



Athena SWAN Bronze Department award application

Name of university: University of Cambridge

Department: Pharmacology

Date of application submission: November 2013

Date of university Bronze and/or Silver SWAN award:

Contact for application: Dr. Ruth Murrell-Lagnado

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

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

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

Sections to be included

At the end of each section state the number of words used.

1. Letter of endorsement from the Head of Department: maximum 500 words

Dear Athena SWAN panel,

I would like to give my wholehearted support to our Athena SWAN bronze application.

I have been concerned for some time about the small numbers of women in academic staff positions, both in our Department and more generally in the sciences in Cambridge and nationally. Although good numbers of women take PhDs there is a drop at every career stage thereafter, to the extent that most senior decision-making committees in Cambridge are heavily male-dominated. A leading research-intensive University such as Cambridge must be concerned at this loss of talent – apparently we are failing to recruit the best minds from half the population. An effort to address this problem can only benefit both science and University governance, and I regard it as urgent that we should now make this effort.

I have for five years been an active member of the Women in Science Engineering and Technology (WiSETI) Steering Committee, a Cambridge positive action initiative which has sought to make Cambridge more attractive and supportive for women in STEMM. The WiSETI initiative has made significant progress on several fronts at a University level, but the Athena SWAN application gives us the impetus to address the problem in a different way and from within the Department. We have formed a self-assessment team, chaired by Dr. Ruth Murrell-Lagnado, of which I am also a member, and we have carried out a survey of staff attitudes to a range of issues in the Department (as part of a wider School of Biological Sciences consultation). A series of focus groups will consider issues raised by the survey, and their conclusions and recommendations will inform the proposed actions incorporated into our Athena SWAN application.

Several initiatives originating within the Department have already enhanced the inclusive culture of the Department. Family-friendly policies such as arrangements for part-time working and scheduling meetings at times compatible with family responsibilities have in the main benefited women but have also had positive impacts for men (such as myself) who have responsibilities as principal carers for children or other dependants. Procedures for mentoring and for effective appraisal are already in place in the Department. Putting the Athena SWAN application together has been a formative exercise within the Department. Many interesting new proposals have been made and these form the basis of our Action Plan below.

I will be stepping down as Head of Department at the end of September 2013 to move to Kings College, London. Prof. Mike Edwardson, who has been Deputy Head of Department, has been appointed as the new Head of Department for a tenure of at least two years. Mike is a member of the self-assessment team and has been fully involved in the development of our action plan. I am confident that he will successfully oversee the implementation of this plan. The outcome for all members of the Department is bound to be positive and I hope that in years to come we will see the gender imbalance in the sciences progressively disappearing.

Yours faithfully

Professor Peter McNaughton

Word Count 500

2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

- a) A description of the self assessment team: members' roles (both within the department and as part of the team) and their experiences of work-life balance.***
- b) An account of the self assessment process: details of the self assessment team meetings including any consultation with staff or individuals outside of the university, and how these have fed into the submission.***
- c) Plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan.***

a) The self-assessment team

Dr. Ruth Murrell-Lagnado heads the self-assessment team. She was appointed to a Lectureship in the Department in 1993 and to a Senior Lectureship in 2001. She is married to an academic and has three children born between 1994 and 2000. She is a member of the Steering Committee of a University group called Women in Science, Engineering and Technology (WiSETI).

Prof. Peter McNaughton was Head of the Department of Pharmacology, from 1999 – September 2013. He has a strong interest in promoting the careers of women in the Department and in the University and has for the past 5 years been a member of the Steering Committee of WiSETI. He is principal carer for his 12-year old son. On 1st October 2013 he moved to a new position at Kings College, London.

Prof. Mike Edwardson is Head of the Department since 1st October 2013. Before this he was Deputy HOD. He joined the Department as a Lecturer in 1984. He is married to a Cambridge academic and has two grown-up children.

Ms. Jessica Dunne joined the Department of Pharmacology in 2012 as Departmental Administrator with responsibility for financial, health and safety, facilities and Human Resource management in the Department. She has a 3-year-old daughter and her partner is an academic.

Mr. Barney Leeke is the Departmental Principal Technician and Safety Officer. He joined the Department as a technician in the Teaching Lab in 2002 and moved from that position to Chief Technician and then Principal Technician, the post he has held since October 2011. He is married to an Italian national and they have one child, born in 2010. Both he and his wife work full-time.

Dr. Lesley MacVinish is a Departmental Senior Teaching Associate and Director of Graduate admissions. She is married to a chemist, who works in industry, and has two grown-up children. In conjunction with her Departmental role she also holds a Faculty position as Deputy Director of Education for the Medical and Veterinary Sciences Tripos.

Dr. John Apergis-Schoute is a Dorothy Hodgkin Research Fellow and runs his own research group. His wife is a Research Associate at the Department of Psychiatry and they have two daughters. His

fellowship has allowed him flexible work hours for balancing a career with home life for him and his wife, a topic for which he was recently interviewed on in *Science Careers*.

Dr. Luisa Giudici is a post-doctoral Research Associate. She did her undergraduate and graduate studies in Italy and migrated to Cambridge in 2000. She worked in the Department from 2000 to 2008 as a visiting scientist and then as a post-doc. She is married to an academic and has two children who were adopted in 2005 and in 2008. She had a four year career break from 2008 to 2012.

Dr Vivien Hodges is the University's Women in Science, Engineering and Technology Initiative (WiSETI) Project Officer and Athena SWAN coordinator. She is Secretary to the University's Athena SWAN Governance Panel and organises events to support women in science.

b) The self-assessment process

An initial meeting of the self-assessment team was held on 29th March 2012. At that meeting we completed a Good Practice Checklist and graded the achievements of the Department on a number of issues. Areas that we considered needed to be improved were: 1) having an organisational framework for ensuring equality of opportunity; 2) having in place the structures to support career progression and 3) flexibility across the working day.

Following this initial meeting a decision was made by the University to carry out a staff survey throughout the School of Biological Sciences. This survey was carried out by an organization external to the University and one that had carried out a similar survey within the University's medical school. This took place between 22nd January – 11th February 2013, and 92% of eligible staff within the Department anonymously completed the survey. The results were broken down by Department and reported to us in April 2013. Only data for groupings greater than or equal to ten were reported upon to ensure anonymity. Unfortunately, because we are a small Department, this means that for several of the questions we have results only a School level. Further details about results from this survey are provided later on in this document. They have played a key role in informing our action plan.

Further meetings of the self-assessment team took place on the 14/02/13, 15/04/13, 15/05/13, 17/06/13, 2/07/13, 16/07/13, 31/07/13 to which an Athena SWAN co-ordinator to the School of Biological Sciences attended. In addition, RML and JMD attended 'data surgeries' and a 'good practice' workshop run by the University to inform and support Departments applying for Athena SWAN awards. During our meetings we analysed the quantitative data for the Department required by the submission as well as the results of the staff survey and identified issues for further debate by focus groups comprised of post-doctoral researchers and academic staff, which will then report to the academic staff meeting. We also focused on identifying the career transition points where the proportion of women falls and how we might address this in our action plan. It is striking that in our small Department the proportion of women falls from >50% at the undergraduate and graduate student level, to our current position of no female Readers or Professors.

c) The future of the self-assessment team

Plans for the future of the self-assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the team intends to monitor implementation of the action plan.

The self-assessment team will continue to meet once a term to monitor the implementation of the action plan and report to the academic staff meeting. We are currently in transition between HODs with Peter McNaughton having left September 2013 and Mike Edwardson being appointed as the new HOD, initially for a tenure of 2 years. For the past year, Mike Edwardson has been actively involved in the Athena SWAN process to ensure continuity. A new Sheild Professor of Pharmacology will be appointed in 2014 and will be expected to become HOD in the future. The new Professor will join the self-assessment team and play a key role in supporting the implementation of the action plan.

Word Count 994

3. A picture of the department: maximum 2000 words

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

The Department of Pharmacology has 14 University-supported posts plus around 3-4 externally supported posts (independent junior researchers, e.g. Royal Society, MRC, BBSRC-supported researchers). Permanent academic staff comprises four Professors, two Readers, four Senior Lecturers and four Lecturers. There are around 20 support staff, 30 post-doctoral workers and 40 PhD students – total numbers working in the Department at any one time are therefore around 120. Departmental annual income is around £1.5m from University sources and around £4m from research grant sources (mainly MRC, BBSRC and Wellcome Trust).

Teaching of pharmacology is to second-year medical and veterinary students (numbers around 380), to second-year science students (around 70), and to final-year mixed science and medical students (around 60). In addition, the Department contributes to a number of other inter-departmental courses in biochemistry, neuroscience and other subjects. Teaching is typically through a combination of lectures and laboratory classes to second-year students, or lectures and project work for final-year students. Students at all levels also receive regular tutorials, organised by the Colleges, in which several members of academic staff also teach, and also within the Department.

Research in the Department focuses mainly on cellular pharmacology, with research strengths in cell signalling, neuroscience and cancer biology. Research group size varies, with two large groups (10-15 researchers) plus a number of smaller groups of around 3-5 researchers. All staff are research-active, and 12 researchers will be entered for the forthcoming REF.

In administrative terms, the Head of Department is supported by a Deputy Head of Department, a Departmental Administrator and a Principal Technician. Support staff are responsible for their own areas and are encouraged to develop their own policy without interference from above. Major decisions are made at the Staff Meeting. A Teaching Committee oversees teaching strategy and a Management Committee oversees routine management issues. A Strategy Committee is concerned with longer-term policy matters. In addition there is a Safety Committee and a Biological Safety Committee.

The distribution of women within the Department follows the depressing picture seen nationally. Around 50% of undergraduates and PhD students are female, but there is a sharp fall in the percentage of women at every stage thereafter. Male applicants for Lectureships outnumber female by around 4:1 and the statistics for appointments mirror this imbalance in applicants (of the last 4 appointments one is female and 3 male). Two Lecturers and one Senior Lecturer are female; there is currently no female staff member at a higher grade (although a female Professor left the Department in 2012).

b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) Numbers of males and females on access or foundation courses – comment on the data and describe any initiatives taken to attract women to the courses.

The Department does not offer access or foundation courses.

(ii) Undergraduate male and female numbers – full and part-time – comment on the female: male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

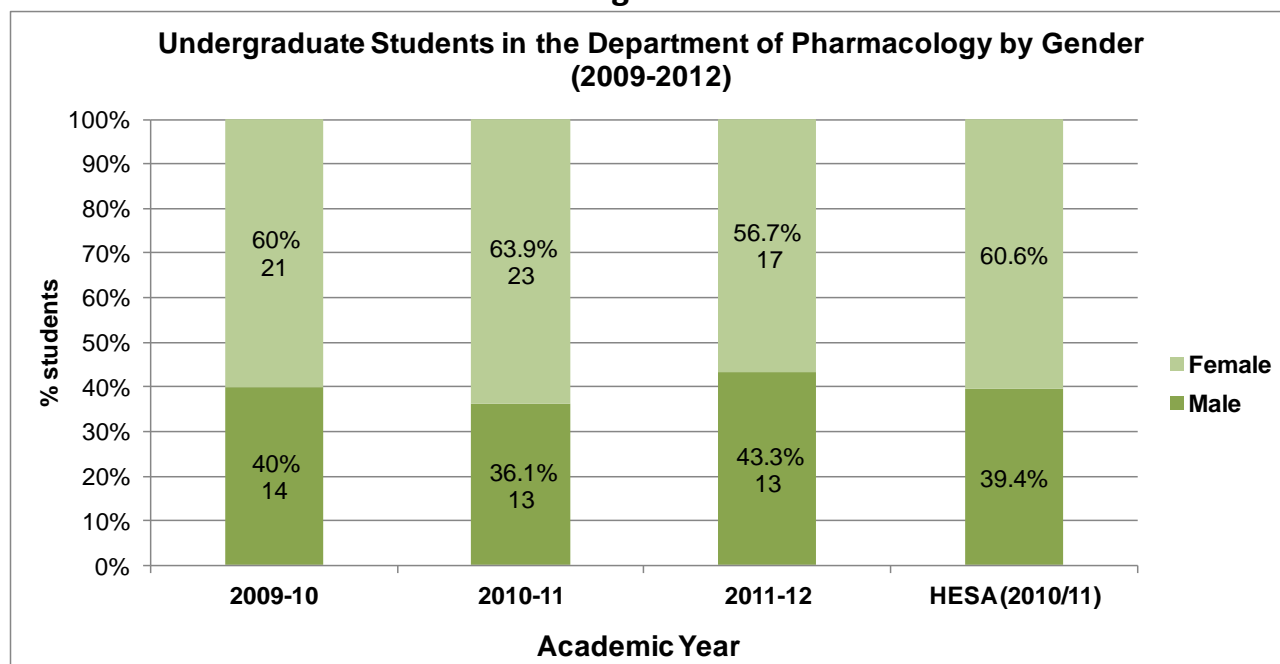
Cambridge University has no specific policy regarding gender balance, but it is understood that most Colleges (other than those which admit only women) strive to achieve a balanced intake, averaged across all subjects. Importantly, admissions to undergraduate courses are determined by the Colleges and there are no direct admissions to undergraduate Pharmacology courses. Students are admitted to read Natural Sciences and then pursue a broad-based course in the first year (Part IA), and in the second year (Part IB) develop a stronger subject-focus. It is only in the third year (Part II) that students take a single subject, such as Pharmacology. Thus the data presented below (Table 1) reflect the complete cohort of Natural Sciences students for Parts IA and IB. For Parts II, numbers refer to those who have chosen to specialise in Pharmacology.

The percentages in Table 1 for Natural Sciences Tripos (NST) Part 1 include admissions to the physical and biological sciences, and the higher proportion of males reflects the considerably higher proportion of males admitted to the physical sciences. It can be seen that for Part II Pharmacology there is a much higher proportion of women than the Natural Sciences intake (Figure 1).

Table 1. Undergraduate numbers admitted to the Natural Sciences Tripos

Natural Sciences Tripos (2009-2012)		Total		Female		
Year	Subject	Male No.	%	No.	%	
2009-10	Natural Sciences Tripos, Part 1A		385	60.3	253	39.7
	Natural Sciences Tripos, Part 1B		357	58.4	254	41.6
	Natural Sciences Tripos, Part 11: Pharmacology		14	40.0	21	60.0
2010-11	Natural Sciences Tripos, Part 1A		361	57.2	270	42.8
	Natural Sciences Tripos, Part 1B		355	60.0	237	40.0
	Natural Sciences Tripos, Part 11: Pharmacology		13	36.1	23	63.9
2011-12	Natural Sciences Tripos, Part 1A		382	61.6	238	38.4
	Natural Sciences Tripos, Part 1B		343	56.8	261	43.2
	Natural Sciences Tripos, Part 11: Pharmacology		13	43.3	17	56.7

Figure 1



Comparing the proportion of women in our Part II class for the past three years with the national picture for Pharmacology/Toxicology/Pharmacy students for 2010/11 (HESA data, Figure 1) shows that our numbers are very similar to the national picture and that at the undergraduate level, women are strongly represented and consistently in the majority. HESA figures on Pharmacology only are not available.

In addition to our Pharmacology Part II students, the Department has three other major areas of undergraduate teaching for which we are solely responsible:

- The Medical and Veterinary Sciences Tripos (MVST) course Mechanisms of Drug Action (MODA) (*ca.* 380 students), which occupies approximately one quarter of the teaching time in the second year of the MVST.

- Options courses offered to second-year MVST students, 'Man, Molecules and the Environment' (MME) and 'Use and Abuse: Pharmacology of Janus Drugs' (JD).
- Natural Sciences Tripos (NST) Pharmacology Part IB course (*ca.* 60 students), which occupies one third of teaching time for students in the second year of the Natural Sciences Tripos.
- An inter-Departmental course, NST Part II Neuroscience (*ca.* 60 students), for which we are responsible for teaching one of the eight modules offered.

Data on percentages of female students studying Pharmacology modules as part of the Natural Sciences and Medical and Veterinary Sciences Triposes are shown in Figure 2 and Table 2 below. The student numbers whom the Department of Pharmacology teaches for the NST and MVST are returned as student FTE, rather than headcount.

The HESA database (HEIDI) was used to obtain figures for male and female undergraduates at Cambridge University and three other HEIs. The universities closest to Cambridge in aspiration are Oxford, Cardiff, and Kings College London with figures of 55%, 68% and 64% female students, respectively. Cambridge figures compare favourably with Oxford at around 55%. The numbers of students within this cohort at Cardiff and Kings College are much greater because they include a large number of Pharmacy students, a degree that is not offered at either Cambridge or Oxford.

Figure 2

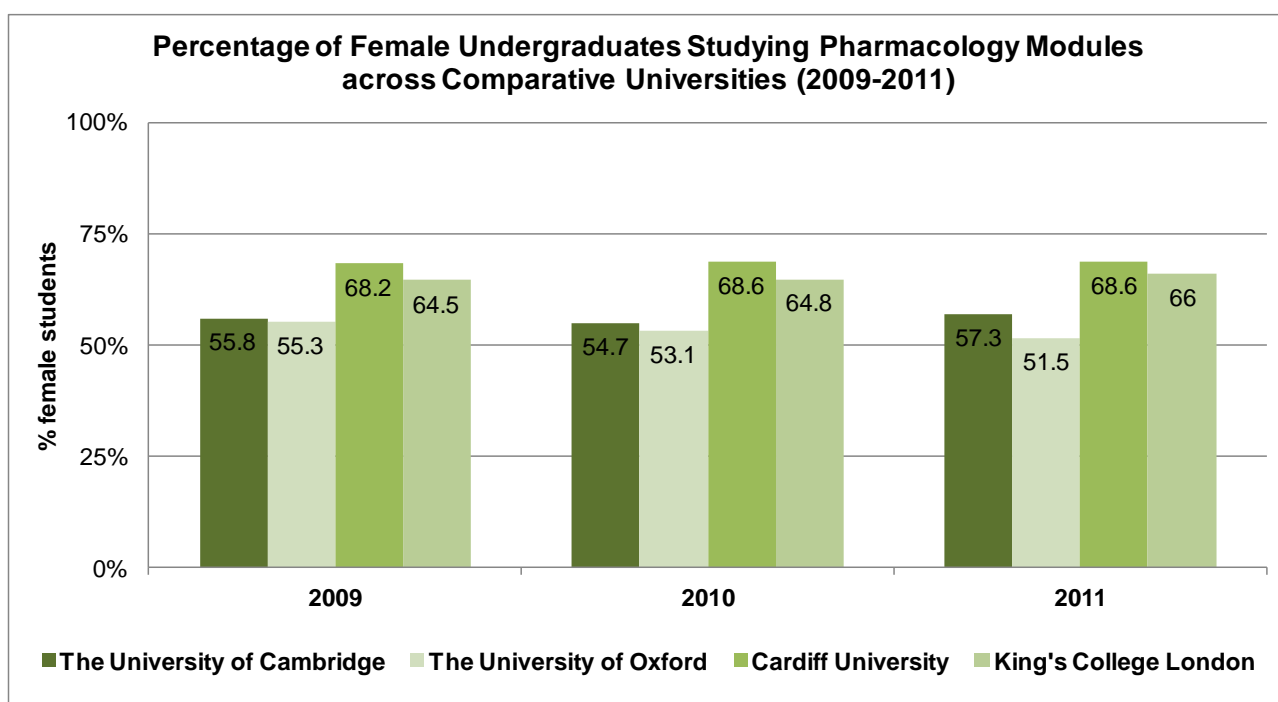


Table 2. Student numbers (FTEs) taking Pharmacology Modules by Gender

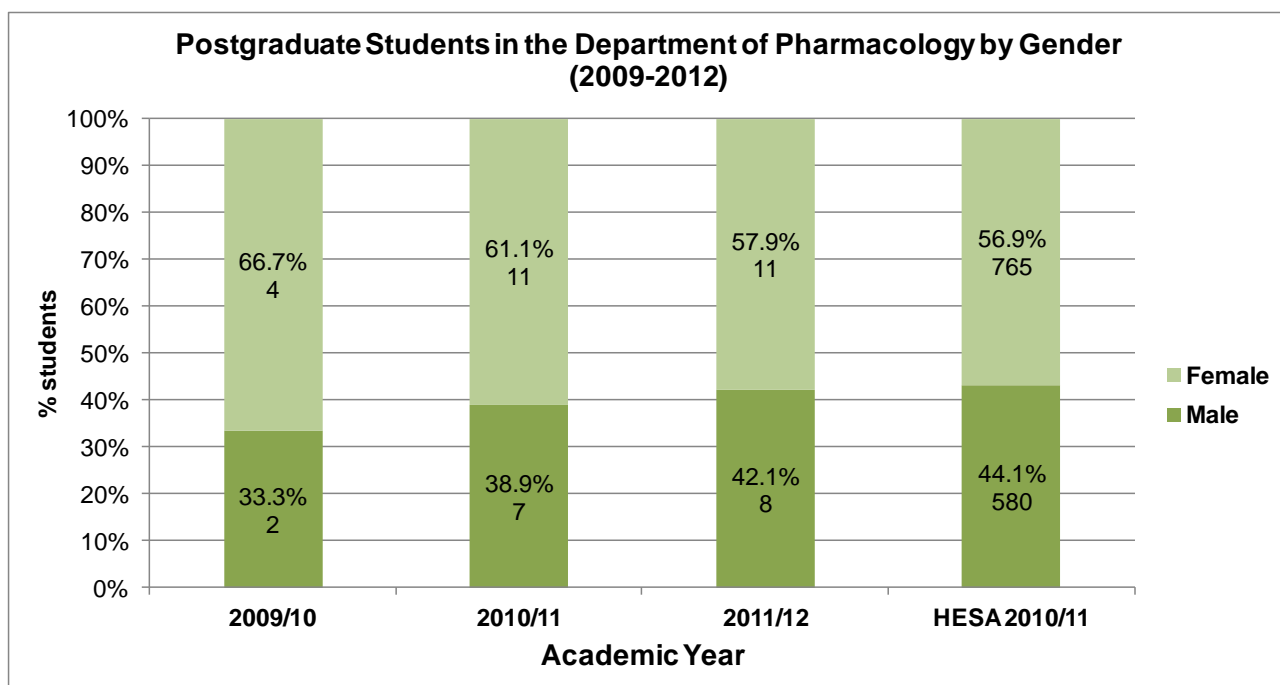
Undergraduate FTE	2009		2010		2011	
	Female	Male	Female	Male	Female	Male
The University of Cambridge	86 (56%)	68	93 (55%)	77	98 (57%)	73
The University of Oxford	42 (55%)	34	51 (53%)	45	50 (51%)	47
Cardiff University	300 (68%)	140	301 (68%)	138	293 (68%)	134
King's College London	481 (64%)	265	497 (64%)	270	587 (66%)	302

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

The Department does not offer any taught postgraduate courses.

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

Figure 3



Over the 3-year period of our statistics we have a higher proportion of graduate students who are female compared with the national picture (HESA 2010/11), as shown in Figure 3 above. The

Department needs to ensure that it is not complacent, and must review the number of successful males and females each year.

Action Plan 1: Monitor postgraduate student numbers by gender.

The HESA database (HEIDI) was used to obtain figures for male and female postgraduates at Cambridge University and three other HEIs. Data on percentages of female student FTEs for three years from 2009 are shown in Figure 4 and Table 3 below. Figures for Oxford, Kings College London, and Cardiff universities are also provided for comparison and are 50%, 51% and 66% female students, respectively. Cambridge figures compare favourably with Oxford at around 56%.

Figure 4

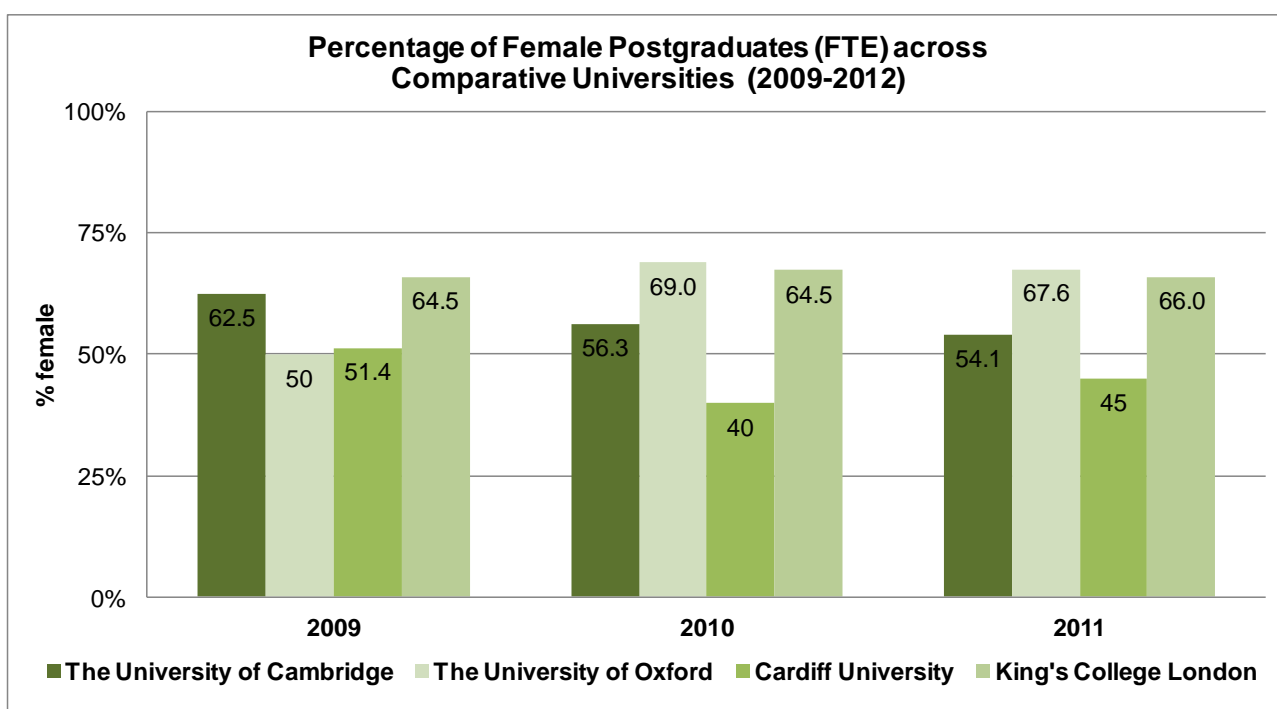


Table 3. Number of Postgraduate FTEs by Gender across Comparative Universities

Postgraduate FTE	2009		2010		2011	
	Female	Male	Female	Male	Female	Male
The University of Cambridge	25 (62%)	15	18 (56%)	14	20 (54%)	17
The University of Oxford	16 (50%)	16	20 (69%)	9	25 (67%)	12
Cardiff University	19 (51%)	18	18 (40%)	27	18 (45%)	22
King's College London	66 (66%)	34	72 (67%)	35	66 (66%)	34

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

Table 4 shows the percentage of female applications and acceptances to the Natural Sciences Tripos (includes both biological and physical sciences).

Table 4. Undergraduate applications and admissions by gender (2009-12)

Undergraduate		2009/10		2010/11		2011/12	
Natural Sciences		Applications	Acceptances	Applications	Acceptances	Applications	Acceptances
	Female	999 (43.8%)	260 (40.1%)	1008 (42.3%)	270 (42.3%)	978 (39.2%)	229 (37.7%)
	Male	1279 (56.1%)	387 (59.8%)	1370 (57.6)	367 (57.6%)	1512 (60.7%)	378 (62.2%)

In Cambridge, undergraduates are admitted to one of 31 self-governing Colleges, which provide academic and pastoral support, and small-group tutorial teaching (supervisions). This means that the Departments (responsible for course content and the provision of lectures and practicals) have no direct influence over application and admission ratios. The Departmental website has links to information about the admissions process.

For Postgraduate studies, there is a central application process to Cambridge University and to the Department of Pharmacology (both advertised on our website). The majority of students are, however, accepted by individual Supervisors. If the Supervisor has funds to support a student then the student will gain a place providing they meet the entrance requirements. Individuals who obtain Cambridge scholarships are selected on a competitive basis. Students from outside the EU will only be successful if they also obtain funding from, for example, the Cambridge Overseas Trust, and this is beyond our control. Other students may be interviewed by a committee that may be entirely internal or mostly external to the Department (e.g. the BBSRC Doctoral Training Programme).

Figure 5 and Table 5 show data on the proportion of female applications and admissions to postgraduate courses in the Department of Pharmacology. In Figure 5 it can be seen that although female applications against admissions are variable from year to year, they are consistently above 50%. In Table 5 the data are broken down into MPhil and PhD courses. Because the numbers are very small, particularly for MPhil degrees, the percentages vary widely from year to year, but overall the picture is that we accept males and females to postgraduate degrees in about the same proportion as apply. This suggests that our recruitment practices are fair, but monitoring needs to continue.

Figure 5

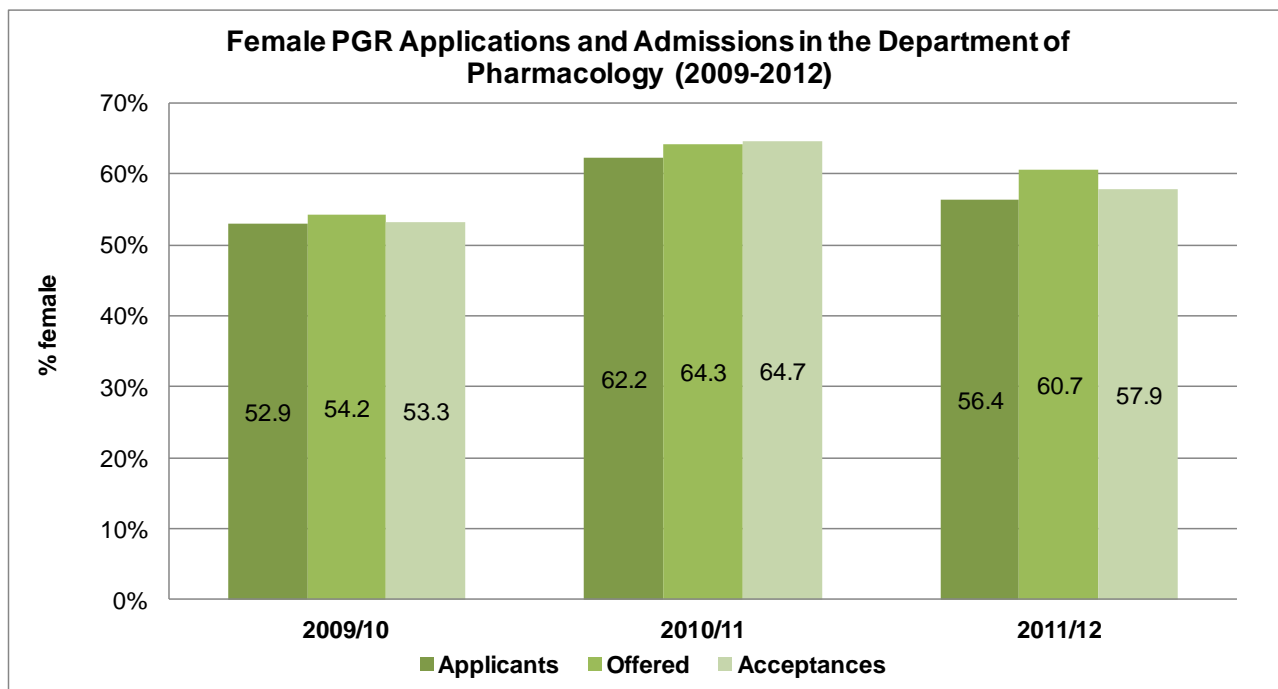


Table 5. Postgraduate Applications and Admissions

MPhil

Postgraduate		2009/10		2010/11		2011/12	
		Applications	Admissions	Applications	Admissions	Applications	Admissions
	Female	7 (77.7%)	2 (66.6%)	7 (58.3%)	1 (50%)	4 (30.7%)	1 (50%)
	Male	2 (22.2%)	1 (33%)	5 (41.6%)	1 (50%)	9 (69.2%)	1 (50%)

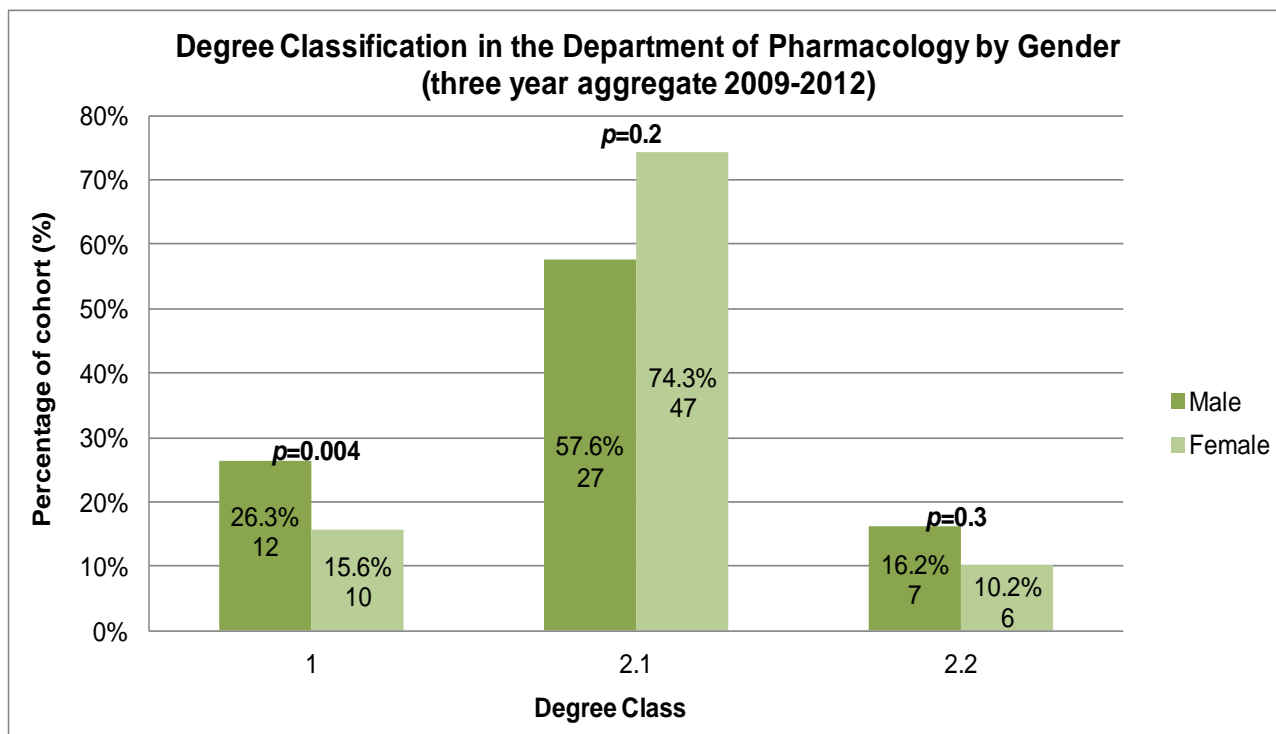
PhD (Probationary)

Postgraduate		2009/10		2010/11		2011/12	
		Applications	Admissions	Applications	Admissions	Applications	Admissions
	Female	10 (50%)	2 (66.6%)	23 (60.5%)	10 (62.5%)	18 (58%)	10 (58.8%)
	Male	10 (50%)	1 (33.3%)	15 (39.4%)	6 (37.5%)	13 (41.9%)	7 (41.1%)

(vi) Degree classification by gender

For undergraduate degree classification in Pharmacology, the numbers of students in each category are relatively small. Therefore in Figure 6 we show the aggregate data over three years by gender, expressed as a percentage of the gender cohort. Student numbers are given in the bars.

Figure 6



The data show that a higher percentage of males than females achieve Firsts, whilst a higher percentage of females than males achieve Upper seconds. A single-tailed, paired T-test shows that the gender disparity in Firsts is statistically significant ($p < 0.005$) whereas the difference in those achieving Upper-second class degrees is more likely due to random variation in the sample. The gap at Lower-second class is considerably less pronounced. Pharmacology is not alone in seeing this distribution in the classification of degrees and theories relating to the learning environment, subject engagement and gender attitudes towards risk taking have been proposed.

As essay writing skills are a key determiner of examination performance, it has been decided to address this issue in supervision groups in an attempt to improve female undergraduate achievement. We will allocate time within supervision meetings to discuss First-class exam essay strategy, in order to identify ways in which to help improve the expectation and results of our female students.

Action Plan 2: Improve the proportion of female undergraduates obtaining a First-class degree.

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

The Department is small with a fixed number of academic positions which has remained relatively static over the last 4 years (Table 6).

The Department has 34 post-doctoral researchers (2012) (Table 6). The majority are contract research staff employed by the University (largely through research grants) and a minority are funded by external sponsors. The contract research staff are selected by application to individual Principal Investigators. The academic staff fall into two categories: established posts and un-established posts (which includes one Senior Teaching Associate and Research Fellows who are Group Leaders and regarded as academic staff).

Table 6. Research and Academic Staff numbers by Gender

Staff categories	Year	Female	Male	Total	% Female
Academic	2009	6	13	19	31
	2010	5	13	18	28
	2011	5	14	19	26
	2012	5	13	18	28
Postdoctoral	2009	16	23	39	41
	2010	18	25	43	42
	2011	11	18	29	38
	2012	13	21	34	38

Figure 7

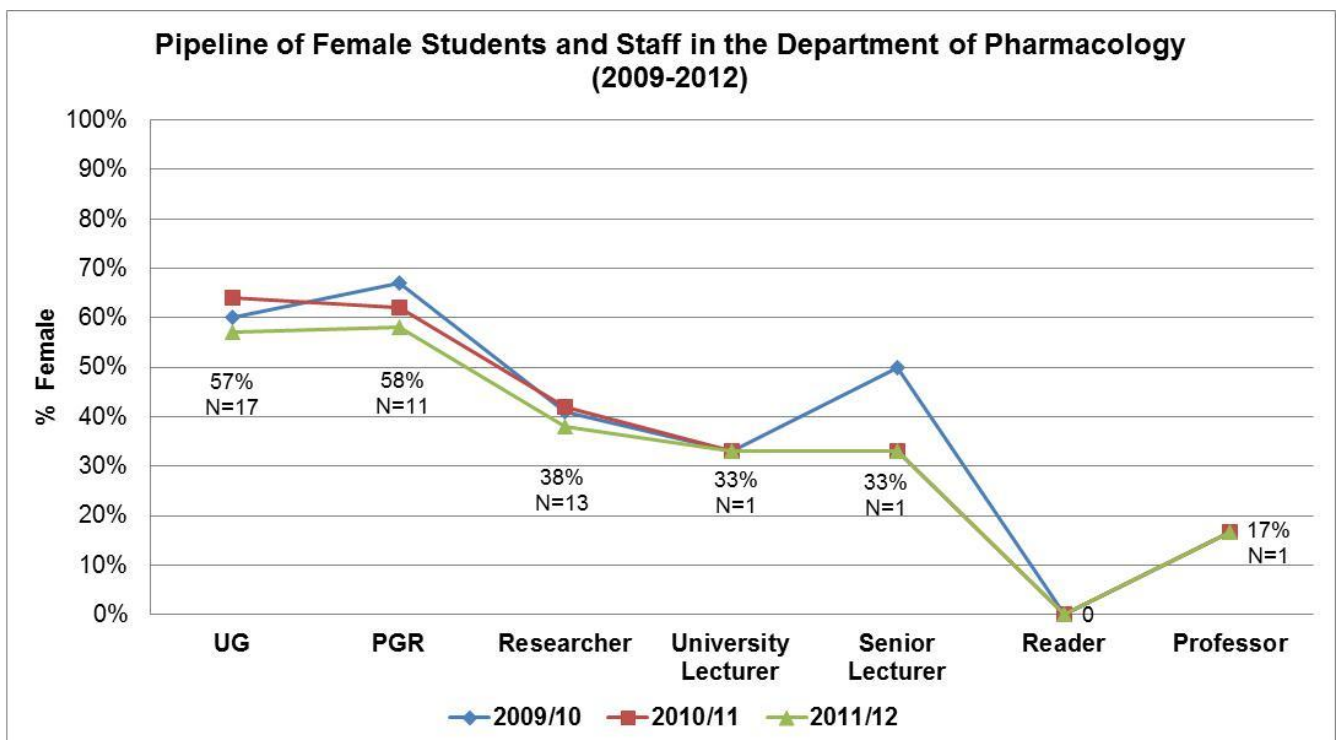


Table 7. Total Number of Students and Staff in the Dept of Pharmacology

	2009/10	2010/11	2011/12
UG*	35	36	30
PGR*	13	18	19
POSTDOCTORAL	39	43	29
UNIVERSITY LECTURER	3	3	3
SENIOR LECTURER	4	3	3
READER	3	3	3
PROFESSOR	6	6	6

*UG: Number of Pharmacology Part II students.

*PGR: Number of Pharmacology Postgraduate admissions.

Figure 8

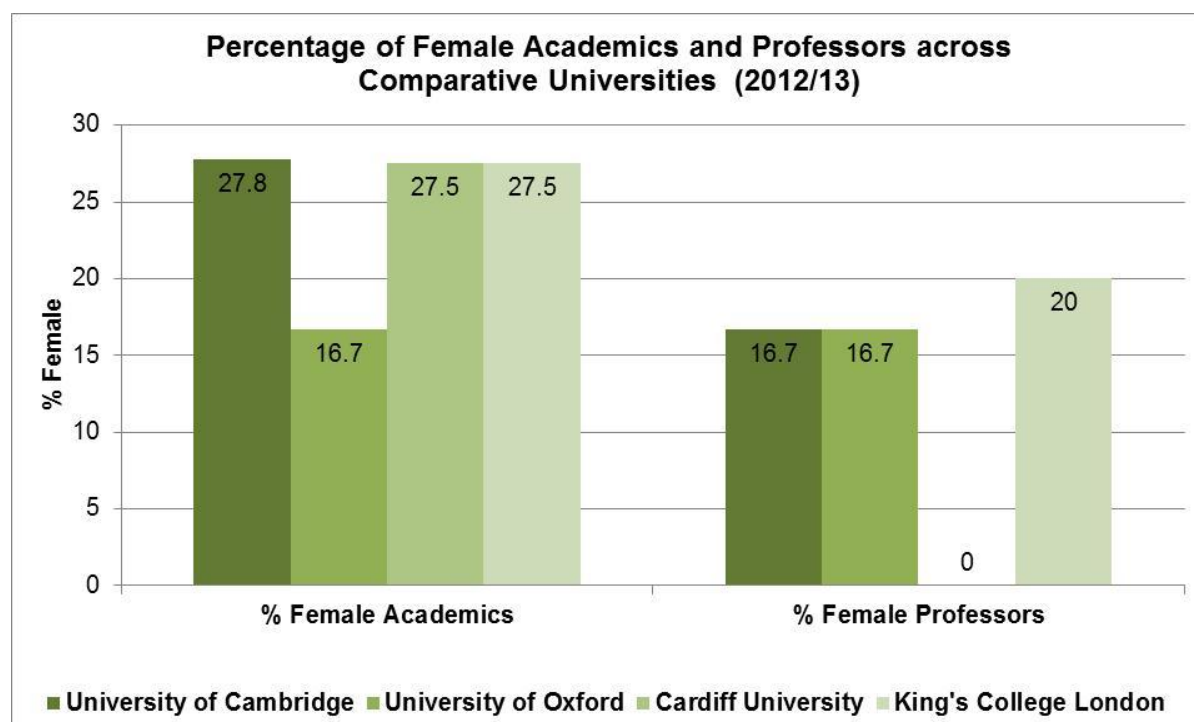


Figure 7 shows the percentage of women in each category of student and staff for the past four years, with the numbers in 2011/12 highlighted, and Table 7 the total number of students and staff. Currently around 50% of undergraduates and PhD students are female but there is a sharp fall in the percentage of women at every stage thereafter. Currently one Lecturer and one Senior Lecturer are female; there is currently no female staff member at a higher grade (although a female Professor left the Department in 2012). Figure 8 shows that the low percentage of female academics at senior levels is similar across comparative universities.

Action Plan 3: Increase the proportion of female applicants for post-doctoral and academic staff jobs.

Action Plan 4: Encourage and support post-doctoral researchers in fellowship applications.

Action Plan 5: Encourage and support female academics applying for promotion.

viii) Turnover by grade and gender – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

Since 2009, the turnover of academic staff has included three women and three men. The proportion of women is clearly higher, although with the small numbers of individuals involved it is difficult to draw too many conclusions. Prof. Morton and Dr. Heisler have moved to Professorships within the Department of Physiology, Development and Neuroscience, University of Cambridge and the University of Aberdeen, respectively.

There is no evidence to suggest that turnover of research staff is consistently different for males and females (see Table 8). As contract research staff are engaged on limited tenure, and almost half the research staff leave due to their contract ending, the turnover data need more analysis to establish if there is anything the Department specifically needs to address. This information should be more readily available with the planned introduction of exit questionnaires.

Action Plan 5: Investigate turnover of female research staff.

Action Plan 6: Monitor researcher career progression via destinations on leaving.

Table 8. Post-doctoral turnover by gender

		Resignation	Redundancy/ limit of tenure	% turnover
2009-10	Male	4	2	25
	Female	3	0	16.7
2010-11	Male	5	2	26
	Female	4	6	55
2011-12	Male	4	5	45
	Female	2	3	38.5

Word Count 1937

4. Supporting and advancing women’s careers: maximum 5000 words

Key career transition points

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

i. Job application and success rates by gender and grade – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

The procedure for recruitment is, as far as we are able to make it, blind to gender. All advertisements state that ‘The University values diversity and is committed to equality of opportunity’. The data for applications for four recent Lectureship positions is summarised in Table 9 below. Applications were received in a ratio of approximately 4.4 men for each woman. Shortlisted applications reflected this ratio (3.2 men shortlisted for each woman), as did the proportions of those appointed (3 men to one woman), suggesting that there is no bias against women in the shortlisting of the interview procedure. At interview, the Head of Department has a brief meeting with all applicants at which the commitment of the Department to flexible working and the availability of nursery facilities in the University are discussed with all applicants. The University’s new Web Recruitment System launched in November 2013 will enable monitoring of recruitment data for all posts on a regular basis.

Table 9. Lectureship applications

April 2012- June 2013	Female	Male
Applied	27 (18.4%)	120
Shortlisted	5 (23.8%)	16
Offered	1 (16.7%)	5
Appointed	1 (25%)	3

Action Plan 7: Record and monitor applicants for all staff roles and analyse by gender using new web-based system from 2014.

Action Plan 8: Record and monitor completion of Equality and Diversity training, raise awareness of Equality and Diversity issues.

(ii) Applications for promotion and success rates by gender and grade – Comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

Table 10. Departmental Promotions Statistics 2004-2012

Office	Applied		Succeeded	
	Female	Male	Female	Male
Professor	1 (16.7%)	5	1 (100%)	2 (40%)
Reader	5 (41.7%)	7	1 (20%)	3 (43%)
Senior Lecturer	0 (0%)	1	0	1 (100%)

The annual University-wide Senior Academic Promotions (SAP) process is the method by which people in senior posts (Lecturers and above) are promoted. Applications are reviewed by a Faculty Promotions Committee comprising Heads of Departments from the School of Biological Sciences.

Due to the small numbers, it is difficult to conclude anything significant in relation to staff category applications by gender. During this period one female Senior Lecturer successfully applied to the office of Reader and then to Professor. Two other women Lecturers/Senior Lecturers applied to the office of Reader and were unsuccessful (one applied 3 times; hence the total =5). The data presented in the above table refer to numbers of applications, not individuals.

Potential candidates discuss their applications with the Head of Department prior to submission and there is no evidence that women in this Department are less inclined to apply for promotion than men. All women applicants have been supported by the Head of Department and have been considered by the Faculty Promotion Committee to have met the criteria for promotion. Lack of success is because they are not ranked sufficiently highly compared with other applicants within the School of Biological Sciences. All women who have applied for promotion have taken advantage of a University-wide SAP CV scheme which provides the opportunity for female Lecturers, Senior Lecturers and Readers to have their CV reviewed by a senior academic with experience of the SAP process. Actions to improve the gender balance at the most senior levels will be aimed at increasing the number of women applicants to Lectureships, combined with responsible line management of Lecturers, including appraisals, mentoring and coaching, as outlined in our plan.

Action Plan 9: Encourage and support female academics applying for promotion.

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

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

The Department's recruitment processes adhere to the University's policy of equality of opportunity for all. Substantial guidance is provided centrally on how to recruit effectively and in a way that complies with University policy and procedures, employment law and equal opportunities legislation.

The emphasis on recruitment is currently in ensuring that advertising and recruitment procedures are gender-blind. General statements that are made as part of the recruitment process are intended to emphasise that recruitment is gender-blind, but they do not specifically encourage female applicants. Examples include the general statement published in every advertisement 'The University values diversity and is committed to equality of opportunity' and discussions between the Head of Department and applicants about the availability of flexible working and nursery provision.

Recruitment panels always include at least one female member. Panel members are aware of their responsibility not to make any statement that could deter female applicants, even indirectly. We understand the gaps in CVs may be due to periods devoted to bearing children, and that allowance should be made for this, but it is nonetheless probably true that a woman who has a less full CV than male applicants of the level of experience may find herself at a disadvantage. Nonetheless, we note that the proportion of female applicants shortlisted and appointed broadly reflects the rate of female application and we do not think therefore that there is any bias against women in the selection process. The problem rather appears to be in the low proportion of female applicants.

Job descriptions and person specifications are written carefully to avoid unconscious discrimination, and the further particulars provide prospective applicants with information about the benefits of working at the University that are likely to be important to women, such as flexible working options, generous annual leave, maternity/paternity leave, and family-friendly policies, including the salary sacrifice scheme for childcare.

Action Plan 3: Increase the proportion of female applicants for post-doctoral and academic staff jobs.

Action Plan 10: Introduce interview training for all interview panel members.

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

Mentors are assigned to Research Council postgraduate students when they start their PhD. However, we need to ensure that all academic and research staff have access to a Mentor if they wish.

We recognise that proactive activities must be introduced to help support and develop post-doctoral researchers in becoming independent researchers. Research staff can attend any of the courses offered by the Postdocs of Cambridge (PdOC) Society. In addition the 'Researcher

Development' programmes include training in teaching, managing research projects and writing. The Department will promote the PdOC Society's New Starter pack to increase awareness of University-wide schemes, workshops and policies aimed at supporting all researchers. The Department will introduce a Research Support Committee to review grant and fellowship applications and conduct mock interviews. We plan to implement a Dignity at Work training programme for Supervisors in Spring 2014. In the future female academics will be actively encouraged to make the most of the opportunities offered by University wide initiatives.

Action Plan 4: Encourage and support post-doctoral researchers.

Action Plan 11: Record and monitor completion of Dignity at Work training.

Career development

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

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

Staff career development needs are identified formally through the annual appraisal process (known as the Staff Review and Development Programme) which aims to enhance work effectiveness and facilitate career development. This is based on a centrally-approved framework, but adapted to the needs of individual Institutions and Departments.

All staff are regularly appraised; post-docs and recently appointed academic staff annually and more established academic staff biennially. The duty of carrying out appraisals is shared evenly amongst academic senior staff, but this has contributed to a very mixed experience for the individual being appraised. From the staff survey, statements relating to appraisals and feedback were relatively poorly scored. To address this issue a decision was made at a recent academic staff meeting to be more selective in appointing appraisers, but to count this responsibility towards the teaching/administrative load and to compensate by reducing other tasks. Anyone undertaking an appraisal must have attended a training course.

The appraisal process is not compulsory and appraisals are also viewed negatively by some staff. To ensure that appraisals are perceived as a positive tool for career development, the School of Biological Sciences compiled (in January 2013), separate sets of research and teaching performance awareness criteria so that what is expected of staff concerning the quality and quantity of different aspects of academic activity is made more explicit.

Action Plan 12: Address gender issues raised in the staff survey.

Action Plan 13: Monitor the use of the performance awareness criteria and assess whether or not they have a practical application within the appraisal process.

In 2011, the University introduced the Employment and Career Management Scheme for Researchers to more effectively support the careers of research staff. The scheme enables researchers, with the support of their supervisors, to identify career aspirations, analyse their skills and development needs, and produce an action plan.

Specific career development courses for researchers include: Being strategic: Getting others interested in your research; Getting connected in Cambridge: Insights and opportunities for research staff; Being assertive: Making yourself heard; Solving research problems creatively; and Writing research papers.

(ii) Induction and training – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

There are a number of opportunities here at the University of Cambridge for female members of staff to engage in courses for the career development of women. The Department has an allocated member of staff who acts as a liaison (advisory officer) for disseminating this knowledge to all new and existing members of staff who and is available to meet and discuss these matters with individuals looking for advice. This process begins during a mandatory induction session welcoming all new individuals, men and women, to the Department. Here, opportunities for professional and personal development are discussed and University resources on this topic are introduced. The most relevant sessions are a host of workshops and courses organised by the Equality and Diversity Section. This Section researches areas of concern among the University staff and designs workshops to address issues related to balancing professional and personal development. In 2013, these courses included a series of 'New Perspectives for Women' workshops that focused on 'Furthering your career', 'Making connections', 'Confident ways of working' and 'Gaining recognition at work'.

In addition to making all new members of the Department of Pharmacology aware of University-wide resources, the Department allocates to all new postdoctoral fellows and academic members of staff a senior member of the Department to act as Mentor. For new women in the Department this traditionally has been a more senior female member of staff with first-hand knowledge of the academic life of women within the Department and the University.

One key action for the Department is to take an active role in monitoring the utility of the University workshops taken by all members of the Pharmacology staff. Following completion of one of the many professional and personal development courses, individuals in the Department will be asked to complete a questionnaire regarding the course and write a few words summarising their experience, specifically focusing on the reasons for enrolling and how well the course addressed these needs. This information will be disseminated throughout the Department not only to make members of staff aware of the resources available to them but also to make known how effective these workshops are for addressing various professional and personal issues that may arise during their career.

At University level, the Personal and Professional Development Office hosts a 'Welcome to Cambridge' event twice a year at which staff are introduced to the key characteristics of the University's culture, processes and values, as well as providing the opportunity to network with

other new staff and browse the wide range of opportunities and sources of support available to members of University staff. This initiative is supported by an online induction course and on-line Equality and Diversity module. This module provides an introduction to what equality and diversity means individually, personally and professionally. It disseminates knowledge of basic principles and concepts, relevant legislation and the University's policies and procedures. It also considers a range of ways in which individuals can help to break down barriers to equality and provides useful information about what to do if staff feel they are treated unfairly at the University.

'Springboard' is a women's personal development programme for all staff - academic, research and support. It gives women the opportunity to take stock and consider their personal and professional goals. The programme deals with realistic self-assessment and setting challenging goals. Key areas covered include communication skills, assertiveness, self confidence, improving work/life balance and developing positive skills and attitude. Springboard is highly recommended by female members of staff and is strongly recommended to all women from the onset of their time here in the Department of Pharmacology.

There is low uptake of these provisions; therefore, action will be taken to ensure that information is disseminated pro-actively within the Department.

Action Plan 14: Encourage and support career development of academic staff.

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

The Department has a policy to mentor all graduate students in order to provide help and guidance during their studies and to also help prepare them for a future research career. The system is individually oriented and flexible, to enable the discussion of concerns with someone other than their supervisors: each student has a Mentor assigned to him/her, in consultation with their supervisor. The two Graduate Studies Coordinators (one male and one female) are also available for support. Mentors are not allocated by gender, but if a specific request is made this can be accommodated.

Pastoral care for students takes a high priority at the University of Cambridge and is formally provided at Departmental level and managed through the Colleges. We liaise closely with College Graduate Tutors should problems arise, and the Graduate Studies Coordinators can provide a level of pastoral support within the Department, should the need arise.

The Department runs an away-day, at which graduate students can present their work to other members of the Department in a simulation of a research conference or symposium. This initiative is specifically aimed at providing students with experience of such events and improving their understanding and appreciation of the wider research environment.

A key transition point in an academic career is the passage from graduate student to a post-

doctoral position. Enabling a smooth transition here seems particularly important for female students because of the notable decrease in the number of females in our Department at this stage. The interventions that are already in place in the Department are individually targeted, and therefore leave space to deal with personal issues. The system, though, is not organised to specifically address gender issues, and we believe that much can be done at Departmental level and at this stage to facilitate an increase of female staff at higher academic level.

Our actions will provide intervention specifically focused on female students and will aim to offer opportunities for personal and professional development. Our action plan targets female students and at the same time aims to raise awareness about gender issues among the Mentors. We plan to issue a booklet to all new PhD students detailing the opportunities on offer for assistance and personal development. The Mentors will be provided with the same information. This will allow us to guide the students towards both the initiatives of the Department and the many relevant initiatives and organisations that are hosted at the University of Cambridge and outside; for example, CUSU (Cambridge University Students' Union) has a Women's Officer and this organisation runs events, campaigns and provides support for female students across a range of issues.

Cambridge AWISE, a local non-University organisation also offers training, workshops, lectures and opportunities for women in STEMM across the region. A comprehensive view of the relevant initiatives and organisations available is given in the action plan.

In addition, we plan to institute an annual meeting presenting the opportunities provided by one of the above organisations and aim to have a female scientist present her own challenges and successes.

Organisation and culture

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) Male and female representation on committees – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

Table 11. Percentage Female representation on Departmental and University Committees

Committees (all academic staff)	2010-11			2011-12			2012-13		
	D	U	E	D	U	E	D	U	E
Total	33	26	11	28	26	15	36	30	14
Percentage female representation	33.3	23.1	0.0	32.1	30.8	6.7	30.6	46.7	7.1

Departmental level (D), University level (U), External committees (E)

All academic staff are members of at least one, and usually several, committees, reflecting their particular expertise and areas of responsibility. At a Departmental level (D) these include the Teaching Committee; Course Curriculum Consultative Committees; the Management Committee; and the Departmental Appointments Committee. At the University level (U) they include the Council of the School of Biological Sciences; the Appointments Committee; the Faculty Board for Biology; various Teaching, Curriculum and Management Committees associated with shared courses; and the Fitness for Medical Practice Committee. External committees (E) include Advisory Boards and membership of Grant Awarding Bodies.

The ratio of males to female academic staff within the Department currently strongly correlates with representation on Departmental and University Committees. Female representation on decision-making committees within the University has in fact doubled in the last year due to a female member of staff being appointed to a part-time Faculty of Biology position as Deputy Director of Education. On an individual basis some staff are clearly more burdened by committee work than others and this is, more often than not, reflected by their level of seniority and experience within the University. There is a clear lack of female representation on External Committees which is likely due to the fact that senior academics (Professors) are offered these opportunities more often than more junior members of the Department.

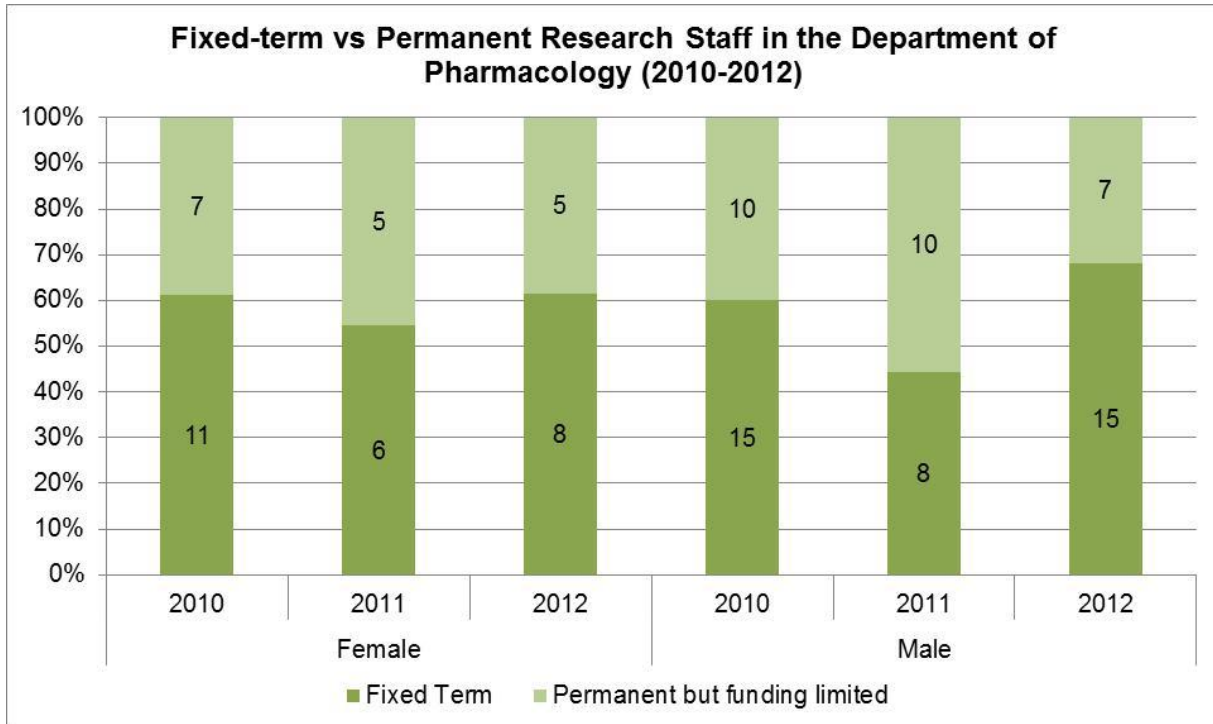
(ii) Female: male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.

All academic contracts are open ended but limited-tenure contracts are used only where specific funding has been identified for a role such as a grant that is time-limited or the individual has been employed for a very specific project.

Academics: two female academics hold an established post. Other female members of the academic staff hold un-established posts which are dependent on the availability of funds.

Researchers: There is no evidence of any differences between male and female researchers on fixed term and open-ended (permanent but funding limited) contracts (Figure 9 below).

Figure 9



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

(i) Representation on decision-making committees – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?

The Department experiences significant difficulties in achieving gender balance with such a small number of female staff available and ‘committee overload’ is a key concern. There is, however, a conscious effort to ensure that women are represented on committees within the Department. At the University level the major decision making committee is the Council of School, and this has one representative from this Department, who is our current Head of Department. Typically this committee has very few women because almost all HODs are men. There is also the Faculty Board committee, on which our two Departmental representatives are the HOD and the chairman of the Teaching Committee, Dr. Robert Henderson. We also have one female from the Department on this committee, Dr. Lesley MacVinish, although she attends in her capacity as Deputy Director of Education for Biology.

Action Plan 15: Improve involvement of women in decision making.

(ii) Workload model – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the

responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual's career.

The Department's general policy is that administrative and teaching responsibilities are to be distributed evenly amongst members of the academic staff irrespective of an individual's research activity. New members of academic staff initially have a reduced teaching and administrative load, which increases to a full load over a period of about 3 years (~25% and ~50% for years 1 and 2, respectively). Teaching loads are allocated by the Secretary of the Teaching Committee according to an agreed formula in which teaching-related administrative duties (e.g., course organising) are taken into account. The HOD allocates the remaining administrative responsibilities and a list of these duties is agreed at the staff meeting at the start of each new academic year. These responsibilities are rotated every few years. There is no evidence from the staff survey to indicate that women academic staff members feel that they have a greater administrative or teaching load. Carrying out administrative duties in an effective manner is one of the criteria considered as part of the promotions process.

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

Core hours in the Department are considered to be between 9 am and 5 pm, but there is considerable flexibility for those who wish to adopt different working practices. Departmental seminars, start at 4pm, although the social aspect of wine and snacks afterwards starts at 5 pm. In response to feedback from those with children, morning committee meetings were moved from a 9 am start to a 9.15 am start. We will monitor group meeting hours and ask all academic principal investigators to insure that these fall within core hours.

The Department has a large tea room which supplies tea, coffee and biscuits. This provides an opportunity for interactions between groups, although many group leaders do not utilize this facility as much as they could.

Action Plan 16: Improve networking opportunities for students and research staff.

The Department hosts whole Departmental social activities twice a year. A Christmas party held in the evening at one of a number of different venues around Cambridge and a BBQ in the summer, held at 5pm close to the Department and to which staff family members are invited. In addition, there are student welcome parties and staff leaving parties at different times of year held in the tea room, usually at 3 pm. These events are well attended and generally very successful. They encourage socialising between staff groups.

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

The high proportion of females in the wider Department means that it is a comfortable place for women, and informal networking and socialising is active. The high proportion of males in senior positions means that there may be some negative perception of how females are valued by the Department, which might impact upon students and research staff.

Responses to several questions in the staff survey provide a positive indication of the female-friendly nature of the Department, e.g. 1) I am satisfied with my working environment (83% positive for women, 52% positive for men); 2) I believe that my Department values individual differences (e.g. culture and background), (76% positive for women, 70% positive for men); 3) I am treated with fairness and respect in my Department (88% positive women, 78% positive men); 4) I would recommend my Department as a great place to work (67% positive women, 48% positive men). There was however one statement pertaining to culture which was relatively poorly scored. 'I would feel able to report bullying or harassment without worrying that it would have a negative impact on me' was 61% positive for women and 59% positive for men, and a worrying 19% gave this a negative score. We have a Harassment and Bullying Officer (Dr. Lesley MacVinish), but our impression is that her role is not sufficiently well advertised within the Department. One action to address this will be to display in the entrance hall, a board with everyone's photo and not only their name but also their role(s) within the Department.

Action Plan 17: Improve communication around Athena SWAN and staff survey results follow-up.

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

There is a strong commitment to outreach work at all levels in the Department. Staff are also heavily involved in such activities through their college affiliation. Participation seems to be higher for women than men, considering the gender make up of the Department.

Outreach is currently not centrally organised, though efforts are being made to facilitate this. The only exception to this is the annual VetCam demonstrations (given by 1 female and 3 retired males). These sessions are run by the Department as part of a wider initiative to introduce prospective veterinary students to the Cambridge course. The Department has an exhibition and live demonstration in the middle weekend of the Cambridge Science Festival (run by 1 female and 1 male). Again, this is not formally recognised within the workload model, but volunteers for these activities are largely equal in gender. It would appear that school visits are more often made by female researchers (3 female), perhaps due to existing connections with schools.

Some members of the academic staff are associated with a College, and will take part in events such as College open days as part of that responsibility; this is not regulated or recorded by the Department.

In informal discussions with staff, it is apparent that contributions to outreach are not considered to be adequately rewarded or recognised. Many staff feel that outreach is not valued as highly as academic output or teaching ability, and that it is treated as a voluntary bolt-on rather than a valuable and necessary aspect of the work of the Department. In order for this to change there

needs to be a review of allocation of teaching credits, whereby outreach work is recognised within this workload model.

Flexibility and managing career breaks

Staff are entitled to 18 weeks' paid maternity or adoption leave, 21 weeks' Statutory Maternity Pay, and up to 13 weeks' unpaid maternity or adoption leave. Staff may choose to request a graduated return from maternity or adoption leave, beginning at a minimum of 20% of full-time, with the expectation that they will raise their hours over the following twelve months to return to full-time within a year of their return date.

All staff who are new fathers are entitled to two weeks' paternity leave, and up to twenty-six weeks' 'additional paternity leave'.

The University also enables staff to request a career break of up to two years after the end of maternity leave, where there are exceptional family responsibilities, such as caring for young children, providing full-time care for an elderly dependant relative, or other unforeseen domestic situations.

University staff may request flexible working hours to fit in with care arrangements (for children or adults in need of care who live in the same address as the employee). Staff may also request to work from home, where this is appropriate and after health, safety and security checks have been carried out.

During a woman's maternity leave, she may, with the agreement of her Head of Department, carry out up to 10 days' work during her maternity leave without it affecting her statutory maternity pay. These optional 'Keeping in Touch' days help keep women up to date with colleagues and developments within the Department, and may ease the transition of returning to work. 'Keeping in Touch' days are paid, which is an example of best practice for the sector.

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) *Maternity return rate – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.*

Given the small numbers of staff involved, it is not possible to comment on whether the maternity return rate has improved or deteriorated but there has been a 100% return rate for academic staff. In the case of post-doctoral researchers, two out of six individuals returned to the Department. One individual left the Department in 2008 and returned in 2012. There is a small percentage of post-doctoral researchers whose short-term contracts expire when they are on maternity leave, which may account for the higher proportion of non-returners.

(ii) *Paternity, adoption and parental leave uptake – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.*

Two members of staff have taken paternity leave over the past three years: one a senior post-doctoral researcher and the other a member of the assistant staff. However, the Department's general culture of flexible working means there is little uptake of official schemes. There is a need for greater awareness of parental leave schemes.

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

Again, the University has a flexible working policy and the culture of the Department supports flexible working, provided the job is done.

In the last three years, one Research Fellow requested reduced hours following maternity leave and this was granted.

Anecdotal evidence suggests that more senior staff do not feel able to request flexible working and are required to return to work as soon as possible to maintain the research output of their labs. This cultural issue is difficult to address, though it is likely that some of their needs are met by the flexible nature of the work itself. A clear policy widely communicated to staff, but particularly to those taking maternity or paternity leave, may increase the take up of formal schemes for flexible working.

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

(i) Flexible working – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

There have been no formal applications for flexible working amongst the academic staff, but there have been applications for part-time work by two women with intermediate fellowships at a time when they had young children. A Royal Society Dorothy Hodgkin Fellow decreased her hours to 50% of full-time from September 2011 until the end of her contract in 2012. The Royal Society and the Head of Department agreed the change. Post-doctoral researchers have also not formally requested flexible working. Academics in the Department have considerable flexibility in their working hours and location of work. The ethos of the Department is such that research staff and tenured academic staff will work best if they arrange their own time around other commitments, including child-care and health matters.

From the staff survey, in answer to the statement 'I am able to strike the right balance between my work and home life', 74% of men and 61% of women gave a positive score and only 15% of men and women combined gave a negative score. Clearly there is room for improvement, and it is likely that women post-doctoral researchers, at a stage where they have family commitments, also feel the pressure to maintain research output through long working hours. Improved support and

mentoring of this group as outlined in our action plan should help them to identify priorities and to improve their strategic planning and time management.

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

In the past 5 years there has only been one faculty member who has been on maternity leave and this was at the start of her appointment to a Lectureship, which meant that she had a very limited teaching load and no administrative duties. Cover for her teaching was provided by other members of the academic staff. Upon returning to work her teaching and administrative responsibilities were increased in a gradual manner. The Department has not provided any additional initiatives beyond the University policies to support women before, during and after return from maternity leave. Risk assessments are, however, carried out for all pregnant women to ensure that any necessary adjustments are made to their work.

Given the small size of this Department, the number of women post-doctoral researchers who have been on maternity or adoption leave during the last 5 years is relatively low. Managing a period of leave followed by a period of part time work to spend more time with a young family, has a negative impact upon career progression, particularly with regard to their appointment to a tenured academic position. Providing greater support and mentorship to this group of women, before, during and after maternity leave is in our action plan. Importantly, the University has now provided resources, in the form of the 'Returning Carers Fund', from which researchers and academic staff can request assistance with building up research profiles following a period of leave. This initiative will mainly be beneficial to women returning from maternity leave, and will provide funds for up to £10,000 for research support, tailored to the individual's requirements.

Action Plan 18: Support women returning from career breaks.

Cambridge University subsidises two nurseries for employees. These are popular, and places are not always readily available. Cambridge city generally has a high level of provision for childcare, and the University operates a salary sacrifice scheme for childcare vouchers to help with payment of this. In the staff survey, the response to the statement 'I am happy with the University's childcare provision' received only 33% positive scores, and 50% neutral and 17% negative scores, indicating that the number of places available is too limited. This matter is beyond the control of the Department, but there are University-wide plans to expand the number of nursery places.

Word Count 4850

5. Any other comments: maximum 500 words

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

Message from Prof. J. Michael Edwardson (Head of Department, Pharmacology, from 1 October 2013)

I took over from Prof. Peter McNaughton as Head of Department, Pharmacology, on 1 October 2013. I had previously been a member of the self-assessment team in the six-month period prior to the changeover, and so was closely involved in the preparation of this application ensuring a smooth transition and continuity for progressing Athena SWAN within the Department. I would like to emphasise that I share Prof. McNaughton's concerns about the small numbers of women in post-doctoral and academic staff positions in the Department of Pharmacology, and his commitment to implementing our action plan. Aspects of the plan have been discussed at recent Departmental staff meetings, and the Department as a whole is firmly behind our strategy. I have no doubt that the outcome of our actions for the Department will be very positive, and will lead to an ongoing reduction in our gender imbalance.

Action Plan 19: Effective management of the transition from the old to the new Head of Department.

Comment from the Athena SWAN Team

The process of self-assessment and preparation of this application has proved to be a very informative exercise. Like many biological science departments we clearly have no difficulty attracting women to study Pharmacology at the undergraduate and postgraduate level and yet at all stages beyond this the proportion of women falls off dramatically. A priority for us is therefore to enhance support for career progression of women from PhD to Professor. The first significant fall in numbers of women is from PhD student to post-doctoral researcher and because appointments are made by individual group leaders we don't have a complete record of the number of female applicants to compare with the number accepted. This will now be closely monitored and the numbers analysed for the period January 2014 to January 2016 (Action plan point 7) to determine if there is any indication of bias. In addition all group leaders will carry out the on-line diversity training that the university provides, to increase awareness of gender issues particularly during recruitment (Action plan point 8). From the staff survey it was clear that post-doctoral researchers of both genders felt that they needed greater support and career guidance and because of the low proportion of females applying for lectureships this is a career stage that we particularly want to target. Several of our actions are aimed at addressing this issue (Action plan, point 4). Beyond this we have several new initiatives in our action plan that are aimed at supporting female lecturers and promoting their advancement (Action plan, point 14).

In addition to these priorities there are several related areas that we intend to focus on including exploration of perceptions of fairness and/or lack of transparency in the Senior Academic Promotions process; support to staff to achieve a better balance between personal and academic commitments; improved feedback to individuals on their performance and improved networking opportunities. Our overarching aim is to improve life in the Department for our staff and students and this will require a change in culture.

Word Count 480

6. Action plan

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

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

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

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	Description of action	Actions planned from November 2013	Responsibility	Success Measure and Time lines
1	Monitor postgraduate student numbers by gender.	1. Monitor gender proportions on ongoing basis	Departmental Administrator	1. Review data every October. Provide ongoing confirmation that gender balance has been achieved.
2	Improve the proportion of female undergraduates obtaining a first class degree.	1. Allocate time within discussion group meetings with the third year students to discuss what examiners are looking for in a first class exam essay and strategies for how to achieve this. Establish student focus groups.	Academic Staff	1. To be introduced in October 2014 for new intake of third year students to Part II Pharmacology course. Increased proportion of women with First class degrees to match that of men. Review data annually.
3	Increase the proportion of female applicants for post-doctoral and academic staff jobs.	1. When recruiting mention AS in job advertisements and in further particulars of the job. 2. Advertise the university policy on flexible working in further particulars. 3. Target female applicants by asking academic staff to contact colleagues in other universities and to specifically mention that we are keen to attract female applicants. 4. Adhere to new University guidelines for Board of Electors for Professorships.	HOD, Departmental Administrator and Heads of Groups.	1. An increase in the number and proportion of women applicants to post-doctoral and academic staff positions, including the soon to be advertised Sheild Professorship, by March 2015. Introduce changes to recruitment procedure by March 2014.
4	Encourage and support postdoctoral researchers.	1. Update the Department induction pack of information given to all new post-doctoral researchers to increase awareness of university wide schemes, workshops and policies aimed at supporting all researchers but in particular women, e.g. the university post-doc society (PDOC) which has dedicated careers advisors, bridging funds	HOD and Departmental Administrator to ensure that induction, mentoring and appraisal procedures are carried out.	1. Induction pack to be ready by March 2014. 2. Assignment of mentors to post-docs by March 2014. 3. Annual appraisals from 2014. (Appraisals are already carried out but not always on an annual basis).

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		<p>and career health-check workshops.</p> <ol style="list-style-type: none"> 2. Assign each post-doc a mentor from the academic staff. 3. Each post-doc to have an annual appraisal from a member of the academic staff. Increase quality of appraisals by appropriate training for academic staff. Training workshops are provided by the university. 4. Departmental post-doc workshop to meet once or twice a year to discuss issues and strategies concerned with career progression. 5. All post-docs applying for fellowships or grants to be offered mock interviews and advice and detailed feedback on applications from academic staff. 	<p>A research support committee to be established composed of members of the academic staff. This committee will be in charge of receiving and distributing grant and fellowship applications and organising mock interviews. Post-doc tutor and Departmental Administrator to organise the workshops.</p>	<ol style="list-style-type: none"> 4. Research committee to be established in January 2014 when the three new members of the academic staff are in post. Post-doc committee to be set up once the results from the post-doc focus group have been analysed; March 2014. <p>Success will be measured by an increase in positive responses by post-docs in the future staff survey to questions regarding support at the Departmental and University level. By an increase in the success of fellowship application and the successful transition from fellowships to tenure-track positions, particularly for women. An increase in the number of successful applications for Lectureships by all post-docs.</p>
5	Investigate turnover of female research staff.	<ol style="list-style-type: none"> 1. This issue to be specifically addressed by a focus group of academic staff and to report back to the academic staff meeting to discuss actions. 	HOD/Senior staff	<ol style="list-style-type: none"> 1. Focus group actions to be discussed and agreed by June 2014.
6	Monitor researcher career progression via destinations on leaving.	<ol style="list-style-type: none"> 1. Devise exit questionnaire; collect, collate and analyse data. 	Departmental Administrator	<ol style="list-style-type: none"> 1. Annual report to Athena SWAN panel; data on researcher destinations analysed by gender and reasons for leaving. Greater understanding of Researcher

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				destination.
7	Record and monitor applicants for all staff roles and analyse by gender.	1. Collect data on an ongoing basis and review annually using the new web recruitment system.	Departmental Administrator	1. Data provide ongoing confirmation that recruitment processes are fair and gender balance is achieved. Postdoctoral applications data will be analysed from January 2014 to January 2016.
8	Record and monitor completion of Equality & Diversity training, raise awareness of Equality and Diversity issues.	1. Encourage uptake of E&D e-learning module by new and existing staff; develop continuity training. All group leaders will complete the on-line diversity training provided by the University to increase awareness of gender issues, particularly during recruitment.	Departmental Administrator	1. All group leaders to have undertaken E&D e-learning module by Easter 2014.
9	Encourage and support female academics applying for promotion.	1. Run focus group to identify issues and strategies to remove barriers to female promotion and to support females applying for promotion; promote University initiatives, e.g. Senior Academic Promotions CV Scheme.	HOD/Senior staff	1. Female academics feel supported and encouraged to apply for promotion.
10	Introduce interview training for all interview panel members.	1. Arrange PPD in-house training, or request PPD provide training for key staff in the Department who can act as in-house trainers, maintain records of training undertaken.	Departmental Administrator (via PPD)	1. Rolling programme for all staff to be trained in interview techniques. Majority of staff trained by October 2014.
11	Record and monitor completion of Dignity at Work training, raise awareness of bullying and harassment issues.	1. Encourage uptake of Dignity at Work training by new and existing staff; develop continuity training.	Departmental Administrator (via PPD)	1. All supervisors to have attended a Dignity at Work training course in early 2014.
12	Address gender issues raised in the staff survey.	1. Establish focus groups for academic staff and post-doctoral staff to discuss issues	HoD, Departmental Administrator and	1. The focus groups will be established in early 2014 and will

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		<p>centred around: Your job and recognition received. Your development, in particular probation/induction, appraisals, promotion. Work-life balance and how this might be better supported e.g. more nursery places, car parking etc Effective management of a career break and flexible working.</p>	<p>post-doctoral representatives on the Athena SWAN team will set up groups, arrange meetings and report to the Athena SWAN panel for decisions upon actions to be taken.</p>	<p>meet during the Spring term and report to the academic staff meeting in April 2014. A smaller and more focused survey will be carried out within the Department in 2015. A measure of success will be an increase in the positive score from all employees and particularly from women.</p>
13	<p>Monitor the use of the performance awareness criteria and assess whether they have practical application within the appraisal process or not.</p>	<p>1. Focus groups to identify issues and barriers; adapt scheme to meet Department's needs if required; improve engagement and uptake of PPD Training for Reviewers and Reviewees.</p>	<p>HOD</p>	<p>1. Scheme successfully reviewed by mid 2014; increased numbers of staff taken up PPD Staff Development and Review training for Reviewers and Reviewees.</p>
14	<p>Encourage and support career development of academic staff.</p>	<p>1. Continue to implement the recently developed procedures at Departmental and University level for managing the induction and probationary periods for new members of the academic staff. 2. Biannual appraisals for all members of the academic staff by their peers to continue on a more formal basis. 3. Academic staff to submit their research grant applications to the research support committee for comments and feedback. Participation in grant surgeries, where the merits of applications will be discussed and staff can discuss their preliminary ideas for future applications. 4. Improved communication of recent changes</p>	<p>HOD and Departmental Administrator to ensure that all new members of staff fully participate in induction training and are assigned a mentor with regular meetings. Heads of groups to ensure that they have appropriate training on how to be an effective mentor.</p>	<p>1. Summer 2014 for implementation of new induction and probation procedures for new staff. 2. Improvement in the proportion of staff that pass their probationary period and make good progress in setting up an active research group. 3. Research grant surgeries to be introduced in January 2014. Increase in the number of successful grant applications. 4. Changes to SAP to be discussed at academic staff meeting prior to October 2014 submission date for</p>

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		<p>to Senior Academic Promotions (SAP) exercise. In particular, to encourage the highlighting of additional circumstances (e.g. child care duties) that impact upon their working lives.</p> <p>5. Encourage all women who are considering applying for SAP to take advantage of the SAP CV scheme which enables them to submit their CV's for promotions paperwork and feedback by a senior academic.</p>		<p>promotions in 2015. Increase in the number of women academics at Reader and Professor levels over the next 5 Years by 2017/18.</p>
15	Improve involvement of women in decision making at the School and University level.	<p>1. New guidelines have been issued by the University for the Boards of Electors to address the under-representation of women on committees at the school level. Within the Department, we will introduce a deputy system to promote the involvement of women on school-level committees. Ensure Department adheres to University guidelines.</p>	HOD	<p>1. Deputy system to be introduced in April 2014. Improved positive responses from women in future staff survey to questions regarding whether or not they feel communication works well at the inter-departmental and school level.</p>
16	Improve networking opportunities for staff and students.	<p>1. Encourage attendance at Tea Club seminars and increase the number of female speakers; aim for at least 30% each term.</p>	HOD/Departmental Administrator.	<p>1. Students and staff feeling integrated into the life of the Department.</p>
17	Improve communication around Athena SWAN.	<p>1. As part of our improvement of the Departmental website there will be a page dedicated to provision of information about University and Departmental initiatives to promote the careers of women.</p> <p>2. Athena SWAN will be a running item on academic staff meeting agendas.</p> <p>3. Posters will be displayed in the tea room to advertise the AS process and where to find further information.</p>	The HOD will appoint a member of the academic staff to be responsible for improving the website and including an Athena SWAN web page.	<p>1. Evidence of greater awareness of Athena SWAN amongst all members of the Department and job applicants and evidence that more women are taking advantage of the initiatives that are in place, such as CV checking prior to the Senior Academic Promotion exercise and the Returning Carers fund.</p>

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		4. Submission & action plan posted online.		
18	Support women returning from career breaks.	<ol style="list-style-type: none"> 1. Increase awareness via Departmental website of a new University scheme called the 'Returning Carers Fund'. These funds support career progression of anyone returning to work from a period of care leave, normally maternity leave, to help them get their research back on track, e.g. salary support for teaching or administrative relief or travel costs for a carer to accompany individual to a scientific conference to look after a baby. 2. Improve support network for women about to go on maternity leave by assigning a mentor from the Department or University who can provide guidance before, during and after the return from leave. 3. Encourage staff to participate in University wide survey on maternity return rates. 4. Meeting and seminars to continue to be organised during core hours (9:15 to 4 pm). 5. Increase awareness of priority parking for carers. 	Departmental Administrator and Heads of research groups when organising group meetings.	<ol style="list-style-type: none"> 1. Further improvement in maternity return rates, which are already fairly high in the Department. Utilisation of the 'Returning Carers Scheme which was launched in August 2013. 2. Women who go on maternity leave reporting that they feel well supported. An improvement in the response to work-life balance questions and support received, in future staff survey (2015).
19	Effective management of the transition from the old to the new HOD	<ol style="list-style-type: none"> 1. The new HOD, Prof Mike Edwardson, is a key contributor to the Athena SWAN team and will discuss with the rest of the team how to ensure that new policies surrounding Athena SWAN are introduced and that the new HOD is fully engaged with the Athena SWAN process. 	HOD	<ol style="list-style-type: none"> 1. Success will be measured by the engagement of the new HOD with the Athena SWAN process and the successful introduction and implementation of initiatives outlined in this action plan.