



**Athena SWAN Silver Department award renewal application**

**Name of institution: University of York**

**Date of application: November 2015**

**Department: Psychology**

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**Date of previous award: Silver Department award 2011**

**Date of university Bronze and/or Silver SWAN award: Bronze renewal 2013**

**Level of award applied for: Silver**

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**The following abbreviations are used in this application**

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I&D	Inclusiveness and Development Committee
ECR	Early Career Researcher
FTE	Full Time Equivalent
HEFCE	Higher Education Funding Council for England
HESA	Higher Education Statistics Agency
HoD	Head of Department
PGCAP	Postgraduate Certificate of Academic Practice
PGR	Research Postgraduate
PGT	Taught Postgraduate
SMART	Specific, Measurable, Attainable, Relevant, Time-bound
PR	Performance Review
TAP	Thesis Advisory Panel
UG	Undergraduate
YNiC	York Neuroimaging Centre

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**1. Letter of Endorsement from the Head of Department – maximum 498 words**



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17<sup>th</sup> November 2015



**Athena SWAN: Silver Department Award Renewal Application**

As the Head of the Department of Psychology, I am wholly committed to eliminating barriers to career progression experienced by women and to achieving gender equality throughout our Department.

To those ends, I ensure that appointment panels are gender balanced. I have created deputy administrative roles to allow junior staff to display leadership and advance their case for promotion. I support staff flexibly and have introduced the policy of providing a sabbatical research term for staff returning from extended periods of leave. I commit financial resources in ways that promote equality – for example, by providing a budget for the Early Career Researcher Forum and for the Inclusiveness & Development Committee to allow them to stage events, and by supporting staff willing to take on key administrative roles to allow them to maintain their research or scholarship and thereby protect their career progression. The department has introduced procedures for helping staff to develop high-quality grant applications. We also introduced a Performance Advisory Group to identify potential candidates for promotion proactively and I am proud that all seven female colleagues who put themselves forward were successful.

Those steps are driving progress towards gender equality at each level of seniority in our Department. By 2011, we had achieved gender equality at the level of lecturers, but few senior academic staff were female. Now, in 2015, we have gender equality at every level except the professoriate. Our action plan for the next four years focuses resolutely on sustaining support for junior staff and enhancing support to propel mid-career staff into the professoriate.

The principles of Athena SWAN were championed in our Department by two outstanding academics: Susan Gathercole who now directs the MRC Cognition and Brain Sciences Unit in Cambridge and Margaret Snowling who is now President of St John's College Oxford. Their influence and leadership have been taken forward by Beth Jefferies, promoted to a personal chair, and Elizabeth Meins, appointed to a personal chair. Beth leads the largest research group in our Department and chairs our Inclusiveness & Development Committee. Liz is Co-Director of Research and Impact Champion. Others who have made particularly significant contributions to achieving the Department's mission include Dr Shirley-Ann Rueschemeyer and Dr Katie Slocombe. Both were promoted to Senior Lecturer and are now fulfilling important leadership roles – Shirley-Ann as Chair of the Board of Studies and Katie as a member of the University's Promotions Committee. Among men, Dr Tom Hartley is a member of the Royal Society's Diversity Committee, and Professor Steven Tipper and Professor Andy Young display consistent generosity in helping colleagues to develop their research and to gain funding for it.

These members of the Department exemplify the point that our success is founded on an inclusive culture wherein women and men strive for excellence and support each other in attaining it. The Athena SWAN Charter is important to us not simply as a strategic tool which enhances our competitive edge and our professional well-being, but as a matter of principle which I support unconditionally.

Yours sincerely







A handwritten signature in black ink, appearing to read 'Quentin Summerfield', with a large, stylized flourish at the end.








Professor Quentin Summerfield  
Head of Department




## 2. The Self-assessment Process (990 words)

### a) The Self-assessment Team

This draws together committed male and female faculty at each level, plus male and female teaching, research and support staff and PhD students, with broad influence across research groups.

	<p><b>Heidi Baseler</b> (Lecturer in Hull York Medical School, HYMS, embedded in Psychology): Visual neuroscientist; member of the Athena SWAN Committees for both HYMS and the University. Single mother of two school-age children. Returned to academia in 2008 after an extended career break.</p>
	<p><b>Joanne Berry</b> (PA to HoD) provides administrative support to Athena SWAN committee and coordinates induction and performance review (PR). She has a young child.</p>
	<p><b>Karla Evans</b> (Lecturer appointed 2013): Studies visual cognition; Deputy Chair of the Graduate School Board; previous Athena SWAN chair and Department's Equality and Diversity Champion. Provides administrative support to the Early Career Researcher (ECR) Forum. Karla has two young children and a spouse with a career of his own.</p>
	<p><b>Glyn Hallam</b> (Postdoctoral Research Associate) researches stroke aphasia and is married to a researcher in the Department of Biology.</p>
	<p><b>Tom Hartley</b> (Lecturer) studies spatial cognition. He is Director of Communications, Outreach Coordinator and member of Departmental Management Team (DMT). In 2015, Tom joined the Royal Society's new Diversity Committee. He is on the executive team of <i>Science is Vital</i>, which campaigns for improved science funding and career structures. Married with two teenage daughters.</p>
	<p><b>Emma Hayiou-Thomas</b> (Senior Lecturer, Deputy Chair of Board of Studies) studies language development. Emma was our first Athena SWAN Chair. She has two young children and recently returned to full-time work after working .6 FTE.</p>

	<p><b>Beth Jefferies</b> (Professor) runs a large research group examining the neural basis of semantic cognition. Involved in Athena SWAN since 2011 and now chairs the committee. Sits on the Promotions Advisory Committee for the Sciences. Her husband is a part-time teacher and they have two children at primary school. Beth recently contributed to a Royal Society publication on families in science.</p>
	<p><b>Rob Jenkins</b> (Reader) studies face perception. He is UG admissions tutor. Rob's wife is an Associate Lecturer in the Department and a practising clinician. They have a young daughter. Rob is a member of the Global Young Academy and passionate about supporting young scientists.</p>
	<p><b>Fionnuala Larkin</b> (Postdoctoral Research Associate) is a clinical psychologist, working on a project with teenage mothers. She is currently on maternity leave. Her husband is an administrator in the University.</p>
	<p><b>Janine Oostenbroek</b> (Postdoctoral Research Associate) studies social cognitive development. She is co-chair of the Early Career Researchers (ECR) forum.</p>
	<p><b>Christopher Pease</b> (PhD student) studies and teaches social psychology and has a young family.</p>
	<p><b>Sally Quinn</b> (Associate Lecturer) teaches social psychology and conducts research on the effects of social media. She obtained her BSc and PhD degrees as a mature student, gaining her PhD in 2014. Sally is married with two teenage daughters.</p>
	<p><b>Jet Sanders</b> (PhD student) co-chairs the Early Career Researcher (ECR) Forum. She studies social interaction and face processing, and lives in York with her partner.</p>

	<p><b>Quentin Summerfield</b> (Professor and Head of Department since 2011) conducts research on hearing loss. Married with two teenage daughters.</p>
	<p><b>Steve Tipper</b> (Professor) studies vision-action interaction. He is Co-Director of Research (alongside Prof. Liz Meins) and has three grown-up children.</p>
	<p><b>Nicole Warmus</b> (Department Manager) is responsible for many areas of operation, including human resources.</p>

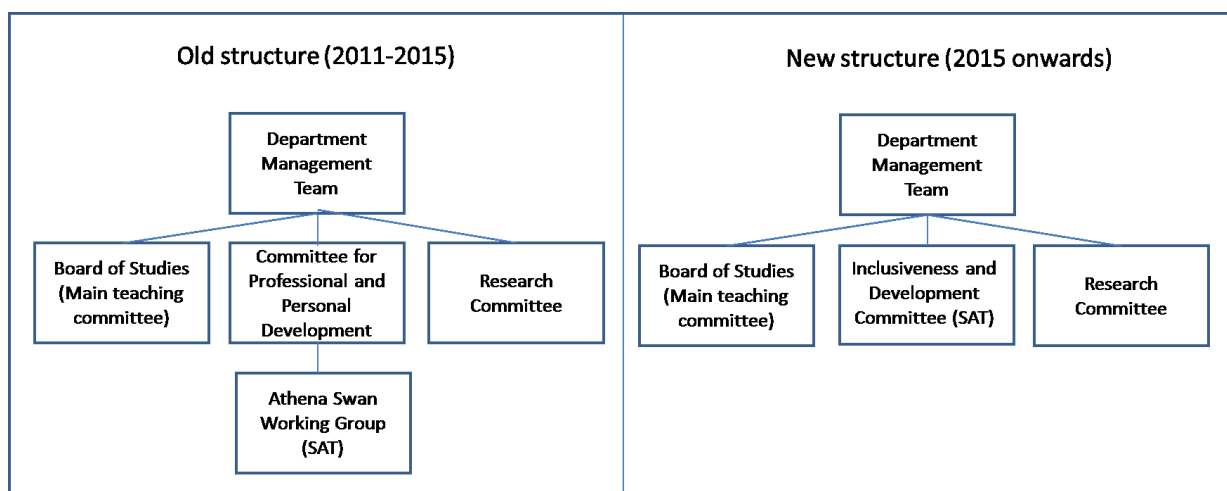
#### b) An account of the self-assessment process

- The SAT has been meeting approximately once per term since 2006.
- Some members have been involved for many years, providing continuity, but we also invite new people to join the group each year.
- We now have a more **gender-balanced SAT** including three additional men (Professor, Research Fellow, PhD student).
- We have maintained **links with other science departments** such as HYMS and the University's Athena SWAN committee (with two members of our SAT attending University meetings, plus a colleague from this committee attending departmental meetings).
- We have provided examples of good practice to the rest of the University. The Departments of Biology and Chemistry (gold award departments) have asked for information about the organisation and activities of our ECR forum in building their Postdoctoral Societies. Paul Walton (Department of Chemistry) commented "*The Psychology department at York has been actively involved with University-level gender equality activities for many years. It is noted for its innovative and positive gender equality practices, which have been emulated by other departments.*"
- We have regularly initiated discussion of gender issues at staff meetings and away days to promote departmental engagement (several times a year since 2011).
- In 2014 and 2015, we surveyed the views of academics, research staff, and PhD students on gender equality using a questionnaire-based **survey** similar to one conducted in 2011. The results pinpoint good practice and progress alongside areas for improvement.

- The feedback from our unsuccessful 2014 bid suggested a lack of forward momentum. In the last year, we have worked hard to better assess the impact of our ongoing actions, and have identified excellent progress in many areas but also some specific concerns. This has allowed the action plan to be much more proactive.

### c) Plans for the future of the self-assessment team

In 2011, we placed our Athena SWAN working group within our committee structure by forming the Committee for Professional and Personal Development (CPPD), which the SAT reported to. This had the unintended consequence of diluting accountability and strategic oversight of Athena SWAN actions. We have now merged these two groups to form the **Inclusiveness and Development Committee (I&D)**.



The I&D committee's terms of reference are to promote equality and diversity, foster an inclusive culture, and support staff development. It has responsibility for delivering our action plan and monitoring its effectiveness. It also oversees implementation of the Concordat to support the Career Development of Researchers. It reports directly to the Departmental Management Team (DMT; the highest-level decision-making committee) and the staff meeting (for engagement and dissemination). The Chair of the I&D committee attends DMT, Research committee and Board of Studies meetings and thus can influence decisions about research and teaching in light of our Action Plan.

### 3. A Picture of the Department (1996 words)

#### a) Psychology at York

Our Department was ranked 4<sup>th</sup> in REF 2014 and is in the top 100 departments of Psychology in the World (QS World University Rankings 2013, 2014, 2015). We have 43 members of academic staff covering a broad spectrum of research and are culturally diverse: 17% of our undergraduates are international students (29% of our postgraduates); 7 members of faculty received their first degree overseas.



Staff and PhD students in 2015



The Psychology department, including the rainbow flag flown during LGBTQ week in 2015

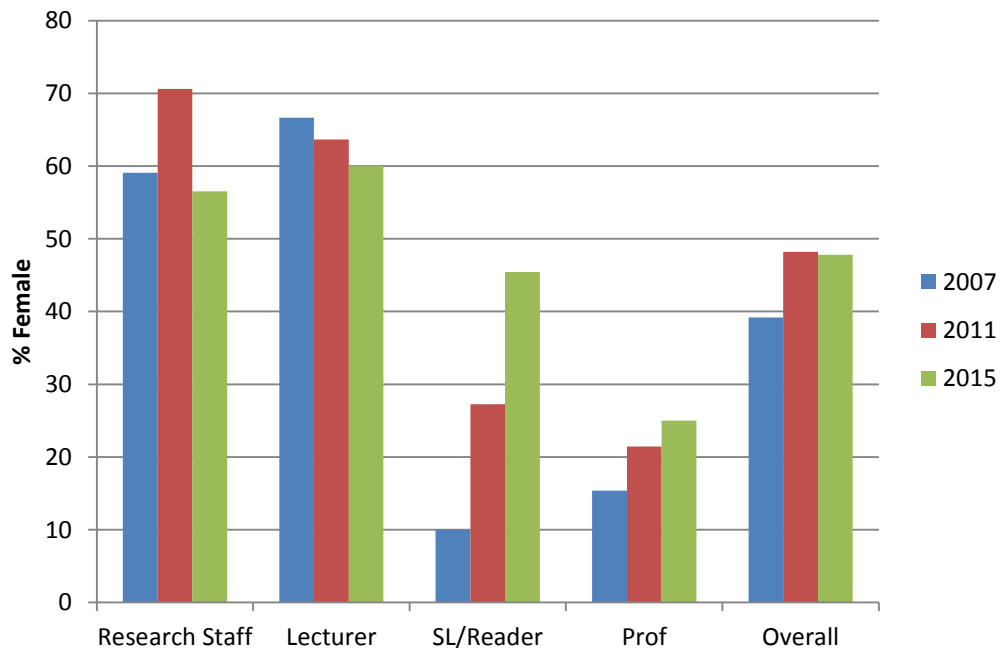


In our first Athena SWAN submission (2007), gender inequality was striking at all levels (see Figure 1). We had a low turnover, resulting in a high proportion of professorial staff (largely male). Our demographics started to change following retirements: we appointed new lecturers, many of whom were female. Thus, our priority in our first submission was to close the ‘leaky pipeline’ from PhD/postdoctoral researchers to faculty, and to support newly-appointed academics. This was the motivation behind the introduction of our Early Career Researchers (ECR) Forum.

By 2011 (2<sup>nd</sup> Silver Award), almost half of academic and research staff were female but there were still very few women above lecturer level. Our 2011 Action Plan introduced a new supportive system of Performance Review, a proactive approach to promotion and an explicit focus on providing opportunities for lecturers to meet promotion criteria through managerial roles. These actions have helped seven female staff to be promoted. As a consequence, there are now broadly equal numbers of male and female staff in all categories except Professor. Over the next



three years, we aim to make progress in tackling this persistent gender inequality in senior academic roles while, *for the first time*, taking actions to encourage more male undergraduates.



**Figure 1:** Bars show percentages of female staff at different grades at the time of our first and second Athena SWAN applications and at the current time.

## b) Data analysis

### Student data

(i) **Access and foundation male and female numbers** – full and part time.  
Not applicable.

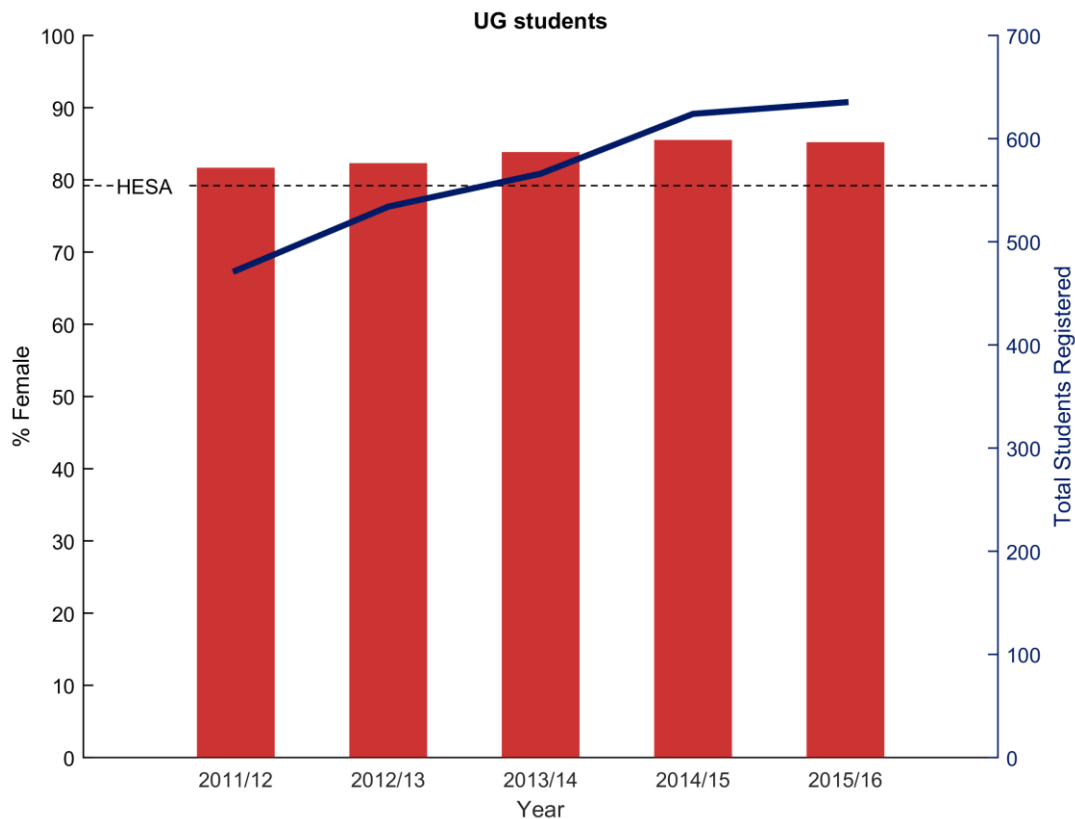
(ii) **Undergraduate (UG) students**

- Most undergraduates are enrolled full time in a 3-year BSc Programme.
- In 2015/6, we introduced a 4-year undergraduate degree in Psychology with an integrated Masters and a Natural Sciences degree with a Neuroscience pathway.
- The percentage of female Psychology undergraduates is around 83%, slightly above the national benchmark for Psychology (79%).
- 73% of those who take Psychology at A-level are female.

### Action points to increase numbers of male undergraduates:

We have previously focussed on *increasing the numbers of female staff*. However, the feedback from our 2014 submission drew attention to the under-representation of men amongst our undergraduates and we have included actions to tackle this imbalance for the first time (**Actions 7.1-7.5**).

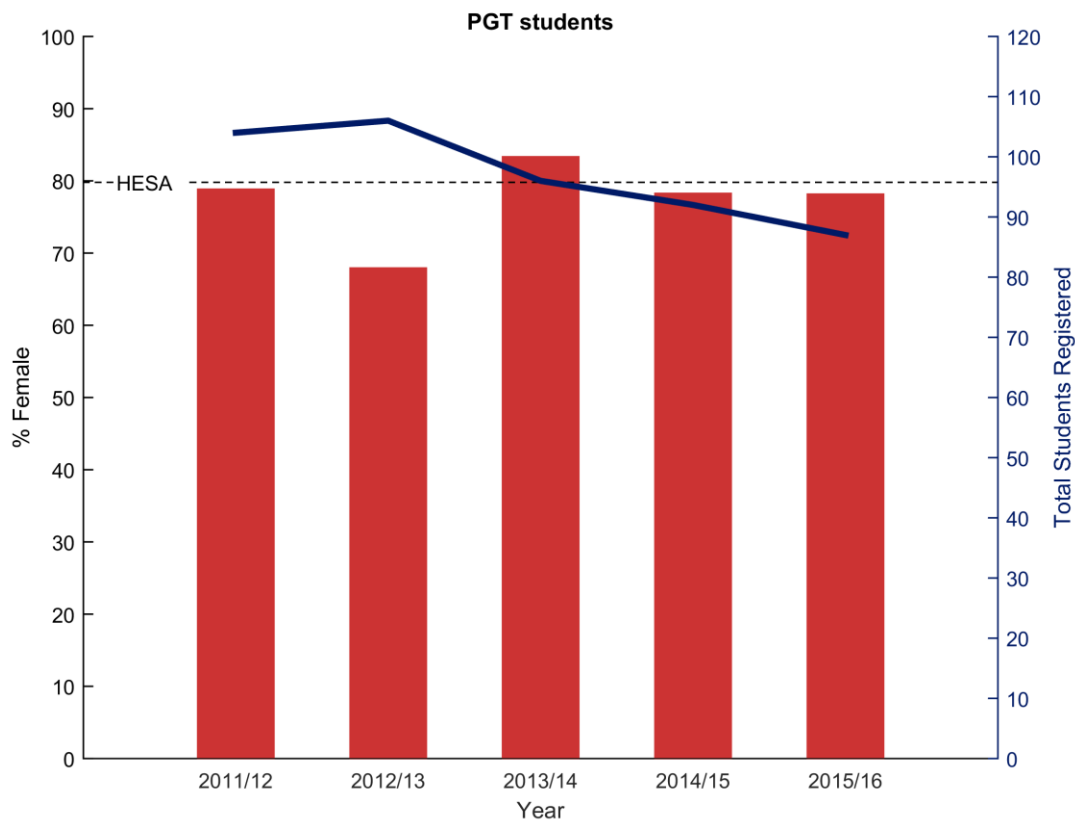
- We already monitor our website and activities for gender-neutrality in terms of *staff* representation and have a male admissions tutor but have not given sufficient attention to gender in our **depiction of students**; a recent analysis revealed a strong bias towards women which we need to address. We plan to form a **Student Panel** who can provide new photos and case-studies for under-represented groups.
- We are planning a **research project in conjunction with the Institute of Physics that will compare factors influencing subject choices** at A-level and University in school students and newly-arriving undergraduates in the Departments of Psychology and Physics (since these departments have opposite gender biases at UG level). We aim to identify ways to reduce gender inequality through a combination of what is taught at A-level and how it is taught. We will work with the British Psychological Society and the Association of Heads of Departments of Psychology to petition curriculum designers to more closely reflect aspects of the subject (e.g., neuroscience and statistics) that are a focus of teaching and research at university.



**Figure 2:** Bars show percentages of female undergraduates on our BSc Programme in Psychology. The line shows the increase in our overall BSc student numbers.

(iii) **Taught postgraduate (PGT) students**

- Taught full-time postgraduate programmes in: *Cognitive Neuroscience, Developmental Cognitive Neuroscience, Applied Forensic Psychology, Development Disorders and Clinical Practice, Masters of Research in Psychology.*
- Gender ratio (77% female) is similar to our UG programme and in line with the national benchmark (79%).



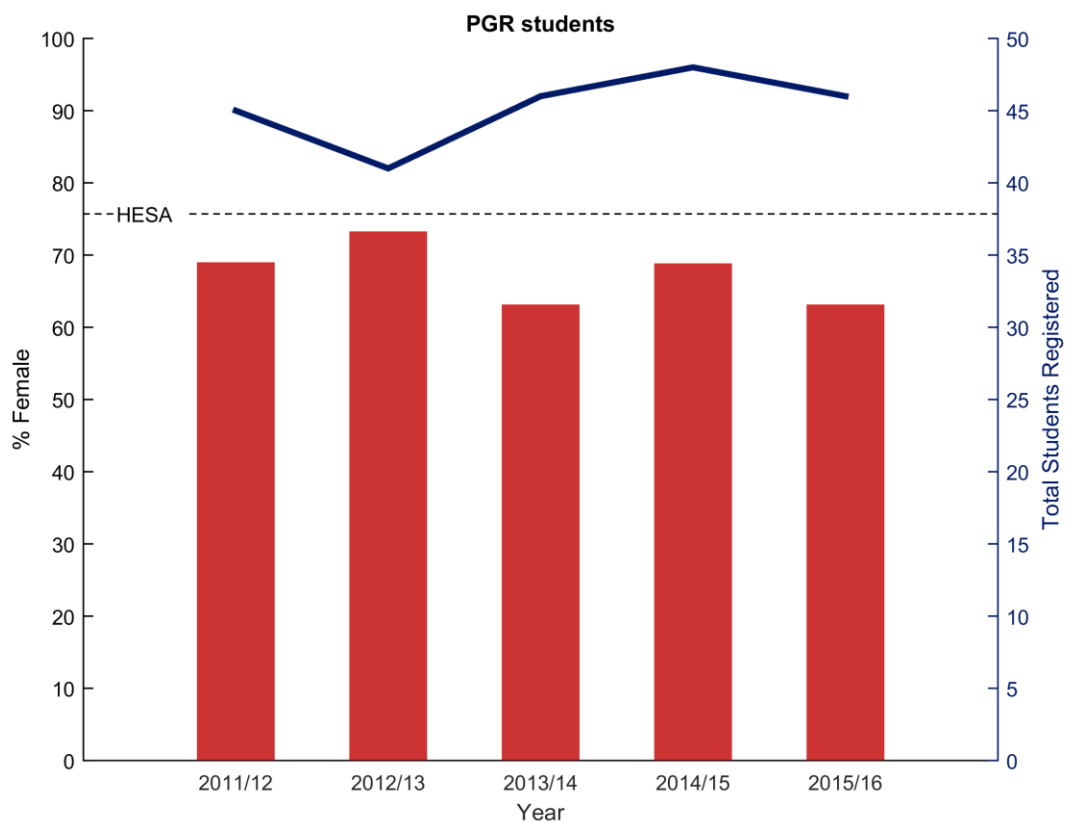
**Figure 3:** Bars show percentages of female postgraduate students on our MSc Programmes. The line shows the overall number of MSc students.

(iv) **Research postgraduate (PGR) students**

- We offer a PhD in *Psychology* and in *Neuroimaging & Cognitive Neuroscience.*
- The percentage of female PGR students has been stable for the last 5 years at about 65%. This is below the percentage nationally (75%) and reflects a drop in females from the UG programme.
- More than 90% of our PGR students submit their PhD thesis within 4 years, irrespective of gender. Average time to award (including viva examination) is 4.1 years for women and 4.2 years for men.

**Action points to promote gender equality in PhD applications:**

- We already hold annual talks for UG and MSc students to ‘demystify’ the process of applying for a PhD. The chair of the interview panel for studentships is female.
- We will continue to run the “summer bursary” scheme which allows UG students to work as a research assistant in a lab. Most of these bursaries are awarded to female undergraduates (89%) and can act as a stepping stone to PhD study.
- We will make more use of female and male role models for UG and PGT students by introducing a Q&A session entitled “Is PhD study for me?” Female and male PhD students and postdocs will be invited to talk about their experiences. We will specifically include students who have combined a research career with being a parent or who initially lacked the belief that they could be successful. We will gather together examples from these sessions and place them on our website (**Action Plan 5.4**).
- We will continue to strengthen the ECR forum (**Action Plan 5.1-5.3**).

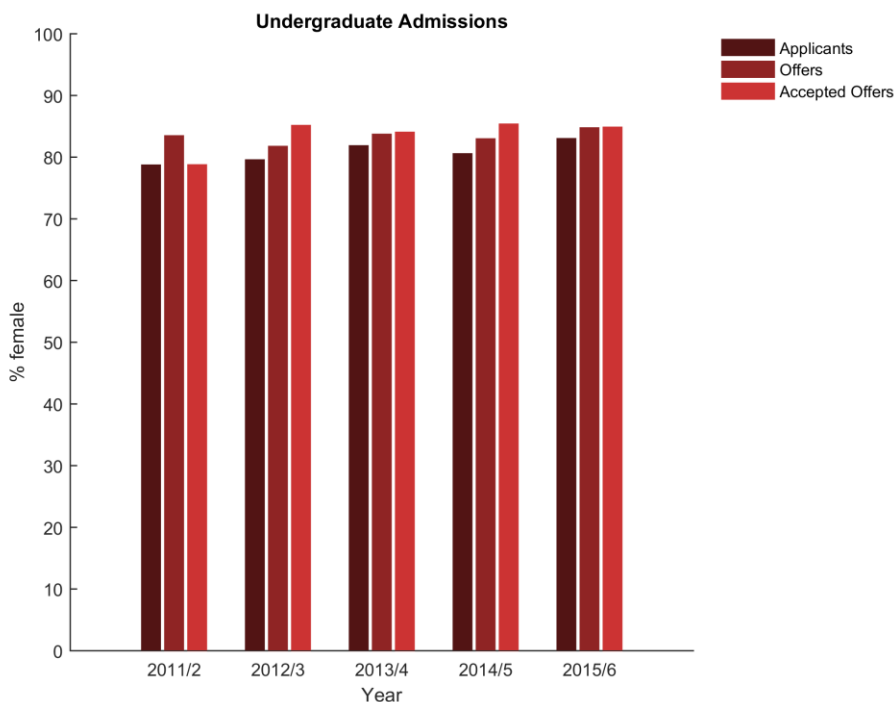


**Figure 4:** Bars show percentages of PhD students that are female. The line shows the overall number of PhD students.

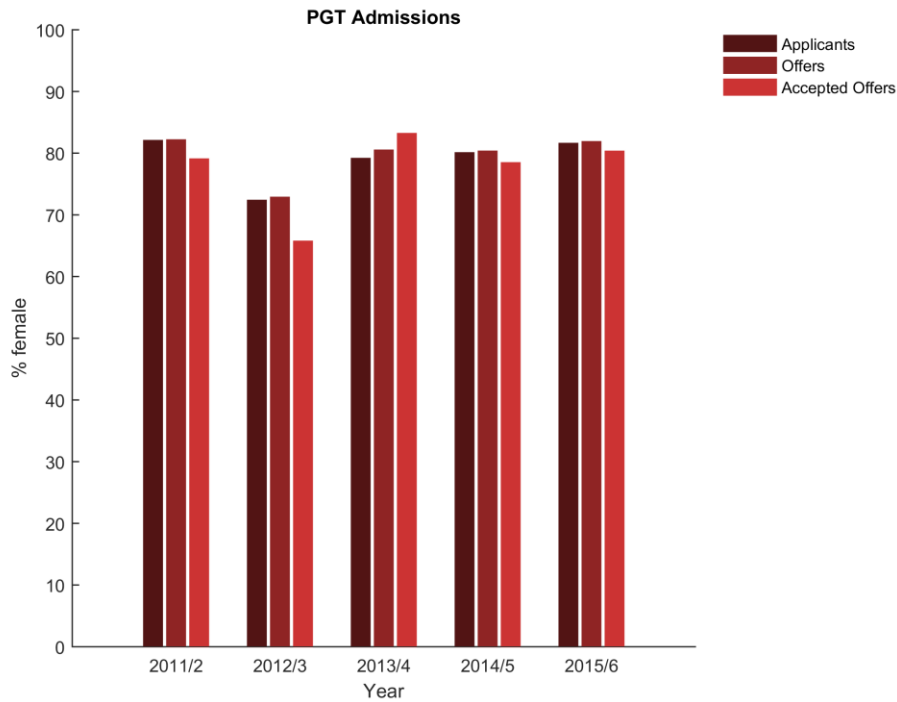
### Destinations of PGR students

In 2011, a postgraduate destinations survey found only 56% of women compared with 76% of men continued as postdoctoral researchers or lecturers after obtaining their PhD. Moreover, women expressed less confidence about their potential to succeed in research and academic careers. To address these concerns, the **ECR Forum** organised sessions on academic and personal development and balancing an academic career with family life. In 2014, we repeated the **destinations survey** to measure change following these actions. The percentage of female PhD students gaining academic or research positions has risen to 68% (compared with 75% for male students). Thus, the gap is closing in a context where more women than men are obtaining PhDs (38 women compared with 20 men since 2010). We will continue to monitor the destinations and aspirations of PhD students and support the ECR Forum in providing sessions on career choices (**Action 5.1**). We will also build an **online alumni network** to support both present and past PhD students in selecting and pursuing careers within and beyond academia (**Action 5.2**).

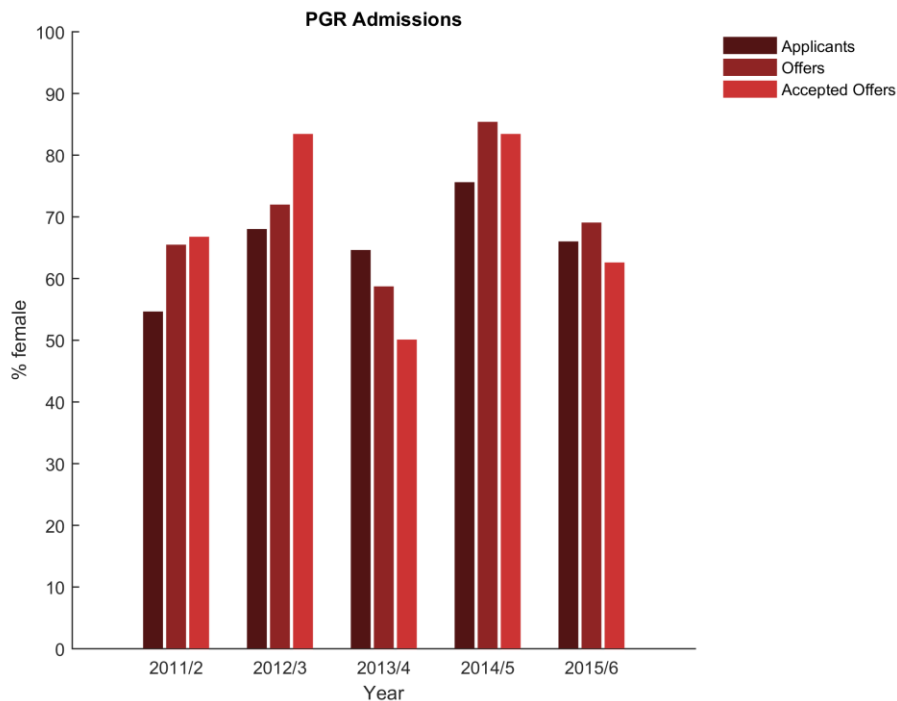
#### (v) Applications, offers, and acceptances to UG, PGT, and PGR programmes



**Figure 5:** Percentage of applications, offers and accepted offers for our BSc programme, split by gender. Bars show percentage of applicants at each stage who are female.



**Figure 6:** Percentage of applications, offers and accepted offers for MSc study, split by gender. Bars show percentage of applicants at each stage who are female.



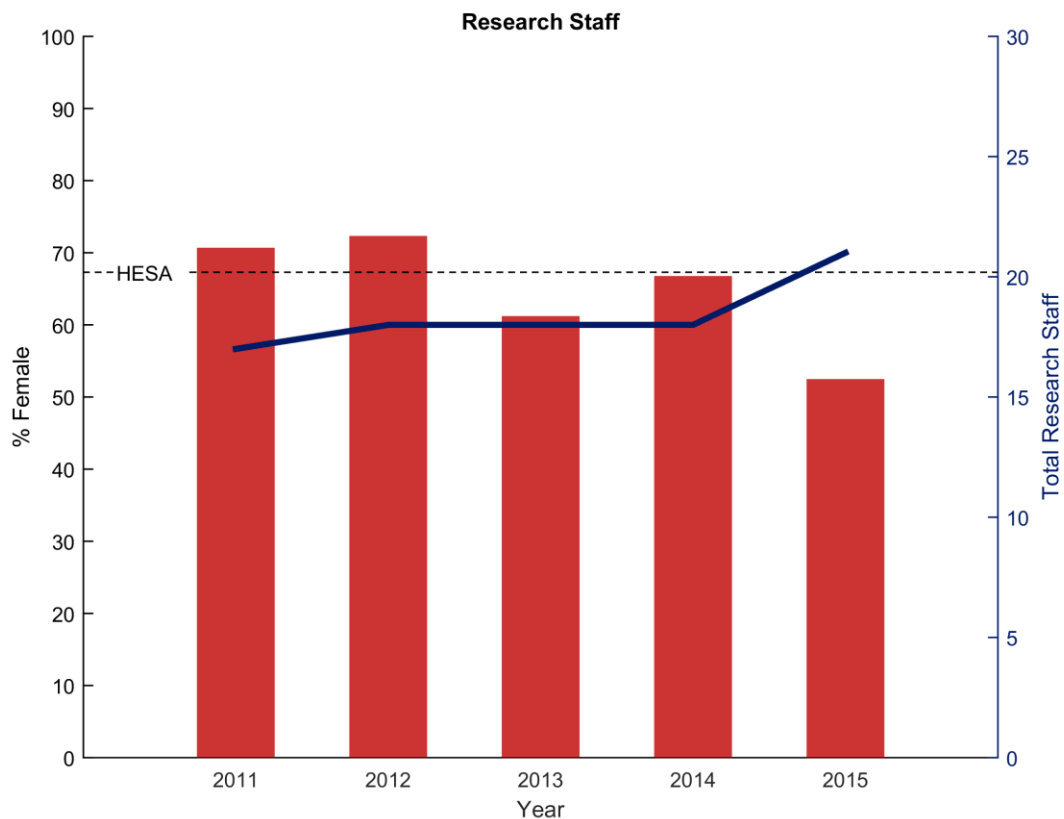
**Figure 7:** Percentage of applications, offers and accepted offers for PhD study, split by gender. Bars show percentage of applicants at each stage who are female.

At UG level, the difference between the gender balance at application (79% female) and enrolment (83% female) arises from a higher percentage of women than men receiving offers ( $\chi^2 = 9.0, p = .03$ ). For PGT and PGR students, there are fewer applications per year – but across years, the gender balance at application (79% and 70% female respectively) is sustained at enrolment (77% and 67% female;  $\chi^2 < 1$ ).

The imbalance at UG level might reflect better qualifications and predicted grades for females: only 14.1% of males receive a grade A or A\* at A-level, compared with 25.6% of females (British Psychological Society briefing paper, 2013). This gender effect appears to be particularly acute in Psychology: 20.1% of females and 9.9% of males gained A-A\* grades in Psychology in 2013, compared with 30.5% of females and 26.7% of males in Biology (data from Learning Plus UK). To increase numbers of male UG students, we need to understand this gender gap in grades. Our planned research project on the motivations for subject choices in Psychology and Physics students should help us to identify relevant factors (**Action 7.1**).

(vi) **Staff data**

**Research Staff**



**Figure 8:** Bars show percentages of research staff that are female. The line shows the overall number of research staff.

- Figure 8 suggests a drop in female research staff in 2015 but this should be contextualized by longer-term data shown in Figure 1, which indicates fluctuation in both directions over the last decade. The numbers of research staff are relatively small and personnel change rapidly as grants begin and end. McNemar chi-square tests do not show a significant change since 2011 ( $p = .2$ ).
- The numbers of female research staff remained close to the national benchmark for most of this period (with the exception of 2015).
- While the data might reflect short-term variation, we remain alert to the possibility of deterioration in our position. We will watch this situation closely.
- Destinations data reveal that 70% of researchers stayed in research. Amongst the 16 female researchers for whom we have data (from 2011-2014), six are in academic posts, five have moved to other research posts, two took Psychology jobs outside of academia, two are continuing their education, and one is a full-time parent. Three male researchers all moved to research/teaching posts. We will continue to monitor the destinations of research staff.

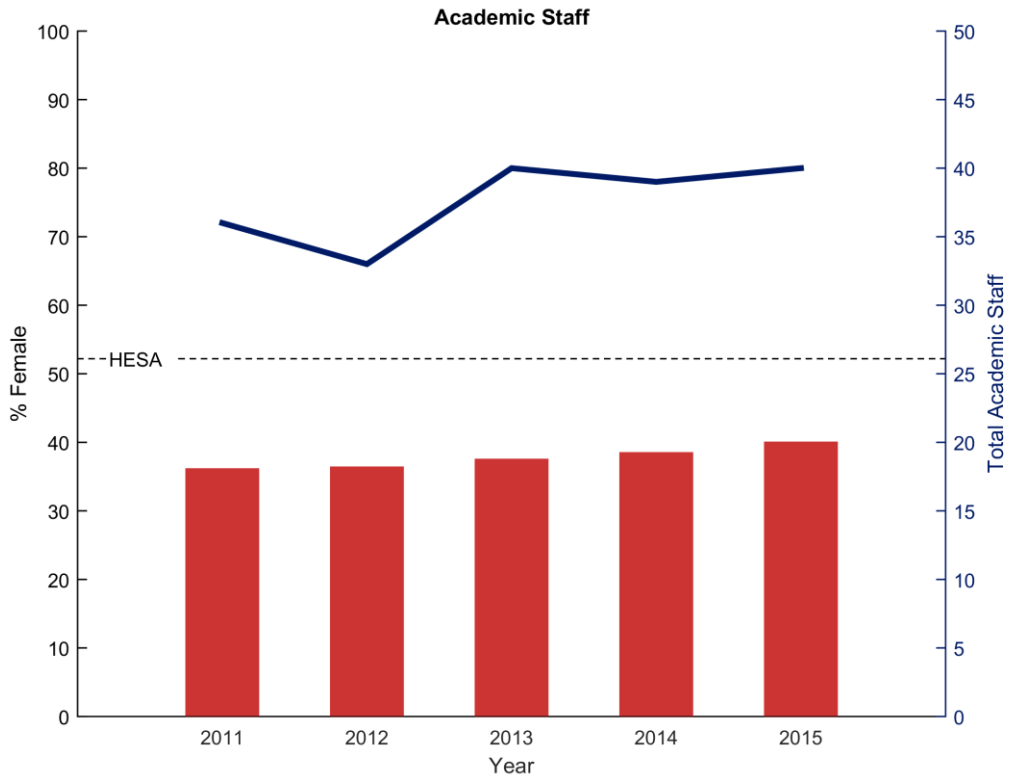
**Action points to support gender equality amongst research staff:**

- Continue to offer strong support to research staff through the ECR Forum (**Action 5.1**).
- Build an alumni network for Research staff and PhD students (**Action 5.2**). This will provide peer support to researchers plus information about the barriers that female researchers face in career progression.

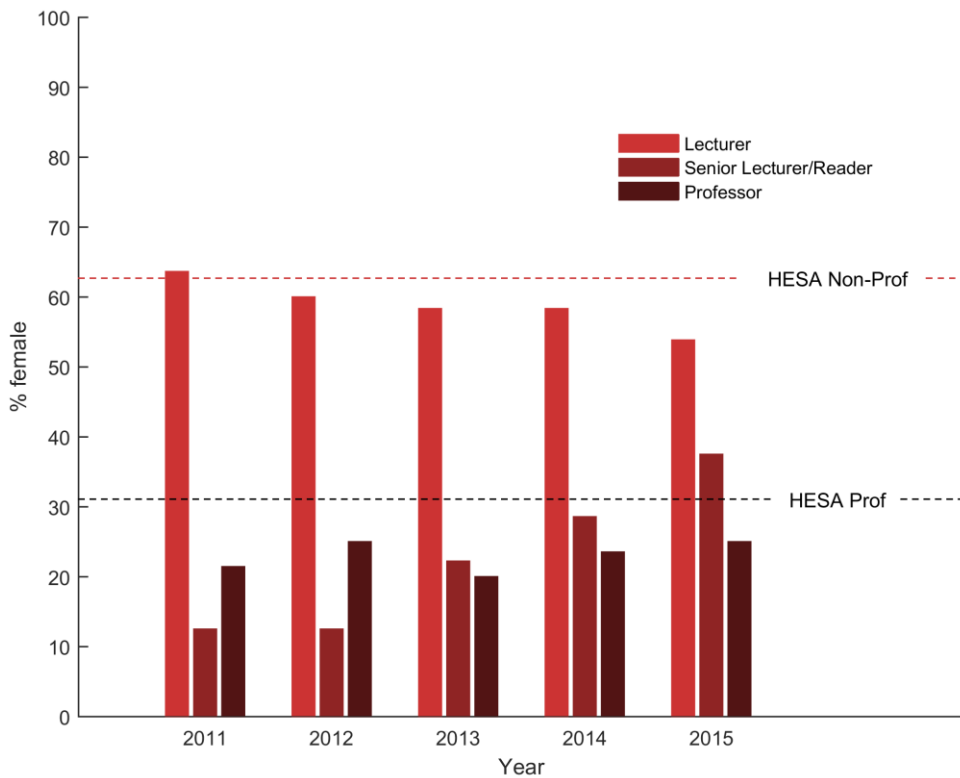
**Academic Staff**

The overall percentage of female academic staff has increased substantially from 24.1% in 2007, to 36.1% in 2011 to 42.9% in 2015 (compared with a benchmark of 52.2%). However, there is still progress to be made and we are determined to maintain our momentum.





**Figure 9:** Bars show percentages of academic staff that are female. The line shows the overall number of academic staff.



**Figure 10:** Percentages of women at each academic grade.

- Women remain in the majority at lecturer level.
- The declining percentage of female lecturers reflects their **promotion to Senior Lecturer**. We have achieved **gender equality at this level for the first time**. This **reflects considerable progress** since 2011, when there were few women above lecturer level. We believe that our **proactive approach to promotion** (introduced 2012), **combined with supportive practices** such as Performance Review (improved in 2012 and 2015), research mentors (introduced in 2012) and fair allocation of teaching/administrative loads via a workload model (from 2012), have contributed to rapid change.
- There is still **marked gender inequality at Chair level**. However, we have made some progress: (i) We were delighted to appoint a female professor, Liz Meins, in 2013. (ii) Beth Jefferies was promoted to a personal chair in 2012. (iii) We were encouraged by the University's decision to change the titles of teaching staff to reflect their roles and status in 2015: this led to Jo Clarke becoming a Professor. There are now four female Professors (compared with 11 men).

**Action points to achieve better female representation amongst academic staff, particularly the professoriate:**

It is critical for us to **support mid-career staff** – so that lecturers and senior lecturers (where women are more numerous) can progress. We plan to:

- Continue our **proactive approach to promotion (Actions 3.1-3.3)**.
- Encourage staff to take on positions of responsibility to meet the criteria for promotion (**Action 3.4**)
- Provide additional female role models through **annual Athena SWAN lectures** and other talks (**Actions 1.1 and 1.2**). Highlight successes achieved by women on our website and electronic news displays.
- Discuss **sources of peer support** with all academic staff during performance review and identify additional mentors as required (**Action 4.1**).
- Introduce social events that promote collegiality and peer-support (**Action 4.2**).
- Continue to provide peer-support for grant applications and departmental funding for research (e.g., **Action 4.3**).
- Actively encourage job **applications from female academics**, by making this an explicit role of search committees (**Action 2.1**).
- Reach a target of exceeding the national benchmark for female professors by the end of the award period (**Action 4.4**).

(vii) **Turnover by grade and gender**

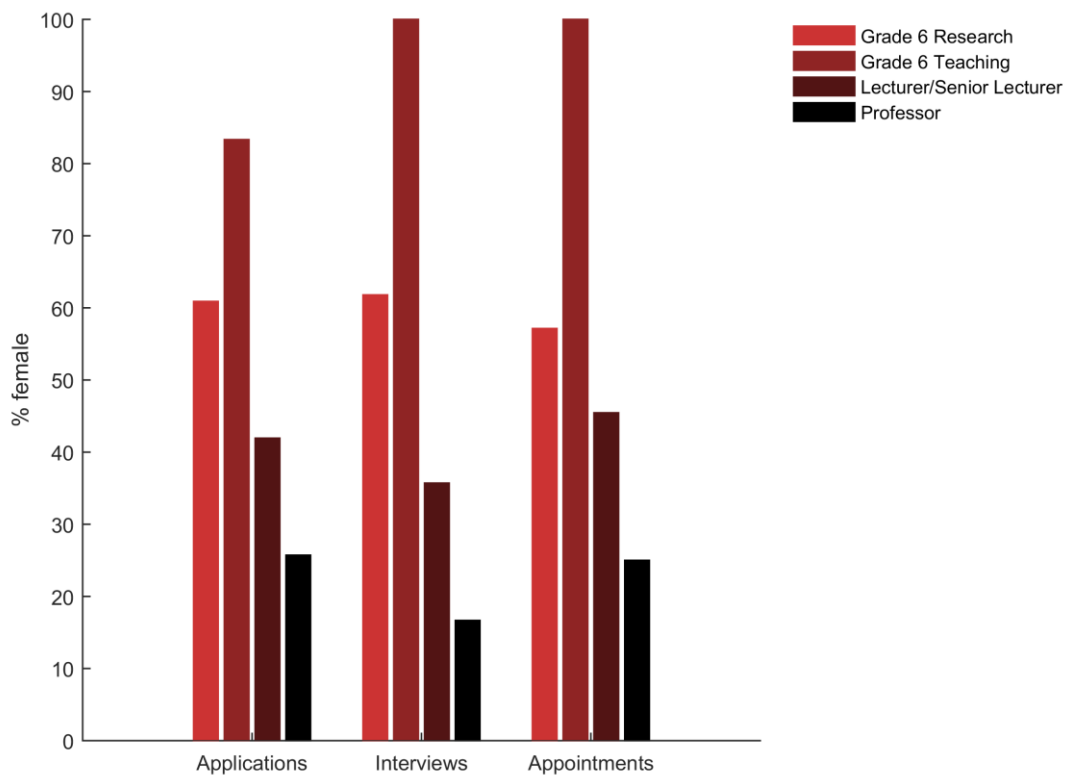
Since 2009, 10 faculty have accepted positions elsewhere: five women (2 Associate Lecturers, 1 fixed-term Lecturer, 2 Professors) and five men (2 Lecturers, 1 Senior Lecturer, and 2 Professors). Four male professors have retired. Both female professors moved to prestigious positions: Susan Gathercole to direct the MRC Cognition and Brain Sciences Unit; Margaret Snowling to the Presidency of St John's College, Oxford. Professors have largely been replaced by lecturers since the department was previously "top-heavy".

## Supporting and Advancing Women's Careers (4809 words)

### 4. Key Career Transition Points

#### (i) Job application and success rates by gender and grade

- **Women remain under-represented in applications for academic positions, especially at professorial level. Nevertheless, when women and men apply for academic posts, they have an equivalent chance of success** (i.e., the percentage of women applying and being appointed is broadly equal).
- These data suggest that we need to focus on attracting more applications from high calibre women (**Actions 2.1-2.4**) while maintaining shortlisting and interviewing practices that do not disadvantage women.



**Figure 11:** Percentages of women applying, being interviewed, and being appointed to each academic grade over the last five years.

#### (ii) Applications for promotion and success rates by gender and grade

In 2012, we introduced an innovative, proactive approach to promotion (**see Action 3.2**). Rather than waiting for staff to nominate themselves, we formed a Performance Advisory Group which identifies pathways to promotion for staff who do not yet meet the criteria, and encourages applications from individuals who do. This has been extremely successful: **seven women have applied for promotion since 2011, all of whom have been successful** (five to Senior Lectureships, one to a Senior Teaching Fellowship, one to a Personal Chair). This 100% success rate for

women compares with a 75% success rate for men over the same period (two from Senior Lecturer/Reader to a Personal Chair and one from Lecturer to a Senior Lecturer).

### **(iii) Impact of activities to support the recruitment of staff**

#### **Applications**

- **Ongoing initiatives to encourage female applicants** include: (i) emphasising our friendly, collegiate culture and family-friendly policies in candidate briefs; (ii) ensuring that advertisements name a female academic for informal enquiries; (iii) displaying the Athena SWAN Logo prominently in recruitment materials and on our homepage and (iv) maintaining Athena SWAN webpages that showcase the achievements of our female faculty (updated in 2015).
- We recently introduced **search committees** for academic appointments that have the explicit **brief to encourage high-calibre female applicants (Action 2.1)**. We will monitor approaches to male and female applicants and provide feedback to search committees.
- Search committees will seek feedback from potential applicants about the factors that led them to apply or not **(Action 2.2)**.
- Since subjective terms such as “exceptional” in candidate briefs could be off-putting to some individuals, we will replace these phrases with more objective descriptions (e.g., “will have held project grants as PI”) **(Action 2.4)**.

#### **Selection**

- There is **no evidence that women are disadvantaged by short-listing or interview decisions** (see above). In our 2015 gender equality survey, 93% of staff agreed that recruitment and selection is not gender-biased.
- In 2015, we introduced **compulsory E&D training** for all academics, following feedback on our previous submission **(Action 1.4)** and ran several training courses on **unconscious bias** (attended by 25 male and 32 female staff).
- All appointment panels for academic staff include both women and men. For panels entirely within the Department’s control, we achieve close to a 50:50 gender balance **(Action 2.3)**: 6 out of 13 appointment panels were chaired by a woman in the last 2 years and 42% of panel members were female.
- Panels for Chair-level appointments are chaired by the Vice-Chancellor who is male. However, the University’s engagement with the Athena process is already producing change, with some panels now chaired by pro-VC Debbie Smith.
- We are increasing the inclusiveness of our recruitment process further by inviting Research Fellows and non-professorial staff to sit on panels **(Action 2.3)**.

(iv) **Impact of activities to support staff at key career transition points**

Support for research staff

- We fully subscribe to the **Concordat to Support the Career Development of Researchers**. Delivery of the Concordat is the responsibility of I&D committee.
- The **ECR Forum** was formed in 2007 to support the career development of researchers. This is important part of departmental life with 45 women and 31 men now involved (a mixture of PhD students, researchers, and lecturers).
- The Forum's activities are supported financially by the Department ( $\approx$ £2k per year), allowing it to host academic events and social events. It publishes a newsletter, maintains a library and a website and provides a 'welcome pack' for new researchers. **In 2015, there were 21 events, attended by over 500 attendees, 60% of them women.**
- Workshops aim to enhance employability and personal development, and cover topics such as publishing and grant writing, interviews and CVs, teaching skills, academic and non-academic careers, and research techniques and facilities (e.g., programming, statistical packages). The willingness of senior staff to contribute to these events is testament to our supportive culture.
- One highlight is an annual **panel discussion entitled 'Families in Science'**. Parents of both genders at different career stages illustrate different ways to combine a successful academic career with raising a family.
- The ECR Forum stages inclusive social events (e.g., Easter Egg hunt) for members and their families.
- The Forum gives researchers a strong voice in the department. **Researchers are represented on key committees, including Research Committee and I&D.**
- Researchers are invited to attend job talks by applicants for faculty positions, providing insights into the selection process.
- We are creating opportunities for ECR members to sit on appointment panels, promoting inclusivity (**Action 5.3**).
- Researchers are **eligible to apply for internal research funds**, such as the summer bursary scheme, providing experience of writing grant applications.
- In 2014, we introduced a specific mechanism to allow ECR and MSc students to interact informally with seminar speakers as a group before each talk.
- We believe that the ECR Forum should continue to elect its own Chair and organising committee, since this has worked extremely well to date. However, following feedback on our last submission, we will nominate a member of academic staff to sit on the ECR committee and provide additional administrative capacity (**Action 5.1**).
- We will work with the ECR Forum to create an alumni site for researcher staff and PhD students (**Action 5.2**), supporting career development and providing additional female and male role models.

Support for academic staff

- (1) *Reduced teaching and administrative loads for new faculty, staff returning from a career break or following a large administrative workload. We recently*

formalized departmental policy in this area (**Action 6.3**). New staff are given a reduced workload for the first year of their appointment while academic and teaching staff returning from a career break (e.g., from maternity leave) are given a **term of research/scholarship leave** within 12 months of their return. These arrangements are tailored to people's individual circumstances and can include lecturers on fixed-term appointments: for example, a recently-appointed fixed-term lecturer, Liz Kirk, had no teaching for the first six months and undertook an extended research visit. Liz provided a case study in our 2014 application.

- (2) *Providing mentors.* We assign mentors to help newly appointed faculty settle in. Since 2012, we have also provided **research mentors** to lecturers, to help them build a successful research program. In 2014, we surveyed faculty to elicit feedback on these mentoring schemes. 45% felt they had sufficient mentoring, 35% considered that more mentoring would be beneficial, and 17% lacked support from mentors. These data have encouraged us to review and improve our provision of mentoring. We will now ask mentors and mentees if relationship is working well on an annual basis and change mentoring arrangements when necessary (**Action 4.1**). We will review documentation about mentoring on our wiki and provide additional advice for mentors and mentees about how to get the most from this relationship. We will offer mentoring to academic staff returning from career breaks and working part-time (**Actions 6.1 and 6.2**). Given the need to support more senior faculty who may not have a formal mentor, we will also solicit information about peer support during Performance Review with all academic staff. When individuals feel they would benefit from additional mentoring, new relationships will be established (**Action 4.1**).
- (3) *Peer support.* Academics, research staff and PhD students meet regularly in Research Groups to discuss their latest results, ideas for funding applications, and developments in the literature. We also foster a collegiate culture through inclusive social events (and aim to strengthen this over the next few years; see **Action 4.2**).
- (4) *Support for research grant applications.* The Department's **Research Manager** helps faculty and research staff identify possible sources of funding and provides practical support when devising budgets and gaining institutional approval (**see action 4.3**). Research Committee arranges opportunities for staff to outline ideas for grant applications to a supportive audience, and provides constructive feedback on application drafts. Less experienced staff (who are predominately female) particularly benefit from this support.

The I&D committee monitors applications and success in securing external funding by gender: these data show broadly equivalent performance when career stage is taken into account. Over the last four years, women submitted 0.74 grant applications per head per year (with an average value of £188k and a 29% success rate). This compares to 0.75 applications for male non-

professors (with a value of £205k; 32% success rate) and 0.82 applications for male professors (with a value of £367k; 31% success rate).

- (5) *Internal research funding*. The **Annual Research Funds Allocation Exercise** allocates funding on the basis of PhD students supervised, grant applications submitted, papers published, and financial contribution to the department; newly appointed faculty receive a guaranteed allocation for their first two years irrespective of research activity and this scheme provides invaluable funds for faculty who have not yet secured a major grant. A breakdown of awards to male and female academics from 2011-2015 shows no evidence of gender bias: the average allocation for female non-professorial staff was £2,046, while for male non-professorial staff, it was £2,016. For female professors, it was £3,396 while for male professors it was £2,785.

In addition, the **Undergraduate Summer Research Bursary** Scheme allocates funds to pay undergraduates to work in the laboratory of a member of faculty for 4-6 weeks during the summer vacation. The **Impact Development Fund** provides financial support for developing and promoting research with the potential for translation and societal impact. These schemes are supplemented by the University's **Innovation and Research Priming Fund** which allocates financial support for interdisciplinary cross-departmental research projects.

- (6) *Fair allocation of teaching and administrative loads*. The Department expects all academic staff to contribute to teaching and administration, benefitting female academics who are predominately lecturers (while most senior academics are male). Allocation of workloads is informed by a **workload model** (see below). Teaching is organized within *Teaching Teams* promoting flexible working practices and facilitating peer-support for teaching.

#### Support for teaching staff

While most teaching is done by faculty active in research, teaching and administration, we employ a small number of Associate Lecturers who assist with undergraduate and Masters teaching. These staff are **supported by mentors and are allocated a day a week for research or scholarship**. They are encouraged to attend research group meetings and to apply for **internal and external research funding**, with some notable successes (e.g., Meesha Warmington received £230k from Leverhulme). Associate Lecturers are encouraged to apply for **promotion to Lecturer (Teaching & Scholarship)** roles and the Department has a positive track-record in this area.

## 5. Career development

### (i) **Impact of activities to support promotion and career development**

- *Annual Performance Review (PR)*: **100% of staff complete PR each year** (2014 staff survey; up from 69% of staff reporting a review in the previous 12 months in 2011). Our recent gender equality survey in 2015 found 100% of staff agreed **this mechanism benefits men and women equally**, up from 66% in 2011. The

HoD comments on forms for all staff and is therefore able to identify excellent performance. In 2015, the University overhauled the Performance Review system: it will now be undertaken by a **smaller number of trained individuals** (2 female and 4 male; **Action 3.1**). This approach will feed into our proactive approach to promotion (see below).

- In 2012, we formed a **Performance Advisory Group** (consisting of the HoD, Deputy HoD, male and female co-Directors of Research, Director of Teaching & Learning, and Chair of I&D committee). Members of this group hold meetings with staff to **identify potential routes to promotion and to encourage applications from colleagues who are likely to meet the criteria**. As noted above, this approach has been very effective in eliciting successful applications (7/10 from female academics). Moreover, in our 2015 gender equality survey, 93% of staff agreed promotion practices benefit men and women equally (up from 87% in 2011).
- Since promotion often involves demonstrating significant leadership in administration, **deputy leadership positions** have been introduced allowing lecturers to gain experience that enhances their promotion prospects (**Action 3.4**). These now exist for five committees: Board of Studies, Research Committee, Graduate School Board, Board of Examiners and Research Ethics Committee. These roles have contributed to three successful promotion applications since 2013 (all female staff).

(ii) **Impact of activities to support induction and training**

- Induction is coordinated by the PA to the HoD and is supported by induction packs and by our Staff Wiki. There is one **induction pack tailored for postdoctoral staff/PhD students (developed by ECR Forum), and a separate pack for academics**. Both emphasize the Department's commitment to the principles of Athena SWAN (although we plan to strengthen this via **Action 1.5**). Since March 2013 when we introduced a more formal system, 100% of new staff have been properly inducted into the Department.
- **Mentors** for academic staff are assigned by the HoD (in the case of Academic Mentors, to show new recruits the ropes) and by Research Committee (in the case of Research Mentors, who work with new faculty over a longer period to support their efforts to build a research group). Academic mentors make contact before the member of staff arrives.
- New lecturers undertake training leading to a Postgraduate Certificate of Academic Practice (PGCAP) during their first two years in post. Time in the programme is included in the Department's workload model.
- Ongoing training and support are provided for all staff by the University's Professional and Organisational Development Team, which runs courses on leadership, financial management, work-related stress, building a research group, applying for grants and other topics. The Departmental Manager also



administers a budget for external training courses, which is used to support training requests raised during Performance Review.

(iii) **Impact of activities that support female students**

- The I&D committee includes members who can represent the concerns of students, including female and male PhD student representatives, the Deputy Chair of the Board of Studies and the UG admissions tutor. These members assist the committee in identifying new initiatives to support male and female students and help to inform the student community about Athena SWAN actions.
- All students are assigned an Academic Supervisor. Supervisors and supervisees meet at least once every term to discuss academic progress and personal issues. Students are entitled to request a different supervisor without giving a reason.
- An experienced academic (previously a college Provost) acts as *Female Contact Person* and the Department's *Harassment Officer*.
- Outside the Department, students can obtain support from their college, the Students Union, the University medical centre and the Open Door team (a counselling service).
- PhD students have a Thesis Advisory Panel (TAP) consisting of the student, their supervisor, and two other members of faculty. The TAP meets twice each year to review progress and provide advice. Supervisors absent themselves from one part of each meeting to give the student an opportunity to discuss the quality and effectiveness of the supervision they are receiving confidentially. Problems are relayed to the Chair of the Graduate School Board for support and intervention. The 2015 Postgraduate Research Experience Survey found that 90% of PGR students agreed that supervision was helpful or very helpful.
- UG and PGT student representatives are members of every Departmental Committee concerned with teaching (UG and PG Student-Staff Forums, Departmental Undergraduate Teaching Committee, Graduate School Board, and Board of Studies), ensuring that their views are taken into account during decision-making and that feedback from students receives a considered response. Undergraduates rate us positively in National Student Surveys with 87% of students feeling they received sufficient support and advice in the latest survey.

## 6. Organisation and culture

### Female and male representation on committees

Departmental committees include members of both genders and, where possible, members from different career stages including students and research fellows. We take an open and inclusive approach to committee membership, placing minutes on

the staff wiki so that they are accessible to everyone, and inviting staff to volunteer to join committees or to chair them.

Table 1 breaks down the current membership by seniority and gender. This demonstrates considerable progress: **women now chair three committees, including two of the most important (External Advisory Board; Board of Studies)**, men chair a further three committees, and we have **female and male co-Directors of research**. Many key committees also have female deputy chairs and we expect to make further progress as more of these individuals take up chair positions. Committee membership is reviewed annually by I&D committee.

**Table 1:** Composition of committees by gender and seniority

Committee	Chair	Deputy Chair(s)	% of faculty who are female	% female overall
External Advisory Board	Female	-	n/a	33%
Departmental Management Team	HoD	-	40%	47%
Board of Studies	Female	Female	48%	60%
Graduate School Board	Male	Female x 2	64%	65%
Research Committee	Female and Male	Female	38%	45%
Inclusiveness and Development Committee	Female	-	50%	60%
Performance Advisory Group	HoD	-	33%	33%
Research Ethics Committee	Male	Female	50%	65%
YNiC Science Committee	Male	-	50%	50%

(i) **Female: male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts**

- Researchers are employed on fixed-term contracts funded by grants, irrespective of gender. We recognise that the inherent insecurity of fixed-term contracts can impact particularly severely on women. We actively seek opportunities to extend contracts or redeploy staff whenever possible. Staff who are within six months of the end of their contract are entitled to join the redeployment register and are considered for any suitable posts ahead of external applicants.
- Academic staff are appointed on fixed-term contracts in two circumstances. First, we appoint fixed-term lecturers when permanent members of faculty win fellowships (2 appointments since 2010, both female). The career development of fixed-term lecturers is supported in the same way as other members of academic staff (see above). We also appoint fixed-term Associate Lecturers to support undergraduate and Masters teaching although the majority of teaching in the department is done by faculty on permanent contracts. We have made five such appointments since 2010 (two women and one man to full-time posts; two women to part-time posts). The destinations of fixed-term staff have been positive: 2 moved to permanent lectureships in other departments,

one moved to a permanent research post in industry and we now employ one of the part-time appointees on an open contract.

(iii) **Representation on decision-making committees**

- The I&D committee influences decision making in several ways: (i) the HoD and Director of Research are both members of our SAT and can effectively implement actions that promote gender equality; (ii) the chair of the I&D committee is a member of the Departmental Management Team.
- I&D committee monitors the gender composition of committees and takes action to promote equality when required.
- The feedback on our previous submission expressed the concern that the Senior Management Team (now the Departmental Management Team) was male dominated. We have addressed this issue by inviting additional non-professional staff of both genders (the committee is now 47% female).
- Female and male academics are encouraged to represent the Department on University-level committees: currently we have female representatives on the Science Faculty Board, University Promotions Committee, Promotions Advisory Committee for the Sciences, White Rose Doctoral Training Centre Academic Quality Committee and University Athena SWAN Committee.

(iv) **Workload model**

- We developed a new workload model in 2012 to inform decisions about teaching, supervision and administrative duties. Workload allocations are determined annually by the HoD in consultation with the Director of Teaching & Learning. The starting point is a uniform distribution of workload across staff, modulated to offset teaching duties against administrative roles, and to provide lighter loads to staff appointed recently or returning from long-term absence, and with large research grants or fellowships.
- Staff have access to the model to enable them to compare their own workload with that of their colleagues.
- Table 2 lists the average workloads assigned to men and women, after adjustment for part-time working. The apparent imbalance, where women were assigned lighter total workloads than men, is explained by the numbers of newly appointed and returning staff of each gender.

		<i>Teaching</i>	<i>Administration</i>	<i>Combined</i>
2013/14	Female	389 (137)	130 (84)	519 (155)
	Male	350 (178)	324 (340)	674 (334)
2014/15	Female	409 (212)	166 (54)	555 (179)
	Male	431 (146)	359 (330)	743 (271)

**Table 2:** Average workloads (hours per year) assigned to women and men in the last two academic years. Data show mean hours adjusted for FTE and standard deviation in

parentheses.

(v) **Timing of departmental meetings and social gatherings**

- Faculty are not required to maintain formal office hours and this creates flexibility which is beneficial to staff with caring commitments.
- Departmental meetings generally start between 1 and 2pm. Many social gatherings are held during the day – for example, buffet lunches to celebrate staff successes and student graduation, an annual bike ride, sporting competitions with students and a departmental yoga club. The ECR forum also organises family-friendly social events both during working hours and in the early evening, with staff being encouraged to bring their partners and families: there were 11 such events in 2014-15, with almost 300 attendees (57% of them female).
- While ECR are well-catered for, a minority of mid-career academics in our recent equality survey reported that social events benefit men more than women (85% of faculty reported gender equality in this area in 2015). We are therefore introducing some additional inclusive social events aimed at promoting collegiality and mutual support (**Action 4.2**).
- Feedback on our 2014 application raised the concern that Departmental seminars starting at 4pm may be difficult for some staff to attend. A survey in 2011 found no appetite for changing the times of these meetings; this was repeated in 2015 and an overwhelming majority of staff of both genders (86% of males and 87% of females) stated a preference for a 4pm start (as opposed to 2pm). We will continue to monitor this issue.

(vi) **Culture**

- The Department takes pride in offering a friendly, inclusive and supportive environment to all staff, and collegiality is highly valued. In the 2014 AS Survey, 94% of respondents agreed that “Staff are treated on their merits irrespective of their gender”.
- As noted in the HoD’s letter, we recognise that an inclusive culture is of strategic importance in attracting and retaining the best staff and students and in creating an environment in which people can be happy and productive.
- Athena SWAN principles are emphasized through the use of the Silver Logo on the website, the prominent display of our Athena SWAN award certificates in the reception area, discussion of I&D activities at staff meetings and by holding regular surveys on gender equality (**Action 1.3**).
- To promote wider engagement, we plan to start asking staff not directly involved in the I&D committee to propose initiatives that would strengthen our inclusive culture further (**Action 1.3**) and to maintain compulsory E&D training (**Action 1.4**).
- We endeavour to ensure that all our activities have good gender balance, particularly those with high visibility. In 2014, the University awarded an honorary doctorate to the eminent Cognitive Psychologist, Professor Anne Treisman. She was the fourth woman to be nominated by the Department for an honorary degree in recent years, following Professors Vicki Bruce, Tanya

Byron and Uta Frith. All four have visited the department to talk about their work and broader experiences, providing important role models.

- Our programme of research seminars has included 25 female speakers over the last 2 years (34% of seminars overall). This inequality is likely to reflect the fact that more senior academics in the field are male but we believe it should be possible to achieve equal numbers of male and female speakers. We have included strong actions to address this issue, including introducing a special Athena SWAN Lecture each year: this will involve a distinguished alumna, former member of female academic staff or prominent female academic from a different department (**Action 1.1**). The department has provided £2k of funding to the I&D Committee to invite high-profile speakers for this event. We will also encourage members of the department to suggest more female speakers for our seminar series. The I&D committee will monitor the gender balance of speakers and work more closely with the seminar organiser to achieve a better balance (**Action 1.2**).

(vii) **Outreach activities**

- We acknowledge the importance of gender equality in outreach events aimed at the general public and prospective students and their families and therefore encourage male and female PhD students, researchers and academics to take part.
- Outreach is included in our workload model and is used to support promotion applications.
- Activities include radio/TV interviews, public lectures, 'Café Scientifique' or 'Pint of Science' discussions to promote public interest and debate, talks and workshops at schools, and public engagement activities at Science Festivals and Conferences. Events are publicised on our website and via the digital displays in our buildings.
- Over the last 4 years, 43% of staff involved in outreach have been women, broadly matching the proportion of female academics in the Department.
- As illustrations, Katie Slocombe (senior lecturer) has been a repeated guest on BBC Radio 4, gave a TEDx talk that was featured as one of the four best TEDx talks worldwide, and has developed interactive games for Edinburgh zoo that allow players to compare themselves with our nearest primate relatives to foster understanding of the reasons for studying the cognitive abilities of primates.
- Two male academics, Pete Thompson and Rob Stone, play a big role in outreach to schools (important in addressing the under-representation of men in our undergraduate programme).
- We will contribute to the University's annual *Festival of Ideas* and *York Talks* as in previous years but ensure that our contributions are gender equal (**Action 7.5**).

## 7. Flexibility and managing career breaks

- The Department is committed to the University's policies on leave and flexible and part-time work and in many areas goes considerably beyond these policies in an effort to support staff.
- We recognise that returning from a career break can be a difficult transition. Support at this point can be important for staff to maintain a successful academic career (**see Action 6.2**). The HoD meets with returning staff to discuss how the department can help them achieve professional and personal objectives. Academic and teaching staff returning from a career break (e.g., from maternity leave) are standardly given a **term of research/scholarship leave** within 12 months of their return, with the implementation of this policy **tailored to meet individual needs**. We have an excellent track-record in this area (**see both case studies**).
- The Department recently introduced a formal policy on managing career breaks and flexible working (**see Actions 6.3 and 6.4**). This policy is explained in induction packs, on our website and in our internal Staff Wiki. Whenever operationally feasible, we meet requests for changes in working practices.

### (i) **Maternity return rate**

Since 2010, five members of staff have taken maternity leave. All of them returned to work with support and/or flexible working arrangements in place.

### (ii) **Paternity, adoption and parental leave uptake**

During the period 2011-2014, three members of staff took paternity leave and one member took adoption leave.

### (iii) **Flexible working**

- Academic staff take advantage of the intrinsic flexibility of academic life, allowing them to meet both their professional and their family commitments.
- In the 2014 staff survey, 83% of staff across all categories indicated that they could work flexibly (combining both informal and more flexible working arrangements). Moreover, in our 2015 gender equality survey, 96% of staff reported gender equality in access to flexible working arrangements, up from 80% in 2011.
- We have a good track-record of supporting requests for changes in working practices (for example, from full-time to part-time and then back to full-time; see both case studies). Over the last two years, we have approved several requests for changes to working practices – including organising a part-time contact for a newly appointed female researcher with a young child, and three requests for reduced hours from members of support staff with caring commitments.

### (iv) **Support for flexible working**

- We publicise our supportive policies on the staff wiki and website and have discussed them at staff meetings.

- We emphasise that flexible and part-time work is not a bar to career progression (see **case study of Emma Hayiou-Thomas**).
  - The HoD meets staff returning from leave and this conversation covers flexible and part-time working. We plan to start offering mentoring to staff returning from leave and those working part-time (**Action 6.1**).
  - Many colleagues use informal flexible working arrangements (see above). There is less flexibility for academic staff in the timetabling of teaching sessions, since these are constrained by student timetables and by constraints on teaching space. Nevertheless, staff can make requests for teaching to be scheduled at convenient times and we recently reconfigured our teaching timetable in a way that should allow us to meet more of these requests (**Action 6.4**).
- (v) **Cover for maternity and adoption leave and support on return**
- The Department recruits cover for periods of leave and, if financially feasible, for a period of time after the member of staff returns to work.
  - All of the staff who have been on maternity leave in the last five years have used Keep-In-Touch (KIT) days and this is standard practice.
  - Members of the I&D committee help staff plan maternity leave in conjunction with the HoD, including finding substitute supervisors for their graduate students and research staff if desired (although women who wish to continue supervising research are supported in this decision).
  - We allocate a reduced workload to staff returning from extended periods of leave, which is normally a term of research leave free from teaching and administrative commitments within 12 months of return (although the exact form of support is tailored to the wishes of staff as far as possible; see **Action 6.3**).
  - The I&D will also offer mentoring to staff returning from extended leave and to colleagues working part-time, if desired (**Actions 6.1 and 6.2**). Recent mentors have been women who have continued a successful academic career as a parent after a period of leave.

### **Any other comments (500 words)**

Since our unsuccessful submission last year, we have engaged in a process of careful reflection and initiated many changes. We previously failed to provide sufficient evidence of impact and have gathered considerably more evidence for this submission. To summarise, the most important changes since 2011 have been:

- (i) A strongly **proactive approach to promotion** that has enabled us to achieve a **good gender balance at SL/Reader level for the first time**;
- (ii) Increased use of **deputy leadership roles** for key departmental committees, allowing lecturers to gain experience required for promotion (which in several cases can be directly linked to successful promotion bids);
- (iii) Better representation of women on our committees, including **women taking on some of the most important Chair roles** (e.g., Board of Studies, PhD student allocation process; co-Director of Research);

- (iv) The introduction and dissemination of a formal and highly supportive **policy on flexible and part-time working and career breaks** (from 2015), which goes beyond University expectations;
- (v) The introduction of a **centrally-managed induction system** (from 2013) to ensure that all staff benefit from this process and are aware from the outset of policies to support equality and diversity;
- (vi) A substantial improvement in **completion rates for performance review** (from 69% in 2011 to 100% in 2014);
- (vii) Additional support mechanisms for academic and teaching staff, including **research mentors** (from 2012) and supportive **feedback on planned grant applications** (from 2014), alongside existing mechanisms such as teaching teams and pump-priming;
- (viii) The introduction of a formal **workload model** (in 2012) to inform the allocation of teaching and administrative duties to academic staff;
- (ix) A strong focus from the HoD on ensuring that membership and chairs of **appointment panels are gender-balanced**;
- (x) The **ECR forum** going from strength-to-strength, with 21 events including more than 500 attendees in 2014-15.
- (xi) Continued **cultural change** in the department, reflected in the high attendance at two recent **workshops we held on unconscious bias** (attended by 57 staff);

We recognise that there is still **considerable work to do** to achieve gender equality in our department – particularly for professorial staff (where women are under-represented) and undergraduate students (when men are under-represented). We have included **actions to address the imbalance at undergraduate level for the first time**. We have also carefully reflected on the persistent gender imbalance in senior academic staff and included more proactive actions designed to **support mid-career researchers** so that our female lecturers and senior lecturers have every chance to progress further. We plan to extend mentoring schemes to this group, to support efforts to build research groups, to strengthen peer-support and collegiality by introducing a wider range of inclusive social events and to pay more attention to the availability of role models (for example, through the introduction of an Annual Athena Swan Lecture). We also believe we can do more to **attract female applicants to senior positions**, by working with search committees to ensure a good gender balance in initial approaches and by seeking feedback about why people chose to apply or not.

## **8. Action plan**

A new Action plan for the next three years can be found in the Appendix.



## **9. Case studies: impacting on individuals (951 words)**

### **Emma Hayiou-Thomas, Member of self-assessment team and Senior Lecturer**

I came to this department as a junior lecturer in 2005. After 3 years of full-time work, I had my first child in 2008, and took one year of maternity leave. When discussing arrangements for my maternity leave and subsequent return to the department, our then HoD, Graham Hitch, asked whether I wanted to return to work full-time or part-time. As this was my first child, I had no idea what to expect of motherhood, or how I would feel about combining work and childcare. I remain deeply grateful to Graham for his response: He made it clear that he would support whatever decision I took, and that I was not under any pressure to make a commitment in advance. I decided to return to work part-time, 3 days/week. Had I had family nearby who could help with childcare, or had my husband been able to look after our son part-time, I might have felt differently – but as things stood, I remain convinced that the decision to work part-time was the right one.

When I returned to work, we had a new HoD, Sue Gathercole, who herself had managed to combine a highly successful academic career with raising a large family. Sue was also very supportive of my part-time working, and gave me concrete help by keeping my teaching and administrative load relatively light, and in proportion with my working hours. She also actively encouraged me to apply for an Anniversary Lectureship, which I was awarded and meant that I could ring-fence a significant portion of my available working time for research.

In 2010 I had my second child, and took another year's maternity leave, after which I returned to my 3-day working week for another three years. I was keen to develop my CV with a view to formal career progression within the university, so that promotion could be a realistic prospect. Our current HoD for this period, Quentin Summerfield, has been supportive my part-time working, and also my ambition to progress my career. He gave me positions of responsibility within the department to help develop my track-record in management and administration: I took on the newly-created role of Deputy Chair for the Board of Studies, and became co-director of a new MSc course.

My children are now both in school and I requested a return to full-time work from Autumn 2015. Quentin was again highly supportive of this change in my working hours. In 2015, I was also promoted to a senior lectureship, with part of my case for promotion drawing on my deputy leadership role. The ethos of the department - upheld in different ways by three very different heads of department - has meant that I felt free and well-supported in making the choices I did throughout these seven years, and that I have also been able to progress my career.

## **Lisa Henderson, Lecturer**

I came to the department as a PhD student in 2006, and was employed as a research fellow from 2010. I received excellent support from my mentors during this period which has made a difference to my later career development. For example, I received funding from the department towards a study visit at the University of Pittsburgh, plus funding for several Summer Bursary students which increased my independence as a researcher. I benefitted from training courses led by the ECR forum and was also invited to be postgraduate representative on the Departmental Research Committee.

I had my first child in February 2012, and was appointed to a Lectureship whilst on maternity leave in May 2012. Given my new role, I wanted to return to work at the start of the academic year (earlier than I had originally planned) but initially with reduced hours. Our HoD, Quentin Summerfield, readily agreed to my request of 0.5FTE for the first three months. This greatly eased my transition back to work and helped us to establish child-care arrangements before I returned full-time.

During my first year as a Lecturer (2012/13), my teaching load was light: this enabled me to submit two grants as PI within the first six months (one of which was awarded). I was also asked to contribute to the design of a new MSc programme aligned with my research, including gaining approval from University Teaching Committee. This increased my confidence and status as a new faculty member. In my second year as a Lecturer (2013/14), I became co-director of the new MSc. I anticipate that this position of responsibility will contribute to my future prospects for promotion.

I had my second child in July 2014. I had recently become a PI on a new grant which started 4 months prior to my maternity leave and I maintained an active involvement in this research (at my own request), supported by co-Is in the department. I was due to move offices prior to going on leave; this was delayed and re-scheduled to protect my time. My teaching and administrative duties were covered by increasing the hours of two members of the MSc team working part-time.

On my return, I met the HoD for a discussion about flexible working and support that I needed. I decided to return full-time and remain incredibly grateful that I was given no teaching or administrative duties for 5 months. Quentin was insistent that I protect my time to re-establish my roles and my research.

Six months into my return I was awarded a £1.3 million grant from the ESRC. My continued success reflects the positive attitudes I have encountered as a female academic with children and the support I have received from many people within the department.