Athena SWAN Silver department award application

Name of university: UNIVERSITY OF CAMBRIDGE

Department: ZOOLOGY

Date of application: 29 November 2013

Date of university Bronze Athena SWAN award: May 2013

Contacts for application:

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Athena SWAN **Silver 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.

1. Letter of endorsement from the head of department: maximum 500 words [*494/500 words*]

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.

The letter is an opportunity for the head of department to confirm their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the departmental mission.

UNIVERSITY OF CAMBRIDGE
Department of Zoology

Professor Michael Akam FRS
Head of Department & Professor of Zoology

The Secretary
Athena SWAN assessment panel
Athena SWAN Charter
Equality Challenge Unit
Queen's House
55-56 Lincoln's Inn Fields
London WC2A 3LJ

15 November 2013

Dear Athena SWAN assessment panel

I am delighted and proud that Zoology has been an "early adopter" of the Athena SWAN charter in the School of the Biological Sciences in Cambridge. The process has my enthusiastic backing and endorsement.

This is for two main reasons. First, our Athena SWAN process will help us address one of our key strategic purposes: the recruitment of the next generation of world-leading scientists. The Athena SWAN self-assessment has been an educative process, providing clear evidence that we have a classic "pipeline" deficit in the representation of women scientists at lecturer level. This is despite a good gender balance at graduate and post-doc levels, sustained over many years, and despite the encouraging environment in which all three women lecturers who have applied for promotion since 2007 have achieved personal professorships. And it is despite the example set by two outstanding senior women Professors, Jenny Clack and Helen Skaer, whose careers remain a model for younger scientists. Our Action Plan shows the ways in which we intend to address this deficit. Second, the Athena SWAN charter is acting as a driver of change across a range of issues to do with work-life balance, family-friendly practices and staff development. For example, the Athena SWAN project catalysed the creation of the first-ever School-wide Staff Survey (spring 2013). Seventy-four per cent of staff on the Department of Zoology payroll took part, giving us a detailed snapshot of life in the Department across all staff categories. These quantitative insights have been supplemented with more nuanced qualitative feedback from two focus groups, one with our post-docs and one with our graduate students, and from detailed one-to-one interviews conducted by representatives of our Athena SWAN committee with 10 members of the academic staff (senior research fellows and lecturers). We can now begin to understand and address the key difficulties faced by members of staff at different career stages, and on different career trajectories.

We will continue to analyse ourselves objectively and think about how we can improve our working environment. Our Athena SWAN committee will evolve into a standing departmental committee, specifically for this purpose. We are confident that in this sense we are already experiencing the much-quoted Athena SWAN dictum that adopting good practice benefits female staff in particular but all staff in general. This awareness is already bearing fruit in our current re-design of our website, intended to ensure we communicate effectively to our own staff and to the wider world about why Zoology is a great place to work for women and men.

I believe that the Athena SWAN charter is a positive driver of change. An Athena SWAN award is essential for the future wellbeing of the Department and I am committed to embedding it in the Department's culture. For example, I chose to present the data on unconscious bias (4b(i) below) at our academic staff meeting and I am strongly committed to ensuring we meet our new targets on training in recruitment and equalities.

Yours faithfully

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2. The self-assessment process: maximum 1000 words [*980/1000 words*]

Describe the self-assessment process. This should include:

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.

Table 1: The self-assessment team (also known as the Athena SWAN committee)

Member	Roles and experience (at time of submission)
Rachel Aucott	• Teaching Administrator: ran Undergraduate Teaching Office. • Chosen for her detailed knowledge of teaching and student feedback.
Howard Baylis	• Reader, former Chair of Graduate Education Committee (for six years), active in developing support for post-docs at University level. • Chosen for his extensive experience in graduate education and in juggling work and childcare.
Simon Beeton	• Departmental Accountant. • Chosen for his perspective as a member of the assistant staff.
William Foster	• Deputy Head of Department (Teaching). • Chosen for his extensive experience in teaching and as a parent, balancing work and childcare.
Deepthy Francis	• Research Assistant; started PhD in October 2013. • Chosen for her perspective as a prospective graduate student and mother-to-be.
Julian Jacobs	• Departmental Administrator and Secretary to the self-assessment team. • Chosen for his extensive experience in administration and as a parent of three.
Alice Jago	• Graduate Administrator and Department Webmaster. • Chosen for her perspective as a member of the assistant staff.
Chris Jiggins	• Reader. • Chosen for his perspective as a UTO (University Teaching Officer = permanent academic staff) and for his experience in juggling work and childcare.
Rebecca Kilner	• Professor, Academic Lead, former chair of Graduate Admissions to the Department, Course Organiser for Part II Zoology (third year course). • Chosen for her perspective as a UTO and for her experience surrounding maternity leave, work and childcare.
Matthias Landgraf	• Lecturer. • Chosen for his perspective as a recently appointed UTO, and former senior research fellow, and for his experience as a parent of two.

Member	Roles and experience (at time of submission)
Brian McCabe	• Director of the Sub-Department of Animal Behaviour. • Chosen for his perspective as a senior UTO and for his experience in balancing work and childcare.
Richard Merrill	• Junior Research Fellow, former PhD student in the Department. • Chosen for his perspective on the transition from PhD student to research fellow in the Department.
Helen Skaer	• Professor. • Chosen for her perspective as a senior UTO and for her experience in juggling work and caring responsibilities.
Claire Spottiswoode	• Senior Research Fellow, former PhD student and Junior Research Fellow in the Department. • Chosen for her perspective on the transition from PhD student to research fellow in the Department.
Rose Thorogood	• Senior Research Fellow, former PhD student and post-doc in the Dept. • Chosen for her perspective on the transition from PhD student to research fellow in the Department.
Rosie Trevelyan	• Director of Tropical Biology Association, a not for profit organisation that trains students around the world in tropical ecology and conservation and that has been hosted by the Department for over 14 years. • Chosen for experience of working with a variety of academic and non-academic institutions, especially in strategic planning and communications.
Susie Wan	• Principal Assistant. • Chosen for her perspective as a manager of assistant staff and for her experience in balancing work and childcare.
Matt Wayland	• Imaging Specialist, manager of multi-user Imaging Facility. • Chosen for his perspective as a research collaborator and for his experience in balancing work and caring responsibilities.

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.

Zoology's Athena SWAN project was initiated by Professor Rebecca Kilner in December 2011. Following Head of Department agreement, the project was launched at the Assistant and Academic Staff Meetings in February 2012 and an open meeting was held on 29 February 2012. The self-assessment team comprised nine women and eight men (six University Teaching Officers (UTOs), five researchers, four assistant staff, one administrator and one research collaborator). Prof Kilner was elected Chair and Julian Jacobs (Departmental Administrator) Secretary. Open invitations were extended to the Athena SWAN Coordinator for the School of the Biological Sciences and to the University's Equality & Diversity Officer, both of whom were frequently consulted throughout the process. Formal meetings of the team were then held (with attendance figures in brackets) in 2012 on 29 February (13); and 29 March (10); and in 2013 on 6 March (14); 10 April (11); 8 May (15); 18 September (12); and 16 October (14). Numerous additional meetings (particularly involving data-analysis and biography collection) were held outside the full meetings. In January 2013, the Department took part in the School of Biological Sciences (SBS) Staff Survey, with an impressive response rate of 74% (Action plan, action 2.1). Several team members also attended relevant training and briefing opportunities (WiSETI briefing meeting 13 Jan 2012; "Going for Silver", London, December 2012; "Glass Cliff" presentation by Prof M. Ryan, University of Cambridge, June 2013; Athena SWAN data surgery, July 2013).

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 self-assessment team will morph into the Department's Equality and Wellbeing Committee (EWC), after November 2013. We shall reduce membership to 12 members of staff whilst retaining the current gender balance and blend of staff age and type. Nine founding members will serve three-five years on the Committee before being rotated off (so that the complete turnover is achieved gradually, and some 'old hands' are still serving when the time comes for the next Athena SWAN submission). Future core members will serve for three years, and will also include a graduate student representative (elected by the graduate students each year). Three of the Committee members will be 'rolling members', attending just one meeting, and chosen arbitrarily with the intention of engaging a substantial proportion of staff in the Committee's work.

The Committee will meet once a term. The Chair will report to the Department's key strategy committee (the Planning and Resources Committee), and will therefore also be a member of this Committee. Major responsibilities of the Committee will include implementing the Action Plan (in the form of an annual report to the Planning and Resources Committee and the Staff Meetings), to measure outcomes and to develop new targets for future action. However, the detail of the Committee's remit and reporting structure will be determined at the Department's Away Day for permanent academic staff in January 2014 (see Action plan, action 2.2).

3. A picture of the department: maximum 2000 words [*2000/2000 words*]

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

The Department of Zoology at the University of Cambridge is well-known internationally for its world-class research and teaching. It is one of nine departments and five research institutes that comprise the School of Biological Sciences, itself one of the six schools into which the University is divided.

Figure 1: The University Museum of Zoology, part of the Department of Zoology.

The Department's staff group comprises those that reside in the Zoology building itself, members of the Gurdon Institute, the University Museum of Zoology, the Sub-Department of Animal Behaviour, and the Cambridge Conservation Initiative. Consequently, research in the Department spans a broad spectrum ranging from cell and developmental biology, through neuroscience and animal physiology, to behaviour, ecology and conservation science. The common themes linking these diverse areas are evolution and function, areas in which we have both current strength (seven of the 13 professors in the Department are Fellows of the Royal Society) and historical success (one Emeritus Professor is a Nobel Laureate).

At the time of submission, the Department has 25 full-time permanent academic staff (University Teaching Officers, UTOs), one part-time curator and one un-established part-time lecturer; 17 independent research fellows and principal investigators (funded for example by the Royal Society, BBSRC, NERC, Marie Curie, CRUK or the Cambridge Colleges); 49 contract research staff (research associates and assistants employed on grants to PIs). A typical academic career might progress from PhD student to contract research associate to independent research fellow to university lecturer, with promotion to university senior lecturer, reader and professor following subsequently.

The assistant staff include 28 research technicians (20 are permanent staff and eight are funded by grants); and 41 clerical, cleaning and administrative assistant staff. The Department also has a large number of graduate students (currently 78). All, except for staff funded exclusively by Colleges, and the graduates, are on the Department's payroll and took part in the 2013 School of Biological Sciences Staff Survey (Figure 2, Action plan, action 2.1).

The Deputy Head of Department (Teaching) oversees the teaching by the Department for the University. The permanent academic staff (UTOs) give lectures and organise practicals and field courses. A UTO optionally becomes a College fellow following their appointment. Any work they carry out for their College (eg additional teaching, administration or pastoral care) is governed by a separate contract, is remunerated through the College, and is not formally recognised by the University.

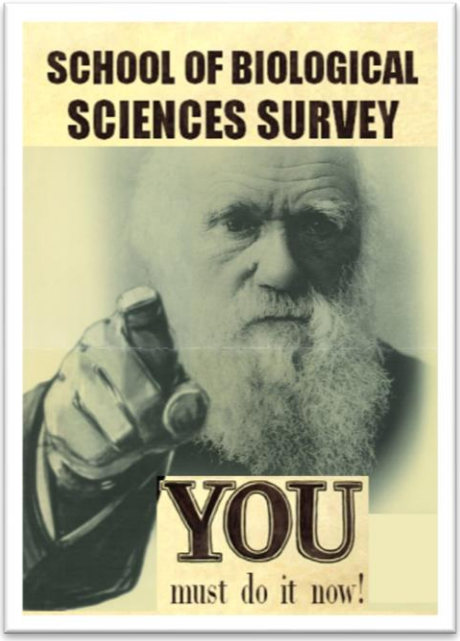

Figure 2: Department-made poster for the SBS Staff Survey 2013.

Figure 3: Dr Nancy Lane OBE (right) at a WiSETI event with Dr Bonnie Dunbar (astronaut).

The Department has a prominent 'Gender Champion' in Dr Nancy Lane (Figure 3) who co-founded the Athena Project and who was awarded an OBE in 1994 for her work promoting women in science. In 1998, she founded Cambridge WiSETI (Women in Science, Engineering and Technology Initiative) and became its first Director. She also co-authored SET Fair, The Greenfield Report, 2002. Partly as a result of Nancy's work, the Department has gradually been embedding many of the good practices described by the Athena SWAN charter for more than a decade. Throughout our submission we describe this embedded good practice, the impact it has had, and areas we have identified where further action is required.

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.

Student data

(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.

Embedded good practice

The Department does not run any access or foundation course. However, it is well-known that some excellent students (including women) are deterred from applying to Cambridge by false Oxbridge myths. Therefore members of the Department attempt to attract non-traditional groups of students, for example by: (1) actively engaging with schools who do not usually send students to Oxbridge; (2) hosting events on behalf of the Sutton Trust; (3) hosting Schoolteacher Fellows, who work in a lab for a term and take their new skills and knowledge back to their school; (4) participating in the University's Natural Sciences open days, and College open days.

Impact

We cannot assess the impact of this embedded good practice quantitatively because admission is to the Colleges, rather than to the Department.

(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.

Cambridge offers a broad Natural Sciences course for undergraduates, which is full-time only. Admission is controlled by the Colleges, rather than by the Departments that teach the course. Students become associated with a single department in their final year. Therefore we present information only for third year Zoology undergraduates.

Embedded good practice

Places on the third year Zoology course are limited by the number of projects available (approximately 75) and are allocated with priority to students achieving good marks in the second year exams, irrespective of gender. We no longer interview. We have been collecting, monitoring and reporting data on the sex ratio of our third year undergraduates since 2004. These data are scrutinised annually by the Part II Management Committee and at the Academic Staff Meeting.

Impact

On average, 61.7% of our undergraduates are women - very similar to the average proportion of female undergraduates in the Biological Sciences as a whole at Cambridge (60.9%), and nationally (63.5%, Figure 4; national benchmark data were taken from HESA). We shall continue to collect, monitor and report these data in the future (Action plan, action 3.1).

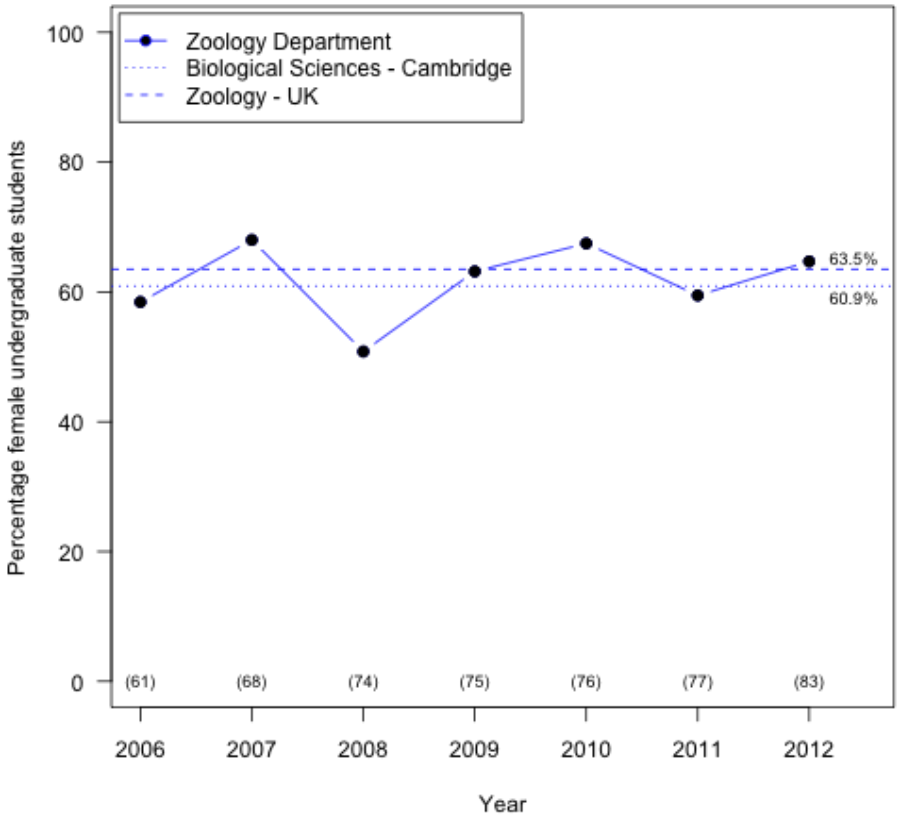

Figure 4: The average sex ratio of third year undergraduates taking Zoology. The total number of students each year is shown across the bottom of the figure, and the line shows change over the last seven years. (The straight lines for students at Cambridge, and nationally, are averages calculated from 2009-2012 data).

(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 of Zoology does not run any taught courses for postgraduates.

(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.

Embedded good practice

More than 90% of the graduates in the Department study for a PhD, with the remainder studying for an MPhil (by research). The graduate population is highly international, and admission is determined by access to funding. Only 27% of the current graduates is

supported by funds in the gift of the Department and this percentage will decline further as Research Councils award studentships to universities rather than individual departments. We therefore have relatively little control over the admissions process for the majority of our graduate students. Nevertheless, to maintain a diverse community, successive generations of graduate reps have (for more than five years) developed pages on the Department website that give an informal perspective on graduate student life here. We have been collecting, monitoring and reporting admissions data since 2005, to ensure there is no gender bias in our recruitment. These data are scrutinised annually by the Department's Graduate Education Committee and reported at the Academic Staff Meeting.

Impact

We have detected no sustained evidence of bias in our admissions (Figure 5; national benchmark data were taken from HESA). Although Figure 5 appears to show that we admit fewer women than the national average, there is no statistical evidence to support this conclusion. In addition, the figure is hard to interpret because the national picture includes Masters students whereas the majority of our graduates are PhD students. Nevertheless, we shall continue to collect and monitor these data in the future, and take action if the number of women falls further (Action plan, action 3.2).

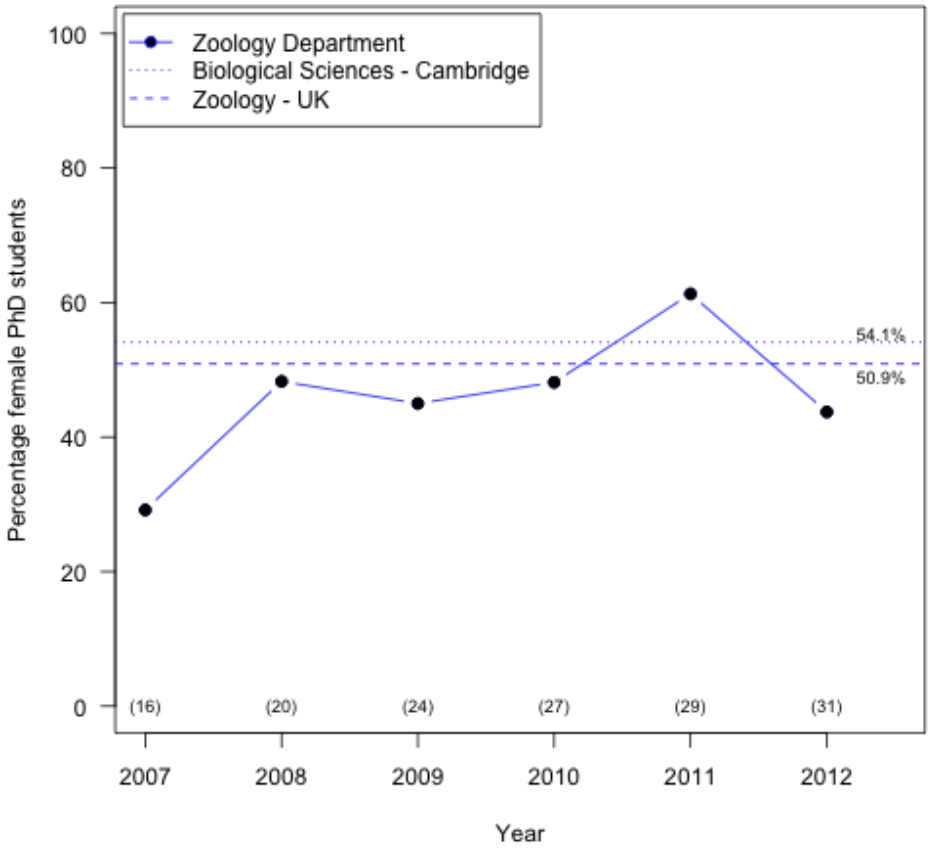

Figure 5: The percentage female PhD students in the Zoology Department from 2007-2012. The total number of students is shown for each year across the bottom of the figure, and the line shows change over the last six years. (The straight lines for students at Cambridge, and nationally, are each averages calculated from 2009-2012 data).

(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.

Embedded good practice

Cambridge undergraduates are admitted to Colleges rather than departments. However, many members of the Department are affiliated to a College and are involved in the admissions process, which involves mandatory training in the fair assessment of candidates from very diverse backgrounds. We have no means of assessing the impact of this good practice directly, though we note that 54% of students who take Biological Science subjects at Cambridge are women.

Turning to graduate students, although we support relatively few of our graduates with Departmental funds, we follow strict guidelines when interviewing applicants for these funds. We use panels comprising men and women, chosen for their experience in recruitment, and we use a consistent format for our interview questions, advising candidates in writing beforehand about the structure and nature of the interview. We have been monitoring applications to admissions ratios since 2005, reporting them to the Graduate Education Committee and the Academic Staff Meeting.

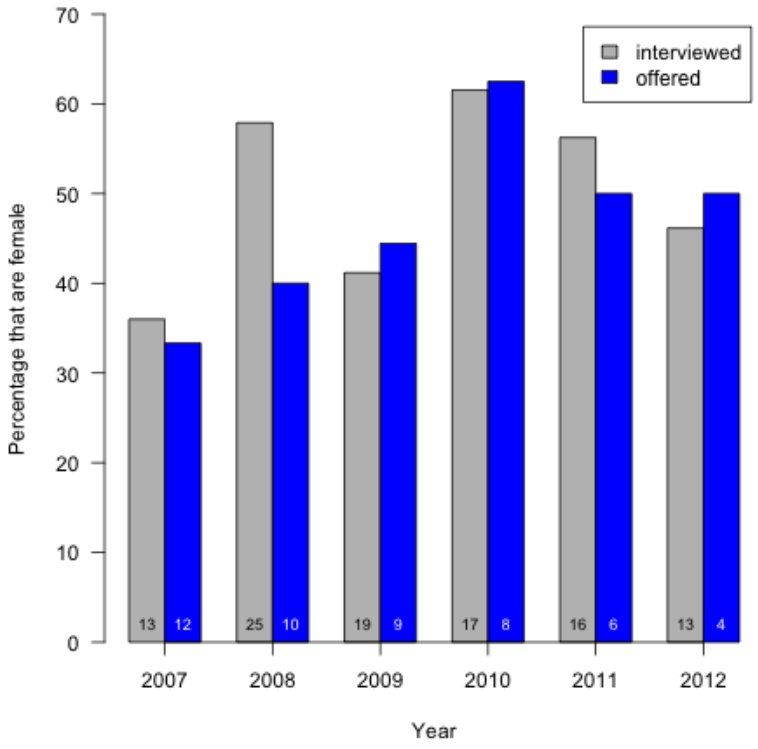

Figure 6: The success rate of female applicants interviewed for PhD funding by the Department. Numbers at the bottom of each column indicate the total number of students each year. Over the six years shown, the average % female students interviewed was 46.7%, while the average % female students who received offers was 49.8%.

Impact

Statistically, we have detected no evidence of bias against women in their success rate at interview (Figure 6). We shall continue to collect, monitor and report these data in the future (Action plan, action 3.2).

(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.

Embedded good practice

We have been monitoring and reporting our degree results by gender for more than seven years. A student's degree result derives from a combination of student satisfaction with the course (because students that do not enjoy the course seldom sustain sufficient interest to obtain high marks) and fair assessment of examined work. To monitor student satisfaction, all undergraduates are emailed a survey to give quantitative feedback on their lectures once every half term. Four undergraduate reps (two of them women) are elected each year to sit on the Part II Management Committee and they relay qualitative student feedback to academics each term on lectures and project work. At the end of the exams, but before the results are published, all third years are invited for drinks with the Teaching Administrator to describe their experience of the course informally. This, in turn, is fed back to the Teaching Committee.

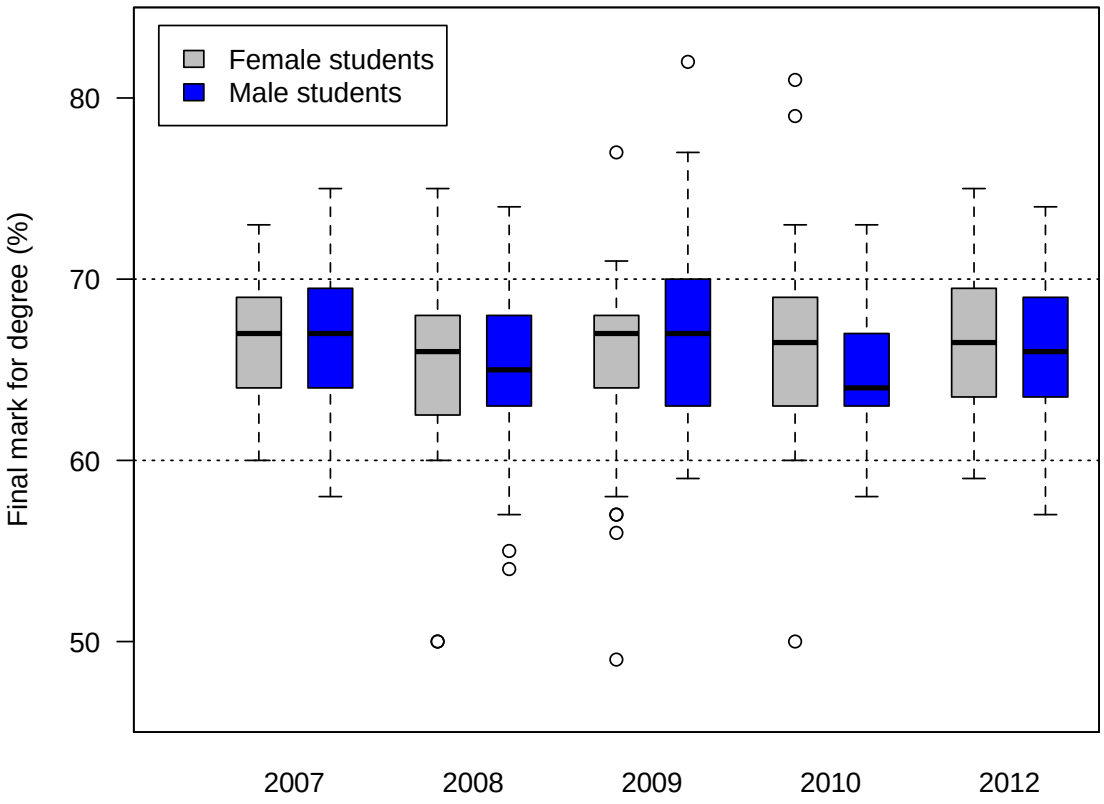

Figure 7: The average exam mark obtained by male and female students over the last six years. The upper dashed line indicates the first class boundary, the lower dashed line shows the 2i boundary. Box plots show the 10th, 25th, 50th, 75th and 90th centiles. Circles depict outliers. (Data for 2011 did not deviate from the pattern shown in other years, but could not be retrieved for this analysis).

Table 2: Percentage of students that achieve first class (I) or second class (II:i, II:ii) degrees, by gender. Number of students is shown in parentheses, and the average across the last six years is shown below. (Data for 2011 did not deviate from the pattern shown in other years, but could not be retrieved for this analysis).

Year	I		II:i		II:ii	
	Female	**Male**	**Female**	**Male**	**Female**	**Male**
2012	(11)	(6)	(32)	(22)	(1)	(2)
	25%	20%	72.7%	73.3%	2.3%	6.7%
2010	(9)	(6)	(39)	(22)	(1)	(1)
	18.4%	20.7%	79.6%	75.9%	2%	3.4%
2009	(5)	(9)	(21)	(19)	(5)	(3)
	16.1%	29%	67.7%	61.3%	16.1%	9.7%
2008	(11)	(3)	(38)	(18)	(2)	(3)
	21.6%	12.5%	74.5%	75%	3.9%	12.5%
2007	(11)	(8)	(34)	(22)	-	(2)
	24.4%	25%	75.6%	68.8%	0%	6.3%
AVERAGE	**21.1%**	**21.4%**	**74%**	**70.9%**	**4.9%**	**7.7%**

Impact

Data from the National Student Survey for 2011 and 2012 (data are not yet available for 2013) show that at least 93% of students are satisfied with their final year Zoology course at Cambridge. The qualitative feedback to the Teaching Administrator is consistent with this measure, as is the formal feedback to the Part II Management Committee, and they both show that women enjoy the course just as much as men. Furthermore, during the last five years, we have not detected any difference between the sexes in either their average exam mark (Figure 7) or in the proportion that attains a first or second class degree (Table 2).

Improvements for the future

Thirty per cent of the final exam mark is based on project work carried out during the first two terms of the year. Unlike the written examinations, projects are not blind-marked. They are double-marked and the first marker is always the project supervisor. We have found no statistical evidence that the current practice penalises women in particular, but we know that one or two students do not establish a good relationship with their supervisor and are potentially penalised (these students are currently 'caught' by careful analysis of project marks and the *viva voce* exams held by the External Examiner). To remove this problem we propose to blind-mark project work in the future. The current Internal Examiner will begin the process of trying to implement this change in the coming academic year (Action plan, actions 3.3 and 3.4).

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.

Our greatest female under-representation is at lecturer level (achieved by recruitment; Figure 8, Table 3), and thence at senior lecturer (achieved subsequently by promotion). In part, this problem arises from the fact that we are a relatively small Department, and turnover in permanent positions is slow (explained in Section 3bviii below). However, we also have identified problems with our recruitment process (outlined in detail in Section 4bi, page 21), and we are taking action to address them. There are small signs of improvement already, but we need to do much more (outlined in detail in Section 4bi, page 21) (Action plan, actions 3.5, 4.1 - 4.5).

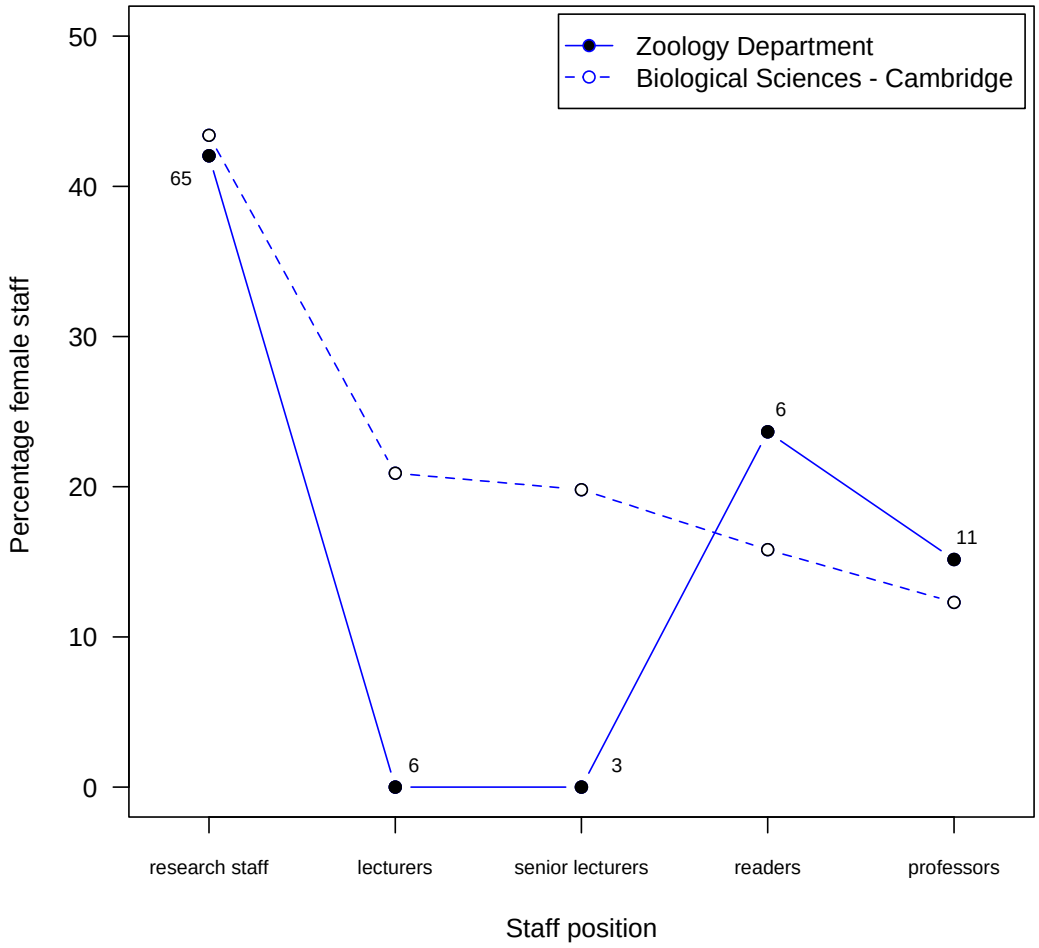

Figure 8: The proportion of women on our research and permanent academic staff (solid line, black circles) declines similarly to the "pipeline" for Biological Sciences across Cambridge (dashed line, white circles), though more dramatically. Data plotted are means from the last three academic years, derived from the data in Table 3. Total numbers of Zoology staff in each category are given beside the data points.

Table 3: The percentage of female academic and research staff in the Department of Zoology during the last three academic years is similar to School level staffing and national benchmark data, except for lecturers and senior lecturers.

	Department of Zoology			Cambridge biosciences*	National benchmark±
	2010	2011	2012		
Research staff	28/65 43.1%	27/71 38.0%	27/60 45%	43.4%	
Lecturers	0/8 0%	0/6 0%	0/5 0%	20.9%	47.2%
Senior lecturers	0/3 0%	0/4 0%	0/3 0%	19.8%	
Readers	2/5 40%	1/6 16.7%	1/7 16.7%	15.8%	
Professors	1/11 9.1%	2/11 18.2%	2/11 18.2%	12.3%	16.4%

* data from 2012, taken from Figure 2B University Bronze award
± national data from HESA 2011/12

(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.

Turnover is primarily by retirement

Apart from retirements, just two members of the academic staff have left in the last 10 years, both male professors and both for prestigious Chairs elsewhere. Turnover is otherwise generated by retirement (now mandatory at 67) and is therefore relatively slow, releasing just seven opportunities in the last nine years to recruit new lecturers.

All our research fellows move on to permanent positions in science…

We have tracked the destination of male and female senior research fellows who have left the Department in the last 10 years (Action plan, action 3.6). Irrespective of gender, all have moved into permanent faculty positions elsewhere, either at the end of their contract or slightly beforehand. We therefore achieve a key strategic aim in equipping our research fellows with the skills necessary to stay in a scientific career.

… some of them in the Department

Some research fellows obtain permanent positions in the Department. Of the current permanent academic staff, 27% (six out of 22) of the men and 33% (one of three) of the women were recruited from our research fellows. When research fellows become UTOs, they are allowed to work through to the end of their fellowship contract with no major teaching or administrative commitments.

4. Supporting and advancing women's careers: maximum 5000 words [*4958/5000 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.**

Named chairs

The University has introduced new guidelines to assist Boards of Electors to Professorships in ensuring full searches for a wide diversity of candidates. When the Professor of Zoology was appointed in 2011, three of the nine electors were female. There were 15 applicants, none of whom were women.

Improvements for the future

We have made some recommendations for future recruitments (Section 4bi, page 21, see also Action plan, actions 4.1- 4.5), and the University is also steering change in the way appointments are made at this level through recommendations made by the Senior Gender Equality Network to the Gender Equality Group, and via the University Athena SWAN governance panel.

University lectureships

In the last three years, there have been two appointments to University lectureships. The first attracted five applicants (one was female). Four were shortlisted (one female). A man was appointed. The second attracted 45 applications (16 female); six were shortlisted (two female). A man was appointed.

Improvements for the future

In the last nine years, the Department has not recruited a single female permanent member of academic staff in nine appointments (seven lecturers and two professors). This is why we have no female lecturers and senior lecturers (and the single female reader became a professor on 1.10.13). This is simply not good enough, and falls far below the proportion of women recruited to equivalent positions within our School (Figure 8 and Table 3). We have carefully scrutinised the process underlying recent appointments and make a number of recommendations for immediate action (see Section 4bi, page 21, also Action plan, actions 4.1-4.5). The Athena SWAN charter has raised the profile and urgency of this challenge to an unprecedented degree in the Department, at the level of senior management, the UTO community and staff generally.

Independent research fellows

Since 2009, the Department has hosted 41 (25 female, 61%) independent research fellows ie researchers on a fixed contract who have secured their own salary (and research funding) from an external source (Figure 9). These can be subdivided into 24 (12 female, 50%) senior research fellowships, obtained more than three years after completing a PhD, and 17 (13 female, 77%) junior research fellowships, obtained within three years of finishing a PhD. Overall, it appears that women comprise a greater proportion of the junior research fellows than the senior research fellows but this pattern is not statistically significant and the small numbers make trends difficult to interpret. Note that we did not select the research fellows ourselves, rather they chose us either when applying for funding or having secured their award. We interpret the female-biased sex ratio of the research fellows to mean that we are perceived to be a female-friendly department.

Improvements for the future

A strategic challenge for the Department in the coming years is to ensure that the population of senior research fellows is maintained and, ideally, grows - thus providing a pool of (female) talent from which to recruit new lecturers (Action plan, action 4.5).

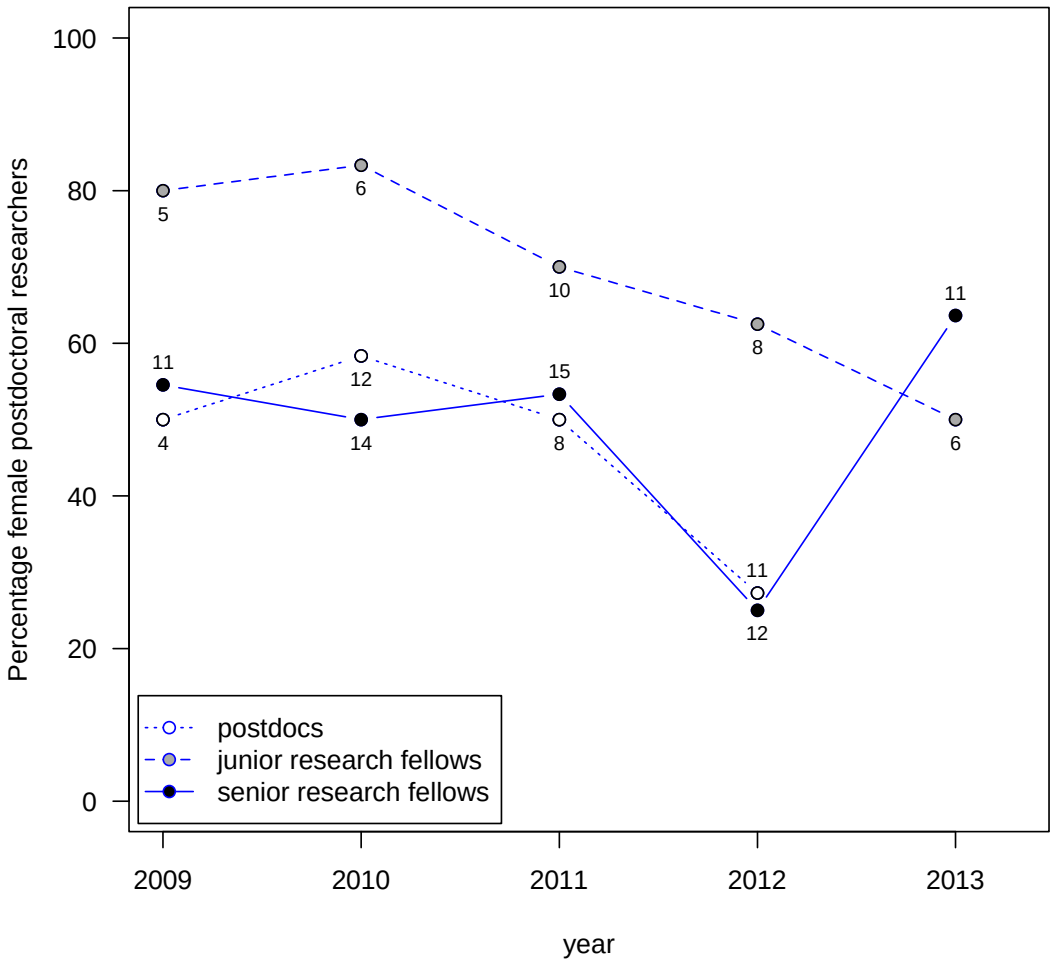

Figure 9: Percentage of women in the Department in post-doctoral positions (short-dashed line, white circles) or independent research fellows (junior research fellows: long-dashed line, grey circles, senior research fellows: solid line, black circles). 2013 data for post-docs is not yet available. Total numbers of staff in each category are given beside the points.

Post-doctoral positions

In the last three academic years, members of the Department have recruited 35 post-docs. There was no evidence overall of a difference in success rate between the sexes at any stage of the recruitment process (Fisher Exact Tests, $P > 0.83$. 48% of the 560 applicants were women, 46% of the shortlisted applicants were women and 44% of those appointed were women; Figure 8, page 16). Furthermore, there is no significant difference in the sex ratio of independent research fellows (who choose us) and post-doctoral researchers (who we choose) (Fisher Exact $P=0.25$). The EWC will continue to collect, monitor and report these data (Action plan, action 3.5).

(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.**

There are separate routes to promotion for permanent academic staff and assistant staff.

Permanent academic staff

Embedded good practice

The annual University-wide Senior Academic Promotions (SAP) process is the method by which permanent academic staff may be promoted. Eligible candidates are encouraged, by email and through appraisal, to discuss potential applications with the Head of Department. Applications are then assessed and ranked by a Faculty Promotions Committee. The final decision to promote is made by the University's General Board.

To increase success by female applicants, the Head of Department tells potential applicants about the SAP CV Mentoring Scheme introduced by the University. This provides the opportunity for female lecturers, senior lecturers and readers to have their CV constructively critiqued prior to application, by a senior academic outside their Department, with experience of the SAP process. In 2014, the University will be introducing a promotions process for senior researchers, which will run alongside the Senior Academic Promotions process.

Impact

Each of the three female members of the permanent academic staff has applied for promotion in recent years and each was successful.

Assistant staff

Embedded good practice

Promotion of technical and other assistant staff is currently achieved through application for a higher-graded position (for example from research technician to research assistant).

Impact

Of 34 current staff, six have been promoted in the last three years (four male, two female).

The EWC will continue to collect, monitor and report data on the success rates of applications for promotion (Action plan, action 3.7) to ensure there is no evidence of prejudice against women.

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.**

Previous practice

To understand why we fail to recruit women to permanent academic positions (Figure 6), we analysed the most detailed dataset we had available, namely data on recruitment of post-docs. The aim was to find evidence of any intrinsic bias against women in the recruitment process. We split the dataset by the age of the recruiting Principal Investigator (PI) into Early career (comprising research fellows alone), Mid-career (permanent academic staff under 50) and Late career (permanent academic staff over 50). We then tested whether the sex ratio of shortlisted applicants matched the sex ratio of applicants overall – which should be the case if there was no intrinsic bias against shortlisting women (Figure 10).

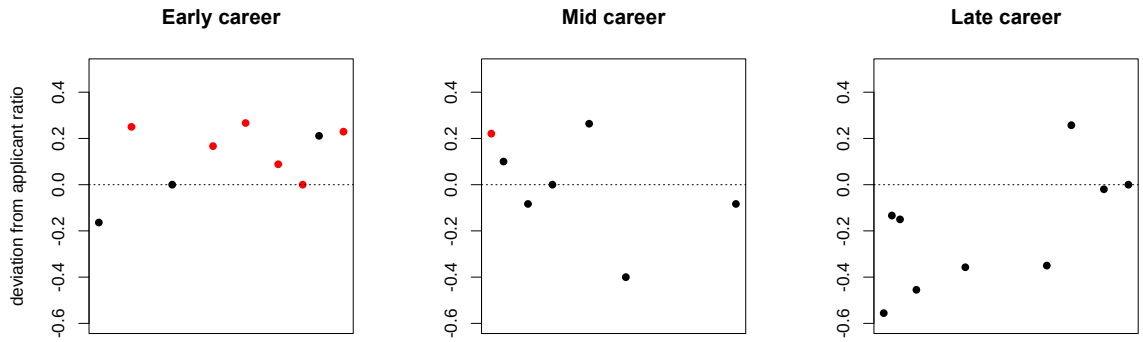

Figure 10: The extent of bias against women during post-doctoral recruitment, by PIs at three different career stages (black dots show men, red dots show women). If choice of interview candidates is unbiased with respect to gender, then the sex ratio of interview candidates should not deviate from the sex ratio of applicants (indicated by the dotted line). Early career (research fellows) and mid career (permanent academic staff under 50 years of age) academics do not significantly deviate from this line, but data for late career academics (UTOs older than 50) fall far beneath it, suggesting a bias against women. Female academics (red dots) are more likely to interview proportionately more women relative to applications than men.

Among PIs at the Early or Mid-career stage there was no evidence of bias. However, PIs at the Late career stage were significantly and disproportionately more likely to shortlist men than women (P = 0.011) - consistent with an intrinsic bias against women. This finding is alarming because Late career academics have dominated membership of recruitment panels for lectureships.

Implemented changes in practice

In the last two recruitment rounds, in 2012 and 2013, the Department embraced University-led change in recruitment practice. We focused in particular on ensuring female representation on the recruitment committee; on attracting high-quality female applicants; and on the assessment process during short-listing.

Impact

Our low point in recent recruitment came in 2006. Unusually, we recruited three lecturers in a single competition that year. There were no women on the recruitment panel. 23% of all applicants were female, but only one of 10 candidates shortlisted for interview was female: she was not recruited. By contrast, when we recruited in 2012 and 2013, 20% and 36% of all applicants were female, respectively. In 2012, 25% (one of four) of shortlisted candidates was female while in 2013, 33% (two of six) shortlisted applicants were female. In 2012, the recruitment panel had one female member, in 2013 it had two women. Although these are small improvements, they are for the better.

Improvements for the future

Our recommendations for future recruitment exercises are detailed also in our Action plan (actions 4.1 - 4.5). In short they involve 1) attracting more high quality female applicants; 2) ensuring that shortlisting and interviewing minimises any effects of unconscious bias against women (or other minorities); 3) assessment of each candidate in multiple ways (so that a confident presentation or interview (by a man) is not sufficient to sway the recruitment panel).

(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.**

Our 'pipeline' analysis (Figure 8 on page 16) reveals that the key stage for attrition is between senior research fellow and lecturer. This is when all staff, and women in particular, require active support, and we intervene in two ways:

1. Recruitment of high quality post-docs and research fellows

Embedded good practice

Post-doctoral staff are alerted to opportunities to obtain research fellowships by their PIs during appraisal and by emails from the Head of Department. Graduate students are also encouraged to apply for junior research fellowships. Whatever their career stage, members of the Department are given considerable help in preparing their fellowship applications. For example, for the last three years we have staged mock interviews, followed by detailed feedback, using staff who have served on the relevant funding bodies.

Impact

We have a good track record of retaining former students and staff as research fellows (for example, Dr Rose Thorogood, pictured on the poster in Figure 11). Fifty-four per cent (six out of 11) of our current senior research fellows were previously contract research staff or junior research fellows, while 66% (four out of six) of our junior research fellows were previously in the Department. Eight out of 10 of our current female research fellows were recruited internally compared with four out of seven male research fellows.

Figure 11: Dr Rose Thorogood has progressed from PhD student to PDRA to a NERC Senior Research Fellowship in the Department, with additional support from a Branco Weiss Fellowship.

Future improvement

We need to do more to recruit external research fellows in an increasingly competitive environment, partly as a way to recruit more female lecturers. We will discuss strategies for achieving this at our Away Day for UTOs in January 2014 (see Action plan, action 4.5).

2. Training research fellows and newly appointed staff to take the next step

Embedded good practice

We aim to give post-doctoral researchers the skills necessary to build a permanent career in science. Existing formal training includes attendance at the Departmental Administrator's induction events; provision of a mentor and biennial appraisal for post-docs and research fellows. In the staff survey, 79% of post-docs said that they found their last appraisal very helpful. In addition, post-docs and research fellows routinely provide supervision teaching, with mandatory training beforehand. We also promote uptake of university training courses in personal development.

Impact

All the female senior research fellows who have worked in the Department in the last ten years have subsequently secured permanent positions in science – one within the Department. All the permanent academic staff appointed in the last decade (except the two most recent recruits) have been promoted to a higher grade.

Future improvement

We will encourage more of our existing senior research fellows to apply for posts that fall vacant within the Department (and elsewhere). We shall also invite former senior research fellows who now hold permanent academic posts elsewhere to return as role models to talk at 'post-doc lunches' (see Section 5, page 35, and Action plan, action 5.1). We will encourage greater uptake of training (see Section 4bi, page 21, and Action plan 4.8).

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?**

Appraisal

Embedded good practice

The intention is for all academic staff to be appraised biennially. For UTOs, appraisal focuses on research, teaching and general contribution (comprising administration, pastoral work and outreach work). These tally precisely with the areas of work evaluated during assessment for promotion. For research fellows and contract research staff, appraisal focuses primarily on academic work (and hence career progression). For almost all aspects of work, greater value is placed on quality rather than quantity. We aim to ensure that staff are appraised regularly in the future (Action plan, action 4.6).

Impact

Appraisal can assist career progression. As described in detail in Section 4bii (page 22), our research staff are likely to obtain research fellowships in the Department, all our research fellows are able to obtain permanent positions in science, and all our permanent staff recruited as lecturers are on a trajectory that leads to promotion.

Personal development

Embedded good practice

In 2011, the University introduced the Employment and Career Management Scheme for Researchers to aid post-doctoral staff, with the support of their supervisors, to identify career aspirations, analyse their skills and development needs and produce an action plan. The University also provides numerous training courses centrally (see below).

Impact

Forty staff members (22 female) have attended training events in the last two years. However in our staff survey, 37% of our post-doctoral staff (contract research staff and research fellows) said they did not feel the career development processes were fair (see Table 7, page 36).

Improvements for the future

We shall continue to encourage both male and female post-doctoral researchers to attend these courses, and will also consider evaluating uptake of training by permanent academic staff by questionnaire annually (Action plan, action 4.8). We will start conducting exit interviews with outgoing post-doctoral staff, to gain more information about the success of our existing schemes for career development (Action plan, action 3.6).

Promotion

Embedded good practice

The University has made a number of changes to the Senior Academic Promotions process recently, to make more transparent the factors that make an application successful. Members of the permanent academic staff are encouraged by email and appraisal to discuss potential applications for promotion with the Head of Department. Appraisal meetings are used to encourage senior research fellows to apply for any lectureships available in the Department.

Impact

All applications for promotion by female members of the permanent academic staff were successful. In the last two recruitment exercises for lectureships, at least one of the shortlisted candidates was a (female) internal senior research fellow. However in our staff survey, 58% of post-docs did not feel there were sufficient opportunities for career progression at Cambridge (see Table 7).

Improvements for the future

We cannot provide permanent academic posts at Cambridge for all our post-doctoral staff (and this may contribute to the perception, amongst some post-docs, that career opportunities are 'unfair'), but we have a number of ongoing initiatives to assist post-doctoral staff in making the next step in their scientific careers (see Section 5, page 35).

(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?**

Embedded good practice

The University provides an online induction programme, and a 'Welcome to Cambridge' networking event, held twice a year to which all new recruits are invited.

Induction in Zoology comprises three overlapping processes to complement the University's provision:

- Induction into the lab/group/team is the responsibility of the immediate PI or manager.
- A safety induction is provided in the first week by the Departmental Safety Officer.
- The Departmental Administrator runs a one-hour induction meeting every eight weeks, comprising an introduction to the main staff categories and academic groups in the Department; key services provided in support of research and teaching; governance and committees in the Department; some major challenges facing the Department; where to find other sources of support, including training (with a particular focus on post-docs); opportunities for flexible working.

Impact

Safety induction is mandatory and has 100% uptake. Uptake of the Departmental Administrator's Induction meeting is currently 41%. We shall continue to ensure that staff are encouraged to attend induction events (Action plan, action 4.7) and to attend career development events (Action plan, action 4.8).

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

Undergraduates

Undergraduates receive most of their pastoral care and support from their Colleges. The Department runs 'Special Seminars' to help all students get more out of the course by improving their study skills, and the effectiveness of their written and oral communication; by preparing examined coursework more effectively; by assisting them with applications for postgraduate courses; and by offering careers advice.

Graduates

Embedded good practice

Graduates are mentored primarily by their supervisor but are also given two advisors who can provide additional academic support. Students can choose an advisor from a list of senior research fellows and UTOs. Pastoral support comes from the student's College, and we also have a Department 'auntie' and 'uncle' – academics who are there to give confidential pastoral care if needed. The systems we have in place supporting our undergraduates and graduates are implemented by both men and women and are recognised at appraisal and promotion as part of their 'General Contribution'. There is a strong tradition of informal support amongst peers in the graduate community, including an advice leaflet created and distributed by the graduate student representatives to new arrivals (Figure 12).

Impact

We routinely collect destination data, to analyse whether our graduate training is effective at ensuring women remain in science (Action plan, action 3.2). We have detected no statistical difference between the sexes during this time. Of the female graduates that completed their training between 2005 and 2010, 59% (of 59) went on to a job in science after finishing their degree (compared with 69% (of 58) of their male contemporaries).

Figure 12: 'Family friendly' information leaflet (left) and 'General advice for graduate students' leaflet (right).

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.**

Apart from course-related committees, whose membership simply reflects the academic staff that teach each course, and staff committees (to which everyone belongs), the Department has eight committees and nine trust funds, which are Department-based funds dedicated (often by bequest) to supporting teaching and research in Zoology. For simplicity we simply report the total number of trustees here, and their gender split. Committee / trust fund membership is for a fixed term, to ensure that tasks are rotated amongst the academic staff (Figure 13, Table 4).

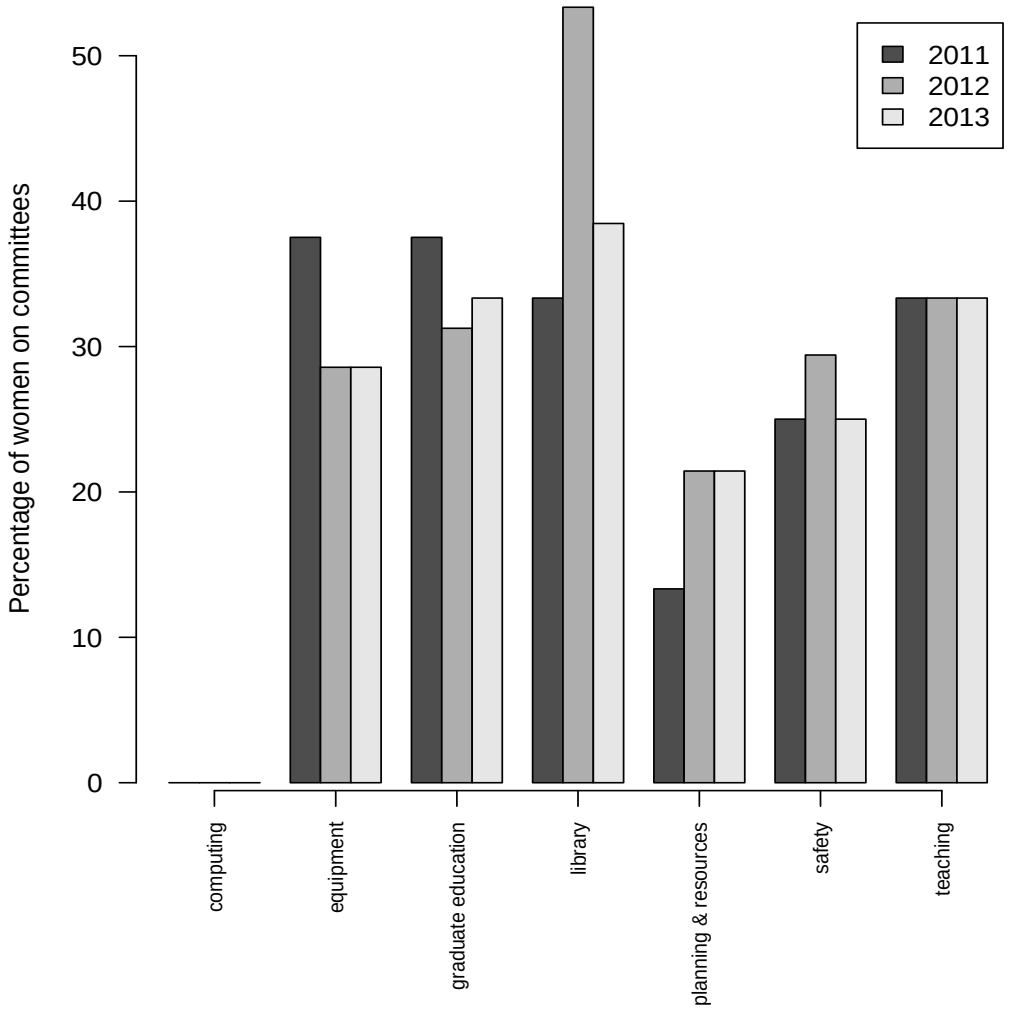

Figure 13: The percentage of women on seven of the Department's committees varies among committees and years, but is almost always less than parity, owing to the small number of female academic staff.

Table 4: Departmental committees and their memberships by gender and staff type.
*denotes the most influential committees.

Committee	Number of members	No of women (%)	Membership includes:
*Athena SWAN	17	9 (50%)	Permanent academic staff, research fellows and post-docs, assistant staff.
Computing	10	0 (0%)	Permanent academic staff, research fellows and post-docs, assistant staff, graduate students, computer services.
Equipment Advisory	9	2 (22%)	Permanent academic staff, research fellows, assistant staff.
Graduate Education	18	7 (38%)	Permanent academic staff, research fellows, assistant staff, graduate students.
Library	13	5 (38%)	Permanent academic staff, research fellows, assistant staff, graduate students.
*Planning and Resources	14	2 (14%)	Permanent academic staff, academic-related staff, assistant staff.
Safety	13	4 (31%)	Permanent academic staff, research fellows, assistant staff, graduate students, School staff.
*Teaching	5	2 (40%)	Permanent academic staff, assistant staff.
9 Trust Funds	20 different trustees in total	2 (12.5%)	Permanent academic staff, academic-related staff, assistant staff.

The bias in gender split on committees typically reflects the smaller pool of female permanent academic staff available in the Department. For example, the Computing Committee has no women because none of the current female academic staff (permanent or fixed term) has computer-related research interests. However, we try to ensure that committees (eg Graduate Education, Athena SWAN) that oversee populations with a more even sex ratio (eg the graduate students, all Departmental staff on payroll) themselves have a more even gender balance.

So that the small group of female permanent academic staff are not overburdened with committee work, we have a) recently begun to implement a more transparent workload allocation model (see below); b) started populating committees with senior research fellows (of both sexes), where possible. This is actually something research fellows themselves requested at their focus group meeting, because they felt it would enable them to feel more included in Departmental decision-making processes (see Action Plan, action 4.9). There cannot be a more even sex ratio on most committees until more female permanent academic staff are appointed.

(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.**

The data (in Figures 8 and 9, pages 16 and 19) clearly show that, while we have a roughly even sex ratio of men and women on fixed-term contracts (ie the contract research staff and research fellows), we have many more men than women on permanent contracts (ie the academic staff), and this situation has not changed very much in the last three years.

The reason for this difference is the fact that most of the University Teaching Officers in the Department are men. We are taking steps to address this problem (described in Sections 4bi and 4bii, pages 21 and 22, and Action plan, actions 4.1-4.5).

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?**

Within the Department, there are three influential policy-making committees: the Planning and Resources Committee (which devises and implements the Department's research, human resources, financial, estate and teaching strategies); the Teaching Committee (which devises the Department's teaching strategy for discussion by the Planning and Resources Committee); and the Athena SWAN Committee, which makes recommendations on staff wellbeing to the Planning and Resources Committee (this will become the Equality and Wellbeing Committee).

Membership of the Planning and Resources Committee primarily reflects the diverse research interests of the Department (so that each research area is represented) and secondarily considers gender balance. The Teaching Committee comprises four permanent academic staff: the Deputy Head of Department (Teaching) who chairs it, and three academics who respectively oversee the Department's contribution to first year, second year and third year teaching. Consequently the gender split on both these committees reflects the strong male bias in permanent academic staff. Membership of the Athena SWAN Committee reflects the diverse membership of the Department, including the assistant staff, and so has a more even gender split.

The workload allocation model (described in Section bii below) aims to ensure that individual members of the academic staff do not become over-burdened with administration because they are a) female and/or b) efficient and/or c) unusually public-spirited. It also provides a way to ensure that there is a female voice on the key decision-making committees in the Department.

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

The Department's workload models for UTOs consider only Department and University responsibilities and do not include College work because this is governed by separate contracts.

Embedded good practice

Teaching is allocated by the Deputy Head of Department (Teaching) to newly recruited UTOs, usually following discussion with the Teaching Committee and appropriate course representatives. Individual teaching-related duties are surveyed annually by the Deputy Head of Department (Teaching), by questionnaire. A league table is published each year at the Academic Staff Meeting in the Lent Term, and is used to inform further assignment of teaching-related jobs. Administrative workload (including pastoral duties) is allocated by the Head of Department. Most jobs are rotated every three to five years. Those roles that require a certain level of experience are not rotated, and the role-holder receives financial compensation instead.

Impact

We used data available from the 2012/2013 academic year to test whether tasks have been allocated equitably across UTOs. First, we organised the data for as many of the UTOs as possible into like-for-like pairs, with individuals matched for research area and career stage. Our analysis thus included 16 of the 25 UTOs (the remaining staff could not sensibly be matched with each other). Within each pairing, we then compared teaching loads and we also looked to see whether the individual that bore the greater teaching load also had the greater administrative load.

We found a substantial difference within pairs in teaching load. The median difference within pairs in lecture equivalents per year was 11h (ie approximately half the median teaching load). In addition, we found that in seven out of eight pairs, the individuals who carried the greater teaching load also did the most administrative work. The current situation, therefore, is that teaching and administration are not distributed evenly among UTOs. (Only one female staff member could be included in this analysis (the other two could not sensibly be matched with an equivalent career-stage academic), so we cannot comment on any gender differences).

Improvements for the future

From September 2013, information on the administrative roles undertaken by UTOs will be collected by questionnaire, and used to inform future allocation of tasks (see Action plan, action 4.10). This information should ensure the future distribution of tasks is more equitable (Action plan, action 4.11). This will also mean that all UTOs can score well on their general contribution and teaching during assessment for promotion.

(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.**

Social gatherings

Embedded good practice

Everyone in the Department, no matter what their other obligations, is able to attend at least one social gathering a year (Table 5). Each event attracts a high turnout.

Table 5: Social gatherings that involve all members of the Department, their location and timing.

Activity	**Where**	**When**
Morning coffee, afternoon tea.	Dedicated, staffed tea room on site.	Daily, 10-11.15am, 2.45-4pm.
Happy hour.	Tea room.	Every Friday from 5pm.
Newcomers party.	On site.	In November, 5-7pm.
Christmas party.	On site.	In December, 1-4pm.
Family summer barbeque.	Sub-Dept of Animal Behaviour at Madingley.	In June, 6pm onwards.
Book club, curry club, sports teams.	Off site.	Evenings and weekends, throughout the year.

Departmental meetings

Almost all Departmental committee meetings are scheduled to take place between 10am and 3pm, avoiding half terms and other school holidays. The Academic and Assistant Staff Meetings, which all relevant staff may attend, are scheduled termly and at lunchtime.

Four years ago, seminars were moved forward in the day from a 5pm start to a 4pm start, so that staff could more easily combine attendance with their childcare arrangements. The Summer Seminars start at 2.30pm.

Starting 5 years ago, we have been cutting back lectures held on Saturdays or at 5pm. While we cannot easily control the timetabling of courses that are run by several departments ie most of the first and second year courses to which we contribute teaching, there is now no Saturday teaching in the second year course that we run exclusively and none of our third year lectures now start at 5pm. Twelve out of 15 of the third year modules that we organise no longer include Saturday teaching, and we aim to increase this proportion over the next three years (Action plan, action 4.12).

(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.**

Embedded good practice

There is a strong female presence in the Department, which contributes to a female-friendly atmosphere. Forty-seven per cent of staff on the payroll currently are women, more than half the graduate students are women, and the same is true of the third year Zoology undergraduates. Women in all staff categories feature prominently on our website, in the Department's fortnightly e-newsletter ('Serpentarius'), and in our outreach activities, which are led by a woman (see section (v) below). We informally encourage the organisers of seminar series to invite women.

We promote inclusivity by 1) ensuring that male and female representatives of the graduate students, post-doctoral researchers and assistant staff are invited to the termly Academic Staff Meetings, along with all senior research fellows; and 2) keeping staff informed through an up-to-date website, re-launched with brand new content on Oct 1 2013, and a fortnightly e-newsletter. To show how much we value the contribution of all members of the Department to the workplace, three years ago we instituted the 'Professors' Award' – given annually to a member of staff (assistant or academic; Figure 14) who consistently 'goes the extra mile' in their work.

Figure 14: Anastasia Nezhentseva, HR Officer, receiving the 2012 Professors' Award.

Impact

At our annual Seminar Day (seminars given by selected academic staff for all UTOs and contract research staff), 36% of talks in the last seven years have been given by women. Of 255 research talks given in the Department in the last five years, 25% were by women. (Seminar speakers typically comprise professors, lecturers and research fellows. Nationally, about 25% of this combined population is female). Staff survey data (Table 6) suggest that the Department has an aspirational culture that is nevertheless female-friendly and inclusive.

Table 6: Results from the Staff Survey. All scores are more positive than reported for the School of Biological Sciences as a whole, sometimes by more than 10%. There were no significant differences between men and women in their responses to these questions.

Cultural measure	**% all staff positive response**
Employee engagement index.	78%
Does working for the Department make you want to carry out the best work you can?	84%
Are you proud to work for the University?	96%
Are you treated fairly, and with respect, within the Department?	88%
Does your line manager treat you with respect?	92%
Is your line manager open to new ideas and suggestions?	84%
Is there effective cooperation within your immediate work area?	88%
Would you recommend the Department as a great place to work?	**81%**

Improvements for the future

The EWC will improve the proportion of female seminar speakers by writing to the organisers of seminar series to highlight how important it is to showcase the excellent science carried out by women (Action plan, action 4.13).

(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 majority of the Department's formally organised outreach activities are coordinated through the museum, through the (female) Education and Outreach Officer, which receives over 70,000 visitors a year, 7,000 of which are children visiting with their schools. Organised outreach and events (other than the day-to-day activities of the Museum) involve a roughly even blend of male and female academics drawn from all career stages, contributing their expertise, or content for displays, or demonstrating hands-on activities, or leading workshops or giving talks. In these different ways, the Department of Zoology engages with a wide range of audiences, from school children to sixth form students (as part of University Widening Participation programmes); undergraduate and graduate students from HEIs in the East of England; groups with special educational needs; family groups; local visitors; and tourists from the UK and further afield. In addition to these formally organised activities, individual staff members are also involved in their own outreach activities, such as publishing popular science books or articles, giving talks to a general audience or featuring on radio and television. For appraisal and promotion this work falls under 'General Contribution'.

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.**

Too few staff have taken maternity leave in the last three years to discern any meaningful patterns. Among the UTOs, one of one has returned to work, as have five out of five of the contract research staff and three of four of the Assistant Staff.

(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.**

There have been three applications for paternity, adoption or parental leave in the last three years (one lecturer, one post-doc and one technician), all approved (all male).

(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.**

There have been no formal applications for flexible working hours in the last three years (see Section b(i) below).

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.**

Academic and research staff do not have contracted working hours, which gives the freedom to work flexibly. In the last two years, five post-doctoral researchers (three female) have chosen to vary their hours to suit their academic need, or work-life balance, with the support of the Department.

Assistant staff agree their hours with their immediate line manager within University and Department guidelines for flexible working.

Staff are made aware about opportunities for flexible working at induction, with details also on our website.

(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.**

<u>Existing practice</u>

The Department follows University guidelines surrounding maternity leave, including offering up to 10 'Keeping in touch' days. The Departmental Administrator has additionally been active in finding Department funds to support women with independent fellowships whose funding bodies make no provision for maternity pay or cover during leave. He has also given advice, where relevant, about managing teaching cover, existing staff or research grants. Several labs carry out 'home visits' in the weeks before the return to work, to ensure the returning worker is up to speed with new developments in the lab.

<u>Impact</u>

A common theme emerging from one-to-one interviews with the academic staff was that, while the existing provision was good, the Department needed to do more for women before, during and after maternity leave.

Improvements for the future

When staff formally request parental leave from the Departmental Administrator, they will receive more detailed and structured advice relevant to their career stage (Action plan, action 4.14) and be directed to the family friendly pages of our website (Action plan, action 4.15). Here they will find general information about: entitlement to University car-parking permits; organising 'Keeping in touch' days; arranging childcare, and childcare vouchers; and activities available for new parents in Cambridge, beyond the University. Also available on this website will be the contact details of parents who have agreed to act as part of a Department 'parents network', to offer help and advice informally, based on their own experience (Action plan, action 4.16). There will be case studies, too, from scientists within and beyond the Department about managing life as a parent around work (Action plan, action 4.17).

During this meeting, staff will also be told about the University's new Returning Carers Scheme which offers grants to parents during and after leave, to employ cover during maternity leave, or to buy out administration and teaching upon return to work, or to cover childcare costs associated with going to a conference or undertaking field work. We will also encourage more PIs to carry out 'home visits' to integrate parents returning from leave back into the lab (Action plan, action 4.18).

5. Any other comments: maximum 500 words [*466/500 words*]

Please comment here on any other elements which are relevant to the application, e.g. other STEMM-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.

Embedded good practice

In the last three years, we have developed initiatives to help the independent research fellows and contract research staff in the Department. Partly this is because a key part of our research strategy is to develop world-leading scientists of the future and partly it results from recognition of our own leaky pipeline, and the need to do more to encourage women post-docs to apply for permanent academic positions.

Existing initiatives include 'post-doc lunches', which are held once a term, and are open to all post-docs in the Department (Action plan, action 5.1). These lunchtime discussion meetings are led by an 'expert' (often from within the Department) on careers-related topics such as careers advice, publishing, and work-life balance. In the summer of 2013, the post-docs also organised their first Summer Seminar series, held over six weeks. It involved two presentations of research by post-docs each week and was open to everyone in the Department (Action plan, action 5.2). The aim was to raise the profile of individual researchers within the Department so as to help establish their independence from their supervisors. These seminars were successful at attracting a large audience, even during the dormant weeks of the summer. Half the speakers were women. The Summer Seminars will now become an annual event.

Impact

Our focus group meeting with the post-docs found that they were generally very positive about the Department, with some feeling that they had easy access to career training and information about fellowship opportunities. However, detailed analysis of the Staff Survey data, revealed that other post-docs were quite negative about some aspects of working in the Department (Table 7) and, amongst this group, female post-docs were more negative than their male peers (Tables 7 and 8). The tables indicate that the areas about which some post-docs were especially negative were career development opportunities, how to find information about their job, and how to balance work and life.

Table 7: The top five most negative responses by post-docs to questions in the SBS Staff Survey.

Question	**Male post-doc % negative**	**Female post-doc % negative**
I think there are sufficient opportunities for career progression at the University of Cambridge.	50%	67%
I know where to find out about the benefits and additional advantages of working here.	13%	56%
Considering my duties and responsibilities, I feel my pay is fair.	20%	44%
I understand how my pay is determined.	20%	50%
I see my future as working at the University of Cambridge.	27%	44%

Table 8: The top five issues on which female post-docs felt much more negatively than male post-docs.

Question	**Male post-doc % negative**	**Female post-doc % negative**
The career development/ promotion processes at the University of Cambridge are fair.	7%	47%
I know where to find out about the benefits and additional advantages of working here.	13%	56%
I can manage the stress experienced in my role so as not to impact on my work or wellbeing.	7%	39%
I understand how my pay is determined.	20%	50%
I feel informed about what is happening in the University.	13%	33%

Improvements for the future

From October 2013, we have set up a new mentoring scheme, where all incoming fellows (Action plan, action 5.3) and contract research staff (Action plan, action 5.4) will be offered a mentor from outside their immediate research group for personal career advice. We shall also develop new pages for the Department website with key information for post-doctoral staff (Action plan, action 5.5), such as training opportunities (including stress management) and additional benefits they are entitled to. We will also share the experiences of existing Zoology staff and provide links to stories about successful women in science to show that a career in science is feasible (Action plan, action 5.5). Finally, we will bring in a standard exit questionnaire for staff leaving the Department, to provide ongoing intelligence about staff perceptions of work and life in the Department (Action plan, action 3.6).

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.

Please find our action plan attached at the end of the document.

7. Case study: impacting on individuals: maximum 1000 words [*862/1000 words*]

Describe how the department's SWAN activities have benefitted two individuals working in the department. One of these case studies should be a member of the self assessment team, the other someone else in the department. More information on case studies is available in the guidance.

Professor Rebecca Kilner (member of self-assessment team)

I am an evolutionary biologist, and a member of the permanent academic staff. I joined the Department as a PhD student with Professor Tim Clutton-Brock in 1993 and I've been here ever since. After finishing my PhD in 1996, I worked for six months as a NERC-funded post-doc for Professor Nick Davies before taking up a junior research fellowship at Magdalene College, Cambridge. In 1998, I was awarded a Royal Society Dorothy Hodgkin Research Fellowship (sponsored by the Wolfson Foundation) and then a Royal Society University Research Fellowship in 2001. Whilst holding these research fellowships, I carried out fieldwork in Australia and the USA and became a visiting fellow at the Australian National University (1999-2005) and at Cornell University (2003). In 2004, I was appointed to a University lectureship, which I took up in 2007 when funding from the Royal Society ceased (this is known as a 'proleptic' appointment). In 2009, I was promoted to reader and in 2013 I was promoted to professor. In 2006, I was awarded a Philip Leverhulme Prize for Zoology, and in 2010 I received the Scientific Medal from the Zoological Society of London. I am married, with two sons (born in 2008 and 2010).

As well as being inspired intellectually by working in Cambridge, I think I've benefitted from the Department's nurturing and friendly working environment throughout my career. At the start of my career, I was encouraged by my PhD supervisor to apply for college research fellowships. Whilst a research fellow, I was well advised by excellent mentors – one appointed by the Department and one by the Royal Society - and I was also well-supported by senior academics in the Department, including successive Heads of Department (one nominating me for the Philip Leverhulme Prize and his successor nominating me for the Zoological Society's Scientific Medal). Senior academics in the Department supported my decision to do fieldwork abroad and encouraged me to apply for a lectureship in the Department. The Head of Department was active in negotiating a proleptic appointment with the University (which, at the time, was a rare event). This meant I had the security of knowing I would move from my fellowship to a permanent position three years before my fellowship

funding ceased. Since my appointment as lecturer, I've been appraised by the same senior academic every two to three years, with constructive meetings that have been really useful in guiding my career. Successive Heads of Department have supported my applications for promotion, and pointed me towards the University's Senior Academic Promotions CV Mentoring Scheme for further help and guidance.

The Department has been very supportive and flexible about my working arrangements since becoming a mother. Before going on leave, I received good advice from the Departmental Administrator about how to juggle grants around maternity leave (I ended up postponing a newly awarded grant until my return to work). Whilst on leave, my PhD students and post-docs popped in to see me at home from time to time, but they knew they could also turn to my colleagues at work for advice if necessary. Since returning to work, I've been able to adopt more flexible working hours, working more frequently from home. I was able to change my research to focus on a more family-friendly study system, switching from primarily field-based avian research, with overseas fieldwork, to a lab-based insect model system, with some fieldwork at sites local to Cambridge. The Department facilitated this change by refurbishing lab space, by nominating me for a Philip Leverhulme Prize (which helped to fund this transition), and by providing additional funding for temporary technical and postdoctoral salaries until I was awarded research council grants.

Dr Maria Giannakou

I am a neuroscientist and an independent research fellow, currently funded for five years by Alzheimer's Research UK. I obtained my PhD from the University of Glasgow in 2002, and then worked as a post-doc at UCL for five years before obtaining my research fellowship. I moved to Cambridge University in December 2007 and joined the Zoology Department in January 2011. I am married, and have two children (born in 2009 and 2011).

I feel that the time I have spent in the Department has benefitted my career because I have felt valued. The Department was really welcoming initially and the culture is also very family-friendly. I hadn't encountered this previously in the workplace after having children. The Department helped make my return to work easier by supporting my decision to work flexible hours and by accommodating family-related crises with little fuss. I've received valuable academic mentoring and I was supported administratively when sorting out the terms of my maternity leave with my funder - which turned out to be far more complex than I anticipated. Perhaps most importantly, I've felt like a valued member of the Department during my time here because I am treated as a Principal Investigator. Senior academics have supported me in setting up and running my own research group, and I have been encouraged to supervise third year undergraduate projects. This has been really important for boosting my scientific confidence after returning to work following maternity leave.

With the analyses underpinning the accompanying submission for a Silver Athena SWAN award, we have identified the following points for action. The Department endorses the action plan below and is fully committed to delivering all the targets we have set for the next three years. Our key priorities are actions 4.1 - 4.6, and actions 5.3 and 5.4.

Many of our actions are either urgent, requiring immediate implementation (e.g. those concerned with training in recruitment, or mentoring), or will become embedded good policy, and therefore are ongoing. To ensure action is maintained across all three years of the Action Plan, we have introduced interim milestones in the form of annual reports to the relevant supervising committees. Throughout, the Chair of the EWC will share best practice via the University Athena SWAN network.

(Note that the numbering in the Action Plan is determined by cross-reference to the numbered sections of the accompanying narrative).

Notes and Key to Action Plan:

Code	Terms and Academic Years	Calendar dates
MT 2012	Michaelmas Term 2012	Oct-Dec 2012
MT 2013	Michaelmas Term 2013	Oct-Dec 2013
ET 2013	Easter Term 2013	Apr-Jun 2013
MT 2014	Michaelmas Term 2014	Oct-Dec 2014
LT 2014	Lent term 2014	Jan-Mar 2014
AY 12/13	Academic Year 2012/2013	Oct 2012-Jun 2013
AY 13/14	Academic Year 2013/2014	Oct 2013-Jun 2014
AY 14/15	Academic Year 2014/2015	Oct 2014-Jun 2015
AY 15/16	Academic Year 2015/2016	Oct 2015-Jun 2016

DGEC = Department Graduate Education Committee
ET = Easter Term
EWC = Equality and Wellbeing Committee, Department of Zoology
HoD = Head of Department
LT = Lent term
Long Vacation = July – Sept
MT = Michaelmas Term
Part II = 3rd year undergraduate course
PPD = Personal and Professional Development section of the University's Human Resources Division
PRC = Planning and Resources Committee, Department of Zoology
STEMM = Science, Technology, Engineering, Maths and Medicine
UTO = University Teaching Officer (lecturers, senior lecturers, readers, professors)

Action	Description of action	Action taken already and outcome at Nov 2013	Further action planned at Nov 2013	Progress Log	Responsibility	Timescale	Start date	Success Measure
2	**Self-Assessment**							
2.1	Carry out staff survey, analyse data and feed back to staff.	Survey conducted in Jan/Feb 2013, data analysed and made available to staff on website. Staff feedback meetings held in May 2013.	EWC will report annually to Academic and Assistant Staff Meetings on progress in response to survey findings. Second survey planned for AY 15/16.	First survey completed, data analysed and made available to staff on website. Staff feedback meetings held in May 2013.	EWC.	Onwards, for next three years, with annual review at the ET meeting by EWC.	LT 2014.	Minutes of report delivered annually on intranet and at Academic and Assistant Staff Meetings, which are open to all staff.
2.2	Determining the future of the self-assessment team.	The self-assessment team will become the Department's EWC.	Committee membership, and term served by each member, to be determined. Remit and reporting structure to be determined at Department Away Day in Jan 2014.	Committee's new name agreed at SWAN Committee meeting 18.9.13.	Departmental Administrator.	Membership to be determined by end of MT 2013.	First meeting of EWC in LT 2014.	Remit and structure of this committee determined at Department Away Day. Termly minuted meetings of the EWC.
3	**Baseline Data and Supporting Evidence**							
3.1	Monitor sex ratio of third year Zoology class.	Data collected since 2004; data collection systems fit for purpose; no evidence of bias.	Continued collection and analysis of data. Annual report to Part II Management Committee and Academic Staff Meeting.	Part II Examiners, reported data to Part II Management Committee and Academic Staff Meeting. Data analysed to end of AY 12/13.	Data collection and analysis by Part II Examiners. Monitoring by Part II Management Committee and Academic Staff Meeting.	Onwards, for next three years, with annual review of data in the ET by the Part II Management Committee and Academic Staff Meeting.	Already embedded.	Continued evidence of good practice; ≥ 50% women in the Part II class.

Action	Description of action	Action taken already and outcome at Nov 2013	Further action planned at Nov 2013	Progress Log	Responsibility	Timescale	Start date	Success Measure
3.2	Monitor graduate applications to admissions success rates by gender. Monitor first destination employment of graduates.	Data collected since 2005; data collection systems fit for purpose; no evidence of bias.	Continued collection and analysis of data. Annual report to DGEC.	Chair of Graduate Admissions, Chair of DGEC, reported data to DGEC and the Academic Staff Meeting. Data analysed to end of AY 12/13.	Data collection and analysis by Chair of Graduate Admissions and Chair of DGEC. Monitoring by DGEC and Academic Staff Meeting.	Onwards, for next three years, with annual review of data in the ET by the DGEC and Academic Staff Meeting.	Already embedded.	Continued evidence of good practice; ≥ 50% women graduates recruited. No differences between the sexes in recruitment into science for first destination employment.
3.3	Monitor third year final exam performance by gender.	Data collected since 2004; data collections systems fit for purpose; no evidence of bias.	Continued collection and analysis of data. Annual report to: - Part II Management Committee - Teaching Committee - Academic Staff Meeting.	Part II Examiners, reported data to Part II Management Committee and Academic Staff Meeting. Data analysed to end of AY 12/13.	Data collection and analysis by Part II Examiners. Monitoring by Part II Management Committee and Academic Staff Meeting.	Onwards, for next three years, with annual review of data in the ET by the Part II Management Committee, the Teaching Committee and Academic Staff Meeting.	Already embedded.	Continued evidence that women perform as well as men in their third year exams, all else being equal.
3.4	Consider introducing blind-marking of assessed coursework for third year exams.	Analysed Part II exam data collected since 2008 and found no evidence of bias against women caused by not blind-marking project work. Part II External Examiner detected anomalous project mark awarded to one (male) student in May 2013 and recommended change in marking practice in her report.	Investigate how coursework is marked for other Part II courses; make item for discussion at the Part II Management Committee, in the first instance.		Deputy HoD (Teaching). Part II Examiners.	AY 12/13 for discussion at Committee meetings, with possible implementation of new policy either in AY 13/14 or AY 14/15, depending on progress.	MT 2013.	Implementation of blind marking of assessed coursework, subject to agreement.

Action	Description of action	Action taken already and outcome at Nov 2013	Further action planned at Nov 2013	Progress Log	Responsibility	Timescale	Start date	Success Measure
3.5	Monitor recruitment of post-docs, especially by senior PIs, and recruitment of lecturers.	Data collected on sex ratio of applicants, interview shortlists and appointments by Human Resources administrator since 2009; data collection systems fit for purpose; no evidence of bias overall.	Continued collection and analysis of data. Annual report to: - EWC - PRC - Academic Staff Meeting.	Departmental Administrator, Human Resources Administrator, HoD Office, reported data to Athena SWAN committee. Data analysed to end of AY 12/13.	Data collection by Departmental Administrator, Human Resources Administrator, HoD Office. Data analysis and monitoring by EWC.	Onwards, for the next three years, with annual review of the data in the ET by: EWC, PRC and Academic Staff Meeting.	MT 2013.	No sex bias in recruitment by gender by PIs at any career stage, ie proportion of women shortlisted for interview should be the same or exceed the proportion of female applicants.
3.6	Monitor destination of post-docs and research fellows.	Data collected centrally by HR since 2007; data collection systems fit for purpose.	Continued collection and analysis of data. Exit interviews for all post-doctoral staff planned from 2014.	Human Resources Administrator reported to Athena SWAN committee. Data analysed to end of AY 12/13.	Data collection by Human Resources Administrator, data analysis and monitoring by EWC.	Onwards, for the next three years. Annual report in the LT to the EWC by Departmental Administrator.	Data collection already embedded. Annual reporting to EWC to begin in LT 2015.	Male and female contract research staff continue to be equally likely to move on to other jobs in STEM.
3.7	Monitor applications for academic promotion, and their success rates by gender.	Data collected on application for promotion since 2008; data collection systems fit for purpose.	Continued collection and analysis of data. Annual report in MT to EWC.	HoD office reported data to Athena SWAN committee. Data analysed to end of AY 12/13.	Data collection by HoD Office, data analysis and monitoring by EWC.	Onwards, for the next three years. First annual report of data to EWC in MT 2014.	MT 2013.	Men and women equally successful in their applications for academic promotion.

Action	Description of action	Action taken already and outcome at Nov 2013	Further action planned at Nov 2013	Progress Log	Responsibility	Timescale	Start date	Success Measure
4	**Key Career Transition Points, Appointments and Promotion**							
4.1	Actively solicit greater number of applications from women for advertised lectureships and professorships.	Moderate increase in number of female applicants for lectureships from 23% to 36% since 2006. 'Family friendly' leaflet already prepared.	Job advertisements will explicitly state our commitment to Athena SWAN principles. Members of recruitment committees and the wider Department required to solicit applications from women. The Department's family friendly working environment to be advertised with further particulars for each job.	Sept 2013: document complete and ready for distribution.	Actions to be implemented by HoD, Departmental Administrator. Data collected by Human Resources Administrator, analysed and monitored by EWC.	Onwards, for next three years, with annual review by EWC in the ET in years where the Dept has recruited lecturers or professors.	MT 2013.	Improve the number of female applicants from the last recruitment. Target is the proportion of women available in the national pool at the relevant career stage, ie 40% women for lectureships and 20% women for professorships (or higher, for each category).
4.2	Increased awareness of unconscious bias against women from the recruitment process.	Series of talks considered for the whole Department.	Departmental seminar on the scientific evidence for bias in recruitment by Prof Marlene Zuk, University of Minnesota, scheduled for Dec 2013.		Seminars organised by EWC.	Onwards, for the next three years, with invitations sent annually by the EWC after the LT meeting.	MT 2013.	First seminar in Dec 2013, with others to follow.

Action	Description of action	Action taken already and outcome at Nov 2013	Further action planned at Nov 2013	Progress Log	Responsibility	Timescale	Start date	Success Measure
4.3	Changed assessment of candidates for permanent academic posts, to remove unconscious bias against women.	October 2013: bespoke recruitment training session devised with PPD to include assessment techniques that deal with unconscious bias against women.	Change in assessment process so that it includes assessment of written work, explicit acknowledgement of time on leave, greater input from other members of the Department, and a final decision taken no sooner than the day after the last candidate has been interviewed, to avoid bias based on interview schedule.	Departmental Administrator advertised training session at Academic Staff Meeting, October 2013.	Departmental Administrator to arrange, EWC to monitor uptake.	LT 2014, with annual review by EWC at LT meetings to determine scheduling of subsequent training sessions.	First training session scheduled for LT 2014.	Recruitment of at least one female lecturer in the next three years from three anticipated vacancies.

Action	Description of action	Action taken already and outcome at Nov 2013	Further action planned at Nov 2013	Progress Log	Responsibility	Timescale	Start date	Success Measure
4.4	Ensure effective training of staff involved in recruitment.	Minimum training levels determined for future recruitment exercises (these are specified in the final column).	Greater uptake of recruitment training. Currently none of the UTOs have received recruitment training in the last five years by the University, except for undergraduate admissions.	Sept 2013 PPD contacted to arrange in-house recruitment training for the School of Biological Sciences. Training Day scheduled for Jan 2014.	EWC to collect data and monitor data on uptake.	Onwards, for the next three years, with annual review of uptake by EWC at LT meetings.	MT 2013.	All Zoology UTOs to have completed the University's online equalities training in next three years. All Zoology UTOs on lectureship appointment panels to complete the University's recruitment training course in next three years. All Dept recruitment panels must include one or more members who have completed the University's recruitment training course in next three years.
4.5	More proactive recruitment of independent senior research fellows.	Department Away Day for developing research strategy organised for Jan 2014.	Discussion of strategies to attract research fellows at Department Away Day in Jan 2014. To include forming a Deputy Head of Department (Research) to lead a Research Committee tasked with attracting research fellows (amongst other things).	External facilitator hired to lead the discussion; two planning meetings scheduled prior to Away Day.	HoD, Departmental Administrator, Committee leading Away Day, EWC.	Onwards, for next three years, with annual recruitment of new research fellows reviewed annually at MT meetings of the EWC .	01/01/2014.	Development of an effective recruitment strategy for research fellows. Proportion of female research fellows in the Department to remain the same or improve (ie ≥45%, the average for the last three years).

Action	Description of action	Action taken already and outcome at Nov 2013	Further action planned at Nov 2013	Progress Log	Responsibility	Timescale	Start date	Success Measure
4	**Career Development**							
4.6	Continue appraisal of staff at regular intervals, ideally every two years if not annually.	Appraisal of permanent academic staff introduced in early 1990s; appraisal of assistant staff relaunched in 2008, appraisal of research fellows contract research staff introduced in 2011.	Continue with existing appraisal schemes, with refresher training events for both 'appraiser' and 'appraisee' as required.	50% of UTOs are currently appraised every two years, compared with 29% of research fellows and contract research staff; and 29% of assistant staff. Customised appraisal training session for appraisers was offered in the Department in Jun 2013: six staff members attended.	HoD, Departmental Administrator, EWC.	Onwards, for the next three years. Uptake of appraisal to be monitored annually by Departmental Administrator and reported at MT meetings of the EWC.	Ongoing.	At least 80% of staff to be appraised at least once in the next two years.
4.7	Promote attendance at induction event.	Departmental Administrator introduced an Induction event for new staff in 2012, which is held once every eight weeks.	Continue Induction events and monitor uptake among the different staff groups. Current uptake is 41%.	Emails sent to all staff, inviting their attendance at this event.	Departmental Administrator.	Onwards, for the next 3 years. Uptake of induction to be monitored annually by Departmental Administrator and reported at MT meetings of the EWC.	Ongoing.	Target is at least 90% take up for staff in all categories over the next three years.

Action	Description of action	Action taken already and outcome at Nov 2013	Further action planned at Nov 2013	Progress Log	Responsibility	Timescale	Start date	Success Measure
4.8	Promote attendance at University training events, especially those related to stress-management.	Staff encouraged (by peers, email and leaflets) to attend PPD courses. 40 staff members (22 female) attended training courses in the last two years.	Continue to promote attendance at training events. Consider annual reporting by academic staff of training they have undertaken.		Departmental Administrator to email training bulletins to all staff and collect data, EWC to monitor data.	Onwards, for the next three years, with annual review by EWC at MT meetings.	Ongoing.	75 or more staff to attend training events over the next three years.

Action	Description of action	Action taken already and outcome at Nov 2013	Further action planned at Nov 2013	Progress Log	Responsibility	Timescale	Start date	Success Measure
4	**Organisation and Culture**							
4.9	Monitor committee membership. Recruit independent research fellows where appropriate to achieve a more equitable gender balance on committees.	Data collected and collated since 2004; local systems fit for purpose.	Continue to monitor gender balance on committees. Six independent research fellows already serve on some committees. Invite six more research fellows to serve on committees during the next three years to achieve target gender balance.	Data collected by HoD office and analysed by Athena SWAN Committee to end of AY 12/13.	Data collection by HoD office, Departmental Administrator. Data analysis and monitoring by EWC, reporting to the Academic and Assistant Staff meetings.	Onwards, for next three years.	Ongoing.	Gender balance on EWC and DGEC should remain approximately 50% women (to reflect the population they serve). Average gender balance on other academic committees should reflect combined gender balance among all academic staff and independent research fellows, ie should be at least 25% women.
4.10	Gather data for workload allocation.	Teaching workload data collected annually since 2008. Administrative workload data collection began in MT 2013.	Annual collection of data on contribution to teaching and administration from all PIs in the Dept.	Email sent in Oct 2013 from Departmental Administrator requesting administrative workload from UTOs. Email sent each Jan from Deputy HoD (Teaching), requesting teaching workload from individual PIs. Data analysed by Deputy HoD and reported to Academic Staff Meeting.	Departmental Administrator, HoD, Deputy HoD (Teaching) responsible for data collection and analysis.	Onwards, for next three years.	Ongoing.	Continued publication annually of teaching workloads. Administrative workload may additionally be published annually, subject to HoD agreement.

Action	Description of action	Action taken already and outcome at Nov 2013	Further action planned at Nov 2013	Progress Log	Responsibility	Timescale	Start date	Success Measure
4.11	Implement more equitable distribution of teaching and administration, using data gathered by action 4.10.	Transparent teaching allocation already in place and implemented since 2008. Transparent administration allocation model developed, and approved by PRC in ET 2013. Analysis shows uneven distribution of teaching and administration across the Department: some do far more than others.	Greater reference to newly gathered data on teaching and administrative workload when allocating new tasks.		HoD, Deputy HoD (Teaching).	Onwards.	Ongoing.	More even distribution of teaching and administration across academic staff, as measured by lower variance than there is at MT 2013 (NB the method for analysing variance is given in the accompanying submission).
4.12	Change the timing of teaching.	Cutting back of Saturday lecturing already in place, but scope for improvement in the future.	Quantity of Saturday teaching at Part II to be reviewed annually by the Teaching Committee. Currently involves 3 Part II modules.	Discussed by the Teaching Committee Jun 2013.	Teaching Committee.	Onwards, for the next three years, with annual review in ET by the Teaching Committee.	Ongoing.	Drop at least one more module from the Saturday teaching timetable over the next three years.
4.13	Increase visibility of female scientists by inviting more female seminar speakers.	Informal attempts to increase the number of seminars given by women. 25% of all seminars given by women currently.	Increased number of invitations to female scientists from beyond the Dept to speak in our seminar series. Initiated by email to series organisers from Chair of EWC.	Data collected and analysed to end of AY 12/13 by Athena SWAN Committee.	Data collection, analysis and monitoring by EWC.	Onwards for next three years. EWC to send annual reminder to all organisers of seminar series.	LT 2014.	More than 25% of seminar speakers should be female.

Action	Description of action	Action taken already and outcome at Nov 2013	Further action planned at Nov 2013	Progress Log	Responsibility	Timescale	Start date	Success Measure
4	**Flexibility and managing career breaks**							
4.14	Introduce structured interview for staff formally requesting parental leave from the Departmental Administrator.	Basic interview structure already in place and implemented since 2007.	Continue to implement, with additional material (specified in accompanying submission) introduced.		Departmental Administrator.	Onwards, for next three years.	MT 2013.	Procedure for seeking parental leave advertised on the website; 100% uptake by staff going on leave.
4.15	Build new 'family friendly' pages for website with details on employee rights whilst on leave as well as practical guidance that all new parents might need.	Some pages already written, others still under construction.	Continue adding to these pages of the website.	1.10.13 first 'family friendly' pages launched on the Department's new website.	EWC.	AY 13/14.	MT 2013.	Completed set of web pages by start of AY 14/15.
4.16	Establish 'parent's network' and website, linked to University Family Ties parent and carers network (to be launched in 2014).	Some volunteers already identified.	Find other volunteers.		EWC.	AY 14/15.	MT 2014.	Network formed by start of AY 15/16.
4.17	Case studies and advice from members of the Department to go on the new 'family friendly' pages of the website.	Interviews already conducted with 10 members of the academic and assistant staff. Page designs for conveying information well-advanced.	Complete case study web pages and put them on the website.		EWC.	AY13/14.	MT 2013.	Completed set of web pages by start of AY 14/15.

Action	Description of action	Action taken already and outcome at Nov 2013	Further action planned at Nov 2013	Progress Log	Responsibility	Timescale	Start date	Success Measure
4.18	Advertise the 'home visit' policy on the website to make it standard practice across all research groups.	Some groups are already carrying out home visits.	Continue, with EWC to monitor uptake of this practice annually.		EWC.	AY 13/14.	MT 2013.	Uptake of 'home visits' by more research groups, where relevant.
5	**STEMM-specific initiatives with the post-docs**							
5.1	Introduce termly post-doc lunches.	Three post-doc lunches have taken place.	More are planned, including one with former senior research fellows from the Dept who now hold permanent positions in STEMM beyond the University.	Three post-doc lunches have taken place.	Organised by post-doc representatives.	Onwards, for next three years, with evaluation of each meeting with user feedback.	MT2012.	Termly records of post-doc lunches, with at least two per academic year.
5.2	Start seminar series for post-docs.	'Summer seminars' began in the Long Vacation in 2013.	'Summer seminars' to become an annual event.	First series took place in July/August 2013. It lasted six weeks, with two seminars per week.	Organised by post-doc representatives.	Onwards, for next three years. Each series will be organised in the preceding ET.	ET 2013.	'Summer seminars' to become an annual event during the Long Vacation, with approx 10 seminars per series.
5.3	Introduce mentoring scheme for all research fellows joining the Department.	All research fellows offered a mentor in the Department.	Continue to offer incoming research fellows a mentor.	From 1 Oct 2013, new intake, and existing research fellows, offered a mentor; 93% have taken up this offer.	HoD to implement, HoD office to keep records.	Onwards, for next three years, with annual review of uptake by HoD office.	MT 2013.	In three years' time, at least 93% of research fellows in the Dept to have a mentor.
5.4	Introduce mentoring scheme for all contract research staff joining the Department.		Contract research staff arriving in MT 2014 will be assigned a mentor in the Department.		HoD to implement, HoD office to keep records.	From MT 2014, onwards for subsequent two years, with annual review of uptake by HoD office.	MT 2014.	In three years' time, 66% of post-docs in the Dept to have a mentor (ie 100% of those who have been offered a mentor).

Action	Description of action	Action taken already and outcome at Nov 2013	Further action planned at Nov 2013	Progress Log	Responsibility	Timescale	Start date	Success Measure
5.5	Create dedicated web pages for post-docs.	Focus group met in Feb 2012 and identified areas of weakness in current practice for further action.	FAQ webpage to be developed to deal with some of the problems identified by the focus group.		EWC to lead, following report from post-doc representatives.	AY 13/14 and AY 14/15.	LT 2014.	Webpage up by start of AY 2015/2016.