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# Academic Women Here!

## On being a female academic at the University of St Andrews

Edited by  
Aileen Fyfe, Ineke De Moortel  
and Sharon Ashbrook

St Andrews, 2017

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# Foreword

Role models and well chosen mentors are very important in careers and life. I admire people who relish what they do, who strive to do their best, however atypical or challenging their circumstances, who challenge accepted wisdom and who look out for others. They tend to excel.

This booklet focuses on just such people. It is a fascinating read. It showcases the multifaceted career paths of Grade 8 female academics at St Andrews (senior lectures and readers). It highlights the struggles they have faced navigating career ladders, the occasional sense of isolation, the constant challenge of carving out time to maintain research capability and a healthy work/life balance but also the exhilaration and freedom they have felt in pursuing new lines of research and collaboration both in the UK and internationally. There are many pearls of wisdom in their stories. They demonstrate clearly that there is no 'right way' to progress along the academic career path. Drive, determination and a willingness to challenge prejudices are really important.

It is well documented that corporate boards and organisations function better when females are part of the senior team. That has been my experience both as a diplomat for 35 years and since in the corporate world. This continues to be a hard fought battle however. Even today women can baulk at putting themselves forward or underestimate their potential.

When I joined the Foreign Office after graduating from St Andrews in 1977 I had few role models to draw on. Until 1973, extraordinary as this may sound today, female diplomats were obliged to resign on marriage so there were few senior females around. Networking among male cliques was challenging to put it mildly but gradually I gained the support of some very good male mentors. I do not pretend it was easy to reach the top. It never is. Juggling work and family life was always a challenge, given overseas postings. I found it important to set clear parameters for what worked for me and my family and to tell my employers what those were. Much has of course changed since then, not least more flexible working

practices and supportive attitudes but it takes a certain critical mass of representation for voices to be heard and practices to change.

I do hope this booklet will facilitate further discussion about the career progression of women in academia. It offers multiple choices and voices for those of you who may have doubts about whether senior roles are within your grasp. They are. Please focus on how much you have to contribute rather than what holds you back.

My thanks go to the three colleagues who have taken the initiative to edit this booklet: Sharon Ashbrook, Ineke De Moortel and Aileen Fyfe.

Good luck and best wishes.

Dame Anne Pringle  
Senior Governor  
University of St Andrews



# Academic Women Here!

When the Quad was refurbished in 2015, a group of University women sponsored a flagstone to ensure that the contribution of women to the University would not be forgotten. After much debate, a suitable inscription was agreed on: 'Fierce Women'. But do you need to be 'fierce' to be an academic woman at the University of St Andrews in the early twenty-first century?

This booklet features just over half of the academic women who are, or were, on the Grade 8 pay-grade during 2017. They are senior lecturers, readers and principal teaching fellows. These are successful women: they have not only succeeded in securing a sought-after job in academia, but have been promoted in recognition of how well they perform their roles.

Anyone who has been involved in the efforts to track and support women's academic careers will be familiar with the metaphor of the 'leaky pipeline'. It is a way of describing the declining proportion of women in increasingly senior levels. It affects all UK universities, and St Andrews is no exception: the overall percentage of academics who are women is 39%, but only 20% of professors were women in 2016. If we follow the 'pipeline' metaphor, then Grade 8 appears to be the point at which the pipeline gets particularly 'leaky' or

'blocked', depending on your point of view. This is why we began our project to investigate the experiences of the current group of Grade 8 women at St Andrews.

Employee role	Number of women	% in this role who are women
Research-only	160	43
Teaching-only	87	58
Lecturer	90	38
Senior Lecturer / Reader	68	36
Professor	44	20

*Figures are from December 2016*

What we have come to realise is that the 'pipeline' metaphor constrains and impoverishes our understanding of women's careers. As you browse the pages of this booklet, you will be struck by the diversity of the career paths they reveal, and by the variety of ways in which these women currently experience academic life at the University of St Andrews. Some women were initially unsure whether they should participate in the project, suggesting that their own careers 'don't fit what you are looking for'. What we have all come to appreciate is that one size clearly does not fit all in academia.

Careers do not all flow along a single pipeline, or flow at the same pace. Women do not float along, transported automatically from point A to point B by some force outside themselves: they work, they struggle, they get creative, and they improvise. The women you will meet in these pages may all now be on the same pay grade, but you will have trouble finding many patterns in the ways they got there. Far from a single pipeline, there are clearly many different paths leading to the same place.

And yet, are these women truly all in 'the same place'? They have all been formally recognised by the University with promotion (or, in a few cases, appointment) to Grade 8, but just as there is no standard route to Grade 8, it is equally clear that there are many different ways of being Grade 8. Perhaps most strikingly, a significant minority of these women are on part-time contracts, and those contracts come in several different varieties. More generally, our women have very different commitments to teaching, research, and service, and the balance between those areas cannot easily be mapped onto their titles of 'Senior Lecturer', 'Reader' or 'Principal Teaching Fellow'.

When planning this project, we decided to take a generous definition of our potential pool of women, and invited those who were newly promoted to Grade 8 during 2017,

as well as those who were promoted to Professor in 2017. Of a possible 87 women, we are delighted that 44 were willing to share their professional and personal stories with us. They include women from all but two Schools of the University, thus covering almost the full range of disciplines studied here.

We asked each woman to tell us about her research, about the career challenges she has faced and the things she felt have contributed to her success. We also asked them to tell us certain key dates from their careers – such as PhD graduation, and job changes and promotions. We have used these to construct timelines, to show at a glance how often our women have moved jobs (and, in many cases, countries), and the pattern of their career development. We also asked for basic information to illuminate their family situation: birth of any children, and whether a partner was affected by moving institutions to follow the job market. To this standard set of entries, we added items for what our women considered as their first significant service activities (to School, institution, and the wider discipline) and asked them to select four further career milestones of their own choice. These milestones include books and *Nature* papers, and a variety of grants and prizes. We also asked for a few sentences to sum up what they are each doing now.

The result is a series of snapshots of the lives of women academics, showing both the development of their careers, and the interplay between their personal and professional lives. This booklet includes women with children as well as child-free women; some are in long-term relationships, and some are not; some are maintaining long-distance relationships, and some have suffered the breakdown of their relationships; some are in their thirties and others are nearing retirement; and some have had careers outside academia. Everyone has moved institutions (even those who did their PhDs in St Andrews), and between them, they have made 195 moves! Almost two-thirds of these women hold UK citizenship (including dual citizens), while the rest are citizens of the EU, the USA and New Zealand. Regardless of citizenship, most have moved internationally at some point in their career, as our maps illustrate.



The mobility of our women: from the institution of first degree, to St Andrews

We realise this booklet does not feature sufficient women for a meaningful statistical analysis. What it can do, we hope, is act as a talking point and an inspiration for further discussion and investigation of the development and shape of women's careers in this University. A few things particularly caught our attention, though perhaps others will catch yours...

- Our women range hugely in academic age: the median date of graduation with first degree was 1995, but it ranges from 1973 to 2006. Almost all our women have PhDs, with a median date of completion in 2001.
- Women spent, on average, four years between gaining their PhD and getting a permanent position; but the median was two years in the Arts and four years in the Sciences.
- Our women have been at St Andrews for eight or nine years on average; only six were appointed directly to a Grade 8 position, with the rest being internally promoted after an average of seven years at St Andrews.
- Our sample is dominated by women who have been promoted recently, but a quarter have been in Grade 8 for more than three years.
- Over half our women have the job title 'Senior Lecturer', though at the meetings we had with Grade 8 women during this project, we were struck by the widespread uncertainty about what a 'Senior Lecturer' is.

- Our Grade 8 women in the Sciences are much more likely to be 'Readers' than their colleagues in the Arts: over half of the scientists are Readers, but only a quarter of the humanists.
- Over two-thirds of our women supplied some details about the way their institutional moves affected their personal relationships; and we notice that, in more than three-quarters of the moves for which we have this information, our women brought their partner with them, rather than making the move to follow a partner.
- Over two-thirds of our women have children; while the average number of children (for those who have any) is two, we also have several women with larger families.
- Six of our women are currently on part-time contracts.
- Several of our women have moved in and out of academia over the course of their careers.

As you read through our women's reflections on the challenges in their careers, you will see some familiar themes emerging: there are concerns about childcare, about work-life balance and about promotion. But we also noticed that 'balancing' is not just an issue for work and life, but also within work: our women refer to the challenges of dealing with the demands of the competing aspects of academic life, and with increasing responsibilities as the nature of the job changes over time

and with seniority. Career transitions are recognised as difficult times. ‘Impostor syndrome’ comes up several times. And there are some hints of specific issues with being an academic in St Andrews because, as we all know, it is a small town. The small size of the community can make it difficult for some women to feel at home here, and makes it particularly difficult for dual-career families to get everyone together in the same place.

When reflecting on possible reasons for their success, our women often mention their support networks, and it is worth noting that these include mentors (i.e. more senior colleagues), but also peers, family and friends. Our postgraduate assistants pointed out to us how often ‘luck’ and ‘good fortune’ appear in these stories, and worried that this suggests there is little one can do to control one’s career. Emphasising ‘luck’ may seem to be a way of down-playing one’s own efforts, but it also reflects the genuine serendipity of academic opportunities. But taking advantage of the opportunities that arise does not merely require being in the right place at the right time. It means having worked hard to establish the qualifications, publications or experience that will win the grant, secure the appointment, or impress the panel. And so, we assured our assistants, it certainly isn’t just luck.

We encourage those at the start of their academic careers to consider the lives and careers of the women in this booklet. We know there are young women of all disciplines who still fear that an academic career is not for them: we have met them at discussion events and we mentor some of them. This booklet is not about the most eminent and well-known women academics, who, almost by definition, began their careers many decades ago. This booklet is about women academics in the midst of their diverse careers now. This is what academia looks like now.

It is also what academia looks like here, in the University of St Andrews. These case studies demonstrate the surprising capaciousness of the St Andrews definition of Grade 8, which can cater for such a variety of pathways and profiles. People have been promoted to Grade 8 for a variety of reasons, at a variety of different stages in their personal lives. This is, we think, an empowering message. There is no such thing as the archetypal Grade 8 woman, just as there is no single ‘right way’ to have an academic career. Our acronym for this project was ‘Gr8 women’: they are certainly that, though they may also be ‘fierce’!

Aileen Fyfe, Ineke De Moortel and Sharon Ashbrook  
University of St Andrews  
15 November 2017



Ineke, Aileen and Sharon

# Aileen Fyfe – History



### What is your research about?

I study the ways in which scientific knowledge has been communicated and popularised, particularly through books and journals. I lead a research team investigating the history of scientific journals from 1665 to the present day. We examine the development of peer review practices, and the ways in which the circulation of knowledge was supported in the days before the commercialisation of academic publishing.

### What do you think was crucial in making your career successful?

I was fortunate to be well-networked early in my career. This was partly down to where I did my PhD, and to my supervisor’s connections; but it was also a result of serving on my learned society’s council as a postgraduate. Some of these contacts have led to research collaborations, and all have been a fantastic source of informal advice and moral support.

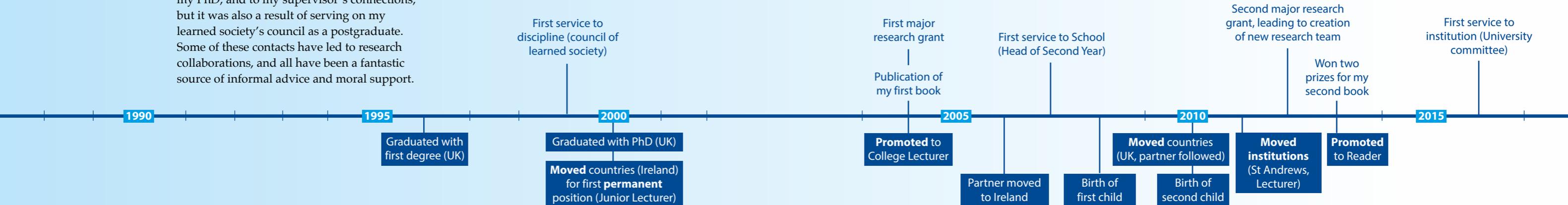
### What aspects of your career have you found challenging?

The transitions between career stages. I went straight from PhD to a lectureship, in a different country. In retrospect, I think the challenges there were largely, if subconsciously, about trying to prove myself in the new role of lecturer. My subsequent move between institutions was much easier because I was in essentially the same job. Since then, however, my role has changed, and now involves more leadership responsibilities on top of everything else.



Following in the footsteps of the ‘Swallows and Amazons’, in the Lake District, 2017

“Both my children are now at school, and my husband teaches at a local school. As well as running a research group, I serve as Director of Research for my School, and on some University committees. I have just been promoted to Professor.”



# Alice König – Classics



### What is your research about?

I am a Roman historian and my research revolves around the complex relationship between the arts and society. I am especially interested in the connections we can trace between different literary communities across the Roman empire. I work on ancient scientific and technical writing by looking at the presentation of different kinds of knowledge in different communities. I also run another research project on representations of battle from antiquity to the present day.

### What do you think was crucial in making your career successful?

Hard work, supportive family and colleagues, and exemplary support from the University of St Andrews over maternity and childcare matters. Academia involves long hours, fuelled by your own intellectual interests and self-discipline. Wise advice from senior

colleagues has kept me motivated in the early days and helped me to think in the long as well as short term. The University has gone out of its way to support my decision to work half-time while my children are pre-school.

### What aspects of your career have you found challenging?

I took up my first academic post before completing my PhD, so I had very little time after submitting my thesis to think through my next research steps. As a result, it has taken me longer to get publications out and to evolve my post-thesis research projects. A lack of self-confidence has also held my research back at times. Increasing administrative burdens and an ongoing inflation of expectations more generally can make juggling work and family life very difficult these days.



On top of Monte Soratte with my family

*“I am finishing a monograph and running two collaborative research projects. I am also working with colleagues in universities, schools and qualifications authorities to review Latin language teaching practices. I co-chair the Young Academy of Scotland’s Knowledge and Power working group, and work closely with organisations like Scotland’s Futures Forum on joint projects. I also volunteer for Book Aid International as a Community Ambassador, and I spend as much time as I can with my three young children.”*

1990

1995

2000

2005

2010

2015

Graduated with first degree (UK)

Graduated with PhD (UK)

First permanent position (St Andrews, Lecturer)

Birth of first child

Birth of second child, started working part-time

Birth of third child

Promoted to Senior Lecturer

Moved institutions for temporary position (St Andrews, Teaching Fellow, followed partner)

First service to School (Convener of Latin)

First service to discipline (directed major international collaborative project)

Awarded 2-year Leverhulme Research Fellowship

Won Outstanding Contribution to Teaching Excellence award

Elected member of the Young Academy of Scotland

Completed two major edited collection volumes

# Amanda Seed – Psychology & Neuroscience



### What is your research about?

I study the evolution of minds. What makes some species, such as humans, so much more reliant on their brains and intelligence than others? Recently, I have focused on primates: what do they know about objects and causality? How do they think about each other? Can they remember their past and plan for the future? By comparing species, including other large-brained animals such as crows and parrots, I hope to uncover common principles for the evolution of intelligence.



Owen, Dylan and Amanda

### What do you think was crucial in making your career successful?

I had fantastic mentors and teachers, and soaked up a lot from vibrant research environments. During my PhD at Cambridge with Professor Nicky Clayton and Dr Nathan Emery, I learned a lot not just about research, but the importance of publishing and networking. During my postdoc at the Max Planck Institute in Leipzig, Mike Tomasello and Josep Call created such an exciting environment full of cutting-edge research and discussion. This combination gave me the momentum to start my own career.

### What aspects of your career have you found challenging?

Starting a lectureship was overwhelming at first: developing teaching materials, a research lab of my own, and trying to keep up the all-important stream of publications. However, at the same time it was fantastic to have the freedom to pursue new lines of research and new collaborations. Starting a family also brought challenges: I had to become a lot more efficient as I used to bring my work home. However, having our two boys has been incredibly rewarding and fascinating!

*“I am directing an ERC-funded research project designing new tests for monkeys, chimpanzees and children to examine how their ability to control their behaviour is related to their ability to solve problems. I am also enjoying having my children in my life!”*



# Andrea Burke – Earth & Environmental Sciences



### What is your research about?

I use the chemistry of corals, fossils, ice cores, and deep ocean mud to reconstruct changes in Earth's climate over the past 60 million years. I am interested in the influence of ocean circulation on the carbon cycle and the influence of volcanic eruptions on climate.



Running a cross country race for Fife Athletic Club

### What do you think was crucial in making your career successful?

Throughout my career, my supervisors and colleagues have supported and advocated for me; it is important to choose your mentors well. I like to work on a broad range of problems within my field, but attack each of them thoroughly. I also chose research projects that I found exciting and interesting as a means of keeping research fun and enjoyable. When you enjoy what you do, you do it well.

### What aspects of your career have you found challenging?

Time management! There's never enough time to do everything I want to do, so prioritisation is very important.

*"I lead a research group with three postdoctoral researchers and four graduate students, and fill my spare time with my family and friends and lots of running."*

1990

1995

2000

2005

2010

2015

Graduated with first degree (USA)

Awarded graduate research fellowship

Graduated with PhD (USA)

Appointed as Postdoctoral Researcher

Moved institution for Postdoctoral Fellowship

Paper published in *Science*

Invited to give plenary lecture at major international conference

First service to School (academic misconduct officer)  
Awarded three major research grants

Moved countries for first permanent position (St Andrews, Lecturer)

First service to discipline (research council peer review college)

Promoted to Senior Lecturer

# Anita Laidlaw – Medicine



### What is your research about?

I research two main areas: the first is the way that health professionals speak to patients, and this includes how we then train health professionals to speak to patients more effectively. The second area focuses on the mental wellbeing of health professionals, and this includes how we can help train health professionals to improve their mental resilience, both whilst they are students and also after they have qualified.

### What do you think was crucial in making your career successful?

Despite being on an education-focused contract, I was encouraged to generate a

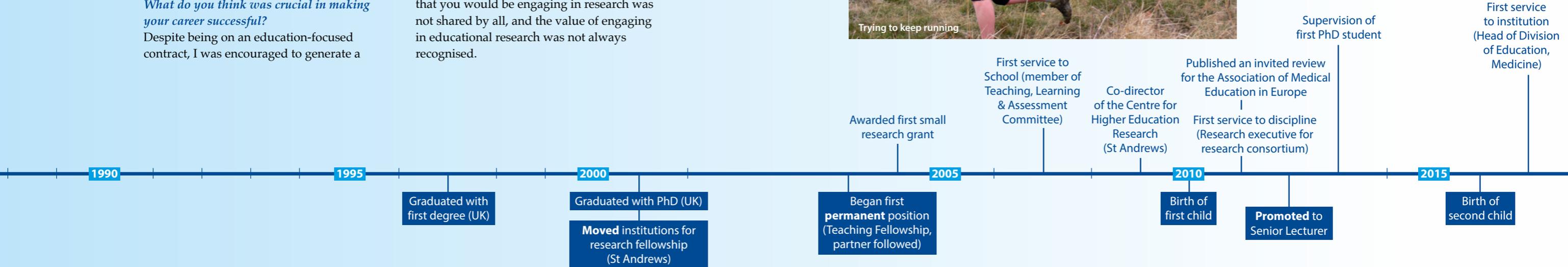
research interest. This support has allowed me to build up networks of colleagues with whom I now collaborate to develop further research and also improve my teaching.

### What aspects of your career have you found challenging?

The balance between ensuring I was covering my teaching and related administration responsibilities, whilst trying to carve out some time to maintain research capacity. This was not always easy when the expectation that you would be engaging in research was not shared by all, and the value of engaging in educational research was not always recognised.



*“I am settling into my new role as Head of the Division of Education within the School of Medicine and fitting in research around the edges. Personally, I am still trying to keep vaguely running fit amidst the fun of family life.”*



# Ann Gunn – Art History



### What is your research about?

I teach Museum and Gallery Studies and my research derives from my previous career as a museum curator caring for fine art collections. I specialise in British art from the eighteenth to the twentieth century, looking mainly at printmaking (etching, engraving, lithography, screen prints). My current research is about printmaking in Scotland in the eighteenth century, and in particular, the images that were made to illustrate the earliest editions of the *Encyclopaedia Britannica*.

### What do you think was crucial in making your career successful?

Adaptability! I started my career as a museum curator. Having followed my husband to London, then the USA, and

finally to St Andrews, I have morphed from curator to registrar to a private collector, to museum collections registrar, to gallery owner, academic research assistant to tutor and then lecturer. Each change has taught me something new and has contributed to my knowledge, experience and expertise.

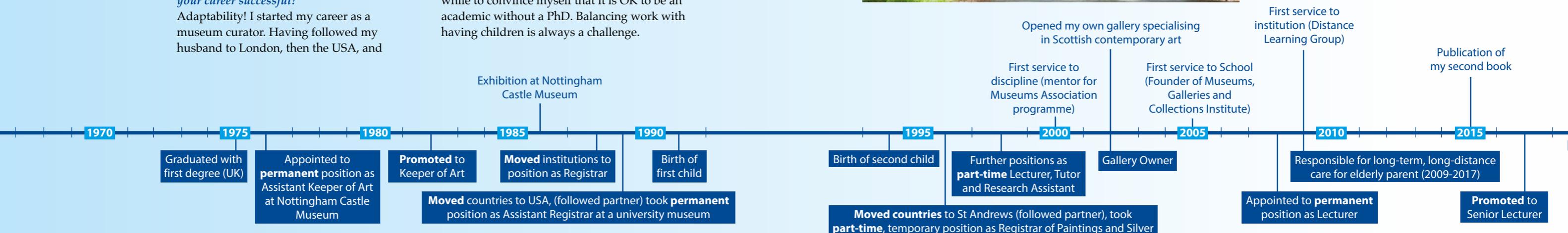
### What aspects of your career have you found challenging?

Moving into the academic realm from a different sector, where expectations relating to research, and research outputs in particular, are different from those in museums. It took a while to convince myself that it is OK to be an academic without a PhD. Balancing work with having children is always a challenge.



Absolutely typical view of family striding ahead while I stop to take photos, on holiday in Wales

“Getting back to an earlier research project which has been on the back-burner, enjoying meeting a new cohort of Museum and Gallery Studies students, and trying to move house.”



# V Anne Smith – Biology



### What is your research about?

My research is in computational biology, where I apply various statistical and machine learning techniques to biological data. I work across genetic, neuronal, and ecological systems. A key part of my work uses machine learning for discovering biological networks. We take a series of observations of a system, such as the expression levels of various genes, and we develop machine learning algorithms, where a computer ‘learns’ a network of relationships between the genes.



With my daughter on a park train ride while visiting family in Texas

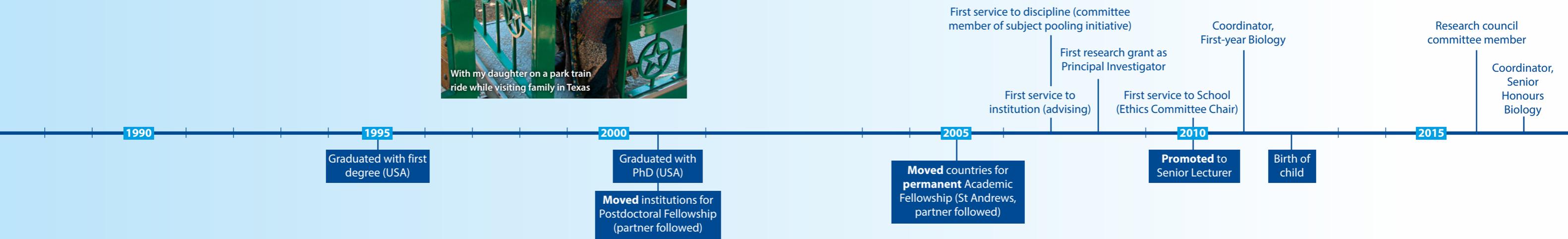
### What do you think was crucial in making your career successful?

No one thing stands out as crucial, but there were a whole host of small features: good supervisors and mentors, seeking out advice and listening to the answers, being quick to take advantage of opportunities as they arose, being willing to take risks and enter the ‘unknown’ (like moving to the UK), a commitment to continued learning and improvement and, as an interdisciplinary scientist, gathering a wide network of collaborators.

### What aspects of your career have you found challenging?

The most challenging aspect of my career has been dealing with the discontinuity introduced by maternity leave: I had not anticipated how much lag there would be as well as the actual time-out. Learning a new academic and funding environment in the UK was also challenging, although as it coincided with moving from postdoc to faculty, it almost made that transition easier as everything was new, not just faculty-level responsibilities.

*“I look forward to supervising two new PhD students in collaborative projects. I also anticipate a major change in my daily schedule when my daughter starts school this autumn, and I have recently started horse riding again after a 15-year break.”*



# Aubrey Zerkle – Earth & Environmental Sciences



### What is your research about?

I study how life can modify the environment on our planet and on other habitable worlds. Biology leaves behind telltale signatures of these interactions in the chemistry of ancient rocks on Earth, and potentially in the atmospheres of exoplanets. My goal is to read and interpret these records, which tell us about how life evolved on our planet, and how to look for signs of life elsewhere.

### What aspects of your career have you found challenging?

Although I have always been a very independent scientist, I have had the privilege of working with some really outstanding colleagues and mentors. One challenge has been stepping out of their shadows, so to speak.

### What do you think was crucial in making your career successful?

From my perspective, there was no defining moment when my career became successful. I think I have been able to rise to success within a fairly cut-throat field due to my own perseverance and self-confidence in the face of adversity.



With my husband, standing on the famous Jatulian redbeds in Karelia, Russia

*“I am enjoying running an active interdisciplinary research group in Geobiology, funded by NERC and the UK Space Agency, and have just taken over as Director of Postgraduate Studies for my School. When not at work I enjoy walking, cooking and travelling the world with my husband.”*



# Bernadette O'Hare – *Medicine*



### What is your research about?

I am studying the reasons why mothers and children living in low-income countries do not have access to their minimum core human rights, such as clean water, sanitation, education and healthcare, as these are critical for health. I am also interested in the importance of gender equality to both child and maternal health and welfare. I try and identify the upstream barriers to these rights so that we can effectively advocate.



Walking in the Lake District

### What do you think was crucial in making your career successful?

Working in Africa has allowed me to witness at first hand the consequences of structural injustices and this has given me the drive to play my part in trying to change the status quo. Working with colleagues and patients in Malawi inspires me. Since joining St Andrews, I have had the chance to meet, collaborate and learn from world-leading academics.

### What aspects of your career have you found challenging?

Combining my role as a paediatrician in a low-income setting while carrying out social science research. Both roles have the same final goal but one involves working upstream on the reasons why families live deprived lives, while the other role is working on the ground and dealing with the consequences of deprivation. The majority of research funding is oriented towards technical solutions while the majority of the problems, in my opinion, are due to social injustices.

*“I work half time and spend half of that time in Malawi working clinically as a paediatrician, and the other half at the University of St Andrews where I research the causes of poor access to survival rights.”*



# Caron Gentry – *International Relations*



## What is your research about?

My work focuses on gender and terrorism. I began by looking at the stories that are told about women who commit acts of political violence, but it has expanded to looking at the stories that are told about terrorism and terrorist organisations. While terrorism is always harmful, the stories that are told about this style of political violence also do harm by dehumanising the actors and dismissing motivations.



My St Andrews wedding

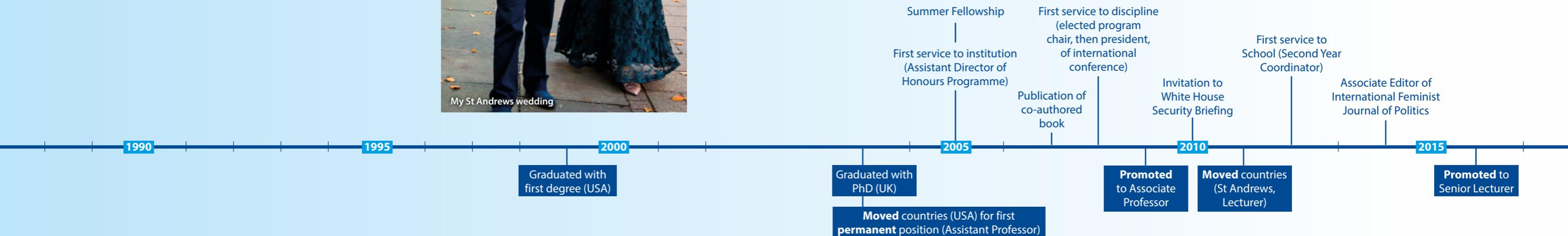
## What do you think was crucial in making your career successful?

There are three main drivers behind me. I have always been fiercely (stubbornly) determined. I also love my subject (like many of us!). Mostly, from very early in my career, I was able to build an academic community that goes beyond a “network”: instead, we are friends who share similar research interests and encourage each other in various aspects of our lives.

## What aspects of your career have you found challenging?

My first position was at a teaching institution and my course load was four different courses per semester and summer teaching. While some colleagues supported my research and writing, these activities were not prioritised by the university. Additionally, I was not mentored on how to write, what to write, and where to place my articles and books until several years after completing my PhD. My academic community mentioned previously helped me to develop those skills.

*“I am starting a new book project on intersectionality and terrorism studies. I also got married in the autumn and we are finishing fixing up our house (one bedroom to go!).”*



# Christiane Helling – *Physics & Astronomy*



### What is your research about?

I am working with extrasolar planets: planets outside our solar system that orbit stars other than the Sun. My research is about extrasolar atmospheres, how clouds form and how they charge electrostatically. Clouds are very important as they influence everything: how the planet looks, how winds develop, the heating and the cooling of the whole atmosphere and the emergence of lightning. Lightning may help to trigger the formation of life on extrasolar planets.

### What do you think was crucial in making your career successful?

Perseverance has been essential to my career. Listening has also been vital: understanding why people made certain choices but making my own choices nevertheless. I had a very open-minded PhD supervisor who supported all my ideas, including spending more than a year in Copenhagen as an undergraduate, which set me up for research. My time at the European Space Agency was special: I worked in a rich pool of international colleagues whom I still treasure. And, I wouldn't be here today without the unconditional support of my husband.

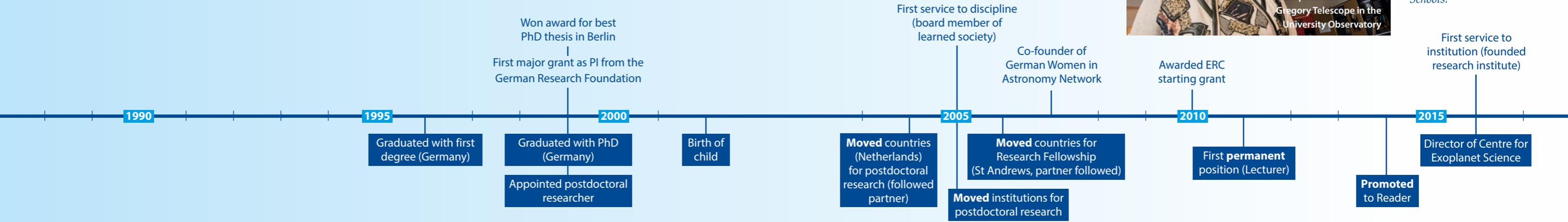
### What aspects of your career have you found challenging?

Working amongst leading scientists often left me wondering if I was 'good enough'. I had the chance to experience four funding systems (Denmark, Germany, Netherlands, UK), all of which were different in their funding strategy and approach. Not getting proposals funded was, and is, pretty hard. And seeing 'your' postdocs making 'obvious' mistakes is hard. What weighed the heaviest, however, was that more established colleagues would remark negatively on my husband's support and its consequences for his own career.



Christiane during the opening of the St Andrews Centre for Exoplanet at the James Gregory Telescope in the University Observatory

*“Currently I work on cloud formation and weather modelling, and continue my work on lighting and other plasma processes in exoplanet atmospheres. I am working to establish the interdisciplinary St Andrews Centre for Exoplanet Science in close collaboration with colleagues from other Schools.”*



# Claire Whitehead – Modern Languages



*What is your research about?*  
My research aims to uncover and explain various aspects of Russian prose literature written from the early nineteenth century to the present day. My first book examined the genre of the ‘fantastic’ and how such stories make the reader hesitate over the supernatural interpretation of events. My second book is on the early history of Russian crime fiction (from c.1860 onwards) and looks at the different ways in which these works play with questions of authority, knowledge and truth.

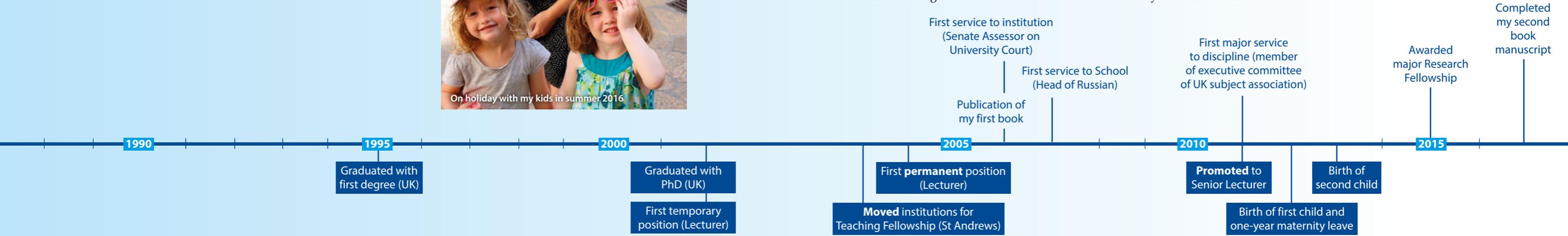


On holiday with my kids in summer 2016

*What do you think was crucial in making your career successful?*  
I owe a considerable amount of my success to the encouragement of (often, although not always) more senior colleagues who have helped me at key moments. Colleagues at Bristol gave me lots of opportunities to teach and my PhD supervisors always encouraged me to aim at an academic career. I have been fortunate to have the same, inspirational mentor at St Andrews on two occasions, roughly ten years apart – and I work with brilliant and inspirational Departmental and School colleagues.

*What aspects of your career have you found challenging?*  
I have found balancing the administrative workload that comes from being in a small department with the various other aspects of the job quite demanding. Whilst I have enjoyed the perspective that these ‘service’ opportunities have granted, they have unquestionably reduced the amount of time available for research. Also, since I became an academic in 2003, the work demands placed upon all of us have increased considerably and it has become more difficult to maintain a healthy work-life balance.

*“My second book will be published by Legenda in 2018. I am working on articles for REF submission, and currently doing my fourth term as Head of Russian. Our eldest daughter started school in August 2017.”*



# Clare Peddie – *Biology*



Teaching Scientific Diving

### *What is your research about?*

I am a marine biologist with postdoctoral experience in medical research. My research and teaching interests encompass diving physiology, coral reef biology, scientific diving techniques and the value of fieldwork in effective teaching. More recently I have become particularly interested in the development of employability skills through leadership, research and management experience when studying in the field.

### *What do you think was crucial in making your career successful?*

In the light of family commitments, I made the decision to follow an education-focused career in 2001. Since that time, I have engaged in the development of teaching in the School of Biology as Director of Teaching and across the University as a Pro Dean (Science) for Undergraduates and the Pro Dean for Taught

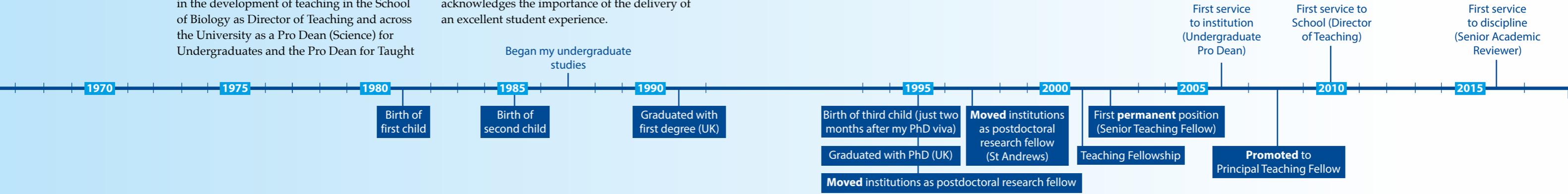
Postgraduates. I have engaged nationally in the appraisal of teaching in other institutions through external examining, subject-based assessments and Enhancement-led Institutional Review.

### *What aspects of your career have you found challenging?*

The value of teaching and the development and improvement of the education of our students has only recently been recognised formally in the promotions process. Therefore, in the past, I experienced significant challenges in finding a way for my career to develop. Times are definitely changing and now the University recognises the diversity of mechanisms by which an academic can contribute to the success of our institution and acknowledges the importance of the delivery of an excellent student experience.



*“I am serving as Head of School for the next three years. I am also developing teaching modules in Scientific Diving and Tropical Marine Biology. Personally, I am resolved to take time to spend with my children and grandchildren, ride my horses and go diving. I have just been promoted to Professor.”*



# Colva Roney-Dougal – Mathematics & Statistics



### What is your research about?

I study symmetries: a symmetry is a way to move around an object so that it looks the same afterwards, such as turning over a blank piece of paper. The collection of symmetries of an object can be finite (like the paper example) or infinite (imagine rotating a wine glass, by any amount). The basic building blocks of finite sets of symmetries were classified in the last century and I investigate the properties of these building blocks.



With my first PhD student, at a wedding

### What do you think was crucial in making your career successful?

The support of several key people at critical points in my life: finding my first job, choosing my initial research topics, and finding a permanent job were all helped by senior academics in my life at the time, and my partner was willing to let his career take second place to mine. From my side, a real determination to succeed has been essential.

### What aspects of your career have you found challenging?

Initially, none. As I have become more senior, managing workload and managing other people have been occasional stumbling blocks.

*“I am recovering from a two-month period of illness earlier this year and trying to finish a great many almost-complete papers. Looking forward to a sabbatical in January!”*



# Elise Hugueny-Léger – *Modern Languages*



### *What is your research about?*

My research focuses on contemporary French literature and culture, especially autobiographical writing, which is an expanding and rapidly-evolving genre. I am particularly interested in the role played by memory and subjectivity in the writing process, but also in its political potential. I have worked primarily on authors dealing with questions of class, margins, gender and power, who rethink the place of literature in contemporary society.

### *What do you think was crucial in making your career successful?*

As a PhD student, I was very lucky to be given opportunities to teach a range of classes (lectures, seminars, oral classes), to carry out research trips and to act as research assistant to established professors to perform various

tasks such as bibliographical work, editing, proofing, and sourcing texts. These formative years were crucial in giving me experience and confidence, and in forging links with colleagues that I still work with.

### *What aspects of your career have you found challenging?*

I entered academia naively not expecting a lecturer's job to involve so many administrative tasks! Striking a balance between admin, teaching and research (and between work and family life) has been challenging, especially in a context of increasing pressure on results with TEF and REF. Thankfully, my husband has always been there to look after our daughter when I have commitments during the evening or when I go on research trips.



With my family, Niagara Falls, 2017

*“I am completing my second monograph and developing two websites: one devoted to Creative Writing in French, and one on the French author Annie Ernaux.”*

1990

1995

2000

2005

2010

2015

Graduated with first degree (France)

Graduated with PhD (UK)

Moved institutions (St Andrews) for fixed-term Lectureship (partner followed)

First permanent position (Lecturer)

Invited speaker at international conference

Publication of my first single-authored book

First service to School (Director of Teaching)

First service to discipline (editorial board member)

Promoted to Senior Lecturer

First service to institution (Academic Council)

Won University Teaching Excellence award

# Emily Michelson – History



### What is your research about?

I am a historian who studies religious culture: the behaviour of people and groups because of religious matters. I focus on Italy during the Reformation period, when Protestantism started and Catholicism expanded across the globe. I am particularly interested in the public performance of religion, especially preaching, and in how different religions develop gradually into separate cultures in response to each other. My current project examines relations between Jews and Catholics in sixteenth- and seventeenth-century Rome.



With my family on holiday in 2017

### What do you think was crucial in making your career successful?

Although I know I was well-qualified for my first job, I also know a lot of it was luck. I applied for many positions that year but was only short-listed for one; I might well have left academia if I had not gotten it. In addition, crucially, my partner is entirely mobile and stays home with our children. This has allowed me to take any job I have been offered, to travel frequently, and even to move the family abroad for research many times. I have had some helpful mentors, and especially recently, I have won grants and fellowships that have built up my networks as well as my confidence.

### What aspects of your career have you found challenging?

In order to take good academic positions, I have given up the prospect of living near my extended family, or of living in the kind of religious/cultural community I always wanted. As a result, my family and I will always be fish out of water in St Andrews to some extent. Like many women, I've also suffered from imposter syndrome, but it's nice to see my confidence growing as I get older and as my career develops.

*“I am writing my second monograph while on grant-funded leave, organising workshops, and preparing for a year of research abroad. I am also a contributor for the Times Higher Education.”*

1990

1995

2000

2005

2010

2015

Graduated with first degree (USA)

Birth of first child

Graduated with PhD (USA)

Birth of second child

Birth of third child

Promoted to Senior Lecturer

First permanent position (Assistant Professor)

Moved countries (St Andrews, Lecturer, partner followed)

Four-month medical absence

First service to School (First-year module coordinator, interim director of research institute)

First service to institution (Honorary Lay Chaplain)

Publication of my first book  
Fellowship abroad at research institute

Won two major grants allowing at least two years of research leave

Publication of article in major journal

First service to discipline (learned society council member)

# Emma Bond – Modern Languages



### What is your research about?

I work on literature from different countries that can be defined as 'transnational', such as books written by people who have themselves migrated, have family histories of migration, or are part of a global diaspora. I am also increasingly interested in going beyond literature to think about how transnational memories and objects are collected, curated, and displayed, particularly in museum or art-space contexts.

### What do you think was crucial in making your career successful?

I was very lucky to be offered simultaneous positions as a college lecturer and a Leverhulme International Research Network facilitator at Oxford, straight after my DPhil,

since that post-thesis transition is often a huge challenge for early-career researchers. Publishing my first book as soon as possible then put me in a strong position to win a subsequent research fellowship and to get my current post at St Andrews.

### What aspects of your career have you found challenging?

Maintaining a healthy work-life balance is always a challenge for academics, and I have found that increasing administrative loads also really affect the time I have available for research. I had my first child in August, so am sure that the challenges will only increase from now on!



With the other research fellows at the Bogliasco Foundation in Italy

*“I am on maternity leave. My second monograph is under contract with Palgrave Macmillan and will come out in 2018.”*

- First service to School (Head of Italian)
- ↓
- Awarded two research fellowships
- ↓
- Created book series with Liverpool University Press
- ↓
- Participated in Scottish Crucible and awarded funding for impact project

Publication of my first book

1990

1995

2000

2005

2010

2015

Graduated with first degree (UK)

Leverhulme Trust International Research Network Facilitator

First temporary position (Senior Retained Lecturer)

Graduated with PhD (UK)

Moved institutions for Postdoctoral Research Fellowship

Moved institutions to first permanent position (St Andrews, Lecturer)

Promoted to Senior Lecturer

# Emma Hart – History



### What is your research about?

I work on North American history, concentrating on the eighteenth century when the continent was still a British colony. The colonisation of what is now the United States was extremely rapid, and my research has explored how this fast growth shaped the social and economic foundations of the modern nation that is now a self-proclaimed capitalist superpower. I am also working collaboratively with other urban historians to promote a more transnational approach to the history of US cities.



The girls on World Book Day

### What do you think was crucial in making your career successful?

On completing my undergraduate degree, I did not go straight onto a PhD. By the time I returned to academia, I had a renewed enthusiasm for history and was more career-oriented in my choice of programme. My doctoral study was fully funded and my supervisor was a great match for my interests. I was fortunate enough to get a permanent position immediately on completion of my PhD. This made the first few years in the job quite tough and perseverance was crucial!

### What aspects of your career have you found challenging?

Undoubtedly, completing a PhD in two years and then moving straight to a permanent position without any postdoctoral research time (or a single publication) was difficult. It took a lot of work to start publishing and to turn my PhD into a book manuscript. I will be forever grateful to St Andrews for taking a chance on me, but I would advise others to get a postdoctoral position if at all possible, as they are invaluable for building up research resources.

*“I just returned from a year-long research fellowship in the USA. The whole family came along and the kids emerged from a year at an American elementary school unscathed! I completed a draft of my second book which is under contract and I plan on applying for a major grant in the coming year to fund a new project.”*



# Gozde Ozakinci – *Medicine*



### *What is your research about?*

I study how people react to information about health and illness. When we understand what peoples' beliefs are, we can then design messages about how to improve health and support those who are struggling to make changes. I research how we can help people exercise and be more physically active, as this has many health benefits. Another focus I have is cancer survivorship issues, such as fear about cancer coming back.



This is our cat Maxi who always likes a lap to sit on

### *What do you think was crucial in making your career successful?*

I believe that research is a very collaborative endeavour. I like connecting with people and I am interested in the perspectives and expertise that they bring. My work around applied health research lends itself to working collaboratively and co-creating knowledge and action.

### *What aspects of your career have you found challenging?*

I think understanding how research finance works is a major challenge for me! In addition, I find trying to keep up with all the developments in my field, as well as turning off emails in the evening quite difficult too. I also find myself increasingly having to learn about managing other people's work and this brings its own challenges.

*“I am working on a project that links existing community-based physical activity programmes to other institutions such as the NHS. Personally, I am trying to get fit again after a period of inactivity – turns out, behaviour change is hard!”*



# Isobel Falconer – Mathematics & Statistics



**What is your research about?**

I am a historian of mathematics and science. I research the way that scientists have used maths in the past, particularly during the nineteenth century. For example, I have published on how maths was used to prove the laws of electrostatics, and in the discovery of the electron. I am also investigating how and why scientists started drawing curves to represent their experimental results and work out mathematical laws for physics.

**What do you think was crucial in making your career successful?**

I have done many different things that seemed interesting or worthwhile, and have had a lot of fun. All have related to maths, science, history or education – or all four – but many have not been paid and did not fit any career trajectory. My first job offered a high degree of autonomy and respect (and frequent

interaction with several Nobel Prize winners!) that I have sought in subsequent positions. Where I have not found it, I have left.

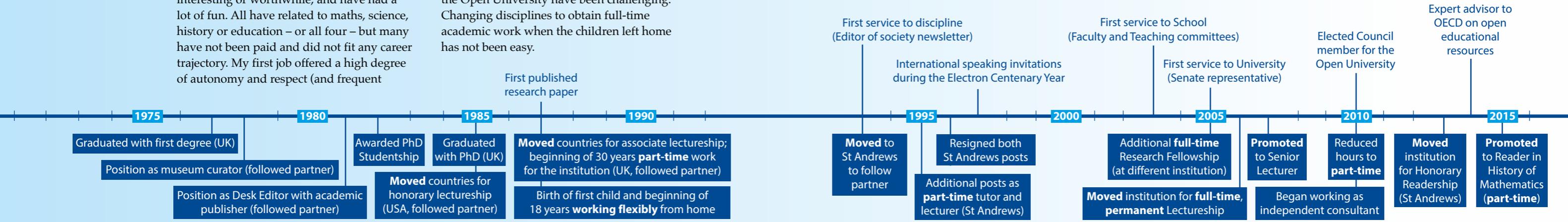
**What aspects of your career have you found challenging?**

Maintaining a (thin) thread of research output, regardless of other occupations, while research expenses for independent scholars became increasingly hard to find as funding was institutionalised. Attitudes in St Andrews in the 1990s to the partners of academics. Finding appropriate work while my children were at school. Finding the opportunities to gain responsibilities as a part-time home worker in the Open University have been challenging. Changing disciplines to obtain full-time academic work when the children left home has not been easy.



Isobel, Ben and Jennifer in the Ronda Gorge

*“I am working to put the History of Mathematics at St Andrews on a sustainable footing. I am on the Council of the British Society for the History of Mathematics. I supervise History Masters students for the Open University and serve on their Scottish Committee. I try to keep my husband, daughter, and cat calm, to visit our laidback son, to sort out my parents’ estate and to stay fit enough to tackle 100 mile walks.”*



# Jacqueline Nairn – *Biology*



### What is your research about?

I study immunological enzymes/ carrier proteins in invertebrate systems. I use protein characterisation methods to explore the immunological function of proteins in crustaceans, chelicerates and insects. More recently, I have worked on the characterisation of a specific protein found in ballan wrasse, which is used as a biological control to remove sea lice from salmon farms.

### What do you think was crucial in making your career successful?

The outstanding mentorship from Professor Nick Price (during my PhD studies, postdoctoral years and lectureship), and from Professor David Coates (during my current post). I also accepted a considerable

number of administrative roles during the early stages of my lectureship, which encouraged me to develop new responsibilities. My involvement with the Royal Society of Biology has enabled excellent networking opportunities. My husband has supported me throughout my career.

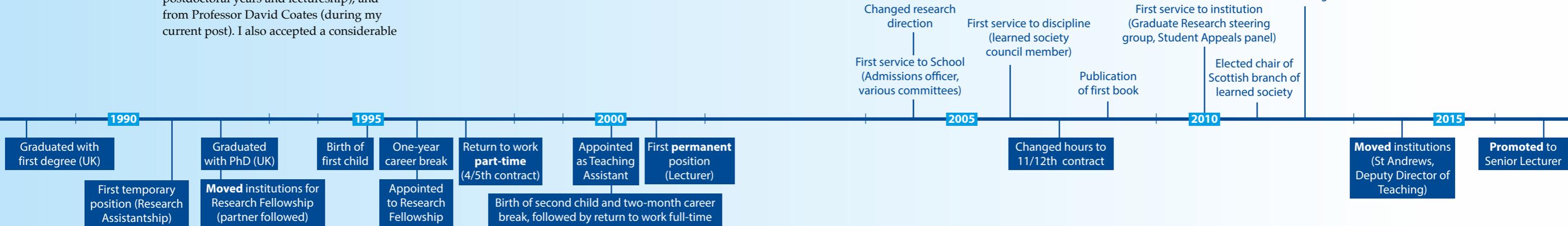
### What aspects of your career have you found challenging?

While my posts have involved a range of duties and responsibilities, it was not until recent years that all of these were considered for promotion purposes.



*“I have a number of responsibilities in the School of Biology, including Deputy Director of Teaching. I am currently enjoying working with colleagues on curriculum development, and through my involvement with the Royal Society of Biology in Scotland developing a national Biology outreach resource.”*

Publication of paper involving research-led teaching



# Juliana Bowles – Computer Science



### What is your research about?

My research focuses on the use of logics, modelling notations, and automated formal techniques to prove the correctness of critical systems. I have recently become increasingly interested in the application and integration of these techniques in healthcare. For example, I am currently trying to automatically detect medication conflicts for patients with two or more chronic conditions, and propose alternatives.

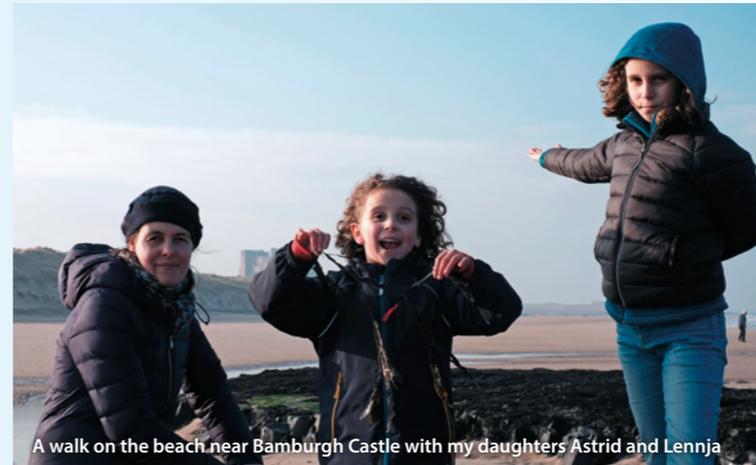
collaborations with other researchers in different countries. This helped me to move easily across institutions and countries.

### What aspects of your career have you found challenging?

Managing to juggle home and work life is what I find most difficult. To be able to dedicate my time to my family and my research in equal measures can be a struggle, and it never seems to get any easier.

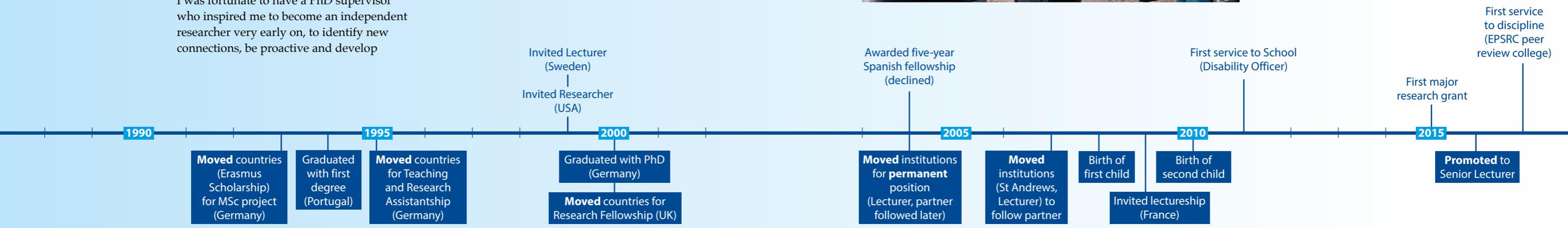
### What do you think was crucial in making your career successful?

I was fortunate to have a PhD supervisor who inspired me to become an independent researcher very early on, to identify new connections, be proactive and develop



A walk on the beach near Bamburgh Castle with my daughters Astrid and Lennja

“Both of my daughters are currently at primary school. I commute to St Andrews from Edinburgh where my husband works. I am running an increasingly active research group. I am enjoying my interactions with European colleagues through an Erasmus+ programme. We recently received EU funding for an MSc programme.”



# Justine Firnhaber-Baker – History



### What is your research about?

My main focus is the political and social history of France from about 1250 to 1450. This was the time of the Hundred Years War and the Black Death, but it was also the period in which French royal government was becoming stronger and more modern looking. My research looks at how the violence of warfare and social revolt affected, and was affected by, the growth of ideas and practices of governance.

### What do you think was crucial in making your career successful?

I have networked intensively since very early in my career which means that I have built a lot of reciprocal relationships over the years. My children's fathers (I am divorced

and remarried) have been very supportive of my career and do their share of the childcare. I was very fortunate to have significant periods of research leave around the time of the births of my second and third children.

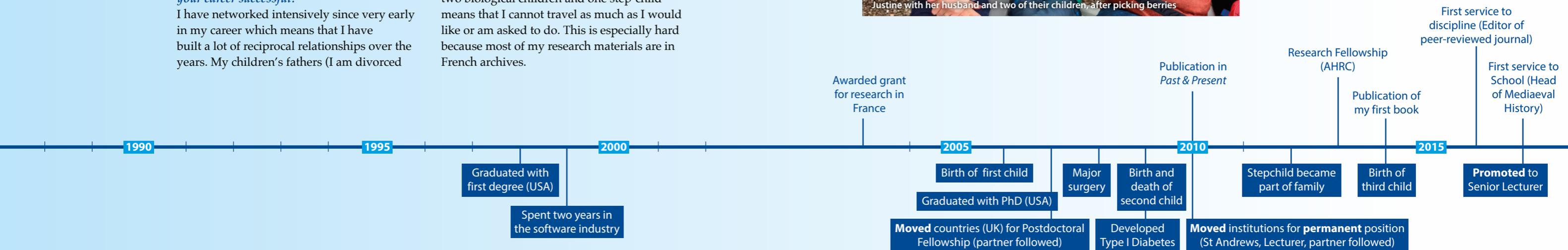
### What aspects of your career have you found challenging?

I had a very difficult period after my second child's death, bookended by serious health events of my own. I have recovered from this personally and professionally, but I produced very little for a couple of years. Looking after two biological children and one step-child means that I cannot travel as much as I would like or am asked to do. This is especially hard because most of my research materials are in French archives.



Justine with her husband and two of their children, after picking berries

*“I am enjoying finishing my second monograph, working on two big European projects, organising a conference, and starting a term as head of Mediaeval History. I am helping my two eldest children navigate their ‘tweenage’ years and preparing my youngest to start school nursery.”*



# Karen Brown – Art History



*What is your research about?*  
I teach the History of Art and Museum & Gallery Studies. I am currently researching the relationship between museums, community and sustainability in remote areas of Europe, Latin America and the Caribbean. I am interested in how small, local museums can help to strengthen communities and make them more resilient by consolidating a sense of place through intergenerational work around culture, crafts, food, dance and sites of historic and spiritual significance.



Discovering the Pearl Primus collection at the Barbados Museum and Historical Society

*What do you think was crucial in making your career successful?*  
Tenacity and positive thinking. In my experience, academia requires a lot of focus and hard work as well as sacrifice in other areas of life and family support. I believe that the ability to articulate the originality of your research problems clearly and convincingly is crucial in the current research environment. Major steps in my career have been built on successful research projects — two of them funded by the EU.

*What aspects of your career have you found challenging?*  
It is quite intimidating moving from one step on the ladder to the next, just as it is for our students graduating from a protective environment, such as St Andrews. However, I have had the privilege of very strong academic mentors along the way who have resolutely believed in me. Having children also felt like a leap of faith, but with serious organisation and lots of back up, it is possible to manage both.

*“I just completed an EU project Youth Exchange, between Scottish, Portuguese and Costa Rican teenagers who worked together on a cultural exchange in remote, indigenous territories in Costa Rica. Now I am researching at the University of the West Indies and have brought my family with me. It is a big learning experience for all of us!”*



# Karen Spencer – Psychology & Neuroscience



### What is your research about?

I am interested in understanding how and why animals behave the way they do at different ages and under different environmental conditions. The environment around us is very complex and ever-changing, so understanding how animals cope with the challenge of living in such an unpredictable world can give us an insight into how we can protect animal species and maximise their health and welfare.



A welcome break at the top of a steep hill!

### What do you think was crucial in making your career successful?

Obtaining an independent fellowship which gave me space, time and resources to build my own group and establish myself. This also gave me flexibility when having children to set my own research agenda. On top of that, a lot of hard work and some luck.

### What aspects of your career have you found challenging?

Having any kind of work/life balance has been difficult throughout, but having young children magnifies that. Initially, obtaining independent funding was very difficult and perseverance paid off in the end. Other aspects have included unhelpful interactions with some senior staff at earlier stages in my career.

*“I am balancing teaching, having a family, admin and trying to stay active in the research lab. I am trying to keep my hands dirty, as it were!”*



# Kate Ferris – History



## What is your research about?

My research to date has been interested in how ideas, practices and beliefs were produced, how they circulated, and how they were received in Italy and Spain, from the late nineteenth to mid-twentieth centuries. My publications have looked at a) how 'ordinary people' subjectively experienced the fascist dictatorship in interwar Italy and questions of agency and practice and b) how late-nineteenth century Spaniards imagined the United States and how this informed their ideas about (national) identity and modernity.

## What do you think was crucial in making your career successful?

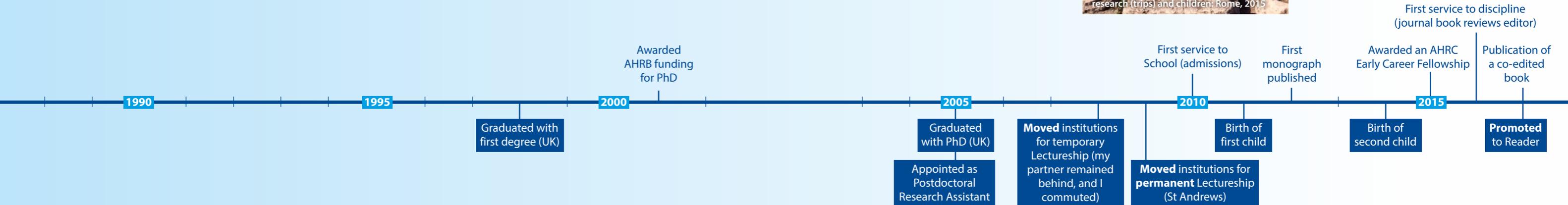
I believe that support networks, as well as financial support at key moments, have been crucial for me. I received PhD funding, a three-year funded postdoc and an early career fellowship (all from the AHRC), all of which have allowed me to proceed with research projects more quickly than I would have otherwise. Above all, since having children, having a partner who is wholeheartedly supportive of my career and who genuinely shares childcare and household tasks equally, is absolutely vital.

## What aspects of your career have you found challenging?

What I have found challenging in my working life has changed over time. Earlier on, I found that knowing how much to prepare for teaching (I was always over-prepared!), conference networking, and a mild dose of 'impostor syndrome' were all challenges. Now that they have passed, it is undoubtedly the juggling – of the various demands of an academic career, especially the increasing 'service' aspects of the job, and of family life and working life that are the principal challenges.



*“Professionally, I am enjoying many of the opportunities that being a little more established brings – research collaborations, being involved with editing a journal, invited talks. I am finishing up some research articles related to the research grant that is just ending, and hoping to secure funding for the next research project I'd love to do. Personally, I'm enjoying the fun and chaos that raising two small daughters entails.”*



# Kathryn Rudy – Art History



### What is your research about?

I study mediaeval manuscripts, and how signs of wear in them reveal how they were used. In particular, I analyse how mediaeval users rubbed, kissed, and scraped them. Drawing on my engineering background, I also enjoy inventing new ways of collecting metrical data on manuscript usage. I have a second life as a weaver / artist, which involves research on the history of materials and machinery, and on the relationships between craft and emotion.

### What do you think was crucial in making your career successful?

Having no safety nets and little family support has made me very self-reliant. I learned about efficiency from working as a waitress and a housekeeper when I was an undergraduate: when you're a waitress, you don't pour coffee into one cup, but rather, you refill the whole table. Analogously, when I travel to

Copenhagen, I don't do manuscript research for one project, but for six. At any moment, I'm working on five to eight books and several articles. Winning five years of research funding (two 1-year and one 3-year research postdoc) after graduate school allowed me to develop dozens of ideas and collect thousands of images, which have formed the basis for my next seven books. My sister accidentally signed me up for a typing class when I was 14, and now I can touch type at 80 wpm; this has allowed me to transcribe thousands of folios of Middle Dutch manuscripts, which have helped me construct new knowledge about the late middle ages. I have quite good computing skills, including database construction; this has helped me keep my 100,000+ images in a useful form. I've taken acting classes to help me keep my lecturing style lively. Reading shelves of books about creativity has helped me learn the tools to redefine methods in my field.

### What aspects of your career have you found challenging?

When I was a student, male mentors often expected sex and cut off support if that expectation wasn't met. More recently, managing others' resentment has cost emotional energy. Finding funds for publishing books with large numbers of images continues to challenge me, and I have had to pay for much of it out of my own pocket. The structure of grant funding does not match how I actually work. The more I immerse myself in my work, the harder it is to have regular relationships, and the more separate I become from my family back in the USA. Living in six different countries since my first degree has forced me to deal with a wide range of immigration authorities.



Kate with her 10m-long silk tapestry (called Writer's Block) in front of St Salvator's Chapel

*"I have now been promoted to Professor. Although I miss my students, I am enjoying a year of research leave in Oxford and London, funded by a Paul Mellon fellowship."*

First service to institution (Academic Council)

Residential Fellowship at the Getty Research Institute

First service to discipline (AHRC peer reviewer)

First service to School (Director of first-year programme)

First major monograph

Awarded major research grant

Fourth major monograph

1990

Graduated with first degree (USA)

1995

Moved institutions for Postdoctoral Fellowship

Moved countries (Canada) for Postdoctoral Fellowship

2000

Graduated with PhD (USA)

2005

Moved countries (Netherlands) for Curatorship

2010

Moved countries (Ireland) for Visiting Fellowship

Moved countries (UK) for Postdoctoral Fellowship

Moved countries for permanent position (St Andrews, Lecturer)

2015

Promoted to Senior Lecturer

# Kim McKee – Geography & Sustainable Development



### What is your research about?

I am particularly interested in housing inequalities. My research is concerned with how low-income households and young people are impacted by their social and economic position in society, as well as the underlying power relationships that create these inequalities. My research has a strong policy and practice focus, and I work closely with housing professionals and local people.



### What do you think was crucial in making your career successful?

Receiving a fully-funded PhD scholarship was the important first step in developing my academic career. Having supportive mentors who helped me to navigate the academic career ladder and gave me opportunities to flourish was also fundamental. In addition, being involved in both learned societies and journals from an early-career stage allowed me to develop my UK and international networks, which has been vital for subsequent collaborations.

### What aspects of your career have you found challenging?

My husband and I have struggled to find jobs in the same location, which means living apart. This has become an even more challenging situation since our children have arrived. My career would have progressed more quickly had I been willing to move institutions, but geographically we are very rooted to Scotland. My School also suffers from a lack of senior female role models: when I arrived, there was one female professor and seven years later there are only two.

*“I am on a year-long maternity leave with my second child, returning to work later in 2017.”*

1990

1995

2000

2005

2010

2015

Graduated with first degree (UK)

First temporary position (Associate Lecturer)  
Postdoctoral fellowship

Graduated with PhD (UK)

Moved institutions for first permanent position (St Andrews, Lecturer, partner did not follow)

Birth of first child

Promoted to Senior Lecturer

Birth of second child

First research grant as primary investigator

First service to School (Website Officer)  
|  
First service to discipline (Editorial Board Member)

Chair of Learned Society

Editor of journal

My first PhD student graduated

# Lorna Stevenson – Management



### What is your research about?

I qualified as a chartered accountant before I moved into academia, so I am interested in exploring the ways in which accounting knowledge and practice can both shape how we see the world, and themselves be shaped by the world. The role of accounting in understanding social and environmental issues such as climate change, and under-five child mortality in developed countries have been recent projects.

### What do you think was crucial in making your career successful?

The luck of being able to work with, and learn from, talented folk, exploring interesting questions.

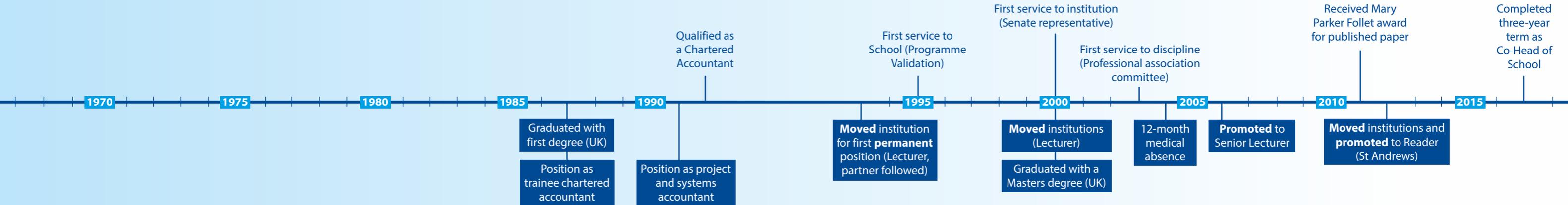
### What aspects of your career have you found challenging?

Finishing a Masters degree while carrying a heavy teaching load at a teaching-intensive university. Keeping all the work and life balls in the air!



A stunning day in the Scottish hills!

“I am on research leave following my tenure as Head of School. I am enjoying regaining lost momentum on research projects as well as catching up on lots of other neglected matters!”



# Magda Carr – Mathematics & Statistics



### What is your research about?

I model internal waves (waves that propagate along density interfaces) that are commonly found throughout the world's atmosphere and oceans. I recreate them both in a wave flume and mathematically using numerical simulation, to better understand their physical and theoretical properties. My work has important implications in offshore engineering, ocean modelling and climate modelling.

### What do you think was crucial in making your career successful?

Without a doubt the supervisors I was fortunate to have at both doctoral and postdoctoral level. Their guidance, support and mentorship were crucial in giving me the

skills, knowledge, confidence, and exposure within my field that I needed to progress in an academic career.

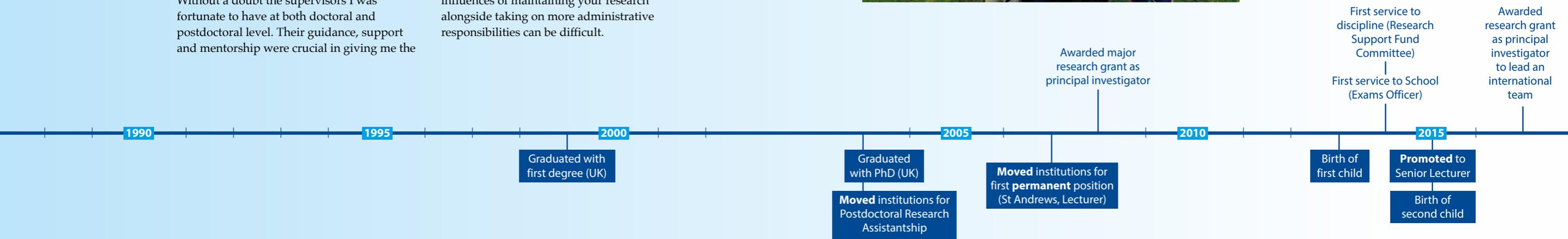
### What aspects of your career have you found challenging?

Supervising PhD students and postdocs when they were not much younger than I was. I often felt I was not shown the same respect that more senior colleagues were. Since having a family, work-life balance has become increasingly challenging as has travelling with work. This has coincided with being 'mid-career' where managing the competing influences of maintaining your research alongside taking on more administrative responsibilities can be difficult.



Me and my daughters climbing the hill behind our house on a cold winter's day

*"I am looking forward to starting a new research grant and a semester of research leave. My eldest daughter has started school and the youngest is not far behind."*



# Maria Dornelas – *Biology*



### What is your research about?

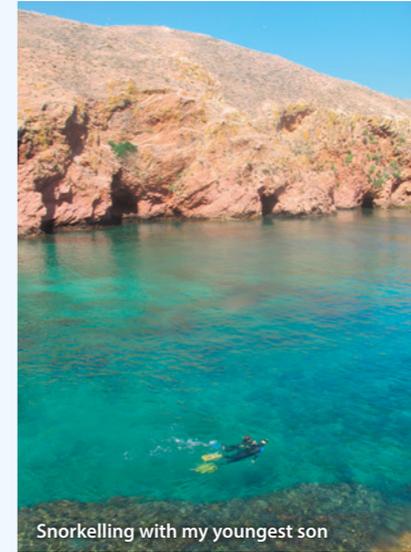
I study biodiversity and seek to understand the processes that shape the distribution of biological diversity in time and space. The questions I study range from millimeter-scale species interactions on coral reefs, to global biodiversity patterns across taxa.

### What do you think was crucial in making your career successful?

I am very determined (some would say stubborn), and I love what I do, and therefore work hard. I believe these two traits have helped my career. I have been fortunate in my choices of study topics, in that my research has been productive at critical stages. My career has also been aided immensely by the support from people around me, ranging from my parents, my grandmother and my husband, to supervisors, mentors, and collaborators.

### What aspects of your career have you found challenging?

Self-doubt has been my biggest challenge. I have wasted enormous amounts of energy and time on my impostor syndrome, and I am sure that has held me back to some extent, and has made me fail on multiple occasions. I have also struggled with getting work-life balance right, and currently my husband's job being in a different country is a significant challenge.



Snorkelling with my youngest son

*“I run a growing lab and maintain strong international research collaborations on biodiversity change and coral reef ecology. I co-chair the Young Academy of Scotland’s Knowledge and Power working group.”*

1990

1995

2000

2005

2010

2015

Graduated with first degree (Portugal)

Graduated with PhD (Australia)  
Birth of first child

Postdoctoral Fellowship

Moved countries for Postdoctoral Fellowship (St Andrews, followed partner)

Birth of second child

Moved countries for Postdoctoral Fellowship (Australia, partner followed)

Moved countries for Postdoctoral Fellowship (St Andrews, partner’s job in different country)

First permanent position (St Andrews, Lecturer)

Published paper in *Nature*

First service to discipline (organised meeting of learned society)

Deputy Editor-in-Chief of journal  
First service to School (Equality Officer)  
Published paper in *Science*  
Elected to Young Academy of Scotland

Promoted to Reader

# Monique Mackenzie – Mathematics & Statistics



### What is your research about?

My work involves developing methods which capture patterns in data: data which is typically collected over time and displayed using maps. My work is often used to estimate the existence and scale of any environmental impacts which have occurred, typically as a result of a man-made construction (e.g. wind farms). My recent devotion is an anti-poaching project which involves real-time detection of unusual activity, to mobilise aerial and field patrols.

### What do you think was crucial in making your career successful?

Curiosity, the ‘fear of missing out’ and thinking about how I do things as well as what I do, have worked very well together for my career. I arrived at St Andrews with the requisite research and teaching experience

but any interpersonal skills were ‘picked up along the way’. Since then, I have spent time learning how to relate to people and I believe this is as valuable as my research and teaching contributions.

### What aspects of your career have you found challenging?

I have found the historically low value attributed to impact-related research demotivating and my biggest career challenge. I have always been application-driven and enjoy developing methods to solve real-life problems and this was not a good match with previous UK REF windows which only attributed value to publications in specific journals. This is fortunately changing and I am extremely grateful to my colleagues in Statistics for their understanding and support.



School holidays with the kids at the National Tramway Museum

*“I just started my new role as the Deputy Director of the Graduate School and am now working with staff across Schools and Faculties. I also have research time (which I passionately defend) and I am staying involved with new initiatives and filing grant applications, spending time with my young children and serving on the Children’s Panel in Scotland.”*



# Natalia Korolkova – *Physics & Astronomy*



### What is your research about?

I am a physicist doing research in quantum optics and quantum information. I study the particular properties of light arising from the way in which it is made: out of tiny bundles of energy (quanta), behaving similar to particles and called photons. We investigate how to create and engineer quantum light in different ways and then use it in highly secure communication, precise measurements or in quantum computing.

### What do you think was crucial in making your career successful?

I have been lucky in finding a lot of support during the course of my career – my PhD supervisor and later the head of group where I did my *habilitation* were very supportive to people with unconventional career pathways. It was a wonderful combination of trust and challenge. Their research groups were very open to all sorts of backgrounds and you were given a chance to explore your own potential freely.

### What aspects of your career have you found challenging?

I found it challenging to combine my job with high-quality childcare. For me, a huge help for working mothers would be really good infrastructure in terms of good nurseries, good university-connected and university-oriented schools, and a more centralised way of providing for extracurricular activities for children.



With my daughter Elisabeth on holiday in Russia

*“I run a research group and enjoy teaching at different levels. I am working on expanding collaborations with international experimental groups to develop the applications of my theory research. My husband and I are at the same institution, in related fields. Our daughter started high school this year. We spend our free time reading, travelling, and enjoying nature walks. Our Orthodox church community is an important part of our life.”*

Co-investigator on large national and international grants

First service to discipline (coordinated EU-funded international research consortium)

Publication of what is now my most-cited paper

Obtained Habilitation Degree

First service to School (Advisor & member of various committees)

1990

Graduated with first degree (Russia)

1995

Research Fellowship

Graduated with PhD (Russia)

Moved countries (Czech Republic) for Postdoctoral Fellowship

Moved countries (Germany) for Research Fellowship

2000

Promoted to lead a newly-formed research group

2005

Birth of child

Moved countries for first permanent position (St Andrews, Lecturer, partner followed)

2010

2015

Promoted to Reader

# Rebecca Goss – Chemistry



## What is your research about?

The vast majority of antibiotics and anticancer agents originate from bacteria and plants. My group and I are looking for new compounds of potential medicinal value and working toward understanding the genetics, enzymology and chemistry of how these are assembled by bacteria. From this vantage point, we blend together synthetic biology and synthetic chemistry to reprogram the assembly of bioactive molecules.



Rebecca and Esther trying on cool shades

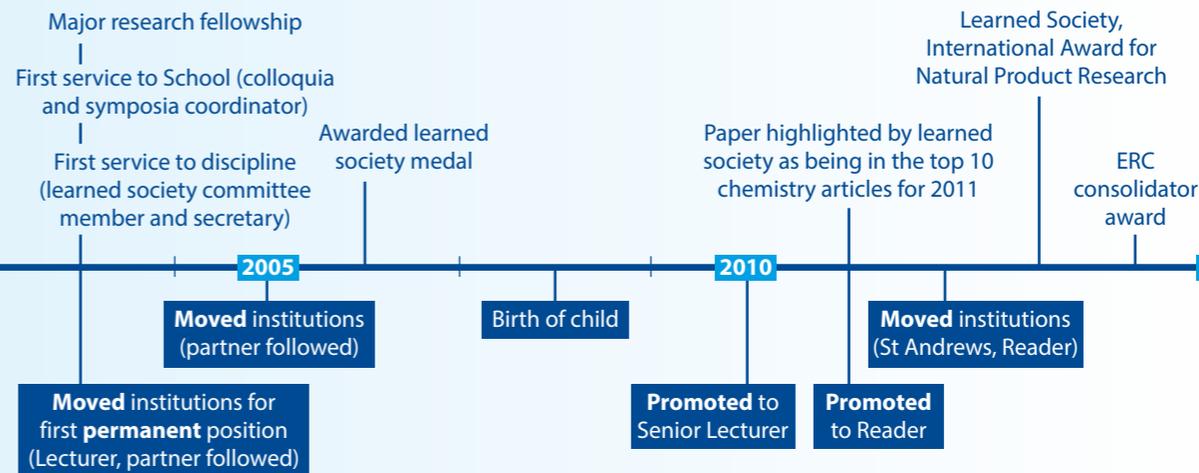
## What do you think was crucial in making your career successful?

I am very grateful to the excellent and generous supervisors that I had the privilege of working with early in my career who gave me great advice and encouragement. My wonderful husband and my eight-year-old daughter are a great support, even coming to some of my international lectures. I could not do my job without them! The Royal Society Dorothy Hodgkin Fellowship, guidance from the Royal Society, and an ERC Consolidator Grant have been hugely beneficial.

## What aspects of your career have you found challenging?

My greatest challenge is time limitation and not having sufficient time to complete all that is required. My family are very supportive and enable me to work on marking assignments late into the evenings and over weekends. To manage my teaching and research, I try to compress my travel for project meetings. Once teaching finishes, I have a very intensive travel schedule for the various funded, collaborative projects in which I am involved.

*“I am pioneering a new approach blending together synthetic biology and synthetic chemistry. I am developing a new genome-informed approach to natural-product discovery. I am also planning my daughter’s birthday cake.”*



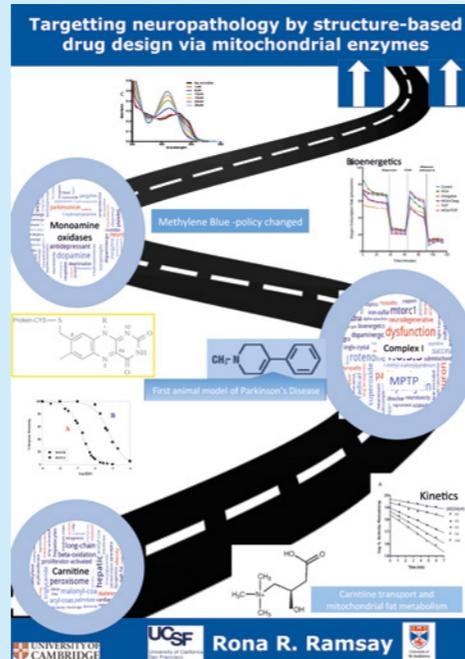
# Rona Ramsay – *Biology*



Portrait by Janice Aitken (Dundee Women in Science Week 2002)

## What is your research about?

All of life depends on proteins called enzymes that make the essential reactions happen. As a biochemist, I explore how specific enzymes work, how they are regulated in the cell, and how we can regulate them with drugs. In collaboration with others, I design new multi-target compounds to slow the breakdown of neurotransmitters and save neurons from dying in order to discover new drugs for the treatment of depression or Alzheimer's disease.



The journey through a career in Biochemistry

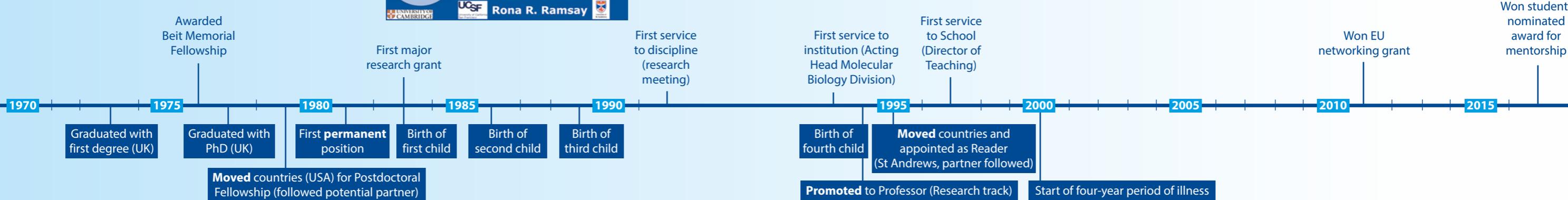
## What do you think was crucial in making your career successful?

The joy of discovery: my experiments in the first three months of my PhD led to facts in textbooks! I was also awarded a Beit Fellowship between 1976 and 1979, and in combination with my hard work, a driving curiosity about how nature works, and a passion for experiments that I try to pass on in my teaching, I grew as a researcher. Being a good colleague, efficient with and responsive to the administrative needs of academia has also aided me. So has help in the domestic sphere: a cleaner has been essential, and I have had a nanny for 12 years.

## What aspects of your career have you found challenging?

As one of the only eleven women in science and the only woman in my research area and building in 1995, I found academic life in St Andrews very isolated. Starting a network of informal pot-luck meetings helped alleviate this, as did volunteering for grant panels such as Marie Curie fellowships. Most recently, chairing a COST Action gave me back the close collaborations that enable interdisciplinary science. The greatest difficulty has been being ill for four years.

*“I am currently furiously writing research articles and reviews. When I announced that I was planning for retirement in 2018, many collaborators asked for just one more experiment! In addition, my recent appointment to the PhD School in Siena means that I shall be in touch with young researchers for another three years. My youngest child has now graduated, ending 33 years of raising kids.”*



# Sabine Hyland – Social Anthropology



Sabine examining a khipu cord

### What is your research about?

My research focuses on the cultural heritage of native Peruvians. I have conducted archival and ethnographic research in the Peruvian Andes on early Jesuit missions, Andean religion, and the history of the Chanka Indian nation. Currently I study khipus – the mysterious knotted cord ‘writing’ system of the Inka Empire (c.1400-1532 AD), and have discovered remote Andean communities where khipus were used for recording information until recently.

### What do you think was crucial in making your career successful?

There are so many people who have helped me along the way: my husband who stayed home taking care of our daughters when I

was doing fieldwork or archival research in the summer; influential mentors, such as my doctoral advisor; and villagers in Peru who have opened their homes to me. I was also very lucky to have gone to Cornell – a centre of Andean research – as an undergraduate.

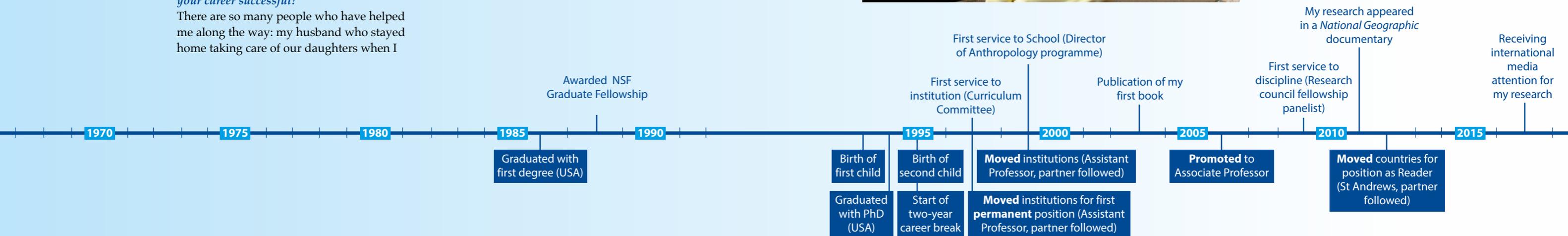
### What aspects of your career have you found challenging?

The single most challenging aspect of my career is finding sufficient time for research and writing, given heavy administrative and teaching loads, particularly at the universities where I taught before coming to St Andrews.



Sabine in the Andes, in front of a native ritual complex

“I just received a three-year Leverhulme Grant and I am consulting for the Peruvian Education Ministry. Cambridge University has invited me to give next year’s Bushnell Memorial Lecture.”



# Sandra Romenska – Management



### What is your research about?

I study leaders and leadership. I am trying to find out more about how leadership emerges, and whether it is possible to develop children as leaders. I am also interested in the stories about leaders and leadership that come to us from films and books, as well as the stories we tell ourselves, and whether they influence whom we see as good or bad leaders.



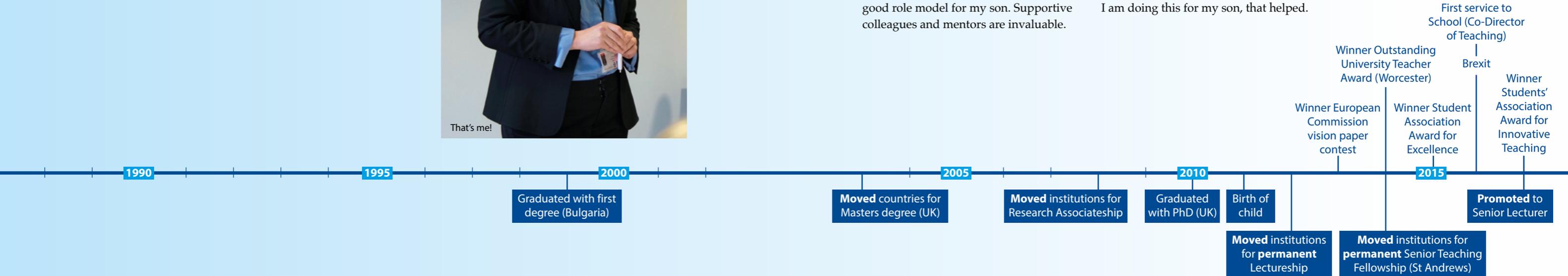
### What do you think was crucial in making your career successful?

A mixture of things: passion, a bit of impostor’s syndrome, love for my family, supportive environment. I have always been genuinely passionate about what I worked on, changing tracks as my interests changed. The change in disciplines often made me feel like an impostor and that I had to prove myself. My family depends on me – I have to make things work and hopefully be a good role model for my son. Supportive colleagues and mentors are invaluable.

### What aspects of your career have you found challenging?

Maintaining a guilt-free work-life balance. I want to be able to spend more time with my son but I also want to do more with my current research and teaching ideas. It was difficult going back to work after maternity leave, I missed my son and I felt guilty for not being with him. I was lucky that my colleagues were very understanding and supportive, and I kept telling myself that I am doing this for my son, that helped.

*“I am redeveloping the modules I teach on leadership at undergraduate and postgraduate level. My work on leadership development for children is also picking up speed and I look forward to co-supervising my first PhD student who will be working in this area. I enjoy teaching my son to ride a bike – great fun!”*



# Sascha Hooker – *Biology*



### What is your research about?

My research concerns specifically the foraging and diving behaviour of whales and seals and more generally how this can inform conservation planning in the ocean. Developing effective conservation strategies for endangered species depends on having a detailed understanding of how they live their lives – how they breed, how they forage for food and where they live. I use advanced microelectronic dataloggers to improve our understanding of marine mammal ecology and behaviour.

### What do you think was crucial in making your career successful?

I have had very supportive colleagues and wonderful mentors, suggesting opportunities and work that I might not otherwise have considered. I was fortunate to have a five-year

Commonwealth Scholarship for my PhD in Canada, which allowed me to make the most of my PhD years. Early career publication of several pieces of work also helped, giving me a solid foundation on which to build.

### What aspects of your career have you found challenging?

The shift in priorities that comes with children with additional needs is a challenge. I still love my research, but it is now strictly limited to half-time. The reduction in available hours brings additional challenges in trying to find balance in teaching, leadership and research. There is an inherent “success to the successful” structure within much academic research, which is particularly difficult for those on reduced hours!



A family adventure travelling around Morocco in 2013

“I am Chair of the School of Biology’s Equality and Diversity Committee, and am leading my department’s submission for an Athena Swan Award. I recently collaborated on a popular book on whales to accompany an exhibit at the Natural History Museum. I have great PhD students and could not ask for more rewarding work.”

Research featured in National Geographic

Awarded major Research Fellowship

Research featured in Royal Society exhibition

First service to discipline (conference organiser)

Overseas visiting researcher

First service to School (Equality and Diversity Chair)  
First service to institution (Athena Swan/Equality and Diversity Committee)

1990

Graduated with first degree (UK)

1995

Graduated with PhD (Canada)

Moved countries (UK) for Postdoctoral Fellowship

2000

Moved institutions (St Andrews) for Postdoctoral Fellowship

2005

First permanent position (Research Fellowship)

Birth of first child

Appointed to Lectureship

Birth of second child

Second child diagnosed with disability

Decided to work half-time

2010

Birth of third child

2015

Promoted to Reader

# Sibylle Scheipers – *International Relations*



### What is your research about?

I research irregular warfare, prisoners and detainees in war; the law of armed conflict; and the works of Carl von Clausewitz. I am particularly interested in the way in which the use of labels and legal categories such as ‘terrorist’ or ‘unlawful combatant’ relate to the dynamics of organised violence. Interacting with practitioners from the policy-making world and the military is an important part of my work: they learn from academics just as much as the other way around. Being able to discuss ideas with practitioners is an indicator and confirmation that my research is relevant and attuned to their experiences.

### What do you think was crucial in making your career successful?

I have been lucky in my career so far, because I have always had reliable mentors. I enjoy going to conferences and workshops where I meet old colleagues and new contacts. ‘Networking’ in

this way is not a burden; it is a welcome change from the largely solitary writing routine. Grit is important too. It often takes three or four applications for research funding before one is finally successful. Many prestigious funding schemes have a success rate far below 10%, so setbacks are natural. However, research excellence often prevails in the long run.

### What aspects of your career have you found challenging?

Fitting childcare around an academic job can be difficult at times. On the one hand, the structure of my work is flexible, which allows me to be flexible too in dividing up work and family time. On the other, when I have to teach, no one can replace me, so taking time off when my son is sick can be challenging. For work-related travel, I have often used the University’s caring fund, which allows me take my son with me – a great, forward-thinking initiative.



Speaking at the Finnish parliament, Helsinki, May 2016

“I am working on consolidating the MLitt in Strategic Studies and the Institute for the Study of War and Strategy, both of which I founded in 2016.”



# Stephanie Bunn – Social Anthropology



### What is your research about?

I research felt textiles and the relationship between humans and their environment among high mountain Kyrgyz pastoralists. I also research Scottish vernacular basketry with contemporary Scottish basket-makers and regional museums, learning heritage and about social life through a 'fabric of society'. I have learned many crafts skills for my research and am particularly interested in how learning hand-skills links to how we think mathematically, remember things, and how they help people in recovery from illness.



On fieldwork in Kyrgyzstan, with a small lamb

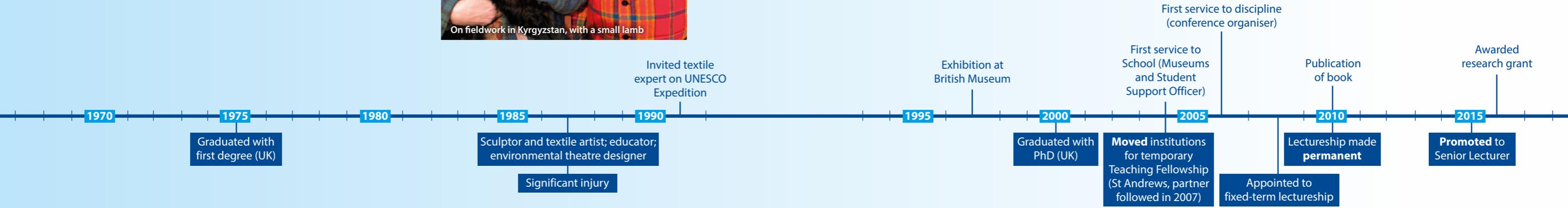
### What do you think was crucial in making your career successful?

I was a mature student, and have always brought my background experience as a sculptor and maker into my research. I think this gives my research important insight, and an interdisciplinary perspective. Defining events and achievements include being the UK delegate on UNESCO's Integral Study of the Silk Road programme; curating the first-ever British Museum exhibition on Central Asian nomadic textiles with an accompanying book; and creating an interactive website.

### What aspects of your career have you found challenging?

Being a mature student with an arts background has been my strength, but I think it has also made academia unsure of me. Interdisciplinarity makes one a very well-rounded scholar with many insights, but it requires double the work for credibility and authority. Personally, waiting six years to be made permanent limited how I could develop my research, and slowed down my career. I consider age is also a source of limitation in others' perceptions of what one can achieve.

*"I am leading an MRes programme, teaching Honours students; acting as Impact Coordinator and supervising PhD students. I am writing up my basketry research, and exploring new lines of enquiry linked to anthropology, basketry, maths and robotics. My book Anthropology and Beauty will be published in January."*



# Susan Healy – *Biology*



### What is your research about?

I work on animal behaviour and am particularly interested in what animals learn and remember. I do not work on the traditional animals for this, however. I have, for over twenty years, worked on learning and memory in rufous hummingbirds in fields in the Rocky Mountains in Canada, and I now also work on what birds have to know in order to build their nest.

### What do you think was crucial in making your career successful?

I think there have been two things that have been crucial to making my career a success. Firstly, my passion for my science, which has kept me going when things have not gone so

well. Secondly, the people who have supported me along the way, my family who let me live on the other side of the world without complaint and friends (my partner, colleagues and students) who have encouraged and inspired me.

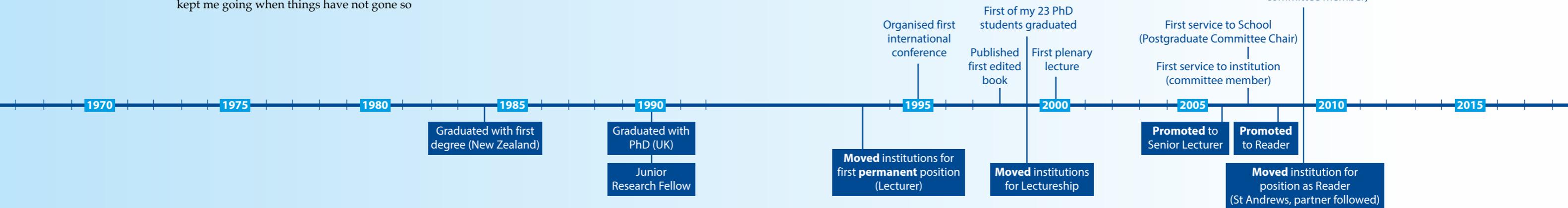
### What aspects of your career have you found challenging?

Coming back from grant rejections is always difficult, but more common are the challenges of designing appropriate experiments and ensuring that students who work with me get to 'do' science of which they will be proud and, importantly, enjoy.



With my current group of nest building researchers

*“I am enjoying a field season on hummingbirds, starting a new project, and publishing my second book. I am Executive Editor of the foremost journal in my field and very fortunate that my partner generously drives me to the airport for international engagements. I have just been promoted to Professor.”*



# Susan Manly – English



Walking in France, near Collioure

### What is your research about?

I am working on a biography of Maria Edgeworth, a prolific and versatile Irish writer publishing mainly between 1795 and 1834. It will show how diverse Edgeworth’s intellectual influences were, and how deeply she was interested in the political ideas of her time. I am also working on a book about children’s literature in late eighteenth-/early nineteenth-century Britain: how this sought to sustain a culture of enquiry among the rising generation at a time of political repression.

### What do you think was crucial in making your career successful?

Doing things my way, pursuing my interests, not fixating too much on what others thought of as ‘successful’; finding sometimes

unconventional ways to sustain my creativity; having diverse interests and above all, not being a workaholic. I need ideas and enjoy communicating them, but I am also convinced by the notion that a ‘fertile void’ – periods of apparent inactivity – really helps stoke creative energies.

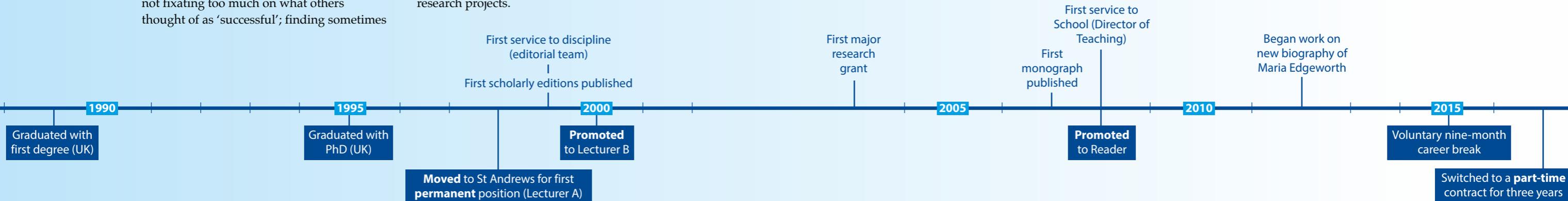
### What aspects of your career have you found challenging?

I have sometimes struggled to feel comfortable in the larger institutional framework. It is difficult to balance the competing demands of teaching and research, and it does not always feel worthwhile. REF is a major irritant, with its artificial time limits constraining the reach of research projects.



Susan in front of her copy of the Works of Maria Edgeworth, for which she edited three of the 12 volumes

“I am trying out a half-time contract, while writing up my political/intellectual biography of Maria Edgeworth. I am teaching in first semester for the next three years, and I expect to spend part of second semester in France each year to work on new projects. I am currently the Deputy Head of School in English.”



# Tanja Van Mourik – Chemistry



## What is your research about?

I am a computational chemist. My research is done entirely on computers. Using computer programs, we determine the conformational shape – or structure – of molecules; we determine how strongly different molecules stick together; and we derive molecular properties that can be used to explain and complement experimental results.

## What do you think was crucial in making your career successful?

I have worked in the groups of renowned experts in the field of theoretical and computational chemistry, with the result that I had a good set of publications by the time I started searching for more independent

positions. One of my postdoc supervisors, Sir Professor David Clary FRS, encouraged me to apply for a prestigious fellowship (which I got!). Without his encouragement, I would probably not have gone down the academic route.

## What aspects of your career have you found challenging?

The very long time it took me to get my first permanent position (14 years after receiving my PhD). What I find currently most challenging is to juggle all the different academic commitments such as teaching, research, proposal writing, conference organisation and administration. However, this variety also makes the job stimulating.



On our way to the top of Ben Nevis

*“I will shortly step down from one of my roles in my learned society, but will continue to be involved in other professional networks. On the personal side, I like exercising by going to classes like Zumba, and I enjoy strength training using kettlebells and barbells.”*

Elected Fellow of the Royal Society of Chemistry

Led successful application for Bronze Athena SWAN award with my School (subsequent Silver award in 2014)

First service to School (Honours project convener)

First service to discipline (journal editorial board)

First service to institution (Athena SWAN coordinator)

Awarded Royal Society University Research Fellowship

Organised inaugural annual symposium in my field

1990  
Graduated with first degree (Netherlands)

1995  
Graduated with PhD (Netherlands)  
Moved countries (USA) for Postdoctoral Fellowship

Moved countries (UK, following partner) for Postdoctoral Fellowship

2000

2005  
Moved institutions (St Andrews, partner followed)

Appointed to permanent position (Senior Lecturer)

2010

2015  
Promoted to Reader

# Vivienne Wild – Physics & Astronomy



## What is your research about?

Our galaxy, the Milky Way, is one of billions of galaxies in the Universe. Nearby galaxies are either red ellipticals or blue spirals. The further away we look with big telescopes, the further back in time we are seeing, because light takes time to travel. Galaxies in the distant universe are very different, with lots of gas still waiting to form stars. My research is about how galaxies form and change with time, why some become spirals and others ellipticals.

## What do you think was crucial in making your career successful?

Almost certainly a combination of factors: education and early research career in well-recognised institutions; working with respected people; having had lots of excellent mentors and collaborators as well as a personality that enables me to talk to people of all levels, build networks and find mentors.

It also helps that I have a short attention span, meaning I work on problems in several different areas. I am stubborn enough to do my own thing, instead of jumping on bandwagons or following fashions. I also benefit from being slightly perfectionist, preferring quality to quantity.

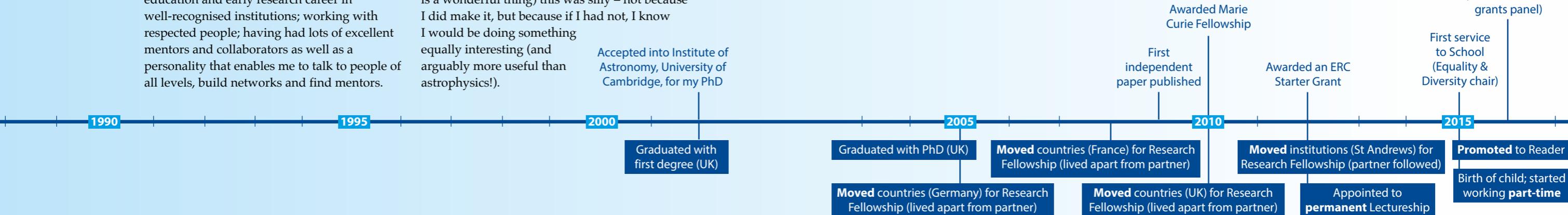
## What aspects of your career have you found challenging?

As a post-doc, I worried endlessly about the short-term contracts, the lack of job certainty, the competitiveness etc. I suffered from imposter syndrome, and was convinced from my first year as an undergraduate onwards that I was not going to make it to the next step. With hindsight (which is a wonderful thing) this was silly – not because I did make it, but because if I had not, I know I would be doing something equally interesting (and arguably more useful than astrophysics!).



Riding a dragon in Shanghai with my daughter (22 months) at her third conference

“After my daughter’s birth, I managed to re-balance my work-life balance and now work four days a week. Fridays are mummy-day, weekends are for exploring Scotland and visiting friends and family, and evenings are for sleeping (...the two-year-old still doesn’t!). At work, I continue to lead my ERC-funded group; we are in the final stages of our project. I’m still trying to code a particularly difficult analysis tool. And looking around for the next problem to solve!”



# Afterword

We have come a long way since the University of St Andrews first matriculated and then turned down Elizabeth Garrett in 1862 because she was a woman; a long way since our first cohort of women graduates in 1895; and a long way since our first female professor, Margaret Fairlie, was appointed in 1940. But we have not come far enough. In St Andrews, as in other UK higher education institutions, there are still fewer women the further you go up the academic tree.

We are working to change that: through revisions to our promotions structures; through a new mentoring programme for senior women; through expansion of our childcare provision. But a great way to infuse change into our culture is to encourage women academics to speak for themselves.

Reading these honest and thoughtful reflections on their career paths by a generation of women makes me proud to be at St Andrews, and the more determined to do all we can to enable women's fulfilment of their potential here.

These accounts will also prove instructive and inspirational to women in the early stages of an academic career. They offer a form of network, and they illustrate how women are both collegial and powerful when they get together. The photographs that accompany these accounts are really important: they share moments when St Andrews women feel confident, happy, and successful, and they communicate that success takes a myriad of forms across a lifetime.

Academia should lend itself to furthering women's development in its flexibility, its opportunities for joint working and independence, and its capacity to enable reinvention at different stages in a career. But institutions also need to be listening and responsive to what women convey about their experience in academia. The accounts here give the University much to take on board.

A diverse university matters and adds value. It draws on as wide a range of talents, skills, and ways of seeing, as it can accommodate, and it makes the most of them. The

University of St Andrews is extending its diversity but it needs to keep at this at all levels. We are unusual in having had two female Principals in succession, and in recently having had women in three very senior governance roles of Principal, Senior Governor, and Rector. It is my hope and belief that in twenty years' time such things will be so much the norm that no one will need to comment on them, and that volumes like this one will be telling period pieces.

But we are not there yet, and to take things forward we need to draw on what these narratives and portraits are telling us, about what makes a difference, what promotes balance, and what makes it all worthwhile. Thank you to Sharon, Ineke, and Aileen for putting this collection together, and to everyone who has contributed to it. You are creating our university's future.

Sally Mapstone  
Principal and Vice-Chancellor  
University of St Andrews



# Acknowledgements

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St Andrews

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Wordcloud (front cover) courtesy of <https://www.wordclouds.com/>

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