



Athena SWAN Bronze department award application

Name of university: University of Cambridge

Department: Department of Pathology

Date of application: November 2015

Date of university Bronze and/or Silver SWAN award: Bronze, 2006; Silver, 2014.

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

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

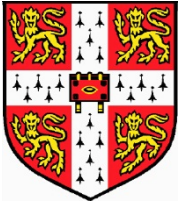
It is essential that the contact person for the application is based in the department.

Sections to be included

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

1. Letter of endorsement from the head of department (483/500 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.



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2 December 2015

Dear Athena SWAN panel members,

I am writing to give my utmost support to the Department of Pathology's application for an Athena SWAN Bronze Award. The Department is committed whole-heartedly to promoting the careers of women in science.

In November 2013, we applied unsuccessfully for a Bronze Award. Over the last two years, we have taken time to reflect and to put in place actions and policies with the aim of redressing gender imbalance and promoting good practice. We feel we have learned from our unsuccessful application and we have benefitted from taking time to reflect upon the review panel's feedback. This new application aims to provide evidence that the policies we are implementing are having impact.

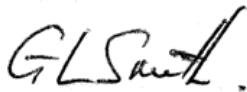
Our starting point in 2013 was a review of the data which highlighted the severe gender imbalance among academic staff at all levels. Women were similarly under-represented among academic staff in the School of Biological Sciences and the University as a whole. Armed with these initial findings and through further research and analysis, the Department has worked hard to begin to turn things around.

We have been active in implementing several measures to increase the number of female academic staff. I have ensured commitment of Departmental resources to fund two new Research Group Leader positions (Departmental Fellowships) and we are actively encouraging applications from promising early-career women. I have also reviewed the membership of all committees and, whilst acknowledging there is more work to be done, more women have been invited to sit on its Executive Committee including the Department's new Gender Champion. Through my proactive support of all academic staff in the Senior Academic Promotions process positive changes are happening, particularly at the level of Senior Lecturer (now 50% women from 20% in 2013). The work of the committed SAT, which I Chair, has become embedded within the Department governance structure and this will continue following the submission, thereby ensuring ongoing implementation of our action plan and continued focus on Athena SWAN.

Whilst these are positive steps, the Department also recognises that change cannot be achieved quickly, particularly as turnover of academic staff is typically low. We understand that we must do more to appoint more women to senior positions in the Department including the appointment of a female Head of Division who will sit on the Executive Committee. A focus on annual appraisals, active workload and career development management are also key priorities moving forward.

The Action Plan is evidence of the Department's support for the promotion of the Athena SWAN ethos and it has my wholehearted and enduring support.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'GL Smith'.

*Professor Geoffrey L Smith FRS
Professor of Pathology and Head of Department*

Section 1 word count: [483/500 words](#)

2. The self-assessment process (978/1000 words)

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

The Athena SWAN self-assessment team (SAT; **Table 1**) comprised men and women at different career stages and with different personal experience of work-life balance. There are representatives from the Department's two sites at Addenbrooke's Hospital and central Cambridge.

Table 1. Self Assessment Team (SAT) membership

Team Member	Gender	Departmental Role	Experience brought to the self-assessment team
Colin Crump (CC)	male	University Lecturer	<ul style="list-style-type: none"> • <i>Joined Department as post-doctoral researcher</i> • <i>Research active</i> • <i>Teaches 2nd/3rd year Pathology</i> • <i>College admissions (undergraduate science)</i> • <i>Married with young child</i>
Pauline Essah (PE)	female	Cambridge-Africa Programme Manager	<ul style="list-style-type: none"> • <i>Manages University Cambridge Africa-Programme</i> • <i>Member of University Interconnect Working Group on race, equality and cultural inclusion</i> • <i>Married, two young children</i>
Gillian Fraser (GF)	female	Senior University Lecturer	<ul style="list-style-type: none"> • <i>Joined Department as PhD student</i> • <i>Research active</i> • <i>Teaches 2nd/3rd year Pathology</i> • <i>Head of Division, Executive Committee</i> • <i>College admissions (undergraduate science)</i>
Vivien Hodges (VH)	female	Equality and Diversity Consultant, Equality and Diversity Section	<ul style="list-style-type: none"> • <i>Secretary of University Athena SWAN Governance Panel</i> • <i>Coordinates University-wide Athena SWAN activities</i> • <i>Works in University's HR Division</i>
Ashley Moffett (AM)	female	Professor of Reproductive Immunology	<ul style="list-style-type: none"> • <i>Research active</i> • <i>Teaches 2nd/3rd year Pathology</i> • <i>Manager, Centre for Trophoblast Research</i> • <i>College admissions (undergraduate medicine)</i> • <i>Three children, five grandchildren</i>

Table 1 (cont.) Self Assessment Team (SAT) membership

Team Member	Gender	Departmental Role	Experience brought to the self-assessment team
Henrike Resemann (HR)	female	Doctoral Student	<ul style="list-style-type: none"> • <i>Experience of female/male supervisors in gender-balanced and gender-skewed laboratories</i> • <i>Supervises students</i> • <i>Member of University Athena SWAN self-assessment panel (2014)</i>
Ben Skinner (BS)	male	Post-Doctoral Researcher	<ul style="list-style-type: none"> • <i>Researcher in evolutionary and reproductive genetics</i> • <i>Supervises undergraduate/postgraduate students</i> • <i>Teaches 3rd year Pathology</i> • <i>Coordinates Cancer and Genetic Disease seminars</i>
Geoffrey Smith (GS)	male	Professor, Head of Department of Pathology, Wellcome Trust Principal Research Fellow	<ul style="list-style-type: none"> • <i>Directs multinational team of 15 researchers</i> • <i>Administrative duties in Cambridge, nationally and internationally</i> • <i>Teaches 2nd/3rd year Pathology</i> • <i>College Supervisor (undergraduates)</i>
Virginia Bennett (VB)	female	Departmental Secretary for Academic Services <i>(until end July 2015)</i>	<ul style="list-style-type: none"> • <i>Senior administrative professional with managerial oversight of:</i> <ul style="list-style-type: none"> ○ <i>resources for teaching/research</i> ○ <i>academic recruitment and welfare</i>
Frances McLoughlin (FM)	female	Departmental Secretary for Academic Services <i>(from October 2015)</i>	<ul style="list-style-type: none"> • <i>Senior administrative professional with managerial oversight of:</i> <ul style="list-style-type: none"> ○ <i>resources for teaching/research</i> ○ <i>academic recruitment and welfare</i> • <i>Married, two young children</i>

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

In early 2013, an Athena SWAN working group (ASWG) was convened by Professor Geoffrey Smith and met twice per term to prepare an application for an Athena SWAN bronze award, which was submitted in November 2013. The application was unsuccessful.

The ASWG was reconstituted in September 2014 as the current Athena SWAN SAT (**Table 1**), comprising six women and three men. Professor Smith was Chair and Virginia Bennett was Secretary. The SAT was

embedded in the Department's committee structure (**Figure 1**, p8) and reported directly to the Executive Committee. The activities of the SAT were also a standing agenda item at Academic Staff meetings.

Three SAT members (VB, AM, BS) attended an action planning workshop and members of the SAT regularly attended University Athena SWAN networking events. Formal meetings of the SAT were held in 2014 on 3rd December, and in 2015 on 19th January, 27th February, 23rd June, 28th July, 25th August, 22nd September and 5th November. SAT meetings were used to **(i)** analyse available data *e.g.* from the 2013 School of Biological Sciences staff survey and from a 2013 Departmental survey of postgraduate students and postdoctoral researchers carried out by SAT member Henrike Resemann, **(ii)** develop and implement action points and **(iii)** prepare the submission. Several additional *ad hoc* meetings, involving data analysis and preparation of the draft submission (by VB, GF, FM and VH) were held outside of full meetings.

The SAT carried out wider consultations of all Department staff by organising focussed meetings to assess views on gender-related issues, including support for female staff (13th January 2015; organised by PE and AM) and support for staff with caring responsibilities (2nd February 2015; organised by CC). In addition, on 16th July 2015, GS, AM and BS met with Chris Abell (Director of Postdoctoral Affairs), Karina Prasad (Head of the Office of Postdoctoral Affairs) and Joy Warde (Postdoctoral Research Staff Coordinator and Secretary of Cambridge PdOC Society) to discuss Athena SWAN issues relevant to the Department's postdoctoral researchers and to identify ways in which the Department might better inform postdocs of available resources. Information gathered at these meetings informed SAT discussions and the preparation of the submission.

Initial drafts of the submission were circulated to the SAT in July-November 2015 for comment and revision. All SAT members contributed to preparation of the final submission.

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.](#)

In December 2015, the self-assessment team will revert to the Athena SWAN working group (ASWG; [action 2.1](#)). The group remit, membership, terms of reference and reporting structure were agreed in October 2015 and we recruited additional members in November 2015 ([action 2.2](#)). Group membership reflects the diversity of roles and experiences of staff and research students in the Department, and includes male and female staff from the Department's sites at Addenbrooke's Hospital and central Cambridge. In deciding the membership model, we developed a structure that includes both 'core' (2-5 years) and 'pool' (up to 2 years) members, combining the experience of a stable team with the flexibility to co-opt staff *ad hoc* to implement specific actions, thus engaging a wide range of Department staff in ASWG activities. The ASWG will have full meetings three times a year and to facilitate attendance by staff on the Addenbrooke's site and by staff with caring responsibilities meetings will be scheduled within Department core hours, which are 9.30-12.30 and 14.00 to 16.30 (16.00 on Fridays). To learn about and share good practice we will invite representatives from Athena SWAN award-holding Departments to focused discussion groups with our staff ([action 2.3](#)). In addition, our staff will participate in Athena SWAN activities in other departments and institutions *e.g.* in November 2015 GF participated in an Athena SWAN discussion group at Bristol University and she will give a talk in March 2016 at the Sussex University Athena SWAN monthly seminar series ([action 2.3](#)).

A major responsibility of the ASWG will be to implement the Action Plan. The group will review and revise the Action Plan on an on-going basis by developing and embedding good practice, measuring outcomes and identifying new targets for action. One of the early planned actions is to repeat the internal graduate student and postdoctoral researcher survey carried out in 2013 ([action 2.4](#)). This will provide a second dataset for comparative analysis and for benchmarking against institutional and national surveys. We will repeat this survey on a three-year cycle to take account of staff turnover.

To ensure on-going action, the ASWG will remain embedded in the Department's committee structure (**Figure 1**, p8) and will prepare an Annual Report (**action 2.1**), including an updated action plan, which will be circulated to the University Equality and Diversity Committee, the Department Executive Committee and the Department Staff Meeting. The report and updated action plan will also be posted on the new Department Athena SWAN web pages (**action 4.13**).

The Department has appointed a Gender Champion (**urgent action 2.5**; Professor Ashley Moffett) who is a member of the ASWG and the Executive Committee. Professor Moffett will report on Athena SWAN, which is a standing agenda item at termly Executive Committee and Academic Staff meetings. The Gender Champion, supported by the ASWG, will develop ways to engage more widely with support staff, graduate students and postdoctoral researchers on issues relating to Athena SWAN. Specific actions to facilitate wider engagement and consultation are described in more detail in **Section 4**. Briefly, early actions to be implemented by the ASWG will include a twice-yearly meeting for all women in the Department (**urgent action 4.9**), development of departmental Athena SWAN web pages (**action 4.13**), and provision of Athena SWAN/ Equality & Diversity noticeboards in prominent positions at the Department's Addenbrooke's and central Cambridge sites (**action 4.34**)

Section 2 Action Point Summary

Action 2.1 SAT will revert to the Athena SWAN Working Group (ASWG), which will (i) gather data and qualitative evidence to support future Athena SWAN submissions, (ii) implement the action plan developed by the SAT, (iii) identify areas for further action, and (iv) annually produce a report and update the action plan.

Action 2.2 ASWG membership has expanded to include one additional postdoctoral researcher and two additional postgraduate students. We plan to recruit professional and assistant staff to the ASWG in late 2015 and aim to improve gender balance of the group.

Action 2.3 Share good practice by inviting Athena SWAN representatives from other Departments and Institutions to focused seminars and discussion groups. Staff to participate in Athena SWAN events in other Departments and Institutions *e.g.* planned visit by Gillian Fraser to Sussex University School of Life Sciences in March 2016 to give a talk in the Athena SWAN monthly seminar series.

Action 2.4 Revise and repeat graduate student and postdoctoral researcher survey in early 2016 to coincide with the next Cambridge School of Biological Sciences staff survey. Data will be analysed and benchmarked against the survey we ran in 2013, the School of Biological Sciences staff surveys (2013 and 2016) and national data *e.g.* collected by HESA.

Urgent Action 2.5 Support the work of the Department Gender Champion by *e.g.* providing regular updates on development of the Department Athena SWAN action plan. Activities of the Gender Champion will be advertised *e.g.* through the new Department Athena SWAN web pages.

Section 2 word count: 978/1000 words, excluding Table & Action Point Summary

3. A picture of the department (2000/2000 words)

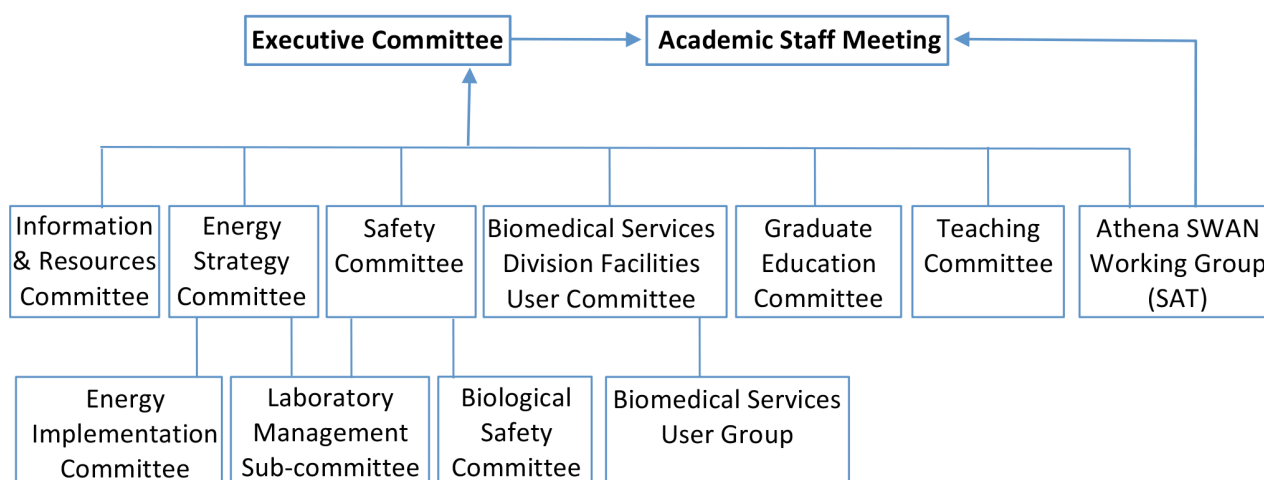
Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.

The Department of Pathology, in the University's School of Biological Sciences, is a leading research institution with a yearly research income of £10M. The Department's research seeks to understand and prevent diseases of medical and social significance. The Department is organised into five Divisions: Cell and Molecular Pathology, Immunology, Microbiology and Parasitology, Virology and Molecular Histopathology, split between the University's central site and Addenbrooke's Hospital.

The Department provides teaching for ~550 undergraduates in Medical and Veterinary Sciences and Natural Sciences, and 180 clinical medical students (increasing to 280 in 2017), plus training for 80 - 95 postgraduate students. Members of the Department also provide diagnostic services within Addenbrooke's Hospital.

The Department has over 200 staff, including 34 academics, ~90 researchers (of whom seven are independent group leaders), and ~80 support and administrative staff. The Head of Department, advised by the Executive Committee, is responsible for running the Department and interaction with official bodies. There are two Deputy Heads of Department and five Heads of Division (one of whom is female), who sit on the Executive Committee. A robust structure of other committees involves all staff in departmental business (**Figure 1**). The constitution and gender balance of these committees is described in **Section 4**.

Figure 1. Department of Pathology Governance Model



A major challenge facing the Department is the significant gender imbalance among academic staff (independent Research Fellows, Lecturers and above; **Staff data Table 7**), with only 26% of these positions held by women. This contrasts with good gender balance (just under 50%) among postdoctoral researchers and postgraduate students. It is of particular concern that several female Professors have retired recently or are about to retire, meaning improvement in gender balance at this senior level may take some time. The Department is implementing urgent actions to address this (**urgent actions 3.13 – 3.15 and 4.2 – 4.5**).

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. **N/A**

(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.

The Department provides teaching for two courses: the Natural Sciences Tripos (NST) and the Medical and Veterinary Science Tripos (MVST). The Colleges control admission to these courses and the Department has no direct influence over admission ratios.

A distinctive characteristic of Cambridge is that students follow a broad course in the first two years and then specialise in year three. Departments are responsible for course content, the provision of lectures, practical classes, and examinations. Pathology is taught in the second and third years (**Figure 2, Table 2**).

The second year Pathology and Biology of Disease courses cover cell biology, responses to injury, infection (by viruses, bacteria, parasites), immunity, cancer, the blood vascular system and degenerative disease. In the third year, students choose one of two advanced courses: NST Pathology, or Biological & Biomedical Sciences (BBS) Major Subject Pathology, each comprising a suite of options (**Table 2**).

Figure 2. The Department of Pathology teaching pathway

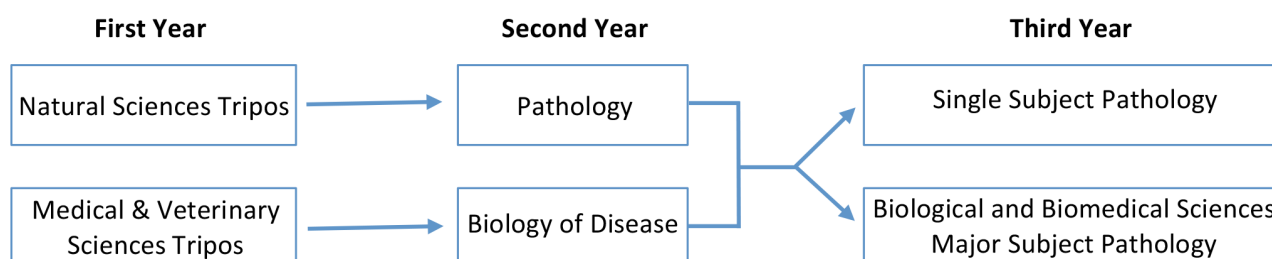


Table 2. Overview of Undergraduate Courses in the Department of Pathology

Course	Description	No of students
Second Year NST Pathology & MVST Biology of Disease	Courses shared by NST and MVST students, comprising lectures and practical classes.	Approx. 450 <i>p.a.</i> , of whom around 90 NST
Third Year 1. NST Pathology OR	Managed by Faculty of Biology. Students choose two Pathology options from five and carry out a laboratory-based research project.	Approx. 50 <i>p.a.</i> (<i>limited by lab-based project provision</i>)
2. Biological & Biomedical Sciences (BBS) Major Subject Pathology	A “Major” subject within BBS, managed by the Biological Sciences Committee for the Faculty of Biology. Students choose two Pathology options from five and write a library-based dissertation.	Approx. 30-40 <i>p.a.</i>

A higher proportion of female NST undergraduates select second year NST Pathology, which compares favourably with total NST admissions to the University (**Figure 3; Table 3**). All second year medics and vets take Biology of Disease, so the gender breakdown reflects admissions data in **Table 5** (p12).

Figure 3. Proportion of female students (%) at intake: total NST versus second year NST Pathology

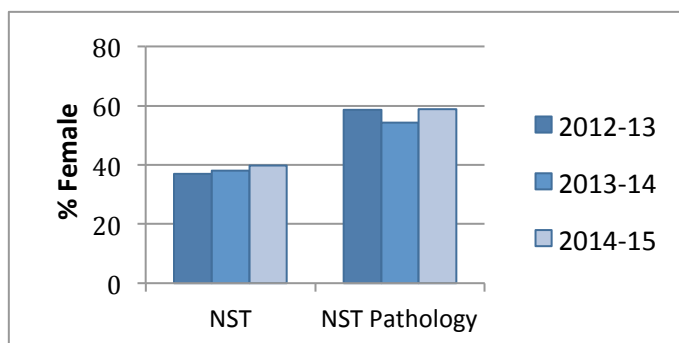


Table 3. Second Year Student Intake Numbers in the Department of Pathology by Course and Gender

Year	Second Year Course		Male	Female	Total	% Female
2012-13	MVST Biology of Disease	Vet	15	57	72	79.2
		Medic	157	138	295	46.8
	NST Pathology		38	54	92	58.7
					459	
2013-14	MVST Biology of Disease	Vet	17	46	63	73.0
		Medic	159	132	291	45.4
	NST Pathology		38	45	83	54.2
					437	
2014-15	MVST Biology of Disease	Vet	18	57	75	76.0
		Medic	148	140	288	48.6
	NST Pathology		37	53	90	58.9
					453	

On entering third year, students can choose Pathology from the 19 Natural Sciences courses offered. Competition for places is intense, with a maximum of 50 places for NST Pathology and 30-40 students for BBS Major Subject Pathology. Entry is determined by ranking of second year exam results. A higher percentage of females (~55%) are accepted onto the third year courses (**Table 4**), in line with the national average of 58% female biological science undergraduates (national benchmark data for 2013/14 from HESA).

Table 4. Third Year Student Numbers in the Department of Pathology by Course and Gender

Year	Third Year Course	Intake	NST	Vet	Medic	% Female
2012-2013	NST Pathology	50	17	6	27	44.0
	BBS Major Subject Pathology	70	13	15	42	62.9
	TOTAL	120				55.0
2013-2014	NST Pathology	50	19	4	27	52.0
	BBS Major Subject Pathology	37	6	9	22	40.5
	TOTAL	87				55.2
2014-2015	NST Pathology	51	8	5	38	47.1
	BBS Major Subject Pathology	31	13	7	11	64.5
	TOTAL	82				53.7

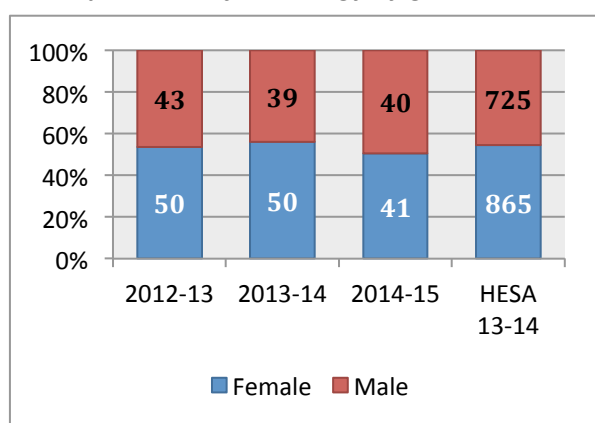
Annually, we will continue to monitor student intake onto undergraduate Pathology courses and, if any gender imbalance develops, we will refer concerns back to the Department Teaching Committee and develop strategies for correction ([action 3.1](#)).

(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.
N/A.

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

The Department supports 80-95 postgraduate students, with a yearly intake of ~20. The majority are PhD students, although a few study for research Masters. In the current cohort of 81 postgraduates, 80 are studying full-time. From 2012-2015, 50%-56% of postgraduate students were women (**Figure 4**), in line with the national average for postgraduate research students in Anatomy, Physiology and Pathology (54% female; national benchmark data from HESA 2013-14).

Figure 4: Postgraduate research students in the Department of Pathology by gender (%)



Annually, we will continue to monitor gender balance of postgraduate student numbers ([action 3.2](#)). If any gender imbalance develops, we will refer concerns back to the Department Graduate Education Committee (GEC) and develop strategies for correction. In addition, the Department will use open and transparent communication to advertise postgraduate positions to the broadest range of potential applicants, regardless of background. To maintain gender balance, the Department GEC will target promising female undergraduates at Cambridge and other Universities through outreach events and by using focused advertising through social media ([action 3.3](#)).

(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.

Undergraduate courses: In Cambridge, undergraduates are admitted by 31 Colleges, which provide academic and pastoral support. The Colleges are self-governing hence the Department has no direct influence over application and admission ratios.

Of those accepted by the University onto the entire NST and MVST courses (**Table 5**), women make up ~40% for NST, ~46% for the MVST medical option, and ~75% for the MVST veterinary pathway. Proportionally more women apply than are admitted to the combined NST and MVST courses, with 43.4% women admitted in 2014-15, compared with 46.8% applying. Because the Colleges control admissions, this ratio is difficult to influence at Departmental level. Nevertheless, many academic staff in Pathology are involved in the Colleges admissions process, so a limited amount of lobbying is possible ([action 3.4](#)). The Department will make representations to the University Senior Tutors Committee and the Director of Pre-Clinical Medicine Admissions on the current under-representation of women on the NST and MVST courses ([action 3.5](#)).

Table 5. Numbers of applications, offers and acceptances for entry to Cambridge University courses in the Natural Sciences, Medicine and Veterinary Medicine

Year	Course	Applications				Offers				Acceptances			
		Total	Male	Female	% F	Total	Male	Female	% F	Total	Male	Female	% F
2013	Natural Sciences	2863	1708	1155	40.3	703	436	267	38.0	640	402	238	37.2
	Medicine	1547	767	780	50.4	278	147	131	47.1	263	142	121	46.0
	Veterinary Medicine	409	80	329	80.4	82	20	62	75.6	73	18	55	75.3
	TOTAL	4819	2555	2264	47.0	1063	603	460	43.3	976	562	414	42.4
2014	Natural Sciences	3176	1880	1296	40.8	727	426	301	41.4	656	391	265	40.4
	Medicine	1513	726	787	52.0	281	152	129	45.9	268	147	121	45.1
	Veterinary Medicine	353	68	285	80.7	79	25	54	68.4	70	22	48	68.6
	TOTAL	5042	2674	2368	47.0	1087	603	484	44.5	994	560	434	43.7
2015	Natural Sciences	3023	1803	1220	40.4	715	426	289	40.4	649	393	256	39.4
	Medicine	1314	625	689	52.4	282	166	116	41.1	264	156	108	40.9
	Veterinary Medicine	255	49	206	80.8	79	15	64	81.0	65	11	54	83.1
	TOTAL	4592	2477	2115	46.1	1076	607	469	43.6	978	560	418	42.7

Postgraduate courses: Postgraduate students join the Department by direct application to the Department, for advertised studentships, by writing directly to academic research group leaders, or *via* interdepartmental or school-wide PhD programmes. The applications versus acceptance data (Table 6) indicate proportionally more females than males are accepted, though this fluctuates year on year. From 2012-2015, the mean shows 57% female acceptances against 61% applications

Table 6. Postgraduate Student Applications versus Acceptances in the Department of Pathology

Year	Degree programme	Applications			Acceptances		
		number	% Male	% Female	number	% Male	% Female
2012-13	MPhil	11	45.5	54.5	4	50.0	50.0
	PhD Probationary	36	38.9	61.1	12	33.3	66.7
	MSc Probationary	2	50.0	50.0	0	-	-
	TOTAL	49	40.8	59.2	16	37.5	62.5
2013-14	MPhil	8	62.5	37.5	4	75.0	25.0
	PhD Probationary	37	43.2	56.8	23	47.8	52.2
	MSc Probationary	2	-	100.0	0	-	-
	TOTAL	47	44.7	55.3	27	51.9	48.1
2014-15	MPhil	11	9.1	90.9	3	33.3	66.7
	PhD Probationary	30	40.0	60.0	15	40	60
	MSc Probationary	1	0	100	0	0	0
	TOTAL	42	31	69.0	18	38.9	61.1

For direct applications to the Department, all prospective students undergo a panel interview. Selection is based on intellectual ability, aptitude for scientific research, prior experience, enthusiasm for the subject, and an ability to communicate ideas. Interview panels are selected for appropriate gender representation

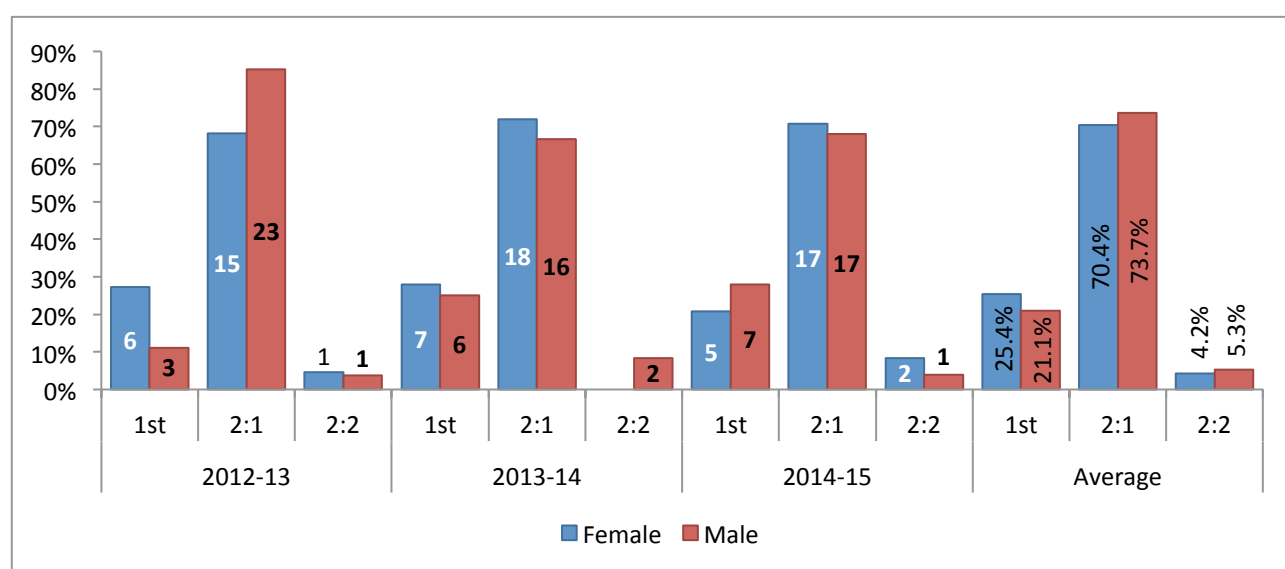
and subject expertise. Annually, we will continue to monitor gender balance of postgraduate student admissions (**action 3.2**) and promote access for females to postgraduate courses (**action 3.3**). All interviewers must complete Equality & Diversity training and be made aware of unconscious bias (**urgent actions 3.6 – 3.7**). The Head of Department will only approve grant applications from academic staff who have completed this training (**urgent action 3.6**).

(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.

Undergraduate Courses: The Department has sole responsibility for examination and final degree classification in the undergraduate third year NST Pathology course (**Figure 5; action 3.8**). From 2012-15, most students achieved First or Upper Second class degrees. No Third Class degrees were awarded.

The proportion of women achieving Firsts reached 66.7% (cf. intake 44%) in 2012-13, 53.8% (cf. intake 52%) in 2013-14 and declined slightly to 41.7% (cf. intake 49%). Of the 24 women who took the third year course in 2014-15, five (20.8%) were awarded First class degrees and 17 (70.8%) attained Upper Seconds. This compares favourably with national benchmark data for women taking their first undergraduate degree (20% First Class, 52.5% Upper Second Class; data from HESA 2013-14).

Figure 5. Undergraduate Degree (third year NST Pathology) classification by gender (%)



Postgraduate courses: The proportion of PhD degrees awarded to women compares favourably with admissions data (**Table 6**), **71.4%** in 2012, **52.9%** in 2013 and **73.3%** in 2014.

To ensure high degree attainment rates, postgraduate students complete a logbook documenting attendance at training courses, mentoring meetings and special lectures. The first year Probationary Assessment is a critical milestone; if successful, the student continues to the PhD. Assessment committees always include at least one female and one male. The Department will continue to provide and improve postgraduate student induction, training in academic and translational skills, and formal monitoring (**actions 3.9-3.10**).

Currently, the Department does not routinely collect data on degree attainment for research Masters students but we will now do this (**action 3.11**).

Staff data

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

The Department recognises that there has been a significant gender imbalance at the levels of Lecturer, Senior Lecturer, Reader and Professor (**Table 7; action 3.12**). The Department is now implementing **urgent actions** to address this (**urgent actions 3.13 – 3.15 and 4.2 – 4.5**).

The School of Biological Sciences fixes the number of academic staff at 30 established posts, 28 of which are filled as of 1st October 2015, with a University Lectureship to be filled from January 2016 and recruitment to the remaining vacant post to take place imminently. All academic staff have teaching and research responsibilities. Staff progression from University Lecturer to Senior Lecturer, Reader or Professor is through an annual Senior Academic Promotions process. The proportion of females declines as they progress through to professorial level: women hold only 14% of Professorships (2 out of 14). Moreover, since 2009, there have been no female Readers. Because staff turnover at the academic level is low (**Table 9**), significant change in gender balance cannot be achieved in the short timeframe of the three-year census period. Gender balance among Researchers and Research Fellows has improved over the last three years, with women holding 46% (36/79) of these positions in 2015.

Table 7: Academic and Research staff by gender

	2013			2014			2015		
	Total	Female		Total	Female		Total	Female	
Professors	18	3	17%	15	2	13%	14	2	14%
Readers	3	0	0%	2	0	0%	2	0	0%
Senior Lecturers	5	1	20%	7	3	43%	6	3	50%
University Lecturers	11	3	27%	9	2	22%	11	3	27%
Research Fellows	2	0	0%	5	2	40%	5	2	40%
Researchers	94	39	41%	80	37	46%	74	34	46%
	133	45	34%	118	46	39%	112	44	39%

Statistics for the School of Biological Sciences (**Figure 6**) and national data (**Figure 7**) follow a similar pattern. However, the proportion of senior female academic staff within the Department is lower than within the School and the University overall.

Figure 6: Proportion (%) of Academic and Research Staff who are female in the Department of Pathology, School of Biological Sciences and University in 2015

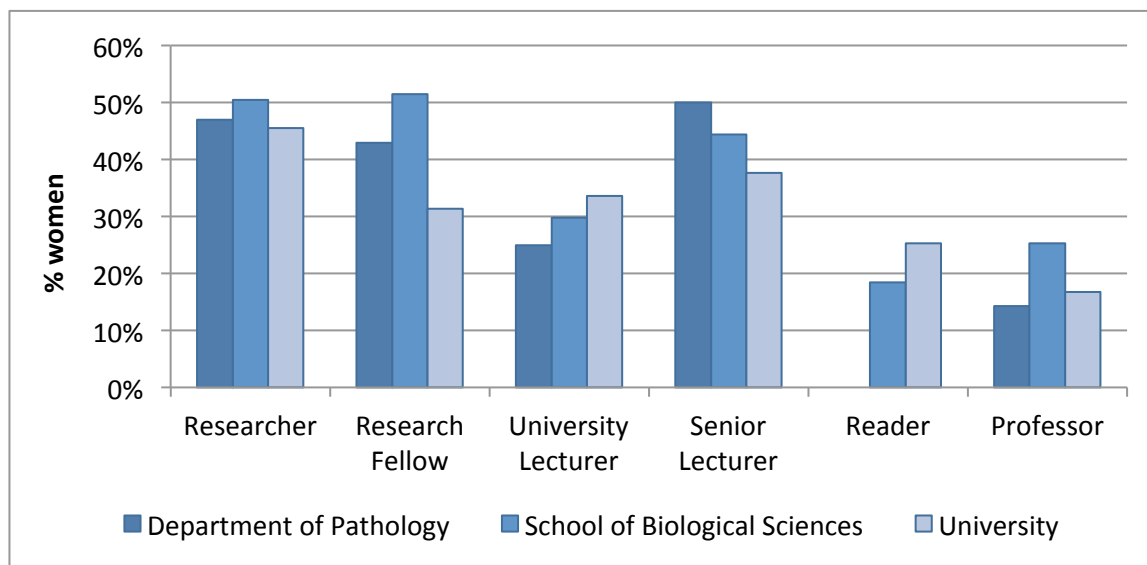
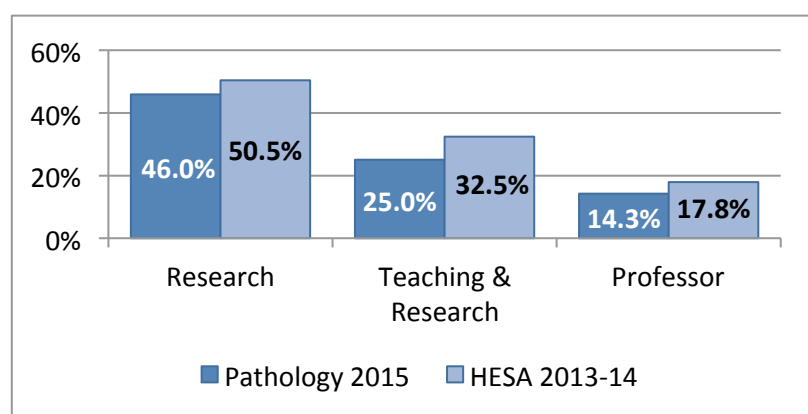


Figure 7: Comparison of proportion (%) of Academic and Research Staff who are female in the Department of Pathology (2015) and nationally (academic staff in the Biosciences from HESA 2013-14)



To tackle the problem of gender imbalance among academic staff, the Department has put its own resources into creating fixed-term independent group leader positions to support staff embarking on academic careers, and to address under-representation of women (**urgent action 3.13**). The Department has recruited two Independent Research Fellows, one a woman, [REDACTED] (who subsequently moved to another position outside the Department). Efforts to attract early career academics who have won Fellowships (**urgent action 3.14**) have led to the appointment of an additional female group leader, Dr Louise Boyle. Female representation across researchers and academics in the Department in 2013 and 2015 (**Figure 8**) illustrate how these new initiatives have attracted female academics to the Department. Female academics, including Independent Research Fellows, increased from seven in 2013 to ten in 2015 (**Table 8**), and 50% of Senior Lecturers.

Figure 8: Changes in the proportion of female academic staff in Pathology over the last three years

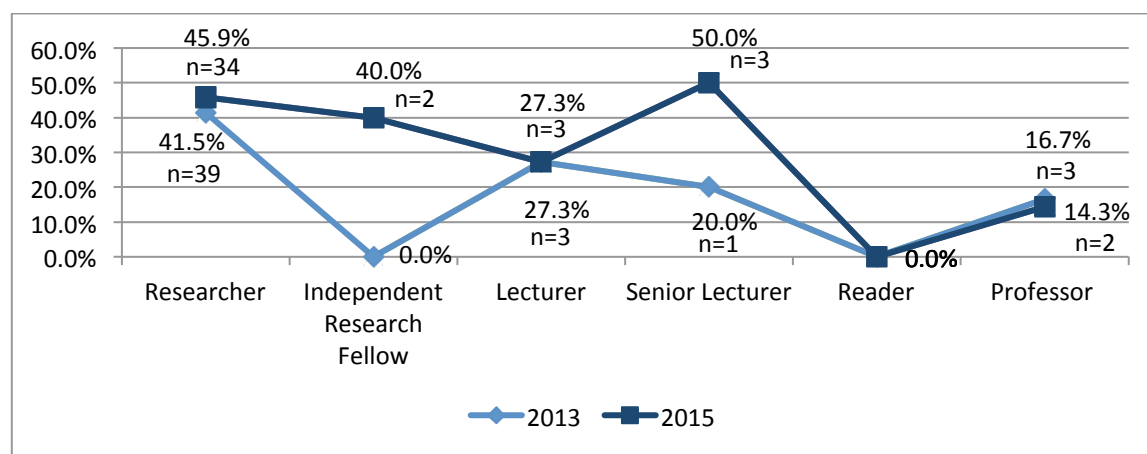


Table 8: Academic women in Pathology in 2015

	Departmental position	Date
Dr Katarina Artavanis-Tsakonas	University Lecturer in Parasitology	2015
Dr Louise Boyle	Wellcome Trust Senior Research Fellow	2015
	Senior Research Associate	2014
Dr Suzanne English	Clinical Lecturer in Medical Virology	2013
Dr Gillian Fraser	Senior University Lecturer in Cellular and Molecular Microbiology	2014
	University Lecturer in Cellular and Molecular Microbiology	2003
	Head of the Division of Microbiology and Parasitology	2015
Dr Heike Laman	Senior University Lecturer Cancer and Genetic Disease	2012
	Lecturer in Cancer and Genetic Disease	2005
	Senior Research Associate	2005
Professor Ashley Moffett	Professor of Reproductive Immunology	2008
	Reader in Reproductive Immunology	2006
	Department Gender Champion	2015
Dr Emma Rawlins	MRC Research Fellow (Gurdon Institute, hosted by Department of Pathology)	2009
Dr Suzanne Turner	Senior University Lecturer in Molecular Histopathology	2015
	Senior University Lecturer (unestablished)	2014
	University Lecturer (unestablished)	2013
	Independent Research Fellow	2005
Professor Christine Watson	Professor of Cell and Cancer Biology	2010
	Reader in Cell and Cancer Biology	2005
	Senior University Lecturer in Cell and Cancer Biology	2002
	University Lecturer in Cell and Cancer Biology	1999
Dr Shona Wilson	University Lecturer in Parasitology (unestablished, five year fixed term)	2014
	Research Associate	2006

While gender balance among academic staff has improved over the last three years, the Department recognises that more needs to be done, particularly at the levels of Reader and Professor. The Department will continue to be more proactive in encouraging applications for academic positions from suitable female candidates (**urgent action 3.15**) as well as actively inviting those with their own Fellowships to join the Department. The department is encouraged that two senior academic women will join the Department in 2016: [REDACTED] and Dr Dora Perieira, increasing the percentage of Independent Research Fellows who are women from 40% in 2015 to 57% (four of seven) in 2016.

(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.

Thirteen academics left the Department in the last 3 years (**Table 9**). Only two were female (one Professor and one independent research fellow), reflecting the small number of academic posts filled by women (**Table 7**). Four positions were vacated through retirement, but the majority of academic leavers moved on to posts outside the University. Among research staff, turnover is relatively rapid because of short fixed-term research contracts in the Life Sciences, dictated by research funding. All staff leaving the Department take part in an exit interview and to understand better why staff leave, this will be modified to collect data on reasons for leaving (**action 3.16**).

Table 9: Academic and research staff leavers and percentage turnover by gender

		2013		2014		2015	
Academic	Female	0	0%	1	14.3%	1	11%
	Male	3	9.7%	5	15.6%	3	10.3%
	Total	3	8%	6	15.4%	4	10.5%
Researcher	Female	14	35.9%	12	32.4%	15	44%
	Male	8	14.5%	15	34.9%	16	40%
	Total	22	23.4%	27	33.5%	31	41.9%

High turnover contributes to reasonable gender balance among researchers. Nevertheless, often steps are taken to retain research staff either by naming them on research grants or by providing bridging funds while awaiting outcomes of funding applications. Data on the gender of researchers named on grants will be collected from October 2015 onwards (**action 3.17**). Data on bridging funds has been collected since 2009; these were awarded to 22 female and 15 male staff.

Section 3 Action Point Summary

Action 3.1 Ongoing monitoring of student intake onto second and third year undergraduate Pathology courses. If gender imbalance develops, refer concerns back to the Department Teaching Committee and develop strategies to correct the imbalance.

Action 3.2 Ongoing monitoring of postgraduate student intake. If gender imbalance develops, refer concerns back to the Department Graduate Education Committee and develop strategies to correct the imbalance.

Action 3.3 Maintenance of postgraduate student gender balance by targeting female undergraduates through outreach events and by using focused advertising through social media

Action 3.4 Where possible, lobbying of those involved in College undergraduate admissions to improve gender balance of student intake to the University-wide Natural Science and Medical and Veterinary Science courses.

Action 3.5 The Department will make representations to the University Senior Tutors Committee and the Director of Pre-Clinical Medicine Admissions about the current under-representation of women on the NST and MVST courses .

Urgent Action 3.6 Ensure that all interviewers involved in postgraduate admissions complete the University Equality & Diversity training. Head of Department will only approve grant applications from academic staff who have completed this training.

Urgent Action 3.7 Ensure that all interviewers involved in postgraduate admissions are made aware of unconscious bias by *e.g.* directing them to Harvard University's Project Implicit website.

Action 3.8 Continue to monitor undergraduate attainment.

Action 3.9 Continue to provide postgraduate student induction. Improve induction by *e.g.* including details of the Department and University Athena SWAN web pages in the induction pack. Continue to provide postgraduate student training in academic and translational skills. Improve training by *e.g.* running specific sessions on topics related to the Athena SWAN agenda.

Action 3.10 Continue formal monitoring of postgraduate students at key points.

Action 3.11 Collect and analyse data on degree attainment for research Masters students.

Action 3.12 Continue to monitor gender balance among academic staff.

Urgent Action 3.13 Continue Departmental funding of independent Research Fellow positions and actively identify and encourage applications from suitable female early career academics.

Urgent Action 3.14 Increase efforts to identify and recruit female early career research group leaders who have won independent Fellowships and research grant funding.

Urgent Action 3.15 Increase efforts to identify and encourage applications from suitable internal and external female candidates for senior academic positions by *e.g.* directly contacting potential candidates to provide details of available positions.

Action 3.16 Modify the staff exit interview to collect data on reasons for leaving and next destination.

Action 3.17 Continue to monitor gender balance among research staff and implement a collection mechanism for data on the gender of researchers named on grants or in receipt of bridging funding.

4. Supporting and advancing women's careers (4953/5000 words, excluding Tables, Figures & Action Point Summary)

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.

The number of female and male postdoctoral researchers recruited to the Department in 2012-15 was broadly comparable (**Table 10**). These fixed-term research posts attract a large pool of male and female applicants. Proportionally, women are as likely to be appointed as men, indicating that there is no gender bias in the researcher recruitment process.

Table 10: Recruitment of Researchers in Pathology 2012 to 2015 by gender

	Applied Male	Applied Female	Appointed Male	Appointed Female
2012-13	100 (50.8%)	97 (49.2%)	8 (53.3%)	7 (46.7%)
2013-14	136 (50.4%)	134 (49.6%)	5 (41.7%)	7 (58.3%)
2014-15	204 (51.8%)	190 (48.2%)	5 (35.8%)	9 (64.2%)

In 2014-15 the Department used its own funds to appoint two Independent Research Fellows (one male, one female). These Departmental Fellowships (**urgent action 3.13**) run for four years, giving individuals time to secure grant funding for their research laboratories and establish their careers as independent scientists.

There were eight new academic staff appointments in 2012-15, with two (25%) posts filled by women (**Table 11**). More males than females applied for each of the posts, however females were (on average) more likely to be interviewed.

In 2014-15, four academic posts fell vacant, presenting an opportunity to improve gender balance among permanent academic staff. In recruiting to these posts the Department was proactive in encouraging applications from suitable female candidates *e.g.* potential applicants were contacted directly and made aware of advertised posts (**urgent action 3.15**). One woman was appointed.

Table 11: Recruitment to academic posts in Pathology 2012 to 2015

	University Lectureship	Appointees	Applied			Interviewed			Interview Panel	
			Male	Female		Male	Female		Male	Female
2012-13	Virology	M	13	4	24%	3	2	40%	4	1
	Immunology	M	17	3	15%	3	1	25%	4	1
2013-14	Virology	M	1	0	0%	1	0	0%	4	1
	Parasitology	F	21	15	41%	3	2	40%	3	2
2014-15	Molecular Histopathology	2 x M	10	2	16%	3	0	0%	4	2
	Molecular Histopathology	F	8	5	38.5%	0	2	100%	4	2
	Virology	M	12	9	42.9%	3	0	0%	3	3

To maintain gender balance among researchers and to improve gender balance among academic staff, the Department will continue to monitor recruitment data, including gender breakdown, using the University's web recruitment scheme ([action 4.1](#)).

There will be further opportunities to improve gender balance among academic staff *e.g.* in 2016 a Professorship and a Lectureship in Immunology will be advertised. The Department will proactively encourage applications from suitable female candidates ([urgent action 3.15](#)). All potential candidates will be made aware of the Department's family friendly working arrangements and to its commitment to the principles of Athena SWAN ([urgent actions 4.4-4.5](#)). This information is currently included in job descriptions and will be included in letters inviting applicants to interview ([urgent action 4.5](#)).

(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.

Academic staff (lecturers and above) apply for promotion through the annual University Senior Academic Promotions (SAP) exercise. Candidates are encouraged to discuss their applications with the Head of Department. Applications are reviewed by a Faculty Promotions Committee, then by a School-level Sub-Committee, and finally by a University-level Committee. In recent years the Faculty Promotions Committee has been male dominated but the gender balance improved somewhat this year (male: female ratio in 2013 was 9:1, 2014 9:2 and 2015 7:4). In 2015, the School-level Sub-Committee comprised five women and two men and the University-level Committee comprised five women and six men.

Between 2012 and 2015, three female applicants from the Department applied for promotion (**Table 12**), all of whom were successful. In the same period, eight males applied of whom three were successful.

Table 12: Senior Academic Promotions in the Department of Pathology 2011-2015 by gender

Year	Applied Female	Applied Male	% Successful Female	% Successful Male
2012	1	3	100%	33%
2013	0	2	-	50%
2014	2	1	100%	0%
2015	0	2	-	0%
Total	3	8	100%	27%

The number of women applying is slightly above the overall proportion female staff, and women have been more successful than men. This perhaps indicates a tendency of female academics to wait until they have reached a stage that will ensure success before applying for promotion, while some male applicants appear to be applying too early (see [urgent actions 4.14-4.16](#)).

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

(i) Recruitment of staff – comment on how the department’s recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university’s equal opportunities policies

The Department’s recruitment processes adhere to the University’s policy of equality of opportunity for all. Substantial guidance is provided on how to recruit effectively and in compliance with University policy, employment law and equal opportunities legislation.

Job descriptions and person specifications are written carefully to avoid unconscious discrimination, and the further particulars provide prospective applicants with information about the benefits of working in the Department, such as flexible working, generous annual leave, maternity/paternity leave, and family-friendly policies including the salary sacrifice scheme for childcare. We will continue to regularly update this information on the Department website (**urgent actions 4.4**).

The Department will ensure that shortlisting and interview panels have gender representation (**urgent action 4.2**) and that all involved in recruitment have passed the University’s Equality and Diversity online training to increase awareness of gender issues, e.g. unconscious bias (**urgent actions 4.3**). Currently, 92% of academics in the Department have completed the Equality and Diversity training and, to raise this figure to 100%, the Head of Department will only approve grant applications from academics who have completed this training (**urgent actions 4.3**).

The Department will build on recent improvements by continuing to highlight its commitment to Athena SWAN principles and by proactively encouraging applications from women (**urgent actions 3.15, 4.4-4.5**).

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

We have identified that the key areas of attrition for female staff in the Department are **(A) progression from fixed-term postdoctoral positions to permanent academic posts**, and **(B) promotion of Lecturers/Senior Lecturers to Readerships and Professorships**. The Department is therefore focusing its efforts on mentoring female postdoctoral researchers and supporting their progression to independent academic positions and supporting female academics as they prepare for promotion

(A) Mentoring female postdoctoral researchers and supporting their career progression

In 2013, the Department ran a survey of PhD students and postdoctoral researchers and this identified a number of issues relating to career progression and mentoring (**Table 13**).

Table 13: Department of Pathology 2013 survey of postdoctoral researchers: responses relating to career progression and mentoring

Table 13: Department of Pathology 2013 survey of postdoctoral researchers: responses relating to career progression and mentoring			number of respondents	
			18 (33%)	12 (22%)
			Postdoc Female	Postdoc Male
1. Gender is a barrier to career progression in science			0.89	-0.08
2. Women are perceived as good leaders in science			-0.33	-0.42
3. Gender balance is not an issue in the Department of Pathology			-0.61	0.33
4. I am surrounded by great female role models in the Department			0.06	1.42
5. Women have the same chances as men of career progression in the Department			-0.72	0.50
6. Women are underrepresented in senior academic positions in the Department			1.67	1.00
7. My career goal is to become an independent researcher in academia			1.28	1.33
8. My experience in the Department has increased my desire to pursue a career in science			0.33	0.67
9. I have received adequate mentoring and sponsoring in the Department			0.50	0.33
disagree < -1.0		neither agree nor disagree -0.25 - 0.25	slightly agree > 0.25	
slightly disagree < -0.25			agree > 1.0	

The survey revealed that researchers agreed slightly that they had “received adequate mentoring and sponsoring in the department to further my scientific career” (**Table 13**). The Department will improve this support by encouraging all researchers to discuss career progression with senior academic colleagues as part of the University’s Career Management Review (CMR; **urgent action 4.6**), which sets out a clear framework for the induction, probation and appraisal of contract research staff. The Department will encourage PIs and researchers to discuss routes to independent Research Fellowships, including those offered by the Department (**urgent action 3.13**).

In addition, the Department will set up a mentoring scheme for researchers (**urgent action 4.7**). In our recent discussions with the University’s Office of Postdoctoral Affairs (OPdA), we discovered that other Departments have implemented mentoring schemes. Our Department will work towards setting up a network of mentors by encouraging academic staff to join existing mentor training schemes (**urgent action 4.7**). This will provide female researchers in the Department with access to mentors who can give advice on career development. To increase visibility of female role models (**Table 13**, statement 4), the Department will highlight the successes of its female scientists through its website and annual newsletter (**urgent action 4.8**). The Department Gender Champion will offer further support to women by organising focused meetings to give female graduate students, researchers and academics the opportunity to network and discuss career progression (**urgent action 4.9**). The first of these meetings was held on November 30th 2015, with Dr Heike Laman discussing “Strategies for (female) success in science”. These meetings will allow us to further understand perceived gender issues around career progression and leadership (**Table 13**, statements 1, 2, 3, 5 and 6).

Our survey revealed concerns, particularly among female researchers, about gender balance in the Department and career progression (**Table 13**, statements 1, 3, 5 and 6). For researchers, opportunities for career progression and promotion are dictated by the availability of funding from external bodies. The Department therefore encourages and supports researchers in applying for personal fellowships that will enable them to establish independent academic careers e.g. Dr Louise Boyle won a Wellcome Trust Senior Fellowship in 2015. Furthermore, the Department has put its own resources into creating fixed-term group leader positions to support researchers embarking on academic careers and to address under-representation of women among academic staff (**urgent action 3.13**). In 2014, one of these positions was awarded to [REDACTED] (who moved to another post in 2015).

To develop further initiatives to support female researchers in their transition to permanent academic posts it will be important to collect information on the perceived barriers to career progression faced by women. From 2016, the postgraduate and postdoctoral survey will include a free text box in which respondents can describe the specific challenges that they face in pursuing an academic career (**action 2.4; urgent action 4.10**).

The Department will improve the induction process for researchers to include information on departmental and external initiatives and resources that support career progression for women (**urgent action 4.11**). These include the New Perspectives for Women programme and other courses offered by the Centre for Personal and Professional Development. In addition, a Departmental postdoctoral researcher committee will be established to disseminate information on existing training and mentoring initiatives and to identify training needs and communicate this information to the Executive Committee and Department administration (**action 4.12**).

The Department will also develop new webpages (**action 4.13**) that will (i) include career development information targeted specifically at female researchers in the Department, and (ii) direct researchers to information on the OPdA webpages, which provide information on e.g. accommodation, family matters, career development, training, and on the new Postdoc Centre, opened in May 2014, which is a key aspect of the long-term plan to create better facilities for the University's postdoctoral researcher community.

(B) Supporting career progression for female Lecturers and Senior Lecturers

To support career progression for female academics to Readerships and Professorships, the Department will continue to encourage female applicants to attend the annual University 'open forum' on Senior Academic Promotions (SAP) and to use the University SAP CV Scheme, which provides women with an opportunity to have their CV reviewed by a senior academic with experience of the promotions process and receive advice before submission of their application. The Department's Professor Christine Watson is a SAP CV Scheme mentor. To further help academic staff prepare for promotion and to ensure timely application, the Head of Department (or a senior academic colleague) will continue to provide advice, mentoring and coaching before applying for promotion and as part of the feedback process to unsuccessful applicants (**urgent action 4.14**).

To ensure that academic promotion is discussed effectively at yearly appraisals, the Department will amend its appraisal agenda form to include a section on promotion (**urgent action 4.15**). In addition, the Department will develop a session for appraisers to give guidance on the SAP process and to facilitate discussions of promotion at appraisals (**urgent action 4.16**).

Through yearly review of workload analysis data (see **Workload Model**), the Head of Department will ensure that female Lecturers and Senior Lecturers are not overburdened with teaching and administration (**urgent action 4.17**), and are given the time and opportunity to build their research careers and international reputations, serve on influential decision making committees and take on leadership roles, all of which are important criteria for promotion. The Head of Department will encourage female Lecturers and Senior Lecturers to present their research at international conferences and develop international collaborations, and he will continue to approve requests for short leave during term time for these purposes.

To support early and mid-career scientists with research grant applications, Dr Heike Laman has initiated a department grant-writing group (**action 4.18**), which is open to all female group leaders and academic staff.

Career development

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

(i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

The School of Biological Sciences (SBS) ran an all-staff survey in 2013 covering various aspects of work, including perceptions of career development and promotion (**Table 14**; Department response rate 59%). A major concern is that only 22% of our female academics and research staff think that there are sufficient opportunities for career progression at the University and only 25% think that University development/promotion processes are fair. This reflects the findings from our own survey of postdoctoral staff in the Department (**Table 13**).

Staff in the Department were also less positive, compared with School staff as a whole, about the usefulness of their last appraisal, which is one of the main opportunities for staff to discuss their career progression. The Department reintroduced Academic Staff Appraisal in 2010, initially on a two-year cycle. From 2015, appraisal will be annual (**action 4.19**) and will run concurrently with the Career Management Review (CMR) process for contract research staff and the appraisal scheme for assistant and academic-related staff. While data on uptake of appraisal have not been collected routinely, appraisals are embedded in the Department's culture and few staff decline to participate. From this year, we will collect data on uptake of academic appraisal (**action 4.20**).

Table 14: School of Biological Sciences survey 2013: responses on promotion and career development

	Pathology			School of Biological Science		
	Total % Positive	Male % Positive	Female % Positive	Total % Positive	Male % Positive	Female % Positive
I have the opportunity to discuss my development needs regularly	46%	42%	54%	46%	48%	44%
I think there are sufficient opportunities for career progression at the University	21%	21%	22%	33%	38%	26%
The career development / promotion processes at the University are fair	19%	16%	25%	26%	31%	22%
I found my last appraisal useful	56%	57%	58%	63%	63%	66%
My probation was well managed	42%	37%	52%	47%	51%	42%
I was clear when my probation came to an end	62%	67%	57%	54%	59%	48%
I receive regular and constructive feedback on my performance	46%	44%	52%	39%	42%	37%

Preparation for promotion is a central component of academic staff appraisals. The Senior Academic Promotions process takes account of the applicant's contributions and achievements, including research, teaching, outreach activities, and contribution to administration within the Department and University. Staff considering promotion will be advised to include information on additional considerations in their promotion applications, e.g. caring responsibilities, periods of maternity, paternity, or adoption leave, bereavement, ill health or injury, or disability. Applicants will also be encouraged to include in their applications any broader contributions that they have made to their field, such as work to widen participation, the design and delivery of outreach programmes and, where appropriate, clinical work.

The Department recognises there is work to be done to improve and increase development and promotion opportunities for all staff, but in particular for female researchers and academics. The Department will take steps to maintain high take-up of appraisal and to ensure that career progression is discussed fully at appraisal (**action 4.21**). The Department will ensure that appraisers and appraisees undertake relevant Professional and Personal Training courses before participating in appraisals (**action 4.22**).

(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?

Responses to the SBS staff survey questions on induction and training (**Table 15**) show that 89% of female respondents in the Department said they knew where to find information about training and development opportunities, and 74% feel satisfied with the training and development opportunities they receive.

Table 15: School of Biological Sciences survey 2013: responses on induction and training

	Pathology			School of Biological Science		
	Total % Positive	Male % Positive	Female % Positive	Total % Positive	Male % Positive	Female % Positive
My central University induction gave me useful information about how the University operates	48%	42%	55%	62%	59%	65%
My local induction gave me the information and knowledge I need to do my job effectively	52%	57%	48%	57%	58%	57%
I know where to find information about training and development opportunities	82%	80%	89%	80%	78%	82%
I am satisfied with the training and development opportunities I receive for my present job	66%	63%	74%	61%	63%	59%
I would take advantage of leadership training if it were available locally	51%	55%	45%	50%	49%	50%

In addition to the induction process run by the University, the Department provides new starters (graduate students and staff) with an induction pack that includes a starter form, induction manual, Department Safety Manual, Health & Safety statement, freedom of information statement and maps. The new staff starter's pack also includes information on probation review, a holiday form and information on sickness procedures. The departmental induction and health and safety training is mandatory for all new starters.

Induction packs will be revised to include an introduction to the principles of Athena SWAN, the Department's commitment to equality of opportunity, and details of family-friendly policies, flexible working and how to access training and development (**action 4.23**). All staff will be encouraged to attend relevant training courses, which will be brought to their attention as part of the annual appraisal process (**action 4.24**).

Training courses and development opportunities are provided by the Centre for Personal and Professional Development (PPD). For academic and research staff in the Department in 2014, women attended 48 PPD courses with men attending 57, so there is no evident gender bias in uptake. The Department will continue to monitor attendance of training and career events to gauge uptake and explore reasons for low attendance as appropriate (**action 4.25**).

The University's Equality and Diversity (E&D) team ensures the University complies with diversity legislation, and also provides E&D training and welfare support for all employees. E&D training completion rates have increased from 11.5% in January 2014 to 54.2% of all Department staff in October 2015,

including 92% of Academic staff. To underline the importance of E&D training, the Head of Department will only sign off on research grant applications for academic staff who have completed this training (**urgent action 4.3**).

(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

All postgraduate students in the Department are provided with an academic mentor outside their supervisor's laboratory. Because of the under-representation of women at the academic staff level, it is not always possible for female students to be allocated a female mentor. Despite this, responses from the Department's 2013 survey revealed that female PhD students agree slightly that they receive "*adequate mentoring and sponsoring in the Department*" (**Table 16**; statement 9). Female PhD students were, however, less positive about the visibility of female role models, equality of opportunity in career progression and the perception of women as leaders in the field of science (**Table 16**; statements 1, 2, 4, and 5). To address these issues and to increase contact between female postgraduates and academic staff the Department will run Athena SWAN seminars (**urgent action 4.9**) and an annual symposium for early career researchers and postgraduate students. Future symposia will include sessions for women on career progression and work-life balance (**action 4.26**).

The Department's graduate students hold seminars every fortnight, funded by the Department, to encourage training, development and networking across all sites. Currently, data on the gender of those giving graduate seminars is not collected but organisers will be asked to do this from now on (**action 4.27**).

Table 16: Department of Pathology 2013 survey of PhD students: responses relating to career progression and mentoring

		number of respondents	
		14 (26%)	10 (19%)
		PhD student Female	PhD student Male
1. Gender is a barrier to career progression in science		0.86	-0.90
2. Women are perceived as good leaders in science		0.07	1.1
3. Gender balance is not an issue in the Department of Pathology		-0.21	0.90
4. I am surrounded by great female role models in the Department		0.06	1.80
5. Women have the same chances as men of career progression in the Department		-0.29	1.70
6. Women are underrepresented in senior academic positions in the Department		1.14	0.7
7. My career goal is to become an independent researcher in academia		-0.5	-0.10
8. My experience in the Department has increased my desire to pursue a career in science		0.07	1.10
9. I have received adequate mentoring and sponsoring in the Department		0.57	1.40
disagree < -1.0	neither agree nor disagree	slightly agree > 0.25	
slightly disagree < -0.25	-0.25 - 0.25	agree > 1.0	

Over the last 2 years there has been a good uptake of University-organised training opportunities by graduate students in the Department, with women attending 64 and men 29 courses. This suggests that more women in the Department are accessing the many opportunities offered by the graduate development programme. The Department will use its new Athena SWAN web pages to promote courses and other resources (**action 4.13**).

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.

The Department makes every effort to ensure that there is female representation on all committees, with membership comprising academic (**Table 17**), administrative and technical staff. Potential committee members are identified based on their expertise and interest in the committee remit, and this is balanced against their other teaching and administrative commitments. At present, women sit on all committees, with female representation on the Safety, Information and Resources, Energy Strategy and Energy Implementation committees being drawn from among the administrative and technical staff. Male and female academic staff representation on departmental committees reflects the current under-representation of female academic staff in the Department. Nevertheless, the number of female academic committee members has increased over the last year.

Table 17: Academic staff membership of committees by gender

(N.B. administrative and assistant staff committee members are not included in this data)

Committee	2013-14				2014-15				2015-16			
	Total ¹	Male	Female (%)		Total ¹	Male	Female (%)		Total ¹	Male	Female (%)	
Executive (core members)	10	9	1	(10.0)	10	9	1	(10.0)	9	8	1	(11.1)
Athena SWAN SAT (ASWG)	5	2	3	(60.0)	4	2	2	(50.0)	4	2	2	(50.0)
Tripos I Teaching ²	8	7	1	(12.5)	14	11	3	(21.4)	15	11	4	(26.6)
Tripos II Teaching ²	7	7	0	(0.0)								
Graduate Education	6	5	1	(16.7)	6	5	1	(16.6)	6	5	1	(16.6)
Safety ³	4	4	0	(0.0)	4	4	0	(0.0)	4	4	0	(0.0)
BSU User ³	6	4	2	(33.3)	6	4	2	(33.3)	6	4	2	(33.3)
Information & Resources ³	4	4	0	(0.0)	4	4	0	(0.0)	4	4	0	(0.0)
Energy Strategy ^{3,4}	-	-	-	-	-	-	-	-	1	1	0	(0.0)
Biological Safety ³	8	7	1	(12.5)	8	7	1	(12.5)	7	6	1	(14.2)
Laboratory Management ³	2	2	0	(0.0)	2	2	0	(0.0)	2	2	0	(0.0)
Energy Implementation ^{3,4}	-	-	-	-	-	-	-	-	1	1	0	(0.0)
Total	55	49	6	(10.9)	54	46	8	(14.8)	55	46	9	(16.4)

¹ Total represents the number of academic staff on the committee

² The Tripos Teaching Committees merged into a single committee in 2014

³ Female committee members are administrative and/or technical staff (numbers not shown)

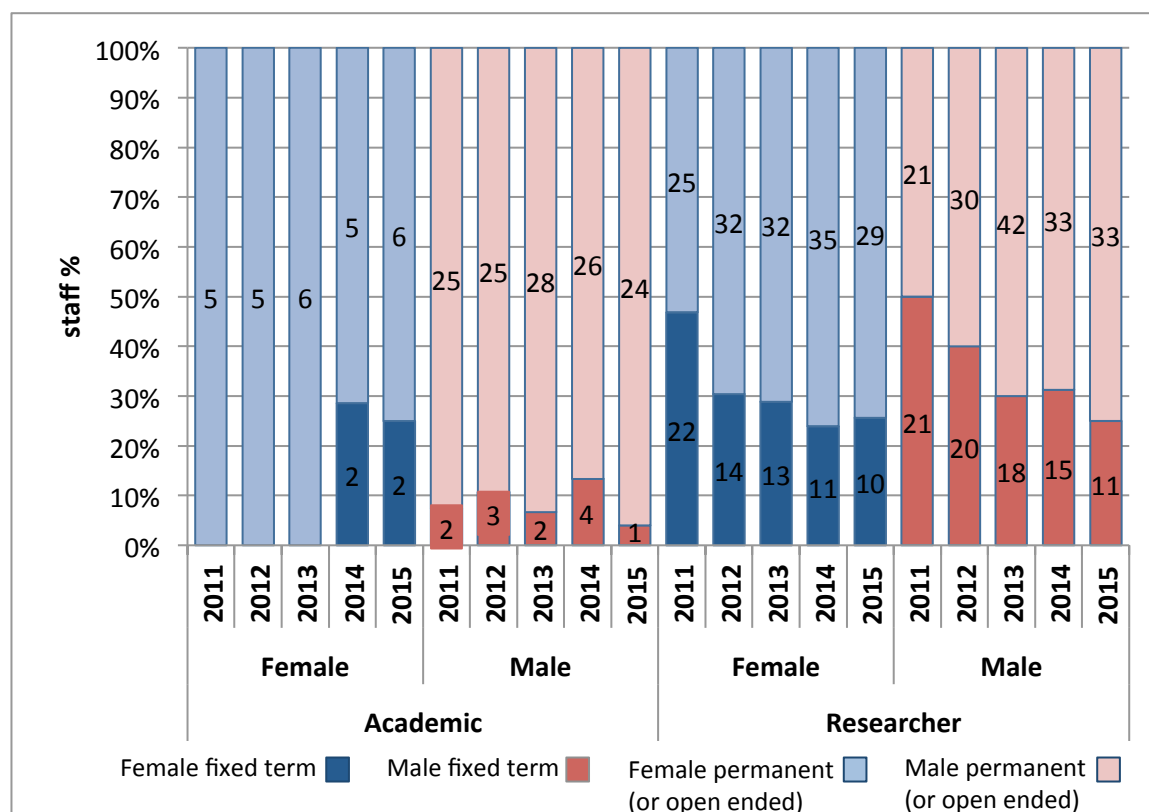
⁴ Energy Strategy and Energy Implementation committees were first convened in 2015

With the prospect of one senior female academic retiring soon, the Department recognises that committee workload could become a problem for female academics. The Department is fully aware of this pressure and therefore will consider proportionate reduction in other duties in lieu of greater than average committee workload, as appropriate. University-wide, the representation of researchers on committees is increasing, and from October 2015 the Department will seek to recruit postdoctoral researchers onto its committees (**action 4.28**).

(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 majority of academic staff in the Department hold permanent positions, in accordance with University of Cambridge policy. This allows continuity of teaching and research within the Department. There are more research staff on fixed term contracts, which are prevalent in the field of Life Sciences, but no significant gender differences are noted (**Figure 9**). The proportion of research staff on permanent (open ended) contracts has increased since 2012.

Figure 9: Proportion (%) of Department Academic and Research Staff on fixed term or permanent (or open ended) contracts by gender



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?

Over the last year, the Head of Department has continued to encourage female academics to step into existing and newly created leadership roles and positions on decision-making committees. For example, in 2015 Gillian Fraser was appointed Head of Microbiology and Parasitology and a core member of the Executive Committee. In addition, Ashley Moffett was appointed to the new Department Gender Champion position and to the Executive Committee. She has since been promoting the Department’s work on issues related to gender and is a visible and accessible figurehead in the Department for staff to approach with any gender-related questions. Female and male academics are significantly involved in committees in the Faculty of Biology and School of Biological Sciences.

More women need to be appointed to the Executive Committee because this is the principal decision-making body of the Department (**action 4.29**). Newly appointed female academics will be supported to rise into visible senior positions, such as Division Heads, in the Department and on School/Faculty-level committees. To ensure that female academics are not 'overloaded' with committee work, the Department will invite females affiliated with the Department (e.g. independent Research Fellows) and senior female postdoctoral researchers to sit on committees (**actions 4.28 & 4.30**).

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

The Head of Department and Deputy Heads (for teaching and research) maintain oversight of workload allocation, taking into consideration individual preferences and capacities of academic staff for teaching, research and administrative work. During annual reviews of committee membership the Department considers carefully the amount of committee work and other duties allocated to individuals and strives to ensure an equitable distribution of work. Special consideration is given to early-career academics to ensure that they are not overburdened with teaching and administrative responsibilities while they are establishing their research groups.

To test whether tasks associated with teaching and examining were being allocated equitably across academic staff, we used data from 2011-2014 to assess workload. This identified weaknesses in the methods used to collect data on teaching and examining workload, which we are now rectifying (**action 4.31**). Notwithstanding these issues, the workload analysis revealed that the mean annual teaching load (of lectures and practical classes delivered in the Department) carried by female academics was 19.5 hours, compared with a mean of 15 hours for their male colleagues.

To improve data collection and to capture information about activities such as external committee membership and outreach activities, academic staff will be asked to complete an annual 'workload return' as part of their appraisal (**action 4.31**). All workload allocations are taken into account as part of the Senior Academic Promotion (SAP) exercise, for which staff must produce evidence of administrative responsibilities as well as teaching and research achievement. Clear evidence of contribution towards the smooth running of the Department (e.g. health and safety, equality and diversity) are all accounted for in the SAP process. For female academics, the opportunities to achieve these goals are plentiful, though must be balanced with the requirement to achieve in the areas of research and teaching.

The Head of Department will use the data from the new annual workload return (**action 4.31**) to ensure a more even balance of responsibilities for female academic staff (including representation on committees).

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

The Department will continue to schedule all committee meetings at 10am on Mondays with the exception of Executive Committee (Fridays at 9.30 am), Academic Staff meetings (11.30 am) and the two sub-committees (Laboratory Management and Biological Safety). The meeting dates are circulated well in advance so that members can schedule these appointments in their diaries. Movement of meetings is discouraged. No departmental committees are scheduled during school half-term holidays.

From 2016, the Department will aim to hold all departmental meetings within core hours, which are 9.30-12.30 and 14.00 to 16.30 (16.00 on Fridays). The Department will make recommendations to individual research groups that lab meetings take place during these core hours (**action 4.32**).

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

The Department promotes an open and inclusive culture by organising events including a Christmas Party, Summer Barbeque, Garden Party, and regular Friday ‘happy hours’. These events take place during Department core hours so that all staff can attend (**action 4.33**).

The Department has its own canteen that is used as a venue to meet and talk with others over refreshments. This is also often a place of congregation for individual laboratory celebrations; visits from past staff members and those on maternity (or paternity) leave who return to introduce their new arrival. Particularly at lunchtimes the canteen presents a vibrant community where all staff members at all levels (including students) meet and interact.

The Department is taking additional steps to become more female-friendly, including highlighting the career achievements of female staff in its annual Pathology Newsletter as well as routinely on the News and Events section of the Department website. The Department will continue to publicise the work of female academic staff on its web pages and in the newsletter (**urgent action 4.8**) and will refresh the content of its new Athena SWAN web pages regularly (**action 4.13**). Athena SWAN events organised by the Department (**urgent action 4.9**) will further foster a female-friendly atmosphere. In addition, the Department will post new Athena SWAN/Equality & Diversity noticeboards in prominent positions at the Department’s Addenbrooke’s and central Cambridge sites (**action 4.34**).

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

The Department has a strong track record in outreach activity. In 2001, it was the birthplace of the Naked Scientists, a group of physicians and researchers who use radio, live lectures and the internet to promote public understanding of science. In 2014, the Naked Scientists relocated to the University’s Institute for Continuing Education. The Department will continue engage closely with the work of the Naked Scientists by providing content for its radio shows and web pages (**action 4.35**).

Every year the Department opens its doors to the public at the Cambridge Science Festival. Research groups put together scientific information and activities, promoting their research and the understanding of science. In 2013, three female academics from the Department contributed to the national ‘Pint of Science’ event, which brings the best academic scientists in the UK to local pubs so that they can explain their latest research to the public. In 2015, Christine Watson participated in the British Science Festival in Bradford and Ashley Moffett gave a talk on her research at the Hay Literary Festival. Many members of the Department participate in other activities, for example Leukaemia and Lymphoma Research patient support events, and talks at the Women’s Institute and Rotary Club.

The Department’s academics are also heavily involved in the Cambridge Summer Schools for Furthering Education, Mature Students, and Years 11 and 12 BAME (Black, Asian and Minority Ethnicity). Several of our female academics also participate in the Science Careers Days organised by Cambridge Parkside Federation Academies and have given talks at schools throughout the UK.

The Department will continue to encourage staff at all levels to interact with schools and the public in order to increase awareness of scientific research (**action 4.36**). From 2016 onwards, the Department will collect data on outreach activities through an annual ‘workload return’ (**action 4.31**) that is linked to the appraisal process. The Senior Academic Promotions exercise takes account of these outreach activities as do the majority of funding bodies.

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.

In 2008-2015, eight researchers left the Department following maternity leave (**Figures 10 and 11**). The Department has no record of the reasons for leaving, but it is likely that many had come to the end of their fixed term contracts. In future the Department will keep records of the reasons underlying researchers' career decisions following a period of maternity leave (**action 4.37**).

Figure 10: Maternity leave 2008-2015

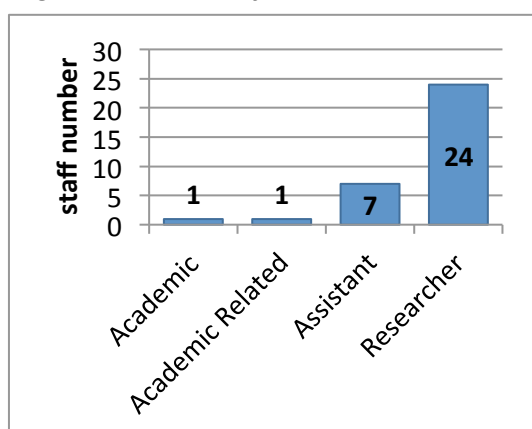
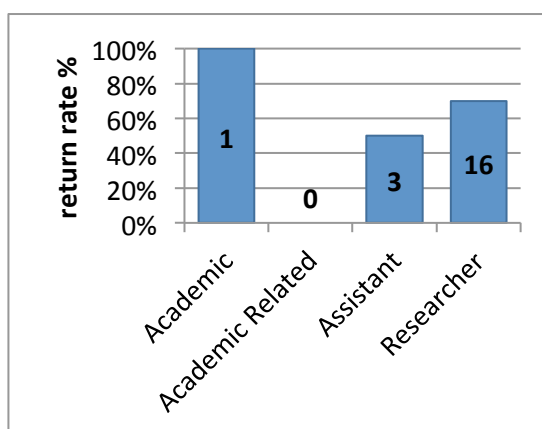


Figure 11: Maternity return rate 2008-2015



Researchers are funded by a variety of agencies, including research councils, government and charities, which have different terms and conditions relating to maternity pay; some agencies pay maternity leave and extend contracts to cover time lost, whilst others do not. Irrespective of these differences, all researchers receive maternity leave and pay with any shortfall covered by the Department. The Department will explore the possibility of providing equal provision to all staff employed on limited term contracts with regards to their maternity leave (**action 4.38**). Individual research grants do not usually provide cover for staff on maternity leave and this can impact progression of research. The Department will investigate the possibility of allocating funds to address this issue in order that temporary replacement staff can be employed (**action 4.39**) and will monitor individual terms and conditions on grants and how these affect the career choices made by women after periods of maternity leave (**action 4.40**).

(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.

Between 2008 and 2015, 20 staff took paternity leave, two staff took adoption leave and three staff took parental leave. Both female and male academic (1), research (15), academic-related (administrative staff; 3) and assistant (2) staff have requested paternity, adoption and parental leave during this period.

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

In the last three years, no researchers or academic staff have formally requested flexible working (see explanation in **b(i)** below). The Department, through the University's HR Division, will continue to monitor requests for part time work as well as monitor the reasons for these requests.

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.

The University promotes explicit procedures for encouraging flexible working and all formal requests are recorded by HR. However, these formal procedures are not usually used by academic and research staff as informal arrangements enable them to work remotely (away from the Department). The University and Department provide access to a Virtual Dial-up Network allowing staff to connect remotely to their desktops, supporting work from home.

Data from the 2013 Department survey show that postdoctoral research staff have a positive view of the opportunities for flexible working, particularly in relation to managing caring responsibilities (**Table 18**; statements 3 and 4), though they are perhaps less positive about general work-life balance issues in academia (**Table 18**; statements 1, 2 and 5).

Table 18: Department of Pathology 2013 survey of postdoctoral researchers: responses relating to flexible working and work-life balance

			number of respondents	
			18 (33%)	12 (22%)
			Postdoc Female	Postdoc Male
1. It is possible to have children whilst maintaining a successful scientific career			-0.33	-0.50
2. It is easier to maintain a healthy work-life balance in industry as opposed to academia			0.89	1.33
3. In this Department it is possible to work flexibly to manage caring responsibilities			0.83	1.00
4. To my knowledge my supervisor/line manager is supportive of staff having children			0.89	1.42
5. I have a healthy work-life balance			-0.06	-0.17
disagree < -1.0	neither agree nor disagree	slightly agree > 0.25		
slightly disagree < -0.25	-0.25 - 0.25	agree > 1.0		

The Department will continue to promote awareness of flexible working by including relevant information for staff and their supervisors in induction packs and on its new Athena SWAN web pages (**action 4.41**).

(ii) Cover for maternity and adoption leave and support on return – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

The Department ensures that all staff taking maternity leave are made explicitly aware of their rights as employees of the University including request part time working on return, 10 paid 'Keeping in Touch' days and advice on work-life balance and childcare.

Staff are entitled to 18 weeks paid maternity or adoption leave, 21 weeks Statutory Maternity Pay, and up to 13 weeks unpaid maternity or adoption leave. Staff may choose to request a graduated return from maternity or adoption leave, beginning at a minimum of 20% of full-time, with the expectation that they will raise their hours over the following twelve months to return to full-time by a year after their return date. New fathers are entitled to two weeks paternity leave, and from 2015 can benefit from enhanced shared parental leave. The University enables staff to request a career break of up to two years after the end of maternity leave, where there are exceptional family responsibilities.

To assist the career and professional development of returning carers, a scheme has been established to make funds available to support those going on, or returning from, a period of caring, including maternity and adoption leave. The Returning Carers' Scheme offers funds to assist returning carers in building up their research profiles and other academic activity after a period away from work. The University piloted this Scheme in 2012/13 in the Schools of Physical Sciences and Technology and launched a University-wide fund in August 2013 for all academic and research staff. The Department will include information about this scheme in its induction pack and on its new Athena SWAN web pages ([action 4.23](#)).

Section 4 Action Point Summary

Action 4.1 The Department will continue to record and monitor recruitment data, including gender breakdown, using the University's web recruitment scheme.

Urgent Action 4.2 The Department will ensure that all selection panels are carefully constituted and have gender representation.

Urgent Action 4.3 Ensure that all staff involved on recruitment selection panels are aware on unconscious bias and have completed the University Equality & Diversity training. The Head of Department will only approve grant applications from academic staff who have completed this training.

Urgent Action 4.4 All potential job candidates will be made aware of the Department's attractive family friendly working arrangements. This information will be included in letters inviting applicants to interview.

Urgent Action 4.5 All potential job candidates will be made aware of the Department's commitment to the principles of Athena SWAN. This information will be included in letters inviting applicants to interview.

Urgent Action 4.6 The Department will support female postdoctoral career progression by continuing to encourage all postdoctoral researchers to discuss career progression with senior academic colleagues as part of the University's Career Management Review (CMR) process.

Urgent Action 4.7 The Department will provide female postdoctoral researchers with a broader network of mentors that can be accessed to provide advice and support on career development. This will be done by up a departmental mentoring scheme and by encouraging academic staff in the Department to take up existing mentoring training.

Urgent Action 4.8 Continue to publicise the work and highlight the successes of female academic staff in the Department newsletter and on the Department web pages, including our new Athena SWAN web pages.

Urgent Action 4.9 The Department will run Athena SWAN seminars for postgraduate students, postdoctoral researchers and academic staff to discuss career progression and to promote the Department as an attractive workplace for women at all stages of their career.

Urgent Action 4.10 To identify perceived barriers to career progression faced by women, the Department will modify its postgraduate and postdoctoral survey to include a free text box in which respondents can describe specific challenges that they face in pursuing an academic career.

Urgent Action 4.11 The Department will improve the induction process for postdoctoral researchers by including information on Department and external initiatives and resources that support career progression for women.

Action 4.12 The Departmental will set up a postdoctoral researcher committee.

Action 4.13 The Department will develop new Athena SWAN webpages that will include *e.g.* career development information targeted specifically at female postdoctoral researchers and direct researchers to information on the OPdA webpages.

Section 4 Action Point Summary (continued)

Urgent Action 4.14 The Head of Department, or a senior academic colleague, will provide advice, mentoring, coaching and feedback to academic staff applying for promotion.

Urgent Action 4.15 Amend Department appraisal agenda form to include a section on promotion.

Urgent Action 4.16 Develop session for appraisers to give guidance on the SAP process and to facilitate discussions of promotion at appraisals.

Urgent Action 4.17 Head of Department to undertake annual review of workload analysis data to ensure that female Lecturers and Senior Lecturers are not overburdened with teaching and administrative responsibilities.

Action 4.18 Department to support new grant writing group for early and mid-career academics.

Action 4.19 Academic staff appraisals to run annually from 2015.

Action 4.20 Department to collect data on uptake of annual appraisals by academic staff.

Action 4.21 To promote high uptake of appraisal, the Department will publicise (in induction packs, on web pages) the supportive nature of the appraisal process as an opportunity to discuss career progression.

Action 4.22 Department will continue to ensure that appraisers and appraisees undertake relevant Professional and Personal Training courses before participating in appraisals

Action 4.23 Revise Department induction packs will to include an introduction to the principles of Athena SWAN and the Department's commitment to equality of opportunity.

Action 4.24 Promote relevant personal development and training courses as part of the annual appraisal process.

Action 4.25 Department to monitor attendance by staff at training and career development events to gauge uptake and explore reasons for low attendance as appropriate.

Action 4.26 At annual Department symposium for early career researchers and postgraduate students, include sessions targeted at women on career progression and work-life balance.

Action 4.27 Collect data on gender of speakers at Department graduate research seminars.

Action 4.28 Recruit postdoctoral researchers onto Department committees.

Action 4.29 Appoint more women to the Department Executive Committee.

Action 4.30 To address the problem of 'committee overload' among female academic staff, appoint academic women affiliated to the Department (*e.g.* independent Research Fellows hosted by the Department) to committees.

Action 4.31 Implement new annual 'workload return' form as part of annual appraisal process. HoD to review data annually to ensure an even balance of responsibilities for female academic staff.

Action 4.32 Continue to schedule all Department committee meetings within core hours, which are 9.30-12.30 and 14.00 to 16.30 (16.00 on Fridays). Recommend that lab meetings take place during these core hours.

Action 4.33 Continue to host social events during Department core hours so that all staff can attend

Action 4.34 Post new Athena SWAN/Equality & Diversity noticeboards in prominent positions at the Department's Addenbrooke's and central Cambridge sites

Section 4 Action Point Summary (continued)

Action 4.35 Department will continue engage closely with the work of the Naked Scientists by providing content for its radio shows and web pages.

Action 4.36 Department will continue to encourage staff at all levels to interact with schools and the public in order to increase awareness of scientific research. Staff will be made aware, through appraisals, that description of outreach activities should be included in applications for promotion.

Action 4.37 Department to keep records of the reasons for researchers' career decisions following a period of maternity leave.

Action 4.38 Department to explore the possibility of providing equal provision to all staff employed on limited term contracts with regards to their maternity leave.

Action 4.39 Department to investigate the possibility of allocating funds for temporary replacement research staff to cover maternity leave.

Action 4.40 Department to monitor individual terms and conditions on grants funding an individual's salary and how these affect the career choices made by women after periods of maternity leave.

Action 4.41 Department to continue to promote awareness of flexible working by *e.g.* including relevant information in induction packs and on new Department Athena SWAN web pages

Section 4 word count: 4953/5000 words, excluding Tables, Figures & Action Point Summary

5. Any other comments: 465/500 words

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

The Department has taken on board the feedback from our previous unsuccessful submission. The text below summarises the response to the feedback and highlights specific areas where additional data and clarification have been provided. The narrative has been extensively rewritten and we have tried throughout the text to provide a greater link between the narrative and actions and to make the actions stronger.

The opening letter now more accurately reflects the Head of Department's ongoing personal commitment to Athena SWAN and to ensuring progression of the action plan. The presence of an Equality and Diversity Consultant at all SAT meetings and annual reporting to the University's Equality and Diversity Committee provides closer links to University strategy and initiatives. The appointment of a Gender Champion who sits on the Executive Committee (senior management team) raises the profile of the Department's commitment to addressing equality.

The SAT was refreshed in 2014, ensuring representation from both sites and the more regular meetings were lively, with SAT members taking responsibility for key areas of the submission including workload allocation, researchers, family friendly issues and events for women and staff who are parents. Consultations within the Department and with other University initiatives, e.g. the Office of Postdoctoral Affairs, provided key content for discussion in developing the current submission and action plan. The Department will actively encourage participation in the wider School of Biological Sciences staff survey in 2016 (repeating the 2013 School survey) and aims to increase participation in the Department from 59% to >75%. Members of the SAT have already engaged with other Departments and will be active in seeking and sharing good practice from within and beyond the University in future.

Throughout the submission the text has been completely rewritten to ensure that the narrative clearly highlights and matches the issues identified through the data and that this is clearly linked to appropriate actions. Care has been taken to remove Cambridge specific terms, embed survey results throughout and provide more detail on what we do beyond institutional policy.

The specific issues noted in the feedback have been addressed in preparing this new submission. One example is mandatory Equality and Diversity training for all staff involved in recruitment and the Department is pleased to report that the proportion of all staff completing E&D training has increased from 11.5% in 2013 to 54% overall, and 92% for Academic Staff. Issues around data collection have been identified and clear systems will be put in place to ensure robustness in recording and monitoring key Departmental information. More data and text has been provided on career development and flexibility and managing career breaks. The upcoming staff survey in 2016 will provide additional insights into perceptions of flexible working and perceived barriers to career progression, which will allow us to develop additional appropriate actions.

Section 5 word count: 465/500 words

6. Action plan

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

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

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

Please see following appendix for the Department of Pathology Action Plan, October 2015 to end November 2018