



## **Athena SWAN Silver Department award application**

**Name of university:** University of Cambridge

**Department:** Department of Psychology

**Date of application:** November 2014

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

**Bronze:** April 2006, renewed in 2009 and November 2012

**Silver:** September 2014

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**Abbreviations:**

**ASWG = Athena SWAN Working Group**

**BPS = British Psychological Society**

**CFR = Centre for Family Research**

**DUGE = Director of Undergraduate Education**

**E&D = Equality and Diversity**

**ECMS = Employment and Career Management Scheme**

**EP = The Department of Experimental Psychology**

**EPS = Experimental Psychology Society**

**GEC = Graduate Education Committee**

**HESA = Higher Education Statistics Agency**

**HoD = Head of Department**

**NST = Natural Sciences Tripos**

**PBS = Psychological and Behavioural Sciences Tripos**

**PPD = Personal and Professional Development**

**PPS = Politics, Psychology, and Sociology Tripos**

**SAP = Senior Academic Promotions**

**SDP = The Department of Social and Developmental Psychology**

**SRA = Senior Research Associate**

**WiSETI = Women in Science, Engineering and Technology Initiative**

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28 November 2014

**Athena SWAN Silver Award Application; Letter of endorsement** (word count 478)

Integrating women into the intellectual, scientific, and social fabric of the Department has, for me, been a rather natural development. My initial scientific mentor was Professor Susan Iversen, and our extended professional relationship, like my marriage to Professor Barbara Sahakian, enabled me to observe at first hand some of the difficulties with which academic women often have to contend. As a result, I have sought to promote the careers of female academics since my appointment as HoD, and I have been an enthusiastic and committed participant in the Athena SWAN process. I am especially proud of the actions we have taken recently to address issues identified in our initial submission, particularly in our support for early career researchers. For example, we have embedded a new policy of regular appraisals and have ensured that all staff members participating in appraisals or recruitment first complete E & D training courses.

The Athena SWAN process has enabled us to review our practices with respect to career support for female academics, and our unsuccessful application for Silver status in 2013 sparked further efforts to re-examine our practices, address weaknesses, and recommit ourselves to developing a supportive environment. Following the creation of a unified Department of Psychology in 2012, I appointed two female Deputy Heads of Department: (i) Professor Melissa Hines (teaching) and (ii) Professor Nicky Clayton (research, including career development of post-doctoral researchers). To support the career development of women in the Department, I also nominated two female professors for the British Psychological Society's Presidential Award; one (Professor Usha Goswami) was successful. Female professors now outnumber male professors in the Department and

there are many more female students in our newly introduced undergraduate Psychological and Behavioural Sciences course than in the Natural Sciences-based course, although we are seeing changes there, too.

Importantly, our review and continuing self-appraisal also revealed some areas in need of further improvements. New measures were implemented in 2013/14 to (i) support career development for post-doctoral researchers, and (ii) facilitate inter-departmental communication, including via the Departmental web-site, with its new Athena SWAN section. We have also rescheduled seminars to make it easier for colleagues with family responsibilities to attend. I am convinced that our carefully formulated action plan is making an important contribution both to the future work of the Department and to its academic success and status. By preserving and extending our reputation as a forward-looking and friendly Department we aim to continue to attract (in an increasingly competitive field) the highest calibre male and female students and academic staff, who will in turn contribute to future success. I am thus committed to making available the resources necessary to sustain our action plan and embed best practices. I am pleased that the ASWG has already set its sights on moving beyond the Silver to the Gold Award, as we begin trying to change practices in other departments within the School of Biological Sciences.

Yours sincerely,



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## 2 The self-assessment process (word count 1016)

### a) *Description of the self-assessment team*

Members of the Athena SWAN Working Group (ASWG) are listed in the Table below.

<b>SAT Member</b>	<b>Job Title</b>	<b>Relevant experience</b>
<b>Mrs Sonia Brignell</b>	HR Administrator	<ul style="list-style-type: none"> <li>• HR Administration</li> </ul>
<b>Professor Tim Bussey</b>	Professor of Behavioural Neuroscience	<ul style="list-style-type: none"> <li>• Promoted from lecturer to Professor over 13 year period in the Department</li> <li>• Married to Dr Lisa Saksida (see below) and they share childcare arrangements for their young son.</li> <li>• Worked recently with ScienceGrrl on 'She blinded me with science' project</li> </ul>
<b>Dr Greg Davis</b>	Senior Lecturer	<ul style="list-style-type: none"> <li>• NST Undergraduate Course Organiser and oversees admissions to the final year course</li> <li>• former graduate student in the Department and was appointed as Lecturer in 2002 with promotion to Senior Lecturer in 2013</li> <li>• Two children (7 and 18)</li> </ul>
<b>Mr Malcolm Davis</b>	Teaching Administrator	<ul style="list-style-type: none"> <li>• Undergraduate/HR administration</li> </ul>
<b>Mr Nik Darshane</b>	Graduate student	<ul style="list-style-type: none"> <li>• MPhil and PhD student experience</li> <li>• Graduate student representative in 2012-2014</li> </ul>
<b>Dr Dawn Eagle</b>	Senior Research Associate	<ul style="list-style-type: none"> <li>• Maternity leave to care for two children whilst employed in the Department</li> </ul>
<b>Dr Vivien Hodges</b>	WiSETI Project Officer	<ul style="list-style-type: none"> <li>• University Athena SWAN Coordinator</li> </ul>
<b>Dr Nicole Horst</b>	Research Associate	<ul style="list-style-type: none"> <li>• Organised and led our recent, highly successful Postdoc Away Day.</li> </ul>
<b>Professor Claire Hughes</b>	Professor of Developmental Psychology	<ul style="list-style-type: none"> <li>• Former undergraduate and graduate student of the Department (Case Study 2)</li> <li>• Acting Chair of the ASWG in October 2013 overseeing the initial submission</li> <li>• Assisted by the Department Librarian, she set up the Department Athena SWAN webpages</li> <li>• Director of Undergraduate Education (PPS Tripos)</li> </ul>

<b>Professor Michael Lamb</b>	Professor of Psychology	<ul style="list-style-type: none"> <li>ASWG Chair</li> <li>volunteered to Chair the ASWG and led the first meeting prior to taking a sabbatical (January to December 2013) and is the current Chair of the Group</li> <li>Led the development of the current submission</li> <li>Father of 4; single parent for 2 years</li> </ul>
<b>Dr Amy Milton</b>	Lecturer	<ul style="list-style-type: none"> <li>Former undergraduate and graduate student of the Department</li> <li>She became a fixed term Departmental Lecturer in 2008 and is now in a permanent Lectureship</li> <li>Currently on maternity leave</li> </ul>
<b>Dr Jennifer Murray</b>	Research Associate	<ul style="list-style-type: none"> <li>represents the Department's Postdoctoral staff at academic staff meetings</li> <li>Dr Murray is currently on maternity leave (her replacement on the ASWG is Nicole Horst).</li> </ul>
<b>Ms Rebecca Noordehaven</b>	PhD student	<ul style="list-style-type: none"> <li>organises the Social and Developmental Psychology Colloquium</li> <li>joined the ASWG in October 2014</li> </ul>
<b>Miss Kayleigh Paske</b>	HoD's Secretary	<ul style="list-style-type: none"> <li>Administrative and data support for the development of both submissions</li> </ul>
<b>Dr Kate Plaisted Grant</b>	Senior Lecturer	<ul style="list-style-type: none"> <li>Director of Undergraduate Education</li> <li>one secondary school-age child</li> </ul>
<b>Professor Trevor Robbins</b>	Head of Department, Professor of Cognitive Neuroscience	<ul style="list-style-type: none"> <li>Career from undergraduate to Professor within the Department</li> <li>Trevor and his wife (who is also Professor at the University) have two grown-up daughters</li> <li>Shares best practices at regular meetings of the Association for Heads of Psychology Departments</li> </ul>
<b>Dr Lisa Saksida</b>	Reader in Cognitive Neuroscience	<ul style="list-style-type: none"> <li>Graduate Tutor</li> <li>had one period of maternity leave whilst in the Department</li> </ul>
<b>Ms Kate Stacey</b>	Senior Administrator	<ul style="list-style-type: none"> <li>Secretary to the ASWG</li> <li>responsible for communicating the School's Staff Survey results</li> <li>liaises with the University and School to identify and implement good practice</li> <li>assisted substantially in constructing this application</li> </ul>



<b>Ms Helen Statham</b>	Senior Research Associate	<ul style="list-style-type: none"><li>• Former Deputy Director of the Centre for Family Research</li><li>• Managed her research career alongside raising two children</li><li>• led focus group meetings to explore feedback from the School's Staff Survey</li><li>• retired from the University and ASWG in October 2014</li></ul>
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## ***b. An account of the self-assessment process***

The many meetings held in 2011-2012 to discuss a merger of the former SDP and EP Departments provided a perfect opportunity for staff to develop a vision together for the future and reflect on differences in work practice. Shortly after the merger, the Department convened an Athena SWAN Working Group (ASWG) to help embed practices that were most likely to foster collegiality and staff development, particularly with respect to gender equality. The ASWG first met in October 2012, and subsequently met in February, April, June, July, October and November 2013, to discuss Departmental practices and to prepare an application. The Department applied for a Silver Award in November 2013, with a Bronze Award conferred in April 2014. From January 2014 we have held termly meetings, with additional subgroup meetings in preparation for this submission.

ASWG discussions were informed by the results of a School-wide staff survey (January 2013) in which academic, research, and support staff members were asked about leadership, communication, career development, work/life balance, and pay/benefits. The Department's 72% response rate was similar to the overall School rate (78%). Survey results were posted on the Department's intranet and discussed with staff by the HoD, who encouraged further discussion in two focus groups led by Helen Statham, who then reported back to the ASWG.

Most survey feedback was positive: over 90% of our staff believed that the work the Department and University did was world class, expectations for their performance were clear, and they were proud to work at Cambridge. However, some areas of concern were identified and the ASWG focused on the five issues that had elicited the most negative responses. Specifically, 43% of our staff members felt that there was poor communication across the University, 41% thought that there were insufficient career progression, 36% did not know where to find out about the benefits of working at Cambridge, 32% felt that their pay was unfair given their duties and responsibilities and 31% did not feel that they received regular and constructive feedback about their own performance. One focus group also revealed that researchers were unaware of their colleagues' promotions and achievements.

These findings also promoted dialogue regarding common issues across and within the eight Departments of the School of Biological Sciences (SBS) and with the Human Resources Division of the University. The negative feelings summarised above appeared to be especially characteristic of the Postdoctoral Fellows, who reported feeling isolated from peers and had concerns about inadequate opportunities to discuss and develop their career potential and strategies, leaving many of them quite demoralised. In response, the ASWG constructed an action plan focused on concerns raised by postdoctoral researchers, who make up approximately 70% of our staff and represent the next generation of academic staff in psychology, both here and around the world, in an increasingly competitive environment. To address their key concerns (communication and career development), the ASWG proposed the following actions:

- Postdoctoral Development Programme: The specific content of this programme was discussed during the first Annual Postdoctoral Away Day in July 2014, and broadly involves annual Away Days, more regular meetings involving postdoctoral fellows from different parts of the Department, and termly meetings with the HoD to enable postdoctoral researchers to become a cohesive and mutually supportive cohort, to keep abreast of Department issues, and facilitate discussions about their career plans with senior members of the Department other than their supervisors.
- HoD has begun to hold regular meetings with postdoctoral researchers, to parallel his existing regular meetings with support staff.
- Research Staff Development Officer (Professor Nicky Clayton) was appointed in July 2013 and tasked with encouraging Postdoctoral Researchers to become more involved in the organisation of Departmental seminars and outreach activities.
- Review and re-invigorate appraisal procedures to ensure that all staff receive constructive advice about training, personal development and promotions.

Our unsuccessful application for an Athena SWAN Silver Award in 2013 prompted further reflection on, and evaluation of, our Departmental culture and practices. Repeated intra-Departmental discussions of the need to embrace our responsibilities to those launching academic careers, to be more aware of inadvertent effects of some of our practices (e.g. the scheduling of meetings and talks), and to evaluate our assumptions, practices, and biases, have had the beneficial effect of embedding the Athena SWAN process as a

Departmental commitment. Further, the large numbers of women in all job categories throughout the Department has helped ensure that gender-neutral practices simply seem routine and natural.

Over the last year progress against our initial action plan has been measured. The previously submitted action plan forms the backbone of our current action plan where progress is highlighted in green and new additional actions have been added in red. We view this document as a dynamic exercise; as progress is made, new activities are conceived, refined, and implemented.

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

The ASWG will continue to meet each term to assess the amount of progress being made in relation to the specific goals laid out in the Action Plan. It will focus particularly on the attitudes and well-being of the Postdoctoral members of staff and on the relative performance and well-being of male and female undergraduate students, especially in light of the new undergraduate course in Psychology and Behavioural Sciences (PBS), but will continue to monitor progress and performance in relation to student admissions, recruitment, and promotions, using the metrics and bases of comparison described later in this document. The ASWG is also encouraging the School to repeat its staff survey in 2016 to provide detailed and anonymous information about staff attitudes, concerns, and satisfaction so that we can assess our progress towards successfully addressing areas of concern evident in the 2013 survey responses. Members of the ASWG will continue to attend University- and School—level committees concerned with improved practise, and will encourage participation by staff members at University as well as University wide Athena SWAN Network events events designed to promote family- and female- friendly practices.

Over the last year the ASWG has identified new activities to assist us in meeting the objectives specified in the action plan and anticipates that more will emerge from continuing discussions and feedback.

### **3 A picture of the Department** (1937 not including words in figure legends)

The study of Psychology at Cambridge began around 1900 and in August 2012, the Departments of Experimental Psychology (EP), Social and Developmental Psychology (SDP) and the Centre for Family Research (CFR) were merged to form the new Department of Psychology (one of eight Departments in the School of Biological Sciences). This application relies on data from former EP and the new Department of Psychology; data from the smaller CFR and former SDP prior to merger have not been included because these Departments sat within a non-STEMM School. Section 5 (Any other comments) provides a summary of the challenges and solutions involved in this merger.

Discussion of a new undergraduate course (PBS), launched in October 2013 gave all members of the Department a common purpose and facilitated a smooth merger. The Department's undergraduate degrees are accredited by the British Psychological Society (BPS) to ensure that graduates are eligible for BPS membership and can thus pursue several career pathways. The Department also offers an MPhil in Social and Developmental Psychology (with an intake of around 20 students per year) and postgraduate training for the PhD award (with around 30 new students registering per year). Teaching standards are high: both EP and SDP obtained the maximum scores for Teaching Quality in the last national assessment exercise. The Department also achieved the highest student satisfaction scores for teaching in a recent survey by the '*Guardian University Guide*' in June 2014.

The Department has a reputation for world-class, innovative research, with the former Department of EP scoring higher than 76 other University psychology departments in the 2008 Research Assessment Exercise (UoA44). The Department now covers the full breadth of psychological research: sensory psychology, learning, memory and decision-making, social and developmental psychology, and behavioural and cognitive neuroscience. The affiliated CFR (Professor Susan Golombok, Director) focuses on child development and family relationships and comprises around 30 researchers. Other major Centres based in the Department include the Behavioural and Clinical Neuroscience

Institute (Professor Trevor Robbins, Director), the Centre for Neuroscience in Education (Professor Usha Goswami, Director), the Centre for Speech Language and the Ageing Brain (Professor Lorraine Tyler, Director) and the Psychometrics Centre (Professor John Rust, Director).

The vibrant merged Department welcomes a large number of external visitors (around 60 per year) and has made several academic appointments, including two in the area of visual neuroscience (Professor Zoe Kourtzi and Dr Andrew Welchman), and others in cognitive neuroscience, decision-making, and language (Drs Mirjana Bozic, Will Matthews, Amy Milton, Tristan Bekinschtein). Future challenges include finding suitable new accommodation and replacing distinguished retiring staff (including four Fellows of the Royal Society). Although the appointment of Professor Zoe Kourtzi brought the female to male professorial ratio to an impressive six to four, in the other academic staff categories there are a third more men than women. Care will be needed to sustain the Department's current progress towards gender parity, as indexed by comparison with fellow members of the Association for Heads of Psychology Departments.

### **Student data**

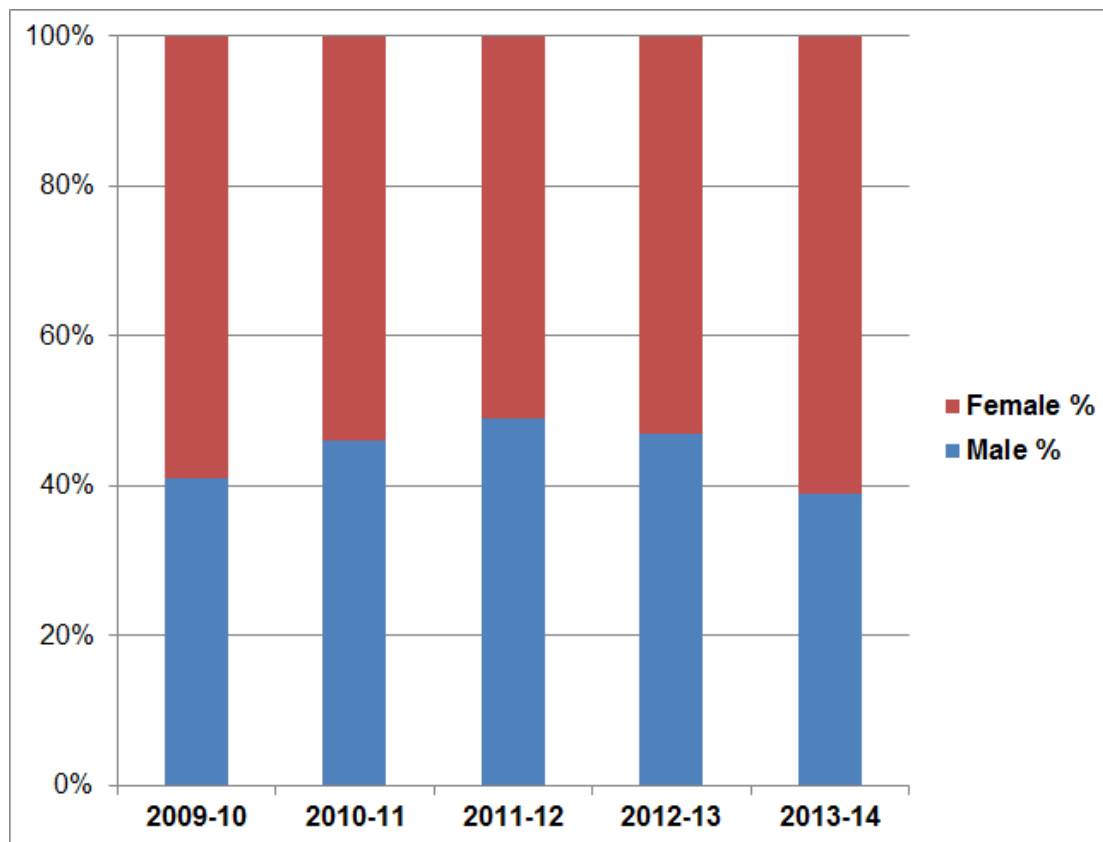
(i) **Numbers of males and females on access or foundation courses**

The Department does not offer access or foundation courses.

(ii) **Undergraduate male and female numbers**

Nationally, most (around 80%) undergraduate psychology students are female (see HESA data in Figure 4) but until the recent introduction of the PBS course, the majority of psychology students at Cambridge were admitted to study Natural Sciences (not psychology) and could choose no psychology courses in the first year and only one in the second year. Only in the third year could they focus on psychology. Many more males than females are admitted to study Natural Sciences (which covers a wide range of sciences including physics, chemistry and biological sciences). Between 2009 and 2014, an increasing proportion of the students in the second year psychology course have been female (see Figure 1) while the final year psychology course has attracted a majority of female students across this period (average 59%). Considerably more

women are applying for and being admitted to the new course (PBS) (see Figure 4), so women comprise a growing proportion of the undergraduate students of psychology.



**Figure 1: Natural Sciences Year 2 Psychology undergraduates by gender (2009-2013)**

**Action Points: 1.1.1a-c**

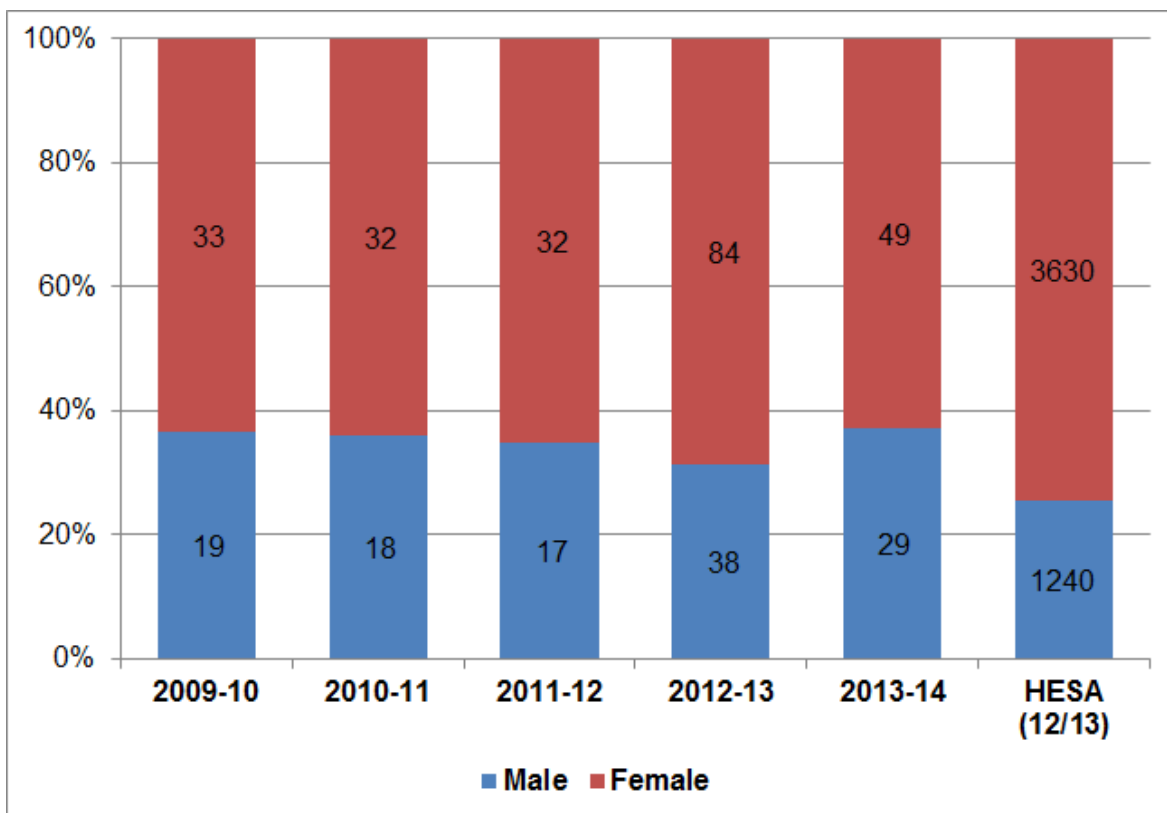
**(iii) Postgraduate male and female numbers completing taught courses**

The Department does not offer any taught post-graduate courses.

**(iv) Postgraduate male and female numbers on research degrees (MPhil and PhD students) (see Figure 2)**

The Department offers a full time research-based MPhil in Social and Developmental Psychology (SDP). In line with the national average for Bachelor's and Master's degrees in Psychology, approximately 80% of our MPhil students each year are female (see Figure 5).

Over the past five years, approximately 65% of the PhD candidates have been female. The difference between this and the national average percentage for Psychology (approximately 75% female) may reflect the heavy emphasis on neuro-scientific research in the department for which the number of female candidates nationally (53%) may be a more relevant comparator. There are currently 120 graduate students in the Department, of whom 67% are female. The Department's Graduate Education Committee (GEC), with four female and four male members and a female Professorial Chair, continues to monitor the numbers of male and female students at each level, ensuring that leakage does not increase as the numbers of female undergraduates rises, and is pleased to note that the proportions of female PhD research students has risen over the last five years (see Figure 2) and that 65% of the students with Research Council or competitively funded scholarships are female.



**Figure 2: Psychology PhD research students by gender (2009-2014)**

**Action Points: 1.3.1a-b**

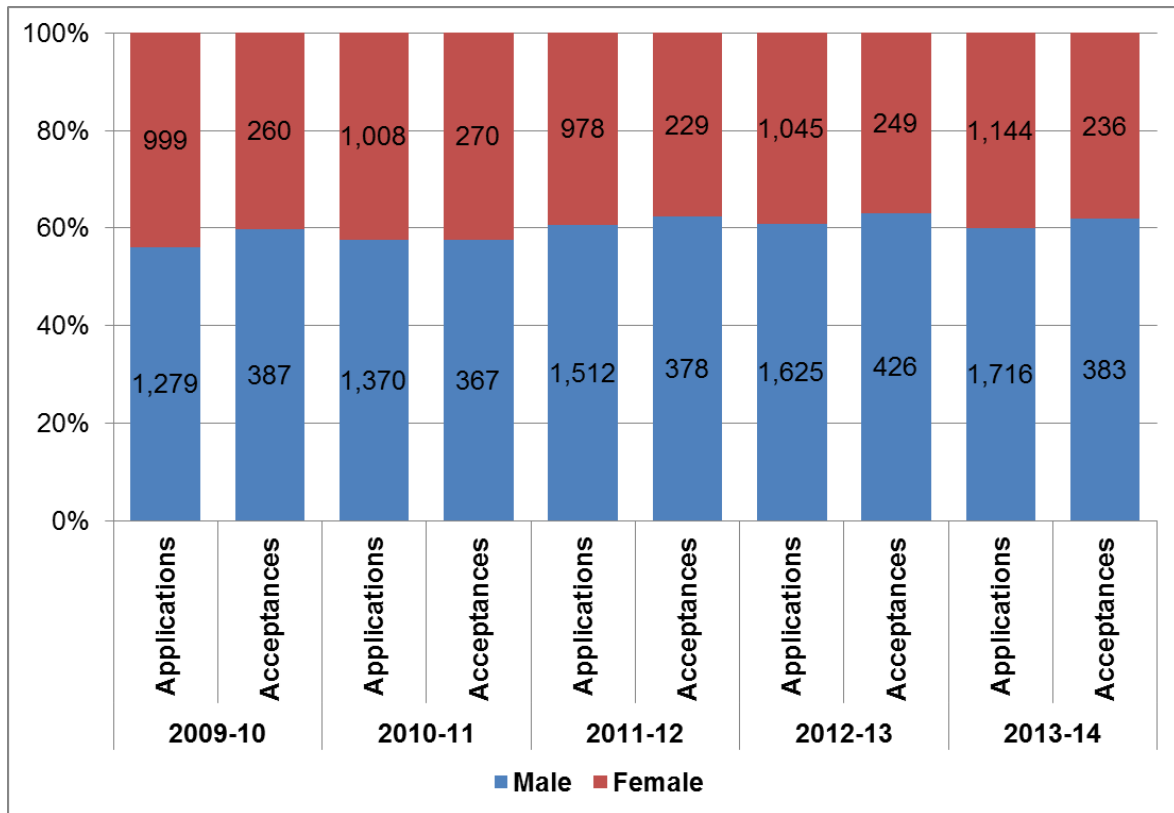


**(v) Ratio of course applications to offers and acceptances by gender for undergraduate and postgraduate degrees**

Cambridge Departments do not determine application and admission ratios as undergraduates apply to and are admitted by 31 self-governing Colleges.

**Natural Science route**

The number of Natural Science undergraduate course applications has risen steadily, but the number of successful applications has remained fairly stable, with approximately 60% of both the applicants and the accepted candidates being male (see Figure 3).



**Figure 3: Applications and acceptances for the Natural Sciences undergraduate course, by gender (2009-2014)**

## Psychology and Behavioural Science route

For the inaugural 2013/14 cohort of the new undergraduate course, we received 365 applications (285 female) and made 77 offers (57 female) (see Figure 4). The preponderance of female applications (78%) was in line with national figures for Psychology (see Figure 4); the 74% female admissions indicated no gender-related acceptance bias. For the 2014/15 cohort, we received 399 applications (306 female; 77%) and made 80 offers (73% female) of whom 64 (82% female) attained the necessary marks.

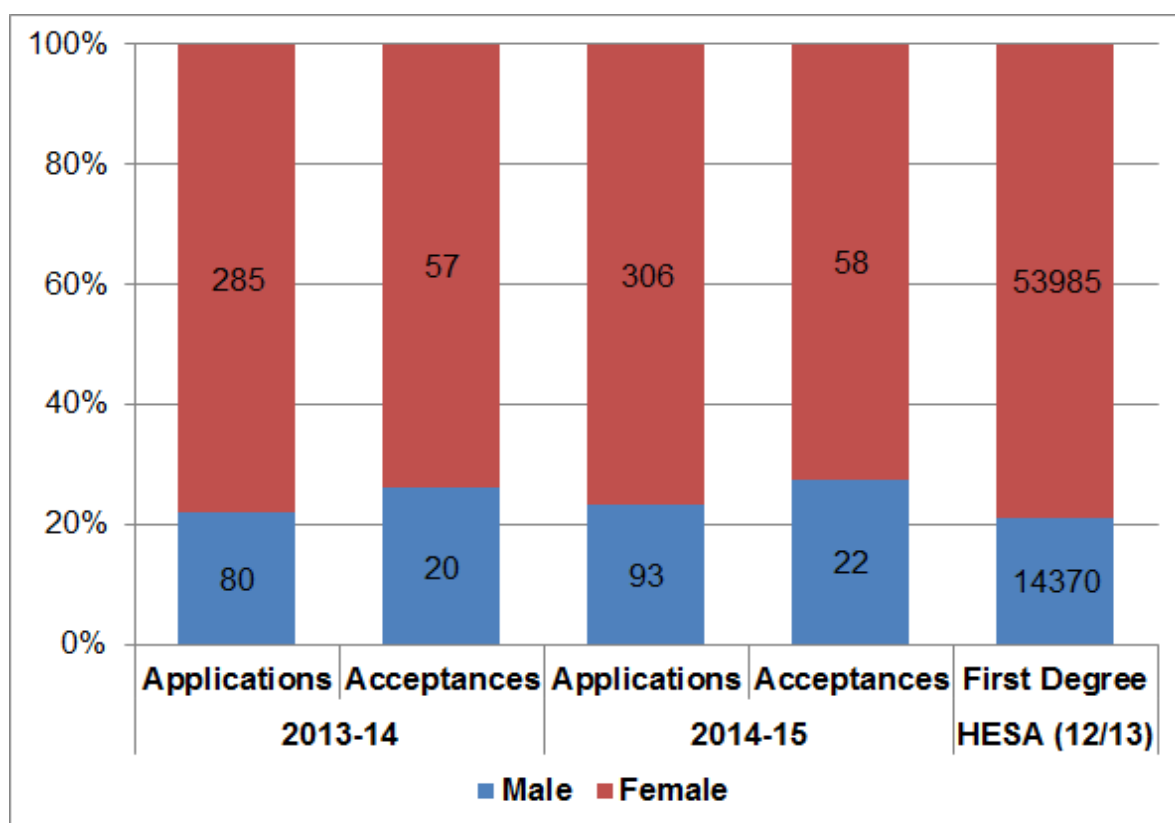


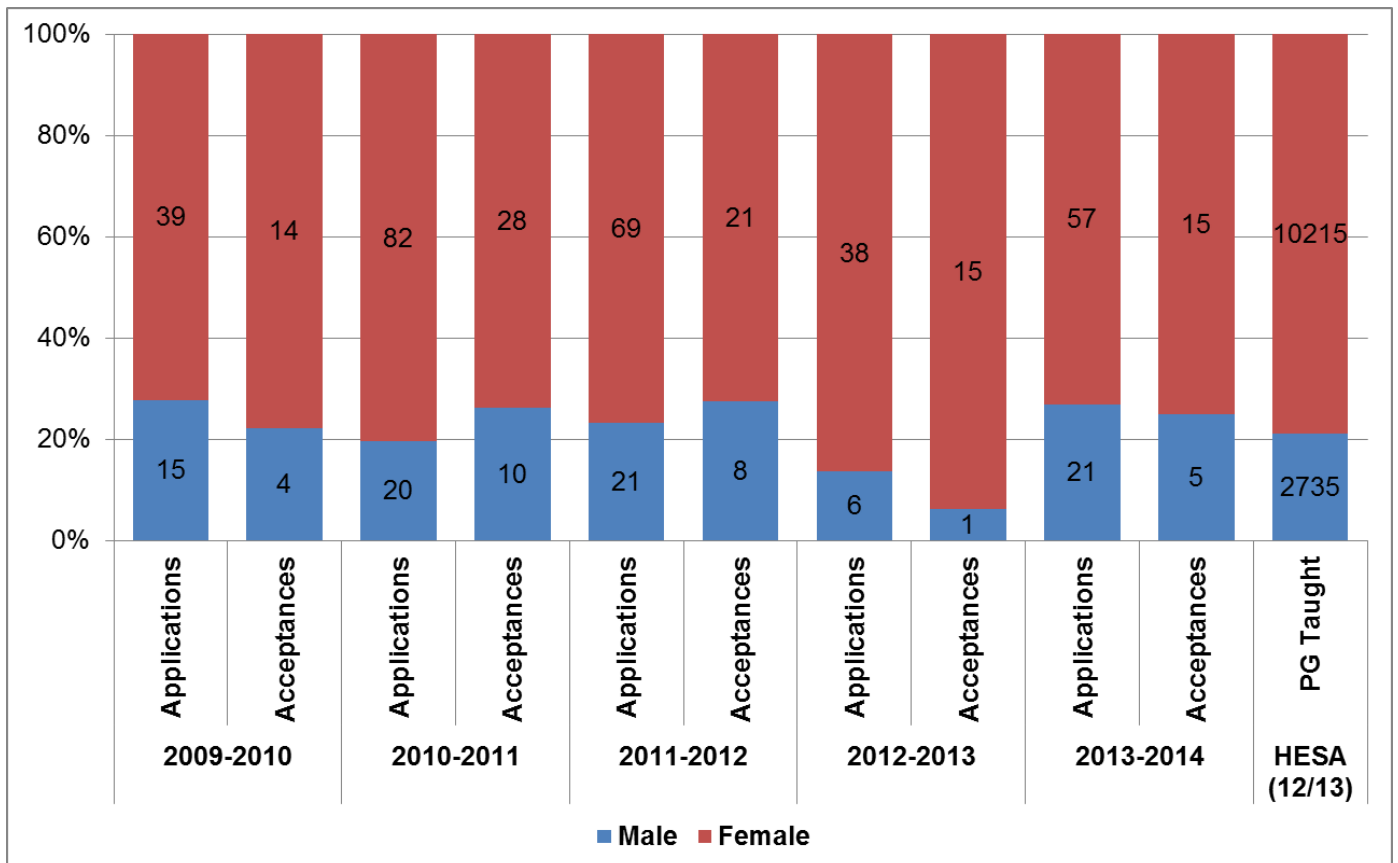
Figure 4: Applications and acceptances for the Psychological and Behavioural Sciences undergraduate course, by gender (2013-2014)

### Action Points: 1.1.1a-c

## Postgraduate students

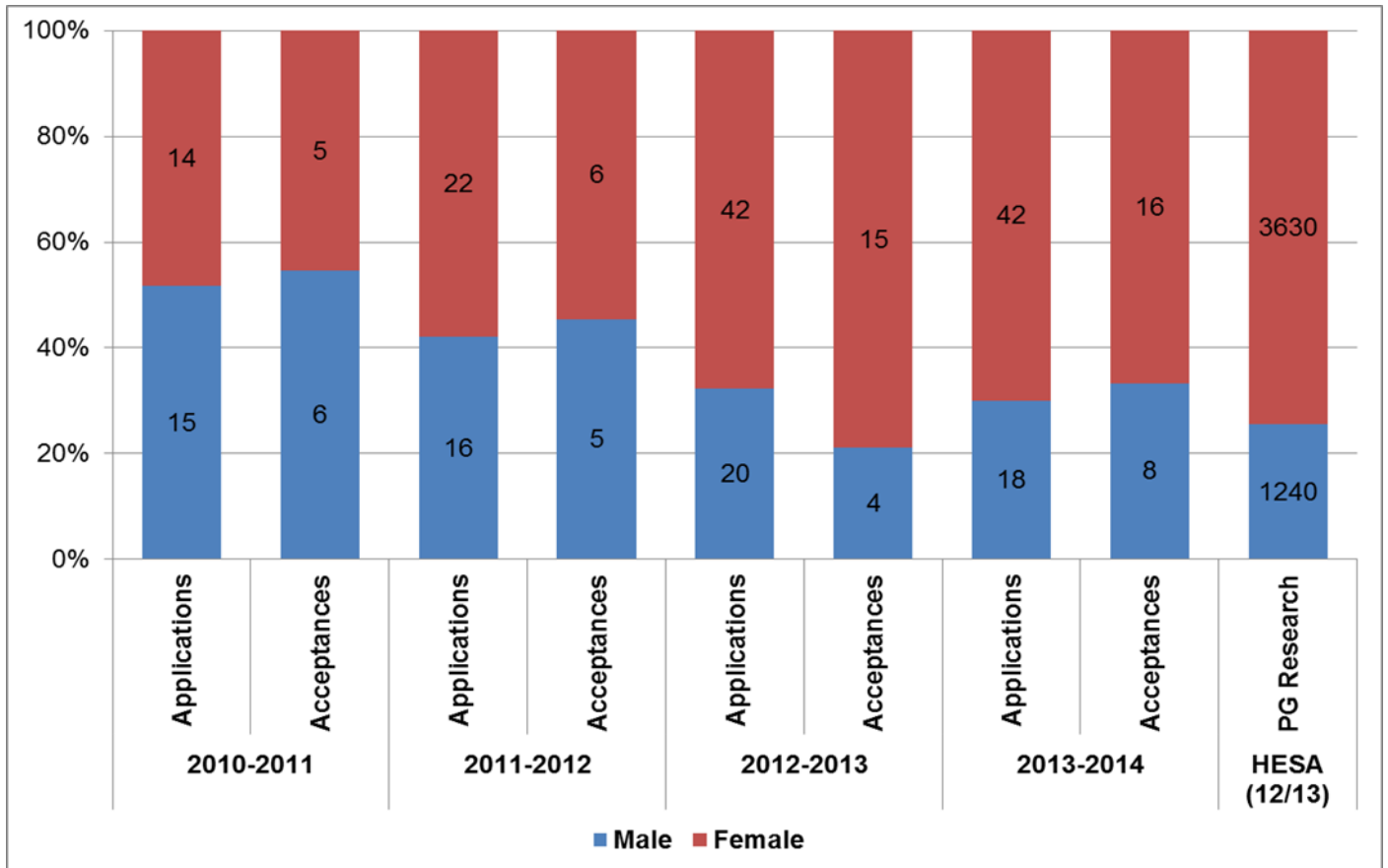
Developmental psychology is an area in which women are particularly well represented and so the merger substantially increased the proportion of female postgraduate students (as well as the numbers of applications and students; see Figures 5 and 6). The proportion

of applications from women is consistently mirrored in the proportion accepted. Led by the GEC, we continue to monitor the proportions of men and women applying for and gaining places on these post-graduate courses. We are somewhat concerned about the small numbers of men applying for the MPhil course in 2012-13 (Figure 5), and hope a recently launched marketing effort will attract highly qualified applicants of both genders.



**Figure 5: Applications and acceptances for the MPhil in Social and Developmental Psychology by gender (2010-2013)**

**Action Points: 1.2.1a-b**



**Figure 6: Applications and acceptances for Postgraduate research (PhD) by gender (2010-2013)**

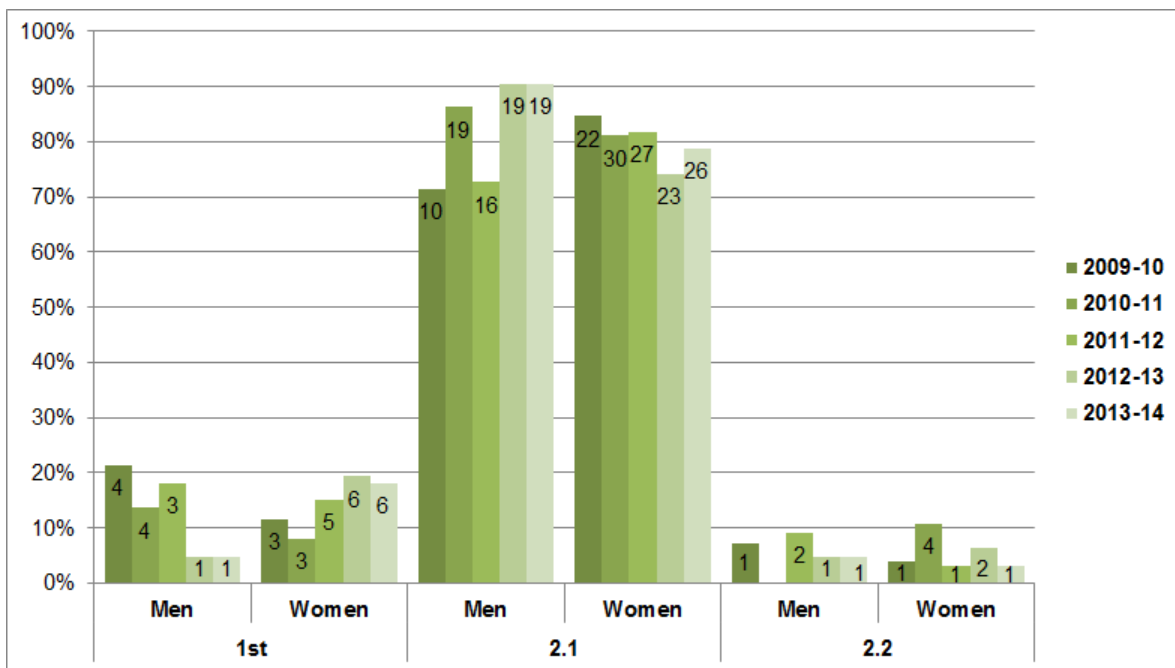
**Action Points: 1.3.1a-c**

**(vi) Final Degree classification by gender**

Undergraduate degree classifications for students taking Psychology via the Natural Science route have been stable. In the last five years, no student received a grade below a 2.2. As shown in Figure 7, there was no significant gender difference in the numbers of students awarded Firsts even though there is a persistent and pervasive discrepancy between the number of males and females achieving Firsts at Cambridge overall (just as there is at Oxford). A recent Oxford-based longitudinal study of the factors that might contribute to this discrepancy showed a female-specific drop in wellbeing across the three years of university study, with factors that one might expect to be universally associated

with exam success (e.g., hours spent revising) predicting the likelihood of obtaining a First for men, but not for women (Mellanby, Zimdars & Cortina-Borja, 2013<sup>11</sup>).

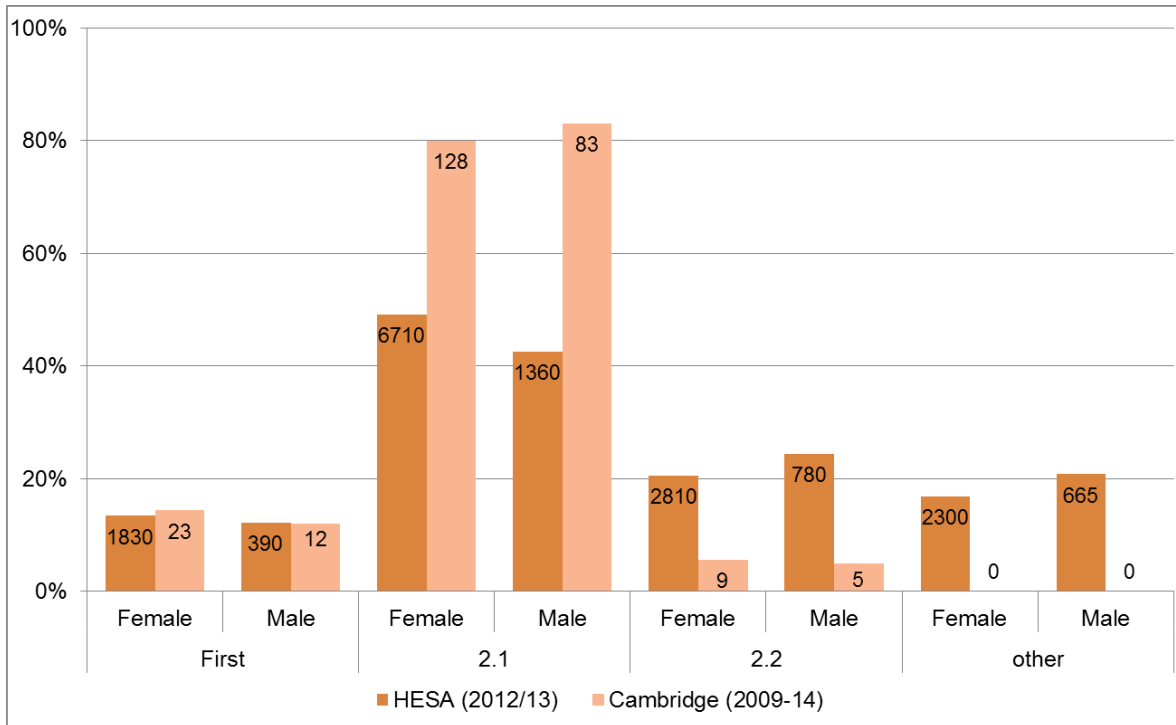
To ensure the gender attainment gap seen in other subjects does not occur in Psychology, we systematically monitor the proportion of students receiving Firsts by gender. Examiners are encouraged to complete checklists to ensure consistency and fairness in marking; if allowed by the Data Protection Act, we also plan to retain these data alongside a record of gender for review at 3-yearly intervals. Our goal here is to increase the transparency of the exam process by providing students with directly relevant feedback about features of exam scripts associated with high marks. We have also seen steady increases over time in the numbers of female examiners: They made up 19% of the total in 2007/8 and 46% by 2013/14, roughly proportional to the 44% of the staff who were female.



**Figure 7: Distribution of final year degree classes, Natural Sciences (Psychology), by gender (2009-2014)**

<sup>11</sup> Mellanby, J., Zimdars, A., Cortina-Borja, M. (2013). Sex differences in degree performance at the University of Oxford. *Learning and Individual Differences*, 26, 103-111.

Figure 8 shows the same data as Figure 7, but with Cambridge student results compared with those obtained by students nationally. Very few Cambridge students (either male or female) were awarded degrees classified lower than a 2.1, and no student in this assessment period was awarded a third class degree (as compared with 17% of women and 21% of men, nationally).



**Figure 8: Distribution of final year degree classes for Natural Science Psychology students by gender - compared with national data (2009-2014)**

Our Staff-Student Committee continues to work alongside the University E&D Team and the Colleges to monitor student wellbeing, academic strategies and exam success. To ensure that the performance of female students is not adversely affected by their experiences in tutorials, the Department also mandates a workshop, run by Dr J Foster, in which attention is paid to sex-stereotyped expectations and behaviour, and tutors are encouraged to recognise overly tentative behaviour on the part of female students, for example, especially in the face of more assertive male students. The content was informed by external experts such as Professor Rae Langton's (Philosophy) insights regarding the destructive messages that can be communicated to students. Tutors greatly appreciated the guidance, and Dr Foster's slides were thus made available to all tutors. Twenty new tutors (15 women) attended the workshop in October 2014.

Finally, a review of the students receiving distinctions on our MPhil over the assessment period (i.e., since 2009) showed that 75 to 85% each year were female, exactly in line with the overall percentage of women on this course.

### **Action Points: 1.1.3a-e**

#### **Staff data**

##### ***(vii) Female: male ratio of academic staff and research staff***

Compared to other UK departments of Psychology, our Department is fairly small, with 25 academic staff and 73 research staff; women account for 56% of academic and research staff in the Department (see Figure 9). This proportion of women in the Department is similar to the national picture (59% female) but is noteworthy at Cambridge where men occupy most senior posts within the School and University (see Figure 10). Changes over time within the Department (Figure 9) are revealing: there were increases in the proportions of women in four of the five categories between 2008 and 2014, reflecting our commitment to making the Department more supportive of female professionals. We continue to monitor carefully the gender distribution in all categories annually and support the career development of female staff to avoid gender-differentiated leakage from the pipeline (see Figure 11). Mandatory E&D training and a commitment to gender-neutral hiring and retention should allow us to maintain the current healthy ratios at the postdoctoral level.

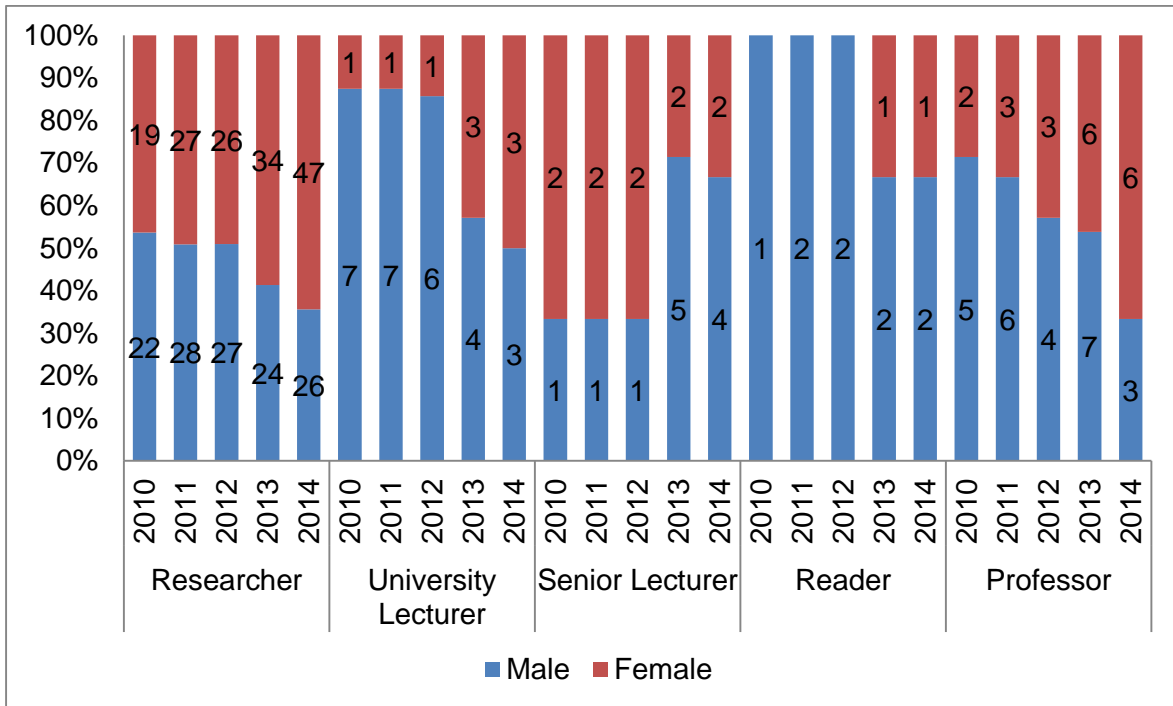


Figure 9: Academic and Research Staff in Psychology by gender (2010-2014)

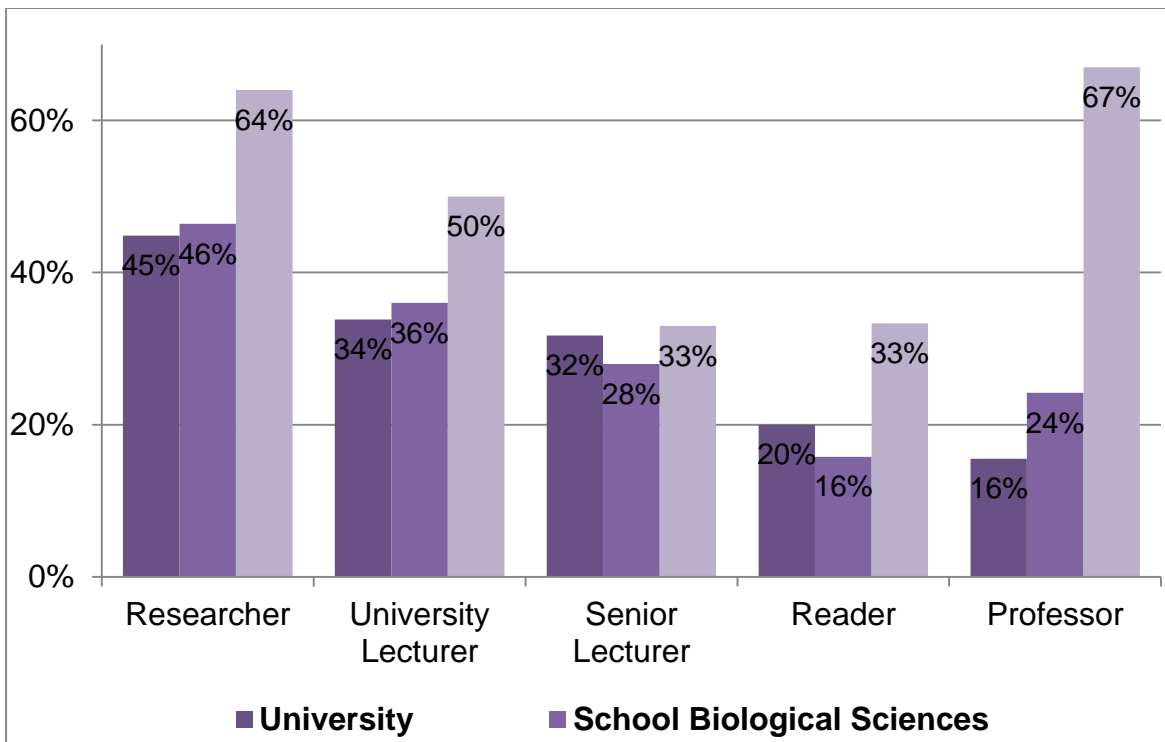
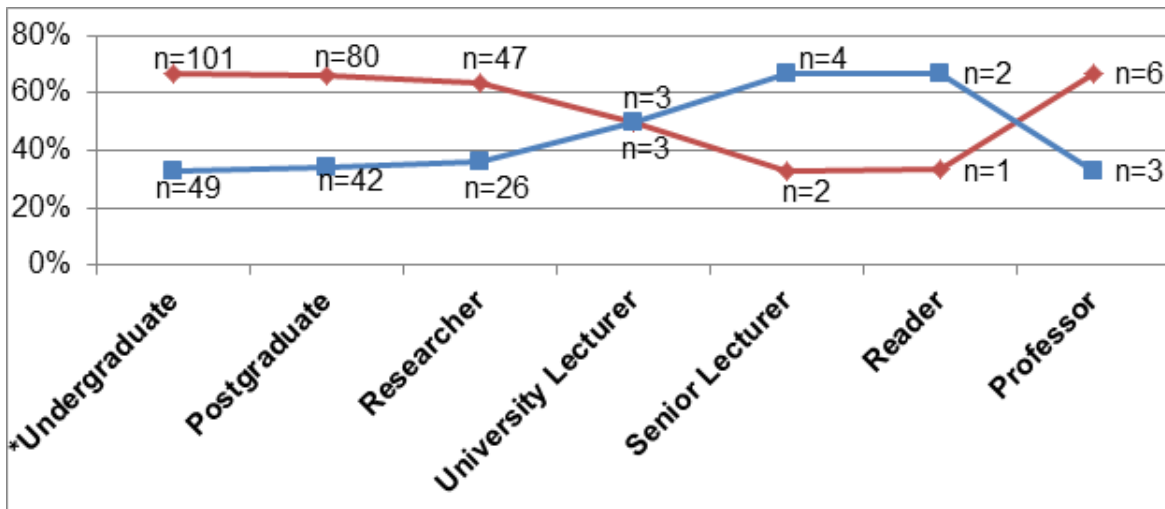


Figure 10: Percentage Female Staff in the University, School and Psychology (2014)

Action Points: 4.1a-b





\*Final year NST Psychology + prediction based on current 2<sup>nd</sup> year PBST students

**Figure 11: Pipeline for Students, Research and Academic Staff by gender (November 2014)**

**Action Points: 1.1.1a-c, 1.2.1a-b, 1.3.1a-b, 4.1a-b**

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

Academic staff All four leavers in the past four years were male: two Senior Lecturers took up promotional opportunities and two retired.

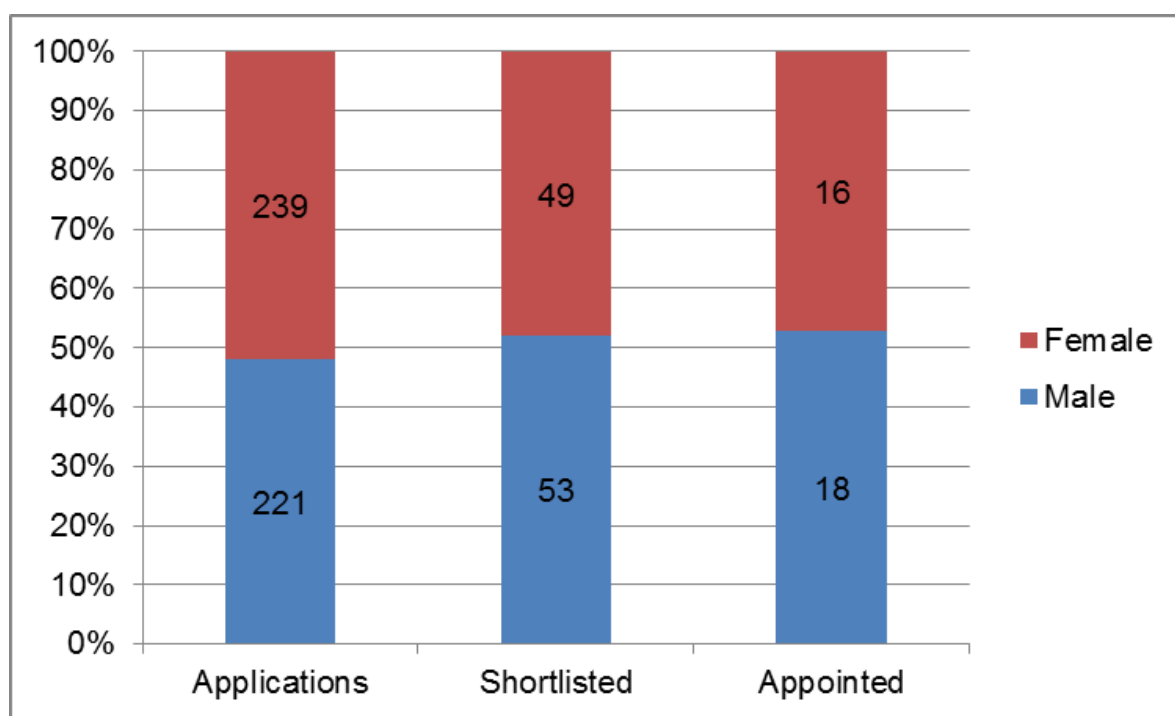
Research staff Since the beginning of 2011, 21 postdoctoral Research Associates (nine men, twelve women) left the Department. Three (33%) of the men and five (42%) of the women moved to postdoctoral positions in other universities, five (56%) of the men and three (25%) of the women accepted lectureships, and one of each gender accepted employment in commercial/spin off companies. One woman died and two are still looking for positions. Chi-square tests showed no gender differences in the nature of the transitions, although collection of these data highlighted the need to maintain contact with former members of staff, in order to refine our understanding of turnover data, to increase networking opportunities for existing staff and to support and celebrate the work of former members.

#### 4 Supporting and advancing women's careers: (word count 5461 inc tables etc)

##### **Key career transition points**

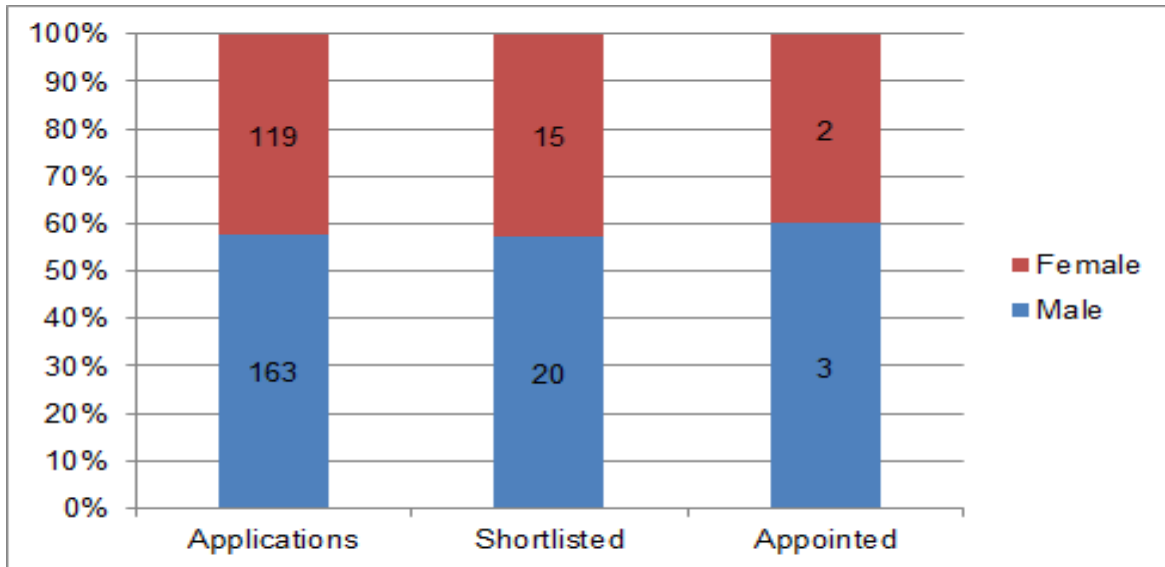
##### **(i) Job application and success rates by gender and grade**

We focus here on three key points of entry into the academic staff pipeline at Cambridge; the Research Associate, Lecturer/Senior Lecturer, and Professorial levels. Sixteen of the 34 Research Associates recruited between 2010 and 2014 were women (see Figure 12), this proportion is broadly in keeping with the UK picture for Biosciences (50%). Females represented 52% of applicants, 48% of those shortlisted and 47% of appointees. All staff involved in recruitment are now obliged to undergo Equality and Diversity training to assist with eliminating any unconscious bias and gender disparities in recruitment are reviewed annually to raise awareness.



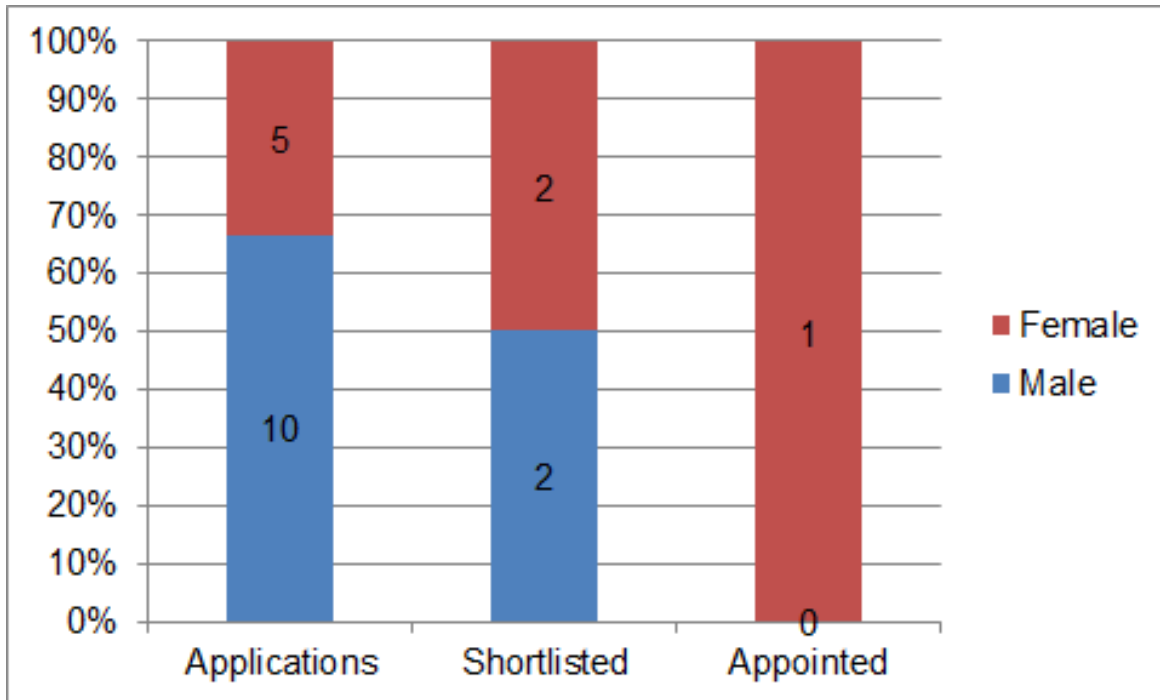
**Figure 12: Applicants, shortlisted and appointed Research Associates by gender (Feb 2010 to Nov 2014)**

More men than women applied for five recently advertised Lectureship/Senior Lectureship positions, and two of the five successful candidates were women (see Figure 13), revealing no evidence of gender bias.



**Figure 13: Applicants, shortlisted and appointed Lecturers/Senior Lecturers by gender (2010-2014)**

In 2012/2013, the retirement of two distinguished Professors made it possible for the Department to advertise a Professorship. Of the 15 applicants (see Figure 14), five (33%) were female, the short-list included two men and two women, and Professor Zoe Kourtzi, a woman, was elected.



**Figure 14: Applicants, shortlisted and appointed Professor by gender (2013)**

**Action Points: 2.1.1a-c, 2.1.2a-b**

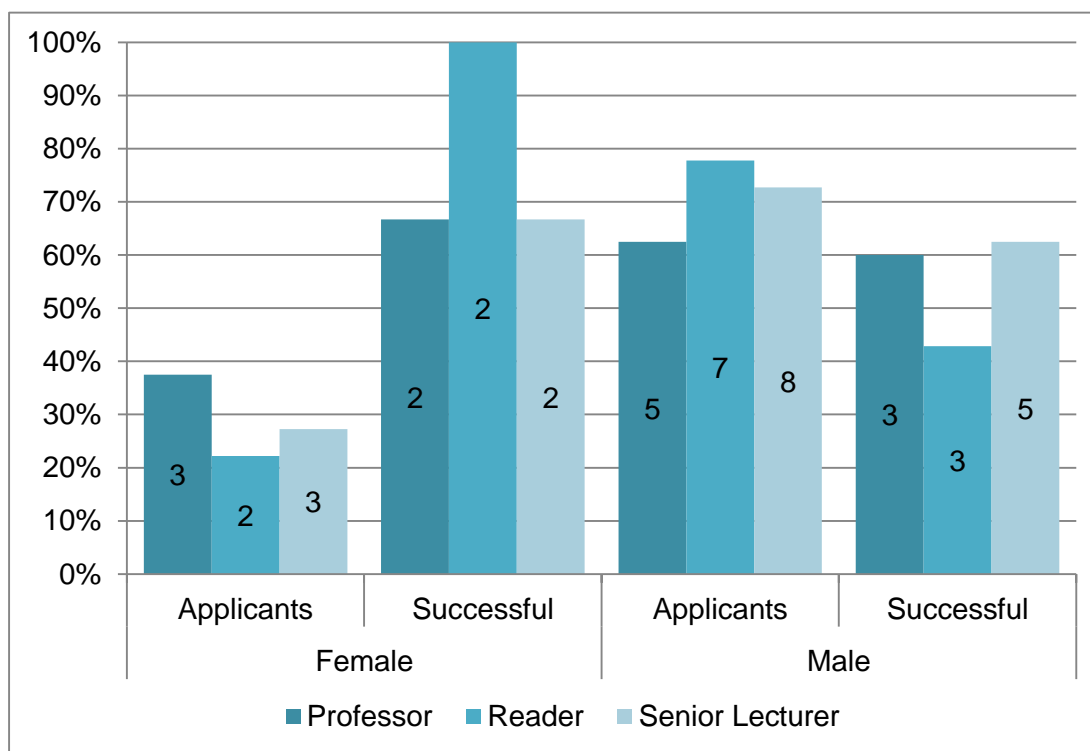
***ii) Applications for promotion and success rates by gender and grade***

Promotion to personal Professorships, Readerships and Senior Lectureships involves an annual competitive exercise with initial recommendations made by the Faculty of Biological Sciences and final decisions made by a Committee chaired by the Vice-Chancellor. It is University policy that Faculty and University Appointment Committees have gender-balanced membership.

On the staff survey many staff members reported considering the Senior Academic Promotions process to be unfair. Accordingly, the HoD has encouraged potential applicants to discuss their situations with him, their appraisers, and the ASWG Chair in order to increase their understanding of and satisfaction with the process. The HoD also proactively encourages qualified staff members to submit applications. Recent changes in the University regulations for promotion underline the importance of teaching, research, and general contributions (which includes administration, outreach and mentoring) and we expect this to be of special benefit to female academics, who may have more balanced profiles than some of their male counterparts.

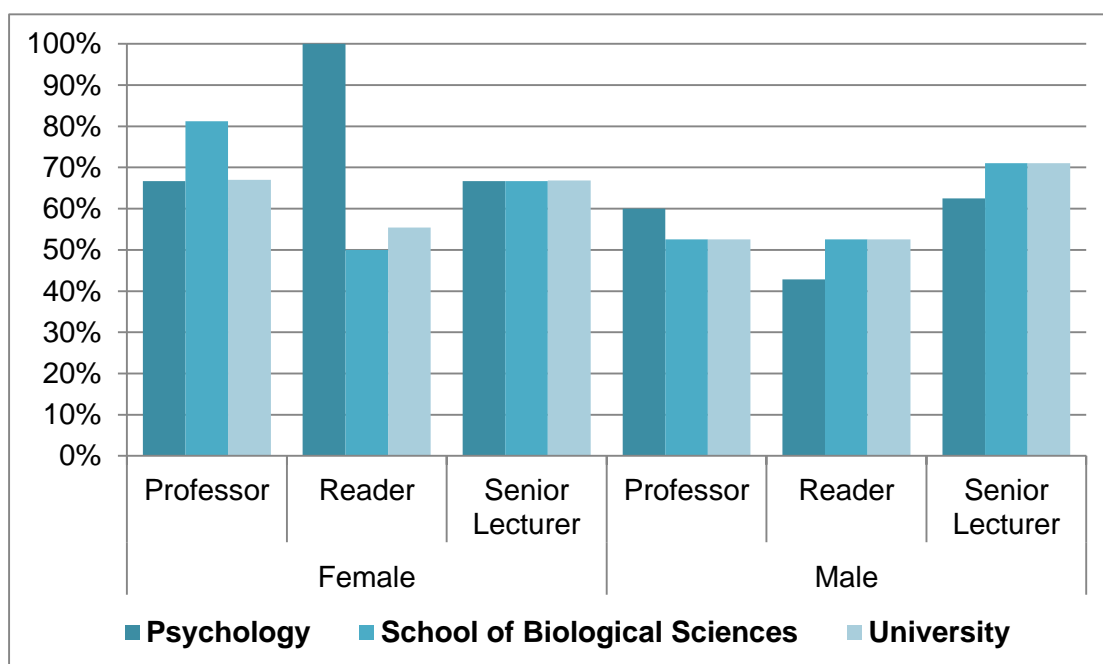
To encourage more female academics to apply for promotion, the University has recently introduced a Senior Academic Promotion CV Scheme<sup>2</sup>, in which female Lecturers, Senior Lecturers and Readers can have their CVs reviewed by senior academics. The University also hosted three Senior Academic Promotion (SAP) Open Fora to foster female mentoring in 2013 and these were repeated in 2014. We also ensure one-to-one support from our ASWG Chair.

The data shown in Figures 15 and 16 suggest two clear trends. First, *men are more likely than women to apply for promotion*. Second, *women are generally more successful than men*. Perhaps men tend to apply for promotion prematurely, resulting in both more applications and a greater proportion of unsuccessful applications. We have taken steps to increase the amount and quality of advice given to staff members through the appraisal process so that males and females are equivalently encouraged to submit applications that are likely to be both timely and successful.



<sup>2</sup> [www.admin.cam.ac.uk/offices/hr/equality/wiseti/cv/](http://www.admin.cam.ac.uk/offices/hr/equality/wiseti/cv/)

**Figure 15: Senior Academic Promotions in the Psychology Department by gender (2004-2013)**



**Figure 16: Senior Academic Promotions in the University of Cambridge (2004-2012)**

Interestingly, while success rates for women in Psychology are at least as favourable as those for the School of Biology and the University, success rates for men in Psychology appear somewhat lower.

**Action Points: 2.4a-d**

***b) (i) Recruitment of staff***

The Departmental HR administrator oversees the recruitment process and ensures adherence to the University’s equal opportunity policies, employment law and equal opportunities legislation<sup>3</sup>. The HoD, Senior Administrator, HR administrator and 85% of the academic staff have completed training in recruitment and equality and diversity. Staff who

<sup>3</sup> [www.admin.cam.ac.uk/cam-only/offices/hr/recruitment/](http://www.admin.cam.ac.uk/cam-only/offices/hr/recruitment/);  
[www.admin.cam.ac.uk/cam-only/offices/hr/recruitment/equality/](http://www.admin.cam.ac.uk/cam-only/offices/hr/recruitment/equality/)

have not completed the requisite training are not permitted to participate in recruitment and hiring. Gender balanced panels are routine.

Job descriptions are written carefully to avoid unconscious discrimination; prospective applicants are informed about work benefits that are likely to be especially important to applicants with family responsibilities: flexible working options, generous annual leave, maternity/paternity leave, and family-friendly policies, including the salary sacrifice scheme for childcare and the new 'returning carers' scheme (see below). New guidelines for Boards of Electors (Professorships) were introduced in 2013 to ensure a wide search for a diverse range of candidates.

**Action Points: 2.1.1a-c, 2.1.2a-b**

***(i) Support for staff at key career transition points***

We recognise a key point of attrition around the time that Research Associates seek appointment as Lecturers, and the actions identified for Postdoctoral staff have been designed to maximise chances of success at this transition point.

Although the University received the European Commission's 'HR Excellence in Research' badge for its work fostering researchers' career development and launched an Employment and Career Management Scheme (ECMS) in April 2011, our staff survey highlighted inconsistencies in the format and frequency of appraisals, and encouraged us to reinvigorate the appraisal process. Accordingly, we have made clear the need for all of our staff to conduct/participate in regular appraisals, especially early in their career. Approximately half (34 of approximately 70) of the junior academic and research staff were appraised over the last year, and all such staff now expect be appraised biennially. More senior non-professorial staff are also encouraged to seek appraisals at least every two years.

**Action Points: 2.2.1a-f, 2.2.2a-c, 2.3a-d**

## ***Career development***

### ***(i) Promotion and career development***

#### Appraisal and review

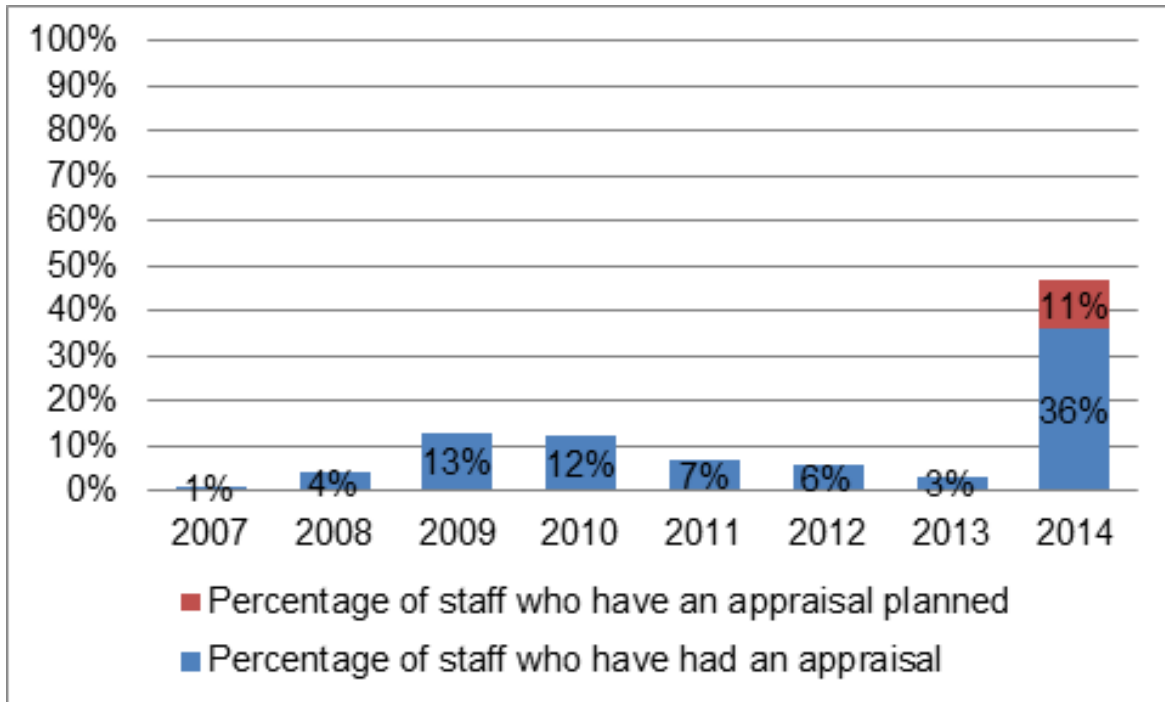
Responses to the School Survey revealed widespread dissatisfaction with career guidance processes (47% dissatisfied). Discussions within the ASWG, academic staff meetings, support staff meetings, and postdoctoral group meetings further highlighted:

- the need for all staff to complete E&D training, especially before they assume responsibilities for supervision or recruitment
- for all members of staff, especially those at earlier stages of their careers, to have regular, timely and constructive meetings with appraisers.

In response to concerns about the lack of regular feedback (36% of staff indicated that they did not received regular feedback on their performance), the HoD instituted in 2014 a more formal and regular appraisal system. Quarterly reminders are sent out to all appraisers and appraisees, appraisees are required to submit a summary of their achievements, future goals and actions and appraisers complete a complementary document to ensure that the appraisal discussion is comprehensive. The appraisee then develops an action plan, which may include personal/professional development programmes, that is subsequently approved by the appraiser and the HoD. At least half of our staff should have had an appraisal by the end of the current academic year. The staff survey revealed that staff overwhelmingly found appraisals to be useful, so our focus has been on ensuring that they become regular and universal.

Almost all of the more junior members of staff were appraised in 2014. Figure 17 clearly shows the impact of the changing policies, with a growing number of staff members having had appraisals in the last year. The ASWG will continue to monitor these to ensure that regular supportive appraisals remain a component of the Departmental culture.





**Figure 17: Appraisals undertaken as a percentage of total number of staff (20-7-2014 to date)**

**Action Points: 2.3a-d, 4.3a-b**

### ***Career development for Graduate students***

Most of our 83 graduating PhD students (98% completion) and 115 MPhils in the assessment period proceeded to post-graduate scientific positions, clinical medicine training, or professional positions.

**Action Points: 1.2.4a-b, 1.3.4a-e**

### ***Career development for Researchers***

Researchers in the Department receive mentorship and financial support through a number of research fellowship schemes or grant-supported post-doctoral posts. In the assessment period we have gained 35 Research Fellowships (62% female) from the Royal Society, MRC, BBSRC, ESRC, Newton International, Wellcome Trust, British Academy, Marie Curie, and College Junior Research Fellowships (College-funded full time post-doctoral research positions). To foster networking a Post-docs of Cambridge Society (PdOC) holds regular meetings and workshops about career development. In

2013, the University introduced a new Office of Post-Doctoral Affairs with an Academic Director to champion the cause of post-docs at Cambridge and develop a coordinated network of support services. The HoD has also encouraged post-doctoral fellows to apply for grants through Research Council Programmes for new investigators (e.g., ESRC's Rising Stars agenda) and committed Departmental co-funding for three applicants in 2013. In addition, researchers approaching the end of fixed term appointments are encouraged to give practice job talks and to engage in practice interviews with mock interview panels in order to increase their chances of appointment.

In the last 5 years, 10 post-doctoral fellows (6 women) have successfully applied to become Senior Research Associates (SRA) this can strengthen later applications for University Lectureships (as it did for Dr Mirjana Bozic). After her PhD, Dr Amy Milton was appointed as a fixed term, Departmental Lecturer and recently succeeded in gaining a permanent University Lectureship after an open competitive process.

In response to the staff survey and in fulfilment of one of the Department's 2013 actions, a highly successful Postdoc Away Day, organised by Dr Nicole Horst and Dr Rory Devine, was held in July 2014. It was attended by 32 (75% female) of our 79 researchers (68% female). The day covered career planning, research funding, and a presentation from the University Director of Postdoctoral Affairs regarding resources and a discussion with former members of the Department about their post-appointment careers. Feedback on all topics was extremely positive (71%-84%) and the Postdocs plan to hold similar away days at least annually in the future. Post event comments included the following: "Thank you—appreciate the work that went into it.", "Thank you—enjoyable day!". "Do more of these events with different workshops.", "This has been a very useful day!". "Thank you for organising such a great event! More please!"

Reinforced by the positive feedback, a small group of postdocs from all parts of the Department are currently planning other events between now and the July 2015 Away Day.

**Action Points 2.2.1a-f, 2.2.2a-c**

## ***Career development for Academic Staff***

Two Deputy HoDs (Professors Nicky Clayton and Melissa Hines) share responsibilities for research and teaching and provide support for staff at key career transition points including promotion and sabbatical leave. Periods of sabbatical leave provide academic staff with valuable opportunities to focus on their research. Our review also highlighted the need to nurture young and/or new staff to ensure the future success of the Department. Seven academic staff members are under 40 and many of these have (or will have) young children. We will soon be making several new appointments as seven staff members are approaching retirement.

### ***(ii) Induction and training***

#### ***Induction***

The 2013 staff survey suggested room for improvement in induction (57% positive response) and probation (51% positive response) processes and these responses prompted changes to our induction procedures. The Department's induction pack was reviewed and revised in 2013 and now contains additional useful information on topics that include family friendly policies and procedures. The induction pack is also provided to current staff via the Department's internal website. New members now receive a tour of the Department and are introduced to key colleagues and the HR Administrator, who ensures that they have all the resources needed to perform their roles. New members of staff are also assigned appropriate mentors, who act as impartial confidantes and advisors. Tea and cake events around weekly Zangwill Club Seminars provide opportunities for staff to socialise with colleagues.

We have also developed an Athena SWAN webpage, which includes photos of people who have agreed to act as contacts for a variety of work/life balance and career progression issues; information about this webpage is included in the Induction pack:

[www.psychol.cam.ac.uk/about-us/athena-SWAN](http://www.psychol.cam.ac.uk/about-us/athena-SWAN)

**Action Points 2.1.3a-b, 2.1.4a-b**

## ***Training***

Upon appointment, staff members join role-appropriate email groups to which the Senior Administrator regularly communicates announcements of University training opportunities<sup>4</sup>. Where appropriate, individuals are notified personally of especially relevant opportunities. Over the last four years, Academic staff members have undertaken 20 professional training opportunities (75% women) including admission training, Pathways in Higher Education Practice and lecturing/presentation skills. In the same period, research staff members have taken up 95 professional training opportunities (65% by women), including lecturing, supervision, writing and presentation skills.

The New Perspectives for Women programme<sup>5</sup> and Springboard<sup>6</sup> address many of the career issues faced by women (e.g. Confident Ways of Working, Furthering Your Career, Gaining Recognition at Work, and Setting challenging goals) and offers courses targeted at specific staff groups.

The University's Women in Science, Engineering and Technology Initiative (WiSETI)<sup>7</sup> supports women from undergraduate to Professorial level in Science, Technology, Engineering and Mathematics. WiSETI activities include an annual WiSETI lecture and career development seminars (including a 'Cake and Careers' session specifically for the School of Biological Sciences in December 2013 which many female members of the Department attended).

### **Action Points: 2.2.1a-f**

#### ***(iii) Support for female students***

Springboard and WiSETI (described above) include students in their career-related events and Colleges provide pastoral care and collegial support for students. In addition, the University's Careers Service offers specialist careers advice for contract research staff and

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<sup>4</sup> [www.admin.cam.ac.uk/offices/hr/ppd/](http://www.admin.cam.ac.uk/offices/hr/ppd/)

<sup>5</sup> [www.training.cam.ac.uk/cppd/theme/women?providerId=36612](http://www.training.cam.ac.uk/cppd/theme/women?providerId=36612)

<sup>6</sup> [www.training.cam.ac.uk/cppd/course/cppd-perdev3](http://www.training.cam.ac.uk/cppd/course/cppd-perdev3)

<sup>7</sup> [www.admin.cam.ac.uk/offices/hr/equality/wiseti/who/](http://www.admin.cam.ac.uk/offices/hr/equality/wiseti/who/)

post-docs and has a dedicated advisor for the Life Sciences, while the Graduate Student and Postdoc Forum, provides careers information.

Our Departmental website now features Dr Amy Milton as a contact for discussions relating to undergraduates considering an academic career and Dr Lisa Saksida as a contact for advice on careers for graduate students.

Students are typically enthusiastic about attending the Departmental weekly 'Zangwill Seminar Series' (financial support from the Department enables graduate students to join senior colleagues at dinners after the seminars). The Zangwill Lectures in 2014/15 include more female than male lecturers, including two female members of staff who have made major contributions in their areas of research. Because these lectures are public, we hope that our showcasing of female scientists will help change both student attitudes and institutional practices in other parts of the University and provide valuable opportunities for students to 'network' with senior colleagues.

All postgraduate students have both a supervisor (who provides direct academic support) and an advisor (to provide more general academic support). In addition, both undergraduate and postgraduate students are supported by their Colleges.

### **Action Points: 2.2.1a-f**

## **Organisation and culture**

### ***(i) Male and female representation on committees***

The Department of Psychology has eight internal Committees, which generally meet termly and report to Academic Staff Meetings. Committee membership is determined by expertise, workload and other Departmental administrative duties. As shown on the Table, current practices stand in stark contrast to those prevailing 8 years ago, at which time there were only four women (and 17 men) on the academic staff, and men dominated committees, especially the two most strategically important: Accommodation/Space (3 men, 0 women) and Research Strategy (3 men, 1 woman). By 2013/14 and 2014/15, women made up 44% of the academic staff, there were 2 male and 2 female members of

the Accommodation committee while the Research Strategy Committee involved 3 women and 2 men in 2013/14, and the reverse in 2014/15.

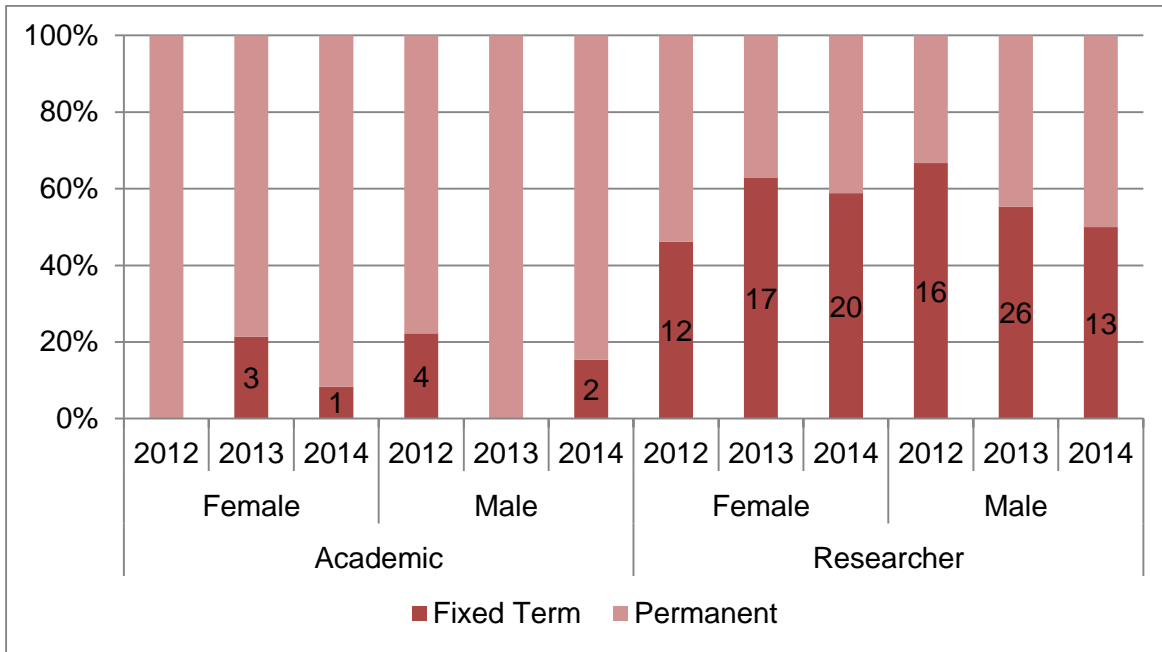
<b>Academic Membership on Committees</b>										
<b>Academic Year</b>	<b>2010/11</b>		<b>2011/12</b>		<b>2012/13</b>		<b>2013/14</b>		<b>2014/15</b>	
	<b>m</b>	<b>f</b>	<b>m</b>	<b>f</b>	<b>m</b>	<b>f</b>	<b>m</b>	<b>f</b>	<b>m</b>	<b>f</b>
<b>Committee Title</b>										
Accommodation	3	0	2	1	3	1	2	2	2	2 (50%)
Computer Mgt Group	1	1	2	1	2	1	2	1	1	1 (50%)
Graduate Education/Admissions	3	2	2	2	3	5	4	4	4	4 (50%)
Library	5	1	3	0	3	2	3	1	2	1 (33%)
Ethics	2	2	2	1	3	1	3	1	3	2 (40%)
Research Strategy	3	1	3	1	3	2	2	3	3	2 (40%)
Safety	2	0	2	0	2	0	2	0	2	0
Teaching NST	7	3	7	3	12	8	11	8	5	3 (38%)
Teaching PPS	0	0	0	0	4	5				
Gender of chairs	6	2	6	2	6	3	5	4	5	3 (38%)
<b>Examiners</b>	13	5	13	4	14	10	14	12	17	11
<b>% female</b>		27.78%		23.53%		41.67%		46.15%		39.29%
<b>Number of academics in Department</b>	13	6	16	11	16	11	15	12	15	12
<b>% female</b>		31.58%		40.74%		40.74%		44.44%		44.44%

**Table 1: Committee representation and examiner duties, 2010/11 – 2014/5**

**Action points: 3.1a-c**

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

Figure 18 shows that there are no consistent gender differences in the proportion of staff on fixed and permanent contracts, by staff type (academic / researcher) and gender although because the assessment period encompasses the formation of the new Department it is difficult to interpret changes over time. We review annually the proportion of male and female staff in fixed term as opposed to permanent posts.



**Figure 18: Numbers of fixed-term and permanent staff by gender (2012-2014)**

**Action points: 4.1a-b**

**(i) Representation on (School and University) decision-making committees**

The HoD nominates suitable individuals for University Committees based on their expertise and experience and regularly proposes senior women from the Department to sit on influential School and University Committees (e.g. Professor Nicky Clayton is a Member of the SBS Appointments Committee and Professor Lorraine Tyler was, for ten years, the Chair of the School’s Senior Academic Promotions Committee). In addition, Professor Claire Hughes (acting Chair of ASWG in 2013) and Professor Michael Lamb (ASWG Chair) are involved in high-level University events to promote gender equality.

**Action points: 3.1a-c**

**(ii) Workload model**

Formal algorithms for assigning administrative and teaching duties might undermine the spirit of teamwork we have fostered within our Department so the HoD and Administrator

take into consideration individual variation in preferences and capacities for different types of work. Both senior and more junior members of staff teach at comparable levels. After extensive consultation with Department staff, a roster of duties for the academic year ahead is discussed in late April and is finalised through democratic discussion by mid-June. This approach works well in a small consultative Department and gives ample opportunity for staff to comment on their workload and change their assigned responsibilities if necessary. The 2013 staff survey showed that 71% of the respondents (79% of men, 65% of women) were comfortable with their workloads, but the gender disparity prompted a move toward greater transparency. Specifically, the Department began in 2014 to circulate among staff members a complete list of teaching responsibilities which was then discussed at staff meetings. It was evident that there were no gender-based or seniority-based differences in average teaching loads. The committee membership lists were also presented and discussed to alleviate possible dissatisfaction about the division of those responsibilities, too. Both practices will be repeated in the future.

### **Action Points: 3.2.1a-b**

#### ***(iii) Timing of Departmental meetings and social gatherings***

Around half of the academic staff have young children so times and dates of key meetings are announced at the beginning of the academic year to allow staff to make necessary arrangements. Where 'ad hoc' meetings are required all participants are involved in scheduling. If members cannot stay for the whole meeting, agenda items are rescheduled to suit. Meetings and research seminars start after 9.30am and finish before 3.30pm. The exception to this rule used to be the Department's well-attended weekly Zangwill seminar series, which has now been rescheduled to 3 pm to facilitate participation by staff who have family responsibilities.

### **Action points: 3.3a-b**



#### **(iv) Culture**

The EP Department had a long record of supporting successful female psychologists at all levels. Professors Brenda Milner FRS (McGill University, Montreal) and Anne Treisman FRS (Princeton University) were undergraduate Psychology students here. From 1960-1980 the Department included such famous figures as Alice Heim, Margaret Vince, Eleanor Lieven, Joan Stevenson-Hinde, and Susan Iversen (who subsequently became Professor of Experimental Psychology at Oxford). In the last 20 years, University Lecturers have included, Barbara Sahakian, (now Professor in the Department of Psychiatry) and Dr Rosaleen McCarthy. Dr Usha Goswami FBA, was a University Lecturer in the early 1990s, moved to a Chair at University College London before returning to a chair at Cambridge. Dr Lorraine Tyler FBA took a similar route, being a University Lecturer in the 1980s and is now a Professor in the Department. We are vividly reminded of these historical links by the photographic portraits of distinguished prior faculty, including successful female scientists, displayed on the walls of the Department.

Prominent recent appointments (since 2000) have included Dr Lisa Saksida (now Reader), Professor Nicky Clayton FRS (appointed as University Lecturer in 2000, Reader in 2002 and Professor in 2005), and Professor Zoe Kourtzi. In the past two years we have appointed Dr Mirjana Bozic and Dr Amy Milton to University Lecturer from previous posts as Senior Research Associate and Departmental Lecturer, respectively. The formation of the new Department in 2012 has further swelled the ranks of our female Departmental staff with no fewer than three additional female professors, as well as one additional female Senior Lecturer, Simone Schnall. Female Professors now outnumber male Professors in the Department.

We support our female staff in various ways, nominating them for prestigious awards and ensuring their successes are recognised within the Department via announcements at meetings and on our website. Nicky Clayton, who was profiled in the University's 'The Meaning of Success: Insights from Women at Cambridge' (2014),<sup>8</sup> is now FRS (2010) and

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<sup>8</sup> The Meaning of Success profiles 26 women at Cambridge – from world-leading academics, to key administrative staff – and features contributions from another 100. It sets out to question assumptions about success and their impact on the progression of men and women in the workplace [www.cam.ac.uk/women-at-cambridge](http://www.cam.ac.uk/women-at-cambridge)

Usha Goswami received the BPS President's Award in 2011. Brenda Milner, a former undergraduate, received a particular mark of distinction by receiving an Honorary Degree from this University in 2000.

More generally, we try to ensure that students, especially undergraduates, use the Departmental facilities, which include newly refurbished 'café' style accommodation equipped with access to web facilities, as well as the Departmental Library, with its full-time Librarian.



Each year we have three Departmental parties: a beginning of year Welcome party for all newcomers to the Department, a Christmas party for all staff, graduates and visitors and a post exams Graduation party for staff, graduates and final year undergraduates. Children are both welcomed and often present. This would not have been the case years ago and

evidences the culture change within the Department. Following the merger we have held two Department Away-Days to discuss important issues and future strategy. We expect to continue these on a regular basis

(v) ***Outreach activities***

Many Department members are involved in outreach activities, especially initiatives designed to: (a) widen access to our highly competitive undergraduate course; and (b) foster public engagement with science. Outreach activities are recognised as 'Departmental Duties' that are shared in the same way as Committee Membership.

*a) Widening access.*

At least six staff members (Dr Lucy Blake, Dr Vasanti Jadva, Dr Kate Ellis-Davies, Dr Alice Winstanley, Dr Mike Aitken and Dr Juliet Foster) have contributed to summer schools organised by organisations such as the Sutton Trust to raise the aspirations of academically talented teenagers from disadvantaged communities. Dr Lucy Blake and Kate Ellis-Davies coordinated a Departmental one-week course (14<sup>th</sup>-18<sup>th</sup> July 2014) including talks given by our HoD, Professor Nicky Clayton, the Department's artist in residence, and her tango dancing partner, Clive Wilkins.

Other access initiatives include: (i) a new University initiative to raise academic aspirations among talented GSCE students; (ii) representing the Department at all of the Oxford and Cambridge 2014 Conferences (taking place in seven different venues across the UK); (iii) visiting local primary schools as part of the Cambridge Science Festival School Roadshow; (iv) a national 6<sup>th</sup> form essay competition, with submissions being received from 500+ schools; and (v) College outreach activities (e.g., open days, subject interest groups, school visits).

*b) Public engagement with science*

Both male and female Department members regular contribute to events designed to promote public engagement with science. Three female staff who are particularly active include Professors Nicky Clayton and Susan Golombok, as well as Dr Amy Milton. Specifically, alongside her internationally acclaimed work with corvids, Professor Nicky Clayton is also a very successful dancer (working with the Rambert Dance Company).

(e.g., Cheltenham Science Festival; plenary talks at the Cambridge Science Festival and Festival of Ideas, Cambridge University Alumni week; a Royal Institution talk and a TEDx Oxbridge talk ([www.youtube.com/watch?v=-iavquY2OFo](http://www.youtube.com/watch?v=-iavquY2OFo), June 2013). Professor Susan Golombok has similarly contributed to public discussion (of assisted reproduction) in forums such as the Cheltenham Science and Literary Festivals, the Hay Festival, and the British Science Festival. Dr Amy Milton regularly takes part in events organized by the Institute of Continuing Education, by ‘Skeptics in the Pub’ and by ‘A Pint of Science’. More recently, Professor Tim Bussey (a member of our ASWG), with the help of ScienceGrrl, an organisation dedicated to celebrating and supporting women in science, created a minor social media sensation with *#Sheblindedmewithscience* (see Figure 19), which was accompanied by a music video featuring real ScienceGrrls and fictional scientists from a recent BBC series<sup>9</sup>; about women in science.

Tim said ‘It’s shocking that most of the faces at my level of career progression are male. Clearly women are being put off science somewhere along the way. We’ve released this cover of Thomas Dolby’s hit as way of celebrating women in science and helping raise awareness of some of the issues they face.’<sup>10</sup>

The video had been viewed more than 8000 times by 20 November this year, and there were more than 1639<sup>11</sup> tweets in the same period.



**Figure 19; Professor Bussey in ‘She blinded me with science’**

<sup>9</sup> [www.youtube.com/watch?v=O1pt\\_j-gral](http://www.youtube.com/watch?v=O1pt_j-gral)

<sup>10</sup> [www.cam.ac.uk/news/cambridge-professor-and-sciencegrrl-celebrate-women-in-science-with-release-of-she-blinded-me-with#sthash.Xt5omp0Z.dpuf](http://www.cam.ac.uk/news/cambridge-professor-and-sciencegrrl-celebrate-women-in-science-with-release-of-she-blinded-me-with#sthash.Xt5omp0Z.dpuf)

<sup>11</sup> [topsy.com/s?q=%23sheblindedmewithscience&window=m&type=tweet](https://topsy.com/s?q=%23sheblindedmewithscience&window=m&type=tweet)

## **Action points 2.6a-b, 5a-c**

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

The Department appreciates the importance of a good work-life balance, and fully supports flexible working and career breaks. The Department follows University practice in having considerably more generous maternity/paternity/adoption leave provision than required by law and offering a graduated return to work plan and flexible working arrangements. Female staff members receive 18 weeks fully paid maternity leave, 21 weeks on Statutory Maternity Pay, and up to 13 weeks unpaid maternity or adoption leave. Staff may also request a career break of up to two years. Recently, a member of staff due to take maternity leave negotiated a change in the year's teaching timetable to ensure that she could deliver her teaching before and after her absence, as she wanted to ensure continuity for the students. Another member of staff was offered financial support from the Department when the University-wide Returning Carers scheme, which has provided more than £650K to qualified staff members in the last two years, reported that its resources were insufficient to cover all the requested expenses. Both examples signal the Department's commitment to staff members with caring responsibilities.

## **Action points 2.5.1a-c, 2.6a, 2.7a**

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

Fourteen staff members have made use of maternity leave entitlement since 2010, with the duration of maternity leave ranging from six to twelve months. Only one person, a research associate, chose not to return to work; child care reasons were offered. Two members of staff had short term contracts that came to an end whilst they were on maternity leave. Two members of staff are currently on maternity leave.

The Department has several measures in place to facilitate the return to work after maternity or adoption leave and, as noted above, accommodates individual requests for flexibility. Prior to the start of maternity leave, the Administrator meets with the individual to conduct a risk assessment to ensure that the work environment can be adapted appropriately during pregnancy and also to make sure that the individual is aware of the Returning Carer's Scheme and the procedures for requesting part time or work or flexible

hours on return. Once maternity leave has begun, contact is maintained through a nominated person in the Department (often the line manager) or through up to ten paid 'Keeping in Touch' days in which a member of staff may work without affecting statutory maternity pay. We are aware that many female academics fear the consequences of taking maternity leave<sup>12</sup> and are determined to ensure that our staff members are encouraged to take such leave and are supported upon their return to work (see below).

**Action points 2.5.1a-c, 2.5.2a**

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

The University provides two weeks' paid paternity leave (used by two members of staff since 2010). As from April 2011, the University also offers provision for fathers who would like to undertake paid additional paternity leave of up to 26 weeks during the period from 20 weeks after the birth to the end of the mother's paid maternity leave, if the mother has returned to work. To date no members of staff have taken such additional leave, but should anyone do so in the future, he will be entitled to the same arrangements and 'Keeping in Touch' days as are currently available for female staff returning from maternity leave.

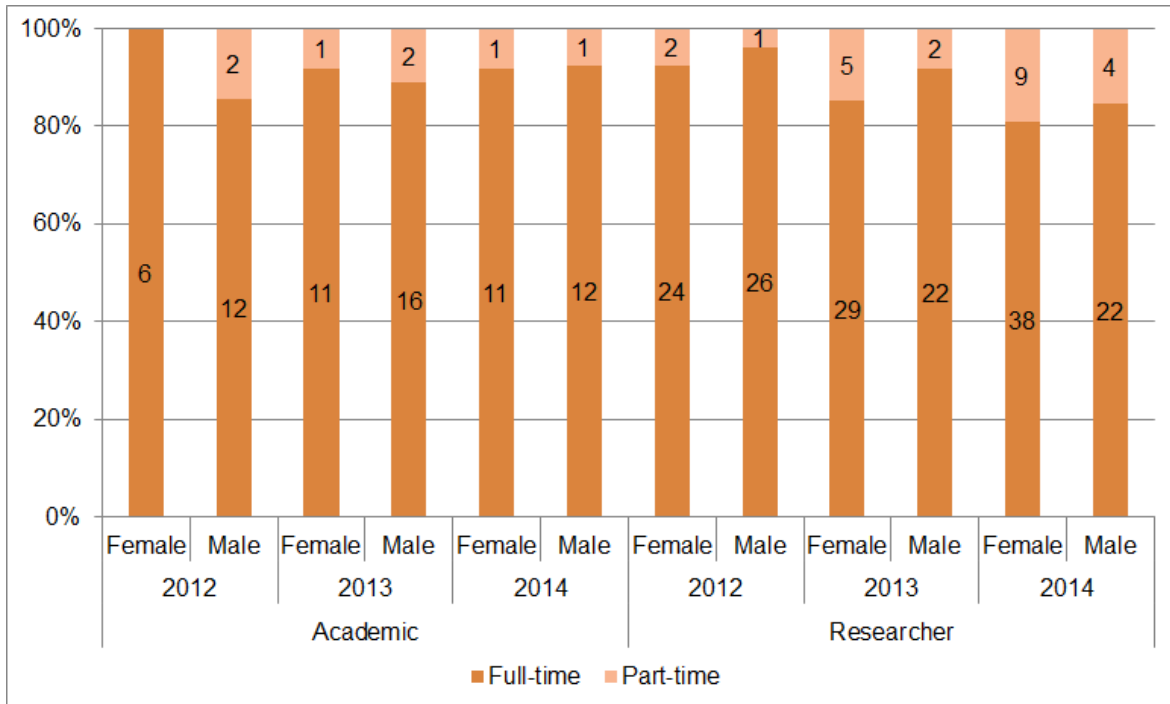
**Action points 2.5.1a-c**

**(iii) *Numbers of applications and success rates for flexible working by gender and grade***

Flexible working arrangements are readily available in the Department. The University's flexible working policy (for all staff) allows for alteration to working hours in consultation with the individual's line manager. As shown in Figure 20, 13 of 73 researchers (18%) are currently working part-time; 9 of them are female. Of our 25 academic staff members, two are part-time, of whom one is female. All four members of support staff who applied for changes of hours in relation to their childcare needs over the past three years have been accommodated accordingly.

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<sup>12</sup> [http://www.theguardian.com/education/2014/nov/18/academia-for-women-short-maternity-leave?CMP=share\\_btn\\_link](http://www.theguardian.com/education/2014/nov/18/academia-for-women-short-maternity-leave?CMP=share_btn_link)



**Figure 20: The numbers of full and part-time Academic and Research Staff by gender (2012-2014)**

**Action points 2.7a-c, 4.1a-b**

***(i) Flexible working***

The flexible working policy is implemented informally for academic staff who do not have ‘core’ hours but instead are assessed in terms of their responsibilities to the Department. Similarly, research staff do not have set hours of work but are expected to average 37 hours per week with hours arranged in consultation with their line managers and the needs of the research group. For example at least one researcher shifted her working hours to 7am – 3pm for childcare reasons. Where practicable, members of staff are also permitted to work from home. Many members of the Department take advantage of the flexibility allowed; in the recent Staff Survey, 91% of Psychology staff endorsed the statement, “I have a choice in deciding how I do my work”.

**Action points 2.7a-c, 4.1a-b**

## ***(ii) Cover for maternity and adoption leave and support on return***

The University launched a 'Returning Carers' support scheme in August 2013. This scheme enables researchers who have taken 3+ months leave in the past four years to apply for up to £10,000 to be used on teaching buy-out, setting up new research, attending conferences in order to build up their research profiles and other academic activity after a period away from work. Dr Vasanti Jadva was able to benefit from this scheme (see Case Study 1, in which Dr Jadva explains why this support was so valuable for her) and so did Dr Amy Milton more recently. The scheme addresses an issue of real concern to staff; survey responses in 2013 indicated that just 33% of Psychology staff members were satisfied with the support provided by the University to help them achieve good work-life balances. Underlining the room for improvement in existing provisions, one researcher taking maternity leave in the 2010-14 period did not return to the Department. In future, staff appointed to the 'Keeping in Touch' role will be encouraged to communicate information so that a central record can be kept in order to identify any issues that might be addressed in order to retain a higher proportion of staff with very young children. We are determined to ensure that the two people now on maternity leave return to work (if they planned to do so) at the end of their leave periods.

### **Action points 2.5.1a-c, 2.5.2a, 2.6a, 2.7a**

#### **Summary of key points**

While our Department offers much to celebrate with regard to the role of women in science, we are very aware that female staff face multiple challenges and we are thus taking active steps to support their career progression. Positive points that contribute to both the recruitment and retention of women include: the friendly, democratic, and consultative atmosphere in our Department; a culture in which the achievements of female and new staff are celebrated; the significant numbers of successful female role models inspiring, mentoring, and supporting women throughout the Department; careful adherence to guidelines on equality and diversity in recruitment and promotion processes; our continuing commitment to gender balance at all levels with regard to student numbers, lectures, committee membership, and workloads; the adoption of family-friendly work practices and support for staff on or returning from periods of parental leave; and critical



analyses of gender in our teaching at both undergraduate and graduate levels. Each of these factors has had a real impact in enabling us to achieve a gender balance in our staff (with women accounting for 56% of our overall staff and 67% of our Professorial staff) and helps progress towards our goal of providing support to aspiring professionals throughout the career pipeline, from undergraduate admission to Professorial appointment. As the staff survey revealed, however, successes have not been universal, and we have worked hard to address dissatisfaction, especially among the (Postdoctoral) research staff. Action points for the future that deserve highlighting include: a comprehensive programme to support all postdoctoral researchers (likely to be particularly valued by female staff); the ongoing development of an Athena SWAN webpage to facilitate communication about career development and work/life balance; the reinvigoration of appraisal processes to ensure that all eligible staff are encouraged to apply for promotion or other career advancement; and efforts to ensure that senior female staff are included in decision-making committees within both the Department and the School of Biological Sciences.

## **5 Any other comments:** (word count 545)

The main advantages of the merger of the two Departments were to consolidate teaching responsibilities, enable new research areas to be developed jointly and provide both a strong single entity representing Psychology in the REF2014 submission and a single Department for the admission of high quality Psychology undergraduates. The mission of the Department is to serve society by providing outstanding teaching, scholarship and research in the area of psychology and cognate disciplines.

We draw attention to the merger as a good example of the successful consultative approach we adopted during a challenging period. The merger also provided an opportunity to review both Departments' policies and procedures to ensure that the new Department of Psychology would draw on best practice. Both HoDs and Senior Administrators (together with relevant key staff) met on a monthly basis throughout the year prior to merger to review all relevant areas of activity and staff in both Departments were kept up to date with progress on the merger throughout the year via: (i) staff meetings; (ii) a joint presentation by the HoDs in March 2012; (iii) a full discussion of the feedback received and (iv) individual consultations with the Senior Administrator prior to the merger for all directly affected support staff (with feedback relating to the practical support required for the new Departmental structure being relayed back to Departmental management).

The merger was challenging for both Institutions, with staff in SDP in particular, given the relatively small size of their Department, initially feeling concerned about potentially negative consequences for their area of psychology and their position within the merged Department. However, through consultation and communication over a long period, these fears have been allayed. During the year prior to the merger both Heads of Departments met with all academic staff to ensure that all staff had input to the merger process. Another hurdle was the location of the two Departments, which, although close (an eight minute walk), were on different University sites. Upon the merger two groups of staff were re-accommodated on the 'other' Site. There were good academic reasons for relocating these staff, but this also assisted with the feeling of a merged Department breaking down the sense of 'us' and 'them'. Departmental meetings and seminars are scheduled on both

sites alternately and administrative and secretarial staff are accommodated on both sites to ensure that all academic staff feel supported and inter-connected. The Department organised an Away Day in December 2012, four months after the merger, which focussed on celebrating the past successes of the two former Departments and looked forward to the development of the new Department, with particular attention to new strengths, weaknesses, and opportunities, identifying areas that needed further work or dialogue. Because this was so successful, a second Away Day took place in December 2013 and we expect these to be regular annual events. Combining the two Department's cultures, policies and procedures during the merger was a challenge for everyone involved but has had a successful outcome and promises new research collaborations in the areas of social and affective neuroscience and in bringing together different approaches to developmental psychology. The new Department includes so many women at all levels of seniority that gender neutrality has been clearly established as routine, rather than as an aspirational novelty.

## 6 Action plan

\*Actions achieved since November 2013 are in green (equivalent to progress against 2013 plan)

\*New 'actions required' identified since November 2013 are in red

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline	
<b>1 Supporting students</b>						
<b>1.1 Undergraduates</b>						
1.1.1	To regularly review undergraduate student numbers by gender	<p>The ASWG has reviewed the application and acceptance ratio and gender representation of students taking Years 2 and 3 Psychology degree as part of the Natural Sciences course over the past 5 years</p> <p>The ASWG has reviewed the application and acceptance ratio and gender of students taking the newly introduced (2013) Psychology degree course (PBS)</p>	<p>a Teaching Committee to continue to monitor the gender representation of both undergraduate Psychology courses in comparison to national benchmarks</p> <p>b Annual report on undergraduate gender balance to be prepared for relevant academic staff meeting</p>	<p>Director of Undergraduate Education (DUGE) and Teaching Administrator</p> <p>Chair of ASWG</p>	<p>Gender proportions remain in line with HESA benchmark data</p> <p>Gender proportions remain in line with HESA benchmark data</p>	<p>Annually</p> <p>Each January</p>

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline	
1.1.2	To encourage student feedback and to review and respond to student feedback	Regular reminders to students for feedback responses. Termly undergraduate feedback surveys are routinely reviewed to identify any issues requiring resolution	c Liaise with Colleges to highlight any concerns re: admissions procedures in relation to gender	HoD	Gender proportions remain in line with HESA benchmark data	Each January (if required)
		a Improve the response rate of surveys to ensure feedback represents student body	DUGE and Teaching Administrator	Response rate improved from 33% in 2013/14 to 50%.	End of 2016	
		b Monitor national student satisfaction rates for Psychology Departments	DUGE and Teaching Administrator	The Guardian (June 2014) reports that the Department is the highest rated Psychology department in the UK for student satisfaction	End of 2016	

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline
	Student Society formed and details are included on the Department website	c Encourage student representative involvement in the Department via the Psychology Student Society	DUGE and Teaching Administrator	Student led, active Psychology Student Society in place	December 2014
1.1.3 To monitor equality of attainment in undergraduate degrees	The ASWG has reviewed degree attainment by gender. Degree results show some annual fluctuation but there is no overall difference in attainment by gender across the last 5 years	a Teaching Committee to continue to review attainment in relation to gender balance and report to academic staff meeting	DUGE, Teaching Administrator	No significant difference in attainment by gender	For review annually
	The Department has introduced an annual training session for supervisors to assist them in encouraging confidence and risk taking to	b Annual report to relevant academic staff meeting	Chair of ASWG	Maintain % of students gaining firsts above national average (Average of 13.8% over last 5	For review in January
		c Continue to provide annual training session for supervisors	Prof C Hughes		End of 2016

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline
	improve award of first class honours, particularly amongst female students	<p>d Increase transparency of the exam process by giving students feedback about features of exam scripts associated with high marks, gathered over 3 years to increase power</p> <p>e Examiners to provide a synopsis of answers to exam questions</p>	DUGE and Teaching Administrator	<p>yrs vs national figure of 13.2% in 2012/13</p> <p>Number of first class and 2.1 degrees awarded remains above the national average</p>	End of 2016
1.1.4	Provide examples of a wide range of career options at annual Careers Day for undergraduate and postgraduate students	a Monitor numbers of attendants	DUGE and Teaching Administrator and University Careers Officer	Attendance improves from 2014 figure of approx. 50% to 70%	October 2015

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline	
	Gender balance of attendants recorded for 2014	b Monitor gender balance of attendants		Gender balance of attendants proportional to that of student cohort	October 2015	
	Broader array of career options described	c Continue to provide a wide range of potential careers advice		Breadth of career options maintained	October 2015	
	Gender balance of speakers ensured for 2014	d Continue to monitor gender balance of speakers		Equal gender balance of speakers (where possible given range of subjects required)	October 2015	
<b>1.2</b>	<b>MPhil students</b>					
1.2.1	To regularly review MPhil student numbers by gender	The ASWG has reviewed the application and acceptance ratio and gender representation of MPhil students	a Continue to monitor gender balance on MPhil courses, particularly at admissions stage	MPhil course director, Graduate Education Committee (GEC)	Maintain gender proportions in line with HESA benchmark data	End of 2016



Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline	
		b Gender disparities to be discussed	Chair of ASWG	Report to relevant academic staff meeting	Each January	
1.2.2	Review and respond to student feedback	Graduate student feedback is collected on an annual basis and reviewed at the relevant GEC meeting for any issues requiring resolution	a Continue to review student feedback	MPhil course director, Graduate Education Committee (GEC)	Student satisfaction monitored and demonstrated by positive feedback comments	Each October
1.2.3	To monitor attainment in relation to gender	Completion rate figures reviewed against gender	a Continue to review completion and continuation-to-PhD rates by gender; any underlying cause of gender disparities to be considered further in relation to potential future actions	MPhil course director, Graduate Education Committee (GEC)	No gender disparity in attainment of awards	End of 2016
1.2.4	Provide examples of a wide range of career options	MPhil students were invited to the October 2014 Careers Day for the first time (formerly targeted only at undergraduates)	a Continue to invite graduate students to annual careers event	Teaching Administrator and Graduate Administrator	Increase in number of postgraduate students attending annual Careers Day from 1% to 20%	October 2015

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline
	Female role models and information on careers are now featured on the Department's Athena SWAN webpage	b Promote career options, including academic careers, to graduate students	Graduate Tutor	Populated website	End of 2014
<b>1.3 PhD students</b>					End of 2016
1.3.1 To regularly review PhD student numbers by gender	The ASWG has reviewed the application and acceptance ratio and gender representation of PhD students. Currently 64% are female.	a Continue to monitor gender balance of PhDs, particularly at Admissions stage; gender disparities to be considered further	Graduate Tutor, Graduate Admissions Officer and GEC	Male and female applicants equally likely to be accepted; proportion of female students to equal or exceed the national average (69%) (HESA data)	End of 2016
		b Report to relevant academic staff meeting	Chair of ASWG	Annual report	Each January

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline
1.3.2 Provide mentoring support for PhD students	Graduate students receive pastoral support from Colleges	a Encourage students to choose at least one female mentor (either supervisor, advisor or College graduate tutor). Review uptake and collect feedback	Graduate Tutor, Graduate Secretary	Positive feedback evaluation reports to GEC	By end of 2015, and annual review
1.3.3 Review of time to completion for PhD students by gender	The ASWG ascertained no gender differences in 4-year completion rates	a Continue to monitor completion rates	Graduate Tutor, Graduate Administrator	No gender disparity in completion rate	End of 2016
1.3.4 To assist graduate students with career planning	Graduate students were invited to the October 2014 Careers Day for the first time (formerly targeted only at undergraduates)  Female role models and information on careers is now a feature of the Departments Athena SWAN webpage	a Continue to invite graduate students to annual careers event	Teaching Administrator	Increase in number of graduate students at careers event from 1 to 20%	October 2015
		b At induction, students are encouraged to visit the University Careers Service	Graduate Tutor	Increased use reported by Careers Service	End of 2016
		c Monitor employment of postgraduates	Graduate Tutor, Graduate	Increased information	End of 2015

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline	
			Secretary	regarding career paths on the website		
	Supervisors have highlighted relevant Departmental seminars to their graduates	d Encourage and monitor attendance at Departmental Seminars.	Graduate Tutor	50% graduate student attendance at seminars (not monitored to date)	End of 2016	
	A first graduate event on 'scientific writing and publishing' took place in October 2014 organised by a graduate student and led by four members of senior academic staff	e Continue to provide graduate-focussed career development workshops with follow up evaluation and attendance monitoring	Graduate Tutor and Graduate Administrator	Termly graduate workshops with growing levels of participation and positive evaluation	End of 2015	
<b>2 Supporting staff</b>						
2.1	<b>Recruitment</b>					
2.1.1	To encourage high calibre women to apply for positions	Recruitment data for all staff in relation to gender of applicants, interviewees and appointees is routinely collected and has been analysed by gender by the ASWG	a Continue to record and monitor all applications by gender	HR Administrator, ASWG	Increase in female applicants for academic posts to 50%. Appropriate gender representation for applicants for research staff posts	End of 2015

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline
				(in line with national benchmarks)	End of 2016
	Family friendly policies and practices highlighted in further particulars for vacancies and on the Departmental website	b Any new policies / practices to be highlighted to all staff and posted on the Departmental website	Secretary to the Department		
	The University has introduced a web based recruitment system to facilitate monitoring		HR Administrator	Increased ability to analyse data by protected characteristics	End of 2014
	Department has adopted the web based recruitment system	c Annual report to Academic Staff meeting relating to recruitment and gender	Chair of ASWG		Annually in January
2.1.2	To ensure no bias in recruitment				
	The gender balance on all academic appointment panels within the Department is always closely monitored by the HoD	a Continue to promote a Departmental policy requirement of gender balanced appointment panels where possible	HoD	Gender balanced appointment panels (academic staff)	Mid 2014 (achieved)
	The HR administrator monitors the gender balance of all		HR Administrator	Gender balanced interview panels	Mid 2014 (achieved)

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline
	interview panels, reports to HoD, and encourages a gender balance where appropriate/possible			(researchers and support staff)	
	New University guidelines ensure a wide search for a diversity of candidates and require E&D training for all staff involved  See also Section 4.3	b Ensure adherence to updated University guidelines for Boards of Electors to Professorships and Appointment Committees	HR Section	Diversity of candidates in appointments and 100% completion of E&D training for recruitment panels	End of 2014

### 2.1.3 Induction

To ensure all staff are provided with a mentor/buddy on appointment if desired	All academic staff have a nominated mentor on appointment  Mentoring is now put in place for all new staff if the line manager and individual feel it might be helpful	a Ongoing action to monitor uptake of mentoring and evaluate effectiveness via focus groups/survey	Line Managers, HR Administrator, Administrator	New staff aware of Departmental policies and support available and mentoring uptake recorded	By end of 2014  Reviewed annually
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Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline
	<p>The ASWG noted that mentoring training was available via PPD</p> <p>The availability of mentoring training has been flagged up to any newly appointed mentors</p>	<p>b Encourage attendance on mentoring course as appropriate; publicise to all new staff</p>	<p>HR Administrator, Administrator</p>	<p>Mentoring training uptake recorded. Evaluation of mentoring with case studies published on the website</p>	
<p>2.1.4 To review induction process</p>	<p>Following survey responses revealing dissatisfaction, an induction pack and induction sessions are now given to for all new staff</p>		<p>Administrator, HR Administrator</p>	<p>New staff consulted about induction process and revised induction pack produced.</p>	<p>Achieved Nov 2014</p>
	<p>A survey of new staff in Summer 2014 led to further revision of the pack, with more 'family friendly' information added.</p>		<p>Administrator, HR Administrator</p>		<p>Achieved 2014</p>

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline
	The induction pack is maintained on the Departmental website as resource for current staff for information on staff benefits, childcare, E&D training and family friendly policies		Administrator, HR Administrator		Achieved 2014
		a Participate in next School Staff Survey to receive feedback on local and university induction	Administrator, HR Administrator	Staff satisfaction with Departmental induction increased from 51% (2013) to >75% (measured via repeat staff survey)	End of 2016
	ASWG noted that staff satisfaction with University induction was 68% in 2013	b ASWG to monitor uptake of University induction session. Line managers to encourage new staff to participate in University induction session.	Chair of ASWG	Number of new staff undertaking University induction increased. Current numbers unknown.	For report annually in January



Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline
2.2 Career Development and Training					
2.2.1 Improve employment prospects and training provision and attendance for research staff	The Department has appointed a member of academic staff to support researchers' career development	a Formation of a researcher committee to plan a Development Programme	Research Staff Development Officer, Research staff representative	Postdoc Committee in place providing regular feedback to the HoD on integration with the Department and training and development needs	Achieved 2014
		b Develop of a repository of successful fellowship applications etc	Research Staff Development Officer, Research staff representative	Populated database of information set up	By end of 2015
	Attendance at WiSETI Cake and Careers events encouraged. These events aim to provide information about different careers options via a panel of external speakers from a range of careers. The seminars conclude with a networking session	c Host a subject-specific WiSETI Cake and Careers event	Research Staff Development Officer, WiSETI Project Officer	High attendance (>70%) of women graduate students and postdocs from the Department with evaluation of impact.	By end of 2016

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline	
	The ASWG notes that the University provides a huge range of training opportunities for researchers	d Training opportunities to be highlighted as part of appraisals	Line Managers	Increased attendance on training courses (In 2013/14 71 University training opportunities undertaken by Research staff – 60% by women)	By end of 2016	
	Training bulletins are regularly circulated around the Department	e Continue to circulate training bulletins	Secretary to the Department			
	Appropriate vacancy notices are regularly circulated around the Department	f Continue to circulate appropriate career opportunities	Secretary to the Department and all staff			
2.2.2	Provide an opportunity for research staff to network and provide feedback on training/ development needs	The Department organised an Away Day for post-doctoral researchers in July 2014 which was attended by 40% of researchers.	a Postdoctoral Development Programme to be run on a regular basis	Research Staff Development Officer, Research staff representative	Increase attendance at Away Day to 60% of researchers, whilst maintaining positive feedback from postdocs	By end of 2015
		b A “where are they now?” section of the	Research Staff Development	Section populated on website	By end of 2014	

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline
		Departmental website to be designed to give examples of careers following departure from the Department.	Officer		
	Some line managers provide interview practice sessions to researchers	c Ensure ALL researchers are provided with interview practice sessions if requested	Research Staff Development Officer	Researchers supported in career development within or beyond the Department	By end of 2014
<b>2.3</b>	<b>Appraisal</b>				
	To ensure staff are appraised on a regular basis	a Monitor uptake	Chair of ASWG, Administrator, HR Administrator	Increase in percentage of appraisals from 3% in 2013 to 50%	By end of 2014 (46% by November 2014)
	The University has a biennial appraisal policy but staff survey results showed that 31% of staff felt they did not have regular career development discussions			Increase in percentage of appraisals from 46% to 70%	End of November 2015
	The appraisal system has been reintroduced.			Increase in percentage of appraisals from 70% to 90%	End of November 2016
	All appraisal reports are reviewed routinely by the HoD and Secretary to the Department to identify any				

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline
	overarching issues such as shared training needs and missing appraisals.	b Continue with targeted appraisal reminders	HR Administrator		By end of 2015
		c Report on uptake	HoD, Administrator	Report to Academic Staff meeting	For review annually in January
		d Run appraiser/appraisee courses within the Department/School		Increase in manager's attendance on appraiser's course	By end of 2015

2.4 Promotion

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline
To ensure all staff (particularly women) are supported in promotion applications	The SAP process and guidelines have been revised by the University to address potential gender inequality. A minimum threshold must now be met for research, teaching and general contributions (which includes administration, outreach etc.) for successful promotion	a Review promotion success rates on an annual basis and report to an academic staff meeting	Chair of ASWG	Ensure gender parity in promotion success	For review annually in January
	University-wide SAP open fora were introduced in 2013 to promote transparency of process and allow for Q&A	b Regular promotion of University SAP support and monitor attendance form the Department	Administrator	Staff considering promotion understand the process and what is required	For review annually in January
	The SAP Open Fora and CV and mentoring scheme and revised SAP procedures have been promoted in Department	c Continue to encourage applications, particularly amongst female staff	HoD, Chair of ASWG	Academic staff feel supported in their promotions evidenced by a future staff survey	End of 2015 if possible (small numbers of staff may preclude this)

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline	
	The HoD and Chair of ASWG have met and advised any staff who expressed an interest in promotion					
	The University is introducing a formal promotions process for senior researchers (Senior Research Associates and above)	d Identify staff who are eligible for consideration for senior research promotions and provide support for applications	HoD	Senior research staff are aware of the promotions process and know how to apply	By end of 2017	
<b>2.5</b>	<b>Maternity/paternity/carers leave</b>					
2.5.1	To support staff going on and returning from care leave	A Returning Carers Scheme has been introduced in the University and information on this has been promoted within the Department	a Continue to promote Returning Carers Scheme to all those eligible, by including information in a maternity / paternity leave information pack, and publicising on Departmental webpages	Administrator, HR Administrator,	Increased uptake of and awareness of the biannual application round for the Returning Carers Scheme among eligible staff  Evaluation of impact of Returning Carers Scheme support in the short and long term as part of	Reviewed annually  2015 and 2018

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline
	<p>The Departmental Secretary meets relevant staff members to discuss the Returning Carer's Scheme and the University's policy, procedures and benefits. Also conducts a risk assessment focused on working arrangements.</p> <p>The Department contributed to the cost of one application to the Returning Carer scheme when University funds were inadequate.</p>			University review	
				One successful application and the Department contributed to the cost of one application	

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline	
	Results of a 2014 University family leave survey are being considered by University. A new Family Ties parents and carers network is due to be launched in 2015.	b ASWG to promote participation in the Family Ties Network and review University updates on policy changes relating to family and care leave	Chair of ASWG	Staff with family and caring responsibilities feel supported by the University and Department (measured by future Staff Survey)	End of 2015	
	The Department has publicised the recent changes in shared maternity/ paternity leave provision	c All eligible staff are aware of the University's policy on maternity and paternity leave as measured by a future staff survey		Awareness of policies evident from future Staff Survey	End of 2016	
2.5.2	Specific support for staff on maternity leave	ASWG has review maternity return rate statistics	a Follow up on staff who do not return from maternity leave	Administrator, HR Administrator	Increased understanding of the reasons staff do not return from maternity leave	When enough data enables this
	A Departmental maternity leave advisor has been appointed with details and other relevant links highlighted on the Department website		Administrator, HR Administrator, Chair of ASWG	All eligible staff are aware of the support in place for career breaks and know how to contact the	End of 2014	



Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline
				maternity leave advisor	
<b>2.6 Family friendly culture</b>					
To highlight family friendly nature of Department	Information regarding family leave and career breaks is included in the Departmental induction pack and on the Department's website		Administrator	Increased awareness of family friendly policies	End of 2016
	Children of staff are welcome to attend the Department's annual garden party and other social events.  Many children of staff attend the Department Science on Saturday session in the Cambridge Science Festival	a Include illustrative photos and publicise these events on the Departmental webpages	Administrator	Populated website	End of 2015
<b>2.7 Flexible working</b>					

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline
To support flexible working opportunities	There is a culture of informal flexible working (including occasional days working from home), agreed with line managers within the Department	a	Administrator, HR Administrator	Increased awareness among staff of formal and informal flexible working options as measured by the next staff survey	End of 2014
	Flexible working options are advertised in the Departmental induction pack, on the Departmental website and when individuals inform the Department of the intention to take maternity or paternity leave				
	A mentor for part time workers has been appointed and is featured on the Department's website				

**3 Organisation**

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline	
<b>3.1 Committees (internal and external)</b>	To ensure women have the opportunity to serve on key Committees	The HoD maintains an oversight for gender balance on Departmental Committees which is considered annually	a HoD to continue to rotate committee memberships positions according to roles and workloads	HoD	Staff acknowledgement of equitable workloads	Reviewed annually in September/October
		Gender balance on Committees over the past eight years has been examined. The high proportion of women reduces the likelihood of committee overload for individuals.	b HoD to ensure there is no gender bias on Departmental Committees	HoD	Maintain gender balance on Departmental Committees where possible	Reviewed annually in September/October
		The HoD nominates senior women to serve on influential School and University Committees	c HoD to continue to consider women for senior Committee roles in the University. Opportunities are promoted in a transparent way to academic staff	HoD	Gender balance on School/University Committees facilitated; Department has achieved four members of staff on the School of Biological Sciences Faculty Board, two male/two female	Reviewed annually in September/October

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline	
3.2	<b>Workload model</b>					
3.2.1	Maintain balanced workload across academic staff	The HoD maintains oversight of the workload associated with teaching, research and administrative roles sharing the load across staff according to their various commitments, experience and talents	a HoD to continue to rotate positions according to roles and workloads	HoD	Administrative roles agreed at Academic Staff Meeting. Staff acknowledgement of equitable workloads	Review annually in September/October
		Teaching loads for 2014/15 shared with all academic staff and discussed at an academic staff meeting with focus on gender and wider Departmental responsibilities	b HoD to consider gender balance of workloads across teaching, research and administrative roles (including mentoring, participation in Athena SWAN activities and outreach)	HoD	Transparent and equitable workloads across the genders of academic staff	End of 2015
3.3	<b>Timings of meetings</b>					
	Timings of meetings	Regular Departmental meetings are held between the hours of 0930hrs and 1530hrs to allow for family related responsibilities	a Maintain current policy re; meeting times	HoD	Continuation of good attendance at meetings	End of 2015

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline	
	The organiser of the weekly term time Zangwill seminars surveyed staff in relation to timing and changed the arrangements for 2014/15	b Review attendance figures following change of seminar time	Zangwill seminar organiser	Full lecture theatre for Zangwill seminars (70 places).	Achieved November 2014	
<b>4</b>	<b>Promoting an inclusive and supportive culture</b>					
4.1	To monitor gender breakdown of staff across the Department	The ASWG has reviewed the gender breakdown of all staff in all roles and working patterns	a Continue to monitor gender breakdown within the Department across all grades of staff and types of contract and report to Academic Staff Meeting  b Consider any issues in the Department that might impact on gender balance	Chair of ASWG	Equitable gender balance across all grades of staff and types of contract	For review annually in January
4.2	To maintain gender balance of speakers at seminar series	The seminar series over the past 3 years has been analysed for the gender of the speaker	a Seminar organisers to bear gender balance in mind when putting programme together	Chair of ASWG Seminar coordinators	Balanced gender of speakers	End of 2014

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline	
4.3	To raise awareness of equality and diversity	A new online E&D training module was launched by the University in October 2013	a Continue to promote E&D course	HoD, Administrator  Staff	Staff completion rates have increased from 14% (in January 2014) to 37% in November 2014. 85% of academic staff have undertaken this training.	End of 2015
		Seminar organisers have been encouraged to consider gender balance of seminar speakers and to consider inviting more female speakers	b The Department will introduce an annual lecture (eg Women in Psychology) to be given by women psychologists	HoD	Staff and students inspired by female role models (measured by feedback following the annual lecture)	End of 2015

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline
	The Department now regards this course as compulsory and has introduced sanctions relating to Team budget levels for non-compliance	b Targeted emails will continue to be sent out to non-conformists on a regular basis	Administrator, HR administrator, HoD	Completion rate at 100% for academic staff and line managers	End of 2016
4.4 To promote opportunities to improve work/life balance	The Department's Athena SWAN webpage is fully populated with information on work/life balance, career development, equality and diversity including details of appropriate mentors	a Continue to increase awareness of Athena SWAN issues/ initiatives and University and Departmental family friendly policies and procedures across the Department via new web page	Chair of ASWG, Librarian	Awareness of Athena SWAN principles and initiatives measured in repeat staff survey	Ongoing as new information arises
		b Monitor visits to the Athena SWAN webpage	Chair of ASWG, Librarian	Increased number of 'hits' on the relevant pages. Website is accessed regularly and gets positive feedback	End of 2015

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline
4.5 To increase the awareness of female success	The Cambridge University book 'The Meaning of Success: Insights from Women at Cambridge' was launched March 2014 and publicised in the Department, particularly given one of the Department's female professors, Nicky Clayton, was featured	a Continue to upload success stories on to the Department website	Chair of ASWG, Librarian	Increased awareness of (female) success within the Department	Ongoing as information received
		b Department to consider potential nominees for prizes/awards on a regular basis	HoD, Administrator	Increase in awards and prizes to members of staff where possible (number not currently known)	End of 2016
		c Monitor number of awards received by Departmental staff on a regular basis	HoD, Administrator	Collection of useful information to inform staff of opportunities and others' success	End of 2015



Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline	
	The Department now puts regular announcements of successes on its website		Librarian	Increase in website 'hits'	End of 2015	
	Female role models profiled on the Departmental web site		Chair of ASWG	Populated website	End of 2014	
4.6	To improve communication across the Department	Feedback from a School wide Staff Survey and focus groups has been reported back to staff, made available online and used extensively to identify actions required by ASWG	a Undertake future Staff survey at School level.	HoD/Chair of ASWG	Future survey data to be received and analysed and areas of progress identified. New actions developed where required.	End of 2016
	The HoD has arranged to meet with research staff on a regular basis to ensure they are aware of activities and issues in the Department; first meeting to be held in February 2015	b	HoD	Improved positive responses in relation to communication by all research staff	End of 2016	

Objective	<b>Actions to date</b> <b>Actions undertaken over the last year (Nov 2013-14)</b>	<b>Actions required</b> <b>Actions newly identified since Nov 2013</b>	Responsibility	<b>Measurable indicator of progress</b>	Timeline
	The Department has appointed a Research Staff representative who attends regular academic staff meetings	c	Research Staff representative	Researchers more aware of strategic issues, administrative matters and opportunities in the Department and feel able to provide feedback and participate in/influence appropriate researcher focussed departmental decisions	End of 2016

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline
	Regular social events are promoted to all staff and well attended	<ul style="list-style-type: none"> <li>d Continue to host social events and networking opportunities to facilitate the sharing of experiences and strategies for work/life balance and career development (e.g., Returning Carers, SAP CV advice) Monitor attendance levels</li> </ul>	HoD, Administrator, Chair of ASWG	Maintenance of good attendance levels (currently approx. 70%)	For review annually in January
		<ul style="list-style-type: none"> <li>e Consider different formats for social events/networking opportunities</li> </ul>	Chair of ASWG, seminar organisers	New formats for social/networking events introduced	End of 2016

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline
4.7 Improve communication with former staff and students	Staff surveyed occasionally regarding former staff/students career progress	a Department to retrospectively review current positions of former staff and students where possible and put in place a formal mechanism for recording student and staff destinations	Administrator, HR Administrator and Graduate Administrator	Increased information on careers of former employees/ graduates  Increase in pool of alumnae and former staff/affiliates willing to respond to career related questions and contribute to careers events	End of 2016
<b>5 Outreach</b>					
Ongoing outreach activities	A large number and range of staff including researchers undertake outreach activities	a Researchers to be invited to become more involved in outreach activities  b Monitor number of events	Research Staff Development Officer  Research Staff Development Officer	Increase in outreach activities by researchers (not currently counted)  Number of events known	End of 2016  End of 2015

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline
	A large number of outreach activities have been undertaken since the last application including participation in a national campaign with ScienceGrrl 'She blinded me with Science' by Professor Tim Bussey	c Encourage continuation with outreach	HoD, Chair of ASWG	Number of events and participation recorded (by gender). Outreach contributions recognised by staff appraisals	End of 2015
<b>6</b>	<b>Athena SWAN Working Group</b>				
Ensure Action Plan actions achieved within three years	Silver award application and action plan submitted in November 2013		Chair of ASWG	Bronze award achieved, with recommendation to resubmit soon	April 2014
	The full ASWG has met 3 times since November 2013 to review and monitor progress against the 2013 action plan and respond to feedback. In addition numerous subgroup meetings have been held to progress actions and to develop sections of the new submission	a Continue termly meetings to review progress with action plan and to ensure momentum maintained	Chair of ASWG	All actions in green in this current Action Plan (2014) have been achieved since the submission in November 2013	From November 2014

Objective	Actions to date Actions undertaken over the last year (Nov 2013-14)	Actions required Actions newly identified since Nov 2013	Responsibility	Measurable indicator of progress	Timeline
	Regular updates on progress with the Action Plan have been provided to the Academic Staff meeting	b Continue to provide regular updates to the Academic Staff Meeting	Chair of ASWG	Reports received by Academic Staff Meeting	Termly
	Revised Silver Award Application and Action Plan submitted	c		Successful Silver application.	November 2014
		d Building on Silver progress to aim for a Gold award submission in the future	Chair of ASWG	Gold application	April 2018



## **7 a Case Study 1 – Dr Vasanti Jadva** (989 words for the two case studies)

I joined the CFR in March 2006 as a Research Associate. I took my most recent maternity leave on 1<sup>st</sup> Feb 2012. At this time I was working on a large grant headed by Professor Susan Golombok, and I was also Principal Investigator I on my own research grant which I was awarded under the ESRC's first grants competition. I had health complications and a long commute from London and so the Department allowed me the flexibility to work from home for the last five weeks before I left for maternity leave. This allowed me to continue working to complete academic papers that I wished to submit before going on leave. In addition, prior to leaving for maternity leave, I was encouraged to apply for promotion which was successful, and I was promoted to Senior Research Associate on my return. When I went on maternity leave, Professor Golombok became the day-to-day contact for my research assistant.

My third daughter was born on 3<sup>rd</sup> March 2012 and I returned to work on 1<sup>st</sup> Jan 2013 after having taken 11 months leave. During my maternity leave, I utilised the University's Keeping in Touch Days to monitor the progress of my grant via email and carried out any necessary work from home. The Centre was very flexible about the date of my return to work. Professor Golombok discussed the details of my return with me including my workload and whether I wished to return full-time or part-time. The Department supported my application for the University's Returning Carers scheme, which provided invaluable funding to pay my staff and thus allow my research group to keep functioning smoothly during my leave. I decided to return to work four days per week. The Centre also allowed me to gradually return to work, such that for the first five weeks I was working only two days per week. This was vital in providing me with the necessary time to adjust and settle into the new routine. I have continued to be supported and encouraged by the Centre. Since I returned to work, I have taken on two PhD students as a co-supervisor and I plan to apply for further research grants to advance my research career. I do not feel that returning to work part-time has affected the progress that I am making, and this is largely attributed to the support received from the Director and Deputy Director of the Centre. I am able to work from home and have been given the flexibility to manage my working hours which has been an enormous help. This has been particularly beneficial as I am currently at the writing-up phase of my own grant.



## **7 b Case Study 2 – Professor Claire Hughes**

My first experiences at the Department were as an undergraduate in Natural Sciences. Having been inspired by my (male) A-level physics teacher to think about a career in medical physics, I was then discouraged by frequent encounters with sexist attitudes during a gap year at Thorn EMI electronics. This changed in my 2<sup>nd</sup> year at Cambridge when I discovered experimental psychology, which opened up a world of science in which women were welcome. My years as PhD student in the Department, working on executive functions in autism were very happy and productive and I recall being encouraged and inspired by many different researchers, male and female, within and outside Cambridge.

Knowing that I am half-French, my supervisor encouraged me to apply for post-doctoral funding from the Fyssen Foundation in Paris. This challenging two-year post-doc was followed by six very productive years at the Institute of Psychiatry in London. However, the birth of my son (in 1999) made me realise that I needed an alternative to the hamster-wheel of short-term research contracts. A key attraction of a job advertised in Cambridge was the possibility of becoming a member of the CFR, which I reasoned (correctly), would have a family-friendly work culture. However, the CFR was, at that time, housed within the Faculty of Social and Political Sciences (SPS), in which I was, for some years, the only female member of staff of childbearing age. Since my arrival in Cambridge in November 2000 I have had two further children (daughters born at the start of 2002 and in July 2006). The contrast between my experiences in and around these two periods of maternity leave is a clear testimony to the changing culture within the university across this period and when my third child was born in 2006 my new colleagues could not have been more supportive. By then the new CFR director, Professor Susan Golombok, had raised funds for major refurbishments (including a baby-changing room and a large sofa in my office - perfect for brief power-naps in the late stage of pregnancy). More importantly, the changes in staff led to the introduction of more positive practices at an institutional level, including a risk assessment for pregnant women.

Another way in which my senior colleagues have been very supportive has been in encouraging me to apply for promotion. Thus I arrived as a lecturer in November 2000, was promoted to Senior Lecturer in 2003 and to Reader in 2005. Although my initial application for a professorship in 2010 was unsuccessful, it was helpful to be granted a

face-to-face meeting with the chair of the school's promotion committee and to receive written feedback that my application was judged 'slightly premature'. This encouraged me to apply again in 2011 and I found out that my second application had been successful shortly before the merger that led to the formation of the new Department of Psychology. I now find myself in a position in which it is my turn to mentor and support junior members of staff, in a Department that is full of inspiring and friendly colleagues. As a result, despite the challenges of juggling the demands of work and the needs of three children, I feel fulfilled and privileged.