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## Equality and Diversity Committee Meeting

Wednesday 7 February 2018, 10:00-11:30am, GC22, William Gates Building

### Agenda

#### Members:

Richard Mortier (Chair)  
Andres Arcia Moret  
Claire Chapman (Secretary)  
Ann Copestake  
Hatice Gunes  
Miriam Lynn  
Anil Madhavapeddy  
Dinah Pounds  
Joy Rook  
Caroline Stewart  
Diana Vasile

1. **Welcome to new members**  
Consideration of any additional members needed.
2. **Review of the Committee Remit (AC to report)**
  - a) Confidentiality issues of raw data being identifiable re promotions etc...
3. **Apologies for absence**
4. **Minutes of the last meeting**  
The minutes from the meeting held on 3 February 2017 are attached **(2018-02-04)**
5. **Silver Award Handbook (2018-02-05) (ML to report if present)**  
Deadline of submission for the Silver Application is 30 November 2018 but a draft submission needs to be with E&D by 30 September 2018.

Sections required for the submission are shown below: It is suggested we allocate sections to Committee Members for completion. Smaller sub-groups to consider points may also be required.

Members are also invited to make suggestions of areas of focus for particular sections and identify actions required at a Departmental level.

#### **4) A Picture of the Department (2000 words maximum)**

##### 4.1 Student Data

- (i) Numbers of men and women on access or foundation courses  
(*n/a for our Department*)

- (ii) Numbers of undergraduate students by gender  
*Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.*
- (iii) Numbers of men and women on postgraduate taught degrees  
*Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.*
- (iv) Numbers of men and women on postgraduate research degrees  
*Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.*
- (v) Progression pipeline between undergraduate and postgraduate student levels  
*Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.*

#### 4.2 Academic and research staff data *(Where relevant, comment on the transition of technical staff to academic roles).*

- (i) Academic staff by grade, contract function and gender: research only, teaching and research or teaching only  
*Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.*
- (ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender  
*Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.*
- (iii) Academic leavers by grade and gender and full/part-time status  
*Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.*

### **5) Supporting and Advancing Women's Careers (6500 words maximum)**

#### 5.1 Key career transition points: academic staff

- (i) Recruitment  
*Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.*
- (ii) Induction  
*Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.*
- (iii) Promotion  
*Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.*
- (iv) Department submissions to the REF  
*Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.*

#### 5.2 Key career transitions points: professional and support staff

- (i) Induction  
*Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.*
- (ii) Promotion  
*Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.*

### 5.3 Career development: academic staff

- (i) **Training**  
*Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?*
- (ii) **Appraisal/development review**  
*Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.*
- (iii) **Support given to academic staff for career progression**  
*Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression*
- (iv) **Support given to students (at any level) for academic career progression**  
*Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).*
- (v) **Support offered to those applying for research grant applications**  
*Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.*

### 5.4 Career development: professional and support staff

- (i) **Training**  
*Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?*
- (ii) **Appraisal/development review**  
*Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.*
- (iii) **Support given to professional and support staff for career progression**  
*Comment and reflect on support given to professional and support staff to assist in their career progression.*

### 5.5 Flexible working and managing career breaks

- (i) **Cover and support for maternity and adoption leave: before leave**  
*Explain what support the department offers to staff before they go on maternity and adoption leave.*
- (ii) **Cover and support for maternity and adoption leave: during leave**  
*Explain what support the department offers to staff during maternity and adoption leave.*
- (iii) **Cover and support for maternity and adoption leave: returning to work**  
*Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.*
- (iv) **Maternity return rate**  
*Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary. Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.*
- (v) **Paternity, shared parental, adoption, and parental leave uptake**  
*Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.*
- (vi) **Flexible working**  
*Provide information on the flexible working arrangements available.*
- (vii) **Transition from part-time back to full-time work after career breaks**  
*Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.*

## 5.6 Organisation and culture

### (i) Culture

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

### (ii) HR Policies

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

### (iii) Representation of men and women on committees

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

### (iv) Participation on influential external committees

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

### (v) Workload model

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

### (vi) Timing of departmental meetings and social gatherings

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

### (vii) Visibility of role models

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

### (viii) Outreach activities

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

## 6) **Case Studies: Impact on Individuals (500 words maximum each case study)** *(should be written by each individual)*

*Two individuals working in the Department (note: one individual should be a member of the self-assessment team) should describe how the department's activities have benefitted them.*

## 7) **Further Information (500 words maximum)**

*Comments on any other elements that are relevant to the application.*

## 8) **Action Plan**

*The action plan should present prioritised actions to address the issues identified in this application. Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.*

*The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART)*

**6. Student Survey 2017: Analysis and Comments (2018-02-06)**

**7. Bronze Action Plan Progress (2018-02-07)**

**8. Wednesday Seminar Timings**

Concern has been raised that the seminar now falls outside core hours denying opportunity for people to attend. The Committee has been asked to review the decision to hold the seminars at 16:15-17:15 instead of the previous time of 14:15-15:15.

**9. Ten reasons you might not get a Bronze award and two reasons why you won't get a Silver (2018-02-09)**

Paper from Jon Rowe, previous Athena SWAN panellist , University of Birmingham.

**10. Date of next meeting**

To be held in Easter Term.

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## Equality and Diversity Committee Meeting

**Minutes of the meeting of the Equality and Diversity Committee Meeting held at 11:00 on Friday 3 February 2017, SW00, William Gates Building**

Welcome to new members: Diana Popescu and Andrew Moore.

Present: Peter Robinson (Chair) (PR)  
Claire Chapman (Secretary) (CC)  
Miriam Lynn (ML)  
Richard Mortier (RM)  
Diana Popescu (DP)  
Bogdan Roman (BR)  
Caroline Stewart (CS)  
Noa Zilberman (NZ)

### 1. Apologies for absence

Mateja Jamnik  
Ian Leslie  
Andrew Moore

### 2. Minutes of meeting held on 4 November 2016

The minutes of the last meeting were approved.

### 3. Report on actions from last meeting

#### i. Oxbridge student conferences

Despite requests for volunteers, two speakers still need to be recruited for the Oxbridge Conferences in March (Birmingham and Swansea). BR said that it might be helpful to ask PIs to directly ask their PhD students to participate. Requests have already been sent to women@CL but NZ agreed to send a further request.

***Addendum: All speakers have now been found with one person presenting at 3 conferences.***

#### ii. Gender admission student statistics for entry in 2017-18

Undergraduate student offer data for 2017-18 (*excluding mature student applications - deadline is March*) was discussed.

It was noted that the number of female offers (38) has almost doubled from previous years (21). Although positive, a cautionary view should be taken as this may show bias towards female candidates. This could be a cause for concern, as in the past, there has been a tendency for females to underperform compared to males.

It was questioned if the performance of female undergraduates is monitored and if so, what measures are put in place to address this? PR said that cohort tracking in female undergraduates is not currently monitored and it would be interesting to address. Colleges should track PhD students.

It was noted that occasionally female IB project students find they are appointed to the secretary role in the group. PR said that the project leaders are aware of this and this issue has been resolved.

RM said it would be interesting to look at the results of all female Part II projects and their exam marks. NZ said it may also be beneficial to collect gender data on the uptake of Part II projects across the groups. CC will discuss with Dinah Pounds.

**Action: CC**

**iii. In house understanding unconscious bias or implicit bias training session**

ML said that E&D are currently working with HR Division to offer bespoke sessions tailored to Departments' needs. ML will circulate the details when confirmed. The panel agreed this would be of more value than a repeat of the October session.

An on-line Understanding Unconscious/Implicit Bias training course is now on Moodle and completion data will be collected. It was agreed this training should be made mandatory for all those involved in recruitment and all supervisors of undergraduates. Graduate Students should also be offered the training and if needed, funds can be used from the Transferable Skills budget.

CC will ensure that all supervisors are made aware of the training and CS will circulate the course link to all staff.

**Action: CS, CC & ML**

**iv. Minute Madness Session** – consent of volunteers sought to use recording for a CL promotion video (MJ) - *Due to MJs absence, an update will be given at the next meeting.*

**v. To increase recruitment of academic women staff**

CS said that the male to female ratio for shortlisted candidates for the three current UTO vacancies are: 4:1, 5:1 and 3:1.

The advertising source graphs were discussed. The statistics show that few females were solicited through word of mouth; a cause of concern after the recently introduced policy of each Chair actively soliciting female applicants. However, the validity of the data was questioned, as it may be that candidates heard about the vacancy through several means and selected a different option.

**vi. To develop the promotion and appraisal process**

CC reported that the post-doc appraisal uptake has been good. Approximately 75% of male and female appraisals have been held in 2016. It was agreed it would be beneficial to obtain feedback on how useful people found the process. CC will gather feedback.

ML said that PPD currently offers Staff Review and Development courses for



reviewers and reviewees. Details of each course will be circulated to staff, which may increase uptake.

**Action: CS & CC**

**vii. How to improve the Lab's Outreach Activities**

Recent outreach activities are now listed in date order on the web and past events have been removed. The purpose of advertising past outreach activities was questioned. Is it a government requirement? The committee felt that advertising forthcoming events may be of more use.

**Action: Outreach Committee**

**viii. Arranging a Women in Computer Science Day for females 14-16 years old in collaboration with a college**

BR said at least two undergraduates are keen to be involved. It was suggested to hold the day on a Saturday, but concerns were raised that academic staff and other students to support the event may be hard to find. It is essential that provision for payment be made. PR agreed the Lab can support and fund this. The Outreach Committee will discuss this further.

A coding summer school for girls will not be held this year, instead a Sutton Trust Summer School will be held in August. Next year there will be more flexibility to run the Lab's own summer school.

**Action: BR**

**ix. Dignity@Work and Dignity@Study**

Details of each policy are now advertised on the screens in the atrium and on notice boards around the Lab. It was agreed they have a good impact.

**x. Silver and Gold Award Criteria**

The Silver Award Application from the Department of Chemistry was discussed (*item moved to number 8*)

**xi. More Women in Informatics Research and Education**

Due to the shortage of female UTOs in the Lab, the target ratio of 2:4 females to males on each Appointment Committee has not been met. The ratio of 1:5 has currently been retained. This issue of not to overburden female UTOs should be mentioned in the application.

**4. Student survey 2017**

Comments from the 2015 survey will be analysed to see if additional questions should be added. NZ agreed to review the comments and approve the finished questions. It was agreed we should circulate the survey to students before the end of Lent Term.

**Action: NZ & CC**

**5. In-house recruitment workshop for all staff involved in recruitment**

ML offered to run a workshop in the Lab and is in discussion with HR Division about this. It was agreed the workshop should target PIs and could take the form of a structured Wednesday meeting in the Easter Term, with a maximum duration of one hour. NZ felt the workshop should cover how to target advertisements to women.

**Action: ML & CS**



6. **Prof Tom Welton – Head of Department of Chemistry, Imperial College**  
ML reported on an inspiring Equality and Diversity seminar given by Prof Welton at the Department of Genetics. The seminar reflected on the change of culture which had taken place at Imperial and tackled the question of ‘how we make the workplace the best possible place to work’.

The committee agreed a seminar on this topic for all Lab members would be useful. Julian Jacobs from the Department of Zoology was recommended as a good speaker to ask. It was agreed we should combine the session with a social tea.

**Action: CS**

7. **To monitor attendance at women@CL sessions**  
A scheme has been put in place to monitor attendance at each event. The purpose of this was questioned, as depending on the speaker the number of attendees, this alters dramatically. ML said that Athena SWAN is very much evidence based and they expect to see statistics as a means to measure impact.

ML gave an overview of the requirements for the Silver Award. The application should include an assessment of the impact of the actions identified in the Bronze Award application and supporting evidence should begin to be gathered now. The overall application should highlight a change of culture and practice in the Lab.

8. **Silver Award – Department of Chemistry**  
The document ‘Suggestions of good practice from the Department of Chemistry, Silver Award application’ was discussed (2017-02-08)

1. **ASWP Meetings meet monthly**  
Committee members preferred to retain termly meetings. It was felt more is achieved through delegating tasks to members/sub-groups and reporting back to the meetings.
2. **Tracking the career development of all members of the Department**  
Jan Samols tracks all alumni through ‘The Ring’ and the University Careers service tracks data for postdocs and students.
3. **Career development and training for PDRAs**  
ML said PPD hold a regular Leadership Essentials course for Academic Staff and the University Careers services offers Career Development help for Post Docs. Details of all courses will be advertised to Lab members and E&D can send attendance data.

**Action: CS**

4. **Improve retention of female Natural Science students**  
The suggestion to try and retain female Natural Sciences students who take Computer Science as an option was discussed. However, it was felt that often Natural Science students don’t have the high level of Mathematics needed to proceed to the Computer Science Tripos, and wasn’t seen as viable to take forward.

5. **Increasing presence through social networks**

DP said that women@CL has a facebook page to advertise forthcoming events.

CC said that Dinah Pounds and Graham Titmus are currently discussing the option of a twitter feed to broadcast messages to undergraduates. The issue of how to oversee the content was discussed and Graham Titmus and the University Media Office will be approached for guidance.

PR said that Colleges use social media frequently to engage with their students and the committee felt that it may be a useful way to advertise forthcoming outreach events.

**Action: CC**

6. **Embed mentoring and support schemes**

The mentoring scheme has been in operation for two years and a record take up has been reported. The scheme is now tailored so mentees can request the help and types of mentoring needed. New mentors are recruited on a rolling basis. The mentoring scheme will continue to be promoted and posters will be displayed on the screens in the atrium.

**Action: CC**

7. **Proportion of female demonstrators**

The Committee felt it would be worthwhile to measure the number of female CL demonstrators used in the last few years.

**Action: CC**

8. **The Graduate Open Day**

The gender data of attendees at the Open Day in November 2016 will be requested from the Graduate Office. The Committee felt it was worth noting that all of Chemistry's female PIs gave a presentation at their Open Day.

**Action: CC & CS**

9. **Industry Mentors**

It was felt that industrial mentors are not required as the Industrial Supporters Club hold industry techtalks throughout the year. It was agreed it would be helpful to measure the gender breakdown techtalk speakers. women@CL tries to organise coffee and cake and a Q&A session with the female speakers.

**Action: CC**

10. **Wording in Academic Advertisements**

The committee agreed that we should adopt the following text on all future job advertisements to encourage a more diverse pool of applicants.

*'The University of Cambridge values diversity and is committed to equality of opportunity. The Department would particularly welcome applications from women, since women are, and have historically been, underrepresented on our academic staff'*

**Action: CS**

11. **Mentoring support for academics**

CS said that we have only appointed 1 female academic who has recently had a mentor. She will request feedback.

**Action: CS**

12. **Mentoring scheme for PDRAs is widely advertised in the Department**  
A poster is currently being prepared for the screens in the atrium.  
**Action: CC**
13. **E&D training to include CL demonstrators**  
The training link will be circulated to all CL demonstrators and in future made mandatory for them to complete.  
**Action: CC**
14. **Group Expectations Documents**  
The Committee felt that due to the nature of each research group in the Lab this document was not needed.
15. **Visiting Female Speakers (non-research Lecture)**  
NZ said that female speakers who give an overview of the obstacles and challenges of work-life balance are already included in the yearly women@CL Oxbridge Conference. However, it was suggested that Rana el Kaliouby (former PhD student from the Rainbow Group) should be invited to give a one-off seminar. CC will contact the chair of women@CL with this suggestion.  
**Action: CC**
16. **Workload model in which duties and responsibilities beyond research will be taken into account**  
The Lab has resisted the prescribed University workload model and it is currently done on an informal basis to ensure a fair allocation of duties. This will continue to be monitored by PR.
17. **Maternity Leave Information**  
The induction for new starters and Personnel web pages now include all the Family Friendly policies. ML said E&D now offers 'My Family Cares' which is a new initiative aimed at supporting carers in the University. CC said details of these sessions are posted on our Athena SWAN events page.
18. **Posters and leaflets promoting Athena SWAN produced for Open Days and used throughout the building afterwards**  
The Committee agreed it would be beneficial to produce a leaflet to hand out at the Open Days in July.  
**Action: CC**
19. **Date of next meeting**  
To be held in Easter Term. A Doodle Poll will be circulated.

Our Bronze Action Plan will be annotated to include what actions have been put into place so far and to note the future developments that still need to take place.

**Action: CC & CS**



## Department Application Bronze and Silver Award



## PURPOSE OF THIS DOCUMENT

This document provides information from the Athena SWAN Awards Handbook which is relevant to Departments making a Silver Application ONLY.

Please note that the information given here is a subset of the ECU Handbook:

<http://www.ecu.ac.uk/wp-content/uploads/2015/04/Athena-SWAN-Charter-Handbook-May-2015-Final.pdf>

Where there is any conflict, the official ECU version is authoritative, but please contact the Equality and Diversity Section (contacts as below) with any issues.

Notes from the Equality and Diversity Section for Cambridge Departments or Faculties are in boxes like this one

### Equality and Diversity Section Athena SWAN Contacts:

#### School of Arts and Humanities

##### UAS and NSIs

Louise Atkin (louise.atkin@admin.cam.ac.uk)

#### School of Biological Sciences

##### School of Technology

Miriam Lynn (Miriam.lynn@admin.cam.ac.uk)

#### School of Clinical Medicine

Gina Warren (gina.warren@admin.cam.ac.uk)

#### School of Physical Sciences

##### School of Humanities and Social Sciences

Joanna Jasiewicz (joanna.jasiewicz@admin.cam.ac.uk)

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## ATHENA SWAN PRINCIPLES

Athena SWAN is based around a group of Principles, as below. The University has signed up to these in a formal letter: the Department does not need to do this as well: the critical document showing the Department's commitment is the Head of Department's letter in the Application Form.

The Athena SWAN charter process is based on ten key principles. By being part of Athena SWAN, institutions are committing to a progressive charter; adopting these principles within their policies, practices, action plans and culture.

1. We acknowledge that academia cannot reach its full potential unless it can benefit from the talents of all.
2. We commit to advancing gender equality in academia, in particular addressing the loss of women across the career pipeline and the absence of women from senior academic, professional and support roles.
3. We commit to addressing unequal gender representation across academic disciplines and professional and support functions. In this we recognise disciplinary differences including:
  - = the relative underrepresentation of women in senior roles in arts, humanities, social sciences, business and law (AHSSBL)
  - = the particularly high loss rate of women in science, technology, engineering, mathematics and medicine (STEMM)
4. We commit to tackling the gender pay gap.
5. We commit to removing the obstacles faced by women, in particular, at major points of career development and progression including the transition from PhD into a sustainable academic career.
6. We commit to addressing the negative consequences of using short-term contracts for the retention and progression of staff in academia, particularly women.
7. We commit to tackling the discriminatory treatment often experienced by trans people.
8. We acknowledge that advancing gender equality demands commitment and action from all levels of the organisation and in particular active leadership from those in senior roles.
9. We commit to making and mainstreaming sustainable structural and cultural changes to advance gender equality, recognising that initiatives and actions that support individuals alone will not sufficiently advance equality.
10. All individuals have identities shaped by several different factors. We commit to considering the intersection of gender and other factors

wherever possible.

# ATHENA SWAN SILVER DEPARTMENT AWARDS

Athena SWAN Silver Department Awards recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

## COMPLETING THE FORM

Use the 'Athena SWAN Department Application Form May 2015' that can be used for both Bronze and Silver Department awards. You should complete each section of the application applicable to the award level you are applying for.

### Style

There is no prescribed style for completing the various sections of the application form. You may find it helpful to review successful submissions published by current award holders. These should be made available online when the application is successful. (See current submissions online)

<http://www.ecu.ac.uk/equality-charter-marks/athena-swan/athena-swan-members/>

ECU staff cannot read through submissions prior to the deadline and cannot provide feedback on specific content.

### Word count

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
<b>Word limit</b>	<b>10,500</b>	<b>12,000</b>
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1000	1000
4. Picture of the department	2000	2000
5. Supporting and advancing women's careers	6000	6500
6. Case studies	N/A	1000
7. Further information	500	500

### The word count includes:

- = all body text
- = footnotes and other types of references
- = any standalone text or included in tables or graphs

### The following are not included in the word count:

- = tables and graphs providing they do not include standalone text or prose. Any text included within the table should only make sense within the context of the table or graph (e.g. titles and data labels).
- = action plan
- = details of your self-assessment team: these can be displayed as a table using a maximum of 20 words for each team member

### Requests for extended word limits

Applicants who wish to request extensions to word limits on the following grounds must contact ECU's Equality charters team before submitting their application.

### Large faculties

Requests for additional words are considered on a case-by-case basis for large faculties, colleges or other organisational units consisting of numerous departments applying for a department award. These words should be employed to demonstrate how Athena SWAN principles are embedded in each constituent unit, and, in the case of Silver show impact. These extra words can be used across the submission document, and it should be noted in the word counts at the end of each section where they have been used.

Faculties who wish to extend their word limit in this way should contact ECU's Equality charters team for approval at least two months in advance of the submission deadline. Where additional words are granted, the maximum allowance will be 1000 words.

### Exceptional circumstances

Requests for additional word allowances to account for exceptional circumstances are considered on a case-by-case basis. Examples of where such awards may be made include where a restructure has recently taken place, or where the submitting unit has a particularly unique or unusual structure, or is subject to particular constraints.

Additional words should always be used to explain how the special circumstances have impacted or been taken into account with respect to the



Athena SWAN activities and the progression of gender equality.

Applicants who wish to extend their word limit in this way should contact ECU's Equality charters team for approval at least two months in advance of the submission deadline. Where additional words are granted, the maximum allowance will be 1000 words.

### **Additional information**

Appendices are not permitted. Any appendices will be removed from submissions and will not be considered by the awards panel.

Do not include links to further information, as panellists will not consider anything in addition to the information included in the application form itself. Relevant information should be included in the substantive application.

### **Evidence of good practice**

Panels are particularly keen to see examples of innovative and inventive good practice.

We expect examples of this kind at Silver level, including some good practice examples.

While it is recognised that good practice benefits both men and women, Athena SWAN awards are designed, in particular, to recognise efforts to address the absence of women in senior academic, leadership, management and policy-making roles.

Accordingly, panels expect to see some evidence of gender-specific measures if appropriate, and/or commentary and evidence on how initiatives have in particular benefited women.

There is no prescriptive list of measures that panels expect to see in place at every institution or department. However it is important to show that you recognise issues fundamental to career progression, for example, the importance of universal appraisal and equitable promotions processes.

Where good practice is cited, ensure that policies are explained in sufficient detail rather than just stated as a title. Submissions should also avoid presenting legal compliance as good practice.

### **Data considerations**

The self-assessment team needs to decide the clearest way of presenting data in the narrative to allow the awards panel the maximum insight into the issues affecting the department or institution.

Your assigned Athena SWAN contact can offer support preparing data, pivot charts, graphs and diagrams from Excel.

Equality and Diversity will provide a comprehensive set of data from central records. E&D will also hold workshops to help Departments analyse and prepare their data, including benchmarking.

It may, however, be necessary to make sure that the Department has records that can be mined as well. Three years data (minimum) are required.

#### **Data that is provided centrally includes:**

Student numbers and achievement, by gender, by year. Undergraduate; postgraduate (taught and research)

Academic staff (includes researchers) broken down by Research Associates, Lecturers, Senior Lecturer and Reader; Professor; by gender

Appointment (applicants, short list, appointed; by gender) and promotion data (applicants (compared to potential pool), successes; by gender)

Compulsory training (e.g. H&S; E&D);

#### **Data to be sourced locally includes:**

Induction, staff review and development by gender. Take up of training opportunities, by gender; outreach work, hours by gender

More interesting questions to consider include – is there any difference in the time taken to complete a PhD by gender? Do international applications skew data for postgraduate or research posts?

Data should not be reported in isolation. Answer the 'So what?' question to feed into the analysis and action plan.

### **Applicants should use data for the following:**

= As an evidence base and rationale to formulate proactive actions, including activities, programmes and changes to policy to address problems identified, that can be measured and evaluated. Demonstrate both in the narrative and the action plan where the rationale/evidence of need to implement initiatives comes from, and how hypotheses will be tested through future activities in the action plan.

= To identify key trends and issues in the institution/department. Consider whether this can be used to demonstrate positive (or negative) effects of existing actions/policies on particular groups of staff.

### **Consultation**

At all levels of award staff should be consulted for their views on a broad range of issues covered by the submission. Teams should consider what strategies can be employed to learn about and be responsive to the views and issues pertaining to the culture and processes of their

institution or department. This will help the self-assessment team to identify key areas for development and to put in place actions to address these. Consultation may take a variety of forms, for example, focus groups or staff surveys.

= Where a survey is conducted, consider how any qualitative data will be presented. Where appropriate, qualitative consultation responses may be presented alongside quantitative data to provide further evidence.

= An honest appraisal is essential. Panels welcome reflection on good practice and that which requires development, attention or improvement. For example, if a staff consultation identifies a problematic culture, outline and evaluate the results and set out the actions you will implement, together with any successes in addressing the problems.

### **General data requirements**

= Data should be presented in whichever way applicants feel most explanatory and appropriate (tables or graphs), as long as they clearly highlight trends and draw these out in the narrative.

= Data should correspond to the section heading, and present at least the three years preceding the submission.

= Where data is not available, this should be explained with reasons given (and, in most cases, a relevant action). Applications will not be penalised for only presenting the minimum number of years of data. Check each section of the relevant application form for the exact data requirements for that section.

= Percentages and raw numbers should be presented (both in tables and within the narrative).

= Graphs and tables should be clearly cross-referenced to the narrative and relevant section number and trends should be evaluated.

= Data should be compared with the national benchmark data.

= Where data is used to inform a particular action point, the rationale and the actual action point should be embedded in the narrative and cross-referenced to the full action plan. The panel will look at how effectively data, evaluation and action plans have been linked.

[= If applying for Silver, it is important to demonstrate any evidence of impact to date.]

### **Tips on presenting data**

= A mix of graphs and tables should be used to present the data.

= Do not feel the need to present all the data that has been collected: carefully consider which data is relevant to the application.

= Make sure that graphs and tables are clearly labelled so that it is clear to the panellists what data is being presented.

= If using greyscale rather than colour for applications, consider how clearly the data in the graphs is represented.

= Refer to national benchmark data throughout the application.

= Consider the size of the graphs and text in tables, it should be easy and clear to read and understand.

### **Benchmarking data**

Throughout the self-assessment and subsequent action plan, the applicant should be benchmarked against comparators, both to measure progress and to ascertain where there may be good practice to learn from and strive towards.

Appropriate benchmarking provides assessment panels with an indication of applicants' understanding of the scale of the issues they are facing as well as an indication of their ambitions and awareness of gender equality initiatives.

### **Purpose of benchmarking**

Benchmarking is for the benefit of the applicant; while panels are interested in the benchmarking data used, and it can help to inform their decision to award the charter mark, the main focus should be in using the data to drive the applicant's aspirations.

### **Benchmarking initiatives and actions**

Benchmarking can be used not only to compare the demographics of your workforce or student population, but to measure the success of the initiatives you implement. For example, you might choose to introduce a programme of work to improve the rate of promotions for women staff. Part of the evaluation of that programme could be to compare its success with different programmes undertaken in other organisations (that need not be related to higher education) tackling similar issues.

### **Which benchmarks should we use?**

The Athena SWAN process is not prescriptive in what data is used or how it is benchmarked, as it will depend upon the institutional context. Be ambitious in the benchmark chosen and use the benchmark to challenge your institution to make significant improvements as well as to measure progress and celebrate successes.

Make sure that it is clear throughout the application which benchmarking data source has been used, for example, the Higher Education Statistics Agency (HESA), and the timeframe the data refers to.

Some organisations may find it particularly challenging to identify appropriate external benchmarking data. For example, departments may focus on a particular specialism for which there are very few research centres. In these cases, benchmarking should still be attempted, and it should be explained in the submission why particular benchmarks (as opposed to, for example, the national averages) have been used.

Internal benchmarking is also a particularly important element of the action plan. For example, where a success measure is an increase on an initial proportion, an indication of both the current and targeted outcome should be presented.

## **SILVER DEPARTMENT AWARD**

### **Prerequisites**

The institution to which the applicant department belongs must hold a valid Athena SWAN Bronze award (or above), have signed up to the May 2015 Athena SWAN principles, and have no outstanding membership fees.

The department does not have to have achieved a Bronze department award prior to applying for Silver. However, holding a Bronze award may make it easier to evidence progress and impact of initiatives on gender equality

The University of Cambridge has an Athena SWAN Silver Award and the Vice-Chancellor has signed up to the post-May 2015 principles.

### **What needs to be demonstrated**

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of these actions.

This normally means that the Department will have taken part/conducted more than one staff survey (could be School-wide surveys) and/or carried out some conscious consultations such as targeted focus groups and can show an impact on numbers of positive responses and by positive feedback.

- = a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these
- = the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

The key element here is that the Department is demonstrating efficient implementation of University policy in terms of its practice, but Departments cannot solely rely on central policies. Panels like to see evidence of what local initiatives and improvements have been implemented that support central policy and how these are assessed. This then provides the basis for the action plan.

#### **Potential outcomes**

- = Silver department award
- = Bronze department award
- = No award

#### **Feedback**

The awards panel provides constructive feedback on all submissions to provide encouragement and support. The feedback highlights effective practice the panel would like to commend as well as areas in which the panel considers that improvements can be made.

#### **Renewals**

Renewals for awards received under the May 2015 Athena SWAN Charter process are not yet available. Details will be provided in due course.

#### **Pre-May 2015 award holders**

If your department award is due for renewal in or before November 2016, you can choose to:

- = renew under the pre-May 2015 criteria
- = apply for a new award under the May 2015 criteria

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

## **SUBMITTING AS A DEPARTMENT OR FACULTY**

The full ECU Guidance is given here. If you are considering a joint application with another Department (or Departments), please contact Equality and Diversity first. If this section is not relevant to you, move on to the Section 'Submitting an Application'.

There are many different structures in institutions, faculties and schools and it is down to the individual institution to decide the composition of units that put forward award applications.

We use the term department to apply to a range of units that sit below institution-level awards. There are precedents for a wide range of successful submissions from very small departments to large faculties. ECU's Equality charters team is happy to advise on which organisational unit should be put forward for an award, but ultimately this is a decision that must be taken within the institution. This should be done as early as possible in the application process to assist you to prepare your application, and must be decided by the two-months' notice of your intention to submit.

There are a number of considerations to be taken into account when considering your application.

#### **Size**

Size alone does not preclude a unit from submitting and there is no minimum or maximum size (however, please contact us if the unit has fewer than 15 academic staff so we can discuss your application).

Departments should bear the following in mind:

- = all departments need to find suitable comparators for benchmarking

- = all departments are subject to the same word limits with the exception of very large departments (see page 27 on requesting extended word limits)

#### *Small units*

- = Units need to be able to prove that they hold adequate decision-making power within their organisation to allow them to make changes that will effect cultural transformation.

#### *Large units*

- = Communication of and commitment to the Charter principles needs to be apparent across the submitting unit; responsibility and ownership should not be driven by an individual sub-unit.
- = Large departments need to clearly demonstrate good practice (and impact at Silver level) across all units, and that issues specific to different subject areas have been identified.
- = Data is required for every constituent subject area as averages across diverse departments may conceal problems in individual subject areas.

Note: Applications from faculties that span a range of subject areas may find it difficult to meet the application requirements.

### **Faculty or department?**

Whether you choose to submit as a faculty as a whole or as a separate department hinges on the make-up and autonomy of the individual sub-units.

When deciding whether to submit as a faculty or individual departments, the following should be considered:

- = sufficient size to pursue the self-assessment process
- = autonomy and control over relevant policies (eg recruitment, induction, promotion, core hours, flexible working)
- = ability to provide data for students and staff disaggregated from the rest of the faculty
- = distinct structure and culture within departments

Note: If a department currently holds, or previously held, an award it is not eligible to be included in a faculty submission unless there has been a significant restructuring event.

Similarly, departments included in a successful faculty submission are not eligible to apply for individual awards. Should they wish to apply individually, the faculty award would be invalidated.

### **Management structure**

The head of department or faculty should have overall responsibility for resource allocation, budgets, academic strategy and policy in the submitting unit, so as to be able to effect the changes set out in the action plan.

### **Joint Department Applications**

ECU accepts joint applications from closely aligned departments.

A joint department application may be applicable where departments are small (fewer than 15 academic staff) and/or are of very closely-related subject.

Below are some areas for consideration when making a joint department application.

- = The self-assessment team is likely to be best placed to decide which size unit is submitted for an award.
- = The panel expects data from all the constituent units/departments within the application, not averages.
- = Joint department applications need to clearly demonstrate effective practice (and impact for Silver awards) across all units.
- = Issues specific to different subject areas must have been identified and addressed.
- = Communication of the charter principles needs to be apparent across all the departments, it should not be driven by one single unit, and the links between the units should be evident.

### **Newly Formed Departments**

Bronze and Silver level applications are required to submit three years of quantitative data. It may be difficult for new or recently formed departments to provide this data, or to provide analysis and commentary in the absence of historical data.

If this is the case, please explain in your application where and why you are not able to provide three years of data. You may wish to place more emphasis on the use of qualitative data. If the department has developed out of pre-existing departments (eg following a merger), consideration of the data pertaining to those individual units will be relevant and should be included. If you are not sure whether to submit, please contact ECU's Equality charters team for advice.

### **Changes to Structure**

If the structure of the award-holding institution or department changes significantly during the period of award validity, please contact ECU's Equality charters team as a new, updated submission may be required.

Examples of structure change:

- = merging or the splitting of departments or institutions
- = staffing restructure

Awards may be withdrawn if information is established that means the award holder no longer satisfies the requirements of the award. See ECU's Athena SWAN Charter: guide to processes (Section 4).

### **Students**

Where a department has its own students (undergraduate and/or postgraduate), these data should be provided. A unit may still apply if it does not provide teaching or supervision, but this should be noted in the Picture of the Department section. National student figures for that subject area should be considered in the application as this will impact on the pipeline in that area.

### **Parent Institution Awards**

A department may decide to apply for an award in the same submission round that the parent institution applies for its first institution award. While this is allowed, applicants must be aware that should the institution be unsuccessful in its application, the department will be ineligible for an award.



## SUBMITTING AN APPLICATION

Institutions and departments that are preparing submissions should notify ECU's Equality charters team of their intention to apply two months in advance of the submissions deadline (by the last working day of the month). This enables panels to be scheduled in advance of the deadline. Application forms should be submitted by email to [athenaswan@ecu.ac.uk](mailto:athenaswan@ecu.ac.uk) by 5pm on either the last working day of April or November.

All communication between the University of Cambridge and ECU should be through your assigned Athena SWAN Officer in the Equality and Diversity Section. If in doubt please contact the Athena SWAN leads above.

This should be consolidated as one PDF file and should include:

- = cover page including contact details
- = a copy of the original letter of endorsement from the head of department (we do not require this as a separate original)
- = completed application form
- = action plan

### Renewals

There are currently no renewal forms for the May 2015 criteria. Pre-May 2015 members wishing to renew under the May 2015 criteria will be treated as new applications. Applications do not therefore need to include the original action plan or progress log.

The receipt of applications will be acknowledged by ECU within five working days.

Please allow this time to elapse before contacting ECU's Equality charters team.

### Colour copies

ECU will reproduce your application for consideration by the awards panel. These will be printed in black and white. If you prefer for your submission to be considered in colour you should post ten colour copies to arrive at ECU within five working days of the deadline. These should be printed double-sided and corner stapled, rather than bound.

### Send copies to:

Athena SWAN awards, Equality Challenge Unit, 7th floor,  
Queens House, 55/56 Lincoln's Inn Fields, London WC2A 3LJ

Please make it clear, during the application process whether or not you will be providing colour copies. It will be the Department or Faculty's responsibility to ensure despatch. The Department or Faculty must have the resources to produce the copies themselves.

### Additional information

If a panel is not able to reach a decision based on the information in the application, in exceptional circumstances they may seek additional information from the applicant. Applicants should be prepared for such requests, which could be made up to three months after the submission deadline. The applicant will be given ten working days to provide the additional information.

### Submission timeline

Timeline	Action	Cambridge Comment
-3/4 months	Organisational units that are unsure about whether to submit as a department, faculty school or similar should contact ECU	This should be done at the outset of the application process in consultation with E&D
-2 months	Applicants should inform ECU of their intention to submit	This must be done through E&D and will be conditional on the Department or Faculty having had their application assessed by a mock panel.
<b>Last working day April / November 5pm</b>	Submissions should be sent in PDF format to <a href="mailto:athenaswan@ecu.ac.uk">athenaswan@ecu.ac.uk</a> . Late submissions not considered	This should be done through E&D unless express permission is given to the contrary
<b>+5 working days</b>	Colour copies of the application must be sent to ECU	Department responsibility; single copy to E&D
<b>+2 months</b>	Panels take place; supplementary information may be requested	Departments must ensure that appropriate staff are available to provide this
<b>+5 months</b>	Results are sent to applicants; feedback is sent to unsuccessful applicants. Applicants that receive awards should publish their submission on their website and inform Athena SWAN of the associated web address. Any personal or confidential information may be removed from the submission prior to publication	
<b>+6 months</b>	Feedback is sent for applications which received a lower level of award than applied for	
<b>+7 months</b>	Feedback is sent for applications which were successful at the level applied for.	Do not wait to start implementing your action plan.

## AWARDS PANELS

ECU's Athena SWAN Charter award applications are assessed by peer review panels convened by ECU. The panel recommends decisions on awards to ECU. At least two members of ECU staff will be present on the panel to moderate and provide secretariat functions. The moderator will assist the panel by providing guidance on the application and assessment process and ensure that the panel complies with the requirements and guidance set out in the panellist role description.

To ensure consistency of panel assessment, if required, the moderator will provide guidance on whether the application meets the requirements of the award level applied for. The secretary will record the key discussion points of the award panel and request that the panel identifies what feedback should be provided to the applicant.

The panel will review up to six submissions in advance of the meeting.

Panellists will discuss each application and make a decision on whether to recommend to ECU that an award is conferred. The panel have a number of options when making a decision about each application.

- The panel may recommend to ECU that they:
- = confer or renew the award at the level sought
  - = confer or renew the award at a lower level
  - = confer or renew the award at a higher level
  - = do not confer an award

We don't believe that the third option – award at a higher level – is realistic.

## Consistency of decisions

### Chair

The panel is run by a chair appointed by ECU. The chair is a panellist and is involved in the decision-making process.

The chair will normally have experience of participating in previous panels and will have undertaken ECU's panellist chair training. The training helps ECU to be able to provide robust and consistent decisions.

The training includes information on:

- = the panel review process
- = possible decisions
- = the roles of the panellists, the ECU moderator and secretariat
- = the role of the chair
- = challenges the chair may face and advice on how they may be overcome
- = biases and conflicts, including information on unconscious bias

### Moderator

The moderator assists the panel by providing guidance on the application and assessment process and ensures the panel complies with the requirements and guidance set out in ECU's Athena SWAN Charter: guide to processes.

To ensure consistency of panel assessment, if required, the moderator will provide guidance on whether the application meets the requirements of the award level applied for.

## Assessment criteria

**This is the key to the process** – a 'story' which starts with commitment, is based on data (qualitative and quantitative) and their analysis, which results in the action plan

When assessing submissions the panel expect to see evidence of a rigorous and thorough evaluation process. It will consider the following themes at all levels of award.

Theme	Evidence
<b>Communication</b>	How well are the policies and plans communicated to staff?
<b>Senior or high-level commitment</b>	Is there commitment from senior staff? How is it communicated?
<b>Effective analysis of the data</b>	What does the data show, and which actions are being taken to address the issues identified . How will impact be



measured?

**Self-reflection and honesty**

The panel accepts that challenges may be faced and mistakes may be made, but these need to be recognised openly together with the steps taken to address them.

**Engagement**

Are staff at every level involved in the development, implementation and evaluation of policies?

In reaching a decision on the appropriate level of award, panels will consider:

- = the clarity of the evidence provided of what has been done and what is planned
- = the rationale for what has been done and what is planned and how they link to the organisation's strategic mission and goals
- = how successful the actions taken have been, how that success was measured and evaluated and how the organisation and the individuals who work in it have benefited.

At Bronze level, the emphasis is on self-analysis and action planning, with limited need to demonstrate success. Your Departmental process must ensure that the issues of communication, commitment and evaluation, involving the entire Department, are addressed and recorded in the application.

- = the link between the data and the action plans
- = the understanding of the institutional context/local circumstances and key issues demonstrated
- = the significance of any changes, programmes/initiatives in terms of their anticipated outcomes, their sustainability and the likely longer term impact on the organisation, its processes and its culture
- = the level of input, investment, involvement, commitment and support from senior management, heads of departments, senior academics and research team leaders (men and women)
- = consultation with input from all research academic staff (men and women), particularly encouraging women's participation
- = the extent to which what was developed and introduced was different, innovative or particularly challenging
- = the suitability and sustainability of what has been developed and the ease with which changes have been or are likely to become embedded in the organisational/departmental culture
- = the extent to which activities, programmes and changes have successfully addressed perceptions and expectations that shape or constrain career choices and outcomes
- = the extent to which the value of what has been done is recognised, welcomed and valued by staff generally

**Additional information**

In addition to the application the panel is also in some cases provided with further information. The panel will not receive any previous applications.

**Post-May 2015 criteria**

Applicants for renewal, those applying for a higher-level award, or who were previously unsuccessful, will have their most recent feedback submitted to the panel in full.

Previous successful Cambridge Departments have found it has been very effective to have dedicated departmental resource to focus on submissions. Your E&D assigned contact will be able to direct you to a good example for reference.

It is worth reflecting at this stage on whether you have the commitment and the internal resources to carry through an application.

## 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: **Bronze: 500**

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

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

### ECU Guidance

- The letter of endorsement from the head of the institution or department sets the tone for the submission. It is vital that it demonstrates support, commitment and investment.
- The letter should explain why the department or institution values the Athena SWAN Charter, and how the action plan will help meet their strategic aims.
- Wherever possible the letter should outline specific activities/actions undertaken by the head of the institution (and/or senior leadership team) or the head of department to promote gender equality.
- If the applicant holds an Athena SWAN award and is applying for an award under the post-May 2015 criteria, reference should be made to the impact of the previous award.
- For higher levels of recognition, the panel will expect to hear how the department or institution has championed gender equality.
- Although the head of the institution or department may well wish to refer to an institution's history and achievements, this should not be the focus of the letter. Panels are keen to get a sense of individual commitment to gender equality at the top of the organisation or department.
- The letter should include a statement that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department.
- If the head of department is soon to be/had been recently succeeded, applicants should include an additional short statement from the incoming head. An additional 200 words is permitted for use in this statement.
- Letters should be addressed to: Athena SWAN Manager, Equality Challenge Unit, 7th Floor, Queens House, 55/56 Lincoln's Inn Fields, London WC2A 3LJ

The letter should highlight key challenges for the department and explain how the Athena SWAN action plan and activities in the department will address the challenges and contribute to the overall department and/or institution strategy. Comment on how staff at all levels are, and will continue to be, engaged with the process at present and during the lifetime of the award. Include any evidence of actions taken by the head of department to support/promote the charter.

### Cambridge Guidance

The Equality and Diversity Section will provide the correct name for the letter. Ideally the Head of Department will have been involved in the Self-Assessment process to some extent, but it is vital that some past activity is reported and that specific future actions to be carried out by the Head of Department are included.

## 2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: **Bronze: 500**

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

### ECU Guidance

- Describe the institution or department so that panellists can readily understand this without specific prior knowledge. Clearly outline the structure including reporting structures and anything that may be particularly different to sector norms. Remember that panellists assess the application as a standalone document.
- Present information on the numbers of staff (with academic and professional and support staff disaggregated) and students, along with information on any other relevant features, for example, any recent changes in structure or management, quasi-autonomous groups or split-site arrangements.
- A quasi-autonomous group may include:
  - = a research institute/group within a department that receives specific external funding
  - = staff managed/contracted by a different organisation/management structure, for example, a shared research institute
  - = a teaching-only group embedded within the department that may be subject to a different management structure
- If the structure is particularly complex, it may help to include a diagram of the departmental structure to illustrate the reporting mechanisms within the department.

### Cambridge Guidance

Note that the inclusion of professional and support staff is something new and it may be helpful to break this down by broad function: library; IT; finance and by gender. Note that questions on intersectionality are addressed in the institutional award only.

### 3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000

#### Cambridge Guidance

This is a critical element of the process. Once the Department has agreed to proceed, a group needs to be established to work on the application. You will need (at least) an academic lead, an admin lead, representatives of academic, research and assistant staff. You may wish to consider adding undergraduate and/or postgraduate students if appropriate (this is viewed positively by awarding panels), or involving them in other ways such as through a focus group. Smaller departments may have difficulty covering all the areas suggested below. If so, explain why in the application.

#### ECU Guidance

- Having an effective self-assessment team will be key to the success of an application to ECU's Athena SWAN Charter. The submission will require significant reflective analysis, which should be driven as far as possible by the full team (rather than it being reliant on a few or single individuals).
- A self-assessment team can be a committee in its own right or it can operate under the umbrella of another group. This umbrella group must also follow the Athena SWAN self-assessment process.

#### Representation

- It is likely that for an institution application the team will include at least one representative from each of the institution's faculties. You will want each of the main areas of your institution to be represented while maintaining a manageable group size.
- The team should comprise a mixture of grades and roles representing different stages of the career ladder (particularly at the early and mid-career stages).
- It may be appropriate to consider having a more complex structure to ensure adequate representation, such as a smaller central group and larger working group.
- For departmental applications the self-assessment team should be representative of the staff in the department, and should usually include student representation.

#### Meetings

- The self-assessment team must meet at least three times a year.

You should plan for monthly meetings at the beginning of the process and in the run up to the submission date.

#### Shared responsibility

It is unlikely that any one individual will be responsible for completing or working on the whole application. Your final submission should be the result of intensive group work and collaboration across the self-assessment team and the institution or department.

It is advisable for one lead author to take responsibility for, and have oversight of the submission document, producing the final version using contributions from assigned working groups as appropriate.

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

#### ECU Guidance

The description of the self-assessment team should include:

- = members' roles (both within the institution and as part of the team) including identifying the chair
- = how people were nominated or volunteered to the role and how any time involved in being a member of the team is included in any workload allocation or equivalent
- = how the team represents the staff working in the institution or department (eg. a range of grades and job roles, professional and support staff as well as academics and any consideration of gender balance, work-life balance arrangements or caring responsibilities)

**Note:** This description can be displayed as a table (maximum 20 words about each team member) and is not included in the word count.

#### Cambridge Guidance

It is recommended to include members with wide-ranging backgrounds and experience in your SAT. Formal terms of reference, including turnover of membership arrangements are useful. There should be some stated process for selecting team members

(ii) an account of the self-assessment process

#### ECU Guidance

- Outline the process the self-assessment team has gone through preparing for the application. This should include information on

when the team was formed, how often it has met, and what was the focus of the meetings.

- This section should include:

- = when the team was established, including how the team communicated, for example, face to face, email, etc

- = how often the team has met

- = the focus of the meetings

- = how the team has consulted with members of the institution (and students)

- = consultation with individuals outside the institution: external consultation refers to consultation outside the institution or department, for example, a critical friend reviewing the application, consultation with other successful Athena SWAN departments/institutions

- = how the self-assessment team fits in with other committees and structures of the institution. It is important to include information on the reporting structure. For example, is there a direct route for the team to report to, is Athena SWAN a standing item on the department/institution's key decision-making board?

### **Cambridge Guidance**

It is advisable to form your SAT as early as possible and to meet regularly (usually monthly) at the beginning of the application process. Mixed modes of communication are fine (e.g. face-to-face meetings; electronic circulation of documents). Include your Athena SWAN assigned contact where appropriate for guidance. Think about engaging a critical friend to review early drafts of your submission.

### (iii) plans for the future of the self-assessment team

#### **ECU Guidance**

Outline:

- = how often the team will continue to meet

- = how the team intends to monitor implementation of the action plan, including how it will interact with other relevant committees and structures within the institution

- = how the team intends to keep staff (and students) updated on ongoing work

- = succession planning for where membership of the team will change, including any transfer of responsibility for the work, role rotation and how the workload of members of the team will be accounted for in workload allocation

## 4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000

### ECU Guidance

General data requirements include the following.

- = For departmental applications, self-assessment teams may also choose to use the UCEA/Expert HR codes. It will be important, however, for the team and panellists to be able to identify types of staff using the department's own terminology (and again central data teams may be useful here, see above). The UCEA/Expert HR codes can be aggregated and presented in the most efficient way to demonstrate the requirements of each section.
- = Where a department is large enough (more than 20 staff), data should also be broken down by contract type, that is full- or part-time, zero-hours, open-ended or permanent, and research-only, teaching-only or research and teaching.
- = Where STEMM departments contain clinical and non-clinical staff, their data should be presented separately.
- = State whether data on staff is presented by FTE, FPE or headcount. Please refer to the **Terminology** section for full definitions of these terms.

### 4.1 Student data

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

### ECU Guidance

- At least three years of student data should be presented, as this will help to identify trends. Applications will not be penalised for only presenting three years of data.
  - Throughout this section present data and provide analysis. Applications should try to identify key trends in the data, and put actions in place to address and improve the data. For Silver applications, demonstrate impact of any previous initiatives/actions where possible.
  - In addition to the data requirements above, the following points should also be considered.
    - = Reflect upon the key issues in the department, the steps have been taken and the support given to address any gender disparity.
    - = Comment and reflect on the proportions/percentages of women and men compared with the national picture for the discipline(s). If it is felt that benchmarking data may not be appropriate, a clear explanation must be provided.
    - = Comment and reflect on any differences in data for men and women.
    - = Comment and reflect on any differences in data for full- and part-time students.
    - = Describe any initiatives implemented to address any possible imbalance and biases, and for Silver level any impact to date.
    - = Action any plans for the future, including how any gaps in the data will be addressed, linking these to the action plan.
  - Where possible and relevant, provide data on the numbers of students by gender for the courses run by the department. Data on the numbers of full- and part-time students should be provided. Information on applications to the courses and data on number of offers, acceptance rates and degree attainment/completion rate should be presented.
- Note:** Acceptance rate refers to the number of students that accept their offer and commence the course. Any trends in the data should be highlighted and actions put in place to try to address the issues identified.

### Cambridge Guidance

- The following statement must be included. 'At Cambridge, undergraduates are admitted by one of the 31 autonomous colleges. Departments have no control over the entry to a specific course. Further details will be provided to the panel.' There has been trouble in the past with problems with panels failing to appreciate the inability of Departments to directly influence the gender breakdown of entry. ECU now have a standard briefing to cover this.
- Where possible avoid terms idiosyncratic to Cambridge, such as Tripos; Part 1, 2, Supervision, Director of Studies, names of computer systems; UTO, CTO etc

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

(ii) Numbers of undergraduate students by gender

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

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

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

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

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

(v) Progression pipeline between undergraduate and postgraduate student levels



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

#### ECU Guidance

This section should identify any issues that are identified in the pipeline between undergraduate and postgraduate degrees. Actions should be put in place that aim to address the issues identified.

#### Cambridge Guidance

The proportions of where applications are coming from: UK, Cambridge, EU etc may be useful considerations.

## 4.2 Academic and research staff data

### (i) Academic staff by grade, contract function and gender: research only, teaching and research or teaching only

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

## SILVER APPLICATIONS

Where relevant, comment on the transition of technical staff to academic roles.

#### ECU Guidance

- This section is an opportunity to present the numbers of academic staff by gender across the department. Look at the career pipeline and comment on and explain any differences between men and women. Identify any issues in the pipeline at particular grades/job type/academic contract type.
- The 'leaky pipeline' refers to the loss of women or men at consecutive career stages within academia. The data presented should be compared with the national picture.
- In addition to the data requirements above, the following points should also be considered.
  - = Comment on the key issues in the department, the steps that have been taken and the support given to address any gender disparity.
  - = Comment and reflect on the proportions/percentages of women and men compared with the national picture for the discipline(s). Where benchmarking data does not provide meaningful comparison, a clear explanation must be provided.
  - = Comment and reflect on any differences in data for men and women across the department.
  - = Comment and reflect on any differences in data for full- and part-time staff.
  - = When presenting data and information on academic staff, postdoctoral researchers (or equivalent) should be included.
  - = Data should be presented by contract function, for example, research-only, research and teaching, and teaching-only (or equivalent).
  - = Comment and reflect on the role of the intersection of gender with ethnicity. At Silver level provide an explanation of actions and any impact in this area.
  - = Describe any initiatives implemented to address any possible imbalance and biases.
  - = Include any plans for the future, including how any gaps in the data will be addressed, linking these to the action plan.
  - = For Silver provide any evidence of impact to date
  - = Where a STEMM department comprises clinical and non-clinical staff, data should be disaggregated and presented separately.
  - = Where a department is large enough (more than 20 staff), data should be also broken down by contract type, for example, full- or part-time, zero-hours, fixed-term, open-ended or permanent.

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

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

#### ECU Guidance

- The use of fixed-term and zero-hour contracts can have particularly detrimental effects on women's career development, retention and progression. The use of fixed-term contracts is more widespread in some parts of the sector than others. Institutions adopting the most inclusive approach appoint the majority of staff on open-ended contracts and limit the use of fixed-term contracts to, for example, maternity cover or for one-off appointments lasting less than a year.
- Provide analysis and commentary on the proportions of men and women on these contracts. Highlight information on the actions being taken to address issues around contract type with some focus on what is being done to ensure continuity of employment,



including redeployment schemes.

- Does the data show any issues which are damaging to particular groups of staff? What support has the institution put in place to mitigate for any negative impact for particular groups of staff?

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

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

**ECU Guidance**

Identify the main reasons that academic staff are leaving the department, highlighting any mechanisms for collecting this data. The proportions of men and women across different grades should also be considered to help to identify if there is a particular point at which people leave the university. Where possible refer to exit interviews or other appropriate mechanisms. This may help to identify actions to address leavers.

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Silver 6500

### ECU Guidance

Throughout the following sections:

- = provide data (numbers and percentages) for at least the past three years, with commentary on their significance: where possible and relevant, use clearly labelled graphical illustrations
- = provide data and evidence obtained via consultation
- = action any plans for the future, including how any gaps in the data will be addressed, linking these to the action plan
- = reflect upon the key issues in the department, the steps taken and support that has been given to address any gender disparity
- = describe the initiatives implemented to address any issues and for Silver, any impact to date
- = where the number of women in the department is small, applicants may wish to comment on specific examples
- = provide information on different career pathways and training for both academic and professional and support staff

### 5.1 Key career transition points: academic staff

#### ECU Guidance

- When providing information about academic staff please remember that this should include information about postdoctoral researchers.
- This section requires consideration of what your data tells you about the effectiveness of arrangements for key transition points. It provides an opportunity to assess and reflect on policies and practices in place and to identify any areas for improvement. Reflect upon data gathered through staff consultation as well as the data specific to each section.

#### (i) Recruitment

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

#### ECU Guidance

Break down application data by gender and grade. The data should also include the long- and shortlisted candidates, and offer and acceptance rates.

- = Information on the department's recruitment processes should be provided, with particular emphasis on how women (and men where underrepresented) are encouraged to apply. For example, are there policies in place to ensure gender representation on recruitment panels, is there any training provided and what is done to try to address unconscious bias?
- = Comment on how the department's processes and criteria for shortlisting and selection comply with, and build upon, the institution's policies for equality and diversity, and recruitment and selection.
- = If the dataset is large, please break it down into the different disciplines or units.

#### Cambridge Guidance

- The minimum here is that all involved in recruitment should have completed E&D online training. Recruitment data is available from the Equality and Diversity Section.
- Include here ideas of what the Department actively does to attract women to apply. Is the process open and transparent? How does the Department support interviewees to attend interview? (e.g. provide/pay for child care).

#### (ii) Induction

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

#### ECU Guidance

What are the induction processes for new staff? For example, what training is provided, what resources are available and how are they introduced to other staff and welcomed into their new workplace? Comment on uptake and how its effectiveness is reviewed.

#### Cambridge Guidance

E&D training should be included and mandatory. Individual welcome interviews are recommended, as are induction packs containing critical information. Mentoring must be considered.

#### (iii) Promotion

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

#### ECU Guidance

- Information on promotions should include data on staff applying for promotion and numbers of applications and success rate. This should be broken down by gender, grade (the grade being applied for) and full- and part-time status.
- This section should also include:
  - = details on the promotions process, including how candidates are identified, and how the process and criteria are communicated to staff
  - = commentary on the criteria for promotion, including how university policy and practice considers the impact of career breaks on promotions: comment on how the full range of work-related activities (including administrative, pastoral and outreach work) are taken into consideration
  - = provide details of any training or mentoring offered around promotion
  - = comment on staff's perception of the promotions process, including whether it is transparent and fair
- Data should be presented as proportions of the eligible cohorts. Where numbers are small consider commenting on individual cases and whether particularly onerous tasks an individual may have undertaken are valued. Also consider including information on the decision-making process, how career breaks are accounted for, whether pay is negotiable or standardised and what is done to support those that were unsuccessful in applying for promotion.

#### Cambridge Guidance

Note the comment on 'eligible cohorts'. Do not just consider SAP; what about RA promotions to SRA, PRA? Departments should not rely on 'informal' processes: there should be structured processes.

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

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

#### ECU Guidance

Data on the number of staff submitted to REF should be presented. The data should include the numbers that were eligible and the numbers submitted and should be broken down by gender. A comparison of the REF data should be made with the data from the Research Assessment Exercise (RAE) 2008, with commentary on any gender imbalances.

#### NB. Section 5.2 is for Silver applications only

#### ECU Guidance

Please refer to the **Terminology** section for a full definition of professional and support staff. This section is only applicable at Silver level.

This section requires consideration of what your data tells you about the effectiveness of arrangements for key transition points. It provides an opportunity to assess and reflect on policies and practices in place and to identify any areas for improvement. Reflect upon data gathered through staff consultation as well as the data specific to each section

## 5.2 Key career transition points: professional and support staff

### (i) Induction

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

#### ECU Guidance

What are the induction processes for new staff? For example, what training is provided, what resources are available and how are they introduced to other staff and welcomed into their new workplace? Comment on uptake and how its effectiveness is reviewed.

#### Cambridge Guidance

E&D training should be included and mandatory. Individual welcome interviews are recommended, as are induction packs containing critical information. Mentoring must be considered.

### (ii) Promotion

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

#### ECU Guidance

Where possible include data on staff applying for promotion and numbers of applications and success rate. As there may not be a clear pathway for promotion, comment on how career development is supported for different types of professional and support staff, and how opportunities may be increased.

This section should also include:

- = details on the promotions process, including how candidates are identified, and how the process and criteria are communicated to staff
- = commentary on the criteria for promotion, including how university policy and practice considers the impact of career breaks on promotions: comment on how the full range of work-related activities are taken into consideration
- = provide details of any support offered around promotions: comment on staff's perception of the promotions process

Explain the promotions process itself, for example, how and whether staff are selected and how they apply, and comment on what responsibilities are taken into consideration in promotion. Where possible include information on the judging process and what is done to support those that were unsuccessful in applying for promotion.

### 5.3 Career development: academic staff

#### ECU Guidance

When providing information about academic staff please remember that this should include information about postdoctoral researchers.

#### (i) Training

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

#### ECU Guidance

- This section should outline the training available to academic staff at all levels of the institution or department. In particular, the application should present information on training that is related to equality and diversity, management, leadership, and/or other opportunities linked to career progression.
- Provide information on the uptake of these courses, and break down the information by gender if possible. Also explain how staff are kept informed of training opportunities.
- Describe how the institution monitors the effectiveness of training, and provide details of how training is developed in response to levels of uptake and evaluation.

#### Cambridge Guidance

Consider here how Research Staff are encouraged to develop their skills under the Research Concordat and how this is recorded and impact assessed. Data are available from the E&D Section.

#### (ii) Appraisal/development review

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

#### ECU Guidance

- Use this section to describe the current appraisal/development review process for academic staff at all levels across the institution or department. Explain whether promotion and work-life balance are discussed and taken into consideration as part of the appraisal/development review process.
- Provide information about any training the institution/department offers to prepare for the appraisal/development review process. This could be training for those conducting the review, and/or for those being appraised.
- Provide information on the uptake of these training opportunities, including any differences by gender. Also include narrative detailing any feedback that staff have provided about this training.

#### Cambridge Guidance

There is an online package for training Reviewers for SRD; make sure scheme is published and that it is implemented. Is the 'loop closed' with an overview of outcomes generated for the Head of Department / SAT? Bear in mind that completion rates at Cambridge are low. This is an area of key concern for panels.

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

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

#### ECU Guidance

This question is an opportunity to provide information about the support you offer to staff to assist in their career progression. The support currently provided should be commented and reflected upon. For example, are mentoring, coaching schemes or shadowing opportunities offered? For academic staff it is particularly important to provide detail about the support given to postdoctoral researchers.

#### Cambridge Guidance

It is important to consider mentoring here. If schemes have not worked, why? What alternatives could be considered? Are there any Departmental experts? Try and disentangle professional mentoring from initial socialisation.

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

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

#### ECU Guidance

This question is an opportunity to provide information about the support offered to students to assist in their academic career progression. The support currently provided should be commented and reflected upon. For example, are mentoring, coaching schemes or shadowing opportunities offered? How are students wishing to stay on for a PhD supported, and for those finishing a PhD and looking to start as a postdoctoral researcher?

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

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

#### ECU Guidance

Comment and reflect on the guidance given to staff when applying for research funding and what support is offered to those who are unsuccessful. For example, consider whether there are internal peer-review systems, or processes that enable early career researchers to be named on grants. Consider whether there are any gender gaps in application or success rates, and whether there are any patterns in the amount of research funding granted per award.

### NB. Section 5.4 is for Silver applications only

## 5.4 Career development: professional and support staff

### (i) Training

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

#### ECU Guidance

- This section should outline the training available to professional and support staff at all levels of the institution or department. In particular, the application should present information on training that is related to equality and diversity, management, leadership, and/or other opportunities linked to career progression.
- Provide information on the uptake of these courses, and break down the information by gender if possible. Also explain how staff are kept informed of training opportunities.
- Describe how the institution monitors the effectiveness of training, and provide details of how training is developed in response to levels of uptake and evaluation.

### (ii) Appraisal/development review

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

#### ECU Guidance

- Use this section to describe the current appraisal/development review process for professional and support staff at all levels across the institution or department. Explain whether promotion and work-life balance are discussed and taken into consideration as part of the appraisal/development review process.



- Provide information about any training the institution/department offers to prepare for the appraisal/development review process. This could be training for those conducting the review, and/or for those being appraised.
- Provide information on the uptake of these training opportunities, including any differences by gender. Also include narrative detailing any feedback that staff have provided about this training.

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

Comment and reflect on support given to professional and support staff to assist in their career progression.

#### ECU Guidance

- This question is an opportunity to provide information about the support you offer to staff to assist in their career progression. The support currently provided should be commented and reflected upon. For example, are mentoring, coaching schemes or shadowing opportunities offered?

## 5.5 Flexible working and managing career breaks

#### ECU Guidance

Present data for professional and support staff and academic staff separately.

- This section requires consideration of the efficacy of arrangements for supporting staff who may, given a range of circumstances, need to change their working patterns. This may be because they have, for example, started a family, taken on caring responsibilities for another family member or had to change their working pattern to accommodate other personal or physical difficulties.
- Also consider what the data shows about the institutional or departmental approach to cover absences of staff who take extended absence for example for adoption, maternity, parental or paternity leave.
- For sections (i) (ii) and (iii) outline the proactive arrangements (including central policy) for covering academic and professional and support staff work during maternity and adoption leave, arrangements to enable staff to keep in touch during leave, and how staff are supported before and upon their return to work. Comment on any difference in maternity leave provision for staff on fixed-term contracts.

#### Cambridge Guidance

Whilst it is recognised that many academic and research staff appreciate informal flexible working, consider implementing more formal processes which will in turn support all staff to consider flex working. 'Proactivity' is essential.

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

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

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

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

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

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

### (iv) Maternity return rate

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

#### ECU Guidance

Provide data and comment on the maternity return rate for the institution or department. Provide commentary on any differences of provision for staff on fixed-term contracts, including any information on staff whose contracts are not renewed.

### SILVER APPLICATIONS ONLY

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

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

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote



and encourage take-up of paternity leave and shared parental leave.

#### **ECU Guidance**

Provide data and comment on the uptake of paternity leave, adoption leave and parental leave by gender and grade for the institution or department. Comment on the uptake of statutory additional paternity leave and shared parental leave. Provide details on the institution's or department's paternity package and arrangements.

#### **(vi) Flexible working**

Provide information on the flexible working arrangements available.

#### **ECU Guidance**

- Comment on whether there is a formal or informal system in place for flexible working. Provide data on application and success rates by gender and grade, commenting on any disparities. Give details of the support provided for managers in promoting and managing flexible working arrangements, and how the institution or department raises awareness of the options available.
- Provide information on how aware staff are of flexible working arrangements. Consider using results of staff consultation to evidence staff awareness.

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

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

#### **ECU Guidance**

Evaluate and consider the support given to staff wishing to transition from part-time to full-time work, for example, after childcare or caring responsibilities reduce or stop. Things that may be useful to consider include:

- = mentoring or coaching support
- = phased increase in workload or working pattern

## **5.6 Organisation and culture**

### **(i) Culture**

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

#### **ECU Guidance**

- Culture refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department and includes all staff and (if applicable) students.
- Demonstrate how the department actively considers gender equality and inclusivity. Provide detail of staff and student consultation relating to the culture of the department. Analyse any data and evidence gathered around the culture, highlight any gender differences and link actions to address any issues the data highlights.
- Provide details of how the Athena SWAN May 2015 principles have been, and will continue to be, embedded into the culture and working of the department.
- Submissions need to consider the ways different staff contribute to culture in a variety of ways. For example, where significant proportions of staff are visiting lecturers or particular grades of staff employed on one type of contract, have the effects of this on culture been explored?

## (ii) HR policies

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

### ECU Guidance

- Provide an honest assessment of how the department monitors the consistency of HR policies on equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Applicants will not be penalised for identifying issues. Comment on any issues that have been identified and what the department has done or is planning on doing to address them.
- **Note:** If this question results in an answer that the department does not wish to be made public, please remove the answer to this question before publishing the application publicly. ECU does not publish applications.
- What is being done to ensure that staff with management responsibilities are up to date in their HR knowledge, for example, through training or workshops? How frequently are these updated, how does the department monitor the uptake, what is the uptake and is there any gender discrepancy?

## (iii) Representation of men and women on committees

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

### ECU Guidance

Provide data by committee, gender, staff type (academic/professional and support staff/ student) and grade. Outline how committee members are identified. For example, do they nominate themselves, or are they approached to join and if so, by whom and through what process. What initiatives are in place to improve any gender imbalance on committees, for example, role rotation, deputising, shadowing? Is there a gender imbalance on any committees, for example, senior management, equality and diversity, research, student experience committees? What action is going to be taken to address this?

### Cambridge Guidance

Do women in the department suffer from committee overload? A balance is needed across all committees.

## (iv) Participation on influential external committees

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

### ECU Guidance

Provide data by gender, staff type and grade. How are staff encouraged to participate in external committees? Describe any procedures that are in place to encourage participation in external committees.

## (v) Workload model

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

### ECU Guidance

Describe any workload allocation model in place and what it includes, for example teaching, pastoral, administrative and outreach responsibilities. Who is responsible for setting the workload model? Is there consideration for role rotation, for example, those with a particularly heavy workload (such as leading on an Athena SWAN submission, or undergraduate admissions tutor)? Is it fair and transparent? Is the model linked to the promotion criteria and discussed at appraisals? How often is the model reviewed and who reviews it? Use any staff consultation to evidence this and comment on any gender discrepancies.

### Cambridge Guidance

A formal system for workload management: transparency is the key. This means annual consideration of teaching and administrative responsibilities, college teaching etc to ensure the HoD's oversight and transparency across academic staff.

#### (vi) Timing of departmental meetings and social gatherings

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

##### **ECU Guidance**

- Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings. Does the department have formal core hours and if so what are they? Use staff consultation to comment on whether staff feel core hours are adhered to. Is there a difference in opinion between staff who work part-time versus those who work full-time?
- Are key staff meetings and staff away days planned far enough in advance for those with caring responsibilities to attend? What formal and informal social gatherings are there in the department? When are they held and how many people attend? Do staff feel they are inclusive and are held at appropriate times? What systems are in place to prevent staff being excluded from activities?

##### **Cambridge Guidance**

Opinions are divided here: some advocate core hours within the working day (1000-1600); while others are happy to work caring responsibilities around work demands. The key aim here is to make sure all staff are included in key Departmental meetings, seminar series etc. Each Department will know which approach is appropriate for them. Just be sure to make clear the reasons why.

#### (vii) Visibility of role models

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

##### **ECU Guidance**

- Is diversity considered in publicity materials, including the departments' website and images used? Comment on how the department builds gender equality into its organisation of events. Provide data and comment on the gender balance of speakers and chairs in seminars, workshops and other relevant activities.
- If the data reveals that there is a gender imbalance of speakers and chairs for talks, seminars and workshops, comment on what is being done to combat this. Where one gender is in a minority, applicants should aim for a gender balance that supports the agenda to redress this, while remaining realistic.

#### (viii) Outreach activities

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

##### **ECU Guidance**

- Provide data on staff from the department involved in outreach and engagement activities, by gender and grade. Comment on how gender is considered in outreach. While it is important to have underrepresented groups involved in outreach, often people from these groups end up doing a lot of outreach which can impact on other parts of their job, for example, research. Comment on how outreach is formally recognised and whether it is included in workload modelling. Use staff consultation to evidence whether there is any gender imbalance around the participation in outreach.
- Comment on the participant uptake of outreach activities by school type (e.g. private, comprehensive, grammar, single sex) and gender.

**NB. Section 6 is for Silver applications only**

## **6. CASE STUDIES: IMPACT ON INDIVIDUALS**

**Recommended word count: Silver 1000**

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

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

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

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

### **ECU Guidance**

- Case studies provide an opportunity to focus on the career progression of two individuals working in the department, and to show how the inclusive culture and working practices of the department have enabled them to pursue an academic career.
- One of these case studies should be a member of the self-assessment team, and the other should be someone else in the department. No more than two case studies should be put forward, even if within the word limit.
- The case studies should be written by the individuals and can be from women or men. They should describe how the department's activities have benefitted them and demonstrate the support they have received.

## **7. FURTHER INFORMATION**

**Recommended word count: Bronze: 500**

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

### **ECU Guidance**

This section is an opportunity to provide additional relevant information that has not already been discussed. It is not compulsory to use this section.

Examples of content could include:

- = other gender equality-related initiatives not already discussed
- = commitment/involvement with other equality work
- = work being undertaken with external partners (not covered by the outreach section)
- = future changes to the submitting unit that will provide an opportunity to extend gender equality work

## 8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

### ECU Guidance

The action plan is a crucial part of a submission and its importance should not be overlooked.

= Actions that are identified in the submission document should be clearly highlighted and cross-referenced so that when a panellist reads the action plan it is clear what the rationale for the action is.

= Actions should be scheduled across the four-year duration of the award.

= Actions (and action plans) should be SMART (specific, measurable, achievable, relevant and time-bound).

= The panel will expect to see evidence of prioritisation. Action plans may be ordered by priority level rather than chronologically or thematically.

= Responsibility for completing actions should be distributed across a range of staff. Action plans where HR and equality and diversity practitioners are responsible for everything will not be well received by panels.

= Descriptions of measures already in place should not be included in the action plan without detail on their monitoring or development.

= It is important to indicate how the success of an action will be measured. This should take the form of a column in the table.

= There is no right or wrong number of actions. However, it is important to balance conciseness with a good level of detail.

= Action plans should be aspirational and innovative, particularly at higher levels of award.

= Action plans should be organic documents, constantly reviewed and updated (not just prepared as part of an award submission). throughout the form: 5.2, 5.4, 5.5(iv)

An example action plan template is shown above which you may choose to use, or you are welcome to present your actions in your own template. The example below is not an exemplar, and many applicants have successfully used a variety of alternative formats of their choosing. It is possible that internally your actions are embedded into existing action plans, but for the purposes of this application we do ask that you collate all of the actions and present them in one combined, consistent document.

Reference	
Planned action / objective	
Rationale (i.e what evidence is there that prompted this action/objective?)	
Key outputs and milestones	
Timeframe (start/end date)	
Person responsible (include job title)	
Success criteria and outcome	

### Embedding actions within the application

Panellists will be looking to see that appropriate actions have been put in place to address the issues and challenges identified throughout the application. There is no need for the narrative to describe each action in full. However, it is very helpful for a brief description to be provided of a key action which will be implemented to address the issue identified. These descriptions should be cross-referenced to the full action plan. The action plan should form a comprehensive summary of all actions at the end of the application. *Example:*

In text: (Action 4.1 – modify induction package)

In Action Plan:

Ref	Planned action / objective	Rationale	Key output / milestone	Timeframe	Person responsible	Success criteria
4.1	Induction package of printed information modified to include briefing on SWAN actions	Focus group of postdocs demonstrated little awareness of the SWAN programme but were keen to see more	New documents drafted and signed off by 1/10/ xx,; limited to 2 sides A4	1/6/xx – 1/10/xx	Dept Administrator	90% of postdocs showing awareness of SWAN programme and activities by next focus group by (date)

### Cambridge Guidance

Responsibility for specific actions should extend beyond the HoD, Department Administrator and SAT. Directors of Teaching, Programme directors should all be involved. Support staff have central roles as well. Traffic lights / other colour code on the action plan can be used to indicate priority or timing. Do not plan to start everything in the first year. Actions must flow from the data and analysis: the data say this... it means this... therefore we are going to...

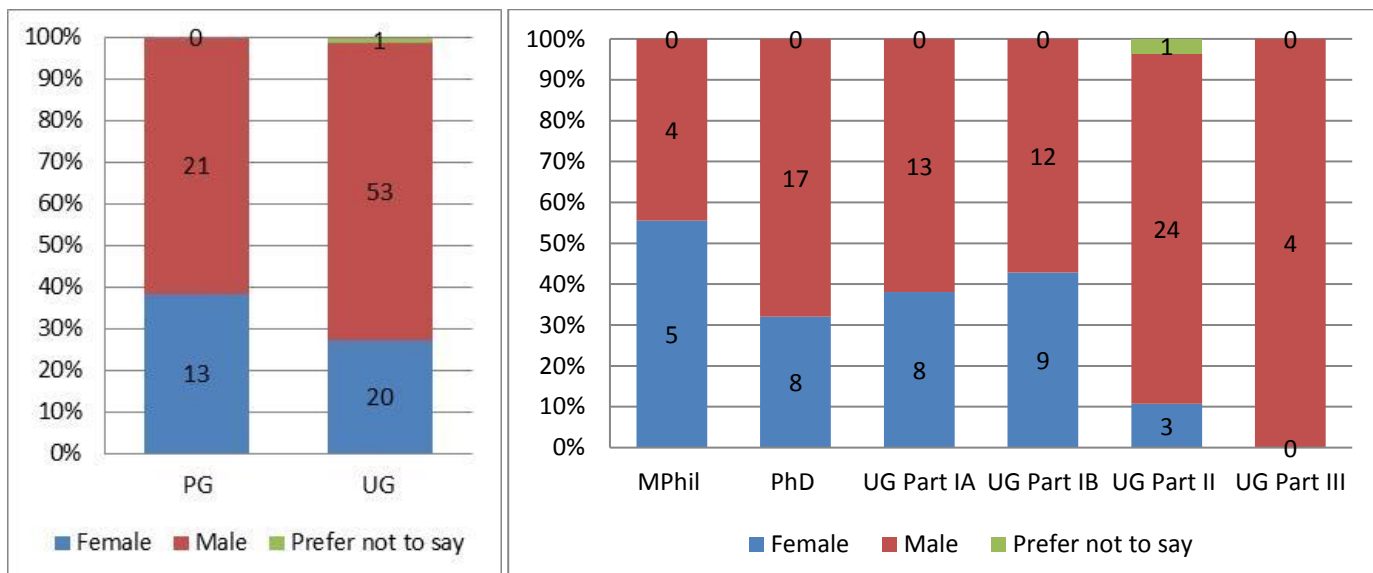
See the example above: you may wish to include a column indicating priority or use a colour code, if you are submitting colour copies of your application.



**2017 data**

**Q1: Demographics**

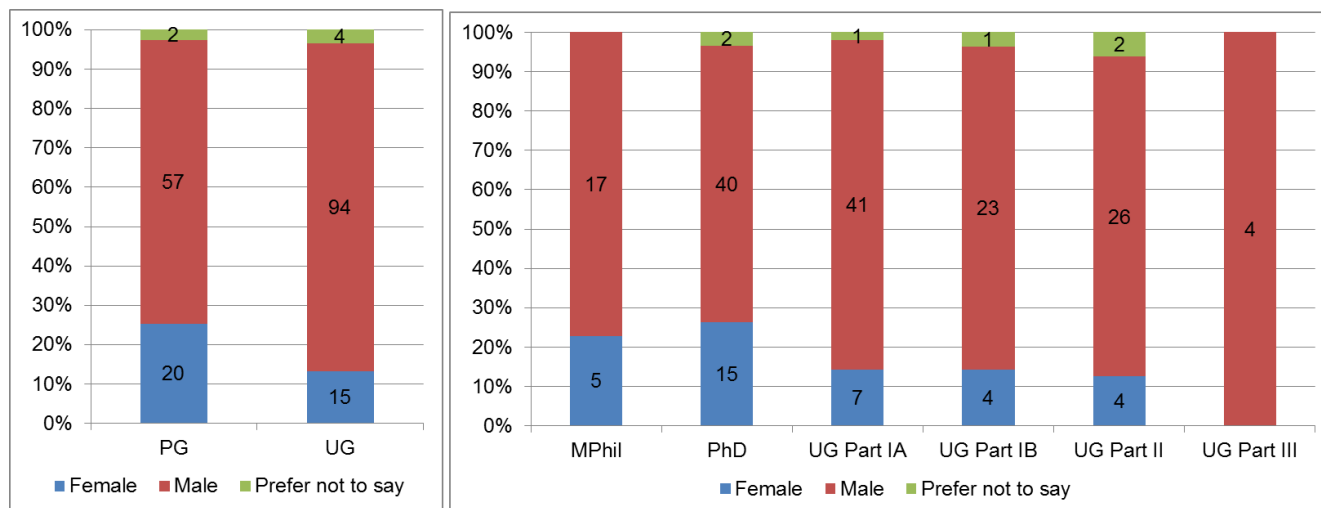
- Response rate 24% (108/448 UG and PG students)
- Female 31% (n=33), Male 69% (n=74), Prefer not to say (n=1)
- % of replies from registered students - Female 42% response (33/78), Male 20% response (74/370)



**2015 data**

**Q2,3: Demographics**

- Response rate 43% (192/442 UG & PG students)
- Female 18.2% (n=35), Male 78.7% (n=151), Prefer not to say (n=6)





## Undergraduate vs postgraduate by gender

**Q4a-4f: About your confidence to speak up in class, groups, or public talks presenting your work (with Not Applicable removed and % recalculated)**

**Q4a: I am comfortable asking questions or sharing my opinions in lectures  
2017**

%	Strongly agree/agree		Strongly disagree/disagree	
	Female	Male	Female	Male
PG	92	88	0	6
UG	15	38	70	38

Comment: Whilst 15% agreement is low, it is an improvement from 2015

**2015**

%	Strongly agree/agree		Strongly disagree/disagree	
	Female	Male	Female	Male
PG	50	78	25	12
UG	7	28	73	52

**Q4b: I am comfortable asking questions or sharing my opinions in supervisions  
2017**

%	Strongly agree/agree	
	Female	Male
PG	100	100
UG	80	98

Comment: This is a 13% decline from 2015

**2015**

%	Strongly agree/agree	
	Female	Male
PG	91	87
UG	93	95

**Q4c: I am comfortable asking question or sharing my opinions with my research group  
2017**

%	Strongly agree/agree	
	Female	Male
PG	92	95
UG	N/A	N/A

**2015**

%	Strongly agree/agree	
	Female	Male
PG	94	92
UG	100	77*

\* Remainder uncertain

**Q4d: I am comfortable giving a talk about my work in my Department  
2017**

Q4d	Strongly agree/agree		Strongly disagree/disagree	
	Female	Male	Female	Male
PG	62	76	15	5
UG	25	72	50	10

Comment: This is a big improvement for most students from 2015 but the high male response versus the female response should still be considered

**2015**

%	Strongly agree/agree		Strongly disagree/disagree	
	Female	Male	Female	Male
PG	74	69	16	9
UG	0	31	67*	19*

\* Remainder uncertain

**Q4e: I am comfortable giving a talk about my work outside of the Department  
2017**

%	Strongly agree/agree		Strongly disagree/disagree	
	Female	Male	Female	Male
PG	54	67	23	10
UG	56	72	44	14

**2015**

%	Strongly agree/agree		Strongly disagree/disagree	
	Female	Male	Female	Male
PG	79	71	11	12
UG	25	48	25*	15*

\* Remainder uncertain

**Q4f: I am comfortable sharing my opinions with my peers  
2017**

%	Strongly agree/agree		Strongly disagree/disagree	
	Female	Male	Female	Male
PG	92	100	0	0
UG	70*	92	5	2

Comment: This question was added following comments made in the previous survey

\* Remainder uncertain

2015 question not asked

**Q5: I feel I am treated fairly in the Computer Laboratory (tick all that apply)  
2017**

%	In lectures	
	Female	Male
PG	77	90
UG	95	92

	In supervisions	
	Female	Male
PG	46	71
UG	85	98

Comment: The reply to note is female PG.

	In my research group	
	Female	Male
PG	92	86
UG	N/A	N/A

	In my department	
	Female	Male
PG	85	90
UG	50	57

Comment: UG student agreement with this statement is significantly lower than other statements in this question

	By my peers	
	Female	Male
PG	85	90
UG	95	94

2015 question not asked

**Q6: About the organisation of different activities. Tick all that you feel are provided in a manner that is accessible and fair to all students**  
2017

%	Lectures	
	Female	Male
PG	85	95
UG	80	91

Comment: There are a couple of relevant text comments in Q7.  
See \*

%	Supervisions	
	Female	Male
PG	77	86
UG	90	89

Comment: PG female low responses here may relate to the results for PG females in Q5. Also note text comment

%	Research activities	
	Female	Male
PG	92	86
UG	15	49

%	Written exams	
	Female	Male
PG	62	76
UG	70	81

Comment: There are a couple of relevant text comments

%	Oral exams	
	Female	Male
PG	62	71
UG	35	57

2015 question not asked

**Q8a-8d: How helpful would you find the following for boosting your confidence to raise questions or share your opinions in class/supervisions/research group, or to give talks about your work.**

**Q8a: Regular feedback from your supervisor  
2017**

%	Very helpful/helpful	
	Female	Male
PG	92	95
UG	90	83

**2015**

%	Very helpful/helpful	
	Female	Male
PG	95	80
UG	93	78

**Q8b: A speech and presentation skills workshop with public speaking experts to improve your speaking and presentation skills  
2017**

%	Very helpful/helpful	
	Female	Male
PG	92	45*
UG	53	51*

\* Men more likely to be ambivalent (neither helpful or unhelpful)

**2015**

%	Very helpful/helpful	
	Female	Male
PG	70	49*
UG	54	41*

\* Men more likely to be ambivalent (neither helpful or unhelpful)

Question not asked in 2017

**Academic support and advice from a second supervisor or senior tutor.**

%	Very helpful/helpful	
	Female	Male
PG	75	55
UG	40	50

Question not asked in 2017

**Peer to peer mentoring (for example, every student is assigned a peer student mentor).**

%	Very helpful/helpful	
	Female	Male
PG	45	40
UG	47	37

**Q8c: More informal opportunities to present your work to academic staff (N/As removed) 2017**

%	Very helpful/helpful	
	Female	Male
PG	67	81
UG	60**	77

Comment: Note UG (male and female) 30% increase from 2015

\*\*20% of female undergraduates would find this unhelpful/very unhelpful  
 \*\*20% of female undergraduates would find this neither helpful nor unhelpful

**2015**

%	Very helpful/helpful	
	Female	Male
PG	68	65
UG	33**	47

\*\* 17% of female undergraduates would find this unhelpful/very unhelpful

**Q8d: Option to have a supervisor of the same gender (N/As removed) 2017**

%	Very helpful/helpful		Very unhelpful/unhelpful	
	Female	Male	Female	Male
PG	40**	0***	20	19
UG	40*	6****	20	25

Comment: more than 50% increase for females from 2015

\*30% of female undergraduates would find this neither helpful or unhelpful  
 \*\* 60% of female postgraduates would find this neither helpful or unhelpful  
 \*\*\* 81% of male postgraduates would find this neither helpful or unhelpful  
 \*\*\*\* 69% of male undergraduates would find this neither helpful or unhelpful

**2015**

%	Very helpful/helpful		Very unhelpful/unhelpful	
	Female	Male	Female	Male
PG	16	6	5	28
UG	14	4	29	21

**Q9: How helpful do you find the following for boosting your confidence to raise questions or share your opinions in class/supervisions/research group, or to give talks about your work?**

**Q9a: Academic support and advice from your Director of Studies  
2017**

%	Very helpful/helpful		Very unhelpful/unhelpful	
	Female	Male	Female	Male
PG	100	70	0	0
UG	70	75	0	6

**Q9b: MPhil Course Adviser  
2017**

%	Very helpful/helpful		Very unhelpful/unhelpful	
	Female	Male	Female	Male
PG	100	71	0	0
UG	N/A	N/A	N/A	N/A

**Q9c: PhD Graduate Adviser  
2017**

%	Very helpful/helpful		Very unhelpful/unhelpful	
	Female	Male	Female	Male
PG	88	78	0	0
UG	N/A	N/A	N/A	N/A

**Q9d: College Tutor  
2017**

%	Very helpful/helpful		Very unhelpful/unhelpful	
	Female	Male	Female	Male
PG	40	46	10	8
UG	28	33	33	14

Comment: Note text comments in Q10.

2015 question not asked



**Q11a-11b: About the Computer Lab celebrating/recognising your work. Please indicate your agreement with the following statement on a scale of 1 to 5.**

**Q11a: My work is recognised and appreciated in the Computer Lab.  
2017**

%	Strongly agree/agree	
	Female	Male
PG	62	57
UG	11*	53**

Comment: Note UG female decline from 2015 versus UG Male increase

\* 67% female undergraduates uncertain

\*\* 38% male undergraduates uncertain

**2015**

%	Strongly agree/agree	
	Female	Male
PG	60	58
UG	33*	29*

\* Remainder mostly uncertain

**Q11b: I have opportunities in the Computer Lab to showcase my work/research.  
2017**

%	Strongly agree/agree	
	Female	Male
PG	69	76
UG	14*	60

Comment: Note UG female decline from 2015 versus UG Male increase

\*\* 57% female undergraduates strongly disagree/disagree

**2015**

%	Strongly agree/agree	
	Female	Male
PG	90	67
UG	40	27

**Q12: How helpful would you find the following for recognising your contribution?**

**Q12a: Organise poster/talk/coding competitions with prizes to celebrate winners  
2017**

%	Strongly agree/agree	
	Female	Male
PG	83	62
UG	60	61

**2015**

%	Strongly agree/agree	
	Female	Male
PG	68	52
UG	58	73

**Q12b: Achievement highlights on the Departmental website, display boards and elsewhere.**

**2017**

%	Strongly agree/agree		Strongly disagree/disagree	
	Female	Male	Female	Male
PG	85	57	0	10
UG	71	66	0	0

**2015**

%	Strongly agree/agree		Strongly disagree/disagree	
	Female	Male	Female	Male
PG	95	70	0	8
UG	30	67	20	8

**Q12c: An opportunity to give a talk to the entire Computer Lab**

**2017**

%	Strongly agree/agree		Strongly disagree/disagree	
	Female	Male	Female	Male
PG	62	71	0	5
UG	42	58	33	5

Comment: Q12c and Q12d, note PG female decline versus 2015

**2015**

%	Strongly agree/agree		Strongly disagree/disagree	
	Female	Male	Female	Male
PG	95	70	0	8
UG	30	67	20	8

**Q12d: Organise public engagement/outreach talks that you would be able to take part in.**

**2017**

%	Strongly agree/agree	
	Female	Male
PG	75	71
UG	63*	62*

\*Remainder mostly ambivalent

**2015**

%	Strongly agree/agree	
	Female	Male
PG	90	54*
UG	63*	37*

\* Remainder mostly ambivalent

**Q14: Please tick all the options that best reflect your experience or opinion about the following statements: I believe that the Computer Lab promotes...**

**Q14a: Both women and men as visible role models**

**2017**

%	Strongly agree/agree	
	Female	Male
PG	62	76
UG	15	43

**Q14b: Only men as visible role models**

**2017**

%	Strongly agree/agree	
	Female	Male
PG	0	0
UG	10	2

**Q14c: Only women as visible role models**

**2017**

%	Strongly agree/agree	
	Female	Male
PG	0	0
UG	5	0

**Q14d: Too few men as visible role models**

**2017**

%	Strongly agree/agree	
	Female	Male
PG	0	5
UG	0	0

**Q14e: Too few visible role models, both male and female**

**2017**

%	Strongly agree/agree	
	Female	Male
PG	15	5
UG	55	34

**Q14f: Too few visible role models, both male and female  
2017**

%	Strongly agree/agree	
	Female	Male
PG	23	14
UG	15	21

2015 question not asked

**Q15: How approachable have you found members of the Computer Lab's research groups?**

**Q15a: Artificial Intelligence  
2017**

%	Very accessible	
	Female	Male
PG	75	75
UG	0	43

**Q15b: Computer Architecture  
2017**

%	Very accessible	
	Female	Male
PG	60	73
UG	40	68

**Q15c: Digital Technology  
2017**

%	Very accessible	
	Female	Male
PG	71	92
UG	0	70

**Q15d: Graphics and Interaction  
2017**

%	Very accessible	
	Female	Male
PG	75	63
UG	67	63

**Q15e: Natural Language and Information Processing  
2017**

%	Very accessible	
	Female	Male
PG	88	54
UG	20	55

**Q15f: Programming, Logic and Semantics  
2017**

%	Very accessible	
	Female	Male
PG	75	50
UG	40	57

**Q15g: Security  
2017**

%	Very accessible	
	Female	Male
PG	86	62
UG	50	55

**Q15h: Systems  
2017**

%	Very accessible	
	Female	Male
PG	67	77
UG	25	47

2015 question not asked

**Q17: Please indicate your agreement with the following statements on a scale of 1-5**

**Q17a: I have sufficient opportunities to engage with role models from the Computer Lab that I can identify with**

**2017**

%	Strongly agree/agree	
	Female	Male
PG	62	57
UG	29*	57

Comment: Note the decline for UG females from 2015 and increase for UG males

\*47% of female undergraduates disagree/strongly disagree

**2015**

%	Strongly agree/agree	
	Female	Male
PG	55	59
UG	60*	38*

\* Remainder mostly uncertain

**Q17b: I have sufficient opportunities to engage with role models from academia outside my Department that I can identify with.**

**2017**

%	Strongly agree/agree		Strongly disagree/disagree		Uncertain	
	Female	Male	Female	Male	Female	Male
PG	46	38	23	33	31	29
UG	12	39	41	30	47	31

**2015**

%	Strongly agree/agree		Strongly disagree/disagree		Uncertain	
	Female	Male	Female	Male	Female	Male
PG	50	39	30	18	20	42
UG	27	20	20	41	53	38

**Q17c: I have sufficient opportunities to engage with role models from industry that I can identify with.**

**2017**

%	Strongly agree/agree		Strongly disagree/disagree	
	Female	Male	Female	Male
PG	38	43	23	29
UG	38	39	38	30

Comment: Note comments in text for Q17a, Q18 and Q21-Q23, Q28

**2015**

%	Strongly agree/agree		Strongly disagree/disagree	
	Female	Male	Female	Male
PG	50	39	20	25
UG	47	33	33	30

**Q19: Please indicate on a scale of 1 to 5 how helpful you would find the following for showcasing role models in the Computer Lab.**

**Q19a: More speakers from under-represented groups (e.g., women, minorities) at seminar series.**

**2017**

%	Very helpful/helpful		Very unhelpful/unhelpful	
	Female	Male	Female	Male
PG	85	47	0	16
UG	65	44	0	10



**2015**

%	Very helpful/helpful		Very unhelpful/unhelpful	
	Female	Male	Female	Male
PG	70	42	0	16
UG	60	32	0	16

**Q19b: More lecturers/supervisors from under-represented groups (e.g., women, minorities).  
2017**

%	Very helpful/helpful		Very unhelpful/unhelpful	
	Female	Male	Female	Male
PG	75	33	0	17
UG	75	52	0	10

**2015**

%	Very helpful/helpful		Very unhelpful/unhelpful	
	Female	Male	Female	Male
PG	65	49	0	14
UG	53	38	0	14

**Q19c: More people from under-represented groups (e.g., women, minorities) in senior roles.  
2017**

%	Very helpful/helpful		Very unhelpful/unhelpful	
	Female	Male	Female	Male
PG	75	33	0	19
UG	70	52	5	8

**2015**

%	Very helpful/helpful		Very unhelpful/unhelpful	
	Female	Male	Female	Male
PG	80	48	0	18
UG	60	33	0	11

**Q20a-20f: Please indicate on a scale of 1 to 5 how helpful you would find the following for redressing unconscious bias**

**Q20a: Unconscious bias workshop  
2017**

%	Very helpful/helpful		Very unhelpful/unhelpful	
	Female	Male	Female	Male
PG	75	56	0	11
UG	65	48	10	17

**2015**

%	Very helpful/helpful		Very unhelpful/unhelpful	
	Female	Male	Female	Male
PG	75	60	0	12
UG	73	42	0	22

**Q20b: Visible celebrations of the achievements of women****2017**

%	Very helpful/helpful		Very unhelpful/unhelpful	
	Female	Male	Female	Male
PG	46	60	8	10
UG	70	56	20	12

**2015**

%	Very helpful/helpful		Very unhelpful/unhelpful	
	Female	Male	Female	Male
PG	75	49	10	12
UG	47	45	27	13

**Q20c: Make the statistics about exam results and achievements by gender more publicly visible.****2017**

%	Very helpful/helpful		Very unhelpful/unhelpful	
	Female	Male	Female	Male
PG	17	20	8	45
UG	15	35	40	29

**2015**

%	Very helpful/helpful		Very unhelpful/unhelpful	
	Female	Male	Female	Male
PG	50	33	25	35
UG	47	39	34	23

**Q20d: More emphasis in lectures on women computer scientists who have made significant contributions to computing and who are currently leading in key areas of research and innovation.****2017**

%	Very helpful/helpful		Very unhelpful/unhelpful	
	Female	Male	Female	Male
PG	46	25	15	20
UG	75	42	10	12

**2015**

%	Very helpful/helpful		Very unhelpful/unhelpful	
	Female	Male	Female	Male
PG	70	39	5	25
UG	54	38	26	13

**Q20e: Gender specific career development advice and support  
2017**

%	Very helpful/helpful		Very unhelpful/unhelpful	
	Female	Male	Female	Male
PG	31	33	31	22
UG	50	23	20	23

**2015**

%	Very helpful/helpful		Very unhelpful/unhelpful	
	Female	Male	Female	Male
PG	60	37	5	20
UG	26	28	20	21

**Q20f: Nothing, because the work of women speaks for itself and any direct action only perpetuates the issue.**

**2017**

%	Very helpful/helpful		Very unhelpful/unhelpful	
	Female	Male	Female	Male
PG	64	53	9	21
UG	33	47	50	27

Comment: Note the UG female change from 2015

**2015**

%	Very helpful/helpful		Very unhelpful/unhelpful	
	Female	Male	Female	Male
PG	35	39	25	23
UG	47	37	20	27

**Please indicate on a scale of 1 to 5 if you agree that the percentage of women in the Computer Lab is too low.**

2017 question not asked

**2015**

%	Strongly agree/agree		Strongly disagree/disagree	
	Female	Male	Female	Male
PG	75	63	10	16
UG	80	83	0	3

\* Remainder mostly uncertain

**Q22a-22d: How helpful you think the following actions would be to increase the number of female Computer Science students in the Computer Lab?**

**Q22a: Outreach activities at schools  
2017**

%	Very helpful/helpful	
	Female	Male
PG	100	100
UG	89	94

**2015**

%	Very helpful/helpful	
	Female	Male
PG	95	77
UG	100	86

**Q22b: Running computer science clubs at schools  
2017**

%	Very helpful/helpful	
	Female	Male
PG	100	90
UG	95	100

**2015**

%	Very helpful/helpful	
	Female	Male
PG	95	77
UG	100	78

**Q22c: Running a summer school at the Computer Lab for school children  
2017**

%	Very helpful/helpful	
	Female	Male
PG	100	95
UG	95	94

**2015**

%	Very helpful/helpful	
	Female	Male
PG	90	78
UG	100	79

**Q22d: Publicly promoting that the Computer Lab takes gender issues seriously and would welcome more women applicants**

**2017**

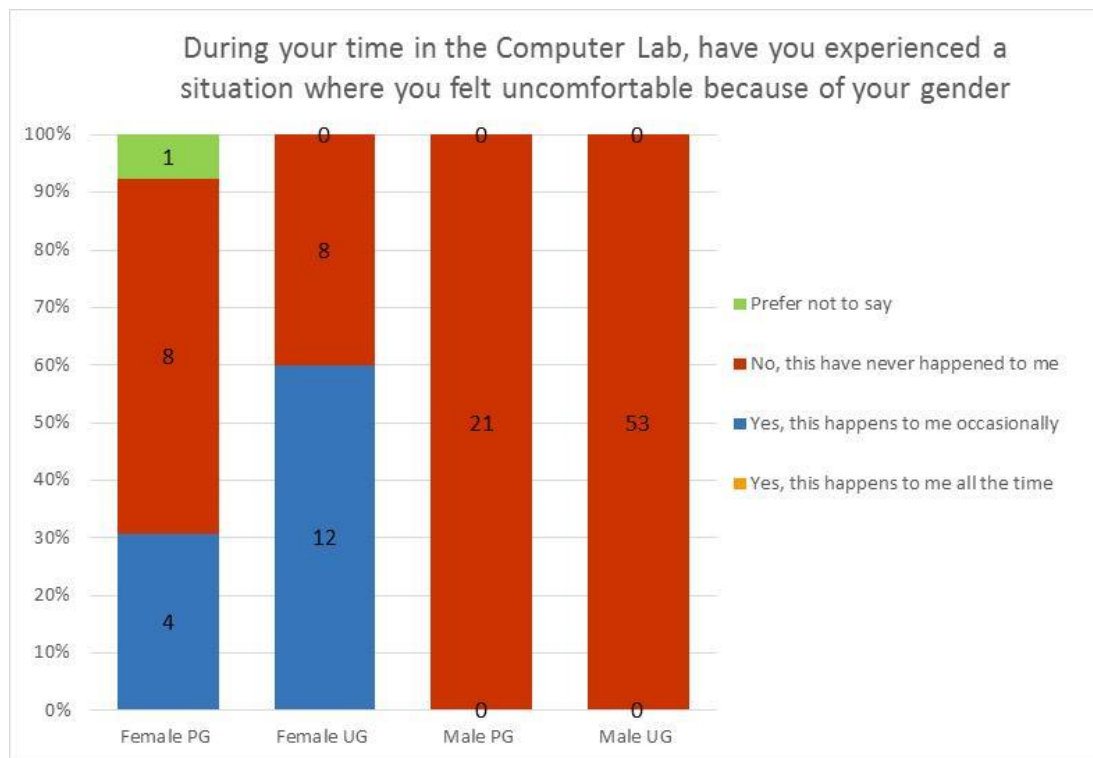
%	Very helpful/helpful		Very unhelpful/unhelpful	
	Female	Male	Female	Male
PG	54	67	23	5
UG	55	67	10	10

**2015**

%	Very helpful/helpful		Very unhelpful/unhelpful	
	Female	Male	Female	Male
PG	65	61	20	9
UG	40	66	27	18

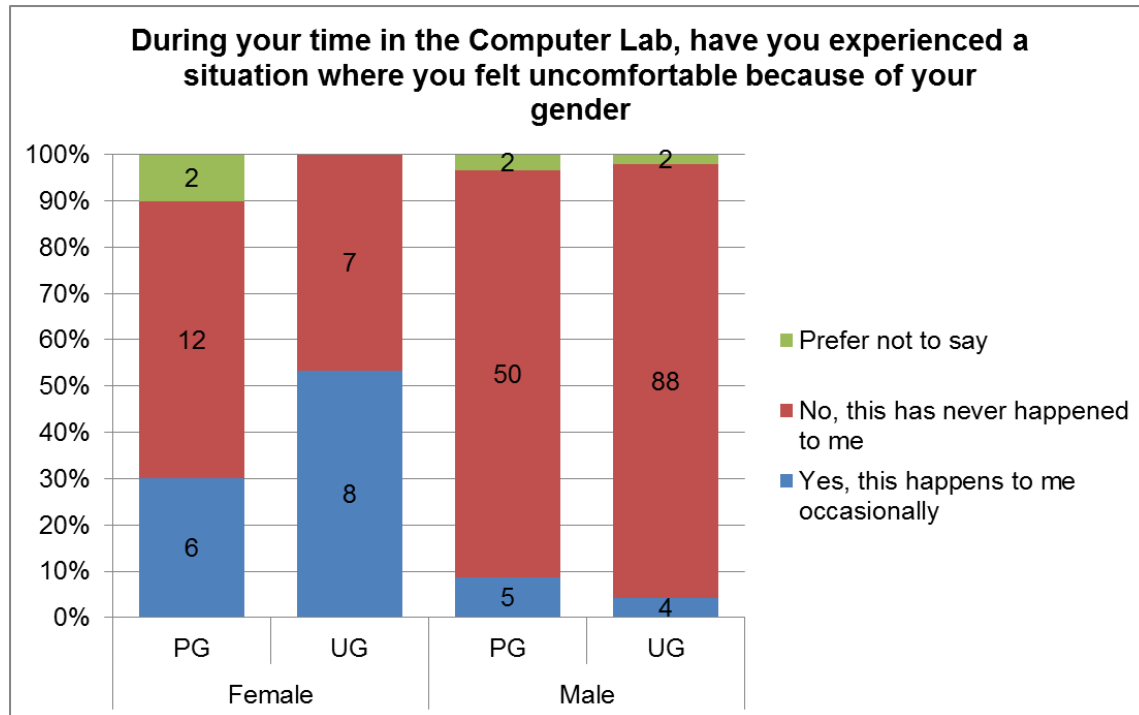
**Q25: During your time in the Computer Lab, have you experienced a situation where you felt uncomfortable because of your gender (please tick the option that best reflects your experiences)**

**2017**



**Comment: UG Female has a worse result than 2015 and PG Female is about the same. Note comments in text. Most are about gender ratio than specific events**

**Q44: During your time in the Computer Lab, have you experienced a situation where you felt uncomfortable because of your gender (please tick the option that best reflects your experience)?**



## **Equality and Diversity Student Survey - March 2017**

### **Q7. Can you think of any other way to increase the accessibility of the different activities?**

#### **Male UG Responses**

1. Exams could be typed. Some ticks require us to bring laptops which can be an accessibility issue
2. Record lectures, or link them better to text books, allowing time efficient self-study
3. Unticked boxes above do not apply (I have no experience of them)
4. More casual sharing of current events or interesting work that is not directly part of the work directly from lecturers/researchers to students

#### **Male PG Responses**

1. How about a calendar that shows the events on the department website?

#### **Female UG Responses**

1. Video recording in lectures and written examinations with unambiguous questions (sometimes the way questions are worded can make it hard to discern what they 'actually mean') - although this is more of a 'disability accessible' thing rather than a 'gender accessible' thing
2. Get good supervisors! Honestly, after not understanding a lecture, they are our last resort and if they are disorganised and know less than we do, then I can just say goodbye to that exam question
3. Maybe some reading time prior to actual exam start
4. More video lectures for appropriate courses (e.g. Matlab, C/C++)

### **Q10. Can you think of anything else you might like to see implemented at the Computer Lab that you think would be helpful in boosting your confidence?**

#### **Male UG Responses**

1. Events where people can quickly pitch their idea/project and be given feedback?
3. Mentorship system
4. Being forced to give more presentations brings one out of their comfort zone, and one can only improve in confidence with practice
5. Compulsory asking of a question in every lecture to promote participation



### **Male PG Responses**

1. For undergraduates, supervisors can do a lot in helping boost confidence - so training supervisors to do this would be helpful. For postgraduates, the graduate lecture series could be improved - at the moment, no feedback is given
2. More open talks about research from different groups

### **Female UG Responses**

1. More frequent assessment (not just at the end of the year)
2. Confidence is more my own issue, I don't think the CL can change that
3. Pair a graduate mentor and an undergraduate student together (same gender and/or minority group), something like a department-provided tutor who you can email and grab coffee with if you need advice
4. Maybe workshops for real beginners. I know that HaC are doing a great job, but having "workshop just for girls" is not appealing. I went to a couple of them and let's just say I was either the only or one of 2-3 girls in the room of 40 boys. They all program super well and it can be a bit intimidating
5. A lab-wide or women@CL initiative where undergrads are encouraged to give talks on interesting topics (like the ones that currently happen at Churchill, but open to more people)

### **Female PG Responses**

1. More careers training (interview practice)

## **Q13. Can you think of anything else you might like to see implemented at the Computer Lab that you think would be helpful in recognising you?**

### **Male UG Responses**

1. I am an undergraduate. I acknowledge I have made no contribution to computer science

### **Male PG Responses**

1. Fairness during sessions, some supervisors "protect" their students, while they criticise others' work

### **Female UG Responses**

1. I don't really care about being recognised
2. More interaction between undergraduate students and the rest of the department

**Q16. If you marked any of the groups as not approachable, can you think of ways to make them more approachable?**

**Male UG Responses**

1. Be more casual

**Male PG Responses**

1. Regular informal meetings. People going to the Lab.
2. Train certain individuals in those groups in the art of tact, common courtesy, humanity, etc...

**Female PG Responses**

1. Remove XXXXXX

**Q18. Can you think of any other ways to showcase role models in the Computer Lab?**

**Male UG Responses**

1. Make an effort to engage first year undergraduates with role models in the first place. This has not been done at all
2. What does it even mean to have a role model in the lab?
3. Some form of LGBT+ representation within the Computer Lab.
4. Bring them into undergraduate lectures more often as guest speakers, even if only briefly at the end of a lecture to talk about their work or their perspective on the discussed topics
5. Role models should be based on personal qualities not their gender or ethnicity. It would demean my work by saying it is less valuable because I am a white male

**Male PG Responses**

1. Just inviting them to talk about their research, the journey that they took and an informal session

**Female UG Responses**

1. More publicity about work being done by "diverse groups" in the department
2. As long as they are a role model, I couldn't care less if they are a woman or a man--it shouldn't have an impact on anything
3. Change the fact that there are no female lecturers in the first two years of UG

### **Female PG Responses**

1. Speakers/lectures/senior staff should be selected based on ability, regardless of gender

### **Q21. Is there anything different to what is already done in the Computer Lab to address gender perceptions and misconceptions?**

#### **Male UG Responses**

1. Enrol more female students at all levels
2. I personally don't perceive gender misconception and following global trends about how women are oppressed in modern societies usually leads into sexist discrimination of men
3. We have not had a single woman lecturer. I'm sure the lab is working on it but this needs to change
4. We could go up to people and very loudly ask them if they support women, if they hesitate to respond instantly or ask stupid questions like "but what do you mean" then they could be executed on the spot

#### **Male PG Responses**

1. women@CL is too overblown. It somehow has started to undermine the work done by men. I think work is not gender specific, and this thing should actually be scrapped. We can have gender-free lunch talks and sessions, right?
2. This should be done delicately, and via a "show, don't tell" approach. It is good to highlight women's successes and contributions, and the lab's relatively non-sexist environment, if not composition, but we should definitely avoid anything that could give an impression of tokenism

#### **Female UG Responses**

1. I think it is fine, it doesn't matter if there are lots of women or not
2. Not sure what is done already, on undergraduate level

### **Q23. Can you remember what persuaded you to study Computer Science?**

#### **Male UG Responses**

1. Making games at a young age
2. The creative opportunities it provides

3. Very current and popular degree with great choices once you have completed the studies, plus it is really fun and interesting
4. Lifelong interest
5. I enjoyed programming at school
6. I enjoyed programming from a young age
7. Inspirational teachers (and the subject itself!)
8. I liked programming and maths
9. I liked programming when I was younger
10. Most enjoyable part of Part IA Natural Sciences course
11. Creativity of programming computers
12. Wanting to do something mathematical but applied, learning how to code cleanly and career prospects
13. I
14. Classes at high school
15. Taking computer science classes in high school
16. I wanted to make video games
17. Installing Linux onto an embedded device
18. My interests developed through summer schools, programming clubs and competitions
19. The broadness and wide range of applications of the course
20. I learnt to program at home, discovered the theory side too, and loved it
21. Games and starting at an early age
22. I liked programming and maths

### **Male PG Responses**

1. To further my understanding of technology and become a better scientist
2. I just loved the subject since I was young
3. I've always known that I wanted to do it, basically. I was given a computer at the age of 5, and found it interesting and easy to use
4. Reading "Code: The Hidden Language of Computer Hardware and Software" by Charles Petzold when I was a kid
5. My engagements with competitive algorithmic programming at high school.
6. I was excited by computers and what humans could do using computers.
7. Involvement from an early age
8. Trying programming and finding it enjoyable, plus good career prospects

### **Prefer not to say – UG response**

1. Encouragement as a minority to apply- no wait, CS was just the least worst subject and identity politics didn't factor

### Female UG Responses

1. My love for problem solving. Also the ambition to be one of the few girls in the department.
2. I liked the subject at school
3. Research program after high school
4. I thought it seemed interesting and more applied than just Maths
5. I enjoyed doing it at school
6. Yes, I had an amazing Computer Science teacher in 2006 and a computer science club in my school that was very welcoming to me
7. International, female, no programming experience and welcome here
8. The multidisciplinary nature; you can use CS to solve anything!
9. Mixture of Science and creativity
10. Cool people that I've met, while programming in high school
11. It seemed like the ideal middle ground between Maths and Engineering that would also allow me to carry on with Physics in first year

### Female PG Responses

1. A highly motivational CS teacher and a helpful competitive programming group in my high-school class
2. Personal passion for the subject
3. Interesting introduction class during undergraduate
4. The desire to design better user interface, to make software easier to use
5. It was challenging and I was curious to pursue studies in the field.
6. Passion with computers from an early age
7. My love for maths, it was a natural transition

### **Q24. Can you think of anything that we have not mentioned that we could do to increase the number of female students in the Computer Lab?**

### Male UG Responses

1. It's largely a public perception issue, this generation of parents generally don't want their daughters to become CompSci's because of the stigma that lingers. It'll fade with time, as long as there's enough positive outreach at the school level.
2. It will happen slowly - grassroots access and outreach are key
3. Include an accessible "entry route" for people into computer science. (E.g. make the lectures for Paper 1 more accessible and make transitioning from NatSci easier)
4. Continue to promote the fact that the Lab has a number of female researchers and students and has the women@CL group so that potential female applicants would feel like they wouldn't be isolated/in the minority

### Male PG Responses

1. You need to increase awareness of Computer Science at younger ages in schools.

2. Honestly, I think you can engage more female students by highlighting achievements by females during the recruitment or admission time. However, having gender-specific sessions, doesn't help
3. Tell schools and parents to stop discouraging girls from studying physical and mathematical sciences

### **Female UG Responses**

1. I don't think it matters if there aren't many female students--it's up to them to actually choose to do the subject in the first place
2. I feel that sometimes the initial meeting points in college can be challenging as often all male environment
3. Target High Schools but especially girls-only schools. They may be more receptive to ignoring gender stereotypes and then girls from mixed gender schools will follow once it becomes more normal
4. Girl's grammar schools. When I went to school, the majority of the girls who were good at science were encouraged to go into medicine. There were a lot of workshops etc. for medics, a few for the other scientists and none for computer science. Also, get people interested earlier, a lot of girls despised computer-related subjects because they had bad experiences with IT, particularly at A Level
5. Better ties with other departments where there are more women historically and who might benefit from using computer science in their field of study
6. Workshops or help sessions run by/for women in the lab
7. Making applications gender-blinded (e.g. removing names) when considering them to counter unconscious biases

### **Female PG Responses**

1. Not really, you're doing excellent job. For students who are also mothers, the CL could work on special agreements with childcare structures, nearby possibly

### **Prefer not to say UG Responses**

**Q26. If you feel comfortable in doing so, please elaborate on those situations**

### **Male PG Responses**

1. I have sometimes felt uncomfortable with the overall gender ratio

### **Female UG Responses**

1. I feel funny when I enter a room with >30 boys, me being the only girl. But it's ok nevertheless
2. Other peers expressing their beliefs that I have been positively discriminated rather than earning what I have
3. I haven't actually received negative comments, but I've found a few of my peers to be patronising and over-gratulatory to me, just for being a woman in computer science
4. Group project - felt like a minority in my group (gender comes more into play because of the small group size)
5. Ability undermined because I'm female

### **Female PG Responses**

1. I prefer not to say
2. Being the only woman in a class of XX is sometimes slightly intimidating
3. Being the only woman in a class of XXX people is a bit daunting sometimes
4. XXXXXX making inappropriate comments towards female students. I know of IA students who complained of this 7 years ago and it is still a big issue. The department seems to have taken no action or interest

### **Q27. What is the Computer Lab doing well to address the issues of confidence and gender equality?**

### **Male UG Responses**

1. women@CL, this survey, etc
2. The Women@CL talks are good
3. There seem to be plenty of specifically women-related events, Athena SWAN is always on the cafe display, emails about women@cl and oxbridge conferences
4. Women@CL provides visibility and encourages female students to be active and involved. There are plenty of female lecturers and supervisors throughout the different parts of the course.
5. Women@CL
6. Not in the best position to comment, but I think women@CL helps
7. Women@CL, I've seen some women in CS/industry talks advertised
8. Women@CL is good

### **Male PG Responses**

1. Lots of female speakers
2. Women@CL seems like a nice initiative
3. There are relatively large numbers of female staff and students for the sector, and they are generally successful
4. Women@CL



### **Female UG Responses**

1. I'm not really sure what it is doing, but it seems fine
2. Giving them enough support without making them feel patronised
3. Trying not to push on it too hard - I feel like most of the initiatives in this area do more harm than good
4. The culture is welcoming to women

### **Female PG Responses**

1. women@CL activities
2. Example this survey! There is lot of attention to the topic

## **Q28. What else could the Computer Lab do better to address the issues of confidence and gender equality?**

### **Male UG Responses**

1. Female lecturers
2. I'm not aware of there being anyone in particular to talk to if one feels lacking in confidence or as if they are being treated unfairly because of their gender - it could be useful to be clear on who to talk to
3. Make it clearer to applicant's that not only does the Lab welcome female students but also that the subject itself should not be considered gendered or biased towards male applicants
4. More visible female academics. All the lecturers are male. All the senior staff I've seen are also male. And whilst I'm sure everyone does a great job, the fact most admin staff seem to be women only plays into the image. I've also heard of DoS's splitting out female supervision groups, whilst some feel this is unnecessary and demeaning. It certainly doesn't help with making cooperation between genders part of the norm
5. Stop for a second and consider whether this issue really needs/can be solved by active effort

### **Male PG Responses**

1. More diverse outreach, further away from Cambridge
2. I think the lab doesn't need to do anything honestly. Only during the admission phase, shall they highlight achievements by females in CS to engage more females. Other than that it has just started to undermine males and their achievements.
3. No idea

## Female UG Responses

1. Don't presume knowledge/gloss over bits when starting the degree - a lot of knowledge at beginning, particularly to do with XXX labs, were presumed (typically the sort of knowledge males tended to have) - in a situation where the confidence of girls is already low, seeing lots of guys already know a lot about XXXX didn't help
2. I think it seems fine as it is
3. More women lecturers, demonstrators
4. Teach undergraduate students about the fact that these tensions exist so that they're aware
5. More support for non-binary people

## Female PG Responses

1. Nothing according to my experience

## Q29. Please add any further comments about this survey

## Male UG Responses

1. I thought this was interesting:  
<http://www.npr.org/sections/money/2014/10/17/356944145/episode-576-when-women-stopped-coding>
2. As a male, I feel unsure about exactly what my comments mean here. I fear that some of the answers might give wrong impressions. For example, on the topic of role models, most of the role models presented in lectures etc. are male, because men have made most of the great contributions to the field, that's just history. If there is a silver lining, it makes the times where women have contributed stand out, but then you ask is that what we really want. The "nothing, because the work of women speaks for itself" option exemplifies this point, and I think both that position and its opposite (that we should explicitly do things to encourage women) have value. As much as I would like to have clear-cut opinions on this, I am uncomfortable talking about it to try and figure them out, so I'm quite vague and muddled about it. There needs to be proper discussion about this, and I would only be prepared to contribute if I was \*specifically\* assured that I would not be judged or suspected of ulterior motives, regardless of whether I currently happened to be considering pro-whatever or anti-whatever arguments. If I can't at least play devil's advocate without being suspected of being the devil himself, there is no point. The most important thing I want to say is: give everything careful consideration, please avoid operating on the grounds of "something must be done; this is Something, therefore we must do it", because once an idea is presented as supporting women or pro-equality, then it can feel like your dignity is at stake if you have any doubts
3. Boosting female enrolment is the most important effort the CL should be undertaking with regards to gender equality efforts
4. I don't really think my opinion matters on this issue

5. There's radio buttons for "yes" and the "yes with CRSID" which is confusing and I'm not sure if my CRSID has been logged
6. As far as I know the problem is that very few women apply to study CS, so perhaps work on promoting CS women or accept that they are not interested
7. I think a lot of the gender gap begins well before applying to university and needs to be dealt with at an earlier age though outreach and working with schools more than anything. Having women take a central role in this may well help too

### **PG Male Responses**

1. Supervisors should not be involved in applying directly for grants for their students (females can get undue advantage as the department tries to engage more females on the side). Supervisors should be restricted to writing recommendations only
2. What people in the lab think is the best way to promote diversity is not necessarily the best way in practice - I would rather that the lab bases its decisions on the informed opinions of specialists in this area

### **Female UG Responses**

1. The wording of some of the questions was poor - e.g. "I feel I am treated fairly in the Computer Laboratory (tick all that apply)", conflates "not applicable" (e.g. I don't have a research group) with "not being treated fairly"
2. I don't really think that much about the presence or absence of 'role models', although I presume they must be important for other people. Also, for the first question there is a 'yes' option and an 'if yes, enter into textbox' option

### **Female PG Responses**




1. Good!

### **UG Prefer not to say**

1. We've fixed on taking a CS degree. If some subpopulation is less inclined to take CS further because they feel underrepresented or similar then the issue is with them. Maybe they should take classes on how to integrate with others? I speak as a minority in the lab

Reporting Action Plan Progress

Key to Plan

-  Achieved
-  Partially achieved/in progress
-  Not achieved/replaced

Actio	Objective	Details of progress
1.1	Athena SWAN self-assessment. Integration of Athena SWAN into departmental activities.	New Committee in place as of January 2018. Ad-Hoc working groups continue to report to panel. New Chair now in place and forthcoming HoD sits on panel.
1.2	women@CL development	<p>New Academic Chair in place with plans to generate more funding and increased events. Panel continues to change each academic year.</p> <p>Attendance now monitored at each women@CL event with the aim to see which events have greater attendance and gender balance.</p> <p><u>Statistics</u></p> <p>2) Talklets in 2017 – approx. 50-70% female and 30% male attendance.</p> <p>3) Awareness of women@CL prior to arrival asked via Pre-arrival course 2017 and 12.5% of new first years had awareness. This will continue to be addressed through our Open Days and admissions literature.</p> <p><b>Targets: 1) At least 90% of female students and postdocs to be aware of women@cl in survey in 2017.</b></p> <p><b>2) At least 80% of female students and postdocs attend two or more events each year (according to 2017 survey response).</b></p> <p><b>3) Awareness of women@cl prior to coming to Cambridge (target 50%).</b></p>
2.1	Collecting and making visible information about outreach activities and resources	New Departmental Outreach Remit will be taken to Faculty Board in 2018 for discussion with the aim to entice more staff to get involved.

2.2	<b>Improve visibility of women</b>	<p>A system to select female speakers from a list compiled by women@CL for the Wednesday Seminar Series has been successful.</p> <p><u>2015-16:</u> Marie Moe, Philippa Gardner, Ann Copestake, Hatice Gunes and Sydney Padua (5/20, 25%).</p> <p><u>2016-17:</u> Diana Vasile, Aurelie Herbelot, Kerstin Dautenhahn, Julie McCann, Jasmin Fisher and Xia Zhou (5/19, 26%)</p> <p><u>2017-18</u> Amanda Prorok, Nada Amin.....</p> <p><b>Target Met: At least 20% female speakers for main departmental seminars by 2017-18 (percentage over last 5 years is 13%).</b></p> <p>Restructuring of the Tripos now means students have exposure to female lecturers in all years.</p>
2.3	<b>External profile of the department includes recognition of its initiatives to support women</b>	See 1.2 above.
3.1	<b>Student Consultation</b>	<p>The Student Survey was repeated in March 2017 to evaluate progress made since Jan 2015. New questions included:</p> <ol style="list-style-type: none"> <li>1) Do you feel you are treated fairly in the lab in lectures, supervisions etc...</li> <li>2) How you rate the organisation of different activities</li> <li>3) What you feel would be helpful to boost your confidence</li> <li>4) How you feel the Lab promotes role models</li> <li>5) How approachable you find the different research groups</li> </ol> <p>The results have been analysed by a member of the previous panel and will be discussed at the next meeting.</p>
3.2	<b>Staff consultation</b>	The Departmental Secretary evaluated the staff survey results and did not deem any focus groups need to be set up.
3.3	<b>Improved monitoring of student admissions and performance</b>	Detailed admissions data for both Undergraduate and Postgraduate students is being collected by the Undergraduate Office Manager, Chair of Director of Studies and the Graduate Office Manager.

3.4	<b>Collect and monitor destination data for staff and students</b>	<p>The Department will aim to achieve an increased response rate for the collection of career destinations of all graduating students in house and by using the University Careers Service data.</p> <p><b>Target: At least 70% response rate by 2017-18 for students</b></p> <p>A Department Exit Survey (as well as the form sent by central HR) has been instigated by the Post-Doc Forum. The Exit Form now appears on the Leavers page and also offers them the opportunity to have an exit interview with an academic. This will allow for future career destinations of staff to be monitored.</p> <p><b>Target: Introduced in 2018 for staff</b></p>
3.5	<b>Regular review of staff recruitment and promotion</b>	<p>Gender breakdown of applicants for all Faculty advertised positions is collated into graphs for analysis by the Committee. Current stats show a marked increase in the number of female applicants for research positions, especially in some areas e.g. Graphics and Interaction, NLP, and AI</p>
4.1	<b>Increase E&amp;D training completion rate</b>	<p>All staff involved in Admissions and Interviewing have completed the Equality and Diversity on-line training. New staff appointments who work in these areas will be asked to complete the training.</p> <p>All staff on the Appointments Panel and Promotions Committee must have carried out the training before commencing their duties.</p> <p>As of May 2017, the completion rate for the Department was 70%: Broken down to: Academic Staff 81%, Research Staff 26% and Assistant and Academic Related Staff 77%.</p> <p><b>Target Met: 80% of academic staff by October 2015. &gt;50% of all staff by end of 2016</b></p>
4.2	<b>Increase recruitment training (see also action 4.3)</b>	<p>An in-house recruitment workshop took place in December 2015 where all staff involved in recruitment attended.</p>
4.3	<b>Introduction of unconscious bias training</b>	<p>An in-house Unconscious Bias Course was held in October 2016 for all lab members. The attendance was: 71/164 (43%) which included 73% UTOs and 57% of DoS. This was repeated with a recruitment and unconscious bias session for all Academic Staff held in May 2017. The attendance was 35/52 (67%) which included 59% UTOs and <b>70% DoS.</b></p> <p><b>Target Met: 60% of those involved in selecting students (DoS) to have completed Unconscious Bias Training by November 2017.</b></p>

4.4	<b>Monitor and analyse RA promotion and recruitment process.</b>	5 Case studies of post-docs who have been promoted from Research Associate to Senior Research Associate are published on the Promotion pages. Promotion success rates by gender are analysed annually by gender and research group.
4.5	<b>Effective communication about Athena SWAN</b>	Recruitment and job adverts contain reference to the Athena SWAN charter. Continued reporting of Equality and Diversity events both local and nationally on website and plasma screens in the Atrium of the WGB. Courses/events circulated by email to Faculty if appropriate.
5.1	<b>Determine how to improve undergraduate support in conjunction with colleges</b>	Measures identified and put in place to highlight Athena SWAN actions to Directors of Studies in relation to college admissions.
5.2	<b>Review and update induction process</b>	The Induction guidelines checklist is added to each new starter's welcome pack. Both the web versions and PDF continue to be updated as necessary. <b>Target: Improved satisfaction in staff survey results in 2018</b>
5.3	<b>Appraisal satisfaction</b>	An appraisal system for all Post-Docs to have a biennial appraisal is in place. <b>Target: All appraisers have attended the Understanding Unconscious or Implicit Bias Training</b> Action: To review perception of the appraisal process; feedback has been collected from 2016 and 2017 appraisers. 2016 Appraisal uptake was: 78% Male and 92% Female 2017 Appraisal uptake was: 100% Male and 100% Female <b>Target Met: 85% appraisal rate for research staff by 2018</b> Action: Outreach Activities - Should these be considered in the appraisal, promotion or workload mentoring? <b>Currently under discussion in the remit</b>
5.4	<b>Timing of meetings</b>	The staff meeting has been changed to 14:15 so that no member of staff is now excluded from key meetings due to timing. The Wednesday Seminar time has been changed to 16:15 following a request from the staff survey.
5.5	<b>Underwriting maternity leave for contract research staff</b>	To continue to underwrite requests for grant extensions where maternity leave may be affected.
5.6	<b>Active promotion of family leave policies</b>	Details of the University Family Friendly Policies have been added to the Lab's Personnel web pages. Details are also included in the Induction Guidelines Checklist.
5.7	<b>Effective workload model for established academic staff</b>	The workload for established academic staff for each academic years continues to be reviewed annually by the HoD, DHoD and Departmental Secretary.



6.1	Targeted outreach for undergraduates	<p><u>July 2016 Open Days</u> We had 9/41 female helpers (22%) which was consistent with last year</p> <p><u>July 2017 Open Days</u> We had 6/24 female helpers (25%) - an increase from 2016</p> <p>Oxbridge Conferences, March 2017 – 1 female M.Phil student participated along with 3 Male Directors of Studies</p>
6.2	Introduce Summer School for girls	<p>The University's Sutton Trust Summer School was held in August 2017.</p> <p>A day aimed at females 14-16 years old in conjunction with a College was agreed to be offered and will run in July 2018. <b>TBC</b></p>
6.3	Restructuring of undergraduate course.	<p>The new Tripos was introduced in 2016-17. This change saw three female lecturers (Ann Copestake, Simone Teufel and Hatice Gunes) teaching first year undergraduates.</p> <p><b><u>2016 Offers</u></b> 15% Female, 85% Male</p> <p><b><u>2017 Offers</u></b> 23% Female, 77% Male</p> <p><b><u>2018 Offers – TBC after Jan 18 pool</u></b></p> <p><b>Target: Success monitored by increased female applications/offers</b></p>
6.4	Increasing numbers of female students on undergraduate course.	<p>Increasing the outreach to females 14-16 years old in conjunction with a College by holding an Open Day. This was agreed to be offered in July 2018. <b>TBC</b></p>
6.5	Increasing numbers of female students on taught postgraduate courses.	<p>Target: To be in the top quartile of comparable UK courses for percentage of female students admitted in 2018-2019 academic year.</p>
6.6	Increasing numbers of female PhD students	<p>Continued gender monitoring of admissions, performance and completion rates by our Graduate Education Manager and discussion on these matters at the Graduate Education Committee. <b>Target: &gt;30% increase in numbers of female applicants by June 2018</b></p>

6.7	Proactive staff recruitment process to improve diversity of applicants	<p><u>Gender Breakdown: March 2016</u></p> <p>1) University Lecturer/Senior Lecturer in Statistics (98 applications in total)  Applications received: 10 Female, 84 Male, 4 prefer not to say F (10%)  Shortlisted: 0 Females, 6 Males  Appointed: 1 Male</p> <p>2) University Lecturer/Senior Lecturer in Programming Languages and Semantics (86 applications in total)  Applications received: 6 Female, 77 Male, 3 prefer not to say F (7%)  Shortlisted: 1 Female, 4 Males  Appointed: 1 Male</p> <p><u>Gender Breakdown: March 2017</u></p> <p>1) University Lecturer/Senior Lecturer in Programming Languages (39 applications in total)  Applications received: 5 Female, 32 Male, 2 prefer not to say F (13%)  Shortlisted: 1 Female, 4 Male  Appointed: 1 Female</p> <p>2) University Lecturer/Senior Lecturer in Cyber Physical Systems (68 applications in total)  Applications received: 6 Female, 60 Male, 2 Prefer not to say F (9%)  Shortlisted: 1 Female, 5 Males  Appointed: 1 Female</p> <p>3) University Lecturer/Senior Lecturer in Computer Systems (54 applications in total)  Applications received: 8 Females, 42 Males, 4 Prefer not to say F (15%)  Shortlisted: 1 Female, 3 Males  Appointed: 1 Female</p> <p><u>Gender Breakdown: February 2018</u></p> <p>1) University Lecturer/Senior Lecturer in Security (52 applications in total)  Applications received: 6 Female, 45 Male, 1 Prefer not to say F (13%)  Shortlisted:  Appointed:</p> <p>2) University Lecturer/Senior Lecturer in NLIP (35 applications in total) (2 posts)  Applications received: 7 Female, 28 Male F (25%)  Shortlisted:  Appointed:</p> <p>A steady increase in female applications due to the system of each Chair requesting panel member to confirm that they have actively sought applications from women.</p>
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## **Ten reasons you might not get a Bronze Athena Swan award (and two why you won't get a Silver)**

Jon Rowe, August 2017

Based on my recent experiences as an Athena Swan panel member, I have drawn up a list of common issues in applications that can lead to awards not being granted. I hope that these might be of use to those preparing new submissions.

### 1. Ownership by the leaders.

It is important that E&D issues are owned at the highest level in the department. A clear strong statement from the Head is needed, demonstrating personal interest and commitment. The Head of Department should also be a member of the SAT. And please don't forget the basics – the guidelines ask for a statement asserting the correctness of the presented information, so don't omit this!

### 2. Ownership by the department

There also needs to be clear evidence of ownership throughout the department, both formally (through the balance of representation on the SAT, frequency of its meetings, and formal reporting arrangements) and informally (through descriptions of the departmental culture and any informal arrangements).

### 3. Ongoing life of SAT

The section describing the future formal plans for the SAT are often weak. Thought needs to be given to succession planning (especially of student representatives), what the constitution of the SAT (or whatever committee it evolves into) becomes, and how this group will implement the action plan, infiltrate all levels of the departmental structure, and provide ongoing oversight of the delivery of the plan.

### 4. Presentation of data

Data needs to be presented clearly and consistently. This really should not have to be said to academics from numerate disciplines, but some data presentations are shocking. First, get the basics right – if they ask for three years of data, then please provide this. And be consistent – don't choose one three year period for one thing and another period for something else. Make sure graphs and tables are labeled clearly so its obvious what is being shown. Some variety in presentation between diagrams and tables can break up the monotony, as long as this is done clearly. Have someone check for consistency between data – it sometimes happens that the numbers that occur in the written text are not consistent with those in the tables. Make sure you provide benchmark data and use it to provide a context for your departmental issues.

### 5. Dealing with issues

For each data set presented, ask yourself what is the most obvious thing you can conclude from it. Are the numbers of female students on one programme significantly

smaller than on another? Has the percentage of female professors gone down over the period measured? Is the proportion of women applying for promotion smaller than for men? Whatever you can see, the panel will be able to see, and you need to bring this out in the text.

Having drawn the obvious conclusion from the data, you then need to provide a diagnosis (or at least a hypothesis) as to why this is the case. Perhaps the entry requirements for programmes are different, or one programme can be taken in part-time mode. Perhaps there is no active training provided on how to apply for promotion. And so on.

Finally, having made the observation and diagnosis, propose an action that will (or ought to) address the issue. You won't believe the number of times that proposed actions have almost nothing to do with the issue that is blatantly staring you in the face!

## 6. Not having evidence

A number of applications include actions to gather further evidence. This could be for one of several reasons:

- there is a particularly strange or inexplicable issue for which there are several conflicting hypotheses, and more data is needed before an appropriate remedy can be proposed.
- The applicants can't think of anything to do, so they just suggest continuing to collect data, despite the fact that the issue is already obvious from existing data.
- The applicants have not done enough preliminary data collection to warrant submitting the application.

The first of these three reasons, if used sparingly and for specific issues would be OK. Unfortunately, you tend to see a lot more of the other two reasons, which are definitely not OK.

## 7. Weak/vague actions

Actions are supposed to produce measurable results, and over a staged time period of the award. Remember to apply the SMART methodology – the panel will be disappointed if too many of the actions are of the form “Monitor this”, “Try to do that”, “Improve the other”. Also don't just have a bunch of actions to do immediately – you should have a progression that takes you through the period of the award, so you will be in a position to apply for Silver at that point. Weak action plans are often the downfall of proposals.

## 8. Hiding behind institutional policies

There are a number of sections, such as flexible working and maternity leave cover, where your institution almost certainly has a policy. You should demonstrate how you support, monitor and enact such university-wide policies. However, while this is good in itself, don't hide behind it. Some applications just copy and paste the institution policy and leave it at that! You need to explain explicitly what your department is going to do additionally, and in a way that is sensitive to the issues in your department. The panel knows that institutions have certain legal obligations – don't think these are anything like enough.

## 9. Using small numbers as an excuse

It is particularly the case in certain disciplines (computer science and some engineering) that the numbers of female staff and students are so low, it makes certain kinds of action very challenging. For example, if you only have 3 female academic staff, it seems unfair to expect them to be on every single committee and appointment panel.

The assessment panel know this. Don't use it as an excuse not to do anything. Try to come up with creative alternative plans. For example, invite people from other departments to help with the gender balance on appointment panels; for each major committee make sure there is one member that explicitly is tasked with raising E&D issues. As long as you are trying to do what you can, in a positive way, the panel will be sympathetic.

## 10. Forgetting the purpose of application

Bizarrely, towards the end of the application, some applicants seem to forget the purpose of the application. Thus you can get long discussions of workload allocation models, for example, without any reference whatsoever as to how it impacts on gender equality issues. These sections are there because they describe areas where there is potential to make changes and make a difference – think about how you can do this.

Above all – give yourself time to write the report, sense check it, and go through an internal moderation process before submission. Many of the above issues would be caught if a sensible moderated process was adhered to. Unfortunately, some applications look like they were rushed at the last minute with little or no basic checking and proof-reading. This just wastes everyone's time.

## **Two reasons you won't get a Silver award**

### 1. Speculative application without solid action plan implementation

Some departments apply for Silver directly, without holding Bronze first. While this is allowed, it is only going to have a chance of working if you have already been implementing a comprehensive action plan explicitly designed to address equality issues. You are unlikely to succeed just because you think your department is pretty good at E&D.

### 2. Solid action plan but no demonstrable results

Even if you do have a solid action plan (if you do hold Bronze, say) and have been implementing it vigorously for several years, you still won't get Silver unless you can clearly demonstrate, with supporting data, that these actions have led to significant changes. So, for example, if you introduced a mentoring scheme to help prepare women for promotion applications, then you not only need to have been doing this, but the data needs to show that promotion prospects for women have improved as a result. The evidence doesn't have to be quantitative – improved feedback can also provide good evidence of change. Athena Swan is about making a difference – you will only get Silver if you have started to do this, however laudable the actions themselves.