



## **Athena SWAN Silver department award application**

**Name of university:** Royal Holloway, University of London

**Department:** Psychology

**Date of application:** 30 November 2012

**Date of university Bronze and/or Silver Athena SWAN award:** Bronze award 27 July 2010

**Contact for application:** Dr. Courtenay Frazier Norbury

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Athena SWAN **Silver Department** awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.

Not all institutions use the term 'department' and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility.

It is essential that the contact person for the application is based in the department.

### **Sections to be included**

At the end of each section state the number of words used. Click [here](#) for additional guidance on completing the template.

## **1. Letter of endorsement from the head of department: maximum 500 words**

An accompanying letter of endorsement from the head of department should explain how the SWAN action plan and activities in the department contribute to the overall department strategy and academic mission.

The letter is an opportunity for the head of department to confirm their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the departmental mission.

## **2. The self-assessment process: maximum 1000 words (1002 words)**

Describe the self-assessment process. This should include:

- a) A description of the self assessment team: members' roles (both within the department and as part of the team) and their experiences of work-life balance

Courtenay Norbury heads the self-assessment team. She joined the department in 2007 and is now a Reader. She is married with one daughter, aged four.

Francesca Ainsworth joined the Department in September 2010 to begin her PhD. She lives with her partner and works part time. (role: Early Career Forum)

Victoria Bourne joined the department as a Teaching Fellow (0.8 FTE) in January 2011. She coordinates undergraduate research methods and is married. (role: Early Career Forum)

Polly Dalton joined the department in September 2006 and is now a Senior Lecturer. She has had care responsibilities for older family members throughout her time here. (role: Organisation & Culture)

Lyn Ellett is a Lecturer in Clinical Psychology. She works full time and joined the Department in November 2007. She is married with no children. (role: Career Transitions)

Debbie Gooch is a Post-Doctoral Research Fellow who joined the Department from the University of York in March 2012 for a 4 year research contract. She is married to an actuarial trainee and has no children. (role: Early Career Forum)

Rob Hughes joined the Department in January, 2012, as a fixed-term (3-years) Lecturer. He is married to a (part-time) employee of Santander bank and has no children. (role: Career Transitions)

Emma McHarg is a part-time Senior Research Demonstrator and has been with the Department since September 2000, during which time she completed her PhD. She is married to an academic in the same Department, and has two children aged four and seven. (role: Flexible Working)

Sarah Sanders is a part-time administrator and joined the Department in July 2011. She has two teenage boys aged 17 and 14. (role: Flexible Working)

Manos Tsakiris is a Reader in Neuropsychology. He joined the Department in 2007. He recently married an architect and has no children. (role: Organisation & Culture)

Robin Walker was appointed in 1997 and is now a Professor. He has three children aged 4-13 years and working partner. (role: Career Transitions)

John Wann is Head of Department (HoD) and joined the Department in October 2006 from the University of Reading. He has two daughters in Higher Education at other institutions. (role: various!)

- b) an account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission

College formed the Women in Science (WiS) steering group in 2007 and is currently working towards submission for Athena SWAN institutional Silver award. Our former HoD was a member of the steering group from its inception and is currently on an extended sabbatical. A subsequent change in HoD delayed the start of the self-assessment process, but in April 2012, Courtenay Norbury was appointed to lead the Psychology submission and all members of staff were invited to consider participating in the self-assessment team at Departmental Board.

Members of the self-assessment team were selected to ensure a good mix of gender and committee experience, and inclusion of academic, administrative and contract research staff, teaching fellows and PhD students. Prior to the first meeting, Athena SWAN factsheets, the College's Bronze submission action plan and successful applications from other Universities were circulated and members of the team were asked to read at least one document in detail.

The team first met in May 2012. We decided to apply for a Silver award in recognition of significant changes in Departmental policy and practice implemented within the last five years. These changes have been inspired by at least three factors: (1) rapid expansion and recruitment of new staff; (2) the fecundity of our academic staff – twenty babies have been born to faculty members recently, bringing issues of work-life balance to the fore; (3) significant changes at College level in response to the Equal Pay Audit of 2008.

A second meeting in June saw the formation of smaller working parties who met with relevant colleagues over the summer. For example, the *Career Transitions* group interviewed the Clinical Psychology Head of Unit (HoU), while the *Early Career Forum* organised a coffee afternoon for ECRs. Courtenay Norbury met with College WiS members to identify good practice and ongoing issues. It was particularly helpful to meet with staff from the Physics Department, which is one of only six Departments in the UK awarded Project Juno Champion.

Staff views were gathered in September about how the Department has responded to recent changes. The questions were adapted from the Athena SWAN fact sheets and specifically asked about attitudes to childcare provision, appraisal and promotion processes, the workload model, uptake of mentoring schemes and representation of women within the Department. Staff were also invited to provide examples of good practice and comments about areas in which we could improve.

**Response rate to survey: N responses (% response by gender)**

	MALE	%	FEMALE	%
<b>Admin/Technical</b>	1	20	8	89
<b>PhD student</b>	3	50	6	35
<b>Post-doctoral research</b>	3	38	15	79
<b>Lecturer</b>	3	100	7	70
<b>SL/Reader</b>	5	71	6	86
<b>Professor</b>	8	100	4	100
<b>Total</b>	<b>23</b>	<b>62</b>	<b>46</b>	<b>70</b>

Responses to this survey highlighted both good practices and key issues:

- Universal agreement that women were well represented in the Department generally and in key strategic roles, and were positively portrayed in promotional materials.
- Agreement that the Department was friendly, inclusive and supported flexible working.
- General agreement that the workload model was working, but decisions about what activities were included or excluded were not sufficiently transparent.
- Most staff felt the new promotions process was equitable, but there were concerns that information about the process was unclear, criteria were vague and inconsistently applied, and feedback to staff was not routinely provided.
- Induction for new staff members was fairly ad hoc.
- Career development structure for contract research and teaching staff was lacking.
- Provision of affordable childcare was poor and care was needed in timetabling staff duties during school holidays

A third meeting in early October 2012 included a summary of working group discussions and staff comments, which informed our action plan. A draft of the submission was distributed to the Department, with an invitation to comment.

- c) Plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan.

Dr Norbury will chair the team for the next three years and the role has been included in the workload model. The self-assessment team will meet termly. One meeting will ensure the action plan is being implemented. The second meeting will use the staff survey to assess impact of new initiatives. The final meeting will brainstorm new areas for development. We have also suggested that the Athena Swan chair becomes a member of College's WiS Steering Group.

**3. A picture of the department: maximum 2000 words (1424 words)**

- (a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.

The Psychology Department is comprised of a main Psychology programme and a doctorate in Clinical Psychology.

The Psychology Department was ranked 7<sup>th</sup> in the 2008 Research Assessment Exercise, with 70% of our research classed as internationally leading. We are also consistently ranked within the top ten UK Psychology departments for teaching excellence. We are a rapidly expanding and fairly young department with eleven new lecturers appointed within the last three years.

Undergraduate teaching is a primary focus of the Department. Each year we admit 150-180 students onto our three-year degree course. All students are assigned a personal advisor who provides pastoral care and educational support throughout the three years. Our teaching programme incorporates lectures, tutorials, lab based practicals and a research project. In addition, the Department is in a consortium set to deliver a distance learning programme incorporating key modules from 2013/14 academic year.

Post-graduate training is also a major aspect of teaching activity within the Department. A taught Masters course in Applied Psychology was introduced in 2008. We are also part of the SouthEast Doctoral Training Centre and have a vibrant community of graduate students doing research Doctorates; 60-80% are funded by College and Departmental studentships.

The Doctorate in Clinical Psychology is run as an autonomous unit within the Psychology Department but at the same time is an integral part of the overall Department. The programme is run on a full-time basis over three years, and trainees spend 50% of their time on clinical placements, 30% on the academic component and 20% on research. The team comprises 12 members of academic staff, a large proportion of who also hold NHS contracts. In 2012, the programme received the third highest number of applicants nationally, with over 900 applications for 29 training places. In 2011 it became the first programme of any kind to be awarded a 100% quality performance rating by NHS London, a rating that was repeated in 2012. In a recent review by the British Psychological Society, the programme was given eight commendations.

Over the past five years there have been a number of motivators for change at both College and Departmental levels and these have in part inspired our application for the Athena SWAN Silver award. First, an Equal Pay Audit in 2008 identified a pay differential of 13% between male and female professors across the College. Subsequently, the College was involved in (and lost) a high publicity tribunal involving a female professor in our Arts Faculty centring on pay inequality. The case has led to a thorough review of criteria for professorial appointment and pay. The College has commissioned an Equal Pay Audit to be conducted over the summer of 2012 and we are currently awaiting the report.

In addition, since 2008, 20 babies have been born to members of staff in the Department. This has inspired changes to Departmental practice so that staff can accommodate childcare responsibilities with the demands of working life. These have included a move to adopting 'core hours', such that all meetings are held between 10 and 3pm, moving Departmental and Research group seminars from 4pm to 1pm, and the introduction of an on-line staff diary, to facilitate flexible working from home.

Finally, the Department is rapidly expanding and has adopted an ambitious research strategy that has placed us within the top ten of all Psychology Departments in the UK. This has included a number of initiatives that benefit all members of staff, but have been crucial in supporting women

to apply for and obtain external funding to support their research activities. These include the introduction of Individual Research Plans and annual meetings with the (female) Director of Research (DoR) to discuss these plans, and an internal system of peer review of grants, so that all potential applicants receive detailed feedback on applications from senior members of faculty before they submit to funding bodies.

Many of these initiatives were instigated by our former Head of Department, Johannes Zanker. He stepped down in 2011 and a new HoD, John Wann took over. Both have been committed to ensuring a positive work-life balance for all staff and in particular, are committed to gender equality in all we do. Johannes Zanker has been a member of the College WiS Steering Group from its inception and John Wann has been a key member of the Departmental Athena SWAN self-assessment team. The timing of this application is fortuitous as it coincides with our REF planning and with the HoD's plans for continued growth in both research and teaching.

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

**Student data**

- (i) **Numbers of males and females on access or foundation courses** – comment on the data and describe any initiatives taken to attract women to the courses.

Not applicable: we do not have foundation courses.

- (ii) **Undergraduate male and female numbers** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

NOTE: The figures are for Psychology only; Clinical Psychology does not offer undergraduate courses

GENDER	RHUL Undergraduate						National (Undergraduate Psychology)	
	2008/09	%	2009/10	%	2011/12	%	2010/11	%
MALE	80	17.2	80	16.0	65	13.9	14320	20.6
FEMALE	385	82.8	420	84.0	400	86.1	55270	79.4

National (HESA) data were obtained for the 2010/2011 academic year, demonstrating that our undergraduate population is similar to that of the sector as a whole with slightly more females on our course relative to the sector. This confirms that, unlike other STEM subjects, recruiting women to undergraduate psychology courses is not a problem. We are conscious that this picture may change with the introduction of £9000/year tuition fees. Therefore we will continue to monitor our intake against the national average (AP 1.2), but the main focus of our action plan is on later career stages.

- (iii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

The data below include taught post-graduate courses offered either by Psychology (MSc in Applied Psychology; previous MSc in Human Neuroscience) or Clinical Psychology (MSc in Cognitive Behavioural Therapy (CBT); Post-graduate Diploma in CBT). As with our undergraduate degree, the proportion of women registered for PGT courses is stable at 80% and consistent with the national picture. We will continue to monitor gender ratios on our PGT courses, but will take no further action at this time. (AP 1.3)

	RHUL PGT						National (PGT)	
GENDER	2008/09	%	2009/10	%	2011/12	%	2010/11	%
MALE	30	19.4	45	19.6	45	18.8	2795	21.5
FEMALE	125	80.6	185	80.4	195	81.3	10190	78.5

- (iv) **Postgraduate male and female numbers on research degrees** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

	PhD (Psychology)						National (Psychology)	
GENDER	2008/09	%	2009/10	%	2010/11	%	2010/11	%
MALE	5	25	5	25	5	25	1130	25
FEMALE	15	75	15	75	15	75	3455	75
TOTAL	20		20		20		4585	

As with our undergraduate degree, more females are undertaking PhDs by research; our figures are fairly stable and identical to the sector.

GENDER	PhD (Clinical)						National (Clinical)	
	2008/09	%	2009/10	%	2010/11	%	2010/11	%
MALE	74	15	82	14	125	16	2497	16
FEMALE	419	85	508	86	668	84	463	84
TOTAL	493		590		793		2960	

Similarly, the Clinical doctorate attracts a greater proportion of female applicants, consistent with the national picture. Thus we will continue to monitor application/acceptance rates but plan no further action at this time (AP 1.3).

- (v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees** – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.

	Applications/Offers	2009/10		2010/11		2011/12	
		FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
<b>Postgraduate Research</b>	Number of applications	40	8	60	27	46	19
	Offers made	31	4	28	7	28	8
	Accepted	30	3	28	6	28	6
	<i>Offers to Applications ratio</i>	<i>0.78</i>	<i>0.50</i>	<i>0.47</i>	<i>0.26</i>	<i>0.61</i>	<i>0.42</i>
	<i>Acceptances to Applications ratio</i>	<i>0.75</i>	<i>0.38</i>	<i>0.47</i>	<i>0.22</i>	<i>0.61</i>	<i>0.32</i>
<b>Postgraduate Taught</b>	Number of applications	91	33	108	40	95	21
	Offers made	64	23	73	22	52	16
	Accepted	18	8	20	8	14	3
	<i>Offers to Applications ratio</i>	<i>0.70</i>	<i>0.70</i>	<i>0.68</i>	<i>0.55</i>	<i>0.55</i>	<i>0.76</i>
	<i>Acceptances to Applications ratio</i>	<i>0.20</i>	<i>0.24</i>	<i>0.19</i>	<i>0.20</i>	<i>0.15</i>	<i>0.14</i>
<b>Undergraduate</b>	Number of applications	723	151	1057	244	1088	253

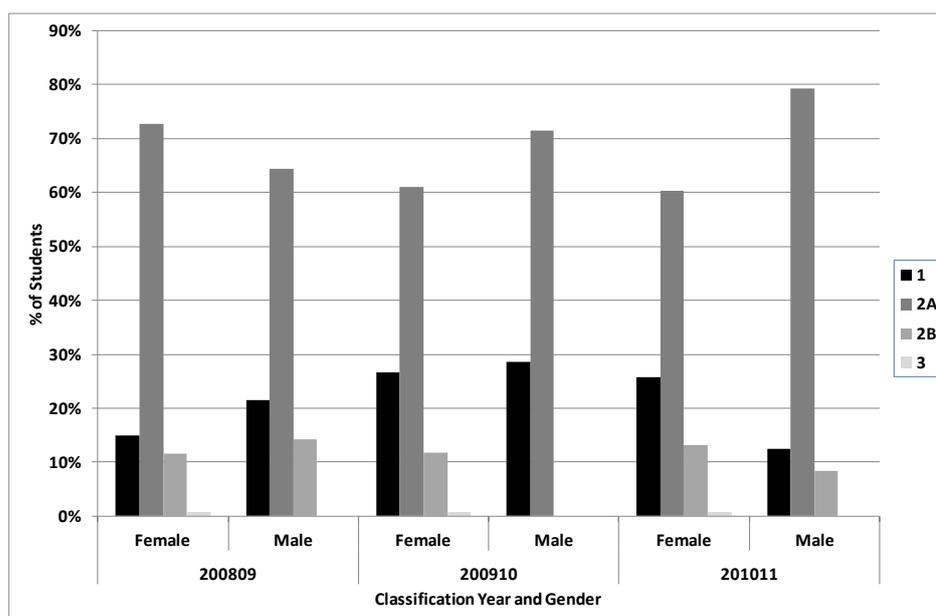
	Offers made	452	80	575	112	675	135
	Accepted	142	23	146	22	132	38
	<i>Offers to Applications ratio</i>	<i>0.63</i>	<i>0.53</i>	<i>0.54</i>	<i>0.46</i>	<i>0.62</i>	<i>0.53</i>
	<i>Acceptances to Applications ratio</i>	<i>0.20</i>	<i>0.15</i>	<i>0.14</i>	<i>0.09</i>	<i>0.12</i>	<i>0.15</i>
<b>Clinical Doctorate</b>	Number of applications	508	82	628	125	760	137
	Number shortlisted	122	18	138	20	127	21
	Accepted	26	2	24	3	22	3
	<i>Shortlist to Applications ratio</i>	<i>0.24</i>	<i>0.22</i>	<i>0.18</i>	<i>0.03</i>	<i>0.14</i>	<i>0.02</i>
	<i>Acceptances to Applications ratio</i>	<i>0.05</i>	<i>0.02</i>	<i>0.03</i>	<i>0.004</i>	<i>0.03</i>	<i>0.003</i>

The proportion of women offered places or shortlisted for interview is entirely consistent with the proportion of women applicants. We have also maintained a steady proportion of women accepting places on all of our courses from undergraduate to taught post-graduate and both our taught and research-based doctoral programmes.

- (vi) **Degree classification by gender** – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

#### Psychology, Undergraduate cohorts 2008/09 – 2010/11

All coursework is submitted on-line and anonymised to minimise any impact of gender on coursework marks. All coursework and exam marks are moderated by a third party to further guard against systematic biases of any kind.



There has been an increase in both the number of females obtaining First class degrees and in the proportion of females: males obtaining Firsts over this three year period. We will monitor success rates over the next three year period to determine if these are real trends or simply fluctuations in cohorts (AP 1.2).

### Staff data

- (vii) **Female:male ratio of academic staff and research staff** – researcher, lecturer, senior lecturer, reader, professor (or equivalent). comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels

Staff categories	Year	Female	Male	Total N	% Female
Professor	2009	3	6	9	33
	2010	4	6	10	40
	2011	5	7	12	42
Reader	2009	2	3	5	40
	2010	1	3	4	25
	2011	2	2	4	50
Sen. Lecturer	2009	7	6	13	54
	2010	7	4	11	64
	2011	5	4	9	56
Lecturer	2009	9	2	11	82
	2010	10	2	12	83
	2011	10	4	14	71
Post-doctoral	2009	15	5	20	75
	2010	13	5	18	72
	2011	12	8	20	60

These data include staff from both Clinical and Psychology Departments. The proportion of female staff at lower grades (Post-doctoral and Lecturer) echoes our student numbers in being predominantly female. We do note the trend for the proportion of women to decline from these most junior levels to the most senior (Professor). This is a common picture across the sector, though we have been taking steps to rectify the imbalance. This is evident in the trend for an increase in the proportion of female professors in the last three years. Although this is unlikely to be statistically significant given the small sample size, it is an indication that the changes we have put in place to support women's career development is beginning to have the desired effect, at least at Professorial level.

We also note that the proportion of females at Professorial level is considerably better than many of our competitor institutions in the 1994 Group of Universities. The data in the table below were taken from Departmental websites in September 2012 and include only academic faculty.

	Professor			Other		
	N male	N fem	% fem	N male	N fem	% fem
<b>RHUL</b>	<b>7</b>	<b>5</b>	<b>42</b>	<b>18</b>	<b>29</b>	<b>62</b>
Birkbeck	15	3	17	8	10	56
Exeter	10	4	29	11	24	69
Surrey	6	3	33	8	15	65
Sussex	11	3	21	15	12	44
York*	12	1	8	11	10	48

*\*Athena Swan Silver award holder and until very recently member of the 1994 group*

Again, while numbers are too small to draw firm conclusions, we have a more equal balance of males and females at Professorial level than all of our competitor institutions. We believe this represents the positive impact of recent changes we have made and we will continue to build on this success.

- (viii) **Turnover by grade and gender** – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

Leavers 09/10	Male	Female	Reasons
Research	3	7	1 x retired, 2 x resign, 7 end of fixed term contract
Senior Lecturer	1	0	compromise agreement
Professor	1	1	both retired
Total	5	8	
<b>Leavers 10/11</b>			
Research	2	6	2 x resign, 6 x end of fixed term contract
Lecturer	0	2	both resigned
Total	2	8	
<b>Leavers 11/12</b>			
Research	5	6	1 x resign, 9 x end of fixed term contract, 1 x retired
Lecturer	2	0	both resigned
Senior Lecturer	0	1	1 x retired
Total	7	7	

Although there are apparently more females leaving at junior grades, this reflects the fact that there are more females employed at those grades. Thus the numbers of females leaving is not disproportionate. This exercise has highlighted the fact that we do not have exit interviews with staff leaving and do not keep information on leaver destinations. This information would allow us to monitor whether women are leaving the profession or moving on to more permanent or senior positions, and would therefore help us to evaluate our career development programmes more effectively (see AP 1.5).

#### 4. Supporting and advancing women's careers: maximum 5000 words (4696 words)

##### Key career transition points

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

Staff Group	Academic				Research			
	Applied	Shortlisted	Appointed	% success	Applied	Shortlisted	Appointed	% success
<b>2009/10</b>								
Female	60	7	2	3.33%	115	28	4	3.48%
Male	52	9	1	1.92%	58	11	4	6.90%
Unknown	0	0	0	0.00%	7	1	0	0.00%
Total	112	16	3	2.68%	180	40	8	4.44%

##### **2010/11**

Female	40	6	2	5.00%	292	36	8	2.74%
Male	42	8	3	7.14%	87	14	2	2.30%
Unknown	1	0	0	0.00%	1	0	0	0.00%
Total	83	14	5	6.02%	380	50	10	2.63%

##### **2011/12**

Female	114	7	2	1.75%	216	12	2	0.09%
Male	93	7	2	2.15%	26	0	2	7.69%
Unknown	1	0	0	0.00%	0	0	0	0.00%
Total	208	14	4	1.92%	242	12	4	1.65%

The Department has an excellent track record of recruiting female staff (our most recent two appointments have also been women). We actively encourage applications from outstanding female candidates. Our equality statement on adverts for posts in Psychology makes clear our commitment to gender balance. For example our current advertisement for a Professorial appointment in neuroscience states: *"The College is committed to equality and diversity, and encourages applications from all sections of the community. We particularly welcome female applicants as they are under-represented at this level in the Department of Psychology within Royal Holloway, University of London."* Our shortlisting and interview panels always include female and male membership.

(ii) **Applications for promotion and success rates by gender and grade** – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

	Female	Male	Total
Lecturer-Senior Lecturer	2	1	3
Senior Lecturer-Reader	3	2	5
Reader -Professor	2	2	4
TOTAL	7	5	12
PERCENT	32%	29%	31%

Given the small numbers involved, data were amalgamated over the four year period 2008/09 – 2011/12. Very similar proportions of men and women were promoted during this period. It is however notable that given the larger proportion of women at lecturer level, relatively few have moved from this level of appointment during the three year period. These data point to the need to develop more support for early career staff, including Lecturers (APs 4.1- 4.3).

Since the equal pay audit in 2008, substantial changes have been made to the promotions procedures. All members of staff are required to submit documentation (standard curriculum vitae and teaching profile templates are provided) in October of every year for consideration for promotion. At the first stage, the Departmental Promotions Committee (DPC) meets to review all documentation in alphabetical order. The DPC is comprised of the HoD, Dean of Science and the Professoriate of the Department. In our case, this ensures essentially equal representation of men and women. Staff are discouraged from ‘making a case’ for promotion as the College review found that women were less likely to make a strong case, or put themselves forward, for promotion relative to male candidates. The only exception at the moment is promotion to Professor, in which staff are invited to submit a “Form 1”. This form requires staff wanting to be considered for promotion to Professor to comment explicitly on their contributions to four performance indicators: Teaching, Research, Impact and Engagement, and Leadership (which includes Departmental and College level administration).

After discussion, the DPC makes recommendations as to which members of staff should be put forward to the College Promotions Committee. The HoD will then speak to those individual members of staff about the process and ensure they are happy to be put forward to the next level. At that stage external referees are asked to comment on the individual’s suitability for promotion.

Our staff survey (see also comments from Tamar Pincus, one of our Case studies) suggested that the majority of staff felt that this was a much fairer system and less open to bias than more traditional systems of promotion. Our discussions have highlighted some issues surrounding promotion that need refinement. The first involves equality monitoring; while we are able to track the number of females who are put forward to the College Promotions Committee and whether or not they are promoted, we have no mechanism to track the number of women who may have wished to be promoted but who were held back at the Departmental review stage. Second, our staff survey indicated that many people were still unclear about what specific performance indicators were important for promotion at different grades. While we acknowledge the need to keep criteria fairly broad, it was felt that ‘need more publications’ could be unfairly applied to people who are

excelling at other areas. Third, some women felt that just submitting the CV would make it difficult for the Committee to ascertain what they regarded as major achievements or contributions outside of publications and grants. Finally, the lapse in staff appraisals meant that there has been no formal mechanism for feedback from promotion committees or for setting appropriate targets that might enable staff to see more clearly what they need to achieve in order to be promoted. Action points 3.2, 3.3, and 3.4 specifically address these issues. A promotions workshop will be hosted by the HoD in order to outline the new procedures and criteria for different grades. Form 1 will be rolled down to lower grades so that members of staff may comment on their contributions at all four levels of expected activity and this will form the basis of discussion and feedback during the appraisal process. In addition, AP 3.5 will ensure that a more formal appraisal process is adopted with contract research staff in order that they understand expectations of faculty and can plan effectively for their first permanent academic appointment.

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
- (i) **Recruitment of staff** – comment on how the department’s recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university’s equal opportunities policies

As noted above, our equality statement on adverts for posts in Psychology makes clear our commitment to gender balance. Our shortlisting and interview panels always include female and male membership and College has issued extensive guidance on good interview practice (e.g. *Recruitment and Selection Best Practice Guidelines*).

- (ii) **Support for staff at key career transition points** – having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.

The College’s WiS steering group set up a College-wide mentoring scheme in 2010 which has proved extremely popular across College. College provides training on both becoming a mentor and on how to make the most of a mentoring relationship. The programme is currently oversubscribed; however disappointingly few women in the Psychology Department have participated in the scheme: 12% in the first year, 20% in 2011 and only 9% currently. College is struggling to find sufficient mentors to meet demand and many women who want to mentor junior staff may feel unable to accommodate extra mentoring duties within their workload. The Department will encourage participation in the scheme for both women and men (who may act as mentors), exploring the possibility of offering workload credit for mentoring activity (AP 5.3) and we will monitor rates of participation (AP 4.1).

Many staff suggested that they would prefer a mentor at Departmental level, who would have greater insight to local practices or discipline specific issues. The Department is working to meet this need. New lecturers are assigned a mentor working broadly in their

area. Departmental mentors receive credit in the workload model to enable them to make time to meet with their mentees. Mentors work to ensure a smooth introduction to College and Departmental activities and are able to advise on various career matters. PhD students also operate a mentoring scheme in which new students are mentored by 'buddies' in the 2<sup>nd</sup> year. The Athena SWAN application process highlighted to us that contract research staff do not typically take part in such schemes as it has always been assumed that line managers would in effect act as mentors. However, the ECF meeting suggested that many contract staff would welcome an opportunity to be mentored by a more neutral colleague (AP 4.2).

In 2008 our Director of Research (DoR), Professor Kathy Rastle, implemented Individual Research Plans, in which all members of staff are invited to submit short and medium term plans for grant applications and publications and then a meeting is scheduled with the DoR to discuss these plans. At the same time, a grant writing workshop was held for staff and a system of internal grant review was instigated, which provides all staff with feedback on upcoming grant applications. Both of our case studies cite these initiatives as crucial to their career development and instrumental in their efforts to attract external funding. Of course, this excellent practice benefits everyone, and has contributed to a substantial increase in grant awards to the Department (from an average of £622K over the six years prior to 2008 to an average of £1.6million in the period 2008-2011). Importantly, during the three year period 2008/9 – 2010/11, the percentage of awards to women ranged from 50-73%, with over 70% of women holding external funding at some point during that period.

Building on this good practice, College recently introduced the On Track training programme for all staff, including contract research staff. This programme includes a series of workshops on research management and leadership, grant writing, developing impact and mentorship. Our DoR has emailed every member of staff with the details of this programme and has strongly encouraged attendance. In our next staff survey (AP 3.1) we will ask specifically about take-up of this programme.

## **Career development**

- a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
- (i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

As noted in section 4.a.ii above, the promotions process has changed radically in recent years. At Professorial level, individuals considered for promotion must comment on activities in each of four categories: teaching, research, outreach and impact, and leadership (which includes administration). The expectation is that Professors will be delivering on at least 3 of those 4 areas. In our action plan we recognise the need to include this statement at all levels of appointment. It is certainly the case that some recent promotions have focused less on research activity and more on an excellent track record in teaching and administration.

We also note our intention to reinstate annual staff appraisals that will discuss staff performance in each of those key areas (AP 3.3), as well as identifying staff training needs and issues surrounding work-life balance. This process has already begun and should be complete by the end of 2012, moving to an annual cycle with appraisals in Nov/Dec to align with the promotions timetable. Finally, we would like to stress the importance of promoting and rewarding teaching excellence in our Department and throughout College. Every year the College awards teaching prizes; Psychology staff consistently receive such awards which are featured on the 'News' pages of our website and announced at Departmental Board. Awards are given at commencement ceremonies.

New lecturers are given a firm foundation on which to build their academic careers. All new lecturers complete a two-year Certificate in Academic Practice in Teaching and Learning (CAPITAL) to enhance their teaching portfolios. For research, new lecturers receive a generous start-up package for the development of independent laboratories and reduced teaching and administration for the first 3 years of appointment. The Department also prioritises early career staff for College-funded PhD studentships. College operates a Research Strategy Fund which supports bids of up to £4k for new research initiatives. The HoD and the DoR email all staff to inform them of the timetable of applications for these bids. Finally the Departmental Research Committee tops up personal budgets to £1.2k each year to support staff without external funding to carry out research.

- (ii) **Induction and training** – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

The Department does strive to make new staff welcome and involved in the life of the Department from the outset. One new lecturer commented in the staff survey that:

“My induction into the department was very welcoming, with lunch organised on the first day by my assigned mentor. I was quickly booked onto all the relevant induction courses, e.g. IT and Health & Safety. The HoD and DoR both took the time to meet with new staff in the first week, which was very much appreciated.”

However we do acknowledge that the programme of induction has been somewhat ad hoc. AP 5.1 seeks to address this and to provide a more consistent programme of induction for all staff. This will include an updating and maintenance of a staff handbook, in which all relevant information about professional and personal development opportunities, flexible working policies, and other departmental procedures are available in one space. The ECF is working with the newest members of our staff to ascertain what aspects of induction were particularly helpful and to discover what information they wanted to know but was not provided at the time. This will be included in our induction materials.

Equality training, which includes specific guidance on gender equality, is provided annually by College and all new staff are required to attend. In addition, all staff participating in interview panels or staff selection are required to undertake further training in equality, including gender equality, in relation to employment practices.

- (iii) **Support for female students** – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable

academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

a. Formal: All doctoral students are allocated a personal advisor (PA) in addition to their named supervisor when they start the course. The PA is another member of academic staff who meets at least termly with the student to discuss progress, any issues arising with supervision, pastoral issues and future career plans. PAs take part in the annual student review and upgrade meetings. The choice of PA is discussed between the student and the supervisor; students do have the right to request a female PA. All students are also required to keep a personal development plan in which they record all training they've undertaken and explore transferrable skills that will be useful in their career development. They have a formal mentoring system in which they are paired with a student in the 2<sup>nd</sup> year.

A graduate student is always included in Departmental Board, so that issues arising from PGR students can be addressed with academic staff. The post rotates annually and has been held in recent years by both males and females.

In addition, all PGR students have access to our extensive Doctoral training programme and College's centrally run Generic Skills Programme, which includes the INSTIL course to develop teaching skills, and courses on time management, publication, interview training and CV writing, media training and public speaking.

b. Informal: There are numerous opportunities for informal support for our graduate students. Academically, all students are full members of the research group to which their supervisor belongs. The research groups organise seminars and journal clubs, and offer opportunities for students to present their work ahead of major conferences, can provide interview training, or provide feedback on applications or papers. PGR students are involved in all aspects of Departmental life, use the staff common room, are invited to the staff Summer Garden party and the Christmas parties and are included in any Departmental celebrations that occur (leaving parties, birthdays etc).

Recently two members of academic staff set up a Women's Running Club. This is really the only gender-specific activity that occurs within the Department and this was really to encourage women to come running in a non-competitive atmosphere. The goal was to stress the importance of work-life balance but all members of the group acknowledge the valuable informal support that occurs during the runs. The group consists of students through to Professors and is an excellent opportunity to share work patterns, work-life decisions and how to manage them, to talk through conference and publication plans and brainstorm other exciting and creative ideas.

## **Organisation and culture**

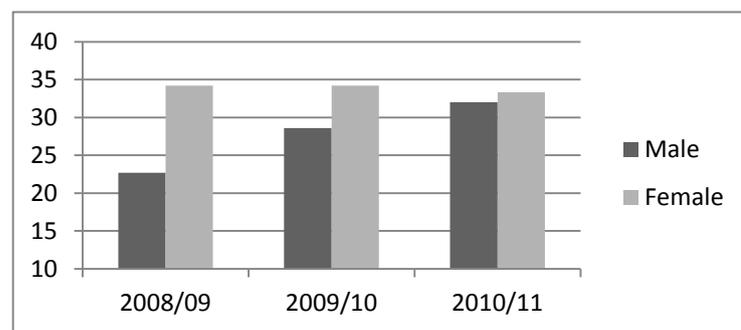
a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

- (i) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

The Department works hard to ensure equal representation of women on all major committees. The major committees include the Teaching and Learning Committee (3 males and 4 females), the Research Committee (4 males and 4 females) and the Ethics Committee (4 males and 5 females). The HoD works with the Chairs of each committee to identify members of staff with best fit to the committee and to ensure gender balance is maintained. We are pleased with the level of gender balance we have maintained in this regard, but will continue to monitor committee membership (AP 5.2).

- (ii) **Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts** – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.

The figure below illustrates the proportion of men and women on fixed term contracts:



There is no obvious gender imbalance in the proportions of men and women on fixed versus permanent contracts. As noted previously, we do not currently have accurate information on any potential gender differences in the proportions of men and women on fixed contracts moving on to permanent contracts or otherwise. We will gather this information for future scrutiny (AP 3.6). We did note that all staff members on Grade 6 (research demonstrators and teaching assistants) were female, and worked part-time, with less clear career progression opportunities. To address this issue, we will actively encourage these women to become involved in the support systems we are putting in place for early career researchers (including mentoring, appraisal) to facilitate career development (APs 4.2, 4.3, 4.4).

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
- (i) **Representation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?

As noted in previously, we have excellent representation of women on Departmental committees and women do sit on influential committees at College level. For example, our female DoR sits on the College's Research Committee and is a key component of the College's REF strategy group.

While we would like to encourage more women to take on roles outside of the Department, we also recognise the need to avoid overburdening women with administrative responsibilities. Notably, women currently hold 3 of the 4 major administrative posts within the Department (DoR, DoGS, Director of Teaching and Learning) as well as many minor roles such as external relations, educational support and Athena Swan. In addition, the majority (4 out of 7) senior women (Reader and Professor level) have children under the age of 8. Thus as Departmental roles are rotated, women may be more able to take on major roles at College level.

- (ii) **Workload model** – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual's career.

The Psychology Department was one of the first in College to implement a workload model, which weights teaching, administrative and research commitments equally (with a 1 representing a full load in that area). Thus, someone with a large grant or a heavy administrative load would be given reduced teaching/marking duties. Our survey revealed that on the whole, the workload model was regarded as a fair reflection of individual commitments, though there was considerably less agreement about what activities should be included in the workload model or how these activities should be weighted. For the activities that are included though, the data below illustrate that every effort is made to ensure gender equality in workload allocations:

<b>2008-09</b>	<b>Female</b>	<b>Male</b>
Teaching	1.00	1.01
Admin	0.80	1.17
Research	0.69	1.15
<b>Total</b>	<b>2.49</b>	<b>3.34</b>
N out of Scheme	2.00	1.00
Major admin posts	1.00	3.00
<b>2009-10</b>	<b>Female</b>	<b>Male</b>
Teaching	0.98	1.00
Admin	0.73	1.07
Research	1.12	1.01
<b>Total</b>	<b>2.83</b>	<b>3.08</b>
N out of Scheme	1.00	1.00
Major admin posts	1.00	3.00
<b>2010-11</b>	<b>Female</b>	<b>Male</b>
Teaching	0.91	0.96
Admin	0.81	0.97
Research	0.85	0.75

<b>Total</b>	<b>2.57</b>	<b>2.67</b>
N out of Scheme	1.00	3.00
Major admin posts	2.00	2.00

*Table: full load for each role would be 1, total would be 3. N out of scheme refers to number of staff not included in model for contractual/other reasons. Major admin posts include HoD, DoR, DoTL, DoGS.*

Currently, probationary staff are protected from excessive teaching and administrative loads for the first 3-years of their appointment. Reduced workloads are also available to staff returning from career breaks (most commonly for maternity leave) for the first term back at work, though our survey suggested that staff were not clear about this policy, indicating a need to make the policy more widely available (see AP 1.1). There is also the possibility of buy-out from teaching for those who hold grants or appointments that allow this option, though the scope for buy-out is limited because the Department and College view teaching as an important part of all academic posts. For 2011/12, four men in the Department have buy-out either as part of grant funding or contract of employment (in contrast, only one woman has buy-out). We would stress that this is not an issue the Department can resolve but reflects the nuances of different funding bodies and the degree to which they provide buy-out or salary support for principle investigators.

The new HoD recognises the need to make improvements to the workload model and to extend the model to the Clinical Psychology unit (AP 5.3, 5.4). The self-assessment team had an extensive debate how the workload model could be reshaped. For example, outreach and impact activities are increasingly important for the Department as a whole and are part of our promotions criteria, but do not feature in the workload model. In addition, there was discussion about the degree to which activities that will benefit career development, but have a less tangible benefit to the Department should be included. For instance, a working mother may feel unable to take on external duties such as Editorships of learned journals, or serve on grant panels if these activities are not incorporated into the overall pattern of work. However, it was clear from our survey that there was little agreement about how best to proceed. Therefore, our plan is to convene focus groups in both departments, led by the HoD, to develop the workload model.

- (iii) **Timing of departmental meetings and social gatherings** – provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.

Core hours in the Department are considered to be 10am – 3pm, with the majority of meetings scheduled within this time frame. Staff are asked to be in the Department at least four days of the week, but have freedom to set their own work patterns. There is flexibility for different work patterns if discussed with the HoD. Last year the Department implemented an on-line diary to facilitate working at home. Every week members of staff are asked to indicate when they will be in the Department and when they are contactable when working elsewhere. This system is working well and staff appreciate knowing when and how they can get in touch

with colleagues. All seminars within the Department happen at lunch time to accommodate part-time staff and those with caring responsibilities. We regularly celebrate birthdays, leaving parties, and other achievements with cake and champagne at 4pm.

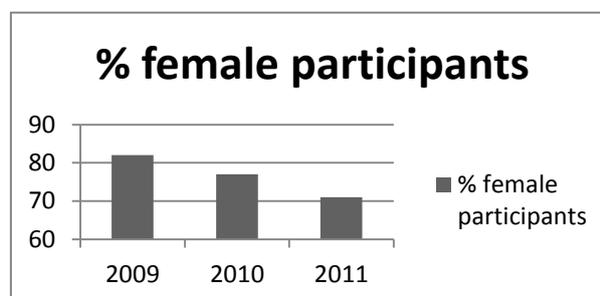
- (iv) **Culture** –demonstrate how the department is female-friendly and inclusive. ‘Culture’ refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

Both of our case studies note that the Department is flush with positive female role models. The fact that so many of us have young children also means that it is a very easy place to combine work and family life. It is not uncommon for women (and sometimes even men) to bring babies to seminars or have children come in during school holidays. We also strive to emphasize the importance of work-life balance through the running club, Friday night pub night, our annual Christmas staff-student pantomime and the summer garden party.

We strive to raise the profile of women in the Department and in the wider discipline by ensuring a good gender balance for our seminars and through our website, recruitment and promotional publications (a recent review revealed that 63% of individuals featured in our media are women).

- (v) **Outreach activities** – comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.

There is a strong commitment to outreach and engagement activities amongst our staff. We have two external relations officers (both female) who have outreach activities as a core component of their Workload. They have primary responsibility for Open Days, school talks, Departmental publications, and co-ordinate our annual Science Open Day. All members of staff are invited to contribute to Science Open Day; however, it was noted a few years ago that participants were predominantly female staff. Steps were taken to address this, such as giving workload credits to those who give up their Saturday to take part. This has had the desired effect, as seen below:



We would, however, like to encourage more men to take part in these sorts of outreach activities and have included this as one of our action points (AP 5.7).

Other sorts of outreach activities are more evenly spread across genders, for example three members of staff (all males) have held exhibitions as part of the

Science Live event at the Science Museum, one member of staff (female) holds termly workshops for educational/clinical practitioners aimed at improving research dissemination at the grass roots level.

Many staff, both male and female, engage in media work with the assistance of the RHUL Communications team. For example, Polly Dalton (one of our case studies) received extensive media coverage, including an appearance on BBC Breakfast News, for her work on the use of SatNavs and her studies on auditory attention. Hanna Zagefka's work on the factors that influence charitable donations to disaster relief efforts has also featured prominently in print and broadcast media. Any press coverage for staff members, both male and female, are covered prominently on the 'news' section of the Departmental web pages.

Finally, several members of the Department (male and female) use social media to share ideas with other researchers and the general public. This includes maintaining websites and blogs or using Twitter. This is also achieved through participation in popular science events such as the British Science Festival.

How best to recognise these contributions to outreach is a challenging question. The Department clearly values and encourages outreach activities, but the time spent on such activities is not formally recognised in the workload model. The self-assessment team discussed how this might discourage women in particular to take up outreach activities, particularly when they have childcare responsibilities. This will be part of the review of the workload model (AP 5.3).

### **Flexibility and managing career breaks**

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) **Maternity return rate** – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

In the specific three-year window between September 2008 and August 2011, five full-time members of academic staff (Lecturer, SL and Professor) have taken maternity leave and all five returned to their full-time posts. Two part-time members of staff have taken maternity leave and both returned part-time, though one resigned six months after her return to work. One member of staff on a research contract took maternity leave but did not return to work as her contract expired while she was on leave. We also note that many more babies were born in the year prior to September 2008; all staff took the appropriate leave entitlement and all returned to post.

(ii) **Paternity, adoption and parental leave uptake** – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.

In this same time window, two male members of staff have taken paternity leave. As before, in the year prior to 2008 all men, at all grades, who required paternity leave were able and encouraged to take it. There have been no requests for adoption leave and no formal requests for parental leave. The impression from staff with children is that they are able to accommodate their family needs within our informal flexible working practices (see, for example, comments from Tamar Pincus, our second case study).

- (iii) **Numbers of applications and success rates for flexible working by gender and grade** – comment on any disparities. Where the number of women in the department is small applicants may wish to comment on specific examples.

In the Psychology department there have been no formal requests for flexible working. In the Clinical Psychology unit, two requests have been made to reduce hours from full-time to .6 FTE (both women); both requests have been granted.

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

- (i) **Flexible working** – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

As noted in our case studies, the Department has always supported flexible working and this operates on a largely informal basis. We operate an on-line diary system to enable staff to indicate when they are working from home and are therefore contactable, and when they are away on external engagements in which they may not be contactable. Staff are also asked to specify two hours per week when they are available for 'drop-in' visits from students. Every member of staff makes use of flexible working in this sense, with the majority working off campus at least once a week, including the HoD and other senior academics. As documented by our two case studies, staff value this flexibility as it enables them to better manage professional and personal responsibilities. While we do not wish to change the system itself, we recognise the need to document our flexible working practices in the staff handbook and on our staff webpages (AP 1.1, 6.1).

- (ii) **Cover for maternity and adoption leave and support on return** – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

Arrangements for return to work post maternity, or indeed other career break, have been fairly informal, perhaps because most women visit the Department periodically during their leave to keep in touch with their research labs, attend seminars or take part in staff celebrations. Our staff survey revealed that there is

some uncertainty about how workload is allocated in the term following a return to work. Some women indicated a reduced teaching and administrative load whilst others did not feel they had that option. Also, while the HoD does try to meet with staff returning from leave, there isn't a formal mechanism for this and so may be missed depending on the individuals involved. This has been identified as an area to address in the general review of workload (AP 5.3) and to specifically document this policy in the staff handbook and on the Athena Swan webpages (AP 6.4).

The two major issues that arise on return from maternity leave relate to childcare. An issue that is not specific to our Department or College is the lack of affordable childcare for working women, with a nursery bill for a single child typically in excess of £1000/month. College conducted an extensive survey of child care needs in 2011 and is currently negotiating the opening of an on-site nursery exclusively for staff; a salary sacrifice scheme will operate and will help to defray costs, but this remains a wider cultural issue for women in science.

A slightly easier issue for us to address is timetabling of teaching and crucial staff meetings during school leave periods. One point of frustration for staff is that there is a termly reading week in which there are no lectures so that students can catch up on coursework, but these weeks rarely coincide with school half-terms. Thus, many women (and men) are required to give lectures when their children are off school, only to have a week of no lectures the week before or after the half-term. The self-assessment team acknowledges that there is variation between counties in when half-terms are scheduled, so it may not be possible to accommodate all school leave dates. However, we are looking into scheduling reading weeks to coincide with Surrey half-terms to facilitate childcare arrangements for staff with school-aged children (AP 6.2).

A similar issue arises with the scheduling of mandatory staff meetings such as Departmental Board and Exam Board. Exam board is frequently scheduled during the June half-term holidays; this year it was scheduled for the Wednesday immediately following the Jubilee bank holidays, raising concern that many staff would have to cancel their holiday plans to ensure the required number of staff were available to attend the meeting. This shouldn't happen and will be addressed by taking account of school term dates when planning the academic calendar (AP 6.3).

## **5. Any other comments: maximum 500 words**

Please comment here on any other elements which are relevant to the application, e.g. other STEMM-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

## **6. Action plan**

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website.

The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The plan should cover current initiatives and your aspirations **for the next three years**.

### **7. Case study: impacting on individuals: maximum 1000 words**

Describe how the department's SWAN activities have benefitted **two** individuals working in the department. One of these case studies should be a member of the self assessment team, the other someone else in the department. More information on case studies is available in the guidance.

CASE STUDY 1: (name removed for confidentiality)

Dr (name removed) joined the Department as a Lecturer in 2006. She obtained her first significant grant in 2009 and was promoted to Senior Lecturer shortly after. In addition to teaching and supervision at undergraduate and graduate levels, she has had primary responsibility for External Relations since 2008, which includes all College open days, UCAS events, schools and science outreach, developing promotional materials for prospective students, and international student recruitment. From 2007 to 2011, (name removed) was the primary carer for three close family members needing high levels of support during long illnesses.

With regard to career development, (name removed) suggested that a Departmental structured workshop on grant writing and the internal grant review process significantly contributed to her funding success. 'When I wrote my first grant, I had extensive comments from two senior members of academic staff that were very helpful. In addition, my teaching responsibilities were phased in over the first 3 years I was in post, allowing me time and space to establish my lab and research programme.'

When (name removed) took on External Relations, she had sole responsibility for the role and was also the Educational Support Office Liaison member. In recent years, the workload associated with the External Relations post has increased substantially. As a result, the HoD reallocated her ESO role and recruited an additional member of staff to share External Relations responsibilities. (name removed) says, 'I feel that the Department was looking after my interests in recognising the need for additional support in this role and for removing the ESO load.'

(name removed) has been in this role for 5 years now. She suggested that the introduction of a new member to the team has been beneficial because it allows sharing of knowledge that would enable either member to move on at some point without large transition costs. She suggested that formalising this system so that administrative roles could be rotated more easily might be beneficial in allowing staff more flexibility. However, (name removed) was keen to stress that this is a role she enjoys and that the ability to continue in a role that she feels plays to her strengths increases her job satisfaction.

When asked about how she balanced her work and caring responsibilities (name removed) replied, 'work flexibility is inherent in our environment and we are really lucky for that. No one officially knew about my circumstances and I took it for granted that I could work from home or even from hospital if I needed to. This is a testament to how flexible our working arrangements are – I never needed to ask someone if it was ok to be away from the office because I have considerable control over my own timetable.'

(name removed) suggested that there are female role models at every level within the Department and she had never felt disadvantaged by gender. She also highlighted the Psychology Women's Running group – which includes PhD students, research staff and faculty members from Lecturer to Professor – as a supportive aspect of Departmental culture.

#### CASE STUDY 2: PROFESSOR (NAME REMOVED)

Professor (name removed) joined the Department in 1998 as a Lecturer. She was promoted to SL in 2001, Reader in 2004, and Professor in 2010. During her career she has had two periods of maternity leave. She has always had a substantial administrative load, including Director of Graduate Studies (DoGS) since 2010. (name removed) teaches a popular 3<sup>rd</sup> year option, attracting over 100 students. In the last five years, her research funding has increased significantly, with five successful grant applications as PI or Co-PI totalling over £2 million (RHUL value: £420,000).

(name removed) reported that departmental culture has improved dramatically and that the changes have benefitted both her research performance and her esteem. 'I've always had a huge administrative role and this was a barrier to applying for grants.' In 2008, the (female) Director of Research introduced individual research plans. (name removed) reports 'this was the first review I'd ever really had. We discussed where I wanted my research programme and career to go and how to get there. In addition, she gave extensive feedback on three iterations of a grant application. I didn't get that grant in the end, but it was a hugely beneficial learning experience.'

Previously, individuals had to make a strong case for promotion and decisions were made by a select panel with little discussion with the applicant. When (name removed) applied for promotion to Professor in 2010, she felt the selection of reviewers who were not familiar with her area of expertise almost compromised her chances of success. 'I think the biggest hindrance was a lack of understanding at management level about the type of research I was doing; I felt disadvantaged because I was publishing in journals that were outside mainstream psychology.'

Since then, a substantial overhaul of the promotions process has taken place, with clearer guidelines available and all staff considered for promotion at each round. (name removed) now sits on the Departmental Promotions Committee. 'It is a much more transparent way of looking at the applications. I've also been impressed with the openness of discussions and the positive comments and constructive feedback we can provide for all members of the Department.'

There has also been a greater recognition of workload. This year she was allocated a Deputy to share DoGS duties, and the role received increased weighting in the workload model. However, she feels there is little flexibility on teaching load despite her grant success. 'It can't be reduced. We don't have the personnel to cover it and I run a popular course.' She suggests there remains a conflict between the balancing of research loads with the increasing demands of teaching. (name removed) suggested that there could be more scope for post-doctoral researchers to deliver courses to first and second year undergraduates.

(name removed) highlighted a number of positive female role models in the department and stated that 'for mums, this Department is a good place to be. There is enormous flexibility which has allowed me to balance my family's needs against my work duties.'

## APPENDIX 1: LETTER OF ENDORSEMENT FROM HEAD OF DEPARTMENT

Ms Sara Dickinson  
Senior Policy Advisor (Athena Swan)  
Equality Challenge Unit  
Queen's House  
55-56 Lincoln's Inn Fields  
London  
WC2A 3LJ

15 November 2012

To whom it may concern:

I wish to confirm my commitment to the Athena Swan agenda and voice my full support for this application for an Athena Swan Silver Award. The most important contribution any of us can make is to recognize that historically there have been barriers that have impeded the progression of Women in Science and then for us to commit to remove or displace those barriers. I would like to highlight the following features of our approach to this in Psychology at Royal Holloway:

Over the past 4 years we have been working towards attaining and maintaining an appropriate gender balance in our academic staff (as can be seen in section 3 vii). This does not mean that there aren't issues still to be tackled and there is clearly still a disparity between the staffing balance at L/SL and Professor although on the later we are moving in the right direction as compared to some comparable Departments.

We have moved from a Departmental profile where the majority of key management positions (e.g. HoD, Directors of Teaching, Research, Graduate study, PGT) were held by males (5M, 2F) to one where I am the only male in the Department management structure (1M, 4F). This better reflects the gender balance of our students, post-doctoral staff and early career academic staff. Equally I recognize that there is a need to ensure that these positions are rotated (action point 5.5) but this is the first time in my academic career that I can recall female academics being in the large majority across the key decision making roles.

We have been particularly conscious and proactive with respect to family and childcare issues, which affect both genders, but in particular may impact upon women. To engender flexible working, we operate a 10-3pm policy for all internal meetings, an internal system for scheduling working from home for selected days and an internal system for staff to request leave during term-time to cover childcare commitments (e.g. school half terms).

We have operated a comprehensive workload model for the past 5 years, which unlike many workload models does include an assessment of the research load of staff to ensure there is adequate balance between sectors for individuals who are making very strong contributions to their field. Within this we factor in adjustments related to maternity (e.g. part year), adverse personal circumstances, and also phase in teaching for newly appointed staff members over the first 12 months to allow them to (re-)establish their research profile.

We recognize, however that there are still a number of things to be done and the Athena Swan process steered by an excellent chair in Dr Courtenay Norbury has highlighted a number of issues we should consider going forwards. Although I read the action list and think "we should have

done this already”, I think it provides us with a clear agenda for the next 2 years and progress towards a Gold submission. This submission has my unreserved support.

Yours sincerely

Professor John Wann

Head of Department (Psychology)  
Royal Holloway, University of London