**Professor Kathy Rastle MAE, FAcSS, FBPsS**

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**Career Summary and Highlights**

Internationally leading Professor of Cognitive Psychology known for influential research on language, reading and learning. Sustained funding track record including newly-awarded and current grants. Outstanding track record of developing research impacts on education policy and practice globally recognized through an ESRC ‘*Celebrating Impact*’ Prize for International Impact. Substantial influence on the discipline through learned society, editorial, research evaluation, and research council roles. Leadership of Open Science through *Journal of Memory and Language* editorship. Substantial strategic and operational leadership including as HoD; building a high-achieving culture of shared endeavour with EDI at its heart. Excellent outcomes for ECRs and PhD students.

**Education**

PhD in Psychology (1997) Macquarie University, Sydney, Australia

BA (1992), Pomona College, Claremont, California, USA

**Academic Positions**

2006-present: Professor of Cognitive Psychology, Royal Holloway, University of London

2015-2019: Head of Department of Psychology, Royal Holloway, University of London

2014-2015: Associate Vice Principal for Research, Royal Holloway, University of London (0.40 fractional post)

2002-2006: Senior Lecturer and Reader, Royal Holloway, University of London

1998-2002: Postdoctoral Researcher, Macquarie University and University of Cambridge

**External Leadership Positions**

***President, Experimental Psychology Society*** (2022-2024)

***REF Panel Member***, UoA 4 (Psychology, Psychiatry, Neuroscience) for 2021 exercise

***Chair, Steering Group for ESRC Review into the Future of the PhD in the Social Sciences*** (2019 - 2022)

Leadership of a multi-disciplinary group of students, supervisors, employers and ESRC staff driving a comprehensive examination of the social sciences PhD against major international competitors.

***ESRC Strategic Advisory Network Member*** (2019 – 2021)

Body of leading academics and expert users providing detailed support and advice to ESRC Council regarding social science research, training, and infrastructure.

***ESRC Research Committee Member*** (2015-2019)

Strategic body responsible for creating scientific, economic and societal impact through development and monitoring of ESRC funding policies and research investments. Included service on multiple funding panels.

***Excellence in Research for Australia (ERA) international panel member*** (2015)

Medical and Health Sciences Panel. Metrics-based research evaluation exercise.

***Chair, ESRC Grants Assessment Panel*** (2011-2015)

Led peer review and assessment of proposals to responsive mode and knowledge exchange schemes for Psychology, Linguistics, Education, Economics, Management, and Statistics / Methods.

**Academic Honours and Prizes**

ESRC ‘*Celebrating Impact*’ Prize for International Impact (2020)

Member of the Academia Europaea (Elected 2018)

Fellow of the Academy of Social Sciences (Elected 2018)

British Psychological Society Prize, Cognitive Section (2018)

Experimental Psychology Society Mid-Career Prize (2017)

Fellow of the British Psychological Society (Elected 2011)

**Recent Selected Research Funding (over £5m from ESRC, BBSRC, Leverhulme Trust, British Academy)**

***ESRC (2022-2025).*** Sensitivity to morphological information acquired through reading experience (PI, £542,894)

***Leverhulme Trust (2020-2023)*.** Psychological influences on spelling and spelling change (PI, £231,700).

***ESRC (2017-2021)***. Uncovering the role of sleep in the acquisition of linguistic knowledge (PI, £532,064).

***ESRC (2014-2017)***. The acquisition of print-meaning links in reading (PI, £479,262).

***Korean Research Foundation (2014-2017).*** Is orthographic coding universal? (co-PI, £137,430)

***Leverhulme Trust (2013-2016).*** Moving beyond the monosyllable in models of skilled reading. (PI, £161,537)

Recruited talented postdoctoral scholars and helped them to win funding held in my lab from:

***EU Marie-Curie*** (2018-2020, Ulicheva, £154,622)

***ESRC Future Leaders*** (2017-2019, Ulicheva, £229,916)

***British Academy Postdoctoral Fellowships*** (2013-2016, Tamminen, £341,735; 2012-2015, Mousikou, £334,735)

**Impact and Knowledge Translation**

**ESRC ‘*Celebrating Impact*’ Prize** for International Impact (2020) and **impact case study** for REF 2021.

***Policy and strategy impacts*.** Research cited in strategy and policy documents including reports by the World Bank (*Ending Learning Poverty*), the Australian government (*Inquiry into the Status of the Teaching Profession*), and the UK government (*Language Unlocks Reading*). Advised the World Bank on literacy in the developing world and my work motivated state-wide changes to reading curriculum and assessment in the USA and Australia, affecting hundreds of thousands of children each year.

***Practitioner Knowledge and Training.*** My research is discussed on websites of multiple educational leadership & support organisations, educational publishers, dyslexia charities and advocacy groups, parent organisations, teacher blogs, and it appears in the curriculum plans of 10 primary schools. Through major organisations such as Deans for Impact and the Education Endowment Foundation, my research is transforming how tens of thousands of teachers each year are prepared to address literacy in their classrooms.

***User Engagement and Media***. Substantial and ongoing engagement with research users to promote evidence-based practice in literacy instruction. Frequent keynote invitations at major education events involving MPs, teacher leaders, and international organisations such as the World Bank, UNESCO, and Gates Foundation. Research frequently discussed in the education press (e.g. *Schools Week*, *Times Education Supplement*) and on popular programmes (e.g. *More or Less*). I write for outlets targeting practitioners and the general public.

**Editorial Positions**

***Editor in Chief***, *Journal of Memory and Language* (2019 - present); substantial leadership in Open Science

***Associate Editor***, *Journal of Memory and Language* (2015-2018), *J. Experimental Psychology* (2007-2014)

***Editorial Boards***, *J. Experimental Psychology* (2002-2019), *Language, Cognition & Neuroscience* (2008-present), *Perception & Psychophysics* (2003-2008), *European J. Cognitive Psychology* (2005-2009).

**Recent Selected Outreach & Media Contributions**

***More or Less with Tim Harford (2020)***. The UK’s reading age.

***Word of Mouth with Michael Rosen (2017)*.** Reading: The Science and the Pleasure.

***Times Education Supplement (2018)***. Ceasefire in the Reading Wars.

***Teacher Development Trust, Blog (2016)***. Testing is key to long-term learning.

***Psychonomic Society, Blog (2018)*.** How can we increase representation of women at senior levels in Psychology?

**Selected Publications (orcid.org/0000-0002-3070-7555; ~100 peer-reviewed articles with over 14,000 citations)**

***Psychological Science (2021)***. The dramatic impact of explicit instruction on learning to read a new writing system.

***Cognition (2020).*** Skilled readers’ sensitivity to meaningful regularities in English writing.

***Quarterly J. Experimental Psychology (2019)***. Writing systems, reading, & language: EPS mid-career prize lecture.

***Cortex (2019)***. The place of morphology in learning to read in English.

***Psych. Science in the Public Interest (2018)***. Ending the “Reading Wars”: Reading acquisition from novice to expert.

***Cognitive Psychology (2015)***. From specific examples to general knowledge in language learning.

***PNAS (2019).*** Mapping visual symbols onto spoken language along the ventral visual stream.

***JEP:GEN (2017)***. Comparing and validating methods of reading instruction using behavioural and neural findings in an artificial orthography.

**Mentorship and Lab Member Destinations**

Supervised twelve PDRAs and 10 PhD students / RAs. Destinations include academic posts at UCL, RHUL, SISSA; research posts at UCL, Oxford, Cambridge, Macquarie; public sector posts at Office for National Statistics, British Dyslexia Association, European Research Council; industry posts at Springer Nature, and in data science / AI.

**Teaching**

Cognitive science; psycholinguistics; history and philosophy of psychology; gender; open science

Market-leading textbook in *Historical and Conceptual Issues in Psychology* (in 3rd Edition)