



Equality and Diversity Committee Meeting

Friday 25 May 2018, 10:00-11:00am, SW00, William Gates Building

Agenda

Members:

Richard Mortier (Chair) (RMM)
Andres Arcia Moret (AAM)
Claire Chapman (Secretary) (CLC)
Ann Copestake (AAC)
Hatice Gunes (HG)
Miriam Lynn (ML)
Anil Madhavapeddy (AVSM)
Dinah Pounds (DP)
Joy Rook (JLR)
Caroline Stewart (CS)
Diana Vasile (DV)

1. Apologies for absence

Diana Vasile

2. Minutes of the last meeting

The minutes from the meeting held on 10 April 2018 are attached **(2018-05-02)**

3. Report on actions from previous meeting

- i. women@CL Subgroup (AVSM)
- ii. Student Focus Groups (DP and JLR)
- iii. Meeting between HG and CS
- iv. Post Doc Survey (AAM)
- v. Wednesday Seminar Timings (CS)
- vi. Staff benchmarking data (CLC)

4. Draft Application **(2018-05-04)**

5. Questions about the Process (Miriam Lynn)

- 1) We have obtained comparative staff data ourselves for 2016-17 from Oxford and Manchester Computer Science Departments. Should we obtain more?
(E & D can only provide data for Engineering and Technology)
- 2) Do we need to include the text for each question under each heading or just the actual title?
- 3) Initiatives: How many do we need on average per section?

- 4) Career Pipeline – how do we comment on any gender issues in the pipeline? Is there any additional data?
- 5) Staff Survey 2015 – should we use these statistics to highlight our success or improvements needed? The opinion of the HoD team is that these statistics are not very useful
- 6) Do our Charts have sufficient impact? Are there any occasions where you would suggest a different format i.e. pie chart
- 7) Do you have any suggestions to the actual visuals in the document?

6. Date of next meeting

To be held in July/August



Equality and Diversity Committee Meeting

Minutes of the meeting of the Equality and Diversity Committee Meeting held at 10:00am on Tuesday 10 April 2018, SW00, William Gates Building

Present: Andres Arcia-Moret (AA)
Claire Chapman (Secretary) (CLC)
Ann Copestake (AAC)
Anil Madhavapeddy (AVSM)
Dinah Pounds (DP)
Joy Rook (JR)
Caroline Stewart (CS)

The meeting was chaired by Ann Copestake in Richard Mortier's absence.

1. Apologies for absence

Hatice Gunes
Miriam Lynn
Richard Mortier
Diana Vasile

2. Minutes of the last meeting

The minutes from the meeting held on 7 February 2018 were approved.

3. Report on actions from previous meeting

i. Male supervisor to attend student focus group

A male graduate student with extensive supervision experience has been identified and will be invited to attend a focus group at the start of next term.

Action: DP

ii. How to avoid confidentiality issues of raw data being identifiable

Due to the low number of staff in certain categories, which makes identification possible, all promotion and contribution reward data will only be seen by the Departmental Secretary, Chair and Secretary of the committee. This data will also be redacted from our online submission.

Action: CLC

iii. Feedback circulated on why our Bronze Application was unsuccessful

The feedback was circulated in February 2018.

iv. Setting up of Subgroups

a) women@CL Subgroup

A focus group is planned to take place next term.

AVSM said that an increase in sponsorship has been obtained from industry and it is hoped that this will help women@CL become an independent organisation with separate funders from the Supporter's Club. AAC said that women@CL will have a separate section in our application.

Action: AVSM

b) Student Focus Group

DP and JR met on 12/02/18 with regard to setting up a student focus group at the start of next term. A list of attendees and questions has been devised.

Action: DP and JR

c) Meeting between HG and CS

This has yet to take place.

Action: HG and CS

v. Comparative data from Queen Mary University of London

This still has to be obtained.

Action: HG

vi. Staff Survey 2015 results

The staff survey results from 2015 have been sent to HG.

As the Post Doc Forum will be circulating a survey on Post doc Career Progression, it was agreed that due to Post doc turn over since our Staff Survey in 2015, it would be a good opportunity to include questions on; *environment, knowledge of contractual duties, awareness of rights and who to go to if they have communication problems with their PI*. It was agreed that AA will draft some questions and submit to Zohreh Shams and Noa Zilberman by the end of April. The planned circulation date for the survey is the beginning of May.

Action: AA

vii. Case Studies

AA has provided his case study and EK will submit her case study this week.

viii. Wednesday Seminar Timings

CS thought there had been a decision to change the seminar back to the earlier start time of 15:15, but she will need to check and report back at the next meeting. Due to the low number of attendance, it was suggested that we might find it beneficial to reduce the number of seminars in Lent and Easter and provide refreshments after the seminar. Committee members agreed that this would be a good thing to try.

AVSM said that when women@CL have high profile speakers, these could also be used as Wednesday Seminar speakers.

DP highlighted the Business Studies seminars which take place in Easter Term and suggested that these could also be regarded as a Wednesday Seminar.

Action: CS

4. Report on progress of members

The Committee considered the queries raised by HG but agreed it would be helpful to defer from answering them until she can be present. CS agreed however to see if there were any queries that could be easily explained.

CLC will contact E & D to ask what data the career pipeline data is comparing.

CLC said that the closest comparative staff benchmarking data which E & D had sent is Engineering and Technology but CLC will contact E & D to see if Information Engineering can be extracted, as this would be a better comparison.

Action: CLC

AAC said that due to the low number of female staff, it would be useful to include the actual numbers as well as the percentages in the text of the application, rather than referring to just the percentage.

Action: CLC

5. Any Other Business

It was suggested the next meeting would benefit from Miriam Lynn's presence so we can raise queries about the process. It was agreed we would arrange the next meeting at a time when Miriam can attend.

Action: CLC

6. Date of next meeting

To be held in the middle of May and to be arranged by Doodle Poll.

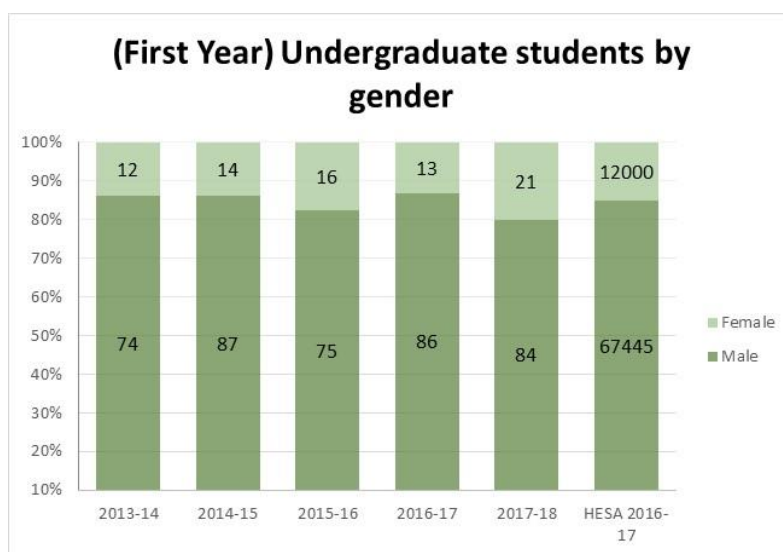
4) A Picture of the Department (2000 words maximum)

4.1 Student Data

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

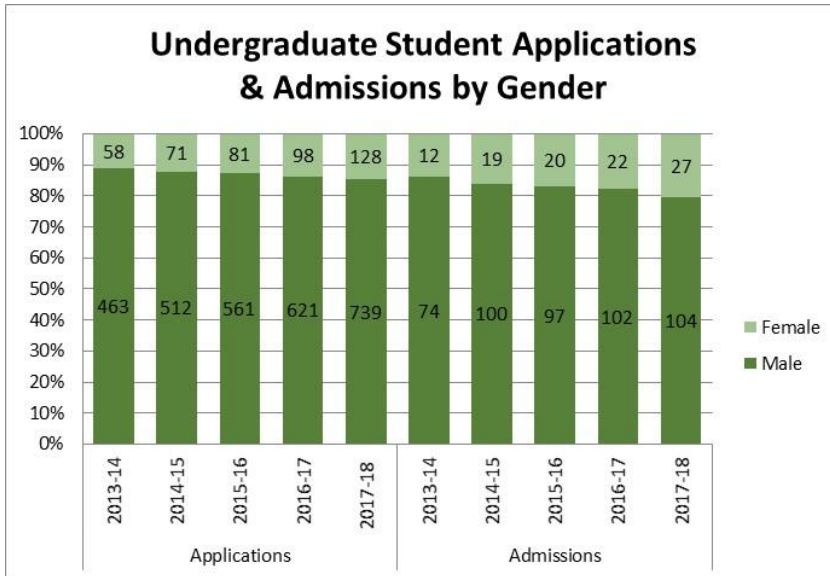
Our Department does not offer access or foundation courses.

- (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.



The department offers a three-year, full-time undergraduate Computer Science degree. An optional research orientated fourth year (integrated Masters) was introduced in 2012. From Graph xxx, you will see that our number of female:male students admitted has slightly increased each year from 14% (12/86) in 2013-14 to 20% (21/105) in 2017-18. Our number of total admissions has also increased from 86 students in 2013-14 to 105 students in 2017-18. Undergraduate Admissions in Cambridge are organised by the 31 colleges and admission decisions for each college are made by its Director of Studies for Computer Science and its Senior Tutor. The percentage of female students at Cambridge in 2016-17 was 13/99 (13%) which falls below the 2016-17 HESA data median of 16%. However, our number has now risen to 21/105 (20%).

Initiatives:



Undergraduate admissions are organised and controlled by the colleges: the Department has no influence on which students are admitted and limited access to the admissions data. Due to the recent surge of interest in Computer Science as a career, you will see from Graph XXX that this has had a big impact on our application numbers as they have significantly increased by 62% (521 applications in 2013-14 to 848 applications in 2017-18). Our female:male application numbers has seen a slight rise from 11% (58/521) in 2013-14 to 14% (128/867) in 2017-18.

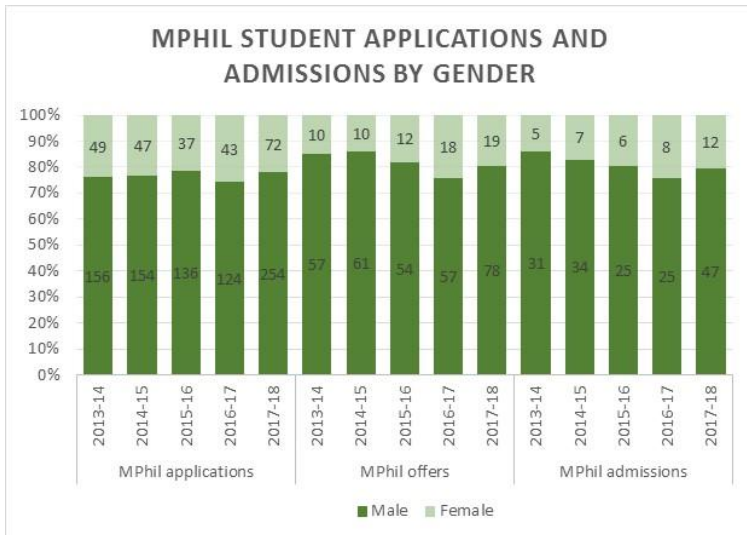
Our number of female:male admissions has seen a steady increase from 14% (12/86) in 2013-14 to 20% in 2017-18 (27/131).

The female applicants' status has now become more proportionate (7% Home, 5% EU and 6% Overseas) (2017-18 admissions data).

Initiatives:

Chart of Degrees obtained by gender place here.....

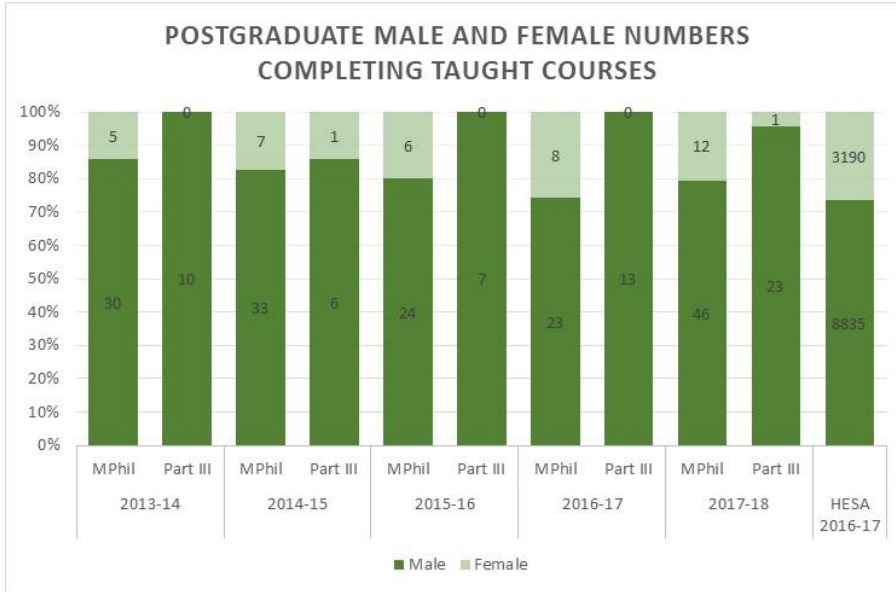
- (iii) Numbers of men and women on postgraduate taught degrees
Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.



We have seen a 59% increase in our numbers of MPhil applications since 2013-14 (205 in 2013-14 to 326 in 2017-18) with the majority of applications coming from the EU???. Do you have any stats of fee status broken down by male and female?? The numbers of our female applications have remained constant at 49/205 (23%) in 2013-14 to 72/326 (22%) in 2017-18.

Our MPhil admission numbers has seen a steady rise in female numbers; 5/36 (13%) in 2013-14 to 12/59 (20%) in 2017-18. This rise may be due to increasing the number of places on our MPhil course from ??? to ????. This will be continued to be reviewed.

Action: Increasing the number of female students on taught postgraduate course



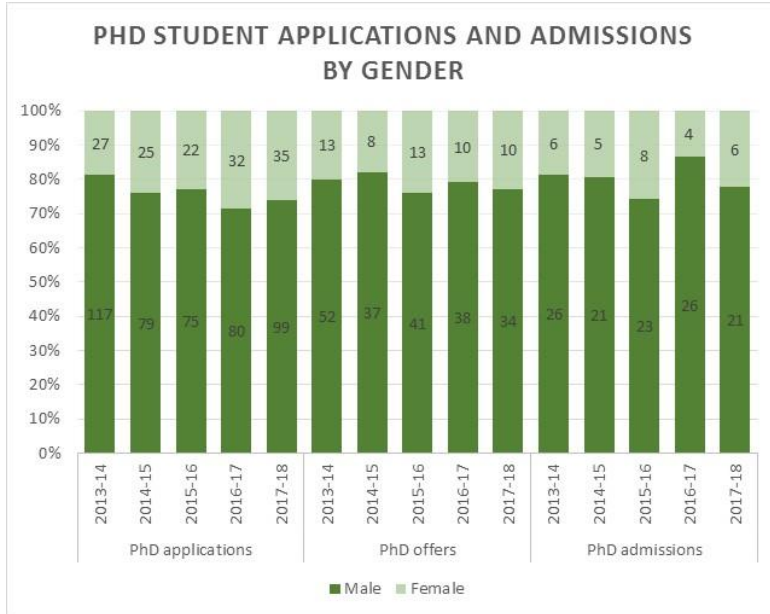
Our numbers of females completing a Postgraduate Taught Course has increased from 5/45 (11%) in 2013-14 to 13/82 (15%) in 2017-18.

We are placed at 28% on the 2016-17 HESA data for female:male which falls just below the median of 33%. We will continue to improve this by making the course more appealing for female students by..... has the course content changed at all??

Initiative: Increasing the profile of women@CL to potential applicants at the Graduate Open Days should help us to improve the numbers of women. The rise in number of female academics in the Department should also help to further promote Computer Science as an academic career to female undergraduates.

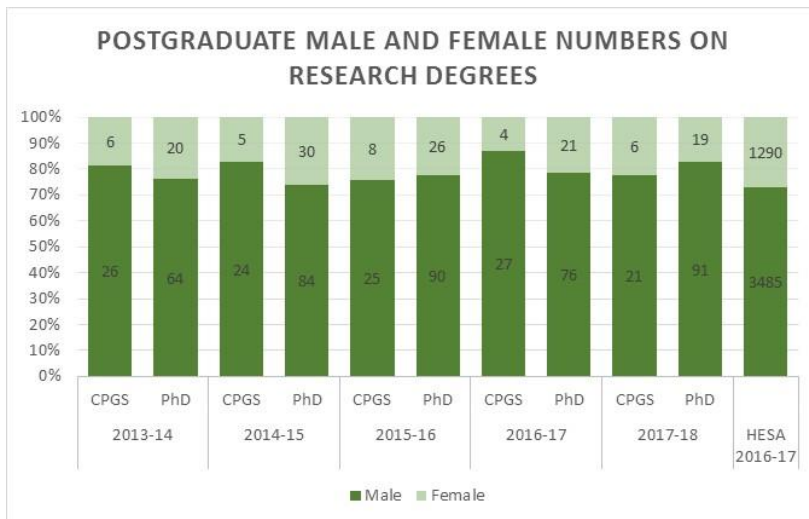
Action: Increasing numbers of female Masters students on taught postgraduate course

- (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.



Our number of female PhD applications has seen a rise from 27/144 (18%) in 2013-14 to 35/134 (26%) in 2017-18. Our PhD female admissions has also seen a slight increase from 6/32 (18%) in 2013-14 to 6/27 (22%) in 2017-18.

Can you include which research groups the females are most likely to belong?
The interdisciplinary groups such as Natural Language Processing and Graphics and Interaction???? tend to attract a much higher proportion of female applicants.



Our number of female graduate students on our postgraduate research course has slightly reduced from 26/116 (22%) in 2013-14 to 25/137 (18%) in 2017-18. However, our numbers kept a stable >20% during the period 2014-15 to 2016-17 and this fall could be down to a slight increase in the number of applications we received from male students, but worth noting that the number of female students has remained >25 and will be continued to be monitored.

We are below the median of the 2016-17 HESA data (40%) for female:male undertaking a postgraduate research degree and are placed at 30%.

Initiatives:

As many PhD applicants have completed the MPhil and go on to undertake a PhD in the Department, they are already aware of our initiatives to support women computer scientists. By continuing to attract more females to the MPhil should help us increase the number of female PhD students.

Action: Increasing number of female PhD students

- (v) Progression pipeline between undergraduate and postgraduate student levels
Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

Wait for DP's data.....

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

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.*

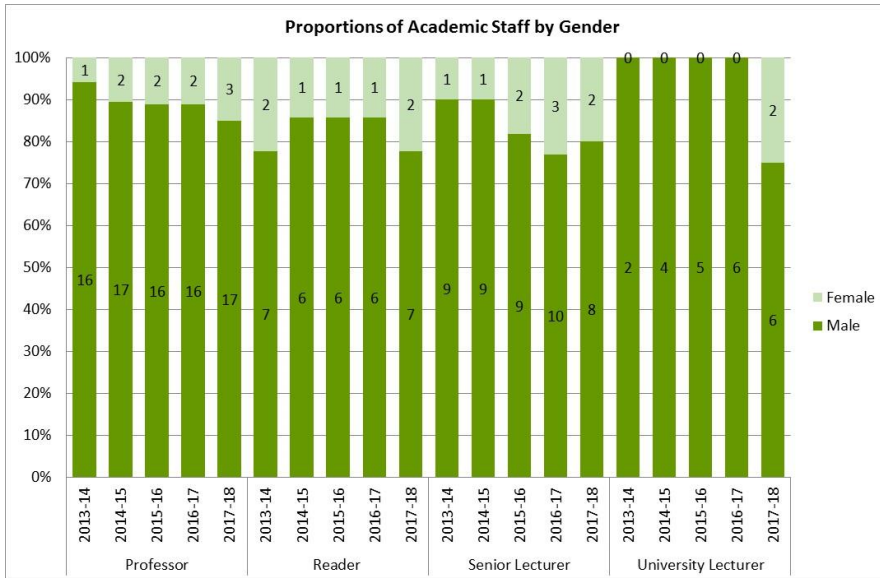
Figure ?? shows the relative proportions of female:male academic staff. The Department has still a skewed gender profile, with the worst percentage being for established academic staff. A similar skew is found in other UK Computer Science departments, but a few do much better.

However, in comparison to the 2015 Departmental Athena Swan Bronze submission, the Department's relative proportions of female:male has increased significantly, from 4/34 (11%) to 9/38 (23%). Since 2015, the number of female academic staff has more than doubled.

- Percentage of female Professors has more than doubled from 1/17 (5%) in 2013-14 to 3/20 (15%) in 2017-18;
- Percentage of female Readers is stable at 2/7 (22%);
- Percentage of female Senior Lecturers has doubled from 1/10 (10%) in 2013-14 to 2/10 (20%) in 2017-18;
- Percentage of female Lecturers increased by a quarter from 0/2 (0%) in 2013-14 to 2/8 (25%) in 2017-18.

This increase has been due to the Departmental initiatives and actions identified in the 2015 Departmental Athena Swan Bronze submission. The Department developed an active search procedure for the lectureships advertised in the period of 2015-2018, led by the Chair of the selection panel. The Department's appointment panel proactively sought applicants and encouraged them to apply for the latest Lectureship positions. This has resulted in multiple emails, phone calls and face-to-face meetings with interested applicants wanting further details (>50% women). Those women who have been recruited are now lecturer, senior lecturer, reader or professor and none have resigned. One Professor retired in 2014.

Since 2015, the Department has been in a phase of growth and it will continue with its proactive recruitment processes which specifically target women.



Initiative:

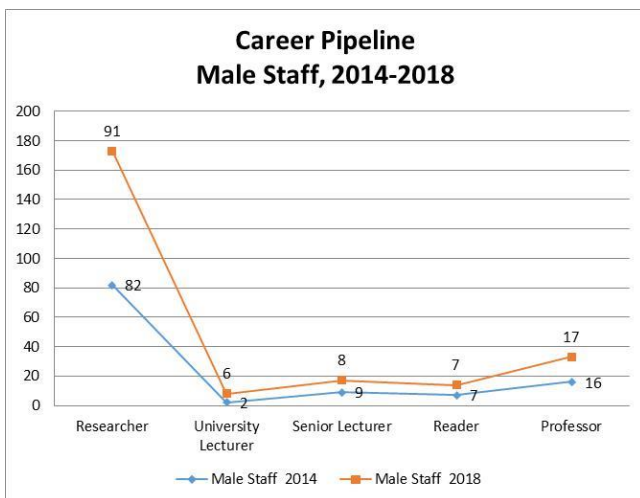
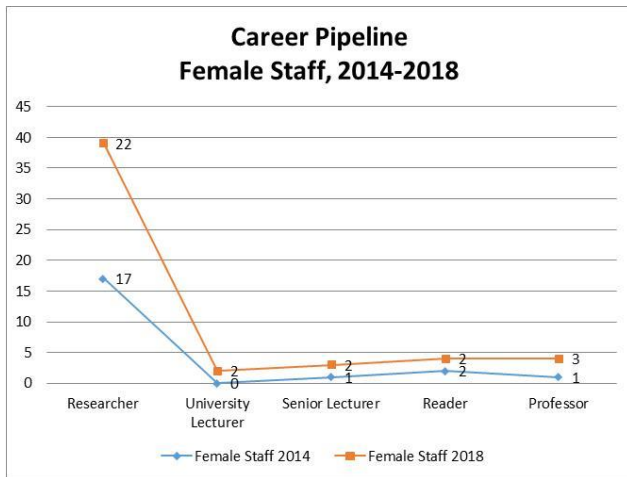
Commented [HG1]: Do we need more initiatives

Action 4.2.1: Continuously monitoring staff recruitment and promotion

Action 4.2.2: Continuing with the proactive staff recruitment process to improve diversity of applicants

In comparison with the national averages across the career pipeline, the proportions of women at Cambridge in 2016-17 was lower 6/38 (15%) compared to >20%¹. However, in 2017-18 our female:male has increased to be more in line at 9/38 (23%).

¹As the closest HESA staff benchmarking data we could obtain was Engineering and Technology, we approached other external Departments of Computer Science and Technology to gain data for 2016-17.

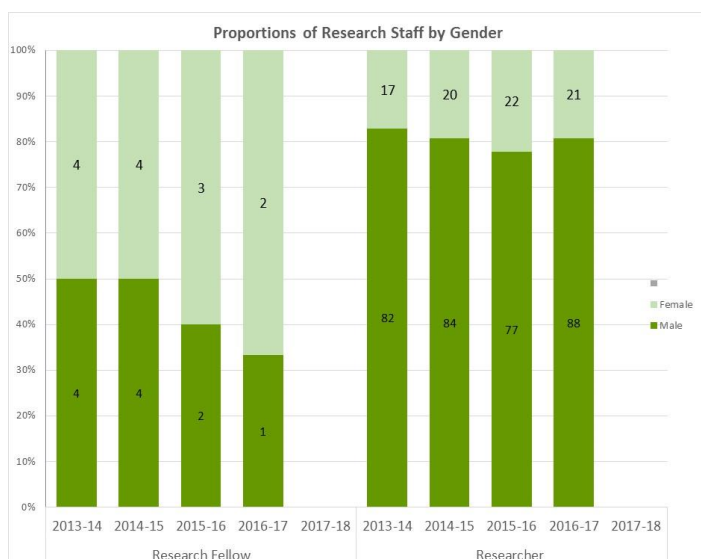


Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

Commented [HG2]: How do we do this? Is there additional data?

Figure ?? below shows the relative proportions of female:male research staff. In 2013-14, 17/99 (17%) of the researchers were female and 4/8 (50%) of the research fellows. In 2017-18, the proportion of female has increased in both categories as follows: 21/109 (19%) of the researchers are female and 2/3 (66%) of the research fellows. Over the period of 2010-2014, 36/315 (11%) of the research assistants/associates were female and 10/23 (43%) of the research fellows. Over the period of 2014-2017, there is an overall increase with 80/411 (19%) of the research assistants/associates and 13/24 (54%) of the research fellows being female. Despite fluctuation due to certain subareas (predominantly more interdisciplinary ones) generally attracting female researchers, the Department has been gradually increasing the

recruitment of female research assistants/associates and fellows. However, the numbers each year can still change depending on the balance of grant funding.



In comparison with the national averages across the career pipeline, the proportions of women researchers at Cambridge in 2016-17 was slightly above other universities 23/89 (25%) as the median was 24%¹ CC will put 2017-18 stats here and in above graph on 31/07/18

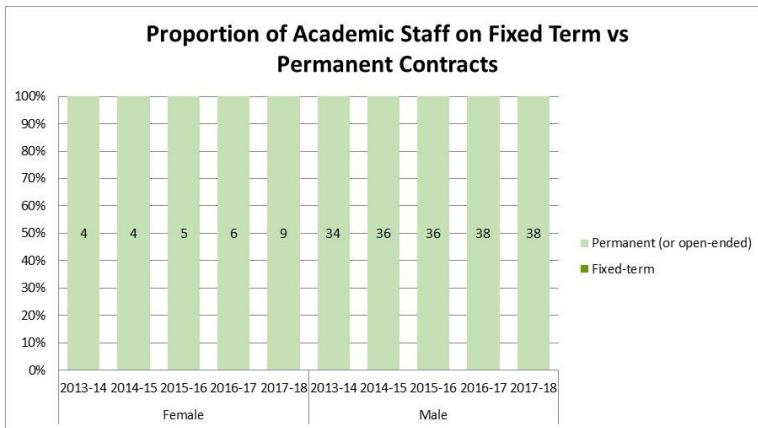
Commented [HG3]: Does this hold? Where do we get the data from?

¹As the closest HESA staff benchmarking data we could obtain was Engineering and Technology, we approached external Departments of Computer Science and Technology to gain data for 2016-17.

(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.

Figure ?? below shows the relative proportion of female:male academic staff on fixed versus permanent contracts. All academic staff in the Department are on permanent contracts. In comparison to the 2015 Departmental Athena Swan Bronze submission, the Department's relative proportions of female:male has increased significantly, from 4 to 9. Since 2015, the number of female academic staff has more than doubled.



Figure??? below shows that almost all Academic Staff are on Full-time contracts. In 2016-17 only 2/42 (1 female and 1 male) (4%) were classed as Part-time; this was for childcare and retirement. However, requests for flexible working are encouraged and all submitted requests to work Part-time have been agreed by the Department.

Part-time working is more frequent in Research Staff 18/94 (4 females and 14 males) (19%). This may be down to the Tier 4 visa requirements of not to work more than 20 hpw, writing up of thesis, a separate industrial position or maternity/ paternity requests. All requests to work Part-time have been agreed by the Department.

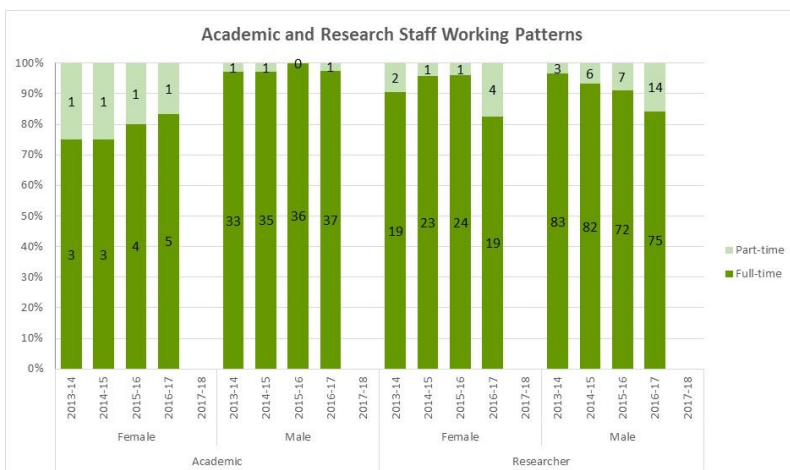
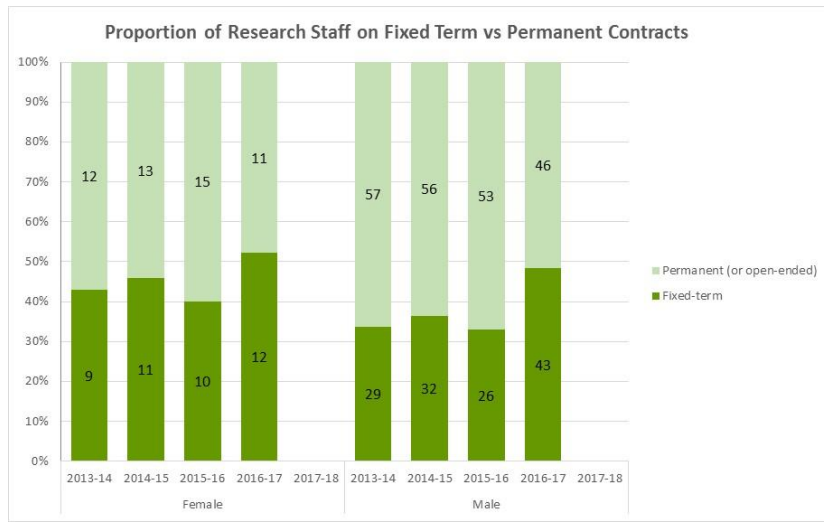


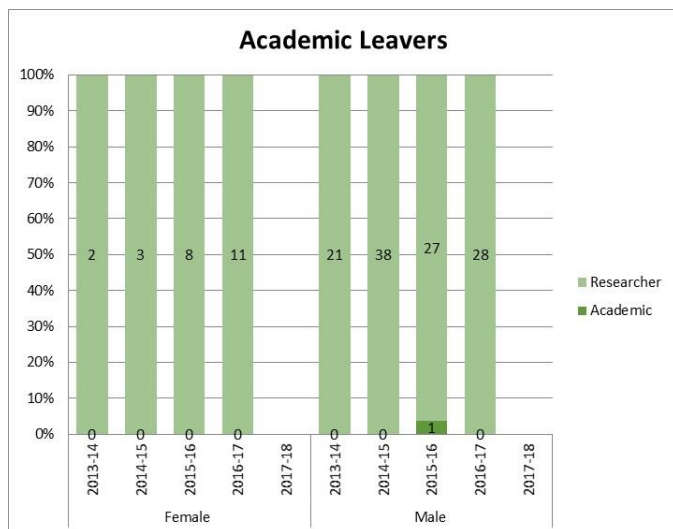
Figure ?? below shows the relative proportion of female:male research staff on fixed term versus permanent contracts. Over the period of 2013-14 to 2017-18, 51/93 (54%) of the female research staff were on permanent contracts in comparison to 212/342 (61%) of male research staff on permanent contracts.

Any explanation or reasons for this?



(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.

Figure?? below shows that from 2013-14 to 2017-18, the Department has had 2 male academics resign. One resignation was due to relocation to Australia and the other resignation was a return to Industry.



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

5.1 Key career transition points: academic staff

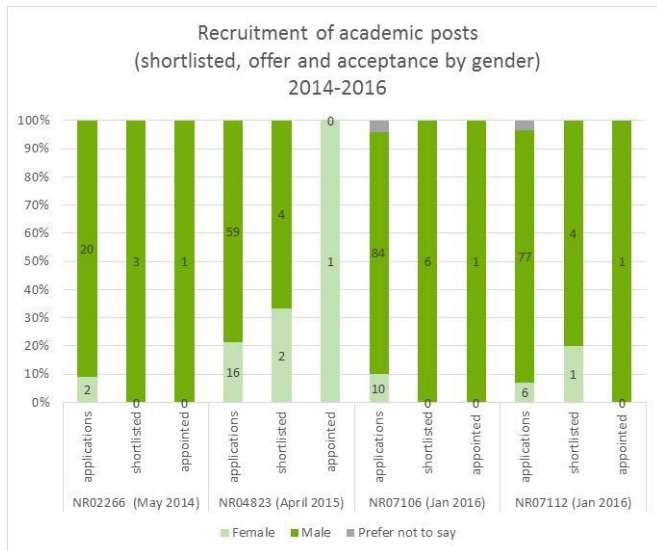
(i) Recruitment

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.

Graph XX and XX below show that our number of female:male academic applications over the 5 year period has been 66/513 (13%) female and 447/513 (87%) male. However, the shortlisted number of female:male has increased since 2014-16 from 3/20 (15%) to 6/27 (22%) in 2017-18. This positive increase is down to an action we put in place in our Bronze Application with the Chair of each appointments committee encouraging more female applicants to apply. We have also seen a 25% increase in the female academic appointments made since 2014-16 from 1/4 (25%) to 3/6 (50%) in 2017-18.

The areas of Computer Science are still very interdisciplinary and you see in Table XXX that particular research groups such as Natural Language Processing and Graphics and Interaction do attract a higher proportion of female applications >20% female:male compared to <14% female:male for the other more theoretical research groups.

This will continue to be addressed by.....



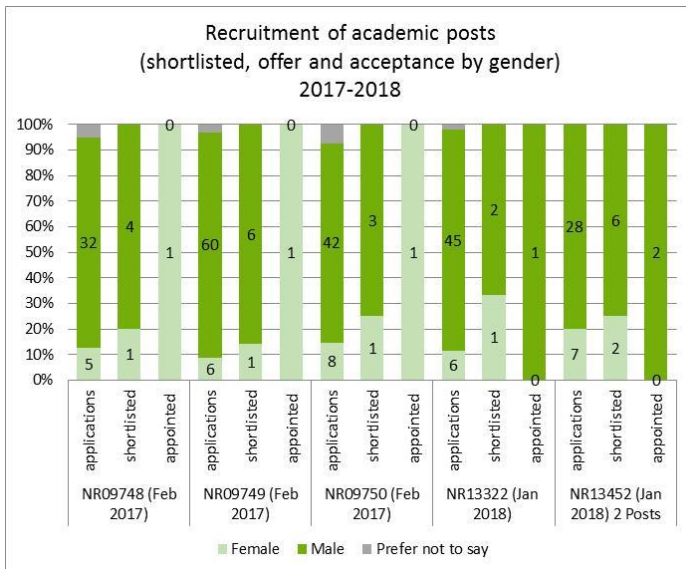


Table XXX

University Lecturer Gender breakdown of applications received by research group 2014-2018

Research Group	Male	Female
Artificial Intelligence	84 (89%)	10 (11%)
Computer Architecture	n/a	n/a
Digital Technology	60 (91%)	6 (9%)
Graphics and Interaction	59 (79%)	16 (21%)
Natural Language Processing	28 (80%)	7 (20%)
Programming, Logic and Semantics	109 (91%)	11 (9%)
Security	45 (88%)	6 (12%)
Systems	62 (86%)	10 (14%)

(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.

CS to Include uptake of induction meetings here..... Its effectiveness is reviewed at each appraisal and from the Staff Survey.

30% of Academic Staff said that their local induction gave them the information and knowledge they need to do their job (Staff Survey 2015).

Initiative

Action 5.1.1: To improve the Induction to the Department by ensuring each new academic member of staff has a 1:1 meeting with the Departmental Secretary

(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.

Initiatives

Action 5.1iii: To improve the awareness of the Senior Academic Promotion Exercise to academic staff by mentioning the scheme at every induction meeting with the Departmental Secretary and to include this in each academics appraisal.

(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 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.

The Department offers an internal Induction Programme for all new starters along with the 'Welcome to Cambridge' induction which is provided by the University's Personal and Professional Development Office. **include uptake stats for 2013-2017**

Our internal induction includes the following:

- An Induction Meeting on the first working day with Line Manager including a tour of the Department and facilities. Our comprehensive Induction Checklist is worked through which provides internal information on the Department. The checklist is designed to be completed by a time line, in order not to overload people with information on their first day and to instigate a weekly and monthly meeting with their Line Manager
- A welcome pack is issued containing information on the Department; including: key contacts, map of the building, IT information, Induction Checklist (containing key information and web links), details of the Family Friendly policies in the Department and information on the Athena SWAN charter.
- Staff are made aware of the HR Practices and Policies including; Dignity@work, Family Friendly Policies, Flexible Working, the Athena SWAN charter, the mentoring scheme and the Occupational Health Scheme
- Staff are encouraged to complete the online Equality and Diversity Courses (E&D Essentials training and Understanding Unconscious/Implicit Bias)
- Staff are made aware of the Personal and Professional Development courses and IT training courses available
- The University's Human Resources Office sends each new starter a copy of the University Staff Handbook, Health and Safety Handbook and an invitation to the 'Welcome to Cambridge' Induction along with their contract of employment.

The effectiveness of the Induction Programme is reviewed and monitored at the 6 month Probation Meeting, Biennial Appraisal, and Staff Survey.

- 89% of Professional and Support staff said that their local induction gave them the information and knowledge they need to do their job effectively compared to 61% for the central University Induction giving them useful information about how the University operates (Staff Survey 2015).

Feedback from Professional and Support Staff

'the majority of the induction checklist was gone through during my first week. I thought the induction was very good and thorough'

'I have always found everyone in the Department helpful and willing to explain things'

'I was given an introduction pack containing all the relevant information on the Department and the position I was to undertake'

(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.

The University currently does not have a mechanism for Professional and Support Staff promotion. We are aware that this is an issue for the University to resolve and was therefore an action for implementation from the University of Cambridge Institutional submission. This lack of provision for promotion opportunities is further highlighted by only 56% of Professional and Support Staff feeling that the career development/promotion processes at the University are fair (Staff Survey 2015).

There is Contribution Increment Scheme run by the University for Professional and Support Staff Grades 1-11 and details of the criteria and application process is circulated annually to staff by the Departmental Secretary. All staff are encouraged to apply and support for staff contemplating applying for an increment is given through their Line Manager.

Initiative:

To continue to make all Professional and Support Staff aware of the annual Contribution Increment scheme and encourage people to apply.

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?

Current training opportunities include:

Academic Staff:

- Personal and Professional Development courses e.g. Leadership Training, Project Management, Recruitment and Selection Skills
- University Computing Courses
- Research Grant Training

Contract Researchers:

- Personal and Professional Development courses e.g. Supervising Undergraduates, Admissions Selection Workshops, Develop your Career: Interview Techniques, Job Search, CV writing and Job Applications
- University Computing Courses
- Transferable Skills courses offered by the Researcher Development Programme Courses e.g. Effective Researcher, Emerging Research Leaders' Development Programme, How to Peer-Review Research Papers

(ask PPD for uptake stats 2013-2017....)

The effectiveness of training is monitored through the feedback received from the biennial appraisal scheme and through the results of our Staff Survey 2015

- *'Very much appreciated that my appraiser made the up-front distinction that this appraisal was career mentoring'*
- *75% of females and 80% of males found their appraisal helped them with their career development*

(Appraisal Feedback, February 2017)

- 78% of academic staff and 63% of contract researchers know where to find information about training and development opportunities.
- 61% of contract researchers have the opportunity to discuss their development needs regularly
- 55% of academic staff and 55% of contract researchers are satisfied with the training and development they receive for their present job

(Staff Survey 2015)

Include uptake stats from PPD office and Questionnaire on career progression which Zohreh and Noa will send out in May.

(ii) **Appraisal/development review**

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

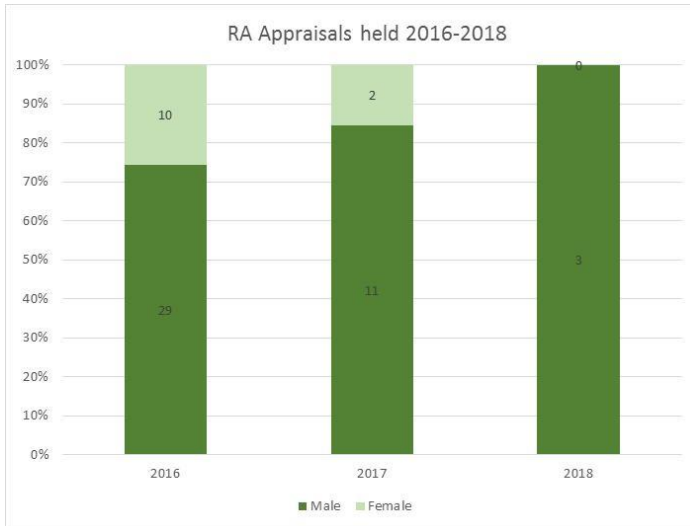
The Department runs a biennial appraisal scheme for contract researchers and academic staff with an academic appraiser outside of their research area. The scheme has received positive feedback:

- 19/20 (95%) of male researchers and 6/8 (75%) of female researchers found their appraisal very helpful/helpful
- 16/20 (80%) of male researchers and 6/8 (75%) of female researchers felt their appraisal helped them with their career development
- 6/8 (75%) of females and 17/20 (85%) of males found having an appraisal with a PI outside of their research group very helpful/helpful
(Appraisal Feedback, February 2017)

- 68% of academic staff and 57% of contract researchers found their last Staff Review and Development Meeting useful (Staff Survey 2015) – do we need to include these stats as well?

The University's Personal and Professional Development Office hold a termly course for Staff Review and Development for Reviewees which all members of staff are encouraged to attend. Details are published on our Staff Development Notice Board.

The Research Staff appraisal scheme was put into operation in January 2016 following an action on our Bronze Award Application. Due to the biennial appraisal scheme beginning in 2016 this resulted in a higher number of staff being appraised in 2016 and the numbers of appraisal held will increase in 2018.



Feedback from Contract Researchers

'The appraisal process was very supportive and conducted in a collegiate atmosphere' (male)

'Very valuable to have the appraisal with someone outside the research group, for a fresh perspective' (female)

'As someone who has recently changed working patterns to help with childcare arrangements, I found the attention that my appraiser placed on my personal situation extremely supportive' (male)

'It was helpful to get another person's perspective on my career' (male)

(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

The following support for contract researchers is available:

University level support

- Personnel and Professional Development Training courses
- Careers Service for Post Docs
- Post Docs of Cambridge Society (PdOC) e.g. helping with career development and information on finding a college affiliation
- Office of Postdoctoral Affairs (OPdA) e.g. Teaching and Funding Opportunities
- Post Doc Induction Event

Departmental support

- The *Ring* (Graduate Association of the Department) The Ring provides information, contacts, help-line services and a social and business events programme to members
- Post Doc Mentoring Scheme for newcomers
- women@CL, a female networking group which hold weekly industry talks, networking opportunities and social events
- Tailored talks e.g. successful scholarship applications and career panels
- Post Doc social tea event held termly

Future Plans

- An '*Introduction to Lecturing for Post Docs*' course is currently under discussion to include as part of the Research Skills Programme
- A shadowing scheme for Post Docs and UTOs is currently being discussed for possible implementation by our Tripos Management Committee

The following support for Academic Staff from the University's Equality and Diversity Office is available:

University level support

- Senior Academic Promotions CV Scheme to encourage and support more female and male academics to apply for promotion within the University

(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).

- Annual Graduate Open Day held in the Department
- 2nd year Careers Talk by University Careers Service held annually
- Annual Careers Panel held in the Department organised by women@CL and open to all students
- Access to University Careers Service
- Careers section in Department Library
- Individual Tours and one-to-one meetings with our Graduate Education Manager

- Weekly TechTalks by Industry Speakers
- Annual Supporters Fair held over 2 days in the Department with representatives from over 80 industry companies

- (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.

Department support:

Our Senior Research Grants Manager and Research and Partnerships Facilitator have produced an internal training guide for Post docs on Finance Training and Guidelines on Research Grants which is available on our internal webpages.

This will be further enhanced by incorporating a session on applying for research grants in our Research Skills Programme. This session will be made mandatory for all Post docs to attend before they can apply for funding.

The University's Research Operations Office also hold a monthly training course on how to set up a research grant costing.

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?

All staff are encouraged to attend courses run by Personal and Professional Development and the University Information Services. Details of courses are circulated termly by reception. And posters are displayed and updated regularly on our Staff Training notice board and on the plasma screens in the atrium ensuring staff are kept well informed. Role specific courses on Finance, Purchasing, Library Management Skills and Building and Environmental Services are also attended by our staff on an ad-hoc basis.

Include photos of notice board and plasma screen here.....

Individual Training needs are identified at the Induction Meeting, Probation Meeting, Biennial Appraisal Meeting and through weekly discussions with Line Managers. All staff are encouraged to complete the online E&D Essentials Training module and the Unconscious and Implicit Bias modules as a matter of course following their induction 30/32 (93%) completion rate for Professional and Support Staff, February 2018.

Bespoke training sessions are also arranged if required i.e. IT training on using Drupal for web editing was held for all Professional and Support Staff in January 2018.

- PPD uptake
- UIS training uptake....
- Finance Training....
- Librarian Training...

The effectiveness of the Training Opportunities is monitored through the Biennial appraisal and Staff Survey.

- 89% of Professional and Support staff said that they know where to find information about training and development opportunities
- 78% said that they are satisfied with the training and development opportunities they receive for their present job

(Staff Survey 2015)

Feedback from Professional and Support Staff

‘Training was put into place immediately to enable me to learn the skills necessary to do the job’

‘My line manager always encourages me to take any courses we feel might be appropriate’

(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.

A Biennial appraisal scheme for Professional and Support Staff is in operation and carried out by each Line Manager.

Do graphs showing uptake here when data has been collected.....

- 90% of Professional and Support Staff found their last appraisal useful (Staff Survey 2015)

Feedback received includes.....

(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.

A new initiative introduced by the Personal and Professional Development Office in January 2018 is the introduction of Mentors for Professional and Support Staff (Induction, Peer and Developmental). Staff are notified that they can request a mentor on their arrival from our Personnel Office at either their Induction Meeting or Probation Meeting. The scheme is also displayed on our plasma screen in Reception. Female staff are also made aware of the University's Women's Staff Network through personal recommendations and advertisements on the Staff Development Notice Board. This network runs a series of termly events profiling the career and career progression of women at Cambridge.

As the Mentoring Scheme is still in its early stages and we are still activity trying to promote this, we can't provide uptake statistics at this point in time.

- 56% of Professional and Support Staff said they think there are sufficient opportunities for career progression at the University (Staff Survey 2015).

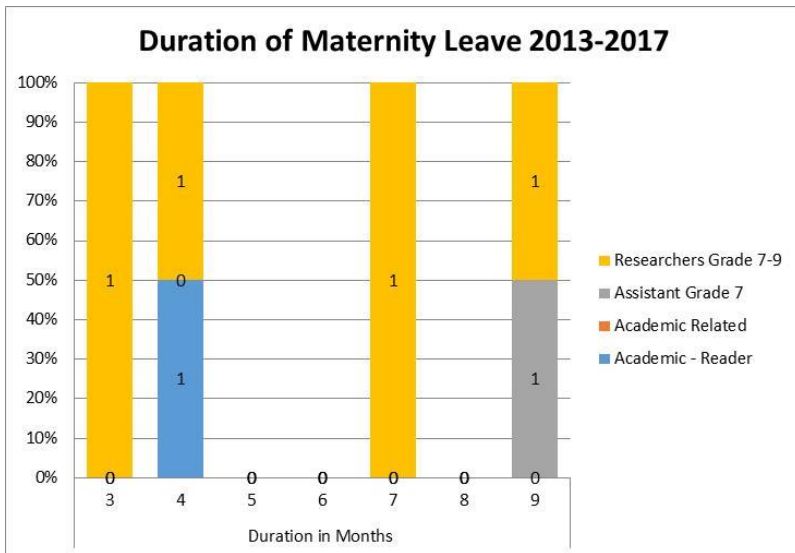
5.5 Flexible working and managing career breaks

- (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.

Maternity return data 2013-2017

Staff Group	Maternity return rate	Proportion of staff remaining in post after return from Maternity Leave
Academic (Reader)	(100%) 1/1	(100%) 1/1
Academic Related	None	None
Assistant (Grade 7)	(100%) 1/1	(100%) 1/1
Researchers (Grade 7-9)	(100%) 4/4*	6 months (0%) 0/4 9 months (25%) 1/4 12 months (0%) 0/4 18 months (75%) 3/4

* The grants which funded all 4 members of staff expired before the return of their maternity leave, so the Department committed to fund the duration of their leave when they returned to work. This was a policy put in place on our Bronze Award Action Plan.

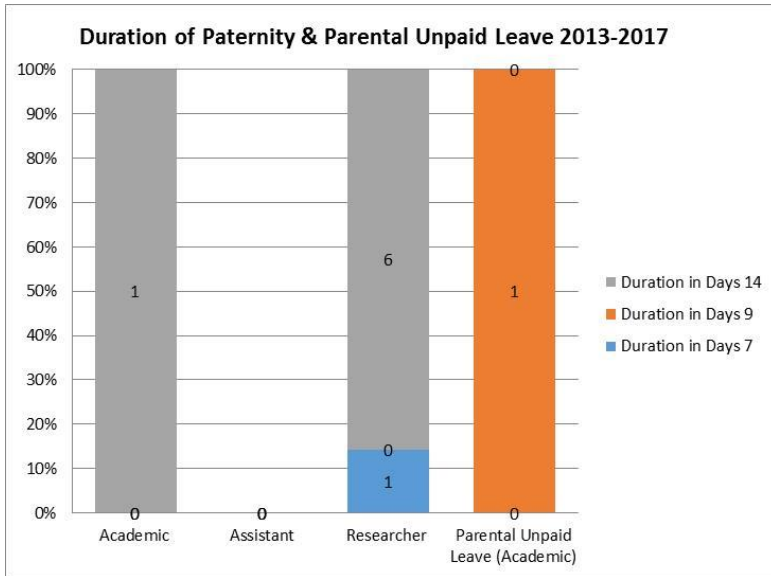


Paternity, shared parental, adoption, and parental leave uptake

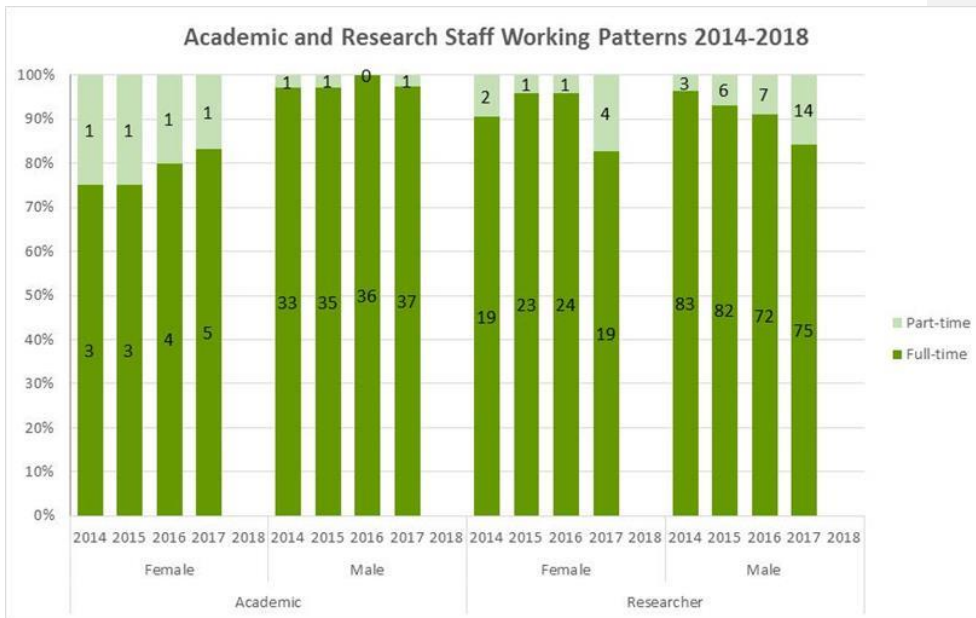
Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

Paternity and parental leave for the period 2013-2017

Paternity Leave	8
Academic	1
Assistant	0
Researcher	7
Unpaid leave – Parental Leave	1
Academic	1



(v) Flexible working
 Provide information on the flexible working arrangements available.



- (vi) **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.

DEPARTMENTAL COMMITTEE		2017/2018	2016/2017	2015/2016	2014/2015
Faculty Board	M Ac	8 (47%)	8 (47%)	8 (47%)	9 (53%)
	Re	2 (12%)	2 (12%)	2 (12%)	0
	ArSu	1 (6%)	1 (6%)	1 (6%)	1 (6%)
	St	1 (6%)	3 (17%)	2 (12%)	0
	F Ac	1 (6%)	1 (6%)	1 (6%)	2 (12%)
	Re	0	0	0	0
Degree Committee	M Ac	8 (58%)	10 (59%)	10 (59%)	11 (65%)
	Re	2 (14%)	2 (12%)	2 (12%)	0
	ArSu	1 (7%)	1 (6%)	1 (6%)	1 (6%)
	F Ac	1 (7%)	1 (6%)	1 (6%)	2 (12%)
	Re	0	0	0	0
	ArSu	2 (14%)	3 (17%)	3 (17%)	3 (17%)
Undergraduate Teaching Management Committee	M Ac	5 (56%)	6 (60%)	6 (60%)	7 (64%)
	Re	0	0	0	0
	ArSu	0	0	0	0
	F Ac	2 (22%)	2 (20%)	2 (20%)	2 (18%)
	Re	0	0	0	0
	ArSu	2 (22%)	2 (20%)	2 (20%)	2 (18%)
Joint Teaching Strategy Committee	M Ac	8 (67%)	8 (61%)	8 (61%)	6 (50%)
	Re	0	0	0	0
	ArSu	1 (8%)	1 (8%)	1 (8%)	1 (8%)
	F Ac	0	0	0	1 (8%)
	Re	0	0	0	0
	ArSu	3 (25%)	4 (31%)	4 (31%)	4 (34%)
Health and Safety Committee	M Ac	1 (12%)	1 (12%)	1 (12%)	1 (11%)
	Re	0	0	0	0
	ArSu	3 (38%)	3 (38%)	3 (38%)	3 (33%)
	F Ac	0	0	0	0
	Re	0	0	0	0
	ArSu	4 (50%)	4 (50%)	4 (50%)	5 (56%)

DEPARTMENTAL COMMITTEE		2017/2018	2016/2017	2015/2016	2014/2015
Appointments Committee*	M Ac Re ArSu	4 (57%) 0 1 (14%)	5 (71%) 0 0	5 (71%) 0 0	5 (71%) 0 0
	F Ac Re ArSu	2 (29%) 0 0	2 (29%) 0 0	2 (29%) 0 0	2 (29%) 0 0
Faculty Promotions Committee*	M Ac Re ArSu	4 (67%) 0 0	4 (67%) 0 0	5 (83%) 0 0	4 (67%) 0 0
	F Ac Re ArSu	2 (33%) 0 0	2 (33%) 0 0	1 (17%) 0 0	2 (33%) 0 0
Ethics Committee	M Ac Re ArSu	2 (40%) 0 1 (20%)	2 (40%) 0 1 (20%)	2 (40%) 0 1 (20%)	2 (40%) 0 1 (20%)
	F Ac Re ArSu	1 (20%) 0 1 (20%)	1 (20%) 0 1 (20%)	1 (20%) 0 1 (20%)	1 (20%) 0 1 (20%)
Outreach Committee	M Ac Re ArSu	2 (40%) 0 0	2 (40%) 0 0	2 (40%) 0 0	2 (40%) 0 0
	F Ac Re ArSu	0 0 3 (60%)	0 0 3 (60%)	0 0 3 (60%)	0 0 3 (60%)
Graduate Education Committee	M Ac Re ArSu	5 (56%) 0 0	4 (80%) 0 0	4 (80%) 0 0	4 (80%) 0 0
	F Ac Re ArSu	2 (22%) 0 2 (22%)	0 0 1 (20%)	0 0 1 (20%)	0 0 1 (20%)
Advanced Taught Courses Committee	M Ac Re ArSu	2017/2018 Merged with Graduate Education Committee	3 (50%) 0 0	4 (67%) 0 0	5 (71%) 0 0
	F Ac Re ArSu		1 (17%) 0 2 (33%)	0 0 2 (33%)	0 0 2 (29%)
Staff Student Consultative Forum (undergraduate)	M Ac Re ArSu St	3 (19%) 0 2 (12%) 3 (19%)	3 (19%) 0 2 (13%) 5 (30%)	2 (14%) 0 1 (7%) 4 (29%)	2 (13%) 0 2 (13%) 2 (13%)
	F Ac Re ArSu St	0 0 4 (25%) 4 (25%)	0 0 4 (25%) 2 (13%)	0 0 4 (29%) 3 (21%)	1 (8%) 0 3 (20%) 5 (33%)
Graduate Students Forum	M Ac Re ArSu St	1 (11%) 0 0 5 (56%)	2 (22.5%) 0 0 4 (44%)	1 (8%) 0 0 8 (67%)	1 (8%) 0 0 8 (67%)
	F Ac Re ArSu St	0 0 1 (11%) 2 (22%)	0 0 1 (11%) 2 (22.5%)	0 0 1 (8%) 2 (17%)	0 0 1 (8%) 2 (17%)
Post-Doc Forum	M Ac Re ArSu	2 (14%) 4 (29%) 0	1 (8%) 4 (31%) 0	1 (9%) 4 (33%) 0	Not in operation
	F Ac Re ArSu	0 3 (21%) 5 (36%)	0 5 (38%) 3 (23%)	0 4 (33%) 3 (25%)	Not in operation

** Secretaries to the Committee (academic-related staff) excluded from membership*

Key

Ac – Academic

Re – Research

ArSu – Academic Related and Support Staff

St - Students

The HoD oversees committee membership in consultation with the Chairs, to maintain a diverse and inclusive membership.

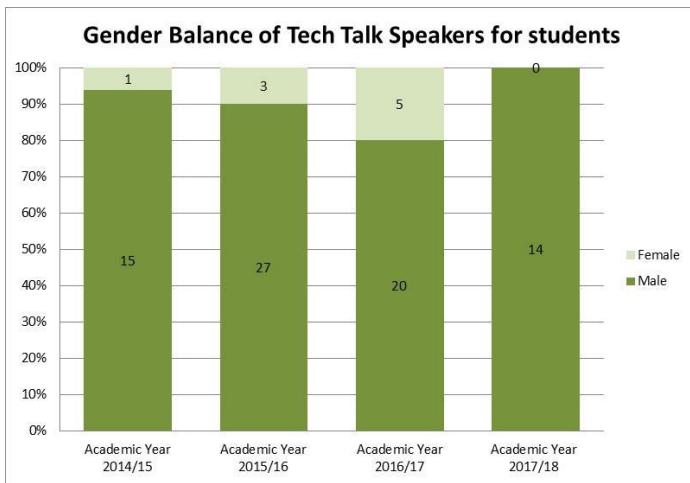
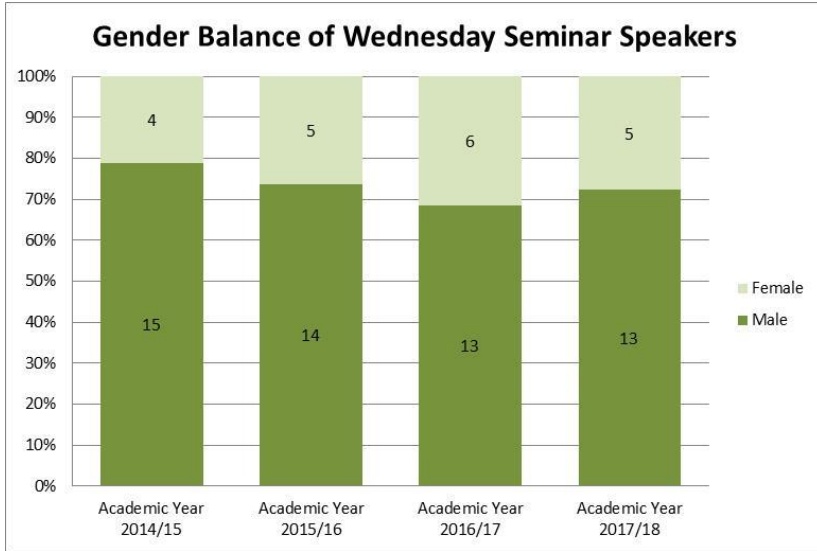
- (iv) **Participation on influential external committees**
How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?
- (v) **Workload model**
Describe 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.

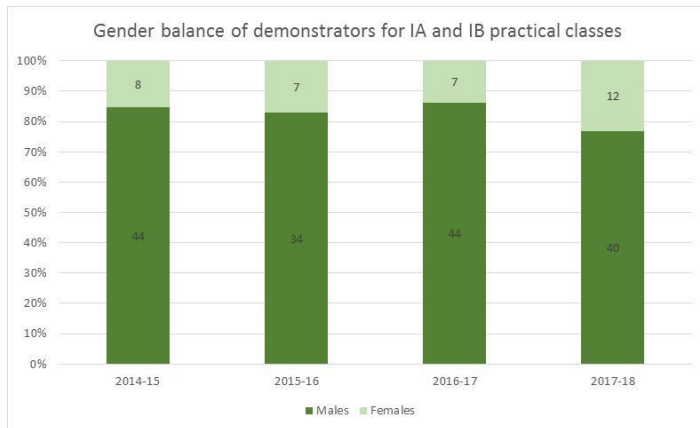
The Weekly Wednesday Seminar time has been adjusted to the earlier start time of 15:15 which will allow staff with child care responsibilities to attend the Seminar. Check this.....

- (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.

A new Admissions video aimed at potential undergraduates has been filmed to include a female academic and a female student to encourage more female students to apply.

Open Day marketing materials now include information on Athena SWAN to potential applicants.





(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.

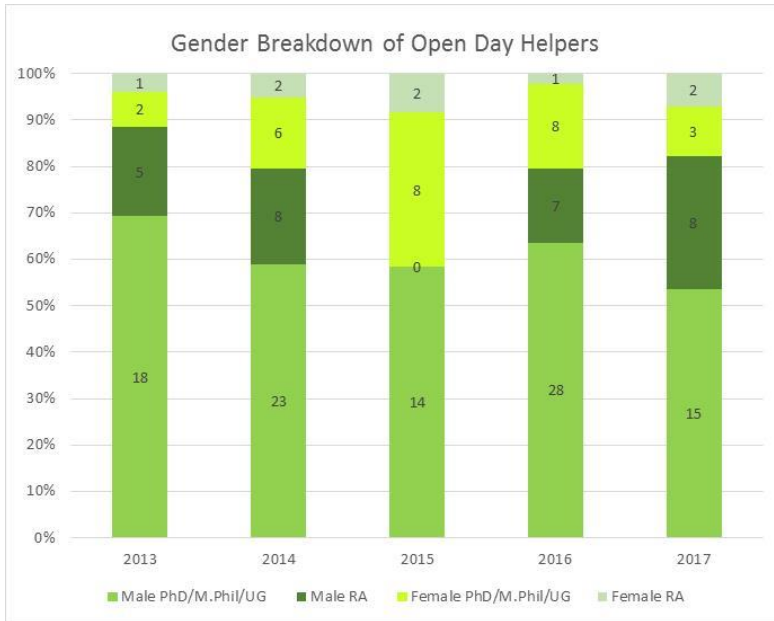
Outreach activities and participation at Open Days are formally recognised in the Department by the Wiseman Award Scheme for individuals who make a commendable contribution to the work of the Department. Recipients can include this Departmental Award on their Curriculum Vitae. Outreach and Departmental contribution also contribute highly in the criteria for promotion to Senior Research Associate and in the Senior Academic Promotion Award Scheme.

Activities which members of our department participate include:

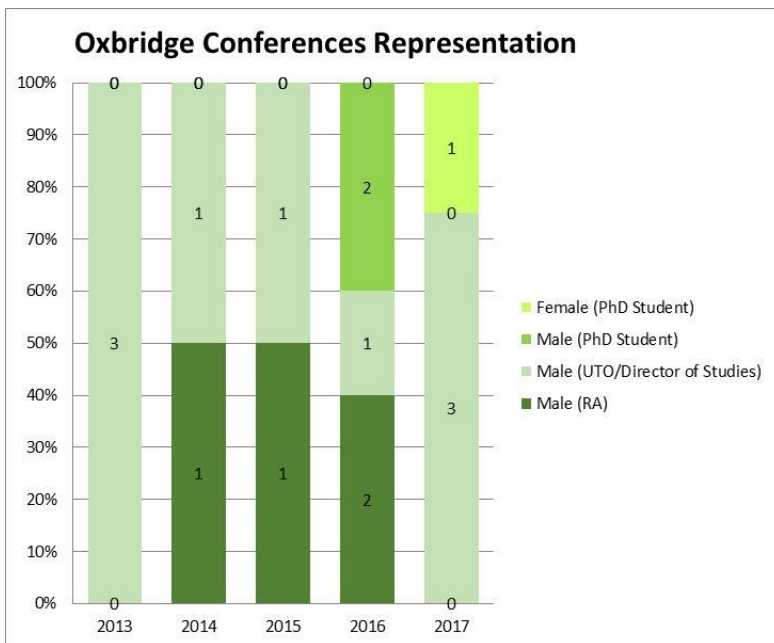
- **Undergraduate Open Days** held over 2 days in July for sixth form and secondary school students. See chart (a) for a breakdown of staff participation. Our female student participation has increased from 3/26 (11%) in 2014 to 5/28 (17%) in 2017.
- **Graduate Open Day** held annually for undergraduate students who wish to study at Masters or PhD level
- **College Open Days** are held throughout the year which our College Directors of Studies participate
- **Sutton Trust Summer School**, a week long summer school held every August for sixth form students who attend and have always attended a state funded school or college in the UK. 3 Academic Staff (male), 3 Research Associates (male) and 3 PhD students (male) are involved with providing the teaching

- **Oxbridge Student Conferences** are held annually and aimed at Year 12 students who have completed their GCSE examinations (or equivalent) and are now undertaking further study. See chart (b) for a breakdown of staff participation. As a result of our Bronze Action Plan, we ensured that our female representation increased from 0/3 (0%) in 2014 to 1/4 (25%) in 2017.
- **Cambridge Coding Academy** run week long project based coding courses in the Department throughout the year for pre-university students which incorporate hands-on activities and challenges. Currently, 1 Senior Research Associate (male) and 1 PhD Student (male) from the Department are part of the teaching team
- **Annual Science Festival** organised by the University's Public Engagement Office. Our Academic Staff participate annually in the annual Cambridge Science Festival. From 2013-2017. 4 academics (female), 2 academics (male) and 2 researchers (male) have taken part
- **British Informatics Olympiad**, an annual competition in computer programming for secondary schools and sixth form colleges organised in the Department by an Academic (male)
- **Raspberry Pi** event held each year in the Department for primary school children. 4 of our Academic Staff (male) participate
- **Cambridge Inter-Ace Cyber Security Challenge** is the biggest security competition for university students in the UK. It is supported by a year-round programme of training and events, including online competitions and workshops. 1 Academic (male), 1 Research Associate (male) and 1 Professional and Support Staff (female) in the Lab are responsible for the development and running of this challenge.
- **women@CL** organise an Oxbridge Conference for Women in Computer Science in conjunction with Oxford University each year. Attendance includes undergraduate and graduate students, postgraduates and academic staff. See chart (c) for an attendance breakdown of events.

(a)



(b)



(c)

