UNIVERSITY OF CAMBRIDGE GENDER ACTION PLAN 2014			
Themes and recommended actions			

THEME: LEADERSHIP AND GOVERNANCE

- *Organisational gender leadership is provided by the Pro-Vice-Chancellor for Institutional Affairs and the University's Gender Equality Champion(s)*
- *The Gender Equality Group (GEG) provides governance on specific gender matters including overseeing Equal Pay Reviews, and reports to HR Committee*
- *The E&D Committee provides governance on equality and diversity in relation to all protected groups, and reports to HR Committee*

RECOMMENDED ACTIONS		LEAD	TIMEFRAME	PROGRESS INDICATORS
1 Gender Equality Group (GEG) and Senior Gender Equality Network (SGEN)				
1.1 Membership of GEG will be reviewed to ensure it is representative and has sufficient power to effect change	Review membership and remit of GEG within the University's governance structures for equality, diversity and gender	E&D Committee	2013/14 & 2014/15	Review to be undertaken in summer period 2014, reporting to GEG in Michaelmas term 2014
	The Colleges' Committee will be invited to nominate representatives for GEG and SGEN	E&D Committee	2014/15	To be incorporated into review of GEG membership and progressed by E&D Committee in Michaelmas term 2014
1.2 GEG will ensure that gender equality priorities and initiatives are reflected in University strategic and financial planning	GEG members who attend senior governance bodies, for example Resources Management Committee (RMC) and General Board (GB), will ensure relevant business is reported upwards, and report back to GEG on the progress of this	GEG	2014/15	Include as standing item on GEG agenda from 2014/15 To be considered within the review of GEG membership, representation of GEG on other committees e.g. RMC and GB
1.3 SGEN to play a role in sharing best practice, advising departments and tracking progress	Develop the role of SGEN Champions; Schools and Institutions to be formally requested to nominate 1-2 SGEN members as local champions, who sit on Councils of Schools or other most appropriate body to help identify and progress gender objectives at School level	GEG	2013/14 & 2014/15	As part of GEG's membership review, School Champions will be identified for formal adoption in 2014/15

1.4 Engage SGEN members in development sessions that provide opportunities to focus on relevant topics, and for senior women to network together	Deliver an ongoing programme of activity for SGEN	E&D Section	2013-	The 2013/14 programme includes workshops on meritocracy, imposter syndrome, unconscious bias and peer coaching, as well as the annual review of progress. A further programme of activities will be developed for 2014/15.
2 Reflecting gender equality in University business				
2.1 GEG to be involved in / updated about setting priorities for the Returning Carers (RC) administered fund	Establish a sub-group of E&D Committee to oversee RC fund requests and allocations	HR/E&D Committee; reports to be shared with GEG	Michaelmas term 2013 -	Sub-group has been established and regular reporting has commenced. Returning Carers subgroup to meet at least twice a year to oversee funding requests and scheme evaluation.
2.2 Seek to improve the gender balance of all governance bodies, and in particular Appointments Committees	Map decision-making structures	HR Committee	2014 -	Can be monitored through current committee membership monitoring; seek to extend to Appointment Committees where information is available.
	Investigate use of nominated deputies to committees, to involve more women. Ensure transparency in how committees are constituted and identify opportunities where membership criteria can be changed / co-options are possible, to create more opportunities for women.	HR Committee	2014 -	Formally agree best practice in committee management - paper to be submitted to HR Committee
	Develop mechanisms to promote and advertise widely opportunities for committee participation	GEG	2014-15	PVC to raise this matter in PVC's forum. Chair of GEG to write to senior colleagues to consider opportunities to improve gender balance of committees within their remit
	E&D to organise briefing for SGEN members on committee participation	E&D Section	2014-15	Will be incorporated into 2014-15 SGEN activities

2.3 Introduce a requirement that all those involved in appointments and committees (or a minimum of 2 people per committee, one of which must be the Chair or their delegate) have undertaken E&D training	Paper to be submitted to HR Committee April 2014 to make completion a requirement for Appointments Committees and Boards of Electors.	E&D/HR for Appointments Committees & Academic Secretary's office for Boards of Electors	2013/14	Launch of revised E&D online training module to support targeted uptake including members of Appointments Committees and Boards of Electors.
2.4 Support Chairs in establishing inclusive practice in all committees, including Appointments Committees (administrative and academic), through the provision of guidelines to ensure that gender equality and diversity considerations are taken into account	Introduce policies and guidelines to assist Boards of Electors and Appointments Committees in adopting protocols to widen searches for potential candidates and specifically record the gender balance of shortlists.		HR / Equal Pay Review action 2012	Guidelines for Boards of Electors were agreed by the General Board in 2013. Draft guidance for Appointments Committees includes reference to equality considerations and the requirement to undertake E&D training.
	Development of mechanisms to enable capture and analysis of appointments information by gender and other characteristics			
3. Leadership				
3.1 Building on PPD's recent Emerging Research Leaders' Development Programme, develop further leadership training for early career staff involving Departments and Schools	Further development was incorporated into the Elsevier New Scholars' funding bid	SWAN Working Group, Researcher Development Committee & GEG		Funding has been awarded by Elsevier that will support further development in 2014 and 2015. The third cohort in May-Sept 2014 will include additional sponsored places for women in STEMM.
3.2 Improve awareness and understanding of the University's Behavioural Attributes, which include information on leadership responsibility for diversity including gender equality, in order to encourage all staff to take action to support gender equality	Develop resources for staff at Grade 10 and above, in addition to E&D online training	PPD	2014/15	Incorporate Leadership Competency Framework as a tool within Senior Leaders Succession and Heads of Institution Programmes, and other leadership initiatives for senior staff.

THEME: DATA AND INFORMATION

RECOMMENDED ACTIONS		LEAD	TIMEFRAME	PROGRESS INDICATORS
4. Data collection, analysis and reporting				
4.1 Instigate a review of current systems for data collection, to adequately capture statistics that can be used to inform problem or priority areas; set measurable goals for improvement, particularly with regard to data on recruitment, career progression and rewards	Review web-based recruitment data by staff category and gender/ethnicity	HR, E&D Section	Annual reporting	Initial data from web-based recruitment system reviewed in Lent term 2014
	Review data on length of time to promotion			Reporting to GEG: updates on 16/11/11/GEG34
	Staff surveys to be run across STEMM Schools and Departments; extend to AHSS for Gender Equality Charter Mark	Athena SWAN Governance Panel		Monitor as part of Athena SWAN Action Plan
	Analyse gender trends within Professorial recruitment data	HR, E&D Section		Professorial recruitment data collated and analysed at University and School level
	Identify key indicators/targets for a Gender Scorecard that could track progress	E&D Section		Utilise existing data on students and staff numbers to monitor across multiple points, university wide, STEMM and AHSS and at different levels; update scorecard annually as part of reporting requirements
4.2 Utilise the annual E&D Information Report and biennial Equal Pay Reviews to incorporate information that provides clear accounts of gender equality objectives and their progress	Provide pipeline data to Appointments Committees to compare with collated shortlisting candidate numbers by gender	VC & SGEN	By 2015	From 2012/13, the E&D Information Report incorporates specific mention of gender equality initiatives
	Include information on gender equality and University initiatives in the University's Annual Reports	E&D Section, OEAC	Annual	Annual Reports and E&D Data Bulletin

THEME: FAIR RECRUITMENT PRACTICE

RECOMMENDED ACTIONS		LEAD	TIMEFRAME	PROGRESS INDICATORS
5. Training & awareness				
5.1 Develop provision for gender equality awareness training, to include unconscious bias or similar	Unconscious bias events planned for Lent/Easter terms 2014; E&D staff to also build internal expertise in this area.	E&D Section	2014/15	Programme of workshops on unconscious bias planned for 2014/15
	Target those involved in appointments and recruitment	E&D Section	2014 -	Continue provision of related talks and workshops aimed at engaging senior staff

THEME: CAREER PROGRESSION

RECOMMENDED ACTIONS		LEAD	TIMEFRAME	PROGRESS INDICATORS
6 Career development				
6.1 Communications/briefings to be developed that inform/remind line managers of their role in supporting the personal and professional development of staff	Provision of face to face briefings/workshops to be supported by other communications as appropriate	HR, OPdA	2015/16	Briefings developed to support Senior Academic Promotions include information on CV Scheme. Briefings on Researcher Promotions delivered by OPdA.
6.2 Support line managers in reviewing/updating individual development plans for staff as part of the appraisal process, and to encourage those staff eligible to apply for promotion	Monitor Careers in Research Online Survey (CROS) results for appraisal rates of Researchers	PPD		SRD process has been reviewed; increased uptake of training for reviewers and reviewees. New online module to support SRD introduced in March 2014. Appraisal uptake is included in Departmental Athena SWAN Action Plans.
	Ensure the appraisal process is also effective in recognising and rewarding a broad definition of excellence for administrative/support staff			
7 Rewarding excellence				
7.1 Address the culture of the University and broaden how excellence/achievement are recognised and rewarded	Publish 'The Meaning of Success' book/web project to encourage debate on inclusive practice	E&D Section	2014 -	Maintain legacy website; plan follow-up activities to continue debate into gender and success in HE
7.2 Embed a scoring system for SAP that recognises teaching and administrative contributions as equal to research activity			Achieved	Amended scoring system introduced in 2014 exercise and reviewed annually for further changes
7.3 Conduct a feasibility study of potential alternative career structures incorporating a multi-strand approach, for example the introduction of teaching-only or senior research posts, or flexible career paths	Investigate potential for Teaching-only University Lecturer / University Senior Lecturer posts, and formal promotion process for Senior Researchers. Review Academic titles.	HR Committee & Academic Titles Working Group	2014-2016	For consideration and implementation by HR Committee

7.4 Consider promoting the UAS Staff Recognition Scheme across the University, as a model of good practice that can recognise and reward 'good citizenship'	HR to investigate the possibility of a wider approach at Schools (or equivalent) level	HR	2014-15	Paper to HR Committee on early findings / support in sinstitutions, by January 2015
8 Mentoring				
8.1 Maintain the profile of mentoring through promotion and provision of the SAP CV Scheme and the continuation of E&D workshops, open to different groups of staff, on mentoring/coaching	Mainstream the SAP CV Scheme to PPD	E&D and HR	2013-15	Co-coaching workshops introduced in 2014, to inform further development of peer networks during 2014/15
8.2 Investigate the provision of mentoring/sponsorship guidance for interested Academics who wish to take a role in supporting the career development of junior Academic staff	Deliver open fora on SAP	E&D	2013, 2014	3 Fora delivered in 2013 (128 participants). 3 planned for May to July 2014 (including one specficially for mentors)
	Mentoring pilots for postdoctoral researchers	OPdA	2014	Successful pilots rolled out across Departments
	Coordinate speed mentoring sessions as part of the WOW Cambridge programmes	E&D, Public Engagement, WOW Advisory Group	2014, 2015	Speed mentoring sessions to be delivered in October 2014 and March 2015
	Participate in the Leadership Foundation's Aurora programme	E&D/PPD	2013/14, and review	4 participants enrolled for Aurora 2013/14 plus 2 Aurora role models

THEME: FLEXIBLE/FAMILY-FRIENDLY ENVIRONMENT

RECOMMENDED ACTIONS		LEAD	TIMEFRAME	PROGRESS INDICATORS
9 Career breaks				

9.1 In advance of taking a career break, introduce procedures for staff to identify needs and plans for their return to work	Survey of Family Leave returners to be undertaken and findings considered by GEG.	GEG	2014	Survey run March 2014 with analysis, reporting and recommendations to GEG in May 2014
9.2 GEG to undertake investigations on the impact of having children on careers, initially by collating concerns and issues identified by family leave returners	Ensure information is available to staff due to take maternity/paternity leave	GEG	2014	Family Leave survey findings will feed into the development of the Family Ties initiative, to respond to the impact of families on careers
10 Family-friendly practice				
10.1 Share examples of family-friendly practice across the institution to encourage adoption of this good practice and prevent the exclusion of staff with caring responsibilities	Develop guidance on inclusive practice, eg timing of staff meetings and seminars within core work hours, for use by Departments, Faculties and Schools	SWAN Governance Panel & GEG	2014/15	Implementation of core hours good practice across Departments
	Introduce Dual Careers Partner Support Scheme	HR		Support scheme to be launched for eligible partners of new academic/senior academic-related staff
10.2 Develop the 'Family Ties' initiative for staff with caring responsibilities or other family-related considerations, to also provide support for the families of new starters and returning carers.	Family Ties' to incorporate the institution's policies and practices for families and carers, benchmarking against sectoral best practice	GEG	2014/15	Elsevier funding has been awarded to support the development of the Family Ties initiative over 2014/15. Further funding may be sought for a third year of related activity. The network would provide opportunities for sharing advice, support and best practice; initial iintroductory event will be held within People Matter Week 2014.
10.3 Maintain ongoing reviews of nursery provision by the Childcare Service in line with organisational need	Maintain monitoring of childcare provision against demand	Childcare Committee & GEG	2013/14	Childcare Services are aware of the ongoing need for additional provision. Additional nursery planned as part of NW Cambridge development. This issue is being addressed in the Family Leave survey which will report to GEG.

10.4 Consider capacity for introducing extended childcare provision, for example after-school clubs and Bank Holiday opening	Childcare Services to review current practice	Childcare Committee / GEG	Review by October 2014	Paper to Chlldcare Committee in Michaelmas term 2014
11 Working environment				
11.1 Raise awareness of the University's commitment to zero tolerance of bullying, harassment and other inappropriate workplace behaviours	Refresh and re-launch the Dignity at Work Policy and Scheme	HR	2013/14	The policy and scheme have been updated and will be re-launched in Easter term 2014. A specific working group is due to be convened in Easter term 2014 to address cultural factors impacting on women students and staff; this will report to E&D Committee and Student Health & Wellbeing Committee.

ADDITIONAL ACTIONS: GENDER CONSULTATIONS

RECOMMENDED ACTIONS		LEAD	TIMEFRAME	PROGRESS INDICATORS
12.1 Continue to deliver training or workshops aimed at issues identified by female staff	Continuation of New Perspectives series and Women's Staff Network events within E&D termly calendars	E&D Section	2013/15	Elsevier funding has been awarded to maintain New Perspectives series for 2014 and 2015 *WOW - Women of the World - Cambridge* will incorporate professional development activities for women staff
12.2 Produce best practice guidance and worked examples on the availability and application of flexible working policy and practice	Data collection and analysis of flexible working applications and success rates to be reported to GEG Promote case studies and best practice guidance on flexible/part-time working	HR, E&D SWAN action	2014/15	Family Ties inititiative will incorporate web and print based information on flexible working and family-friendly practice

ADDITIONAL ACTIONS: EQUAL PAY REVIEW

RECOMMENDED ACTIONS		LEAD	TIMEFRAME	PROGRESS INDICATORS
13.1 Monitor Key Performance Indicators (KPIs)	Analysis of Grade 9 starting salaries	GEG & HR		Reports against the KPIs are presented to the Equal Pay Review Group, GEG and the HR Committee; progress is

	Gender balance of Senior Academic Promotions			reported in each Equal Pay Review
13.2 Facilitate regular Equal Pay Briefings	Deliver Equal Pay briefings in line with reports, to enable discussion of key findings	E&D Section	Align with biennial Equal Pay Reviews	Briefing held December 2013; next briefing due 2015

ADDITIONAL ACTIONS: ATHENA SWAN

RECOMMENDED ACTIONS		LEAD	TIMEFRAME	PROGRESS INDICATORS
14.1 Progress towards University Athena SWAN Silver Award	Advise and support Departmental submissions	E&D/WiSETI	2013 -	Regular progress reports are presented to Athena SWAN Governance Panel, GEG and E&D Committee
	Compile University Silver submission	E&D/WiSETI	2014	Submission April 2014
14.2 Participate in the pilot Gender Equality Charter Mark (GEM) with ECU	Support Faculty of Philosophy submission	E&D	2013/14	Submission April 2014; await results of GEM pilot to determine further participation from October 2014
14.3 Increase the number of departments using a workload model	Disseminate examples of good practice, for example Physics	SWAN action	2014/15	GEG will address the issue of workload transparency in the 2014/15 academic year, as informed by sectoral best practice
	Increase transparency within departments, so that comparisons can be made to ensure that staff are all treated equally in this area	GEG		

ADDITIONAL ACTIONS: EQUALITY OBJECTIVE 3

"The University will undertake activities to address evidence of disadvantage in student attainment in relation to the protected characteristics, and encourage inclusive University teaching and learning practice."

RECOMMENDED ACTIONS		LEAD	TIMEFRAME	PROGRESS INDICATORS
15 Gender attainment gap				

15.1 Education Committee to take forward recommendations of the Gender Attainment Working Party in order to reduce gender attainment gaps where evidenced	Recommendations to be taken forward with priorities and action plans to be determined by the GBEC E&D Standing Committee	GBEC E&D Standing Committee	2014/15	E&D and Academic Division to maintain regular meetings to review progress; maintain awareness of sectorial best practice in this area.
15.2 Gender attainment to be reviewed as part of future EAA review of 2008/09 Undergraduate Student Attainment equality impact assessment	Review date 2014/15; seek to align the review with the EAA processes for all protected characteristics where there is relevant available data	EAARG and GBEC	2014/15	EAA on Student Attainment has been incorporated into EAA Schedule; progress is reported to E&D Committee
15.3 E&D to support the provision of confidence-related training for women students within available resources and appropriate evaluation strategies	E&D to incorporate into activities for students, 2013/14	E&D Section & Academic Division	2013 -	E&D Section provided support for Colleges' SPRINT programme, delivered in Lent term 2014 at Newnham College. Futher programmes anticipated in 2014/15.