UNIVERSITY OF CAMBRIDGE

Department of Biochemistry, University of Cambridge

Athena SWAN Bronze Application

Athena SWAN Bronze Application, 2017: Biochemistry

Application Information

Name of Institution:	**University of Cambridge**
Department	**Biochemistry**
Focus of Department	**STEMM**
Date of Application	**November 2017**
Award Level	**Bronze**
Institution Athena SWAN Award	**April 2014, Bronze**
Contact for Application	**Dr Dee Scadden**
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Table of Contents and Word Count

Glossary of Terms

BME	Black and Minority Ethnic
DA	Departmental Administrator
DRD	Department Research Day
E&D	Equality & Diversity
EDC	Equality & Diversity Committee
F	Female
HESA	Higher Education Statistics Agency
HoD	Head of Department
HR	Human Resources
M	Male
MFC	My Family Care
NS	Natural Sciences
PDRA	Post-doctoral Research Associate
PDTA	Post-doctoral Teaching Associate
PhD	Doctor of Philosophy
PI	Principal Investigator
PNTS	Prefer Not to Say
PPD	Personal and Professional Development
RA	Research Assistant
RC	Research Committee
RCS	Returning Carers Scheme
REF	Research Excellence Framework
RGH	Research Group Head
SAP	Senior Academic Promotion
SAT	Self-Assessment Team
SBS	School of Biological Sciences
SRA	Senior Research Associate
SRD	Staff Review and Development
SRF	Senior Research Fellow
ToR	Terms of Reference
UB	Unconscious Bias
UL	University Lecturer
USL	University Senior Lecturer

1. Letter of endorsement from the head of department

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

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

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

UNIVERSITY OF CAMBRIDGE

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

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Athena SWAN Bronze Award

CAMBRIDGE Cancer CENTRE
www.cambridgecancercentre.org.uk

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

Dear Ruth,

I write to you in enthusiastic support of my department's application to renew its Athena Swann Bronze Award. While there remains much to do, I nonetheless believe that we have come a long way since our last submission.

Our Equality and Diversity (E&D) Committee, of which I have always been a member, is now a firmly established and essential component of our Departmental landscape. It meets monthly, is represented at the highest levels of Departmental organization and management, and has a developed a pro-active, high profile, enthusiastic and "can do" demeanour that impacts all staff and students and all aspects of our teaching, research and administration.

Raising awareness of inequality – overt and covert – was our first priority. We established a greatly improved communication strategy, setting up a dedicated site on the both the Department's intranet and the University's on-line gateway and implementing formal mechanisms for feedback from staff and students. We also ran our own internal staff survey to identify where inequalities exist or are perceived. This survey, which we will re-run regularly, has proved an invaluable guide in focusing our continued efforts and guided establishment of probationary progression and mentoring programmes for all new staff and exit interviews for all staff that leave. We have also initiated a specific recruitment programme to encourage independent research fellows to join our department, that goes hand in hand with a policy to actively encourage female and BME applicants. We also engaged in a major training push, making completion of the University's on-line E&D course mandatory before any staff member can play any role in recruitment, personnel evaluation or serve on any Departmental committee. Compliance is now at 93% and rising. Full compliance in unconscious bias training is our next target. We instituted a dedicated biannual E&D seminar series that provide inspiring examples of women and BME individuals succeeding in academic research, teaching and leadership, together with a complementary programme to name meeting rooms and lecture theatres after positive role models.

In terms of practical changes for our staff, we have implemented a new statutory probationary progression and mentoring programme that, for the first time, provides concrete advice on career progression and success for all of our new faculty recruits. These mentoring committees comprise three members of existing faculty, chosen by the mentoree, who then meet at regular, defined intervals during the 5-year probationary period to provide advice, guidance and encouragement. The probationary mentoring committees are mirrored in our greatly improved support for graduate

students through the implementation of graduate thesis panels that, likewise, provide support, advice and (if necessary) representation on behalf of the student as well as arbitration in the unlikely event of discord.

Are we where we want to be? The answer is “no.” But are we heading in the right direction? I am satisfied that the answer is “yes.” Some 30% of our faculty are due to retire over the next 10 years so we have an unprecedented opportunity to correct the historic gender and minority imbalance. Meanwhile, progress is ineluctable, but slow: hence, our re-application for Bronze at this time.

My own personal commitment to fairness, inclusivity and the eradication of bias and discrimination remains absolutely unwavering and I am immensely proud of the huge efforts made by both our E&D Committee and every single member of our departmental family.

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

Sincerely,

Gerard I. Evan

Word count: 574

2. Description of the Department

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

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The Department of Biochemistry is one of the largest departments within the University of Cambridge, with research being led by over 40 independent Principal Investigators (PIs), who include both permanent University staff as well as Research Fellows. There are currently 137 graduate students and 66 third/fourth-year undergraduate students affiliated with Biochemistry. The Department of Biochemistry is one of nine departments and five major research institutes that comprise the School of Biological Sciences (SBS). The Department is largely accommodated within the Sanger and Hopkins Biochemistry Buildings, which are on Tennis Court Road in Central Cambridge (**Figure.1**).

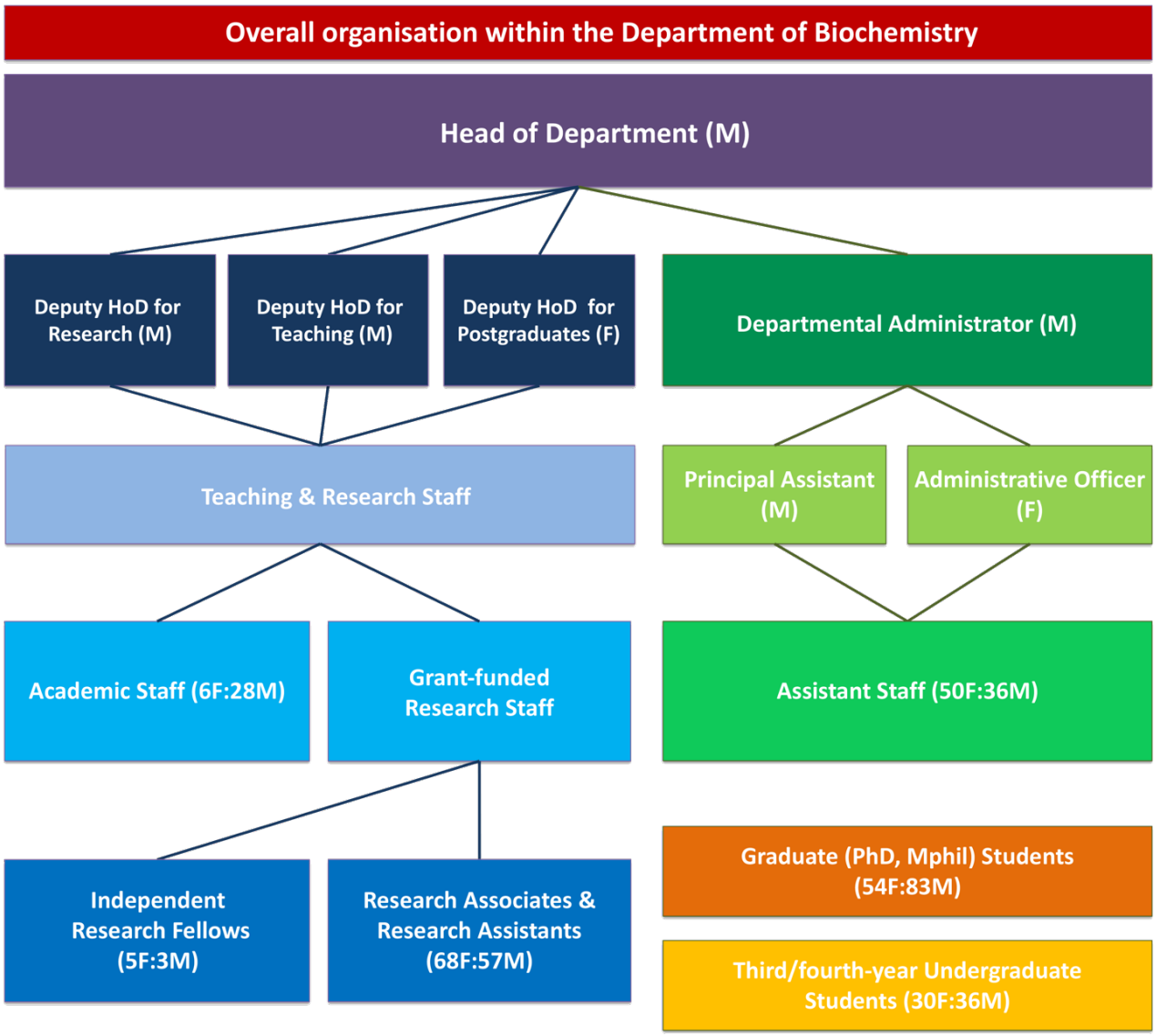
Figure.1:

Sanger/Hopkins Biochemistry Buildings are located 350 m apart on Tennis Court Rd

Research in our Department focuses on the fundamental processes of biological systems, with an emphasis on understanding at the molecular level. The Department also plays a key role in an extensive undergraduate teaching programme, contributing to courses in both the Medical and Veterinary Sciences and the Natural Sciences (NS). In addition, the Department offers both PhD and Masters graduate training programmes.

The Head of Department (HoD), Professor Gerard Evan, is directly supported by the Deputy HoDs for Research, Teaching, and Postgraduates, as well as the Departmental Administrator (DA); the most senior non-academic staff member (**Figure.2**). Together they oversee the research and teaching in the Department, ensuring the workload allocation to individuals is equitable. The Principal Assistant and Administrative Officer additionally facilitate the smooth running of the Department by overseeing the provision of administrative and technical support.

Figure.2:



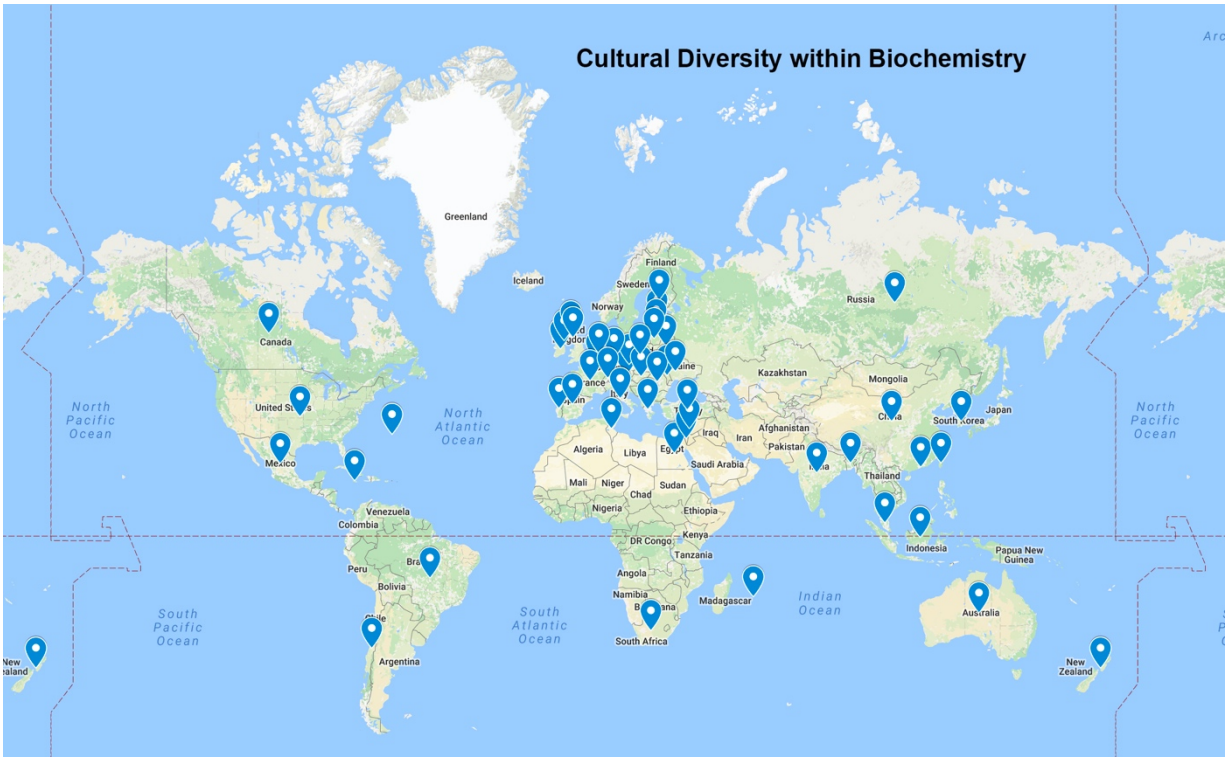
The total number of Academic/Research/Academic-related/Assistant staff in the Department is outlined below (**Figure.3**). While there is a recognized gender imbalance within academic staff, low staff turnover makes this issue difficult to resolve quickly. Nevertheless, we anticipate that the Departmental landscape has the potential to change significantly within 5-10 years due to retirement of 17 academic staff (2F/15M) by 2027 (see Section 4.2(i)).

Figure.3:

Staff groups within the Department, by gender			
Staff Group		**Females/Total**	
Academic Staff	*Permanent/fixed term – Professors, Readers, USLs, ULs.*		**6/34**
Research Staff (Researchers)	**Senior Research Fellows (SRF)** *Fixed term, independently funded PIs.*	5/8	**73/133**
	• **Senior Research Associates (SRA),** • **Research Associates (PDRA)** • **Research Assistants** *Typically fixed term, funded from a grant awarded to a PI.*	68/125	
Academic-related Staff	*Senior administrative roles.*		**5/13**
Professional and Support Staff ('Assistant Staff')	*Clerical, Library, and Secretarial Staff, General and Ancillary Staff, Technical and Related Staff.*		**50/86**

Whilst the Department is relatively large, there is considerable social interaction within the Department. Moreover, data from the 2016 SBS staff survey, where 77% of Biochemistry participated, shows an average 'engagement index' (an indicator of five key scores and considered a measure of a generally positive/harmonious working environment), for Biochemistry of 66% (68%F/67%M), which is consistent with the Department being a friendly place to work (SBS(average):70%). SBS survey data also showed that 67% of people believe that the 'Department values individual differences (e.g. culture and background)' (SBS(average):70%). Cultural diversity within Biochemistry is highlighted on the map displayed on our Departmental website, which indicates the countries represented within our Department (**Figure.4**).

Figure.4:



Word count: 402

3. The Self-Assessment Process

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

Describe the self-assessment process. This should include:

i. A description of the self-assessment team

We understand the importance of diversity, and membership of the Department of Biochemistry's Self-Assessment Team (SAT), known as the Equality & Diversity Committee (EDC), reflects the diversity in our Department. Members include men/women of varying ages, roles, family circumstances, and staff groups, including the HoD and DA (**Figure.5A/B**). The team comprises individuals who took part in the 2014 application, along with new members who were appointed in accordance with the terms of reference (ToR) for the EDC. Members of our SAT are united in our commitment to equality and fairness in the workplace.

The previous chair of the EDC, Professor Kathryn Lilley, stepped down in April 2016 at the end of her term, and the current chair is Dr Dee Scadden.

Figure.5A:

Figure 5B: A description of the Self-Assessment Team
Members of the team involved in the 2014 Athena SWAN application are highlighted in blue

Member (M/F) (Date of joining Dept)	Staff Group	Role and Relevant Experience
Debbie Canham (F) (2017)	Academic-Related	**Administrative Officer**. Worked 20 years in a male-dominated environment; strived to achieve equality for all staff regardless of gender/background.
Adriana Dote (F) (2016)	Assistant staff	**HR**, secretary to the SAT. Experience of working on temporary, permanent and fixed-term contracts in the University.
Gerard Evan (M) (2009)	Academic (Professor)	**HoD**; Previously, Napier Research Professor at UCL and a Distinguished Professor at UCSF.
Sandra Fulton (F) (1994)	Academic-Related (**Part-time**)	**Assistant Director of Teaching**, previously post-doc and College Teaching Officer. Experience of balancing work and family.
Mairi Kilkenny (F) (2010)	Researcher	**SRA**; participates in teaching and outreach activities, committed to encouraging young people into STEMM subjects and supporting diversity.
Trevor Littlewood (M) (2010)	Researcher	**SRA**; involved in teaching (including undergraduate lecture modules) and outreach activities.
Stephanie Low (F) (2012)	Assistant staff	**Provides administrative support to researchers/academic staff**. Experience of full-time, part-time, permanent/temporary contracts.
Sarah Lummis (F) (1998)	Academic (Professor)	**WiSETi rep**, **Chair Postgraduate Committee**, parent of two university-aged girls. Experience of challenges balancing academic science career with family/life issues.
Juan Mata (M) (2007)	Academic	**Senior Lecturer**. Part of a dual career family with two teenage children.
Steve Murfitt (M) (2003)	Assistant staff	**Senior Research Technician**; progressed from junior teaching laboratory technician within the Department. Mentor for apprentice technicians.
Dee Scadden (F) (1993)	Academic (USL)	**Chair of SAT**, parent of two young boys. Has experience of balancing teaching/research with family life.

Nick Smith (M) (2015)	Academic Related	**DA;** head of all non-academic services in the Department. Ex HR Director.
Yi Lei Tan (F) (2014)	Graduate Student	**PhD student**, **Postgraduate Committee member**. Committed to promoting the well-being of postgraduate students.
Christine Thulborn (F) (1995)	Assistant staff	**Teaching, Examinations and Postgraduate Administrator**; advises on the needs of undergraduate/postgraduate students.
Qian Wu (F) (2007)	Researcher	**Post-doc Committee Member**, parent to one young child. Encourages and helps young researchers manage family duties/childcare while conducting effective research.

ii. An account of the self-assessment process

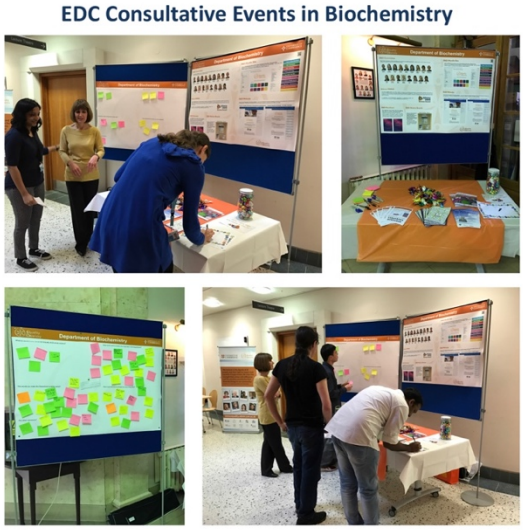
The EDC meets monthly. The task of the Committee is two-fold; to implement and monitor initiatives set out in the 2014 application, and to continually assess what improvements can be made in our Department to ensure a good working environment for all members.

We have used a variety of mechanisms to solicit feedback from Department members regarding E&D issues and achievements, as follows:

A. Department members were invited to give their views in two anonymous staff surveys: Biochemistry staff survey (2015; 281 responses (51%F/47%M/2%PNTS (prefer not to say))), and SBS staff survey (2016; 77% of Biochemistry staff participated).

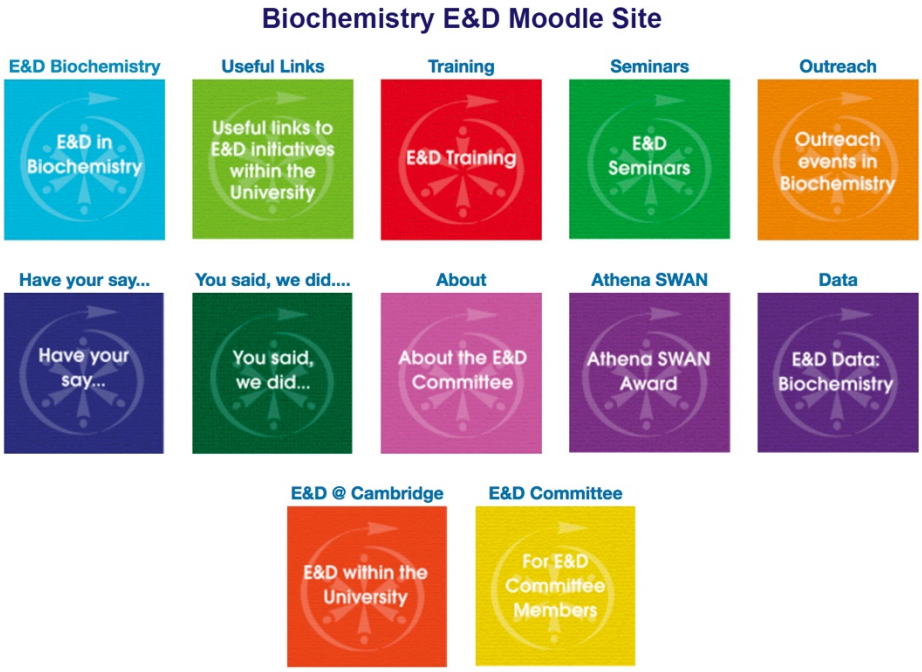
B. The EDC facilitated two Departmental 'Consultative Events' (March 2017), where Department members were invited to give feedback about improvements/changes they have seen/would like to see in the Department (**Figure.6**). These events were well attended (94F:62M), and led to various initiatives implemented by the EDC. Moreover, these events raised awareness about the activities/objectives of the EDC within the Department.

Figure.6:



Department members are invited to provide feedback via the forum on the online Departmental E&D Moodle site, which was recently established by the EDC. All Department members have access to this Moodle site, which contains information about activities and achievements within the Department, as well as links to University-wide E&D initiatives (**Figure.7**).

Figure.7:



C. Focus groups and consultative committees are also used to obtain feedback on specific initiatives. E.g. Consultative Committees are used to obtain feedback from undergraduate student representatives. Departmental committees have been structured to enable feedback to be obtained from all staff groups within Biochemistry.

The EDC has taken steps to raise awareness within the Department about E&D issues. As part of this initiative, the EDC invited two high-profile women to give seminars in Biochemistry, with an open invitation across the SBS. Femi Otitoju (*Challenge Consultancy*) thus spoke about 'Understanding Unconscious Bias (UB)', and Professor Michelle Ryan (*University of Exeter*) presented her work on 'Understanding How Context Shapes Women's Ambition'. These seminars were attended by 120 staff (~50%F/50%M). Both seminars elicited much discussion about E&D, and lessons learnt were subsequently used to inform changes in our Department.

> *'The recent seminar on UB revealed how pervasive such bias can be. It certainly revealed to me the cultural bias that we are all subject to.'*
>
> **Male SRF**

iii. Plans for the future of the self-assessment team

The EDC will focus on ongoing E&D initiatives within the Department, as well as evaluating our progress on the Action Points outlined. We will continue to collect and analyse all relevant Departmental data to identify any potential biases or other issues, and will use these data to inform new initiatives. We will thus maintain the momentum that will enable us to implement further positive changes in the Department.

Whilst the current EDC comprises an enthusiastic group of people committed to instilling positive change in our Department, membership will be reviewed regularly to ensure that all Department members have the opportunity to participate, and that all staff groups continue to be represented. This is important to get 'buy-in' from all sectors of the Department, and to firmly embed E&D initiatives in our Departmental culture. Appointment of staff to the EDC will be in accordance with its ToR.

Action.1 – To ensure that all members of the Department have the opportunity to participate in the EDC, and to maintain a balanced membership. We will thus ensure that our E&D initiatives are embedded into the Departmental culture.

The chair of the EDC reports regularly to PIs via termly meetings, and at the annual retreat for senior staff, thereby effectively disseminating E&D information within the Department. EDC members also liaise with and participate in other Departmental committees, thereby ensuring effective integration of E&D initiatives in the Department. Going forward, we will ensure there is an EDC member on key decision-making committees in the Department, whose specific responsibilities include serving as an advocate for E&D issues.

Action.2 – We will ensure that there is a member of the EDC on key decision-making committees within the Department (e.g. Management, Strategy), whose specific responsibilities include serving as an advocate for E&D issues.

The E&D Moodle site we have developed will continue to be used for communicating E&D initiatives (e.g. information, training) from the Department or wider University, and for providing updates on the ongoing work and Departmental achievements.

Action.3 – We will analyse the engagement of members of the Department with the E&D Moodle site using website analytics, which will reveal its effectiveness. If required, initiatives will be implemented to encourage more staff to engage with the Moodle site.

We will ensure that EDC members are recognised for their service to the Department. Contributions by academic staff to Departmental committees are recorded in the workload allocations database (see below (5.6(v))), and contribution of other staff are recognized by individual line-managers. Such recognition is important for academic staff when applying for promotion, and for assistant/academic-related staff who are eligible for contribution increments/payments and promotion.

Word count: 927

4. A Picture of the Department

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

4.1 Student Data

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

i. Numbers of men and women on access or foundation courses

N/A

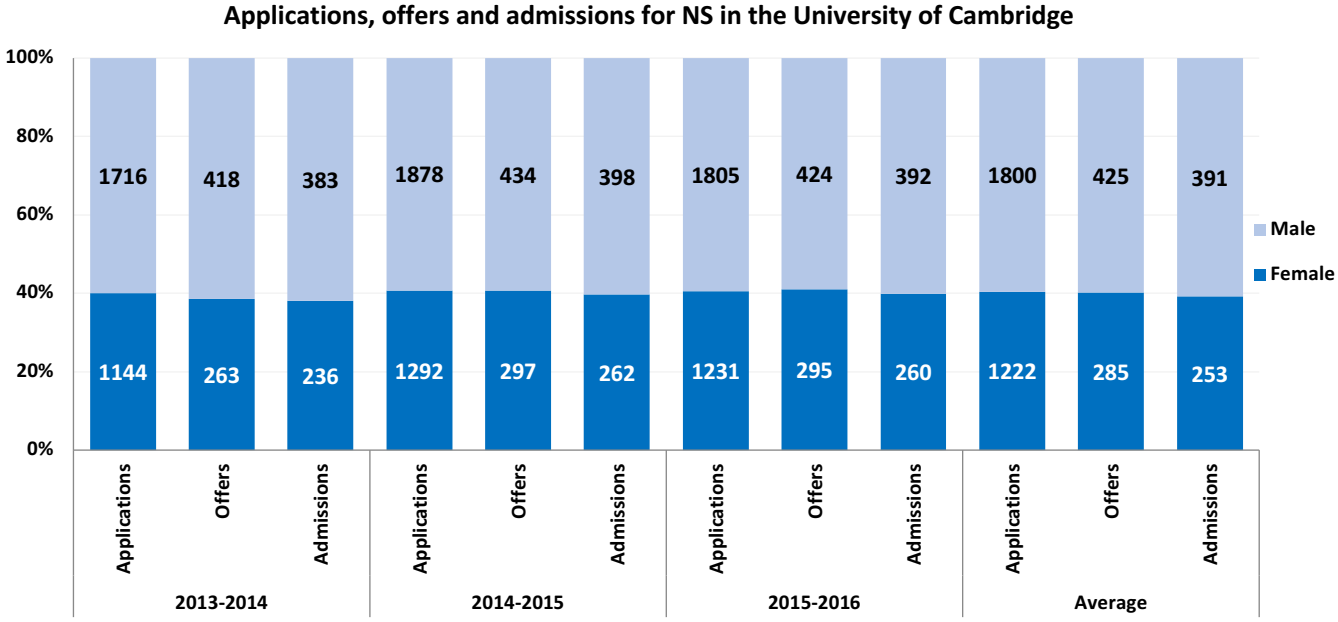
ii. Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

Biochemistry contributes to undergraduate teaching within the 'Natural Sciences' (NS) programme, a large framework within which most science subjects are taught at Cambridge. The NS programme offers a wide range of physical/biological science subjects, and involves 16 University departments. Undergraduates at Cambridge are admitted by one of 31 autonomous colleges; departments have no control over entry to a specific course.

Approximately 650 full-time students are admitted to physical/biological NS each year (average 39%F) (**Figure.8**). The gender bias observed results from the predominance of male students admitted to courses in physical NS.

Figure.8:

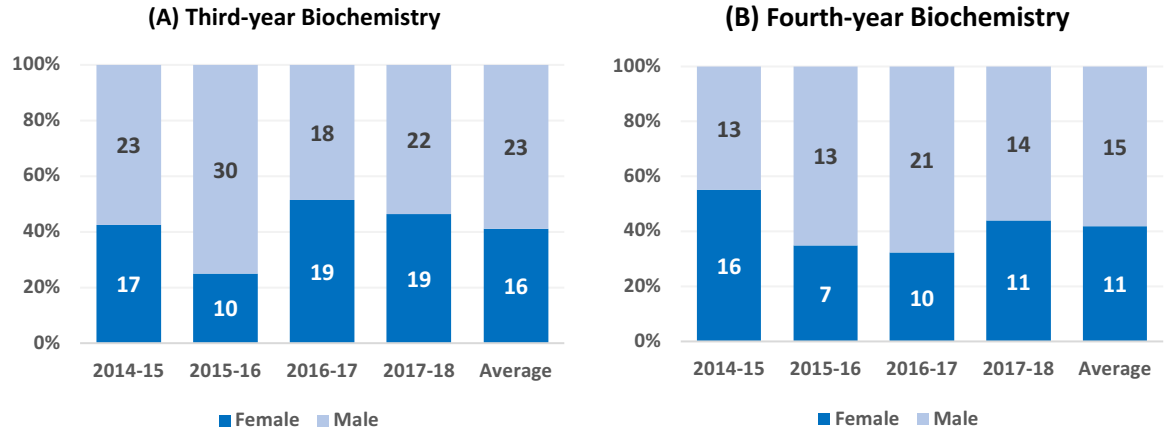


Biochemistry is one of few Departments that offers both three- and four-year courses, where admission to the third/fourth years is managed by the Department, and based purely on academic performance (information regarding gender is removed). A number of students elect to do only the three-year Biochemistry course, thereby obtaining a BA(Hons), then embark on postgraduate studies (e.g. PhD/MPhil). However, destination routes vary considerably. A proportion of students will go on to take the fourth-year Biochemistry course, which has a substantial research component and leads to a Master of Natural Science Degree (MSci). Students often choose to do this extra year to gain additional laboratory experience prior to undertaking further postgraduate studies.

Since 2014, the proportion of female students admitted to third-year and fourth-year Biochemistry were on average 41% and 43%, respectively, although there is considerable variation from year-to-year (**Figure.9**). Although this is ~12% lower than seen nationally for Biochemistry undergraduates (54%F; **HESA**:2014/15), the apparent gender bias is largely due to the unusually high proportion of male students admitted to third-year Biochemistry in 2015-16 (10F/30M). Nevertheless, we will continue to monitor these data carefully to verify that this anomaly accounts for the apparent bias.

Figure.9:

Number of students taking third and fourth-year Biochemistry

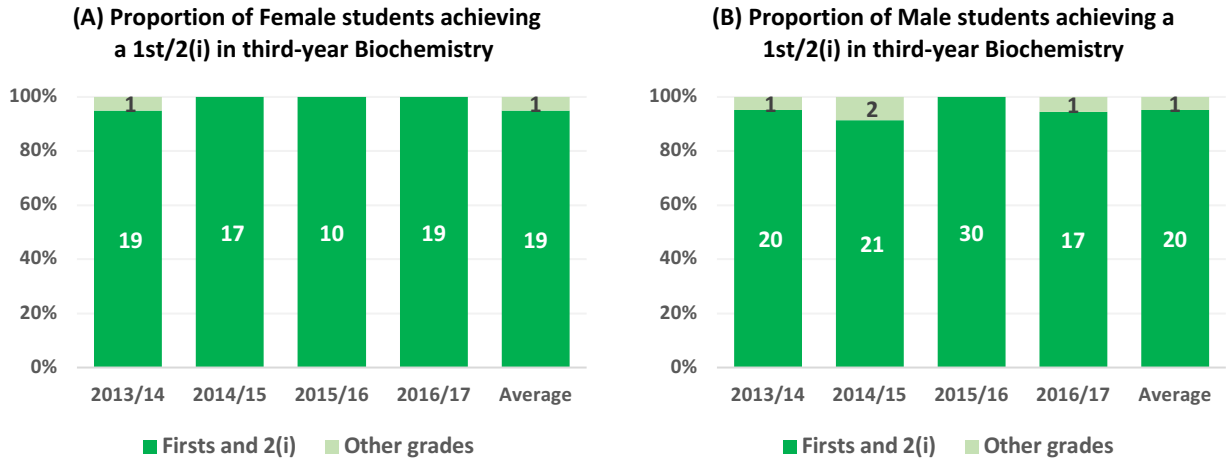


We will take steps to ensure that the third/fourth-year Biochemistry courses are promoted effectively for all students. These courses are currently promoted at a briefing evening, as well as via printed and online promotional material. The briefing evening provides an opportunity for prospective students to meet academic staff and current Biochemistry students. However, relatively few female academic staff have attended this event over the past few years, possibly due to the timing (5-6pm) clashing with family responsibilities. The timeslot of the briefing event will therefore be altered to increase the potential number of female academic staff able to participate, thereby providing good role models for undergraduates.

Action.4 – The time slot of the briefing event held for prospective third/fourth-year Biochemistry students will be changed to increase the potential number of female academic staff available as role models.

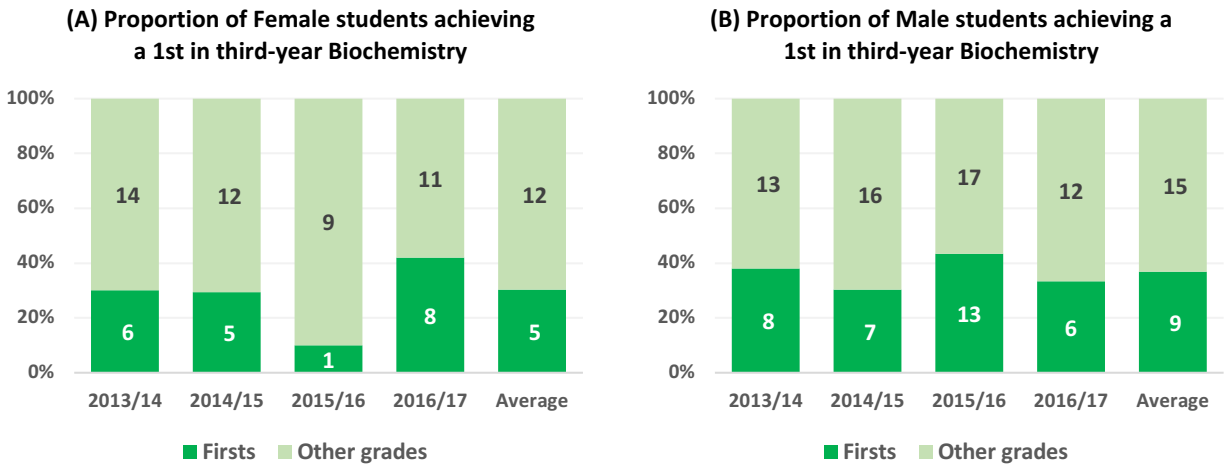
Since 2013, the proportion of female/male students attaining a 1st/2(i) in third-year Biochemistry, which is typically the requirement to progress to postgraduate study, are similar (average 99%F/95%M; **Figure.10(A,B)**).

Figure.10:



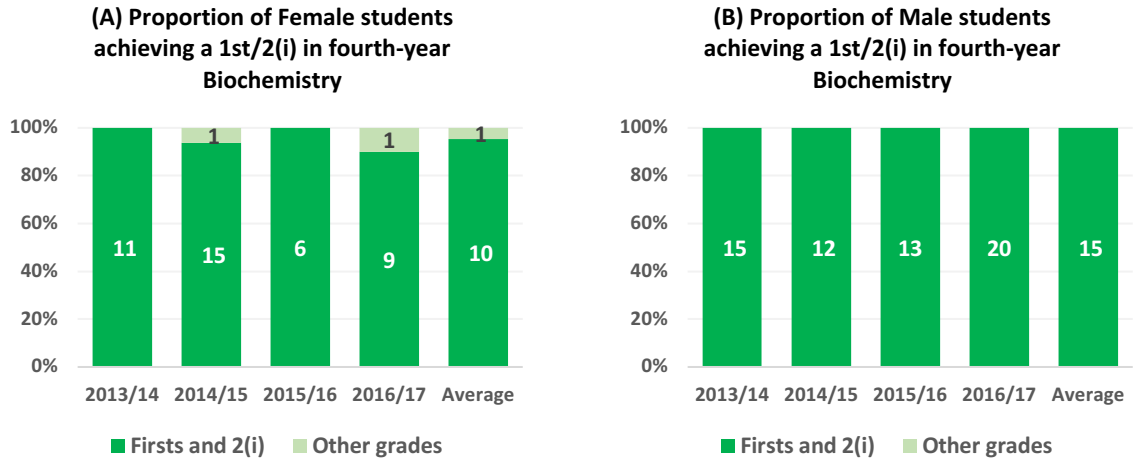
Further analyses of these data showed 28%F/36%M students achieved a 1st-class in third-year Biochemistry (**Figure.11(A,B)**). However, the apparent discrepancy in the overall proportion of females/males getting firsts can be accounted for by the unusual bias in the 2015/16 academic year, where there were 30M/10F third-year students (**Figure.9(A)**), and where 43% of those male students achieved a first (13/30M), compared to 10% of the female students (1/10F) **(Figure.11(A,B)**). Such 'blips' in the data are likely to occur occasionally for relatively small datasets. If the data from the 2015/16 year are omitted, the average number of firsts for females/males taking third-year Biochemistry are equal (34%). Nevertheless, we will continue to monitor these data to ensure there is no inherent bias.

Figure.11:



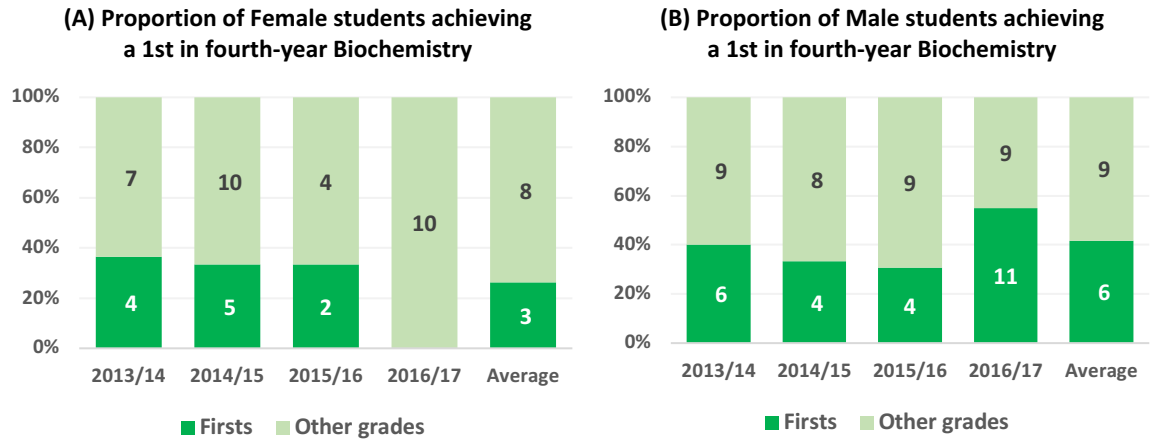
Since 2013, the proportion of female/male students achieving a 1st/2(i) in fourth-year biochemistry was similar (average 96%F/100%M) (**Figure.12(A)/(B)**).

Figure.12:



Further analyses of these data showed 26%F/40%M students achieved a 1st-class in fourth-year Biochemistry (**Figure.13(A,B)**). While these results suggest a lower proportion of female students obtained firsts, these data are skewed by the unusual bias seen in the 2016/17 academic year, which followed on from that seen in 2015/16 for third-year Biochemistry (**Figures.9,11**). Again, if the data from that year are omitted, the average proportion of female/males achieving a first are similar (34%F/35%M). Nevertheless, we will continue to observe these data with due diligence.

Figure.13:



'100% of undergraduate respondents in Biochemistry replied that they felt part of the academic community in college and university.'

National Student Survey, 2016

iii. Numbers of men and women on postgraduate taught degrees

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

N/A

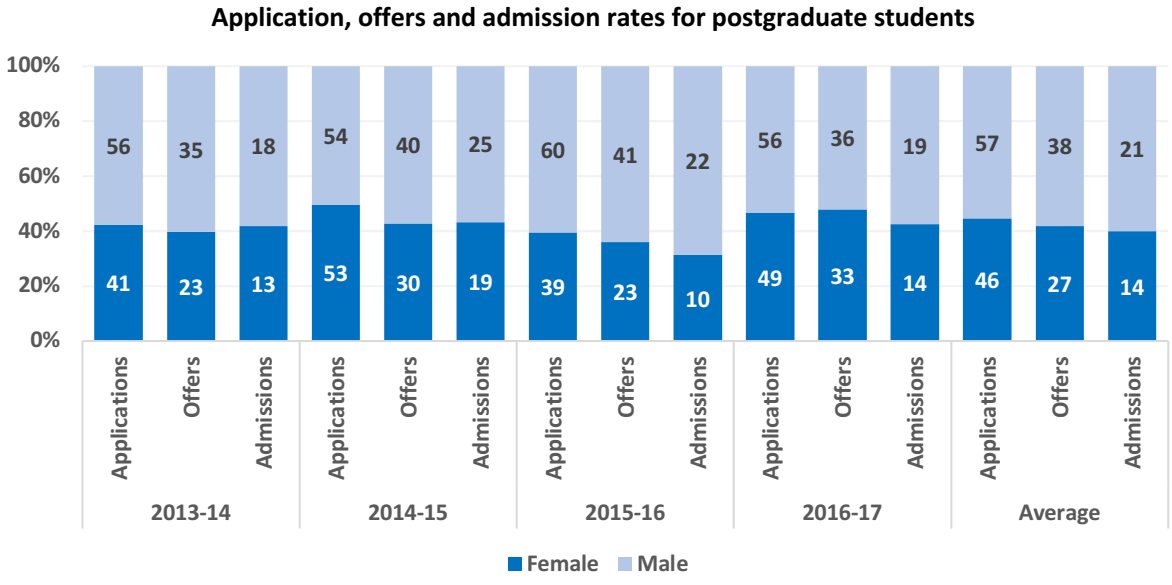
iv. Numbers of men and women on postgraduate research degrees

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

The postgraduate population in Biochemistry is highly international, and admission extremely competitive. Funding sources typically include Research Councils, accredited research charities (e.g. Wellcome Trust), and international funding. All candidates are interviewed by academic staff prior to admission.

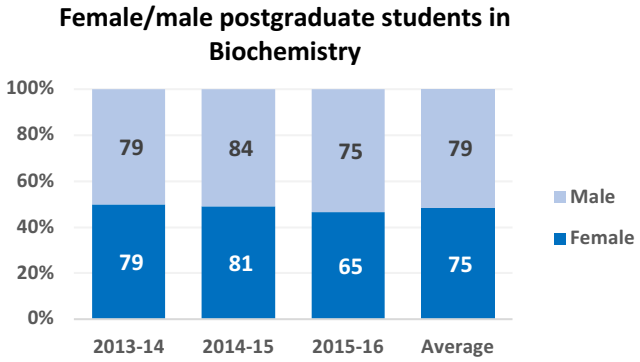
Over the past four academic years, 45%F/55%M (average) students applied for postgraduate studies (**Figure.14**). In contrast, 40%F/60% M (average) students were admitted as postgraduate students, which is lower than the national average for postgraduate students in Biochemistry (50%F/50%M, **HESA**:2014/15). However, the apparent imbalance can largely be attributed to the relatively high proportion of male students admitted in 2015-2016 (69%M). Nevertheless, we will continue to evaluate these data carefully.

Figure.14:



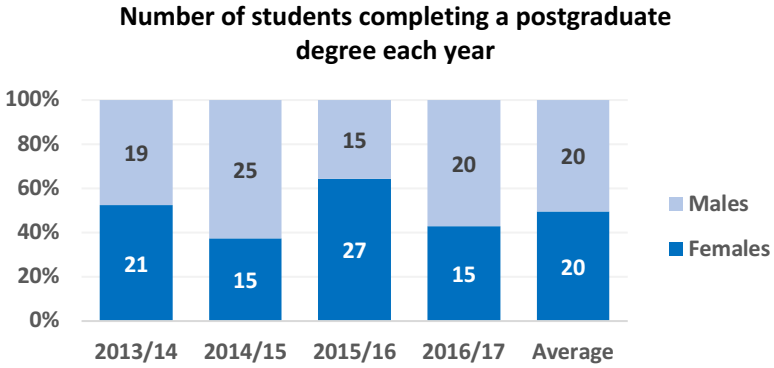
Since the 2013/14 academic year, on average 94% of postgraduate students in the Department studied for a PhD, with the remainder studying for an MPhil. As there are relatively few MPhil students, data related to postgraduate students (i.e. PhD/MPhil) have been combined. Of the total population of postgraduate students in Biochemistry, the proportion of females/males were similar (average 49%F/51%M) (**Figure.15**). Over the past four years, 1F PhD student was part-time, while the remainder of students were full-time.

Figure.15:



Biochemistry has excellent completion rates for postgraduate students, with at least 86% of students completing their degrees within four-years. The number of students completing their postgraduate degree each year, which approximately correlates with the number of students admitted four-years previously, are shown (**Figure.16**). On average, an equal number of female/males completed postgraduate degrees in Biochemistry.

Figure.16:



v. Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

From 2014-17, on average ~42% of third/fourth-year students, and 49% of postgraduate students in Biochemistry were female (**Figure.9 and Figure.15, respectively**). An increase in the proportion of female students is thus seen when looking at the progression from undergraduate to postgraduate students in Biochemistry.

To ensure that the gender balance amongst graduate students is maintained, we will continue to raise awareness among undergraduate students of opportunities for postgraduate studies and beyond.

Action.5 – We will continue to raise awareness among undergraduate students about opportunities for postgraduate studies and beyond. Information will be provided via dedicated seminars, supervision groups, and by providing good female role models in Biochemistry.

4.2 Academic and research staff data

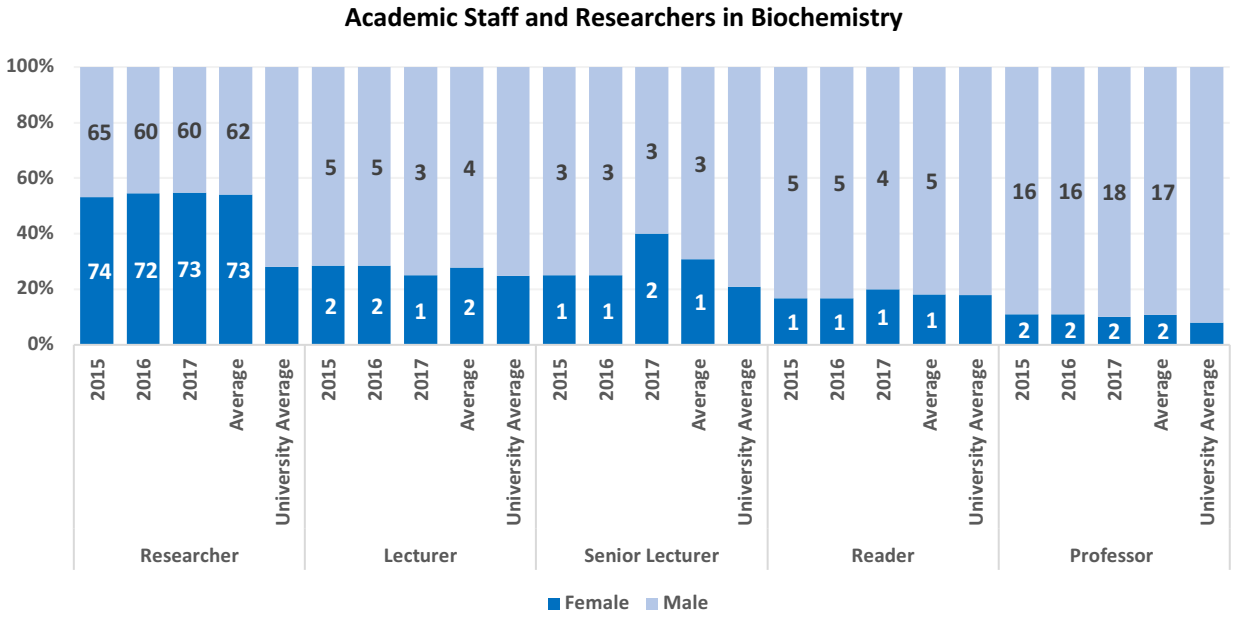
i. Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

One USL in Biochemistry has a teaching-only role. All other academic staff are both teaching- and research-active. All research staff ('researchers') in Biochemistry have research-only roles, although opportunities to contribute to Departmental teaching are offered. Three academic staff are part-time (0F/3M), and additionally hold positions elsewhere. There are 18 part-time researchers (14F/4M). Flexible-working arrangements are welcomed within Biochemistry so as to provide an inclusive working environment.

On average, the proportion of female/male researchers in Biochemistry over the past 3 years is similar (54%F:46%M) (**Figure.17**). This is substantially better than the University and SBS averages (25% and 27%, respectively), and similar to the national average (50%F; **HESA**:2014/15). The equality seen in recruitment of researchers to the Department reflects the fact that PIs involved in recruitment are required to undertake training in E&D and UB (see below).

Figure.17:



Despite having similar numbers of female/male researchers in Biochemistry, there is a significant gender imbalance within academic staff, which approximates that observed across the University (**Figure.17)**. Moreover, the proportion of female/male academic staff, excluding professors, (average 23%F/77%M), is similar to that seen nationally in other Bioscience Institutions (25%F/75%M; **HESA**:2014/15). In contrast, the proportion of female professors in our Department (11%F) is substantially lower than seen nationally (average 19%; **HESA**:2014/15). This figure has decreased from 14% in 2013, due to one retirement. Overall, the proportion of female academic staff in Biochemistry is relatively low (20%F).

Changing the gender balance within academic staff is a long-term process. The low number of female UL/USLs currently in the Department (3F) means that relatively few women will reach more

senior positions via promotion. While recruitment of more female ULs will help rectify this issue, there have been no recruitment opportunities since 2012. However, during the next 5-10 years there will be a substantial number of retirements in Biochemistry that will provide opportunities to redress the gender balance among academic staff (**Figure.18**). Eight academic staff are expected to retire by 2022 (1F/7M), and a further 9 by 2027 (1F/8M).

Figure.18:

Projected retirements of Academic staff in Biochemistry	
Year	**Female/Total number**
2017	**0/2**
2018	**0/1**
2019	**1/1**
2020	**0/1**
2022	**0/3**
2024	**0/2**
2025	**0/1**
2026	**1/5**
2027	**0/1**

We will implement strategies to increase the number of females applying for UL vacancies in Biochemistry:

(i) A sentence will be included in all advertisements for academic vacancies, stating "Applications from women and ethnic minorities are particularly welcome." Such wording will also be used when recruiting for other positions in Biochemistry.

(ii) We will be proactive in identifying potential applicants from diverse backgrounds, where both gender and ethnicity are considered. For example, we will identify good candidates from conference programmes (e.g. Royal Society Research Fellow Conferences), via specific research networks (e.g. RNA Society), and by targeting conference speakers via personal introduction, etc.

(iii) If there is gender bias within the initial applicant shortlist, we will encourage further applications to achieve a more appropriate gender balance.

By increasing the number of female ULs, the gender balance of more senior academic staff has the potential to improve through promotion. Moreover, we will ensure that recruitment processes for endowed chairs are equitable for females/males. By implementing these initiatives, we anticipate that the gender balance in Biochemistry will be improved. We will also expand the scope of our activity to include BME applicants.

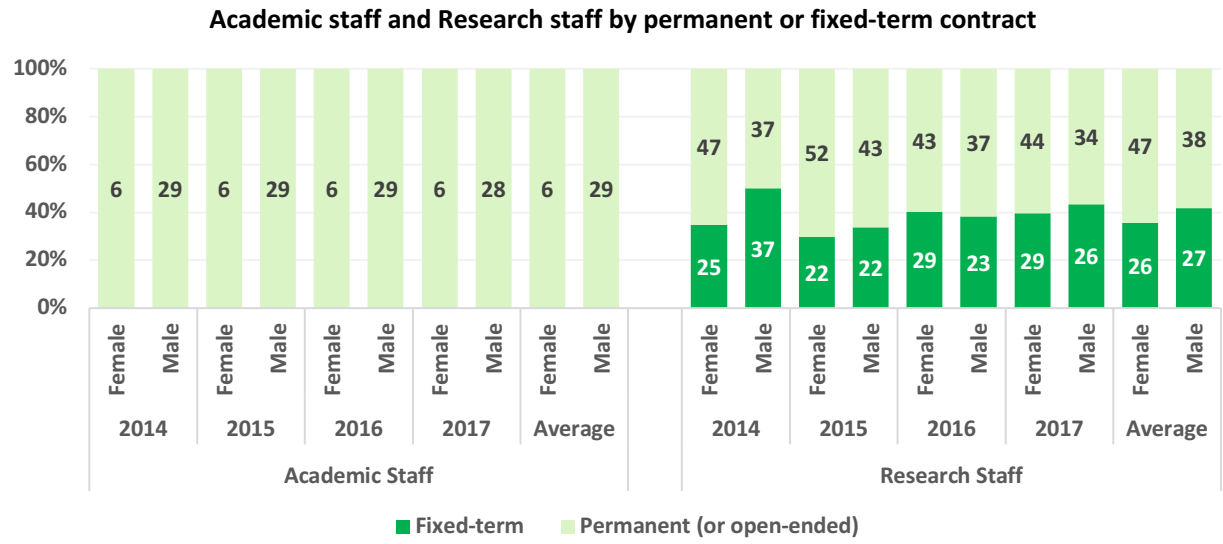
Action.6 – We will implement initiatives that aim to increase the number of female applicants for academic staff vacancies, which involves the inclusion of wording in job advertisements that encourages applications from women, and to actively identify potential candidates.

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

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

All academic staff within Biochemistry are on permanent contracts (**Figure.19**). In contrast, over the past four-years, an average of 38% (26F/27M) researchers were on fixed-term contracts, and 62% (47F/38M) on permanent/open-ended contracts. Overall, no gender bias was observed.

Figure.19:



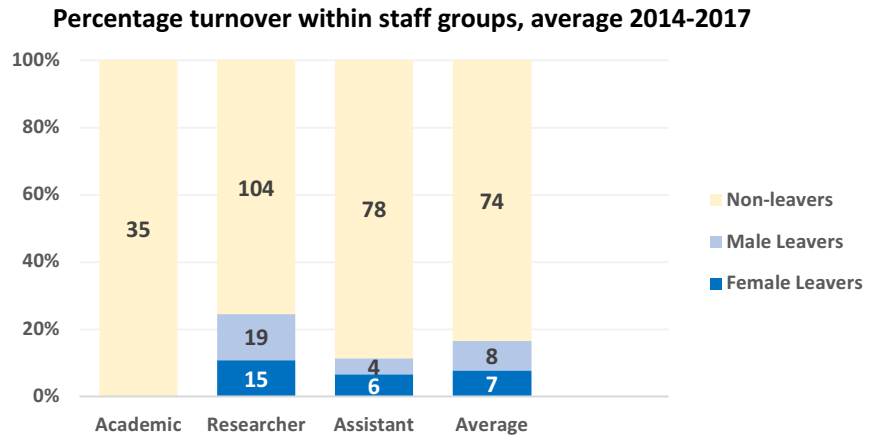
Researchers are typically employed on grants awarded to PIs. At the completion of the grant, funding may be sought to enable the continuation of the project, with the possibility of further employment. Three-months before grant-funding ends, the PI completes a document regarding the future of the project, and the researcher subsequently meets with the PI/Departmental HR team to discuss their employment. In instances where grants are not renewed, researchers may be redeployed to another role, or redundancy is offered.

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

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

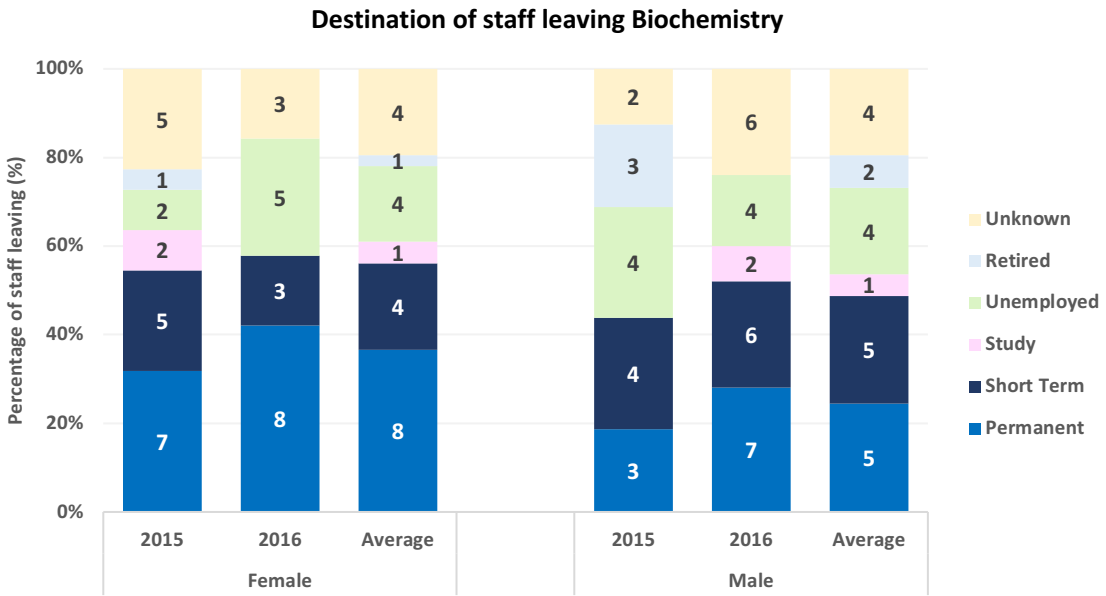
Turnover among academic staff is generally very low, typically due to retirement (**Figure.20**). In contrast, there is higher turnover amongst other staff groups within Biochemistry. Among researchers/assistant staff, turnover largely results from limits of tenure due to grant-funding, and staff moving to other opportunities. Overall, there is no gender bias in turnover (8%F/9%M).

Figure.20:



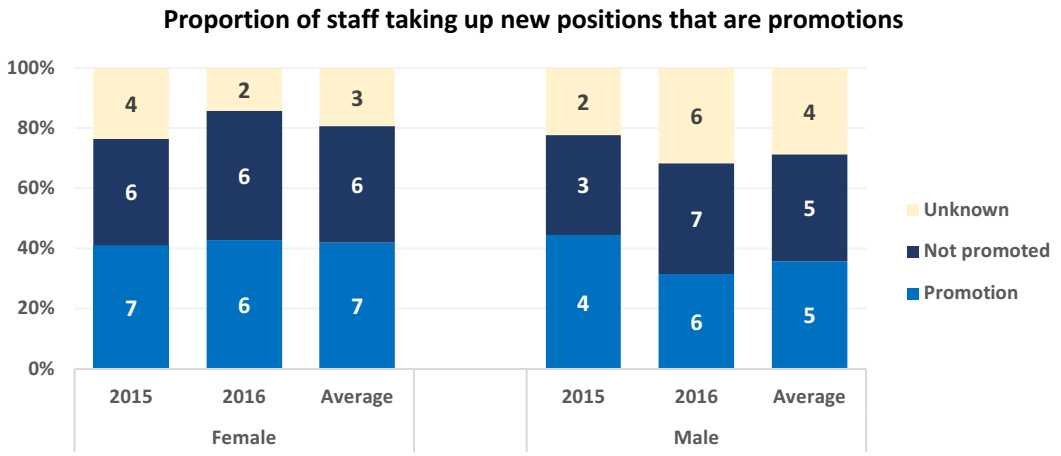
Since 2014, we implemented a new initiative whereby staff have an 'exit-interview', which enables us to monitor why staff leave Biochemistry. In turn, this allows us to better support the future careers of our staff. During 2015/2016, 81% of staff leaving had an exit interview (88%F/74%M), and their destinations were determined (**Figure.21**). These data showed that on average, a higher proportion of females than males were employed in permanent (37%F/23%M) rather than short-term (19%F/25%M) employment after leaving Biochemistry.

Figure.21:



Of the staff leaving to take up new employment in 2015/2016, the proportion of females/males moving to larger roles/opportunities was comparable (42%F/38%M) (**Figure.22**).

Figure.22:



Action.7 – We will continue to interview staff leaving Biochemistry to help identify any gender biases around reasons for leaving, and to understand how we can help in enhancing the future careers of our staff.

Word count: 1,896

5. Supporting and Advancing Women's Careers

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

5.1 Key career transition points: academic staff

i. Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

The most recent Lectureships available in Biochemistry were in 2012/13. In this instance, although there was an imbalance of female/male applicants, there was no gender bias in the shortlist (**Figure.23**). Two male lecturers were appointed.

Figure.23:

Lectureship appointments in Biochemistry (2012/13)				
2012-13	**Applied**	**Short-listed**	**Offered**	**Accepted**
Female	36	8	0	0
Male	73	9	2	2

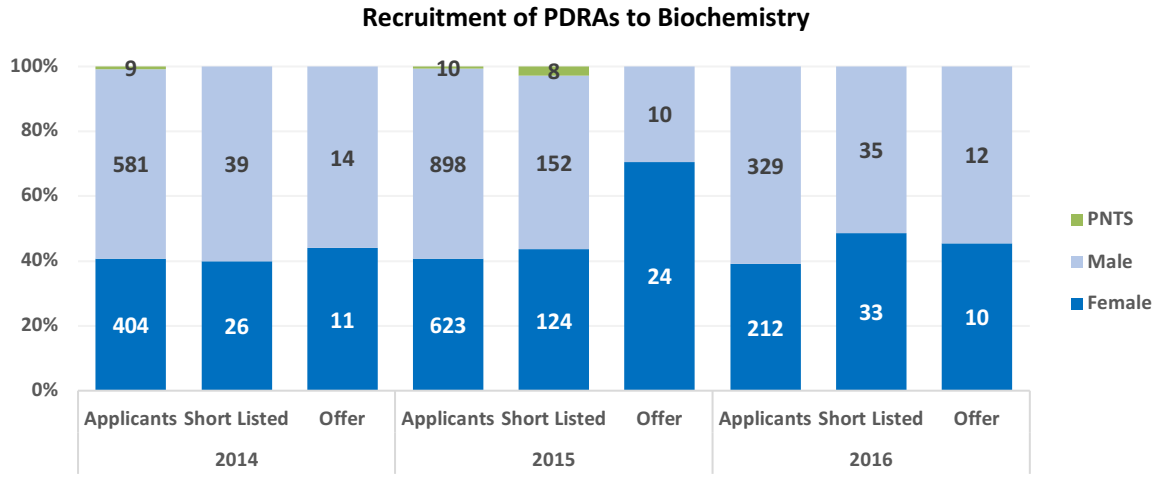
In 2017 the Department recruited a new Herchel Smith Professor in Biochemistry. While 17% of applicants were female, none were shortlisted (**Figure.24**). Steps will be taken to address this issue next time we recruit for this position.

Figure.24:

Appointment of the Herchel Smith Professorship in Biochemistry (2017)				
2017	**Applied**	**Short-listed**	**Offered**	**Accepted**
Female	7	0	0	
Male	34	5	1	1

From 2014-2016, ~140 PDRAs were appointed to Biochemistry. When recruiting for these positions, there were an average of 40%F/59%M applicants, and 1%PNTS (**Figure.25**). On average, 53% of PDRAs appointed were female, which indicates that female applicants were more successful.

Figure.25:



Senior Research Fellows (SRFs), who are fixed-term, independently-funded PIs in the Department (appointed to Grade 9), are selected by a rigorous procedure. Calls for applications are made biannually through a variety of media. Applications are assessed, and shortlisted candidates invited to give a Departmental seminar. The Management Committee subsequently chooses applicants to support, taking into account the research proposal, presentation, and research fit within Departmental strategy. Successful applicants are mentored by a senior member of the Department to develop their Fellowship application. Of the 8 SRFs currently in Biochemistry (62.5%F/37.5% M), the 3 most recent appointees were women.

Action.8 – We will aim to maintain the gender balance amongst SRFs, and we will actively promote, encourage and facilitate the establishment of research careers for SRFs. This will be achieved through mentoring, and by the provision of training opportunities to enhance transferable skills.

ii. Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

There is a two-stage University-level induction comprising an online course designed to help understand how the University operates and what it's like to work here, and a Welcome to Cambridge event, hosted by Personal and Professional Development (PPD). The inclusion of a stall from the University E&D office is key for providing relevant information.

Biochemistry also has a local induction process undertaken by all new staff (100% uptake). The new staff member meets with a member of the Departmental HR team, who provides key information required to work effectively in Biochemistry. This includes an overview of the Department/staff networks, and other key information (e.g. safety, contracts, training, E&D etc.). Information about University facilities/Development Courses available in the wider University is also included. An induction checklist is used to ensure this process is complete. New staff are subsequently introduced to colleagues, working practices and working space by their line-manager.

SBS survey data (2016) showed that 66% of staff were positive that the local induction gave them the information and knowledge they needed to do their job effectively (19% increase from 2013). Similarly, 68% of staff (73%F/65%M) said their central University induction gave them useful information about how the University operates (10% increase from 2013). Of the remaining staff, ~25% had no opinion on the effectiveness of either the Department/University induction process, consistent with the fact that only a proportion of the staff surveyed were new starters. Nevertheless, we will continue to monitor the effectiveness of both induction processes.

iii. Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

The University runs a Senior Academic Promotions (SAP) exercise for academic staff, and a Senior Researcher Promotions (SRP) exercise for researchers. These schemes are advertised to eligible staff via email, and those interested are invited to attend University-wide information sessions. Eligible candidates in a strong position for promotion are identified by the HoD/other PIs, and support is provided during the application process (e.g. advice regarding content of application etc.).

'Senior Academic staff were very supportive when I embarked on the SAP exercise, which made a real difference.'

Female Academic

As the number of academic staff (particularly females) in the Department is relatively small, the number applying for SAP is accordingly low (**Figure.26**). Note that data is not shown by grade as the small amount of data would enable the identification of individuals. Over the past 3 years, an average of 33% of female and 11% of male academic staff have applied for promotion. There were no female applicants in 2015. Since 2014, an average of 25%F and 40%M applicants have been successful in their bid for SAP.

Figure.26:

Academic Staff applying for SAP			
Year		**Female**	**Male**
2014	Applications	2	2
	Successes	0	1
2015	Applications	-	1
	Successes	-	0
2016	Applications	2	7
	Successes	1	3

While the overall proportion of female applicants achieving success in the SAP exercise is lower than for males in Biochemistry, there is considerable variation in success from year-to-year. Nevertheless, the Department has introduced various initiatives to support female academic staff, including mentoring for all newly appointed academics (male/female). Mentoring for female academic staff/SRFs by more senior academic staff is also established. We will continue to encourage female academic staff to engage in the SAP when appropriate, and will support applications through mentoring. Participation in the University SAP CV Scheme is also encouraged (links on E&D Moodle). This scheme brings together staff thinking of applying for promotion with more senior academics who have extensive experience of the SAP procedures, thereby providing an opportunity to have their CV/promotion paperwork reviewed before submission.

Action.9 – We will continue to actively encourage academic staff to apply for SAP when appropriate, and to be proactive in providing support staff during the application process. We will sustain and develop further mentoring of junior academic staff to facilitate career progression.

Action.10 – To improve the awareness and uptake of opportunities that support staff embarking on the SAP procedure, including mentoring by more senior academic staff and participation in the University SAP CV scheme.

Action.11 – We will encourage staff to become mentors in the University SAP CV scheme.

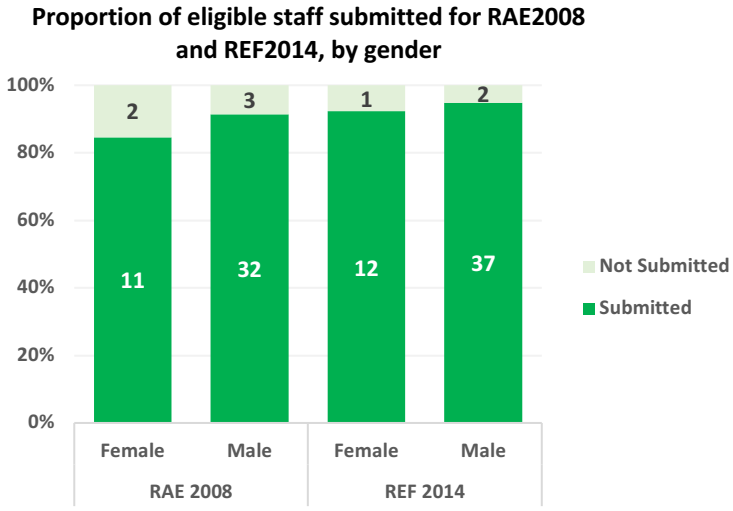
iv. Department submissions to the Research Excellence Framework (REF)

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

Of the staff eligible for submission to RAE2008, 85%F/91%M staff (11F/32M) were submitted. While these data suggest a slight gender bias, this can be attributed to the relatively low number of female staff.

Of the staff in Biochemistry eligible for submission to REF2014, 92%F (12 of 13F eligible) and 95%M (37 of 39M eligible) were submitted (**Figure.27**). While these data suggest a very small bias, this is due to the relatively small number of eligible females. Staff omitted from the submission were typically early career SRFs/SRAs.

Figure.27:



5.3 Career development: academic staff

i. Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Our Department is proactive in promoting University-wide training opportunities (e.g. by PPD office), as well as providing local training, both of which are accessible to all staff. The Department provides information to staff regarding available courses via a termly booklet, email and posters, and E&D Moodle site. SBS survey (2016) showed 78% of Biochemistry staff know where to find information about training/development opportunities (SBS(average):81%), and 62% of staff were satisfied with the training and development opportunities they receive for their current job (increased 9% from 2013, and equivalent to SBS).

All Department members are encouraged to complete the University-wide "Equality and Diversity Essentials Online" course (available since 2014). To ensure that this training was also accessible to staff who may not engage in online materials, we hosted a face-to-face training session (2016), facilitated by the University E&D team. This training session was also made available across the SBS, and 19 (14F/5M) assistant staff from Biochemistry/PDN/Pathology/Pharmacology attended. Positive feedback from attendees confirmed that this style of training was successful. 93% of staff in Biochemistry have now undertaken the E&D training.

We have recently promoted another University-wide online E&D training module: "Understanding Unconscious or Implicit Bias Online Training". While completion of this course is mandatory for all staff in the Department involved in recruitment, all staff are encouraged to undertake this important training module. We will continue to monitor staff engagement.

Action.12 – All staff will be encouraged to engage in appropriate E&D training, including the online module on UB. We will ensure that staff involved in recruitment have completed this training module.

ii. Appraisal/development review

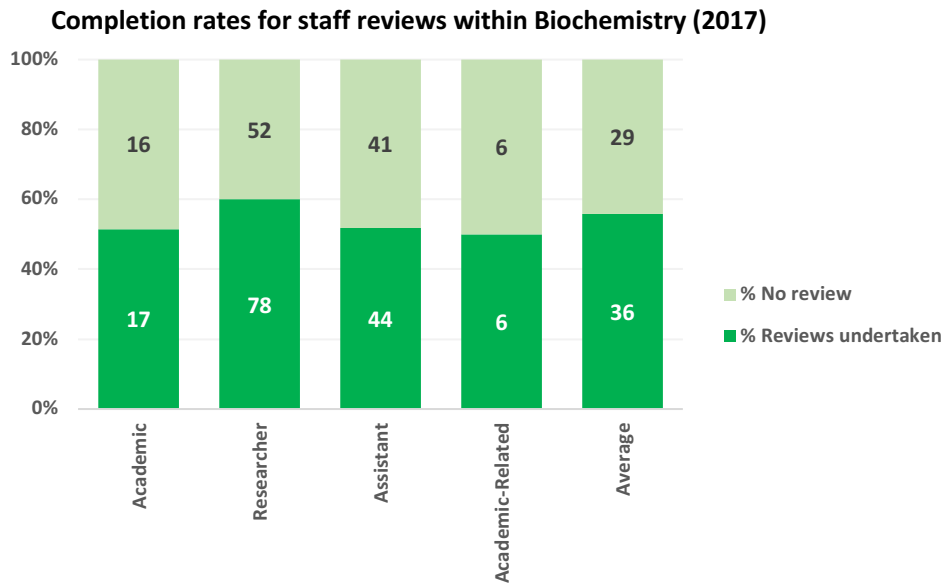
Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

> *'The appraisal meeting was an excellent opportunity to discuss my career progression with the Head of Department.'*
>
> **Female Academic**

Biochemistry undertakes biannual Staff Review and Development (SRD) cycles based on the University's recommended processes. The latest cycle was during January-April, 2017. In preparation for the SRD process, email reminders/notifications were sent to staff, and the PPD-team provided training for reviewees/reviewers. Training sessions were attended by 151 Department members (57%F/43%M), which corresponded to 58% of potential reviewees/reviewers. The SRD process was subsequently initiated, and documentation for reviewers/reviewees managed using the SRD online system.

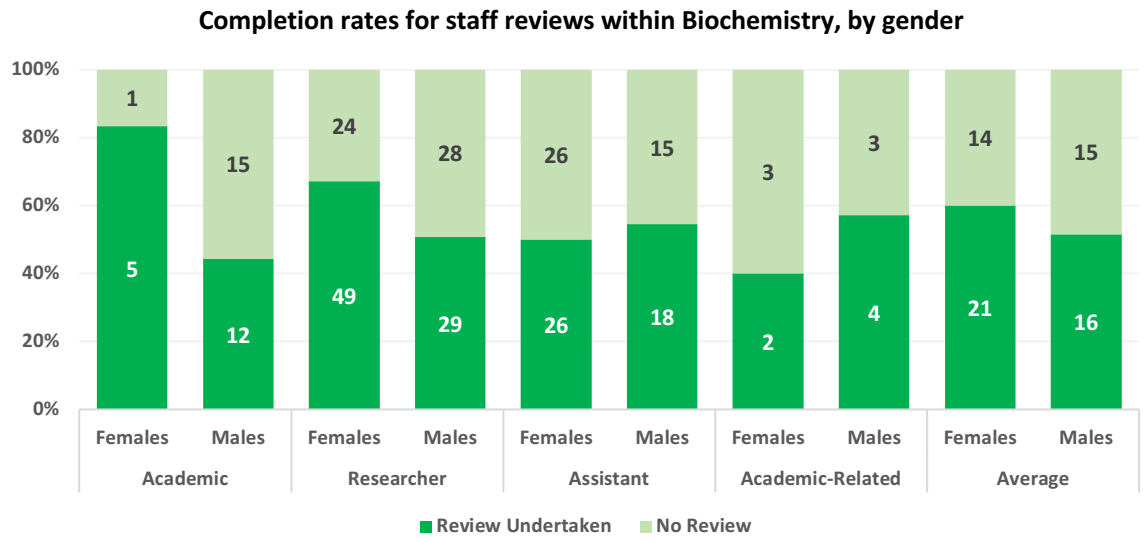
On average, 55% of all Biochemistry staff underwent review during the SRD process (**Figure.28**). Moreover, the proportion of academic staff/researchers undergoing review increased 12% from 2014. Nevertheless, steps will be taken to improve engagement with the SRD process.

Figure.28:



We subsequently determined the proportion of females/males within each staff category who completed their review (**Figure.29**).

Figure.29:



On average, 60%F/52%M staff were reviewed. While the proportion of female academic staff undergoing review (83%F) was greater than for male academic staff (44%M), this staff group is relatively small. However, the gender bias observed for researchers is more significant (67%F/51% M) as this staff group is relatively large (73F/60M). In contrast, the proportion of female/male assistant staff undergoing review were similar (50%F/55% M). Overall, a higher proportion of women than men in Biochemistry were reviewed (60%F/52%M).

SBS survey data showed staff generally have a poor perception of the value of SRD reviews. In 2016, 33% of Biochemistry staff said they had found their last SRD meeting useful (SBS(average):44%), and 41% of staff said they received regular and constructive feedback on their performance (SBS(average):46%). Moreover, the percentage of staff who said they had the opportunity to discuss their development needs regularly was 42% (SBS(average):52%). As these data preceded the recent SRD training and review process, we will set up focus groups to determine whether there is any change in the perception of how useful this exercise was.

We will encourage staff to undergo appraisal regularly, which will ensure the process is embedded more firmly in the culture of the Department.

Action.13 – Focus groups will be established to get feedback on the SRD process to assess the effectiveness of the process. Staff will be encouraged to undergo appraisal regularly, which will embed the process more firmly in the culture of the Department.

iii. Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

ULs are initially appointed for a five-year probationary term, after which advancement to tenure is contingent on demonstrating outstanding performance in Research, Teaching, and Service/Administration. During the past 10 years, all new academic staff in Biochemistry have successfully progressed through the probationary period.

New measures were introduced in Biochemistry in 2013 to better support probationary academic staff; two male ULs have so far benefited. A Mentoring Committee comprising three faculty members meets with the probationary UL minimally once/year, and provides strategic guidance/advice. Each probationary academic is critically evaluated by their Mentoring Committee at the end of year four (e.g. assessment of publications/grants/teaching etc.) to assess progress and likelihood of successful transition through probation at the end of year five (University Faculty Appointments Committee).

> *'The 'light-touch' mentoring provided by my mentoring committee and one-to-one meetings provided me with the necessary tools to succeed as a lecturer.'*
>
> **Male Probationary UL**

To enable new academic staff to establish their research programme most effectively, undergraduate teaching/administrative responsibilities are initially minimal, then increase to a full teaching/administration load (e.g. lectures, examining, committee membership etc.) in year three. New academic staff have a teaching mentor, and undertake relevant training.

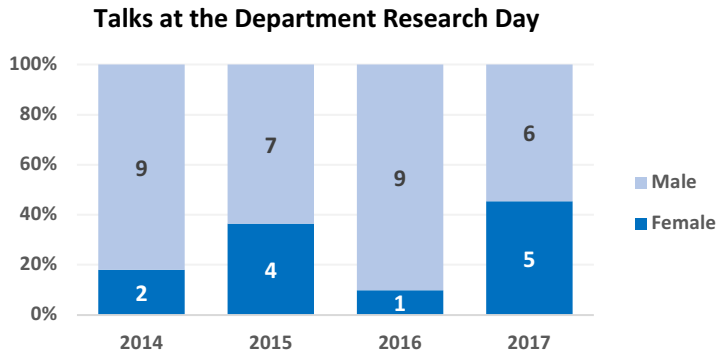
The Department provides many opportunities for researchers to enhance career progression:

- PDRAs in Biochemistry are encouraged to participate in the mentoring scheme offered by The Office of Postdoctoral Affairs. However, there is also a strong culture for mentoring in Biochemistry. We will continue to advertise the mentoring opportunities available, and encourage PDRAs to participate.
- The Department offers mock interview panels for PDRAs applying for academic positions/fellowships, which enables applicants to build confidence through practice, and receive constructive feedback on their performance. Staff are made aware of this provision through their PI/other academic staff.
- PDRAs can apply to be Post-Doctoral Teaching Associates (PDTAs) in Biochemistry, and successful applicants are provided with the necessary training/support to undertake various teaching roles. During 2016/17 academic year, 10/17 PDTAs (59%) were female.

> *'This role has been hugely rewarding and enjoyable. The skills I have acquired as a PDTA will be extremely valuable when applying for academic positions.'*
>
> **Female PDTA**

- The Department holds an annual 'Departmental Research Day (DRD)', to which all staff are invited for a series of research talks. The average attendance for 2014-2017 was 240/year (~50%F/50%M). In 2017, a new initiative was implemented where SRFs/SRAs presented research rather than academic staff, thus enabling the development of transferable skills. Moreover, selection of speakers from a larger pool enabled a good gender balance to be achieved (45%F/55%M), in contrast to previous years (**Figure.30**).

Figure.30:



> *'Speaking at the DRD was an excellent and timely opportunity to raise my profile within the Department when applying for Research Fellowships.'*
>
> **Female SRF**

Positive feedback from researchers/academic staff regarding the new format of talks at the DRD led to the establishment of a monthly Departmental seminar series in Biochemistry, involving talks from PDRAs/final-year postgraduate students.

Action.14 – A seminar series will be developed to provide opportunities for post-doctoral/postgraduate students to share their work and develop presentation skills. We will ensure the gender balance of speakers is unbiased.

Our Department publicises University-wide training opportunities (e.g. courses/workshops via PPD programme, or career/CV advice from University Careers Service) on our E&D Moodle site, and by encouraging staff participation via email.

The SBS survey shows that 37% of Biochemistry staff think there are sufficient opportunities for career progression at the University (SBS(average):38%). This has increased 10% from 2013, suggesting the University is working towards improvements in this area. We will continue to offer training and support for all staff in Biochemistry to enable career progression where possible, and monitor its impact (e.g. exit interviews).

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

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

Third/fourth-year undergraduate students participate in weekly supervision groups within the Department, each of which typically involves ~7 academic staff/SRFs/PDTAs. Considerable effort is made to ensure that female staff are included in each group as role models for undergraduates. Supervision groups provide considerable opportunity for academic staff to support undergraduate students with information/advice about career progression. Advice is also sought from PIs/PDRAs within labs hosting undergraduate research projects.

Students are encouraged to access the University Careers Service, and third-year undergraduates have a dedicated seminar from the Careers staff. Training is also provided by the Department on 'applying for a PhD', and in 2016/2017 two former students (1F/1M) spoke about their experiences applying for PhD positions. Colleges also play a key role in providing career advice for undergraduate/postgraduate students.

All postgraduate students in Biochemistry are required to participate in a range of activities designed to enhance their transferable skills, including a second-year poster competition and a third-year symposium. There is considerable interaction between postgraduate students and academic staff in the Department, who serve as role models and mentors.

v. Support offered to those applying for research grant applications

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

We have recently established a 'Research Committee' (RC) in Biochemistry, which provides feedback on grant applications proposed by Department members. This resource has been used by a number of academic staff, and is particularly useful for more junior faculty. The RC additionally identifies suitable grant opportunities, with a focus on early career researchers. Considerable peer support for reviewing grant proposals is also available.

> *'The RC was extremely helpful, giving useful suggestions at the planning stage, and constructive comments at the writing stage. I feel they significantly increased my probability of success'*
>
> **Female Academic**

Action.15 – We will continue to encourage academic staff and SRFs to submit their proposed grant applications to the RC for feedback.

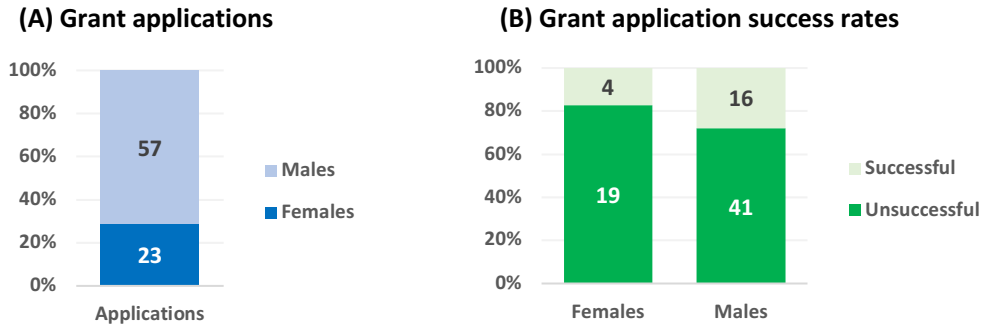
Since 2014, the Department has also set up a confidential online-database of successful grant applications, accessible by academic staff/SRFs. Eligible staff can thereby gain insights into what works, how best to frame and phrase an application and, in the end, improve our already high success rates. The database has been especially useful for junior academic staff with limited experience of grant writing.

Action.16 – To encourage academic staff and SRFs to upload successful grant applications to the online grants database, and to make use of the database as appropriate.

Until recently, records kept concerning grant applications/successes largely focused on successful applications. With the appointment in 2016 of a Research Facilitator to Biochemistry, additional data has been captured that has enabled us to evaluate our success rates for grant applications. Of the 80 grant applications made during 2016-17, 29% were made by females and 71% by male staff (23F/57M) (**Figure.31(A)**); consistent with the proportion of female/male staff eligible to submit grant applications (26%F/74%M). Of the grant applications submitted, 17% of applications by female staff and 28% of applications by male staff were successful (i.e. 4F/16M; **Figure.31(B)**). Nevertheless, the average value of grants awarded were similar (£436,588/grant(**F**), £413,466/grant(**M**)).

Figure.31:

Grant application rates and successes, by gender (2016-2017)



While these data could suggest a gender bias in success rates, we are mindful that the data is from a single year and the number of applicants is relatively small, therefore may not be representative of success rates over a longer period. We will continue to evaluate grant successes to determine whether this is an area for concern.

Action.17 – We will continue to capture information regarding grant applications submitted by Biochemistry staff, and will evaluate the success rate, by gender.

5.5 Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

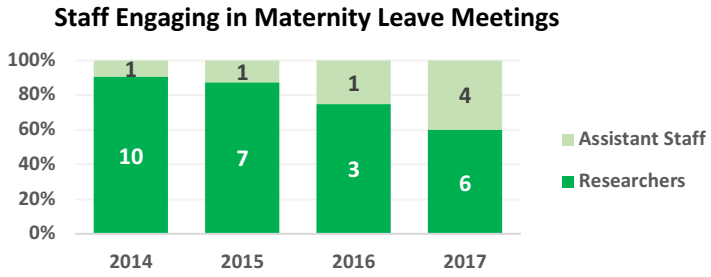
i. Cover and support for maternity and adoption leave: before leave

Explain what support the department offers to staff before they go on maternity and adoption leave.

By fostering a supportive environment where staff feel comfortable discussing their needs, the Department endeavours to make this a positive period of transition.

Two meetings are arranged between the staff member and a member of the Departmental HR team to discuss risk assessments, maternity-cover arrangements, and support available. For maternity leave, these meetings are held at the point where pregnancy is declared, and following submission of the MatB1 Maternity Certificate. All staff taking maternity leave since 2014 (9F assistant staff/26F researchers) have engaged in these meetings (**Figure.32**). The Department also supports staff with paid time off for antenatal appointments/classes, and to obtain a car parking permit if required. Additional support is offered by line-managers/mentors.

Figure.32:



ii. Cover and support for maternity and adoption leave: during leave

Explain what support the department offers to staff during maternity and adoption leave.

Our Department promotes the best-practice policies outlined by the University HR division regarding maternity leave. For example, staff are entitled to use ten paid "keeping in touch days" to stay in contact with their colleagues.

During leave, staff continue to be supported by their line-manager/mentors in Biochemistry. Where appropriate, cover is organized for staff on leave. e.g. assistant staff posts may be covered by a temporary appointment. For grant-funded researchers, the Department will inform the sponsor about the maternity leave, and make the necessary arrangements.

Staff members who are due to go on, or currently taking maternity leave, are entitled to access all usual support networks available within the Department/University. Biochemistry staff are made aware of these provisions during the meetings held prior to leave.

> *'The Department was very supportive when my maternity leave started three-months early. During my baby's extended stay in hospital, it was nice to be able to keep in touch by attending the occasional lab meeting/seminar.'*
>
> **Female SRA**

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

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

Our Department is extremely supportive of staff returning from maternity/adoption leave, and provides support in various ways:

- Staff can use accrued leave to defer their return, or to return to work part-time whilst being paid full-time in the initial stages.
- A dedicated room in each Biochemistry building is available for nursing mothers, and refrigerators are provided for milk storage. These facilities have been used by staff from Biochemistry and neighbouring Departments.
- The Department provides information to staff about the University's Childcare Office and its services (e.g. childcare, parental leave).
- Staff with caring responsibilities are preferentially allocated car parking spaces.
- Our intranet/E&D Moodle is used to promote University initiatives that have been implemented to support families (e.g. 'SPACE' network ('Supporting Parents and Carers @Cambridge') and 'My Family Care (MFC)' (provides emergency child/adult/eldercare at short notice)). Department members have been encouraged to register with MFC, and made aware of the entitlement to free sessions during 2017.

> *'The backup support provided by MFC provides reassurance that is vital to help balance academic commitments with family life.'*
>
> **Female Academic**

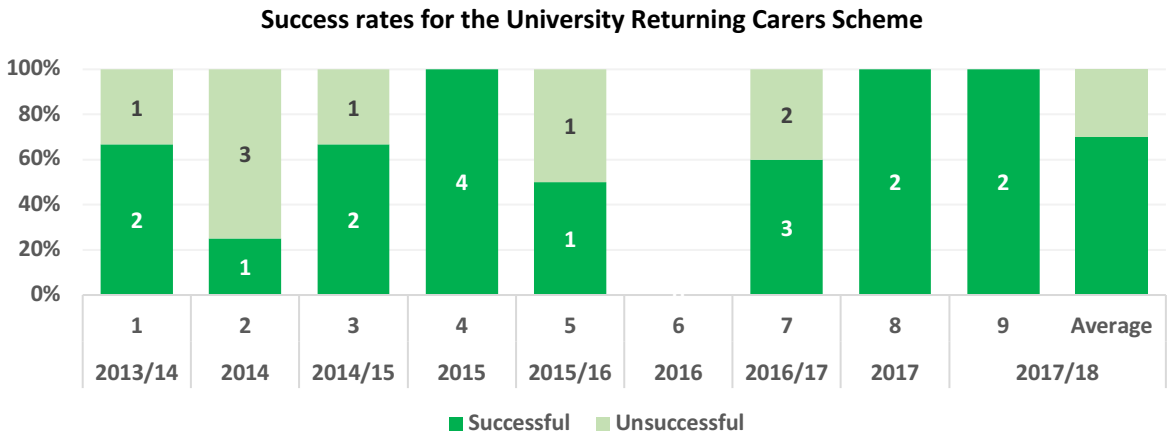
Action.18 – We will develop a 'family-friendly' section on our website/Moodle site that contains information specifically relevant to staff with caring responsibilities. We will include personal stories that reflect on balancing a research career with family life, with the aim of fostering interactions between staff that will facilitate the achievement of a good work-life balance.

- The University offers a 'Returning Carers Scheme' (RCS) for academic staff, which offers funds to assist returning carers in building up their research profiles and other academic activity after a period away from work. Information about the RCS is communicated to eligible staff via email/intranet/Moodle.

> *'The RCS was invaluable to my first steps as an independent researcher by enabling attendance at an international conference/research support. As a part-time scientist and full-time mother, achieving the same progress independently would have taken years.'*
>
> **Female SRF**

Since the RCS was launched in 2013/14, 17 awards have been made to Biochemistry staff (average 71% success rate (**Figure.33**)). With the exception of one award in 2016/17, all successful applicants were female. These awards have had a positive impact on the transition back to work following leave, and have enabled staff to engage in activities important for career progression. We will continue to promote this scheme to staff in Biochemistry.

Figure.33:

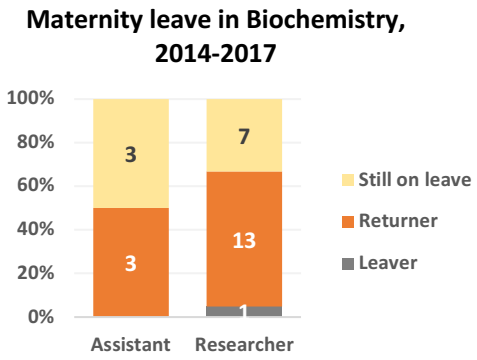


iv. Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

From 2014-2017, 27 staff members (6 assistant staff, 21 researchers) took maternity leave (**Figure.34**). Of these, 16 (59%) returned to work, 10 (37%) are currently still on leave, and 1 (4%) did not return from maternity leave. Of the 'returners', two researchers subsequently left within 3 months, and another two within 6-9 months of their return from maternity leave, due to the grant underpinning their contract ending.

Figure.34:

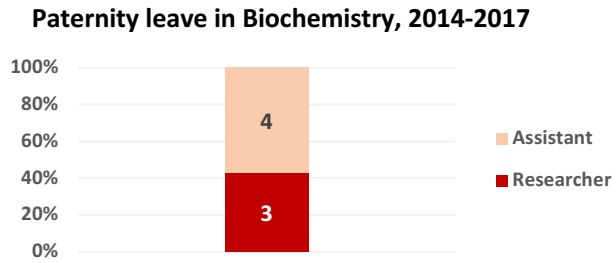


v. Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

Seven members of Biochemistry (4 assistant staff/3 researchers) have formally taken paternity leave during 2014-2017 (**Figure.35**). No academic/academic-related staff have applied for paternity leave. We will continue to improve communications in the department about policies regarding paternity leave.

Figure.35:



Action.19 – We will continue to improve communication of return to work policies for maternity/paternity/adoption leave, and will continue to promote the RCS via email, intranet and E&D Moodle Site.

vi. Flexible working

Provide information on the flexible working arrangements available.

Biochemistry subscribes to University's policies to accommodate staff who ask to work flexibly (e.g. part-time, flexi-time) to achieve a better work/life balance. Moreover, SBS survey data showed that 90% of staff in Biochemistry were satisfied with the process and the outcome of their request to work flexibly (SBS(average):82%).

Although the University policy enables staff to formally request flexible-working arrangements, very few staff in Biochemistry have made an application via the University scheme. In contrast, numerous staff have formally undertaken flexible-working in accordance with Departmental procedures. Such arrangements have typically been made to enable flexibility over a relatively short time period (e.g. for childcare arrangements). For assistant staff, arrangements are made with line-manager/DA. For researchers, PIs are responsible for agreeing flexible-working. Academic staff typically work flexibly, in keeping with the varied nature of the work. However, the inherent flexibility of these roles may result in increased expectations and unregulated workloads that can lead to a poor work/life balance.

Biochemistry therefore supports flexible-working arrangements, either agreed formally within the Department (short-term requirements), or through formal applications to the University scheme (longer-term flexible-working arrangements). We will continue monitor the uptake of flexible-working to ensure staff maintain a good work/life balance.

Action.20 – We will encourage staff to make formal arrangements for flexible-working, and we will continue to evaluate the uptake of flexible-working for all staff groups in the Department.

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

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

The University has implemented a scheme by which members of staff returning from maternity/adoption leave can request to return to work on a graduated basis. The Department fully supports this initiative, which is managed flexibly through meetings between the staff member and line-manager. Moreover, Departmental policy enables the use of accumulated leave to ease the transition back to work following maternity leave.

> *'I used accrued leave to return from maternity leave part-time, while being paid full-time. This was really beneficial to ease me back into the working environment.'*
>
> **Female Assistant staff**

5.6 Organisation and culture

i. Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

We have worked hard to ensure gender equality and inclusivity are considered across all aspects of life in the Department for staff, students and visitors.

Various social activities in Biochemistry provide opportunities to foster good relationships between staff, which results in a friendly and inclusive environment. Activities include the annual Departmental garden party, which is a family-friendly event attended by an average 150 staff/year (2013-2016) (**Figure.36**). Other Departmental events such as monthly 'Happy hours' organized by PDRAs, and the annual pantomime organized by third-year undergraduates, also provide opportunities for Department members to socialize in an informal setting. There are also cake sales/other charity fundraising events, and various cultural celebrations, that nurture a community feeling and bring Department members together (**Figure.37**).

Figure.36:

Department Members enjoying Departmental social events

Figure.37:

Charity Events and Cultural Celebrations in Biochemistry

Significant achievements by Departmental members (e.g. awards, high-profile publications) are publicized via the website, email, and on digital information screens located in each Biochemistry building. Celebrating successes of our colleagues contributes to establishing a positive and vibrant atmosphere in the Department. We thus intend to implement a new initiative called the 'Done It' Wall, where a dedicated wall in each building will be available for all staff to informally post achievements about themselves/other staff members using post-it notes. Such an approach has been used very successfully in Cambridge University Information Services (**Figure.38**). We anticipate that the informality of the 'Done It' Wall will make it accessible to all staff, thereby contributing to a feeling of inclusivity in our Department. Information added to the wall will subsequently be captured and displayed on our website.

Figure.38:

The 'Done It' Wall in University Information Services

Action.21 – We will establish a 'Done It' wall in the Sanger/Hopkins Biochemistry buildings that will be used to celebrate successes of staff in the Department.

A key issue frequently raised in the Department concerns effective communication, which is hampered by the Department being on a split-site. SBS survey showed only 33% of Department members said there was 'good communication between the different parts of my Department' (SBS(average):48%).

Communication in the Department will be improved in various ways, including: streamlining emails, use of intranet, installing additional digital information screens in common areas to highlight key happenings in the Department/wider University, etc. To facilitate this initiative, we have recently employed a communications specialist (October 2017).

Action.22 – By streamlining email communications, improving intranet engagement, and by providing additional digital information screens in common areas, we will improve communication in the Department.

Following staff feedback, catering and facilities in communal areas in the Department were improved during the past three-years by the addition of comfortable seating, better quality food, and vending machines. SBS survey (2016) showed that 69% of staff in Biochemistry are satisfied with their working environment (7% increase from 2013). Nevertheless, a disparity still exists between catering facilities available in our two buildings, which results in feelings of inequity in the Department. We will continue to improve our facilities to provide equivalent standards for all staff. We aim to provide a pleasant space for staff to utilize during breaks, and better amenities for staff working at unsociable hours.

Action.23 – We will continue to improve catering facilities in the Department, so all staff are supported during both normal and unsociable working hours.

Overall, the SBS survey (2016) showed that 86% of staff in Biochemistry were proud to work for the University, and 67% said 'working in Biochemistry makes them want to do the best work they can' (SBS(average):74%).

ii. HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR polices.

The EDC uses staff feedback (e.g. focus groups, surveys) to monitor issues of equality and dignity at work, while the broader application of HR policies is monitored by the DA/HR Administrator, who also advise management staff of their responsibilities and best practice.

With support from the Central HR Team, we will implement Dignity@Work training sessions that will be mandatory for all staff to ensure they are informed about relevant policies. In so doing we will support and sustain a positive working environment for all staff, free from any form of unacceptable behaviour.

Action.24 – We will implement Dignity@Work training for all staff in the Department, which aims to support and sustain a positive working environment for all staff, free from any form of unacceptable behaviour.

iii. Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

We strive to achieve a balance where we have good female representation on Departmental committees, but without unduly burdening the relatively few female academic staff in Biochemistry. Committee Chairs are typically an academic/academic-related staff member, in accordance with ToR. When a vacancy arises on a committee, a potential new member is identified, and invited to join by the Chair. Due consideration is given to gender balance when considering committee membership. The annual workload database is used to record committee membership, thus ensuring equity.

The membership profile of various Departmental Committees in Biochemistry, over the past 3 years, is shown below (**Figure.39**). Data is omitted for particular years where the committee was not in existence (Strategy, Research). In addition, a more detailed view of the current membership of these Committees is shown, by staff group/gender (**Figure.40**).

Figure.39:

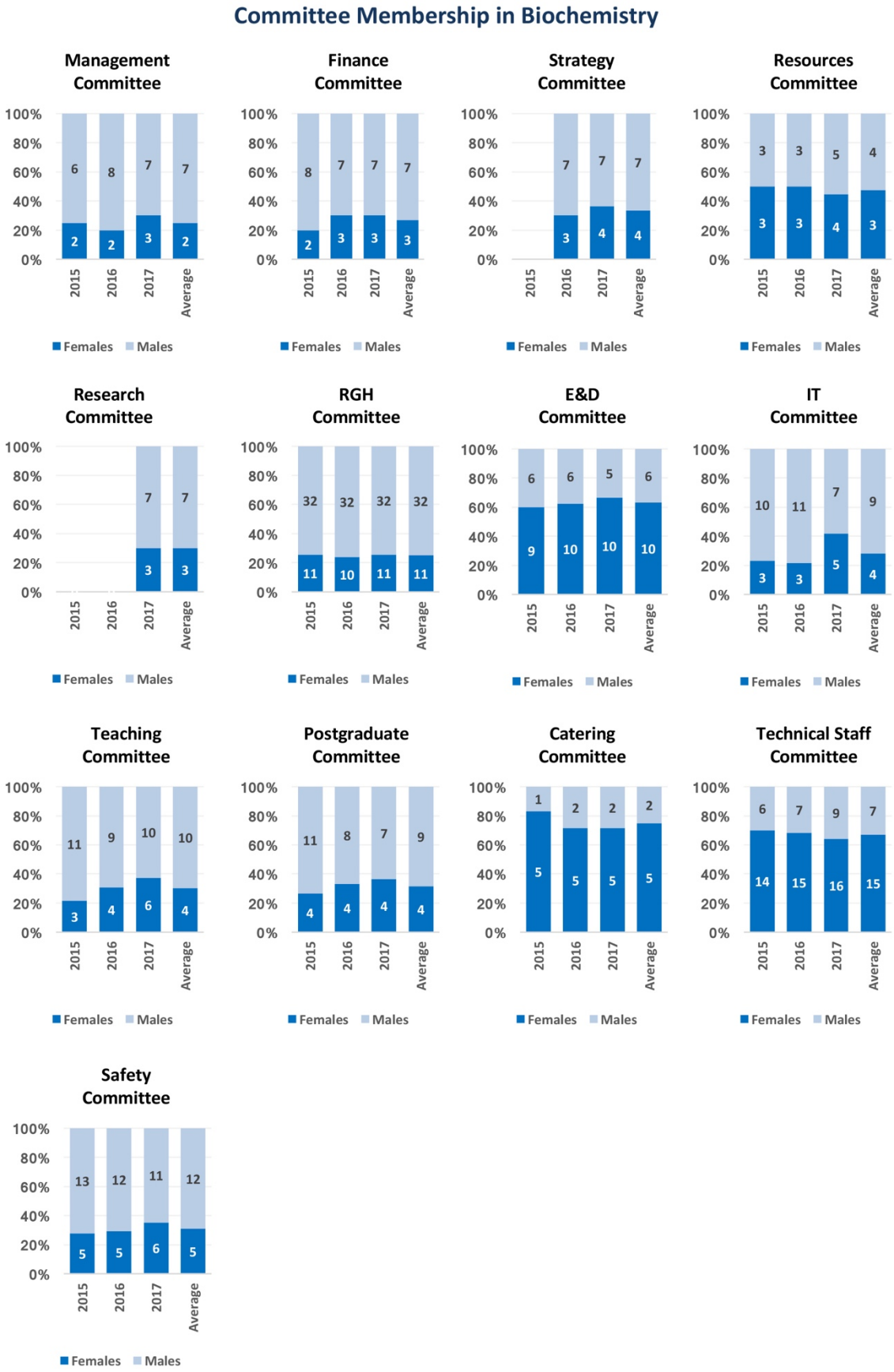

Committee Membership in Biochemistry
Management Committee
Finance Committee
Strategy Committee
Resources Committee
Research Committee
RGH Committee
E&D Committee
IT Committee
Teaching Committee
Postgraduate Committee
Catering Committee
Technical Staff Committee
Safety Committee
100%
80%
60%
40%
20%
0%
2015
2016
2017
Average
Females
Males

Figure.40:

Representation on committees in Biochemistry in 2017, by gender and staff group
Most influential committees are shaded in yellow.

Committee	Membership	Female	Total	%F on committee
Management	Academic/Academic-related	3	**10**	**30**
Finance	Academic/Academic-related	2	**10**	**30**
	Researchers	1		
Strategy	Academic/Academic-related	3	**11**	**36**
	Researchers	1		
Resources	Academic/Academic-related	3	**9**	**44**
	Assistant	1		
Research	Academic/Academic-related	3	**10**	**30**
RGH	Academic/Academic-related	8	**43**	**26**
	Researchers	3		
E&D	Academic/Academic-related	4	**15**	**67**
	Researchers	2		
	Assistant	3		
	Students	1		
IT	Academic/Academic-related	2	**12**	**42**
	Researchers	2		
	Assistant	1		
Teaching	Academic/Academic-related	5	**16**	**38**
	Researchers	1		
Postgraduate	Academic/Academic-related	2	**11**	**36**
	Assistant	1		
	Students	1		
Catering	Academic/Academic-related	1	**7**	**71**
	Assistant staff	4		
Technical staff	Academic/Academic-related	1	**25**	**64**
	Researchers	3		
	Assistant	12		
Safety	Academic/Academic-related	1	**17**	**35**
	Researchers	1		
	Assistant	4		

The proportion of female staff currently on key decision-making committees (Management/Finance/Strategy/Resources), which typically involve only academic/academic-related staff, is on average 35% (**Figures.39,40**). Representation of women on the Management Committee (30%F) has increased 19% since 2014. We will continue to monitor membership of committees, particularly those comprising only academic/academic-related staff where the number of available females is smaller, to ensure female representation is maintained.

In contrast, other committees include assistant staff in addition to academic/academic-related staff (e.g. IT, E&D). As there is a relatively large pool of female assistant staff (58%F), the proportion of females currently on these committees is correspondingly higher (**Figures.39,40**); e.g. IT (42%F),

E&D (67%)). However, as the primary driver for positive change relating to E&D issues, membership of the EDC will be reviewed to ensure a gender balance is achieved that reflects the fact that both men and women in the Department are committed to this objective.

The Catering and Technical Staff Committees, which comprise largely assistant staff, have a correspondingly higher proportion of female members (e.g. Catering (71%F)).

Action.25 – We will ensure representation on key decision-making committees in the Department maximizes gender balance as far as possible.

iv. Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

It is advantageous for the Department that academic staff engage with external committees, and that this contribution gains appropriate recognition. Moreover, membership of external committees can provide useful insights that are useful for the development and career progression of other staff. Where staff undertake significant roles of this kind, this is considered when allocating Departmental responsibilities. Information regarding membership of external committees is thus requested annually from academic staff, and these data are included on the workload allocation database.

Action.26 – We will continue to capture information regarding academic staff membership on influential external committees, and will encourage the participation of more academic staff. Significant contributions to external committees will be considered when allocating Departmental responsibilities.

v. Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The workload allocation for teaching and administrative duties of academic staff are administered separately. Teaching is allocated by the Deputy HoD for Teaching, in consultation with the Teaching Committee and HoD. The teaching workload allocation database, which also includes roles such as course organisers/examiners, is available online and reviewed annually.

The administrative workload for individuals is allocated by the HoD/DA, and includes committee membership/additional responsibilities (e.g. Radiation Protection Supervisors, REF/other panel memberships). Many jobs are rotated every 3-5 years. A database detailing workload allocation has been established, which serves as a key driver in allocating responsibilities, and also for ensuring female academic staff are not overburdened just to chase unrealistic representative ratios. The workload of individuals is considered within SRD and SAP exercises.

Action.27 – To increase Department-level acknowledgement of administrative duties performed by academic staff.

vi. Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

> *'As childcare responsibilities have the potential to impact on the start/end of the day, scheduling meetings during core hours has enabled effective participation/contribution within the Department.'*
>
> **Female Academic**

As discussed above, the Department readily accommodates flexible-working, and is family-friendly in its administration. As part of its commitment to this initiative, we will formalize Departmental procedures to ensure that staff working flexibly are not disadvantaged by their work patterns. We will thus aim to schedule essential Departmental meetings/events between core hours (10am–4pm) to enable maximum attendance/Departmental participation.

Action.28 – We will ensure that essential Departmental meetings are held within core working hours (10am-4pm) to enable staff working flexibly to attend.

Refreshment breaks in the Department provide opportunity for staff to come together socially, which promotes interaction between research groups and other staff. In response to an action in our previous SWAN application, the timing of breaks in the Sanger building has been extended to make these more accessible to all staff. We will now aim to provide equivalent flexibility in the Hopkins building so all staff will benefit.

Action.29 – We will extend the timing of refreshment breaks in the Hopkins building to maximize interactions between staff.

vii. Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

As mentioned above, the E&D seminars hosted in Biochemistry emphasised the importance of female role models for shaping female ambition. As a Department, we have taken steps to ensure that good role models are provided for students/staff.

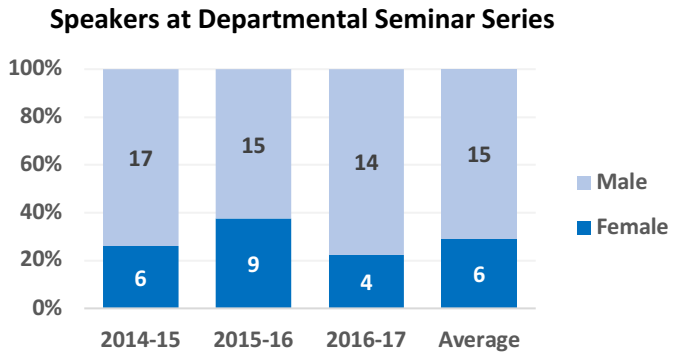
Third/fourth-year undergraduate students participate in weekly supervision groups within Biochemistry (see 5.3(iv)), and considerable effort is made to ensure that female staff are included in each group as good role models. Since 2014, on average 32% of staff participating in each supervision group were female. This relatively high proportion of females was achieved by the inclusion of SRFs/PDTAs, along with academic staff (18%F).

Action.30 – We will continue to ensure that female staff are included in every undergraduate supervision group to provide good female role models for undergraduate students.

We recognize the importance that visitors to the Department play in providing good role models, particularly those presenting seminars about their scientific findings and careers.

In addition to many *ad hoc* seminars, the Department hosts a weekly research seminar series that is attended by academic staff/researchers, as well as by undergraduate students. During 2014-2017, on average 29% of speakers presenting were female (**Figure.41**).

Figure.41:



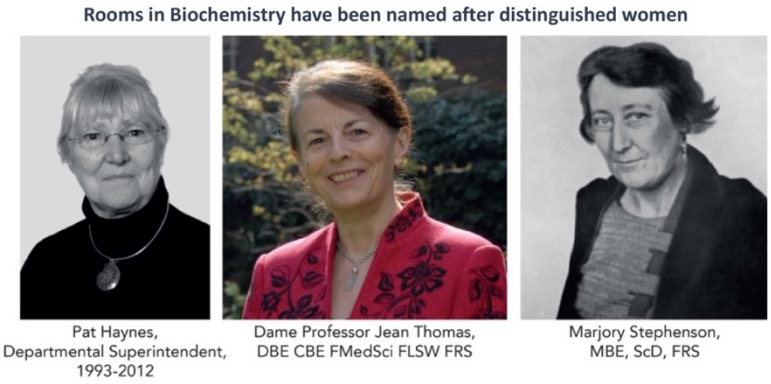
To ensure that these seminars provide good female role models, we will take steps to ensure that the gender balance of speakers is improved, with the goal of achieving gender equality. Academic staff will be encouraged to suggest a larger number of potential speakers from which the final selection is made.

Significant improvements to the gender balance of speakers at the DRD have already been made (**Figure.31**). We will also aim to achieve a good gender balance at other regular Departmental events (e.g. RGH retreat, postgraduate symposia etc.).

Action.31 – We will ensure that the gender balance of speakers presenting the weekly seminars, and at other key events in Biochemistry, is improved. This goal will be communicated to academic staff so a larger number of good female speakers are suggested.

We have taken steps to ensure that the Departmental environment is inspirational for aspiring female scientists. Photographs of current academic staff and a summary of their research interests are continually displayed on digital information screens in each Biochemistry building. Photographs of women who have played important roles in Biochemistry are also prominent. Moreover, key rooms in the Department have been renamed to commemorate three distinguished women who made significant contributions to our Department (**Figure.42**) – the 'Haynes Room', the 'Professor Jean Thomas Lecture Theatre', and the 'Marjory Stephenson Room'.

Figure.42:



The Departmental website and publicity materials includes photos demonstrating diversity in the Department, thereby providing good role models. e.g. our website includes images of a diverse cross-section of the Department participating in teaching/outreach activities (**Figure.43**). Feedback from students/Departmental visitors confirmed the effectiveness of our website at highlighting diversity.

Figure.43:

Action.32 – We will continue to ensure that images on the Departmental website showing members of our Department involved in a range of activities demonstrate diversity.

viii. Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

Biochemistry has demonstrated a commitment to the wider community through outreach, and staff/students at all levels have participated in a variety of outreach activities on behalf of the Department.

One major outreach event at which the Department provides activities is the annual Cambridge Science Festival, which draws many children/adults from all backgrounds. From 2013-16, 150 Department members (postgraduate students, academic/assistant/research staff) have participated in science week (64%F/36%M) (**Figure.44**).

Figure.44:

Members of the Department participating in Science Day activities

'Volunteering at the Department's science day was a fantastic experience. I learned so much about our diversity – the research and the people who work here.'

Female PDRA

In addition to science week, over 230 diverse outreach activities (e.g. school activities, undergraduate interns, etc.) were carried out during 2013-16 by academic staff/researchers from Biochemistry (average 42%F/58%M) (**Figures.45,46**).

Figure.45:

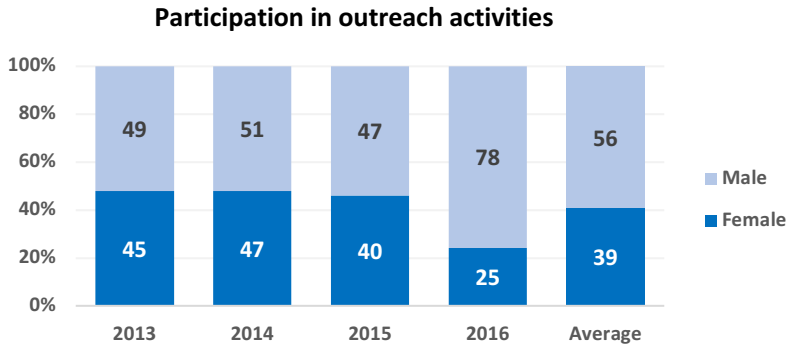
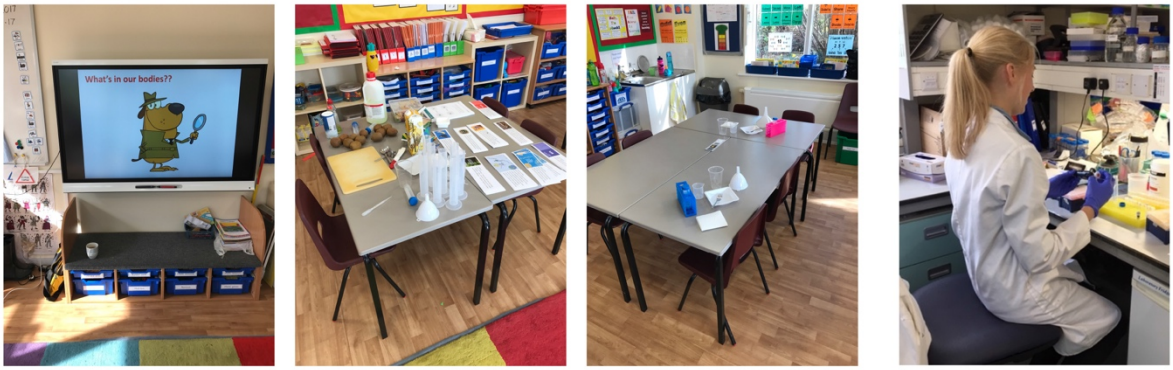


Figure.46:

Examples of outreach activities:

(A) School Outreach Activity **(B) Undergraduate intern**



The Department is committed to supporting the participation of staff in outreach activities that engage the public with science. This is particularly important for school-age pupils, where outreach activities have the potential to enthuse and motivate children to pursue further studies in science. Engagement by female scientists in outreach activities is especially important for providing good female role models. However, recording of outreach activities and recognition for staff participating is somewhat erratic in the Department due to the reliance on self-reporting. We will therefore improve the mechanisms for recording outreach activities, and for improving the recognition given for outreach work (e.g. via SRD, SAP).

To better support outreach activities, we will appoint a lead who is responsible for co-ordinating outreach activities, and for developing/maintaining a database detailing available resources. We will additionally improve the social media presence of the Department (e.g. Twitter, Facebook), and this will be used to highlight outreach activities, along with raising awareness about E&D issues and celebrating research excellence.

Action.33 – We will improve the mechanisms for recording outreach activities, and will increase the recognition given for outreach work.

Action.34 – To appoint a lead to take responsibility for co-ordinating outreach activities in the Department, and to develop a database detailing available resources.

Action.35 – We will improve the social media presence (e.g. Twitter, Facebook) of the Department to promote and recognize outreach, along with raising awareness about E&D issues and to celebrate research excellence.

Word count: 6,193

7. Further Information

N/A

8. Action Plan – Department of Biochemistry, 2017

Action	Planned action/objective (WHAT)	Rationale (WHY)	Key outputs and milestones (HOW)	Timeframe (WHEN)	Person responsible (WHO)	Success criteria and outcome
Action.1 *Page 15*	To ensure that all members of the Department have the opportunity to participate in the EDC, and to maintain a balanced membership. We will thus ensure that our E&D initiatives are embedded into the Departmental culture.	The Department includes diverse groups of staff with different working environments and practice. The EDC should be representative of all groups, and have an appropriate gender balance.	• We will review Committee membership annually • We will appoint new members in accordance with Terms of Reference for EDC • We will address the gender balance of EDC (currently 67%F) • We will raise awareness of E&D successes and issues in the Department.	• Annually, from January 2018.	Chair of EDC (Dee Scadden) *Supported by DA (Nick Smith), HoD (Gerard Evan).*	• The gender balance within the EDC is representative of staff groups in Department. By 2020, minimum 7% increase in male staff on EDC. • Maintain representation of all staff groups on EDC (annual review).
Action.2 *Page 15*	We will ensure that there is a member of the EDC on key decision-making committees within the Department (e.g. Management, Strategy), whose specific responsibilities include serving as an advocate for E&D issues.	E&D issues should be considered on other Departmental committees, especially those with decision-making powers. This will enable implementation of E&D initiatives in Department, thus embedding them into Departmental culture.	• We will suggest representatives from the EDC who will sit on influential Departmental committees, and who have the brief for overseeing E&D issues. Our HoD will subsequently confirm this appointment.	• By February 2018; reviewed annually.	HoD (Gerard Evan) *Supported by EDC, who will request representatives.*	• E&D representative on decision-making committees by 2018. • Contribution will be recognised in workload allocation database (by 2018). • Minimum 5% increase by 2020 in the SBS survey with respect to questions related to E&D.

Action	Planned action/objective (WHAT)	Rationale (WHY)	Key outputs and milestones (HOW)	Timeframe (WHEN)	Person responsible (WHO)	Success criteria and outcome
Action.3 *Page 15*	We will analyse the engagement of members of the Department with the E&D Moodle site using website analytics, which will reveal its effectiveness. If required, initiatives will be implemented to encourage more staff to engage with the Moodle site (e.g. campaign using digital information boards).	It is essential to determine that the Moodle E&D site is accessible and of benefit to all groups of staff. We will encourage staff to access E&D information in the most appropriate way for them.	• We will use website analytics to analyse use of E&D Moodle site (i.e. frequency of access, staff groups accessing etc.), and these data will be reported to the EDC. • We will encourage Department members to engage with the E&D Moodle site. This will be achieved by providing information via email, digital information boards.	• Quarterly – to commence by end of 2017.	Dee Scadden	• Minimum 30% of Department (all staff groups) using E&D Moodle site by Jan 2020.
Action.4 *Page 17*	The time slot of the briefing event held for prospective third/fourth-year Biochemistry students will be changed to increase the potential number of female academic staff available as role models.	There is a concern that the attendance of female academic staff at this briefing session is limited due to caring responsibilities. This may affect female students' perception of the subject.	• We will monitor the attendance of female academic staff at briefing sessions. • We will monitor applications to third-year Biochemistry from female students.	• Annually	Sandra Fulton *Supported by Christine Thulborn*	• 25% of staff participating to be female by 2019.
Action.5 *Page 21*	We will continue to raise awareness among undergraduate students about opportunities for postgraduate studies and beyond. Information will be provided via dedicated seminars, supervision groups, and by providing good female role models in Biochemistry.	There is concern that some female students may not see postgraduate studies and further scientific careers as achievable goals.	• We will in ensure students are aware of opportunities for postgraduate studies and beyond (e.g. via seminars, supervision groups, emails, and by providing good role models). • We will monitor the destination of our undergraduate students. This information will be captured via discussions that will take place at an end of year lunch meeting, or by email.	• This will take time to filter through so while data can be collected annually, longer will be needed to see an effect.	Sandra Fulton *Supported by Christine Thulborn and Sarah Lummis*	• Determining destination of minimum 50% of students by end of 2018/19 academic year.

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Action.6 *Page 23*	We will implement initiatives that aim to increase the number of female applicants for academic staff vacancies, which involves the inclusion of wording in job advertisements that encourages applications from women, and to actively identify potential candidates.	Studies have shown distinct differences in how females/males perceive suitability for applying for academic staff vacancies. Our data shows that we attract a relatively low proportion of female applicants for academic posts.	• We will increase the pool of female applicants for UL vacancies. • This will be achieved by ensuring advertisements encourage females to apply, and by establishing a 'search committee' to actively identify suitable applicants (e.g. from conference programmes, specific research networks etc.); we will subsequently approach potential candidates and encourage them to apply. We will also recruit female applicants by personal communication at scientific meetings. • We will ensure details of academic vacancies are communicated to all staff.	• By 2020 as staff vacancies arise.	DA (Nick Smith) *Supported by HoD (Gerard Evan)*	• 10% increase in female applicants for all future UL vacancies (by 2020).
Action.7 *Page 26*	We will continue to interview staff leaving Biochemistry to help identify any gender biases around the reasons for leaving, and to understand how we can help in enhancing the future careers of our staff.	Gain an understanding of why people leave the Department. Gather data on future career destinations to monitor any gender or other biases.	• We will increase the number of staff members undertaking an exit interview when leaving the Department (currently 81% of staff; 88%F/74%M). • This will be achieved by ensuring exit interviews are planned within suitable timescales, and by highlighting the benefits to staff.	• 2019	DA (Nick Smith)	• 4% increase in exit interviews by 2019 (i.e. increase from 81% to 85%).

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Action.8 *Page 28*	We will aim to maintain the gender balance amongst SRFs, and we will actively promote, encourage and facilitate the establishment of research careers for SRFs. This will be achieved through mentoring, and by the provision of training opportunities to enhance transferable skills.	Gender equality amongst SRFs reflects fair recruitment procedures, and provides good role models for researchers SRFs have a relatively limited time to establish themselves in their research careers, and we will support their progression.	• We will monitor the career progression of SRFs via exit interviews. • We will continue to provide mentoring by more senior academic staff. • We will maintain training opportunities for SRFs, including teaching (e.g. lectures, small group teaching etc.), committee memberships, transferable skills.	• With immediate effect	HoD (Gerard Evan) *Supported by DA (Nick Smith)*	• 90% of current/new SRFs will have exit interviews at the completion of their fellowship to monitor career progression by 2020.
Action.9 *Page 30*	We will continue to actively encourage academic staff to apply for SAP when appropriate, and to be proactive in providing support academic staff during the application process. We will sustain and develop further mentoring of junior academic staff to facilitate career progression.	Application for SAP typically involves academic staff members putting themselves forward for promotion. However, we recognise that women are less likely than men to put themselves forward for promotion, thus potentially delaying their career progression.	• The HoD and a panel of senior academic staff will actively identify academic staff members eligible for SAP, and encourage them to apply. • The HoD will continue to provide support/feedback to applicants. • We will continue to provide mentoring for junior academic staff.	• Panel of academic staff will be established by 2019 SAP exercise. • Feedback on applications will be provided to academic staff applying for 2019 SAP.	HoD (Gerard Evan)	• Panel to meet annually. • 100% of potential applicants for SAP to meet with HoD.

Action	Planned action/objective (WHAT)	Rationale (WHY)	Key outputs and milestones (HOW)	Timeframe (WHEN)	Person responsible (WHO)	Success criteria and outcome
Action.10 *Page 30*	To improve the awareness and uptake of opportunities that support staff embarking on the SAP procedure, including mentoring by more senior academic staff and participation in the University SAP CV scheme.	Not all academic staff are aware that this scheme is available. Will help address the disparity in success rates between female and male applicants in Biochemistry	• We will encourage applicants applying for SAP to engage with University CV scheme to get feedback for SAP applications.	• By mid 2018, in preparation for SAP 2019.	DA (Nick Smith) *Supported by HoD (Gerard Evan)*	• 100% of current academic staff aware of initiative by SAP 2019.
Action.11 *Page 30*	We will encourage staff to become mentors in the University SAP CV scheme.	Experienced staff members will be able to supply good and relevant advice regarding preparation of CVs	• We will capture and monitor how many staff become mentors	• By mid 2018, in preparation for SAP 2019 and regularly monitored thereafter	HoD (Gerard Evan) *Supported by Personnel*	• 10% of academic staff to contribute to SAP CV scheme by 2020.
Action.12 *Page 32*	All staff will be encouraged to engage in appropriate E&D training, including the online module on unconscious bias. We will ensure that staff involved in recruitment have completed this training module.	To promote a congenial workplace ethos, where all members are valued. E&D training is essential for members of staff actively involved in recruitment to ensure all appointments are made fairly and without discrimination.	• We will encourage new and existing staff to engage in online E&D and UB training. This will be promoted during the staff induction process and through Department wide communications (e.g. email, Moodle). We will record compliance centrally. • We will hold annual face-to-face training sessions for staff members who do not use online resources. • We will monitor uptake of training, and will enforce training for all staff involved in selection committees.	• Ongoing for E&D training. From June 2017 for UB training. • Face-to-face training session to be held in annually (from Dec 2016) • Staff expected to re-train every 4 years. • Biannual monitoring of data for all staff.	Administrative Officer (Debbie Canham) *Supported by HoD (Gerard Evan)*	• 100% completion (E&D, UB) for members of selection panels by 2018. • Maintain >90% uptake of E&D training for all staff (annual review). • 50% of all staff undertaken online UB training by Dec 2018.

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Action.13 *Page 34*	Focus groups will be established to get feedback on the SRD process to assess the effectiveness of the process. Staff will be encouraged to undergo appraisal regularly, which will embed the process more firmly in the culture of the Department.	Survey data has shown that, in general, staff have a poor perception of the value of staff reviews, with a low uptake onto the scheme across many staff groups. Understanding why this is the case will allow the Department to modify the process to make it more effective.	• We will set up focus groups that are representative of all staff, and meetings will be held prior to the next round of appraisals to discuss the merits of the scheme. • Participation in the scheme will be encouraged via training sessions designed to highlight the merits of the process, both for the reviewer and the reviewee.	• Focus group to meet 3rd quarter 2018, prior to the next review cycle 1st quarter 2019. • Training sessions to be held prior to the review cycle.	DA (Nick Smith) *Supported by HoD (Gerard Evan)*	• Findings from focus group will be used to inform the next review cycle (i.e. 2019). • Uptake of the staff appraisal process will be monitored across all staff groups. 15% increase in staff undertaking SRD in 2019. • Minimum 5% increase in staff survey score relating to 'receiving regular and constructive feedback on performance' (by 2020). • Minimum 5% increase in staff survey score relating to staff saying they have the 'opportunity to discuss development needs regularly' (by 2020).
Action.14 *Page 36*	A seminar series will be developed to provide opportunities for post-doctoral and postgraduate students to share their work and develop presentation skills. We will ensure the gender balance of speakers is unbiased.	Positive feedback from attendees of the January 2017 Department Day, where researchers rather than academic staff were invited to give the talks, highlighted how valuable this initiative was for researchers.	• We will introduce a monthly post-doctoral and post-graduate seminar series, and lunch will be provided. We will select talks from PDRAs and final year postgraduate students that ensure a good gender balance. • We will establish an annual post-graduate symposium, which will consist of short research presentations, a careers talk, and a poster networking session.	• Monthly seminar series to commence in October 2017. • Yearly post-graduate symposium to commence in September 2018.	• Seminar series – Dee Scadden and Juan Mata • Symposium organiser and Sarah Lummis *Supported by Christine Thulborn*	• Speakers will be chosen to achieve gender balance – average 50%F/50%M annually. • Number of staff/students attending will be recorded, by gender. 5% increase in participation annually.

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Action.15 *Page 38*	We will continue to encourage academic staff and SRFs to submit their proposed grant applications to the Research Committee (RC) for feedback.	Adequate grant funding is essential for research. Funding is extremely competitive and is largely dependent on the quality of the application. For junior academic staff with little experience of preparing a grant proposal, this can be daunting, and the advice of more senior successful grant holders is invaluable. To increase success of grant applications from all applicants.	• We will ensure that information about the RC is communicated to all eligible staff (via email, RGH meetings, intranet). • Eligible staff will be encouraged to make use of the RC for advice on potential grant applications.	Immediately – by the end of 2017 all eligible staff informed	HoD (Gerard Evan)	• Number of grant applications submitted to RC monitored (gender, staff group). Minimum 15% of applications by 2019. • Success of all grant applications submitted to RC will be assessed and recorded.
Action.16 *Page 38*	To encourage academic staff and SRFs to upload successful grant applications to the online grants database, and to make use of the database as appropriate.	Grant funding is highly competitive. Grant awarding bodies require different styles of applications, and it is extremely useful to be able to view successful applications.	• We will encourage staff to make use of the online database detailing grant successes. • We will urge academic staff/SRFs to submit successful grant applications to the online database. This will be facilitated by the Research Facilitator (Paula Bibby).	• Information about online grants database will be communicated to PIs by early 2018. • Successful grant applications will be uploaded as available, and not less than quarterly.	DA (Nick Smith) *Supported by Research Facilitator (Paula Bibby)*	• 50% increase in submission rate to online database by 2018 • 100% of eligible staff made aware of database by 2018.
Action.17 *Page 39*	We will continue to capture information regarding grant applications submitted by Biochemistry staff, and will evaluate the success rate, by gender.	Grants are the major source of income for research. We will use this information to determine the success rates of various groups of staff to identify potential issues that may affect success rate.	• We will record information about grant applications and successes, by gender. This information will be communicated to the EDC quarterly.	• Was initiated in 2016. Grants information will be recorded at least quarterly.	Research Facilitator (Paula Bibby)	• Total number/successful grant applications will be recorded. • Minimum 80% of information captured by 2019.

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Action.18 *Page 41*	We will develop a 'family-friendly' section on our website/Moodle site that contains information specifically relevant to staff with caring responsibilities. We will include personal stories that reflect on balancing a research career with family life, with the aim of fostering interactions between staff that will facilitate the achievement of a good work-life balance.	SBS survey data shows 61% of Biochemistry staff achieve the right balance between home and work life, and 39% of staff are satisfied with the support the University offers to help balance work and home life. By providing resources that support staff members with caring responsibilities, we will aim to improve the work-life balance of our staff members.	• A family-friendly page will be set up on the intranet and E&D Moodle site. • We will regularly update the page to include information relevant to staff members with caring responsibilities. • We will approach relevant staff members to provide personal stories • We will ensure that we provide positive and attainable role models for all staff members (M/F). • Interactions between staff will be increased, which will provide a supportive environment in the Department.	• Implement web page by early 2018. • Populate with stories and information – resources from central childcare office (e.g. regarding childcare) and E&D office (e.g. My Family Care): by mid 2018. • Engage with staff to provide personal stories – by mid 2018. • Review material regularly quarterly.	Dee Scadden *Supported by Steph Low*	• Provision of family-friendly webpage by 2018. • Achieve representation on page by members of different staff groups • To renew material on webpage at least annually. • 10% increase in scores in SBS survey relevant to work-life balance by 2020. • Focus groups will be used to assess effectiveness and staff satisfaction – annually from 2018.
Action.19 *Page 43*	We will continue to improve communication of return to work policies for maternity, paternity and adoption leave, and will continue to promote the Return Carers Scheme (RCS) via email, intranet and E&D Moodle Site.	Information about return to work policies and the RCS will help ease the transition of staff members back into work after a period of leave. In so doing, staff will benefit from initiatives that contribute to achieving a good work life balance, and for maximizing career progression.	• Staff going on leave will be informed about return to work policies – these will be discussed in meetings taking place before leave has commenced (and followed up by email). • Staff returning from leave will be invited to a "return to work" meeting with DA to discuss all support available. • We will aim to increase awareness of the RCS (e.g. via email, website, E&D Moodle). We will evaluate application and success rates.	• All staff will be provided with information regarding return to work policies for maternity, paternity and adoption leave by March 2018. • We will continue to invite eligible staff to apply to RCS (biannually). • Return to work meetings – by 2018.	Administrative Officer (Debbie Canham) *Supported by Personnel*	• 10% increase in staff survey data relating to work-life balance – by 2019. • Minimum 75% of eligible staff will be aware of return to work policies and the RCS by 2019. To be assessed in SRD, focus groups and surveys. • Maintain/improve the high success rate for staff applying to RCS.

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Action.20 *Page 43*	We will encourage staff to make formal arrangements for flexible-working, and we will continue to evaluate the uptake of flexible-working for all staff groups in the Department.	Biochemistry supports flexible-working arrangements, either agreed formally within Biochemistry (short-term) or via the University scheme longer-term arrangements. Few staff have made formal arrangements for flexible-working via the University scheme, but numerous staff work flexibly via Departmental scheme. Important to ensure all staff are aware of options for flexible-working. The inherent flexibility of work patterns for research/academic staff may result in increased expectations and unregulated workloads.	• We will ensure that all staff have the relevant information regarding all options for flexible-working (e.g. part-time, flexitime etc.). Communications will be via email, face-to-face meetings (e.g. SRD, line-manager). • A member of HR staff in Biochemistry will set up a database to evaluate the uptake of flexible-working for all staff groups in the Department (using either the University scheme or Departmental procedure).	• From October 2017, we will increase awareness about flexible-working for all staff groups (e.g. by email, website) • Information to be disseminated in RGH meetings (termly) • Staff to be made aware during SRD, 2019	DA (Nick Smith) *Supported by Personnel*	• SRD process will be used to provide feedback on flexible-working (next SRD exercise 2019). • Maintain SBS survey results that show staff say they 'have a choice in deciding how I do my work' (87% in 2016).
Action.21 *Page 46*	We will establish a 'Done It' wall in the Sanger/Hopkins Biochemistry buildings that will be used to celebrate successes of staff in the Department.	It is important to celebrate achievements of all staff to establish positive working environment. By providing informal 'Done it' wall it will be accessible to all staff groups	• We will set up a 'Done It' wall in a common area in both the Sanger and Hopkins buildings. • We will encourage all staff to add achievements/successes to the 'Done It wall using post-it notes, which will be available at a location adjacent to the wall. • By celebrating successes of all members of staff, this initiative will contribute to making the environment positive for all staff groups.	• To be implemented by March 2018	Dee Scadden *Supported by Juan Mata and Steph Low*	• Record number of notes added monthly, by staff group and gender. • Obtain feedback from staff on value of initiative (annually). • Minimum 5% increase in responses on staff survey that relate to (a) 'engagement', (b) 'sense of community', (c) 'feeling that my Department values me' (by 2020).

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Action.22 *Page 46*	By streamlining email communications, improving intranet engagement, and by providing additional digital information screens in common areas, communication in the Department will be improved. Digital/online initiatives will be facilitated by the communications specialist.	Departmental feedback and staff survey indicates that communication is poor in our Department (e.g. survey data showed only 33% of staff felt there was good communication in Department). This leads to feelings of inequity in Department, and people feeling isolated.	• We will aim to improve communication by: (a) Streamlining emails (i.e. send emails to defined email groups rather than whole Department) (b) Improving use of intranet, which is currently underutilised – we will set up a campaign to make staff aware of information available on intranet (e.g. using digital information screens, posters etc.). (c) Increasing the number of digital information screens – and individual screens will be used to convey specific information (e.g. public information, room bookings, requests for Departmental engagement etc.) (d) Taking advice from communication specialist.	• Defined email groups by 2018 • Increase engagement of staff with intranet; by 2018 • Increase use of digital screens - June 2018 • Get immediate input from specialist.	Communications specialist (Rhys Grant) *Supported by Steph Low and Nick Smith*	• Minimum 10% increase in responses in staff survey related to 'how good communication is between different parts of my Department', by 2020. • Minimum 5% increase in staff survey data that says 'I feel informed about what is happening in the Department' (by 2020).

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Action.23 *Page 47*	We will continue to improve catering facilities in the Department, so all staff are supported during both normal and unsociable working hours.	While we have previously improved catering facilities in the Department by the addition of vending machines, better food and comfortable seating, the provision of refreshments in the Hopkins Building is not the same as in the Sanger – largely due to limited kitchen facilities/space. We recognise that feelings of wellbeing and community are improved by having a good working environment.	• We will improve the range of food offered during refreshment breaks in the Hopkins Building. • We will determine whether additional seating can be accommodated in the Hopkins building to enable a greater number of staff to take refreshment breaks simultaneously using communal spaces.	• Improve catering facilities – end of 2018	DA (Nick Smith)	Minimum 5% improvement in SBS staff survey about (a) 'sense of community', (b) 'satisfaction in working environment, by 2020. Minimum 5% increase in SBS staff survey question that says 'I feel that my Department values me' (by 2020).
Action.24 *Page 47*	We will implement Dignity@Work training for all staff in the Department, which aims to support and sustain a positive working environment for all staff, free from any form of unacceptable behaviour.	2016 SBS survey showed a high proportion of staff said they would feel unable to report bullying or harassment without worrying that it would impact negatively on them. Dignity@Work training will ensure we create a positive working environment free from unacceptable behaviour.	• We will engage with University PPD Team to implement Dignity@Work training. • We will promote Dignity@Work training to all staff via email, intranet and E&D Moodle site. • We will provide biannual face-to-face training sessions for all staff groups.	• Implement training by March 2018. • Promote training by March 2018. • Monitor uptake of training by all staff groups – biannually.	Administrative Officer (Debbie Canham) *Supported by DA*	• 10% decrease in survey scores related to bullying, harassment, concerns of reporting, by 2020. • 40% of staff to have undergone Dignity @ work training by Dec 2018. • 60% of staff undergone training by mid 2019.

Action	Planned action/objective (WHAT)	Rationale (WHY)	Key outputs and milestones (HOW)	Timeframe (WHEN)	Person responsible (WHO)	Success criteria and outcome
Action.25 *Page 51*	We will ensure representation on key decision-making committees in the Department maximizes gender balance as far as possible.	It is important that there is good representation of female staff on key decision-making committees (e.g. Management, Strategy), thereby helping to achieve gender equality in the Department. Conversely, we do not wish to unduly burden the relatively few female academic staff members.	• We will maintain or increase female representation on key decision-making committees. • We will monitor committee membership annually using the workload allocation database to ensure female staff are not overburdened.	• Ongoing initiative, reviewed annually.	HoD (Gerard Evan) *Supported by DA*	• Maintain or increase female representation on Management, Finance, Research, Strategy committees (i.e. ≥30% female members). Reviewed annually. • Workload allocation model will demonstrate that committee membership by female/male academic staff is equitable – by 2018.
Action.26 *Page 51*	We will continue to capture information regarding academic staff membership on influential external committees, and will encourage the participation of more academic staff. Significant contributions to external committees will be considered when allocating Departmental responsibilities.	It is advantageous for the Department to have representatives on influential external committees to provide useful insights for the development and career progression of other staff.	• We will encourage staff to provide up-to-date information about external committee membership. • We will keep information regarding external committee membership up-to-date on workload allocation database. • We will encourage staff to engage on external committees – communicated at RGH meetings, staff retreat, email. • We will recognise contribution during SRD and SAP.	• By end of 2018: to ensure up-to-date information about external committee membership included on workload allocation database. Review biannually. • By 2019: Recognise contribution to external committees in SRD/SAP • From 2018: to regularly encourage staff to participate in external committees.	DA (Nick Smith) *Supported by HoD (Gerard Evan)*	• 80% of staff to record external committee membership – by end 2018. • Workload allocation database will detail up-to-date external committee membership – by end 2018. • 100% of reviewers in SRD to have access to workload allocation database that details external committee membership (in 2019 SRD process).

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Action.27 *Page 52*	To increase Department-level acknowledgement of administrative duties performed by academic staff.	Currently, although data is collected on workload allocation database, this is not published. We will therefore aim to improve the recognition of administrative contributions by academic staff by making this information available on intranet.	• We will maintain the workload allocation database detailing administrative duties, and make it available to all members of staff (via intranet).	• Database up-to-date and available within six months	DA (Nick Smith)	• Ensure workload allocation database is up-to-date, and publish on the intranet – 2018.
Action.28 *Page 53*	We will ensure that essential Departmental meetings are held within core working hours (10am-4pm) to enable staff working flexibly to attend.	Ensure that staff with caring responsibilities can participate fully in departmental life	• We will improve the opportunities for all staff to attend essential Departmental meetings by scheduling meetings during core hours. • Where possible, we will use Doodle polls to gather information regarding availability of staff members. • We will publicise the policy among all Departmental members who are in charge of organising meetings to ensure compliance.	• Policy to be implemented within 3 months	Administrative Officer (Debbie Canham) Supported by all academic staff, academic-related staff and assistant staff in charge of organising meetings	• 75% of essential meetings within core hours by 2018. • 5% increase on staff survey of staff being 'able to strike the right balance between work and home life' (by 2020).

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Action.29 *Page 53*	We will extend the timing of refreshment breaks in the Hopkins building to maximize interactions between staff.	Refreshment breaks in the Department provide opportunity for staff to come together socially, which promotes interaction between research groups and other staff.	• We will extend the times refreshments (i.e. tea, coffee, food) are available in Hopkins Building – to match the extended times now offered in Sanger building. This will be dependent on staffing levels.	• By end of 2018, depending on staff levels	DA (Nick Smith)	• To extend the length of a third of refreshment breaks by at least 50% (i.e. morning coffee extended from 60 min to 90 min). By end of 2018.
Action.30 *Page 54*	We will continue to ensure that female staff are included in every undergraduate supervision group to provide good female role models for undergraduate students.	Ensure that undergraduate students meet and interact with female role models	• We will liaise with teaching committee and academic staff member responsible for allocation of supervision groups to ensure the continued inclusion of female members of staff in every undergraduate supervision group.	• Policy to be applied immediately	Academic staff member in charge of organising supervision groups (Helen Mott)	• Minimum 30%F staff (Academic staff/SRF/SRA) in each undergraduate supervision group. • To obtain positive feedback from undergraduate students informally/via surveys (annually – starting 2017/18 academic year).
Action.31 *Page 54*	We will ensure that the gender balance of speakers presenting the weekly seminars, and at other key events in Biochemistry, is improved. This goal will be communicated to academic staff so a larger number of good female speakers are suggested.	We recognise the need for visibility of inspiring role models for current undergraduates, postgraduates and early careers researchers.	• We will communicate this goal to academic staff to ensure that a larger number of good female speakers are put forward (e.g. via RGH meeting, academic staff retreat, DRD, email). • The gender balance will be reviewed when selecting speakers for each seminar series, with the goal of achieving gender equality across all seminars held in the Department.	• Tea Club Seminars: 2017: 29% F 2018: 35% F 2020: 50% F • Department Research Day: ongoing initiative	Dee Scadden *Supported by seminar organisers (e.g. Marc de la Roche, Simone Weyand)*	• We will continue to monitor the gender balance across all seminar series within the Department, with the aim of achieving gender equality over the next 3 years.

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Action.32 *Page 55*	We will continue to ensure that images on the Departmental website showing members of our Department involved in a range of activities demonstrate diversity.	We are keen to show that the Department is a diverse and inclusive place to work. The visibility of role models (gender and cultural) is an integral part of this process.	• We will ensure that images on the Departmental website will be regularly reviewed and updated. • We will increase our presence on social media (SM) platforms as an additional way to demonstrate diversity in our Department (see Action.35).	• We already display images highlighting E&D on our website, and this will be an ongoing initiative. Reviewed annually.	Steph Low *Supported by communications specialist (Rhys Grant)*	• The images displayed on the Department website and SM demonstrate diversity. Reviewed annually. • Minimum of 50% of images will be changed annually (from 2018).
Action.33 *Page 58*	We will improve the mechanisms for recording outreach activities, and will increase the recognition given for outreach work.	We recognise the importance of outreach activities and will encourage members of the Department to contribute. An integrated approach to supporting, recording and acknowledging outreach activities will streamline this process and highlight how we can better support outreach.	• We will improve the capture of information about outreach activities (via email, survey, web forms etc.). • We will recognise outreach contributions as part of the SRD process.	• 2018: information will be disseminated regarding how to report outreach activities (e.g. at RGH meeting) • 2018: Capture outreach activities - quarterly • 2018: create annual outreach survey	Communications specialist (Rhys Grant)	• Record number of staff/students taking part in outreach activities, by gender. 10% increase in information recorded by 2019. • 10% increase in outreach activities by 2019. • 5% increase in female participation by 2019. • Increase awareness of how they will be recognized. Assess using staff surveys (biannually).

Action	Planned action/objective (WHAT)	Rationale (WHY)	Key outputs and milestones (HOW)	Timeframe (WHEN)	Person responsible (WHO)	Success criteria and outcome
Action.34 *Page 58*	To appoint a lead to take responsibility for co-ordinating outreach activities in the Department, and to develop a database detailing available resources.	Co-ordinating outreach will help us to help researchers to deliver more effective outreach programs by providing a centralised and accessible repository of outreach resources. It will also allow us to determine whether we are targeting a diverse range of schools both in terms of culture and gender.	• We will appoint a lead to oversee, collate and promote outreach activities by the Department. • The lead for outreach will initiate development of the outreach resources database (to complement the database detailing outreach activities by Department members).	• In 2018 a lead for outreach will be appointed • Outreach resources database established by end of 2018.	DA (Nick Smith) *Supported by* HoD (Gerad Evan)	• Lead appointed – by 2018. • Outreach resources database established and accessible by Dec 2018. • Staff surveys will be used to assess the utility of the outreach database (biannlually).
Action.35 *Page 58*	We will improve the social media presence (e.g. Twitter, Facebook) of the Department to promote and recognize outreach, along with raising awareness about E&D issues and to celebrate research excellence.	In order to impact young people, the Department needs to make sure it has a strong social media (SM) presence. We currently have a Twitter feed, and would like to expand this to an official Facebook and Instagram profile. Links to these would be accessible from the Department webpage. These SM outlets can be used to highlight and acknowledge outreach and research excellence, and to promote E&D within the Department.	• We will encourage researchers to inform the Department of outreach work and research highlights, so this information can be disseminated via SM. • We will ensure our SM posts represent and highlight the diversity within the Department.	• SM recognition of outreach activities can begin immediately on our Twitter feed. • 2018: Implement Facebook and Instagram profiles. Develop an integrated approach to representing diversity and highlighting outreach across all SM platforms (e.g. Hootesuite®).	Communications specialist (Rhys Grant)	• Our Twitter account currently has 47 followers (Sept 2017). Minimum of 100% increase in followers by end 2019. 300% increase by 2020. • Monitor increase in followers and retweets as the social media profile of the Department grows (quarterly). • Similarly, when Facebook and Instagram profiles are created, the number of followers and responses can be monitored as indicators of success (monitor quarterly).