



Athena SWAN Bronze department award application

Name of university:	University of Cambridge
Department:	Veterinary Medicine
Date of application:	April 2013
Date of university Bronze SWAN award:	2006, renewed 2009 and 2013
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1. The self-assessment process

a) The Self-Assessment Panel

Professor Duncan Maskell (Chair)

Dr Jane Dobson

Ms Judith Drinkwater

Dr Simon Frost

Mrs Julie Ingham

Dr Ragnhildur Karadottir

Dr Cora Sommerey

Mrs Meg Staff

Dr Tracy Wang

b) Self-Assessment Process

Preliminary discussions took place in August 2012 to identify the panel membership and application process. The panel has held six meetings since September 2012.

1. The first meeting in September 2012 introduced the Athena SWAN scheme to panel members; identified areas of strength currently within the Department; and established the need for data collection.
2. The second meeting in December 2012 discussed the appointment by the School of the Biological Sciences of a part-time Athena SWAN Co-ordinator funded by the University. The Co-ordinator role assists with applications from Departments within the School, working with the University's Women in Science Engineering and Technology Initiative (WiSETI) Project Officer to assist with data collection, and the preparation of a School-wide Staff Survey. The panel identified items for inclusion in an Action Plan, particularly with regard to promotions within the Department, as well as other items such as the improvement of the induction process for new academic staff, the relaunch of its mentoring scheme, and the improvement of communications. The Panel agreed its intention to submit a Bronze Award application at the end of April 2013.
3. The third meeting in January 2013 reviewed the Action Plan and updates given. Tasks were assigned to panel members to cover different sections of the application. Consideration was given to the Department's response to the University's Researcher Development programme for 2013-14.
4. The fourth meeting in February 2013 reviewed the data provided by the University; agreed to set up an Athena SWAN page on the Department's website, and establish a dedicated email address.
5. The fifth meeting in April finalised outstanding issues prior to the final pre-submission meeting.

6. The sixth meeting was held on 25 April 2013 to give approval for submission of the application.

The School of the Biological Sciences conducted a Staff Survey in February 2013, in which 80% of staff in the Department (158 individuals) participated. The survey results have informed this submission and are reported in Section 5.

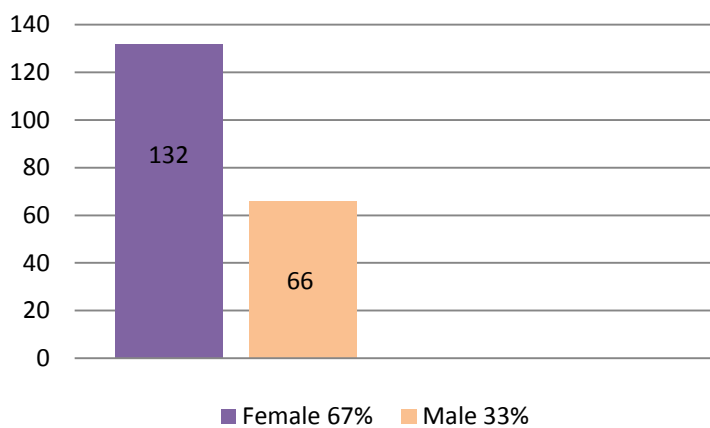
c) Future Plans of the Self-Assessment Team

The panel will meet at least four times a year. If successful in obtaining a Bronze Award, the intention is to apply for a Silver Award in three years' time. In the interim, the issues outlined in the Action Plan will be addressed by the responsible individuals and monitored by the relevant committee and/or Athena SWAN panel. The latter will provide a report and data annually to the Department's Strategy and Executive Committee. Members of the Department will be informed of progress against the Action Plan via postings on the Department's Athena SWAN web page, and biannual staff meetings.

2. A picture of the department

The Department of Veterinary Medicine is one of 9 Departments and 5 Institutes that together form the School of the Biological Sciences (SBS), one of 6 Schools across the University. The management structure of the Department encompasses the research and teaching functions, and the clinical services of the Queen's Veterinary School Hospital (QVSH). It has dedicated administrative support (human resources, finance, research, postgraduate students, undergraduate students and teaching, facilities, clinical services) for a headcount of 198 staff (34 academic, 25 academic-related, 56 research, 83 assistant). 67% of its employees are female, as compared with 52.2% across SBS and 48.8% across the University (University Equal Opportunities report 2011-12).

Figure 1 - Total Number of Employees



The Department is located on the University's West Cambridge campus. There is an on-site University nursery, with another nursery, run jointly by two Colleges and a private sector provider, situated half a mile away. Members of staff make good use of this childcare provision.

Excellence in research is the core driver of the Department's activities. It competes at the forefront of developments in veterinary science and translational ('one health') medicine, and at the interface between basic science and clinical research. Its research groups collaborate within the University, and with national and international partners, supported by funding from the UK Research Councils, Wellcome Trust, and other charitable foundations and industry both in the UK and overseas. There is dedicated support for research activity, which all staff are encouraged to use to investigate and exploit research opportunities. Active programmes of research and clinical research talks, seminars and journal clubs aim to engage all academic, relevant academic-related staff, researchers and postgraduates, in the Department's research agenda.

Postgraduate study in the Department has two strands. Postgraduate students who undertake a PhD in the Department (current cohort is 37) come from a variety of basic science disciplines and veterinary backgrounds.

Experienced qualified veterinary surgeons may opt to compete for Clinical Training Scholarships (CTS - currently 13-14 available in the Department at any one time), which are three-year programmes of specialised clinical training and research that lead to eligibility to sit examinations that confer specialist (consultant) status. These individuals may choose to undertake a PhD before or after a CTS. After completion of the CTS (and PhD if relevant), they move on to research careers in industry or the university sector, to veterinary referral practice, or other veterinary-related fields.

The Department is the smallest of the seven UK Veterinary Schools. The undergraduate veterinary course is accredited by the Royal College of Veterinary Surgeons (RCVS) and the European Association of Establishments of Veterinary Education (EAEVE) and leads to award of the degree of Bachelor of Veterinary Medicine (VetMB). The target number of clinical veterinary graduates is 65 each year. The Cambridge model of veterinary education is unique in the UK in its emphasis on basic science in the first three years of the course (undertaken in the preclinical Departments of the SBS), which comprise the two-year Medical and Veterinary Science Tripos (2nd VetMB) followed by an intercalated third year, when the majority of students opt to study a basic science discipline with a research project component. Successful completion of year 3 leads to the award of a BA (Hons). The students join the Department for the clinical course in years 4 – 6 (Final VetMB), and are supported throughout the period as they undertake clinical placements and engage in funded projects in laboratory-based and clinical research. There are no formal data available about destinations, but 95% of clinical graduates go directly into veterinary practice; the remainder continue in education or go into research or industry.

Action Plan 1: obtain and monitor career destination data for veterinary graduate cohorts, with particular attention to gender.

The QVSH is an integral part of the Department; it underpins veterinary education through the provision of clinical caseload, and provides material for clinical research. 25 academics (14 female) are veterinary surgeons; 18 (12 female) have a clinical or paraclinical service and teaching role in addition to duties in research, didactic teaching and administration. This results in a tension between the demands of a patient-led clinical service and the research-focused ethos of the Department, especially since research is the key to promotion to the level of Reader or Professor. 18 academic-related staff are veterinary surgeons with clinical duties as their main remit.

The Department was one of the first in the University to recruit part-time academic staff and to welcome female academic staff back to work on a permanent part-time basis following return from maternity leave.

Student data

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

The University does not run access or foundation courses.

(ii) **Undergraduate male and female numbers**

Table 1 –Number of Undergraduates studying for VetMB Degree

Years		Female	Male	Total
2009-10	Pre-Clinical ¹	159 (75.4%)	52 (24.6%)	211
2009-10	Clinical ²	133 (74.3%)	46 (25.7%)	179
2010-11	Pre-Clinical	162 (74.3%)	56 (25.7%)	218
2010-11	Clinical	138 (76.2%)	43 (23.8%)	181
2011-12	Pre-Clinical	155 (73.8%)	55 (26.2%)	210
2011-12	Clinical	148 (78.3%)	41 (21.7%)	189

¹Pre-Clinical = Course Years 1-3

²Clinical = Course Years 4-6

The VetMB degree is offered on a full-time basis. Since 1995, intake into the course has been 70-80% female; this pattern is confirmed in Table 1, and is known to be repeated in other UK Veterinary Schools, although national data benchmarking is currently not available for comparison. The RCVS undertakes an annual data return exercise for the UK Veterinary Schools but this is not published.

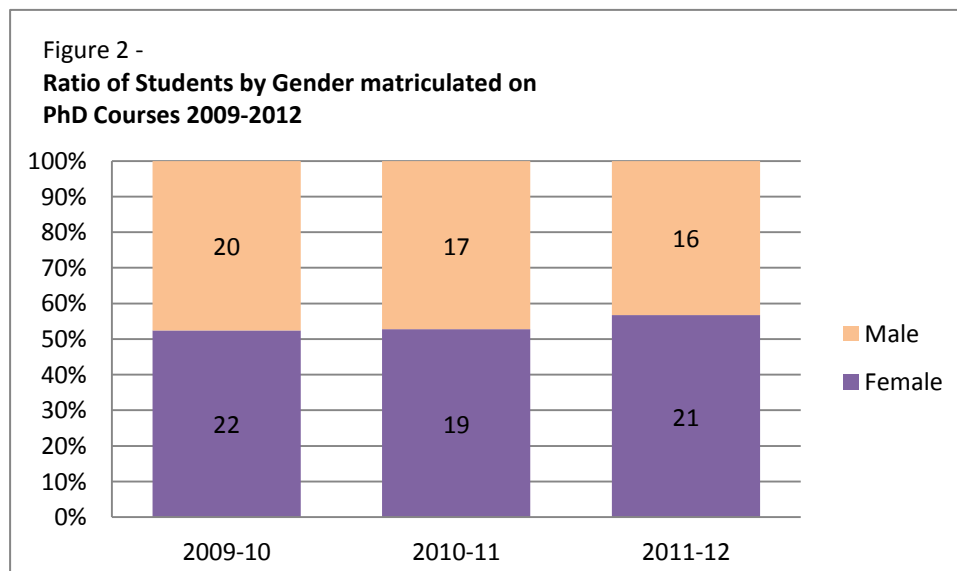
Action Plan 2: obtain and monitor national data for Undergraduate veterinary students by gender.

(iii) **Postgraduate male and female numbers completing taught courses**

The Department does not offer a taught postgraduate course.

(iv) **Postgraduate male and female numbers on research degrees**

The Department offers a 12-month MPhil by Research in Veterinary Science. Numbers on this course are very small and restricted by the University's Graduate Admissions Office. In 2009-10 there were 2 students (1 Female, 1 Male), 3 in 2010-11 (1 Female, 2 Male) and in 2011-12 there were 2 male students. This degree serves to introduce veterinarians to research and allows candidates to transfer and use this time as the first year of their PhD.

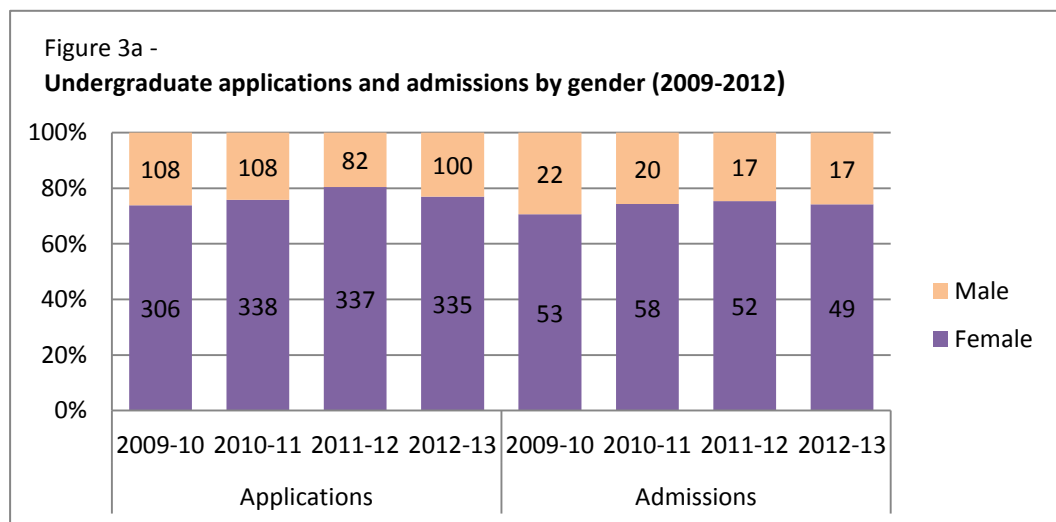


For PhD students in the Department (Figure 2) there is no gender imbalance, although there is evidence of some tail-off from the female undergraduate predominance. However, 80% of PhD students are not veterinarians and come from a medical or biological sciences background, so it is difficult to compare with the undergraduate student numbers from within the Department. The female/male ratios within the Department are similar to those for PhD students in other biological departments across the SBS (PRES survey).

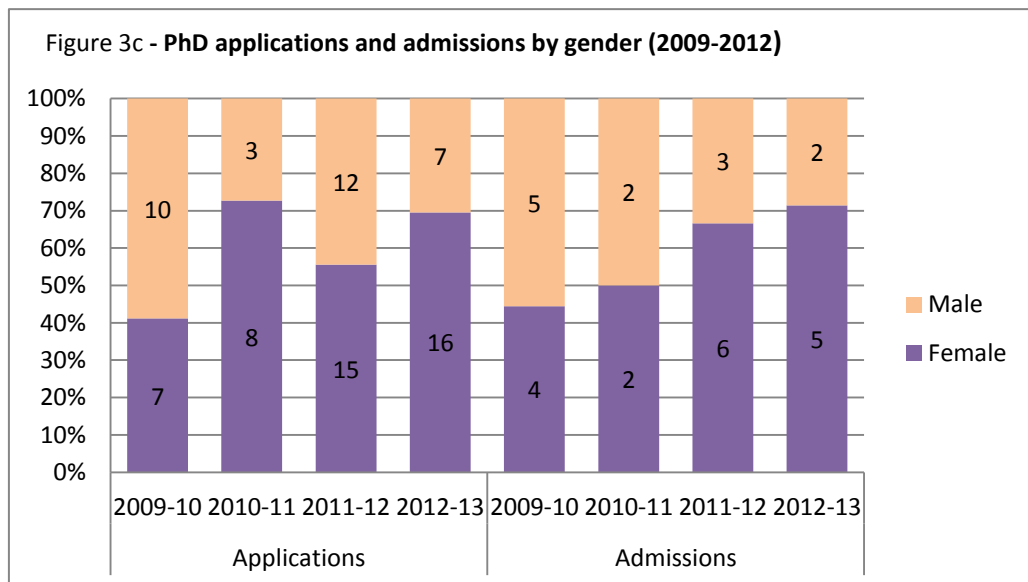
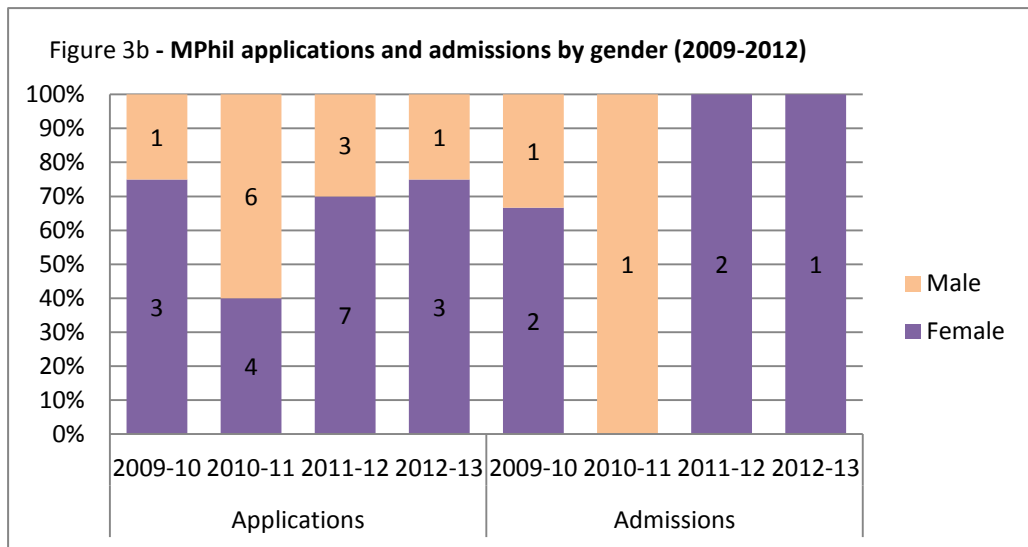
Part-time degrees are offered by the Department; the normal period of study is 5 years for PhD and 2 years for MPhil. The Department has had two female part-time students since the introduction of these degrees in 2007.

Action Plan 3: monitor postgraduate student numbers by gender.

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



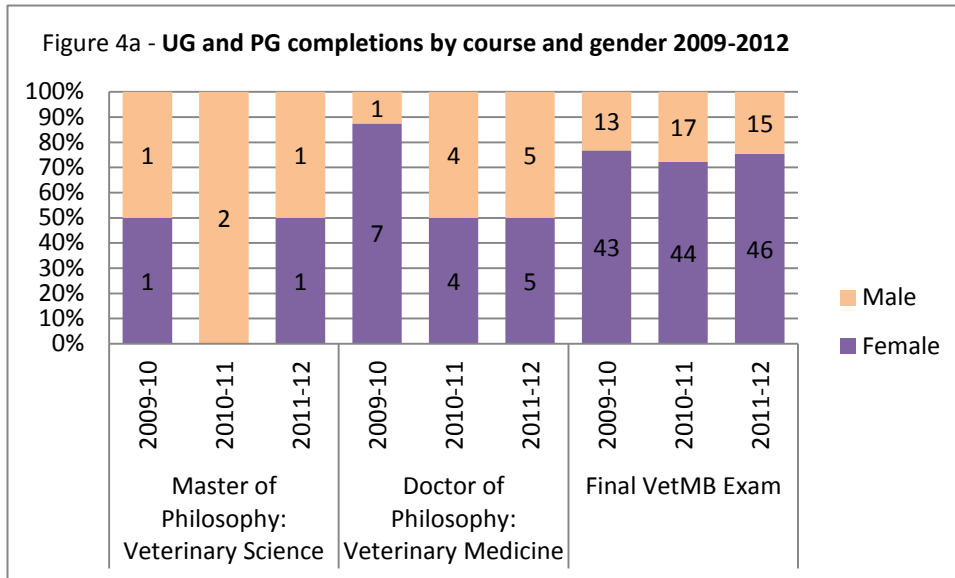
In Cambridge, Undergraduate admission is carried out by the Colleges. The Department has no control over applications and admissions ratios, but the majority of academic staff have affiliation with a College and participate in the admissions process. The Department’s website has links to information about the admissions procedure, the veterinary course, and opportunities to visit the Colleges and the Department (further detail in section below on Outreach). Figure 3a demonstrates that a slightly higher proportion of male students (3-5%) are accepted against the number of applications received from female applicants. The numbers involved are small, and this percentage represents between 1 and 2 students.



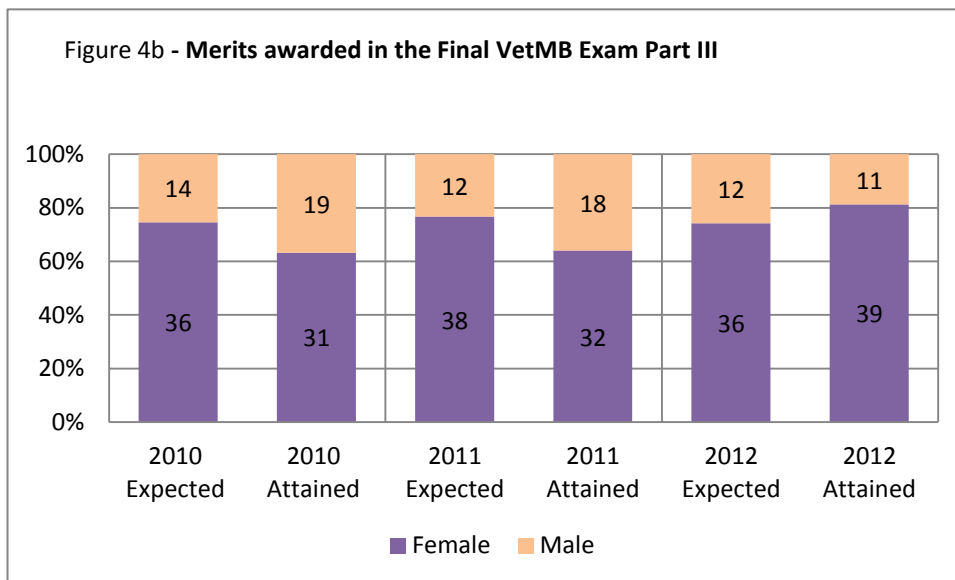
Figures 3b and 3c show that applications against admissions for postgraduate courses are variable; whether or not a student can take up an offer of admission often depends on availability of funding. The Department's website provides clear links to admissions procedures, information and support; potential applicants are able to contact the Department by phone or email for advice. Any specific Departmental scholarships are advertised on the Department's website and on national/international websites. All applicants are interviewed by the Department prior to acceptance through the University's online application system. Individuals who obtain Cambridge scholarships (e.g. Gates and Cambridge Overseas Trust) are selected on a competitive basis. The Department is able to put forward preferred candidates, but has no influence over the outcome of the competition. More women are now applying for PhD studentships in the Department, and are well represented in the Department's postgraduate community.

Action Plan 4: monitor applications against admissions for postgraduate research students by gender.

(vi) **Degree classification by gender**



The PhD, MPhil and VetMB degrees are not classified, and Figure 5a shows no gender imbalance in completion rates.



The VetMB is a qualifying degree for professional registration with the Royal College of Veterinary Surgeons, and is not classified. Part III of the Final Veterinary Examination (year 6) comprises four modules and an elective component. Achievement of 67% or higher in a module results in the award of a 'merit', with around 20% of all examination modules successfully passed being awarded a 'merit'. The relative proportions of female to male students completing the Part III examination are shown in Figure 4a. Extrapolating from the relative gender proportions, Figure 4b demonstrates that in 2010 and 2011, female students

attained proportionately fewer merit marks than might have been expected. The reverse trend applies in 2012. Given the small numbers of students involved, any imbalance in attainment of merits between female and male students is deemed to be insignificant.

Action Plan 5: monitor merits achieved in Final VetMB examination by gender.

Staff data

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

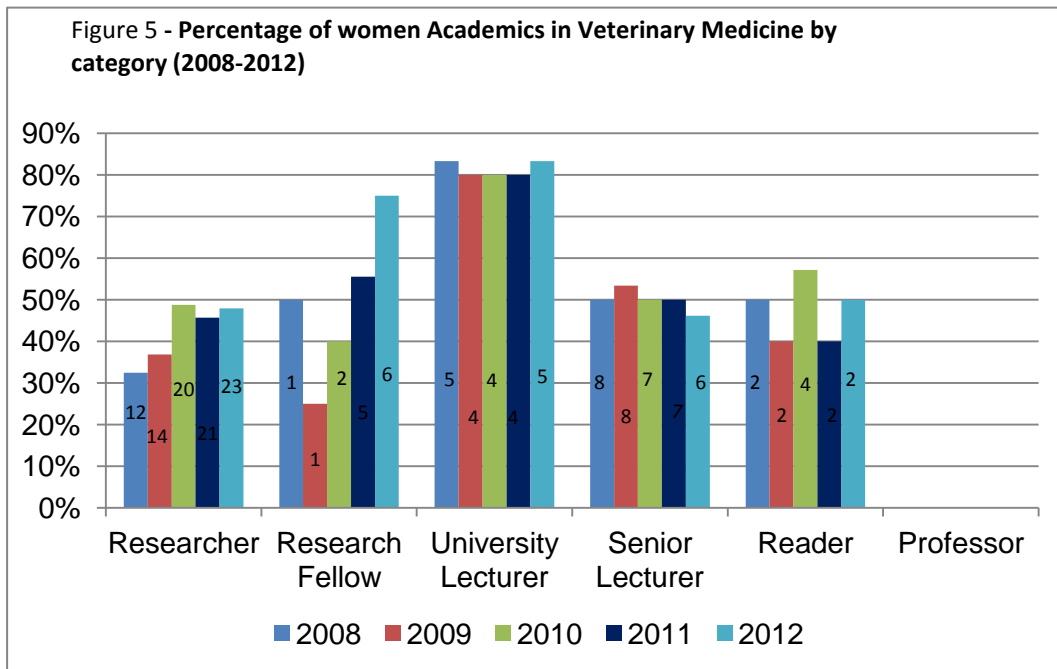


Figure 5 shows that the Department has no female Professors, but demonstrates a strong research and academic career pipeline with good female representation at all other levels. This may represent the higher percentage of female students entering veterinary medicine and research in the past 17 years, but who have yet to reach the most senior positions.

A comparison of the Department's data for female representation in the Researcher to Reader categories with that for the SBS and University confirms that the Department has an above average female representation at all these levels. For example, data for 2012 shows that 50% of Readers in the Department are female, compared with 15.7% in the School and 18.9% in the University; 46% of the Department's Senior Lecturers are female compared with 28% at School level and 30.2% across the University; 47.9% of researchers in the Department are female, compared with 45.9% in the School and 34.3% across the University. Notwithstanding this, action is required to increase the number of women at the most senior levels in the Department.

Action Plan: encourage and support female academics applying for promotion. See Action Plan 8 below.

(viii) **Turnover by grade and gender**

Table 2 – Turnover of staff by grade and gender

		2008-9	2009-10	2010-11	2011-12	2012-13
Academic	Female	4 (50.0%)	0 (0.0%)	1 (10.0%)	1 (16.7%)	1 (9.1%)
	Male	1 (5.0%)	1 (5.9%)	1 (5.6%)	1 (7.7%)	0 (0.0%)
Researcher	Female	6 (22.2%)	7 (23.3%)	6 (22.2%)	8 (30.8%)	2 (6.9%)
	Male	4 (18.2%)	7 (31.8%)	4 (15.4%)	10 (40.0%)	2 (6.9%)
Average Turnover						
	Male					
	Female					
Academic		4.8%	17%			
Researcher		22.5%	21.1%			

Staff turnover amongst researchers is related to those on fixed-term contracts due to funding limitations, and is the same for females and males. The Department follows the University's policy of employing staff on open-ended contracts whenever possible, but inevitably there are projects where continuation funding is not granted and an individual researcher's specialist skills can no longer be accommodated within the Department. Staff turnover amongst academic staff is minimal; the higher figure for female as compared to male staff in this category relates to individuals who completed periods of training under a previous scheme prior to the launch of the new CTS scheme in 2009, and to female staff with clinical responsibilities.

Action 6: investigate turnover of female academics with clinical commitments.

Supporting and advancing women's careers

Key career transition points

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

Table 3 - Applications and Appointments - University Teaching Officers (Academic)

Data for the period 2007-2012	applied		shortlisted		appointed	
posts	M	F	M	F	M	F
7	23	18	8	11	3	4
		44%		58%		57%

The Department records data for academic staff appointments; this covers applicants, shortlisted applicants, and composition of interview panel by gender. The data in Table 3 show that a greater number of females are appointed in proportion to applications received from females, and that 57% of those appointed are female.

Equal Opportunities data for all staff roles are collected centrally, but completion by applicants of the EO form is not compulsory, so data are incomplete. However, the gender profile of all categories of staff suggests that in general there is a good balance of male and female employees.

Action Plan 7: record and monitor applicants for all staff roles and analyse by gender.

(ii) **Applications for promotion and success rates by gender and grade**

Promotion is available to academic staff in the Department through the University's Senior Academic Promotions (SAP) scheme. 38% (13 applications – 6 Female, 7 Male) of academic staff in the Department applied for promotion over the period 2008-2012. 50% of applications from women for promotion to Senior Lecturer were successful, as compared with a 0% success rate for men. 67% of applications by women for promotion to Reader were successful, as compared with a success rate of 33% for men. The success rate for promotion to Professor was 0% for women as compared with 33% for men during the same period.

The success rates for promotion across SBS show that women have a higher application success rate than men across all three senior promotion levels.

In order to encourage and support more female academics to apply for promotion, and to address the under-representation of women academics in senior positions, a Senior Academic Promotions (SAP) CV Scheme has been introduced in the University. This brings together female Lecturers, Senior Lecturers and Readers, who are thinking of applying for promotion, with senior academics who have extensive experience of the SAP procedures, and creates the opportunity for an individual's CV and promotion paperwork to be reviewed by an experienced senior academic before it is submitted. This initiative has been advertised within the Department.

Action Plan 8: encourage and support female academics applying for promotion.

b) (i) **Recruitment of staff**

The Department has robust recruitment processes in place to ensure that female and male candidates are attracted to vacancies.

We provide further particulars for each role to give applicants relevant information about working in the Department and the wider benefits of working in the University, including links to flexible working options, which may be attractive to female applicants. The added benefits of working in the Department are drawn to

the attention of applicants, e.g. free car parking on site, uniforms provided, low on-call commitments for relevant clinical and nursing roles. The University's terms, conditions and benefits, e.g. generous leave allowance, overtime working paid at the appropriate rates, generous maternity leave without a qualifying period, family-friendly policies, salary sacrifice scheme for childcare, and other financial benefits may all contribute to our significant numbers of female applicants.

The Department's recruitment procedures are carried out consistently and transparently, and careful planning and preparation of the recruitment and selection process for each vacancy is undertaken in order to ensure that the Department complies with University policy and procedures, employment law, and equal opportunities legislation. Shortlisting and selection at interview are carried out according to objective selection criteria set out in the further particulars for each role. However, the process would be improved if formal interview training was introduced for all interview panel members, in order to ensure consistent compliance to a high standard.

Action Plan 9: introduce interview training for all interview panel members.

The University provides on-line Equality and Diversity training, and this is being rolled out to all existing employees across the Department; as a starting point, all interview panel members are being asked to complete this training. Currently 8% of the Department's staff have completed the on-line training.

Action Plan 10: record and monitor completion of Equality and Diversity training, raise awareness of Equality and Diversity issues.

(ii) Support for staff at key career transition points

The key point of attrition for females in the Department is in the progression to the level of Professor, as in section 4a) ii). There may be a much earlier point at which female veterinary graduates are failing to progress into postgraduate research and/or higher professional training, but there is currently no data available to provide further information. Cohort tracking (see Action Plan 1 above) may highlight any issues and concerns. The data available from the HESA return is not sufficient to map trends in the career progression of female postdoctoral researchers.

Action Plan 11: monitor researcher career progression via destinations on leaving.

Career development

a) (i) Promotion and career development

For many years the Department has implemented the University's Staff Review and Development (appraisal) scheme. There is good uptake for this, but little enthusiasm about its effectiveness, perhaps due to lack of understanding of the scheme's purpose.

Action Plan 12: review implementation of Staff Review and Development Scheme.

The Head of Department holds an annual one-to-one meeting with all research-active academic staff in the context of the Department's research strategy and the Research Excellence Framework. The purpose of the meeting is to encourage them to take stock of their research, to identify research goals, to discuss opportunities for collaboration within and outside the Department, and to discuss publications output.

All established academic staff are entitled to apply for one term of sabbatical leave for every six terms' service. They are encouraged to take up this opportunity to enhance their research, and may spend time in a research institution outside Cambridge, thus benefiting from opportunities to collaborate more widely. In the period 2008-2012, 8 staff (4 Male, 4 Female) were granted a period of sabbatical leave.

The criteria for promotion of academic staff explicitly take into consideration responsibilities for teaching, research, and general contribution. At the level of promotion to Reader and Professor, the research criterion is accorded a triple weighting (as compared with a single weighting for teaching and general contribution). Pastoral and outreach work may be included in an application for promotion under the heading of general contribution. Quality of research and publication in international scientific journals is a prime consideration in the Department's research strategy.

The University's Senior Academic Promotions process was significantly updated in 2011-12, with a number of changes introduced specifically in order to enhance gender equality.

(ii) Induction and training

The University offers a range of personal and professional development courses for academic staff, covering areas such as teaching, supervision and administration skills, managing stress, research skills and leadership training. The Pathways in Higher Education Practice scheme is designed to offer personal, flexible orientation and professional development during the probationary period of newly appointed Lecturers.

The University's Researcher Development Programme follows the principles of the Concordat to Support the Career Development of Researchers and covers induction, training and career management opportunities, and self-help initiatives such as the Postdocs of Cambridge Society for early career researchers, which offers advocacy and support, and facilitates peer group socialising and networking.

The Office of External Affairs and Communications provides practical support for those undertaking public engagement exercises, and the opportunity to participate in outreach events including the annual Cambridge Science Festival.

There are two gender-specific staff and graduate student training programmes, *Springboard* for women and *Navigator* for men. In 2013 the University ran a series of 'New Perspectives' Workshops specifically for women, addressing confidence, networking, gaining recognition, and career development skills.

The University provides informal guidance on mentoring for academic and academic-related staff.

Induction is recognised to be a key part of an individual's employment in the Department, and support is offered to new starters from initial offer to actual start date, as well as in the early period of employment. The induction checklist is updated to meet the changing policies and support available within the University, and includes information about the family-friendly policies, personal and professional development opportunities for all categories of staff, and equality and diversity training. The induction procedure includes the introduction of new staff to key individuals, with one-to-one inductions in key areas, such as computing support, and points new starters to web-based information. In general, the induction process is carried out effectively, although we have noted the induction of academic staff requires some attention.

More broadly, the introduction of a mentoring or 'buddy' scheme for all staff, and of informal social gatherings involving new starters would ease initial integration and would encourage wider networking from the outset.

The panel recognises that at Department level, whilst induction, training and mentoring for academic staff and researchers do take place, more could be done to implement the University's policies and guidance systematically. The Department will improve its procedures for doing this, and will set up systems for recording and monitoring the uptake and feedback on the success of these initiatives. It will explore the provision of resource to undertake the ongoing workload that this will involve.

Action Plan 13: review induction for academic staff.

Action Plan 14: investigate mentoring scheme for academic staff and researchers.

Action Plan 15: explore provision of ongoing resource to underpin Athena SWAN project.

Action Plan 16: explore 'buddy' scheme for assistant staff; informal social gatherings for all new starters.

(iii) Support for female students

All undergraduate students are allocated a Director of Studies within their College, whose role is to oversee and provide guidance about their academic studies, and to discuss feedback received about progress. In addition, all undergraduate students are assigned a Veterinary School Clinical Supervisor (VSCS) within the Department, whose role is to oversee and provide guidance about the professional aspect of the

course, and to discuss feedback received about progress. Students are encouraged to reflect on their professional development; the Department is involved in a pilot of an on-line personal development module currently being developed by the RCVS in conjunction with the UK Veterinary Schools. This will be introduced to Cambridge students from September 2013.

All postgraduate students are assigned a mentor within the Department, whose role is to provide additional scientific advice alongside the student's MPhil/PhD supervisor; whenever possible, either the mentor or the supervisor will be female.

Undergraduate and postgraduate students receive formal pastoral support from a tutor in their College, and may request a female tutor, and from the Department (in those areas within its remit) via their VSCS and/or the Student Welfare Officer (for undergraduates) and the Graduate Education Office (for postgraduates).

There is support and provision in place for female undergraduate and postgraduate students who take a period of maternity leave during their studentship, via mechanisms in place in their College, and through the Faculty Board and Degree Committee.

There are undergraduate student members on the Faculty Board and Veterinary Education Committee. These committees oversee the veterinary course. There is a Student Consultative Committee, which is an active forum for discussion between academic and support staff and undergraduate students about all aspects of provision for students. The number of female student representatives on these committees is proportionate to or exceeds the proportion of females in the undergraduate student body.

The Graduate School of Life Sciences (GSLs) makes decisions on educational policy and training matters and co-ordinates funding for graduate students in the School of the Biological Sciences. The GSLs advertises a comprehensive list of specialist training courses offered across the University, which includes a recommended basic training schedule for PhD students who wish to pursue academic or non-academic careers. The programme is fitted closely to the Researcher Development Framework, and aims to develop skills and understanding to enrich doctoral student approaches to research and teaching, as well as building transferable competencies and abilities. The core programme addresses the PhD experience, writing skills, presentation and communication, commercial awareness and business skills, personal development, stress management, and teaching and lecturing; subject-specific training, training in research skills, computing applications, public engagement, etc., is also available. Student uptake of training is monitored through a Personal Log Book in the Department and reviewed by the Department's Graduate Education Office.

The University Careers Service gives graduate-specific careers advice and support, and provides online resources, workshops and events as well as one-to-one advice with a careers advisor for students planning an academic research career and those

planning to move away from academic research. Specialist advisors offer advice and assistance for job applications and interviews. The Centre for Entrepreneurial Learning offers business and entrepreneurial skills courses, lectures and workshops, as well as direct support for doctoral students developing spin-off companies.

Research students have access to the Department's Research and Graduate Education Committee and the GSLS Education Committee through a Departmental Graduate Student representative (currently female). The graduate representative runs social events and journal clubs specifically for graduate students.

Organisation and culture

a) (i) Male and female representation on committees

Table 4a – Departmental Committees with external representation

	2010-11		2011-12		2012-13	
	F	M	F	M	F	M
Faculty Board*§	5 (29.4%)	12 (70.6%)	8 (42.1%)	11 (57.8%)	8 (42.1%)	11 (57.8%)
Vet. Ed. Committee*§	4 (26.6%)	11 (73.4%)	6 (40%)	9 (60%)	9 (52.9%)	8 (47.1%)
Schools Liaison*	5 (38.4%)	8 (61.6%)	5 (38.4%)	8 (61.6%)	4 (50%)	4 (50%)
Degree Committee*§	1 (16.6%)	5 (83.4%)	1 (16.6%)	5 (83.4%)	1 (16.6%)	5 (83.4%)
Fitness for Veterinary Practice*§	2 (28.5%)	5 (71.5%)	2 (28.5%)	5 (71.5%)	2 (28.5%)	5 (71.5%)
Appointments Committee*§	1 (14.2%)	6 (85.8%)	1 (14.2%)	6 (85.8%)	2 (28.5%)	5 (71.5%)
Faculty Promotions Committee*	2 (25%)	6 (75%)	2 (22.2%)	7 (77.8%)	2 (22.2%)	7 (77.8%)
Safety*	6 (42.8%)	8 (57.2%)	6 (42.8%)	8 (57.2%)	6 (42.8%)	8 (57.2%)
Ethics & Welfare*	3 (42.8%)	4 (57.2%)	3 (42.8%)	4 (57.2%)	3 (42.8%)	4 (57.2%)

*Denotes committees with external representative

§ Denotes committees constituted under University's Statutes & Ordinances

Table 4b– Other Department Committees

	2010-11		2011-12		2012-13	
	F	M	F	M	F	M
Strategy & Executive Committee	1 (12.5%)	7 (87.5%)	1 (12.5%)	7 (87.5%)	1 (12.5%)	7 (87.5%)
Research & Graduate Committee	4 (36.3%)	7 (63.7%)	4 (36.3%)	7 (63.7%)	4 (36.3%)	7 (63.7%)
Teaching Strategy Board	5 (55%)	4 (45%)	4 (40%)	6 (60%)	4 (40%)	6 (60%)
Teaching Consultative Committee	24 (51%)	23 (49%)	24 (51%)	23 (49%)	24 (51%)	23 (49%)
Student Consultative Committee	7 (53.8%)	6 (46.2%)	7 (53.8%)	6 (46.2%)	7 (53.8%)	6 (46.2%)
VetMD	2 (40%)	3 (60%)	2 (40%)	3 (60%)	2 (40%)	3 (60%)
Hospital Management & Finance Committee	5 (55.5%)	4 (44.5%)	5 (55.5%)	4 (44.5%)	6 (60%)	4 (40%)
Staff Consultative Committee	3 (50%)	3 (50%)	3 (50%)	3 (50%)	3 (50%)	3 (50%)

Tables 4a and 4b show the female and male representation on all Departmental committees, with a trend of higher male representation. Variation in membership numbers year-on-year is due to unfilled vacancies and flexible student membership. In accordance with the University’s *Ordinances*, certain committee membership is *ex officio* e.g. Head of Department automatically sits on the Faculty Board. This has been carried over into the Department’s practice, e.g. Director of Research is automatically included in Research & Graduate Committee. Membership of certain committees is by seniority, e.g. members of the Faculty Promotions Committee, other than exceptionally, must be Professors or of professorial status. On occasion in the past, female staff invited to serve on committees did not feel able to accept because the timing of meetings did not fit in with their childcare commitments. This has been addressed in an ongoing process to review and change the timing of meetings.

The Department’s senior management has recognised that membership of the Strategy & Executive Committee, which is the Department’s main decision-making body has, historically, been almost exclusively male. Strategy discussions have already started, and piloting of suggestions arising from these (in Action Plan 16 below) may address the gender balance of committees.

Action Plan 17: increase female committee representation.

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

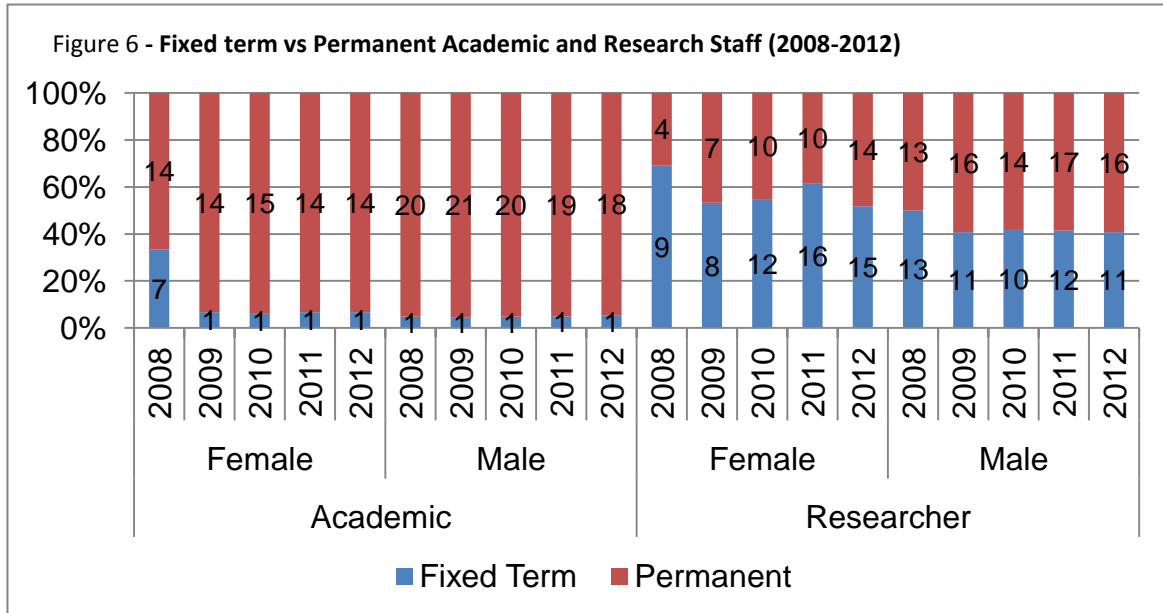


Figure 6 demonstrates that female and male academic staff have similar representation in this section, i.e. the majority of females and males have permanent contracts. The same applies in the case of researchers, although a slightly higher percentage of males have permanent contracts. A shift in contracts during the period 2008-2012 occurs for those individuals who completed two years' service during that time. These individuals were moved to an open-ended contract in line with new legislation.

b) (i) **Representation on decision-making committees**

There is no systematic mechanism for selecting representatives on decision-making committees, although the University expects that a gender balance will be achieved and the Department aims to do this. Strategies for addressing the under-representation of females are outlined above in Action Plan 16. Committee overload is generally not an issue.

In the external sphere, women are encouraged to serve on influential committees and the Department puts forward nominations if invited to do so. Women currently serve on the government Veterinary Products Committee, European Medicines Agency Scientific Committee, British Small Animal Veterinary Association Scientific Committee, British Equine Veterinary Association Policy/Liaison and Education Committees, and European Society for Veterinary Clinical Pathologists Examination Committee.

(ii) **Workload model**

Workload allocations are taken into account at appraisal and in promotion criteria. Workload responsibilities might be documented and reviewed more systematically in order to develop individuals and maximise their contribution to the Department.

Action Plan 18: document and review rotation of workload responsibilities.

(ii) Timing of departmental meetings and social gatherings

Departmental meetings are scheduled to start during core working hours, 8.45 am - 5.15 pm. The start times of research seminar programmes are currently under review, since they start at 8.45 am or 4.30 pm, leaving little leeway for staff with childcare commitments. The start times of certain meetings have been moved forward to meet the part-time working pattern of given individuals, or to meet childcare commitments. The Head of Department holds biannual meetings with all staff groups and whenever possible these are scheduled on a Wednesday late morning or lunchtime, when it is most likely that most part-time staff may be able to attend.

(iii) Culture

A University Learning and Teaching Review in March 2013 commended the Department for its sense of community. There is an excellent pastoral support framework for staff and students, provided through dedicated Human Resources support and through the network of pastoral support provided by the Department and in Colleges for students. The senior management of the Department are open and approachable. The Department is inclusive in the way in which it communicates with all staff, and there is regular dissemination of information via email about important developments that affect employment or study. The Head of Department holds biannual meetings with all staff groups to provide information about research priorities, staffing, finances, buildings initiatives, fundraising, special initiatives etc., and this followed by a question-and-answer session. The biannual meeting in May 2013 will be dedicated to dissemination of the results of the Staff Survey 2013. There is a range of opportunities for formal and informal interactions between staff groups, staff and students, and students. These include internal staff training events, Journal Clubs, Happy Hour (research talks and social gathering run by clinical veterinary students and open to all), Researcher Focus Group, Staff Social Club barbecues and Christmas party, Student Pantomime, RCVS Admissions Ceremony for new graduates, Departmental Research Seminars, social gatherings for staff leavers. The website is key to successful communication within the Department and has recently undergone significant redevelopment.

Staff achievements in research are publicised on the website and on the display screens in the Department's reception, but more could be made of opportunities to nominate female staff for awards, to promote female staff as role models, and to publicise the wide range of achievements of staff across all areas of the Department.

Action Plan 19: develop website as a vehicle for reference materials, information and news updates.

Action Plan 20: promote nomination of female staff for awards; promote female staff as role models.

Action Plan 21: communicate and engage with all staff about Athena SWAN.

(iv) Outreach activities

The Department runs a residential course, VetCam, in March each year. The course is aimed at Year 12 students and provides an introduction to veterinary medicine through lectures, practical demonstrations, tours of the Department and Colleges, and informal interaction with students and staff. In the period 2010-2012, between 80 and 85% of 150 attendees each year at VetCam were female; in 2013, 77% of 167 attendees were female. The Department offers up to 10 bursaries each year to cover the entire costs of the course for attendees from less advantaged backgrounds, as part of the University's Widening Participation Scheme. To date, 85% of the bursaries awarded have been given to female students. The Department participates in the University Open Days, which take place in July each year and are aimed at Year 12 students who are contemplating making an application to study veterinary medicine.

A researcher in the Department has recently been awarded the University's Cambridge Infectious Disease Fellowship, which is specifically for outreach activities.

Although the Department keeps no formal record of outreach activities undertaken by individuals on their own initiative, 15 Academic and Research staff have carried out outreach activities in the last three years. Only 6 (40%) of these staff are female (3 academic and 3 researchers).

Activities for all age groups have included involvement in the 'Naked Scientists' science podcasts and science radio shows; a musical theatre project joining music and science to explore issues surrounding mental health; Evolution workshops organised by the Orchestra of the Age of Enlightenment and The Royal Society; and The Royal Society Summer Science Exhibition on 'Bats and Bugs'.

Projects specifically aimed for school children in Years 10, 11, and 12 include talks on antibiotic resistance in bacteria; 'why a veterinary career?'; sickle cell disease; a masterclass on 'Inside the Brain'; and a year-long videoconference project with Motive, part of the Millenium Mathematics Project enlisting secondary school students to be part of a research project collecting social mixing information in primary schools relevant to the risks of disease transmission.

This activity is not formally recognised as part of a workload model. It may form a part of appraisal and promotion processes, but staff may not be aware that this is the case.

Action Plan 22: record, promote and monitor outreach activities.

Flexibility and managing career breaks

a) (i) **Maternity return rate**

Table 6 – Returners from Maternity Leave

Row Labels	2006	2007	2008	2009	2010	2011	2012	2013	Grand Total
Academic	1	4	2					1	8
N/A								1	1
Returned	1	4	2						7
Academic Related					2				2
Returned					2				2
Assistant		3	1	5	2	5	10		26
N/A							8		8
Returned		1	1	5	2	2	2		13
Left		2				3			5
Researcher			2		1		1		4
Returned			2						2
Left					1		1		2
Grand Total	1	7	5	5	5	5	11	1	40

N/A – return rate not available as still on maternity leave

	Maternity return rate
Academic	100.0%
Academic Related	100.0%
Assistant	72.2%
Researcher	50.0%

Given the small numbers of staff involved, it is not possible to comment on whether the maternity rate has improved or deteriorated, but as the figures show, there has been a 100% return rate for academic and academic-related staff groups, suggesting that University policies and the support provided by the Department may have played a part in attracting staff to return from a period of maternity leave.

In the case of researchers, there is a small percentage of staff whose short-term contracts expire when they are on maternity leave, which may account for the higher percentage of non-returners.

The return rate of 72.2% for assistant staff is unreliable, as it includes 8 members of staff on leave, and the outcome of their return was unknown at the time the data was collected.

In March 2013, the University established a Returning Carers Scheme for academic and research staff to assist in the career and professional development of returning carers. The scheme offers funds to help build up the individual's research profile and other academic activities following a period away from work.

(ii) Paternity, adoption and parental leave uptake

There have been four successful applications for paternity leave in the period 2010 - 2012. There were two applications in 2010 and two in 2012, all from researchers.

There have been two successful applications from female staff for adoption leave in the period 2008 to 2012.

There have been no applications for parental leave in the reporting period.

These figures are too low to demonstrate improvement or deterioration, but the applications have been made across staff categories in the Department, which may reflect an appreciation and understanding that the policies are in place to support individuals.

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

The Department has been proactive in recording applications for flexible working. 28 applications for flexible working have been received since 2009, and all have been fully implemented. Of the 28 applications, 26 were from women in the Department (4 academic staff; 1 academic-related staff member; 21 assistant staff). 2 applications were received from male researchers.

b) (i) Flexible working

Currently 13% of staff within the Department have requested a more flexible work pattern under the University's Flexible Working Policy and these requests have ranged from reduced hours to flexibility with regard starting and finishing times in order to meet caring commitments. The contracts for academic, academic-related and research staff allow a degree of flexibility in working patterns, with the proviso that agreed work targets are met. However, many staff roles involve the provision of core services during core working hours, notably those involved in clinical service work, and detailed discussion takes place before implementation of flexible working requests in such circumstances.

The Assistant Secretary (Human Resources) provides HR guidance and support to managers about the management of flexible working; she in turn is supported by the central School of the Biological Sciences HR team.

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

In line with University policy, the Department usually advertises to cover maternity leave for all staff groups, when there is a business reason to do so. When there are difficulties in recruiting, e.g. if a qualified veterinarian is required to fill the role, short term cover is provided. Amongst support staff, lower grade staff are encouraged to undertake additional duties, with the appropriate guidance, so that higher grade posts are covered adequately for the duration of the leave. This has resulted in staff learning new skills and being rewarded financially, with a benefit both to the Department and the individual.

When individuals return to work, the option of flexible working is often taken up, i.e. there is a phased return or a permanent change in working hours. The Department tries to make the transition as smooth as possible, subject to the needs of the business, and will often be flexible with arrangements at the start of the return period in order to enable nursery places to be confirmed, i.e. an adjustment to working patterns subject to nursery places becoming available on the preferred days of work. This applies across the staff groups. Where particular difficulties have arisen, unpaid leave or a temporary change of hours has been facilitated to address the problem.

(iii) Any other comments

The Women in Science and Technology Initiative (WiSETI) was established in 1999 and aims to redress the under-representation of women in employment and career progression in Science (including Clinical Sciences), Technology, Engineering and Mathematics disciplines at the University of Cambridge by promoting and supporting women from undergraduate level to Professor. The Department has its own WiSETI representative who promotes the work of WiSETI within the Department and engages with it more widely in the University.

A Staff Survey was conducted across the School of the Biological Sciences in February 2013, in order to develop an understanding of employee views and opinions; to identify areas for improvement and to maximise employee engagement; to improve communication; and to monitor diversity practices and aid staff well-being. The response rate in the Department was 80% as compared with 78% in the School overall. An analysis of the data collected is still underway, but preliminary findings indicate the following areas for investigation and action: enhanced support for career progression (an area of particular concern for female staff); exploration of perceptions of fairness and/or lack of transparency in the Senior Academic Promotions process (an area of particular concern for female staff); support to staff to achieve a better balance between clinical service and academic commitments (an area of particular concern for female staff); improved feedback to individuals on their performance through induction, probation and feedback processes; discontent with inadequate remuneration. Some of these areas require exploration at University level, whilst others have already been raised by the self-assessment panel as issues to be addressed in the Action Plan.

Action Plan 23: analyse Staff Survey 2013 data.