



Department Application Bronze and Silver Award

BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

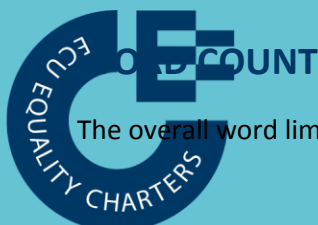
DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.



The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	10,500	12,000
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	University of Cambridge	
Department	Physiology, Development and Neuroscience	
Focus of department	STEMM	
Date of application	April 2017	
Award Level	Silver	
Institution Athena SWAN award	Date: 2014	Level: Silver
Contact for application <small>Must be based in the department</small>	Fiona Duncan	
Email	Fed12@cam.ac.uk	
Telephone	(01223) 333765	
Departmental website	www.pdn.cam.ac.uk	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

Department of Physiology, Development & Neuroscience

27 April 2017

Athena SWAN Panel

LETTER OF SUPPORT FOR ATHENA SWAN SILVER APPLICATION

Dear Athena SWAN Panel,

We are pleased to give our strong and warm support and full commitment to our Athena SWAN Silver application. As the permanent and acting Heads of Department, we see that the submission reflects the tremendous progress we have made over the past four years. We would particularly highlight the following achievements:

- The recruitment of more women to tenured academic posts (three of the last five appointments have been female);
- The appointment of women to senior leadership roles (Professor Sarah Bray is the first Deputy Head of Department for Research and Professor Abby Fowden is the first female Head of the School of the Biological Sciences);
- The development of a strong sense of community amongst the postdoc staff (galvanised by the new Postdoc Committee chaired by Dr Benedicte Sanson).

We share the same immense appreciation for the work of the Wellbeing and Equality Committee (the preferred name for our Athena Swan Self-Assessment Team), which is represented at the Management Committee (the key decision-making body in the Department). The energetic and diverse team have benefitted from the dynamic leadership both of Professor Jenny Morton, the current Chair, and Professor Abby Fowden, her predecessor.

Preparing our Bronze submission highlighted achievements of which we could be proud but, perhaps more importantly, identified important areas for further work in our processes and culture. We believe that the Silver submission shows that we have made significant progress since 2013 but that there is more to be done, not least in embracing the enlarged Athena SWAN remit.

We are fully aware that further work is needed if women are going to stay and advance in science. As a large department, we have a responsibility to advocate change (such as the creation of more University nursery places), which will have major benefits at the

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supra-departmental level but we also need to acknowledge and act upon our own areas of deficiency. Key initiatives we would like to mention here relate to:

- Appraisal (the positive score in the 2016 Survey was low at 42%);
- Support for Independent Fellows (only 44% of whom felt valued by the Department, 2016 Staff Survey);
- Promoting awareness of mechanisms to combat bullying and harassment (only 65% of Staff would feel able to report witnessing such conduct without worrying about the consequences).

These are important areas directly affecting the wellbeing of staff and must be fully addressed.

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

To demonstrate our full commitment to the Athena SWAN remit, we have allocated departmental resources specifically to promoting its aims, including dedicated time of our HR Administrator, and a budget specifically to support meetings of Independent Fellows.

We can confirm that the information presented in our application (including qualitative and quantitative data) is an honest, accurate and true representation of the Department.

Yours faithfully,



Professors William A. Harris



Ole Paulsen

(word count 491)

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

The Department of Physiology, Development and Neuroscience (PDN) is one of the biggest departments within the School of the Biological Sciences (SBS). It has a large and diverse research portfolio, and teaches medical, veterinary and natural science students in all three years of the undergraduate courses. PDN occupies two major buildings in close proximity on a central site adjacent to other biological science departments. A small number of staff (2) and graduate students (10) are based in research institutes.

At undergraduate level, PDN teaches and examines 600 medical students, 140 veterinary students, ~300 science students and 125 third-year students of mixed medical, veterinary and science backgrounds. The Department contributes to 19 different courses across the three years of undergraduate teaching. Teaching is through a combination of lectures, practical classes and project work for final year students. It is only the final-year undergraduate cohort who are considered in this document.

The staff and student profile by gender at April 2017 is set out in Table 1 below. The overall gender balance is broadly even with women constituting 51% of staff and 55% of students. Focusing on the academic pipeline, the proportion of women reduces from 48% for contract researchers to 40% for tenured academics, which is a lower attrition rate than for many STEM subjects.

Table 1: Staff and Student Profile (April 2017)

Group	Female	Male
Tenured academic staff* (Permanent Lecturers)	18 (40%)	27 (60%)
Fixed-term academic staff* (Temporary Lecturers)	3 (75%)	1 (25%)
Independent research fellows* (Independently funded group leaders on fixed-term contracts)	4 (80%)	1 (20%)
Contract researchers	53 (48%)	58 (52%)
Professional staff**	1 (50%)	1 (50%)
Assistant staff **	39 (62%)	24 (38%)
TOTAL (staff)	118 (51%)	112 (49%)
Graduate students	47 (55%)	39 (45%)
Final year undergraduates	36 (55%)	30 (45%)
TOTAL (students)	83 (55%)	69 (45%)

*Known collectively as the Academic Staff and described as such throughout this document

**Described as the Support Staff throughout this document.

The current permanent Academic Staff comprises 17 Professors, 7 Readers, 6 Senior Lecturers and 11 University Lecturers, who are employed to conduct teaching and research. The remaining four posts are held by staff on specialist teaching-only contracts. The fixed-term academic staff posts provide cover for permanent staff who are either on secondment, on research leave or who have opted for flexible working.

Research in the department is focused on four main themes; Cellular and Systems Physiology, Development and Reproductive Biology, Neuroscience, and Form and Function. The research interests of individual academic staff often span more than one theme. Research group size varies, with several large groups having 10-15 researchers, although the majority have ≤ 5 people. All staff employed for teaching and research are research- active.

Administratively, the Head of Department is supported by two Deputy Heads of Department (for Teaching and Research), a Departmental Administrator and a Chief Technician. The posts of Deputy Heads of Department were only introduced in October 2017 and, as well as acting as Champions for their vital areas, support the Head of Department strategically and operationally. Principal areas of activities are overseen by ten committees (Communications, Finance, Graduate Education, IT, Postdoc, Research, Safety, Space, Teaching, and Wellbeing and Equality (the preferred name for the Athena Swan Self-Assessment Team). All of these committees report to the Management Committee which sets strategy, oversees departmental performance and acts as an advisory body to the Head of Department. Major issues are also discussed at the Academic Staff Meeting (professional staff are members) which meets four times a year and the Assistant Staff Meeting which meets twice a year.

(word count 483)

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

(i) a description of the self-assessment team

The Self –Assessment Team has been in operation for five years and has modified its composition, reflecting changes in the staff profile and the national Athena Swan remit. The current membership is as follows:

Table 2: Current Self-Assessment Team

Name	Role and relevance to Self-Assessment Team
Mr Nurdeen Afinowi	Safety Technician and Officer, joined 2016, bringing a fresh perspective from a background in academia and industry.
Dr Tereza Cindrova-Davies	Senior Postdoc. Serves on the Communications Committee. Managing her research career whilst bringing up her daughter as a single parent.
Professor Bill Colledge	Equality Champion, School of the Biological Sciences.
Ms Fiona Duncan	Departmental Administrator. Believes that good HR policies and practices benefit everyone.
Miss Rachael Feord	Graduate Student.
Dr Paloma Gonzalez-Bellido	University Lecturer (on probation). Leads a growing research group. Part of a dual academic career family with a child of nursery age.
Professor Roger Hardie	30+ years' experience in Cambridge. Has run research group throughout this period.
Mr Roberto Inchingolo	Communications Co-ordinator and Librarian. Manages the departmental Web Site. Serves on Communications Committee.
Mrs Angela Lowe	Secretary to the Head of Department and Teaching Administrator. Served on the Steering Committee for the 2016 School of the Biological Sciences Staff Survey.
Dr Miriam Lynn	Equality and Diversity Consultant - Human Resources Division.
Professor Jenny Morton	Chair, Self-Assessment Team, Fellow of an all- women's college, part of a dual academic career family.
Ms Elaine Murdie	Chief HR Administrator (part-time). In her role, she appreciates the need for inclusiveness and the benefits of having a diverse workforce.
Professor Angela Roberts	Manages a large research group and works on split sites.
Dr Benedicte Sanson	University Lecturer, Chair Postdoc Committee. Leader of a research group, experience of parental leave/part-time working for herself and group members.
Dr Christof Schwiening	Senior Lecturer / Deputy Head of Department (Teaching). Chair, IT Committee.
Dr Trevor Wardill	Independent Fellow, part of a dual academic career family.
Dr Erica Watson	University Lecturer (on probation). Has one child and another on the way, brings experience of raising a family as a new faculty member.

There are 11 women and 6 men, and all staff groups are represented as are graduate students. The research and academic staff cover the range of career stages and the two largest support staff groups (technicians and administrators) are represented. There is also a mixture of full- and part-time workers and the length of employment in PDN varies from in excess of 25 years to less than one year. Six members of the Team have children under the age of 16. The composition of the Committee reflects the diversity of the Department.

(ii) [an account of the self-assessment process](#)

The Self-Assessment Team was established in May 2012 and has met regularly ever since, with at least four meetings a year. Members communicate regularly by email and personal contact. Different staff groups are invited to nominate members to ensure good representation. The Committee keeps membership under review to ensure balance across gender and staff groups. The Committee has always been chaired by a senior academic who also sits on the Management Committee (the most influential departmental committee).

In April 2015 the Self-Assessment Team changed its name to the Wellbeing and Equality Committee, retaining the focus on the Athena Swan process but embracing the broader challenge of promoting wellbeing within the Department.

In 2013 the School of the Biological Sciences completed its first Staff Survey. PDN achieved a completion rate of 71% and the results informed much of the Action Plan for the Bronze Athena Swan submission in April 2014. In 2016 the School of the Biological Sciences completed a second Staff Survey. A member of the PDN Self-Assessment Team played a prominent role on the School-wide Survey Steering Group. Following a comprehensive communication plan (email, posters and personal contact), the PDN completion rate for the second Survey rose by 12% to 83%, lending credence to the results. The feedback was largely positive with the external body organising the survey reporting that PDN scored above the School norm on 58 out of the 67 questions, matched it on 4 questions and scored below the norm on only 5 questions. The same benchmarking organisation indicated that, of the 35 questions which could be compared to other UK Universities, PDN scored above the norm on 32 questions. The Department scored less well in some questions both in terms of absolute percentages and by comparison to the School averages and/or the last PDN Survey. The Self-Assessment Team has focussed much of its attention on making improvements in these areas and the diverse membership continually generate suggestions for improvements in practices.

Undergraduate and graduate student feedback on the Department and its resources is collected by electronic questionnaires and regular feedback meetings with Student Representatives commenting on the responses.

Achievement: 83% PDN completion rate in the 2016 Staff Survey, up 12% on the 2013 Survey.

Achievement: The overall PDN Staff Survey results were more positive than those for the School of the Biological Sciences and other UK Universities.

(iii) plans for the future of the self-assessment team

The Wellbeing and Equality Committee will continue to meet at least termly. As well as monitoring the implementation of the Athena Swan Action Plan, it will consider ways in which to improve the experience of working and studying in PDN. It will continue to be chaired by a senior academic who sits on the Management Committee and will report on progress at a new biannual meeting of all staff. Until now dissemination has been via meetings of different staff groups but, henceforth, all staff will come together to hear about progress made, and allow everyone to contribute to the setting of new objectives. This will be the first time the whole Department has come together for a meeting (as opposed to a social event) and will be a valuable opportunity to celebrate achievements and reinforce key messages regarding diversity and inclusivity. Information will also be made available via newsletters. The Committee membership will be kept under review to ensure good representation by gender, staff group and length of service (recent recruits bring new approaches and ideas).

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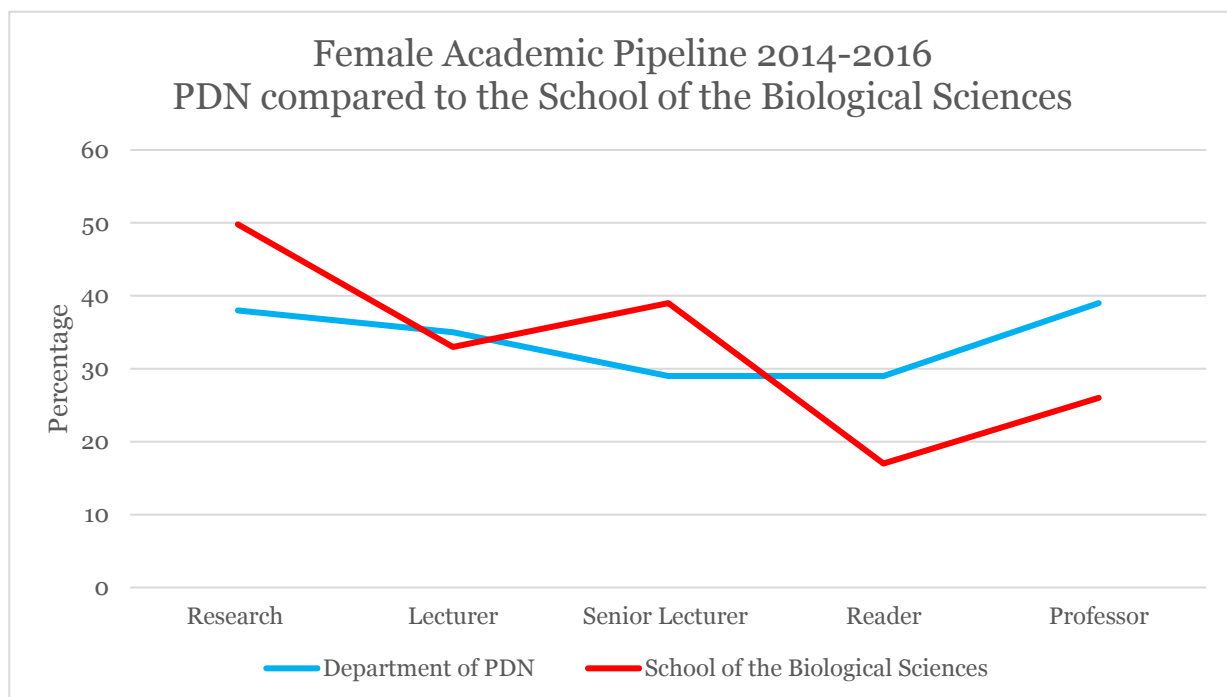
Action Point 1: Instigate a new Meeting of All Staff to disseminate and progress the Action Plan.

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

The distribution of women amongst categories of students and staff within the Department follows the national trend. Around 55% of the undergraduates and PhD students in PDN are women but there is a fall in percentage of women at all career levels thereafter. Women academic staff account for 45% of the total in 2017, a figure below the national average. However, as of 2017, PDN has a higher proportion of women professors (7, 39%) than in the University as a whole (18; 2016) or in Russell group nationally (20.92%; HESA figures, 2013-2015). Male applicants for recent lectureship posts have outnumbered women by 2 to 1 but, despite this, 60% of our new appointments in the past three years have been women. Figure 1 below compares the female academic pipeline for PDN and the School as a whole for 2014-16. Over the period, the proportion of contract researchers in PDN is lower than in the School but the most noticeable difference is that there is no dramatic drop at the key transition point into tenured posts, and, indeed, there is a rise from Readerships to Professorships.

Figure 1: Female Academic Pipeline 2014-2016 – PDN compared to the School of the Biological Sciences



4.1. Student data

If courses in the categories below do not exist, please enter n/a.

- (i) Numbers of men and women on access or foundation courses

N/A.

- (ii) Numbers of undergraduate students by gender

Undergraduates are admitted to one of the 31 self-governing Colleges which strive to achieve a balanced intake across subjects and which provide academic and pastoral support, and small-group teaching. As a result, PDN has no direct influence over applications or admission ratios to the University as a whole. Many PDN academic staff, however, hold College Fellowships and other affiliations, and are directly involved in subject admissions. In relation to PDN, students arrive to read Natural Sciences (NST, that spans a wide range of science subjects) and Medical and Veterinary Sciences (MVST). Both the NST and the MVST are structured such that students pursue broad-based courses in the first two years, and then, most commonly, specialise in a single subject in the third year (known as Part II). Though heavily involved in the first two years of the NST and the MVST, the only course for which PDN is solely responsible for admitting, teaching and examining students is the third-year Part II PDN. This final year draws biological science students from the NST, and medical and veterinary students from the MVST.

The data presented below (Table 3) reflects the complete cohorts of NST and MVST students. For Part II, the numbers refer only to those who have opted to specialise

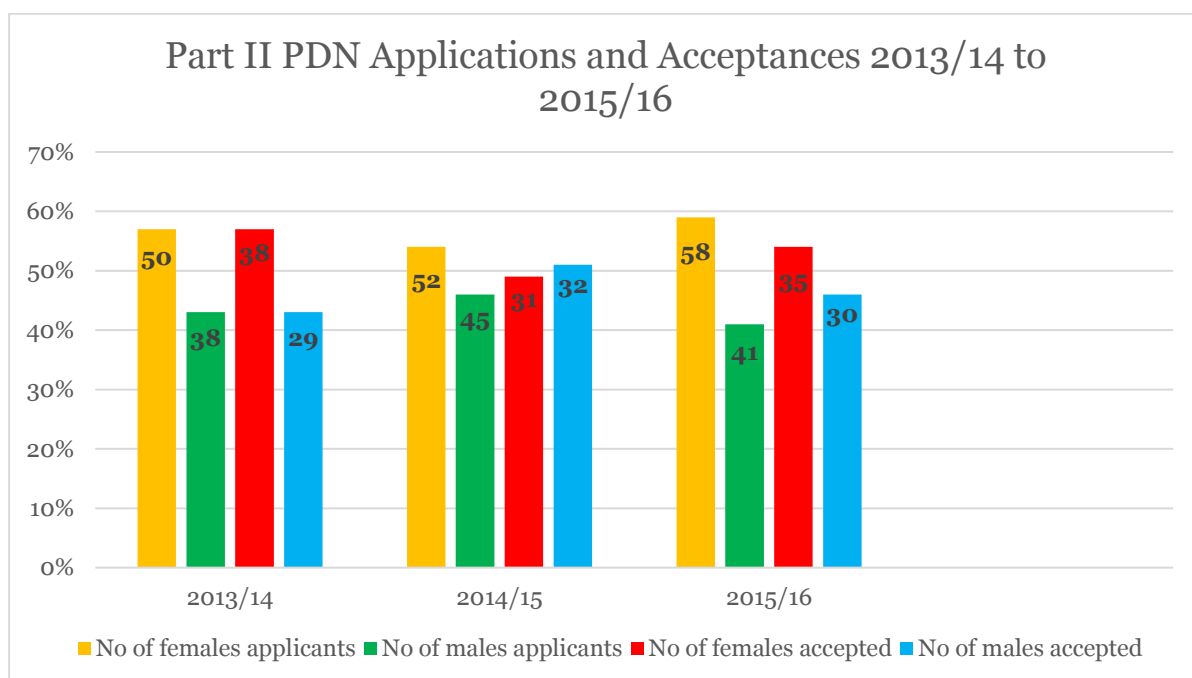
in the Part II PDN course. Over the three years and across both subjects, 42.7% of the students were female and 57.3% were male. On this basis, it would be anticipated that more men than women would take Part II PDN but, in practice, the three-year average percentage of women admitted is 53%.

Table 3: Undergraduate distribution of medical, veterinary and science students by gender

Year	Course	Female Num (%)	Male Num (%)	Total
2013/14	MVST first year	195 (54.0%)	166 (46.0%)	361
	NST first year	239 (37.4%)	400 (62.6%)	639
	MVST second year	179 (50.4%)	176 (49.6%)	355
	NST second year	217 (37.5%)	361 (62.5%)	578
	Final year, Part II PDN	38 (57%)	29 (43%)	67
2014/15	MVST first year	184 (51.0%)	177 (49.0%)	361
	NST first year	271 (36.9%)	464 (63.1%)	735
	MVST second year	197 (54.3%)	166 (45.7%)	363
	NST second year	222 (37.7%)	367 (62.3%)	589
	Final year, Part II PDN	31 (49%)	32 (51%)	63
2015/16	MVST first year	179 (50.6%)	175 (49.4%)	354
	NST first year	251 (39.1%)	391 (60.1%)	642
	MVST second year	185 (51.1%)	177 (48.9%)	362
	NST second year	246 (42.3%)	336 (57.7%)	582
	Final year, Part II PDN	35 (54%)	30 (46%)	65

Figure 2 shows the numbers of students applying to, and accepted for, Part II PDN in the last three years. An Action Point from 2014 was to check whether there was any gender bias comparing acceptances to applications. PDN now has that information for the past three years and has established that there is no gender bias in either the applications or the acceptances. As well as reviewing the data on annual basis, the Course Organiser will disseminate it to prospective students and their academic advisers to maintain, or even, increase the proportion of women looking to apply for Part II PDN.

Figure 2: Part II PDN Applications and Acceptances 2013/14 to 2015/16



Achievement: Over the past three years, there has been no gender bias in either the applications or acceptances for the final year undergraduate course.

Action Point 2: Ensure that, overall, the third year course attracts equal numbers of female and male applicants and that acceptance rates by gender reflect application rates. Disseminate information to prospective second-year students and their academic advisers.

Table 4 compares recent second- and third-year examination results by gender for the past three years. During the period there was a drop in the proportion of Firsts awarded compared to the intake but the effect appears to be broadly equally with 56% of women and 62% of men achieving Firsts. More analysis is required as there is considerable variation in the small sample available and it is unclear how large the overlap is between those awarded Firsts in the second and third years and whether any gender bias is operating. The completion rate is extremely high with only two individuals failing to obtain a degree over the three years.

Table 4: Part II PDN - second and third year examination results

	2013/14				2014/15				2015/16			
	Second year results		Third year results		Second year results		Third year results		Second year results		Third year results	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
I	14	6	9	4	13	7	6	4	5	9	9	8
2.1	18	23	22	28	24	21	31	25	26	23	21	23
2.2	0	4	1	0	1	1	1	0	0	0	0	1
Pass	n/a	n/a	0	1	n/a	n/a	0	0	n/a	n/a	0	0
Withdrew	n/a	n/a	0	0	n/a	n/a	0	0	n/a	n/a	1	0

Action Point 3: Scrutinise the examination performance by gender of final year students compared to their examination marks in the preceding year. Compare outcomes with comparable courses within the Faculty of Biology.

(iii) Numbers of men and women on postgraduate taught degrees

N/A

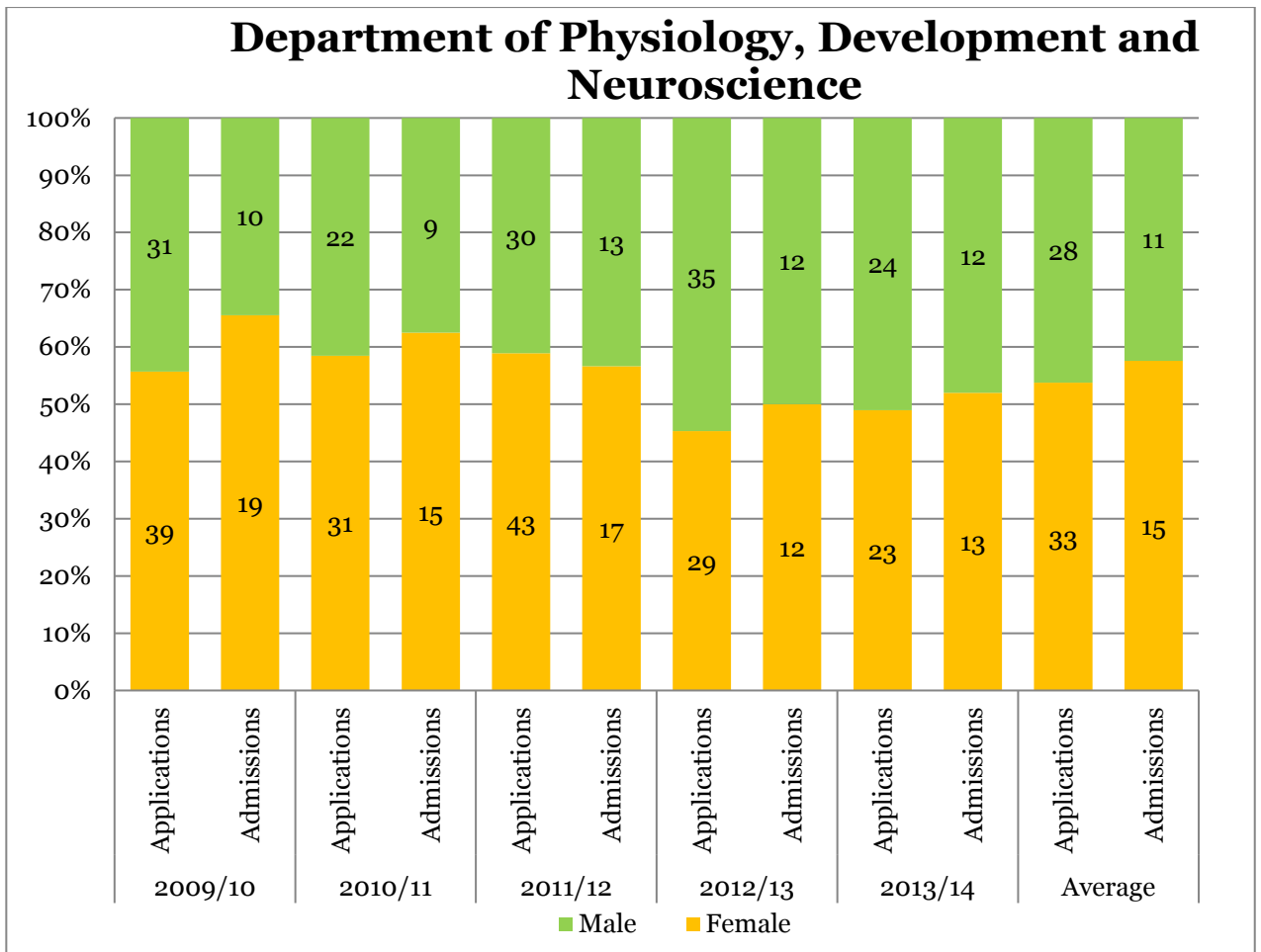
(iv) Numbers of men and women on postgraduate research degrees

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

More than 80% of the graduate students in PDN are studying for a PhD with the remainder working towards an MPhil by research.

Figure 3 sets out the applications and acceptances by gender. With the exception of 2012/13, there is a higher proportion of applications from women (56.90%) than men (43.1%). The distribution in applications reflects the percentages of women and men graduating, both in PDN and in the benchmarked institutions, as set out above. The balance of acceptances by gender are in proportion to acceptances, with females accounting for 57.70%. The reduction in overall numbers of applications and acceptances since 2012/13 reflects the growth of institution-based doctoral training programmes at the expense of individual and departmental studentships.

Figure 3: Applications and acceptances



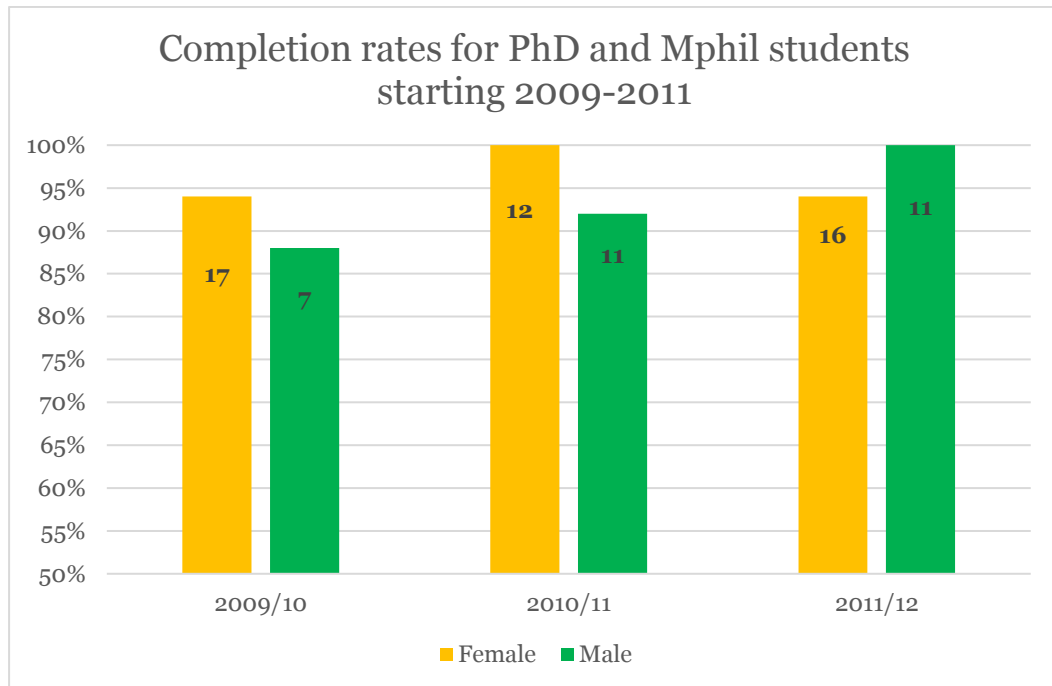
It will be seen from Table 5 below that, on average, 56% of PDN graduate students are women which is close to the benchmark average of 54.79%.

Table 5: PDN graduate student numbers benchmarked 2013-2016

Institution	Female	Male	Total
University of Edinburgh	25	15	40
King's College, London	35	23	58
University of Manchester	100	60	160
University of Oxford	180	175	355
University College, London	55	53	98
Benchmark average	54.79%	45.21%	
PDN average	52.67%	47.33%	

Figure 4 below shows the completion rates for women and men, both of which are extremely high, exceeding 93% overall. Men do slightly less well but their numbers are smaller which creates greater distortion on the rare occasions that students do not complete. Over the whole period only two women and two men have failed to complete.

Figure 4: Completion rates for PhD and MPhil students starting 2009-2012



Though individual academics may well know about the progress of their former graduate students, there has been no systematic gathering of information on their career destinations. It would be useful to build up a bigger picture over time and see what proportion of individuals remain in academia, what the other paths are and whether there is any gender bias in the outcomes.

Action Point 4: Continue to monitor graduate student applications, acceptances and completion rates by gender. Compare progression information with comparable departments within the Faculty of Biology.

Action Point 5: Gather information on the career destinations of graduate students.

(v) **Progression pipeline between undergraduate and postgraduate student levels**

Averaging the most recent three years, PDN has a slightly higher proportion of women than men at final-year undergraduate level (53%) (see Table 3). There is a further small increase in the proportion of women accepted for postgraduate study. Over the three years to 2016, 56.23% of the graduate students were women, a figure which is very close to the benchmark average of 54.79% as set out in Table 5.

4.2. Academic and research staff data

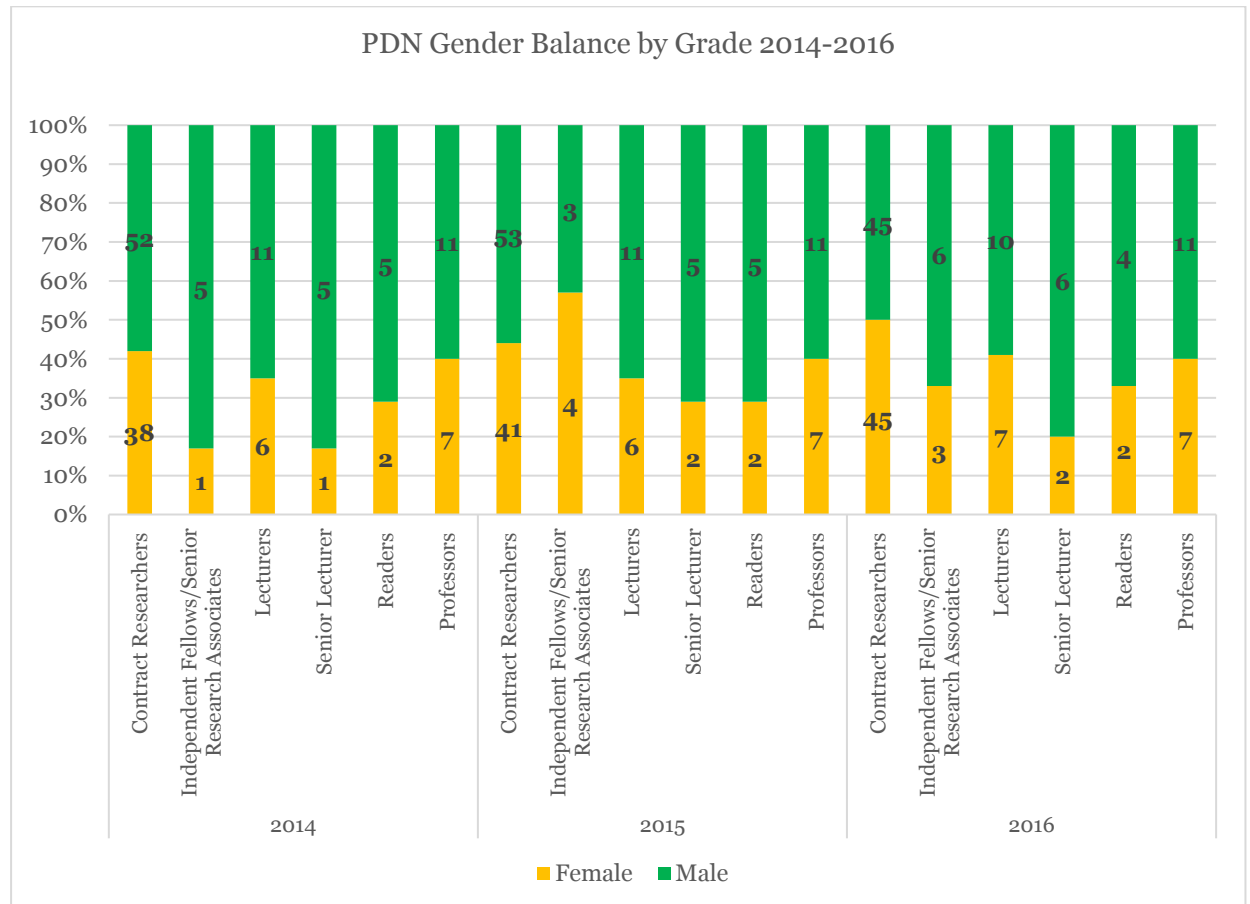
- (i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

41 of the 45 tenured Academic Staff are on teaching and research contracts with the other 4 holding Readership- level teaching-only contracts.

Contract researchers, Senior Research Associates and Independent Fellows are all on fixed-term, research-only contracts. Approximately half the Senior Research Associates are Career Development Fellows holding their first independent positions in pursuit of tenured appointments. The remainder provide highly skilled services, such as imaging and bioinformatics, and are not on the tenure track path.

Figure 5 below shows the breakdown of academic and research staff data by gender in three successive years.

Figure 5: PDN gender balance by grade for contract research and academic staff 2014-16



Over the three years the gender breakdown amongst the tenured academics has remained static, reflecting, in part, the slow turnover of staff. There have been considerable changes in the composition of the contract researchers. The proportion of women employed as Contract Researchers has risen from 42.2% (2014) to 50% (2016). Though caution is required given the small numbers

involved, over the same period, there has been an increase in female Independent Fellows and Senior Research Associates from 16.6% to 33.0%.

There are two Black and Minority Ethnic (BME) academic members of staff (1F,1M) constituting only 4.4% of the PDN total. The University has recently signed up to the Race Equality Charter. PDN welcomes this development and will engage fully with any initiatives which arise from the University.

Achievement: The proportion of women employed as Contract Researchers has increased by over 7% from 2014 to 2016, achieving parity at 50:50.

Action Point 6: Gather data on applications by ethnicity and encourage applications from underrepresented groups.

SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

Reflecting its focus as a research-intensive University, the route to academic posts in Cambridge is via contract research positions, usually culminating in prior appointment as an Independent Fellow either here or in another institution. As a consequence, there is no recognised direct career path for technical staff to move to academic roles.

(ii) **Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender**

All tenured Academic Staff have either already obtained or, if they are probationers, are on track for permanent contracts. The four Temporary Lecturers have fixed-term contracts with the end dates determined by the circumstances of those whom they are replacing.

All postdocs have specified time limits on their contracts but are classed as on 'open-ended' contracts if they have been subject to renewal. Table 6 shows that there is no significant difference in the proportion of women and men on either type of contract.

PDN does not employ anyone on zero-hours contracts.

Table 6: Contract researchers types of contracts

Year	Fixed Term		Open Ended		
	Female	Male	Female	Male	
2014	17 (18.89%)	26 (28.89%)	21 (23.33%)	26 (28.89%)	90
2015	19 (20.21%)	26 (27.66%)	22 (23.40%)	27 (28.72%)	94
2016	25 (27.78%)	19 (21.11%)	20 (22.22%)	26 (28.89%)	90

PDN follows the University's procedure in respect of staff facing the prospect of redundancy. The Departmental Administrator meets all individuals in this situation at the earliest opportunity and advises them of the resources available which includes CV review, one-to-one support from the Cambridge University Careers Service and referral to the Selection Panels of any posts advertised for which they have relevant skills and experience. She and other departmental administrators keep in touch with them during the potential stressful period of their notice and offer pastoral and, where helpful, practical support (eg commenting on applications if individuals are moving out of academia).

(iii) Academic leavers by grade and gender and full/part-time status

Table 7: Academic and contract research staff leavers 2013-16

Year	Staff group	Redundancy	Resignation	Retirement	Other
2013/14	Academic staff	0	1 (1M)	2 (2M)	0
	Contract Research Staff	9 (3F, 6M)	9 (5F, 4M)	0	2 (1F, 1M)
2014/15	Academic staff	0	0	1 (1M)	0
	Contract Research Staff	9 (1F, 8M)	9 (4F, 5M)	0	0
2015/16	Academic staff	0	0	0	0
	Contract Research Staff	6 (2F, 4M)	16 (7F, 9M)	0	1 (1F)
Total		24 (6F, 18M)	35 (16F, 19M)	3 (3M)	3 (2F, 1M)

Table 7 above shows the departure method of academic and contract research staff who left in the years from 2013 to 2016. It will be seen that the dominant reason for departure is resignation, normally because the individual has secured alternative employment. Overall, three times more men have been made redundant than women. What is not captured in the Table is what proportion of the whole the leavers represent by gender. This information is available and is needed to assess fully whether there is any gender bias. It will be recorded from April 2017 onwards.

Historically, the turnover of Academic Staff has been low and the period under review is typical. Since October 2014, there have been only three departures (all full-time and all male), all by retirement. One was a Professor and the other two were Senior Lecturers. All three have been replaced at the grade of Lecturer, with two women and one man appointed.

Individuals who are leaving are asked to complete an electronic exit survey which gives useful information on the experience of working in the specific laboratory

and PDN as a whole. The Departmental Administrator reviews all surveys in order to identify any common concerns which require action. In future, academic staff will be circulated with an annual questionnaire to find out more about why people have left and where they have gone. Something which should be captured is what proportion of leaving researchers remain in academia and in what sectors others make their careers.

(word count 1727)

Action Point 7: Increase understanding of researcher career progression via destination on leaving.

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff

(i) Recruitment

The Department adheres fully to the University's Equal Opportunities policy and, as required under the policy, includes the following statement in all advertisements, 'The University values diversity and is committed to equality of opportunity'. As an action point from the 2013 Bronze submission, the recruitment material has been revised to give prominence to family-friendly policies. It is now accepted as standard departmental practice that both women and men should be represented on selection panels.

Table 8 below summarises recruitment to contract research posts over the past four years. The proportion of women applicants remains lower than the proportion of women graduates emerging locally and nationally but, over the period, there has been an increase in the proportion of women shortlisted from 31% in 2013/14 to 48% in 2016/17. Overall, women are appointed (43%) in broadly the same proportion as they apply (45%) though the latest year shows a drop (38% appointed compared to 43% applying). This variation is concerning and suggests that more work may be needed in the area of training for those involved in recruitment. An important topic which will be targeted is unconscious bias training. There will be a target that 75% of academic interviewers and 100% of support staff interviewers will complete the University's on-line recruitment training. A lower target has been set for academic staff to reflect the fact that College Fellows frequently receive intensive interviewing training as preparation for student recruitment.

**Table 8: Recruitment of contract research staff 2013-2017
(March-February)**

Year	Average no of female applicants per post	Average no of male applicants per post	Average no of females shortlisted per post	Average no of males shortlisted per post	No of females appointed (% in year)	No of males appointed (% in year)
2013/14	8.2 (42%)	11.2 (58%)	1.4 (31%)	3.1 (69%)	5 (45%)	6 (55%)
2014/15	8.1 (47%)	9.3 (53%)	1.1 (47%)	1.25 (53%)	5 (31%)	11 (69%)
2015/16	10.4 (46%)	12.2 (54%)	2.4 (44%)	3.1 (56%)	15 (56%)	14 (46%)
2016/17	5.5 (43%)	7.3 (57%)	1.2 (48%)	1.3 (52%)	5 (38%)	8 (62%)
Average	8.1 (45%)	10 (55%)	1.5 (40%)	2.2 (60%)	7.5 (43%)	9.8 (57%)

Table 9 below records the data for four most recent rounds of appointment to tenured posts, all of which were lectureships. The Selection Panels have five or seven members, at least one of whom is female. In October 2016 Professor Sarah Bray was appointed as the Deputy Head of Department (Research) and she now serves on Search Committees *ex officio*.

Table 9: University Lectureships advertised 2014-16

Date advertised (no of posts)	Applicants		Shortlisted		Appointed
	Female	Male	Female	Male	
2014 (2)	55 (35.0%)	102 (65.0%)	2 (20.0%)	6 (80.0%)	2 men
2015 (1)	34 (38.2%)	55 (61.8%)	3 (50.0%)	3 (50.0%)	1 woman
2015 (1)	18 (29.5%)	43 (70.5%)	4 (80.0%)	2 (20.0%)	1 woman
2016 (2)	47 (38.5%)	75 (61.5%)	4 (44.5%)	5 (55.5%)	1 woman 1 man
Overall	154 (33.6%)	305 (66.4%)	13 (44.8%)	16 (55.2%)	

It will be seen that, although there were nearly twice as many applications from men than women, women were shortlisted in higher proportion to the applications received. One of the Action Points from the 2014 Athena Swan application was to increase the proportion of female applicants for academic posts by 5% by 2017. As planned, the advertising material was revised to encourage explicitly applications from women and to give prominence to PDN's family-friendly policies. Vacant posts have also been advertised on women-only email lists. It is, therefore, disappointing to note that, overall, the proportion of

women applicants has not increased. It is unclear how the PDN figures compare to benchmark institutions. One area for further work will be to gather more information and establish what would constitute an ambitious but realistic target for the number of applications from women.

Over the past four years, the proportion of women shortlisted has risen considerably from 36% to 45%. It is proposed that there is a comprehensive review of the advertising material to draw attention to the proportion of senior academic women currently working in the Department and the wish to appoint more women. One change would be the introduction of personal histories, capturing the experiences of recent appointees, both women and men, but giving particular prominence to the former. As highlighted above, further training will be provided for those involved in recruitment with particular focus on the area of unconscious bias.

One of the two men appointed in 2014 was not able to take up office which resulted in a re-advertisement in 2016. This means that three of our last five new holders of tenured appointments have been women. Although the proportion of women appointed was higher than would be expected, suggesting no bias either in shortlisting or final selection, the numbers are too small to be statistically meaningful.

Achievement: Three of the last five new holders of tenured appointments have been women.

Action Point 8: Encourage applications from women and increase the overall percentage of women shortlisted to 45% for contract research and to 50% for academic posts. Ensure that 75% of academic interviewers and 100% of support staff interviewers complete on-line recruitment training and training on unconscious bias.

(ii) Induction

All staff have both local and University level inductions. Role-specific inductions are delivered by line managers using a checklist and introduce individuals to their colleagues and the working practices in place.

The departmental induction is held fortnightly or monthly depending upon need. It provides general information to all new staff about the Department and covers key topics such as Equality and Diversity, Health and Safety, and accessing departmental and University policies and practices. The departmental induction events were introduced in response to the 2013 Staff Survey in which the positive response to the question 'My local induction gave me the information and knowledge I need to do my job effectively' was 59%. In the 2016 Survey the positive score had risen to 73%, suggesting that the new arrangements have been beneficial.

Since 2015, as a new initiative, key administrative staff have held monthly Newcomers Welcome Tea Parties. These are open to existing staff and graduate students as well as recent joiners and have proved to be very popular, especially amongst those joining small groups or teams.

Achievement: The positive score in the PDN Staff Survey for the usefulness of induction has arisen from 59% in 2013 to 73% in 2016.

New contract research staff take part in the monthly departmental induction but their primary induction is provided by their supervisors who have regular probationary meetings initially to communicate expectations and thereafter to review progress. All probation forms are passed to the departmental administration who will provide support should issues arise.

As well as being assigned personal mentors, all new tenured academic staff meet formally with the Head of Department at the start of their appointment to discuss the expectations of the Department and the support available to them. Subsequently, there are annual review meetings informed by consultation with Mentors, to assess progress, and consider achievements and challenges. While the Faculty of Biology do not require formal meetings in the third and fourth years of the five-year probation period but the Department continues with annual meetings because both the probationers and the Head of Department have found them useful.

New tenured staff are given reduced teaching and administration commitments in the first three years, beginning at 25% of the average teaching load, which allows them to establish their research programmes. Those on probation, who take maternity, shared parental or other caring leave, are given the option of adjusting their probationary period to take account of absences. At present, three women are making use of this provision which, they report, reduces pressure to return from maternity leave earlier than they would prefer.

(iii) Promotion

Table 10 compares the application rates by gender within PDN and the School of the Biological Sciences. Seven of the female academics are already Professors and of the remaining nine eligible to apply for promotion (two women are ineligible as they hold Readership-level, teaching-only posts) four are still on probation, meaning that, in practice, only five are credible candidates. Consequently, a higher proportion of eligible women than men have applied in two of the three years under review. In the three year period, there has been only one unsuccessful PDN application (male) which suggests that either individuals time their submissions perfectly or, more likely, that at least some of them might have been successful had they applied earlier. The low application rate raises the question whether some of the eligible staff who have not

submitted applications recently or at all should be encouraged to consider doing so.

The University runs seminars about the promotions process and the Senior Academic Promotions CV scheme offers confidential review of CVs. The Head of Department invites all eligible staff to meet with him to discuss potential applications but the take-up is patchy. Given the low application rates of both sexes and the size of the Department (which makes it difficult for the Head of Department alone to see all eligible staff), it is proposed that a Panel, under the Chair of the Head of Department and drawn from the professoriate, be set up to offer confidential guidance and assessment to eligible staff.

Table 10: Senior Academic Promotions, 2014-2016

Type of promotion	Successful applications		Unsuccessful applications	
	PDN	School of the Biological Sciences	PDN	School of the Biological Sciences
2014				
Professorships	1 (1M) (100%)	9 (6M,3F) (66%,60%)	0	5 (3M,2F) (34%,40%)
Readerships	1 (1F) (100%)	9 (7M,2F) (64%,29%)	0	9 (4M,5F) (36%,71%)
Senior Lectureships	0	5 (0M,5F) (0%,100%)	0	2 (2M,0F) (100%,0%)
Application rate of eligible staff	6.66% (M), 20% (F)			
2015				
Professorships	0	8 (4M,4F) (57%,100%)	0	3 (3M,0F) (43%,0%)
Readerships	0	7 (5M,2F) (83%,66%)	0	1 (0M,1F) (17%,34%)
Senior Lectureships	1 (1M)	4 (4M,0F) (80%,-)	0	1 (1M,0F) (20%,)
Application rate of eligible staff	7.7% (M), 0% (F)			
2016				
Professorships	1 (1M)	8 (7M,1F) (54%,50%)	1 (M)	7 (6M,1F) (46%,50%)
Readerships	0	9 (8M,1F) (66%,100%)	0	4 (4M,0F) (34%,0%)
Senior Lectureships	3 (2M,1F)	7 (3M,4F) (75%,80%)	0	2 (1M,1F) (25%,20%)
Application rate of eligible staff	16.7% (M), 20% (F)			

Action Point 9: Give potential applicants better understanding of the promotions process and their prospects of success, and review their applications.

(iv) Department submissions to the Research Excellence Framework (REF)

41 (12 women and 29 men) researchers out of an eligible pool of 45 were returned in the 2014 REF exercise. The four who were excluded were men. In the 2008 Research Assessment Exercise 19 women and 39 men were included with one eligible man excluded. All eligible women were submitted in both exercises.

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

PDN recruits around 10 support staff per year, with most appointments made on the technical side including Research, Maintenance and Teaching Technicians. Around a third of new appointments are administrative and clerical including Accounts Clerks and Secretaries. There are only two professional staff, both of whom have been in post throughout the review period.

**Table 11: Recruitment of support staff 2013-2017
(March-February)**

Year	Averaged Female Applicants	Averaged Male Applicants	Averaged Female Shortlisted	Averaged Male Shortlisted	Female Appointed	Male Appointed
2013/14	14.7 (62%)	9 (38%)	2.8 (70%)	1.2 (30%)	8 (80%)	2 (20%)
2014/15	9.2 (49%)	9.7 (51%)	2.1 (54%)	1.8 (46%)	4 (31%)	9 (69%)
2015/16	10.4 (60%)	6.8 (40%)	2.2 (76%)	0.7 (24%)	9 (69%)	4 (31%)
2016/17	9.7 (66%)	5.1 (34%)	1.9 (58%)	1.4 (42%)	6 (66%)	3 (34%)
Average	11 (59%)	7.65 (41%)	2.3 (64%)	1.3 (36%)	6.8 (60%)	4.5 (40%)

Table 11 above shows the recruitment of support staff over the last four years. It will be seen that, in three of the four years, at least 10% more women apply than men. 2014/15 is an anomaly but, for the other years, women are appointed in a proportion which matches (2016/17) or exceeds their application rate (2013/14 and 2015/16).

(i) Induction

The same induction procedures apply to professional and support staff as for contract research staff with one exception. Mentors are not appointed for support staff who have much more clearly defined job roles and career paths, and routinely have close contact with their supervisors. In practice, most support staff work within networks who tend to take social breaks at set times and will, for instance, go to the Canteen together. However, it is the case that some individuals working on their own or in small teams may have the potential to be isolated. From April 2017, a buddy system is being set up for new support staff.

Action Point 10: Set up a buddy system for new support staff.

(ii) Promotion

Career progression opportunities are discussed at Staff Review but, because of low staff turnover, especially amongst the core University-funded senior administrative and

technical staff, there is limited scope for promotion within the Department. The primary route for assistant staff to achieve promotion is via a regrading of their existing posts to take account of additional responsibilities. Individuals can self-nominate but, more usually, supervisors identify that additional responsibilities merit consideration for regrading. It will be seen from Table 12 that all but one of the regrading applications in the past three years have been successful. All three of the higher grades changes from 5 to 6 were for women. Both of the part-time staff who submitted regrading applications were upgraded. During the period, three staff members were promoted (after open selection processes) but the numbers are too low for meaningful analysis.

Table 12: Assistant staff regradings and promotions 2014-2016

Regradings	Grade Requested	Female Applicants	Male Applicants	Successful outcomes	
				Female	Male
Existing Grade					
3	4	1	0	1	0
4	5	1	2	0	2
5	6	3*	0	3*	0
Promotions					
Existing Grade					
3	4	1	1**	1	1**
4	5			1	0
4	6	0	1	0	1
<i>*1 part-time</i>					
<i>**1 part-time</i>					

The other performance recognition scheme is the annual exercise in which assistant and professional staff can apply or be nominated for one or more additional increments. The outcome of this exercise is determined at the level of the School. Individuals can be nominated by themselves or their supervisors but the Departmental Administrator and the Principal Technician consider all eligible staff on an individual basis every year so that no-one is overlooked.

It will be seen from Table 13 below that the proportions of applications and awards for the past two rounds reflect the gender balance of eligible staff.

Table 13: Contribution increments for support and professional staff 2016 and 2017

Year	Eligible Women	Eligible Men	Applications for Women	Applications for Men	Awards Women	Awards Men
2016	38 (63.33%)	22 (36.67%)	11 (68.75%)	5 (31.25%)	6 (75.00%)	2 (25.00%)
2017	40 (65.57%)	21 (34.43%)	11 (64.71%)	6 (35.29%)	5 (71.43%)	2 (28.57%)

5.3. Career development: academic staff

(i) Training

In response to an action point in the Bronze 2013 submission, PDN set up a Postdoc Committee which has created a powerful sense of community from what was previously a disparate set of individuals. Amongst the many achievements, the Postdoc Committee has been very active in organising and delivering training opportunities for contact research staff.

One recent initiative was the creation of a PDN Symposium Day at which graduate students and postdocs present their research. There are several parallel sessions, providing valuable training in presentation and chairing skills. Academic staff are specifically assigned individuals to provide feedback on a one-to-one basis. At the 2016 Symposium 8 of the 12 sessions were chaired by women and there were 34 female and 28 male speakers.



Dr Kate Feller receiving the prize of 'Best Postdoc Speaker' at the 2017 PDN Symposium

PDN have been pioneers of the Postdoc Masterclasses which gave contract researchers opportunities to share their expert knowledge of particular techniques with a social event afterwards, supported by departmental funding. These sessions provide valuable experience in presenting to non-specialists and have been so popular that they have now been extended to a wider constituency across the School of the Biological Sciences.

Achievement: Establishment of a very active Postdoc Committee.

(ii) Appraisal/development review

The departmental expectation is that Staff Development Review is carried out either annually or biennially depending upon circumstances. For example, established academic staff would be reviewed once every two years whereas contract and assistant staff on fixed-term contracts would be subject to annual review. It will be seen from Table 14 below that the uptake has been patchy across all staff groups. The figures are low but comparable for both genders.

Table 14: Appraisal completion rate by staff group (April 2017)

Staff group	No of Eligible Women	Women Appraised	No of Eligible Men	Men Appraised	Eligible Staff	Total Appraised
Academic	19	10 (53%)	30	15 (50%)	49	25 (51%)
Contract researcher	40	10 (25%)	43	7 (16%)	83	17 (20%)
Support	35	9 (26%)	21	8 (38%)	56	17 (30%)
Total	94	29 (31%)	94	30 (32%)	188	59 (31%)

In the 2016 Staff Survey only 42% gave a positive score to the question, 'I found my last SDR meeting (appraisal) useful' with no difference in the responses by gender. This is a low score which compares unfavourably to the 2013 Staff Survey positive score of 60%. This decline may, in part, reflect an increase in the number of respondents (in 2016 n=125 compared to n=35 in 2012) but the result is concerning notwithstanding the caveat. PDN is seriously underperforming in this important area both in volume and quality of experience. A concerted response is required and the Department has set a target of appraising every staff member at least once every two years. It will be a requirement that all appraisers complete the University's on-line appraisal training. The Department will also review its appraisal paperwork and seek feedback from potential appraisers and appraisees on changes which maximise the benefits in terms of career development and planning.

Action Point 11: Increase uptake of appraisal and improve its benefits for appraisees by promotion at the All Staff Meeting, training and revised procedures subject to review by participants.

(iii) Support given to academic staff for career progression

The Post-Doc Committee actively promote career development opportunities for contract research staff. The University Careers Service has a Careers Advisor specifically for Postdocs in the Life Sciences. She organises a wide range of events including a biennial full-day programme on 'getting a fellowship'. There are also regular in-house panel events when those in tenured posts or independent fellowships, always with female representation, describe their career paths and answer questions. Such events have a social component afterwards, encouraging more interaction.

The PDN Staff Survey indicated that more support is required for Independent Fellows. They had a low positive score of 44% in response to the question, 'I feel that the Department values me'. It has been agreed that, upon appointment, as well as an overview meeting with the Head of Department, they will have induction meetings with the two Deputy Heads of Department who will discuss in detail what the expectations are in respect of teaching and research and establish contact which will be sustained thereafter on a regular basis. The Chair of the Wellbeing and Equality Committee will act as their Academic Champion. There will also be improved networking opportunities in the form of a separate email list and some funding to facilitate social interactions.

Action point 12: Offer more support to Independent Fellows

(iv) Support given to students (at any level) for academic career progression

The University's Careers Service offers specialist careers advice for undergraduate and graduate students.

The Graduate School of the Life Sciences (which spans the Schools of Biological Sciences and Clinical Medicine) runs a comprehensive training and development programme extending through the life cycle of graduate students.

Springboard is a personal development programme specifically for female graduate students and staff. Key areas covered include communication skills, assertiveness and work/life balance.

(v) Support offered to those applying for research grant applications

In the past, PDN has provided piecemeal support to those applying for external funding but, since October 2016 and under the energetic leadership of Professor Sarah Bray (Deputy Head of Department, Research) the Research Committee has become much more pro-active. They now monitor grant funding opportunities

routinely and draw them to the attention of academic staff and postdocs. They also review grant applications and organise mock interviews, including for any senior postdocs whom the Department will sponsor for independent fellowships.

A new initiative, introduced from March 2017, is monthly Principal Investigator lunches at which two individuals will present informally on works in progress including potential grant applications. The lunch, which is funded by the Department, precedes the talks and provides opportunities for academics, including Independent Fellows, to meet their colleagues and network.

The Head of Department or Deputy Head of Department (Research) provide confidential advice when applications for grants are unsuccessful. The Research Committee monitor applications over time and will offer tailored advice to those who have been not been successful, recognising the demoralising effect of rejection notwithstanding the challenging funding environment. Depending upon particular circumstances, individuals are encouraged to consider sponsors outside the main stream or to initiate collaborations with others, both inside and outside PDN.

5.4. Career development: professional and support staff

(i) Training

The University has a broad portfolio of training courses which professional and support staff utilise as appropriate either by the encouragement of their supervisors or the exercise of their own initiative. Many courses are function based (for example on purchasing) but there are also more general courses that develop important soft skills such as managing teams or communicating effectively.

Training and development needs are discussed informally on an on-going basis, and formally at Staff Review. Where it is relevant and available, staff are funded to attend relevant day release courses such as Association of Accounting Technicians (AAT). At present 4 staff (2F,2M) are on day release courses of at least one year in duration which will secure them qualifications if they pass the examinations. Several senior administrative staff have successfully completed University administrative training programmes which broaden their understanding of the wider organisation, develop specific skills (eg writing and presenting) and equip them to apply for more senior positions.

Across the School and the University, there are very active networks of staff groups by function, all of whom communicate events via subscription email lists. For example, across the University the IT staff organise regular meetings and briefings and offer advice/discuss issues via email.

It is an absolute 'given' that support staff in PDN should access the training and networking which keeps them well informed and able to do their jobs effectively. Though there are records of training delivered by the central Personal and Professional Development section (and there is no evidence of any difference in uptake between men and women), it is not practical to document participation in the many on-going functionally-based training and development.

In the 2016 Staff Survey, there was an 86% positive response to the question, 'I know where to find information about training and development opportunities'. This is a 4% increase on the already high score of 82% in the 2013 Survey and suggests that staff feel well informed about the provision.

(vi) Appraisal/development review

The PDN Staff Survey results to the question, 'I found my last SDR meeting (appraisal) useful' have remained static. It is disappointing that the positive figure for 2016 remains at 42% which is the same as in 2013. Drilling down the 2016 result, only 35% of support staff gave a positive score. The same response measures set out in 5.3 (ii) will apply for support staff.

(ii) Support given to professional and support staff for career progression

PDN encourages staff to attend training courses, acquire qualifications or broaden their experience, enabling them to enhance their skills, sometimes for improved job satisfaction and sometimes to facilitate promotion. For instance, one Teaching Technician involved in human anatomy teaching has attended externally provided courses to develop her already strong embalming skills. Another senior member of administrative staff has completed two internal secondments which developed her leadership skills and increased her understanding of other parts of the University. The Department is supportive of requests from individuals but can be criticised for not being sufficiently pro-active, especially given the benefit of having many long-serving and dedicated staff. As indicated above, an important target is to improve the uptake of, and benefit from, appraisal. Career progression, in its broadest sense, will be addressed in the revised process.

Action Point 13: Develop opportunities for support staff to discuss career progression opportunities

5.5. Flexible working and managing career breaks

(i) Cover and support for maternity and adoption leave: before leave

PDN publicises the maternity and adoption leave provision on the web site. When individuals announce that they or their partners are pregnant, they meet the Departmental Administrator who explains in detail what support is available.

Practical support is often provided. For instance, individuals who normally cycle are given temporary parking permits in the later stages of pregnancy should they need them. Recently, the Department paid for a special chair for someone experiencing back pain. Support is tailored to the needs of the individual.

(ii) Cover and support for maternity and adoption leave: during leave

During leave, staff continue to be supported by their supervisors, often via email, with the level of contact negotiated on an individual basis.

Staff can take advantage of 'Keeping in Touch' Days which allow individuals to maintain contact with their colleagues and attend major events such as key meetings. Arising from action point in the 2013 Athena Swan submission, PDN will now pay for attendance if, as is often the case, sponsors will not fund. It is important that staff have equal access to benefits.

Achievement: The Department agreed to fund Keeping in Touch Days in cases where the sponsors were not willing to do so.

(iii) Cover and support for maternity and adoption leave: returning to work

Prior to their return from leave, the administration reminds staff of the options they have including graduated return and a change in the number or pattern of hours worked. They also explain that holiday accrued whilst on maternity leave can be used flexibly.

The University offers a Returning Carers Scheme which provides flexible funding for academic and contract research staff to sustain their research after a period of absence. The departmental administration targets eligible staff about the scheme and, based on successful past applications, advises on what to request. In the last three years, there have been five successful applications from PDN staff. Up to £10,000 can be requested.

Within the last year and at the request of the Wellbeing and Equality Committee, PDN has set up a new room in which babies can be breastfed or changed in complete privacy.

(iv) Maternity return rate

It will be seen from Table 15 that none of the twelve individuals who have returned from maternity leave since 2012 was made redundant whilst on maternity leave. Only one of the 12 (8.33%) ended employment through redundancy. Setting aside those who resigned or who only returned recently, six of the eight who returned from maternity leave were still employed eighteen months later.

All the staff who have been on maternity leave have been either academic or contract research staff. None of the support staff have taken maternity leave during the period.

Table 15: Employment after maternity leave return

Date of maternity leave return	Staff numbers	In post six months after return	In post 12 months after return	In post 18 months after return	Reason for leaving
2012	1	1	0	0	Redundancy (1)
2013	2	1	1	1	Resignation (1)
2014	3	3	3	3	n/a
2015	4	3	3	2	Resignation (1) Redundancy (1)
2016	2	2	n/a	n/a	

(v) **Paternity, shared parental, adoption, and parental leave uptake**

All types of leave associated with new parenthood are described on the departmental web site and any changes, such as the introduction of shared parental leave, are circulated by email with periodic reminders. All male staff who are eligible for paternity leave take it at their convenience. Colleagues provide cover without hesitation for Academic Staff taking leave who have teaching commitments. The three men who have applied for shared parental leave (two contract researchers and a technician) have all had their requests approved. PDN will be funding temporary cover for the Technician whilst taking leave.

Achievement: Three men have successfully applied for Shared Parental Leave.

(vi) **Flexible working**

Individuals can apply to work flexibly either for a fixed-period or on a permanent basis. The Department is very supportive of such requests and has approved all but one made in the past ten years. Though the numbers who opt for this arrangement are small, members of all staff groups have taken advantage of this possibility. Given the low take up rate, information on the various options will be circulated regularly with targeting of likely interested parties, eg women returning from caring leave.

Three of the Academic Staff (all female) have opted to work on a part-time basis on a permanent basis. In 2015, two women in an academic job share adjusted their percentages of time to reflect their changing needs. Recently, four members of Assistant Staff (all women) have moved from full-time to part-time working. One male Technician has opted for term-time working. It is also the case that Teaching Technicians, who are regularly required to work overtime can choose whether to be paid or take time off in lieu.

(vii) Transition from part-time back to full-time work after career breaks

Relevant staff are informed about the graduated return policy which, subject to approval, allows a staged return beginning from a minimum of 20%. Though the uptake has been low, all such applications have been approved.

Action Point 14: Increase awareness of flexible working opportunities.

5.6. Organisation and culture

(i) Culture

The Department engages fully with the Athena Swan agenda. Staff and students enjoy working in the Department which has a welcoming and supportive culture. In the 2016 Staff Survey that was conducted across the whole School, PDN had a score of 82% on the 'engagement index' (an indicator of six key scores recognised as a measure of how positive the environment is), compared to the School's average of 76%. This constitutes an improvement of 5% compared to the 2013 PDN Staff Survey 'engagement index' of 76%.

One target from the 2013 Bronze submission was to achieve 50% completion of the University's on-line Equality and Diversity training. This target has been exceeded with 85% of staff, including 94% of academics, having completed it.

PDN has been active in introducing family-friendly social gatherings. A very successful Teddy Bears' Picnic specifically for those with young children was held in 2016 and will be repeated annually. Paloma Gonzalez-Bellido, a Lecturer who is a member of the Self-Assessment Team, has set up a monthly weekend Children's Club for those with pre-school children. The event has proved to be very popular across the School and as well as entertaining the children brings together families. The venue has been provided by the University's Post Doc Office.

Achievement: 82% positive score on Staff Survey 'engagement index', 6% above the School average and 5% more than the 2013 PDN result.

Achievement: Completion rate of 85% for the University's on-line Equality and Diversity training.

The 2014 Athena Swan submission identified communication as an area needing further work, given the comparatively low scores in the Staff Survey the previous year. Actions implemented include the creation of a new, full-time post of Communications Co-ordinator and the establishment of a Communications Committee with the primary aim of improving internal communication. In the last two years the PDN web site has been revised and a new 'Wellbeing' section and more information on family friendly policies have been added. Table 16 compares the positive scores for communication questions in the 2013 and 2016 surveys. For the first three questions, there has been at least a 10% improvement in the score. At 53%, the score for communication between different parts of the

Department is still on the low side, and the Communications Committee are investigating the reason for this.

Table 16: Communication questions in the 2013 and 2106 PDN Staff Survey

Question	% positive 2013	% positive 2016
I feel informed about what is happening in the Department	64	75
In my experience, there is good communication between different parts of the Department	43	53
The communications I receive are clear and understandable	67	80

Achievement: improved communications as reflected in a 10% improvement in three Staff Survey questions

Action Point 15: Improve communication between different parts of the Department

(ii) HR policies

The 2016 Staff Survey gave a mixed picture in relation to issues of equality and dignity at work as revealed in Table 17. There were high positive scores with regard to recent personal experience of bullying or harassment but there was a worrying decline in the positive scores for feeling able to report such things. It is also the case that men (72%) would feel more able to report bullying or harassment than women (59%) The Wellbeing and Equality Committee were most concerned with these scores and have introduced measures to improve awareness of the University's Dignity at Work Policy and the mechanisms for challenging or reporting inappropriate behaviour. A Wellbeing Noticeboard has been set up in a prominent place with information and contact details and the relevant section of the departmental induction has been reinforced. There are now Suggestion Boxes in both buildings which staff and students can provide feedback and offer ideas anonymously. The issue of reporting harassment has also been discussed at meetings of the different Staff Groups and will be covered in the new, annual meeting of all staff. Every opportunity will be taken to reinforce the message about what is in place.

Table 17: Staff Survey results on dignity at work

Question	Positive results 2013	Positive results 2016
In the last 12 months, have you experienced bullying or harassment of any kind in the workplace?	Not asked	92
In the last 12 months, have you witnessed bullying or harassment of any kind (that did not involve you) in the workplace?	Not asked	90
I would feel able to report bullying or harassment without worrying that it would have a negative impact on me	70	65

The Department is acutely aware that some of the policies and practices which have the greatest impact upon the wellbeing of staff and students are set at the level of the University. For instance, the question in the 2016 Staff Survey relating to childcare provision attracted a positive score of 48%. As a large and diverse department, PDN has a duty to influence positively gender-related policy in the School and the University.

Action Point 16: Raise awareness of support mechanisms in place for staff and students experiencing or witnessing bullying or harassment.

Action Point 17: Influence policy development in the School and the University.

(iii) Representation of men and women on committees

Table 18 shows the breakdown of departmental committee by gender and staff type.

Table 18: Academic and senior representation on departmental committees (averaged 2013-2016)

	Female	Male
Management	3.6 (41%)	5.3 (59%)
Communications	3.6 (50%)	3.6 (50%)
Equality and Wellbeing	7 (62%)	4.3 (38%)
Finance	2 (35%)	4.3 (65%)
Graduate Education	5 (56%)	4 (44%)
IT	1.6 (25%)	5 (75%)
Postdoc	2 (25%)	6 (75%)
Research	2.3 (32%)	5 (68%)
Space	1 (15%)	5.6 (85%)
Teaching	4 (31%)	9 (69%)

Academic Staff predominate on departmental committees but, without exception, all committees include at least one member of support staff. Committee membership is often linked to administrative responsibility. For instance, the Teaching Committee primarily consists of Course Organisers. Other committee membership is determined by inviting volunteers or targeting individuals with relevant interests or experience whilst taking account of existing administrative commitments.

All major departmental committees have female representation including the Management Committee which is the principal decision-making body in the Department. The overall average percentage of female involvement is 37.45% which is in line with the proportion of women academics. PDN is particularly sensitive to the expectations placed on women academics, particularly at the senior level, but as their number has grown, it has been possible to maintain participation without overload. There is an on-going need to monitor the gender representation on departmental committees with areas of possible imbalance addressed.

Action Point 18: Monitor gender representation on departmental and other committees annually with areas of possible imbalance addressed.

(iv) Participation on influential external committees

Both women and men are encouraged to serve on important supra-departmental and external committees, usually by email circulation from the Head of Department or the Chair of the Research Committee (for grant-awarding bodies). Such participation is captured in the Workload Model and is recognised in the Senior Academic Promotions process under the heading of general contribution.

(v) Workload model

Following up an Action Point from the Bronze Athena Swan submission, PDN has introduced a Workload Model from 2015/16. A Working Party (membership 3 female 4 male) was set up and agreed the comprehensive headings to collect data for teaching, research and other contribution from the previous academic year. There was considerable discussion about whether to give weightings but it was decided that it was not possible to agree how different activities should be treated. The summary information is available to all Academic Staff who have appreciated the improved transparency of information on teaching loads (which are presented in raw form and modelled to take account of factors such as part-time working and sabbatical leave) and other areas. The Head of Department and two Deputy Heads of Department (Teaching and Research) use the detailed information on loads when determining allocation of new and existing responsibilities. It is also the case that the workload information will inform the advice given when advising individuals on possible promotion applications though, as indicated earlier,

decisions on promotions are taken above the level of the Department. The Workload Working Party review the submissions for any possible gender bias.

Achievement: PDN has introduced a Workload Model which has made the contributions of academic staff more visible to each other.

Action Point 19: Monitor and refine the Workload Model

(vi) **Timing of departmental meetings and social gatherings**

Most departmental committee meetings are held in the core hours of 10.00 am to 4.00 pm but the start times are set using a doodle poll to maximise attendance. Two major committees (the Management and Teaching Committees) are held at 9.00 am but these schedules fit in well with the canvassed preferences of those attending.

Though seminars are often held between 1.00 pm and 2.00 pm some series are run at 4.00 pm to fit in with the teaching timetable and the practicality of available lecture rooms. These talks are now video recorded and can be accessed on a time-limited basis via the departmental intranet for the benefit of those unable to attend because of caring and other commitments.

The Department has pioneered networking social events for senior women academics in the School of the Biological Sciences, consciously changing the format and times to take account of varying availability and interest. In February 2017, PDN offered to act as lead institution for a programme of events which would rotate round all the departments and institutes in the School. This proposal has been welcomed with enthusiasm without any exceptions. The events will allow senior academic women, including Independent Fellows, to meet their peers and network in a relaxed and open environment.

Action Point 20: Act as lead institution for the social network events for senior academic women in the School of the Biological Sciences

(vii) **Visibility of role models**

PDN has several seminar series which run throughout the year but has not monitored the gender balance of speakers. This is a matter that needs to be addressed in the future. The impression is that, though women are represented, they are not as prominent as men. The intention is to monitor the breakdown and gradually increase the proportion of female speakers with the aim of achieving equal overall gender balance by 2019/20

In 2015, PDN introduced a combined Graduate Student/Postdoc Symposium which was very well attended and received by staff and students alike. At the 2016 Symposium, there was equal representation of women and men amongst the speakers and the 13 sessions were chaired by 9 women and 4 men.

PDN has very strong female role models, both in terms of scientific distinction and leadership. Recent achievements celebrated via departmental newsletters, emails and on the web site are set out in Table 19.

Table 19: Recent Achievements by Senior Women Disseminated in PDN

Name	Date	Achievement
Professor Andrea Brand, FRS, FMedSci	2016	Awarded Royal Society Research Professorship
Professor Sarah Bray, FMedSci	2016	Appointed Deputy Head of Department (Research)
Professor Abby Fowden	2015	First woman appointed as Head of School, Biological Sciences
Professor Christine Holt, FRS, FMedSci	2016	Winner, Royal Society Ferrier Medal and Champalimaud Vision Award
Professor Magdalena Zernicka-Goetz, FMedSci	2016	People's choice of Science magazine's 'Breakthrough of the Year, 2016' for embryo research

So far as the PDN web site is concerned, the large majority of images are scientifically-related and do not show people. The Research Committee recently agreed that the top image of individuals' personal pages should show relevant scientific images rather than portraits. However, other parts of the web site show people with the largest number (21) showing both men and women. A preponderance of men only images (19) to female only images (12) was identified and rectified.

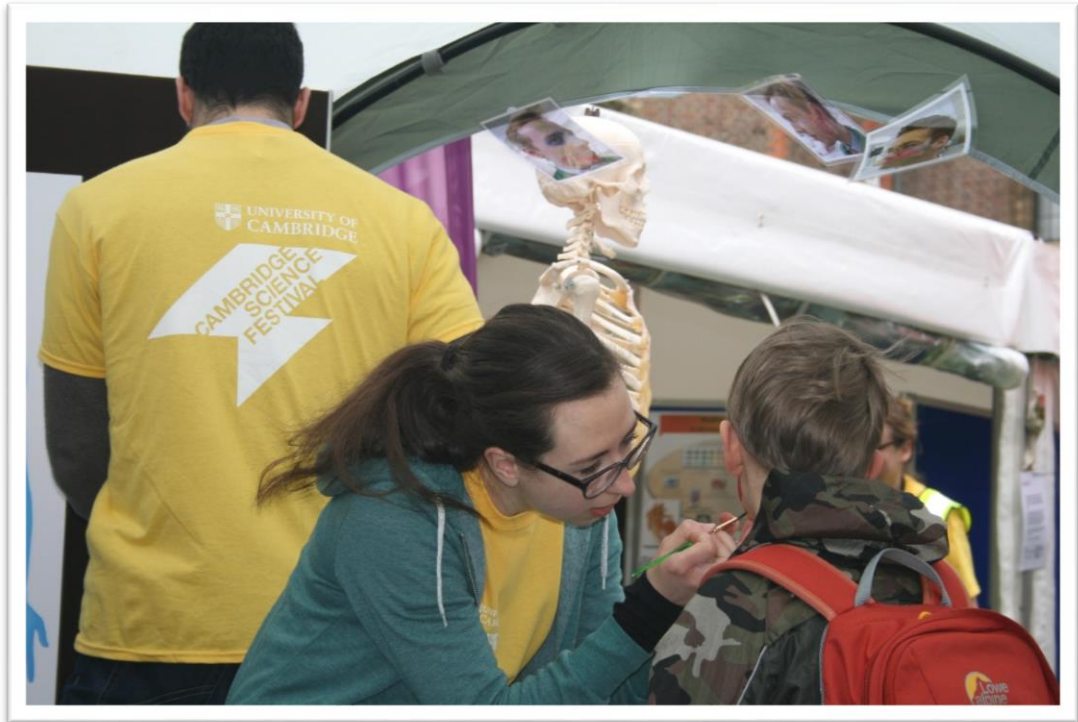
Action Point 19: Increase the proportion of women speakers at research seminars

(viii) Outreach activities

24 Academic Staff members are Fellows of Colleges which, typically, involves them in open days for school pupils and prospective students. Three academics are Fellows at all-women colleges.

Each year the Department hosts summer school events (lectures and practicals) for school pupils including those organised by the Sutton Trust, targeting those with backgrounds associated with low progression to higher education.

PDN plays an active role in the annual Cambridge Science Festival which is major event attracting thousands of visits from the general public. Each year, academic, contract and support staff, together with graduate students, present lectures and give demonstrations and hands-on experiments.



PDN at the Cambridge Science Festival 2017

The Department is regularly involved in public facing celebrations of science. In 2014, there was a major programme of events to mark the 100th anniversary of the Physiology Building, drawing in hundreds of local school pupils. In June 2017, members of PDN are heavily involved in running and participating in 'BrainFest', an event in June 2017, which will present neuroscience at Cambridge to the public at a large entertainment venue.

Academic Staff involvement in outreach is reflected in the Workload Model and also features in Other Contribution which is one of the three assessment strands in the promotions process.

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6. CASE STUDIES: IMPACT ON INDIVIDUALS

Athena Swan Case Study: Dr Claire Lye

I have been working in the laboratory of Benedicte Sanson since January 2008, both as a grant-funded and independently-funded postdoc.

On learning of my pregnancy, early in 2013, I found everyone (Benedicte, the lab, and the Department) to be supportive. I completed a pregnancy risk assessment which ruled out several types of critical experiments. Benedicte organised help with those experiments so that I could continue to generate data.

During my nine month maternity leave the Department paid for six 'Keeping in Touch' days. With the support of the Department, I also successfully applied to the University's Returning Carers for part-time research assistant salary during and after maternity leave to help my project to progress whilst on maternity leave, and progress quickly again on return. This enabled final experiments to be completed in a timely manner and has been critical for my publication record.

When I returned to work and with the encouragement of the Department, I successfully applied for flexible working (80%). My University-funded fellowship was extended to take account of my maternity leave and reduced hours.

In practice my flexible working has been handled very flexibly, thanks to the helpful approach of Benedicte Sanson, the rest of lab, and the general culture of PDN. I have never had an issue with taking a different day off or looking after my daughter when she is ill. Additionally, for the second time I had formal help from our research assistant one day a week (funded through the Returning Carers scheme). This helped my project to progress swiftly, at a crucial time.

In June 2015, I returned to being funded as a research associate on Benedicte's grant (continuing at 80% time), and, with the support of the Head of Department, was awarded an additional increment in January 2016.

I feel I have had a lot of support in making the next step in my career. In December 2015 PDN agreed to sponsor Career Development Award applications. In preparation, I delivered a 'chalk talk' to academics on my proposal, and also benefitted from individual meetings and feedback. So far I have been unsuccessful but the Department has recently renewed support for further career development applications that I plan to make in 2017 during my second maternity leave. I have also been granted weekday parking during my second pregnancy, which has been really useful so I have still been able to do nursery pickup now I am not cycling.

I have also been given other opportunities to develop my skills and CV that should be useful in eventually setting up my own lab. These include the opportunity to deliver undergraduate lectures and support for conference travel and a visit to collaborator, which was joint funded from the Returning Carers Scheme, and a departmental travel fund.

In general I find PDN a very supportive place to work as a mother to a young child, both for the reasons above, and because of the general day-to-day culture.

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Athena Swan Case Study: Dr Erica Watson

I joined PDN in January 2009 as a Next Generation Fellow (CTR) after finishing my PhD studies in Canada. I was prompted to treat my role as an independent research position and establish my own research programme. While this was difficult at times, I had strong support from my mentor and other faculty members, including two female members of the professorial staff, who offered encouragement and science/career advice. During this period, the Department also encouraged me to supervise the research projects of graduate and undergraduate students and allowed me to gain experience lecturing and demonstrating for undergraduates at a level which did not compromise my research programme. Together, this research, supervising, and teaching experience helped to build a strong CV and prepare me for the next career step: a faculty position.

I was hired by the Department as a Lecturer in November 2013 and felt well supported with the gradual addition of responsibilities (e.g., teaching load, committee membership, etc) and a start-up package. In addition, the Department funded my Leave to Remain in the UK (I am an overseas national). As a new faculty member, I was paired up with a mentor, who has provided excellent advice on running a successful research group, writing grant applications, and perhaps most importantly striving for the right work/life balance. Furthermore, I have useful and positive formal yearly meetings with the Head of Department to monitor my progress and ensure that I will meet the requirements for tenure and promotion when the time comes. I also benefited from a University grant, which provided start-up funds for my research group.

Fairly soon after starting my lectureship, I went on maternity leave for 18 weeks. The Department was very supportive and I did not feel penalized for taking time away from work so soon after beginning my new position. Department administrators made me aware of the University's Returning Carer's Grant, which I was awarded to fund a technician position and was instrumental in keeping my research programme going. I took advantage of the Keeping in Touch days during my leave, which put my mind at ease. Since having my first child, the Department has really tried to champion staff with young families by providing a room for diaper changing/breast feeding, planning and enabling family-oriented activities (e.g., Teddy Bear's picnic, week-end play groups off-site), and promoting seminar times that are earlier in the day. I am about to embark on a second maternity leave in the summer of 2017, and again, I feel the full support of the Department. Faculty members have offered to help cover my lectures if need be, and administrators have provided me with information regarding opportunities in the University for people in my situation (e.g., shared-parental leave, Returning Carer's grant).

Overall, the Department is a warm environment in which to work, providing opportunities for new faculty members to help them succeed.

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7.

8. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

9. ACTION PLAN

Department of Physiology, Development and Neuroscience Silver Action Plan 2017

Points in bold are the Department's highest priorities.

Action Point	Action	Rationale	Position/Current responsible person	Timescale	Success measure
1	Instigate a new Meeting of All Staff to disseminate and progress the Action Plan.	<p>This will be a new opportunity for all Staff to meet as a whole and to learn about progress on the Action Plan and other matters relating to wellbeing.</p> <p>It will be equally important that Staff can comment on issues of importance to them and influence the agenda of the Wellbeing and Equality Committee.</p> <p>Staff will be asked whether they find the meetings useful and informative.</p> <p>There will be coffee and cakes afterwards,</p>	Head of Department (Professor Ole Paulsen)	<p>July 2017 onwards</p> <p>August 2017- February 2021</p> <p>By March 2021</p>	<p>40% turnout for All Staff Meeting.</p> <p>Gradual increase in participation.</p> <p>60% turnout for All Staff Meetings.</p> <p>The All Staff Meeting generates new directions for the Wellbeing and Equality Committee to consider.</p> <p>Positive feedback from those attending the Meeting.</p>

		facilitating interaction between different staff groups and the two main buildings.		Ongoing	Termly reports to the Management Committee.
2	Ensure that, overall, the third year course attracts equal numbers of female and male applicants and that acceptance rates by gender reflect application rates. Disseminate information to prospective students and their academic advisers.	It is important to maintain the current situation that the third year course is equally attractive to female and male students and that there are no major differences in acceptances by gender compared to applications. Prospective students and those who advise them on their final year choices should be reassured that the course is equally attractive to female and male students and that gender bias does not operate in selection processes.	Third Year Course Organiser (Dr Stewart Sage)	July 2017 (annually thereafter) February 2018 (annually thereafter)	The third year course attracts equal numbers of female and male applicants. There are no major differences by gender in acceptance rates compared to applications. Prospective students and their academic advisers are given information on application rates and acceptance rates by gender in the previous three years.
3	Scrutinise the examination performance by gender of final year students compared to their	There has been no major difference in third-year examination performance by gender compared to second-year examination performance but the	Third Year Senior Examiner (Dr Rob White)	June 2017 (annually thereafter)	No significant difference in third-year examination performance by gender compared to second-year

	examination marks in the preceding year. Compare outcomes with comparable courses within the Faculty of Biology.	outcomes need to be reviewed annually to ensure that there is no change and to take urgent remedial action if differences emerge. PDN will share outcomes with the Senior Examiners of comparable courses within the Faculty of Biology as a benchmarking exercise.			examination performance. Urgent remedial action taken by the Third Year Examiners and Course Organiser if there are major differences Examination outcomes by gender placed in the wider context of the Faculty of Biology and approaches modified as appropriate depending upon practices elsewhere.
4	Continue to monitor graduate student applications, acceptances and completion rates by gender. Compare progression information with	It is critical to maintain gender balance in all stages of the graduate life cycle and to take urgent remedial action if major imbalances are identified. Outcomes and approaches should be shared with other comparable	Chair, Graduate Education Committee (Dr Rob White)	September 2018 (reviewed annually thereafter)	Gender balance in applications and acceptances. No major difference in the progression by gender compared to acceptances. The Chair of the Graduate

	comparable departments within the Faculty of Biology.	departments to develop best practice.			Committee to take urgent remedial action if major imbalances by gender in the graduate life cycle are identified. Graduate progression placed in the wider context of the Faculty of Biology and practices modified as appropriate in the light of discussions.
5	Gather information on the career destinations of graduate students.	Until now the Department has not systematically collected information on how many graduate students remain in academia, what other career paths are taken, and whether there is any evidence of gender bias in the outcomes. It seems feasible to go back to students completing in 2010/11 as the starting point.	Graduate Administrator (Ms Aileen Briggs)	By September 2017 October 2017 March 2018 (twice a year thereafter)	Identify the students concerned and ask their former supervisors for information. Let final-year students know that the Department will be tracking their progress. Contact academics about the destinations of their recent students.

					Tracking 50% of the students completing in the period 2010-2015. Tracking 80% of the students completing from 2016 onwards.
6	Gather data on applications by ethnicity by staff group and encourage applications for under-represented groups.	<p>The data on applications and appointments by ethnicity is not available and needs to be collected and analysed.</p> <p>It is proposed that the data is gather by staff group as recruitment markets vary significantly with many more international applications for contract research and academic posts compared to support staff posts.</p> <p>Irrespective of the analysis, recruitment and web site material should be reviewed so that potential applicants from BME and other under-represented groups receive positive messages of diversity and</p>	Chief HR Administrator (Ms Elaine Murdie)	<p>April 2017 onwards</p> <p>January 2018 (and reviewed annually thereafter)</p> <p>April 2020</p>	<p>Establish baseline figures for recruitment by ethnicity by staff group over a three year period.</p> <p>Revised recruitment and web material increase the visibility of BME and other under-represented groups.</p> <p>Depending upon outcome, determine what targets might be set for rates of application, shortlisting and appointment in</p>

		inclusivity as core values in PDN.			different staff groups.
7	Increase understanding of researcher career progression via destination on leaving.	Exit questionnaires are in place but would be more valuable if the uptake rate was increased. PIs will be circulated annually with a request for information on the destination of former staff employed for six months or more.	Chief HR Administrator (Ms Elaine Murdie)	From October 2017 From September 2017 By September 2020	Increase uptake of exit questionnaires by 10% per annum over three years. Identify destinations for 35% of former staff employed for six months or more. Identify destinations for 60% average of former staff employed for six months or more.
8	Encourage applications from women and to increase the overall proportion of women shortlisted to 45% for contract research posts and to 50% for academic posts. Ensure that 75% of academic interviewers and	There was a Bronze Award target to increase by 5% the percentage of women applying for contract research and academic posts. The target was met for contract research staff but not for academic staff. As the proportion of women shortlisted for academic posts has increased from 36% to 45% effort will be targeted here.	Departmental Administrator (Ms Fiona Duncan)	July 2017 By September 2017	Promote the on-line training module and discuss the issue of unconscious bias at the Academic Staff Meeting. Incorporate 4 case histories (2 women and 2 men) into recruitment material.

	<p>100% of support staff interviewers complete on-line recruitment training and training on unconscious bias.</p>	<p>Information will be sought from comparable UK departments to determine what might be a realistic target for the proportion of women applying for academic posts.</p> <p>Revise recruitment material including introducing personal histories of women and men but with emphasis on the former.</p> <p>Expand the use of women only circulation email lists to other relevant UK biological departments. The current employment location of applicants will be recorded.</p>		<p>September 2017</p> <p>December 2017 (and annually thereafter)</p> <p>By April 2018</p> <p>By April 2021</p>	<p>Organise or participate in training session on unconscious bias.</p> <p>Promote on-line recruitment training at the Assistant Staff Meeting. Review uptake of on-line training.</p> <p>Depending upon the outcome of surveys of comparable UK departments, target set for the proportion of women applying for academic posts.</p> <p>Overall, target of women shortlisted increased to 45% for contract research posts and to 50% for academic posts.</p>
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					<p>10% increase in the number of female applicants at UK universities compared to the applications 2014-17.</p> <p>Targets for training by academic and support staff interviewers achieved.</p>
9	Give potential applicants better understanding of the promotions process and their prospects of success, and review their applications.	Though the Head of Department encourages all eligible staff to consult him re potential promotions applications, it is difficult for him to be pro-active given the large size of the Department. A small committee of the professoriate would annually review all potential applications and provide confidential advice.	Head of Department (Professor Ole Paulsen)	<p>September 2017 (and annually thereafter)</p> <p>September 2020</p> <p>April 2019</p>	<p>2 eligible staff who had not applied for promotion in the previous five years consult the new committee.</p> <p>5 eligible staff who had not applied for promotion in the previous two years consult the Committee.</p> <p>7% increase in the positive score in the Staff Survey for the question, 'I believe the Senior</p>

					Academic Promotions process is fair' from 48% to 55%.
10	Set up a buddy system for new support staff.	Though there is strong social cohesion in many sections of the support staff, some individuals work in isolation or in groups with little peer contact.	Chief HR Administrator (Ms Elaine Murdie)	September 2017 From October 2017	Introduce the scheme at the next Support Staff Meeting. Every new member of support staff has a buddy who will provide support for the first six months.
11	Increase the uptake of appraisal and improve its benefits for appraisees by promotion at the All Staff Meeting, training and revised procedures subject to review by participants.	The evidence from the Staff Survey is that PDN needs to improve the completion rates for appraisal and enhance the experience. The paperwork will be revised, drawing on models from other parts of the School with higher rates of completion and user satisfaction. The policy of annual or biennial appraisal for all staff will be strongly promoted with its value	Departmental Administrator (Ms Fiona Duncan)	By June 2017 July 2017 By December 2017	Management Committee agree the revised appraisal paperwork. Promote the revised appraisal scheme at the All Staff Meeting. All Appraisers to have completed the University's on-line training. PDN to have arranged or

		<p>highlighted at the new all Staff Group meeting.</p> <p>All Appraisers will be required to complete the University's on-line training.</p> <p>PDN will arrange or participate in a local training session on giving feedback on performance (relevant to appraisal but also a low scoring question in the Staff Survey). Appraisees will be asked to comment on the usefulness of the appraisal one month afterwards.</p>		<p>By March 2018</p> <p>By December 2018</p> <p>April 2019 (next School Survey date)</p>	<p>participated in a training session on giving feedback on performance.</p> <p>Administration set up a system to ask for feedback on appraisal one month after the event.</p> <p>Achieve an overall completion rate of 40% for staff, gradually increasing participation. 50% positive response from appraisees in feedback from one month afterwards.</p> <p>Raise the positive score on the Survey question, 'I found my last SDR meeting (appraisal) useful' from 42% to 55%.</p> <p>Raise the positive score on the Survey</p>
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				By March 2021	question on giving feedback by 10% from 44% to 54%. Achieve an overall appraisal completion rate of 80% for staff.
12	Offer more support to Independent Fellows.	<p>As evidenced by the Staff Survey, Independent Fellows did not feel that the Department valued them and scored poorly on work/life balance. More support is needed and measures will include:</p> <p>An enlarged induction to draw in the two Deputy Heads of Department (Teaching and Research) to establish contact and to complement the general induction provided by the Head of Department.</p> <p>Annual mentoring meetings with the Head of Department or Deputy Head (Research).</p> <p>Create an Independent Fellows email list.</p>	Chair, Wellbeing and Equality Committee (Professor Jenny Morton).	<p>By June 2017</p> <p>From October 2017</p> <p>By December 2017</p>	<p>Create a dedicated Fellows email list.</p> <p>Provide a start-up budget of up to £500 for initial social event.</p> <p>Initial mentoring meetings with Head of Department and two Deputy Heads for two new Independent Fellows starting in 2017/18.</p> <p>Mentoring meetings with the Head of Department or Deputy Head of Department (Research) for</p>

		<p>Appoint the Chair of the Wellbeing and Equality Committee as Academic Champion.</p> <p>Facilitate networking via support for social events. Organise a seminar on work/life balance (open to all academics).</p>		<p>By April 2018</p> <p>April 2019</p>	<p>current 5 Independent Fellows.</p> <p>Organise or participate in a seminar on work/life balance.</p> <p>10% increase in the positive score on the questions, 'I feel that the Department values me' (44% in 2016 Survey) and on 'work/life balance' (48%)</p>
13	Develop opportunities for support staff to discuss career progression opportunities.	<p>Opportunities to discuss career progression arise in a piecemeal fashion and should be managed more pro-actively.</p> <p>The appraisal document will be revised to include career progression as a topic.</p> <p>PDN will investigate whether departments can set up panels in which staff can share their career</p>	Departmental Administrator (Ms Fiona Duncan)	<p>By June 2017</p> <p>September 2017</p> <p>By December 2018</p>	<p>Career progression included as a topic for discussion in revised appraisal form.</p> <p>Career progression opportunities discussed at the next Support Staff Meeting</p> <p>Explicit coverage in 50% of appraisal reports.</p>

		histories and answer questions. There would be an opportunity to socialise afterwards.		By April 2019	PDN organises or participates in shared panels of career histories.
14	Increase awareness of flexible working opportunities.	<p>The uptake is low which may be influenced by financial considerations but may also be down to lack of awareness of the options.</p> <p>The flexible working opportunities will be mentioned at the All Staff Meeting, by regular email, and by inclusion in the departmental induction.</p> <p>Likely candidates, eg those returning from caring leave, will be targeted with information.</p>	Chief HR Administrator (Ms Elaine Murdie)	<p>July 2017</p> <p>October 2017 (annually thereafter)</p> <p>As required.</p>	<p>Flexible working opportunities promoted at the All Staff Meeting.</p> <p>Email to remind individuals of the options.</p> <p>All individuals returning from caring leave reminded of flexible working options 3 months before their planned return date.</p>
15	Improve the communication between different parts of the Department.	There was a low positive score on the effectiveness of communication between different parts of the Department. This may be a function of geography (there are two main buildings with many services duplicated) but it would be good to	Chair of the Communications Committee (Dr David Bainbridge)	July 2017	Chair of the Communications Committee to seek staff views about poor communications between different parts of the Department at the All Staff Meeting.

		<p>understand more about individuals' perceptions.</p> <p>The Communications Committee will ask staff about the low score.</p> <p>A new initiative will be an open afternoon in each of the two buildings in which staff can see what is going on.</p>		<p>September 2017</p> <p>May 2018</p> <p>April 2019</p>	<p>Communications Committee will seek staff views on possible improvements.</p> <p>First open afternoons in each of the two main building. 50% participation by staff. Positive responses in feedback.</p> <p>Improved score by 12% in next Staff Survey from 53% to 65%.</p>
16	Raise awareness of support mechanisms in place for staff and students experiencing or witnessing bullying or harassment.	It is a matter of serious concern that only 65% of staff scored positively on the question which related to being able to report witnessing bullying or harassment. There was a gender difference with 59% of women and 72% of men answering positively. It is a high priority to raise awareness by:	Departmental Administrator (Ms Fiona Duncan)	<p>July 2017</p> <p>September 2017</p>	<p>Explain Dignity@Work and the support mechanisms in place at the All Staff Meeting, pointing out the gender differences in the Staff Survey and ask for suggestions.</p> <p>Follow up email to the WiSeti list,</p>

		<p>Giving Dignity@work presentations at Staff Group meetings annually.</p> <p>Strengthening the relevant sections of the departmental induction and web material.</p> <p>Asking women to comment on the gender difference and suggest actions.</p> <p>Developing further the Wellbeing noticeboards which include information on support mechanisms in place.</p> <p>Circulating the WiSeti list annually.</p> <p>Maintaining the high completion rate of the training for or academic staff.</p> <p>Increasing the completion rate by contract research and assistant staff of the University's on-line training on Equality and Diversity.</p>		<p>September 2017 (and annually thereafter)</p> <p>October 2017 (and annually thereafter)</p>	<p>asking for comments either by email or anonymously.</p> <p>Strengthen the relevant section of the departmental induction and web material.</p> <p>Target the Support Staff Meeting for an increase in on-line training.</p> <p>Follow it up with some specified reserved times for staff to complete the training.</p> <p>Provision made for staff who do not normally use or are not comfortable with computers</p> <p>Review the Wellbeing Noticeboards and web material.</p>
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				April 2019	<p>Head of Department to circulate the Department with a strong email message.</p> <p>Management Committee to review the completion rates of on-line Equality and Diversity training.</p> <p>Improved Staff Survey score by 10% overall and by 17% for women (to eliminate the gender difference).</p>
17	Influence policy development in the School and the University	As a large and diverse department, PDN should influence the development of gender-related policy in the School and the University. There should be an emphasis on extension of vital practical benefits such as more nursery places.	Head of Department (Professor Ole Paulsen)	July 2017	<p>Wellbeing Committee and Equality Committee to identify the top three priorities to champion.</p> <p>Head of Department and School Equality Champion to canvass for change</p>

					at School Council meetings and relevant University fora including the Gender Working Group and the Equality and Diversity Forum
18	Monitor gender representation on departmental and other committees annually with areas of possible imbalance addressed.	It is vital that both women and men are able to contribute to the key decision-making bodies in PDN without experiencing overload. The Management Committee will continue to review membership on an annual basis and look to make changes as required. WiSeti will be targeted to solicit nominations for committees with historic under representations of women, eg IT Committee.	Departmental Administrator (Ms Fiona Duncan)	September 2017 (and annually thereafter)	Management Committee to review the membership of committees and propose changes as required. Targeted email sent if committees lack gender balance. Reasonable gender representation on all committees.
19	Monitor and refine the Workload Model.	As a Bronze Action Point, PDN agreed to consider implementing a Workload Model. It has been introduced and applied first to the academic year 2014/15. Information is now being collected on an	Head of Department (Professor Ole Paulsen)	May 2017 (and annually thereafter)	Academic Staff asked to comment on the value of the Model and any possible changes for the next iteration.

		<p>annual basis and summary workloads are disseminated to all tenured academic staff.</p> <p>Discussions at the Academic Staff Meeting indicate that the greater transparency is much appreciated.</p> <p>The results will inform the decisions of the Head/Deputy Heads of Department when assigning teaching and administrative responsibilities.</p> <p>The Workload Model Group will invite feedback from the tenured academic staff on the format on an annual basis and introduce refinements.</p>			<p>Workload Model Group review the latest results and consider possible refinements to improve the Model's utility.</p> <p>Positive feedback from tenured academic staff about value of the Model.</p> <p>Head of Department/Deputy Heads use the information in the Model to inform the allocation of new tasks.</p>
20	Act as lead institution for the networking social events for Senior Women in the School of the Biological Sciences.	<p>PDN pioneered social networking events for Senior Academic Women in the School of the Biological Sciences over the past year. It has been proposed that the events are held on a termly basis rotating round all the constituent parts of</p>	<p>Departmental Administrator (Ms Fiona Duncan)</p>	<p>May 2017 (and termly thereafter)</p> <p>September 2018</p>	<p>Well-attended events held termly.</p> <p>Email sent to all eligible women asking about the value of the events and asking for</p>

		the School. PDN will take the lead, managing the rota, and requesting feedback from those attending (and not attending) the events.			feedback from those not attending. Changes made in the light of responses.
21	Increase the proportion of female speakers at research seminars	There are no records of the gender balance of speakers at research seminars though the impression is that women are in the minority. Seminar organisers will be encouraged to review the balance of their speakers and information will be collected on an annual basis. The evidence is that women are more likely to turn down requests (probably because of overload) which is why the target is set lower than 50:50.	Chair, Research Committee (Professor Sarah Bray)	June 2017 July 2017 (and annually thereafter) By January 2021	Ask the Organisers of Seminar series to report on their gender balance in the previous year and their plans for the next year. Research Committee to review the returns from the organisers and suggest changes as required. Disseminate information on speaker balance to the Academic Staff Meeting. Reach 60:40 overall male/female representation.