

## Athena Swan Gold application form for departments

### Applicant information

Name of institution	University of Aberdeen
Name of department	School of Psychology
Date of current application	Nov 2025
Level of previous award	Silver
Date of previous award	30 <sup>th</sup> Dec 2020
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Section	Words used
An overview of the department and its approach to gender equality	2418
An evaluation of the department's progress and success	1774
An evaluation of the department's sector-leading activity	1988
An assessment of the department's gender equality context	3396
Future action plan*	7041
Appendix 1: Consultation data*	8426
Appendix 2: Data tables*	2849
Appendix 3: Glossary*	155
<b>Overall word count</b>	<b>9576</b>

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

**Overall word limit: 10,000 words**

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

**1.1. Letter of endorsement from the Head of School**

See overleaf.

Dear Athena Swan panel,

As Head of the School of Psychology, at the University of Aberdeen, I am delighted to offer my strongest support for our application for an Athena Swan Gold award.

### **We have demonstrable senior commitment to promoting gender equality**

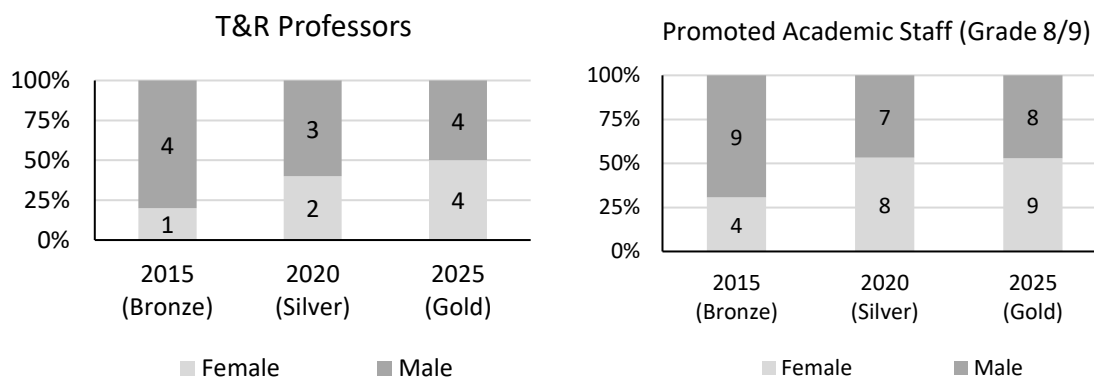
I have been part of the School of Psychology since 1996, as an undergraduate, PhD student, postdoc, and academic. Throughout this time, promoting gender equality has been the central theme running through my research, teaching, and administrative roles. Increasing gender equality has taken on added significance since I became Head of School in 2023.

I have been an active part of our School's Athena Swan journey since it began. I was a founding member of our original self-assessment team, which achieved the first Athena Swan Bronze award in our University (2015). I led our successful Bronze award renewal in 2019 and Silver award in 2020 (another first in our University). Since becoming Head of School, I rejoined our EDI committee, helped co-lead this Gold award application, and have made sure that furthering gender equality is central to our School's strategy and daily operations.

Our School has been transformed by Athena Swan. Enabling gender equality has become the norm, and we are now a much more equitable, diverse, and inclusive place to work and study.

### **We have doubled the number of female Professors since our last application (again!)**

We achieved our long-term goal of gender parity in Teaching and Research (T&R) Professors, by supporting two female staff to promotion and recruiting one female Professor. We also achieved gender parity in across academic roles (54%F) and promoted academic roles (53%F).



### **We have more females in leadership roles**

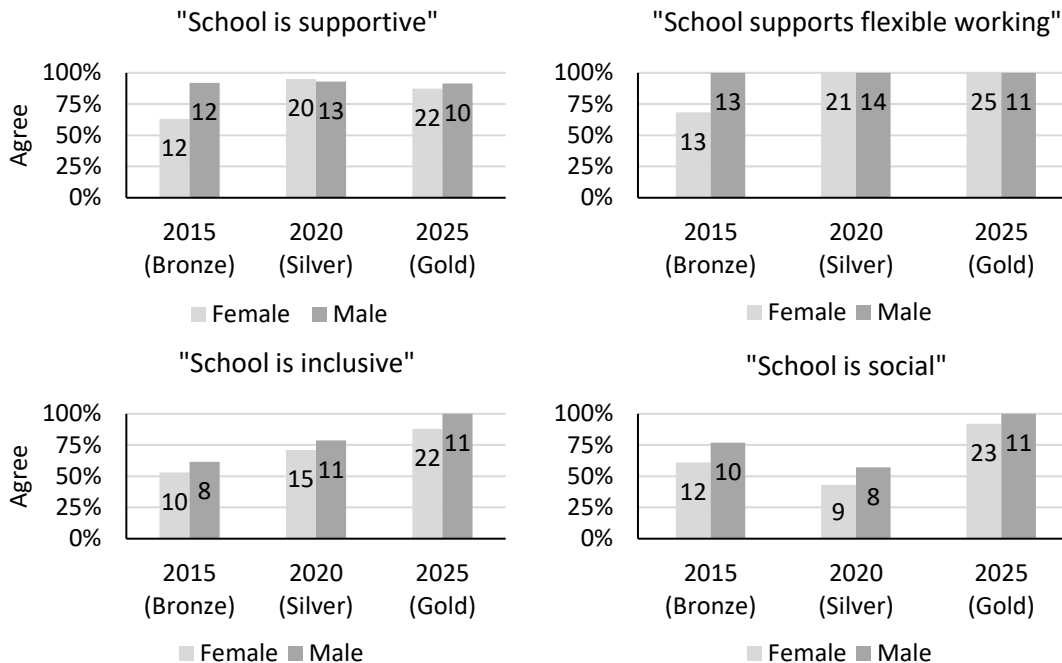
We achieved our long-term goal to support more female staff into leadership roles. Female staff now represent the majority on our School Executive (a first!), 50% of chairs of our executive committees, and lead three of our four research groups.

### **We have reduced gender inequality among our students**

We have made good progress towards reducing gender imbalances in our student population and attainment. Male undergraduate (UG) admissions increased from 18% to 22%, male UG first-class degrees increased from 19% to 35%, and our gender attainment gap in first-class degrees reduced from 13% to 7%.

### We have created a more inclusive culture

We have worked hard to make our School a more supportive, inclusive, and social place to work and study. The impact of this can be seen in staff responses to our cultural surveys.



### We have become a beacon for gender equality in our University

- Staff from our School lead three of the University's eight EDI networks and founded two of these (Menopause Network & Neurodiversity Network).
- We developed a Social Bias Observer scheme for the University promotions process.
- We host many University-wide events on social bias, menopause, and neurodiversity.
- We funded nine EDI internships, six since 2023, to undertake literature reviews and novel research to help inform School and University policies, procedures, and practices.

### We have become a beacon for gender equality across Higher Education

- We set up a UK-wide network of EDI representatives on the committees of psychology societies to allow EDI members to share good practice (EDI Psych Net).
- We funded two EDI PhD studentships to further knowledge of pressing gender equality issues for HE (i.e., menopause in the workplace, gender stereotypes and AI).

### We have identified key priorities for future action

- Gendered patterns in staff concerns around workload and wellbeing.
- Gender imbalances in Teaching and Scholarship (T&S) and administrative roles.
- Gendered intersections with age and neurodiversity.

In a world facing increasing resistance to EDI, we strive to be a brighter beacon for gender equality through our actions to positively impact our School, our University, and beyond.

Yours faithfully,



Doug Martin (Head of School of Psychology)

## 1.2. Description of the School

### Our History

The School of Psychology at the University of Aberdeen has some notable firsts. Psychology in Aberdeen began in 1896, making us the first psychology department in the UK. We have long been at the forefront of gender equality in our University, being the first department to have a female Professor and Head of Department (Prof Elizabeth D. Fraser, 1963), the first to have a female member of Senate (1976), and the first to be awarded an Athena Swan Bronze award (2015) and Silver award (2020).

### Our Staff and Students

We currently have 46 academic staff (54%F; HESA = 67%F) and 7 professional, technical, and operational (PTO) staff (86%F; **Table 1**). Our staff are from over 14 countries and have diverse backgrounds in terms of age, disability, ethnicity, LGBTQ+ identity, neurodiversity, sex and gender identity<sup>1</sup>.

**Table 1.** Staff headcount snapshot (September 2025)

	Female (F)	Male (M)	Total	% F
<b>Academic Staff (all tracks)</b>	25	21	46	<b>54</b>
<b>Professional/Support Staff</b>	6	1	7	<b>86</b>
<b>Total</b>	<b>31</b>	<b>22</b>	<b>53</b>	<b>58</b>

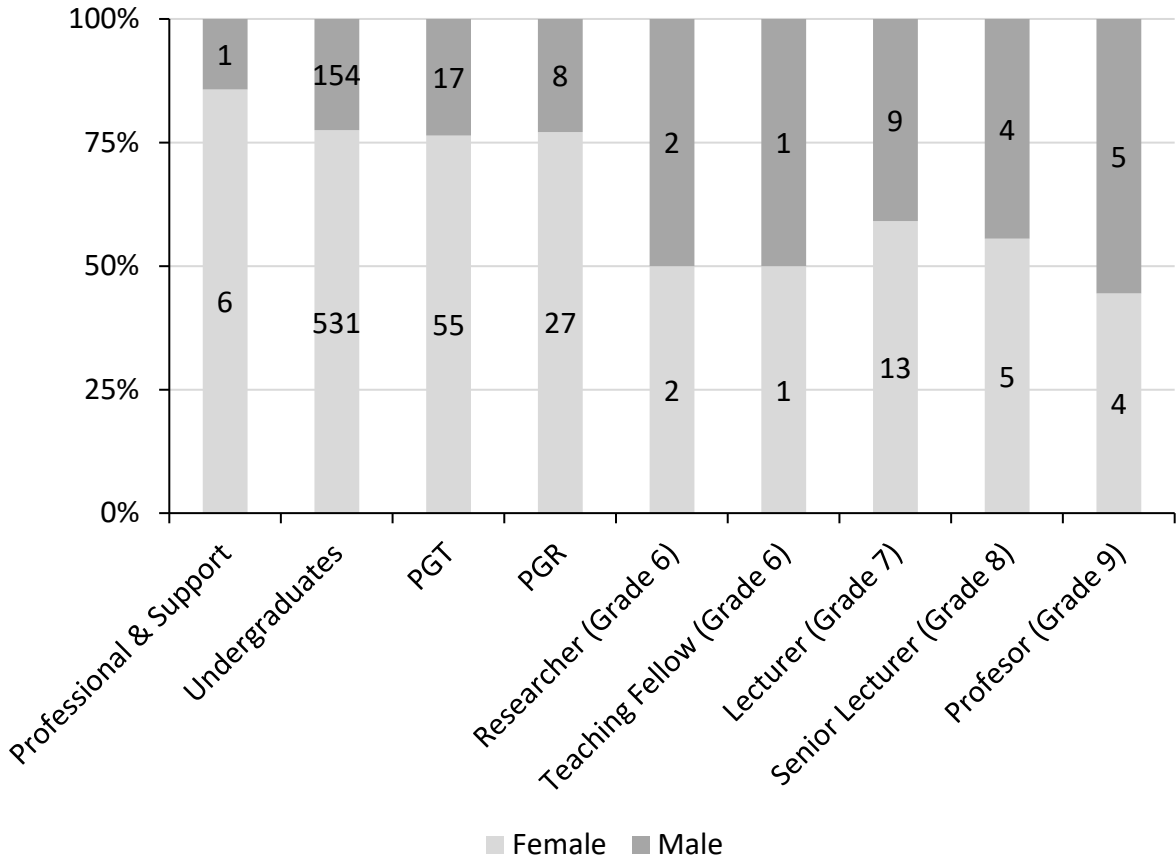
Across all programmes and study modes, our 2024-25 FTE student numbers are 685 UGs, 98 PGTs and 49 PGRs, which equates to a student population of 832 (77%F; **Table 2, Figure 1, Appendix A2.1 & A2.3**).

**Table 2.** Student headcount snapshot (September 2025)

	Female (F)	Male (M)	Total	% F
<b>Undergraduates (UG)</b>	531	154	685	<b>78</b>
<b>Taught Postgraduates (PGT)</b>	75	23	98	<b>77</b>
<b>Research Postgraduates (PGR)</b>	36	13	49	<b>73</b>
<b>Total</b>	<b>642</b>	<b>190</b>	<b>832</b>	<b>77</b>

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<sup>1</sup> On April 16<sup>th</sup> 2025, the UK Supreme Court unanimously ruled that the terms "woman" and "sex" in the Equality Act 2010 (EA 2010) are defined as biological sex. Like many organisations, we are grappling with the implications this ruling has for our staff and students, our research and education, and our EDI work. Please note, throughout, we refer to data collected by sex at birth as female/male and data collected on gender identity as nonbinary/man/woman with other terms included where appropriate.



**Figure 1.** Number of students (FTE) and staff (headcount) snapshot (September 2025)



**Figure 2.** School of Psychology staff, 2024, gathered to celebrate a lifetime achievement award for PTO staff.

## Our Research

Our School has a research-intensive focus and is structured around four themed groups: Cognition, Perception and Attention, Social Cognition, and Applied Human Factors. Females lead three of the four research groups, giving visible leadership presence in the School.

All Teaching & Research (T&R) staff were entered into 2021 REF (41%F). 94% of our research activity was rated world-leading (4\*) or internationally excellent (3\*).

## Our Teaching

We provide a vibrant research-led learning environment for taught undergraduate (UG), taught postgraduate (PGT) and research postgraduate (PGR) degrees; we received an 83% overall satisfaction rating in the 2024 NSS.

At UG level we offer Single and Joint honours degrees in Psychology. At PGT level, we offer an MSc Psychological Studies (conversion), an MSc Psychology of Mental Health, a Masters in Research Methods (MRes), and various online courses and qualifications.

## Our Physical, Cultural, and Social Environment

Our School is based in the William Guild Building on the University of Aberdeen's King's College campus. Our building was custom-built as a psychology department in the 1960s; the building was renovated in 2015 and, as a consequence of previous Athena Swan actions, now includes gender neutral bathrooms (2015) and nursing and baby changing facilities (2019). We provide sanitary products in 100% of our gender neutral, male, and female bathrooms.

Our social hub is the coffee room where staff and postgraduates socialise with free coffee and tea. The coffee room also hosts informal gatherings, including wellbeing lunches, social events (e.g., a crafting group), and celebrations (e.g., grant awards, doctoral exams, diverse cultural celebrations, parental leave, and in 2023 a 90<sup>th</sup> birthday for an emeritus Professor!).

Our social committee organises events with input from all staff via a yearly suggestion poll. Half of events are held within core working hours so carers can attend. Events include: monthly socials (e.g., movie/game nights, wine tasting, bowling, family ceilidh), monthly wellbeing coffee mornings, monthly 'DiversiTea' events (informal EDI drop-in events for students and staff), and four School clubs: hillwalking, sea swimming, crafting, film club (including earlier family screenings for kids/parents and later adult-only screenings).

**Impact:** Our positive culture was evident in our 2024 cultural survey (**Appendix A1.2.1**):

- ☀️ 92% of respondents (88%F/100%M) said the School was "inclusive"
- ☀️ 97% (92%F/100%M) said the School was "social"
- ☀️ 92% (92% F/91%M) feel they belong in the School

🗨️ *"I feel welcomed, valued, and a key part of the School. I think not many Schools have this culture."*

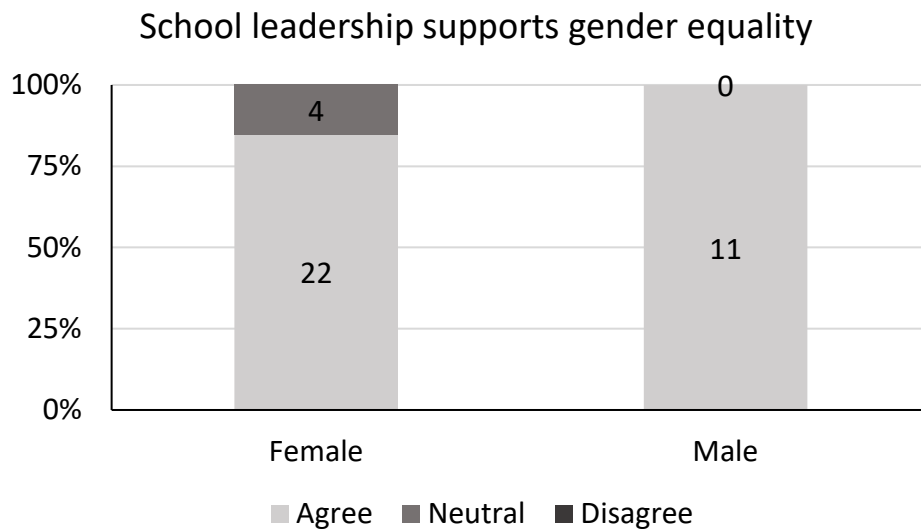
**Male PhD student, EDI survey (2022)**

🗨️ *"I honestly feel like this School is more inclusive than any other University I've worked at. People genuinely care, it's not just for show"*

**Female staff member, School cultural survey (2023)**



**Figure 3.** Left to right: Wear it Green for wellbeing lunch (Oct 2022), hillwalking group (June 2022), and a Diwali celebration (Oct 2024).



**Figure 4.** Staff perceptions of leadership support for EDI measured in the 2024 School Cultural Survey (**Appendix A1.2.4**); numbers within bars represent headcount. Details of survey response rates can be found in **Table 4**.

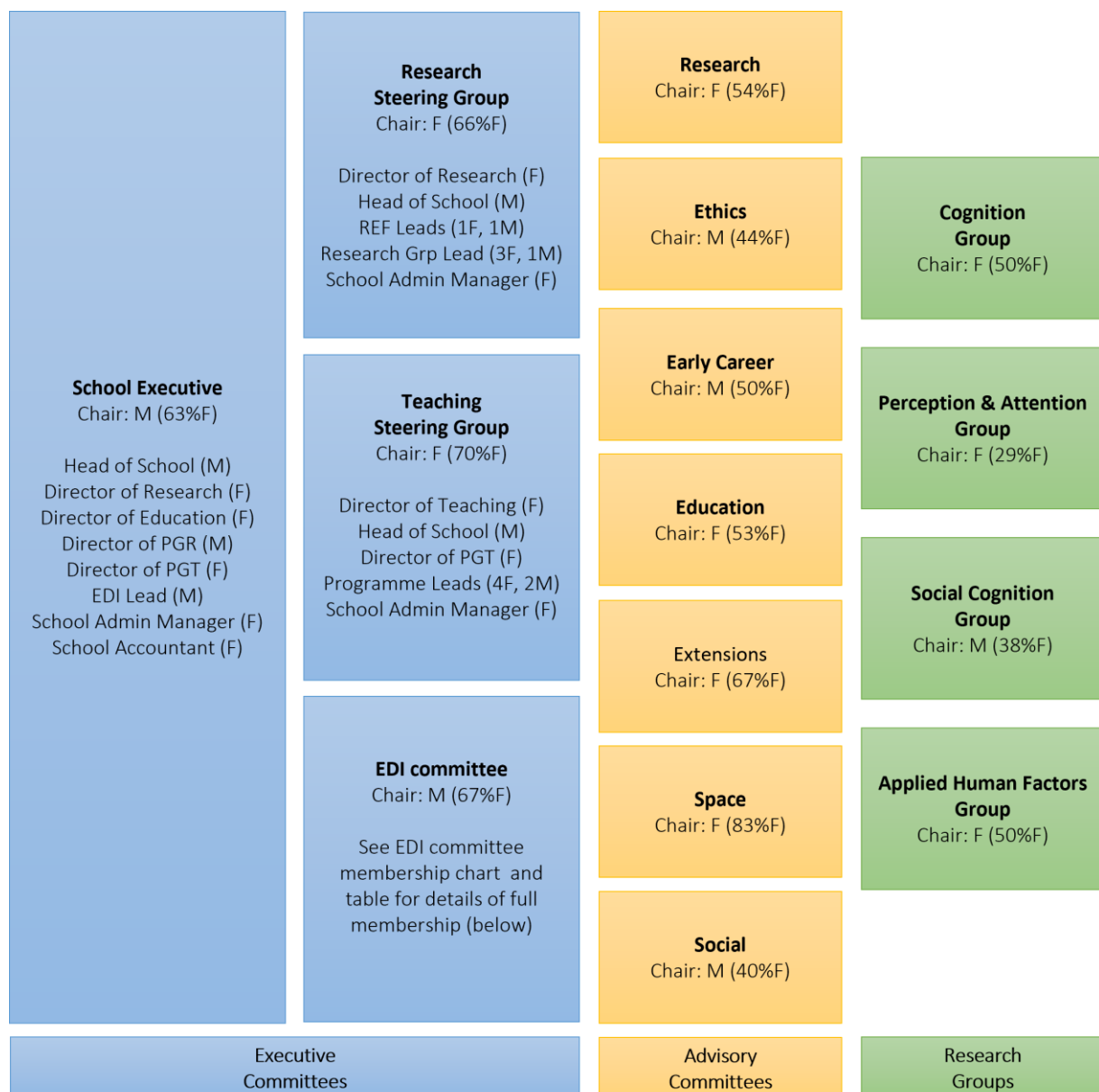
**Table 3.** School line management responsibilities

Line Manager	Staff Members Managed
Head of School (M)	School Executive
	Research Group Leads
	Technical Staff
Cognition Group Lead (F)	Cognition T&R Staff
Perception Group Lead (F)	Perception T&R Staff
Social Cognition Group Lead (M)	Social Cognition T&R Staff
DoE (F)	UG Focused T&S Staff
DoPGT (F)	PGT Focused T&S Staff
Principal Investigators	Research-Only Staff
School Administrative Manager (F)	Administrative Support Staff

### 1.3. Governance and recognition of equality, diversity and inclusion work

#### Our Management Structure

We are led by a School Executive, supported with three other decision-making committees and seven advisory committees (see **Figure 5**). For the first time in our School history, School Executive has a majority of females (63%). Females chair 50% of executive committees (with 67%F committee members) and 57% of advisory committees (with 60%F committee members). We have student representatives on all advisory committees and the EDI committee (60%F).

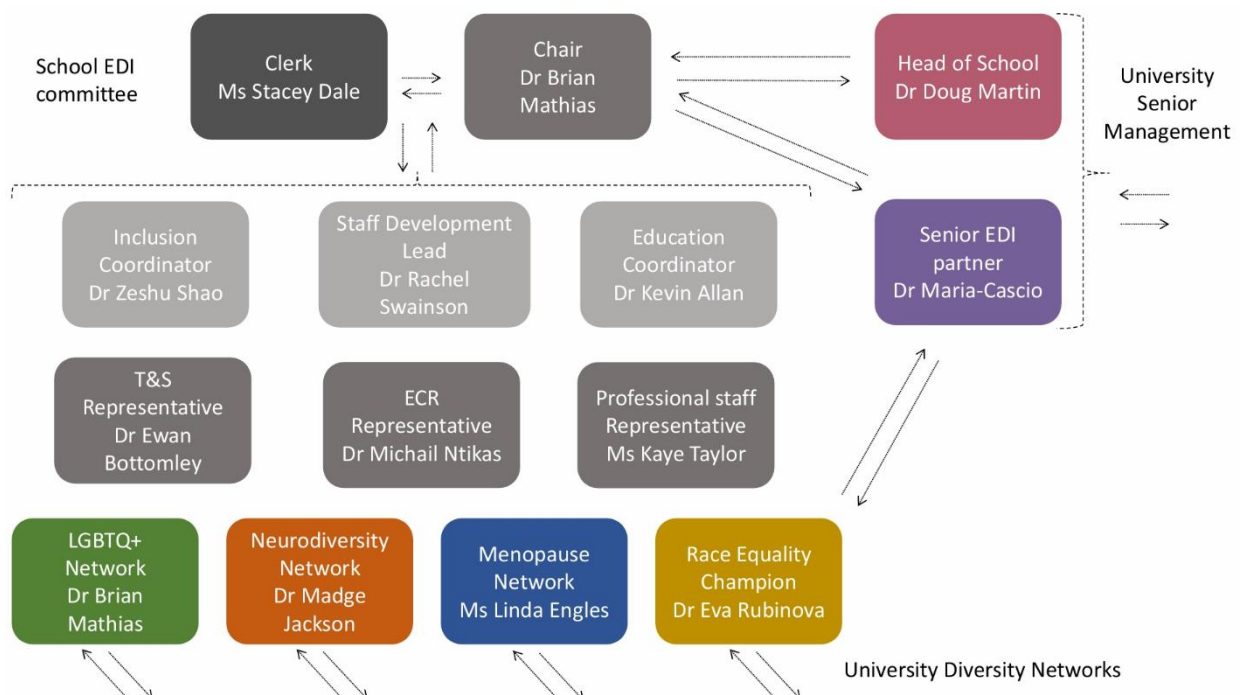


**Figure 5:** School of Psychology governance structure. Gender of individual Executive committee members and percentage female committee members in parentheses. Head of School has overall management responsibility for all staff in the School but each individual member of staff has also a line manager (**Table 3**).

Our EDI committee membership is shown in **Figure 6** and [published](#) online. The EDI committee doubles as our Athena Swan self-assessment team to ensure diversity of representation. EDI committee is chaired by our EDI Lead (Dr Brian Mathias) but was previously chaired by our Athena Swan lead before she went on maternity leave (Dr Clare Sutherland). The committee has representatives from all staff roles across the School, wider diversity network representatives, and has representatives from the School’s six advisory committees. The EDI Chair reports directly to the Head of School and sits on the School Executive Committee to ensure that EDI is embedded in School decision making.

☀ Since 2023, the EDI committee has had an annual ring-fenced budget of £5,000, which has been maintained despite cuts to most other School budgets.

At a university level, School EDI Leads meet at a quarterly Forum organised by central Senior EDI Partners. Two School EDI Leads also sit on the University EDI Committee ensuring flow/link between central and local EDI committees.



**Figure 6.** School of Psychology Equality, Diversity and Inclusion committee membership, governance structure, and wider networks (bi-directional arrows).

#### 1.4. Development, evaluation, and effectiveness of policies

To maintain consistency and equity across the University, all School’s have the same centrally agreed governance structure, management roles, and committee structures. School policies are developed by the different committees and approved by the School Executive committee. Committee members identifying gaps in our policies and committees lead the development of new proposals. If relevant, different committees/ groups jointly work towards a policy that has a wider School impact. Student participation is actively encouraged at all levels. Each committee works to develop, implement and refine policies across the School, with Equality Impact Assessments undertaken where appropriate.

## 1.5. Athena Swan self-assessment process

### 1.5.1. Self-Assessment Team (SAT)

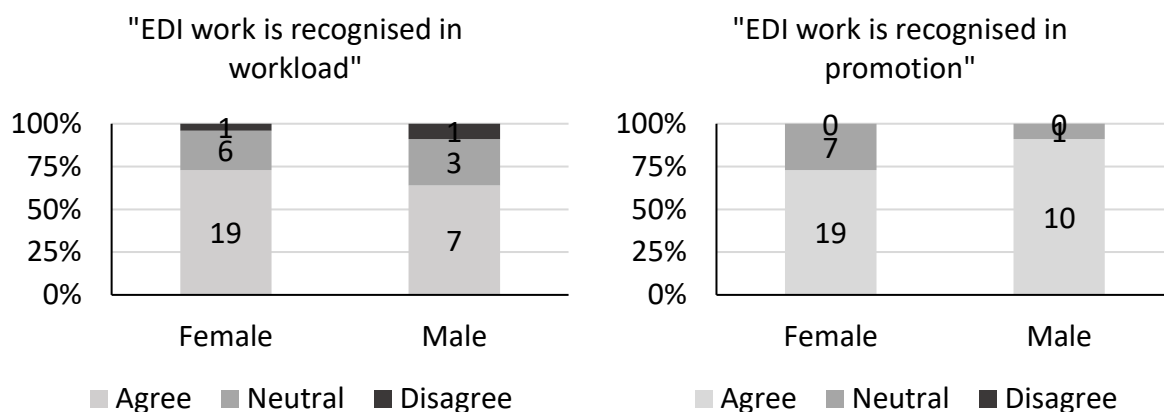
The School SAT began in 2014, in preparation for our Bronze AS application, and in 2016 were formed into the School EDI committee. This overlap allows for diverse intersectional perspectives, including from the Race Equality Champion, LGBTQ+ Champion, Neurodiversity Champion, and other post holders. All School stakeholders have representation on the EDI Committee and all School committees have at least one EDI member.

Dr Brian Matthias became EDI Chair in 2025, having taken over from Dr Clare Sutherland who went on maternity leave in August 2025. Dr Sutherland had been EDI chair and SAT lead since 2022; the SAT is supported by two co-leads, Dr Doug Martin (HoS and EDI Chair/SAT lead 2016 – 2021), and Dr Eva Rubinova (Race Equality Champion and next SAT lead).

The HoS reviews annually the academic staff composition of the EDI team to ensure representativeness (58%F). Student members, representing all levels of study, are appointed after an open application process (83%F). The SAT is supported by four PTO staff (100%F).

At School level, chairing and membership of the School EDI committee are recognised in our workload model with equivalence to other committee memberships; the SAT lead position includes additional points in an Athena Swan submission year. Student representatives receive a written commendation recognising their EDI work on their degree transcript.

At University level, demonstrable contributions to EDI are essential to meet the Citizenship criterion for academic promotion and probation, and as such are discussed in annual reviews.



**Figure 7.** Our 2024 cultural survey indicate most staff agree EDI work is recognised in workloads and promotion criteria (**Appendix A1.2.4**); numbers in bars represent headcount.

**Issue:** EDI work is not recognised within the University's role descriptions for PTO staff.

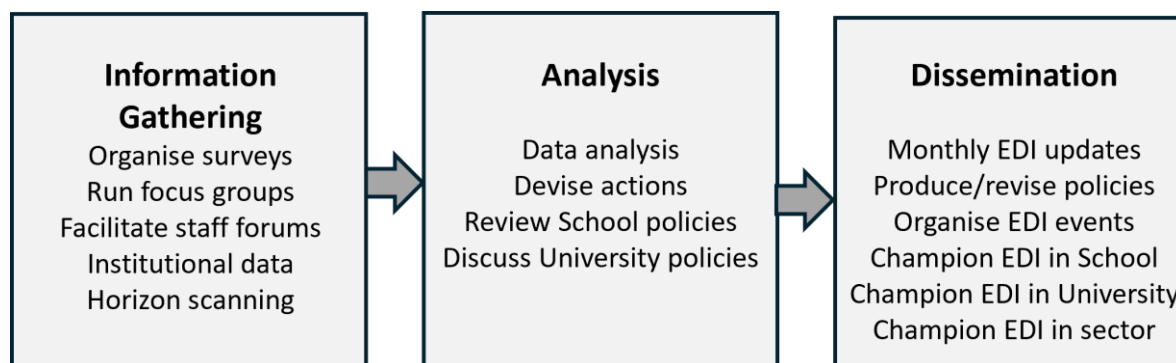
- ⚠️ Because most PTO staff in our School are female (86%F), there is intersectional inequality of gender/job role, with female staff less likely to receive recognition for EDI contributions than male staff.

**Next steps:** We want the University to recognise EDI contributions from PTO staff.

- 📅 Lobby University to recognise PTO EDI work in role descriptions (**AP2025 B4.4**).

### 1.5.2. Self-assessment process

The EDI committee meets every six weeks. Meetings are minuted, with electronic copies shared via the School's SharePoint site. Meetings focus on information gathering, analysis and dissemination (**Figure 8**).



**Figure 8.** Flowchart of self-assessment within the EDI committee

Our progress in delivering our Silver award action plan has been monitored on a quarterly basis by our SAT with guidance/support by University Senior EDI Partner, Dr Maria-Grazia Cascio. School representatives (Head of School, School EDI Lead, chairs of the four EDI Networks and the Dean for Research Culture, People and Environment) sit on University EDI Committee, the Race Equality Strategy Group and the Gender Equality Steering Group ensuring EDI work undertaken at School level is aligned with the University's vision.

Early drafts of this application and associated actions were co-developed with key stakeholders in the School, including members of School Executive, the EDI committee, ECR staff, and PhD students. Final action plans were approved by School Executive. A polished draft of the application was shared with the School prior to submission.

Since 2024, we are grateful to have been receiving mentorship from two Athena Swan Gold award psychology departments at the University of York Department (Prof Mike Burton & Prof Rob Jenkins) and the University of St Andrews (Dr Erin Robbins).

🗨️ “I am inspired by so many of my colleagues' actions around gender equality. People really care, from lecturers to the Deans in the School. I think School leadership really cares.”

**Female staff member, School cultural survey (2024)**

🗨️ “EDI is foregrounded in much of what we do as a School, being integral rather than a separate issue and this is a very welcome and effective way of operating”

**Male staff member, School cultural survey (2024)**

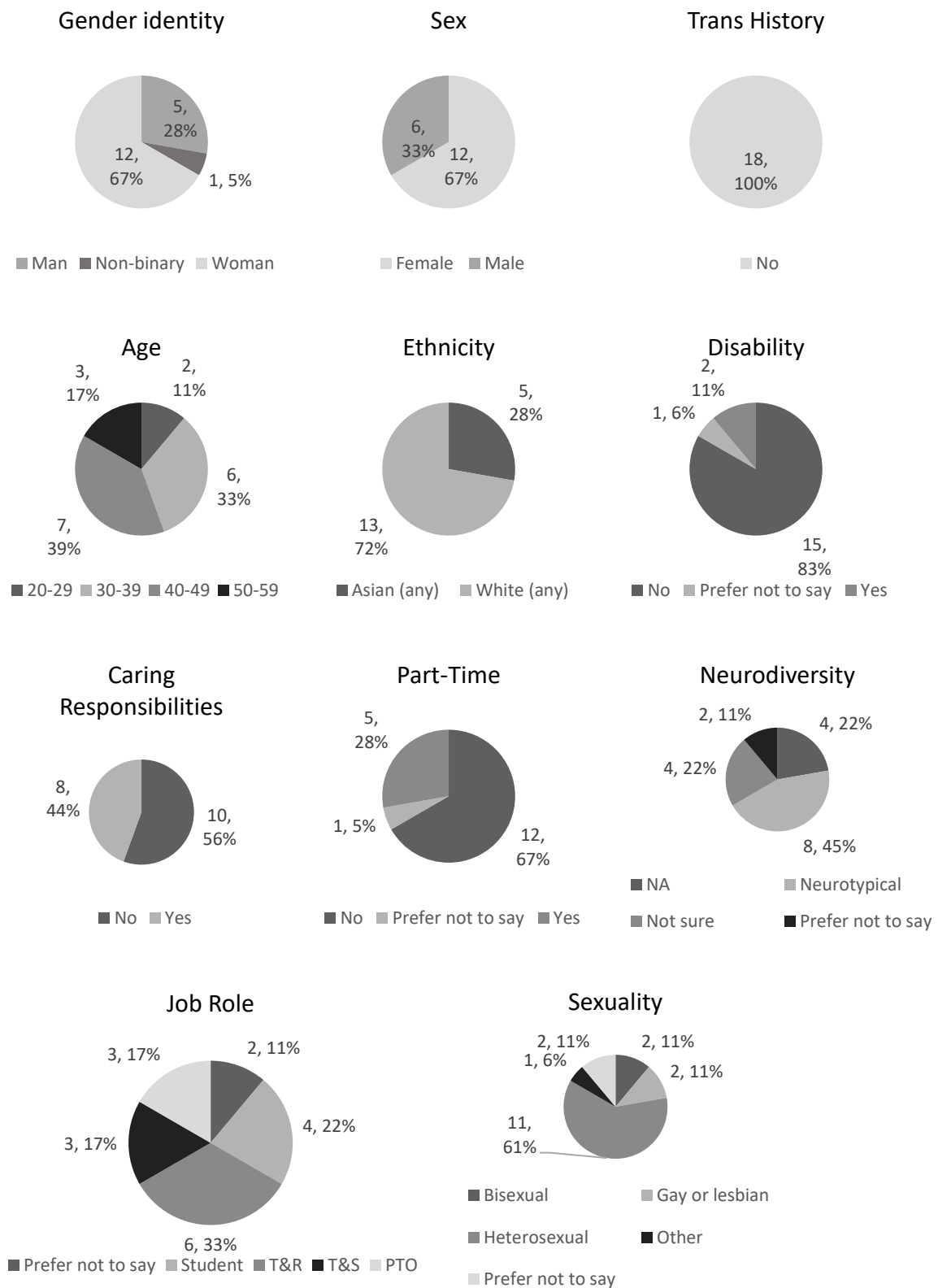
🗨️ “Ever since the School started to address EDI issues, in the previous Athena Swan applications ages ago, I think the work has been amazing, and everyone is well aware.”

**Male staff member, School cultural survey (2024)**

🗨️ “We have a strong EDI culture and a collective understanding of the need to monitor and review activities to achieve EDI goals.”

**Female staff member, School cultural survey (2024)**

**Figure 9.** Demographic details of the School of Psychology EDI Committee and SAT



### 1.5.3. Data collection

Our self-assessment process was informed by quantitative and qualitative data collected from School and University surveys (**Table 4**), focus groups and School forums (**Table 5**), and other relevant sources (**Table 6**).

**Table 4.** Quantitative and qualitative survey data collection activities across the analysis period

Activity	Year	N	Response Rate	% Female
University staff survey ( <b>Appendix A1.3</b> )	2022	43	80%	51%
Early career researcher survey		*	*	*
School staff cultural survey ( <b>Appendix A1.2</b> )	2023	29	55%	69%
Early career researcher survey		13	43%	54%
School staff cultural survey ( <b>Appendix A1.2</b> )	2024	37	73%	70%
Early career researcher survey		18	60%	50%
School undergraduate student EDI survey		41	~6%	80%
University staff survey ( <b>Appendix A1.3</b> )		44	86%	50%
School undergraduate student EDI survey	2025	35	~6%	74%

\* Demographic data not recorded due to error; N indicates the number of respondents from Psychology, with response rate and percentage of female respondents reported in the next columns.

**Table 5.** Themed School forums and focus groups. Following consultation with staff, we agreed not to record demographic information about participants in focus groups and School forums.

Activity	Year
Senior female staff focus group	2023
Undergraduate males focus group	
Staff parents and carers focus group	
School forum on culture	
School forum on academic promotions	
Menopause focus group	2024
School forum on combining a career and family	
School forum on neurodiversity	
School forum on mentoring, coaching, and training	
School forum on annual review	
School forum on EDI and Athena Swan	2025
Staff induction focus group	
School forum on academic promotions	
School forum on menopause in the workplace	
School forum on annual review	
School forum on recovering from the Covid-19 pandemic	

**Table 6.** Other data analysis, information gathering, and benchmarking information.

<b>Activity</b>	<b>Year</b>
Analysis of Athena Swan mandatory data ( <b>Appendix A2</b> )	Annually
Analysis of staff composition and committee membership	
Neurodiversity literature review	2024
Race equality literature review	
Menopause literature review	
The Higher Education Statistics Agency (HESA: <a href="https://www.hesa.ac.uk/about">https://www.hesa.ac.uk/about</a> )	2018-2024
Advance HE Staff Statistical Report for Psychology	2024
Advance HE Student Statistical Report for Psychology	
The Scottish 2022 Census (National Records for Scotland, <a href="https://www.nrscotland.gov.uk">https://www.nrscotland.gov.uk</a> )	2022

#### **1.5.4. Future planning**

We have a comprehensive legacy plan. The EDI committee will continue to meet six times a year. Membership and remit will continue to be reviewed annually to ensure the Committee remains fit-for-purpose. We have identified **six key challenges** to tackle in our next Action Plan, due in 2030 (**Section 4**).

Given the ambitious nature of our Gold Action Plan and our increasing work on intersectionality, especially around gender/age and gender/neurodiversity, we have now split the SAT lead and EDI Chair roles. Dr Rubinova, current shadow Athena Swan lead and School Race Equality Champion, will lead an AS subgroup focused on the implantation of the Gold Action Plan, whilst regularly reporting progress to the EDI committee.

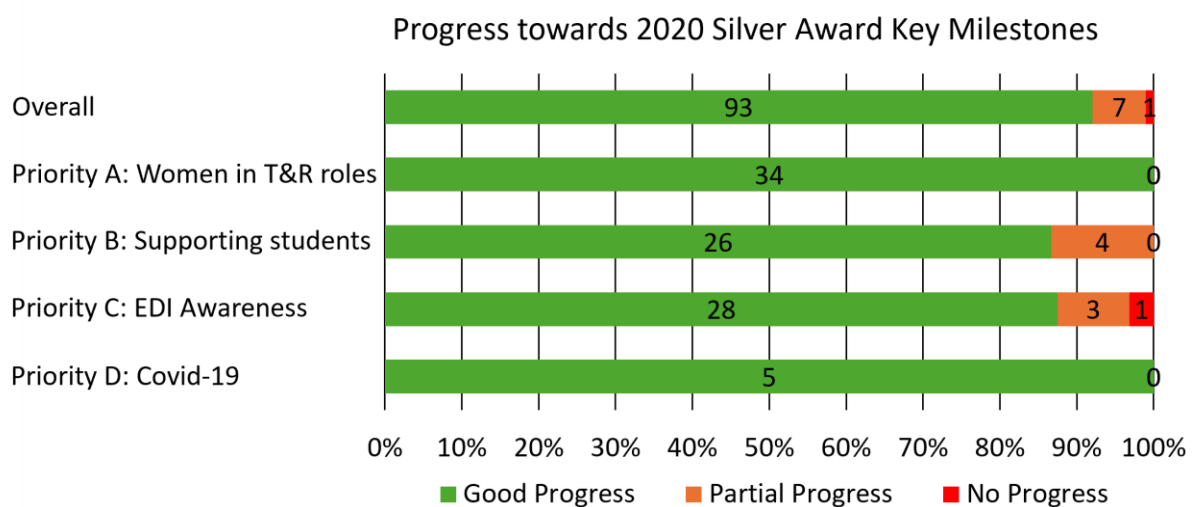
The SAT lead will be supported by the EDI committee as SAT team (including the current Athena Swan lead), the new EDI Chair, and the HoS (also a former Athena Swan lead). Senior members of staff also lead on different priorities (**Section 4**). There will be continued dedicated administration (one staff member) and financial support (£5,000/year).

## Section 2: An evaluation of the School’s progress and success

### 2.1.1 Evaluating progress against the previous action plan

**Action Progress:** Our 2020-25 Silver award action plan had 37 Actions, with 101 associated Key Milestones. We made good progress towards 36 actions (97%) and made partial progress towards the other action. We achieved 93 Key Milestones (92%), made partial progress towards 7 Key Milestones (7%), and made no progress/abandoned the other Key Milestone (see Figure 10). Overall, we completed or superseded all four of our priorities (**Figure 10**):

- ☀ Priority A: Increasing the percentage of female staff in T&R roles
- ☀ Priority B: Creating an inclusive, equal, and supportive environment for our students
- ☀ Priority C: Increasing awareness of our equality challenges, actions, and impacts
- ☀ Priority D: Responding to challenges presented by COVID-19



**Figure 10.** Progress towards 2020-25 Silver award Key Milestones across all four Key Priority areas (A – D)

We present the RAG-coded action plan update below alongside a general evaluation of our success in **Section 2.2**.

### 2.1.2 Silver award Action Plan

Key Priority A: Increasing the percentage of female staff in T&R roles

Key Priority B: Creating an inclusive, equal, and supportive environment for our students

Key Priority C: Increasing awareness of our equality challenges, actions, and impacts

Key Priority D: Responding to challenges presented by COVID-19

**Table 7. Description of RAG rating criteria**

No progress	Action was never undertaken; the action was started but was permanently discontinued; further work is needed to begin the action or to revise the approach.
Partial progress	Action has begun but is incomplete; the action was completed but the outcomes or impacts were not as predicted/desired; further work is needed to complete the action or to obtain the desired outcome or impact.
Good progress	Action was completed with outcomes or impacts as predicted/desired (or very close to); no further work is needed on this action.

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
<b>Increasing the percentage of female in T&amp;R roles</b>					
<p><b>A1.</b> We will explore and implement strategies to support internal Senior Lecturer candidates towards promotion to Reader/Professor.</p>	<p>Key to attaining our 2025 target for Professorial gender parity is to continue our programme of actions supporting the promotion of internal candidates from Senior Lecturer to Professor.</p> <p>We do not have any Readers, which can be a stepping-stone towards Professor. The informal discussion of promotions revealed people are unsure the purpose of the Reader role and how to attain it.</p> <p>We need to find out the knowledge and opinions about becoming a Reader/Professor among our Senior Lecturers.</p> <p>Utilizing this knowledge, we need to best support</p>	<p><b>A1.1</b> We will hold a focus group with Senior Lecturers to gauge their knowledge and opinions about the Reader/Professor roles.</p>	<p>Aug 2020, Sept 2020</p> <p>(EDI Chair, EDI interns)</p>	<p>Copies of notes from focus group circulated to all attendees for further comment. Summary of focus group sent to HR partner and staff development team in preparation of meeting to discuss next steps.</p>	<p>We ran a study with female professors and senior female PTO leaders across the University, to gather and share best practise.</p> <p>Conclusions were that i) there needs to be greater awareness of the promotions process and criteria well in advance of considering applying for promotion and ii) mentorship is crucial. Both insights drove our promotion actions.</p>
		<p><b>A1.2</b> We will meet with our HR partner and a representative from the University staff development team to discuss how our Senior Lecturers can be better prepared for promotion to Reader/Professor.</p>	<p>Oct 2020, Jan 2021</p> <p>(EDI Chair)</p>	<p>A report summarizing the findings of both the focus group and recommendations from the HR/staff development meeting to be submitted to School Exec and Equality, Diversity, and Inclusion Committee (EDIC).</p>	<p>We discussed the findings of the study with senior female staff, HR, Staff Development, School Exec, and EDIC.</p> <p><b>School EDIC representatives contributed to University working group charged with developing a new promotions process, which launched in 2023.</b></p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
	female to promotion to Reader/Professor.	<b>A1.3</b> School Exec will develop and circulate a support guide for promotion from Senior Lecturer to Reader/Professor.	Jan 2021, Dec 2021  (HoS)	75% of Senior Lecturers report that the promotion support guide is useful, in feedback questionnaire following circulation of support guide.	We developed training to increase awareness of the new promotions process and criteria, which has been delivered annually since 2023.  <b>In the 2024 cultural survey, 89% (84%F/100%M) of staff agreed that they were aware of the new promotion framework.</b>
		<b>Key Target</b>	2025	Our interim target is to have at least one additional woman promoted to Reader or Professor by 2022 (<50% female are Professors and no female are Readers). Our overall target is to have Professorial gender parity by 2025.	<b>We achieved our target of having gender parity in T&amp;R Professors by 2025.</b>  - We recruited one additional woman to a Chair in 2020.  - One woman was promoted to Chair in 2022.  - One woman has applied for promotion to Reader in 2025.
<b>A2.</b> We will increase the number of female applying and being shortlisted for	Our proportions of female T&R staff were lower than the national benchmark.	<b>A2.1</b> We will lobby the University to allow the School to make new Teaching & Research appointments in the next financial year (July 2021).	July 2021, Aug 2021  (HoS)	University approve new appointments	<b>We successfully lobbied the University to allow the School to make new T&amp;R appointments in 2021.</b>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
Teaching & Research posts.	<p>On the two occasions when we have advertised T&amp;R posts since 2015, female have been in the minority of those applying (42%), shortlisted (32%), made offers (42%), and appointed (40%).</p> <p>We need to increase the number of female appointed to T&amp;R roles, we need to increase the number of female applying for and being shortlisted for T&amp;R posts.</p>	<b>A2.2</b> We will form a search committee, comprising equal numbers of female and males, to search for suitably qualified female candidates to target for encouragement to apply.	Aug 2021, Dec 2021  (HoS, All staff, DoR)	<p>Long-list of suitable candidates for “targeted encouragement” circulated to School Exec.</p> <p>At least 50% of applications from female (previously 42%).</p>	<p>We have used search committees comprising a mix of female and male staff, from different career stages, tracks, and research groups. The search committees identify lists of potential candidates for targeting and then personally encourage these people to apply.</p> <p><b>Over the reporting period, 49% of applicants were female.</b></p>
		<b>A2.3</b> We will use recently published WISE guide to ensure job advert text worded to avoid gender bias. [Used Gender Decoder: <a href="https://gender-decoder.katmatfield.com/">https://gender-decoder.katmatfield.com/</a> ]	Jan 2022, Dec 2022  (HoS, DoR, SAM, HR partner, EDI Chair)	EDT and HR agree job advert to be free from gender bias.	<b>All job adverts have been screened to ensure that they use gender neutral language.</b>
		<b>A2.4</b> We will ensure shortlisting process is free from gender bias.	Oct 2021, Nov 2021  (HoS, DoR)	Percentage of shortlisted female matches the percentage of female applying.	<b>22% of female applicants and 19% of male applicants were shortlisted.</b>
		<b>A2.5</b> We will offer Skype interviews and/or cover costs of childcare for interviewees.	Nov 2021, Dec 2021  (SAM)	Records kept of whether Skype interviews or costs	All interviewees have been offered the opportunity of having either in-person/online interviews and/or childcare

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
				of childcare are required.	costs. <b>Three candidates received online interviews from 2018-23.</b>
		<b>A2.6</b> Selection panels to be challenged on single gender dominated shortlists.	Nov 2021, Dec 2021  (HR partner)	Evidence that any single gender dominated shortlists have been challenged by HR.	Where a shortlist or panel membership was dominated by a single gender ( <b>on two occasions</b> ), this was challenged by HR and revised accordingly.
		<b>Key Target</b>	2025	Our target is for at least 50% of shortlisted candidates for T&R post to be female (previously 32%)	<b>We achieved our target, with 54% of shortlisted candidates female.</b>
<b>A3.</b> We will increase the number of Research-Only staff employed in the School at Grade 7 or above.	We have no Research-Only staff above Grade 6.  Feedback from the ECRF and informal discussion of promotions revealed that most staff are unaware that Research-Only staff can get promoted from Grade 6 to Grade 7, whilst employed on a funding-limited contract.	<b>A3.1</b> We will organise an annual School-specific information session on promotions for Research-Only staff and their line-managers.	Jan 2021, then embedded  (DoR, HR partner)	75% of Research-Only staff and PIs attend the information session.	We developed training to increase awareness of the new promotions process and criteria, which has been delivered annually since 2023. <b>75% of Research-Only staff and all PIs have attended the promotions training.</b>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
	<p>We offer a range of support for Research-Only staff who wish to apply for independent fellowships, but uptake has been low.</p> <p>The School needs to do more to ensure that becoming a Senior Research-Only member of staff is a viable career path.</p>	<b>A3.2</b> We will add information about promotion for Research-Only staff into the induction materials.	Jan 2021, April 2021  (DoR, SAM)	100% of new Research-Only staff show awareness of promotions process in annual staff survey.	We have too few research-only staff to allow us to break down survey data without risking the anonymity of respondents. <b>However, in the 2024 cultural survey, 89% of all staff agreed that they were aware of the new promotion framework.</b>
		<b>A3.3</b> We will monitor whether promotion is discussed during Research-Only Annual Reviews.	April 2021, Oct 2021, then embedded  (DoR, SAM)	At least 85% of Research-Only indicate, in their Annual Review feedback, that promotion was discussed during their review.	Discussion of promotions is now a mandatory aspect of the University Annual Review process. <b>Since 2023, all research-only staff have received an Annual Review.</b>
		<b>A3.4</b> We will encourage Research-Only staff to engage with School and University support for applying for fellowship funding.	Aug 2020, to July 2022  (School-specific Business Development Officer, DoR)	At least 5 applications for individual fellowships submitted by July 2022	<b>Since 2020, the School has actively supported research-only staff towards six independent research fellowships, one grant as principal investigator, and several grants as named investigators, or co-investigators.</b>
		<b>A3.5</b> We will make the School's extensive employability materials and events available for Research-Only staff.	Aug 2020, then embedded	Research-only staff report increased perceived support in the 2021 ECRF	<b>We built a guide for research-only staff; 100% of research-only staff reported it was useful.</b>

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			(DoR, Employability Officer)	Athena SWAN focus group.	
		<b>A3.6</b> Where possible, we will provide bridging funding for research-only staff who are coming to the end of funding limited contracts.	NEW ACTION (HoS, School Executive)	At least three research-only staff to receive bridge funding from School core funds.	<b>Since 2020 we have used School core funds to provide bridge funding for 5 research-only staff (3 female).</b>
		<b>Key Target</b>	2023	<p><i>Original target (superseded): Our target is to have at least one Grade 7 Research-Only staff member by 2023 (0 in 2020).</i></p> <p>NEW TARGET: To support seven Research-Only staff to achieve tenured positions</p>	<p>Following extensive consultation, research-only staff indicated they would rather we acted to help support their transition to achieve open-ended academic positions (T&amp;R, T&amp;S, or technical), rather than their progress to a higher grade on funding limited research-only positions.</p> <p><b>In 2024, we achieved our revised target to support seven (5 female) research-only staff to achieve tenured positions.</b></p>
<b>A4.</b> We will seek to increase uptake of staff support through mentoring, buddying, and coaching schemes.	The University runs mentoring, coaching, and buddy schemes. While the School has several mentors and staff being mentored, uptake of both	<b>A4.1</b> We will create the role of School Mentoring/Coaching Champion to be undertaken by a senior academic.	May 2021, June 2021 (HoS)	Mentoring Champion appointed during annual admin review. Details of Mentoring Champion role and	<b>We created the role of mentoring champion in 2021; this was a senior female Professor, who was successful in increasing the visibility of mentoring schemes and in encouraging people to engage</b>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
	<p>the coaching and buddy schemes is low.</p> <p>It is particularly important to ensure that Research-Only staff are provided with mentors.</p> <p>Mentoring, coaching, and buddy schemes offer divergent opportunities for career support. We want to ensure that all staff are aware of the availability of these schemes and their potential benefits.</p>			duties circulated to all staff and PG students.	<p><b>with mentoring (as mentors and mentees).</b></p> <p><b>In 2023, we created a new role of <i>Staff Development Lead</i>, who now has responsibility for all aspects of staff development, including promoting and monitoring our mentoring, buddying, and coaching schemes.</b></p>
		<b>A4.2</b> All Research-Only staff to be assigned a mentor who is an early career academic. Mentors assigned as part of the new induction process.	May 2021, June 2021  (HoS)	Mentoring Champion meets with all Research-Only staff and appoints a mentor.	<b>Since 2021, all research-only staff have been assigned a mentor.</b>
		<b>A4.3</b> We will invite the Staff Development team to come to a staff meeting to provide information about the mentoring, coaching, and buddying schemes.	Jan 2022,  (SAM)	90% of existing staff are aware of mentoring, coaching, and buddy schemes in the 2021 annual staff survey (not then asked about in survey).	<b>Our 2024 cultural survey indicated that 100% of respondents were aware of mentoring schemes and 78% were aware of coaching schemes (University buddying scheme was discontinued).</b>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
		<b>A4.4</b> We will include information about the schemes in inductions for all new staff.	Dec 2021, then embedded (SAM)	100% of new staff receive information about the schemes during induction.	<b>100% of new staff received information about the schemes during induction.</b>
		<b>Key Targets</b>		<p>In 2022 staff survey, at least:</p> <ul style="list-style-type: none"> <li>- All Research-Only staff assigned a mentor</li> <li>- 15 academic staff report being involved in mentoring</li> <li>- 5 staff report using the coaching scheme</li> <li>- 5 staff report using the buddy scheme</li> </ul>	<p><b>Mentoring: As per our target, all Research-Only staff are now assigned an additional mentor who is not their supervisor.</b></p> <p><b>We exceeded our target to have 15 academic staff involved in mentoring; in the 2024 cultural survey, 25 staff reporting being involved in mentoring in 2024 (19 being mentored), and 100% of staff were aware of mentoring schemes.</b></p> <p><b>Coaching: We also met our target to have 5 staff involved in coaching (3 being coached), and 78% of staff aware of coaching schemes in 2024.</b></p> <p><b>Buddying: Following the discontinuation of the University-wide buddying scheme, we introduced our</b></p>

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					<p>own School-specific buddying scheme for new staff; all staff appointed since November 2024 have been assigned a buddy (six staff), with the scheme proving popular with new hires and buddies.</p> <p>Following the success of the staff scheme, since 2025 all PhD students have also been assigned a peer buddy.</p>
<p><b>A5.</b> We will monitor the uptake, gender balance, and effectiveness of Annual Review for Research-Only staff.</p>	<p>There was no monitoring of the uptake and effectiveness of Annual Review for Research-Only staff.</p> <p>We believe that people should be encouraged to complete an Annual Review as this is an important means for an effective career development for early career researchers.</p>	<p><b>A5.1</b> We will hold two information sessions on Annual Review for Research-Only staff and current PIs.</p>	<p>Jan 2021 (DoR, HR partner)</p>	<p>75% of Research-Only staff and PIs attend an information session.</p>	<p>Since 2023, we have held annual information sessions on academic annual review and promotion. There have been attended by 75% of research-only staff and 100% of PIs.</p>
		<p><b>A5.2</b> We will arrange to have Annual Review training sessions for all PIs who will need to act as reviewers.</p>	<p>April 2021, June 2021 (DoR, HR partner)</p>	<p>100% of PIs who have not been trained as Annual Reviewers receive training.</p>	<p>As of 2025, 100% of PIs have received Annual Review training.</p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
		<b>A5.3</b> We will add twice yearly reminders about holding Research-Only staff Annual Reviews into the School's annual business cycle.	June 2021, Jan 2022, then embedded (DoR, SAM)	Research-Only Annual Review reminder messages circulated via email.	Annual Review information and reminders sent in April, May, and June, annually.
		<b>A5.4</b> We will monitor the uptake of Research-Only staff Annual Reviews.	Oct 2021, April 2022, then embedded (DoR, SAM)	100% of Research-Only staff/Pis submit completed Annual Review paperwork, including feedback form, across calendar year (was < 20%).	<b>Monitoring indicated that 100% of research-only staff completed annual review in 2024 and 2025.</b>
		<b>A5.5</b> We will monitor the efficacy of Research-Only staff Annual Reviews.	April 2022, then embedded (DoR, SAM)	100% of Research-Only staff/Pis submit completed Annual Review paperwork, including feedback form, across calendar year (was < 20%).	<b>Monitoring indicated that 100% of research-only staff completed annual review in 2024 and 2025.</b>
<b>A6.</b> We will provide additional support for those whose funding applications are unsuccessful.	Most grant applications are rejected.  The School offers informal support for researchers whose funding applications are	<b>A6.1</b> We will pre-emptively arrange post-mortem meetings with applicant, internal reviewers, and DoR, to review any feedback received and to plan next steps.	Jan 2021, then embedded (DoR)	100% of applicants whose grants are rejected meet for a post-mortem meeting (was < 20%).	We introduced the role of <i>Research Culture Lead</i> ; this senior Professor provides formal support and monitoring for all stages of the funding process (from idea to award/post-mortem).

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
	<p>unsuccessful, with applicants invited to arrange a meeting with the DoR to review any feedback they received and to plan next steps; unfortunately, meeting uptake is very low (&lt; 20%; 80% female).</p> <p>We think people would be more likely to benefit from feedback and support if it were pre-emptively arranged.</p>	<p><b>A6.2</b> Those receiving grant rejections to be offered support to apply for University funding of up to £2000 to support a resubmission or to pursue a different line of fundable research.</p>	<p>Jan 2021, then embedded  (DoR)</p>	<p>At least 50% uptake of funds offered to applicants whose grants are rejected.</p>	<p>The University withdrew its funding scheme in 2022. In response, we introduced a School grant incentivisation and support scheme.</p> <p>Since 2023, people submitting a large research grant (i.e., +£100K), now receive £500 discretionary money on submission. <b>100% of those who had large grant applications rejected (i.e., +£100K), met with the Research Culture Lead and received a further £500 of discretionary money to help adapt ideas for future applications or to pump-prime new ideas.</b></p>
<p><b>A7.</b> We will improve the process of induction for Research-Only staff by further improving School-specific induction process.</p>	<p>There was no School induction process for Research-Only staff, which can lead to slower integration.</p>	<p><b>A7.1</b> We will liaise with our HR partners to introduce a system to provide advanced notice of new Research-Only contact details and start dates.</p>	<p>Aug 2020, Dec 2021  (SAM)</p>	<p>Policy agreed with HR. Practice tested with the School given advanced notice of 100% of new Research-Only appointments.</p>	<p><b>Policy agreed and in place. Since 2022, IT services have provided advance notice of start dates for all new research-only appointments.</b></p>

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		<b>A7.2</b> We will introduce a School induction process for Research-Only staff, based around the successful induction we introduced for Teaching & Research staff in 2016.	Jan 2021, April 2021 (DoR, SAM)	100% of new Research-Only staff receive the new induction.	In 2023, we introduced a new induction process for all staff joining the School. These include welcome emails, an induction checklist, details of meetings with key postholders (e.g., HoS, line-manager, lab manager, admin manager, mentor, buddy). <b>All new staff have received the new induction process.</b>
		<b>A7.3</b> We will ask staff who receive the revised induction to provide feedback as to its effectiveness and how it might be improved.	Survey sent 1-month following induction (SAM)	At least 80% of staff who receive the new induction indicate in feedback that it was useful.	We have monitored the efficacy of the new induction process, which has indicated that it has been very well received. <b>100% of staff who received the new induction said it was useful.</b>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
<p><b>A8.</b> We will lobby the University to encourage it to adopt a policy that removes barriers preventing academic staff who were on full-time contracts from returning to them following a change to part-time status (as is the case for P&amp;S staff).</p>	<p>The University has a policy where transition from part-time back to full-time after a career break requires a funded “business case” required to explain where specific monetary value will be added by the person moving back from part-time to full-time.</p> <p>This policy potentially discourages or prevents staff from moving from part-time back to full-time contracts. As most people in this situation are female who have had children, there is likely to be a gender imbalance here.</p>	<p><b>A8.</b> Members of the EDI committee will petition the University to adopt a full-time returners policy at meetings of the Gender Action Plan Working Group, Gender Equality Steering Group, Reward strategy Working Group, UCU E&amp;D committee, Senate, and at Quarterly meetings with the Principal/Vice Chancellor</p>	<p>Aug 2020, when a policy change is made</p> <p>(EDI representatives on all listed groups)</p>	<p>The University adopting a policy that removes the barriers preventing academic staff who were full-time from returning to full-time.</p>	<p>Members of the EDI committee successfully petitioned the University to remove barriers to preventing full-time staff from returning to full-time following a period of part-time working.</p> <p><b>Consequently, the University flexible working policy was revised in 2024 to make clear that part-time working arrangement can be temporary.</b></p> <p><b>In practice, this allowed one T&amp;R member of staff in our School to move from 1.0 FTE to 0.6 FTE in 2024 (due to long covid), and then back to 1.0 FTE in 2025.</b></p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
<p><b>A9.</b> We will examine why the uptake of Keeping-in-Touch days is so low in the School.</p>	<p>During the period 2012-2018, only 9 of 70 possible KIT days were used.</p> <p>We ran an initial anonymous survey of those who had taken maternity leave since 2013, which indicated that staff were aware of KIT days but chose not to use them. However, we do not know the reasons why female chose not to use them.</p> <p>We want to know why there is such low uptake of KIT days and whether there are any barriers (e.g., lack of additional childcare), beyond personal choice, that prevent people from making use of this scheme.</p>	<p><b>A9</b> We will run a focus group with female who took maternity leave since 2013, to gauge their opinions of the KIT scheme and to assess whether there are any barriers, beyond personal choice, that prevented them from making use of the scheme.</p>	<p>May 2021, August 2021</p> <p>(EDI Chair)</p>	<p>Summary report from the focus group to be submitted to School Exec, HR and University E&amp;D committees. Action plans devised accordingly.</p>	<p>Most cited reasons for not taking KIT days were that work was not a priority when on leave, that people were unsure how to use their KIT days, that people lost track of time and using all 10 KIT days became impractical towards the end of leave.</p> <p>To address these issues and increase uptake of KIT days, we took the following actions.</p> <p>Information and discussion of KIT days is now included in the parental checklist.</p> <p>HoS encourages uptake of KIT days by highlighting their potential benefits and providing examples of how these can work in practice. However, it is also stressed that the KIT days are for the benefit of the individual and that there is no expectation that people should take these if they do not wish to.</p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
<b>A10.</b> We will introduce a leave checklist and review process.	We did not formally monitor whether those returning from parental leave successfully reintegrate into the School.	<b>A10.1</b> We will design a leave checklist to ensure that staff going on long-term leave receive adequate support before, during and after their leave.	July 2020, May 2021  (SAM)	Checklist prepared and sent to School Exec for approval.	<b>In 2023, we developed and introduced a School parental leave checklist, now adopted by the University.</b>
	We need to ensure that all staff receive appropriate support before, during and after leave.	<b>A10.2</b> We will use the leave checklist during scheduled pre-leave and post-leave meetings with line-managers.	June 2021, then embedded  (SAM)	100% of staff on leave, and their line-managers, submit completed checklist to SAO 3-months before and 3-months after leave.	<b>Since its introduction, all staff who have gone on maternity leave have completed the checklist (four staff). No staff have yet returned from leave.</b>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
<p><b>A11.</b> We will setup and run a School exit survey to find out why staff intend to leave and what their next career destination will be.</p>	<p>Although the numbers are small, for Research-Only staff, female are more likely to be made redundant and males are more likely to resign to take up other posts.</p> <p>The University runs an exit survey, but the return rate is very low.</p>	<p><b>A11.</b> We will setup a School-specific exit survey. The survey will be sent, via email, to all staff who leave the School.</p>	<p>Jan 2021, then embedded (SAM)</p>	<p>75% of leavers complete the exit survey (was &lt; 10% for University-wide system).</p>	<p>On consultation, numbers are too small for exiting staff to remain anonymous with School survey. We therefore instead encourage people to complete the University exit survey.</p> <p>However, all staff who leave now receive a confidential exit interview with the HoS (<b>5 staff have received an interview since 2023</b>).</p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
<b>Creating an inclusive, equal, and supportive environment for our students</b>					
<b>B1.</b> We will increase the proportion of UG applications from men.	As is the case across the sector, there is a clear gender imbalance in the School's undergraduate population, as 84% of our students are female.	<b>B1.1</b> We will ensure gender balance in UG testimonials used in marketing materials.	Sept 2020, Aug 2021 Communication team lead	Gender parity in testimonials from students in marketing materials.	<b>We now have gender parity in testimonials from students across UG and PGT programmes, and online courses.</b>
	Across the reporting period, the number of UG applications from males has decreased by 17%, whereas the number of applications from female has increased by 10%.	<b>B1.2</b> Emphasise the broad nature of psychology and associated careers beyond clinical/educational psychology on School website and in Open Day materials.	Sept 2020, Aug 2021 Communication team lead	Publication of updated website and Open Day materials.	We have updated our promotional materials to better reflect the broad range of careers that a psychology degree can help support.
	If we want to have less gender imbalance in our undergraduate population, we need to ensure there is less of a gender imbalance in applications from males.	<b>B1.3</b> Produce a recruitment leaflet, to be distributed at school outreach and engagement events, that makes clear that psychology is a science and that the degree includes acquiring skills in statistics, computing, and research design.	April 2021, Aug 2021 Communication team lead	Distribution of recruitment leaflet at all school outreach and engagement events.	[Superseded: our new outreach strategy focuses on social media, not paper leaflets; online materials include information about STEM as well as humanities.]
		<b>B1.4</b> Encourage more males to attend our UG Psychology Open Days by increasing advertising of these events.	June 2021, then embedded SAM, DoE, Communication team lead	At least 25% of those registering for Open Days are males by 2023 (less than 20% at Silver AP).	The University does not provide a disciplinary / gender breakdown of Open Days attendees.  We have been lobbying the University to provide these data and will continue to do so

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
					as part of our new action plan. <b>[AP2025 C1.1]</b>
		<b>Overall target</b>	<b>2025</b>	Our target for the end of the award period is for at least 25% of UG student applications to be from males (19% at Silver AP).	<p>For UG programmes, our applications from males increased from 19% in our Silver application to 21%. This falls short of our challenging 25% target but is higher than the sector-wide average of 18% male UG applications (HESA data).</p> <p>For PGT programmes, our applications from males increased from 25% in our Silver application to 27%. This exceeds our 25% target and is substantially higher than the sector wide average of 19% for all courses in the same period (HESA data).</p> <p>We will continue progress towards our ambitious 25% male admissions targets by challenging gender stereotypes of psychology locally and nationally <b>[AP2025 C1.1-C1.5]</b></p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
<b>B2.</b> We will seek to ensure that selection procedures for students are free from gender bias.	<p>We need to ensure the University's selection process is free from gender bias that might exacerbate gender imbalance in our undergraduate population.</p> <p>Our data suggest a small but consistent gender imbalance in the ratio of applications to offers, with female around 8% more likely to be offered places than males.</p> <p>It is possible the gender imbalance in the ratio of applications to offers is due to differences in entry qualifications.</p> <p>However, it might also be caused by stereotype-driven bias at the level of selection.</p>	<b>B2.1</b> We will work with the student admissions team to examine whether there is a gender imbalance in entry qualifications among people applying for a place on our degrees.	<p>April 2021, Dec 2021</p> <p>DoE, School Recruitment Officer</p>	Summary report of gender imbalance in psychology recruitment submitted to School Exec, head of admissions, Uni E&D groups. Action plans devised accordingly.	<p>As planned, we discussed with the student admissions team, the need to ensure the University's selection process is free from gender bias and other potential sources of bias. While there was broad agreement that this was an important issue, it became apparent that existing IT systems used for student selection are incompatible for examining patterns of gender imbalance in entry requirements.</p> <p>Our School has been advising the University on how to tackle these systems issues and will be part of a pilot scheme to this effect, prior to its rollout across the University.</p> <p>We will help shape the development of the University's new admissions and student records system, to ensure it collects accessible EDI data for applicants and students (<b>AP2025 C1.2</b>).</p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
		<b>B2.2</b> We will lobby the University to seek to ensure that all selectors receive training in the potential influence of unconscious bias, stereotypes and prejudice.	June 2020, June 2021  EDI Chair	100% of admissions selectors undergo unconscious bias training.	<b>All admissions selectors now undergo bias training.</b>
		<b>Overall target</b>	2025	Our target for the end of the award period is for at least 25% of our UG admissions to be from males (19% at Silver AP).	For UG programmes, our admission of males increased from 19% in our Silver application to 22%. This falls short of our challenging 25% target but is higher than the sector-wide average of 18% male UG applications (HESA data)  For PGT programmes, our admission of males increased from 24% in our Silver application to 25%. This meets our 25% target and is substantially higher than the sector wide average of 19% for all courses in the same period (HESA data).

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
					We will continue progress towards our ambitious 25% male admissions targets by challenging gender stereotypes of psychology locally and nationally ( <b>AP2025 C1.1-C1.5</b> )
<b>B3.</b> We will examine, and address, why males UG students have lower attainment.	Our analysis suggests males UG students perform more poorly at sub-honours levels, are more likely to drop-out, and are less likely to get a first-class degree.  We need to understand whether our female and male students have divergent needs and how these can be addressed.	<b>B3.1</b> We will work with the student admissions team to examine the relationship between gender, entry qualifications, and student attainment.	April 2021, Dec 2021 DoE, School Recruitment Officer, Exams Officer	Report examining gender, entry qualifications, and student attainment submitted to School UG committee. Action plans devised accordingly.	See B2.1; also <b>AP2025 C1.2.</b>
		<b>B3.2</b> We will conduct quantitative research into potential gender differences in attainment, satisfaction, and retention.	Sept 2020, May 2023  DoE, EDI Chair	Report examining gender differences in student attainment, satisfaction and retention submitted to School UG committee. Action plans devised accordingly.	<b>Since 2022, we annually examine our student attainment and retention data for evidence of gendered difference.</b>  <b>In 2025 we also used the university NSS data to understand student experience differences. We will continue this audit to</b>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
					examine if there are any consistent patterns.
		<b>B3.3</b> We will conduct qualitative research with UG students from all levels into student experience (i.e., interviews and focus groups).	Sept 2020, May 2023 DoE, EDI Chair	Report examining gender, student attainment, satisfaction and retention submitted to School UG committee. Action plans devised accordingly.	<b>We examined gendered patterns in student attainment in a dedicated focus group with male undergraduates in 2023.</b>
		<b>B3.4</b> We will conduct exit questionnaires to examine the student experience and leaving reasons of students who wish to leave UG psychology courses early.	Sept 2020, then embedded DoE, School Senior Personal Tutor	Exit questionnaire completed by 67% of early leavers (rolling total).	<b>We carried out an audit of University data on students' reasons for departure, which are mandatory and are completed by 100% of those who choose to leave the University. These did not reveal any gendered reasons for departure nor any gender imbalance.</b>
		<b>B3.5</b> We will ensure that in small group teaching males are at least in pairs, so they do not feel isolated.	Sept 2020, then embedded DoE	In all small group teaching, males are at least in pairs.	Superseded: Consultation in 2023 SSL meetings revealed that male students would rather have a choice of tutorial groups, which would allow them to sign-up for groups with other males, rather than having no choice as to their

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
					tutorial group. Consequently, we implemented voluntary tutorial sign-ups.
		<b>Overall target</b>		By end of the award period, male UG first class degree attainment to be at national benchmark (HESA = 24%).	<p><b>Our UG first-class degree attainment for males increased from 19% in our Silver award application, to 35% over the current award period. This substantially exceeds our original target of 24% and the most recent HESA average of 31%.</b></p> <p><b>We also made substantial progress on closing the gender attainment gap in degree awards, which reduced from 13% more first-class degrees for female in our Silver award application to 7% more first-class degrees for female over the current award period.</b></p>
<b>B4.</b> We will challenge stereotypes associated with studying psychology through engagement with local schools.	<p>Research suggests academic course choices are influenced by societal gender stereotypes.</p> <p>The School's own quantitative and qualitative research into stereotypes associated</p>	<b>B4.1</b> Further extend the School's collaborative initiative with the Aberdeenshire Philosophy Café in schools "Challenging Stereotypes of Academia" programme.	<p>Aug 2020, June 2021</p> <p>DoE, School liaison officer, EDRG lead.</p>	Increase the number of Aberdeenshire Council schools in which events are held to 100% (was at 75%, 12/17).	<p><b>We made substantial progress towards our target, by increasing the number of schools visited from 75% to 95%.</b></p> <p>The covid-19 pandemic prevented any further progress, as we were unable to attend schools during</p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
	with academic disciplines, indicates that psychology is more strongly associated with feminine and female stereotypes than are most other disciplines.				periods of lockdown and covid-related restrictions and schools had reduced capacity for non-curricular activities.
	Challenging such stereotypes requires engaging with children from a young age - well before they make school subject choices.	<b>B4.2</b> We will monitor and evaluate the uptake of the programme by schools and by gender.	June 2021, then embedded  EDI Chair, EDRG lead.	Uptake report circulated to Aberdeen Philosophy Café, local schools and EDT.	<b>Report circulated as part of Philosophy Café AGM.</b>
		<b>B4.3</b> Extend the "Challenging Stereotypes of Academia" programme to Schools in Aberdeen City.	DoE, School liaison officer, EDRG lead.	Hold events in 50% (7/14) of schools in Aberdeen City (was then 0 schools in Aberdeen City).	Unfortunately, the Philosophy Café enterprise was forced to close in 2022 due to a lack of funds.
		<b>B4.4</b> Further extend the "Challenging Stereotypes of Academia" programme in both City and Shire.	Aug 2022, June 2023  DoE, School liaison officer, EDRG lead.	Hold events in > 75% of Schools across both the City and Shire (24/31 schools; was 12 of 17 schools in Aberdeenshire alone).	We addressed the challenge of engaging with local schools by building links with the North Scotland Schools Psychology Conference, which was organised by Robert Gordon's College (a local private school). This event involved bringing together 100+ secondary school pupils studying psychology for a whole-day event focused on psychology research, education, and careers.

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
					<p>In 2023, DM gave a keynote address at the conference (“Rewriting the script: Gender stereotypes and conformity”).</p> <p>In 2024, DM gave the same keynote address, and several staff and PhD students ran interactive workshops on visual illusions.</p> <p>In 2025, we hosted the first ever Scottish Schools Psychology Conference. We will make this an annual event (AP2025 C1.3).</p>
<p><b>B5.</b> We will increase coordination of outreach and engagement activities.</p>	<p>As a School, we undertake considerable number of outreach and public engagement events each year and celebrate these in our quarterly newsletter.</p> <p>Many of our activities are organised in a piecemeal manner, with individual staff agreeing to do</p>	<p><b>B5.1</b> We will create the role of Outreach and Engagement Officer, to oversee and coordinate activities.</p>	<p>June 2020 HoS</p>	<p>Outreach and Engagement Officer appointed by HoS and described in annual circulation of admin duties.</p>	<p><b>In 2023, we created the role of Lead for School Communications, Recruitment, Engagement, And Marketing (SCREAM-Lead), whose role it is to coordinate outreach and engagement activities.</b></p> <p><b>We also created additional separate roles for Research Outreach Lead and Schools Outreach Lead.</b></p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
	<p>events when they are approached directly.</p> <p>We do not actively involve our students in outreach and engagement activities, which denies them an opportunity of developing useful transferrable skills.</p>	<p><b>B5.2</b> We will create a pool of UG and PG volunteer student helpers to assist with outreach and engagement activities.</p>	<p>Sept 2020, then embedded</p> <p>DoE, Outreach &amp; Engagement Officer</p>	<p>Names and contact details of volunteer student helpers recorded and stored in outreach and engagement folder on the School's shared admin drive.</p>	<p><b>In 2024, we created an initial pool of undergraduate and postgraduate outreach assistants. These students played a pivotal role in helping deliver outreach and engagement activities for the European conference on Visual Perception, which was held in Aberdeen in August 2024.</b></p> <p>Our DoE is currently leading the development of an early career researcher concordat, which will include expectations for PGR students to undertake outreach activities during their PhD and to receive outreach training in order to do so (AP2025 C1.5)</p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
		<b>B5.3</b> We will award an annual student prize for commitment to outreach and engagement.	May 2021, then embedded  DoE, Outreach & Engagement Officer	Inaugural student outreach and engagement prize to be announced at the School's external exam board meeting.	<b>We awarded our first UG and PGR student prizes for outreach and engagement for the 24/25 academic year. Three PhD students shared the PGR award; the UG award was won by an individual student. The award winners were announced via an email to the School, with the presentation of awards at the annual PGR conference.</b>
<b>B6.</b> We will revise the School's workload model to formally recognise outreach and engagement with workload points.	If the School is to encourage staff to increase public engagement and dissemination, it needs to formally reward these activities through the workload model.	<b>B6.1</b> We will form a working group comprising members of the UG and PG committees, to gather information and develop a policy around allocating workload points for outreach and engagement.	July 2020, April 2021  DoE	Working group report submitted to School Exec outlining at least one possible means of allocating workload points for outreach and engagement.	In 2023, we began the process of developing a new model for recording and allocating workloads in the School. The key tenets of the model are to increase transparency and equity of workload allocation.  Information gathering for the design and implementation of the model, at School-wide staff meetings, School committees, and School Executive have included discussion around appropriate recognition of outreach and engagement.

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		<b>B6.2</b> We will assign workload points for engagement and dissemination activities.	June 2021, then embedded  HoS, DoE	All staff receive engagement and dissemination points (0-points for no activities)	As mentioned above ( <b>B6.1</b> ), we are currently in the process of refining and implementing the School workload model. The model described above will include expectations around outreach and engagement, with staff receiving a points allocation for activities undertaken.
		<b>B6.3</b> We will use annually assigned points to monitor the gender balance of those participating in engagement and dissemination activities.	Aug 2021, then embedded  EDI Chair	EDT circulate an annual summary of engagement activities.	In 2024, we began recording and sharing details of outreach and engagement activities delivered by School staff. The SCREAM-lead sends a monthly email asking people to record their outreach activities on a shared spreadsheet, which is accessible to all staff. The gender balance of those taking part in outreach activities is monitored annually by the EDI Chair. <b>There is no evidence of a gender imbalance in outreach activities to date (55%F).</b>

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<p><b>B7.</b> We will further develop and deliver training and consciousness raising materials for staff and students in HE.</p>	<p>If we want to create a more equal and diverse environment we need to ensure current staff and students in the School, and across the University, are aware of the potential influence of “social bias” in HE (i.e., stereotypes, prejudice, discrimination, and unconscious bias).</p> <p>We need to further increase awareness of the effects of social bias in HE.</p> <p>In the last two years, we have run a number of successful training and consciousness raising events on social bias (including unconscious bias).</p>	<p><b>B7.1</b> Develop an online version of School’s unconscious bias training.</p>	<p>Aug 2020, Oct 2023</p> <p>EDRG lead, EDI Chair</p>	<p>100% of staff have completed training at the end of January every year from 2022 (was ~80%).</p>	<p>This action was superseded by the introduction of mandatory University training. In 2021, the University introduced online training on <i>Inclusion Essentials</i> and <i>Tackling Race Bias</i>, which are mandatory and must be completed by new staff within a week of joining the University. The University also mandates that all staff on recruitment and selection panels complete new <i>Unconscious Bias</i>,</p> <p><b>All new staff joining the School since 2021 have completed mandatory training. All School staff who joined the University prior to 2021 either completed the in-person unconscious bias training and/or online unconscious bias training.</b></p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
	To make this training available to all new staff and students, we will develop an online version.	<b>B7.2</b> EDRG will deliver interactive workshops and roadshow events on “Social Bias”. Feedback will be gathered and monitored.	Sept 2020, Oct 2023  EDRG lead, EDI Chair	At least two events take place, including at the 2020 Fresher’s Fair per year.	Restrictions stemming from the Covid-19 pandemic meant the planned 2020 Fresher’s Fair workshop on Social Bias had to be moved to online delivery. <b>However, several similar in-person social bias information events have been held as part of the University’s annual BeWell weeks and Inclusion weeks.</b>
		<b>B7.3</b> We will develop and distribute postcard guides to “social bias” for dissemination across all staff and students.	Sept 2020, Oct 2023  EDRG lead, EDI Chair	Postcard guides to “social bias” distributed to all staff, via internal mail, and freely available to all students.	<b>We developed the social bias postcards. These are displayed around the School, are available to pick-up from the main School reception, and are distributed at social bias information events (see above).</b>
<b>B8.</b> We will undertake research into E&D in HE through the EDRG.	We feel E&D across the HE sector is more likely to increase when policy and practices are grounded in evidence-based research. As psychologists, we feel it is our responsibility to actively undertake and	<b>B8.1</b> We will fund an annual summer internship on research in Equality and Diversity in Higher Education.	May 2021, then embedded  DoR, EDI Chair	Annual research report submitted by undergraduate E&D summer intern on completing internship.	<b>Since 2023, the School has funded a total of 9 EDI summer interns (i.e., 3 interns per year). The internships have been hugely valuable in helping to undertake EDI research and development in the School.</b>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
	<p>disseminate research that might help improve E&amp;D.</p> <p>We setup the EDRG to help investigate the social and cognitive factors that influence gender imbalances in our School.</p>				
	<p>While this research focuses on the issues we face in our School, many of the findings are applicable to other psychology departments and disciplines.</p>	<p><b>B8.2</b> The EDRG will undertake secondary data analysis and modelling work on School, University, and national datasets.</p>	<p>May 2021, output reviewed annually</p> <p>EDRG lead, EDI Chair</p>	<p>Publication of an annual summary of the School's E&amp;D research activities and findings on the School webpages.</p>	<p><b>The School produces an annual poster presentation outlining the diverse range of EDI research in the School. This is presented in-person as part of the University's annual Inclusion week events and is then displayed prominently within the School.</b></p> <p><b>The School's EDI interns also document their experiences in blog posts that are published on the School's website.</b></p>

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		<p><b>B8.3</b> The EDRG will develop lab-based research to investigate novel ways of attenuating gender imbalance in our School.</p>	<p>May 2020, output reviewed annually</p> <p>EDRG lead</p>	<p>Dissemination of research findings through publication in peer-reviewed journals, conference presentations, and public engagement.</p>	<p>Researchers in the School have been undertaking a variety of research projects, which aim to better understand the nature of gender bias and its influence. Some of these are experimental social psychology research papers examining <u>the social and cognitive underpinnings of gender bias</u>, whereas others look at the <u>applied pedagogical implications of gender bias in the classroom</u>.</p> <p>As well as disseminating the findings of this research via traditional routes (e.g., journal articles, conferences, invited talks), we also publish <u>lay summaries of our research findings on the School website</u>.</p>

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<p><b>B9.</b> We will work with Athena SWAN leads from psychology departments in other University's to reinvigorate networks for sharing best practice.</p>	<p>One of the most effective ways of disseminating the findings of research and best practice is to get interested parties to meet on a regular basis.</p> <p>This worked very well with the Athena SWAN Psychology Network (ASPoN).</p> <p>We will work with colleagues from other institutions to develop and reinvigorate Athena SWAN Psychology Networks</p>	<p><b>B9.1</b> We will further develop our existing links with the AS lead at the University of St Andrews.</p>	<p>June 2020, Oct 2023</p> <p>EDI Chair</p>	<p>Increased sharing of information between Aberdeen and St Andrews. At least one face-to-face meeting per year.</p>	<p><b>Our EDI Chair met with the EDI lead from the School of Psychology at St Andrews in October 2024 and January 2025; St Andrews has since been awarded a Gold Athena SWAN award.</b></p> <p><b>In addition, we also met with the EDI lead from the school of Psychology at the University of York in October 2024 and again in June 2025; York recently had their Gold award renewed.</b></p>
		<p><b>B9.2</b> We will arrange a virtual meeting of AS Psychology leads from across Scotland.</p>	<p>Autumn 2020</p> <p>EDI Chair</p>	<p>Hosting a virtual meeting of AS Psychology leads Scotland, with representatives from at least 50% of eligible departments attending.</p>	<p>We tried repeatedly to engage other EDI leads from psychology departments across Scotland but with very limited success; we tried emailing those listed as EDI leads on multiple occasions but received very few replies.</p> <p>Instead, we chose to invest our efforts into building a wider Psychology EDI network, focused at the scientific society level (e.g. RSE, EPS, BPS). We carried out a scoping exercise in 2024, identifying 45 decision making</p>

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					<p>committees in the academic psychology sector. Where an EDI member did not exist, we lobbied (and will continue to lobby) for decision makers to create this role in their organisations.</p> <p>This allowed us to set up a UK-wide network of EDI Psychology representatives on societies to allow EDI members to share good practice (EDI Psych Net).</p> <p>We currently have more than 20 members. We have met twice so far (in 2024 &amp; 2025).</p> <p>We have identified a list of priorities for future work of the network (e.g., a guide to organising inclusive conferences).</p> <p>We will promote gender equality in psychology by further developing the EDI Psych Net (<b>AP2025 F2.1-F2.5</b>).</p>

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		<p><b>B9.3</b> We will contact the original organisers of ASPoN to gauge their interest in reinvigorating the network.</p>	<p>Summer 2021  EDI Chair</p>	<p>Email correspondence with ASPoN organisers.</p>	<p>We tried to engage with the original organisers of ASPoN but we did not receive a response to our emails (emails sent March 2024 &amp; December 2024).</p> <p>We will promote gender equality in psychology by further developing the EDI Psych Net (<b>AP2025 F2.1-F2.5</b>).</p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
<b>Increasing awareness of our equality challenges, actions, and impacts</b>					
<b>C1.</b> We will increase awareness of the School's equality challenges, actions, and impacts through the publication of Annual "living document" update to our current Athena SWAN application on each anniversary of outcome.	<p>While staff awareness and engagement with the Athena SWAN process is excellent, there is consistent evidence of lower levels of engagement among UG and PGR students.</p> <p>As students represent the next generation of researchers, we need to increase awareness of E&amp;D issues within our discipline and the role played by our equality monitoring, analysis, actions and impacts.</p> <p>The School aspires to become a beacon of E&amp;D in HE. To further this aspiration, we want to have an easily accessible public record of the challenges we face, our actions to address these challenges and our progress.</p>	<b>C1.1</b> Publication of the AS Silver application on the School website.	Dec 2020  EDI Chair, Communications team lead	Through the publication of the School's 2020 Athena SWAN application on the School's Athena SWAN webpage.	<b>Redacted copy of Athena SWAN Silver award Application published on School website.</b>
		<b>C1.2</b> Preparation and publication of annual update to the "living document" on anniversary of outcome.	Dec 2021, output reviewed annually  EDI Chair, Communications team lead.	Through the publication of the School's annual E&D report and action plans on the School's Athena SWAN webpage.	<b>Live version of Silver Application Action Plan published on School <u>website</u> and updated annually.</b>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
<p><b>C2.</b> We will increase awareness of the School's equality challenges, actions, and impacts by redesigning and expanding the School's E&amp;D webpages.</p>	<p>Following our 2015 analysis, we took action to create dedicated Athena SWAN webpages. These pages include descriptions of the SAT and the School's commitment to the Athena SWAN charter, and links to the Athena SWAN website, our Athena SWAN Bronze award and action Plan, the Family Support award Scheme, and the Early Career Research Forum.</p> <p>We think these webpages would benefit from being redesigned into an Athena SWAN mini site that better captures the narrative timeline of our Athena SWAN journey (i.e., based around our Challenges, Actions, and Impacts) and to provide a more user friendly and comprehensive overview of available support.</p>	<p><b>C2.1</b> Forming an Athena SWAN web design working group to collate information and design structure and content for the new web pages.</p>	<p>April 2021, Aug 2022</p> <p>EDI Chair; SAM; Comms lead.</p>	<p>Holding 6-weekly meetings of the web design working group.</p>	<p><b>Embedded into EDI committee meetings, held 6 weekly.</b></p>
		<p><b>C2.2</b> Produce a mock-up of the new web design.</p>	<p>June 2021, Aug 2021</p> <p>EDI Chair</p>	<p>Mock-up of new web design presented at August 2021 staff meeting for consultation.</p>	<p><b>Mock-up of new design for website published in April 2024.</b></p>
		<p><b>C2.3</b> University web design team to implement the new design.</p>	<p>Sept 2021, April 2022</p> <p>Comms lead.</p>	<p>Link to functional version of web pages circulated to all staff and PGR students for consultation.</p>	<p><b>Completed in July 2024.</b></p>
		<p><b>C2.4</b> Publish the newly designed web pages.</p>	<p>Aug 2022, output reviewed annually</p> <p>EDRG lead; SAM; Comms lead.</p>	<p>Formal launch of web pages</p>	<p><b>Completed in October 2024</b>  <b>Note, we reimagined the University website rather than a standalone website; consultation with stakeholders told us that people would be more likely to find the information embedded in University resources.</b></p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
<b>C3.</b> We will increase PGR engagement with E&D issues and the Athena SWAN process.	<p>The response rate for the postgraduate survey is considerably lower (33%) than for the staff survey (80%).</p> <p>Analysis of the free-text responses and discussion at PGR-student-staff liaison meetings suggest the low response rate is indicative of a lack of engagement with E&amp;D issues. Specifically, it seems many PGR students do not perceive there to be equality issues within our School or psychology as a discipline.</p>	<b>C3.1</b> We will hold an annual E&D lunch for PGR students, where we will provide an overview of the Athena SWAN process and ongoing E&D issues and actions within the School.	Oct 2020, then embedded EDI Chair DoPGT, DoPGR	A response rate of at least 67% in the next annual PGR Athena SWAN survey (was 35%).	<b>Improved but at 60%; survey questions are now embedded in more general PGR survey to reduce survey fatigue.</b>
		<b>C3.2</b> We will add E&D feedback and suggestions boxes to the shared PGR workspaces.	Oct 2020, then embedded EDI Chair	Evidence that suggestion box is being used to provide feedback.	EDI feedback box was not considered useful by the PGR students; instead, we appointed two EDI PGR and one ECR EDI rep to collect feedback informally, as well as the annual survey.  We will increase student engagement with our EDI challenges by empowering students to help identify and address the challenges that affect them most ( <b>AP2025 C3.1-C3.6</b> )

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
<p><b>C4.</b> We will actively promote the AS process to our UG &amp; PGT students to increase their awareness and engagement with E&amp;D issues.</p>	<p>While most staff have been actively involved in increasing E&amp;D within the School, there has been less involvement of UG and PGT students.</p> <p>As students represent the future generations of researchers and academics, it is important that they are aware of the issues that exist and how these can be challenged.</p>	<p><b>C4.1</b> We will recruit two PGT student representative to become members of the EDT</p>	<p>Oct 2020, then embedded</p> <p>EDI Chair</p>	<p>Participation of PGT student representatives in EDT meetings.</p>	<p><b>PGT representatives attend 6-weekly EDT meetings.</b></p>
		<p><b>C4.2</b> We will introduce annual School-wide surveys to include UG and PGT students</p>	<p>Oct 2021, then embedded</p> <p>EDI Chair</p>	<p>At least 50% survey completion rate.</p>	<p>We are far short of our challenging target (2024 n = 40, 2025 = 35, or ~6%). On reflection the 50% completion rate was unrealistic. There is considerable survey fatigue amongst our students; even very heavily promoted surveys, which are back by budgeted marketing campaigns (such as for the NSS), struggle to achieve much more than a 50% return rate.</p> <p>We will increase student engagement with our EDI challenges by empowering students to help identify and address the challenges that affect them most (<b>AP2025 C3.1-C3.6</b>)</p>
		<p><b>C4.3</b> We will add E&amp;D issues as a standing item to all staff-student liaison meetings.</p>	<p>Sept 2020, then embedded</p> <p>DoE</p>	<p>E&amp;D issues discussed and recorded in the minutes of staff-student liaison meetings.</p>	<p><b>EDI issues are now a standing item on all school committees.</b></p>

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		<b>C4.4</b> We will encourage and support student-led E&D events.	Sept 2020, then embedded  DoE, EDI Chair, EDI student representatives	Hosting at least one student led E&D event annually.	<b>Our students have hosted a variety of EDI related annual events. These have included a public lecture on social bias, a film screening on coded bias, panel discussions on work-life balance, and cultural celebrations (e.g., Diwali, Chinese New Year).</b>
		<b>C4.5</b> We will host an annual Athena SWAN/E&D lecture open to students from all disciplines.	Oct 2022, then embedded  EDI Chair	Hosting annual Athena SWAN/E&D lecture.	Feedback from our students indicated that they would rather host and attend a variety of events related to EDI, rather than to always have a lecture (C4.4).
<b>C5.</b> We will make online E&D training mandatory for all psychology staff and students.	The University's online E&D training is mandatory for all staff and undergraduate students. However, at the time of our Silver AP, it was not mandatory for PGT and PGR students.  We feel that knowledge of challenges and best practice in E&D would be furthered by making online E&D training mandatory for all staff and students.	<b>C5.1</b> Ensure all PGT & PGR students are allowed access to the University's online E&D training.	June 2020, Oct 2021  EDI Chair	Mechanism agreed to allow PGT and PGR students access to University's online E&D training.	<b>All postgraduate students now have access to the full suite of University EDI training.</b>
		<b>C5.2</b> Set aside time in PGT classes for completion of training.	Oct 2021, then embedded  DoPGT, DoPGR	Time in a registered class scheduled for E&D training.	<b>University online EDI training is now mandatory for all postgraduate students.</b>  The University expects students to complete this training in their personal development time, thereby negating the need to schedule time in class.

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
		<b>C5.3</b> Ensure all staff and students complete the School's new online unconscious bias training (see <b>B7.1</b> )	Jan 2023, then embedded  SAM; DoE; DoPGT; DoPGR	100% of staff and students have completed training at the end of January every year from 2023.	<b>University online EDI training is now mandatory for all postgraduate students. This must be completed within 6-months of study commencement or students' studies will be suspended.</b>
		<b>C5.3</b> Monitor uptake of E&D training.	April 2023, then embedded SAM; DoE; DoPGT; DoPGR	100% uptake of E&D training by PG students. Summary of uptake to be included in School's Annual E&D report.	EDI training is now mandatory ( <b>C5.3</b> ); completion of training is centrally monitored and non-completion managed. <b>All psychology students have completed their training since the introduction of mandatory training.</b>
<b>C6.</b> We will ensure annually that all stakeholders within the School have fair representation on the EDI and that all School committees have at least one EDI member.	As the School's staff and student demographics change, it is important the composition of the EDI also changes to reflect this.	<b>C6.1</b> We will ensure the gender balance of the EDI membership is representative of the changing demographics of our School.	June 2020, then embedded  HoS, EDI Chair	Representative gender balance on EDI committee. EDI membership includes representatives from: academic leads for Research, Teaching, PGR, & PGT; research staff; admin staff; part-time staff; students from UG, PGT and PGR.	EDI committee membership is monitored and managed annually by the HoS when School administrative roles are being assigned for the year (May).  <b>Throughout the award period, EDT membership has been gender balanced, and broadly representative of career track, career stage, staff/students, full/part-time status and a variety of associated intersectional</b>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
					identities (e.g., race, sexuality, neurodiversity).
		<p><b>C6.2</b> We will update the composition of the EDI standing membership to ensure that there is at least one EDI member on all other committees.</p>	<p>June 2020, then embedded</p> <p>HoS, EDI Chair</p>	<p>Evidence of at least one EDI member on all other committees.</p>	<p><b>Throughout the award period, all other School committees and working groups have included a member of EDI within their composition.</b></p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
<p><b>C7.</b> We will monitor annually the minutes of committees to ensure E&amp;D considerations are part of the decision-making process.</p>	<p>Having made substantial in-roads into mainstreaming E&amp;D issues within the School, we need to act to ensure this is embedded in the long-term.</p>	<p><b>C7.1</b> All School committee meetings will have a standing item added to the agenda, before AOCB, of "Equality, Diversity, and Inclusion considerations arising from this meeting".</p>	<p>May 2020, May 2021, then embedded</p> <p>HoS, all committee chairs</p>	<p>Considerations of arising E&amp;D issues are discussed and recorded in the minutes of all School committees.</p>	<p><b>All School committees have EDI considerations as a standing item on the agenda.</b></p>
<p><b>C8.</b> We will monitor the effectiveness of existing family friendly policies and improve these where possible.</p>	<p>The School previously acted to adopt family friendly policies around meeting times and dates. However, there has been no formal audit of whether people adhere to these policies.</p>	<p><b>C8.1</b> We will undertake an audit of current adherence to family friendly policies and consultation of how these could be improved.</p>	<p>Sept 2020, April 2021</p> <p>EDI Chair</p>	<p>Analysis of adherence to family friendly policies and suggestions for improvements to be included in 2021 annual E&amp;D report.</p>	<p>An audit of family friendly policies has been embedded within the annual schedule of work for the EDI committee, with suggestions for improvements being made to School Executive via the EDT lead.</p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
<p><b>C9.</b> We want to promote greater inclusivity by increasing staff social contact.</p>	<p>While 93% of respondents in the 2018 staff survey perceived the School to be “supportive”, far fewer perceived the School to be “inclusive” (67%) or “social” (51%).</p> <p>We want to promote greater inclusivity by increasing staff social contact.</p>	<p><b>C9.1</b> We will appoint a social convener.</p>	<p>June 2020 HoS</p>	<p>Increase in the proportion of staff who describe the School as “inclusive” from 66% to 80% in annual staff survey.</p>	<p>A social convener was appointed in 2021. We also formed a social committee whose membership is representative of the School.</p> <p>The social committee have helped transform the social culture of the School. They organise a diverse range of social events across the year, some during typical work hours, and some during evenings and weekends.</p> <p><b>In the 2024 cultural survey, 92% of respondents (88% female) said that the School was “inclusive”.</b></p>
		<p><b>C9.2</b> We will advertise and circulate an annual calendar of social events, at times when all staff can attend.</p>	<p>Sept 2020, output reviewed annually</p> <p>Social convener</p>	<p>Increase in the proportion of staff who describe the School as “social” from 51% to 75% in annual staff survey.</p>	<p><b>In the 2024 cultural survey, 97% of respondents (92% female) said that the School was “social”.</b></p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
		<b>C9.3</b> We will encourage staff to take 30-minutes out of their working day for informally organised group health and wellbeing activities (e.g., campus walks, runs, mindfulness sessions etc).	Jan 2021, then embedded  Social convener	Regular social events held during typical work hours.	<b>The social committee organise monthly social events during typical working hours. This includes a monthly coffee social event in the School and, when the Aberdeen weather allows, group walks around our beautiful campus. We have also had several one-off wellbeing events, including yoga (led by a member of academic staff) and pamper sessions.</b>
<b>C10.</b> We will monitor the uptake, gender ratio, and effectiveness of centrally organised training.	The School had no mechanism for monitoring the uptake, gender ratio, or effectiveness of staff participating in centrally organised training.	<b>C10.1</b> We will work with our HR partners and the Centre for Academic Development, to establish a mechanism for monitoring uptake and effectiveness of each training event.	March 2021, Dec 2021  SAM	Development of a process for monitoring training uptake and effectiveness. Practice tested with the School receiving regular monitoring reports from the Centre for Academic Development.	We discussed a process for monitoring the uptake and effectiveness of training with the University staff development and HR teams. It became apparent that there were process and privacy issues that prevent us from monitoring training uptake.  <b>As a workaround, we monitor staff uptake and perceived efficacy of training in the School cultural survey.</b>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
		<p><b>C10.2</b> We will publish a summary of the uptake, gender ratio and effectiveness of training in the annual E&amp;D report.</p>	<p>Oct 2022, output reviewed annually</p> <p>EDI Chair</p>	<p>Publication of a summary of training uptake and effectiveness in the annual E&amp;D report.</p>	<p><b>We published details and analysis of training uptake and perceived efficacy in the results of the School cultural survey, which was shared with the School via email and delivered as a presentation at a School staff meeting.</b></p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
<p><b>C11.</b> We will increase transparency of workload allocation by publishing and circulating annual admin <i>and</i> teaching roles.</p>	<p>In the 2018 staff survey, 90% of respondents were happy with their workload and 94% said their workload is discussed during their Annual Review.</p> <p>However, only 83% of staff felt the allocation of workload is transparent.</p> <p>While admin roles are circulated annually by the HoS, teaching loads are not made available to all staff.</p>	<p><b>C11.</b> We will increase transparency of workload allocation by publishing and circulating annual admin <i>and</i> teaching roles.</p>	<p>Aug 2020, output reviewed annually</p> <p>HoS, DoE</p>	<p>At least 90% of staff reporting that they feel the allocation of workloads is transparent in the 2021 annual staff survey (was 83% in 2018).</p>	<p>Since 2021, a list of staff admin roles have been circulated via email annually and made available to all staff on the School SharePoint site.</p> <p>Our progress on publishing teaching roles was delayed in anticipation of the implantation of a University-wide workload model. Unfortunately, the University workload model has been delayed for several years and remains in development.</p> <p>In the 2024 School cultural survey, only 73% (69% female) thought the allocation of workloads was transparent. This is lower than our target and the 2018 survey.</p> <p>In response to the results of the survey, and with further delays expected for the University-wide workload model, in 2024 we took the decision to capture and publish our own data for teaching roles.</p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
					<p>In June 2025, data for teaching, assessment, and supervision roles (including raw and weighted hours) was circulated via email and made available to all staff on the School SharePoint site.</p> <p>Several staff in the School are now involved in a pilot testing of the University-wide workload model but there is not yet a timeline for the implementation of the model.</p> <p>We will investigate staff workload concerns by using qualitative and quantitative methods to uncover the what, why, and when of workload issues (<b>AP2025 A1.1-A1.5</b>).</p> <p>We will increase perceived fairness and transparency of workload decisions by redesigning our School's workload model and the implementation and communication of workload decisions (<b>AP2025 A3.1-A3.5</b>).</p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
<b>C12.</b> We will lobby the University to host an annual “Equality and Diversity Research Day”.	<p>There is increasing University-wide interest in research into E&amp;D.</p> <p>Hosting an annual E&amp;D research day would help to foster this interest, to encourage future research collaboration, and to disseminate relevant findings from researchers across the University.</p>	<b>C12.1</b> We will attempt to secure support and funding from the Senior Vice-Principal to hold the first annual E&D Research Day.	Jan 2021, Aug 2021  EDI Chair	A guarantee of support and funding from the Senior Vice Principal.	The University organises EDI-related research information sessions and workshops as part of its annual events for International Female’s Day and BeWell and Inclusion Week. <b>Our School has been a very active contributor to these University-wide events (C12.2).</b>
		<b>C12.2</b> Arrange inaugural Equality and Diversity Research Day, with gender-balanced programme of speakers, including a keynote from a leading researcher in the field. Uptake and feedback to be gathered and monitored.	First event to take place during inclusion week/in the run-up to Int. Female’s Day 2022  EDRG lead, School HR partner, Public Engagement with Research Unit (PERU)	The inaugural event takes place with a full programme of events and at least 100 attendees from across the University.	<b>As above, e.g. Coded Bias event, 2023, 75 attendees, Ageing Research Stakeholder Day 2024, 128 attendees; Research Impact Showcase: Social Inclusion and Cultural Diversity, 2024, &gt;100 attendees.</b>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
<b>C13.</b> We will work towards achieving an AS Gold award in recognition of the School's continued progress and wider influence through beacon activities.	To ensure maximum influence across the HE sector, the School will setup, run and widely publicise a website ( <a href="http://www.challengeandchange.org">www.challengeandchange.org</a> ), intended to provide evidenced-based E&D self-help guides for people working in all areas of HE.	<b>C13.1</b> Complete preparation of summaries of research into E&D of relevance to HE.	May 2020, Dec 2022  EDRG lead, current School E&D PhD studentship holder.	Research summaries document circulated around staff and PG students.	[Also now published on School website]
		<b>C13.2</b> Design and publish website with E&D research summaries and information guides to social cognitive bias in HE.	Oct 2022, April 2023  EDRG lead	Soft launch of website in April 2022.	<b>Instead of publishing on a different website, we routinely publish EDI information and student intern research reports on our School blog.</b>  <b>Our HoS also instigated and contributed to development of Guide to Unconscious Bias produced by BPS EDI Strategy Board.</b>
		<b>C13.3</b> Launch <a href="http://www.challengeandchange.org">www.challengeandchange.org</a> website.	May 2023, output reviewed annually EDRG lead	Formal launch of website	Disruption and increased workloads stemming from Covid-19 pandemic and subsequent aftermath meant there was insufficient capacity in our School to be able to generate and update materials for the website.

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
					<p>When we revisited the idea in 2023, the consensus was that the website might needlessly replicate information available elsewhere without having a clearly identifiable or reachable target audience.</p> <p>Given these concerns, we chose instead to invest our efforts in setting up the EDI Psych Net. By focusing on the committees of influential learned societies, we can efficiently reach psychologists from across the UK.</p> <p>EDI Psych Net now has 19 members and has met twice virtually (2024, 2025). We have a Microsoft Teams site, which we use for meetings, messaging, and sharing resources.</p> <p>We will promote gender equality in psychology by further developing EDI Psych Net (<b>AP2025 F2.1-F2.5</b>).</p>

		<b>Overall target</b>	2025 EDI Chair, HoS	Prepare Athena SWAN Gold award application by 2025.	<b>Gold application submitted in November 2025!</b>
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Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
<b>Responding to challenges presented by COVID-19</b>					
<p><b>D1.</b> We will lobby the University to ensure every attempt is made to cover the core duties of the central Athena SWAN team who have been furloughed.</p>	<p>The University employs two staff whose core responsibilities are supporting and facilitating the Athena SWAN process.</p> <p>Unfortunately, because of the COVID-19 situation, the central University team who support the Athena SWAN process and facilitate the work of the EDT have been furloughed since April.</p> <p>This presented substantial challenges in the final stages of preparing our application and will present further challenges in accessing data and delivering actions in the future.</p>	<p><b>D1.</b> We will email the University Director of People to request that the core responsibilities of the central Athena SWAN team are covered.</p>	<p>May 2020, June 2020</p> <p>EDI Chair, HoS</p>	<p>An email reply from the University Director of People, outlining how the University will continue to support Athena SWAN activities.</p>	<p>The former EDI Chair made this request to members of the University Senior Management Team (Principal, Senior Vice Principal, and Director of People), whilst chairing a meeting of the University-wide Athena SWAN network, in 2020. The Principal stated that EDI and Athena SWAN would continue to be a priority for the University, and that appropriate resource would be allocated to support this. However, given the uncertainties presented by the Covid-19 pandemic, it was difficult to predict with any certainty what the precise nature of this resource would be.</p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
<p><b>D2.</b> We will monitor the submission, and implications, of requests for grant extensions or changes.</p>	<p>There is huge uncertainty for Research-Only staff on funding limited contracts, most of whom are female at key career transition points.</p> <p>All current Research-Only staff remain employed on their original contracts. However, as these contracts depend on the ability to deliver research objectives, this is under review on a project by project basis. Some principal investigators might have to ask awarding bodies to pause or extend grants, which will affect Research-Only staff contracts.</p> <p>It is important that we monitor this situation and provide additional support to Research-Only staff if required.</p>	<p><b>D2.1</b> We will monitor the submission of requests for grant extensions/changes.</p>	<p>May 2020, ongoing</p> <p>DoR, SAM, School Business Development Officer</p>	<p>Spreadsheet detailing the submission of requests for grant extensions/changes updated monthly.</p>	<p><b>The School DoR and the School's centrally allocated Business Development Officer, and Research Finance person worked together to monitor and manage all requests for Covid-19 related grant extensions/changes.</b></p>
		<p><b>D2.2</b> We will investigate ways of ensuring the careers of Research-Only staff are not disadvantaged by requests for grant extensions/changes.</p>	<p>May 2020, ongoing</p> <p>DoR, School Business Development Officer</p>	<p>DoR meets with PIs and postdocs to discuss ways of ensuring Research-Only staff are not disadvantaged by changes to grants.</p>	<p><b>The DoR met with PIs and postdocs to discuss ways of ensuring Research-Only staff are not disadvantaged by changes to grants. The opportunity to meet was advertised via email and during two-weekly online staff forums.</b></p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
<p><b>D3.</b> We will organise a virtual informal lunchtime discussion of coping with the COVID-19 pandemic.</p>	<p>The COVID-19 situation presents many novel challenges for our staff, students, the HE-sector, and society.</p> <p>Staff and students across the HE-sector face uncertainty and anxiety about their day-to-day productivity, job security, financial stability, health and well-being, and societal change.</p> <p>Feedback from our previous informal lunchtime discussions suggests people find these to be a useful source of information, a sounding board for their own thoughts, and a source of solace.</p>	<p><b>D3.</b> We will organise a virtual informal lunchtime discussion of coping with the COVID-19 pandemic.</p>	<p>June 2020</p> <p>EDI Chair</p>	<p>Virtual meeting attended by at least 20 staff and PG students.</p>	<p><b>We held multiple virtual monthly wellbeing lunches, weekly virtual ‘pub’, and an annual paid-for Christmas lunch (all staff were invited). Across all events, more than 20 staff and PG students attended. Wellbeing lunches continued monthly after lockdown for a year and then transitioned to monthly wellbeing coffee.</b></p>

Action	Analysis	Key milestones	Timeframe (Owner)	Success Measure	Progress, Impacts, and Achievements
<p><b>D4.</b> We will lobby the University to ensure that it will be possible to have the impact of the pandemic on productivity considered in any application for career advancement, recognition, and reward in the future.</p>	<p>Additional caring responsibilities that have arisen due to the COVID-19 situation have the potential to substantially impact productivity and career development opportunities for the foreseeable future.</p> <p>This has the potential to disproportionately affect the careers of female, as they are more likely to undertake caring responsibilities.</p> <p>We think the University should act to ensure there is provision to consider the potential impact on productivity caused by additional caring responsibilities undertaken because of the COVID-19 situation.</p>	<p><b>D4.</b> We will lobby the University through our representatives on Senate, the Equality and Diversity Steering Group, and at Athena SWAN quarterly meetings with the Principal.</p>	<p>June 2020, Oct 2020</p> <p>Senators, EDI Chair</p>	<p>University adopts measures to consider the potential impact of the pandemic on productivity considered in any application for career advancement, recognition, and reward.</p>	<p><b>University promotion application forms now include a section for staff to report any contextual information including COVID disruption, as well as other related intersections (e.g., gender, caring needs, disability etc).</b></p>

## 2.2. Evaluating success against School's key priorities

### 2.2.1. Priority A: Increasing the percentage of female staff in senior T&R roles

One of our primary long-term goals was to address gender inequality in the proportion of senior T&R staff in our School. The self-assessment process undertaken between 2015 and 2020 (in preparation for the Silver application) revealed gender inequalities in processes such as promotion, recruitment and support, leading to a low percentage of female staff in senior T&R roles.

#### 2.1.1.1 Addressing gender inequalities in academic promotions

Our Silver analysis identified gender differences in T&R promotions.

- ⚠️ Only one female member of staff was promoted to T&R Reader/Professor from 2005-2019 (vs. three males).

**Actions:** We improved support for internal candidates towards promotion to Reader/Professor.

- 🔧 We ran focus groups with female staff to better understand knowledge and opinions about promotion to senior roles (**AP2020 A1.1**), discussed the findings of these with HR, School Exec, and EDIC (**AP2020 A1.2**), and developed training to increase awareness of the new promotions process and criteria (**AP2020 A1.3**).

**Impact:** We exceeded our target to have one additional female member of staff promoted to Reader/Professor (**Appendix A2.9**).

- 🌟 Two female staff were promoted to Professor (in 2020 & 2022)

#### 2.1.1.2 Addressing gender inequalities in recruitment and selection

Our Silver analysis identified gender differences in senior T&R appointments.

- ⚠️ No female T&R Professors were appointed from 2005-2019 (vs. two males).
- ⚠️ Females were less likely to apply, be shortlisted, be offered, or be appointed.

**Actions:** We acted to improve our recruitment and selection processes (**AP2020 A2.1-A2.6**).

- 🔧 We ensured job adverts were free from gender biased language (**AP2020 A2.3**; see **Figure 21** for an example), we formed gender balanced search committees to identify female candidates and personally solicit applications from them (**AP2020 A2.2**), we strived to ensure shortlisting was free from gender bias (**AP2020 A2.4**) and that single gender dominated shortlists were challenged (**AP2020 A2.6**), we offered childcare costs and online interviews to help applicants with caring responsibilities (**AP2020 A2.5**).

**Impact:** We achieved our target for at least 50% of candidates shortlisted for T&R roles to be female (**Figure 12**; **Appendix A2.7**).

- 🌟 One woman was recruited as Professor in 2020
- 🌟 We achieved gender parity in T&R applications (up from 42% to 49%)
- 🌟 We achieved gender parity in T&R shortlisting (up from 32% to 50%)

### 2.1.1.3 Addressing the leaky pipeline between fixed-term and open-ended academic roles

Our Silver award analysis found female staff were less likely to progress from Grade 6 to Grade 7 Research-Only positions and often left academia at this stage. To address this, we originally planned actions to help support female staff to gain promotion to Grade 7. However, following extensive consultation, Research-Only staff indicated they would rather we acted to help support their transition to achieve open-ended positions (T&R, T&S, or technical), than their progress to a higher grade on funding limited Research-Only positions.

**Actions:** We increased direct and indirect career support for Research-Only staff (**AP2020 A3.1 – A3.6**)

- ✂ We developed an employability guide for Research-Only staff (**AP2020 A3.5**), we provided bridge funding for five Research-Only staff (three female; **AP2020 A3.6**), we provided fellowship application support for six Research-Only staff (all females; **AP2020 A3.4**).

**Impact:** We achieved our revised target to support seven Research-Only staff to achieve tenured positions.

- ☀ Seven Research-Only staff (five female) progressed to open-ended positions.
- ☀ 100% of Research-Only staff said employability guide was “useful” in feedback form.

### 2.1.1.4 Increasing awareness by staff of peer support availability

Our Silver award analysis revealed low staff uptake of formal peer support (i.e., coaching, mentoring, buddying).

**Actions:** We acted to ensure that all staff are aware of the availability of peer support schemes and their potential benefits (**AP2020 A4.1-A4.4**)

- ✂ We created the new role of Staff Development Lead who organises 6-weekly staff development sessions (**AP2020 A4.1**), assigned new staff a mentor and buddy (**AP2020 A4.2**), held School forums on mentoring and coaching (**AP2020 A4.3**), and included information about peer support in induction (**AP2020 A4.4**).

**Impact:** We achieved our targets to increase staff awareness and uptake of peer support schemes.

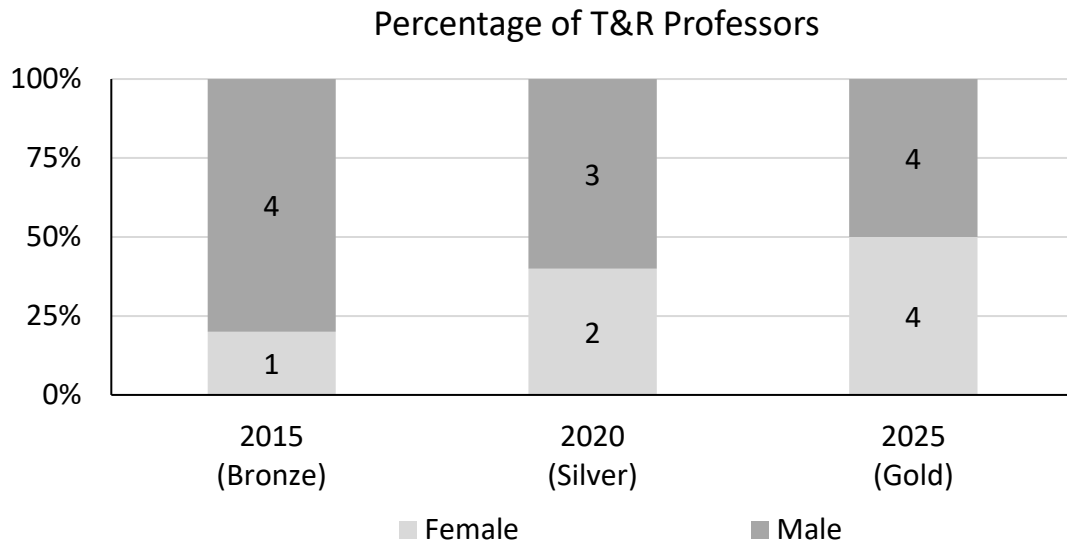
- ☀ Increased mentoring enrolment; now 25 (14 female) vs. 11 (6 female) in 2020.
- ☀ Increased coaching enrolment; now 5 (3 female) vs. 1 (1 male) in 2020.
- ☀ Since 2024, all new staff have been assigned a buddy (100% found it useful).

🗨 “I think the 'buddy' system has been very beneficial and the culture in the School is one of collaboration and diversity.”

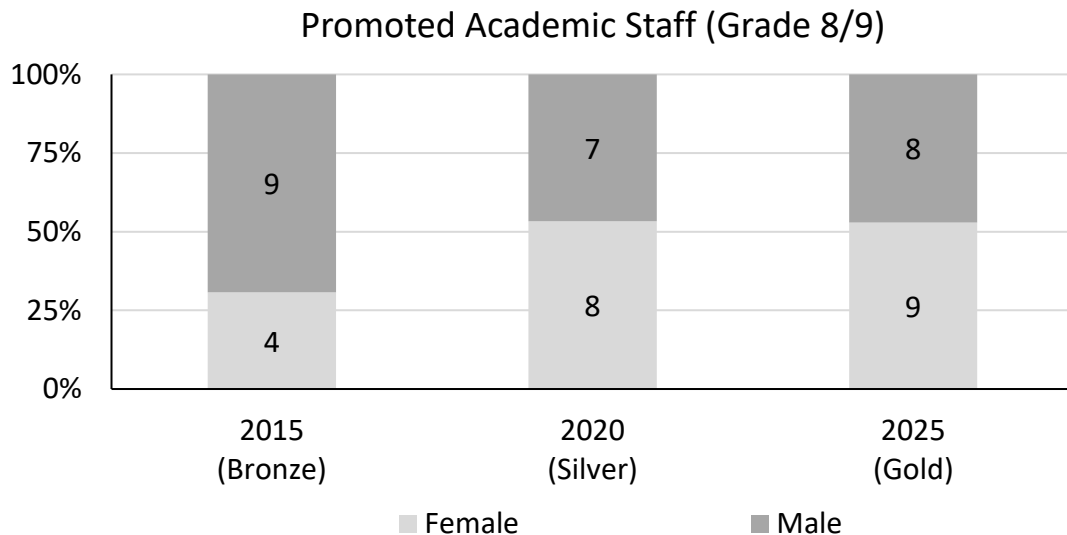
**Female Lecturer, Induction Focus Group (2025)**

**Priority A: Increasing the percentage of female staff in senior T&R roles**

Overall, we have made good progress towards our long-term goal to address gender inequality in the proportion of senior T&R staff in our School. Since 2015, the number of female T&R Professors has increased from one (20%F) to four (50%F; see **Figure 11**), and the number of female promoted academic staff has increased from four (30%F) to nine (53%F; **Figure 12**).



**Figure 11.** Ten-year progress towards gender equality in T&R Professors; numbers within bars represent headcount. HESA average = 40%F.



**Figure 12.** Ten-year progress towards gender equality in promoted academic staff (T&R/T&S); numbers within bars represent headcount. HESA average = 40%F.

## 2.2.2. Priority B: Creating an inclusive, equal, and supportive environment for our students

Across the period of our Bronze and Silver awards, there was evidence of increased gender inequality in both student recruitment and attainment in our School. Specifically, there were decreasing proportions of males applying for our UG programmes, being selected for places, and achieving first-class degrees. We made good progress towards most of our actions to address these issues and have seen some positive impacts.

### 2.2.2.1 Addressing the gender gap in the UG applications

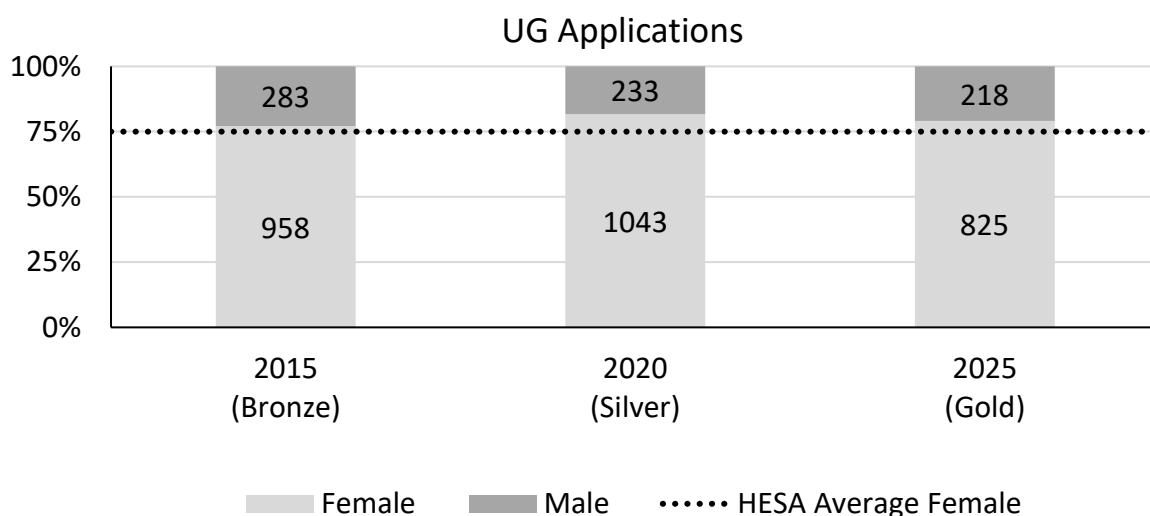
Our 2020 Silver award analysis revealed a widening gender gap in UG applications, following a decrease in the number and proportion of males applying for our UG programmes.

- ⚠ From 2015-2020, the number of UG applications from males decreased by 17%, whereas the number of applications from females increased by 10%.
- ⚠ At the time of our Silver award, 84% of our UG students were female.

**Action:** We took actions to challenge gender stereotypes of psychology.

- 🔧 We revised our student recruitment, marketing, and outreach materials to make them more appealing to male candidates (**AP2020 B1.1 – B1.4**), we undertook extensive outreach work, in schools and the wider community, to challenge societal stereotypes of psychology (**AP2020 B4.1 – B4.4, B5.1 – B5.3, B6.1 – B6.3**).

**Progress:** We made good progress towards our ambitious goal of 25% male UG applicants (**Figure 13; Appendix A1.6**), which increased from 18% to 21% (HESA average = 18%).



**Figure 13.** Ten-year progress towards gender equality in taught student applications; numbers within bars represent headcount.

**Next steps:** We want to continue to increase the proportion of male UG applications to meet our ambitious goal of 25% male applicants.

- 📅 We will continue progress towards our ambitious 25% male targets by challenging gender stereotypes of psychology locally and nationally (**AP2025 C1.1-C1.5**).

### 2.2.2.2 Addressing gender bias in UG admissions

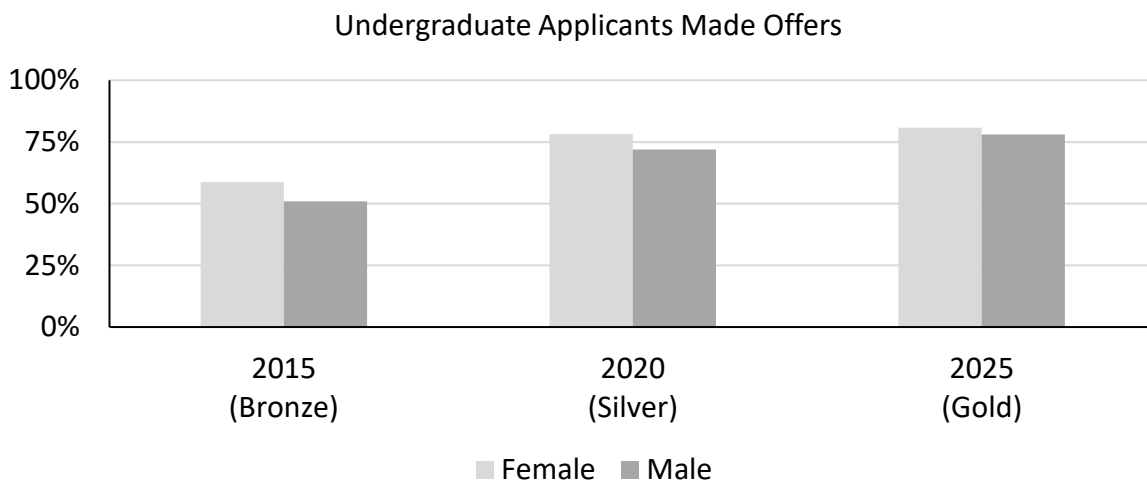
Our Silver award analysis revealed a consistent trend for male applicants to be less likely than female applicants to be offered a place on our UG programmes.

**Action:** We took actions to reduce gender bias in UG admissions.

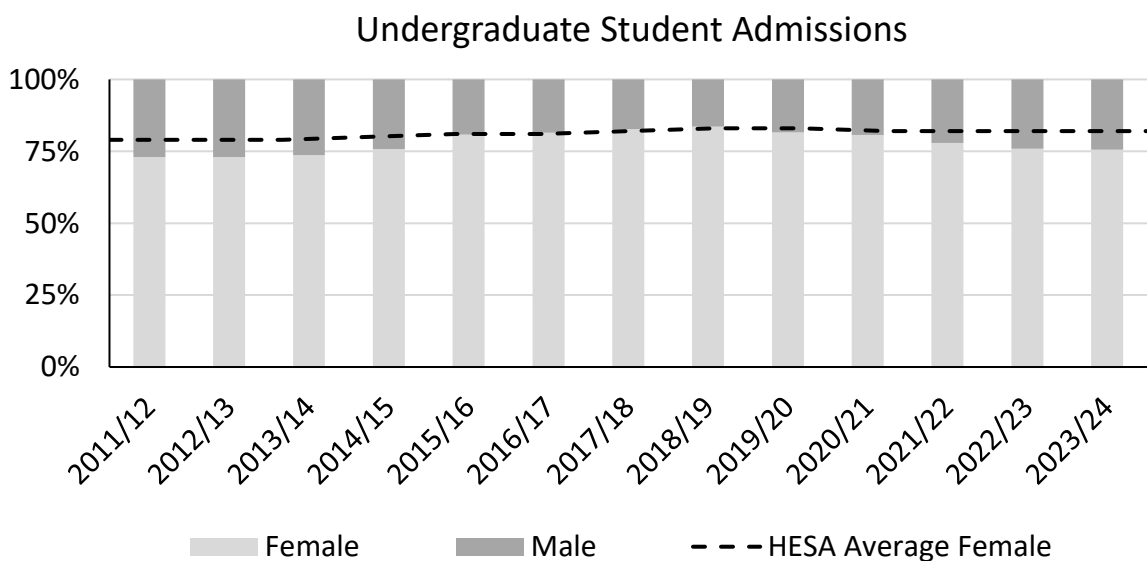
- ✂ We worked with the University admissions team to identify and reduce potential sources of gender bias in student selection (**AP2020 B2.1-B2.2**), we developed and delivered in-person and online information and training sessions on unconscious bias and social bias for staff across the University (**AP2020 B7.1-B7.3**).

**Impact:** We made good progress towards reducing gender bias in UG admissions (**Appendix A1.6**).

- ☀ UG gendered offer gap decreased from 6% to 3% (see **Figure 14**).
- ☀ Male UG admissions increased from 18% to 22% (see **Figure 15**).



**Figure 14.** Progress towards gender equality in UG admissions selection




**Figure 15.** Progress towards gender equality in UG student admissions



### 2.2.2.3 Addressing gender gaps in UG attainment

Our Silver award analysis revealed a gender gap in attainment, with male UGs less likely to achieve a first-class degree.

**Action:** We acted to better understand our gender attainment gaps and to address these with additional support.

-  We used questionnaires and focus groups to better understand gender attainment gaps (**AP2020 B3.1-B3.4**), we allowed students to choose which tutorial groups they wished to attend (**AP2020 B3.5**), we increased online student support through greater use of course discussion boards and with online Q&A sessions with staff.


**Impact:** We exceeded our target for male UG first-class attainment to be at the national benchmark and made good progress towards reducing the UG gender attainment gap (**Appendix A2.2**).

-  Male UG first-class degrees increased from 19% to 35% (HESA average: 32%)
-  Gender attainment gap in first-class degrees reduced from 13% to 7% (**Table 8**)

	2015 (Bronze)	2020 (Silver)	2025 (Gold)
Female			
Aberdeen	22%	32%	42%
HESA	18%	24%	34%
<b>Aberdeen vs. HESA</b>	<b>4%</b>	<b>8%</b>	<b>8%</b>
Male			
Aberdeen	13%	19%	35%
HESA	15%	22%	32%
<b>Aberdeen vs. HESA</b>	<b>-2%</b>	<b>-3%</b>	<b>3%</b>
Aberdeen Gender Gap	9%	13%	7%
HESA Gender Gap	3%	2%	2%

**Table 8.** Ten-year progress towards improving male attainment. Red < HESA comparison and Green > HESA comparison.

**Next steps:** We want to continue to reduce our UG gender attainment gap to the national benchmark (2%) before eliminating it.

-  We will continue to close the gender gap in UG student attainment by better understanding how male students might be supported (**AP2025 C2.1-C2.5**).


### 2.2.3. Priority C: Increasing awareness of our equality challenges, actions, and impacts

Our Silver award analysis revealed groups of people who were less aware of our School's equality challenges, our actions to address these, and their associated impacts (i.e., students), and areas of School culture that had not tangibly benefited from this work (e.g., perceptions of inclusivity). We made good progress towards most of our actions to address these issues and have seen positive impacts.





#### 2.2.3.1 Increasing student engagement with EDI


Our Silver award analysis revealed that awareness of EDI challenges in academia and our attempts to address these was much lower among our students than among our staff.

**Action:** We took action to raise awareness of the School's EDI challenges, actions, and impacts.

-  We published annual updates to our Athena Swan Silver award action plan (**AP2020 C1.1 – C1.2**), we redesigned our School's EDI webpages (**AP2020 C2.1 – C2.4**), we lobbied the University to ensure staff and students receive appropriate EDI training (**AP2020 C5.1 – C5.3**) and we acted to increase student engagement with EDI issues and the Athena Swan process (**AP2020 C3.1 – C3.2 & C4.1 – C4.5**).


**Impact:** We have seen a sea change in student engagement with EDI, such that our students now actively lead on many EDI issues, including:

-  Active student members of our School's EDI committee
-  Students empowered to raise EDI issues that affect them
-  Students organising EDI related events (**see section 3.2**)
-  Since 2023, all staff and students have completed mandatory EDI training within 6-months of starting

 "I like that in the School we are asked to respond to questionnaires on EDI, and that we had a EDI forum, showing value in the topic and empowering people to say what they think."

**Female PGR student, PGR EDI survey (2024)**

**Next steps:** While we have seen good progress in student engagement, the low response rate to our student EDI surveys suggests there is still work to be done.

-  We will increase student engagement with our EDI challenges by empowering them to help identify and address the challenges that affect them most (**AP2025 C3.1-C3.6**).

### 2.2.3.1 Making our School a more inclusive place to work

Our 2019 cultural survey revealed that while 94% of staff respondents perceived the School to be “supportive” (95%F/93%M), only 74% perceived the School to be “inclusive” (71%F/79%M), and only 49% perceived the School to be “social” (43%F/57%M).

**Action:** We acted to promote greater inclusivity by increasing staff social contact.

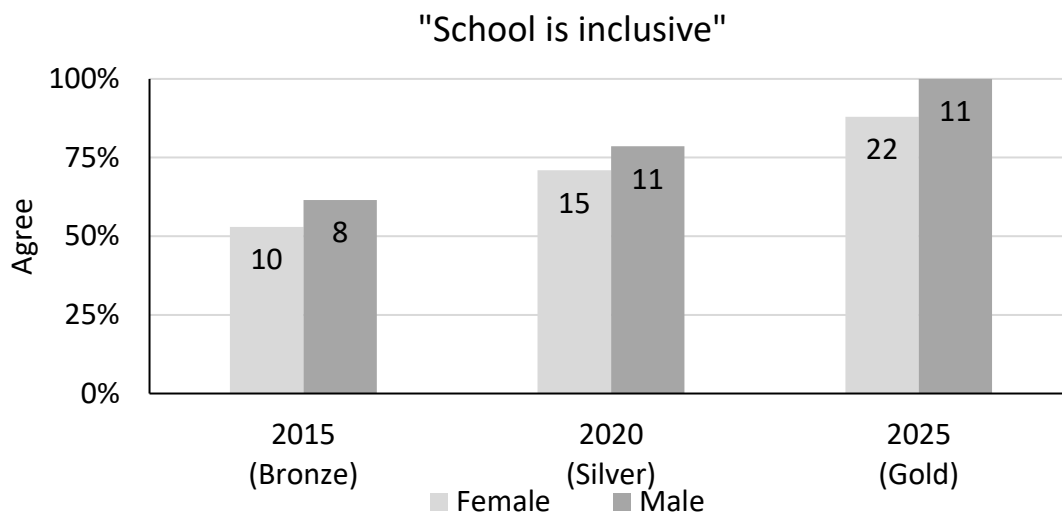
- ✂ We appointed two social conveners (1F/1M, **AP2020 C9.1**), who lead a social committee that organises monthly social events (**AP2020 C9.2**), lunchtime campus walks, coffee socials and wellbeing events for staff (**AP2020 C9.3**).

**Impact:** Responses to the 2024 cultural survey suggest the School is now more inclusive:

- ☀ 92% of respondents (88%F/100%M) said the School was “inclusive” (**Figure 16**)
- ☀ 97% (92%F/100%M) said the School was “social”
- ☀ 92% (92%F/91%M) feel they belong in the School
- ☀ 89% (88%F/91%M) feel that others care about them in the School

🗨 “Out of the [multiple] academic institutions where I've worked, this is the most inclusive and kind group of individuals in one School.”

**Female staff member, School cultural survey (2024)**



**Figure 16.** Ten-year progress towards making our School a more inclusive place to work; numbers within bars represent headcount.

#### 2.2.4. Priority D: Responding to challenges presented by Covid-19

We submitted our Silver award application in May 2020, when the world was experiencing the early stages of the Covid-19 pandemic. Even at this early stage of the pandemic, our SAT recognised the potential to worsen existing gendered imbalances and create new EDI challenges in the short, medium, and long-term. We identified two overarching problem areas and made good progress in our actions towards addressing these issues.

##### 2.2.4.1 Dealing with the immediate issues raised by the Covid-19 pandemic.

**Action:** We acted to promote greater inclusivity by increasing staff social contact.

- ✂ We lobbied the University Principal, Senior Vice Principal, and Director of People, to request the core responsibilities of the central Athena Swan team were covered while staff were furloughed (**AP2020 D1**). We monitored the submission of requests for grant extensions/changes to ensure that ECR staff were not unduly affected (**D2.1-D2.2**). We took many actions to help address concerns around the effects of the pandemic on mental health and wellbeing; these included: informal discussion of coping with the pandemic during online staff meetings (**D3**), we added a mental health item to monthly staff meetings, which provided an opportunity for information, discussion, and coping tips from a clinical psychologist, a weekly 'virtual pub' during lockdowns, monthly virtual wellbeing lunches/coffee meetings, the School paid for three-course Christmas dinner boxes to be delivered to staff homes during the 2020 and 2021 lockdowns (staff then joined together for a virtual Christmas lunch party; this was attended by 35 staff (57%F).

**Impact:** Our actions had several positive impacts, but our survey data also revealed a **gender difference** in perceptions of these:

- ☀ The Principal stated that EDI and Athena Swan would continue to be a priority for the University, and that appropriate resource would be allocated to support this.
  - ☀ Research-Only EDI representative reported that the ECR staff had felt supported by the School and that there were no reported issues getting funding extensions.
  - ☀ In the 2024 cultural survey, 76% of staff (**65%F/100%M**) thought that the School had acted to reduce the impact of COVID.
- 👉 “The School took a really nice approach to mental wellbeing... seminars at each staff meeting, wellbeing social group, and resources ...other colleagues [were] supported with long term health issues due to COVID.”  
**Female staff member, School cultural survey (2023)**
- 👉 “[It was helpful to] reallocate a bit of marking when I wasn't coping during Covid lockdown with children at home for weeks.”  
**Female staff member, School cultural survey (2024)**

#### 2.2.4.2 Dealing with the longer-term issues raised by the Covid-19 pandemic.

**Action:** We acted to promote greater inclusivity by increasing staff social contact.

- ✂ We lobbied the University to adopt measures to consider the potential impact of the pandemic on productivity considered in any application for career advancement, recognition, and reward (**AP2020 D4**).

**Impact:** University promotion application forms now include a section for staff to report any contextual information including COVID disruption, as well as other related intersections (e.g., gender, caring needs, disability etc).

- 🗨 “Enhanced work flexibility and capacity to have online meetings was great during covid and is one of the positives that remains post-covid.”

**Female staff member, School cultural survey (2023)**

- 🗨 “The School responded fantastically to Covid-19 and supported staff with diverse needs very well. In the recovery period since the pandemic, support has been provided to help reignite research programmes in terms of school research funds and [also via] schemes aimed at encouraging students to take part in laboratory-based, in-person testing.”

**Male staff member, School cultural survey (2024)**

**Next steps:** There are still diverse long-term impacts of the Covid-19 pandemic that we need to address, many of which relate to workload issues associated with changes in teaching and assessment practices and ways of working.

- 📅 We will investigate staff workload concerns by using qualitative and quantitative methods to uncover the what, why, and when of workload issues (**AP2025 A1.1-A1.5**).

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

### 3.1. Maintaining good practice and innovation

#### 3.1.1 Addressing historical injustices

Since 2020, one of our priorities has been identifying, highlighting, and addressing, through an intersectional approach, historical injustices that exist in our discipline and our School.

#### Actions

- 🔧 In 2022, we appointed a Race Equality Champion to lead an intersectional decolonisation review of our entire School curriculum, we funded an EDI internship focused on intersectional decolonisation, we reviewed our School's history for evidence of social bias.

#### Beacon Activity

- 📌 The review of our School's history identified a prominent female former colleague – Professor Elizabeth D. Fraser – whose contributions had been largely overlooked. In 1963, Elizabeth Fraser became the first ever female Professor at the University of Aberdeen and the first female Head of Department; in 1976 she became the first female member of the University Senate. [Our celebration of Prof Fraser's remarkable life and achievements](#) received national attention, including being featured in a campaign to inspire victims of sexual assault to aspire to higher education (**Figure 17**).



**Figure 17.** Professor Elizabeth D. Fraser (left), and a celebration of her life as part of Rape Crisis Lanarkshire's "16 Days of Activism conference" (right).

#### Impact

- ☀️ In 2024, we addressed a gender imbalance in named prizes in our School (all were named after males), by creating the **Elizabeth D. Fraser prize** for the best Masters student.





**Next steps:** Decolonising the curriculum is not a one-off exercise but a transformative process that challenges structural inequities and amplifies diverse voices.

- 📅 We will help embed intersectional decolonisation as a sustainable, institution-wide practice that enhances equity, inclusivity, and academic excellence across the University (**AP2025 C4.1-C4.2**).


### 3.1.2 Becoming a leader in gender equality

Our School aspires to be a leader in gender equality. This requires maintaining up-to-date knowledge of gender challenges and interventions, contributing to this knowledge base, and disseminating this knowledge widely.


**Actions:** In 2023, our School introduced a ring-fenced EDI budget (£5000), much of which is used to undertake and disseminate EDI research. This includes:


-  Funding 9 EDI internships, 6 since 2023, to undertake literature reviews and novel research to help inform our School's policies, procedures, and practices.
-  Producing awareness raising materials, including posters detailing our EDI work, postcards challenging gender stereotypes, breastfeeding friendly posters, staff neurodiversity lanyards, materials for EDI outreach events.
-  Hosting an annual staff/student EDI lunch and regular wellbeing coffee mornings.
-  Producing School guides to Conducting Inclusive Research, Dignity and Civility at Work, and a Parental Leave Checklist.

#### Impacts


-  In the 2024 cultural survey, 92% (88%F & 100%M) of staff agreed that "Promoting EDI is valued in the School".

#### Beacon Activity

-  Our School guides to inclusive research, dignity and civility at work, and the parental leave checklist have been adopted by several other Schools in the University.


 "I interned in the Equality Hub in the Cabinet Office. I used my research skills and knowledge of equality and diversity gained in the School to provide an evidence base for equality and inclusion policy."

**Female PhD student, 2023**

 "I like the EDI posters in the corridors. It is also great to see visible action around the School (e.g., free period pads in toilets, breastfeeding room)."

**Female ECR staff member, EDI survey (2023)**





**Next steps:** Continuing to be a leader in gender equality requires investment, knowledge exchange, and supporting the EDI activities others.

-  We will promote gender equality in our university by supporting others to achieve Athena Swan Departmental and Institutional Silver and Gold awards (**AP2025 F1.1-F1.7**)


### 3.1.3 Embedding EDI in School-led activities

In 2024, we hosted the 46th European Conference of Vision Perception (ECVP), an international conference with 700+ scientific delegates. We wanted to make the conference a beacon for gender equality, so embedded EDI throughout the process (i.e., in our initial conference bid, in planning, and in delivery).


#### Actions


-  We had a dedicated conference EDI officer.
-  We displayed an [EDI statement](#) prominently on the conference website and programme.
-  We setup a quiet conference space which was explicitly open to breastfeeding parents.
-  We ensured all toilets at the conference venue had free period provision.

**Impacts:** The ECV conference was praised widely for its commitment to EDI.

-  The conference won multiple university and industry awards including for promoting diversity (Best Association Event, Scottish Event awards, 2025; Impact award and Best Event over 500 Delegates award, Aberdeen Convention Bureau, 2024)


#### Beacon Activity

-  In 2025, we provided EDI conference advice to the equivalent US conference (Vision Sciences Society).

 " Some feedback about the Equality, Diversity, and Inclusion material I have noted on the ECVP conference website... it is fantastic practice, useful and helpful ... we will be following your lead with our own conference support materials in the future."

**School of Psychology, EDI Director, University of East Anglia, 2024.**

**Next steps:** We want to further disseminate the good practice on gender equality we developed to assist other conference organisers in the future.


-  Publish an EDI Psych Net briefing paper on organising inclusive meetings (**AP2025 F2.5**).

## 3.2. Supporting others to improve




### 3.2.1 Supporting the University to succeed in gender equality

Many aspects of School life are governed by University-level decisions, therefore achieving success in gender equality in our School requires helping support success in gender equality at a University level.

#### Action:

-  We encouraged School staff to support gender equality at a University level through membership and leadership of University EDI committees and networks.

**Impact:** Despite being the smallest of the University’s twelve Schools (less than 3% of total academic staff are based in our School), our staff have disproportionately high representation on University EDI committees and networks (see Table 9).



-  Staff from Psychology represent the highest proportion of academic members on the University Equality, Diversity, and Inclusion Committee (17%).
-  Staff from our School lead three of the University’s eight EDI networks and founded two of these (Menopause Network & Neurodiversity Network).
-  A member of staff from our School is Chair of the University Race Equality Strategy Group, which acts as the institutional self-assessment team for Race Equality Charter work.

**Table 9.** School of Psychology staff involvement in University EDI committees and networks

University Equality Committee (role)*	Gender
Equality, Diversity, and Inclusion Committee (members)	F/F/M/M
Gender Equality Steering Group (members)	F/M
Race Equality Strategy Group ( <b>chair</b> )	M
University Equality Network (role)**	Gender
Menopause Network ( <b>founder &amp; lead</b> )	F
Neurodiversity Network ( <b>founder &amp; lead</b> )	F
LGBTQ+ Network ( <b>members &amp; co-chairs</b> )	M/M
Parents and Carers Network (member)	M
Race Equality Network (member)	F

NB: \* There are three University EDI committees. \*\*There are eight University EDI Networks

**Next steps:** We would like to further enhance the leading role our School takes in promoting gender equality in our University.

-  We will promote gender equality in our university by supporting Departmental and Institutional Silver and Gold Athena Swan awards (**AP2025 F1.1-F1.7**).
-  Encourage our students to take a more proactive role in University EDI initiatives (**AP2025 C3.6**)

Moreover, we have supported the University's gender equality aims by designing and delivering University-wide information sessions, training, and consciousness raising events. Since 2020, we have organised events covering:

- ✂ Social bias and gender stereotypes in academia
- ✂ Menopause
- ✂ Men's mental health awareness
- ✂ Neurodiversity
- ✂ Inclusive neuroscience

### Beacon Activities

🔦 Our School founded the University Menopause Network, to provide information and support for staff who are experiencing menopause symptoms or have gone through menopause. The group meets monthly through the year and has a dedicated Teams site. They have also organised several University-wide menopause consciousness raising events for all staff, and some tailored separately for females, for males, and for students (see Figure 18).

🗨️ "I really enjoyed the session. It made me feel more prepared to face the menopause myself, and ask for the right support, but also more able to advocate for others"  
**Female staff participant feedback following World Menopause Day event (2025).**

🗨️ "I felt more informed and empowered to talk openly of my experiences with family, friends also work colleagues who are dealing with the menopause. How men understand and deal with the menopause impacts on women we live and work with."  
**Male staff participant feedback following World Menopause Day event (2025).**




**Figure 18.** A flyer from a recent research event organised by the University Menopause Network, which was founded and is led by a member of our School.

### 3.2.2 Increasing perception of fairness of the University Academic Promotions process

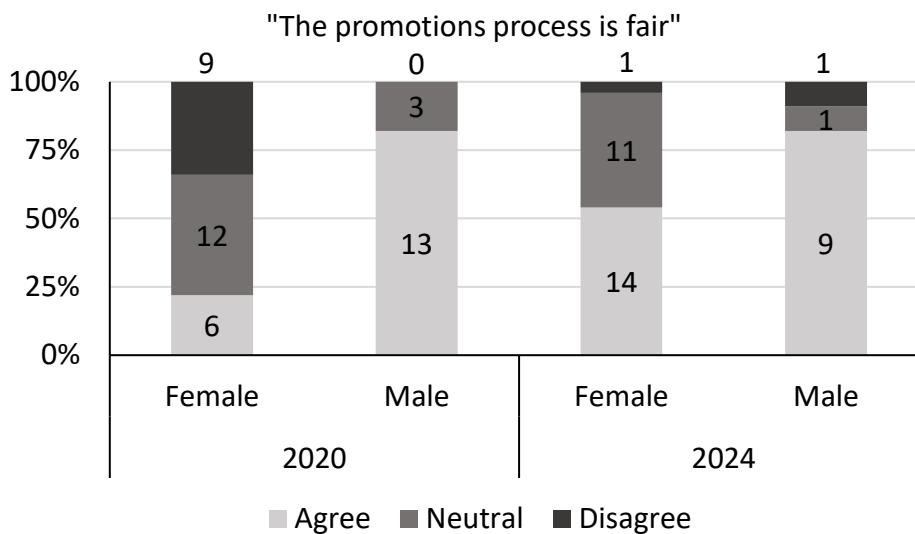
Our Silver award analysis revealed that more female staff perceived the University promotions process to be unfair (34%F vs. 0%M). This was issue raised by staff also in other Schools.

**Action:** To increase perceptions of fairness in the promotion process, our School worked closely with the central EDI team to lobby for, co-develop, and help implement a Social Bias Observer scheme for the University Promotions process. This idea was inspired by a similar initiative at the University of York.

#### Beacon Activities



 Working with the University Senior EDI Partner and a student intern, we successfully co-developed the Social Bias Observer scheme policy and procedures. We produced a guide to the scheme and have trained staff observers for promotion rounds since 2021.

**Impact:** Since the introduction of the Social Bias Observers scheme, there has been a substantial decrease in our female staff who perceive the promotions process to be unfair (34% in 2020 vs. 4% in 2024; **Figure 19**).



**Figure 19.** School of Psychology staff perceptions about fairness in the University promotions process in the 2020 and 2024 cultural surveys; numbers within bars represent headcount.

**Next steps:** The 2024 School cultural survey revealed a gender imbalance in respondents agreeing the University promotions process is fair (54%F/82%M; **Figure 18**). In April 2025, the University paused the academic promotions process, mid-round, due to concerns about financial pressures; the promotions process remains paused, which is causing significant unhappiness across the entire University community.

-  We will address immediate staff concerns about the University’s decision to pause indefinitely academic staff promotions (**AP2025 B1**).
-  We will investigate the reasons underlying perceptions of unfairness in the promotions process (**AP2025 B2**).

### 3.2.3 Positively influencing policies and practices of professional societies

Achieving gender equality in psychology requires being able to positively influence the policies and practices of the professional societies that govern research, education, clinical practice, and other applications of psychology.

**Action:** We acted to better support the psychology sector to achieve gender equality.

- 🔧 We encouraged School staff to support gender equality across the sector through EDI committee membership roles in psychology societies.

**Impact:** We currently have three members of staff (2F/1M) who are undertaking EDI related committee work for international psychology societies: one is a member of the British Psychological Society's EDI strategy board, one is EDI representative on the committee of the Experimental Psychology Society, and one is Chair of the Committee on Diversity and Inclusion for the Society for Applied Research in Memory and Cognition. Through this committee work we have:

- 🌟 Helped prepare a [briefing paper on Unconscious Bias training](#)
- 🌟 Changed society policy to make it easier to allow parents to attend conferences
- 🌟 Changed society policy to improve maternity and other caring leave
- 🌟 Changed society policy to remove gendered information from prize decisions
- 🌟 Founded new diversity awards

#### Beacon Activity

- 🚧 In 2024, we set up a UK-wide network of EDI Psychology Representatives on committees of learned societies to allow EDI members to share good practice (EDI Psych Net). During an initial scoping exercise, we identified 45 organising committees in psychology related societies. Where these committees had an EDI representative, we contacted them to invite them to join the EDI network. Where an organising committee did not have an EDI representative, we contacted the society to lobby for them to create this role.
- 🚧 EDI Psych Net now has 21 members and has met twice virtually (2024, 2025).
- 🚧 At our 2025 meeting, it was decided that we would work collectively to:
  - Publish a briefing paper on organising inclusive meetings and conferences.
  - Publish a white paper on embedding EDI in learned societies.

**Next steps:** Psychology societies play a critical role in shaping disciplinary culture, yet many lack structured approaches to embedding EDI.

- 📅 We will continue promoting gender equality in psychology by further developing the Psychology Societies EDI Network we founded (EDI Psych Net; **AP2025 F2.1-F2.5**).

### 3.3 Supporting gender equality beyond Higher Education

#### 3.3.1 Increasing knowledge of gender equality issues among the general population

Increasing gender equality requires increasing knowledge about the causes and consequences of social bias (e.g., gender-based stereotypes, prejudice, & discrimination).

**Action:** To increase knowledge of gender equality issues among the general population:

- ✂ In 2021, we created an online course on [The Psychology of Social Bias](#).
- ✂ We increased accessibility to this course by offering 40 free places.

**Impact:** A diverse range of people have now taken the course (145 students, 65%F), including company executives, civil servants, HR partners, EDI specialists, teachers, and NHS workers.

👉 “I've now completed the Social Bias course and thought I'd drop you a note to say wonderful it was. I am telling as many colleagues as I can across the whole of the NHS to enrol on the course, as it has been the best piece of CPD I have ever done”.

**NHS - Organisational Development Specialist, Social Bias Participant, 2025**

#### 3.3.2 Challenging gender stereotypes of academic subjects

Our Silver award analysis revealed that gender stereotypes are a pervasive influence on adolescent academic subject choices.

**Action:** To challenge gender stereotypes of academic subjects

- ✂ In partnership with the Aberdeenshire Philosophy Café, we visited 95% of secondary schools in Aberdeenshire (16/17) to lead debates that challenge gender stereotypes of academia (**AP2020 B4.1**).
- ✂ We have been working with the Scottish Government and other stakeholders (e.g. Education Scotland) to produce a School-based intervention to reduce gender imbalances in academic subject choice.

#### 3.3.3 Assessing the potential of generative AI to decrease/increase gender equality

Generative AI has the potential to decrease gender equality by entrenching gender biases that exist in training information. However, generative AI also has the potential to increase gender equality by reducing the influence of socially biased humans.

**Action:** We acted to identify potential risks and benefits of generative AI for gender equality.

- ✂ Our School co-funded, with ESRC, a PhD studentship examining whether interacting with generative AI might increase or decrease people's gender bias.

#### Beacon Activity



- 🔦 Research findings from our School co-funded PhD studentship into AI gender bias amplification AI were recently published in a [peer-reviewed journal](#).

**Next steps:** We will promote gender equality in HE by becoming a recognised centre of excellence and best practice in EDI (**AP2025 F3.1-F3.3**).

### 3.3.4 Helping people to better understand how menopause affects female staff and work


While the last five years has seen an uptick in societal interest and knowledge around menopause, there is still a considerable way to go. This is particularly true with regards the effects of menopause on female staff and the working environment.


**Action:** To help people to better understand how menopause affects female staff and work:

-  Our School funded a PhD studentship to examine psychological interventions for menopause in the workplace (**see Figure 20**).
-  We funded an EDI internship for evaluate existing online menopause training for staff at the University of Aberdeen.

**Impact:** PhD student is developing a psychologically informed workplace menopause toolkit. [This work was shortlisted for an impact award by the Scottish Graduate School of Social Sciences \(see Figure 19, overleaf\).](#)




#### Beacon Activity

-  In 2024 and 2025, we delivered two menopause information sessions for Grampian Women's Aid and their beneficiaries; both sessions were attended by 15-20 women.

 "We learned about reasonable adjustments that can be made in workplace to help with menopause symptoms. We have been able to share this information (and more) in our monthly newsletter which goes out to all our women".

**Female participant at Grampian Women's Aid workshop, 2025.**

**Next steps:** We want to increase menopause support provision in our School, the University of Aberdeen, and beyond.

-  We will develop clearly defined but flexible School policies and practices to help support staff who are peri/menopausal (**AP2025 D1.1-D1.5**).
-  We will lead the University of Aberdeen to become sector leading in supporting menopause in the workforce (**AP2025 D2.1-D2.6**).
-  We will increase menopause literacy, in HE and beyond, by helping to improve the quality of menopause information and training (**AP2025 D3.1-D3.3**).

## Translating lived experiences of menopause into a workplace support toolkit

Chithramali Rodrigo, Linda Engles, Louise Phillips, Jacqui Hutchison  
School of Psychology, University of Aberdeen

### Why is this important

- Menopausal symptoms such as fatigue, mood changes, heavy bleeding and cognitive impairment are reported to impair quality of life at work.
- In the UK 1 in 10 women leave work due to menopause.
- Employers are legally obliged to support those going through menopause under the Equality Act 2010 of the UK.
- Research reports low awareness and negative attitudes towards menopause at workplaces.

### Intended impact

- To create wider menopause awareness at workplaces and thereby reduce the existing stigma and discrimination towards menopause at work.
- To change behaviours/practices towards menopausal employees at work by providing guidance to line managers and other employees on how to support their colleagues going through menopause.
- To create a menopause supportive and inclusive workplaces.

### How

This research will translate the evidence and lived experiences of menopause in the workplace into a comic based toolkit that will create awareness and train staff.

1. systematic review of workplace based interventions
2. Qualitative interviews to explore lived experiences
3. Development and pilot testing of the toolkit

### Who will benefit

This study will help:

- Menopausal employees by supporting their wellbeing and capacity to thrive at work.
- Line managers to identify, discuss and support their staff through menopause.
- Other employees to gain awareness on how to support their colleagues.
- Younger female employees to be better prepared for menopause.
- Workplace to allow reasonable adjustments and thereby increase the productivity and retention of experienced senior staff.
- Society to benefit through the economic resilience of empowered female employees.

### Where

The toolkit will be co-created and pilot tested at small to medium sized workplaces in Aberdeen and made available for wider use following testing.

### Dissemination of findings

Research findings will be disseminated to international audiences and policy makers hoping for long term impact through policy development/modification.

We acknowledge all the study participants who provided us invaluable insights into their lived experiences of menopause at work!

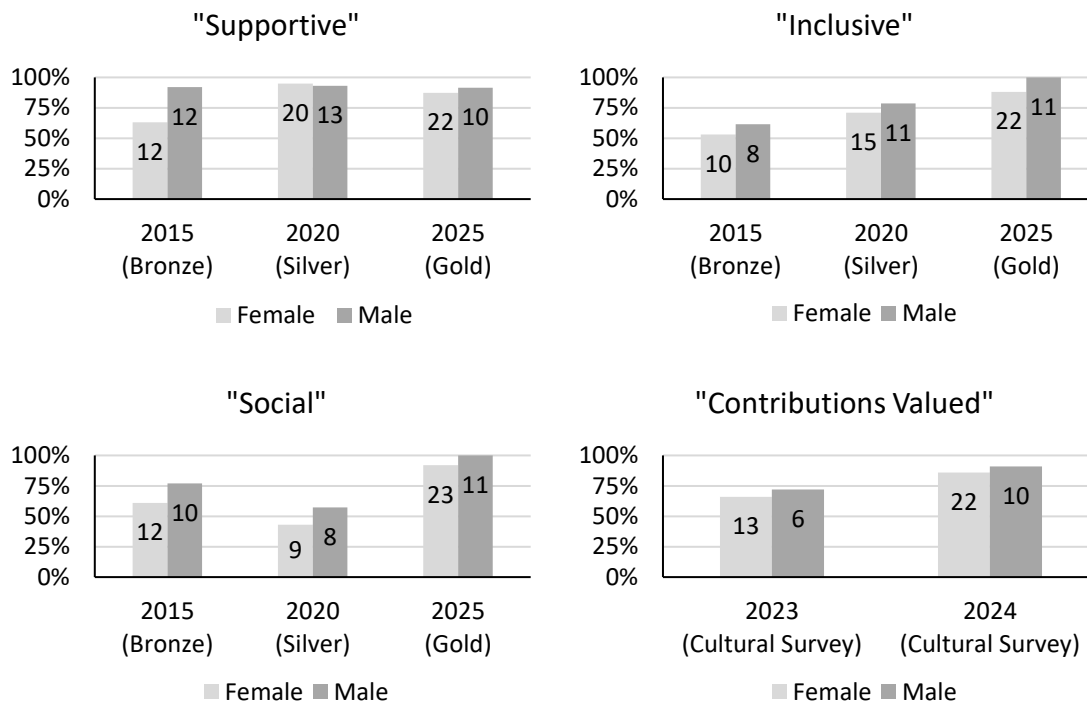
**Figure 20.** Poster presented by School-funded PhD student, whose work includes the development of a menopause workplace support toolkit. This work was shortlisted for an impact award from the Scottish Graduate School of Social Science.

## Section 4: An assessment of the School's gender equality context

### 4.1. Culture, inclusion and belonging

#### 4.1.1 Belonging and Inclusion

Our School prides itself on being a welcoming, friendly, collegial, and supportive place to work and study. For over a decade, we have taken many actions to improve belonging and inclusion in our School, the impact of which can be seen in the increasingly positive responses to our Bronze, Silver, and Gold award application cultural surveys (**Figure 21**).



**Figure 21.** School of Psychology staff perceptions of inclusion and belonging in the School cultural survey over the last decade; numbers within bars represent headcount.

Our 2023 cultural survey indicated issues in feelings of value (**Appendix A1.2.1**):

⚠️ Only 66% of staff felt their contributions were valued by the School (66%F/72%M)

**Action:** We acted to highlight and celebrate people's diverse contributions to the School.

🔧 We changed the definitions of success to focus more on endeavour than accolade e.g., we celebrate *submitted* grant applications not just those funded (with cake!).

🔧 Notable contributions celebrated in monthly updates and at staff meetings.


**Impact:** Our 2024 cultural survey revealed increased feelings of value (**Appendix A1.2.1**):

☀️ 88% now agree their contributions are valued by the School (86%F & 91%M)

🗣️ "I feel like the School has really improved lately on inclusion, and I have appreciated more discussions on inclusion and diversity in formal and informal settings."

**Female staff member, School cultural survey (2024)**

**Beacon activity:** We tried to convey our School's positive culture and values in a recent T&R job advert, which was drafted with input from staff across the School (see **Figure 22**).

 **Figure 22.** Description of School Culture from a recent T&R Lecturer Job Advert (October 2023)

In our School, we pride ourselves on producing world-class science and education in a friendly collegial environment. As we expand, we are looking to recruit new members to join our talented, supportive, and welcoming team.

We are a diverse international community of researchers. Around 50% of academic staff originally come from the UK, around 25% come from various countries in Europe (e.g., Belgium, Germany, Italy, Netherlands, Poland), and the remaining 25% come from countries across the rest of the world (e.g., Canada, China, India, Iran, USA). One of the hallmarks of our School is that we are a friendly and social group. People in our School get together to go for lunchtime walks around our beautiful campus, to go climbing, to go on hiking excursions along coastal paths and in the Cairngorm mountains, and a brave few even go swimming together in the North Sea!

Our School is supportive in helping people manage their work-life balance and appreciates that this varies from person to person and over time. The School is a family-friendly place to work and many of us have young children. The University has an excellent onsite nursery, in a custom-designed building situated on spacious grounds, which has been attended by a steady stream of psychology offspring over the last decade. Equality, diversity, and inclusion is at the core of our School's values (as reflected in our Athena SWAN Silver award); we strive to proactively lead positive change in our School, University, Higher Education, and beyond.

Aberdeen city and the surrounding countryside are fabulous places to live and work and Aberdeenshire has one of the highest standards of living in the UK. The city of Aberdeen sits between beautiful coastline to the east, stunning mountains to the west, and is surrounded by historic and picturesque countryside to the north and south. Aberdeen has all the amenities of a thriving city but is small enough to make commuting easy. There are many lovely places to stay within a 30-minute commute of the School. Some of us choose to live in the city itself (and commute on foot or bike), whereas others live in the towns and villages in surrounding Aberdeenshire (and commute by bike, car, or public transport).

If you like brains and beaches, minds and mountains, cognition and castles, perception and Picts, or social psychology and scenery, then you might be the perfect fit to join our School – if so, we would love to hear from you!



#### 4.1.2. Work-Life Balance

Workload has emerged consistently as the largest issues in our School across the last few years. Worryingly, the 2023 School Cultural Survey revealed **gender differences** in perceptions of workload issues (**Appendix A1.2.7-8**):

- ⚠️ 52% of staff thought workloads were allocated fairly (**35%F/89%M**)
- ⚠️ 69% of staff thought there is positive change in workload planning (**60%F/89%M**)
- ⚠️ Only 65% of staff thought workloads were manageable (**70%F/56%M**)

**Action:** We tried to address workload issues and perceptions of fairness in workload.

- ✂️ We reduced substantially the number of student assessments that require marking.
- ✂️ We implemented a new workload model to improve workload planning.
- ✂️ We petitioned the University to make four new academic appointments.

**Impact:** Our 2024 School Cultural Survey suggests our actions had mixed success on perceptions of workload fairness and planning with some **gender differences** persisting (**Appendix A1.2.7-8**):

- ☀️ 81% of staff think workloads were allocated fairly (**69%F/100%M**)
- ☀️ 78% of staff think there is positive change in workload planning (**69%F/100%M**)

However, there was no evidence of improvement in overall perceptions of workload:

- ⚠️ Only 64% of staff think workloads are manageable (64%F/64%M)

The persistent perceptions of workload issues are also seen in our School's responses to the 2024 University staff survey. Of 64-items in the survey, responses from staff in our School are more positive than the University average on 62-items but more negative on the two items relating to workload (**Appendix A1.4.2 & A1.4.8**):

- ⚠️ 38% of staff felt they were struggling to cope with their workload (43%F/35%M)
- ⚠️ 59% of staff felt they had a good work-life balance (60%F/50%M)

**Next steps:** We need to continue to address workload issues and gender differences in perceptions of workload issues.

- 📅 We will investigate staff workload concerns by using qualitative and quantitative methods to uncover the what, why, and when of workload issues (**AP2025 A1.1-A1.5**).
- 📅 We will improve staff workloads by reducing our student:staff ratio and increasing the efficiency of teaching, assessment, supervision, and administration (**AP2025 A2.1-A2.7**).
- 📅 We will increase perceived fairness and transparency of workload decisions by redesigning our School's workload model and the implementation and communication of workload decisions (**AP2025 A3.1-A3.4**).

### 4.1.3 Wellbeing

Given the workload pressures outlined above, it is unsurprising that there is evidence of staff concerns around wellbeing. Worryingly, the 2023 School Cultural Survey revealed **gender differences** in perceptions of wellbeing issues (**Appendix A1.2.7**):

- ⚠️ 72% of staff felt their wellbeing was supported by the School (70%F/78%M)
- ⚠️ 86% of staff knew how to seek wellbeing support (**80%F/100%M**)
- ⚠️ 49% of staff felt confident asking for wellbeing support (**42%F/67%M**)

**Action:** We acted to increase staff wellbeing support in various ways and have held various well-attended events with active staff engagement.

- 🔧 We had a staff development forum on work-life balance.
- 🔧 We held a CommuniTea informal discussions of neurodiversity and wellbeing with staff and PGR students.
- 🔧 In 2024, we held our first School wellbeing day, which included a variety of staff-led wellbeing events (e.g. yoga).

**Impact:** Our 2024 School Cultural Survey suggest our actions had a positive impact on perceptions of wellbeing, although some **gender differences** persist (**Appendix A1.2.7**):

- ☀️ 83% of staff felt their wellbeing was supported by the School (**80%F/91%M**)
- ☀️ 89% of staff knew how to seek wellbeing support (88%F/91%M)
- ☀️ 74% of staff felt confident asking for wellbeing support (**70%F/82%M**)

**Next steps:** We want to ensure that all staff and PGR students feel their wellbeing is supported, that they know how to seek support, and that they feel confident to do so.

- 📅 We will improve staff wellbeing by providing better mental health and wellbeing support (**AP2025 A4.1-A4.6**).

#### 4.1.4 Flexible working and caring responsibilities

Our School's first cultural survey, in 2015, revealed a **gender difference** in perceptions of support for flexible working:

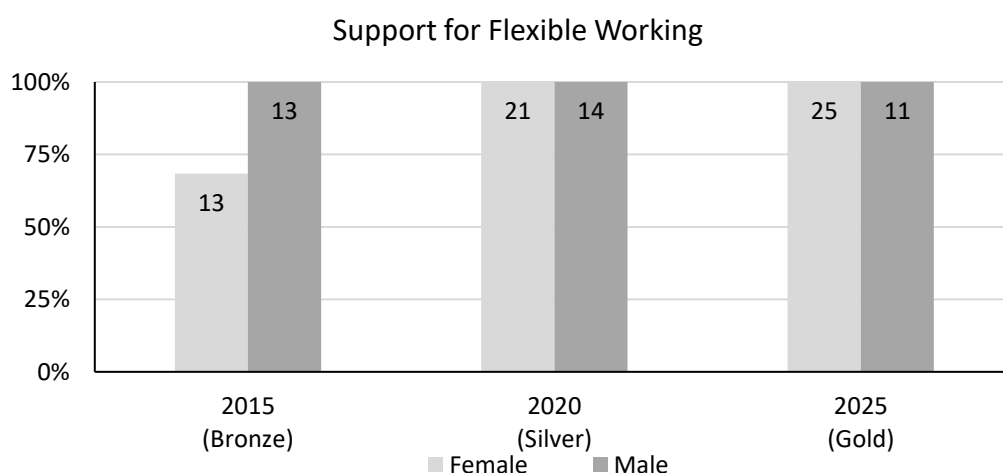
⚠️ 81% of staff felt the School supported flexible working (**68%F/100%M**)

Encouraging flexible working and facilitating caring responsibilities have been central threads running through our Athena Swan efforts for more than a decade. In addition to the University's formal flexible working and working from home policies, staff in our School are encouraged to work flexibly informally in ways that best suit them and their personal circumstances (e.g., childcare, other caring responsibilities, disabilities). Other than during scheduled teaching classes, academic staff are encouraged to work wherever and whenever they want; PTO staff are able to work from home up to 40% of time.

More than half of staff in our School have children at nursery or school (27/53 staff); the University has an excellent onsite nursery, which many staff use or have used. We recognise that it is sometimes necessary for staff to bring their children to work for brief periods and have a selection of toys and books in the staff room to provide a welcoming environment. It is also common for staff on maternity and paternity leave to bring in their new additions to the School, either going from office to office, or in organised get-togethers in the staff room (we have baby changing facilities and a breastfeeding room that were introduced as previous Athena Swan actions).

**Impact:** Our actions have helped to eliminate gender differences in perceptions of support for flexible working. In the 2024 staff cultural survey (**Figure 23; Appendix A1.2.8**):

☀️ 100% of staff feel the School enables flexible working.



**Figure 23.** School of Psychology staff perceptions of support for flexible working in the School cultural survey over the last decade; numbers within bars represent headcount.

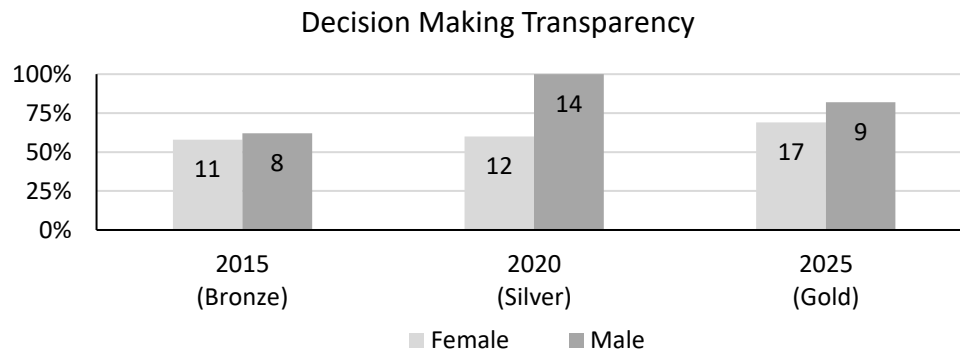
**Next steps:** Feedback from our staff forum on “combining career and family” indicated that those with caring responsibilities often take leave to volunteer in the community (e.g., youth groups/care homes); this was more common for female staff than male staff.

📅 We will lobby the University to adopt a volunteer leave scheme (**AP2025 A6**).

#### 4.1.5 Transparency and access to decision making

Perceptions of transparency have improved over the last decade (**Figure 24**), but our 2023 staff cultural survey revealed **gender differences** persist. (**Appendix A1.2**):

- ⚠️ 76% of staff felt School communication was clear and relevant (75%F/78%M)
- ⚠️ 83% of staff were invited to join a School committee (**75%F/100%M**)
- ⚠️ Only 59% of staff felt workloads were allocated transparently (**50%F/78%M**)



**Figure 24.** School of Psychology staff perceptions of decision making transparency in the School cultural survey over the last decade; numbers within bars represent headcount.

**Action:** Following the 2023 survey, we acted to increase decision making transparency:

- 🔧 We now hold monthly staff meetings during the academic term for sharing information, discussing key matters, and giving staff the opportunity to raise issues.
- 🔧 We now circulate a monthly update, via email, with reports from members of School Executive and other key postholders (e.g., UG programme coordinator, senators).
- 🔧 We have in-depth discussion of key themes at our annual School staff awayday; e.g., our 2025 awayday was devoted to developing our School's five-year strategic plan.
- 🔧 Admin roles, and the compositions, remits, and action logs for School committees are available to staff via the School's SharePoint site. Admin roles and committee memberships are reviewed on an annual basis (in June) with staff encouraged to express an interest in admin roles or self-nominate for committees (from April). Full details of teaching, assessment, and supervision roles are available on the School SharePoint site, with breakdowns by staff and courses.

**Impact:** The 2024 cultural survey revealed improvements in perceptions of transparency but some **gender differences** persist (**Appendix A1.2**):

- ☀️ 89% of staff now feel School communication is clear and relevant (88%F/91%M)
- ☀️ 94% of staff were invited to join a School committee (96%F/91%M)
- ☀️ 73% of staff feel workloads were allocated transparently (**69%F/82%M**)

**Next steps:** While our actions have had a positive impact, there is still further work to be done to address the gender gap in perceptions of transparency in workload allocation.

- 📅 We will increase perceived fairness and transparency of workload decisions by redesigning our School's workload model and the implementation and communication of workload decisions (**AP2025 A3.1-A3.5**).

#### 4.1.6 Leadership training

To address underrepresentation of female staff in leadership roles, our previous Athena Swan analyses highlighted the importance of ensuring female staff have leadership training.

**Action:** Since 2015, a key aspect of our School's Athena Swan strategy has been to support female staff to develop their leadership skills through training.

- ✂ Since 2015, our School has sponsored nine female staff through the AURORA leadership programme (4 x T&R, 4 x T&S, 1 x PTO).
- ✂ Our School sponsored three female staff and one male to participate in the University's award-winning International Leadership and Development Programme.

**Impact:** All staff who underwent senior leadership training progressed to leadership roles.

- ☀ For the first time in our history, School Executive has a female majority (63%).
- ☀ Females chair 50% of executive committees.
- ☀ Females chair 57% of advisory committees.
- ☀ Females lead three of our four research groups.

However, our 2024 cultural survey revealed a **gender gap** in perceptions of the School's commitment to achieving gender balance in leadership positions (**Appendix A1.2.4**):

- ⚠ 81% of respondents feel the School is committed to achieving gender balance in leadership (**73%F/100%M**).

**Next steps:** We need to understand why some female staff do not perceive the School is committed to achieving gender balance in leadership positions.

- 📅 We will hold a focus group with female staff to better understand perceptions of leadership and how the School can best achieve gender balance (**AP2025 A3.5**)

#### 4.1.7 Career Development

Our 2024 School cultural survey revealed a **gender gap** in perceived support for career development (**Appendix A1.2.3**):

- ⚠️ 84% of staff feel their line manager supports career development (**81%F/91%M**)
- ⚠️ 83% feel annual review provided useful development feedback (**76%F/100%M**)

School responses to the 2024 University staff survey suggest this gender gap in perceived support for career development might intersect with job role and career stage:

- ⚠️ 57% of T&S staff (of whom 77% are female) found their annual review useful vs. 85% of T&R staff (of whom 39% are female; **Appendix Table A1.4.3.1**).
- ⚠️ PTO staff (of whom 86% are female) reported substantially lower levels of career development support than Academic staff (39% female; **Appendix Tables A1.4.4.1-A1.4.4.3**).
- ⚠️ Younger staff at lower grades reported lower perceived career development support than older staff at higher grades (**Appendix Table A1.4.2.1**).

**Next steps:** We need to understand why there are lower levels of perceived career development support staff in job roles dominated by female staff and younger staff. There are also immediate staff concerns about the current academic promotion round, which the University paused indefinitely shortly after the closing deadline; this disproportionately affects female staff who represented a majority of applications from our School (60%F/40%M).

- 📅 We will address immediate staff concerns about the University's decision to pause indefinitely academic staff promotions (**AP2025 B1.1-B1.2**).
- 📅 We will reduce gender imbalance in T&S and PTO staff by applying insights from our success in reducing gender imbalance in T&R staff (**AP2025 B3.1-B3.6**).
- 📅 We will increase T&S and PTO staff promotion/progression by improving development support and increasing awareness of the relevant processes and criteria (**AP2025 B4.1-B4.4**).

#### 4.1.8 Bullying and Harassment

Our School received two formal complaints of bullying in 2023, which were fully investigated. Our 2023 School cultural survey revealed that one female member of staff and two males had witnessed bullying and harassment in others. There were also some worrying trends around staff perceptions of bullying and harassment (**Appendix A1.2.2**):

- ⚠️ Only 24% satisfied with how bullying/harassment were addressed (24%F/25%M)
- ⚠️ Only 55% knew how to report bullying and harassment (55%F/56%M)

**Action:** We acted to ensure all staff and students are aware of School policies around conduct and how to report unacceptable behaviour.

- 🔧 We revised and relaunched our School's guide to Dignity and Civility at work
- 🔧 We discussed at a staff meeting School and University expectations around conduct and how to report unacceptable behaviour formally and informally.

**Impact:** Staff responses in the 2024 School cultural survey suggest our actions had a positive impact on perceptions of bullying and harassment but there were also some emergent **gender differences (Appendix A1.2.2)**:




- ☀️ 80% were satisfied with how bullying harassment were addressed (**72%F/100%M**)
- ☀️ 81% know how to report bullying and harassment (**88%F/64%M**)
- ☀️ In the 2024 University staff survey, 98% of psychology respondents reported they had not experienced bullying/harassment (95%F/100%M).

**Next steps:** While our actions had an impact in addressing perceptions of how the School tackles bullying and harassment, there is still room for improvement. One of the issues is that University policies mean that if someone makes an allegation of bullying or harassment about another member of staff, the accuser does not necessarily find out the outcome of any subsequent investigation (including any action taken); this policy is designed to protect the privacy and rights of both the accuser and the accused. To address this, we need to more frequently remind staff and students about behavioural expectations, how to report issues, and to reassure people that all reports are fully investigated.


- 📅 We will strengthen the School's culture of wellbeing, safety, and respect by embedding clear policies, proactive risk management, and inclusive training that empower staff and students to act against harassment (**AP2025 A5.1-A5.4**).

#### 4.1.9 Inclusion of trans and non-binary people within School culture and policies

**Beacon activities:** Over the last decade our School is proud to have helped lead our University to become a more inclusive place for trans and non-binary people:

-  We successfully lobbied the University to have a mixture of gender neutral and gendered toilets in our building.
-  We successfully lobbied the University to enable students to change their designated gender identity within student records.
-  We developed a School guide to conducting inclusive research, which has now been adopted by several other Schools across the University.

**Next steps:** Like many organisations, we are grappling with the implications of the UK Supreme Court ruling that the terms "woman" and "sex" in the Equality Act 2010 (EA 2010) are defined as biological sex. This ruling has wide-ranging implications for our staff and students, our research and education, and our EDI work; these have been discussed at recent EDI committee meetings.

-  We will adapt our policies and practices around sex and gender in ways that comply with our legal responsibilities but also continue to support people from all gender identities (**AP2025 F4**).

## **4.2. Key priorities for future action**

Our key priorities for future action were identified based on evaluation of progress towards our long-term EDI goals, analysis of quantitative and qualitative data from our various staff and student surveys, themes surfaced during staff development fora, knowledge of state-of-the-art EDI best practice, and horizon scanning of wider sectoral and societal issues. This resulted in six key priority areas for future action:

- A. Workload and Wellbeing
- B. Appointments, Promotion, and Progression
- C. Student attainment, culture, and inclusion
- D. Menopause and other intersections of gender and age
- E. Intersectional neurodiversity
- F. Becoming a brighter beacon of EDI best practice

### **4.2.1. Gold Priority A: Workload and wellbeing**

Our staff survey data show consistently that staff in our School perceive workload to be the main issue they face – crucially, there are gender differences in these perceptions. While our actions to tackle workload issues have led to progress and some positive impacts, workload issues persist. Our School has one of the highest student-staff ratios in our University and has been in the bottom quartile of student-staff ratios nationally for psychology in each of the last five years. It is imperative we take action to adapt our ways of working to address staff workload concerns and enhance wellbeing.

### **4.2.2. Gold Priority B: Appointments, promotion, and progression**

Over the last decade, we have made substantial in-roads towards achieving gender equality in the ratio of T&R staff appointed and promoted. However, over the same period we have seen growing gender inequality in the ratio of T&S staff and persistent gender inequality in the ratio of PTO staff. There is also an intersection between gender and role type in staff perceptions, with fewer positive responses on survey items among T&S staff relative to T&R staff (i.e., line management, career progression, annual review) and among PTO staff relative to academic staff (i.e., career development, progression, annual review).

### **4.2.3. Gold Priority C: Student attainment, culture, and inclusion**

More than a decade of actions have proved effective in reversing the trends towards greater gender imbalance in our UG student applications, admissions, and attainment; indeed, we now have better gender balance than the sector in all three areas. However, there are still substantial student gender imbalances to address. For example, our gender gap in male attainment, while greatly reduced, remains above HESA average (at 9% versus 2-3%). While male applications and admissions both increased to above HESA average, they fall short of our ambitious 25% targets. We have also struggled to engage our students with our EDI challenges, actions, and impacts, as evidenced by very low return rates for student cultural surveys and low awareness of our EDI work among survey respondents.

#### **4.2.4. Gold Priority D: Menopause and other intersections of gender and age**

More than a third of staff in our School are females aged 41-60 (58% of all female staff; HESA = 44%), making it likely that the peri/menopause currently affects them or will do so over the next five years. Staff concerns about coping with the menopause is something that has surfaced in our cultural surveys and in menopause information sessions. We have led the way on this gendered issue in the University, including co-founding the first University Menopause Network, evaluating the menopause University Skills Booster training, building training sessions and consulting with the University to choose a menopause-friendly Employee Assistance Package. Our School Executive have also all completed menopause training. We want to better support pre/peri/post-menopausal staff in our School and continue to be a beacon of menopause information and training.

#### **4.2.5. Gold Priority E: Intersectional neurodiversity**

We need to ensure our School is more inclusive and equitable for neurodiverse people. Our analysis suggests that neurodiversity is gendered in our School: from the 2024 cultural survey, 36% of female staff and 18% of male staff in the School either are neurodivergent or are unsure (likely reflecting difficulties accessing diagnosis). We have led the way in the University in examining gendered neuroinclusion by co-founding the University Neurodiversity Network to hear from neurodivergent staff and student voices. For example, work undertaken as part of a School funded EDI PhD studentship has helped identify wider gendered barriers, such as the tendency for autistic females to be more adept at 'camouflaging' than males to hide their neurodiversity. While camouflaging can lead to some benefits in social, educational, and workplace settings, it is also associated with increased risk of under/misdiagnosis, mental health issues and burnout. Better support for neurodiversity is also a theme that has been raised repeatedly by female staff in free response comments in our cultural surveys, in our Athena Swan forum, and at staff meetings. We want to better support neurodiverse staff and students in our School and continue to be a beacon of neurodiversity information and training.

#### **4.2.6. Gold Priority F: Becoming a brighter beacon of EDI best practice**

We need to ensure our School strives to spread EDI best practice further and faster in a challenging environment. The last 12-months have seen a worrying retrenchment of EDI practices and policies across many countries and employment sectors. This cultural shift has been triggered by high profile changes of policy within national governments and hastened by increased economic pressure. Higher Education in the UK is not immune to the rapidly evolving political and cultural landscape, particularly when it is set against a very challenging financial backdrop. Many universities face extremely difficult choices as to how to allocate their resources; worryingly, reducing investment in EDI is often seen as a relatively easier and more palatable way of saving money than many of the alternatives. As a School, we need to help demonstrate the benefits that increasing gender equality brings to universities and society.

## Section 5: Future action plan

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
<b>Priority A: Workload &amp; Wellbeing</b>					
<p><b>A1.</b> We will investigate staff workload concerns by using qualitative and quantitative methods to uncover the what, why, and when of workload issues.</p>	<p>Our School cultural surveys (2023, 2024) &amp; the staff survey (2024) clearly indicated workload to be an issue with staff. Overall, only 64% of staff thought that workloads were manageable. In the 2024 University survey, there were only two questions where staff in our School were less positive than the University average both of which related to workload.</p> <p>Our workload concerns are gendered: from our School cultural survey, currently 90% of male staff agree, that workloads are fair, compared to 77% of female staff (2024 cultural survey). This is an improvement on 2023 results (80% M and 35% F agree workloads are fair).</p>	<p><b>A1.1.</b> To capture specific aspects of workload that are causing pressure, we will run a School staff development forum on workload. The qualitative findings from the forum will feed into our new workload survey (<b>A1.2</b>).</p>	HoS, SDL, EDIL	Mar-26, Jun-26	<p>School Forum on workload has been completed.</p> <p>Anonymous poll also completed to capture feedback. At least 50% of staff attend the Workload Forum or respond via anonymous poll.</p>
		<p><b>A1.2.</b> Design and run a new workload survey, informed by the qualitative data from the workload forum (A1.1), and from similar work carried out at the University of York.</p>	EDIL	Jul-26, Dec-26	<p>Workload survey is run, with an 70% response rate. Report presented to School Executive.</p>
		<p><b>A1.3.</b> Carry out a focus group with PTO staff to understand specific workload concerns.</p>	EDIL	Sep-26, Nov-26	<p>At least 60% of PTO staff take part in the workload focus group. Report presented to School Executive.</p>

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
	<p>For future, although we assess overall workload in staff/cultural surveys, we don't assess resources, space, tasks, or time in detail. We identified this issue by engaging in an audit by our partner Gold institution, Department of Psychology at York. These actions respond to C11, Silver Action plan.</p> <p>An audit by the EDI chair of our 2024 cultural survey results showed that workload was a particular stress point for PTO staff (50% of PTO staff found workloads were unfair compared to 90% of T&amp;R staff and 73% of T&amp;S staff; we didn't break down by gender due to small numbers but PTO staff are majority female). These actions respond to C11, Silver Action plan.</p>	<p><b>A1.4.</b> Publish a summary report of staff workload concerns for discussion at our annual School awayday.</p>	<p>HoS, EDIL, SAM</p>	<p>Dec-26 (recurring annually thereafter)</p>	<p>Workload issues summary distributed to all staff and discussed at awayday</p>
		<p><b>A1.5.</b> Develop a Workload Action Plan to help address workload issues in the short, medium, and long-term.</p>	<p>HoS, EDIL, SAM</p>	<p>Jan-27, Dec-27</p>	<p>Workload Action Plan distributed to all staff.</p>
		<p><b>Overall targets</b></p>			<p>Eliminate gender gap in perceptions of positive change in workload planning.</p> <p>At least 85% of female and male respondents perceive the School to be taking positive action to address workload concerns, in the 2028 School Cultural Survey; currently 78% (69%F/100%M).</p>

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
<p><b>A2.</b> We will improve staff workloads by reducing our student:staff ratio and increasing the efficiency of teaching, assessment, supervision, and administration.</p>	<p>We need to better support staff wellbeing, by taking action to address workload issues. Our staff survey data show consistently that staff in our School perceive workload to be the main issue they face – crucially, there are gender differences in these perceptions.</p> <p>While our actions to tackle workload issues have led to progress and some positive impacts, workload issues persist. Many of these workload pressures are driven by reductions in staff and increases in students – our School has one of the highest student-staff ratios in our University and has been in the bottom quartile of student-staff ratios nationally for psychology in each of the last five years. Financial pressures</p>	<p><b>A2.1.</b> Lobby the University Senior Management Team to appoint three new academic staff.</p>	HoS	Jan-26, Jun-26	Three new staff members appointed.
		<p><b>A2.2.</b> Add "consideration of workload implications" as a standing item on all School committees, to ensure any proposed changes to practices and policies are mindful of individual and cumulative workload implications.</p>	HoS, SAM	Feb-26, Apr-26 (then ongoing)	Evidence of consideration of workload implications in annual audit of committee action logs.
		<p><b>A2.3.</b> Extend the duration of the School meeting-free summer period, from July to July and August, to allow additional time for research and scholarship activities and annual leave.</p>	HoS	Jul-26, Aug-26 (recurring annually thereafter)	We will pilot this action in summer 2026, then ask for feedback of the effectiveness of this in a School forum (see <b>A1.1</b> ).
		<p><b>A2.4.</b> Add additional self-service access to technical equipment, consumables, and room bookings (building on recently successful pilot projects).</p>	DoR	Sep-26, Mar-27	Additional self-service processes introduced by Aug-26.

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
	<p>across our University and the wider sector mean that student-staff ratios are unlikely to reduce in the immediate foreseeable future. It is therefore imperative we take action to adapt our ways of working to address staff workload concerns and enhance wellbeing.</p>	<p><b>A2.5.</b> Enable community-led FAQs for teaching and administration (building on recently successful pilot of user-led FAQs for researchers).</p>	SAM	Apr-27, Sep-27	Additional user-led FAQs available to all staff via School SharePoint site Aug-26.
	<p>The School's student to staff ratio (SSR) has consistently been ~20:1 in recent years (currently 18:1, after recent appointments), placing us in the bottom 25th of SSRs for UK psychology departments.</p>	<p><b>A2.6.</b> Provide training sessions for staff and PhD students on using AI to enhance productivity</p>	SAM	Oct-27, Dec-28 (≥2 sessions per year)	At least 50% uptake of AI productivity training
	<p><b>A2.7.</b> Pause major teaching changes for a year after the 4-year teaching review is finished in 2027.</p>	HoS, DoE	Sep-28, Sep-29	No major new programme developments or revisions for at least two-years from Jun-28.	
	<p><b>Overall target</b></p>		<p>Eliminate gender gap in perceptions of workload pressures.</p> <p>At least 75% of female and male respondents perceive they have a good work-life balance, in the 2028 University Staff Survey; currently 59% (60%F/50%M).</p>		

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
<p><b>A3.</b> We will increase perceived fairness and transparency of workload decisions by redesigning our School's workload model and the implementation and communication of workload decisions</p>	<p>We have persistent gender differences in perceptions about the fairness and transparency of workload allocation, with many fewer female staff perceiving that workloads were allocated fairly and transparently.</p>	<p><b>A3.1.</b> Audit the effectiveness of the new workload model (developed 2024/5 in our Silver application), and refine it based on feedback</p>	<p>HoS, DoE, School Exec</p>	<p>Jan-27, Jun-27 (then recurring every 3 years)</p>	<p>At least 80% of female and male respondents agree workload is fair and transparent, in planned workload model audit questionnaire (Jun-28).</p>
	<p>In 2025 we shared all teaching and all admin breakdown, as well as the new workload model on shared drives, but we have yet to audit these changes. We also identified other gaps in workload fairness and transparency and will correct these (e.g. administrative load). These actions respond to <b>C11, Silver Action plan.</b></p>	<p><b>A3.2.</b> Create role descriptions accompanied by practical guides for all administrative roles in the School, and will audit if this transparency is effective.</p>	<p>HoS, School Exec</p>	<p>Jul-26, Mar-27</p>	<p>At least 80% of female and male respondents agree workload is transparent, in workload model audit questionnaire (Jun-28).</p>
		<p><b>A3.3.</b> Create a roster to share out other roles that often rely on volunteers, such as graduation attendance and student visits. This will also allow us to increase staff representativeness at graduations (e.g. including staff from diverse research areas; across gender, ethnicity etc).</p>	<p>HoS, DoE</p>	<p>Apr-27, Dec-27</p>	<p>Graduation and student visit roster in place.</p>

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
		<p><b>A3.4.</b> Proactively contribute to all stages of the development of the intended University-wide workload model, to help ensure it is fair and equitable.</p>	<p>HoS, DoE, DoR, DoPGT, SAM</p>	<p>Jan-26, Dec-28 (aligned with University cycle)</p>	<p>Updates on progress of University workload model reported to School Exec and staff meetings</p>
		<p><b>A3.5.</b> We will hold a focus group with female staff to better understand perceptions of leadership and how the School can best achieve gender balance</p>	<p>EDIL, SDL</p>	<p>Jan-28, Apr-28</p>	<p>Summary of focus group considered by School Exec.</p>
		<p><b>Overall target</b></p>			

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
<p><b>A4.</b> We will improve staff wellbeing by providing better mental health and wellbeing support.</p>	<p>Given the workload pressures outlined above, it is unsurprising that there is evidence of staff concerns around wellbeing. In the 2024 University staff survey, only 59% (60%F) of respondents from our School said they had a good work-life balance.</p>	<p><b>A4.1.</b> Create and appoint someone to the administrative role of School wellbeing lead.</p>	HoS	Apr-26, May-26	HoS to create role description and circulate to staff for expressions of interest. School wellbeing lead to be appointed in next admin re-shuffle (Jun-26).
	<p>Worryingly, the 2023 and 2024 School Cultural Surveys revealed gender differences in perceptions of wellbeing issues. Female staff were less likely to report that their wellbeing was supported by the School, that they knew how to seek wellbeing support, or that they felt comfortable asking for wellbeing support.</p>	<p><b>A4.2.</b> Offer Mental Health First Aid training to all School staff and PGR students.</p>	HoS, EDIL, SAM	Jan-26, Dec-27 (≥1 cohorts trained per year; refresher sessions from 2029)	At least 10 staff and PGRs who requested Mental Health First Aider training have access to this training in 2026 we will repeat in 2027.
	<p>We want to ensure that all staff feel their wellbeing is supported, that they know how to seek support, and that they feel confident to do so.</p>	<p><b>A4.3.</b> Make wellbeing support more visible and reduce stigma by including wellbeing update in School monthly updates.</p>	H&SO	Jan-26, Dec-30 (ongoing monthly)	H&SO includes wellbeing summary in each School monthly update.
		<p><b>A4.4.</b> Clearly and regularly communicate details of University wellbeing support in advance of each academic term.</p>	SDL	Jan-26, Dec-30 (ongoing, 3 times per year)	Details of wellbeing support circulated, via email, three times per year.

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
		<p><b>A4.5.</b> Undertake and audit of the University employee assistance programme (EAP), to investigate whether it provides useful wellbeing support and whether people are accessing this support.</p>	EDIL	Sep-27, Dec-27 (repeat audit in 2030)	Audit report submitted to University wellbeing team.
		<p><b>A4.6.</b> Align our sick leave policy for PGR students with that of staff. Implement a policy to entitle funded PhD students up to 28-weeks of paid sick leave per year (no more than 52-weeks across a PhD); paid for from School funds.</p>	DoPGR, HoS	Jun-26, Sep-26	Policy in place and described in PGR handbook and induction.
		<b>Overall target</b>			<p>Eliminate gender differences in perceptions of wellbeing support.</p> <p>At least 90% of female and male respondents believe their wellbeing is supported, in the 2028 School Cultural Survey; currently 83% (80%F/91%M)</p>

<p><b>A5.</b> We will develop a School wellbeing action plan, which embeds into our annual cycle of staff and student activity, expectations of staff and student conduct, formal and informal ways of reporting concerns, and University investigation policies.</p>	<p>While our actions had an impact in addressing perceptions of how the School tackles bullying and harassment, there is still room for improvement. While the School has not received any specific formal or informal reports of bullying or harassment since 2023, in the 2024 cultural survey one female member of staff reported that they had experienced bullying/harassment in the previous year, and one male member of staff reported that they had witnessed it in others.</p>	<p><b>A5.</b> We will develop a School wellbeing action plan detailing expectations of staff and student conduct and formal and informal ways of reporting concerns.</p>	<p>HoS, SAM, Wellbeing Lead</p>	<p>May-27, Sep-27</p>	<p>Wellbeing action plan and associated guide to expectations around staff and student conduct circulated to all staff and students.</p>
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Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
<b>Priority B: Appointments, Promotion, &amp; Progression</b>					
<p><b>B1.</b> We will address immediate staff concerns about the University's decision to pause indefinitely academic staff promotions.</p>	<p>There are also immediate staff concerns about the current academic promotion round, which the University paused indefinitely shortly after the closing deadline; this disproportionately affects female staff who represented a majority of applications from our School (60%F/40%M).</p>	<p><b>B1.1.</b> Lobby the university to reinstate the promotion process.</p>	<p>HoS, Dean for Research Culture, Senators</p>	<p>Jan-26, Jun-26</p>	<p>Email from senior School staff to the incoming University Principal.</p> <p>University re-opens promotion process in a timely manner for submitted applications.</p>

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
		<p><b>B1.2.</b> Support staff whose promotion applications have been paused to update their applications (including any staff on maternity leave).</p>	HoS, ALMs	Jul-26, Dec-26	<p>All staff who have gone for promotion have received tailored support for their applications (confirmed by HoS).</p> <p>If need be, line managers submit promotion applications directly with a cover letter notifying of any changes.</p>

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
<p><b>B2.</b> We will investigate the reasons underlying perceptions of unfairness in the promotions process.</p>	<p>The 2024 School cultural survey revealed a gender imbalance in respondents agreeing the University promotions process is fair (54%F vs. 82%M).</p> <p>We need to understand why female staff are less likely to perceive the promotions process as fair, as perceptions of unfairness might inhibit people from applying.</p>	<p><b>B2.</b> Discuss perceptions of fairness in the promotions process in a staff development forum.</p>	<p>SDL, HoS, HR</p>	<p>Sep-26, Jun-27</p>	<p>Perceptions of promotions fairness discussed and summary sent to HR partner with responsibility for promotions.</p> <p>Follow-up meeting with HR partner to co-develop actions required to tackle any perceptions of unfairness.</p>
<p><b>B3.</b> We will reduce gender imbalance in T&amp;S and PTO staff by applying insights from our success in reducing gender imbalance in T&amp;R staff.</p>	<p>We need to continue to increase gender equality in appointments, promotion, and progression, by taking action to address intersectional issues between gender and job roles. Over the last decade, we have made substantial in-roads towards achieving gender equality in the ratio of T&amp;R staff appointed and promoted. However, over the same period we have seen growing gender inequality in the ratio of T&amp;S staff and persistent gender inequality in the ratio of PTO staff.</p>	<p><b>B3.1.</b> Lobby the University to allow the School to make three new T&amp;S appointments in the next financial year.</p>	<p>HoS</p>	<p>Jan-26, Dec-26</p>	<p>University approves new appointments.</p>
		<p><b>B3.2.</b> Lobby the University to allow the School to make two new PTO appointments in the next financial year.</p>	<p>HoS</p>	<p>Jan-26, Dec-26</p>	<p>University approves new appointments.</p>
		<p><b>B3.3.</b> Use WISE guides to ensure job advert text for T&amp;S/PTO posts is worded to avoid gender bias.</p>	<p>HoS, DoE, SAM</p>	<p>Sep-26, Dec-30 (ongoing for all adverts)</p>	<p>EDI lead and HR agree job advert to be free from gender bias.</p>

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
		<p><b>B3.4.</b> Form a search committee, comprising equal numbers of females and males, to search for suitably qualified male candidates to target for encouragement to apply for T&amp;S/PTO posts.</p>	HoS, DoE, SAM	Sep-26, Mar-27	<p>At least 50% of T&amp;S applications from males (previously 50%).</p> <p>At least 33% of PTO applications from males (previously 27%).</p>
		<p><b>B3.5.</b> Ensure shortlisting process for T&amp;S/PTO posts is free from gender bias, by actively monitoring the gender ratio of applicants to shortlisted candidates at the time of shortlisting.</p>	HoS, DoE, SAM	Oct-26, Dec-30 (ongoing for all recruitment rounds).	Percentage of shortlisted males matches the percentage of males applying.
		<p><b>B3.6.</b> Challenge selection panels on single gender dominated T&amp;S/PTO shortlists.</p>	HR	Oct-26, Dec-30 (ongoing for all recruitment rounds).	Evidence that any single gender dominated shortlists have been challenged by HR.

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
		<b>Overall targets</b>			<p>Our T&amp;S target is for 50% of shortlisted candidates for T&amp;S roles to be males (previously 46%).</p> <p>Our PTO target is for at least 33% of shortlisted candidates for PTO roles to be males (previously 14%).</p>

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
<p><b>B4.</b> We will increase T&amp;S and PTO staff promotion/progression by improving development support and increasing awareness of the relevant processes and criteria.</p>	<p>There is an intersection between gender and role type in staff perceptions, with fewer positive responses on survey items among T&amp;S staff relative to T&amp;R staff (i.e., line management, career progression, annual review) and among PTO staff relative to academic staff (i.e., career development, progression, annual review).</p>	<p><b>B4.1.</b> Hold focus groups with T&amp;S staff to gauge their knowledge and opinions about promotion to SL/Prof and the promotions process.</p>	<p>HoS, HR</p>	<p>Sep-26, Nov-26</p>	<p>At least 75% of T&amp;S staff attend the focus group.</p>
		<p><b>B4.2.</b> Hold focus groups with PTO staff to gauge their knowledge and opinions about progression and the process for progression.</p>	<p>SAM, HR</p>	<p>Oct-26, Dec-26</p>	<p>At least 75% of PTO staff attend the focus group.</p>
		<p><b>B4.3.</b> Meet with our HR partner and a representative from the University staff development team to discuss how our T&amp;S and PTO staff can be better prepared for promotion/progression.</p>	<p>HoS, SAM</p>	<p>Jan-27, Mar-27</p>	<p>Meeting takes place, with summary recommendations sent, via email, to line-managers.</p>
		<p><b>B4.4.</b> Lobby University to recognise PTO staff EDI work in role descriptions.</p>	<p>HoS, SAM, EDIL</p>	<p>Jan-26, Dec-26</p>	<p>University revises PTO staff role descriptions to recognise EDI work.</p>

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
		<b>Overall targets</b>			<p>Our T&amp;S interim target is to have at least one additional female T&amp;S staff member promoted to SL by 2027. Our long-term T&amp;S target is to have one female T&amp;S staff member promoted to Professor by 2030.</p> <p>Our PTO interim target is to have at least one additional female PTO staff member progress to a Grade 5 position in the University by 2027. Our long-term PTO target is to have three female PTO staff members progress to Grade 5 position by 2030.</p>

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
<b>Priority C: Student attainment, culture, and inclusion</b>					
<p><b>C1.</b> We will continue progress towards our ambitious 25% male admissions targets by challenging gender stereotypes of psychology locally and nationally.</p>	<p>More than a decade of actions have proved effective in reversing the trends towards greater gender imbalance in our UG student applications, admissions, and attainment; indeed, we now have better gender balance than the sector in all three areas.</p> <p>However, male applications and admissions still they fall short of the ambitious 25% targets we set in our Silver award application.</p> <p>We need to take further action to increase the proportion of males studying psychology.</p>	<p><b>C1.1.</b> Lobby the university to routinely collect EDI information when students sign up to Open Day so that we can track the proportion of female and male attendees and the intersection of gender and other characteristics.</p>	<p>DoE, SDL, Dean for Student Support and Experience</p>	<p>Jan-26, Jun-26</p>	<p>University routinely collects EDI (including gender) at Open Days.</p>
		<p><b>C1.2.</b> Help shape the development of the University's new admissions and student records system, to ensure it collects accessible EDI data for applicants and students. We need these data to be able to track whether there is a gender balance in student entry qualifications (2020AP B2.1).</p>	<p>HoS, EDIL, SAM</p>	<p>Jan-26, Dec-30</p>	<p>Agreement to from the University digital strategy group to ensure the new digital records systems collect accessible EDI data.</p>

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
		<p><b>C1.3.</b> Organise and host an annual Scottish Schools Psychology Conference, aimed at pupils and teachers from across Scotland. We will use this as a platform to challenge gender stereotypes of psychology and present a gender-balanced view of the discipline.</p>	DoE, SCREAML	Nov-26, Nov-30 (recurring annually)	Host inaugural Scottish Schools Psychology Conference.
		<p><b>C1.4.</b> Create a north Scotland school psychology network. We will use this to support the teaching of psychology in schools and help increase gender balance in the curriculum.</p>	SCREAML	Jan-27, Dec-27	Hold bi-annual meetings of the network.
		<p><b>C1.5.</b> Support PhD students to undertake annual outreach and engagement activities throughout their PhD, to help us challenge gender stereotypes of psychology.</p>	DoPGR, SCREAML	Oct-26, Oct-30 (recurring annually)	75% of PhD students undertake outreach and engagement activities annually.

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
<p><b>C2.</b> We will continue to close the gender gap in UG student attainment by better understanding how male students might be supported better.</p>	<p>We want to continue to reduce our UG gender attainment gap to the national benchmark (2%; currently 7%) before eliminating it.</p> <p>We will work with the student admissions team to develop an automatic pipeline for linking admissions data with later attainment data.</p>	<p><b>C2.1.</b> Conduct detailed attainment gap analysis by gender across UG Levels and programmes.</p>	DoE, EDIL	Jan-27, Jun-27 (repeat in 2030)	<p>EDI committee to produce analysis for inclusion in a gender attainment gap report, with clear identification of attainment patterns, contributing factors, and suggestions for actions.</p>
		<p><b>C2.2.</b> Run focus groups and surveys with male UG students from all year groups to understand perceived barriers.</p>	DoE	Sep-27, Dec-27	<p>At least 20 male students engaged; findings integrated into gender attainment gap report.</p>
		<p><b>C2.3.</b> Implement an early alert system using assessment data to flag male students at risk.</p>	DoE, SAM, StDL	Jan-28, Dec-28	<p>90% of flagged students receive timely intervention from personal tutors.</p>
		<p><b>C2.4.</b> Use our decolonising curriculum process to audit curricula to ensure content and assessment methods are gender inclusive.</p>	DoE, EDIL	Jan-28, Dec-29	<p>33% of UG courses reviewed by Aug-28.</p> <p>66% of UG courses reviewed by Apr-29.</p> <p>100% of UG courses reviewed by Dec-29.</p>

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
		<p><b>C2.5.</b> Produce print and digital posters to increase awareness of School and University wellbeing and support mechanisms, and challenge gender stereotypes around help-seeking behaviour.</p>	EDIL, StDL	Feb-26, Dec-30 (ongoing, refreshed annually)	Print and digital support posters displayed prominently in the School and the VLE.
<p><b>Overall Target</b></p>					<p>We want to continue to reduce our UG gender attainment gap to no more than the national benchmark (2%) by 2030; currently 7%</p>
<p><b>C3.</b> We will increase student engagement with our EDI challenges by empowering students to help identify and address the challenges that affect them most.</p>	<p>While we have seen good progress in student engagement, the low response rate to our UG student EDI surveys (~6%) suggests there is still work to be done. There is evidence that people are more likely to engage with issues if they think they are of direct relevant to themselves. With this in mind, we need to empower our students to identify the EDI issues that they feel are most relevant.</p>	<p><b>C3.1.</b> Establish a Student EDI Advisory Group with representatives from diverse backgrounds.</p>	EDIL, DoE	Jan-26, Jun-26	<p>Group convenes once per term and feeds forward into School EDI committee (via student reps).</p>

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
		<p><b>C3.2.</b> Increase student awareness of the full range of EDI representative opportunities by describing them and encouraging applications during inductions, and via email, class announcements, and social media.</p>	<p>EDIL, DoE, DoPGT, DoPGR</p>	<p>Sep-26, then embedded</p>	<p>Descriptions of roles and solicitation of applications embedded in the annual cycle of student communication.</p> <p>200% Increase in student applications for EDI roles by Oct-27</p>
		<p><b>C3.3.</b> Empower our students to contribute to the development of School and University EDI survey items that capture their lived experiences and priority issues.</p>	<p>EDIL, DoE, StDL</p>	<p>Oct-26, Oct-30 (recurring annually)</p>	<p>15% of female and male students complete the survey, with survey results shared with School EDI committee; currently ~6%; (6%F/6%M)</p>
		<p><b>C3.4.</b> Create a student-facing EDI project fund to support grassroots initiatives</p>	<p>HoS</p>	<p>Jan-27, Dec-27 (fund launched; annual awards thereafter)</p>	<p>At least 2 student-led projects funded annually.</p>

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
		<p><b>C3.5.</b> Showcase student-led EDI work via the School website, our social media channels, and at events during the University BeWell week.</p>	SCREAML	Oct-26, Oct-30 (recurring annually)	At least 6 student-led EDI stories promoted each year.
		<p><b>C3.6.</b> Encourage our students to take a more proactive role in University EDI initiatives</p>	EDIL, DoE, StDL	Oct-26, Oct-30 (recurring annually)	A psychology student representative on at least one University EDI network or committee.
<p><b>C4.</b> We will help embed intersectional decolonisation as a sustainable, institution-wide practice that enhances equity, inclusivity, and academic excellence across the University.</p>	<p>Decolonising the curriculum is not a one-off exercise but a transformative process that challenges structural inequities and amplifies diverse voices. By applying an intersectional lens, we recognise that race, gender, class, disability, sexuality, and other identities intersect to shape experiences of inclusion and exclusion.</p>	<p><b>C4.1.</b> Undertake a thematic analysis to identify themes from our intersectional decolonising the curriculum review.</p>	EDIL	May-27, Aug-27	Produce and circulate to School a summary report of main findings of thematic analysis from our School's curriculum review.

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
	<p>Undertaking a thematic analysis of the curriculum review ensures that lived experiences and systemic patterns are captured in a rigorous, evidence-based way. Translating these findings into a good practice guide provides staff with accessible, practical tools to embed intersectional decolonisation in teaching, learning, and assessment.</p>	<p><b>C4.2.</b> Produce a good practice guide to intersectional decolonisation for use across the University.</p>	<p>EDIL, DoE, HoS</p>	<p>Aug-27, Jun-28</p>	<p>Good practice guide produced and circulated to all Schools, after approval by University Race Equality Strategy Group and University EDI committee.</p>
<b>Priority D: Menopause and other intersections of gender and age</b>					
<p><b>D1.</b> We will develop clearly defined but flexible policies and practices to help support staff who are peri/menopausal.</p>	<p>Menopause is a critical workplace issue affecting retention, progression, and staff wellbeing.</p> <p>Staff feedback at the 2025 School Menopause Forum highlighted that line managers felt unsure how best to support colleagues experiencing peri/menopause. This indicates a clear gap in confidence, knowledge, and practical guidance.</p> <p>Developing clearly defined but flexible policies ensures</p>	<p><b>D1.1.</b> Run focus groups and anonymous survey with staff to explore how the School might better support peri/menopausal staff in its policies and practices.</p> <p><b>D1.2.</b> Draft and implement a formal School menopause policy that outlines rights, responsibilities, and available support</p>	<p>MNL, EDIL</p> <p>MNL, EDIL</p>	<p>Feb-26, Jun-26</p> <p>Jul-26, Dec-26</p>	<p>Circulate summary report of findings from focus groups and survey, with recommendations for developing formal School menopause policy (see D1.2).</p> <p>Policy published by July 2028; ≥80% of female and male staff respondents report awareness of the policy in 2029 School cultural survey.</p>

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
	<p>consistency of support while allowing for individual circumstances. This will empower managers, reduce stigma, and create a more inclusive culture where staff feel valued and able to thrive.</p> <p>By piloting and refining menopause support within the School, we can contribute to University-wide initiatives and share good practice beyond Aberdeen, positioning the institution as a leader in inclusive workplace policy.</p>	<p><b>D1.3.</b> Ensure peri/menopausal staff have access to appropriate workplace adjustments (e.g., access to fans/heaters/office moves to help with temperature control issues).</p>	HoS, H&SO	Jan-27, Dec-27	<p>≥ 75% of female staff show awareness of, and willingness to use if required, possible workplace adjustments in 2028 School cultural survey.</p>
		<p><b>D1.4.</b> Launch awareness campaigns to destigmatize menopause and normalize discussion</p>	MNL, EDIL	Mar-27, Dec-30 (recurring annually)	<p>≥75% of female and male respondents report improved understanding in 2028 School cultural survey.</p>
		<p><b>D1.5.</b> Make menopause training mandatory. Existing staff will be expected to undertake the University's SkillsBooster training (see D2.3). New staff will be expected to undertake menopause training within 12-months of commencing employment.</p>	HoS, EDIL	Sep-27, Dec-30 (ongoing)	<p>100% of staff complete menopause training by 2028. ≥75% report increased confidence in handling conversations about menopause.</p>

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
<p><b>D2.</b> We will lead the University of Aberdeen to become sector leading in supporting menopause in the workforce.</p>	<p>The University has SkillsBooster training on the menopause, which our School Executive have already completed. However, an audit led by the Chair of the Menopause network has identified issues, particularly that the training is not tailored to the HE context.</p>	<p><b>D2.1.</b> Expand the size of the University menopause network, which was founded and led by staff in our School, to provide additional menopause peer support for staff across the University.</p>	MNL	Jan-26, Dec-28 (aligned with University review cycle)	50% increase in the size of the network by 2028.
	<p>The University has procured an employee assistance programme (EAP). Our School consulted on this procurement and choice of provider was guided by their menopause support (see Section 3.2.2). However, we have yet to audit</p>	<p><b>D2.2.</b> Create guidance for HR and recruitment teams to ensure menopause is considered in policies and processes</p>	MNL	Jan-26, Sep-27	Hold training session with HR partners by 2029.
	<p>a) the uptake of and b) the effectiveness of this support.</p>	<p><b>D2.3.</b> Formally evaluate the University Skills Booster menopause training and make recommendations for improvement.</p>	MNL	Jan-27, Jun-27	Evaluation completed and recommendations made to the University staff development team.
		<p><b>D2.4.</b> Audit the uptake of the EAP by investigating the (anonymous) numbers accessing the EAP website.</p>	EDIL	Sep-27, Dec-27 (repeat in 2030)	Data collected by central University EDI team/IT and analysed by School EDI committee.

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
		<p><b>D2.5.</b> Investigate if there are any gendered barriers in access to and utility of the EAP. Questions about EAP access and utility will be added to the School cultural survey.</p>	EDIL	Jan-28, Jun-28	New data collected from School cultural survey. Data will inform next steps (e.g., focus group to understand barriers; or increased signposting of EAP, etc).
		<p><b>D2.6.</b> Lobby the University to work towards "Age-Friendly University" status.</p>	HoS, EDIL, MNL	Jul-26, Dec-30	Working group established to gather university-wide information for the Age Friendly University application. Working group meets quarterly.

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
<p><b>D3.</b> We will increase menopause literacy, in HE and beyond, by helping to improve the quality of menopause information and training.</p>	<p>Public knowledge about menopause remains limited, with many staff reporting misinformation or lack of accessible resources. Many institutions are at early stages of addressing menopause within work settings.</p> <p>Our work over the past few years means we already have a strong foundation of menopause training and consciousness raising on which to build. Embracing Athena Swan's collaborative ethos, menopause mentorship and coaching will help us to support sector peers and broaden the sectoral knowledge base.</p> <p>Establishing Aberdeen as a hub for menopause knowledge exchange enhances visibility, influence, and leadership in shaping national and international practice.</p>	<p><b>D3.1.</b> Provide mentorship and coaching to other departments and Universities who want to address menopause issues as part of their Athena Swan journey (or otherwise); we will identify potential partners via the Advance HE AS network.</p>	MNL, EDIL	Jan-26, Dec-30	Commencing at least three menopause mentorship/coaching relationships by 2030.
		<p><b>D3.2.</b> Produce a menopause info-comic, in collaboration with the menopause charity Henpicked (<a href="https://henpicked.net/menopause-hub/?pid=45068">https://henpicked.net/menopause-hub/?pid=45068</a>), to increase public knowledge about the menopause.</p>	MNL	Mar-26, Sep-27	Digital version of info-comic available on the Henpicked public website and paper copies printed for distribution by Henpicked.
		<p><b>D3.3.</b> Work towards becoming a hub for menopause knowledge exchange, by holding an annual knowledge exchange forum with relevant stakeholders.</p>	MNL	Oct-28, Oct-30 (recurring annually)	First annual knowledge exchange forum held by 2029; at least 10 stakeholder groups attend.

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
<b>Priority E: Intersectional neurodiversity</b>					
<p><b>E1.</b> We will ensure our School and University are more inclusive of intersectional neurodiverse voices by adapting the way survey data are collected and their results communicated.</p>	<p>When we polled staff about priorities for the Athena Swan action plan (Athena Swan School Forum, 2024), neurodiversity was a key priority raised by staff at the forum.</p> <p>Neurodiversity is gendered in our School: from the 2024 cultural survey, 36% of female staff and 18% of male staff are neurodivergent/unsure.</p> <p>School funded research (PhD project) has identified gendered barriers: autistic females tend to be more adapt at ‘camouflaging’ than males, benefitting in social, educational, and workplace settings but at increased risk of mental health issues and burnout, underdiagnosis, late diagnosis, and/or misdiagnoses.</p> <p>However, we have less data on whether these intersections provide barriers in our</p>	<p><b>E1.1.</b> Amend our School cultural (staff and student) surveys to explicitly ask for a wider range of characteristics (neurodiversity, ethnicity etc) if these provide a barrier to progression, belonging and inclusion. These data will allow us to examine intersections more easily.</p>	<p>EDIL, NNL</p>	<p>Jan-26, Jun-26</p>	<p>New questions added to School cultural survey, data on intersections examined by the EDI committee.</p> <p>Depending on results, we will adapt our Action Plan (e.g. to provide targeted support for at-risk groups via the EAP).</p>

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
	<p>School/University.</p> <p>We also lack University data from the University on i) inclusion for different characteristics, including gender, ii) how many staff and staff are neurodivergent (and how this intersects e.g. with gender, job role), or iii) whether neurodiversity and intersections (e.g. with gender) provides career barriers.</p>	<p><b>E1.2</b> Lobby University to modify staff and student surveys the general inclusion question to have specific categories for response (e.g. The University is inclusive in terms of: gender, neurodiversity, ethnicity, caregiving, sexuality, etc).</p> <p>Lobby the University to collect demographic neurodiversity data in a way that allows it to be used to assess intersections.</p>	EDIL, NNL, HoS	Jan-26, Dec-27	University adopts the new inclusion question. Depending on these new data, we will update our Action Plan (e.g. to provide targeted support for at-risk groups via the EAP)
		<p><b>E1.3.</b> Co-create survey questions with neurodiverse staff and students.</p>	NNL, EDIL	Jul-26, Dec-26	School staff and student cultural surveys reviewed by the School neurodiversity group before being finalised.
		<p><b>E1.4.</b> Make survey results more accessible by providing clear jargon-free summaries of survey findings, including using infographics and visual storytelling to communicate survey outcomes.</p>	EDIL, NNL	Jan-27, Dec-30 (ongoing annually)	At least 85% of School neurodiversity group report understanding summary of previous survey results.

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
<p><b>E2.</b> We will improve support for neurodiverse staff and students in our School by investigating where issues lie and developing policies and practices to address these</p>	<p>Survey and focus group responses from neurodiverse staff and students suggest there are barriers in accessing support, navigating institutional processes, and feeling fully included in the academic community. There are also reports that current provision, policies, and practice are often fragmented and inconsistent.</p> <p>By investigating where issues lie and developing responsive policies, the School can create a more supportive environment that enables neurodiverse staff and students to thrive academically and personally.</p>	<p><b>E2.1.</b> Conduct a comprehensive audit of our existing School support services for neurodiverse staff and students</p>	<p>NNL, EDIL</p>	<p>Jan-27, Jun-27</p>	<p>Audit completed by August 2027, with summary report, including recommendations to be considered by School Executive by December 2027.</p>
		<p><b>E2.2.</b> Run focus groups and anonymous surveys to capture intersectional lived experiences of neurodiverse staff and students.</p>	<p>EDIL, NNL</p>	<p>Sep-27, Dec-27</p>	<p>Separate UG, PGT, PGR, and staff focus groups and anonymous surveys run across the next four years; attain the following survey response rates: ≥ 10% UGs, ≥ 25% PGTs, ≥ 33% PGRs, ≥ 50% staff.</p>
		<p><b>E2.3.</b> Provide mandatory training for academic and PTO staff on neurodiversity awareness and inclusive practice</p>	<p>HoS, EDIL, NNL</p>	<p>Jan-28, Dec-28 (refresher in 2030)</p>	<p>All staff complete training by 2029.</p>
<p><b>E3.</b> We will increase student awareness of neurodiversity issues and our EDI policies to support</p>	<p>Neurodivergent students have indicated, via the Neurodiversity Network, that they don't know whether recommended changes to</p>	<p><b>E3.1.</b> Circulate (all) EDI survey results to students via screens in our foyer, including changes we've made in response ("You said, we did").</p>	<p>EDIL, SAM</p>	<p>Feb-27, Dec-30 (ongoing annually)</p>	<p>Summary of survey findings displayed.</p>

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
neurodivergent individuals.	policies and practices have been implemented.	<p><b>E3.2.</b> Ascertain whether students are aware of EDI survey results and actions. EDI student reps will also circulate via their networks and will ask for feedback.</p>	NNL, EDIL	Mar-27, Dec-30 (ongoing annually)	Student EDI reps to report to annually to EDI committee on levels of student awareness of survey results and actions.
		<p><b>E3.3.</b> Open the School “Diversi-Tea” meetings (currently staff and PGR) to UG and PGT students. These lunch meetings are informal and offer a chance for dialogue about equality and intersections (e.g. gender and neurodiversity)</p>	NNL, EDIL	Apr-27, Dec-30 (≥2 meetings per year)	2 meetings per year; at least 75% of attendees report improved sense of inclusion in post-event feedback forms.
		<b>Overall target</b>			

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
<p><b>E4.</b> We will increase neurodiversity literacy in our University to help improve the quality of neurodiversity information and training</p>	<p>Our School created the first University Neurodivergence Terminology Guide, used in University policy; we will continue to make sure that we are at the forefront of University policies around Neurodiversity and its intersections.</p> <p>However, based on our audit of Neuroinclusion in HE (EDI internship, 2024), we have identified potential gendered gaps in the University provisions for neurodivergent students and staff .</p>	<p><b>E4.1</b> Help organise one University-wide intersectional neurodiversity event per year.</p>	<p>NNL, EDIL</p>	<p>Oct-26, Oct-30 (recurring annually)</p>	<p>At least 1 event delivered each year; at least 50 participants engaged; at least 70% of female and male respondents report increased awareness in post event feedback form.</p>
		<p><b>E4.2.</b> Lobby for neurodivergent staff/students of all genders to have input into the Reasonable Adjustments (RAs) offered by the University.</p>	<p>NNL, EDIL, DoE, DoR, HoS, SAM</p>	<p>Jan-27, Dec-28 (with ongoing monitoring thereafter)</p>	<p>University includes at least two neurodivergent staff and student member in their RA audit. Auditors are gender diverse.</p>
		<p><b>E4.3.</b> Audit the University Neurodiversity Policy every three years, using School research to guide updates.</p>	<p>NNL, EDIL</p>	<p>Sep-27, Sep-27; Sep-30, Sep-30</p>	<p>Policy reviewed on schedule.</p>

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
<b>Priority F: Becoming a brighter beacon of EDI best practice</b>					
<b>F1.</b> We will promote gender equality in our university by supporting others to achieve Athena Swan Departmental and Institutional Silver and Gold awards.	Departments across our University face recurring challenges in achieving Silver and Gold awards, often due to limited resources, inconsistent practice, and lack of shared learning.	<b>F1.1.</b> Re-establish and lead the University Athena Swan network.	EDIL	Jan-26, Dec-26	University Athena Swan network re-established. Twice yearly meetings attended by at least 75% of departmental Athena Swan leads.  Support 100% of Schools to Athena Swan Silver awards by 2030.
	Supporting others to achieve higher-level awards directly advances Athena Swan's mission of embedding gender equality into institutional culture. It also aligns with the University of Aberdeen's EDI strategy and national sector priorities.	<b>F1.2.</b> Use the University Athena Swan network to encourage departmental leads to organise externally facilitated training on topics of importance for increasing gender equality; the training can be funded by pooling financial contributions from across the University's 12 Schools.	EDIL	Sep-26, Jun-27	One training session held annually with at least 75% of attendees rating the sessions as useful.
	By reinvigorating networks, sharing expertise, and lobbying for structural change, the School can catalyse progress across the University, ensuring sustainable improvements in gender equality.	<b>F1.3.</b> Design and deliver workshops on best practice in data analysis, action planning, and narrative writing.	EDIL	Jan-27, Dec-27	One workshop held annually with at least 75% of attendees rating the sessions as useful.

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
		<b>F1.4.</b> Provide targeted support for departments with persistent gender equality challenges.	EDIL	Jan-27, Dec-28	Annual discussion with departmental Athena Swan leads and University Senior EDI Partners as to which departments might benefit from targeted support.
		<b>F1.5.</b> Facilitate peer-review panels where departments can receive feedback on draft submissions.	EDIL	Sep-27, Dec-30 (recurring annually)	Panels convened annually; at least 85% of participants report feedback improved their applications.
		<b>F1.6.</b> Lobby the University Senior Management Team and Planning Teams to embed Athena Swan priorities into School and University strategic plans.	HoS, EDIL	Jan-28, Dec-28	All Schools include updates on progress towards Athena Swan awards in their annual strategic planning round reports.
		<b>F1.7.</b> We will lobby the University to adopt our ring-fenced EDI budget as best practice by building this into financial planning across all Schools	HoS, EDIL	Jan-28, Dec-28	Ring-fenced EDI budget built into financial planning of all Schools.

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
<p><b>F2.</b> We will promote gender equality in psychology by further developing the Psychology Societies EDI Network we founded (EDI Psych Net).</p>	<p>Psychology societies play a critical role in shaping disciplinary culture, yet many lack structured approaches to embedding EDI. This creates uneven progress and missed opportunities to promote gender equality.</p>	<p><b>F2.1.</b> Expand membership of EDI Psych Net.</p>	<p>EDI Psych Net Lead</p>	<p>Jan-26, Dec-30 (ongoing)</p>	<p>EDI Psych Net membership increases by 15% annually across each of the next five years; ~40 societies actively engaging with the network by 2030.</p>
	<p>Developing EDI Psych Net builds on Aberdeen’s leadership in founding the network, directly supporting Athena Swan’s emphasis on collaboration, cultural change, and sector influence.</p>	<p><b>F2.2.</b> Continue to lobby psychology societies to create an EDI role on their organising committees, where one does not exist already.</p>	<p>EDI Psych Net Lead</p>	<p>Jan-27, Dec-29</p>	<p>An increase in psychology societies with EDI committee roles.</p>
	<p>By expanding membership, lobbying for structural roles, and sharing resources, the network will embed EDI practices across psychology societies, ensuring sustainable and consistent progress.</p>	<p><b>F2.3.</b> Host annual EDI Psych Net virtual conference on gender equality in psychology to share best practice.</p>	<p>EDI Psych Net Lead</p>	<p>Oct-27, Oct-30 (recurring annually)</p>	<p>Representatives from at least 75% of EDI Psych Net member societies attend conference annually; at least 80% report improved knowledge and collaboration from conference participation.</p>
	<p>This initiative positions Aberdeen as a national leader in advancing gender equality in psychology, amplifying impact beyond the institution and</p>	<p><b>F2.4.</b> Curate the development and distribution of shared resources for psychology societies to embed EDI practices (e.g., toolkits, templates, case studies).</p>	<p>EDI Psych Net Lead</p>	<p>Jan-28, Dec-29</p>	<p>Launch of Teams site repository with repository of psychology EDI resources.</p>

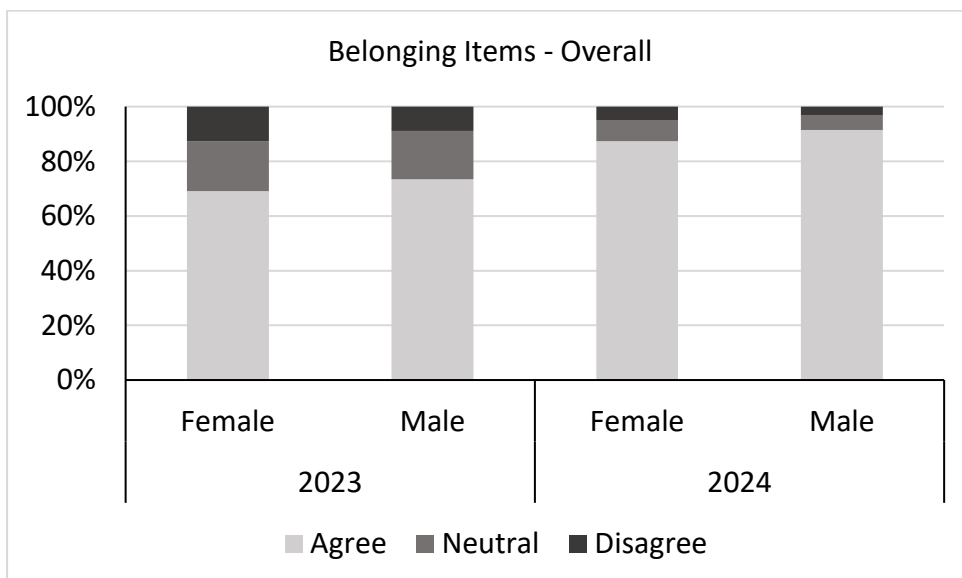
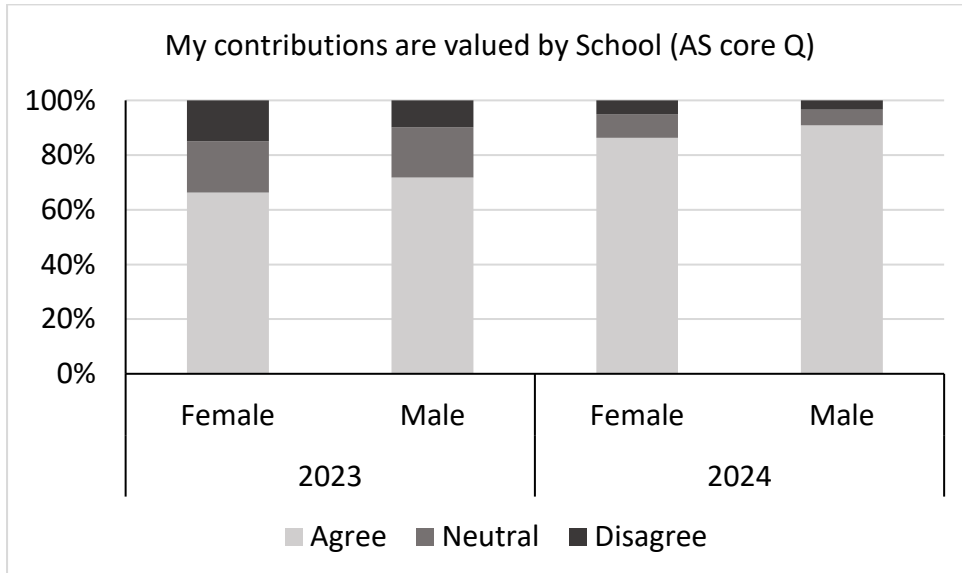
Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
	contributing to disciplinary transformation.	<b>F2.5.</b> Publish an EDI Psych Net briefing paper on organising inclusive meetings.	EDI Psych Net Lead	Jun-28, Sep-28	Paper published in the British Psychological Society's monthly magazine <i>The Psychologist</i> .  Share paper with University EDI committee, School EDI reps, and via the University staff news.
<b>F3.</b> We will promote gender equality in HE by becoming a recognised centre of excellence and best practice in EDI.	Higher education institutions often struggle to embed intersectional approaches to gender equality, leading to fragmented practice and uneven progress. Our interactions with EDI leads at the EDI Psych Net meetings has highlighted disparities in the availability of accessible, high-quality training.	<b>F3.1</b> Create online training courses on intersectional gender equality.	HoS, DoE, EDIL, NNL	Jan-29, Dec-29	First online training course available from 2027; at least one additional course added annually.
	Our School has abundant expertise in intersectional approaches to EDI research and applied experience of furthering gender equality that can be used to help others.	<b>F3.2.</b> Showcase best practice in EDI through a podcast series.	SCREAML, EDIL	Mar-29, Dec-30	Podcast series launched; at least four new podcasts to be added annually.

Action	Rationale	Key Milestones	Owner	Timeline	Success Measure
	By creating training, showcasing best practice, and promoting intersectional gender equality across diverse platforms, we will empower others and help drive sector-wide change.	<b>F3.3.</b> Use a diverse range of social media to promote intersectional gender equality in HE (e.g., LinkedIn, BlueSky, Instagram, Facebook, TikTok).	SCREAML, EDIL	Jan-28, Dec-30 (ongoing)	At least one social media post published per week.
<b>F4.</b> We will adapt our policies and practices around sex and gender in ways that comply with our legal responsibilities but also continue to support people from all gender identities	Like many organisations, we are grappling with the implications of the UK Supreme Court ruling that the terms "woman" and "sex" in the Equality Act 2010 (EA 2010) are defined as biological sex. This ruling has wide-ranging implications for our staff and students, our research and education, and our EDI work; these have been discussed at recent EDI committee meetings.	<b>F4.</b> Continue to monitor developments in best practice around sex and gender.	EDIL	Jan-26, ongoing	Annual update on best practice around sex and gender to be agreed by EDIC and discussed by School Exec, with the expectation that School policies will be adapted accordingly.

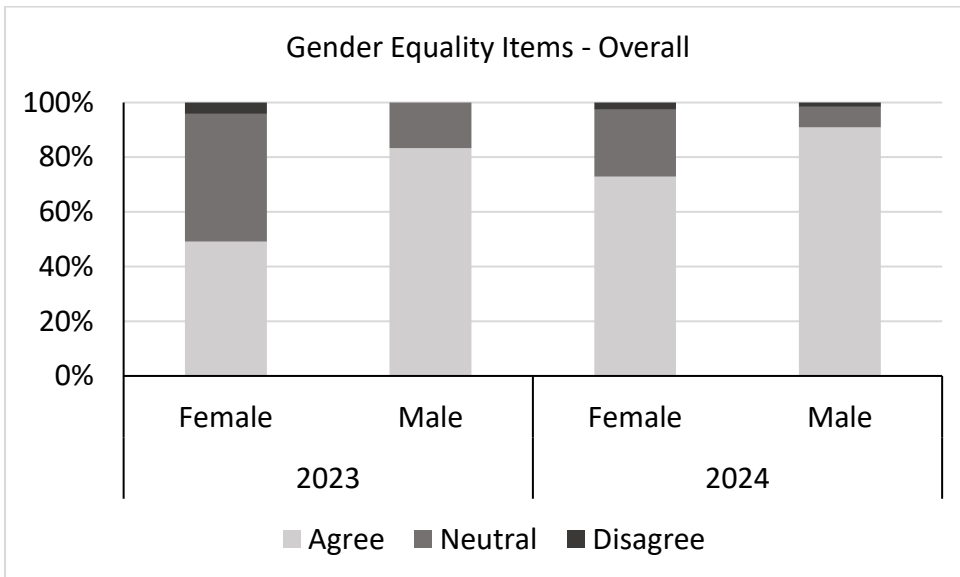
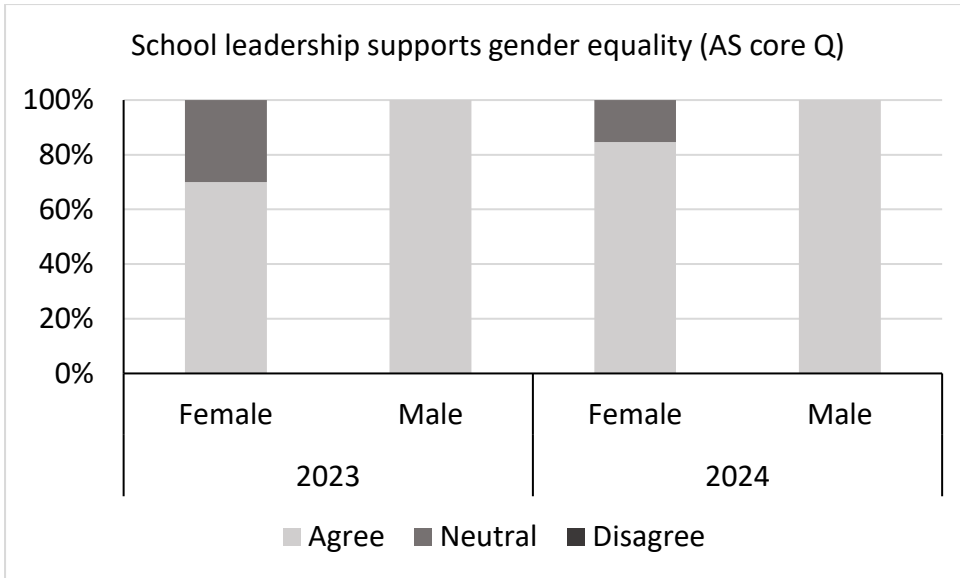
**Appendix 1: Culture survey data**

All survey response rates and gender breakdowns can be found in Table 4.

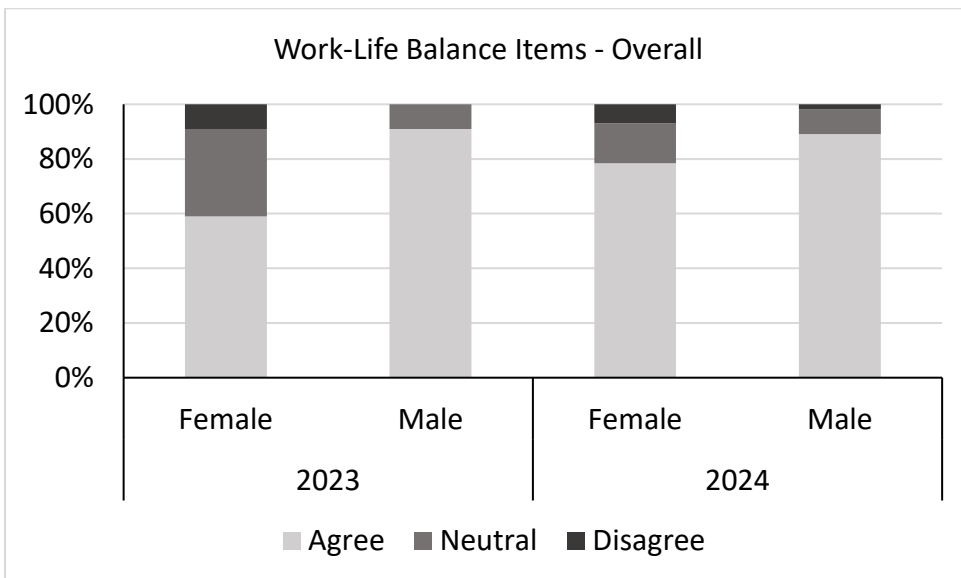
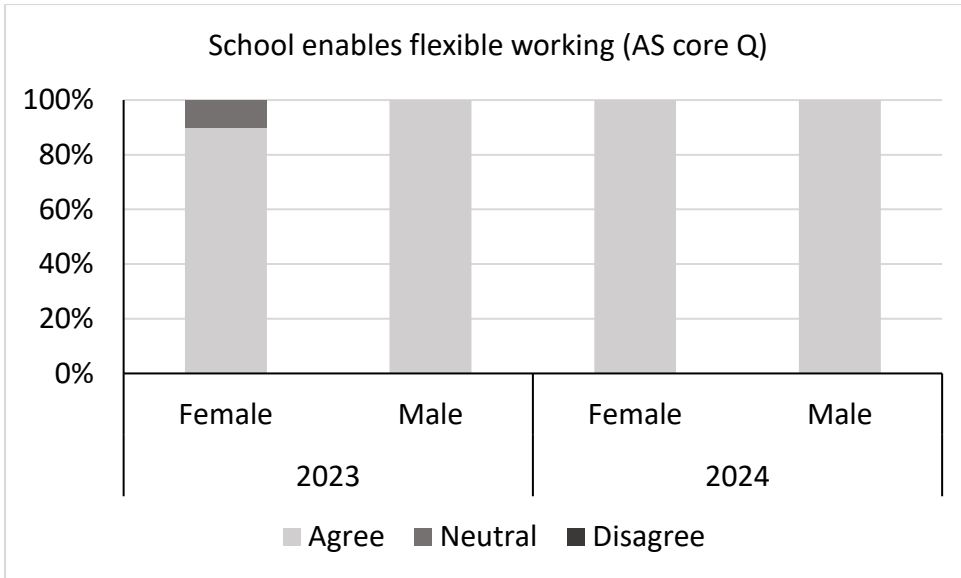
**A1.1. School Cultural Survey Responses to Athena Swan Core Questions and Associated Questions**



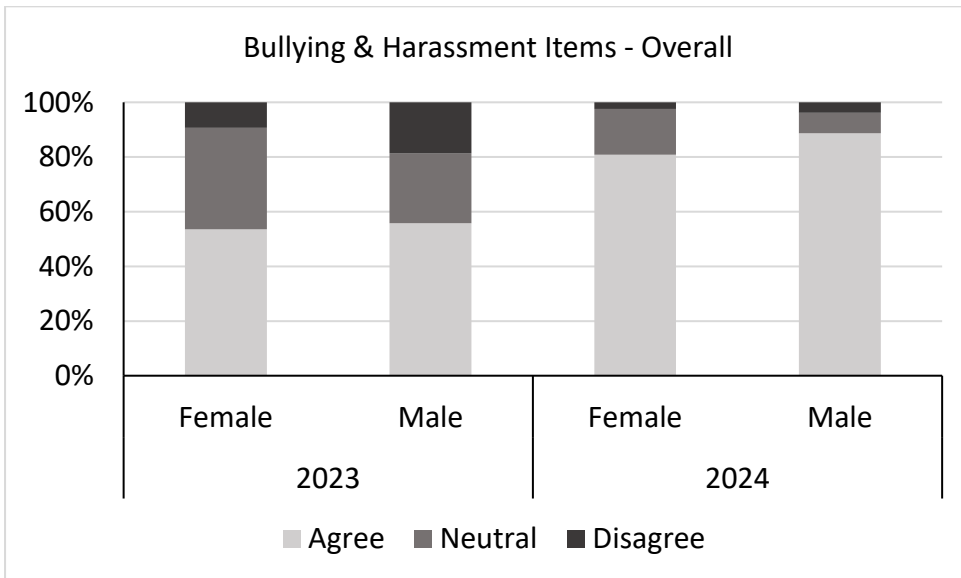
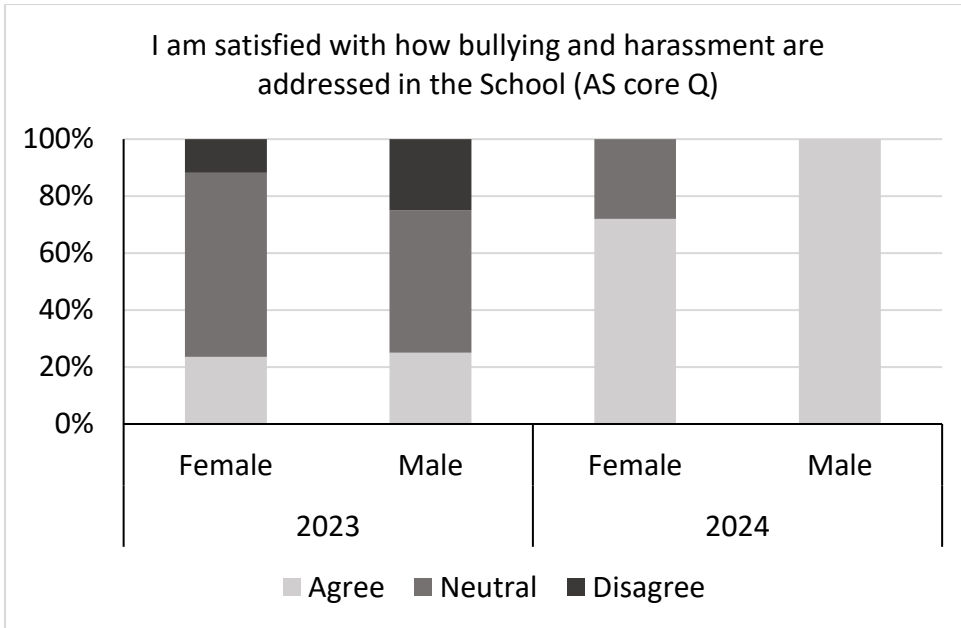
**Figure A1.1.1.** Staff responses to the Athena Swan core cultural survey question on belonging (top panel) and mean responses to all cultural survey questions in section on belonging (bottom panel). Agreement represents positive responses.



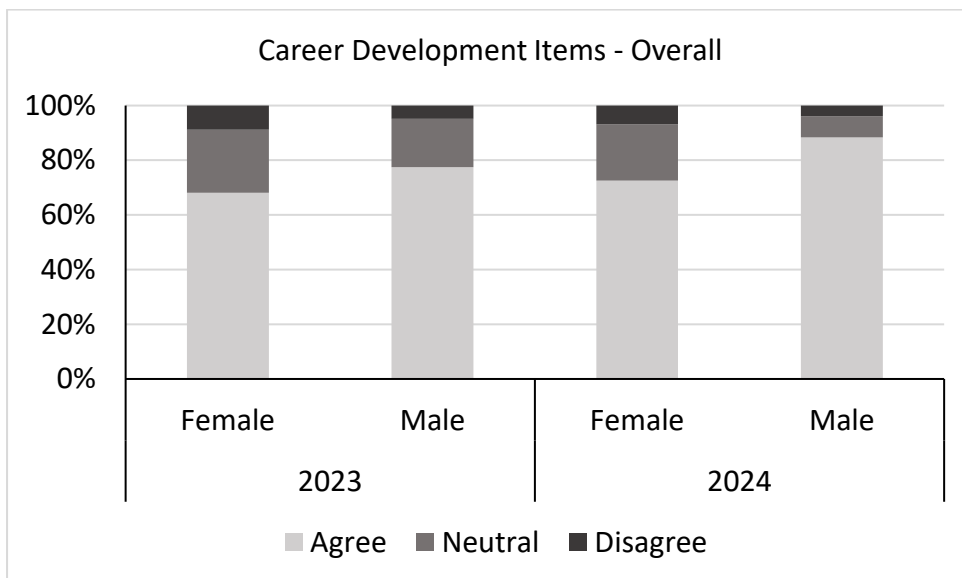
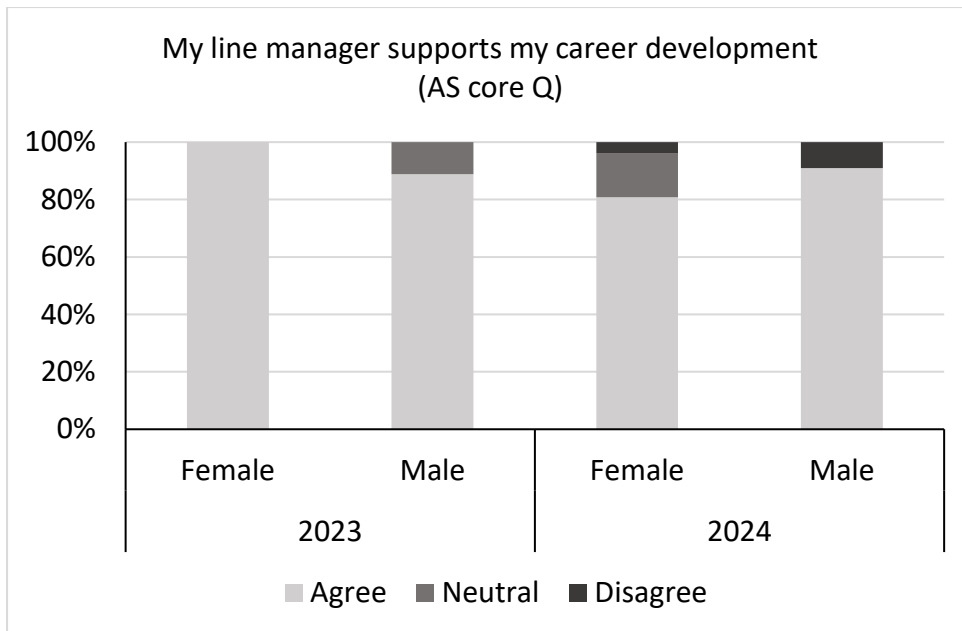
**Figure A1.1.2.** Staff responses to the Athena Swan core cultural survey question on gender equality (top panel) and mean responses to all cultural survey questions in section on gender equality (bottom panel). Agreement represents positive responses.



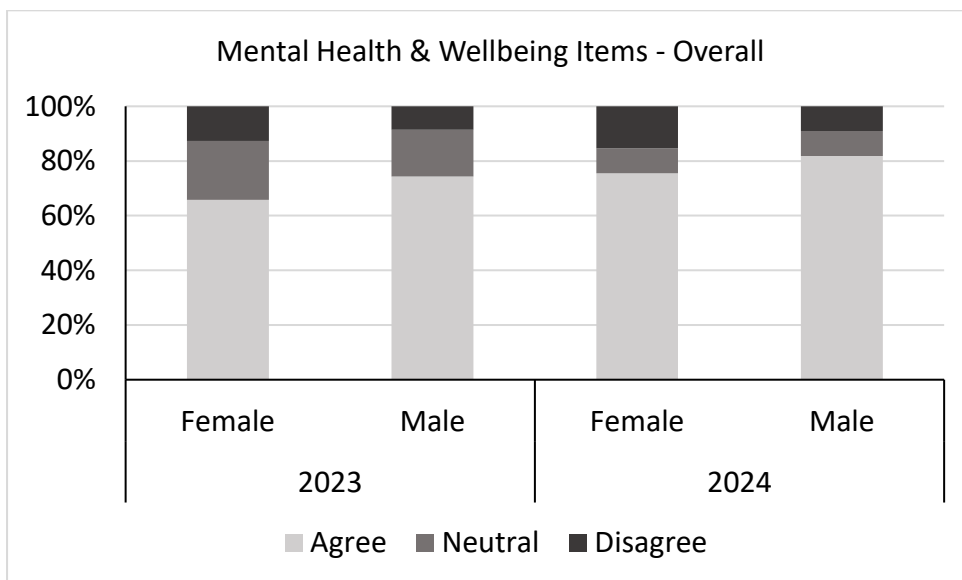
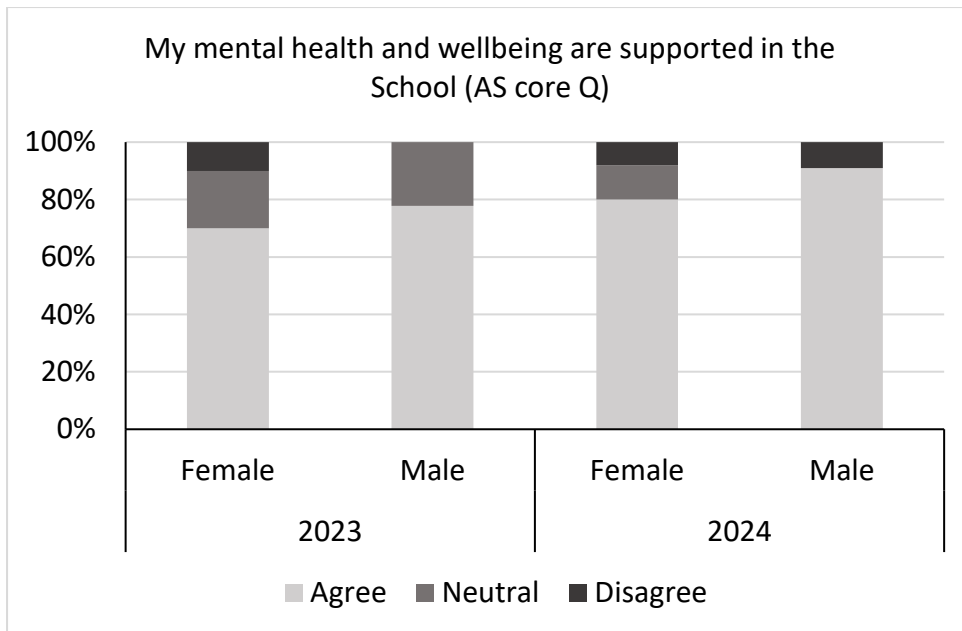
**Figure A1.1.3.** Staff responses to the Athena Swan core cultural survey question on work-life balance (top panel) and mean responses to all cultural survey questions in section on work-life balance (bottom panel). Agreement represents positive responses.



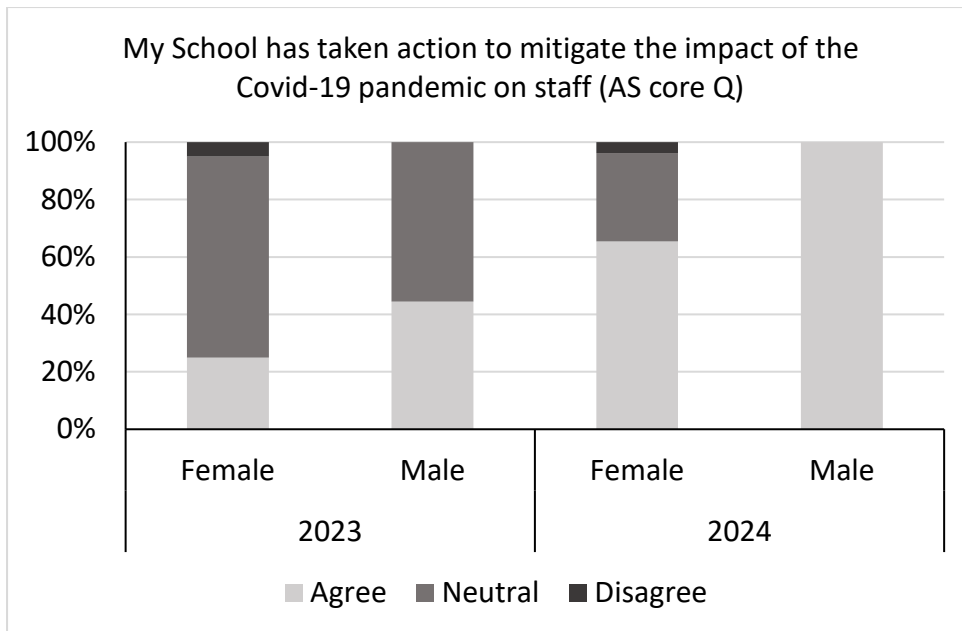
**Figure A1.1.4.** Staff responses to the Athena Swan core cultural survey question on bullying and harassment (top panel) and mean responses to all cultural survey questions in section on bullying and harassment (bottom panel). Agreement represents positive responses.



**Figure A1.1.5.** Staff responses to the Athena Swan core cultural survey question on career development (top panel) and mean responses to all cultural survey questions in section on career development (bottom panel). Agreement represents positive responses.



**Figure A1.1.6.** Staff responses to the Athena Swan core cultural survey question on career development (top panel) and mean responses to all cultural survey questions in section on career development (bottom panel). Agreement represents positive responses.



**Figure A1.1.7.** Staff responses to the Athena Swan core cultural survey question on Covid-19 mitigation. Agreement represents positive responses.

## A1.2. School Cultural Survey Responses to All Questions by Themed Section

**Table A1.2.1.** Staff responses to School cultural survey questions on Belonging.

Item	2023						2024					
	% Agree		% Neutral		% Disagree		% Agree		% Neutral		% Disagree	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
My contributions are valued in my School	66	72	19	18	15	10	86	91	9	6	5	3
Administration is valued	70	78	20	11	10	11	84	100	12	0	4	0
School communication is clear and relevant	75	78	15	11	10	11	88	91	4	9	8	0
External committee membership is valued	55	56	30	33	15	11	80	82	12	9	8	9
Feel comfortable speaking up	55	44	15	33	30	22	85	82	8	9	8	9
Feel like I belong	85	89	15	11	0	0	92	91	4	0	4	9
Pastoral care is valued	55	67	30	22	15	11	76	82	12	9	12	9
People care about me	75	78	15	22	10	0	88	91	8	9	4	0
Promoting EDI is valued	75	89	20	11	5	0	88	100	12	0	0	0
Public engagement is valued	45	67	20	11	35	22	91	100	4	0	4	0
Research is valued	90	89	5	11	5	0	92	100	8	0	0	0
Reviewing is valued	50	50	20	38	30	13	83	73	8	27	8	0
Teaching is valued	90	78	5	11	5	11	96	91	0	0	4	9
The School is inclusive	70	78	25	11	5	11	88	100	8	0	4	0
The School is social	80	89	20	11	0	0	92	100	8	0	0	0

Results highlighted in orange represent items where females were >10% more positive than males. Results highlighted in blue represent items where males were >10% more positive than females.

**Table A1.2.2.** Staff responses to School cultural survey questions on Belonging.

Item	2023						2024					
	% Agree		% Neutral		% Disagree		% Agree		% Neutral		% Disagree	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Experienced bullying and/or harassment in School in last year	0	0	5	11	95	89	4	0	4	0	92	100
Know how to report bullying and/or harassment	55	56	30	22	15	22	88	64	4	27	8	9
Satisfied with how bullying and harassment are addressed in School	24	25	65	50	12	25	72	100	28	0	0	0
School management is active in tackling bullying and harassment	5	25	80	50	15	25	63	90	38	10	0	0
Witnessed bullying and/or harassment in School in last year	5	22	10	0	85	78	0	9	12	0	88	91

Results highlighted in orange represent items where females were >10% more positive than males. Results highlighted in blue represent items where males were >10% more positive than females.

**Table A1.2.3.** Staff responses to School cultural survey questions on Career Development.

Item	2023						2024					
	% Agree		% Neutral		% Disagree		% Agree		% Neutral		% Disagree	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Annual reviews give useful feedback on career development	72	63	28	38	0	0	76	100	16	0	8	0
Appointments decisions are made fairly	50	78	40	11	10	11	76	91	24	9	0	0
Attended conferences (online or in person)	100	100	0	0	0	0	80	100	20	0	0	0
Attended networking activities	100	100	0	0	0	0	82	82	18	18	0	0
Attended training events and courses	100	100	0	0	0	0	86	73	14	27	0	0
Aware of new promotion framework	89	89	0	11	11	0	84	100	4	0	12	0
Criteria are clear in the new promotion framework	58	78	26	22	16	0	67	73	21	18	13	9
Hope to achieve a promotion in next 5 years	55	56	20	44	25	0	54	73	25	27	21	0
Process is clear in the new promotion framework	58	78	26	11	16	11	71	82	21	18	8	0
Promotion/progression decisions are made fairly	50	67	40	22	10	11	54	82	42	9	4	9
Invited to join a school committee	75	100	25	0	0	0	96	91	4	9	0	0
Line manager supports my career development	100	89	0	11	0	0	81	91	15	0	4	9

Results highlighted in orange represent items where females were >10% more positive than males. Results highlighted in blue represent items where males were >10% more positive than females.

**Table A1.2.4.** Staff responses to School cultural survey questions on Gender Equality.

Item	2023						2024					
	% Agree		% Neutral		% Disagree		% Agree		% Neutral		% Disagree	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
EDI work is recognised in promotion/progression	35	67	60	33	5	0	73	91	27	9	0	0
EDI work recognised in workload	50	89	50	11	0	0	73	64	23	27	4	9
Progression rate in School is not affected by gender	50	100	35	0	15	0	68	91	28	9	4	0
School acted to reduce impact of Covid-19	25	44	70	56	5	0	65	100	31	0	4	0
School committed to achieving gender balance in leadership	65	100	35	0	0	0	73	100	23	0	4	0
School leadership actively supports gender equality	70	100	30	0	0	0	85	100	15	0	0	0

Results highlighted in orange represent items where females were >10% more positive than males. Results highlighted in blue represent items where males were >10% more positive than females.

**Table A1.2.5.** Staff responses to School cultural survey questions on Mentoring, Coaching, and Induction.

Item	2023						2024					
	% Agree		% Neutral		% Disagree		% Agree		% Neutral		% Disagree	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Aware of coaching schemes	100	100	0	0	0	0	76	82	24	18	0	0
Aware of mentoring schemes	100	100	0	0	0	0	100	100	0	0	0	0
In the last year, I have had a formal or informal mentor	100	100	0	0	0	0	100	100	0	0	0	0
Other, non probation mentors were useful	50	100	50	0	0	0	100	100	0	0	0	0
Probation mentor was useful	50	100	50	0	0	0	50	100	0	0	50	0

Results highlighted in orange represent items where females were >10% more positive than males. Results highlighted in blue represent items where males were >10% more positive than females.

Item	2023		2024	
	Yes (headcount)		Yes (headcount)	
	Female	Male	Female	Male
Since last year, I have received a School induction	3	2	1	1
School induction was useful	3	2	1	1
Since last year, I have been a formal or informal mentor for someone else	11	5	13	8
In the last year, I have had a formal or informal mentor	6	4	11	9
Since last year, I have been a formal or informal coach	0	1	1	1
Since last year, I have had a formal or informal coach	2	0	2	0

**Table A1.2.6.** Staff responses to School cultural survey questions on Training.

In the last year I have attended training on...	2023		2024	
	Yes		Yes	
	Female	Male	Female	Male
Being a PI	1	8	1	4
General skills	8	4	7	4
Grant writing	4	7	9	5
Leadership	1	8	3	4
Mentorship	5	9	8	5
PhD supervision	5	6	8	2
Teaching	9	4	11	4

**Table A1.2.7.** Staff responses to School cultural survey questions on Wellbeing.

Item	2023						2024					
	% Agree		% Neutral		% Disagree		% Agree		% Neutral		% Disagree	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Current workload is manageable	70	56	20	33	10	11	64	64	16	18	20	18
Feel confident asking for mental health and/or wellbeing support at work	42	67	37	11	21	22	70	82	9	9	22	9
Know where to seek support for mental health and/or wellbeing at work	80	100	10	0	10	0	88	91	0	9	12	0
Mental health and/or wellbeing are supported in School	70	78	20	22	10	0	80	91	12	0	8	9

Results highlighted in orange represent items where females were >10% more positive than males. Results highlighted in blue represent items where males were >10% more positive than females.

**Table A1.2.8.** Staff responses to School cultural survey questions on Work-life Balance

Item	2023						2024					
	% Agree		% Neutral		% Disagree		% Agree		% Neutral		% Disagree	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
My School enables flexible working	90	100	10	0	0	0	100	100	0	0	0	0
My School provides staff with support around all types of caring leave	45	67	55	33	0	0	64	82	32	18	4	0
The timing of School meetings and events takes into consideration those with caring responsibilities	60	100	40	0	0	0	77	73	15	18	8	9
There is positive change in future Workload planning	60	89	40	11	0	0	69	100	27	0	4	0
Workloads in my School are allocated fairly	35	89	45	11	20	0	77	91	15	9	8	0
Workloads in my School are allocated in a transparent way	50	78	25	22	25	0	69	82	15	18	15	0

Results highlighted in orange represent items where females were >10% more positive than males. Results highlighted in blue represent items where males were >10% more positive than females.

### A1.3. Results of School of Psychology responses to the University of Aberdeen Staff Survey (all staff)

**Table A1.3.1.** School of Psychology responses to the University of Aberdeen Staff Survey questions on Job Satisfaction (% positive responses).

Section	Item	2022	2024
Job Satisfaction	I feel like I belong at The University of Aberdeen	100	82
	Generally, I enjoy my work	98	83
	I feel like I belong in my School/Directorate	86	86
	I feel valued by the University	81	68
	I feel valued by those I provide a service to, e.g. students, colleagues in other teams etc.	93	78
	I would recommend The University of Aberdeen to a friend seeking employment	95	81

NB: The 2022 and 2024 surveys are not directly comparable as they used different rating scales. Specifically, the 2022 survey used a four-point rating scale (with no neutral option), whereas the 2024 survey used a five-point rating scale.

Results highlighted in blue represent items where School of Psychology responses were more positive than the University average. Results highlighted in orange represent items where School of Psychology responses were more negative than the University average.

**Table A1.3.2.** School of Psychology responses to the University of Aberdeen Staff Survey questions on Working at the University (% positive responses).

Section	Item	2022	2024
Working at the University	I can count on my colleagues for support	91	89
	I have access to the systems and tools I need to do my work well	93	69
	If I want to put forward new ideas or suggestions for improvement, I know how to do so	84	82
	I have the freedom to choose how to best perform my role	91	84
	I am given realistic deadlines to work to	79	65
	I find my current workload too much and I am struggling to cope (lower score indicates more are struggling)	53	38
	I feel there is good co-operation between teams in my School/ Directorate	88	88
	I feel there is good co-operation between different Schools/ Directorates	72	60

NB: The 2022 and 2024 surveys are not directly comparable as they used different rating scales. Specifically, the 2022 survey used a four-point rating scale (with no neutral option), whereas the 2024 survey used a five-point rating scale.

Results highlighted in blue represent items where School of Psychology responses were more positive than the University average. Results highlighted in orange represent items where School of Psychology responses were more negative than the University average.

**Table A1.3.3.** School of Psychology responses to the University of Aberdeen Staff Survey questions on Development and Review (% positive responses).

Section	Item	2022	2024
Development and Review	I am satisfied with my current role and level of responsibility	81	79
	I am satisfied with my opportunities to learn and grow	86	74
	I have access to the learning and development I need to do my work well	72	73
	Have you had an annual review, probationary review or clinical appraisal in the last 12 months? (Yes)	81	93
	I found my annual review, probationary review or clinical appraisal useful	83	71

NB: The 2022 and 2024 surveys are not directly comparable as they used different rating scales. Specifically, the 2022 survey used a four-point rating scale (with no neutral option), whereas the 2024 survey used a five-point rating scale.

Results highlighted in blue represent items where School of Psychology responses were more positive than the University average. Results highlighted in orange represent items where School of Psychology responses were more negative than the University average.

**Table A1.3.4.** School of Psychology responses to the University of Aberdeen Staff Survey questions on Culture, Values, and Aberdeen 2040 Strategy (% positive responses).

Section	Item	2022	2024
Culture, Values, and Aberdeen 2040	I would recommend the University to a friend as a place to study	93	87
	I identify with the commitments set out in Aberdeen 2040	56	74
	Our physical spaces enable interdisciplinary exchange and innovation (Aberdeen 2040 – Commitment 10)	81	61
	Our virtual spaces enable interdisciplinary exchange and innovation (Aberdeen 2040 – Commitment 10)	88	65
	Our campuses create a caring environment that is alert to cultural differences (Aberdeen 2040 – Commitment 15)	88	73
	Our processes create a caring environment that is alert to cultural differences (Aberdeen 2040 – Commitment 15)	74	74
	The University’s culture enables an exchange of ideas across intellectual areas and organisational structures (Aberdeen 2040 – Commitment 6)	98	71
	I feel proud to work for the University	95	80

NB: The 2022 and 2024 surveys are not directly comparable as they used different rating scales. Specifically, the 2022 survey used a four-point rating scale (with no neutral option), whereas the 2024 survey used a five-point rating scale. Results highlighted in blue represent items where School of Psychology responses were more positive than the University average. Results highlighted in orange represent items where School of Psychology responses were more negative than the University average.

**Table A1.3.5.** School of Psychology responses to the University of Aberdeen Staff Survey questions on University Leadership (% positive responses).

Section	Item	2022	2024
University Leadership	The University's Senior Management Team manage and lead the University well	98	63
	The University's Senior Management Team listen to and respond to the views of staff	88	67
	The University's Senior Management Team are focused on meeting the needs of students and other service users	93	70
	The University's Senior Management Team set out a clear vision of where the University is headed	95	69

NB: The 2022 and 2024 surveys are not directly comparable as they used different rating scales. Specifically, the 2022 survey used a four-point rating scale (with no neutral option), whereas the 2024 survey used a five-point rating scale. Results highlighted in blue represent items where School of Psychology responses were more positive than the University average. Results highlighted in orange represent items where School of Psychology responses were more negative than the University average.

**Table A1.3.6.** School of Psychology responses to the University of Aberdeen Staff Survey questions on School Leadership and Line Management (% positive responses).

Section	Item	2022	2024
School Leadership and My Manager	My School/Directorate is managed and led well	98	90
	My team leader/line manager/immediate supervisor is approachable	98	93
	My team leader/line manager/immediate supervisor would be supportive in a personal crisis	95	89
	My team leader/line manager/immediate supervisor respects and values me	98	89
	My team leader/line manager/immediate supervisor gives me recognition and praise for work done well	88	86
	My team leader/line manager/immediate supervisor provides me with feedback about my performance	84	81
	My team leader/line manager/immediate supervisor keeps me informed about things I should know about	84	78
	My team leader/line manager/immediate supervisor involves me in decisions made that affect me in my own area of work	81	76
	My team leader/line manager/immediate supervisor manages my team effectively	93	83
	I trust my team leader/line manager/immediate supervisor to tackle underperformance in our team	88	77

NB: The 2022 and 2024 surveys are not directly comparable as they used different rating scales. Specifically, the 2022 survey used a four-point rating scale (with no neutral option), whereas the 2024 survey used a five-point rating scale.

Results highlighted in blue represent items where School of Psychology responses were more positive than the University average. Results highlighted in orange represent items where School of Psychology responses were more negative than the University average.

**Table A1.3.7.** School of Psychology responses to the University of Aberdeen Staff Survey questions on Pay and Benefits (% positive responses).

Section	Item	2022	2024
Pay and Benefits	I feel fairly paid for the work I do (salary plus benefits)	58	58

NB: The 2022 and 2024 surveys are not directly comparable as they used different rating scales. Specifically, the 2022 survey used a four-point rating scale (with no neutral option), whereas the 2024 survey used a five-point rating scale.

Results highlighted in blue represent items where School of Psychology responses were more positive than the University average. Results highlighted in orange represent items where School of Psychology responses were more negative than the University average.

**Table A1.3.8.** School of Psychology responses to the University of Aberdeen Staff Survey questions on Pay and Benefits (% positive responses).

Section	Item	2022	2024
Health and Wellbeing	I feel the University cares for my health and wellbeing, including my mental health (Aberdeen 2040 – Commitment 1)	79	66
	I feel physically safe in my working environment on campus	100	89
	I have a good work life balance	70	59
	Have you been bullied or harassed at work in the last 12 months? <b>(Yes)</b>	0	2
	Have you felt discriminated against at work in the last 12 months? <b>(Yes)</b>	5	7
	If I had to make a complaint or report an issue which had arisen at work, it would be taken seriously	84	76

NB: The 2022 and 2024 surveys are not directly comparable as they used different rating scales. Specifically, the 2022 survey used a four-point rating scale (with no neutral option), whereas the 2024 survey used a five-point rating scale.

Results highlighted in blue represent items where School of Psychology responses were more positive than the University average. Results highlighted in orange represent items where School of Psychology responses were more negative than the University average.

**Table A1.3.9.** School of Psychology responses to the University of Aberdeen Staff Survey questions on Equality Diversity and Inclusion (% positive responses).

Section	Item	2022	2024
ED	I believe the University is committed to equality of opportunity for all of its staff	93	81

NB: The 2022 and 2024 surveys are not directly comparable as they used different rating scales. Specifically, the 2022 survey used a four-point rating scale (with no neutral option), whereas the 2024 survey used a five-point rating scale.

Results highlighted in blue represent items where School of Psychology responses were more positive than the University average. Results highlighted in orange represent items where School of Psychology responses were more negative than the University average.

**Table A1.3.10.** School of Psychology responses to the University of Aberdeen Staff Survey questions on Managing Change (% positive responses).

Section	Item	2022	2024
Managing Change	Generally, change within the University is managed well	91	62
	I have seen some positive changes within the University in the last 12 months	84	66
	I think things will improve within the University in the next 12 months	77	71
	On the whole, I believe that during a period of change, feedback is listened to and acted upon	86	66

NB: The 2022 and 2024 surveys are not directly comparable as they used different rating scales. Specifically, the 2022 survey used a four-point rating scale (with no neutral option), whereas the 2024 survey used a five-point rating scale.

Results highlighted in blue represent items where School of Psychology responses were more positive than the University average. Results highlighted in orange represent items where School of Psychology responses were more negative than the University average.

**Table A1.3.11.** School of Psychology responses to the University of Aberdeen Staff Survey questions on Communication and Feedback (% positive responses).

Section	Item	2022	2024
Communication and Feedback	I feel I am kept well informed about the University as a whole, through channels such as meetings, Open Sessions, e-mails, StaffNet webpages & Staff News (weekly ezine)	88	84
	On the whole, the different parts of the University communicate effectively with each other	63	60
	There are opportunities for me to feed my views upwards in the University	70	77
	I am confident my ideas or suggestions will be listened to	65	68
	I am confident I will get feedback on my ideas or suggestions	72	66

NB: The 2022 and 2024 surveys are not directly comparable as they used different rating scales. Specifically, the 2022 survey used a four-point rating scale (with no neutral option), whereas the 2024 survey used a five-point rating scale.

Results highlighted in blue represent items where School of Psychology responses were more positive than the University average. Results highlighted in orange represent items where School of Psychology responses were more negative than the University average.

**A1.4. Gender Breakdown of the School of Psychology responses to the University of Aberdeen Staff Survey (2024)**

**Table A1.4.1.** School of Psychology responses to the University of Aberdeen Staff Survey questions on Job Satisfaction by Gender (% positive responses).

Section	Item	Female	Male
Job Satisfaction	I feel like I belong at The University of Aberdeen	81	82
	Generally, I enjoy my work	82	82
	I feel like I belong in my School/Directorate	86	87
	I feel valued by the University	69	62
	I feel valued by those I provide a service to, e.g. students, colleagues in other teams etc.	77	80
	I would recommend The University of Aberdeen to a friend seeking employment	78	80

Results highlighted in orange represent items where females were >10% more positive than males. Results highlighted in blue represent items where males were >10% more positive than females.

**Table A1.4.2.** School of Psychology responses to the University of Aberdeen Staff Survey questions on Working at the University by Gender (% positive responses).

Section	Item	Female	Male
Working at the University	I can count on my colleagues for support	88	92
	I have access to the systems and tools I need to do my work well	65	72
	If I want to put forward new ideas or suggestions for improvement, I know how to do so	78	88
	I have the freedom to choose how to best perform my role	82	90
	I am given realistic deadlines to work to	59	70
	I find my current workload too much and I am struggling to cope (lower score indicates more are struggling)	43	35
	I feel there is good co-operation between teams in my School/ Directorate	86	92
	I feel there is good co-operation between different Schools/ Directorates	63	60

Results highlighted in orange represent items where females were >10% more positive than males. Results highlighted in blue represent items where males were >10% more positive than females.

**Table A1.4.3.** School of Psychology responses to the University of Aberdeen Staff Survey questions on Development and Review by Gender (% positive responses).

Section	Item	Female	Male
Development and Review	I am satisfied with my current role and level of responsibility	76	80
	I am satisfied with my opportunities to learn and grow	76	75
	I have access to the learning and development I need to do my work well	74	72
	Have you had an annual review, probationary review or clinical appraisal in the last 12 months? (Yes)	91	93
	I found my annual review, probationary review or clinical appraisal useful	71	66

Results highlighted in orange represent items where females were >10% more positive than males. Results highlighted in blue represent items where males were >10% more positive than females.

**Table A1.4.4.** School of Psychology responses to the University of Aberdeen Staff Survey questions on Culture, Values, and Aberdeen 2040 Strategy by Gender (% positive responses).

Section	Item	Female	Male
Culture, Values, and Aberdeen 2040	I would recommend the University to a friend as a place to study	85	87
	I identify with the commitments set out in Aberdeen 2040	74	75
	Our physical spaces enable interdisciplinary exchange and innovation (Aberdeen 2040 – Commitment 10)	64	57
	Our virtual spaces enable interdisciplinary exchange and innovation (Aberdeen 2040 – Commitment 10)	68	63
	Our campuses create a caring environment that is alert to cultural differences (Aberdeen 2040 – Commitment 15)	74	75
	Our processes create a caring environment that is alert to cultural differences (Aberdeen 2040 – Commitment 15)	74	77
	The University’s culture enables an exchange of ideas across intellectual areas and organisational structures (Aberdeen 2040 – Commitment 6)	73	72
	I feel proud to work for the University	77	80

Results highlighted in orange represent items where females were >10% more positive than males. Results highlighted in blue represent items where males were >10% more positive than females.

**Table A1.4.5.** School of Psychology responses to the University of Aberdeen Staff Survey questions on University Leadership by Gender (% positive responses).

Section	Item	Female	Male
University Leadership	The University's Senior Management Team manage and lead the University well	60	63
	The University's Senior Management Team listen to and respond to the views of staff	65	68
	The University's Senior Management Team are focused on meeting the needs of students and other service users	69	70
	The University's Senior Management Team set out a clear vision of where the University is headed	73	62

Results highlighted in orange represent items where females were >10% more positive than males. Results highlighted in blue represent items where males were >10% more positive than females.

**Table A1.4.6.** School of Psychology responses to the University of Aberdeen Staff Survey questions on School Leadership and Line Management by Gender (% positive responses).

Section	Item	Female	Male
School Leadership and My Manager	My School/Directorate is managed and led well	92	94
	My team leader/line manager/immediate supervisor is approachable	90	95
	My team leader/line manager/immediate supervisor would be supportive in a personal crisis	84	95
	My team leader/line manager/immediate supervisor respects and values me	84	97
	My team leader/line manager/immediate supervisor gives me recognition and praise for work done well	83	90
	My team leader/line manager/immediate supervisor provides me with feedback about my performance	78	90
	My team leader/line manager/immediate supervisor keeps me informed about things I should know about	75	88
	My team leader/line manager/immediate supervisor involves me in decisions made that affect me in my own area of work	72	88
	My team leader/line manager/immediate supervisor manages my team effectively	82	92
	I trust my team leader/line manager/immediate supervisor to tackle underperformance in our team	72	92

Results highlighted in orange represent items where females were >10% more positive than males. Results highlighted in blue represent items where males were >10% more positive than females.

**Table A1.4.7.** School of Psychology responses to the University of Aberdeen Staff Survey questions on Pay and Benefits by Gender (% positive responses).

Section	Item	Female	Male
Pay and Benefits	I feel fairly paid for the work I do (salary plus benefits)	60	53

Results highlighted in orange represent items where females were >10% more positive than males. Results highlighted in blue represent items where males were >10% more positive than females.

**Table A1.4.8.** School of Psychology responses to the University of Aberdeen Staff Survey questions on Pay and Benefits by Gender (% positive responses).

Section	Item	Female	Male
Health and Wellbeing	I feel the University cares for my health and wellbeing, including my mental health (Aberdeen 2040 – Commitment 1)	68	60
	I feel physically safe in my working environment on campus	85	95
	I have a good work life balance	60	50
	Have you been bullied or harassed at work in the last 12 months? <b>(Yes)</b>	95	100
	Have you felt discriminated against at work in the last 12 months? <b>(Yes)</b>	95	93
	If I had to make a complaint or report an issue which had arisen at work, it would be taken seriously	73	83

Results highlighted in orange represent items where females were >10% more positive than males. Results highlighted in blue represent items where males were >10% more positive than females.

**Table A1.4.9.** School of Psychology responses to the University of Aberdeen Staff Survey questions on Equality Diversity and Inclusion by Gender (% positive responses).

Section	Item	Female	Male
ED	I believe the University is committed to equality of opportunity for all of its staff	78	87

Results highlighted in orange represent items where females were >10% more positive than males. Results highlighted in blue represent items where males were >10% more positive than females.

**Table A1.4.10.** School of Psychology responses to the University of Aberdeen Staff Survey questions on Managing Change by Gender (% positive responses).

Section	Item	Female	Male
Managing Change	Generally, change within the University is managed well	67	55
	I have seen some positive changes within the University in the last 12 months	68	63
	I think things will improve within the University in the next 12 months	70	75
	On the whole, I believe that during a period of change, feedback is listened to and acted upon	63	68

Results highlighted in orange represent items where females were >10% more positive than males. Results highlighted in blue represent items where males were >10% more positive than females.

**Table A1.4.11.** School of Psychology responses to the University of Aberdeen Staff Survey questions on Communication and Feedback by Gender (% positive responses).

Section	Item	Female	Male
Communication and Feedback	I feel I am kept well informed about the University as a whole, through channels such as meetings, Open Sessions, e-mails, StaffNet webpages & Staff News (weekly ezine)	88	80
	On the whole, the different parts of the University communicate effectively with each other	61	57
	There are opportunities for me to feed my views upwards in the University	75	82
	I am confident my ideas or suggestions will be listened to	65	73
	I am confident I will get feedback on my ideas or suggestions	60	75

Results highlighted in orange represent items where females were >10% more positive than males. Results highlighted in blue represent items where males were >10% more positive than females.

**A1.5. Results of School of Psychology responses to the themed sections of the 2024 University of Aberdeen Staff Survey broken down by respondent characteristics\*.**

\*To protect anonymity, results are only available for characteristic groups where there are more than five respondents.

**Table A1.5.1.1.** School of Psychology responses to the themed sections of the 2024 University of Aberdeen Staff Survey by gender (% positive responses).

Section	Female	Male
Section 1: Job Satisfaction	79	79
Section 2: Working at the University	70	75
Section 3: Development and Review	78	77
Section 4: Culture, Values and Aberdeen 2040	74	73
Section 5: Leadership	68	66
Section 6: School Leadership and My Manager	81	92
Section 7: Pay and Benefits	60	53
Section 8: Health and Wellbeing	80	81
Section 9: Equality, Diversity and Inclusion	78	82
Section 10: Managing Change	67	65
Section 11: Communication and Feedback	73	75

NB: Results highlighted in orange represent items where there was a difference of more than 10% between two or more categories; these are further broken down in **Table A1.5.1.2** (below).

**Table A1.5.1.2.** School of Psychology responses to the School Leadership and My Manager section of the 2024 University of Aberdeen Staff Survey by gender (% positive responses).

Item	Female	Male
My School is managed and led well	92	94
My line manager is approachable	90	95
My line manager would be supportive in a personal crisis	84	95
My line manager respects and values me	84	97
My line manager gives me recognition and praise for work done well	83	90
My line manager provides me with feedback about my performance	78	90
My line manager keeps me informed about things I should know about	75	88
My line manager involves me in decisions made that affect me in my own area of work	72	88
My line manager manages my team effectively	82	92
My line manager can be trusted to tackle underperformance in our team	72	92

NB: Results highlighted in orange represent items where there was a difference of more than 10% between two or more categories.

**Table A1.5.2.1.** School of Psychology responses to the themed sections of the 2024 University of Aberdeen Staff Survey by grade (% positive responses).

Section	Grade 6	Grade 7	Grade 8
Section 1: Job Satisfaction	78	79	77
Section 2: Working at the University	69	72	71
Section 3: Development and Review	64	82	81
Section 4: Culture, Values and Aberdeen 2040	62	76	70
Section 5: Leadership	57	67	66
Section 6: School Leadership and My Manager	91	86	82
Section 7: Pay and Benefits	65	51	69
Section 8: Health and Wellbeing	79	79	81
Section 9: Equality, Diversity and Inclusion	73	77	85
Section 10: Managing Change	65	65	65
Section 11: Communication and Feedback	70	74	73

NB: Results highlighted in orange represent items where there was a difference of more than 10% between two or more categories; these are further broken down in **Table A1.5.2.2.** and **Table A1.5.2.3.** (below).

**Table A1.5.2.2.** School of Psychology responses to the Development and Review section of the 2024 University of Aberdeen Staff Survey by grade (% positive responses).

Item	Grade 6	Grade 7	Grade 8
I am satisfied with my current role and level of responsibility	65	79	81
I am satisfied with my opportunities to learn and grow	75	78	78
I have access to the learning and development I need	65	81	59
Have you had an annual review in the last 12 months?	80	100	100
I found my annual review useful	25	71	84

NB: Results highlighted in orange represent items where there was a difference of more than 10% between two or more categories.

**Table A1.5.2.3.** School of Psychology responses to the Culture, Values, and Aberdeen 2040 section of the 2024 University of Aberdeen Staff Survey by grade (% positive responses).

Item	Grade 6	Grade 7	Grade 8
I feel proud to work for the University	70	83	75
I would recommend the University to a friend as a place to study	80	86	88
I identify with the commitments set out in Aberdeen 2040	60	81	66
Our physical spaces enable interdisciplinary exchange	40	65	53
Our virtual spaces enable interdisciplinary exchange and innovation	50	71	59
Our campuses create a caring environment alert to cultural differences	70	74	75
Our processes create a caring environment alert to cultural differences	70	74	78
The University's culture enables an exchange of ideas across areas	55	71	69

NB: Results highlighted in orange represent items where there was a difference of more than 10% between two or more categories.

**Table A1.5.3.1.** School of Psychology responses to the themed sections of the 2024 University of Aberdeen Staff Survey by career track (% positive responses).

Section	Teaching & Scholarship	Teaching & Research
Section 1: Job Satisfaction	83	82
Section 2: Working at the University	74	74
Section 3: Development and Review	79	85
Section 4: Culture, Values and Aberdeen 2040	76	77
Section 5: Leadership	65	71
Section 6: School Leadership and My Manager	75	87
Section 7: Pay and Benefits	59	59
Section 8: Health and Wellbeing	80	83
Section 9: Equality, Diversity and Inclusion	78	88
Section 10: Managing Change	71	69
Section 11: Communication and Feedback	77	75

NB: Results highlighted in orange represent items where there was a difference of more than 10% between two or more categories; these are further broken down in **Table A1.5.3.2.** (below).

**Table A1.5.3.2.** School of Psychology responses to the School Leadership and My Manager section of the 2024 University of Aberdeen Staff Survey by career track (% positive responses).

Item	Teaching & Scholarship	Teaching & Research
My School is managed and led well	75	92
My line manager is approachable	86	97
My line manager would be supportive in a personal crisis	84	91
My line manager respects and values me	80	94
My line manager gives me recognition and praise for work done well	80	90
My line manager provides me with feedback about my performance	70	86
My line manager keeps me informed about things I should know about	68	78
My line manager involves me in decisions made that affect me in my own area of work	66	77
My line manager manages my team effectively	73	85
My line manager can be trusted to tackle underperformance in our team	66	83

NB: Results highlighted in orange represent items where there was a difference of more than 10% between two or more categories.

**Table A1.5.4.1.** School of Psychology responses to the themed sections of the 2024 University of Aberdeen Staff Survey by job type (% positive responses).

Section	Academic	PTO
Section 1: Job Satisfaction	80	78
Section 2: Working at the University	72	71
Section 3: Development and Review	81	62
Section 4: Culture, Values and Aberdeen 2040	74	67
Section 5: Leadership	68	70
Section 6: School Leadership and My Manager	83	87
Section 7: Pay and Benefits	61	42
Section 8: Health and Wellbeing	80	82
Section 9: Equality, Diversity and Inclusion	81	75
Section 10: Managing Change	68	58
Section 11: Communication and Feedback	74	70

NB: Results highlighted in orange represent items where there was a difference of more than 10% between two or more categories; these are further broken down in **Table A1.5.4.2.** and **Table A1.5.4.3.** (below).

**Table A1.5.4.2.** School of Psychology responses to the Development and Review section of the 2024 University of Aberdeen Staff Survey by job type (% positive responses).

Item	Academic	PTO
I am satisfied with my current role and level of responsibility	81	67
I am satisfied with my opportunities to learn and grow	78	54
I have access to the learning and development I need	73	71
Have you had an annual review in the last 12 months?	100	50
I found my annual review useful	71	75

NB: Results highlighted in orange represent items where there was a difference of more than 10% between two or more categories.

**Table A1.5.4.3.** School of Psychology responses to the Pay and Benefits section of the 2024 University of Aberdeen Staff Survey by job type (% positive responses).

Item	Academic	PTO
I am fairly compensated for the work I do	61	42

NB: Results highlighted in orange represent items where there was a difference of more than 10% between two or more categories.

**Table A1.5.5.1.** School of Psychology responses to the themed sections of the 2024 University of Aberdeen Staff Survey by caring responsibility (% positive responses).

<b>Section</b>	<b>Carer - No</b>	<b>Carer – Yes</b>
Section 1: Job Satisfaction	75	80
Section 2: Working at the University	70	72
Section 3: Development and Review	73	80
Section 4: Culture, Values and Aberdeen 2040	69	74
Section 5: Leadership	68	66
Section 6: School Leadership and My Manager	85	84
Section 7: Pay and Benefits	63	55
Section 8: Health and Wellbeing	78	81
Section 9: Equality, Diversity and Inclusion	77	80
Section 10: Managing Change	67	65
Section 11: Communication and Feedback	72	74

NB: Results highlighted in orange represent items where there was a difference of more than 10% between two or more categories.

**Table A1.5.6.1.** School of Psychology responses to the themed sections of the 2024 University of Aberdeen Staff Survey by neurodiversity (% positive responses).

Section	Neurotypical	Neurodiverse
Section 1: Job Satisfaction	77	93
Section 2: Working at the University	71	79
Section 3: Development and Review	77	84
Section 4: Culture, Values and Aberdeen 2040	72	79
Section 5: Leadership	69	63
Section 6: School Leadership and My Manager	84	84
Section 7: Pay and Benefits	55	71
Section 8: Health and Wellbeing	79	87
Section 9: Equality, Diversity and Inclusion	80	79
Section 10: Managing Change	65	71
Section 11: Communication and Feedback	73	74

NB: Results highlighted in orange represent items where there was a difference of more than 10% between two or more categories; these are further broken down in **Table A1.5.6.2.** and **Table A1.5.6.3.** (below).

**Table A1.5.6.2.** School of Psychology responses to the Job Satisfaction section of the 2024 University of Aberdeen Staff Survey by neurodiversity (% positive responses).

Item	Neurotypical	Neurodiverse
I feel like I belong at The University of Aberdeen	79	96
Generally, I enjoy my work	80	96
I feel like I belong in my School	84	96
I feel valued by the University	65	86
I feel valued by those I provide a service to	76	93
I would recommend The University of Aberdeen to a friend seeking employment	78	93

NB: Results highlighted in orange represent items where there was a difference of more than 10% between two or more categories.

**Table A1.5.6.3.** School of Psychology responses to the Pay and Benefits section of the 2024 University of Aberdeen Staff Survey by neurodiversity (% positive responses).

Item	Neurotypical	Neurodiverse
I am fairly compensated for the work I do	61	42

NB: Results highlighted in orange represent items where there was a difference of more than 10% between two or more categories.

**Table A1.5.7.1.** School of Psychology responses to the themed sections of the 2024 University of Aberdeen Staff Survey by age (% positive responses).

Section	Age 25-35	Age 35-45	Age 45-55
Section 1: Job Satisfaction	78	84	76
Section 2: Working at the University	65	76	69
Section 3: Development and Review	66	87	75
Section 4: Culture, Values and Aberdeen 2040	64	79	70
Section 5: Leadership	61	72	69
Section 6: School Leadership and My Manager	85	91	77
Section 7: Pay and Benefits	54	58	63
Section 8: Health and Wellbeing	78	85	78
Section 9: Equality, Diversity and Inclusion	78	86	76
Section 10: Managing Change	63	73	63
Section 11: Communication and Feedback	72	78	70

NB: Results highlighted in orange represent items where there was a difference of more than 10% between two or more categories; these are further broken down in **Table A1.5.7.2.**, **Table A1.5.7.3.**, **Table A1.5.7.4.**, **Table A1.5.7.5.**, and **Table A1.5.7.6.** (below).

**Table A1.5.7.2.** School of Psychology responses to the Working at the University section of the 2024 University of Aberdeen Staff Survey by age (% positive responses).

Item	Age 25-35	Age 35-45	Age 45-55
I can count on my colleagues for support	88	97	85
I have access to the systems and tools I need	54	67	73
If I want to put forward new ideas or suggestions for improvement, I know how to do so	79	84	79
I have the freedom to choose how to best perform my role	79	94	78
I am given realistic deadlines to work to	83	92	84
I find my current workload too much and I am struggling to cope (lower score indicates more are struggling)	38	63	63
I feel there is good co-operation between teams in my School	63	72	59
I feel there is good co-operation between different Schools	38	41	36

NB: Results highlighted in orange represent items where there was a difference of more than 10% between two or more categories.

**Table A1.5.7.3.** School of Psychology responses to the Development and Review section of the 2024 University of Aberdeen Staff Survey by age (% positive responses).

Item	Age 25-35	Age 35-45	Age 45-55
I am satisfied with my current role and level of responsibility	63	88	76
I am satisfied with my opportunities to learn and grow	71	84	66
I have access to the learning and development I need	71	81	65
Have you had an annual review in the last 12 months?	83	94	95
I found my annual review useful	35	87	71

NB: Results highlighted in orange represent items where there was a difference of more than 10% between two or more categories.

**Table A1.5.7.4.** School of Psychology responses to the Culture, Values, and Aberdeen 2040 section of the 2024 University of Aberdeen Staff Survey by age (% positive responses).

Item	Age 25-35	Age 35-45	Age 45-55
I feel proud to work for the University	79	86	75
I would recommend the University to a friend as a place to study	88	91	83
I identify with the commitments set out in Aberdeen 2040	58	84	71
Our physical spaces enable interdisciplinary exchange	42	66	59
Our virtual spaces enable interdisciplinary exchange and innovation	58	69	63
Our campuses create a caring environment alert to cultural differences	71	81	68
Our processes create a caring environment alert to cultural differences	67	81	70
The University's culture enables an exchange of ideas across areas	50	77	71

NB: Results highlighted in orange represent items where there was a difference of more than 10% between two or more categories.

**Table A1.5.7.5.** School of Psychology responses to the Leadership section of the 2024 University of Aberdeen Staff Survey by age (% positive responses).

Item	Age 25-35	Age 35-45	Age 45-55
The University's Senior Management Team manage and lead the University well	54	67	64
The University's Senior Management Team listen to and respond to the views of staff	58	72	68
The University's Senior Management Team are focused on meeting the needs of students and other service users	63	73	73
The University's Senior Management Team set out a clear vision of where the University is headed	54	75	71

NB: Results highlighted in orange represent items where there was a difference of more than 10% between two or more categories.

**Table A1.5.7.6.** School of Psychology responses to the School Leadership and My Manager section of the 2024 University of Aberdeen Staff Survey by age (% positive responses).

Item	Age 25-35	Age 35-45	Age 45-55
My School is managed and led well	88	91	89
My line manager is approachable	96	98	86
My line manager would be supportive in a personal crisis	100	94	80
My line manager respects and values me	96	95	81
My line manager gives me recognition and praise for work done well	88	94	79
My line manager provides me with feedback about my performance	79	91	74
My line manager keeps me informed about things I should know about	71	89	69
My line manager involves me in decisions made that affect me	83	83	66
My line manager manages my team effectively	89	89	78
My line manager can be trusted to tackle underperformance in our team	71	86	70

NB: Results highlighted in orange represent items where there was a difference of more than 10% between two or more categories.

### A1.5. Student Cultural Survey Responses

**Table A1.5.1.** UG student responses to student cultural survey questions (2024 & 2025).

Item	% Agree		% Neutral		% Disagree	
	Female	Male	Female	Male	Female	Male
The School of Psychology is committed to equality, diversity and inclusion	76	67	9	13	16	20
I understand the purpose of the Athena Swan charter and the School's commitments to these principles	53	67	22	27	24	7
I feel safe to take interpersonal risks, speak up, disagree openly and share concerns within the School of Psychology	61	60	17	27	22	13

**Table A1.5.2.** PGR student responses to student cultural survey questions (2022 - 24).

## A1.6. Student Admissions

**Table A1.6.1.** UG student admissions by gender (% Female)

Entry Year	Applications	Offers	Rejections	Acceptance	Registered
2019/20	79%	80%	79%	82%	82%
2020/21	81%	82%	79%	79%	79%
2021/22	80%	79%	79%	76%	76%
2022/23	78%	79%	72%	75%	74%
2023/24	79%	80%	75%	77%	77%
<b>Overall</b>	79%	80%	77%	78%	77%

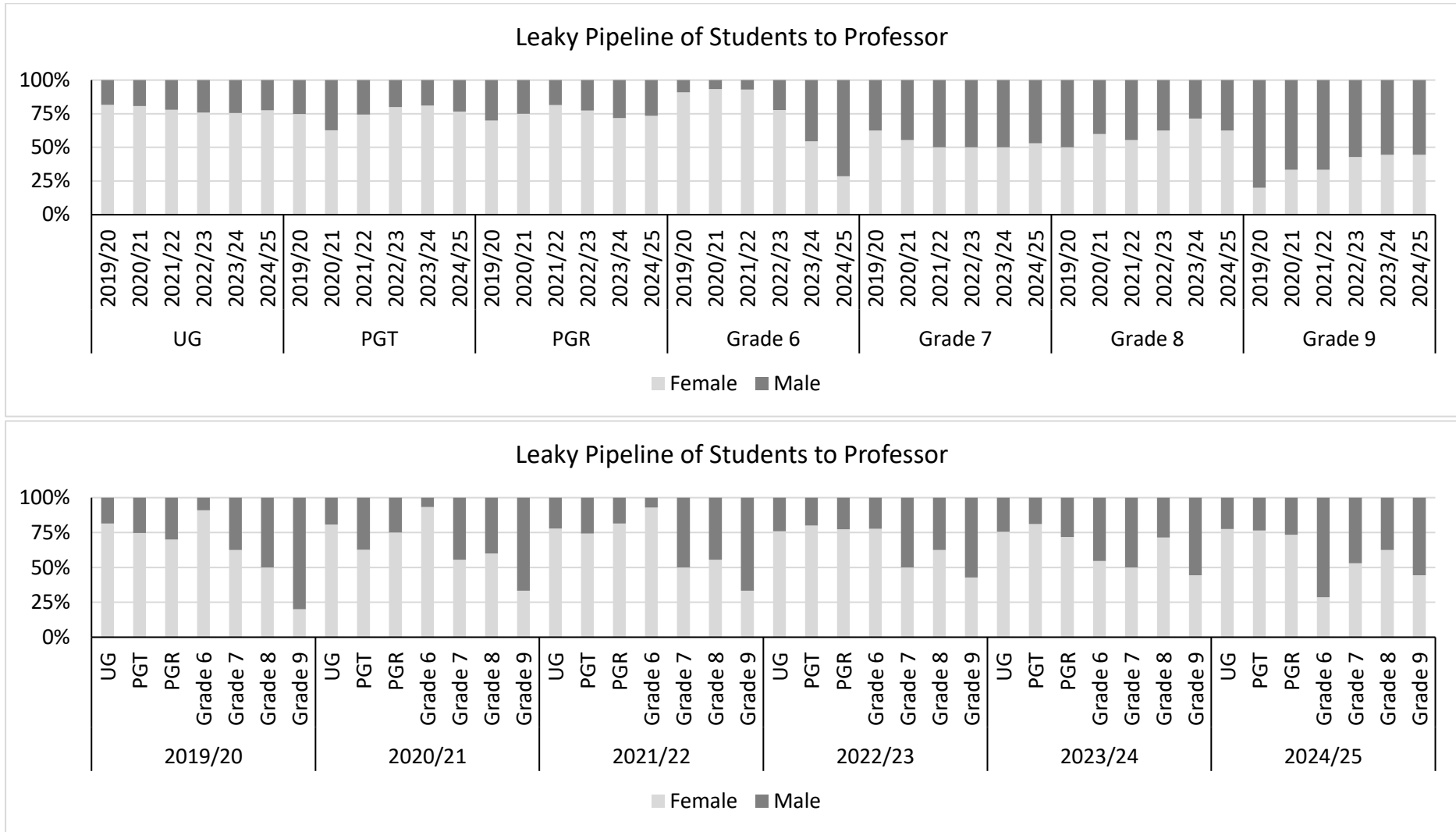
**Table A1.6.2.** PGT student admissions by gender (% Female)

Entry Year	Applications	Offers	Rejections	Acceptance	Registered
2019/20	74%	74%	77%	73%	76%
2020/21	71%	70%	68%	62%	68%
2021/22	74%	75%	66%	71%	77%
2022/23	71%	72%	75%	63%	79%
2023/24	69%	69%	70%	66%	81%
<b>Overall</b>	72%	72%	71%	67%	76%

**Table A1.6.3.** PGR student admissions by gender (% Female)

Entry Year	Applications	Offers	Rejections	Acceptance	Registered
2019/20	71%	75%	67%	74%	75%
2020/21	58%	38%	67%	43%	42%
2021/22	57%	75%	38%	75%	73%
2022/23	74%	89%	59%	80%	78%
2023/24	80%	85%	70%	83%	84%
<b>Overall</b>	68%	72%	60%	71%	70%

### A1.7. Leaky Pipeline

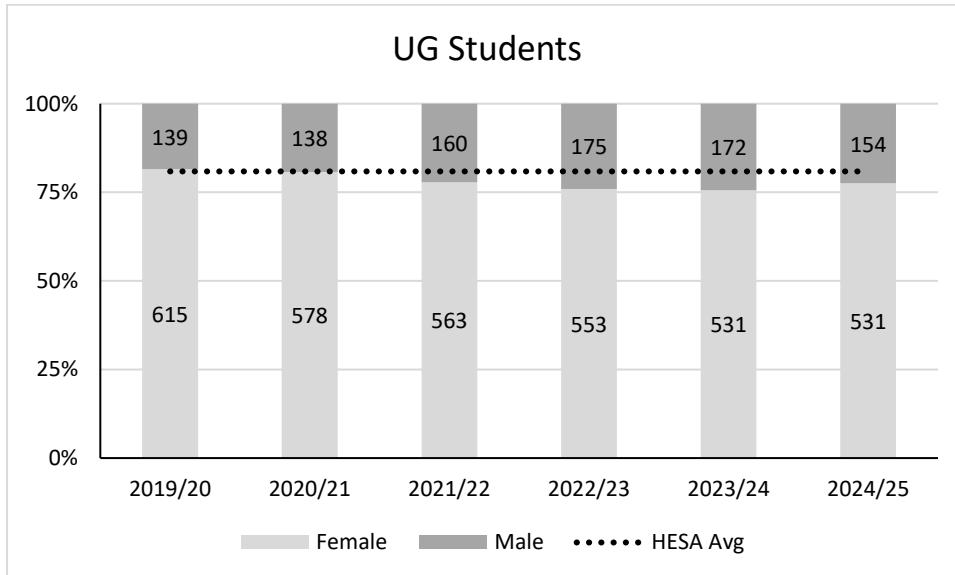


**Figure A1.7.** Leaky pipeline of students through academic staff grades across all career tracks (i.e., Research-Only, Teaching-Only, and Teaching and Research) by gender over time.

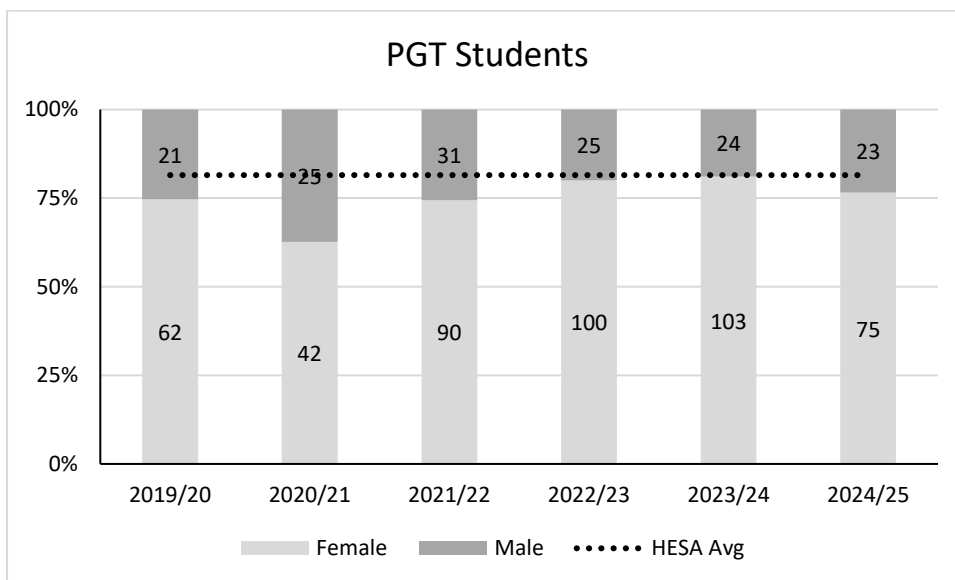
## Appendix 2: Data tables

### Mandatory Data Tables

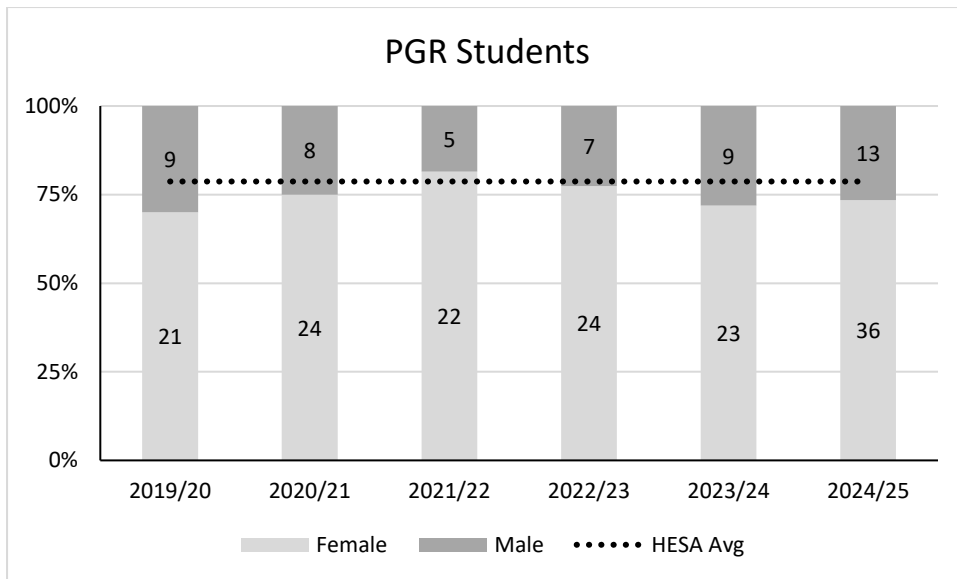
#### A2.1. Students at foundation, UG, PGT and PGR level



**Figure A2.1.1.** Undergraduate students in the School of Psychology over time by percentage gender; numbers within bars represent headcount. NB: the School does not have foundation students.

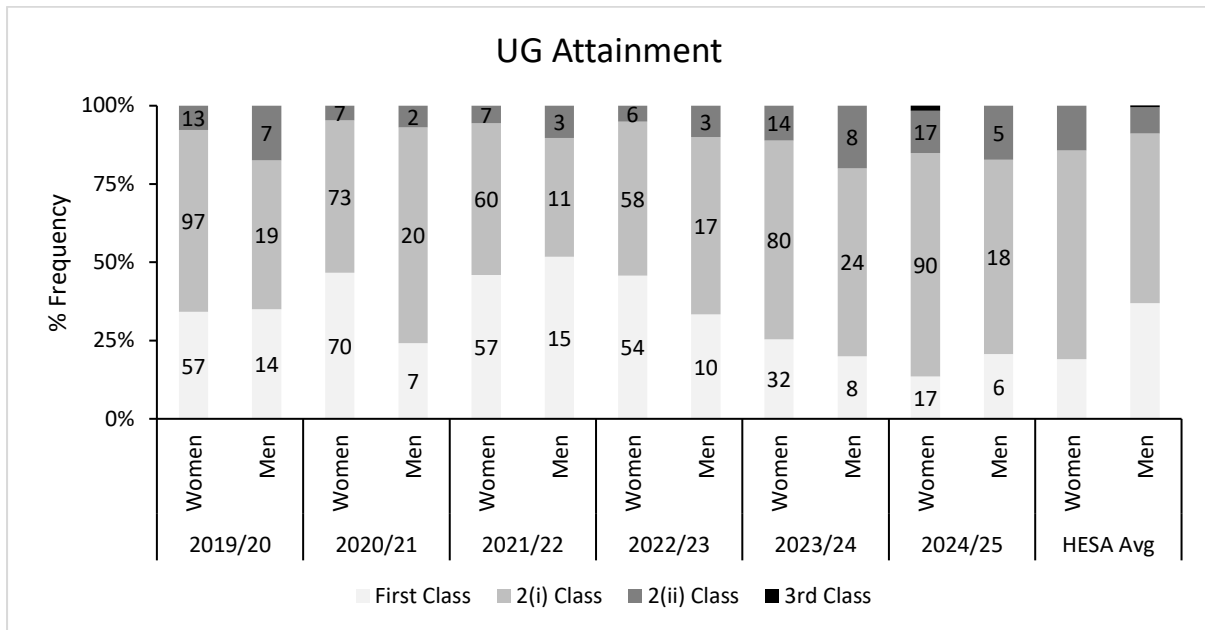


**Figure A2.1.2.** Taught postgraduate students in the School of Psychology over time by percentage gender; numbers within bars represent headcount.

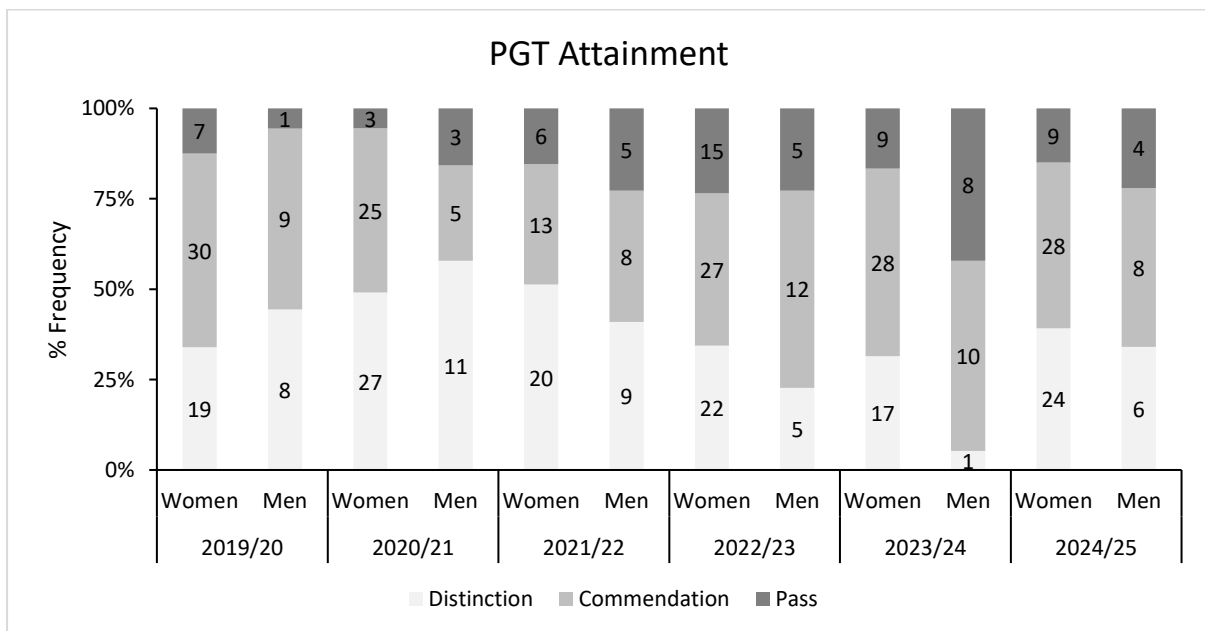


**Figure A2.1.3.** Research postgraduate students in the School of Psychology over time by percentage gender; numbers within bars represent headcount.

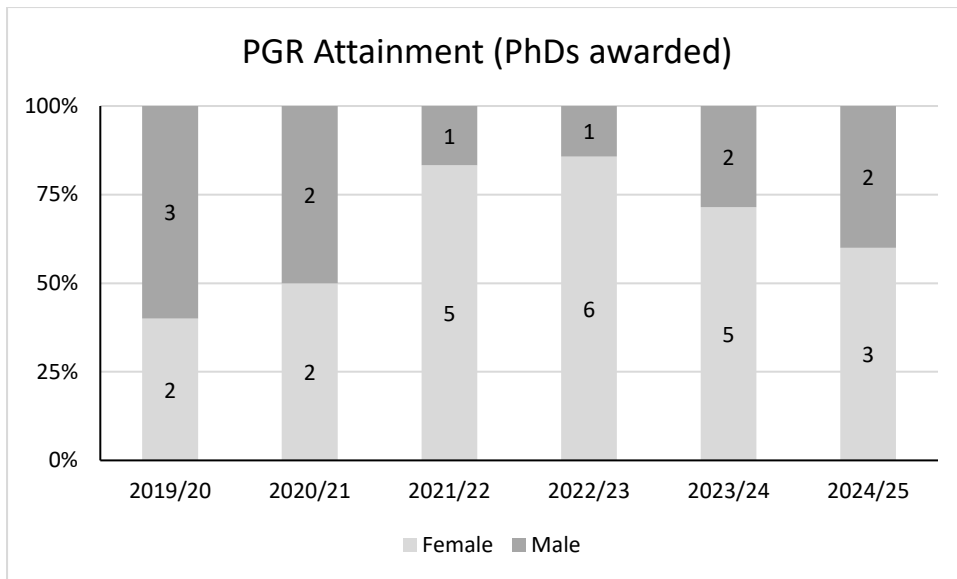
**A2.2. Degree attainment and/or completion rates for students at foundation, UG, PGT and PGR level**



**Figure A2.2.1.** Undergraduate degree classifications in the School of Psychology over time by percentage gender; numbers within bars represent headcount.

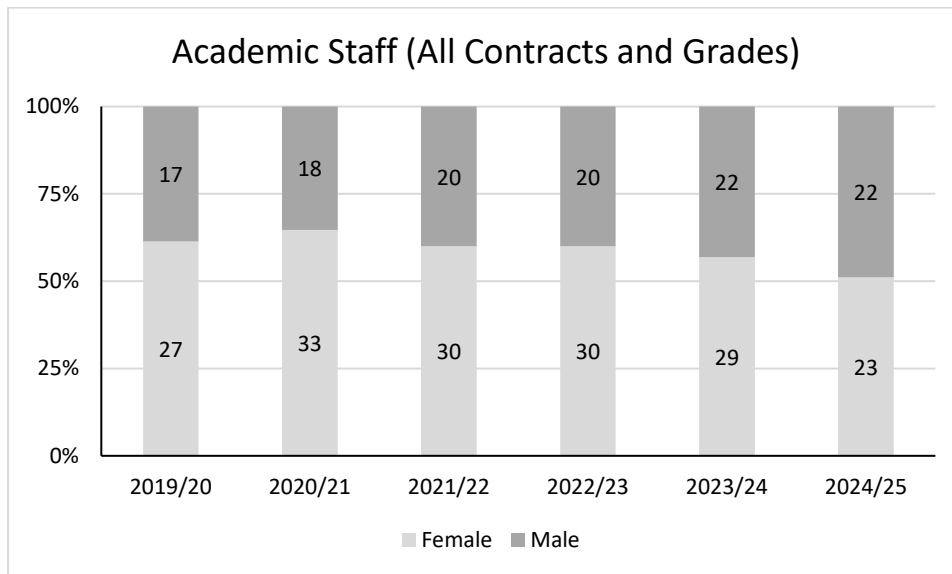


**Figure A2.2.2.** Taught postgraduate degree classifications in the School of Psychology over time by percentage gender; numbers within bars represent headcount.

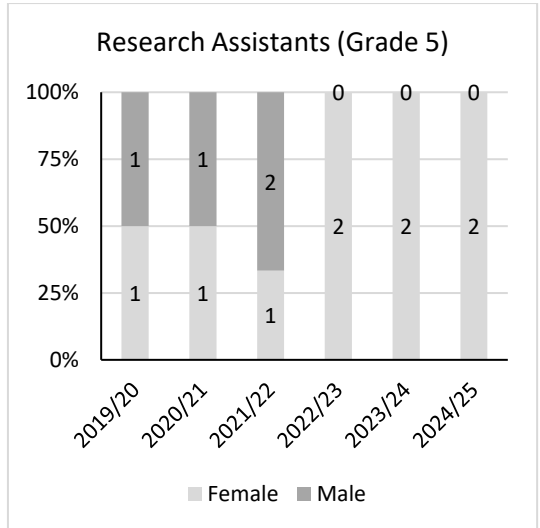
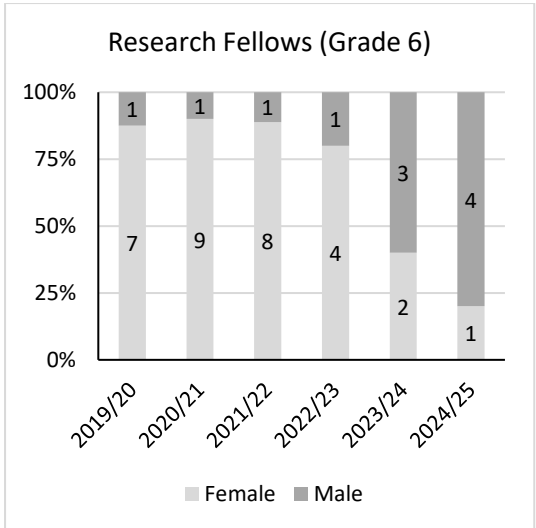
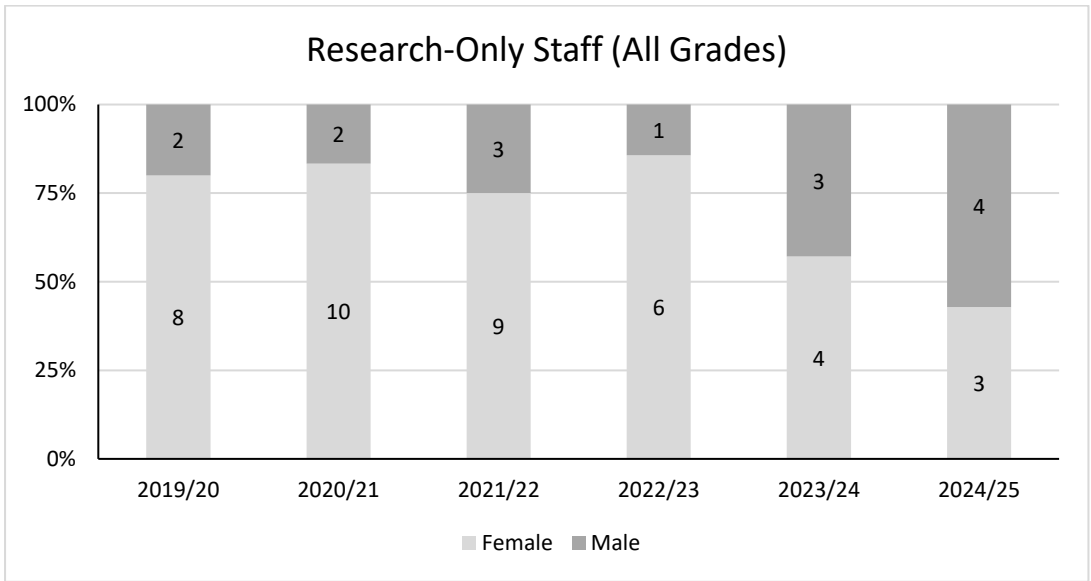


**Figure A2.2.3.** Research postgraduate PhD awards in the School of Psychology over time by percentage gender; numbers within bars represent headcount. There were no non-completions or late completions during the reporting period.

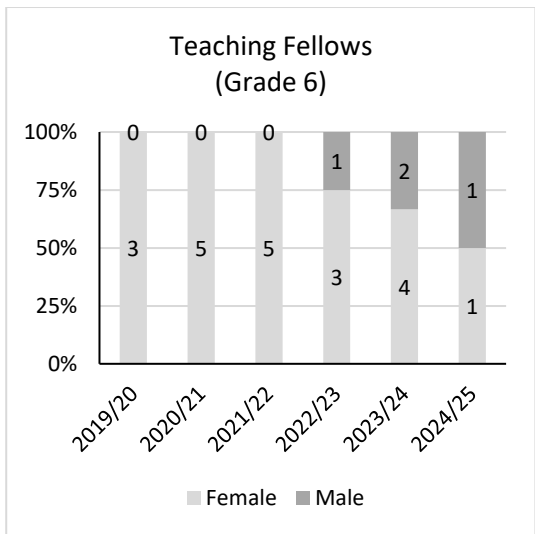
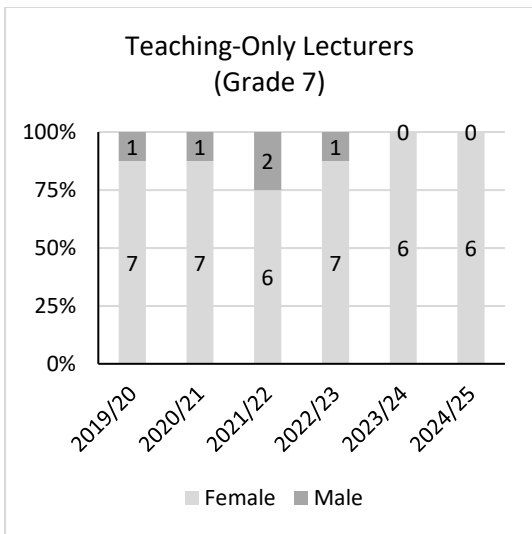
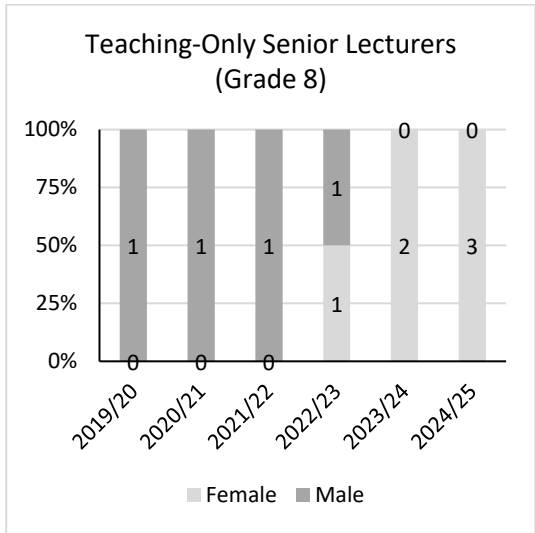
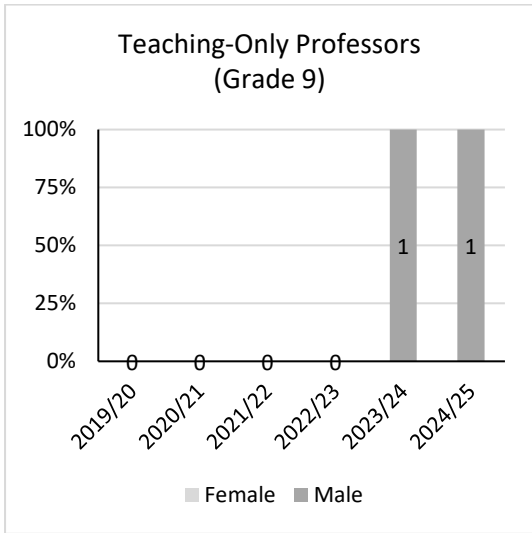
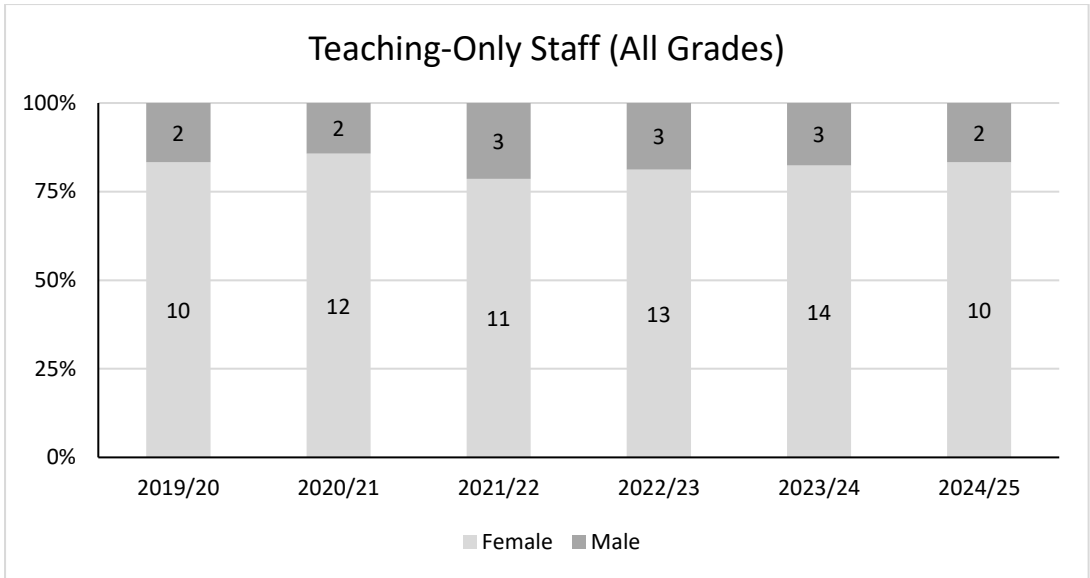
### A2.3. Academic staff by grade and contract function



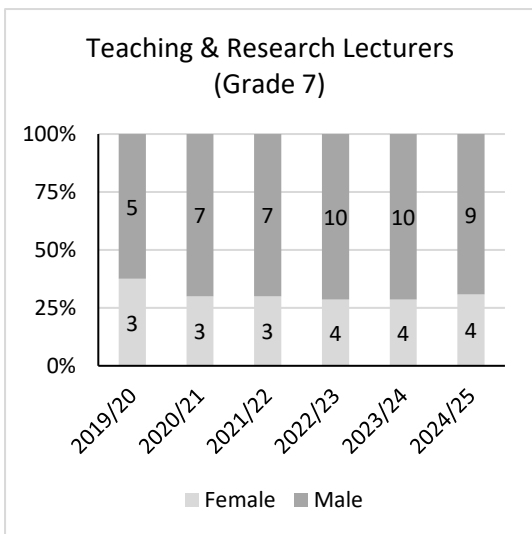
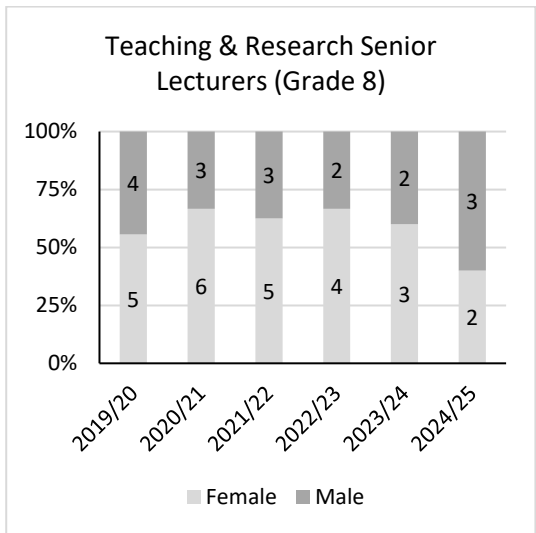
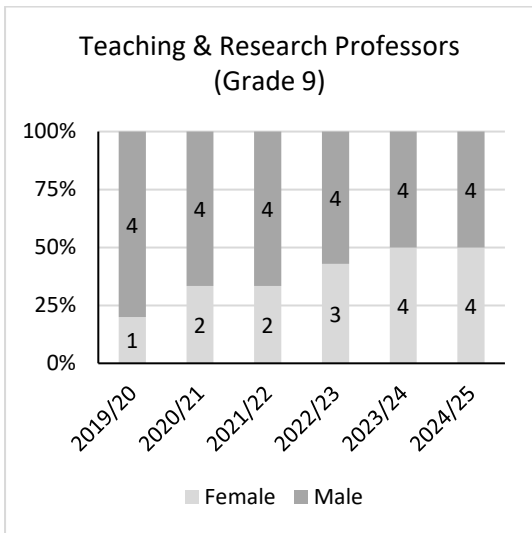
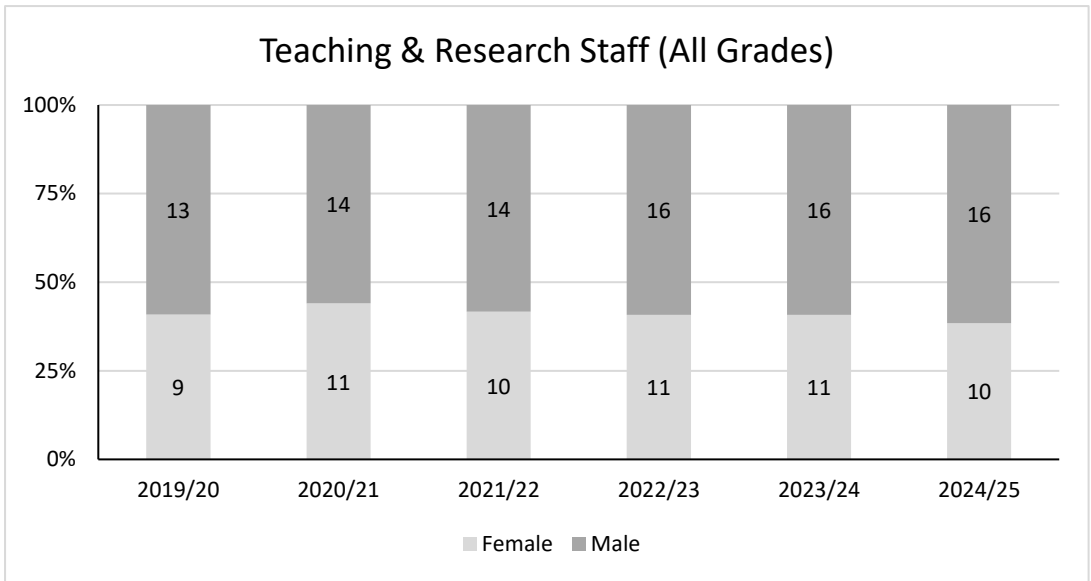
**Figure A2.3.1.** Staff on academic contracts in the School of Psychology over time by gender; numbers within bars represent headcount.



**Figure A2.3.2.** Staff on Research-Only contracts in the School of Psychology over time by percentage gender; numbers within bars represent headcount. HESA Benchmark: 70% female.



**Figure A2.3.3.** Staff on Teaching-Only contracts in the School of Psychology over time by percentage gender; numbers within bars represent headcount. HESA Benchmark: 72% female.

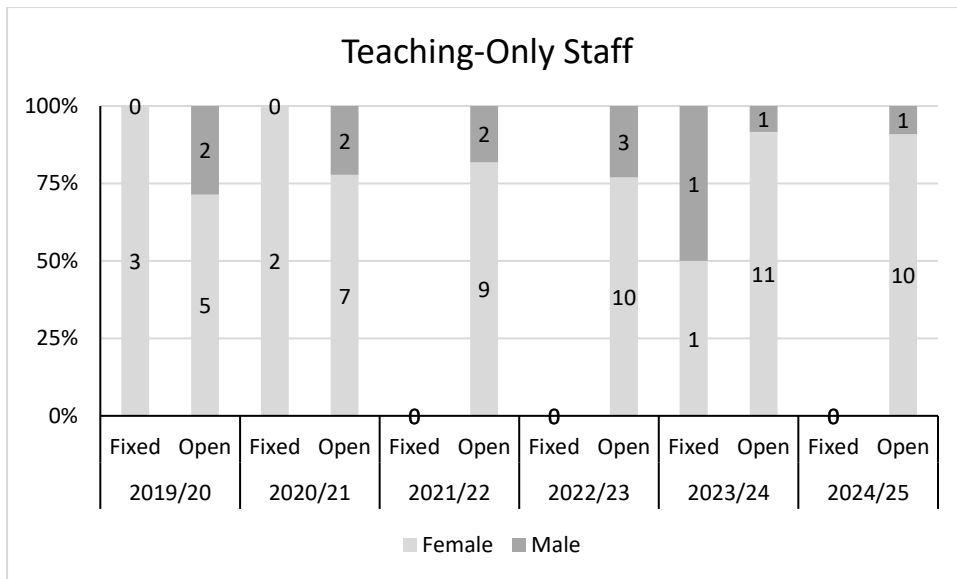


**Figure A2.3.4.** Staff on Teaching & Research contracts in the School of Psychology over time by gender; numbers within bars represent headcount. HESA Benchmark: 58% female.

#### A2.4. Academic staff by grade and contract type

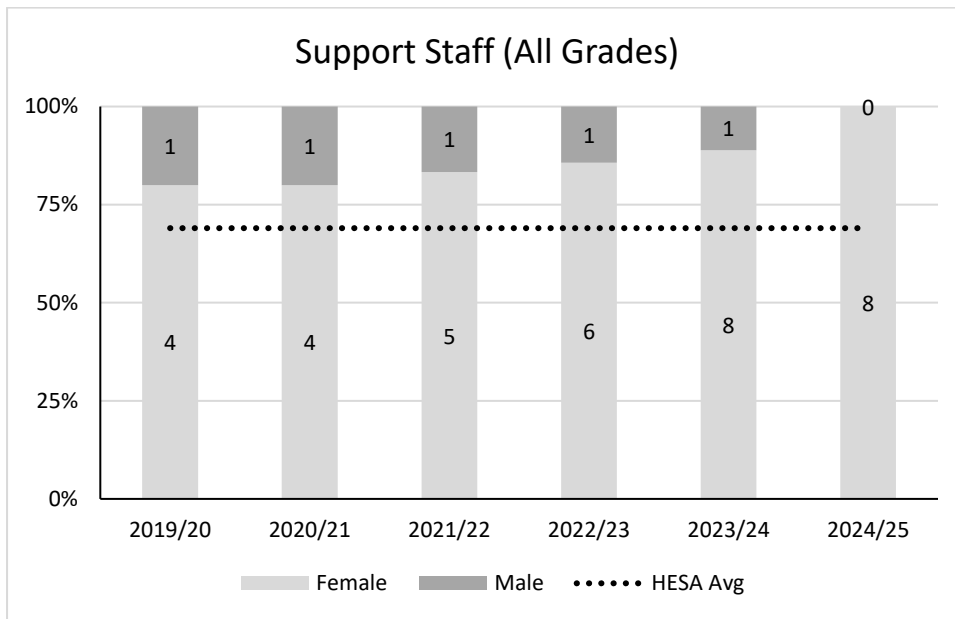
**Table A2.4.1.** Number of staff in academic roles in the School of Psychology over time by contract type (fixed-term or open-term) and gender. Numbers are headcount, percentages show proportion of staff at each contract type who are female. HESA Benchmark: fixed-term 73% female; open-term 61% female.

Year	Gender	Fixed-Term					Open-Term				
		Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2019/20	Female	1	7	0	0	0	0	3	10	5	1
	Male	1	1	0	0	0	0	0	6	4	4
	%F	50%	88%	n/a	n/a	n/a	n/a	100%	63%	56%	20%
2020/21	Female	9	9	0	0	0	0	5	10	6	2
	Male	7	1	0	0	0	0	0	8	3	4
	%F	56%	90%	n/a	n/a	n/a	n/a	100%	56%	67%	33%
2021/22	Female	1	8	0	0	0	0	5	9	5	2
	Male	2	1	0	0	0	0	0	9	3	4
	%F	33%	89%	n/a	n/a	n/a	n/a	100%	50%	63%	33%
2022/23	Female	4	4	0	0	0	0	3	11	4	3
	Male	0	1	0	0	0	0	1	11	2	4
	%F	100%	80%	n/a	n/a	n/a	n/a	75%	50%	67%	43%
2023/24	Female	4	2	0	0	0	0	4	10	3	4
	Male	0	3	0	0	0	0	2	10	2	4
	%F	100%	40%	n/a	n/a	n/a	n/a	67%	50%	60%	50%
2024/25	Female	2	1	1	0	0	0	1	10	2	4
	Male	0	4	0	0	0	0	1	9	3	4
	%F	100%	20%	n/a	n/a	n/a	n/a	50%	53%	40%	50%



**Figure A2.4.1.** Staff on Teaching-Only contracts in the School of Psychology over time by percentage gender and contract type (fixed-term or open-term); numbers within bars represent headcount. NB: During this period, all Research-Only staff were effectively employed on fixed-term contracts (i.e., funding limited), and all Teaching and Research staff were employed on open-term contract

## A2.5. Professional Support Staff by grade and job family



**Figure A2.5.1.** Staff on Professional Support Staff contracts in the School of Psychology over time by percentage gender; numbers within bars represent headcount.

**Table A2.5.1.** Staff on Professional Support Staff contracts in the School of Psychology over time by percentage gender, grade and job role; numbers within bars represent headcount.

\*All roles are administrative except the highlighted technical roles.

Year	Gender	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
2019/20	Female	2	1	0	0	1
	Male	0	0	0	1*	0
	%F	100%	100%	n/a	0%	n/a
2020/21	Female	2	1	0	0	1
	Male	0	0	0	1*	0
	%F	100%	100%	n/a	0%	n/a
2021/22	Female	2	1	1	0	1
	Male	0	0	0	1*	0
	%F	100%	100%	n/a	0%	n/a
2022/23	Female	3	1	1	0	1
	Male	0	0	0	1*	0
	%F	100%	100%	n/a	0%	n/a
2023/24	Female	4	1	1	1*	1
	Male	0	0	0	1*	0
	%F	100%	100%	n/a	0%	n/a
2024/25	Female	3	2	1	1*	1
	Male	0	0	0	0	0
	%F	100%	100%	n/a	0%	n/a

## A2.6. Professional support staff by grade and contract type

**Table A2.6.1.** Number of staff in professional support roles in the School of Psychology over time by contract type (fixed-term or open-term) and gender. Numbers are headcount, percentages show proportion of staff at each contract type who are female. HESA Benchmark: fixed-term 73% female; open-term 61% female. \*All roles are administrative except the highlighted technical roles.

Year	Gender	Fixed-Term					Open-Term				
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
2019/20	Female	0	0	0	0	0	2	1	0	0	1
	Male	0	0	0	0	0	0	0	0	1*	0
	%F	n/a	n/a	n/a	n/a	n/a	100%	100%	n/a	0%	100%
2020/21	Female	1	0	0	0	0	1	1	0	0	1
	Male	0	0	0	0	0	0	0	0	1*	0
	%F	100%	n/a	n/a	n/a	n/a	100%	100%	n/a	0%	100%
2021/22	Female	0	0	0	0	0	2	1	1	0	1
	Male	0	0	0	0	0	0	0	0	1*	0
	%F	n/a	n/a	n/a	n/a	n/a	100%	100%	100%	0%	100%
2022/23	Female	1	0	0	0	0	2	1	1	0	1
	Male	0	0	0	0	0	0	0	0	1*	0
	%F	100%	n/a	n/a	n/a	n/a	100%	100%	100%	0%	100%
2023/24	Female	1	0	0	0	0	3	1	1	1*	1
	Male	0	0	0	0	0	0	0	0	1*	0
	%F	100%	n/a	n/a	n/a	n/a	100%	100%	100%	50%	100%
2024/25	Female	0	0	0	0	0	3	2	1	1*	1
	Male	0	0	0	0	0	0	0	0	0	0
	%F	n/a	n/a	n/a	n/a	n/a	100%	100%	100%	100%	100%

## A2.7. Applications, shortlist, and appointments made in recruitment to academic posts by grade

Table A2.7.1 Applications, shortlist, offers, and hires to all academic roles by gender.

Year	Grade	Gender	Applications	Shortlisted	Offers	Hired	Applicants: Shortlisted	Shortlisted: Made offers	Made offers: Hired	Applicants: Hired
2019/20	Grades 5 or 6	Female	24	5	4	4	21%	80%	100%	17%
		Male	23	4	0	0	17%	0%	n/a	0%
		% F	51%	56%	100%	100%				
	Grades 7 or 8	Female	6	1	0	0	17%	0%	NA	0%
		Male	3	1	1	0	33%	100	0%	0%
		% F	67%	50%	0%	n/a				
2020/21	Grades 5 or 6	Female	11	4	1	0	36%	25%	0%	0%
		Male	12	4	1	1	33%	25%	100%	8%
		% F	48%	50%	50%	0%				
	Grades 7 or 8	Female	24	7	1	0	29%	14%	0%	0%
		Male	18	5	1	0	28%	20%	0%	0%
		% F	57	57	58	50				
2021/22	Grades 5 or 6	Female	10	2	0	0	20%	0%	n/a	0%
		Male	8	3	1	1	38%	33%	100%	13%
		% F	56%	40%	0%	0%				
	Grades 7 or 8	Female	57	7	3	3	12%	43%	100%	5%
		Male	62	10	3	3	16%	30%	100%	5%
		% F	48%	41%	50%	50%				
2022/23	Grades 5 or 6	Female	34	8	2	2	24%	25%	100%	6%
		Male	29	8	4	4	28%	50%	100%	14%
		% F	54%	50%	33%	33%				
	Grades 7 or 8	Female	48	5	1	0	10%	20%	0%	0%
		Male	46	4	1	1	9%	25%	n/a	2%
		% F	51%	56%	50%	0%				
	Grade 9	Female	5	1	0	0	20%	0%	n/a	0%
		Male	4	1	1	0	25%	100	0%	0%
		% F	56%	50%	0%	n/a				
2023/24	Grades 5 or 6	Female	16	3	1	1	19%	33%	100%	6%
		Male	15	2	1	1	13%	50%	100%	7%
		% F	52%	60%	50%	50%				
2024/25	Grades 5 or 6	Female	22	9	1	1	41%	11%	100%	5%
		Male	23	4	1	1	17%	25%	100%	4%
		% F	49%	69%	50%	50%				
	Grades 7 or 8	Female	21	4	3	3	19%	75%	100%	14%
		Male	19	3	2	1	16%	67%	n/a	5%
		% F	53%	57%	60%	75%				
Overall	Female		278	56	17	14	20%	30%	82%	5%
	Male		262	49	17	13	19%	35%	76%	5%
	% F		51%	53%	50%	52%				

**Table A2.7.2** Applications, shortlist, offers, and hires to Research-Only roles by gender.

Year	Gender	Applications	Shortlisted	Offers	Hired	Applicants: Shortlisted	Shortlisted: Made offers	Made offers: Hired	Applicants: Hired
2019/20	Female	8	3	2	2	38%	67%	100%	25%
	Male	9	2	0	0	22%	0%	n/a	0%
	% F	47%	60%	100%	100%				
2020/21	Female	11	4	1	0	36%	25%	0%	0%
	Male	12	4	1	1	33%	25%	100%	8%
	% F	48%	50%	50%	0%				
2021/22	Female	no posts				no posts			
	Male								
	% F								
2022/23	Female	11	4	1	1	36%	25%	100%	9%
	Male	12	4	2	2	33%	50%	100%	17%
	% F	48%	50%	33%	33%				
2023/24	Female	16	3	1	1	19%	33%	100%	6%
	Male	15	2	1	1	13%	50%	100%	7%
	% F	52%	60%	50%	50%				
2024/25	Female	10	5	1	1	50%	20%	100%	10%
	Male	12	2	0	0	17%	0%	n/a	0%
	% F	45%	71%	100%	100%				
Overall	Female	56	19	6	5	34%	32%	83%	9%
	Male	60	14	4	4	23%	29%	100%	7%
	% F	48%	58%	60%	56%				

**Table A2.7.3** Applications, shortlist, offers, and hires to Teaching-Only roles by gender.

Year	Gender	Applications	Shortlisted	Offers	Hired	Applicants: Shortlisted	Shortlisted: Made offers	Made offers: Hired	Applicants: Hired
2019/20	Female	16	2	2	2	13%	100%	100%	13%
	Male	14	2	0	0	14%	0%	n/a	0%
	% F	53%	50%	100%	100%				
2020/21	Female	no posts				no posts			
	Male	no posts				no posts			
	% F	no posts				no posts			
2021/22	Female	25	2	1	1	8%	50%	n/a	4%
	Male	13	3	1	1	23%	33%	100%	8%
	% F	66%	40%	50%	50%				
2022/23	Female	23	4	1	1	17%	25%	100%	4%
	Male	17	4	2	2	24%	50%	100%	12%
	% F	58%	50%	33%	33%				
2023/24	Female	no posts				no posts			
	Male	no posts				no posts			
	% F	no posts				no posts			
2024/25	Female	33	8	3	3	24%	38%	100%	9%
	Male	30	5	3	2	17%	60%	67%	7%
	% F	52%	62%	50%	60%				
Overall	Female	97	16	7	7	16%	44%	100%	7%
	Male	74	14	6	5	19%	43%	83%	7%
	% F	57%	53%	54%	58%				

**Table A2.7.4** Applications, shortlist, offers, and hires to Teaching & Research roles by gender.

Year	Gender	Applications	Shortlisted	Offers	Hired	Applicants: Shortlisted	Shortlisted: Made offers	Made offers: Hired	Applicants: Hired
<b>2019/20</b>	Female	6	1	0	0	17%	0%	n/a	0%
	Male	3	1	1	0	33%	100%	0%	0%
	% F	<b>67%</b>	<b>50%</b>	<b>0%</b>	<b>n/a</b>				
<b>2020/21</b>	Female	24	7	1	0	4%	0%	n/a	0%
	Male	18	5	1	0	28%	40%	0%	0%
	% F	<b>57</b>	<b>58</b>	<b>50</b>	<b>n/a</b>				
<b>2021/22</b>	Female	42	7	2	2	17%	43%	100%	7%
	Male	57	10	3	3	18%	30%	100%	5%
	% F	<b>42%</b>	<b>41%</b>	<b>40%</b>	<b>40%</b>				
<b>2022/23</b>	Female	48	5	1	0	23%	17%	100%	4%
	Male	46	4	1	1	10%	20%	n/a	0%
	% F	<b>51%</b>	<b>56%</b>	<b>50%</b>	<b>0%</b>				
<b>2023/24</b>	Female	no posts				no posts			
	Male	no posts				no posts			
	% F	no posts				no posts			
<b>2024/25</b>	Female	no posts				no posts			
	Male	no posts				no posts			
	% F	no posts				no posts			
<b>Overall</b>	Female	120	20	4	2	17%	20%	50%	2%
	Male	124	20	6	4	16%	30%	67%	3%
	% F	<b>49%</b>	<b>50%</b>	<b>40%</b>	<b>33%</b>				

## A2.8. Applications, shortlist, and appointments made in recruitment to professional support roles by grade

**Table A2.8.1** Applications, shortlist, offers, and hires to Professional Support roles by gender.

Year	Gender	Applications	Shortlisted	Offers	Hired	Proportion of applicants shortlisted	Proportion of those shortlisted made offers	Proportion of those made offers hired	Proportion of applicants hired
2019/20	Female	2	1	1	1	50%	100%	100%	50%
	Male	0	0	0	0	n/a	n/a	n/a	n/a
	% F	100%	100%	100%	100%				
2020/21	Female	31	6	1	1	19%	17%	100%	3%
	Male	13	2	0	0	15%	0%	n/a	0%
	% F	70%	75%	100%	100%				
2021/22	Female	34	11	3	2	32%	27%	67%	6%
	Male	12	1	0	0	8%	0%	n/a	0%
	% F	74%	92%	100%	100%				
2022/23	Female	25	6	3	3	24%	50%	100%	12%
	Male	7	1	0	0	14%	0%	n/a	0%
	% F	78%	86%	100%	100%				
2023/24	Female	29	1	1	1*	3%	100%	100%	3%
	Male	13	0	0	0	0%	n/a	n/a	0%
	% F	69%	100%	100%	100%				
2024/25	Female	0	0	0	0	n/a	n/a	n/a	n/a
	Male	1	1	1	1*	100%	100%	100%	100%
	% F	0%	0%	0%	0%				
Overall	Female	121	25	9	8	21%	36%	89%	7%
	Male	46	5	1	1	11%	20%	n/a	2%
	% F	72%	83%	90%	89%				

\*Technician/Lab Manager roles utilizing redeployment of fixed-term staff whose contracts were coming to an end

## A2.9. Applications and success rates for academic promotion

**Table A2.9.1.** Applications and outcomes for promotion across all academic roles by gender.

Year	Gender	Applications	Successful	Unsuccessful	% Successful
<b>2019/20</b>	Female	0	0	0	n/a
	Male	1	1	0	100%
	% F	0%	0%	n/a	
<b>2020/21</b>	Female	2	2	0	100%
	Male	1	1	0	100%
	% F	67%	67%	n/a	
<b>2021/22</b>	Female	3	2	1	67%
	Male	0	0	0	n/a
	% F	100%	100%	100%	
<b>2022/23</b>	Female	4	3	1	75%
	Male	1	1	0	100%
	% F	80%	75%	100%	
<b>2023/24</b>	Female	1	1	0	100%
	Male	1	1	0	100%
	% F	50%	50%	n/a	
<b>2024/25</b>	Female	0	0	0	n/a
	Male	1	1	0	100%
	% F	0%	0%	n/a	
<b>Overall</b>	Female	10	8	2	80%
	Male	5	5	0	100%
	% F	67%	62%	100%	

NB: There were no promotion applicants from Research-Only roles

**Table A2.9.2.** Applications and outcomes for promotion within Teaching-Only roles by gender.

Year	Gender	Applications	Successful	Unsuccessful	% Successful
<b>2019/20</b>	Female	0	0	0	n/a
	Male	0	0	0	n/a
	% F	n/a	n/a	n/a	
<b>2020/21</b>	Female	1	1	0	<b>100%</b>
	Male	0	0	0	n/a
	% F	<b>100%</b>	<b>100%</b>	n/a	
<b>2021/22</b>	Female	3	2	1	<b>67%</b>
	Male	0	0	0	n/a
	% F	<b>100%</b>	<b>100%</b>	<b>100%</b>	
<b>2022/23</b>	Female	3	2	1	<b>67%</b>
	Male	1	1	0	<b>100%</b>
	% F	<b>75%</b>	<b>67%</b>	<b>100%</b>	
<b>2023/24</b>	Female	1	1	0	<b>100%</b>
	Male	1	1	0	<b>100%</b>
	% F	<b>50%</b>	<b>50%</b>	n/a	
<b>2024/25</b>	Female	0	0	0	n/a
	Male	0	0	0	n/a
	% F	n/a	n/a	n/a	
<b>Overall</b>	Female	8	6	2	<b>75%</b>
	Male	2	2	0	<b>100%</b>
	% F	<b>80%</b>	<b>75%</b>	<b>100%</b>	

**Table A2.9.3.** Applications and outcomes for promotion within Teaching & Research roles by gender.

Year	Gender	Applications	Successful	Unsuccessful	% Successful
<b>2019/20</b>	Female	0	0	0	n/a
	Male	1	1	0	100%
	% F	0%	0%	n/a	
<b>2020/21</b>	Female	1	1	0	100%
	Male	1	1	0	100%
	% F	50%	50%	n/a	
<b>2021/22</b>	Female	0	0	0	n/a
	Male	0	0	0	n/a
	% F	n/a	n/a	n/a	
<b>2022/23</b>	Female	1	1	0	100%
	Male	0	0	0	n/a
	% F	100%	100%	n/a	
<b>2023/24</b>	Female	0	0	0	n/a
	Male	0	0	0	n/a
	% F	n/a	n/a	n/a	
<b>2024/25</b>	Female	0	0	0	n/a
	Male	1	1	0	100%
	% F	0%	0%	n/a	
<b>Overall</b>	Female	2	2	0	100%
	Male	3	3	0	100%
	% F	40%	40%	n/a	

## A2.10. Applications and success rates for Professional Support progression

**Table A2.10.1.** Applications and outcomes for regrading across all Professional Support roles by gender.

Year	Gender	Applications	Successful	Unsuccessful	% Successful
<b>2019/20</b>	Female	0	0	0	n/a
	Male	0	0	0	n/a
	% F	n/a	n/a	n/a	
<b>2020/21</b>	Female	0	0	0	n/a
	Male	0	0	0	n/a
	% F	n/a	n/a	n/a	
<b>2021/22</b>	Female	0	0	0	n/a
	Male	0	0	0	n/a
	% F	n/a	n/a	n/a	
<b>2022/23</b>	Female	0	0	0	n/a
	Male	0	0	0	n/a
	% F	n/a	n/a	n/a	
<b>2023/24</b>	Female	1	1	0	n/a
	Male	0	0	0	n/a
	% F	n/a	n/a	n/a	
<b>2024/25</b>	Female	4	4	0	n/a
	Male	0	0	0	n/a
	% F	<b>100%</b>	<b>100%</b>	n/a	
<b>Overall</b>	Female	5	5	0	<b>100%</b>
	Male	0	0	0	n/a
	% F	<b>100%</b>	<b>100%</b>	n/a	

NB: There were no regrading applications from technical roles (i.e., only admin support roles)

### Appendix 3: Glossary

Academic Line Manager	ALM
Athena Swan	AS
Director of Research postgraduates	DoPGR
Director of Taught postgraduates	DoPGT
Director of Research	DoR
Director of Education	DoE
Early Career Research Forum	ECRF
Equality and Diversity Research Group	EDRG
Equality, Diversity, and Inclusion	EDI
Equality, Diversity, and Inclusion Lead	EDIL
Equality, Diversity, and Inclusion Psychology Network	EDI Psych Net
Full-time Equivalent	FTE
Gold Action Plan 2025	AP2025
Head of School	HoS
Health and Safety Officer	H&SO
Higher Education	HE
Higher Education Academy	HEA
Higher Education Role Analysis	HERA
Higher Education Statistics Agency	HESA
Human Resources	HR
Masters in Research Methods	MRes
Menopause Network Lead	MNL
Neurodiversity Network Lead	NNL
Principal Investigator	PI
Professional, Technical, and Operational	PTO
Research Excellence Framework	REF
Research Postgraduate	PGR
School Administrative Manager	SAM
School Communications, Recruitment, Engagement, and Marketing	SCREAM
School Communications, Recruitment, Engagement, and Marketing Lead	SCREAML
School Executive	School Exec
Self-Assessment Team	SAT
Silver Action Plan 2020	AP2020
Staff Development Lead	SDL
Student Development Lead	StDL
Taught Postgraduate	PGT
Teaching and Research	T&R
Teaching and Scholarship	T&S
Undergraduate	UG
Women Into Science and Engineering	WISE