

Institution: University of Kent
Unit of Assessment: 4: Psychology, Psychiatry and Neuroscience
<p>1. Unit context and structure, research and impact strategy</p> <p>a. Context and Structure</p> <p>The School of Psychology at Kent is internationally distinctive for its tradition in social psychology. This legacy has remained at the heart of our research as we have consolidated our international profile in cognition and neuroscience, forensic, and developmental psychology. This expansion across sub-disciplines has been facilitated by significant growth since REF2014 (42 vs. 34 FTE). Beyond our category A staff, we have established a vibrant community of researchers that includes an increased number of externally funded postdoctoral research associates (PDRAs; 20 new) and PD fellows (four new). We have also grown our postgraduate research activity, with 132 new PhD registrations, including 32 externally funded and 81 internally funded PhDs, and 83 completions.</p> <p>This growth has been supported by a steep year-on-year upward trajectory in average annual research income spend over the REF2021 period, including significant increases from EU government bodies, UK-based charities, and non-EU industry, commerce and public corporations. The number and value of research awards won has grown substantially thanks to mechanisms (detailed below) that support areas of long-standing success and have opened up new pathways for investigation. During this REF cycle, we have won 64 research grants totalling >£8m, of which 16 are over £100k, from 34 different sources, including competitively awarded large project grants from prestigious funders, such as:</p> <ul style="list-style-type: none"> • European Research Council grants: Ferguson, Sengupta, Üskül; • ESRC standard grants: Bindemann, Williams; • Leverhulme Trust project grants: Abbot-Smith, Bergström, Bindemann, Ferguson, Stoeber, Sutton. <p>To further support this growth, we have made significant investments in research infrastructure to ensure that all research staff and students have access to a team of seven in-house specialist research and technical support staff, new lab spaces and state-of-the-art equipment, including five eye-trackers, three EEG systems, four brain stimulation systems, nine virtual reality suites, and a mobile laboratory van.</p> <p>The success of our distinctive academic community is evident from >1,000 peer-reviewed journal articles and 16 authored/edited books produced, as well as >20 prizes awarded to staff and >30 conferences hosted at Kent during this REF period. Our research has made a significant impact on the academic community, attracting >17k citations from 137 different countries over the period (retrieved from SciVal); the <i>2021 Times Higher Education World University Rankings</i> place us 4th in the UK for citations and 8th for research.</p> <p>Our researchers provide increasingly important leadership in the discipline, through senior roles in national and international learned societies and professional bodies that shape the direction of research in psychology and neuroscience, including:</p> <ul style="list-style-type: none"> • Vice President of the British Academy: Abrams; • Vice President of the International Society of Political Psychology: Cichocka; • Secretary of the European Association of Social Psychology: Douglas; • Honorary Secretary of the Experimental Psychology Society: Ferguson. <p>In addition, Kent psychologists influence the field as elected members of grant committees and learned society committees, and as editors for esteemed international journals (seven Chief Editorships, 32 Associate Editorships), such as <i>Psychological Science</i> and <i>Journal of Experimental Psychology: Learning, Memory & Cognition</i>.</p>

As our scientific leadership in the discipline has grown, so has public engagement with our research and its societal impact (detailed in four impact case studies and below). To maximise these opportunities, we have launched a new Psychology Community Research Hub initiative, which enables public and professional stakeholders to systematically access our evidence base, help shape the questions we ask, and act as co-producers of our research. This includes accessible lab space, online resources, and a programme of events for the general public and practitioners in specific fields.

b. Research Strategy Review

Across our diverse and distinctive research interests, almost every member of our community is an experimental psychologist working at the same site with shared facilities. This enables us to have a highly focused research strategy that pays attention to the needs of the four specific sub-disciplines that form the basis of our research groups. Kent Psychology's research objectives over the assessment period have focused on four priority areas along with strategic initiatives that increase our research capacity.

1. Community and user-focused research

A key goal is to make our theoretical and empirical research advances more accessible and relevant to the public, ensuring user input into the questions we ask and methods we use. Over this REF period we have developed several new initiatives to engage more widely with non-academic partners, asking research questions that are relevant and more accessible to the general public.

Research staff and students are encouraged to include non-student populations in their research, and the School has launched new initiatives to support this:

- Enhanced annual fund for PhD student participant payment;
- Kent Adult Research Unit community participant database launched in 2014 (now subsumed under Community Research Hub);
- Impact and engagement seed funding.

Second, Kent Psychology's new Community Research Hub was launched in 2019 (details below), and provides one of the key pathways that links our academic research with non-academic partners and the general public. Through this initiative we have:

- Set up a physical space to welcome non-academic partners (in the Woodlands building);
- Invited professional stakeholders and members of the public to scrutinise the questions we ask by sitting on our research advisory board and ethics panel;
- Involved users and participants as co-producers of our research through citizen science projects, one of which produced a publication in *Memory* in 2020;
- Launched new lay-accessible webpages that showcase our research activity and community outreach events;
- Created an events programme including open days, adult education and continuous professional development courses, and a public engagement programme that includes events combining academic and user groups.

As a result of these initiatives to enhance our visibility and engagement with non-academic partners, we have:

- Established access to hard-to-reach populations (e.g. offenders, young families, older adults, people with autism, clinical patients, and military veterans);

- Formalised externally funded collaborations with non-academic professionals (e.g. orthodontists, neurorehabilitation specialists, personality assessment specialists, educators, police);
- Won six CASE studentships and three PhD student secondments to Government departments, giving PhD students challenging training experiences with external partners.

In addition to our four impact case studies, our user-focused strategies have facilitated novel applied research showing, for example, that:

- Across a national sample of 32,000 people, engagement with the arts longitudinally promotes both volunteering and charitable donations (Abrams);
- Innovative evaluative techniques help to better assess carers' quality of life (Brown);
- Access to gardens benefits dementia patients (Swift);
- Vestibular dysfunction singularly predicts long-term neuropsychiatric outcomes in military personnel with mild traumatic brain injury (Wilkinson).

2. Leadership in open science

As a leading international centre for social psychology, we have responded to the 'replication crisis' in the discipline by leading on significant changes in open science (OS) practice. Internally, this can be seen in our new OS policies and opportunities that extend to all research-active staff, and in UG and PG education, leading to a culture of transparent research practice. The timeline for this initiative has been:

- 2015: Launched regular postgraduate and staff training workshops and away days focusing on OS;
- 2016: All research outputs (excluding those with publisher embargoes) made available as green open access via the Kent Academic Repository; lay-accessible reports published online for externally funded research projects;
- 2017: OS working group established to develop and launch formal guidelines for staff and students;
- 2018: Updated ethics consent forms for open access;
- 2019: The School joined the UK Reproducibility Network (UKRN), launched Kent UKRN network, led the establishment of an institutional page on the Open Science Framework (OSF), launched a University-wide ReproducibiliTea discussion group, and secured network storage for open access materials.

Our new School OS policy, implemented in 2019, is intended to build capacity in this area and is supported by training workshops for staff and research students, requiring that:

- All research-active staff engage in one or more OS research/publishing practice (i.e. pre-registration, open data, open materials) each academic year: monitored as a discussion point in annual research planning meetings;
- All PhD students pre-register at least one study during their PhD: monitored as a discussion point in annual research student progression meetings;
- Advertisements for all research-focused academic posts include OS practices as a desirable criterion;
- The School provides continual training opportunities for staff and research students on state-of-the-art methods and analysis tools (especially those that maximise OS).

Externally, Kent staff have made significant contributions to OS movements across the discipline since 2013, shaping the rigorous standards expected for publication. These external activities have helped establish 'new norms' for rigour in psychological science, notably in social psychology where these issues first came to the fore, and have highlighted how the field might mitigate the acute impact of OS issues on early career researchers (ECRs). For example:

- In their Editorial, grant funding boards and learned society roles, our staff have pioneered reform guidelines on OS, including registered reports, statistics checking, and sample size/power rationales;
- Giner-Sorolla has organised or co-authored editorials and papers on OS and meta-science, led conferences/workshops/sandpits on OS challenges and best practice around the world, and advised on the 7th edition APA publication manual;
- Üskül was invited to contribute to an online panel discussion on open access publishing for the Association for Psychological Science;
- Ferguson and Williams were awarded an OSF pre-registration Challenge prize in 2018 for conducting transparent research with autistic adults.

The positive impact of these new initiatives can be seen in >50 published research papers that included pre-registered studies since 2013 (no pre-registrations were logged in the REF2014 period), and 51 research projects from Psychology that have been made public on our Institutional OSF page. Moreover, an increasing number of our published papers have made their materials, data, and analysis scripts open access (~50% of published papers in 2019/20 vs. ~1% in 2013/14), showing that our research has become more transparent during this REF cycle.

3. Increase and diversify external research funding

The number and value of awards was relatively low in the REF2014 period. We addressed this with new mechanisms that prioritise research income, and support staff engaging in funding applications.

In 2016 we hired two new staff who provide in-house professional research support in the preparation and management of funded research projects (Aldridge, Oatridge), and formalised an internal review process that ensures grant applications receive timely and thorough feedback prior to submission (from the Director of Research and at least one experienced grant holder). In 2015 we restructured our workload model to give all Category A staff at least one full day per week of protected time for research and apply additional workload reductions to staff who win research grants (ensuring that appropriate teaching relief is provided).

Funding applications are further incentivised by pump-priming funds that are awarded annually to academic and research staff to facilitate research (£1,000 and £400 respectively), a rolling application-based Seed Fund for staff conducting proof-of-concept studies to support novel approaches in larger funding applications (£86,804 in total awarded), and devolved overheads (corresponding to 15% of the project net surplus) for PIs leading research projects that generate a surplus beyond the direct costs of the funded research activity. In 2018, the School launched a new Extraordinary Resources request scheme, inviting staff to put forward individual proposals for funding or resources to support research (e.g. access to increased overheads allowance, teaching/administrative relief for a specific research activity, priority lab use, or dedicated technical/administrative support). Since 2013, the School has funded eight PDRAs to support the development of research activity and funding bids.

These changes have led to significant growth in the number and value of prestigious grants and fellowships awarded for research (e.g. ERC, Leverhulme Trust, ESRC, British Academy, Templeton Foundation, Nuffield Foundation, National Science Foundation, Royal Society, Arts Council of England, Alzheimer's Society) and innovation (e.g. Equality and Human Rights Commission, Big Lottery, DSTL, Linking Network, and businesses such as international personality test publishers). We have achieved a 53% increase in the number and value of funding applications per year since 2013 (341 new applications totalling more than £52m), and have increased the proportion of staff submitting funding applications as PI in this period (95% vs. 88% in REF2014).

4. Enhance Kent Psychology's research reputation

Many key research developments during the period of assessment have occurred at research-group level. This specificity helped us achieve a step-change in our research profile by addressing the particular needs, strengths and stages of development of each group as well as their respective sizes. Four specific objectives were set out for this period of assessment:

- i) Reinforce our position as a premier international centre of social psychology, working on challenging and neglected social issues across diverse demographics and cultures;
- ii) Capitalise on investments in equipment, infrastructure, and staff to develop as a centre of cognition and neuroscience, with particular strengths in robust empirical research that informs theoretical models of cognition in increasingly realistic contexts;
- iii) Build on the critical mass and successes of the forensic psychology group to develop and evaluate interventions for hard-to-reach populations that enhance the safety and wellbeing of the general public;
- iv) Increase our capacity to conduct world-leading psychological research beyond our traditional strength in social psychology, with distinctive new specialisms such as developmental psychology.

Staff are encouraged to seek unique avenues of research enquiry, not constrained by traditional disciplinary boundaries (see 4a). This approach highlights the interdisciplinary character of the School, stimulating collaboration across sub-disciplines and career stages, leading to innovative approaches to important theoretical and applied problems. Here we detail a sample of achievements for each group that demonstrate how we have achieved these objectives (* staff appointed since 2013; † early career researcher; ^ staff promoted since 2013).

Social psychology (17 members: Abrams, Burgmer*†, Brown^, Cichocka^, Dhont*^, Douglas^, Everett*†, Giner-Sorolla, Hopthrow^, Randsley de Moura^, Sengupta*, Stoeber, Sutton^, Swift^, Travaglino*, Üskül^, Wisman)

Kent is home to the largest group of social psychologists in the UK, who are internationally renowned for their research excellence, particularly in group processes and intergroup relations (formalised via the Centre for the Study of Group Processes). Over this REF period we have made five strategic new hires to broaden our expertise in social psychology, consolidating existing expertise in political, cultural, personality, and moral psychology, and establishing completely new areas of investigation such as human-animal relations. This work is uniquely translational in that it highlights the role of social psychology in shaping society and the environment (e.g. intentions to vote/vaccinate, prosocial driver behaviour, reaching compromise following conflict, or reducing prejudice/discrimination), with tangible applications to professional practice. As well as an impact case study emerging from this group, highlights include:

- Psychometric work showing that 11-plus tests measure the same constructs as national curriculum examinations (SATs) at Key Stage 2, and therefore may be unnecessary in grammar school selection (Brown);
- Experimental work showing that adults value the execution of an idea more than coming up with an idea, because they associate the former with more effort (Burgmer);
- Longitudinal evidence that common ideological underpinnings predict prejudice towards human outgroups (e.g. racism, homophobia) and speciesism (Dhont);
- Interventions that increase mortality salience can aid psychological adjustment and personal hope (Wisman).

Cognition and neuroscience (11 members: Azevedo*†, Beck*†, Bergström^, Bindemann^, Ferguson^, Javadi*^, Martin*†, Ponari*, Sharma^, Tamè*†, Wilkinson^)

At the end of the last REF period, this group was poised to build on its expertise in cognition by expanding its neuroscience activity thanks to significant investments in infrastructure. This objective has been realised in the current REF period with the recruitment of six new Category A staff, all with expertise in neuroscientific methods and theory. We have also extended the reach of our work with new streams of research that seek to apply cognitive neuroscience theory to

clinical groups (e.g. rehabilitating brain injury and psychiatric disorders, and understanding social cognitive processing in ageing and autistic individuals). In addition, research in this group has advanced the discipline by employing increasingly ecologically-valid methods to study cognition 'in the wild' (using mobile eye-tracking, virtual reality, and portable EEG), complementing the tightly controlled, lab-based experimental methods typically employed in cognitive neuroscience research. As well as an impact case study emerging from this group, highlights include:

- Dissociable and causal roles for the rTPJ in embodied mental rotation and the dmPFC in self-other integration, relevant for social cognitive functioning (Martin);
- Emotional valence intrinsic to a word's meaning, and not the learning context, supports the acquisition of abstract concepts (Ponari);
- Bodily signals of arousal impact socially relevant behaviours, such as the tendency to misidentify harmless objects as guns when held by black individuals (Azevedo);
- EEG reveals discriminative coding of subjective pain intensity, beyond objective stimulus energy (Beck).

Forensic psychology (Seven members: Alleyne[^], Gannon, Ó Ciardha[^], Pina[^], Storey^{*}, Vasquez[^], Wood[^])

This grouping was established during the REF2014 period, and since then has consolidated its expertise, international reputation, and societal impact. Researchers work extensively with national and international partners in police forces, prisons, Government, charities, and mental health organisations (formalised via the Centre for Research and Education in Forensic Psychology). They are regarded as world leaders in research that informs policy and practice. Societal impact has always been at the heart of forensic research at Kent, and we have expanded the reach and diversity of this work with new initiatives that address current societal issues (e.g. gang culture and violence, revenge porn, animal abuse), and have pioneered the development and validation of several novel measures of offender proclivity and treatment programmes. As well as two impact case studies emerging from this group, highlights include:

- Gang members have poorer levels of mental and emotional health than do comparison non-gang adults and youth (Wood);
- Dehumanization, including sexual objectification, is a predictor and cause of punitiveness and aggression (Vasquez, Pina);
- A variety of reaction time and physiological measures can be used to objectively measure sexual interest (Ó Ciardha);
- Identification of factors related to the perpetrators, victims, and locations of violence that place older adults and intimate partners at heightened risk of abuse and homicide (Storey).

Developmental psychology (Seven members: Abbot-Smith[^], Bilgin^{*†}, Cameron[^], Kelly[^], Kung^{*†}, Nyhout^{*†}, Williams[^])

During the REF2014 period we made significant investments in facilities to support psychological research with children (including a purpose-built Kent Child Development Unit and local school partnerships). We have continued this investment in resources and staffing during the REF2021 period by hiring three new Category A staff, investing in new state-of-the-art equipment to track gaze in infants and electrical brain activity in children and adolescents, and funding training in assessing atypical development (e.g. Autism Diagnostic Observation Schedule), and have established a dynamic new research group in developmental psychology. This group is building an international reputation for research on how children develop metacognitive and memory skills, language, visual attention, and social conventions between infancy and adolescence. Highlights include:

- Leaving infants to 'cry it out' during the first six months is not associated with adverse behavioural development or attachment at 18 months (Bilgin);

- Infants in the first year of life show 'enhanced' face detection abilities when measured using naturalistic stimuli as opposed to artificial visual arrays used in previous studies (Kelly);
- Prompting children to reason counterfactually supports the learning of complex science concepts and principles of experimental design (Nyhout);
- Children who take part in a drama-based role-play intervention are more likely to actively intervene in face-to-face and online bullying scenarios (Cameron).

c. Research Strategy and Objectives

Building on the successes of the current REF cycle, and a strategy that focuses on the specific needs of our four research groups, we have set strategic aims for the next six years to continue that emphasis. We focus on four key aims while aiming to expand our cross-disciplinary capacities:

- i) Stay at the forefront of research in social psychology, extending our methodological expertise with new investments in social neuroscience and through collaborations with the cognition and neuroscience group;
- ii) Build upon the success of our new developmental psychology research group by investing in new staff, infrastructure, and laboratories;
- iii) Capitalise on our growing strengths in studying cognition, development and offending behaviours in clinical and atypical populations by establishing a new research centre that formalises links with Kent's new Medical School (opened September 2020) and provides resources and support for cross-disciplinary collaborations;
- iv) Widen our cross-disciplinary links through joint appointments across Schools in the University. This will be facilitated by the University's new divisional structure (launched in November 2020), which groups complementary disciplines together in order to benefit from shared management and professional support structures, and permits closer academic links and enhanced specialist support for research activities.

Over the next six years, we are poised to make significant advances to policy relating to inequality, immigration, and international relations through Sengupta's newly awarded ERC Starting grant, examining the social, cognitive, and motivational bases of policy preferences, and the consequences of these preferences for individuals' political behaviour and social structure (launching 2021). Üskül's ERC Consolidator grant, launched in 2019, will establish a new understanding of how culture shapes the ability to coordinate with others, reach compromise, and offer apologies, thus leading to fundamental social insights into the tension between self-interest and collective welfare. Researchers across all research groups will build theory and apply it in novel ways to real-world problems, including children's conversational proficiency (Abbot-Smith), consequences of conspiracy theories (Douglas), crime across the lifespan (Gannon), and using physical exercise and music to enhance cognition (Javadi).

As well as supporting further development of our research strengths, these objectives are tailored to national and international funding agendas in society, health, and policy. We aim to position ourselves to increase the size and complexity of our projects (e.g. through large multi-site centre grants), while extending our network of non-academic partners (e.g. through Knowledge Transfer Partnerships and the Government's Industrial Strategy) to ensure that our work has wider impact. More broadly, we aim to build on our culture of transparency and open research practice across the entire School, formalizing our OS guidelines even further by requiring all publications from Kent Psychology to include open data (except where ethical, commercial, or security considerations prevent this) and increasing the percentage of pre-registered publications.

d. Impact Strategy Review

Our heritage as a department of Social and Applied Psychology means that social and economic impact has always been a research priority and a core part of our research strategy. As part of this, we ensure that applied and user-focused research is given equal status and resources to more theoretical and blue-sky projects. We also have a series of mechanisms that researchers can access to bring their findings to the attention of relevant practice and professional user groups.

First, we have longstanding policies and procedures that aim to nurture the research partnerships and funding sources that directly address intractable real-world problems or ensure that our research reaches non-academic stakeholders. For example, we provide dedicated, accessible laboratory facilities for community participants and equipment for field research, specialist support for innovation grants, ring-fenced impact generation funds available to all academic staff, and a programme of research events for professionals and practitioners. We also have a strong track record in attracting CASE-type studentships (six since 2013) and experience in managing complex projects sponsored by those organisations that can apply our findings directly to key user groups and beneficiaries.

As a result, many of our researchers work directly with user communities and organisations to provide them with the insights that lead to effective interventions or recommendations. Since 2013, 40% of our research staff have worked in this way, and many of our submitted publications emerge from projects of this kind. A few outstanding examples include:

- *Government and policy communities*: such as the Centre for the Study of Group Processes' work for the Equality and Human Rights Commission on how prejudice manifests across different protected characteristics including ageism;
- *The criminal justice system*: such as the Centre for Research and Education in Forensic Psychology's work on how to manage and treat intractable and challenging types of offending, such as sex offending, gang violence, firesetting, and animal abuse (see ICS4.1 and 4.4);
- *Business*: such as Anna Brown's ground-breaking work on new psychometric assessment scoring methodologies, supported through multiple consultancies with international test publishers (see ICS4.2);
- *Healthcare*: such as David Wilkinson's research on vestibular stimulation to treat neurological conditions, such as migraine and Parkinson's disease, in partnership with US medical device company, Scion Neurostim (see ICS4.3).

Since 2013, we have worked with 67 non-academic stakeholders on research projects that answer questions set by the users themselves, including the Anne Frank Trust, the Alzheimer's Society, the British Orthodontic Society, the Centre for Ageing Better, Canterbury City Council, the Department for Health, Equality and Human Rights Commission, Learning Through Landscapes, and the German Federal Employment Agency. We also have formal research partnerships on an ongoing basis such as Cameron's 'researcher in residence' post at the educational charity, the Linking Network, and a memorandum of understanding with the University of the Third Age.

Over this REF period, the School and University have provided £47,408 in financial support for impact-related activities and have devoted two funded PhD studentships to research that enables or leads to impact. The School awards Principal Investigators an additional research allowance when they lead research or innovation projects that generate a surplus beyond the direct costs of the funded research activity (15% of net surplus). More broadly, staff members have been able to apply annually for grants from the Faculty of Social Sciences of up to £5,000 for projects with significant impact potential (£150,528 awarded since 2013), and up to £10,000 of funding and PhD studentships from Kent Health to support the development of a collaborative research culture between the University and health practitioners in Kent (£49,907 awarded since 2013).

Second, our Community Research Hub initiative invites practitioner and professional stakeholders to systematically access our evidence base, help shape the questions we ask, and act as co-producers of our research. The Community Research Hub brings together:

- *Events*, such as an annual conference in partnership with the Kent Educational Psychology Service, regular twilight sessions for teachers hosted by the Kent Child Development Unit, workshops and policy or practitioner briefings to share emerging insights (e.g. sex offender treatment protocol metanalysis);

- *Dissemination*, such as our dedicated websites for education and prejudice-focused research findings (providing access to published reports, lay summaries, data sets, and other resources);
- *Continuous professional development programmes*, such as twilight sessions on special educational needs, adult education programme on forensic psychology, management development breakfast events, and accredited forensic psychology courses;
- *Special populations and participant interest groups*, such as autistic spectrum disorder, clinical populations, children and older adults;
- *Non-academic expert advisors*, such as honorary researchers, steering groups, critical friends, and non-academic collaborators.

Finally, in recognition of exceptional impact practice, Gannon was awarded the ESRC Outstanding Impact in Society prize in 2016 and the BPS Lifetime Contribution to Forensic Psychology in 2019, and was shortlisted for the Criminal Justice Alliance Award in 2017. In 2019, our Forensic team was nominated for the Grawemeyer Award for Psychology in recognition of its theoretical contribution to the psychology of adult deliberate firesetting, and outstanding ability to translate this for a wide audience.

e. Impact Strategy and Objectives

Over the next six years, the School will continue to develop our theoretically informed impact activity, with a key aim being to increase the number of academics generating verifiable engagement with non-academic audiences: currently ~50%. We will achieve this by:

- Increasing our activity with non-academic partners, by expanding our Community Research Hub (i.e. including research users as reviewers for major funding bids and inviting stakeholders to contribute to scientific meetings), and developing new collaborations to respond to national and international funding agendas in society, health, and policy;
- Improving recognition for impact activity through study leave or impact-related activity, supporting staff taking secondments with partners outside academia, and including impact potential in hiring strategies;
- Scheduling a training programme in skills in translating research to practice, connecting and working with external partners and policy-makers;
- Establishing innovative public outreach activities through new divisional support structures that coordinate local events for education.

2. People

a. Staff Recruitment Strategy

Since 2013, our permanent academic staff base has expanded by 24% with the appointment of 15 early and mid-career academics (see 1b), who have brought new strengths to the School in topics including political psychology, moral judgment, pain and sensory perception, gender development, and psychosis. Complementing this increase in ECRs, the academic senior leadership has been enhanced with numerous internal promotions (nine to Chair; 10 to Reader; 12 to Senior Lecturer). These new and promoted staff have enabled us to execute our strategy (see 1b) to consolidate and expand our international standing in social, cognition and neuroscience, and forensic psychology research, as well as establish a new research grouping in developmental psychology. All groups now include a range of seniority, gender, and diversity of focus, promoting intellectual exchange and supporting different routes for staff development.

Category A staff work with a growing team of staff on teaching-focused contracts (five permanent academic posts), who make vital contributions that support research activity in the School. Teaching-focused staff are woven into the School's research activity through collaborative projects, training, and mentorship with research-active staff to ensure that research is central to our teaching philosophy.

During this REF cycle, the School's research environment has benefited from a significant increase in research-only staff; major research grants have created a vibrant community of:

- 16 externally funded PDRAs and four RAs (funded by ERC, ESRC, Leverhulme Trust, British Academy);
- Four prestigious independent postdoctoral fellowships (funded by Royal Society and British Academy Newton Fellowships as well as Turkey's Scientific and Technical Research Council).

In addition, the School has invested in eight internally funded PDRAs to support the development of research activity, funding bids, and championing impact, and has jointly funded a PDRA with the NHS (2014-19). All research staff are on fixed-term contracts, due to the nature of funding for these positions. Three professional research staff provide in-house support for pre- and post-award research activity (two are new posts since 2013), and an expanding team of highly skilled technical staff provide support and training for academics and research students (five full-time technicians and experimental officers).

b. Staff Development Strategy

All staff actively contribute to the School's strategic direction and planning through fortnightly governance meetings, in which all staff (including PDRAs, academics, and professional services) discuss current opportunities, issues, and priorities. Decisions made at committee level (e.g. Research and Innovation committee) are:

- Transparent: minutes are available to all staff;
- Open: any staff member can request to attend any meeting and propose agenda items;
- Representative: all committees include a balanced mix of genders and academic seniority, with a PDRA sitting on every committee to represent ECR interests.

The School is committed to supporting ECRs as they transition into their first permanent academic appointments. The School's workload allocation model is designed to protect new academics' research time by reducing their teaching and administration load by 50% in the first year and 25% in the second year. The Head of School (along with the probation supervisor, and Directors of Research and Education) is responsible for ECRs' intellectual and academic development, ensuring that they take full advantage of Kent's professional skills development training, including the PGCHE, for which staff receive further teaching relief.

In addition to the all-staff mentoring scheme, we established a new ECR Coordinator role in 2018 where a senior academic organises fortnightly workshops to support PDRAs and academics in their first two years to balance research commitments alongside educational and administrative duties. Topics addressed include applying for research funding, managing a healthy work/life balance, understanding the review and editorial process, and time management.

Research-only staff also benefit from a high level of support, with a probation programme to support their career and annual funds to facilitate independent research, impact, and engagement activities (see 1b). Probationary supervisors are allocated credits in the workload allocation model to ensure that the importance of the role is recognised. ECRs are encouraged to engage with research student supervisions early on, initially as part of a PhD supervisory team alongside more experienced colleagues, and are prioritised for internal funding to secure their first PhD studentship as primary supervisor.

Grants that were awarded by the Faculty of Social Sciences prioritise ECRs and many features of the School's research infrastructure (e.g. annual research allowance, the volunteer Research Experience scheme, shared-access labs) facilitate ECR research activity. These are further enhanced by the School's research group structure, seminar events, and international speakers, as well as internal mechanisms such as the peer-review of grant applications and the co-

supervision of research students by senior staff. These mechanisms provide diverse opportunities for mentoring and supporting our ECR community.

Supporting career development is a key priority for the School, and this is managed through mentoring, probation, annual individual research plans, and study leave, in line with Kent's equal opportunities policy and Academic Career Map. Excellence in research and impact is publicly recognised and celebrated through promotions (our in-house School promotion panel is pro-active at identifying individuals ready for or approaching promotion, with 31 staff promotions in the REF period, and provides transparent support and guidance on applications) and nominations to the University prizes for research and innovation (six have been successful in this REF period).

Research and academic staff at all levels are assigned a mentor: a more senior colleague who helps the mentee to focus on strengths and achievements, and to reflect on areas for development. The School aims to foster a culture of mentorship whereby mentees meet with their mentor at least once a term, but can seek advice from colleagues with particular expertise (e.g. relating to a funder/journal, statistical technique) at any time.

Consistent with the University's Research and Innovation Strategy, the School implements annual individual research plans in which staff members discuss priorities and milestones for the year ahead, and reflect on the challenges and successes they have experienced in the current year. The focus is on development and accountability, not evaluation or approval, aiming to ensure individual-level support for research that is contextualised in the School's research strategy (as detailed in 1b). Meetings are led by the School's Director of Research and a senior colleague (chosen by each staff member), who consider milestones set in agreement with the Head of School. Senior technical and administrative staff are also consulted to ensure appropriate support is in place for each individual's goals. Research activity is explicitly credited in our workload allocation model; all staff on Education and Research contracts are given a minimum of one full day per week of protected time for research and additional workload reductions are applied to staff who win research grants to ensure that appropriate teaching relief is provided.

The School actively applies the University's Study Leave policy to enable research staff to seize opportunities to develop innovative research ideas and initiate new external collaborations through research visits (a total of 74 terms of study leave awarded in the period). In addition to University-wide support initiatives, the School organises a regular programme of research-focused training and away days, such as:

- Introduction to linear models in R (2014);
- Media workshop (2016);
- Innovations in forensic psychology (2017);
- Bayesian analysis in social science research (2017);
- School research strategy away day (2018);
- Open Science away day (2019).

In addition, the School enables research staff to stay at the cutting edge of research by attending specialist external training through our Extraordinary Resources fund. Examples of support in the REF period include bespoke training on programming in R, longitudinal data analysis, and qualitative data handling.

c. Research students

In this REF period, we achieved 132 new PhD registrations, including 22 studentships funded by external grants or our ESRC Doctoral Training Centre as well as 77 studentships funded by the University. Eighty-three students have completed their PhDs in this REF period, which is a 23% increase per year compared to the REF2014 period. This growth reflects a strategy to increase internal investment in PhD studentships (which have shown a year-on-year increase since 2013), and improved support mechanisms (detailed below).

We have also refined our procedures to ensure that these PhD studentships are allocated in a competitive, transparent, School-level process that ensures the best student experience and supervision opportunities for staff across all levels and subject areas. Externally funded PhD studentships won across the REF period include:

- 14 x ESRC studentships awarded competitively through our Doctoral Training Centre consortium;
- 6 x ESRC CASE studentships (e.g. Age UK; People United; Anne Frank; Globe Smart Kids);
- 1 x ERC-funded studentship;
- 2 x Leverhulme studentships funded through separate project grants.

The School is strategically involved in the ESRC-funded South East Network for Social Sciences (SeNSS) Doctoral Training Centre consortium, and has been highly successful in winning funding through this scheme. Our students' training and research is fully supported at the level of the School, the Doctoral Training Centre, and the University, and PhD student satisfaction is high (averaging at or above 90% on the Postgraduate Research Experience Survey, compared to ~80% across the discipline).

All registered PhD students are provided with an office space and computer in the School, and hot-desking space is available for students in their continuation year. In 2014, we expanded our research student spaces to include additional spaces for quiet reading, spaces to encourage social interaction among students, and kitchen facilities.

Students are required to attend scheduled seminar events, including the School's Distinguished Speaker series, research group meetings, and researcher skill development workshops. Since 2013, we have taken several steps to improve the quality of the training and experience available to our research students, including:

- A seminar series tailored to the needs of students in each cohort. For example, data management for first-year PhD students, publication writing for second-year PhD students, and viva training for third-year PhD students;
- Hands-on workshops to train students in methods or analysis skills. For example, how to use the ethics portal, pre-registering research, programming in software such as PsychoPy, Matlab, and R, and specialist experimental techniques such as eye-tracking and EEG;
- Events co-organised through the SeNSS Doctoral Training Centre or Eastern ARC consortiums (open to all postgraduates), such as training on Hierarchical Linear Modelling;
- A Psychology PhD Network that makes recordings of this seminar and workshop content available to students at any time.

We hold an annual postgraduate research conference where prizes, judged by a panel of staff and students, are awarded. All students are encouraged to attend and present their research at external conferences and have an annual budget of up to £400 per year for this purpose. The School has also supported a number of ESRC-funded internships (e.g. Scottish Government, Parliamentary Office of Science and Technology), and ESRC, EPS, and BPS-funded international research visits (e.g. Harvard, Maryland, Washington State). During this REF period we have improved levels of resourcing for research students by awarding all PhD students £375 a year to contribute to costs incurred by data collection (e.g. participant payments, or costs for travel to hard-to-reach participants), and to fund lab consumables (e.g. for EEG and brain stimulation research) through the School budget.

The success of the training opportunities detailed above is evident in the high levels of research productivity and career destinations among our PhD graduates in this REF period. For example:

- PhD students hold leadership roles within the discipline, such as sitting on committees for the British Psychological Society (BPS) and the Association for the Treatment of Sexual Abusers, co-editing the UK's postgraduate psychology journal (PsyPAG);
- PhD students act as editors and reviewers for prestigious journals and publishers; e.g. *Group Processes & Intergroup Relations*, *Autism Research*, Oxford University Press;
- PhD students have been awarded 18 Research prizes (e.g. Farhar: 1st prize ESRC three-minute thesis video 2016; Gentry: 1st prize BPS cognitive section poster 2016) and >50 Travel awards (e.g. Barzy: Society for the Neurobiology of Language, Fysh: EPS study visit grant, Johnson: Society for Social and Personality Psychology).

A PhD in Psychology from Kent is an excellent foundation for a research career. Of the 83 PhD completions since 2013, 36 are now in lectureships, 19 are working as PDRAs, and 15 hold professional psychology jobs (e.g. clinical neuropsychologist, Director of Policing, Spokesperson for the Ministry of Public Health).

d. Equality and Diversity

Psychology became the first School outside the Faculty of Sciences at the University of Kent to establish an Athena SWAN self-assessment team (in 2014), and to receive the Athena SWAN Bronze award (in 2015). This Bronze award was renewed in 2018. The School has managed to sustain a fair gender balance across all academic staff (45% women), and has achieved significant improvements at senior levels (46% of Professors were women in 2020, compared to only 17% in 2013). We have a strong commitment to EDI principles and actively participate in University schemes such as the Aurora programme (five staff members involved since 2013, plus two as mentors), which aims to equip a wider range of women with the skills to become future leaders, and the Student Success Project, which aims to better understand and promote student equality across different groups.

Our preparations for Athena SWAN have informed our strategy to develop and implement equality and diversity initiatives in the School. We distribute surveys every six months to all staff, focusing on workload, work/life balance, academic leave, and promotion. We also seek input from research students through a separate annual survey, which focuses on student participation, flexible working and leave, and their perception of the School's commitment to diversity. Responses from these surveys are generally positive, revealing that 81% of staff agree that the School's Athena SWAN actions are making the School a better environment in which to work and study. However, they highlighted three particular challenges regarding equality and diversity that we have addressed as detailed below:

- Managing a healthy work/life balance: We have restricted key decision-making meetings to core hours (10.00am-4.00pm), created a new ECR coordinator who organises meetings for staff to discuss and share ideas on managing work/life balance, monthly coffee mornings, and an annual family-friendly social event for all staff to interact and recognise the importance of balance.
- Maintaining research alongside competing responsibilities following parental leave: We have set a reduced workload target for staff in the first term after parental leave, created an internal funding scheme dedicated to parents following leave, and seek to pair staff with a mentee who has recent experience of managing the return to research.
- Promotion and equal pay: Annual review processes have been updated to discuss targets for all staff with appropriate infrastructure; we run a series of workshops for advanced skills development; we formed the School Promotion Panel (that takes a pro-active approach to identifying and assisting individuals applying for promotion); and we established a mentorship scheme for staff at all levels.

More broadly, our School is proactive in shaping University LGBT+ policies. One staff member was the LGBT Staff Network Chair (2013-15) while two act as LGBT+ role models.

Thanks to our social psychology heritage, many of our staff and students conduct research that informs equality and diversity issues in important ways. This work is largely conducted within the School's Centre for the Study of Group Processes, which celebrated its 30th anniversary in 2020, and has established a world-leading reputation for research in the areas of equality and human rights, prejudice, discrimination, social attitudes and social change across the life course. Importantly, our research in these areas seeks not only to enhance our understanding of the psychological dimensions of these issues, leading to theoretical advances for the discipline, but also to develop and test innovative new tools to reduce prejudiced attitudes and behaviours, with tangible impacts for professionals and the general public. For example, our research has shown that:

- Age-based stereotype threat can materially affect older people's cognitive and physical performance (Abrams and Swift);
- A model of 'cross-group friendship' in primary schools is effective in predicting attitudes in adolescence (Cameron);
- Imagined contact with atypical outgroup members that are anti-normative within their group can reduce prejudice (Abrams and Travaglino);
- Beneficial effects of intergroup contact can extend beyond traditional intergroup relations, for example encouraging more environmentally responsible attitudes and behaviour (Dhont and Houthrow).

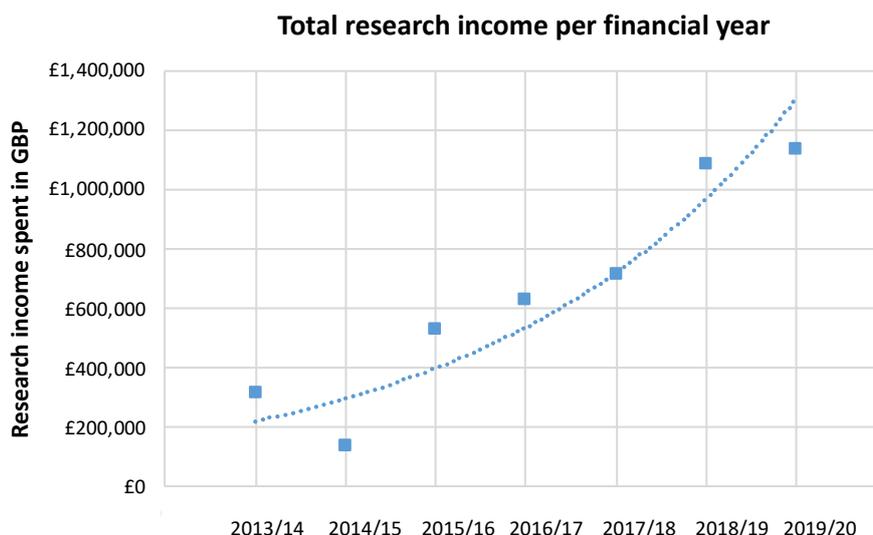
3. Income, infrastructure and facilities

a. Research Income

Over the REF2021 period, we have been awarded grants for research totalling more than £8 million. This has led to an average annual increase of 48% in the value of research awards and 6% in the value of research income compared to the REF2014 period, and reflects:

- An increase in the annual research income value per FTE from £7,500 in 2013/14 vs. £27,000 in 2019/20;
- Improved diversity in the range of funders supporting our research activity (25 different funders in REF2014 vs. 34 in the REF2021 period);
- An increase in the proportion of research staff holding research or innovation grants as PI (from 66% in REF2014 to 74% in the REF2021 period);
- An increase in the number of mid-career staff winning their first competitive project grant (>£100k);
- An increase in the number of researchers leading on larger programme grants (>£1m; none in REF2014 vs. three awards in the REF2021 period).

Since August 2013, we have won 64 new research grants, 16 of which are over £100k, from 34 different sources, including prestigious project grants (e.g. Ferguson's €1.5m ERC Starting grant in 2015, Üskül's €2m ERC Consolidator grant in 2019, Abrams' Nuffield Foundation grant in 2020, eight Leverhulme Trust grants, and four ESRC grants). These funds have enabled our academic staff to remain at the cutting edge of research, by providing funds for research staff, equipment and infrastructure, training and participant payment. We have also won awards for innovation totalling over £1 million, including from the Big Lottery Fund and the Equality and Human Rights Commission.



In addition, since September 2018, in line with HMRC's best practice, the University of Kent stopped reporting research income to HESA that is transferred to collaborators in other universities and abroad (i.e. a total of £218,833 for this submission). A further 18 research grants have been awarded to projects that involve a Kent Psychology researcher as Co-Investigator, meaning that the income is managed by a PI at a different institution but Kent colleagues make important intellectual contributions to the research activity. For example, Aleksandra Cichocka has been awarded more than £600k across four grants from the Polish National Science Centre Opus scheme to investigate how (inter)group relations influence political attitudes and behaviours with collaborators in Poland.

b. Research Infrastructure and Facilities

As a relatively large group of experimental psychologists who work at the same site, we have been able to make focused investments on a wide range of infrastructure and facilities. We ensure that staff and students are able to maximally benefit from these by committing to a shared access policy, where research space and equipment is openly bookable (subject to specific training requirements where necessary), all staff can access special populations through our established databases (e.g. for child development, adult populations, and clinical groups), and strategic decisions about future investments in infrastructure and facilities are made in open, transparent committees (see 2b).

Since 2013, the School had made further strategic investments in research infrastructure to ensure that all research staff and students have access to state-of-the-art equipment. We have invested significantly in laboratory space and equipment over the REF2021 period, including:

- Two eye-trackers with exceptional temporal sensitivity to assess social and cognitive processes from infancy to old-age;
- Three mobile eye-tracking systems for tracking attention in the real-world;
- Three EEG systems for research with older/adolescent participants, sports and sleep;
- Four brain stimulation systems, including TMS, tDCS, and vestibular;
- Nine virtual reality suites that include eye-tracking and motion tracking to examine behaviour in simulated real-world environments;
- Six car-parking spaces for community participants.

We have upgraded and reinvested in behavioural observation laboratories, and developed new lab spaces, including a mobile research laboratory van, 30 additional cubicles for behavioural or online studies, new flexible spaces for group interaction studies, rooms for clinical assessments, a secure forensic room (secured to Ministry of Justice requirements, including encrypted computers, card access, and secure locked cabinets), and two clusters of PCs for mass online testing.

We have also invested in three additional specialist research and technical support staff. This includes two full-time staff to provide professional support for research and enterprise in 2016. Their activities include identifying and supporting collaborative funding opportunities with non-academic partners, and opening new opportunities for consultancy and impact funding.

Our specialist laboratories provide a major shared resource to access hard-to-reach populations. For example, the Kent Child Development Unit has been expanded to include two eye-trackers to study preferential looking and language understanding from six months up, touch-screen technology for pre-verbal children, observation suites to examine natural behaviours, two reception/kitchen areas to host parents and siblings of participants, dedicated car parking, and access to EEG facilities (with new investments in caps to fit young children).

We have access to local neuropsychological populations, members of the prison population, a large autism database, and community-based older participants, as well as a large pool of student participants. The School has extensive links with partners who provide access to specialist participant groups, including:

- Kent and Canterbury hospital, and others in the East Kent Hospital University NHS Foundation Trust, including secure units;
- Criminal justice agencies, such as the National Offender Management Service, police, fire and rescue service, probation, national and international forensic psychology services;
- Educational organisations, including local schools and the Kent Educational Psychology Service.

4. Collaboration and contribution to the research base, economy and society

a. Collaborations

The distinctive character of Kent's collaborative research rests in the high levels of external research partnerships, collaborations with a wide range other academic disciplines, and expertise in advanced methods, through which we contribute to a range of collaborative projects. We have also achieved notable successes in conducting research projects across different sub-disciplines of psychology and attracting externally funded fellowships, both incoming and outgoing. These are facilitated by the mechanisms detailed in 1b, and combine to ensure an agile and responsive approach to the research challenges we address.

During this REF period, we have hosted >60 cross-disciplinary events for internal and external audiences. These include annual 'Identity and Belonging' conferences, which bring together academics and those outside academia (e.g. educators, charities, clinical practitioners, and policy makers) to consider research and collaboration on topical issues (e.g. refugee crises, gang membership, and digital engagement).

Our external partners range across charitable, public sector, health and commercial organisations. Many of these working relationships date back several years, and most are supported by external funding, including research grants or contracts, studentships, and consultancy agreements. In total, 67 formally constituted collaborations with partners outside academia involving 17 staff have taken place during the census period. For example:

- Charities: Swift's collaboration with Living with Landscapes, funded by the Big Lottery, to design and evaluate dementia-friendly gardens in care homes;
- Public sector: Bindemann's work with London Metropolitan Police on the accuracy of forensic facial examination and fingerprint analysis as well as with Border Force on photographic ID;
- Healthcare: Cameron's collaboration with East Kent NHS Trust, funded by the British Orthodontic Society, examining the effect of orthodontic treatments on primary schoolchildren's peer relationships;

- Commercial: Brown's collaboration with several of the world's biggest personality test publishers to improve the scoring and validity of tests used in occupational settings (see ICS4.2).

Our growing culture of cross-disciplinary partnerships has been supported by the launch of three new interdisciplinary special interest groups, providing a springboard for new areas of research:

- Autism Research at Kent with the Tizard Centre (a specialist unit for learning disability research), the School of Arts, the School of Social Policy, Sociology and Social Research, and an NHS neurorehabilitation unit;
- Political psychology (with the School of Politics and International Relations);
- Human Intergroup and Animal Relations lab (with Sociology).

Our cross-disciplinary research is evidenced during this REF period by numerous formal external collaborations spanning various disciplines, and new internal collaborations that involve researchers from different research groups, such as:

- Bergström (with Physical Sciences): Leverhulme Trust grant on retrieval-induced updating of face memories;
- Bindemann (with Economics): British Academy grant on the social impact of Brexit;
- Ferguson (with Philosophy): Leverhulme Trust grant on learning from fiction;
- Brown (with Social Policy): project on wellbeing of dementia carers funded by the Alzheimer's Society;
- Williams (with Drama): British Academy grant exploring humour in autism.

More than 30% of our papers published in this REF period included a cross-discipline collaborator. These cross-disciplinary collaborations have inspired innovative new approaches to our research, for example using:

- Biological measures of hormone activity as a predictor of autistic traits in children (Kung);
- Social psychology interventions on stereotypes and identification to help women reach their leadership aspirations (Randsley de Moura);
- Mindfulness meditation to reduce stress and burnout among physiotherapists (Sharma);
- Theoretical frameworks and longitudinal methods from personality psychology to study perfectionism in junior athletes (Stoeber).

Within the discipline of psychology, we have funded collaborations held with other psychology departments, both nationally and internationally, as well as across research groups within the School. These include:

- Eight external research grants (or contract/consultancy) with other UK departments, including Cambridge (Bergström – Leverhulme), York (Bindemann – ESRC and Leverhulme), Birkbeck and York (Ferguson – Leverhulme);
- Üskül's ERC project on cultures of honour includes experimental psychologists at universities in 12 countries in the Mediterranean region and beyond;
- Our visiting researcher programme has brought 17 academics from around the world to work alongside their collaborators at Kent, e.g. Konrad Bocian (funded by Polish National Agency for Academic Exchange) and Andrea Hildebrandt (funded by the British Academy);
- International fellowships, including two Newton Fellowships (via the British Academy and Royal Society) and an outgoing Leverhulme International Academic Fellowship for Alleyne.

During the census period we have produced some ground-breaking papers based on a 'many labs' approach, involving large teams of international researchers working collaboratively on a project. These papers have made significant impact in the field, for example by developing tools to improve and document the transparency of research (Giner-Sorolla, *Nature Human Behaviour*) and identifying timely new perspectives for human behaviour researchers to address public health

crises (Pina, *Proceedings of the Royal Society B: Biological Sciences*). An outstanding example is Cichocka and Douglas' 2020 *Nature Human Behaviour* review on COVID-19, which has already been cited >1000 times (Google Scholar) and inspired numerous new empirical projects that seek to test its predictions.

b. Contribution to the research base, economy and society

Psychology at Kent is distinctive in combining high-profile service to the social sciences and the discipline of psychology with a strong tradition of applied research, which is often conducted in partnership with user organisations.

1. Research Base

Our academics hold management roles across scientific organisations in social, forensic, and cognitive psychology. These include high-profile research leadership positions, most notably Abrams, who took up the position Vice-President (Social Sciences) of the British Academy in 2018. As part of this role, Abrams works with experts across the entire range of disciplines, chairing the cross-academy Cohesive Societies group and advocating for the value of the social sciences, including psychology, in supporting public policy (e.g. *Guardian* article). Other members of the School also hold leadership positions in learned societies where they help set the agenda for research in psychology and shape priorities for funding and dissemination:

- Abrams: President of the Society for the Psychological Study for Social Issues (APA Division 9);
- Cichocka: Vice-President of the International Society of Political Psychology;
- Douglas: Secretary of the European Association of Social Psychology;
- Ferguson: Honorary Secretary of the Experimental Psychology Society;
- Stoeber: Treasurer of the British Society for the Psychology of Individual Differences.

Other members serve on steering groups and advisory committees for national and international scientific associations and groups, including:

- Alleyne: Eurogang Network;
- Bindemann: British Science Association;
- Randsley de Moura: Society for the Psychological Study of Social Issues UK;
- Üskül: International Association of Cross-Cultural Psychology; International Committee for Society for Personality and Social Psychology.

The School strongly encourages these contributions to the discipline and supports the most time-consuming of these activities in a variety of ways, such as teaching reduction, research assistance, administrative support, and access to University facilities for learned society staff.

In addition to these outward-facing roles, our researchers have been recognised in >20 national and international awards or honours that recognise the contribution of their individual research programmes. While many of these awards go to senior members of the School, we are particularly proud that ECRs and PDRAs are amongst those receiving recognition. Examples include:

- Abrams: American Psychological Association Distinguished Contribution (Division 9) (2016);
- Cichocka: European Association of Social Psychology Jos Jasper Medal (2017);
- Everett: Society for Personality and Social Psychology Theoretical Innovation (2019); European Association of Social Psychology Jos Jasper Medal (2020);
- Ferguson: Psychonomic Society Early Career Researcher (2019);
- Gannon: ESRC Outstanding Impact in Society (2016);
- Nyhout: Society for Text and Discourse Outstanding Young Scientist (2015);
- Tamé: CIMeC Young Researcher (2017).

Reflecting this level of engagement and recognition, >80% of our research staff hold editorship roles in journals across social, cognitive, forensic, and developmental psychology, including seven editors-in-chief, 32 action/associate editorships, and 18 guest editorships across >50 journals. For example:

Editors-in-chief:

- Abrams: *Group Processes and Intergroup Relations*;
- Douglas: *British Journal of Social Psychology*;
- Gannon and Wood: *Journal Psychology, Crime & Law*;
- Giner-Sorolla: *Journal of Experimental Social Psychology*;
- Pina: *Journal of Sexual Aggression*;
- Travaglino: *Contention: The Multidisciplinary Journal of Social Protest*.

Action/Associate editorships:

- Abbot-Smith: *First Language*;
- Cichocka: *European Journal of Social Psychology*;
- Dhont: *European Journal of Personality*;
- Ó Ciardha: *Sexual Abuse*;
- Storey: *International Journal of Forensic Mental Health*;
- Üskül: *Journal of Personality and Social Psychology*;
- Williams: *Research in Autism Spectrum Disorder*.

Guest editorships:

- Alleyne: 'The Psychology of Animal Abuse' (2018);
- Bindemann: 'Individual Differences in Face Perception and Person Recognition' (2017);
- Cameron: 'Growing Up with Diversity: A Social Psychological Perspective' (2017).

Many of our research staff, including ECRs, sit on journal editorial boards (25 editorial board memberships across the School, e.g. *Cognition*; *Culture and Brain*) and grant panels/boards (e.g. British Academy; ESRC; NSF). All our research staff regularly engage in peer reviewing for top psychology journals (e.g. *Psychological Science*, *Journal of Personality and Social Psychology*, *Journal of Neuroscience*) and major funders (e.g. ERC, ESRC, Leverhulme, MRC, Wellcome).

Our researchers provide innovative methodological leadership by developing advanced statistical or ecologically valid experimental methods as well as contributing to important debates on the future of the discipline, such as open science (see 1b). For example:

- Abrams and Swift, prejudice survey: Establishing, benchmarking, conducting and analysing the Equality and Human Rights Commission's 'National barometer of prejudice';
- Brown, unified theory of ipsative data: Discovery of fundamental rules for identifying the scale origin in comparative judgements and for computing test information and reliability (see ICS4.2);
- Bindemann, virtual reality: ESRC grant to develop novel virtual worlds to test forensic face examiners, and two papers published on this topic.

We also make important theoretical contributions to the field through review articles (e.g. Douglas, *Current Directions in Psychological Science*; Dhont, *European Review of Social Psychology*; Everett, *Psychological Review*; Williams, *Neuropsychology Review*).

Our staff contribute to developing postgraduate education as external PhD examiners around the world (>100 external PhD examinations), and ensure timely dissemination of their research through >30 keynote presentations, and have hosted >30 events at Kent, for example:

- EPS meeting (2014);
- British Society for the Psychology of Individual Differences conference (2017);

- Society for the Psychological Study of Social Issues conference (2016, 2017);
- International Society for Justice Research conference (2016).

2. Economy and Society

Our heritage in social psychology and applied research, as well as growing strengths in forensic and developmental psychology, and work with hard-to-reach populations using advanced experimental methods, means that we produce a robust evidence base that directly informs practice and policy across a wide range of sectors and topics. Sections 1.d and 1.e provide an overview of the mechanisms we have used to achieve these outcomes, and our impact case studies provide detailed examples from our forensic, social, and cognitive psychology groups. There are also striking contributions from many other members of the School, and we provide some key examples of these below.

Notably, Abrams, Cameron, and Swift from the Centre for Group Processes have been particularly effective in contributing their expertise (individually or collaboratively) to a series of prejudice-reduction initiatives in the UK from national policy to local grassroots levels, including:

- Four commissioned reports for the Equality and Human Rights Commission between 2016 and 2018, two Foresight reports for the Government Office for Science (2013, 2015), and a Horizon Scanning programme report (2014);
- Evidence submitted to the House of Lords' Select Committee on Intergenerational Fairness (2018), the APPG on Intergenerational Connections (2018), and the Kent County Council Select Committee on Loneliness and Isolation (2018);
- Design or evaluation of prejudice-reduction interventions for educational and community organisations, such as: the Anne Frank Trust, the Linking Network, Show Racism the Red Card, One Globe Kids, People United, and the British Orthodontic Society;
- Formal partnerships on ageism reduction and healthy ageing initiatives with Age UK London, the Centre for Ageing Better, the British Medical Association, Age Action Alliance, the Campaign to End Loneliness, Living Through Landscapes, and Thanet District Council;
- An ongoing partnership with the Kent Educational Psychology Service that has led to three annual conferences on the theme of 'Identity and Belonging' for 100+ practitioners in: migrant and refugee children (2017), gangs (2018), and growing up in a digital age (2019), as well as periodic twilight sessions on topics such as autism.

Other members of the School also address a range of high-profile issues of societal or economic importance through media or public engagement and formal research partnerships. Examples include:

- Douglas is a leading researcher on the psychology of conspiracy theories with high-profile contributions to media debates nationally and internationally, such as Radio 4's *Infinite Monkey Cage* (21/12/2019) and, in relation to the COVID-19 pandemic, interviews with the *New York Times* (8/4/2020) and the *Washington Post* (19/10/2020), as well as confidential advisory roles to public bodies;
- Hopthrow and Abrams designed and evaluated an innovative intervention to reduce vehicle idling in Canterbury city centre (2018-19);
- Pina's research on the growing problem of 'revenge porn' has led to high-profile national media reporting (e.g. the *Sun* and *Daily Mail*, 3/3/2017; BBC News Online, 21/11/2018), as well as invitations from the Ministry of Justice and Facebook to provide expert advice on the problem.

Members of the School have also presented their work at numerous public engagement events (e.g. Pint of Science, the University of the Third Age, and the ESRC Festival of Science), and write blog posts and articles for popular science magazines (e.g. *The Conversation*, *The Psychologist*).

Unit-level environment template (REF5b)

In conclusion, the vitality of our research environment is evidenced by the steep upward trajectory in value and diversity of our research funding, the strength and impact of our publications, our expanding network of collaborations, and energetic public and policy engagement. Sustainability is evidenced by our strategies that have prioritised investment in long-term research projects and objectives, high-quality appointments, and procedures that support the career development of our staff and PhD students.