Athena SWAN Silver university award application

**Name of university:** University of Cambridge

**Date of application:** April 2014

**Date of university Bronze award:** Bronze Award (2006), Renewals (2009 and 2012)

**Contact for application:** Dr Vivien Hodges

**Email:** vmh23@cam.ac.uk

**Telephone:** 01223 760424

Applications at Silver university level should demonstrate a significant record of activity and achievement by the university in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze university award application, how the university has built on the achievements of award-winning STEMM departments, and what the university is doing to help individual STEMM departments apply for Athena SWAN awards.

**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.
List of Abbreviations

- AHSS: Arts, Humanities and Social Sciences
- CROS: Careers in Research Online Survey
- E&D: Equality and Diversity
- EJRA: Employer Justified Retirement Age
- ERLDP: Emerging Research Leaders’ Development Programme
- GEG: Gender Equality Group
- GEM: Gender Equality Charter Mark
- HoIP: Head of Institution Programme
- LFHE: Leadership Foundation for Higher Education
- OPdA: Office of Postdoctoral Affairs
- PPD: Personal and Professional Development
- PVC: Pro-Vice-Chancellor
- SAP: Senior Academic Promotions
- SAT: Self-Assessment Team
- SGEN: Senior Gender Equality Network
- SLSP: Senior Leaders Succession Programme
- SRD: Staff Review and Development (appraisal)
- STEMM: Science, Technology, Engineering, Maths and Medicine
- WiSETI: Women in Science, and Engineering and Technology initiative
- WoW: Women of the World
- WPO: WiSETI Project Officer

1. Letter of endorsement from vice-chancellor: maximum 500 words (519 words)

An accompanying letter of endorsement from your vice-chancellor (or equivalent) should explain how the university’s SWAN action plan and activities in STEMM have contributed to the overall university strategy and academic mission. In addition the letter should detail how the university as a whole has benefitted from the activities of the award-winning departments.

The letter is an opportunity for the vice-chancellor to confirm their support for the application and to endorse and commend any women and STEMM initiatives that have made a significant contribution to the achievement of the university mission in relation to STEMM.
Sarah Dickinson
Athena SWAN Manager
Equality Challenge Unit
7th floor, Queens House
55/56 Lincoln's Inn Fields
London WC2A 3LJ

17 April 2014

The University of Cambridge has a longstanding commitment to progressing gender equality. The Women in Science, Engineering and Technology Initiative (WiSETI), introduced in 1999, has delivered workshops for women and an Annual Lecture. In addition, WiSETI introduced a mentoring scheme for women planning senior academic promotion applications, which has now been successfully mainstreamed across the University. However, straightforward statistics tell us that we are not doing enough to address equality of opportunity for women within Cambridge.

In the last few years I have overseen a significant increase in the progression of gender equality, with visible engagement from senior colleagues, including the Pro-Vice-Chancellor for Institutional Affairs, and individuals across all staff and student groups. An increase in infrastructure support comprising both staff and funding resources (£500K per annum) has had a positive impact. From one Silver award holder in 2010, all STEMM departments have now submitted or are preparing for Athena SWAN awards at Bronze, Silver and Gold levels. There is an embedded and sustained momentum of activities, driven by the University’s Equality and Diversity Section, with sharing of good practice via the active University Athena SWAN Network.

In 2012, I launched the Senior Gender Equality Network (SGEN) to build on the work of Professor Dame Athene Donald, the University’s Gender Equality Champion, who not only promotes gender issues within the University but is also a national beacon for women in STEMM. SGEN, a network of 170 senior men and women from academic and administrative roles, developed a Gender Action Plan in 2013, which forms the core of the Action Plan outlined in this submission.
It is apparent from the unacceptably low numbers of women in senior roles across the University and in society more generally, that the traditional understanding of success can often disadvantage women. I am pleased to have led the University’s call to the sector to consider how we judge and value success in UK Higher Education in an open letter to Times Higher Education. This coincided with the launch of our book and web resource ‘The Meaning of Success: Insights from Women at Cambridge’ in March 2014. This innovative project brings together perspectives and life experiences of women from across the University; the immediate reaction has been remarkable with over 1,000 copies of the book circulated within and outside the University, and more than 40,000 page views on the website in the month following the launch.

We recognise that despite the unprecedented level of activity to support women and advance equality at both University and Departmental levels, there is much to do. I fully support our ambitious action plan, which incorporates common themes from Departmental submissions as well as SGEN and Equality Objectives priorities. The plan builds on current activities to recruit women via transparent processes, to develop leadership potential and assist promotion, and to provide a wide range of support for returning carers, as well as identifying new initiatives to track career destinations.

I look forward to the results of our current Athena SWAN submissions and our first GEM application, as part of the ECU pilot scheme for the arts, humanities and social sciences.

Yours sincerely,

L K Borysiewicz
2. The self-assessment process: maximum 1000 words  
(1084 words including Table 1 text)

Describe the Self-Assessment Process. This should include:
   a) A description of the self-assessment team: members' roles (within the university, 
      within the department, and as part of the self assessment team) and their 
      experiences of work-life balance.

The Athena SWAN Governance Panel was introduced in December 2012 following the 
University’s Bronze renewal submission in November 2012. It reflects the strong 
commitment across the University to delivering the equality agenda and the high level of 
support from the Vice-Chancellor. The Panel (6/11 women members, 55%), chaired by 
the Pro-Vice-Chancellor for Institutional Affairs, brings together key expertise and 
representation from across the University, including the Gender Equality Champion, a 
representative from all six Schools (STEMM and non-STEMM) and Human Resources 
personnel.

In preparing for this Silver Award submission, the Governance Panel has been extended 
to include additional members forming a wider Silver self-assessment team (Table 1). 
This team includes members from the 2009 and 2012 Bronze renewal panels, who provide 
both experience and continuity. Members of the team have varied roles across the 
University reflecting a range of work-life balance experiences. Of the twenty-one self-
assessment panel members, 16 are women (76%).

Table 1: The members of the University Silver self-assessment team (SAT).

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Relevant Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Abir Al Tabaa</td>
<td>Reader, Department of Engineering, School of Technology</td>
<td>First-time mother in her forties</td>
</tr>
<tr>
<td>Rev. Professor John Bell</td>
<td>Director of Research, Faculty of Law</td>
<td>School of Humanities and Social Sciences representative</td>
</tr>
<tr>
<td>Professor Sir Leszek Borysiewicz</td>
<td>Vice-Chancellor</td>
<td>Provides high level support for Athena SWAN and engages senior figures across the University with gender equality initiatives</td>
</tr>
</tbody>
</table>
| Dr Hannah Clarke            | Department of Physiology, Development and Neurosciences | MRC Career Development Fellow  
                              | Full-time working mother to 2 primary school children                               |
| Professor Dame Athene Donald| Professor of Experimental Physics             | Gender Equality Champion  
                              | Director of WiSETI                                                                |
| Professor Fiona Karet        | Professor of Nephrology, School of Clinical Medicine | Leads the Clinical School's Athena SWAN project  
                              | Member of University Council and HR Committee                                         |
| Dr Patricia Fara            | Senior Tutor Clare College                  | Associate Secretary of Senior Tutors’ Committee  
<pre><code>                          | Prominent participant in national and local debates about women in science            |
</code></pre>
<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Role</th>
<th>Additional Information</th>
</tr>
</thead>
</table>
| Professor Anne Ferguson-Smith | Head of Department of Genetics                                                | • First female Head of Department in the School of Biological Sciences  
                                                • Married with two children                                                                                                                  |
| Sigrid Fisher                 | Head of Equality and Diversity                                                | • Secretary to the Gender Equality Group and Equality and Diversity Committee, member of HR Division’s Senior Management Team  
                                                • Artistic Director WoW- Women of the World-Cambridge                                                                                      |
| Dr Anne Forde                 | Careers Adviser (Life Science Postdocs)                                      | • Member of Researcher Development and Graduate Committees  
                                                • First time mother in 2012. Job shares at 0.8FTE, shared maternity leave with partner                                                             |
| Dr Vivien Hodges              | WiSETI Project Officer                                                       | • Secretary, Athena SWAN Governance Panel and WiSETI Steering Committees                                                                                     |
| Dr Thora Karadottir           | Wellcome Trust Research Career Development Fellow, Department of Veterinary Medicine | • Member of Departmental SAT  
                                                • Has a teenage daughter so is familiar with combining a research career and parenting                                                              |
| Dr Ruth Murrell-Lagnado        | Senior Lecturer, Department of Pharmacology                                   | • Academic Lead, Departmental SAT  
                                                • Married to an academic (dual career) and has three children born between 1994 and 2000                                              |
| Professor Judith Lieu         | Lady Margaret's Professor of Divinity                                        | • Chair of the Faculty Board of Divinity  
                                                • Member of the Council of the School of Arts and Humanities and HR Committee                                                                        |
| Dr Athina Markaki             | University Lecturer, Department of Engineering                               | • Co-Chair of Departmental SAT and one of six divisional champions  
                                                • First time mother in 2011. Worked part-time for 1 year after maternity leave with a period of graduated return                                     |
| David Peet                    | Administrative Secretary (Chief Administrator) of the Department of Physics, School of Physical Sciences | • Played a major part in Departmental Silver and Gold Award submissions  
                                                • Regularly advises other departments within and outside the University on Athena SWAN                                                                 |
| Karina Prasad                 | Head of the Office of Postdoctoral Affairs (OPdA)                           | • Sits on Athena SWAN Clinical School team and a number of working groups across the University                                                            |
| Henrike Resemann              | 3rd year PhD student, Department of Pathology                                | • Member of Departmental SAT                                                                                                                                  |
| Professor Jeremy Sanders      | Pro-Vice-Chancellor for Institutional Affairs                                 | • Chair of Athena SWAN Governance Panel  
                                                • Chair of HR, Equality & Diversity and WiSETI Committees                                                                                     |
| Dr Sharon Saunders            | Research Staff Development Consultant Personal and Professional               | • Programme Director, Emerging Research Leaders’ Development Programme  
                                                • Combines 0.8FTE academic-related role                                                                                                             |
<table>
<thead>
<tr>
<th>Development (PPD)</th>
<th>with parenting 2 children of primary school age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indi Seehra</td>
<td>Director of Human Resources</td>
</tr>
<tr>
<td></td>
<td>• Brings a wide range of expertise from the Civil Service working on Equality and Diversity matters in the Criminal Justice System</td>
</tr>
<tr>
<td>Lauren Steele</td>
<td>Cambridge University Students’ Union Women’s Officer 2013/14</td>
</tr>
<tr>
<td></td>
<td>• Undergraduate student</td>
</tr>
<tr>
<td></td>
<td>• Provides representational support and services for women and runs the Women’s Campaign</td>
</tr>
</tbody>
</table>

a) An account of the self-assessment process: details of the self-assessment team meetings, including any consultation processes that were undertaken with STEMM departments that hold and/or are working towards Athena SWAN awards, and how these have fed into the submission

The **Athena SWAN Governance Panel**, which reports directly to the HR Committee (see Figure 1), has **met termly** since its inception in December 2012 to monitor progress against the University Bronze action plan, as well reviewing result updates from STEMM Departments. An **Athena SWAN Working Group**, which includes the Director of Human Resources, Head of E&D Section, WiSETI Project Officer and a Research Office representative, which looks to anticipate key issues, particularly those relating to Human Resources policies and practices, has met monthly to support the work of the Governance Panel.

The University launched Women in Science, Engineering and Technology Initiative (WiSETI) in 1999, a positive action initiative aiming to redress an under-representation of women in these disciplines at the University of Cambridge. The WiSETI Project Officer is the **dedicated contact in the University for Athena SWAN** and is pro-actively engaged with STEMM departments, institutes and centres alongside Assigned Contacts as part of an Athena SWAN team based in the Equality and Diversity Section (see also Section 5).

**Figure 1: University Athena SWAN Governance reporting structure**
Consultations across the University have informed the development of the University submission and action plan, incorporating:

- A University of Cambridge Athena SWAN Network, set up in 2013 to share Athena SWAN good practice and submission experience across the Schools (see Section 5 for more detail), which encompasses the previous network of WiSETI representatives.
- Feedback from extensive annual programme of events supporting gender equality (see Figure 39).
- A significant proportion (>70%) of STEMM staff has participated in staff surveys run at School and Departmental levels over the last 2 years, leading to the development of University, School and Departmental-specific actions.
- Common themes have been identified from Departmental submissions and action plans and are addressed in the University Silver action plan where appropriate.
- The Senior Gender Equality Network developed a Gender Action Plan in 2013, which has been approved by the Gender Equality Group (GEG) and the HR Committee and which forms the core of the Athena SWAN Silver action plan.

b) Plans for the future of the self-assessment team, such as how often the team will continue to meet and any reporting mechanisms.

The Athena SWAN Governance Panel will continue to meet termly and review progress against the University action plan as well as considering regular updates from STEMM Departments. The Panel will continue to provide termly update reports to relevant University Committees (GEG, E&D and HR Committees) as well as requesting and reviewing updates from Departments and Schools at least annually.
3. A picture of the university: maximum 1500 words
(1965 words including quotations using 465 words of approved additional word count)

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

- One of the world’s oldest universities and leading academic centres (Figure 2).
- Russell Group University, with over 140 Departments, Faculties, Schools, Centres and other institutions, alongside 31 autonomous Colleges.
- Unlike other universities, where Departments select undergraduates for admission, in Cambridge this responsibility is held by the Colleges, a recognition of their distinctive combination of academic expertise and pastoral responsibility.
- Together, the Colleges and the University provide students’ teaching and research environments.
- In 2013, the University had nearly 19,000 students (including 7,000 postgraduates), over 3,400 researchers and over 1,700 Academic staff.
- In October 2013, 57% of academic staff (N=994) and 88% of researchers (N=3,024) were in STEMM departments.

![Figure 2: University of Cambridge research, innovation and global impact](image.png)

**NB:** The University also employs more than 2,000 staff within non-School Institutions including the Unified Administrative Service the University Library and Museums and the Institute of Continuing Education. Only University employees are included in staff numbers throughout this application, College staff are not included.
(i) Structure of SET departments/faculties:

- Six Schools within the University (see Figure 3): four STEMM (Biological Sciences, Clinical Medicine, Physical Sciences, Technology) and two non-STEMM (Arts and Humanities, Humanities and Social Sciences).
- Each School is represented on the University General Board.

Figure 3: Breakdown of staff (including numbers and % of all women staff) across the six Schools. Council of Schools include representatives of all constituent Faculties and Departments.

(ii) List of SET departments with valid Bronze, Silver or Gold awards. Give dates of each application, the year successful, and the date of renewal:

- Departments with awards, and the submission timetable for the rest, are illustrated in Table 2.
- The majority of staff (62%) work in Departments that currently hold awards (56% up to April 2013).
- At the time of application, 90% STEMM Departments, covering 91% STEMM staff, hold or have submitted for awards.
- Although it represents only a single award the Clinical School application required the co-ordinated and concerted effort of all the individual Departments covered.

257 words
Currently, 39 Departments, Faculties and Research Institutes (hereafter referred to as Departments) are eligible to apply for Athena SWAN Awards. A number of combined applications have accepted by the Equality Challenge Unit, including the School of Clinical Medicine, which gained a School-based Silver Athena SWAN Award in 2013 (covering 17 individual departments and Institutes) and the Faculty of Mathematics (2 Departments).

### Table 2:

<table>
<thead>
<tr>
<th>Submission date</th>
<th>School, Faculty, Department</th>
<th>Level of Award</th>
<th>Date of Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2010</td>
<td>Department of Physics</td>
<td>Silver</td>
<td>November 2010</td>
</tr>
<tr>
<td></td>
<td>(renewed Nov 2013)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 2012</td>
<td>Department of Chemistry</td>
<td>Bronze</td>
<td>April 2013</td>
</tr>
<tr>
<td>Department of Materials Science and Metallurgy</td>
<td>Bronze</td>
<td>April 2013</td>
<td></td>
</tr>
<tr>
<td>November 2013</td>
<td>School of Clinical Medicine (17 Departments/Institutes)</td>
<td>Silver</td>
<td>November 2013</td>
</tr>
<tr>
<td>Department of Engineering</td>
<td>Bronze</td>
<td>November 2013</td>
<td></td>
</tr>
<tr>
<td>Faculty of Veterinary Medicine</td>
<td>Bronze</td>
<td>November 2013</td>
<td></td>
</tr>
<tr>
<td>November 2013</td>
<td>Department of Physics</td>
<td>Gold</td>
<td>Decision pending</td>
</tr>
<tr>
<td>Department of Zoology</td>
<td>Silver</td>
<td>Decision pending</td>
<td></td>
</tr>
<tr>
<td>Department of Psychology</td>
<td>Silver</td>
<td>Decision pending</td>
<td></td>
</tr>
<tr>
<td>Department of Pharmacology</td>
<td>Bronze</td>
<td>Decision pending</td>
<td></td>
</tr>
<tr>
<td>Department of Plant Sciences</td>
<td>Bronze</td>
<td>Decision pending</td>
<td></td>
</tr>
<tr>
<td>Faculty of Mathematics (2 Departments)</td>
<td>Bronze</td>
<td>Decision pending</td>
<td></td>
</tr>
<tr>
<td>Department of Pathology</td>
<td>Bronze</td>
<td>Decision pending</td>
<td></td>
</tr>
<tr>
<td>April 2014</td>
<td>Department of Biochemistry</td>
<td>Bronze</td>
<td>Submitted</td>
</tr>
<tr>
<td>Department of Genetics</td>
<td>Bronze</td>
<td>Submitted</td>
<td></td>
</tr>
<tr>
<td>Department of Chemical Engineering and Biotechnology</td>
<td>Bronze</td>
<td>Submitted</td>
<td></td>
</tr>
<tr>
<td>Faculty of Computer Science &amp; Technology</td>
<td>Bronze</td>
<td>Submitted</td>
<td></td>
</tr>
<tr>
<td>Department of Physiology, Development and Neuroscience</td>
<td>Bronze</td>
<td>Submitted</td>
<td></td>
</tr>
<tr>
<td>Wellcome Trust/Cancer Research UK Gurdon Institute</td>
<td>Bronze</td>
<td>Submitted</td>
<td></td>
</tr>
<tr>
<td>November 2014</td>
<td>Institute of Astronomy</td>
<td>Bronze</td>
<td></td>
</tr>
<tr>
<td>Wellcome Trust Centre for Stem Cell Research</td>
<td>Bronze</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sainsbury Laboratory</td>
<td>Bronze</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department of Earth Sciences</td>
<td>Bronze</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% Departments with Awards covering 100% STEMM staff (if successful)</td>
<td></td>
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</tbody>
</table>

100% Departments with Awards covering 100% STEMM staff (if successful)
Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on trends and significant issues. Data should be provided for SET departments that hold Athena SWAN awards in comparison with SET departments that do not hold awards, and in context of the university as a whole.

**Student data**

(i) **Undergraduate male and female numbers** – full and part-time – comment on the female:male ratio and describe any initiatives taken to address any imbalance or negative trends and the impact to date. Comment upon any plans for the future.

- Students live, eat and socialise in one of the University’s 31 autonomous Colleges.
- **In Cambridge, the Colleges select and admit undergraduates, not Departments**
- Within their College, students receive pastoral support and attend supervisions (individual and small group teaching sessions), which complement lectures and practical classes organised by the University. Three of the Colleges are for women only and a further two admit only graduate students. Currently, 29% (9/31) Heads of Colleges are women, the highest on record.
- **Figure 4** demonstrates that the proportion of undergraduate female students has remained static over the last 3 years, with a slight decrease in female undergraduates in STEMM over time. (Action 3.12)

![Figure 4: Numbers and proportions of undergraduate students by gender across the University and in STEMM Departments with and without Athena SWAN awards (STEMM+ and STEMM– award). NB. All undergraduates are full–time students](image)
• Cambridge figures are below the Russell Group benchmarking proportions of women STEMM undergraduates in 2012/13 of 47.8% (52.8% all subjects) but are within the range (34.3% to 62.4%), reflecting the degree of variation amongst Universities.

• Subject-specific analysis shows that in some areas, Cambridge admissions are higher than the National average (for example Engineering 22.4% female vs HESA 15.1%), whereas for others the proportion of women is substantially lower than the National average (for example Mathematics, 15.4% vs 39.3%). The Cambridge Natural Sciences course, for which there is no available direct comparison, covers a large cross section of physical and biological science subjects.

• Departments have developed local actions to review undergraduate admissions as part of their Athena SWAN submissions.

• The University will work more closely with the Colleges to review admissions data and share equality and diversity training, practices and initiatives. (Actions 3.12 and 5.1)

• The University and its Colleges are committed to widening participation in the University and higher education in general. Hundreds of outreach initiatives and events are run each year, both in the University and in schools across the UK, including specific programmes for targeting female students. (Action 5.3)

(ii) Postgraduate male and female numbers completing taught courses – full and part-time – comment on the female:male ratio and describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

• The proportion of women on postgraduate taught (PGT) programmes over time has remained relatively static (Figure 5) (Action 5.2)

• The proportion of women on STEMM taught postgraduate courses (32%) is lower than the national benchmark for Russell Group institutions (52.6% in 2012/13). However, >90% of these postgraduate students are from the Schools of Physical Sciences and Technology which traditionally have a higher proportion of male students (UK PGT benchmark of 26.4%)

• <16% of all University PGT students are part time, of which ~25% are female. The majority of part-time students are found on courses offered by the Judge Business School and the Institute of Criminology

• Some STEMM variation, in numbers and proportions of students, is due to changes in PGT courses offered e.g. additional courses offered in Computer Science and Earth Sciences in 2012 and 2013

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2 HE+ is a unique collaborative project developed by the University in partnership with schools and colleges UK-wide. Its goal is to encourage and prepare more academically able students to compete for places at top universities including Cambridge. In 2011/12, 70% of participants in the HE+ programme were accepted by Russell Group Universities. In March 2014, the University celebrated its 5000th HE+ participant since 2009.
Figure 5. Numbers and proportions of taught postgraduate students by gender across the University and in STEMM Departments with and without Athena SWAN awards.

(iii) Postgraduate male and female numbers on research degrees – full and part-time – comment on the female: male ratio and describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

- Proportions of female postgraduate research students have remained fairly stable with a slight increase seen in STEMM Departments with Athena SWAN awards. The number of PGR students has increased by 7% over the last three years (Figure 3 and Table 3). (Actions 2.5, 5.2)
- The numbers of part-time postgraduate students across the University is approaching gender balance with an increase in male students choosing part-time study options (particularly Research Masters in Engineering)(Table 3)
- Proportions of female PGRs are similar to the 2012/13 Russell Group benchmarks (43.2% in STEMM, 46.1% overall)
- Data from the 2012 annual Destination of Leavers in Higher Education survey (where all departing students are surveyed six months after leaving Cambridge to establish what they are doing, reveals 36% of female STEMM PhD students were doing scientific research (includes research-based industries and academia) compared to 30% of males.
Figure 6: Numbers and proportions of research postgraduate students by gender across the University and in STEMM Departments with and without Athena SWAN awards

Table 3 Numbers and proportions of research postgraduate students on full-time and part-time courses by gender.

<table>
<thead>
<tr>
<th></th>
<th>Full time</th>
<th>Part time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Women</td>
<td>Men</td>
</tr>
<tr>
<td>University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td>2563</td>
<td>3432</td>
</tr>
<tr>
<td>2011-12</td>
<td>2495</td>
<td>3300</td>
</tr>
<tr>
<td>2012-13</td>
<td>2613</td>
<td>3419</td>
</tr>
<tr>
<td>Non-STEMM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td>1315</td>
<td>1345</td>
</tr>
<tr>
<td>2011-12</td>
<td>1214</td>
<td>1215</td>
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<tr>
<td>2012-13</td>
<td>1183</td>
<td>1213</td>
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<tr>
<td>STEMM + Awards</td>
<td></td>
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<tr>
<td>2010-11</td>
<td>857</td>
<td>1572</td>
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<td>2011-12</td>
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<td>1622</td>
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<tr>
<td>2012-13</td>
<td>1024</td>
<td>1719</td>
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<td>STEMM - Awards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td>391</td>
<td>515</td>
</tr>
<tr>
<td>2011-12</td>
<td>377</td>
<td>463</td>
</tr>
<tr>
<td>2012-13</td>
<td>389</td>
<td>487</td>
</tr>
</tbody>
</table>
### Staff data

(ii) **Number of male and female staff (academic and research) at each grade** – 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.

Both the numbers and proportions of women in Academic and Research positions in the University (Figure 7) and in STEMM Departments (Figure 8) have improved over the last 5 years, with increases at almost every career stage.

#### Figure 7: University comparison between numbers and proportions of women at each career stage

There are 2 major entry points for Academic staff (at Lecturer and Professor level).

#### Figure 8: STEMM comparison between numbers and proportions of women at each career stage

At Professor level, the gender imbalance has improved more rapidly in STEMM subjects than across the University as a whole, over this time period.

**Comparison of the number and percentage of female academic and research staff between 2008 and 2013 across the University**

<table>
<thead>
<tr>
<th>Grade</th>
<th>2008</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researchers</td>
<td>1234</td>
<td>1575</td>
</tr>
<tr>
<td>University Lecturer</td>
<td>136</td>
<td>155</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>86</td>
<td>85</td>
</tr>
<tr>
<td>Reader</td>
<td>45</td>
<td>61</td>
</tr>
<tr>
<td>Professor</td>
<td>13.3</td>
<td>15.4</td>
</tr>
<tr>
<td>All Academic and Research staff</td>
<td>57.0</td>
<td>39.0</td>
</tr>
</tbody>
</table>

**Comparison of the number and percentage of female academic and research staff between 2008 and 2013 across STEMM Departments**

<table>
<thead>
<tr>
<th>Grade</th>
<th>2008</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researchers</td>
<td>966</td>
<td>1349</td>
</tr>
<tr>
<td>University Lecturer</td>
<td>35</td>
<td>44</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>24</td>
<td>19</td>
</tr>
<tr>
<td>Reader</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>Professor</td>
<td>10.8</td>
<td>14.0</td>
</tr>
<tr>
<td>All Academic and Research staff</td>
<td>34.9</td>
<td>38.1</td>
</tr>
</tbody>
</table>

---

University of Cambridge Silver Award Submission  
Page 16
The following figures (9-13) demonstrate proportions of women at each career stage:

**Academic staff**

**Professors**
- Increase in proportion of women professors across the University from 13.3% (N=74) to 15.4% (N=108) **over last 6 years** (Figure 7 & 9) (Action 1.1)
- Increase in proportion of women STEMM professors from 10.8% (N=39) to 14% (N=65), however this is still below the 2012/13 Russell Group average of 17.4%
- The gender imbalance at Professorial level is improving more rapidly in STEMM than across the University (67% increase in STEMM female Professors vs 46% overall) compared to a 23% increase in the number of male Professors (24% in STEMM).
- Numbers of non-STEMM male and female Professors have increased equally (21% and 22% respectively) over the same time period.

![Percentage of Female Professors across the University and in STEMM Departments ± Athena SWAN awards (2011-13)](image)

**Figure 9: Numbers and percentage of female professors across the University and in STEMM Departments with and without Athena SWAN awards**
Readers
- 36% increase in the number of female Readers in the University in recent years, particularly in 2013 (the majority in non-STEMM Schools)

Senior Lecturers
- Numbers and proportions of female senior lecturers have remained relatively static over time. Senior Lectureship promotions are usually awarded for teaching rather than research. In STEMM subjects it is more usual to be promoted directly to Reader.

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**Figure 10**: Numbers and percentage of female Readers across the University and in STEMM Departments with and without Athena SWAN awards

**Figure 11**: Numbers and percentage of female Senior Lecturers across the University and in STEMM Departments with and without Athena SWAN awards
University Lecturers

- 18% increase in the number of female lecturers last year, with a significant increase in the number of women appointed in STEMM Departments with Athena SWAN Awards, from 22 to 34 (56% increase since 2008) (Figure 8).
- Overall proportion of women lecturers in the University remains static. (Actions 1.1, 2.2)

![Bar chart showing percentage of female lecturers across the University and in STEMM Departments ± Athena SWAN awards (2011-13)](chart)

**Figure 12:** Numbers and percentage of female Lecturers across the University and in STEMM Departments with and without Athena SWAN awards
Research Staff

- The proportions of female research associates in the University and in STEMM has remained relatively static over the last three years (Figure 13). (Actions 2.1, 2.2, 2.5)
- An increase in the numbers and proportions of Senior and Principal Research Associates has been noted for the last three years (Table 4). The latter may be a result of a new formal process for Senior Research Promotions, which runs alongside the Senior Academic Promotions process (Action 1.2)
- Some Colleges also offer stipended Junior Research Fellowships to support early career academics (~400 fellowships currently, 47% women Fellows).

Figure 13: Numbers and percentage of female researchers across the University and in STEMM Departments with and without Athena SWAN awards (2011-13)

Table 4: Breakdown of numbers and proportions of research staff by category within the University and in STEMM

<table>
<thead>
<tr>
<th>Year</th>
<th>University Number</th>
<th>% female</th>
<th>STEMM Number</th>
<th>% female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>259</td>
<td>65.7%</td>
<td>196</td>
<td>65.8%</td>
</tr>
<tr>
<td>2012</td>
<td>303</td>
<td>62.7%</td>
<td>251</td>
<td>62.0%</td>
</tr>
<tr>
<td>2013</td>
<td>320</td>
<td>60.7%</td>
<td>267</td>
<td>59.7%</td>
</tr>
<tr>
<td>2011</td>
<td>847</td>
<td>42.4%</td>
<td>715</td>
<td>40.9%</td>
</tr>
<tr>
<td>2012</td>
<td>823</td>
<td>41.5%</td>
<td>702</td>
<td>40.1%</td>
</tr>
<tr>
<td>2013</td>
<td>890</td>
<td>41.9%</td>
<td>769</td>
<td>40.5%</td>
</tr>
<tr>
<td>2011</td>
<td>143</td>
<td>34.5%</td>
<td>143</td>
<td>37.2%</td>
</tr>
<tr>
<td>2012</td>
<td>143</td>
<td>35.8%</td>
<td>143</td>
<td>38.2%</td>
</tr>
<tr>
<td>2013</td>
<td>171</td>
<td>38.1%</td>
<td>171</td>
<td>40.2%</td>
</tr>
<tr>
<td>2011</td>
<td>7</td>
<td>24.1%</td>
<td>7</td>
<td>25.0%</td>
</tr>
<tr>
<td>2012</td>
<td>7</td>
<td>25.0%</td>
<td>7</td>
<td>25.9%</td>
</tr>
<tr>
<td>2013</td>
<td>13</td>
<td>43.3%</td>
<td>13</td>
<td>43.3%</td>
</tr>
</tbody>
</table>
The pipeline of women in STEMM reveals the key attrition point occurs at the researcher to academic transition in STEMM (Figure 14), particularly in the Schools of Clinical Medicine and Biological Sciences (Figure 15).

Figure 14 The proportion of women across all career stages for STEMM and Non-STEMM subjects within the University in 2013

Figure 15 Relative proportions of women academic and research staff across the University and 4 STEMM Schools. Proportions of Professors are lower than the national benchmark for Clinical Medicine (24%) and higher than the appropriate benchmarks for the combined Biological Sciences (18%), Physical Science and Technology benchmarks (6% and 5% respectively).
A number of key University initiatives have been introduced to address the attrition of women from Researcher to Professor:\(^3\):

1. Academic Recruitment

   - A review of Professorial Appointments data (posts open to external candidates not addressed by promotion) for the last three years (Figure 16) indicates that in all STEMM Schools a higher proportion of women are shortlisted and appointed than apply, however the proportion of women applicants is <20\% for the University.
   - **Guidelines** for Boards of Electors to Professorships have been updated in the last year to ensure rigorous and wide searches are conducted, so that candidates with one or more protected characteristics are not overlooked.
   - Guidelines for appointments committees are being updated with a requirement for E&D training completion (**Action 3.11**).
   - University web-based system recruitment system introduced November 2013, enabling analysis of data for all staff groups by application stage, Departments and protected characteristic. (**Action 1.1**)

![Proportion of Women across all stages of the Professorial appointments process (2010-2013)](image)

Figure 16 The numbers and proportions of women across all stages of the recruitment process. Similar trends at each recruitment stage are also seen for University Lectureship appointments (data not shown). The numbers are too small to disaggregate between STEMM Departments with and without Athena SWAN awards.
2. Employer Justified Retirement Age (EJRA)

- Given the low turnover of Academic staff (<5% overall), a **compulsory retirement age** of 67 has been maintained. *(Action 1.2)*
- The EJRA, prompted by the abolition of the default retirement age, will **assist with redressing the historical under-representation of women by ensuring that a steady flow of Established Academic positions become available.**
- Of the Established Academic staff due to be affected by the EJRA in the next three years (until end 2017), 83% are men, 38% hold Professorships and 51% are from STEMM Schools, of whom 94% are men.

3. Progression - Academic Staff Promotions

- **Senior Academic Promotions (SAP)** data **reviewed annually** by the Gender Equality Group and HR Committee.
- The SAP procedure **significantly updated** in the last three years.
- The introduction of a numerical scoring system assists in the rank ordering of applicants. Candidates must pass a threshold score in **all three categories** (Research/Scholarship, Teaching and General Contribution) to be considered for promotion.

Of particular benefit to progressing gender equality are the following changes:

a) **All** applicants encouraged to include **additional considerations**, for example caring responsibilities and periods of maternity/paternity/adoption leave, which are taken into account by promotion boards.

b) Evidence for ‘**general contribution**’ broadened to include work outside the Department, widening participation activities and outreach.

c) **Advice, mentoring and coaching** by the Head of Institution routinely provided before applying and as part of the **feedback process** to unsuccessful applicants.

d) Support from Heads of Departments augmented by the **SAP CV Scheme**, which aims to encourage and support more female academics to apply for promotion. Eligibility for the Scheme expanded to **all Schools** in the 2012/13 round. CV and promotion paperwork is **reviewed by an experienced academic** before it is submitted. Between the 2012 and 2013 promotion rounds 56 women (79%) participated in the SAP CV Scheme (Figure 17).

e) **SAP Open Fora** hosted by the Pro-Vice-Chancellor with Q&A opportunity introduced in 2013 and delivered annually aim to **improve transparency** of the SAP procedure, dispelling misconceptions. Three sessions in 2013 were attended by 128 staff (40% women participants - higher than the proportion of female Academics across the University)

*“It was the first time I’ve talked over my career shape/ future in such detail and reflected constructively and in dialogue with a senior colleague / mentor about what I’ve achieved and which aspects of my working life I’d like to develop in order to flourish. I found it of real practical help”* **SAP Mentee**

*“It reminded me of my own struggles with confidence issues (and a very competitive culture in the department) and prompted me to attend the new E&D initiative re: gender issues within the University.”* **SAP Mentor**

Figure 17 Feedback on the SAP CV Scheme has been extremely positive
Figure 18: Analysis of SAP data 2009-2013 (combined for promotions to Senior Lecturer, Reader and Professor)

- Significant increase in promotion success in the last 5 years with women more successful than their male counterparts (as a proportion of the number of applicants by gender pool). (Figure 18)
- The proportion of women applying is increasing and is now approaching the rate of men applicants.
- The feasibility of alternative carer structures, including teaching-only posts, is being reviewed. (Action 2.6)

4. Support for the postdoctoral community

- Office for Postdoctoral Affairs (OPdA) established in 2013 in recognition of the importance of the postdoctoral community
- Provides an academic, administrative and pastoral focus for the community as well as systematically addressing issues across the whole postdoc lifecycle from before arrival, through their time at Cambridge and beyond.
- Office supported by a Director of Postdoctoral Affairs (part-time) and a Head of Office (full-time), who represent the postdoc agenda at senior level committees, engage with postdocs across the University and integrate the range of activities relating to postdocs.
- OPdA initiatives, including mentoring, will provide an additional source of support for women at this key career attrition point. (Action 2.1)

‘Post-docs are our biggest group of employees at the University, and make a vital contribution to research and other activities – but they are also the most under-represented. We should be looking at ways to help them develop their careers - for example, by improving review and mentoring schemes. We should also make them more aware of the opportunities here, and make them feel more involved in the broader University community’. Professor Chris Abell, Director of Postdoctoral Affairs

1080 words

4 In 2009, 10.9% of women and 13.4% men applied whereas in 2013, 11.4% of women and 13.0% of men applied (as a % of the eligible pool by gender)
4. Evidence of the impact of university and department good practice: maximum 2000 words
(2487 words: using 487 of the remaining 535 approved additional words)

Provide evidence below on the evaluation and impact of university and department good practice initiatives on the following:

a) The university as a whole, its ethos and working environment

Key initiatives, actions and their impact at University level are highlighted under three broad themes for progressing and supporting gender equality.

(1) Beacon Activity: The Meaning of Success project

- **Open letter to the Times Higher Education** (Figure 19) with a call to the sector to review how success is measured and recognised
- New book and web resource **‘The Meaning of Success: Insights from Women at Cambridge’**
  - Figure 19. Aims to understand what shapes women’s views around success, the barriers they face on their way to becoming successful, and what techniques they use to overcome these barriers.

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5 http://www.cam.ac.uk/women-at-cambridge
- 134 nominated women in a range of staff positions, all of whom were judged successful by their peers, were surveyed for the project. (Action 3.4)
- Survey analysis provides insight and advice for higher education institutions and other female staff, while attempting to stimulate debate on the meaning of success in universities.
- The book highlights that successful women at Cambridge value a broader spectrum of competencies, opportunities and rewards.
- Some of the 26 women profiled in depth in the book were interviewed by the BBC’s Jane Hill at a launch event for International Women’s Day with over 400 attendees.
- In the month following the launch the website had over 40,000 views with >1200 copies of the book distributed/sold.

(2) Policies and practices

2.1 Family leave

- Two surveys conducted, initially with women who had left the University either during or immediately following their maternity leave (2013), and a subsequent comprehensive family leave survey in March 2014 for staff who have returned from a period of maternity/paternity/adoption/parental leave. (Action 4.4)

- Childcare provision is being reviewed, family friendly policies are being more actively promoted by Departments and a parents and carers network ‘Family Ties’ will be introduced in People Matter Week 2014. (Actions 4.4, 4.6, 4.7)

- The Returning Carers Scheme offers funds to assist returning carers in building up their research profiles and academic activity after a period away from work. Applications are tailored to the needs of the individual and can cover costs ranging from support for carers to travel to conferences, inviting collaborators to Cambridge, technical and teaching support as well as equipment and start-up funding for new projects.
  - Two pilots run in 2012/13 in the Schools of Physical Sciences and Technology and in the Clinical School.
  - The University-wide Scheme (administered fund of £300K per annum) launched in August 2013
  - 64 awards (in 3 rounds) approved totalling around £348K. (Table 5). (Action 4.1)

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6 The People Matter Week programme of events is part of the University’s Wellbeing Strategy
Table 5: Returning Carers Scheme
Range of award values from £425 to £11,835 granted to research associates (57%), senior researchers/research fellows (18%) and Academic staff (26%), with 84% of recipients from STEMM Schools. All applicants were successful.

<table>
<thead>
<tr>
<th>School</th>
<th>No. of successful applicants</th>
<th>Funding approved (£)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>4</td>
<td>17.9 K</td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences</td>
<td>5</td>
<td>21.8 K</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>11</td>
<td>81.4 K</td>
</tr>
<tr>
<td>Clinical School</td>
<td>24</td>
<td>66.6 K</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>13</td>
<td>94.9 K</td>
</tr>
<tr>
<td>Technology</td>
<td>6</td>
<td>57K</td>
</tr>
<tr>
<td>Non-School Institutions</td>
<td>1</td>
<td>8.3 K</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>64</strong></td>
<td><strong>£348K</strong></td>
</tr>
</tbody>
</table>

2.2 Staff Review and Development (SRD)
- The SRD (appraisal) policy recommends at least biennial personal and career development discussions. Uptake across the University varies significantly. *(Action 2.3)*
- Updated guidance developed for academics in 2012
- New online module includes short films to clarify the purpose and outcomes of SRD (2014).
- Increasing appraisal rates a key target for Athena SWAN Departments
- The Careers in Research Online Survey (CROS) 2013 shows an increased number of researchers undergoing appraisal *(53%, up 20% from 2009)*.
- Overall, 34% increase in the number of staff appraised between 2010/11 and 2012/13
- 50% increase in uptake of appraisal training courses over last 4 years
  - 316 completed training for reviewers (53% women)
  - 450 completed training for reviewees (60% women)
  - 77% male Academic staff on reviewer training (of 62 participants)

2.3 Flexible working
- Formal requests centrally recorded from January 2013 (previously recorded departmentally) with many Departments having additional informal local arrangements. *(Action 4.3)*
- The policy has been more widely communicated at Departmental level as part of Athena SWAN engagement. Since 2013 there have been 87 formal requests, all granted (86% requests from women); 77% were for formal reduction in number of working hours.7
- Since 2008 the University and Departments have supported 18 flexible fellowship applications - 6 Daphne Jackson Fellows and 12 Dorothy Hodgkin Fellows8 (83% women) *(Action 4.1)*

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7 Reasons cited were childcare (54%), carer responsibilities (12%) and study, wellbeing and preparation for retirement.
8 The Daphne Jackson Trust is an independent charity which offers flexible, part-time, paid fellowships to scientists, engineers and technologists who have taken a career break of two or more years for family, caring or health reasons. Royal Society Dorothy Hodgkin Fellowships are for scientists in the UK at an early stage of their research career who require a flexible working pattern
(3) Training and Development

3.1 Leadership development Programmes

- The “stewardship approach” to performance management adopted at Cambridge, combines mentoring and leadership investment and aims to provide effective career progression, whilst successfully bringing more women through the pipeline\(^9\). (Figure 20) (Action 1.4)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Position</th>
<th>Aspiring Leaders Programme (launched in April 14) aims to identify and encourage potential Heads of Departments</th>
<th>Head of Institution Programme for new Hols (30 participants in last 3 years). There has been a significant increase in women participants (36% in 2013/14 compared to 9% in 2011/12).</th>
<th>Senior Leaders Succession Programme for potential Heads of School and PVCs. In 2013/14 all the participants are women, with an average of 57% women over the last 3 years (total 14 participants)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Reader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Senior Lecturer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Lecturer/Research Fellow</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Emerging Research Leaders’ Development Programme - 27 participants over 2 cohorts; 31% women (&gt; % women in target population)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Research Associate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 20: Overview of the current University senior leadership programmes

- The innovative Emerging Research Leaders’ Development Programme (ERLDP), developed at Cambridge is targeted at early career researchers to develop leadership skills (Figure 21). (Action 2.2)
- A 6 month follow up impact evaluation in 2014 (85% response rate) revealed that 94.1% participants reported an increased capacity to deal with the challenges they face as a researcher/in their current role.

\(^9\) The University participated in research carried out by the Leadership Foundation for Higher Education (LFHE) published in December 2013 entitled “The need for a Hybrid Approach”
Figure 21: Impact of Emerging Research Leaders’ Development Programme (ERLDP) run in the Schools of Physical Sciences and Technology (3 workshops, 3x1 hour coaching sessions and access to online resources).

- **Termly Leadership Masterclasses** for managers and leaders - 344 participants (78% women) for 9 Masterclasses with external speakers over the last 3 years (4 Female and 5 Male speakers)

- In total, **741 places (58% women)** across all leadership workshops/programmes in the last three years

### 3.2 Development programmes specifically for women

- **Consultation meetings** held with ~100 women across the University from all staff groups in 2012, hosted by the Gender Equality Champion.
  - Key themes identified and published online
  - Series of **New Perspectives workshops** for women delivered in 2013 as part of the response (Figure 22). *(Action 2.4)*

- **Springboard** is a personal development programme for all women staff/graduate students. It provides the opportunity to take stock and consider personal and professional goals. Between 2011 and 2013, 1/3 participants were research staff/students and half were from STEMM Schools *(Action 5.2)*

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10 [www.admin.cam.ac.uk/offices/hr/equality/progressing/consultations/2012/](www.admin.cam.ac.uk/offices/hr/equality/progressing/consultations/2012/)

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A very immediate impact the programme had is on my improved skills for preparing applications, extensively discussed with my coach during our three sessions' ERLDP participant

In the immediate post-course evaluation, 88.2% participants reported:
- setting **clear career goals**
- immediate impact on their lives as researchers
- changed mindset about leadership leading to increased self-confidence

'I underestimated what a positive influence Springboard could be. I have come away with a whole new range of skills to better manage my life and development.'
3.3 Mentoring

- Three mentoring workshops delivered in early 2013 raised awareness of mentoring, current University provision, and identified new Academic mentors for the SAP CV Scheme.

- **Local mentoring programmes** introduced as part of Departmental Athena Swan action plans and mentoring pilots for researchers’ trialled in 2014 including **speed-mentoring**. *(Actions 2.1, 2.4)*

- Twelve senior women participated in 2 Peer/co-coaching sessions to develop **internal expertise** to support peer networks and group coaching (2014). *(Actions 1.2, 1.4)*

3.4 E&D training

- **Online E&D training module** launched in late 2010 with an updated Cambridge specific module launched in 2013 to complement bespoke face-to-face training workshops.
  - E&D training is **mandatory for Heads of Departments** (completion rate >85%) and REF panel members.
  - Completion rates have increased significantly, as it is now an action in all Athena SWAN Departmental Action plans, particularly for staff with management and recruitment responsibilities *(Action 1.1)*.
  - **Uptake doubled** in the last year and the Clinical School (total >2,200 staff) is the first to raise its completion rate to more than 50% of staff across all staff types and Departments. *(Action 3.11)*

- Workshops run to increase awareness of unconscious bias *(Action 3.11)* including:
  - ‘Implicit bias, stereotype threat and women in Academia’ by Professor Jenny Saul for members of SGEN (55 participants)
  - 2 Unconscious Bias workshops with external speakers hosted by the Departments of Physics and Zoology (~200 participants)
  - ‘Train the trainer’ events (x3) attended by E&D team members

**Figure 22: New Perspectives workshops and impact**

There were >400 participants across 10 workshops on 4 topics run across 2 University sites (38% Academic and research staff participants). 87% rated the workshops as good to excellent with feedback and evaluation via online surveys and focus groups.
3.5 Researcher development

- Continued implementation of the principles of the Concordat to Support the Career Development of Researchers including Employment and Career Management Scheme (ECMS) for research staff\(^\text{11}\) (from 2011) and participation in CROS biennially with subsequent evaluation.
- Awarded the European Commission’s HR Excellence in Research badge in 2010. (Action 2.5)
- Training and development opportunities for postgraduate students and postdoctoral researchers through the Researcher Development Programme includes face-to-face (groups and 1:1), online and blended learning. (Action 2.5)

- In 2012/13 there were **190 courses for research students and staff** with 3222 attendees (432 on courses specifically for postdocs only). Examples include:
  - Annual writing skills summer school (70% female participants, 59% from STEMM Schools in 2013)
  - Bite-size self-leadership for Postdocs is a series of short ‘how to’ seminars designed to provide practical tools, techniques and strategies for Self-Leadership. 85 participants (60% women) attended workshops covering 7 topics from ‘Building Resilience’ to ‘Becoming a Strategic Thinker and Player’
  - 2 GRADschools (a three-day residential course for research students who are either in the middle or coming to the end of their PhDs) per annum run with 192 participants (70% from STEMM Schools and 57% women overall in 2013) (Action 5.2)

3.6 Careers service support for research students and staff

- The Careers Service employs **specific careers advisers for postdocs** covering all academic disciplines\(^\text{12}\). Its website contains a wealth of podcasts and written profiles from female role models.
- Careers advisers offer **one-to-one** hour-long discipline-specific appointments in departments to minimise work disruptions. 645 postdocs attended an appointment in 2012/13 – 82% from STEMM subjects of whom 54% were female.
- In 2012/13 558 STEMM postdocs (43% female) attended careers events.
- Securing a long-term academic career is the focus on many of its postdoc events and workshops (Figure 23). (Actions 2.5, 5.2)

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*I was expecting (hoping) for some frank discussion about the difficulties of combining parenting with being an academic, the nature of the support (both practical and “moral”) provided by the University and a comparison of academia vs. other research oriented career options with respect to support for parents. This is exactly what I got!* **‘Combining academia with being a parent’ participant**

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\(^{11}\)[http://www.cam.ac.uk/staffstudents/research-staff/ecm/ecm-scheme/]

\(^{12}\)[http://www.careers.cam.ac.uk/pdoc/]
3.7 Support for Undergraduate students

- **SPRINT**, a personal Development Programme for women undergraduates (1/3rd from STEMM), was run in 2014 in Newnham College\(^\text{13}\) (Figure 24). *(Actions 5.1, 5.2)*

<table>
<thead>
<tr>
<th>Participant BEFORE course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m a great organiser, I enjoy working hard, and I’m studying at one of the best universities in the world, but my problem is having the confidence and motivation to use these skills. I need SPRINT to show me how to achieve my full potential.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participant AFTER course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘I didn’t really know what to expect from the programme but have been so surprised by the positive influence the experience has given me. I have felt positive and strong all term. As well as meeting wonderful, strong new friends I have been more confident and happy.</td>
</tr>
</tbody>
</table>

Figure 24: SPRINT

- **Careers Service:**
  - **Events** promoting opportunities with different employers to under-represented groups e.g. investment banking events specifically for female students.
  - **Alumni contact system** (GradLink) with >1400 alumni (50% female) providing advice and information to current students and acting as role models
  - **Service for life** for all students, providing guidance and support including to female alumni looking to re-enter the workplace after a career break *(Action 5.2)*

- **Winton Series of Career Conversations** (2014-2015): Termly panel discussions hosted by the Gender Equality Champion to encourage female students to consider careers available in a range of financial, business, technological and scientific fields.
- The Cambridge University Student Union **Women’s Campaign** highlights issues for female students and is co-ordinated by a dedicated Women’s Officer
- Graduate students are supported by the Graduate Union, with tailored events for women.

3.8 Outreach

- The **Annual Cambridge Science Festival**, the UK’s biggest free science festival, is committed to engaging the public with STEMM (Figure 25).
- Many Departments run outreach events from extensive programmes (e.g. Physics and Engineering with multiple events for teachers and pupils and events specifically directed toward girls) to opportunities for work experience.
- University academics gave 41 Schools Roadshow talks on 23 different topics to over 3000 primary and secondary schools in 2013. *(Action 5.3)*

\(^{13}\) supported by Royal Bank of Scotland, Shell, and Capita
Figure 25: The Cambridge Science Festival. In 2014, 41% of speakers from the top 42 talks were women and 63% of the festival co-ordinators were women.

1710 words excluding Tables, Figures/Figure legends
b) SET departments management and culture

Key examples of Departmental initiatives which have had a significant impact include:

- More than 70% of STEMM staff work in Departments who have carried out staff surveys in the last 2 years – School-wide surveys in Clinical Medicine and Biological Sciences in 2012/2013\(^\text{15}\) and Departmental surveys have been carried in Physics\(^\text{16}\) and Chemistry\(^\text{17}\). Not only have the surveys identified key themes to be addressed at University, School and Departmental levels, they have also proved to be effective in engaging a wider number of staff with the Athena SWAN process. (Action 3.6)

- Support for researchers aiming to transition to academic positions in the Department of Physics has resulted in 7 new distinguished Fellowship appointments (32%) for women since 2010. Initiatives included identification and encouragement of high quality women applicants through the mentoring and Staff Review and Development schemes; a series of Fellowship Workshops; a Scientific Writing course, targeted at women, in order to provide guidance on how to write research proposals in an accessible way for assessors, as well as a mock-interview scheme offered by the HoD for short-listed personal fellowship candidates.

- Each unit within the Clinical School has between 1 and 8 (depending on the size of the Department) Equality Champions, introduced in 2011. These Champions, who meet termly, play a key role in active engagement and communication of Athena SWAN activity. The Clinical School also runs quarterly welcome events for new staff with the Head of School and has improved communication across the School via a monthly newsletter.

- In highlighting the application of a core hours policy, the Department of Chemistry have developed a template of Laboratory and Performance Expectations. All group members (PhD students and staff) are required to sign the form which notes core hours and acknowledges adherence to dignity at work guidelines and expectations of professional behaviour. Action 4.2

- Departments have been developing different approaches for attracting female job applicants (see Figure 26)

385 words

\(^\text{15}\) The response rates were 73% and 78% respectively (significantly greater than that of other higher education institutions, benchmark 48%)
\(^\text{16}\) UKRC-WISE based survey, completed by 70% of academics and 40% of research staff
\(^\text{17}\) uptake ranged from 33% of undergraduates to 84% of Academic staff
c) Individual staff working in SET

The impact of gender equality/Athena SWAN activities on individual women are illustrated by quotations in Figures 27 and 28 and include, for example, support for family leave and flexible working, increased confidence, mentoring and being valued.

My line manager and Head of Department have been highly supportive of my requests to attend training courses to gain/improve skills required for my job including the ‘Administrator’s Development’ course, which is designed to help with career progression in University Administration.

I’ve felt like a valued member of the Department during my time here. Senior academics have supported me in setting up and running my own research group. This has been really important for boosting my scientific confidence after returning to work following maternity leave.

My senior colleagues have been very supportive in encouraging me to apply for promotion. I now find myself in a position in which it is my turn to mentor and support junior members of staff.

The Centre was very flexible about the date of my return to work and discussed the details of my return with me, including my workload and whether I wished to return full-time or part-time. I do not feel that returning to work part-time has affected the progress that I am making.

Figure 27: Evidence of the impact on individuals working in supportive cultures are illustrated in extracts from case studies included in Departmental Silver Athena SWAN submissions.
My own experiences of combining a satisfying career and family life have been very positive. I was glad to be able to celebrate that and wanted also to be an encouragement for those who are working through that challenge or still have it to come.

It has definitely made me feel more confident. I spoke at the Springboard course on the day of the launch and was surprised how much less anxious I felt speaking in front of a room full of women.

As someone at an early stage in my career, it gave me some great insights into what to expect in the future by opening up a conversation with other women in academia.

I think more about the question of success than I did, and try to be more enabling for others (women, but men too) to achieve success in ways that fulfil them personally.

Being a part of the book has made it very real that what I have achieved is something to be proud of and that it has given me the opportunity to potentially inspire others who are similar to myself.

Figure 28: Examples of personal and professional impacts of being involved in ‘The Meaning of Success’ project from individuals profiled in the book.

392 words (including quotations)
5. Embedding Athena SWAN: maximum 2000 words (2193 words including all quotes and Figure text)

Explain how Athena SWAN has been embedded within the university, with particular reference to all SET departments, including:

a) Describe the steps taken to encourage all SET departments, including those less advanced, to apply for Athena SWAN department awards?

Five key elements have combined to effectively encourage all STEMM Departments:

- Support at the most senior levels within the University
- Investment in Athena SWAN resources and infrastructure support
- Core E&D polices and practices
- Integrated and embedded Governance structures
- Active gender networks

From only one Departmental award in 2010, all (39) STEMM departments/units are now engaged with the Athena SWAN process and will have applied for an award by the end of 2014.

1. Support at the most senior levels within the University

- The Vice-Chancellor (VC) has a proven track record in supporting the progression of gender equality both as Deputy Rector at Imperial and since joining Cambridge in 2010.

- Pro-Vice-Chancellor (PVC) for Institutional Affairs has both HR and E&D responsibilities. An active advocate for gender equality for many years as Head of Department of Chemistry, Chair of WiSETI Steering Committee and now as Chair of HR Committee and the Athena SWAN Governance Panel.

- In October 2009, the University approved the establishment of Equality Champions to demonstrate senior leadership and support for Equality and Diversity matters, and appointed the WiSETI Director as Gender Equality Champion (Figure 29).

- One-to-one Gender Equality meetings between the PVC and/or Gender Equality Champion to engage all Heads of Schools with the agenda

- The visible and public commitment from both the VC and PVC, as well as an increased expectation for Schools and Departments to engage with Athena SWAN, has resulted in a significant momentum for progressing gender equality at University, School and Departmental levels.
Figure 29: The University’s Gender Equality Champion, Professor Dame Athene Donald, plays a significant role in addressing and progressing gender equality issues not only at a local level but also through national and international platforms.

2. Investment in Athena SWAN resources and infrastructure support
- Since 2012, significant additional resources (~£500K per annum) provided to support gender equality, enabling delivery of a range of workshops, mentoring programmes and a Returning Carer’s Scheme, as well as funding to each of the STEMM Schools
- The University is also sustaining additional staff resources specifically for supporting gender initiatives in STEMM, including a change in the WiSETI Project Officer post from part-time to full-time, the provision of central data analysis support (part-time), administrative support (part-time).

3. Core E&D policies and practices
- Compliance with the Equal Opportunities Policy and Combined Equality Scheme (CES) has resulted in approved and published Equality Objectives19, including addressing the senior gender gap. Annual Equality & Diversity Information Reports reviewing staff and student data are published online from 2010/11) Increasing transparency of E&D information, including breakdown by gender, disability and ethnicity. Equality Assurance Assessments (EAAs) promote an inclusive environment at the University though equality analysis of policies/functions.

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18 Collaboration with the Southbank Centre to increase the profile of women in science in WoW festivals both in Cambridge and London www.southbankcentre.co.uk/women-of-the-world
19 www.admin.cam.ac.uk/offices/hr/equality/
4. Integrated and embedded Governance structures

- Governance structures have been developed to effectively review and address issues of gender equality, including the embedding of Athena SWAN. There is an established reporting structure for University as well gender equality local initiatives as well as active consultation and sharing of practices via the gender equality networks (Figure 30).

![Diagram of Governance Structures](image)

Figure 30 highlights the reporting relationship between committees with responsibilities for supporting gender equality and the decision-making bodies at the highest level of the University, and their relationship to Schools and Departments.

- The **Athena SWAN Governance Panel** has proved to be an extremely effective in engaging with STEMM Schools and Departments. A number of key communications from the PVC and the Panel to Heads of Schools and Departments have raised expectations both of participation with Athena SWAN and in resource planning for Athena SWAN activities. (Action 3.1)

- The **Gender Equality Group (GEG)**, established in May 2010, is chaired by the Gender Equality Champion. GEG oversees annual Equal Pay Reviews with analyses by grade published online biennially. Equal Pay Key Performance Indicators (KPIs) were developed in 2010 to highlight key themes and help quantify the effectiveness of related policy actions. GEG has 9/16 (56%) women committee members. (Actions 1.3, 3.8)

- GEG and the **Equality & Diversity (E&D) Committee** (8/15 (53%) women committee members) report to the Human Resources Committee (6/15 (40%) women committee members). Best practice in committee management will be formally agreed by HR Committee in 2014 for implementation across the University. (Action 3.7)
5. Active Gender Networks
The gender networks are key mechanisms for engaging staff and students with gender equality issues and initiatives:

5.1 Senior Gender Equality Network (SGEN)
- Established in 2012, SGEN provides a senior profile across the schools, divisions and departments of active gender equality advocates to complement the work undertaken centrally by the University (Figure 31)
- SGEN further developed through a series of collaborative sessions ‘Progressing Gender Equality: Engaging and Enabling Senior Support’ with an external facilitator in 2012/13 (37 participants). This resulted in the development of a Gender Action Plan 2013/14, which has been adopted by the Gender Equality Group (GEG) and forms the core of the University Silver Action Plan.
- As of 2014, SGEN has 170 members (106 women, 64 men), 59% from STEMM Schools.
- School SGEN Champions will be introduced in 2014 to support the work of the University Gender Equality Champion (Action 3.3)

5.2 Athena SWAN Network - Section 5f below

5.3 The University-wide Women’s Staff Network (WSN), one of several funded University diversity networks, organises events to support the personal and professional development of women and raise awareness of gender equality issues. Over the last three years there have been 8 WSN events with over 450 attendees including ‘The confidence cocktail’, ‘Boost your personal impact - how to succeed and shine’ and ‘The Glass Cliff’.

(Left to Right) The Vice-Chancellor, Professor Jane Clarke, Professor Dame Athene Donald and Jo Bostock, SGEN development consultant (Pause Consultancy)

“Straightforward statistics tell us that we are not doing enough to address equality of opportunity for women and, while good work is being done in this area, I am prepared to be transparent with those statistics until meaningful action is adopted across the University”. (Action 3.5)

‘I’ve found being involved in the Women’s Staff Network a great personal development opportunity (communication, helping shape policy, representing others, getting involved in organising events)’
WSN Steering Group Member

Figure 31: Senior Gender Equality Network meeting to discuss recommendations to improve gender equality, increase senior engagement and develop local equality champions. (quotation from the Vice Chancellor, Professor Sir Leszek Borysiewicz)
5.4 WiSETI (Figure 32) has a **longstanding legacy of supporting women in STEMM** in Cambridge.

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**WiSETI**

- **Figure 32 WiSETI events**
  WiSETI, established in 1999, organises an **Annual Lecture** featuring an inspirational female scientist (> 1200 attendees since 2002) and **workshops for women** including ‘Cake and Careers’ for PhD students and postdocs in STEMM (delivered to over 350 participants since 2009)

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1206 words (including quotes and extensive text in Figure 35)

b) What resources, skills and support does the university offer to assist SET departments with their submissions?

- The University resources an Athena SWAN team\(^20\) within the Equality and Diversity Section to co-ordinate Athena SWAN activities (Figure 33)

- For all Departments considering their first Athena SWAN submission, an **initial meeting** is held between the WiSETI Project Officer and the Head of Department and/or academic and administrative leads. The meeting provides information on resources in place to support Departmental submissions which includes:
  
  a) **Data provision**: Since 2012, the E&D Section has collaborated with a number of key stakeholders across the University and is now in a position to supply the majority of student and staff quantitative data to Departments on an annual basis. This has had a significant impact on the pace of progress for Departmental submissions. *(Actions 3.2, 3.5)*

  b) An E&D **Assigned Contact** sits on all Departmental self-assessment panels to enable ongoing E&D support and provision of guidance for Departments, as well as collecting examples of good practice, identifying key issues, responding to queries, assisting with action planning, and providing expert feedback on draft submissions. Two Assigned Contacts also have experience of sitting on National Athena SWAN panels.

  c) The Athena SWAN **toolkit** developed in 2011/12 was significantly updated in 2013 and includes for example **draft terms of reference** for self-assessment panels as

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\(^{20}\) The team includes a **full time WiSETI Project Officer/Athena SWAN co-ordinator post** (Grade 7) to coordinate Athena SWAN activities at University level and to provide support for Departmental submissions, **2 E&D Consultants** (Grade 8) - one supports Athena SWAN data provision and analysis and both providing support for Departmental submissions (0.3 FTE & 0.2 FTE) and an **E&D Administrator** (Grade 4) to undertake Athena SWAN/SGEN administration (0.2 FTE)
well as key points for consideration within each section of the submission.

d) A key action from the 2012 Bronze Renewal was development of extensive Athena SWAN webpages\(^{21}\) which were launched in 2013. These will be updated in 2014 when the site migrates to the University’s new web template.

e) In 2013/14, a University Athena SWAN booklet highlighting support and key initiatives was designed and around 1000 copies have been distributed to all STEMM Departments and to individuals at E&D events, where the new Athena SWAN banner is displayed (Figure 33).

![Figure 33 The University of Cambridge Athena SWAN team and the new booklet and banner produced in 2013/14](https://www.admin.cam.ac.uk/offices/hr/equality/athena)

382 words

\(^{21}\) [www.admin.cam.ac.uk/offices/hr/equality/athena](https://www.admin.cam.ac.uk/offices/hr/equality/athena)
c) Describe the framework in place within the university that provides access to tools and processes for the self assessment process.

An **ongoing annual programme** of Governance meetings, workshops, surgeries and events has been developed as a framework to support Departmental submissions (Figure 34).

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<thead>
<tr>
<th>January</th>
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<tbody>
<tr>
<td>Annual staff and student data provided to Departments</td>
<td>Data surgery</td>
<td>SWAN network event</td>
<td>April Submission deadline</td>
<td>Good Practice Workshop</td>
<td>Data surgery</td>
<td>SWAN network event</td>
<td>Good Practice Workshop</td>
<td>Data surgery</td>
<td>SWAN network event</td>
<td>Good Practice Workshop</td>
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<tr>
<td>Notice of intention to submit in April</td>
<td>Notice of intention to submit in November</td>
<td>Notice of intention to submit in April</td>
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**Figure 34** illustrates the annual programme of data surgeries good practice workshops and Athena SWAN network events delivered by the E&D Section alongside events promoting equality and diversity including Annual Race and Disability lectures (~10-15 events per term).

23 words

d) How does the university recognise, reward and celebrate the success of women and SET initiatives and departmental submissions?

- As highlighted in Section 4 above the University initiated an exciting, innovative project to explore **The Meaning Of Success** and set out to question our assumptions about what success is and how this impacts on the progression of men and women in the workplace. The wider ambition is to stimulate a rethink about who and what we value, why and how.

- A representative from the **Office of External Affairs and Communications** sits on E&D Committee and the representation of women in University press releases (85-90% relating to research) has increased from 35% in 2010 to 40% in 2012/13. In addition, Athena SWAN successes are celebrated on the University’s webpages which also highlight key initiatives to support women (Figure 35).
Figure 35: A sample of some of the University’s webpages promoting initiatives for women, Athena SWAN success and new research from women academics

- **Termly Athena SWAN/WiSETI bulletins** have been introduced from 2013 which highlight upcoming events as well as Departmental successes and information (illustrated in Figure 36).

- The PVC for institutional Affairs also hosts specific meetings for representatives of successful Departments to celebrate their achievements as well as encouraging networking and sharing of experiences.

183 words
e) How does the university coordinate, report and monitor progress on action plans across SET departments?

- The **Athena SWAN team within the E&D Section co-ordinate the reporting and monitoring of progress**. Assigned Contacts maintain their connection with Departments beyond the initial submission, continuing to sit on self assessment panels and can therefore report progress at weekly Athena SWAN team meetings. A member of this team is the **Secretary** of the Athena SWAN Governance Panel.

- The Athena SWAN Governance Panel is the **key committee receiving regular reports** on Departmental Athena SWAN progress. A **schedule** for Athena SWAN submissions was developed and all STEMM Departments have committed to submitting for an Athena SWAN award by the end of 2014. In addition, representatives from each of the Schools can comment on progress to the panel, sharing information about successful initiatives.

- **Regular written updates** on University and Departmental progress are provided to GEG, E&D and HR Committees by the WiSETI Project Officer.

- Many Departments have committed to producing **annual Athena SWAN reports** and these will be shared with Departmental senior management teams as well as School fora and University-level committees.

- The **HR priority** for introduction of a University leaver survey was raised following identification of lack of data on research staff and student destinations as a key theme across a majority of Departmental Athena SWAN Action Plans **Action 1.5**

207 words

f) How does the university share good practice among SET departments and across the university?

- As illustrated in Figure 34 above the Athena SWAN team deliver 2 **good practice workshops annually**. These workshops are open to all but are primarily targeted at those sitting on self assessment panels. Through these workshops the Athena SWAN team and participants can **share best practice** from within the University but also from other universities. **Collated examples of effective and innovative practices have been circulated** at these workshops.

- Athena SWAN **Network**, formally embedded in 2013, is used for sharing information, good practice and progressing submission development and action plans across Departments. **Action 3.9**.

- A **Network mailing list** has been developed to share news, opportunities and best practice including departmental self-assessment team members and HR teams from each STEMM School. Examples of good practices shared include family friendly leaflets;
workload models (Actions 4.4, 4.5)

- **Network events with invited speakers** stimulate discussion e.g. Academic Jennifer de Vries on ‘Creating and building impetus for change’ in 2013

- All University and Departmental **submissions are published on the University Athena SWAN website.** Most Departments also have their own Athena SWAN websites highlighting relevant events and news.

- The University is also an active participant in the London/East of England **regional Athena SWAN Network**

192 words
6. Any other comments: maximum 500 words (494 words)

Please comment here on any other elements which are relevant to the application, e.g. other STEMM-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.

1. External funding to support women in STEMM initiatives

- C=C project was designed to enable the University to **maintain and build on present momentum** in this area and to implement a substantial programme of coordinated activity over three years, developing innovative resources and extending the impact of piloted activities within and beyond Cambridge. **Action 2.4**

2. WoW - Women of the World – Cambridge

- In partnership with Southbank, London Cambridge will be hosting WoW Cambridge events in October 2014 and for International Women’s Day March 2015, including think-ins, speed mentoring, WoW bites, WoW Marketplace). **WOW - Women of the World** is a festival of talks, debates, music, film, comedy, performance and conversations that celebrates the talents of women and girls from all walks of life and all parts of the world.
- WoW asks what obstacles exist that prevent women from realising their potential and debates how to make progress. The festival is full of great stories from women and girls who are breaking the mould in science, enterprise, law, the arts, health, activism, education, politics, sport, fashion, finance and family life.
- E&D staff have engaged with **Wow speed mentoring**, a method by which mentees, prepared with a challenge or question to put to a mentor, can spend 15 minutes with four different mentors in the space of one hour to receive four different perspectives. It has been one of the most successful and talked about parts of WoW, a rewarding experience for both mentors and mentees alike and will be part of the Cambridge programme. **Action 2.4, 3.4**

3. Exceptional record in training and nurturing talented women

- Cambridge has an exceptional **record in training and nurturing talented women**. Of the 88 current female Fellows of the Royal Society, more than half (49) studied, worked or are currently working at the University. Between 2009 and 2013, 10 Cambridge women have been admitted (39% of all women Fellows within this time period) compared to 31 Cambridge men (16% of total).

[www.southbankcentre.co.uk/women-of-the-world](http://www.southbankcentre.co.uk/women-of-the-world)
The University is proud to nominate and highlight the **wide range of exceptional women recognised by prizes and awards** reflecting the University’s strength in producing and supporting outstanding early career researchers as well as senior academic women. Some examples are illustrated in Figure 37.

**Figure 37**: Women at Cambridge

### 4. Innovative Cambridge Programme supporting women in STEMM

- **Enterprise-WISE** is run by the [Centre for Entrepreneurial Learning](#) within the Judge Business School (Figure 38)

- **Tailored entrepreneurship course** for PhD and Early Career STEMM women with the express purpose of developing skills, knowledge and confidence. The programme focuses significantly on three things:
  - Personal development and increasing confidence in being entrepreneurial
  - Highlighting the realities of entrepreneurship for women from STEMM subjects
  - Building networks of entrepreneurial women

- Impact includes enhanced **Entrepreneurial Self-Efficacy (ESE)** with participants reporting an increased belief in their own abilities to perform on the various skill requirements necessary to pursue a new venture opportunity.

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Professor Val Gibson, winner of the 2013 WISE Leader award in 2013 was guest editor of CavMag, the Department of Physics newsletter, with an edition focussing on the contributions of women in the Department.
7. Action plan

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

This should be a table or a spreadsheet comprising plans to address the priorities identified by the data and within this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. It should cover current initiatives and your aspirations for the next three years.

The action plan should demonstrate how Athena SWAN Charter principles will be sustained and implemented in all the university’s STEMM departments. It may include elements from individual departmental action plans, but should also cover cross-STEMM initiatives.

The University Silver Action Plan incorporates all the actions form the 2012 Bronze renewal action plan (highlighted in green). Of the 29 actions identified in the Bronze Renewal action plan, only 3 have yet to be completed (and are highlighted in red in the Silver Action Plan see Actions 4.2, 4.3, 4.4).
<table>
<thead>
<tr>
<th>Objective</th>
<th>Actions taken</th>
<th>Planned Actions</th>
<th>Responsibility</th>
<th>Specific Measurable and Timeline</th>
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<tbody>
<tr>
<td><strong>1 Support the recruitment, retention and promotion of female staff</strong></td>
<td><strong>1.1 Transparent appointments process which attracts a diversity of applicants</strong>&lt;br&gt;University further particulars proforma has been updated to include commitment to Athena SWAN and highlight family friendly policies&lt;br&gt;New University web-based recruitment system launched in November 2013&lt;br&gt;Analysis of Lectureship and Professorial appointments (2010-13)&lt;br&gt;New guidelines for Boards of Electors for Professorships agreed by the General Board in 2013&lt;br&gt;Updated guidance for Appointments Committees under development</td>
<td>Analyse recruitment data for all staff at University and Departmental level annually and report to Gender Equality Group (GEG) and E&amp;D/HR Committees.&lt;br&gt;Adopt protocols for all committees involved in searches and appointments, to make clear the expectation that equality and diversity considerations will have thoroughly taken place.&lt;br&gt;Investigate Dual Careers Partner Support Scheme to consider the use of professional job search firms, career support payments for training and development, and support via the Temporary Employment Service.</td>
<td>E&amp;D Consultant&lt;br&gt;HR Business Manager, Chairs of Appointments Committees</td>
<td>Recruitment data available for analysis by gender and other protected characteristics. Data reviewed annually in January. Protocols developed by October 2014. Increased proportion of applications from women for Professorial appointments (from 12% to &gt; 20% in STEMM subjects) by 2017. Scheme viability reviewed by HR Committee in May 2014 with potential implementation (if approved) in 2015.</td>
</tr>
<tr>
<td><strong>1.2 Supporting staff through Senior Academic Promotions (SAP)</strong></td>
<td>GEG monitors SAP success rates by gender annually&lt;br&gt;Updated SAP process and introduction of a scoring system that recognises teaching and administrative contributions as equal to research activity.</td>
<td>Review SAP data on an annual basis including feedback on the process and evaluation of support mechanisms.&lt;br&gt;Investigate online SAP application system.</td>
<td>E&amp;D Consultant (data) reporting to Gender Equality Group, PVC for Institutional Affairs&lt;br&gt;HR Business Manager</td>
<td>SAP data reviewed annually in June. Equal rate of progress to Professorial posts with SAP scoring system embedded. Online system introduced in 2016.</td>
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<tr>
<td>1.3 Equal Pay Reviews</td>
<td>Annual Equal Pay Reviews conducted since 2008. Equal Pay analyses by grade published online biennially. Results shared via briefings/open events. Equal Pay Key Performance Indicators (KPIs) developed in 2010 to highlight key themes and help quantify the effectiveness of related policy action. Regression analysis for equal pay considering gender and ethnicity carried out in 2013/14.</td>
<td>Conduct annual Equal Pay Reviews publishing every 2 years. Deliver Equal Pay briefings in line with reports, to enable discussion of key findings.</td>
<td>HR Remuneration Manager</td>
<td>HR Remuneration Manager</td>
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<tr>
<td>1.4 Leadership development for Senior Staff</td>
<td>Inclusion of defined modules on E&amp;D within leadership development courses for senior staff for example Senior Leaders’ Succession Programme and Heads of Institutions Programme.</td>
<td>Introduce and evaluate the Aspiring Leaders Programme (ALP) for Grade 9 staff (Lecturer or equivalent) and above.</td>
<td>Head of Learning &amp; Development, Personal and Professional Development (PPD), Senior Staff</td>
<td>Head of Learning &amp; Development, Personal and Professional Development (PPD), Senior Staff</td>
</tr>
<tr>
<td>1.5 Staff destinations</td>
<td>Lack of data for many Departments on postgraduate and research staff destinations identified as part of Departmental Athena SWAN submission processes. Current Academic turnover is very low (&lt;5%).</td>
<td>Introduce a University leaver survey for all staff in order to understand the reasons individuals leave as well as their destinations (where known). Annual review and evaluation of survey data reported to HR Committee.</td>
<td>HR Committee, School/Departmental HR teams</td>
<td>Leaver survey introduced to enable mapping of career destinations for researchers. Strategies identified for reducing damaging turnover and increase retention of key staff. Survey developed summer 2014 and piloted in 2014/15.</td>
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| 2 Support career progression for female staff, particularly research staff | | | | |

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<tr>
<td>2.1 Office of Postdoctoral Affairs (OPdA)</td>
<td>Office initiated in November 2013. Governance and funding structure developed. Engagement with University (PdOC) and local postdoc societies and establishment of outward looking postdoc Centre. Comprehensive email list developed. Volunteer scheme initiated with spousal community to support OPdA activities.</td>
<td>Launch comprehensive web portal and monitor web traffic. Oversee a series of mentoring pilots with mentors from within and outside the University, with full evaluation.</td>
<td>Head of OPdA, Postdoctoral Research Staff Coordinator</td>
<td>Most effective postdoc mentoring models (run June to September 2014) identified by early 2015 and run within STEMM Departments from 2015/16.</td>
</tr>
<tr>
<td>2.2</td>
<td>Leadership development for Early Career Researchers</td>
<td>The innovative Emerging Research Leaders’ Development Programme (ERLDP) was developed at the University of Cambridge and has been delivered to 2 cohorts in 2012 and 2013.</td>
<td>Undertake novel primary research investigating the transition from early career researcher to a permanent Academic post which will be included as part of the learning in the ERLDP (Elsevier funding secured for research).</td>
<td>ERLDP and Research Staff Development Consultant</td>
</tr>
<tr>
<td>2.3</td>
<td>Increase engagement with Staff Review and Development (SRD)</td>
<td>SRD process reviewed including development of SRD guidance for Academic staff and new online module to support SRD introduced in March 2014 Increased uptake of training for reviewers and reviewees Careers in Research Online Survey (CROS) results demonstrate an increase in % researchers appraised between 2009 and 2013</td>
<td>Monitor and review SRD completion and training completion rates by gender. Improve recording of SRD completion at local levels via online SRD support system.</td>
<td>HR teams, Departmental Administrators</td>
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<td>Further cohorts to participate in ERLDP including sponsored places for women in STEMM.</td>
<td>ERLDP and Research Staff Development Consultant, reporting to Researcher Development Committee</td>
<td>Feedback from third programme cohort (May to Sept. 2014) with increased proportion of women participants.</td>
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<td>Communications/briefings to be developed that inform/remind line managers of their role in supporting personal and professional development.</td>
<td>HR Teams, Head of OPdA</td>
<td>Briefings developed to support Senior Academic Promotions and Researcher promotions for start of 2015/16 academic year.</td>
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<tr>
<td>2.4 Development workshops for women</td>
<td>New Perspectives series of workshops for women run in 2013 in response to consultations with women in 2012. Annual programme of Women's Staff Network (WSN) events, workshops and other activities to support the personal and professional development of women and raise awareness of gender equality issues. WiSETI Annual Lecture and workshops for women including ‘Cake and Careers’ for PhD students and postdocs in STEMM. 4 participants enrolled for Aurora 2013/14 (2 University lecturers and 2 Academic-related staff).</td>
<td>Implementation of substantial programme of coordinated activity over the next 2-3 years as part of Cambridge Equality Collaborations project (C=E). For example New Perspectives and WSN events within termly E&amp;D calendars as well as speed mentoring as part of the WoW Cambridge programme (Funding secured in part from Elsevier New Scholars program). Review of participants experience of Aurora programme.</td>
<td>WiSETI Project Officer, E&amp;D Section, WoW Advisory Group</td>
<td>Ten workshops delivered by early 2017 with evaluation identifying benefits for women. Annual summary reported to GEG.</td>
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<td>Action/Comment</td>
<td>Responsible Parties</td>
<td>Outcome/Progress</td>
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<td>Developing personal strengths in communicating and working with others, amongst others.</td>
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<td>Awarded the European Commission’s HR Excellence in Research badge in 2010</td>
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<td>The Careers Service employs specific careers advisers for postdocs to cover all academic disciplines offering 1 to 1 appointments.</td>
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<td>Comprehensive programme to assist postdocs aiming to secure long term academic careers as well as a parallel, programme showcasing careers outside academia.</td>
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<td>Expand the 'bitesize self-leadership for researchers' suite of workshops including course titles 'How to develop research proposals that get funded' and 'How to build a network of supporters and collaborators'.</td>
<td>Researcher Development Team</td>
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<td>Continue to participate in National surveys and review results, identifying appropriate actions.</td>
<td>Head of Academic Practice Group, PPD</td>
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<td>Monitor numbers attending events (by gender) and downloaded podcasts from the Careers Service website.</td>
<td>Careers Service advisers for STEMM postdocs</td>
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<td>Conduct a feasibility study of potential alternative career structures incorporating a multi-strand approach, for example the introduction of teaching-only or senior research posts, or flexible career paths.</td>
<td>HR Committee, Academic Titles Working Group</td>
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<td>2.6 Alternative career paths</td>
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<td>Systematic reporting of careers service update by gender with annual review of Careers data by STEMM and gender in place by end 2015.</td>
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Increased participation rate in CROS 2015 (from 26% in 2013).
### 3 Increase engagement with gender equality initiatives across the University

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<tr>
<td>3.1 Athena SWAN Governance Panel</td>
<td>Established in 2012 following Bronze Renewal submission. Governance Panel reviews progress of Departmental submissions and University action plan as well as reviewing the national picture. Includes non-STEMM members. Panel actively reviews progress, identifies barriers and recommends appropriate actions.</td>
<td>Panel membership and Terms of Reference reviewed biennially and new members recruited as required.</td>
<td>Chair and Secretary of Governance Panel</td>
<td>Governance Panel membership represents all STEMM staff and students. Panel responsible for driving and overseeing progress in the number and level of Athena SWAN Awards as well as reviewing annual Departmental progress reports. Termly meetings in October, January, June.</td>
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<td>3.2 Providing data to support progression of gender equality</td>
<td>Since 2012, the E&amp;D Section has collaborated with a number of key stakeholders across the University and is now in a position to supply the majority of student and staff quantitative data to Departments on an annual basis. Termly data surgeries offered to Departments to support analysis and presentation of Athena SWAN data. All (39) STEMM departments/units are now engaged with the Athena SWAN process. Provide data for international benchmarking purposes (to IARU and LERU).</td>
<td>Support Departmental submissions and renewal applications.</td>
<td>WiSETI Project Officer, E&amp;D Section Assigned Contacts, reporting to Athena SWAN Governance Panel</td>
<td>All Departments submitted by November 2014. All STEMM Departments/units (39) hold awards by end 2015.</td>
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<td>3.3</td>
<td><strong>SGEN to strengthen its role in sharing best practice, advising departments and tracking progress</strong></td>
<td>Established in 2012, SGEN provides a senior profile across the Schools, divisions and departments of active gender equality advocates to complement the work undertaken centrally by the University. In 2012/13 members of the network were involved in development sessions with an external Facilitator. In 2013/14, SGEN workshops have covered the myth of meritocracy, imposter syndrome, unconscious bias and peer coaching.</td>
<td>Identification of School SGEN champions who sit on Councils of Schools and help to identify and embed gender objectives at School level (Terms of Office and Reference to be developed).</td>
<td>Chair of GEG, PVC for Institutional Affairs</td>
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<td>3.4</td>
<td><strong>Staff recognition and reward</strong></td>
<td>Open letter signed by more than 50 Cambridge senior staff published in THE calling for a broader recognition of success across the HE sector. ‘The Meaning of Success’ book/web project launched in March 2014. Gender (and ethnicity) of lead author or interviewee recorded and monitored for all University press releases (reported annually to E&amp;D committee). Staff success recognised and celebrated at a local level via video.</td>
<td>Undertake additional work stemming from ‘The Meaning of Success’ book/web project for example podcasts that could enhance the project website (with Elsevier funding).</td>
<td>WiSETI Project Officer, E&amp;D Section</td>
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</table>
| 3.5  | **Analysis, communication and publication of E&D statistics** | Annual E&D Information Report and biennial Equal Pay Reviews published online.  
Reports incorporate information that provides clear accounts of gender equality objectives and their progress. The E&D Information Report 2012/13 includes specific mention of gender equality initiatives.  
Professorial and lectureship recruitment data collated and analysed for gender trends (2014) | Review of current systems for data collection, to adequately capture statistics that can be used to inform problem or priority areas; set measurable goals for improvement, particularly with regard to data on recruitment, career progression and rewards.  
Identify key indicators or targets for a Gender Scorecard that could track progress.  
Additional reporting of gender equality and related University initiatives and statistics. | E&D Consultant | E&D Consultant | Key indicators used in annual reporting of gender statistics for staff and students from January 2016.  
Information on gender equality and related University initiatives included in the University’s Annual Reports from 2015.  
Annual E&D bulletin highlighting key data trends (starting May 2014). |
<p>| 3.6 | <strong>Consultations with staff</strong> | Consultation with women staff from across the University in 2012 hosted by the Gender Equality Champion. Key themes were identified and published online about organisational culture and career progression. Staff surveys run across STEMM Schools and Departments, analysed by gender and staff groups. | Remaining 30% of STEMM Departments to run staff surveys. Surveys extended to AHSS to provide additional supporting information for Gender Equality Charter Mark submissions. | HR, Heads of Schools and Heads of Departments. Surveys completed, issues identified and actions implemented by end 2015. Progress reviewed biennially. Improved scores across key areas of action at a local level in subsequent surveys. | In depth analysis completed and University-wide actions identified by end 2015. | E&amp;D Consultant |
| 3.7 | <strong>Gender representation on committees</strong> | Gender representation reviewed annually for all major University Committees. The University has an Advisory Committee on Committee Membership and External Nominations (ACCMEN). Map University decision-making structures with gender breakdown of membership across all committees, including appointments committees. | HR Committee | Structures mapped by end 2014. Annual review indicates appropriate proportional gender representation on all University Governance bodies, and Appointments Committees by early 2016. | Gender Analysis of REF data by School (Units of Assessment). | E&amp;D Consultant |</p>
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<th>The Gender Equality Champion is a member of ACCMEN</th>
<th>Ensure transparency around how committees are constituted and identify opportunities where membership criteria can be changed / co-options are possible.</th>
<th>HR Committee</th>
<th>Best practice in Committee management formally agreed by early 2015 and monitored at a local level by Athena SWAN self-assessment teams.</th>
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<td></td>
<td>Create opportunities for increasing the proportion of women on committees e.g. using nominated deputies with concomitant awareness of committee overload for senior women and support Chairs in establishing inclusive practice.</td>
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<td>Develop mechanisms to promote and advertise widely opportunities for committee participation.</td>
<td>Chair of Gender Equality Group (GEG)</td>
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<td>Chair of GEG to write to senior colleagues by mid-2015.</td>
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<td>3.8 Gender Equality Group (GEG)</td>
<td>GEG established in May 2010 with an ongoing remit to oversee production of further Equal Pay Reviews, consider findings and instigate actions as appropriate</td>
<td>Review membership and remit of GEG within the University's governance structures for equality, diversity and gender.</td>
<td>Chair of GEG, Reports to HR Committee</td>
<td>Membership of Gender Equality Group (GEG) is representative and has sufficient power to effect change. Reviewed in summer 2014, agreed in October 2014.</td>
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<td>Chaired by the Gender Equality Champion and reports to the University's HR Committee, (sub-committee of University Council) GEG has a wider focus on gender issues for staff. Membership updated in October 2013</td>
<td>The Colleges’ Committee will be invited to nominate representatives for GEG and SGEN.</td>
<td>Gender Equality Group (GEG), Colleges’ Committee</td>
<td>College members included as part of GEG membership review by 2015.</td>
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### 3.9 Athena SWAN Network

Network for sharing information, good practice and progressing submission development and action plans established in 2013. Networks events to stimulate discussion e.g. Academic Jennifer de Vries on ‘Creating and building impetus for change’ in 2013.

Network mailing list developed to share news, opportunities and best practice including departmental self-assessment team members and HR teams from each of the STEMM Schools

E&D partners identified in the majority of Colleges

Termly Network events to facilitate sharing of good practice.

WiSETI Project Officer, Departmental Athena SWAN Network members

Active Network involving all STEMM Departments sharing experiences, practices and maintaining Athena SWAN Awards (number of event participants and feedback reviewed and reported annually). Termly events 2014-2017.

### 3.10 Participate in the pilot Gender Equality Charter Mark (GEM) with ECU

The E&D Section is currently supporting the Faculty of Philosophy participation in the GEM pilot

Support other Departments to engage with GEM following feedback from the pilot scheme.

E&D Consultant, AHSS Department HoDs

National scheme launch planned for October 2014. Departments from the Arts, Humanities and Social Sciences engage with GEM and Schedule developed for GEM submissions (as for Athena SWAN submissions).

### 3.11 Equality & Diversity training

Online E&D training module launched in 2010 with Cambridge specific online module launched in October 2013

University wide increase in completion of E&D training supported at a local level as part of Departmental Athena SWAN Action plans.

E&D Consultant, Heads of Departments

Target completion rate for E&D training of >50% of all staff and >80% staff involved in recruitment by end 2015.
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<th><strong>3.12 College engagement</strong></th>
<th><strong>Delivery of bespoke face to face training workshops</strong></th>
<th><strong>Extend provision for gender equality awareness training, to include unconscious bias.</strong></th>
<th><strong>E&amp;D Section, HR teams</strong></th>
<th><strong>At least 2 School and University workshops on unconscious bias delivered in 2014/15.</strong></th>
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<td>Mandatory E&amp;D training for Heads of Departments and REF panel members</td>
<td>Introduce a requirement that all those involved in appointments and committees (or a minimum of 2 people per committee, one of which must be the Chair or their delegate) have undertaken E&amp;D training.</td>
<td><strong>E&amp;D/HR for Appointments Committees &amp; Academic Secretary's office for Boards of Electors</strong></td>
<td><strong>Sent to HR Committee for approval in April 2014. Effective implementation of training requirement with embedded monitoring and reporting systems by end 2015.</strong></td>
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<td>Unconscious bias events delivered in early 2014 with another event planned for June</td>
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<td>E&amp;D staff attended train the trainer events (run by ENEI and ECU)</td>
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<td><strong>3.12</strong></td>
<td><strong>College engagement</strong></td>
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<td>E&amp;D Partners identified for majority of Colleges. E&amp;D events promoted to all Colleges.</td>
<td>Sharing and embedding University gender equality initiatives within Colleges, including closer collaboration to review undergraduate admissions data in more detail.</td>
<td><strong>E&amp;D Consultant, WiSETI Project Officer, College partners, SWAN Network</strong></td>
<td><strong>Good practice initiatives shared across University and Colleges from October 2014.</strong></td>
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<td>Expressions of interest sought from Colleges looking to collaborate on Equality &amp; Diversity matters (via Senior Tutor member of Athena SWAN Governance Panel)</td>
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<td>Colleges represented on E&amp;D Committee</td>
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<td>OPdA has generated a list of all College Junior Research Fellows (data provided by each College)</td>
<td>Pilot review of undergraduate course reading list primary authors by gender.</td>
<td><strong>WiSETI Project Officer / Departmental contacts reporting to Athena SWAN Governance Panel</strong></td>
<td><strong>Initiate pilot in 2015. Diversity of authors in undergraduate reading lists identified and reported. Appropriate actions identified.</strong></td>
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## 4 Promote family-friendly policies and procedures

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<tr>
<td>4.1 Support for returning carers</td>
<td>Returning Carers’ Scheme (RCS) fund secured for 2013/14 following 2 pilots in 2012/13 A sub-group of E&amp;D Committee established in 2013 to oversee RCS requests and allocations</td>
<td>Maintain the Returning Carers Scheme administered fund to support Academic and Research Staff with longer term evaluation of impact and feedback collected from all RCS recipients</td>
<td>E&amp;D Committee subgroup; reports to be shared with GEG</td>
<td>The career and professional development of returning carers supported before, during or after leave with research profiles and other academic activity maintained or built up after a period away from work. Two RCS funding rounds per annum with evaluation of benefits started in 2014/15. Sponsor further Daphne Jackson Fellows HR At least one new Fellow sponsored annually from 2014/15</td>
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<td>4.2 Core-hours</td>
<td>Many Departments have already adopted core hours policies for key Departmental meetings as part of local Athena SWAN submissions</td>
<td>Share examples of family-friendly core hours policies across the institution and develop good practice guidance regarding the timing of staff meetings and seminars within core work hours, for use by Departments, Faculties and Schools (to be completed as part of Bronze action plan)</td>
<td>Athena SWAN Network, E&amp;D Section</td>
<td>Adoption of core-hours good practice to prevent the exclusion of staff with caring responsibilities across STEMM Departments. Reviewed by Departmental SATs with annual reporting to Athena SWAN Governance Panel.</td>
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<td>4.3 Awareness of Flexible working options</td>
<td>Flexible working policies highlighted in induction packs and further particulars supplied to job applicants in many Departments</td>
<td>Data collection and analysis of flexible working applications</td>
<td>HR Business Manager</td>
<td>Flexible working success rates reported to GEG annually from 2014 Case studies published on web as part of Family Ties initiative (see also 4.4) included in induction packs for new staff.</td>
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<td>4.4</td>
<td><strong>Support for parents and carers</strong></td>
<td>Planned development of the ‘Family Ties’ initiative for staff with caring responsibilities or other family-related considerations. Family Ties to also provide support for the families of new starters and returning carers. The network would provide opportunities for sharing advice, support and best practice. Survey of staff who have returned from family leave (including maternity, paternity, adoption and parental leave) undertaken in March 2014. Examples of good practice in communicating family friendly information (e.g. Families at the Cavendish) and inclusion in induction packs for all new staff shared via Athena SWAN Network. Pregnancy guidelines developed for specifically for students.</td>
<td>Develop and promote case studies and best practice guidance on flexible/part-time working <em>(to be completed as part of Bronze action plan)</em></td>
<td>WiSETI Project Officer, Departmental Administrators</td>
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<td>4.5 Workload modelling</td>
<td>Some departments (including the Department of Physics, Chemistry and Zoology) have developed workload models.</td>
<td>GEG to address workload transparency as informed by sector best practice.</td>
<td>Chair, Gender Equality Group</td>
<td>Departmental and sector best practice reviewed and considered by GEG in 2014/2015.</td>
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<td></td>
<td>Disseminate examples of current workload modelling practices via Assigned Contact and Athena SWAN network</td>
<td>Athena SWAN Network, Departmental SATs</td>
<td>Current examples shared in May 2014 Network event. Increased transparency regarding teaching and committee commitments at a local level</td>
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<td>Departments to consider local models as part of Athena SWAN action plans</td>
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<td>4.6 Working environment</td>
<td>Delivery of People Matter Week (PMW) programme of events part of the University’s Wellbeing Strategy</td>
<td>Refreshed Dignity at Work Policy and Scheme relaunched to raise awareness of bullying, harassment and other inappropriate workplace behaviours</td>
<td>School HR Business Managers, E&amp;D Committee</td>
<td>Refreshed policy embedded in 2014/15 with greater awareness of policy and support mechanisms and events (measured via staff survey metrics)</td>
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<td>Delivery of PMW 2014</td>
<td>PMW working group</td>
<td>Review and evaluate PMW 2014, including attendance by gender. PMW delivered annually. Student participation from 2014/15</td>
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<td>Include student participation in PMW</td>
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| 4.7 | Childcare provision | The University has two day nurseries for children from three months to school age, and a Holiday Play scheme which operates during the state school holiday periods (excluding Christmas and Bank Holidays) for school-age children.

Staff can also benefit from two salary exchange schemes to save tax and National Insurance payments on all or part of childcare costs. | Consider capacity for introducing extended childcare provision, for example after-school clubs and Bank Holiday opening | Childcare Office, Childcare committee | Ongoing reviews of nursery provision by the Childcare Service in line with organisational need, informed in part by Family Leave survey (see 4.4). Current provision reviewed by October 2014, Survey findings shared by October 2014

New nursery (~100 additional places) built as part of North-West Cambridge development by 2016 |
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<td>5.1 Gender attainment gap analysis</td>
<td>Gender Attainment Working Party identified a series of recommendations on gender attainment gap  Individual Departments analysing local data and identifying departmental actions as part of Athena SWAN submissions</td>
<td>Recommendations to be taken forward with priorities and action plans to be determined by the General Board Education Committee (GBEC) E&amp;D Standing Committee. Gender attainment to be reviewed as part of future EAA review of Undergraduate Student Attainment equality impact assessment.</td>
<td>GBEC E&amp;D Standing Committee</td>
<td>Regular meetings between E&amp;D Section and Academic Division maintained. Increased understanding of issues leading to gender attainment gaps via local and sector information. EAA on student attainment incorporated into EAA schedule for 2014/15 with progress reported to E&amp;D Committee.</td>
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<td>5.2 Provision of training and support for women students</td>
<td>E&amp;D section supported activities for students in 2013/14 including 'Taking the Leap', Winton workshops and the Colleges' SPRINT programme  Careers service offers events promoting opportunities with different employers to under-represented groups.</td>
<td>SPRINT and Winton Programmes delivered in 2014/15. Student participation within People Matter Week.</td>
<td>WiSETI Project Officer, Gender Equality Champion</td>
<td>Feedback and evaluation on value of a range of programmes delivered on personal development and confidence building for women students. Annual review of development opportunities reported to GEG.</td>
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Springboard, a personal development programme, is offered to all women staff/graduate students. It provides the opportunity to take stock and consider personal and professional goals as well as how to develop individual potential.

Cambridge GRADschools (a three-day residential course offered to research (PhD) students)

The graduate student organised Annual Building Bridges in Medical Sciences highlights interdisciplinary biomedical research. In 2014, organisers ensured >50% female speakers for the first time.

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<th>5.3 Outreach</th>
<th>The Annual Cambridge Science Festival is committed to engaging the public with STEMM and runs over 200 events in March each year</th>
<th>Many Departments committed to improved recording of outreach opportunities as part of Athena SWAN action plans.</th>
<th>Departmental SATs, WiSETI Project Officer</th>
<th>Review of STEMM outreach opportunities completed by end 2016.</th>
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<td></td>
<td>Careers service to continue to offer events promoting opportunities with different employers to under-represented groups for example investment banking events specifically for female students.</td>
<td>Careers Service advisor</td>
<td>Number of workshops delivered (and participants) with evaluation. Annual review reported to GEG</td>
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<td>Increased promotion of Springboard development opportunity to researchers at Departmental level</td>
<td>Personal and Professional Development (PPD)</td>
<td>Researcher uptake reviewed and reported at Departmental and University level to GEG annually in October.</td>
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<td>Continue to offer at least two GRADschools (96 participants) per annum with balanced representation of female tutors as advisers and role models.</td>
<td>Researcher Development Team</td>
<td>GRADschools run every six months. Equal balance maintained for GRADschool male and female participants and tutors (reviewed annually)</td>
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<td>Individual Departments run outreach programmes which vary in size. Larger programmes include those in Physics, Maths and Chemistry with events specifically organised for girls. Outreach opportunities range from work experience for individuals to large programmes for teachers and students.</td>
<td>Delivery of talks and workshops as part of International outreach for women in India aiming to encourage more women students to apply to study STEMM subjects at Cambridge (Funded by Elsevier project).</td>
<td>HR and selected Academic staff</td>
<td>Talks in India delivered in September 2014 &amp; 2015</td>
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<td>Proportion of women speakers at main Science Festival talks analysed annually.</td>
<td>Public engagement Science Festival team</td>
<td>Proportion of women speakers at main Science Festival talks (run annually in April) reported to GEG. Aim for 50% by March 2016</td>
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