focus group we conducted (n=6) indicated that for PTO staff, having the informal support of their line manager to engage in developmental activities was more important. This was fed back to the Business Manager who line manages PTO staff in the school who reaffirmed her commitment to support PS staff engagement in developmental activities.</p>

<p><b>APt 20</b></p>	<p>Athena SWAN Champion (Madill)</p> <p>HR Manager</p>	<p><b>To increase awareness of parental leave, paternity leave, and shared parental leave:</b></p> <ul style="list-style-type: none"> <li>• We will work with HR to undertake a research project on parental, paternity, and shared parental leave investigating perceptions and barriers;</li> <li>• We will create 'Parent Information' packs detailing the policies and support available and case studies of staff who have used these options;</li> <li>• We will monitor uptake of parental leave, paternity leave and shared parental leave.</li> </ul>	<p>Medium</p>	<p>From 2020, all staff to whom parental leave, paternity leave, and shared parental leave is relevant have received a personalised 'Parent Information' pack.</p> <p>By 2021, staff response to question about knowledge of parental leave, paternity leave, and shared parental leave increases from 74% positive (SCS 2018) to at least 85% positive.</p>	<p><b>G</b></p>	<p><b>A parent information pack has been produced</b> and is shared with staff directly. It is also available on the intranet.</p> <p>The APPS item, 'I am satisfied with the information that is available to me regarding all types of parental leave (including maternity, paternity, adoption and shared parental leave)' received 19 responses that this was not relevant for them. Of the 32 remaining respondents, <b>30 (94%) agreed they were satisfied with the information.</b></p>
<p><b>APt 21</b></p>	<p>Athena SWAN Champion (Madill)</p> <p>HR manager</p> <p>FMH EDI Officer</p> <p>PS Rep</p>	<p><b>To broaden the scope of our initiatives to all protected characteristics:</b></p> <ul style="list-style-type: none"> <li>• We will review School forms to ensure that non-binary gender options are available;</li> <li>• We will raise awareness of and promote the implementation of the University Trans guidance;</li> <li>• We will review our School support with respect to protected characteristics, identifying and</li> </ul>	<p>High</p>	<p>From 2020, non-binary gender options are available on all relevant School forms.</p> <p>From 2021, there is University-wide consistency around</p>	<p><b>G</b></p>	<p>Our <b>review</b> of School forms identified that the only forms which are school specific were the forms used by our ethics committee, which is separate from the wider Faculty ethics committee. We liaised with the ethics committee chair to ensure that <b>research studies approved by the school offer multiple gender options on the data collection tools they use.</b></p> <p>We raised awareness of this issue at Faculty E&amp;I Committee meetings and liaised with the university to encourage consistency across all Faculty and</p>

		<p>addressing gaps and communicate effectively the support available;</p> <ul style="list-style-type: none"> <li>We will work with the University's EPU to develop University-wide consistency around gender declaration on forms.</li> </ul>		<p>gender declarations on forms.</p> <p>By 2021, staff endorsement that the School is supportive of staff irrespective of protected characteristic averages at least 80% across all characteristics and is at least 70% on each individual characteristic. This is a rise from an average of 75% and endorsement as low as 50.7% (gender reassignment) in SCS 2018.</p>		<p>University-level documentation. Following this, in 2020, the university extended gender categories in the Equality Data section of our employee SAP system: The categories are now male/female/non-binary/gender fluid/other. The trans guidance was updated to reflect this in relation to name/gender change procedures.</p> <p>We also supported <b>creation of a new Faculty trans-awareness module</b> by providing peer reviewer feedback. This was implemented in 2023 and is available to all staff and promoted through school comms.</p> <p>On the APPS, items relating to whether staff perceive the school to be supportive regardless of protected characteristics were all rated as 80% or higher, with a mean of 88% agreement across indicators.</p> <ul style="list-style-type: none"> <li>AGE: 37 (80%) agree</li> <li>DISABILITY: 27 (84%) agree</li> <li>GENDER REASSIGNMENT: 11 (92%) agree</li> <li>CIVIL PARTNERSHIP: 37 (97%) agree</li> <li>PREGNANCY: 30 (91%) agree</li> <li>RACE OR ETHNICITY: 31 (84%) agree</li> <li>RELIGION OR BELIEF: 29 (88%) agree</li> <li>SEX: 40 (83%) agree</li> <li>SEXUAL ORIENTATION: 32 (94%) agree</li> </ul>
<b>APT 22</b>	Athena SWAN Champion ( <i>Madill</i> )	<p><b>To ensure workload is allocated on a fair basis irrespective of gender and improve staff perception of this:</b></p> <ul style="list-style-type: none"> <li>We will compare WLM categories (e.g., student education, research)</li> </ul>	Medium	By 2021, the perception of female staff that workload is fairly allocated will rise	<b>R</b>	In the SCS, only <b>12 (24%) staff agreed or strongly agreed that workloads were allocated fairly</b> . Of women staff, 8 (30.8%) agreed or strongly agreed workloads were allocated fairly. Of men staff, 4 (21.1%) agreed or strongly agreed.

	Workload Resource Manager (McGorrigan)	<p>bi-annually by gender to discern if work is allocated on fair basis irrespective of gender;</p> <ul style="list-style-type: none"> <li>Where disparities are found, we will improve the process of work allocation towards greater gender parity (e.g., through introducing tighter monitoring and targets at point of allocation and a monitoring cycle);</li> <li>We will raise awareness of the steps taken to ensure fairness using a 'You said, We did' campaign.</li> </ul>		<p>from 81% (SCS 2018) to 90% and the perception of male staff will remain at 100%.</p> <p>By 2021 all WLM categories are within 5% parity by gender (taking into account staff full-time-equivalence [FTE] by gender).</p>		<p>During the pandemic, the WLM was deprioritised, and student experience and education were instead prioritised. There were changes due to the pandemic which impacted tariffs, including a radical switch to online teaching. <b>The tariffs were not kept up to date</b>, and so did not reflect the changes to different activities caused by remote working and adaptations for the pandemic situation. This impacted the accuracy of reports based on the WLM. A new WLM is due to be implemented but data on gender parity is not currently available. This continues to be a priority and has been carried forward to key priority 2 (NAP2.2).</p>
<b>APt 23</b>	Seminars co-ordinator (Morehead)	<p><b>To embed Athena SWAN principles formally into seminar speaker programme:</b></p> <ul style="list-style-type: none"> <li>We will develop guidance requiring organisers to achieve appropriate diversity of speakers within our seminar programmes;</li> <li>We will monitor on an ongoing basis the profile of seminar speakers and present this annually at AS SAT.</li> </ul>	Medium	<p>Between 2019-2022, 50% of speakers in School seminar programmes are women.</p> <p>Between 2019-2022, 15% of speakers in School seminar programmes are of minority status (e.g., with respect to ethnicity, disability etc.).</p>	<b>G</b>	<p>Our seminar programme invites external research speakers. Seminar organisers have been given guidance on programme scheduling. The guidance instructs them to seek <b>early career researchers and women speakers</b>. A <b>diversity monitoring form was established</b> and results indicated that of 13 speakers, 9 (69%) were women, 2 (15%) had a disability, 3 (23%) were from the LGBTQ+ community and 5 (39%) had caring responsibilities. All speakers (13; 100%) were of White ethnicity, so there is a continued need to invite future speakers from non-White ethnic backgrounds.</p>

**Table 4:** RAG rated progress on gender equality from previous action plan.

## 2.1.1 Evaluating progress against the previous action plan

Our existing Silver APn contains 23 actions, none have been discontinued. Of our APts, 14 (61%) are RAG-rated Green, 6 (26%) are Amber, and 3 (13%) are Red. Within our 13 high priority actions, 11 (85%) are Green, 1 (7.5%) is Amber and 1 (7.5%) is Red (Table 5).

ACTION POINT NO.	PRIORITY	ACTION
APt1	HIGH	Increase representation of male students on AS SAT
APt2	HIGH	Increase engagement of men staff in Athena SWAN
APt3	MEDIUM	Raise student awareness and understanding of unconscious bias
APt4	HIGH	Increase number of male students entering our UG programmes via widening participation
APt5	HIGH	Increase number of male students on our UG, PGT and PGR programmes
APt6	HIGH	Address the underperformance of male UG and PGT students
APt7	HIGH	Enhance UG peer-mentoring, implement a Peer Assisted Study Support (PASS) scheme
APt8	MEDIUM	Understand why there is a higher number of male students on our BSc Psychology (International) and fewer on our BSc Psychology (Industrial) than on our BSc Psychology
APt9	MEDIUM	Increase student perception of the CDAD PGT programme as welcoming to students of all genders
APt10	MEDIUM	Support our PGR from leaving the programme early
APt11	HIGH	Build on strength of the female leadership pipeline to increase the number of women promoted internally to grade 9 (Associate Professor) and 10 (Professor)
APt12	HIGH	Support part-time and other flexible working opportunities for all staff
APt13	HIGH	Facilitate career progression of research staff by enabling experienced researchers to maintain or increase salary
APt14	MEDIUM	Identify any gender-related issues influencing decisions to leave the school by increasing participation in Faculty Exit Interview scheme
APt15	MEDIUM	Ensure all staff receive training in E&I and unconscious bias to a level commensurate with their role and activities
APt16	MEDIUM	Support the career development of Professional and Support staff
APt17	HIGH	Improve staff satisfaction with, SRDS, AAMs, and PALS
APt18	MEDIUM	Review and enhance the support available in the School for research staff
APt19	HIGH	Ensure PTO staff feel equal and valued members of the School
APt20	MEDIUM	Increase awareness of parental leave, paternity leave, and shared parental leave
APt21	HIGH	Broaden the scope of our initiatives to all protected characteristics
APt22	MEDIUM	Ensure workload is allocated on a fair basis irrespective of gender and improve staff perception of this
APt23	HIGH	Embed Athena SWAN principles formally into the seminar speaker programme

**Table 5:** Summary of RAG rated action points from 2018 - 2023 Silver action plan

## 2.1.2 Methodology of action plan implementation

The SoP SAT oversaw action plan implementation. Tasks were allocated to named, accountable, action holders. Written and verbal updates were given at SAT meetings. Each APt had set evaluation criteria which were assessed with qualitative feedback or quantitative data. Confidential data was reviewed by members of the Core Writing Group, accessed in liaison with HR and EDI staff across the UoL.

UoL has demonstrated further commitment to AS by creating **dashboards** (launching June 2024) enabling regular review of mandatory data. This will enable relevant action points (e.g., NAP2.6) to be regularly monitored. Looking forwards, SAT have **mapped the 18 actions** over the five-year award to support planning and oversight. This delivery map will be reviewed annually to **help identify and mitigate issues around progression of actions** (Figure 13).

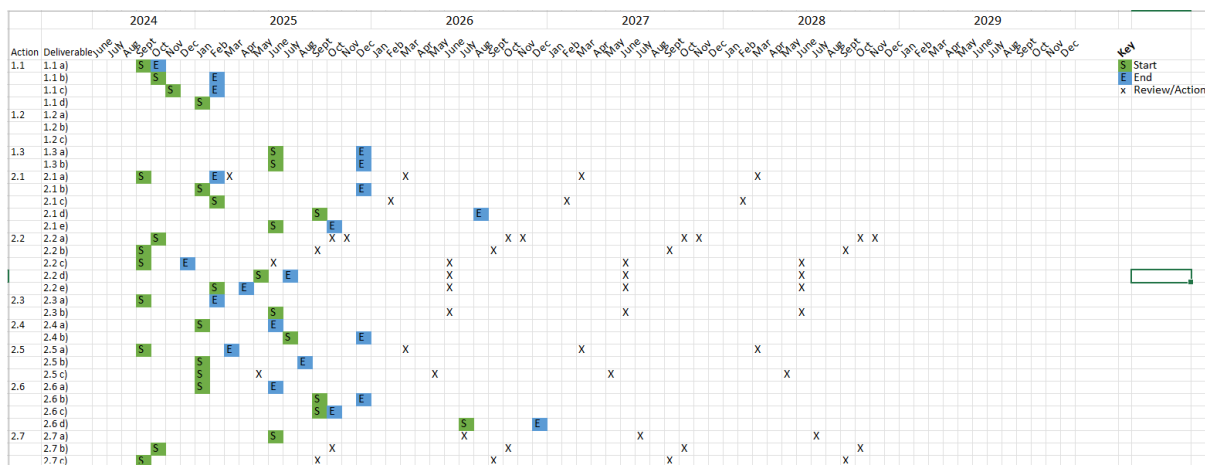


Figure 13. Gantt chart demonstrating how actions will be planned and tracked in the NAP.

## 2.1.3 Critical reflection on barriers to and facilitators of progress

### Pandemic related impact

Lack of progress on some actions related to changed priorities within our School and University during and following the Covid-19 pandemic. While our work to improve SRDS and PALS (APt17, Red) commenced prior to the pandemic, this was **halted during the lockdowns** and over this time the PALS system was disbanded due to staff dissatisfaction. This continues to be a priority (KP2; NAP2.7). Similarly, our plans to set-up a buddy system for research staff (APt18, Amber) were **deprioritised during the pandemic**, but have since been resumed (Jan 2024); we will also implement a mentoring programme in future (NAP2.5). Furthermore, we have established an early career network for research staff which has faculty support and a budget for activities. While several women were promoted over the assessment period (APt11, Amber), **promotions and recruitment were paused** from March 2020-August 2020 due to pandemic pressures, which contributed to our inability to meet the target we had outlined. It is also likely that the wider **gendered impact of the pandemic and lockdowns impacted women within our School**, reducing

their capacity to undertake career-development activities such as grant applications and publications<sup>2</sup>. We are addressing this in our NAP (NAP2.6).

Similarly, our students experienced considerable pandemic-related upheaval. We focused **on ensuring they completed assessments and research projects** so they could graduate. Our PGR students were particularly impacted, as their study depends on the completion of research projects, which were mostly halted or delayed by pandemic restrictions. Moreover, **opportunities for informal social support were reduced** due to lockdown measures. In response, we introduced changes to increase PGR support (APt10, Amber):

- The creation of a School **PGR wellbeing champion** role, who provided informal support and signposting to university resources.
- University-provided **PGR specific counselling** and drop-in sessions.
- A new **series of university-provided workshops and webinars on PGR well-being**.

Despite this, we did not reduce leaver rates (APt10, Amber). We think that this is due to:

1. Leaver rates were low at baseline, so reductions on this would have been challenging.
2. Several published reports have highlighted negative pandemic-related impacts on PGRs<sup>3</sup>. In the absence of the positive interventions outlined above, we anticipate that these impacts would have increased leaver rates.

Given this research and context we believe other priorities are more pressing and will have greater impact therefore we are not carrying this action to the NAP.

Covid has conversely **facilitated progress against some priorities**. Due to hybrid working being widely adopted, all of our staff including PTO colleagues can now work more flexibly and from home providing business needs can be met (APt12, Green).



**Figure 14.** AS Communications for Action Point 2 and 12: 2018 - 23 Action Plan

<sup>2</sup> <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7302767/>

<sup>3</sup> UKRI Covid-19 Student Consultation: Helen Burridge, Shivonne Gates, Padmini Iyer, Emily Roberts and Julia Griggs, 25 September 2020, UK Research and Innovation

## Challenges associated with gendered perceptions of Psychology

**Reducing gendered perceptions of Psychology** as a discipline and improving gender balance in our cohorts was a priority in our previous APn, reflected in APt4 (Green), APt5 (Green), APt8 (Amber) and APt9 (Green). We undertook **focus groups with male students**, and have established a programme of related work. Our Educational Engagement Lead organises an annual **'Boys into Psychology' on-campus workshop day** for pre-16s, where boys gain experience of Psychology topics using state-of-the-art facilities on-campus. Our events have been successful in:

- Increasing the perspective that Psychology is welcoming to students of all genders (APt9, Green)
- Increasing the number of men students we enrol from widening participation backgrounds (APt4, Green) and more generally (APt5, Green)



**Figure 15.** AS Communications for Action Point 2 and 7 Promote Participation of Men Students in Psychology; 2018 - 23 Action Plan

We have not seen a concomitant increase in the number of men students choosing industrial placement years (APt8, Amber). Focus groups suggested that men students wanted placements in industry and the private sector, rather than in education and health. Our Careers Director, who oversees industrial placement years, responded by:

- Coordinating with the careers service to increase the number of advertised placements in industry/private sector.
- Circulating a bi-weekly emails advertising these to all students.
- Offering a weekly drop-in session to support students' placement applications.

Informal feedback from men students to staff has also suggested that they do not want to extend their undergraduate degree by a year and would prefer to graduate sooner and enter the workforce. As men students seem satisfied with support provided and are consciously choosing a different option, this is not a priority in our NAP.

### Changing evidence base on unconscious bias training

In our APn, we aimed to engage all staff in annual online equality training and three-yearly repeated face-to-face UB training (APt15, Amber). However, after implementation of this action, our EDI committee suggested they did not believe that these courses should be retaken on a regular basis unless they had qualitative content changes. They had concerns this would feel repetitive. In response, we focussed on delivering both types of training at least once to all staff members and to incoming staff members.

Prior to the pandemic, face-to-face UB training was provided by FMH. However, during the lockdowns this was paused. In December 2021 we commissioned two half-day unconscious bias workshops to enable new staff to receive this training. 13 colleagues attended. However, we did not manage to deliver this training to all staff (APt15, Amber). Recent developments in the evidence base around UB training have suggested that **this may not offer tangible benefits to progress equality and diversity within organisations**<sup>4</sup>. Instead, we will focus on bias reduction in staff interviews as a response to our analysis indicating that this may be where bias is occurring (NAP2.8).

### External factors influencing staff workload and numbers

The AS award period (2018-2023) coincided with an extremely challenging period for higher education and for applied health research, including a **constantly changing external landscape and regular industrial action**. This has resulted in higher workloads for staff and reduced our capacity to deliver planned actions. For example, due to staffing shortages, the anticipated rollout of the FMH WLM has been paused and so there has been no progress against APT22 (Red).

*“We have not had a functioning workload model for years so workload allocation has been very weakly managed across the board”*

Man, Academic, SCS

When the WLM is reinstated, data will be analysed to explore gender bias in citizenship and academic activities. We expect to have accurate data to analyse by September 2024 (NAP2.2). Similarly, due to lack of capacity in the university HR

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<sup>4</sup> Moving Beyond Implicit Bias Training: Policy Insights for Increasing Organizational Diversity: Ivuoma N. Onyeador, Sa-kiera T. J. Hudson and Neil A. Lewis, Jr., 11 February 2021

department, exit interviews were deprioritised and ceased to be a standard practice, preventing progress against APt14 (Red). We have planned to address this in NAP3.2. In response to external changes, the university has sought to increasingly centralise professional services staff. This has **reduced the number of PTO staff within our School** and impacted upon our delivery of APt16 (Amber), regarding career development of PTO staff. To understand the impact of these changes on these staff, we conducted a focus group (January 2022). This suggested the action points were not a priority for all members of PTO staff which led us to instead recommend an individualised approach to PTO career development activities, which was supported by their manager. For example, since this time, one member of staff has been supported by their manager to undertake a diploma to develop their career.

## 2.2 Key priorities for future action

Our key priorities identified in our new action plan (NAP) are based on the need to 1) address gender-related issues identified through our data collection process and 2) continue and improve upon actions from our APn where our goals were not fully met, and which remain important.

### Key Priority 1: Equip current and future leaders to promote EDI and deliver the AS new action plan

#### **Ensure Senior Leadership engage with AS principles and priorities (NAP1.1).**

Although we have progressed against our actions, initiatives are not seen to be coordinated by School Leadership. The SCS indicated only 38% of women perceived leadership support for gender equality (29% of women academics (5/17) vs 68% of men (Appendix 1, Table 2). To ensure our Senior Leadership enable delivery of the NAP, the Deputy HoS role description will now incorporate the AS Lead role and all actions are owned by a SEC member.

*“The only time I hear gender mentioned is in relation to there not being enough boys on the course”*

Man, Academic, SCS

**Leadership development will be underpinned with the knowledge and skills to create an equitable workplace for all (NAP1.2)**, to ensure our future leadership are role models and gender equity advocates. FMH’s new Values Led Inclusive Leadership Programme will support this action.

**Resource and reward AS & EDI activity (NAP1.3).** Of our staff, 45% (13/29) agreed that *“the University is taking meaningful action on EDI”* (EES), lower than the overall FMH response of 63% (439/697). Fewer men respondents agreed than women (36% (4/11) vs 53% (9/17), Appendix 2, Table 8A). Meaningful time allocation for EDI/AS work will be included in our WLM and EDI/AS work will be used

as supporting evidence in promotions applications. This aligns with the UoL EDI Strategy 2023-2025 Implementation Plan 'Resourcing, Rewarding, and Recognising EDI' workstream.

## **Key Priority 2: Build sustainable rewarding careers for all women**

**Improve the training, workload allocation and wellbeing of Postgraduate Teaching Assistants (PGTA) (NAP2.1).** 75% of our Grade 6 PGTA colleagues are women (6/8). The role involves a high teaching workload which we know impacts on time allocated to PhD research and on their wellbeing (Appendix 2, Table 12).

**Support fair and transparent workloads (NAP2.2).** There is under-representation of women in senior grades in the School (Appendix 2, Table 7A). High academic workload can affect this by impacting engagement with career development activities; it can also affect wellbeing. In the SCS, only 24% (8/33) of academic staff thought workload was divided fairly: men 21% (3/14) vs women 29% (5/17) (Appendix 1, Table 3).

***“My experience is that women are not valued, and no account is taken of the increased pastoral workload that they carry: as a result of being more approachable that many (but by no means all) male colleagues or being perceived as such by students”***

Woman, Academic, SCS

**Increase participation in leadership programmes and provide time for career development (NAP2.3).** Leadership programmes can raise the confidence and ambitions of participants, which may help support career development. Since 2020, 5 of our staff have attended Aurora (women's leadership programme for staff up to Grade 8), and this will continue. FMH is developing an inclusive leadership approach, and support for those considering senior leadership. Our AS Lead was nominated for the new UoL 'Connected Leadership' programme which is for staff in grades 9 and 10. FMH has committed to providing 10 days of professional development time for all staff.

***“There is little focus or support in terms of career development within the School itself”***

Woman, Academic, SCS

**Support PTO career development (NAP2.4).** As in the rest of UoL most of our PTO staff are women (83% (5/6) (Appendix 2, Table 4C). Promotion is only possible when a business case can be made for the role to be up-graded. To progress, most PTO staff need to apply for another role. We will work with our FMH Director of

Operations (DO) to create opportunities for career development to ensure readiness when opportunities arise.

**Support sustainable careers for researchers (NAP2.5).** More women than men are on research employment contracts with a specific end date (89% women (8/9) in 2022, 63% of women (5/8) in 2023) (Appendix 2, Table 4B). UoL's Fairer Futures for All policy has significantly reduced the number of fixed-term contracts and provides an enhanced support package for these colleagues in terms of support for redeployment. This does not address career development in role however, and we will mitigate the gendered impact of serial research contracts, including a new Mentoring Scheme and greater access to career development opportunities.

**Increase the number of women applying for promotion especially to Professor (Grade 10) (NAP2.6).** During the award period, there were no more than 4 women professors within any year, whereas the number of men professors ranged between 9-11 each year (Appendix 2, Table 4a). The lack of women applying for promotion to professor was a major contributor. Each year there were 10-12 women at Associate Professor who were eligible to apply for promotion to professor. However, only two women applied for promotion to professor during the award period; and only one woman was promoted to this grade (Appendix 2, Table 7a). No men applied for promotion to professor. We will address this in our NAP.

**Improve consistency and satisfaction of our appraisal system (SRDS/AAM) (NAP2.7).** In the SCS, only 17% (1/6) of researchers and 33% (11/33) academics said they received useful career feedback through performance reviews (Appendix 1, Table 5). SRDS/AAM are the main mechanisms for this and we will improve these processes through the NAP. This work is a cross-faculty priority and aligned to the FMH People and Culture Plan

**Reduce bias in recruitment (NAP2.8).** Averaged across all years, shortlisted women were offered the job 13.3% of the time, while shortlisted men were offered the job 54.3% of the time (Appendix 2, Figures 5A, 5B, & 5C). Above Grade 6, shortlisted men were more likely to be offered the job than shortlisted women (Appendix 2, Figure 5Ci). We will work with the FMH Team to bring Unconscious Bias Observers (UBOs) onto our recruitment panels to address gender related and other forms of bias.

### **Key Priority 3: Build a staff culture that understands and values gender diversity**

**Promote gender identity self-disclosure and improve data collection (NAP3.1).** Throughout the assessment process we were faced with a lack of data regarding staffs' gender identities and so were unable to investigate/understand the potential experiences of people of marginalised/minority genders. We will increase support for gender identity disclosure and improve our systems and approaches for collection and analysis of this data. For example, UoL hold diversity monitoring data on staff

but will not disclose this to the Psychology AS Lead due to the small size of our School and concerns around the potential for identifying individuals. We were able to request gender identity information from individuals as part of our SCS/APPS, but only one individual disclosed a non-binary gender identity and three preferred not to disclose gender-identity information. Collecting and analysing staff demographic data can provide us with a better intersectional understanding, for example with race and disability in addition to gender. Without this data, we cannot capture issues affecting staff belonging to minority groups. This is important as some staff in the School do not feel that their voice is heard; on the EES, only 5/29 staff (17%), including 5 women (29%) and 0 men (0%) agreed with the item, 'my voice counts' (Appendix 2, Table 8a). On the SCS, only 28/53 (54%), 15/26 (58%) women, 10/19 (53%) men agreed with the item 'I feel comfortable speaking up and expressing my opinions' (Appendix 1, Table 1). Of participants who preferred not to disclose their gender, only 1/3 (33%) agreed with this item. Such findings highlight a need to give voice to and improve the conditions of staff with diverse gender identities and experiences.

**Utilisation of exit interviews** (NAP3.2) was discontinued during the award period and RAG rated red due to lack of capacity in the HR department. Sharing sensitive information including gender identity and experiences (e.g. harassment or bullying) may be more likely to be captured here enabling us to identify and understand gender-related issues causing leavers.

**Create an inclusive culture that is informed and welcoming toward gender diversity** (NAP3.3). There needs to be greater awareness and visibility of diverse gender identities and experiences. For example, while numbers are low, with only 1% of UoL staff identifying a non-binary, genderfluid, or as another gender,<sup>5</sup> we need to create an environment that treats people of all gender identities with full respect.

**Improve EDI Communications** (NAP3.4) to raise the profile of AS work, to disseminate information on progress, to promote understanding, and to celebrate diverse gender identities and experiences.

#### **Key Priority 4: Create an Inclusive learning environment for all our students**

**Create a welcoming environment for our diverse student population** (NAP4.1). FSS data revealed only 54% of students (30/56) agreed with the statement '*The School makes it clear that transphobic attitudes and behaviour by students are not acceptable*' (Appendix 2, Table 10A). We will hold initiatives to raise awareness of and celebration of gender and other forms of diversity (e.g. through campaigns against microaggressions and promotion of the FMH trans-awareness training; Figure 16).

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<sup>5</sup> <https://equality.leeds.ac.uk/equality-data/staff-data/staff-data-2024/>

Furthermore, our School currently lacks diverse role models and intersectional role models in terms of race, disability and sexual orientation. In the FSS 23.2% (13/56) of students agreed there was 'disability' representation, and 35.7% (20/56) agreed there was staff representation in terms of 'race and ethnicity' and 'sexual orientation' (Appendix 2, Table 10A). We must ensure disabled, racially minoritised, LGBT+ students, and those from other intersectional minoritised groups feel they belong in our School.



Figure 16. Microaggression poster campaign.

**Raise awareness and encourage use of reporting mechanisms (NAP4.2).** Though we have student FSUGs, the FSS (Appendix 2, Table 9) found only 37.5% (21/56) of Psychology students knew of them vs 77.7% (98/126) of students in Medicine, 76.7%

(23/30) in Dentistry and 54.3% (44/81) in Healthcare. Only 5% of all cases reported to the FSUG were from Psychology (Appendix 2, Table 9A). Meanwhile, just 32% (18/56) of SoP students were aware of UoL's Report and Support platform linked to the Harassment & Misconduct Team. In the NAP we will promote awareness of speaking up mechanisms to enhance student safety.



**Figure 17:** our Freedom to Speak Up Guardians

### **Increase Gender Diversity in our Undergraduate Population (NAP4.3).**

Consistent with other Psychology programmes, we have low numbers of men students (Appendix 2, Figure 1A). Men enrolling on our MSc increased from 0% in 2018-2019 to 15.8% in 2022-2023, but men remain a minority gender. In our FSS 62.5% (5/8) men students reported feeling uncomfortable due to their gender with other students and staff. In contrast, 13% of women reported feeling uncomfortable with other students due to their gender (6/46) and 20% with staff (9/46) (Appendix 2, Table 10A). We will create a welcoming, comfortable environment for our men students.

## SECTION 3: FUTURE ACTION PLAN

New Action Plan 2024-29

Key Priority 1: Equip current and future leaders to promote EDI and deliver the Athena SWAN action plan				
PLANNED ACTION & RATIONALE	KEY DELIVERABLES	TIMEFRAME	ACTION OWNER	SUCCESS CRITERIA
<p><b>ACTION 1.1</b> <b>Ensure Senior Leadership engage with AS principles and priorities</b></p> <p>RATIONALE: Currently perceptions of departmental leadership supporting gender equality is low, especially from women (W 38% and 68% M). We will therefore provide clarity and accountability of Senior Leadership involvement in AS work to prioritise gender equality work, shape culture, and deliver the action plan.</p>	<p>1.1 a) Plan and deliver an AS refresh session for SEC members to include a briefing on the four key priority themes and <b>roles and responsibilities in leading the delivery</b> of the action plan.</p>	<p>Start: 01/09/2024 End 31/10/2024</p>	<p><b>HoS</b></p> <p>Supporting delivery:</p> <ul style="list-style-type: none"> <li>• DHoS/AS Lead</li> <li>• Business Operations Manager (BOM)</li> <li>• HR Manager</li> <li>• Gender Equity Officer (GEO)</li> </ul>	<p>After the AS Refresh Session 100% of SEC members agree in evaluation responses they are 'clear about the 4 AS key priorities and their role in delivering'.</p> <p>AS action owners (HoS, DHoS, DoSE, DoRI, BOM) have updated leadership role descriptions including identification of AS responsibilities.</p> <p>By 2028 SCS ≥ 80% of women staff agree with the SCS statement 'Departmental leadership actively supports gender equality' (2023 survey 52%: 10/26 w, 38%: 13/19 m, 68%).</p>
	<p>1.1 b) With HR Manager, review and <b>update leadership role descriptors</b>:</p> <ul style="list-style-type: none"> <li>• HoS, DoSE, DoRI, BOM to ensure they accurately reflect Athena Swan responsibilities, and requirement for role holder to demonstrate their commitment to the AS Charter principles.</li> <li>• DHoS role description to incorporate the AS Lead role, increase FTE from 0.3 to 0.6 and advertise as post is currently vacant.</li> </ul>	<p>Start: 01/07/2024 End: 28/02/2025</p> <p>DHoS advertise role 01/08/2024</p>		
	<p>1.1 c) Work with HoS to ensure that leaders' <b>SRDS / AAM meetings include discussion around EDI</b> responsibilities, objectives and their role as action owners for the AS NAP.</p>	<p>Start: 01/11/2024 End: 28/02/2025</p>		
	<p>1.1 d) AS Leads and FMH Gender Equity Officer to support the action plan delivery by agreeing the mechanisms (e.g. standard reporting template) with Action Owners for <b>monitoring and completing actions</b>. Action owners reporting back termly on their actions at AS SAT meetings: identifying barriers and</p>	<p>Start: 03/01/2025</p> <p>Every Action Owner reports to SAT once a term</p>		

	enablers; if action stalls, troubleshooting takes place collaboratively with SAT.	(3 times a year)		
<p><b>ACTION 1.2</b> <b>Underpin leadership development with the knowledge and skills to create an equitable workplace for all.</b></p> <p>RATIONALE: EES Survey demonstrated only 45% (13/28) staff agreed the University takes meaningful action on EDI, at a lower rate than the rest of the FMH at 63% (439/697). We will therefore develop a culture where Gender Equality and wider EDI work is visual and prioritised.</p>	1.2 a) HoS to work with FMH EDI Dean and FMH OD to introduce the faculty's new Values Led Inclusive leadership programme. Senior leadership to role model participation and support staff initially of grades 9 and 10 and then during the award period, all staff to take part.	Launch: 01/10/2024 Evaluate: 01/07/2025 Extend: 01/10/2025 Evaluate 10/01/2026	<p><b>ACTION OWNER: HoS</b></p> <p>Supporting delivery:</p> <ul style="list-style-type: none"> <li>• SEC Members</li> <li>• FMH Comms Officer</li> <li>• GEO</li> </ul>	<p>≥70% attendance of staff at the celebration event (hybrid) hosted by HoS and SEC.</p> <p>By 2028 ≥ 70% staff will agree that the university takes meaningful action on EDI (add to SCS) (compared with 2023 EES baseline score of 45%).</p> <p>Staff awareness measured once a year and tracked over the award period using Vevox polling platform. ≥ 80% staff (as measured by poll) to be aware of AS activity by 2028.</p>
	1.2 b) HoS and SEC to host an <b>all-school celebration</b> of successful silver renewal award.	On notification of award		
	1.2 c) Ongoing <b>demonstration of SoP commitment to AS principles</b> of gender equality by leadership at school events and through communications (e.g. Psycomms newsletter).	Every term, continues through the award period		
	1.2 d) Action holders to work with the AS Lead to <b>regularly update Athena Swan communications</b> to ensure AS visibility in physical and electronic spaces: webpages, social media, intranet and printed materials reflecting progress and success of gender equality work within the SoP.	Updated every term, continues through the award period		
<p><b>ACTION 1.3</b> <b>Resource and reward AS &amp; EDI activity</b></p> <p>RATIONALE:</p>	1.3 a) Work with HR, Faculty Deputy Dean and EDI leads across FMH Schools to create and share guidance for academic / PTO colleagues on how <b>Athena Swan and EDI work can be used as evidence in applications for promotion:</b> drawing on Faculty benchmarks. Make available to line managers during AAM / SRDS discussions.	Start: 01/06/2025 End: 20/12/2025	<p><b>ACTION OWNER: HoS</b></p> <p>Supporting delivery:</p>	<p>Guidance on using AS and EDI experience in promotion applications created.</p> <p>In 2029 100% of actions in the present action plan RAG rated green.</p>

<p>We have seen low perception of Gender Equity work being recognised and delivered well. We will therefore create initiatives to raise reward, recognition, and celebration of gender equity work, to reflect the importance and impact.</p>	<p>1.3 b) Review <b>AS/EDI Workload Model allocation and increase/introduce where appropriate</b> to reflect SAT EDI work. Collaborate with the faculty WLM Lead to ensure a consistent and fair approach across all four schools of the faculty.</p>	<p>Start: 01/06/2025 End: 20/12/2025</p>	<ul style="list-style-type: none"> <li>• DHoS/AS Lead</li> <li>• HR Manager</li> <li>• GEO</li> <li>• BOM</li> <li>• Faculty WLM Lead</li> </ul>	<p>By 2028 &gt;70% of staff of all genders agree with the culture survey statement 'EDI work is recognised when workload is allocated' (2023 survey 34%: 17/47)</p> <p>Review conducted; revised set of AS/EDI WLM allocations agreed</p> <p>By 2028 &gt;70% of staff of all genders feel confident in SoP's ability to deliver on the AS 4 key priorities (add to SCS)</p>
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## Key Priority 2: Build sustainable rewarding careers for all women

PLANNED ACTION & RATIONALE	KEY DELIVERABLES	TIMEFRAME	ACTION OWNERS	SUCCESS CRITERIA
<p><b>ACTION 2.1</b> <b>Improve the training, workload allocation and wellbeing of Postgraduate Teaching Assistants (PGTA).</b></p> <p>RATIONALE: The majority of our PGTAs are women and a recent survey indicates some poor experiences of these post-holders. We therefore want to ensure the roles receive good career development and wellbeing support.</p>	<p>2.5 a) DoSE to <b>oversee a task and finish group</b> to work with those in PGTA roles to review, scope around similar roles across the University, make recommendations for improvements for current and future post holders, share recommendations with SEC for approval.</p> <p>2.5 b) DoSE will work with DHoS and HR to implement changes and improvements.</p>	<p>Start: 01/01/2025 End: 30/06/2025</p> <p>Start: 01/07/2025 End: 20/12/2025</p>	<p><b>ACTION OWNER: DoSE</b></p> <p>Supporting delivery:</p> <ul style="list-style-type: none"> <li>• EDI Lead</li> <li>• HR Manager</li> </ul>	<p>By 2028, percentage of PGTAs agreeing with the statement, 'the PGTA role has met the expectations I had when I started' will increase to ≥80% (from 2024 baseline of 40%, n=2).</p> <p>By 2028, percentage of PGTAs agreeing with the statement 'I have been supported to develop my PhD/research skills' will increase to ≥80% (from 2024 baseline of 60%).</p> <p>By 2028, percentage of PGTAs agreeing with the statement 'I have been supported to develop</p>

				my teaching/marking skills' will increase to ≥80% (from 2024 baseline of 20%).
<b>ACTION 2.2</b> <b>Support fair and transparent workloads</b>  RATIONALE: Generally more women may be affected by workload allocation / request part-time working / take parental leave more often. By gaining a better understanding of the impact of workload allocation, we can work to mitigate any gendered issues and enable further career development-related activities for all staff.	2.2 a) <b>DHoS/AS Lead to create and communicate a transparent process</b> and timeline to ensure regular workload review and update of tariffs to improve accuracy of the workload model to align with annual AAM and SRDS meetings.	Start: 01/09/2024  End: 28/02/2025	<b>ACTION OWNER: DHoS/AS Lead</b>  Supporting delivery: <ul style="list-style-type: none"> <li>• DoSE</li> <li>• DoRI</li> <li>• BOM</li> </ul>	Four annual reports of gender parity regarding workload allocation produced during the award period.  Workload model review process published on staff Teams site and in staff newsletters in 2025.  By 2028, agreement with the SCS item, 'workloads in my department are allocated fairly' will increase to ≥60% (from 2023 baseline of 24%, n=12)  By 2028, agreement with the SCS item, 'My current workload is manageable' will increase to >70% (from 2023 baseline of 51%, 25/47)
	2.2 b) <b>Annual reports to be conducted to assess gender parity in workload allocation</b> and shared for transparency by the DHoS/AS Lead at all-staff meetings.	June 2025 and repeated annually at this time		
<b>ACTION 2.3</b> <b>Increase participation in leadership programmes and provide time for career development</b>  RATIONALE:	2.3 a) <b>HoS to support five Aurora (grades 6-8) and/or Connected Leadership (grade 9-10) places</b> for women staff annually. At the beginning of every academic year, HoS to schedule an agenda item at <b>SEC to review all eligible staff and DHoS then contacts 5 women to encourage to apply for these courses.</b> SEC to consider all eligible part time and PTO staff as part of that process.	Start: 01/10/2024 End: Continue annually Oct/Nov each year during the award period	<b>ACTION OWNER: HoS</b>  Supporting delivery: <ul style="list-style-type: none"> <li>• DHoS/AS Lead</li> </ul>	>10 women complete Aurora and/or Connected Leadership during the award period (compared with 2018-2023 n=5), of which ≥1 should be PTO staff  4 annual reports produced regarding gender breakdown of

<p>The lack of women applying for promotion is a contributing factor for a lack of women at grade 10. Programmes such as Aurora and Connected Leadership, that build confidence and skills in leadership for women, trans, and non-binary people, will encourage and support women in higher grades to apply for promotion.</p>	<p>2.3 b) Work with the FMH LDPM to <b>introduce a new focused seminar series for grade 9/10 staff interested in leadership positions</b> to learn about how the Faculty works -Finance, Research, Education, EDI, NHS links and network with others across the faculty to build relationships at the same time</p>	<p>Start: 10/01/25 /2024 End: Refresh annually during the award period</p>	<ul style="list-style-type: none"> <li>• HR Manager</li> <li>• BOM</li> <li>• FMH Leadership Development Project Manager (LDPM)</li> </ul>	<p>leadership programme nominees delivered to SEC</p> <p>By 2028, percentage of women agreeing with the SCS item, 'My line manager supports my career development' increases to ≥70% women (from 2023 baseline of 54%, 14/26)</p>
	<p>2.3 c) Introduce a new Inclusive Leadership Development system and portal for all staff to record their training and development against Faculty values and objectives. Over the award period this will become available to every staff member as a tool for upskilling and recording development activities</p>	<p>Start: 01/09/2025 End: Continue throughout award period</p>		
	<p>2.3 d) Where other leadership programme opportunities arise, nominations from the Executive to be <b>monitored, gender balanced and reported to SEC</b> for transparency.</p>	<p>Start: 01/05/2025 End: 31/07/2025 Repeat annually</p>		
	<p>2.3 e) Agree and communicate FMH position in new People and Culture Plan to provide <b>10 days of professional development time</b> for all staff and build this into job adverts. The Strategy will be available by the end of 2024.</p>	<p>Start: 01/02/25 End: 30/04/2025 and repeated annually during the award period</p>		
<p><b>ACTION 2.4 Support PTO career development.</b></p> <p>RATIONALE:</p>	<p>2.4 a) HR Manager to work with FMH DO (Director of Operations) and OD&amp;PL to <b>create and run PTO staff career development workshops on available opportunities</b> such as:</p> <ul style="list-style-type: none"> <li>• Secondment</li> <li>• Acting Up</li> <li>• Shadowing</li> </ul>	<p>Start: 01/06/2025 and repeated annually</p>	<p><b>ACTION OWNER: BOM</b></p> <p>Supporting delivery:</p> <ul style="list-style-type: none"> <li>• FMH DO</li> </ul>	<p>4 PTO staff access career development opportunities during the award period (from 2018-2023 baseline of n=3)</p> <p>By 2028, percentage of PTO staff agreeing with the item, 'I receive</p>

<p>The majority of our PTO staff (87.5%; 7/8) are women. PTO progression is not possible in a traditional sense within the University as promotion is only possible when a business case is approved for a higher grade. However, we want to facilitate training and development opportunities for our PTO staff, to ensure readiness when opportunity arises.</p>	<ul style="list-style-type: none"> <li>Protected time for development</li> <li>Networking</li> <li>Raising profile across UoL</li> </ul>		<ul style="list-style-type: none"> <li>HR Manager</li> <li>HoS</li> </ul>	<p>useful feedback on my career development through performance reviews' increases to ≥90% (from 2023 baseline of 67%, 2/3)</p>
	<p>2.4 b) <b>HoS to ringfence a budget for PTO staff development</b> and BOM to advertise the process for access to the funds (via the staff newsletter, PTO team meetings) and include in annual SRDS discussions.</p>	<p>Start: 01/10/2024; continued throughout the award period</p>		
	<p>2.7 c) In collaboration with the FMH DO, introduce a new one hour dedicated <b>annual PTO career development meeting</b> with line manager. To maximise the effectiveness of the SRDS process to support development meet 3 months before SRDS to reflect on career aspirations and opportunity for participation in development so proposed <b>plans can be shared and agreed with HoS</b> at the end of the SRDS process. This is aligned with the new FMH People and Culture Plan which will be available by the end of 2024.</p>	<p>Start: 01/09/2024 and repeated annually throughout the award period</p>		
<p><b>ACTION 2.5 Support sustainable careers for researchers</b></p> <p>RATIONALE: There is a preponderance of women staff members employed in fixed-term roles. This varies year to year, for example 89% women (8/9) in 2022, 63% women (5/8) in 2023. Therefore, we want to mitigate the gendered impact of short-term</p>	<p>2.5 a) Work with staff on <b>fixed funded/term contracts to enhance career prospects</b> and knowledge of career opportunities helping to secure further work or funding or support staff into positions with permanent contracts e.g. increasing information exchange between Principal Investigators and DoRI to raise awareness of concluding staff contracts/upcoming positions and facilitating redeployment; redeployment within the School is monitored.</p> <p>2.5 b) Establish a <b>new Mentoring Scheme</b> for research staff, whereby new starters are matched with a member of academic staff outside their research group for 6x mentoring sessions during their first year of employment</p>	<p>Start: 01/09/2024 End: 30/09/2029</p> <p>Start: 01/09/2024 End: 20/12/2024 (and then</p>	<p><b>ACTION OWNER: DoRI</b></p> <p>Supporting delivery:</p> <ul style="list-style-type: none"> <li>HR Manager</li> <li>Ops Manager</li> <li>HoS</li> <li>GEO</li> </ul>	<p>By 2028, percentage of research staff agreeing with the SCS item, 'I feel that people really care about me in my department' increases to &gt;60% (from 2023 baseline of 33%, 2/6)</p> <p>Annual monitoring of the number/percentage of research staff whose contracts are ending/ and who are redeployed within the School is undertaken, results indicate improvements over the period.</p>

contracts for staff seeking sustainable careers.		continued throughout the award period)		Report on any trends or differences in gender and intersectionality issues noted from the Mentoring scheme.
	2.5 c) Agree with HoS a <b>budget for research staff development</b> . The Early Careers Network Lead to create a transparent process for accessing funds, advertise to those eligible, encourage to apply, monitor and update SEC annually on budget use (gender breakdown)	Start: 01/09/2024 End: 20/12/2024 (and then re-allocated annually during the award period)		By 2025, 100% new research staff offered a mentor annually  >15 research staff access development opportunities via the new fund over the 5-year award period
	2.5 d) Collaborate with the FMH to <b>raise awareness of and increase application to the FMH Academic Development Fund (ADF)</b> which provides research funding to staff returning from extended periods of leave (e.g., sick leave; parental leave)	Start: 01/05/2024 End: 09/2024 (annually throughout the award period)		≥10 applicants to the ADF (increased from 5 between 2015-2023) made by 2029 and increase approval rate from 62% to >75%
<b>ACTION 2.6</b> <b>Increase the number of women applying for promotion at all grades particularly women applying to grade 10 (professorial grade)</b>  RATIONALE: Currently, the higher the grade, the fewer women hold those positions, with only 27.2% (22/81) at Grade 10 over the award period.	2.6 a) HR Manager to create content and <b>run academic promotion workshops</b> for staff. People at grade 9 applying to grade 10 will be treated as a priority and HoS to attend. Then they will be run for grades 6, 7 and 8. They will include: <ul style="list-style-type: none"> <li>• Discussion around readiness to apply and implications of timing</li> <li>• Gendered trends in promotion applications and success rate</li> <li>• Guidance on preparing an application</li> <li>• Outline of the support available for staff preparing promotion applications</li> </ul>	Creation of content Start: 01/09/2024 End: 28/02/2025  Grade 9 workshop March 2025  6,7&8 workshops June 2025	<b>ACTION OWNER: HR Manager</b>  Supporting delivery: <ul style="list-style-type: none"> <li>• HoS</li> <li>• DHoS/AS Lead</li> <li>• BOM</li> <li>• DoRI</li> <li>• DoSI</li> </ul>	Workshops delivered with attendance ≥5 for the grade 9 workshop and ≥10 for the grades 6, 7 and 8 workshop.  Applications from women to Grade 10 will increase to n≥5 over the period (from a 2018-2023 n=2). Applications from women to Grades 7,8 and 9 will increase to n≥15 (from a 2018-2023 n=10)

Supporting and encouraging women to apply for promotion will work towards achieving gender parity in leadership positions, as well as affecting wider issues e.g. the gender pay gap.		Then annually at same times	<ul style="list-style-type: none"> <li>FMH Comms Officer</li> </ul>	<p>By 2028, percentage of Grade 10 staff who are women will increase to <math>\geq 40\%</math> (from 2023 baseline of 27%)</p> <p>By 2028, <math>\geq 70\%</math> of women staff will agree with the SCS statement, 'My department is committed to achieving gender balance in leadership positions' (from 2023 baseline of 46% (12/26))</p> <p>By the end of the award period, a comms campaign for Grade 10 women in psychology has been delivered.</p> <p>Recommendations report on barriers to submitting promotion applications produced and shared with SEC in 2026.</p> <p>By 2028, percentage of women staff agreeing with the statement 'The rate people progress in my department is not affected by their gender' will increase to <math>\geq 60\%</math> (from 2023 baseline of 35%, 9/26).</p> <p>Bi-annual 10-minute slots of grade 10 women academics at all staff meetings</p>
	2.6 b) HR Manager to create a searchable <b>directory of staff that have submitted successful applications</b> (and are content to be included) to link individuals considering submitting applications to enable provision of <b>peer support through the application process</b> .	Start: 01/01/2025 End: 20/12/2025 then continue for the five year award period		
	2.6 c) <b>Target grade 9 women</b> staff at 3 spine points below 10, to invite to a specific <b>Promotion Planning Meeting</b> scheduled to discuss opportunities, evidence needed for promotion, and support management can provide. <b>Create a promotion plan</b> and meet annually to reflect on progress and identify any barriers – HoS and DoSE / DoRI to attend. Promotion plans will be aligned with the FMH People and Culture promotion benchmarks for Psychology academic staff, which will be available for the end of 2024.	Start: 01/02/25 End: Annually for the five year period, to follow regular timings of the SRDS/AAM (annual review) cycle		
	2.6 d) Create a Task and finish Group to <b>identify the barriers to submitting a promotion application</b> . Undertake focus groups with grade 9s and collect data for all academic grades using variety of mechanisms. Task and finish Group to create a <b>list of recommendations</b> to increase the number of women applying deliver them. Agree with SEC and deliver.	Start: 01/09/2025 End: 30/08/2026		
	2.6 e) <b>Increase the visibility</b> of women senior roles by working with Faculty Head of Communications to <b>develop a campaign to raise awareness of the women in grade 10 roles</b>	Start: 01/06/2025 End: 01/10/2025		

	Publicise and <b>celebrate promotions success</b> through faculty and school newsletters. Create a new bi-annual <b>10 minute slot in 'all staff' to present an item led by grade 10 women academics</b> as the current grade 10 women academics are not in leadership roles so not visible across the school.	Update annually throughout the five year award period, adding newly appointed grade 10 women		
<b>ACTION 2.7</b> <b>Improve consistency and satisfaction of our appraisal system (SRDS/AAM)</b>  RATIONALE: To support women into higher positions and leadership roles, better career development is required. SRDS and AAM are vital parts of this and therefore we want to ensure there are processes to support women seeking development and progression.	2.7 a) <b>Improve SRDS monitoring systems</b> to enable annual recording of completions on SAP. BOM to have oversight of monitoring (and staff training to complete data entry) and <b>report completion back to SEC with gender breakdown.</b> This work is aligned to the FMH People and Culture Plan, which will gather data to identify gaps in line management and professional management structures within Schools in AAM/SRDS to inform planning. This plan will be available to all staff by the end of 2024.	Start: 01/09/2024 End: 30/03/2025  Repeat SRDS and AAM monitoring report to SEC annually	<b>ACTION OWNER: HoS</b>  Supporting delivery: <ul style="list-style-type: none"> <li>• DHoS/AS Lead</li> <li>• DoSE</li> <li>• DoRI</li> <li>• BOM</li> </ul>	Percentage of women staff agreeing to the item, 'I receive useful feedback on my career development through performance reviews' increases to ≥70% (from 2023 baseline of 39%, 10/26)  AAM and SRDS completion rates recorded and reported annually with gender breakdown (four annual reports produced during the award period)  Five reports produced and presented to SEC regarding AAM/SRDS outcomes, with consideration of gender breakdown
	2.7 b) <b>DHoS/AS Lead to create a task and finish group</b> to review, consider, and generate recommendations regarding the delivery and staff satisfaction of SRDS and AAMs. Recommendations to SEC for agreement.	Start: 01/01/2025 End: 30/08/2025		
	2.7 c) <b>DHoS/AS Lead to create an annual report post SRDS/AAM cycle to summarise anonymised (summary/numerical) outcomes</b> e.g., the number of staff supported with in-principle workload variation requests; professional development courses and leadership opportunities. <b>SEC have oversight of decision making and investment in progression by gender.</b>	Start: 01/01/2025 End: 30/05/2025 and repeated annually		
<b>ACTION 2.8</b>	2.8 a) DHoS/AS Lead and EDI Lead to work with FMH Gender Equality Officer and FMH E&I Officer	Start: 03/01/2025	<b>ACTION OWNER:</b>	Unconscious Bias Observer training materials are updated

<b>Reduce Bias in Recruitment</b>  <b>RATIONALE:</b> We have noticed a possible bias towards men in the recruitment for academic posts. This bias is therefore against women but could also be affecting trans and non-binary applicants in addition to other underrepresented groups e.g. Black female academics. Increasing inclusive recruitment practices to address this will enhance the inclusivity of the SoP in terms of gender and all other protected characteristics.	<b>to review and update the Unconscious Bias Observer (UBO) training materials.</b>	End: 30/06/2025	<b>HoS</b>  Supporting delivery: <ul style="list-style-type: none"> <li>• HR Manager</li> <li>• DHoS/AS Lead</li> <li>• EDI Lead</li> <li>• DoRI</li> <li>• DoSE</li> <li>• BOM</li> <li>• FMH GEO</li> <li>• FMH EDI Officer</li> </ul>	and available to SoP staff from 2025 onwards.  ≥10% of SoP staff trained as Unconscious Bias Observers by 2029.  All grade 8 interviews attended by UBOs by 2029  Annual reports on UBOs shared with HR and HoS to identify recurring issues and bias in recruitment (three during the award period).  By 2028 ≥70% of women staff will agree with the SCS statement, 'My department is committed to achieving gender balance in leadership positions' (from 2023 baseline of 46% (12/26))
	2.8 b) Work with FMH Gender Equality Officer and FMH E&I Officer to <b>seek expressions of interest for new Unconscious Bias Observers and train</b> using updated materials.	Start: 01/09/2025  End: 20/12/2025		
	2.8 c) <b>HoS to share plans at an 'all staff 'meeting,</b> for all grade 8 and above interviews to include unconscious bias observers and a briefing on the role. Follow up with comms in the Newsletter.	Start: 01/09/2025  End: 30/10/2025		
	2.8 d) <b>Evaluation on the success of the unconscious bias observers scheme</b> to take place with the FMH EDI Officer.	Start: 01/07/2026  End: 20/12/2026		

**Key Priority 3: Build a staff culture that understands and values gender diversity**

PLANNED ACTION & RATIONALE	KEY DELIVERABLES	TIMEFRAME	ACTION OWNERS	SUCCESS CRITERIA
<b>ACTION 3.1</b> <b>Promote gender identity self-disclosure and improve data collection</b>  <b>RATIONALE:</b> Gathering more information regarding gender diversity within the School will help us	3.1 a) Promote and facilitate <b>voluntary staff self-disclosure of protected characteristics</b> on UoL HR Self Service and SCS.	Start: 01/09/2024 End: 30/06/2028	<b>ACTION OWNER:</b> <b>DHoS/AS Lead</b>  Supporting delivery: <ul style="list-style-type: none"> <li>• EDI Lead</li> </ul>	SCS conducted at least twice during the award period (2026, 2028) and expanded to capture intersectional experiences.  Report produced in 2027 on intersectional experiences based on the 2026 SCS survey findings
	3.1 b) <b>Increase the frequency of the SCS</b> to occur at least twice within the next assessment period 2026 and 2028. Improve the capacity of our SCS survey to <b>collect data on underrepresented intersectional experiences.</b>	Start: 01/03/2026 End: 30/06/2028		

understand the experiences of, and barriers faced by our staff.	3.1 c) <b>Promote voluntary sharing of pronouns</b> (e.g. Via email signatures) among staff and raise awareness around showing support and solidarity with colleagues of all genders, to ease the burden on trans and non-binary colleagues from having conversations, the importance of being an ally, normalising pronouns and encouraging others to do the same.	Start: 01/09/2024  End: 20/12/2024	<ul style="list-style-type: none"> <li>• EDI Comms Lead</li> <li>• FMH GEO</li> </ul>	for AS SAT and HoS to consider new initiatives.
	3.1 d) <b>Conduct focus groups to understand experiences of gender diverse staff.</b> If numbers are too small, this action will be pursued in conjunction with other schools in FMH	Start: 01/06/2026  End: 20/12/2026		<p>Using an additional item on the SCS: by 2028 ≥80% of staff agree they are aware that gender identity and other protected characteristics (e.g., disability, race) can be self-disclosed via the HR self-service system (Equality Data).</p> <p>SCS: ≥70% of staff indicate they have verified or updated their equality data via the HR self-service system in the last 2 years.</p> <p>Awareness campaign (e.g., with workshops, lectures) on the use of pronouns. Recordings made available on staff site. ≥80% of staff having attended at least one event.</p> <p>SCS: ≥75% of staff agree that sharing pronouns is desirable. ≥70% of staff considered sharing or shared pronouns on email signatures.</p> <p>Poll measuring &gt;60% commitment attendees to share their pronouns on email signatures.</p>

<p><b>ACTION 3.2</b> <b>Utilisation of exit interviews</b></p> <p>RATIONALE: Exit interviews provide a unique opportunity for leavers to disclose any thoughts or experiences that may have influenced their decision to leave. Sharing sensitive information including gender identity and experiences (e.g. harassment or bullying) may be more likely to be captured here. We can use these insights to address any issues in the findings to improve the inclusivity of the SoP's culture towards gender identity among our staff.</p>	<p>3.2 a) HR manager to create a new process to <b>offer an exit interview to every staff</b> leaver as part of leavers paperwork, with dedicated questions relating to gender and intersectionality. Offer an exit interview with their line manager, HR Officer, AS Lead or EDI Lead.</p>	<p>Start: 01/09/2024 End: 31/07/2025</p>	<p><b>ACTION OWNER:</b> <b>HR Manager</b></p> <p>Supporting delivery:</p> <ul style="list-style-type: none"> <li>• EDI Lead</li> <li>• DHoS/ AS Lead</li> <li>• BOM</li> </ul>	<p>Increase to 10% of departing staff taking part in an exit interview (from a 2018-2023 baseline of 1.2%).</p> <p>Four annual reports delivered to SEC during the award period identifying any gender-related issues affected staff members leaving the school.</p> <p>If issues and trends identified that affect gender-related reasons for staff leaving, a recommendations report will be produced to address these issues by the end of the award period.</p>
	<p>3.2 b) HR Manager to <b>collate and analyse themes</b> raised and create annual confidential reports to SEC. Identify <b>gender-related issues</b> to extrapolate organisation learning from feedback. <b>SEC to agree actions, owners and timeframes to address gender-related issues</b> as an output from the reports and feedback to AS SAT. Where possible report on any issues specifically affecting gender diverse staff but the challenges of sharing information for small numbers is noted.</p>	<p>Start: 01/09/2025 End: End of award period</p>		
<p><b>ACTION 3.3</b> <b>Create an inclusive culture that is informed and welcoming toward gender diversity</b></p> <p>RATIONALE: Across the University, numbers of staff who identify as gender diverse are low, so it is important to consider</p>	<p>3.3 a) Campaign raising awareness around 1) gender identity and related concepts (e.g., gender expression being distinct from identity), 2) gender-based microaggressions (including transphobia), 3) the FMH Trans Inclusion module and 4) University processes and routes for 'raising concerns'. Campaign will use a range of mediums e.g., posters; email and distribution of stickers/pins</p>	<p>Start: 01/07/2025 End: 20/12/2025</p>	<p><b>ACTION OWNER:</b> <b>DHoS / AS Lead</b></p> <p>Supporting delivery:</p> <ul style="list-style-type: none"> <li>• EDI Lead</li> <li>• FMH GEO</li> <li>• BOM</li> </ul>	<p>Vevox pulse surveys in 2026 and 2028 indicate &gt;80% staff agree the School is 1) welcoming and 2) inclusive of staff members of all genders</p> <p>Analysis conducted on 2026 and 2028 SCS responses to explore trends and identify variation according to protected</p>
	<p>3.3 b) Invite staff to share their identity via pronouns and display public symbols of support towards gender equality, diversity and inclusion in meetings,</p>	<p>Start: 01/07/2025</p>		

<p>how the school can build an inclusive culture and meet the needs of this marginalised minority group.</p>	<p>events and classrooms., e.g. on badges and lanyards.</p>	<p>End: 20/12/2025</p>		<p>characteristics and gender identity</p> <p>Microaggression campaign, 10 digital / hard copy posters in the SoP. Minimum of three speakers during the award period invited to deliver workshop/lecture on gender equality, diversity and inclusion.</p> <p>Run 2 campaigns eliciting engagement from staff to increase the visibility of their support towards gender diversity (e.g. distributing gender diversity stickers/pins).</p>
	<p>3.3 c) Create an event series and invite speakers /schedule workshops around gender equality, diversity and inclusion. This will include training events focused on 'Where do you draw the line', 'Active Bystander' (for all staff), and 'Taking the Lead' (for management staff), consistent with the FMH People and Culture Plan due to be delivered by the end of 2024.</p>	<p>Start: 01/07/2025 End: annually</p>		
	<p>3.3 d) <b>Add new item to the SCS regarding the extent to which SoP is welcoming to people of all genders</b>, to enable monitoring of this item according to protected characteristics and gender identity and inform related actions</p>	<p>Start: 01/01/2026 in advance of 2026 SCS; continue with 2028</p>		
	<p>3.3 e) Develop business case for extending the Freedom to Speak Up Guardians (which is currently only available for students) to Staff for SMT to consider; this is consistent with the FMH People and Culture Plan which will be available by the end of 2024.</p>	<p>Start 01/06/2026</p>		
	<p>3.3 f) Create a 'New Staff Champion' role to support newly joining staff and enable them to feel welcome and integrated into the School community. Role will be allocated adequate WLM allowance.</p>	<p>Start 01/09/2024</p>		
<p><b>ACTION 3.4 Improve EDI communications</b></p> <p>RATIONALE: Communicating the work of AS initiatives will be important to maximise their</p>	<p>3.4 a) Work with senior leadership to create a strategy to improve <b>EDI Communications</b>; this could potentially be actioned through the enhancement of the current EDI Lead role (and job description) to include this element, by creating and integrating this into a new broader academic communications role within the school or through another route.</p>	<p>Start: 01/01/2025 End: 30/03/2025</p>	<p><b>ACTION OWNER:</b></p> <p><b>HoS</b></p> <p>Supporting delivery:</p>	<p>Increase % of staff agreeing with the SCS item, 'Departmental comms are clear and relevant to me and my role' to &gt;70% by 2028 (from 2023 baseline of 54%, 28/47).</p>

<p>reach and impact. The pandemic has also changed how staff work in a more remote/hybrid pattern of working. We will therefore consider how to improve online, and well as on-campus channels.</p>	<p>3.4 b) With support from Faculty Communications and EDI Officers, the new EDI Communications plan developed to:          Communicate initiatives and progress in the School by creating content to <b>update the SoP's AS website</b>.  <b>Create digital content</b> for SoP Newsletter, Teams site.          Create hard copy AS materials: e.g. <b>pull-up banners, framed printed materials, posters</b>.          Schedule an annual EDI and gender equality <b>all school celebration event</b>.</p>	<p>Comms plan          Start: 01/10/2024          End: 30/03/2025</p> <p>Create content from          Start: 01/04/2025</p> <p>Annual Event planning          Start: Oct 2025          Event Mar/Apr 2026, 2027, 2028, 2029</p>	<ul style="list-style-type: none"> <li>• EDI Lead</li> <li>• DHoS/AS Lead</li> <li>• BOM</li> <li>• FMH Communications Officer</li> <li>• FMH EDI Officer</li> <li>• FMH GEO</li> </ul>	<p>Increase on percentage of staff agreeing with the SCS item, 'I know how to report bullying and/or harassment' to ≥80% by 2028 (from 2023 baseline of 61%, 30/47).</p> <p>Increase on percentage of staff agreeing with the SCS item, 'I know where to seek support for mental health and/or wellbeing at work' to &gt;90% by 2028 (from 2023 baseline of 67%, 33/47).</p> <p>Checks at end of each year (December) to confirm the SoP's website is current.</p> <p>Four annual EDI and gender equality events successfully coordinated. Turnout average of ≥20 staff Attendees report ≥70% positive response.</p> <p>Digital EDI-related content created for at least 75% of SoP Newsletters.</p>
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**Key Priority 4: Create an Inclusive learning environment for all our Students**

PLANNED ACTION & RATIONALE	KEY DELIVERABLES	TIMEFRAME	ACTION OWNER	SUCCESS CRITERIA
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<p><b>ACTION 4.1</b> <b>Create a welcoming environment for our diverse student population</b></p> <p>RATIONALE: We know that our men students can feel discomfort due to their gender at a higher rate than our women students. Furthermore, while we have low numbers of gender diverse students, it is important to build a culture that clearly signifies and celebrates the value of gender diversity in our student population.</p>	<p>4.1 a) SoP Welcome, Induction, and Transitions (WIT) team to oversee induction activities to ensure that <b>students of all genders receive a warm and inclusive welcome to the School</b>, in the first-year and beyond and any gender-related issues are mitigated. To include student panels and staff-student community events. Which will be evaluated initiatives to foster positive student transitions.</p>	<p>Start: 01/09/2024 End: Continue annually throughout the award period</p>	<p><b>DoSE</b></p> <p>Supporting delivery:</p> <ul style="list-style-type: none"> <li>• WIT Lead</li> <li>• Level coordinator</li> <li>• DHoS/AS Lead</li> <li>• EDI Lead</li> </ul>	<p>By 2028 ≥80% of undergraduate students respond to say that 'Psychology is a welcoming environment for students of all genders' in Vevox pulse survey.</p>
	<p>4.1 b) Raise Awareness of gender diversity, <b>promote guidance around supporting students with trans, non-binary, non-gender, agender or gender fluid identities</b> and the five key principles: Demonstrate a sensitive approach Respect people's privacy and boundaries Challenge transphobic abuse, harassment or bullying Confidentiality - do not tell others about a person's trans status Support Establish annual promotion of guidance to support trans students and staff and the change of name form newsletter, staff meetings, Teams, intranet, Minerva, etc)</p>	<p>Start: 01/09/2025 End: Continue throughout the award period</p>		<p>Percentage of students agreeing with the FSS item, 'I have felt uncomfortable because of my gender in situations involving university staff' reduces to &lt;10% by 2027 (from a 2023 baseline of 25%)</p>
	<p>4.1 b) <b>Create a gender diversity training and development plan</b> for student learning and link to key dates in the calendar): <b>Trans Awareness Week</b> (13-19 November) <b>International Non-Binary People's Day</b> (14 July) Advertise on all student communications platforms (Minerva etc.) and monitor engagement through participation in the training</p>	<p>Start: 01/09/2026 End: 30/06/2027 Continue annually</p>		<p>Percentage of students agreeing with the FSS item, 'The School makes it clear that transphobic attitudes and behaviour by students are not acceptable' by 2027 increases to ≥80% (from a 2023 baseline of 42%)</p>
	<p>4.1 c) Ensure <b>men undergraduate students are grouped with peers of the same gender in tutor groups</b>. Move to a new model whereby men</p>	<p>Start: Year 1 students</p>		<p>Report produced on verbal feedback from men students regarding approach of grouping them together within tutor groups and delivered to the student teaching committee by September 2025 to inform continuance, development or discontinuance of this approach</p>
				<p>Percentage of students agreeing with the FSS item, 'There are</p>

	<p>students are to be allocated together in groups of 3 or more within tutor groups of around 8-10 students. AS Lead to evaluate via men student focus groups March 2025.</p>	<p>allocated 09/2024 Evaluate: 30/03/2025 Continue: Sept annually</p>		<p>visible role models from Black, Asian and Minority Ethnic groups (e.g. as lecturers, speakers at conferences or student events)' by 2027 increases to &gt;70% (from a 2023 baseline of 32%)</p> <p>By December 2024, a sustainable mechanism for rewarding student participation in AS will be agreed and reported to the Faculty EDI committee.</p>
	<p>4.1 f) EDI Lead to work collaboratively with the School of Medicine to raise awareness around microaggressions and launch a <b>student gender microaggressions campaign</b> in the school "You Say I Hear".</p>	<p>Start: 01/01/2025 End: 30/06/2025</p>		
	<p>4.1 g) Raise the profile of representative <b>diverse role models</b> through 1) the creation of university web profiles, 2) the display of printed and hard copy materials within the school, and 3) the delivery of talks/workshops from diverse invited speakers. The goal to increase diverse role models is consistent with the UoL EDI 2023-2025 Implementation Plan's 'Positive Action' workstream which is focused on increasing the percentage of minority ethnic women professors.</p>	<p>Start: 01/09/2025 End: 30/06/2026</p>		
	<p>4.1 h) Ensure student engagement in gender equality work and ongoing representation on the Athena Swan Self-Assessment Team (SAT). Work with HR Manager to <b>agree a sustainable mechanism for rewarding students</b> for their contributions.</p>	<p>Start: 01/09/2024 End: 20/12/2024 (and then ongoing)</p>		
	<p>4.1 g) Work with Faculty to <b>develop our existing Civic Awards Ceremony</b> (which recognises students' non-academic, personal and community achievements) to:</p> <ul style="list-style-type: none"> <li>• <b>introduce a student award to recognise gender equality work</b></li> </ul>	<p>Start 01/01/2025 End: 30/06/2025 (and annually from then on)</p>		

	<ul style="list-style-type: none"> <li>to <b>celebrate the overcoming of intersectional disadvantage</b>, e.g. by inviting a speaker on this topic.</li> </ul>			
<p><b>ACTION 4.2</b> <b>Raise awareness and encourage use of reporting mechanisms</b></p> <p>RATIONALE: Low numbers of student respondents were aware of speaking up and reporting channels; Freedom to Speak Up Guardians (39%) and Report and Support (32%). Ensuring students are aware of ways to disclose and report instances of harassment, bullying and other inappropriate behaviours will enhance psychological safety of students and help create a more equitable environment by addressing issues through these systems.</p>	<p>4.2 a) DoSE and SES team to increase the visibility of the ‘speak up, listen up follow up’ culture in the school by <b>creating a Freedom to Speak Up Guardian communications plan and deliver</b> using a variety of formats (focus groups, pop up stalls, social media, podcasts etc.). <b>Raise awareness of harassment and bullying</b> and channels available for students to ‘speak up’.</p> <p>4.2 b) Raise awareness of options for <b>support and reporting mechanisms outside of the School</b> by signposting to:</p> <ul style="list-style-type: none"> <li>UoL Report and Support Tool</li> <li>Harassment and Misconduct Team</li> <li>Respect phoneline</li> <li>The Student Counselling and Wellbeing service</li> </ul>	<p>Start: 01/09/2025 End: 30/06/2026</p>	<p><b>ACTION OWNER: DOSE</b></p> <p>Supporting delivery:</p> <ul style="list-style-type: none"> <li>DHoS/ AS Lead</li> <li>SES Team</li> <li>FSUGs</li> </ul>	<p>Percentage of students agreeing with the FSS item, ‘I am aware of the Freedom to Speak up Guardians in the Faculty of Medicine and Health’ increases to &gt;70% by 2027 (from a 2023 baseline of 39%)</p> <p>Percentage of students agreeing with the FSS item, ‘I am aware of Report and Support at the University of Leeds’ increases to &gt;70% by 2027 (from a 2023 baseline of 32%).</p>
<p><b>ACTION 4.3</b> <b>Increase Gender Diversity in our Undergraduate Population</b></p> <p>RATIONALE: While we have seen a rise in the number of men on some</p>	<p>4.3 a) <b>Address the perception of Psychology as a “subject for women”</b> and tackle gender biased/misogynistic perceptions of psychology as a less credible/scientific/important subject by working with the faculty marketing team to create a campaign showing men and gender diverse role models, aimed at secondary school level:</p>	<p>Start: 01/09/2024 End: 30/08/2025 Materials will be used at open days annually</p>	<p><b>ACTION OWNER: DoSE</b></p> <p>Supporting delivery:</p>	<p>Increase percentage of male students on our undergraduate course intake to 20% by 2028 (from 2018-2023 baseline of 12-16%), which surpasses current Russel Group benchmark of 18%.</p>

<p>courses, far more students on our courses identify as women. In order to ensure our male and gender diverse students feel comfortable on their course, and to work towards addressing the shortage of male and gender diverse Clinical Psychologists we will work to further address the gender imbalance on our courses.</p>	<ul style="list-style-type: none"> <li>In collaboration with marketing team, EDI and AS Lead to create content for a <b>'myth busting' campaign</b> focussed on how the psychology degree content is different to A level content and including gender diverse role models. Educational engagement team to speak to teachers and pupils. Marketing to create new digital and hard copy assets.</li> <li>Launch the new campaign including <b>new gender diverse photography, social media, web pages and content for open days</b> for Sept 2026 entry cycle</li> </ul>	throughout the award period	<ul style="list-style-type: none"> <li>Educational Engagement Officer</li> <li>Admissions Tutor</li> <li>Widening Participation Lead</li> <li>Access to Leeds Lead</li> <li>FMH Marketing Officer</li> <li>DHoS/AS Lead</li> </ul>	<p>2025 report on gathered field outcomes shows no disadvantage present towards male or gender diverse applicants</p> <p>Campaign delivered and key learning points shared with wider psychology community via letter to the British Psychological Society Magazine and related social media</p> <p>By 2026 a system for collecting data about student gender and other protected characteristics will be agreed, implemented and reported to Faculty EDI committee.</p>
	<p>4.3. b) Following the pilot for the 2023/24 admissions cycle, the School of Psychology to <b>use a Gathered Field approach to undergraduate offer making</b>. This process involves scoring applicants on pre-specified diversity and academic criteria, designed in consultation with the Educational Engagement, Outreach, and Admissions Teams, which allows the School to have a more strategic, data-informed, and inclusive approach to offer making. Crucially, Gathered Field will support the School to <b>ensure that certain groups of applicants such as men students are not disproportionately impacted by the offer making strategy</b>. Use the gathered field to enable <b>close monitoring of applicant diversity and report back to SEC</b>, monitoring annually the men students increase.</p>	<p>Start: 01/09/2024 End: Monitor annually and continue annually, develop or discontinue as appropriate</p>		

Table 6: New Action Plan 2024 – 29

# APPENDIX 1: CULTURE SURVEY DATA

## Staff Culture Survey 2022 Highlights



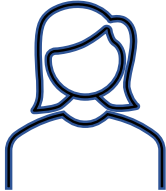
Staff members completed the **full Culture Survey** from Advance HE



We added open-ended text boxes so **respondents could add further detail**



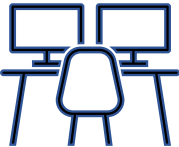
There was a **74% response rate** (53/74) among all school staff



There was a (26/41) **63% response rate among women**



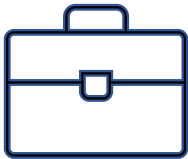
The most **strongly endorsed** item overall related to **flexible working**



**Women felt more positively** about work flexibility than men



**Women were less likely** to agree that the department **supported positive gender action** than men



Perceptions of fairness in relation to **workload and progression** were **poor** in academic staff



**PTO staff reported more positive culture** overall than academic staff overall



**Research staff** reported better wellbeing than academic staff, but described a **poorer sense of belonging**

Table 1: Belonging and Inclusion

		All staff			Research	PTO	Academic		
Respondents	53	W	M	PNTS	All	All	All	W	M
<b>Belonging and Inclusion</b>	Agree%	26	19	3	6	3	33	17	14
I feel that people really care about me in my department	29 (55%)	15 (58%)	11 (58%)	1 (33%)	2 (33%)	3 (100%)	22 (67%)	10 (59%)	10 (71%)
My contributions are valued in my department	29 (56%)	15 (58%)	11 (58%)	1 (33%)	2 (33%)	3 (100%)	21 (64%)	10 (59%)	9 (64%)
I feel like I belong in my department	24 (46%)	12 (46%)	9 (47%)	1 (33%)	1 (17%)	3 (100%)	18 (55%)	8 (47%)	8 (57%)
I feel comfortable speaking up and expressing my opinions	28 (54%)	15 (58%)	10 (53%)	1 (33%)	1 (17%)	2 (67%)	23 (70%)	12 (71%)	9 (64%)
Departmental communications are clear and relevant to me and my role	28 (54%)	12 (46%)	10 (53%)	2 (67%)	3 (50%)	2 (67%)	19 (58%)	7 (41%)	10 (71%)

**Table 2: Gender Equality**

		All staff			Research	PTO	Academic		
Respondents		W	M	PNTS	All	All	All	W	M
<b>Gender equality</b>	Agree %	26	19	2	6	3	33	17	14
Departmental leadership actively supports gender equality	25 (52%)	10 (39%)	13 (68%)	1 (50%)	3 (50%)	3 (100%)	16 (50%)	5 (29%)	10 (71%)
My department is committed to achieving gender balance in leadership positions	29 (59%)	12 (46%)	14 (74%)	1 (50%)	3 (50%)	3 (100%)	19 (58%)	6 (35%)	11 (79%)
The rate people progress in my department is not affected by their gender	23 (47%)	9 (35%)	13 (68%)	0 (0%)	3 (50%)	3 (100%)	15 (46%)	5 (29%)	10 (71%)
Equality, diversity and inclusion work is recognised when workload is allocated	17 (34%)	7 (27%)	10 (53%)	0 (0%)	2 (33%)	3 (100%)	12 (36%)	4 (24%)	8 (57%)
Equality, diversity and inclusion work is recognised in applications for promotion/progression	16 (32%)	8 (31%)	14 (74%)	0 (0%)	1 (17%)	2 (67%)	11 (33%)	5 (29%)	6 (43%)
My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff	10 (20%)	5 (19%)	12 (63%)	0 (0%)	1 (17%)	2 (67%)	7 (21%)	3 (18%)	4 (29%)

**Table 3: Work-life balance**

		All staff			Research	PTO	Academic		
Respondents		W	M	PNTS	All	All	All	W	M
<b>Work-life balance</b>	Agree %	26	19	3	6	3	33	17	14
My department enables flexible working	44 (88%)	24 (92%)	16 (84%)	2 (67%)	5 (83%)	3 (100%)	29 (88%)	16 (94%)	11 (79%)
Workloads in my department are allocated fairly	12 (24%)	8 (31%)	6 (32%)	0 (0%)	2 (33%)	2 (67%)	8 (24%)	5 (29%)	3 (21%)
The timing of department meetings and events takes into consideration those with caring responsibilities	36 (72%)	20 (77%)	13 (68%)	1 (33%)	3 (50%)	3 (100%)	26 (79%)	14 (82%)	10 (71%)
My department provides staff with supporting around all types of caring leave	23 (48%)	11 (42%)	10 (52%)	1 (50%)	2 (33%)	3 (100%)	15 (46%)	7 (41%)	6 (43%)

**Table 4: Bullying and harassment**

		All staff			Research	PTO	Academic		
Respondents		W	M	PNTS	All	All	All	W	M
<b>Bullying and harassment</b>	Agree %	26	19	3	6	3	33	17	14
<b>I have experienced bullying*</b> and/or harassment in my department in the past 12 months	6 (12%)	4 (15%)	1 (5%)	1 (33%)	1 (17%)	1 (33%)	2 (6%)	1 (6%)	1 (7%)
<b>I have witnessed bullying</b> *and/or harassment in my department in the past 12 months	8 (16%)	4 (15%)	3 (16%)	1 (50%)	1 (17%)	0 (0%)	3 (9%)	2 (12%)	1 (7%)
I know how to report bullying and/or harassment	30 (61%)	17 (65%)	9 (47%)	2 (100%)	5 (83%)	2 (67%)	19 (58%)	9 (53%)	8 (57%)
Departmental management is active in tackling bullying and harassment	7 (14%)	5 (19%)	1 (5%)	0 (0%)	1 (17%)	1 (33%)	5 (15%)	3 (18%)	1 (7%)
I am satisfied with how bullying and harassment are addressed in my department	9 (18%)	6 (24%)	2 (11%)	0 (0%)	2 (33%)	1 (33%)	6 (19%)	3 (19%)	2 (14%)

\*These items are not RAG rated, as the indicators do not rate in the same way as the other statements

**Table 5: Career Development**

		All staff			Research	PTO	Academic		
Respondents		W	M	PNTS	All	All	All	W	M

<b>Career development</b>	Agree %	26	19	3	6	3	33		14
My line manager supports my career development	24 (49%)	14 (54%)	9 (47%)	1 (33%)	2 (33%)	3 (100%)	16 (49%)	8 (47%)	7 (50%)
Decisions about appointments are made fairly	21 (43%)	12 (46%)	8 (42%)	0 (0%)	1 (17%)	3 (100%)	16 (49%)	8 (47%)	7 (50%)
Decisions about promotion/progression are made fairly	14 (29%)	9 (35%)	4 (21%)	0 (0%)	1 (17%)	1 (33%)	12 (36%)	7 (41%)	4 (29%)
I receive useful feedback on my career development through performance reviews	15 (31%)	10 (39%)	4 (21%)	0 (0%)	1 (17%)	2 (67%)	11 (33%)	6 (35%)	4 (29%)

**Table 6: Wellbeing**

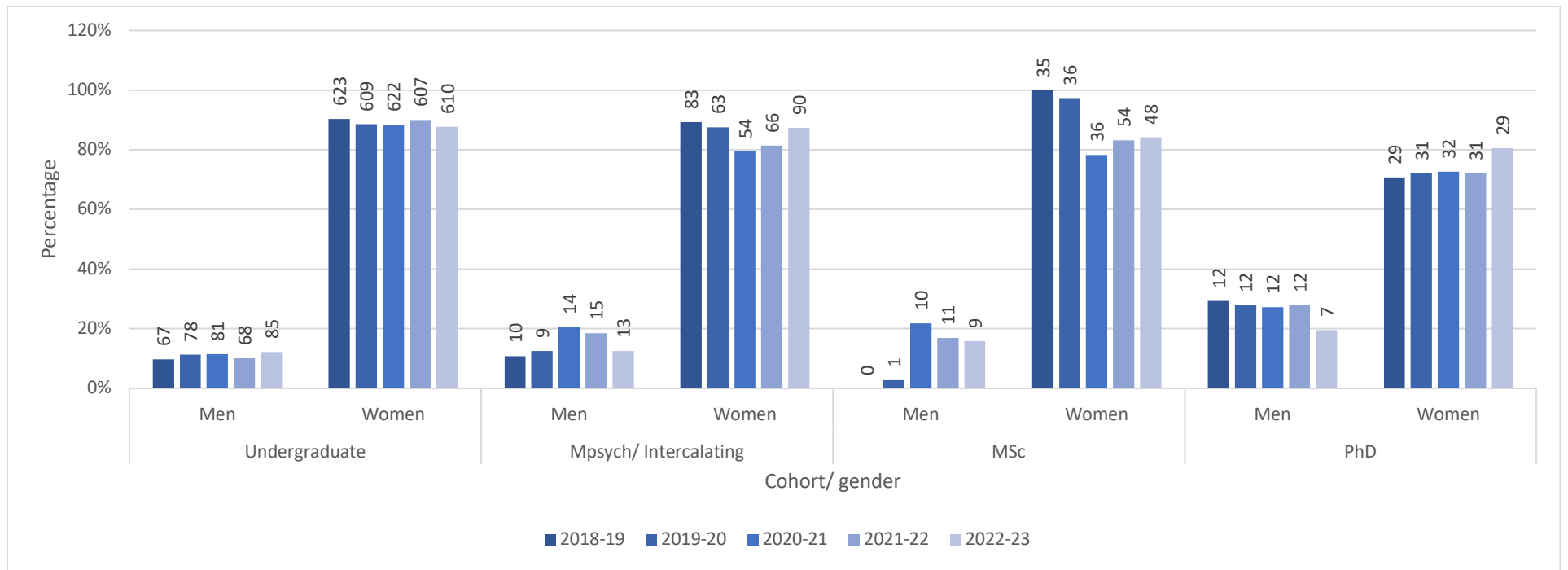
		All staff	Research	PTO	Academic
--	--	-----------	----------	-----	----------

Respondents		W	M	PNTS	All	All	All	W	M
<b>Wellbeing</b>	Agree %	26	19	3	6	3	33	17	14
My current workload is manageable	25 (51%)	16 (62%)	7 (37%)	2 (67%)	5 (83%)	2 (67%)	16 (49%)	9 (53%)	6 (43%)
My mental health and/or wellbeing are supported in my department	21 (45%)	13 (52%)	6 (33%)	1 (33%)	3 (50%)	2 (67%)	16 (52%)	8 (50%)	6 (43%)
I know where to seek support for mental health and/or wellbeing at work	33 (67%)	20 (77%)	10 (53%)	2 (67%)	4 (67%)	2 (67%)	23 (70%)	13 (77%)	8 (57%)
I feel confident asking for mental health and/or wellbeing support at work	21 (43%)	10 (39%)	8 (42%)	2 (67%)	4 (67%)	2 (67%)	14 (42%)	5 (29%)	7 (50%)

## APPENDIX 2: DATA TABLES

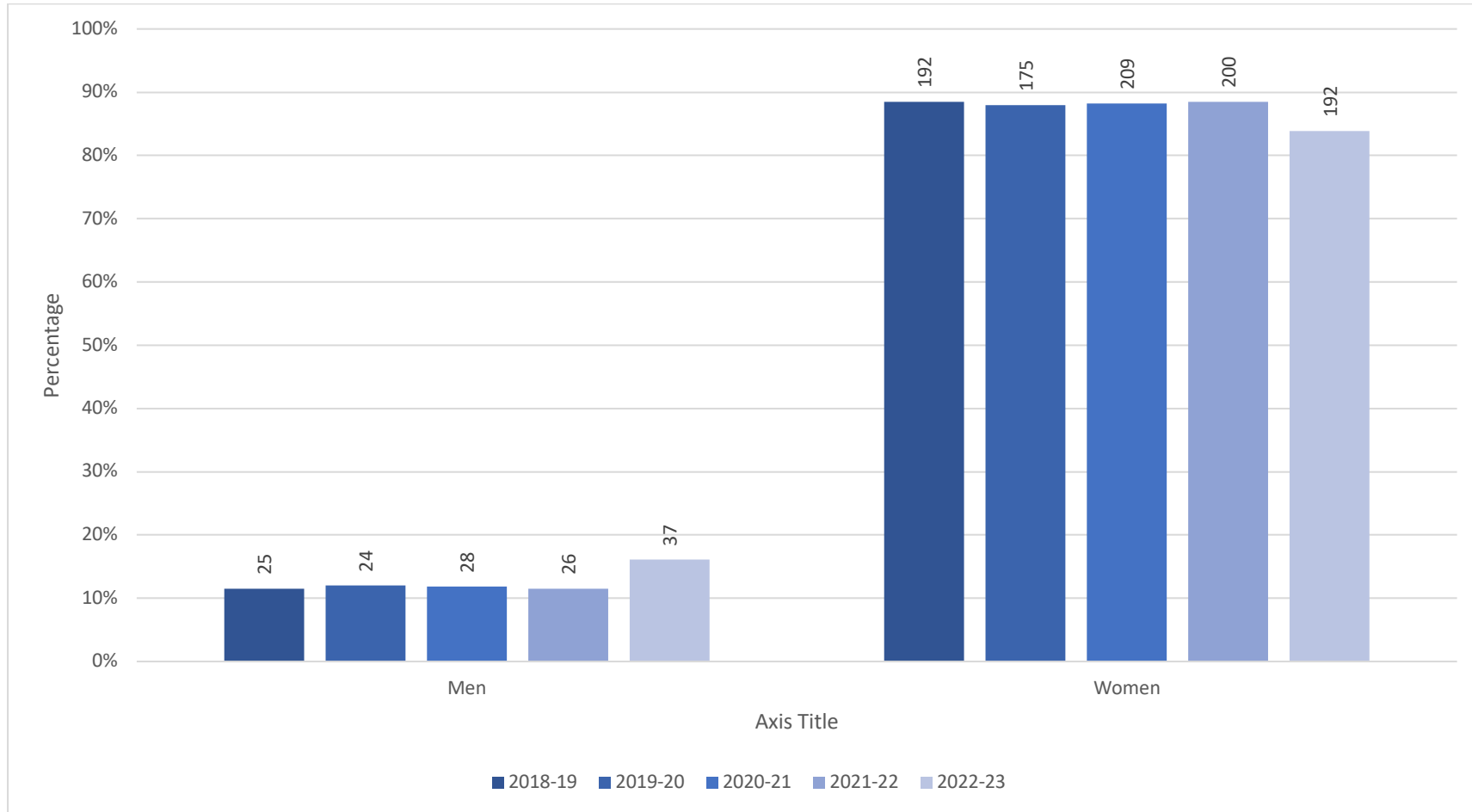
### Section 1: Student Demographics

Figure 1A: All Active Students at UG, PGT and PGR level by year



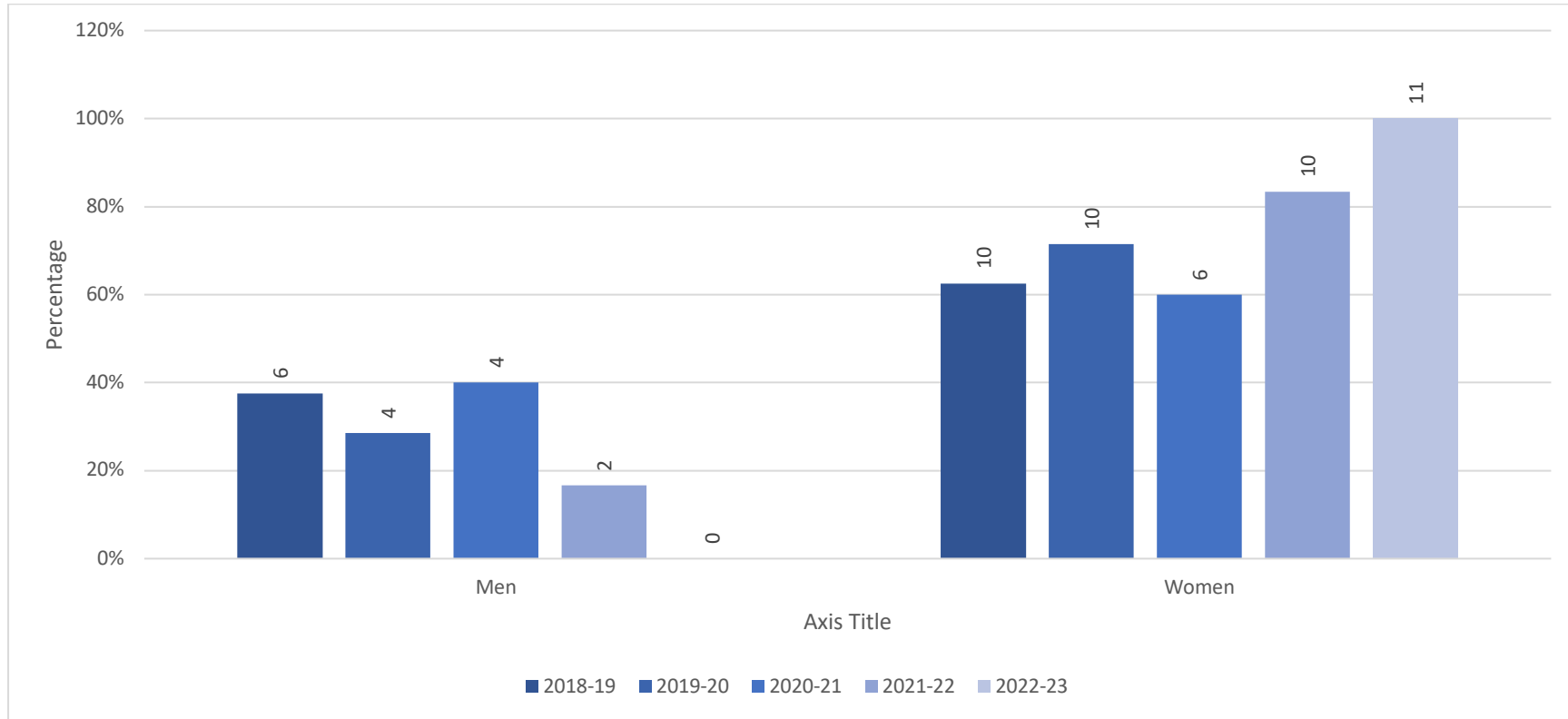
Note: relative percentage (%) of women to men on y axis with absolute values as data labels.

**Figure 1B: Undergraduate Level 1 intake by year**



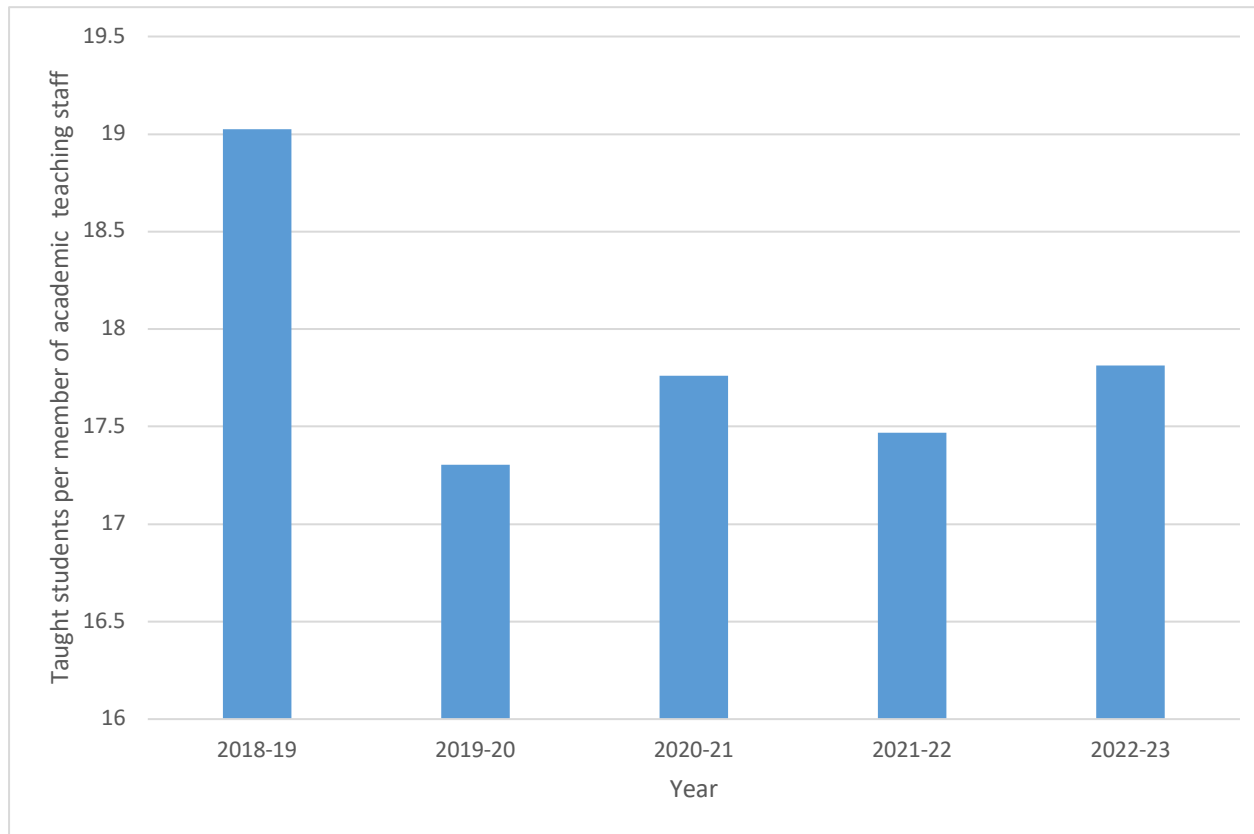
Note: relative percentage (%) of women to men on y axis with absolute values as data labels.

**Figure 1C: PhD Level 1 intake by year**



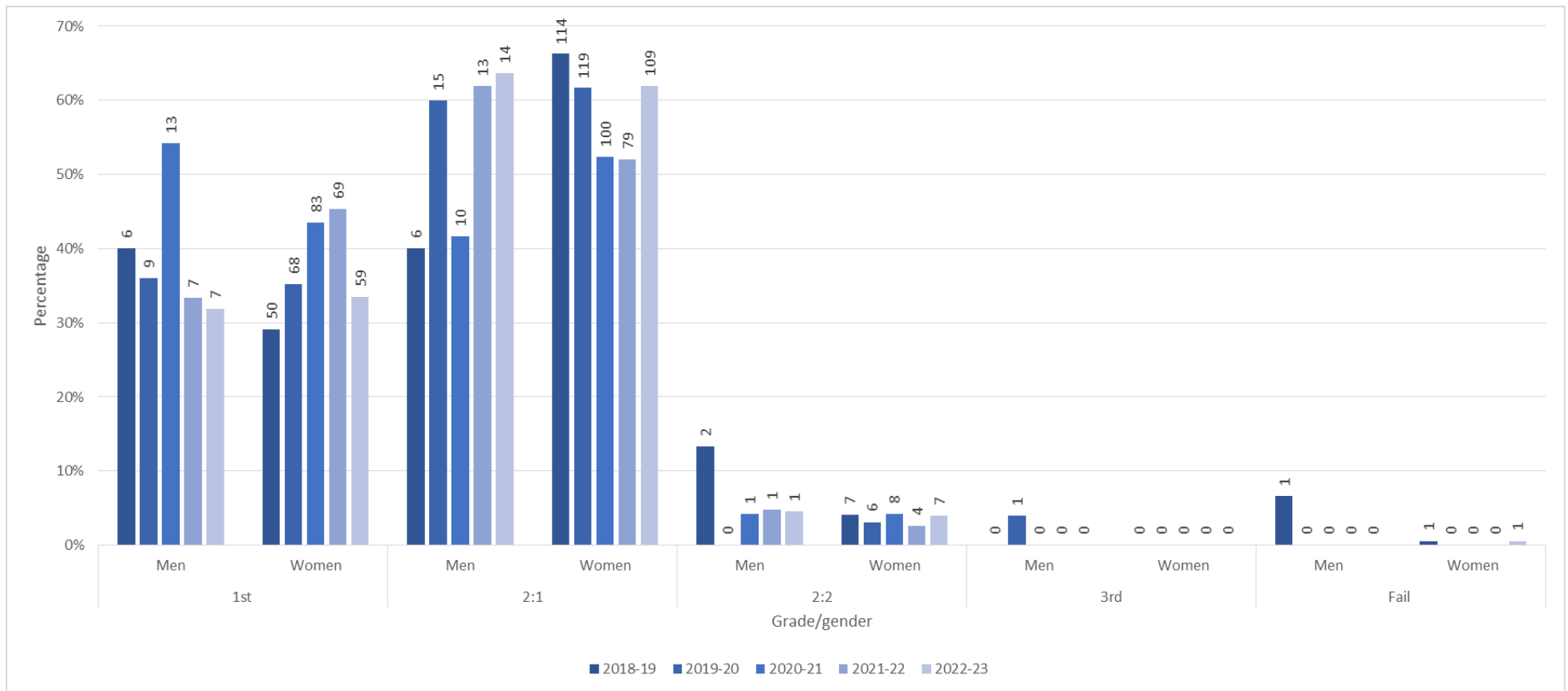
Note: relative percentage (%) of women to men on y axis with absolute values as data labels.

**Figure 1D: Staff student ratio between 2018 and 2023**



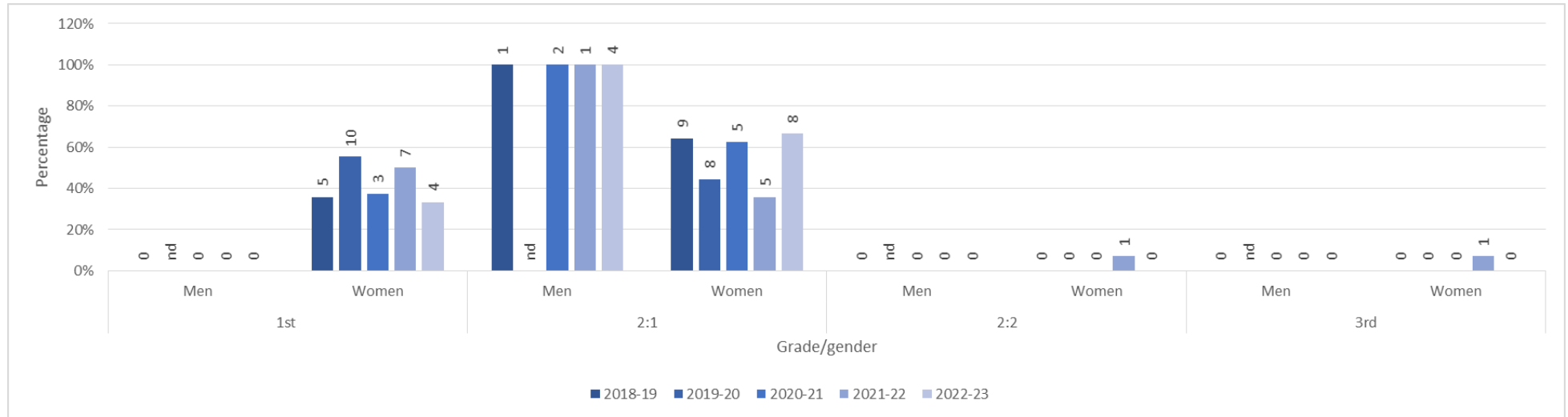
## Section 2: Student Performance

Figure 2A: Degree attainment for students at UG level by year



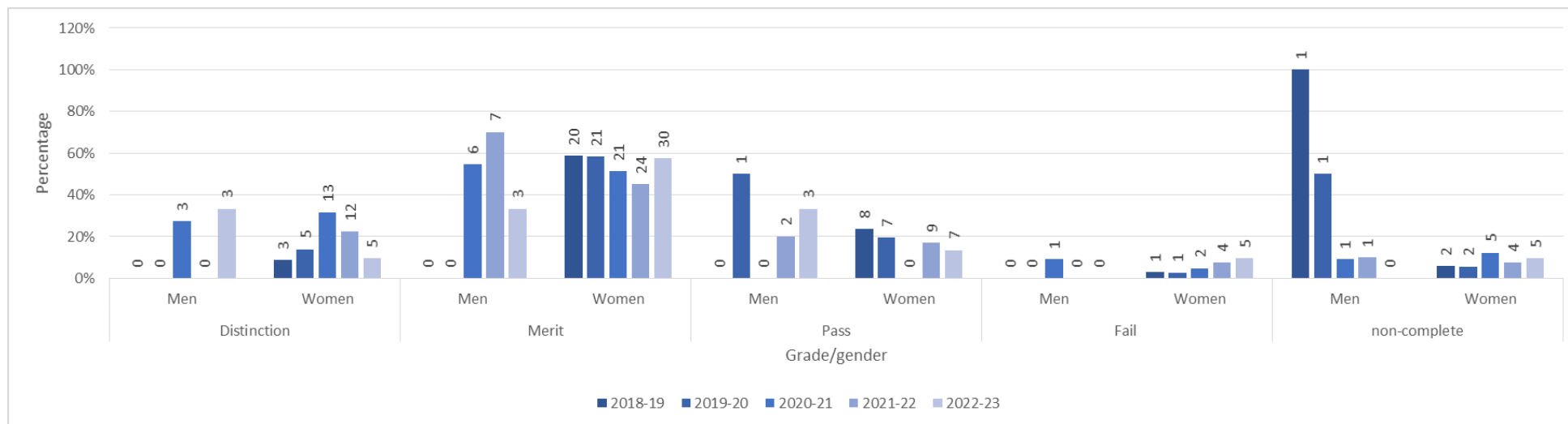
Note: Percentage of students of that gender achieving specific grade is shown on y axis. For example, 40% of all men (6/ 15) and 36% (50/ 172) of all women students achieved a 1<sup>st</sup> in the 2018-2019 cohort.

**Figure 2B: Degree attainment for students at MPpsych level by year**



Note: There were no men in the 2019-2020 cohort, marked nd on graph. Percentage of students of that gender achieving specific grade is shown on y axis. For example 36% (5/14) of all women achieved a 1<sup>st</sup> in the 2018-2019 cohort.

**Figure 2C: Degree attainment for students at MSc level by year**



Percentage of students of that gender achieving specific grade is shown on y axis. For example 9% (3/34) of all women achieved a Distinction in the 2018-2019 cohort.

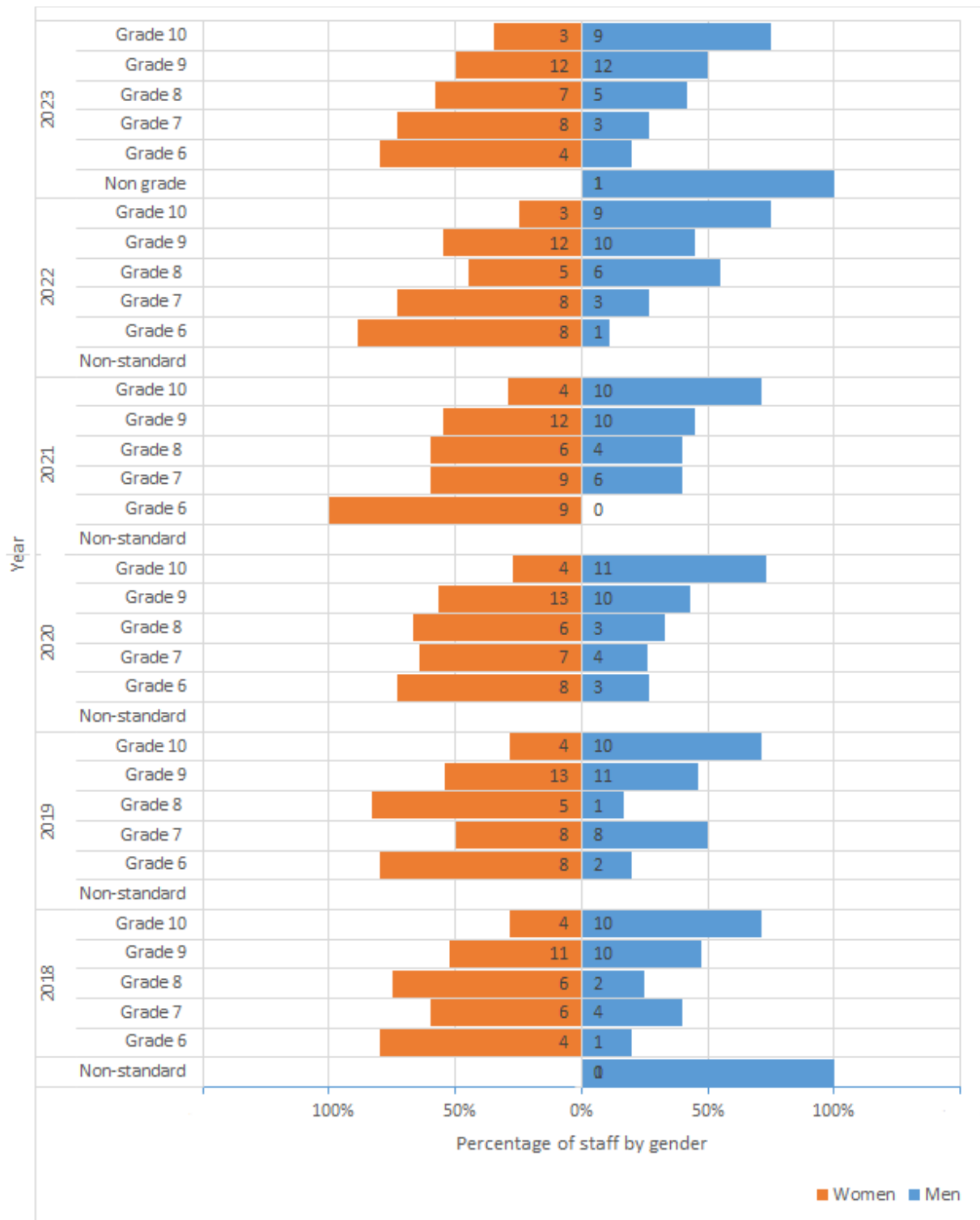
### Section 3: Completion rates

Table 3A: Completion Rates for Undergraduate programmes

Academic Year	Female Non-Completers	Female Non-Completion Percentage	Male Non-Completers	Male Non-Completion Percentage	Faculty Baseline	University Baseline
2017/18	8	5.7%	2	11.8%	10.9%	10.9%
2018/19	11	8.4%	0	0.0%	11.4%	11.4%
2019/20	8	5.9%	0	0.0%	10.8%	10.8%
2020/21	9	6.0%	5	26.3%	10.9%	10.9%
2021/22	14	7.4%	1	4.5%	10.6%	10.6%

## Section 4: Staff Demographics

**Figure 4A: Academic staff (permanent and fixed term) by grade between 2018 and 2023**



**Note:** Percentages of staff by each gender are shown on the y axis, with absolute numbers displayed on the bar.

**Table 4A: Permanent academic staff by function between 2018-2023**

[REDACTED]

**Table 4B: Fixed term academic staff by contract and function between 2018-2023**

[REDACTED]

**Table 4C: PTO staff by contract type and grade – fixed term and permanent**

[REDACTED]

## **Section 5. Recruitment**

**Figure 5A: Applicants for academic posts by grade between 2018-2023**

[REDACTED]

**Figure 5B: Proportion of applicants for academic posts by grade being shortlisted shown on the y-axis (with absolute numbers as value labels).**

[REDACTED]

**Figure 5Bi shows data from Figure 5B collapsed over the reporting period standard errors bars**

[REDACTED]

**Figure 5C: Proportion of shortlisted people for academic posts by grade being offered positions shown on the y-axis (with absolute numbers as value labels).**

[REDACTED]

**Figure 5Ci shows data in Figure 5C collapsed over the reporting period with standard errors bars to show trends by grade.**

[REDACTED]

**Table 6A: Applications, shortlists, and appointments made in recruitment to PTO posts**

[REDACTED]

**Section 7: Promotion**

**Table 7A: Academic promotions by gender 2018-2023**  
[REDACTED]

**Table 7B: PTO promotions 2018-2023**  
[REDACTED]

## Appendix 2a: Additional data

### EES Survey

**Table 8A: Percentage positive responses by gender. Items with below 30% positive response are highlighted in red.**

	Report overall	Women	Men	Prefer not to say
N (no. of responses)	29	17	11	n/a
<b>Average of Sections</b>				
Engagement	28%	33%	20%	n/a
Culture and Values	50%	55%	43%	n/a
Equity, Diversity and Inclusion	35%	45%	21%	n/a
Your Development	34%	45%	22%	n/a
Communication	48%	56%	40%	n/a
Action and Feedback	10%	18%	0%	n/a
Management and Wellbeing	43%	48%	35%	n/a
Vision and Leadership	17%	25%	5%	n/a
People and Teams	23%	30%	14%	n/a
Worklife Balance	49%	59%	39%	n/a
Your Role	44%	51%	37%	n/a
Behaviours	34%	34%	27%	n/a
<b>Engagement</b>				
I would recommend University of Leeds as a great place to work	28%	35%	18%	n/a
I see myself still working here in two years' time	38%	41%	27%	n/a
The University motivates me to do my best beyond what I would in a similar role elsewhere	14%	24%	0%	n/a
I rarely think about looking for a role/job elsewhere	21%	18%	18%	n/a

I am proud to work for the University of Leeds	41%	47%	36%	n/a
--	-----	-----	-----	-----

**Culture and Values**

The behaviour of our leaders is consistent with the University values	28%	35%	18%	n/a
---	-----	-----	-----	-----

I know our University values	66%	59%	73%	n/a
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I am able to behave in a way that is consistent with the University values. If you disagree please indicate which values, and why, you are not able to demonstrate in the comments	54%	63%	36%	n/a
--	-----	-----	-----	-----

The behaviour of my immediate manager/ supervisor is consistent with the University values	52%	59%	45%	n/a
--	-----	-----	-----	-----

**Equity, Diversity and Inclusion**

I feel like my voice counts	17%	29%	0%	n/a
-----------------------------	-----	-----	----	-----

I believe the University is taking meaningful action on equity, diversity and inclusion	45%	53%	36%	n/a
---	-----	-----	-----	-----

I believe staff are able to succeed at the University regardless of gender, age, ethnic, background, disability, sexual orientation, or other differences	48%	65%	27%	n/a
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I can be my authentic self at work	41%	47%	36%	n/a
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I feel a real sense of belonging working at the University	25%	35%	10%	n/a
--	-----	-----	-----	-----

I am confident that any complaints about discrimination, bullying, harassment or sexual misconduct are dealt with effectively	31%	41%	18%	n/a
---	-----	-----	-----	-----

I believe everyone here is treated fairly and with respect regardless of gender, age, ethnic, background, disability, sexual orientation, gender identity or other personal characteristics	31%	47%	9%	n/a
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**Your Development**

I have access to the learning and development I need to do my job well	48%	59%	36%	n/a
--	-----	-----	-----	-----

There are good career opportunities for me here	24%	29%	18%	n/a
---	-----	-----	-----	-----

I receive appropriate recognition for good work	31%	41%	18%	n/a
---	-----	-----	-----	-----

My performance is evaluated fairly	41%	53%	27%	n/a
------------------------------------	-----	-----	-----	-----

My immediate manager / supervisor gives me regular feedback on how well I am performing	28%	41%	9%	n/a
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### Communication

I receive University updates in a timely manner 48% 56% 40% n/a

### Action and Feedback

I believe action will be taken as a result of this survey 10% 18% 0% n/a

### Management and Wellbeing

My immediate manager / supervisor sets a good example for employee wellbeing 45% 59% 18% n/a

I have meaningful ways to stay connected with my colleagues if / when we are working in different locations 50% 38% 73% n/a

My immediate manager / supervisor is a good role model 48% 65% 18% n/a

I am able to make necessary changes in how I work to improve my own wellbeing 41% 47% 36% n/a

I have what I need to effectively work in a safe way (e.g. DSE set up) on an ongoing basis 59% 65% 55% n/a

My immediate manager / supervisor keeps me informed about what is happening at the University 59% 65% 45% n/a

Employee wellbeing is a priority here 10% 12% 9% n/a

My immediate manager / supervisor regularly checks how I am (not just work related) 31% 29% 27% n/a

My immediate manager / supervisor cares about my wellbeing 62% 71% 45% n/a

The University is effectively set-up to support hybrid working 36% 44% 27% n/a

### Vision and Leadership

Resources at the University are effectively directed (funding, people and effort) towards our vision and strategy 10% 18% 0% n/a

The University is in a position to really succeed over the next three years 14% 24% 0% n/a

The University leaders have the capability to deliver the strategy/ vision 14% 24% 0% n/a

The University leaders demonstrate that people are important to the institutional success 17% 24% 9% n/a

The University strategy/vision motivates me 7% 12% 0% n/a

The University leaders keep people informed about what is happening 34% 47% 18% n/a

### People and Teams

Within our team, we hold ourselves and our team members accountable for results	38%	47%	27%	n/a
When someone is not delivering in their role, we do something about it	7%	12%	0%	n/a
I feel part of a team here	34%	47%	18%	n/a
Workloads are divided fairly among people in my team	25%	31%	18%	n/a
There is open and honest two-way communication at the University	14%	25%	0%	n/a
Generally, the right people are rewarded and recognised	17%	18%	18%	n/a

### Worklife Balance

Generally, I believe my workload is reasonable for my role	34%	41%	27%	n/a
Our hybrid team meetings and discussions are effective	46%	63%	27%	n/a
Flexible working arrangements are supported here	62%	76%	45%	n/a
I can arrange time out from work when I need to	59%	65%	55%	n/a

### Your Role

I am happy with my current role	34%	53%	9%	n/a
Our physical workspace on campus is enjoyable to work in	45%	41%	55%	n/a
I know how my work contributes to the University strategy / vision	34%	41%	27%	n/a
I have enough autonomy to perform my job effectively	79%	88%	64%	n/a
I have access to the things I need to do my job well	33%	44%	20%	n/a
I know what I need to do to be successful in my role	66%	82%	45%	n/a
I am appropriately involved in decisions that affect my work	45%	53%	36%	n/a
I believe my total compensation (salary, annual leave, benefits) is fair relative to similar roles	26%	27%	27%	n/a
Most of the systems and processes here support us to work effectively	14%	24%	0%	n/a
I can arrange time out from work when I need to	59%	65%	55%	n/a

### Behaviours \*NOTE: these items are reverse scored. Items >30% highlighted.

In the last two years I HAVE witnessed behaviour at the University that I believe to be discrimination, bullying, harassment or sexual misconduct	36%	38%	27%	n/a
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In the last two years I HAVE experienced behaviour at the University that I believe to be discrimination, bullying, harassment or sexual misconduct

32%

31%

27%

n/a

## Section 9: Freedom to Speak Up Guardians (FSUG)

### Table 9A: Number of FSUG cases by year, term and School

[REDACTED]

### Table 9B: Freedom to Speak Up Guardians case categories in School of Psychology

[REDACTED]

## Section 10: student Survey

**Table 10A: Student survey results with cells of concern highlighted in red**

	SoP	SoP Women (n=46)	SoP Men (n=8)	SoP Non-binary (n=2)
I think my School at the University of Leeds is a great place to study for everyone	83.90%	89.10%	62.50%	50.00%
<b>Disability</b>				
Regardless of disability status, all students within the School are equally encouraged to take up educational and career development opportunities	78.60%	84.80%	62.50%	0.00%
There are visible disabled role models (e.g. as lecturers, speakers at conferences or student events)	23.20%	23.90%	25.00%	0.00%
School related student social activities (e.g. student society events) are welcoming to disabled students	58.90%	58.70%	62.50%	50.00%
The School makes it clear that student attitudes and behaviour that are discriminatory/prejudicial towards disabled people are not acceptable	82.10%	82.60%	75.00%	100.00%
School staff make it clear through their own behaviour that attitudes and behaviour that are discriminatory/prejudicial towards disabled people are not acceptable (e.g. in student interaction and lectures)	80.40%	80.40%	75.00%	100.00%
Images that stereotype disabled people are not acceptable in the School (e.g. on posters or websites promoting student social events)	83.90%	84.80%	75.00%	100.00%
		<b>SoP Women (n=21)</b>	<b>SoP Men (n=1)</b>	<b>SoP Non-binary (n=1)</b>
My chances of success in my studies will be negatively affected by my disability status *reverse scored	26.10%	28.60%	0.00%	0.00%
		<b>SoP Women (n=21)</b>	<b>SoP Men (n=2)</b>	<b>SoP Non-binary (n=1)</b>
After studying, the career options open to me will be negatively affected by my disability status *reverse scored	16.70%	19.00%	0.00%	0.00%
My chances of success in my chosen career will be negatively affected by my disability status *reverse scored	25.00%	28.60%	0.00%	0.00%
	<b>SoP</b>	<b>SoP Women (n=46)</b>	<b>SoP Men (n=8)</b>	<b>SoP Non-binary (n=2)</b>
<b>Race and ethnicity</b>				

Regardless of race or ethnicity, all students within the School are equally encouraged to take up educational and career development opportunities	85.70%	91.30%	50.00%	100.00%
There are visible role models from Black, Asian and Minority Ethnic groups (e.g. as lecturers, speakers at conferences or student events)	35.70%	39.10%	25.00%	0.00%
School related student social activities (e.g. student society events) are welcoming to all students regardless of race or ethnicity	78.60%	82.60%	62.50%	50.00%
The School makes it clear that racist attitudes and behaviour by students are not acceptable	75.00%	82.60%	25.00%	100.00%
School staff make it clear through their own behaviour that racist attitudes and behaviour are not acceptable (e.g. in student interaction and lectures)	82.10%	84.80%	62.50%	100.00%
Images that stereotype people by race or ethnicity are not acceptable in the School (e.g. on posters or websites promoting student social events)	78.60%	84.80%	37.50%	100.00%
	<b>SoP</b>	<b>SoP Women (n=46)</b>	<b>SoP Men (n=8)</b>	<b>SoP Non-binary (n=2)</b>
<b>Sexual Orientation</b>				
Regardless of sexual orientation, all students within the School are equally encouraged to take up educational and career development opportunities	85.70%	89.10%	62.50%	100.00%
There are visible role models from LGBTQIA+ groups	35.70%	34.80%	35.70%	50.00%
School related student social activities (e.g. student society events) are welcoming to all students regardless of sexual orientation	83.90%	87.00%	62.50%	100.00%
The School makes it clear that student's homophobic attitudes and behaviours are not acceptable	76.80%	80.40%	50.00%	100.00%
School staff make it clear through their own behaviour that homophobic attitudes and behaviour are not acceptable (e.g. in student interaction and lectures)	73.20%	73.90%	62.50%	100.00%
Images that stereotype people by sexual orientation are not acceptable in the School (e.g. on posters or websites promoting student social events)	78.60%	80.40%	62.50%	100.00%
My chances of success in my studies will be negatively affected by my sexual orientation *reverse scored	10.70%	6.50%	25.00%	50.00%
After studying, the career options open to me will be negatively affected by my sexual orientation *reverse scored	10.70%	6.50%	12.50%	100.00%
My chances of success in my chosen career will be negatively affected by my sexual orientation *reverse scored	12.50%	6.50%	25.00%	100.00%
	<b>SoP</b>	<b>SoP Women (n=46)</b>	<b>SoP Men (n=8)</b>	<b>SoP Non-binary (n=2)</b>
<b>Gender</b>				

Regardless of gender, all students within the School are equally encouraged to take up educational and career development opportunities	89.30%	81.30%	75.00%	100.00%
There are visible gender role models	82.10%	87.00%	75.00%	0.00%
School related student social activities (e.g. student society events) are welcoming to all students regardless of gender	82.10%	87.00%	50.00%	100.00%
The School makes it clear that student's sexist attitudes and behaviours are not acceptable	67.90%	71.70%	37.50%	100.00%
School staff make it clear through their own behaviour that sexist attitudes and behaviour are not acceptable (e.g. in student interaction and lectures)	71.40%	73.90%	50.00%	100.00%
Images that stereotype people by gender are not acceptable in the School (e.g. on posters or websites promoting student social events)	73.20%	76.10%	50.00%	100.00%
The School makes it clear that transphobic attitudes and behaviour by students are not acceptable.*reverse scored	53.60%	58.70%	25.00%	50.00%
School staff make it clear through their own behaviour that transphobic attitudes and behaviour are not acceptable (e.g. in student interaction and lectures) *reverse scored	62.50%	65.20%	62.50%	0.00%
Images that stereotype or sexualise trans-gender or non-binary individuals are not acceptable in the School (e.g. on posters or websites promoting student social events) *reverse scored	69.60%	73.90%	50.00%	50.00%
I have felt uncomfortable because of my gender in situations involving other students *reverse scored	21.50%	13.00%	62.50%	50.00%
I have felt uncomfortable because of my gender in situations involving university staff *reverse scored	25.00%	19.50%	62.50%	0.00%
I have felt uncomfortable because of my gender in situations involving research participants *reverse scored	5.40%	2.20%	25.00%	0.00%
	<b>SoP</b>	<b>SoP Women (n=46)</b>	<b>SoP Men (n=8)</b>	<b>SoP Non-binary (n=2)</b>
<b>Hate Crime</b>				
Whilst you have been a student at Leeds have you witnessed another student being the subject of a hate crime not recorded in the questions above? *reverse scored	1.80%	2.20%	0.00%	0.00%
<b>Sexism</b>	<b>SoP</b>	<b>SoP Women (n=46)</b>	<b>SoP Men (n=8)</b>	<b>SoP Non-binary (n=2)</b>
While you have been a student at Leeds, have you personally experienced sexism? *reverse scored	30.40%	30.40%	25.00%	50.00%
In which learning environments did you experience sexism?				

University Learning Environment	35.30%	28.60%	100.00%	0.00%
Accommodation	23.50%	28.60%	0.00%	0.00%
University social Environment	41.20%	28.60%	100.00%	100.00%
Prefer not to say	5.80%	7.10%	0.00%	0.00%
Other	23.50%	28.60%	0.00%	0.00%
<b>Reporting harassment, assault, and hate crime</b>				
I am confident that any complaints about harassment, assault and hate crimes would be dealt with effectively by the School	50.00%	50.00%	62.50%	0.00%
I know how to make a complaint to the School about harassment, assault, and hate crime	32.10%	30.40%	37.50%	50.00%
If I was experiencing discrimination or harassment I would feel confident in approaching my Personal Tutor/Post-graduate Tutor/or other member of staff	62.50%	65.20%	50.00%	50.00%
I am aware of the Freedom to Speak up Guardians in the Faculty of Medicine and Health	37.50%	34.80%	62.50%	0.00%
I would be confident approaching the Freedom to Speak Up Guardians with any complaints about harassment, assault and hate crimes	46.40%	45.70%	37.50%	100%
I am aware of Report and Support at the University of Leeds	32.10%	32.60%	25.00%	50.00%
I would be confident approaching Report and Support with that any complaints about harassment, assault and hate crimes	39.30%	39.10%	25.00%	100%

## Section 11: Staff Leavers

**Table 11: School of Psychology staff leavers**

Year	Total Leavers	Female	Male
2019	25	16	9
2020	16	9	7
2021	16	12	4
2022	11	7	4
2023	16	12	4

## Section 12 Postgraduate Teaching Assistant (PGTA)

**Table 12: PGTA selected survey results**

[REDACTED]

## Section 13 (Action Point Pulse Survey; APPS)

**Table 13 APPS Survey results**

	(N)					Academic			PTO	Research
		All	W	M	PNTS	All	W	M		
I am confident that my line manager/supervisor would be supportive of requests for flexible working	50 (W = 27; M = 18; PNTS = 3; Academic = 39; Academic W = 18; Academic M = 16; PTO = 5; Research = 5)	48 (96%)	26 (96%)	17 (94%)	3 (100%)	38 (97%)	18 (100%)	15 (94%)	5 (100%)	5 (100%)
I am satisfied with the Staff Review and Development Scheme (SRDS) process in the School	41 (W = 20; M = 17; PNTS = 3; Academic = 33; Academic W = 14; Academic M = 15; PTO = 4; Research = 3)	24 (59%)	20 (65%)	9 (53%)	1 (33%)	18 (55%)	9 (64%)	7 (47%)	3 (75%)	3 (100%)
I am satisfied with the Annual Academic Meeting (AAM) process in the School	36 (W = 16; M = 16; PNTS = 3; Academic = 35; Academic W = 15; Academic M = 16; PTO = 0; Research = 1)	26 (72%)	13 (81%)	11 (69%)	1 (33%)	25 (71%)	12 (80%)	11 (69%)	NA	1 (100%)
I am satisfied with the induction the School provided when I started	22 (W = 12; M = 8; PNTS = 1; Academic = 17; Academic W = 8; Academic M = 7; PTO = 2; Research = 3)	16 (73%)	10 (83%)	5 (63%)	1 (100%)	12 (71%)	7 (88%)	4 (57%)	2 (100%)	2 (67%)
I am satisfied with the information that is available to me regarding all types of parental leave	32 (W = 17; M = 12; PNTS = 2; Academic = 24; Academic W = 11; Academic M = 10; PTO = 4; Research = 3)	30 (94%)	16 (94%)	11 (92%)	2 (100%)	22 (92%)	10 (91%)	9 (90%)	4 (100%)	3 (100%)
I feel physically safe when working on campus	52 (W = 28; M = 19; PNTS = 3; Academic = 41; Academic	48 (93%)	26 (93%)	18 (95%)	2 (67%)	37 (90%)	17 (90%)	16 (94%)	5 (100%)	5 (100%)

	W = 19; Academic M = 17; PTO =5; Research = 5)									
The University provides a workstation which is optimal for my physical health and wellbeing	52 (W = 28; M = 19; PNTS = 3; Academic = 41; Academic W = 19; Academic M = 17; PTO = 5; Research = 5)	41 (79%)	24 (86%)	14 (74%)	2 (67%)	30 (73%)	15 (79%)	12 (71%)	5 (100%)	5 (100%)
I wish to have more face-to-face interactions with colleagues	52 (W = 28; M = 19; PNTS = 3; Academic = 41; Academic W = 19; Academic M = 17; PTO = 5; Research = 5)	34 (65%)	17 (61%)	12 (63%)	3 (100%)	27 (66%)	12 (63%)	10 (59%)	4 (80%)	3 (60%)
I would like to be more connected with my colleagues in general	52 (W = 28; M = 19; PNTS = 3; Academic = 41; Academic W = 19; Academic M = 17; PTO = 5; Research = 5)	42 (81%)	21 (75%)	16 (84%)	3 (100%)	34 (83%)	15 (79%)	14 (82%)	4 (80%)	4 (80%)
I feel included in a teaching team here	49 (W = 26; M = 18; PNTS = 3; Academic = 40; Academic W = 19; Academic M = 16; PTO = 4; Research = 5)	30 (61%)	16 (62%)	12 (67%)	1 (33%)	25 (63%)	13 (68%)	10 (63%)	3 (75%)	2 (40%)
I feel included in a research team here	48 (W = 26; M = 18; PNTS = 2; Academic = 39; Academic W = 19; Academic M = 16; PTO = 4; Research = 5)	32 (67%)	17 (65%)	15 (84%)	0 (0%)	25 (64%)	12 (63%)	13 (81%)	3 (75%)	4 (80%)
I feel included in another type of team here	39 (W = 28; M = 15; PNTS = 1; Academic = 28; Academic W = 12; Academic M = 13; PTO = 5; Research = 5)	27 (70%)	15 (54%)	9 (60%)	1 (100%)	17 (61%)	7 (58%)	7 (54%)	5 (100%)	4 (80%)
I would use a private room which has been set aside for breastfeeding or pumping breast milk	42 (W = 25; M=13; PNTS = 2; Academic = 35; Academic W = 19; Academic M = 12; PTO = 2; Research = 4)	9 (21%)	8 (32%)	1 (5%)	1 (50%)	7 (20%)	6 (32%)	1 (8%)	0 (0%)	1 (75%)
I would use a private room which has been set aside for people with chronic health conditions/disabilities to rest in	44 (W = 28; M = 14; PNTS = 2; Academic = 36; Academic W = 19; Academic M = 13; PTO = 3; Research = 4)	12 (27%)	9 (32%)	3 (21%)	1 (50%)	8 (22%)	5 (26%)	3 (23%)	2 (67%)	1 (75%)

Qualitative comments

[REDACTED]

## APPENDIX 3: GLOSSARY

A glossary of abbreviations and acronyms used in the application is provided here.

<b>Abbreviation/Acronym</b>	<b>Definition</b>
AAM	Annual Academic Meeting
ADF	Academic Development Fund
ADoSE	Associate Director of Student Education
ALD&I	Academic Lead for Diversity and Inclusion
APn	Action Plan
APt	Action Point
APPS	Action Plan Pulse Survey
AS	Athena SWAN
ASWG	Athena SWAN Working Group
Asst Prof	Associate Professor
BM	Business Manager
BOM	Business Operations Manager
BPS	British Psychological Society
BSc	Bachelors of Science
CDAD	Cognitive Development and Disorders MSc
ClinLect	Clinical Lecturer
ClinSL/AP	Clinical Senior Lecturer / Associate Professor
CPD	Continued Professional Development
CWG	Core Writing Group
DO	Director of Operations
DORI	Director of Research and Innovation
DHoS	Deputy Head of School
DoSE	Director of Student Education/Engagement
DoRI	Director of Research & Innovation
DoSE	Director of Student Education
DoHSC	Department of Health and Social Care
DPGR	Director of Postgraduate Studies
SECR	Early Career Researcher
EDI	Equality, Diversity and Inclusion
E&I	Equality and Inclusion
E&IC	Equality and Inclusion Committee
EPU	Equality Policy Unit
ESS	Employee Engagement Survey
FMH	Faculty of Medicine and Health
FEPS	Faculty of Engineering and Physical Sciences
FE	Faculty of Environment
FSUG	Freedom to Speak Up Guardian
FSS	Faculty Student Survey
FTE	Full-Time Equivalent

FWOW	Future Ways of Working
GEO	Gender Equity Officer
HC	Head count
HEE	Health Education England
HESA	Higher Education Statistics Agency
HoS	Head of School
HR	Human Resources
ISAT	Institutional Self-Assessment Team
KP	Key Priorities
LDPM	Learning Development Project Manager
M	Man/ Men
MPsyc	Master of Psychology
MSc	Master of Science
N-B	Non-Binary
NAP	New Action Plan
NHS	National Health Service
OD&PL	Organisational Development & Professional Learning
OWOW	Our Ways Of Working
PALS	Peer-Assisted Learning Scheme
PASS	Peer Assisted Study Support
PG	Postgraduate
PGR	Postgraduate Researcher
PGT	Postgraduate Taught
PGTA	Postgraduate Teaching Assistant
PNTS	Prefer not to say
Prof	Professor
PS	Professional Services
PSRB	Professional Statutory and Regulatory Body
PTO	Professional, Technical and Operational
RAG	Red-Amber-Green
RG	Russel Group
R&I	Research and Innovation
R&R	Reward and Recognition
REF	Research Excellence Framework
SALIP	School Academic Lead for Inclusive Pedagogies
SAP	Systems, Applications & Productions – name of HR and finance software used
SAT	Self-Assessment Team
SCS	School Culture Survey
SE	Student Education
SEC	School Executive Committee
SES	Student Education Service
SMART	Specific, Measurable, Achievable, Relevant, Time-bound
SMT	Senior Management Team
SoD	School of Dentistry
SoH	School of Healthcare
SoM	School of Medicine

SoP	School of Psychology
SR	Student Representative
SRDS	Staff Review and Development Scheme
SRIC	School Research and Innovation Committee
SSO	Student Services Officer
SSPF	Student Staff Partnership Forum
STSEC	School Taught Student Education Committee
STEMM	Science, Technology, Engineering, Mathematics and Medicine
TPG	Taught Postgraduate
T&R	Teaching and Research
T&S	Teaching and Scholarship
UB	Unconscious Bias
UBO	Unconscious Bias Observer
UG	Undergraduate
UoA	Unit of Assessment
UoL	University of Leeds
W	Woman / Women
WIT	Welcome, Induction and Transitions
WLM	Workload Model
WP	Widening Participation