

## Mathematics Faculty Athena SWAN student survey 2014

- The survey was carried out in April 2014, as part of our internal review to ensure that all our processes do not inadvertently favour either gender.
- 499 students responded (372 males, 122 females, 1 non-binary gender, 4 preferred not to say). These included undergraduates (281 students), Part III (124), MPhil (10) and PhD students (84).
- More than 41% of all students took part

NOTE: the percentages in the findings reported below are given as *percentage of those who answered*.

### Main positive findings:

<i>You said ...</i>	<i>Examples of relevant provision</i>
<p>1. 72% of all students (73% of males, 68% of females) agree or strongly agree that the Maths Faculty promotes careers opportunities. Question 12)</p>	<p>The Faculty has a number of initiative that provide opportunities for students to find out more about career paths outside of academia and to build relationships with industry and other partners.</p> <ul style="list-style-type: none"> <li>• <a href="#">Mathematics Careers</a></li> <li>• <a href="#">Industry and Internship talks</a></li> <li>• <a href="#">CCA talks</a> - including industrial talks and short courses</li> </ul> <p>These are regularly advertised. Any further suggestions are welcome.</p>
<p>2. 72% of all students (73% of males, 70% of females) believe that male and female students have equal opportunities to contribute in seminars, teaching activities and other academic activities in the Maths Faculty, while 25% have no view. (Question 16)</p>	<p>The <a href="#">Part III Seminar Series</a> twice a year offers Part III students the opportunity to give a talk in a friendly, informal setting. The series are overseen by PhD students, who lead the groups, offering advice to speakers. PhD students are encouraged to attend conferences as an essential part of their training, and the Faculty offers them financial support. The Faculty provides training workshops and online resources for supervisions, which are widely advertised.</p>
<p>3. 63% of all PhD students (60% of males, 70% of females) report that their Supervisor has discussed with them the possibility of continuing with a research career, and 9% (10% of males, 9% of females) preferred not to answer. (Question 8)</p>	<p>All PhD, students are subscribed to <a href="#">pg-opportunities</a>, which alerts them of Postdocs and other post-PhD academic positions. Supervisors encourage and support opportunities for independent researcher development and foster contacts which may lead to postdoctoral positions.</p>
<p>4. 85% of all PhD students (81% of males, 91% of females) agree or strongly agree that their Department/research group facilitates useful contacts and networking opportunities (such as conferences and opportunities for research collaborations) and 8% (8% of males, 9% of females) have no views. (Question 12a)</p>	<p>Students participation was encouraged and greatly facilitated for the 4<sup>th</sup> Joint <a href="#">British Mathematical Colloquium</a> &amp; <a href="#">British Applied Mathematics Colloquium</a> , taking place in Cambridge in 2015. A number of joint Oxford-Cambridge programmes are hosted by the Faculty, usually on alternate years, at which students are especially encouraged to participate.</p>

## Areas for improvement:

<i>You said ...</i>	<i>We responded ...</i>
1. 17% of females (8% of males) perceive supervisors as favouring males. 6% of males (0% of females) perceive supervisors as favouring females. (Question 5)	Equality & Diversity training and specifically issues related to gender bias have been included in the training sessions for new supervisors.
2. Only 33% of students (34% of males and 32% of females) either agree or strongly agree with the statement that the Maths Faculty makes it clear that unsupportive language and behaviour are not acceptable, whether between staff or students. (Question 17)	The Faculty's policy regarding unsupportive language and behaviour has been explicitly mentioned in the introductory talks for all Part IA, IB, II and III students. This is also addressed in the <a href="#">Part III Handbook</a> <sup>1</sup> and a similar paragraph about Equality and Diversity has been included also in the PhD Handbooks for <a href="#">DAMTP</a> and <a href="#">DPMMS</a> .
3. 50% of females (8% of males) perceive the Maths Faculty as promoting too few women as visible role models. (Question 19)	The Faculty's website now has ' <a href="#">Women in Maths</a> ' pages with, among other news, links and information, a page with profiles of current and past female mathematicians in Cambridge. More actions are planned to increase the visibility of female mathematicians.
4. 51% of students (46% of males, 65% of females) either do not know who to contact, or would be uncomfortable doing so, if they are concerned about unacceptable language or behaviour in the Maths Faculty. (Question 18)	The Faculty now has two Equality and Diversity contacts and three Women's Advisers, who are listed on our website and in the literature handed out to students.

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<sup>1</sup> The Mathematics Faculty is committed to creating and maintaining an environment for work, learning and research which is free from discrimination. It is expected that all members of the Mathematics Faculty (staff and students) will treat each other with respect irrespective of, for example, race, disability, religion, gender or sexual orientation. If you have concerns about any such matter, you are encouraged to approach, in confidence:

- either one of the Faculty Equality and Diversity contacts:
  - ◆ Stephen Eglon (room G0.05, email [sje30@cam.ac.uk](mailto:sje30@cam.ac.uk));
  - ◆ Orsola Rath Spivack (room G0.09, email [or100@cam.ac.uk](mailto:or100@cam.ac.uk));
- either one of the Part III Course Directors  
(email [partiii-director@damtp.cam.ac.uk](mailto:partiii-director@damtp.cam.ac.uk) or [partiii-director@dpmms.cam.ac.uk](mailto:partiii-director@dpmms.cam.ac.uk));
- your College Tutor or Director of Studies.