Department Application
Bronze and Silver Award

Glossary:

AS	**Athena SWAN**
AWM	**Administrative Workload Model**
BA	**Bachelor of Arts**
BME	**Black and Minority Ethnic**
BBS	**Biological and Biomedical Sciences**
BBSRC	**Biotechnology and Biological Sciences Research Council**
BPS	**British Pharmacological Society**
CS	**Care Search**
DA	**Department Administrator**
DGEC	**Departmental Graduate Education Committee**
DHoD	**Deputy Head of Department**
DTP	**Doctoral Training Programme**
E&D	**Equality and Diversity**
E&DC	**Equality and Diversity Committee**
EMBO	**European Molecular Biology Organization**
GPC	**Graduate and Postdoctoral Committee**
H&S	**Health and Safety**
HoD	**Head of Department**
HR	**Human Resources**
KIT	**Keeping in Touch**
MFC	**My Family Care**
MVST	**Medical and Veterinary Sciences Tripos**
NST	**Natural Sciences Tripos**

OPdA	**Office of Postdoctoral Affairs**
PDRA	**Postdoc Research Associate**
PHEP	**Pathways to Higher Education Practice**
PI	**Principal Investigator**
PPD	**Personal and Professional Development**
PSS	**Professional and Support Staff**
PT	**Principal Technician**
RA	**Research Associate**
RAE	**Research Assessment Exercise**
RCS	**Returning Carers Scheme**
REF	**Research Excellence Framework**
SAP	**Senior Academic Promotions**
SAT	**Self-Assessment Team**
SBS	**School of Biological Sciences**
SL	**Senior Lecturer**
SPACE	**Supporting Parents and Carers @ Cambridge**
SPL	**Shared Parental Leave**
SRD	**Staff Review and Development**
SRP	**Senior Researcher Promotions**
STA	**Senior Teaching Associate**
TOIL	**Time off in lieu**
UL	**University Lecturer**

1.   LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Silver: 500 *(Application: 484)*

Please see next page.

UNIVERSITY OF CAMBRIDGE

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From J. Michael Edwardson
Professor of Molecular Pharmacology
Head of Department

28th April 2017

Ms R Gilligan
Athena SWAN Manager
Equality Challenge Unit
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP

Dear Ms Gilligan,

I am delighted to introduce the Department's application for an Athena SWAN (AS) Silver Award. I was proud to receive the Bronze Award and have found the AS process to be invaluable in identifying what we do well and what we have achieved, in particular, increasing the numbers of:

- Female postdoctoral staff from 37% (2012) to 65% (2016)
- Females achieving a First-Class Degree from 15% (2009-2012) to 34% (2013-15)

Although pleased with these achievements, I recognise that further work is needed to generate a more supportive environment for all our staff. I was an active member of our first Athena SWAN Self-Assessment Team (SAT) and since that submission I have overseen a number of actions. Specifically I have:

- Supported those staff who wish to work flexibly, resulting in major benefits for well-being, work-life balance, and job satisfaction.
- Supported several successful bids to the University's "Returning Carers Scheme", which has mitigated the effects of caring responsibilities on colleagues' research output.
- Encouraged staff to apply for promotion. One recently appointed female lecturer successfully achieved promotion to Reader.
- Hosted termly discussions with the Postgraduate and Postdoctoral communities.

The Department's main challenge is to address the under-representation of senior female academics within the Department. It is clear that gender inequality is a problem that requires action, and discussion of gender and other inequalities is now embedded in our everyday activity. An assessment of our current position and the pipeline issues that led to it, demonstrates that we still have major challenges in turning this cultural change into material change, but this can only be addressed as vacancies arise. I hope that the planned introduction of new recruitment practices will help to overcome this problem.

Since our Bronze award, several staff issues arose which could have negatively impacted on these Departmental attributes:

- Significant turnover in academic staff driven mainly by retirements
- Appointment of new Head of Department in 2013
- Appointment of a new Chair of SAT in January 2016
- Departmental Administrator post vacant between February 2016 and March 2017
- HoD on sabbatical leave for the 2015-16 academic year

It is down to the determination, enthusiasm and drive of the SAT that these obstacles have not derailed the AS process.

Since our Bronze application we have implemented a number of department-specific surveys in addition to the 2016 School of Biological Sciences (SBS)-wide survey:
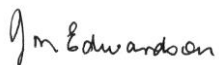
- Postgraduate Survey
- Postdoctoral Survey
- Flexible Working Survey

These have shown that staff "Engagement" has increased from 65% (2012) to 77% (2016) due to initiatives we have implemented and continue to develop.

I have a long-standing and continuing commitment to the advancement of gender equality. I have remained a member of SAT as we have prepared this Silver submission. I am convinced that staff at all levels are, and will continue to be, fully engaged with the AS process.

I confirm that the information presented in our application is an honest, accurate and true representation of the Department.

Yours sincerely,

J. Michael Edwardson

Words: 484

2.   DESCRIPTION OF THE DEPARTMENT
Recommended word count: Silver: 500

The Department of Pharmacology is one of 9-departments and 4-research institutions within the School of Biological Sciences (SBS). Research in the Department focuses mainly on cellular pharmacology. The Department has a reputation for world-class research and for providing excellent teaching.

The Department consists of 49-members of staff plus 48-Postgraduate students and 481-Undergraduate students. The Department has 35-members of academic staff, 49% of whom are female.

Academic staff profile:
- 2-Professors
- 3-Readers (33%-female)
- 2-Senior Lecturers (SL) (50%-female: Senior Teaching Associate (STA))
- 6-University Lecturers (UL) (17%-female)
- 3-Research Fellows (67%-female)
- 19-Postdoctoral Research Associates (PDRA) (63%-female)

Students:
- 48-Postgraduate students (52%-female)
- 481-Undergraduate students (44%-female) consisting of:
  - 360-2nd-Year Medical and Veterinary Sciences Tripos Students (MVST) (40%-female)
  - 71-2nd-Year Natural Sciences Tripos Students (NST) (52%-female)
  - 50-3rd-Year, both NST and MVST, (56%-female) consisting of:
    - 36-3rd-Year Pharmacology (56%-female)
    - 14-3rd-Year Biological and Biomedical Sciences (BBS) (57%-female)

Support staff consists of:
- 2-academic-related staff (50%-female)
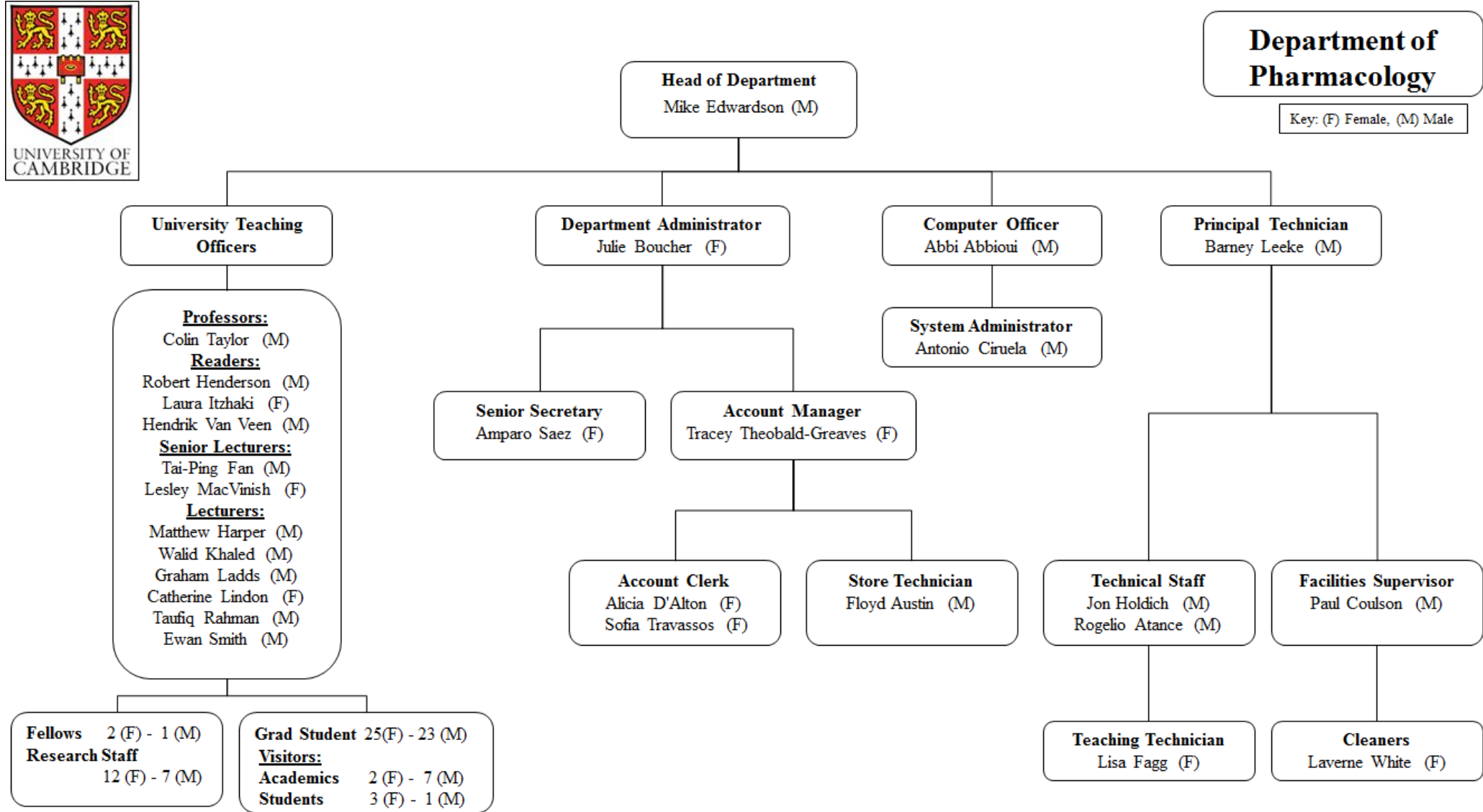- 14-support staff (50%-female)

Department of Pharmacology

Key: (F) Female, (M) Male

Head of Department
Mike Edwardson (M)

University Teaching Officers

Professors:
Colin Taylor (M)
Readers:
Robert Henderson (M)
Laura Itzhaki (F)
Hendrik Van Veen (M)
Senior Lecturers:
Tai-Ping Fan (M)
Lesley MacVinish (F)
Lecturers:
Matthew Harper (M)
Walid Khaled (M)
Graham Ladds (M)
Catherine Lindon (F)
Taufiq Rahman (M)
Ewan Smith (M)

Fellows 2 (F) - 1 (M)
Research Staff
12 (F) - 7 (M)

Grad Student 25(F) - 23 (M)
Visitors:
Academics 2 (F) - 7 (M)
Students 3 (F) - 1 (M)

Department Administrator
Julie Boucher (F)

Senior Secretary
Amparo Saez (F)

Account Manager
Tracey Theobald-Greaves (F)

Account Clerk
Alicia D'Alton (F)
Sofia Travassos (F)

Store Technician
Floyd Austin (M)

Computer Officer
Abbi Abbioui (M)

System Administrator
Antonio Ciruela (M)

Principal Technician
Barney Leeke (M)

Technical Staff
Jon Holdich (M)
Rogelio Atance (M)

Facilities Supervisor
Paul Coulson (M)

Teaching Technician
Lisa Fagg (F)

Cleaners
Laverne White (F)

Figure 1: Organisation chart of the Department of Pharmacology, April 2017

The departmental annual income is around £1.66M from the University and around £2.1M from research grants.

Research group size varies, with two large groups (around 10-15 researchers) and 11-smaller groups (of 3-7 researchers). All except one academic staff member is research active with all other researchers being eligible for return within the Research Excellence Framework (REF) submission.

Staff breakdown in the Department	Female	Male	Female %
Senior Academic Staff	3	10	23%
Research Fellows	2	1	67%
PDRAs	12	7	63%
Graduate Students	25	23	52%
Professional and Support Staff	7	7	50%

Figure 2: Breakdown of departmental membership, January 2017

The Head of Department (HoD) is supported by:
- Deputy Head of Department (DHoD)
- Department Administrator (DA)
- Principal Technician (PT)

Within the overall departmental mission of excellence in teaching and research, support staff have their own areas of responsibility and are given a high level of independence and encouraged to develop their own best practices.

Teaching of Pharmacology (2016/17 numbers) is to:
- 2nd-Year MVST (360-students 40%F)
- 2nd-Year NST students (71-students 52%F)
- 3rd-Year (Final) Mixed: NST and MVST (50-students – 56%F)

In addition, the Department contributes to a number of other inter-departmental courses in biochemistry, neuroscience and other subjects.

Departmental teaching comprises:
- Lectures and practical classes (2nd-year undergraduates)
- Lectures and research projects (3rd-year undergraduates)
- Postgraduate Research (MPhil and PhD)

The Department runs small group teaching sessions (termed "Supervisions") for 3rd-Year undergraduates. The Department is proud of the way in which teaching duties are distributed as evenly and fairly as possible across all teaching staff using a transparent points-based system maintained in our Administrative Workload Model (AWM) and accessible to everyone. PDRAs and PhD-students are encouraged to assist with teaching and the Department offers a dedicated programme to help them develop their teaching skills.

In previous years, female academics have presented lectures in all of the three courses that the Department teaches. Due to staff turnover, this has not been the case in the last two years but reorganisation will rectify the situation for the next academic year thereby ensuring that all our undergraduates are exposed to female colleagues to help raise the aspirations of female students. All academic staff additionally make substantial contributions to both undergraduate teaching and pastoral support within their affiliated colleges.

Governance within the Department is via a number of internal committees with major decisions being made within the termly Academic Staff Meeting.
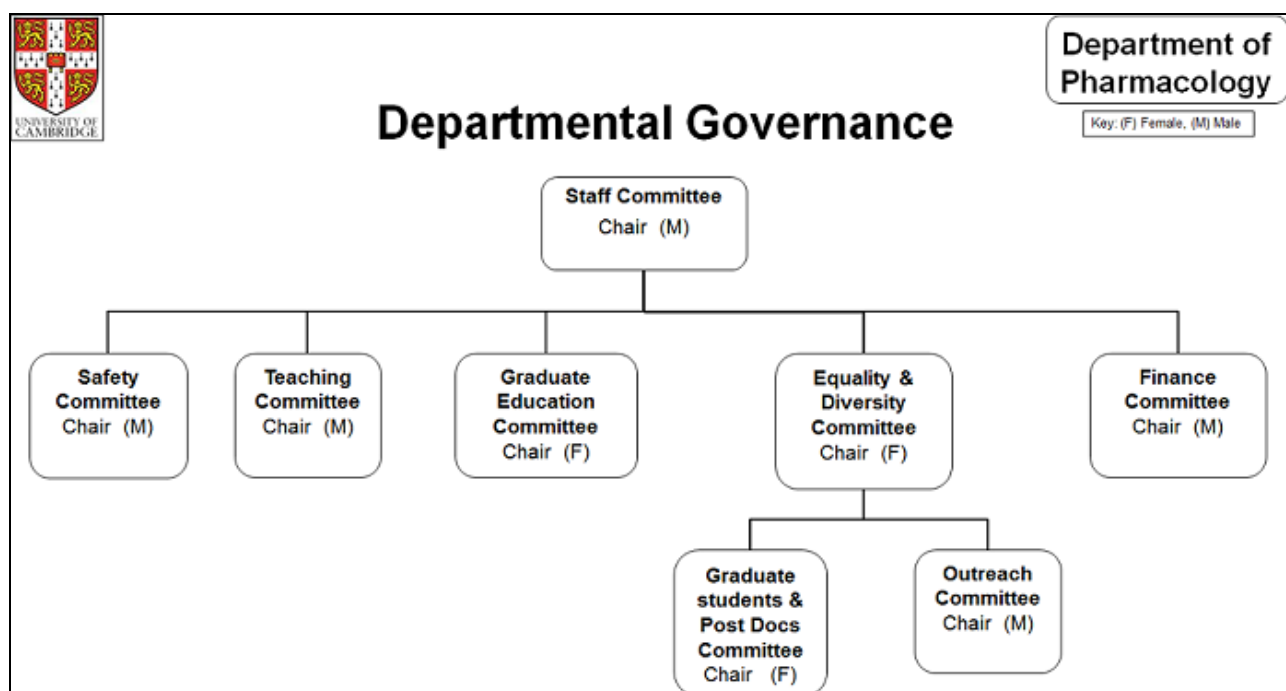
Figure 3: Overview of Departmental Governance

Words: 499

3.   THE SELF-ASSESSMENT PROCESS
Recommended word count: Silver: 1000

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

Pharmacology's Athena SWAN (AS) Self-Assessment Team (SAT) reflects the diverse roles of our staff and students. All members of staff were invited to volunteer to serve on the committee and members were selected to ensure a balance across staff types and gender:
- women
- men
- younger
- older
- single
- married
- some with young children
- some with older children
- some with other caring responsibilities, i.e. older relatives.

A common factor is their commitment to equality and fairness in the workplace. The SAT does recognise that there is an imbalance in the 67%F/33%M split and is taking action to redress this. The University's Equality & Diversity (E&D) team staff have an open invitation to attend the meetings.

> **ACTION 1: Identify and recruit male colleagues to the Equality and Diversity Committee (E&DC).**

Academic members of SAT are recognised for their contribution through the AWM, SAT members from other staff groups are recognised by their Line-Managers for their commitment to this essential work.

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Athena SWAN Self-Assessment Team - April 2017

Name	Date of Joining the Department	Role and other details
Ms Jess Berry (F)	October 2016	Recruited as a 3rd year undergraduate and has continued as a member. She is now a 1st year PhD student.
Ms Julie Boucher (F)	February 2017	DA who is committed to overcoming discrimination in all its guises. Married with no children.
Prof Mike Edwardson (M)	October 1984	Joined Department as lecturer, now HoD. Married to an academic; they have two grown-up children.
Dr Matthew Harper (M)	January 2015	Recently appointed UL; current experience of probationary period; organises departmental seminar series; passionate about Outreach.
Dr Laura Itzhaki (F)	September 2013	Chair of E&DC; Reader; married with two children, one with significant additional needs; also carer for elderly parent.
Mr Barney Leeke (M)	October 2002	Joined Department as general laboratory technician; promoted to Principal Technician; committed to equality in the workplace. Married with one child.
Dr Catherine Lindon (F)	June 2015	Over 20 years' experience of research, 10 years as a PI and is committed to equality in the workplace. Parent and carer.
Dr Lesley MacVinish (F)	August 1983	Senior Teaching Associate; extensive support of grad/undergrad students; E&D departmental contact. Married with two grown-up children.
Dr Ioanna Mela (F)	January 2013	Research Associate. Currently on maternity leave with her first child. Advocate of equal maternity and paternity rights.
Dr Margit Mueller (F)	February 2014	Joined as a Research Associate; awarded a Marie Sklodowska-Curie European Fellowship in 2015. Passionate about gender equality in academia.
Ms Amparo Saez (F)	September 2016	Joined Department as a temp; promoted to Secretary; two children. Volunteered as Secretary to E&D Committee
Ms Marie Synakewicz (F)	October 2014	PhD student. Conducted University-wide case study on flexible working and launched a carers' support network whilst working as Intern in E&D team.
Mr Babu Thillaiappan (M)	November 2016	Began his PhD in 2013. He is presently working in a lab and is awaiting his thesis defence.
Ms Caitlin Pley (F)	October 2016	3rd-year medical undergraduate. Interests include equal gender representation in leadership and the empowerment of girls in developing countries.
Dr Taufiq Rahman (M)	January 2005	Joined Department as a PhD student then had independent fellowships. Recently appointed as a lecturer. Married to an early career academic and has one child.

Figure 4: Details of the Self-Assessment Team, April 2017

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

The 2013 AS SAT has evolved into the Department's E&DC.

The E&DC meet at least three times a year:
- to discuss implementation of actions detailed in the AS Action Plan
- to suggest new initiatives that would aid the Department in upholding the AS Charter
- to review any other challenges/decisions ongoing in the Department from the perspective of the AS Charter such as:
  - the appointment of new staff
  - decisions on what posters should be displayed to encourage those from under-represented groups to consider science as a career
  - other varied issues.

The meetings run as an open forum in a non-hierarchical manner with comments from all members of the team welcomed and solutions actively discussed.

Between meetings, the E&DC communicates by email, both to organise future meetings and to circulate any relevant information.

The E&DC uses a variety of communication channels to circulate material and disseminate information throughout the Department:
- websites
- emails (sometimes targeted lists)
- presentations
- posters (Figure-5)
- utilisation of the University Moodle site
- embedding E&DC in other departmental committees

Figure 5: Example of posters produced to inform staff of the E&D achievements

The E&DC takes the responses to surveys very seriously - in addition to the SBS Staff Survey carried out in 2016 an additional 3-departmental surveys have been introduced:

- Postdoctoral Survey
- Postgraduate Survey
- Flexible Working Survey

The responses to all surveys are discussed within E&DC meetings. The results from the surveys were generally positive, identifying the Department as a friendly and supportive place to work and study. The main area of concern was a perception by support staff of being unappreciated. Actions have been put in place to address this (see Section 5.6(i)).

> **IMPACT: 56% of all staff (52%F:60%M) believe that action will be taken in response to the 2016 SBS Staff Survey. An increase of 24% from a similar survey held in 2012.**

Members of the E&DC sit on other departmental and external committees (see 5.6(iii),(iv)). Seven-members of the E&DC sit on the departmental Academic Staff Meeting and there is at least 1-E&DC member on all other departmental committees. This wide involvement of E&DC members in other departmental committees allows them to advise other members of the Department on gender equality measures, and ensures that E&D is a standing item on Academic Staff Meeting Agendas and an active topic for consideration at all levels of departmental organisation.

A number of E&D and AS-dedicated talks and surgeries have taken place within the University, and these have been attended by the Chair of the E&DC and other team members. These talks are open to all staff, and have covered subjects such as E&D and Unconscious Bias.

> **ACTION 2: Encourage all departmental members to attend E&D focussed events.**

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

After submission the E&DC will meet on a monthly basis for the foreseeable future to ensure that the Department:

- Embeds recent initiatives into the structure of the Department (e.g. E&D training, gender awareness, unconscious bias) within:
  - Undergraduate teaching
  - Induction
  - Graduate mentoring
  - Career development and training for PDRAs
  - Leadership training (for academic staff)

  and gathers evidence (e.g. through surveys and focus groups) to help inform improvements to the working environment in the Department.
- Evaluates the impact of progress against our Action Plan and improves communication with all constituencies through the appropriate committees.
- Tracks the career development of all members of the Department (e.g. through data collected and contact with alumni) with a specific focus on female students and staff.
- Ensures Action Plan progress is clearly reported at committee meetings within the Department.

The E&DC is an active and enthusiastic group, which aims to be as open and available as possible to new members. Membership levels will be maintained by sending a standing invitation to all members of the Department to join, a strategy that has worked well up to now. However, to ensure a smooth turnover of workload in years to come, a particular emphasis will be placed on ensuring that the committee has at least one member from each year group:

- 1st-year PhD student
- 1st-year Postdoc
- 2nd-year PhD student
- 2nd-year Postdoc, etc.

This composition will maintain adequate representation of all year groups on the E&DC, and facilitate smooth transition of roles when members leave. The Committee recognises that it should increase the number of men within its membership and will actively try to rectify this by more widely publicising the work of the E&DC and the principles of AS, thereby encouraging males within the Department to get involved. Departmental staff will be encouraged to attend the University-organised "Men Championing Equality" seminars in order to raise awareness, particularly amongst male members of staff.

Current reporting channels will continue, including email, website updates, posters, departmental meetings and the utilisation of the University Moodle site.

> **ACTION 1: Identify and recruit male colleagues to the Equality and Diversity Committee (E&DC).**

WORDS 3: 906

4.   A PICTURE OF THE DEPARTMENT
Recommended word count: Silver: 2000

4.1   Student data

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

The Department does not run access or foundation courses.

4.1(ii) Numbers of undergraduate students by gender

2nd-Year:
The Department contributes to a larger inter-departmental, broad-degree programme, the NST, made up of over 50-courses/modules, encompassing both physical and biological natural science. Annually around 650-full-time students are admitted by the colleges to the Bachelor of Arts (BA) in NST with an average of 39% being female. Additionally, the Department teaches 2nd-Year students on the NST and pre-clinical MVST courses.

Cambridge undergraduates are admitted by one of the 31-autonomous colleges. Departments have no control over the entry to a specific course. Entry to Pharmacology 2nd-Year is approximately 40%F:60%M. This course is compulsory for MVST students, and thus dictates the 40:60 split demonstrated by admissions. Students on the NST course can choose Pharmacology as one of their three-module options (from the 19-options available).
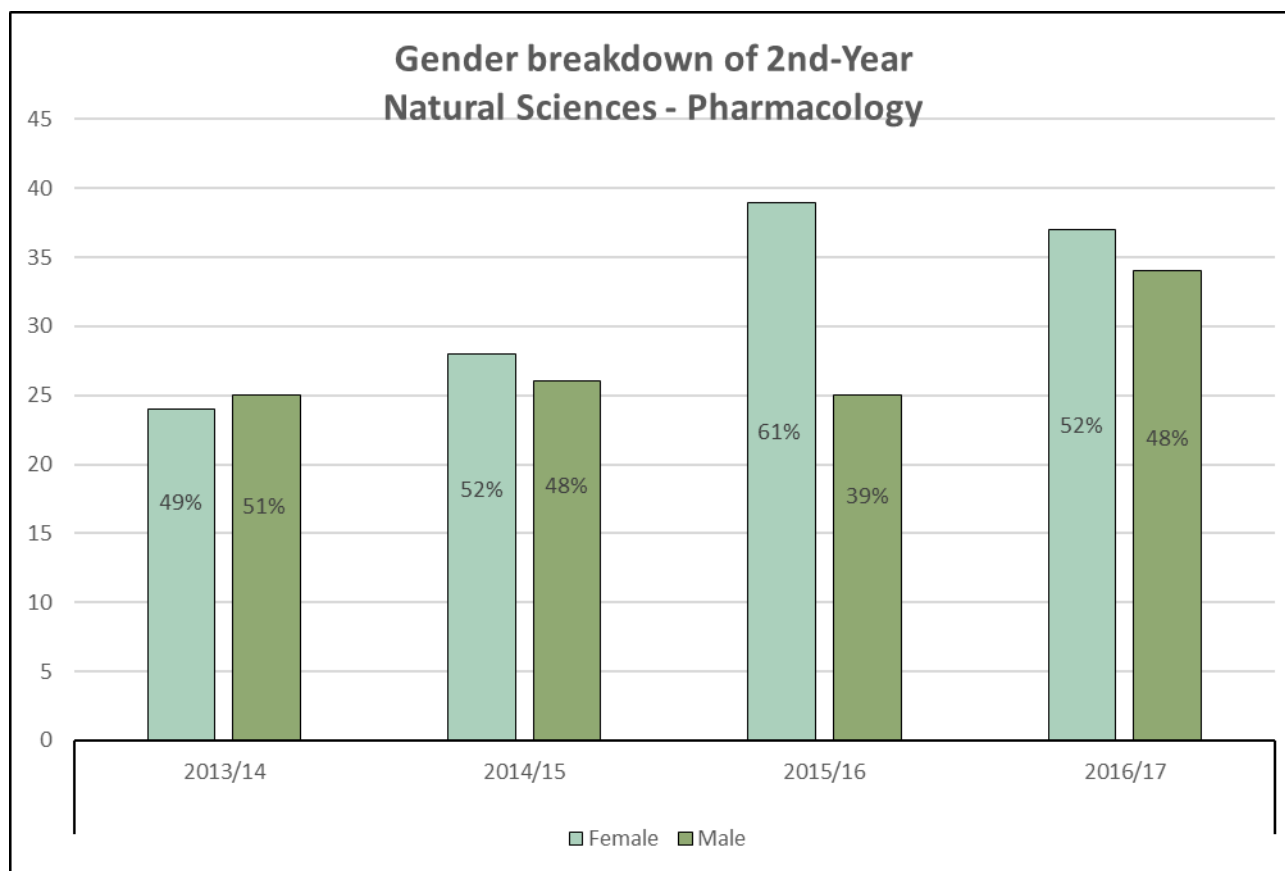

Figure 6: Gender breakdown of 2nd-Year undergraduate courses relevant to the Department of Pharmacology

Figure-6 indicates the intake over the last three years being fairly evenly split between females/males excepting 2015/16, where the number of females was significantly higher than males, we believe this to be an anomaly rather than a trend although we continue to monitor.

3rd-Year:
3rd-Year NST and MVST students choose a single subject to study, including the 3rd-Year Pharmacology course offered by the Department. The course is actively promoted at:
- Open Days
- 2nd-Year lectures
- In printed and online literature.

All have a highly visible female presence. The 3rd-Year Pharmacology course is always oversubscribed, places limited by the capacity of the Department (around 35-students/year). Places are allocated based on 2nd-Year exam marks, with the top applicants to the 3rd-Year course offered admission. The lectures offered on the 3rd-Year Pharmacology course are also attended by 3rd-Year-BBS students who are studying BBS as their degree topic, and choose Pharmacology as one of 2-modules. While the organisation of the BBS course is managed centrally, the Department chooses which 15-students are offered a Pharmacology BBS, the decision based solely on their 2nd-Year results.
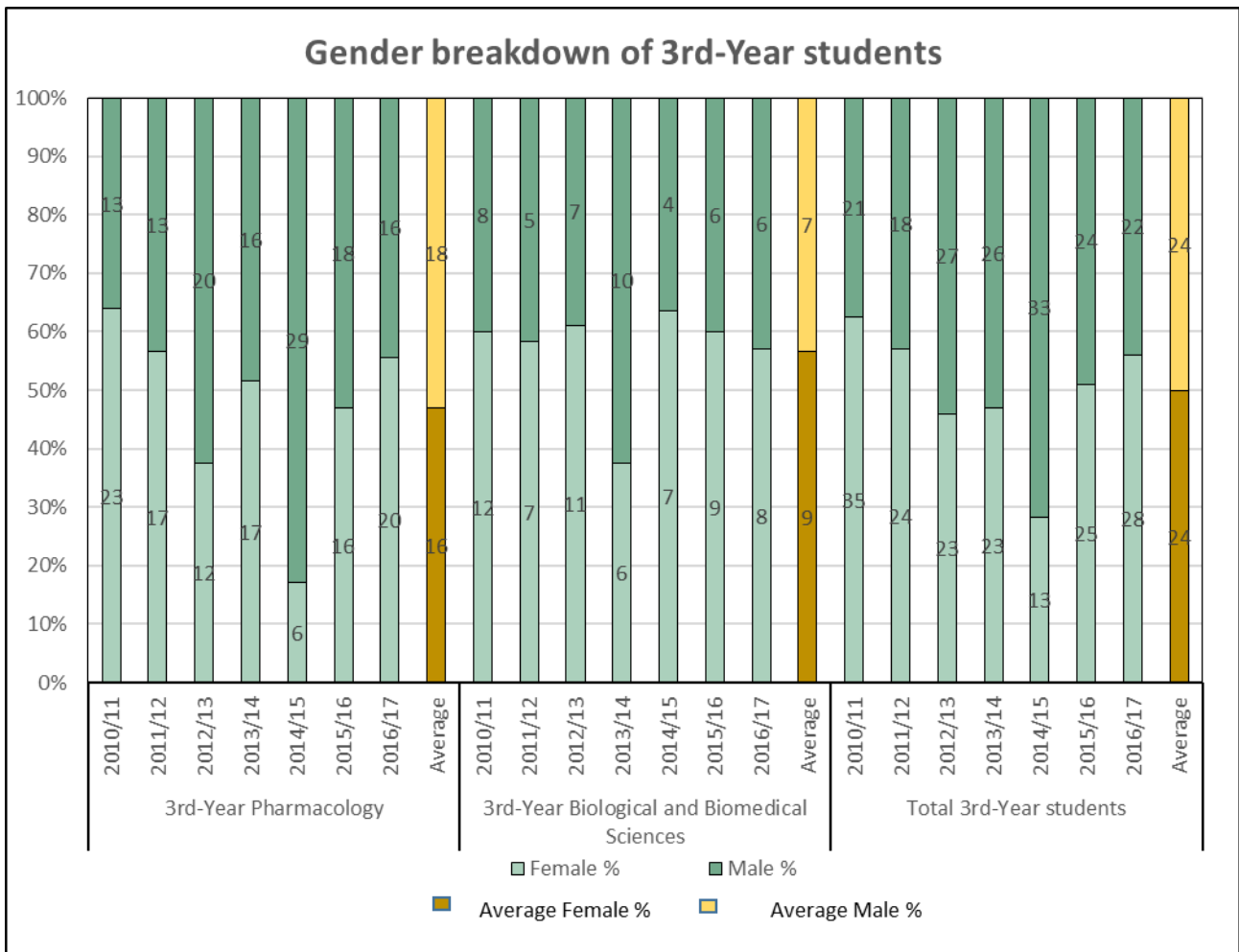
Figure 7: Gender breakdown of 3rd-Year students taught by the Department of Pharmacology

Figure-7 shows the gender split of students on the 3rd-Year courses is roughly 50:50 for most years, with female students outnumbering males in 4 out of the last 7-years. The Department noted the number of females in 2014/15 to be unacceptably low and investigated earlier years to see if there was a pattern. This appeared not to be the case and numbers have now increased again so it can be assumed to have been an anomaly in the general trend. The Department will continue to monitor these figures in future, to highlight and discuss interventions at all relevant committees.

ACTION 3: Review admissions to 3rd-Year Pharmacology course.

IMPACT: The Department considers the gender balance seen in 3rd-Year students to be a substantial achievement (average 50%F) considering the 40%F:60%M split of the students admitted centrally onto the NST and MVST courses.

We believe that this increase is because the Department is perceived as a friendly and supportive place that prides itself on welcoming students so they feel valued and involved with the Department. It is thought that this friendly atmosphere, combined with the visibility of female-PIs and female-students promoting the course at the 3rd-Year Open Days, is responsible for attracting female students to the course.

Year of acceptance for 3rd-Year Study	Female		Male	
	Entrants	2nd-Year Score	Entrants	2nd-Year Score
2012/13	23	61%	27	64%
2013/14	23	66%	26	65%
2014/15	13	63%	33	67%
2015/16	26	65%	24	66%
2016/17	28	69%	21	67%

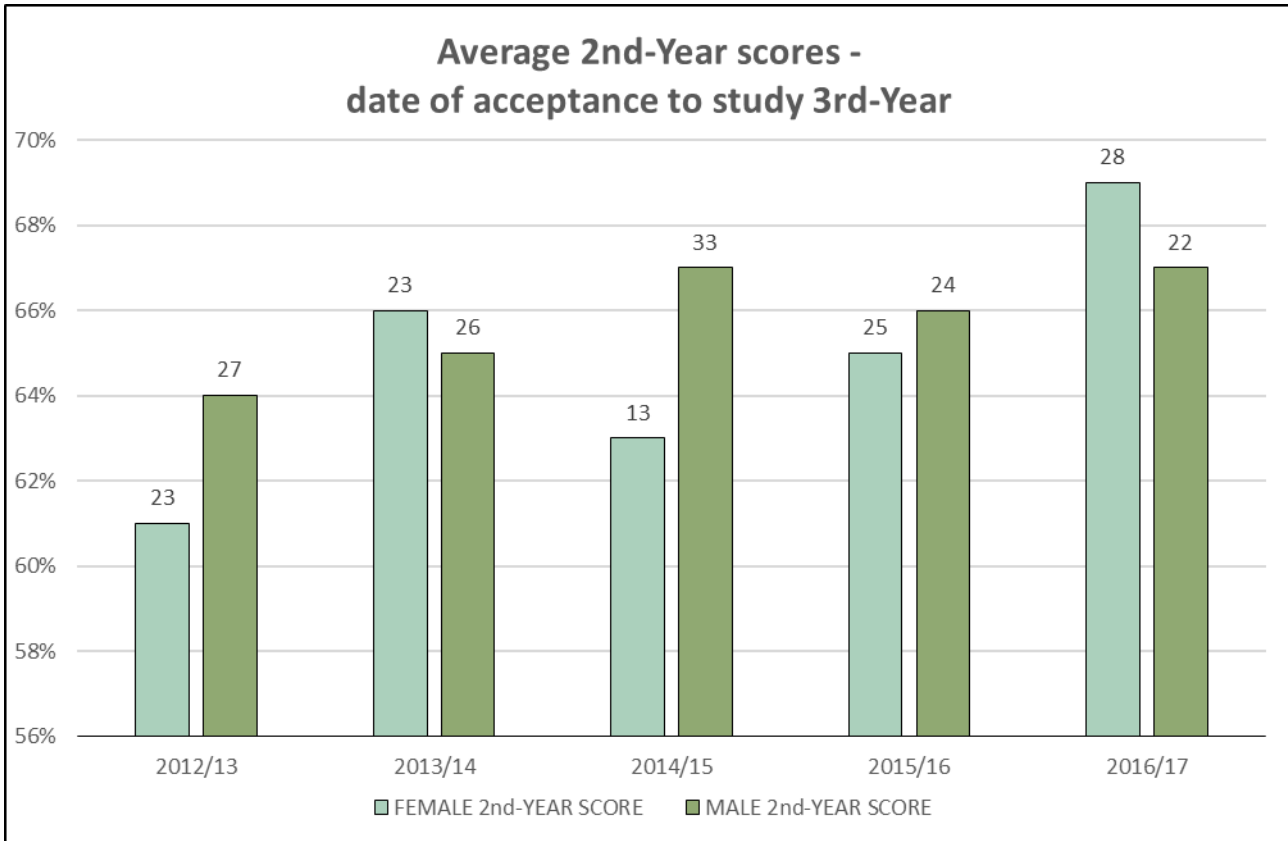*Figure 8: Pharmacology – number of students and average 2nd-Year scores*

Figure 8a: Pharmacology – average 2nd-Year scores

Figures-8,8a indicate a dip in the number of female-students in 2014/15. This is concerning and has been investigated to try to understand the decline.

In 2014/15 the female performance in 2nd-Year exams was significantly poorer than in other years. As entry to 3rd-Year Pharmacology depends upon 2nd-Year performance the negative impact on female numbers is expected. However, the data clearly show that the Department tried very hard to recruit females as the intake was higher than the exam results suggest it should have been. The numbers for 2015/16 and 2016/17 returned to the more acceptable 51%F/49%M and 56%F/44%M, indicating that 2014/15 was an anomaly rather than the beginning of a trend.

Figure-9 shows aggregated data for degree classification over 3-years (2013-2015) compared against the previous 3-year (2009-2012) aggregated data.
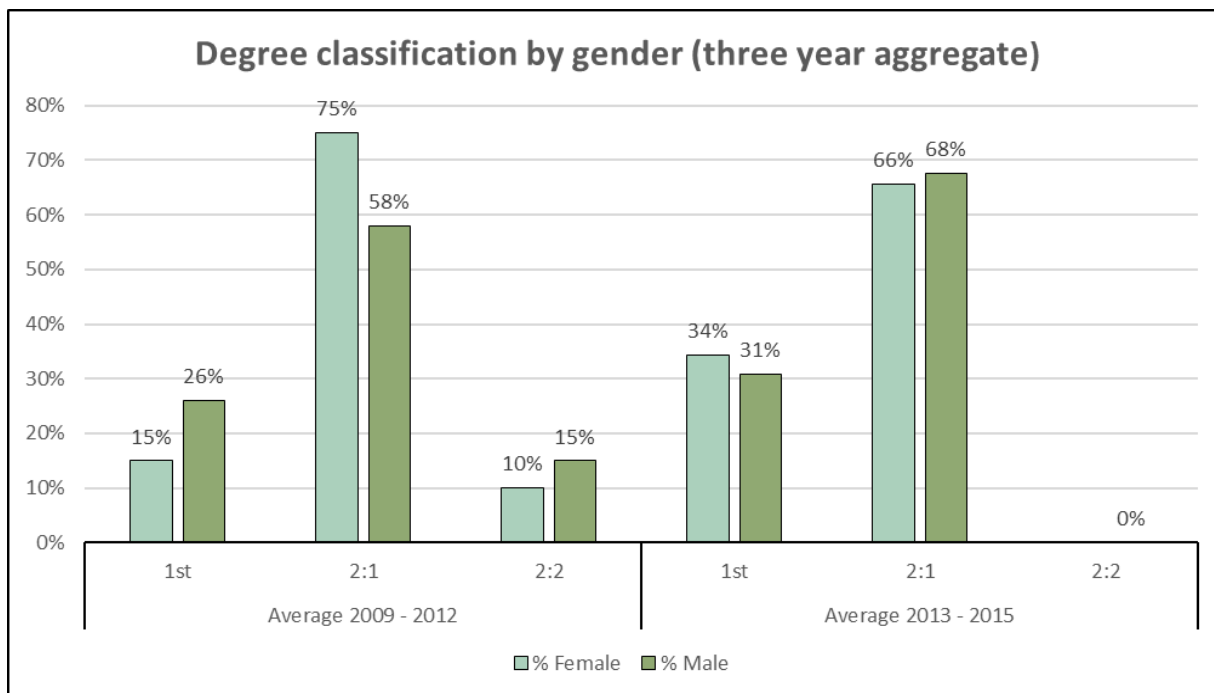
Figure 9: The percentages of final year Pharmacology students achieving a First, 2:1 or 2:2 by gender

The Bronze Submission noted that, in the three years 2009-2012, a higher percentage of males than females achieved Firsts, whereas a higher percentage of females than males achieved Upper Seconds. The gap at Lower-Second is considerably less pronounced. Actions were instigated to overcome this:

- Allocating time within Discussion Groups to discuss what examiners are looking for in a First -Class exam essay and strategies for how to achieve this.
- Recognising that essay-writing skills are a determiner of examination performance and addressing this issue via a dedicated workshop.
- Borderline 3rd-Year undergraduate students undergo a viva, which we believe to be the best way to fairly assess student ability. Students are told that this process will only result in them going up in classification, not down.
- Supervision discussions explore the expectations held by female students of their exam success.

> **IMPACT: Figure-9 shows that, as a result of the actions above, the proportion of female undergraduates obtaining a First Class degree shows a steady, and very pleasing, increase, from 15% (2009-2012) to 34% (2013-2015).**

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

The Department does not run taught postgraduate degrees.

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

Figure-10 indicates >90% of graduate students apply to study for a PhD in the Department, the remainder applying for an MPhil (by research). The graduate population is highly international, with admission determined by suitability for graduate study and access to funding.

Female graduate students applying to study for a PhD 2010-2016					Male graduate students applying to study for a PhD 2010-2016			
Year	Female PhD students	All Female Postgrads	%		Year	Male PhD students	All Male Postgrads	%
2010/11	28	30	93%		2010/11	18	20	90%
2011/12	28	31	90%		2011/12	21	22	95%
2012/13	25	26	96%		2012/13	17	19	89%
2013/14	28	30	93%		2013/14	17	17	100%
2014/15	21	24	88%		2014/15	19	20	95%
2015/16	20	22	91%		2015/16	12	13	92%
Average	**25**	**27**	**92%**		**Average**	**17**	**19**	**90%**

Figure 10: Comparison between Female and Male graduate students choosing to study for a PhD

There is a central Postgraduate application process to the University and to Pharmacology, both detailed on the Department's website. The majority of graduate students are accepted by individual Supervisors. If the Supervisor has funds to support a student (through a departmental studentship or through industrial or grant-sponsored funds), then the student will be accepted if they meet the academic entrance requirements. Students from outside the EU are only accepted if they obtain funding from, for example, the Cambridge Overseas Trust, and this process is outside of the Department's control. Some students (e.g. those applying to a Doctoral Training Programme (DTP)) are interviewed by committees that may be entirely or mostly external to the Department. The Department awards the following:

- "David James" PhD Studentship: the last 2-were women
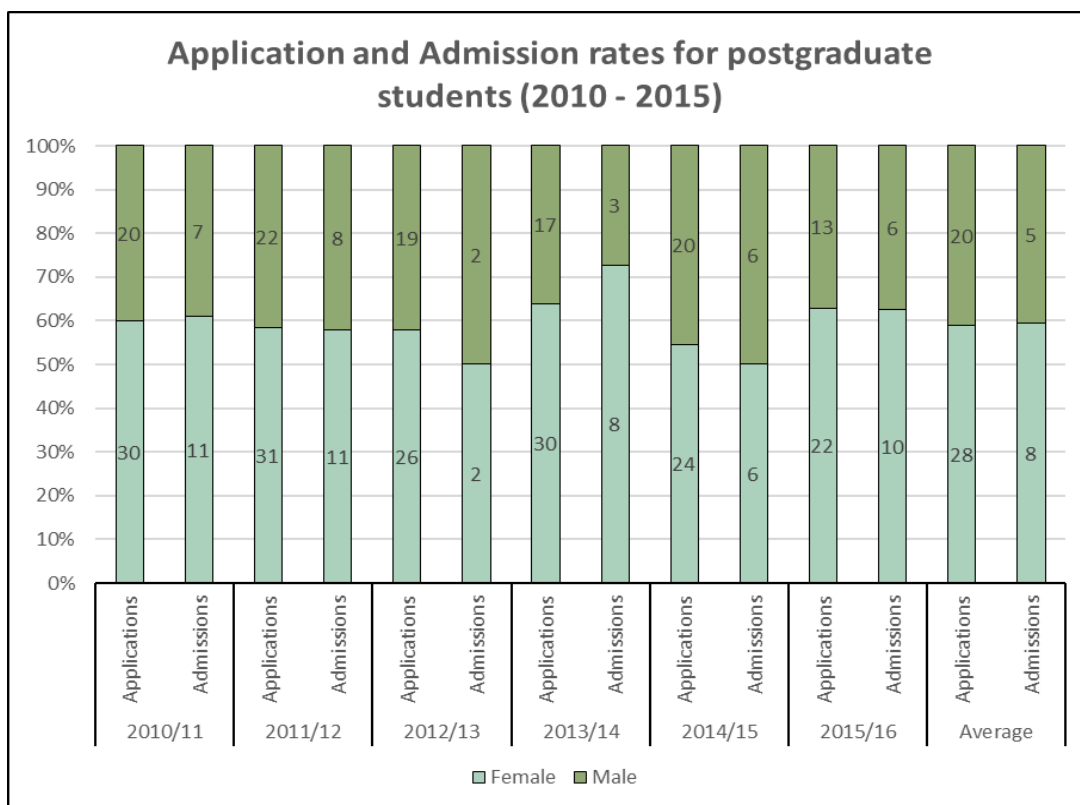- Astra-Zeneca-funded Studentships: 10-awarded between 2015-17 (6-women)

Figure 11: Pharmacology Applications and Admission rates for postgraduate students

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

We attribute the pattern displayed in Figure-11 to positive actions taken by the Department to make this a female-friendly environment:

- increasing the visibility of females within the Department
- mandatory requirement for all new starters to carry out E&D and Unconscious Bias training

> **ACTION 4: Increase female visibility to undergraduates via 3rd-Year course's promotional material.**

> **ACTION 5: Add Case Studies of female members of the Department to the departmental website.**

Figures-12,12a indicate that the Department has good completion rates with, in the majority of years, more females completing than males.

	Completion rate
2008/09 Starters	88.89%
2009/10 Starters	90.00%
2010/11 Starters	91.67%
2011/12 Starters	87.50%
2012/13 Starters	75.00%
Average	88.68%

Figure 12: Pharmacology postgraduate completion rates within 4-years
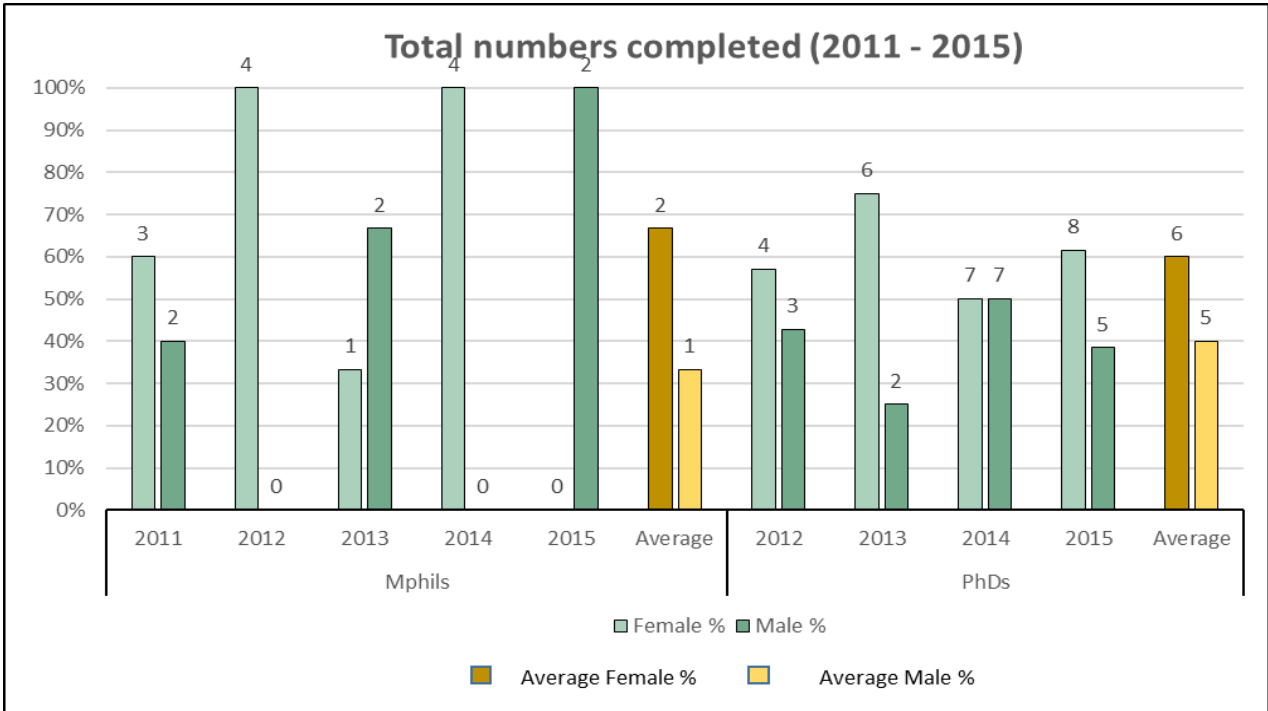

Figure 12a: Pharmacology postgraduate completion rates (2011 – 2015)

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

Figures-13,13a indicate that there is no drop-off between undergraduate and postgraduate study, 2014 in particular, shows a large increase.

Female postgraduate pipeline

	Undergradate	Postgraduate
2010/11	63%	60%
2011/12	57%	58%
2012/13	46%	58%
2013/14	47%	64%
2014/15	28%	55%
2015/16	52%	63%
2016/17	57%	61%
Average	50%	60%

Figure 13: Pharmacology - Undergraduate to Postgraduate pipeline
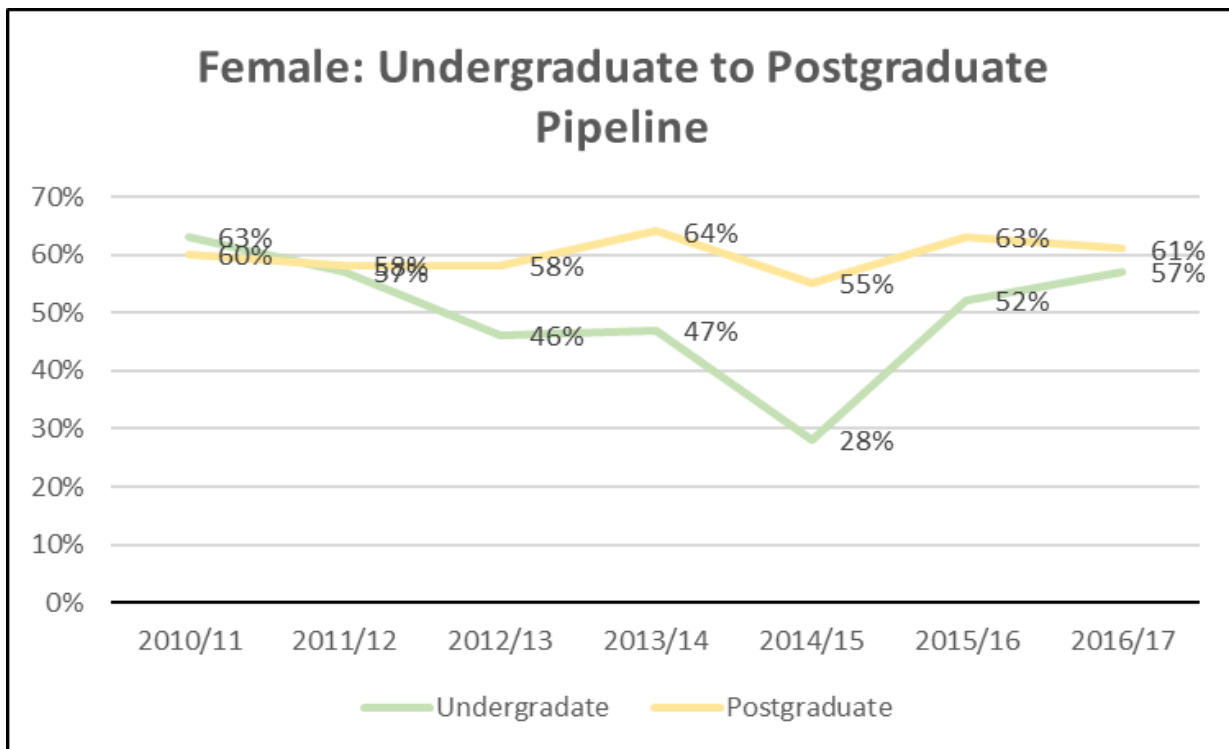

Figure 13a: Female:Undergraduate to Postgraduate Pipeline

The data show that there is a very satisfying increase in the number of females studying at postgraduate level which compares well against other Universities with a Pharmacy/Pharmacology research base (Figure-13b).
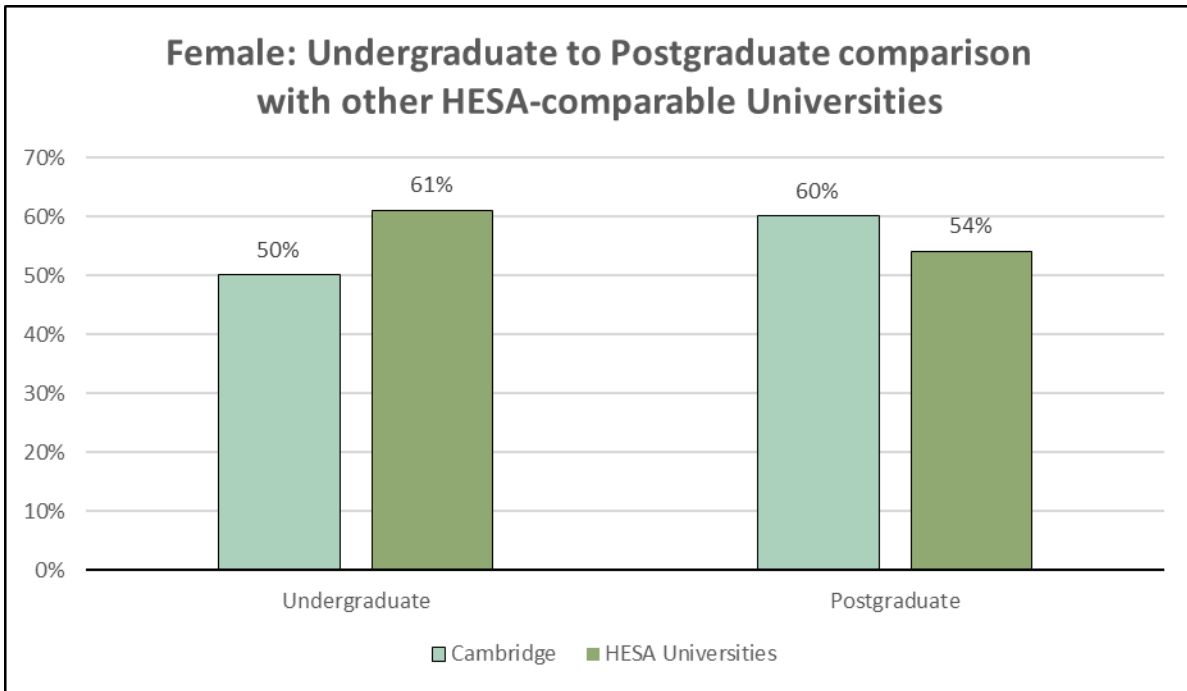
Figure 13b: Female: Undergraduate to Postgraduate comparison with other Universities

> **IMPACT: We are pleased to report our efforts to increase the visibility of females within the Department: the introduction of E&D training and encouraging staff to attend Unconscious Bias events, has contributed to the increase in female-Postgraduates to over 60%.**

The Department is committed to further promote the continuation of female students from undergraduate to postgraduate level.

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

The Department employs one full-time STA (female), PDRAs are research-only, other grades are research and teaching positions.

The Department has a high proportion of female PDRAs – 64% in 2016 (Figure-14) – similar on average to other Universities with a Pharmacy/Pharmacology research base (54%) (Figure-14a). We are conscious that this level declines for more senior academic positions (Figure-15).
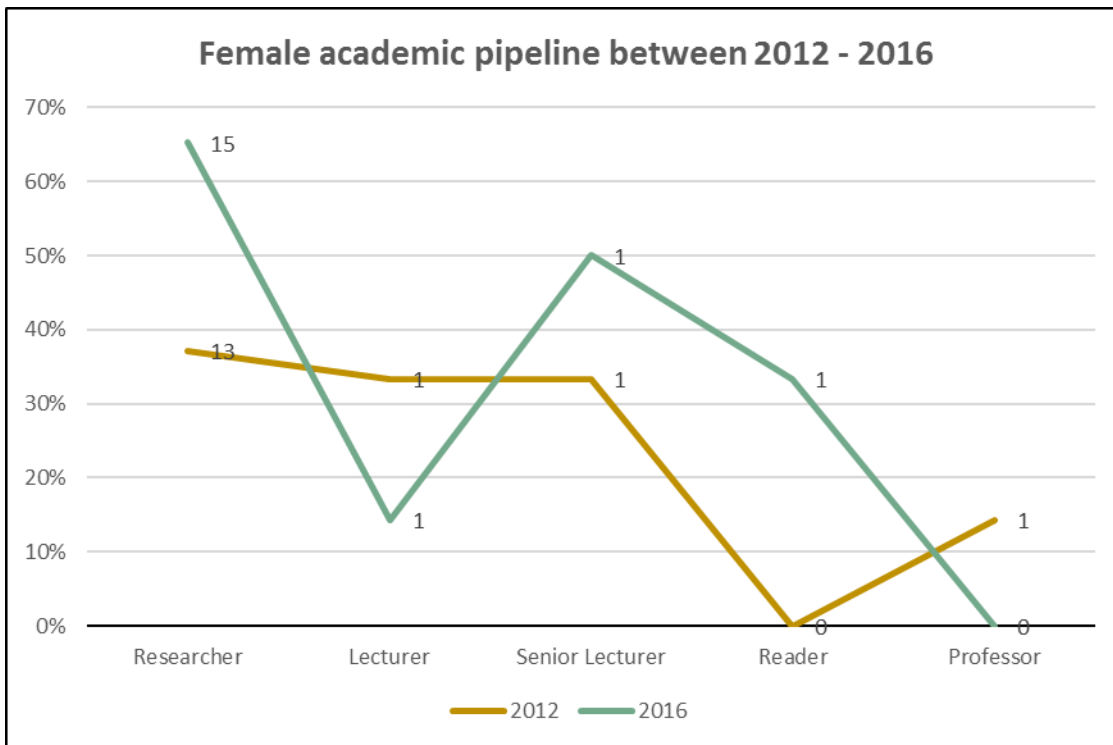
Figure 14: Academic pipeline comparing Female staff in 2012 and 2016

> **IMPACT: Figure-14 demonstrates the success the Department has had in recruiting female researchers – an increase of almost 30% from 2012 to 2016.**
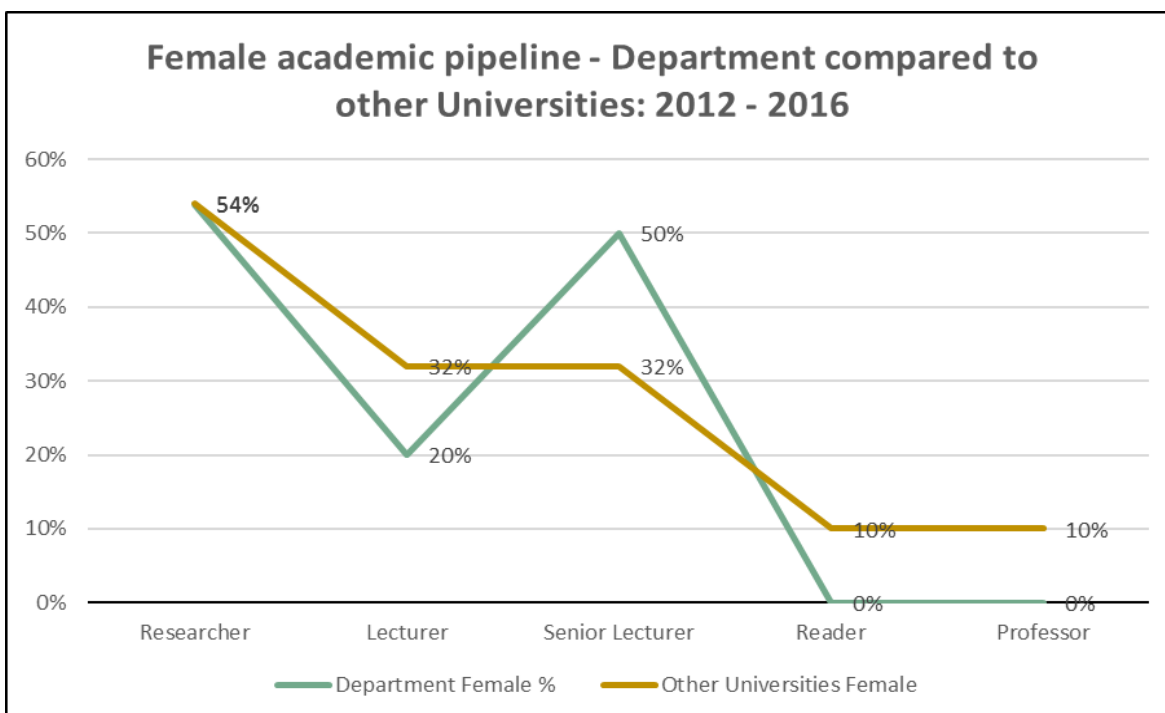
Figure14a – Female academic pipeline against other Universities average: 2012 - 2016

Being aware that this is a sector issue does not bring complacency, instead it brings an overwhelming desire to make a change, with the Department actively encouraging its female members at all stages of their career to apply for promotion. It will take positive action during recruitment to encourage female selection.

> **ACTION 6: Support female staff via probation interviews and SRD interviews to apply for promotion.**

From Lecturer onwards the changes in staff numbers are too small to comment upon:
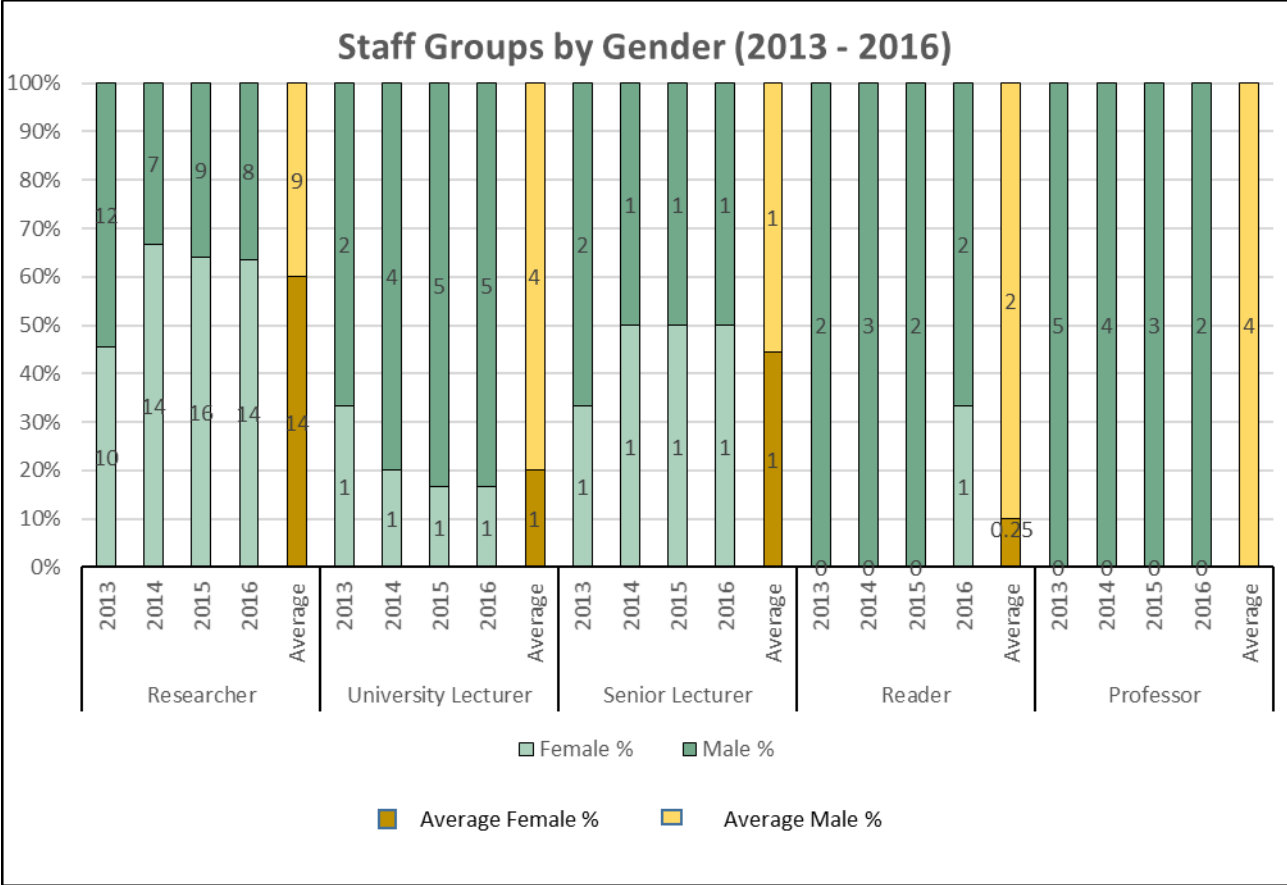
Figure 15: Staff Groups by Gender (2013 – 2016)

We recognise that we need to intervene at an early career stage to raise the achievement of PDRAs. We created a working group within our E&DC that put in place a raft of career support and development strategies.

Despite these measures the gender imbalance at senior academic level is unacceptably low, due in part to:
- a female SL, who relocated for family reasons and attained a more senior position at another university
- the small number of positions available

Changing the balance at this level is a long-term process. There is a clear "leaky pipeline" challenge in the PDRA to Lecturer transition point, which means a lack of female lecturers available for promotion.

> **ACTION 7: Encourage and support career development and promotion of all staff but particularly female researchers.**

ACTION 8: Develop new initiatives to demonstrate research environment and career opportunities available.

The Department has introduced the following to improve female Lectureship recruitment. These will be strengthened and will, we hope, have a consequential effect on the gender balance at senior levels:

- Unconscious Bias training
- Mandatory recruitment training

ACTION 9: It will be made mandatory for all staff involved in recruitment to have undertaken training on best practice.

- E&D training
- Long-listing by gender for all future senior academic vacancies - a method already being trialled by another Department within SBS. Anonymous shortlisting is currently not feasible within the University so we see this as a way to overcome unconscious bias in the assessment of CVs.

ACTION 10: Increase the number of senior female academics (Lecturer level and above) by the introduction of new recruitment processes.

IMPACT: Although Pharmacology is still predominantly white across all staff groups, there has been a marked increase in the numbers of staff identifying as BME - from 4% in 2012 to 21% in 2016 – Figures 16/16a.
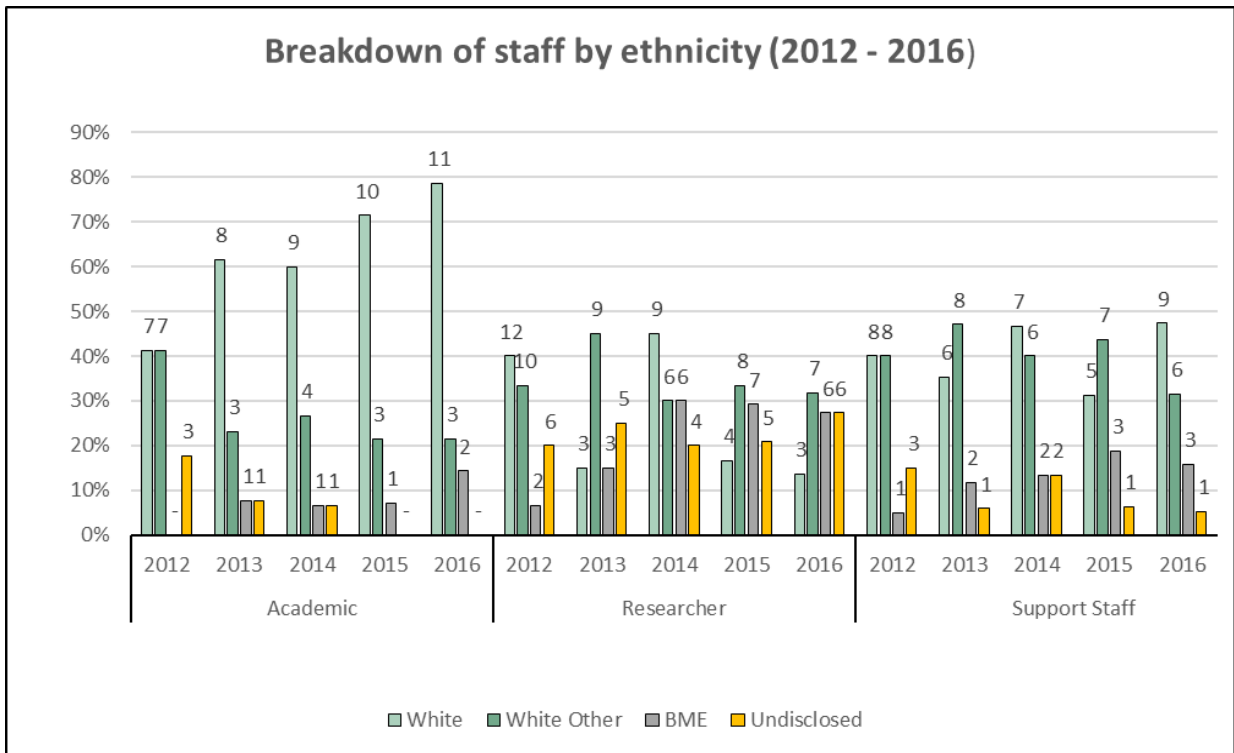
Figure 16: Breakdown by ethnicity (2012 – 2016)
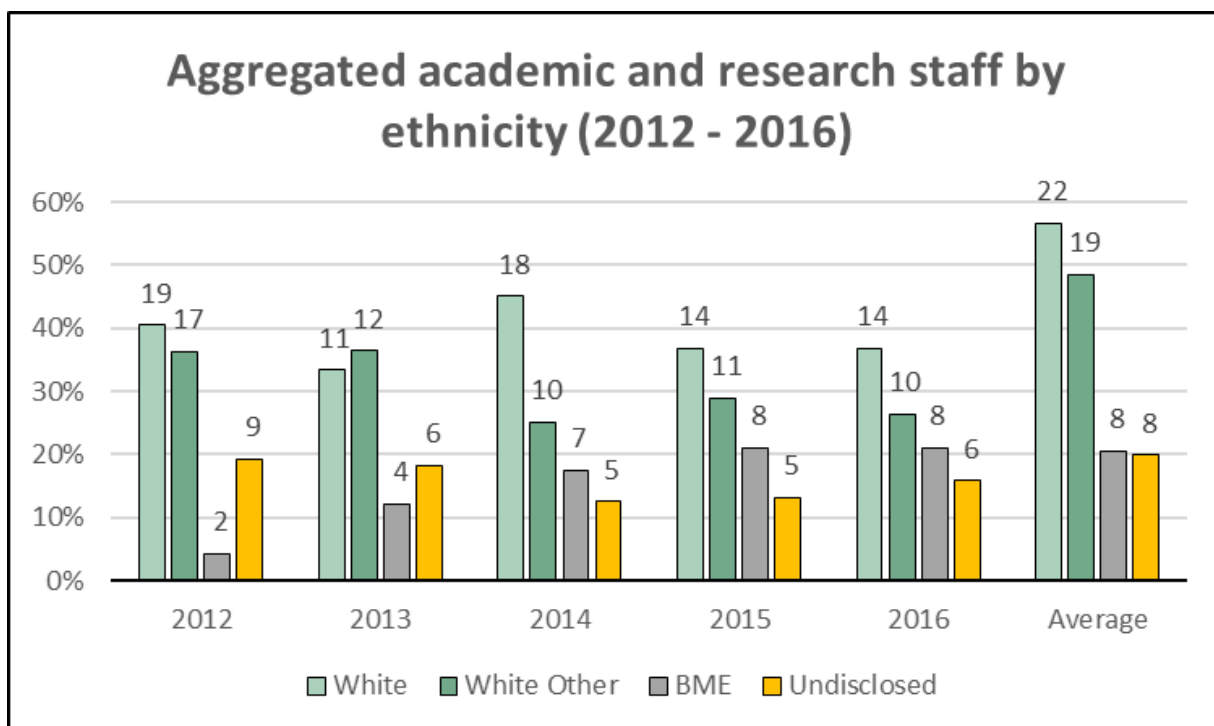
Figure 16a: Aggregated staff ethnicity (2012 – 2016)

This positive change is likely due to the increased training in E&D and Unconscious Bias. The University has recently signed-up to the Race Equality Charter and the Department looks forward to proactively supporting any future measures that arise from this initiative and is looking at visibility of Black and Minority Ethnic (BME) groups on its website and in literature.

ACTION 11: Increase the visibility of BME groups in departmental literature and websites.

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

Employment contracts within the Department are Permanent (open-ended to retirement) or Fixed-term (time-limited either by funding or a specific task). The Department currently has 1-fixed-term academic (female) member.

Amongst the permanent research staff: 2-work flexi-time (1F:1M) and 1-female researcher works part-time.
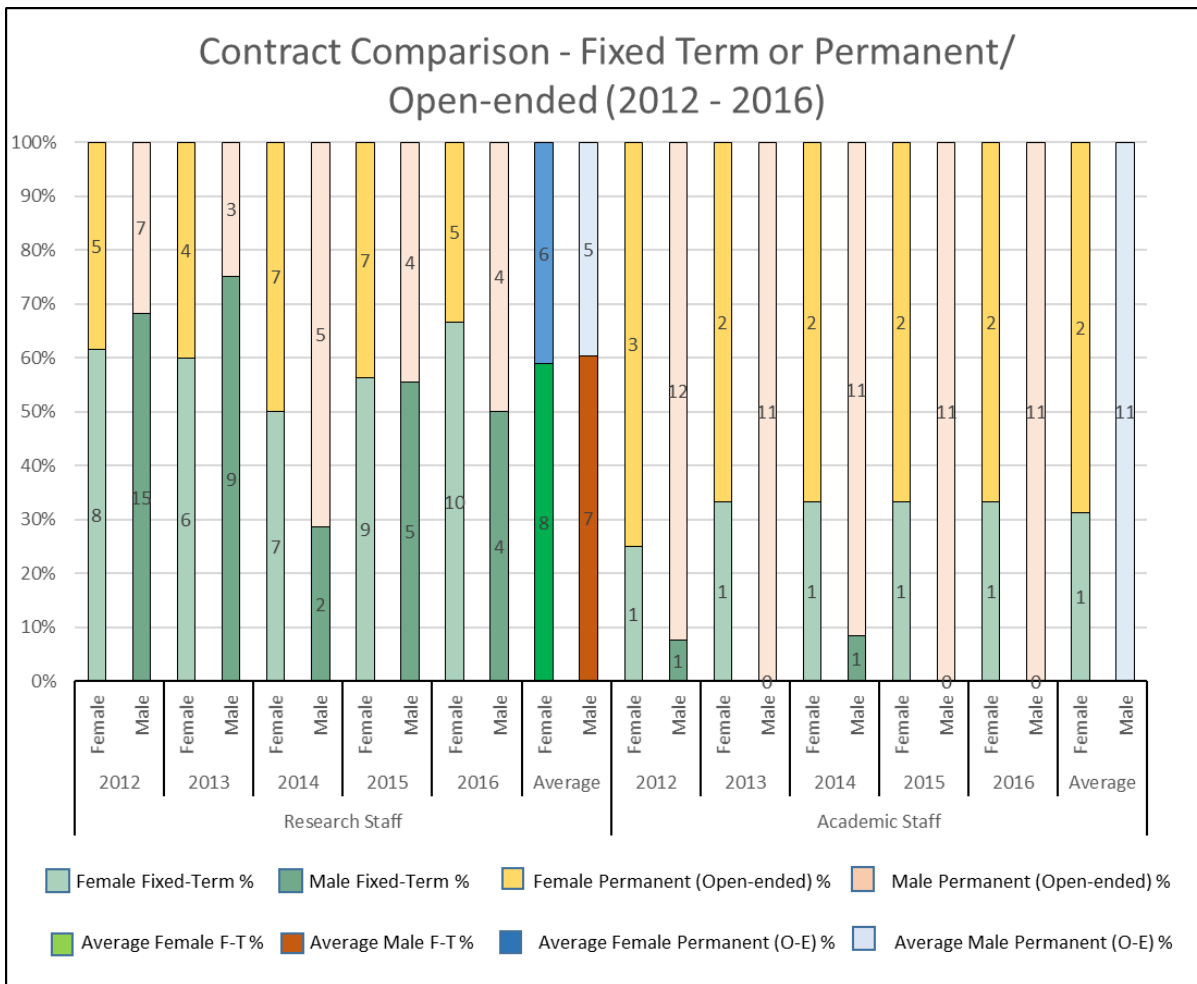
Figure 17: Comparison between Fixed Term and Permanent/Open-ended contracts

As the figures are so small they have been aggregated – Figure-17. 59%F:60%M Research Staff are employed on Fixed-term contracts suggesting that there is no gender bias. The numbers are too small to analyse for Academic Staff. Where possible, staff are re-deployed within the Department when their grant funding comes to an end.

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

Senior academic staff turnover is mainly due to retirement – the University operates an Employer Justified Retirement Age - currently set at 67. Since 2013 8-senior academic staff (1F:7M) have left the Department – Figure 18.

2013	Male	Retired
	Female	Offered promotion at the University of Aberdeen
2014	Male	Relocated to Australian National University
	2 x Males	Retired
2015	Male	Retired
	Female	Relocated to University of Sussex for family reasons
2016	Male	Relocated to another department within the University

Figure 18: Academic Staff Leavers (2013-2016)
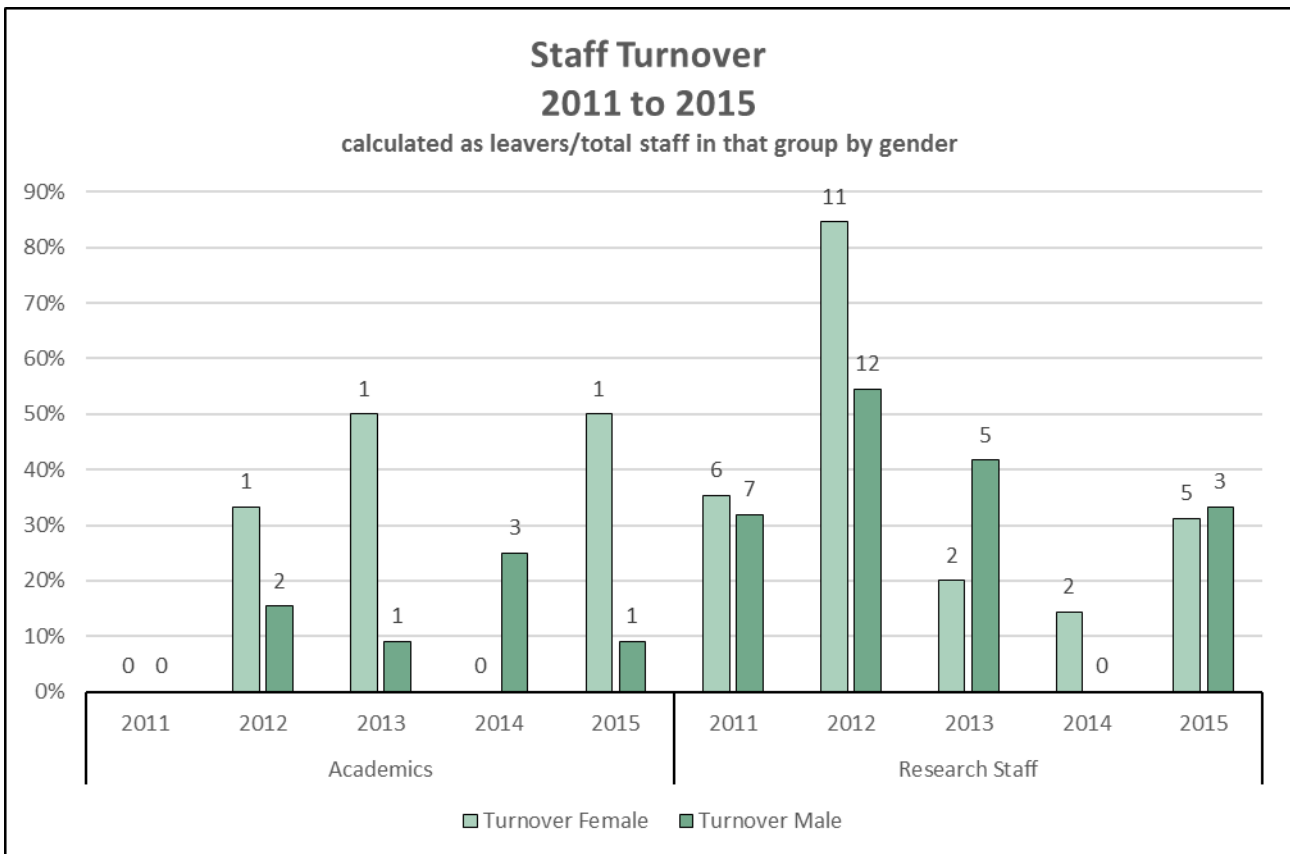
Figure 18a: Pharmacology – staff turnover 2011 to 2015

Figure-18a shows an increase in staff turnover in 2012, possibly caused by the 4-retirements in 2013, 2014 and 2015. As retirement approaches laboratory size is reduced and research staff tenure is not extended.

Staff turnover has changed the face of the Department considerably. Younger staff are likely to have caring responsibilities themselves, which in turn raises the profile of caring in the Department. As the average age reduces, research activity is likely to increase. This will, hopefully, result in strong female role models for PDRAs and a pool of staff eligible for promotion to senior levels.

Among other staff groups, turnover is largely due to a combination of limits of tenure and staff moving on to other opportunities. Until recently we have not monitored the precise reasons that staff leave however, an Exit Procedure is to be established:
- Meeting prior to leaving to establish if the member is happy for contact details to be kept thus enabling future interaction such as the staff member returning to talk to students.

ACTION 12: Interview all leavers to establish reasons for leaving and ensure contact details are obtained.

- Online Exit Survey to be created enabling the leaver to comment and give reasons for leaving anonymously.

ACTION 13: Establish an on-line Exit Survey that, to ensure anonymity, will be checked on an annual basis.

This procedure will enable the Department to identify the reasons why staff are leaving and where they are going. It will also assist in identifying any issues or biases behind the reasons for leaving and put in place appropriate measures if required.

It is intended that data will be maintained on whether PDRAs have successfully secured an extension to their original contract.

> **ACTION 14: Analyse data on the retention of researchers to establish if there is a gender bias in those acquiring contract extensions.**

WORDS 4: 1,986

5.   SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: Silver: 6500

5.1   Key career transition points: academic staff

5.1(i) Recruitment

Advertisements state that "The University values diversity and is committed to equality of opportunity" but future advertisements will expand this statement in order to promote and strengthen our commitment to E&D.

> **ACTION 15: Increase the number of female applicants for Lectureships.**

Data for the last 5-Lectureship and 24-Researcher positions is summarised – Figures-19,19a*:*

> **ACTION 16: Record and monitor applicants for all academic staff roles and analyse by gender and ethnicity.**

Academic and Research Staff		Number of Positions	Applicants			Shortlisted			Offered
			Female	Male	Undisclosed	Female	Male	Undisclosed	
Lecturer	2014	3	28	72	1	3	6	0	1F, 2M
	2015	1	13	10	0	3	7	0	1M
	2016	1	10	40	0	0	3	0	1M
	TOTAL	5	51	122	1	6	16	0	1F, 4M
Researcher	2014	6	66	74	2	7	10	0	3F, 3M
	2015	9	75	62	2	15	11	1	8F, 1M
	2016	9	104	84	0	10	11	0	4F, 4M
	TOTAL	24	245	220	4	32	32	1	15F, 8M

Figure19: Recruitment data for recent academic vacancies

Lectureship applications were received in a male:female ratio of 2.2:1. Shortlisting followed a similar pattern, with 4-males and 1-female being appointed. Part of the interview process entails a short meeting with the HoD who informs applicants about:

- Probationary procedures
- Career prospects
- Department's commitment to flexible working
- Availability of nursery and childcare facilities

Results of last 24 research vacancies (lecturer and researcher)	Female	Male	Prefer not to say	% Female	% Male	% Prefer not to say
Applied	245	220	4	52%	47%	1%
Shortlisted	32	32	1	49%	49%	2%
Offered	15	8	0	65%	35%	0%

Figure 19a: Consolidated recruitment data for last 24 academic vacancies

IMPACT: At all stages of the researcher recruitment process the number of females outnumbers males resulting in the recruitment of 15-females:8-males – a ratio of almost 2:1.

Active promotion of flexible working policies, and the female-friendly practices that are in place in the Department may have contributed to this positive impact. Irrespective of this success, the Department is aware of the need to recruit more women to senior academic roles. This is a long-term challenge where change is largely dictated by vacancies. We anticipate that the introduction of gender-specific long-listing will help us to achieve this change.

At the application stage, job descriptions and person specifications are written to avoid unconscious bias whilst further particulars provide prospective applicants with information about the female-friendly benefits of working in the Department (see section 5(v).

ACTION 15: Increase the number of female applicants for Lectureships.

It is recognised that unconscious bias may play a part at interview. Procedures are in place to mitigate bias such as ongoing E&D training and scheduling a talk on Unconscious Bias, which all those involved in recruitment will be required to attend.

5.1 (ii) Induction

The Department strongly encourages a welcoming atmosphere from day one:
- new staff are shown around Department and introduced to colleagues and other members of staff
- established staff accompany them to lunch and coffee breaks
- Line-Manager highlights specific work-practices and Health and Safety (H&S) issues within

the section.

- an annual Newcomers' Party is held in October

New members of staff undertake various levels of induction within:

- area of work
- Department
- University

New starters are given a checklist to complete in conjunction with their Line-Manager, to ensure they receive a comprehensive induction covering:

- orientation and administrative practices
- departmental mandatory training, e.g. E&D, H&S, etc.

The Department additionally carries out a wider, twice-monthly induction covering:

- departmental structure and key personnel
- appraisal and mentoring schemes
- training – what is mandatory? What is available? How to identify what is required?
- support available from University's Occupational Health, Counselling services and Disability Resources Centre
- Dignity@Work policy

ACTION 17: Ensure that all new starters undertake mandatory online training courses as part of their induction.

IMPACT: The 2016 SBS Staff Survey indicated that staff find both the University and Department inductions give useful information and background knowledge.   There is an 80% positive rating for the University and 79% for the Department – an improvement of 29% from when the survey was first conducted in 2012.

University-level induction comprises:

- On-line course to be started within the first week of employment and completed within first month
- Six-monthly welcome event where staff are introduced to key characteristics of University culture, processes and values and have the opportunity to network with other new staff

5.1 (iii) Promotion

The University runs the Senior Academic Promotions (SAP) exercise for senior academic staff and the Senior Research Promotions (SRP) procedure for other staff. Eligible staff are advised of each round and associated deadlines. Those interested can attend University information sessions. The HoD, in conjunction with other senior academic staff, identifies and encourages suitable candidates (especially females) to apply for promotion and is proactive in providing support during the application process. Figure-20 details recent application outcomes.

SAP is actively discussed with recently appointed academic staff during their annual review meetings within the 5-year probationary period.

	Female	Successful		Male	Successful
2012/13	2	No		0	
2013/14	1	No		1	Yes
2014/15	1	Yes		0	
2015/16	0			0	

Figure 20: SAP applicants

IMPACT: Following encouragement from the HoD a number of staff have applied for the 2016/17 SAP – 50:50 F/M split – outcome due in June. The highest number of departmental female applicants to the SAP in the last five years.

IMPACT: Between 2013-15 2-academic staff, 1F:1M, applied for promotion to Reader and both were successful. The female academic was strongly encouraged by the HoD to apply at the earliest opportunity to do so 1-year after joining the Department in 2013.

The Department recognises exceptional performance amongst PDRAs by supporting potential candidates in their application for an additional increment point (as part of the University's termly Contribution Increment Scheme for Researchers) where funding is available from relevant research grants.

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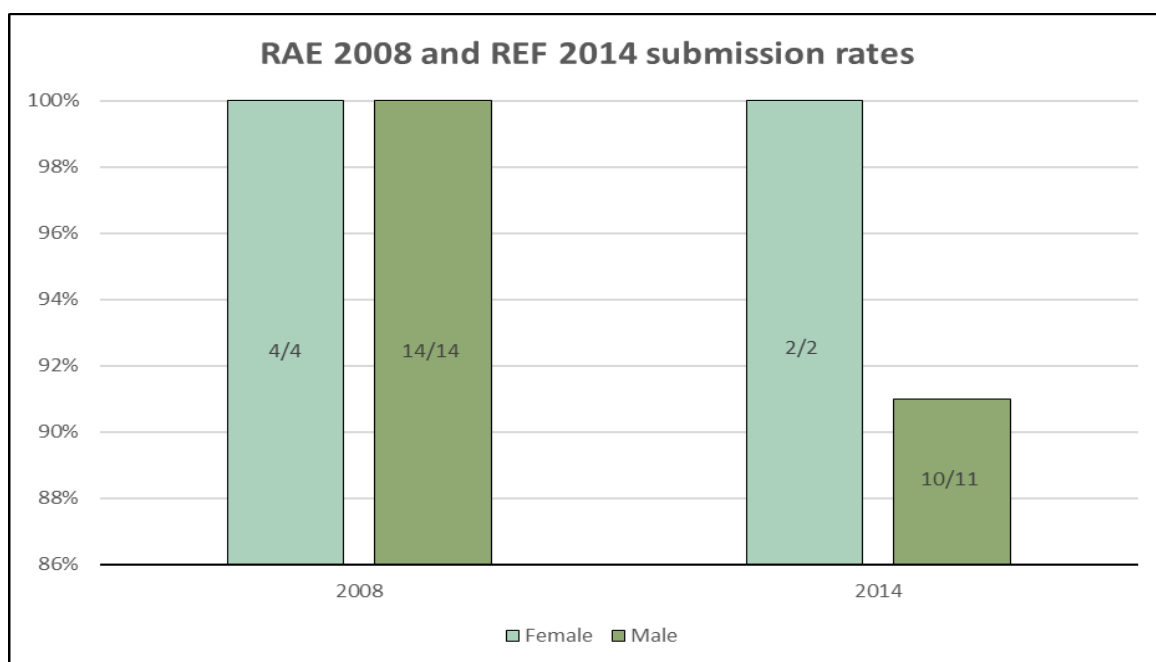

Figure 21: Pharmacology Research Assessment Exercise (RAE)/REF submission rates

In the 2008-RAE 100% of all eligible staff were submitted (5F:14M) – Figure-21.

IMPACT: In the 2014 REF 100% of all females were returned, versus 91% of males. It is anticipated that this will continue to be the case in the forthcoming REF.

5.2 Key career transition points: professional and support staff

5.2(i) Induction

The induction process is the same as that detailed in Section 5.1(ii).

> **ACTION 17: Ensure that all new starters undertake mandatory online training courses as part of their induction.**

New staff receive a departmental Welcome Pack containing essential information about:

- facilities
- staff
- H&S procedures and policies
- termly Assistant Staff meetings and academic talks

Additionally, they are:
- given a list of individuals to contact early in their employment
- given a tour of the Department by their Line-Manager to facilitate these interactions
- invited to join others at coffee, lunchbreaks and celebratory events.
- provided with a departmental safety induction
- given the links to mandatory training courses (E&D, Fire Safety Awareness) and other courses relevant to their role e.g. Bribery Act Training for those working in a financial capacity.

Training needs are assessed as part of the annual Staff Review and Development (SRD) interviews and relevant courses are agreed. The Department provides funding for courses relevant to an individual's role that are not provided by the University. In the past this has included:
- NVQ-type courses
- professional qualifications such as NEBOSH and AAT
- part-time degree courses.

> **IMPACT: Over half (57%) of support staff (50%F) have taken advantage of some sort of training, externally or within the university, in order to develop their skills.**

5.2(ii) Promotion

University support staff do not have a recognised promotion route, so the Department finds other ways to reward this important and highly regarded cohort:

- Nominate staff for the annual Outstanding Contribution Award Scheme. However, decisions on these awards lie with the SBS and are outside of departmental control.

IMPACT: In 2016 two members of staff (1F:1M) were nominated by their Line-Manager for the annual Outstanding Contribution Award Scheme where staff, or their Line-Manager can apply for a contribution increment or a one-off payment in recognition of exceptional work. Unfortunately the female applicant was unsuccessful (see her comment below):

"Although it would have been nice to receive a contribution increment I was pleased that my Line-Manager and HoD thought enough of my work to put me forward. They will re-submit in the next round." (F)

ACTION 18: Encourage the application for Outstanding Contribution Awards for Professional and Support Staff (PSS).

- Line-Managers promote the skillsets and value of their staff by applying for regrading where possible.

IMPACT: In recognition of their commitment 3-members of staff (1F:2M) have been recommended by their Line-Manager for regrading after undertaking training.

- The only promotion route available to assistant staff is to apply for a more senior role. Given the small size of the Department, this usually means moving to another University department, so staff who identify suitable secondment opportunities outside of our Department, as a way of gaining experience in more senior roles, are supported.

Recent successful examples of "promotion" include:
- **A temporary worker so impressed the Department that she was encouraged to apply for a permanent position.**
- **Following substantial training in accounts qualifications a member of staff was encouraged by her Line-Manager to apply for a more senior role in another department.**
- **A member of staff cited the experience gained whilst working in the Department as evidence of her suitability for a more senior administrative role and from there to a still more senior position within a University college.**

5.3   Career development: academic staff

5.3(i) Training

There is a wide range of training opportunities within the University available to all staff, particularly for Personal and Professional Development (PPD). The Department has been proactive in promoting training courses organised by the PPD office:

- online E&D Training (mandatory for new starters within their first month)

IMPACT: 100% of all Department staff have now successfully completed the course, a huge improvement from the 55% uptake in 2013.

- Unconscious Bias training
- online Bribery Act training for senior members of the Department and those involved in financial matters.
- Recruitment Skills Training for all staff involved in recruitment
- SRD Training for both Reviewees and Reviewers
- Female starters encouraged to attend the workshop "Springboard: A Women's Development Programme" (to which a departmental female academic contributes).

IMPACT: In the 2016 SBS Staff Survey 72% of staff (70%F) confirmed that they were aware of the career development opportunities available within the University.

Training needs of academic staff are identified in SRD meetings or, for new academics, their annual probationary meetings. New academic staff also meet with Pathways to Higher Education Practice (PHEP) mentors, to identify and respond to training needs (e.g. teaching, communication, management and leadership skills). Two-academic staff are to have 1:1 communication coaching.

ACTION 19: Create a training database so that attendance can be monitored and to ensure training is taken up equally.

The E&DC encourages all new starters to undertake the Unconscious Bias course. In addition, a recent university-wide lecture on Unconscious Bias was so well received that the Department plans to host a similar event in-house.

ACTION 20: Ensure all members of department are trained to understand unconscious bias.

5.3(ii) Appraisal/development review

The absence of a DA during 2016 affected the schedule of SRD-interviews. A DA has now been recruited and it is intended that SRD-interviews for all staff will be completed by July 2017.

The Department is using the Human Resources (HR) on-line SRD module to monitor schedules. Prior to the SRD interviews both Reviewees and Reviewers are offered training and full guidance is given on the HR website.

	Female	Male

2012	4	13
2013	4	3
2014	*	*
2015	*	*
2016	9	8

Figure 22: Pharmacology - Staff Review and Development.
* As a result of the staffing problems highlighted above, data was not collected in the years 2014 and 2015 although it is believed that they were carried out.

Infrequency of appraisal meetings was one of the only negative comments from the 2016 SBS Staff Survey, showing a 10% negative variance from the 2012 survey (35%F:47%M). However, informal interaction between staff and their line managers shows a very positive trend.

ACTION 21: Ensure that all staff are reviewed at least every two-years but preferably on an annual basis.

IMPACT: The 2016 SBS Staff Survey showed a positive increase over the 2012 survey in all questions relating to staff:manager interactions – see Figure-23.

Staff:Manager interactions	Increase in positive responses relative to 2012 survey results		Female response	Male response
I believe that senior leaders in my Department manage their area well:	+31%		85%	71%
My immediate line manager treats me with respect:	+9%		79%	83%
My immediate line manager supports me in becoming more effective in my job:	+19%		79%	78%
My immediate line manager is open to my ideas and suggestions:	+12%		84%	78%

Figure 23: Results from 2016 SBS Staff Survey when compared to 2012 Survey in respect of Staff:Manager interactions

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

During their 5-year probation period, new senior academic staff have annual meetings with the HoD and their mentor which provide opportunities for probationary staff to measure their

progress against the Department's expectations and to request support in meeting those expectations. Informal feedback indicates that the probation process is viewed positively by all involved.

Senior Academic staff are allocated a mentor, and PDRAs are encouraged to register with the University's Office of Postdoctoral Affairs (OPdA), which runs a centralized University-wide mentoring scheme.

Uptake by our PDRAs for the OPdA scheme has been low so far, but we believe that this reflects a good culture of informal mentoring within the Department. In addition, academic staff have been urged to sign up as mentors within the OPdA programme (2-females have already done so).

ACTION 22: Develop mentoring programme and best-practice mentoring document to ensure all graduate students and postdocs get the maximum benefit from internal and external mentors.

ACTION 23: Improve mentoring opportunities for PDRAs.

IMPACT: The 2016 SBS Staff Survey showed welcome increases in staff satisfaction when compared with similar questions in the 2012 survey – see Figure 24:

Staff satisfaction:	Increase in positive response over 2012 survey results		Female response	Male response
My probation was well managed:	+11%		57%	57%
I receive regular and constructive feedback on my performance:	+16%		57%	50%
I have the opportunity to discuss my development needs regularly:	+11%		68%	78%

Figure 24: Results from 2016 SBS Survey when compared with 2012 in respect of Staff satisfaction

The 2016 SBS Staff Survey indicates that career progression remains a particular source of concern for PDRAs on fixed-term contracts. 45% (52%F:41%M) of staff feel that the career development/promotion processes within the University are fair, falling to 38% for PDRAs. It is apparent that more needs to be done to ensure that the SAP and SRP are transparent and better communicated.

ACTION 24: Hold workshops to explain the principles behind the SAP and SRP.

The Department felt unsure of what the postgraduate and postdoc cohorts expect from their experience within the Department. To help identify this, postgraduate/postdoc representatives from the E&DC, together with volunteers from the wider postgraduate/postdoc communities, have created a departmental Graduate and Postdoctoral Committee (GPC) to organise support

and activites.

A GPC survey amongst postdocs gave a 63% response rate with positive results indicating that most PDRAs are happy to work in the Department, and feel safe, supported and appreciated. When asked about career progression needs we received the following responses, which have been acted upon as detailed below:

- **Increase the visibility of senior female academics:**
  - ❖ Monthly career events: 50% to have a female speaker.
  - ❖ Journal Clubs: to date 33%-female presenters
  - ❖ Monthly speakers from diverse backgrounds talking about their career path: hosted by GPC

ACTION 25: "Case Study" lecture series from external speakers given to 3ʳᵈ-Year undergraduates to include more women speakers.

- **Improve the distribution of information to PDRAs and graduate students:**
  - ❖ GPC organises a termly meeting between HoD and postgraduate/postdoc community, thereby providing opportunities to hear about developments within the Department, and to raise concerns or questions directly with HoD.

ACTION 26: Improve the distribution of information to postdocs and graduate students.

- ❖ Creation of a website containing administrative information (first-year reports, vivas, etc.) and links to career related information and support structures. – Figure 25:
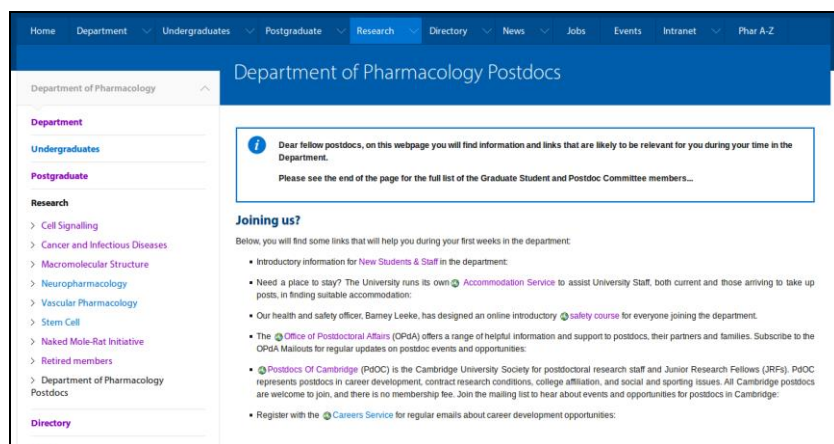

Figure 25: Pharmacology Postdocs web-page

- **Continue to increase profile and recognition of postdocs within the Department:**
  - ❖ PDRAs invited to speak at the Department's Tea Club seminars, giving them experience in public speaking. 50/50 Female:Male uptake so far.

ACTION 27: Increase profile and recognition of postdocs within the Department.

❖ PDRAs encouraged to attend University-wide schemes such as the Researcher Development Programme, offering a variety of courses to improve skills.

ACTION 28: Ensure that across all research groups PDRAs are actively encouraged to attend and speak at conferences.

- **Increase the number of postdoc-centred events:**

ACTION 29: Increase the number of PDRA-centred events: The GPC will organise and present the whole academic programme of the Department's annual Away Day (Summer 2017).

- **Improve the mentoring and appraisal opportunities:**
  ❖ The Department is conducting annual SRD meetings with an assigned Principal Investigator (PI), for in-depth assessment of career progress, training needs and future ambitions. The first round took place in December 2016.

ACTION 21: Ensure that all staff are reviewed at least every two-years but preferably on an annual basis.

ACTION 30: Facilitate research career development by running fellowship application workshops

IMPACT: Results from a recent Postdoc survey showed the overwhelming positivity within this cohort (see below):

"I like the flexible working hours" (F)

"A lot of support from staff" (F)

From a recent Postdoc survey:

"Many friendly staff open to collaboration and advice" (M)

"I feel able to approach pretty much anyone in the Department for help/advice. (F)
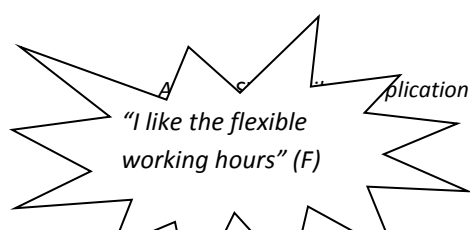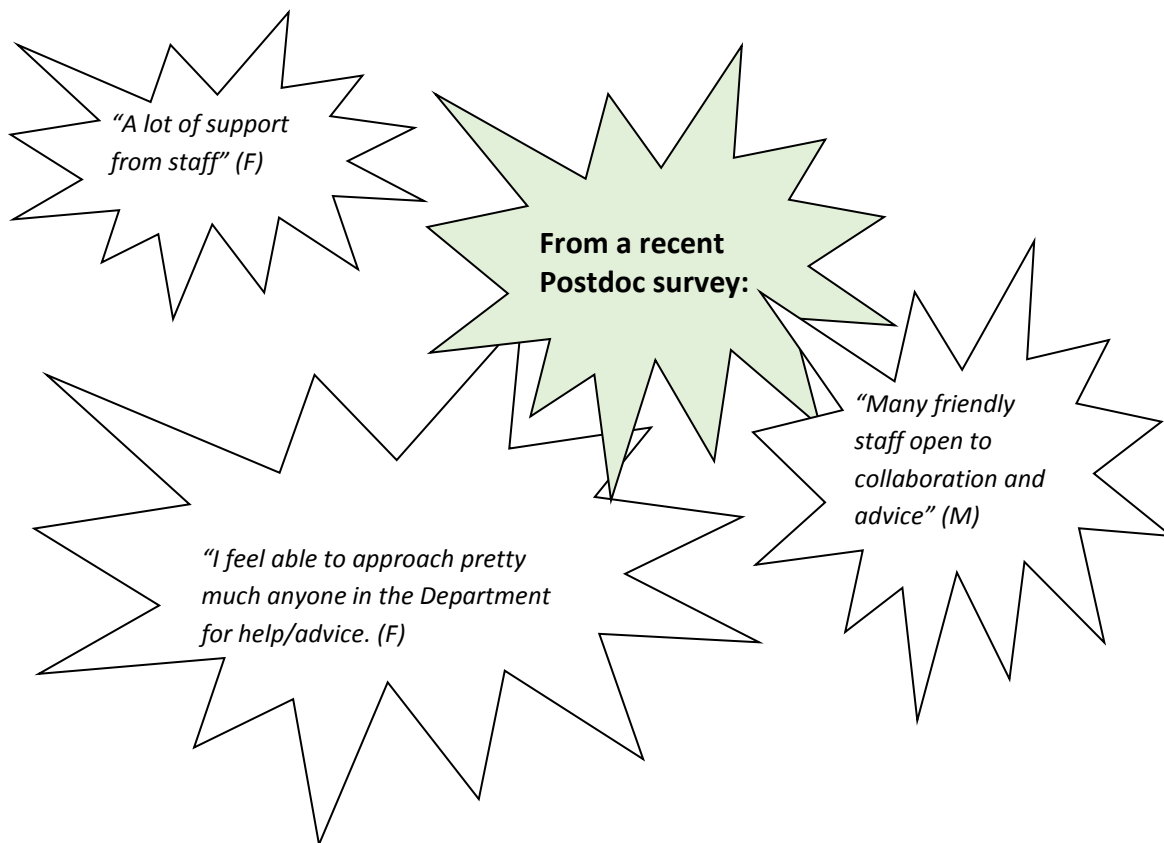
5.3(iv) Support given to students (at any level) for academic career progression

Undergraduates receive most of their support and career advice from their respective colleges via meetings with "Directors of Studies" (academic) and "Tutors" (pastoral).

3rd-Year undergraduates:

As part of the 3rd-Year course students attend "Case Study" talks, highlighting:
- work in the sciences
- how pharmacology interacts with the world
- its importance to general society

Although not having an explicit focus on careers, the talks provide insights into the breadth of career opportunities available. Postgraduates are actively encouraged to attend these talks.

At the beginning of each academic year, the STA gives an introduction to the 3rd-Year cohort:
- outlining careers in the sciences
- pointing out relevant application deadlines for graduate studies
- providing extensive individual help with PhD applications, which has proven to be very beneficial: of three 3rd-Year students who applied for PhDs in 2015, all were successful in securing funding to start in 2016.

By the time 3rd-Year students start their research projects (January) most application deadlines for graduate studies have passed. This is unfortunate since research experience can strongly influence the decisions individual students make to pursue research, or not. Although the course structure cannot be changed, it is feasible to foster exchanges between 3rd-Year and PhD-students. The GPC will organise a yearly workshop in early November during which a small group of PhD students meet with the 3rd-Year cohort and give insight into the life of graduate students.

> **ACTION 31: Identify and support undergraduate students from the 3rd year cohort who are intending to progress to graduate studies.**

Postgraduates:

In the Department's 2016 Graduate Survey (50% response rate, 50%F), 76% of respondents (55%F) felt confident about their career progression and supported by their supervisors. Most students are increasingly aware that a career in academia is challenging and may not suit everyone and indicated their desire to learn more about career options outside of academia.

The GPC has received very positive feedback about the activites and support that they have implemented. Comparative feedback will be sought in a 2017 Graduate Survey.

> **ACTION 32: Adaptation of yearly graduate survey to measure impact of AS actions on general culture, personal confidence and career progression.**

The GPC will keep track of internships undertaken by our graduate students and will liaise closely with them to build up a network of external contacts for future career development opportunities.

The Department recognises the importance of role models when encouraging students towards a career in science. In both postgraduate and postdoctoral surveys, it was agreed that, although we might not have many academic female role models, they are very visible. By providing more support for career development, we hope to increase confidence in all students to aim for the jobs that will provide successful careers both inside and outside academia. By providing support at this level we aim to increase the number of females in senior positions not only in our Department but also elsewhere. The Department provides postgraduate students with funds to cover costs of travel to conferences and a "Fieldwork Fund" to support research trips to collaborators' labs.

> **IMPACT: In 2016/17 £8,700 has been allocated from the Fieldwork Fund: £2,760 for 2-males and £5,940 for 4-females.**

Until recently our 3rd-Year undergraduate students, postgraduate students and postdocs existed as separate entities with only limited contact between them across research groups. With the events and workshops now organised we hope to close these gaps and foster communication and networking, ultimately aiding career progression for all parties. We are mindful that there are additional needs specific to each group and we will ensure that these are given consideration.

> **ACHIEVEMENT: Postgraduates and PDRAs have created the GPC to give an overarching view of this cohort's requirements. GPC works closely with the SAT to act on this feedback.**

> **ACTION 33: The Department will fund membership of the British Pharmacological Society (BPS) for all postgraduate students.**

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

Research grant applications are discussed during probation meetings for new academics. Support is available in the form of peer review prior to submission and mock interview panels for Programme Grant applications.

> **ACTION 34: Formalise support procedures for grant applications by PIs.**

> **IMPACT: The Department is committed to helping new academic staff build their research groups to a critical mass:**
> - **Short-term funding provided (M) to cover the cost of a postdoc to acquire preliminary data for grant applications**
> - **Bridging funds provided (F) to enable a key lab member to be retained and to cover essential equipment costs.**

> **ACTION 35: Introduce monthly PI lunches – sessions at which academics can present ideas and receive feedback from peers on research projects and grant applications.**

Where a grant application is unsuccessful the HoD will advise and guide the applicant towards other alternative funding sources. Grant strategy is a key part of the SRD and probation reviews.

SILVER APPLICATIONS ONLY
5.4   Career development: professional and support staff (PSS)

5.4(i) Training

The Department sees training as the shared responsibility of the Department, the Line-Manager

and the Individual with training identified via:

- induction
- probation meetings
- SRD interviews

The University's E&D section and PPD team distribute programmes of courses termly to all staff. The University updates regularly on training uptake within the Department and, using this information, the Department is able to encourage staff as appropriate, for example:

- To complete E&D training, either online or face to face for those not confident with computer use.
- For Line-Managers to attend the 'bitesize' management training sessions organised by SBS
- To give staff the opportunity to attend courses relevant to the role immediately above their current role, enabling them to deputise and gain experience for career progression.

Staff are encouraged to feedback comments to their line managers on the effectiveness of training. Many commenting that the courses mentioned above have been useful, giving them additional tools to manage their responsibilities.

> **IMPACT: The 2016 staff survey indicated that people knew where to find out about training opportunities (89% - 90%F:88%M) an increase of 16% compared with the 2012 survey. In addition, 62% of staff (62%F:65%M) stated that they were satisfied with the training and development opportunities in their present roles.**

> **ACTION 19: Create a training database so that attendance can be monitored and to ensure training is taken up equally.**

> **ACHIEVEMENT: Three members of the Department (2F:1M) have registered with the Science Council for recognition as Chartered Scientists (CSci).**

5.4(ii) Appraisal/development review

The Department conducts annual SRD-interviews using the University HR-model. This is mandatory for all staff and is usually carried out by Line-Managers. The HR team provide training courses for both Reviewees and Reviewers, but these have not been widely taken up.

> **ACTION 36: Ensure staff take part in the Reviewer and Reviewee training courses.**

The interviews are a wide-ranging discussion of specific relevance to the individual. For some this is a vital part of their career development and an opportunity to discuss future prospects, training needs and work-life balance. For other, more settled staff, there is less perceived need and less engagement. However, all staff agree that the process is useful, with one female staff member commenting this year, *"Positive appraisal, thank you!"*

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

PSS are given access to resources provided for career advancement. These include training, secondments and assistance with CVs and interview techniques, (see also section 5.2(ii)).

Uptake of these opportunities is testament to their effectiveness, and indeed they have been accessed by several, predominantly female, members of the accounts team, which has seen a high turnover of staff in recent years as individuals have improved their skills and qualifications before moving on to more senior positions elsewhere in the University or in private industry.

The 2016 Staff Survey showed that 75% of PSS were aware of the career development opportunities available to them.

Career progression is regularly discussed at 1:1 meetings between PSS and Line-Manager even if this facilitates the departure of talented and highly performing staff for positions elsewhere. The Department values its PSS and promotes development opportunities, such as secondment. 77% of support staff responded in the 2016 Staff Survey that they felt supported by their Line-Manager in becoming more effective in their job.

5.5 Flexible working and managing career breaks

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

A website has been created (Figure-26) to help members of the Department who are parents, carers, or intending to start a family. Bringing together all relevant links, making it easier to find out what is available and giving access to relevant University policies and schemes:
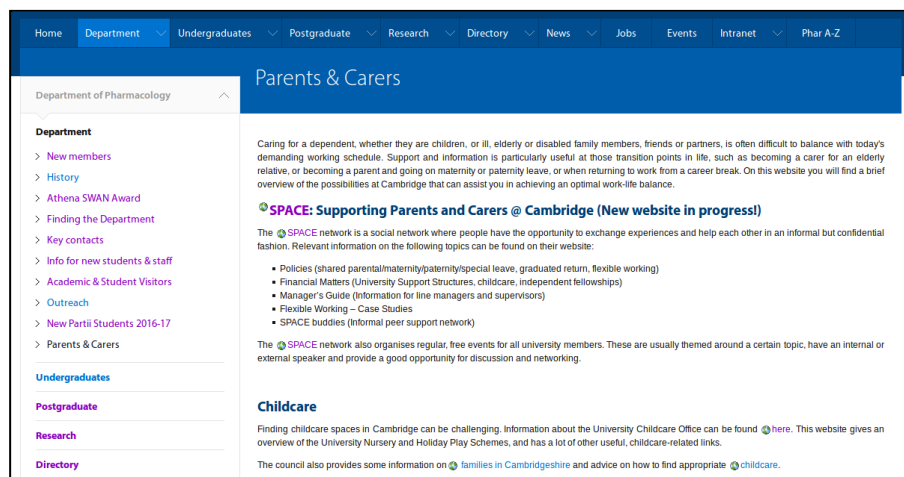

Figure 26: The Parents & Carers section on the departmental website providing links to central resources, such as the SPACE (Supporting Parents and Carers @ Cambridge) network or the childcare office

ACTION 37: Create a section within the "Parents and Carers" part of the website to summarise the variable provisions available to those holding different fellowships as these may be governed by different policies to those provided within the University.

ACTION 38: Improve awareness of the University provision for those with non-standard caring responsibilities.

Before starting maternity/adoption leave, Line-Managers discuss with the staff-member their individual requirements including:
• how the post will be covered
• any support needed before, during and after their leave.

Meetings provide an 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. The Department is supportive when staff require (paid) time off to attend antenatal appointments/classes or for carers accompanying relatives to hospital appointments.

As expectant mothers may need more rest breaks, a quiet room is provided for their use. Those actively engaged with research are supported to continue with their work as long as they choose and it is safe for them to do so. The Departmental Safety Officer liaises closely with pregnant research staff (or students) and their Line-Managers to assess risks associated with the employee's work and how they can be circumvented and/or minimised.

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

During leave, staff are supported by Line-Managers and mentors. The Department follows University policy and best-practice, encouraging staff to use up to 10-Keeping in Touch (KIT) days to stay in contact. This is especially important for research staff to ensure continuity and career progression.

The friendliness of the Department is evidenced by employees on maternity leave, independently of their KIT days, visiting the Department in order to introduce colleagues to their baby. These visits foster interactions and provide a feeling of inclusiveness across all staff groups.

Line-Managers take seriously their responsibility to organise cover for those on leave. This is important to reassure staff that their area of work will continue. Where possible, overlap is arranged between employee and cover, to ensure a smooth handover of work.

While on maternity/adoption leave members of staff are entitled to access all the usual support networks within the Department and the University:
• HR Business Manager/Adviser
• Occupational Health Service
• Counselling Service
• SPACE

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

The SPACE website and SPACE buddy network were created by the Graduate Representative of the E&DC during her non-academic internship (part of the BBSRC DTP) within the University's E&D team. She conducted a case study on flexible working across the whole University and across all staff groups, which highlighted common problems and best practice for both mothers and fathers returning to work after leave. These results will be used to form a departmental network to better inform and support members.

The Department promotes the:
• University's Childcare Office: holiday club provider, and information regarding types of leave available to parents
• My Family Care (MFC): provides emergency care for children or other dependants
• Care Search (CS): locates caring services within a specified location

> **ACTION 39: Further develop family-friendly section on website to advertise various policies and schemes available.**

Users must carry the majority of the costs for both MFC and CS. However, SBS, will provide every employee with two "sessions" per annum for emergencies or work-related meetings. The Department will encourage use of these provisions/initiatives for supporting carers at our own events, such as the annual Away Day.

ACTION 40: Ensure that all staff wishing to attend the annual Away Day are supported to do so by providing carer support.

The Department is committed to helping academic staff to get back up to speed by reducing their teaching and administrative duties.

ACTION 41: Establish a department policy on workload for academic staff returning from parental and other caring leave.

Eligible staff are actively encouraged to apply to the University's Returning Carers Scheme (RCS), which offers funds to assist returning carers in building up their research profiles after a period away from work. These funds have proved invaluable to a number of staff members. Help and advice with new applications is provided, and a bank of previous successful applications will be constructed and made available to new applicants on request.

ACTION 42: Continue to be proactive in encouraging applications to Returning Carers Scheme.

IMPACT: This has resulted in 7-out of 8-successful applications. The successful applicants being offered valuable support with funds totalling: £43,192 since the scheme began in 2013. Figure-27

Amount	Reason
£10,000	Employment of a research assistant
£2,300	Travel and accommodation costs for a conference in Italy and a visit to a collaborator in Germany
£3,000	Employment of a research assistant
£10,492	Employment of a research assistant
£4,100	Costs for self, child and nanny to attend a research workshop in USA
£9,000	Costs for self and family for an extended visit to a collaborator in Edinburgh plus costs of facility use in a different Cambridge University department
£4,300	Travel and accommodation costs to attend a conference in USA

Figure 27: Results from previous Returning Carer Schemes

5.5(iv) Maternity return rate

In the last 3-years 3-PDRAs and 1-member of the support team have taken maternity leave.

<u>PDRAs:</u>
- One chose to remain at home with her child.
- One is still working within the Department 29-months following her return
- One is still working 9-months following her return.

<u>Support Staff:</u>
- Offered promotion within a different department 5-months after returning to work. She recently returned to this Department for 3-weeks to cover for a member of staff taking compassionate leave.

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

Shared Parental Leave (SPL) was introduced by the UK government in 2015. SPL legislation is complex and the University HR team have tried to clarify and enhance provision beyond the required laws. The Department promotes and disseminates information and makes it available in a way that is applicable to our employees and their respective partners, especially considering that funding and employment status of both can be very variable. These types of leave are actively promoted:
- at induction
- through literature
- online

throughout a member's time within the Department.

Although there have, to date, been no applications for SPL, academic patterns of work enable staff to take leave and flex their hours as required. A member of the Department currently on maternity leave is in discussion about taking SPL.

In recognition of the fact that some funding agencies have different provision than the University a section of the departmental website has been set-up to summarise the diverse policies.

> **ACTION 37: Create a section within the "Parents and Carers" part of the website to summarise the diverse provisions available to those holding different fellowships as these may be governed by different policies to those provided within the University.**

5.5(vi) Flexible working

The Department treats all applications for flexible working on an individual basis and is usually sympathetic to such requests. To assess both the level of flexible working being undertaken, and

staff contentment with their working arrangements, the E&DC created a survey that achieved an 83% (54%F:45%M:1%Undisclosed) response rate.

Of the 87% (94%F:79%M) who indicated that they work flexibly, approximately 80% did so informally in some manner or other, even in addition to contractual working agreements. Various reasons are given for working flexibly - Figure 28:
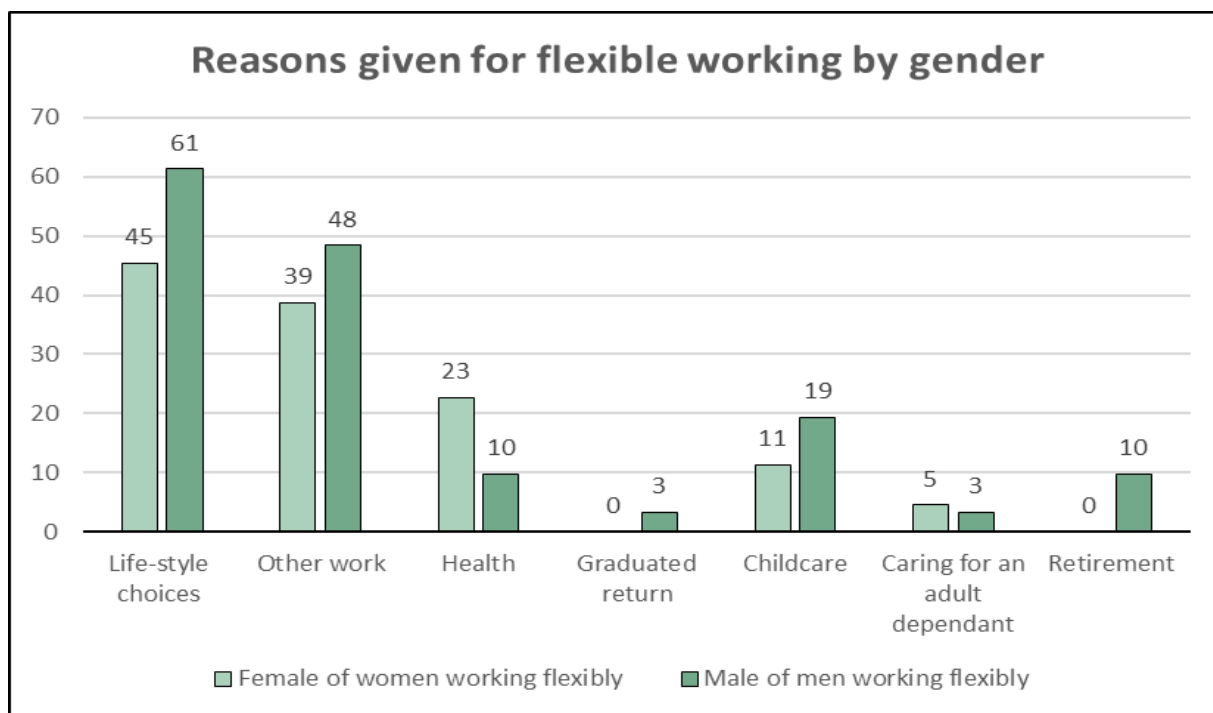
Figure 28: Reasons given for flexible working. Note: the large number of graduate students who participated results in an emphasis on "life-style choices" and "other work" that is less reflective of the other staff categories

Flexi-time was the most common type for both those with and without contractual arrangements. With support staff viewing "time off in lieu" (TOIL) as one form of flexible working. Other staff work flexibly for a variety of reasons, but most indicate that they need flexibility to accommodate commitments outside work ("life-style choices"), additional work such as supervisions, "health" and "childcare". It is proportionally more men who work flexibly for "life-style" and "other work". In particular, we were pleased to see a larger proportion of men working flexibly because of childcare.

A concern is that more than 20% of women indicate that they work flexibly for health-related reasons. Due to the general nature of the survey, we are not able to give more detail and we acknowledge that health-related reasons are confidential. Therefore, the only action that we can take at this point is to actively promote support structures such as college, pastoral and University-wide welfare services (which are discussed on our website).

> **ACTION 43: Ensure that staff are aware of University support structures in cases where they are working flexibly because of health issues.**

Independent of gender or staff grouping, members of the Department strongly agreed that flexible working:

- benefits their well-being
- enables a good work-life balance
- makes their attitude towards work more positive
- increases commitment to their job.

These effects have been shown in numerous studies and it is good to see them replicated in our department.

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

The phased return from maternity/adoption leave policy allows a member of staff to request to return to work in graduated steps (starting from a minimum of 20% of full-time) or part-time. The Department actively promotes and communicates this policy on its website and at the initial maternity meeting, so that the mother-to-be is aware of what is available. In addition the University has regulations in place within the flexible working policy for those who have taken shared parental leave. Two of the 4-staff members returning from maternity leave have returned on a graduated basis with the full support of their Line-Manager and the Department.

PDRA	First 13-weeks after maternity leave	18.25h/week
	Week 14 onwards	full time
Support Staff	First 20 weeks after maternity leave	24h/week
	Week 21 to end-Week 24	30h/week
	Week 25 onwards	full time

Figure 29: Summary of staff returning from maternity leave

5.6 Organisation and culture

5.6(i) Culture

The Department embraces the principles of the AS Charter and has been working hard over the past years to ensure gender equality and a strong culture of inclusivity across all aspects of life in the Department for staff, students and visitors.

> **IMPACT: In the SBS 2016 Staff Survey 76% (81%F:71%M) of all respondents felt that there was a "strong sense of community within the Department" (no comparative 2012 information available) and 83% (90%F:75%) believe that "individual differences in culture and background are valued" an increase of 11% from the 2012 Survey.**

From a recent survey of graduate students all respondents strongly agree:
- diversity within the department is valued
- there is an open and flexible culture
- the environment is very inclusive (Figure 30).

Figure 30: Graduate students were asked to indicate their agreement on statements about the environment of the Department. A score of 5 is equivalent to "strongly agree".

Environment of the department
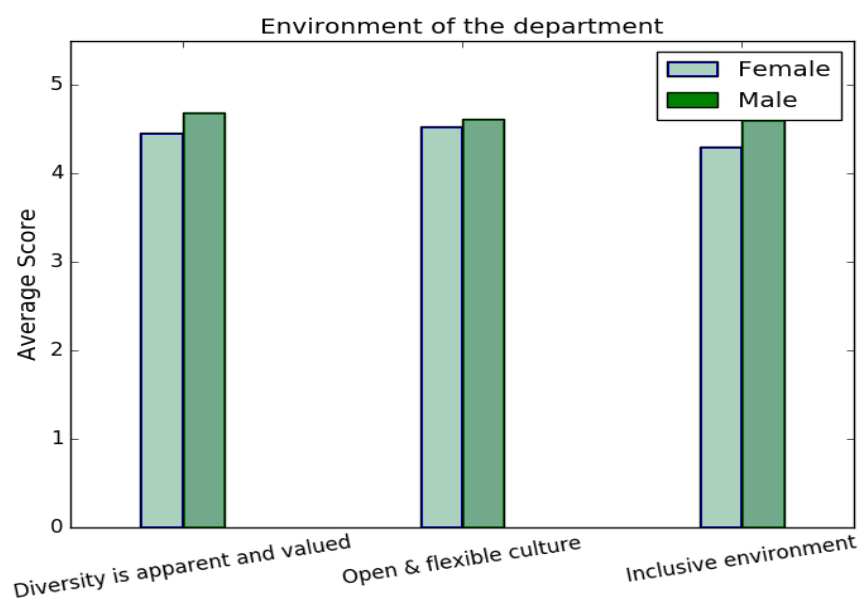
The size of the Department means that all staff groups know each other; the postgraduate/postdoc communities have strong representation and our final year undergraduate population is well integrated into its culture.

IMPACT: The 2016 SBS Staff Survey shows that 79% (86%F:76%M) (an increase of 26% compared to the 2012 survey) would recommend the Department as a great place to work.

There is a vibrant social scene, enabling students and staff at all levels and roles to mix, breaking down barriers between staff groups and fostering a positive and friendly work atmosphere:

- Organized events such as the recent 'Bake-off competition' that ran over 2-months. Participants included academic, research, support staff and graduate students (13F/8M) – Figure-31
- Charity events – Figure-32
- Newcomers Party – Figure-33
- Summer BBQ for all staff and their families – Figure-34
- Coffee breaks and lunchtimes in our 4th-floor tea-room
- Christmas Party for all staff and partners

Figure 31: Owen Burbidge (R) and Dr Gerard Callejo (L), winner and runner-up of the 2016 Great Pharmacology Bake-off.

Figure 32: Coffee and cake plays a very important part in the life of the Department and is often put to good effect. This photograph was taken at a recent charity cake-sale to raise funds for a new schoolhouse for river gypsy children in Bangladesh.

Figure 33: Newcomers Welcome Party where new members of the Department are welcomed and meet existing staff in an informal environment

The Department is continually looking for new ways to enthuse its members. This year it intends to hold a summer Teddy Bears' picnic for the children of members of the Department and plans to take part in the "More in Common: A worldwide celebration of Jo Cox" event.

ACTION 44: Organise new departmental social events.

Figure 34: Views from the Summer BBQ

IMPACT: The 2016 SBS Survey results show an increase of 11% over the 2012 survey of staff who believe that the Department values individual differences in culture and background. See Figure-35

The Department actively considers equality in its culture and this has been reflected in the high positive scores from the community in the 2016 SBS Staff Survey.

2016 SBS Staff Survey results in respect of Departmental community:	Academic Staff	Research Staff	Support Staff
Staff believe that there is a strong sense of community within the Department:	94%	56%	69%
Staff believe that the Department values individual differences	89%	78%	85%

Figure 35: Results from 2016 SBS Staff Survey in respect of satisfaction and positivity

Graduate students also indicated 100% appreciation of the Department and particularly praised the helpfulness of support staff:

"Support staff are incredibly helpful (M)

"Creates a positive and inclusive working environment" (F)

"The flexibility and autonomy given to you" (F)

What does the Department do well to support individuals and their work?

"Collaboration opportunities" (M)

"Really supportive. Always comfortable asking for help and always helped by someone". (F)
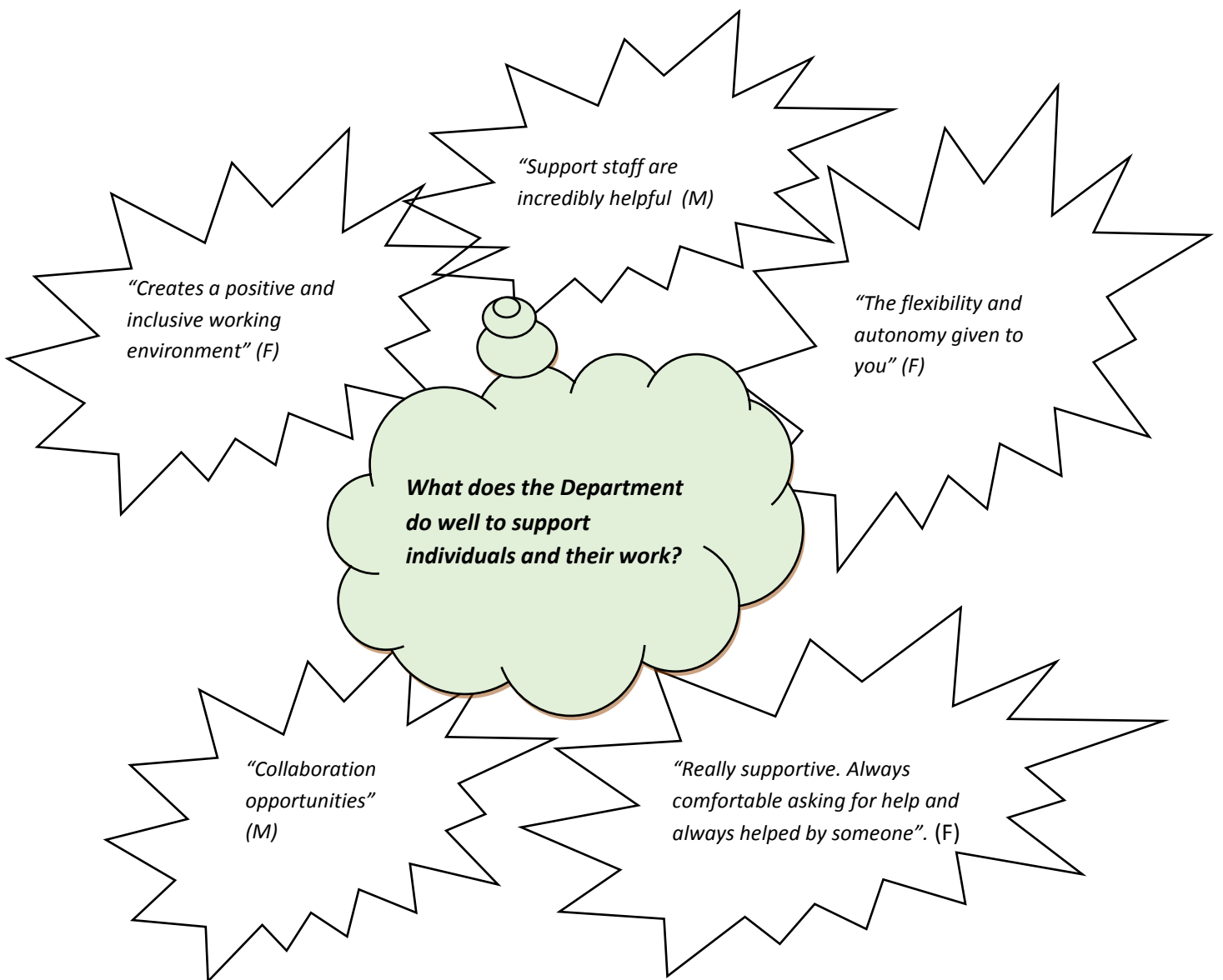
The largest staff community within the Department is the postdocs, and the GPC has been created to advocate for this staff group and to create development and promotion opportunities at key transition points. As a result, the postdoc community has reported a more positive outlook.

> "friendly and helpful staff. I feel they are very welcoming."

> "I like that it is a small Department, you get to know most people by name and have opportunities to get involved in committees and teaching."

Female respondents in recent Postdoc Survey:

> "Administrative and scientific support when writing grant applications which I appreciated very much."

> "The community feeling among postdocs is great."

IMPACT: Overall, feedback from the recent 2016 SBS Staff Survey was very positive. The headline findings were that staff would recommend the Department as a great place to work – Figure 36.

2016 SBS Survey showing that staff would recommend the Department:	All respondents	Female	Male
Staff would recommend the Department as a great place to work:	79%	86%	76%
Staff are proud to work for the University:	90%	95%	85%
Staff believe that the Department values individual differences:	90%	90%	75%

Figure 36: Results from 2016 SBS Staff Survey in respect of culture differences

The 2016 SBS Staff Survey did indicate an area of concern around recognition of support staff. To overcome this a regular meeting of all support staff, scheduled to follow the Academic Staff Meeting, has been introduced. This is a way of involving and informing these staff of what is going on and giving them a voice to air concerns and ask questions. Each meeting begins with an academic giving a 15-min talk about their research to improve understanding among support staff. There have now been 3-such with the following talks:

Date	Title	Attendees	Speaker
20/07/2016	Naked mole rats	6F:5M	Male
24/10/2016	Department's teaching and examinations procedures	6F:5M	Female
06/02/2017	Vascular Injury	5F:4M	Male
May-17	tbc		Male
Jul-17	Athena SWAN		Female

Figure 37 – Speakers at Assistant Staff Talks

IMPACT: The introduction of meetings and talks, as a method of improving communication with support staff, has been very positively received with staff commenting how much more engaged they feel with the Department.

A pleasing result from the recent Graduate Student Survey were comments about the friendliness and helpfulness of support staff.

ACTION 45: Make Support Staff aware of the comments from the recent Graduate Student Survey.

5.6(ii) HR policies

The E&DC monitors all issues of E&D at work, while the broader application of HR-policy is monitored by the DA who also advises senior academics and staff of their responsibilities and best practice. The Department has a trained, female Dignity@Work contact.

IMPACT: The 2016 SBS Staff Survey shows pleasing results of 60% of staff being able to report bullying or harassment, compared to 24% of the overall School. 92% of respondents (95%F:88%M) feel that they are treated with fairness and respect.

E&D training is monitored centrally, with 100% of staff having now undertaken training. Graduate Students are also encouraged to undergo this training.

The Department actively promotes new University HR policies.

5.6(iii) Representation of men and women on committees

Representation on departmental and University Committees is detailed in Figure-38. The Department is conscious of the need to include females on decision-making committees whilst ensuring that they are not over-burdened.

The small number of senior women in the Department means that most management committees are predominantly male. The Department actively manages committee membership to ensure all committees and recruitment committees have at least 1-female member. Staff may nominate themselves or be approached to join by the Chair.

> **ACTION 46:** HoD to consider gender balance when new committee membership is considered. Where possible include Fellows and Senior PDRAs to increase female representation without overburdening female academics.

It is intended that all academic staff are members of at least one committee that reflects their particular expertise.

The most recent committee to be created, the E&DC has a female academic Chair. It has a balance of gender, age and staff types and is the main committee for driving through the changes to E&D. It provides valuable committee experience to more junior members of the Department. Other departmental committees, except for the Departmental Graduate Education Committee (DGEC), are chaired by males, often determined by terms of reference stating that chairs must be held by a senior academic staff member.

> **ACTION 1: Identify and recruit male colleagues to the Equality and Diversity Committee (E&DC).**

The Academic Staff Meeting is the main decision-making, strategic committee in the Department, made up of the senior academic team plus the DA, PT, Computer Officer and Senior Secretary. There is little scope to improve the gender balance of this team at the present time.

Committee	Membership	Female	Male	Female %	Male %
Safety Committee (Chair = M)	Academic	0	3	0	25
	External	1	1	8	8
	Support	3	2	25	17
	Postdocs	1	1	8	8
Academic Staff Meeting (Chair = M)	Academic	3	10	17	59
	Support	2	2	12	12
Teaching Committee (Chair = M)	Academic	1	4	14	57
	Support	1	1	14	14
Graduate Education Committee (Chair = F)	Academic	3	2	60	40
Finance Committee (Chair = M)	Academic	0	2	0	40
	Support	2	1	40	20
Equality and Diversity Committee (Chair = F)	Academic	3	2	23	15
	Support	2	1	15	8
	Research	2	0	15	0
	Students	2	1	15	8
Graduate Students and Postdoc Committee (Chair = F)	Graduate Students	4	1	50	13
	Postdocs	2	1	25	13
Outreach	Academic	0	2	0	67
	Support	1	0	33	0

Figure 38: Departmental Committee structure – April 2017

5.6(iv) Participation on influential external committees

Females from Pharmacology are well represented on committees external to the Department – Figure-39.

Staff are encouraged to take on additional responsibilities such as external committee membership where it is beneficial. Where staff undertake significant roles of this kind, these contributions are recognised and considered when allocating work within the Department.

Membership of Committees External to Department but within University:	Female	Male
29-different University Committees	14	25
Membership of Committees External to University:	0	9

Figure 39: Departmental representation on Committees External to the Department

> **ACTION 47: Encourage staff to take on additional responsibilities where it is beneficial such as membership of external committees and ensure that this is recognised through appraisal, e.g. grant awarding bodies, advisory boards.**

5.6(v) Workload model

Due to the relatively small number of Lecturers the teaching workload is greater than in most other departments.

Teaching loads are allocated by the STA according to an agreed formula in which teaching-related administrative duties (e.g. course organising) are taken into account. New Lecturers have a reduced teaching and administrative load, increasing to a full load over a period of approximately three years (50% and 75% for years 1 and 2 respectively).   Staff returning to work after maternity leave or an extended period of absence may, after discussion with the HoD, have their teaching load phased in over a period of time.

A spreadsheet showing the teaching allocation is distributed by email to all Lecturers before each new academic year. Thus the allocation process is considered to be fair and transparent with no possibility of gender bias.   The allocation process translates into a general culture in which teaching is seen as an integral part of one's contribution to the Department. As such, it plays an important part in appraisal reviews and in considering promotion criteria.

The HoD allocates the administrative responsibilities and these are agreed at an Academic Staff Meeting at the start of each academic year. Responsibilities are rotated every few years. Carrying out administrative duties in an effective manner is one of the criteria considered in the promotions process. Some staff have a larger mentoring role than others, and this important duty will be taken into account in the workload model in future.

> **ACTION 48: To ensure workload is distributed fairly, rotate positions of responsibility.**

PDRAs and postgraduates are invited to participate in teaching (Tech Talks, Discussion Groups, practical classes), further emphasising a culture in which participation in teaching is expected and valued.

5.6(vi) Timing of departmental meetings and social gatherings

The Department does not have formalised "core hours", but instead offers flexible working. The ethos of the Department is to trust that all staff and students are motivated towards their work, with the Department supporting them to achieve their goals within the working hours that best suit them.

When scheduling meetings and events, the Department aims to consider the differing requirements of all attendees. – Figure-40:

Meeting type:	Earliest Start time	Latest start time	Rationale
Academic Staff Meetings	9.15 a.m.	3.00 p.m.	To accommodate school runs
Other events	10.00 a.m.	4.00 p.m.	To enable those with caring responsibilities and those working part-time to attend
Weekly Department seminar series, "Tea Club"	4.00 p.m.		Fridays in term time. Decided after canvassing all members. Maximises social interaction Has minimal impact on the workload.

Figure 40: Regular departmental meetings

Other seminars, which many choose to attend, are scheduled nearer to the middle of the day when possible.

Staff interact socially at scheduled tea-breaks in the common room. Other events, such as the Christmas party and summer BBQ take place after work and are open to Department members, guests and children.

5.6(vii) Visibility of role models

There is a highly visible female presence within the Department, although the small number of female academic staff is a concern - an issue raised in the recent Postdoc survey. Despite this concern more than 80% of respondents (70%-female) stated that they have visible female role-models in the Department, and that members of staff in the Department are treated on merit, irrespective of gender.

IMPACT: There has been a positive outcome to the efforts to increase the number of female speakers at the regular Tea Club talks, as evidenced by Figure 41:

PHARMACOLOGY - TEA CLUB SPEAKERS	Female %
2013/14	19%
2014/15	31%
2015/16	40%
2016/17	45%

Figure 41: Pharmacology Tea Club Speakers – female ratio

The Department has increased the proportion of female images and associated narrative on its website and literature and will create a "Women in Pharmacology" wall in a highly visible place near the Teaching Laboratories.

> **ACTION 49: Increase the visibility of female academic staff within the Department by the creation of a "Women in Pharmacology" wall.**

The gender balance of Tea-Club speakers has increased since the Bronze award (Figure-41). Female academics participated in the 1st-Graduate Open Day (November 2016). Redistribution of female lecturers across the Pharmacology undergraduate courses is planned, to ensure that all undergraduates are taught by at least one female lecturer on our courses.

> **ACHIEVEMENT: The Department has reviewed its website to ensure that there are more images of females, at all levels – on the opening sequence 60% of images are female. It will continue to ensure that all content recognises diversity and promotes equality.**

> **ACTION 50: Update documentation to recognise diversity.**

> **ACTION 28: Ensure that across all research groups PDRAs are actively encouraged to attend and speak at conferences.**

5.6(viii) Outreach activities

The Department has demonstrated a commitment to the local and wider community through outreach. We aim to promote further study of, and careers in, Pharmacology by:
- supporting learning and enriching the curriculum in our local area
- encouraging more people to consider applying to Cambridge to study pharmacology, irrespective of their background
- encouraging staff at all levels to present their work in an engaging and accessible manner to the wider public.

Engagement is built into the fabric of the Department, and staff, at all levels, participate in a variety of outreach – Figures-42,43:

Outreach:	Rationale
Young Pharmas Programme	Established in 2015 to introduce sixth-form students (from local schools) to Pharmacology. Year-long series of lab rotations, student poster presentations and a "Pharmacology Masterclass". Figure-43:
Cambridge Science Festival	Active contributors.
	Produced a film that explores the role of pain in an engaging manner.
Life Sciences Marquee	Contributes to the Life Sciences Marquee at the Cambridge Science Festival. ☼ *This won an award from Cambridge Business Improvement District Awards for exceptional customer experience in 2016* ☼
Television and radio Interviews	Various members of the Department
National press	Potential side-effects of anti-diabetic drugs this was featured in various publications and on local radio and television interviews.
Encouraging diversity in undergraduate applications	Many lecturers are involved in encouraging diversity in undergraduate applications.
Work Experience	Many groups host sixth-form students for summer placements in their labs.

Figure 42: Examples of departmental Outreach

Cambridge News – 15th March 2017

News ▸ Cambridge News ▸ Education

How Cambridge's 'Young Pharmas' are nurturing careers in science

Sixth-formers got to grips with hands-on science at the annual scheme

Students on the Young Pharmas masterclass, at Cambridge University's Department of Pharmacology

Budding scientists from local colleges enjoyed a head start to their studies with university experts.

Twelve students from Hills Road, Long Road and Netherhall colleges have been working with Cambridge's Department of Pharmacology, on its annual Young Pharmas scheme.

After completing two evening classes they gathered at the department's labs on Tennis Court Road for an all-day masterclass, which saw them get to grips with real science.

Lecturer Dr Ewan St John Smith said: "They had to calculate the number of proteins in a cell, so it's not just practical experimentation, but also some maths involved, and they got to reproduce pharmacological processes normally done by second-year undergraduates."

The scheme has been running for the last three years, with several former participants going on to study science at university.

Next week they will present their findings to biochemist and TV presenter Dr Giles Yeo.

Figure 43 – taken from the Cambridge News, 15th March 2017

IMPACT: One female student from the 2015 Young Pharmas programme is now studying Natural Sciences at the University of Cambridge.

ACTION 51: Further increase the recognition of outreach work by the Department and encourage more people to become involved.

WORDS 5: 6,669

REF	PLANNED ACTION/OBJECTIVE (What)	RATIONALE (Why)	KEY OUTPUTS AND MILESTONES (How)	TIMEFRAME (When)	PERSON RESPONSIBLE (Who)	SUCCESS CRITERIA AND OUTCOME
ACTION 1 Pages 14,18,61	**Identify and recruit male colleagues to the Equality and Diversity Committee (E&DC) by increasing and expanding the visibility and understanding of the Athena SWAN remit across the Department.**	To ensure buy-in by all members of Department, especially males who may not appreciate how Equality and Diversity makes for a better and more inclusive working environment. Representation in E&DC across all staff groups will facilitate dissemination of their work. Engage staff at the highest level by highlighting objectives and tracking progress on actions via E&DC standing item on key departmental committees. Maximise impact of all Athena SWAN activities and actions.	• Recruit/co-opt male representatives from each group (undergraduates, graduates, postdocs, professional, support and academic staff) onto E&DC • Use posters to advertise the E&DC's work; locate them in Reception area and other positions of high footfall (e.g. in the lift). • Establish working sub-groups within the E&DC to focus on specific Athena SWAN Actions. • E&DC, GPC and related work to be included in PhD students' training log (see ACTION 19). • Continue E&DC standing item on termly Academic Staff Meeting. Additionally, establish standing item on Teaching Committee meetings. • Include further questions in annual surveys about impact of Athena SWAN on department life.	End of 2017 for recruitment of male representatives to the current E&DC, then as required when members leave the Department. Membership reviewed end of 2018 & 2019. Update E&DC posters annually (end of 2018 and 2019) and make new posters e.g. to highlight success of new E&DC actions.	Dr Laura Itzhaki (E&DC Chair) and Prof Mike Edwardson (HoD)	50:50 male:female ratio in the overall membership of the E&DC committee and within each working sub-group by end 2018. Greater awareness of Athena SWAN and its impact measured by year-on-year increase in positive responses to department survey questions.
ACTION 2 Page 17	**Encourage all members of Department to attend University E&D-focused events by ensuring that information is well advertised and widely circulated.**	Helps to widen the understanding of the AS remit for fairness and equality for all, and to keep up to date of current E&D issues. Engagement with SBS and the University on gender-	• Standing item on termly Academic Staff Meeting will include summaries of University E&D-focused events. • Email alerts of upcoming events to all members of Department. • Display posters advertising these	Review attendance at events at end of 2018 & 2019.	Mr Barney Leake (Principal Technician), Ms Julie Boucher (Department	Monitor attendance at University E&D-related events and increase attendance by 20% year on year.

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		related issues can influence policy development beyond the Department.	events. • Monitor and keep records of attendance at University events. • Good practice identified and shared via School-level E&D forum. • Engagement with University Athena SWAN Network. Track involvement in local and national activities.		Administrator)	Continue to ensure at least 1 member of E&DC attends all termly Athena SWAN Network events and E&D forum meetings.
ACTION 3 Page 20	**Analyse admissions from 2nd-Year undergraduates to 3rd-Year Pharmaology course and alert Academic Staff Meeting and other relevant departmental committees of any concerns in gender parity.**	Reduces likelihood of a dip in the number of females studying 3rd-Year Pharmacology, as this was concerning when it occurred in a previous year.	• Increase visibility of female role models by ensuring that there is at least one supervisor per group (of 6 undergraduates) for the 2nd-Year "Mini-projects" (which are the Pharmacology undergraduates' first experience of lab research). • Run extra exam skills workshops ahead of 2nd-Year exams (additional to those that already take place) if any concerns about the performance of the 2nd-Year undergraduate cohorts become apparent. • Data and analysis of numbers of undergraduates accepted onto the 3rd-Year Pharmacology course will be reported to Academic Staff Meeting.	Data analysis carried out at start of academic years 2017/18, 2018/19 and 2019/20. Reported to Academic Staff Meeting at the beginning of the 2nd term each academic year.	Teaching Committee	Ensure female:male ratio of 3rd-Year Pharmacology undergraduates is maintained at at least the ~40:60 F:M ratio of the University's intake to the MVST and NST courses.
ACTION 4 Page 24	**Increase female academics' visibility to 2nd-Year**	Increased visibility of female role models ensures female	• Take advantage of upcoming reorganisation of the 2nd-year NST Pharmacology course to have more	Start of academic year 2019/20 (may take up 2 years to	Course organisers (academic	At least 1 female lecturer in each of the

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	undergraduates via the promotional material for the 3rd-Year course (Open Days, printed and on-line promotional material) and by increasing the number of 2nd-Year lectures given by women.	undergraduates see what is achievable. Encourages 2nd-Year undergraduates to continue in Pharmacology for their 3rd Year.	lectures by women. • Include more focused questions about female role models and visibility to the undergraduate survey.	fully implement a re-distribution of female lecturers across the courses).	staff) and Teaching Committee. E&DC to review and amend under-graduate survey.	2nd-Year courses (NST & MVST). Improve numbers of female respondents giving posititve response to the department's 3rd-Year undergraduate survey to 60% in 2017, 75% in 2018
ACTION 5 Page 24	**Create a series of "Case Studies" of female members of the Department for the Department's website.**	Improves communication beyond the Department: increases visibility of female members of the Department, enabling prospective students/staff to get a better picture of the Department and an in-depth view of its inclusive environment, demonstrating how it supports its female members.	Identify suitable indidivuals who span diverse roles in the Department to write Case Studies.	3 Case Studies on the Department website by the start of 2017/18 academic year; increase our bank of Case studies by 4 over each of the next two years. Change or rotate Case Studies every term.	GPC and Dr Laura Itzhaki (E&DC Chair) to coordinate selection of suitable individuals. Mr Abbi Abbioui (Computer Officer) to rotate/update termly.	At least 2 Case Studies will be on the Department's website at any one time, rotated and/or added to on a termly basis. Maintain at >90% the high positive response rates from women to relevant questions in the Department

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						and SBS surveys (currently ~90%).
ACTION 6 Page 28	**Support senior female academic staff via probation interviews / SRD interviews to apply for promotion via the annual SAP.**	To increase the number of female Readers and Professors in the Department.	• Alert eligible female staff to annual SAP deadline. • All eligible staff to have 1:1 meetings with HoD about SAP. • Departmental Mentors (for probationary staff) to advise on how and when to apply for SAP. • Ensure those applying for SAP use the University SAP mentoring scheme, (provides mentors who advise applicants and review their applications – mentors are senior academic staff in differerent departments from the applicants).	Annually at probation interviews and at SRD meetings. HoD to meet with all eligible female academic staff in April every year 6 months in advance of SAP deadline (October) to discuss. Organise University mentor at that time also.	Prof Mike Edwardson (HoD) and Mentors	In 2016 all eligible females applied under the SAP (outcome will be known in June 2017). Maintain this level of 100% eligible females applying in the 2018 and 2019 SAP rounds.
ACTION 7 Page 28	**Establish a graduate/postdoc Career Development Programme to encourage and support career development for all but particularly female researchers, and create a Programme page on the Department's website.**	Improve access to career-development information and advice. Highlight funding opportunities and support researchers in making funding applications. Previously this information was difficult to find via the Department's website. Supporting PDRAs to become members of Cambridge Colleges will	• Now all information on graduate/postdoc career development is in one place on the Department's website. The program will increase training opportunities, enhance CVs, and make the most of departmental resources by exploiting previous experience within the Department of gaining early-career fellowships. • Department's website to contain information on opportunities for mentoring of both PhD students and PDRAs (see also ACTION 23).	Database was created early 2017 and will be reviewed in July 2018 and 2019 to ensure information is up-to-date.	GPC and DGEC to develop the Programme; GPC to organise events and to update the website and database. Consider appointing a member of the academic staff to oversee	Install a "counter" on webpages to identify numbers accessing and aim to increase by 10% year on year from 2017. Include additional questions in the Department's annual Postgrad

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		further enhance career development by providing access to facilities, teaching and inter-disciplinary contacts.	• Continue to expand our database of funding opportunities for PDRAs and PhD students on Department website. As well as early career fellowships, database will include travel fellowships, and medal and prize competitions (e.g. Biochemical Society and British Pharmacological Society medals, l'Oreal-UNESCO Women in Science prizes). • Actively support PDRAs to obtain formal affiliations with Cambridge Colleges by ensuring adverts for these positions are highlighted via email and providing support and advice with applications and interviews.		development of the Programme for PDRAs.	and Postdoc surveys to analyse how career development has improved as a result, and how the Programme could be further developed. Currently both cohorts believe they are supported in their development: Postgrads: F and M agree Postdocs: F-67% agree M-67% agree Increase in numbers of fellowship and prize applications by, and awards to, women to 4 in 2018 (currently 2 female

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						Fellows). Increase number of postdocs with formal College membership (currently 14%) by 10% each year.
ACTION 8 Page 29	**Develop new initiatives to demonstrate the research environment and career development opportunities in the Department.**	Reduce leakiness in female research career pipeline from PhD to PDRA.	• Create a series of "Case Studies", at least 50% of which are female, for the Postgraduate and Postdoc sections of Department website. • Introduce exit surveys for graduate students and postdocs to track career development (see ACTIONS 12 and 13).	Case Studies to be created in conjunction with those in ACTION 5. 2-postgraduate and 2-PDRA Case Studies to be uploaded before start of 2017/2018 academic year. New Case Studies before 2018/2019 and 2019/2020 academic years. Exit surveys to start in Summer 2017	GPC	Maintain gender equality in applications for PhDs. Achieve gender equality in destination to research careers. 100% completion of exit surveys by Summer 2018.
ACTION 9 Page 29	**The Department will make it mandatory for all staff involved in recruitment to have undertaken the University's online training on best**	To avoid unconscious bias in recruitment.	In-house interview training course will be organised with specialist advice tailored to the Department.	Summer 2017 for current staff, thereafter by end of 2018, 2019.	Ms Julie Boucher (Department Administrator)	100% of relevant staff to have completed training by end 2017.

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	practice.					
ACTION 10 Page 29	**Increase the number and visibility of senior female academics (Lecturer level and above)** **Increase the number of female PIs and visibility of senior female academics**	Provide female role-models to younger members of the Department, encourage female undergraduates and graduate students to consider academic careers, and encourage PDRAs to seek career progression. Recognising that there may be differences in how CVs of male versus female applicants are viewed by recruiters (e.g. gaps in CV because of maternity leave or other caring needs), the panel would give very serious consideration to the abilities and qualifications of the female candidates, and to noting particular circumstances that might differentially affect women at this stage in their careers. See also ACTION 9 on recruitment training and ACTION 17 on	• Introduce a Search Committee: Lectureship Recruitment Committee to actively search for and invite women candidates • The Department will implement a new procedure for handling Lectureship candidates: separate the applications by gender and then undertake the short-listing from each, thereby creating a shortlist for interview from a gender-balanced pool. • Strengthen statement in Lectureship adverts by adding that we recognise the low numbers of women holding senior academic positions in STEMM subjects. • Sponsor female scientists to apply for early-career fellowships to be held in the Department (e.g. MRC, Wellcome, Royal Society), and put out an advert for potential applicants.	Revised advert text and new selection procedures to be used for the next Lectureship appointment round (date not known but expected to be late 2017/early 2018). Advertise for potential fellowship applicants in July of 2017, 2018 and 2019. Within next three years.	Lectureship Recruitment Committee	50% of future Lectureship appointments are women. Support one female early-career fellowship application to the Department

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		unconscious bias				
ACTION 11 Page 30	**Increase the visibility of BME groups in departmental literature and website.**	To address the imbalance in current promotional literature and thereby encourage BME students and postdocs to apply to the Department.	• Make better use of images to highlight diversity in Department's promotional literature and website. • Keep departmental posters current, relevant and up to date, particularly those located in positions of high footfall.	Review annually.	Dr Graham Ladds (Academic Webmaster), Mr Abbi Abbioui (Computer Officer)	BME students and staff are appropriately reflected in the Departmental website and literature. Visibility of BME measured by additional questions in departmental surveys.
ACTION 12 Page 32	**Interview all leavers to establish reasons for leaving and ensure contact details are obtained.**	Currently we have no knowledge of why staff are leaving and no picture of where they are going. Contact details of leavers will enable future interactions with Department alumni.	• Monitor career progression by carrying out interviews of all staff leavers. • Provide data to Academic Staff Meeting on why people are leaving so that any concerns identified, such as gender disparity, can be addressed.	Interview procedure for staff leavers will be in place by end of 2017.	Ms Julie Boucher (Department Administrator), Ms Amparo Saez (Senior Secretary)	100% career progression documentation up to date for every leaver.
ACTION 13 Page 32	**Establish an anonymous on-line Exit Survey**	To understand why staff are leaving, highlight any retention problems, and understand how to better support career progression of female staff.	• Exit survey to establish the career trajectory of female PhD students and PDRAs leaving the Department.	Exit surveys to start in September 2017. To ensure anonymity, surveys will be viewed only once a year.	Ms Marie Synakewicz (co-chair of GPC) to write exit survey. Ms Julie Boucher (Department Administrator)	20% completion rate of anonymous exit survey in the first year. Increase completion rate by 20% year on year.

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					to track exit survey completion.	
ACTION 14 Page 33	Analyse data on the retention of researchers to establish if there is a gender bias in those acquiring contract extensions.	To improve our knowledge of PDRA career progression and ensure there is no gender discrimination in contract extension	• Monitor contract history of PDRAs • Adapt our database to include end dates of researchers.	September 2017, 2018, 2019 and 2020.	Ms Amparo Saez (Senior Secretary)	Determine that there is no gender bias in PDRA retention.
ACTION 15 Pages 33, 34	Increase the number of female applicants for Lectureships.	Increasing the number of women applying for Lectureships will provide a broader pool from which to select and potentially recruit.	• Ensure that Athena SWAN information is incorporated into job advertisements. • Introduce a "Search Committee": Lectureship Recruitment Committee will meet prior to the post being advertised to actively identify and contact potential candidates encouraging them to apply. • All advertisements currently state the Department's commitment to E&D. In future this will be strengthened to read: "The Department would particularly welcome applications from women in order to add to our number of women holding senior academic staff positions in the Department."	Future Lectureship appointment rounds (dates not known but first is expected in late 2017/early 2018).	Lectureship Recruitment Committee	Measurable increase in female applications for Lectureships (M:F ratio was 2.2:1 over the last 4 recruitment rounds). Aim for 50% female applicants at each future appointment round.
ACTION 16 Page 33	Record and monitor applicants for all academic staff roles and analyse by gender	To better track academic career progression.	• Create a database of applicants for all academic staff roles.	Database will be in place for future academic staff recruitment by end	Ms Amparo Saez (Senior Secretary). Report data to	Analyse data to identify that there is no gender or

REF	PLANNED ACTION/OBJECTIVE (What)	RATIONALE (Why)	KEY OUTPUTS AND MILESTONES (How)	TIMEFRAME (When)	PERSON RESPONSIBLE (Who)	SUCCESS CRITERIA AND OUTCOME
	and ethnicity.			2017.	Academic Staff Meeting in October annually.	ethnic bias.
ACTION 17 Pages 35, 37	**As part of the Induction process, we will make it mandatory for new starters to complete online training courses: E&D and Unconscious Bias and, where required, the Bribery Act training.**	Raise the awareness in new starters of induction activities for good practice and a greater sense of belonging. Lack of awareness of gender (and more general E&D issues) may disproportionately affect female members of the Department.	• Use University's online training courses. • Additional seminars (e.g. on Unconscious Bias) given by external expert to be investigated. • Create a database of induction training to ensure all training courses are completed on time.	All online courses completed within a month of start date. Additional seminars to be trialled in 2018 and assessed for future use.	Ms Julie Boucher (Department Administrator) to ensure compliance with mandatory courses.	100% staff have completed online training and attended additional seminars held within the Department.
ACTION 18 Page 38	**Apply for Outstanding Contribution Awards for assistant staff, and lobby the Head of SBS for more transparency in the award process.**	Recognise and reward the roles, impact, and success of our assistant staff. Make this awards process for assistant staff similarly transparent as the SAP process for senior academic staff. Appropriate acknowledgement of assistant staff will help ensure that, as the Department supports their career development we are also able to retain them.	• Identify individuals for Outstanding Contribution Awards nomination • Continue to put support staff forward for contribution increments in the annual scheme where their commitment and work warrants it.	Annually ahead of Awards round.	Ms Julie Boucher (Department Administrator), Prof Mike Edwardson (HoD) and Line Managers.	Increased satisfaction will be measuread via staff survey. 38% in 2016 SBS Staff Survey: improve to 50% in 2017, 70% in 2018 and >80% in 2019.

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ACTION 19 **Pages 39,47**	**Create a training database so that course attendance can be monitored, and thereby ensure training opportunities are taken up equally across the Department.**	Monitoring training attendance and outcomes can help to shape future provision. Database will ensure that students and staff understand that provision of training is taken very seriously by the Department.	• Create database of training attendance. • Encourage self-reporting to database for training outside the department • Provide individual records of training - "training log book' - to PhD students. Training log must be filled in and a minimum amound of training undertaken before award of PhD degree. Training log explained at graduate induction.	Database will be in place by October 2017, and will be updated regularly. Review of training included in biannual SRDs.	Ms Julie Boucher (Department Administrator) and Mr Barney Leeke (Principal Technician). DGEC to organise PhD training log books.	Analysis of database to show increased participation - 10% more individuals attending 10% more courses year on year. Greater awareness of training opportunities, leading to increased participation. Improvements in awareness as well as impact of training, will be measured by responses to more in-depth questions in department's annual surveys.
ACTION 20 **Page 39**	**Ensure all members of Department are trained to understand unconscious bias.**	Raise awareness of unconscious bias, mitigating bias in all aspects of the Department's culture and procedures to overcome	• The Department will make it mandatory for all its members to take the University's recently developed Unconscious Bias online training course. • Supplement online training with	By end of 2017, repeat every two years.	Prof Mike Edwardson (HoD)	100% completion of online training. Improved awareness measurable

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		obstacles in female recruitment, attainment and promotion.	seminars given by external expert (in-house lectures and events). • Specifically address this issue in future surveys.			through surveys.
ACTION 21 Pages 40,43	**Ensure that all staff are appraised (SRDs) at least every two years but preferably on an annual basis.** **See also ACTION 36, SRD training**	The SRD has been identified as a critical component of our E&D strategy in providing career support to all staff in the Department. Appraisals should be standard employment practice but have not been consistently recorded in the past. Effective appraisals can assist productivity and career progression. Regular SRD helps to highlight achievements and thereby improves job satisfaction.	• Each postdoc to be assigned a member of the academic staff to give a personal, in-depth assessment of their career progress, training needs and future ambitions. • Individually notify reviewees of their assigned reviewer, so that if they wish to request a different reviewer they are able to do so in confidence. • Remind reviewees to contact reviewers, and monitor completion of SRDs.	New SRD program has been put in place Dec 2016. Ahead of each SRD round (end of 2017, 2018, etc.), identify those needing SRDs, assign reviewers, and monitor completion.	Ms Julie Boucher (Department Administrator)	100% SRD interviews are completed by 2018. Achieve >90% satisfaction rate with SRDs in Department and SBS surveys (in recent postdoc survey 58% were satisfied (100% of M, 58% of F). SRDs will take place annually by 2020. 100% PDRAs reviewed by end 2017.
ACTION 22 Page 41	**Develop mentoring programme and mentoring best-practice document to ensure all PhD students get the maximum**	All PhD students are allocated mentors when they start, and although survey and other feedback indicates that we are good at	• Some PIs are more committed to mentoring than others. PhD students will be matched with mentors from this pool of PIs only. • In recognition of the time commitment involved, mentoring	Mentoring programme and best practice document in place by start of next academic year (Oct 2017).	Dr Laura Itzhaki (DGEC Chair)	Increased satisfaction relating to mentoring and support demonstrated

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	benefit from internal and external mentors.	identifying those students experiencing difficulties and providing tailored mentors and advisors (both internal and external, as appropriate), pro-active mentoring is overall patchy. For both mentors and mentees there is a lack of clarity in how to implement effective mentoring.	will be included as an administrative duty in the Department's AWM. • PIs will be encouraged to themselves act as "Sponsors" to the members of their research groups. • Invite Career Service staff to talk about alumni mentoring scheme that they organise. • Mentoring document will share best practice amongst academic staff from their extensive experience in mentoring and directing studies in their respective colleges (where they provide support to ~1000 students at any one time, through pastoral 'Tutor' roles or as Directors of Studies providing academic-related advice).	Career Service talk early in 2018 (so as to capture both October and January graduate student intakes) and annually thereafter.		in department's annual surveys. Achieve >90% satisfaction rate in respect of mentoring in surveys (75% of 2016 Postgrad survey agreed that they were provided with helpful supervision and mentoring)
ACTION 23 Page 41	**Improve mentoring opportunities for PDRAs.**	All PDRAs should have a mentor. The Department is too small for PDRAs to be assigned departmental mentors so they will be encouraged to use the centralised, University-wide postdoc mentoring programme organised by the Office of Postdoctoral Affairs (OPdA).	• The OPdA and its postdoc mentoring scheme will be highlighted to new PDRAs at their induction. • Ensure that PDRAs sign up to University programme as mentees. • Encourage senior academic staff to sign up to the programme as mentors (two are already signed up). • Add mentor details to Department list of current PDRAs and their supervisors.	PDRAs and senior academic staff will sign up when each new round of University's mentoring programme is advertised (twice a year).	Ms Amparo Saez (Senior Secretary) to monitor uptake. GPC focus group to identify how further pastoral support can be given.	100% of PDRAs to have mentors by start of academic year 2018/19. 20% increase year on year in the number of academic staff acting as mentors in the OPdA

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						programme. Achieve >90% satisfaction rate in respect of mentoring in surveys (75% in 2016 Postdoc survey)
ACTION 24 Page 41	**Hold a workshop to explain the principles behind the SAP.**	So that academic staff are aware of the promotion process and criteria, and senior academic staff carrying out SRDs or with mentoring roles can give appropriate advice on promotions.	• All academic staff to attend at least one SAP workshop.	Annually in September (beginning of SAP round).	Prof Mike Edwardson (HoD)	Track participation in workshops over three years and evaluate after each workshop. Success of workshop measureable by increase in the numbers of eligible staff applying for SAP.
ACTION 25 Page 42	**Department's "Case Study" lecture series (given by external speakers to 3rd-Year undergraduates) to include more women speakers.**	Speakers are from diverse range of science careers so role models will demonstrate the range of careers available both within and external to academia.	• Suitable female role-models have been identified and invite them to give Case Study lectures to 3rd-Year under-graduates. • Graduate students and PDRAs will be encouraged to attend also, as these provide useful opportunities for career development and networking.	Beginning of academic year 2017/18; reviewed annually thereafter.	Dr Matthew Harper (new 3rd-Year course organiser)	At least 50% of speakers are women in 2017/18 and subsequent academic years.

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ACTION 26 Page 42	**Improve the dissemination of information to PDRAs and graduate students.**	Contribute to inclusive culture of the department that helps all members to feel valued.	• HoD to hold termly briefing meetings, to which all graduate students and PDRAs are invited.	Briefing meetings started early 2017 and take place termly.	Prof Mike Edwardson (HoD)	Include relevant question in future departmental surveys and achieve >90% satisfaction rate.
ACTION 27 Page 43	**Increase the profile and recognition of PDRAs within the Department and provide more opportunities for them to develop their presentation and communication skills.**	Recognise the important contribution made by PDRAs. Provide PDRAs with more career development opportunities within the Department.	• As of October 2015, PDRAs are invited as speakers in the weekly Department seminar series (Tea Club) (held in term-time; our 3rd-Year undergraduates are expected to attend, as these talks are considered an integral part of the Pharmacology course). 50:50 male:female postdoc speakers to date. • As uptake of Tea Club speaker invitations by PDRAs has been low to date (1 male, 1 female), academic staff will proactively encourage PDRAs in their groups to contribute to Tea Club seminars. • Provide opportunities for PDRAs to contribute to undergraduate lecturing.	Review Tea Club and undergraduate lecturing at the end of 2017/2018, 2018/2019, 2019/2020 academic years.	Dr Taufiq Rahman (Tea Club organiser), Ms Julie Boucher (Department Administrator), Teaching Committee	1-2 of the 8-9 Tea Club speaker slots per term taken by PDRAs. Increase number of PDRAs giving undergraduate lectures (14% currently) by 10% each year.
ACTION 28 Pages 43, 65	**Across all research groups, PDRAs are actively encouraged, through mentoring and**	Recognise the tremendous importance of conference attendance and speaker	• The Department already has a modest travel fund to help PhD students attend conferences. The Department has committed to	Travel fund for PDRAs and application process to be established	Prof Mike Edwardson (HoD) and Ms Julie Boucher	Increase the numbers of PDRAs across the Departent

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	provision of funds, to attend and speak at conferences.	opportunities for building a researcher's profile at this crucial early career stage. Individuals, especially women, may lack confidence to put themselves forward for oral presentations. Additionally, lack of funding and cutbacks in travel allocations within grant applications, means that there is currently tremendous variability across the Department in conference attendance at the postdoc level.	extend conference travel fund to PDRA. • Advertise travel fund by email to all PDRAs and supervisors. • New PDRAs to be informed of the travel fund at their induction. • Additionally, increase awareness across the Department of funding organisations to which both graduate students and PDRAs can apply for travel funds via a resource already established on the Department's graduate/postdoc webpages with information about and links to relevant funders (e.g. EMBO short-term fellowships). • Lobby organising committees and sponsors (e.g. BPS, RSC, Biochemical Society) to increase the numbers of female speakers at conferences.	and approved at Academic Staff Meeting by end of 2017. Application form (similar to the form currently used for PhD students) to be made available and scheme advertised end 2017.	(Department Administrator)	attending and speaking at conferences. 100% of PDRAs to attend at least one conference during their time in the Department.
ACTION 29 Page 43	**Increase the number of postdoc-centred events: The GPC will organise and present the entire academic programme of the Department's annual Away Day.**	Recognise the important contributions to the Department made by PDRAs. Create opportunities for them to network and practice and improve their research presentation skills. Speaking opportunities are critical for career development, and this	• Annual Away Day organised at venue outside of the Department. From 2017 onwards the academic programme will be entirely organised by the GPC, with postdoc representatives from each research group as speakers. • Jury to award prize for best PDRA presentation.	Away Day takes place annually in July	GPC to organise academic programme; Ms Julie Boucher (Department Administrator), Mr Barney Leeke (Principal	Department's annual survey to achieve >90% satisfaction rate regarding postdoc opportunities.

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		provision for PDRAs now matches that of for graduate students (each give departmental talks during their PhDs).			Technician) and Ms Amparo Saez (Senior Secretary) to support event organisation.	
ACTION 30 Page 43	Identify and support undergraduate students from the 3rd year cohort to progress to graduate studies and increase visibility of female role models by holding annual workshop where female and male PhD students meet with the 3rd-year cohort of Pharmacology undergraduates to provide insight into graduate studies in the Department.	Raise awareness of PhD opportunities within the Department. Encourage undergraduates, especially females, to apply for graduate study in the Department. Improve career progression pipeline in the Department by retaining more of our undergraduate cohort as PhD students	• Organize annual workshop to take place in early November each year. • Identify enthusiastic PhD students to participate in the workshop. • Provide up-to-date information on funding opportunities. • Ensure that candidates apply in time to be eligible for University scholarships and studentships with autumn deadlines. • Identify 3rd year undergraduates eligible to move directly to graduate studies (i.e. not medical or veterinary students – for these students, we will encourage those interested in research to apply for University's MD/PhD programme). Provide encouragement and advice during the application processes.	Workshop to be held annually in November. First workshop in November 2017.	GPC. Individual academic staff to advise those students applying for PhDs in their labs.	Track participation in workshop over three years and evaluate via Department's annual Undergraduate survey. Increase in the numbers of 3rd-Year Pharmacology under-graduates undertaking graduate study in the Department.
ACTION 31 Page 45	Facilitate researcher career development by running fellowship applications workshops	Encourage suitable individuals to apply for such fellowships and enable those applying to	• Fellowship workshop to be organized by GPC on annual basis. • Current and recent past fellows in the department to participate and	Workshop will be held Summer 2017 and annually thereafter.	Workshop organised by GPC. Individual	Track participation over three years and evaluate

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	giving PDRAs and final-year PhD students the opportunity to hear about and receive help with applications. **See also ACTION 7 (database of fellowships and other funding competitions).**	build confidence in their ideas and improve their applications with advice and feedback.	share their expertise. • Hold mock interview panels with Senior Academic Staff for postdoctoral research staff applying for academic positions and fellowships (this already happens but can be made more routine). • Make staff aware of these provisions through their mentor or advisors. • To encourage and assist in writing applications, establish a database of past fellowship applications (both successful and unsuccessful) as a reference resource for new applicants. • Those fellows who are not willing to donate their applications to the database may nevertheless be willing to provide assistance and advice on a 1:1 basis: A list of these people, and the types of fellowship applications they can assist with, will be circulated to applicants.		assistance with application coordinated by GPC.	annually after each workshop and via Departmental surveys. Increase in numbers of successful applications for fellowships (currently 2F:1M increase to 3F:3M) by 2020.
ACTION 32 Page 45	**Amend Department's annual Postgraduate survey to measure impact of Athena SWAN actions on general culture, personal confidence and career progression.**	Understand the impact of events arising since the GPC was set up, such as career events, journal club, technique talks on our graduate student cohort will help to inform future planning of the	• Postgraduate survey to include separate questions about each of the new inititatives.	Amended survey will be run in 2018. Survey reviewed and repeated annually.	GPC	2018 survey results will be used to identify and implement new actions in 2018/2019.

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		career development programme for graduate students.				
ACTION: 33 Page 46	**The Department will fund membership of the British Pharmacological Society (BPS) for all postgraduate students to assist them in their involvement of external committees and extra-curricular activities.**	Encourage postgraduate students to become involved in the wider Pharmacology community and to take advantage of the varied opportunities the BPS provides (training, outreach, funding for conferences, speaking opportunities, prizes and awards).	• Provide information about benefits of BPS membership to new graduate students at their induction. • Further information will be provided via graduate pages of the Department website.	BPS membership provided to all current and new postgraduate students at start of 2017/2018 academic year.	GPC and DGEC	Evaluate awareness and impact of BPS membership via Department's annual Postgraduate survey.
ACTION 34 Page 46	**Formalise procedures for supporting grant applications by academic staff.**	Increase success rate of funding applications through mentoring.	• Hold mock interview panels to present and defend grant proposals in early stages. • Peer review of grant proposals prior to submission.	Support procedures in place by early 2018.	Prof Mike Edwardson (HoD)	Increase in numbers of successful grant applications from xx% to yy%
ACTION: 35 Page 46	**Introduce monthly Academic Staff lunches.**	To provide a supportive environment to stimulate knowledge exchange and research collaboration between groups within the Department and beyond.	• Academic staff to present overview of current and future research plans in an informal and supportive setting. • Receive feedback from peers on new research projects and grant applications	Monthly lunches to start by end of 2017.	Prof Mike Edwardson (HoD)	Increase in numbers of successful grant applications from 36% to 50%.
ACTION: 36 Page 47	**Ensure that all staff take part in the Reviewer and Reviewee**	Improve the usefulness and impact of SRDs.	• E&DC to review effectiveness of training courses following feedback.	2018, review 2019.	E&DC sub-group	Achieve >80% satisfaction rate with SRDs in

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	training courses.					staff surveys (in 2016 SBS Staff Survey 40% found the SRD useful (47% M, 35% F).
ACTION 37 Pages 49, 52	**Create a section within the "Parents and Carers" section of the Department's website to summarise the variable provision available to those holding different fellowships.**	Improve communication about provisions such as Shared Parental Leave, as different fellowships may be governed by different policies to those provided within University funding schemes.	• Discuss with the University the shortfall of funding for those Fellows who are not University employees.	2018, review 2019.	Ms Julie Boucher (Department Administrator)	Continue to explore funding options with the University.
ACTION 38 Page 49	**Improve awareness of, and University's provision for, those with non-standard caring responsibilities.**	Achieve equality for those with non-standard caring responsibilities who cannot access the current University support initiatives that are available to other carers.	• Engage with SBS to develop a SBS-wide survey of carers with non-standard responsibilities to establish what level of funding is needed. • Lobby University via School of Biological Sciences (SBS) to increase and broaden funding schemes available to those with non-standard caring responsibilities. • Hold workshops catering to all carers, e.g. Caring-4-Elders.	2018	Dr Laura Itzhaki (E&DC Chair)	SBS survey of carers implemented in 2018. Findings of survey to inform discussions about funding schemes needed in 2019. Success in establishing SBS/University fund to support non-standard

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						carers in 2020.
ACTION 39 Page 50	**Further develop family-friendly section on website to advertise policies, and support and schemes available.**	Improve communication and access to services. Promote the University Childcare Office and new intiatives such as My Family Care and Care Search.	• Ensure access by gathering information all in one place: Create a page on Department's website identifying and providing links to support structures for those with caring and/or parental responsibilities. • Actively promote University's new SPACE program. • Nominate two points of contact within the Department to provide further advice if needed. • Investigate setting up our own 'parents' and carers' network' within Department. • Publish Case Studies of returning carers on the Department website.	Webpage completed in 2018, reviewed annually to ensure information is up to date.	E&DC	Departmental surveys to achieve >90% satisfaction rate regarding access to carer information and support.
ACTION 40 Page 51	**Ensure that all staff wishing to attend annual Away Day are supported to do so by providing financial support to cover carer costs.**	Our 2016 Survey on flexible working highlighted that 20% (11%F; 20%M) of those working flexibly do so for childcare reasons. A smaller percentage work flexibly in order to care for an adult dependent.	• Include enquiry about childcare/other caring needs in emails about the Away Day - costs to be covered by Department.	Annually, in advance of Away Day.	GPC, Ms Julie Boucher (Department Administrator)	Track uptake of this provision. Success measured by all those with caring needs being able to attend Away Days.

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ACTION 41 Page 51	**Establish a departmental policy on workload for academic staff returning from parental and other caring leave.**	Improve work conditions for returning staff (equivalent to scheme for new academic staff) to increase staff retention. Acknowledge that we cannot alleviate research workload but we can lighten the teaching and administrative workload. Effective policy helps to level the playing field and mitigate carers falling behind in their careers.	• Review individual's administrative and teaching duties before leave is taken. • Decide how best to relieve workload by reducing some of these duties during first year of return from leave.	Policy to be established and agreed at Academic Staff Meeting 2018.	Prof Mike Edwardson (HoD)	Survey staff returning from caring leave and achieve >90% satisfaction rate.
ACTION 42 Page 51	**Ensure that all eligible staff put in at least one application to the Returning Carers Scheme (RCS), and establish a database of previously successful RCS applications that can be referred to by those intending to apply.**	RCS helps to level the playing field by providing financial support to assist the careers of carers upon return from leave. Providing help and advice to applicants, including access to previous successful applications, will maximise likelihood of success.	• Email all staff prior to application deadlines (twice a year) to promote scheme, explain potential support they can request, outline help available for applications and emphasise the broad eligibility criteria (e.g. funding is available for 5 years after return from maternity leave, no limits to the number of times an individual can apply; individuals other than those returning from parental leave are also eligible). • Separate email to line managers prior to application deadlines to ask them to actively identify eligible candidates and to support their	Email staff prior to application deadlines. Database of previous applications established by end of 2017, database updated with every new application (with prior agreement from applicant).	Ms Julie Boucher (Department Administrator), Ms Amparo Saez (Senior Secretary), E&DC	All eligible staff are identified and apply to the Scheme at least once after returning from leave. Those returning from maternity leave can apply multiple times, and are supported in doing so at least once every year.

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			applications. • Previous successful applications collated into database. • Database advertised to all staff as part of emails promoting the Returning Carers Scheme.			
ACTION 43 Page 53	**Ensure that staff are aware of University support structures in cases where they are working flexibly because of health issues.**	18% of staff (22%F; 10%M) reported the need to adapt their hours for health issues in our flexible working survey. As health-related reasons are confidential, our only available action is to promote the support available in the University.	• Links to the different University support structures added to Department's website so they are easier to find: Currently, information can be difficult to find on University and external websites. • Links and information on website reviewed annually to ensure accuracy of information	Website updated by end of 2017. Website reviewed before new academic years 2018/2019 and 2019/2020.	Abbi Abbioui (Computer Officer) to compile pages of website. E&DC to review website.	Links to available support structures added to website. Increase to 90% those staff who believe that flexible working makes them more committed to their work (currently 82%)
ACTION 44 Page 57	**Organise new departmental social events:** **Summer Teddy Bears' picnic for the children of members of the Department** **"More in Common: A worldwide celebration of Jo Cox" event.**	In the SBS 2016 staff survey 76% (81%F:71%M) of all respondents felt that there was a "strong sense of community within the Department". The Department is continually looking for new ways to maintain and enhance this sense of	• Summer event organised (For 2017: Teddy Bears' picnic) • Organise one-off topical events (e.g. "More in Common: A worldwide celebration of Jo Cox" event) and events of specific relevance to the Department.	Summer 2017, and annually thereafter.	Ms Julie Boucher (Department Administrator), Mr Barney Leeke (Principal Technician), E&DC, GPC,	Maintain or increase >90% respondents who agree that there is a strong sense of Community within the Department in future SBS staff

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		community.				surveys (in 2016 survey: ~94% of academic staff, 56% research staff, 69% support staff).
ACTION 45 Page 60	**Make support staff aware of the comments from the annual Graduate Student and Postdoc surveys.**	Increase awareness of the different groups within the Department to further increase interactions and improve support for all members.	• Briefing meetings of support staff with DA are already held termly. Graduate Survey results will be reported at one of these meetings.	End of 2017, 2018 and 2019.	Ms Julie Boucher, DA	The 2016 SBS Staff Survey indicated that ~70% of the Dept felt that communication was adequate. Increase to 80% in 2018 and 90% by 2019.
ACTION 46 Page 61	**Monitor and review workload model for teaching, administration and pastoral duties to ensure gender parity and also flexibility (e.g. for carers returning from leave). See also ACTION 41.**	The small number of senior women in the Department means that the composition of most senior management committees in the Department is predominantly male. The Department is conscious of the need to include females on its decision-making committees whilst ensuring that they are not over-burdened. Ensuring fair distribution of workload promotes	• Document of all current committee memberships including gender breakdown reported to Academic Staff Meeting. • Where appropriate include Fellows and Senior PDRAs on committees to increase female representation without overburdening female academics. • Workload model to properly recognise the importance of pastoral and related duties. • AWM operates on a points-based system to ensure fair distribution, and spreadsheet is distributed to all	Present workload document to Academic Staff Meeting October 2017. Review workload model annually.	Prof Mike Edwardson (HoD), Dr Robert Henderson (DHoD)	Female representation in all key decision-making committees reflects the % females in Department. Senior female representation in all key decision-making committees.

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		good citizenship and an inclusive environment.	relevant staff by email ahead of each academic year for review and to ensure transparency. Administrative work may be too diverse for a points-based system, but fairness and transparency of workload will ensured by distributing administrative spreadsheet via email as for teaching.			
ACTION 47 Page 62	**Support academic staff to take on additional responsibilities external to the Department where beneficial such as membership of external committees, and ensure that this work is recognised through SRD and SAP.**	Department does not have a coordinated approach to University committee membership. Staff are not always aware of opportunities to hold University positions, the value of such positions to career development and as stakeholder in shaping University policy, and how to go about applying. Positions of responsibility external to the University can greatly benefit career development and help to raise individual profiles as well as that of the Department.	• Compile a database of University and external committee memberships currently held by department staff, which can be used to direct staff to internal sources of advice regarding these committees. • Re-draft guidance for appraisers, including to: (a) actively encourage academic staff to take on external roles, e.g. University committee membership, membership of Research Council committees and journal editorial boards; (b) ensure that these contributions are appropriately recognised in appraisals. In addition to forwarding emails, coordinate efforts to encourage membership of external committees by senior staff providing advice on their experiences (e.g.	Appraiser guidance document to be prepared before next SRD round (end 2017). Database to be compiled early 2018 and reviewed annual. Findings reported to Academic Staff Meeting.	Prof Mike Edwardson (HoD) and Ms Julie Boucher (Department Administrator)	New database will be analysed for numbers and types of external roles held by academic staff and will address any concerns such as gender disparity.

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			during Academic Staff lunches – ACTION 35).			
ACTION 48 Page 63	Within the academic staff, rotate positions of responsibility (teaching, administrative, strategic).	Provide positions of responsibility that will most effectively support career development and future promotion applications. Increase diversity of viewpoints in key decision-making processes.	• 'Shadowing' by new appointments in 2016-7 for changeover in 2017-8.	Annual review of workload model.	Prof Mike Edwardson (HoD), Dr Robert Henderson (DHoD), Academc Staff (via Academic Staff Committee)	New appointees successfully carrying out the roles. Increase in % academics that have filled position of responsibility.
ACTION 49 Page 65	Increase visibility and raise profile of women in the Department, including the creation of a "Women in Pharmacology" wall to be situated near the Department's undergraduate Teaching Labs.	Although respondents to the Department's 2016 Undergraduate survey appeared satisfied with visibility of female role models (62%), there is still room for improvement and innovation (e.g. currently the Tea Room wall has a series of photographs of the previous Heads of Department, all of whom are men).	• Create series of pictures of women in the Department on display in public areas. • More photographs of women in departmental literature and on website. Ensure female academic staff and other senior research staff pictures are included on the website and in pictures around the building. • Highlight activities and success stories of the Department via the website, particularly contributions from women to improve visibility. • Continue to increase proportion of women speakers at Tea Clubs (has increased steadily: from 19% 2013/14 to 45% in 2016/17).	Picture series on display in 2018. Website updated in 2018 and images and content reviewed annually.	E&DC, Mr Barney Leeke (Principal Technician), Mr Abbi Abbioui (Computer Officer), Dr Taufiq Rahman (Tea Club organiser)	Maintain a level of at least 50% female speakers at Tea Club. Increase in positive responses in all Departmental surveys, with more probing survey questions added about female visibility as necessary.

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ACTION 50 Page 65	**Update all paperwork to recognise diversity.**	Create an inclusive culture.	• Continue to include the options "other" and "prefer not to say" in gender question in all surveys. • Include questions on internal documents to recognise and question "protected characteristics".	2018 and reviewed annually.	E&DC	All paperwork fully acknowledges diversity.
ACTION 51 Page 68	**Further increase the recognition of outreach work by members of the Department and encourage more members of the Department to become involved.**	Outreach work by academic staff is already recognised within the Department's workload model for academic staff, but this should be reviewed annually to appropriately account for individual commitments to outreach. Ensure that the contributions made by other staff groups are recognised and highlighted. Highlight the important role that we can play in training the next generation of scientists.	• PhD student training log (see ACTION 19) to recognise outreach work. • Continue to formally acknowledge and discuss outreach as part of SRD process. • Continue to highlight outreach activities in News section of Department website. • Highlight, via email, opportunities for outreach-related training (both University and external (e.g. competitive courses run by Royal Society)). Identify postgraduates and PDRAs interested in outreach-related careers and encourage them to apply for these courses. • Increase the numbers of sixth-form students undertaking summer placements: Advertise, using contacts already in place at local sixth-forms via our Young Pharmas programme, the availability of summer placements in the Department. Rotating each student	Review outreach work undetaken by PhD students: at end of 2018, 2019, 2020. For academic staff, reviewed annually within the Department's workload model. In 2018, focus on increasing the involvement of graduate students; PDRAs in 2019 and 2020.	DGEC Dr Matthew Harper (Outreach Committee Chair) and Prof Mike Edwardson (HoD)	Increase numbers engaged in outreach across all staff groups in the Department. 80% of research groups to have hosted at least one sixth-form student by end 2019 (currently 33% do so). Thereafter, all research groups to host at least one sixth-form student every two years.

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			between multiple research groups will enable more students to be hosted and will introduce more members of the Department to outreach work. • Publish images of school students on summer placements on Department website.			

6. CASE STUDIES: IMPACT ON INDIVIDUALS
Recommended word count: Silver 1000 *(Application: 498 and 434 words)*

Two individuals working in the Department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the Department.

More information on case studies is available in the awards handbook.

We had several unsolicited requests from members of the Department to contribute Case Studies to this submission.

Case Study – Dr Laura Itzhaki – Chair of SAT
499 words

I was appointed to a University Lectureship in Pharmacology in September 2013. Actively encouraged by the current HoD, I successfully applied for promotion in October 2014, the earliest opportunity for me to do so. I have worked in four other Cambridge departments/research institutes since starting my PhD in 1989. Pharmacology is the only one in which the Head/Acting Head of Department (three different individuals since 2003) leads by example, with allocated teaching duties on a fair and transparent system as for all other members of the Department. I believe this ethos, lack of hierarchy and HoD "Open-door" policy, very much sets the tone of the Department: everyone expected to contribute equally, with excellence in teaching regarded as highly as research. The Department has an exceptionally collegiate atmosphere, with a genuine desire by all academic staff to provide a nurturing environment for their research groups in which everyone can thrive. When issues do arise, I feel they can be discussed freely and openly in the Academic Staff Meeting and within the other (small number of) Departmental committees; one benefit of being in a relatively small Department is that information is disseminated more readily, processes of governance are transparent, and everyone feels that they have a stake in its success.

I have faced a series of family health-related hurdles over the last 12 years, some on-going, that have significantly impacted on my academic career, and I am consequently passionate about career progression for women. I have been able to discuss these issues openly with, and receive support from, senior colleagues in the Department. I plan to approach the SBS to set up an initiative that supports carers with non-standard responsibilities that are not met by the existing University support structures available to all other staff. This desire is based on my experience, as well as those of a number of colleagues, of caring for a child with substantial additional needs. There is no such initiative at any Russell Group University currently, nor any policy in this area that acknowledges the additional barriers to work faced by such parents. As AS academic lead, I believe this goes to the heart of its goals: to be truly flexible and responsive, to look at individual circumstances and formulate policy that ensures each of us is on a level playing field and thereby able to realise our full potential. I have discussed these plans with the University E&D team, and my HoD is also very supportive. I hope that any such initiative could be implemented across the whole University in future.

I have found the Department to be exceptionally welcoming, both to me and to my research group. I look forward every morning to coming into work, not only because of the science but also because of such positive interactions with my colleagues. Looking back a few years, I could not have hoped then that I would put my career back on track in such an overwhelmingly positive way, and the Department has contributed tremendously to my success.

Dr Zoé Husson

433 words

After completing a three-year PhD in France, I arrived in Cambridge in April 2015 to start my first postdoctoral position in the group of Dr Ewan Smith, a recently appointed University Lecturer (2013) in the Department of Pharmacology. My 1-year position was funded by the Department in order to support Dr Smith in building up his research group and specifically to acquire important preliminary data for grant applications. This initial support to Dr Smith's group paid off in multiple respects:

- The key results that I acquired meant that our group was successful in obtaining a number of external grants (including CRUK and Arthritis Research UK).
- I was successful in my application for a competitive EMBO Fellowship (see further below).

During this first year, alongside the exceptionally high level of scientific advice and guidance from my supervisor to set up new experiments in the laboratory and gather high-quality preliminary results, I became strongly integrated within Departmental activities. From the first months of my arrival, I have been involved in teaching (e.g. undergraduate student supervision in practical classes) and outreach activities (e.g. Cambridge Science Festival), as well as numerous networking/research events (e.g. Tea Club in the Department of Pharmacology, Cambridge Neuroscience symposiums and various conferences within Cambridge and the Department). This accessibility was of real benefit for my rapid integration in the Department, enriching and nurturing my commitment to the development of an independent academic career.

Additionally, I have received tremendous support and advice both from my supervisor, Dr Smith, and from other senior members of the Department in preparing grant applications and fellowship interviews. As a result, in December 2015 I was awarded an EMBO long-term fellowship (2 years) starting in March 2016. I am convinced that the level of support I received from the Department, with my applications, was critical for my success.

My first child was born in January and I have received much attention from the Department in order to provide me with a safe and accommodating work environment during my pregnancy. After discussion with my supervisor, who has been very supportive and understanding, I was able to adjust my working hours during the last weeks before starting my official maternity leave. The Department has, through its website and from meetings with the then temporary-DA (JB) and the Department's family contact (LI), been proactive in providing me with useful information on childcare options and various University schemes that would be useful in helping my return to work. The Department has also made enquiries on my behalf regarding my eligibility for some of these schemes, given that I am an EMBO fellow.

7. FURTHER INFORMATION
Recommended word count: Bronze: Silver: 500 *(Application: 485)*

Please comment here on any other elements that are relevant to the application.

A female postgraduate commented:

"During my 2nd-undergraduate year I became extremely ill, was hospitalised and unable to take my 2nd-year exams. I had to take three years out from my degree to recover from illness. I had planned to do Pharmacology for my 3rd-year, but admittance to this course is determined by 2nd-year grades – grades that I did not have due to being hospitalised. The Department was extremely supportive, offering me an open place for my 3rd-year whenever I recovered. During the three years of recovery I had 6-monthly meetings with the STA. These meetings were used to check up on how my recovery was progressing, and to re-affirm the Department's support and encouragement for me to return to my studies once recovered. The on-going nature of my recovery meant that for each year a place on the course had to be reserved for me, in the hope that I would be well enough to return. For three years I had to turn down this place, but the Department was always incredibly supportive of me taking more time away to return to my full health.

"Returning to study for my 3rd-year after three years off was not easy, especially as I still had health problems, but the Department were exceptionally helpful in aiding me with my return. They offered one-to-one help with essays, advised me to apply for extra time for my exams, and allowed me first choice for my research project.

"I absolutely loved the course and the Department, and a few weeks in I began to think about undertaking a PhD. I was still concerned about my health and whether I could manage the workload of a PhD, but I consulted the STA and she encouraged me to apply. I took the plunge after finding a supervisor in the Department who reassured me that he would be understanding about my health. Both of them were incredibly helpful regarding my application.

"By that summer I was successful on multiple accounts:
achieved a 1st in my degree
been accepted to a Cambridge college to study for a PhD and had funding from two different sources.

"I am loving my PhD so far. My supervisor continues to be exceptionally supportive, and the Department continues to offer a friendly and helpful working environment. I feel lucky that, after so large a setback, my life is back on track, and I feel incredibly grateful to the Department for all their help in this."

A female member of staff commented:
- *I appreciate the fact that I was allowed to take several periods of unpaid leave, totalling 2-5 weeks, to take care of my family.*
- *I feel that there is a strong mutual benefit in providing a flexible working pattern such as this for staff*
- *I consider that staff feel more valued and, therefore, more committed to going beyond what is expected of the job role*