Athena SWAN Bronze department award application

Name of university:	University of Cambridge
Department:	Physiology, Development and Neuroscience
Date of application:	April 2014
Date of university Bronze award:	Bronze 2012

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UNIVERSITY OF CAMBRIDGE

Professor William A Harris FRS, FMedSci
Head of Department

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25th April 2014

Dear Athena SWAN Panel,

I am pleased to give my full and warm support to our Athena SWAN bronze application. As the spouse of a Neuroscience Professor with whom I have two children, one of whom is a young female scientist, I have personal experience of the challenges facing women academics. I know how difficult it can be to manage progression in one's career while maintaining a satisfying work-life balance. I think the task becomes harder and harder as the load and expectations become heavier and heavier.

When I took up office as Head of Department in 1997 there were only five women academics across the Departments of Anatomy and Physiology (which subsequently merged to form Physiology, Development and Neuroscience (PDN)). During my period of office, this number has more than trebled and now stands at 16, seven of whom are Professors. I should also mention that Anne Ferguson-Smith, one of our longest serving female academics, was recently promoted to the Headship of Genetics in Cambridge and is currently the only woman who is a permanent Head of Department within the School of the Biological Sciences.

Further work is needed if women are going to stay and advance in science. Clearly, one of the early hurdles within the biological sciences, is the transition from postdoc to independent researcher. The Department has an Academic Postdoc Liaison Officer who, as well as developing a sense of community within a previously disenfranchised group, has promoted training and career development opportunities via the Postdoc Symposium, email circulation, masterclasses, and their own webpage http://www.pdn.cam.ac.uk/cam_only/postdocpdn.shtml. I believe the work we are doing for the postdoctoral community in PDN is unparalleled within this university.

In addition, all contract researchers now have access to Mentors who, amongst other things, can provide informed career planning advice.

I receive regular updates from the Self Assessment Team via the Management Committee, which I chair and which is the key decision-making body in the Department. At the Management Committee we have endorsed, and agreed to resource fully, the Athena SWAN Action Plan which builds upon the Staff Survey, which highlighted many positive aspects of working in the Department but also identified specific areas for improvement.

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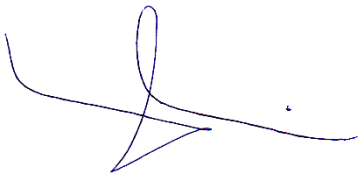
Two important initiatives following from Athena SWAN and the Staff Survey are the establishment of the Communications and Postdoc Committees.

PDN is committed to promoting equality of opportunity for all. We will implement our Action Plan, which will, we believe, benefit all members of our community and carry forward the work we have been doing to support women in science.

Yours faithfully



Professor W.A. Harris

Word count: 445

2. The self-assessment process: maximum 1000 words

a) The Self assessment team

Professor **Abigail Fowden** heads the Self Assessment Team and is Deputy Head of Department. She is the department's longest serving female member of academic staff (1978-present) with extensive experience of the University's research, teaching and administration. She is married to a Cambridge professor in the physical sciences and has two grown-up children who were amongst the first to attend the inaugural University nursery.

Ms **Fiona Duncan** is the Departmental Administrator with responsibility for financial, health and safety, and human resource management in the Department.

Dr **Christof Schwiening** is a Lecturer in the Department. His main areas of expertise are information technological systems analysis, statistical significance testing and data presentation. He is both a first and final year degree course organiser and has chaired intra-departmental examination committees. He has a track record of innovation in communication and management technologies within the Department.

Professor **Roger Hardie** is a long-standing member of the Academic Staff with extensive experience in research group management, teaching and course organisation. He currently also chairs the Department's Computing and IT committee.

Professor **Angela Roberts** joined the Department as a Lecturer in 1994 and was promoted to Professor in 2009. She heads a behavioural neuroscience research lab comprising four postdocs, a variable number of PhD students and an MRC Research Fellow. She lectures, demonstrates and examines in second– and third-year courses and has sat on the School of the Biological Sciences Senior Academic Promotions Committee for the last three years. She is married to an MRC scientist and has three children.

Dr **Benedicte Sanson** is a Lecturer in the Department with a research group of five long-term researchers. She took her PhD in France and, prior to her Lectureship, had five successive short term contracts. She has two children and has worked part-time since their birth (80-90%). She brings experience of i) work practices in different academic environments, ii) the challenges of maternity leave on short-term contracts and iii) being an international migrant. She is also the Department's Academic Liaison for support of the postdoctoral community.

Dr **Guy Blanchard** is a long-standing Research Associate in the Department and has contributed to sections of the submission relating to post-doctoral staff. Guy co-ordinates various post-doc activities within the Department and was a departmental Postdoc Representative and helped define the job description of this evolving role. Guy manages his research career alongside being an involved father of three.

Dr **Tereza Cindrova-Davies** is a senior Research Associate who joined the Department in 2003. She has also been involved in the undergraduate and graduate teaching at PDN. As a female representative of the post-doctoral group, Tereza has contributed to the post-doctoral perception of good practice and areas for improvement, as well as areas related to work/life balance. She has been involved in the departmental Communications Focus Group which feeds its recommendations to the Athena SWAN Self Assessment Team. Tereza has managed her research career alongside bringing up her daughter.

Mr **Gareth Matthews** is a medical student in the integrated MB/PHD programme of the University, now in the final year of the PhD component in the Department. He is also a Bye-Fellow of Medical Physiology, at the all female Murray-Edwards College. He brings his experience as a student in the department and as a supervisor at an all female college.

Mrs **Angela Lowe** recently joined the Department and is Secretary to the Self Assessment Team and to the Head of Department.

Dr **Vivien Hodges** is the University's Women in Science, Engineering and Technology Initiative (WiSETi) Project officer and Athena SWAN co-ordinator. She is Secretary to the University's Athena SWAN Governance Panel and organises events to support women in science.

Ms **Lenna Cumberbatch** joined the University Equalities and Diversity Team in January 2014. She has been involved in Equality and Diversity in various environments previously as well as recently completing an MBA, and undergraduate studies including biological sciences, English literature and women's and gender studies, in Vermont, USA.

b) The Self Assessment process

An initial Self Assessment team meeting was held on 24th May 2012 at which an action plan for preparing the submission was agreed and the areas where additional data and resource were needed to complete the submission were identified. Following this meeting, the School of the Biological Sciences decided to appoint an Athena SWAN co-ordinator for the School and carry out a staff survey across the whole School. Key members of department's Self Assessment Team (AF & FD) were seconded to the School's SWAN Steering Group to supervise the work of the co-ordinator and ensure the success of the staff survey and Athena SWAN submissions by the School. Further information about the Survey is provided under Culture (page 29). The results have played a key role in developing our Athena SWAN Action Plan.

Further Self Assessment Team meetings took place on 30 January 2013, 22 May 2013, 24 October 2013, 8 January 2014, 11 February 2014, 19 March 2014 and 9 April 2014. During this period, the composition of the Self Assessment Team was broadened to include a postgraduate research student, an academic member of staff working part-time, an academic with statistical skills and an Athena SWAN co-ordinator from the Equality and Diversity division of the University. FD attended 'data surgeries' and a good practice workshop run by the University to inform and support the departments applying for Athena SWAN awards. During our meetings, we analysed quantitative data required for this submission, identified issues for debate arising from the Staff Survey and discussed potential items for our submitted Action Plan to address the career transition points where gender imbalance was identified.

c) The future of the Self Assessment Team

The Self Assessment Team will continue to meet once a term to monitor the implementation of the Action Plan and report to the Management Committee termly. It will continue to be chaired by a senior member of the department's management team with a rotating membership as academic staff take sabbatical leave and other members move on in their careers. The gender representation of this group will be monitored as occurs with all departmental committees.

Action Point 1: Monitor the implementation of the Action Plan and report on it termly.

Word count: 997

3. A picture of the department: maximum 2000 words

The Department of Physiology, Development and Neuroscience (PDN) was formed in 2006 by the merger of the Departments of Anatomy and Physiology. It occupies two major buildings in close proximity on a central site adjacent to other biological science departments. Much of the fabric of PDN has been modernised in recent years. The Department now (2014) has 47 University supported academic staff plus 7-8 independent researchers externally funded by the Wellcome Trust, MRC, and BBSRC. Currently, the permanent Academic Staff consists of 17 professors, 8 readers, 5 senior lecturers and 13 lecturers who are employed to carry out research and teaching, and 4 academic positions with responsibility for teaching only. Of these staff, 5 (10.6%) work part-time. There are also 77 support staff, 100 postdoctoral Research Associates, 100 postgraduate students and 6 academic-related staff. There are, therefore, over 300 people working in the department. PDN's annual income is about £7m from the University and £7m from grants (mainly from MRC, BBSRC, BHF, Wellcome Trust, overseas charities)

At undergraduate level, PDN teaches and examines 600 medical students, 140 veterinary students, 300+ science students and 125 third-year students of mixed medical, veterinary and science backgrounds. The Department contributes to 19 different courses across the three years of undergraduate teaching and provides the course organiser for 14 of these. Teaching is through a combination of lectures, practical classes and project work for final year students. Students at all levels also receive regular supervision in small groups (3-5 students) organised by the Colleges (see Section 2ii) or department, which involves most members of the academic staff and several of the more senior postdoctoral research associates.

Research in the department is focused on four main themes; Cellular and Systems Physiology, Development and Reproductive Biology, Neuroscience and Form and Function. The research interests of individual academic staff often span more than one theme. Research group size varies with several large groups (10-15 researchers), although the majority are smaller (≤5). All staff employed for teaching and research are research active and 41 (12 women and 29 men) researchers out of an eligible pool of 45 were returned in the recent REF exercise. There are strong collaborative links with the Clinical School, the Veterinary School, the John van Geest Centre for Brain Repair and MRC Laboratory of Molecular Biology.

Administratively, the Head of Department is supported by two deputy heads of department, a Departmental Administrator and two principal assistants. The work of the department is overseen by a number of committees; Teaching Committee, Postgraduate Education Committee, Finance Committee, Research Committee, IT Committee, Space Committee and Health and Safety Committee which report to the Management Committee which has the responsibility for departmental performance and strategy overall and makes recommendations to the Head of Department and the Academic Staff Meeting who make final decisions.

The distribution of women amongst categories of students and staff within the department follows the national trend. Around 60% of the undergraduates and PhD students that PDN teaches are women but there is a fall in percentage of women at all career levels thereafter with women academic staff accounting for 35% of the total in 2014, a figure below the national average (see Figure 6). However, as of 2014, PDN has a higher proportion of women professors (38%) than in the University as a whole (2014, 15.3%) or in the biological sciences nationally (17.2%, HESA figures, 2011-2013). Male applicants for recent lectureship posts have

outnumbered women by 2 to 1 but, despite this, 50% of our new recruits in the past three years have been women.

Student data

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

The Department does not offer these courses.

(ii) Undergraduate male and female numbers

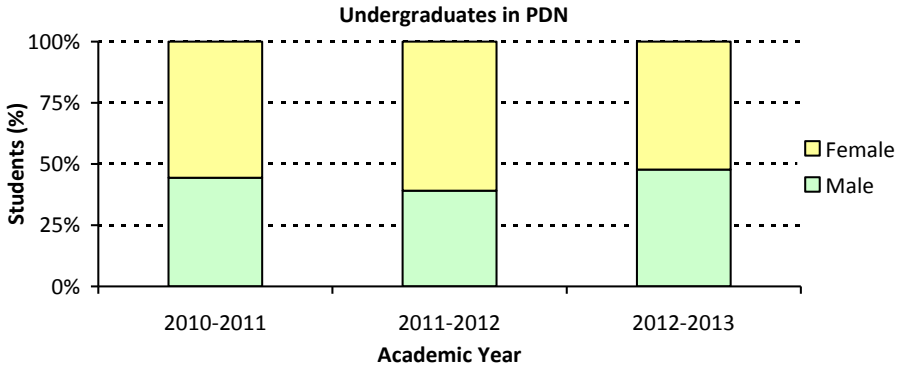
Undergraduates are admitted to one of 31 self-governing Colleges that strive to achieve a balanced intake averaged across subjects and provide academic and pastoral support, and small-group teaching. This means the Departments (responsible for course content and the provision of lectures and practicals) have no direct influence over applications and admission ratios to the University as a whole. However, many academic staff have College affiliations and are involved in student admissions. Students arrive to read the Natural Sciences Tripos (NST, spanning a wide subject range from physics through chemistry to biology)) or the Medical and Veterinary Sciences Tripos (MVST) and then pursue a broad based course in the first and second years (Part IA and IB respectively). It is only in the third year (Part II) that students take a single subject such as Physiology. The Department teaches in 19 different courses within the NST and MVST, of which 53% are inter-departmental. The only course for which we are solely responsible for admitting, teaching and examining the students is Part II PDN. This final year course draws biological science students from the NST, and medical and veterinary students from the MVST. Thus the data presented below (Table 1) reflects the complete cohorts of Natural Science Tripos (NST) and Medical and Veterinary Sciences (MVST) students for Part IA and IB (including NST physical science students of who significant proportion are male). For Part II, the numbers refer only to those who have chosen to specialise in the final year Part II PDN course. Table 1 and Figure 1 show a greater intake of female than male students to Part II PDN (Figure 1).

Table 1. Undergraduate distribution (NST & MVST)

Undergraduates: Natural Science Tripos

Year	Course	Total	Female % (Num)	Male % (Num)
2010-2011	NST Part 1A	598	39.6% (237)	60.4% (361)
	MVST Part 1A	345	48.7% (168)	51.3% (177)
	NST Part 1B	592	40.0% (237)	60.0% (355)
	MVST Part 1B	336	46.1% (155)	53.9% (181)
	PDN Part II	**63**	**55.6% (35)**	**44.4% (28)**
2011-2012	NST Part 1A	643	40.6% (261)	59.4% (382)
	MVST Part 1A	344	48.0% (165)	52.0% (179)
	NST Part 1B	604	43.2% (261)	56.8% (343)
	MVST Part 1B	342	48.8% (167)	51.2% (175)
	PDN Part II	**69**	**60.9% (42)**	**39.1% (27)**
2012-2013	NST Part 1A	614	37.6% (231)	62.4% (383)
	MVST Part 1A	325	48.3% (157)	51.7% (168)
	NST Part 1B	577	38.6% (223)	61.4% (354)
	MVST Part 1B	332	48.2% (160)	51.8% (172)
	PDN Part II	**67**	**52.2% (35)**	**47.8% (32)**

Figure 1. Distribution of Part II students in PDN (actual numbers shown in Table 1 above)



The intake of female Part II PDN students admitted from the Part IB cohort is significantly higher than would be expected from the predicted proportion given the starting cohort (Table 2, $P<0.02$). For example, in the 2011-12 Part II PDN cohort admitted 52 MVST students from a cohort with 46.1% female and 17 NST students from a cohort of 40% female. Based on these ratios one would expect 44.6% female compared to the 60.9% that occurred (Table 2). However, the proportion of female students studying Part II PDN is in line with benchmark data for comparable Biological and Medical sciences courses at other UK Russell Group universities (Table 3) and for the average UK figures for Biological, Medical and Veterinary courses (Figure 2). The gender balance of Part II PDN students is also similar to that of other Russell Group universities offering similar courses in Anatomy, Physiology and Pathology. (Table 4, Figure 3).

Table 2. Modelling the expected gender distribution in Part II from the proportions of NST & MVST students admitted

Expected Part II distribution from NST/MVST distributions

	MVST	NST	Total	Expect female %	Actual female %
2011-2012	52	17	69	44.6%	60.9%
2012-2013	45	22	67	47.0%	52.2%

Table 3. Comparison of benchmark subjects (biological sciences for NST, Medicine & Dentistry and Veterinary Science for MVST)

Benchmark data (2011-12) and PDN (2011-13)

Course	Total	Female % (Num)	Male % (Num)
Biological sciences	135,975	58.8% (79990)	41.2% (55985)
Medicine & dentistry	46,300	56.3% (26050)	43.7% (20250)
Veterinary science	4,645	77.4% (3595)	22.7% (1055)
PDN Part II (Average)	**66**	**56.1% (37)**	**43.9% (29)**

Figure 2. Comparison of gender distributions within cognate biological subjects with Part II PDN

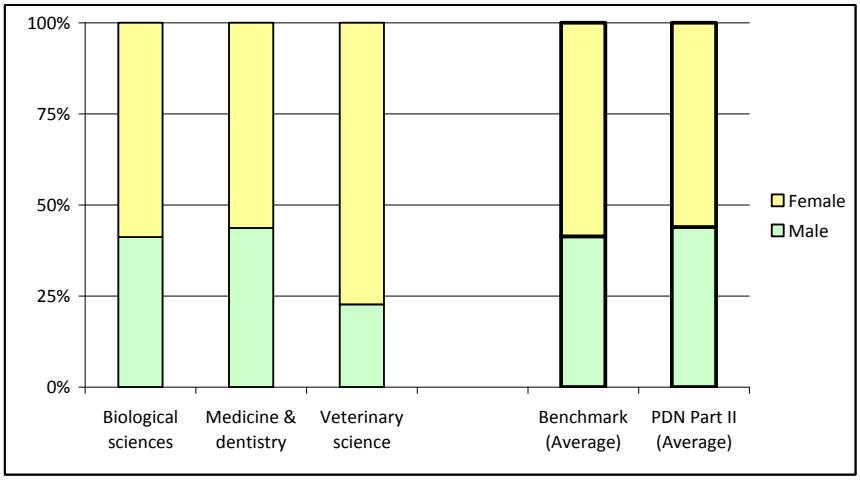
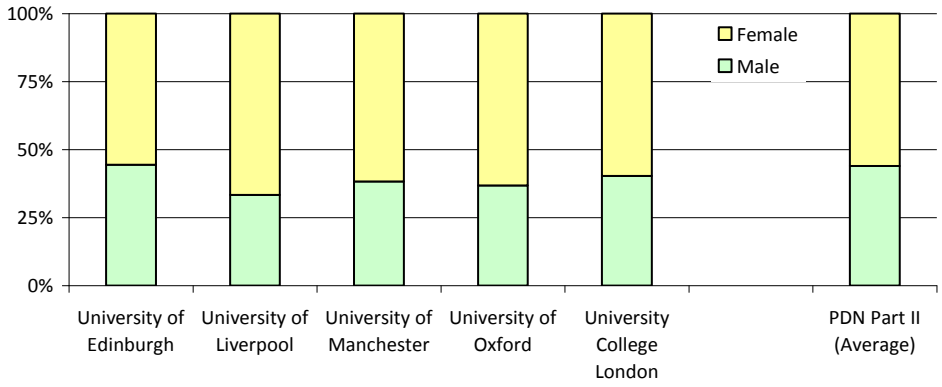


Table 4. Benchmark data for JACS Principal Subject Anatomy, Physiology & Pathology (2011/12) and for the three year average for Part II PDN

Benchmark data (2011-12) and PDN (2011-13)

Course	Total	Female % (Num)	Male % (Num)
University of Edinburgh	90	55.6% (50)	44.4% (40)
University of Liverpool	285	66.7% (190)	33.3% (95)
University of Manchester	405	61.7% (250)	38.3% (155)
University of Oxford	95	63.2% (60)	36.8% (35)
PDN Part II (Average)	**66**	**56.1% (37)**	**43.9% (29)**

Figure 3. Comparison of Part II PDN gender distribution with that of undergraduates enrolled on JACS Principal Subject (2011/12 data) Anatomy, physiology & pathology from 5 other UK Universities



A higher proportion of women study veterinary medicine than biological or medical sciences across all UK universities (Table 3) including Cambridge (74.7% females averaged over the last three years) and they may account disproportionately for students taking Part II PDN and, thus, our higher female numbers. Intake into the Part II PDN course is based largely on academic merit using the student's second year examination results so it may also be that female students obtain better examination results on average than males in their second year.

Action Point 2: Monitor the intake of final year students with respect to their degree, specific subject (science, medicine, veterinary medicine) and examination performance in the preceding year for gender imbalances.

(iii) Postgraduate male and female numbers completing taught courses

The Department does not offer taught postgraduate courses.

(iv) Postgraduate male and female numbers on research degrees

Over the three year period (2010-2012) we had, on average, a higher proportion of female graduate MPhil and PhD students (Table 5, Figure 4) in line with the benchmark data from other universities (Table 6).

Table 5. MPhil and PhD applications and admissions. Actual number in parentheses

Year	MPhil				PhD			
	Application		Admission		Application		Admission	
	Female	Male	Female	Male	Female	Male	Female	Male
2010-2011	50.0% (5)	50.0% (5)	50.0% (2)	50.0% (2)	60.5% (26)	39.5% (17)	65.0% (13)	35.0% (7)
2011-2012	60.0% (6)	40.0% (4)	25.0% (1)	75.0% (3)	64.4% (29)	35.6% (16)	66.7% (12)	33.3% (6)
2012-2013	58.3% (7)	41.7% (5)	50.0% (2)	50.0% (2)	43.1% (22)	56.9% (29)	50.0% (10)	50.0% (10)

Figure 4. Combined MPhil and PhD admissions by gender

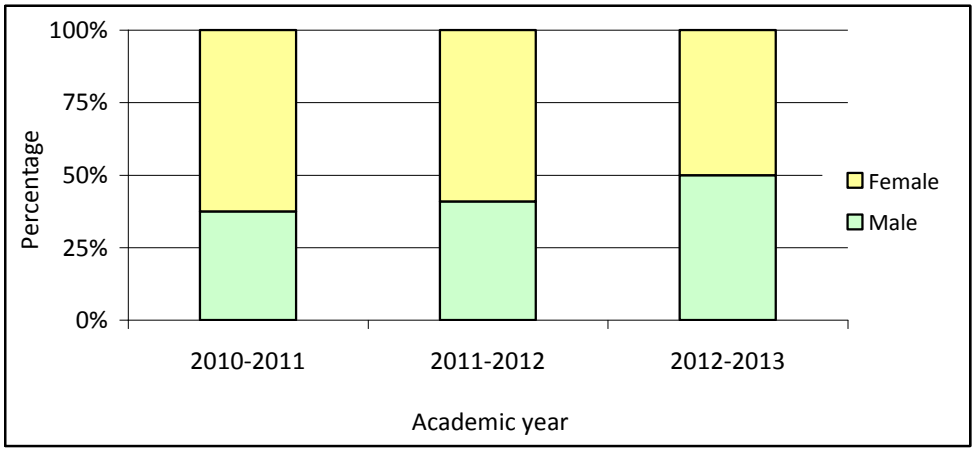


Table 6. Benchmark data for postgraduate research students in Anatomy, Physiology & Pathology (2011-12) compared to the three year average for PDN (PhD & MPhil, 2010-13). Actual number in parentheses

Benchmark Postgraduate Research Distributions

Year	Postgraduate Research	
	Female	Male
The University of Edinburgh	66.7% (30)	33.3% (15)
The University of Liverpool	50.0% (15)	50.0% (15)
The University of Manchester	59.4% (95)	40.6% (65)
The University of Oxford	53.3% (80)	46.7% (70)
University College London	56.3% (45)	43.8% (35)
PDN Postgraduate research	**57.1% (13.3)**	**42.9% (10)**

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

In Cambridge, undergraduates are admitted to Colleges with no departmental input (Table 7). The Departmental website has links to information about the admissions process to the University.

Table 7. Applications and acceptances for undergraduates to the two courses from which PDN draws its final year undergraduates (2010-2012)

		Applications				Acceptances			
Year	**Degree programme**	**Male**	**%**	**Female**	**%**	**Male**	**%**	**Female**	**%**
2010-11	NST	1370	57.6%	1008	42.4%	367	57.6%	270	42.4%
	MVST	1024	42.4%	1390	57.6%	179	46.9%	203	53.1%
2011-12	NST	1512	60.7%	978	39.3%	378	62.3%	229	37.7%
	MVST	910	43.3%	1193	56.7%	161	49.2%	166	50.8%
2012-13	NST	1625	60.9%	1045	39.1%	426	63.1%	249	36.9%
	MVST	909	43.8%	1165	56.2%	165	47.7%	181	52.3%

For postgraduate studies, there is a central application process to the University and to the Department (advertised on our website). All students have to meet the entrance requirements and be accepted by the Department and a supervisor. Students applying to centralised studentship programmes (eg BBSRC Doctoral Training Programme, Wellcome Trust Studentship Programme, and Centre for Trophoblast Research) are selected on a competitive basis by a committee managed externally to the Department but with departmental representation. Other students may be interviewed by the Departmental Graduate Education Committee who also prioritises applications requiring additional funding (eg Cambridge Overseas Trust, Cambridge Home and European Studentship Trust).

Table 5 and Figure 4 show the proportion of female applications and admissions to PDN postgraduate research courses. Success rates are shown in Table 8. Numbers applying for MPhil course are too small to allow meaningful analysis. For PhD studentship applicants, females appear to have a higher success rate than males (Table 8) but there was no statistically significant gender bias for any one year or all years combined (P=0.32 Chi-square test). Averaging across all three years for PhD & MPhil students combined, the percentage females applying (55.6%) closely matched the percentage of females accepted (57.1%). This suggests that our recruitment practices are fair but monitoring needs to continue.

Table 8. Success rates for female and male applications (MPhil and PhD). Number in parentheses

Year	MPhil		PhD	
	Success rate		Success rate	
	Female	Male	Female	Male
2010-2011	40.0% (2)	40.0% (2)	50.0% (13)	41.2% (7)
2011-2012	16.7% (1)	75.0% (3)	41.4% (12)	37.5% (6)
2012-2013	28.6% (2)	40.0% (2)	45.5% (10)	34.5% (10)

Action point 3: Continue to monitor postgraduate student numbers by gender.

(vi) Degree classification by gender

The examination results of Part II PDN students are shown as totals and by gender for each of the past three years in Table 9 and as an aggregate over the three years in Table 10. Whilst females appear to be over-represented in the first class, a Chi-test shows no significant bias ($P>0.05$). The reason why twice as many females got first class marks is largely due to the larger female Part II intake. However, when results are expressed as a percentage of their gender cohort, a slightly larger percentage of females (24%) than males (15%) obtained a first class degree, although this difference was not statistically significant (Figure 5). Our figure of 24% of females obtaining a first class degree is higher than the biological sciences (UK) benchmark figure of 16.8% but overall our results follow the benchmark trend of females out-performing males at degree level (Figure 5).

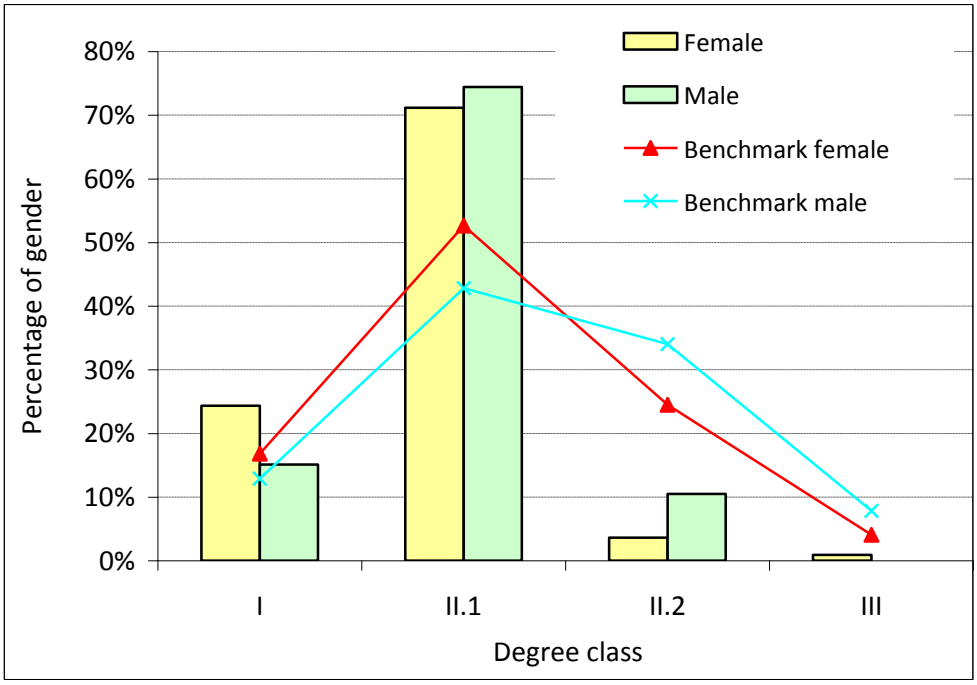
Table 9. The distribution of PDN undergraduate degree classes for each academic year 2010-2012

	Overall distribution	Class Distribution			
			Total	Female	Male
2010-2011	62 Students, 55% Female	I	11	8	3
		II.1	48	25	23
		II.2	3	1	2
2011-2012	69 Students, 61% Female	I	16	12	4
		II.1	49	28	21
		II.2	3	1	2
		III	1	1	0
2012-2013	66 Students, 53% Female	I	13	7	6
		II.1	46	26	20
		II.2	7	2	5

Table 10. Part II PDN undergraduate gender distribution within degree classes aggregated over the three year period 2010-2012

Year		Total	Female % (Num)	Male % (Num)
2010-2012	I	40	67.5% (27)	32.5% (13)
	II.1	143	55.2% (79)	44.8% (64)
	II.2	13	30.8% (4)	69.2% (9)
	III	1	100.0% (1)	0.0% (0)
Total		197	111	86

Figure 5. Part II PDN (mean 2010-12) percentage of the female cohort and percentage of the male cohort obtaining each class and benchmark data



Action Point 4: Monitor the examination performance of final year students with respect to their degree specific subject (science, medicine, and veterinary medicine) and examination marks in the preceding year for gender imbalances.

Staff data

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

The Department is one of the largest within the School of the Biological Sciences, both in academic and researcher numbers. Academic staff fall into two categories: established (permanent) posts and unestablished (fixed-term) posts such as Principal Research Fellows who are regarded as academics staff. The Department has 98 postdoctoral researchers inclusive of junior research fellows (Table 11). Most contract research staff are employed

by the University through research grants with a tiny minority employed directly by external sponsors. The percentage of students and staff in PDN that are female shows the progressive decline with increasing seniority common across UK universities (Table 12). Averaged over the last few years, our percentage of female academic staff overall at about 30% (Table 11) is lower than the benchmark figure for Anatomy and Physiology departments nationwide (48-49%, 2010-2012). However, when our dataset is displayed in three parts where logical breaks occur (end of degree and appointment to an established post), there is a rising percentage of females in each section (Figure 6).

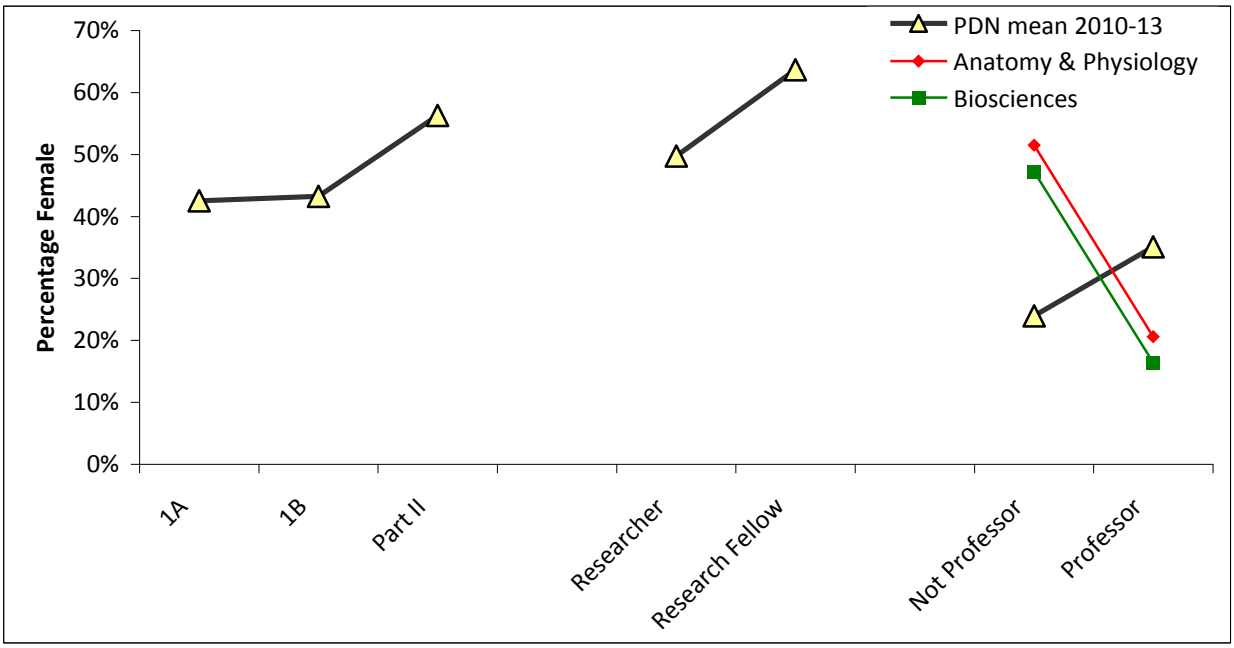
Table 11. Academic and research staff numbers by gender 2010-2013

Staff Category	Year	Female	Male	Total	% Female
Academic	2010	14	34	48	29.1
	2011	14	33	47	29.7
	2012	15	35	50	30.0
	2013	15	35	50	30.0
Researcher	2010	39	34	73	53.4
	2011	35	28	63	55.6
	2012	30	35	65	46.1
	2013	44	54	98	44.9

Table 12. Pipeline data for PDN by category from undergraduate to professorial level (2010-2013)

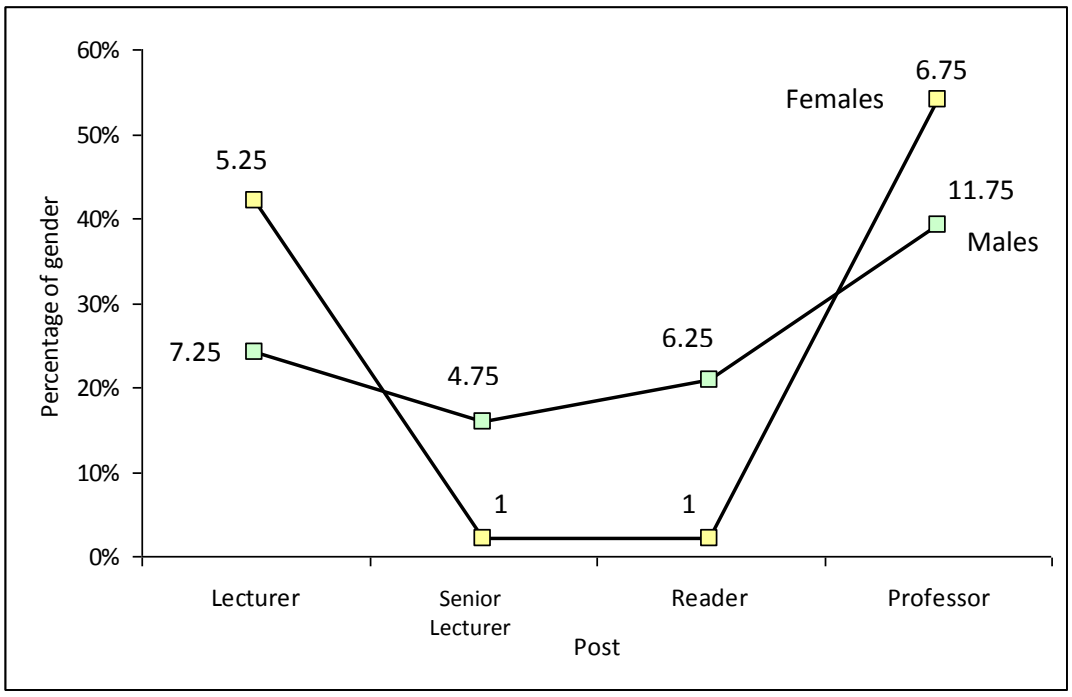
	2010-2011		2011-2012		2012-2013	
Category	**Total**	**%female**	**Total**	**%female**	**Total**	**%female**
Undergraduate student	63	55.6	69	60.9	67	52.2
Postgraduate research student	119	51.9	110	55.4	110	44.9
Postdoctoral researcher	63	55.6	65	46.2	98	44.9
Lecturer	11	45.4	14	41.7	14	33.3
Senior lecturer	5	0	5	0	5	20
Reader	8	12.5	6	16.7	7	14.3
Professor	19	36.8	20	35	19	36.8

Figure 6. Pipeline data for PDN (mean 2010-13)



Calculation of staff as a percentage of their gender specific cohort shows a statistical significant difference between males and females (P<0.001, Figure 7). The majority of females are at either end of the spectrum (lecturers or professors). Indeed (2014), the percentage of females in the total professorial staff in PDN is 38%, a figure higher than national benchmark figures for the biological sciences (17.2%, 2011-2012) or, more specifically, in Anatomy and Physiology departments (20.6%, 2011-2012). Overall, the preponderance of women at the most junior and senior levels suggests that PDN female academic staff are promoted as soon as they satisfy the necessary criteria (Figure 7).

Figure 7. Gender distribution across established posts in PDN (2010-2013)



(viii) Turnover by grade and gender

Since 2010, turnover of academic staff has been three men who all retired at the age of 67, the normal academic retirement age in the University. The turnover of academic staff in the past three years, therefore, reflects the age profile of the Department and is unrelated to gender.

Overall, there is no evidence to indicate that turnover of postdoctoral research staff differs with gender (Table 13). Of the 47 leavers in the last 3 years (2010-2013), 55.4% were women and 44.6% were men. As contract research staff are employed on limited tenure, about half (52%) leave due to their contract ending. However, the destination of the other half who resign is unknown. Chi-square analysis shows that the distribution between resignation and redundancy is in almost exact proportion to the gender ratio of those leaving - i.e. there is no gender difference in the means of departure. Better information should become available on the career progression of the leavers through the planned introduction of exit questionnaires for those employed for six months or more.

Table 13. Turnover of postdoctoral researchers by gender

Year	Gender	Total Number	Number by Limit of Tenure	Number by Resignation	Turnover %
2010-1011	Female	7	4	3	20.0%
	Male	6	4	2	21.4%
2011-2012	Female	11	5	6	35.5%
	Male	7	4	3	20.0%
2012-2013	Female	8	5	3	18.2%
	Male	8	3	5	14.8%

Action Point 5: Monitor researcher career progression via destination on leaving.

Word count: 1,986

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

Key career transition points

a) (i) Job application and success rates by gender and grade

The Department fully adheres to the University's Equal Opportunities policy which is mentioned in all advertisements as follows: `The University values diversity and is committed to equality of opportunity'. In November 2013 the University introduced a web-based recruitment programme which, amongst other things, records recruitment data by gender for all posts.

Table 14 below records the data for the four most recent tenured academic appointments (all lectureships). Typically, Selection Panels have six members, at least one of whom is female. All Academic Staff are invited to comment on the research and teaching talks of the shortlisted candidates. It will be seen that women were shortlisted in proportion to the applications received but that there were nearly twice as many applications from men than women. The advertisement and publicising of future University Lectureships will be reviewed with the aim of increasing the proportion of women applicants by, for instance, drawing attention to policies and benefits which support gender equality (see Action Point 9 below).

Although the proportion of women appointed was higher than would be expected, suggesting no bias in either the shortlisting or final selection, the numbers are too small to be meaningful.

Table 14. Gender balance for the four most recent University Lectureship appointment process (2011-2013)

Applicants				Short listed			Successful applicant	
Female	Male	N/A	Total	Female	Male	Total	Female	Male
34% (51)	61% (90)	5% (7)	148	36% (8)	64% (14)	22	50% (2)	50% (2)

(ii) Application for promotion and success rates by gender and grade

Tenured academics seek promotion via the annual Senior Academic Promotions (SAP) exercise which is managed at the level of the School and then the University. The Head of Department encourages all qualifying academics to discuss potential applications with him prior to submission. All eligible women can take advantage of a University-wide SAP scheme which allows a senior academic familiar with the procedure to review their CVs.

Table 15 below shows the PDN statistics for SAP in the context of the School of the Biological Sciences. During the period there were 11 applications, 6 from men and 5 from women. There were four successful applications split equally by gender. With such small numbers, it is not possible to draw significant conclusions. Because of the high proportion of female professors in PDN, the cohort of women eligible to apply for promotion is small, the figure being 5 compared to the pool of men which is 18 averaged across the three years concerned. The much higher proportion of PDN female applicants compared to male suggests that women are not deterred from applying for promotion. Across the School as

a whole 50% of promotion applications from women succeeded but the small numbers from PDN do not allow a meaningful comparison.

Table 15. SENIOR ACADEMIC PROMOTIONS, 2011-2013 (the percentages in brackets show the proportions compared to the total number of applications for PDN and the School)

Type of Promotion	Successful applications		Unsuccessful applications	
	PDN	School of the Biological Sciences	PDN	School of the Biological Sciences
Professorships	1 (1M) (50%)	25 (19M, 6F) (33%, 75%)	1 (1M) (50%)	16 (14M, 2F) (66%, 25%)
Readerships	2 (1M, 1F) (25%, 33%)	22 (19M, 3F) (51%, 30%)	5 (3M, 2F) (75%, 66%)	25 (18M, 7F) (49%, 70%)
Senior Lectureships	1(1F) (50%)	17 (12M, 5F) (80%, 50%)	1(1F) (50%)	8 (3M, 5F) (20%, 50%)
SUMMARY	4 (2M, 2F) (33%, 40%)	64 (50M, 14F) (59%, 50%)	7 (4M, 3F) (66%, 60%)	49 (35M, 14F) 41%, 50%)

b) (i) Recruitment of staff

As stated above, the Department adheres fully to the University's Equal Opportunities Policies in all areas including staff selection. The University provides comprehensive guidance on effective recruitment in the context of legislation and its own policies and procedures. The departmental administrative staff, who receive regular updates on best practice in recruitment, provide local guidance and are involved in drawing up advertisements and advising on the preparation of fair shortlisting criteria. They sometimes sit on Selection Panels, providing procedural guidance.

Advertisements and Further Particulars are written with care to avoid unconscious bias and direct prospective applicants to the family-friendly benefits of working for the University.

Those involved in recruitment are encouraged to complete the University's on-line Equality and Diversity modules. Uptake will be monitored with the aim of improving completion. In March 2014 the Department piloted on behalf of the School of the Biological Sciences a half-day training session on recruitment specifically targeted at Principal Investigators and including guidance on Equal Opportunities compliance and attracting women applicants.

The table below shows the gender representation of applicants and those shortlisted for the contract research posts for which there are full records. The records are incomplete for the first two years so one action point is ensuring accurate records of the gender representation are kept for all stages of the selection process for academic and postdoctoral staff via a web-based system.

Though some caution is required because of incomplete data, it appears to be the case that there are nearly twice as many male applicants as female for contract research posts in line with applications for academic posts. Women are shortlisted and appointed in proportion to their applications. This suggests that the focus of attention should be increasing the proportion of women applicants. Responses will include reviewing the content and method of dissemination of advertisements and Further Particulars, giving greater prominence to benefits likely to be valued by women and seeking feedback from the new Postdoc Committee on the effectiveness of any changes. The Department will aim to increase the proportion of female applicants for academic and contract research posts. Subject to review, the initial target will be achieving a 5% overall increase in the ratio of female to male applicants for such posts in 2017 compared to 2014. As the timescales for affecting change are long and the factors involved many and varied, this target will be reviewed annually and subject to change in the light of experience.

The selection procedure usually involves at least one woman but our records of the composition of Panels are incomplete. The introduction of the University's web-based recruitment process will allow the capture of this information in future. The aim will be to ensure that both sexes are represented on Selection Panels.

Table 16. Applicants shortlisted and appointed for contract research posts, 2011-2013

Year	No of posts	Number of applicants with gender specified	Male Applicants	Female Applicants	Number short listed	Short listed Male	Short listed Female	Gender of successful applicants
2011	6	27	22 (81%)	5 (19%)	10 (37%)	6 (60%)	4 (40%)	5M (83%) 1F (17%)
2012	12	100	60 (60%)	40 (40%)	21 (21%)	13 (72%)	8 (44%)	8M (66%) 4F (34%)
2013	12	171	103 (60%)	68 (40%)	30 (29%)	14 (47%)	16 (53%)	5M (42%) 7F (58%)
TOTAL	30	298	185 (62%)	113 (38%)	61 (20%)	33 (54%)	28 (46%)	18M (60%) 12F (40%)

Action Point 6: Increase the completion rate of the University's training on Equality and Diversity with a target of 50% completion by April 2016.

Action Point 7: Increase the uptake of training for interviewers.

Action Point 8: Record and monitor all aspects of recruitment for all posts by gender including the composition of selection panels and the breakdown of shortlisted applicants, and addressing any imbalances which occur.

Action Point 9: Aim to increase the proportion of female applicants for post-doctoral and academic posts with, subject to review, a target of a 5% rise overall by 2017 over 2014 by comparison to the proportion of male applicants.

(ii) Support of staff at key career transition points

Training and personal development programmes for all career stages are offered through a variety of fora. A key role for the Department is raising awareness of the many and varied opportunities.

The Graduate School of the Life Sciences runs a comprehensive training and development programme extending throughout the life cycle of graduate students. One popular programme, running twice a year, is wRiting, Submitting, Viva and emPloyment (RSVP) which includes talks and panel discussions on career options.

The University Centre for Personal and Professional Development (PPD) provide an extensive programme for career planning in the broadest sense. Courses on offer include interview preparation, communication and presentation skills, lecturing and student supervision. The targeted offerings for researchers include: Solving Research Problems Creatively; Being Strategic: Getting Others Interested in Your Research; Getting Connected in Cambridge: insights and opportunities for research staff; being Assertive: Making Yourself Heard.

Springboard is a personal development programme for women, open to graduate students and staff, offering practical career support through self-assessment and goal setting. Issues covered include communication, assertiveness and work/life balance.

Open to all, the University's Careers Service offers specialist careers advice for graduate students and contract researchers. The Graduate Student and Postdoc Forum (GRASP) provide tailored careers resource for graduate students and contract researchers in the Life Sciences.

The University's Women in Science, Engineering and Technology Initiative (WiSETi) is a positive action initiative, supporting women from undergraduate to professorial level in the under-represented areas of Science, Technology, Engineering and Mathematics. As well as providing a valuable network, WiSETi runs career development seminars and organises an annual lecture given by a prominent woman scientist.

Action Point 10: Raise awareness of University career development opportunities.

Career development

a) (i) Promotion and career development

In the Senior Academic Promotions procedure all aspects of contribution are captured under the broad headings of research, teaching and administration. Activities outside the Department, such as outreach or serving on University committees, are recognised. Expectations of volume of work are adjusted for part-time academic staff. As indicated

above, the Head of Department strongly encourages eligible staff to discuss potential applications for promotion.

The University expects that academic and contract research staff are appraised regularly, ranging from annually to biennially depending upon the post. In recent years, appraisal in PDN has been patchy with the record for academic staff particularly poor. The lack of formal appraisal was a concern raised in the 2013 Staff Survey. Since then, the Department has focussed on the appraisal of contract research staff and academic staff below the level of Reader (supporting promotion). All staff will be given the opportunity of regular appraisal, once a year for contract research staff and at least once every two years for academic staff. The University has recently introduced on-line training for Reviewers and Reviewees (appraisal is now called Staff Review and Development). The Department encourages Reviewers to complete training in this vital area and will monitor uptake.

In parallel to the reintroduction of appraisal and recognising the need to improve career development guidance, contract research staff and, from 2013, new University Lecturers are assigned Mentors. Mentors will be expected to meet their Mentees formally at least once a year. Individuals are notified of their prospective Mentors and can request a change.

The primary route for contract research staff to achieve promotion is by securing personal fellowships which, typically, mark the move to independence. The University provides training courses in the preparation of grant applications. Senior academics in the Department, often including the Head of Department, give advice on draft fellowship applications and carry out mock interviews, when applicable.

Action Point 11: Ensure that academic and contract research staff are appraised regularly.

Action Point 12: Increase the proportion of Reviewers completing training in appraisal.

Action Point 13: Ensure that contract research staff and new Lecturers have Mentors whom they meet at least once a year.

(ii) Induction and training

On arrival, all new staff receive an induction pack which contains key information for orientation within the Department and the University. This pack was recently revised in response to feedback from the PDN Staff Survey and Action Point 14 will be to review whether staff find the information useful, asking recent starters and two new Committees (Postdoc and Communications).

In October 2013 a Welcome Evening was introduced, bringing together new and existing PDN postdoctoral staff. The event will be repeated annually.

The Department has a dedicated email list which reaches postdoctoral staff not only in the main buildings (Physiology and Anatomy) but also in affiliated groups within research institutes (the Gurdon and Stem Cell). The list is used for internal communication but also for informing contract research staff of training and teaching opportunities, and job opportunities such as postdoctoral and group leader positions, Cambridge college

fellowships and schemes targeted at women such as the Royal Society Dorothy Hodgkin Fellowships.

Scientific and professional development is promoted via the Annual Postdoc Symposium, offered to the whole Department, but organised in its entirety by that community. This event, now in its fifth year, gives Postdocs the chance to hone presentation skills and to experience organising all aspects of a scientific meeting. A Careers Adviser specialising in the biological sciences contributes to the programme.

Contract research staff aiming for academic careers need experience of teaching to enhance their employability. In 2012/13, the PDN postdoctoral staff organised a series of expert review lectures open across the School of the Biological Sciences entitled `Masterclasses and Techniques Colloquia'. These sessions gave the staff concerned a unique opportunity to practise and demonstrate lecturing skills and to share their expertise of a specific field. Currently senior postdocs deliver around 5% of third-year undergraduate lectures though involvement is often contingent upon their Principal Investigators being Module Organisers. Opportunities for contract research staff to be trained in and deliver all forms of teaching, not only supervising and demonstrating but also lecturing, will be fostered.

The contract research community are represented by Postdoctoral Representatives and a Postdoctoral Liaison Officer from the Academic Staff, who currently is Benedicte Sanson, a member of the Athena SWAN Self Assessment Team. The Postdoctoral Representatives attend the termly Academic Staff Meeting and they circulate the key information in a Newsletter to the PDN contract research staff community.

In recent years, the Postdoctoral Liaison Officer and the Postdoctoral Representatives have been energetic and effective in supporting and developing a sense of community amongst the postdoctoral staff. It is now timely to build on their work and establish a Postdoc Committee, strengthening their representation within the Department. Given that contract researchers are the largest single staff group in the Department (currently numbering 100 and expected to rise), the administrative support provided locally for postdoctoral matters will also be reviewed.

An important contact point for the planned PDN Postdoc Committee will be the University Office of Postdoctoral Affairs launched in 2014. The PDN Committee would also work on issues raised by contract research staff either via the Staff Survey or in other fora. One matter to pursue is the provision of training locally. Though the University has extensive programmes offered centrally popular courses are often oversubscribed, sometimes run at inconvenient locations, and only available for days or half-days. In conjunction with the Office of Postdoctoral Affairs and Personal and Professional Development, the possibility of more `bite-size' training, possibly shared with adjacent biological departments, will be explored.

Action Point 14: Review the effectiveness of the revised induction pack.

Action Point 15: Establish a Postdoc Committee to discuss postdoctoral matters and liaise with departmental committees.

Action Point 16: Review the administrative support for postdoctoral affairs.

Action Point 17: Review the representation of PDN contract researchers within the Department and the School.

Action Point 18: Promote training for all forms of teaching.

Action Point 19: Investigate more delivery locally of topics relevant to the career development of academic and contract research staff.

(iii) Support for female students

In addition to their Supervisor, all graduate students have an Advisor who takes an informed interest in all aspects of their progression. Though academic fit is the primary consideration when appointing Advisors, personal circumstances are also taken into account and it is not uncommon that female graduate students have female Advisors (currently 30 out of 58 female students have female advisors). At induction students are made aware that, at any time, they can contact any senior member of the Graduate Education Committee which has a gender balance of seven women and six men. Support for undergraduate students is provided through Colleges.

The Department monitors the number of students mentored by academics to ensure that individuals are not overstretched. The large size of the academic staff and the comparatively high proportion of women minimises the load on any one person.

Organisation and culture

a) (i) Male and female representation on committees

Academic Staff predominate on departmental committees but, typically, the membership includes senior support staff. Committee membership is often linked to administrative responsibility. For instance, the Teaching Committee, which oversees undergraduate teaching, primarily consists of Course Organisers. Other committee membership is determined by inviting volunteers or targeting individuals with relevant interests or expertise while taking into account existing administrative commitments.

All major departmental committees have female representation as shown below (Table 17). With the exception of the Graduate Education Committee, the highest proportion of women serving is on the Management Committee which is the principal decision-making body in the Department. During the 2011-2013 period women constituted 43% of the membership of departmental committees on average (Table 17). It will be seen that the four committees where the proportion of women members is considerably lower than might be expected are IT, Research, Space and Teaching. The first three of these committees have small memberships (typically 6, 10 and 8 respectively) so one person more or less has a significant effect. The Teaching Committee is bigger so the gender imbalance is more of a concern even though increasing the number of women will impose an administrative load over and above the committee membership (linked as it is to Course Organiser responsibility). The gender representation on all four of these particular committees should be a factor when membership is next reviewed.

The Department is aware of the expectations placed on women academics, particularly at the senior level but the increase in their numbers in recent years has mitigated overload on its own departmental committees. There is an on-going need to monitor the gender representation on departmental committees with areas of possible imbalance addressed.

Table 17. Academic and senior support staff representation on departmental committees averaged over 2011-2013

	Male	**Female**
Management	4.3 (54%)	3.6 (46%)
Finance	4.3 (61%)	2.3 (39%)
Graduate Education	5.3 (46%)	6.3 (54%)
IT	4 (67%)	2 (33%)
Research	8.3 (81%)	2 (19%)
Space	6 (75%)	2 (25%)
Teaching	8.6 (68%)	4 (32%)

Action Point 20: Monitor gender representation on departmental and other committees annually with areas of possible imbalance addressed.

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

With a small number of exceptions, academic posts have open-ended (permanent) contracts without limited funding clauses so are excluded from discussion here. Chi-square analysis of figures 8 and 9 shows that a significantly higher proportion of female contract researchers than male are on open-ended (permanent) contracts. At first glance this sounds like a positive finding but, when applied to researchers, open-ended (permanent) contracts necessarily mean that individuals are subject to limits of tenure. This suggests that women may be more likely than men to be on successive short-term contracts. The picture is complicated by the comparatively recent introduction of open-ended contracts which means that the steady state has yet to emerge. Further analysis is required with responses determined by what is found. A fruitful area for review may be the comparative length of service for male and female postdocs. If it emerges that a major contributory factor is the existence of a small cadre of individuals, predominately but not exclusively female, with long service via successive limited funding contracts in one laboratory then the normal career planning mechanisms of appraisal and mentoring may need to be reinforced by specialist support from the Professional and Personal Development and Careers Service.

Figure 8. Permanent contracts for research staff distribution by gender 2010-13

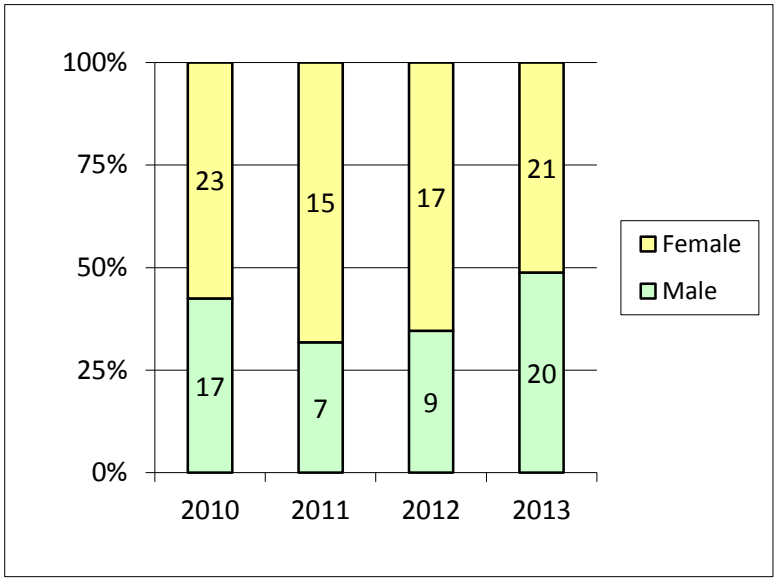
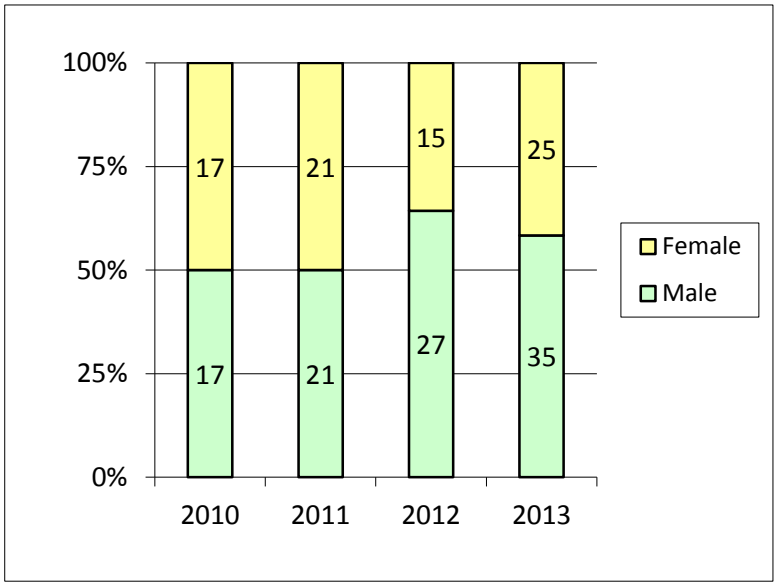


Figure 9. Fixed-term contracts for research staff distribution by gender 2010-13



Action Point 21: Investigate the preponderance of women contract researchers on permanent (open-ended) contracts by September 2014 and address any issues arising.

b) (i) Representation on decision-making committees

Table 18 below shows the results of a survey of the Academic Staff in the department on their committee membership excluding course organising and college committees. The response rate was and the figures overall show no significant differences between the average loads of men and women. Individual loads did not vary greatly with a small number of exceptions, largely explicable by position (e.g. Head of Department). The survey will be repeated annually and committee membership will be covered in appraisal under the heading of administration.

Table 18. Committee membership within and outside the University (January 2014) (average per person in brackets)

	Number of respondents	Total number of departmental committee memberships	Total number of University committee membership	Total number of external committee membership
Women	18	32 (1.78)	31 (1.72)	17 (0.94)
Men	32	49 (1.53)	52 (1.63)	26 (0.81)

	Number of respondents	Total number of departmental committee chairs	Total number of University committee chairs	Total number of external committee chairs
Women	18	3 (0.17)	3 (0.17)	3 (0.17)
Men	32	5 (0.16)	9 (0.28)	2 (0.06)

(ii) Workload model

Both appraisal and the SAP exercise take account of all departmental contributions inclusive of pastoral and administrative responsibilities. The large size of the academic staff and the high proportion of professorial appointments (who are expected to take primary responsibility for major administration) allow the rotation of onerous roles such as the Chair of the Teaching Committee.

The Department has a sophisticated undergraduate teaching timetable database which enables the Chair of the Teaching Committee and the Head of Department to view lecturing and demonstrating loads at a glance. Analysis suggests that there is no significant difference between the average teaching load of men and women though, as with committee membership, there is considerable variation between individuals, usually accountable by career stage and circumstances (e.g. there is a smaller load for those working part-time). In the interests of transparency and fairness, the Department will make the demonstrating and lecturing load available to all Academic Staff and consider producing a workload model.

Action Point 22: From October 2014 make the demonstrating and lecturing load available to all academic staff.

Action Point 23: Consider the feasibility of introducing a workload model for Academic Staff beyond the monitoring of teaching and committee membership (as in 20 and 22).

(iii) Timing of departmental meetings and social gatherings

Avoiding early or late starts, the Department is flexible in its approach to the timing of meetings and social gatherings. Two committees have agreed amongst themselves to an

early start (9 and 9.30) but most departmental meetings begin late morning/early afternoon or the timing is determined by doodle poll to maximise attendance.

Social events such as the Christmas Party and the Summer Barbeque are held at lunchtime or early afternoon during the week so that all staff can attend.

(iv) Culture

As mentioned earlier, the School of the Biological Sciences conducted a Staff Survey in early 2013, using an external organisation. Using questions which would permit benchmarking with other universities, staff commented on their experience of work under broad headings including their own jobs, welfare, pay and benefits and communication. The departmental results were reported in April 2013 and communicated to all staff by email and at two meetings shortly thereafter.

One section of the Survey dealt with inclusion and fair treatment. 156 (71%) members of PDN staff completed the Survey, giving credence to the results. The PDN responses for all staff groups are shown below, split by gender when available, together with the scores for the School as a whole for comparison. It will be seen that, on inclusion and fair treatment questions, the departmental responses were more positive compared to the School and that, when a gender breakdown is available, women gave higher ratings than men within PDN. 93% of respondents gave a favourable answer when asked if the Department treated them with fairness and respect compared to the overall School figure of 84%.

Over 97% of PDN respondents affirmed that they had not experienced bullying and harassment in the workplace in the previous twelve months. But, more worryingly, only 44% were aware of the reporting mechanisms (compared to 51% for the School as a whole) and 70% would feel able to do so without worrying that the impact would be negative. Within the context of the University's relaunched Dignity at Work Policy, this suggests a need to raise awareness of the reporting systems in place and reinforce the message that the Department would fully support individuals who raised concerns about bullying and harassment.

Table 19. Staff Survey 2014 – PDN and School of the Biological Sciences responses on `Inclusion and fair treatment'

Question	PDN % positive	PDN % positive female	PDN % positive male	School % positive
I believe that my department/ institute values individual differences (e.g. culture and background)	75%	79%	62%	71%
I am treated with fairness and respect in my department/ institute	93%	97%	90%	84%
I feel that my department/ institute values me	66%	68%	65%	61%
In the last 12 months have you experienced bullying or harassment of any kind in the Workplace?*	93%	**Not available	**Not available	90%
Are you aware of how to report Bullying/harassment?	45%	**Not available	**Not available	51%
I would feel able to report bullying or harassment without worrying that it would have a negative impact on me	70%	73%	63%	55%

***Positive scores indicate that individuals have not experienced bullying or harassment.

** Breakdowns below the threshold for preserving confidentiality.

Action Point 24: Raise awareness of mechanisms to combat bullying and harassment including the relaunched Dignity at Work Policy.

(v) Outreach activities

The Department participates in outreach but at lower level than in many other institutions. The involvement of individual academics is often channelled through their colleges rather than the Department.

The two main strands of outreach are targeted at the general public and prospective students. The Department takes part in the annual Cambridge Science Festival, offering demonstrations suitable for all ages and lectures pitched at age 11 upwards. Both female and male academics take part in this popular event and also the Sutton Trust Summer Schools which provide a programme of practical classes and lectures to school children from under-represented communities in the hope that they might consider applying to Cambridge.

2014 marks the centenary of the opening of the Physiology Building and the Department is running a month long programme of events aimed at the general public and secondary

schools by way of celebration. As well as public lectures, the programme includes all groups of staff (academic, contract and support) and students running interactive stations which link past and present research. The proposer and primary organiser of the event is Dr Sue Jones, a University Lecturer.

Many members of the Department, both female and male, participate in outreach away from the Department. Recent events include stands at the Royal Society Summer Exhibition and Cheltenham Festival where Tereza Cindroza-Davies, one of the Self Assessment Team, promoted understanding of women's reproductive health.

Participation in outreach is recognised in appraisal and in the Senior Academic Promotions procedure.

Flexibility and managing career breaks

a) (i) Maternity return rate

Table 20 shows the maternity return rate for contract researchers from 2010-2012 (no female academics took maternity leave during this period). From what is a small sample it will be seen that 82% of those taking maternity leave returned. One of the leavers in 2010 rejoined the Department in 2013 when the Principal Investigator concerned secured further grant funding.

Most external sponsors will pay maternity leave but the Department provides the full funding in those instances when it is not an eligible cost.

Table 20. Maternity return rate for contract researchers 2010-2013

	2010	2011	2012	Total
Returned	2	2	5	9 (82%)
Left	2	0	0	2 (18%)

(ii) Paternity, adoption and parental leave uptake

During the period 2010 to 2012, there were three recorded periods of paternity leave; two were taken by contract researchers and the other by an academic staff member. There was no adoption leave and no records of parental leave. It is likely that the figures for paternity and parental leave are understated and may reflect the already flexible and informal approach, reinforced by the departmental culture, which Academic Staff take towards their colleagues.

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

Over the last three years there have been two applications for flexible working, both from women postdocs returning from maternity leave. Both applications were successful (see below).

Action Point 25: Raise awareness of flexible working opportunities.

b) (i) Flexible working

The number of formal requests for flexible working is low but all received from academic and contract research staff since the University policy was introduced have been approved. At present, all five of the part-time academic staff are women. With the Department's approval, four female members of Academic Staff chose to work reduced hours (the working hours of the fifth are constrained by available funding). Currently, one postdoctoral worker is working part-time at her request and approval has been granted to a second individual who will be returning from maternity leave shortly. Given the flexible working patterns of many contract research and academic posts, it is likely that informal arrangements for modified working patterns have sometimes been agreed on an individual basis.

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

The Departmental Administrator has a meeting with individuals as soon as they have announced their pregnancy and again when they return. She explains the University Maternity Policy in some detail, drawing particular attention to the provisions for graduated return and flexible working. But, this approach will not capture those who are considering whether and when to take a period of maternity leave. The Department will send regular messages to the target community via the local WiSETi email list and draw up a `return from leave' package.

An element of the University's maternity leave policy enables those on maternity leave to be paid for up to 10 `Keeping in Touch' days. If individuals are funded by external sponsors, then these days can only be taken beyond the period of Statutory Maternity Leave by charging the grant and often thereby shortening the contract. Clearly, this is a disincentive for the women concerned. Given the benefit of maintaining continuity with their programme of work and colleagues, the Department will consider funding `Keeping in Touch' days when they are not an eligible additional charge on external sponsors.

In 2013 the University introduced a Returning Carers Scheme providing flexible funding of up to £10,000 for research support to academic and research staff returning from a period of care leave. The Department has promoted the scheme via their WiSETi email list and sent personal messages to those who are eligible to apply. The information dissemination appears to have been effective with seven individuals (all women) submitting applications in the second round in Spring 2014.

The Department will use various fora, including the Postdoc Symposium, the Postdoc Committee, and the `Return from Leave' package, to promote mechanisms to support staff during and after maternity and other caring leave.

Action Point 26: Consider departmental funding of `Keeping in Touch' days for those on maternity leave when they are not an eligible additional charge on external sponsors.

Action Point 27: Promote mechanisms to support staff during and after maternity and other caring leave.

Word Count: 4,169

5. Any other comments: maximum 1000 words

One section of the School of the Biological Sciences Staff Survey addressed communication. The results for PDN and the whole School are given below (Table 21). It will be seen that, though in the main, PDN responses were more positive than those for the School, there were lower scores across the board in the areas of communication between different parts of the University. There was gender disparity with men more negative about being informed about the immediate work area (24% negative compared to 5% for women) and communication between different parts of the University (35% negative compared to 16% for women). Communication was also identified as an area for improvement in the meetings held with all staff in 2013 to disseminate the Survey results and receive comments on them. In response and drawing on different staff groups, the Department will establish a Communications Committee by October 2014 with the initial primary emphasis improving internal communication through, for example, updating information on Family Friendly policies on the departmental website.

Table 21. Staff Survey 2013 – PDN and School of the Biological Sciences responses on `communication'

Question	% positive PDN	% positive School
I feel informed about what is happening in the University	48%	47%
I feel informed about what is happening in the Department/institute	64%	64%
I feel informed about what is happening within my immediate work area	85%	80%
In my experience, there is good communication between the different parts of the University	21%	21%
In my experience, there is good communication between the different parts of the Department/institute	43%	42%
The communications I receive are clear and understandable	67%	69%
I am consulted and can contribute my views before changes are made that affect my job	58%	51%
I feel able to speak up and give my views on the way things are done	72%	68%

Action Point 28: Establish a Communications Committee by October 2014.

Action Point 29: Promote departmental and University family friendly policies.

Word count: 268

Action Plan

Action Point	Description of Action	Responsibility	Action(s) required	Timescale / Start Date
1	Monitor the implementation of the Action Plan and report on it termly.	Chair, Athena SWAN, Self Assessment Team/Self Assessment Team	Progress monitored and reported on termly to the Management Committee.	Begin October 2014
2	Monitor the intake of final year students with respect to their degree, specific subject (science, medicine, veterinary medicine) and examination performance in the preceding year for gender imbalances.	Part II Course Organiser/Part II Management Committee	Information collected and reviewed annually by the Part II Management Committee.	Begin July 2014
3	Continue to monitor postgraduate student numbers by gender.	Graduate Committee Chair/Graduate Administrator/Graduate Education Committee	Information collected and reviewed by the Graduate Education Committee.	Ongoing
4	Monitor the examination performance of final year students with respect to their degree specific subject (science, medicine, veterinary medicine) and examination marks in the preceding year for gender imbalances.	Part II Senior Examiner/Part II Management Committee	Information collected and reviewed annually by the Part II Management Committee.	Begin June 2014
5	Monitor researcher career progression via destination on leaving.	Graduate Administrator/Chief HR Administrator	Generate exit interview questionnaires for graduate students and contract researchers. Circulate PIs annually with a request for information on the destination of former graduate students and staff employed for six months or more.	By September 2014

6	Increase the completion rate of the University's training on Equality and Diversity with a target of 50% completion by April 2016.	Chair, Athena Swan, SAT/ Departmental Administrator	Publicise at the Academic Staff Meeting annually. Include as part of the induction process. Publicise in the welcome events for new Postdocs. Circulate to all target PIs as they are awarded grants with salaried positions. Report on completion rates annually to the Management Committee.	July, beginning 2014 By September 2014 Annually in October, beginning 2014 As occurs Annually in December, beginning 2014
7	Increase the uptake of training for interviewers.	Chair, Athena Swan, SAT/Departmental Administrator	Target PIs as they are awarded with grants with salaried positions and encourage them to complete the on-line training. Review whether guidance on interviewing can be a priority for locally provided training (see 19 below). Record participation in training and report on it annually to the Management Committee.	As occurs By September 2015 December, beginning 2014

8	Record and monitor all aspects of recruitment for all posts by gender including the composition of selection panels and the breakdown of shortlisted applicants, and addressing any imbalances which occur.	Chief HR Administrator/Departmental Administrator	Maintain records on the stages of application, shortlisting and selection, and addressing any imbalances which occur. Generate summary guidance on best practice re selection for Principal Investigators.	Immediate By September 2014
9	Aim to increase the proportion of female applicants for post-doctoral and academic posts with, subject to review, a target of a 5% rise overall by 2017 over 2014 by comparison to the proportion of male applicants.	Head of Department/Departmental Administrator/Principal Investigators	Review the advertising material and web site, giving prominence to policies known to be valued by potential women applicants such as flexible working. Seek feedback from the new Postdoc Committee on where to place advertisements and how to make them attractive. Circulate information on vacant lectureship posts through professional societies, PI networks and University WiSETi groups.	By September 2014 Spring 2015 As occurs
10	Raise awareness of University career development opportunities.	Postdoctoral Liaison Officer/Chief HR Administrator/Postdoctoral Committee	Continue publicising at the Postdoc Symposium and by email circulation. Investigate holding training events locally (see 19 below).	Ongoing By September 2015
11	Ensure that academic and contract research staff are appraised regularly.	Head of Department/Chief HR Administrator/Departmental Administrator	Ensure that induction material gives prominence to appraisal.	By September 2014

			Monitor uptake on a six monthly basis.	Biannually (May and November), beginning 2014
12	Increase the proportion of Reviewers completing training in appraisal.	Head of Department/Departmental Administrator	Publicise at the Academic Staff Meeting annually. Circulate all staff annually by email.	July, beginning 2014
13	Ensure that contract research staff and new Lecturers have Mentors whom they meet at least once a year.	Head of Department/Departmental Administrator	Ensure that induction material gives prominence to mentoring. Monitor uptake on a six monthly basis.	By September 2014 Biannually (May and November), beginning 2014
14	Review the effectiveness of the revised induction pack.	Chief HR Administrator/Departmental Administrator/Postdoc Liaison Officer/Postdoc Committee/Communications Committee	Consult new starters, the Postdoc Committee and the Communications Committee. Modify the appraisal form to ask about the effectiveness of the induction pack.	First review October 2014 and annually thereafter By September 2014
15	Establish a Postdoc Committee to discuss postdoctoral matters and liaise with departmental committees.	Postdoc Liaison Officer/Postdoc Representatives Management Committee	Establish a Postdoc Committee, with departmental administrative support, and links to the University Office for Postdoctoral Affairs.	By October 2014
16	Review the administrative support for postdoctoral affairs.	Departmental Administrator	Identify whether dedicated administrative support can be assigned to postdoctoral matters.	By October 2014
17	Review the representation of PDN contract researchers within the Department and the School.	Postdoc Committee Chair/Postdoc Committee	Review current representation and make any recommendations for changes to the Management Committee.	By October 2014

18	Promote training for all forms of teaching.	Chair, Teaching Committee/Chair, Graduate Committee	Publicise departmental teaching opportunities and relevant University training courses annually to postdocs and graduate students. Ask Part II Module Organisers to consider allocating senior postdocs one or more lectures if they work in relevant areas.	September, beginning 2014 January, beginning 2015
19	Investigate more delivery locally of topics relevant to the career development of academic and contract research staff.	Management Committee/Postdoc Committee	Explore with PPD and the Office for Postdoctoral Affairs whether popular courses can be delivered to adjacent departments simultaneously and/or in `bite-sized' form.	By September 2015
20	Monitor gender representation on departmental and other committees annually with areas of possible imbalance addressed.	Head of Department	Monitor gender representation and report on it annually to the Management Committee	Annually in September, beginning 2014
21	Investigate the preponderance of women contract researchers on permanent (open-ended) contracts by September 2014 and address any issues arising.	Management Committee/Departmental Administrator	Investigate the preponderance of women on permanent contracts and address any issues arising. Talk to those on the relevant contracts. Report to the Athena SWAN Self Assessment Team and Management Committee for any actions identified involving resources.	By September 2014

22	From October 2014 make the demonstrating and lecturing load available to all academic staff.	Chair, Teaching Committee/Departmental Administrator	Adjust the teaching database access and circulate to the Academic Staff annually with the link.	Annually in October, beginning 2014
23	Consider the feasibility of introducing a workload model for Academic Staff beyond the monitoring of teaching and committee membership (as in 20 and 22).	Head of Department/Management Committee	Consider whether to introduce a workload model and, if proceeding, determining which elements to include.	By December 2014
24	Raise awareness of mechanisms to combat bullying and harassment including the relaunched University Dignity at Work Policy.	Departmental Administrator	Review induction material. Circulate all staff and graduates annually with relevant information including the departmental Dignity at Work contacts.	By September 2014 October, beginning 2014
25	Raise awareness of flexible working opportunities.	Chief HR Administrator/Departmental Administrator	Publicise the flexible working opportunities annually by email and include information in the induction and `return to work' packages (see 27 below).	Annually in September, beginning 2014
26	Consider departmental funding of `Keeping in Touch' Days for those on maternity leave when they are not an eligible additional charge on external sponsors.	Management Committee	Decide whether to introduce this option including assessing likely numbers involved and the resource implications. If proceeding, bring to the attention of eligible staff.	By September 2014
27	Promote mechanisms to support staff during and after maternity and other caring leave.	Chief HR Administrator/Departmental Administrator	Provide a `return to work' package for those returning from maternity/paternity/adoption leave. Circulate information on benefits such as the Returning Carers to eligible individuals.	By September 2014 As occurs

			Introduce individual meetings with the Chief HR or Departmental Administrator.	As occurs
28	Establish a Communications Committee by October 2014.	Management Committee	Establish a Communications Committee including reviewing the remit and ensuring representation from key staff groups (eg contract researchers).	October 2014
29	Promote departmental and University family friendly policies.	Department Administrator/Communications Committee	Provide more detailed information on the departmental family friendly policy via the PDN website and induction pack.	Immediate