



Athena SWAN Bronze department award application

Name of university: Birkbeck, University of London

Department: Department of Psychological Sciences

Date of application: 30 November, 2015

Date of university Bronze and/or Silver SWAN award: August, 2012

Contact for application: Mike Oaksford

Email: m.oaksford@bbk.ac.uk

Telephone: 020 7079 0879

Departmental website address: <http://www.bbk.ac.uk/psychology/>

Table of acronyms used

AD	Assistant Dean
AP	Action Plan
ASM	Assistant School Manager
BRIDGE	Birkbeck Research into Developmental GENomics
BUCNI	Birkbeck/UCL Centre for Neuroimaging
CBCD	Centre for Brain and Cognitive Development
CCCM	Centre for Cognitive and Computational Modelling
FTE	Full-time equivalent
HEIDI	Higher Education Information Database for Institutions
HoD	Head of Department
HR	Human Resources
IT	Information Technology
LSE	London School of Economics
MERLiN	Mace Experimental Research Laboratories in Neuroscience
MRC	Medical Research Council
PDR	Progress and Development Review
PDRA	Post-doctoral Research Associate
PG	Postgraduate
PGR	Research Postgraduate
PGT	Taught Postgraduate
RA	Research Associate
REF	Research Excellence Framework
SAT	Self Assessment Team
SD	Standard Deviation
SL	Senior Lecturer
SPG	Strategic Planning Group
UB	Unconscious Bias
UCAS	Universities and Colleges Admissions Service
UCL	University College London
UG	Undergraduate
VPN	Virtual Private Network

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



Ms. Sarah Dickinson
Equality Challenge Unit
7th Floor Queen's House
55/56 Lincoln's Inn Field
London, WC2A 3LI

23rd November, 2015

Dear Ms. Dickinson,

I am delighted to write in support of this submission for an Athena SWAN Departmental Bronze award. I am the Head of Department and an active member of the Psychological Sciences Athena SWAN Self Assessment Team. As such it has been an extremely valuable and informative exercise, one which will enhance the career prospects of all staff, not only women, because it has focused our attention on potentially discriminatory management and administrative practices that affect all staff.

This is a highly successful department, which depends for its success on recruiting and nurturing some of the best research psychologists in the world. To make the best of our talent pool absolutely requires that we enable equal opportunities for all our staff. The majority of our students, UG and PG, are female, and although this balance is retained up to Reader, there is drop off at Professor (i.e., in this department women are not getting to the highest levels).

Athena SWAN has provided the crucial catalyst in allowing us to reflect on the current structures and practices in place in the department and whether these are fit for purpose in promoting equality. In particular, preparing this submission and collecting the data on which it is based has allowed us to take an in depth snap-shot of where we are, enabled us to identify what needs to change, and to set goals for the future.

The data we have collected, both from general sources and from our quantitative and qualitative staff surveys, have identified a number of areas to which we need to attend. While we had mentoring arrangements for early career staff, this did not extend beyond probation to all non-professorial staff. We also identified a lack of communication about departmental organization and workload allocation, which may prevent staff from influencing change in the department. Despite no significant gender differences being observed in our workload model, there were trends for women to have lower admin allocations and greater teaching allocations. We also identified a lack of women on important decision-making committees.

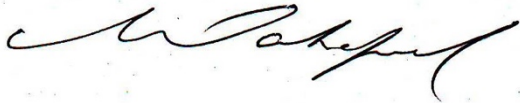
Some of our key action points include:

- Providing mandatory yearly PDRs (AP 2.2)
- Creating a Professorial Mentoring Group; each non-professorial member of staff will have a gender specific (if desired) professorial mentor (AP 2.3, 2.4)
- Create new induction materials and Staff Manual (AP 3.2)

- Annual review of committee membership to ensure gender balance (AP 4.1)
- Appointment of Parental Champion (AP 5.1)

The self-assessment process has served to identify a large range of issues in the department around equality. Tackling these will create an effective management culture, which has the Athena SWAN principles embedded within it. It is important for our discipline and for Science in general that we create an environment that allows the talents of all our staff to thrive.

Yours Sincerely,



Professor Mike Oaksford
Head of Department of Psychological Sciences

Department of Psychological Sciences

Mike Oaksford, PhD, DSc, FBPsS
Head of Department

Malet St
Bloomsbury
London
WC1E 7HX

Switchboard 020 7631 6000
Tel +44 (0)20 7079 0879
Email mike.oaksford@bbk.ac.uk



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2006

Section 1: 494 words

2. The self-assessment process: maximum 1000 words

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

Our team is composed of academics, researchers, administrative staff, and students, with a broad range of roles, responsibilities, and perspectives on the department. Since our unsuccessful application in April 2014, we have broadened the SAT to better represent the department, including the HoD, more men, PhD students, and postdoctoral researchers. Six SAT members are also members of the college SAT (NA, BBG, TG, ML, BS, GS), and four sit on the departmental Strategic Planning Group (NA, DM, MO, AR). We are thus well integrated with the management of the department and with wider actions on equalities in the college.

Table 1: Members of the SAT



Naomi Adams

Naomi is the Assistant School Manager, responsible for postgraduate students and research. Her partner works in construction.



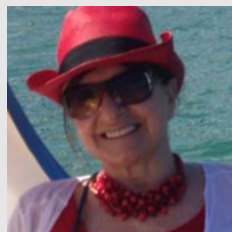
Belinda Brooks-Gordon

Belinda is a Reader and Assistant Dean for Equalities. She has four children, two who work, one at university, and one at primary school. Her partner is an academic in Cambridge.



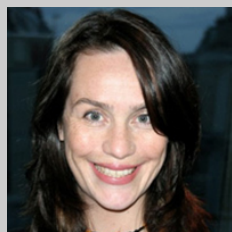
Teodora Gliga

Teodora is Programme Leader for the MRC funded BASIS study at the CBCD. She organises the Centre's seminar series. Her partner is an engineer for Transport for London.



Annette Karmiloff-Smith

Annette is a Professorial Research Fellow and the departmental Parental Champion. She has two daughters from a previous marriage and seven grandchildren. Her second husband is also an academic.



Natasha Kirkham

Natasha is a Senior Lecturer and director of the MSc in Developmental Sciences. She has three children in primary school, and her husband is a Senior Lecturer in Psychology at UCL.



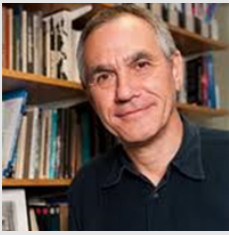
Matthew Longo

Matt is a Professor and SAT Head. His partner is a psychology Lecturer at Brunel University. They have an infant daughter and Matt will start a 6-month paternity leave in January 2016.



Denis Mareschal

Denis is Deputy HoD and CBCD co-Director. He has held almost every management role in the department at some point. He has three teenage children, whom he actively co-parents with his partner, a senior academic at the LSE.



Mike Oaksford

Mike is a Professor and Head of Department. His partner is Neuropsychology Lead at the Royal Free Hospital. Mike has three grown-up children, and one grandchild aged 4.



Anne Richards

Anne is a Professor and director of the MERLiN labs. She has three children and one grandchild. Her partner is a Psychology Professor at Goldsmiths.



Renata Sadibolova

Renata is a PhD student and a teaching assistant. She lives with her partner who recently finished his PhD in Computer Science.



Victoria Southgate

Vicky is a Senior Lecturer. She previously held a Wellcome Trust Career Development Fellowship. She has two young children.



Ben Spittles

Ben is the HR Business Partner for the School of Science. He is married with a young son.

Germaine Symons

Germaine is a part-time PhD student and Learning Support Officer. She is a single mother with two teenage children. She practices yoga and religiously adheres to her lunch breaks. (She prefers her picture not be used.)



Luigi Tamè

Luigi is a postdoctoral researcher in the department. He previously held a Marie Curie Intra-European Fellowship. His partner works as an architect.



Adam Tierney

Adam is a Lecturer and departmental disabilities representative. His partner is a bartender at Brewdog Shoreditch and freelance science writer.



Leslie Tucker

Leslie is Research Support Leader for the CBCD. She is active in her community and spends her time going on excursions with her niece and nephew, both aged 12.

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

The SAT has met bimonthly to discuss data collection, analysis, and develop the action plan, shifting to monthly meetings in the lead-up to this application. In addition, sub-groups met frequently to work on specific aspects of the questionnaire, data collection and analysis. We conducted a wide-ranging survey to identify issues and areas of departmental life where people had concerns. We followed up these specific issues with a more focused questionnaire asking for qualitative comments. In addition, a separate survey was sent to people who had children in the past five years. Details of these surveys will be discussed throughout this application.

We also worked with HR and registry to obtain the data we report. Since our previous submission, the college has appointed an HR Information Manager and improvements have been made to the data capture and reporting abilities of HR databases. These changes were in part prompted by the difficulties encountered in previous college-wide and departmental Athena SWAN applications. As a result, obtaining data was much smoother than before, and we are now able to report the data which we could not obtain in our previous submission.

We also consulted with the college SAT and the Biological Sciences SAT, who were recently awarded an Athena SWAN Bronze Award after an initial unsuccessful application. Finally, given that all three departmental Bronze Award applications from Birkbeck in 2013-14 were unsuccessful, some of us, as part of a group from the college SAT, visited the Equalities Challenges Unit in February 2015 for consultation about the feedback we received and to discuss future steps. Collectively, this feedback and consultation have been invaluable in helping us take stock of our previous failed application and to put together what we feel is a significantly improved assessment of issues in our department and action plan to address these concerns.

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

The SAT will continue to meet bi-monthly. Implementation of the action plan will be monitored at these meetings. In addition, the SAT reports to the departmental Management committee (see Figure 2, below) and will also brief the Strategic Planning Group (SPG).

As discussed below, a main concern identified in our staff survey concerned communication from departmental committees to staff. Thus, reporting from the SAT will be in line with the more general changes we are making to communication in the department. Specifically, the SAT will report to staff through: (1) posting of meeting minutes to the staff intranet, and (2) reports from

the SAT head at termly departmental meetings (where Athena SWAN has been a standing agenda item since 2013) will include progress on the action plan and feedback to staff to comment on survey findings.

Section 2: 1,000 words

3. A picture of the department: maximum 2000 words

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

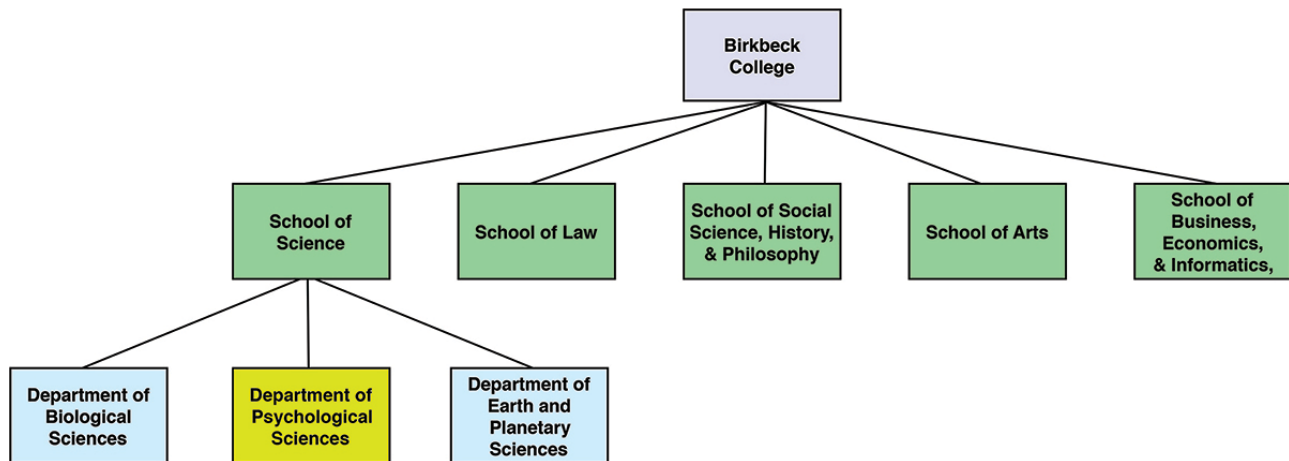


Figure 1: The position of the Department of Psychological Sciences within the College

Birkbeck, University of London, is a unique institution, traditionally specialising in part-time evening education, between 6 and 9 pm. Thus, Birkbeck attracts a very different student body from other UK institutions, typically older and frequently with fulltime day jobs and families. Recently, Birkbeck has also begun admitting UCAS students, while preserving our longstanding evening-only model for undergraduate teaching alongside postgraduate teaching both during the day and in the evening. The Department of Psychological Sciences combines the traditional Birkbeck mission of providing high-quality evening education with a very strong research focus, as evidence by the department being ranked 5th in the UK in the Research Excellence Framework Exercise in 2014.

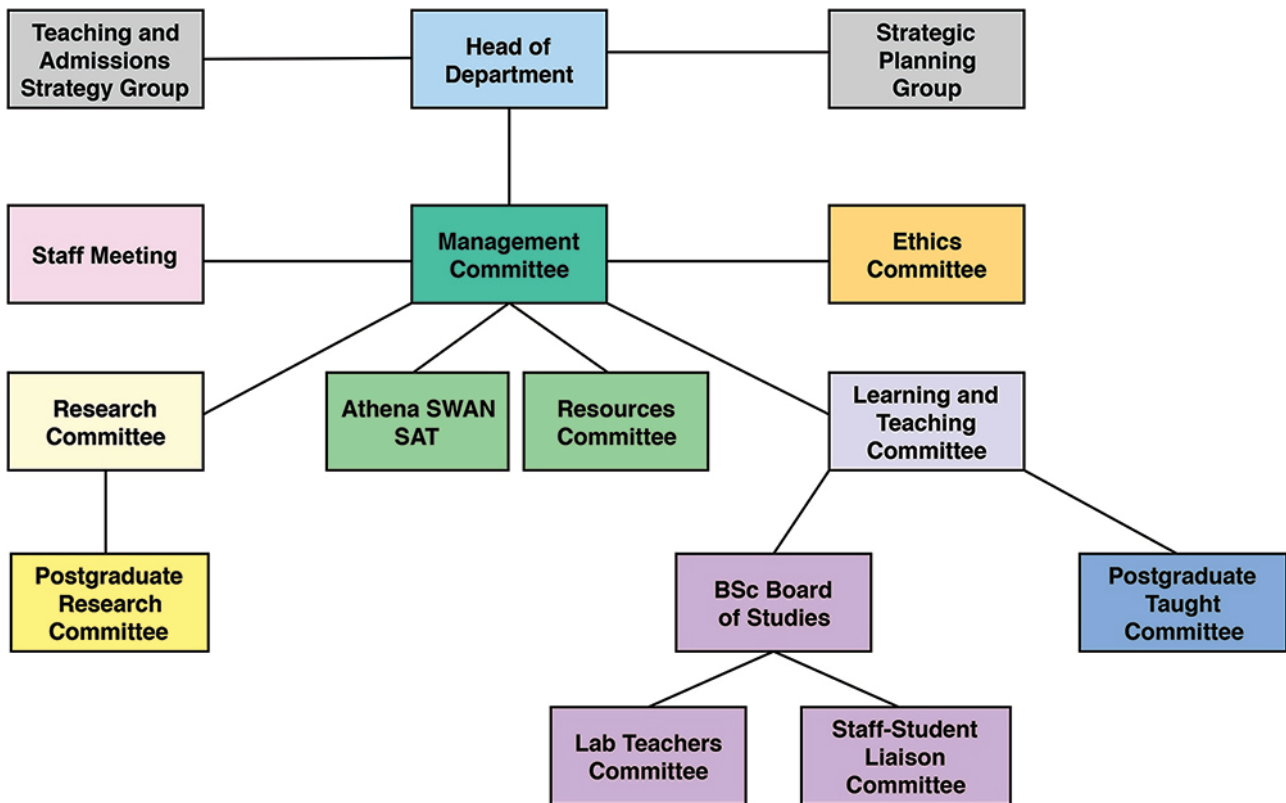


Figure 2: Organisation of the department

In addition to part-time and full-time undergraduate courses, the department offers an MPhil/PhD degree, as well as several specialised taught postgraduate courses related to our research strengths: including Cognitive Neuroscience & Neuropsychology, Developmental Sciences, Cognition & Computation, and Educational Neuroscience. In addition we offer a part-time course for students with previous undergraduate degrees in a different subject. Students can take a 4-year course and gain an MSc in Psychology, with options to finish after three years with a Post Graduate Diploma.

Research within the department is particularly strong in cognitive and developmental neuroscience, cognitive modelling, qualitative research, and family and health psychology. The department includes several research centres with concentrated strengths in each of these areas, including the Centre for Brain and Cognitive Development (CBCD), which houses the BabyLab, the Developmental Neurocognition Lab; the Genes Environment Lifespan Lab; the Birkbeck/UCL Centre for Neuroimaging (BUCNI); the Institute for the Study of Children, Families, & Health Psychology; the Mace Experimental Research Laboratories in Neuroscience (MERLIN) which houses several labs in cognitive and affective neurosciences, the recently established Centre for Cognitive and Computational Modelling (CCCM), and the Birkbeck Research Into Developmental GENomics (BRIDGE) lab, a recently-completed wet-lab for genetic research. Of these eight institutes, five are directed by women. In addition our department collaborates with the UCL Institute of Education in running the Centre for Educational Neuroscience. The department has substantial external grant funding from research councils, the EU, charities, and governmental contracts, leading to the use of many fixed-term contracts linked to individual projects. In addition, the department has a vibrant international community of PhD students and postdoctoral researchers.

Our survey, despite revealing some areas for improvement that we will discuss, showed that people on the whole find the department a pleasant and supportive place to work. Indeed,

substantial majorities agreed that they feel supported (80%), part of the department (81%), that there is a pleasant working atmosphere (88%), that there are ways they can contribute to Departmental life (91%), that the department is family-friendly (87%), supports flexible working (95%), is women-friendly (82%), and supports work-life balance (78%).

Student data

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

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

Our department does not offer any Level 3 qualifications. However, we do offer a Foundation degree at Levels 4 and 5.

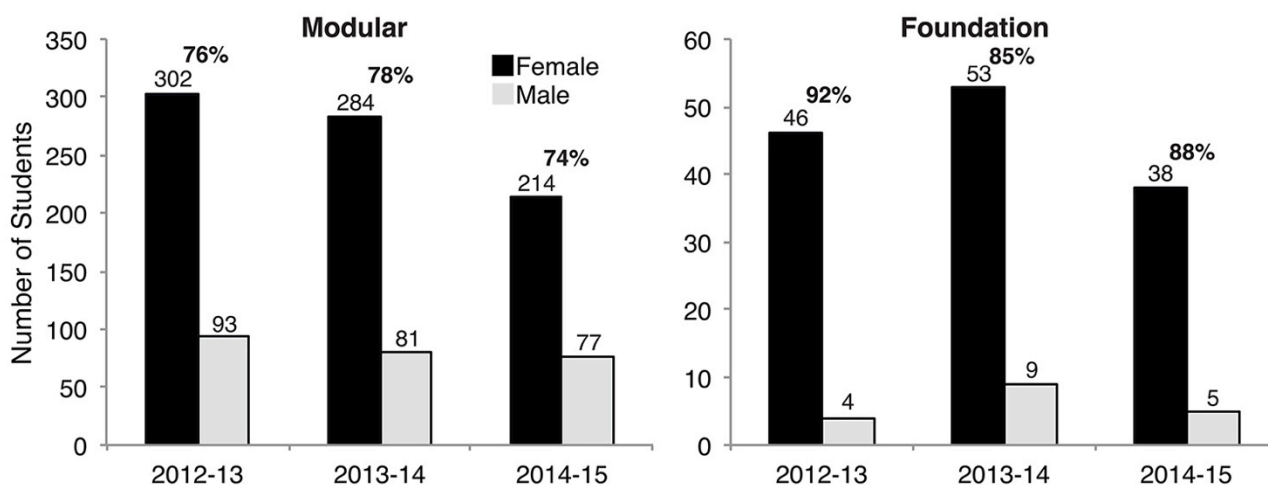


Figure 3: Numbers of students enrolled on modular and foundation degrees. Numbers in **bold** are percentage of females.

There is a clear preponderance of female students across our access and foundation courses. As discussed below, this is in line with the general gender balance across the full range of our taught courses, and with the sector more broadly.

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

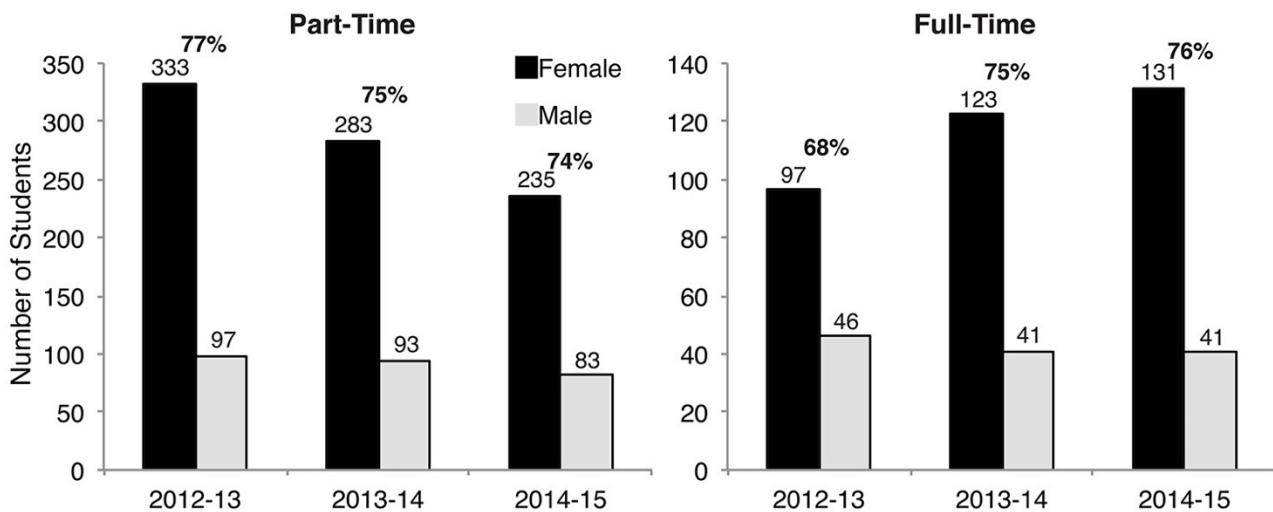


Figure 4: Numbers of students enrolled on part-time (left panel) and full-time (right panel) BSc courses.

Table 2: Percentage of female undergraduate students at Birkbeck compared to the national average in Psychology, obtained from the Higher Education Information Database for Institutions (HEIDI; <http://www.heidi.ac.uk/>), though unfortunately data from the 2014-15 academic year are not yet available.

	2012-13	2013-14	2014-15
Birkbeck	75.0% (573)	75.2% (540)	74.7% (490)
UK Average	78.6% (91,560)	78.9% (92,860)	*

Data are combined across full-time and part-time.

Total N is shown in parentheses.

*2014-15 data not yet available.

Consistent with the data on access and foundation courses, there is a clear preponderance of women on our undergraduate courses. This is fully in line with the sector as a whole, in which approximately 80% of psychology undergraduates in the UK are women. Though our student body differs from that of most other UK universities in several ways, it is well in line with the overall preponderance of female students seen across the sector. These data suggest that, in contrast to many other STEM subjects, attracting women to study psychology at the undergraduate level is not a problem. We will continue to monitor these numbers, and aim to maintain representation of female students in our undergraduate courses in line with the sector.

These results provide no evidence that interested and qualified female applicants are failing to take advantage of our course. However, the preponderance of female students may produce an unconscious bias towards male students who stand out because of their relative scarcity. As we will see, anonymised marking seems to indicate that this possible source of bias does not affect the proportions of men and women obtaining first class or 2.1 degrees. Nonetheless, it is important to raise awareness of this potential issue amongst staff as a specific action point.

Actions

- 1.1: Obtain and review UG destination data by gender
- 1.2: Collect and monitor UG student data
- 4.2: Members of staff to complete unconscious bias training

(iii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken

to address any imbalance and the effect to date. Comment upon any plans for the future.

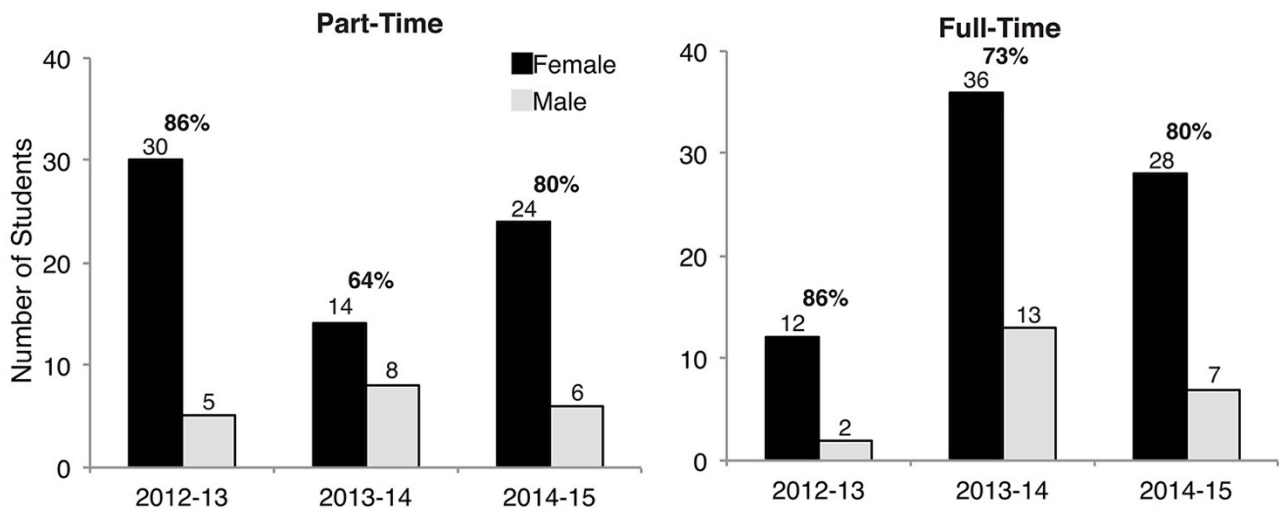


Figure 5: Numbers of students completing part-time and full-time taught postgraduate courses.

Table 3: Percentage of female students completing postgraduate taught degrees at Birkbeck compared to the national average in Psychology, taken from HEIDI

	2012-13	2013-14	2014-15
Birkbeck	85.7% (49)	70.4% (71)	80.0% (65)
UK Average	78.9% (12,945)	78.8% (7,555)	*

Data are combined across full-time and part-time.

Total N is shown in parentheses.

*2014-15 data not yet available.

The representation of women on our taught postgraduate courses is largely in line with the sector as a whole, showing a predominance of women. As with our undergraduate courses, we will continue to monitor these numbers and aim to main representation of women in line with their representation sector-wide.

- Actions**
- 1.3: Monitoring of PGT numbers
 - 4.2: Members of staff to complete unconscious bias training

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

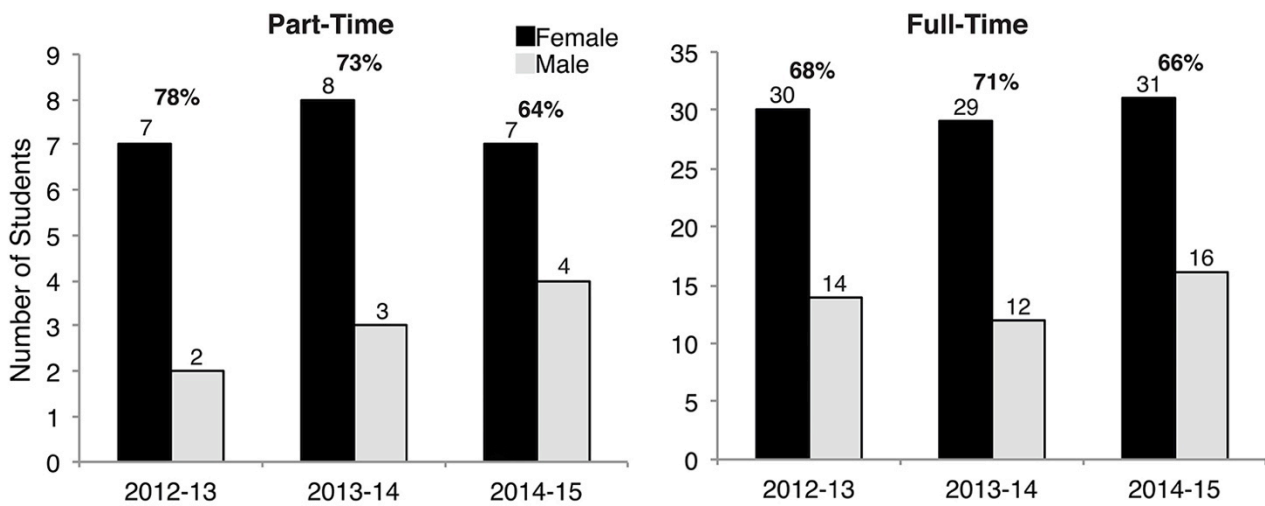


Figure 6: Numbers of students on PhD courses.

Table 4: Percentage of female students studying for PhDs at Birkbeck compared to the national average in Psychology.

	2012-13	2013-14	2014-15
Birkbeck	69.8% (53)	71.1% (52)	65.6% (58)
UK Average	74.5% (4,850)	74.2% (5,065)	*

Data are combined across full-time and part-time.

Total N is shown in parentheses.

*2014-15 data not yet available.

As with our undergraduate and taught postgraduate courses, women constitute the majority of our PhD students, again in line with the sector as a whole. One aspect of doctoral education which we felt could be enhanced was mentoring. We have recently implemented a mentoring scheme for PhD students in a Marie Curie Doctoral Training Centre within the department, from which we received very positive feedback. As part of our action plan, we will thus implement a peer-mentoring scheme for all PhD students in the department.

Actions

- 1.3: Review of PGR numbers
- 1.4: Implement a peer-mentoring scheme for PhD students
- 1.5: Introduce career development into annual progress report for PhD students
- 2.11: Talks/meetings on career development
- 4.2: Members of staff to complete unconscious bias training

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

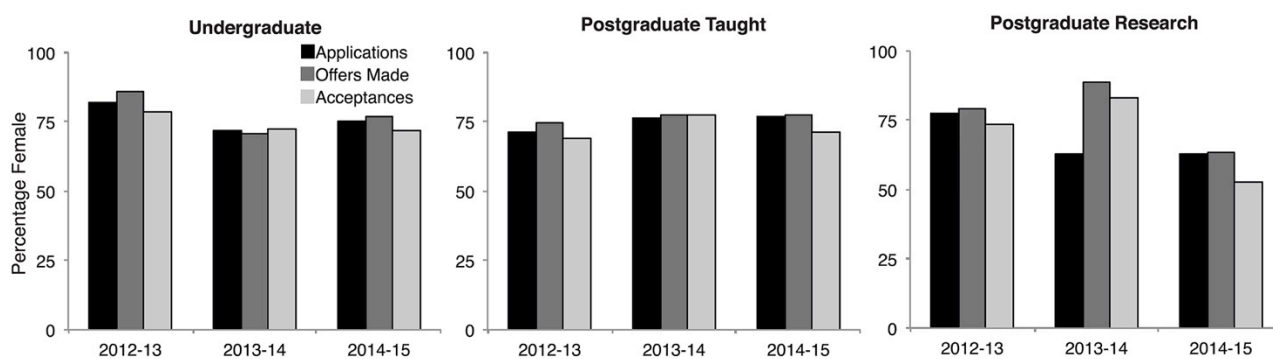


Figure 7: Percentage of females across stages of the admissions process.

Table 5: Undergraduate applications, offers made, and acceptances

	2012-13			2013-14			2014-15		
	F	M	%F	F	M	%F	F	M	%F
Applications	336	74	82%	316	125	72%	489	159	75%
Offers Made	239	40	86%	222	91	71%	345	103	77%
Acceptances	87	24	78%	109	41	73%	131	51	72%
% Apps to Offers	71%	54%	-	70%	73%	-	71%	65%	-
% Apps to Accepts	26%	32%	-	34%	33%	-	27%	32%	-

Table 6: Taught postgraduate applications, offers made, and acceptances

	2012-13			2013-14			2014-15		
	F	M	%F	F	M	%F	F	M	%F
Applications	186	74	72%	175	55	76%	181	55	77%
Offers Made	118	40	75%	140	41	77%	110	32	77%
Acceptances	53	24	69%	61	18	77%	52	21	71%
% Apps to Offers	63%	54%	-	80%	75%	-	61%	58%	-
% Apps to Accepts	28%	32%	-	35%	33%	-	29%	38%	-

Table 7: Research postgraduate applications, offers made, and acceptances

	2012-13			2013-14			2014-15		
	F	M	%F	F	M	%F	F	M	%F
Applications	59	17	78%	66	39	63%	39	23	63%
Offers Made	15	4	79%	16	2	89%	14	8	64%
Acceptances	11	4	73%	10	2	83%	9	8	53%
% Apps to Offers	25%	24%	-	24%	5%	-	36%	35%	-
% Apps to Accepts	19%	24%	-	15%	5%	-	23%	35%	-

Across all levels, there is a preponderance of female applicants, with women comprising between two-thirds and three-quarters of applicants. While there is more year-to-year variability in these numbers at the postgraduate research level, this is likely due to the relatively small numbers of applicants. There is no evidence of gender differences in the proportion of applicants being made offers or of accepting offers at any level.

Actions

1.2/1.3: Monitor admissions data

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

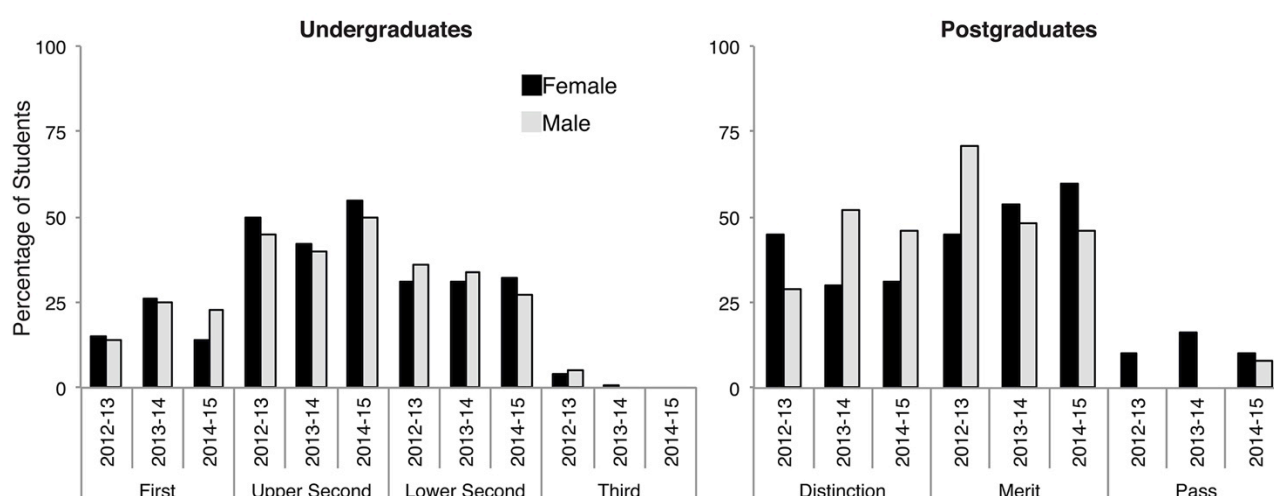


Figure 8: Percentage of students of each gender receiving each degree classification.

Table 8: Degree Classifications for undergraduate and taught postgraduate students

	2012-13				2013-14				2014-15			
	F	M	%F	%M	F	M	%F	%M	F	M	%F	%M
First	18	8	15%	14%	37	17	26%	25%	13	7	14%	23%
Upper Second	61	25	50%	45%	60	27	42%	40%	52	15	55%	50%
Lower Second	37	20	31%	36%	44	23	31%	34%	30	8	32%	27%
Third	5	3	4%	5%	2	0	1%	0%	0	0	0%	0%
Distinction	19	2	45%	29%	15	11	30%	52%	16	6	31%	46%
Merit	19	5	45%	71%	27	10	54%	48%	31	6	60%	46%
Pass	4	0	10%	0%	8	0	16%	0%	5	1	10%	8%

The proportion of women receiving each degree type appears largely in line with the overall representation of women in our courses. Thus, there do not appear to be any substantial gender discrepancies in the degree classifications awarded, either at the undergraduate or postgraduate levels. There does, however, appear to be a trend for male postgraduates to obtain higher degree classifications than females, at least in the past two years. The numbers (particularly of men) are too small to make meaningful statistical comparisons. Nevertheless, this is an important area for us to monitor going forward.

Actions

1.2/1.3: Monitoring of degree classifications

Staff data

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

Table 9: Research and academic staff by gender. Numbers given in annualised FTE.

	2012-13				2013-14				2014-15			
	F	M	Tot	%F	F	M	Tot	%F	F	M	Tot	%F
Researcher	17.5	4.4	21.9	80%	19.6	6.4	26.0	75%	19.3	7.5	26.8	72%
Lecturer	7.0	3.4	10.4	67%	4.5	2.0	6.5	70%	3.2	1.5	4.7	67%
Senior Lecturer	3.8	1.8	5.7	68%	6.5	2.5	9.0	72%	7.0	3.0	10.0	70%
Reader	1.2	2.0	3.2	37%	1.0	2.0	3.0	33%	1.8	2.0	3.8	48%
Professor	4.8	7.0	11.8	41%	5.0	6.7	10.7	43%	5.0	8.4	13.4	37%
Academic total	16.8	14.2	31.0	54%	17.0	13.2	30.2	56%	17.0	15.0	32.0	53%
TOTAL	34.3	18.6	52.9	65%	36.6	19.6	56.2	65%	36.3	22.4	58.7	62%

In order to investigate where women are lost, we combined these staff data with the student numbers reported above to obtain a more complete picture of the representation of women across the full spectrum of academic life in our department, from undergraduates to full professors. Figure 9 shows the percentage of women and men in each of the student and staff categories previously reported.

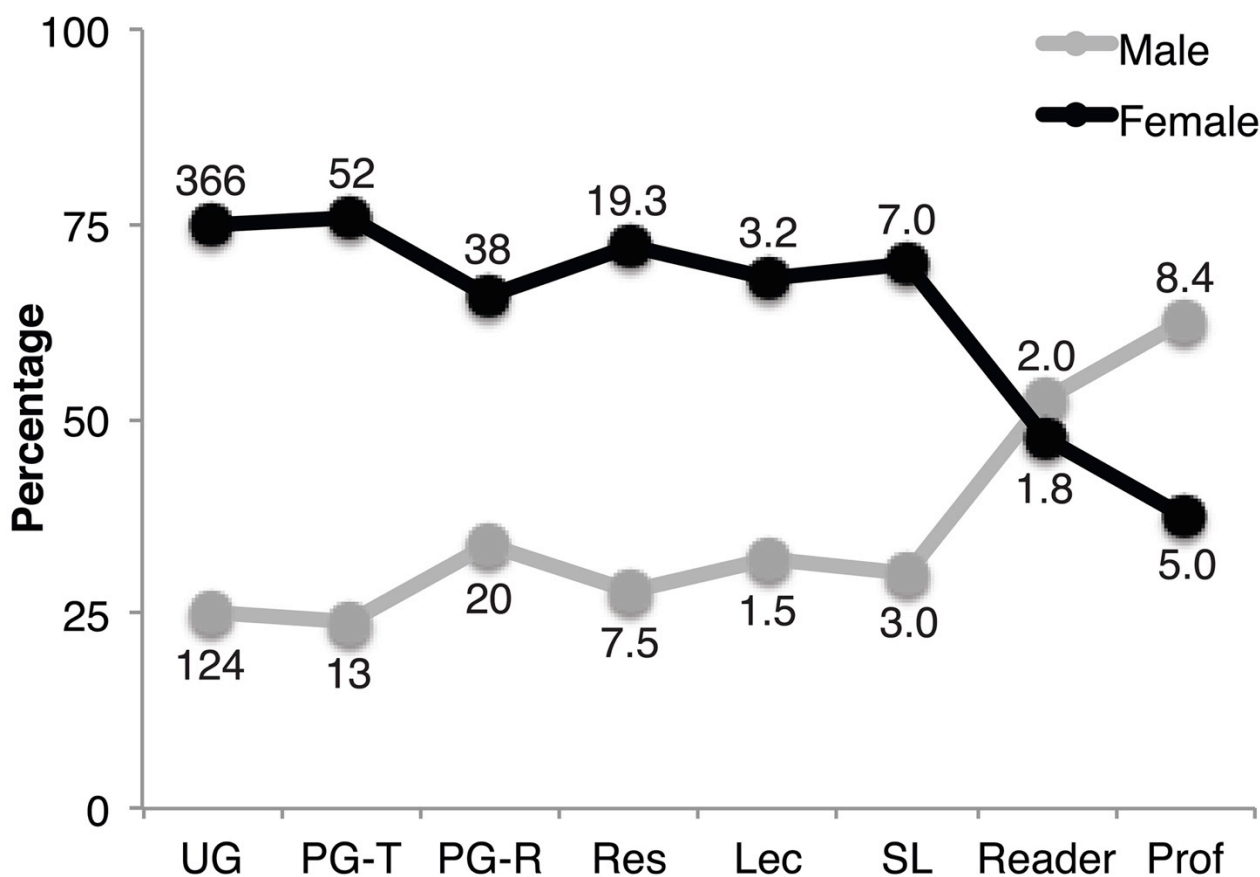


Figure 9: Percentages of women and men across the department. Student data are number of students; staff data are annualized FTE.

This figure is striking. From the undergraduate level through to senior lecturer, the percentage of women remains largely stable. Indeed, the percentage of female senior lecturers is not appreciably different from that of female undergraduates. While there appears to be a slight dip at the Lecturer level, this is due largely to the success female Lecturers in our department have had in promotion, with five female Lecturers promoted to SL and a sixth to Reader in the past three years. There is, however, a striking drop-off between the Senior Lecturer and the Reader and

Professor levels. From these data, the major dropout point for women in our department does not appear to be between PhD and postdoc, or postdoc and junior faculty, but between junior and senior faculty levels. As discussed below, several aspects of our action plan have been developed to address this issue.

Note that at Birkbeck, promotion to Senior Lecturer and to Reader are generally sequential steps, rather than parallel tracks as in some UK institutions. Thus, the issue here is not that women are being diverted onto a ‘teaching’ as opposed to ‘research’ track, but rather that the transition Reader to Professor is an area that the department needs to work on.

The Strategic Planning Group conducts an annual review of potential promotion prospects and seeks to encourage those who the committee feels would be competitive for promotion, but who may feel that the time is not right. Gender balance amongst the Professoriate will be an explicit item on this agenda. There is no institutional limit on the number of staff who can hold the title of Professor in a department. In particular, there are no established chairs in the department and so turnover is not an issue.

Actions

2.7: Mandatory annual PDRs for postdoctoral researchers

2.2: Mandatory annual PDRs for all academic staff

2.4: All academic staff to have a mentor

2.5: Mentoring scheme for postdoctoral researchers

2.14: Gender balance of professoriate to be specific point of discussion in positive review for promotion

4.3: Gender equality standing item on key committees

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

Table 10: Turnover by grade and gender as number of leavers (and %FTE)

	2012-13		2013-14		2014-15	
	Female	Male	Female	Male	Female	Male
Researcher	9 (44%)	3 (23%)	5 (30%)	2 (38%)	14 (48%)	2 (22%)
Lecturer	0	0	0	0	0	2 (67%)
Senior Lecturer	0	0	0	0	1 (13%)	0
Reader	0	0	0	0	0	0
Professor	0	0	0	1 (2%)	0	0

Turnover among academic staff in our department has been low. The two male Lecturers who left in 2014-15 had both been appointed to fixed-term posts to cover for a member of staff on sabbatical in one case and maternity leave in the other. One of these has since been appointed as a Lecturer at another university in London while the other remains in the department on a research Fellowship. One female senior lecturer (0.5 FTE) left academia to pursue an alternative career full-time, which she had pursued part-time while being an academic. At the Professorial level, a part-time fixed-term Professor left to take on a comparable position at a foreign university.

After leaving to go to another institution, he was given a fixed-term PT contract to retain his input to ongoing research in the department.

Turnover has been greatest at the Researcher level, which is expected given that many are on fixed-term contracts supported by research grants. There is no gender difference in terms of turnover at Researcher level.

Actions

3.3: Monitoring of exit interviews

Section 3: 1,954 words

4. Supporting and advancing women’s careers: maximum 5000 words

Key career transition points

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
 - (i) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

Table 11: Job applications and appointments by gender

		2012-13			2013-14			2014-15		
		F	M	%F	F	M	%F	F	M	%F
Researcher	Applications	511	183	74%	28	12	70%	211	44	83%
	Appointments	12	4	75%	6	3	67%	6	0	100%
Academic	Applications	-	-	-	230	108	68%	69	41	63%
	Appointments	-	-	-	0	3	0%	0	1	0%

Among researchers, numbers of applications and appointments are in line with the overall preponderance of women seen among students.

At the academic level, four Lecturers have been hired in the past three years. The three hired in 2013-14 were all part-time fixed-term cover positions. Worryingly, all these appointments were men. While these are small numbers, this suggests that there may be a problem in the hiring process. One potentially relevant issue is that two of these positions were specifically to cover teaching on computational modelling, an area of psychology that tends to be male-dominated. It is also important to note that over a slightly longer time-frame, these numbers look very different. Of ten permanent members of academic staff hired since 2010, six have been women (five lecturers and one professor) and four men (all lecturers). This suggests that there may be an issue specifically in hiring of fixed-term cover positions.

Actions

3.1: Review of recruitment materials

4.2: All academic staff to complete UB training

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

Department members have been highly successful in recent promotion rounds, with eight (five women, three men) promoted to Senior Lecturer, four promoted to Reader (two women, two men), and two promoted to Professor (both men). No women applied for promotion to Professor during this time. There was only one unsuccessful application for promotion (a female Research Fellow who applied for Reader but was promoted to Senior Lecturer instead).

Table 12: Applications for promotion and outcomes by gender

	2012-13				2013-14				2014-15			
	Applied		Promoted		Applied		Promoted		Applied		Promoted	
	F	M	F	M	F	M	F	M	F	M	F	M
To SL	3	2	3	2	2	1	2	1	0	0	0	0
To Reader	0	0	0	0	2	1	1	1	1	1	1	1
To Professor	0	0	0	0	0	2	0	2	0	0	0	0

Given that the transition to senior faculty appears to be a major loss point of women in our department, it is notable that five women have recently been promoted to Senior Lecturer. Moreover, the two women promoted to Reader have both made the transition from Lecturer very rapidly (one was promoted to Senior Lecturer in 2012 while the other was promoted directly from Lecturer to Reader in 2015).

Staff considering applying for promotion are encouraged to speak with the HoD and the School of Science Executive Dean. The SPG also identifies potential candidates for promotion and encourage them to apply. We will ensure that gender balance among the Professoriate is explicitly considered in this process. Criteria for promotion and whether to apply are also discussed in PDRs with the HoD.

Previously, while PDRs were available to all members of academic staff annually, take-up was low. The college has recently moved to make PDRs mandatory for academic staff, and our department has now adopted this even before the new college policy takes effect.

Actions

2.2: Annual PDRs for all academic staff

2.14: Gender balance among Professoriate to be considered in positive promotion review

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

may be needed.

(i) Recruitment of staff – comment on how the department’s recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university’s equal opportunities policies.

Staff involved in recruitment are required to attend regularly-offered courses on legal requirements and best practice in hiring, including issues related to gender bias. Following actions of the college SAT, the Athena SWAN logo is on the front page of our external recruitment webpage and discussed in a positive equal opportunities statement. However, we believe more is needed to encourage applications from strong female candidates, particularly for senior positions. Accordingly, we will review our promotional materials to ensure they communicate the family-friendly nature of the department, including Athena SWAN activities. Further, all members of academic staff will receive training on eliminating unconscious bias. Moreover, we will ensure that the achievements of female members of the department are appropriately publicised on our departmental webpage and Newsletter. For example, the Newsletter has recently started including a page entitled ‘Women Scientists Unite’, highlighting the achievements of women in the department.

Our recent recruitment history is encouraging. Of ten permanent academic hires since 2010 (nine lecturers, one professor), six – including the professor – were women. Thus, we are a department in transition with many recently appointed female academic staff. Encouragingly, of the five female lecturers hired since 2010, two are now Senior Lecturers and one a Reader. Thus, there is evidence that the changes in demographics are filtering up the staff category levels.

Actions

3.1: Review of recruitment materials

4.2: UB Training for all academic staff

4.6: Ensure departmental Newsletter and webpage highlight achievements of female department members

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

New faculty are paired with a senior mentor. This mentoring lasts formally through probation (three years), though frequently runs longer informally. Given the changes in the representation of women between the junior and senior faculty levels, it is of concern that formal mentoring in the department focuses only on the earliest career stages. While opportunities for informal mentoring exist, women may be less likely to take advantage of these, particularly given the underrepresentation of women at the most senior levels.

To investigate this, we examined PDR uptake across the past four years (Table 13). Uptake was strong in 2012, largely due to the REF. However, uptake overall has been weak, though no more for women than men. Given this weak uptake, as well as feedback from our previous submission, we have made annual PDRs mandatory for academic staff starting from the current academic year.

Table 13: PDR Uptake

	Total PDRs			% Uptake		
	F	M	Total	F	M	Total
2012	13	15	28	72%	79%	76%
2013	6	0	6	33%	0%	17%
2014	7	7	14	39%	39%	39%
2015 (ongoing)	10	6	16	59%	33%	46%

We have established two new groups aimed at improving mentoring and PDRs and to assist women in particular at key career stages. The first is a senior mentoring group made up of all Professors. Junior faculty will be mentored by a Professor of their choosing (gender specific if requested). The mentor will fulfil the primary developmental role of mentoring in the specific area of the mentee’s research, including yearly PDRs. A second mentor will be appointed on an ad hoc basis in agreement with the mentee to provide independent assessments at key career points, i.e., probationary (with the first mentor) and promotion (with the HoD) reports. We are dividing the development and assessment roles to avoid any potential conflicts of interest.

The second is a Women’s Group made up of all senior (Prof/Reader) female staff. They will provide female specific career advice at all key stages. The group will organise lectures by inspirational women from across the spectrum of psychology and cognate disciplines, which all members of the department will be encouraged to attend.

In addition, the department recently formed an ‘Early Career’ group, in which newer members of staff meet regularly with a senior professor to discuss issues of interest or concern, as well as to provide a supporting and friendly venue for networking. Feedback about this group has been highly positive.

Researchers have many opportunities for networking. The department runs two seminar series with both external and internal speakers. Researchers are encouraged to present their research at internal CBCD seminars. Following both internal and external seminars, a wine and cheese reception is held, allowing opportunities to network with the speaker and other colleagues. The CBCD encourages staff to suggest senior female external speakers. An analysis of the speakers invited to our seminars over the past two years revealed an overall gender balance though with some asymmetry, with women comprising 57% (34/60) of those at CBCD seminars and 39% (14/36) of those at our Wednesday Cognitive Science seminars. Other networking opportunities include weekly coffees in the MERLiN labs, periodic research days in MERLiN, weekly tea time in the CBCD, biennial CBCD away days, and regular Women’s Networking Lunches run by the School of Science. Moreover, Birkbeck’s location in Bloomsbury offers many other opportunities for networking at seminars held at neighbouring institutions.

However, one area of concern is that while many postdocs seek informal advice from their supervisors, no formal mentoring scheme exists. We will therefore introduce a mentoring scheme for postdocs, including PDRs.

Encouragingly, our survey found widespread satisfaction with opportunities for career development and networking: 76% (85% of women) agreed that they had opportunities to develop their career, and 86% (83% of women) that they had opportunities for networking.

Actions

2.2/2.7: Mandatory PDRs for academic staff and post-docs

2.3/2.4/2.5/2.6/2.9: Formation of mentoring group, mentoring for academic staff and postdocs, mentoring training, increase participation in college mentoring schemes

4.9: Ensure gender balance of invited speakers at departmental seminars

Career development

(i) Promotion and career development – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

Promotion criteria include research, teaching, administration, and outreach/societal impact. There is a Personal Circumstances form and panels use REF-like criteria to determine the quantity and quality of work necessary for promotion. Procedures are widely promulgated (e.g., by annual all-staff emails) and staff are advised to consult the Executive Dean of Science and HoD before submission.

If promotion is refused, the panel provides feedback giving explicit advice on what the candidate needs to do to be promoted. This procedure means that there are transparent criteria by which future applications will be judged. Given concerns raised about our previous application, it is encouraging that in our survey 85% of respondents agreed that this was a positive policy, including 86% of women.

A recent College-wide consultation revealed evidence that these processes are working:

"I have been part-time since arriving at Birkbeck in 2009. I applied for promotion from Lecturer B to SL first in November 2010. I was unsuccessful on research grounds only (not enough high impact publications). I reapplied in November 2014 and was successful. This post-dated the personal circumstances form. Although I did by then have more publications in higher impact journals, I was also being assessed from a lower [volume] threshold, which I believe helped my application"

One member of staff responded to our survey:

"I feel that the promotion procedures are as transparent as they can be. Discussions with the HoD/other senior members of the department on this matter are both welcome and helpful."

Another, however, commented:

"I was lucky and recently promoted but I was only able to achieve this by actively engaging in discussion about applying for promotion with more senior members of the department. It feels that the HoD or senior members of the department could proactively suggest to members of staff to apply for promotion."

Both writers agree about the importance of guidance from senior colleagues, but disagree about the accessibility of such advice. This highlights the importance of ensuring that all staff receive sufficient mentoring and guidance. This is a focus of our action plan.

Actions

2.8: Encourage mid-career women in department to attend leadership training

2.10/2.11: Formation of Women's Group and associated events

2.12: Review of department members to be nominated for awards

2.14: Gender balance of Professoriate to be considered in positive promotion review

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

New academic staff are assigned a senior mentor who provides advice about probation, career development, and promotion. However, our survey revealed mixed attitudes about induction procedures, with 58% agreeing that existing induction procedures were useful, though only 50% of women. This suggests that more work is needed.

Since 2014, starters are given an *Induction Checklist* which must be completed. This ensures that the inductee attends (or completes on-line) courses on several topics, including gender equality and diversity. New staff are also informed of additional courses on academic practice, including Staff Recruitment (with an emphasis on equality and diversity), PhD Supervision, and a Certificate Course in Higher Education. New staff also attend an *Introduction to Birkbeck* day, where the Master informs them of the College's long-term strategic goals.

Previously, departmental induction was handled by mentors. However, realising the importance of a central departmental resource, we are in the process of putting induction materials on the web and in an induction booklet. This will include core hours, information about flexible working, parental and adoption leave, part-time working, departmental committee structure and organisation, and the workload model.

Actions

3.2: Centralization of induction materials

(iii) Support for female students – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

Undergraduates are assigned a personal tutor who provides them with academic and personal support. They can change their personal tutor at any time and request a tutor of a particular

gender. Postgraduates on our MSc Psychology conversion course are also assigned personal tutors.

Support for other taught postgraduates is provided through programme directors (currently three men and three women) and the thesis supervisor. In addition, postgraduates take a module on 'Generic Research Skills', which provides them with a wide range of transferable skills, such as writing reports, giving talks, and writing CVs.

Doctoral students have a thesis committee consisting of two supervisors plus the Postgraduate Director (Prof Michael Thomas), who provide support and mentoring about all aspects of academic life. They are encouraged to attend a broad range of internal and external seminars and to present their research at internal seminars and national and international conferences. In addition, we have offered "career day" workshops in which topics like work-life balance and gender equality in the work place are covered. These have also included case studies with successful female role models.

As part of a Marie Curie doctoral training programme which was recently completed, students were assigned a same-sex member of staff as a mentor, in addition to their supervisors. We feel that additional mentoring for PhD students would be beneficial, and will thus develop a peer-mentoring scheme in which starting students are paired with a more senior colleague.

Actions

1.4: Peer-mentoring scheme for PhD students

1.5: Career development on annual progress report for PhD students

2.10/2.11: Formation of Women's Group and associated events

Organisation and culture

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

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

Table 14: Membership of key departmental committees

	Academic			Administrative			Total		
	F	M	%F	F	M	%F	F	M	%F
Strategic Planning Group	3	4	43%	2	0	100%	5	4	56%
Management	3	3	50%	2	2	50%	5	5	50%
Research	1	6	14%	2	0	100%	3	6	33%
Learning and Teaching	5	2	71%	1	2	33%	6	3	67%
Resources	3	0	100%	2	3	40%	5	3	63%
Ethics	2	2	50%	1	0	100%	3	2	60%

PG Research	1	4	20%	2	0	100%	3	4	43%
PG Taught	4	4	50%	2	0	100%	6	4	60%
Teaching and Admissions Strategy Group	3	2	60%	0	1	0%	3	3	50%
Athena SWAN SAT	8	5	62%	2	1	100%	10	6	63%
Total	33	32	51%	16	9	64%	49	41	54%

Committee membership overall is evenly divided between women and men. Following feedback on our previous submission, we have begun a review of the makeup of our committees. We have already addressed the membership of the Strategic Planning Group, which consists of the Heads of the main Centres, Institutes, and Labs in the department to ensure that strategic decision making supports our main centres of research excellence. The recently-appointed heads of the CCCM and MERLiN labs have recently joined the SPG and the balance is now five women and four men.

Clearly, however, additional work is needed. For example, whereas the Research Committee and the PG Research Committees have more men than women, the Learning and Teaching Committee has more women than men. Thus men are overrepresented on committees concerning research, and women on those concerning teaching. We will therefore conduct an annual review of committee membership, taking explicit consideration of gender balance and rotation of membership.

Actions

4.1: Annual review of committee membership

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

Table 15: Members of staff on fixed-term and open-ended contracts

	Fixed-Term			Open-Ended		
	F	M	%F	F	M	%F
2012-13	18	7	72%	22	15	59%
2013-14	18	11	62%	25	16	61%
2014-15	21	18	54%	22	10	69%

While there is some year-on-year variability, there does not appear to be any gender discrepancy in the proportion of staff on different contract types. Nearly all staff on fixed-term contracts are researchers funded directly through grants and fellowships.

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

maybe needed.

(i) **Representation on decision-making committees** –comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?

As is clear from Table 14, there are far more committee seats than staff. Consequently, almost everyone sits on at least one committee. Membership is determined by the HoD, taking into consideration existing workload, individual interests, and expertise. Importantly, ‘committee overload’ for women does not appear to be a problem, given that women comprise 53% of our academic staff and 51% of the seats on key committees. Nevertheless, as discussed above, the distribution of men and women across committees reveals some clear problems, with women underrepresented on committees related to research and overrepresented on committees related to pastoral and teaching issues.

The School of Science Executive Committee, consisting of Assistant Deans, includes four people from our department (two men: HoD, AD for Research; and two women: AD for Equalities, AD for Engagement and Partnership). Two women from our department sit on the College SL promotions panel, and another woman on the Professors/Readers panel. The Academic Board consists of all Professors and Readers in the college plus junior faculty representatives (one man and one woman from our department). The REF Working Group includes one nominated departmental member (a man), plus the AD Research for the School of Science (a male professor from our department). All committee memberships are acknowledged in the workload model.

Actions

4.1: Annual review of committee membership

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

The department has a formal workload model with set tariffs for each type of responsibility. These tariffs were agreed in a staff meeting when the model was set up. The tariffs are generous (e.g., 5 hours for each contact hour of teaching to include marking). Tariffs for project supervision and research management (postdocs and PhD students) are included, as is participation on the departmental and college Athena SWAN SATs. The overall goal of the model is to equate nominal free time, as far as possible, within Grades (Lecturer, Senior Lecturer, Reader, Professor). Unallocated free time decreases with seniority. Staff can compare their level of work to the average (and SDs) across 6 broad categories: admin roles, allocated research time (500 hours for all staff), research grants (tariff is per RA), research support (tariff is per PhD student), teaching, and unallocated (nominal free time).

We analysed data from the workload model, removing three people on fractional contracts who have only have a research role in the department. There were no statistically reliable differences based on gender for administrative roles, hours on research grants, research support, or teaching. However, there was a trend for women to have fewer hours allocated for administration,

suggesting they have less senior roles. Moreover, there was a corresponding trend for women to be teaching more hours. This suggests that women and men may be performing different types of role in the department. We will thus conduct an annual review of staff roles to monitor the balance of roles and ensure a fair distribution.

This model is used by the HoD in allocating responsibilities. While information about average workloads is available, our survey revealed feelings that the model is not as transparent or clear as it might be:

“I think in general the workload model is a good thing but it lacks transparency. I think it would be a good idea to have a webpage that lists all the roles eligible for the workload model and the associated time attributed to those roles. ... I also think that it is unclear how the number of hours is set per task, and what recourse there is if the number of hours does not reflect the input made by the academic. I feel that some tasks are not well accounted for (e.g., exam and dissertation marking, resits etc.)”

“The workload model is not perfect, but it is transparent. The quotas and respective loads are all available to the staff on the intranet. I think many staff are not aware of this. Perhaps reminding them of where the information is would help. Without renegotiating the whole model or tariffs, it may be worth reviewing whether items need to be added or removed on a bi-yearly basis?”

These comments suggest that the fundamental problem in increasing transparency is a matter of communication. This is being addressed in our Induction Handbook and web site and by having a new review of roles and tariffs. There are also limits to transparency. At the original staff meeting it was decided that individual workload profiles should be confidential (only averages being available). There is also general concern amongst unions and staff that formal workload models like ours could lead to institutional workload models used for assessment. Given that tariffs have not been changed since the model was first set up, we will conduct a review of these tariffs in an upcoming staff meeting.

Actions

2.1: Annual review of staff roles

4.7: Review of tariffs for roles in workload model

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

Generally, meetings in the department are held between 10:00 – 17:00. However, as this is not actually Departmental policy, we will formalise this.

Many other departmental events are held during the day. One of the two main seminar series in the department is held during lunchtime, as are many departmental and committee meetings. The other, run by the CBCD, has recently moved from lunchtime to 4 pm after a consultation with all CBCD members. Because testing of infants is a core aspect of the centre, and is concentrated in the mornings and early afternoons, many could rarely attend the talks and almost never the social lunches afterwards. A majority of respondents therefore chose a slot after testing finished, and it was agreed that a 4pm start would allow most, including parents, to attend. Despite this

consultation, however, concerns have nonetheless been raised about the late start time. At the end of this academic year, another consultation will take place to re-assess the situation.

Other social events, such as Tea Time at the CBCD are in the early afternoon, and our weekly MERLiN coffee happens every Monday mid-morning. Dates of committee meetings are announced at the start of the academic year to allow attendance to be planned in well in advance.

The department also organises annual social events (Figure 10), such as the longstanding Christmas party and now Summer picnic, held for the first time in 2015. While the Christmas party is held in the evening, the summer picnic is held mid-afternoon. By having these events at different times, we hope that everyone can attend at least one.

The timing of events does raise some unique issues at Birkbeck, given our evening teaching model. Encouragingly, 95% of respondents to our survey agreed that they found it easy to accommodate evening teaching with their outside commitments, including 90% of women.



Figure 10: *Left:* the departmental Christmas party in 2014. *Right:* our Summer picnic in 2015.

Actions

4.8: Formalise 'core hours' from 10am – 5pm

4.10: Re-consult about timing of CBCD seminars

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

The department has an approximately equal number of women and men among academic staff, which allows for a comfortable and relaxed atmosphere for the women in the department. The department is composed of several research institutes and multiple individual labs, which could potentially lead to isolation amongst staff. Hence, a senior member of staff, Professor Martin Eimer, has created (and runs) an Early Career Group, which occurs every two months. This meeting allows for junior staff to interact, ask questions, and share ideas, with Professor Eimer acting as a mentor. The CBCD has a monthly staff meeting, half of which is dedicated to a 'go-round' in which staff discuss their latest research, and/or collaborative grant ideas are tabled. CBCD also runs an away-day (this year at the British Academy – see Figure 11) when all members – junior and senior – present their latest research and new plans. This is followed by a social get-together. The MERLiN labs recently held a one-day workshop in which short talks were given by

members of the several labs, followed by tea and cakes. Over the past several years, some Informal groups have been created, including a 'Writing Group' for junior staff, which met every two weeks, and a Monday afternoon Tea and Cake at the CBCD, focussed on relaxed discussions of current research.



Figure 11: Left: MERLiN Director Prof Anne Richards introducing the recent MERLiN research workshop. Right: The recent CBCD Away Day, held at the British Academy.

The CBCD has named one of its main seminar rooms after a prominent female scientist in our field, Professor Elizabeth Bates, and her picture is on the wall in the room.

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

Outreach is an important part of research in this department, and we have been successful in bringing research to the public through media outlets, public lectures, and collaborations with centres and institutions engaged in public dissemination of science. In our survey, 72% of staff agreed that their outreach-related activities are valued and recognised by the department.

Birkbeck has several internal events available each year. Staff are urged to participate in Science Week (a public-attended demonstration of our science research), and indeed recent participation has been evenly divided between men and women (e.g., Dr Victoria Southgate, Dr Natasha Kirkham, Dr Angelica Ronald, Prof Michael Thomas, Prof Jonathan Smith). Our yearly taster sessions on *The Developing Human*, aimed at providing potential students a 'taste' of university lecturing, are given each year by Dr Natasha Kirkham.

In addition, much of our outreach happens at an individual level, with many members of staff, both women and men, involved with bringing research into the community. Participation in this outreach is evenly distributed between the male and female staff, and these activities are recognised and encouraged informally. Some examples of outreach are:

- To inform students about studying psychology at University, staff in the department have taken part the pop up universities run by the College, provided taster sessions at nurseries

for staff and parents considering returning to education, run taster courses in schools as part of the College's Widening Access programme, run London Taster days for Years 12/13, and given presentations in sixth form colleges (for example as part of career events).

- Prof Annette Karmiloff-Smith frequently appears in the media, on both television and radio, discussing her role in the developing understanding of brain and behaviour. For example, she was interviewed on BBC-4's LifeScientific and recently appeared at the Sunday Times Festival of Education and their Literacy Festival in a debate about technology and development.
- Prof Matthew Longo has presented at several events demonstrating perceptual illusions to the public, including two open evenings at the Wellcome Collection, at the 'Neuroscience Street Fair' at the Barbican, and at the Cambridge Science Centre.
- Dr Belinda Brooks-Gordon often appears in the media discussing the psychological evidence base for policies on women (Figure 12). These include BBC Newsnight, The Big Questions, and Sky News; on BBC Radio 4's Woman's Hour, and the Moral Maze.



Figure 12: Left: Dr Belinda Brooks-Gordon discussing her research and social policy. Right: Dr Teodora Gliga discussing her research on brain development in infancy.

- Dr Marie Smith and Prof Matthew Longo gave presentations about studying Psychology at University at the first *Psychology Girls Day School Trust Conference*, held at Putney High School in 2015 (Figure 13).
- Dr Tim Smith has collaborated with the Tate Britain, using cutting edge eye-tracking technology in order to repair an important piece of artwork (*The Destruction of Pompeii and Herculaneum* by John Martin, 1822).
- Dr Iroise Dumontheil spoke at the Sunday Times Festival of Education in 2015.
- Prof Anne Richards is on the organising committee of 'Skeptics in the Pub' in Greenwich, a highly successful monthly series of talks to the local community.



WELCOME TO THE FIRST PSYCHOLOGY GDST CONFERENCE

The aim of the evening is to introduce Psychology A Level students to a cross-section of research that is being conducted in universities around London. The talks are mainly focused on studies in the field of cognitive psychology and neuroscience and will cover topics including processing of faces, processing of body image, and the teenage brain. There will also be a talk from a Clinical Psychologist from St George’s Hospital.

PROFILES OF SPEAKERS



DR MARIE SMITH achieved a first degree in Mathematics and Physics at the University of Glasgow. In 2002 she began a post-doctoral research position with Professor Philippe Schyns in the Department of Psychology looking at novel ways of interpreting brain-imaging data in terms of specific visual information processing content.

In 2008 Dr Smith moved to the MRC Cognition and Brain Sciences Unit in Cambridge, to work alongside Professor Richard Henson to further develop this research and the associated methods while also exploring the role of long term memory on brain function. In 2010 she joined the Department of Psychological Sciences at Birkbeck College, University of London as a lecturer, and became Senior Lecturer in 2014. Dr Smith’s research focuses on the perception and categorization of visual stimuli, with a particular focus on the perception of faces and facial expressions of emotion.

In her talk she will discuss some of the results of her recent research into how the brain processes faces and facial expressions of emotion.

DR MATTHEW LONGO first got into Psychology as an undergraduate at the University of California at Berkeley. While studying for his PhD at the University of Chicago and his postdoctoral fellowship at University College London he started investigating perceptual processing, focusing on the somatosensory system, eg touch and pain, and its interactions with vision.

Currently, he is Director of the Body Representation Laboratory at Birkbeck, University of London. The work in the BodyLab investigates the cognitive and neural bases of the way we mentally represent what our body is like, in terms of its size, shape, and physical composition, and how this affects the way we perceive the world around us. In his talk, he will discuss research into investigating distortions of body representations in healthy people as well as people suffering with eating disorders. He will describe some experiments which have been conducted that show how even healthy people have remarkably distorted representations of the size and shape of their bodies.



TUESDAY 20 JANUARY, 5.30–8pm, SIXTH FORM DINER

Figure 13: Advertisement of the Psychology Girls Day School Trust Conference at which Dr Marie Smith and Prof Matthew Longo spoke about studying Psychology at University.

Flexibility and managing career breaks

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

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

Table 16: Maternity leaves and returns

	Researcher			Academic		
	Leave	Return	%Return	Leave	Return	%Return
2012-13	0	-	-	4	4	100%
2013-14	0	-	-	1	1	100%
2014-15	1	1	100%	2	2	100%
2015-16 (Ongoing)	3	-	-	1	-	-

All twelve staff who have taken maternity leave in the last three years have either returned (eight) or plan to when their leave ends (four currently on leave). This suggests that the department is a place that staff feel is sympathetic to work-life balance. In support of this, our survey found that the vast majority of staff (87%) consider the department to be a family-friendly place to work, including 100% of female respondents.

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

Two members of staff (one post-doctoral researcher, and one professor) have taken paternity leave in the last 3 years. In both cases, the leave was only two weeks long.

The college has recently (April 2015) introduced a new policy on Shared Parental Leave, increasing statutory shared parental pay to the level of enhanced occupational maternity pay, making this one of the most generous schemes in the sector. A male professor in the department will start a 6-month period of paternity leave in January 2016. He has indicated that he would not have been able to take such an extended period of leave under the old policy, given the financial realities of living in London.

Our survey of recent parents revealed that all fathers would have taken paternity leave for more than 2 weeks under the new policy. However, only 6 out of 8 females indicated that their partners (non-Birkbeck staff) would take more than 2 weeks leave (due both to financial considerations and cultural expectations).

Overall, these data provide encouraging signs that the new policy on Shared Parental Leave will increase the amount of leave that fathers in the department take.

Actions

5.5: SAT to monitor uptake of shared parental leave.

(iii) Numbers of applications and success rates for flexible working by gender and grade – comment on

any disparities. Where the number of women in the department is small applicants may wish to comment on specific examples.

No applications have been made for flexible working. Working from home is seen as normal and staff organise their work schedule around their caring responsibilities. Encouragingly, 95% of respondents to our survey (and 96% of women) agreed that the department supports flexible working.

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

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

No staff are currently taking advantage of formal flexible working arrangements. While the College's policy on flexible working is available on the HR webpage, our recent staff survey indicated that many staff were unfamiliar with the guidelines and procedures on formal flexible working. Nevertheless, in practice, the Department has an informal approach to flexible working, and staff are free to organize their time around teaching and administrative duties in the way that suits them, as demonstrated by the overwhelming agreement that the department supports flexible working discussed above.

We recognize, however, that knowledge of formal policy may benefit some staff and that the Department needs to do more to promote awareness of flexible working rights. As discussed above, we are working to centralise all our induction materials, including policies on flexible working, onto the departmental intranet.

Actions

3.2: Centralisation of induction materials

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

Cover for teaching and administrative responsibilities during leave are arranged in consultation with the HoD and directors of individual courses. As some aspects of research and supervision cannot be covered by other staff members, such as managing ongoing collaborations and supervising post-docs and PhD students, staff are encouraged to use Keeping-in-Touch days to maintain momentum on their research, allowing a smoother transition upon return. The college offers up to 20 keeping-in-touch days as part of its Shared Parental Leave policy.

As part of our action plan, we will ensure that staff returning from parental leave have reduced teaching and administrative responsibilities in the period after they return. This will allow them to

adjust to working again, apply for grants, and focus on re-starting their research. In addition, the HoD will have follow-up meetings with staff 6-months after their return to help ensure a smooth transition back.

We have recently appointed a 'Parental Champion' who will meet with staff before they go on leave to discuss concerns and offer advice on how to manage a return to work with family life.

Actions

5.1: Appointment of Parental Champion

5.2: Parental returners to have reduced workload

5.4: Return-to-work follow-up meetings

Section 4: 4,994 words

5. Any other comments: maximum 500 words

Our departmental surveys were an important starting point for our analysis of issues in our department and development of our action plan. We conducted three surveys. First, we sent a 49-question survey to the entire department (Academic staff, Research staff, administrative staff, PhD students), covering a wide range of issues of potential concern. We took advantage of the survey which the Biological Sciences SAT had put together for their recent Bronze Award application, modifying and adding some items to reflect issues specifically affecting our department and which had been raised by our previous application. Indeed, some of the alterations we made have now, in turn, been adopted by the Biological Sciences SAT for their follow-up survey. Each item asked respondents to rate their agreement or disagreement with statements using a 6-point scale. A total of 48 members of the department completed the survey. Figure 14 shows results from section 2 of the survey on 'Perceptions and Values'. Where survey results are discussed in this document, we have collapsed the three levels of agreement and the three levels of disagreement to produce an overall percentage of respondents who agreed with the statement.

Second, we followed-up the first survey with a second, more qualitative survey. Following discussion of the first survey at our SAT meeting, we identified specific areas in which members of the department felt there were problems, particularly where there was a gender discrepancy in views. We asked respondents to elaborate on what they felt was problematic and for suggestions about actions the department might take to address these issues. Twelve members of the department completed this second survey. Quotes taken from these responses have been described in this application and suggestions incorporated into our action plan.

Finally, we sent a focused questionnaire to members of the department who have had children within the past five years. This questionnaire asked about time that the department member had taken on parental leave, time their partner had taken, and their views about why this amount of leave was taken and whether more time would have been taken had the new policy on shared parental leave been in place at the time.

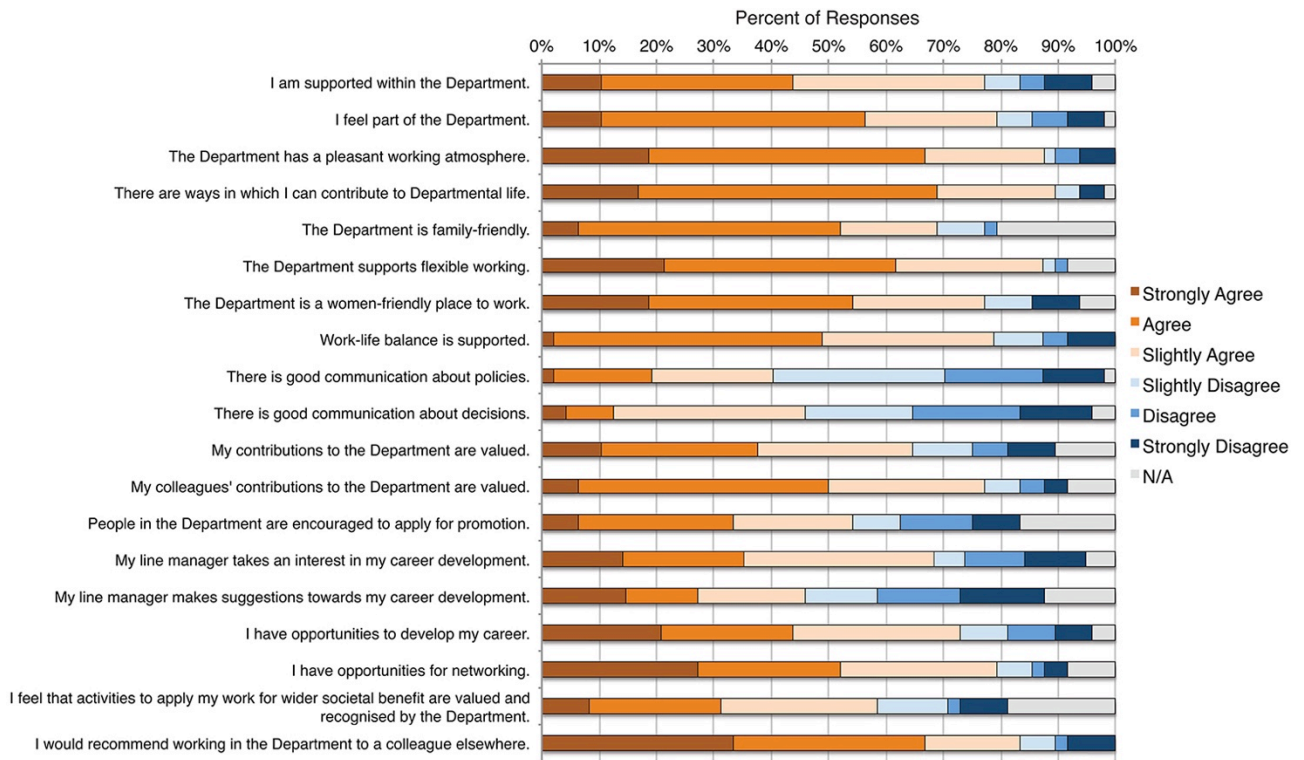


Figure 14: Results from the 'Perceptions and Values' section of the survey.

Section 5: 371 words

No.	Description of Action	Action as of November 2015	Action Planned	Responsibility	Timescale	Success Measure
1. Supporting Undergraduate and Postgraduate Students						
1.1	Obtain and review UG destination data by gender	New initiative	Work with college to break down existing data collection on destination following graduation by gender	SAT, ASM	Annually from 2015-16	Data on student destinations obtained; further actions based on results
1.2	Monitor UG student data by gender for both PT and FT courses. Annual report to be reviewed by following committees: <ul style="list-style-type: none"> - Strategic Planning Group - Management - Teaching & Admissions Strategy Group - Learning & Teaching 	New initiative	Data collected for applications, offers, acceptances, enrollments, and degree classifications.	Data collection: Admissions tutors and ASM Review of data: Committee Chairs	Annually from 2015-16	Maintenance of status quo, with no gender discrepancies for either PT or FT students
1.3	Monitor PGT and PGR student data by gender for both PT and FT students. Annual report to be reviewed by following committees: <ul style="list-style-type: none"> - Strategic Planning Group - Management - Teaching & Admissions Strategy Group - Learning & Teaching - PG Taught - PG Research 	New initiative	Data collected for applications, offers, acceptances, enrollments, and degree classifications.	Data collection: Admissions tutors and ASM Review of data: Committee Chairs	Annually from 2015-16	Maintenance of status quo, with no gender discrepancies for either PT or FT students
1.4	Develop peer mentoring scheme for PhD students	New initiative	Institute system of mentors and mentees	ASM, Chair of PG Research Committee	2015-16 onwards	Spring 2016: all first year students with mentor Spring 2017: all second year

No.	Description of Action	Action as of November 2015	Action Planned	Responsibility	Timescale	Success Measure
						students with mentor Spring 2018: all students with mentor
1.5	Introduce career development into annual progress report for PhD students	New initiative	Progress report forms to include discussion of career development	ASM, Chair of PG Research Committee	2016 onwards	
1.6	Monitor marks by gender for UG and PGT theses, which are not blind marked	New initiative	Annual review of thesis marks by gender	UG: SAT, Teaching and Learning Committee PGT: SAT, PG Taught Committee	Annually from 2015-16	Data reviewed by relevant committees. Should any gender discrepancy be revealed, action taken to address issue.
2. Key Career Transitions and Career Development						
2.1	Review and monitoring of staff roles within the Department	Workload model in place	Annual review of staff roles	HoD, ASM, SPG	Annually from 2016	Ensure fair distribution of roles in terms of workload and extent to which they have a positive effect on career development. Annual monitoring will allow rotation of roles to balance any inequalities. Increase in satisfaction with transparency of assignment to responsibilities in new staff survey.
2.2	Mandatory annual PDRs for all academic staff	This policy has been implemented for the 2015-16 academic	Ensure that all members of academic staff receive PDRs annually	Conducting PDRs: HoD, Mentoring	Annually	100% of academic staff receiving PDRs

No.	Description of Action	Action as of November 2015	Action Planned	Responsibility	Timescale	Success Measure
		year		Group Monitoring uptake: SAT, SPG		Satisfaction with PDR arrangements in staff survey
2.3	Formation of Mentoring Group consisting of all Professorial staff	The mentoring group had its first meeting in Nov, 2015	Mentoring group to develop and implement plans for mentoring Survey to assess satisfaction with new mentoring arrangements to be collected	Mentoring Group	Termly meetings Survey to be sent at end of 2016-17	Survey showing satisfaction with new mentoring arrangements
2.4	Ensure all academic staff have a mentor	New initiative	Extend mentoring beyond probationary period. Train senior staff in PDR/mentoring.	HoD, Mentoring group	Mentors to be assigned in 2015-16 academic year. Training of mentors to be ongoing.	2015-16: All staff to have mentor; at least three mentors to have undergone mentoring/PDR training 2016-17: at least 6 mentors to have undergone training 2017-18: at least 10 mentors to have undergone training Survey showing satisfaction with new mentoring arrangements
2.5	Develop faculty mentor scheme for postdoctoral researchers	New initiative	All postdocs to be paired with a member of academic staff (not their line manager) for mentoring	ASM, Mentoring Group	Scheme to be implemented by end of 2015-16 academic	All postdocs have mentor Evidence that meetings have been taking place Survey showing satisfaction with

No.	Description of Action	Action as of November 2015	Action Planned	Responsibility	Timescale	Success Measure
					year	new mentoring arrangements
2.6	Encourage training for both mentors and mentees	Two members of staff received training as part of the Athena SWAN mentoring scheme in 2014-15.	Encourage take-up of existing mentoring schemes in college (e.g., Athena SWAN, Aurora) Department will arrange group mentor/mentee training	HoD	Ongoing	End of 2015-16: 10% of staff trained End of 2016-17: 30% of staff trained End of 2017-18: 50% of staff trained
2.7	PDRs for postdoctoral researchers		Responsibility to be moved to mentor, rather than line manager. Uptake to be monitored.	Mentoring Group	Ongoing	Evidence that all PDRAs have completed annual PDRs.
2.8	Encourage mid-career women in department to attend leadership training	New initiative	The department will encourage, fund and monitor take-up.	HoD	Ongoing	At least one woman per year attending leadership training
2.9	Increase participation in college-wide mentoring schemes	Two members of the department participated in the Athena SWAN mentoring scheme in 2014-15	Work with college SAT to encourage participation in college-wide mentoring schemes	SAT, Mentoring Group	Ongoing	At least 3 people per year from the department participating
2.10	Formation of Women's Group	New initiative	Design activities focused on career development and networking for female members of department at all levels	AD-Equalities	Ongoing	At least one event put on per term
2.11	Series of talks/meetings on career development for female members of department	New initiative		Women's Group	Ongoing	At least one talk per term

No.	Description of Action	Action as of November 2015	Action Planned	Responsibility	Timescale	Success Measure
2.12	Review of department members to be nominated for awards	The newly-appointed Impact Officer has been creating a database with key information (e.g., dates of PhDs) to facilitate identification of people eligible for awards	Annual review and continuous updating of database	HoD, Impact Officer	Annually	Nominations to key awards made
2.13	Review of data from College Staff Survey	The college is planning an all-staff survey to be conducted in Spring, 2016. The results of our staff survey and issues identified during the preparation of this application are feeding into the preparation of this college-wide survey.	Results of staff survey from our department to be reviewed and further actions identified	SAT, SPG	Summer, 2016	Staff survey results reviewed at SAT and SPG meetings and further actions identified
2.14	Gender balance among Professoriate to be explicit item in SPG positive review of potential candidates for promotion	The SPG has conducted annual positive reviews of potential candidates for promotion	Gender balance at senior levels will be explicitly considered in these discussions	SPG	Annually from 2015-16	Evidence of discussion of gender balance in SPG minutes
3. Recruitment, Promotion, and Retention						
3.1	Improve staff recruitment materials	New initiative	Review and modification	HoD, ASM,	2016	Modification of materials to

No.	Description of Action	Action as of November 2015	Action Planned	Responsibility	Timescale	Success Measure
	(hard copy and online), including reference to Athena SWAN activities		of recruitment materials	web developer	onwards	make them more family friendly
3.2	Centralization of induction materials	Development of new induction materials is in progress	All induction materials to be made available in single location on staff intranet	HoD, ASM, web developer	February 2016	Availability of materials on intranet
3.3	Review of exit interviews from staff leavers	New initiative	Annual review of exit interviews	SPG	Annually from 2015-16	Evidence of review in SPG minutes
4. Culture, Communication, and Departmental Organization						
4.1	Annual review of committee membership	Clarity about basis for membership of SPG; appointment of two new SPG members (both women) resulting in gender balance on this key committee	Composition of departmental committees to be reviewed annually to ensure balanced representation on key committees. This review will be done in conjunction with the review of staff responsibilities (Action 2.1) to balance need for representation on committees with total workload. In addition, consideration will be given to the gender balance on committees	HoD, ASM, Management Committee	Annually from 2016	Gender balance on key departmental committees

No.	Description of Action	Action as of November 2015	Action Planned	Responsibility	Timescale	Success Measure
			related to research vs. pastoral/teaching issues. In the immediate term, this will require specific attention to the Research and Postgraduate Research committees.			
4.2	All members of academic staff to complete training on unconscious bias	The college has arranged for training sessions to be available	Academic staff to undergo training	SAT	2015-2018	2016: 30% uptake 2017: 75% uptake 2018: 100% uptake
4.3	Gender equality to be added as standing agenda item on key committees	Gender equality/Athena SWAN added as standing agenda item for Departmental Staff Meetings	Gender equality to be added as standing agenda item for the following committees: - Strategic Planning Group - Management	HoD, ASM	Immediate	Minutes from committee meetings showing discussion of gender equality
4.4	Minutes of departmental committee meetings available on staff intranet	This has been official policy, but has been unevenly practiced and minutes have been difficult to find	We will monitor that minutes are in fact placed on the intranet and in a centralized – and easy to find - location	ASM, web manager	Ongoing	Minutes available on intranet
4.5	Summaries of key points from Strategic Planning Group meetings to be emailed to staff	By informal agreement, e-mail summaries from meetings of the SPG have been ongoing,	Formalize requirement that summary emails be sent to academic staff following SPG meetings	Junior faculty rep on SPG	Ongoing	Summary emails sent

No.	Description of Action	Action as of November 2015	Action Planned	Responsibility	Timescale	Success Measure
		and well received				
4.6	Ensure that departmental webpage and newsletter showcases the accomplishments of female members of the department	New initiative	Content of newsletter to be monitored to ensure dissemination of accomplishments of female department members	SAT, newsletter coordinator, web manager	Ongoing	At least 50% of featured achievements about women
4.7	Review of tariffs for different roles in workload model	Existing tariffs were set by mutual agreement of staff in 2007	Review of tariffs at staff meeting	HoD, Management Committee, Staff Meeting	March 2016	New tariffs agreed and implemented
4.8	Formalise 'core hours' for departmental meetings between 10am and 5pm	New initiative	Meetings to be held during core hours	Committee chairs	From January, 2016	Over 75% of meetings held within core hours
4.9	Ensure gender balance of invited speakers at departmental seminars	The gender balance of recent speakers has been investigated, showing overall balance, but a modest discrepancy between the Tuesday CBCD seminars and the Wednesday Cognitive Science seminars	Explicit consideration to be given to the gender balance of speakers invited to both seminar series	Organisers of seminar series	Ongoing	Gender balance of male and female speakers at both regular departmental seminar series
4.10	Re-consult CBCD members about seminar timing	A consultation was conducted in Summer 2015 about the best time for	At the end of the current academic year, another consultation will be conducted to determine	CBCD Seminar Organiser	Summer 2016	New time for seminars agreed

No.	Description of Action	Action as of November 2015	Action Planned	Responsibility	Timescale	Success Measure
		CBCD seminars, resulting in a change from 1pm to 4pm on Tuesdays.	how CBCD members feel about the new time and whether it should be changed again			
5. Flexibility and Managing Career Breaks						
5.1	Appointment of Parental Champion to support and advocate for staff with caring responsibilities	Parental Champion appointed	Parental Champion to meet with staff leaving/returning from parental leave	HoD, Parental Champion	Immediate	All staff returning from parental leave having met with Parental Champion
5.2	Ensure that staff returning from parental leave have reduced teaching and administrative responsibilities	New initiative	Teaching and administrative responsibilities to be phased in gradually after return to allow staff time to focus on research	HoD	Ongoing	Reduced admin and teaching responsibilities incorporated into workload model
5.3	Working at home and joining meetings remotely to be encouraged and facilitated through access to VPN	VPN services are available. Videoconferencing facilities are available in some departmental seminar and meeting rooms	VPN services to be advertised to staff by emails from IT, describing services available Video feeds of departmental seminars to be made available for department members working from home	IT Administrator	Ongoing	Increase in VPN and videoconferencing usage
5.4	Return-to-work follow-up meetings with staff 6 months after return from parental leave to ensure smooth transition back to work	New initiative	HoD to meet with parental returners to discuss transition back and actions to facilitate	HoD	Ongoing	All parental returners having met with HoD

No.	Description of Action	Action as of November 2015	Action Planned	Responsibility	Timescale	Success Measure
			return			
5.5	Monitor uptake of shared parental leave	The college has recently (April 2015) altered its policy on Shared Parental Leave to offer the same occupational pay benefits to fathers (26 weeks) as had previously been offered to mothers.	SAT to monitor uptake of shared parental leave by fathers in the department	SAT	Annually	Increased uptake of shared parental leave