Athena SWAN Bronze institute award application

Name of institute: Diamond Light Source Ltd.

Name of Research Council that governs institute: Science Technology and Facilities Council and Wellcome Trust.

Date of application: 29th April 2016

Date of Institute membership to Athena SWAN: 2nd March 2015

Contact for application: Prof. Andrew Harrison

Email: andrew.harrison@diamond.ac.uk

Telephone: 01235 778811

Institute website address: www.diamond.ac.uk

Athena SWAN **Bronze Institute** awards recognise that in addition to its own formal policies the institute is working to promote gender equality and to address challenges particular to the discipline.

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

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

Sections to be included

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

Our ref: DM-CEO-CEO-LET-0503

Athena SWAN Coordinator
Equality Challenge Unit
Queen's House
55/56 Lincoln's Inn Fields
London WC2A 3LJ

Diamond Light Source Ltd
Diamond House
Harwell Science and Innovation Campus
Didcot
Oxfordshire OX11 0DE
United Kingdom
T : +44 (0) 1235 778811
F : +44 (0) 1235 778449
E : Andrew.harrison@diamond.ac.uk

www.diamond.ac.uk

2nd March 2015

Dear Athena SWAN Coordinator,

Membership of the Athena SWAN Charter

On behalf of Diamond Light Source I wish to apply for membership of the Athena SWAN Charter. ***I confirm*** that Diamond Light Source is committed to working towards the achievement of the Athena SWAN Charter's aims; the advancement and promotion of the careers of women in science, technology, engineering, mathematics and medicine (STEMM) in higher education and research, and the achievement of a significant increase in the number of women recruited to top posts.

I confirm Diamond Light Source's acceptance of the six principles of the Charter:

1. To address gender inequalities requires commitment and action from everyone, at all levels of the organisation.
2. To tackle the unequal representation of women in science requires changing cultures and attitudes across the organisation.
3. The absence of diversity at management and policy-making levels has broad implications which the organisation will examine.
4. The high loss rate of women in science is an urgent concern which the organisation will address.
5. The system of short-term contracts has particularly negative consequences for the retention and progression of women in science, which the organisation recognises.
6. There are both personal and structural obstacles to women making the transition from PhD into a sustainable academic career in science, which require the active consideration of the organisation

I pledge Diamond Light Source:

- to action at institution and departmental levels

- to monitor its progress towards an organisational culture where all can thrive, are equally valued and experience equality of opportunity for career progression
- to provide an annual account of its work and its future plans for improvement

I understand that:

- Information on Charter signatories, the institution's Charter contact person and institutional and departmental holders of bronze, silver and gold SWAN recognition awards will be posted on the Charter website.
- When the institution is accepted into Charter membership it will be given information on the uses the institution and its STEMM departments and faculties can make of the institution's status as a Charter signatory.
- When the institution and its departments receive SWAN recognition they will be given information on the uses the institution and its STEMM departments and faculties can make of the SWAN logos.

Diamond Light Source has nominated Maura Launchbury (E: maura.launchbury@diamond.ac.uk; T: 01235 778718) as its designated Athena SWAN Charter contact. The contact will coordinate internal questions on the Charter and be the conduit for communication with the Athena SWAN Charter.

I confirm that Diamond Light Source understands and accepts the guidance on the Athena SWAN Charter for women in science recently sent. I understand that the guidance may change as the scheme evolves and that our Charter contact will be informed of any such changes.

Yours sincerely

Professor Andrew Harrison
CEO, Diamond Light Source

We have spread the word allocation across the following sections:

DATA ANALYSIS: (980/2000)
SUPPORT FOR ADVANCING WOMEN'S CAREERS: (5444/5000)

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TABLE OF ABBREVIATIONS

Abbreviation	Description
Appraisal	Annual Performance Review
AS	Athena SWAN
Coordinator	Athena SWAN Coordinator
CEO	Chief Executive Officer
CCFE	Culham Centre for Fusion Energy
Diamond	Diamond Light Source Ltd.
DPP	Discretionary Pay Progression
ERC	Employee Representative Council
Exec	Diamond's Executive (Directors and CEO)
F	Female
FCS	Finance and Corporate Services
FWHS	Flexible Working Hours Scheme
HR	Human Resources
ICR	Institute of Cancer Research
LM	Line Manager
M	Male
OT	Opportunities Team
PBS	Principal Beamline Scientist
PDRA	Post-Doctoral Research Associate

Abbreviation	Description
PI	Primary Investigator
PM	Diamond Athena SWAN Project Manager
PRP	Peer Review Panel
SAP	Athena SWAN Self-Assessment Panel
SHEC	Safety, Health and Environment Committee
ShPL	Shared Parental Leave
SMP	Statutory Maternity Pay
ShPL	Statutory Shared Parental Leave
STAG	Scientific Training Advisory Group
STFC	Science and Technology Facilities Council
TOIL	Time off in lieu
User	Any individual who uses our beamlines for in-house research, or external peer reviewed work, or paid for proprietary access.
WG	Opportunities Team Working Group
WISE	A campaign to promote women in science, technology and engineering

Table 1: Table of abbreviations

1. Letter of endorsement from the institute director or chief executive: maximum 500 words

An accompanying letter of endorsement from the institute director or chief executive should explain how the SWAN action plan and activities in the institute contribute to the overall institute strategy and academic mission.

The letter is an opportunity for the institute director or chief executive their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the institute's mission.

Our ref: DM-CEO-LET-0502

Ms. Sarah Dickinson,
Head of Equality Charters,
Athena SWAN Charter,
Equality Challenge Unit,
7th Floor Queen's House,
55-56 Lincoln's Inn Fields,
LONDON,
WC2A 3LQ.

Diamond Light Source Ltd
Diamond House
Harwell Science and Innovation Campus
Didcot
Oxfordshire OX11 0DE
United Kingdom
T : +44 (0) 1235 778811
F : +44 (0) 1235 778449
E : Andrew.harrison@diamond.ac.uk

www.diamond.ac.uk

28th April 2016

Dear Sarah,

As CEO of Diamond Light Source, I give my wholehearted support to our initiative to subscribe to the Athena SWAN (AS) Charter principles, starting with this application for Bronze accreditation, with the clear ambition to achieve Silver in due course.

Diamond endeavours to be a leading edge facility for scientific research, supporting a wide range of users from both academia and industry, thereby delivering benefits to the UK society and economy. To achieve this, it is essential we attract people in STEM roles from the largest possible pool of talent and provide an environment that supports and stimulates staff and students to achieve their full potential. Diamond recognises the need to remove barriers to career development, particularly those that affect women more than men.

Diamond has dedicated AS resources through the permanent appointment of Amy Bryan as Coordinator, supporting the Project Manager (PM), Maura Launchbury, both in the Science Division; and a Self-Assessment Panel (SAP) which draws on enthusiastic representatives from Diamond. As Project Champion, I have a very strong personal commitment to this project. In chairing SAP meetings, I draw on inspiration from my three young daughters and my former colleague, Professor Lesley Yellowlees, who has made a very real difference to gender balance in the School of Chemistry, University of Edinburgh, in providing role models for female scientists. During my time in Edinburgh with Lesley, I recall that as a junior member of that Department, the female: male ratio was very low, and I saw first-hand how hard my female colleagues had to work to succeed.

The AS Survey findings were statistically significant, revealing a gender imbalance across much of our organisation, particularly in more senior roles and on many committees. It also raised significant and disappointing concerns about some working practices that could disfavour women more than men, whilst also revealing that a small, but significant number of staff hold unsupportive and even unsettling views of women in STEM roles. I recognise the importance of these findings and my aim is that Diamond will

develop more progressively, realising far more fully our potential to attract and develop the very best scientists and engineers, allowing employees to thrive to the best of their abilities; men and women alike.

I am committed to taking immediate action to address these issues. I visibly endorse the project aims in communications of AS work both internally and externally; and I am engaging with senior management to address the issues identified that are both within and outside the scope of the project. We have sought further support for AS related activities through knowledge sharing best practice with other AS member institutions and through WISE membership, enlisting their support in delivering Unconscious Bias training and also to perform a review of our policies as a starting point. We continue to engage both internally and externally through an ongoing series of events with inspirational role models to support and raise awareness of gender-related issues.

Yours sincerely,

Professor Andrew Harrison
Chief Executive
Diamond Light Source Ltd

(495/500 words)

2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

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

Diamond's AS project was initiated by Maura Launchbury, a Grade 4 staff member, with the support of the Life Sciences Director. A business case was developed and was approved by the Executive Management Team (Exec). It was launched by the CEO in February 2015 and a PM and permanent Coordinator were appointed.

The SAP (Table 2) represents staff across the organisation including different roles, career stages and seniority. Members are a combination of self-selection and invitation. Initially, the SAP was 21 in number, 13 women and 8 men. As the work progressed we rotated membership and invited more men in senior positions to gain gender balance in the SAP. This also introduced people who could influence the Action Plan delivery. The SAP meets on a monthly basis, chaired by the CEO.

(Section words 131)

SAP Member (Female Male)	Position (Full-time / *Part-time*)	SAP role	AS motivation	Experience of Work/Life Balance
Amy Bryan	***AS Coordinator*** *Grade 5* *Physical Science*	**Coordinator** - Co-responsibility for all sections - Overall responsibility for ensuring Action Plan items are carried out - Ensuring AS informs company decision-making - Links with other AS individuals & networks	- Applied Biology graduate who felt discouraged to continue career in STEM - Extensive experience working in a variety of HR roles supporting staff with STEM careers for 12 years - Practising qualified Coach and Mentor driven by helping women identify and channel their untapped potential - Desire to create fairness around opportunities for career advancement	- Has taken full maternity leave at Diamond - Dual career family - Caring responsibilities for young family and parents
Andrew Harrison	**CEO**	**SAP Chair**	- Strong belief that science is for everyone - Champions equality in STEM - Advocate for equality as a key element in building highly skilled and effective workforce - Supervisor of female PhDs, most of whom found it very challenging to continue in science and maintain work/life balance	- Dual career family, both in research - Experience balancing career and family working in different countries and organisations

John Harvey	**Head of Finance**
	Grade 3
	Finance and Corporate Services
	Full-time
		Management representative
		- Contributor & reviewer of AS application
			- Interested in the potential for Athena SWAN to address:
			  - gender diversity
			  - UK shortage of skilled scientists and engineers
			  - Imperative for a flexible labour market
				- Pharmaceutical industry background
				- Number of senior finance roles in technology & biotech sectors

Laura Holland	**Public Engagement Manager** Grade 5 CEO	**Organisation and Culture sub-group** - Contributor for section	- Has developed several programmes at Diamond for aspiring female students at school and university	- Has twice taken maternity leave at Diamond - Dual career family

SAP Member (Female Male)	Position (Full-time *Part-time*)	SAP role	AS motivation	Experience of Work/Life Balance
Jean Lane	**Experimental Hall Manager** Grade 4 Physical Science	**Organisation and Culture sub-group** - Contributor for section	- Extensive experience working in variety of backgrounds supporting science - Experience in guiding cultural change in organisations	- Benefitted from flexible working
Maura Launchbury	***Project Manager*** *Grade 4* *Physical Science*	**Project Manager for AS** - Has lead AS project since inception - Continue to ensure AS informs company decision making	- Committed to changing the experience for women and minority groups in the workplace both within Science and in Project Management Profession - Vice Chair of Women in Project Management SIG of APM	- Dual career family, successfully applied to reduce hours to work a 4 day week to allow time for caring responsibilities
Claire Murray	**Support Scientist** Grade 6 Physical Science	**Career Development sub-group** - Contributor & reviewer of AS application - AS Panel member in Aug 2015, reviewed 5 applications	- Strong belief that science is for everyone - Works in crystallography where there is a long history of inspirational females & wants to ensure opportunities are open for all - Active contributor to outreach	- Long-term illness requires careful management of time
Julia Parker	***Beamline Scientist*** *Grade 5* *Life Science*	**Key Transitions sub-group** - Contributor for section	- Discouraged by the lack of senior female role models within Diamond	- Has taken maternity leave at Diamond - Dual career family, both in research - Personal experience of promotion at Diamond - Benefitted from flexible working to balance childcare responsibilities
Kristina Penman	**Laboratory Technician** Grade 6 Physical Science	**Organisation and Culture sub-group** - Contributor for section **Contributor to overall application**	- Gender parity in my lifetime - True equality for all in the workforce with regards maternity/ paternity/ caring responsibilities/ work-life balance - To make Diamond a great option for females starting their STEM careers	- Dual career couple, both in research - Early career, working towards career progression - Benefitted from flexibility at Diamond, necessitated by family responsibilities

SAP Member (Female Male)	Position (Full-time *Part-time*)	SAP role	AS motivation	Experience of Work/Life Balance
Guenther Rehm	**Head of Beam Diagnostics Group** Grade 3 Technical	**Management representative** - Contributor & reviewer of AS application	- Experience of giving lectures, supervising PhD students & recruiting – observed how female fraction decreases in STEM subjects - Achieved near gender balance in his own group of six people	- Has taken paternity leave at Diamond - Dual career couple
Paul Steadman	**Principle Beamline Scientist** Grade 3 Physical Science	**Career Development sub-group** - Contributor to section	- Observed unfairness of short term contracts in science which may contribute to fewer women in senior roles	- Has taken paternity leave at Diamond - Dual career family, both in research
Guy Thomas	**Head of Safety, Health & Environment Group** Grade 3 CEO	**Management representative** - Contributor & reviewer of AS application	- Has three daughters which inspired involvement in the initiative	- Has taken paternity leave at Diamond - Dual career family
Mark Tully	**Post-Doctoral Research Associate (PDRA)** Grade 5 Life Science	**Organisation and Culture sub-group** - Contributor to section **Contributor to overall application**	- Wants to see equality in Science - Frustrated in seeing the decrease of women in STEM subjects	- Experience of PDRA at Diamond - Experience of working in pharmaceutical industry and academia
Melanie Vollmar	**PDRA** Grade 6 Life Science	**Flexible Working and Managing Career Breaks sub-group** - Contributor to section	- Personal experience of combining dual careers family and childcare - Experience of prejudice towards girls in childhood and whilst studying at University	- Dual career family, both in research - Caring responsibilities
Martin Walsh	**Life Sciences Coordinator** Grade 2 Life Science	**Key Transitions and Career Development sub-group** - Contributor to section	- Keen to knowledge share professional experiences of working abroad in five European countries and USA - Active research group leader and want to feed experiences into AS - Hoping to learn from AS and help shape next generation of researchers	- Dual career family, both in research - Experience balancing career and family working in different countries and organisations

A special thanks to those staff who contributed to AS at the start of the initiative:	
Left Diamond for new role and promotion opportunity	- Emily Longhi (Grade 4, Senior Insertion Device Physicist, Technical) - Nick Rees (Grade 4, Principal Software Engineer, Technical)
Left the SAP due to other work commitments	- Alice Douangamath (Grade 5, Senior Support Scientist, I04.1, Life Science) - Jon Kelly (Grade 4, Senior Mechanical Project Engineer, Technical) - Eva Gimenez-Navarro (Grade 4, Senior Detector Scientist, Physical Science)

Table 2: Current membership of Diamond SAP

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

The first job of the SAP was to assess HR data to issues and then design of the staff survey to gain insight into individual experiences of working at Diamond, this was followed up with workshops. Two SAP members were involved in AS assessment panels, volunteering as panellists and observers and their learning was shared with the SAP. As the project progressed, Diamond realised the work needed to address the extent of the cultural change required to meet the aims of the AS principles. Recognising this we decided to defer the application from November 2015 to April 2016 (Figure 1).

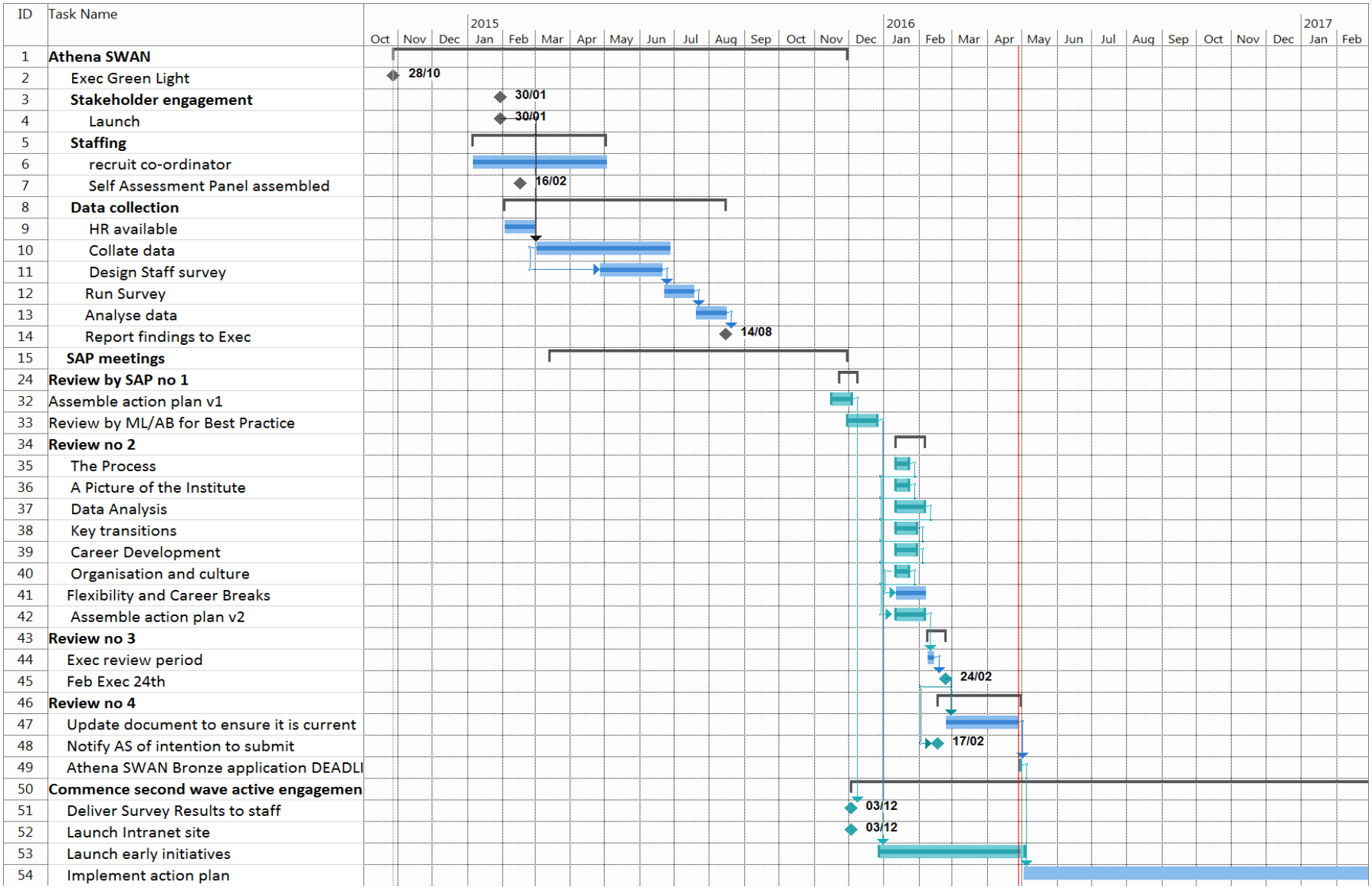


Figure 1: Athena SWAN project plan (ramping up to submission)

Employee Consultation

The survey covered respondent profile, work/life balance, careers, caring, and fairness of opportunity. 391 people, 76% of staff, responded (Table 3). The respondent pool was 25% female and 75% male, which is representative of the organisation. However, 89% of Diamond's female staff responded to the survey compared to 64% of the male staff, which is significant in that it represents more of the female staff voices.

Grade	Total	Response by Division				Responses by Grade (no.)	Responses by Grade (%)
		CEO & FCS	Technical	Life Science	Physical Science		
2 *	8	0	3	2	3	N/A*	N/A*
3	45	6	8	13	18	36	80
4	110	13	59	14	24	85	77
5	234	22	80	55	77	171	73
6	96	20	31	9	36	69	72
7	14	7	6	0	1	5	36
8	6	0	5	0	1	1	17
HR Data Division Numbers	513	68	192	93	160	377	33.5
Total responses by Division		50	149	80	109	76% Company Response Rate	
Total responses by Division (%)		73.5	77.6	86.0	68.1		
Based on final survey data: Division responses, 388 and 3 skipped this question; Grade Responses, 377 and 14 skipped this question							
*Directors and CEO also asked to complete survey as Grade 2s to preserve anonymity.							

Table 3: Respondent distribution by division and grade

The survey asked staff to self-determine whether they are in support or research roles. Female respondents were more likely to describe their role as a research role than male respondents, and overall more than 70% of all respondents were in support roles.

The overall findings of the survey are:

- Diamond is a friendly place to work and there is a feeling of being part of a team
- A majority felt their views were important to their groups
- A culture of long hours exists in some groups
- Diamond has an appraisal process that is followed but could be improved
- A majority feel they have the skills and knowledge to progress in their career, however, many staff feel they will not achieve a promotion at Diamond
- Many staff believe their efforts both in their main roles and in their additional work are unrecognised
- Examples of overt gender bias were reported
- There were small but consistent marginal gender differences, with women reporting a slightly less positive experience at work
- Women feel that maternity/ carers leave will have a negative impact on their career. Proportionally, more women reported this than men.

The survey results informed ten workshops involving a cross-representation of staff. The workshops were organised and facilitated by SAP members. Topics were aligned to the application form.

An additional workshop was run to understand the experiences of PhD students and PDRAs. The workshops and survey results informed the current initiatives and proposed gender-specific interventions comprising the three year Action Plan **(Action 1.3)**. General improvement opportunities identified were passed to relevant management to be addressed.

External Consultation

The PM and Coordinator are actively involved with the AS South East Regional group. The September meeting (Figure 2), coincided with one in a series of talks by female role models, in this instance Prof. Yellowlees, Edinburgh University, one of the first female heads of a chemistry department in the UK and first female president of the Royal Society of Chemistry. This was a highly successful learning and networking opportunity for all in the Group. The SAP found a critical friend in Vanessa McKean, Institute of Cancer Research (ICR), who supported our application review process.

Figure 2: Athena SWAN SE Regional Network with Professor Lesley Yellowlees, Edinburgh

The SAP engaged with all staff groups to create awareness around issues affecting women in the organisation (Section 6). Staff survey findings were shared with directors and all staff at a lunchtime talk, and publicised on the intranet (Figure 3). Findings were also highlighted in the CEO Staff Talk, which was filmed and streamed on the intranet for those unable to attend **(Action 3.9)**.

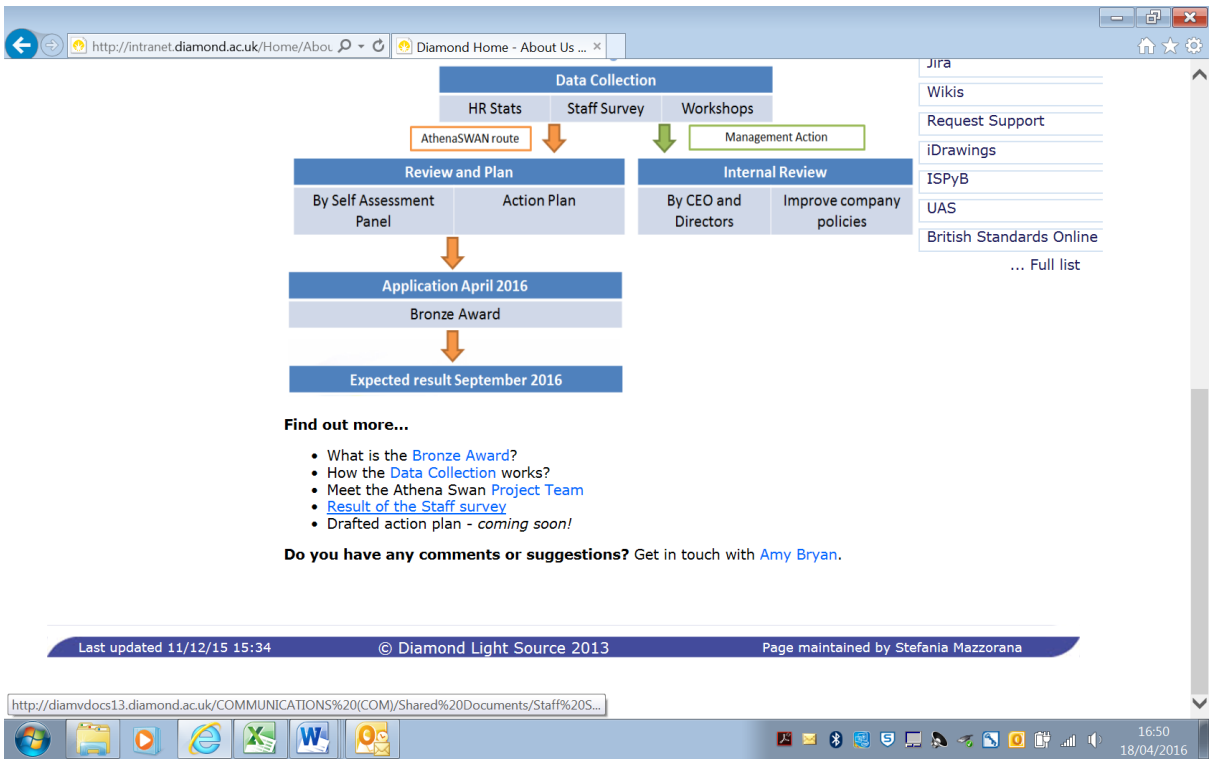


Figure 3: Athena SWAN page on the Diamond intranet site

In early 2016, Diamond joined the WISE Campaign. A series of unconscious bias workshops will be rolled out to for staff with the intention of having an awareness from which to launch the Action Plan **(Action 1.4)**. The SAP is also involved in a Learning at Work Week, organised by Prospect, in May 2016, by promoting coaching and mentoring **(Action 3.6)**; providing an update on the Action Plan **(Action 1.6)**; and supporting an HR Family Friendly Policies Briefing **(Action 4.3.5)** and the Prospect Unconscious Bias presentation. We have also established contact with a team at the Australian Synchrotron and will share benchmarking data with them **(Action 2.3)**.

(Section words 683)

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

The Coordinator will project manage the Action Plan and represent AS throughout Diamond **(Action 1.6)**, with the PM as advisor. The CEO will continue as Project Champion and Chair of the initiative **(Action 1.1)**.

The SAP will become the Opportunities Team (OT) for the delivery of the Action Plan. There will be five working groups (WG; Table 4) responsible for ensuring actions are carried out **(Actions: 1.2; 4.1)**. The OT will meet quarterly and provide a written progress report to the Exec **(Action 1.3)**. Membership will be recognised in Job Descriptions and Appraisals as evidence of the individual's commitment to diversity.

Working Group Categories
Networking
Skills
Policy
Data
Outward (communications and events)

Table 4: Opportunities Team working groups

(Section words 92)

(Total words: 906/1000)

3. A picture of the institute: maximum 1000 words

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

Diamond is the UK's national synchrotron science facility, which scientists use to study the atomic and molecular nature of matter. Diamond is a limited company and is jointly funded by the UK government through Science and Technology Facilities Council (STFC) and by the Wellcome Trust.

How it Works

The Diamond synchrotron accelerates electrons close to the speed of light, using powerful magnets to direct them around the circumference of the 562m ring. The electrons produce very powerful beams of X-rays, in a light that is 10 billion times brighter than the sun. This allows scientists to explore the world in much more detail than they could ever achieve with standard scientific equipment. With these intense beams of light, scientists use techniques such as crystallography, imaging and spectroscopy to unpick the atomic structure and molecular composition of a wide range of matter, including viruses, cancer cells, fragments of meteorites, or nanotech materials, like graphene. This level of understanding allows our users to design better drugs and improve technology and engineering. It also helps us to discover more about the fundamental nature of the world around us.

Access and Operation

Scientists from all around the world access Diamond free of charge through peer review as long as results are published in the public domain. Industrial companies use Diamond through proprietary access.

Successful applicants are awarded time on one of the synchrotron's 28 experimental stations known as 'beamlines'. Each of these beamlines support specific techniques and science areas and each has expert in-house staff to support visiting scientists.

All beamlines can be run concurrently and are in operation 24 hours a day, six days a week. On the seventh day, work is done on essential maintenance and upgrades are carried out. The Diagnostics and Accelerator Physics groups carry out research in order to ensure the accelerators remain world leading. The accelerators and the beamlines must work in partnership to ensure that Diamond remains cutting edge, delivering world class science.

Scientists are constantly using the facility and, as a result, Diamond has over 9000 user visits every year. These visiting scientists come from hundreds of UK and international universities and over 90 industrial companies, and from institutions like the Mary Rose Trust, the British Library and the Tate Gallery.

Diamond's dual role as a user facility and a research institute creates an unusual set of pressures for staff working in research roles and roles supporting research. The facility has a schedule of 24 hour operation during runs, and many roles have 'user support' as a key priority, with individual research taking a lower priority. User support, either physically at the beamline or 'on call' at unsocial hours is shared between all team members. The scheduling for this 'on call' time, and the necessity to have full 24 hour provision, varies between beamlines.

There is a tension, particularly in support roles, between performing user support, while maintaining an active research portfolio. Support roles are explicitly not research roles, but there is recognition that many staff in support roles have a desire to maintain an active research life, and that in order to progress internally or externally, this is advantageous to their career.

Staff and Governance

Diamond has approximately 570 Diamond staff (F: 21%, M: 79%) from over 40 different countries. The organisation is divided into four divisions (Figure 4) staffed by a huge variety of people (Table 5) with the diverse skills that are necessary to run a world leading science facility:

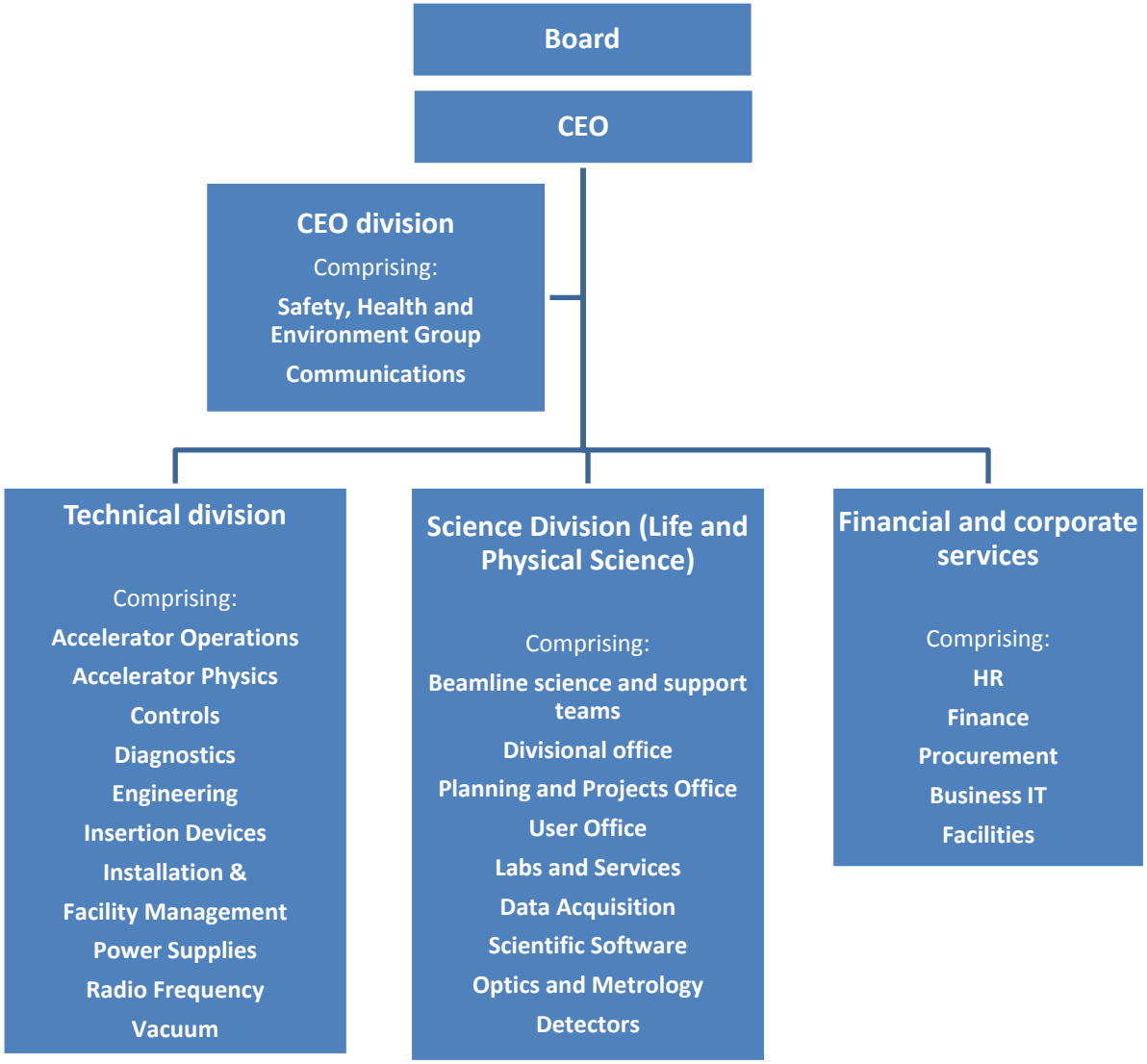


Figure 4: Organogram showing division composition

Examples of positions at each Grade (blue indicates beamline team members)		
Grade	**Example Role**	**Typical Examples of Accountabilities**
2	**Division Coordinators** **Head of Engineering**	▪ For STEM roles, equivalent to: Head of Department, Professorial level appointments ▪ Responsible for: leading a large Group, co-ordinating and integrating Group operations which have an impact across the whole organisation ▪ Provides highest level of technical lead for a broad area of expertise ▪ Integral part of development and implementation of policy and approach across a whole division
3	**Principal Beamline Scientist** **Principal Software Engineer** **Head of HR** **Head of Communications** **Head of SHE**	▪ For STEM roles, equivalent to: Professorial level appointments ▪ Technical lead for area of expertise, developing policy and approach for the Group ▪ Responsible for: leading a small Group, co-ordinating and integrating Group operations with other Groups across the division ▪ Leads on: development and implementation of new systems, approaches and tools to achieve the Group goals
4	**Head of Mechanical Facilities** **Engineer / Senior Mechanical Project Engineer** **Senior Beamline Scientist** **Programme Manager** **Experimental Hall Manager** **Financial Accountant**	▪ For STEM roles, equivalent to: Reader and Lecturer levels ▪ Input to: design and development of new systems ▪ Responsible for: leading implementation of significant projects relating to the systems within Diamond ▪ Providing professional advice to support the organisation ▪ Co-ordinates people and financial resource to deliver work on time and within budget

Grade	Role	Typical Examples of Accountabilities
5	**Electrical Design Engineer** **Software Engineer** **Senior Operations Technician** **Beamline Scientist** **Senior Support Scientist** **PDRA** **Senior Technicians** **HR Advisor** **Planning Officer**	▪ Responsible for: supporting more senior roles in designing, developing and maintaining Diamond beamlines, systems, equipment and processes ▪ Required to: work on the development of new tools, relationships, or events to support and promote the beamlines ▪ Responsible for: pursuing a programme of scientific research ▪ Responsible for: advising on application of Diamond policies and procedures
6	**Graduate Engineers** **Technicians** **Support Scientist** **PA** **IT Helpdesk Analyst**	▪ Responsible for: assisting with the implementation, maintenance and support of equipment, systems and support processes within Diamond ▪ Using specialist knowledge of: Diamond processes, procedures and systems to provide information, and analyse and resolve problems or queries

Grade	Role	Typical Examples of Accountabilities
7	**Goods Handling Operatives** **User Office Assistant** **Accounts Assistant** **Crane Operator/ Rigger** **Purchase Order Administrator**	▪ Responsible for: providing administrative support to other Diamond employees and to users ▪ Supporting specialist support processes; or ▪ Operating simple machinery within the facility
8	**Lead Cleaning Operative** **Cleaning Operative**	▪ Responsible for: using simple tools and equipment; or ▪ Undertaking simple manual work to support others in the completion of their tasks

Table 5: Examples of positions at each Grade, excluding Directors and CEO, informed by company document

Science Division

Science staff are responsible for supporting visiting scientists in their research and many undertake their own research. They provide expertise and training in how to use synchrotron beamlines and they also contribute to projects by suggesting new approaches and capabilities that could support the work.

Scientific role holders are expected to have PhD level qualifications or equivalent experience.

Science Division support groups:

There are non-scientific professional support groups and specialist scientific groups in Science Division. The latter have research portfolios in addition to their support roles.

Beamline teams:

Staff are associated with specific beamlines, led by a Principal Beamline Scientist (PBS). Each PBS has a staff of between six-eight, Table 6: There are two career pathways in existence to the senior level for Support and Beamline Scientists. However, progression between the pathways is prevented by the Support Scientist roles not having a research remit.

Role	Grade	Description
Permanent Roles		
Principal Beamline Scientist **(Senior Management)**	3	▪ For STEM roles, equivalent to: professorial position within the university system ▪ Overall responsibility for beamline team (management and group lead) ▪ Independent research activities potentially at an international level/ Primary Investigator level
Key Transition boundary to Senior Management		
Senior Beamline Scientist	4	▪ User support, beamline development and active research responsibilities ▪ Usually line manage junior staff, or supervise PhD students ▪ Publication record in refereed journals of good standing for the applicant's research area and a wide respect among peer researchers external to Diamond* ▪ Major contributor to the beamline that has enhanced its capability or opened up an area to new users* ▪ Acquired expertise within Diamond, for example, in an area which can be utilised across a number of beamlines*
Beamline Scientist	5	▪ User support ▪ Usually line manage junior staff, or supervise PhD students ▪ Publication record of independent research through collaboration with in-house staff and users* ▪ Contribution to development of a major new item of equipment or build of a new beamline*

Key Transition in Research Career		
Senior Support Scientist	5	▪ No independent research remit, although collaborative research with users and staff is encouraged ▪ Can supervise undergraduate placement students (3 and 12 months) ▪ Local contact support to users over a sustained period (typically 3 years), including responsibility for all aspects of the users' requirements* ▪ Expertise in a scientific field such that the Support Scientist is able to prepare publications with collaborators* ▪ Working with other beamline members to improve or develop the beamline*
Support Scientist	6	▪ Support staff have responsibilities in user support and beamline development ▪ No independent research remit, although collaborative research with users and staff is encouraged
Senior Technicians/ Technicians	5/ 6	▪ Provide essential mechanical and electrical technical support for the beamline ▪ Each beamline has its own mechanical technician, but usually shares electrical technical support with several similar beamlines
Fixed Term Roles		
PDRA	5	▪ Have an independent research remit within the constraints of the beamline ▪ Fewer responsibilities in user support ▪ May also have collaborations with users or the community ▪ Can supervise undergraduate placement students (3 and 12 months)
Non-Staff		
PhD students**	N/A	▪ Students will typically spend up to 50% of their time at Diamond

Table 6: Beamline team roles

***Referencing the 'Science Career Pathways' company document.**

****NB: Diamond is not an awarding body, but co-supports active studentships, in partnership with universities around the UK**

Technical Division

The Technical Division is responsible for installation, maintenance and development of the accelerators, storage ring and the facility infrastructure. The division is also engaged in building new beamlines, liaising with scientists to deliver their requirements for beamline capabilities. The staff comprises scientists, mechanical and electrical engineers, software engineers, and staff operating and maintaining building services/building fabric in the facility. Certain roles in this division need to support 24 hour operation for users. The Diagnostics and Accelerator Physics groups in particular have research portfolios, but any of the groups may publish depending on the nature of the projects which they undertake.

CEO and FCS Divisions

Diamond's CEO and FCS Divisions support all other aspects of the company's business. Departments include Finance, Procurement, Business IT, Communications and Human Resources (HR), and also the Industrial Liaison group, whose staff retain active research collaborations. These departments work with the scientists to support the continued operation of the facility and ensure its success from a business and logistics perspective.

Facilities

Diamond is in a rural location near Didcot, Oxfordshire on the Harwell Campus, host to some of the UK's major scientific facilities. There are good public transport links, free parking, an on-site restaurant and library facilities. Employees are eligible to join the RAL Recreation Association which provides recreation, athletic and social facilities. Diamond staff have access to an STFC on-site nursery.

(Section words: 951/1000)

4. Data analysis: maximum 2000 words

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

Student Data

NB: All annual data in this section has been adjusted to be academic years – so data referring to the 2012-13 or 2012 year represents the year commencing 1 September 2012. The final year in the statistics ends 31 August 2015.

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

Although Diamond is not a degree awarding body, we play an important part in training future scientists, PhD students are co-hosted with a large number of universities. Just over half of all students have a nominal time split of 50:50 between Diamond and their home University over the length of their PhD, but the ratio varies between 100% at Diamond and single 3 month visits. There has been steady growth in female Physical Sciences students (Figure 5), although general numbers are too small to identify trends over 3 years (Figure 6 and Table 7).

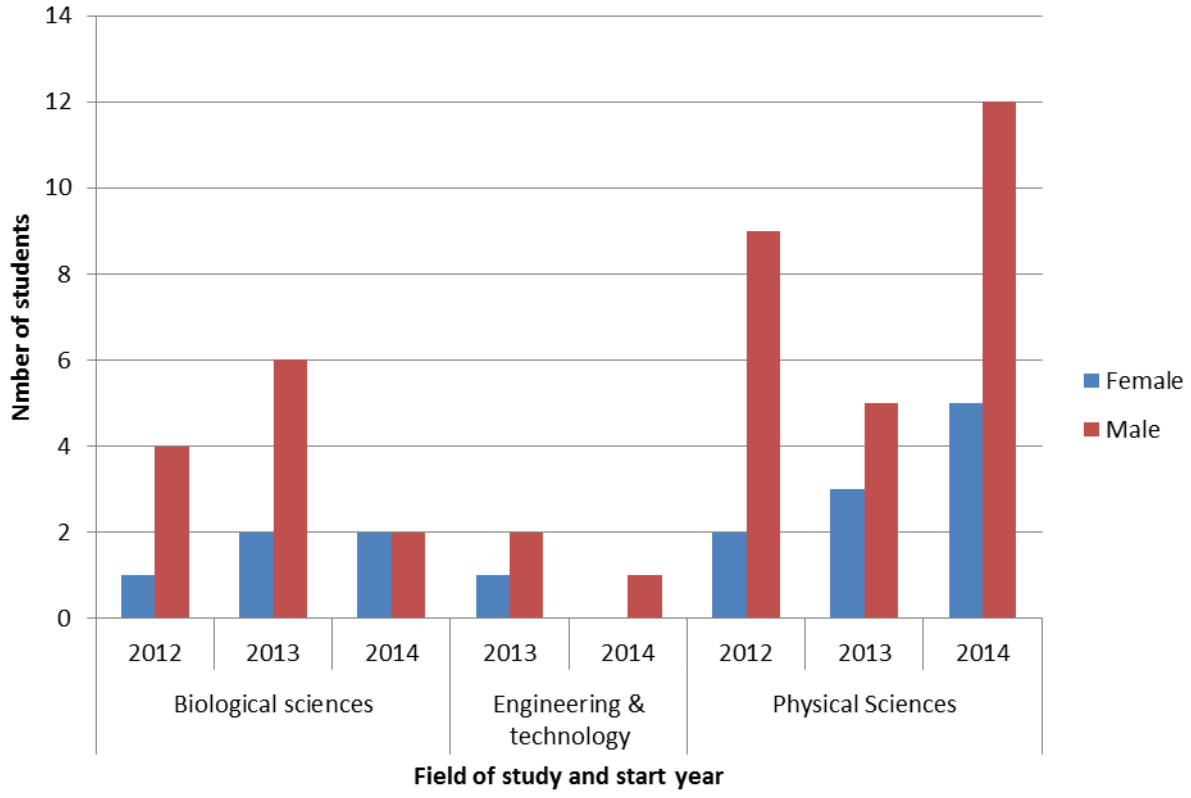


Figure 5: Number of male and female PhD students starting over past three academic years

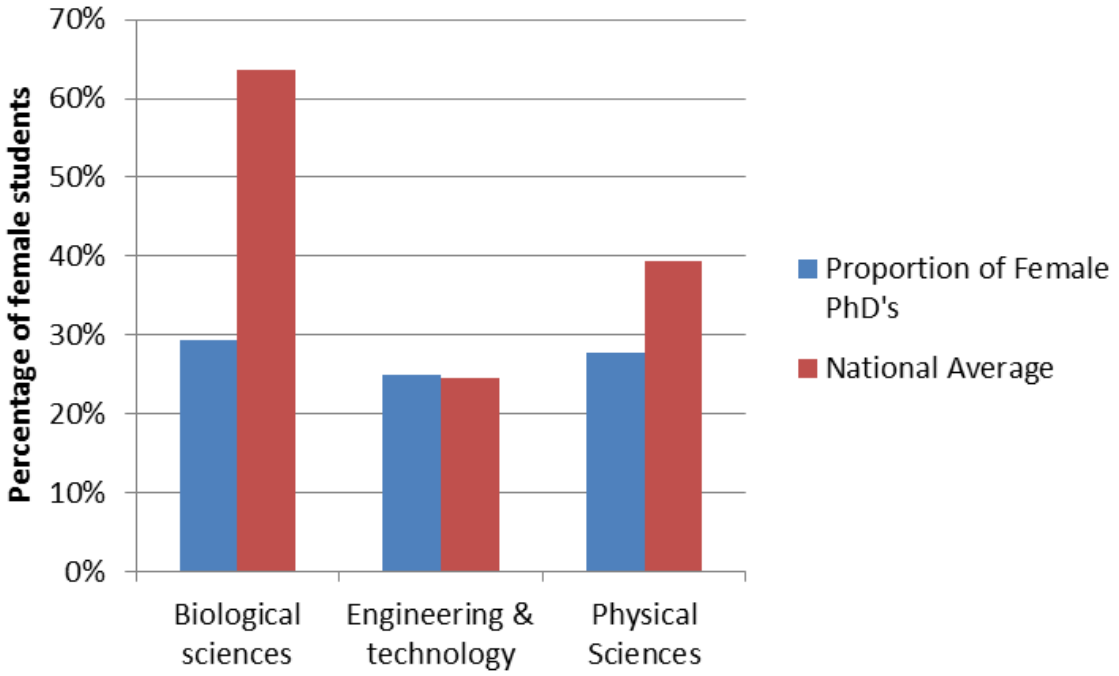


Figure 6: Percentage of female PhD students (summed over last 3 years) against 2013-14 national averages

Field of Study	Female PhD's	National Average	Difference
Biological sciences	29%	64%	-34%
Engineering & technology	25%	24%	1%
Physical Sciences	28%	39%	-12%

Table 7: Percentage of female PhD students (summed over last 3 years) against 2013-14 national averages[1]

Diamond has a lower percentage of female students than the national average in Biological and Physical Sciences, but numbers are relatively small and we have little control over our intake. We will be informing our partner institutions of this discrepancy and will continue to monitor to remedy this ratio **(Actions 4.6)**. We recognise that science roles at Diamond are highly technical and that synchrotron science is male dominated and that women may feel isolated in this environment. This isolation coupled with the fact that many PhD students also find difficulties with finding affordable accommodation in the area and being away from their home institution may deter women from considering a placement at Diamond. We have developed action points to develop a more supportive culture for students in the duration of their period at Diamond **(Actions: 3.6; 3.8)**. **(Section words 226)**

[1] National figures from Higher Education Statistics Agency:
https://www.hesa.ac.uk/dox/pressOffice/sfr210/071277_student_sfr210_1314_all_tables.xlsx

(ii) **Visiting students more than 6 months: male and female numbers** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline or topic area. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

In the past academic year, Diamond has employed three undergraduate students on 12 month work placements. These have all been male and in Software and Computing roles.

Year	Male	Female	Total	% Female visiting scientists
2012	25	10	35	29%
2013	30	7	37	19%
2014	21	10	31	32%

Table 8: Number of unescorted visitors (*i.e.* those who have completed a Diamond induction) by gender over the past 3 years

We define Diamond's Visiting Scientists as: students, researchers and employees of third parties with terms ranging from days to years. Table 8 above details all unescorted visitors. These agreements are put together to govern the visitor's access (which is required for access to some areas of the site). This metric highlights the growing concern that there is an underrepresentation of female visiting scientists, which is in line with that observed in Diamond's female staff and student population. We are committed to ensuring that women in STEM roles feel encouraged to work at Diamond through better outward representation of women **(Actions: 2.5*;* 2.6)**. **(Section words 104)**

(iii) **Ratio of applications to offers and acceptances by gender for visiting students more than 6 months, and for postgraduate research degrees** – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.

Diamond does not currently keep track of this information as we are not an awarding body. We keep a record of the Athena SWAN status of our partner organisations and to date they are all members of the charter and all but one has at least a bronze award. **(Section words 49)**

(iv) **Research degree submission rates by gender** – comment on any differences in submission rates between males and females and describe what actions are being taken to address any imbalance.

See (iii)

(Section words 2)

(v) **Time taken to complete research degree by gender** – comment on any differences in research degree completion time between males and females and whether any breaks were needed e.g. maternity/paternity leave, career break.

Currently Diamond expects the partner institutions to monitor this data within their AS statistics. However, we recognise the need to introduce supportive interventions around pastoral care, career development, and make greater investments into improving networking opportunities, to ensure that the females we have stay encouraged and inspired to develop their science careers. A new skills and education initiative expects to mature the relationships with partner insitutions and become a more active partner in ensuring success of studentships.

(Section words 77)

(Student Data section words – 458)

Staff data

NB: All annual data in this section has been adjusted to financial years, April to March. The final year in the statistics ends 31 March 2015.

(vi) **Female:male ratio of all academic staff (including teaching academics) and research staff –** where suitable include post-doc, tenure track or fixed-term scientists and tenured scientists and different grades. Comment on any differences in numbers between males and females, benchmarked against national averages and say what action is being taken to address any underrepresentation at particular grades/levels.

Diamond staff numbers have grown significantly over the last 3 years and there has been no significant change in gender balance in favour of women (Table 9).

Division	2013		2014		2015	
	Male	Female	Male	Female	Male	Female
Science	**77%** (197)	**23%** (58)	**81%** (203)	**19%** (48)	**81%** (212)	**19%** (51)
Technical	**93%** (160)	**7%** (12)	**92%** (170)	**8%** (14)	**91%** (178)	**9%** (17)
Industrial Liaison	**43%** (3)	**57%** (4)	**43%** (3)	**57%** (4)	**33%** (2)	**67%** (4)
CEO + FCS	**43%** (25)	**57%** (33)	**38%** (21)	**62%** (34)	**46%** (32)	**54%** (38)
	78% (385)	**22%** (107)	**80%** (397)	**20%** (100)	**79%** (424)	**21%** (110)

Table 9: Increase in staff numbers between 2013 and 2015, showing gender ratio

Currently we do not categorise staff roles beyond organisation divisions, but plan to do so going forward by allocating them to STEM or non-STEM **(Action 2.1.2)**, also the definition of a research role is now being addressed by the Concordat[2] Working Group, supported by the AS initiative. The survey asked staff to self-categorise their role (Table 10), 24% of staff (93) declared themselves to be in a 'research' role. Women make up 29% of the STEM role holders (self identified, see earlier section), which are predominantly in the Science and Technical Divisions. This is significant in comparison to Culham Centre for Fusion Energy (CCFE), with only 19%.

[2] The UK Concordat to Support the Career Development of Researchers is an agreement between funders and employers of research staff to improve the employment and support for researchers and research careers in UK higher education

Division	Female researchers	Total researchers	Percentage Female researchers
Physical Sciences	13	47	28
Life Sciences	10	33	30
Technical	2	11	18
FCS	0	0	0
CEO Office	2	2	100

Table 10: Distribution across divisions of female survey respondents that declared themselves as 'research' staff

The graphs in this next section show percentage of total staff by grade in each division.

Science Division:

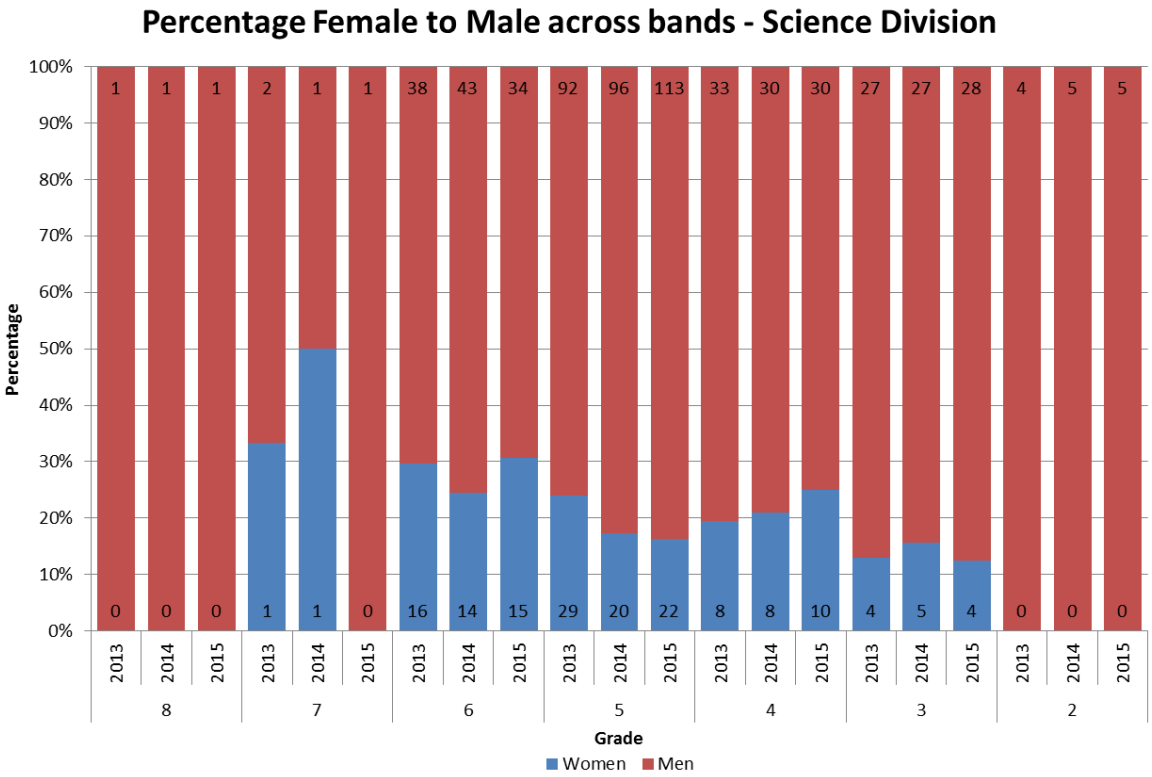


Figure 7: Percentage of staff in grade by gender over the past 3 years in Science division

In the Science division, there are very few women in post at senior grades (1, 2, and 3) and there has been little growth in number of opportunities for all staff to progress at these levels over the past 3 years (Figure 7) because of low staff turnover. The proportion of women in the middle and junior grades (4, 5 and 6) is increasing which is encouraging. However, since there are limited opportunities for promotion within Diamond, we need to ensure we make creative provision for individuals to develop their skills across Diamond through training, conference attendance, secondments and job shadowing **(Actions: 2.4; 3.1.1; 3.1.2; 3.2; 3.3.1; 3.3.2; 3.4.1; 3.6; 3.9; 4.7)**.

Technical Division:

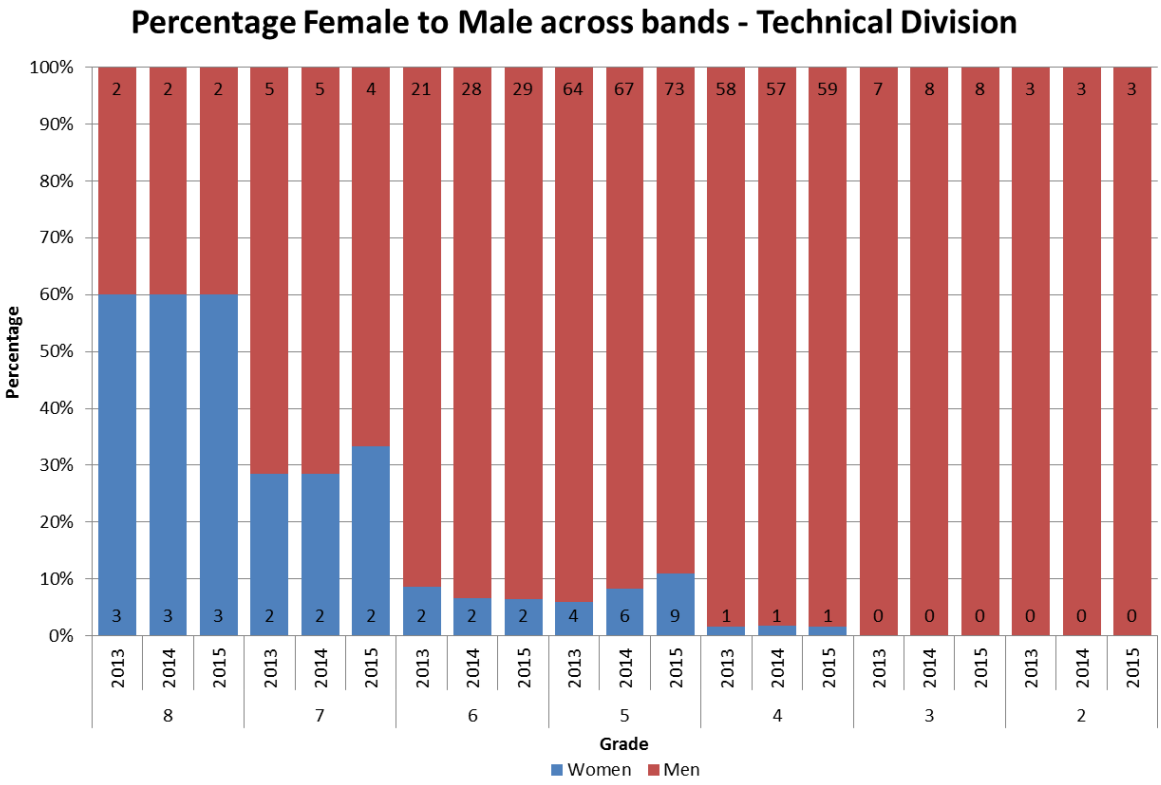


Figure 8: Percentage of staff in grade by gender over the past 3 years in Technical division

The Technical division has a very high percentage of men in posts across all grades with only 17 female staff in total (Figure 8) and no senior women. There are only 5% of female staff (11/206) in STEM roles compared to the national figure of 15% reported by WISE in February 2014 (Table 11).

Very few women apply for roles advertised in the specialities in this division and we are addressing this by reviewing our recruitment process and rolling out the unconscious bias training for all staff **(Actions: 1.4; 4.2)**.

Role Title	Grade
Support Roles	
Personal Assistant	6
Maintenance Administrator	7
Administration Assistant	7
Lead Cleaning Operative	8
Cleaning Operative x2	8
Scientific Roles	
Beam Diagnostics Physicist	5
PDRA in Accelerator Physics	5
Technician Roles	
Senior Insertion Devices Technician	6
Vacuum Instrumentation Technician	6
Engineering Roles	
Assistant to Buildings & Services Design Coordinator	5
Electrical Design Engineer / Draftsperson	5
Mechanical Project Engineer	5
Systems Modelling & Analysis Engineer	5
ICT Roles	
Software Systems Engineer x2	5
Computer Systems Administrator	5

Table 11: Roles in the Technical division performed by individual female staff

Industrial Liaison Team:

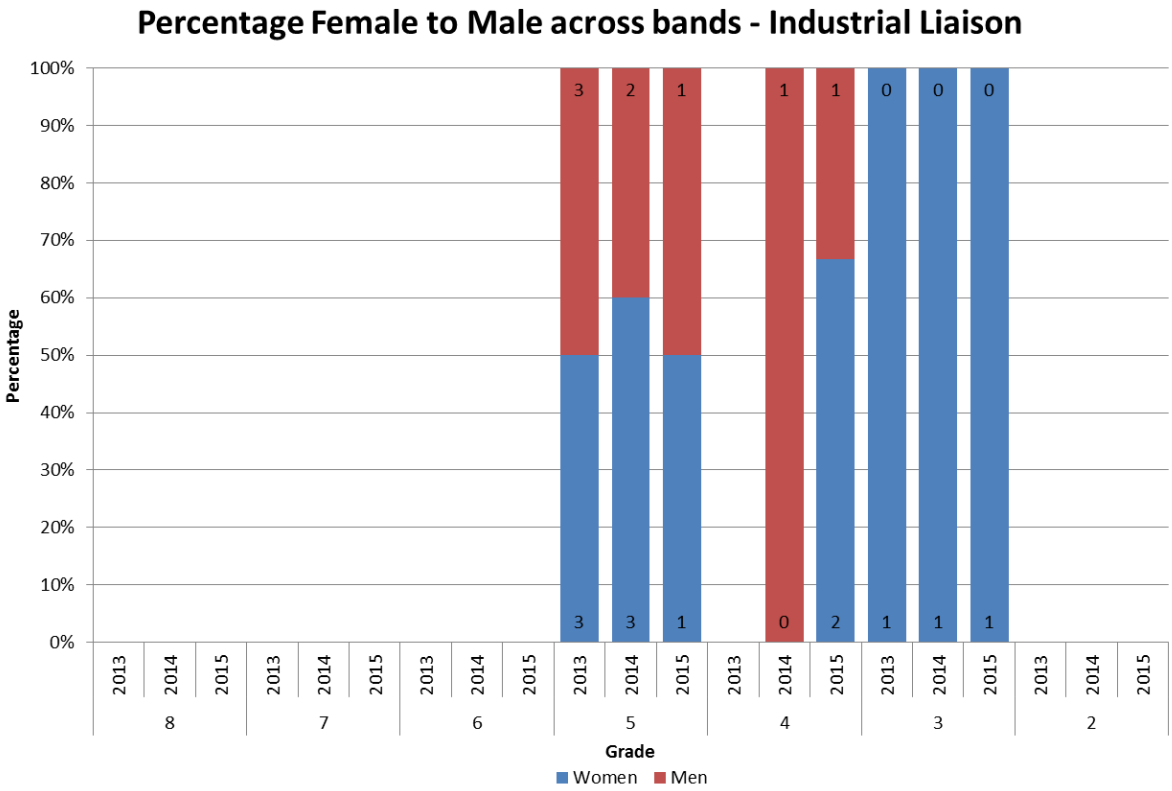


Figure 9: Percentage of staff in grade by gender over the past 3 years in Industrial Liaison area of the CEO division

There is no significance in the female: male ratio in this group and it is notable that the Grade 3 Group Leader is female (Figure 9).

(Section words 444)

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

The graphs below (Figures 10 and 11) shows turnover for fixed-term and permanent contracts. Fixed term contract role holders typically include: PDRAs, contract software programmer, contract Project Manager.

The number of permanent female staff leavers are too small to draw any useful conclusions about trends but steps are being taken to collect better exit data in future **(Actions: 2.1; 2.3; 3.3.3; 4.5.2)**.

In summary the key attrition points for females in Diamond is the step from Grade 4 to Grade 3 (Section 5.b.ii).

(Section words 78)

(Staff Data section words – 522)

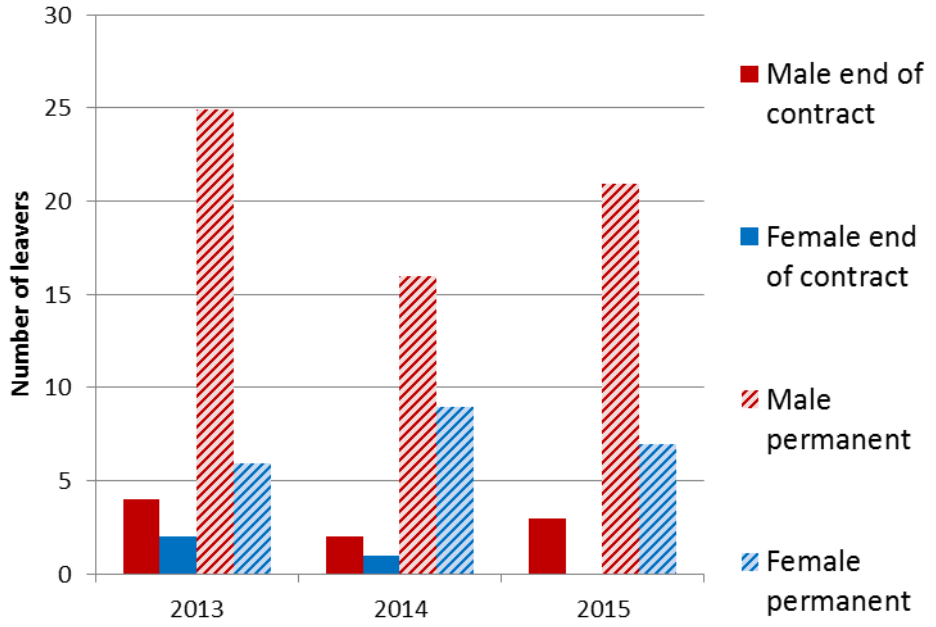


Figure 10: Number of leavers by year in absolute terms

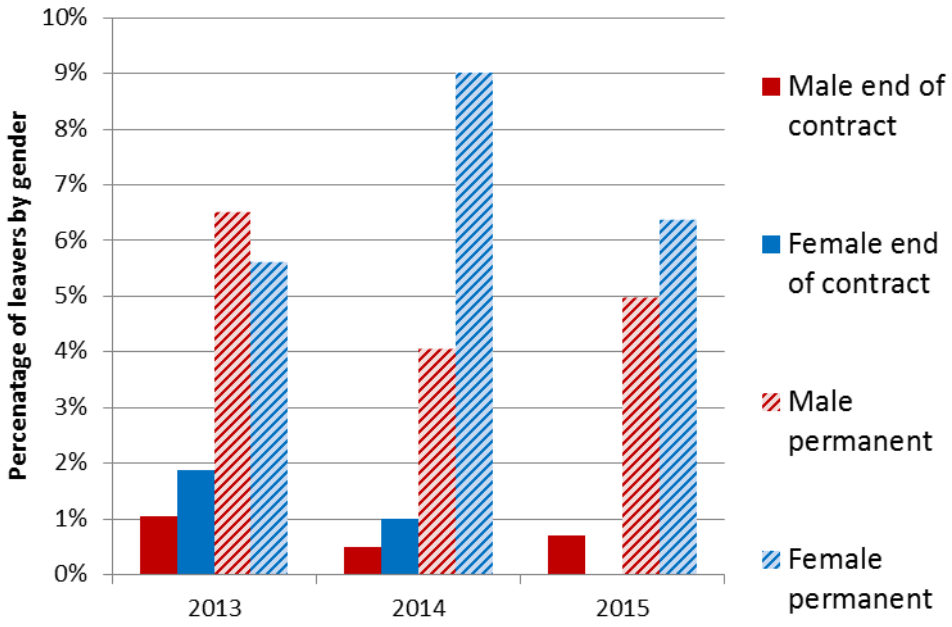


Figure 11: Percentage of leavers by year - as a percentage of total staff of that gender, and in absolute terms

(Total words 980/2000)

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

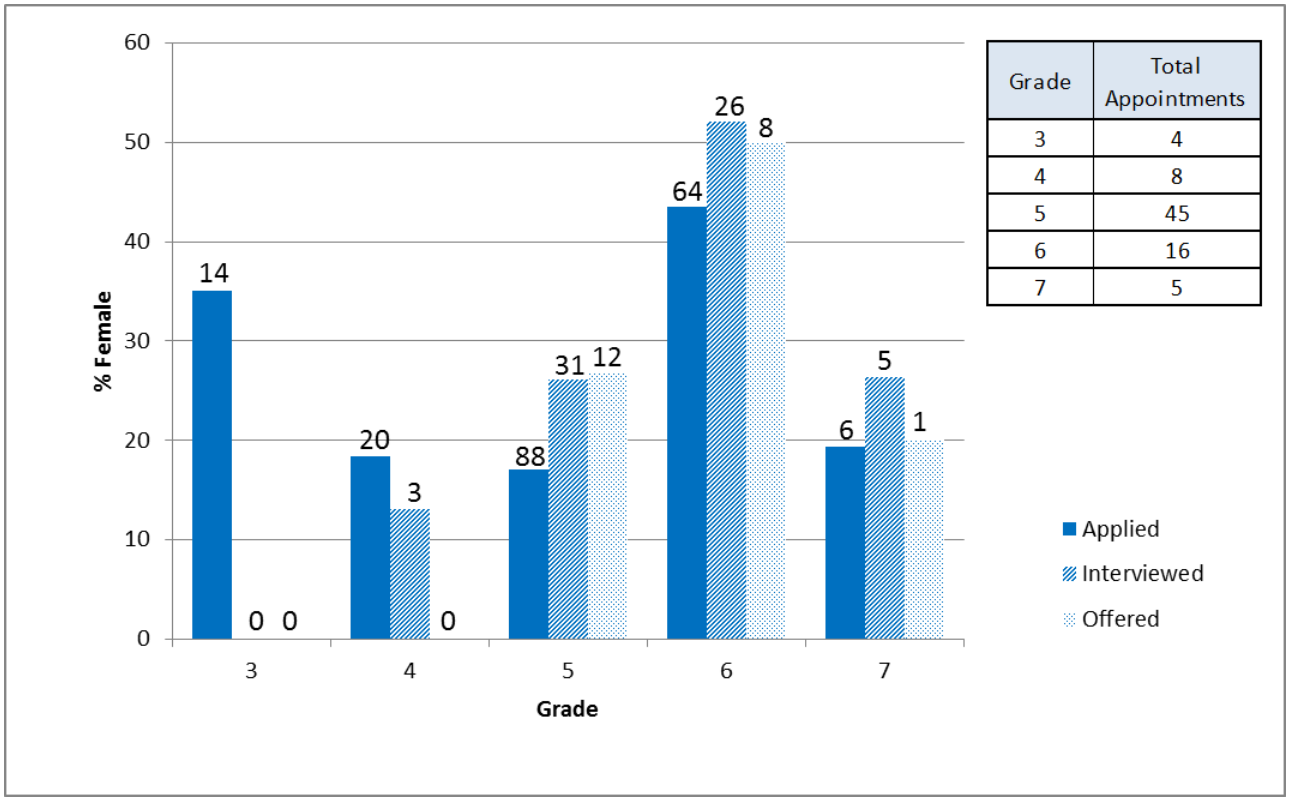
Key career transition points

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

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

Prior to the self-assessment process we were unaware of gender differences in recruitment data. The AS application has led to the prioritisation of actions to improve recruitment record keeping and data collection. New e-recruitment software will be implemented in 2016 to enable Diamond to monitor gender balance **(Action 2.1.1)**.

Data collection commenced in April 2015. Out of a total of 73 filled job vacancies, 24% applicants, 31% interviewees and 29% appointees were female. This positive trend (despite low female application rates) is not repeated overall across all grades and divisions, Figures 12 and 13 show the breakdown by grade and division.



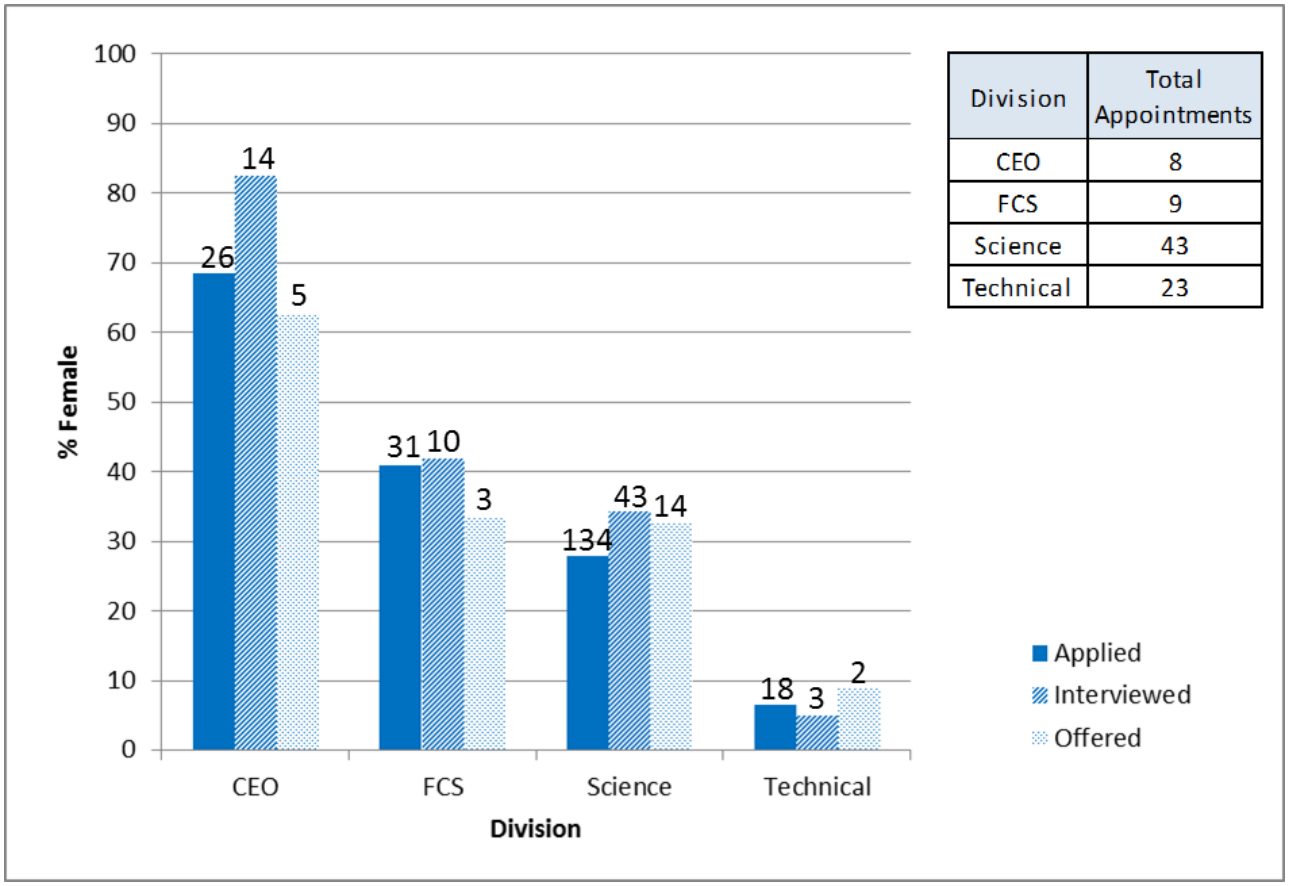
Grade	Total Appointments
3	4
4	8
5	45
6	16
7	5

Figure 12: The percentage of female applicants, interviewees and appointees by grade from April 2015 to January 2016

NB: The inserted tables give a breakdown of the total number of appointees at each grade and division. Data labels show the given for each column. Insert in each figure shows the total appointments including both male and female.

No women were interviewed for Grade 3, senior management posts and very few female applicants for roles at Grade 4 and above. Most notably, there were no female appointments. The Technical division showed the fewest female appointments of all the divisions with three appointments made.

It is clear that job application rates for Grade 4 and 3 posts is an issue for Diamond (Actions: 1.4; 1.6.2; 4.2.3).



Division	Total Appointments
CEO	8
FCS	9
Science	43
Technical	23

Figure 13: The percentage of female applicants, interviewees and appointees by division from April 2015 to January 2016

NB: The inserted tables give a breakdown of the total number of appointees at each grade and division. Data labels show the given numbers for each column. Insert in each figure shows the total appointments including both male and female.

We also looked for gender balance where roles were advertised at two levels. Twelve of the roles, in the Science Division, were advertised at two levels: Support Scientist/ Senior Support Scientist at grade 6 or 5; and Graduate/ Software Systems Engineer at grade 5 or 6 (Table 12):

	Appointed to higher grade	Appointed to lower grade
Male	6	3
Female	1	2

Table 12: The distribution of appointees by gender, to the senior or junior grade in recruitment with roles at two grades (from April 2015 to January 2016)

We are concerned that unconscious bias may be operating here and will address this through unconscious bias training and the renewal of the recruitment process and by ensuring the data is presented to the Exec by the OT. **(Section words 248)**

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

Staff may be promoted between grades 8 to 4 by grade review (to a revised job description and higher pay grade). It is also possible to gain a promotion by applying for a new vacancy at a higher grade (advertised externally). All promotion to senior grades (3, 2, and 1) is by open competition. A large part of performance related recognition is through Discretionary Pay Progression (DPP) (which is further discussed in Organisation and Culture). In addition to the **Action 2.1.1**, there is a management action to review policies in this area with OT input (**Actions: 2.2; 3.5; 4.1)**.

The job description for a new post is graded by an internal panel selected by Head of HR. The grade is ratified by the Hay Group, an external job evaluation consultancy. Diamond recognises that these decisions can be subject to unconscious bias.

There is no gender difference in people going forward for promotion but female staff have been slightly more successful in winning the promotions than men. More women than men achieved promotion through open competition for vacancies, this reflects 'promotion' to Grade 3 or to brand new posts. For example, a number of staff have been in 'Acting Head of Group' roles for a significant length of time before the post is advertised.

The survey highlights women's perceptions that men were more likely to succeed in being promoted. It indicated the majority of staff at Diamond felt they had the skills and knowledge to progress but women were more likely to feel that progression depended more on your network and were working to build a network of useful contacts. This emphasises the importance of establishing good networking opportunities for female researchers **(Action 3.7.2)**.

Transparency of process throughout this area is a consistent and recurring theme (although this has been improved as a consequence of the AS initiative) **(Action 3.5)**. However, there is no evidence of gender disparity for both types of promotion as by this point only applications with full approval and business case are put forward, as is highlighted by the success rate reported in Figure 14.

The survey also revealed a small but significant difference in accessibility to career opportunities/ experiences for women. LM training will address this **(Action 4.10.1)**.

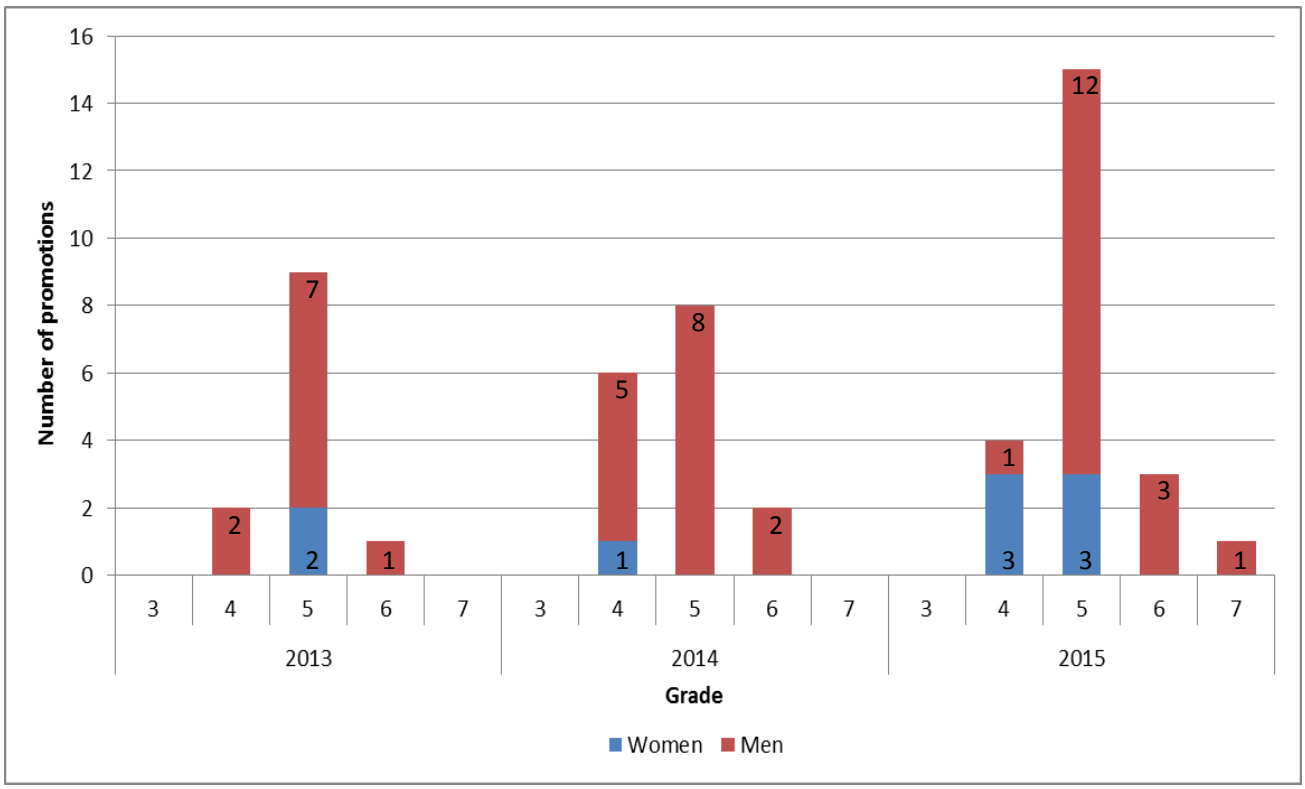


Figure 14: The numbers of staff successfully upgraded to the grade through grade review

(Section words 362)

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

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

Diamond staff are hired through open competition via a process led by HR. For recent Director vacancies, agencies were instructed to take positive action to include female applicants.

HR alerts all staff to new vacancies as they arise. Diamond uses its Equal Opportunities Policy to guide employees involved in the recruitment and selection process and mandatory training is provided. A comprehensive set of guidelines is also available on paper and on the intranet. HR advisors monitor the various components of the process and the review is used to ensure that best practice is adhered to. We also provide feedback to applicants if requested. Diamond lists its benefits as: childcare vouchers, flexi time, enhanced annual leave and mentions the on-site nursery.

The Recruitment and Selection Guidelines makes reference to sex discrimination but not gender bias amongst the list of discriminatory factors. There is consideration to ensuring the female candidate feels comfortable at the interview although this is only with reference to cultural customs. Interviewer and Selection Guidance is comprehensive but very general and does not

specifically address the interview experience from a woman's perspective. Also, the guidelines do recognise that requiring a job to be done full-time rather than part-time would adversely affect women because they generally have greater childcare commitments than men.

There is no evidence to suggest that the recruitment process attracts women to apply. A recent informal review of job adverts indicated there were many opportunities to specifically make the posts much more attractive to women. The whole process is not in line with best practice as recommended by organisations such as WISE and will benefit from a review to ensure Diamond staff are properly equipped to manage their own unconscious bias (Figure 15) **(Actions: 4.2.1; 4.2.2)**.

(Section words 286)

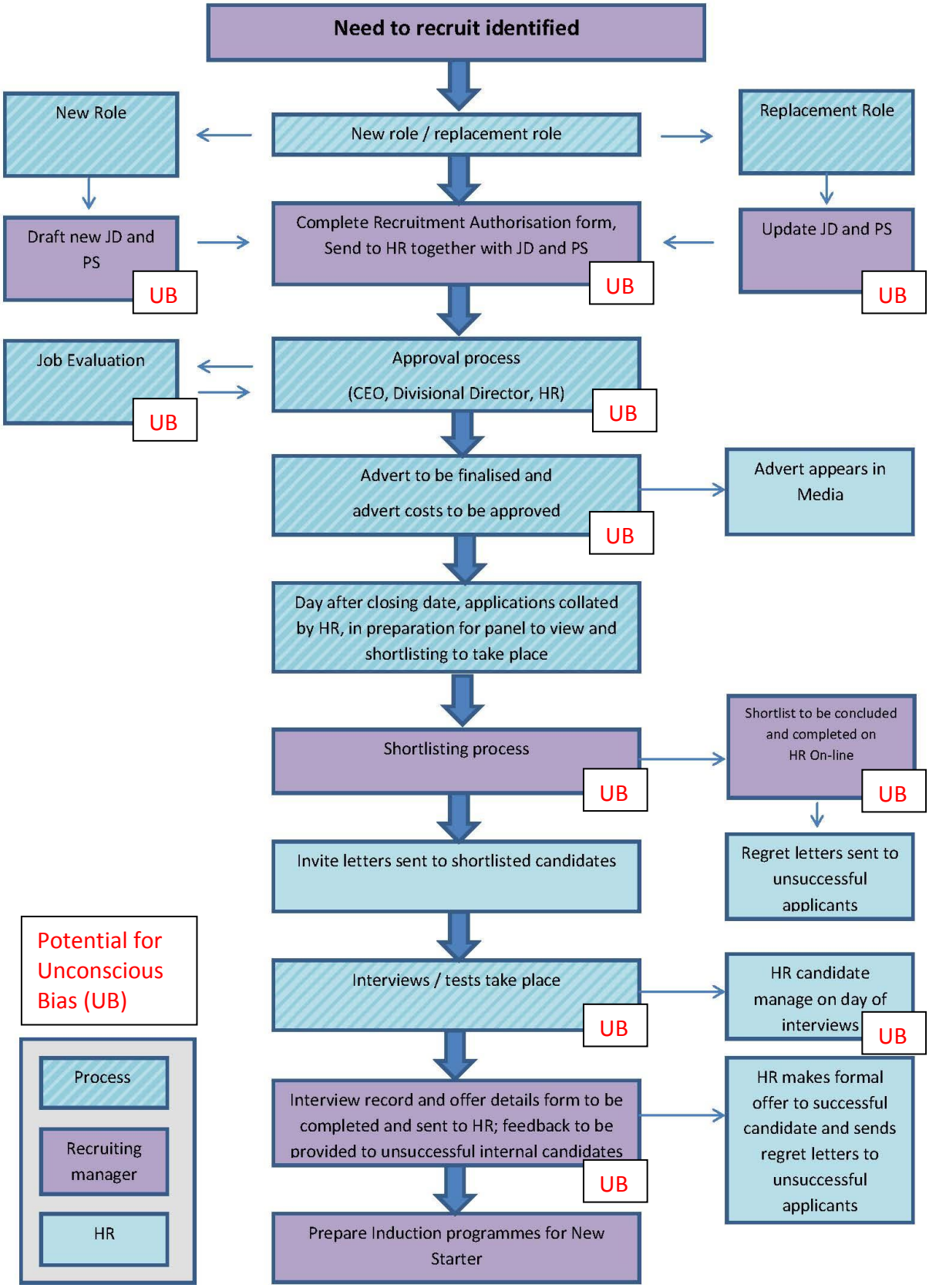


Figure 15: Recruitment process flowchart showing opportunity for Unconscious Bias

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

The key areas for attrition are in recruiting for female staff at Grade 4 and also into Senior Management Grades (3, 2, and 1). This is hindered by the low numbers of females in STEM roles nationally and also there is only a limited range of senior opportunities by the organisation. Diamond is working hard to increasing flow of female staff into these roles with targeted actions.

The movement between grades is also an issue, which is being resolved by looking at transparency of the promotion process and HR data monitoring **(Actions: 2.1.1; 3.5)**. Additionally, Diamond is seeking to increase the number of visible women in decision making roles with female participation on committees and at conferences **(Action 2.4)**.

Survey feedback indicates that female staff could be leaving Diamond because of a perceived lack of opportunity for progression and support for career advancement. Although this is probably not gender specific, we are seeking to address this with female targeted support **(Actions: 3.1; 3.2.1; 3.6)**.

(Section words 155)

(Total words 1051)

Career development

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

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

Diamond staff have an appraisal around the anniversary of their appointment. For new starters, the first appraisal is undertaken three months after the start date. The appraisee identifies their achievements, objectives for the forthcoming year and training and development needs for discussion with their LM. It is the responsibility of the LM and the appraisee to ensure these objectives and needs are followed up. Extensive plans have been developed to deliver management training so that LMs are aware of their responsibilities and better equipped to manage their staff **(Action 4.9.1)**.

Findings of the survey show that although a majority of respondents felt the appraisals were taken seriously, they were not found to be particularly useful. There was no strong evidence of gender bias either, see Table 13 for survey analysis by gender.

Women were more likely to believe progression depended more on your network than on your appraisal; this might suggest a lack of transparency of the promotion process **(Action 3.5)**. A completed appraisal is required as evidence for both the DPP and promotion processes.

A note on gender data analysis in the survey tables

The female/male ratio on the survey responses was calculated. If the perceptions from men and women in the company are the same on any given question then the ratio of females to males (f/m) in the respondents will match the f/m ratio of responses to each question. The f/m ratio is listed as the "target" in the headings for questions, and the response ratio is listed for various questions. Interpretation required value judgements to be made but we have strived to be fair in our deliberations of whether there is a Cause for Concern (red/ amber depending on the level of concern) or a positive response (green). We will try to mitigate against our own unconscious bias in the development of future survey questions **(Action 1.5)**.

Gender Perception around Appraisals	F/M ratio Target 0.32
Cause for Concern	
62% respondents felt their manager takes appraisals seriously, a significant number were also neutral or disagreed.	0.3
23% thought appraisals were a waste of time	0.26
65% discussed development and training at their appraisal	0.3
Positive Response	
Just under half respondents felt appraisals were useful	0.36
38% used their appraisal to help their career	0.31

Table 13: Survey Analysis: Gender perception around appraisals

We identify areas where the appraisal process could be improved to promote gender equality. In particular, take more activities into account, such as pastoral and administration roles. We note many women take part in outreach activities, later referred to in the Organisation and Culture Section, (5.3.b.v) and therefore will ensure that the appraisal process and the Company's expectations of all staff includes outreach. The new wording in the appraisal guidelines should also indicate the types of tasks and objectives to be included **(Action 3.4.1)**.

Following a workshop with PDRAs, we recognise that Diamond must invest more into the PDRA cohort. Many of our research staff are PDRAs (40 (F:M = 12/28; 7% total staff). PDRAs have three years to undertake a project which can, exceptionally, be extended to up to four. Following this period they are expected to move on to seek more experience or find a permanent position. Many dedicated researchers will need to do more than one 'postdoc' before gaining the security of a permanent contract. These posts are often held by people in their late twenties or thirties, when many would like to start their own families. This can encourage women to leave research as they feel they cannot balance job insecurity and scientific research progress with children and maternity leave job security is an issue for both parents **(Action 4.5.1)**.

It is worth noting the following responses from the survey (Figure 16):

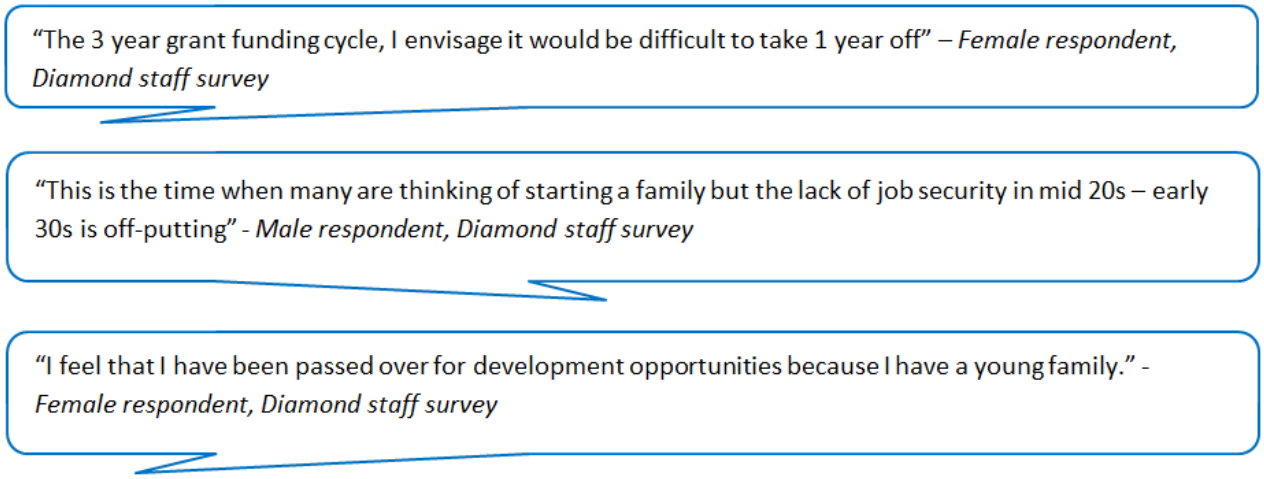


Figure 16: Comments from the Diamond AS staff survey

(Section words 477)

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

The induction process is organised by HR and undertaken by the LM. This includes explaining the job role, explaining how the organisation works, where to find information and introducing other people. Diamond introduces 'New Starters' on an intranet page and holds an ad hoc welcome meeting so that new employees can meet each other and learn about Prospect. This supports our recognition of the importance of networks and mentoring to progressing women's careers **(Actions: 3.6; 3.7)**. Diamond will enhance the welcome to new staff, by introducing a New Starter Buddy System (previously piloted in the Science Division until 2013) to all new staff and re-fresh the New Starter Meetings.

In future, we will include publicising flexible working and the possibility of working part-time to employees **(Actions: 4.3.4; 4.8; 4.9.1)**.

Opportunities for learning are also discussed as part of the induction process. For staff, courses are available in Science Training, Health and Safety, Communications Training and HR Training. A Scientific Training Advisory Group (STAG), which is dedicated to scientific education for staff at Diamond, is currently working towards the 'Vitae Concordat' for Diamond, to support the career development of researchers. The STAG initiative hopes to become useful for people on fixed term contracts such as students and PDRAs, aiding the transition to new posts. A course on successful grant writing has already been organised. In addition, a workshop on interview techniques, which would help people move on, is being discussed.

(Section words 168)

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

Studentships at Diamond are shared with at least one other academic organisation. As a result the student usually only spends part of their time at Diamond. This amount depends on individual circumstances but is most strongly linked with the proportion of funding given out by Diamond. For this reason being a student at Diamond is potentially quite isolating (regardless of gender) and this may deter women from taking up these opportunities with us. This was evidenced by discussions at an AS led PhD/ PDRA workshop discussing the key findings of the survey. A cross-function management initiative has been initiated to address what Diamond is doing to support our activities for students as a whole, from school outreach programmes to formal support mechanisms for the PhD student cohort.

Students are invited to attend all our seminars. There are weekly Friday seminars as well as the new "Diamonds" seminar which is given by users of the facility during their beamtime, 18% of the speakers have been women. The SAP has also organised seminars given by experienced female scientists on their career to help the understanding of gender bias.

We recognise the need for a mentoring system for students and will ensure female students will have the opportunity to choose a female mentor **(Action 3.6)**. **(Section words 186)**

(Total words 831)

Organisation and culture

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

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

Fixed term contracts are dominated by PDRAs in Science Division, Table 14 (below). The gender balance reflects the research needs of the business at the time, for example, an increase in biological research is likely to result in increased numbers of female appointments as reflects the national situation**.**

Division	2013		2014		2015		Grand Total	
	Male FTC	Female FTC	Male FTC	Female FTC	Male FTC	Female FTC	Male FTC	Female FTC
CEO	3	2	2	3	0	2	5	7
FCS	2	1	1	0	1	0	4	1
Industrial Liaison	0	0	0	0	0	0	0	0
Science	30	9	38	6	41	12	109	27
Technical	7	0	9	1	5	2	21	3
	42	**12**	**50**	**10**	**47**	**16**	**139**	**38**

Table 14: Numbers of staff in fixed term contracts over the past 3 years by division

(Section words 48)

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

(i) **Male and female representation on decision-making committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified. Comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the institute? How is the issue of 'committee overload' addressed where there are small numbers of female staff?

Within Diamond there are 15 decision-making committees and advisory committees, shown in Figure 17. Ten are made up of Diamond staff and five are made up of members external to Diamond. The selection processes are described in Table 16.

The staff survey showed that 24% of all female and 27% of all male employees have had experience of an internal Diamond committee. 38% of all females would like to, but have not had the opportunity compared with 28% of all males.

Committees with membership internal to Diamond

Membership for the majority is role related and takes no account of gender. The number of females represented on these committees is reflective of the proportion of women in senior roles in Diamond (Figure 17 and Table 16). Internally, only the Safety, Health and Environment Committee (SHEC) and Employee Representative Council (ERC) have some employee elected members, these are shown below in Table 15.

Division	ERC		SHEC	
	Female	Male	Female	Male
Science	2	-	4	1
Technical	-	2	-	2
FCS/CEO	1	-	1	-

Table 15: Gender balance of staff representatives, by division on the SHEC and ERC committees

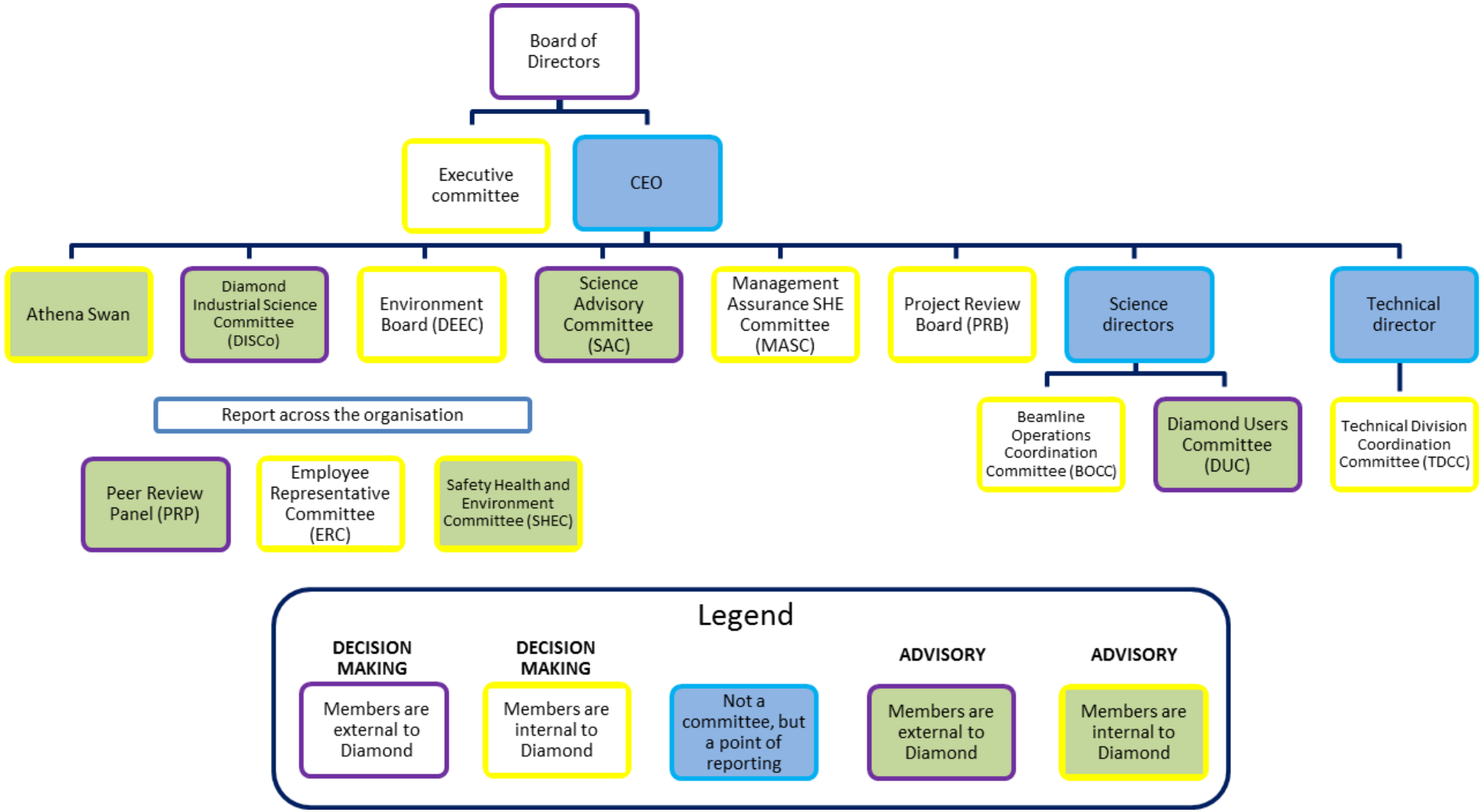


Figure 17: Schematic of Decision-making and Advisory committees in Diamond

Diamond decision-making commitees	2013			2014			2015			How selected
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	
Board of Directors*	0	8	0.0%	0	8	0.0%	1	7	12.5%	Board members are chosen by the shareholders. The CEO and the Director of Finance at Diamond are also Board members
Beamline Opperations Coordination Committee (BOCC)	11	42	20.8%	8	46	14.8%	11	47	19.0%	Members are chosen based on job role
Employee Representative Council (ERC)†	1	10	9.1%	1	9	10.0%	2	8	20.0%	Members are chosen by job role, nominated Prospect representatives and nominated employee representatives. Nominated roles rotated every 3 years
Environment Board	1	6	14.3%	1	6	14.3%	3	4	42.9%	Members are chosen based on job role
Executive Committee	0	6	0.0%	0	6	0.0%	1	5	16.7%	Members are all senior management
Management Assurance SHE Committee (MASC)	1	14	6.7%	1	14	6.7%	2	13	13.3%	Members are chosen based on job role
Project review board (PRB)	*	*	*	*	*	*	4	12	25.0%	Members are chosen based on role in organisation and relevence to the projects under discussion for a specific agenda
Technical Division Coordination Committee (TDCC)	0	13	0.0%	0	13	0.0%	0	13	0.0%	Members are chosen based on job role

Table 16: Breakdown of committee membership for decision-making committees at Diamond, for the last three years (* indicates membership external to Diamond † indicates committee with some nominated members)

Committees with membership external to Diamond

The majority of committees with members external to Diamond are selected through nomination by facility users or Diamond employees (Table 17). Nominated roles could be affected by unconscious bias, and there is currently no formal system in place to challenge an all-male nomination list **(Action 4.2.1)**.

Diamond advisory commitees	2013			2014			2015			How selected
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	
Athena SWAN SAP	*	*	*	*	*	*	10	8	55.6%	Members are either self-nominated or company nominated. Membership will be rotated, duration has not yet been determined.
Diamond Industrial Science Committee (DISCo)*	4	13	23.5%	4	13	23.5%	4	13	23.5%	Members are recommended by Head of Industrial Liaison based on their science expertise in industrial organisations
Diamond Users Committee (DUC)*†	3	9	25.0%	1	11	8.3%	3	9	25.0%	Members are voted for by facility users. 2 nominations for each village put forward by users. Members rotate every 3 years, 4 news members each year
Peer review panel (PRP)*†	8	36	18.2%	11	50	18.0%	15	48	23.8%	Identified and invited by Diamond and existing PRP members. Members are experts in specific fields. Needs to cover relevant science
Safety, Health and Environment Committee (SHEC)†	5	18	21.7%	5	18	21.7%	9	16	36.0%	Members are chosen by job role, nominated Prospect representatives and nominated employee representatives. Nominated roles rotated every 3 years
Science advisory committee (SAC)*	3	12	20.0%	2	13	13.3%	2	15	11.8%	Diamond directors pick/ask members based on science excellence and balance

Table 17: Breakdown of committee membership for advisory committees at Diamond, for the last three years (* indicates membership external to Diamond † indicates committee with some nominated members)

The Peer Review Panels (PRPs) are a key decision making panel, controlling which users can conduct experiments at the facility. They represent a group of experts in each discipline/technique, and they are nominated by Principle Beamline Scientists and by existing panel members, with their nomination ratified by directors. Each member sits on PRP for three years (Figure 18).

Diamond influences the careers of external scientists through the Peer Review Process that allocates beamtime to allow investigators undertake their research. The Peer Review Process reviews proposals for Allocation Periods (AP) twice a year. There are 10 panels for the different areas of research. The make-up of the panels is shown below (Table 18):

Panel Number	Beamlines	Chair		Panel		Secretary	
		Male	Female	Male	Female	Male	Female
Panel 1	MX, EM	1	0	5	3	0	1
Panel 2	B21, I22, B23	1	0	8	0	0	1
Panel 3	I06, I10, I16	1	0	5	1	1	0
Panel 4	I05, I07, I09	1	0	6	3	1	0
Panel 5	B18, I20-1, I20-2	1	0	4	2	1	0
Panel 6	I08, B22, I18	1	0	2	3	0	1
Panel 7	I11, I15, I19	1	0	7	1	0	1
Panel 8	I12, I13-1, I13-2	0	1	5	1	0	1
External Reviewers	-	-	-	6	1	-	-
Electron Microscope Panel	-	1	-	5	4	-	-

Table 18: Diamond panel composition by gender; March 2016

We note there is only one female chair which does not reflect the gender balance across all the panels (23% female). It is important to note that there is only a small pool of specialists to draw on in some areas. The secretaries for the panels are drawn from the research staff and we consider that the proportion of female secretaries is also high at 63% even though the total numbers are small. We note that this is important as it reflects the perception of the female role as supporting the male role. There are no women on panel 2 and the chair of that panel has noted this, however, this does not reflect the make-up of that panel in the past and is likely to be remedied at the next opportunity.

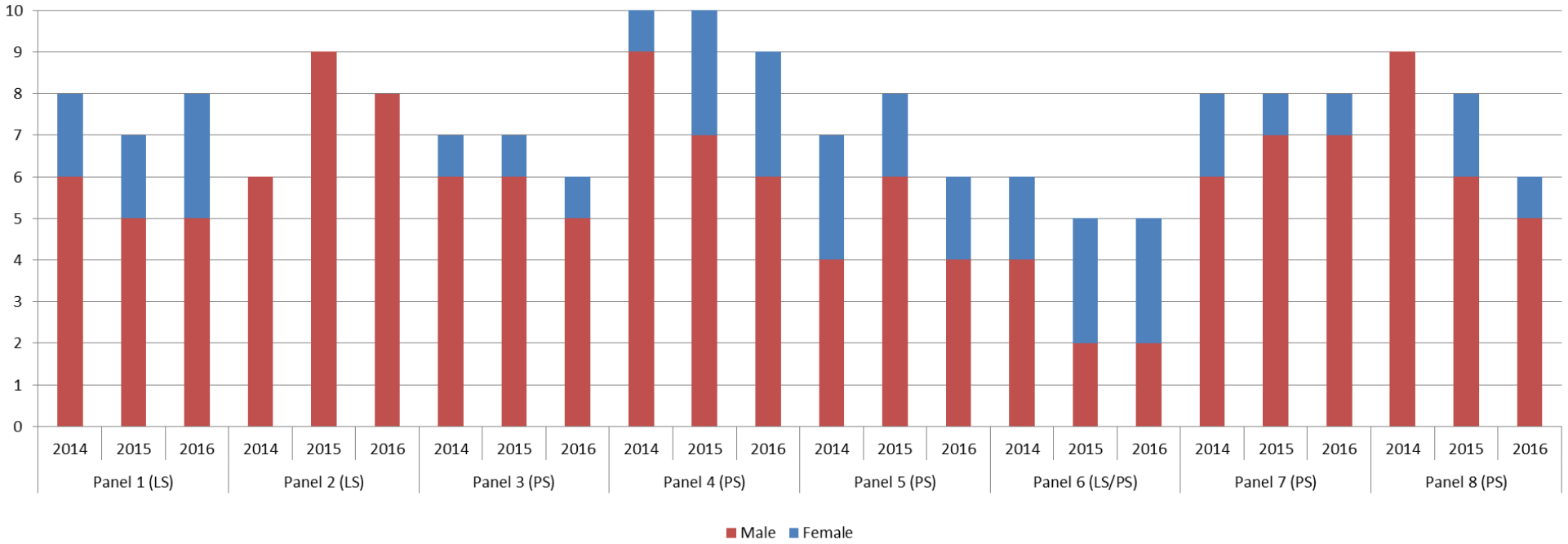


Figure 18: Further breakdown of the Peer Review Panel (PRP) split into beamline groupings

LS, refers to Life Science and PS, to Physical Science. NB: no new panel changes have occurred prior to 23rd January 2016

The data for the last 3 years shows that proportion of successful female applicant PI's has been the same as the proportion of successful male applicant PI's (Table 19). Diamond will continue to monitor this and undertake further analysis to ensure there are no unusual tends amongst the different panels **(Action 2.4.2)**.

	Successful Male	Successful Female
AP13 Totals	0.62	0.7
AP14 Totals	0.61	0.57
AP15 Totals	0.58	0.59
AP16 Totals	0.62	0.61
AP17 Totals	0.63	0.65
AP18 Totals	0.64	0.58
AP19 Totals	0.45	0.44
Totals	0.59	0.59

Table 19: Showing the % Female PI applications accepted per AP compared to the total number of user applications received

In the staff survey, 19% of all females and 17% of all males reported that they are or have been part of an external committee, this compares with 42% females and 31% males who would like to be a member of an external committee but have not had the opportunity. Diamond is seeking to address this with clear guidance and a review of TOR for these committees **(Action 2.4.1)**.

(Section words 524)

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

There are no systems in place to ensure that workload allocations are taken into account. Diamond has a range of workload models, reflecting the devolved nature of the beamlines and the diversity of areas of work covered between the divisions. Working pressures in teams are highly variable, often depending on the technical and scientific nature of the beamline. This work is dictated by the run schedule, the flexibility required even within a team can change significantly throughout the year.

Groups have on-call rotas to support Users carrying out experiments. On call working can be a problem for staff with caring responsibilities, creating challenges in arranging last minute care. The unique work done at Diamond means we often have to recruit from outside of Oxfordshire and the UK so people will move here leaving the family support network behind. Feedback from the AS workshops called for longer rotas in some cases for this 'on-call' time, to allow staff with family commitments more time to plan for unsocial working. The PRP meet twice yearly in April and November to decide beamtime allocation for the following period (*e.g.* Nov15 PRP allocation for April16-Nov16). If rotas are allocated soon after the PRP meeting, employees would be given a minimum of 4 months' notice of 'on-call' time which would allow staff to make provision for their carer responsibilities and work life balance **(Action 4.4)**.

Appraisal and promotion within Diamond have been covered in the Key Career Transition Points and Career Development sections. Examples of additional pastoral and administrative responsibilities at Diamond are outlined in Table 20 below:

Responsibility	How allocated	Rotation	Heavy workload	Good for an individuals career*
Athena SWAN work	Self-nominated or company nominated	See committee Table 5.x	Moderate	Yes
Committee membership	Role related/ self-nominated	See committee Table 5.x	Low	No
Conference attendance	Self-nominated	Yes - informally	Low	Yes
First aider	Role related/ self-nominated	No	Low	No
Internal presenting (e.g. science away day/ lunchtime talks)	Self-nominated or managerial nominated	Yes - informally	Low	Yes
Mentoring	Self-nominated	Not yet decided	Low	Yes
Organising talks and seminars	Managerial nomination	Yes - formally	Moderate	Yes
PhD Supervision	Self-nominated through grant writing	Yes - informally	High	Yes
Presenting at external conferences/ seminars	Self-nominated or managerial nominated	Yes - informally	Low	Yes
Reviewing Papers	Self-nominated	Yes - informally	Low	Yes
Supervision of summer students	Self-nominated	Yes - informally	High	Yes

Table 20: Pastoral and administrative responsibilities at Diamond
(* based on perception as beneficial for promotion for a STEM career)

Data gathered from the staff survey and workshops showed that female employees would like to take on more responsibilities but have not had the opportunity at Diamond (Table 21). It is anticipated that a review of the APR template, LM training and sponsorship can help to redress this situation **(Actions: 3.4; 4.10)**.

Survey Question	Yes, have done/ do this		Would like to, but haven't had opportunity		Don't want to do this		Not relevant to my role	
	F	M	F	M	F	M	F	M
Attending conferences	64%	61%	18%	13%	2%	2%	16%	24%
Presenting at conferences	45%	44%	15%	13%	4%	13%	36%	30%
Giving seminars and presentations	56%	50%	9%	11%	6%	13%	29%	26%
Reviewing papers	34%	30%	15%	15%	5%	7%	46%	48%
Supervising students	40%	44%	25%	19%	5%	7%	30%	30%
Being a mentor	8%	24%	50%	39%	13%	12%	29%	25%

Table 21: staff survey responses to the question. *'Which of the following activities have you undertaken whilst employed by Diamond?'*

(Section words 252)

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

Diamond's working pattern varies depending upon operational requirements, as it is a 24/7 facility for 50 weeks of the year. For the majority of staff standard hours could be considered from 0900 to 1700 Monday to Friday but many staff work flexibly within the Flexible Working Hours Scheme (FWHS). Work outside these hours would be considered out-of-hours.

There are a range of activities at Diamond to which staff are invited:

- Weekly and monthly seminars (lunchtime or afternoons)
- Over the past year 39% of the seminar presentations have been given by females
- Lunch-time talks (internal and external speakers/organisations)
- CEO staff talk, monthly manager briefings
- Away-days (all day, plus evening meal)
- Informal social gatherings (coffee meetings, cake sale fundraisers)
- Campus seminars at other science facilities (Research Complex, ISIS, RAL)
- Student presentations (poster sessions)
- On-site conferences.

Most events and meetings are between 0900 and 1700 and held at Diamond but there are some events such as Away Days which are off-site. The dates of both the 'Science' and 'Software' Away Days are confirmed the year before giving sufficient notice to staff to plan their caring arrangements. However, concern has been raised that transport provided does not take into account the requirement to leave earlier or arrive slightly later. There is a concern that this could lead to a perception that there is a pressure to attend the evening meal and leaving early is frowned upon. Recently more transport options have been provided.

Conferences and courses held at Diamond often have a dinner in the evening for networking or socialising. This can be restrictive for those with caring commitments. Events and conferences should consider the importance of informal interactions, and incorporate opportunities to network into core working hours.

Current event planning processes do not address issues of whether the logistics are inclusive of all potential attendees. We recognise that events of 4-5 days or longer could represent a significant barrier to participation for those with carer's responsibilities **(Action 3.9)**.

Social events within Diamond tend to be informal and organised by individuals. The only company events occur at Christmas including; carol singing (on-site), a family event (on-site) and Christmas meal (off-site). A recent review of the Christmas carol concert celebration revised the start time to lunch-time rather than the end of the day to allow more staff to attend and to allow more sopranos to join the choir! The off-site celebrations take into account timings (afternoon) and arrange transport to take staff to different locations at approx. 1700 – 1730 hours. The staff survey and subsequent comments indicated that 53% of all female and 46% of all male employees enjoy social events at Diamond. 53% of all female and 55% of all male employees agree that there should be more social events at Diamond (Figure 19). Diamond has listened to the respondents and is seeking to address this **(Actions: 3.7.2; 3.8; 3.9)**.

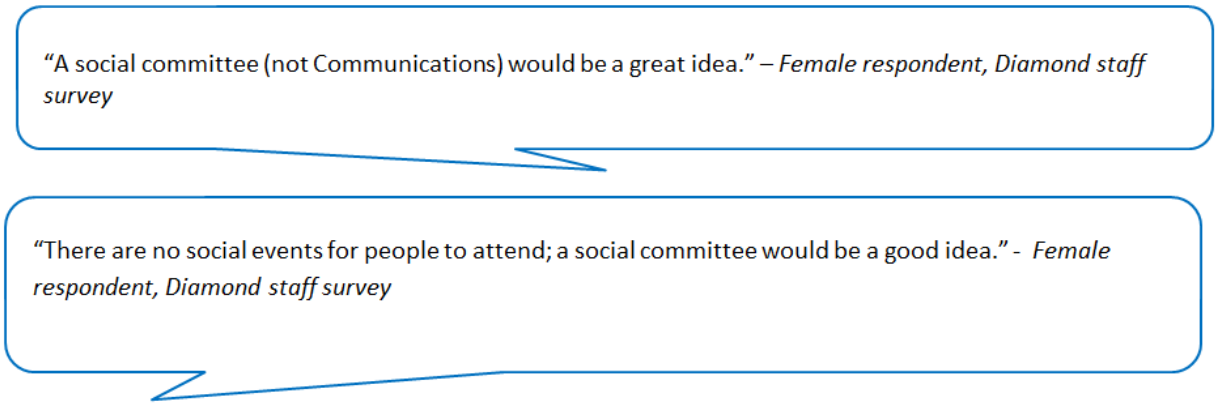


Figure 19: Positive comments for a social committee from the Diamond AS staff survey

(Section words 437)

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

The culture of Diamond is strongly influenced by the current gender imbalance, 80% of staff are male, and many groups in technical departments and some science areas have no female staff whatsoever. This has a significant impact on the culture of the organisation.

Generally, perceptions of the workplace are highly positive, 82% of all female and 93% of all male employees reported that they feel that Diamond is a friendly place to work. Additionally, 84% of all female and 85% of all male employees agreed that they felt part of a team at Diamond. They enjoy social events and would like there to be more. There is plenty of scope to increase socialising and networking opportunities and to celebrate success, see Table 22 and Figure 20 for survey analysis and comments by gender.

Gender Perception around Organisation Culture	F/M ratio Target 0.32
Positive response	
44% felt success was celebrated in their group f/m=0.31	0.31
84% felt part of a team	0.31
54% said there were informal networks they could access	0.31
Most people enjoyed social events and would like there to be more	0.37
65% knew how decisions were made in their group	0.31
Cause for Concern	
90% respondents thought Diamond a friendly place to work	0.28
68% felt their views were important to their group	0.29

Table 22: Survey Analysis: Gender perception around organisation culture, performed for the Exec

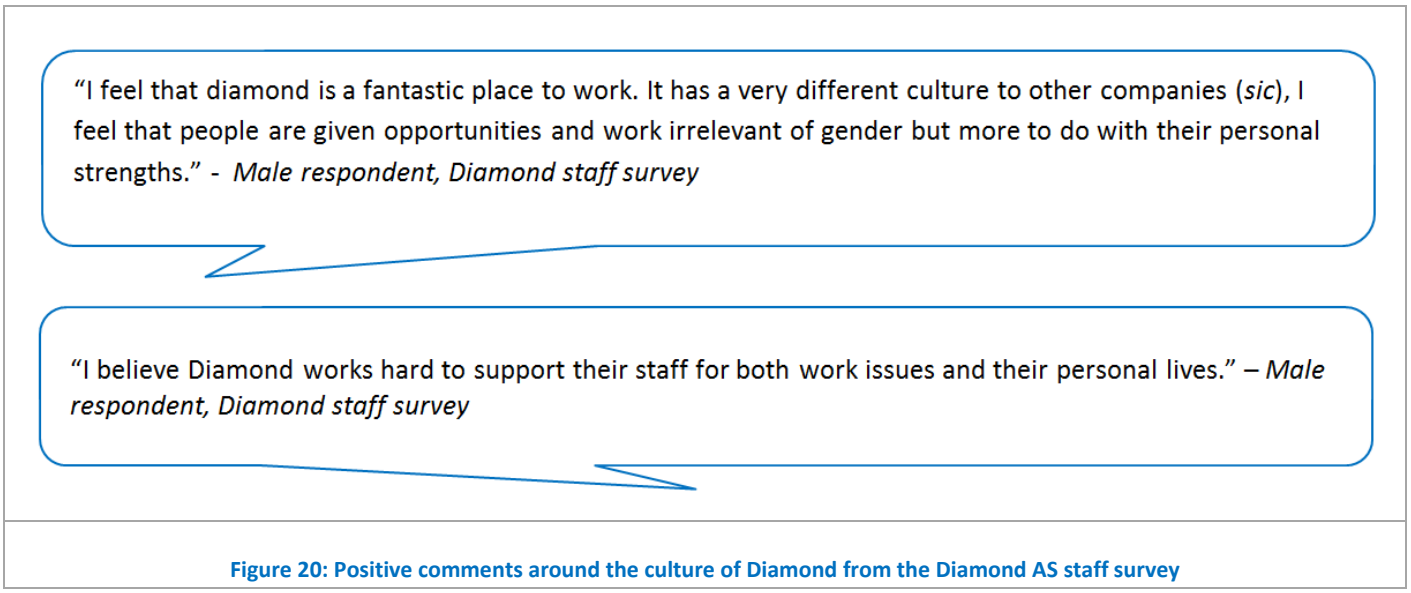


Figure 20: Positive comments around the culture of Diamond from the Diamond AS staff survey

Employees taking part in the AS workshops were invited to list words they associated with Diamond and the results are presented in the Word Map in Figure 21.

Figure 21: Words used to describe Diamond culture from AS staff workshops (completed by 31 employees)

Many employees are positive about the culture within Diamond (Table 23) but we are disappointed that there is significant reporting of witnessing gender discrimination. Seven members of staff said that their workplace wasn't a suitable place for women to work. Also, many of the responses reflect unconscious bias where women perceive inequality and men perceive equality, for example there are significant gender differences in the responses to the question of equal treatment:

Gender Perception around Discrimination	F/M ratio Target 0.32
Cause for Concern	
12% respondents (33 women and 8 men) felt they were sometimes unfairly treated because of their gender	4.12
19% (28 women and 42 men) have noticed others being unfairly treated because of their gender	0.67
69% respondents said Diamond treats men and women equally (f/m =0.19), 22% of respondents did not take a view f/m =0 .5 9% respondents said Diamond does not treat men and women equally f/m = 1.67.	1.67
20% felt men were more likely to succeed than women f/m = 1.08, while 41% disagreed with this f/m =0.15	1.08
56% respondents felt women are well supported at Diamond, f/m = 0.25	0.25
7 respondents felt their department wasn't a suitable place for a woman to work (4 women and 3 men) and 16% neither agreed nor disagreed with this statement (f/m=0.22).	

Table 23: Survey results of employees being treated unfavourably within Diamond

The comments section of the survey demonstrated that there are instances of dissatisfaction (Figure 22):

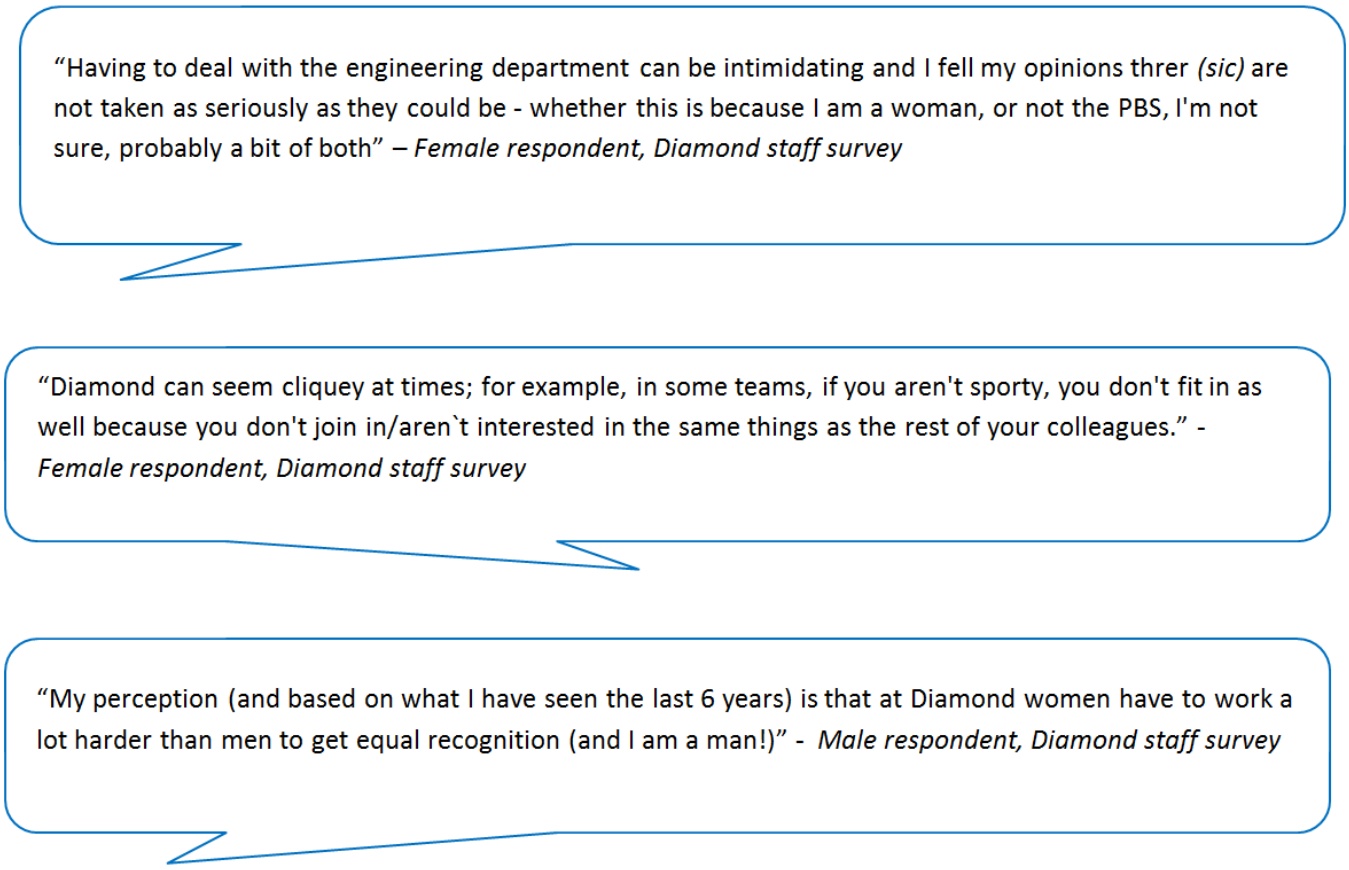


Figure 22: Comments showing dissatisfaction from the Diamond AS staff survey

Because of the extremely male culture, there is a risk, and some evidence from the PhD/ PDRA workshop, that female staff and PhD students can feel isolated, and experience gender discrimination. Diamond aims to address the risk of isolation by: promoting a supportive culture for female staff through mentoring **(Actions: 3.6; 3.7.1; 3.8; 3.9)**, education, awareness raising to engender a change in mind set **(Actions: 1.4; 4.10)**; and by further monitoring and reporting of staff perceptions in future surveys **(Action 1.5)**.

Significant areas of Diamond have a culture of working long hours; this is felt disproportionately more in the Science Division. Only 59% of all respondents reported that their group considered their work life balance to be important and a further 32% were neutral (Table 24). A higher percentage of women than men report they feel pressure to work more than contracted hours. Also, women report finding a good work life balance harder to achieve. This could deter females from a scientific research career.

Additionally, quite a large proportion of respondents feel their work is not recognised, and women feel less recognised than men. Only a small percentage of staff feel recognised for the work they do outside their main role despite the opportunities for financial recognition in the DPP.

Gender Perceptions on Work/life balance	F/M ratio Target 0.24
Cause for Concern	
80% of respondents report they work longer than their contracted hours. 38% of respondents report this being frequent.	n/a
Women are less likely to report working within contracted hours.	0.22
Most staff are happy with the work life balance, but women find this balance is harder to achieve	0.4
Women feel more pressure to work extra hours	0.35
About half of staff feel that their work is recognised, men are more likely to feel this than women, but a significant number of all staff are ambivalent or disagree that their work is recognised.	0.26
Generally most people felt work was fairly allocated, but females were more likely to disagree	0.42
49% of the respondents do work which benefits the organisation outside of their main role however only 26% of all respondents felt recognised for it.	0.36

Table 24: Survey Analysis: Gender Perception around work/life balance

(Section words 408)

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

The outreach programme at Diamond welcomes around 2,700 school students and 2,400 members of the public each year (Table 26). The programme is organised by the public engagement team, and is targeted at schools, public and VIPs. There is a wide variety of activities a range of these have been presented in Table 25. In 2015, there was a high proportion of female staff volunteering at these events, compared to staff gender balance.

There were only a few female volunteers for engineering and particle physics because of the very small pool of staff to draw from **(Action 2.7)**.

Event	Audience	Number of visitors	Internal/ external	Number of volunteers*	% female volunteers*	Duration	Events in 2015
Inside Diamond events (4-5- per year)	16-18	300	On site	22	36%	1 day	5
Inside Diamond events (4-5- per year)	Public	300	On site	30	21%	2 days	3
Science in Your Future	14-16	100	On site	10	20%	1 day	2
A level Biology events	16-18	60	On site	8	0%	1 day	1
Engineering your Future	14-18	100	On site	8	0%	1 day	1
Cheltenham science festival	Public	2000	External	10	60%	5 days	1
Particle Physics masterclasses	16-18	700	On site	19	0%	5 days	1
Natural History Museum research night event	Public	1000	External	1	0%	1 day	1

*Excludes staff from the communications and public engagement team (7F, 3M)

Table 25: Shows a range of outreach activities for Diamond during 2015 and the employee participation for the events

	Visitors	Events
public/school	16573	108
VIP	1396	120
Total	17969	228
Average/year	5990	76

Table 26: Diamond visitors 2013 – 2015

Figure 23: Images from Diamond outreach and engagement activities

Outreach opportunities (Figure 23) fit into a normal working day where possible. At weekend events, Time off in lieu (TOIL) is given to volunteers. A new reporting mechanism has recently been introduced, and further data on which staff are claiming TOIL for outreach is now available. Managers are encouraged by directors to allow staff to undertake outreach and engagement activities, and metrics from engagement and outreach are reported to the Board and through the Annual Report.

Training in science communication is available, and is recognised as part of the appraisal process, if the appraisee explicitly includes it. Additional recognition, in the form of networking and celebration events for staff involved in outreach, form part of the Action Plan **(Actions: 3.4.1; 3.10).**

(Section Words 191)

(Total Words 1860)

Flexibility and managing career breaks

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

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

Division	2013 Maternity	2014 Maternity	2015 Maternity	Grand Total Maternity
CEO	1	4	3	8
FCS	2	0	2	4
Indusrial Liasion	1	2	1	4
Science	2	3	5	10
Technical	1	3	1	5
Total	4	12	6	22

Table 27: Maternity return numbers per division at Diamond

Approximately 10% of female staff are on maternity leave each year and 100% return (Table 27). There was one woman in 2012/2013 and one in 2014/2015 on maternity leave while being on a fixed-term contract. If a fixed-term contract ends during the maternity leave period HR will investigate the possibility of an extension of the contract based on business need with the relevant Director, in practice this is usually agreed.

At Diamond, it is possible to take maternity leave on a PDRA contract and extend the length of the contract by up to a year. This will help young female researchers feel more secure and achieve more senior roles in science (although not necessarily at Diamond). In addition, when women return from maternity leave there should be active support available to give advice and help (Figure 24) **(Actions: 3.6; 4.3.6-10)**.

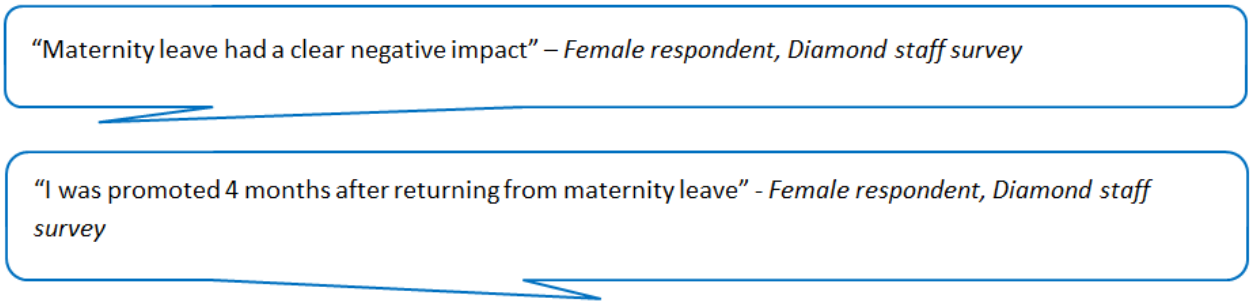


Figure 24: Positive and negative comments around taking of maternity leave from the Diamond AS staff survey

(Section Words 116)

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

Absence	Length of absence	Absence Entitlement
Ordinary Paternity Leave (OPL) (birth)*	2 weeks	Eligibility: - employee - must by living with a partner and raising a child/ren together On full pay
Ordinary Paternity Leave (adoption)*	2 weeks	Eligibility: - employee - must by living with a partner and raising a child/ren together On full pay
Statutory Shared Parental Leave (ShPL)	3 blocks of at least one week can be taken as a single continuous block or; split into separate blocks with periods of work in between	Eligibility: - employee - must have completed at least 26 weeks' continuous service, regardless of the number of hours worked by the end of the Qualifying Week - remain in employment in the week before ShPL is to be taken On full pay Requests for lengthier periods of leave down to LM's discretion

***Note:** Agency and casual workers not covered by these paternity and adoption policies.

Table 28: Paternity and adoption entitlements at Diamond

The number of men taking paternity leave averages 15 per year representing 3% of the male work force, the majority of fathers are band 4/5 which may reflect the career stage of parents (Figures 25 & 26). HR are seeking to raise awareness of these entitlements (Table 28) through Family Friendly briefings for LMs and with drop-in sessions for staff **(Actions: 4.3.5; 4.9.1; 4.10.1)**.

Over the reporting period, 39 men took OPL (Figure 26). The majority took their full entitlement. In Science and Technical divisions it was found some men took only one week (8) whilst others used annual leave to extend the leave period (2). As this is only a short leave period no additional financial/ staffing cover is provided. Diamond had one request for adoption leave. To date only two men have opted for Additional Paternity Leave (now offering ShPL) and we will seek to encourage men to take this up **(Action 4.3.5)**.

(Section Words 101)

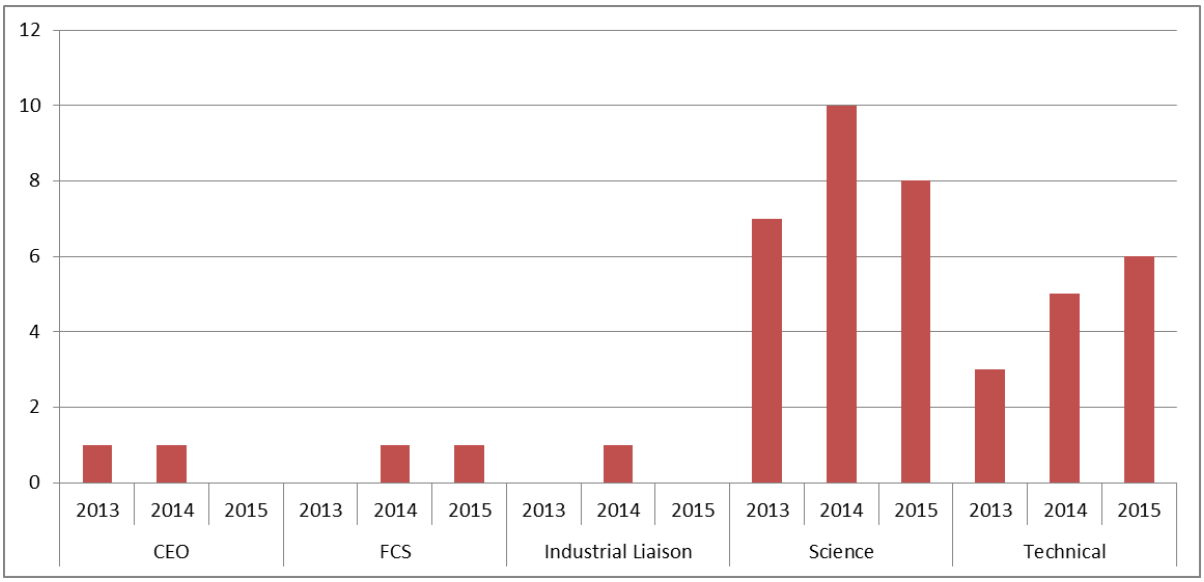


Figure 25: Paternity leave uptake per division at Diamond

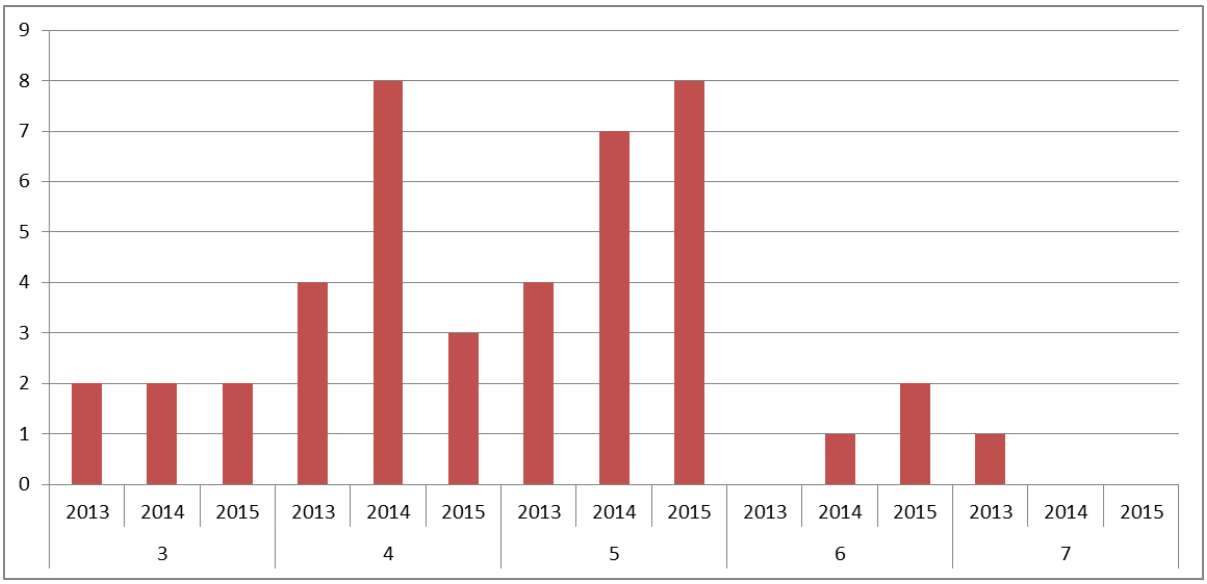


Figure 26: Paternity leave uptake per grade at Diamond

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

Flexible Working Requests

The guidelines for flexible working requests are set out in the Employee Handbook and all flexible working requests are given due consideration. Any change is subject to the Flexible Working Procedure and evaluated by the LM in conjunction with the HR before a formal response is given. There are no clear guidelines available for LMs in regard to exploring the feasibility of these options and implementation requires a change of contract, as does a regular pattern of home working.

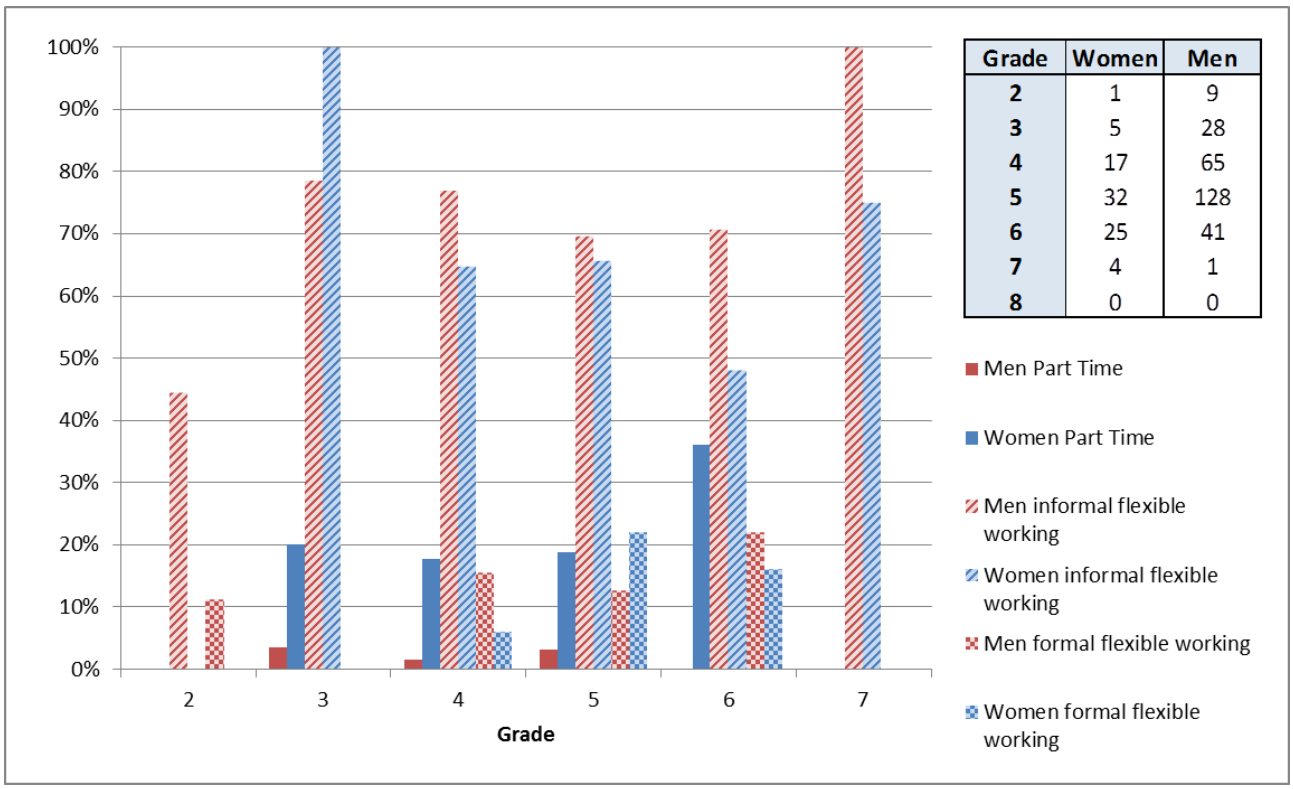
The grade of any part-time post, if offered, will be determined by reference to the job content and responsibilities and not on the full time post previously undertaken by the employee. This can also be a concern for mothers returning from maternity leave and seeking to reduce their hours.

The number of formal applications for flexible and/or part-time working is relatively low, but all have been successful. Survey findings indicate that about 50% of men and women feel encouraged to work flexibly. However, around 27% of women do not feel flexible working is being supported whereas for men this figure stands at under 10%. Usually, working flexibly is at LM's discretion and arrangements must adhere to the FWHS **(Actions: 4.8; 4.10.1).**

(Section Words 200)

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

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



Grade	Women	Men
2	1	9
3	5	28
4	17	65
5	32	128
6	25	41
7	4	1
8	0	0

Figure 27: Flexible working arrangements by gender and grade at Diamond

69% of survey respondents work under the FWHS, although women are significantly in the majority among the group who have a set working pattern with no flexibility.

The survey showed 70% men and 60% women have informal arrangements with their LM and fit the working hours around their needs of work-life balance. Around 13% staff have a formal agreement about their working pattern, and around 15% of men but 25% of women have no flexibility with their hours.

The majority of employees fall into pay grade 5 or 6 and all forms of working patterns can be found there. For both genders, formal flexible working arrangements or set patterns have been reported by a minority of staff (Figure 27). Grade 3 staff and higher do not take part in the FWHS scheme as they are expected to work the hours that are required to get the job done, however they have the autonomy to take up to 2 days away from work per month without seeking LM permission.

Some staff reported that they do not feel able to take the time off that is due to them. About half of the respondents felt flexible working was encouraged, but a similar number were neutral or disagreed. Some people felt flexible working would damage their career prospects and this was felt most by women (Table 29).

The survey showed staff feel pressure to work extra hours (33.33% of women and 29.94% of men) but both genders are happy with the work distribution within their working group. It also appeared that more than 50% of all staff are happy with their work-life arrangements, but 26.44% of women and 20.51% of men struggle to find a balance. Nearly 25% of women and only around 10% of men thinking that flexible working would have a negative impact on their career (Figure 28).

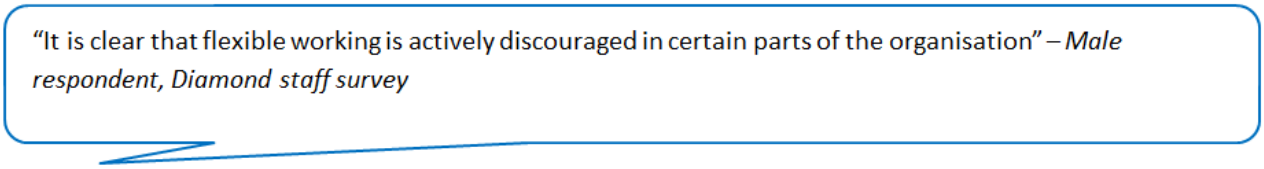


Figure 28: Negative comment from the Diamond AS staff survey

Flexible working is promoted through compulsory line managers training and guidelines for Maternity Leave, Adoption Leave, Shared Parental Leave and Homeworking readily available on the staff intranet. The application of the policy is subject to LM discretion where unconscious bias can play a part. Diamond recognises that there needs to be more clarity about the application of policies given to LMs **(Actions: 4.9.1; 4.10)**. In addition, to support a flexible, healthy workforce, Diamond offers free access to a confidential Employee Assistance Provider and mental health first aiders in recognition that encouraging dialogue on mental health issues is a vital factor in identifying and addressing mental health issues, particularly amongst men **(Action 4.9.3)**. HR has rolled out stress awareness workshops.

Flexible working is often required for caring responsibilities. About half of respondents have carer's responsibilities and women are proportionately represented in the sample.

The data collected on carers reflects the national situation where women are more likely to be the primary carers in families. At Diamond, women were much more likely than men to take paid carer's leave and a disproportionate number of women have taken annual leave to cover caring responsibilities. Six members of staff said their LM had been unsupportive of their request (Table 30). Diamond recognises the importance of promoting good role models, sponsors and creating awareness in the challenges that women face in promoting their careers after they become parents **(Actions: 2.5; 4.10)**.

Female staff mostly felt colleagues supported their carer's situation but more men felt scrutinised by colleagues. Diamond is seeking to address this by fostering a more supportive culture for carers and promoting carers' leave in addition to other family friendly policies **(Action 4.3)**.

Gender Perceptions on Working Arrangements	F/M ratio Target 0.31
Facts	
7% of all respondents work part time but men are much less likely to be working part time than women	3.17
69% of all respondents work under FWHS	0.48
13 % respondents use the application for FWHS scheme	0.33
Cause for Concern	
18 % respondents have a set working pattern with no flexibility.	0.51
Gender Perceptions around variable working patterns	**F/M ratio Target 0.32**
Positive Response	
More than half of the respondents were negative or neutral to the statement that part time workers were less career-minded.	
Cause for Concern	
54% of all respondents felt flexible working was encouraged but 46% were neutral or disagreed. Women were slightly less likely to feel it was encouraged	0.29
58% of staff felt requests were given proper consideration, but women were significantly more likely to feel it was NOT given proper consideration.	0.84
65% of women respondents disagreed with the statement that part time workers were less career minded compared with 41% of men	0.5
13% staff felt flexible working would harm their career prospects and women felt this much more than men	0.81
49% respondents felt staff with caring for family responsibilities have the same career opportunities but women weren't as sure	0.26
59% felt their group thought their work life balance important, this was equal between genders (f/m=0.31), but women were more likely to disagree with f/m=0.57.	0.57

Table 29: Survey Analysis: Gender perception around working arrangements and variable working patterns

Gender Perception around Caring Responsibilities	F/M ratio Target 0.31
Facts	
53% staff stated they had caring responsibilities	0.31
35% have needed carers leave at some time	0.5
Cause for Concern	
Do you think taking parental leave, maternity, paternity, shared parental leave at Diamond would have a negative impact on your career?	
Yes	1.46
No	0.22
Carers using Maternity/Paternity leave asked to respond below	
Only 42% thought KIT days useful	
65% said it was easy to come back to work	0.23
12% said it was not	3.00
80% of those who took leave said their level of responsibility remained the same on return to work	0.26
28% have progressed their career since returning	0.21

Carer's leave (only carers asked to respond)	F/M ratio Target 0.31
Facts	
51% of carers have taken paid carer's leave	0.68
3% have taken unpaid leave (n=4)	
Cause for Concern	
11% of staff felt their carers' responsibilities are hindering their career development (42% were neutral f/m=0.31, and 46% disagreed f/m=0.44)	0.77
45% have taken annual leave	0.34
6 people said their line manager was unsupportive	
Positive Response	
60% aware of right to request carer's leave	0.38
78% said their line manager was supportive of their requests for carer's leave f/m=0.41, 22% answered neutrally to this question	0.41
46% did not feel scrutinised by others for taking carer's leave f/m=0.52 48% staff were neutral to this question f/m=0.24	0.52

Table 30: Survey Analysis: Gender perception around caring responsibilities, maternity and paternity leave, and carer's leave

(Section Words 507)

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

A Maternity Pack with comprehensive advice for staff is available in the Employee Handbook and is used as the basis for discussion with the HR Advisor. It includes the entitlement to 10 'Keep-in-Touch' days on full pay intended to ease the return to work. We will monitor uptake of KIT days going forward to measure quality of support to women returners **(Action 4.3.7)**. The Company provides a multi-function room, which is available to breast-feeding/expressing mothers.

Absence	Length of Absence	Absence Entitlement
Statutory Maternity Pay (SMP)*	13 weeks	Eligibility: - employee - must have completed at least 26 weeks' continuous service by 15 weeks before the due date of the child On statutory pay rates
Occupational Maternity Pay*	26 weeks of full pay	Eligibility: - employee - must have completed at least 26 weeks' continuous service by 15 weeks before the due date of the child - return to work for at least six months after the maximum maternity leave period (otherwise enhanced pay to be repaid) On full pay
Statutory Adoption Pay*	13 weeks	Eligibility: - employee - must have completed at least 26 weeks' continuous service by 15 weeks before the due date of the child On statutory pay rates
Occupational Adoption Pay*	26 weeks of full pay	Eligibility: - employee - must have completed at least 26 weeks' continuous service by 15 weeks ending with the week in which they are notified of being matched with a child for adoption - return to work for at least six months after the maximum maternity leave period (otherwise enhanced pay to be repaid) On full pay

Absence	Length of Absence	Absence Entitlement
Additional Maternity leave	13 weeks	Unpaid Leave
State Maternity Allowance		Eligibility: - employee with less than 26 weeks' continuous service by 15 weeks before the due date of the child On statutory pay rates

Note: Total period available to staff for maternity and adoption leave 52 weeks.
Agency and casual workers not covered by these maternity and adoption policies.

Table 31: Maternity and adoption entitlements at Diamond

Provision of staff cover is dependent on the business requirement taking in to account the role, its specialism, and whether it could be shared amongst other staff members. In some instances this can be to the detriment of the maternity leavers' career advancement and feeling of job security. In some cases it was reported that staff felt under pressure to complete work before taking leave.

Some staff members have benefitted from the opportunity to widen their roles to cover absences which have resulted in career advancement for them later on. These examples can be unique opportunities for increased responsibilities and employee development within the team or in the form of secondments **(Action 3.2.2)**.

Although the maternity return rate is 100%, the staff survey has highlighted the need to take more care with support provided on return. There is concern that staff feel pressured to return to work earlier than they would prefer, due to the financial constraints of dropping on to SMP and then no pay (Table 31) and to their projects moving on. Many female staff use the accrued annual leave to work 'part-time' to alleviate the financial burden of the reduced pay during maternity, until they are able to either afford or arrange appropriate care for their child; and/ or feel able to leave their child to return to work on their previous working pattern. Some elect to work part-time going forward but only one of these is a researcher. The EAP scheme is available to help mothers deal with separation from their infants on return to work and the Maternity pack contain some useful contacts. HR are normally present at the return to work meeting to offer advice.

PhD students do not have parental leave but are made aware of 'Stop the Clock' elements on grant funding. PDRAs are usually employed on fixed-term contracts based on grant funding. For both groups, the Company will continue to make appropriate provisions for the staff member to the end of their leave if funding and/or contract terminate during the leave period.

Upon return, mothers can request to work flexibly and the feasibility will be discussed between the LM, HR and the mother based on the nature of the work to be carried out. For operational reasons or project progression her job may no longer be available as such. Survey responses highlighted that some women were not prepared by HR or LMs that they would be given different responsibilities after their return.

It is evident that the onus tends to be on the woman to look for information to support them in understanding what support they could receive from the Company. The LM's guidelines could be designed to encourage the manager to be more pro-active in finding ways to support – there is no reference to any structure within Diamond to ensure mutual support.

The experience of staff returning to work from paternity/maternity breaks was fairly positive but we noted women were more concerned about the impact on their career than men and a smaller proportion of women have progressed their career since returning. We would like to improve the experience for women (**Actions: 3.6; 4.3.5-7; 4.3.10; 4.8; 4.9.2**).

Diamond runs a childcare support scheme. Employees registered with the scheme prior to November 2015 receive financial support to childcare provision of 20% in total or a maximum based on an employee's tax rate for the total childcare costs but no more than £243 regardless of the number of children an employee has. From November 2015 employees may register in the childcare voucher scheme. Those who are active users of the previous scheme are entitled to remain in it or elect to move across.

Diamond staff have limited access to the nursery nearby. A growing demand for nursery provision has been identified during workshop discussions with members of staff, and the lack of such provision was seen as obstacle to return to work full-time **(Action 4.3.9)**. Mothers working in user-facing jobs and partaking in the 24/7 support during run time regularly struggle with their job duties as no nursery in the area provides extended hours. The Company currently does not provide financial compensation for out-of-hours or weekend childcare cover.

Our staff survey indicated that despite the amount of information available, staff still felt they had insufficient knowledge about relevant Diamond entitlements and benefits. Current practice falls short of any formalised structure to support women before they go on maternity leave or after their return. Diamond recognises this is an important issue and we have developed a core set of points to address this **(Action 4.3)**.

(Section Words 778)

(Total Words 1702)

(Section 5 Total Words 5444/5000)

6. Any other comments: maximum 500 words

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

Diamond's Vision is to be world class, we need world class staff to achieve this and we need to provide them with a world class environment to thrive in.

The Athena SWAN initiative gives us a framework to make sure we are cultivating everyone's potential, male and female. The first step was examining our own data to get an objective picture to build on. The next challenge was initiating and managing stakeholder engagement. The sponsorship of the CEO has been an essential start. Also, creating opportunities for the gender conversations to be held is important by giving staff talks on the survey and unconscious bias with Prospect. In some cases we believe this was the first opportunity for many of our staff to establish a dialogue on these topics. The poster in Figure 29 was created by the Coordinator for the National Women in Project Management Conference, a special interest group of the Association of Project Management. It conveys the project rationale, process of stakeholder engagement and lessons learnt from the AS Project at Diamond.

We now know that our key gender issues are;

- Lack of women in senior grades
- Lack of women in the Technical division
- Lack of women succeeding in applications for Grade 3 and 4 positions
- Lack of awareness of women's perspectives.

There are a number of management actions already underway at Diamond (Table 32) and the AS Action Plan will ensure initiatives affecting gender balance are prioritised and carried through.

Human Resource led management actions
– Programme of learning and development
– Review of Annual Performance Review
– Review of recruitment process (WISE) and implementation of eRecruitment module
– Regular drop-in sessions for all staff

Table 32: Human Resource led management actions

Going forward, the actions that support stakeholder engagement will be the most important ones for establishing culture change independently of how may perfect policies we write. We also note here that at the time of finalising the Action Plan, Diamond was recruiting a new Head of HR. This person starts work on the 3rd May and our first job will be to engage with them to get their full support in taking this project forward.

(Section words 319/500)

Athena SWAN Project
Engagement and Stakeholder Management

Mrs Amy Bryan MCIPD BSc (Hons), Athena SWAN Coordinator, Diamond Light Source, Harwell Science and Innovation Campus, Didcot, Oxon OX11 0DE

The **Athena SWAN Charter** encourages and recognises commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment in higher education and research.

Diamond Light Source is one of the most advanced scientific facilities in the world and its pioneering capabilities are helping to keep the UK at the forefront of scientific research. Diamond is an **Athena SWAN Member** and is applying for the **Athena SWAN Bronze Award**.

Planning to Implementation

Identify Purpose/ Expected Outcomes

For women in STEMM roles
Better representation
Improved career opportunities

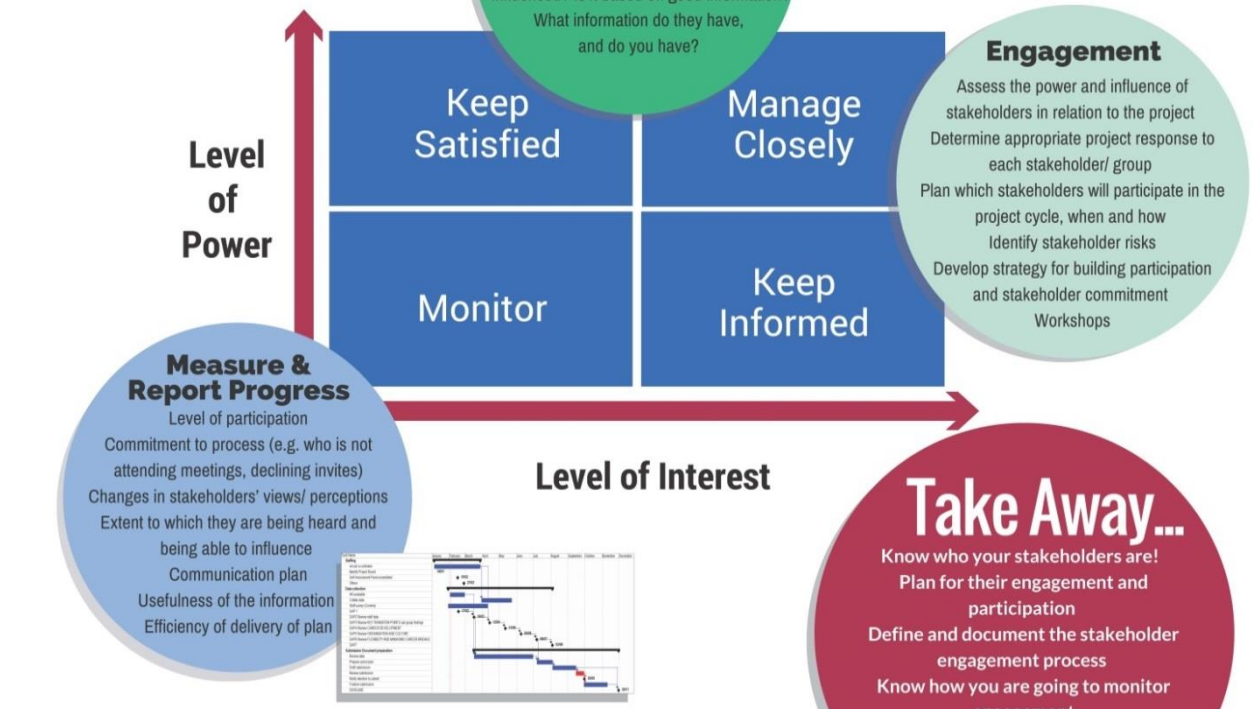
For all
Improved support for initiatives benefitting all
Improved knowledge retention
Best pool of people to recruit from

Ensure Organisational Buy-In
Commitment to advancing careers of women in STEMM roles

Communications Strategy
Staff emails
Staff survey
Workshops to explore findings of survey with staff
Athena SWAN seminars
Check leading practice examples
Utilise external network
Knowledge transfer (lessons learned from previous projects)

Understanding Stakeholders
What motivates them?
How do they want to receive information?
What are their current opinions, how are they influenced? Is it based on good information?
What information do they have, and do you have?

Engagement
Assess the power and influence of stakeholders in relation to the project
Determine appropriate project response to each stakeholder/ group
Plan which stakeholders will participate in the project cycle, when and how
Identify stakeholder risks
Develop strategy for building participation and stakeholder commitment
Workshops



Measure & Report Progress
Level of participation
Commitment to process (e.g. who is not attending meetings, declining invites)
Changes in stakeholders' views/ perceptions
Extent to which they are being heard and being able to influence
Communication plan
Usefulness of the information
Efficiency of delivery of plan

Take Away...
Know who your stakeholders are!
Plan for their engagement and participation
Define and document the stakeholder engagement process
Know how you are going to monitor engagement
Periodically assess the effectiveness of the stakeholder engagement plan

diamond

Athena SWAN Member

Figure 29: Poster presented by Coordinator for the Women in Project Management (SIG of the APM) Conference

7. Action plan

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

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

Diamond Action Plan for Athena SWAN Bronze Award Submission

1. Are we rooting out Unconscious Bias?						
	Planned action	**Rationale**	**Key outputs and milestones**	**Timeframe (end date)**	**Person responsible**	**Success criteria and outcome**
1.1	**Preparation for AS Silver Application**	Diamond is committed to the principles of the Athena SWAN Charter and intends to progress to Gold Award Status	Policy developed to provide an overarching framework for diversity and inclusion	December 2017	Andrew Harrison, CEO	Publication of Diversity and Inclusion Policy Training and awareness of strategy and implementation measured through staff survey
1.2	**Ensure governance is in place to support initiative Opportunities Team**		**1.2.1** Review progress against the Action Plan	Quarterly	Amy Bryan, AS Coordinator	Minutes of Opportunities Team meetings with updated action plan published on intranet
			1.2.2 Summary HR and survey data to be reviewed	Annually	Opportunities Team	Athena SWAN statistics produced and published annually on intranet
1.3	**Action Plan**		Action Plan items are addressed and progress monitored to collect evidence of commitment to the Athena SWAN Charter	Quarterly	Amy Bryan, AS Coordinator	Written report to Executive to account for progress made towards objectives
1.4	**Deliver Unconscious Bias training for all staff**		Unconscious Bias training mandatory for all staff	April 2017	Liz Sexton, HR Operations Manager	All new staff and 60% current staff trained by April 2017 Training routine by April 2018 Positive change in responses in future Athena SWAN survey
1.5	**AS Staff Survey**		Further AS Staff Survey in July 2017 to assess impact of actions taken to date and areas for further improvements	Annually in July	Opportunities Team	Sufficient evidence of progress towards good practice to show commitment to Athena SWAN Charter

1. Are we rooting out Unconscious Bias?						
	Planned action	**Rationale**	**Key outputs and milestones**	**Timeframe (end date)**	**Person responsible**	**Success criteria and outcome**
1.6	**Make AS internal communication effective and interactive**	Ensure that staff are fully aware of the progress of the AS Project and continue to engage with groups that are more sceptical	**1.6.1** AS Intranet pages updated regularly	Quarterly	Amy Bryan, AS Coordinator	Awareness and comprehension of AS activities charted using Survey questions Athena SWAN statistics published annually to all staff
			1.6.2 Use Athena SWAN and WISE membership logos; presence on the extranet	May 2016		
			1.6.3 AS Newsletters/ updates – publicise benefits of WISE membership for staff	Quarterly		
			1.6.4 Report Athena SWAN progress and promote economic and business benefits of a more diverse STEM workforce in Diamond Annual report	Annually	Isabelle Boscaro-Clarke, Head of Communications	

2. Where are the women in our talent pipeline?						
	Further Planned action	**Rationale**	**Key outputs and milestones**	**Timeframe (end date)**	**Person responsible**	**Success criteria and outcome**
2.1	**Automate data collection to facilitate monitoring gender balance (and protected characteristics) across all HR related activities**	The HR Data management system was not configured to collect the data needed for this application and a lot of manual intervention was required	**2.1.1** HR online system configured to provide easily accessible and meaningful data to monitor gender balance **2.1.2** Staff roles categorised by STEM/not STEM	April 2017	Liz Sexton, HR Operations Manager Data WG	Reliable data for Athena SWAN statistics delivered in a consistent format easily
2.2	**Demonstrate that women are financially rewarded the same as men**	There is concern that unconscious bias could affect the outcome of the annual exercise for rewarding staff for their exceptional contributions	Discretionary Pay Progression and progression to MAPP is reported by grade and by gender and reviewed by Directors and Opportunities Team	April 2017	Head of HR Data WG	Gender parity in nominations for Gathered Field Exercise and act on any differences found Anonymous data publishable to all staff
2.3	**Increase the benchmarking of data against other organisations**	Required to assess progress relative to other organisations in the sector	Collect and analyse benchmarking data from: CCFE; National Physics Laboratory; other synchrotrons; ISIS (STFC)	Annually	Amy Bryan, AS Coordinator Data WG	Annual benchmarking gap analysis report to Opportunities Team and include in AS Silver application
2.4	**Increase the level of participation and contribution of women onto decision making panels and internal and external committees**	Analysis of committee membership shows that women are under-represented on committees The survey showed that women had less opportunity to join committees than men	**2.4.1** Develop guidelines for committee membership in order to foster a more inclusive culture of representation of both genders. Opportunities Team to approve guidelines	July 2016	Dominic Semple, Executive Assistant Network WG	Opportunities Team member on all important internal committees where there are no females Internal committees membership data published on intranet Guidelines adopted and acted upon
			2.4.2 Monitor representation of women on the Peer Review Panels and the proposal application success rates by gender	Annually	Cecilia Sanchez-Hanke, Scientific Operations Coordinator Network WG	Membership data and gender balance success rates reported to Opportunities Team, Exec and PRP members and published on extranet annually

2. Where are the women in our talent pipeline?						
	Further Planned action	**Rationale**	**Key outputs and milestones**	**Timeframe (end date)**	**Person responsible**	**Success criteria and outcome**
2.5	**Increase the numbers of women among external speakers invited to talk at Diamond to provide both female role models and opportunities for women to be visible**	Present Diamond as an employer of choice for women in Science by publicising commitment to Athena SWAN Charter though highlighting achievements of women in STEM roles. Encourage more women to pursue careers in science	**2.5.1** Develop guidance to ensure gender balance of internal and external speakers and Chairs	July 2016	Amy Bryan, AS Coordinator Network WG	Guidance published on intranet Data collated which shows a trend towards equality presented quarterly to Opportunities Team and Exec
			2.5.2 Identify staff to put forward for public prizes and monitor gender balance of proposals and success rates	Annually	Amy Bryan, AS Coordinator Outward WG	Minimum of 2 prize applications per year List of successful prize winners posted on Extranet
			2.5.3 Continue to host female role models, *i.e.* International Women's Day	Quarterly	Amy Bryan, AS Coordinator Outward WG	Report on events to Opportunities Team Identify a target number of women/ role model seminars per year
2.6	**Ensure Diamond's outward facing activities showcase women (and minority groups)**		Monitor and assess impact of public communication and contributions to the wider community	Annually	Isabelle Boscaro-Clarke, Head of Communications Outward WG	Annual report on demographics of Diamonds public engagement to Opportunities Team
2.7	**Develop media skills and increase numbers of women spokespeople in press releases and other representative roles**		**2.7.1** Monitoring of spokespeople introduced and training provided	Annually	Isabelle Boscaro-Clarke, Head of Communications Outward WG	Data reported annually to Opportunities Team 30% public engagement and spokespeople being women Training delivered for outreach activities and a broader range of individuals volunteering for events
			2.7.2 Training for identified staff on effective communication of STEM topics to women and girls			

3. What skills are we helping women build?						
	Planned action	**Rationale**	**Key outputs and milestones**	**Timeframe (end date)**	**Person responsible**	**Success criteria and outcome**
3.1	**Help women identify their development needs and deliver opportunities for career advancement**	The survey indicates that there is a consistent marginal difference between the working experiences of men and women at Diamond resulting in a picture of a generally less positive experience for women. There is a business need to support all female staff to equip them to succeed equally with their male colleagues	**3.1.1** Deliver targeted training for women as well as the option for mixed training. Targeting should develop core skills such as resilience, confidence and leadership styles	Annually	Head of HR Skills WG	Courses run and positively evaluated Female staff survey respondents report LMs are aware of specific issues for women's career development Observe an improvement in the difference in male and female staff experiences of career development opportunities as measured by the survey
			3.1.2 Deliver WISE/ Skills4UK Career Development Programme for Women			
			3.1.3 Monitor gender balance in uptake of training opportunities			
3.2	**Develop more networking and development opportunities for female staff to gain skills**		**3.2.1** Raise the profile of female PDRAs and Support Scientists and increase networking opportunities, *i.e.* with opportunities for seminar delivery supported by training in presentations and assertiveness	Annually	Mark Tully, PDRA Networking WG	PDRA talks scheduled into seminar calendar (and gender balance recorded)
			3.2.2 Promote internal and external secondment		Head of HR Skills WG	Increase in number of secondment opportunities created

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3.3	**Design and deliver formal and informal support to enable PDRAs to make the transition to a sustainable scientific career**	PDRA contracts are limited to a maximum of four years in total then they must move on to their next job	**3.3.1** Broadening Horizons (Vitae material) two day training event (pilot career workshop 2013) re-launched for early and late stage PDRAs	Annually	Sue Palmer, Scientific Training and Education Administrator Skills WG	Chart increase in PDRAs undertaking development activities
			3.3.2 Mock interviews provided to better prepare PDRAs for external interviews. Advertised in Employee Handbook	Annually	Andy Dent and Martin Walsh, Science Coordinators Skills WG	AS Staff survey indicates an increase in PDRA staff understanding how to advance their career A greater understanding of where PDRAs go to after leaving Diamond
			3.3.3 Track the destination of leavers			
3.4	**Improve appraisal delivery by managers**	The survey indicates that the appraisal process is followed but could be improved	**3.4.1** Review of the appraisal process to include wider range of activities, to ensure activities are both recognised and expected from staff in all grades of the organisation	April 2017	Head of HR Policy WG	Return rate of APRs measured and shows improvement and AS Staff Survey responses are more positive, following a re-run in July 2017
			3.4.2 Provide training on appraisal/performance management	Quarterly		
3.5	**Increase transparency of opportunities for progression**	Women are under-represented at higher grades The survey identified the need for more accessible career paths, including increased opportunities for appropriate training and learning, parity of promotion opportunities and support for formalised succession planning	Transparency around which promotion pathway staff have taken to achieve their promotion published on the Intranet	April 18	Head of HR Policy WG	Staff survey shows greater awareness amongst staff of the requirements for promotion between Grades and the skills to meet these Rolling record of Grade Review and internal vacancy promotion applications and outcomes published

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	Planned action	**Rationale**	**Key outputs and milestones**	**Timeframe (end date)**	**Person responsible**	**Success criteria and outcome**
3.6	**Implement a mentoring scheme and coaching scheme to enable women to shape their own career advancement**	Awareness that women's careers in particular benefit from access to mentoring and coaching schemes	Mentoring schemes and coaching schemes implemented for all staff, in particular; • Female staff on maternity/ adoption leave and to facilitate the return of staff (male and female) on long-term absence • PDRAs • PhD students	Annually	Sue Palmer, Scientific Training and Education Administrator Skills WG	Increase in staff taking up the opportunities. Staff survey indicates women have a better understanding of how to advance their career
3.7	**Develop social networks to provide mutual support in career development**	There is a risk, and some evidence, that some female staff feel isolated, and experience gender discrimination. The action points in this section aim to address the risk of isolation	**3.7.1** Roll-out New Starter Buddy System as part of the induction process across the Company	July 2016	Liz Sexton, HR Operations Manager Networks WG	All new starters have a Buddy assigned Annual evaluation of the New Starter Buddy System
		Survey responses from those in professional support groups, which are predominantly female have felt that their voices are not heard and that there is a clear disparity in terms of the efforts made by the organisation to support and develop this group of staff Additionally, 53% of all female and 55% of all male employees agree that there should be more social events at Diamond	**3.7.2** Opportunities Team to initiate a social committee within Diamond (with budget allocated)	April 2017	Laura Holland, Engagement Manager Networks WG	Regular programme of a minimum of 2 organised and funded activities with high attendance each year

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3.8	**Strengthen support and encouragement for cross site networking activities that build the PhD student cohort**	The PhD student community across site has been established but needs more formal access to budgets to promote greater opportunity for networking activities and reduce feeling of isolation felt by students	**3.8.1** A minimum annual programme of two career/ social events per academic term agreed in advance and more ad hoc events encouraged	Annually	Laura Holland, Engagement Manager Networks WG	Regular programme of six organised and funded activities with high attendance
			3.8.2 PhD students working alongside PDRA staff encouraged	Annually	Sue Palmer, Scientific Training and Education Administrator Networks WG	PhD students assigned a PDRA Buddy
			3.8.3 Support provided to develop intranet presence	September 2016	David Johns, Communications Officer Networks WG	A PhD area on the intranet
3.9	**Ensure access to training and attendance at conferences is inclusive of those with caring responsibilities**	Carers at Diamond are predominantly female, and consideration needs to be given to staff on childcare/ school runs and awareness of school holidays Conferences and courses held at Diamond often have a dinner in the evening for networking or socialisation. This can be restrictive for those with caring commitments	Develop Conference and Course Planning Guidelines to support staff with caring responsibilities to attend and encourage greater participation. To include; • The location and timings for meetings • Availability of financial support for carers who have to make alternative arrangements • Flexible transport arrangements • Timing of networking sessions	July 16	Laura Holland, Engagement Manager Networks WG	Positive change in future AS Staff Survey responses

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	Planned action	**Rationale**	**Key outputs and milestones**	**Timeframe (end date)**	**Person responsible**	**Success criteria and outcome**
3.10	**Celebration of other contributions**	49% of the respondents do work which benefits the organisation outside of their main role however only 26% of all respondents felt recognised for it. This was felt more by female staff than male staff Appreciation for the Professional Administration support staff as well as the science activities at Diamond	**3.10.1** Recognition of work of the Professional Administration teams **3.10.2** Use in-house publications to spotlight good performance by women or teams led by women **3.10.3** Focus on Professional Administrative Activities in Annual Report **3.10.4** Spotlight role models at all stages of their career in STEM subjects at Diamond	Annually	Isabelle Boscaro-Clarke, Head of Communications Outward WG	Positive change in future AS Staff Survey responses

4. How much are our policies helping?						
	Planned action	**Rationale**	**Key outputs and milestones**	**Timeframe (end date)**	**Person responsible**	**Success criteria and outcome**
4.1	**Embed Gender Equality considerations in policy development**	Policy Development process to take account of Diversity and Inclusion Policy	New policies will be reviewed for compliance by Opportunities Team	September 2016	Liz Sexton, HR Operations Manager Policy WG	Process for review of new policies revised and published
4.2	**Take positive action to improve the gender balance in the organisation – in particular for STEM roles in Science and Technical Divisions**	Women under-represented at higher grades, and over-represented at the lower grades. Diamond needs to demonstrate to women that it wants to develop and train them. This requires a review of its ability to appeal to and attract female candidates so that progress can be monitored	**4.2.1** Review of Recruitment and Selection for best practice by WISE Campaign Consultancy and develop new process	September 2017	Liz Sexton, HR Operations Manager Policy WG	Enhanced application rates from women for vacancies at Grade 5 and above
			4.2.2 All staff previously attending recruitment and selection training trained in new procedures	April 2018	Liz Sexton, HR Operations Manager Policy WG	Trend towards gender parity in outcome of recruitment process observed in statistics60% recruiting managers trained in new procedures
			4.2.3 Investigate the under-representation of women in the Technical Division	December 2016	Guenther Rehm, Head of Beam Diagnostics Group Data WG	Understand the reasons for the under-representation of women and Opportunities Team to make recommendations to address this to the Exec

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4.3	**Encourage awareness by managers to be aware of issues that carer's face, in particular women managing their careers and parenthood**	The AS Staff survey reported that 53% staff had caring responsibilities	**4.3.1** Home-working guidance reviewed and made widely available option for staff with caring responsibilities	September 2016	Liz Sexton, HR Operations Manager Policy WG	Clear guidance for staff published in the Employee Handbook Measure uptake in the next staff survey
		Women were much more likely than men to take paid carer's leave and a disproportionate number of women have taken annual leave to cover caring responsibilities The staff survey shows approval of carer's leave is at LM's discretion and is not uniform across the organisation Six members of staff said that their line manager had been unsupportive of their request	**4.3.2** Requests for carer's leave are discussed with Line Manager, HR and employee and outcome data collected and monitored	December 2016	Liz Sexton, HR Operations Manager Policy WG	Staff report awareness and understanding and positive experience of access to carer's leave in future AS staff survey
			4.3.3 Guidance on carer's leave reviewed to ensure better consistency across the organisation			
			4.3.4 Clearer guidelines, training and enforcement around policies from outset of employment at induction			
		Availability of Shared Parental Leave currently not well communicated	**4.3.5** Drop in sessions for family friendly working practices run by the HR team	Annually	Liz Sexton, HR Operations Manager Policy WG	Staff report increased awareness and understanding and positive experience of family friendly policies in future AS staff survey Good attendance numbers at drop-in sessions

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4.3	**Encourage awareness by managers to be aware of issues that carer's face, in particular women managing their careers and parenthood**	The AS Staff survey reported that only 35% of staff said it was easy to come back to work after maternity/ adoption leave, indicating that more should be done to support this group of staff	**4.3.6** Improve training for line manager regarding process of managing return to work	December 2016	Head of HR Line Managers Policy WG	Returners report a positive experience of returning to work in future AS staff survey Increase in the number of KIT days taken Positive examples of good practice for support
			4.3.7 Collect data on uptake of KIT days and report to Opportunities Team			
			4.3.8 Allocate a 'Return to Work Buddy'			
		The current on-site nursery is heavily oversubscribed, with no prioritisation for Diamond staff	**4.3.9** Ensure STFC takes into account the needs of Diamond staff in the current review of nursery provision, progress reported to Opportunities Team	Annually	Andrew Harrison, CEO Policy WG	Staff survey reports better access to on-site nursery provision
		The AS Staff survey reported that 11% of staff felt their carers' responsibilities are hindering their career development. 28% of staff have progressed their career since returning. Additional support is required to facilitate the return	**4.3.10** Offer 'Returners Programme' for Women returning after career break	Annually	Head of HR Skills WG	Report on numbers of women taking part annually and their feedback on usefulness of the course
		Staff reported feeling under pressure to respond to emergency call outs out of hours despite their child care commitments resulting in some bringing their children on site	**4.3.11** Develop and issue guidelines to staff and LMs regarding emergency call-outs	July 2016	Trevor Rayment and Dave Stuart, Science Directors Policy WG	Positive change in future AS Staff Survey

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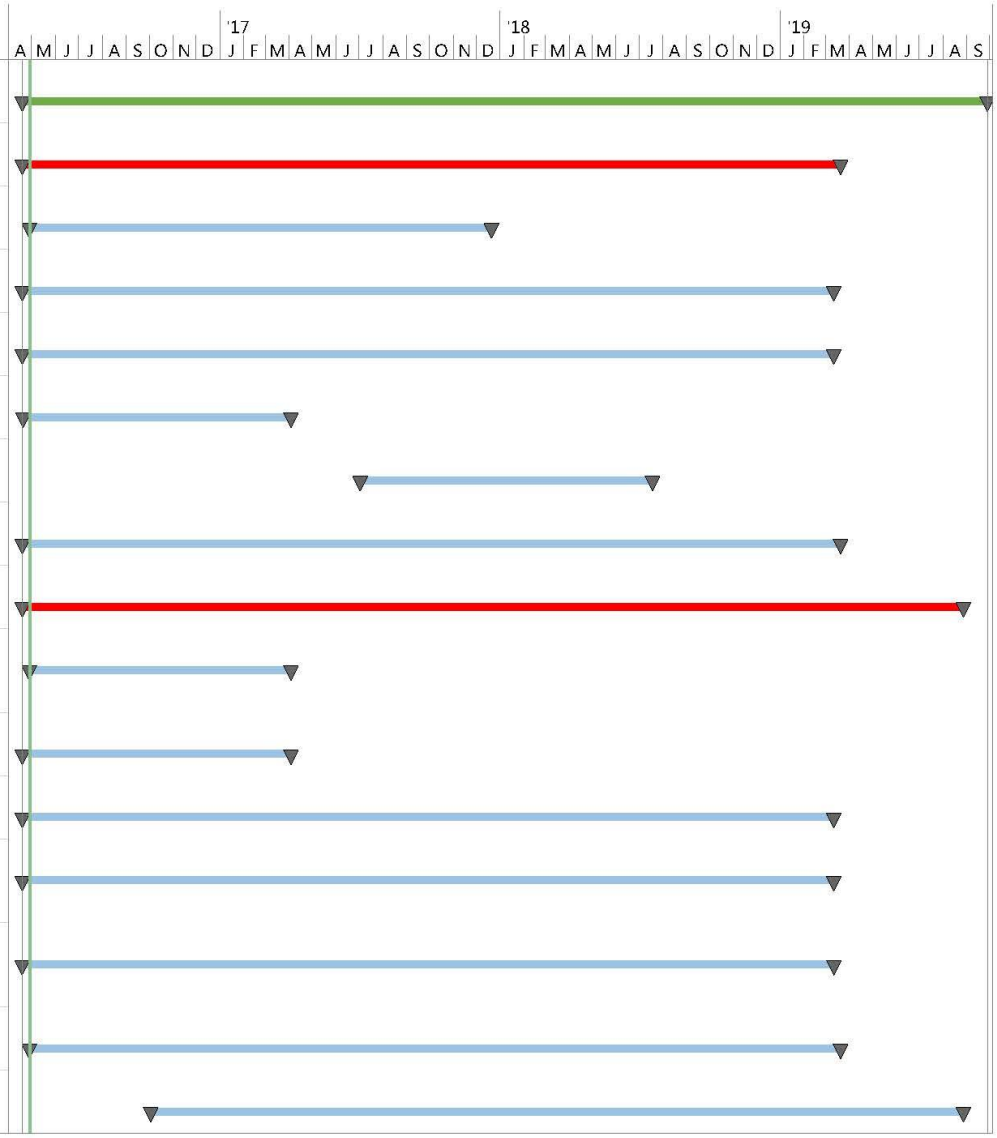
	Planned action	**Rationale**	**Key outputs and milestones**	**Timeframe (end date)**	**Person responsible**	**Success criteria and outcome**
4.4	**Review the allocation of shift and on call rotas to allow beamline staff with caring responsibilities sufficient time for planning and preparation**	Feedback from the Athena Swan workshops called for longer rotas in some cases for this 'on-call' time, to allow staff with family commitments more time to plan for unsocial working	Rotas issued within 4 weeks of PBSs receiving beam time allocations from PRP. Support groups to review on-call rotas to give more notice	April 2017	Andy Dent and Martin Walsh, Science Coordinators Policy WG	Positive change in future AS Staff Survey
4.5	**Commit to ensuring greater longevity and stability of STEM funding to reduce short-termism and uncertainty in PDRA roles**	Recognition of the impact of short term contracts for PDRAs on the work/ life balance and the impact that has on their scientific career	**4.5.1** Proactive and timely interventions by Science Coordinators to secure funding well ahead of contract end date to reduce the anxiety of PDRA cohort Ensure the a decision is made at 2nd Year of the FTC to determine whether the role will be extended from 3 to 4 years to alleviate uncertainty and prevent premature loss of PDRAs to their next posts	April 2017	Andy Dent and Martin Walsh, Science Coordinators Policy WG	Quarterly report to Opportunities Team on FTC renewals PDRAs leaving Diamond are well equipped to progress in their careers reported through exit data
		Data reporting on resignation data would provide further clarity and promote further recommendations for attracting female researchers to work for Diamond	**4.5.2** Appropriate exit data collected and reported on an annual basis for discussion of remedial actions and improvements and impact	Annually	Liz Sexton, HR Operations Manager Data WG	Diamond understands the issues affecting turnover rate Recommendations made to Opportunities Team based on the findings from the exit data 60% completion rate for exit questionnaire
4.6	**Review of PhD Joint Appointment Selection Practice**	Women are under-represented in the PhD student group at Diamond	Monitor Athena SWAN status of partner organisations and report annually to Opportunities Team	Quarterly	Andrew Richards, Legal Manager Data WG	Diamond is aware of partner organisation's commitment to gender balance Increased participation in selection process

4. How much are our policies helping?						
	Planned action	**Rationale**	**Key outputs and milestones**	**Timeframe (end date)**	**Person responsible**	**Success criteria and outcome**
4.7	**Publicise opportunities for PhD studentships to Staff**	We need to address the gender balance amongst our PhD students	Proactively promote the possibility of undertaking a PhD in-post to Diamond staff. Consideration given to more flexible part-time studentships	Quarterly	Laura Holland, Engagement Manager Skills WG	An increase in the numbers of requests by staff seeking Diamond's support for PhDs in post, submitted to and recorded by HR each year
4.8	**Prioritise action to identify and remove barriers to part-time working in STEM roles**	Survey shows lack of awareness of options for part-time working, including the promotion of flexibility in job design	**4.8.1** Publicise the options for part-time and flexible working, and give better clarification in the Employee Handbook	April 2017	Liz Sexton, HR Operations Manager Policy WG	20% increase in flexible working requests Positive experience of applying for flexible working reported in staff survey
			4.8.2 HR drop in sessions for staff	Quarterly		
4.9	**Education of line managers to encourage a more supportive environment for all staff**	Women report they find a work life balance much harder to achieve. A higher percentage of women than men report they feel pressure to work more than contracted hours	**4.9.1** L&D management and leadership programme rolled out to line managers	Quarterly	Liz Sexton, HR Operations Manager Skills WG	Positive change in future AS Staff Survey responses - reduction in % respondents feeling pressure and re-balance f/m ratio; and Increase in flexible working
			4.9.2 Training in assertiveness and time management offered			
			4.9.3 Mental health training/ interventions tailored by gender	Quarterly	Guy Thomas, Head of SHE Skills WG	
4.10	**Education of line managers to give them accountability for change**	There is a clear need for consistent approach to implementation of policies and procedures throughout the organisation	**4.10.1** Practical training around policies and procedures to emphasise and support the practical change that line managers can make to a sustained change in workplace culture and support and retain staff	Quarterly	Head of HR Policy WG	All middle to senior grade staff to attend mandatory training
			4.10.2 Male/female staff identified to act as Career Champions for women	Quarterly	Opportunities Team	List is published on the Intranet

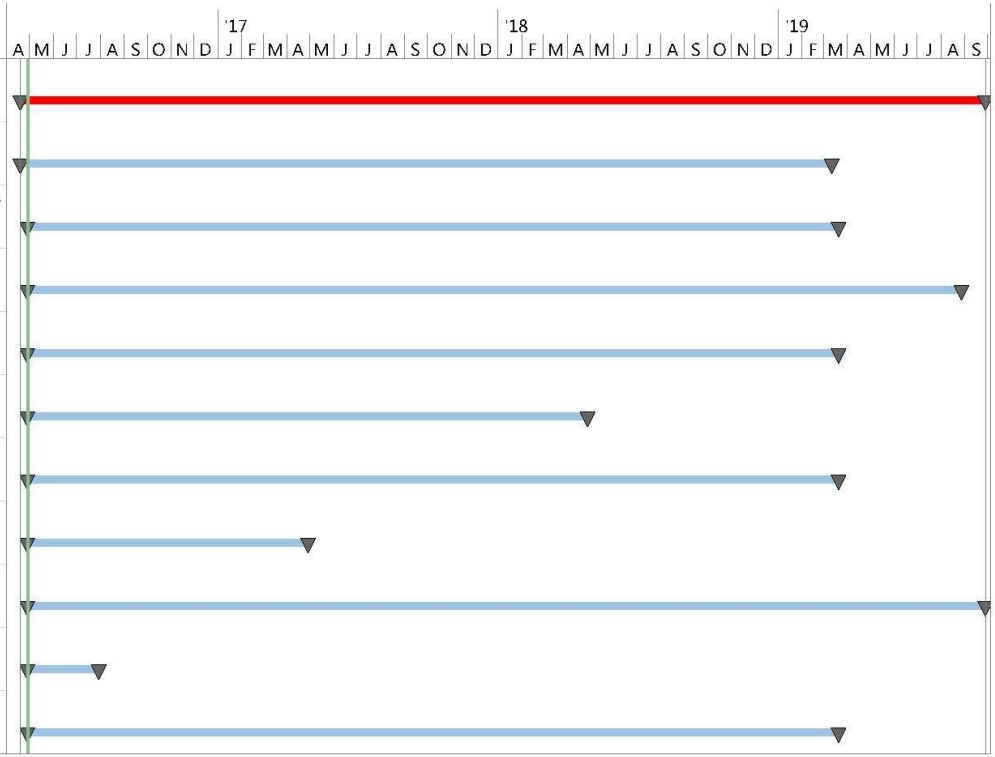
Diamond Athena SWAN Action Plan Schedule

ID	Text1	Task Name
1		**Athena SWAN Action Plan**
2	**1**	**Are we rooting out Unconscious bias?**
3	1.1	Prepare for AS Silver Application
5	1.2	Ensure governance is in place to support initiative Opportunities Team
25	1.3	Action Plan
40	1.4	Deliver Unconscious Bias training for all staff
42	1.5	AS Staff Survey
46	1.6	Make AS internal communication effective and interactive
81	**2**	**Where are the women in our talent pipeline?**
82	2.1	Automate data collection to facilitate monitoring gender balance (and protected characteristics) across all HR related activities
85	2.2	Demonstrate that women are financially rewarded the same as men
87	2.3	Increase the benchmarking of data against other organisations
93	2.4	Increase the level of participation and contribution of women onto decision making panels and internal and external committees
100	2.5	Increase the numbers of women among external speakers invited to talk at Diamond to provide both female role models and opportunities for women to be visible
121	2.6	Ensure Diamond's outward facing activities showcase women (and minority groups)
127	2.7	Develop media skills and increase numbers of women spokespeople in press releases and other representative roles



Diamond Athena SWAN Action Plan Schedule

ID	Text1	Task Name
138	**3**	**What skills are we helping women build?**
139	3.1	Help women identify their development needs and deliver opportunities for career advancement
155	3.2	Develop more networking and development opportunities for female staff to gain skills
166	3.3	Design and deliver formal and informal support to enable PDRAs to make the transition to a sustainable scientific career
182	3.4	Improve appraisal delivery by managers
198	3.5	Increase transparency of opportunities for progression
200	3.6	Implement a mentoring scheme and coaching scheme to enable women to shape their own career advancement
206	3.7	Develop social networks to provide mutual support in career development
209	3.8	Strengthen support and encouragement for cross site networking activities that build the PhD student cohort
221	3.9	Ensure access to training and attendance at conferences is inclusive of those with caring responsibilities
223	3.10	Celebration of other contributions



Diamond Athena SWAN Action Plan Schedule

ID	Text1	Task Name
244	**4**	**How much are our policies helping?**
245	4.1	Embed Gender Equality considerations in policy development
247	4.2	Take positive action to improve the gender balance in the organisation – in particular for STEM roles in Science and Technical Divisions
251	4.3	Encourage awareness by managers to be aware of issues that carer's face, in particular women managing their careers and parenthood
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277	4.5	Commit to ensuring greater longevity and stability of STEM funding to reduce short-termism and uncertainty in PDRA roles
285	4.6	Review of PhD Joint Appointment Selection Practice
300	4.7	Publicise opportunities for PhD studentships to Staff
315	4.8	Prioritise action to identify and remove barriers to part-time working in STEM roles
331	4.9	Education of line managers to encourage a more supportive environment for all staff
374	4.10	Education of line managers to give them accountability for change