Athena SWAN Bronze department award application

Name of university: University of Cambridge

Department: Department of Chemistry

Date of application: November 2012

Date of university Bronze and/or Silver SWAN award: Renewed March 2009

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

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

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

Sections to be included

At the end of each section state the number of words used. Click here for additional guidance on completing the template.

1. Letter of endorsement from the head of department: maximum 500 words

An accompanying letter of endorsement from the head of department should explain how the SWAN action plan and activities in the department contribute to the overall department strategy and academic mission.

The letter is an opportunity for the head of department to confirm their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the departmental mission.

It is an understatement to say that I endorse this application: I believe that the principles embodied in the Athena SWAN process are absolutely essential for the future success of our Department.

Of course, the Cambridge Chemistry Department aims to maintain its position as a world leader in chemical research, teaching and, more generally, scholarship. As a highly visible Department, we have a special responsibility in sending out the message that excellence in research cannot be sustained unless we guarantee a working environment that is supportive and based on mutual respect throughout the organization. We will not be able recruit the best from all layers of society unless we clearly demonstrate our commitment to equality irrespective of gender.

This is why we wish to make sure that the Department is demonstrably equal to any in terms of the working experience that we offer, the teaching that we deliver and the outreach that we provide. We strongly believe that diversity is a huge asset for our Department and we are dedicated to maintain and improve the quality of support and the facilities that we offer both to those who work in the Department for a longer period and those who receive crucial training with us on their way to career elsewhere.

As is clearly stated in our Athena SWAN submission, we aspire to values which are based on the highest professional and academic standards in terms of personal growth and satisfaction offered to our staff and students; growth and excellence in what we do; teamwork that is based on respect, trust and integrity.

The process leading up to the application for the Athena SWAN Bronze award has been immensely helpful in allowing us to review all our working practices and to focus on those that can, and should, be improved. The very process leading up to the application has already resulted in many improvements in working practices that, in retrospect, were obvious but that had simply never been identified as such. An example is the introduction of a policy of family-friendly timings for seminars and group meetings.

To me, the Athena SWAN award scheme is not a matter of compliance – it is a process that we should and would continue even if the Athena SWAN scheme did not exist – the proposed practices reflect plain common sense. To ensure that we continue to move forward, the Department has formed a working-party that consults with our staff, students and post-doctoral researchers to explore ways to promote all aspects of gender equality: excellence starts from a level playing field: if we cannot fully exploit the potential of 100% of the population, we are doomed to be eclipsed by those who can.

In summary: the very process of applying for the Athena SWAN Bronze award has already been immensely beneficial. However, it is only a start. I am convinced that the Athena SWAN process offers a clear path towards creating a more supportive, congenial and, in all respects, a more successful Department.

Prof. D. Frenkel ForMemRS FRSC
Head of Department of Chemistry University of Cambridge

2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

a) A description of the self assessment team: members' roles (both within the department and as part of the team) and their experiences of work-life balance.

Our self-assessment team is drawn from volunteers across the Department of varying degrees of experience, and includes academic, support, and contract research staff as well as Postgrad and PhD students.

Victoria Blake:
The Department's welfare, training and development advisor.

Professor Jane Clarke: (Convenor)
Deputy Head of Department responsible for all HR issues.
Started PhD at 40 with 2 young children.
Most of career has been on short-term contracts.
Responsible for elderly parents who live locally.

Dr Stuart Clarke:
Senior lecturer.
Experience of the pressures on a family where both adults have demanding careers with significant amounts of international travel.
Involved with postgraduate affairs.

Dr Neil Harris:
Research fellow.
Joined in1990 as a Postdoctoral Research Associate (PDRA). NERC Advanced Research Fellow in 2010. Three teenage sons, the eldest of whom has a severe visual impairment with additional disabilities.

Dr Laura Itzhaki:
Research Fellow.
2003 Laura joined the MRC Cancer Cell Unit as Group Leader.
Holds a Fellowship from the Medical Research Foundation in 2011. Two children, the younger one with additional needs, and has been supporting critically ill parents.

Dr James Keeler:
Senior Lecturer and Director of Teaching, with overall responsibility for undergraduate course.
Senior Tutor and Admissions Tutor at Selwyn College.
Extensive experience in undergraduate recruitment and teaching.

Dr Deborah Longbottom:
Organic Chemistry Teaching Fellow in the Department, a 50% time role, with 50% as a College Lecturer.
Maintains an active research profile.
Has two young children and has taken 2 periods of maternity leave.

Dr Leila Luheshi:
Senior PDRA in the Department.

Applying for Fellowships.
Recently returned from six months maternity leave.
Direct experience of the challenges facing female PDRAs trying to balance caring responsibilities with making transition to independent research leader.

Antonia Mattos:
3rd Year Chemistry undergraduate. Hopes to work in the chemical industry, particularly pharmaceuticals or energy.

Dr Amanda Maycock:
Recently arrived PDRA
Was part of the consultation process for the Department of Meteorology's (Reading) successful application for an Athena SWAN Silver Award in 2010.
Member of Post-Doctoral Affairs Committee.

Lily McManus:
4th year chemistry undergraduate student.
Plans a career in consultancy next summer.

Rebecca Murphy:
2nd year PhD student.
Aims to work in biomedical science, applying single-molecule techniques to medical research problems.

Emma Powney: (Secretary)
Member of the Assistant Staff responsible for organising the Department's Open Day (part of the University's Science Festival). Employed 1 day per week specifically to support the Athena SWAN Project.

Dr David Spring:
Reader
Joined as a BBSRC Fellow.
Permanent Lectureship in 2006; promoted to Reader in 2011.
Is married to a busy patent attorney, and shares childcare duties for their two young children.

Dr Richard Turner:
Research Laboratory Technician responsible for maintaining and running laboratories for a large research group.
Is unmarried, no children but passionate about equality of opportunity.

Marita Walsh: Responsible for compiling this report.
Support Services Manager and member of senior management team.
Responsible for personnel matters for all categories of staff, including dignity at work policy.
Actively involved in Equality and Diversity for >12 years

b) an account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission.

Early work:
Approximately five years ago the Department lost 2 key female academics, both unhappy with the culture of the Department. This prompted employment of a consultant, who surveyed the Department's senior academics and identified a number of key elements of the culture that needed addressing. As a result:

- All senior academics were required to attend a workshop – "Bullying, cut it out".
- The management structure was reorganised to make decision-making more open and inclusive.
- Staff meetings were introduced for all categories of staff and all staff are now represented on the staff management committee.
- As the lack of an appraisal system was highlighted as a key failing, the Department devised a new career development review procedure for research workers in Chemistry.
- All academics and PDRAs underwent reviewer/reviewee training (early in academic year 2010-11).
- All academics undertook Dignity at Work training.
- The administrative structure was reorganised with a greater emphasis placed on clear management of the personnel function.

The self-assessment process:
In 2012 the Senior Management Team decided to assess progress, and actively drive the Athena SWAN application process as part of this activity.

Volunteers were sought for the Athena SWAN working party, representing all groups in the Department. We have met every 3-4 weeks over the past few months. Each member of the team has been tasked with one or more part of the application with the remit to: (1) collect data (2) analyse the results (3) write sections of this report (reflected in the different styles) and (4) make recommendations for the action plan. All these are discussed at the meetings. (Note that as a result of the process itself some actions have already been taken).

Staff and students have been consulted through short, targeted surveys, informal face-to-face discussion and discussion at other meetings. Information and advice has been given to the committee by Dr Vivien Hodges, the University's WiSETI Project Officer.
Participation in surveys was pleasing from the academic and research staff, but less so from the students. In general take-up was similar for male and female participants:
Academic staff: 84%
Contract research staff: 77%
Postgraduate students: 44%
All undergraduates: 33%

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

This application is seen as the first step on a long journey. We aim, over the next 12 months and beyond to make a difference to the lives of women working in the Department and over the next 2-5 years to demonstrate a measurable impact.

- **The action plan** will be a living document owned by the Senior Management Team (SMT) senior management team but **monitored, measured and reviewed regularly by the Athena SWAN Working Party** who will meet initially bi-monthly.
- Athena SWAN has become a standing item on all staff-related committees and SMT meetings.
- Standards of practice in administrative tasks (e.g. completion of staff reviews) will be regularly monitored and the findings reported back to the Working Party and SMT.
- A Department-wide staff survey will be undertaken in the next 12 months, the findings of which will report on progress and feed into the action plan.

3. A picture of the Department: maximum 2000 words

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

The Department of Chemistry belongs to the School of Physical Sciences, and is one of the largest departments within the University of Cambridge, and is one of the largest chemistry departments in the country. There is not a strong history of employing women academics in this Department – hence the urgent need for this assessment exercise. Currently we have only 4 established women academic staff – the largest number in our history. The first woman Professor was appointed in 2003 and we now have 2 female Professors and 2 Readers.

Research: The Department includes a large number of strong individual research groups covering an extraordinary spectrum of chemical sciences, ranging from Molecular Biology to Geophysics. In the 2008 Research Assessment Exercise, our strength in research was recognised by the award of 40% of Research judged 4* (Quality that is world-leading in terms of originality, significance and rigour) and a further 40% judged 3* (Quality that is internationally excellent). Many of the academic staff have been awarded medals or prizes, and we have 8 Fellows of the Royal Society active in research, including one female FRS.

Research personnel: One of the difficulties in collecting data for this exercise was the inaccuracy of our database. **As part of the Athena SWAN assessment process we have carried out a census to get accurate numbers of research personnel in the Department.**
There are currently 39 established (permanent) academic staff with 8 research groups lead by non-established staff (temporary lecturers or research fellows with external funding).

We have 180 contact research staff (mostly PDRAs) plus ~40 other post-doctoral researchers who are paid by external sources (e.g. Marie Curie Fellows). We also have

280 postgraduate (mostly PhD) students who are supported from central funds or by grants from Research Councils, the European Union, industry, charities or other sources.

Teaching: the teaching team is lead by a Director of Teaching. There are 5 (unestablished) teaching officers, all considered to be full members of the academic staff, 4 of whom are engaged part-time (with additional College affiliations). Only 2 are currently actively engaged in research.

The undergraduate courses provided by the Department are all under the Natural Sciences umbrella. Our first-year course is taken by around 500 students, and the numbers fall to around 150 in the second year. Our third year class, which is the first time that students can clearly be identified as 'chemists' is around 100, and of these approximately 80 proceed to the fourth (Masters) year. Across all years there are over 800 undergraduates passing through our doors on a weekly basis. **Note that the Cambridge Natural Sciences course structure complicates our analysis.**

Our aim is to provide an undergraduate course suitable for the brightest and best students, and which reflects the Department's ambition to be a centre of excellence on both the national and international stage. In the final years students are offered considerable choice enabling them to tailor their studies to reflect their interests and strengths.

NB. The University does not offer part-time or access courses, and there are no taught post-graduate degrees offered in the Department.

Support staff: The Department has 122 support staff, broadly in four areas: research support (technicians and workshops), administrative and secretarial support, IT support and infrastructure support.

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

Student data

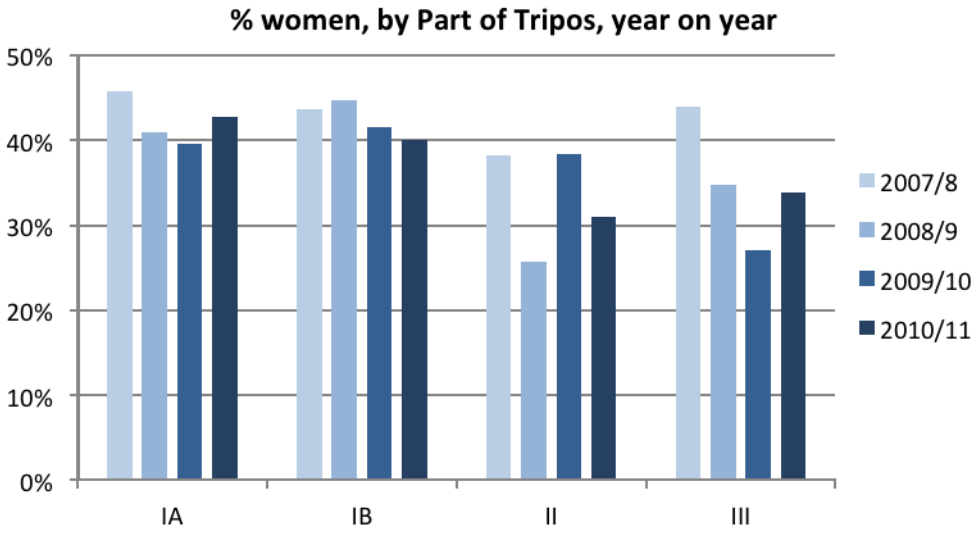
(i) **Numbers of males and females on access or foundation courses** – comment on the data and describe any initiatives taken to attract women to the courses.

N/A

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

Recruitment: Importantly, admissions to undergraduate courses are handled by the Colleges not the Department. Many, but not all academic staff are involved in the recruitment and selection of undergraduates, through their College connections. The University has no specific policy regarding gender balance, but it is understood that most Colleges (other than those which admit only women) strive to achieve a balanced intake, averaged across all subjects.

Importantly, there are no direct admissions to undergraduate chemistry courses. Students are admitted to read Natural Sciences and then pursue a broad-based course in the first year (Part IA) and in the second year (Part IB) develop a stronger subject-focus. It is only in the third year (Part II) and the fourth year (Part III) that students take a single subject, such as Chemistry. Thus the data below reflect the complete cohort of Natural Sciences students for Parts IA and IB, but for Parts II and III it refers to those who have chosen to specialize in Chemistry.



The national picture (2010/11) shows that 42.4% of chemistry students are female. The figures for those universities closest to Cambridge in aspiration are: Oxford 38.9%, Imperial College 39.1%, Bristol 38.2% and Manchester 43.6%). The Part IA cohort is a mixture of physical and biological scientists, who then spread out, over the years, into particular subjects. At Part IA the female participation rate is significantly below 50%, and since women are more likely to specialise in biological subjects, the participation rate in Part II and Part III Chemistry inevitably falls further. At Part II and III a 10% variation year on year is typical, explicable simply as the result of the relatively small numbers involved. However, we are disappointed to see that the numbers of women on our courses are quite significantly below the numbers for other Universities, averaging around 34% for the years in our survey.

Many of the factors which drive this outcome are outside our control – for example, it may be that there is a gender imbalance in the numbers of school leavers with the appropriate combination of A level subjects and grades needed for a successful Cambridge application. We are seeking further data to help us understand this point.

A number of respondents to our survey of undergraduates pointed to the lack of women lecturing, demonstrating, and supervising at part IA and 1B. This may be influencing the uptake of chemistry at Part II.

"No female lecturers, very very few lab demonstrators or supervisors are female"
"Female lecturers would be very welcome"

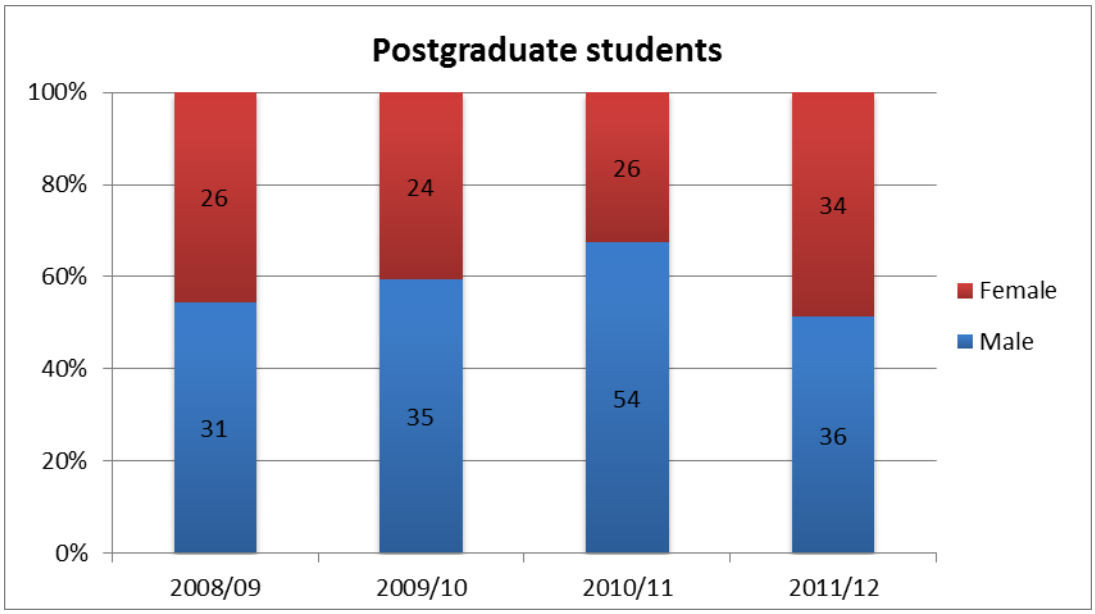
Again, with so few women academic staff, and with most of the supervisions being organised by Colleges, this is a matter over which we have less control than we would like.

However, one of the female teaching fellows has started lecturing for the Part IA course this academic year.

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

N/A

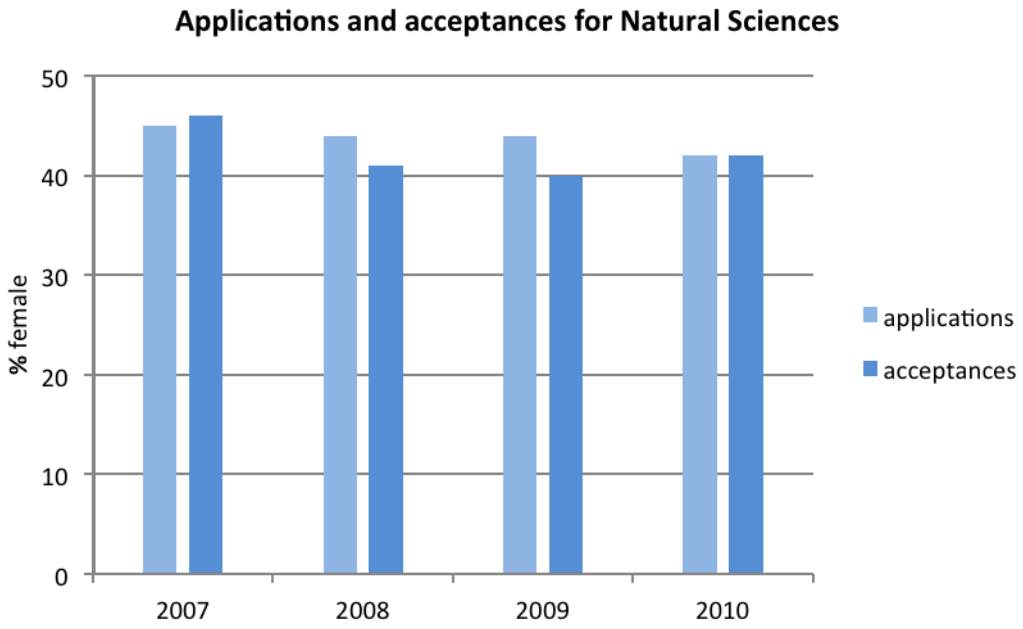
(iv) **Postgraduate male and female numbers on research degrees** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.



Over the 4 year timeframe of our statistics we have a higher proportion of graduate students who are female compared to undergraduate proportions (42% on average). This time we are doing slightly better than the national average (40%). Therefore although the Department does need to implement changes imminently, it needs to ensure it is not complacent and **must review the number of successful males and females each year**. The academic year 2010/11 is atypical. Further statistics (see below) suggest that for this year we had an unexplained extraordinary number of male applicants, which skews the gender balance.

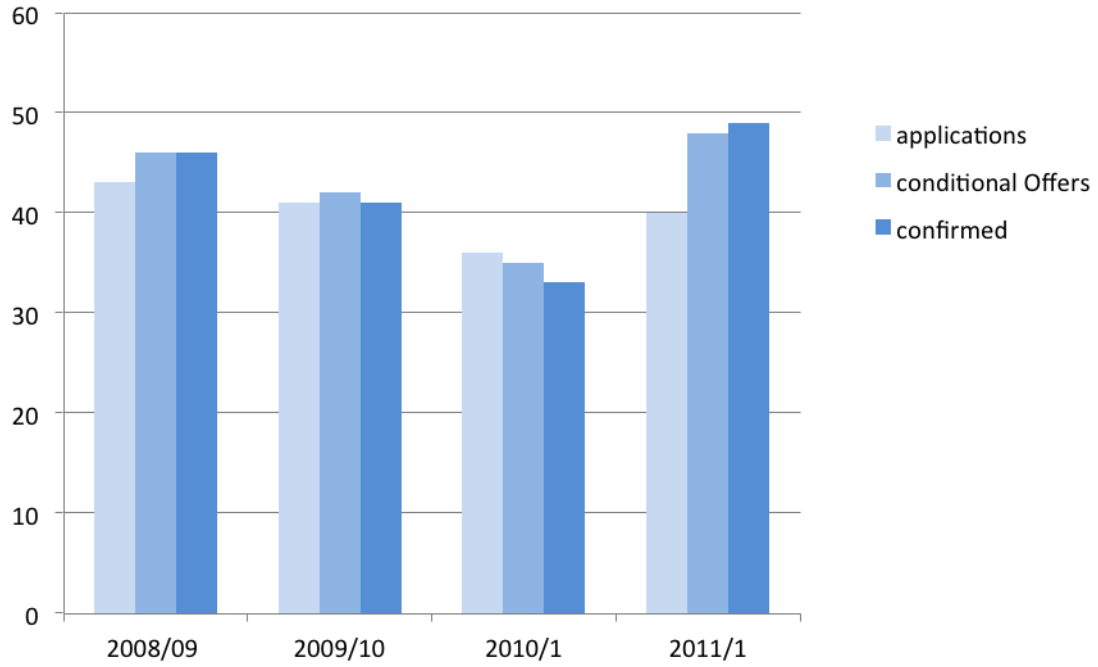
(v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees** – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.

Undergraduate Courses: Please see the comments in (b)(ii) concerning the nature of recruitment to our undergraduate course. The chart below shows the percentage of women applicants and acceptances to the Natural Science Tripos. Broadly speaking the two are in balance. Given the national context within which we work these data are not exceptional, but we need to **monitor these closely**.



Postgraduate Courses: There is a central application process to Cambridge University and to this Department, both advertised on our website. The majority of students are accepted by individual supervisors. If the supervisor has funds to support a student (through Departmental studentships or through industrial or grant sponsored funds) then the student will gain a place providing they meet the entrance requirements. Students from outside the EU will only be successful if they also obtain funding from, for example, the Cambridge Overseas Trusts, and this is out of our control. Other students may be interviewed by a committee that may be entirely internal or mostly external to the Department (e.g. the BBSRC DTC).

% Female applications, offers and confirmed places for post graduate courses

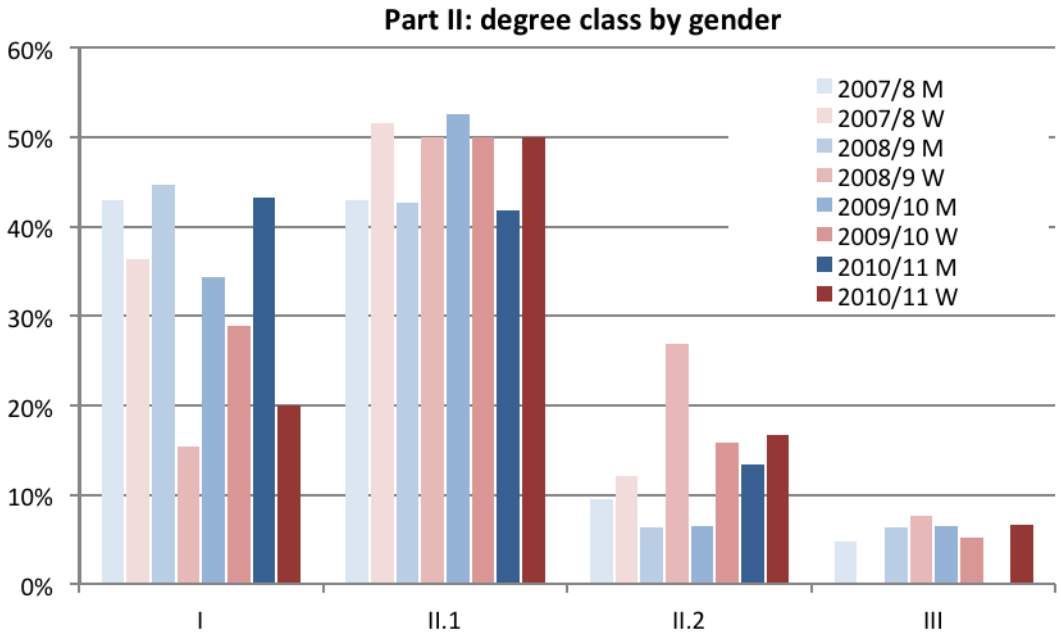


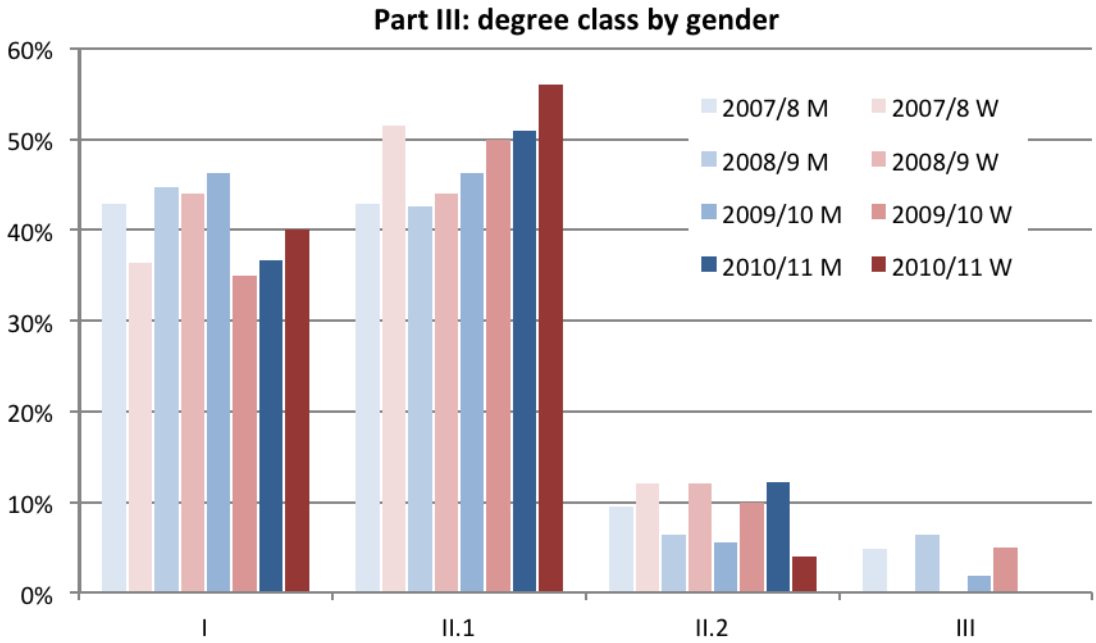
Post Graduate Application Statistics									
	Applications*			Conditional Offers			Confirmed		
Year	Males	Females	Totals	Males	Females	Total	Males	Females	Total
2008/09	119	88	207	54	46	100	31	26	57
2009/10	129	90	219	61	45	106	35	24	59
2010/11	142	79	221	73	39	112	54	26	80
2011/12	126	85	211	54	49	103	36	34	70
* includes preliminary applications who were not asked to submit a full application									

These data demonstrate that we accept males and females to postgraduate degrees in about the same proportion as apply (allowing for variation between years). This suggests that our recruitment practices are fair, but this monitoring needs to continue. The data suggest that if we can attract more female applicants then it would be possible to increase our numbers of female postgraduate students to ~ 50%.

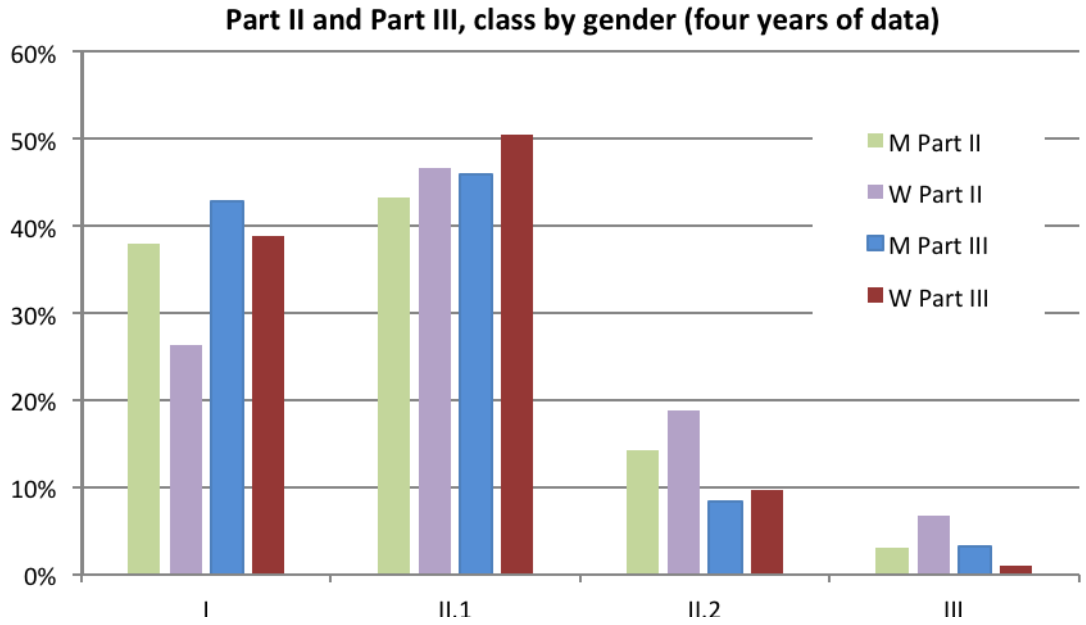
(vi) **Degree classification by gender** – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

As has been noted in (b)(ii) it is only in the third and four years (Parts II and III) that students are clearly identified as heading for a degree in chemistry. The data presented here only refer to these years, therefore. The charts below show, for four separate years of data, the percentage of men and women in each class, for Part II and Part III separately.





Aggregating all four years of data gives the following result**.**



These data show what appears to be a distinction between Part II and Part III. In Part II women are significantly underrepresented in the First Class, whereas this gap decreases markedly in Part III. For the Upper Second Class women perform slightly better at Part II, and this margin widens somewhat at Part III. Another way of looking at these data is that, aggregated over four years, 89.3% of women and 88.5% of men achieve a 'good' degree at Part III (where 'good' is defined as a First or Upper Second).

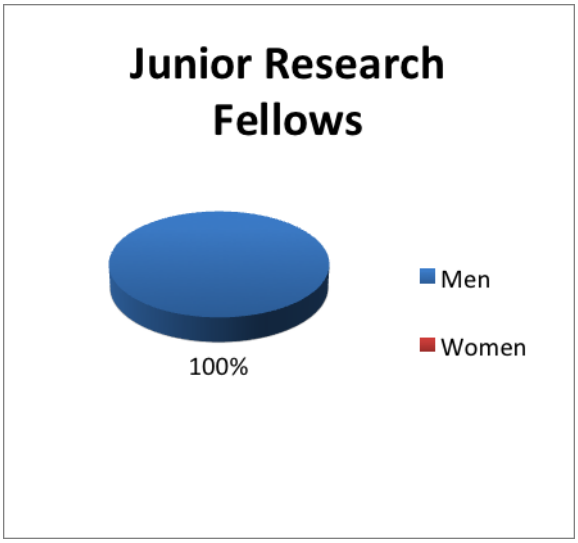
The differences in First Class achievements may be related to aspirations and expectations. When asked, in the survey, to predict their grades only 30% of women compared to 49% of men predicted that they would get a first class mark in the forthcoming exams. Women more accurately assessed their chances of obtaining a 'good' degree, however, with 88.5% of them predicting a 1st or 2:1, while the men were apparently over-optimistic, with 95% expecting a 'good' pass. **We will consider examining our supervision systems**, to help improve the expectations of our women students.

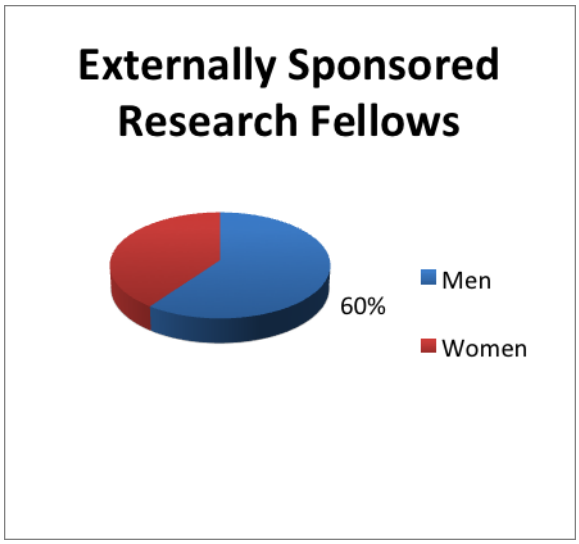
"I think this is more of a problem with the way men are more encouraged by social norms to be confident and unafraid of making errors, and so I find my male supervision partners tend to dominate question-answering, often speaking over me without realising, whereas when in all-girl supervisions, I find I have my voice heard much more."

Staff data

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

Researchers: The Department has around 200 post-doctoral researchers, who broadly fall into three categories: the majority (~160) are contract research staff employed by the University – largely through research grants, ~ 40 postdocs are funded by external sponsors, and finally 8 College-employed Junior Research Fellows (JRFs). About 35% of contract research staff are female, with the notable exception of the College Research Fellows who are all currently male.

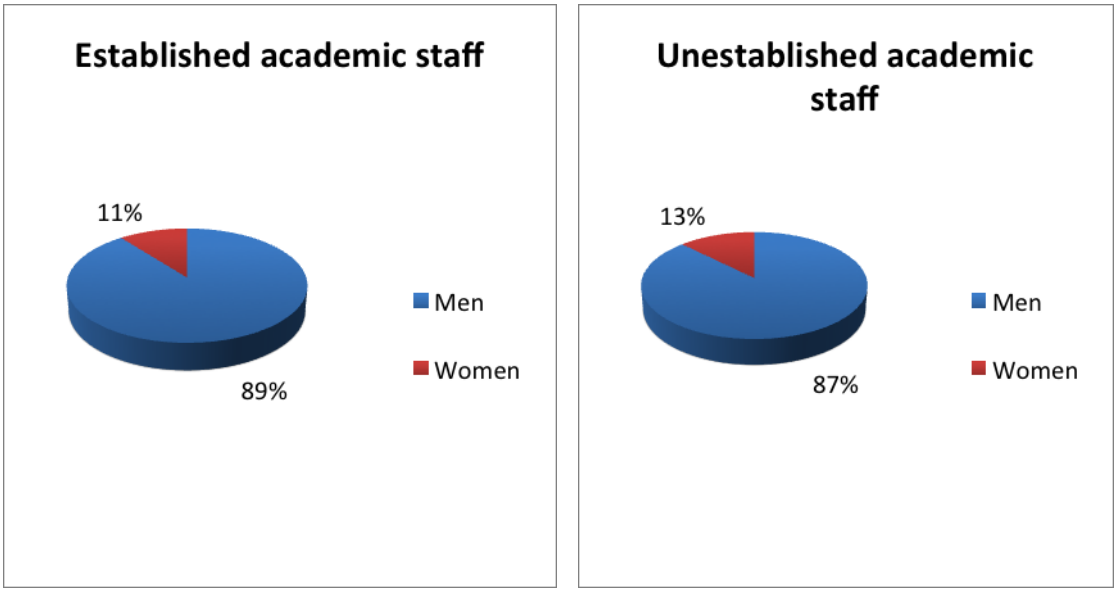




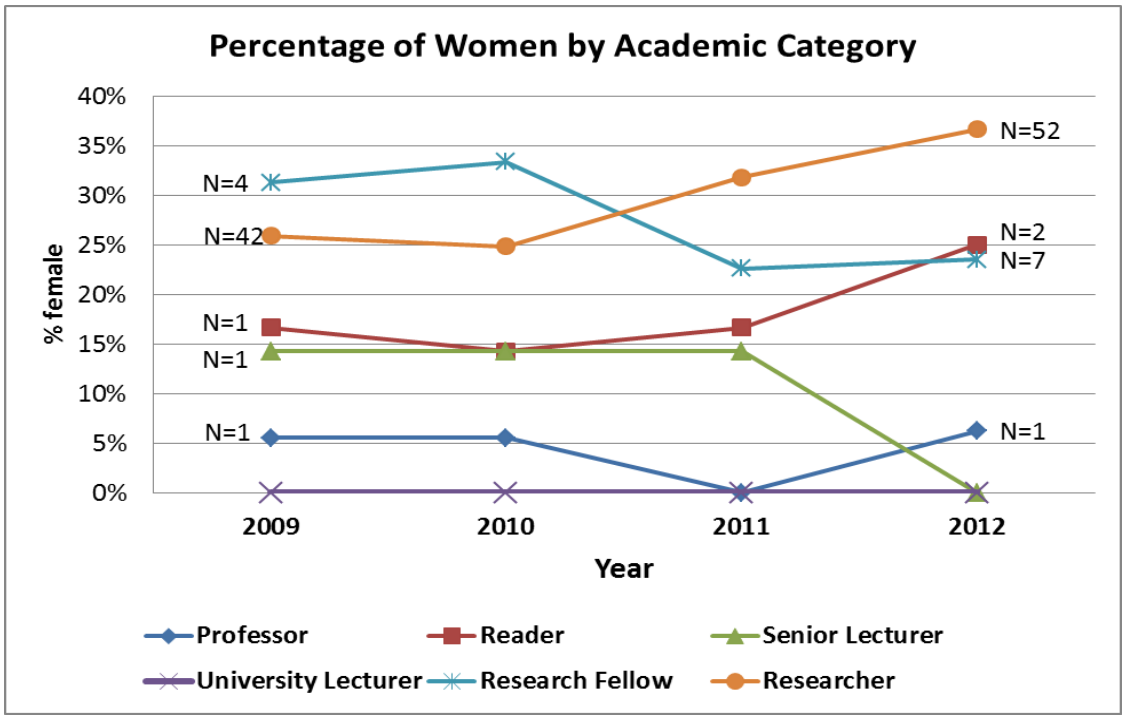
The contract research staff are nearly all selected by application to individual Principal Investigators (PIs). **The Athena SWAN process has identified two main areas of concern that are both addressed in our action plan:**

(1) Currently we do not collect the figures to allow us to compare the gender profile of applicants with the profile of acceptances.
(2) We have less influence on the postdocs who come with Fellowships (such as Marie Curie) or JRFs, selected by individual Colleges. However, all our current College Fellows were PhD students in the Department. The Department needs to consider how it can positively support women in JRF applications.

Academic staff: Academic staff fall into 2 categories: Established posts and unestablished posts (which includes the temporary lecturers, teaching fellows, University Research Fellows (URF's) and other academics with personal Fellowships.



The diagram below shows the percentage of women in each category of staff on the 1 April for the past four years. The upward trend for Reader and downward trend for Senior Lecturer is due to a promotion. The upward trend for Professor is again due to a promotion.



It is important to note that the last female lecturer was appointed in 2000. Since this appointment 20 lecturer positions (5 of which were temporary) have been filled, all by men. Three more senior women have been appointed to the Department in this time but two of these had their own personal funding. Only 1 woman has been appointed to any open position since 2000.

Our application for Athena SWAN is prompted by our need to attract more first class female applicants to open positions. At the time of writing we have 2 senior positions open and have failed to attract a single female candidate. **One of our key action points** is to develop strategies for attracting women to apply for posts.

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

Staff Leaving Statistics				
		Staff in post on 1 April	Staff leaving in the academic year	%
		2009	**2008/9**	
Academics	M	34	1	3
	F	4	1	25
Contract Research Staff	M	120	49	41
	F	42	18	43
		2010	**2009/10**	
Academics	M	36	5	14
	F	3	0	0
Contract Research Staff	M	90	40	44
	F	42	22	52
		2011	**2010/11**	
Academics	M	35	1	3
	F	4	0	0
Contract Research Staff	M	90	43	48
	F	52	18	35

There is no evidence to suggest that turnover is different for males and females. As contract research staff are engaged on limited tenure, the turnover data need more analysis to establish if there is anything the Department needs to address. This information should be more readily available with the planned introduction of exit questionnaires.

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

Key career transition points

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

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

The data presented below make it clear that **we fail to attract female applicants**. Only 15 out of 90 applicants to the last 4 lecturer positions were female and in 2 current Professorship vacancies we did not have a single female applicant. Similarly, we fail to attract women to apply for junior early-career research fellowships in the Department (apart from those aimed most specifically at women applicants) *even though a significant number of these applicants come from our own postdoc community.*
In our **action plan** the SMT are charged to urgently consider how to attract the right calibre of women to apply for the Faculty positions. Further, We need to ensure female contract research staff are encouraged to apply for fellowships and are adequately prepared and supported in their application so they are able to maximise their opportunity.

Applicants for Lectureships 2006 - 2012								
	Applications		**First short-list**		**Final short-list**		**Appointed**	
	Male	Female	Male	Female	Male	Female	Male	Female
N	174	28	47	14	24	6	6	0
%	86.1	13.9	77.0	23.0	80	20	100	0

Applications For Career Development Research Fellowships (2006-2012)								
Funder	Royal Society	Dorothy Hodgkin	EPSRC	BBSRC	NERC	MRC	Wellcome Trust	Totals: Applicants / Success rate
Applied (N)	25 Male 4 Female	2 Male 20 Female	17 Male 1 Female	5 Male 0 Female	3 Male 0 Female	1 Male 0 Female	7 Male 4 Female	60M (67.4%) 29F (32.6%)
Successful (N)	6 Male 0 Female	0 Male 2 Female	0 Male 0 Female	1 Male 0 Female	1 Male 0 Female	1 Male 0 Female	1 Male 0 Female	10M (16.7%) 2F (6.9%)

NB Dorothy Hodgkin Fellowships are specifically for those requiring a significant degree of flexible working (e.g. for childcare, care of dependants, etc.)

The total figures excluding Dorothy Hodgkin fellowships are:
Total applications: (M) 58 (86.6%); (F) 9 (15.8%). Number of successful applicants: (M) 10 (17.2 %); (F) 0 (0%)

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

Departmental Promotions Statistics 2006 - 2012				
	Applied		**Succeeded**	
Office	**Female**	**Male**	**Female**	**Male**
Professor	1	20	1 (100%)	11 (55%)
Reader	2	11	2 (100%)	8 (73%)
Senior Lecturer	1	4	1 (100%)	3 (75%)

It is our aspiration that all staff will be actively encouraged to apply for promotion at the appropriate time in their career. However, experience teaches us that women actually need that proactive encouragement, while men are inclined to apply for promotion significantly earlier than their female counterparts. Women, when they do apply, have a higher success rate

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

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

The University has a policy of fair and open competition for all vacancies and all recruitment should follow the Recruitment Guidance. There is a strict procedure for the recruitment and subsequent appointment of established academic staff, but this is not necessarily followed for non-established posts or the recruitment of contract research staff. **Contract research staff are recruited by individual PIs and at present this recruitment is not monitored in any way**. Actions are included in the Action Plan.

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

Research Council postgraduate students are appointed mentors when they start their PhD. However, we need to ensure that everyone has access to a mentor if they wish. Comments received from the Academic survey, which would suggest some academics would like more guidance and possibly training in mentoring.

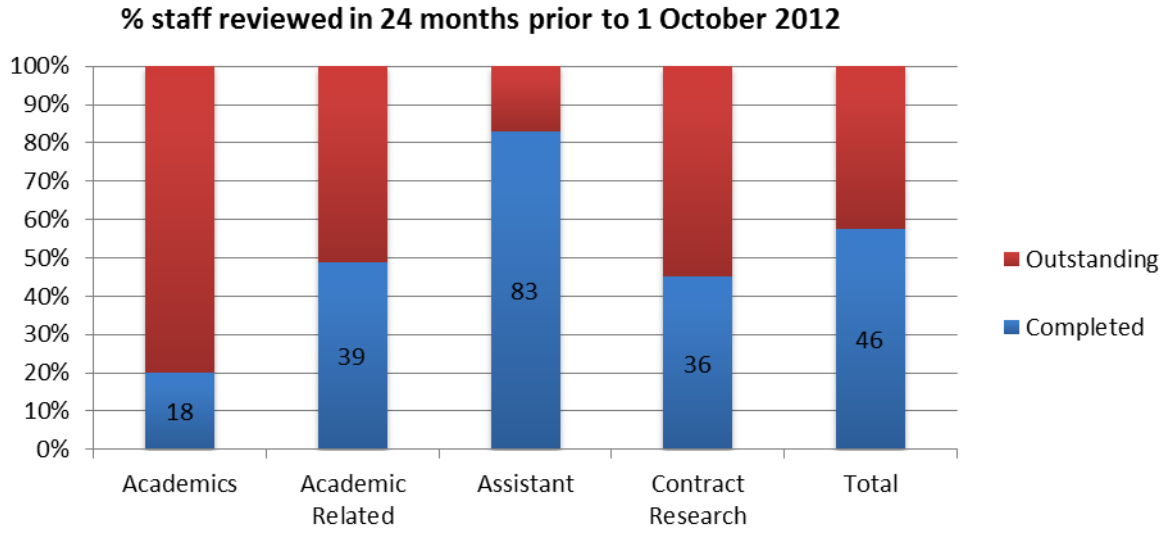
The comments received from the contract research staff survey would suggest their experience of mentors is mixed, some said they either didn't have a mentor or they did not make use of one when a name was supplied. *"I've been provided with a mentor but there is no system in place to encourage you to contact your mentor or them to contact you".* **We recognise** that the mentoring system needs to be improved.

Career development

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

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

In 2010 it was decided that all staff would have a staff review within 2 years. At the launch, ALL academic staff and post-docs underwent the required training and it was made clear to all that the Reviews are not intended to relate directly to grades or promotions, but rather to be supportive of career development and future direction. The survey of academic staff generated the following comments in response to the question, *"When the Department carries out my annual review, it values and rewards the full range of skills and experience including pastoral work, teaching and administration, and outreach work. "* Only ~25% agreed.



Our 2010 aspiration has not been achieved by any category of staff but is especially poor for academics and contract search staff. The HoD now insists that any academic who wishes to apply for promotion must have been reviewed during the last 12 months.

The University promotion criteria are very clear and are sent to ALL eligible staff on a yearly basis: research and scholarship, teaching and general contribution, which

includes administration responsibilities, research group management, editorial work and outreach, are key categories, among others. From 2012, the Head of the Department has actively contacted all staff that might be eligible for promotion, in order to encourage less-confident staff to apply. There is some dissatisfaction, however: some Academic staff feel that teaching and administration are not adequately rewarded.

As a Department, we have also pressured the University to create a career structure for those with mainly teaching responsibilities, a process which is on-going. The Department was the first to have a dedicated Careers Officer for the contract research staff, but other Departments in the School of Physical Sciences are now using this resource.

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

Induction

Within the Department, a full induction programme is given by the PI (or nominated other) covering all essential information and introduction to the role, group and Department. Further, a Departmental Welcome Induction Meeting takes place in the first month of employment and includes:

1. A welcome from the Welfare, Training and Development Advisor, who provides information about best working practices and opportunities available to staff during their employment. This includes:

- The importance of the Equality and Diversity and dignity@work policies and principles to the Department.
- Family friendly policies.
- Support available from the University's Occupational Health, Counselling services and Disability Resource Centre.
- The personal and professional development opportunities from across the University and within the Department, including the University's Researcher Development Programme and the Department's mentoring and review schemes.
- Numerous other opportunities for networking are also provided, including the Departments' Post-Doc Affairs Committee and associated activities, networking opportunities specifically for Post-Docs, and for newcomers to the area.

2. A presentation from one of the two dedicated Post-Doc Career Advisors.

3. An introduction to the resources available in the library.

4. An introduction to Grant management, financial regulations and purchasing.

Training

The Department recently received central University approval and funds to design and deliver the range of training opportunities detailed above (fourth bullet point). In addition, during the probationary period (variable depending on post), all employees in the Chemistry Department are encouraged to consider what their training needs are and take advantage of all opportunities offered to them.

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

Considerable support, both pastoral and academic, is provided for undergraduate and postgraduate students by the College system: each College has established welfare systems and Tutors of both genders. In addition, support and information are also provided by Cambridge University Students Union.

Training

This Department has put a significant amount of effort into developing the transferable skills training programme offered to all our postgraduate students. We have developed in-house courses as well as offering courses through the University. All students are given every opportunity and encouragement to take advantage of this scheme from when they arrive.

Support from the University's Personal and Professional Development Division is available through an array of training and development opportunities and an online database provides details of all courses available to graduates throughout the University. New graduates receive a booklet describing all of the courses available, including transferable skills training. From this academic year the University's Researcher Development Programme has been launched and will run an array of courses specifically designed to offer support and guidance to all researching students and post-docs within the University.

Mentoring

A re-evaluation of the Department of Chemistry Mentoring scheme is underway by the Post-Doc Affairs Committee. Together with retaining the right of female students to request a female Mentor, options currently under discussion include:

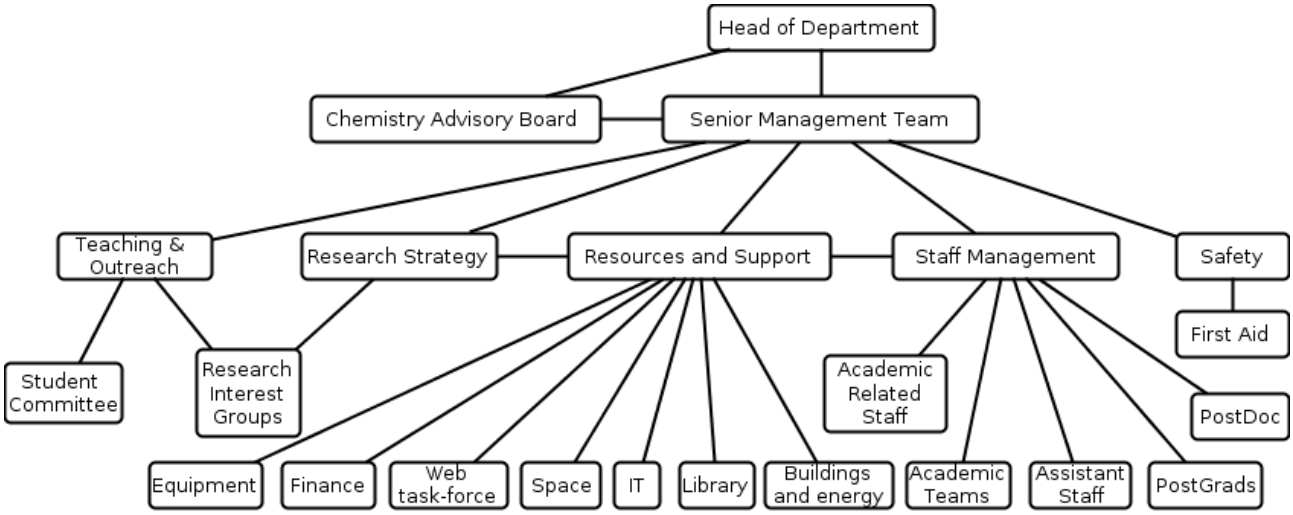
- An ‘Induction Mentor’ - a ‘buddy’ to support until completion of the probation period.
- A ‘Developmental Mentor’ - drawn from a pool of Academic and Senior Research members of staff, each with their own areas of specialism
- Termly mentoring/networking meetings between female PhD students and female faculty.

Organisation and culture

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

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

The committee structure is described in the Figure below.



Five of the six senior committees (SMT, Teaching and Outreach, Resources & Rupport, and Staff Management) have at least one female academic representative. The exception is Safety, which has female support staff representatives. It is difficult to maintain an appropriate balance of women in committees without unnecessarily overburdening female members of staff which means that a number of other committees have no female academic representation. However, as a number of key support staff are female, there is female representation on all the committees in the Department.

Both male and female members of the Department serve on School and University level committees. In the University committees outside the Department in the Faculty, School or the Centre, generally rigorously enforce a gender balance policy of at least one, and preferably two female members.

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

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

Academics: Four female members of the academic staff hold established posts. Other female members of the academic staff hold unestablished posts dependent on the availability of funds. This includes the teaching officers, a significant proportion of whom are female, but also a number of lecturers on limited term contracts, all of whom (as we have seen) are male. We are concerned to note that the proportion of women academics in unestablished posts is significantly higher than that of men (>40%).
Researchers: There is no evidence of any differences between male and female researchers.

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

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

We aim to ensure all staff get the opportunity to participate in management of the department at all levels. This is currently ad hoc, we have no policy for appointments to committees or for rotation. Other than the appointment committees, there is no specific requirement for women to be appointed on any committee in the Department. Presently all key decision-making committees have female participation and all female academics participate in one or more of these key committees. Some committees operate by seeking volunteer members, some chairs invite specific colleagues to join, in others the membership is explicitly meant to represent sections of the staff (e.g. assistant staff committee has representatives from all the sections of the support staff). In some cases this works, in others communication is poor to constituents. There is a danger of low turnover which would limit opportunities for all to contribute. The faculty meeting has been recently delegated the responsibility for considering committee membership.

In our **action plan** we propose establishing guidelines for how committee membership is determined, governed and maintained.

(ii) **Workload model** – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual's career.

Academics: The Department currently has a points-based **teaching workload** model used to inform planning. The details are complex in an attempt to fairly reflect the differing nature of the different roles and courses being taught.
Given the relatively small numbers of female staff members (6) it is difficult to draw statistically significant conclusions from teaching workload data. However, we have no evidence to suggest any differences in teaching workload between male and female staff.

We note that generally the teaching load is considered to be rather light compared to other institutions, particularly because we have teaching fellows who take a significant burden off the rest of the staff.
We currently have no method of assessing other contributions at present. As will be seen in our **action plan**, we will review workload models and discuss with other departments operating different models to introduce the most effective practice.

Researchers: 82% of female and 88% of male respondents to the postdoc survey reported that they were satisfied that both research and research-related workload (such as lab duties or student training) were fairly allocated on a gender-neutral basis. However only 67% of women and 68% of men thought that their pastoral, administrative and teaching duties were valued in their supervisor's assessment of their performance. We will continue to monitor this.

93% of women and 87% of men responding to contract research staff survey agreed or strongly agreed that in their research group they were treated on their merits, irrespective of gender. Across all questions asked in our survey, covering training, the workload, flexibility and support for career development, we did not find a significant difference in the pattern of responses between men and women.

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

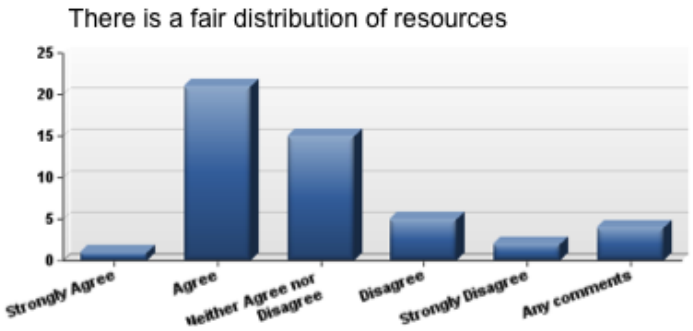
All the research groups are very different and although most group meetings were held between the hours of 9am and 5pm, some groups were meeting at 8am or meeting until 6pm. We have recently introduced a Laboratory Performance and Expectations document that states 'Core lab working hours are Monday to Friday 9 am – 5 pm' and '*Group Meetings* will fall within core lab working hours'. All academic principal investigators have been asked to adopt this document as policy. We have some evidence that this has not yet been fully implemented and in our **action plan** we note that compliance will need to be monitored. However, most groups organise social events in the evenings and weekends, and some actually arrange overnight "awaydays" for up to a week at a time. This need careful consideration and **monitoring** to ensure those with family responsibilities are not being disadvantaged in any way.

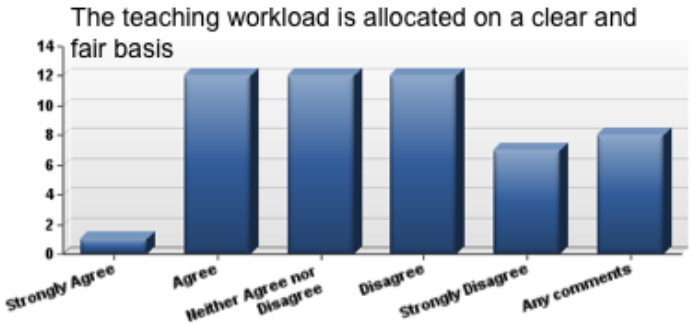
(iv) **Culture** –demonstrate how the department is female-friendly and inclusive. 'Culture' refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

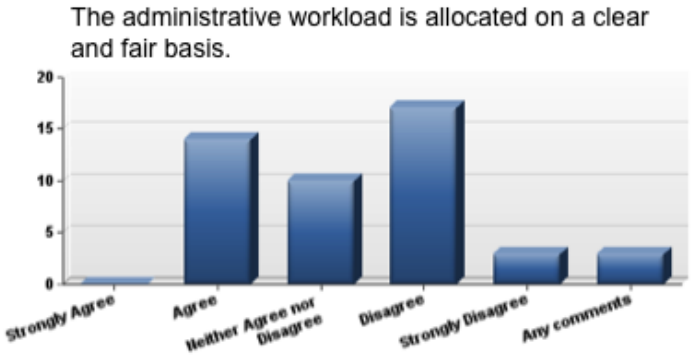
Our surveys reveal that it is the "culture" of the Department that is most troubling. Some academics and researchers (both Postdoc and postgrad) who responded to the survey display dissatisfaction and disillusion with the Department, in terms of fairness, life-work balance, and respect of support and dignity at work issues.

Academic staff: It was not possible to draw any gender-related conclusions from the responses.

There is clear evidence that a significant minority of academic staff feel that resources, teaching and administrative loads are not fairly distributed.







The comments here make depressing reading:

"Not all members of the Department are treated equally and there is a strong sense that some are encouraged and promoted more than others."

"those who shout loudest usually get what they want !!"

Sadly the academic staff are also under pressure when it comes to a good life-work balance:

And some think that this is part of the job…

"To be sufficiently productive for career progression requires long hours that are not compatible with achieving a good work-life balance."

"Home life continually suffers because of work commitments. However, this is essentially a fundamental issue with world leading research."

As part of our **action plan** academic staff's workloads, attitudes to work and the mentoring and support they are provided with all need to be addressed – in particular because it is this perceived *requirement* to sacrifice life outside work which is apparently persuading women that science is not a career for them.

Researchers / Post docs

The postdocs in the Department who responded to the survey appear to be happier than their academic supervisors. Although a minority commented in the survey that the demands made by their supervisors excessive, most are satisfied with their working life, and with the support they are given. We do not have exit statistics or surveys to discover what careers our post docs go into and how this differs between females and males. In our **action plan** we propose monitoring the onward path of these early career researchers using exit interviews and email contact thereafter.

Researchers / graduate students

About 40% of our graduate students responded to the survey, of whom about 50% were female and 50% male, similar to the balance in the Department. Many positive responses were received, suggesting that the majority of post-graduate students are happy in the Department:

- 81% of respondents agreed that PhD students and post-docs in their group were treated on their merits, irrespective of their gender;
- 76% of respondents agreed that they were encouraged and given opportunities to present their research either internally or externally;
- 61% of respondents thought that men and women with equivalent undergraduate qualifications would be equally successful as PhD students.

However, two areas of serious concern were raised and are discussed in detail here.

Firstly, a significant minority of students who responded felt obliged to work in disagreeable conditions.

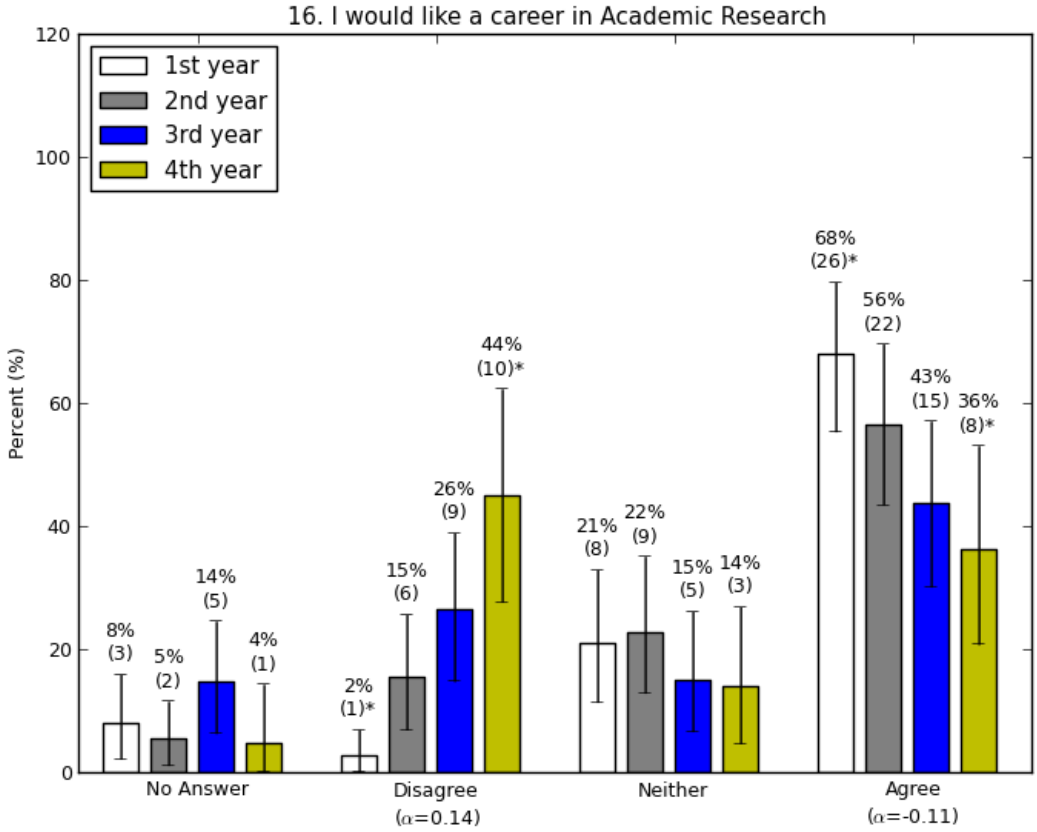
- 15% of students agreed that their supervisor "frequently" expected them to work during the evening (after 6pm) and at weekends.

  "*If I am not in the lab there is virtually no excuse other than illness or emergency … He has told me that he expects a typical weekday to be from 9am-8pm or 9am-9pm and that I should work a 6 day week with 6 hours work on a weekend."*

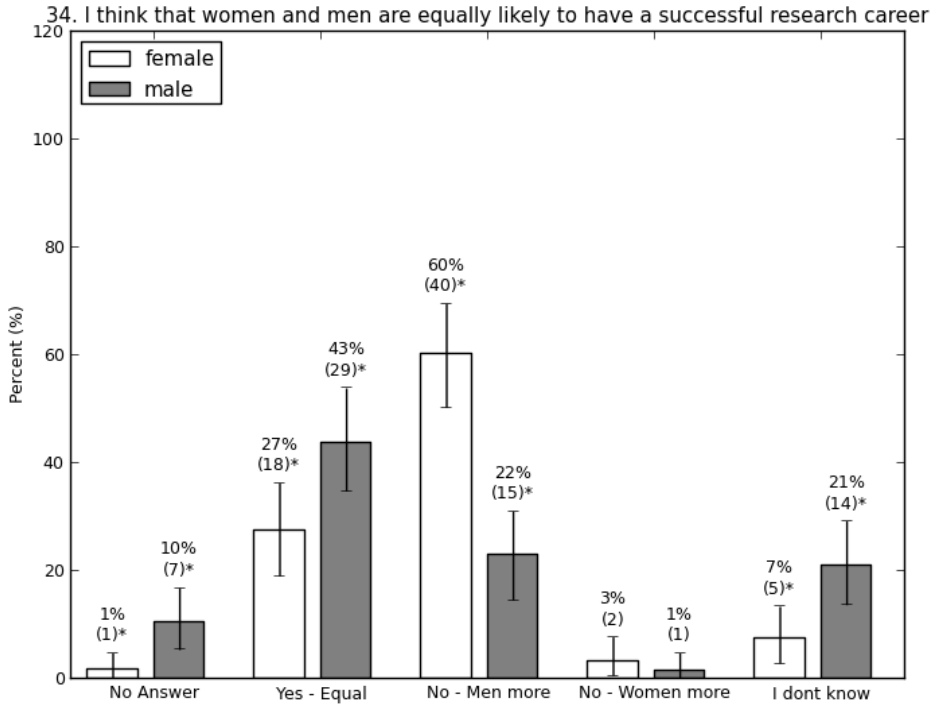
Several respondents also highlighted significant issues of bullying and emotional manipulation by their supervisors. In one particularly shocking response, a student described seeing *"every female member of my group physically in tears in the laboratory, most of them on a number of occasions."*

Taken together, these comments describe a workplace culture in which a minority of students feel forced into working overlong hours in a extremely stressful atmosphere. **It must be a priority** to address the bullying experienced by a proportion of our graduate students. This is clearly unacceptable. **Anecdotal evidence suggests that this behaviour is not endemic but is, rather, characteristic of a relatively small number of research groups, which should make it easier to tackle.**

The second key issue to emerge from the post-graduate survey was the differing opinions of men and women on the likelihood of success for men and women in a scientific career. There is a clear rejection of academic science by both male and female students as they progress through their PhD:



However, as illustrated in the figure below, 3 in 5 women felt that women were less likely to be successful in research compared to only one in 5 men:



These answers suggest that the under-representation of women in science beyond the PhD level is at least partially caused by women self-selecting out of a career in which they do not believe they will be successful. This is supported by comments made in the survey.

Many women indicated that parenthood remains a significant barrier for women in research:

- *"I have observed several female friends with promising careers who have decided to leave after a post-doc because they don't feel they will be able to progress and ultimately have a family."*

Furthermore, many women indicated that they felt less emotionally equipped to deal with workplace bullying and that men were more able to cope with working in a stressful environment:

- *Although I know that some of my male friends were also upset, stressed and under a lot of pressure, my female friends were affected in a more inhibitory way … The men in the lab were better able to deal with the passive aggressive (and sometimes not so passive) behaviour of my supervisor. Most female PhD students that I know have struggled at the end of their PhD with lack of confidence and self-esteem. They have consistently aimed for less competitive jobs than the men, and are more likely to leave the field.*

We note several things:

(1) if post-graduates are not attracted to research, their comments indicate that this is because, for many students, this Department is not a pleasant place to work.

(2) women appear to lack self-confidence and so are disproportionately affected by a negative or stressful working environment.

(3) There are insufficient role models – women in the Department who are successfully managing a successful career with a full and satisfying outside life.

"When you attend seminars on a regular basis and not a single one is given by a woman, when every paper you read is published by a man, when your graduate lectures are given by 7 (brilliant) men, maybe someone needs to say that this is your world too and that it is possible. Because sometimes it really doesn't look like it is."

Actions: We must find ways to address the lack of self-esteem that discourages women from continuing in research, actively encourage them to apply for fellowships, and be successful with providing them with role models.

The Department as a community

The Department is relatively large so it is hard to get to know all colleagues and peers. However, there are several ways that an attempt has been made to inculcate a sense of community.

Firstly, through a quarterly magazine called "Chem@Cam". This is distributed to all current and past members of the Department. It aims to celebrate the Department showcasing news such as academic promotions, retirements, visiting lecturers, academic excellence (awards and publications), marriages, birth of children and communication of science to the public. The Department's website celebrates academic news on the homepage. Further **action is needed** to ensure that images and balance of research success from women is portrayed positively and to actively seek more news about the success of our post grads and post docs.

Secondly, we have several Department-wide social events in core hours, such as a staff BBQ and sports day, staff Christmas reception (where past colleagues are invited), post doc events, student welcome parties, an annual faculty dinner, and a summer drinks reception. There are also many sector and group social events.

Thirdly, we have a large cafeteria called the 'cyber café', where most of the Department go for a tea-break twice a day. Many of the groups in the Department eat their lunch there. Cross-group interactions occur frequently due to this communal space. The space is also used for social gatherings.

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

Outreach within the Department is usually carried out by members of the teaching staff and is therefore distributed equally among male and female staff. It is not formally recognised as part of the workload model within the Department but would be recognised as part of the teaching fellows staff reviews.

The Department runs three main Outreach activities:

Sutton Trust Summer School – Participants are UK students currently studying in Year 12 are allocated by the Sutton Trust, which ensures an equal gender balance.

Salters' Science Camp – Participants are allocated by the Salters' Institute on a strict gender balance and are secondary school students. The camp is teacher-led and supported by Departmental PhD students with additional lectures by members of the academic staff.

An annual "Open Day" open to the public as part of Science Week, staffed mainly by enthusiastic graduate students and postdocs.

Flexibility and managing career breaks

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

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

In the last five years 21 staff have gone on maternity leave (7 assistant staff, 13 research staff, 1 academic-related staff). 8 staff left the University either during or after maternity leave (3 resignations, 3 end of contract, 1 redundancy, 1 unknown reason). 13 staff returned to the Department after maternity leave of which 6 were research staff. 2 staff returned on reduced hours (1 assistant staff, 1 research staff). We need to monitor this level of attrition, particularly of research staff.

Additional problems beyond the University's control have been encountered by research staff from abroad on Visas due to UK Boarder Agency regulations. Recently a Marie Curie Fellow wanted to return from maternity leave on reduced hours. Initially this was refused by Border Agency but much effort by the Department, the decision was reversed.

The number of contract research staff taking maternity leave in the last five years is very small. This is despite the fact that 33% of contract research staff in the Department are women[1]. Further work needs to be done to determine the age demographic of our contract research staff and compare our statistics with those of other SET Departments in Cambridge as well as other Chemistry Departments in the UK. Work is also required to collect exit information from contract research staff to establish whether or not they stay in science.

To make it more attractive for women contract research staff to stay in science, including overcoming the additional hurdles associated with having children; there needs to be support both before and after a period of maternity leave:

1. It is recognised it can be difficult to progress a research project (typically a 2- or 3-year grant with limited funds) when staff go on maternity leave. One constraint faced is the financial one, which there is therefore the potential to address through Department funds. However, it is very difficult to find experienced researchers for such short-term positions (6

[1] We note that contract research staff who have their own funding (e.g. FEBS and EMBO Fellowships) are not included in any of the statistics on maternity leave etc, as they are not paid through the University.

months being the typical period of maternity leave taken). Therefore we suggest considering piloting a scheme in which the Department would pay for an additional 6 months and to ensure information regarding this additional funding is widely advertised so that both faculty and research staff are made aware of them.

2. Additional support needs to be provided to contract research staff whilst on maternity leave and on their return. For example, encouraging the take up of 'Keep In Touch' days, which are available for academic staff during maternity leave.

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

In the last five years, 4 staff took paternity leave (1 assistant staff, 3 research staff). There is anecdotal evidence that both male faculty and contract research staff take short periods of leave when their partners have children, but on an informal basis. One researcher is currently on extended paternity leave.

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

There have been no formal applications for flexible working amongst the academic staff but this does not fully reflect the numbers of informal flexible working arrangements currently in practice. Assistant staff have a formal flexi-time arrangement.

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

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

There is a formal process by which people may request flexible working but the majority of flexible working arrangements appear to be agreed on an informal basis. For instance, officially only 4 contract research staff currently work part time however, 78% of female and 74 % of male respondents to the postdoc survey reported that they found it very easy or easy to work flexibly and to adjust their working hours to suit their personal life.

"*I share responsibility with my wife for getting the children to school. This is arranged by me taking them in in the morning and therefore starting work in the department at between 9.45 -10 in the morning and extending my working hours later in the evening when my wife is able to collect the children. This has been fully supported by my line Manager*."

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

The Department does not provide an additional initiatives beyond the university policies and procedures to support female staff before they go on maternity leave. However all women complete risk assessments in collaboration with their line manager and any identified adjustments are made. Arrangements for covering work during their absence are arranged on a one-to-one basis through discussion with the female member of staff's line manager.

There is a reduction in teaching load and administration duties for Faculty returning from maternity leave but this is an ad hoc informal arrangement; there may also funding to employ a 'lab manager' to help with day-to-day running of a research group while the PI is on leave but as in the past 5 years there only been one Faculty member who has had maternity leave and she is a teaching fellow without a research group so these arrangements are largely untested.

As part of the University's Athena SWAN Bronze renewal action plan, the School of Technology and School of Physical Sciences recently ran a "Returning Carers Scheme" pilot. In order to assist the career of returning carers, the scheme will make funds available to support those going on, or returning from a period of caring (this may include but is not restricted to: maternity leave, adoption leave, or leave to care for a dependant) (expected up to £10K per award). The scheme will financially assist 4 Departmental staff returning carers in building up their research profiles and other academic activity after a period away from work and may be used to provide, for example, short-term research support to generate, 'buy-outs' for teaching, costs of travel to conferences or collaborating labs.

With regards to achieving a suitable work-life balance on their return, there are formal arrangements that can be made through the University's policies and procedures, but it is widely recognised that flexible working is being achieved at a very informal level in agreement with the individuals and their line managers:

However, this does need to be regularly monitored as informal agreements may not always work, be appropriate for various reasons and/or be open to all those who want them. Therefore although the feedback is very positive regarding work-life balance for contract research staff at present, it is not to say this will always be. Also, it is difficult to influence the work-life balance of academic staff as this is mostly self-imposed, as is the majority of their workload. Therefore although the feedback from the academic survey may have been mixed, without attempting to influence academics working lives, which would not be acceptable at Cambridge, there is little influence anyone can have except education, explain the benefits of good work-life balance, and support when the time comes that it is needed.

5. Any other comments: maximum 500 words

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

Final Comments: Professor Jane Clarke, Deputy Head of Department Convenor of the Athena SWAN working party.

Our Department has much to be proud of. In the past 3-4 years we have made considerable efforts to improve life in the Department for all our students and staff. The Departmental structure and management has opened up to be more inclusive – we have new committees for assistant staff and post docs, which are directly represented at the Staff Management Committee – one of the key decision-making committees in the Department. We have a new Postgraduate student body to represent postgraduate students in the Department. We have reorganised the HR function in the Department giving far more support for all staff with all career development, and personal issues. We have made great strides in induction and training, for both post docs and students. We have developed and introduced a career development review (appraisal) system appropriate for use in our Department. Our surveys suggest that the clear majority of our students and post docs enjoy working in this Department and get support when they need it.

However, our self-assessment process has revealed clear evidence of areas where we are failing: In recruitment - at all levels, we are failing to attract women applicants. In career progression - we are failing to promote our young women to research fellowship positions and to provide clear role models to demonstrate that a good work-life balance and a successful career are not incompatible. In our culture - we have some very effective supervisors in the Department, but are failing to share good practice and there is worrying evidence for pockets of discontent with working conditions.

This Athena SWAN process is very important to us – we aspire to be the best in all aspects of what we do, and our action plan will be the basis for change. The process itself has shown how much can be achieved when a team drawn across the entire Department work together with a single goal.

I end with 2 quotations: the first is the mission statement from the home page of our website, and the second is an email I received from a postdoctoral member of the Athena SWAN committee.

OUR DEPARTMENTAL VISION, MISSION AND VALUES

• To ensure that Chemistry at Cambridge is the world leader in pioneering research, providing excellence in education and an inspiring environment that attracts the best.

• Our mission is to maintain a Department that is regarded as being equal to any in terms of our relevance of teaching and research; our quality of support and facilities; and the learning opportunities and working experience we offer.

• We aspire to values which are based on the highest professional and academic standards in terms of personal growth and satisfaction offered to our staff and students; growth and excellence in what we do; teamwork that is based on respect, trust and integrity; and innovation to promote growth and value to our research sponsors.

"*I have to say I am proud to be in a Department that, despite its deficiencies in this area, is at least prepared to bare its soul like this and commit publicly to doing better."* Dr Leila Luheshi

6. Action plan

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

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

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