



### **Athena SWAN Bronze department award application**

<b>Name of university:</b>	University of Cambridge
<b>Department:</b>	Genetics
<b>Date of application:</b>	November 2014
<b>Date of university Silver SWAN award:</b>	September 2014
<b>Contacts for application:</b>	Roz McKenzie and Anne Ferguson-Smith
<b>Emails:</b>	rm305@cam.ac.uk/acf1004@cam.ac.uk
<b>Telephone:</b>	01223 764979
<b>Departmental website address:</b>	<a href="http://www.gen.cam.ac.uk/">http://www.gen.cam.ac.uk/</a>

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

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

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

### **Sections to be included**

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

## List of Abbreviations

AP = Action Plan

ASWG = Athena SWAN Working Group or self assessment panel

DA = Departmental Administrator

E&D = Equality and Diversity

ECMS = Employment and Career Management Scheme

GEC = Graduate Education Committee

HESA = Higher Education Statistics Agency

HoD = Head of Department

HR = Human Resources

iGEM = International Genetically Engineered Machines

ILM = Institute of Leadership & Management

NST = Natural Sciences Tripos

OpdA = Office of Postdoctoral Affairs

PPD = Personal and Professional Development

Part II BBS = Part II Biological and Biomedical Sciences

PIs = Principal Investigators

RA = Postdoctoral Research Associate

RAS = Recruitment Administration System

R&D = Research and Development

SAP = Senior Academic Promotions

SBS = School of Biological Sciences

SRA = Senior Research Associate

UL & USL = University Lecturer and Senior Lecturer

WiSETI = Women in Science, Engineering and Technology Initiative

### **1. Letter of endorsement from the head of department: maximum 500 words (444)**

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

From:  
**Professor Anne C Ferguson-Smith PhD FMedSci**  
Head of Department  
Professor of Genetics



**UNIVERSITY OF  
CAMBRIDGE**

**Department of Genetics**

Sarah Dickinson  
Athena SWAN Manager  
Equality Challenge Unit  
55/56 Lincoln's Inn Fields  
London WC2A 3LJ

November 26<sup>th</sup> 2014

Dear Sarah

As Head of the Department of Genetics, I endorse our resubmission for an Athena SWAN Bronze Award. We are grateful for the positive comments and useful feedback from the panel on our previous submission and have addressed all of them (see attached response). In particular, we provide a more specific and measurable Action Plan. Furthermore, since our first submission, we have made substantial progress in the advancement of our Athena SWAN agenda.

I am Chair of the self-assessment panel, continue to lead the review and implementation of Departmental practices and have overseen our resubmission. I joined the Department in 2013 as Professor of Genetics and Head of Department. Although women have held short-term acting headships, I am the first woman Head of Department within the School of Biological Sciences. Some of my first actions included formation of our Athena SWAN Self-Assessment Panel, the provision of resources to support a Departmental Equality and Diversity Officer, and the initiation of activities to establish a framework upon which we can identify and address challenges in representation, advancement and opportunity facing women in the Department.

My appointment provided us with new opportunities, for example in recruitment and in physical improvements to our working environment. We are currently half way through a year-long £4 million programme of refurbishment and reorganisation that will provide spaces better suited to the increased number of women working in the Department and to family-friendly work practices.

I am grateful to members of the Department and in particular our Self-Assessment Panel (Athena SWAN Working Group "ASWG") for their enthusiastic commitment to Athena SWAN. I also thank our staff for responding to the School-wide (2013) and independent internal (2014) surveys. We have noted that although 97% of our female staff feel empowered to 'take ownership and responsibility across the duties of my role' and have 'choices in deciding how I do my work' (compared to 85% of men) only 68% of women are satisfied with the working environment provided and perceive that we value individual difference. Clearly we have a lot of work to do and we welcome the challenge of improving these numbers.

As we move forward, both in our long-term strategy and on a day-to-day level, the revised culture that an Athena SWAN award represents is essential for our future wellbeing. I am committed to continuing to embed the principles of Athena SWAN into the Department's culture, to improving our environment for women at all levels and to supporting the professional development of all our staff. In these endeavours I am inspired by the ideas, generosity and enthusiasm of my colleagues. We recognise that our revised Action Plan, such as in areas of recruitment of women and their career development, will make a positive difference to us all and in particular will improve opportunities for the women of Genetics. Hence our application to Athena SWAN is submitted with my strongest support and commitment to achieving the targets that we have set ourselves.

Yours sincerely

## 2. The self-assessment process: maximum 1000 words

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

The self-assessment team is representative of all staff groups – assistant, academic-related, students, research and academic, shown in the table below. The academics are active in both teaching and research and have experience on committees, administration, supervisions and teaching.

<b>ASWG Member</b>	<b>Job Title/ Job Description</b>	<b>FT/PT</b>	<b>Experience of work/life balance and role breakdown</b>
<b>Professor Anne Ferguson-Smith</b> (Chair)	Professor of Genetics, Head of the Department of Genetics	<b>FT</b>	Married with two children, balances a successful career in academic research with family life  Runs an active research group and sits on the University Athena SWAN Governance Panel
<b>Mrs Roz McKenzie</b> (Co-ordinator)	Teaching & Administration Secretary & E&D Officer for the Department	<b>PT</b>	Married with three children  Edits the triannual Department Newsletter  Coordinates Athena SWAN submissions
<b>Dr Viji Draviam</b>	Cancer Research UK Career Development Fellow	<b>FT</b>	Leads an active research group; PhD supervisor and mentor; senior research fellow at Wolfson College  Has a 4-year old daughter and her husband is also a tenure-track researcher
<b>Professor David Glover</b>	Arthur Balfour Professor of Genetics and Fellow of the Royal Society	<b>FT</b>	His wife is a Professor and Senior Research Fellow in the Physiology, Development and Neuroscience Department. Together they share the care of their two children
<b>Dr Penny Hayward</b>	Postdoctoral scientist in the field of cell and developmental biology	<b>FT</b>	Has taken 2 periods of maternity leave; she balances a rewarding and productive research career with bringing up 2 young boys

<b>Dr Vivien Hodges</b>	University WiSETI Project Officer and Athena SWAN coordinator	<b>FT</b>	<p>Secretary of the University Athena SWAN Governance Panel</p> <p>Member of several Departmental Athena SWAN panels across all STEMM Schools</p> <p>Coordinates WiSETI activities to support women in science including career development workshops and the WiSETI Annual Lecture</p>
<b>Dr Sara Imarisio</b>	Trinity Hall Postdoctoral Research Associate in the field of neuroscience	<b>FT</b>	<p>Is a member of the PostDoc Society</p> <p>Interested in discussing issues such the role of Postdoc within the University and gender equality</p>
<b>Mrs Glynnis Johnson</b>	Member of the Assistant Staff, senior technician	<b>FT</b>	<p>Has two children and joined the Department in 1978 as a junior technician. Gained ONC, HNC and M.I.BIOL qualifications and was promoted to senior technician.</p> <p>Has previously worked part time and has had day release to study</p>
<b>Dr Peter McQuilton</b>	Research associate in the FlyBase database team	<b>FT</b>	<p>Married with a new baby, he is exploring how to balance family life and a productive research career. He has recently taken extended paternity leave</p> <p>Represents the Department's Postdoctoral staff at academic staff meetings</p>
<b>Mrs Tracy Oakley</b>	Departmental Administrator	<b>FT</b>	<p>Manages Human Resources and Finance within the Department</p> <p>Oversees most staff-related administrative processes in the Department in liaison with the School and central University Offices</p>
<b>Mr Alexander Patto</b>	Third year PhD student investigating motor neuron disease	<b>FT</b>	<p>A Department graduate representative involved in several outreach activities, including Cambridge Science Festival, Cambridge Hands-On Science and undergraduate supervisions.</p>

<b>Dr John Welch</b>	Leads a research group in the Department studying population and evolutionary genetics	<b>FT</b>	Supervises four PhD students and employs a postdoc  Has a 9-month year old daughter with his partner, who is a postdoctoral researcher in a related field  Has recently taken paternity leave
----------------------	--	-----------	---

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

In 2012 Prof. Ferguson-Smith became a member of the University's Athena SWAN Governance Panel and passed the University's new Equality and Diversity training course. Mrs Oakley attended Athena SWAN meetings within the School of Biological Sciences. In February 2013 in preparation for the Athena SWAN submission the Department participated in the School's Staff survey, to improve two-way communication; develop an understanding of employee views and opinions; identify areas for improvement; prioritise work plans and strategy; monitor diversity practices, aid staff wellbeing and have a benchmark against others in the same sector (and trends over time). Departmental participation was 65% with internal benchmark response comparisons of 73% for the Clinical School and over all UK Universities 63%.

The survey identified gender differences in responses in several Sections. Questions with a difference of >10% to questions were noted. A number of issues were highlighted as priorities and which are addressed in our Action Plan including aspects of induction, probation, appraisal and communication. For example, 64% of women thought the induction gave them the information and knowledge needed to do their job effectively (52% men) and 38% of women thought their probation was well managed (40% men), 23% of women thought there was good communication between the different parts of the Department/Institute (36% of men). Since the survey has been undertaken, we have a new Head of Department, and many of these and other issues are being addressed and/or integrated into an Action Plan for measurable improvement.

From October 2013, Athena SWAN became a permanent Agenda item on the newly formed Strategy and Management Committee where the formation of a Self-Assessment Panel and actions associated with staff survey results were discussed. The decision to develop our Athena SWAN Bronze submission was supported at the first academic staff meeting chaired by the new Head of Department and became a permanent Agenda item. Mrs McKenzie accepted the role of Coordinator of the Self-Assessment Panel and the submission. The Self-Assessment Panel formed and agreed to hold monthly meetings until submission, and bi-monthly meetings thereafter. An Athena SWAN site on CamTools, an online environment accessible to Departmental members, was established for documentation and data generation.

The Self-Assessment Panel has met in person on a monthly basis, accessed CamTools resources and has been in email correspondence. The team has consulted with other Department members to gather information and identify areas of strength and of improvement contributing to our

action plan. Departmental statistics and documentation have been examined, including the staff survey and an internal Postdoc survey which was completed in February 2014. The data has been compiled, analysed and reviewed.

In September 2014 our Co-ordinator, Mrs McKenzie, initiated an interdepartmental committee of Athena SWAN coordinators from the other Departments and Institutes across the School of Biological Sciences to compare good practices, discuss challenges and exchange ideas for improvements associated with Athena SWAN activities. This initiative was welcomed by the Council of the School of Biological Sciences, and this group now meets once per term.

A summary of our timeline is shown in the GANNT chart which precedes the action plan.

In September 2014 the Department obtained the result of and feedback from their unsuccessful submission for a Bronze Award. Despite the outcome, the feedback was positive, helpful, and we carefully considered all elements. The panel membership was extended to include a PhD student and lecturer (both men, leading to a more balanced gender profile). As noted in the panel feedback and in consultation with the University Athena SWAN coordinator, we decided to resubmit for Bronze this November 2014. We have worked hard to address the issues and improve our submission and a summary of how we have done this is provided at the end of this document.

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

The Athena SWAN Self-Assessment Panel is now the forum for all Equality and Diversity issues within the Department, and via standing representational Agenda items, for ensuring efficient implementation of our Action Plan and the development of strategies for improvements in communication, participation and integration within the Department. Panel meetings are held bi-monthly. Activity and progress are formally reported at each Academic Staff Meeting. The progress is also shared in regular updates in the Departmental newsletter to the wider Department and through updates to the website where we now have a specific Athena SWAN webpage (<http://www.gen.cam.ac.uk/departments/athena-swan>). In addition, data is reported at the appropriate committees e.g. Teaching Committee, Strategy and Management Committee. More widespread dissemination of information including Athena SWAN networking and support is provided in the School-wide termly meetings coordinated by Mrs McKenzie as well as via participation with the University-wide Athena SWAN network and annual updates to the University Athena SWAN Governance Panel.

***Action 1.1: Scheduled meetings to review Action Plan progress, to maintain momentum. Reports on progress and data presented at Staff Meetings. Ongoing promotion of Athena SWAN at Departmental, University and national level***

***Action 1.4: Dissemination and communication - sharing across departments***

**(Word count: 810)**

### 3. A picture of the department: maximum 2000 words

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

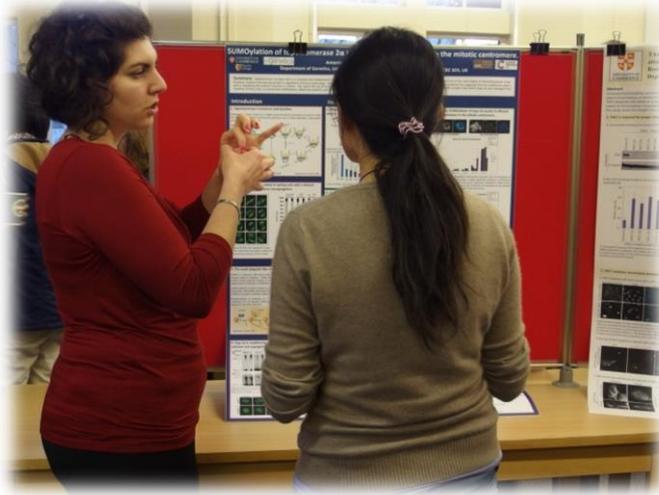
***Background:*** In October 2012, the Department of Genetics at the University of Cambridge celebrated its 100<sup>th</sup> anniversary and, to our knowledge, is the oldest Genetics Department in the Western world. With a tradition in the application of quantitative approaches to understanding inheritance that continues to this day, its luminaries include Sir Ronald Fisher, Reginald Punnett and William Bateson who championed the subject in Cambridge. At the time, women were recruited from Newnham College and were integral to the research development driven by these eminent men. Fortunately, the gender balance has improved from those days and women are recognised for the prominent role they play in the academic development of the Department. Our commitment both to contemporary Genetics research and to communicating the importance of genetic approaches to problems in biology to our students remains a primary motivation for us. What binds us is that in some way we all use the perspectives and tools of genetics to explore, understand and communicate biology. We do this not in isolation, but in a multidisciplinary context that applies and integrates both 'wet' experimental and 'dry' computational methods applying quantitative approaches in a range of model systems and model organisms.

***Academic staff, our research and our infrastructure:*** The Department has 25 academic staff (group leaders), 19 male and 6 female, including a female Head of Department. It belongs to the School of Biological Sciences (SBS), and is in close proximity to most other departments in the School. We have a very strong research profile and our principal investigators continue to attract funding including a number of large program grants with total research grant income of over £27.5 million for the last five years. Our per capita research income is at the upper end of the scale within the SBS. We collaborate widely within and outside Cambridge. We continue to be an attractive home for the career development of more junior group leaders starting their own groups for the first time. Therefore the age profile of our permanent staff is balanced, and almost all are research-active.

We continue to modernise our infrastructure and are in the middle of a year-long £4 million refurbishment programme encompassing 2.5 floors of the building. The plans are designed to open up research space within the building for flexible shared occupancy to further improve collaborative opportunities and communication within and between groups. This is particularly valuable when academic staff take parental leave, since their team members will be well-integrated with others. Specifically for women, we have redressed the ratio of male to female toilets reflecting the increase in women workers in the Department; have incorporated a private area suitable for expressing and storing breast milk in the workplace, and a staff shower facility. Post-refurbishment, two further faculty positions will become available. This recruitment process provides an opportunity to put in place actions to increase the number of women academic staff in permanent positions within the Department. Last year our academic staff attended their first biennial retreat where key activities included communication of our research, a celebration of our strengths and the identification of actions leading to improvements within the Department.

We contribute to the teaching of Genetics over all three years of the undergraduate medical, veterinary and natural sciences curriculum. We organise a well-received final year undergraduate course for those specialising in Genetics (see **Figure 1**). The course organiser,

Dr Christine Farr, recently received the University Pilkington Prize in recognition of her contributions to teaching. Our undergraduates are a vibrant active group within the Department attending taught modules and conducting research projects in the building. We have an active graduate program – our PhD students are successful in terms of papers published, in competing for postdoctoral destinations, and we boast a 100% 4-year completion rate.



***Poster session conducted on Research in Genetics Day in 2013***

**Departmental life:** The Department of Genetics is small and friendly and has a more informal atmosphere than many larger Departments. Life is busy with events occurring throughout the year. In particular, Research in Genetics Day showcases the work of all researchers in the Department with speakers ranging from students to Group Leaders. Our summer Garden Party celebrates the results and achievements of our final year undergraduates and the end of another academic year, and the monthly Friday Happy Hour provides another social opportunity for members of the Department to meet and interact. The Department of Genetics has a large dynamic postdoctoral community of 55-60 scientists who are pivotal to our research success. They have committee representation and a voice within the Department. Most recently, the postdoc community has increased their events, seminars and career development opportunities in response to our postdoc survey. The Departmental postdocs are working with the University Office of Postdoctoral Affairs and WiSETI to ensure all can work to achieve their full potential at this critical stage of their professional and personal development. Our graduate students also function as an organised community having an Away-Day in the Autumn term and other social events throughout the year. They participate in a Graduate seminar series, a mentoring scheme and several participate in shared inter-group lab meetings. A key component to life in the Genetics Department is our Tea Room which brings everyone together including support staff, providing an environment for meeting and discussion.

### **Student Data**

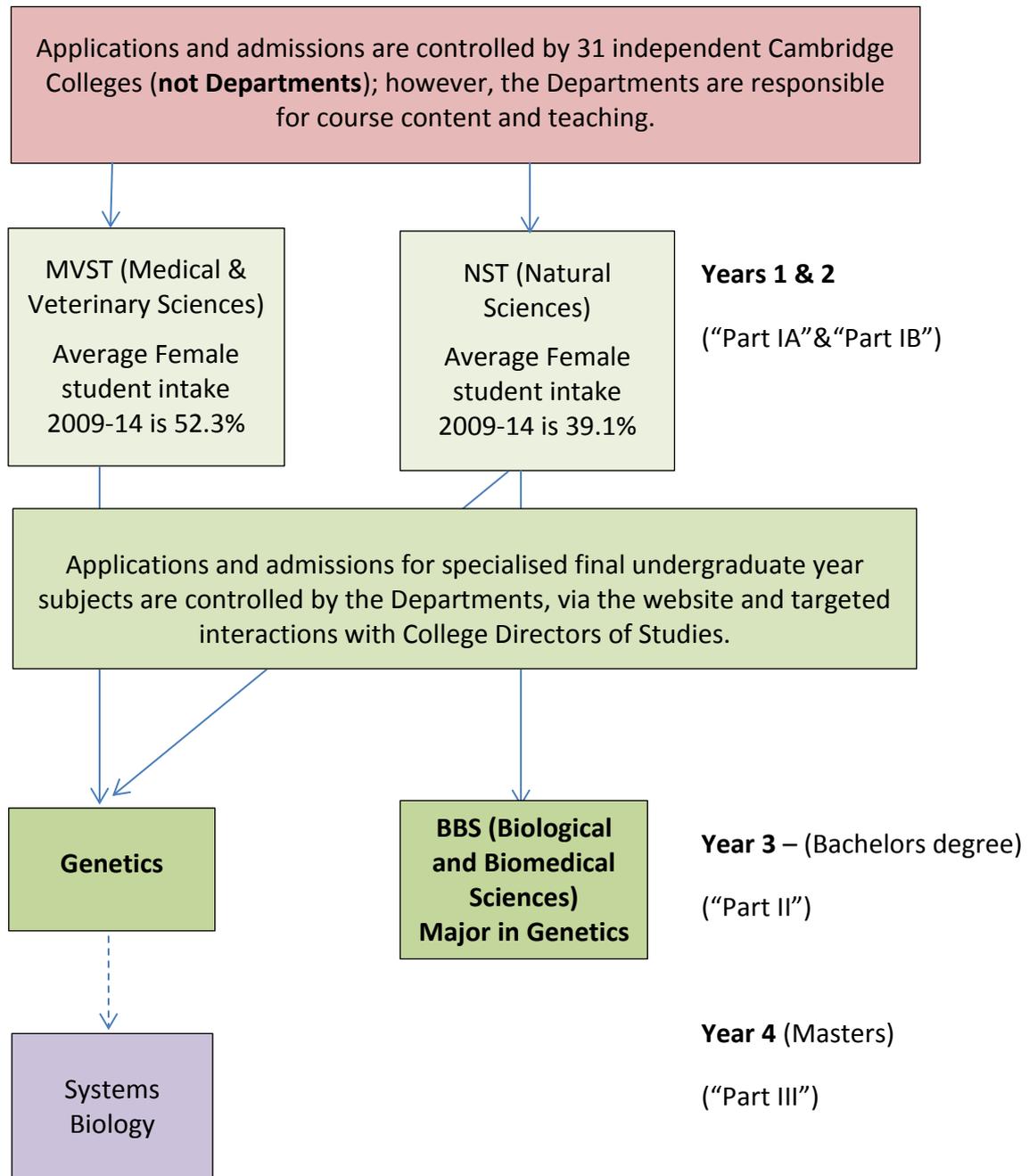
- b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
  - i) **Numbers of males and females on access or foundation courses** – comment on the data and describe any initiatives taken to attract women to the courses.

The Department does not offer access or foundation courses.

- ii) **Undergraduate male and female numbers** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe

any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

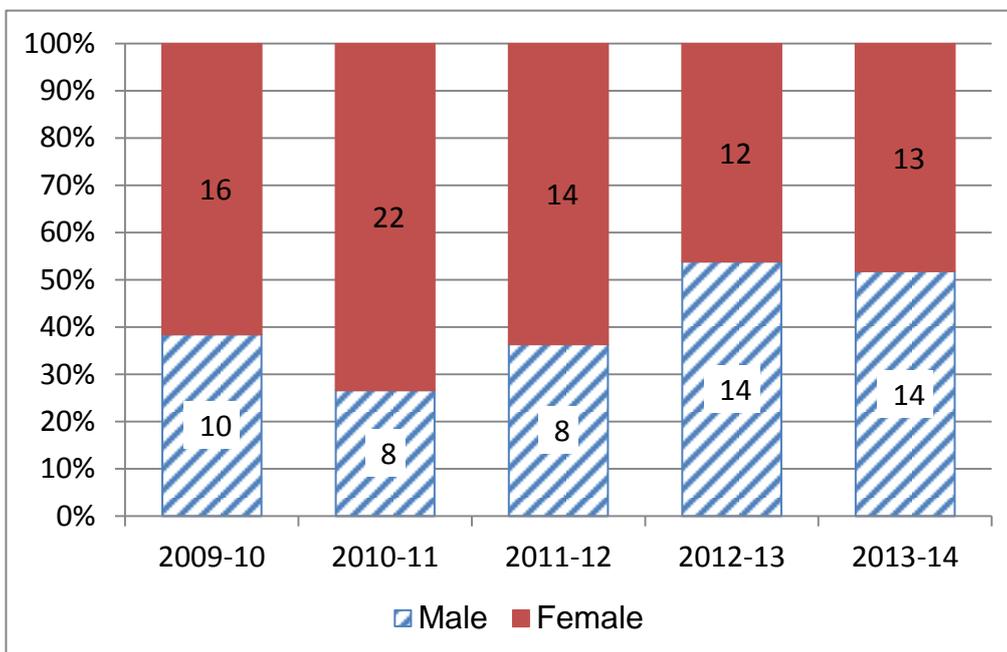
**Figure 1: Undergraduate Pathways to study Genetics  
(and option to apply for a fourth year Masters in Systems Biology, with the required grades)**



**Figure 1:** This flow diagram shows the pathway most undergraduate students take to courses provided by the Department of Genetics and identifies the course terminology. We recruit those interested in specialising in Genetics (**Part II Genetics**) in their final undergraduate year from a Natural Science background, or Medical and Veterinary students who participate in this course before proceeding to their clinical studies. Part II BBS students can take Genetics as their major subject, or choose a single Genetics module as a minor subject. The NST and MVST course covers a wide range of biological and physical science subjects.

Our course is attractive to female students as illustrated in the enrolment rates shown in **Figure 2**. Our figures are in line with the national figures of 56.4% of female students taking Genetics at undergraduate level, and we will continue to monitor these levels each year.

**Figure 2: Percentage of Single subject<sup>1</sup> Genetics Part II undergraduates by gender**



**Figure 2:** Bar graph showing percentage of female (red) and male (blue striped) students enrolled in Part II Genetics through the years since 2009. Actual numbers of female students are provided inside the bars. In the period 2009-2014, the course has not been oversubscribed and we have been able to accept all those who apply fitting the required criteria, hence these values represent both the application and enrolment figures

Over the four-year assessment period, the Genetics Part II course has attracted between 50% and 73% female students (combined Part II Genetics and Part II BBS, **Figures 2 and 3**). This is a higher percentage of female students than in the whole of the NST (approximately 40% female), between 2009-2013 (**Figure 4**).

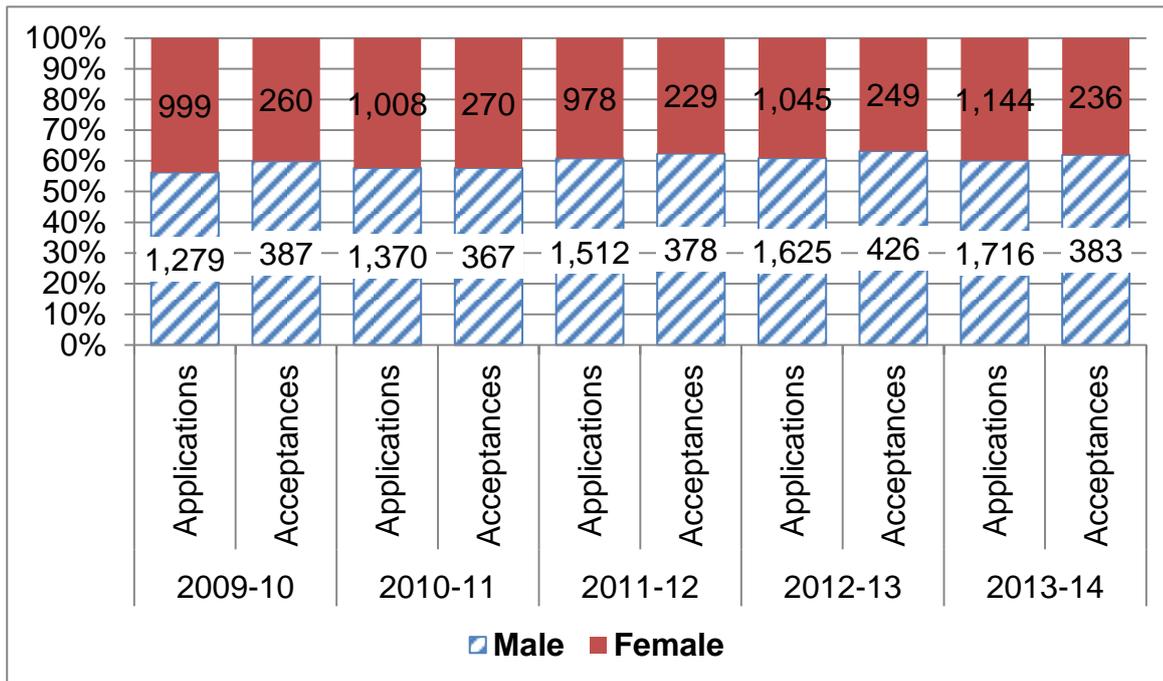
**Figure 3: BBS students studying Genetics by gender**

	Year	Males	Females	% Female
<b>Part II Biological and Biomedical Sciences Students</b>	2009-10	4	2	33%
	2010-11	2	5	71%
	2011-12	0	2	100%
	2012-13	2	4	67%
	2013-14	2	4	67%

**Figure 3:** Part II BBS students taking Genetics in their final year indicate that over five years, on average 68% are female.

<sup>1</sup> Single subject is Part II Genetics (pathway shown in Figure 1), and excludes BBS students, numbers shown in Figure 3.

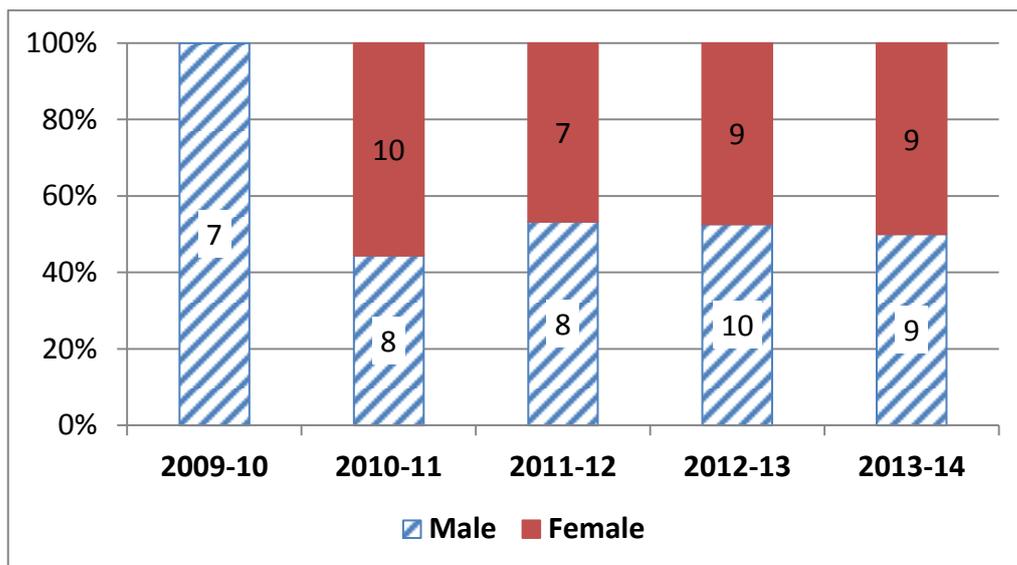
**Figure 4 – University applications and acceptances for Natural Sciences by gender**



**Figure 4:** Between 2009 and 2013, applications and acceptances across the Natural Sciences consistently show between 35-45% recruitment of female students which is lower than the average recruitment to Part II Genetics (See Fig 2). In 2013-14 the percentage of female applications and acceptances was 38% acceptances of 40% applications.

The Department of Genetics is involved in the running of Part III Systems Biology, a one-year fourth year undergraduate course, resulting in a Masters qualification. This interdisciplinary course that integrates biological, physical, mathematical, engineering and computational sciences, attracts students from across the Biological and Medical Sciences, Physical Sciences and Technology. **Figure 5** shows that as a new course in 2010-11 it failed to attract any female students; wider and more effective communication on course content has resulted in a more gender-balanced intake in subsequent years. There has been no significant difference in the exam performance of males versus females.

**Figure 5: Part III Systems Biology undergraduate student numbers by gender**



**Figure 5:** Bar graph showing percentage of female (red) and male (blue) students enrolled for the Part III Systems Biology course since 2010. Actual numbers of students are provided inside the bars.

**Action 3.1.2 : Continue to monitor and review gender breakdown of students**

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

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

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

The Department's Graduate Education Committee (GEC) is responsible for post-graduate admissions. Prospective students obtain information on admissions in Genetics, through our Department's website. Applicants contact a prospective supervisor and then submit a GRADSAF<sup>2</sup> so they can be officially considered under the University admissions procedures. They are interviewed by the potential supervisor either in person, or via Skype. If applying for a University funding competition, they are interviewed by the Departmental GEC (62.5% of the GEC are women).

The Department offers a variety of research Mphils. **Figure 6** shows gender balance is evident at the MPhil level. In addition, we accept MPhil students to conduct research projects from programmes such as Computational Biology. These students are not formally registered in Genetics though they are valued members of our postgraduate community.

<sup>2</sup> Graduate Application Form (GRADSAF)

**Figure 6 - MPhil Student numbers:**

	Year	Males	Females	% Female
<b>Master of Philosophy: Biological Science (Genetics)</b>	2009-10	-	1	100%
	2010-11	1	0	0%
	2011-12	2	2	50%
	2012-13	1	1	50%
	2013-14	1	4	80%

**Figure 6:** The numbers of MPhil students admitted to the Department of Genetics are small, making data analysis impractical. Gender balance is evident in these figures.

**Action 3.1.2 : Continue to monitor and review gender breakdown of MPhil students**

Our percentage of women PhD students (**Figure 7**) is consistent with the national average of approximately 53% of candidates for research degrees in the biological sciences, however we could do more to actively promote the recruitment of women to the more quantitative mathematical areas of genetics and will modify our website to communicate our commitment to the training of women in this area.

**Figure 7 - PhD Student numbers:**

	Year	Males	Females	% Female
<b>PhD Student numbers</b>	2009-10	27	29	52%
	2010-11	25	36	59%
	2011-12	27	35	56%
	2012-13	32	32	50%
	2013-14	33	32	49%

**Figure 7 -** The Department of Genetics is home to around 55-65 postgraduate students at any given time. More than half are women and all complete their degrees within the 4 year completion deadline.

**Action 3.1.2 : Continue to monitor and review gender breakdown of PhD student numbers**

**Action 3.1.1: Maintain, revise and update website to emphasise and improve our commitment to the recruitment of female students particularly in the more mathematical areas of genetics. Student focus groups to feed back to Teaching Committee.**

**Action 3.2.2: Invite female role models as speakers and lecturers for graduate seminars**

**Action 3.2.1: Continue to monitor completion rates of PhDs**

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

Applications and acceptances to our Part II course by gender are discussed above and shown in **Figure 4** for NST degrees across the University as a whole and in the Department of Genetics (**Figure 2**). The percentage intake of women to the Department is higher than the NST intake which also includes students choosing to study the physical sciences such as Physics and Chemistry, and which have a higher proportion of male students. As illustrated in **Figure 6**, our MPhil student numbers are very low and equal for men and women.

The Department of Genetics is a popular choice for PhD students and we have many more applications than places. **Figure 8** shows the admittance of more women than men (54% and 46% respectively). This is similar to the acceptance rates for female PhD students across the School of Biological Sciences (**Figure 9**).

**Figure 8: Male and female PhD applications and admissions for 2009-2014 in the Department of Genetics**

	Year	Males		Females	
		Applications	Admissions	Applications	Admissions
PhD applications & admissions for 2009-2013 in the Department of Genetics	2009-10	22 (47.8%)	4 (44.4%)	24 (52.2%)	5 (55.6%)
	2010-11	19 (38.8%)	7 (38.9%)	30 (61.2%)	11 (61.1%)
	2011-12	17 (47.2%)	4 (30.8%)	19 (52.8%)	9 (69.2%)
	2012-13	17 (53.1%)	9 (75%)	15 (46.9%)	3 (25.0%)
	2013-14	23 (60.5%)	7 (58.3%)	15 (39.5%)	5 (41.7%)
<b>Total (2009-2014)</b>		<b>98 (48.8%)</b>	<b>31 (48.4%)</b>	<b>103 (51.2%)</b>	<b>33 (51.6%)</b>

**Figure 8:** The table shows the absolute numbers and percentage in brackets of PhD applications and acceptances (2009-2014), according to gender. We admit more females than males which is also reflected in the figures from across the School of Biological Sciences (see below).

**Figure 9: Male and female PhD applications and admissions for 2009-2014 across the School of Biological Sciences**

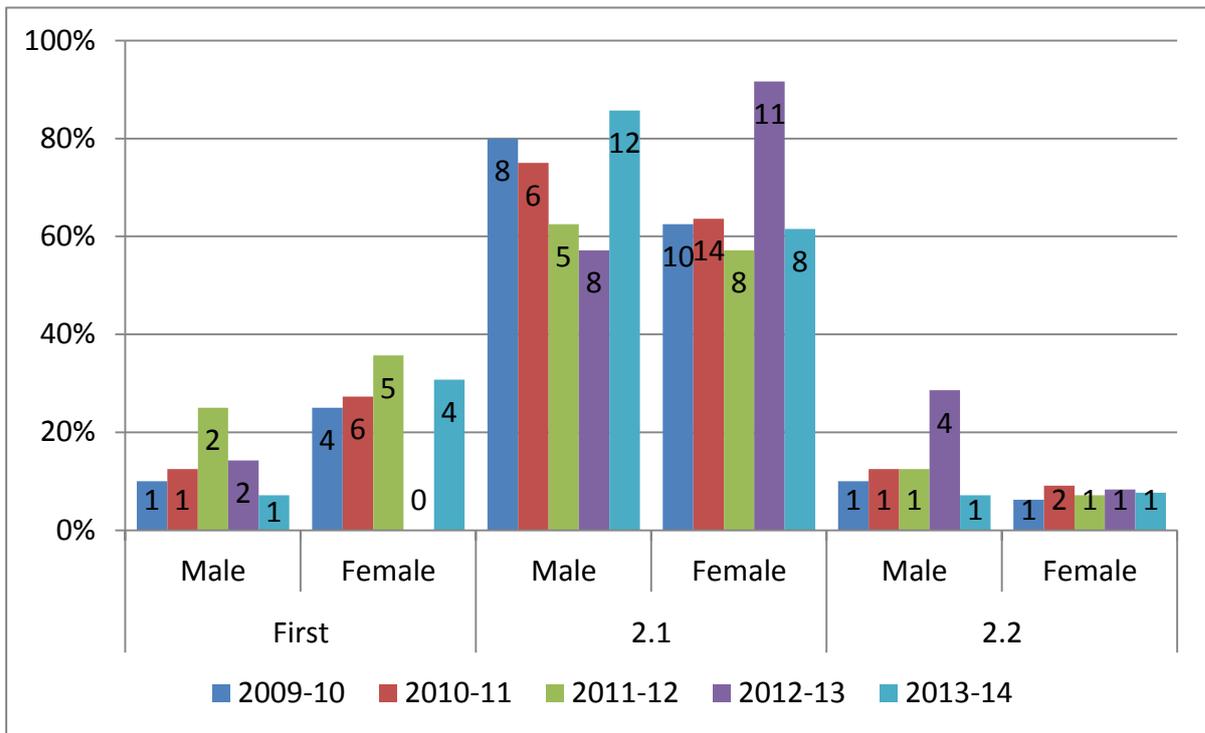
	Year	Males		Females	
		Applications	Admissions	Applications	Admissions
PhD applications & admissions for 2009-2013 in the School of Biological Sciences	2009-10	230	77	267 (53.7%)	103 (57.2%)
	2010-11	183	93	226 (55.3%)	100 (51.8%)
	2011-12	204	83	260 (56.0%)	102 (55.1%)
	2012-13	199	65	213 (51.7%)	78 (54.5%)
	2013-14	363	127	359 (49.7%)	120 (48.6%)
<b>Total (2009-2014)</b>		<b>1179 (47.1%)</b>	<b>445 (46.9%)</b>	<b>1325(52.9%)</b>	<b>503 (53.1%)</b>

**Figure 9:** Male and female PhD applications and admissions for 2009-2014 across the School of Biological Sciences. The table shows the absolute numbers and percentage of PhD applications and acceptances between 2009-2014 in the School of Biological Sciences. More females than males are admitted into PhD programmes within the School of Biological Sciences. However, the total proportion of males and females accepted relative to the number of applicants by gender over the reporting period is equivalent.

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

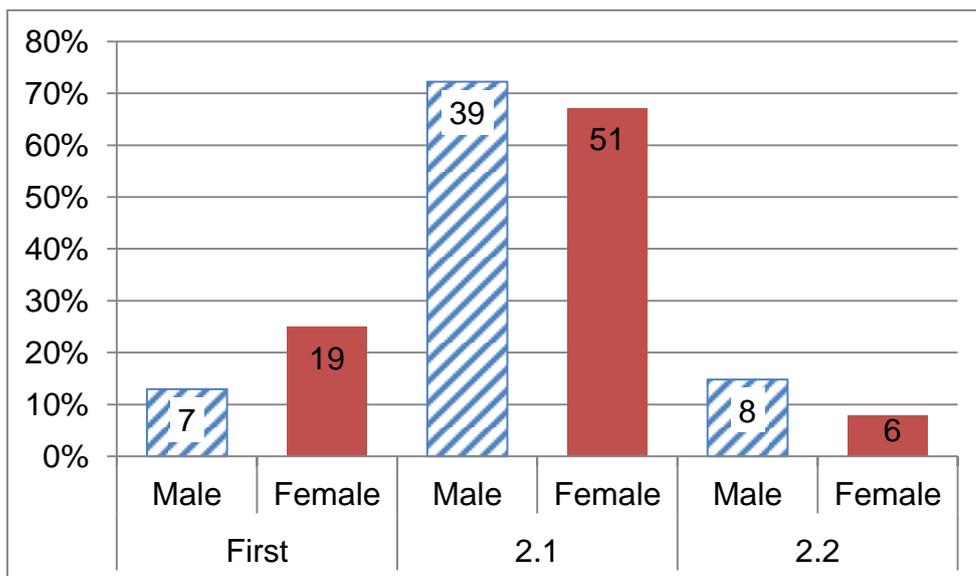
Our student numbers are at 22-30 per year with greater intake of women (**Figure 2**). Over the reporting period 19% of women obtained Firsts compared to 7% of men (**Figure 10B**). In 2013-14 over 30% (4 female students) attained a 1st, including one with the top prize in the year (Figure 10A). Over the past ten years this top prize has been won eight times by female students.. These numbers are in contrast to the gender distribution of degree classes at Part II across the whole School of Biological Sciences (**Figure 11**). It is not clear why our female students have higher attainment than their male counterparts. HESA figures for 2010/11 indicate that 15% of females obtain firsts compared to 18% of males. Hence our figures for female attainment are better than those both locally and nationally.

**Figure 10A: Part II Genetics examination results, between 2009-2014**



**Figure 10 A:** Part II examination results in Genetics between 2009-2014. Data shows that, at the upper end, females get more firsts than males (19% versus 7%) and at the lower end, females get fewer 2:2 grades than males (5% versus 7%). In 2013-14 over 30% (4 female students) attained a 1<sup>st</sup>, including one with the top prize in the year. **B:** Combined results over five years confirm that our female students are less likely to get a 2.2.

**Figure 10B: Combined Part II Genetics examination results over 5 years**



**Figure 11: Part II examination results across the School of Biological Sciences**

	Year	Class I		Class II (1)		Class II (2)		Class III	
		M	F	M	F	M	F	M	F
<b>School of Biological Sciences – Part II examination results</b>	<b>09/10</b>	39	64	178	195	28	20	1	3
	<b>10/11</b>	50	53	170	225	35	25	1	2
	<b>11/12</b>	49	68	167	213	28	20	4	2
	<b>12/13</b>	51	68	167	243	27	33	2	2
	<b>13/14</b>	43	48	139	223	32	28	3	0
<b>Total (2009-2014)</b>		232 (19.0%)	301 (19.5%)	821 (67.2%)	1,099 (71.1%)	150 (12.3%)	126 (8.2%)	11 (0.9%)	9 (0.6%)

**Figure 11:** Part II examination results across the School of Biological Sciences between 2009-and 2014 indicate that at the upper end, males and females obtain Firsts in equal proportions, this contrasts to the Department of Genetics (25% compared to 19.5%).

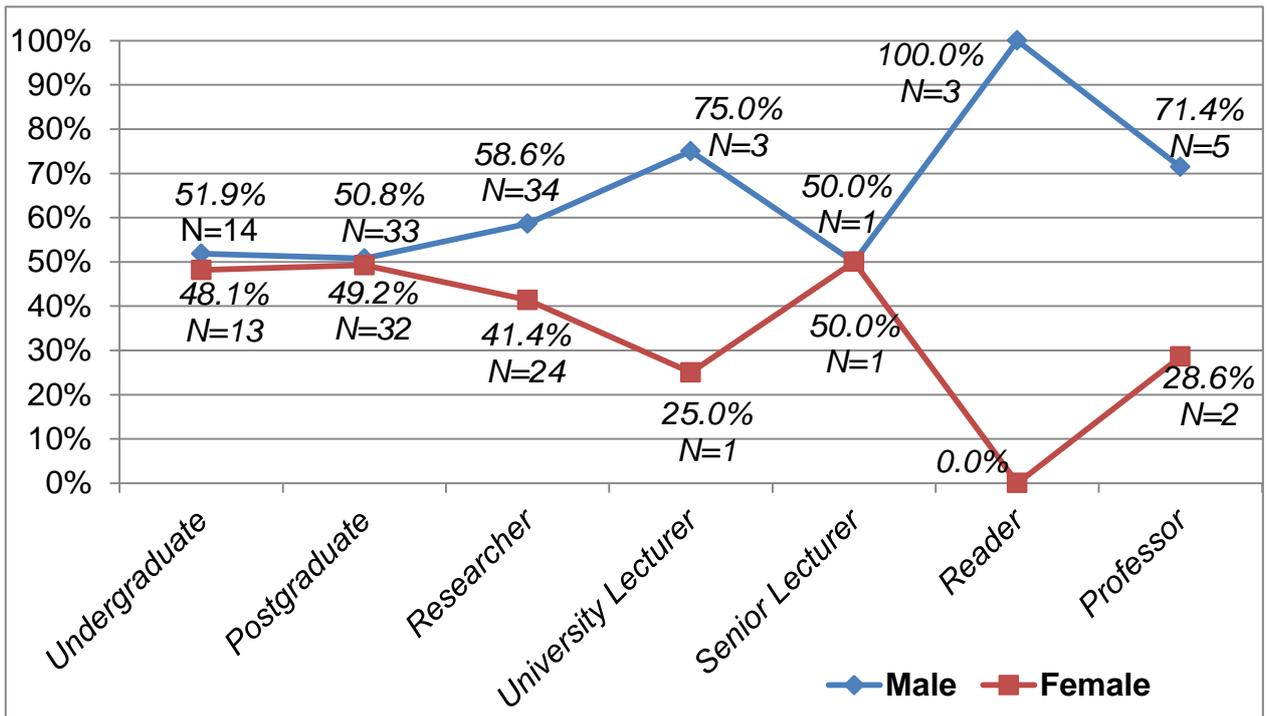
#### Staff data

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

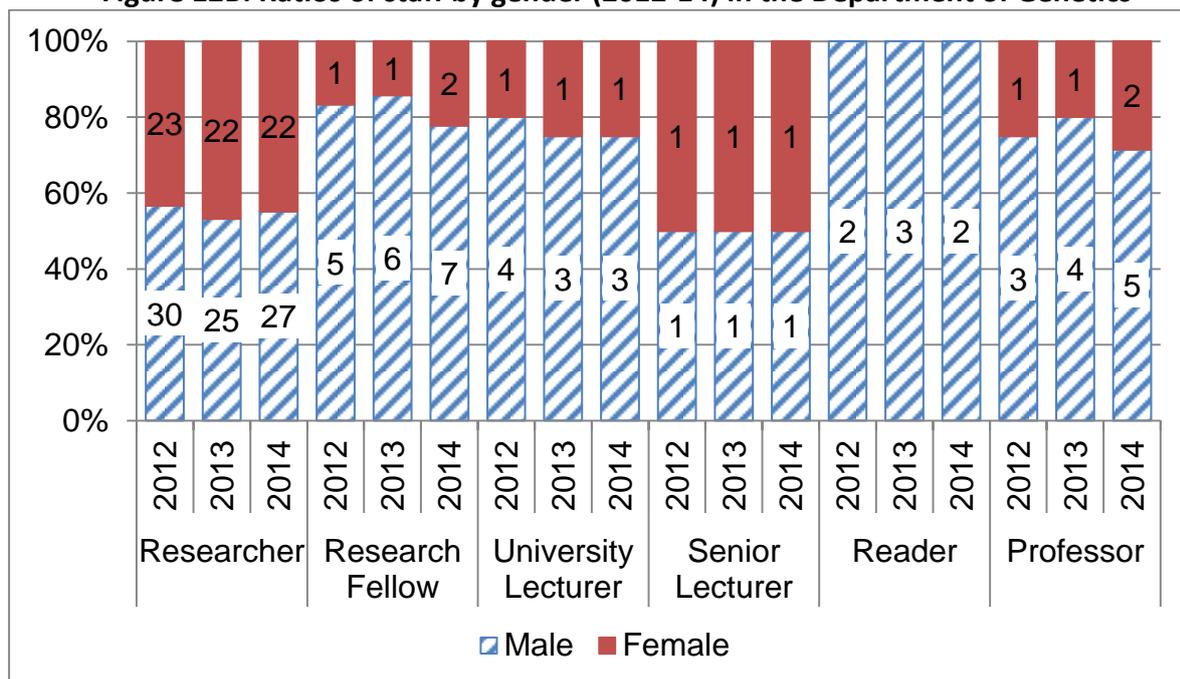
The Department of Genetics is a relatively small Department within the School of Biological Sciences, with 25 academic staff including independent Fellows and 50-60 postdoctoral researchers. Data shows that there is a decline in females with seniority, with the key point of attrition being between Researcher (Post-Doc) and Research Fellow (**Figures 12 and 13**). One female promotion to professor this year improved our gender balance at the top end. At other levels, the pattern shown generally reflects national figures (**Figure 14**) for women in STEM and the female progression in academia. Research Fellows represent independently-funded career development scientists and, while we have several such individuals within the Department, only two are female. Appointments at this level occur after unsolicited enquiry to the Department. Improving this number will be a priority for us.

Across UK universities, in the Biosciences sector, approximately 48.4% of non-professors and 14.8% professors are women. While there is a huge under representation of women in the professorial position nation-wide, Biosciences at Cambridge University seem to be performing above the national average, with a total of 22% women professors.

**Figure 12A: Students, staff and researchers by gender (2014) in the Department of Genetics**

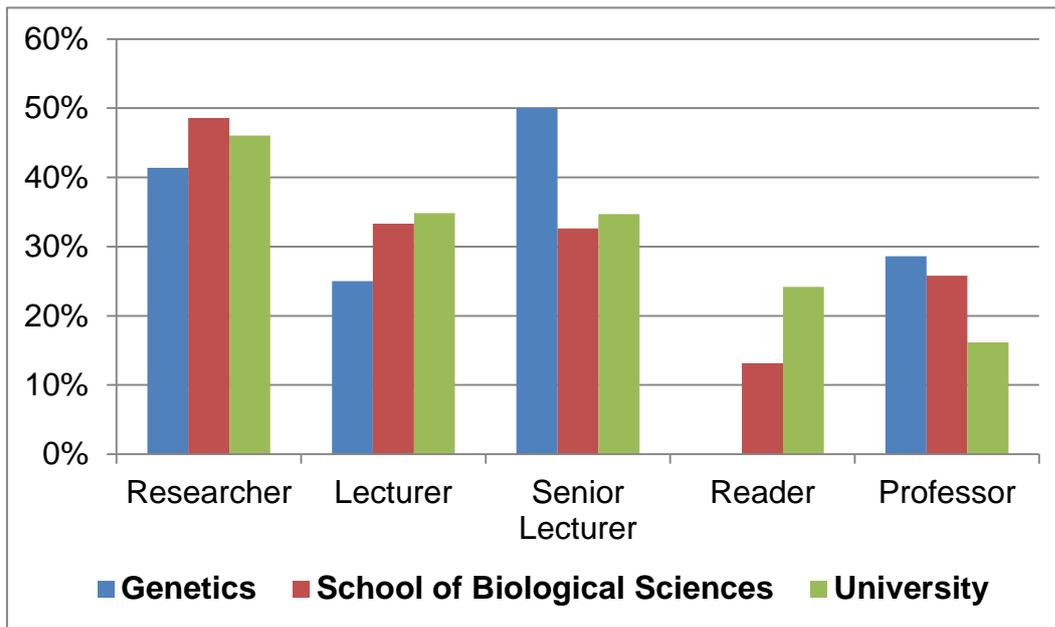


**Figure 12B: Ratios of staff by gender (2012-14) in the Department of Genetics**



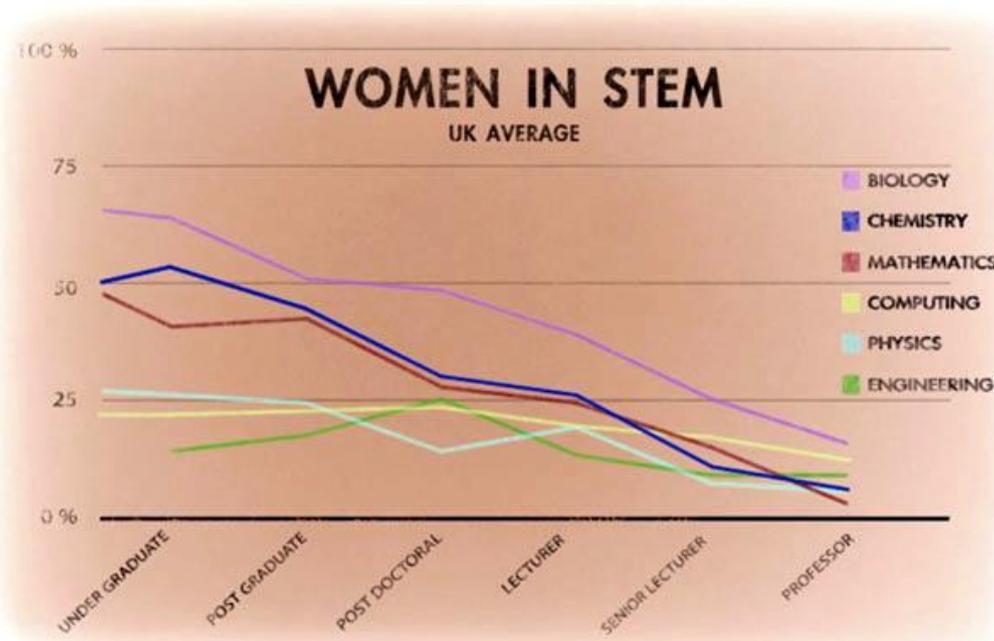
**Figure 12:** **A.** Relative percentage, and absolute numbers of male and female members of the Department in 2014 throughout the career progression. We maintain gender balance with our undergraduate and graduate students but a show decline in females initiating at the postdoctoral level (though overall numbers are low at the more senior end). **B.** Changing gender ratios of staff over the past three years. We gained a female professor this year though senior academic promotion.

**Figure 13: Comparison of proportion of female academic and research staff between Genetics, School and University (2014)**



**Figure 13:** Comparison of the data for the Department of Genetics with the School of Biological Sciences (SBS) and University of Cambridge numbers is difficult since our staff numbers are so small; however our departmental levels at postdoctoral, university lecturer/senior lecturer and professor are in line with both School and wider University levels

**Figure 14: 2011 Women in STEM nationally**



**Figure 14:** In the UK, for all science, technology, engineering and maths (STEM) subjects, the gender gaps widens every step of the way © A Chemical Imbalance / Marie Lidén and Siri Rødnes

**Action 2.1.2 : Update and ensure consistent recruitment practices, job descriptions and person specifications for next recruitments. Aim to increase the numbers of female applicants to academic posts through highly proactive targeted recruitment processes.**

## Promotions support

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

The Department has an equivalent turnover for men and women (**Figure 15**). For established academic staff (Academic) the turnover is naturally low (n=3), whereas, for the unestablished researchers (Research) rate of turnover is much higher (n=70). This reflects the combination of short-term grant funding and their professional development which encourages high turnover and departure to established or alternative positions. The Department follows the University's policy of employing such staff on open-ended contracts whenever possible so that, when research funding is renewed, unestablished staff can remain within the Department should they choose to do so.

**Figure 15: Number of academic and research staff leaving the Department per year**

	Year		% (number) Males	% (number) Females
Academic and Research staff leaving the Department per year	2009-10	Academic	10% (1)	0%
		Research	19.1% (8)	19.2% (5)
	2010-11	Academic	0%	0%
		Research	40.5% (15)	34.6% (9)
	2011-12	Academic	10% (1)	33% (1)
		Research	16.7% (5)	21.7% (5)
	2012-13	Academic	0%	0%
		Research	17.1% (6)	20.8% (5)
	2013-14	Academic	0%	0%
		Research	25.8% (8)	17.4% (4)
	<b>% Total</b>	<b>Academic</b>	<b>4.0%</b>	<b>6.7%</b>
		<b>Research</b>	<b>23.8%</b>	<b>22.8%</b>

**Figure 15:** Percentage turnover of established male and female Academic and Research staff leaving the Department per year, with absolute numbers in brackets. The percentage displayed represents turnover within respective male or female staff cohort. The majority of those leaving are unestablished postdoctoral researchers. Within the Department of Genetics our staff turnover is equivalent for females and males.

Currently the Department does not collect information as to what position and where staff leaving the Department move to. Given that both nationally (Figure 14) and within our own Department (Figure 12) there is a trend for loss of female staff at postdoctoral level and above, we recognise that collation and analysis of this data would be useful.

**Action 2.1.1: Provide a consistent recording system for vacant posts and new recruits using the web-based Recruitment Administration System [RAS]**

**Action 2.2.2: Collate records of where and into what positions our research staff go upon departing the Department. Continue to monitor by gender and staff group.**

**(Word Count: 1887)**

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

##### Key career transition points

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

As shown in **Figure 16** there have been three vacancies for academic posts during the reporting period and the proportion of applications from women represents on average 23% of the total with 24% being interviewed and one post, the most senior professorial post (the Professorship of Genetics), being offered to Anne Ferguson-Smith in 2012. The trend appears to indicate that the number of female applicants is in decline. Nonetheless, our Departmental application, interview and acceptance numbers (22.5%, 18.2%, 33%) are comparable to university academic appointments in Science Engineering and Technology (22%, 25% and 25%). Women were present on the interview panels for all three posts in accordance with University policy.

**Figure 16: Academic and research appointments in the Department of Genetics**

Appointments in reporting period	Applications (Male)	Applications (female)	Interviewed (male)	Interviewed (female)	Appointed
<b>Academic</b>					
2008/9	18	10 (35.7%)	3 (17%)	3 (30%)	Male
2010/11	48	10 (17.2%)	6 (12.5%)	0 (0%)	Male
2011/12	10	2 (16.7%)	3 (30%)	1 (50%)	Female
<b>Total (female %)</b>	76	22 (22.5%)	12 (15.8%)	4 (18.2%)	<b>3 (33%)</b>
<b>Researcher</b>					
2013/14	41	36 (46.2%)	9 (43.8%)	7 (56.3%)	3 Female (75%) 1 Male

**Figure 16:** Numbers of applicants, interviewees and appointments for the three recent academic posts are tabulated according to gender. Research appointments are shown using data from the new online system instigated in 2013. For applications, the % of women as a fraction of total applicants is shown. For interviewees, the % of males and females as a fraction of male and female applicants respectively, is given.

The self-assessment process has revealed that we have not maintained systematic records on application and acceptance rates for postdoctoral researcher positions within the Department and that there are inconsistencies between research groups in their hiring practices. The University has introduced a new online recruitment system in 2013 (see Researcher data in **Figure 16**), which will make it easier to collate and report on the demographics of applicants for all posts, including established Academic and research staff. The departmental trend over recent years suggests an increase in the number of women postdocs.

***Action 2.1.2: Review of recruitment practices especially in light of new positions post-refurbishment and aim to increase the numbers of female applicants to academic posts through targeted recruitment processes.***

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

The annual University-wide Senior Academic Promotions (SAP) process is the method by which senior posts (Lecturers and above) are promoted. Eligible candidates are encouraged to discuss potential applications with the Head of Department. Applications are reviewed and ranked by a Faculty Promotions Committee. The self-assessment panel note that the membership of this SBS Sub-committee has been heavily male dominated (2010: 8 males, 2 females, 2011 7:3, 2012 8:2, 2013 9:1, 2014 9:2). They strive to get as many women as they have available, but as Heads of Departments usually form the Committee, there is a high ratio of males to females.

Sub-committee rankings are then considered by a committee of Biological and Medical Sciences that does not consist of Heads of Departments. Currently, three of the seven members of this committee are women. They recommend applicants for promotion to the General Board's Senior Academic Promotions committee chaired by the University Vice Chancellor. Of the six internal and five external members of this final committee, not one is female. We will continue to apply pressure.

***Action 1.3: Continue to apply pressure via the University Athena SWAN Governance panel, to redress the gender balance on the Faculty and Senior Academic Promotions committees.***

The Head of Department proactively encourages members of staff to apply for promotion and contributes to advance planning that allows applicants to prepare the strongest case for promotion either currently or in the future. In 2013/14, the Head of Department encouraged three members of staff to apply for promotion and, along with another departmental Professor, assisted with their applications. As a result the Department now has a new female Professor. Promotion figures for the Department of Genetics (**Figure 17**) indicate that 50% of females applying for promotion are successful compared to 33% of male applicants. This year, the University has updated the process for senior researcher promotions (e.g. senior to principal associate) which now runs alongside the annual SAP exercise. Metrics will be maintained and monitored.

**Figure 17: Senior Academic Promotion in the Genetics Department 2004-2014**

	% (number) of people applied who were female	% (number) Female successful	% (number) of people applied who were male	% (number) Male successful
Professor	25% (1)	100.0% (1)	75% (4)	25% (1)
Reader	28.6% (2)	50% (1)	71.4% (5)	40% (2)
Senior Lecturer	100% (3)	33% (1)	0.0%	0.0%

Figure 17: Senior Academic Promotion in the Genetics Department 2004-2013. Of the six female applications for promotion, three have been successful, while of the nine applications from men, three were successful.

**Action 2.3.1 : Promote University SAP support including Open Fora and the SAP CV Scheme which offers 1:1 advice**

**Action 2.3.2 : Provide additional mentorship for female staff eligible for promotion**

**Action 2.3.3 : Identify and support eligible researchers for promotion via the new parallel University senior researcher promotion and monitor gender metrics**

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

The Department’s recruitment processes adhere to the University’s policy of equality of opportunity for all. Guidance is provided centrally on how to recruit effectively and in a way that complies with University policy and procedures, employment law and equal opportunities legislation. Job descriptions and person specifications are written carefully to avoid unconscious discrimination, and the further particulars provide prospective applicants with information about the benefits of working that are likely to be important to women, such as flexible working options, generous annual leave, maternity/paternity leave, and family-friendly policies, including the salary sacrifice scheme for childcare. Our Departmental website is regularly updated to provide this information.

**Action 2.1.2: Update and ensure consistency of recruitment practices and monitor metrics annually.**

**Action 2.4.1: Maintain regular updates to Departmental website to including family friendly policies within Genetics - <http://www.gen.cam.ac.uk/department/athena-swan>**

Research Fellows and candidates shortlisted for academic posts present their work to the Department members whose views are taken into account. The Research Committee interviews and recommends applicants for appointment. The Research Committee has eight members of

which at least two are women and for academic posts includes an external member. For the recent Senior Professorial election, the membership of the Board of Electors consisted of local, national and international experts and included three women.

For solicited postdoctoral appointments where researchers are not named on research grants, a formal application process involving advertising, shortlisting and interview, in accordance with University policy noted above is instigated. The Departmental Administrator is involved in this process ensuring the presence of at least one female panel member at interview. Systematic records have not been maintained for this process, but recently the University of Cambridge has established a new online Recruitment Administration System (RAS) to overcome this problem.

The University provides on-line Equality and Diversity Training. At the start of the year 25% of group leaders had completed this training. The percentage has now increased to over 47% and is targeted to be 100% over the next 2 years. We now have an Athena SWAN champion, Daniel St Johnson.

***Action 2.1.1: Adhere to transparent appointments process which attracts a diversity of applicants and maintain metrics***

***Action 2.1.2: Attract more female applicants using proactive recruitment processes and improved person specifications.***

***Action 1.2: Actively encourage all members of staff to complete the Equality & Diversity training sessions either online or during annual organised lunchtime training session. Include information about E&D training in induction.***

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

We identified that the key point of attrition for females in the Department relates to career progression after the postdoctoral stage. We have therefore conducted two postdoctoral surveys in 2014 and focused our efforts on increasing activities that champion women postdocs within the Department, and have provided additional financial support to the Departmental Postdoc Society to encourage participation as a community.

Our postdoc survey highlighted that most postdocs (>75%) felt that they received enough support and advice from their supervisors and 79% know and understand their rights with respect to University pension schemes. However only 36% feel they know and understand their rights with respect to family leave (maternity, paternity, etc.) and 60% do not receive enough professional development support (for example, regular appraisals). Encouragingly, 80% of respondents felt that they are treated equally in the Department, irrespective of gender. We identified that information about HR, departmental, and university issues are not easily found either in person or online. Increased use of web-based communication now aids communication of information to our postdoctoral community.

A Postdoc representative attends departmental Academic Staff meetings and liaises with the new University Office of Postdoctoral Affairs to emphasise their role and to disseminate the information that they provide.

To support women at the crucial stages and post-docs in general, we are continuing the successful Genetics Postdoc Society talk series; themes include career development, dealing with journals and funders, pay grades and how to apply for pay increments and promotion, and alternative careers outside academia. A new initiative to widen teaching experience, Postdoc Masterclasses on research techniques for postdocs and post graduate students, is also being introduced. Furthermore, the postdoc committee has successfully applied and gained funding to run two workshops on leadership skills and fellowship applications in the current academic year. We envisage making these annual events.

The University has a number of programmes in place to support staff with career planning which are, in the main, offered by the Centre for Personal and Professional Development (PPD). These include training in interview techniques, communication and presentation skills, lecturing performance, and supervision of students. For example, Viji Draviam has attended leadership courses run by PPD. Sara Imarisio has been nominated and sponsored by the University to participate in the national Aurora leadership course. The University's Careers Service is available to all staff and students, and offers specialist careers advice for contract research staff and post-docs. To further support the specific needs of postdoctoral research staff or early career researchers, the Postdocs of Cambridge (PdOC) Society offers guidance on opportunities within and outside Cambridge. The Society also facilitates networking and seeks to represent postdocs in matters of career development and employment conditions.

***Action 2.2.1 – Forward planning for staff training***

***Action 2.4.2 & 4.3: The creation of two new items on our newsletter and website: (a) a family-friendly Genetics page containing relevant information about family support and (b) a Postdoc Society web page including a blog for improved communication, dissemination and debate.***

***Action 4.1 & 4.4 : Scheduling of complete Genetics Postdoc Society talk series at start of the academic year to encourage of wider participation, including the initiation of Postdoc Masterclass series in skills and techniques.***

***Action 4.2: Via the Office for Postdoctoral Affairs, communicate with funding bodies for more flexibility on time limit cut-offs and provision of schemes similar to Royal Society's Dorothy Hodgkins scheme***

**Career development**

- a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
  - i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into

consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work.

The University has an excellent Staff Review and Development programme in place which aims to enhance work effectiveness and facilitate career development and members of the Department are encouraged to attend relevant courses. The staff survey results suggested 65% of women would take advantage of Leadership training compared to 35% of men, so this element of career development will be prioritised.

**Appraisal and mentoring:** Within the Department all academic staff are appraised once every two years by the Head of Department or other appropriate senior member of the academic staff. This facilitates identification of training requirements, opportunities for academic promotion and career development planning. New members of the academic staff are allocated an academic mentor, generally one most closely related to their research activities. More widely, most group leaders take responsibility for conducting appraisals of their own team members. However, our staff and postdoctoral surveys indicate that there are inconsistencies in this across the Department with some group leaders being more conscientious than others. Furthermore, the Staff survey highlighted that only 29% female; 39% male respondents felt they received regular and constructive feedback and 22% female; 38% male respondents thought they had the opportunity to discuss their development needs regularly. As a result, the Head of Department has proposed an improved formal Appraisal scheme to take place at the end of the Easter term after the examinations. Group leaders will receive listings of all staff requiring appraisal, relevant documentation and a deadline by which to return appraisal documentation including communication of relevant action items to the Head of Department and Departmental Administrator. Appraisal training information will be communicated to Group Leaders and a refresher training session will be arranged within the Department. Those not complying with the scheme will have the appraisals of their own team conducted by another member of the academic staff.

***Action 2.2.5 : Monitor and implement a formal mentoring scheme for academic staff within the Department.***

***Action 2.2.4: Appraisal: Implementation of formal appraisal scheme for all staff via the Departmental Administrator and overseen by the Head of Department's office.***

***Action 2.2.4: Notify and encourage staff to attend the PPD programme for appraisers and appraisees. Arrange training within the Department to emphasise importance and encourage compliance.***

***Action 4.4 : Identify further services within the University that aid career development. Continue to raise awareness of the opportunities these services offer***

Currently, the Department of Chemistry and the Office of Postdoctoral Affairs are trialling a number of different mentoring schemes for research staff within the Department. One involves the identification of volunteer mentors and the implementation of practises that formally recognise their contributions to the process. We propose to monitor these schemes and trial the most suitable within the Department.

Promotion of the unestablished grant-funded research staff to higher grades could be occurring more extensively but is a challenge since funds are not always available (or included within grant

applications) to increase salaries. Promotion is, in general, dependent on individual group leaders who apply for funding. However, we identified from our staff and postdoc surveys that research staff are not always aware of their pay grade or how they might progress within it. We will establish processes to not only improve awareness of progression at the postdoctoral levels but also to increase the numbers of research staff moving up the research scale. As noted above, one of our priority action points will be to communicate pay scales and the process for progression within them, to members of the Department.

**Action 2.2.3: Improve communication and implementation of pay progression for researchers and monitor finance sections of grant applications to ensure appropriate pay progression.**

**Action 2.2.6 and 4.1: Encourage Leadership Training and identify courses best suited for members of the Genetics Department.**

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

The University provides an online induction programme, and a Welcome to Cambridge networking event, held twice a year, for all new staff. The event features an exhibition of the opportunities and sources of support available to University staff, and complements the comprehensive information for new staff such as networking and development opportunities available *via* the Human Resources Division website.

The Department of Genetics operates a system of Floor Managers who conduct our established departmental induction process with all new members of the Department in accordance with the University practices. This includes provision of an Induction Pack with particular emphasis on Health and Safety practice within the working environment. In addition individual research groups provide additional inductions specific to their own activities including training in the operation of specialised equipment.

The Department continues to raise awareness of flexible working policy and equality and diversity issues, and a new online E&D training module was launched by the University in October 2013. In the staff survey, 85% of men and 97% of women thought that they had a choice in deciding how they did their work. All staff are encouraged to participate in the University's Equality and Diversity training and a group session was organised in October 2014 as part of the Department's E&D Day. The self-assessment panel have learnt that 47% of academic staff have now completed this (improved from 25% in April 2014). More emphasis is being placed on increasing this number. There has also been a recent book and web resource "The Meaning of Success: Insights from Women at Cambridge". The Department will promote this book in the Department Newsletter, give links to the website and promote female success in Cambridge.

In our staff survey, 55% of men and 58% of women indicated that they were satisfied with the training and development that they receive, suggesting considerable room for improved satisfaction in this area (**Figure 21**). Training courses and development opportunities are provided by the Centre for Personal and Professional Development (PPD), including leadership for senior academics, communication skills, stress management, and appraisal training (for appraisers and appraisees) as well as a development programme designed specifically for Researchers. More of

our staff will be encouraged to take these opportunities for personal and professional development through our newsletter.

**Action 2.4.1: Regularly update Department website and induction pack to reflect family friendly policies within Genetics; Continue to update family friendly document; advertise all University provisions; Provide details of maternity and paternity leave on our revised family friendly webpage**

**Action 2.4.2: Promote flexible working patterns, both when induction packs are sent out and when maternity leave and paternity leave are applied for.**

**Action 1.2: Actively encourage all members of staff to complete the Equality & Diversity training session either online or in an organised group lunch-time training session. Include information about online E&D training in induction**

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

As a senior academic female currently balancing a career and the raising of children, the Head of Department is particularly sensitive to the needs of female staff and students who are interested in pursuing a sustainable academic or research career and who may require advice or a sounding board when considering choices. Since joining the Department, through scheduled appointments, she has provided personal mentorship to members through one-to-one meetings discussing the particular needs and aspirations of individual women. Often these have involved practical advice such as the identification of colleagues and experts who can facilitate the formation of new networking opportunities and provide additional more targeted advice based on their own experiences. This type of mentorship is currently well-suited to a Department of our size and provides an informal comfortable forum for women to increase their network of relevant colleagues, obtain practical insights and an additional point of view as they face challenges at many levels. As the Department increases its numbers of senior women academic staff, they too will be able to contribute to this ethos of mentorship of women by women. In addition, our administrative assistant to the GEC acts as pastoral mentor to our graduate students and undergraduates receive pastoral care from their Colleges.

In addition, the Graduate Student and Postdoc Forum (GRASP), provides a dedicated careers resource for postgraduate students and early career researchers in Life Sciences. Initiatives include a forum for the communication of ideas and the coordination of academic activities, including student-run conferences.

## **Organisation and culture**

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

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

As shown in **Figure 18**, the Department of Genetics has 11 internal Committees, which generally meet termly and report to the Academic Staff Committee currently held 4 times a year. Seven of these Committees are chaired by a female with six of these chaired by a Professor (Head of Department). There is a gender balance on all of these Committees apart from the Academic Staff Committee where women are underrepresented. It is therefore noteworthy that women carry a disproportionate committee load within the Department and we recognise that it is important to minimise this for women. Committee membership is reviewed on an annual basis with the Chair of the Teaching Committee and the Head of Department, and factors such as workload, other commitments and areas of expertise are all considered. Also included in this review are periods of sabbatical leave, absence through chronic illness, maternity and paternity leave. The Department would normally expect new academic staff to build up gradually to an average load over a period of three years (except where specifically employed as teaching substitutes). The Department offers junior members of staff opportunities for career development by serving on some of these Committees.

***Action 2.3.4: Recognise contributions to mentorship when apportioning annual departmental responsibilities.***

**Figure 18: Male and female representation on committees in the Department of Genetics**

Committees in the Department of Genetics	No. of males/females and % of females 2012/13	No. of males/females and % of females 2013/14	No. of males/females and % of females 2014/15
<b>Academic Staff Committee.</b> 5 times/year – consists of all Department UTOs, SRFs, Department Secretary, Senior Technical Officer and Post Doc rep and the Principal Assistant. Chair - Prof Anne Ferguson-Smith (Head of Department).	23/7 (23.3%)	23/7 (23.3%)	23/7 (23.3%)
<b>Safety Committee.</b> 3 times/year. Manages all safety practices within the Department. Chair - Prof Anne Ferguson-Smith (Head of Department).	5/4 (44.4%)	4/6 (60%)	7/7 (50%)
<b>Teaching Committee.</b> 4 times/year. Chair – Dr David Summers.	6/4 (40%)	6/7 (53.9%)	6/7 (53.9%)
<b>Graduate Education Committee.</b> *including 3 graduate reps (2013/14 all female, 2014/15 all male). 3 times/year. Chair – Prof Steve Russell.	6/4 (40%)	3/8* (72.7%)	8/4* (33.3%)
<b>Research &amp; Recruitment Committee.</b> Meets on an ad hoc basis acting as an interview panel for new recruits. Chair – Prof Anne Ferguson-Smith (Head of Department).	7/1 (12.5%)	5/3 (37.5%)	6/3 (33.3%)
<b>Strategy &amp; Management Committee.</b> Once per two months. Discusses and advises Head of Department on matters of strategic relevance. Chair – Prof Anne Ferguson-Smith (Head of Department).		4/2 (33.3%)	5/2 (28.6%)
<b>Library Committee.</b> Once per term. Chair – Dr Ian Furner.	5/2 (28.5%)	4/2 (33.3%)	4/2 (33.3%)
<b>Assistant Staff Consultative Committee.</b> Once per term Chair - Mr Mark Hammond (Principal Assistant).	2/4 (66.6%)	3/5 (62.5%)	3/7 (70.0%)
<b>Infrastructure and Refurbishment Committee.</b> Once per term for management of infrastructure and facilities. Chair – Prof Anne Ferguson-Smith (Head of Department).	6/4 (40%)	5/5 (50%)	6/7 (53.8%)
<b>Athena SWAN Self –Assessment Panel.</b> Provides the forum for discussing and implementing equality and diversity actions within the Department and identifying mechanisms for improving our working community. Chair – Prof Anne Ferguson-Smith (Head of Department)		2/8 (80%)	4/8 (66.6%)
<b>Microscopy Steering Group</b> – Meets termly to report to the HoD in an advisory capacity to report on purchases of new microscopes and to manage and report on all department microscope matters. Chair – Dr Marisa Segal			5/3 (37.5%)

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

As illustrated in **Figure 19**, there is no difference in the annual representation of male and female research staff on open-ended (permanent) and fixed term contracts expressed as a mean percentage for the reporting period. For this time period all Academic members of staff have permanent contracts, apart from one male temporary University Lecturer.

**Figure 19: Female and male research staff on fixed term and open-ended (permanent) contracts**

Year	Gender	Numbers		Percentage	
		Open-ended (Permanent)	Fixed-term	Open-ended (Permanent)	Fixed-term
2009	Female	13	16	44.8%	55.2%
	Male	21	21	50.0%	50.0%
2010	Female	16	12	57.1%	42.9%
	Male	26	16	61.9%	38.1%
2011	Female	10	14	41.7%	58.3%
	Male	15	18	45.5%	54.5%
2012	Female	14	10	58.3%	41.7%
	Male	20	15	57.1%	42.9%
2013	Female	15	8	65.2%	34.8%
	Male	18	13	58.1%	41.9%
2014	Female	17	7	70.8%	29.2%
	Male	20	14	58.8%	41.2%
	Female		mean	55.8%	44.2%
	Male		mean	56.7%	43.3%

**Figure 19.** Numbers and percentages of male and female research staff in the Department of Genetics on open-ended (permanent) and fixed term contracts. Just over half of our research staff are on this type of contract and the gender representation for both permanent and fixed term staff is balanced

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

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

The Head of Department is a member of the University Athena SWAN Governance Panel and reports back to the Department at Academic Staff meetings and at the Strategy and Management

Committee where Athena SWAN is a standing item on both agendas. She also is a member of the Council of the School of Biological Sciences where, likewise, School-wide Athena SWAN issues are part of the agenda. Members of the academic staff sit on several committees external to the Department including the Faculty Board (male), and the Senior Academic Promotions sub committees of both the School of Biological Science (female) and the Clinical School (female) and the Graduate School of Life Sciences Committee (male). A member of the Department currently Chairs the School's Faculty Board (male). Our data shown in **Figure 18**, illustrates that our female academic staff are over-represented on internal committees. For the next academic year, we will try to change the ratio of females to males on committees, to more effectively represent the gender ratio of the constituency represented by each committee. As a small department with two female professors (one newly promoted in 2014), the more junior female members of the Department are less sought after for many of the external influential committees within the University. Since we have made strong efforts to promote our academic women this year, we hope that we will be able to recommend our women faculty for external committees in a manner that takes into account their other responsibilities.

***Action 2.3.5: Redress balance on committees as much as is practicable, and reduce the burden on the female over-representation on internal committees***

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

The Head of Department reviews workloads including teaching, examining and committee membership annually with the Chair of the Teaching Committee and the Departmental Administrator. A spreadsheet containing all teaching, examining, mentoring, Athena SWAN, administration and other commitments as well as additional notes on circumstances such as leave, is maintained and updated by the Head of Department's personal assistant throughout the year. This is circulated and there is targeted discussion. This provides the framework for the annual distribution of responsibilities. Individuals are approached informally when roles are allocated so that additional views and preferences can be taken into consideration.

***Action 2.3.4 : Continue to maintain annual spreadsheet on the distribution of workloads within the Department. Send to PIs to ensure transparency***

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

The Department recognises that staff may need to drop off or pick up their children from school or have other caring responsibilities, and do not schedule evening or early morning activities. Times and dates of all key meetings are circulated at the beginning of the academic year. The majority of committee meetings, including the main Academic Staff Meeting and other departmental activities including Group meetings and our External Seminar series are scheduled during core

hours, as well as lunchtime seminars for the PhDs and post-docs. Our Research in Genetics Day is an important event in the Department as everyone is invited to share posters and talks from members of the Department on their research – it is inclusive and run in three sessions, so that members of the Department can leave early if they need to. The annual Garden Party to celebrate the Part II results and the end of the academic year historically has started at 16.00 but last year’s event was scheduled for a 14.00 start in order to include as many staff as possible. Staff are encouraged to bring family members to this event.

Our monthly Departmental Happy Hour aims to include all members of staff and takes place on Fridays at 17.30. It provides an opportunity for informal interactions at all levels and an opportunity for different groups to mix. Food and drink from all around the world are offered and is particular popular with PhD students and postdocs. We appreciate that this timing is not convenient for all staff members but note that those with young children make advance arrangements or are present for the first half hour. We plan to trial an earlier start time to better accommodate this cohort.

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

The Department has many initiatives in place to promote team building and group integration, at all levels, encompassing a commitment to work place diversity.

- For the first time this year we conducted a Group Leader Retreat which took place locally at Chicheley Hall – a convenient venue chosen to allow those with family commitments to leave at the end of the working day and return in the morning. The Department recognises the importance of family commitments, but appreciates the value of team building and providing a less formal forum outside our daily work environment where new ideas and collaboration can be stimulated. We plan to repeat this event every two years.
- The Departmental Postdoctoral committee has also planned an Away Day for the coming year as part of their scheduled events. The Department is committed to providing funds to support this and other events organised by the Postdoctoral community.
- Graduate students have an annual retreat. This year, the PhD students had a two-day Graduate Retreat in Brighton. On the first day they hosted scientific talks including presentations from key invited guests from academia and industry. The second day of the retreat included career talks by invited guests and focused on non-academic science-related careers relevant to their transferable skills training. Monthly events (Eg., pub visits, quizzes, lunches outside the department) are all supported to help build inclusive graduate student communities.

***Action 3.3.1: Introduce mentorship and a graduate buddy system for PhD students***

***Action 3.3.2: Support the graduate student community via retreats and events***

- The Part II students are fully integrated into the Department for their third year of undergraduate study. They perform a Pantomime in early December, followed by a well-attended end of Term “Happy Hour”.



***Genetics Part II Pantomime, December 2013*** Group Integration

- There are Charity events in the Tea Room at least three times a year, where all members of staff and Part II undergraduate students can meet up and enjoy fundraising together. In the past year, there have been events to raise money for MacMillan Cancer Relief, the Salvation Army Present Appeal (donating presents/money for underprivileged children), Jeans for Genes Day, Wear it Pink Day (Breast Cancer Charity), Women V Cancer and the MPS Society.
- A designated member for managing tea breaks in the Tea Room and a dedicated part-time librarian (also our webmaster) further support the integration of members across all levels, on an everyday basis. The Tea Room is also used routinely by undergraduate students between lectures.
- The Department website is a good source of information. The website celebrates achievements, offers recent news, lists up-and-coming events, and provides information on the different research groups within the Department. Links to the Athena SWAN website, to women working in Cambridge, the Department’s policy on equality and diversity, and links to University HR pages provide information on balancing work and family. Our department’s family friendly policies have a dedicated page reflecting the changing volume and access to information in this area. This information will also be provided as a printed version in the Departmental Induction pack.

***Action 2.4.1 : Continue to update Department website to reflect family friendly policies within Genetics; continue to update family friendly document; advertise all University provisions***

- A termly Newsletter is sent to all members of staff by email, with some copies printed out for the Tea Room and for those members of staff who do not regularly use email. These Newsletters include all celebratory matters, including births of babies to members of staff, welcoming new staff and students, awards of PhDs and other awards, “Getting to know Staff Members” – informal insights into departmental member’s hobbies and interests, as well as sharing new publications for groups and an E&D and Athena SWAN section, informing the staff of current activities. It also provides important information to staff, for example, details of the refurbishment and dates for calendars.



**Members of the Genetics Part II Class, 2013/14, wearing their departmental hoodies - the logo was designed by a previous Part II Class member.**

- Finally, the Department runs a Seminar series throughout the year attended by students and staff. The self-assessment panel analysed the gender balance of external speakers over the past two years and identified a gender imbalance (Male:Female speakers=3:1). The panel has recommended to the (gender-balanced) organisers of the Seminar series to consider this imbalance and aim to increase the numbers of senior female speakers. For this academic year, we have welcomed seven internationally renowned seminar speakers to the Department and three have been women (47%) illustrating improvement in this arena and good progress towards our goal to have 40-50% female speakers each academic year.

**Action 2.4.3: Focused invitations to female research leaders to speak at our Departmental Seminar Series, and maintain improved guidelines / practices established for seminar organisers**

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

The Department recognises the need to communicate knowledge of our subject to the public. ‘Public engagement’ is recognised in appraisals and promotion as “general contribution”. Examples below give a flavour for who the programmes are aimed at:

(i) Viji Draviam was invited to speak on 'Women in STEM fields' at outreach conferences in North India. Her talks aimed at encouraging women school and undergraduate students in India to study STEM disciplines here in the UK.

(ii) Anne Ferguson-Smith took part in the 2014 Fabrics of Life Workshop in January at Central Saint Martins College of Art & Design (London) and also spoke at the Cheltenham Science Festival.

(iii) Boris Adryan is a member of CodeClub.org.uk and runs programming lessons at two local primary schools. He is also a STEM Ambassador and regularly talks about the interface of biology

and computing to younger people. Boris also talked to students from Parkside Federation schools about careers in science.

(iv) Department members of both genders routinely participate in the University's National Science Week Open Day, a family-friendly event for the general public and Cambridge Hands-on Science.

### Flexibility and managing career breaks

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
- (i) **Maternity return rate** – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

All applications for maternity leave are approved. The percentages of staff returning after maternity leave in the Department of Genetics are noted in **Figure 20**. Section b.iii below illustrates actions to improve maternity return rate by improving conditions for those returning from maternity leave.

**Figure 20 – Percentage of women returning after maternity leave**

2010-2014	Staff Group	Maternity Rate return
<b>Maternity return rate</b>	<b>Academic Related</b>	100% (3/3)
	<b>Researcher</b>	69% (9/13)
	<b>Assistant Staff</b>	25% (1/4)

**Figure 20:** The table shows that all three academic staff returned to work after maternity leave and 9 out of 13 research staff returned. Of the four research staff who left within twelve months of the end of their Maternity Leave, three resigned to take up positions elsewhere and the fourth was on a fixed term contract for which funding came to an end.

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

Paternity leave was taken by only three members of staff (2010-2013), two postdoctoral researchers and a member of the assistant staff. In the first three months of 2014 one Academic and one postdoctoral researcher, and one member of the assistant staff have taken Paternity Leave. The Head of Department strongly supports paternity leave and the self-assessment panel has ensured that the option of paternity leave is more prominently featured in our revised family friendly webpage.

**Action 2.4.1 : Provide details of maternity and paternity leave on or revised family friendly webpage**

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

In the Staff Survey 71% female and 50% male respondents were able to strike the right balance between work and home life.

We support flexible working practices, though as a small Department, we do not obtain many formal requests for this. All requests made to date have been supported. For example, one female member of the academic staff reduced her working hours to 0.8 FTE for family reasons, other than maternity leave, between February 2011 and July 2013.

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

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

Two research staff returning from maternity leave and have been granted flexible working hours, returning to work part time with a phased increase in hours over time. In the last five years there has been one female Academic working part-time (50%) until 2012, and no males. In contrast it is more usual for research staff to work part time and their full time equivalents (FTEs) range from between 0.2 and 0.85. In 2013 there were 17.5% female part time research staff and 6.5% male research staff, and currently 2 female and 2 male researchers, (0.5-0.85 FTE). In 2014, 34% of assistant staff and 12.5% of academic-related staff work part-time (across both genders). There is much informal flexibility for all staff in respect of their daily working hours being adjusted to fit in with family commitments.

The postdoctoral stage of a researcher's career can often coincide with the beginning of family life. The careers of female researchers can be particularly affected in this period and steps are taken to support these researchers both academically (for example, discussing extensions to grants with sponsors) and pastorally (family-friendly flexible working hours, extra consideration within the group). We continue to explore, with WiSETI and other organisations, how we can support all members of the Department during this time to ensure female researchers are not disadvantaged.

**Action 2.4.2: Promote flexible working patterns on the website, and both when induction packs are sent out and when maternity and paternity leave are applied for. Formally record reasons for lack of return.**

- (ii) **Cover for maternity and adoption leave and support on return** – explain what the department does, beyond the university maternity policy package,

to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

- The Returning Carers Scheme run by the university offers funds to assist returning carers in building up their research profiles and other academic activity after a period away from work. The Head of Department supports requests for parental leave and encourages those eligible, to apply for funds from the University's Returning Carers Scheme. Of six applications (all women), four have been successful, providing funds for conference and course attendance and specific small projects seen to be beneficial to career progression.
- Pregnant women in the workplace may require additional safety precautions such as increased awareness by co-workers. We will facilitate this through implementation of sensitive communication policies, where appropriate, such as with the posting of a notice in the relevant lab informing colleagues that a pregnant woman is in the workplace, with the prior consent of the expectant mother.
- Mothers returning to work may require a private facility for expressing and storing breast milk during the day. Our departmental refurbishments include a room where this can take place.
- Several members of staff are working flexible hours to accommodate family and personal needs. Many members of staff have children, and family friendly policies are adopted including the scheduling of research seminars in the middle of the day rather than in the early evening.
- The self-assessment panel has identified the need for more family friendly information to be included in the Induction Pack and on the Department Website (<http://www.gen.cam.ac.uk/local/human-resources-info/balancing-work-and-family>). The updated versions highlight support available to families includes maternity, paternity and parental leave, working hours flexibility, availability of nurseries, parking, accommodation, social events, carers information, staff review and development, next career steps, returning to work and information for parents.

**Word Count: 4814**

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

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

Members of the Department participated in two surveys involving the whole department (2013, Participation 65%.) and our postdoctoral community (2014, participation 50%) in order to identify areas where we were performing well and areas for improvement. Particular areas where there was a major difference between the responses of males and females and some of the key points relevant to equality issues are summarised below in **Figure 21** with these and others commented on elsewhere in the text. Action points in these areas are noted in the submission. It is

noteworthy that gender imbalances occurred in both directions and that in some areas women have scored higher than men and feel better supported than their male counterparts (**Figure 22**). Our Athena SWAN Action points have placed an emphasis on improving the development and opportunities for our female staff, but clearly many of our actions in response to the survey will also benefit male staff. For areas of particular concern for male staff, more detailed consideration by the self-assessment panel will be conducted to understand the nature of this apparent gender disparity and act upon it where appropriate.

During the processes that have resulted in this submission, the Athena SWAN self-assessment panel has evolved into a new and integral grouping at the heart of our Departmental infrastructure. It has created a forum not only for the continued evaluation of our progress in setting, achieving and maintaining our equality and diversity targets but has provided a vibrant arena for creative discussion and exchange of ideas associated with the provision of a working environment that recognises our achievements and maximises the full potential of us all. These discussions have included how we might actively engage as role models our highly successful female alumni including Prof Edith Heard, FRS (Professor College de France and Unit Director, Institute Curie in Paris), Prof Ottoline Leyser FRS CBE (Director of the Sainsbury Institute of Plant Sciences in Cambridge) and Prof Veronica van Heyningen FRS CBE (Council of the Academy of Medical Sciences). Another example is our deliberations on how we can widen our Athena SWAN remit to include equal opportunity issues for our non-research support staff who are fundamental to the well-being of our department. So for us, this submission has been much more than an exercise in identifying and quantifying issues of equality with the goal of improving the opportunities for our women in STEM research, it has provided us with a new practical framework upon which to add value to the principles of Athena SWAN more widely.

***Action Plan 2.4.3 - Invite more female role models to the department for events, presentations and seminars***

**Word Count: 421**

**Figure 21 – Examples of areas with and without gender disparity in our all staff survey including areas that have been identified as key actions for improvement**

<b>Question/Text</b>	<b>%men</b>	<b>%women</b>
I am proud to work for the University	85%	87%
There is effective co-operation between people within my immediate work area	71%	65%
I am treated with fairness and respect in my Department	79%	81%
My immediate line manager is open to my ideas and suggestions	71%	70%
The career development/promotion processes are fair	25%	14%
I am aware of the Senior Academic Promotions process	35%	25%

I feel informed about what is happening in the University	35%	45%
I believe that change is well managed in my Department	36%	10%

**Figure 22 – Specific examples of areas in which men have scored lower than women in our survey**

Question/Text	%men	%women
I would take advantage of leadership training if it were locally available	35%	65%
I am able to strike the right balance between my work and home life	50%	71%
I can manage any stress experienced in my role, so as not to impact on my work or my wellbeing	59%	79%

**See Action Plan 1.2, 1.4, 2.2.4, 2.2.6, 2.3.1, 2.3.2**

## **6. Action plan**

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

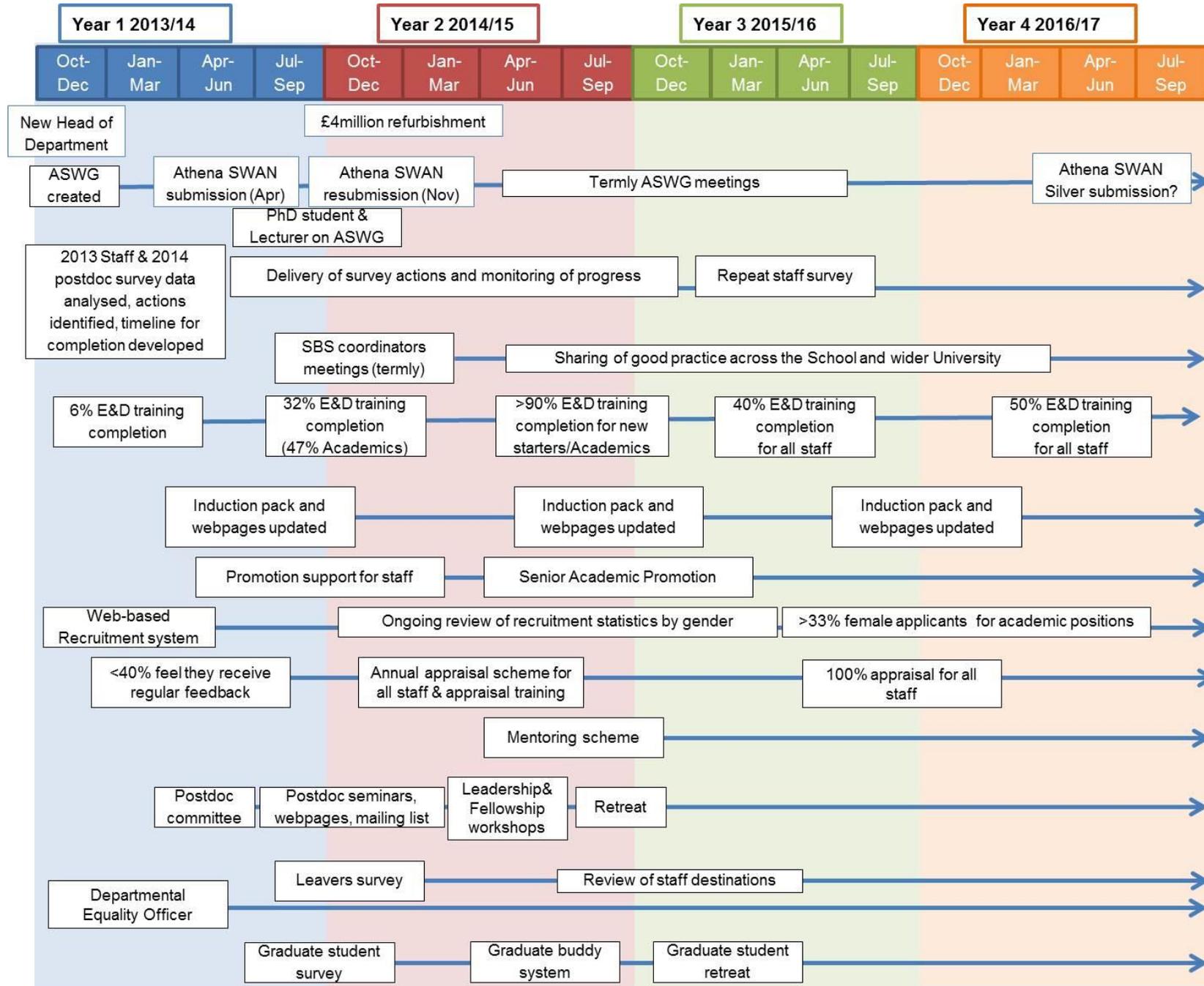
The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The plan should cover current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

**The action plan does not need to cover all areas at Bronze; however the expectation is that the department will have the organisational structure to move forward, including collecting the necessary data.**

Figure A provides an overview of progress and actions to come for 2013-2017. Our Action Plan covers Department-wide actions and includes specific to Postdoc initiatives, developed by a postdoc working party.

At the end, we also provide a summary of our responses to the feedback associated with our previous unsuccessful application.

**Figure A – Timeline for Department of Genetics Athena SWAN Bronze Application**



Objective	Action taken to date	Planned Actions	Responsibility	Specific Measurable & Timeline	
<b>1 ASWG Governance</b>					
1.1	<b>Embed the Athena SWAN Working Group (ASWG) in the Department's culture and systems</b>	Action plan drawn up. Bronze award application and action plan submitted. Terms of Reference drafted. Newsletter articles submitted; Web pages created; Induction packs reviewed; Athena SWAN network events advertised.	Termly meetings to review progress on Action Plan, to ensure momentum is maintained.  Reports on progress and data presented at Staff Meetings.  Finalise Terms of Reference. Ongoing promotion of Athena SWAN at Departmental, University and National level via standing Agenda items.	Chair of ASWG, ASWG members and the WiSETI representative	Reports to be reviewed on an annual basis over a period of 3 years, starting in January 2015. Athena SWAN is a standing agenda item on four Staff and six Strategy & Management Committee meetings/year as well as Department Away Days, and the Research in Genetics Day  Local and national network events advertised on ad hoc basis on front page of website and at <a href="http://www.gen.cam.ac.uk/department/athena-swan">http://www.gen.cam.ac.uk/department/athena-swan</a>
1.2	To raise awareness of Equality and Diversity	The ASWG has reviewed the number of staff who have taken the online Equality & Diversity training; E&D Officer organised group training sessions.  Department completion rate in January 2014 was 25%; in October 2014 this has increased to 47%	Actively encourage all members of staff to complete the Equality & Diversity training sessions either online or in an annual organised group lunch-time training session  Include information about online E&D training in induction	Equality & Diversity Officer, Departmental Administrator  HoD	All interview panel members have undertaken the E&D training by January 2015.  >90% new staff to complete E&D training within their first 6 months or at the Annual Equality and Diversity Day.  Record of staff trained to be maintained and updated. HoD to follow up with non-responders (particularly line managers).  >90% completion for academic staff by mid 2015. 50% completion for all staff by end 2016.

Objective		Action taken to date	Planned Actions	Responsibility	Specific Measurable & Timeline
1.3	Improve gender balance on University promotion committees	The ASWG identified that the Faculty and SAP are not gender balanced, and are heavily male dominated	Continue to apply pressure via the University Athena SWAN Governance panel, to redress the gender balance on the Faculty and SAP committees.	HoD as University AS Governance Panel member	AS Governance Panel to seek female members for Faculty and SAP Committee by October 2016 and on an annual basis in October
1.4	Sharing of good practice across departments in the School of Biological Sciences	Active involvement in the University Athena SWAN Network events and workshops  The ASWG initiated a SBS group of Athena SWAN coordinators who meet on a termly basis to share good practice	Dissemination of good practice at regular SBS and University network meetings.  Provide feedback to central University offices (e.g. HR and E&D) on suggested improvements in data generation and collation.	ASWG panel members  ASWG coordinator	Coordinator reports to ASWG with School items minuted, actioned and disseminated where appropriate via website.  At least one ASWG member to attend all University Athena SWAN Network events.
<b>2 All Staff</b>					
<b>2.1 Recruitment</b>					
2.1.1	Adhere to transparent appointments process that attracts a diversity of applicants	New University web-based recruitment system launched in November 2013	Establish a consistent recording system for vacant posts and new recruits within the Department using the web-based Recruitment Administration System (RAS)	Department Administrator and Strategy & Management Committee	Data will be collected and reviewed on a routine basis. Gender metrics will be monitored for data from across all stages of the recruitment process. To be established by December 2014 and reviewed annually by ASWG team commencing March 2015.

Objective		Action taken to date	Planned Actions	Responsibility	Specific Measurable & Timeline
2.1.2	Attracting more women applicants, to achieve gender balance through improved recruitment processes	The ASWG and Research Committee monitored recruitment practices	Update and ensure consistent recruitment practices and update job descriptions and person specifications for next round of recruitments	Department Administrator and Head of Department	To be reviewed on an annual basis over a period of 3 years, commencing March 2015
			Actively encourage applications of more women to independent Fellowships through targeted emails to collaborators world-wide highlighting the benefits of Genetics at Cambridge including Athena SWAN and refurbishment. All academic staff to actively seek out suitable candidates at national and international conferences	Research & Recruitment Committee and all academic staff	Data will be collected and reviewed on an annual basis. The department aims to attract a further 2 to 3 women members of the academic staff post-refurbishment by the end of 2016, with ongoing efforts 2016-2018 to attract >33% female applicants.
			Aim to increase the numbers of female applicants to academic posts through targeted recruitment processes	HoD, Departmental Administrator and Research & Recruitment Committee	Examine gender balance number after next round of academic recruitments. We aim to increase the % of women academic staff to 35-40% by 2016 and 50% by 2020. To be reviewed after each round of academic recruitment (starting in 2015)
<b>2.2 Career Development for all staff members</b>					
2.2.1	Introduce forward planning for staff training	The Department advertises training and development opportunities throughout the Department.	Review training during appraisal process and continue to advertise opportunities	Departmental Administrator and HoD	Review training requested during appraisal process and maintain records of all staff training undertaken via PPD, commencing October 2015 and reviewed annually.

Objective		Action taken to date	Planned Actions	Responsibility	Specific Measurable & Timeline
2.2.2	Improve systems of record keeping for departing staff members, particularly research staff	The ASWG identified there is no official record of next position of departing research staff	Collate records of where and into what positions our research staff go upon leaving the Department; continue to monitor by gender and staff group  Department participating in pilot collaboration with the OpdA, HR, Alumni Office and Department of Chemistry to create a database of ex-members of the Department	Department Administrator, HR team  ASWG	Generate leaver surveys and liaise with the Alumni Office to collate records for >50% of research staff, starting in October 2014.  Thereafter records to be maintained internally and be reviewed on an annual basis over a period of 3 years in January by ASWG.
2.2.3	Improve communication and implementation of pay progression for researchers	Department Administrator recommends and advises principal investigators on pay progression for researcher	Monitor finance sections of grant applications prior to submission to ensure inclusion of appropriate pay progression for named research staff and postdocs	Department Administrator and Department Accountant	Pay progression for researchers included in all grant applications as they are submitted. Reviewed annually by ASWG.

Objective		Action taken to date	Planned Actions	Responsibility	Specific Measurable & Timeline
2.2.4	To ensure effective appraisals are done on a regular basis	<p>The University has an appraisal scheme which runs on a two year cycle.</p> <p>Our 2013 Staff Survey results suggested &lt;40% felt that they received regular and constructive feedback on their performance.</p> <p>HoD has announced proposal for an annual period for Group leaders to conduct appraisals of their staff at the end of the Easter term.</p>	<p>Establish the formal appraisal scheme for research staff, and other staff, instigated from the Head of Department's office via the Departmental Administrator</p> <p>Notify and encourage staff to attend the University's PPD programme for Appraisers and Appraisees.</p> <p>Arrange one-off training within the Department to emphasise its importance and encourage compliance</p> <p>Maintain and review records of non-compliance and record individuals who act as alternative appraiser for their 'general contribution'.</p>	HoD and Departmental Administrator	<p>Review appraisal completion rate annually by ASWG every October.</p> <p>Aim for 50% appraisal completion by October 2015 and 100% by October 2016.</p> <p>Record non-compliance and ensure identification of alternative appraiser where required.</p> <p>Satisfaction with regular and constructive feedback on performance increased to &gt;70% in repeat staff survey (2016)</p>

Objective		Action taken to date	Planned Actions	Responsibility	Specific Measurable & Timeline
2.2.5	To introduce mentoring for academic staff	The ASWG have identified to date there is no formal mentoring scheme within the department for existing academic staff unlike for new academic staff.	Monitor and consider implementing a more formal mentoring scheme within the Department.	Chair, Strategy and Management Committee	Identify suitable mentoring scheme by Easter 2015 and implementation of the scheme by the next academic year (2015-16) post-refurbishment when staff return to Department.  Review of suitability by ASWG every six months
2.2.6	Leadership training for women staff	The staff survey results suggested 65% of women would take advantage of leadership training compared to 35% of men	The PPD office runs several Leadership courses for those at different career stages. Dates will be communicated to staff via newsletter, email and appraisal meetings. (See also Supporting Postdoctoral Researchers Actions)	Departmental Administrator, ASWG Coordinator	Maintain and review records of those attending Leadership training annually by ASWG using attendance information from PPD office.  By January 2016, identify best courses for members of the Genetics Department and target attendance via appraisers and ASWG.
<b>2.3 Support for promotion of all staff</b>					
2.3.1	To actively support academics with Senior Academic Promotion (SAP) applications	The SAP process has been revised by the University to actively progress gender equality and improve the transparency of the process.	Promote University SAP support including Open Fora with the PVC for Institutional Affairs and the SAP CV Scheme which offers 1:1 advice. Advise and encourage during appraisals.	HoD	Continue existing procedure where all staff are supported in SAP promotion applications before and during the application process by HoD and a senior member of the Strategy & Management Committee, and by HoD for unsuccessful applicants once the outcomes are published. To be reviewed on an annual basis commencing October 2015

Objective		Action taken to date	Planned Actions	Responsibility	Specific Measurable & Timeline
2.3.2	Supporting academic in planning for promotion	The ASWG identified that only new recruits to the academic staff receive formal mentoring.	Provide additional mentorship for female staff eligible for promotion including via the appraisal scheme.	HoD and Strategy & Management Committee	Record support via appraisal documentation. Record of mentors and mentees contacts through the formal mentoring scheme; aim to increase numbers of mentored individuals to 50% by October 2016 and to >80% by October 2017. Review on annual basis, starting from the new academic year 2015-2016
2.3.3	To actively support researchers with Senior Research Promotion applications	The University has updated the process for senior researcher promotions (e.g. senior to principal research associate) which now runs alongside the annual SAP exercise. Eligibility criteria are unclear for some staff.	Identify and support eligible researchers for promotion via this route. Notify all staff via email and via academic staff meeting annually in Michaelmas term. Be able to provide staff with clarify on eligibility.	HoD and Departmental Administrator.	Instigated this year, and recorded and monitored by gender on an annual basis via appraisals and HoD office.
2.3.4	Review Register of Departmental Responsibilities	HoD and Chair of Teaching Committee review workloads for academics for their teaching, administrative and research interests and reports to the Staff Committee The University has introduced a scoring system for Senior Academic Promotions. All candidates must pass a minimum threshold for research, teaching and general contribution to be eligible for promotion	Recognise contributions to mentorship when apportioning annual department responsibilities Continue to maintain annual spreadsheet on the distribution of workloads within the Department, send to all PIs and ensure transparency	Head of Department Chair of Teaching Committee	Workloads reported to Staff Meeting and review annually starting in December 2014 Increased transparency of comparative workloads starting in June 2015 (including committee membership published on website)  Workload allocations reviewed in appraisals

Objective		Action taken to date	Planned Actions	Responsibility	Specific Measurable & Timeline
2.3.5	Flexibility on committee membership and gender parity where possible	The ASWG has looked at the gender representation on committees	Redress balance on committees as much as is practicable and reduce the relative committee burden for female staff, particularly on lower profile committees	HoD, and Teaching Committee Chair	Keep flexibility on committees and maintain gender parity, avoiding overload where possible while ensuring women gain experience of key decision making committees. To be reviewed annually (from January 2015)
<b>2.4 Retention</b>					
2.4.1	To enhance family friendly nature in the Department	Website improved to contain specific information on family friendly policies <a href="http://www.gen.cam.ac.uk/local/human-resources-info/balancing-work-and-family">http://www.gen.cam.ac.uk/local/human-resources-info/balancing-work-and-family</a>	Update Department website to reflect family friendly policies within Genetics; continue to update family friendly document; advertise all University provisions	Department Administrator, HR Team, Webmaster	Include details in induction packs, on website. Review on an annual basis starting in June 2015, for three years.  Gain feedback from staff by undertaking a follow up staff survey in March 2016.
		The ASWG have identified areas of expansion for communicating provisions that the Department and University offer e.g. Returning Carers' scheme	Provide details of maternity and paternity leave on our revised family friendly webpage	Department Administrator, HR Team, Webmaster	Assess number of hits (usage) by installing Google Analytics on website  Awareness of webpage information and helpfulness evaluated in repeat staff survey in March 2016

Objective		Action taken to date	Planned Actions	Responsibility	Specific Measurable & Timeline
2.4.2	To actively promote flexible working patterns	<p>The Department supports flexible working patterns and some members of staff can work from home, if agreed</p> <p>The Department has between 8.3% and 12.2% part time academic research staff over 2010-14. The assistant staff part time figures are up to 30%</p>	<p>Promote flexible working patterns, both when induction packs are sent out and when maternity and paternity leave are applied for.</p> <p>Document instances of flexible working patterns and leave return rate formally to help review of the objective.</p>	Department Administrator, Equality and Diversity Officer	<p>Review numbers and proportions of staff working flexibly annually, starting in July 2015;</p> <p>Ensure that policies are understood and implemented.</p> <p>Increase in satisfaction to survey question 'I am satisfied with the support the University offers to help me balance my work and home life' from 36% to &gt;50%</p>
2.4.3	Establish gender balance among invited seminar speakers	The ASWG reviewed gender balance for seminar series and identified low female representation (3:1 Male:Female ratio)	Focussed invitations to female research leaders to speak at our departmental Seminar Series and guidelines/practices established for seminar organisers.	ASWG and seminar series organisers	Increase numbers of female speakers to at least 35% by April 2015 and 50% by the end of 2016.

Objective		Action taken to date	Planned Actions	Responsibility	Specific Measurable & Timeline
<b>3 Graduates and Undergraduates</b>					
<b>3.1 Supporting the recruitment of female students and career growth of all students</b>					
3.1.1	Attract and support female students	Webpages highlighting courses and opportunities, open days within the Department and University Open Days have been included	Maintain, revise and update website to emphasise and improve our commitment to the recruitment of female students, particularly in the more mathematical areas of genetics. Student focus groups to feed back to Teaching Committee.	Chair of Teaching Committee	Webpages updated in response to students' comments  Gender balanced recruitment across all genetics undergraduate and post-graduate courses. To be reviewed on an annual basis, starting in July 2015.
3.1.2	Maintain the balanced gender breakdown of male/female students	The ASWG has reviewed the gender breakdown of undergraduate, MPhil and PhD students	Continue to monitor and review gender breakdown	Teaching Committee, Grad Education Committee	Reports to be reviewed on an annual basis by ASWG, starting in October 2015. Current breakdown maintained, and in line with national benchmark figures

Objective		Action taken to date	Planned Actions	Responsibility	Specific Measurable & Timeline
<b>3.2 Promoting career development for all students</b>					
3.2.1	Maintain 100% completion rates of PhD submissions	The ASWG has reviewed completion rates of PhD submissions	Monitor completion rates of PhD by gender	Chair of Grad Education Committee	Maintain 100% completion rates, to be reviewed on an annual basis starting in July 2014
3.2.2	Establish events for graduates that promote female leadership roles	Outreach talks promoting "Women in STEMM"	Invite female role models as visitors, speakers for graduate student events and course contributors	Course coordinators, Seminar Organisers	At least one graduate seminar per year on Women in STEMM  Reviewed on an annual basis
<b>3.3 Student happiness and wellbeing</b>					
3.3.1	Understand and address any problems in the graduate community.	Two modes are available for students to provide feedback to the Department - the students' advisors and via their graduate representatives	Survey of graduate students by gender  Introduce a 'Graduate Buddy' system whereby 2 <sup>nd</sup> year PhD students offer peer support and report any problems to advisors/graduate student representative. This importantly creates a 3 <sup>rd</sup> level with a less formal, more personal approach.	Chair of Grad Education Committee, Graduate representatives	Survey results reviewed by graduate student community and ASWG (by February 2015). New actions identified where required.  Assess efficacy of 'Buddy System' via annual feedback session with Graduate students and reporting to GEC.  Gender Equality satisfaction to be included during graduate feedback survey with metrics collated and reviewed biennially.

Objective		Action taken to date	Planned Actions	Responsibility	Specific Measurable & Timeline
3.3.2	Provide networking and development opportunities for graduate students	Retreats once a year for the graduate students, as well as talks/activities/frequent outings	Record attendance at termly events by gender with increased advertisement of talks/seminars.	Grad reps	Active participation of graduate students (>50%) in retreats and events

Supporting Postdoctoral Researchers					
4.1	Support the development of Postdoctoral Researchers	<p>Postdocs surveyed in 2014</p> <p>The ASWG has noted that the Genetics Postdocs would benefit from more teaching opportunities; the Postdoc committee applied to, and got funding from, the University to sponsor a fellowship application workshop, a leadership workshop, a series of Masterclass seminars on skills and techniques</p>	<p>Repeat some aspects of survey to enable analysis by gender</p> <p>Initiation of Postdoc Masterclass series in skills and techniques in collaboration with other Departments; selection of trainers running the workshops and organisation of the workshops; feedback form</p>	Postdoc committee	<p>Identification of any gendered issues for postdocs with development of appropriate actions</p> <p>Initiation of Masterclass scheme by Spring 2015; workshops run by January-May 2015; evaluate success of the events by feedback form and number of attendees to the events</p>
4.2	Expand availability of flexible funding opportunities	The ASWG has identified a drop in female representation in positions above the Postdoc level	Via the Office of Postdoctoral Affairs communicate with funding bodies for more flexibility on time limit cut offs and provision of schemes similar to RS's Dorothy Hodgkins scheme	Postdoc committee	<p>Jan 2015 to initiate communicating through Office of Postdoctoral Affairs.</p> <p>Responses and progress (if any) communicated to postdocs in the Department</p>

Objective		Action taken to date	Planned Actions	Responsibility	Specific Measurable & Timeline
4.3	Enhance communication with and amongst Postdoctoral researchers	<p>The Postdoc community has increased visibility within the Department via the creation of:</p> <ul style="list-style-type: none"> <li>-Postdoc Committee</li> <li>-Postdoc webpages</li> <li>-Postdoc mailing list</li> </ul>	<p>Actively recruit more Postdocs to the Postdoc Committee;</p> <p>maintain up-to-date Postdoc webpages;</p> <p>inform the Postdocs of the various initiatives (i.e. seminars, workshops);</p> <p>one day retreat for Postdocs</p>	Postdocs committee; Postdoc representative and Webmaster	<p>Via personalised emails, and with the support of the group leaders of the Dept, increase number of Postdoc members in the committee from 4 to 8 by Easter 2015;</p> <p>revisit termly the Webpages, maintaining links up-to-date;</p> <p>termly update the Postdoc mainlining list; regularly circulate initiatives and events; termly assess participation and feedback from to the events;</p> <p>meet twice per term to organise and plan initiatives</p>
4.4	Raise awareness of agencies within the University that can aid career development	Postdoc committee has organised talks by WiSETI, Careers Service, OPdA within the Department.	Identify further services within the University that aid career development such as Leadership training. Continue to raise awareness via talks and events of the opportunities these services offer	HoD, Postdoc Committee	Review annually. Awareness of support evaluated via repeat survey.

## Feedback from panel on our April 2014 submission and our responses

<b>Department and institution name:</b>	<b>University of Cambridge, Department of Genetics</b>	
<b>Level of award applied for:</b>	<b>Bronze</b>	
<b>Letter of endorsement from Head of Department</b>		
<i>Commended</i>	<i>Would like to see</i>	
<p>Good personal buy-in and strong personal commitment.</p> <p>That the HoD attends meetings.</p> <p>The strategic planning evident in the letter.</p>	<p>Better link to department strategy.</p>	
<b>The self-assessment process</b>		
<i>Commended</i>	<i>Would like to see</i>	
<p>CamTools for tracking documents.</p> <p>Strong links to strategy and management committee.</p> <p>Staff consultation.</p> <p>The staff survey and the high rate of participation.</p> <p>The post-doc survey.</p>	<p>More men on the Self Assessment Team (SAT_.</p> <p>A PhD student on the SAT.</p> <p>More data around the surveys, e.g. gender breakdown.</p>	
<i>Notes</i>	The panel noted that a lot had been done but that it had been a short timeframe.	
<b>A picture of the department</b>		
<i>Commended</i>	<i>Would like to see</i>	
<p>Generally well presented.</p> <p>The full pipeline presented on page 18.</p> <p>Recognition of weaknesses e.g. could do more to actively promote the recruitment of women to the more quantitative mathematical areas of genetics.</p> <p>Appropriate actions identified.</p> <p>Redressing the ratio of toilets reflecting the increase in women in the Department.</p> <p>Breastfeeding rooms.</p>	<p>A date for figure 14.</p> <p>Consistent benchmarking.</p> <p>Pg 20 – talks about international data but doesn't give a figure.</p> <p>More accurate analysis of the data – e.g. Figure 4 states application and acceptances are consistently around 40-45% but proportions go down to 36%.</p> <p>At least 3 years worth of data for figure 13.</p> <p>More thorough analysis.</p>	

<p>Figure 13 – comparisons was useful.</p>	<p>Comment on the fact that in Figure 2 the proportion of men jumps from 36% to 54%.</p> <p>Comment or analysis as to why on Pg 17 15% of women get firsts compared with 6% of men.</p>
--	---

**Supporting and advancing women’s careers**

Key career transition points

<i>Commended</i>	<i>Would like to see</i>
<p>Women present on interview panels.</p> <p>That the self assessment process has revealed inconsistencies between research groups in hiring practices.</p> <p>Action to recruit more women to fellowships.</p> <p>Good postdoc support – including additional financial support to the Postdoc Society and postdoc talks and increasing postdoc participation in the talk through advanced scheduling.</p> <p>Good use of survey data to inform the application.</p> <p>Updating personal specifications for recruitment.</p>	<p>Less generality – e.g. how will the SAT make the department more appealing to women?</p> <p>An explanation for the criteria for eligibility on page 23 is it dependant on length in service, research etc?</p> <p>How recruitment practices around unestablished researchers are going to be improved – this was vague and somewhat confusing.</p> <p>Survey data presented on page 25 broken down by gender.</p> <p>Encouragement for E&amp;D training stepped up to a requirement.</p>

*Notes*

The section lacked specificity and detail.

Career development

<i>Commended</i>	<i>Would like to see</i>
<p>Recognition of the issues around appraisal and plans for a formal appraisal for researchers.</p> <p>Addressing issues at postdoc level – e.g. appraisal, mentoring.</p> <p>Training plans.</p> <p>Induction pack and website – good internal communications.</p> <p>Meaning of success booklet.</p> <p>Clear support from head of department for students.</p>	<p>Mandatory appraisal training.</p> <p>More frequent appraisal.</p> <p>Stronger actions than encouragement – or more detail on how people staff and initiatives will be encouraged.</p> <p>Less focus on central policies – or evidence of how the department takes ownership of the policies and signpost their staff.</p> <p>Bridging funds to support postdocs – if there is money available for this.</p> <p>How staff are encouraged to take up Leadership</p>

Breast feeding facilities.	courses. How women who are pregnant feel about a note being put up saying they are pregnant.
<b>Organisation and culture</b>	
<i>Commended</i>	<i>Would like to see</i>
<p>Recognition that women carry a disproportionate committee load.</p> <p>Offering early career members of staff opportunities for career development by serving on committees.</p> <p>Committee membership reviewed annually.</p> <p>Moving the annual Garden Party to be more inclusive.</p> <p>Sending advance notice of meetings.</p> <p>Termly Newspaper.</p> <p>More women on open ended contracts.</p>	<p>More women on research and recruitment committee.</p> <p>More men on the AS committee.</p> <p>Core hours.</p> <p>More structured approach to outreach – e.g. how is it recognised.</p> <p>A transparent workload model.</p> <p>More action around committee structures –</p> <p>Appointment, rotation, shadowing etc.</p> <p>How they plan to champion Athena SWAN as a long term goal.</p> <p>Occasionally make Happy Fridays another day/time and consider adjusting the Group Leader retreat so that people with children don't miss out on valuable networking.</p> <p>3 years of committee data.</p>
<b>Flexibility and managing career breaks</b>	
<i>Commended</i>	<i>Would like to see</i>
<p>That the department always funds the paid maternity leave for those staff whose sponsor does not provide such financial support.</p> <p>Graduated return to work.</p> <p>Strong support for paternity leave and action to encourage more men to take it up.</p> <p>Departmental uptake of the Returning Carers Scheme.</p>	<p>More examples of flexible working in practice – the SAT could use staff survey/consultation comments.</p> <p>An action to collect informal flexible working data e.g. through the survey.</p> <p>Examples of informal flexible working and staff attitudes to flexible working.</p> <p>What the gender split was of the five applications and two successful applications for the Returning Carers Scheme.</p> <p>More discussion of what the department do beyond institutional policy.</p>

Any other comments	
<i>Commended</i>	<i>Would like to see</i>
Discussions on how to engage with role models. The positive results from the survey.	More of the survey data populating the application. Actions around the issues in the survey.
Action plan	
<i>Commended</i>	<i>Would like to see</i>
Action 4 is a good example of a SMART action. Recognising mentoring in the workload model. Induction packs and family friendly website. The separate postdoc plan.	More Specific, Measurable, Achievable, Relevant and Time-bound (SMART) action plan. More measurable success measures/targets - the survey data could have been used to help add appropriate success measures. The plan more outcomes-focussed. More detail e.g. how people will be encouraged - e.g. 2.8 – actively encourage – how? And what is the measure? 2.8.2 notify and encourage – suggested success measure is greater awareness but how do you prove this? The survey used as a tool to inform the action plan, in devising both actions and targets. The committee action improved. – Action 3.2 is to redress the committee balance but it is not specific. All postdoc action measures made more specific. More exact timelines. Clearer action responsibilities – some actions are for multiple people.
<i>Notes</i>	The panel noted it would be difficult to apply for silver from this action plan as it would be difficult to measure impact.
Final Comments	
The panel commented that this sounds like a nice department to work in and that the Head of Department is obviously committed and supportive. The panel noted that the overall analysis had identified the issues but the weak action plan let the application down. The panel were not convinced that the action plan would address the issues identified and ensure that the inclusive environment would continue and grow.	
The panel considered the application may have been a bit rushed due to the short timeframe and would	

encourage the SAT to look at the feedback and work on the action plan with a view to submitting again shortly.
<b>Good Practice Example:</b> The department always funds maternity leave for those staff whose sponsor does not provide such financial support.
<b>Recommended Result</b>
No award.

## Responses to this Feedback

We are grateful for the comments provided which we have addressed and which have contributed to a much improved submission. In particular, we believe that our revised Action Plan is now better designed to address the issues that have been identified and documented in the submission.

### 1. The Self-assessment process

Since the April application, and shortly after the submission, we invited Alex Patto (a male PhD), and John Welch (a male University Lecturer) onto the self-assessment panel. We have increased the number of examples of survey data throughout the submission and their value in contributing to our Action Plan.

### 2. A picture of the Department

We have added data for 2013-14 to the graphs, provided more information in the figures and more thorough data analysis.

### 3. Supporting and advancing women's careers

We have provided more specific detail in this section. For example, we have instigated an annual Equality & Diversity Day in the Department for training and raising awareness. The Head of Department proactively identifies and encourages prospective candidates for promotion, and one of our female staff was promoted to professor this year (the only departmental promotion this year). There are now mandatory staff appraisals taking place in the Department with defined action points. We have expanded our postdoc survey to include acquiring gender feedback in areas where this was omitted, however, this data will not be available for analysis until after the submission deadline (See revised Action Plan). Leadership courses are being advertised and two members of the ASWG have been sponsored by the University to participate in leadership courses.

### 4. Organisation and culture

We annually review our committee memberships. For example, this year we have a 3:6 ratio of females to males on our Research and Recruitment committee which is an increase

representation compared to our gender ratio of academic staff members. The numbers of academic staff completing Equality and Diversity training increased from 25% to 47% since our previous submission in April 2014. We have provided a more transparent workload model by providing membership of our departmental committees on the website and circulate the workload spreadsheet annually to all academic staff by email. Three years of committee membership is provided and, as indicated in the text, this membership is reviewed and changed annually to allow rotation off.

#### 5. Flexibility and managing careers

We have added Actions that increase our robustness in data collection and provided more detail on what we do beyond institutional policy. Details on gender split for the successful returning carers scheme have been supplied and we have better used our survey data to inform on our Action points.

#### 6. Action Plan

In response to the feedback, the Athena SWAN self-assessment panel has revised our Action Plan extensively. We have improved it to make it much SMARTer (more Specific, Measurable, Achievable, Relevant and Time bound). The inclusion of measurable actions and achievable goals will allow us to monitor our targets annually and also provide us with metrics should we decide to make a future application for a Silver Award.