



Athena SWAN Bronze Department award application

Name of university:	University of Cambridge
Department:	Department of Biochemistry
Date of application:	April 2014
Date of university Bronze and/ or Silver SWAN award:	Bronze Award 2006 renewed in 2009 and 2012
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Abbreviations:

ADR	-	Assistant Director of Research
ASWG	-	Athena SWAN Working Group
E&D	-	Equality and Diversity
HESA	-	Higher Education Statistics Agency
HoD	-	Head of Department
HR	-	Human Resources
MIMS	-	Molecules in Medical Sciences
NST	-	Natural Sciences Tripos
OPDA	-	Office of Post-Doctoral Affairs
PDRA	-	Post-doctoral Researcher
PI	-	Principal Investigator
PPD	-	Personal and Professional Development
RGH	-	Research Group Head
SAP	-	Senior Academic Promotions
SBS	-	School of Biological Sciences
SRA	-	Senior Research Associate
STEMM	-	Science, Technology, Engineering, Mathematics and Medicine
USL	-	University Senior Lecturer
UTO	-	University Teaching Officer
WiSETI	-	Women in Science, Engineering and Technology Initiative

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1. Letter of endorsement from the Head of Department:

Please see following pages

Gerard Evan, Ph.D., FRS, FMedSci,
Head of Department
Sir William Dunn Professor of Biochemistry



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5th January 2014

Re. Athena SWAN Bronze Department application
Letter of endorsement

My mother's family hails from East London while my Father was a Jewish refugee from war-torn Sudetanland, so it is perhaps unsurprising that discrimination of any kind - whether by gender, sexuality, race, age or background - is anathema to me. Nonetheless, despite all best intentions, I know that acknowledging, addressing and eradicating discrimination and prejudice - often unconscious, subtle, covert and legacy-driven - is a constant personal and institutional challenge. For this reason I welcome my Department's application for Athena SWAN accreditation, and the assistance the accreditation process will provide in identifying and rooting out gender bias.

The gender ratio across academic grades in our Department follows the depressing trend observed in so many other UK academic departments - an abundance of talented female graduate students and post-doctoral fellows, far fewer women as junior faculty, and a shamefully low ratio of women in senior academic positions, an imbalance resulting from a decades-long legacy of overt and covert gender bias. When I became Head of Biochemistry in 2009, I made confronting gender bias a public and personal priority and I am heartened to say that things are, albeit too slowly, starting to change. Of our six eligible female faculty, two were promoted to Professor, one to Reader and one to Senior Lecturer since 2010, while three of the five new Principal Investigators we have appointed are women. Nonetheless the gender imbalance, especially at senior levels, remains unacceptable.

I have spent half of my academic career in the UK (Cambridge and UCL) and half at the University of California, San Francisco (UCSF), the latter an academic community not shy in celebrating its remarkable and enviable diversity. I believe this has given me a broad perspective on gender bias, in all its culturally-diverse manifestations. California is ahead of the UK in some ways: the gender debate there is louder and resistance to radical change is softer, facts reflected in its higher proportion of women in senior academic, administrative and commercial positions (most notable in STEM subjects). However, certain practical gender issues (e.g. childcare provision and maternity/parental leave) are lamentable in California when compared to their (albeit insufficient) counterparts in the UK. In each culture the gender bias problem is complex and complicated and its resolution will require resolve, tolerance, dialogue, time and wisdom.

For 12 years I served as faculty mentor to the 400+-strong UCSF post-doctoral community. Over this time, I became convinced of the importance of effective mentoring and tutelage as a major counter to social and cultural prejudices and the sense of personal inadequacy they frequently engender. I have therefore instituted several new mentoring mechanisms in the department - thesis committees for graduate students to advise on science and career options, mentoring committees for all new faculty, and provision of resources to assist post-doctoral fellows with their career choices and skills - all providing balanced and non-adversarial assistance to our junior researchers. We are also making the Department a more hospitable and inclusive place for individuals and families, improving

accommodation and provision of refreshments in communal areas and hosting family-oriented events. We are taking steps to improve our training and awareness of gender and other bias issues, as well as taking a self-critical look at our organizational and committee structures to try to build a less-lamentable gender balance in our academic and administrative organization. Nonetheless, I have no illusions over the significant amount that we still need to do to build and maintain the fair and merit-based academic institution to which I am completely committed.

Sincerely,



Gerard Evan

2. The Self-assessment process:

a. Self-assessment Team

The Department of Biochemistry's Athena SWAN Working Group (ASWG) reflects the diverse roles filled by our staff and students. Members encompass women, men, younger, older, single, some with young children, some with older children, some with grandchildren. We are united in our commitment to equality and fairness in the workplace and in our abhorrence of prejudice, discrimination and bias.

ASWG members (with date of joining Department in brackets) are:

Julie Boucher (2004): Administrative Officer with responsibility for the secretarial provision, accounts and finances, BioPath Stores, library, audiovisual and cleaning staff.

Kevin Coutinho (2008): The University's Equality and Diversity and Athena SWAN Consultant.

Gerard Evan (2009): Head of Department. Previously, Napier Research Professor at University College, London and a Distinguished Professor at the University of California, San Francisco.

Sandra Fulton (1994): Assistant Director of Teaching (30% time) since 2009 and Senior Tutor at Girton College.

Barbara Humphrey (2000): the Facilities Supervisor.

Mairi Kilkenny (2010): Represents the Department's PDRAs and in 2011 was awarded an honorary post-doctoral teaching associate position.

Cynthia Lampert Moore (2006): Laboratory manager. Cynthia represents the Department's assistant staff.

Kathryn Lilley (2000): Heads our ASWG self-assessment team. As a Senior Research Associate she established the Cambridge Centre for Proteomics, and in 2012 became a professor.

Trevor Littlewood (2010): Represents the Department's Senior Research Associates.

Sarah Lummis (1998): Joined as a Senior Research Fellow, becoming a professor in 2012. Director of Studies at Kings College. She represents our Department's research fellows.

Juan Mata (2007): Represents our junior faculty (University Lecturers).

Stephanie Morley (2010): Responsible for recruitment and HR matters relating to Assistant, Academic and Academic-related staff. Secretary for our Athena SWAN self-assessment team.

Christine Thulborn (1995): Our Teaching, Examinations and Postgraduate Administrator. Advises on the needs of our undergraduate and postgraduate students.

Martin Welch (2000): Currently a USL who joined the Department as a Royal Society University Research Fellow. Director of Studies at Murray Edwards College.

b. Self-assessment Process

In 2011, the Departmental Superintendent, Mrs Pat Haynes (after her retirement this role was replaced by a Departmental Administrator) and the Departmental Athena SWAN champion, Professor Kathryn Lilley, invited several Departmental members to form an ASWG team. This self-assessment team first met in April 2012 and appointed additional members to ensure adequate representation of all staff. The team met several times in April/May 2012 and compiled a Good Practice Checklist.

Areas considered as needing improvement included:

- Support and mentoring for staff at key transition points in their careers
- Effective and regular staff appraisal
- Improved communication across the Department
- Improved communal facilities
- Promoting the recruitment of woman into faculty positions
- Encouraging and supporting female faculty in applying for promotion
- Increasing the representation of women on Departmental committees, graduate thesis panels, and as invited speakers and role models

The University conducted a School of Biological Sciences staff survey to gauge views on a range of topics including leadership, communication, self-esteem, career development, work/life balance and pay/benefits, with results published in April 2013. These confirmed many of the issues that we had flagged as in need of improvement and informed our action plan. Of note, there was no evident gender bias in Departmental members' participation in the survey. Additionally, Stephanie Morley attended 'data surgeries' and she and Kathryn Lilley attended a 'good practice' workshop designed to inform and support Departments applying for Athena SWAN awards.

In 2013/14 the outcomes of the staff survey and substantial quantitative data on the Department's activities were scrutinised by the ASWG and from this we identified the principal issues for consideration. We also put in place schemes to address various specific staff concerns, always monitoring their effectiveness by soliciting feedback.

For example:

- Promoting the Returning Carers Scheme
- Establishing regular HoD-staff meetings and communication
- Establishing the post-doctoral research day with Athena SWAN session, July 2013
- Increasing Department-wide social events
- Improving communal and rest areas
- Establishing a mentoring process for new faculty
- Revising and updating our Departmental introduction and induction pack

Meetings of the ASWG were held each month and were minuted with action tasks being delegated to specific members. Advice was also sought from other Departments that had already completed Athena SWAN submissions. When necessary, key personnel were replaced due to retirement and maternity leave.

Throughout, the ASWG ensured that the Department was kept informed of the team's activities and feedback was solicited from our colleagues. Discussions directly relating to Athena SWAN took place at the Departmental research day (13/1/14), the faculty Away Days in 2012, 2013 and 2014 and the HoD gave presentations to staff in July 2013, reporting back on the results of the staff survey.

c. Plans for future of Self-assessment Team

Termly meetings of the ASWG will monitor the implementation of the action plan and report to the academic Staff and Executive Committee meetings on a termly basis. All Departmental members will have access to the ASWG Minutes and progress reports on the Departmental website.

AP1: To embed the ASWG in the Department's culture/systems

Our action plan has various success measures and timelines, e.g. the ASWG chair will draft an annual report detailing progress of the action plan. We will conduct an annual survey (biennial after 2017) and its results will be presented to the academic staff at our annual research days.

AP4: Undertake a yearly staff survey using benchmark data from the SBS 2013 survey

ASWG-sponsored focus groups will monitor progress in implementing aspects of our action plan by meeting with relevant constituencies (e.g. beneficiaries of the Returning Carers Scheme, junior faculty, research fellows).

ASWG membership will be reviewed annually and new members with fresh perspectives recruited, including a graduate student. Our goal is to make our Department a supportive, just and enjoyable environment for all staff and students.

AP31: Ph.D. representation on the ASWG

The ASWG will keep abreast of university-wide Athena SWAN activities and developments by attendance at University AS network meetings, WiSETI, etc.

[932 words]

3. A picture of the Department

The Department of Biochemistry is one of the largest Departments within the University of Cambridge and the largest within the School of Biological Sciences. There are approximately 480 members of the Department including graduate students, with more during term time when Part II (3rd year undergraduate) and III (4th year undergraduate) students carry out research projects. The Department has 43 permanent members of academic staff (18% female). Of these there are 21 professors, 5 readers, 5 senior lecturers, 4 university lecturers, 4 assistant directors of research (ADR), 3 directors of research, and one principal research associate. There are 9 academic-related staff (44% female), 81 support staff (65% female), 17 research fellows, 123 post-doctoral workers (52% female) and 153 PhD students (51% female). The Departmental annual income is around £4.3m from University sources and research grants (mainly MRC, BBSRC, Wellcome Trust and Industry).

Our research falls into 9 categories including, Chemical biology and drug design, Disease biology, DNA and chromatin biology, Molecular microbiology, Plant biochemistry and bioenergy, RNA biology, Signalling and trafficking, Stem cell biology and Systems biology.

Our research groups average ~11 members but vary considerably in size, from 1-30 members. All our academic staff are research-active and we entered 42 for the REF (31 males and 11 females), including four SRAs .

The Head of Department, Gerard Evan, is supported by three Deputy Heads of Department (in research, undergraduate education and postgraduate education), a Departmental Administrator, an Administrative Officer and a Principal Assistant. 57 other assistant staff fill a variety of roles (accounts, human resources, teaching, library services, maintenance, audio-visual and graphics, stores, etc.). Within our overall Departmental mission of excellence in teaching and research, our support staff are given a high level of independence and encouraged to develop their own best practices.

The Department teaches a wide range of courses at undergraduate and graduate level (see below). Teaching comprises lectures and practical classes (undergraduate years 1-2) and lectures and research projects (years 3-4 and postgraduates). In addition, undergraduates receive tutorial supervision. For years 1-2 this is organised by the Colleges (wherein many Departmental academic staff also teach) while tutorials for Part II and III (undergraduate) students are run by the Department. Teaching duties, are distributed as evenly and fairly as possible across all teaching staff. We encourage our post-doctoral researchers and fellows to assist with teaching and offer a dedicated programme to help them develop their teaching skills. Staff teaching is recorded in our teaching duties database, which is accessible to all via the Departmental intranet.

The Department hosts several core facilities (e.g. biophysics, protein chemistry, DNA sequencing, proteomics, metabolomics and Baculovirus production), many available to other Departments and, in some cases, extramural university and commercial clients.

Other Department facilities such as stores and audiovisual services support teaching and administrative needs. All the facilities and core services are described on the Department's public website.

The distribution of women within the Department mirrors the picture nationally. More than 50% of undergraduates, Ph.D. students and post-doctoral researchers are female, and there are even numbers of men and woman amongst the non-established roles: fellows and ADRs (Assistant Directors of Research). However, the proportion of women drops precipitously for all grades of academic established roles: University Teaching Officers (UTOs) and above. Applicants for a recent round of Lectureships had a reasonable gender balance and an initial offer was made to a female applicant. However, she decided to take a position elsewhere and the eventual appointments were both male.

Among our female staff members, there are only two professors, one reader, one senior lecturer, two ADRs and one principal research associate (this represents <18% of academic staff members). Interestingly, 28% of the researchers entered into the REF by our Department were women.

The Department of Biochemistry has several buildings on the Downing Site and Old Addenbrooke's site in Cambridge city centre. The multiple locations cause some issues with communication and sense of belonging across the Department. The need to improve this was apparent from the SBS staff survey. We have created mechanisms to address this in our action plan.

AP5: Increase levels of communication within the Department

a. Student data:

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

The Department does not offer access or foundation courses.

(ii) Undergraduate male and female numbers

Biochemistry is taught to a variety of different cohorts of students, these include first-year medical and veterinary students (MIMS) (numbers around 380) and Natural Sciences Tripos students (NST). Within NST, the first year is very broad-based (Part IA) and the Department contributes teaching to three of the courses offered. In second year (Part 1B) students choose three courses, one of which may be Biochemistry and Molecular Biology, run by the Biochemistry Department of Biochemistry. In third year students can chose to take Part II Biochemistry (leading to B.A) and there is a fourth year Part III Biochemistry course (leading to M.Sci.). Both these courses are administered by this Department. There is no specific policy to ensure gender balance within these courses. As demonstrated in Table 1, there is an even gender in all the departmentally-run undergraduate courses. In addition, the Department contributes to a number of other inter-departmental courses: Part

1B Cell and Developmental Biology, Part II Biological and Biomedical Sciences and Part III Systems Biology.

Table 1: Gender breakdown of all undergraduate courses administered the Department of Biochemistry

	Course	Year	Female	Male
YEAR 1	1A Biology of Cells	2010-2011	182 (54.5%)	152
		2011-2012	154 (50%)	154
		2012-2013	143 (49%)	149
YEAR 1	1A MVST-MIMS	2010-2011	207 (53.5%)	180
		2011-2012	197 (52.5%)	177
		2012-2013	184 (51%)	176
YEAR 2	1B Biochemistry and Molecular Biology	2010-2011	65 (50%)	65
		2011-2012	51 (46%)	59
		2012-2013	60 (58%)	44
YEAR 3 (BA)	Part II Biochemistry	2010-2011	21 (49%)	22
		2011-2012	18 (46%)	21
		2012-2013	19 (50%)	19
YEAR 4 (Masters)	Part III Biochemistry	2010-2011	12 (48%)	13
		2011-2012	11 (44%)	14
		2012-2013	15 (53.5%)	13

Comparisons with equivalent undergraduate courses run by the Universities of Bristol (Biochemistry - 58%), Oxford (Biochemistry - 51%), and University College London (Biosciences – 60%) reveal that our figures are similar to those from other academic institutions.

(iii) Postgraduate male and female numbers completing taught courses

Nil, the Department only offers research post-graduate courses.

(iv) Postgraduate male and female numbers on research courses

There are two categories of graduate student within the Department; studying for an MPhil or a PhD.

Graduate students come from a variety of backgrounds and are funded via several different routes, some fully funded by RCUK or charity funding schemes, some partially funded by these schemes and some self-funded.

Table 4: MPhil students by gender 2010-2013

Year	Female	Male
2010-2011	5	2
2011-2012	3	2
2012-2013	3	6
Total average	52%	48%

Over the past three years there has been a reasonable gender balance in students admitted to study for an MPhil.

Table 5: PhD students by gender 2010-2013

Year	Female	Male
2010-2011	21	17
2011-2012	21	14
2012-2013	10	6
Total average	58%	42%

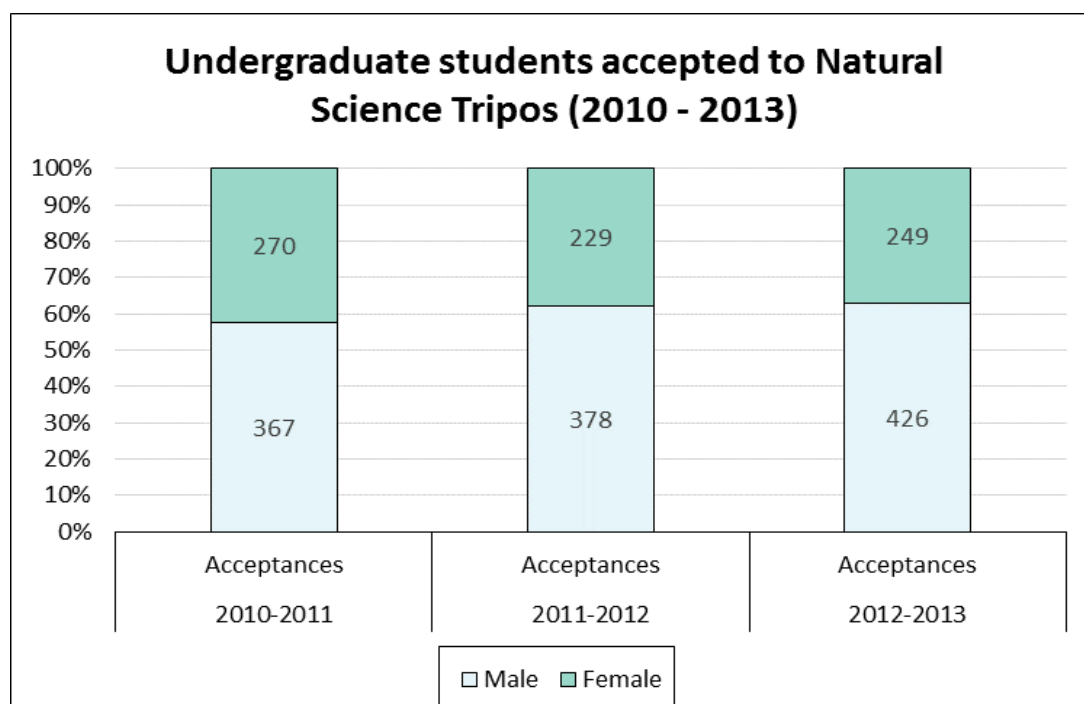
Over the past three years there has been a small but significant bias towards the admittance of female PhD students.

We have a very similar distribution of genders amongst our MPhil and PhD students in comparison with equivalent cohorts of graduate students from the Universities of Bristol (60%), Oxford (50%), and University College London (55%).

We strive to admit the best students irrespective of gender or ethnicity. We do not consider there to be a significant imbalance between the number of men and woman postgraduates within the Department. We clearly do not have an issue attracting high calibre female students and hence we do not feel it necessary to change our procedures to attract female postgraduates.

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

Figure 1 - Admission to Natural Sciences for the past three academic years.



There is no direct admission to the undergraduate Biochemistry courses. Students apply to read Natural Sciences directly to the Colleges. Of the 31 Colleges, three are female only. The others strive to achieve a gender balance within each year's intake across all subject areas. We have no control over the policies adopted by Colleges to maintain gender balance. Furthermore, first year students are classed as Natural Sciences Tripos (NST) which covers a broad subject area including Physical Sciences. These courses have typically attracted more male applicants, which accounts for the imbalance in gender in both the application and acceptance rates.

Figure 2 - Applications and Admissions to MPhil students

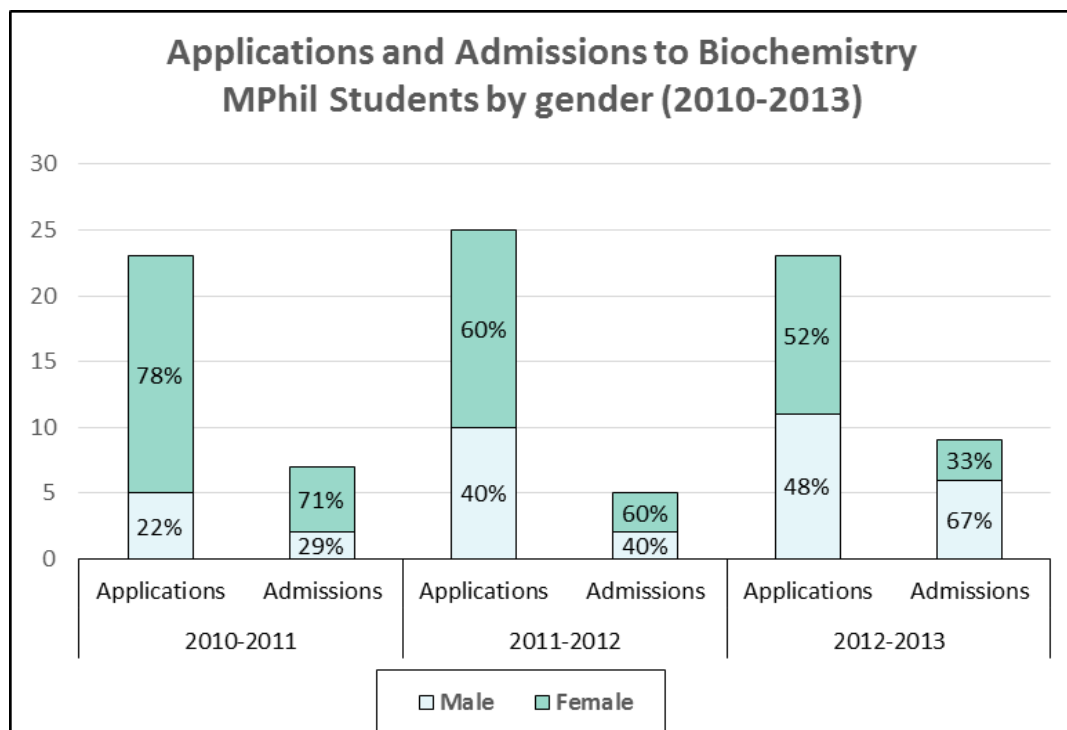
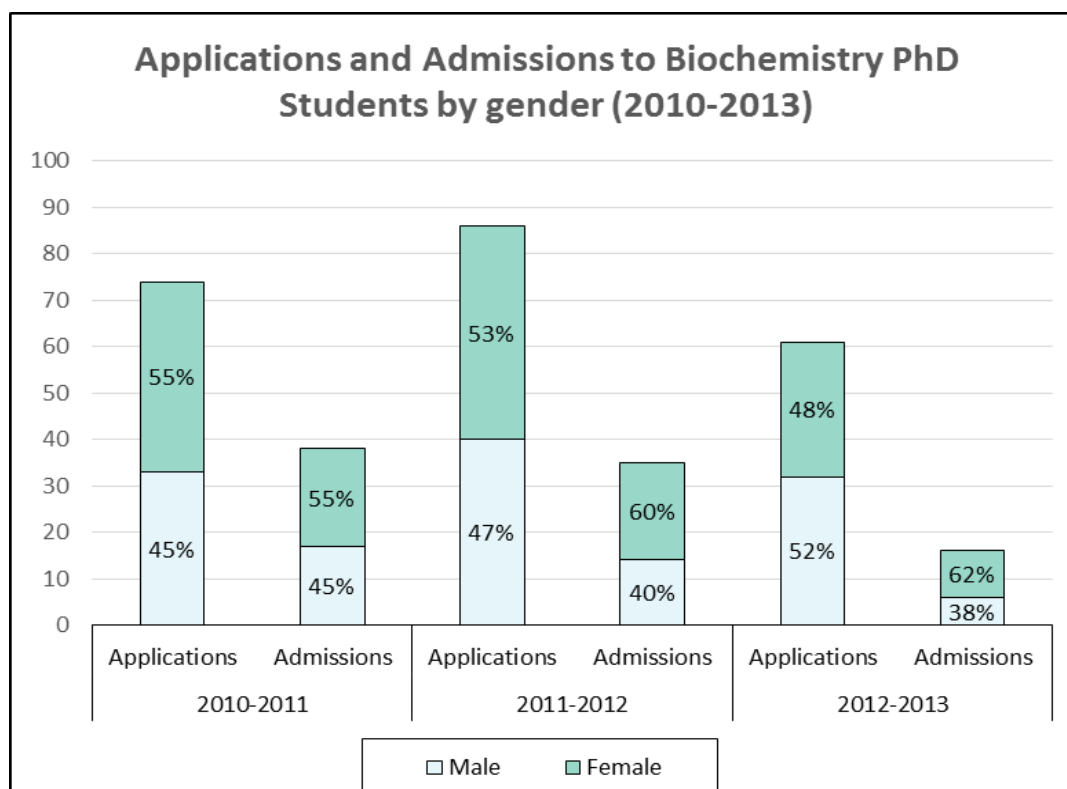


Figure 3 - Applications and Admissions to PhD Students



We do not consider there is a significance imbalance between the number of men and woman postgraduates applying and being admitted to this Department. We thus do not feel it necessary to alter our procedures to attract female postgraduates, but we will continue to monitor gender balance in graduate student admissions. Currently students apply to their chosen Research Group Head (RGH), if their qualifications are acceptable, they are interviewed and suitable candidates are told to make a formal application to the University. All staff involved in interviewing are being encouraged to undertake Equality and Diversity Training as part of our Athena SWAN Action Plan.

AP8: Encourage on-line Equality and Diversity Training.

(vi) Degree classification by gender

Figure 4 - Part II Students achieving Class I

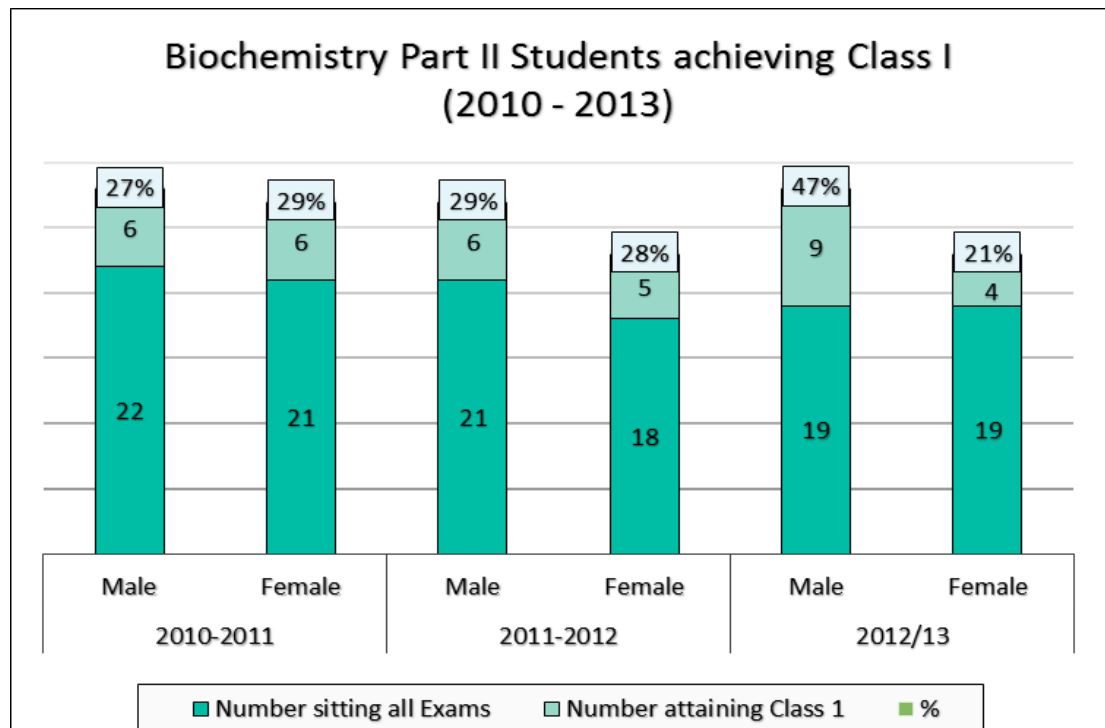
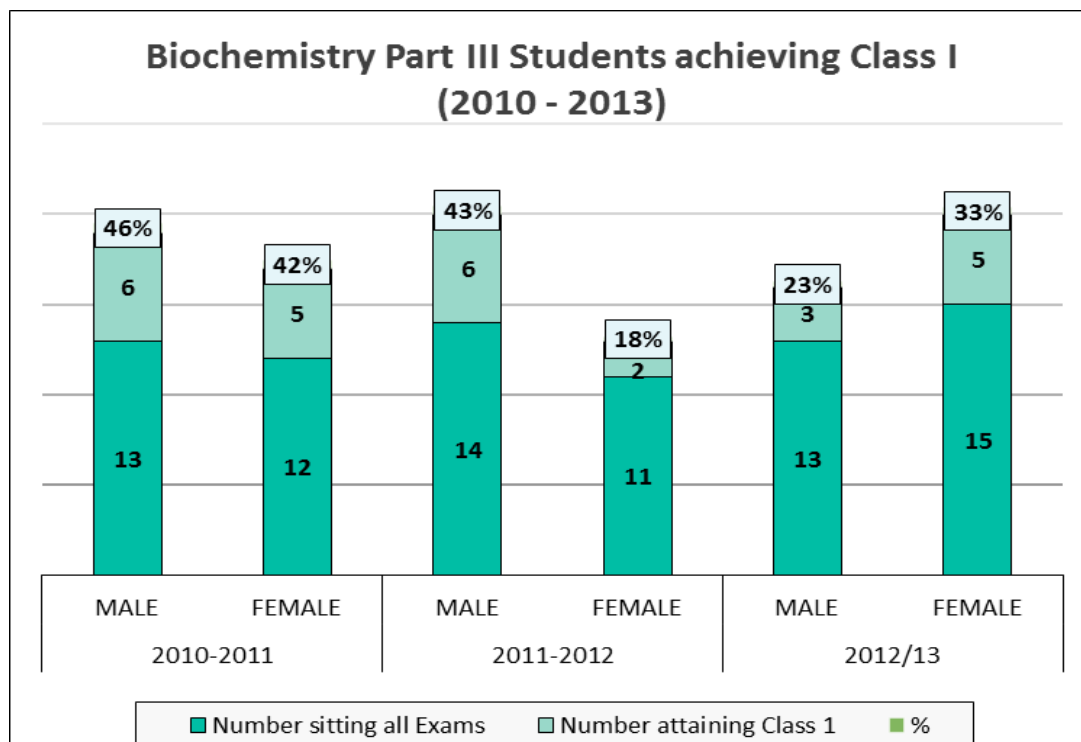


Figure 5 - Part III Students achieving Class II



There is no significant bias in the degree classification by gender. Both genders have performed well over the last three years and although there has been some variation in gender performance, there has been no consistent trend.

b. Staff data:

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

Figure 6 - Research and Academic staff by gender

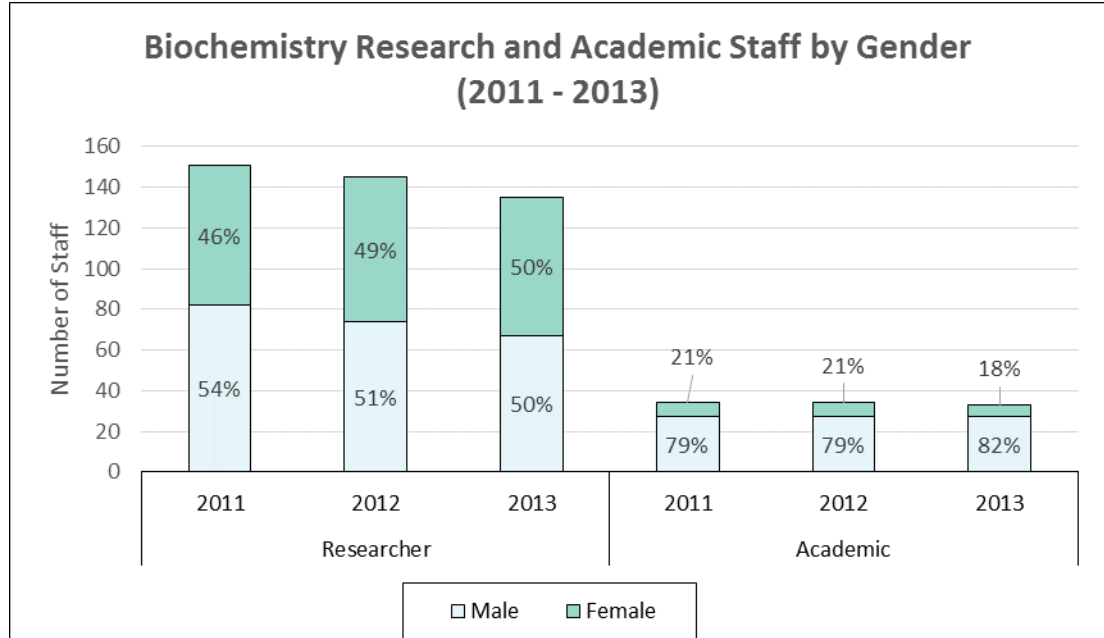


Figure 6a - Research and Academic staff by gender compared to School and University

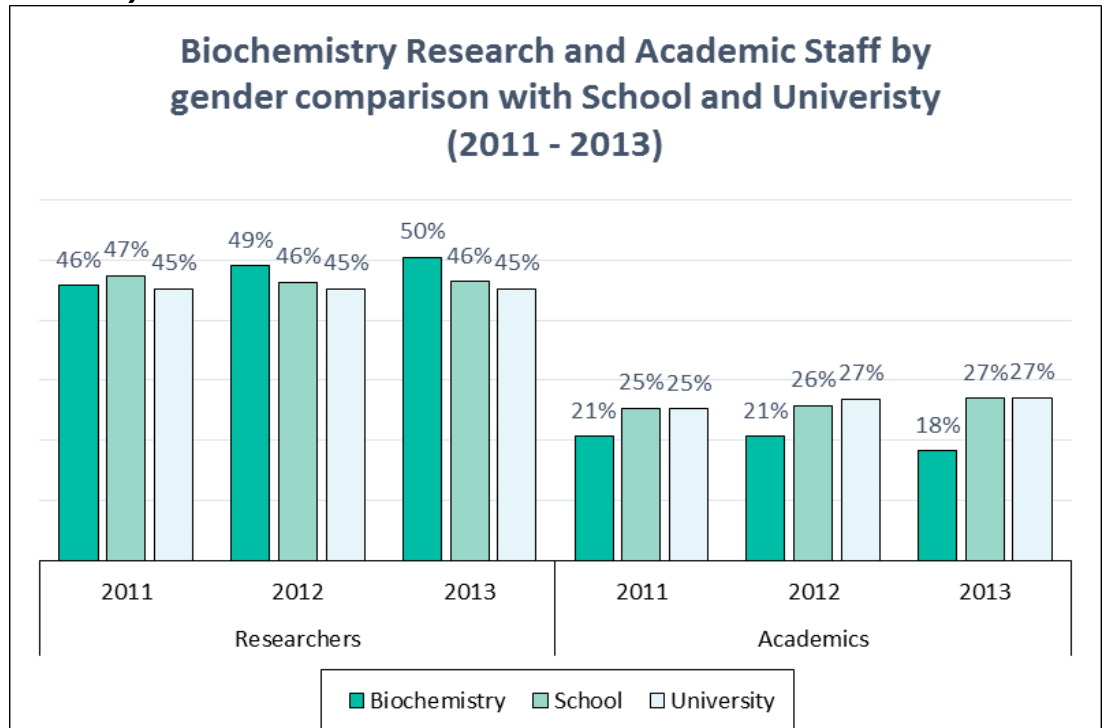
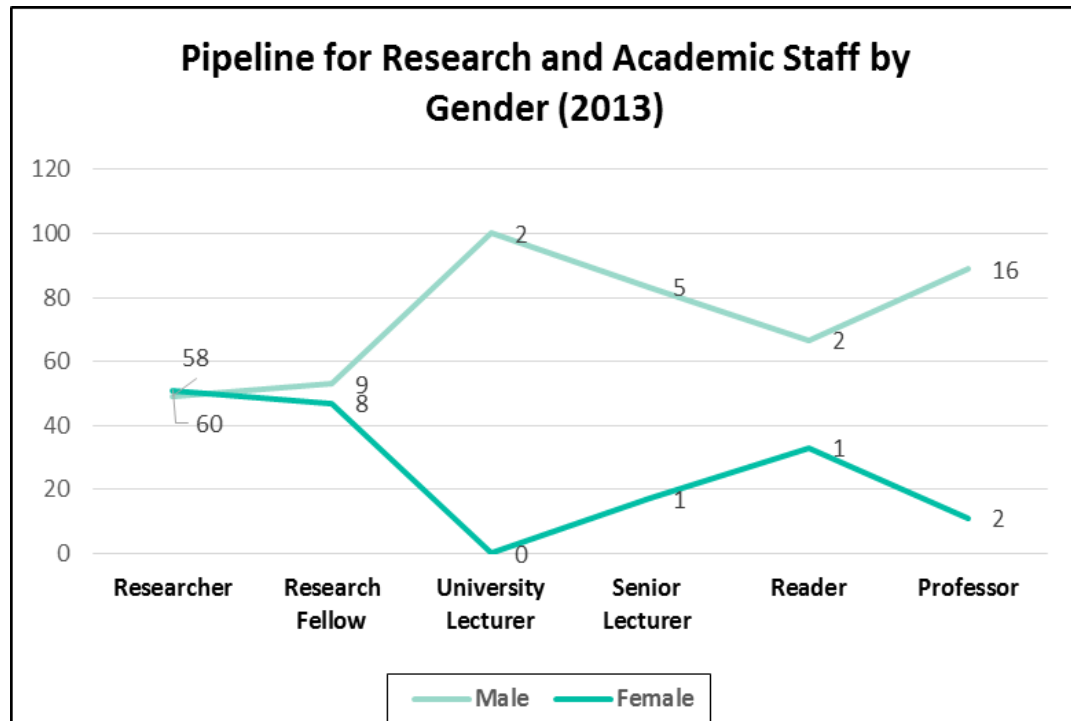


Figure 6 shows that although there is an even distribution between the genders within the Departmental researchers, (the research associates, senior research associates and research fellows). There is a marked decline in the percentage of academics (University Teaching Officers and Assistant Directors of Research) who are female (18% in 2013). A similar effect is seen for University Teaching Officers, where there is marked underrepresentation of women at the level of Professor (Figures 7A and B). Note that there is an anomaly at the level of Reader, which is undoubtedly caused by the small numbers of staff at this grade. In comparison with both the School of Biological Sciences and the University of Cambridge as a whole, our Department has more junior female researchers than average and fewer female faculty occupying positions of lecturer and higher (for example PDN 29%). This gender distribution has not varied substantially in the last few years.

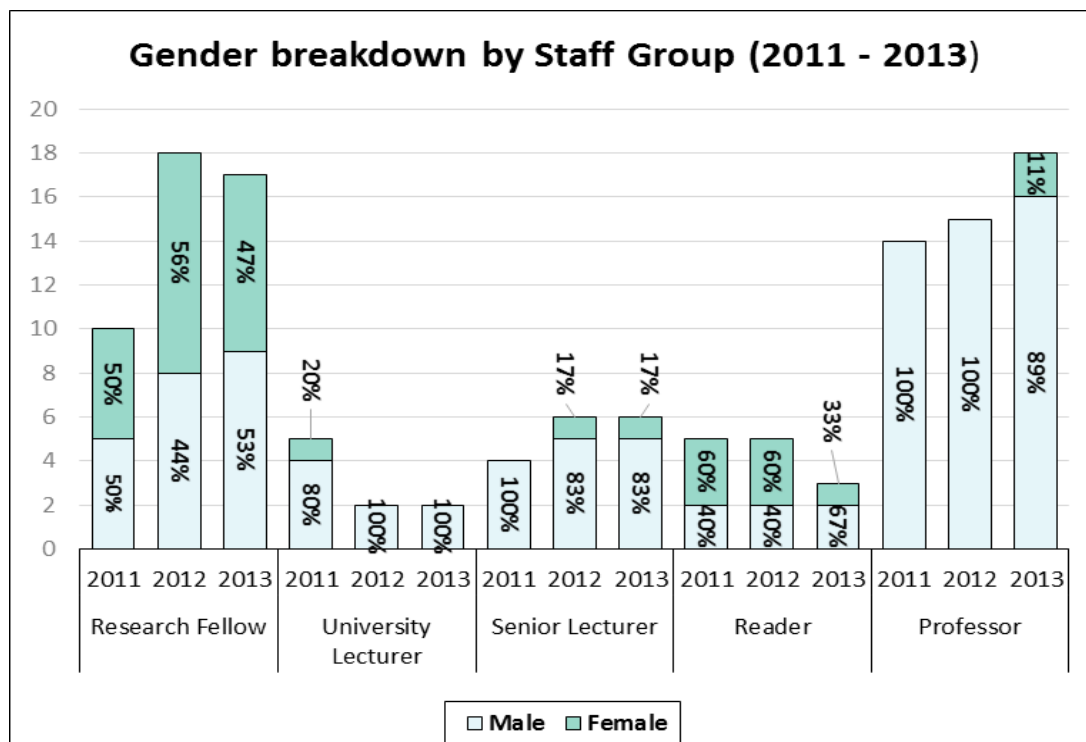
Figure 7 - Gender breakdown by staff group,

A: pincer figure for current data, B: breakdown over the last three years.

A



B



Where the gender distributions amongst researchers and research fellows are in-line with similar university Departments (Bristol contract staff 55%, Dundee 40%, Oxford 38%, UCL 53%), there is a significant imbalance between the genders within the academic grades compared with these institutions.

At the professorial level in particular, women are poorly represented. Furthermore the national average for female non-professorial staff is 43%. Our corresponding number is 23%.

Table 6: Comparison of female professors in other Institutions

Institution	% female professors
Cambridge - Biochemistry	11%
Oxford - Biochemistry	54%
Dundee – Life Sciences	20%
UCL - Biosciences	20%
National average	16.5%

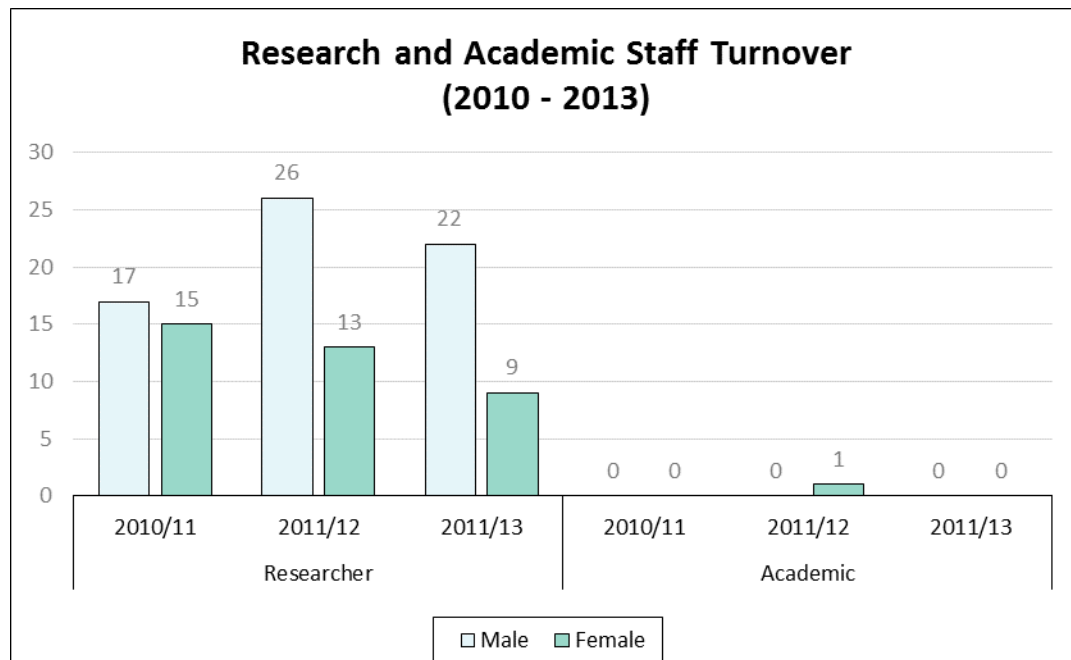
AP2: Increase the proportion of academic staff undergoing regular staff review

AP19: Introduce female role models for female group leaders

(ii) Turnover by grade and gender

Academic Staff: The Department has a very low turnover of academic staff, with one male and female leaving in 2009/10 due to retirement, and a female leaving in 2011/12 to pursue a different career.

Figure 8 - Staff turnover from 2010-2013



Researchers: Over the past three years 102 researchers have left the Department. The percentage turnover for female researchers in 2010/11, 2011/12 and 2012/13 were 47%, 33%, and 29% respectively - female turnover rates are generally lower than that of their male counterparts. The majority staff left due to the end of fixed-term contracts. To date we have not kept accurate records of why our former colleagues have left the Department or their destination. We will introduce a better exit interview system as part of our action plan. This analysis will likely highlight the short-term nature of grant funding and be useful in maintaining contact with former members of staff. This will allow us to refine our understanding of turnover data, increase networking opportunities for existing staff and support and celebrate the work of former members.

AP13: Exit interviews for all members of the Department

4. Women's careers:

Key career transition points

a. Supporting and advancing women's careers:

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

Men and woman are recruited in the same manner to positions within the Department of Biochemistry.

Table 7: New starters

New Starters Data							
	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	Grand Total
Academic			1			1	2
Professor			1 (male)				1
University Lecturer						1(male)	1
Research Fellow	4	8	4	3	8	4	31
Female	1	5	2	2	5		15
Male	3	3	2	1	3	4	16
Researcher	56	58	54	16	36	19	239
Female	26	23	21	8	18	7	103
Male	30	35	33	8	18	12	136

New researchers from 2007 show a slight imbalance towards males (57%). By contrast, the number of research fellows is almost even (52%). Only two academics were recruited in this period (one Lecturer and one Professor), both of which were male.

We have conducted two rounds of Lectureship appointments in the last three years. In 2011 applicants were invited to fill a lectureship. Out of 60 applicants (36 male; 24 female), 18 were shortlisted (12 male; 6 female) and 5 interviewed (1 male, 4 female). A female candidate was offered the job, but turned down the position preferring to re-locate to another Department. Applications to fill two Lectureships - the re-advertised position and another position, were sought in 2012. Applications this round were imbalanced between male and female (Table 8). Note, however, that despite the imbalance in applications, the short listed candidates showed no gender bias, suggesting that the females were better qualified.

Table 8: Summary of the Lectureships appointment round in 2012-2013.

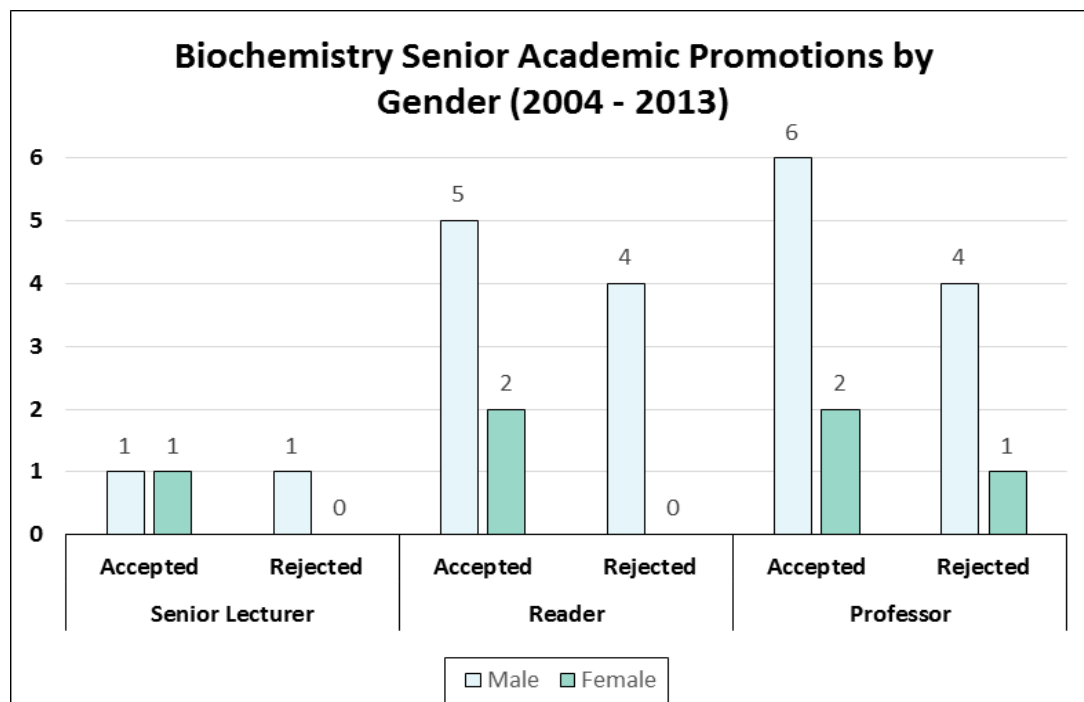
2012-2013	Applied	Short-listed	Offered	Accepted
Female	36	8	0	0
Male	73	9	2	2

The successful applicants were male. Since these appointments a part-time female principal research associate has been recruited and a female Fellow. The University's new Web Recruitment System, launched late 2013, will enable routine monitoring of recruitment data.

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

People in senior posts (lecturers and above) are promoted through the annual University-wide Senior Academic Promotions (SAP) process. Applications are reviewed by a Faculty Promotions Committee comprising Heads of Departments from the School of Biological Sciences.

Figure 9 - Promotion by gender



Despite the low numbers of staff involved in senior academic promotions it is clear that fewer women have applied for promotion than men. Note that women have been more successful when they have applied for promotion. This may reflect that, as a result of confidence issues, generally women are less likely to apply for promotion resulting in gender imbalance in senior academic staff. In our action plan we will conduct more regular staff reviews, which we hope will alleviate this problem.

AP2: Increase the proportion of academic staff undergoing staff review

We will create CV mentoring schemes.

AP3: A curriculum vitae mentoring scheme for all staff

(iii) Recruitment of Staff

The procedure for recruitment is, as far as possible, blind to gender or other equality groups. All advertisements state that, "The University values diversity and is committed to equality of opportunity". Substantial guidance is provided centrally on effective recruitment methods that comply with University policy and procedures, employment law and equal opportunities legislation. We ensure that all appointments panels for faculty have both male and female members (8:2 in the recent round).

All advertisements are scrutinized by the Personnel Secretary and Principal Assistant/Administrator, to confirm that they comply with the University and Employment regulations. For all vacancies PI's are encouraged to confer with a member of their group to select a shortlist. The completed shortlist is returned to the Personnel Secretary. Guidance on interviewing and selection is offered by the Personnel secretary, Principal Assistant and Administrator to ensure that the recruitment process is carried out fairly and complies with the University recruitment policies and procedures. When possible the interview panel should have both male and female representation. Notes are taken during interview and selection is always on the best candidate.

We strive to employ the highest calibre scientists as possible, who fit the needs of the Department. Our advertisements are placed on high profile sites and are equally as accessible by both genders. At all stages of the recruitment process: advertisement, job description and interviews, the Department's commitment to providing a family-friendly place of work with flexible working and the availability of nursery and childcare facilities in the University will be highlighted.

AP10: Monitor flexible working patterns across the Department, including staff and post-graduates

The University's new Web Recruitment System launched in November 2013 will help to monitor the recruitment data more accurately and regularly.

(iv) Support for staff at key career transition points

The key transition points in the academic career progression of female researchers are from PDRA to fellow, and from a fellowship to an established academic position. In the Department of Biochemistry, > 50% fellows are female, falling to 18% for female academic staff (Figure 7). The attrition rate at this point is marked in both genders; the major cause being the relatively small number of available academic positions compared to the number of fellows. However, our data suggest that men negotiate this transition more successfully. We propose a set of actions to ensure that our fellows and PDRAs receive adequate mentorship throughout these key stages.

As part of our action plan, we will increase the proportion of academic staff undergoing regular staff review.

AP2: Increase the proportion of academic staff undergoing regular staff review

AP19: Introduce female role models for female group leaders

Mentors will act as positive role models, and provide advice and guidance on career progression for aspiring female researchers. Although some mentors will be

recruited from within the Department, additional mentors from the wider School of Biological Sciences, or from outside the University will be recruited to satisfy the predicted demand. This will be achieved through consultation with female group leaders to ensure a mentor with appropriate experiences is chosen.

In addition, we will ensure that all staff and students have access to advice regarding their *curriculum vitae*

AP3: Promote curriculum vitae mentoring schemes for all research staff

While the University of Cambridge Careers Service provides excellent guidance pertaining to non-academic job applications (CV advice and mock interviews), we recognise the need for guidance on the preparation of academic CVs. CV mentorship will be included in the academic staff mentoring scheme (AP2). For PDRAs we propose termly small-group sessions with academic staff. PhD students will be encouraged to seek advice from their PhD supervisor and advisor, while undergraduates can obtain guidance from their College Director of Studies. We will also develop a system of mock interviews prior to job and fellowship interviews, and staff will be encouraged to take advantage of these. We will be mindful not to overload staff members with membership of mock interview panels, and if necessary, will seek members with suitable backgrounds from other Departments.

AP29: Provide mock fellowship/lectureship interviews for all research staff

We will actively promote activities that support and develop the transition of postdoctoral researchers to independent positions. The University Personal and Professional Development programme (PPD) provides several training courses and workshops, notably The Emerging Research Leaders' Development Programme, which is designed to help PDRAs achieve research independence (women are particularly encouraged to apply). Courses are also provided by the Postdocs of Cambridge (PdOC) Society. Nonetheless, we will develop activities to promote postdoctoral progression within the Department to ensure maximum impact. In 2013 postdoctoral researchers were encouraged and supported to organise their own research day. This impressive meeting attracted commercial sponsorship and culminated in a Department-wide BBQ.

The Biochemistry Post-doctoral Committee organise an annual retreat for PDRAs across the School of Life Sciences. The retreat offers academic career guidance and workshops, networking opportunities and career advice from scientists who left academia to pursue alternative careers. The Post-doctoral Committee also organise annual 1:1 career guidance sessions with members of the Career Service (who offer career and CV advice and mock job interviews).

AP2: Increase the proportion of academic staff undergoing regular staff review

AP3: Promote curriculum vitae mentoring schemes for all research staff

AP26: Encourage attendance at PDRA days

We will continue to support similar events and other activities, including enrolling PDRAs into Departmental teaching roles, providing training in teaching techniques and grant writing advice.

AP27: Expand the teaching programme to enable PDRAs to gain teaching experience

AP28: Assist with writing fellowship and grant proposals

We are aware, however, that action is required in the area of mentorship for PDRAs. The Office of Post-doctoral Affairs (OPDA), in collaboration with the PPD team (Human Resources division), are currently running several mentoring schemes across the University. Their aim is to provide post-doctoral research associates with confidential 1:1 mentorship from group leaders within their Department. These pilot schemes are scheduled until September 2014, after which it is hoped that they can be rolled out across the University in a streamlined, software-supported manner. We are in contact with the team running this scheme, and are awaiting advice as to how the Department can participate.

AP25: Implement mentoring for PDRAs

We will monitor the success of these initiatives on a yearly basis by determining demand, uptake and career progression of all staff. Data will be collated on the career progression of female PDRAs and fellows both within (AP2) and beyond the Department (AP13). These data will inform the ASWG.

To ensure that graduate students are prepared for *viva voce* examinations, many supervisors carry out mock examinations. We will offer mock examinations upon request for those who do not have such an examination available to them.

AP30: Mock vivas

b. Career development:

(i) Promotion and career development

Formal identification of career development needs is through the appraisal process, where all academic staff are appraised by another, usually more senior, member of staff, and researchers are appraised by their supervisors. Appraisals are based on a centrally approved framework (the staff review and development programme) which individual Departments have modified to suit their needs.

AP2: Increase the proportion of academic staff undergoing regular staff review

This will involve a biennial career development meeting for each staff member with the aim of providing advice on progress and outlook for promotion/career progression. We will monitor the balancing of different roles within the job in alternate years. Monitoring of the appraisals will be undertaken by Departmental personnel secretaries and the Head of Department's secretary, with strategic leadership from the Head of Department and Departmental Administrator. Additional *ad hoc* reviews will be provided for those at key career decision points and those who request or require more frequent meetings (AP2). New academic staff (UTOs) will be mentored by senior faculty annually over the first 5 years of their tenure. There will be probation meetings for all staff within 6 months of their start date.

The duty of carrying out appraisals is shared amongst senior academic staff, with the heaviest load on the Head of Department. This responsibility will count towards the teaching/administrative load. To ensure that appraisals are perceived as a positive tool for career development the School of Biological Sciences compiled separate sets of research and teaching performance awareness data criteria in 2013 to make more explicit what is expected of staff, concerning the quality and quantity of different aspects of academic activity. To ensure uniform quality, all staff undertaking an appraisal will be encouraged to attend a training course.

The employment and career management scheme for researchers was introduced by the university in 2011 to support research staff. The scheme enables researchers, with the support of their supervisors, to identify career aspirations, analyse their skills and development needs and produce an action plan. Specific career development courses for researchers include: being strategic, getting others interested in your research, insights and opportunities for research staff, being assertive, solving research problems creatively and writing research papers.

(ii) Induction and training

All new members of staff are welcomed to the Department and attend an induction session, where practical information is given about personnel and safety matters. Also professional and personal development and relevant University resources are discussed. As well as the one-to-one induction session, the new member of staff is given a Welcome Pack containing additional information about Departmental staff and their roles, facilities and services available and details of on-line training, in particular 'Your University Induction', 'Equality and Diversity' and 'Health & Safety Induction'. As part of the induction session, introductions are made to key colleagues and there is a tour of the buildings

The induction process has been revised recently but we will modify to establish checklists tailored to different staff groups and will include information about Athena SWAN, "Cake and Careers" seminars, WiSETI, Bullying and Harassment, more information about childcare provision, Returning Carers Scheme, careers services and Departmental history.

AP12: Improve induction packs and staff inductions

We will provide clear information on how to seek advice about bullying and harassment in the workplace.

AP7: Formalise the role of the Bullying and Harassment officer

Feedback from newly recruited members of staff will be captured in the planned annual/biennial staff survey. While we are introducing our action plan, we will monitor feedback in annual staff surveys. These will be reduced to biennial surveys after 2017.

AP4: Undertake yearly staff surveys using benchmark data from SBS 2013 survey

The University of Cambridge offers a range of courses focussing on the career development of female staff and the Department has a member of staff who ensures that details of all available courses and workshops are circulated to all members of staff.

The University's 'Welcome to Cambridge' event, hosted by the Personnel and Development Office twice a year, introduces staff to key characteristics of the culture, processes and values of the University. This event provides the opportunity for staff to network with other new staff and learn about the wide range of opportunities and support services available to members of the University. The online Induction course and online Equality and Diversity module support this initiative. All staff are expected to complete this module which provides an introduction to the meaning of equality and diversity both personally and

professionally. It also looks at ways in which individuals can help to break down barriers to equality and provides useful information about what to do if staff feel that they are being treated unfairly whilst in the employment of the University.

AP8: All staff to complete equality and diversity on-line training

'Springboard' is a women's personal development programme open to all staff: academic, research and support. It offers women the chance to step back and consider their personal and professional goals. The programme deals with realistic self-assessment and the setting of challenging goals for oneself. Key areas covered include: communication skills, assertiveness, self-confidence, improving work/life balance and the development of positive skills and attitude. Female staff will be encouraged to attend.

AP2: Staff review at which training will be encouraged

There is currently low uptake of the Springboard courses and it is intended to disseminate this information more widely in future and encourage staff uptake.

In addition to making all new members of the Department of Biochemistry aware of University-wide resources, the Department provides all new academic members of staff with a mentoring committee consisting of three academics (not necessarily from the Department of Biochemistry). For new female academics the intention would be for at least one mentor to be a woman. Existing female academics will be encouraged, at staff review and development sessions, to attend mentoring courses and to become mentors.

AP20: Encourage female staff to attend mentoring courses to become mentors

(iii) Support for female students

We are mindful of issues pertinent to female students. Mentoring of female undergraduate students is handled by their Colleges, however, we plan to ensure that there is a female staff member in Part II/III supervision groups, giving female students the opportunity to chat informally about any concerns they may have.

AP32: Female representation within staff in group supervisions

We are also mindful of the issues pertinent to female PhD students. There are too few female staff to ensure that there is female representation on each graduate training panel (typically three members of staff per panel), moreover these panels are made up of staff members who are most closely related to the PhD student's area of research. Female staff members will be available for confidential meetings with female PhD students and this will be communicated to PhD students during their induction into the Department.

c. Organisation and culture:

(i) Male and female representation on committees

The Department aims for every member of staff to sit on at least one committee, but usually more, committees and membership is usually chosen as a reflection of their particular expertise and area of responsibility. Constitutionally, all major decisions must be ratified at termly Staff Meetings. Other, smaller committees deal with more specific areas of governance. Minutes of committee meetings are posted on the Departmental intranet and are available to all.

The Department recognises that the low number of women on these committees is unacceptable and will be taking steps to redress this imbalance whilst paying due regard to not overloading female academics. To check that these measures are working a mechanism will be developed to record committee membership to enable the database referred to in AP6 to be maintained and regularly updated.

We will encourage women to become members of school and university-wide panels.

AP16: Redress the imbalance in female representation on committees

Encourage women to become members of national and international panels such as RCUK grant committees, to ensure professional development commensurate with promotion criteria.

AP17: Redress the imbalance of representation of female members of the Department on RCUK committees

AP18: Develop mechanism to record recruitment of women to panels and committees

At the level of University, Departmental staff sit on a variety of committees:

- the Council of the School of Biological Sciences
- Appointments Committees
- Faculty Board and various other Teaching and Management Committees.

Female representation on these committees is slightly better at 30% (8/27 occurrences of Departmental staff on University committees).

Representation on a variety of external committees, for instance BBSRC, BHF, CRUK, Microsoft, Royal Society, Wellcome Trust, etc. shows female representation at 27% (11/41 occurrences of Departmental staff on external committees).

Table 9: Representation on influential Departmental meetings:

	Male	Female	% Female
Steering Group - weekly group made up of Senior Academics and Administrators who deal with urgent matters - reports to the Executive Committee	9	1	10
Executive Committee - decision making body receiving reports from the following Committees	12	3	20
Finance Committee - reviews and polices Departmental finances and reports to the Executive and Staff Committees	7	1	12
IT Committee - oversees Departmental IT provision and policy	4	2	33
Library Committee - addresses Departmental library provision	4	2	33
Post Graduate Committee - deals with all matters involving Masters and Doctoral students	7	3	30
Safety Committee - meets termly to review all Departmental safety matters	12	4	25
Space Committee - Deals with the allocation of space within the Department	4	1	20
Strategy Committee - looks ahead and determines longer-term policies	8	2	20
Teaching Committee - oversees undergraduate teaching strategy and execution	11	3	21
All Committees	78	22	22

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

Figure 10 - Fixed term versus permanent contracts by gender

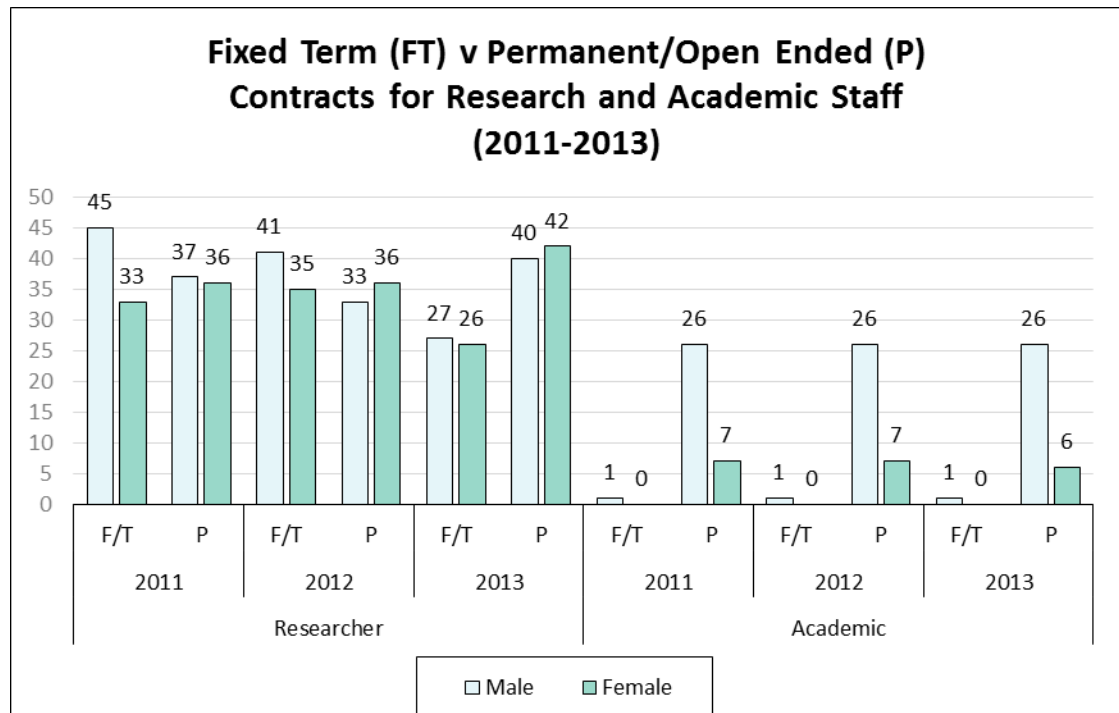


Figure 10 shows that there is no gender bias towards those with fixed term or permanent contracts within the research staff: PDRAs, SRAs etc. There is only one academic member of staff on a fixed term contract and this is a male. This trend appears to be stable.

(iii) Representation on decision-making committees

With such a small number of female academic staff the Department has problems in achieving an acceptable gender balance on committees and care must be taken to avoid “committee overload”. The Department needs to be pro-active in encouraging female staff to be selective in their committee membership, with more emphasis being given to higher-profile, decision making committees: within the Department, the University and externally. Two major decision making committees within the University are:

- The Council of the School of Biological Sciences – represented by Heads of Department and Directors of Institutes therefore membership dependent upon status rather than gender.
- University Faculty Board – the Department has two members on this Board, one being the Head of Department. It may be possible to encourage a female Departmental member in the future.

Although the level of female representation on external committees is similar to internal and University levels the positive indication is that the female involvement on these committees in some instances is very influential:

- President of the Society of Biology
- Biological Secretary and Vice President of the Royal Society

AP16: Redress the imbalance in female representation on committees

AP18: Develop mechanism to record recruitment of women to panels and committees

(iv) Workload model

We have a teaching officer database to record teaching and examining duties. This includes teaching organiser roles, outreach work and membership of teaching-related committees.

We plan to extend the duties covered in this database to include all Departmental committees and responsibilities such as Safety Officers, mentoring etc. This database is available online to staff whose duties are recorded in it and can be viewed by role/course/person as required. This will allow transparent and simple comparison of workload across the Department. We have expanded the role and time allocation of an administrative assistant to accommodate this extra work. Examining is allocated on a rota basis at least three years in advance. Other duties are reassessed every academic year. The aim is to balance workload and career development bearing in mind that early career posts have limited teaching duties.

AP6 : New database to reflect total duties

(v) Timing of Departmental meetings and social gatherings

The Departmental core administrative working hours are 08:30 - 17:00 (16:00 on Friday). Research staff, while contracted to work 37 hours per week, are not expected to adhere to prescribed working hours. This is due to the nature of scientific research, which often requires significant flexibility on the part of the researcher. We find that this system usually works well for all concerned, and that the work ethic within the Department is excellent.

We feel that our flexible work ethic should continue to be encouraged at all levels, but recognise that more could be done to monitor flexible working arrangements. While there is a mechanism in place to record the flexible working hours of administrative staff, there is no such system in place for research staff and students. At present, flexible working hours are arranged informally between the research staff member and their PI. We will put in place a mechanism to capture information regarding the flexible working of all staff. This will enable the ASWG to determine how many Department members utilize flexible working arrangements, and to identify and highlight good practice.

AP10: Monitor flexible working patterns across the Department, including staff and post-graduates

All Departmental meetings are held within administrative core working hours. The Departmental seminar series is scheduled weekly on Tuesday lunchtimes during term. Staff meetings are held either mid-morning or early afternoon. Laboratory meetings are arranged by individual research groups, but are generally held within core working hours. There have been no formal complaints about the timings of Departmental meetings to date, and we will continue to organise such meetings as above.

The Department has initiated several Departmental wide events, including seminar programmes, Staff Away Days, the Staff Garden Party and monthly 'Happy hours'. In general, Departmental events are mindful of those with family commitments. The annual Departmental away-day is held within core working hours, and although it is off-site due to capacity considerations, it is within ten minutes cycle ride of the Department. The senior research staff retreat, is held over two days, four miles from the Department. Although a residential retreat, overnight accommodation is optional, and all sessions are scheduled between 09.30 and 17:00. The annual Departmental summer barbecue is held in the evening, and families are welcome. Other events, including celebrations of success, the Christmas party and the summer garden party, are scheduled within core working hours. We recognise that more could be done to welcome families to our social events and, while this poses challenges due to numbers, we will extend invitations to our summer garden party to include partners and children.

The Department has two canteens, one in each of the main buildings, which supply drinks and light snacks. These are available from catering staff from 10:30-11:00, 12:30-13:30 and 15:30-16:00 daily. The canteens are heavily used, and provide excellent opportunities for interactions between different research groups. While the Department also has vending machines, which dispense cold drinks, chocolate and crisps, we acknowledge that provision for staff working outside core hours is poor. Improved seating and vending facilities are part of our action plan.

AP11: Improve out-of-hours catering and relaxation facilities within the Department

(vi) Culture

We are proud of the strong tradition set by the first Chair in Biochemistry, Nobel Laureate Sir Frederick Gowland Hopkins. He was unusual in his day as he encouraged woman to work in his laboratory as researchers and assisted and promoted their careers. The Biochemistry Department in Cambridge has housed some notable woman researchers at a time when there was tremendous inequality between the sexes. Our history is celebrated on our website <http://www.bioc.cam.ac.uk/about/history>.



Figure 11 - A picture of Frederick Gowland Hopkins and his laboratory members circa 1916

It is with this fine example the Department of Biochemistry strives to maintain equality between its male and female students and staff within a UK-wide culture in which it has been challenging for women to attain senior academic posts.

To celebrate the women in the Department over the years, we are designating a 'Woman in Science' room, which will serve as a gallery of achievement. This room will be open to the members of the Department as a meeting room and open to the public during Science Week.

AP15: Continue to develop the Woman's gallery

We have very talented and successful members of the Department of both genders, and as part of the action plan, we will endeavour to share and celebrate colleagues' successes to aid communication and to inspire members of the Department.

AP14 Celebrations of success

The Department is very conscious about equality and supporting its female staff. The personnel secretaries forward emails immediately about WiSETI and other events targeting female colleagues. Moreover, there is a poster board advertising these activities in both the main Biochemistry buildings.

The main Departmental seminar series attracts a large audience and features speakers from outside the Department and University. Nominations for speakers are sought from Department members. The percentage of female speakers has been low, ~18% per year. We will ensure that more female researchers are invited to give Departmental seminars.

AP21: Increase the percentage of external female seminar speakers

The Department of Biochemistry maintains a female friendly culture. This was born out in the SBS staff survey, where no gender bias was observed in any responses.

The survey did not highlight that there is any issue with bullying or harassment in the Department but did indicate that the mechanisms for reporting bullying and harassment were unclear. The mechanisms put in place will be clarified with new officers recruited to the role. Furthermore, it is clear that few staff have completed Equality and Diversity or Dignity at Work training. In our Athena SWAN action plan we have two independent action items aiming to rectify these issues.

AP7: Formalisation of Bullying and Harassment officer

AP8: All staff to complete equality and dignity training on-line

(vii) Outreach activities

Staff have a strong commitment to outreach activities, both within the Department and through their College affiliations.

Formerly outreach activities have not been catalogued by the Department but a database has recently been put in place to record these.

Examples include: The Department always takes part in the Cambridge Science Festival with attendance increasing year on year. Last year a female member of the Department organised a collection of redundant computing equipment from industries around the area for shipment to a school in Freetown, Sierra Leone and took part in a science fair/education workshop there. This year a number of staff took part in a scientific “speed dating” event at a local school.

We will continue to support staff’s outreach activities and circulate prospective events to the entire Department. Furthermore, mindful of the time commitment involved, we will add outreach activity information to the teaching duty spreadsheet and take it into consideration when allotting duties to staff members.

AP8: Expand the transparency of the teaching duty spreadsheet to include other Departmental duties and workload

The University of Cambridge’s promotion process has been reviewed to take this into consideration, and we will discuss outreach activities during staff reviews and when exploring promotion prospects for staff members.

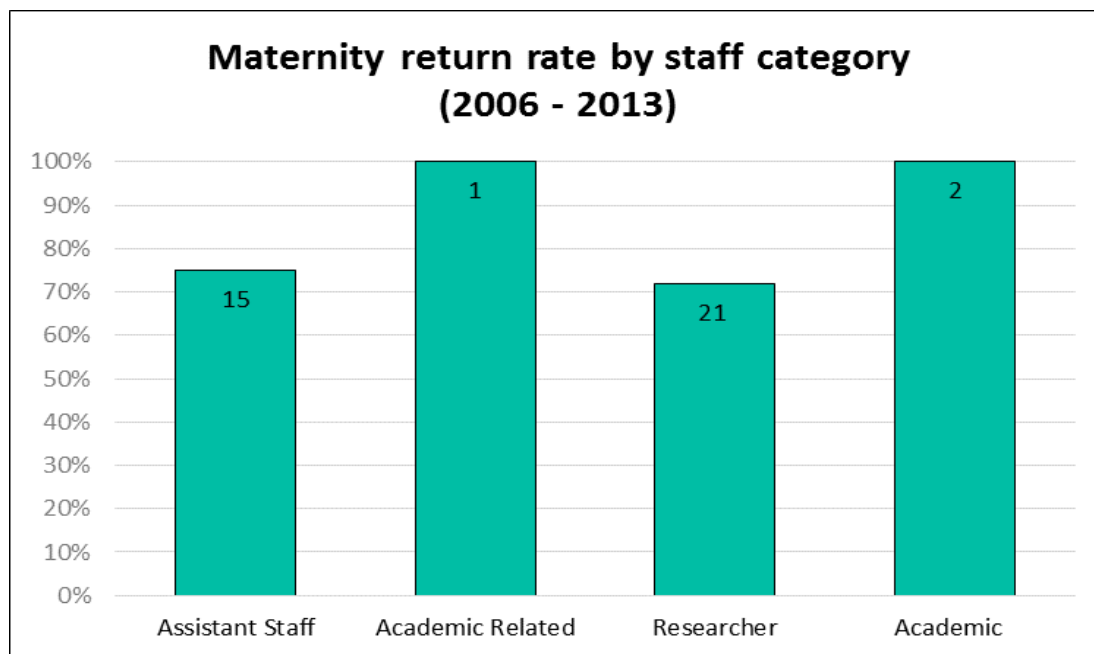
AP2: Increase the proportion of academic staff undergoing regular staff review

During PDRA and SRA review sessions, their outreach activities and impact on career development will be discussed.

d. **Flexibility and managing career breaks:**

(i) **Maternity return rate**

Figure 12 - Maternity return rates



Maternity return rates in the Department of Biochemistry are generally good across all staff categories (Figure 12). Although the reported return rate for academic and academic-related staff is 100%, the numbers involved are too low to draw conclusions, including trends in return rate over the last 7 years. Maternity return rates amongst the research assistant and research associate staff (2006 – 2012) is approximately 70%. Whilst the numbers are also too low for significance there appears to be a slight trend towards an increase in returning staff over the last 7 years. Maternity leave taken in 2013 is not included in these data since we do not have information on return intentions. To further support woman returning to work, we will provide facilities for nursing mothers such as a room to express milk and a dedicated refrigerator for storage. Moreover, we will popularise the Returning Carers Scheme by email advertisement, and by publishing case studies on Departmental intranet.

We are aware that a significant number of researchers and academic staff may need, or choose, to take a career break (for example, maternity, adoption or dependant care leave). Over the next three years we will increase publicity for the University's Returning Carers Scheme via the Departmental website and email.

AP9: Increase awareness of the Returning Carers Scheme

This scheme provides funding to support the recipient in developing their research career following a period of leave. Through our website we will highlight (with consent) successful case studies from within the Department.

We operate paid Keep in Touch (KIT) days. An employee may, with the agreement of the Head of Department, carry out up to 10 days work during maternity leave without bringing the maternity leave to an end.

AP23: Improve facilities for nursing mothers

AP9: Increase awareness of the Returning Carers Scheme

(ii) Paternity, adoption and parental leave uptake

There has been a small uptake of paternity leave (9) and parental leave (3) over the period 2009 – 2011. This has largely been amongst research assistants and PDRAs, probably reflecting of the larger numbers in these groups compared to academic and academic-related staff (see Figure 7). One of three taking unpaid parental leave was female. The numbers taking paternity or parental leave appear to be fairly stable. In future we will more closely monitor the uptake of such leave.

AP24: Monitor paternity leave

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

There is no apparent difference in the relative proportion of full-time and part-time work by gender amongst academic staff. However, there is a higher proportion of female research staff employed part-time, possibly as a reflection of child-care issues. The Department offers part-time employment to all staff categories whenever possible. We assess each case individually, and for Research Staff, take into account the sponsor and the nature of the project.

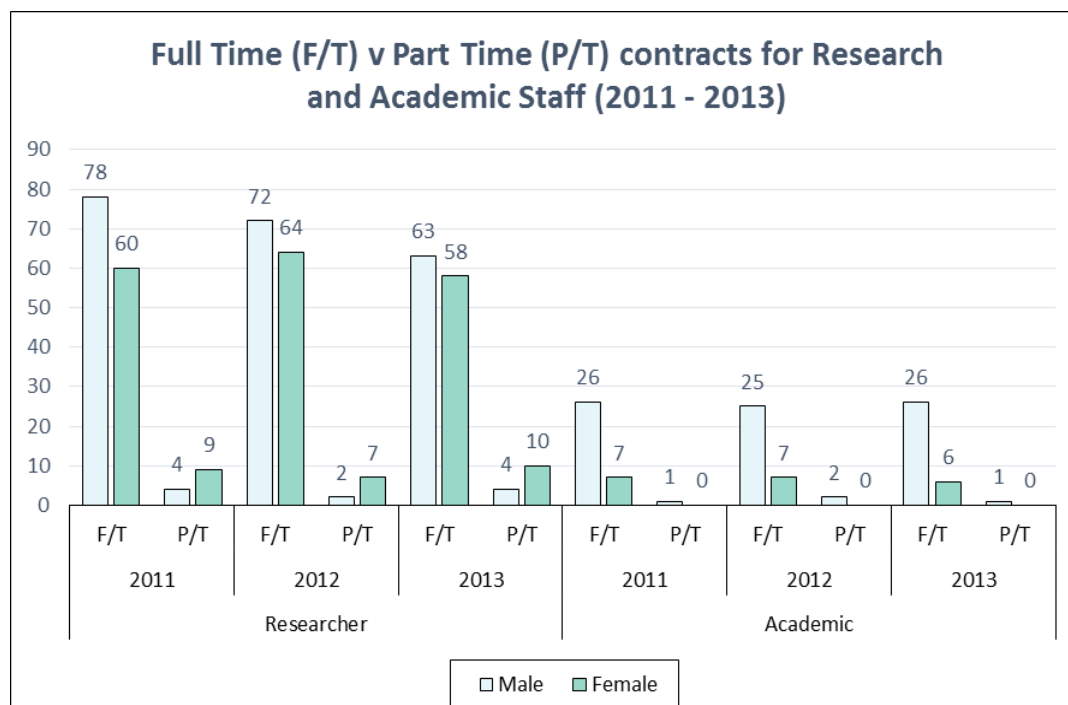
We will continue to collate and record requests and uptake of part-time working.

Any reduction or increase in working hours for all staff are formally agreed and recorded by HR. The University's central HR has tightened up their procedures to ensure this is recorded more accurately.

(iv) Flexible working

The Department operates an informal flexible working hours policy irrespective of staff category, grade or gender and this will be raised at all interviews (**AP10**) and, if necessary, addressed at staff reviews (**AP2**). This provision has only been documented for administrative and assistant staff.

Figure 13 - Full-time versus Part time contracts



AP10: Monitor flexible working patterns across the Department, including staff and post-graduates

AP2: Increase the proportion of academic staff undergoing regular staff review

Amongst research and academic staff flexible working is extremely common and arranged locally on an informal basis – a clearly successful strategy for managing variable time demands in research activity and we see no reason to change this.

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

The Department implements the University policies to support women before, during and after return from maternity leave. During the last few years two faculty members and three research staff have taken maternity leave. Other members of the academic staff provided cover for the teaching and administrative duties of the faculty staff. Upon their return to work teaching and administrative duties were

reinstated gradually. Risk assessments are carried out for all pregnant women to ensure that any necessary adjustments are made to their work. In addition, we are implementing a policy of “pre-maternity” interviews to identify ways in which the Department can provide advice and assistance with return to work (**AP22**).

AP22: Pre-maternity leave meetings

The Department is aware that managing a period of leave/part time work could have a negative impact upon career progression. Providing greater support and mentorship to this group before, during and after maternity leave is in our action plan. The University provides resources, in the form of the “Returning Carers Scheme”, from which researchers and academic staff can request assistance with building up research profiles following leave. This initiative will be beneficial to women returning from maternity leave and will provide funds up to £10,000 for research support, tailored to the individual’s requirements. This scheme has already benefitted three research staff. We will publicise this fund to all staff via the Departmental website and by email. Awareness will monitored annually by staff survey (**AP9**).

AP9: Increase awareness of the Returning Carers Scheme

[4832 words]

5. **Any other comments** (500 words)

As part of our preparations for the submission of this application, two areas of concern were highlighted by members of the Department.

The first centres round the level of interaction across the Department. The Department of Biochemistry is scattered across several buildings in Cambridge city centre, which has led to some problems with communication and the sense of belonging across the Department. This issue was apparent from the SBS staff survey and we have taken it very seriously as we believe that communication between all members of the Department is of paramount importance to the well-being of the staff and students and the success of the Department in terms of education and research. We have created mechanisms to address this in our action plan (see AP5). We will therefore, continue holding an annual Departmental research day (January) and an annual group leader away day (April) at which the HoD communicates Departmental news, but in addition we will hold a Departmental address (June/July) given by the HoD to all staff. These sessions will be interactive with encouragement for general comment by all. We will monitor satisfaction with communication levels through a yearly/biennial survey (see AP4), the results of which will be reported to staff meetings.

A second concern is the provision of convenient, affordable childcare cover and support for parents returning to work after the birth or adoption of a child which is a key issue facing most large Universities, including Cambridge. Although most institutions offer early-years childcare facilities (e.g., Nurseries) the number of places is inadequate. The high cost of childcare combined with the high cost of living in Cambridge is very likely to be a disincentive for parents to return to work, particularly amongst the less well-paid staff. This issue is one that the University needs to consider with some urgency and it is outside the control of the Department of Biochemistry.

[313 words]

6. Action plan

See following pages

<i>Action Point</i>	<i>Description of Issue/ Aim/Objective</i>	<i>Actions planned from April 2014 to April 2017</i>	<i>Responsibility</i>	<i>Success Measure and Time lines</i>
ASWG Governance				
1	Embed the Athena SWAN Working Group (ASWG) in the Department's culture/systems	<p>We will:</p> <ul style="list-style-type: none"> • establish post-award ASWG • produce an annual report of ASWG activities • finalise the terms of reference for ASWG membership • review progress against action plan 	Chair of ASWG	<p>Produce an annual report, circulated to all members of Department (April/May each year starting in April 2015)</p> <p>ASWG activities as a standing agenda item in termly staff meetings, departmental away days and the Executive Committee</p>
ALL STAFF				
2	Increase the proportion of academic staff undergoing regular staff review (this includes University Teaching Officers (UTOs), Fellows, Senior Research Associates, Assistant Directors of Research)	<p>A biennial staff review and development meeting cycle has been introduced in the last 6 months. (In 2014: 20% of Research Staff and 74% of Academic Staff took part in staff reviews.)</p> <p>In alternate years, a proactive career development meeting will take place with each staff member, with the aim of providing advice on progress and outlook for promotion/career progression, as well as monitoring the balancing of different roles within job.</p>	<p>Monitored by Departmental personnel secretaries and HoD's PA</p> <p>Strategic leadership undertaken by HoD and Departmental Administrator</p>	<p>2014/2015: ensure system is operating and duly recorded, 50% of staff reviewed</p> <p>2015/2016: 100% of staff reviewed</p> <p>2016/2017: review the operation</p>

Action Point	Description of Issue/ Aim/Objective	Actions planned from April 2014 to April 2017	Responsibility	Success Measure and Time lines
	Use a centralised recording CHRIS system to capture review data	<p>Further <i>ad hoc</i> reviews will be instigated for those at key career decision points. Bespoke mentoring committees are now appointed for all new UTOs and Fellows to provide advice and review over their initial 5 years.</p> <p>Provide probation meetings for all other staff (within 6 months of their starting date)</p> <p>Reviewers will be encouraged to take part in centrally provided training including a new HR Bite-sized training session to be introduced, “Handling Difficult Conversations”.</p>	<p>Monitored by Departmental personnel secretaries and HoD’s PA</p> <p>Monitored by Departmental personnel secretaries and HoD’s PA</p> <p>Uptake on these courses monitored by Departmental personnel secretaries</p>	<p>of the system</p> <p>All new staff to have mentoring committees from April 2014</p> <p>Operational from April 2014</p> <p>2014/2015: 50% of reviewers to receive training</p> <p>2015/2016: 100% of reviewers to receive training</p>
3	Promote <i>curriculum vitae</i> mentoring schemes for all research staff	<p>The department will continue to organise career days operated by the Careers Service and within the department.</p> <p>CV support for researchers will form part of discussions within the academic staff mentoring schemes (see AP2)</p> <p>PhD students and PDRAs:</p>	<p>Deputy HoD for Research</p> <p>Appraisal panels</p> <p>Graduate thesis panels</p>	<p>2014/2015 run pilot session in first year, and review.</p> <p>The success of all these actions will be assessed from the results of the analysis</p>

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		<ul style="list-style-type: none"> for non-academic positions - popularise advice provided by the Careers Service for academic positions - PDRA committee to organise small group sessions. <p>PhD students will also be encouraged to seek advice from supervisors and assigned advisors.</p> <p>Undergraduates will be encouraged to contact their Director of Studies within their College for CV advice as well as the Careers Service.</p>	<p>and appraisal panels</p> <p>PhD supervisors and advisors</p> <p>Assistant director of teaching</p>	<p>of exit interviews to establish onward movement of staff.</p> <p>A method of recording onward movement of Graduate Students to be developed.</p>
4	Undertake yearly/biennial staff surveys using benchmark data from SBS 2013 survey	<p>Annual anonymous staff surveys will be conducted, developed by the ASWG, who will also analyse resulting data.</p> <p>The results will be shared in staff via departmental meetings and in the annual report (see AP1)</p>	ASWG with assistance from Departmental personnel secretaries.	<p>Pilot survey April 2015, targeting randomly selected groups</p> <p>Roll-out full staff survey by April 2016</p> <p>Repeat in 2017</p> <p>Biennial from 2017</p>
5	Increase levels of communication within the department	The department already holds an annual Departmental Away Day (January) and an annual group leader Away Day (April) at which the HoD communicates departmental news and developments.	HoD, HoD's office, Deputy HoD for Research	Over the course of the next three years:

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		<p>An additional Departmental address (June/July) will be given by the HoD to all staff. These sessions will be interactive, with staff given the opportunity to comment.</p> <p>Termly open surgeries with each facility head (e.g. IT, photography) will be set up to better understand user needs.</p> <p>We will monitor satisfaction with communication levels through a yearly survey (see AP4)</p> <p>Reporting results from the above will be a standing agenda item at staff meetings.</p>		<p>Analyse survey responses for gender differences.</p> <p>Report back at away days.</p> <p>Termly surgeries to be operational by April 2015.</p>
6	Expand the transparency of the teaching duty spreadsheet to include other departmental duties and workload	<p>We will:</p> <ul style="list-style-type: none"> • use existing data (where this exists) as a benchmark • further develop the database to capture more data types e.g. extra departmental duties, outreach activities <p>This database will be accessible through the departmental intranet. It will be reviewed annually by the Assistant Director of Teaching, when the teaching and other responsibilities are being allotted by the Director of Teaching/Assistant Director of Teaching and measures</p>	Deputy HoD for Teaching, Assistant Director of Teaching, Teaching Administrator, Teaching Assistant, Departmental Administrator	<p>Database to be fully operational by April 2015</p> <p>Historical data to be entered by April 2016</p> <p>Monitor the spread of departmental duties in annual survey.</p>

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		taken to ensure an even distribution of duties We will also monitor the workload distribution amongst all staff and highlight any gender disparity.		
7	Formalise the role of Bullying and Harassment officer.	We will appoint additional Bullying and Harassment officers from the current one to two (to cover both buildings). We will provide clear information on how to seek help via: <ul style="list-style-type: none"> • departmental website • induction packs • notice boards (with photographs of the officers prominently displayed)	Departmental Administrator	Monitor awareness of support mechanisms within the department through annual survey. Appointments to be made in summer 2014
8	Ensure all staff complete on-line Equality and Diversity training	HoD will provide a clear mandate that all staff should complete this training.	HoD Monitoring by personnel Compliance to be recorded centrally	50% by April 2015 75% by April 2016 100% by April 2017 Staff expected to re-train every 4 years.
9	Increase awareness of the Returning Carers Scheme	We will actively promote the scheme amongst the staff by: <ul style="list-style-type: none"> • additional mail shots • encouragement from ASWG and the Departmental Administrator • publishing case studies on departmental intranet 	Departmental Administrator ASWG	Successful applicants and success of past recipients highlighted. 2014/2015 publicise case studies, where

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		Awareness of the scheme will be monitored in the yearly survey.		agreed (we currently have 3 recipients)
10	Monitor flexible working patterns across the department, including staff and post-graduates	<p>Within the research staff cohort, we will develop a local mechanism to capture:</p> <ul style="list-style-type: none"> • what has been established informally • how many members of the department utilise flexible working arrangements • highlight and recognise good practice. <p>Additional questions will be added to the annual staff survey, specifically to capture post-graduate data.</p> <p>At all stages of the recruitment process (advertisements, job descriptions and interview for all positions) we will point out the department's commitment to flexible working and the availability of nursery facilities in the University</p>	<p>ASWG</p> <p>All interviewers</p>	Annual monitoring by ASWG from survey data.
11	Improve catering and relaxation facilities within the department	We will set up comfortable seating areas, higher quality vending machines, and water fountains in waiting areas. These facilities will be installed in both of the main buildings.	<p>Facilities supervisor, Departmental Administrator</p> <p>Strategy: HoD</p>	<p>New seating and improved vending facilities to be in place by April 2015.</p> <p>Impact of improved facilities to be assessed via the</p>

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				annual staff survey
12	Improve induction packs and staff inductions	<p>We will implement the newly revised induction process.</p> <p>Induction packs will provide a history of the department and include information about staff benefits, useful contacts, networks and websites (e.g. CamBens, Cycle-to-Work scheme, child-care provision, Returning Carers Scheme, commitment to Athena SWAN, Career Services, sports facilities, Cake & Careers events, WiSETI, Bullying and Harassment, Disability Resource Centre, Equality & Diversity, University Counselling Service)</p> <p>Specific induction check lists will be established, tailored to the different staff groups.</p> <p>Feedback from recent recruits will be captured in the annual staff survey</p>	Personnel secretaries	<p>Implement new induction pack by October 2014</p> <p>100% of new recruits to have signed off their induction process by April 2015.</p>
13	Knowledge of the destination and reasons for all staff leaving the department.	<p>The exit interview process for all staff will be reviewed.</p> <p>This process will be implemented by the Departmental Administrator and Principal Assistant, who will monitor and transmit issues to the Department/School/University</p> <p>We will improve the recording of leaver's destination is</p>	<p>Departmental Administrator,</p> <p>Monitored by Personnel Secretaries and HoD Secretary.</p>	<p>Develop in first 6 months.</p> <p>Implement by April 2015</p> <p>Review and act upon</p>

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		necessary for the Department to track future careers of its alumni.		any issues which these interviews shed light on.
14	Celebrate success, to improve communication, inspire colleagues and enhance peer recognition	We will provide monthly updates by email, website and digital signage board, listing new grants and awards, papers, prizes, medals, commercialisation, and notifying the Department of new joiners and leavers. Members of the Department will be responsible for conveying their news items to the Webmaster.	Webmaster	Launch by end-2014. Staff will be surveyed for their thoughts on the effectiveness of this action in the staff survey.
15	Further develop the Women's Gallery	The Women's Gallery will be set up in the Haynes Meeting Room, and is designed to celebrate the lives and achievements of female colleagues through the history of the Department.	Departmental Administrator	This is in place but will continue to grow as further ideas about the design and function of this room come forward.
GENDER-SPECIFIC TARGETED MEASURES				
16	Redress the imbalance in female representation on committees	We will encourage more involvement by women in Departmental, School and university-wide committees, to redress the imbalance of women who serve on such committees. We will include female SRAs and Research Fellows on some committees as part of their career development.	HoD and Executive Committee Personnel secretaries	Recruitment of woman to Departmental committees in Year 1. Review of wider

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		<p>Committee memberships will be discussed during review and development meetings.</p> <p>Committee membership will be added by the Personnel secretaries to the staff duty database and monitored to ensure that the relatively small number of female academic staff are not overloaded with too many committee memberships.</p> <p>Up-to-date committee membership lists will be available via the Departmental intranet.</p>		committee membership during three years
17	Redress the imbalance in representation of female members of the Department on RCUK committees	<p>We will encourage more involvement of women on RCUK committees and assist in applications to join such committees.</p> <p>Committee memberships will be discussed during review and development meetings.</p> <p>A database of external committee membership will be created (see AP16)</p>	HoD HoD Secretary Current members of committees	Review of RCUK committee membership during three years
18	Develop mechanism to record recruitment of women to panels and committees	<p>Staff will be encouraged regularly by email to add information to the database above (see AP16 and 17)</p> <p>An annual survey will be conducted to gain information</p>	ASWG Teaching Assistant	Populate and review database by April 2015.

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		about measures of esteem from staff members		Continue to monitor database in Years 2 and 3.
19	Introduce female role models for female group leaders	<p>Female mentors will be assigned to new female members of staff and Fellows (a male mentor will be assigned if requested).</p> <p>Mentors may be from outside the Department of Biochemistry, and in some cases, outside the University of Cambridge. All mentors will be appointed by consultation with the person to be mentored.</p>	HoD	The success of this scheme to be measured by feedback in the staff survey
20	Encourage staff to attend mentoring courses to become mentors	<p>Encouragement will be given during staff review and development sessions, and form part of the appraisal form.</p> <p>Data to be captured during annual staff survey</p>	Appraisers	<p>Ten staff to have undergone training by 2015</p> <p>Twenty staff by 2016</p>
21	Increase the percentage of external female seminar speakers	<p>The balance of speakers' gender will be reviewed for each seminar series (Michaelmas and Lent terms – Cambridge terms).</p> <p>We will increase the numbers of female scientists invited to speak when seminar series are being planned.</p>	Organiser of Departmental seminar series	<p>Targets for female speakers:</p> <p>20% by April 2015</p> <p>35% by April 2016</p>

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22	Pre-maternity leave meetings	We will instigate system of pre-maternity leave meetings. These will also involve establishing 'keeping in touch mechanisms' with the Department and PI.	Departmental Administrator	Instigate mechanisms within Year 1. 100% to be conducted in Years 2 and 3.
23	Improve facilities for nursing mothers	A dedicated space will be set aside for expressing milk and refrigerators for storage will be purchased for both buildings.	Departmental Administrator	Check with nursing mothers informally that facilities are adequate.
24	Monitor paternity leave	We will monitor the amount of paternity leave requested and taken and highlight changes in paternity leave policy.	Departmental Administrator Personnel secretaries	Monitor uptake over all three years by formulating appropriate questions in the annual staff survey.
Post-doctoral research associates				
25	Implement mentoring for PDRAs	The Office of Post-doctoral Affairs (OPDA), in collaboration with the Personal and Professional Development team (Human Resources division), are currently running several mentoring schemes across the University. Their aim is to provide post-doctoral research associates with confidential 1:1 mentorship. Pilot schemes are scheduled to end in Sept. 2014, after which it is hoped that they can be rolled out across the	OPDA	Introduce scheme for all PDRAs by mid-2015. All new starters will be automatically enrolled into this scheme

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		<p>University in a streamlined, software-supported manner.</p> <p>The Department of Biochemistry will participate in this scheme, ensure all PDRAs are aware of this and support them in their requests.</p>	<p>HoD HoD's Secretary</p>	<p>PDRAs to have mentors by April 2016</p> <p>Monitor scheme and review in Years 2 and 3 by requesting feedback at PDRA days.</p>
26	Encourage attendance at PDRA days	<p>School PDRA days offer careers advice, and increase communication and networking between PDRAs across the School of Biological Sciences</p> <p>We will:</p> <ul style="list-style-type: none"> • continue to support the PDRA committee to organise the School-wide PDRA days • increase the number of Department-only PDRA days, to be held biannually, in addition to those organised by the School <p>The Department-only PDRA day will improve networking within the Department, and provide post-docs with the opportunity to present their research to each other. All members of the Department will be invited to attend.</p> <p>SRAs and PDRAs will be empowered to organise these.</p>	<p>HoD and Deputy HoD for Research PDRA committee</p>	<p>Organise two events before April 2015 and ask for feedback on format.</p> <p>Implement changes in light of this in Years 2 and 3</p>

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27	Expand the teaching programme to enable PDRAs to gain teaching experience	<p>We will expand the PDRA teaching experience to offer the opportunity to take on some teaching responsibilities within the Department, including becoming members of group supervision teams.</p> <p>Training on teaching techniques will be provided as needed. This will be provided by the Department and Personal and Professional Development (PPD)</p> <p>PDRA teaching will be included in the Departmental duties database.</p>	Teaching Administrator	<p>Monitor uptake and feedback in April 2015.</p> <p>A revised programme will be offered in years 2 and 3</p>
28	Assist with writing fellowship and grant proposals	We will encourage PDRA (and PhD students) to attend the “Grant Writing” sessions organised by PPD and supported by the Academic Division.	HoD and Research Group Heads	Monitor uptake and feedback in Year 1.
29	Provide mock fellowship/ lectureship/job interviews for all research staff	<p>Panels are currently run by the university as part of PPD. A similar panel system will be developed within the Department and offered to staff prior to job/fellowship interviews.</p> <p>We will advertise this facility throughout the PDRAs, SRAs and Fellows.</p>	HoD Secretary to assist in appointing panel and arranging the interview and collate feedback	<p>Set up the mechanism by April 2015.</p> <p>Review take up and feedback to inform further development of this process in Years 2 and 3</p>

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Graduates and Undergraduates				
30	Mock vivas	We will encourage supervisors to carry out mock vivas with all their post graduate students.	Supervisors	Monitor uptake over the 3 years.
31	Ph.D. representation on the ASWG	We will appoint a Ph.D. student to the ASWG	ASWG	Monitor yearly the student membership of the ASWG
32	Encourage female representation in group supervisions and encourage female PhD students to seek advice from self appointed female mentors	<p>We will ensure that where possible, there is a female staff representative available within group supervisions</p> <p>Given the dearth of female academic staff mentors, we will encourage an informal arrangement, where a female PhD student seeks confidential 1:1 meetings with senior female members of the Department (UTO, Fellows, SRAs)</p>	<p>Course Supervisors</p> <p>Research groups heads and female PhD students</p>	<p>Increasing over the years to 100% Part II/III group supervisions being attended by a female representative</p> <p>Monitor success of this arrangement in GTP meetings where appropriate.</p>