

ATHENA SWAN SILVER DEPARTMENT AWARD APPLICATION

APPLICATION INFORMATION

Name of University: **University of Cambridge**

Department: **Department of Zoology**

Date of Application: **November 2016
(Post-May 2015 process)**

Date of Department Bronze Award: **November 2013**

SWAN Award Contact for Application: **Dr Timothy Weil**

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GLOSSARY OF TERMS

AP	Action Plan
BME	Black and minority ethnic
CSM	Combined Staff Meeting
DA	Departmental Administrator
DHoDT	Deputy Head of Department (Teaching)
E&WC	Equalities & Wellbeing Committee
HoD	Head of Department
HR	Human Resources
PPD	Personal and Professional Development
PRC	Planning and Resources Committee
PSS	Professional and Support Staff
RAE	Research Assessment Exercise 2008
REF	Research Excellence Framework 2014
SAP	Senior Academic Promotion
SAT	Self-Assessment Team
SBS	School of Biological Sciences
SRF	Senior Research Fellow
SRP	Senior Researcher Promotion
TOIL	Time Off In Lieu

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT



Dr Howard A Baylis

Head of Department

Reader in Cell Signalling Biology

Equality Charters Manager
Equality Challenge Unit
7th Floor, Queens House
55/56 Lincoln's Inn Fields
London WC2A 3LJ

29th November 2016

Dear Ruth Gilligan

It is with great pleasure that I write to introduce and support our application for an Athena SWAN Silver Award. I believe that the application reflects the enormous progress that we have made as a result of applying for and acting on our current Bronze Award. In particular I would draw attention to improvements in recruitment training and practice, and in the fact that we met the 2013 target for increasing female numbers at senior academic level. The application also offers an exciting and thoughtful programme for the next steps in our journey to change culture and improve equality in our Department.

I personally have a long standing and deep commitment to the advancement of gender equality. I was an active member of our first Athena SWAN self-assessment team. Since then as Deputy Head of Department I instigated the removal of Saturday morning lectures from our timetable and championed the inclusion of female role models wherever opportunities arose. As the new Head of Department (HoD) in Zoology I have acted immediately to further embed the Athena SWAN charter in departmental discussions and decision making. My request that the HoD become a standing member of the Equalities and Wellbeing Committee (E&WC) was accepted. I have formalised the previously ad-hoc representation and reporting of the E&WC to our Planning and Resources Committee and Combined Staff Meeting.

I see instigating and enabling further cultural change to further enhance our embedding of good practice and consideration of equality issues as a key aim of my forthcoming time as HoD. I have been involved in developing the action plan described in our application and each action point generated by our team has my full support. I am particularly enthusiastic about the plan to move to annual appraisal as I see this as a powerful mechanism for improving positive feedback, encouraging training and improving discussion about career progression - an area of concern consistently highlighted in our staff surveys.

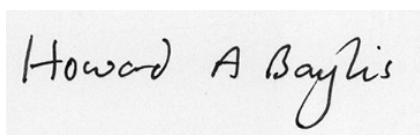
When I look back over the last few years I am proud of the progress we have made although there is always more to do. Our achievements reflect a great deal of thought and reflection. The process of applying for and acting on our 2013 Bronze Award had a striking cultural impact on our Department, bringing issues of gender equality to prominence.

I believe that we now have a culture where there is near universal acceptance that gender inequality is a problem, that it cannot simply be explained away and that it requires action for all of our benefits. Discussion of gender and other inequalities is now embedded in our everyday activity, as seen, for example, in the way in which younger female researchers discuss the absence of women in senior positions in staff meetings and other forums. Opportunities for improving wellbeing and equality are now actively sought. An assessment of our current position, in particular our deeply worrying paucity of female senior academic staff and the pipeline issues that lead to this shows that we still have major challenges in turning this cultural change into material change.

Nevertheless, I believe that we have made significant progress in making the fundamental changes that are required and that we have the commitment to tackle our challenges including those described above. Our application charts our next steps and will undoubtedly lead to further improvements both in the short and long term.

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

Yours sincerely

A handwritten signature in black ink on a light grey background. The signature reads "Howard A Baylis" in a cursive, slightly slanted script.

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Department of Zoology
Downing Street
Cambridge, CB2 3EJ

[SECTION: 590 WORDS]

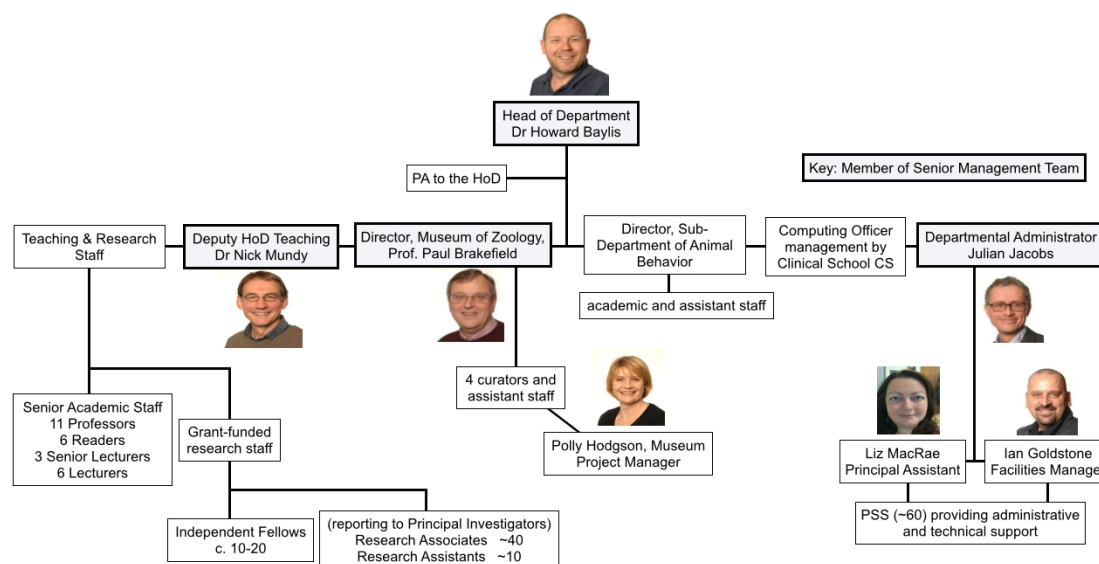
2. DESCRIPTION OF THE DEPARTMENT

The Department of Zoology is one of the largest science departments within the University of Cambridge, with a reputation for world-class research and exceptional teaching quality. The Department is one of nine departments and four research institutes that comprise the School of the Biological Sciences (SBS).

Within the University, the Department is known for its nurturing atmosphere and friendly culture. This is reflected in the feedback scores that we receive from students and in the high participation by staff at Department social functions. This was illustrated by the recent staff survey 'engagement index' (an indicator of six key scores and considered a measure of a generally positive and harmonious working environment) which showed an increase from 74% in 2013 to 81% in 2016 (5% higher than the SBS overall average).

The Department's research interests are extremely broad, from cell biology to organismal biology. Some staff members are based at the adjoining University Museum of Zoology. In addition to the main site, where staff and students occupy three neighbouring buildings, some staff are based off-site at the Sub-Department of Animal Behaviour and at the Gurdon Research Institute.

Figure 1 : Organisational chart of the Department of Zoology, October 2016



The senior management team of the Department comprises the Head of Department (HoD), the Deputy Head of Department (Teaching) (DHoDT), the Director of the Museum of Zoology and the Departmental Administrator (DA).

The DHoDT oversees the teaching by the Department for the University, including workload allocation and quality assessment. Lectures are given by

senior academic staff, who also organise practicals and field courses. Postdoctoral researchers and senior research fellows (SRFs) also have the opportunity to help deliver teaching. Academic staff may also become a member of a Cambridge College following their appointment to the University. Any work they carry out for their College (e.g. additional teaching, administration or pastoral care) is governed by a separate contract and is remunerated through the College.

Figure 2 : Members of the Department by position, October 2016

POSITION IN THE DEPARTMENT	TOTAL	FEMALE
SENIOR ACADEMIC STAFF*** (PERMANENT OR FIXED TERM UNIVERSITY-PAID LECTURERS)	26	3
SENIOR RESEARCH FELLOWS*** (FIXED TERM, INDEPENDENTLY FUNDED GROUP LEADERS, WHO MAY ALSO CONTRIBUTE TO TEACHING)	12	9
POSTDOCTORAL RESEARCH STAFF*** (INDIVIDUAL HAS A PHD; FIXED TERM, TYPICALLY FUNDED FROM A GRANT AWARDED TO AN ACADEMIC STAFF MEMBER OR SENIOR RESEARCH FELLOW)	44	11
RESEARCH ASSISTANTS (INDIVIDUAL DOES NOT HAVE A PHD; FIXED TERM, TYPICALLY FUNDED FROM A GRANT AWARDED TO AN ACADEMIC STAFF MEMBER OR SENIOR RESEARCH FELLOW)	18	10
GRADUATE STUDENTS (WORKING TOWARDS A PHD OR MPhil)	82	51
FINAL-YEAR UNDERGRADUATES (STUDENTS UNDERTAKING A RESEARCH PROJECT BASED IN THE DEPARTMENT)	70	37
PROFESSIONAL AND SUPPORT STAFF (PROVIDE ADMINISTRATIVE, TECHNICAL AND SUPPORT SERVICES FOR THE DEPARTMENT)	63	41

(*** comprise **academic staff** as referred to throughout this document.)

The Department carries out research on all seven continents and our diverse community of staff reflects this internationality. The Department is committed to maintaining and increasing cultural diversity, as this is felt to be essential for the success of our research agenda. In the 2016 staff survey 71% believed that the Department valued diversity in culture and background (equal to the SBS average).

Survey data shows that members of the Department feel valued for their contribution. In the 2016 Staff Survey 62% scored this positively, exactly the SBS average. 74% would recommend the Department as a great place to work (SBS average was 69%). Women have made up an average of 47% of staff over the last five years (self-described genders will be referred to

throughout this document). Whilst there is a recognised gender imbalance at the highest levels, the low turnover of senior academic staff make it especially difficult to resolve this discrepancy in the short- and even medium-term. However, we have met the targets set in the 2013 Action Plan (AP) and implemented strategies to tackle this (page 20). The Department has gained a reputation as an advocate for the Athena SWAN process and has been asked to share its positive experiences with other University departments.

Staff members at all levels actively appreciate the family-friendly nature of the Department, and there are policies and initiatives in place to accommodate family life. In the Staff Survey, 65% of staff felt they were able to achieve a good work-life balance (SBS average 61%).

[SECTION: 569 WORDS]

3. THE SELF-ASSESSMENT PROCESS

3. (i) A description of the self-assessment team

Figure 3 : The Self-Assessment Team, October 2016

MEMBER	ROLE AND RELEVANT EXPERIENCE
Prof Michael Akam	Former HoD; his wife works in London and two sons, now adult, he shared parental responsibilities.
Ms Sarah Barker	Senior Research Technician; committed to tackling long term challenges of gender equality and attitudes in science across all grades.
Dr Howard Baylis	HoD, former Deputy HoD(T), Reader; juggles departmental roles and being part of a dual career family with two teenage children.
Prof Paul Brakefield	Director of Museum of Zoology; father of two, he recognises the challenges of balancing career, family and gender issues.
Ms Denise Dell'Aglio	PhD student; preparation of postgraduate student data; former Graduate Representative of Zoology Department; experience in supporting diversity in science
Ms Rachel French	Looks after the administrative functions of the Museum of Zoology; mother of three; has shared parental responsibilities with her husband.
Dr Nicholas Horrocks	Early career research fellow; Chair of Zoology Postdoc Committee; parent of three children under three years, including new twins.
Mr Julian Jacobs	Departmental Administrator; Secretary to the SAT and E&WC; member of the senior management team of the Department; parent of three children.
Mr Ben Jarrett	Final-year PhD student; former graduate Representative; organiser, promoter, and participant in graduate and Department-wide social activities.
Prof Chris Jiggins	Chair of E&WC; parent of two girls; keen to support women in science and work-life balance.
Ms Paula McPhee	PA to HoD and DA; carer for elderly mother, parent to three girls. Keen to improve working conditions for women.
Ms Becky Ramshaw	Teaching and Graduate Administrator; extensive knowledge of undergraduate and graduate students. Experience of flexible working to accommodate voluntary work.
Dr Hannah Rowland	0.6FTE fixed-term lecturer; achieved gender parity in seminar speakers. Lives apart from academic partner. Passionate about outreach.
Ms Edith Julieta Sarmiento-Ponce	PhD student from Mexico; active teaching in the Department and energetic member of an all-female college.
Dr Claire Spottiswoode	SRF; experience of progressing from student to postdoctoral researcher to academic staff member in the Department.
Dr Tim Weil	Recently appointed University Lecturer; current experience of the probationary period and transitioning to Cambridge from another international institution.

The team therefore has a gender (8F,8M), age, and staff group balance, including the participation of HoD and senior management. The team also has a mixture of those who also took part in the 2013 application with new members. All members of staff in the Department were invited to volunteer to serve on the committee and members were carefully selected to ensure a balance across staff types and gender. The University's Equality & Diversity team staff have an open invitation to attend the meetings.

3. (ii) An account of the self-assessment process

The 2013 Athena SWAN self-assessment team (SAT) evolved, as indicated in our AP, into the Department's Equalities & Wellbeing Committee (E&WC). Members communicate regularly via email, disseminating minutes of meetings and other important updates. The E&WC met termly between July 2014 and January 2016, and then increased the frequency to monthly up until the date of submission. All members of the SAT have contributed to this submission.

The E&WC has had the twin remit of monitoring the 2013 Athena SWAN AP and implementing a range of interlinked new initiatives. This included the analysis and response to the 2013 and 2016 staff surveys. Committee meetings are a forum where current challenges to the Department and potential solutions are openly discussed. Often the University already offers useful resources, and the Committee has been instrumental in promoting these to staff and students. In doing this, many of the action points from our 2013 AP have been tackled, and the AP itself has been something which has also been kept under regular review.

The E&WC reports to the Combined Staff Meeting (CSM) (itself an innovation designed to address inclusivity, see 5.6 (i)), to which all members of the Department are invited, and has a standing item on the agenda to give updates at this forum. Consultation with members of the Department includes an anonymous staff survey, communication via the staff e-newsletter which invites feedback, a postdoc survey and Committee members actively seeking the views of other members of the Department, both staff and students.

Two guest speakers (1F) presented our annual Equalities and Wellbeing Guest Lecture in the Department on equalities issues, with an open invitation across the University. Both speakers also met privately with the Chair and other members of the E&WC, to discuss how the Department could improve. Both years there was a high turnout (over 100 attendees, gender data unavailable) at each lecture and very positive feedback from across the University. The E&WC reflected at length on lessons that could be learnt from these speakers and implemented changes as a result, for example the introduction of a CSM, which replaced separate meetings for academic and non-academic staff.

E&WC members sit on key committees in the Department, including the Planning and Resources Committee (PRC), the strategic Teaching Committee

and the Departmental Graduate Education Committee. This enables a two-way reporting and implementing of strategies that have arisen from the E&WC. For example, this has led to the restructuring of our undergraduate timetable to eliminate Saturday lectures for third year students (timetabling for first and second year students is outside the control of the Department). Finally, the effectiveness of this committee is reflected by the fact that 55% (no gender difference) of staff 'believe action will be taken' in response to the staff survey, an increase of 8% from 2012 (and well above the 43% for the SBS).

3. (iii) Plans for the future of the self-assessment team

The E&WC will meet twice a term. Each term, one meeting will focus on ongoing initiatives in the Department, and the second will assess our progress on the Athena SWAN AP. Our experience over the past three years suggests that having regular meetings dedicated to the AP will enable us to monitor progress and implement positive changes. We will maintain membership as people leave through regular invitation to all members of the Department and careful selection to maintain balance.

Current reporting channels will continue, including E&WC representation on other key committees, including the PRC, a standing item on the CSM and the PRC, a regular e-newsletter item and an up-to-date online profile on the departmental website and social media.

Academic E&WC members are recognised for their contribution through the departmental workload allocation model. This ensures that E&WC members are not overtaxed in their service to the Department. Other staff groups are recognised by their individual line managers for their commitment to this essential service to the Department.

ACTION 1: Increase departmental participation in and buy-in to the Athena SWAN Charter.

[SECTION: 758 WORDS]

4. A PICTURE OF THE DEPARTMENT

4.1 Student data

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

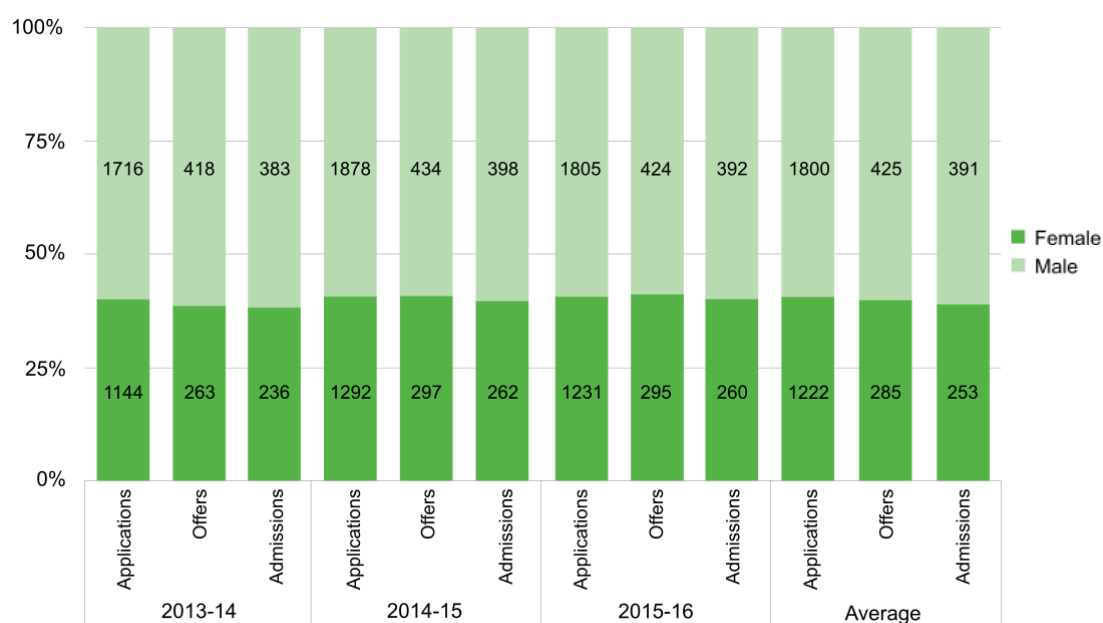
N/A

4.1 (ii) Numbers of undergraduate students by gender

At the undergraduate level, the Department contributes to a large, inter-departmental programme called “Natural Sciences”. This is a broad degree programme made up of over 50 courses/modules, encompassing both physical and biological natural sciences. Around 650 full-time students are admitted by the University to the BA in Natural Sciences every year, with an average of 39% being female.

Admissions are managed by the Colleges, rather than by the departments that teach the courses. Figure 4 shows the overall number of students in the University admitted to the Natural Sciences (Biological and Physical), and shows a male bias due to the number of males on the Physical Natural Sciences courses. Note that University admissions (by the Colleges) are completely outside the control of the Department.

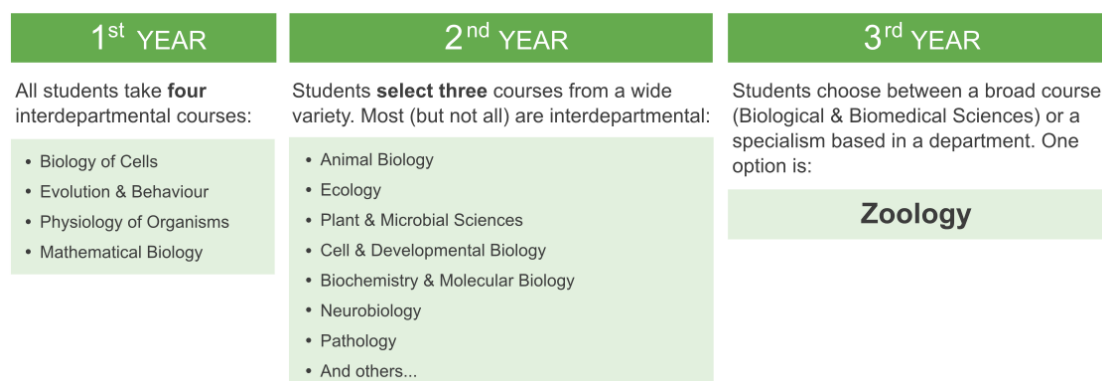
Figure 4 : Applications, offers and admissions to the University of Cambridge, Bachelor of Arts in Natural Sciences



The Department only manages admissions to the third year Zoology course (a specialism within the Natural Sciences BA), where we reverse the male bias trend and an average of 60% of students admitted in the past three years are female (compared to 62% in Biological Sciences nationally, HESA).

The third year Zoology course is actively promoted at open days, in second year lectures and in printed and online promotional material. We have taken proactive steps to clarify the route from interdepartmental first year courses through to the Department's third year course.

Figure 5 : Natural Sciences degree (Biological Sciences route)



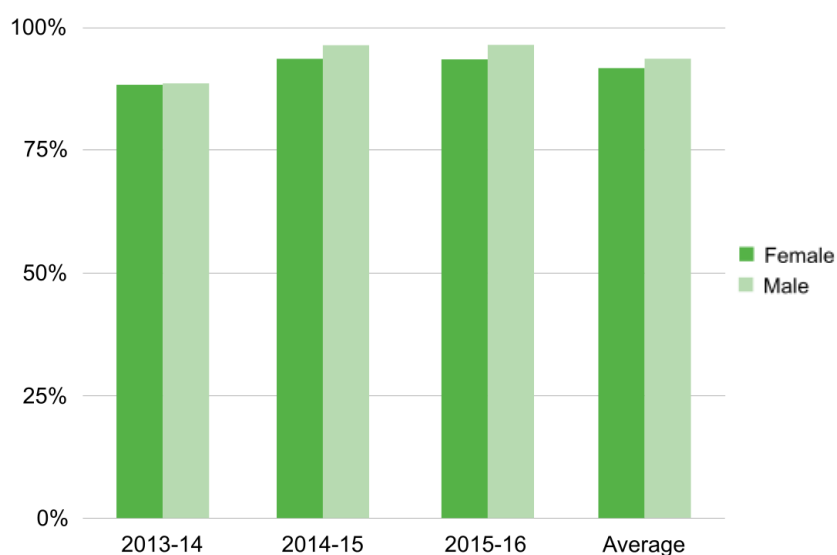
Places are allocated based on second year marks in exams. Students have commented that their choice to study in the Department is influenced by its reputation as a friendly and welcoming environment for all.

"There are good opportunities to meet other students who share similar interests, and staff (lecturers, supervisors) are supportive and interested in discussing and helping." — Female student, National Student Survey

"The social aspect of my course is very good and the Department promotes that." — Male student, National Student Survey

Male and female students are effectively equally successful in attaining an upper second class degree or above, which is typically the requirement to progress to postgraduate study or graduate level employment. In 2015-2016, 30% of female and 22% of male final year Zoology students received first class degrees.

Figure 6 : Percentage of final year Zoology students achieving a 2.i or 1st



ACHIEVEMENT: In response to student and academic staff feedback, we have ended Saturday lectures for third year students.

ACHIEVEMENT: Since 2014/2015 we have been blind double marking all coursework elements of the third year assessment where it is feasible to do so, to reduce opportunities for bias.

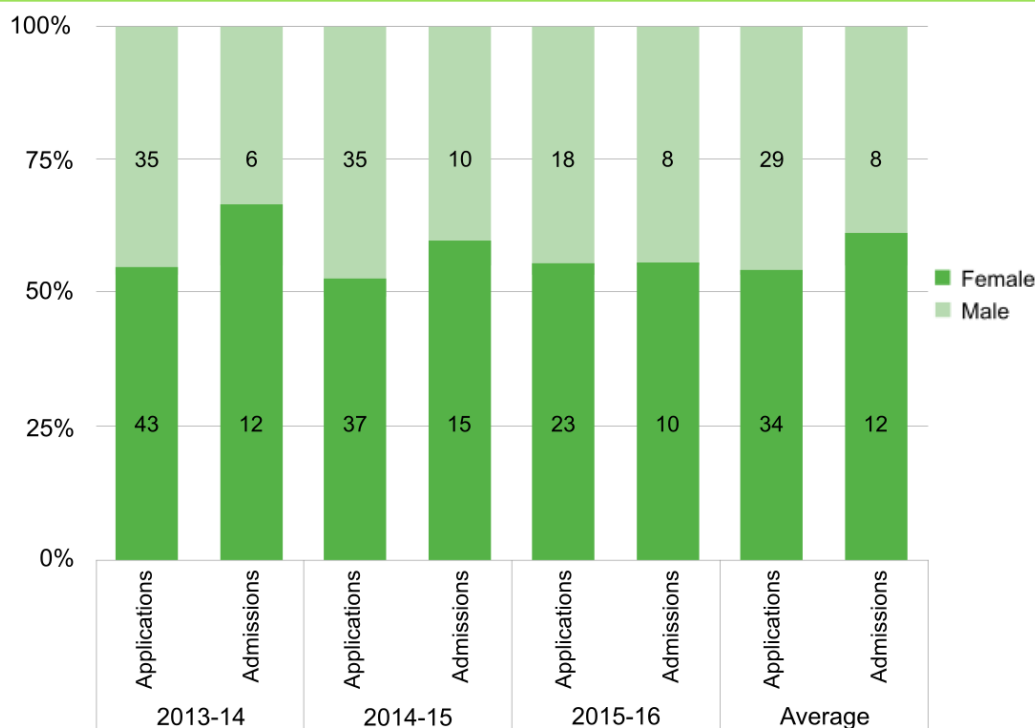
4.1 (iii) Numbers of men and women on postgraduate taught degrees

N/A

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

More than 90% of graduates in the Department study for a PhD, with the remainder studying for an MPhil (by research). The graduate population is highly international, and admission is determined by suitability for graduate study and access to funding. Only 12% (8F,2M) of the current graduates are supported by funds in the gift of the Department; this percentage has been declining over the past few years as Research Councils have moved to awarding studentships to universities, larger groups and institutions, rather than individual departments.

Figure 7 : Application and admission rates for postgraduate students



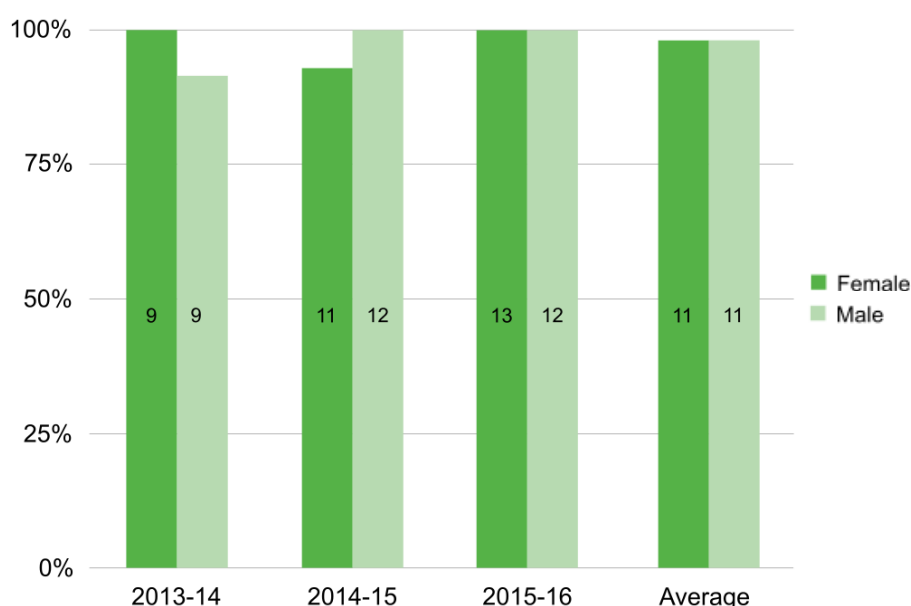
ACHIEVEMENT: The percentage of female students admitted to postgraduate study is consistently higher than the percentage of female students that apply.

We attribute this pattern to positive actions: adding new graduate student case studies on the prospective students section of the departmental website, showcasing women (as well as men) studying in Zoology; the requirement for principal investigators to participate in compulsory recruitment skills training sessions, including overcoming unconscious bias; compulsory internal interviews for graduate applicants by an independent member of staff; and ensuring female representation on all departmental funding selection panels.

ACHIEVEMENT: Compulsory use of both an internal and an independent interviewer for all prospective graduate students to reduce the possibility of bias.

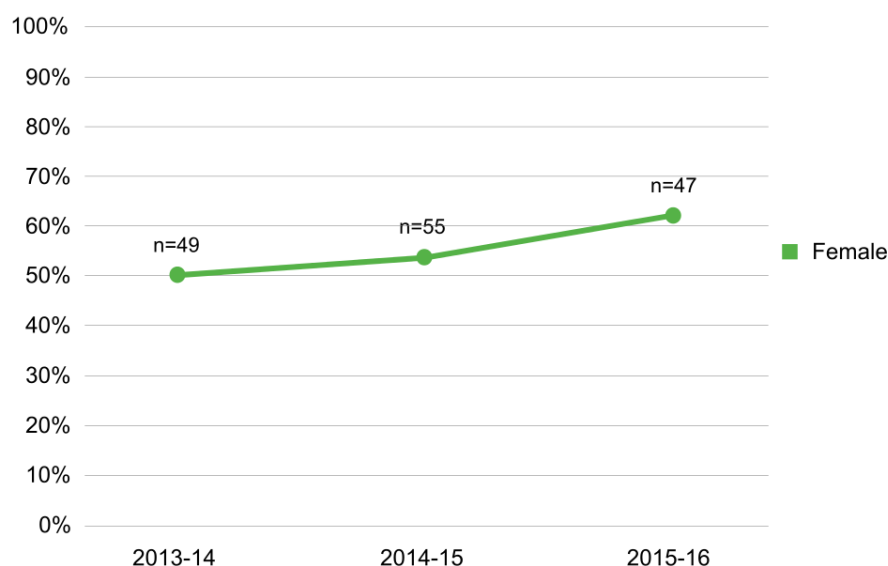
Historically, more males than females were admitted, and therefore completed their degrees. We have excellent completion rates for both male and female students, with over 95% of students admitted completing their degrees with the four year deadline. Completion rates are similar for male and female students, and as the number of female students admitted has increased, the absolute number of females completing a degree will continue to increase in line with this.

Figure 8 : Postgraduate completion rate by gender



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

In line with national averages of students taking biological sciences, we have a higher proportion of females than males at undergraduate level. We are pleased to report that our female to male balance at the postgraduate level has increased to around 62% female. We are committed to further promote the continuation of female students from undergraduate to postgraduate level.

Figure 9 : Current percentage of females in the Zoology postgraduate cohort

One very recent initiative was creation of a social media site for the Department by a female lecturer. This was specifically aimed at highlighting successful role models, especially females, at all levels in the Department through case studies and stories. This was inspired by our Equalities and Wellbeing Lecture by Prof Michelle Ryan in January 2016. The Department will assume responsibility for this initiative from 2017 as part of a newly established web-management position. We will expand this initiative by introducing workshops for undergraduates with the goal of providing further role models for aspiring female researchers.

ACTION 2: We will raise awareness among female undergraduate students of opportunities for postgraduate studies and beyond.

4.2 Academic and research staff data

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

There are no teaching-only staff within the Department. All postdoctoral research and SRF are research-only roles, while all other grades shown are research and teaching positions. Among the latter, there are currently three part-time positions (1F), although all three also hold other academic positions at different institutions. Among research-only roles we currently have six part-time staff (3F).

Figure 10 : Academic pipeline in the Department and benchmarked against the University, average 2013-2016

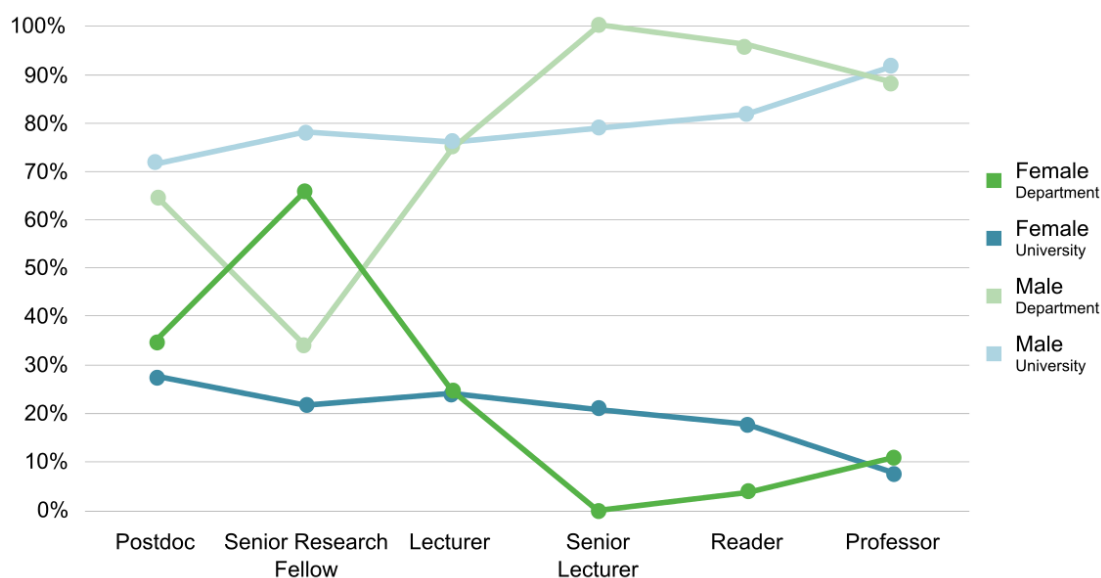
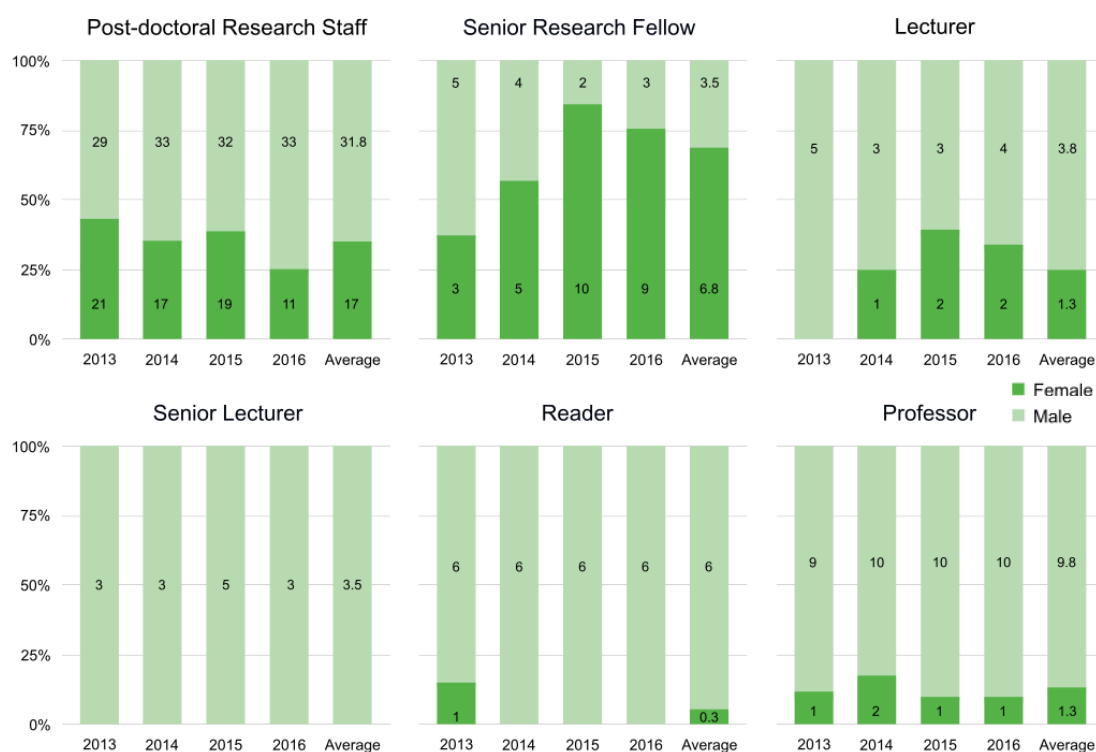


Figure 11 : Academic staff by contract function



We have a high proportion of female SRFs (66% average over four years), while we have fewer females at postdoctoral researcher level (35%). For all research-only staff, our average is 40% female, which is better than that for SBS (27%), but compares poorly to the national average of 51% (HESA). Therefore, while we are proud of our track record in recruiting female SRFs researchers as senior fellows, far exceeding the average within the SBS (21%), we recognise that we have a much lower proportion of women at

postdoctoral researcher level. Over the past three years, we have promoted recruitment training in the Department, and have successfully mitigated a previously detected bias in recruitment of female postdocs among older staff. We intend to continue with our push on recruitment training to mitigate unconscious bias, with the goal of recruiting postdoctoral staff in a gender ratio equal to the national average.

ACHIEVEMENT: In 2013 we identified a pattern that older PIs were less likely to appoint women postdocs. We repeated this analysis and this correlation no longer exists. We believe this is the result of general consciousness-raising effects of Athena SWAN on recruitment and on the targeted investment in recruitment skills training for PIs and other managers.

ACTION 3: Ensure all Department members on selection committees have undertaken training on best practice in recruitment.

Since 2013 we have instituted a number of initiatives aimed at improving our gender balance at all academic staff levels, including a search committee approach to recruitment and gender-separated shortlists (see ACTION 6). There has been a recent increase in the number of females at lectureship level in the Department, exceeding the target set in 2013 (“at least one female lecturer to be appointed out of three anticipated vacancies over three years”). Of the five senior academic recruitments since 2013, two have been women.

Despite the positive measures we have implemented, representation among women in senior academic positions overall remains unacceptably low (2 out of 24 permanent staff, 1 out of 2 temporary staff). Due to the recent retirement of three female professors, and the small number of positions at this level, the numbers show a decrease in the past three years.

Changing the balance at this level is a long-term process. There is a clear “pipeline” challenge at the level of lecturer, which currently means a lack of female lecturers available for promotion. The steps we have taken to improve our recruitment strategies at lectureship level will be continued and strengthened in future, which will have a consequential effect on the gender balance at senior levels in the future.

The Department has an equal proportion of male and female BME academic staff (5%, SBS data unavailable) which we recognise as very low. The University has recently become a member of the Race Equality Charter. The Department looks forward to proactively supporting any future measures that arise from this initiative.

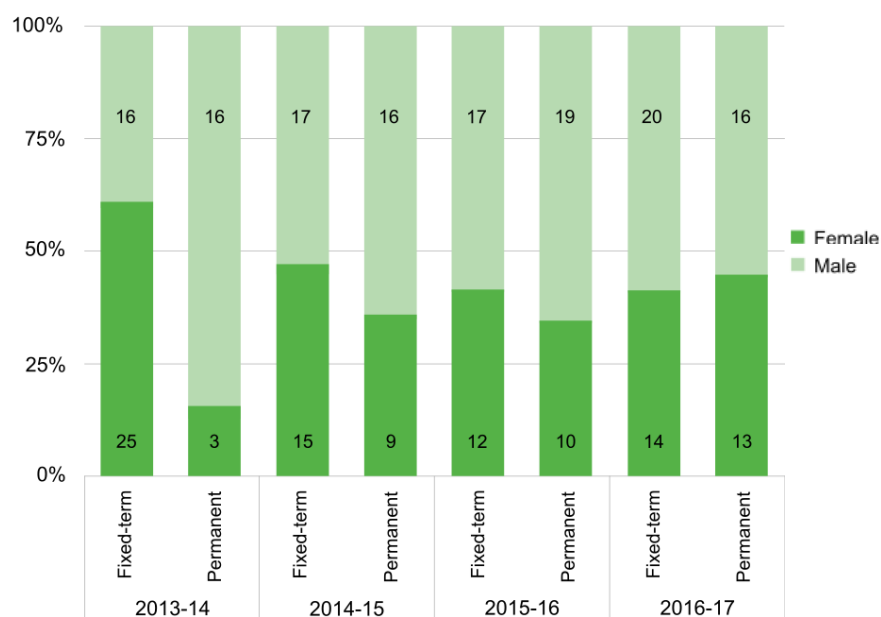
4.2 (ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

Over the past four years, five of the six female senior academic staff within the Department have been on permanent contracts. The one female

academic on a fixed term contract was recruited to fill a research and teaching gap with limited funding and was a supernumerary position.

The ratio of fixed term versus permanent contracts among research staff is approximately equal. The proportion is consistent between males and females, demonstrating that there is no gender bias in terms of contract type among research staff. There are no academic staff on zero-hour contracts.

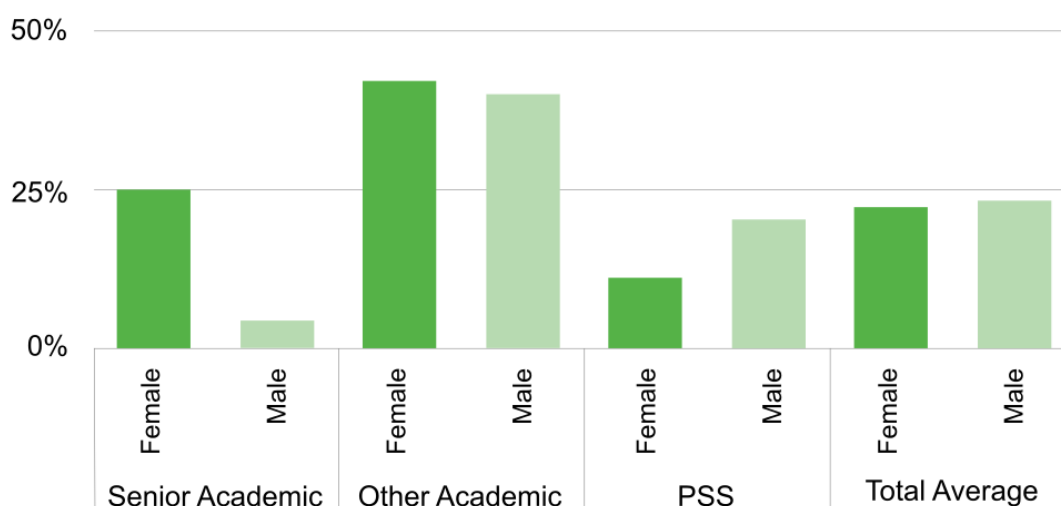
Figure 12 : Academic staff by contract type



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

Turnover among senior academic staff is very low, and largely explained by retirements. Since 2013, three senior academic staff (2F) have left; all due to retirement.

Figure 13 : Turnover of leavers by group and gender, average 2013-2015 (i.e. leavers by gender / total staff in that group)



Among other academics and PSS, turnover is due to a combination of limits of tenure due to funding and staff moving on to other opportunities. Overall we find virtually no gender bias in turnover (22%F, 23%M). We do not currently monitor with precision the reasons that staff leave the Department, however, we aim to implement a leavers survey in order to help identify any issues or biases around the reasons for leaving and the future careers for our staff.

ACTION 4: We will gather data on staff leaving the Department and act on any gender biases detected in the data.

We have looked at data on retention of researchers and fellows, in terms of whether they have successfully secured an extension to their original contract durations. This has shown that since 2010 38% of female researchers (25/66) and 39% of males researchers (31/80), had a contract extension of some form. There is therefore gender equality in attempting to retain to the greatest extent possible early career researchers.

In the last five years, the Department has put its own resources into “bridging” funds (i.e. salary support between grants) for seven researchers (2F) and two technicians (2F), where it was vital for the continuity of a particular research group to maintain the staff member.

[SECTION: 1725 WORDS]

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

5.1 Key career transition points: academic staff

5.1 (i) Recruitment

The Department has innovated to improve the proportion of women applying for, and being appointed to, positions in Zoology. As a result, the Department has met and exceeded the two targets we set ourselves in our 2013 Athena SWAN Application.

ACHIEVEMENT: Our 2013 goal was to “improve the number of female applicants for lectureships, target 40%.” The actual proportion of female applicants averaged over the most recent five lectureship vacancies is 44%

ACHIEVEMENT: Our 2013 goal was for the “recruitment of at least one female lecturer in the next three years from three anticipated vacancies.” There were five academic vacancies, and females were appointed to two.

Our recent successful recruitment of females to lectureship positions can be attributed to several initiatives that we have introduced since 2013. Whilst overall numbers are small (comparing three recruitments since 2013 with the three recruitments immediately prior to this), since adopting these strategies, we have seen an 18% increase in the proportion of female applicants to 48% and an increase of 19% to 58% in the proportion of female candidates shortlisted.

Firstly, a sentence was added to all vacancies advertised, stating “The Department would particularly welcome applications from women as we have an historic imbalance in the number of women holding [senior] academic staff positions.” We are confident that this wording has direct and indirect benefits; and this innovation has been adopted by other departments in the University. Our SAT is working to expand the scope of our activity to include BME applicants and is optimistic about making similar improvements in this area.

ACTION 5: Encourage applications from BME applicants to career opportunities in our Department.

Secondly, the Department has introduced a “search committee” approach to recruiting new senior academic staff. In the last three lectureship vacancies, members of the recruitment panel were asked to actively identify potential candidates from diverse backgrounds (considering both gender and ethnicity) and encourage them to apply for the position. We aim to consult with other departments and formalise this procedure for all future recruitments at lectureship and above. The success or otherwise of this approach was not monitored in detail but will be in the future.

ACTION 6: We will be more proactive in identifying and encouraging the best female applicants for senior academic staff vacancies.

Thirdly, we have implemented a novel approach to shortlisting candidates to lectureship positions. The new procedure involves separating applications by male and female candidates, and undertaking the long-listing of each independently. The panel then selects a shortlist for interview from a gender-balanced pool. This means that the panel has given very serious thought to the abilities and qualifications of the women candidates, and to noting particular circumstances that might differentially affect women at this stage in their careers. This has been recognised as an example of good practice by the University and adopted in some other departments.

Finally, in direct response to the 2013 Athena SWAN Award submission and the 2013 University staff survey, the Department has invested significant resources in recruitment skills training. We commissioned our own customised training, delivered by an University-approved equalities trainer. The course features an overview of employment law, unconscious bias and best practice in job description preparation, short-listing and interviewing. We have run this session annually since 2013. Forty-three (11F) members of staff have participated, including 80% of senior academic staff. We have made it compulsory for all recruitment and interview panels to have at least one member who has taken the training; in most cases more than one member will have done so.

“Zoology also implemented an initiative to be more inclusive when making hiring decisions, inviting postdocs and PhD students to take the candidates out to lunch during their visit. This gave an opportunity [...] to learn about the pros and cons of the interview process from people experiencing it first-hand.”
— Female Postdoc.

Having identified female senior academic appointments as an area of concern, we believe our strategies are driving positive change in the Department. However, this is a long-term challenge and we are restricted by the vacancy rate: there are no senior academic vacancies expected until 2019 (when three retirements are anticipated).

Figure 14 : Recruitment of postdoctoral researchers from 2013-2016



In terms of postdoctoral researchers, the data indicate a slight favouring of male candidates at the shortlisting stage. Offers and appointments are even between male and female.

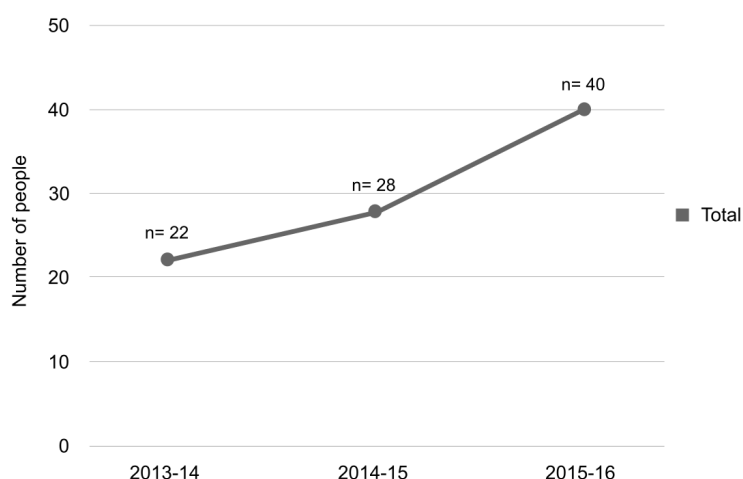
5.1 (ii) Induction

Induction of new staff is provided at multiple levels: locally, by line managers, Department-wide and University-wide. All new staff members receive an induction checklist to complete with their line manager. The checklist includes sections on first-day orientation and administration, details of mandatory training (health and safety, equality and diversity and online induction) and signposting to further training and resources. Use of the checklist ensures that all staff receive an equally useful induction. As part of the local induction new staff are introduced to colleagues and working practices in the specific area and working space by their line-manager.

A broader departmental induction is held at least twice a term. Through an active campaign to highlight the importance of the departmental induction to line managers, we have steadily increased attendance. This session covers the Department's structure and key personnel; services and safety; training, appraisal and mentoring; and making the most of Cambridge and Zoology.

The University-level induction comprises an online course (to be started within the first week, and completed within a month), and a welcome event, which is held twice a year. Twenty-three new staff have attended (15F) in the last two years.

Figure 15 : Departmental induction attendance



ACHIEVEMENT: Increasing number of people attending the Department induction course.

The effectiveness of our induction policies was clearly demonstrated on our 2016 staff survey, in which there was a 17% increase in the positive rating for local induction compared with 2013.

We are considering requiring all new staff to complete a list of “basic training” events, including training on Appraisals, Equality and Diversity and Dignity @ Work.

5.1 (iii) Promotion

The University runs a Senior Academic Promotions (SAP) exercise for senior academic staff, and in parallel (since 2014) a Senior Researcher Promotions (SRP) exercise for other academic staff. The schemes are advertised to all eligible staff via email, and those interested are invited to attend information sessions run by the University. The HoD, in conjunction with senior academic staff, identifies and encourages suitable candidates (especially females) to apply for promotion and is proactive in providing support during the application process.

The number of senior academic staff (females in particular) in the Department is small, so the number applying under the scheme is accordingly low. We have noticed what appears to be a trend in declining numbers of applications SAP; however, at the time of writing, there are four (1F) applications submitted to the University. We therefore do not think this is a long-term trend but we will continue to monitor these data.

Figure 16 : Senior academic promotion

YEAR		TOTAL	FEMALE
2013	APPLICATIONS	7	1
	SUCCESS RATE	5	1
2014	APPLICATIONS	4	0
	SUCCESS RATE	3	0
2015	APPLICATIONS	1	0
	SUCCESS RATE	1	0
2016	APPLICATIONS	0	0
	SUCCESS RATE	0	0
2017	APPLICATIONS	4	1
	SUCCESS RATE	-	-

There is currently one researcher (M) who has attained the grade of Principal Research Associate under the SRP scheme; and one researcher (F) currently has an application under review.

The Department provides support for SRFs to be appointed at the level of Senior Research Associate (equal grading to a Lectureship). This is conferred, on application by the HoD, by the Faculty Board of Biology. There are 11 holders of this grade (7F). The Department has a 100% success rate for these applications.

The Department recognises exceptional performance amongst postdoctoral researchers by meeting and supporting potential candidates so that they can apply for an additional increment point as part of the University's termly Contribution Increment scheme. The scheme requires funding to be available from the relevant research grant and this restricts the number of applications. In the last five years, six staff (4F) applied and all were successful.

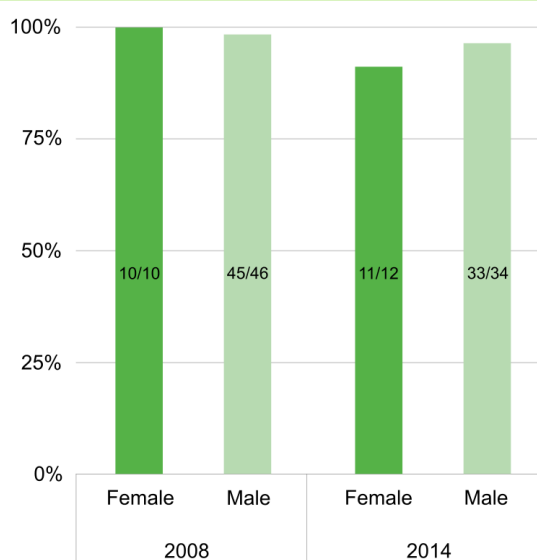
ACTION 7: Improve awareness and uptake of promotion opportunities by female academic staff.

ACTION 8: Increase understanding of promotion opportunities within all staff categories in the Department.

5.1 (iv) Department submissions to the Research Excellence Framework

In the 2008 RAE, 10 of 10 eligible female and 45 of 46 eligible male researchers were submitted. In the 2014 REF, 11 of 12 eligible female and 33 of 34 eligible male researchers were submitted, thus suggesting no gender bias.

Figure 17 : RAE 2008 and REF 2014 submission percentage



ACHIEVEMENT: Women constituted a larger proportion of returned researchers in 2014 (25%) than in 2008 (18%).

5.2 Key career transition points: professional and support staff

5.2 (i) Induction

The induction process is the same for PSS as for academic and research staff and is detailed in 5.1 (ii) (page 22).

5.2 (ii) Promotion

Managers are proactive in alerting staff to opportunities for regrading or upcoming vacancies that provide advancement within the Department. We have been very successful in this process.

ACHIEVEMENT: Of the Department's current 63 PSS members, 14 are in posts that are higher-graded than the post to which they were initially appointed (8 of 41 female staff, 6 of 22 male staff).

Additional increment points for exceptional performance may be applied for as part of the University's annual Contribution Increment scheme. In the last five annual rounds (2012–2016), 7 of 8 female and 7 of 8 male applications were successful.

Despite these successes, staff survey data suggests that more could be done to raise awareness and understanding of how the promotion process works for different members of staff (see ACTION 8).

"I started in Zoology as a part-time assistant cleaner and have worked my way to become the head teaching lab technician in less than four years. This was only possible due to support from kind Department members including a principal assistant who took the time to ask me about my background and degree in Poland and a PI who identified my ability and prepared me for competitive interviews. Moreover, the professors and senior members of the Department have consistently been appreciative and acknowledged my work. This has consistently given me the confidence to continue to apply for new posts. The Department always had the same very kind and respectful attitude regardless to my position and that is why I consider myself fortunate to work in such a wonderfully supportive and rewarding place." — Male PSS

5.3 Career development: academic staff

5.3 (i) Training

There is a great diversity of training opportunities provided at University level by the Personal and Professional Development (PPD) office. In the Department we have been proactive in both promoting University training opportunities and in providing targeted local courses. In particular we have promoted the "Equality and Diversity Essentials Online" course provided by the University and Recruitment Skills Training provided by the Department. All

staff receive a termly booklet detailing courses available, which are also listed on an online resource and promoted via email and posters.

ACHIEVEMENT: Increased uptake on Equality and Diversity Essentials Online by 33%, from 21% in December 2015 to 54% in August 2016, in response to a concerted face-to-face “push” conducted by the individual members of the E&WC.

ACHIEVEMENT: The Department carried out four Recruitment Skills Training workshops for senior academic staff and senior PSS with total attendance of 44 (11F). Of the current senior academic staff, 21 of 26 have attended.

The staff survey data indicated areas of concern around feedback and recognition for staff. This led us to identify a need for people management training. At a recent staff meeting we discussed implementing a new training initiative to provide taster courses in a range of people management subjects; this was met with enthusiasm from staff at all levels. We will implement this with the assistance of PPD which will improve our compliance with the Research Concordat.

ACTION 9: Improve management and people skills training for academics and other senior staff.

For postdoctoral research staff, a series of postdoc workshops was introduced in 2014, organised by the Postdoc Committee. These sessions cover a range of skills necessary for postdoctoral research staff applying for grants, academic positions and other transferable skills. They have been welcomed by the postdoctoral community. Over the six workshops at which attendance was measured, 45 females and 41 males attended. To accommodate flexible working, the presentations are made available online after the event. Feedback has been extremely positive and the Department will continue to support this action.

“At the postdoc workshops, I received advice from academics in the Department on what was expected in a cover letter and CV when applying for academic positions. The academics seemed to happily volunteer their time to speak with the postdocs, the advice was extremely helpful, and the sessions were very enjoyable.” — Female Postdoc

5.3 (ii) Appraisal/development review

Despite considerable efforts by the E&WC to change the culture of appraisal in the Department, the rates of appraisal remain stubbornly low. This challenge is not unique to the Department. Of the senior academic staff 15 (3F,12M) of 26 (3F,23M) have been appraised within the last two years. Of contract research staff 20 (6F,14M) of 50 (18F,32M) have been appraised within the last two years.

In the last AP we set a target of appraisal for all staff every two years. We have struggled to make this a routine aspect of working life in the Department. Based on consultations with other institutions, we propose to change strategy and introduce annual appraisal with an annual deadline. Although counterintuitive, we believe that more frequent appraisals will embed this practice in the departmental culture. This will be supported by strong commitment from senior staff members. We will explore with the HoD whether we should establish sanctions to ensure compliance, in addition to widely promoting the benefits.

ACTION 10: The E&WC will give priority attention to improving appraisal and feedback mechanisms for staff in the Department.

5.3 (iii) Support given to academic staff for career progression

All senior academic staff in their five-year probation period have an annual meeting with the HoD, where the probation criteria are discussed. These meetings have received positive feedback.

“Meeting with my HoD has given me a clear understanding of what is expected. In these meetings I am also made aware of future funding schemes and asked if I could benefit from any changes to my teaching load and departmental commitments. These meetings show me that the HoD cares about my career progression, which motivates me.” — Male Lecturer currently on probation

All senior academic staff and SRF are allocated a mentor and postdoctoral research staff have the opportunity to opt-in to the mentor pool, with 22 potential mentors (5F).

Among postdoctoral research staff awareness of the scheme is high (94%), but take up is low (~20%). One-third of postdocs surveyed claimed that they had no need of a mentor. This is perhaps because there is a strong culture within Zoology of informal mentoring, where staff feel comfortable approaching peers and senior staff to discuss issues around progression. We are actively trying to formalise these practices to ensure all staff are supported.

From the Staff Survey 2016, we have learned that career progression remains a particular source of concern for postdoctoral research staff on fixed-term contracts. Overall, satisfaction on this measure is 39% (equal between genders), up 7% from the 2013 Staff Survey, however for contract research staff satisfaction is only 26%.

The Department offers mock interview panels with Senior Academic Staff for those applying for academic positions and fellowships. These enable those applying for such positions to build confidence through practice, and receive

feedback on their strengths and where improvement can be made. Staff are made aware of this provision through their mentor or advisors, or via the outline of the scheme on our website.

5.3 (iv) Support given to students for academic career progression

At undergraduate level, the Department provides seminars for final year students on career progression and applying for further study. The University's Careers Service are invited to provide a talk to Zoology students at the beginning of their final year, and also provide one-to-ones to students, within the Department. The Careers Service provide a full range of services to all students, which are advertised by email, on the website and through posters. Students are also supported in their progression plans through their personal tutors at their Colleges. Opportunities for further study and academic opportunities both within Cambridge and externally are emailed to students by the Department on a regular basis throughout the year.

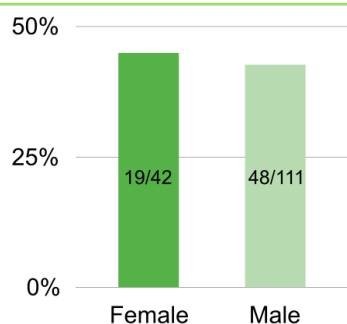
Postgraduate students are also able to make full use of the Careers Service, and targeted sessions are run for these students. As with undergraduates, students' Colleges share responsibility for advising students on progression opportunities and skills. Within the Department, graduates are required to participate in learning activities including a poster competition and delivering seminars on their research. Supervisors review the postgraduate students' participation in activities relating to development and progression annually. There is no evidence of gender differences with respect to take up of this support.

ACTION 11: Improve postgraduate student awareness of transferable skills and career planning.

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

The Department requires that two senior academics provide feedback on any grant application prior to submission. The Department also offers mock-panels for those applying for research grants. These are aimed at senior postdoctoral researchers, who are made aware of this provision through their mentor or advisors, or via the outline of the scheme on our website. In addition considerable support is given at the level of research groups for grant-writing at all levels.

Figure 18 : Percentage of successful grant application by gender, 2013-2016 average



The success rate for grants applied for by academics in the past three years suggests that there is no strong difference in male/female success rate. We have identified a difference in the average award value between genders. This difference is explained by one male professor whose awards constitute nearly 15% of the Department's total award values.

'PI lunches' were introduced in 2015-16, following a suggestion at a departmental away day for senior academic staff. These are sessions at which an academic presents ideas and receives feedback from peers on research projects and grant applications. Of the 22 total presenters thus far, seven were female. They are intended to stimulate knowledge exchange and initiative research collaboration among groups in the Department and beyond.

"My presenting at a PI lunch last academic year was... incredibly helpful in shaping a BBSRC grant application I submitted. This has now been funded and the PI lunch was a very constructive and insightful exercise for me in the process of preparing this grant and I am sure that others have had similarly rewarding experiences." — Female SRF

Where an application is unsuccessful, advice will be offered by the HoD looking forward to future applications. Those who are unsuccessful are also directed towards alternative funding opportunities. Grant strategy is a key part of the HoD appraisal or probation review.

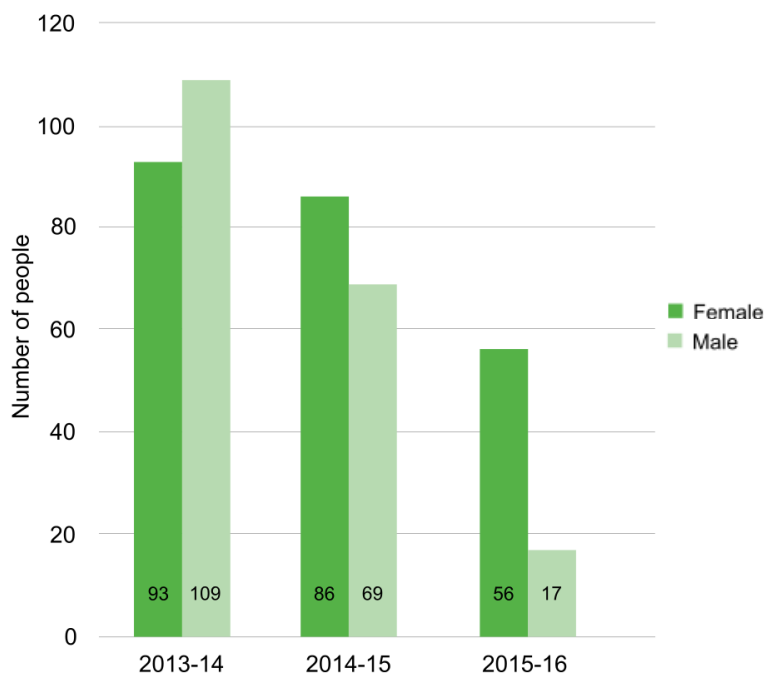
5.4 Career development: professional and support staff

5.4 (i) Training

The Department sees training as the shared responsibility of the Department, the manager and the individual. Managers discuss training needs continuously with their staff.

The University's PPD distributes their diverse programme of courses termly to all staff; and the Department highlights their programme offerings at various stages of the employee lifecycle, including in the departmental induction meeting and in the fortnightly departmental bulletin. The University feeds back on training uptake to the Department and on the basis of this the Department has from time to time adopted a specific "push" on key areas of evident need (in the case of PSS this includes Equality & Diversity online, University induction online, and chemical safety). In 2016, the Department organised internet and email training for cleaning staff who are predominantly female.

External providers provide important training for all staff groups in technical and professional skills (ranging from specimen conservation, to management of pressure vessels, to librarianship) and data for attendance is not captured by the Department or University.

Figure 19 : Training undertaken by year

These data are University figures and indicate a declining trend in participation. However, this is likely to be due to a change in the courses included in the reporting at the University level.

In the 2016 staff survey, 73% of PSS felt they knew where to find out about training opportunities (unchanged since 2013); and 60% felt satisfied with the training they had received (63% in 2013). The Department believes both can be improved and in terms of the University's PPD offerings, we believe there is an opportunity to improve take-up through better communications and by raising our appraisal rate (see ACTION 10b).

5.4 (ii) Appraisal/development review

Our approach has been to appraise PSS every two years. Our appraisal rate has increased since 2013 (approximately doubled) thanks to a concerted effort within the PSS team but there remains room for improvement. In total 50% female and 60% male staff have been appraised within the last two years.

As with academic staff, we are committed to improving appraisal rates for PSS. We similarly propose to change strategy and introduce annual appraisal. This will be linked to an annual deadline for appraisal which will be widely advertised in advance.

We are optimistic that this large change in policy, linked with strong promotion from senior members of staff, will lead to a significant cultural change around appraisal in the Department (see ACTION 10a).

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

Career progression is regularly discussed within the scope of one to one meetings between PSS and line-managers. Career progression often means talented and highly performing staff leave the Department for positions elsewhere in the University or outside Cambridge. This is always disappointing, but Zoology is not big enough to provide for lifetime career development for all PSS. Nevertheless, of the Department's current 63 PSS members, 14 are in posts that are higher-graded than the post to which they were initially appointed (8 of 41 female staff, 6 of 22 male staff). This demonstrates that the Department has made efforts to retain staff and provide promotion opportunities.

In the 2016 staff survey it emerged that awareness of career development opportunities is low for PSS (35% against Departmental average 50%); a higher proportion (41%) are satisfied with career progression opportunities, slightly above the Department average (39%). Overall there is a gender difference in awareness of career development opportunities with 44%F, 58%M (across all staff groups) reporting awareness.

We will use our drive to increase PSS appraisal rates as an opportunity to increase awareness of career development opportunities, especially emphasising to line-managers the need to increase awareness among female PSS.

5.5 Flexible working and managing career breaks

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

In 2013 the Department created a new family-friendly section on our website, to advertise to staff the various policies and schemes available to parents and carers, and those considering starting a family. This includes case studies by existing parents and carers within the Department, discussing their personal experiences.

Prior to leave, line-managers discuss with the staff member the arrangements available for their personal circumstances including how the post will be covered and any support needed before, during and after their leave. Mentors provide an additional opportunity for staff to discuss any concerns they may have. By fostering a supportive environment where staff feel comfortable discussing their needs the Department endeavours to make this period of transition as straightforward as possible for the individual. For example, the Department is supportive when staff require time off (with pay) to attend ante-natal appointments and classes.

Figure 20 : Family Friendly page on Department website



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

During leave members of staff continue to be supported by their line-manager and mentors. As a part of the University, the Department follows policy and best-practice encouraging staff to use “keeping in touch days” to stay in contact with their colleagues. Staff are entitled to up to ten such days on full pay. This is especially important for research staff to ensure continuity and career progression.

Line managers in the Department take seriously their responsibility to organise cover for those on leave. This is important to reassure the staff member that their area of work will continue as usual.

A member of staff who is due to go on, or is currently taking maternity leave, is entitled to access all of the usual support networks available within the Department and University (e.g. HR Business Manager/Adviser, the Occupational Health Service and Counselling Service).

"There are many members of the Department who have children, and among my close colleagues I could see that I would be supported during my maternity leave while maintaining a sense of place in the research group. I never felt pressured by the Department to work when I was on leave, and I was able to pick and choose the options that helped me best remain in touch."
— Female SRF

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

“Returning to work was harder than I had expected, and I faced a major setback within two months of my return regarding funding. I was thankful to have such a supportive HoD, Department Administrator and mentor leap to my defence which made me feel confident that I would overcome this and regain my confidence. Without their support, I doubt that I would be as successful or happy scientist and a mother of a two-year old.” — Female SRF

Following the 2013 SWAN submission the Department trialled and supported the creation of a “Parents Network” to exchange information between parents with children. This has been superseded by a similar initiative at an interdepartmental level (SBS).

The family-friendly section of the website includes personal stories about balancing a research career with family life, thus providing positive and attainable role models for staff members of both genders.

The Department promotes the University’s Childcare Office and the services it provides including childcare, financial support and information regarding the types of leave available to parents. Additionally, all staff with caring responsibilities are given preferential treatment with the allocation of car parking spaces.

The University offers a returning carers scheme for academic staff. This scheme offers funds to assist returning carers in building up their research profiles and other academic activity after a period away from work (total absence or reduced hours). One out of eight eligible staff members applied for this scheme in the last three years (and was successful). We have identified a need to better explain and promote this scheme to eligible staff.

ACTION 12: Improve communication of return to work policies for maternity, paternity and adoption leave.

5.5 (iv) Maternity return rate

In the last three years, eight members of staff (all postdoctoral researchers) have taken maternity leave and all eight have returned to work. One staff member returned for 6-12 months, three for 12-18 months, and four for more than 18 months, these figures being entirely driven by the funds remaining on the grant underpinning their contract.

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

Seven staff members have taken paternity leave in the past three years (3 PSS, 4 academic staff). The Department communicated to all staff the introduction of the University’s new Shared Parental Leave policy. Following

ongoing discussions in the Department, the first staff members (1F academic, 1M academic) will benefit from this scheme in early 2017. There has been one instance (1F, academic) of adoption leave in the past three years. Whilst there have been no applications for parental leave in the past three years, academic patterns of work enable them to take this leave on a *de facto* basis. The Department supports this kind of flexible working.

5.5 (vi) Flexible working

The Department subscribes to the University's flexible working policy, which is advertised on the website. Under this formal scheme, four current staff (4F) have applied and have been successful. In addition, the Department enables staff to undertake flexible working on an informal basis. Inevitably with an informal scheme, data is not readily available, however it is believed that at least 20% of all staff are benefiting from an agreed informal pattern of flexible working. Staff have taken up flexible working for a variety of reasons including childcare, study and volunteering.

A wide range of working hours and patterns exist in the Department as a result. PSS treat "time off in lieu" (TOIL) as one form of flexible working. In the past year, PSS individuals receiving overtime numbered 25 (F12) and TOIL14 (F9).

"When my daughter was primary school age, the Zoology Department allowed me to work part-time (80%) instead of full-time. Even though this is quite unusual in the University, I was not put under any pressure from the Department to become full time before I was ready for it. I was also allowed to work more flexible hours (start early, shorter lunch break, go home early) to accommodate childcare." — Female PSS

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

The graduated return from maternity/adoption leave policy allows a member of staff to request to return from maternity or adoption leave in graduated steps (starting from a minimum of 20% of full-time) or part time. Seven of the eight staff members returning from maternity leave have returned on a graduated basis in accordance with this policy and with the full support of their line manager and the Department. This support is managed flexibly through meetings between the staff member and line-manager regarding the benefits of this scheme but driven by the needs and wishes of the staff member concerned.

"During my time in the Zoology Department, I have been able to re-establish my research career after a substantial break to raise a family. This is not easy, and it would not have been possible without the practical support that Zoology provided from the HoD and the administration. This includes extremely flexible working patterns and a large amount of autonomy." — Female SRF

5.6 Organisation and culture

5.6 (i) Culture

The Department embraces the principles of the Athena SWAN Charter, and we have been working hard over the past few years to ensure gender equality and inclusivity are considered across all aspects of life in the Department, for staff, students and visitors.

“The Department has made tremendous efforts and has been effective in improving staff well-being and equality, in my opinion” – Anonymous, 2016 staff survey

An example of an initiative that has been introduced since our Bronze Athena SWAN Award in 2013 has been the introduction of an annual Equalities and Wellbeing guest lecture. These were the catalyst to positive change, including combining the termly academic and assistant staff meetings into one Combined Staff Meeting.

There is a vibrant social scene, which enables staff at all levels and types to mix with each other and fosters a positive, friendly work atmosphere. Activities on offer include a highly publicised weekly happy hour on Fridays with drinks and food, daily break times in the tea room where all staff members can come together to interact and an annual Christmas party organised by students. In addition there is an annual Family Barbecue, with children's entertainment provided.

Each year there is also a Newcomers' Party where new members of the Department are welcomed in an informal environment. At this event, the Professors' Award for Outstanding Contribution is also presented, to one or two staff members a year. This is for staff of all grades and types, and since its inception in 2011 has been awarded to six females and five males.

Termly CSMs ensure everybody is kept updated and consulted on key initiatives relating to equality. These meetings are well attended, with 55% - 65% of staff at each meeting. There is a standing item on the agenda for an update from the E&WC, which is the key agency for reviewing progress and instigating positive change. The creation of this committee in 2013 has also had the effect of raising the profile of equality considerations.

The annual Department Seminar Day showcases research taking place within the Department, with academic staff at all levels presenting to other members of the Department (11F,7M in 2016). All members of the Department are invited to attend this event, which provides an opportunity for staff to learn about the key work taking place in the Department and get together outside of the usual meeting places. As well as talks, there is also a poster session and a drinks reception at the end of the day, so that people have the chance to socialise.

The largest staff community within the Department is postdoctoral researchers, and the Postdoc Committee has played a key role over the past few years in advocating for this staff group. As detailed above, they run a range of activities to increase development and promotion opportunities for this group of staff at key transition points, and as a result the postdoc community in the Department have reported more positive opinions on their standing and outlook for the future.

“I gained much valuable experience during my time as Chair of the Zoology Postdoc Committee. [...] during this time I found the Department hugely helpful — I had enthusiastic support from both the administrative and academic staff to run many activities designed to improve the postdocs’ experience in Zoology, and I feel we as a committee achieved far more with this support than we could have without.” — Female Postdoc

Overall, feedback from the recent (2016) staff survey was very positive. The headline findings were that staff are proud to work for the Department and University. One area that the Department scored particularly well in is that staff, both male and female, feel they have a high degree of autonomy and independence in how they do their work (91% versus the SBS average of 87%, and with females scoring slightly higher than males).

5.6 (ii) HR policies

The E&WC committee monitors issues of equality and dignity at work, while the broader application of HR policies is monitored by the DA and HR Administrator, who also advise management staff of their responsibilities and best practice. The Department has two (1F) trained Dignity@Work contacts.

The staff survey has brought to light one particular issue in regard to culture in this area. A high proportion of staff reported that they would feel unable to report bullying or harassment without an impact on their job (24% across the SBS, similar for Department). This was a surprising finding given that 81% (no gender difference) of staff felt they were treated with fairness and respect. Nonetheless, the Department is keen to tackle this issue head on. As an immediate action to this finding the Department has highlighted this issue with all staff during presentation of the Staff Survey data at two staff meetings. We have held the first of a series of Dignity@Work training sessions.

ACTION 13: Increase awareness of support channels already available within the University and Department for staff affected by bullying or harassment.

5.6 (iii) Representation of men and women on committees

We struggle to balance our need for female representation with our desire not to overburden female academics. This is an endemic challenge due to the low number of senior females, exacerbated by recent retirements and slow turnover of academic positions. In some cases, female members of

committees come from the PSS, where there are a greater proportion of female staff. Importantly, in the last three years, we have also added female research fellows to committees in order to directly address this. This has the additional benefit of providing these female SRFs an insight into the workings of the Department.

Committee chairs are all currently male, which is in part due to terms of reference stating that chairs must be a member of senior academic staff. In most cases, when a vacancy arises on a committee, a potential new member is identified and invited to join by the chair of the committee. All committee chairs are expected to consider gender balance when making changes to membership. During the annual workload assessment, committee membership of individuals is recorded to ensure that no-one is overburdened.

ACTION 14: Appoint a female Chair to the E&WC.

The Planning and Resource Committee is the main decision-making, strategic committee in the Department, and is predominantly made up of senior academic staff. Representation on this committee increased from an average of 14% female between 2010 and 2012, to 22% between 2013 and 2015. It has recently dropped back down to 14% due to the retirement of some senior female academic staff members. There is little scope to improve this at present, given the low numbers of female senior academic staff; however the Department is considering whether anything can be done in the interim.

The newest committee is the E&WC, which is well balanced in terms of both gender (8F,8M) and staff type and has had a female chair within the past two years. As the primary driver for positive change relating to equality and diversity, it is important that this committee continues to set a good example of balanced representation. This committee is unique in the Department in having a relatively high turnover so as to enable a wide-range of staff to participate and gain an understanding of these issues.

Figure 21 : Representation on committees

COMMITTEE	MEMBERSHIP	MALE	FEMALE	FEMALE %
PLANNING AND RESOURCES	ACADEMIC	10	1	9%
	SUPPORT	0	1	100%
	STUDENTS	0	0	0%
EQUALITIES AND WELLBEING	ACADEMIC	6	2	25%
	SUPPORT	0	4	100%
	STUDENTS	1	1	50%
TEACHING	ACADEMIC	3	1	25%
	SUPPORT	1	1	50%
	STUDENTS	0	0	0%

COMMITTEE	MEMBERSHIP	MALE	FEMALE	FEMALE %
DEPARTMENTAL GRADUATE EDUCATION COMMITTEE	ACADEMIC	11	4	27%
	SUPPORT	0	1	100%
	STUDENTS	1	1	50%
EQUIPMENT	ACADEMIC	5	1	17%
	SUPPORT	0	1	100%
	STUDENTS	0	0	0%
COMPUTING	ACADEMIC	9	0	0%
	SUPPORT	2	0	0%
	STUDENTS	1	0	0%
HEALTH AND SAFETY	ACADEMIC	3	2	40%
	SUPPORT	4	1	20%
	STUDENTS	0	0	0%
LIBRARY	ACADEMIC	4	2	33%
	SUPPORT	0	1	100%
	STUDENTS	1	1	50%

ACTION 15: Ensure that committee representation maximises gender balance as far as possible.

5.6 (iv) Participation on influential external committees

Participation in external committees is assessed through the annual workload assessment, and a number of staff participate in external committees. For example, Prof Rebecca Kilner is on the Institute of Zoology awards panel and a NERC panel; Dr Hannah Rowland serves on the British Ecological Society (BES) Review College and Behavioural Ecology Editorial Board; Prof Paul Brakefield is President of the Linnaean Society.

It is the responsibility of line managers to encourage staff to take on additional responsibilities where it is beneficial, such as membership of external committees, and this is recognised through appraisal. Where staff undertake significant roles of this kind, this is recognised and considered when allocating work within the Department.

ACTION 16: Increase Department-level acknowledgement of service to external committees.

5.6 (v) Workload model

The workload allocation for teaching and administrative duties of academic staff are currently modelled separately, with the data collected through an annual questionnaire for each. Teaching is allocated by the DHoDT, in consultation with the Teaching Committee, HoD and appropriate course

representatives. The teaching workload allocation is published and reviewed annually at the CSM. This includes not only teaching, but also roles such as course organisers and examiners.

Administrative workload is allocated by the HoD. Most jobs are rotated every three to five years. The administrative workload model includes committee membership and additional responsibilities such as course admissions officer, REF or ethics panel membership.

The administrative workload model has been adopted as a trial since the 2013 SWAN application and the data are not currently published, as the participation of staff remains low. Action needs to be taken to encourage more staff to participate in this, as it is acknowledged that the responsibilities measured by this tool are important to the Department.

ACTION 17: Increase Department-level acknowledgement of administrative duties performed by academic staff members.

Currently, not all staff are invited to participate in these exercises. For example, postdoctoral staff are only included in the teaching assessment where they are known to have undertaken significant teaching responsibilities within a year. Following a suggestion at the CSM, it has been agreed to widen the remit of this exercise to include all academic and research staff, to recognise the contribution of all staff to teaching.

The workload of individuals is taken into account at appraisal, and individuals who have contributed in outstanding ways may be recognised through a number of means. This includes through a commendation at a CSM, through nomination for the annual Professors' Award for Outstanding Contribution and through additional contribution payments.

Workload is also taken into account in the University-wide promotions exercises for academic staff. Among academic staff, 79% said that allocation of teaching duties in the Department is fair (no gender disparity) and 80% considered the allocation of administration duties to be fair (no gender disparity). While the allocation was deemed fair by the large majority, the perceived transparency of the allocation was lower, 65% for teaching and 60% for administration duties and the Department aims to make this process clearer through improved communication of the process and outcomes.

"Care is taken to ensure that people are not overloaded, particularly newly appointed junior staff" — Female SRF

"When I first joined the Department, I was given fewer duties, which I appreciated a great deal." — Male Lecturer

5.6 (vi) Timing of departmental meetings and social gatherings

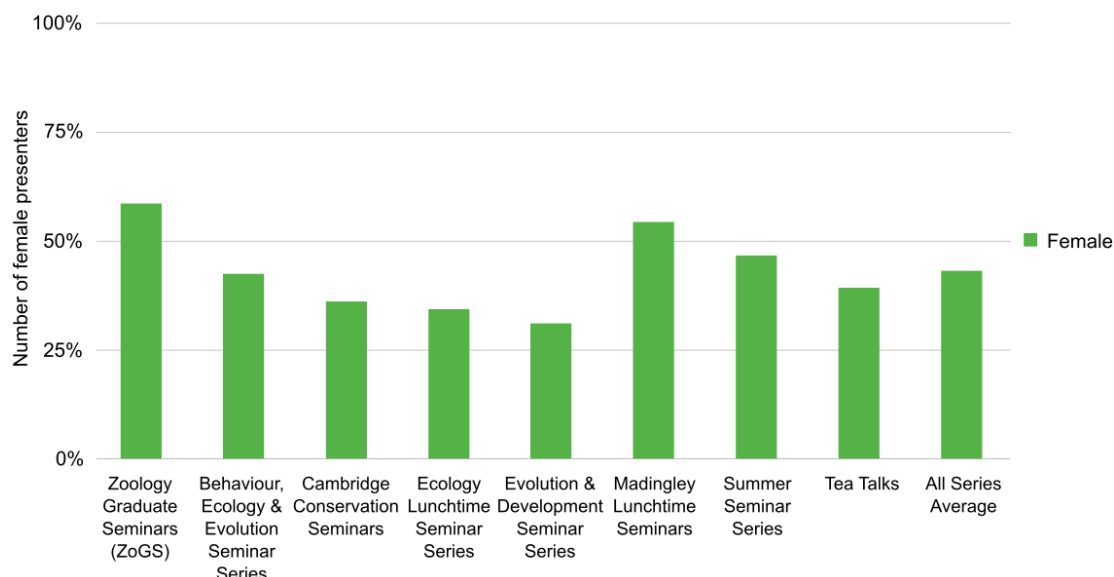
The Department considers itself to be family-friendly, and as part of its commitment to this, wherever possible any events at which attendance is required, including departmental meetings, are scheduled between 10am - 4pm, so that those with caring responsibilities or part-time staff are able to attend. The Department is committed to ensuring all essential activities take place during core hours, and is accommodating if individuals cannot attend. Every day, staff are able to come together socially at a scheduled tea time in the morning and afternoon in the Department tea room.

Seminars, which many staff choose to attend, are also scheduled nearer the middle of the day, when possible. The timing of one seminar series which was previously scheduled at 5pm was changed to 4pm, in consideration of staff who cannot stay at the Department outside of the standard working hours. The Department has invested in lecture capture technology in both lecture theatres, allowing seminars to be viewed by staff unable to attend (maternity leave, leaving to pick up family, etc).

5.6 (vii) Visibility of role models

There are several seminar series which run throughout the year, organised by different committees. All of those involved are aware of the need to ensure gender balance and encourage female participation, and this is reflected in the data.

Figure 22 : Seminar series speakers gender breakdown 2013-2016



ACHIEVEMENT: In 2013 the three year average percentage of female speakers our seminar series was 25% and in 2016 this has increased to 42%.

There are also some annual events which take place: the departmental seminar day, graduate seminar day and graduate poster competition. Speakers for these events are selected with positive-ratio management. More could be done to proactively encourage females to participate, and the Department will endeavour to achieve greater parity between females and males in the future.

Figure 23 : Department events and gender breakdown, 2016

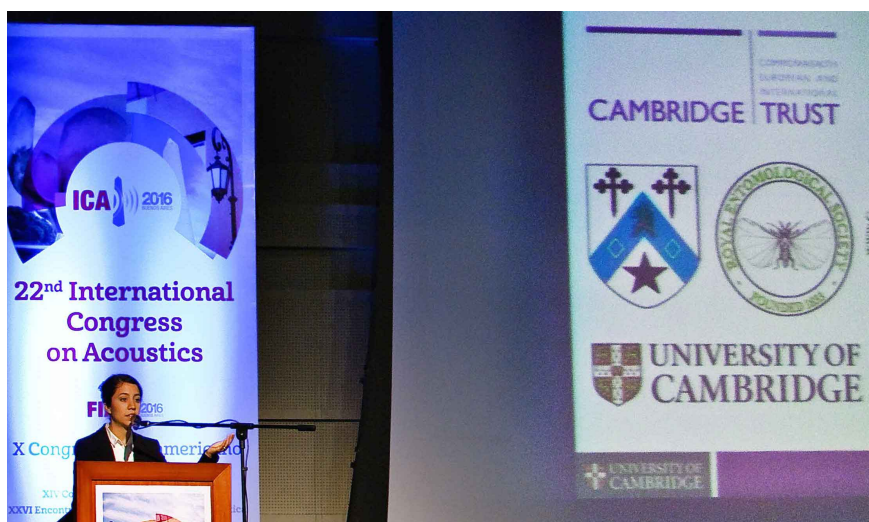
EVENT	GENDER BALANCE
Departmental Seminar Day	11F/7M
Graduate Symposium	6F/8M
Graduate Poster Competition	6F/5M

ACTION 18: Improve gender balance of speakers at all seminar series held in the Department.

The Department actively encourages early career stage females through financial contribution and mentoring to attend domestic and international conferences.

The Department's online presence includes images and narrative featuring both female and male academic staff. For example, on the webpage "Working Here" there are 5F/4M staff featured with photos and quotes. On the "Postgraduate Testimonials" webpage, there are 4F/4M. Incorporating gender balance on these key webpages for potential new members of the Department was a deliberate action designed to raise the profile of women in the Department and act as role models for potential new staff and students.

Figure 24 : Department member speaking at an International Conference



Orquidea Real Photobook - Julieta Sarmiento Photography

At the Department's 150th Anniversary weekend, there was a session called the "Future of Zoology" at which young researchers (6F,4M) presented their work.

Figure 25 : "Future of Zoology" speakers



Orquidea Real Photobook - Julieta Sarmiento Photography

Figure 26 : Volunteer staff and students with Sir David Attenborough at the 150th Anniversary weekend



Orquidea Real Photobook - Julieta Sarmiento Photography

ACTION 19: Increase visibility of female role models within the Department.

5.6 (viii) Outreach activities

The Department has demonstrated a commitment to the local and wider community through outreach. Engagement is built into the fabric of the Department. Our staff at all levels participate in a variety of outreach programmes including:

- The Museum attracts over 70,000 visitors from all ethnicities, genders and ages each year. In addition, an average of 5,500 school children (gender data unavailable, but assumed to reflect general school population) per year took part in activities organised by museum staff.
- The Cambridge Science Festival is a large-scale, weeklong annual event run by the University and drawing children and adults from all backgrounds. The Department organises several events during this week and a large number of staff participate.
- Targeted outreach such as our “Women in Science Easter Residential” run in conjunction with Pembroke College. Thirty Key Stage 4 females from 26 widening participation schools participated in a 3-day ‘masterclass’, which included hands-on laboratory experience in Zoology and further aspirations seminars.

Figure 27 : Audience at a public lecture (left) and practical outreach for children (right)



Orquidea Real Photobook - Julieta Sarmiento Photography

The Department has a very strong record of public engagement with 95% of senior academic staff and SRFs participating in public outreach in the past three years. This includes 31% participating in more than ten events over that time period. These range from speaking on radio and television, organising workshops in East Africa, running lab practicals for visiting A-level students and leading events in the Cambridge Science Festival.

The Department is committed to supporting its staff to engage in outreach activities and is looking to improve the way it acknowledges outreach. Outreach can be formally recognised in the ‘general contribution’ section of the University’s academic promotion schemes and through appraisal.

ACTION 20: Increase the recognition of outreach work.

[SECTION: 7302 WORDS]

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Case Study 1: Female Senior Research Fellow

I returned to the Department as a visiting researcher in August 2014, having previously been an undergraduate, PhD student and postdoc in the Department. I was welcomed by my host, by my research group and was actively assisted by the Department to apply for independent research fellowships. This included feedback on the application from senior academics, mock interviews, practice talks, and administrative assistance with the financial aspects of the application. I also benefited greatly from participating in the numerous Postdoc Workshops, for instance on how to prepare CVs and cover letters. This was a new initiative in the Department and one that I feel strongly should continue. There was also financial support from the Department as I did not have my own funding to attend research meetings.

I was awarded a Royal Society Dorothy Hodgkin Fellowship and was successful in securing a permanent lectureship at another institution. I faced a difficult decision of whether to move my fellowship to that institution, or remain in Zoology without the security of a permanent contract. Following very good and unbiased advice from my mentor, the HoD, and many other senior colleagues in the Department, I decided to remain in Zoology. The Department was able to match the salary from the other institution and offer a grant for purchasing computer equipment.

While this was not an easy decision, I feel confident it was the right one, in particular, the support I received on a UK research council responsive mode grant in the first year of my fellowship. About one month before the application deadline, I presented at a PI Lunch Meeting, another recent initiative in the Department. The feedback I received was extremely helpful in shaping the final grant application and gave me the confidence to put myself forward as the lead investigator as part of the group application. This grant was funded and my status as lead investigator will help considerably in applications for permanent positions in the future. I have also been given excellent support in the form of technical assistance and floor-space from the Department Administrator to set up a side project to my fellowship, with my long-term career interests in mind. Furthermore, with respect to career progression, the Department has provided me the opportunity to give lectures and supervise undergraduate research projects at my discretion.

I am expecting my second child in February 2017 and the Department has been very proactive in helping me prepare for maternity leave. This includes advice on how best to set up research projects to ease transition back to work on my return and liaising with colleagues during my leave. All of this was discussed as part of my recent appraisal meeting. Zoology has a positive family-friendly culture which has meant that I've seen colleagues maintaining research contact during maternity leave, as well as bringing babies to group meetings and talks. This culture has enabled me to feel confident that the Department will be very welcoming throughout this period.

Case Study 2: Female Senior Research Fellow (SAT)

Since arriving as a PhD student from South Africa in 2002, the Department has felt like home. Initially this was largely due to the practical support I received from my terrific supervisor, Prof Nick Davies, and other colleagues within my research group. The supportive and stimulating environment I encountered in the Department meant I was keen to stay on after completing my PhD. As a student I received guidance on applying for postdoctoral funding opportunities. Thanks to this support, I applied for and was offered a Junior Research Fellow (JRF) from Sidney Sussex College, and was able to start my own independent research project in the Department straight after my PhD.

As part of this research I was required to carry out field work in Zambia for months at a time. This created a number of challenges, including staying connected with group members in Cambridge, organising the administrative aspects of the work and building a team abroad, and the Department's practical support in navigating these challenges was invaluable.

I gradually built my team and project within the nurturing, non-competitive environment of a broader research group in the Department. The senior academics were particularly inspiring, and always happy to provide advice when I needed it. I remember the whole research group staying in a small room for well over two hours to help me polish my talk for my first senior research fellowship interview. They were able to give me useful feedback, and also helped build my confidence.

Following my JRF, I successfully applied to become a Royal Society Dorothy Hodgkin Research Fellow. I believe that the available support and constructive feedback that I received was invaluable in helping me achieve this. During this fellowship, I made the strategic decision to switch to part-time working so that I could extend the length of funding by an extra year. This was only possible due to the amazing human resources and grants administrator in Zoology, Anastasia Nezhentseva, who understood my need to work flexibly and was critical to supporting me to secure this arrangement. A couple of years later, having received excellent career advice and mentorship from senior academics in the Department, I secured a BBSRC David Phillips Fellowship and reverted to full-time employment in 2012.

Last year, I was offered a permanent position at the University of Cape Town. I was keen to accept this post due to a commitment to my home country but I was also very eager to retain my position in Cambridge. Being associated with the University of Cambridge Zoology Department would allow me to stay in touch with a fantastic community of colleagues, keep my existing research funding and facilitate international collaboration. This was a largely unprecedented request, however the Department was completely supportive. In particular, our brilliant DA provided me with practical guidance assisting me in achieving my desired outcome of reducing my hours of work in Cambridge to part-time so that I could take up a part-time position in Cape Town. The

Department was also supportive in helping me to navigate the complications of applying for an ERC grant based at two institutions on different continents. Overall, I believe my career trajectory would not have been possible without the excellent mentorship, supportive administration and advice from colleagues I have benefitted from during my time in the Zoology Department.

[SECTION: 1054 WORDS]

[TOTAL: 11998 WORDS]

7. FURTHER INFORMATION

N/A

8. ACTION PLAN

See below

Action	Planned action/objective (WHAT)	Rationale (WHY)	Key outputs and milestones (HOW)	Timeframe (WHEN)	Person responsible (WHO) (SAT member accountable)	Success criteria and outcome
ACTION 1 page 10	Increase departmental participation in and buy-in to the Athena SWAN Charter.	The recent staff survey showed that some staff are unaware of the steps the Department has been taking to tackle equality and diversity issues. We are also seeking more communication, transparency and awareness throughout the Department.	Hold an annual update meeting for the whole Department on progress against SWAN action plan and other initiatives.	First meeting, July 2017.	E&WC (XXX)	60% of the Department attending the update meeting. A 5% satisfaction increase in the University staff survey with respect to questions of equality and diversity.
ACTION 2 page 15	We will raise awareness among female undergraduate students of opportunities for postgraduate studies and beyond.	The proportion of female postgraduates is lower than at undergraduate level.	Initiate an annual discussion for undergraduates highlighting progression opportunities to postgraduate study, led by female role models within the Department.	Implement a session in the academic year 2017/18 and continue annually.	3rd year course organiser (XXX)	Raise the proportion of female undergraduates going on to postgraduate courses by 5% by 2019. Monitor rates via exit survey.
ACTION 3 page 17	Ensure all Department members on selection committees have undertaken training on best practice in recruitment.	To mitigate unconscious bias on selection committees.	Implement and publicise a change in departmental policy such that participation in recruitment training is required for serving on any recruitment panel. Current policy requires just one member on each committee to be trained.	From July 2018	DA and HoD (XXX)	A minimum of 80% of all selection panel members will have been trained on best practice in recruitment.

Action	Planned action/objective (WHAT)	Rationale (WHY)	Key outputs and milestones (HOW)	Timeframe (WHEN)	Person responsible (WHO) (SAT member accountable)	Success criteria and outcome
ACTION 4 page 19	We will gather data on staff leaving the Department and act on any gender biases detected in the data.	Gain an understanding of why people leave the Department. Gather data on future career destinations to monitor any gender or other biases.	We will implement a departmental exit survey for staff leaving and monitor the results.	2018-50%, 2019-60%	HR and DA (XXX)	At least 50% of staff leavers will complete an exit survey. Build a dataset regarding future careers and satisfaction of staff.
ACTION 5 page 20	Encourage applications from BME applicants to career opportunities in our Department.	BME groups are underrepresented in our Department. We recognise the need to take action on minority interests beyond gender.	Introduce text to the job advert that encourages BME applicants to apply for staff positions. We will seek improved reporting by the central University on ethnicity and other recorded data.	Job advert text introduced by January 2018.	DA (XXX)	Increase BME applicants for staff positions by at least 5% in the next three years.
ACTION 6 page 21	We will be more proactive in identifying and encouraging the best female applicants for senior academic staff vacancies.	We have a lack of strong female applicants for some lectureship positions.	Establish a search committee of at least three members for all academic vacancies, identify and approach 5-7 strong female candidates for each vacancy. The committee will also be responsible for consulting widely through the Department in order to identify potential candidates and bring the vacancy to the attention of all staff. We will utilise forums such as "Diversify EEB", a list of women and/or underrepresented minorities in our field.	Top priority January 2017 - 2019	HoD (XXX)	Increase the proportion of female applicants for senior academic position at least 10% in the next three vacancies. Appoint females to at least one third of senior academic appointments next five years.

Action	Planned action/objective (WHAT)	Rationale (WHY)	Key outputs and milestones (HOW)	Timeframe (WHEN)	Person responsible (WHO) (SAT member accountable)	Success criteria and outcome
ACTION 7 page 24	Improve awareness and uptake of promotion opportunities by female academic staff.	The staff survey revealed a lack of awareness of career progression opportunities especially among female staff.	Female academic staff will be encouraged to apply for promotion by their appraiser and HoD. HoD will meet with all senior research fellows at year 3 of fellowships to discuss career progression opportunities within and outside the Department.	From Jan 2017	HoD (XXX)	Increase career progression awareness among academic staff by 10% in the next University staff survey.
ACTION 8 page 24	Increase understanding of promotion opportunities within all staff categories in the Department.	The staff survey revealed a lack of awareness of career progression opportunities especially among female staff	The Department will provide a summary of promotion opportunities in the University on its HR webpages and advertise this to staff.	Update website by April 2017 and maintain thereafter.	Web coordinator (XXX)	Increase career progression awareness among all staff by 10% in the next University staff survey.
ACTION 9 page 26	Improve management and people skills training for academics and other senior staff.	Staff survey data evidence suggests issues around employee-manager relations and a deficit of people management skills among some senior management.	The Department will take a lead in designing an innovative School-level training initiative to provide taster courses in a range of management subjects including giving feedback and managing sickness absence, in venues geographically closer to the users. Courses will be delivered by expert trainers from the SBS.	From January 2018	DA (XXX)	50% of senior academic staff will have received management training in this or other formats. Increase workplace recognition feedback results by 10% in the University staff survey by all staff.

Action	Planned action/objective (WHAT)	Rationale (WHY)	Key outputs and milestones (HOW)	Timeframe (WHEN)	Person responsible (WHO) (SAT member accountable)	Success criteria and outcome
ACTION 10 page 27	The E&WC will give priority attention to improving appraisal and feedback mechanisms for staff in the Department.	10a) Appraisal takeup has been low despite promotion. The staff survey identified that appraisal practice needs to be improved. When appraisal does take place it is highly valued.	We will implement a new policy of annual appraisal and a deadline that will be widely promoted and advertised around the Department. We will promote appraisal training within the Department.	Top priority New policy implemented in January 2017.	All line managers (XXX)	75% of all staff having an annual appraisal by 2018. 15% improvement in feedback in the University staff survey on questions relating to recognition and appraisal quality.
		10b) Staff Survey data indicated lack of awareness of training and career progression opportunities.	We will emphasise training and career progression opportunities in the appraisal guidance and in communication with appraisers and appraisees. We will develop dedicated web pages with information on training opportunities relevant to our staff.	Top priority New policy implemented by October 2017. New web pages by January 2018.		10% improvement in awareness of career progression and training in the University staff survey.
ACTION 11 page 28	Improve postgraduate student awareness of transferable skills and career planning.	Following discussion at the Department Graduate Committee it was proposed that we do more to support the development of transferable skills.	We will introduce a "skills check" and "training plan" to the existing review points at the beginning of students' graduate studies, and at the three year point for PhD students. This will take the form of a review and discussion between a student and their supervisor and/or advisors.	From October 2017	Director of Graduate Education (XXX)	Improve positive feedback on research skills and career development by 10% in national PRES survey for graduate students.

Action	Planned action/objective (WHAT)	Rationale (WHY)	Key outputs and milestones (HOW)	Timeframe (WHEN)	Person responsible (WHO) (SAT member accountable)	Success criteria and outcome
ACTION 12 page 33	Improve communication of return to work policies for maternity, paternity and adoption leave.	There has been poor take-up of returning carers scheme for academic staff from our Department. We would like to increase awareness of this and other opportunities such as flexible working.	All staff returning from maternity and adoption leave (as well as paternity) will be invited to a "return to work" meeting with the DA to discuss all aspects of reintegration including the returning carers scheme.	From October 2017	DA (XXX)	Three of the next five eligible Department members will make an application for funds from returning carers scheme.
ACTION 13 page 36	Increase awareness of support channels already available within the University and Department for staff affected by bullying or harassment.	SBS staff survey results indicate a reluctance among staff to report on bullying and harassment incidents. More broadly, we would like to promote the University's relaunched Dignity@Work scheme that addresses these concerns.	We will hold short sessions highlighting Dignity@Work for managers and staff both as separate sessions and also at the combined staff meeting, to maximise attendance.	Top priority Sessions starting in late 2016 and continuing through following years.	Chair of E&WC (XXX)	10% increase in the percentage of staff reporting feeling comfortable about reporting bullying (rise from 75% to 85%) in the next University staff survey. Hold at least one Dignity@Work workshop annually.
ACTION 14 page 37	Appoint a female Chair to the E&WC.	There is a general lack of female representatives on senior committees and especially as chairs.	Encourage female members of staff to apply next time the Chair position is vacant.	From January 2018	Chair of E&WC (XXX)	Appoint at least one female Chair to E&WC during the next four years.

Action	Planned action/objective (WHAT)	Rationale (WHY)	Key outputs and milestones (HOW)	Timeframe (WHEN)	Person responsible (WHO) (SAT member accountable)	Success criteria and outcome
ACTION 15 page 38	Ensure that committee representation maximises gender balance as far as possible.	There is a continuing need to improve gender balance on departmental committees without overburdening individual female academics.	The E&WC will examine the committee compositions and work with all committee chairs to ensure gender balance as far as is possible.	From October 2017	Chair of E&WC (XXX)	Improve gender balance of senior committees to be equivalent to the percentage of academic females in the Department (~30%) over the next three years.
ACTION 16 page 38	Increase Department-level acknowledgement of service to external committees.	We have recognised that there is a lack of information on wider service contributions by Department members.	Include questions on external service contributions in the administrative workload survey, such as sitting on society and awards panels, grant panels etc.	From October 2017	HoD (XXX)	Report annually to combined staff committee meeting on the external service contributions by academic staff.
ACTION 17 page 39	Increase Department-level acknowledgement of administrative duties performed by academic staff members.	Currently, although data is collected on administrative workload this is not made public among staff. We can therefore improve the recognition of administrative contributions by academic staff.	We will publish at the combined staff meeting the results of the annual administrative workload survey.	Begin publishing in October 2017, next collection.	HoD (XXX)	Publish results of administrative workload survey, thus improving recognition of administrative duties by academic staff.

Action	Planned action/objective (WHAT)	Rationale (WHY)	Key outputs and milestones (HOW)	Timeframe (WHEN)	Person responsible (WHO) (SAT member accountable)	Success criteria and outcome
ACTION 18 page 41	Improve gender balance of speakers at all seminar series held in the Department.	Some seminar series run in the Department have better gender ratios than others. We aim for balanced gender ratios in all seminar series.	Make gender ratios of all seminar series known to organisers and highlight those series that remain male biased. Organisers will be encouraged to target female speakers for invitation, and female academic staff in the Department specifically encouraged to speak.	From October 2017	Seminar series organisers (XXX)	50% female speakers in across all seminar series in the Department.
ACTION 19 page 42	Increase visibility of female role models within the Department.	We have recognised the benefit of our new social media pages in promoting recognition of our staff and especially in increasing visibility of female role models. However this is currently managed by a temporary academic staff member.	The Department is soon to recruit a new member of staff to manage our website and social media accounts. The remit of this role will be adapted to include increasing the visibility of female role models online.	From July 2017	Web manager (XXX)	Equal gender balance of content in social media posts and website profiles. Assess website and social media traffic relating to female role models and achievements.
ACTION 20 page 43	Increase the recognition of outreach work.	Many staff spend a great deal of time involved in outreach work. We aim to increase the visibility of this public engagement work to improve recognition of individuals' efforts.	We will incorporate questions about outreach work into the administrative workload survey, and make the results public.	From October 2017	DA (XXX)	Publish data on outreach annually. Recognise outstanding outreach at the Department Newcomers Party, starting in 2017.