



## **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

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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  
7<sup>th</sup> floor, Queens House  
55/56 Lincoln's Inn Fields  
London WC2A 3LJ

17 April 2014

*Dear Sarah*

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.

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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).**

KEY: Red shading – core Athena SWAN Governance Panel

Blue shading – member of 2009/2012 Bronze University self assessment panel(s)

Name	Role	Relevant Experience
Dr Abir Al Tabaa	Reader, Department of Engineering, School of Technology	<ul style="list-style-type: none"> <li>First-time mother in her forties</li> </ul>
Rev. Professor John Bell	Director of Research, Faculty of Law	<ul style="list-style-type: none"> <li>School of Humanities and Social Sciences representative</li> </ul>
Professor Sir Leszek Borysiewicz	Vice-Chancellor	<ul style="list-style-type: none"> <li>Provides high level support for Athena SWAN and engages senior figures across the University with gender equality initiatives</li> </ul>
Dr Hannah Clarke	Department of Physiology, Development and Neurosciences	<ul style="list-style-type: none"> <li>MRC Career Development Fellow</li> <li>Full-time working mother to 2 primary school children</li> </ul>
Professor Dame Athene Donald	Professor of Experimental Physics	<ul style="list-style-type: none"> <li>Gender Equality Champion</li> <li>Director of WiSETI</li> </ul>
Professor Fiona Karet	Professor of Nephrology, School of Clinical Medicine	<ul style="list-style-type: none"> <li>Leads the Clinical School's Athena SWAN project</li> <li>Member of University Council and HR Committee</li> </ul>
Dr Patricia Fara	Senior Tutor Clare College	<ul style="list-style-type: none"> <li>Associate Secretary of Senior Tutors' Committee</li> <li>Prominent participant in national and local debates about women in science</li> </ul>

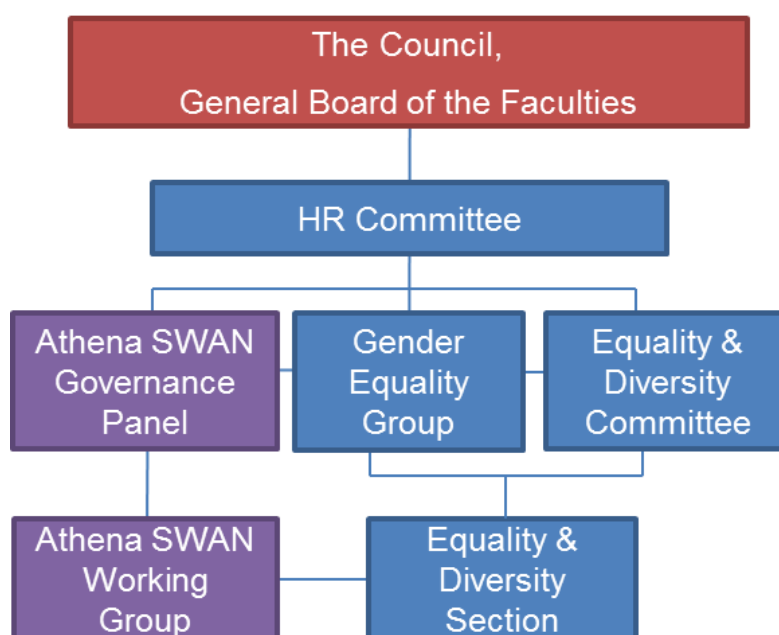
Professor Anne Ferguson-Smith	Head of Department of Genetics	<ul style="list-style-type: none"> <li>First female Head of Department in the School of Biological Sciences</li> <li>Married with two children</li> </ul>
Sigrid Fisher	Head of Equality and Diversity	<ul style="list-style-type: none"> <li>Secretary to the Gender Equality Group and Equality and Diversity Committee, member of HR Division's Senior Management Team</li> <li>Artistic Director WoW- Women of the World-Cambridge</li> </ul>
Dr Anne Forde	Careers Adviser (Life Science Postdocs)	<ul style="list-style-type: none"> <li>Member of Researcher Development and Graduate Committees</li> <li>First time mother in 2012. Job shares at 0.8FTE, shared maternity leave with partner</li> </ul>
Dr Vivien Hodges	WiSETI Project Officer	<ul style="list-style-type: none"> <li><b>Secretary</b>, Athena SWAN Governance Panel and WiSETI Steering Committees</li> </ul>
Dr Thora Karadottir	Wellcome Trust Research Career Development Fellow, Department of Veterinary Medicine	<ul style="list-style-type: none"> <li>Member of Departmental SAT</li> <li>Has a teenage daughter so is familiar with combining a research career and parenting</li> </ul>
Dr Ruth Murrell-Lagnado	Senior Lecturer, Department of Pharmacology	<ul style="list-style-type: none"> <li>Academic Lead, Departmental SAT</li> <li>Married to an academic (dual career) and has three children born between 1994 and 2000</li> </ul>
Professor Judith Lieu	Lady Margaret's Professor of Divinity	<ul style="list-style-type: none"> <li>Chair of the Faculty Board of Divinity</li> <li>Member of the Council of the School of Arts and Humanities and HR Committee</li> </ul>
Dr Athina Markaki	University Lecturer, Department of Engineering	<ul style="list-style-type: none"> <li>Co-Chair of Departmental SAT and one of six divisional champions</li> <li>First time mother in 2011. Worked part-time for 1 year after maternity leave with a period of graduated return</li> </ul>
David Peet	Administrative Secretary (Chief Administrator) of the Department of Physics, School of Physical Sciences	<ul style="list-style-type: none"> <li>Played a major part in Departmental Silver and Gold Award submissions</li> <li>Regularly advises other departments within and outside the University on Athena SWAN</li> </ul>
Karina Prasad	Head of the Office of Postdoctoral Affairs (OPdA)	<ul style="list-style-type: none"> <li>Sits on Athena SWAN Clinical School team and a number of working groups across the University</li> </ul>
Henrike Resemann	3rd year PhD student, Department of Pathology	<ul style="list-style-type: none"> <li>Member of Departmental SAT</li> </ul>
Professor Jeremy Sanders	Pro-Vice-Chancellor for Institutional Affairs	<ul style="list-style-type: none"> <li><b>Chair of Athena SWAN Governance Panel</b></li> <li>Chair of HR, Equality &amp; Diversity and WiSETI Committees</li> </ul>
Dr Sharon Saunders	Research Staff Development Consultant  Personal and Professional	<ul style="list-style-type: none"> <li>Programme Director, Emerging Research Leaders' Development Programme</li> <li>Combines 0.8FTE academic-related role</li> </ul>

	Development (PPD)	with parenting 2 children of primary school age
Indi Seehra	Director of Human Resources	<ul style="list-style-type: none"> <li>Brings a wide range of expertise from the Civil Service working on Equality and Diversity matters in the Criminal Justice System</li> </ul>
Lauren Steele	Cambridge University Students' Union Women's Officer 2013/14	<ul style="list-style-type: none"> <li>Undergraduate student</li> <li>Provides representational support and services for women and runs the Women's Campaign</li> </ul>

- 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<sup>1</sup>.
- In October 2013, 57% of academic staff (N=994) and 88% of researchers (N=3,024) were in STEMM departments.

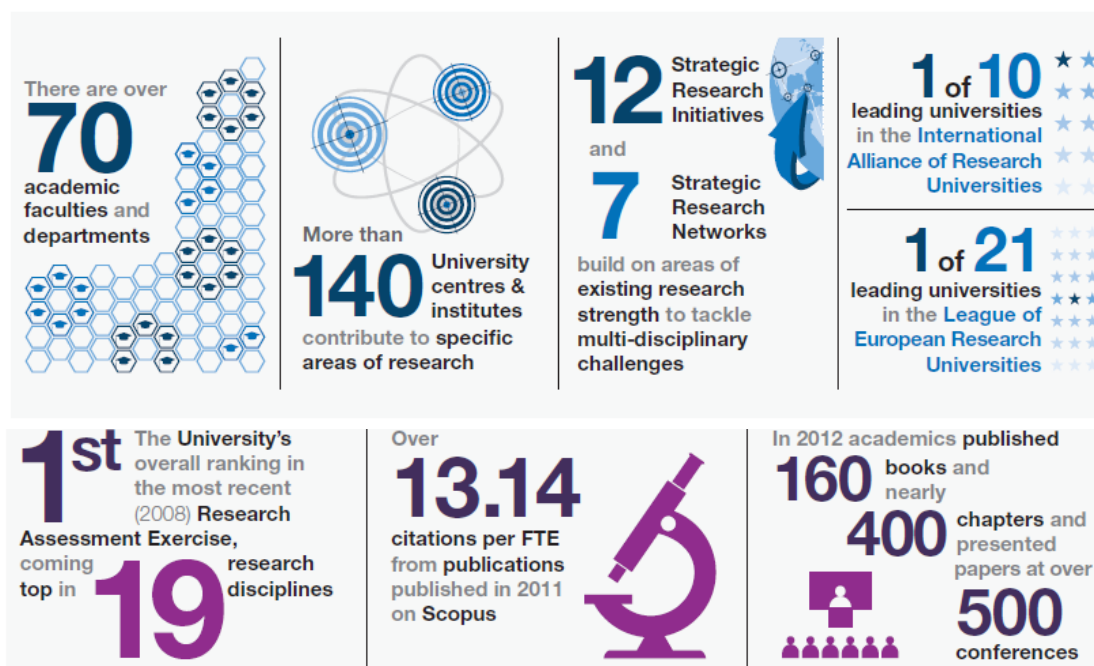
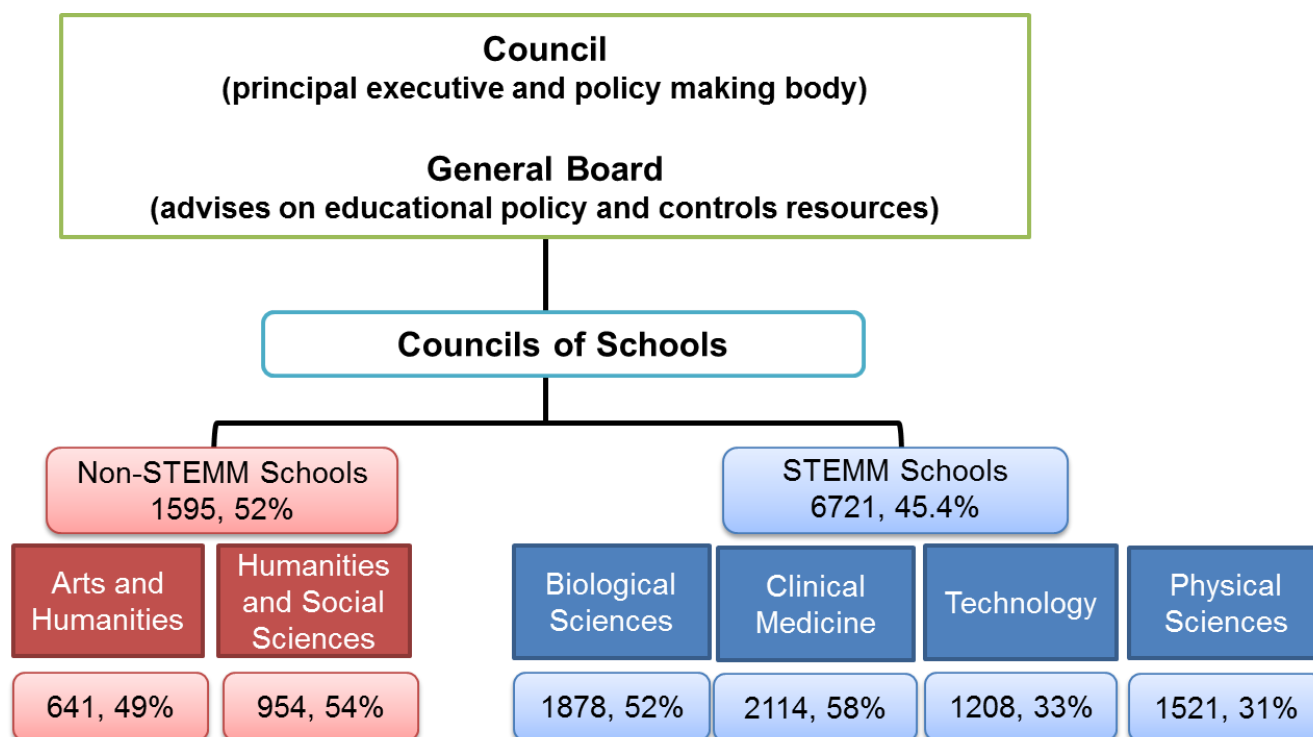


Figure 2: University of Cambridge research, innovation and global impact

<sup>1</sup> **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**

**Table 2:**

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).

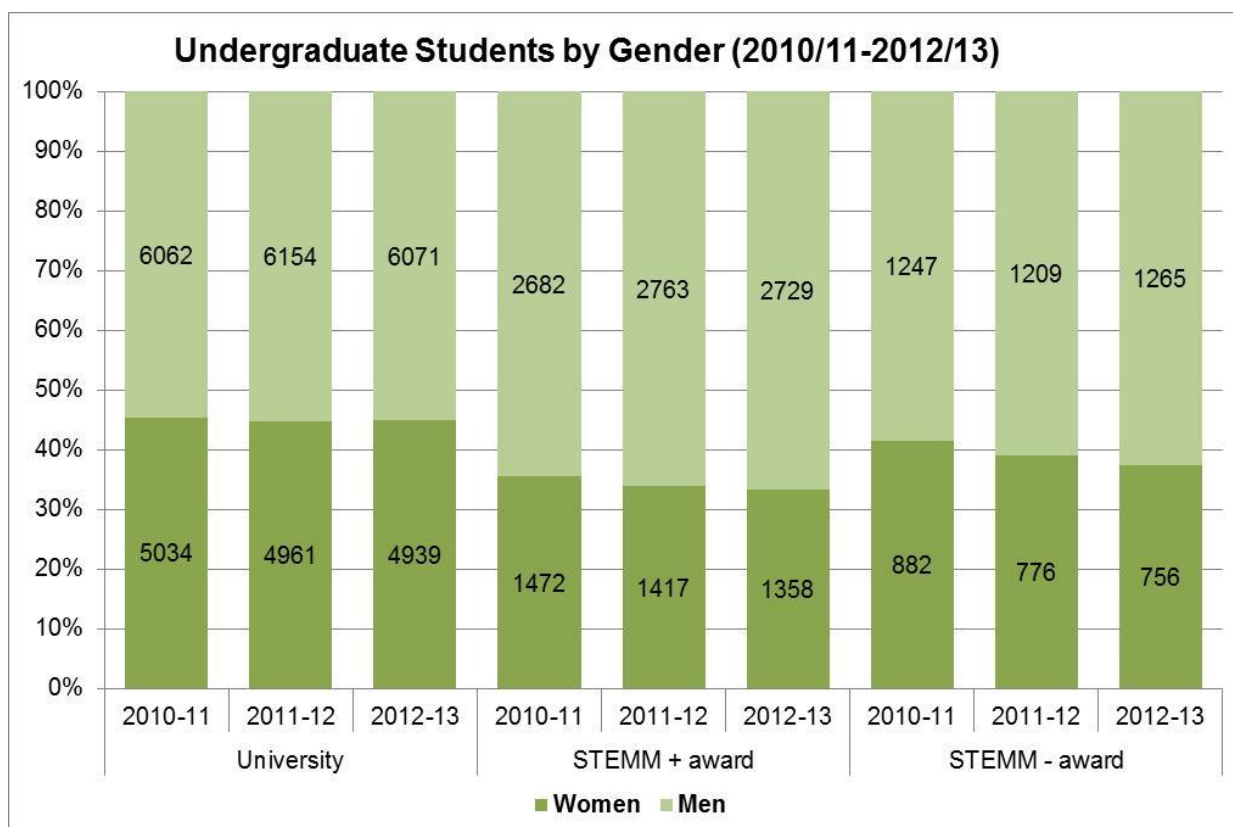
Submission date	School, Faculty, Department	Level of Award	Date of Award
April 2010	Department of Physics	Silver	November 2010 (renewed Nov 2013)
<b>3% Departments with Awards covering 7% STEMM staff</b>			
November 2012	Department of Chemistry	Bronze	April 2013
	Department of Materials Science and Metallurgy	Bronze	April 2013
<b>8% Departments with Awards covering 14% STEMM staff</b>			
April 2013	School of Clinical Medicine (17 Departments/Institutes)	Silver	November 2013
	Department of Engineering	Bronze	November 2013
	Faculty of Veterinary Medicine	Bronze	November 2013
<b>56% Departments with Awards covering 62% STEMM staff</b>			
November 2013	Department of Physics	Gold	Decision pending
	Department of Zoology	Silver	Decision pending
	Department of Psychology	Silver	Decision pending
	Department of Pharmacology	Bronze	Decision pending
	Department of Plant Sciences	Bronze	Decision pending
	Faculty of Mathematics (2 Departments)	Bronze	Decision pending
	Department of Pathology	Bronze	Decision pending
<b>74% Departments with Awards covering 77% STEMM staff (if successful)</b>			
April 2014	Department of Biochemistry	Bronze	Submitted
	Department of Genetics	Bronze	Submitted
	Department of Chemical Engineering and Biotechnology	Bronze	Submitted
	Faculty of Computer Science & Technology	Bronze	Submitted
	Department of Physiology, Development and Neuroscience	Bronze	Submitted
	Wellcome Trust/Cancer Research UK Gurdon Institute	Bronze	Submitted
<b>90% Departments with Awards covering 94% STEMM staff (if successful)</b>			
November 2014	Institute of Astronomy	Bronze	
	Wellcome Trust Centre for Stem Cell Research	Bronze	
	Sainsbury Laboratory	Bronze	
	Department of Earth Sciences	Bronze	
<b>100% Departments with Awards covering 100% STEMM staff (if successful)</b>			

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**

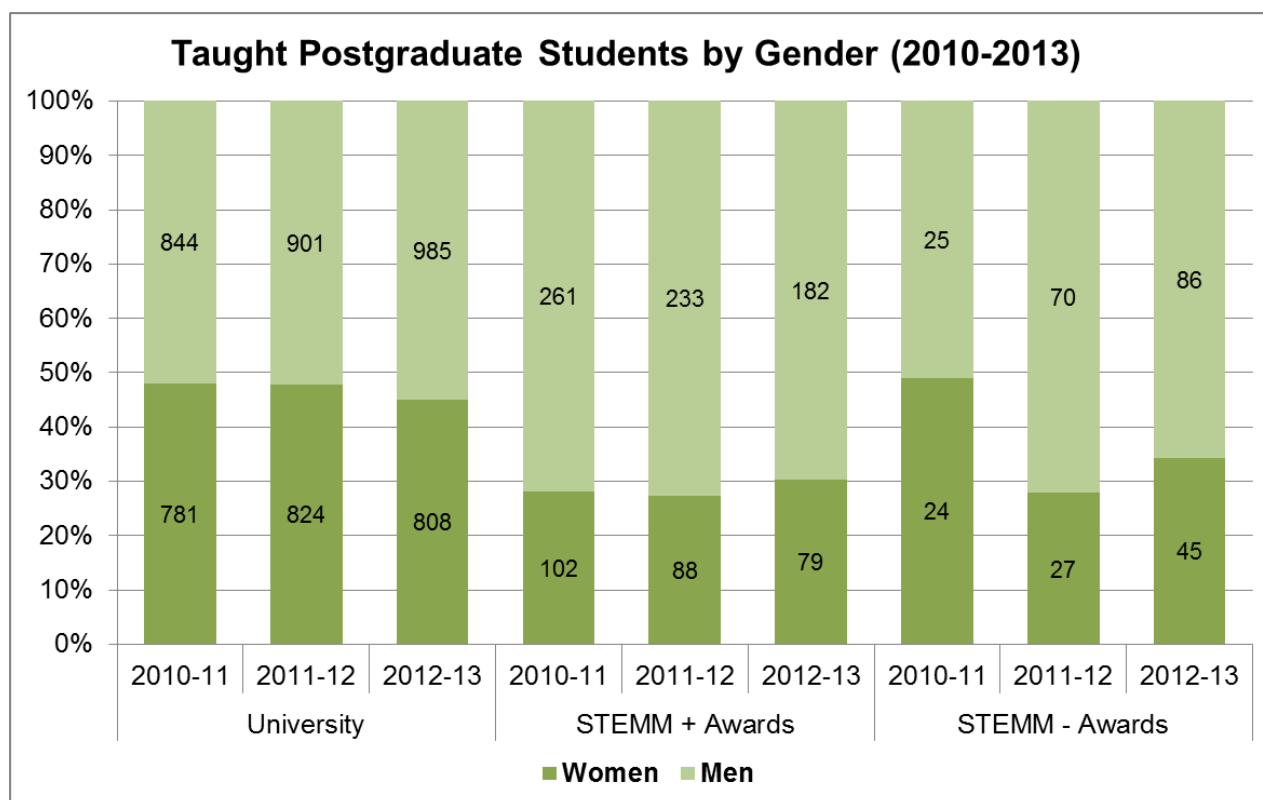
- Cambridge figures are below the Russell Group benchmarking proportions of women STEMM undergraduates in 2012/13 of 47.8% (52.8% all subjects) but are within the range (34.3% to 62.4%), reflecting the degree of variation amongst Universities.
- Subject-specific analysis shows that in some areas, Cambridge 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<sup>2</sup>. 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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<sup>2</sup> **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.

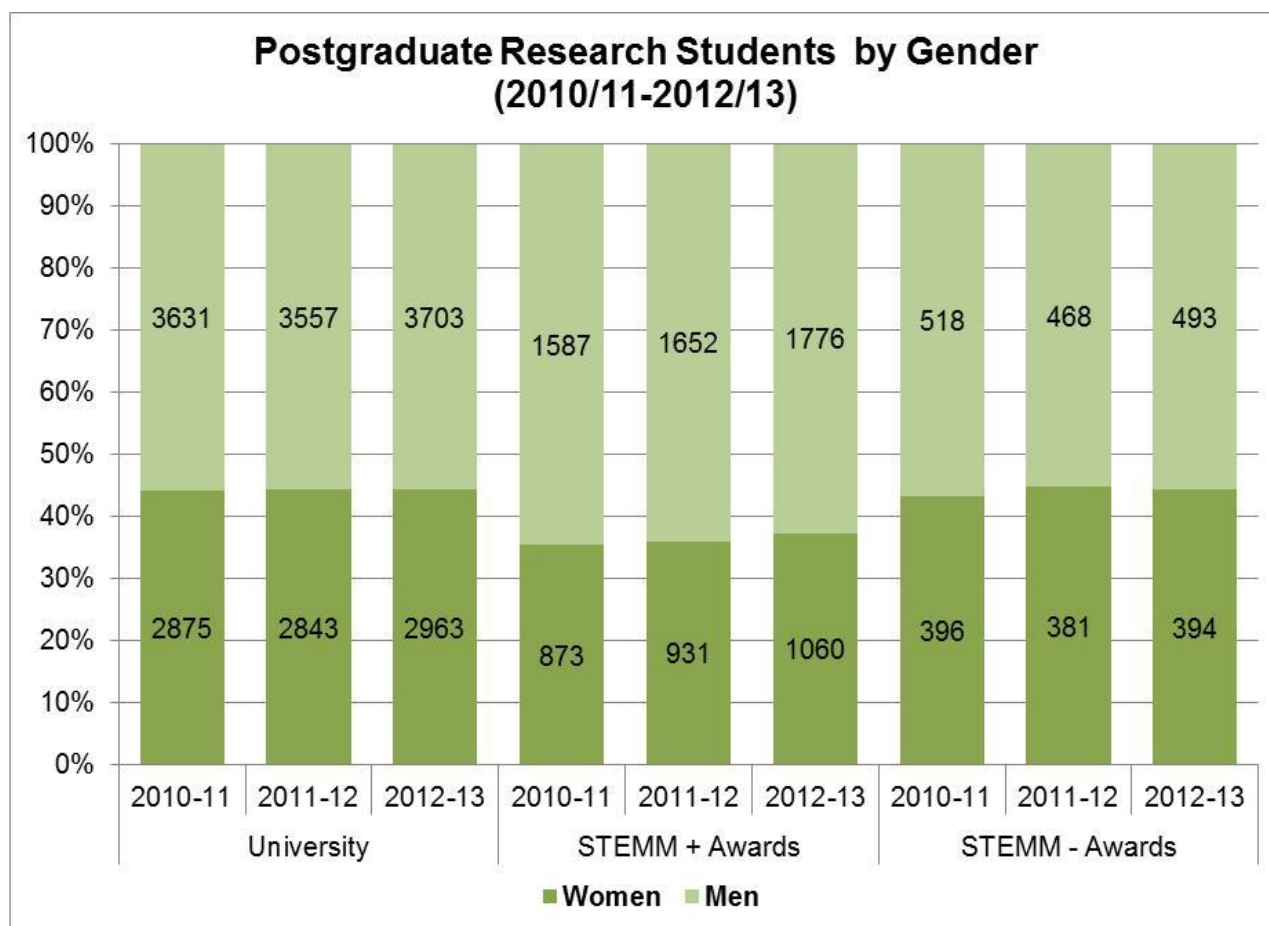


**Figure 5. Numbers and proportions of taught postgraduate students by gender across the University and in STEMM Departments with and without Athena SWAN awards.**

(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.**

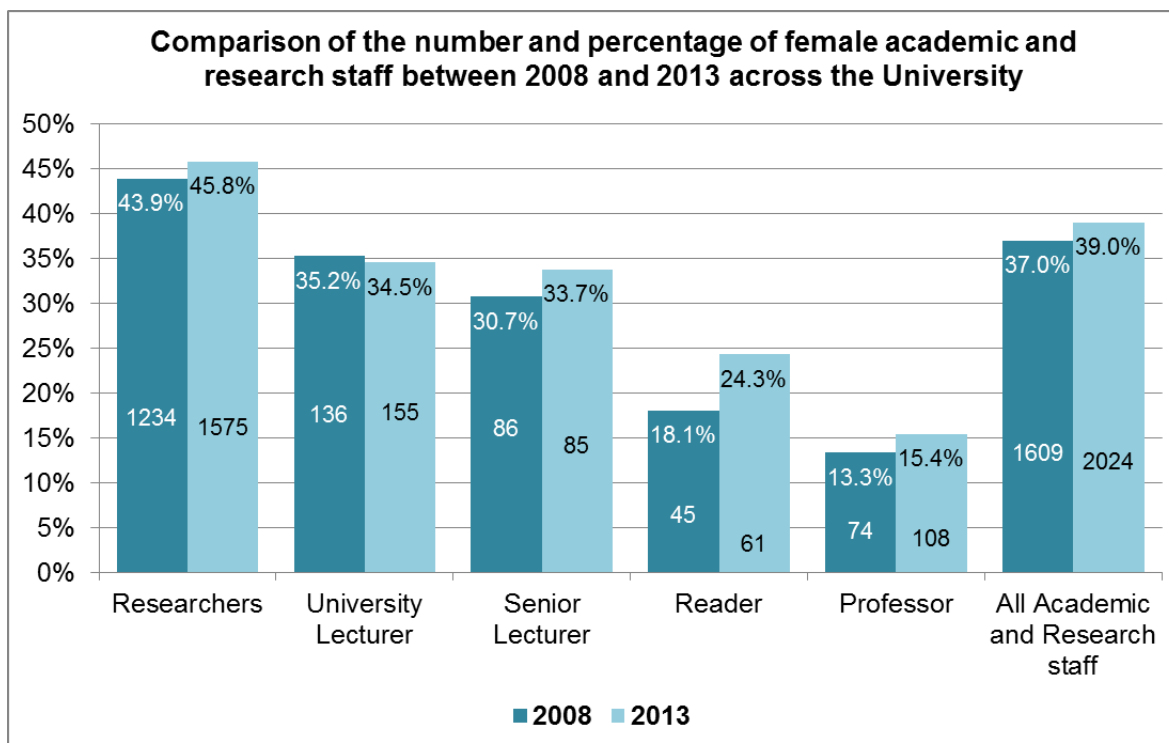
		Full time			Part time		
		Women	Men	% Women	Women	Men	% Women
<b>University</b>	2010-11	2563	3432	42.8%	312	199	61.1%
	2011-12	2495	3300	43.1%	348	257	57.5%
	2012-13	2613	3419	43.3%	350	284	55.2%
<b>Non-STEMM</b>	2010-11	1315	1345	49.4%	291	181	61.7%
	2011-12	1214	1215	50.0%	317	222	58.8%
	2012-13	1183	1213	49.4%	309	221	58.3%
<b>STEMM + Awards</b>	2010-11	857	1572	35.3%	16	15	51.6%
	2011-12	904	1622	35.8%	27	30	47.4%
	2012-13	1024	1719	37.3%	36	57	38.7%
<b>STEMM - Awards</b>	2010-11	391	515	43.2%	5	3	62.5%
	2011-12	377	463	44.9%	4	5	44.4%
	2012-13	389	487	44.4%	5	6	45.5%



## Staff data

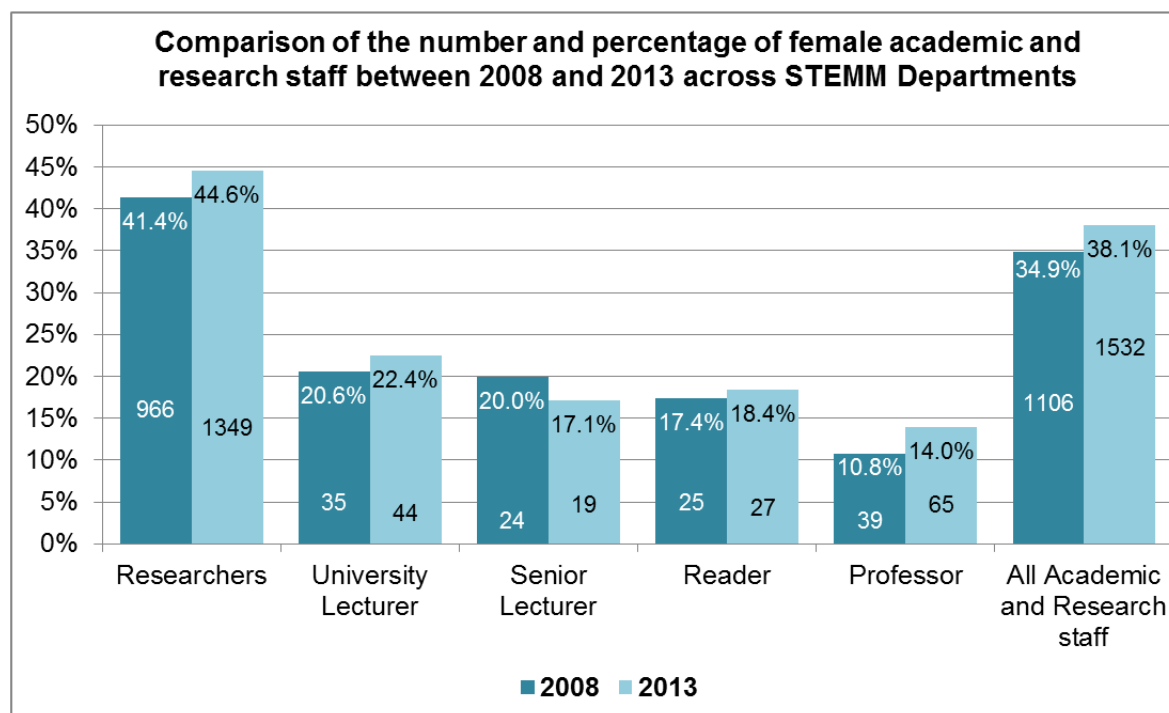
- (ii) **Number of male and female staff (academic and research) at each grade –** comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels.

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**

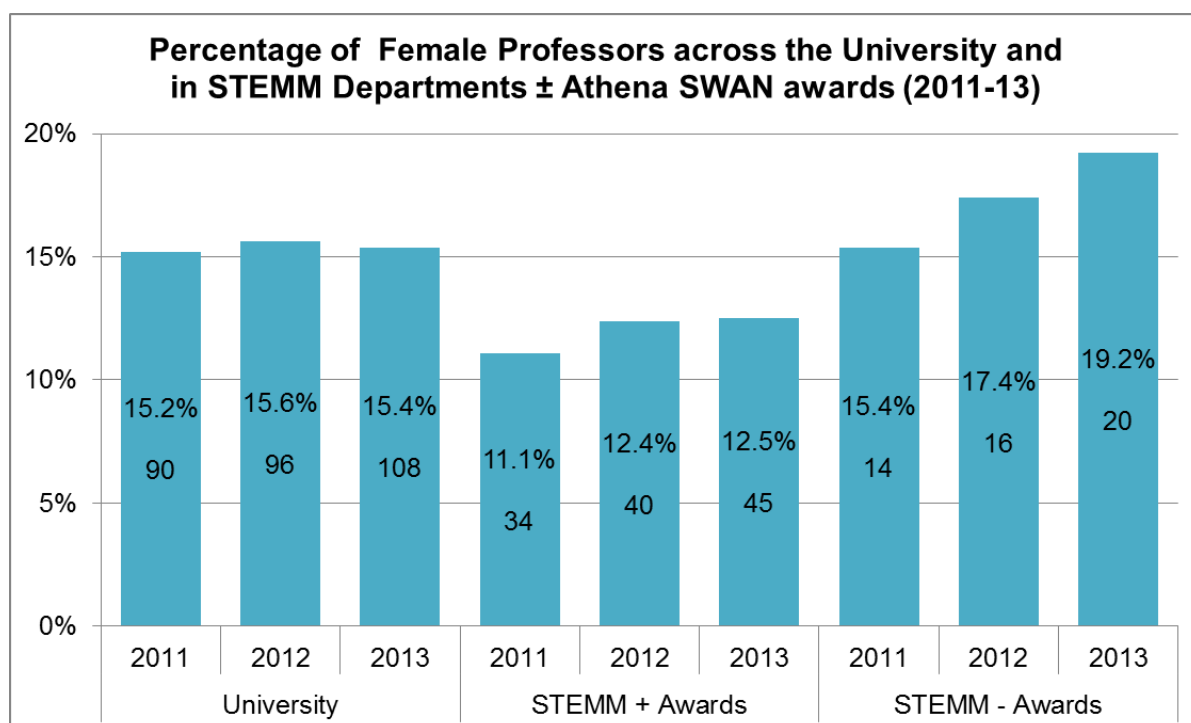
At Professor level, the gender imbalance has improved more rapidly in STEMM subjects than across the University as a whole, over this time period.

The following figures (9-13) demonstrate proportions of women at each career stage:

## **Academic staff**

### **Professors**

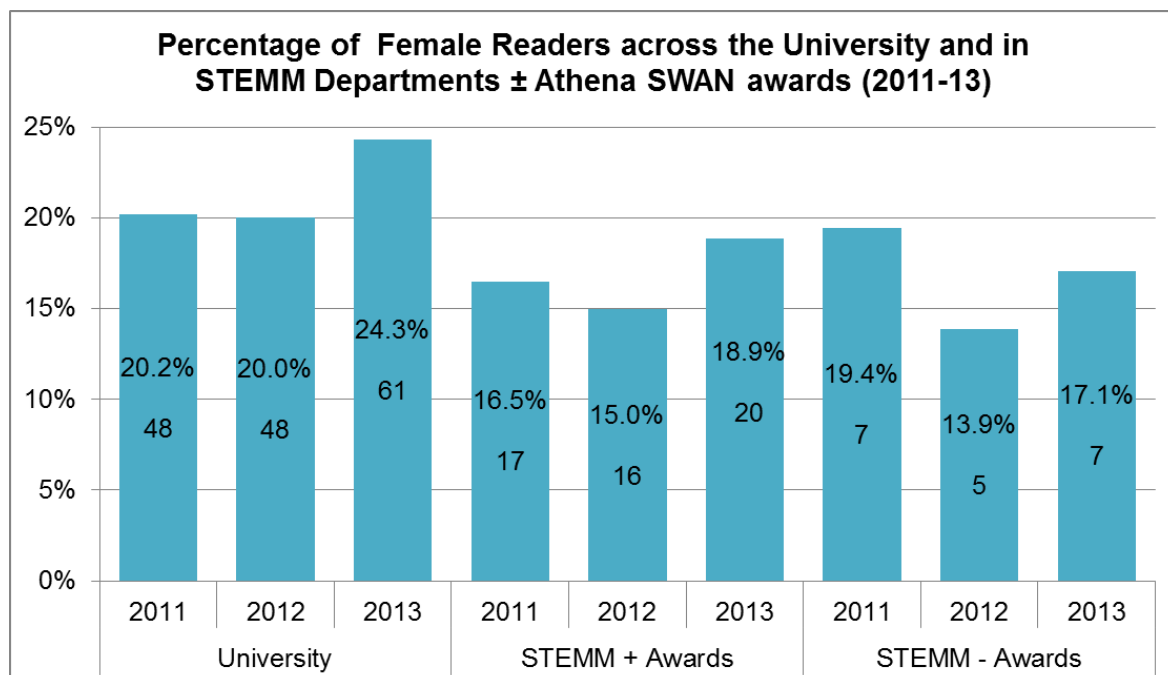
- Increase in proportion of women professors across the University from 13.3% (N=74) to 15.4% (N=108) **over last 6 years** (Figure 7 & 9) **(Action 1.1)**
- Increase in proportion of women STEMM professors from 10.8% (N=39) to 14% (N=65), however this is still below the 2012/13 Russell Group average 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.



**Figure 9: Numbers and percentage of female professors across the University and in STEMM Departments with and without Athena SWAN awards**

## Readers

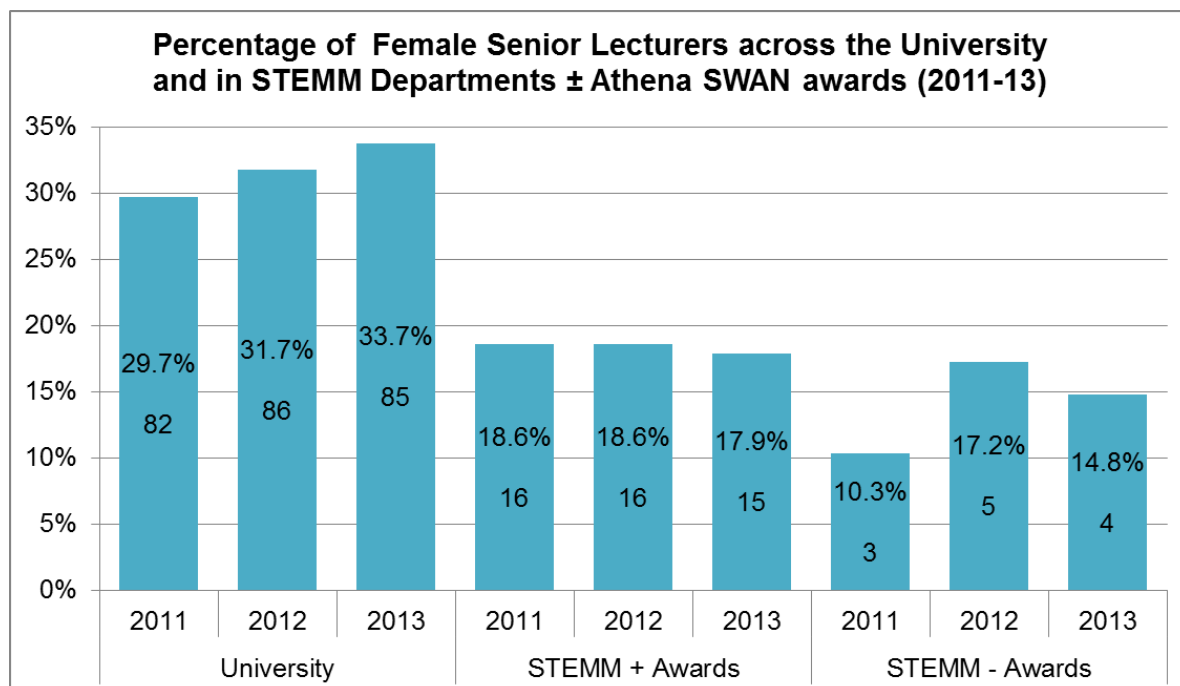
- 36% increase in the number of female Readers in the University in recent years, particularly in 2013 (the majority in non-STEMM Schools)



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

## Senior Lecturers

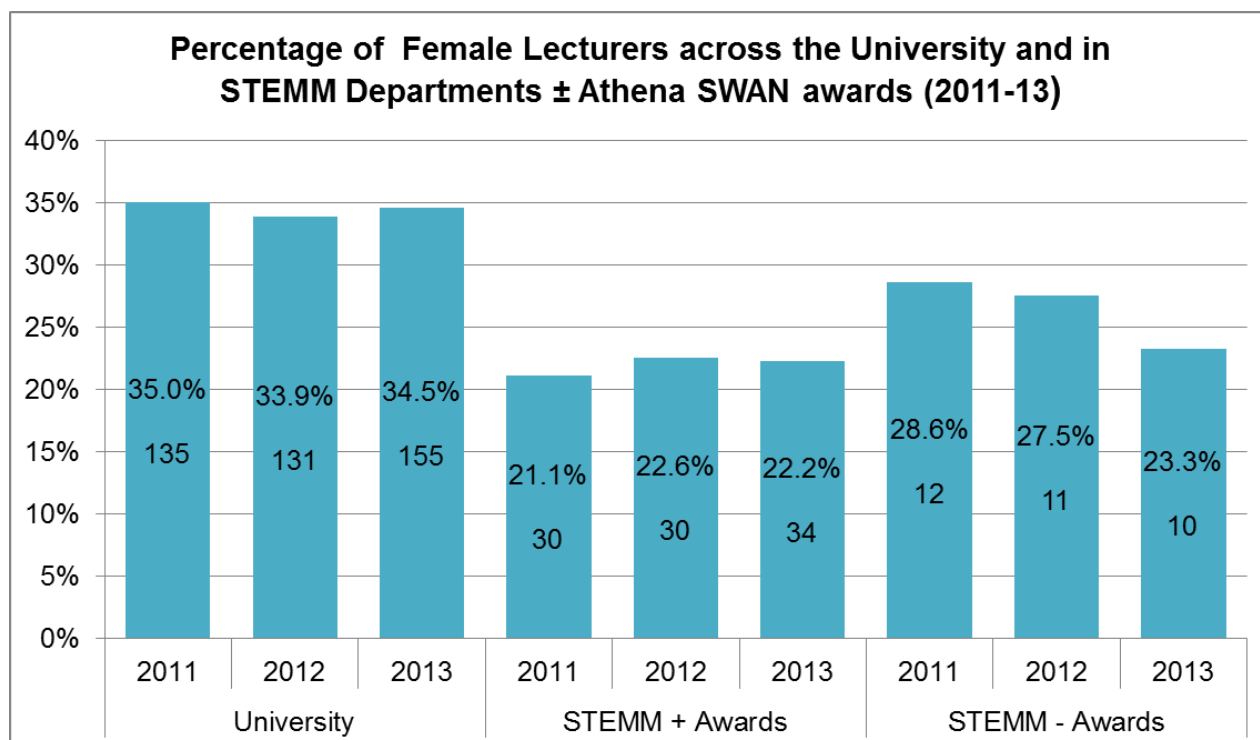
- Numbers and proportions of female senior lecturers have remained relatively static over time. Senior Lectureship promotions are usually awarded for teaching rather than research. In STEMM subjects it is more usual to be promoted directly to Reader.



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

## University Lecturers

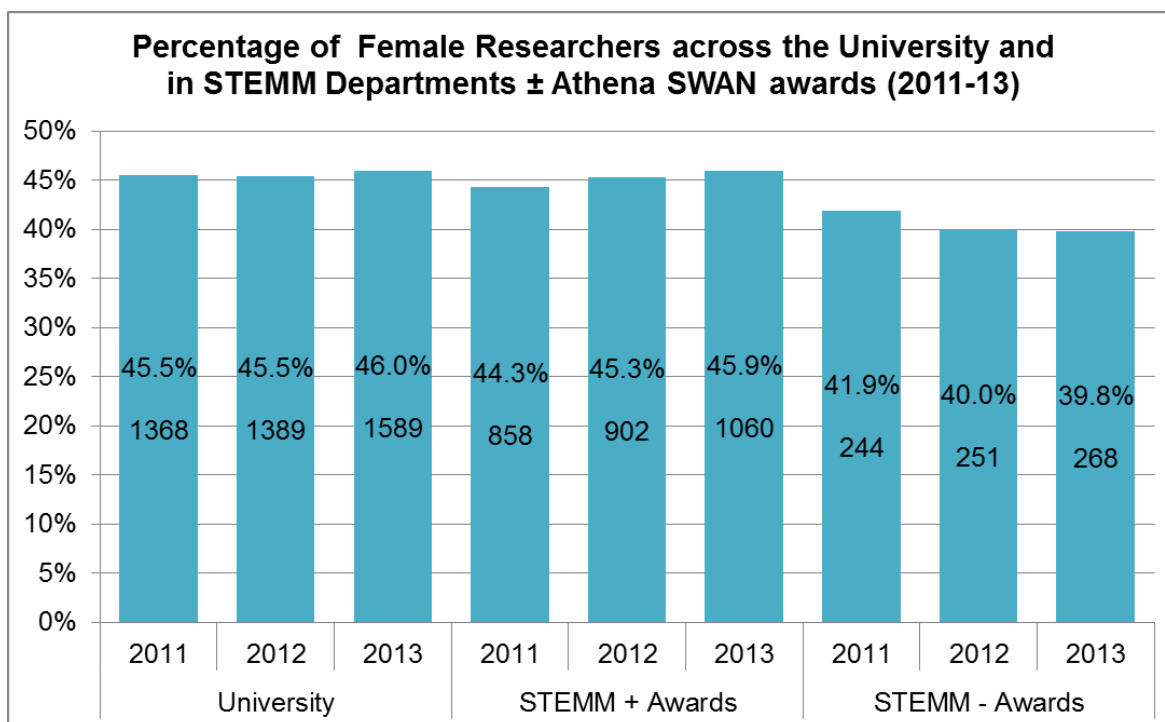
- 18% increase in the number of female lecturers last year, with a significant increase in the number of women appointed in STEMM Departments with Athena SWAN Awards, from 22 to 34 (56% increase since 2008) (Figure 8).
- Overall proportion of women lecturers in the University remains static. **(Actions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



**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).

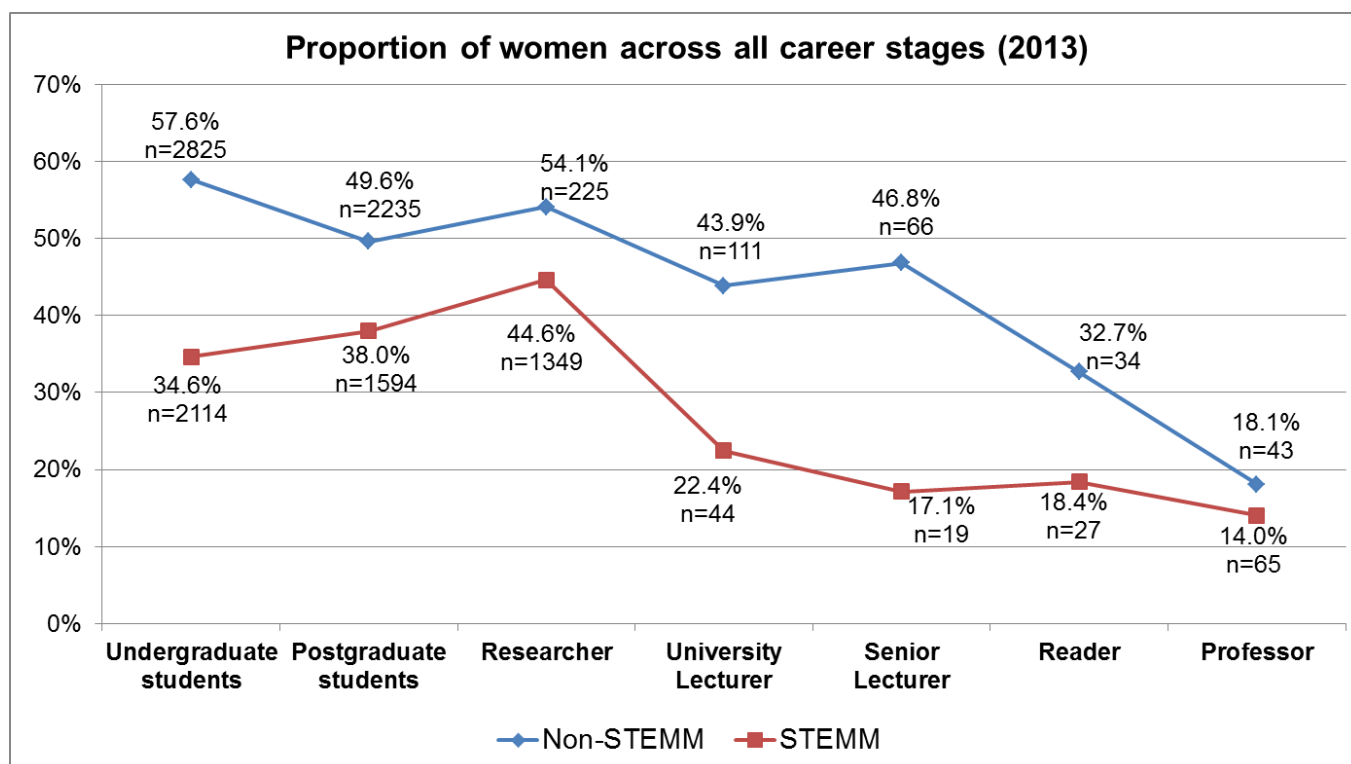


**Figure 13: Numbers and percentage of female researchers across the University and in STEMM Departments with and without Athena SWAN awards**

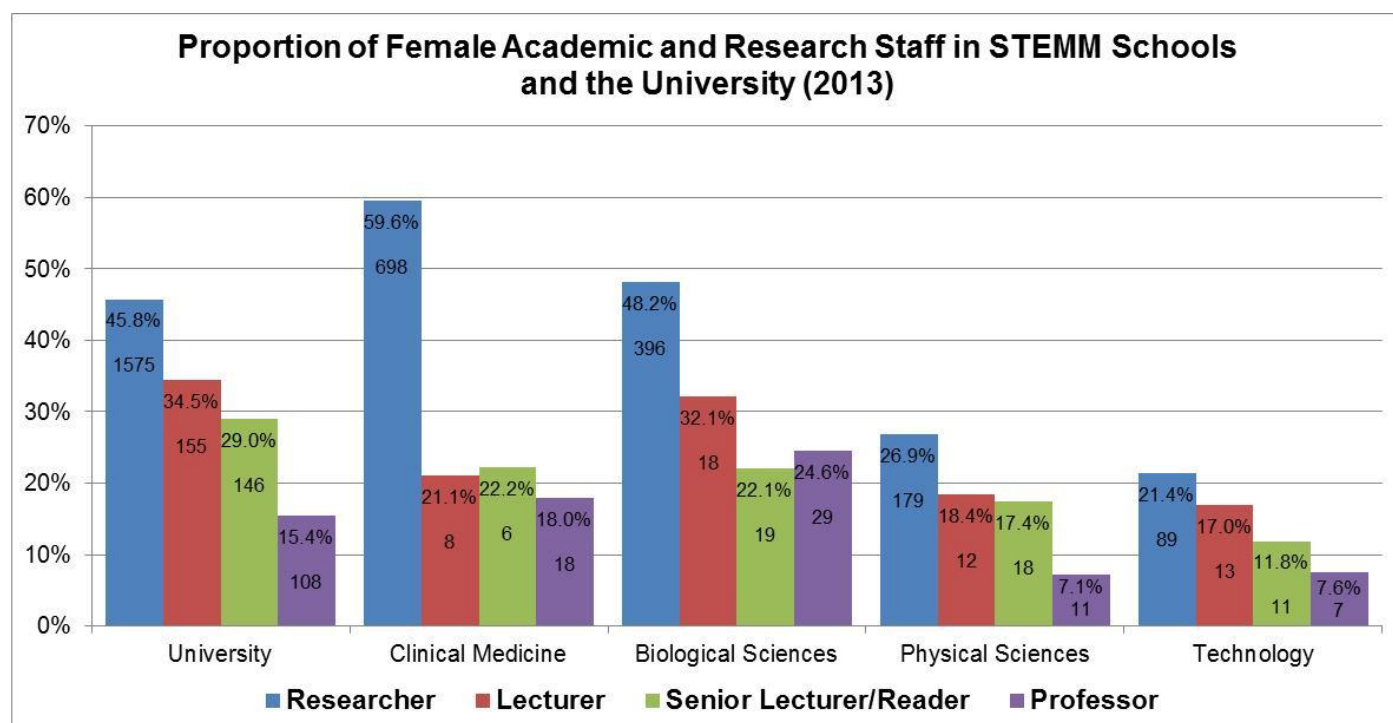
**Table 4: Breakdown of numbers and proportions of research staff by category within the University and in STEMM**

	Year	University		STEMM	
		Number	% female	Number	% female
Research Assistant (Grade 5)	2011	259	65.7%	196	65.8%
	2012	303	62.7%	251	62.0%
	2013	320	60.7%	267	59.7%
Research Associate (Grade 7)	2011	847	42.4%	715	40.9%
	2012	823	41.5%	702	40.1%
	2013	890	41.9%	769	40.5%
Senior Research Associate/ Research Fellow (Grade 9)	2011	143	34.5%	143	37.2%
	2012	143	35.8%	143	38.2%
	2013	171	38.1%	171	40.2%
Principal Research Associate/ Senior Research Fellow (Grade 9 and above)	2011	7	24.1%	7	25.0%
	2012	7	25.0%	7	25.9%
	2013	13	43.3%	13	43.3%

**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

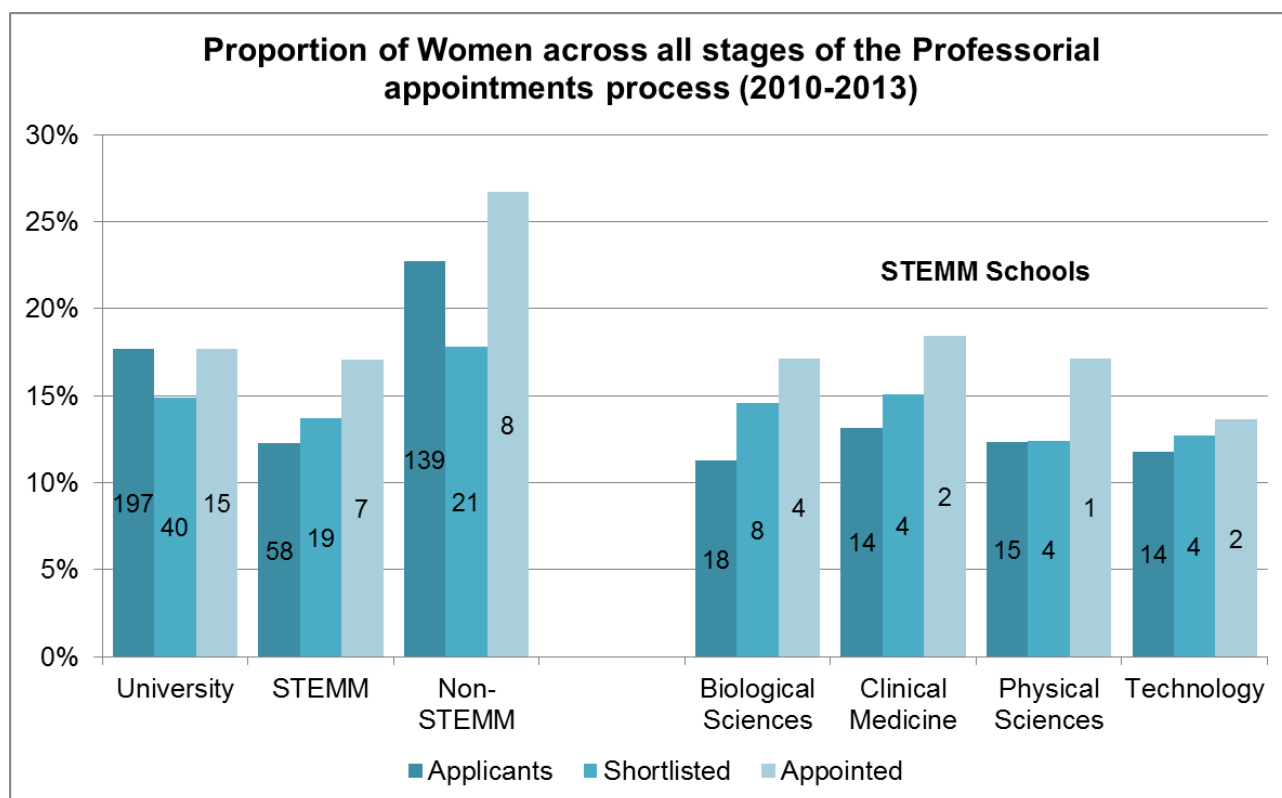


**Figure 15** Relative proportions of women academic and research staff across the University and 4 STEMM Schools. Proportions of Professors are lower than the national benchmark for Clinical Medicine (24%) and higher than the appropriate benchmarks for the combined Biological Sciences (18%), Physical 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<sup>3</sup>:

## 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)**



**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.

<sup>3</sup> Additional School and Departmental actions will address local issues



## 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.

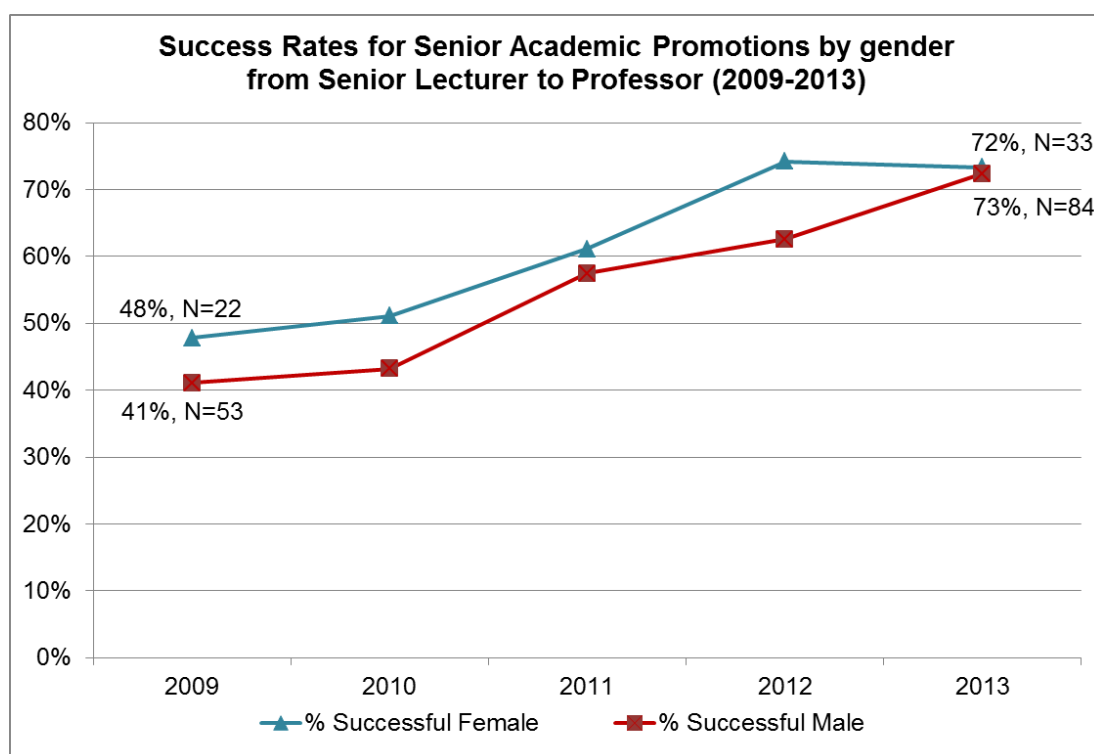
Of particular benefit to progressing gender equality are the following changes:

- 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<sup>4</sup>.
- 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**

<sup>4</sup> 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’**<sup>5</sup>, (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.

Call for academia to do more to support female progression



Published  
20 Feb 2014  
Image

**Figure 19: ‘The Meaning of Success’**

THE letter published on 20<sup>th</sup> February and the book/website published on 5<sup>th</sup> March 2014

**More than 50 senior members of staff at the University of Cambridge have called for a rethink on how success is valued and measured in academia so that women are not disadvantaged in academic appointments and promotions.**

Senior members of the University of Cambridge are calling for a debate on gender progression within the higher education sector.

In a letter published today (20 February) in the [Times Higher Education](http://www.cam.ac.uk/women-at-cambridge), more than 50 Cambridge staff – among them heads of colleges and departments – appeal for a broader and more inclusive approach to academic appointments and promotions so that talented women stand a better chance of progressing to senior positions.

**“There are opportunities to reward and embed different types of success, such as teaching, outreach and departmental support.”**

— Professor Dame Athene Donald, Gender Equality Champion

## The Meaning of Success



### Insights from Women at Cambridge

<sup>5</sup> <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<sup>6</sup> 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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<sup>6</sup> 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.**

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

## 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.<sup>7</sup>
- Since 2008 the University and Departments have supported 18 flexible fellowship applications - 6 Daphne Jackson Fellows and 12 Dorothy Hodgkin Fellows<sup>8</sup> (83% women) **(Action 4.1)**

<sup>7</sup> Reasons cited were childcare (54%), carer responsibilities (12%) and study, wellbeing and preparation for retirement.

<sup>8</sup> 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<sup>9</sup>. (Figure 20) **(Action 1.4)**

Grade	Position		<b>Aspiring Leaders Programme</b> (launched in April 14) aims to identify and encourage potential Heads of Departments	<b>Head of Institution Programme</b> 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).	<b>Senior Leaders Succession Programme</b> 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)
12	Professor				
11	Reader				
10	Senior Lecturer				
9	Lecturer/ Research Fellow				
8		<b>Emerging Research Leaders' Development Programme</b> - 27 participants over 2 cohorts; 31% women (> % women in target population)			
7	Research Associate				

**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.

<sup>9</sup> 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”

*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**

**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<sup>10</sup>
  - 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)**

*'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.'*

<sup>10</sup> [www.admin.cam.ac.uk/offices/hr/equality/progressing/consultations/2012/](http://www.admin.cam.ac.uk/offices/hr/equality/progressing/consultations/2012/)



*'I do feel more confident as a result, and it shows in my work and my positive attitude to my colleagues and superiors'*  
**New Perspectives participant**

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.

**UNIVERSITY OF CAMBRIDGE**

**New Perspectives for Women**

**ON CONFIDENCE**  
**Confident Ways of Working – Kate Atkin**  
 This workshop will encourage you to explore what creates confidence, the beliefs and behaviours that support and detract from your confidence, and how to find that essential boost when you need it most.  
 Tues 22 January, 12 – 2pm: Arts School, Room C, New Museums Site (OPEN TO WOMEN FROM ACADEMIC-RELATED/ASSISTANT STAFF GROUPS)  
 Tues 19 February, 12 – 2pm: Clinical School, Seminar Room 5, Addenbrooke's Site (OPEN TO WOMEN LECTURER/SENIOR LECTURERS)  
 Wed 20 February, 12 – 2pm: Arts School, Room B, New Museums Site (OPEN TO WOMEN RESEARCH STAFF)

**ON RECOGNITION**  
**Gaining Recognition at Work – Christina Ioannidis**  
 This workshop offers practical tips on how to overcome reticence and claim ownership for successes that are rightfully yours in a natural and authentic manner. This workshop also offers techniques to increase your professional visibility.  
 Wed 6 February, 12 – 2pm: 8 Mill Lane, Room 4 (OPEN TO WOMEN FROM ALL STAFF GROUPS)  
 Thurs 7 February, 12 – 2pm: CIMR, Sackler Lecture Theatre, Addenbrooke's Site (OPEN TO WOMEN FROM ALL STAFF GROUPS)

**ON CONNECTIONS**  
**Making Connections – Heather White**  
 This workshop will focus on helping you create a long term, sustainable and highly practical plan which will focus purely on your career success – as defined by you. Heather has created a unique approach which will help you connect more easily with people inside and outside the University. The workshop will be fast paced, highly interactive and practical.  
 Wed 13 March, 12 – 2pm: Arts School, Room C, Addenbrooke's Site (OPEN TO WOMEN FROM ALL STAFF GROUPS)  
 Thurs 14 March, 12 – 2pm: Arts School, Room C, New Museums Site (OPEN TO WOMEN FROM ALL STAFF GROUPS)

**ON CAREERS**  
**Furthering Your Career – Dr Suzanne Doyle Morris**  
 One of the key characteristics of successful women is the willingness to take strategic risks. This workshop will help you understand which risks stretch you beyond your comfort zone, and help you build the credibility, reputation and confidence you want.  
 Tues 19 March, 11am – 1pm: Arts School, Room C, New Museums Site (OPEN TO WOMEN FROM ACADEMIC-RELATED/ASSISTANT STAFF GROUPS)  
 Tues 19 March, 1.30 – 3.30pm: Arts School, Room C, New Museums Site (OPEN TO WOMEN LECTURER/SENIOR LECTURERS)  
 Wed 20 March, 12 – 2pm: Clinical School, Seminar Room 5, Addenbrooke's Site (OPEN TO WOMEN RESEARCH STAFF)

For more information contact 01223 765806 and to to book a space please visit <http://www.training.cam.ac.uk/cppd/theme/women?provider1>

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

### 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

### 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<sup>11</sup> (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<sup>12</sup>. 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)**

*'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*


**Figure 23: Careers service events.** Recent events include: 'Combining academia with being a parent', 'Making it in Academia', and a 'Quick Guide to Writing a Research Proposal'.

<sup>11</sup> <http://www.cam.ac.uk/staffstudents/research-staff/ecm/ecm-scheme/>

<sup>12</sup> <http://www.careers.cam.ac.uk/pdoc/>

### 3.7 Support for Undergraduate students

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

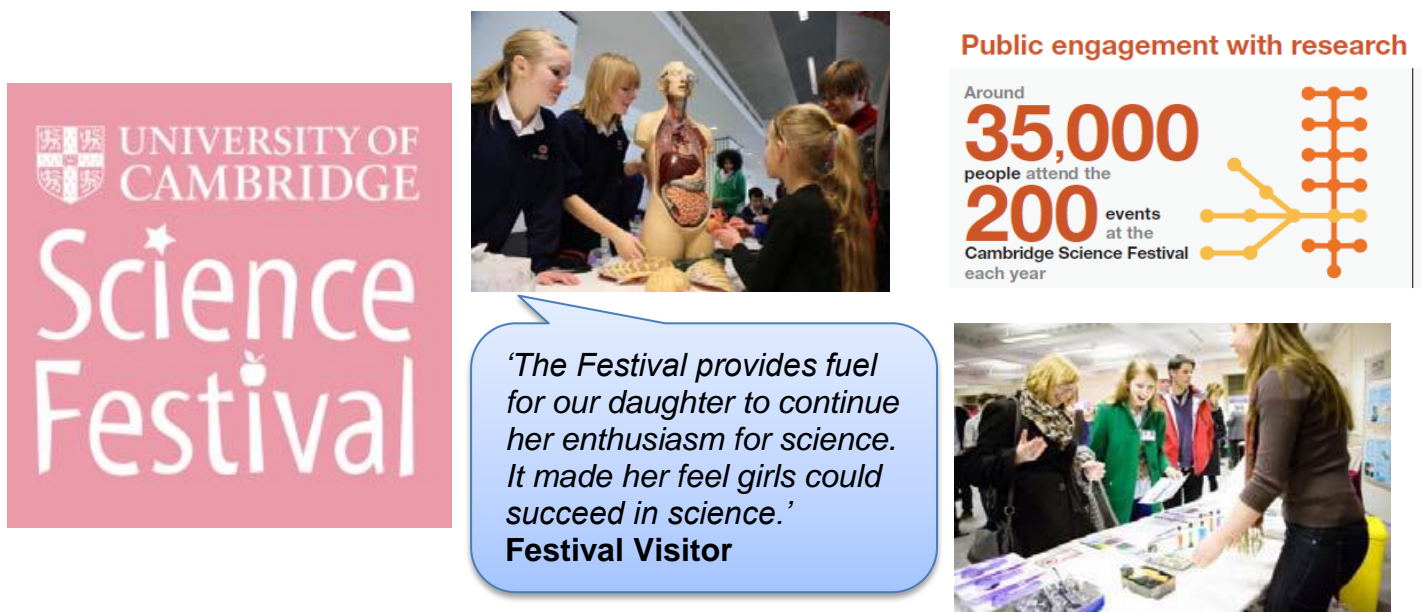
<p><i>Participant BEFORE course:</i></p> <p><i>I'm a great organiser, I enjoy working hard, and I'm studying at one of the best universities in the world, but my problem is having the confidence and motivation to use these skills. I need SPRINT to show me how to achieve my full potential.</i></p>	<p><b>Figure 24: SPRINT</b></p> 	<p><i>Participant AFTER course:</i></p> <p><i>'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.'</i></p>
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- **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)**

<sup>13</sup> supported by Royal Bank of Scotland, Shell, and Capita



**Figure 25: The Cambridge Science Festival<sup>14</sup>.** 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**

<sup>14</sup> The Festival runs for 2 weeks in March with over 200 events. It attracts a wide audience (>35,000 participants) of all ages from the local area and beyond, including many international visitors.



## 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<sup>15</sup> and Departmental surveys have been carried in Physics<sup>16</sup> and Chemistry<sup>17</sup>. 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 all 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)

*"The Royal Society University Research Fellowship interview went very well and much of this was definitely due to the preparation and feedback from the practice interview."*

**385 words**

<sup>15</sup> The response rates were 73% and 78% respectively (significantly greater than that of other higher education institutions, benchmark 48%)

<http://athena-swan.medschl.cam.ac.uk/action-plan/>; [www.bio.cam.ac.uk/about/staffsurvey2013](http://www.bio.cam.ac.uk/about/staffsurvey2013);

<sup>16</sup> UKRC-WISE based survey, completed by 70% of academics and 40% of research staff

<sup>17</sup> uptake ranged from 33% of undergraduates to 84% of Academic staff



Leaflets from the Departments of Physics and Zoology provide key family friendly information in an accessible format (used in induction packs for new staff as well as on webpages for potential applicants).



**Figure 26: Handouts highlighting family friendly policies and practices in Physics and 6 reasons why Zoology is a great place to work.**

### 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.

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**

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.

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**

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.

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.

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.

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.

**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 policies 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.

- One of the UK's most prominent female physicists
- Recipient of the 2009 L'Oréal-UNESCO Awards for Women in Science award and the UKRC's Women of Outstanding Achievement's Lifetime Achievement Award in 2011.
- Chair, Cambridge **Women of the World (WoW)<sup>15</sup> Advisory Group**
- Regularly contributes to the development of **UK science policy**
- Chaired the **Athena forum** until 2013



- Chairs the Royal Society's Education Committee as well as sitting on their Council.
- Member of the Advisory Council of the Campaign for Science and Engineering
- Trustee of the Science Museum Group
- Member of the Scientific Council of the European Research Council.

**Reaches a diverse audience through social media** via > 8000 Twitter followers) and regular blogs which highlight issues for women in science, **sharing examples of good practice from Cambridge** including 'The Meaning of Success' project and the Returning Carers Scheme

**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 polices and practices**

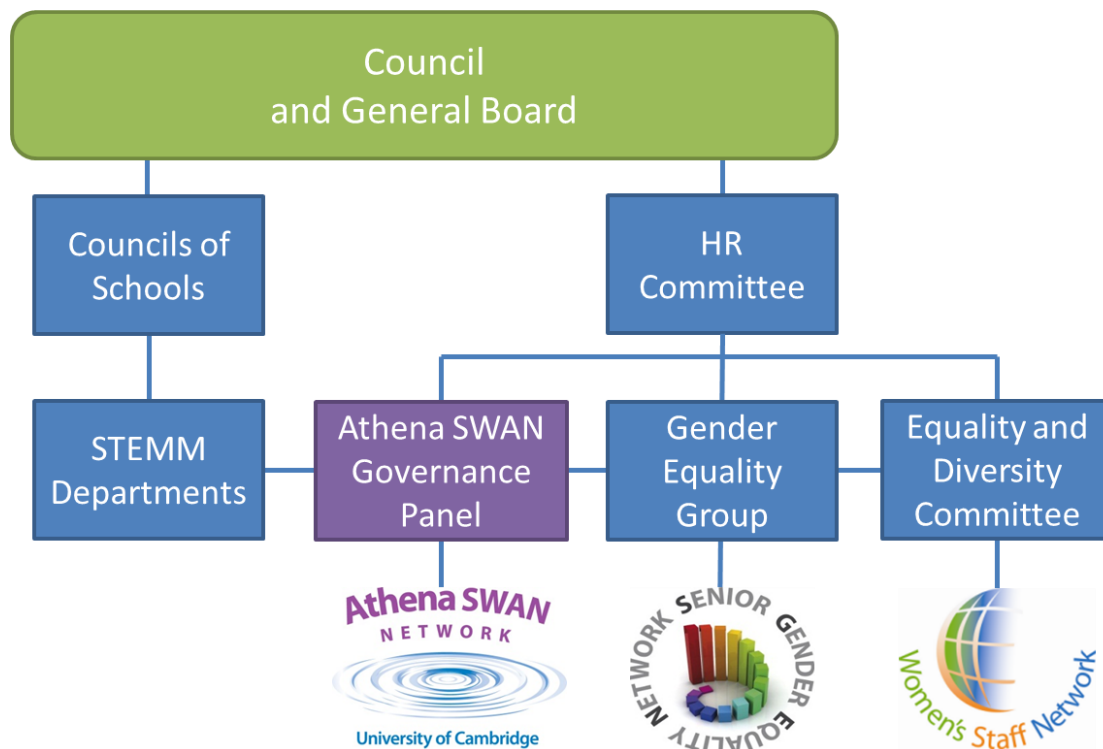
- Compliance with the **Equal Opportunities Policy** and **Combined Equality Scheme** (CES) has resulted in approved and published Equality Objectives<sup>19</sup>, including addressing the senior gender gap. Annual Equality & Diversity Information Reports reviewing staff and student data are published 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 through equality analysis of policies/functions.

<sup>18</sup> 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](http://www.southbankcentre.co.uk/women-of-the-world)

<sup>19</sup> [www.admin.cam.ac.uk/offices/hr/equality/](http://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).



**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**)

*"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)**



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

**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)

### 5.2 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'.

*'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**



**5.4 WiSETI** (Figure 32) has a **longstanding legacy of supporting women in STEMM** in Cambridge.

*'I enjoyed the balance between life and work and the very down to earth personality of the speaker coupled with her success. She is a true role model.'*

**WiSETI Lecture participant**



**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)

*'There were lots of speakers from a spread of work environments and I was really happy they were impressive people that I trusted, found inspiring and were interesting to hear from.'*

**Cake and Careers participant**

**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<sup>20</sup> 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

<sup>20</sup> 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**<sup>21</sup> 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).



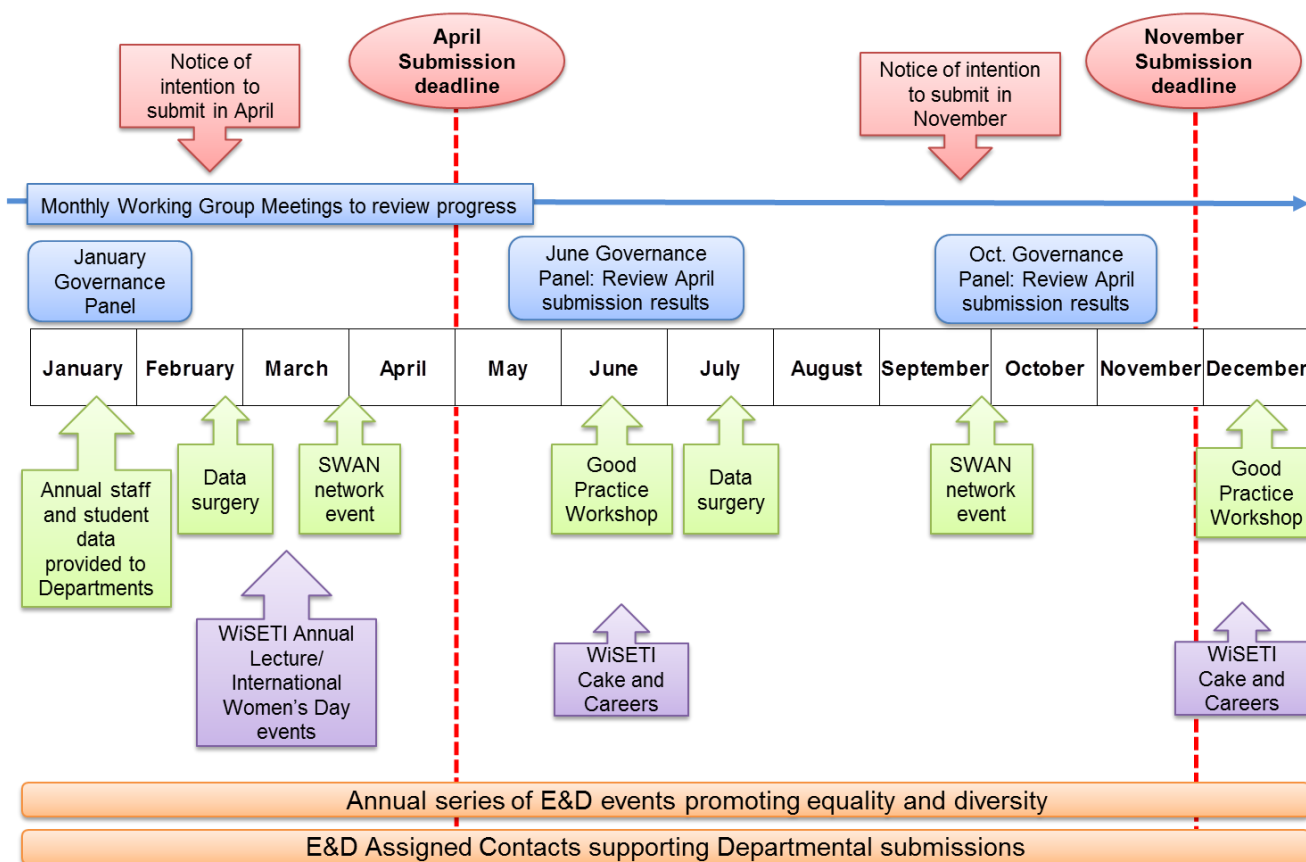
382 words

<sup>21</sup> [www.admin.cam.ac.uk/offices/hr/equality/athena](http://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).

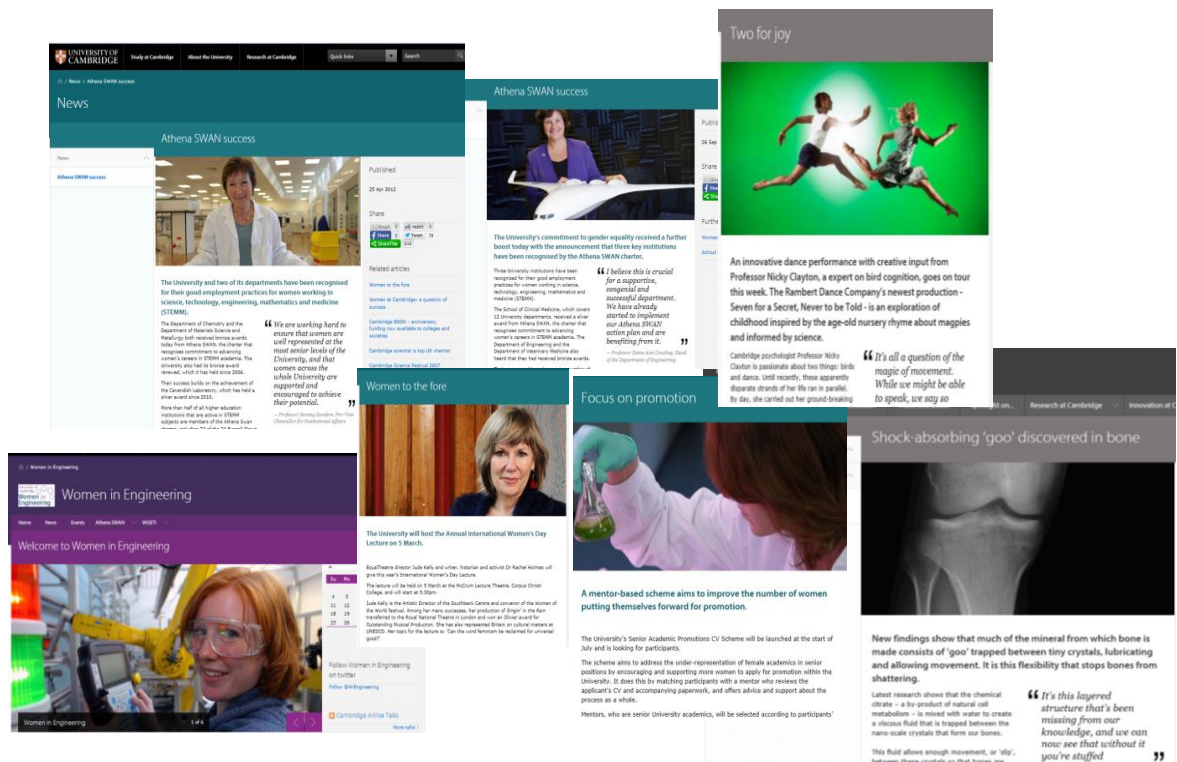


**Figure 34 illustrates the annual programme of data surgeries good practice workshops and Athena SWAN network events delivered by the E&D Section alongside events promoting equality and diversity including Annual Race and Disability lectures (~10-15 events per term).**

**23 words**

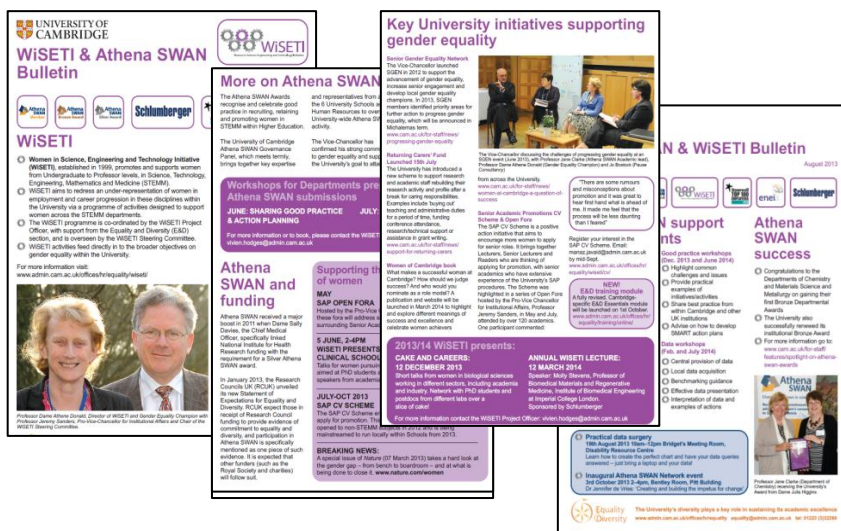
d) How does the university recognise, reward and celebrate the success of women and SET initiatives and departmental submissions?

- 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).



**Figure 36: A sample of some of the University's Athena SWAN bulletins.**

- 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?

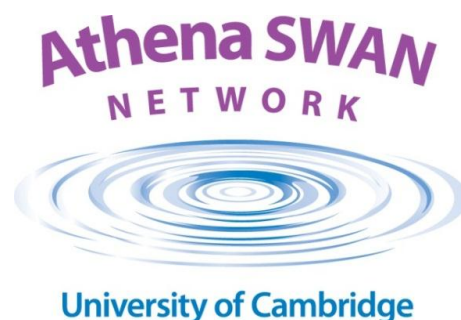
- The **Athena SWAN team within the E&D Section co-ordinate the reporting and monitoring of progress**. Assigned Contacts maintain their connection with Departments beyond the initial submission, continuing to sit on self assessment panels and can therefore report progress at weekly Athena SWAN team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



- **Elsevier New Scholars Program funding** secured for 2014-16 for 'Cambridge Equality Collaborations: Advancing Women in science within and beyond Cambridge' (C=C).
- 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<sup>22</sup>** 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**

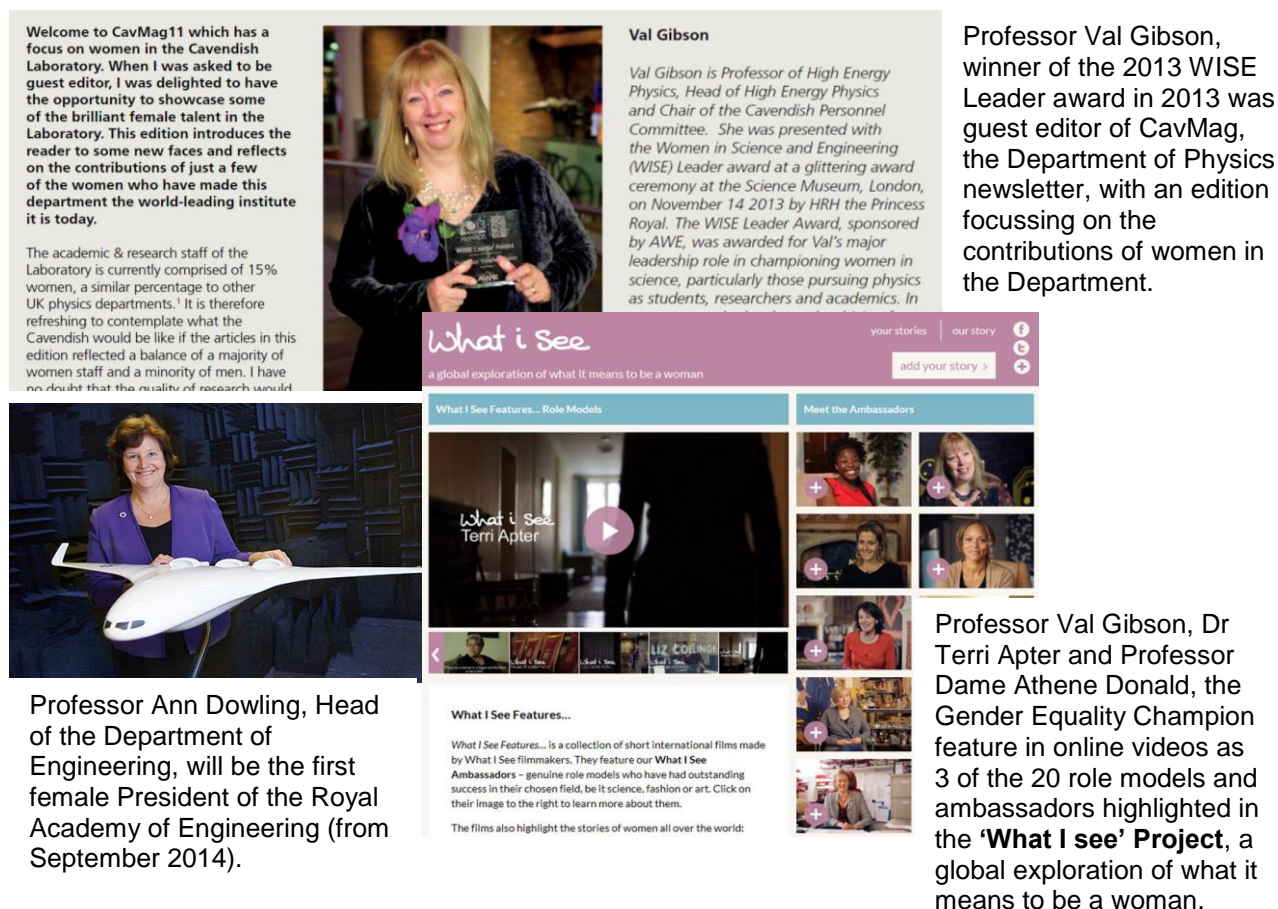


### 3. Exceptional record in training and nurturing talented women

- 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).

<sup>22</sup> [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.





**Figure 38: EnterpriseWISE participants**

## 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 from 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**).

Objective		Actions taken	Planned Actions	Responsibility	Specific Measurable and Timeline
		(November 2012-April 2014)	(April 2014-April 2017)		
1	Support the recruitment, retention and promotion of female staff				
1.1	Transparent appointments process which attracts a diversity of applicants	University further particulars proforma has been updated to include commitment to Athena SWAN and highlight family friendly policies	Analyse recruitment data for all staff at University and Departmental level annually and report to Gender Equality Group (GEG) and E&D/HR Committees.	E&D Consultant	Recruitment data available for analysis by gender and other protected characteristics. Data reviewed annually in January.
		New University web-based recruitment system launched in November 2013	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.	HR Business Manager, Chairs of Appointments Committees	Protocols developed by October 2014. Increased proportion of applications from women for Professorial appointments (from 12% to > 20% in STEMM subjects) by 2017.
		Analysis of Lectureship and Professorial appointments (2010-13)	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.	HR Committee	Scheme viability reviewed by HR Committee in May 2014 with potential implementation (if approved) in 2015.
		New guidelines for Boards of Electors for Professorships agreed by the General Board in 2013			
		Updated guidance for Appointments Committees under development			
1.2	Supporting staff through Senior Academic Promotions (SAP)	GEG monitors SAP success rates by gender annually	Review SAP data on an annual basis including feedback on the process and evaluation of support mechanisms.	E&D Consultant (data) reporting to Gender Equality Group, PVC for Institutional Affairs	SAP data reviewed annually in June. Equal rate of progress to Professorial posts with SAP scoring system embedded.
		Updated SAP process and introduction of a scoring system that recognises teaching and administrative contributions as equal to research activity.	Investigate online SAP application system.	HR Business Manager	Online system introduced in 2016.

		SAP CV Scheme mentoring for promotion offered to women through WiSETI for the last 5 years. Significant increase in uptake in 2012 and 2013 (five-fold). Open to non-STEMM Schools from 2013.	Maintain the profile of mentoring through promotion and provision of the mainstreamed SAP CV Scheme and Open Fora.	E&D Consultant, PPD	SAP fora and CV Scheme offered May to September annually. Increased participation in CV Scheme (>45 mentee per annum).
		Annual SAP Open Fora hosted by PVC for Institutional Affairs for academic staff.	Review Senior Research Staff promotions data.	E&D Consultant (data) reporting to Gender Equality Group	Standardised process with greater transparency and consistency via established criteria. Reviewed annually in June.
<b>1.3</b>	<b>Equal Pay Reviews</b>	Annual Equal Pay Reviews conducted since 2008. Equal Pay analyses by grade published online biennially. Results shared via briefings/open events.	Conduct annual Equal Pay Reviews publishing every 2 years.	HR Remuneration Manager	Transparency regarding equal pay. Key issues identified and actions taken to mediate causes. Published Equal Pay review due 2015.
		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.	Deliver Equal Pay briefings in line with reports, to enable discussion of key findings.	E&D Consultant (data) reporting to Gender Equality Group	Progress demonstrated against Equal Pay KPIs monitored annually in January.
<b>1.4</b>	<b>Leadership development for Senior Staff</b>	Inclusion of defined modules on E&D within leadership development courses for senior staff for example Senior Leaders' Succession Programme and Heads of Institutions Programme.	Introduce and evaluate the Aspiring Leaders Programme (ALP) for Grade 9 staff (Lecturer or equivalent) and above.	Head of Learning & Development, Personal and Professional Development (PPD), Senior Staff	High participation rate from women actively monitored and outcomes evaluated.  Established annual programme of leadership courses.

		Peer/co-coaching sessions organised for Jan, April and June 2014. Workshops on 'Becoming Career Supporters – Mentoring and Sponsorship at the University of Cambridge' delivered in 2013.	Development of mentoring/peer networks/peer coaching capacity across the University.	Head of E&D, HR, Head of Learning & Development, PPD	Mentoring capacity evaluated (annual reviews in September) with shared examples of senior women supporting each other as well as younger staff.
1.5	<b>Staff destinations</b>	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 (<5%).	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.	HR Committee, School/ Departmental HR teams	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.
<b>2</b>	<b>Support career progression for female staff, particularly research staff</b>				
	<b>Objective</b>	<b>Actions taken (November 2012-April 2014)</b>	<b>Planned Actions (April 2014-April 2017)</b>	<b>Responsibility</b>	<b>Specific Measurable and Timeline</b>
2.1	<b>Office of Postdoctoral Affairs (OPdA)</b>	Office initiated in November 2013. Governance and funding structure developed.	Launch comprehensive web portal and monitor web traffic.	Head of OPdA	Key web information for postdocs all in one place. Launched May 2014, with annual review.
		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.	Oversee a series of mentoring pilots with mentors from within and outside the University, with full evaluation.	Head of OPdA, Postdoctoral Research Staff Coordinator	Most effective postdoc mentoring models (run June to September 2014) identified by early 2015 and run within STEMM Departments from 2015/16.

<b>2.2</b>	<b>Leadership development for Early Career Researchers</b>	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.	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).	ERLDP and Research Staff Development Consultant	Research undertaken in 2014/15 with new resources developed to inform and enhance ERLDP from 2016. Feedback compared between cohorts.
			Further cohorts to participate in ERLDP including sponsored places for women in STEMM.	ERLDP and Research Staff Development Consultant, reporting to Researcher Development Committee	Feedback from third programme cohort (May to Sept. 2014) with increased proportion of women participants.
<b>2.3</b>	<b>Increase engagement with Staff Review and Development (SRD)</b>	<p>SRD process reviewed including development of SRD guidance for Academic staff and new online module to support SRD introduced in March 2014</p> <p>Increased uptake of training for reviewers and reviewees</p> <p>Careers in Research Online Survey (CROS) results demonstrate an increase in % researchers appraised between 2009 and 2013</p>	Monitor and review SRD completion and training completion rates by gender. Improve recording of SRD completion at local levels via online SRD support system.	HR teams, Departmental Administrators	Rate of appraisals monitored by University (reviewed annually at Departmental and University level) and by national surveys (CROS in 2015&17).
			Communications/briefings to be developed that inform/remind line managers of their role in supporting personal and professional development.	HR Teams, Head of OPdA	Briefings developed to support Senior Academic Promotions and Researcher promotions for start of 2015/16 academic year.

		<p>Increase in appraisal rates and effectiveness identified as a key action in the majority of Departmental Athena SWAN action plans</p> <p>Participation in Leadership Foundation research with recognition of the stewardship approach to academic staff management</p>	University's Behavioural Competencies addressed in development of a Leadership framework which includes responsibility for gender equality (for Grade 10 staff and above).	Head of Learning & Development, PPD	Leadership Competency Framework incorporated within Senior Leaders Succession Programme, Heads of Institutions Programme by 2015/16.
2.4	<b>Development workshops for women</b>	<p>New Perspectives series of workshops for women run in 2013 in response to consultations with women in 2012</p> <p>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</p> <p>WiSETI Annual Lecture and workshops for women including 'Cake and Careers' for PhD students and postdocs in STEMM</p> <p>4 participants enrolled for Aurora 2013/14 (2 University lecturers and 2 Academic-related staff) .</p>	Implementation of substantial programme of coordinated activity over the next 2-3 years as part of Cambridge Equality Collaborations project (C=C). For example New Perspectives and WSN events within termly E&D calendars as well as speed mentoring as part of the WoW Cambridge programme (Funding secured in part from Elsevier New Scholars program).	WiSETI Project Officer, E&D Section, WoW Advisory Group	Ten workshops delivered by early 2017 with evaluation identifying benefits for women. Annual summary reported to GEG.
			Review of participants experience of Aurora programme.	Head of Learning & Development, PPD	Evaluation of experiences completed and reported to HR Committee by end 2014.
2.5	<b>Researcher development and career support</b>	Established Researcher Development programmes include training in teaching, as well as managing research projects, writing and in	Delivery of annual training and development programmes for researchers.	PPD, Researcher Development team	HR Excellence in Research badge renewed following external audit (by December 2014).



		<p>developing personal strengths in communicating and working with others, amongst others.</p> <p>Awarded the European Commission's HR Excellence in Research badge in 2010</p> <p>The Careers Service employs specific careers advisers for postdocs to cover all academic disciplines offering 1 to 1 appointments</p> <p>Comprehensive programme to assist postdocs aiming to secure long term academic careers as well as a parallel, programme showcasing careers outside academia</p>	<p>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'.</p>	<p>Researcher Development Team</p>	<p>Researcher experience monitored via participation in biennial surveys of research staff Careers in Research Online Survey (CROS) in 2015 &amp; 17 and subsequent evaluation.</p>
			<p>Continue to participate in National surveys and review results, identifying appropriate actions.</p>	<p>Head of Academic Practice Group, PPD</p>	<p>Increased participation rate in CROS 2015 (from 26% in 2013).</p>
			<p>Monitor numbers attending events (by gender) and downloaded podcasts from the Careers Service website.</p>	<p>Careers Service advisers for STEMM postdocs</p>	<p>Systematic reporting of careers service update by gender with annual review of Careers data by STEMM and gender in place by end 2015.</p>
<b>2.6</b>	<b>Alternative career paths</b>		<p>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.</p>	<p>HR Committee, Academic Titles Working Group</p>	<p>Teaching only posts introduced at University Lecturer and Senior Lecturer levels by end 2015</p> <p>Academic titles review (including researcher posts) completed by mid-2015.</p>

3 Increase engagement with gender equality initiatives across the University					
	Objective	Actions taken (November 2012-April 2014)	Planned Actions (April 2014-April 2017)	Responsibility	Specific Measurable and Timeline
3.1	<b>Athena SWAN Governance Panel</b>	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.	Panel membership and Terms of Reference reviewed biennially and new members recruited as required.	Chair and Secretary of Governance Panel	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.
3.2	<b>Providing data to support progression of gender equality</b>	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.	Support Departmental submissions and renewal applications.	WiSETI Project Officer, E&D Section Assigned Contacts, reporting to Athena SWAN Governance Panel	All Departments submitted by November 2014. All STEMM Departments/units (39) hold awards by end 2015.
		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)	Provide quantitative data to Departments on an annual basis and offer data surgeries and assistance with data analysis and presentation where required.	E&D and Athena SWAN consultant, WiSETI Project Officer	All STEMM Departments/units working towards first, upgraded or renewal applications (Renewals from October 2015).

3.3	<b>SGEN to strengthen its role in sharing best practice, advising departments and tracking progress</b>	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	Identification of School SGEN champions who sit on Councils of Schools and help to identify and embed gender objectives at a School level (Terms of Office and Reference to be developed).	Chair of GEG, PVC for Institutional Affairs	School (or equivalent) SGEN Champions identified by October 2014 to support the work of the Gender Equality Champion with effective communication system providing information and feedback to and from Departments.
		<p>In 2012/13 members of the network were involved in development sessions with an external Facilitator.</p> <p>In 2013/14, SGEN workshops have covered the myth of meritocracy, imposter syndrome, unconscious bias and peer coaching</p>	Delivery of an ongoing programme of activity including an annual lecture for SGEN that provides opportunities to focus on relevant topics, and for senior women to network with each other. In 2014 the Annual event will be 'The Impact of Gender' with Alison Saunders, Director of Public Prosecutions and Olympic Gold Medallist, Anna Watkins.	Head of E&D Section, Gender Equality Champion	SGEN event delivered on 19th June 2014. SGEN members more aware of wider gender equality issues and empowered to lead on taking Athena SWAN activities forward at a local level.
3.4	<b>Staff recognition and reward</b>	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.	Undertake additional work stemming from 'The Meaning of Success' book/web project for example podcasts that could enhance the project website (with Elsevier funding).	WiSETI Project Officer, E&D Section	Website refreshed and updated with additional resources (project work in 2015/16). High volume of traffic to website maintained (reviewed termly).
		<p>Gender (and ethnicity) of lead author or interviewee recorded and monitored for all University press releases (reported annually to E&amp;D committee)</p> <p>Staff success recognised and celebrated at a local level via</p>	Extend project to work with other Universities including delivery of 'Gender and the Meaning of Success' National Conference as part of WoW-Cambridge 2015.	WiSETI Project Officer, E&D Section reporting to PVC Institutional Affairs, Gender Equality Champion	Conference delivered in March 2015 leading to broader University and sector-wide view of how excellence and achievement are recognised and rewarded

		websites and newsletters. Articles in University Newsletter (online directed news feeds).	University Office of External Affairs and Communication (OEAC) and Departments to ensure success of all staff, particularly women, is recognised and celebrated at University and local levels.	OEAC, Departmental Self-Assessment Teams	Women are equally represented in University and Departmental news items. Reviewed and reported annually at University and Departmental levels.
		Regular WiSETI/Athena SWAN Bulletins circulated termly from 2013. New Athena SWAN Web pages launched October 2013	University E&D and Athena SWAN webpages refreshed and transferred to new University web template.	WiSETI Project Officer	New template completed and content refreshed by end 2014. Web traffic monitored annually
3.5	<b>Analysis, communication and publication of E&amp;D statistics</b>	Annual E&D Information Report and biennial Equal Pay Reviews published online.	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.	E&D Section, HR analytics, reporting to Gender Equality Group	Initial web-based recruitment data reviewed by May 2014.  Data on length of time to promotion updated and reviewed by GEG in 2014/15.
		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.	Identify key indicators or targets for a Gender Scorecard that could track progress.	E&D Consultant	Key indicators used in annual reporting of gender statistics for staff and students from January 2016.
		Professorial and lectureship recruitment data collated and analysed for gender trends (2014)	Additional reporting of gender equality and related University initiatives and statistics.	E&D Consultant	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).

			Provide pipeline data to Appointments Committees to compare with collated shortlisted candidate numbers by gender.	E&D Consultant	Data provided to committees from 2015/16 academic year. Actions identified and undertaken to address gender-specific issues.
			Gender Analysis of REF data by School (Units of Assessment).	E&D Consultant	In depth analysis of REF data completed and reported by November 2014.
3.6	<b>Consultations with staff</b>	<p>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</p> <p>Staff surveys run across STEMM Schools and Departments, analysed by gender and staff groups</p>	<p>Remaining 30% of STEMM Departments to run staff surveys.</p> <p>Surveys extended to AHSS to provide additional supporting information for Gender Equality Charter Mark submissions.</p>	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.
			Review of staff issues by gender identified from combined School surveys	WiSETI Project Officer, E&D Committee	In depth analysis completed and University-wide actions identified by end 2015.
3.7	<b>Gender representation on committees</b>	<p>Gender representation reviewed annually for all major University Committees</p> <p>The University has an Advisory Committee on Committee Membership and External Nominations (ACCMEN).</p>	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.

		The Gender Equality Champion is a member of ACCMEN	<p>Ensure transparency around how committees are constituted and identify opportunities where membership criteria can be changed / co-options are possible.</p> <p>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.</p>	HR Committee	Best practice in Committee management formally agreed by early 2015 and monitored at a local level by Athena SWAN self-assessment teams.
			Develop mechanisms to promote and advertise widely opportunities for committee participation.	Chair of Gender Equality Group (GEG)	Chair of GEG to write to senior colleagues by mid-2015.
3.8	<b>Gender Equality Group (GEG)</b>	GEG established in May 2010 with an ongoing remit to oversee production of further Equal Pay Reviews, consider findings and instigate actions as appropriate	Review membership and remit of GEG within the University's governance structures for equality, diversity and gender.	Chair of GEG, Reports to HR Committee	Membership of Gender Equality Group (GEG) is representative and has sufficient power to effect change. Reviewed in summer 2014, agreed in October 2014.
		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	The Colleges' Committee will be invited to nominate representatives for GEG and SGEN.	Gender Equality Group (GEG), Colleges' Committee	College members included as part of GEG membership review by 2015.



<b>3.9</b>	<b>Athena SWAN Network</b>	<p>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.</p> <p>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</p> <p>E&amp;D partners identified in the majority of Colleges</p>	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.
<b>3.10</b>	<b>Participate in the pilot Gender Equality Charter Mark (GEM) with ECU</b>	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).
<b>3.11</b>	<b>Equality &amp; Diversity training</b>	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.

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

4 Promote family-friendly policies and procedures					
	Objective	Actions taken (November 2012-April 2014)	Planned Actions (April 2014-April 2017)	Responsibility	Specific Measurable and Timelines
4.1	<b>Support for returning carers</b>	Returning Carers' Scheme (RCS) fund secured for 2013/14 following 2 pilots in 2012/13  A sub-group of E&D Committee established in 2013 to oversee RCS requests and allocations	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	E&D Committee subgroup; reports to be shared with GEG	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
4.2	<b>Core-hours</b>	Many Departments have already adopted core hours policies for key Departmental meetings as part of local Athena SWAN submissions	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 <b>(to be completed as part of Bronze action plan)</b>	Athena SWAN Network, E&D Section	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.
4.3	<b>Awareness of Flexible working options</b>	Flexible working policies highlighted in induction packs and further particulars supplied to job applicants in many Departments	Data collection and analysis of flexible working applications	HR Business Manager	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.

			Develop and promote case studies and best practice guidance on flexible/part-time working <b>(to be completed as part of Bronze action plan)</b>	WiSETI Project Officer, Departmental Administrators	Case studies published on web as part of Family Ties initiative (see also 4.4) included in induction packs for new staff by end 2015.
4.4	<b>Support for parents and carers</b>	<p>Planned development of the 'Family Ties' initiative for staff with caring responsibilities or other family-related considerations.</p> <p>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.</p> <p>Survey of staff who have returned from family leave (including maternity, paternity, adoption and parental leave) undertaken in March 2014.</p> <p>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</p> <p>Pregnancy guidelines developed for specifically for students</p>	Progress Family Ties carers' network and accompanying web-based information resources within People Matter Week (PMW) 2014 <b>(to be completed as part of Bronze action plan)</b>	E&D Consultant, Gender Equality Group	Launch of Network in 2014/15 academic year. All parents/carers able to access a supportive network (facilitated by E&D Section).
			Comprehensive Family Leave survey (March 2014) to aid identification of current family leave practices which work well and new actions which can be implemented. Survey results used to investigate impact of family leave on career progression.	E&D Consultant	Survey results analysed and recommendations agreed by GEG in May and October 2014 for implementation in 2015 & 16. Results shared as part of Family Ties initiative
			Improved communication of family leave policies, entitlements and available University and local support as identified in Departmental Athena SWAN Action plans.	Departmental SATs	Ensure information is available to staff due to take family leave, to identify needs and plans for their return to work with annual reports to Athena SWAN Governance Panel

4.5	<b>Workload modelling</b>	Some departments (including the Department of Physics, Chemistry and Zoology) have developed workload models.	GEG to address workload transparency as informed by sector best practice.	Chair, Gender Equality Group	Departmental and sector best practice reviewed and considered by GEG in 2014/2015.
			Disseminate examples of current workload modelling practices via Assigned Contact and Athena SWAN network  Departments to consider local models as part of Athena SWAN action plans	Athena SWAN Network, Departmental SATs	Current examples shared in May 2014 Network event. Increased transparency regarding teaching and committee commitments at a local level
4.6	<b>Working environment</b>	Delivery of People Matter Week (PMW) programme of events part of the University's Wellbeing Strategy	Refreshed Dignity at Work Policy and Scheme relaunched to raise awareness of bullying, harassment and other inappropriate workplace behaviours	School HR Business Managers, E&D Committee	Refreshed policy embedded in 2014/15 with greater awareness of policy and support mechanisms and events (measured via staff survey metrics)
			Delivery of PMW 2014  Include student participation in PMW	PMW working group	Review and evaluate PMW 2014, including attendance by gender. PMW delivered annually. Student participation from 2014/15



<b>4.7</b>	<b>Childcare provision</b>	<p>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.</p> <p>Staff can also benefit from two salary exchange schemes to save tax and National Insurance payments on all or part of childcare costs.</p>	Consider capacity for introducing extended childcare provision, for example after-school clubs and Bank Holiday opening	Childcare Office, Childcare committee	<p>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</p> <p>New nursery (~100 additional places) built as part of North-West Cambridge development by 2016</p>
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5 Student-focussed initiatives					
	Objective	Actions taken (November 2012-April 2014)	Planned Actions (April 2014-April 2017)	Responsi-bility	Specific Measurable and Timeline
5.1	<b>Gender attainment gap analysis</b>	Gender Attainment Working Party identified a series of recommendations on gender attainment gap	Recommendations to be taken forward with priorities and action plans to be determined by the General Board Education Committee (GBEC) E&D Standing Committee.	GBEC E&D Standing Committee	Regular meetings between E&D Section and Academic Division maintained.
		Individual Departments analysing local data and identifying departmental actions as part of Athena SWAN submissions	Gender attainment to be reviewed as part of future EAA review of Undergraduate Student Attainment equality impact assessment.	E&D Consultant, EAARG, GBEC	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&D Committee.
5.2	<b>Provision of training and support for women students</b>	E&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.	SPRINT and Winton Programmes delivered in 2014/15. Student participation within People Matter Week.	WiSETI Project Officer, Gender Equality Champion	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

		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.	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.	Careers Service advisor	Number of workshops delivered (and participants) with evaluation. Annual review reported to GEG
		Cambridge GRADschools (a three-day residential course offered to research (PhD) students)	Increased promotion of Springboard development opportunity to researchers at Departmental level	Personal and Professional Development (PPD)	Researcher uptake reviewed and reported at Departmental and University level to GEG annually in October.
		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.	Continue to offer at least two GRADschools (96 participants) per annum with balanced representation of female tutors as advisers and role models.	Researcher Development Team	GRADschools run every six months. Equal balance maintained for GRADschool male and female participants and tutors (reviewed annually)
<b>5.3</b>	<b>Outreach</b>	The Annual Cambridge Science Festival is committed to engaging the public with STEMM and runs over 200 events in March each year	Many Departments committed to improved recording of outreach opportunities as part of Athena SWAN action plans.	Departmental SATs, WiSETI Project Officer	Review of STEMM outreach opportunities completed by end 2016.

		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.	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).	HR and selected Academic staff	Talks in India delivered in September 2014 & 2015
			Proportion of women speakers at main Science Festival talks analysed annually.	Public engagement Science Festival team	Proportion of women speakers at main Science Festival talks (run annually in April) reported to GEG. Aim for 50% by March 2016