# Institution Application
Silver Award
November 2018

## ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

= an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities

= a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these

= the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

## ATHENA SWAN SILVER INSTITUTION AWARDS

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

# WORD COUNT

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

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

We have provided the following recommended word counts as a guide.

| Institution application | Silver | Used |
|---|---|---|
| **Word limit** | **12,500** | **12,211** |
| *Recommended word count* | | |
| 1.Letter of endorsement | 500 | 689 |
| 2.Description of the institution | 500 | 1003 |
| 3. Self-assessment process | 1,000 | 485 |
| 4. Picture of the institution | 3,000 | 1995 |
| 5. Supporting and advancing women's careers | 6,000 | 7637 |
| 6. Supporting trans people | 500 | 402 |
| 7. Further information | 500 | 0 |

| | | |
|---|---|---|
| **Name of institution** | University of Cambridge | |
| **Date of application** | November 2018 | |
| **Award Level** | | **Silver** |
| **Date joined Athena SWAN** | **2005** | |
| **Current award** | **Date: 2014** | **Level: Silver** |
| **Contact for application** | **Professor Eilis Ferran** | |
| **Email** | **Eilis.Ferran@admin.cam.ac.uk** | |
| **Telephone** | **01223 761451** | |

**Key:**

**Information**

✓ **Actions taken since previous action plan**

➢ **Areas demonstrating impact**

New actions and Action Plan reference

Examples of good-practice from University Departments

**NOTE ABOUT DATA**: Unless otherwise stated, all staff data presented are correct at 31 July each year, derived from the University's HR system (CHRIS).

**GLOSSARY**

| | |
|---|---|
| ACP | Academic Career Pathways |
| AHSSBL | Arts, Humanities, Social Sciences, Business, and Law |
| AP | Action Plan reference number |
| AS | Athena SWAN |
| CAO | Cambridge Admissions Office |
| CRS | Contribution Reward Scheme |
| CCTL | Cambridge Centre for Teaching and Learning |
| CUSU | Cambridge University Student Union |
| D@W | Dignity at Work |
| DoR | Director of Research |
| E&D | Equality and Diversity |
| EAA(RG) | Equality Assurance Assessments (Review Group) |
| ECRs | Early Career Researchers |
| EDC | E&D Committee |
| EDESC | Education Committee Equality & Diversity Standing Committee |
| EDI | Equality, Diversity and Inclusion |
| EJRA | Employer Justified Retirement Age |
| EPR(G) | Equal Pay Review Group |
| ERLDP | Emerging Research Leaders' Development Programme |
| FLS | Family Leave Survey |
| FTC | Fixed Term Contract |
| FTE | Full Time Equivalent |
| FT | full-time |
| FW | Flexible working |
| GB | General Board |
| GESG | Gender Equality Steering Group |
| GPG | Gender Pay Gap |
| GU | Graduate Union |
| HAWG | Harassment Avoidance Working Group |
| HoD | Head of Department |
| HoS | Head of School |
| HOI | Head of Institution |
| HRBM | Human Resources Business Manager |
| HRC | HR Committee |
| IB | Implicit Bias |
| KPI | Key performance indicator |
| M | Men |
| MLS | Maternity Leavers Survey |
| NSI | Non-School Institution |
| OPdA | Office of Postdoctoral Affairs |
| PDoc Society | Postdocs of Cambridge Society |
| PRA | Principle Research Associate |
| PGCE | Postgraduate Certificate in Education |
| PHEP | Pathways in Higher Education Practice |
| PPD | Personal and Professional Development |
| PC | Permanent contract |
| PI | Principal Investigator |
| PT | Part-time |
| PSS | Professional and Support Staff |
| PVCI | Pro-Vice-Chancellor for Institutional and International Relations |
| RAS | Recruitment Administration System |
| RCS | Returning Carers' Scheme |
| RD | Research Development |
| RDP | Researcher Development Programme |
| REC | Race Equality Charter |

| | |
|---|---|
| RG | Russell Group |
| SAH | School of Arts and Humanities |
| SAP | Senior Academic Promotions |
| SAT | Self-Assessment Team |
| SCM | School of Clinical Medicine |
| SLP | Senior leadership programme |
| SPL | Shared Parental Leave |
| SPACE | Supporting Parents and Carers at Cambridge |
| SRA | Senior Research Associate |
| SRP | Senior Research Promotions |
| STEMM | Science, Technology, Engineering, Maths and Medicine |
| TUs | Trade Unions |
| UIS | University Information Service |
| UAS | University Administration Service |
| VC | Vice-Chancellor |
| WiSETi | Women in Science, and Engineering and Technology initiative |
| W | Women |
| WP | Widening Participation |
| WSN | Women's Staff Network |
| WTC | Welcome to Cambridge |

## 1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUION
**Word count: 669**

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

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

# UNIVERSITY OF CAMBRIDGE

Mr James Greenwood-Lush
Head of Athena SWAN
First Floor
Westminster Tower
3 Albert Embankment
London
SE1 7SP

27 November 2018

Dear James

As Vice Chancellor of the University since October 2017, I am delighted to endorse this application and acknowledge the recent progress made in advancing gender equality.

Progress has been the result of honest reflection of our performance, critical to making further improvements. The revised Athena SWAN criteria enabled us to acknowledge progress made in our professional services - helping us identify what we could and should be doing better. It gave us the opportunity to embed the Athena SWAN principles into our People Strategy which underpins staff policy developments until 2021.

The breadth of gender equality work has been significant. A major drive, started in 2016, to improve the success rate for women in the annual Senior Academic Promotions exercise has resulted in a higher levels of successful applications. The outcome of our efforts is the proportion of academic women at Professor level has increased, with the percentage of women professors rising from 15.3 % (2013) to 21.6% (2018), bringing the University closer to the national average of 23.5% women professors.

The Office of Postdoctoral Affairs was launched in 2014, and is having a major impact on the professorial development of researchers, our largest staff group, whose numbers have risen by 12.7 % since our last Silver application. The Office's initiatives focus on Early Career Researchers (ECRs). A positive impact on the career progression of women ECRs is expected since ECRs were affected by historically poor support around the transition from postdoc to further careers.

## Athena SWAN
### Silver Award

The Athena SWAN Action Plan, fully consonant with our People Strategy, provides an excellent basis for further embedding of good practice across the institution. It encapsulates my personal priorities for gender equality – changing culture through addressing the gender pay gap, tackling implicit bias especially in recruitment and promotions, and encouraging departments to apply for Athena SWAN. In this effort we are cognisant of the collegiate nature of the University and the role of both the University and Colleges in active partnerships to progress gender equality on initiatives such as jointly funded academic posts targeting women's participation and achievement in specific disciplines.

I held a series of open meetings (attended by over 350 staff) and an online consultation (550 responses) with staff from all disciplines and staff categories across the University. I listened first hand to suggestions on how we collectively achieve the vision of an inclusive University for students, staff and visitors. I have published the "My Cambridge" feedback document that summarises the results of the consultation. These results are shaping our institutional priorities.
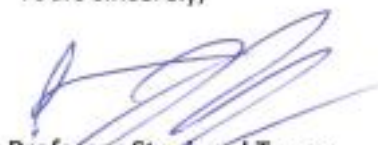
In October 2017 I launched the University's new progressive 'Breaking the Silence' initiative to reduce bullying, harassment and sexual misconduct of staff and students. I believe this suite of support, training and guidance tools is paving the way for many other innovations to change our working culture in the future. This initiative has attracted global attention and I am particularly pleased that we are supporting other institutions to develop their own anti-harassment procedures.

My predecessor Professor Sir Leszek Borysiewicz put in place significant funding such as the Returning Carers' Scheme, with 310 successful applicants (95% female) and a total of almost £1.3m invested since 2013 to help staff returning form career breaks get back to speed with their research. In addition I have put in place allocation of £3.8m in 2018-19 as part of a University-wide internal pay relativities exercise to tackle the causes of the gender pay gap in Cambridge.

I recognise that, despite these achievements, there is still much to do. I would particularly like to build on work underway to support the career pathways of our professional and support staff, and find ways to address the gender imbalances seen in a number of Non-School areas. Focus will continue on increasing the proportion of women in the academic applicant pool, and initiatives like an Inclusive Team Leadership Programme aimed at team leaders to address bias in the recruitment and promotion process.

I have made my commitment to this work a matter of public record and I confirm that, at the time of writing, the information in this application is an honest and true representation of the institution.

Yours sincerely,

Professor Stephen J Toope
The Vice-Chancellor

## 2. DESCRIPTION OF THE INSTITUTION
**Word count: 1,003**

**Please provide a brief description of the institution, including any relevant contextual information.**



**Figures 1-2: (L-R) Leadership in support of Athena SWAN Principles at the University of Cambridge:** Professor Stephen Toope, Vice-Chancellor 2017-present, **Professor Eilís Ferran**, Pro-Vice-Chancellor for Institutional and International Relations (PVCI).

### (i) information on where the institution is in the Athena SWAN process

The University of Cambridge is committed to being a diverse and inclusive institution, a commitment championed by our Vice-Chancellor (VC) and the whole senior leadership team.

As a founding member of the Athena SWAN (AS) Charter in 2005, the University gained its first Bronze award in 2006. The University gained a Silver Award in 2014 and having applied for Silver under the new scheme in 2017 were invited to reapply to address feedback and to demonstrate impact.

In 2015 the VC committed to the new AS principles and AS is now expected practice across all departments. There are 44 AS reporting units (Figure 3): 22 Arts, Humanities, Social Sciences, Business and Law (AHSSBL) units and 22 Science, Technology, Engineering, Mathematics and Medicine (STEMM) units, accommodating over 150 different Departments, Faculties, Centres, and Research Institutes, all **hereafter referred to as 'Departments'.**

In 2014, of the eligible STEMM Departments, two held Silver and four held Bronze Awards. This includes the School of Clinical Medicine (SCM), whose Silver Award represented 21 Departments/Institutions, and Mathematics (two Departments).

➢ **By November 2018 the Award total had risen to 1 Gold, 5 Silver and 15 Bronze with 6 AHSSBL departments applying for Bronze.**

Currently 78% of staff work in Academic departments with an AS award. In 2014 this was <33%. To date 49% work in Academic departments with a Silver or Gold AS award. At present we aim for all Departments to have applied for an AS award by 2022. We will review this following the national review **(AP1.5a)**.

> **ACTION**
> **AP1.5a** All eligible Departments supported to apply for an Athena SWAN award by 2022.

**Figure 3: Organisational structure of academic Schools, Athena SWAN award status and schedule of applications.** N.B. Judge Business School and Geography are AHSSBL Departments sitting within STEMM Schools.
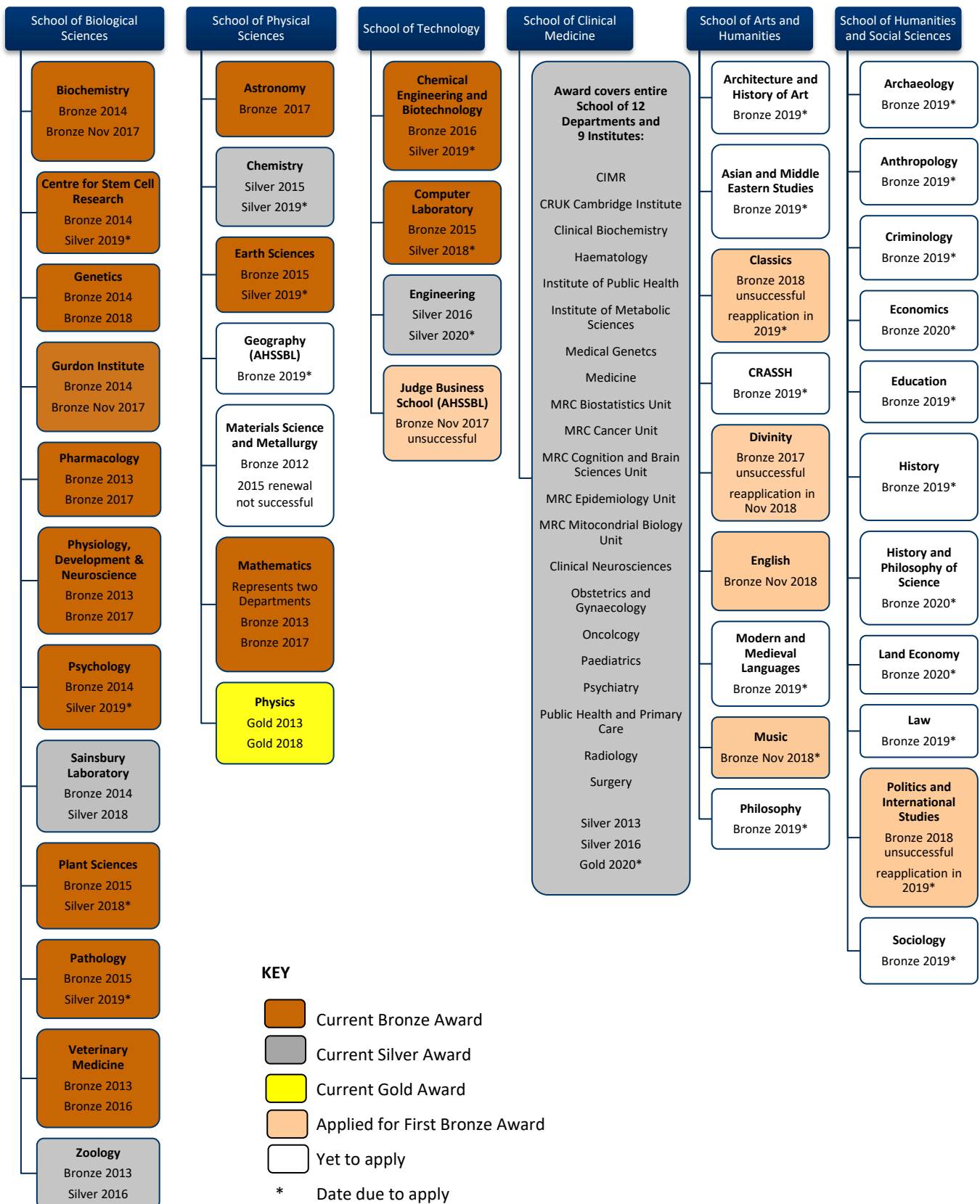
### School of Biological Sciences

**Biochemistry**
Bronze 2014
Bronze Nov 2017

**Centre for Stem Cell Research**
Bronze 2014
Silver 2019*

**Genetics**
Bronze 2014
Bronze 2018

**Gurdon Institute**
Bronze 2014
Bronze Nov 2017

**Pharmacology**
Bronze 2013
Bronze 2017

**Physiology, Development & Neuroscience**
Bronze 2013
Bronze 2017

**Psychology**
Bronze 2014
Silver 2019*

**Sainsbury Laboratory**
Bronze 2014
Silver 2018

**Plant Sciences**
Bronze 2015
Silver 2018*

**Pathology**
Bronze 2015
Silver 2019*

**Veterinary Medicine**
Bronze 2013
Bronze 2016

**Zoology**
Bronze 2013
Silver 2016

### School of Physical Sciences

**Astronomy**
Bronze 2017

**Chemistry**
Silver 2015
Silver 2019*

**Earth Sciences**
Bronze 2015
Silver 2019*

**Geography (AHSSBL)**
Bronze 2019*

**Materials Science and Metallurgy**
Bronze 2012
2015 renewal not successful

**Mathematics**
Represents two Departments
Bronze 2013
Bronze 2017

**Physics**
Gold 2013
Gold 2018

### School of Technology

**Chemical Engineering and Biotechnology**
Bronze 2016
Silver 2019*

**Computer Laboratory**
Bronze 2015
Silver 2018*

**Engineering**
Silver 2016
Silver 2020*

**Judge Business School (AHSSBL)**
Bronze Nov 2017
unsuccessful

### School of Clinical Medicine

**Award covers entire School of 12 Departments and 9 Institutes:**

CIMR
CRUK Cambridge Institute
Clinical Biochemistry
Haematology
Institute of Public Health
Institute of Metabolic Sciences
Medical Genetcs
Medicine
MRC Biostatistics Unit
MRC Cancer Unit
MRC Cognition and Brain Sciences Unit
MRC Epidemiology Unit
MRC Mitocondrial Biology Unit
Clinical Neurosciences
Obstetrics and Gynaecology
Oncolcogy
Paediatrics
Psychiatry
Public Health and Primary Care
Radiology
Surgery

Silver 2013
Silver 2016
Gold 2020*

### School of Arts and Humanities

**Architecture and History of Art**
Bronze 2019*

**Asian and Middle Eastern Studies**
Bronze 2019*

**Classics**
Bronze 2018 unsuccessful reapplication in 2019*

**CRASSH**
Bronze 2019*

**Divinity**
Bronze 2017 unsuccessful reapplication in Nov 2018

**English**
Bronze Nov 2018

**Modern and Medieval Languages**
Bronze 2019*

**Music**
Bronze Nov 2018*

**Philosophy**
Bronze 2019*

### School of Humanities and Social Sciences

**Archaeology**
Bronze 2019*

**Anthropology**
Bronze 2019*

**Criminology**
Bronze 2019*

**Economics**
Bronze 2020*

**Education**
Bronze 2019*

**History**
Bronze 2019*

**History and Philosophy of Science**
Bronze 2020*

**Land Economy**
Bronze 2020*

**Law**
Bronze 2019*

**Politics and International Studies**
Bronze 2018 unsuccessful reapplication in 2019*

**Sociology**
Bronze 2019*

**KEY**

■ Current Bronze Award

■ Current Silver Award

■ Current Gold Award

■ Applied for First Bronze Award

□ Yet to apply

* Date due to apply

Figure 4 illustrates the University's administrative structure. The term 'Non-School Institution' (NSI) describes support functions where many Professional Services Staff (PSS) work but also includes two museums (the Fitzwilliam and Kettle's Yard) that contribute directly to teaching and research.

**Figure 4: University of Cambridge Administrative Structure**
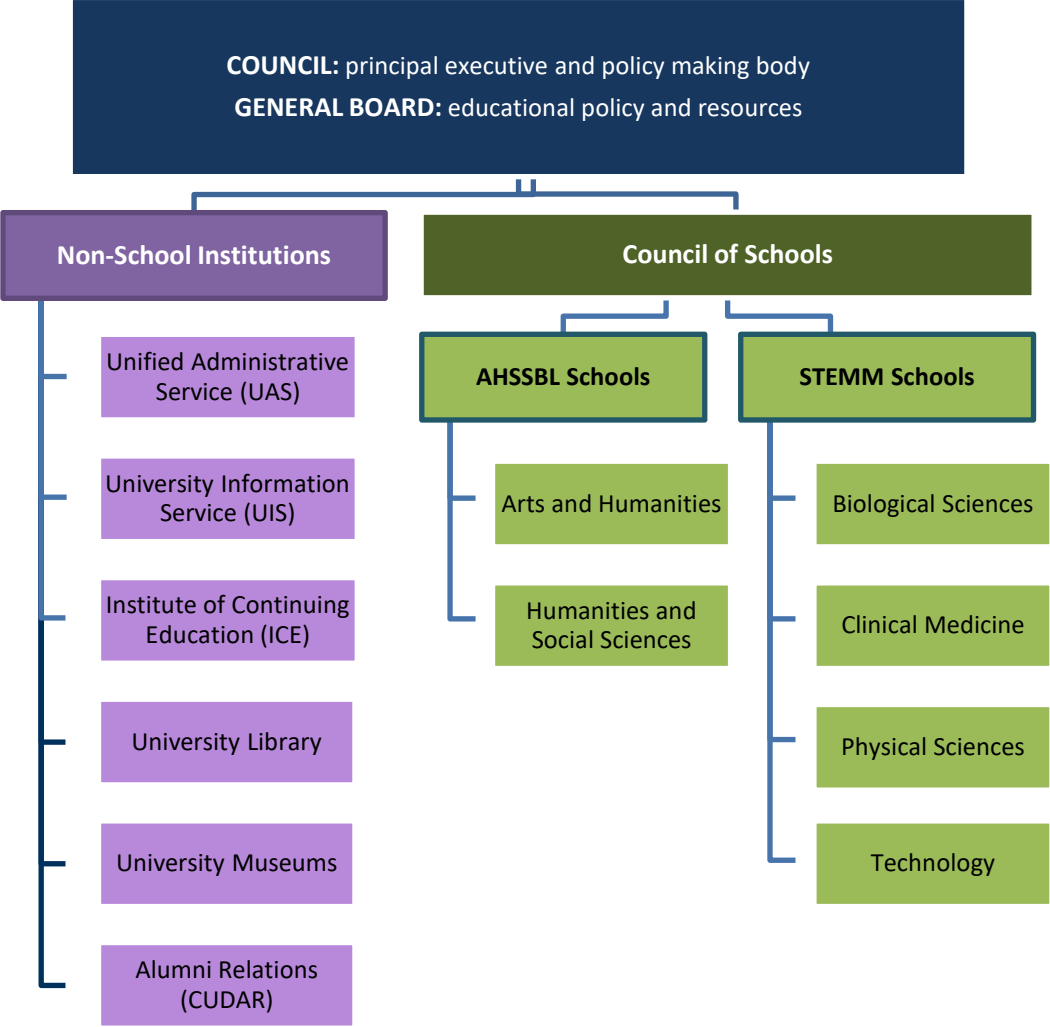


The ten AS principles have been incorporated into four core areas that comprise the University People Strategy (figure 5). These four core areas provide the institutional framework for AS work and for embedding inclusivity into University business. Reward, is in development.

**The PVCI has ownership of all these strategies, providing Institutional sponsorship.**

**Figure 5: HR strategies governing AS and inclusion work at the University of Cambridge**

## PEOPLE STRATEGY

1. **Recruitment**: Attract, recruit and retain the best people using rigorous, fair and professional methods

2. **Talent Management**: Provide the best induction, career/personal/professional skills support so people achieve their full potential

3. **Reward**: Support, recognise and reward people to achieve

4. **Thriving & Inclusive Community**: Embed an inclusive, positive and fair culture with opportunities for all; in an environment of health and wellbeing - where people feel engaged and valued.

**Delivered through our:**

| E&D STRATEGY | PPD STRATEGY | WELLBEING STRATEGY |

*A reward strategy is in development

The devolved nature of the University means additional E&D initiatives are developed and implemented at a department.

The Collegiate University is located in three locations (Figure 6) linked by a University-subsidised bus service. A new development (Eddington – Figure 7), 2km northwest of the city will meet the University's long term growth with 1,500 homes for University and College staff. The first phase includes 700 subsidised key workers homes. Eddington also has a nursery, primary school, shops and community centre.

**Figure 6 The three University of Cambridge sites**



**West Cambridge**
School of Physical Sciences
School of Technology
University Administration
Eddington District

**Centre**
31 Colleges
School of Arts & Humanities
School of Biological Sciences
School of Humanities & Social Sciences
School of Physical Sciences
School of Technology
University Administration

**Biomedical Campus**
School of Clinical Medicine
(Addenbrooke's Hospital site)

**Figure 7 Ariel view of the Eddington Development**





## (ii) information on its teaching and its research focus

Most teaching and research staff are employed by the University and/or one of the **31 independent, self-governing Colleges.** This application refers **only to staff on the central University payroll** and to central policies and practices.

✓ **Departments include College staff in AS action plans** where possible, and the University and Colleges hold joint good-practice forums.

**Responsibility for UG admissions is held by the Colleges (not Departments).** The University and the Colleges work in partnership on outreach and widening participation, subject to meeting the high threshold for admission.

Three Colleges restrict membership to students identifying as women; a further two admit only graduate students.

**35.5% (11/31) of Heads of Colleges are women** the highest ever on record.

The University's commitment to diversity was key to obtaining a **Gold accreditation** under **TEF2**.

In **REF 2014 over 20 subjects were ranked in the top 10** of their category, with several coming top. Over 87% of Cambridge's submissions were awarded 3* or 4*.

In 2016-2017 the University's research grant income was over £466m (>38.4% of total income).

### (iii) The number of staff. Present data for academic and professional and support staff separately

**Figure 8: Academic, Research and PSS information:** a small number of academic staff (2018: N=61) not shown are employed on Teaching-only contracts: discussed in 4.1.iii.

| 2017-2018 | # Staff | % Female | Contract Types | Typical Grades | UCEA Codes |
|---|---|---|---|---|---|
| **Academic Staff** | 1,774 | 29.7 | Teaching and Research Contracts. A small number on Teaching-only Contracts. | | 5A,I,J |
| Professor | 669 | 131 | | 12 | |
| Reader | 274 | 28.5 | | 11 | |
| Senior Lecturer | 243 | 35 | | 10 | |
| Lecturer | 452 | 37.1 | | 9 | |
| Other Academic | 136 | 47.8 | | 9 to 12 depending on role | |
| **Research Staff** | 4,208 | 46.2 | Research-only contracts. | | I,J,K,M |
| Director of Research | 52 | 17.3 | | 12 | |
| Principal Research Associate | 49 | 29.8 | | 11 | |
| Research Fellow/ Senior Research Associate | 902 | 42.5 | | 9 | |
| Research Associate | 2,165 | 43.4 | | 7 | |
| Research Assistant | 631 | 61.5 | | 5 | |
| Other Research role | 409 | 50.6 | | | |
| **PSS** | 6,249 | 60.3 | | | |
| Academic-Related Staff | 2,317 | 56.0 | | 6 and above | I-K |
| Assistant Staff | 3,932 | 62.8 | | 1-7 | K,L,N,O,P |
| **Total** | **12,231** | **51.0** | | | |

**Data note:** Senior Lecturer grade is generally used to recognise excellence in teaching. Academic staff are usually promoted from Lecturer directly to Reader for excellence in teaching and research, particularly in STEMM.

**Figure 9: Numbers of University Staff by employment category:** Research staff are the largest group (12.7% increase since 2014) following transfer of 215 staff in MRC Units to University employment and £38m increase in research grant income for research posts.
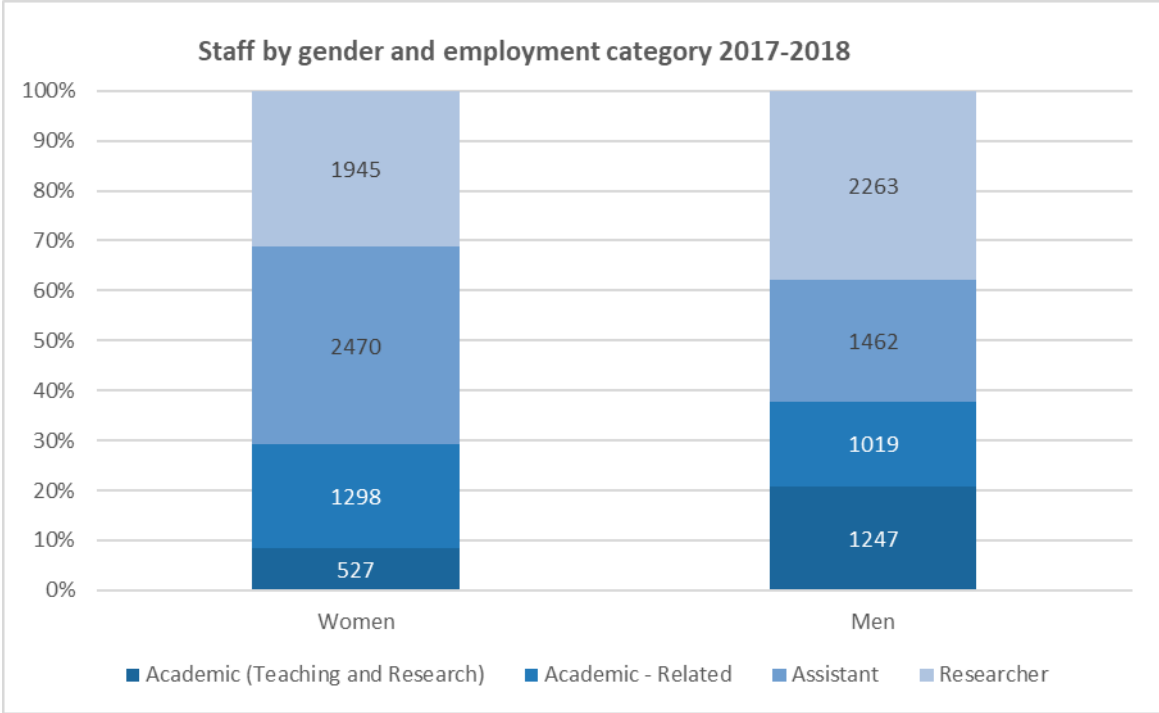


**Figure 10: Staff numbers in academic year 2017/18 broken down by gender and area**
NB. 8 Academic staff (4W, 4M) and 40 Research staff (30F, 10M) are employed in NSIs (e.g Fitzwilliam Museum) and not shown below. This shows the underrepresentation of women academics in STEMM and AHSSBL and their overrepresentation in PSS roles.
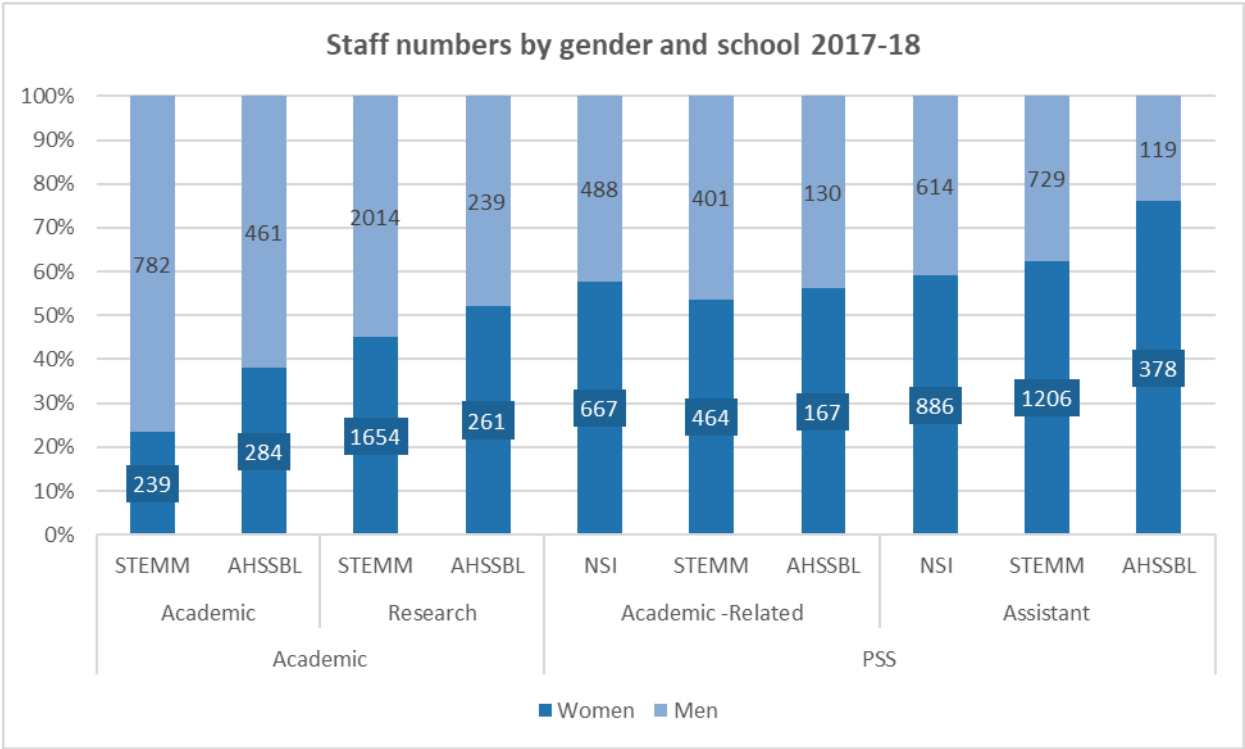
**Figure 11: Staff numbers by grade and gender 2017-18.** Women are in the majority at lower grades (1-6) and in the minority at higher grades (7-12). (NB. 'Other' includes staff in a number of roles that fall outside the grading structure, e.g. Marie Skłodowska-Curie Fellows, Special Appointments a significant proportion (57%) of which are in the School of Clinical Medicine (SCM).



Staff numbers by grade and gender 2017-18

| | Other | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Men | 488 | 193 | 132 | 218 | 255 | 574 | 252 | 1612 | 316 | 789 | 266 | 272 | 624 |
| Women | 409 | 270 | 147 | 340 | 667 | 1025 | 388 | 1576 | 347 | 595 | 198 | 118 | 160 |
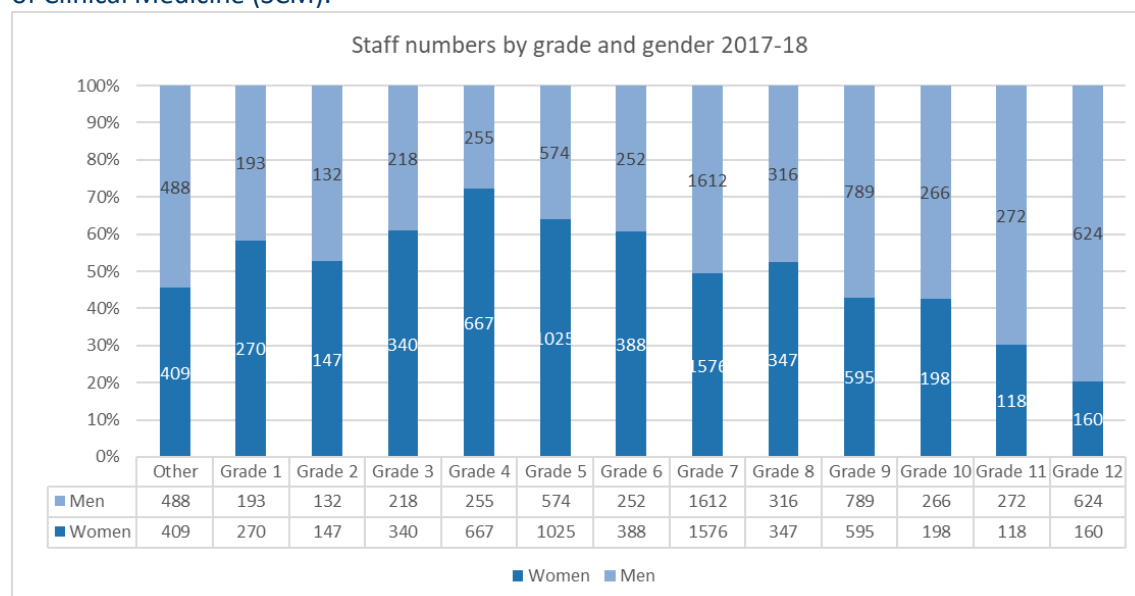
**(iv)    The total number of Departments and total number of students**
See Section 2.1.v for full list of Departments.

**Undergraduate Students (UGs)**
The **Natural Sciences** course, has no direct comparison and covers a cross-section of physical and biological science subjects, meaning it is not possible to report UG numbers by individual Department or School. Therefore student numbers are split by STEMM and AHSSBL.

**Figure 12: Undergraduate student numbers by gender 2015-2018** All undergraduates are full-time. In 2017/18 38.1% STEMM and 59.7% AHSSBL UG were women (48.3% and 60.2% Russell Group (RG) HESA 2016/17 UG average).
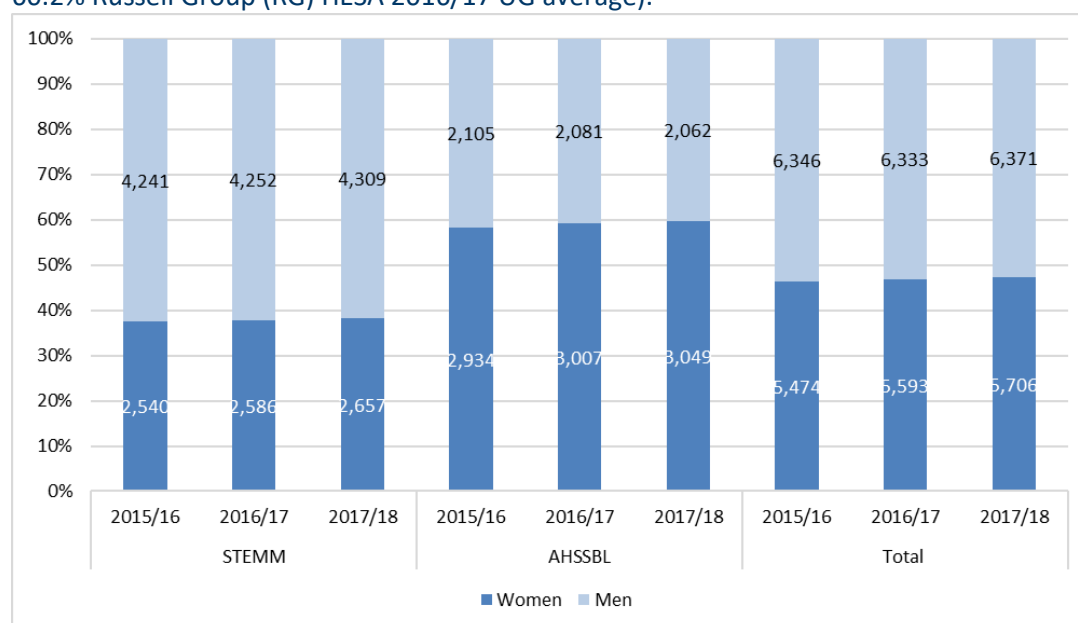
➢ **Extensive outreach and widening participation (WP) efforts** in 2017, means 25.4% of students admitted to Engineering at Cambridge were women, (compared to UCAS 20.4%W) and for Computer Science 20.3% (from 13% in 2015-16) were women (UCAS 15.8%W). We recognise the need to increase the percentage of women overall. The University and Colleges address this via:

✓ **School-based WP (Outreach) Co-ordinators** appointed (December 2017) to support Faculties and Departments to promote study at Cambridge, particularly amongst under-represented groups.

✓ University and Colleges spend (based on the last monitoring return for 2016/17) **£5.9m on access activity** and **£6.4m on financial support to students**.

A comprehensive Examinations Review in 2017 investigated reasons for persistent attainment gap in different categories of students. Action will be led by the General Board's Participation Data Advisory Group (PDAG) (**AP4.9a-b**)

**Brexit poses a significant risk** to such progress; many of our women applicants for e.g. Mathematics and Computing are drawn from Eastern Europe. The University's Brexit Strategy Working Group and EU Strategy Working Group are considering ways to minimise the potential impact of Brexit.

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**ACTION**

**AP4.9a-b**  Identify the drivers behind any observed attainment gaps and develop initiatives to address these in partnership with Faculties and Departments

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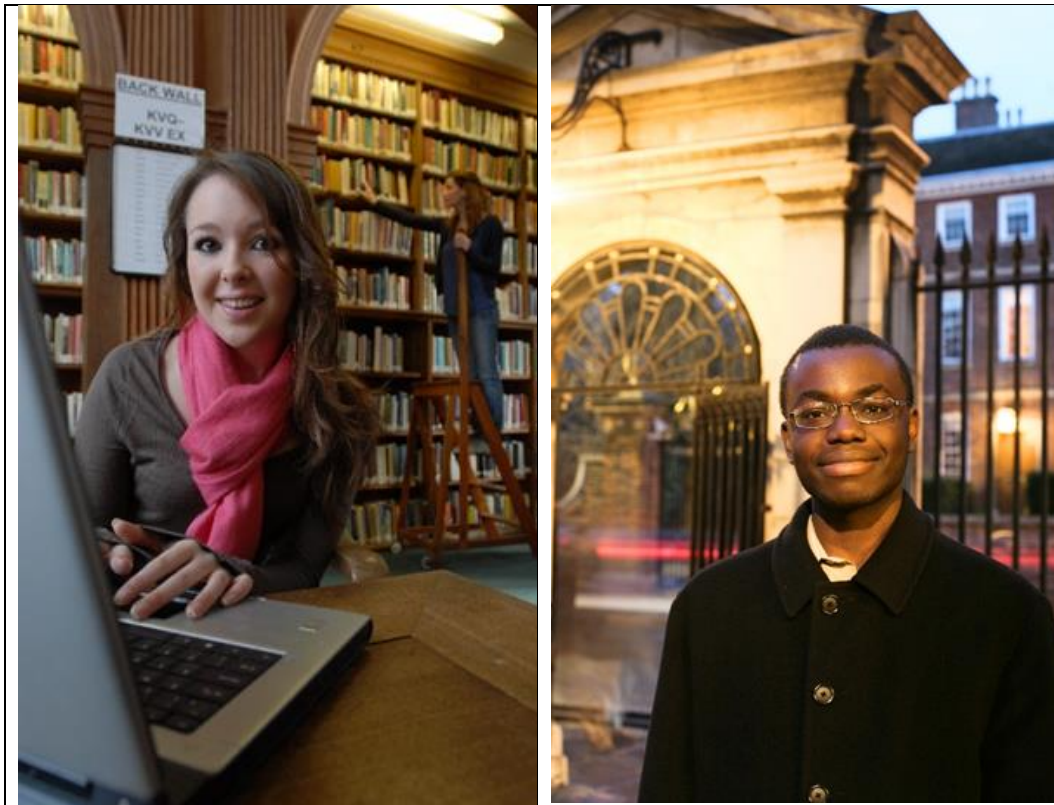
**Postgraduate Taught Students (PGT)**

**Figure 13: PGT student numbers by gender across STEMM and AHSSBL Departments.**
The total number of PGT students increased over the last three years. In 2017/18 33.0%
STEMM and 58.8% AHSSBL PGT were women (51.9% and 61.8% Russell Group HESA PGT
average).
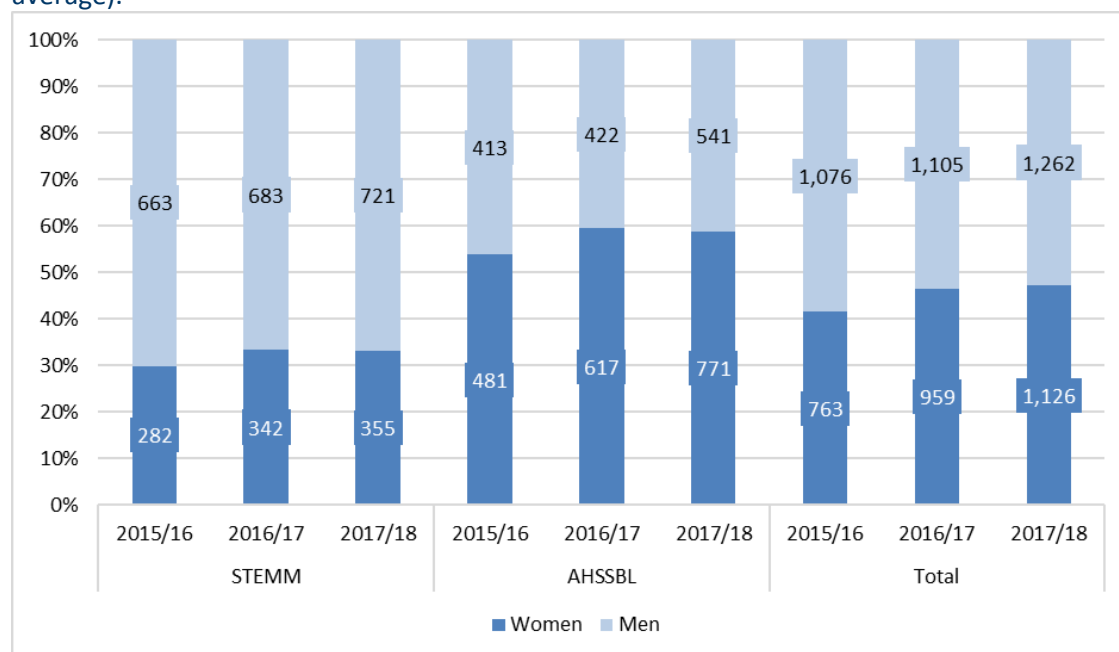


**Postgraduate Research Students (PGR)**

**Figure 14: Women PGR numbers and proportions across STEMM and AHSSBL**
Departments have remained static over the last three years. Women PGRs comprised
38.5% of STEMM and 52.0% of AHSSBL students in 2017/18, with an overall proportion
of 44.1%F (43.9% and 54.2% Russell Group HESA PGR average).
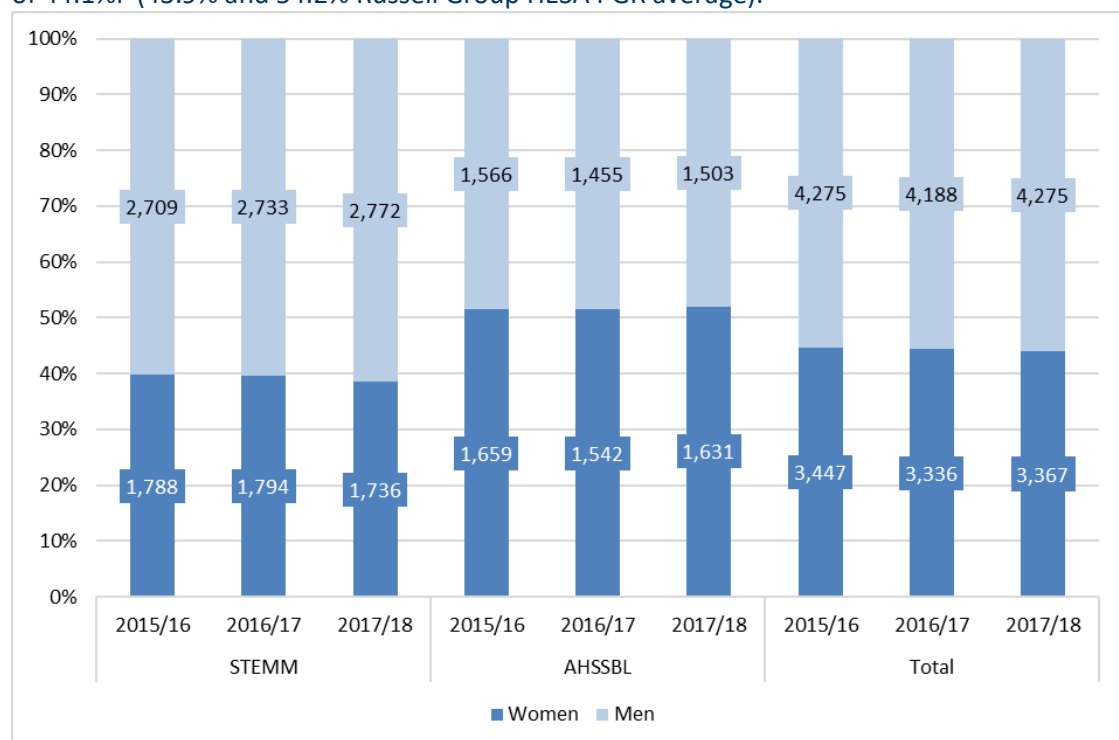
The University is developing its Education Strategy informed by core values of: responsibility, inclusivity, diversity and collegiality. The main strands for action will be:

- Widening access and participation (on Access, Governance improvements, student funding and lifelong learning).
- Student wellbeing and learning environment.
- Working in partnership with our students (e.g. examination and assessment, life skills and employability).

These are areas which will offer significant benefits to women students **(AP4.9c).**



**ACTIONS**

**AP4.9c** Implement an Education Strategy aimed at making improvements to admission, support and the student experience to enable the University to attract and support students irrespective of background or circumstance and support them to achieve their full potential.

**(v)** **list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) Departments. Present data for academic and support staff separately**

**Figure 15: List of STEMM and AHSSBL Departments with staff numbers** Departments are colour coded by level of Athena SWAN award held. (See Figure 3 for key)

| | Academic | F % | Researcher | F% | Academic - Related | F% | Assistant | F% |
|---|---|---|---|---|---|---|---|---|
| **School of the Biological Sciences** | **263** | **32** | **994** | **48** | **144** | **60** | **606** | **67** |
| Biochemistry | 33 | 18 | 142 | 53 | 13 | 38 | 75 | 61 |
| Cambridge Stem Cell Institute | 0 | 0 | 54 | 65 | 9 | 67 | 26 | 58 |
| Genetics | 17 | 29 | 48 | 44 | 11 | 55 | 30 | 70 |
| Gurdon Institute | 0 | 0 | 113 | 50 | 13 | 54 | 38 | 61 |
| MRC Toxicology Unit | 0 | 0 | 37 | 43 | 10 | 55 | 22 | 73 |
| Pharmacology | 14 | 21 | 22 | 45 | 3 | 67 | 12 | 58 |
| Physiology, Dev and Neuroscience | 50 | 42 | 113 | 44 | 4 | 50 | 56 | 63 |
| Psychology | 26 | 46 | 86 | 62 | 4 | 25 | 24 | 67 |
| Sainsbury Laboratory | 3 | 33 | 75 | 36 | 15 | 53 | 27 | 48 |
| Plant Sciences | 19 | 26 | 67 | 39 | 17 | 88 | 93 | 60 |
| Pathology | 35 | 31 | 99 | 54 | 7 | 29 | 59 | 73 |
| Veterinary Medicine | 40 | 43 | 53 | 49 | 34 | 74 | 89 | 90 |
| Zoology | 26 | 12 | 85 | 38 | 4 | 50 | 55 | 64 |
| | | | | | | | | |
| **School of the Physical Sciences** | **308** | **18** | **670** | **29** | **167** | **44** | **428** | **52** |
| Astronomy | 17 | 12 | 55 | 27 | 16 | 38 | 17 | 82 |
| Chemistry | 42 | 14 | 195 | 34 | 29 | 48 | 103 | 42 |
| Earth Sciences | 34 | 21 | 38 | 32 | 17 | 47 | 50 | 64 |
| Geography | 35 | 31 | 31 | 61 | 12 | 33 | 40 | 80 |
| Materials Science and Metallurgy | 28 | 36 | 73 | 23 | 10 | 40 | 47 | 38 |
| Mathematics | 94 | 11 | 88 | 27 | 36 | 55 | 58 | 62 |
| Physics | 58 | 17 | 190 | 21 | 47 | 40 | 113 | 42 |
| | | | | | | | | |
| **School of Technology** | **282** | **17** | **538** | **24** | **192** | **53** | **386** | **54** |
| Chemical Engineering and Biotechn'gy | 29 | 31 | 60 | 30 | 15 | 33 | 48 | 46 |
| Computer Science and Techn'gy | 46 | 20 | 107 | 24 | 14 | 57 | 19 | 68 |
| Engineering | 151 | 11 | 331 | 22 | 74 | 43 | 218 | 44 |
| Judge Business School (AHSSBL) | 56 | 21 | 40 | 33 | 89 | 63 | 101 | 78 |
| | | | | | | | | |
| **School of Clinical Medicine** | **235** | **27** | **1523** | **57** | **380** | **55** | **556** | **72** |
| Award covers entire school of 12 departments and 9 institutes | | | | | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **School of Arts and Humanities** | 262 | 40 | 132 | 48 | 69 | 52 | 133 | 78 |
| Architecture and History of Art | 23 | 35 | 13 | 69 | 23 | 35 | 15 | 73 |
| Asian and Middle Eastern Studies | 29 | 38 | 12 | 50 | 8 | 38 | 7 | 86 |
| Classics | 34 | 29 | 15 | 53 | 5 | 40 | 14 | 79 |
| CRASSH | 0 | 0 | 34 | 44 | 1 | 0 | 10 | 80 |
| Divinity | 26 | 31 | 9 | 22 | 3 | 33 | 3 | 100 |
| English | 54 | 52 | 10 | 60 | 7 | 57 | 8 | 100 |
| Modern and Medieval Languages | 68 | 46 | 28 | 50 | 16 | 88 | 20 | 95 |
| Music | 14 | 29 | 7 | 43 | 4 | 75 | 53 | 66 |
| Philosophy | 14 | 29 | 4 | 0 | 2 | 50 | 3 | 100 |
| **School of the Humanities and Social Sciences** | 390 | 40 | 297 | 55 | 98 | 54 | 229 | 74 |
| Archaeology | 30 | 33 | 116 | 52 | 2 | 100 | 11 | 64 |
| Criminology | 14 | 43 | 23 | 87 | 3 | 67 | 22 | 77 |
| Economics | 33 | 24 | 10 | 20 | 6 | 17 | 23 | 65 |
| Education | 75 | 65 | 29 | 79 | 47 | 81 | 46 | 67 |
| History | 65 | 31 | 14 | 36 | 5 | 40 | 17 | 59 |
| History and Philosophy of Science | 15 | 40 | 13 | 23 | 4 | 25 | 14 | 57 |
| Land Economy | 22 | 41 | 25 | 52 | 4 | 25 | 11 | 91 |
| Law | 67 | 37 | 8 | 38 | 8 | 38 | 17 | 88 |
| POLIS | 37 | 30 | 23 | 61 | 11 | 18 | 38 | 79 |
| Social Anthropology | 17 | 35 | 17 | 59 | 2 | 50 | 25 | 84 |
| Sociology | 15 | 40 | 19 | 58 | 6 | 0 | 5 | 100 |

### 3.   THE SELF-ASSESSMENT PROCESS
Word count: 485

**Describe the self-assessment process. This should include:**

#### (i)   a description of the self-assessment team

The AS Self-Assessment Team (SAT) was set up in 2005. It is **chaired by the PVCI**, who also chairs the E&D and HR Committees, ensuring a strong link at the strategy and policy level.

The **terms of reference** and membership were refreshed in November 2016 for the initial Silver renewal application (November 2017) and again in July 2018 for the resubmission.

The SAT had comprehensive representation from Schools, NSIs, staff, student groups, and trade unions. A smaller group was convened for the resubmission comprising 13 women, and six men (66%W). Members and previous members, not currently serving, are listed below.

We acknowledge the over-representation of women on the SAT and will address this (**AP1.6a**).

Members worked in **four subgroups** with co-options as appropriate focusing on: Academic staff (**A**), Research staff (**R**), PSS (**P**), Students (**S**). Subgroups considered data,

previous and current gender work regarding their area of interest, then proposed new actions to the main SAT for discussion.

**Figure 16: The members of the University Silver Self-Assessment Team (SAT).**

| UNIVERSITY OF CAMBRIDGE SELF-ASSESSMENT TEAM MEMBERS | | |
|---|---|---|
| **Name, Gender & Staff Type** | **Job Title & Responsibility** | **Subgroup** |
| Louise Atkin (F) (PS Staff) | E&D Consultant, HR Division | A, P, R, S |
| Sarah Botcherby (F) (PS Staff) | Head of Resourcing Team, HR Division | A, P |
| Professor Sarah Colvin (F) (Academic Staff) | Schröder Professor of German and University Gender Champion for AHSSBL | - |
| Mr Anthony Dangerfield (M) (PS Staff) | Head of the International Student Office | - |
| Mr Ben Davenport (M) (PS Staff) | Centre Coordinator, Cambridge Heritage Research Centre, Dept. Archaeology – School of the Humanities and Social Sciences | - |
| Dr Andrea Dimitracopoulos (M) (Research/postdoc staff) | Herchel Smith Postdoctoral Fellow, Department of Physiology, Development and Neuroscience | - |
| Prof Eilis Ferran FBA (F) (Academic) | Pro-Vice-Chancellor for Institutional & International Relations, SAT Chair | A |
| Prof. Val Gibson (F) (Academic Staff) | Professor in High Energy, Department of Physics, School of the Physical Sciences and University Gender Champion for STEMM | A |
| Dr Vivien Gruar (F) (PS staff) | Departmental Secretary in Faculty of Mathematics | A |
| Mr Wilhelm Huettenes (M) (Graduate Student) | PhD Student | - |
| Prof Fiona Karet, FMedSci (F) Academic (STEMM) | Director of Organisational Affairs, SCM; Professor of Nephrology | A |
| Ms Kusam Leal (F) (PS Staff) | Institutional Athena SWAN Lead Deputy School Secretary of the School of the Physical Sciences | - |
| Dr Miriam Lynn (F) (PS Staff) | Head of E&D | - |
| Prof Martin Millett, FBA (M) Academic (AHSSBL) | Head of School of Arts and Humanities | A |
| Prof. Tim Minshall (M) (Academic Staff) | Professor of Innovation and Head of the Institute for Manufacturing in Department of Engineering – School Of Technology | |
| Ms Claire Smith (F) (Undergraduate Students) | Women's Officer – Cambridge University Student Union (CUSU) | |
| Dr Paulina Silwa (F) | Senior Lecturer Faculty of Philosophy - School Arts and Humanities (Academic Staff) | |
| Emma Stone (F) (PS Staff) | Director of Human Resources | A, P |
| Gina Warren (F) (PS Staff) | E&D Consultant, HR Division | A, P, R |

| Figure 17 Member in the original SAT membership | | |
|---|---|---|
| **Name, Gender & Staff Type** | **Job Title & Responsibility** | **Subgroup** |
| Dr Kirsty Allen (F) (PS staff) | Head of Registrary's Office and Principal Assistant Registrary | P |
| Jon Beard (M) (PS staff) | Director of Undergraduate Recruitment | P, S |
| Prof Anne Davis (F) (Academic) | Professor of Mathematical Physics, University Gender Equality Champion for STEMM (2014-2017) | A |
| Michael Dunn (M) (PS staff) | Senior Accounts Assistant, Finance | P |
| Dr Patricia Fara (F) (Academic) | Fellow of Clare College | S |
| Dr Anne Forde (F) (PS staff) | Careers Adviser (Postdocs), Careers Service | R, S |
| Rachael Hooper (F) (PS staff) | Deputy Director, UIS | P |
| Dr Joanna Jasiewicz (F) (PS staff) | E&D Consultant, HR Division, University REC Coordinator | P, S |
| Prof Ottoline Leyser, DBE FRS (F) (Academic) | Director of the Sainsbury Laboratory, School Gender Champion (SBS) | A |
| Prof Judith Lieu, FBA (F) (Academic) | Professor of Divinity; University Gender Champion for AHSSBL (2014-17) | A |
| Lola Olufemi (F) (Student) | CUSU Women's Officer (2017-18) | S |
| Prof Ulinka Rublack, FBA (F) (Academic) | Professor in Early Modern European History, School Gender Champion (H&SS) | A |
| Dr Ben Skinner (M) (Researcher) | Research Associate, Pathology | R |
| Will Smith (M) (PS staff) | University Information Service | TU group |
| Dr Hanna Weibye (F) (PS staff) | Office of External Affairs and Communications | P |
| Marita Walsh (F) (PS staff) | Support Service Manager, Department of Chemistry | P |

**(ii) an account of the self-assessment process**

Meeting bimonthly, the SAT convened for the initial submission considered outputs of each subgroup and agreed actions. E&D staff provided operational support to the self-assessment process, collating input and supporting the drafting of the application.

**Quantitative data** was collected from central databases across the University.

➢ **A new EDI post has been funded to collect staff equalities data for AS/Race Equality Charter (REC) applications.**

**Figure 18 Consultations with University staff**

| Consultation type and date conducted | Details |
|---|---|
| All Schools and NSIs have conducted separate staff surveys since 2012 (see section 5.3 (i) | 73.2% of staff (48%F) participated in surveys. A new University-wide staff survey (**AP1.2a**) is planned. |
| Departmental Survey on Equality, Diversity and Inclusion September 2017 and 2018 | Identifies good-practice and continuing challenges. 63% of AS reporting units responded. Future surveys to include NSIs with enhanced communication to increase the response rate. |
| IDEAS database completed 2017 | Initiatives from Cambridge Departmental AS submissions and action plans available to all on website. |
| Family leave and Maternity Leavers surveys (2014, 2017) | Returned + non-returners to work after a period of parental leave (See 5.4). |
| Returning Carers Scheme Review Survey 2018 | Included feedback on the nature and impact of the support given to those returning from a career break (see 5.4) |
| Joint TUs and University nurturing culture of mutual respect survey (2018) | Analysis underway. 3000 staff responded – a significant proportion of which were women. (See 5.6 i) |
| Focus/discussion groups (throughout 2017 and 2018) | Supported by Women's Staff Network (WSN): with academic, research and PSS, trade unions, UG and graduate students on a number of topics (See 5.3 iii). |

The following themes were identified for action 2018-2022:

**1**: **Mainstreaming inclusivity** - Actions to consistently and visibly embed inclusive practices into the everyday business of the University.

**2**: **Broadening workforce diversity** - Actions to support attracting, selecting, recruiting and welcoming a diverse workforce.

**3**: **Addressing barriers to retention and career transitions** - Actions to support the career development of all staff.

**4**: **Promoting a flexible and inclusive working culture** - Actions supporting a flexible working culture where staff and students are respectful and tolerant of each other.

**Figure 19: Current University Athena SWAN Governance reporting structure**
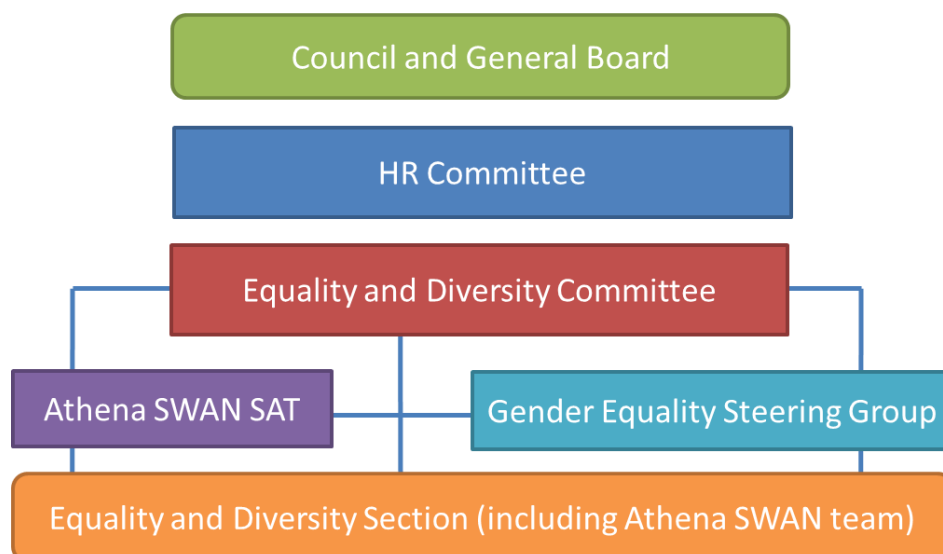


AS is fully embedded in **University Governance and Leadership** (Figure 19). The E&D Committee (EDC) oversees the University's participation in Advance HE and other equality charters (Race Equality Charter, Business Disability Forum etc.). All relevant committees receive **termly reports**.

✓ **The Gender Equality Steering Group (GESG) oversees the University's gender priorities.** GESG is chaired by the two University Gender Equality Champions, Professor Val Gibson (STEMM) and Professor Sarah Colvin (AHSSBL).

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

Progress on the action plan and Departmental Awards will be managed by the SAT, overseen by the PVCI reporting to EDC termly **(AP1.2c).**

The SAT membership and terms of reference will be reviewed regularly for: diversity, succession planning and appropriate expert input.

The E&D team will continue to support submissions (Figure 4), with support from the SCM EDI Coordinator (recruited 2015), the SAH AS Coordinator (recruited 2016), and the Equalities Data Officer in the HR team (recruited 2017).

Further work is underway to enhance staff and student communications around Athena SWAN following feedback from working groups and focus groups **(AP1.5b)**.

**ACTIONS**

**AP1.2c** Extend annual Equality, Diversity and Inclusion Departmental Survey to NSIs and report analysis and action points to HoS and then EDC.

**AP1.5b** Improve communications outlining Athena SWAN progress and achievements via bimonthly HR Bulletin, termly E&D e-bulletins and increased use of social media platforms.

**AP1.6a** Address diversity of the SAT membership for the next submission and overview of the action post award. Ensure sufficient representation of men academics, BME, research and PSS to the SAT.

**A PICTURE OF THE INSTITUTION**
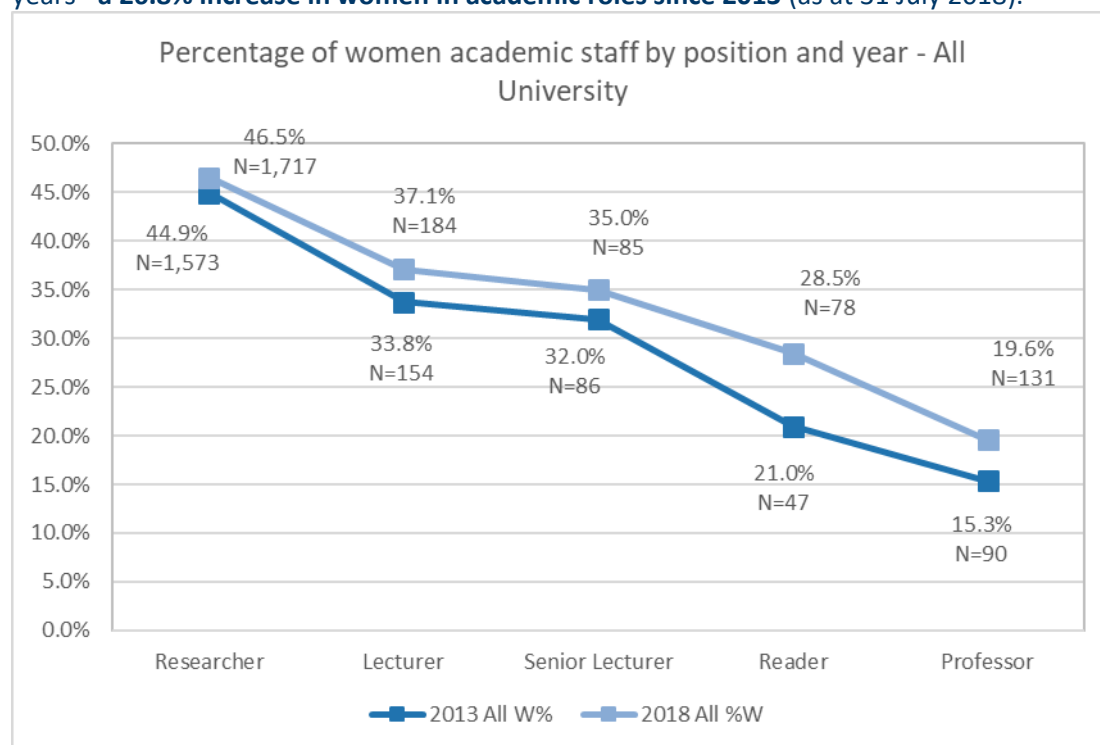**Word count: 1,995**

**4 Academic and research staff data**

The previous Action Plan targeted recruitment and promotion activities to address under-representation of women at senior levels in STEMM. Actions tackled the key point of attrition for women between researcher and academic positions, resulting in the following:

- ➢ **Increased proportions of women across all Academic grades in last five years.**
- ➢ **63.3% increase in women Professors since 2013.**
- ➢ **70% success rate for women applying for Professorship in 2018.**
- ➢ **Two-fold increase in eligible women applying for promotion (8.3%W 2018 compared to 3.9%W 2016).**
- ➢ **12.7% increase in numbers of researchers since 2013 and increase in retention of researchers due to increased support.**

**4.1 Academic and research staff by grade and gender**

**Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any differences between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels.**

**Academic Staff**

The previous Action Plan targeted recruitment and promotion activities to address the under-representation of women at senior levels in STEMM, but changes applied to all women academics regardless of discipline.

- ➢ **Increased proportions of women across all Academic Grades particularly in Lecturer (30% increase), Reader (66%) and Professorial Grades (46%).**
- ➢ **Career pipeline improved significantly with increase in the proportion of women Professors: from 15.3% (90) in 2013 to 21.6% (147) in 2018.**

**Successes are due to:**
- ✓ Innovative recruitment practices e.g. **lectureships jointly funded between University and Colleges focussed on encouraging women applicants** and/or lectureships which include a remit to promote women's participation in the STEMM subjects (see 5.i).

- ✓ **Revised academic recruitment policy and procedures** with new briefing programme for recruiters **to ensure EDI best practice** and mitigate bias.

- ✓ **EDI Training for recruitment ('Recruitment Essentials')** delivered via University Gender Champion STEMM and Implicit Bias (IB) training for everyone involved in recruitment.

- ✓ **Improved tools and guidance for recruiting new academics**, including: University-wide templates /materials for staff recruitment packs.

**Figure 20: Career pipeline for academic women.** The graph illustrates the substantial improvements in the career pipeline for women across the University in the last five years **- a 26.8% increase in women in academic roles since 2013** (as at 31 July 2018).



**Percentage of women academic staff by position and year - All University**

2013 All W%: Researcher 44.9% N=1,573; Lecturer 33.8% N=154; Senior Lecturer 32.0% N=86; Reader 21.0% N=47; Professor 15.3% N=90

2018 All %W: Researcher 46.5% N=1,717; Lecturer 37.1% N=184; Senior Lecturer 35.0% N=85; Reader 28.5% N=78; Professor 19.6% N=131

**Data note:**
**Results just available (not shown above) indicate the number of women professors has increased to 147 which is 21.6%W.**

The two main points of attrition for women academics at Cambridge remain Researcher to Lecturer and Reader to Professor. There is an improvement in the Senior Lecturer to Reader level. Improvement indicates that excellence in teaching required for promotion to Senior Lecturer is not a barrier to promotion.

**STEMM vs AHSSBL**

The attrition point for women in STEMM is Researcher to Lecturer accounted for by longer periods at the Postdoc level in the sciences. In AHSSBL this is Senior Lecturer to Reader and Professor, academics tend to reach higher grades at an earlier age (Figures 21 and 22).

**Figure 21: Percentage of women academic staff by position and year (STEMM).**
<u>The percentage of women in all grades has improved</u>, **with a 39.9% increase in the number of women in these academic roles since 2013.**



Percentage of academic women staff by position and year - STEMM
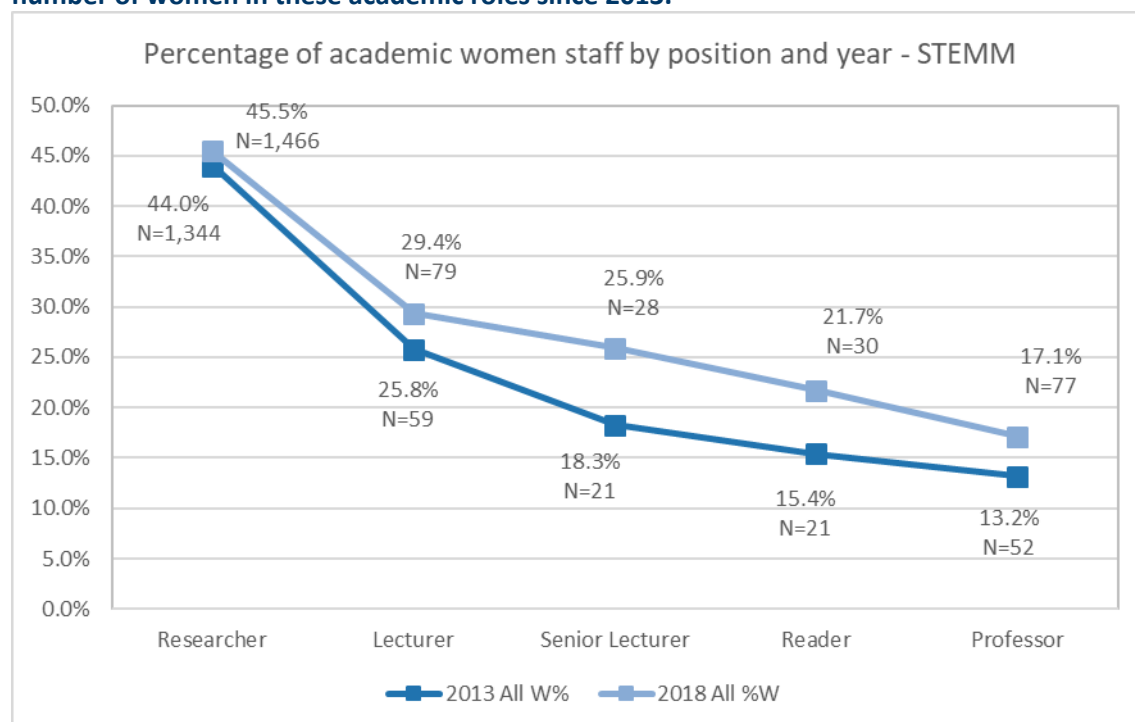
**Figure 22: Percentage of women academic staff by position and year (AHSSBL).** The most <u>marked rise is in the number of women in Readerships</u> (80.8% increase since 2013 compared to 40% rise in number of men) <u>and in Professorships</u> (42.1% increase in women, compared to 6.5% in men)**. Overall an 18.2% increase in women in these academic roles since 2013.**



Percentage of academic women staff by position and year - AHSSBL
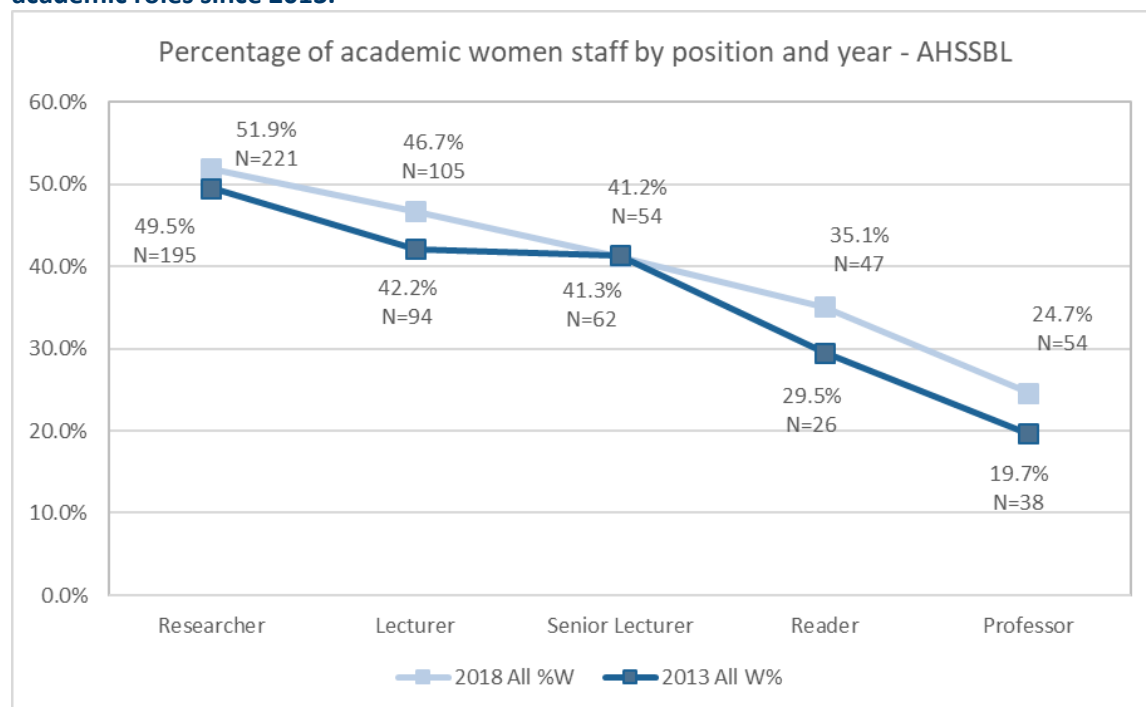
**Figure 23: University-wide Academic staff numbers by gender and position 2013-2017**
The numbers and proportions of women for Lecturer, Reader and Professor have
increased in the last 6 years.
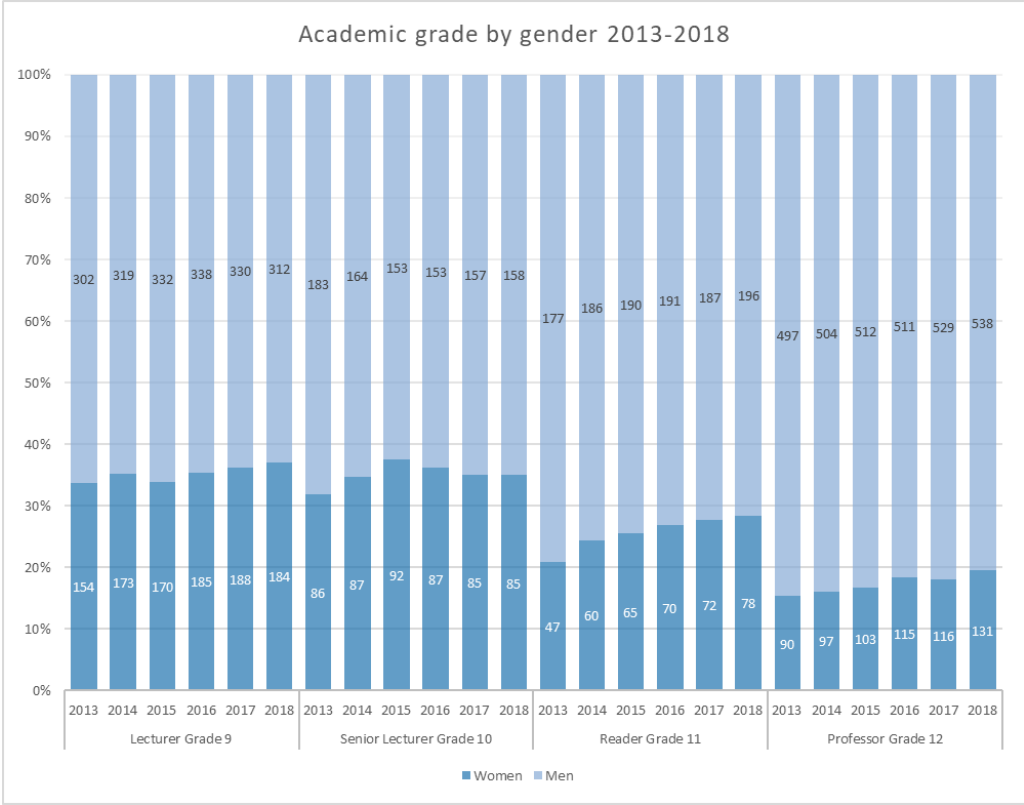


The reduced number of women SLs is partly due to the promotion of women to reader
and professor.

**Research Staff**

**Figure 24: University-wide Research staff numbers by gender and role (2015-2018)** the
proportion of women Research-only Postdoctoral researchers has remained constant.
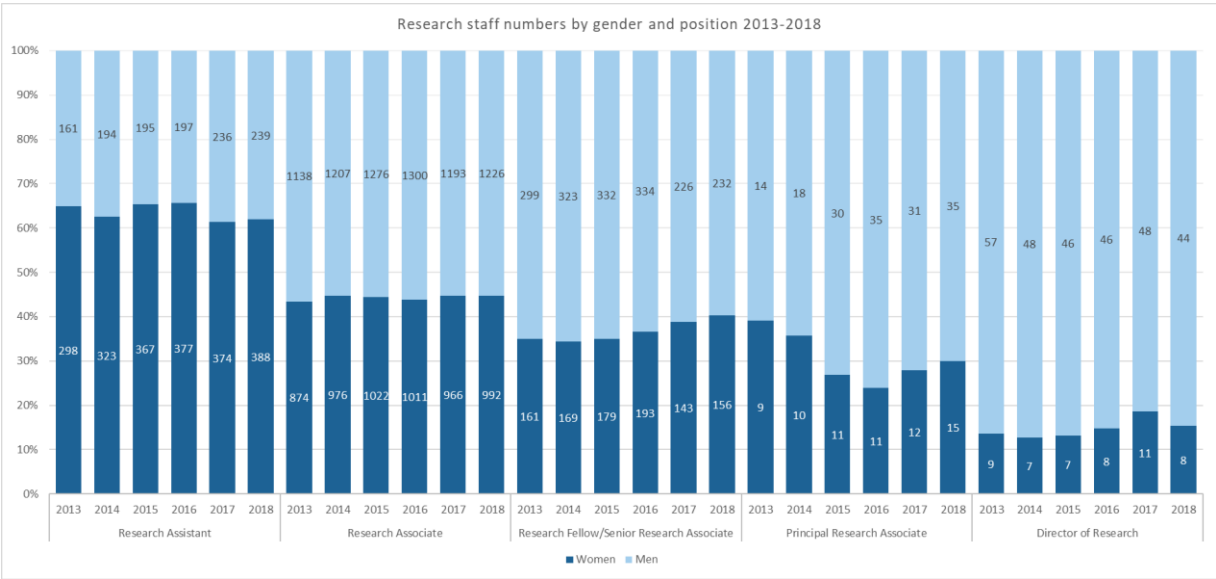
In 2018, 45.8% of Research-only staff are women, on a par with the Russell Group benchmark of 46.4% (HESA data 2015-16). While the numbers of research staff have increased over the past few years, the proportion of women researchers in the University has remained relatively static.

At senior levels numbers are much smaller and the PRA and Director of Research staff numbers include incorporated MRC and Cancer Research UK staff from 2016 onwards.

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

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

**Academic Staff**

**Figure 25: Academic staff on FTCs vs Permanent Contracts (PC) (2013 vs 2018)** Senior Lecturers, Readers and Professors are predominantly permanent posts (Figure 25). Just under 20% of Lecturers are on fixed term contracts (FTCs). Of these 18.5% are women.

| | 2013 | | | | 2018 | | | |
|---|---|---|---|---|---|---|---|---|
| | FTC | % | PC | % | FTC | % | PC | % |
| **Lecturer** | **99** | **21.7** | **357** | **78.3** | **98** | **19.8** | **398** | **80.2** |
| Women | 28 | 18.2 | 126 | 81.8 | 34 | 18.5 | 150 | 81.5 |
| Men | 71 | 23.5 | 231 | 76.5 | 64 | 20.5 | 248 | 79.5 |
| **Senior Lecturer** | **1** | **0.4** | **268** | **99.6** | **2** | **0.8** | **241** | **99.2** |
| Female | 1 | 1.2 | 85 | 98.8 | 1 | 1.2 | 84 | 98.8 |
| Men | 0 | 0.0 | 183 | 100.0 | 1 | 0.6 | 157 | 99.4 |
| **Reader** | **0** | **0.0** | **224** | **100.0** | **0** | **0.0** | **274** | **100.0** |
| Female | 0 | 0.0 | 47 | 100.0 | 0 | 0.0 | 78 | 100.0 |
| Men | 0 | 0.0 | 177 | 100.0 | 0 | 0.0 | 196 | 100.0 |
| **Professor** | **10** | **1.7** | **577** | **98.3** | **10** | **1.5** | **659** | **98.5** |
| Female | 0 | 0.0 | 90 | 100.0 | 0 | 0.0 | 131 | 100.0 |
| Men | 10 | 2.0 | 487 | 98.0 | 10 | 1.9 | 528 | 98.1 |
| **Other Academic** | **45** | **37.8** | **74** | **62.2** | **30** | **32.6** | **62** | **67.4** |
| Female | 19 | 27.9 | 49 | 72.1 | 14 | 28.6 | 35 | 71.4 |
| Men | 26 | 51.0 | 25 | 49.0 | 16 | 37.2 | 27 | 62.8 |
| **Total** | **155** | **9.4** | **1,500** | **90.6** | **140** | **7.9** | **1634** | **92.1** |

Staff on FTCs includes those covering maternity or other leave and Clinical Lecturers (CLs), academic trainees on FTC). There are 328 CLs (9.56%) of all lecturers. CLs make up 44.8% of all fixed-term Lecturers (47.1% women, 43.8% men).

The majority of 'Other' Academics are on FTCs, these are short-term Teaching-only, or Academic Director posts (held in conjunction with permanent roles).
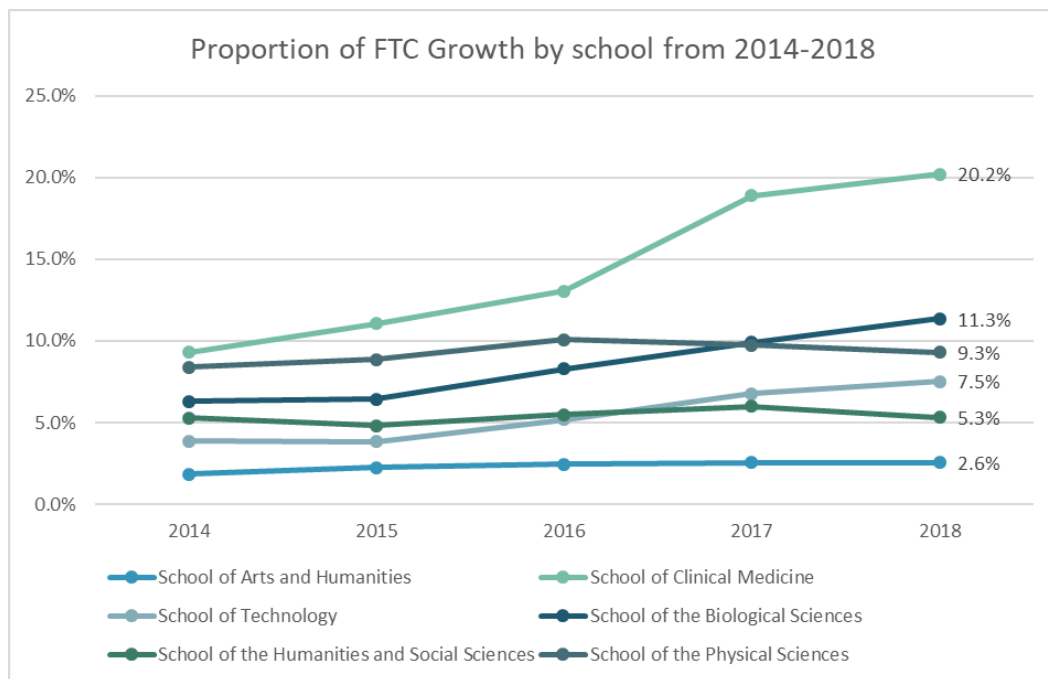
**Research staff**

Women are more likely to be on PCs than FTCs. Many researchers come to Cambridge on FTCs as part of normal Postdoctoral career development and are given professional development throughout their time at Cambridge (see 5.3.i).

The University provides redeployment, training, and careers advice to **all** staff at risk of redundancy, including those coming to the end of a FTC (usually when funding ends).

**Figure 26: Research staff by grade and contract type – All University 2018.** The majority of Research staff on FTCs are in Grades 5 (Research Assistant) and Grade 7 (Research Associate). Year-to-year analysis indicates there has been a steady annual rise in the number of staff in these two Grades overall, including those being appointed on FTC.

| | 2013 | | | | 2018 | | | |
|---|---|---|---|---|---|---|---|---|
| | FTC | % | PC | % | FTC | % | PC | % |
| **Grade 5** | **139** | **30.3** | **320** | **69.7** | **381** | **60.4** | **250** | **39.6** |
| Women | 88 | 29.5 | 210 | 70.5 | 231 | 59.5 | 157 | 40.5 |
| Men | 51 | 31.7 | 110 | 68.3 | 150 | 61.7 | 93 | 38.3 |
| **Grade 7** | **573** | **28.5** | **1,439** | **71.5** | **1,262** | **53.4** | **1,103** | **46.6** |
| Women | 219 | 25.1 | 655 | 74.9 | 523 | 49.3 | 538 | 50.7 |
| Men | 354 | 31.1 | 784 | 68.9 | 739 | 56.7 | 565 | 43.3 |
| **Grade 8** | **0** | **0.0** | **11** | **100.0** | **2** | **16.7** | **10** | **83.3** |
| Women | 0 | 0.0 | 10 | 100.0 | 2 | 18.2 | 9 | 81.8 |
| Men | 0 | 0.0 | 1 | 100.0 | | 0.0 | 1 | 100.0 |
| **Grade 9** | **117** | **26.4** | **326** | **73.6** | **190** | **36.1** | **337** | **63.9** |
| Women | 32 | 20.5 | 124 | 79.5 | 76 | 35.7 | 137 | 64.3 |
| Men | 85 | 29.6 | 202 | 70.4 | 114 | 36.3 | 200 | 63.7 |
| **Grade 11** | **5** | **21.7** | **18** | **78.3** | **12** | **23.1** | **40** | **76.9** |
| Women | 1 | 11.1 | 8 | 88.9 | 4 | 25.0 | 12 | 75.0 |
| Men | 4 | 28.6 | 10 | 71.4 | 8 | 22.2 | 28 | 77.8 |
| **Grade 12** | 45 | 67.2 | 22 | 32.8 | 35 | 66.0 | 18 | 34.0 |
| Women | 5 | 55.6 | 4 | 44.4 | 5 | 62.5 | 3 | 37.5 |
| Men | 40 | 69.0 | 18 | 31.0 | 30 | 66.7 | 15 | 33.3 |
| **Grand Total** | **879** | **29.1** | **2,138** | **70.9** | **1,885** | **51.7** | **1,758** | **48.3** |

**Proportion of FTC Growth by school from 2014-2018**

Values at 2018: 20.2%, 11.3%, 9.3%, 7.5%, 5.3%, 2.6%

Legend:
- School of Arts and Humanities
- School of Clinical Medicine
- School of Technology
- School of the Biological Sciences
- School of the Humanities and Social Sciences
- School of the Physical Sciences

The increase in FTC researchers since 2013 (29.1%) compared to 51.7% in 2018) is partly due to transfer of MRC staff (based in the SCM) and to successful research grant applications (up by £100m since 2014 including £38m of this is income for salaries). Many of these ECRs are women (an overall growth of 15% of women researchers (all grades)). Initial appointment is a FTC (limited to 5 years) due to the time limited funding. A very small proportion of early career research posts transfer to academia at this stage, but it can be a key stepping stone to career academic positions

We will monitor the number of research staff on FTC by gender and assess the volume of FTC associated with the duration of grant funding available to ensure use of FTC has no disproportionate effect on women. (**AP2.1d**).

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**ACTION**

**AP 2.1d** Monitor the number of research staff on FTC by gender and assess the volume of FTC associated with the duration of grant funding available to ensure use of FTC has no disproportionate effect on women.

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**(iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only**

> Comment on the proportions of men and women on these contracts and by job grade.

**Figure 27: Academic and Research staff by contract function and gender: research-only, research and teaching, and teaching-only.** A greater proportion of women are employed in Research-only roles compared to men. The reason for this is linked to those discussed under Figure 26 and the increase in successful research grant applications.



Academic and research staff by contract function and gender: research-only, research and teaching and teaching-only. 2013-18

| Academic Function | 2013 | | | 2018 | | |
|---|---|---|---|---|---|---|
| | Women% | Men% | Total % | Women % | Men% | Total % |
| Teaching-only | 3.1 | 0.9 | 1.0 | 1.6 | 0.6 | 1.4 |
| Teaching and research | 19.8 | 38.2 | 28.7 | 19.9 | 35.0 | 29.8 |
| Research-only | 77.2 | 60.9 | 70.2 | 78.5 | 64.4 | 68.9 |
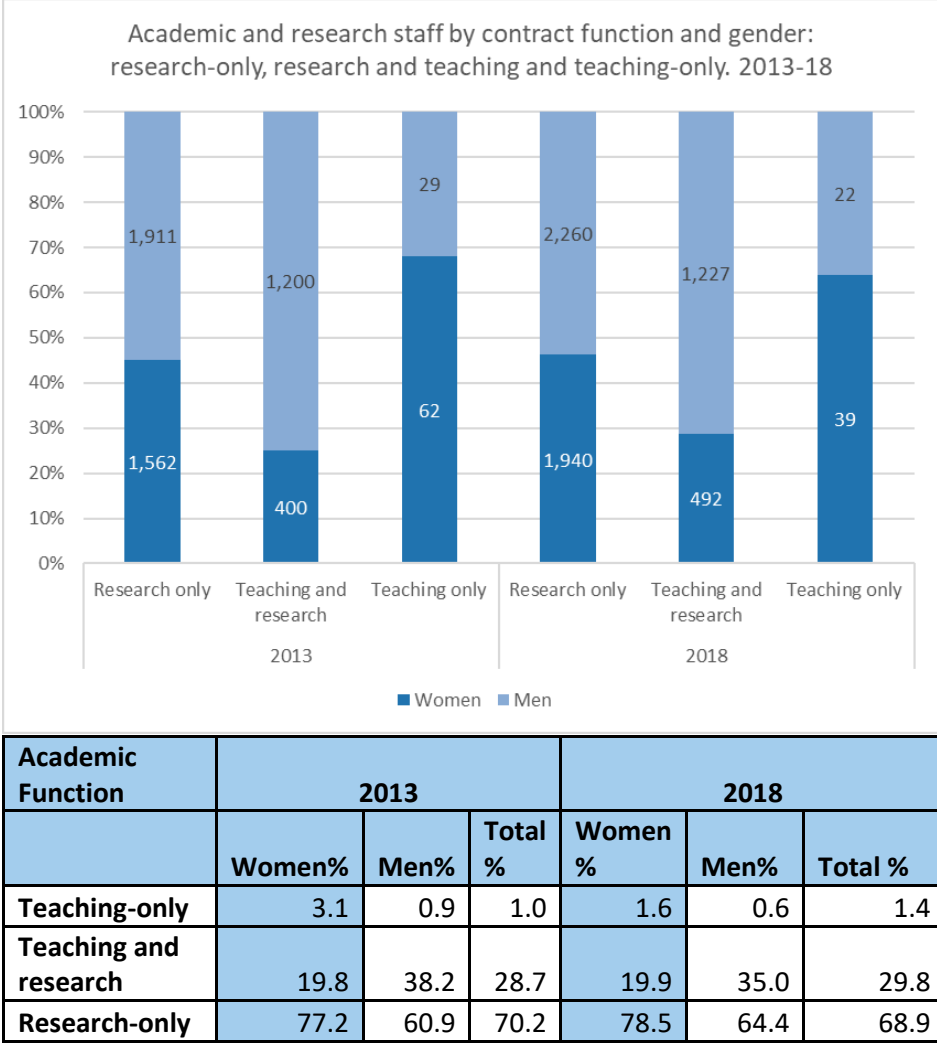
**Figure 28: Academic and Research staff by contract function and gender: research-only, research and teaching, and teaching-only by STEMM and AHSSBL.** A greater proportion of women than men are on Research-only and Teaching-only roles when compared with men.



|  |  | 2013 | | | 2018 | | |
|---|---|---|---|---|---|---|---|
|  |  | Women% | Men % | Total% | Women% | Men % | Total% |
| **STEMM** | **Research only** | 87.8 | 68.8 | 76.1 | 87.2 | 71.9 | 78.1 |
|  | **Teaching and research** | 11.3 | 30.5 | 23.2 | 12.0 | 27.5 | 21.2 |
|  | **Teaching only** | 0.9 | 0.6 | 0.7 | 0.8 | 0.6 | 0.7 |
| **AHSSBL** | **Research only** | 41.3 | 30.1 | 34.7 | 47.9 | 34.2 | 40.2 |
|  | **Teaching and research** | 48.2 | 67.9 | 59.7 | 47.9 | 64.9 | 57.5 |
|  | **Teaching only** | 10.5 | 2.0 | 5.6 | 4.2 | 0.9 | 2.3 |
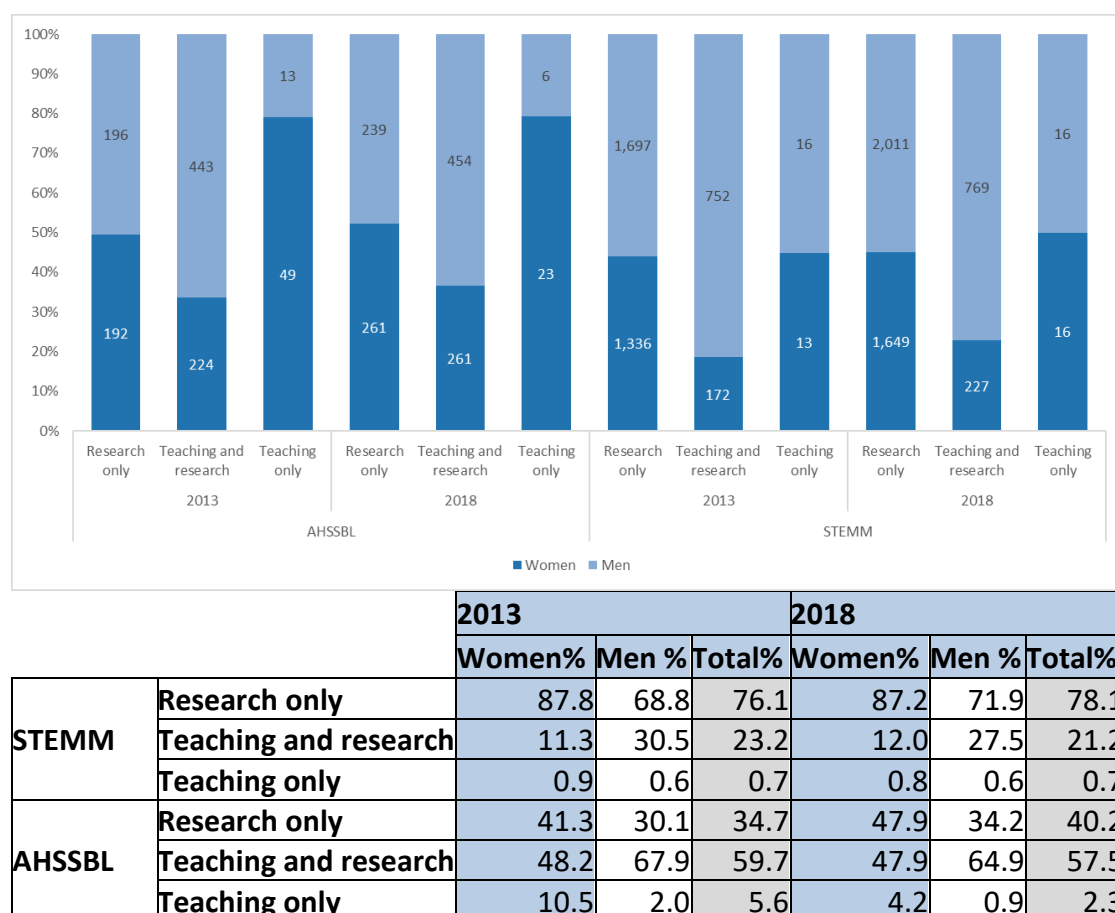
Smaller proportions of staff are on Research-only contracts in AHSSBL compared to STEMM as these disciplines employ much smaller numbers of researchers.

While women occupy a greater proportion of teaching-only roles (68.1%W in 2013, 63.9%W in 2018), (Figure 28) there are relatively few of these. The number of academic teaching-only roles has reduced by a third since 2013; posts have been re-categorised as PSS where there is no requirement for academic or research activities. Initiatives supporting promotion opportunities for teaching-only academics are covered in (5.1 iii).

**(iv) Academic leavers by grade and gender**

**Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or Departments.**

Staff leaver data is reported by the calendar year, therefore 2018 data are unavailable.

**Academic staff leavers**

✓ The **turnover rate for women** leaving permanent positions **has decreased** (from 8.5% in 2014 to 5.5%
✓ **Turnover has been lower for women than men** Research staff in the last six years. Men were more likely to resign and to be made redundant every year (Figure 29).

**Figure 29: Reasons for Academic staff leavers by gender.** Turnover has been calculated as the proportion of leavers divided by total staff number and gender. The overall turnover rate for women leaving permanent positions has decreased (from 8.5% in 2014 to 5.5%).

| Academic Staff | 2014 | | | 2015 | | | 2016 | | | 2017 | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Leaving Reason | W | M | W% | W | M | W% | W | M | W% | W | M | W% | W | M | W% |
| Redundancy - Limit of Tenure/End of Appointment | 10 | 11 | 47.6% | 5 | 12 | 29.4% | 10 | 12 | 45.5% | 5 | 7 | 41.7% | 30 | 42 | 41.7% |
| Redundancy - restructure & other | | 1 | 0.0% | | | 0.0% | | | 0.0% | 1 | 2 | 33.3% | 1 | 3 | 25.0% |
| Resignation | 16 | 25 | 39.0% | 18 | 19 | 48.6% | 15 | 23 | 39.5% | 12 | 23 | 34.3% | 61 | 90 | 40.4% |
| Retirement | 11 | 33 | 25.0% | 4 | 36 | 10.0% | 9 | 27 | 25.0% | 6 | 30 | 16.7% | 30 | 126 | 19.2% |
| Other | 4 | 7 | 36.4% | 5 | 4 | 55.6% | 2 | 8 | 20.0% | 4 | 13 | 23.5% | 15 | 32 | 31.9% |
| Total | 41 | 77 | 34.7% | 32 | 71 | 31.1% | 36 | 70 | 34.0% | 28 | 75 | 27.2% | 137 | 293 | 31.9% |
| Staff in post | 481 | 1,241 | 27.9% | 489 | 1,246 | 28.2% | 515 | 1,245 | 29.3% | 511 | 1,245 | 29.1% | 1996 | 4,977 | 28.6% |
| Turnover | 8.5% | 6.2% | | 6.5% | 5.7% | | 7.0% | 5.6% | | 5.5% | 6.0% | | 6.9% | 5.9% | |

Redundancy refers to the end of a FTC, while resignation indicates a staff member who left prior to the end of a contract.

During 2014-2017, 36.3% of staff leaving were related to retirement (21.9% of women staff leavers). 44.5% of all women leavers resigned (30%M) and 22.6% were made redundant (Figure 29).

Turnover from permanent positions decreased from 6.4% in 2014 for women, to 5.4% in 2017 (5.3% to 5.0% for men over same period).

Of those women made redundant, 96.7% were due to the end of a FTC, the latter being mainly Lecturers on FTCs covering maternity leave or sabbaticals.

A new online exit survey will capture better data on reasons staff leave and inform future career support initiatives **(AP2.3c)**.

Academic staff turnover is low. A compulsory retirement age of 67 has been maintained. The 2012 **Employer Justified Retirement Age** (EJRA) policy, (following abolition of the default retirement age), ensures a steady flow of academic positions become available to support recruitment from underrepresented groups. A high proportion of senior men are retiring: of the numbers shown in Figure 29 above - 126 men (81%) of retirees were men.

**Research staff leavers**

**Figure 30: Reasons for research staff leavers by gender** illustrating that over the last three years women comprised 42.6% of all research staff leavers, only slightly higher than the percentage of women in this group overall (41.3% in 2017). Turnover was calculated as per Figure 29.

| Research Staff | 2014 | | | 2015 | | | 2016 | | | 2017 | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Leaving Reason | W | M | W% | W | M | W% | W | M | W% | W | M | W% | W | M | W% |
| Redundancy- limit of tenure/End of appointment | 167 | 235 | 41.5% | 192 | 266 | 41.9% | 196 | 282 | 41.0% | 184 | 300 | 38.0% | 739 | 1083 | 40.6% |
| Redundancy - restructure & other | 1 | 4 | 20.0% | 5 | 2 | 71.4% | 7 | 6 | 53.8% | 4 | 1 | 80.0% | 17 | 13 | 56.7% |
| Resignation | 182 | 247 | 42.4% | 238 | 307 | 43.7% | 258 | 301 | 46.2% | 242 | 349 | 40.9% | 920 | 1204 | 43.3% |
| Retirement | 8 | 8 | 50.0% | | 6 | 0.0% | 4 | 11 | 26.7% | 6 | 7 | 46.2% | 18 | 32 | 36.0% |
| Other | 23 | 28 | 45.1% | 19 | 27 | 41.3% | 18 | 36 | 33.3% | 15 | 24 | 38.5% | 75 | 115 | 39.5% |
| Total | 381 | 522 | 42.2% | 454 | 608 | 42.7% | 483 | 636 | 43.2% | 451 | 681 | 39.8% | 1769 | 2447 | 42.0% |
| Staff in post | 1705 | 2030 | 45.6% | 1778 | 2136 | 45.4% | 1787 | 2160 | 45.3% | 1878 | 2245 | 45.5% | 7148 | 8571 | 45.5% |
| Turnover | 22.3% | 25.7% | | 25.5% | 28.5% | | 27.0% | 29.4% | | 24.0% | 30.3% | | 24.7% | 28.5% | |

Leaver destinations are not currently available for most staff categories. Some recent data on Grade 7 Research Associates suggests that the majority have gone on to further employment as researchers. The exit survey (**AP2.3c**) will improve data on reasons for leaving and inform action.

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**ACTIONS**

**AP2.3c**  Develop University online exit survey to further understand leaver destinations and reasons staff leave (see section 4.1).

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**(v) Equal Pay Audits / Reviews**

**Comment on the findings from the most recent mandatory gender pay gap reporting and equal pay review and identify the institution's top priorities to address any disparities and enable equality in pay.**

Equal Pay Reviews (EPRs) are published biennially (since 2008). These EPRs include gender pay gap (GPG) information, but the methodology differs from the mandatory GPG requirement (2017). The first GPG report was published in March 2018. To show progress over time the tables below use data from the University's EPRs.

✓ The EPRs have highlighted **a year-on-year reduction in the University's GPG**, falling 4.2% since 2008 (0.4% per year).

**Figure 31: Equal Pay Review Percentage Pay Gap by Year for the University** The <u>overall average gender pay gap</u> (basic and total pay) <u>has decreased each year</u> (18.1% for basic and 19.8% for total pay). Total Pay includes additional responsibility and market pay supplements (1.7% of the difference).
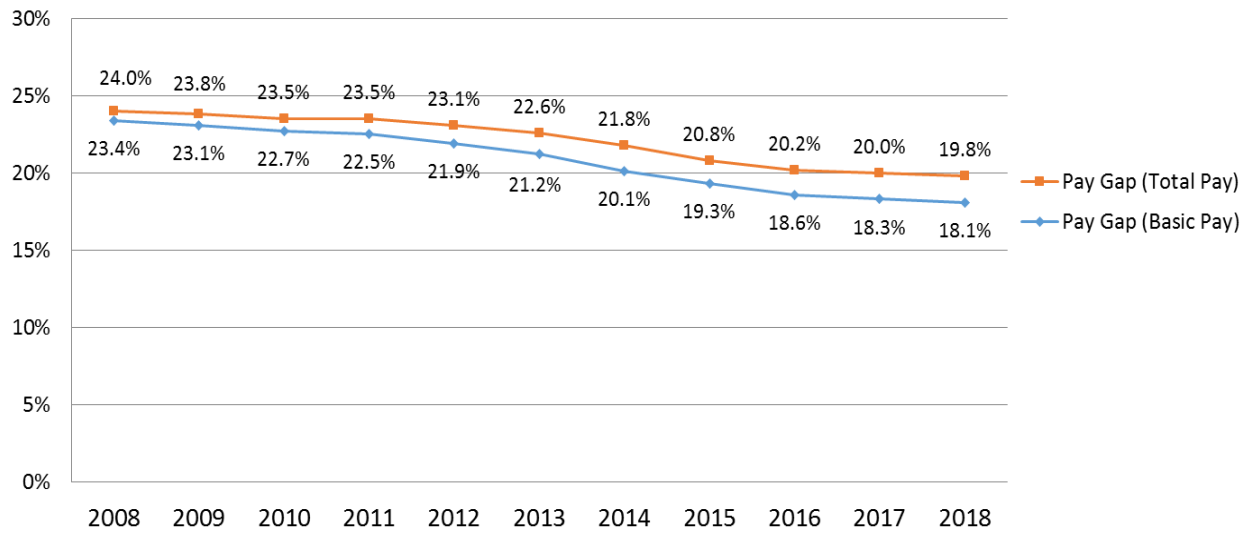


**Figure 32: Equal Pay Review by grade for the University of Cambridge 2018, all Staff.** Analysis by pay grade has shown much smaller GPGs than the overall figure and in some pay grades the pay gap is in favour of women. Except for Grade 3, all grades are below the investigation and monitoring thresholds of (respectively) 5% and 3%.
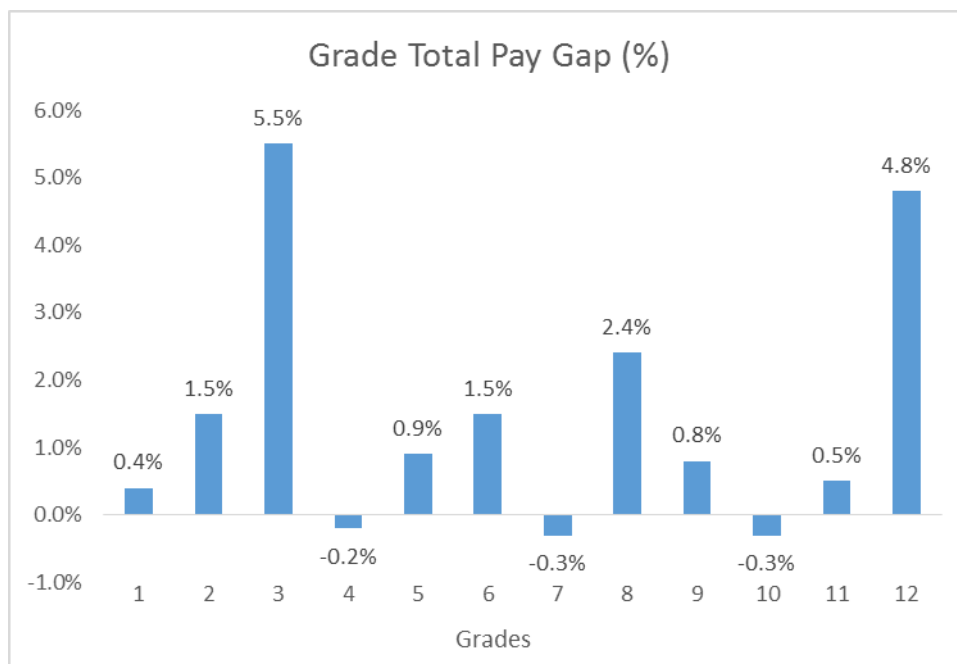


The gap at Grade 3 assistant staff pay gap is caused by additional payments, rising from 0.3% to 5.5%. This is attributed to the number of men security staff receiving additional payments for shift and on-call working.

**Figure 33: Equal Pay Review by staff category for the University 2018- all staff.** Analysis by staff category shows a noticeable GPG in Academic (13.8%), and Academic–Related staff categories (11.6%) and to a lesser extent, Research at 6.8%.
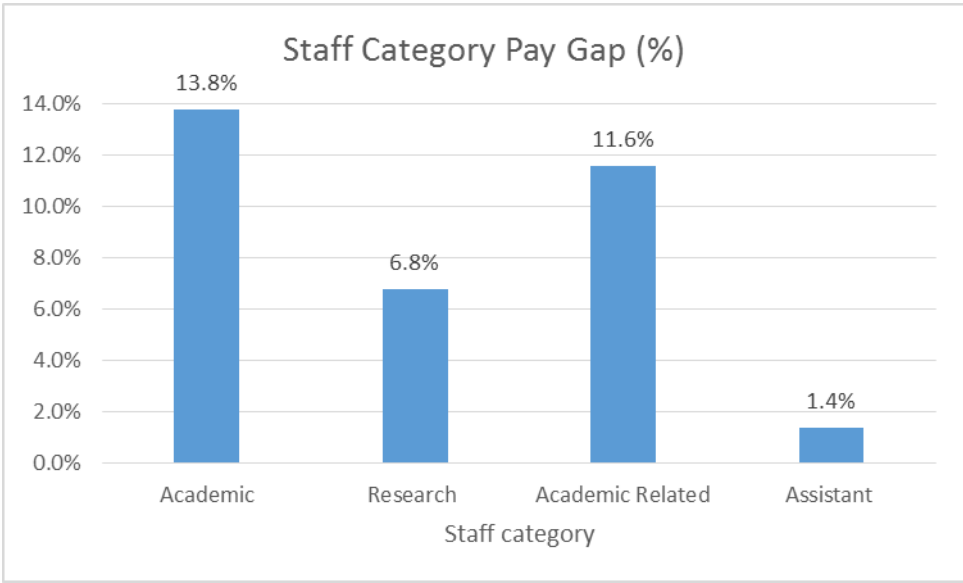


GPG is driven by fewer women in senior University roles which we are addressing (actions below). However, an Internal Pay audit in 2017 found the University does not have a wider equal pay problem.

The first mandatory GPG figures are 19.6% (median 15%) based on basic pay plus additional payments. The 2018 figures will be published before March 2019.

**Figure 34: The University's mandatory gender pay gap, Employees by Pay Quartile:** illustrates vertical segregation, with a smaller proportion of women paid in the top quartile compared to the lower quartile. This is the main reason for a GPG at the University and supports the findings in the biennial Equal Pay Review.
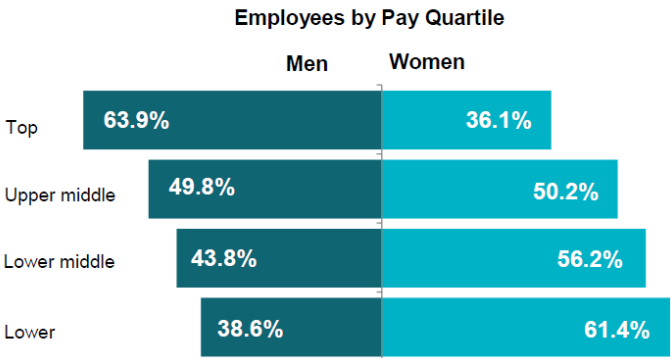


To accompany mandatory GPG reporting, the University has published a companion website, Inclusive Cambridge.

**Figure 35: The University's gender pay gap website, Inclusive Cambridge.**
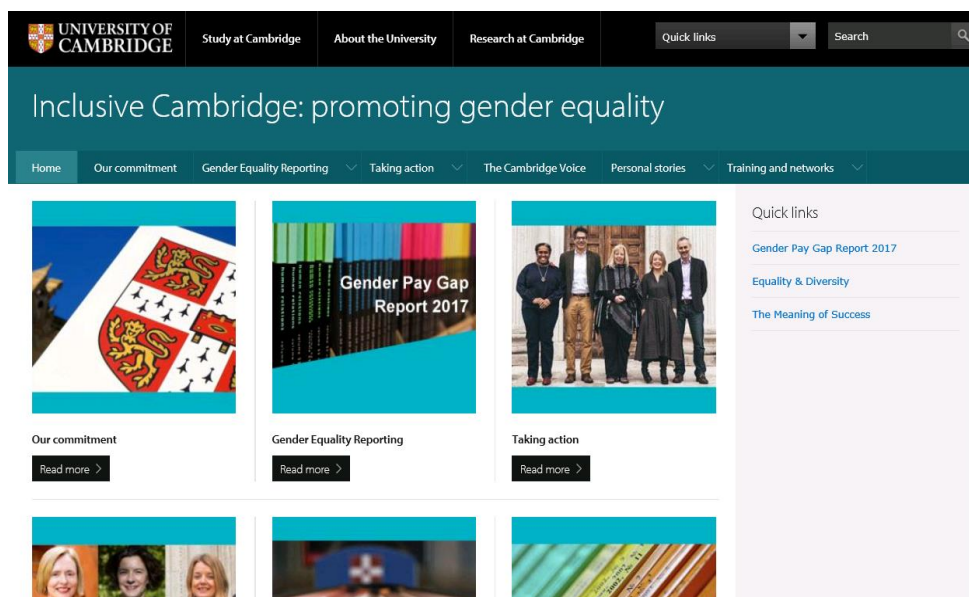


The website allows all members of the University to keep track of actions and provides an information resource for the University to promote better equality practices and initiatives.

Following work with focus groups, the HR Gender Pay Action Group agreed the following actions:

| | |
|---|---|
| **AP1.1a** | Introduce new streamlined gender pay report to improve understanding and expand knowledge at school level of equality information and make gender pay impact data available to support all HR initiatives and policy development. |
| **AP1.1b** | Gender pay impact data will be made available to support all HR initiatives and policy development. |
| **AP1.1d** | Launch a new comprehensive inclusive leadership programme to ensure line managers understand how their decisions and actions directly and indirectly impact on gender pay and progression. |
| **AP1.1i** | Consult on the proposed Contribution Reward Scheme changes in 2019 and implement the agreed changes.  Aim: to ensure fair internal pay progression. |
| **AP1.1g** | Ensure starting salaries are appropriately set for new hires to ensure fairness with internal staff. A review of starting salary policy and internal promotions pay policy will be undertaken. Aim: to mitigate pay inequities arising between internal promotion/pay progression and external recruitment. |
| **AP1.1h** | Minimise disparities in additional payments by gender through the use of objective and consistent criteria. |

**Intersectionality:** BAME staff comprise 9% of all staff in 2018 but a higher proportion of Research staff (Figure 36). Of the BAME Research staff employed, 91.0% are employed in STEMM Schools.

**Figure 36: Ethnicity and gender by staff group – Academic and Research staff.** BAME staff comprise 6.6% of all UK staff in 2018; 9.7% and 6.9% of Research and Academic staff respectively (RG average 16.4% and 16.8% respectively in 2016/17). There has been a 42.6% increase in the number of BAME staff employed over the last six years.
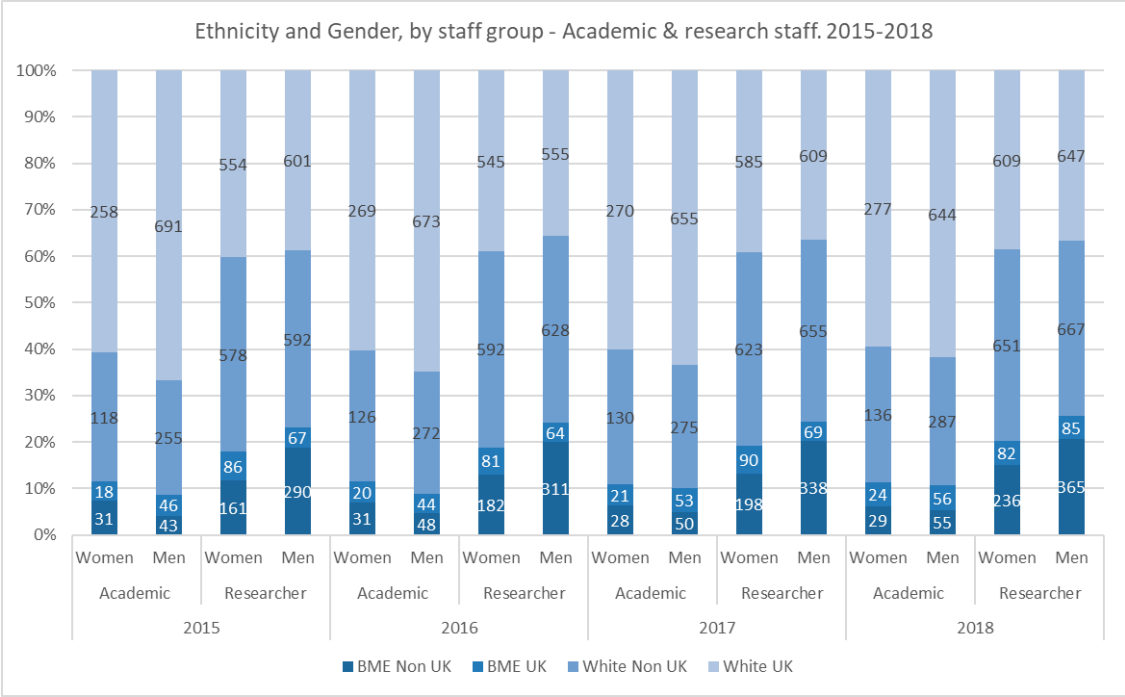


**Figure 37: Ethnicity and gender by staff group- PSS.** 5.1% and 6.0% of Assistant and Academic-related staff respectively were BME in 2018 (7.5% BME in Cambridgeshire. 17.6% BAME in Cambridge. RG average 11.5% in 2016/17)
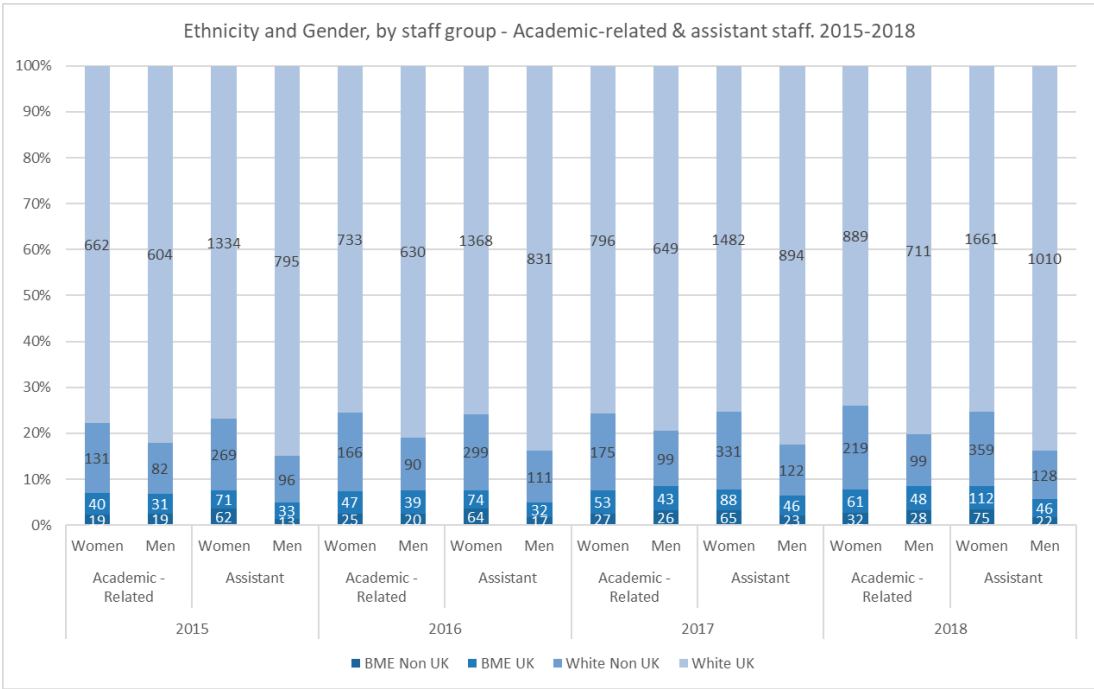
The University is below the Russell Group (RG) and local benchmark for both academic and PSS. Any requirements on ethnicity and pay following the Government Ethnicity Pay Reporting Consultation. Actions related to the Race Equality Charter will be implemented (5.5), (**AP1.1c**).

> **ACTION**
> **AP1.1c** Embed race and ethnicity considerations within the Equal Pay Review reporting, and any evident intersections with gender within the Equal Pay following the Government Ethnicity Pay Reporting Consultation.

**4.2 Professional and support staff data**

**(i)    Professional and support staff by grade and gender**

**Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any difference between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues at particular grades/levels.**

**Figure 38:  Proportion of Women PSS by grade, 2014 and 2018: there has been an increase in the number of staff and women in PSS roles. Over this period 8 women have been appointed to Grade 12 roles.**



Proportion of women in Academic-related roles by grade, 2014 and 2018

| | Other | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|---|---|---|---|---|
| 2014 | 53.2% | 75.0% | 54.4% | 57.9% | 50.7% | 48.3% | 49.3% | 37.0% | 34.9% |
| 2018 | 44.4% | 81.8% | 65.7% | 64.5% | 51.9% | 54.9% | 50.5% | 38.3% | 33.8% |
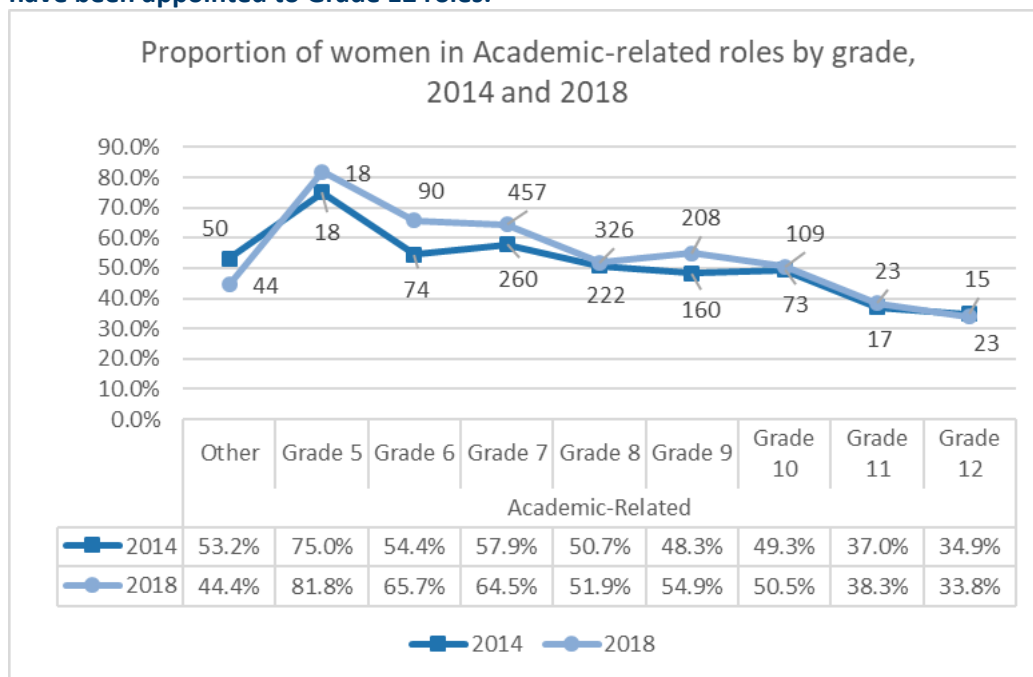
Men tend to be concentrated in more senior grades (vertical segregation) (Figure 38). Since 2013; more women are working in a higher grade role (see section 5.2). Across the RG 61.5% of PSS roles are held by women (HESA 2016/17)

**Figure 39: Numbers of PSS by type and gender 2014 and 2018, all University.** The proportion of women Assistant staff has remained stable at around 62.0%.

**Proportion of women in Assistant roles by grade, 2014 and 2018**

| Assistant | Other | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|-----------|-------|---------|---------|---------|---------|---------|---------|---------|---------|
| 2014 | 52.7% | 55.9% | 54.8% | 63.5% | 71.8% | 60.6% | 59.6% | 42.5% | 34.8% |
| 2018 | 54.4% | 58.3% | 52.7% | 60.9% | 72.3% | 65.5% | 59.2% | 44.3% | 36.8% |

Data labels on chart: 80, 270, 165, 356, 667, 619, 297, 43, 7 (2018 / upper); 117, 229, 147, 340, 643, 460, 183, 34, 8 (2014 / lower)
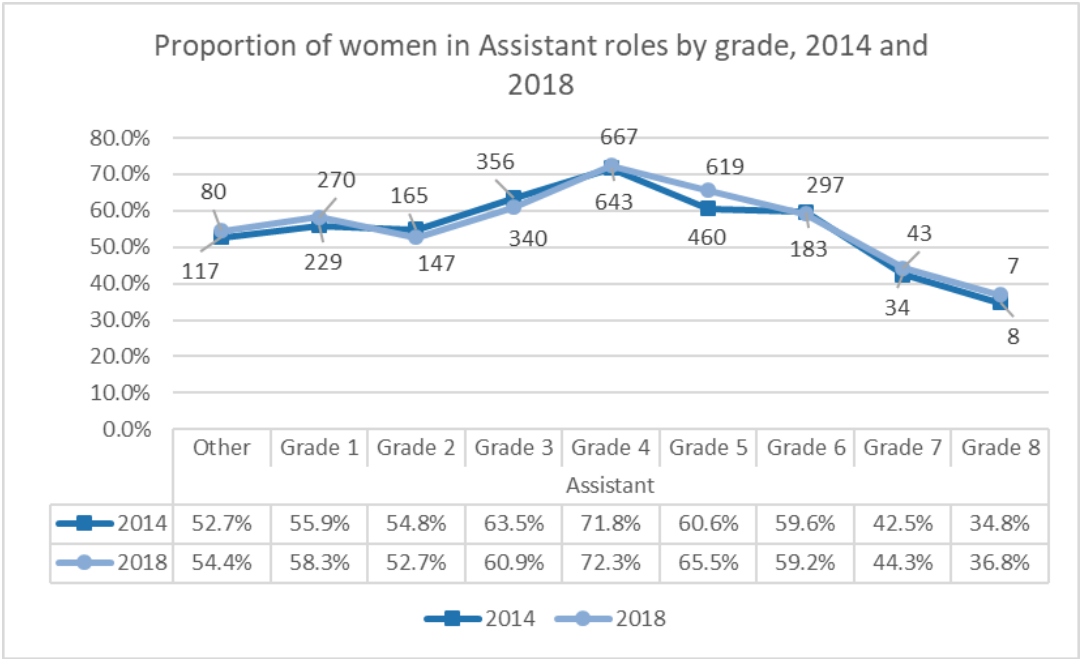
**Figure 40: Numbers of PSS by type and gender 2014 and 2018, all University.** The proportion of women in Academic-related roles has increased slightly over the last five years from 52.0% to 56.0%, while for Assistant staff it has remained stable at around 62.0%.

**Numbers of Academic-related and Assistant staff by type and gender 2014 and 2018**

Academic - Related:
- 2014: Men 820, Women 889
- 2018: Men 1,019, Women 1,298

Assistant:
- 2014: Men 1,364, Women 2,195
- 2018: Men 1,462, Women 2,470

Legend: ■ Women ■ Men
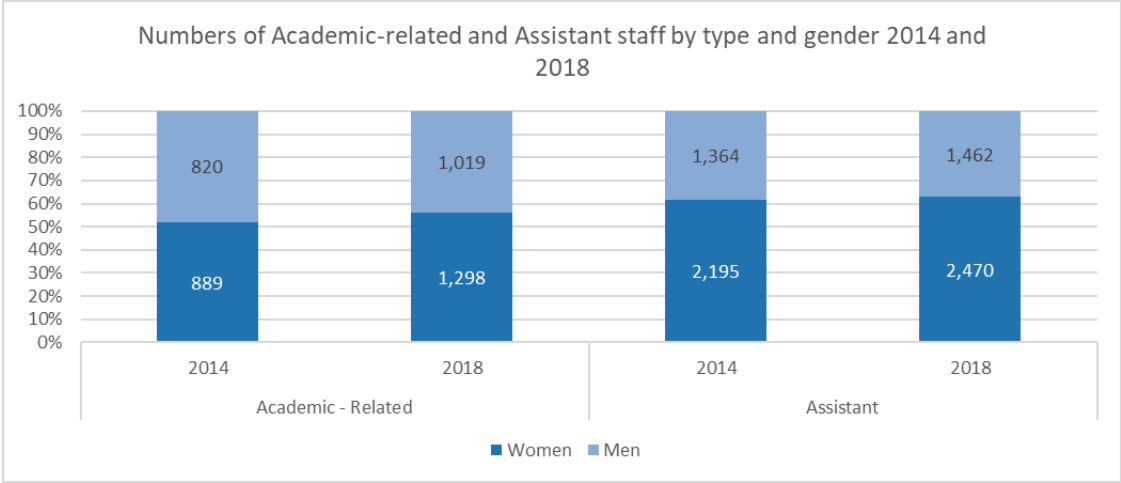
**Figure 41: Numbers of PSS by gender 2014 and 2018 by subject**. AHSSBL has seen a smaller increase in the proportion of women in PSS roles over a five year period, although total numbers are up across all areas.

**Total Academic-related staff by gender and subject 2014 and 2018**

| | AHSSBL 2014 | AHSSBL 2018 | NSI 2014 | NSI 2018 | STEMM 2014 | STEMM 2018 |
|---|---|---|---|---|---|---|
| Men | 106 | 130 | 391 | 488 | 323 | 401 |
| Women | 128 | 167 | 479 | 667 | 282 | 464 |

**Total Assistant staff by gender and subject 2014 and 2018**

| | AHSSBL 2014 | AHSSBL 2018 | NSI 2014 | NSI 2018 | STEMM 2014 | STEMM 2018 |
|---|---|---|---|---|---|---|
| Men | 125 | 119 | 494 | 614 | 745 | 729 |
| Women | 345 | 378 | 706 | 886 | 1,144 | 1,206 |
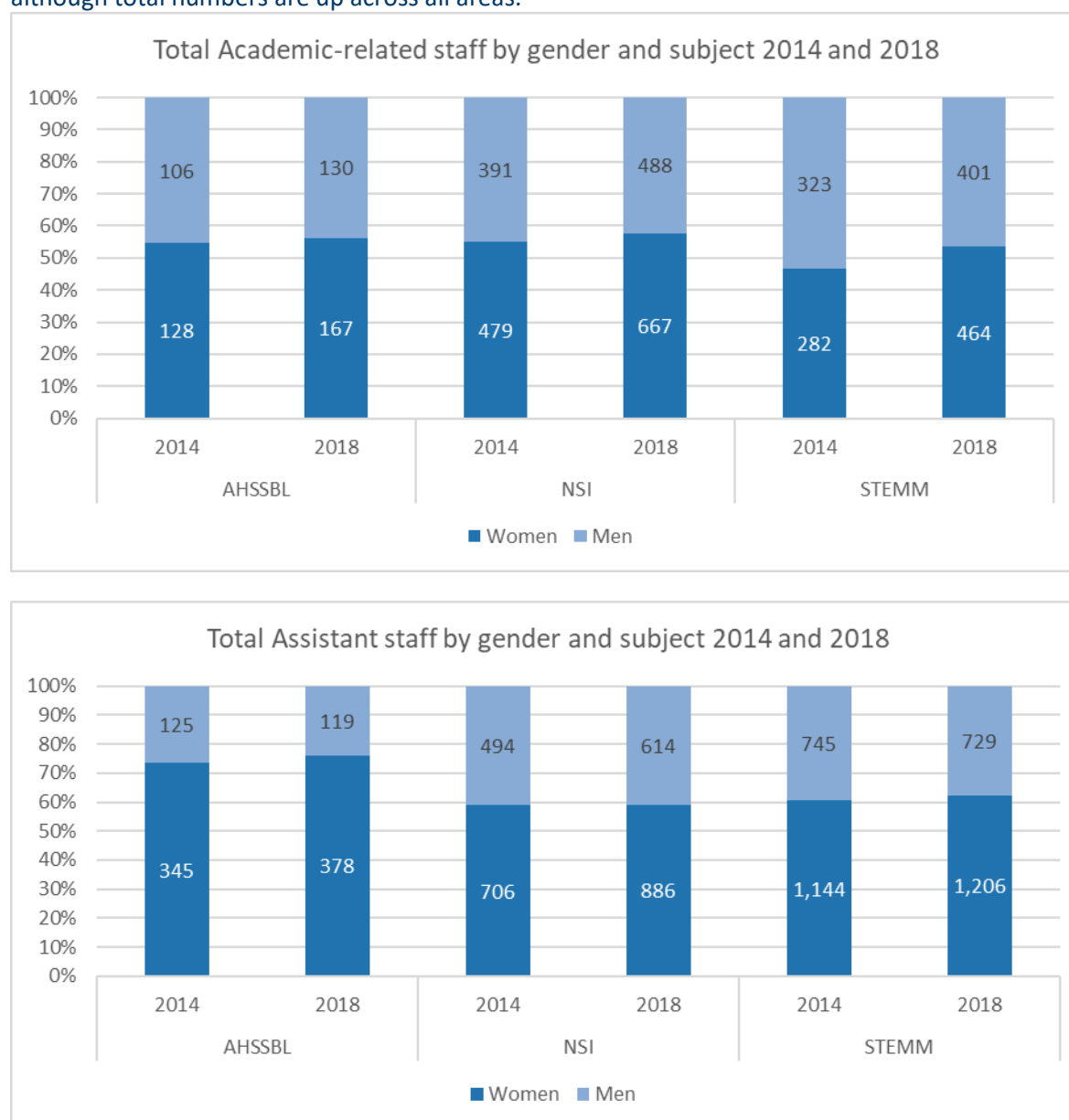
The relative percentages of men and women are stable (Figure 41), by discipline with differences reflecting more women administrators and men in technicians roles in STEMM Schools. More women than men are in lower grade administrative posts. (Figure 39).

The total proportion of PSS in NSIs has increased ~30% since 2014 following expansion of support services (Assistant staff by 25.5%, Academic-related by 32.8%). Academic-related staff increased by 26.9% and 42.9% in STEMM and AHSSBL respectively, compared to 2.4% to 5.7% respectively for Assistant staff.

As elsewhere, Cambridge has a higher proportion of women in HR (81.2%F) and the Academic Division (76.6% F - largely generalist administrators). Innovative arrangements are being explored (e.g. the Assistant HR Director – Strategy is a Talent Partnership job-share by a man and women).

In the University Information Service (UIS) 26.1% are women and in Estate Management 32.1% are women.  59.7% men hold roles at Grade 12 in NSIs.

PSS are more likely than Academic or Research staff to work part-time (PT): 27.5% compared to 7.6 % (academic) and 13.6% (research), 74.8% of PT PSS are women. 80.2% of women PT PSS are Assistant staff.  A higher proportion of PT PSS women are lower grade Assistant staff -31.5% (Academic Related-20.6%). The University's GPG analysis will determine the impact of PT working on promotion opportunities.

Senior women role models include: Academic Secretary now Registrary, Director of HR, PVCI, University Librarian (second woman in our 600 year history), Head of Estate Facilities and Deputy Director of UIS.

To address horizontal segregation, the Registrary is launching an inclusively designed framework to recognise and realise the potential of our all our professional services staff (5.3), (**AP1.1e).** We will extend recruitment practices developed for academic staff to all staff groups.

**ACTION**

**AP1.4c**  Roll out good practice arrangements which support more flexible working (FW) arrangements (particularly at senior levels) such as talent partnership job-share working practices

**AP2.0d** Extend recruitment practices developed for academic staff to all staff groups.

**(ii)    Professional and support staff on fixed-term, open-ended/permanent and zero-hour contracts by gender**

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

Increases in PSS working on FTCs over the last three years (Figure 42) relate to appointments in NSI offices (UIS and University Library) and the transfer of MRC units into the SCM. NSIs have been the focus of strategic restructures and initiatives where FTCs are best practice during transition. Women are slightly more likely than men to be on FTCs: in 2015, 13.9% of women and 11.6% of men, and in 2017, 19.2% of women and 18.0% of men were on FTCs.

✓ The **Organisational Change Policy** (launched 2016) reinforces responsibility to ensure continuity of employment whenever possible. An external company is also used to provide careers advice and support to staff at risk of redundancy.

The University **Redeployment policy** (4.1.ii) has the same provisions for PSS as for academic staff.

**Figure 42: PSS by FT, PT, FTC and permanent contracts.** There has been a gradual increase in the number of PSS working on fixed-term contracts over the last three years in both Academic-related and Assistant posts.



Academic-related staff by F/T, P/T, fixed term and permanent contracts

|  | Women% | | | | | Men % | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
|  | 2014 | 2015 | 2016 | 2017 | 2018 | 2014 | 2015 | 2016 | 2017 | 2018 |
| Full-Time Fixed Term | 6.9% | 9.8 | 12.9 | 14.3 | 17.7 | 8.0 | 9.6 | 11.9 | 15.8 | 18.0 |
| Full-Time Permanent | 65.4 | 60.6 | 57.8 | 56.5 | 53.7 | 82.0 | 78.7 | 77.1 | 72.7 | 71.5 |
| Part-Time Permanent | 24.0 | 25.4 | 23.0 | 22.9 | 22.3 | 7.1 | 8.1 | 7.9 | 7.1 | 6.7 |
| Part-Time Fixed Term | 3.8 | 4.2 | 6.3 | 6.2 | 6.3 | 2.9 | 3.6 | 3.1 | 4.3 | 3.8 |
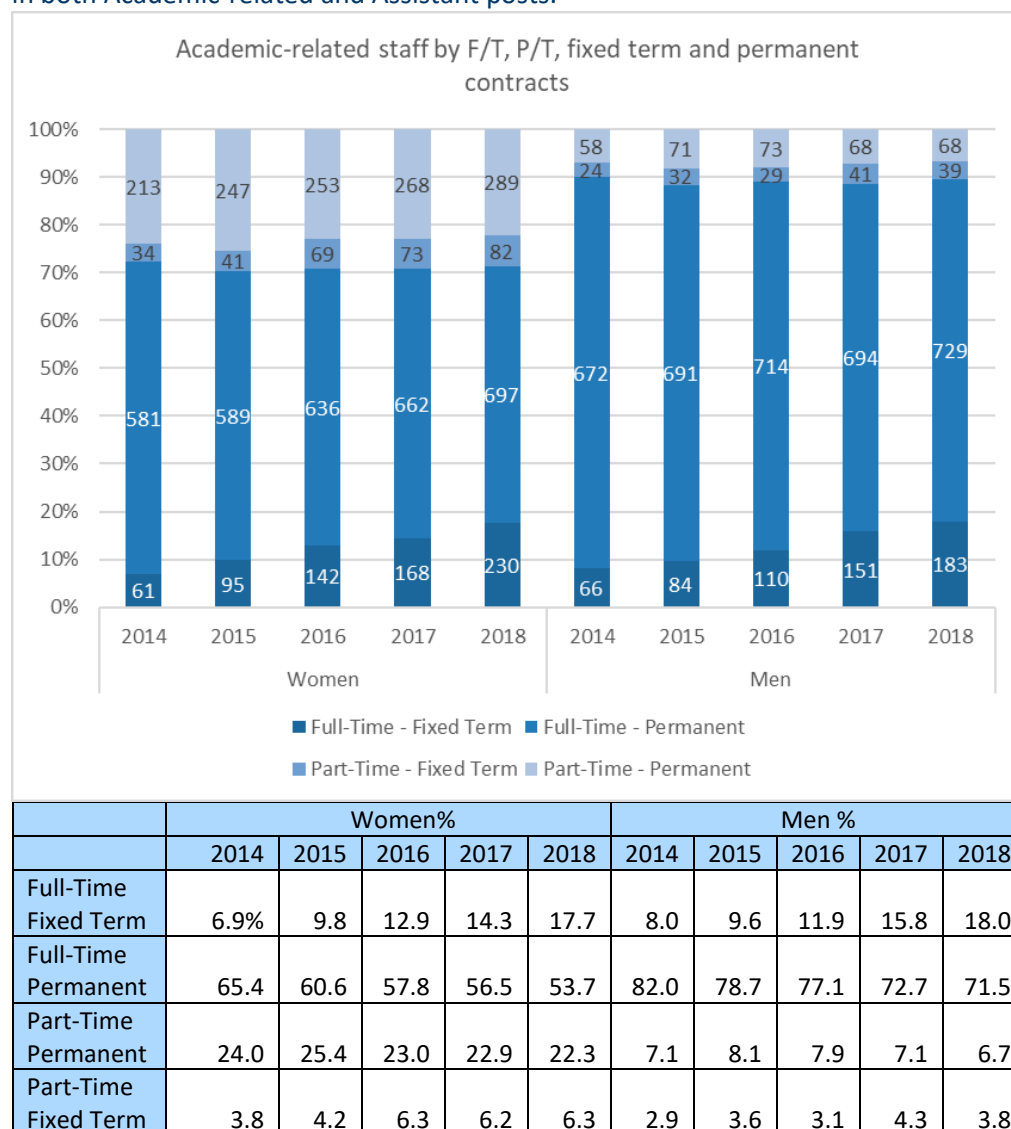
In 2018, 222 staff (2% total staff) were employed on zero-hours contracts, 91.4% were Assistant staff (58.1%W). Most of these staff were invigilators (25.7%), bar or catering staff (32.9%). These type of contracts are used only in specific circumstances.

We will ensure career development and provide adequate support for PSS women employed on fixed term appointments for time-limited specific projects (**AP4.6).**

### (iii)   Professional and support staff leavers by grade and gender

**Comment on the reasons staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or Departments.**

**Figure 43: Reasons for PSS leavers by gender**

| Academic-related Staff | 2013 | | | 2014 | | | 2015 | | | 2016 | | | 2017 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Leaving Reason | W | M | W% | W | M | W% | W | M | W% | W | M | W% | W | M | W% |
| Redundancy - Limit of Tenure/End of Appointment | 7 | 13 | 35.0 | 13 | 11 | 54.2 | 17 | 21 | 44.7 | 21 | 14 | 60.0 | 22 | 24 | 47.8 |
| Redundancy - restructure & other | 3 | 3 | 0.0 | 1 | 1 | 50.0 | 2 | 2 | 0.0 | 2 | 1 | 0.0 | 1 | 1 | 50.0 |
| Resignation | 53 | 27 | 66.3 | 50 | 41 | 54.9 | 88 | 69 | 56.1 | 112 | 73 | 60.5 | 104 | 69 | 60.1 |
| Retirement | 15 | 13 | 53.6 | 6 | 22 | 21.4 | 11 | 15 | 42.3 | 9 | 22 | 29.0 | 12 | 15 | 44.4 |
| Other | 8 | 11 | 42.1 | 7 | 9 | 43.8 | 10 | 9 | 52.6 | 7 | 17 | 29.2 | 8 | 8 | 50.0 |
| **Total** | **86** | **67** | **56.2** | **77** | **84** | **47.8** | **128** | **116** | **52.5** | **151** | **127** | **54.3** | **147** | **117** | **55.7** |
| **Staff in post** | **805** | **758** | **51.5** | **889** | **820** | **52.0** | **972** | **878** | **52.5** | **1100** | **926** | **54.3** | **1171** | **954** | **55.1** |
| **Turnover %** | **10.7** | **8.8** | | **8.7** | **10.2** | | **13.2** | **13.2** | | **13.7%** | **13.7%** | | **12.6** | **12.3** | |

| Assistant Staff | 2013 | | | 2014 | | | 2015 | | | 2016 | | | 2017 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Leaving Reason | W | M | W% | W | M | W% | W | M | W% | W | M | W% | W | M | W% |
| Redundancy - Limit of Tenure/End of Appointment | 39 | 35 | 52.7 | 36 | 39 | 48.0 | 50 | 27 | 64.9 | 46 | 40 | 53.5 | 46 | 27 | 63.0 |
| Redundancy - restructure & other | 11 | 5 | 0.0 | 5 | 3 | 62.5 | 29 | 6 | 0.0 | 15 | 7 | 0.0 | 20 | 4 | 83.3 |
| Resignation | 229 | 77 | 74.8 | 271 | 129 | 67.8 | 269 | 146 | 64.8 | 282 | 120 | 70.1 | 318 | 149 | 68.1 |
| Retirement | 34 | 23 | 59.6 | 30 | 24 | 55.6 | 47 | 36 | 56.6 | 23 | 35 | 39.7 | 25 | 25 | 50.0 |
| Other | 13 | 13 | 50.0 | 18 | 15 | 54.5 | 24 | 18 | 57.1 | 21 | 15 | 58.3 | 15 | 16 | 48.4 |
| **Total** | **326** | **153** | **68.1** | **360** | **210** | **63.2** | **419** | **233** | **64.3** | **387** | **217** | **64.1** | **424** | **221** | **65.7** |
| **Staff in post** | **2116** | **1303** | **61.9** | **2195** | **1364** | **61.7** | **2220** | **1355** | **62.1** | **2264** | **1398** | **61.8** | **2363** | **1451** | **62.0** |
| **Turnover %** | **15.4** | **11.7** | | **16.4** | **15.4** | | **18.9** | **17.2** | | **17.1** | **15.5** | | **17.9** | **15.2** | |

Resignation is the most common reason for leaving with turnover rates consistently higher for women Assistant staff than men, although turnover of women Academic-related staff shows year to year variation (Figure 43).

A new online exit survey will capture better data on reasons staff leave **(AP2.3c)**.

**ACTION**

**AP2.1e** Ensure career development and support arrangements provide adequate support for PSS women employed on fixed term appointments for specific projects.

**AP2.3c** Develop University online exit survey see section 4.2.

## 5.    SUPPORTING AND ADVANCING WOMEN'S CAREERS
**Word count: 7,637**

### Key career transition points: academic staff

**(i)    Recruitment**

**Break down data by gender and grade for applications, long- and shortlisted candidates, offer and acceptance rates. Comment on how recruitment processes ensure that women (and men in underrepresented disciplines) are encouraged to apply.**

✓ **The People Strategy has resourced;**

  o **A Resourcing Advisor and a Global Mobility Co-ordinator charged with amending the recruitment policy and supporting international working.**

  o **Completion rate for E&D online training (all staff) rose 115% to >79% in 2018 (28% in 2014).**

  o **Making E&D training mandatory for selection panels.**

  o **Setting up a new online Web Recruitment System, (2013), to advertise posts with processes to collect and manage applications.** We will roll out the use of this to ensure its application as an end to end process. **(AP2.1a)**

### Academic Staff

There has been a marked cultural change in the recruitment of women academics to address the static proportion of women applying for academic posts.

Recent recruitment actions include:
✓ Selection Committees broadening searches to encourage/invite appropriately qualified women to apply.
✓ Innovative examples of improved recruitment practices to increase diversity.

Recruitment guidelines updated to;
  - **Ensure adverts use gender-neutral, inclusive language.**
  - **Highlight culture and family-friendly policies.**
  - Provide **detailed feedback** to unsuccessful candidates.

The impact of these new guidelines, launched in 2017 will be evaluated to inform further work **(AP2.1b)**.

> **The Corfield Lectureship in Maths** involves research and activities aimed at promoting women's participation and achievement in Mathematics. Post-holders must develop the role of women in Mathematics, and have an interest in establishing innovative, evidence-based programmes targeting women. This model has been replicated in Engineering (1 to date), Physics (1 to date) and Applied Maths (2 to date).

Headhunters used to recruit to some academic posts will be briefed to ensure candidates put forward are diverse **(AP2.1c)**.

**Figure 44: Academic applicants, shortlisted and offers. All University 2014-2017 showing:** Women were proportionally more successful at being short-listed or receiving offers of employment across the University. Recruitment data are for each calendar year, therefore 2017 is the latest available.
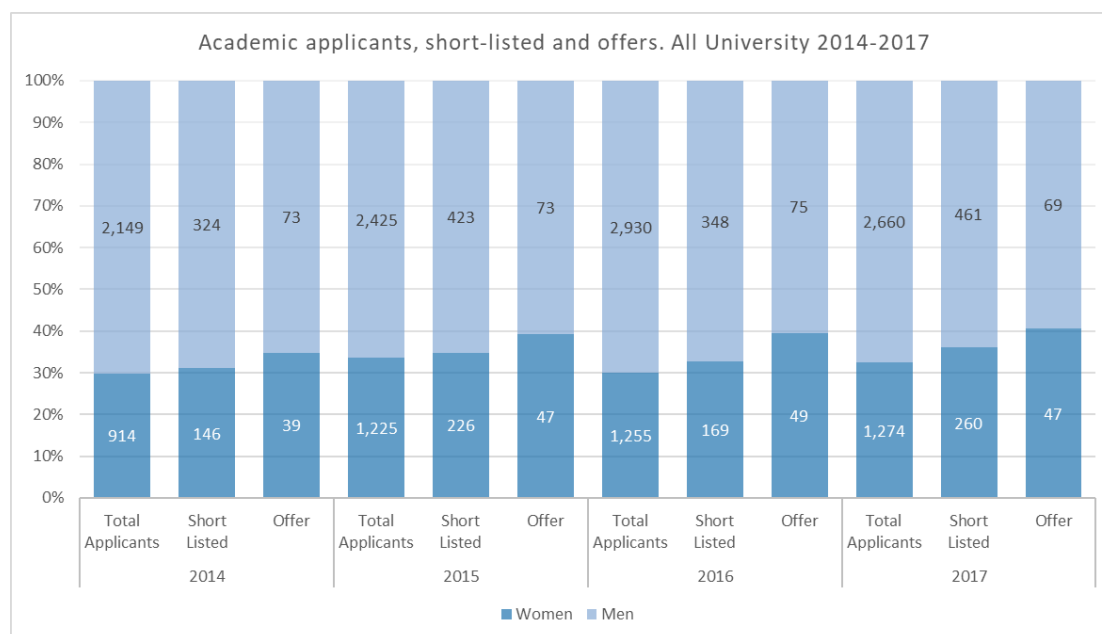


The proportion of women offered a post has risen from 34% of all those offered positions in 2014, to 41% in 2017.

The University primarily recruits academics to Grade 9 and 12 where women make up 1 in 3 applicants. Overall women are proportionally more successful in securing offers.

**Figure 45: Academic applicants, shortlisted and offers. STEMM.** Over the last three years in STEMM subjects, women appear more likely to be shortlisted and appointed compared to the percentage of women applicants. Women made up 24.2% of applicants and 35.6% of appointees in 2017. Note: all University figures include applications and offers for Academic and Research positions within NSI, not presented separately below.



Academic applicants, short-listed and offers. STEMM 2014-2017

| | 2014 | | | 2015 | | | 2016 | | | 2017 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total Applicants | Short Listed | Offer | Total Applicants | Short Listed | Offer | Total Applicants | Short Listed | Offer | Total Applicants | Short Listed | Offer |
| Men | 1,056 | 126 | 46 | 1,276 | 105 | 42 | 1,597 | 182 | 45 | 1,370 | 147 | 38 |
| Women | 276 | 42 | 16 | 610 | 77 | 23 | 439 | 64 | 23 | 438 | 59 | 21 |
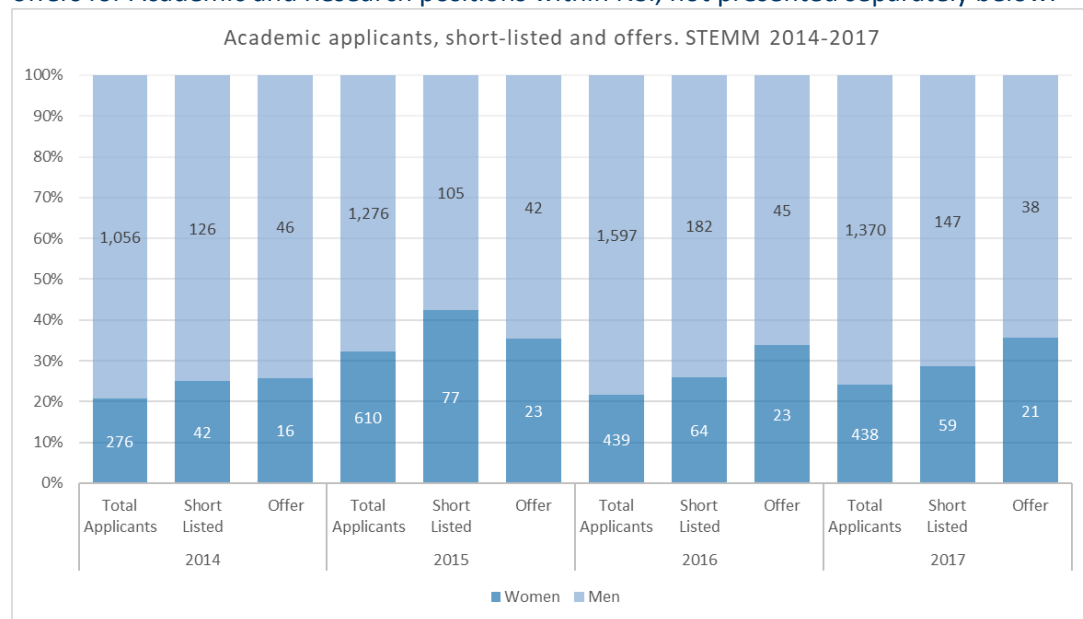
**Figure 46: Academic applicants, shortlisted and offers. AHSSBL.** Women were more likely to be made an offer compared to the percentage who applied (39.3% of all applicants were women, compared to 45.6% of those made an offer of employment in 2017).
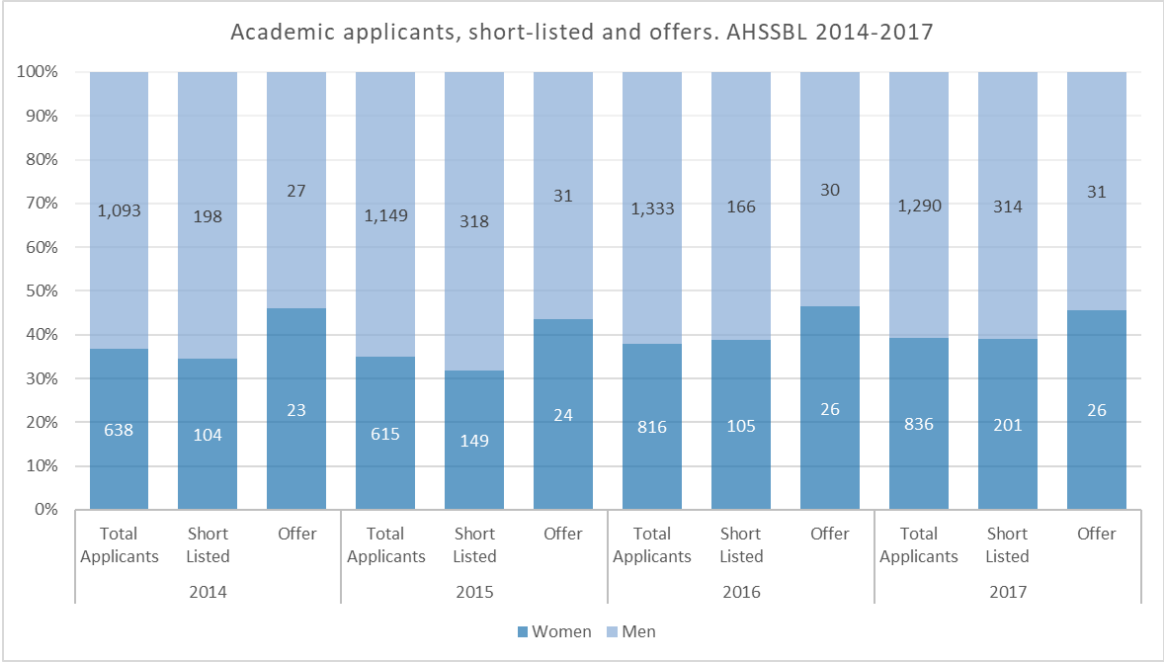


## Research Staff



Figures 47-49 show that women Research applicants in STEMM are more likely to be shortlisted and receive an offer. In AHSSBL although women are more likely to be shortlisted, over the last two years women applicants were less likely to receive an offer. The new recruitment actions described for academic staff will be launched university-wide (**see actions below**).

**Figure 47: Research staff applicants, shortlisted and offers (All University)**



Academic applicants, short-listed and offers. All University 2014-2017
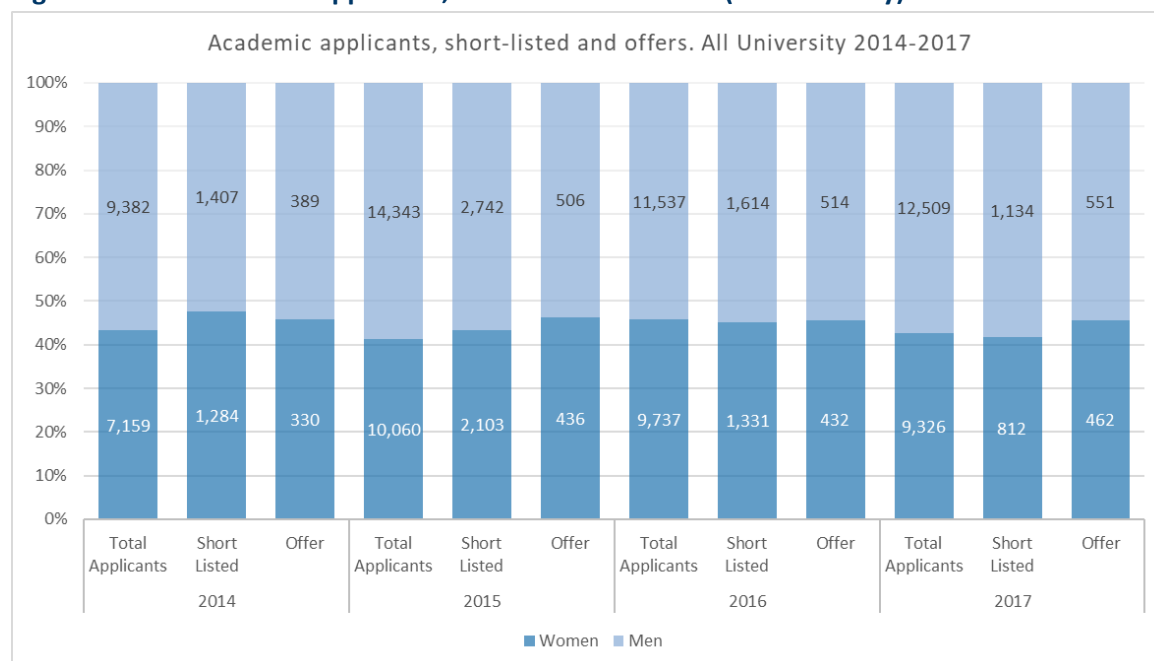
**Figure 48: Research applicants, shortlisted and offers (STEMM)**



Research applicants, short-listed and offers. STEMM 2014-2017
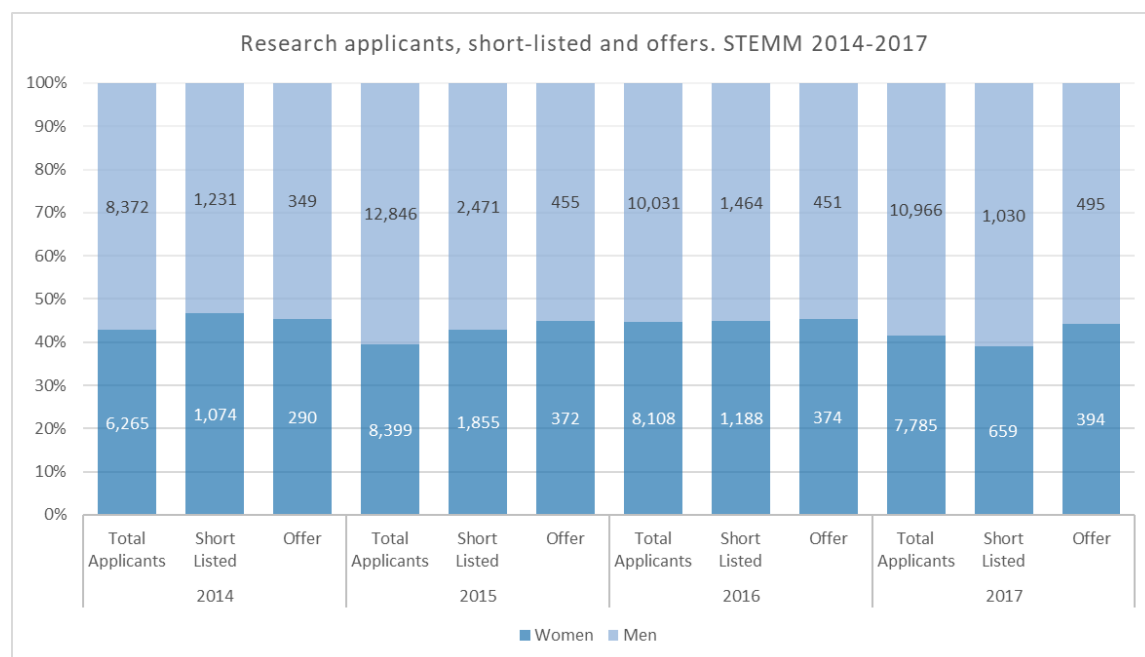
**Figure 49: Research applicants, shortlisted and offers (AHSSBL)**



Research applicants, short-listed and offers. AHSSBL 2014-2017
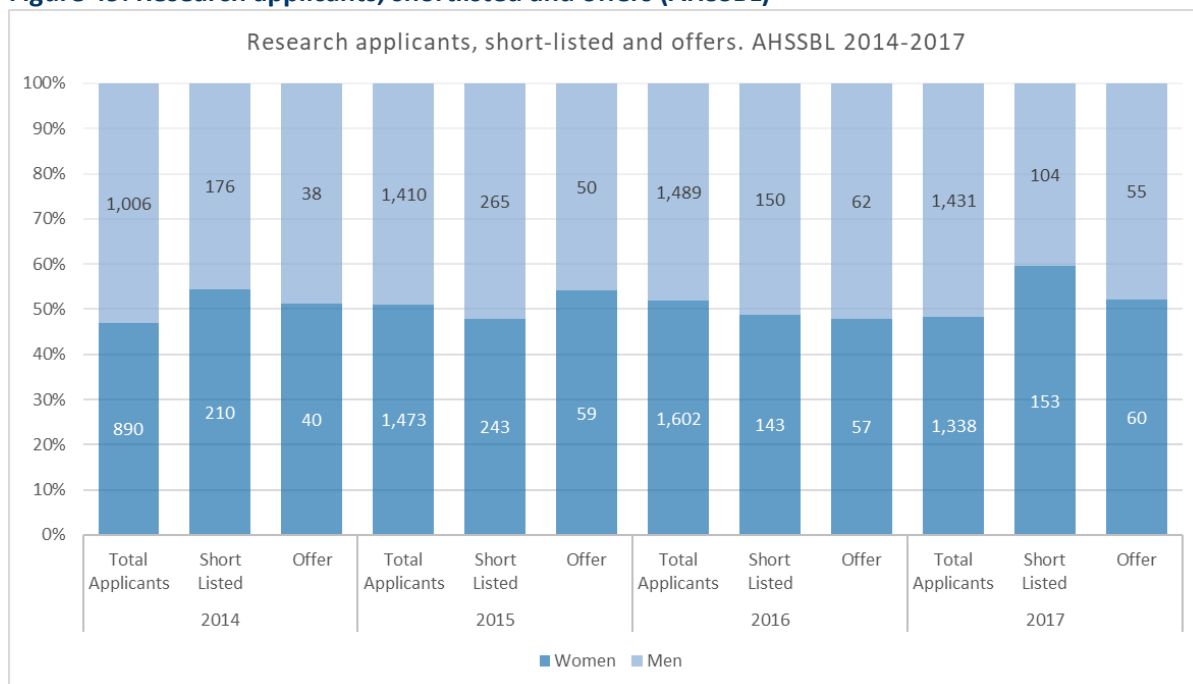
**ACTIONS**

**AP2.1a** Renewed awareness campaign / information sessions for those who undertake recruitment administration to maximise the use of web recruitment for processing applications as an end to end process. One session per school run annually.

**AP2.1b** Evaluate impact of new guidelines for drafting adverts and search activities which were launched 2017.

**AP2.1c** Selection specialists (head-hunters) briefed to ensure candidates put forward are diverse.

**AP2.1g** Further refinement of the University further particulars (standardised recruitment material for candidates) for use on both Windows and OS operating systems.

**Figure 50 E&D Online Training completion rate trend:**



Oct 2014
**28%**
→
Oct 2018
**79%**

**University-wide completion rates for E&D training has been a priority.** 79% of all staff have completed E&D training with strong personal directive from PVCI. We aim to further increase completion rates, especially for those involved in appointments **(AP2.0a)**.

We will introduce a requirement that staff retake E&D training every three years. (**AP2.0b).**

Since 2015 the number of staff (all categories) who have undertaken some form of recruitment training has more than trebled from 58 in 2015 to 202 in 2018, with a further 200 academics to be trained through 10 scheduled courses in 2018-19. Bespoke training has also been organised by STEMM departments, University Library and the Research Office.

**Figure 51: Staff (all) uptake of recruitment training by gender: Uptake has increased more than three fold since 2015**
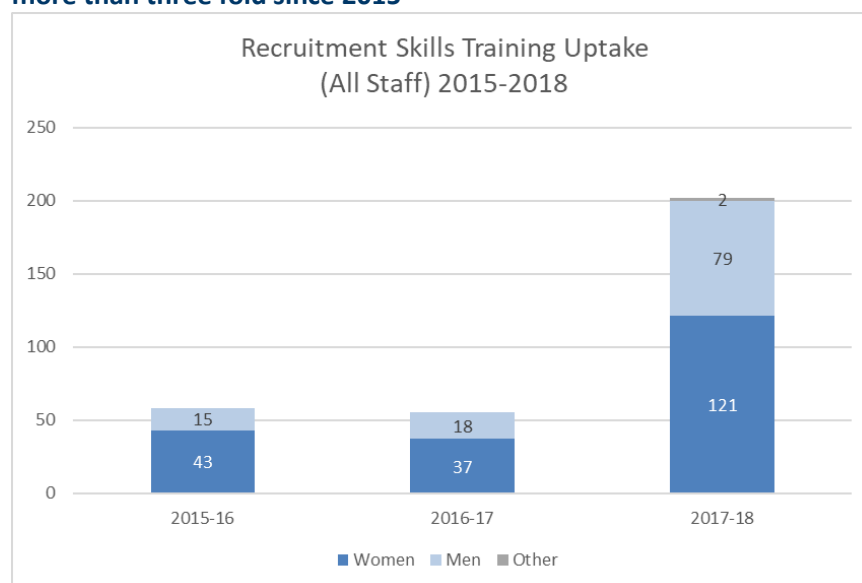


Increasing numbers of Academic staff have undertaken recruitment training.In 2016-17 13 Academic staff took up training (5W, 38.5%) rising to 76 in 2017-18 (26W, 34.2%W), This shows an increase men undertaking the training.

Since 2014 we implemented:

- ✓ Updated guidelines for **appointments committees** and all committee **chairs and members required to complete the 'E&D Essentials' online training module**.

- ✓ In 2017 PVCI informed Heads of Schools that E&D training completion needed to improve. Monthly reports are sent to each Department. **The PVCI personally contacts any HoS where the completion rate does not meet 100% for all staff involved in recruitment and at least 50% for all other staff**.

- ✓ **Termly reports on E&D Online training completion** to EDC.

---

**ACTIONS**

**AP2.0a** Increase Institution-wide uptake of E&D online training, especially those involved in appointments. Report to EDC termly.

**AP2.0b** Introduce guidance that staff should retake E&D online module every three years.

---

**(ii) Induction**

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

✓ **University induction webpages relaunched in 2016 with a new induction toolkit.**

✓ **Termly Welcome to Cambridge events for new staff.**

➤ **>70% of Postdoctoral researchers have attended a mandatory Postdoc-specific Induction.**

School staff surveys show that 23-70% of Academic staff were satisfied with their induction so induction is inconsistently delivered. A new website and manager induction toolkit was launched (2016) encouraging consistency of provision. The impact of these developments will be monitored (**AP3.1b**)

The toolkit can be tailored to include information about College/Department interaction, details of mentoring/buddying schemes etc. An evaluation will be undertaken **(AP3.1b).**

An **online Induction module** is also available for all staff; around 30% of new starters each year either attend a **University-wide Welcome to Cambridge** (WtC) event or complete the module (departmental inductions are locally recorded).

**WtC Induction events** (4 per year) for all new staff are always fully-booked.

**Figure 52 Online induction completion rates by post type and gender shows less engagement among academics compared to researchers.**



Online Induction Completions (Academic Staff) 2015-18
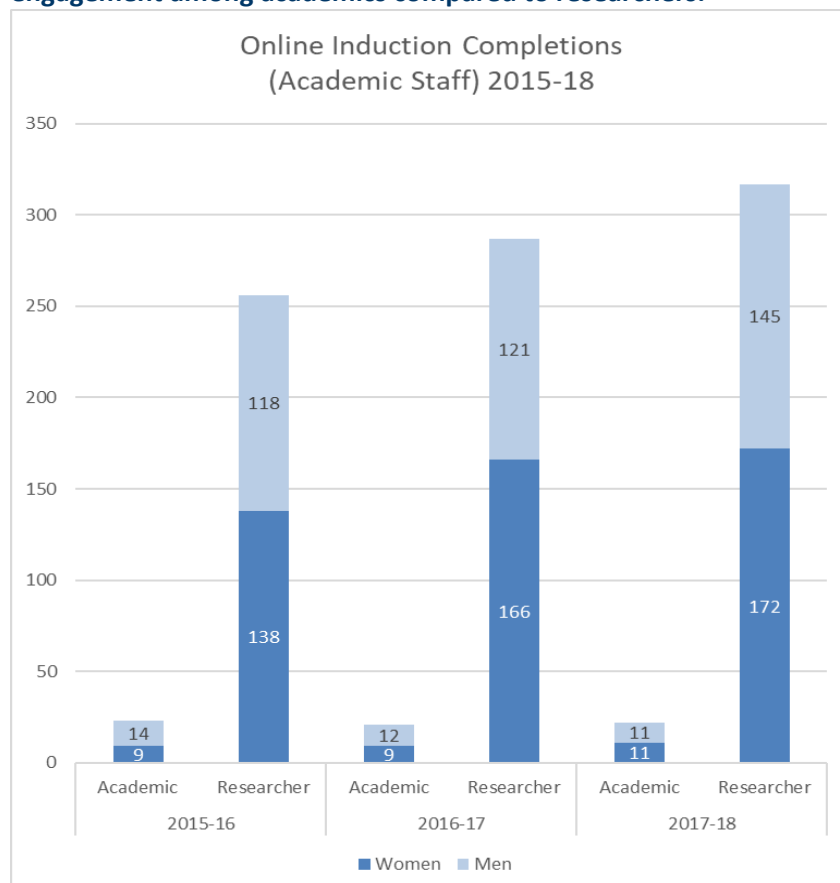
Few Academics attend the WtC events (in 2017-18 10 Academics (50%W), 65 researchers (52%W)) or complete online inductions (22 Academics (50%W), 317 researchers (54%W)) and the trend of uptake has remained flat.

To help all new Professors (recruited and promoted) understand how the University works (including the importance of ED&I) and to facilitate networking with colleagues, a **new annual Professorial Welcome and Networking Event** was launched in Autumn Term 2017 (40 of the 59 invited attended. **Twice per year all new academic staff will be invited to a Welcome Event**.

These events will be evaluated **(AP2.3b).**

The new University-wide staff survey (**AP1.2a**) will collect more complete information about induction completion and satisfaction.

---

**ACTIONS**

**AP3.1b** Update probation policy and attach a new managers' toolkit/guidance, evaluate effectiveness of induction and probation arrangements for new staff.

**AP2.3b** Monitor uptake and evaluate effectiveness of New Professors and New Academics Welcome to Cambridge events.

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### iii Promotion

**Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.**

The University operates an annual Senior Academic Promotions (SAP) exercise for promotion to the offices of Senior Lecturer (SL), Reader, and Professor. Applicants are assessed under three criteria: Research, Teaching and General Contribution.

A number of changes particularly for 2016-17 were implemented to encourage women to apply for promotion, resulting in a surge in applications that year. Since then an expected dip occurred as the pipeline is replenished and staff are supported toward being ready to make applications in future years.  The three objectives for increasing application numbers and successful promotion of women were:

**Figure 53 Strategy for improving senior academic promotion of women**

1. **Proactive Leadership: More prominent and structured leadership for academic promotions.**
   - ➤ **Greater focus on the HoD reviewing readiness for promotion,** focussing on readiness for promotion (5.3 ii).
   - ➤ **HoDs required to explain if the gender balance of applicants not in line with proportion of staff** in the relevant less senior role.
   - ➤ **Provision of data on eligible staff, previous applications/outcomes by gender, to HoDs** to encourage applications.

2. **Fair processes: Improvements to the promotions processes to make it as equitable and as transparent as possible.**
   - ➤ **Strengthened guidance on additional considerations for carers and associated leave to be taken into account**.

- ➢ Ensuring that **promotion** applications are **assessed over a candidate's whole career** not just at the last promotion.
- ➢ Revised guidance on **scoring for teaching and general contribution**.
- ➢ **Research impact recognised** as evidence of recognition/leadership.
- ➢ **Permissible to make three applications in any rolling three-year period** (rather than two).

## 3. Support for Applicants: Greater support for individuals to build skills and confidence to apply and succeed at promotions

- ➢ **SAP CV Mentoring Scheme to support more women applicants** by an experienced academic.
- ➢ **SAP Open Fora, hosted by PVCI** three times a year, to improve transparency, and provide information to encourage applications. **Since 2014, 10 SAP Fora held with >310 attendees (60%F).**
- ➢ **Improved feedback process by HoDs to unsuccessful applicants** to strengthening their case for future applications.

**IMPACT**

✓ **Increase of the proportion of women professors 15.2% in 2013 to 21.6% in 2018.**

✓ **In 2017, more women applied compared to the previous three years, especially for Professorships. A record 8.6% (66) of women in the eligible pool applied for promotion in 2017 compared to 3.9% in 2016 (Figure 54).**

✓ **In 2017 there was an 83% success rate for women applicants for Professorships compared with 55-70% from 2013-2016 inclusive.**

✓ **Promotion success rates for women overall have been higher than men with a particularly large difference of 12% in 2017 (in previous years, success rates for M & W matched).**

✓ **Gender representation guidance and associated data led to an increase in number of women applicants as well as improvement to gender representation on panels.**

**Figure 54 Applicants for Senior Academic Promotions by gender by office sought (2014-2018) -** applicant number and as a percentage of eligible pool showing greater fluctuations in the numbers of women who apply from the eligible pool than men (even allowing for an expected dip).

| | *2014* | | *2015* | | *2016* | | *2017* | | *2018* | |
|---|---|---|---|---|---|---|---|---|---|---|
| | *M* | *W* | *M* | *W* | *M* | *W* | *M* | *W* | *M* | *W* |
| **Applied** | | | | | | | | | | |
| Professor | 36 | 13 | 37 | 15 | 43 | 9 | 47 | 18 | 33 | 20 |
| Reader | 46 | 25 | 43 | 22 | 49 | 12 | *56* | *32* | 45 | 26 |
| SL | 12 | 20 | 22 | 11 | 23 | 8 | 21 | 16 | 29 | 14 |
| **Total** | **94** | **58** | **102** | **48** | **115** | **29** | **124** | **66** | *107* | *60* |
| *% of eligible pool* | *6.8%* | *8.3%* | *7.3%* | *6.9%* | *8.1%* | *3.9%* | *8.8%* | *8.6%* | *7.8%* | *8.3%* |

The eligible pool includes all staff in a grade (new staff and those recently promoted).

**Figure 55 Successful SAP applications by office sought 2014 -2018 -** applicant number and as percentage of applicants.

| | 2014 | | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Successful** | *M* | *W* | *M* | *W* | *M* | *W* | *M* | *W* | *M* | *W* |
| Professor | 23 | 7 | 28 | 11 | 28 | 5 | 27 | 15 | 23 | 14 |
| Reader | 28 | 14 | 26 | 15 | 30 | 7 | 36 | 23 | 34 | 19 |
| SL | 9 | 17 | 15 | 8 | 17 | 6 | 13 | 10 | 20 | 10 |
| Total | 60 | 38 | 69 | 34 | 75 | 18 | 76 | 48 | 77 | 43 |
| *% of applicants* | 64% | 66% | 68% | 71% | 65% | 62% | 61% | 73% | 72% | 72% |

The data shows a peak in the number of women applicants in 2017, and an expected drop in 2018 reflected success rates in previous rounds. More new women academics recruited and previous initiatives will have a positive impact on the number of women ready to apply in future rounds.

We will support increases in the proportion of women in the eligible pool who apply for promotion to levels comparable to men. Currently 7.8% (2018) of women in the pool apply. (**AP3.1a).**

<u>Promotion to Professor</u>

An increase in women applicants (Figure 56) has been maintained, with a success rate of 70 % (Figure 55).

This increase indicates that initiatives to support the promotion of academic women to more senior roles are having an impact. Recent promotions levels brings the University closer to the national average of 23.5% women professors (RG HESA Average), so further work on promotions and recruitment is planned to build on progress.

**Figure 56: Applicants for promotions to Professor by gender (2013-2018)**



**Applicants for promotion by gender - Professor**

| Year | Men Applicants | Women Applicants |
|------|----------------|------------------|
| 2013 | 42 | 9 |
| 2014 | 36 | 13 |
| 2015 | 37 | 15 |
| 2016 | 43 | 9 |
| 2017 | 47 | 18 |
| 2018 | 33 | 20 |
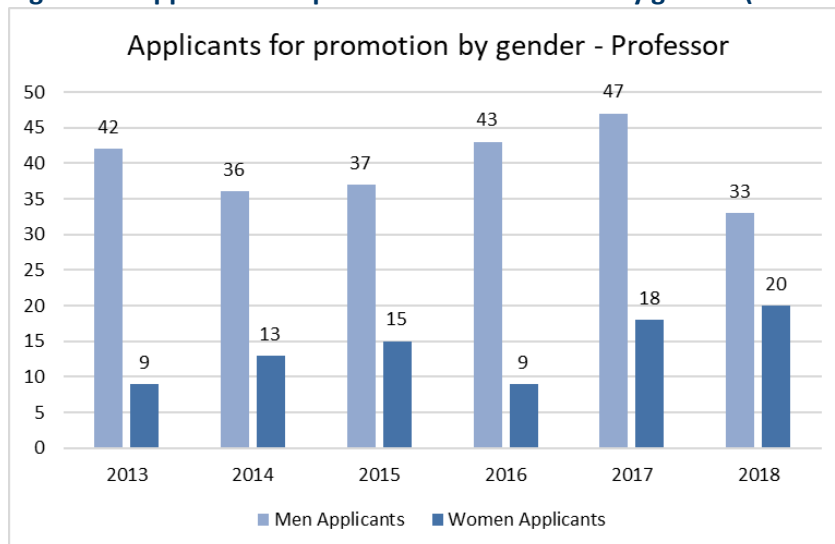
**Figure 57: Success rates for promotions to Professor by gender (2013-2018)**



**Promotion success rates- Professor**

| Year | Men Success % | Women Success % |
|------|---------------|------------------|
| 2013 | 69.0% | 66.7% |
| 2014 | 63.9% | 53.8% |
| 2015 | 75.7% | 73.3% |
| 2016 | 65.1% | 55.6% |
| 2017 | 57.4% | 83.3% |
| 2018 | 70.0% | 69.7% |
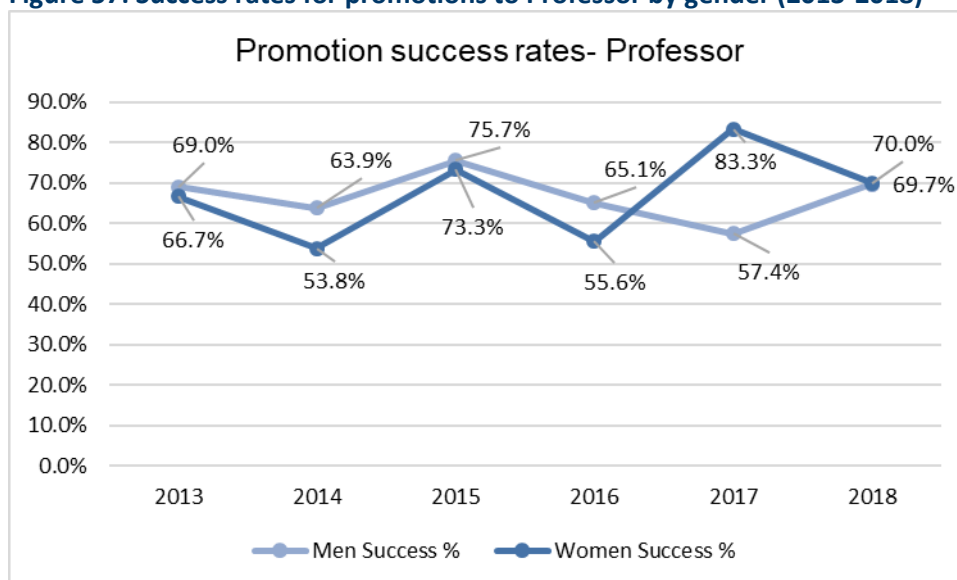
Only a third of Academic staff, and of women overall (~40% men) in the staff survey, thought that promotion processes at the University were fair. A focus group in 2017 with academics who had not applied / been unsuccessful, highlighted barriers to career progression that included: importance of accessible career mentoring and more transparent SAP process to raise confidence in the process.

**A new Academic Career Pathway (ACP)** scheme is now planned (see action below)**.**

Promotion to Reader
There was a decrease in the percentage of women who sought promotion to the position of Reader in 2018 (as was the case for men).

**Figure 58: Applicants for promotions to Reader by gender (2013-2018):** Fewer women applied in 2018. This was an expected drop because of the high level of success the previous year.
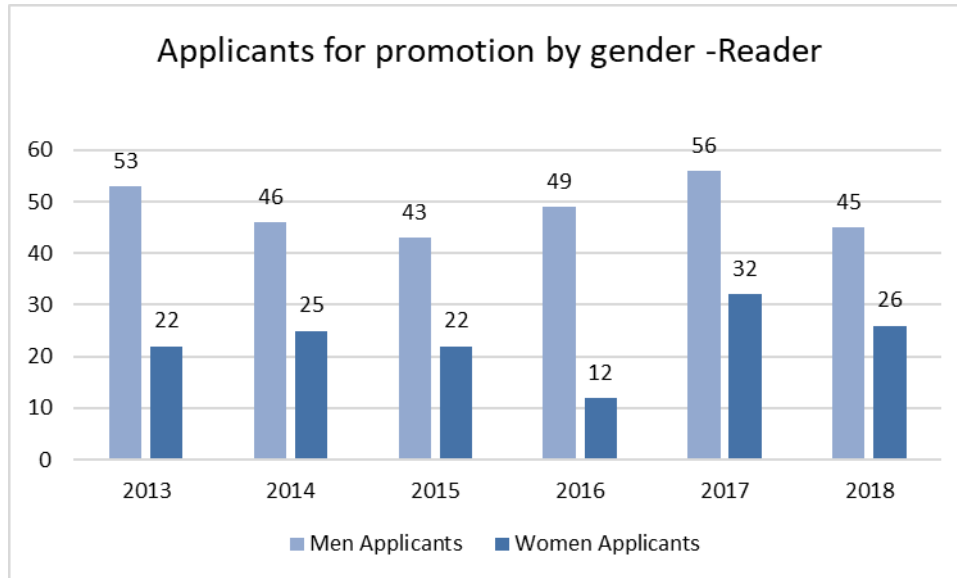


**Figure 59: Success rates for promotions to Reader by gender (2013-2018):** The success rates for women has remained consistent.
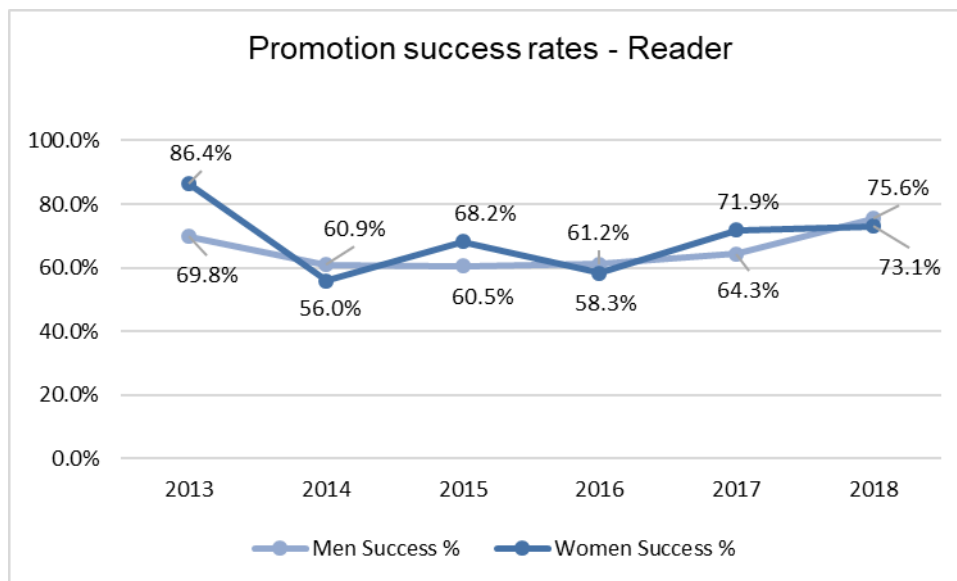


Promotions to Senior Lecturer (SL)

A smaller percentage of eligible women applied for promotion to SL in 2018. As part of the ACP work it has been identified that the SL role is unclear. Proposals to clarify this role will be taken forward during 2018-19.

**Figure 60: Applicants for promotions to Senior Lecturer by gender (2013-2018)**



Applicants for promotion by gender - Senior Lecturer
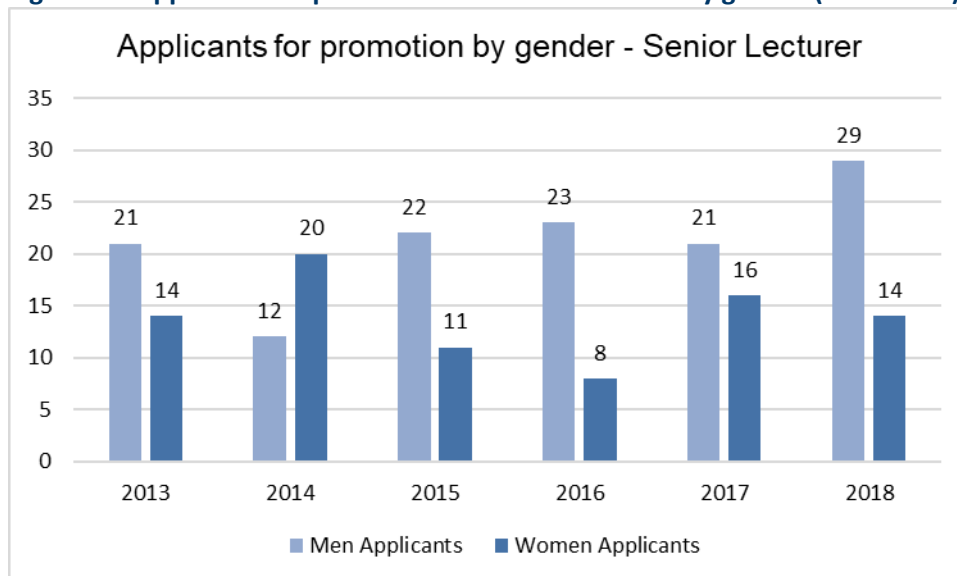
**Figure 61: Success rates for promotions to Senior Lecturer by gender (2013-2018)** The success rates for women has remained consistently above the rate for men since 2014, in previous years they diverged more widely.



Promotion success rates - Senior Lecturer
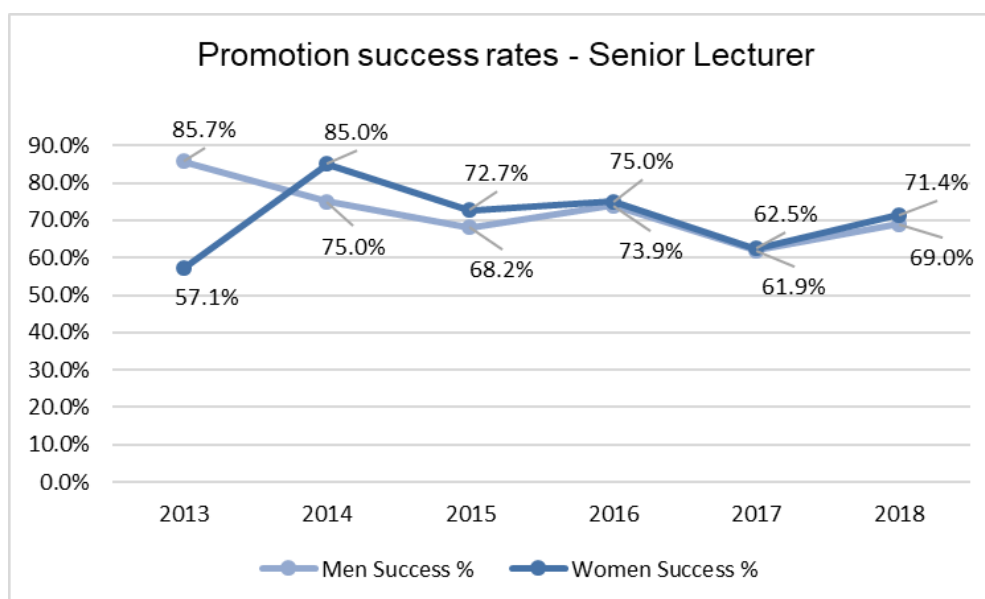
**Further reform is being introduced**. In 2018-19 the new ACP Scheme will replace the current promotions SAP and probationary scheme. This will provide more transparent criteria and offer support at different stages of an academic's career, including mentoring and career development workshops, so that academics apply at the right time, maximising the chances of success.

ACP will introduce:

- A PVCI led briefing and training to all Promotion Committees, HOS and HOD on mitigating implicit bias.
- Greater recognition of teaching and service (as well as research) with more transparent promotion criteria (where women report they undertake more of these duties).

- Consider introducing promotion pathways for academics that are primarily teaching or clinical based.
- Data on promotion outcomes across Schools will enable variation in promotion rates to be investigated and local interventions initiated.

See actions below.

The **Senior Research Promotions (SRP)** Scheme provides support for Senior Research Associates (SRA) to apply to more senior positions of Principal Research Associate (PRA) and Director of Research. Following the development of ACP, the Senior Researcher Promotions (SRP) scheme will be aligned to support career progression for research staff in a similar way (**AP3.1d**).

Immediate improvements to communication for SRAs and PRAs have been identified. The process differs from the SAP scheme and researchers interested in SRP often attend SAP workshops. The SCM holds an annual briefing workshop for researchers. This good practice will be implemented in other Schools (**AP3.1j**).

The reforms will involve the following actions:

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**ACTIONS**

**AP3.1a** Continue to require and analyse feedback from Heads of Institutions if the gender balance of applicants is not the same as the proportions in that office and support increases in the number of women in the eligible pool who apply.

**AP3.1d** Review the 2019 SAP exercise and monitor and evaluate the Academic Career Paths Scheme (2020) and revise the SRP to align.

**AP3.1e** Monitor changes in senior academic promotion processes, including impact of revision in criteria/weightings for a positive impact on application numbers and successful outcomes

**AP3.1f** Revise probationary arrangements as part of a career development framework.

**AP3.1g** Identify differences in School SRP promotion rates and support Schools to even out differences

**AP3.1h** Develop and consult on a teaching-only pathway, allowing promotion of teaching-only staff.

**AP3.1i** Undertake long-term evaluation of CV Mentoring Scheme for academics.

**AP3.1j** Identify and implement improved communication and support for promotion to SRA/PRA.

---

**Figure 62: Promotions data analysed by maternity leave** taken indicating that women who had taken a period of maternity leave in the last ten years were more successful in promotion compared to men or women with no recorded maternity leave during this period.

| Promotion Sought (2011-2017) | Men | | Women - no period of Mat L (2006-2016) | | Women- taken Mat L (2006-2016) | |
|---|---|---|---|---|---|---|
| | Success % | Total appl | Success % | Total appl | Success % | Total appl |
| Professor | 63.2 | 299 | 67.1 | 73 | 100.0 | 3 |
| Reader | 61.5 | 351 | 67.5 | 117 | 69.6 | 23 |
| SL | 71.8 | 142 | 71.6 | 74 | 79.2 | 24 |
| Total | 64.0 | 792 | 68.6 | 264 | 76.0 | 50 |

Figure 62 shows that taking a career break has not adversely impacted women's academic careers. Any impact of caring on career progression will be investigated. The Returning Carers Scheme (RCS) (which provides funds to support academic activity and build up the research profiles of those going on, or returning from, a period away from work) is having a positive effect with a 74% success rate overall (5.4).

Promotion by gender and ethnicity

**Figure 63: SAP data analysed by gender and ethnicity 2011-2017.** Where declared, men BME applicants were more successful in SAP applications compared to white applicants.

| Gender | BME SAP applications | | White SAP applications | |
|---|---|---|---|---|
| | Total applications | Success rate % | Total applications | Success rate % |
| Women | 35 | 74.3 | 308 | 70.1 |
| Men | 54 | 74.1 | 710 | 64.1 |

When SAP data are analysed by gender and ethnicity (Figure 63) there are differences in success rates between White and BME academics of both genders. Further analysis is planned within the REC process underway, and as part of the wider analysis of academic promotions outcome.

**(iv) Staff submitted to the Research Excellence Framework (REF) by gender**

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

**In the 2014 REF exercise (Figure 64):**
- 2,392 staff were eligible to be submitted (660 women, 27.6%).
- 1,975 staff were submitted, of whom 505 (25.5%) were women, compared to 26% in 2008 RAE.
- 76.5% of all eligible women were submitted compared to 84.9% of eligible men.
- Women, both eligible and submitted, were on average three years younger than men (44.8 versus 47.8 years). This may explain the gender balance observed as women may not have reached maximum research output.

The University's REF procedures were subject to an EAA and all REF panellists were required to complete E&D and IB training.

**Figure 64: REF 2014 eligible and submitted staff by gender and STEMM/AHSSBL**
illustrating that when the data is split by discipline for those returned, women were less likely to be submitted across both disciplines than men colleagues. In 2014 1, 975 staff were submitted, of whom 505 (25.5%) were women.

| | Eligible staff | Eligible - M | Eligible - W | % Eligible W | Eligible Staff % Returned | Returned M | % Eligible M Returned | Returned W | % Eligible Ws Returned | Average age Returned | Average age returned M | Average age returned W |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STEMM** | 1,495 | 1,162 | 333 | 22.3 | 82.5 | 989 | 85.1 | 244 | 73.3 | 47.0 | 47.8 | 44.5 |
| **AHSSBL** | 897 | 570 | 327 | 36.5 | 82.7 | 481 | 84.4 | 261 | 79.8 | 48.5 | 50.1 | 45.3 |
| **TOTAL** | **2,392** | **1,732** | **660** | **27.6** | **82.6** | **1,470** | **84.9** | **505** | **76.5** | **46.9** | **47.8** | **44.7** |

**Figure 65: RAE 2008 eligible and submitted staff by gender.** Age data are not available for RAE 2008

| | Eligible staff | Eligible – M | Eligible - W | % Eligible W | Eligible Staff % Returned | % Eligible M Returned | % Eligible W Returned |
|---|---|---|---|---|---|---|---|
| **STEMM** | 1,462 | 1,162 | 300 | 20.5 | 87 | 90 | 77 |
| **AHSSBL** | 749 | 479 | 270 | 36 | 88 | 89 | 85 |
| **TOTAL** | **2,263** | **1,674** | **589** | **80** | **87.5** | **89** | **85** |

**In the 2008** RAE the University submitted 85% of women compared to 89% of men. However in STEMM subjects the difference was greater, 77%W versus 90%M.

**An assessment of the 2014 REF was made in the 'Equality and diversity in the REF' report by the E&D Advisory panel where the methods used were commended**. The University commits to conduct the 2021 REF in-line with the highest E&D standards **(AP5.5)**.

> **ACTION**
> **AP5.5**     Develop a REF code of practice on the fair and transparent identification of staff with significant responsibility for research.

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

**(i)     Induction**

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

The University's induction scheme, 'Welcome to Cambridge (WtC)', is open to PSS as well as academic staff (see section 5.1.ii). The effectiveness of induction processes is evaluated via staff surveys and in the induction feedback.

**Figure 66: Welcome to Cambridge attendance PSS**

Welcome to Cambridge Attendance
(PS Staff) 2015-18

| Category | Men | Women |
|---|---|---|
| Academic Related (2015-16) | 16 | 43 |
| Assistant (2015-16) | 22 | 52 |
| Academic Related (2016-17) | 14 | 42 |
| Assistant (2016-17) | 15 | 53 |
| Academic Related (2017-18) | 16 | 55 |
| Assistant (2017-18) | 32 | 85 |
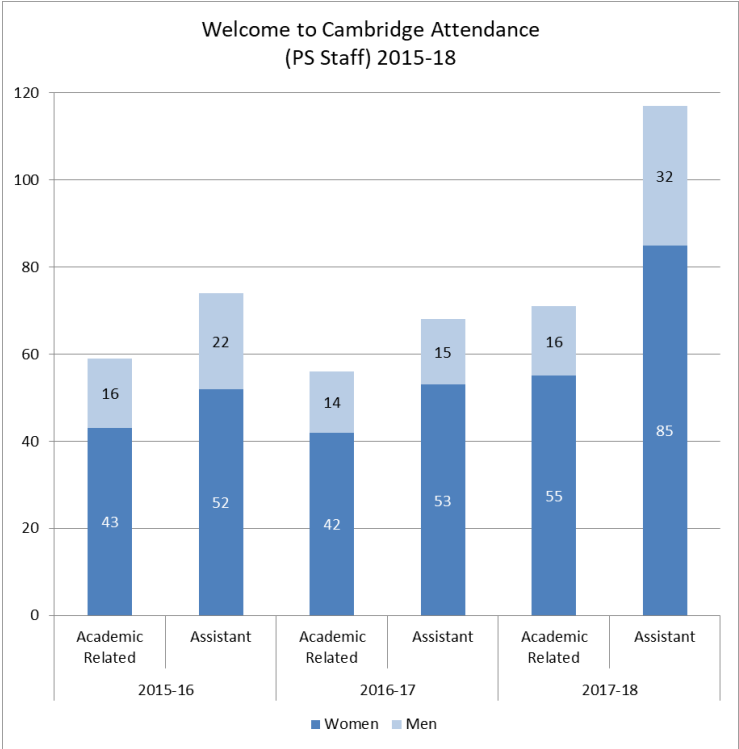
■ Women  ■ Men

There has been an overall increase in the numbers of staff receiving an induction. 2017-18 saw >58% more Assistant staff attending a WtC event than the previous year. The trend for more women than men attending induction sessions continues.

The online induction module is also available for PSS:

**Figure 67 Online induction completion (PSS):** the trend continues of more women completing the induction than men although the proportion of Academic-related men completing online induction in 2017-18 was 66.5%, 2015-16).



Online Induction Completions by Job Type and Gender (PS Staff) 2015-18
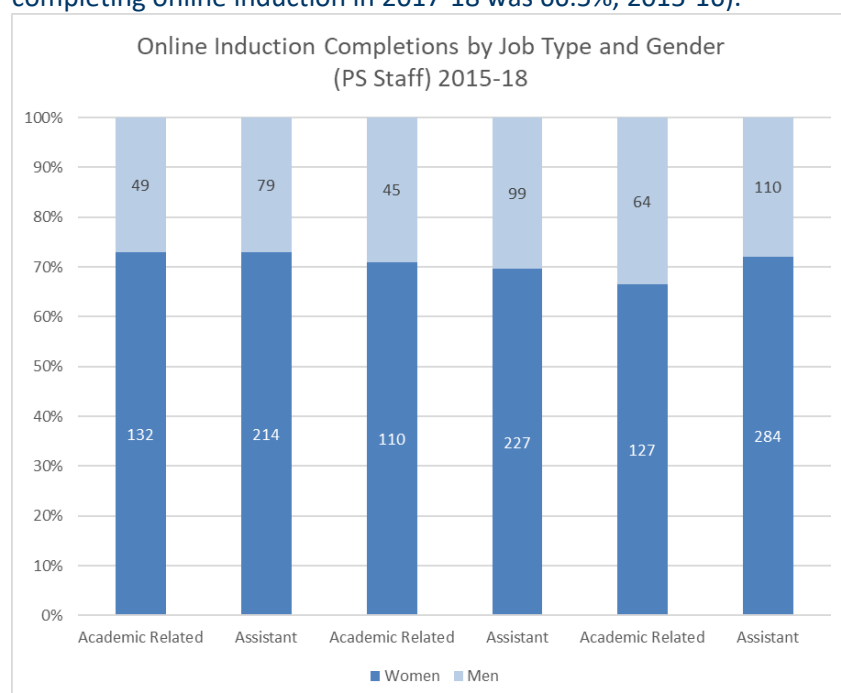
✓ **New UAS PSS are informally allocated a mentor to help with the settling in process.** This process will be formalised, and will use the OPdA mentoring model (5.2.iii) **(AP3.2a)**.

> **ACTION**
> **AP3.2a** Increase access to mentoring opportunities for PSS to further their personal and professional development including opportunities as job shadowing and secondment.

(ii)     **Promotion**

**Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.**

➢ **More women in higher grades since 2013.**

✓ **Women more likely to move up the grade scale.**

✓ **The proportion of men and women Assistant staff who move to Academic-related roles does not appear to differ.**

Promotion for PSS is either through re-grading of the current role (the University uses HERA) or through application and appointment to another role at a higher grade.

**Figure 68: Progression of PSS between 2013 and 2016.** Of 3,392 PSS employed over this period, 728 (21.4%) changed grade. This change was either due to regrading of their current role or moving to a new position within the University.

| Job Type | | Total | Grade increase over period | | | | Total no. changed grade | % Total Change | % >1 grade change |
|---|---|---|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4+ | | | |
| Academic Related | Men | 565 | 75 | 7 | 3 | 1 | 86 | 15.60 | 12.50 |
| | Women | 588 | 100 | 21 | 0 | 0 | 121 | 21.60 | 16.50 |
| Assistant | Men | 877 | 128 | 43 | 3 | 1 | 175 | 20.80 | 25.80 |
| | Women | 1,362 | 277 | 61 | 8 | 0 | 346 | 26.60 | 19.10 |

Figure 68 shows movement for different staff groups and grades, by gender, between 1 August 2013 and 31 July 2016, for staff employed over the period (3,392 PSS). For Academic-related staff, where the numbers of men and women are relatively similar, **more women in this cohort (21.6%) moved to higher grades, compared to 15.6% of men**, over this period.

All University PSS are eligible to apply in the Contribution Reward Scheme (CRS) which recognises staff performing above the level expected for the role.

**Figure 69: Application, success rates and gender split PSS Contribution Reward Scheme (CRS) (for each Equal Pay Review period) between 2014 and 2018.**

| Applications | CRS 2014 | | CRS 2016 | | CRS 2018 | |
|---|---|---|---|---|---|---|
| | Men | Women | Men | Women | Men | Women |
| Total Applications | 242 | 357 | 232 | 435 | 284 | 496 |
| Gender Split | 40.4% | 59.6% | 34.8% | 65.2% | 36.4% | 63.6% |
| Overall PS gender split | 41.0% | 59.0% | 40.2% | 59.8% | 39.1% | 60.9% |

| Awards | CRS 2014 | | CRS 2016 | | CRS 2018 | |
|---|---|---|---|---|---|---|
| | Men | Women | Men | Women | Men | Women |
| Total Awards | 225 | 319 | 192 | 383 | 210 | 413 |
| Gender Split | 41.4% | 58.6% | 33.4% | 66.6% | 33.9% | 66.1% |
| Overall PS gender split | 41.0% | 59.0% | 40.2% | 59.8% | 39.1% | 60.9% |

| | CRS 2014 | | CRS 2016 | | CRS 2018 | |
|---|---|---|---|---|---|---|
| | Men | Women | Men | Women | Men | Women |
| **Success Rate** | 93.0% | 89.4% | 82.8% | 88.0% | 73.9% | 83.3% |

| | CRS 2014 | | CRS 2016 | | CRS 2018 | |
|---|---|---|---|---|---|---|
| Overall PS gender split | 41.0% | 59.0% | 40.2% | 59.8% | 39.1% | 60.9% |

CRS Success Rate by gender
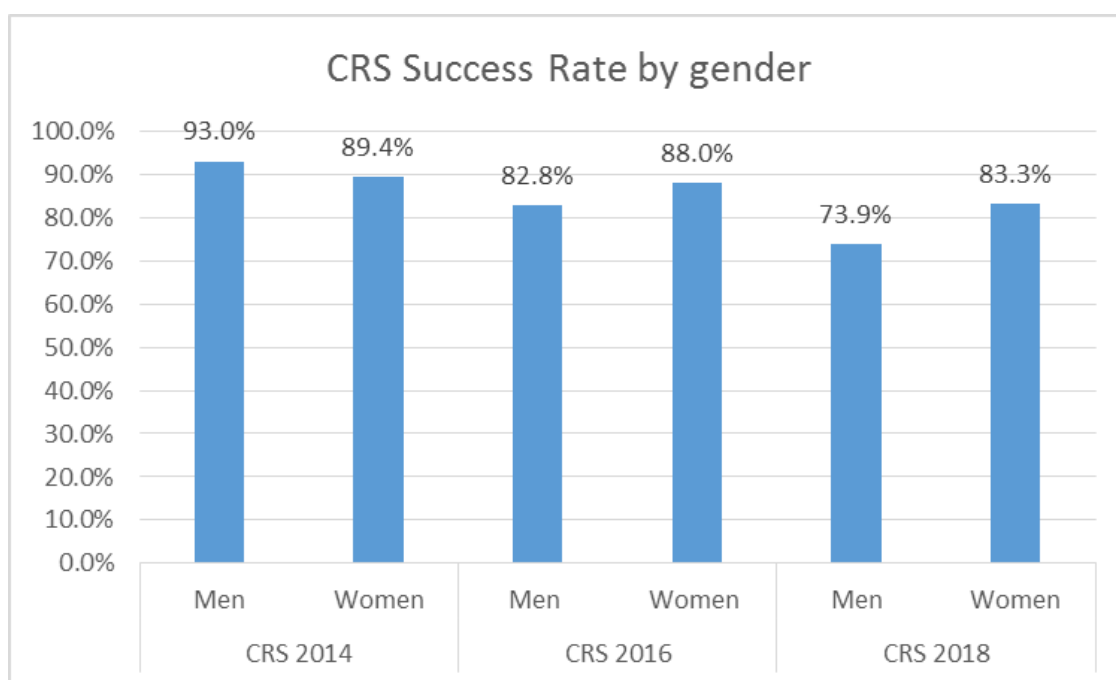
Since the last submission the University has conducted an internal pay relativities exercise and reviewed its CRS. The analysis of CRS shows **women's share of applications is higher than men's**. In 2018 63.6% of all applications come from women, compared to 36.4% men. This is slightly lower than 2016, but higher than 2014.

- **Women have a higher share of awards**, 66.1% compared to 33.9% in 2018 and are consistently higher year on year.
- The overall application and awards **distribution shows women do slightly better** when compared to the overall gender split for PSS.

**Figure 70: Increment received by gender for PSS categories from 2014 to 2017.**

| Staff category (starting) | Women who have received one or more contribution increments | | | | Men who have received one or more contribution increments | | | |
|---|---|---|---|---|---|---|---|---|
| | 1 increment | 2 increments | 3 increments | 4 or more increments | 1 increment | 2 increments | 3 increments | 4 or more increments |
| **Academic-Related** | 130 | 30 | 5 | 2 | 87 | 17 | 5 | 3 |
| **Assistant** | 287 | 57 | 3 | 1 | 133 | 28 | 6 | 0 |
| **Total** | 417 | 87 | 8 | 3 | 220 | 45 | 11 | 3 |

Although women have a high success rate, the monetary value they receive under CRS is lower than men.

The 2018 average basic salary for women is £34,976 and for men is £42,713. The application of one increment means a difference of £232.11. A new CRS will be consulted on (**AP1.1i**) during 2019 to address inequality and increase transparency including:

1. Encourage departments to be proactive and inclusive when considering candidates to put forward.
2. Automatic review of staff eligible for contributory pay points where progression is only possible through the CRS (currently 30% of all PSS staff fall into this category).
3. More funds made available for CRS to increase number of overall awards made and their value.

---

**ACTION**

**AP1.1i** Consult on and implement proposed changes to CRS scheme for PSS to which aim to achieve greater monetary parity between the genders and ensure there are no barriers to progression for women.

**AP1.1d** Launch a new comprehensive inclusive leadership programme to ensure line managers understand how their decisions and actions directly and indirectly impact on gender pay. (See action in section (v) Equal Pay.)

---

**5.3 Career development: academic staff**

(i)    **Training**

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

**Figure 71: Uptake of training courses by all staff for the last 3 years.** In 2017-18, 4,585 of online training occurrences were due to compulsory GDPR module. The online and face-to-face training figures are separated into PPD (general courses), E&D and IB modules (the latter introduced in Jan 2017).



Training Uptake by Gender and Delivery Method
All Staff 2015-2018

| | F2F | PPD online | E&D online | F2F | PPD online | E&D online | IB online | F2F | PPD online | E&D online | IB online |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2015-16 | | | 2016-17 | | | | 2017-18 | | |
| Other | 20 | 206 | 0 | 264 | 194 | 0 | 0 | 345 | 810 | 0 | 0 |
| Men | 346 | 763 | 743 | 1194 | 626 | 1583 | 102 | 1031 | 2126 | 1079 | 539 |
| Women | 536 | 1831 | 707 | 2150 | 1548 | 1935 | 235 | 2171 | 3904 | 1400 | 886 |
| W% | 59% | 65% | 49% | 60% | 65% | 55% | 70% | 61% | 57% | 56% | 62% |
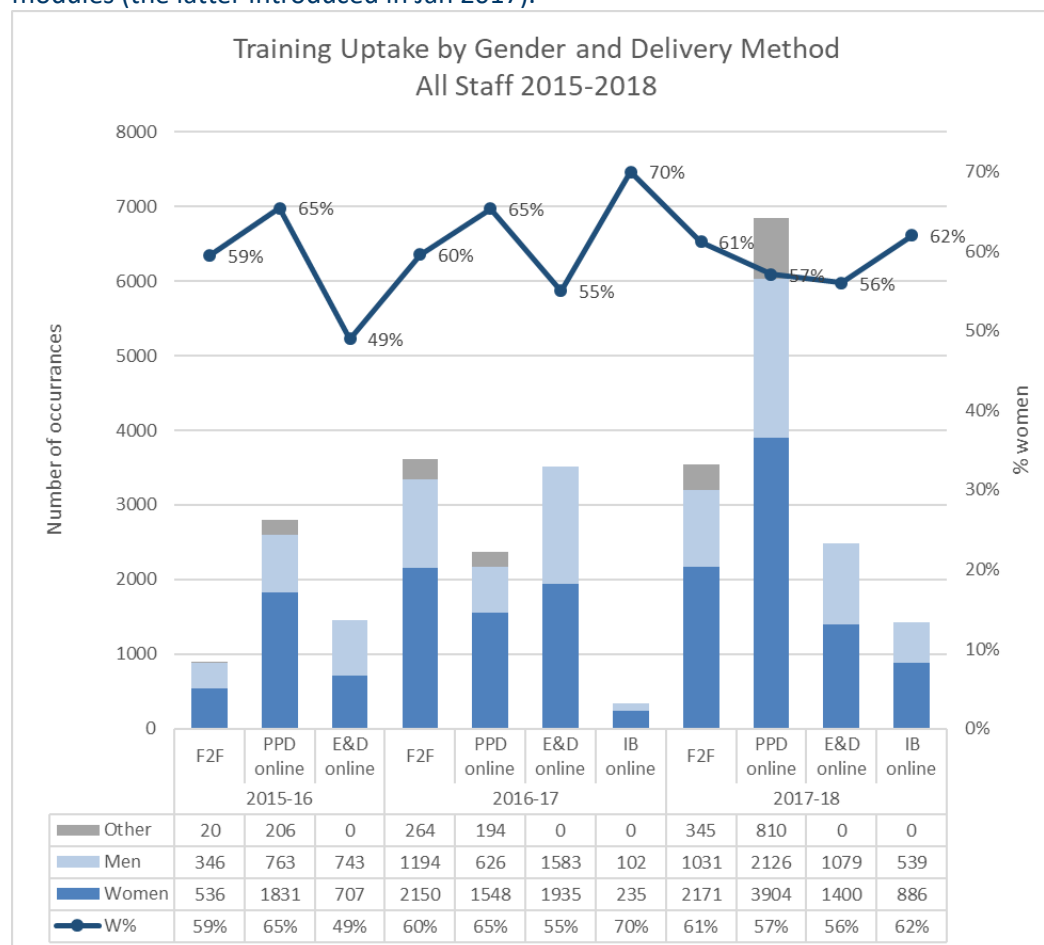
**Figure 72: Training uptake Academic staff.** Year on year there has been an increase in the numbers of staff undertaking training
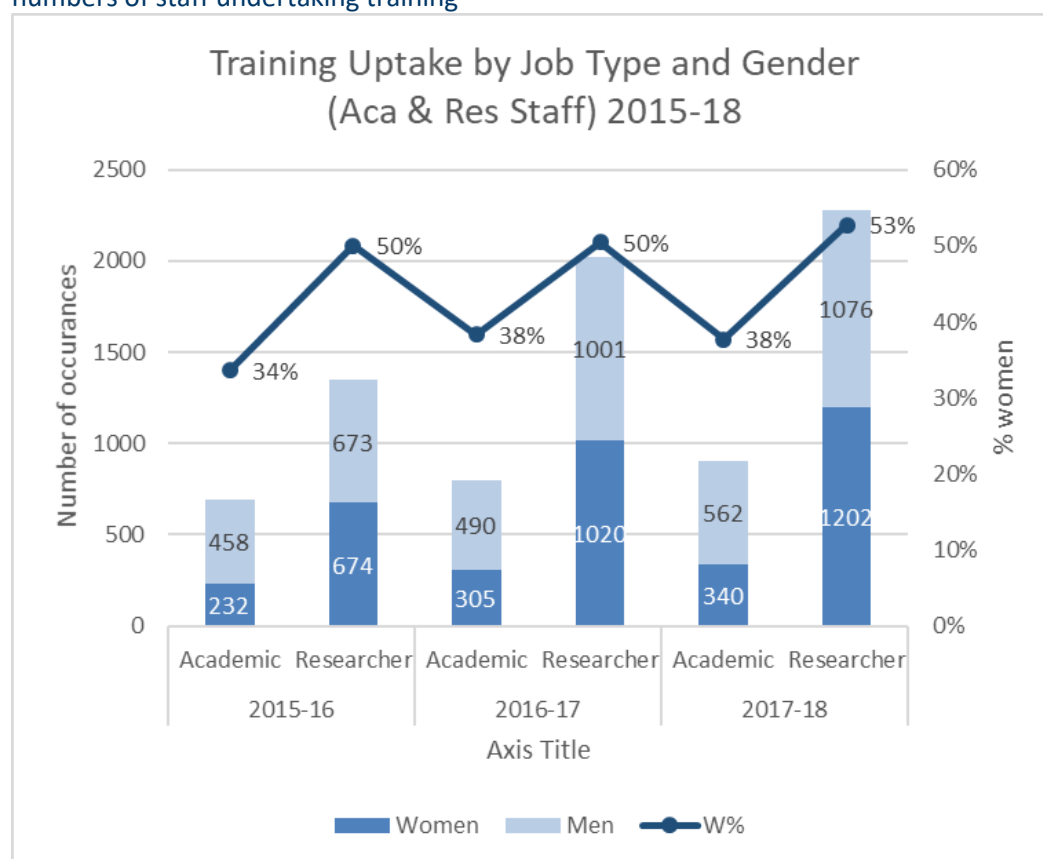


The **Personal and Professional Development** (PPD) team co-ordinates a broad portfolio of free online modules and face to face training advertised via email and webpages. Bookings are made online and evaluations implemented.

No standardised longitudinal evaluations are undertaken, so participants will be contacted a number of years post training to assess the impact it has made on their careers **(AP3.4a)**.

2014 training action points focused on:
- Improving leadership schemes for senior leaders and researchers
- increasing E&D and IB training uptake

Academic and Researcher training uptake (Figure 72) has remained fairly consistent since 2015, with only ~15% and ~19% of all those cohorts, respectively, engaging.

Women comprise 29.7% of academic and 46.2% of researchers so they are proportionately over-represented on training uptake. Leaders will be made aware of the need to support and encourage the development of both men and women academics **(AP3.1c)**

Survey data indicated that ~63% of academics were satisfied with training available, ~12% were unsatisfied and ~22% were neutral. Satisfaction ratings will be assessed through long term evaluation **(AP3.4a).**

**ACTIONS**

**AP3.1c** Ensure those on leadership programmes are aware of the need to support the career development of women.

**AP3.4a** Improve quality of data collection on training courses especially long-term evaluation of training programmes.

**Leadership Training**

**Figure 73: The improved Leadership Attributes Framework**



**Figure 74: Overview of Leadership Development Programme for Academics mapped across staff grades**



The 2014 Action Plan aimed to further develop aspiring leaders and those already in post.

Academic leadership training centres on the **Senior Leadership Programme (SLP)** which supports those interested in progressing to HoI roles through to experienced HoIs (figure 74).

Run in small cohorts, since 2015, 73 academics have participated (42.5%W), of whom 13 (6W, 46%W) were promoted, most reaching grade 12. Participation in SLP has significantly increased. 9 academics participants in 2015-16 (5W, 55%W) increased to 39 in 2017-18 (16W, 41%W) due to emphasis on improving academics' leadership skills.

> **SLP Level 1 participant:**
> "I would highly recommend the course to other leaders. It made me think about challenges that I am facing as a leader, and approaches to overcoming these."
> Female participant

While, proportionately, more women than men participate in training overall, more men academics participate in leadership programmes.  In future more women will be encouraged to take part in SLP (**AP3.4b)**.

---

**ACTIONS**
**AP3.4b**   Increase the number of women taking part in SLP.

---

An online IB module launched in 2017 alongside E&D training, underpins the University's initiatives to improve gender balance and is being prioritised (**AP2.0c**).
The IB module dramatically increased staff completion (Figure 75).

✓ A PVCI-led drive and Departments level promotion has helped increase IB training completion.

| Staff groups | Participant | Year | Outcome / plans |
|---|---|---|---|
| All groups | 1762(64%W); 13.8% of the total workforce | To-date | 717 (>40%) completed evaluation 93% plan to take action to mitigate bias |
| Academics | 59 (41%W ) | 2016-17 | |
| Researchers | 38 (50%W) | | |
| Academics | 199 (37%W) | 2017-18 | > 5½ times more completions than 2016-17 |
| Researchers | 433 (54%W) | | |

External experts have supported this work: Professor Jenny Saul (2015) and Femi Otitoju, Challenge Consultancy (2016). 418 staff (72%W) attended these workshops. Since 2017, IB training, seminars and workshops are run in-house.

All involved in recruitment and promotion will be required to undertake IB training (in addition to required E&D module) and will be rolled out to all staff incrementally (**AP2.0c**).

Section 5.1.i details the increase in **<u>E&D Online module</u>** uptake.

**Figure 75: Uptake of IB training, both face to face and online** showing the increase in IB training uptake in the proportion of academics men participating.
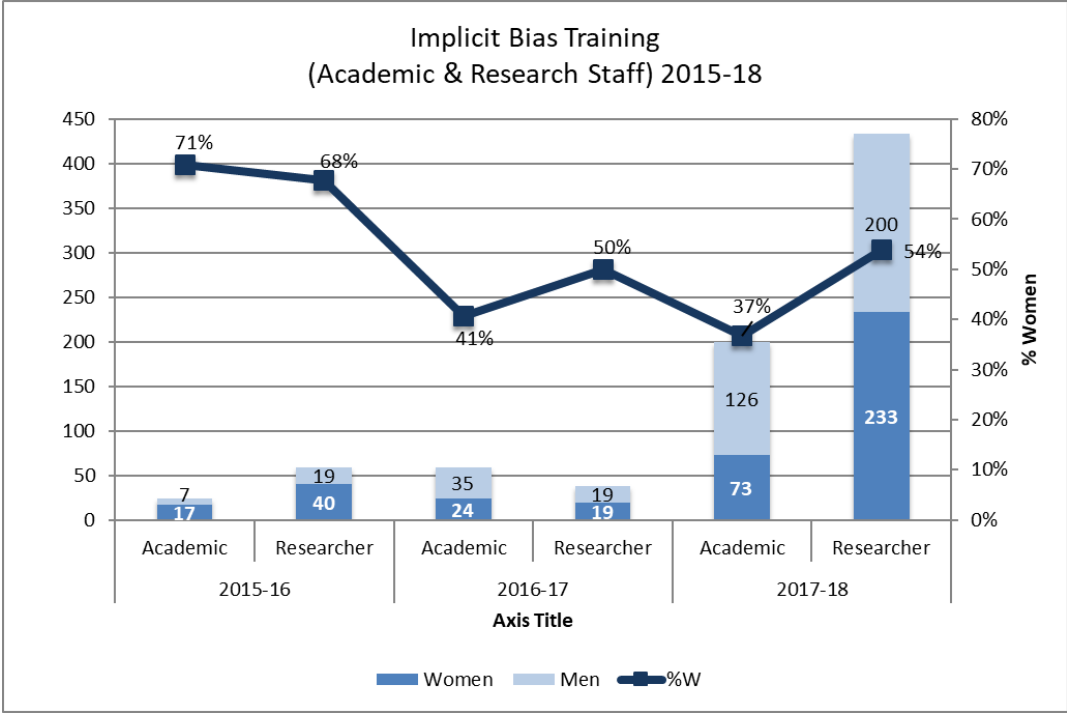


**ACTION**

**AP2.0c**  Implicit Bias Training to be extended to all staff groups. Promote in-house IB training programme and online resources and monitor uptake.

**Researcher Development (RD)**

The 2014 Action Plan committed to increase and improve RD.

The improved Researcher Development Framework (CamRDF) helps researchers achieve the aim of becoming professional researchers in academia or elsewhere.



**Figure 76: The four CamRDF competencies that every researcher should develop throughout their research career.**

**Figure 77 Participation in CamRDF from 2015-2018:** shows increased participation since 2015 when 1801 participated compared to 2834 in 2018, **an increase of >50% over three years**. There has been a 175% increase in Postdoc training and 26% increase in PhD training since 2015-16.



CamRDF Uptake 2015-18
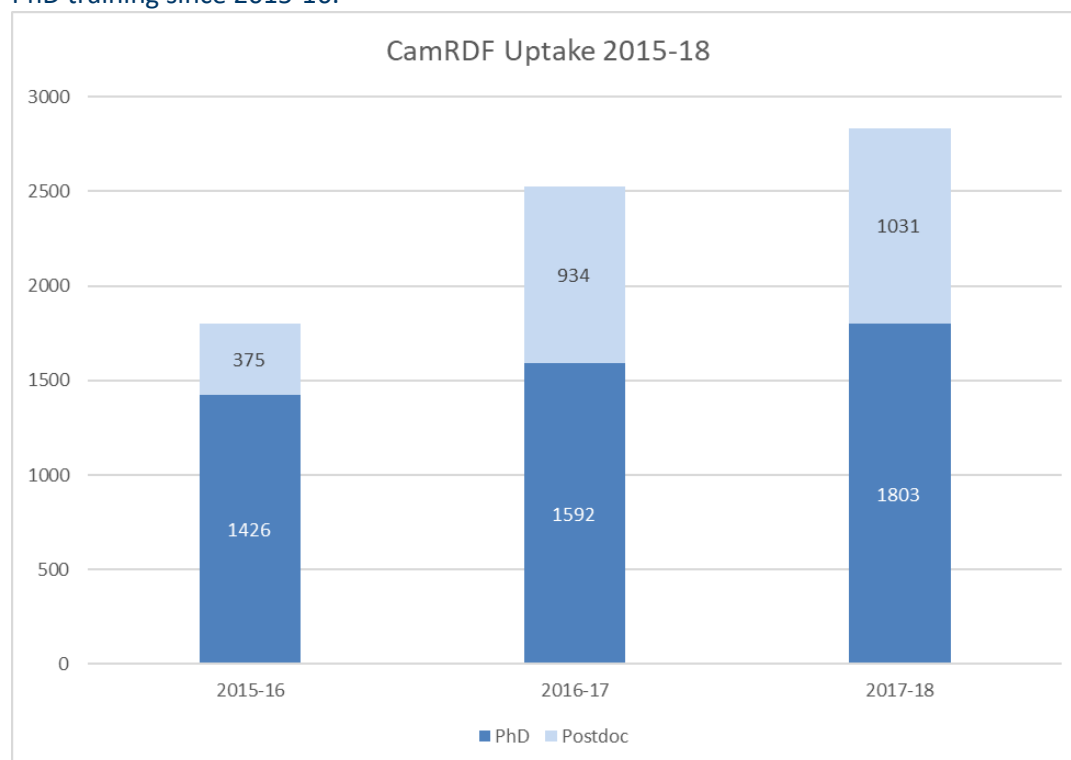
CamRDF will be evaluated an online RD Log introduced **(AP3.4c)**, sharing data with student and staff information systems so uptake by gender can be monitored.

**Other provision:**

| Course | Objectives / target group | Participants /Notes |
|---|---|---|
| Pathways in Higher Education Practice | New Lecturers covers probation, work-life balance, career progression, IB | 289 (~33%W) |
| Emerging Research Leaders' Development Programme | Postdocs about to achieve research independence | 30 (50%W) Relaunched and capacity doubled (2017-18) |
| Being a Research Leader | AHSSBL Postdocs | 13W and 1M (2017-18) |

Issues over male PI management of students and Postdocs led **one department** to initiate a bespoke leadership programme. Four sessions are run per year with 6-8 Academic participants. Impact: lower reported management issues, benefiting women in particular.

**ACTIONS**
**AP3.4c** The CamRDF will be evaluated including the introduction of a Researcher Development Log

**(ii) Appraisal/development review**

> **Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.**

Progress on increasing engagement has been made since 2014. Focus is now is increasing uptake and quality of appraisal.

✓ Briefings were developed to support SAP/SRP in 2015-16

➤ **Major progress in STEMM Departments where AS work has focused on appraisal with a 45% increase in women uptake and 61% increase in uptake by men since 2014**.

**Figure 78: Number and proportion of Academic Staff Participating in Appraisal 2014-16** showing that the proportion of women participating in appraisal is higher than men, 45% increase (W) and 61% (M) uptake since 2014
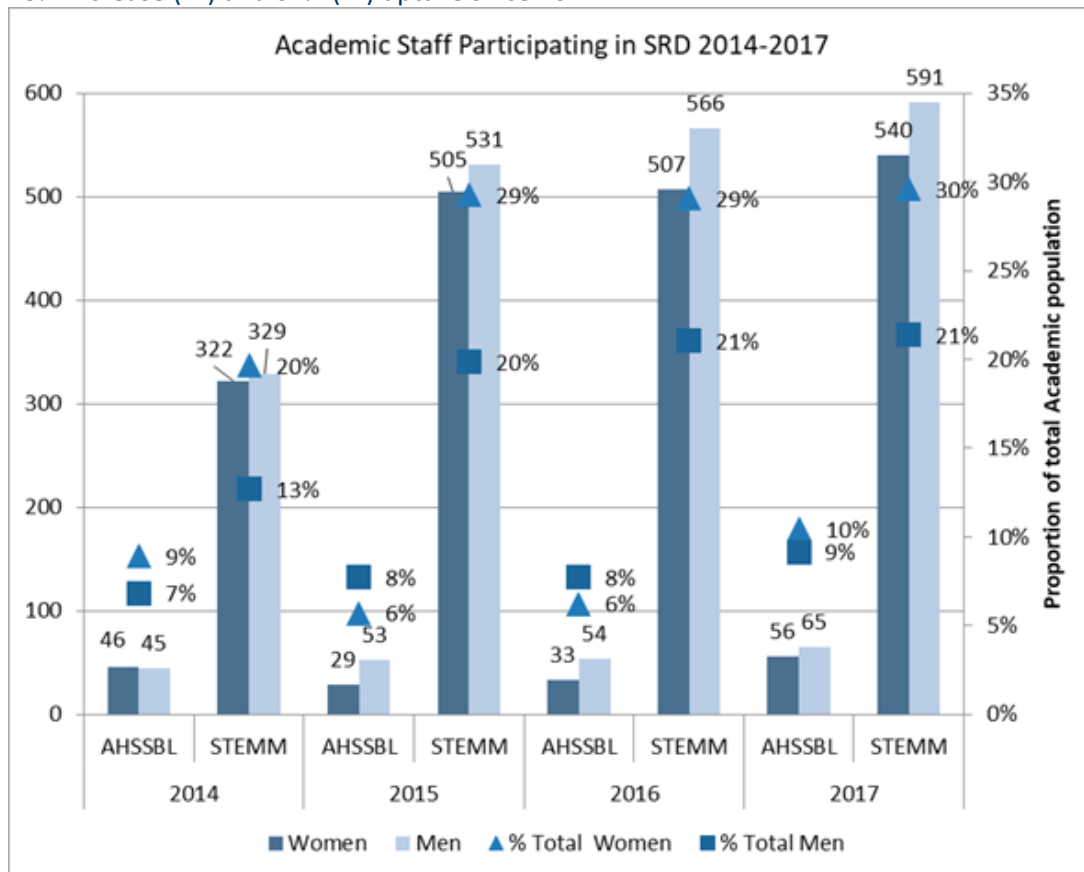


The University expects all staff to have the opportunity of an appraisal meeting at least every two years but uptake is low.

> In response to an audit showing that many staff had not had any form of review for some years, in 2014 the **School of Clinical Medicine** introduced an annual School-wide scheme for **all** staff. In 2016 SCM reported appraisal uptake had risen to 78% of all eligible staff in post for at least a year having been appraised in the previous 18-month period.

To increase appraisal uptake, communications from HR will be improved and data on uptake will be provided to HoDs **(AP3.3a)**.

48-68% of academic staff reported that they found their last appraisal useful, so implementation varies widely.

An online training module to support appraisal for all staff was introduced (2014) with 173 completions in 2016-17 (latest data available). Face-to-face sessions for reviewers (N=132 (41%W) in 2016-17) and reviewees (N=265 (49%W)) are run termly, alongside bespoke training for individual Departments.

Academic and Research staff show very low uptake of appraisal training: N=29 (~1/3W) reported in 2017-18, fewer than in 2015-16 (N=67, 54%W). Further efforts to increase these figures will be undertaken (**AP3.3a, AP2.3d**).

A working group is planned to improve uptake, quality of appraisal and guidance to help career progression (**AP3.3b+c**). Particular focus will be on PI training, emphasising the importance on RD **(AP2.3d)**.

---

**ACTION**

**AP2.3d** PI training on management and the importance of Researcher development, particularly appraisals

**AP3.3a** Improve uptake of appraisal training, (appraiser and appraisee) both online and face-to-face.

**AP3.3b** Streamline appraisal process to improve appraisal uptake and quality of appraisal

**AP3.3c** Disseminate best practice from departments that have increased uptake of appraisal

---

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

**Comment and reflect on support given to academic staff including Postdoctoral researchers to assist in their career progression.**

Since the Office of Postdoctoral Affairs' (OPdA) was established in 2014, the visibility of, and services to, Postdocs have dramatically improved. 8FTE staff at three Centres in different parts of Cambridge, offer holistic support including a dedicated website.

✓ **OPdA also supports:**

| Title | Activity | Numbers/Notes |
|---|---|---|
| RisingWISE | **Women led** - Women in STEMM **entrepreneurship** with enterprising women from Oxford, Cambridge and industry | |
| Researchers14 group | **Strategic support of researchers** | Co-founders |
| **HR Excellence in Research work** | | renewed 2018 |
| | Hosted first **National Postdoc Meeting** | 2017 |
| | **local Postdoc representation** | >85% of Postdocs now represented in Department committees |
| **Postdoc mentoring scheme** | Understanding of career options, career progression and self-confidence | 64% of mentees are women (37/58) |
| | **Career events and training opportunities** | 49% of attendees were women compared to 47% in 2016-17, and 46.2% of the Postdoc population (2017-18) |
| | **Postdoc induction promotion** | 70% uptake |
| **Postdocs2Innovators (p2i)** | **Entrepreneurship** | >200 Postdocs 2018 47% - women, (increase from 36% in 2017) |
| Borysiewicz Innovation **Postdocs Fellowship** | **leadership training** involving mentors / experts from: industry, enterprise, policy, government and academia | 8, 50%W, (2017-18) |

5 specialist Postdoc Careers Advisers cover all disciplines and offer >40 Postdoc-specific careers events per year.

**Figure 79: Postdoc interactions with the Careers Service 2014-2017 highlighting the support provided**

| Support provided | 2014 | 2015 | 2016 | 2017 |
|---|---|---|---|---|
| Careers appointments | 584 | 698 | 598 | 940 |
| Attendance at workshops and events | 957 | 1,093 | 1,265 | 1384 |

Between 2014 and 2017, the number of Postdoc careers appointments increased by >60% improving Postdoc career choices.

✓ **Gender information** has not routinely been collected; from 2017 this information is collected **when new Postdocs register with the Careers Service**.

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**ACTION**

**AP5.12e**  Develop a strategy in conjunction with OPdA to target further support for female Postdocs

---

**Women's Staff Network (WSN)**

Since 2014, substantial coordinated events have been held. Topics included: Family-Friendly Working, Making Your Voice Heard, Stereotype Threat and Managing Difficult Conversations. Consultation led to profiling role models and case studies of career progression. Termly events with panels of women across the University held exploring career pathways and providing networking opportunities.

✓ **Membership of WSN has increased to 507 members. There have been >900 attendees (Academic and PSS) at WSN events (70%W) since 2014.**

**Women in Science Engineering and Technology initiative (WiSETi)** has delivered workshops for STEMM women and an Annual Lecture (sponsored by Schlumberger), combining scientific discussion with career insights. Since 2014 nearly 1000 women have attended the Lecture.

## 5.4 Career development: professional and support staff

## (i) Training

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

Over the past few years focus has been on improving leadership schemes and career pathways for PSS, and on increasing E&D and IB training.

**Figure 80 Training uptake by job type and gender: PSS** showing Academic-related and Assistant staff uptake of training with ~54% and ~34% of those cohorts, respectively, engaging with face-to-face or online training (or a combination of the two).
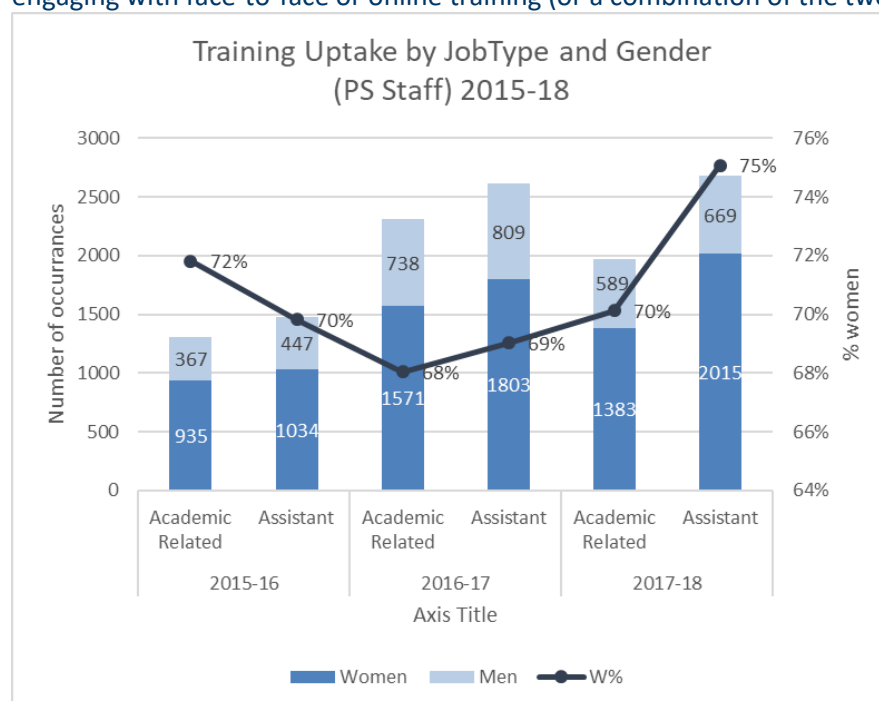


All staff can access PPD training courses (see 5.2 i).

Survey data indicated that PSS are reasonably satisfied with the training they receive (51-64%). 56% of academic-related and 62.8% assistant staff are women so they are proportionately over-represented on uptake.

Leaders will be encouraged to develop PSS (Section 4(v) – (**AP3.1c**) The University is investing in new career opportunities for PSS. (**AP1.1f**).

The focus on helping staff achieve their potential was a key feature in the VC's My Cambridge consultation. The Registrary will lead work on a structured professional career pathway to better support career progression and help address the low representation of women in senior University grades. (**AP1.1e**).

**ACTIONS**

**AP1.1d** Launch a new comprehensive inclusive leadership programme to ensure line managers understand how their decisions and actions directly and indirectly impact on gender pay.

**AP1.1f** Invest in new professional career opportunities for PSS to include: group career development workshops; 1:1 career coaching: web based tools for skill review and skills attributes match required for career progression.

**AP1.1e** Develop and implement an inclusively designed framework to recognise and realise the potential of our all our professional services staff. The programme (Our Cambridge) will feature:

- Career structures emphasises developing transferable skills, enable much easier movement across the University and create a much more flexible workforce.
- Revisions to appraisal with tailored personal development plans.
- Streamlined and improved end to end PSS processes
- Developing mentoring, coaching and peer to peer support network.

**Administrator Development**

**Figure 81: Overview of Leadership Development Programme aimed at PSS**



The 2014 AS Action Plan aimed to further develop aspiring senior leaders and increase the number of women moving into leadership roles, to include PSS.

The improved training offering for PSS (Figure 81) fits into the Leadership Attributes Framework as discussed above (5.2 iii – figure 73).

**Fig 82: Leadership Development uptake of Academic-related and Assistant staff**



Leadership Development
(Academic-Related) 2015-18



Leadership Development
(Assistant) 2015-18
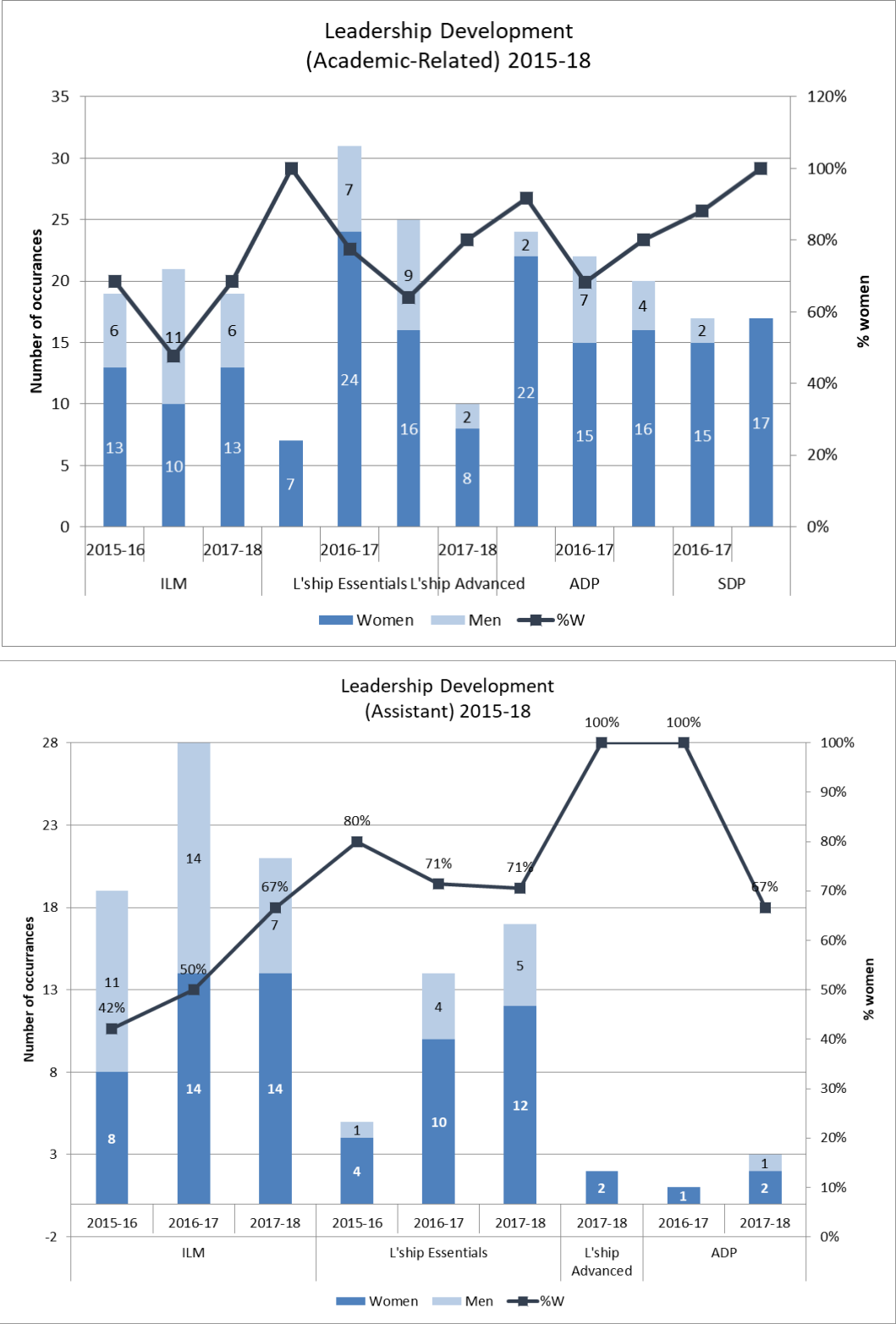
**Leadership Courses:**

| Name | Details | Numbers | Comments /Action Planned |
|---|---|---|---|
| Institute for Leadership and Management Certificate (ILM) Level 3 | 5 days + 30min tutorial) accredited qualification on leading and developing teams | 40 PSS took ILM in 2017-18: 19 Academic-Related staff (13W) and 21 Assistant staff (14W). | Flat attendance levels but an upward trend in women Assistant staff (was 8W in 2014-15 and 14W 2015-16). |
| Leadership Essentials | 2x0.5 days - leadership skills and managing others | 2017-18, 25 Academic-Related (64%W) and 17 Assistant (71%W) participated vs 2015-16, 7 Academic-Related (100% W) and 5 Assistant (80%W | More women Assistant staff attendees – indicating investment in this staff group. |
| Leadership Advanced | 2x0.5 days | Understanding the dynamics of leadership in the context of the organisation. | |
| Administrator Development Programmes(ADP) | 6 days University Administration skills | | More women attending. Of current cohort 46% were women |
| Strategic Development Programme (SDP) | 5 days, plus mentoring programme | 17 places per year since 2015-16. All participants women except two men in 2016-17 | All leaders need appropriate training, so action planned to increase proportionate gender split. |
| Senior Leaders Programme | Grades 9-12 senior PSS as well as academics. | 8 completed since 2015, 6 of whom were men, and no women in 2017-18. | |
| Aurora | Women-only development programme | 30 staff since 2013 (77% PSS). | The University has increased financial support so 10 women can attend in 2018 |
| Springboard | Women-only four-day self-development programme | 351 since 2007, 65% (last 3 years) were PSS | |

**Figure 83: Springboard attendees 2015-18** the job types in the 'Other' category include College, temporary and external staff
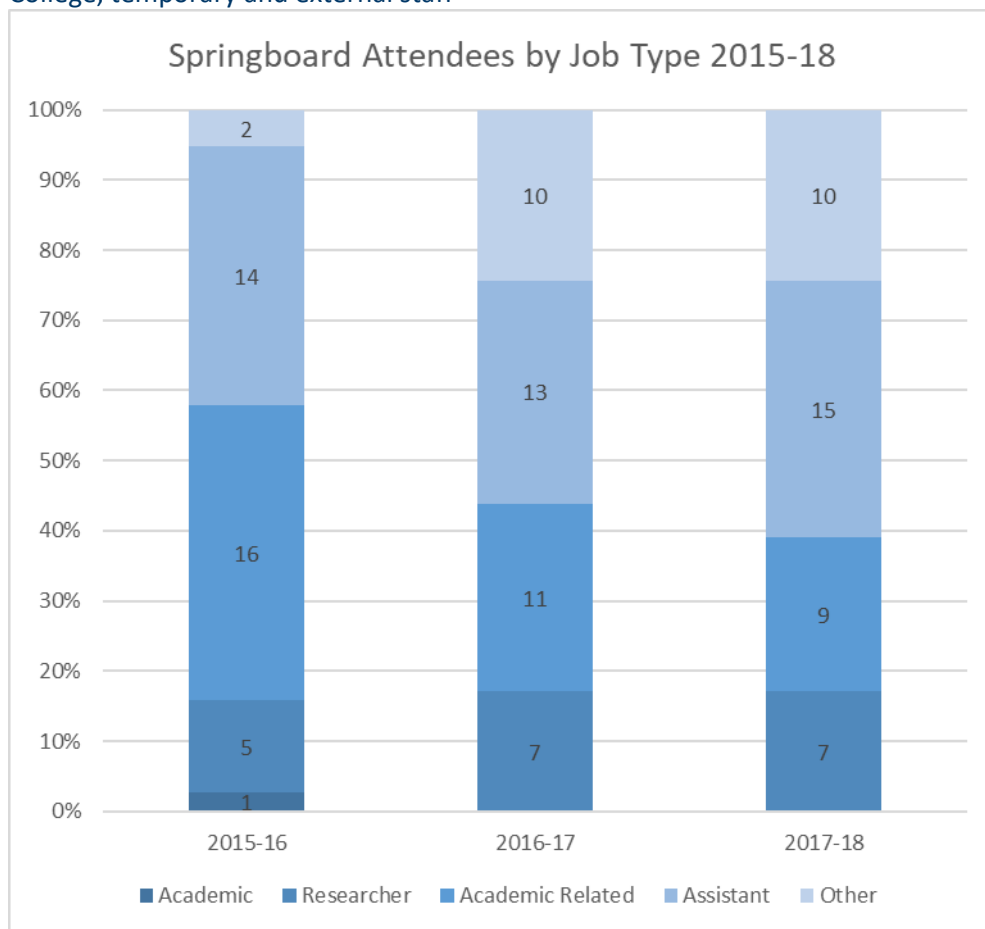


A longitudinal evaluation via Springboard alumni (2018) identified long-term career impacts. 378 Springboard alumnae (2010-2018) still employed by the University were surveyed. The response rate was 33%.

**Career impacts**
- 45% changed staff grade (97% increased grade).
- 60% applied for a new role (77% successfully).
- 42% received a contribution payment or another extra payment.
- 53% of respondents had undertaken further training or qualifications.

> *"I feel more confident on the whole. Springboard encouraged me to ask for promotion that I would otherwise not have got. (Academic-related Woman)."*

**E&D Online Training**
All PSS are required to complete E&D training. 73% of PSS (64%W) had completed the training at end-September 2018 compared with 39%W in 2014.

**Implicit Bias Training**

**Figure 84: Implicit Bias Training Uptake (PSS) has increased.** More than twice as many Academic-related staff have done IB training in 2017-18 since the previous year, and over four times as many Assistant staff.
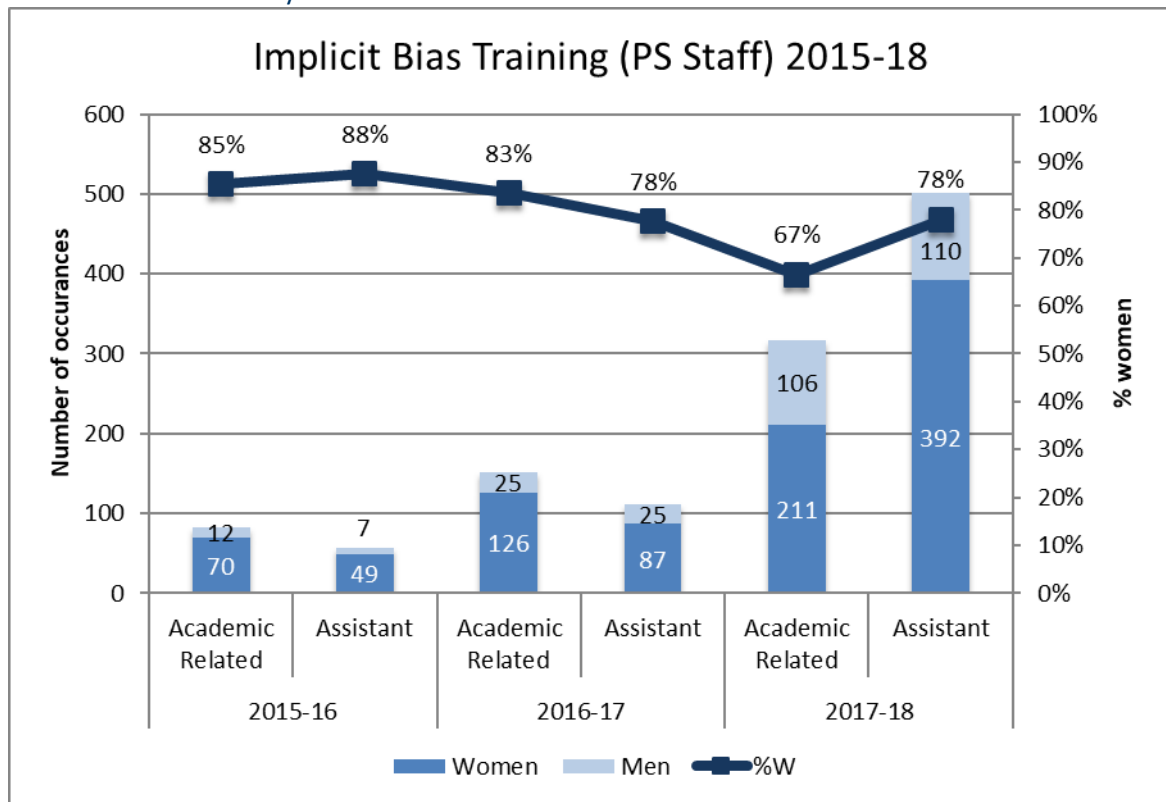


The increase in IB training uptake is due to the new IB online module (2017), and a personal directive from the PVCI. There is a growing proportion of men completing this training with 33% Academic-related and 22% Assistant staff being men in 2017-18 compared to 15% and 12% respectively in 2015-16.

All involved in recruitment and promotion processes will be required to undertake the IB training module going **(AP2.0c)**.

The University is a founding signatory of the Science Council's **Technician Commitment** and working towards Employer Champion status. Two of the initial cohort of 4, are women. Further work will be required to fully embed the Technician Commitment which will be evaluated for impact (**AP3.2c**).

**Apprenticeships** are widely promoted. By November 2018 there were 54 apprentices across the University (26W, 48%). Work is planned to grow numbers and maintain a gender balance with 2 cohorts of 8 apprentices per academic year **(AP3.2b)**.

**ACTIONS**

**AP2.0c**    Roll out Implicit bias training and aim to reach all selection and promotion committees by promoting in-house IB training programme and online resources and monitor uptake. Implicit Bias Training to be extended to all staff groups. Promote in-house IB training programme and online resources and monitor uptake.

**AP3.2b**    Implement forthcoming apprenticeships cohorts including Level 4 Project Management and Level 4 data analysis.

**AP3.2c**    Embed access to the new Technician Development website created to provide information and resources to support technicians' career development and professional recognition.

(ii)    **Appraisal/development review**

**Describe current professional development review for professional and support staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.**

**Figure 85: PSS appraisal uptake across the University, 2013-2017**
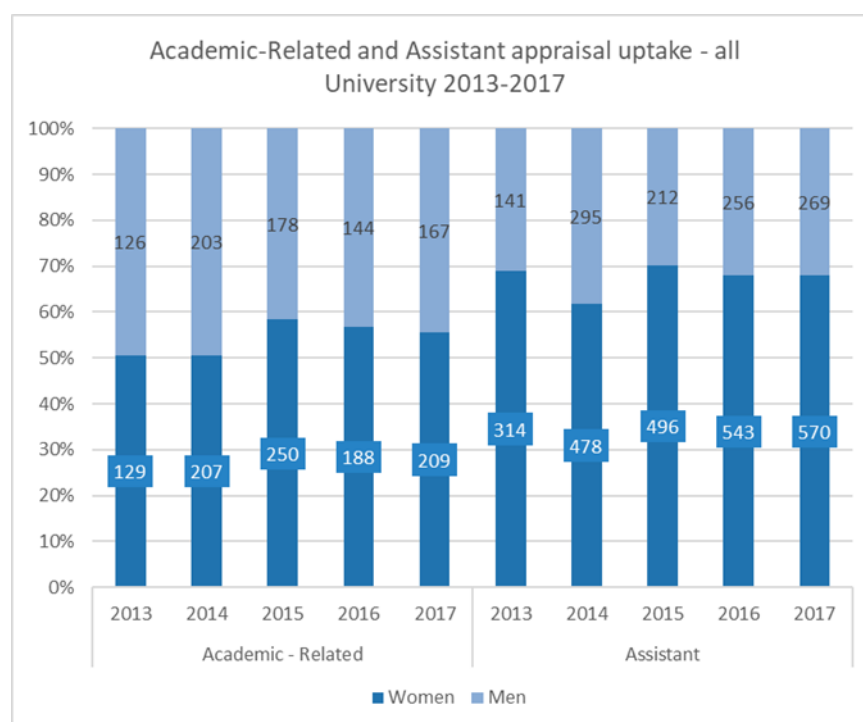
**Figure 86: PSS appraisal uptake, showing numbers appraised by gender, area and as proportion of total population**

| Proportion of staff appraisal uptake | | | Women | Men | Proportion W % | Proportion M % |
|---|---|---|---|---|---|---|
| Academic Related | | 2014 | 207 | 203 | 23.3 | 24.8 |
| | | 2015 | 250 | 178 | 25.7 | 20.3 |
| | | 2016 | 188 | 144 | 17.1 | 15.6 |
| | | 2017 | 209 | 167 | 17.8 | 17.5 |
| | Total | | **854** | **692** | **20.7** | **19.3** |
| Assistant | | 2014 | 478 | 295 | 21.8 | 21.6 |
| | | 2015 | 496 | 212 | 22.3 | 15.6 |
| | | 2016 | 543 | 256 | 24.0 | 18.3 |
| | | 2017 | 570 | 269 | 24.1 | 18.5 |
| | Total | | **2087** | **1032** | **23.1** | **18.5** |

42-68% (2015/16) of PSS expressed satisfaction with their last appraisal meeting, indication implementation varies greatly.

The online appraisal module (Section 5.3.ii) is open to all staff but uptake is very low (Figure 87).

Action will be taken to improve uptake and quality of appraisal for PSS **(AP3.3a and AP3.3b)**.

**Figure 87 Appraisal Training completion rate for PSS**
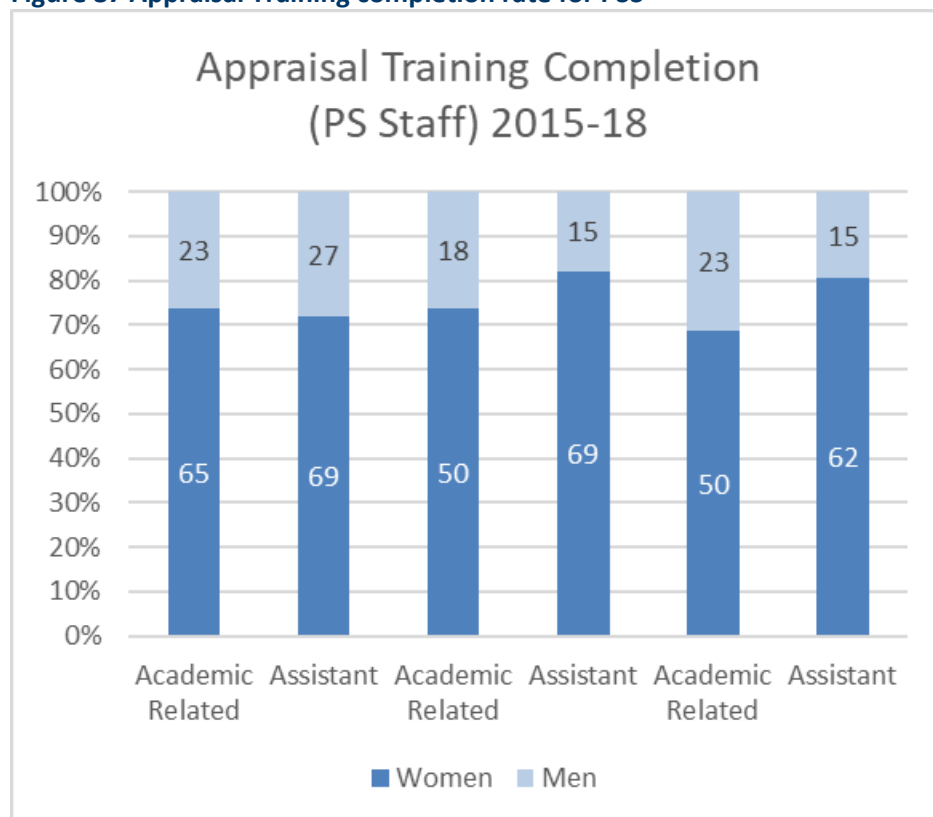
> **ACTIONS**
>
> **AP3.3a** Improve uptake of appraisal training, (appraiser and appraisee) both online and face-to-face.
>
> **AP3.3b** Streamline appraisal process to improve appraisal uptake and quality of appraisal

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

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

- ✓ **Women's Staff Network (WSN)** events, as described above, are a strong point of contact for PSS.

- ✓ A successful **Secondment Development Initiative** is available to all PSS. Since its launch, 539 University secondments have been advertised. 379 were for grades 4-7. Consultation led to expanded provision - all secondment vacancies are now advertised as possible part-time or job-share**.**

- ✓ Following the VC's 'MyCambridge' consultation, there are plans to develop and implement framework to recognise and realise the potential of our all our PSS (Section 5.3.i) (**AP1.1e+f).**

**5.5     Flexible working and managing career breaks**
**Note: Present professional and support staff and academic staff data separately**

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

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

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

- ➢ **78% of Family Leaver Survey respondents said they received the support they required on their return to work, a 32% increase from 2014.**

- • **An action from 2014, to launch a  SPACE (Supporting Parents and Carers) staff network and website was implemented in 2016 bringing together information, policies and guidance for all employees with caring responsibilities**.

- ✓ **First conducted in 2014, the Family Leave Survey (FLS) monitors the experiences of employees who take family leave. 315 staff (56.2%F) responded to the 2017 survey.**

**Before leave**

One-to-one support and full guidance is provided by managers and via HR website once a MATB1 form is completed. Pregnant employees can take paid time off to attend all antenatal appointments; **employees whose partner is pregnant** can attend two paid two appointments.

**During leave**

**The University offers enhanced maternity, adoption and shared parental leave (SPL) pay with 18 weeks' full pay, 21 weeks' SMP and 13 weeks' unpaid leave with no minimum period of employment to be eligible.**

Employees receive 10 **Keeping in Touch** (KIT) days with full pay during parental leave. The 2017 FLS indicated that 40% of all women taking maternity leave took KIT days, with slightly higher uptake by women in PSS roles.

In 2017 the FLS 18.8% of women stated that the role they returned to a different role (25.4% in 2014). 79% stated changes were made in consultation with them, suggesting further communication with managers may be required. (**AP4.4b**)

**After leave**

➢ **78% of respondents to the FLS said they received the support they required on their return to work, up from 59% in 2014 – a 32% increase.**

Returning staff can apply for **Flexible Working** (see 5.5.vi), or for the **Graduated Return Scheme,** to return to work initially for a minimum 20% of full-time, increasing back to full-time within 12 months of returning.

In the EDI Survey 2017 (27 departments participated), 12 indicated that have a **dedicated room for breastfeeding, with seven more planning to provide these facilities. E&D will work with Estate Management on a University Building Design Guide (AP4.2e).**

The **Returning Carers Scheme** (RCS) supports academic and research staff to build up their research profiles prior to or returning from, a period away from work. It can support carers to travel to conferences, provide research assistants, technical and teaching support, equipment and/or start-up funding. Applications can be made prospectively or up to 5 years after returning from leave.

➢ **RCS is now in its 11th funding round and granted £1.2m academic staff. Academics seeking promotion mentioned the value of the RCS in their applications (e.g Marie Sklodoska-Curie Study 'Research careers in Europe' (Dec 2016). The RCS has been highlighted nationally and internationally as best good-practice:**

- **310 grants approved from 424 applications (74% success rate overall).**
- **95% applicants women; 5% men.**
- **27% of successful applicants are Academics; 73% Researchers.**

**Figure 88: Successful RCS awards by School, Rounds 1-11**

| School | Number of successful awards |
|---|---|
| Biological Sciences | 105 |
| Clinical School | 71 |
| Physical Sciences | 41 |
| Arts and Humanities | 34 |
| Humanities + Social Sciences | 33 |
| Technology | 26 |
| | |

Scheme awareness has improved since 2014. In the 2017 FLS 36.4% of those eligible have applied (89.7%F). Only 15.0% were unaware of the Scheme (37.5%F). This is an improvement to 2014 when 31% of academics and 41% of eligible researchers were not aware. The lower rates of applications in the AHSSBL Schools (Figure 88) suggest more promotional work is needed **(AP4.4a).**

A University-wide evaluation of the RCS has just concluded and a report will be produced to measure the Scheme's effectiveness and recommendations for action **(AP4.2d)**.

"The scheme has allowed me to regain visibility in my field by visiting a prestigious institute in the US that I would have not afforded to attend using my research travel allowance, to which I have been invited as a keynote speaker. I have regained confidence and built a network that made my research flourish. After one year of career break, I definitively needed that kind of encouragement".

To support student carers, work on how data can be collected at the point of annual registration or admission **(AP4.2b)**.

**ACTIONS**

**AP1.2b** Repeat Family Leave and Maternity Leavers surveys biennially, in alternate years.

**AP4.2a** Further promote the University's family friendly provisions and policies via SPACE network.

**AP4.2b** Evaluate the feasibility of collecting data on students' caring responsibilities at the point of annual registration or admission.

Evaluate the feasibility of collecting data on staff caring responsibilities at the point of recruitment or through Employee Self Service

**AP4.2c** Evaluate effectiveness of Shared Parental Leave, My Family Care (MFC), SPACE, Returning Carers Scheme (Working group be established).

**AP4.2d** Take forward changes to the Returning Carers Scheme further to the formal evaluation of its operation 5 years after implementation.

**AP4.2e** Incorporate provision of breastfeeding facilities as best practice in the University's Design Guide for new and renovated premises.

**AP4.4a** Improve University-wide communications promoting RCS e.g. more information at induction, case studies demonstrating how the funds could be used. Increase the applications from AHSSBL academics.

**(iv)** **Maternity return rate**

**Provide data and comment on the maternity return rate in the institution. Data and commentary on staff whose contracts are not renewed while on maternity leave should be included in this section.**

**All staff**

Since 2012 - 1,011 staff have taken maternity leave, of whom 896 returned for at least three months (88.6%) (Figure 89).

**Figure 89: Maternity return rates (up to three months after leave ended) by staff group,** illustrating a high rate of return for all staff groups. There is variation in maternity return rates by staff type over the last five years, with return rates of 93.8% for Academic Staff, a slightly lower rate of 88.6 for Academic-related staff and 87.2% for Researchers in 2017. The average return rate for PSS over the 5year period was 90.2% %.

| Staff Group – proportion of ML returners | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | Total non-returners | Total taking leave |
|---|---|---|---|---|---|---|---|---|
| Academic | 100.0 | 100.0 | 100.0 | 100.0 | 95.2 | 93.8 | 2 | 77 |
| Researcher | 80.8 | 86.7 | 89.0 | 87.6 | 86.7 | 87.2 | 73 | 539 |
| Academic Related | 95.8 | 100.0 | 96.2 | 97.3 | 92.3 | 88.6 | 11 | 197 |
| Assistant | 90.8 | 90.6 | 88.4 | 79.2 | 92.1 | 89.4 | 48 | 410 |

✓ **The 2018 Maternity Leavers Survey (MLS) of all staff who left the University while on maternity leave indicated that for many, their decision not to return is based on personal preference.**

Leaving reasons were analysed (Figures 90-92).

Some PSS cited lack of affordable childcare or flexible working options as reasons. In response the University has improved its provision in these areas (see sections 5.6.vi and 5.5.viii). The survey will be repeated every two years. **(AP1.2b)**

The data shows that end of contract is a key leaving reason for Research staff during ML, and resignation for PSS. Due to the low number of Academic women (four) who left over the last five years, data for this group are omitted.

**Figure 90: Leaving reasons given by women who left the University either or during up to 18 months after a period of maternity leave. Note: Of those with redundancy listed as reason (89), only three left due to restructuring.**

| Leaving Reason | 2013 | 2014 | 2015 | 2016 | 2017 |
|---|---|---|---|---|---|
| **Academic** | | | | | |
| Redundancy | | | | 1 | |
| Resignation | | 2 | | | 1 |
| Other | | | | | |
| **Researcher** | | | | | |
| Redundancy | 8 | 20 | 14 | 9 | 10 |
| Resignation | 15 | 16 | 10 | 7 | 7 |
| Other | 7 | 1 | 4 | 4 | 4 |
| **Total** | **30** | **39** | **28** | **21** | **22** |
| **Academic Related** | | | | | |
| Redundancy | 1 | | | 2 | 1 |
| Resignation | 3 | 3 | 8 | | 4 |
| Other | | | 1 | 2 | 2 |
| **Assistant** | | | | | |
| Redundancy | 2 | 3 | 2 | 4 | 2 |
| Resignation | 12 | 14 | 27 | 4 | 10 |
| Other | 2 | | 1 | | 1 |
| **Total** | **20** | **20** | **39** | **12** | **20** |

**Figure 91: Proportion of ALL staff remaining in post 6-12-18 months after return from maternity leave.** The University retains nearly 70% of women who have taken a period of maternity leave up to 30 months prior.

| Year | Total taking leave | Returned | Number in post after | | | % in post after 18 months |
|---|---|---|---|---|---|---|
| | | | 6 months | 12 months | 18 months | |
| **2012** | 188 | 165 | 144 | 137 | 128 | 68.1 |
| **2013** | 188 | 170 | 149 | 140 | 131 | 69.7 |
| **2014** | 196 | 177 | 156 | 149 | 140 | 71.4 |
| **2015** | 211 | 184 | 163 | 151 | 142 | 67.3 |
| **2016** | 228 | 205 | 184 | 184 | 175 | 76.8 |
| **2017** | 212 | 188 | 167 | 166 | 157 | 74.1 |

A new exit survey will capture further information along with future FLS findings **(AP2.3c)**.

**Figure 92: Proportion of Academics remaining in post 6-12-18 months after return from maternity leave.** There is some year-to-year variability in the proportion retained 18 months after a period of maternity leave.

| Year | Total taking leave | Returned | Number in post after | | | % in post after 18 months |
| | | | 6 months | 12 months | 18 months | |
|---|---|---|---|---|---|---|
| 2012 | 10 | 10 | 10 | 10 | 10 | 100.0% |
| 2013 | 7 | 7 | 7 | 7 | 7 | 100.0% |
| 2014 | 10 | 10 | 9 | 8 | 8 | 80.0% |
| 2015 | 13 | 13 | 13 | 13 | 13 | 100.0% |
| 2016 | 21 | 20 | 19 | 19 | 19 | 90.5% |
| 2017 | 16 | 15 | 14 | 14 | 14 | 87.5% |

**Figure 93: Proportion of Research staff remaining in post 6-12-18 months after return from maternity leave.** There is some year-to-year variability in the proportion retained 18 months after a period of maternity leave.

| Year | Total taking leave | Returned | Number in post after | | | % in post after 18 months |
| | | | 6 months | 12 months | 18 months | |
|---|---|---|---|---|---|---|
| 2012 | 78 | 63 | 54 | 49 | 43 | 55.1% |
| 2013 | 90 | 78 | 69 | 64 | 58 | 64.4% |
| 2014 | 91 | 81 | 72 | 67 | 61 | 67.0% |
| 2015 | 89 | 78 | 69 | 64 | 58 | 65.2% |
| 2016 | 105 | 91 | 82 | 82 | 76 | 72.4% |
| 2017 | 86 | 75 | 66 | 65 | 59 | 68.6% |

Analysis of the reasons for leaving confirms that 62% of researchers left due to redundancy related to the end of their contract. 38% left either through resignation (33%) or where the reason for leaving/resignation is not known (5%).

**Figure 92: Proportion of PSS remaining in post 6-12-18 months after return from maternity leave.** There is some year-to-year variability in the proportion retained 18 months. **Academic Related**

| Year | Total taking leave | Returned | Number in post after | | | % in post after 18 months |
| | | | 6 months | 12 months | 18 months | |
|------|-----|-----|-----|-----|-----|------|
| **2012** | 24 | 23 | 21 | 21 | 20 | 83.3 |
| **2013** | 27 | 27 | 25 | 24 | 23 | 85.2 |
| **2014** | 26 | 25 | 23 | 23 | 22 | 84.6 |
| **2015** | 37 | 36 | 34 | 31 | 30 | 81.1 |
| **2016** | 39 | 36 | 34 | 34 | 33 | 84.6 |
| **2017** | 44 | 39 | 37 | 37 | 36 | 81.8 |

**Assistant**

| Year | Total taking leave | Returned | Number in post after | | | % in post after 18 months |
| | | | 6 months | 12 months | 18 months | |
|------|-----|-----|-----|-----|-----|------|
| **2012** | 76 | 69 | 67 | 65 | 64 | 84.2 |
| **2013** | 64 | 58 | 56 | 53 | 52 | 81.3 |
| **2014** | 69 | 61 | 59 | 58 | 57 | 82.6 |
| **2015** | 72 | 57 | 55 | 51 | 50 | 69.4 |
| **2016** | 63 | 58 | 56 | 56 | 55 | 87.3 |
| **2017** | 66 | 59 | 57 | 57 | 56 | 84.8 |

**ACTIONS**

**AP1.2b**   Repeat Family Leave Survey biennially, alternating with biennial Maternity Leavers survey.

**AP2.3c**   Develop University online exit survey (see section 4.1) to further understand staff destinations and reasons for leaving, and develop actions to address any issues raised.

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

**Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution's paternity package and arrangements.  Comment on the uptake of statutory additional paternity leave and Shared Parental Leave (SPL). Provide details on the Institution's paternity package and arrangements.**

**Figure 95: Family leave taken by staff 2013-2017 by type of leave and gender.**

| Leave Type | 2013 | | | 2014 | | | 2015 | | | 2016 | | | 2017 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | W | M | Total | W | M | Total | W | M | Total | W | M | Total | W | M | Total |
| Adoption | 3 | | 3 | 1 | | 1 | 1 | 1 | 2 | 4 | | 4 | 4 | | 4 |
| Paternity | | 85 | 85 | | 123 | 123 | | 90 | 90 | 1 | 100 | 101 | 1 | 91 | 92 |
| Paternity (Add. Stat.) | | 2 | 2 | | 6 | 6 | | 4 | 4 | n/a | n/a | | n/a | n/a | |
| Shared Parental | n/a | n/a | | n/a | n/a | | | 3 | 3 | 3 | 20 | 23 | 15 | 44 | 59 |
| Parental (Unpaid) | 17 | 5 | 22 | 13 | 7 | 20 | 22 | 4 | 26 | 16 | 6 | 22 | 30 | 5 | 35 |

In line with national trends, take-up of SPL has been relatively low. 25.6% of FLS respondents (31.6%F) knew about the University's enhanced offering, indicating the need for better communication of the scheme.

The University provides two weeks' fully-paid paternity leave (48% of staff taking paternity leave are Researchers, 39% PSS and 13% Academic staff (Figure 95). Take up of SPL has been highest with Researchers (45.8% of all those who took SPL in 2017) (**AP4.3a).**

> **ACTIONS**
> **AP4.3a Improve uptake of Shared Parental Leave across the University:**
>
> - Inform line managers (including PIs) about parental entitlements so they can discuss options with staff when considering family leave.
>
> - Publish feedback from partners at Cambridge who have taken SPL.

**(vi)    Flexible working (FW)**

Staff may request part-time or term-time working, job-share, compressed or annual hours, staggered hours or flexitime, and/or working from home. The policy is communicated to staff via HR staff in Departments, SPACE Network emails and webpages.

From the FLS:
- 92.0% of respondents had their requests approved. The most popular request was for part time working (43% of respondents) (Figure 96).

- 52.7% of women and 64.8% of men felt they had a good work-life balance. As a direct result of feedback, the theme of the University's Festival of Wellbeing 2018 was work life balance.

- 34% of respondents thought that their line manager would benefit from additional training in supporting parents returning to work. Guidance and case studies will be developed and shared via HR Fora, email bulletins and briefings **(AP4.4b).**

**Figure 96: Approved requests for flexible working by staff type, gender and year**
illustrating that over the period 2014 to 2017, 635 formal requests for FW were granted. 83.2% of the requests came from women and 83.3% were for formal reduction in number of working hours
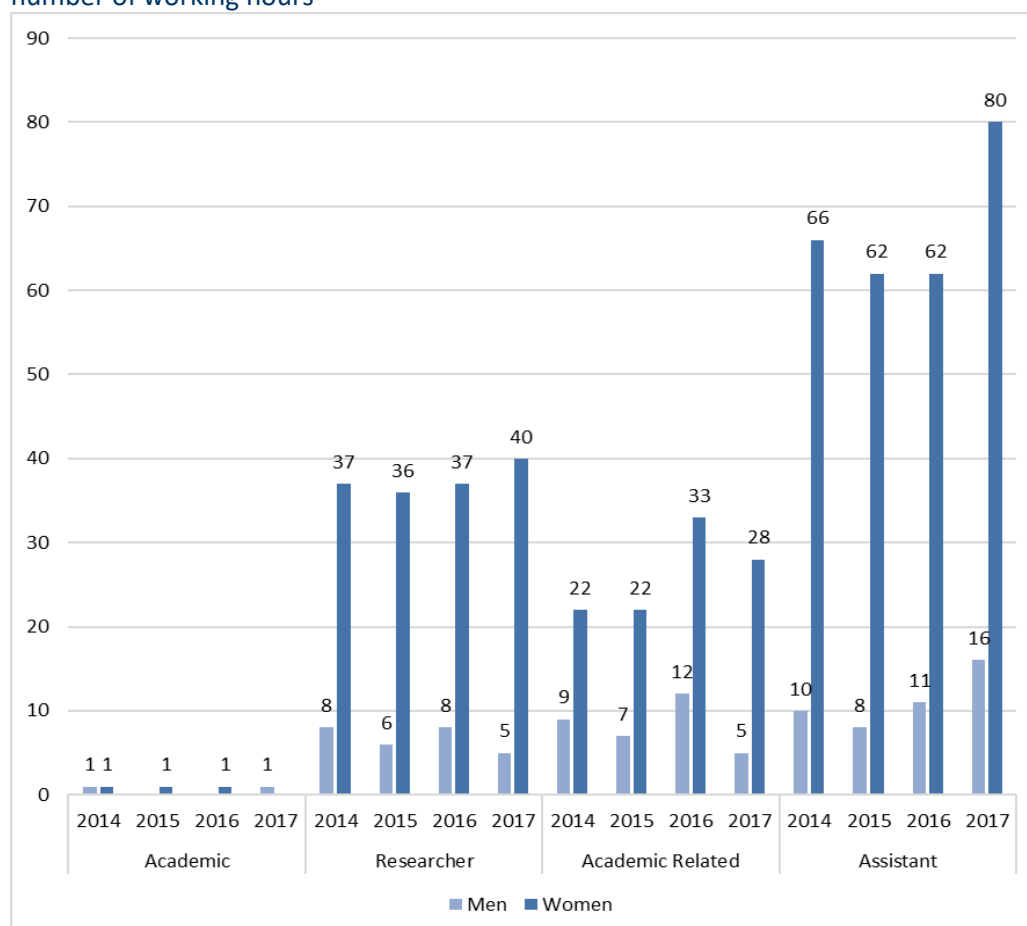


Access to flexible working is important, with almost half of women in the FLS stating their ability to return to work was dependent on the option to work flexibly and childcare being the most common reason to request (Figure 97).

Of 2017 FLS respondents (59.3% women), 51% had requested the right to flexible working (formally or informally). Of those who didn't apply, the majority already had FW in place but 17.7%W (11.3%M) chose not to formally apply as they thought their application would be declined. Manager guidance on the policy will be developed **(AP4.4b)**

✓ **Since 2014 all requests for FW are logged centrally, once a request has been approved (Figure 96).** In future all such requests will be logged at application stage (**AP4.5a**) and we will collect and publish good practice case studies. (**AP4.5c**).

**Figure 97: Reasons given by applicants for flexible working applications, by gender and year** indicating that childcare and caring responsibilities are the most frequently cited reasons for a FW request.
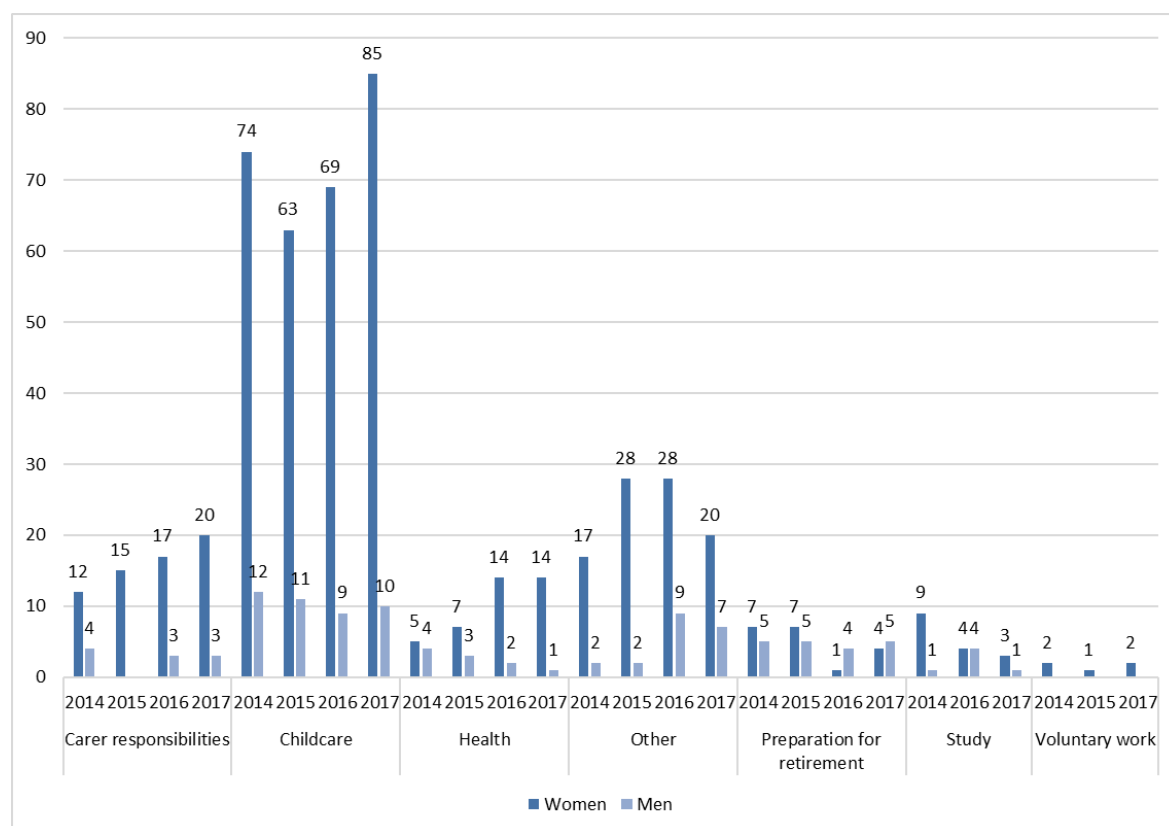


> "My supervisor and the institute I work for have always been very supportive of my flexible working and parental leave during school holidays" (Woman, Researcher)

We will measure, via the new University-wide staff survey, any improvement in staff work-life balance (**AP1.2a).**

Further investigation is planned on management attitudes and administrative barriers to FW and job-sharing **(AP4.5d)**. New line manager training will include a component on supporting managers to respond positively to requests for FW.

**ACTIONS**

**AP4.4b**  Provide guidance and briefing for managers and supervisors on University policies best practice regarding FW and support for carers.

**AP4.5a**  Develop mechanism to ensure all requests for flexible working will be logged at application stage.

**AP4.5b**  Consult with Department Administrators and other managerial staff groups to better understand barriers to flexible working and job-sharing.

**AP4.5c**  Collect and publish case studies where good practice in flexible working has had a positive impact.

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

Outline what policy and practice exists to support and enable staff who work part-time to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.

Guidance will be developed to address the need for a University wide mechanism to support a change in part-time / full / time working, less dependent on local arrangements or availability of funds. **(AP4.5b)**.

**(viii)  Childcare**

**Describe the institution's childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.**

➢  **To address strong demand indicated in staff surveys, FLS results and waiting lists, a third nursery opened in 2018 with ~100 additional places.**

The University runs three nurseries (177 places) for student and staff parents allocated by a points system.  An Equality Assurance Assessment (EAA) in early 2019 will review the points system **(AP4.6b)**.



Planning is underway on a fourth University Nursery. A long-term plan is needed to address childcare needs holistically and we are exploring potential partnerships to broaden nursery access, including with Colleges, ensuring affordability. (**AP4.6a).**

Two salary exchange schemes are available: a Childcare Voucher Salary Exchange Scheme, and a Workplace Nurseries Salary Exchange Scheme.

✓  **The University continues to run a Holiday Play-scheme that operates during school holiday periods and is usually fully-booked.**

✓  **In response to feedback an initiative was launched in May 2017 in collaboration with My Family Care (MFC) which gives employees access to:**

- **Emergency childcare**
- **School holiday cover**
- **Back-up adult and elder care**

In September 2018, 462 staff (67%W) had registered with MFC, with 84 backup care sessions booked. Two Schools and one department fund two caring sessions/per year/per employee, with two further departments to join.

Feedback surveys of MFC users found that 96% said the service was important in fulfilling work commitments, 91% said it relieved stress and offered peace of mind and 95% said they would use the service again.

The scheme will continue to be evaluated (**AP4.2c**).

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**ACTIONS**

**AP4.6a**   Consider options to further increase provision and affordability of childcare.

**AP4.6b**   Conduct an EAA on the childcare eligibility points system.

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**(ix)   Caring responsibilities**

**Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.**

The University flexibility and support to all staff and students with caring responsibilities and will build on this provision as a priority in the University's Equality Strategy. **(AP4.2b).**

A series of face to face support workshops in 2019 in partnership with local Cambridgeshire provider Caring4Elders, is planned to provide guidance.

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**ACTION**

**AP4.2b**   Evaluate the feasibility of collecting data on students' caring responsibilities at the point of annual registration or admission**.**

Evaluate the feasibility of collecting data on staff caring responsibilities at the point of recruitment or through Employee Self Service.

**AP4.2c**   Evaluate effectiveness of Shared Parental Leave, My Family Care (MFC), SPACE, Returning Carers Scheme.

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**5.6    Organisation and culture**

**(i)    Culture**

**Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good-practice is identified and shared across the institution.**



The VC's 'My Cambridge' consultation identified ED&I as the second priority (after Research Excellence) when asked what they would wish Cambridge to be known for.

## Strategy

✓ T**he People Strategy** (2.i) championed at the most senior levels resulting in progress e.g academic promotions / recruitment and will be informing the "**Our Cambridge" vision for the professional services of the University** (5.3 i).

✓ **Race will be a defining theme for the 2nd year of the VC's term in office**. Five focus groups in May 2018 (over 40 staff and students) and the REC survey have informed prioritised action. In October 2018 the **VC** made a **statement about the importance of tackling racism** in the University launching:

    o A Race Equality Website
    o A BAME Staff Network to provide a forum for staff to engage with each other and the University.
    o A prioritised Race Equality action plan

## Operational

✓ The **E&D Team has been integrated into the HR Division to embed EDI** and linked to Schools to facilitate good practice at departments.

✓ **Brought together student related services including a new Office of Student Conduct, Complaints and Appeals (OSCCA)** to provide procedural advice, case handling and oversight of student procedures.

**Evidence that feedback is informing operational activities:**
From University staff surveys ~10% of staff reported witnessing or experiencing bullying or harassment at work, plus ~30% more PSS than academics. As a result the following was implemented:

➢ **Launch of "Breaking the Silence" campaign recognising and preventing harassment and sexual misconduct** (October 2017). This cross Collegiate Cambridge initiative resulted in:
  ✓ A website serving as a single point of reference for staff and students with:
    • Detailed **guidance, advice and sources of support** including a diverse recruitment framework
    • A new **Sexual Assault and Harassment Advisor** linked to Student Counselling.
    • Links to **relevant policies and procedures**
    • An **anonymous reporting** portal for staff and students.

  ✓ **'Where Do You Draw the Line?' training developed in collaboration with UCL, Manchester and Oxford Universities to initiate conversations about inappropriate behaviour,** delivered to all Departments from January 2018 **(AP4.1a)**, with all senior leaders briefed. An action plan will be monitored for effectiveness in reducing incidents and supporting victims of harassment (**A4.1b**).

**Partnership working on inclusivity**
  ✓ In July 2018 worked with Trade Unions on a survey (**Nurturing a Culture of Mutual Respect**) to discover which staff had witnessed or received bullying and harassment. Over 3000 staff responded – a significant proportion of which were women. The results are being analysed and will inform work on more inclusive environment (**AP4.1c**).

## Wellbeing:
University sickness absence data in 2016-17 indicated women accounted for >65% of working days lost to stress/mental health reasons.

✓ **Launched WellCAM (2017) to improve staff health and wellbeing** including :
  • annual programme of events (and two-week Festival of Wellbeing).
  • 97 Departmental Wellbeing Advocates, **trained in Mental Health Lite**.
  • dedicated website.
  • University's first Wellbeing Champion.

✓ In 2017 the **University become a member of the Business Disability Forum (BDF)** to improve support for disabled staff. The BDF reviewed our sickness absence policy to ensure greater sensitivity and transparency.

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**ACTIONS**

**AP4.1a** Deliver 'Where Do You Draw The Line?" training to Departments (academic and non-academic)

**AP4.1b** Evaluate 'Where Do You Draw The Line?" training and report to HRC and EDC

**AP4.1c** Complete analysis of the nurturing a culture of mutual respect survey data and develop an action plan to address the findings.

**AP4.7a** Further develop the WellCAM to deliver annual programme of sessions on mental health awareness and managing work demands.

**(ii)    HR policies**

**Describe how the institution monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.**

In 2018 a **full-time HR Policy Advisor was created** with responsibility for EAAs.

Schools and Departments receive **bimonthly electronic HR Bulletins** and Administrators attend **termly School HR Fora** highlighting good-practice.

✓    **In October 2017, monthly HR Seminars were launched for HR staff across the University**; future topics will include; People Strategy, Athena SWAN, EAAs, trans-awareness and Brexit. Uptake will be monitored and effectiveness evaluated **(AP1.4b)**.

A department level pilot for **E&D Information / Performance Dashboard (AP1.2d)** will be rolled out to inform local action and Departments to report inclusion work **(AP1.5a)**.

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**ACTION**

**AP1.4a**    Evaluate monthly HR seminars and amend if appropriate

**AP1.4b**    Hold regular HR Briefings and workshops about EAAs targeted at key staff members such as Department Administrators and committee secretaries.

**AP1.4d**    Roll out good practice arrangements which support more flexible working arrangements (particularly at senior levels) including extending dependants leave.

**AP1.2d**    Cascade new E&D Performance Dashboard for staff and students across the University to be used at Departmental level and ensure action taken on analysis of E&D Performance Dashboard for staff and students across the University to be used at Departmental level.

**(iii)    Proportion of heads of School/Faculty/Department by gender**

**Comment on the main concerns and achievements across the whole institution and any differences between STEMM and AHSSBL Departments.**

Recruitment practices highlighted earlier are also applicable to senior leadership positions with Search Committees actively seeking applications from women academics.

**Figure 98: Gender breakdown of senior leadership 2018**

| Position | Women | Men |
|---|---|---|
| Vice Chancellor | | 1 |
| Pro vice Chancellors | 1 | 4 |
| Heads of Schools | 1 | 5 |
| Heads of Council Institutions | 4 | 5 |
| Chairs of Faculty Boards | 5 | 18 |
| Head of General Board Departments | 12 | 45 |

**Figure 99: Heads of Departments 2018** illustrating that women comprise 21 % of Heads of Departments

| Heads of Departments | Women | Men | % Women |
|---|---|---|---|
| School of the Biological Sciences | 3 | 7 | 30.0 |
| School of Clinical Medicine | 1 | 11 | 8.3 |
| School of the Physical Sciences | 0 | 8 | 0.0 |
| School of Technology | 1 | 4 | 20.0 |
| School of Arts and Humanities | 4 | 7 | 36.4 |
| School of the Humanities & Social Sciences | 3 | 8 | 27.3 |
| **Total** | **12** | **45** | **21.5** |

Since 2014, Departments are reminded of the value of diverse leadership and to encourage staff from underrepresented groups to consider applying. Only 2 of the Heads of Departments are BAME staff (3.4%).

➢ **Currently, one of the six Heads of School (SBS) and 12 of 57 Heads of Departments (see Figure 99) are women (16.7%F and 21.5%F respectively) compared to 2014 where all Heads of School were men.**

Expressions of interest are elicited from potential candidates. Heads of Department are normally Professors or Readers, which are affected by gender ratios at these grades (4.1.i).

**(iv)   Representation of men and women on senior management committees**

**Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance.**

The Council is the University's principal executive and policy-making body. The General Board (GB) governs the University's academic and educational activities and policies. Committee memberships are either *ex officio* or by election. The most recent invitation for nominations was redrafted to attract more candidates. The Nominating Committee for the new external member of Council emphasised attracting a diverse range of high calibre candidates.

**Figure 100: Women members of University Council and General Board 2014-2018**

| Number and percentage of women members | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|---|---|---|---|---|
| University Council | 10 (50.0%) | 11 (42.3%) | 10 (41.7%) | 12 (46.2%) |
| General Board | 3 (20%) | 5 (31.3%) | 4 (26.7%) | 5 (33.3%) |

**(v)   Representation of men and women on influential institution committees**

**Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.**

**Figure 100: Proportion of women on influential University committees 2014-2018**. In 2017/18 the Councils of Schools and influential main committees had a total of 237 occupied positions; several roles were taken up by the same person or are currently vacant. 35.0% (83) of members were women – a 14.4% increase from 2015-16 (30.6%).

| Committees (and number of members) | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|---|---|---|---|---|
| | %W | %W | %W | %W |
| Audit Committee (11) | 33.3 | 40.0 | 45.6 | 36.4 |
| Board of Scrutiny (12) | 25.0 | 25.0 | 50.0 | 40.0 |
| Finance Committee (16) | 27.7 | 27.8 | 33.3 | 23.1 |
| Planning and Resources Committee (20) | 33.3 | 30.0 | 30.0 | 38.9 |
| Resource Management Committee (11) | 8.0 | 17.0 | 8.3 | 18.2 |
| Human Resources Committee (16) | 36.4 | 57.1 | 50.0 | 50.0 |
| **Councils of Schools** | | | | |
| Arts and Humanities (15) | 33.3 | 33.3 | 40.0 | 46.7 |
| Biological Sciences (20) | 23.8 | 23.8 | 41.6 | 35.0 |
| Clinical Medicine (39) | 26.1 | 23.1 | 26.5 | 23.5 |
| Humanities and Social Sciences (14) | 0.0 | 28.6 | 21.4 | 35.7 |
| Physical Sciences (15) | 12.5 | 16.7 | 0.0 | 6.7 |
| Technology (21) | 10.5 | 19.0 | 23.8 | 38.1 |

Composition of University committees is regulated by the University's Statutes. Members may be ex officio, elected or appointed. The membership, diversity profile and accessibility of influential committees will be reviewed to identify how more diverse staff can gain leadership experience and contribute to the decision making processes of the institution **(AP2.2a)**.

> **ACTION**
> **AP2.2a** Monitor membership, diversity profile; improve accessibility of influential committees by providing straight forward mechanisms for expressions of interest; make targeted efforts to recruit external members from diverse backgrounds

### (vi)   Committee workload

**Comment on how the issue of 'committee overload' is addressed where there are small numbers of men or women and how role rotation is considered.**

Committee membership is usually for a limited period, encouraging role rotation. Opportunities to increase the diversity, build in role rotation and reduce committee fatigue will be investigated **(AP2.2a).**

### (vii)   Institutional policies, practices and procedures

**Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?**

**Equality Assurance Assessments** (EAA) are undertaken on new, revised policies and functions overseen by the **EAA Review Group** (EAARG) reporting to the EDC. Details of EAAs are published in the University's annual E&D Information Report. Inclusivity will be taken forward by Schools using **E&D Performance Dashboard data**. Presentations to School HR Fora are planned **(AP1.4b)**.

### (viii)   Workload model

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

Currently there is no central workload model because of the wide variety of roles. Departments have developed models of their own.

> Physics, Chemistry, Zoology and Material Science and Metallurgy all have **academic workload models** which are reviewed annually. Teaching and administrative tasks are allocated by management committees. Some administrative tasks are undertaken on a rotation basis. Workload is considered at appraisal and on promotion.

**(ix)**   **Timing of institution meetings and social gatherings**

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

Open meetings for administrative staff held at different locations and times facilitate maximum attendance. Meetings are recorded where possible and made available online.

Departments consider appropriate core hours as part of their AS work. While no institutional core hours are mandated from the centre, guidance will be provided for Heads of Departments with the recommendation that all committees consult members on their preferred timing, and for this to be reviewed whenever membership changes. **(AP4.4c).**

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**ACTIONS**

**AP4.4c**   Prepare University wide guidance on core hours that sets out best practice.

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**(x)**   **Visibility of role models**

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

✓ Most talks at the University are run by Departments. **Guidance on ensuring a diverse range of speakers and panels at conferences will be disseminated (AP1.3b).**

✓ **Two University Gender Equality Champions, Professor Val Gibson (STEMM) and Professor Sarah Colvin (AHSSBL), Chair the GESG and regularly present at E&D events.** There are two gender equality champions per school/NSI.

✓ E&D **Reviews of publicity materials and website, led to more diverse images on recruitment pages and a Web Managers' Inclusivity Checklist circulated**.

✓ The University's 2014 book: **Women at Cambridge: The Meaning of Success** features detailed profiles of a range of Cambridge staff; each in-depth interview is accompanied by a portrait photograph. New **profiles are planned** demonstrating how success can be viewed in different ways **(AP1.3a).**

✓ **The <u>Delivering Equality: Women and Success Summit</u> in March 2015**, hosted by Murray Edwards College, was attended by 129 HE colleagues (73%F) with presentations from HE, business, and 30% Club. **Attendees agreed actions on return to their workplaces.**

✓ The University hosted an event (61 attendees (72%F) sharing the findings of research by Murray Edwards College on '**Collaborating with Men**' identifying barriers for women in the work place. Some Departments plan to participate in further research.

➢ The proportion of women speakers in the annual Cambridge Science Festival **increased from 36% in 2015 to 43% in 2018**.

**Research Communications (RC)**

In 2015-16 34% of communications campaigns featured women rising to 40% in 2017/18. Campaigns have included: Media training workshop for women in STEMM, Introduction of "Researcher Profiles" to accompany press releases, profiling early career researchers, many of which are women. A series of profiles of women academics is planned.

From January 2018, the RC team is focussing on increasing the proportion of women academics and researchers who feature in University news, and who can act as expert voices. **(AP1.3c)**

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**ACTIONS**

**AP1.3a**  Inspired by the Meaning of Success book interview new groups of women STEMM, AHSSBL and PSS as role models and publish career case studies on University webpages

**AP1.3b**  Disseminate the best practice guidance about ensuring a diverse range of speakers and panels at conferences and monitor its success

**AP1.3c**  Continue to increase the number and proportion of female academics who feature in University news content and who can act as expert voices.

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**(xi)   Outreach activities**

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

Hundreds of outreach initiatives and events are run annually (2, iv) in schools and colleges across the UK to encourage applications from underrepresented groups. Opportunities include: subject masterclasses, taster lectures visits to Colleges and Departments and residential programmes. Cambridge Admissions Office (CAO) engages with state school students and organisations focusing on social mobility. The majority (62%) of state school students who participated in CAO programmes in the last two academic years were women.

**(xii)  Leadership**

**Describe the steps that will be taken by the institution to encourage Departments to apply for the Athena SWAN awards.**

The commitment of senior leaders has resulted in significant progress on gender equality at all levels. The University is fully engaged with the Advance HE Review of the AS Charter. Professor Dame Athene Donald is chairing the Cambridge Focus Group.

Gender Equality Champions have an interactive role with Departments, guiding activity at School and institutional level.

Departments are supported through:
- Biannual **Athena SWAN Forum** meetings to share best practice and to think strategically about what the University is trying to achieve (see Section 5.6.i)
- a **cross-University Buddy** scheme, pairing STEMM departments with AHSBBL departments.
- **support from E&D Consultants** for Departmental submissions, data and Schools liaison work.
- **mock panels** six weeks prior to submission for review and feedback
- **In-depth guidance documents** outlining University policies and examples of best practice.
- **termly AS Network** events and in-depth support sessions.
- increased **HRBM involvement** in AS submissions and subsequent initiatives
- **IDEAS project** (3, iv).

> The Schools of Physical Sciences, Technology, Clinical Medicine and Arts & Humanities hold termly **E&D Forum meetings**. Departments in SPS buddy each other through the SWAN process, allowing the cross-fertilisation of ideas.

## 6 SUPPORTING TRANS PEOPLE
**Word count: 402**

**(i)    Current policy and practice**

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans, including tackling inappropriate and/or negative attitudes.

✓ **Incorporated trans-awareness week/trans Remembrance Day** into the E&D termly events calendar and undertaken work to profile trans issues. This included profile in LGBT history month focussed feature gender identity and trans-awareness as a theme.

✓ **A 'safe trans' member of staff has been appointed to offer support to any trans (or gender non-binary) staff member or applicant.**

✓ **Trans-awareness training is being rolled out to HR staff via School and NSI HR Fora** to provide a greater level of understanding and continuity of practice. In 2017 HR policies were updated with gender-neutral pronouns, to recognise trans staff and any same sex partners where maternity and paternity status is affected.

✓ In 2016 a **trans-inclusion workshops piloted in two colleges and staff Counselling Service**. More are planned 2018/19.

✓ The E&D online **training module has been updated to incorporate a trans-inclusion case study** and a trans-inclusion question forms part of the assessment for the training.

Work with estates to use gender-neutral signage for gender-neutral toilets which are available across the University **(AP4.8a)**.

Guidance assisting managers, administrators and members of staff in understanding gender reassignment, and the issues that may affect staff who are considering, currently undertaking or have undergone gender reassignment.

Cambridge is a Stonewall Diversity Champion. Stonewall's trans-inclusion resources have been circulated to all HR staff.

The School of **Humanities and Social Sciences** has funded a three-year programme to raise the profile of LGBTQ+ research and activities across the University. A new website was launched Autumn 2018 to promote research, outreach and network building related to queer, trans and sexuality studies at the University of Cambridge.

### (ii)   Monitoring

**Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.**

The safe trans contact meets with the E&D team annually to ensure that strategic issues are picked up and that the safe trans contact is well supported.

HR staff will provide feedback to the E&D team about the effectiveness of trans-inclusion training and briefing.

A survey of LGBT+ staff (2016) carried out by the LGBT+ staff network gathered data about the needs of trans staff. Over 100 people completed the survey of whom 12% identified themselves as transgender or 'other'.

### (iii)   Further work

**Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institution.**

The impact of policies for trans staff will form part of the LGBT+ staff surveys and will indicate areas for further action for the University.

The LGBT+ staff network includes trans-awareness as one of its priorities and is planning activities aimed at raising awareness and also offering safe spaces for trans and non-binary members of staff (**AP4.8b**).

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**ACTIONS**

**AP4.8a** Compile and publish a list of gender-neutral toilets across the University in order to ensure that staff members are aware of the location of gender-neutral toilets.

**AP4.8b** Existing University guidance on transitioning to be supplemented with the addition of a streamlined checklist for managers and staff to provide practical support for staff members who are transitioning at work.

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## 7.   FURTHER INFORMATION
**Word count: 0 words**

Please comment here on any other elements that are relevant to the application; for example, other gender-specific initiatives that may not have been covered in the previous sections.

# University of Cambridge SILVER
# Athena SWAN Action Plan
# 2017-2021

Building on our strong commitment to Athena SWAN over the period of our existing Silver Award, the renewal submission provides an opportunity to demonstrate how the progress we have made to date is informing an action plan focussing on embedding good practice across the institution.

We have identified the following broad themes for our proposed actions for the period 2018-2022:

**Theme 1: Mainstreaming inclusivity** - Actions to consistently and visibly embed inclusive practices into the everyday business of the University

**Theme 2: Broadening workforce diversity** - Actions to support attracting, selecting, recruiting and welcoming a diverse workforce

**Theme 3: Addressing barriers to retention and career transitions -** Actions to support the career development of all PSS

**Theme 4:  Promoting a flexible and inclusive working culture** - Actions supporting a flexible working culture where staff and students are respectful and tolerant of each other

This action plan is aligned with other University strategic policies and initiatives and seeks to continue to embed inclusivity into University business.

**The Action Plan incorporates brief descriptions of how progress made since the last submission informs the actions planned.**

## UNIVERSITY OF CAMBRIDGE ATHENA SWAN INSTITUTIONAL SILVER ACTION PLAN 2018-2022

| 1 | **1. MAINSTREAMING INCLUSIVITY**<br>Actions to consistently and visibly embed inclusive practices into the everyday business of the University |
|---|---|

**Progress informing actions:**
• Undertook an internal pay relativities exercise using the principles of the Equalities and Human Rights Commission.
• Launched the University's People Strategy which makes a clear statement about how the University values and treats its people, and the culture it wishes to foster to enable everyone to achieve and sustain excellence in all areas of its teaching, research and administrative activity. The Strategy sets out eight goals structured around the four core areas of recruitment, talent management, reward and thriving and inclusive community.  It also articulates eight specific sets of objectives aligned with these goals to focus University activity. The People Strategy is operationalised though a five year programme. The projects are led by the HR Division working closely with key stakeholders.
• Although all of the goals of the People Strategy support the mainstreaming of inclusivity, of specific relevance is Goal 7 which focusses on embedding a supportive culture, which is inclusive positive and fair, where opportunities are open to all and people can lead and are led effectively.  The objectives to deliver this goal focus on increasing workplace diversity, in particular at senior levels, ensuring a culturally inclusive and supportive environment for work and study (including parents and carers), and developing and promoting best practice beyond legal compliance.
• Under the umbrella of the People Strategy, there are three supporting strategies of work within the HR Division, focussed specifically on Equality & Diversity, Personal & Professional Development, and Wellbeing.  A fourth supporting Strategy, Reward, is currently in development.
• Putting equality, diversity and inclusion at the heart of operational activity through integration of the E&D professionals within the HR Division and embedding in School based work.

| REF | NEW SILVER ACTIONS | Rationale | Responsibility | Success Measures | Timescale |
|---|---|---|---|---|---|
| 1.1 | **ADDRESS THE GENDER PAY GAP with a series of initiatives** | The gender pay gap in Academic roles is 13.8%, and in Academic-Related roles is 11.6%.<br><br>The GPG by staff type appears to be correlated with the proportion of women employed in these roles, being highest for Academic staff where women comprise 29.7% of staff and lowest for Assistants, where women make up  62.8%. | Chair of Remuneration Working Group | An 25% reduction in the gender pay gap over a 4 year period.<br><br>Reviewed annually in conjunction with mandatory gender pay reporting | 25% reduction by 2022 |
| 1.1a | Introduce new streamlined gender pay report to improve understanding and expand knowledge at School level of equality information. | Consolidating all gender equality pay reporting into one report will facilitate better informed initiatives and monitoring of successes in gender initiatives. | Chair of HR Committee | • Consolidated annual report produced<br>• The inclusive Cambridge website updated on a quarterly basis<br>• Annual action plans produced informed by annual report and consolidated gender pay report data | • Annual report communicated across the institution as published report by March 2019<br>• Annual action plan produced at University and School level  from March 2019 |
| 1.1b | Use gender pay impact data to support all HR initiatives and policy development. | We need to ensure that gender pay data (4.3a) informs: the development of policies and decision making so that it is fair and fully informed of the potential gender and gender pay implication. The aim is to embed a culture of mandatory gender pay gap impact assessment for all proposals / policies. | Assistant HR Director - Strategy | • Conducting impact assessment on policies, proposals and decision making - across all University business<br>• Impact assessments result in informed action / amendments as required | • By Autumn 2022 |
| 1.1c | Embed race and ethnicity considerations within the Equal Pay Review reporting, and any evident intersections with gender within Equal Pay reporting following the Government Ethnicity Pay Reporting Consultation. | We currently do not have any data regarding intersectionality between race and gender. We will need to enhance current analysis of gender and ethnicity to deepen our understanding of issues and comply with future pay gap mandatory requirements.<br>Currently the overall BAME (self-declare) staff make up 13 %<br>BAME Research staff (as proportion of all research staff) – 23%<br>BAME Academic staff (as proportion of all academic staff) – 11% | Assistant HR Director - Strategy and Head of E&D | • Single comprehensive report published<br>• Annual report communicated across the institution<br>• Annual action plan produced at University and School level | • Report published March 2021<br>• Annual reports from March 2022 |

| | UNIVERSITY OF CAMBRIDGE ATHENA SWAN INSTITUTIONAL SILVER ACTION PLAN 2018-2022 | | | | |
|---|---|---|---|---|---|
| REF | NEW SILVER ACTIONS | Rationale | Responsibility | Success Measures | Timescale |
| 1.1d | Launch a new comprehensive inclusive leadership programme to ensure line managers understand how their decisions and actions directly and indirectly impact on gender pay and progression. | This action addresses the cultural factors, such as implicit bas, perceptions and assumptions that create and sustain an environment which prevents women progressing and recognises the role line managers have in closing the pay gap and ensure to make fair management decision making. | Director of HR, Head of PPD | • Inclusive team leadership skills training programme developed<br>• 90% Participation rates for the programme<br>• Evaluation/follow up demonstrates progression of women into new roles<br>• Increased participation in secondments, shadowing, projects and development opportunities.<br>• 50% of line managers undertaken the programme within 2 years of launch | • Team leadership programme developed by Spring 2019<br>• Participation rates achieved by 2020<br>• Programme launch Summer 2019, first evaluation published Autumn 2019<br>• Follow up report Spring 2020 |
| 1.1e | Develop and implement an inclusively designed framework to realise the potential of PSS. The 'Our Cambridge' programme will feature:<br>• Career structures that emphasises transferable skills, enable much easier movement across the University and create a much more flexible workforce.<br>• Revisions to appraisal (Staff Development Review policy (SRD).<br>• Streamlined PSS processes<br>• Improved mentoring, coaching and peer to peer support | The need to create an environment in which PSS staff (a significant proportion being women) are able to achieve their potential was a key feature in the VC's My Cambridge consultation.<br><br>This will help address the identified horizontal and vertical segregation.<br><br>Structured support will enable better female career progression and help address the low representation of women in senior University grades. | Registrary | • Workshops with PSS to inform the development of a career development framework.<br>• Programme of work developed informed by the workshops/feedback<br>• Programme published and being implemented | • Workshops planned for Spring term (ending mid-March 2019)<br>• Existing initiatives mapped by end March 2019<br>• Full Programme Plan identified by end March 2019<br>• Commence implementation phase from January 2019 |
| 1.1f | Invest in new professional career opportunities for PSS to include: group career development workshops; 1:1 career coaching: web based tools for skills review and skills attributes match required for career progression. Aim: to increase women in senior University grades. | See above | Head of PPD | • Career development programme developed<br>• Take up of 100 places identified for 2-year programme filled<br>• Career development programme developed<br>• Take up of 100 places identified for 2-year programme filled<br>• Web based tool developed and 90% satisfaction rate from survey to test web tool<br>• Evaluation of programme to identify 90% satisfaction rate up including take up and value of career coaching option.<br>• Follow up of programme participants to assess the impact on their career progression<br>• More applications and appointments of women to senior PSS posts | • Career development programme developed and rolled out in Spring 2019<br>• 2-year programme places filled by 2020<br>• Web based tool developed by Summer 2019<br>• Review of programme in 2020 and reported in next AS submission |
| 1.1g | Ensure starting salaries are appropriately set for new hires to ensure fairness and comparability with internal staff. A review of starting salary policy and internal promotions pay policy will be undertaken. | Actual gender inequalities are being considered as part of a wider review of the University's starting salaries and internal promotion and progression review. | Assistant HR Director - Strategy, Chair of Remuneration Working Group | • Review completed and actions identified<br><br>• Recommendations made to RWG<br><br>• Parity in starting salaries of new hires and internal promotions achieved | • By Autumn Term 2019<br><br>• Spring 2020<br><br>• By 2022 |
| 1.1h | Minimise disparities in additional payments by gender through the use of objective and consistent criteria. | The University's additional payments contribute to the gender pay gap. EPRs show that 1.7% of the total pay gap is associated with additional payments. A review of all additional payments is underway to mitigate their impact on total pay. | HR Assistant Director - Strategy | • A 20% reduction (via incremental reductions) in pay gap associated with additional pay over a 4 year period. | • 20% reduction by 2022 |

| | **UNIVERSITY OF CAMBRIDGE ATHENA SWAN INSTITUTIONAL SILVER ACTION PLAN 2018-2022** | | | | |
|---|---|---|---|---|---|
| **REF** | **NEW SILVER ACTIONS** | **Rationale** | **Responsibility** | **Success Measures** | **Timescale** |
| 1.1i | Consult on and implement proposed changes to CRS scheme for PSS staff to which aim to achieve greater monetary parity between the genders and ensure there are no barriers to progression for women. | Although women have a high success rate, the monetary value they receive under CRS is lower than men. A new CRS has been designed and will be consulted on during 2019. The changes are designed to address issues of inequality and aim to increase transparency within CRS | HR Reward Manager | • Review completed and implemented.<br>• Participation rates for the scheme (applications and awards made) reported<br>• Gender split of applications and awards relative to the gender demographic of each school and institution identified<br>• Impact on gender pay gap assessed and reported and recommendations made for future scheme development<br>• Value of awards women receive are equal in value to the levels achieved by men | Consultation - Lent term 2018/19,<br>Implement new scheme - Academic year 2019/20<br>Report on outcomes Michaelmas Term 2020<br>Monetary parity with men by 2022 |
| **1.2** | **OPTIMISE DATA COLLECTION** | | | | |
| | **Progress informing action**<br>• E&D data dashboard developed, piloted in 2018 and now being rolled out across the University to ensure all depts. will have access to relevant data. This will enable them to benchmark performance and inform local actions and decision making.<br>• During Summer 2018, a joint staff survey between the University and the Trade Unions was held into nurturing a culture of mutual respect.  This survey collected data (including by gender) on incidents of bullying and harassment across the University, including those incidents specifically perceived to be attributable to gender, the analysis of this data is informing an action plan to create and maintain a more positive working environment across the University for implementation from 2019 onwards.<br>• Streamlining of data collection underway including recruitment, training and other HR processes by key committees to inform action.<br>• New post funded to support provision of equalities data (from 2017). | | | | |
| 1.2a | Launch a new biennial University-wide staff survey enabling direct comparison across Institutions, track progress overtime and benchmark externally - which has not been possible before now. | All Schools and NSIs have conducted one or more separate staff surveys since 2012.<br>73.2% (48%F) response rate.<br>Currently staff data is hard to analyse across the whole university, and question sets do not match. | Registry | New biennial survey run with >80% response rate | First run in Spring Term 2019, then every two years |
| 1.2b | Repeat Family Leave Survey biennially, alternating with biennial Maternity Leavers survey. | Previously these surveys have been run when needed for Athena SWAN Institutional Award submissions. This information will be collected biennially to identify and address issues raised. | Head of E&D | >75% response rate for both surveys | Next Family Leave Survey in July 2019 and then biennially<br><br>Next Maternity Leavers Survey July 2020 and then biennially |
| 1.2c | Extend annual Equality, Diversity and Inclusion Departmental Survey to NSIs.<br><br>Analysis and action points reported to HoS and then EDC. | 63% of AS reporting units replied to the 2017 EDI survey. Only academic departments were contacted in previous years. | Head of E&D | 100% response rate from Departments<br><br>5 key points for action identified and reported | By end July 2019.<br><br>Summer Term each year. |
| 1.2d | Cascade new E&D Performance Dashboard for staff and students across the University to be used at Departmental level. | E&D Performance Dashboard will enable the consistent analysis of Departmental inclusion data across the University and inform the development of actions for improving inclusion. | E&D Consultants, EDC | Evaluation of pilot completed and reporting to EDC<br><br>Roll out to all University departments.<br><br>Annual reporting to E&D Committee | Roll out from Autumn Term 2018. Ongoing reporting thereafter. |

| | UNIVERSITY OF CAMBRIDGE ATHENA SWAN INSTITUTIONAL SILVER ACTION PLAN 2018-2022 | | | | |
|---|---|---|---|---|---|
| REF | NEW SILVER ACTIONS | Rationale | Responsibility | Success Measures | Timescale |
| 1.3 | PROMOTE VISIBILITY OF SENIOR WOMEN, ROLE MODELS, MALE AND FEMALE GENDER CHAMPIONS | | | | |
| | Progress informing action<br>• Significant increase in University and Department activity e.g. webpages, events and initiatives aimed at raising the profile and contribution of women in the University and demonstrating the University commitment to the gender equality. This joins up communication, HR and E&D Team who engage with colleague across the University to act in a more co-ordinated way.<br>• High level female appointments made: Registrary, Academic Secretary, Head of Registrary Office, Chief Operating Officer of University Libraries, Chief Librarian, Head of Vice Chancellor's Office.<br>• University leadership taken a visible and active lead on nation equality matters: Former PVCI – now Chair of Royal Society Athena SWAN Forum, University STEMM Gender Champion Athena SWAN – IoP -Juno Project Lead.<br>• University's 2014 book: Women at Cambridge: The Meaning of Success features detailed profiles of a range of Cambridge staff; each in-depth interview is accompanied by a portrait photograph.<br>• Held termly Women's Staff Network events with panels of female staff from Schools and NSIs discussing their career pathways. Events including 30+ participants with 75%> positive feedback. | | | | |
| 1.3a | Inspired by the Meaning of Success book interview new groups of female STEMM, AHSSBL and PSS as role models will be interviewed and career case studies published on University webpages. | From consultation there is interest in following the career trajectory of the Meaning of Success women, and to hear from a different range of women at the University. | WiSETi Director, E&D Consultant | >15 women interviewed with good representation across the University<br><br>Case studies published on webpages | Commence Summer Term 2019<br><br>By end Spring Term 2020 |
| 1.3b | Develop best practice guidance about ensuring a diverse range of speakers and panels at conferences. | Most seminars and talks at the University are run by Departments. Discussions with Departments and Schools have indicated that they would value the provision of best practice guidance on ensuring a diverse range of speakers and panels at conferences. | Office of External Affairs and Communications, E&D Communications Lead | Guidance produced and publicised.<br><br>Impact to be monitored via annual EDI Survey | By end Spring term 2019<br><br>By end July 2020 |
| 1.3c | Continue to increase the number and proportion of female academics who feature in University news content and who can act as expert voices. | In 2016-17 34% and increased to 40% in 2017-18 of Cambridge academics featured in news were female, but with significant variation between Schools. | Office of External Affairs and Communications, E&D Communications Lead | Proportion of women and men in news articles and expert voices list is proportionate to that of their School | Started January 2018<br><br>Annual report to EDC |
| 1.3d | The University commits to conduct the 2021 REF in-line with the highest E&D standards. We will develop a code of practice on the fair and transparent identification of staff with significant responsibility for research | REF procedures and decision making processes need to be drawn up in the context of the principles of E&D outlined in our code of practice . | PVC Research Strategy | • REF Code of practice developed.<br>• REF 2021 process is adhered to across the Institution.<br>• Number of women and men in the REF 2021 is proportionate to that of their School | • by Spring 2019<br>• by 2020<br><br>• by 2021 |
| 1.4 | ENSURE HR POLICIES ARE CONSISTENTLY PUT INTO PRACTICE | | | | |
| 1.4a | Evaluate monthly HR seminars and amend if appropriate including gender pay seminar as a regular annual feature. | HR Seminars newly launched in Autumn 2017 were designed to support professional development and to disseminate good HR and EDI practice among PSS who have HR responsibilities. Evaluation will determine effectiveness of and improvements in the seminar programme. | Assistant Director HR - Operations and Head of E&D | Effectiveness evaluated<br><br>>75% positive feedback. HR staff feel well informed | Evaluate end Sept 2019 |
| 1.4b | Hold regular HR Briefings and workshops about EAAs targeted at key staff members such as Department Administrators and committee secretaries. | Policies considered by EAARG have mostly originated from the HR or Academic Divisions. Briefings and workshops will raise awareness in Schools and other NSIs. | Assistant Director HR - Strategy | Presentations and EAA workshops developed and rolled out to HR School Fora. | Presentations commence Spring Term 2019<br><br>All Schools and NSIs received briefing by July 19/20<br><br>Workshops commence by Dec 2019 |

## UNIVERSITY OF CAMBRIDGE ATHENA SWAN INSTITUTIONAL SILVER ACTION PLAN 2018-2022

| REF | NEW SILVER ACTIONS | Rationale | Responsibility | Success Measures | Timescale |
|---|---|---|---|---|---|
| 1.4c | Roll out good practice arrangements which support more flexible working arrangements (particularly at senior levels) such as talent partnership job-share working practices | The need to explore and raise awareness of opportunities to improve or develop more innovative approaches to employment arrangements is recognised. | Director of HR | • University guidance on flexible working revised and relaunched<br>• Training (Inclusive Leadership Programme) provided to managers to better consider and support flexible working where feasible<br>• 5% increase in employees changing to flexible hours or working patterns | Summer 2019<br><br>Programme launch Summer 2019 (see 4.3b)<br><br>Increase by 2022 |
| 1.4d | Roll out more family friendly employment arrangements | Cognisant of feedback from staff surveys on the need for more family friendly support the University reviewed policy offerings resulting in the development of proposals to extend dependants' leave - which is currently being explored | Assistant Director HR - Strategy | • New Dependents Leave policy agreed and rolled out.<br>• Staff Survey demonstrates increased satisfaction with University initiatives to support families | New Dependants Leave policy launched by Spring 2020<br>Staff Survey 2021 |
| 1.5 | **FURTHER SUPPORT ATHENA SWAN APPLICATIONS** | | | | |
| 1.5a | Work towards all Departments to have applied for an award by November 2022. We will actively engage with the Athena Swan review and adapt our institutional aims in response to the outcome of that review. | All STEMM and some AHSSBL Departments have been supported to date, but all AHSSBL Departments and Faculties will be in need of further help and guidance as they are new to the process. | SAT | All Departments applied for awards at Bronze level or higher | By November 2022 |
| 1.5b | Improve communications outlining Athena SWAN progress and achievements via bimonthly HR Bulletin, termly E&D e-bulletins and increased use of social media platforms. | Feedback from working groups and focus groups indicated that better staff and student communications around AS are needed. | HR Comms Officer Manager | Athena SWAN section on bimonthly HR e-bulletin<br><br>Termly E&D e-bulletins being sent<br><br>>60% of staff show awareness of Athena SWAN progress via University staff survey in first year.<br><br>Rising to >75% by 2022 | Commence Spring Term 2019<br><br>Commence Summer Term 2020<br><br>Autumn Term 2020 |
| 1.6 | **FURTHER DEVELOP THE ATHENA SWAN SELF-ASSESSMENT TEAM** | | | | |
| 1.6a | Address diversity of the SAT membership for the next submission and overview of the action post award. Increase representation of male academics, BAME, research and PS staff to the SAT. | The SAT is over-represented by women  66%F  which has improved from 77% female in the 2017 SAT. Post award the ongoing SAT membership will need to be kept under review. | PVCI, Head of E&D | SAT membership represents all staff and student groups | SAT gender parity achieved by 2020 |

| UNIVERSITY OF CAMBRIDGE ATHENA SWAN INSTITUTIONAL SILVER ACTION PLAN 2018-2022 | | | | | |
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| REF | NEW SILVER ACTIONS | Rationale | Responsibility | Success Measures | Timescale |
| 2 | **2. BROADENING WORKFORCE DIVERSITY**<br>Actions to support attracting, selecting, recruiting and welcoming a diverse workforce | | | | |
| | **Progress informing action**<br>• Increased the proportion of women professors across the University from 15.2% of in 2013 (N=90) to 21.6% (N=147) in 2018.<br>• Improved E&D Online Training completion rate across the University from 28% of staff in 2014 to 79% in 2018<br>• The Corfield Lectureship in Maths model which involves research and activities aimed at promoting women's participation and achievement in Mathematics rolled out to be replicated in Engineering (1 to date), Physics (1 to date) and Applied Maths (2 to date)<br>As part of Race Equality Charter work:<br>• launched six key priorities for its Race Equality Plan of Action,<br>• launched a BAME staff network (alongside existing Women's Staff Network, LGBT+ and Disability Networks)<br>• Launched a new website detailing all the policies, procedures, support and reporting options around race equality<br>• High profile partnership initiatives such as Black Cantabs: History Makers exhibition of portraits of Cambridge graduates (known as Cantabs). | | | | |
| 2.0a | Increase Institution-wide uptake of E&D online training, especially those involved in appointments (mandatory requirement). Report to EDC termly. | The aim is to embed EDI at the institutional level. >75% of staff have completed online E&D training (a 115% increase in uptake since 2014)  AHSSBL depts. and NSIs need to improve take up rates further. | PVCI/HoS | Renewed push for completion in tandem with 2.1b<br><br>>90% of all staff and 100% all staff involved in appointments | Start termly reporting to EDC in Autumn 2018 and termly thereafter<br>Complete by end 2020. |
| 2.0b | Introduce requirement that staff should retake the E&D online training module every three years and monitor uptake. | Content is updated annually. While uptake is high, the module should be retaken by staff every three years. | Head of PPD,<br>E&D Consultant | Guidance produced on retake requirements.<br><br>Module being taken every 3 years by >90 of all staff | Guidance by July 2019.<br>Promoted by Autumn Term 2019<br>In place by 2021 |
| 2.0c | Roll out Implicit  bias training and aim to reach all selection and promotion committees by promoting in-house IB training programme and online resources and monitor uptake. Implicit Bias Training to be extended to all staff groups . Promote in-house IB training programme and online resources and monitor uptake. | Research has identified that bias is a contributory factor in decision making and forms a key component of the University E&D Strategy. The need to roll out a requirement for recruitment purposes for all staff groups has been identified. The aim is to embed EDI at the institutional level. Since October 2018>1700 participants have completed the IB online training. | Head of PPD, Head of E&D | Promote alongside E&D training<br><br>>50% uptake of IB training all staff in general.<br><br>move to 100% uptake of those involved in appointments | Starting Spring Term 2018<br><br>Complete by end 2020.<br><br>100% by 2022 |
| 2.0d | Extend recruitment practices developed for academic staff to all staff groups. | Following the introduction of a number of recruitment initiatives for academic staff and as part of the recruitment strands of the People Strategy we need to extend recruitment improvements to benefit women and staff in all other staff groups. Improvements to recruitment policy and procedures need to be developed to enhance support for staff appointment, redeployment and international assignments. | Head of Resourcing | New Recruitment Policy produced | New policies in place by end Sept 2019 |

## UNIVERSITY OF CAMBRIDGE ATHENA SWAN INSTITUTIONAL SILVER ACTION PLAN 2018-2022

| REF | NEW SILVER ACTIONS | Rationale | Responsibility | Success Measures | Timescale |
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| 2.1 | **CONSISTENT AND EMBEDDED RECRUITMENT POLICY AND PRACTICES** | | | | |
| | Progress informing action:<br>•Revised the academic recruitment process with a new briefing programme for recruiters to complement existing E&D and implicit bias training, accompanying guidance and clear guidance over diversity and the composition of the new Selection Committees to ensure application of best practice and mitigate bias wherever possible. For example asking panels to proactively invite appropriately qualified women to apply where numbers were low.<br>•Created a University-wide template for staff advertising, recruitment packs /materials, with a focus on gender neutral language and family friendly policies/benefits etc.<br>•Increase in the % of female professors via new appointments as well as internal promotion.<br>•Encouraged innovative recruitment practices such as lectureships jointly funded between University and colleges focussed on encouraging female applicants and/or lectureships which include a remit to promote women's participation in the STEM subjects ( for example the Corfield Lectureship in Maths with a specific remit for women in Maths outreach – the applications from women increased from 20% for standard lectureship to >50% women applications).<br>•Significant increases in E&D training as part of clear recruitment and academic appointment panel practices. | | | | |
| 2.1a | Renewed awareness campaign / information sessions for those who undertake recruitment administration to maximise the use of web recruitment for processing applications as an end to end process. One session per school run annually. | At present 99% (October 2018) of posts applications are collected using the University web based recruitment. However departments and institutions may use the templates and processes available in the University's web recruitment system but manage the recruitment on local system. In order to collate accurate data collection and reporting including underrepresented groups, there is a need to encourage the use of the system for the whole recruitment process. | Head of Resourcing | •Identify the number of departments using web recruitment as an end to end process<br>•Increase in the % of departments using web recruitment by 10% in next 4 years | Across Unversity use by 2022 |
| 2.1b | Evaluate impact of new guidelines for drafting adverts and search activities which were launched 2017. | Although there has been an improvement in the number of women applicant arising from improved recruitment information (such a use by Departments of language and information relevant/tailored to women in the applicant pool), we need to systematically roll out good practice across the University. Evaluation will form the basis of this roll out and further increase women applicant numbers.<br><br>Race Equality Charter actions include a diverse recruitment framework (in production) including the content of documents associated with recruitment (person specifications/adverts etc.) which needs to be integrated with overall recruitment practices | Head of Resourcing, Head of E&D | Complete evaluation and disseminate report on effectiveness and best practice.<br><br>At all levels proportion of women and BAME applications increased by >5%"<br><br><br><br>Fully embed the Diverse (race equality) Recruitment Framework within our overall recruitment guidelines. | Evaluation 2018-19 via Staff survey, and annual Departmental EDI Survey.<br><br>Increase in BAME application by end 2021Framework Published in 2019<br><br><br>Framework by Spring 2019. Integrated within recruitment guidelines by Summer 2020 |
| 2.1c | Selection specialists (head-hunters) briefed to ensure candidates put forward are diverse. | Head-hunters are used for the recruitment of most senior administrative, and some academic posts. It is important that they adhere to the values of promoting diversity. | Head of Resourcing | Briefing developed for head-hunters and introduced<br><br>Impact measured by annual recruitment data analysis<br><br>At all levels proportion of women and BAME applications increased by >5% | Autumn Term  2019/20<br><br>Annually at end of Summer Term |
| 2.1d | Monitor the number of research staff on FTC by gender and assess the volume of FTC associated with the duration of grant funding available to ensure use of FTC has no disproportionate effect on women. | Analysis shows that the number of Researchers on FTCs has risen over the past few years and although due mainly to transfer of staff and increased research grant income, it is important to monitor levels to ensure the impact of increased FTC necessary for time limited research grants does not disproportionately affect female researchers. | Assistant Director HR - Operations and Head of Resourcing | •Reports on proportion of staff on FTC by gender and the reasons for FTC<br>•Guidance disseminated to departments on  FTC and in line with  best practice to ensure consideration is given to the appropriate use of FTC and transfer to open ended contracts as appropriate. | Report in academic year 2019/20 |

| | UNIVERSITY OF CAMBRIDGE ATHENA SWAN INSTITUTIONAL SILVER ACTION PLAN 2018-2022 | | | | |
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| **REF** | **NEW SILVER ACTIONS** | **Rationale** | **Responsibility** | **Success Measures** | **Timescale** |
| 2.1e | Ensure career development and support arrangements provide adequate support for PSS women employed on fixed term appointments for time-limited specific projects. | The increase in PS staff working on FTCs over the last three years has been driven mainly by new appointments in NSI offices (e.g. UIS) and the transfer of a number of MRC units into the Clinical School. | Assistant Director HR - Operations | • Guidance disseminated to departments on FTC and in line with best practice to ensure consideration is given to the appropriate use of FTC and transfer to open ended contracts as appropriate. | Report in academic year 2019/21 |
| 2.1f | Redevelop and simplify recruitment policy and guidance for all staff categories to improve consistency of recruitment practices taking into account best practice at local and sector levels. | Need for consistent policy for all staff which encourages applications from under-represented groups and promotes the University as a equal opportunities employer. See also 2.2b | Head of Resourcing | Policy approved. Recruitment guidance updated and easily accessible on the web. >80% of adverts with new FP by 2021 | Policy launch Sept 2019, Web-enabled guidance by Sept 2019 Annual monitoring introduced Sept 2019 |
| 2.1g | Further refinement of the University further particulars (standardised recruitment material for candidates) for use on both Windows and OS operating systems. | The aim is to support a consistent approach to the recruitment process which supports EDI. | Head of Resourcing | Uptake and use of revised recruitment material across depts. • Introduce revised further particulars • 100% uptake by Departments | Summer 2019 Autumn 2020 |
| 2.2 | **ACHIEVE GREATER DIVERSITY AT SENIOR LEVELS OF THE ORGANISATION** | | | | |
| 2.2a | Monitor membership, diversity profile; improve accessibility of influential committees by providing straight forward mechanisms for expressions of interest; make targeted efforts to recruit external members from diverse backgrounds | Committee membership is not diverse or representative of University populations (See Section 5.6.iii) | EDC Chair ACCMEN CMC Nominating Committees | Greater diversity achieved on senior committees | By 2021 |
| 2.3 | **PROVIDE EXCELLENT INDUCTION AND EARLY CAREER SUPPORT** | | | | |
| | **Progress informing action** • The Office for Post-doctoral Affairs (OPdA) relocated to the new Eddington location in purpose build accommodation which includes space for post doc activities and support • In 2016 relaunched University induction webpages with guidance for staff and a new induction toolkit for line managers | | | | |
| 2.3a | Develop a strategy in conjunction with OPdA to target further support for female Postdocs | The objective is to identify and address any specific needs which the female post docs may have which are not yet being addressed as part of general support for post docs. | Head of OPdA and Head of Resourcing | At least one annual event with recorded satisfaction rate of 70% | Starting Academic Year 19-20 Repeated at least annually |
| 2.3b | Evaluate the uptake of: • New Professors Welcome and Networking event • New Academics Welcome events | The aim of these new induction events is to help new academics understand how the University works, and to build cross-university links with colleagues. | PVCI , Head of Resourcing | • New Academics: 80% positive feedback collected from staff survey. • New Professors Welcome :75% positive feedback from staff survey | Evaluation of Welcome and Networking event annually |
| 2.3c | Develop University online exit survey for all leavers to further understand staff destinations and reasons for leaving Analyse data annually by factors including staff type, length of service and age Develop actions to address any issues raised. | Although some information is gathered and analysed in departments - there is currently no central mechanism to capture detailed information about why staff (of different types) leave the University, or their destinations. | Assistant Director HR - Strategy | University online exit survey launched 50% take up in the first year and 75% thereafter Issues identified from results | Launched in 2021 50% by Autumn 2022 Analysis 6 monthly from Summer 2022 |
| 2.3d | PI training on management and the importance of Researcher development, particularly appraisals. | Little survey data is held regarding Researcher appraisals but focus groups informed that PIs would benefit from further guidance on developing Researchers, and improving their experience at Cambridge. | PPD | • 40% of PIs completed in 2019 • 60% of PIs completed in 2020 • 80% of PIs completed in 2021 | by 2021 |

| REF | NEW SILVER ACTIONS | Rationale | Responsibility | Success Measures | Timescale |
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| 3 | **3. ADDRESSING BARRIERS TO RETENTION AND CAREER TRANSITIONS**<br>**Actions to support the career development of all staff, especially Senior Academic Promotions and PS Staff** | | | | |
| | **Progress informing action:**<br>• Improved information and access to induction and support for new staff including major relaunch of University's induction webpages and toolkit which provides a more comprehensive package of guidance and support for both staff and line managers<br>• Revised scoring in academic promotion assessment criteria to increase recognition of teaching and general contribution<br>• A raft of information, guidance and promotions policy changes aimed at Heads of Department to encourage, support and keep under review the readiness for and progression via promotion of eligible female academics.<br>• Launched the Cambridge Centre for Teaching and Learning in 2016 which provides opportunities to learn and share good teaching practice<br>• Launch of a number of training programmes aimed at early career researchers such as the Emerging Leaders Development Programme aimed at post docs to support transition to research independence<br>• Transferable skills, career development provision continues to grow. A RD log will enable both central and department based provision to be logged and publicised on a central booking system enabling staff to access their training record and help monitor and co-ordinate training across the University<br>• Implemented the IDEAS project pulling together best practice from across the university a database of initiatives from Cambridge Departmental AS submissions and action plans. This will be updated on a regular basis. | | | | |
| 3.1 | **Make improvements to senior academic promotions and career transition for women academics and senior researchers through a series of related initiatives.** | Feedback and analysis of previous promotions rounds have led to the identification of three objectives to increasing the number of applications from and successful promotion of women:<br><br>a) To put into effect more prominent and structured leadership for academic promotions.<br>b) Make improvements to the promotions processes to make it as fair and as transparent as possible.<br>c) Provide greater support for individuals to build skills and confidence to apply and succeed at promotions. | PVCI, Head of Resourcing | See below | See below |
| 3.1a | Continue to require and analyse feedback from Heads of Institutions on why the gender balance of senior academic promotions applicants is not the same as the proportion of staff in that office and support increases in the number of women in the eligible pool who apply. | With the percentage of women professors rising from 15.3 % (2013) to 21.6% (2018), the University needs to move closer to the national average of 23.5% women professors. We need to support increases in the number of women applying for senior academic roles. Increase in the proportion of women in the eligible pool who apply for promotion to levels comparable to men - currently 7.8% women in the pool apply. | PVC-I | • Review completed<br>• Increase women in pool applying to 9%.<br>• Increase women in pool applying to 10%. | Review by 2019/20<br>Increase women in pool applying to 9% by 2020<br>Increase women in pool applying to 10% 2022 |
| 3.1b | Update probation policy for non academic staff and attach a new managers' toolkit/guidance, evaluate effectiveness of induction and probation arrangements for new staff. Follows in from action 1.1n | Varied satisfaction rates via staff survey around induction, ranging between 23% and 72% of staff were satisfied with their induction.<br>A new Induction toolkit was launched in2016. | Head of Resourcing | University-wide staff survey results used to measure satisfaction with induction. Increased satisfaction over current School survey average. | review of Induction and probation to be completed 2018-19 |
| 3.1c | Ensure those on leadership programmes are aware of the need to support the career development of women | Given women comprise 28.5% of academic staff, they are over represented on training uptake both in broad training courses as well as leadership specific training. | Head of PPD | Increase in % of all academics undertaking training by 10%. Increase rate of training uptake by men by 10% | By 2020 |
| 3.1d | Review the 2019 SAP exercise and monitor and evaluate the Academic Career Paths Scheme (2020) and revise the SRP to align. | The schemes will facilitate applications for promotion being made at the right time, for an appropriate post on promotion. The aim is to have a positive impact on female academic and senior researcher promotions numbers. | PVCI, Head of Resourcing | • Begin to implement the revised Academic Career Pathway Process and Senior Researcher Promotions Process<br><br>• Achieve the Russell Group average benchmark for percentage of female professors (23.5%) and researchers. | New ACP & SRP to be implemented by Sept 2019<br><br>Russell Group average benchmark by 2021 |
| 3.1e | Monitor changes in senior academic promotion processes, including impact of revision in criteria/weightings for a positive impact on application numbers and successful outcomes | The aim is for a more transparent process and to redistribute weightings to ensure contribution to teaching and to the University in general are given more recognition. | PVCI, Head of Resourcing | Increase in proportion of applications from eligible women (on a par with men) within a comparable time period following appointment to current grade. | Comparable rates of applications by 2020 |

**UNIVERSITY OF CAMBRIDGE ATHENA SWAN INSTITUTIONAL SILVER ACTION PLAN 2018-2022**

| | UNIVERSITY OF CAMBRIDGE ATHENA SWAN INSTITUTIONAL SILVER ACTION PLAN 2018-2022 | | | | |
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| 3.1f | Revise probationary arrangements as part of a career development framework | As part of improving criteria in the academic career pathways (in academic promotions improvements) there is a need for a more transparent probationary process with a toolkit for managers. All staff need a clear understanding of the requirements of their role. Improvements (beginning with academic posts but rolled out to all staff) will help to ensure they are fully supported in their new roles. | PVCI, Head of Resourcing | • Monitor probation end date and review data on how long it takes to achieve promotion and compare year on year figures<br>• More women completing probation are ready to apply for promotion at the appropriate stage of their career. | From Sept 2020 |
| 3.1g | Identify differences in School SRP promotion rates and support Schools to even out differences | Apply the model of the ACP to SRP so that research staff enjoy the same benefits on improved career progression as academics. Ensure an SRP scheme is applied fairly across the University | PVCI | • More awareness and explicit application of SRP scheme across the University.<br>• Once the ACP scheme is fully implemented set similar timescales and targets for the SRP on the proportion. | Review end 2022 |
| 3.1h | Develop and consult on an alternative to Academic career pathways i.e. a teaching-only pathway, allowing promotion of teaching only staff. | Provide career pathways for teaching only staff which will benefit women | PVCI, HR Business Manager on secondment to project | Career pathway for teaching only staff in place | By end 2019/20 |
| 3.1i | Undertake long-term evaluation of CV Mentoring Scheme for academics and research staff - alongside the career progression workshops planned under the ACP Scheme. | To ensure more under-represented groups are encouraged to apply for promotion we want to assess the long term effects and success rates of those who apply for promotion and those who used the CV scheme. | Head of E&D | Evaluation complete, analysed by gender.<br><br>CV Mentoring Scheme revised and updated if required. >75% attendance to workshop capacity and an increase in applications from women. | By end Summer Term 2019/20. Hold Workshops by end 2019/20.<br><br>CV Scheme changes by 2020/21 |
| 3.1j | Identify and implement improved communication and support for promotion to PRA/DoR. | The process differs from the SAP scheme and researchers interested in SRP often attend SAP workshops wishing for more information. The SCM holds an annual briefing workshop for researchers and learning from this good practice will be implemented for other Schools. | PVCI, Head of Resourcing and SCM Athena SWAN lead | Improved communication strategy devised and implemented as part of plans for applying the ACP model for PRA/DoR. See AP: 1.1k and 3.1h | Starting Autumn 2018. |

## UNIVERSITY OF CAMBRIDGE ATHENA SWAN INSTITUTIONAL SILVER ACTION PLAN 2018-2022

| REF | NEW SILVER ACTIONS | Rationale | Responsibility | Success Measures | Timescale |
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| **3.2** | **DEVELOP STRUCTURED ROUTES TO CAREER PROGRESSION FOR PS STAFF** | | | | |
| | **Progress informing action**<br>• The University became a signatory of the Technician Commitment in 2017, a sector-wide initiative sponsored by the Gatsby Foundation and the Science Council in October 2018. It also become a Partner Affiliate to the National Technician Development Centre, to give access to relevant tools and resources<br>• Expanded professional career pathways and pay progression schemes, as well as career coaching and an augmented team leadership development programme, to enhance female career progression and tackle the gender pay gap.<br>• Apprenticeships – currently investing strongly in apprenticeships and have established cohorts of apprentices in leadership; administration; project management, IT.  Provides training and qualifications to enable staff to upskill and progress their careers.<br>• Ambitious Futures – introduced this national graduate trainee programme in 2016.  In 2018, this evolved into the Professional Services Graduate Programme, which is more tailored to needs of the University | | | | |
| **3.2a** | Increase access to mentoring opportunities for PS staff to further their personal and professional development including opportunities as job shadowing and secondment | After successful pilot and evaluation the scheme will now be rolled out to the University. The aim will be to formalise and roll out buddy/mentoring scheme using OPdA model as a starting point. | PVCI<br>Head of PPD | Roll out scheme<br><br><br>20 Mentees involved in the Scheme during first year | Start roll out  2019/20<br><br><br>By Spring Term 2020 |
| **3.2b** | Implement forthcoming apprenticeships cohorts including Level 4 Project Management and Level 4 data analysis. | The University is committed to nurturing talent and developing expertise through providing relevant vocational and professional apprenticeships across all of its departments and institutions.  Apprentices of all ages, in a variety of roles, can benefit from tailored learning and develop their professional skills, to support their career development, progression and promotion.  Many apprentices are part of a cohort and benefit further from the networking opportunities that this approach brings. | Head of PPD | To start 2 new cohorts per academic year, with an average of 8 apprentices per cohort | From Spring 2019 |
| **3.2c** | Embed access to the new Technician Development website created to provide information and resources to support technicians' career development and professional recognition. | The tools made available to technician staff will enable them to tailor their development and career progression. | Assistant Director - Operations and Head of PPD | Evaluate Technician Commitment scheme<br><br>>10% of technicians professionally registered | Evaluate the website by end 2019<br><br>Professional registration by Autumn Term 2021 |
| **3.3** | **IMPROVE SUPPORT FOR, AND UPTAKE AND QUALITY OF APPRAISALS** | | | | |
| **3.3a** | Improve uptake of appraisal training, (appraiser and appraisee) both online and face to face. | Staff surveys indicate more could be done to improve the PSS staff  SRD experience. To tackle this more training for both appraiser (to better support staff career development)  and appraisee (to gain from development opportunities) will be undertaken. To be taken forward once career pathways in Our Cambridge initiative is completed | Head of PPD | SRD online training completions up by >20%<br><br>Appraisal satisfaction rates via staff survey >70% | by end Summer Term 2020 |
| **3.3b** | Streamline appraisal process to improve appraisal uptake and quality of appraisal | There is a need to help women and line managers support career progression of women and other staff. Currently there are 3 ways to record and monitor SRDs: 2 HR systems or locally developed departmental level recording. The University need one system for academics and one for PSS communicated to all which will allow monitoring across the University. | • Academic – PVC Institutional Affairs<br>• PSS - Registrary | One system  recording all appraisals is in place and data available to Schools on SRDs. Rate of appraisals improves 5% each year. | Plan by September 2019 |
| **3.3c** | Disseminate best practice from departments that have increased uptake of appraisal | Appraisal uptake is varied across the University. As above | Assistant Director - Strategy | Rate of appraisals improves 5% each year | Complete by 2021 |

## UNIVERSITY OF CAMBRIDGE ATHENA SWAN INSTITUTIONAL SILVER ACTION PLAN 2018-2022

| REF | NEW SILVER ACTIONS | Rationale | Responsibility | Success Measures | Timescale |
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| 3.4 | **IMPROVE COMMUNICATION OF TRAINING OPPORTUNITIES, AND TRAINING DATA COLLECTION** | | | | |
| 3.4a | Improve quality of data collection on training courses especially long-term evaluation of training programmes. | Data on Long term evaluation of training courses is poor due to old systems' compatibility with newer data systems. Evaluation will enable us to assess the impact of training programmes and satisfaction rates will be assessed through the new institutional staff survey | Head of PPD, Assistant Director HR Director - Strategy | A process for evaluation will be identified for all training courses; including mechanisms to contact participants a number of years after their training to assess the impact it has made on their careers. | By Autumn Term 2021 |
| 3.4b | Increase the number of women participating in SLP including specifically encouraging more women to take part in SLP. | The University needs to increase access to academic leadership training for women. Since 2015 73 academics have participated in SLP (42.5%F), of whom 13 have been promoted. More women than men take part in training overall although a larger proportion of men academics participate in leadership programmes. | Head Of PPD | Conduct a longitudinal evaluation of SLP alumni to identify any long-term career impacts. | Survey Summer 2019. Analysis Autumn 2019 and changes to programme and conduct communication/ publicity during 2020 to 2022. |
| 4 | **4. PROMOTING A FLEXIBLE AND INCLUSIVE WORKING CULTURE**<br>**Actions supporting a flexible working culture where staff and students are respectful and tolerant of each other, benefitting all staff but women in particular** | | | | |
| | Progress informing action:<br>•Launched SPACE (Supporting Parents and Carers)staff Network in 2016 which along with webpages brings together information, policies and guidance for all employees with caring responsibilities<br>•In May 2017 launched the My Family Care (MFC) scheme which gives employees access to: emergency childcare, school holiday cover, back-up adult and elder care.<br>•Increased investment in Returning Carers Scheme with £ 1.2m granted to 310 academic staff and £3.8m allocated for 2018-19.<br>•The University enhanced maternity, adoption and parental leave with 18 weeks full pay.<br>•In response to survey data highlighting need for more nursery provision a new purpose built childcare facility for babies and toddlers was built at Eddington.<br>•Breaking the Silence launched in 2017 to introduce better safeguards against sexual harassment for staff and students . | | | | |
| 4.1 | **ZERO TOLERANCE TO BULLYING, HARASSMENT AND SEXUAL MISCONDUCT INVOLVING STAFF AND STUDENTS** | | | | |
| 4.1a | Deliver 'Where Do You Draw The Line?" training to  Departments (academic and non-academic) | Staff survey data showed that ~34% have experienced or witnessed bullying or harassment and that few knew how to report such behaviour.<br><br>In addition growing requests for information of how to deal with such situations have resulted in the development of Breaking the Silence: Cambridge speaks out against sexual misconduct - a campaign to promote zero tolerance of sexual misconduct, the campaign highlights prevention, support and reporting for those who've been affected by sexual misconduct. | PVCI<br>Assistant HR Director-Operations<br>Head of E&D | All senior managers briefed about Breaking the Silence | by March 2018 |
| | | | | 75% of Departments have received training<br><br>Of whom 70% have created Action Plans | starting January 2018<br>Completed delivery by 2021<br><br>by 2021 |
| 4.1b | Evaluate 'Where Do You Draw The Line?" training and report to HRC and EDC | | | Progress evaluated and reported to HR & E&D Committees<br><br>New exit interviews will capture whether sexual misconduct is a reason for leaving the University. | Start Spring Term 2020, then annually<br><br>New survey developed and launched by Autumn 2020 |
| 4.1c | Complete analysis of the nurturing a culture of mutual respect survey data and develop an action plan to address the nature of gender-related incidents and other findings | To reduce the impact of bullying and harassment on women and ensure staff retention, the specific information from the survey will inform actions to tackle gender-related issues and impact broader cultural change. | Assistant HR Director - Strategy | Demonstrable reduction by 10% in number of staff who have experienced or witnessed harassment and increase in awareness on reporting mechanisms. In addition increased knowledge and use of information and support services available to staff and students. | Analysis completed by December 2018<br>Action plan agreed and disseminated by Spring Term 2019<br>Reduction by 10% of reported incidents by 2021 |

| REF | NEW SILVER ACTIONS | Rationale | Responsibility | Success Measures | Timescales |
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| **UNIVERSITY OF CAMBRIDGE ATHENA SWAN INSTITUTIONAL SILVER ACTION PLAN 2018-2022** | | | | | |
| **4.2** | **ADVANCE THE SUPPORTING PARENTS AND CARERS AT CAMBRIDGE (SPACE) STAFF NETWORK** | | | | |
| 4.2a | Further promote the University's family friendly provisions and policies via SPACE network. | In 2016, in response to consultations and surveys, the University launched a Supporting Parents and Carers at Cambridge (SPACE) staff network. | Assistant HR Director - Strategy | In the FLS achieve a >80% satisfaction with the University as family friendly place to work. | Autumn Term 2019, and every subsequent two years<br><br>By Autumn Term 2019 |
| 4.2b | Evaluate the feasibility of collecting data on students' caring responsibilities at the point of annual registration or admission.<br><br>Evaluate the feasibility of collecting data on staff caring responsibilities at the point of recruitment or through Employee Self Service | There is currently no data collected about students and staff with caring responsibilities when they join the University. | Assistant HR Director - Strategy with Head of Admissions Office | Feasibility study developed and completed<br><br>Data systems for staff and students established. | Academic year 2019-20<br><br>Autumn Term 2020 |
| 4.2c | Evaluate effectiveness of Shared Parental Leave, My Family Care (MFC), SPACE, Returning Carers Scheme | An holistic review of family friendly policies is needed to understand impact of schemes and to ensure Cambridge is meeting or exceeding best practice in the sector. | Assistant HR Director - Strategy, HR Employer Relations and Policy Manager | A Working group established and evaluation undertaken and reported on with recommendations. | Policies revised by 2021 |
| 4.2d | Take forward changes to the Returning Carers Scheme further to the formal evaluation of its operation 5 years after implementation. See also 5.21c | To ensure the operation of the scheme continues to be fit for purpose and the funding allocated is having a demonstrable impact on returning carers. | Assistant HR Director - Strategy, Head of E&D | • The needs identified from the RCS are addressed in the operation and uptake of the Scheme<br>• Annual Review process agreed to inform future rounds | • Operation and uptake of the Scheme reported via annual evaluation process |
| 4.2e | Incorporate provision of breastfeeding facilities as best practice in the University's Design Guide for new and renovated premises. | To ensure that any new build developments undertaken by the University will give appropriate consideration to the provision of family friendly faculties. | Head of E&D and Head of Estates Management | Policy agreed to ensure all new build developments consider family friendly facilities. | By Spring 2020 |
| **4.3** | **IMPROVE UPTAKE OF SHARED PARENTAL LEAVE (SPL)** | | | | |
| 4.3a | Inform line managers (including PIs) about parental entitlements so they can discuss options with staff when considering family leave.<br><br>Publish feedback from partners at Cambridge who have taken SPL. | SPL uptake is low. More needs to be done to raise awareness and encourage uptake by parents. See also action 4.2b. | Assistant HR Director - Strategy | Uptake increased in line with national rates.<br><br>5 Case studies published on SPACE webpages | by end 2020-21<br><br>by end Autumn 2019 |
| **4.4** | **MITIGATE THE IMPACT OF CARING RESPONSIBILITIES AND CAREER BREAKS ON CAREERS, PARTICULARLY WOMEN** | | | | |
| 4.4a | Improve University-wide communications promoting family friendly policies like: RCS with more information at induction, case studies demonstrating how the funds could be used. Increase the applications from AHSSBL academics. | Of the 2017 FLS respondents who were eligible to apply for RCS, 36.4% had done so (89.7%F), 15.0% were unaware of the Scheme. | Assistant HR Director - Strategy | Increase rate of awareness of RCS measured via FLS to >90%. Evaluate scheme, make revisions and promote revised scheme | July 2019 |
| 4.4b | Provide guidance for managers on University policies and best practice regarding flexible working and support for carers. | 78% of respondents to the FLS said they received the support they required on their return to work, up from 59% in 2014 – a 32% increase. However, many felt that their manager could have been more understanding and did not always understand the pressures of balancing work and family. | Assistant HR Director - Strategy | Guidance developed following consultation and feedback from SPACE network, DAs and HR teams<br><br>>90% positive responses about support on return to work in FLS survey | By end 2018<br><br>July 2019 |
| 4.4c | Prepare University wide guidance on core hours that sets out best practice. | Departments set their own core hours as part of their Athena SWAN work, but there is no central guidance to date. | Assistant HR Director - Strategy, Head of E&D | Guidance written and published ready for next year's planning | By end Summer Term 2019/20 |

| REF | NEW SILVER ACTIONS | Rationale | Responsibility | Success Measures | Timescales |
|---|---|---|---|---|---|
| **UNIVERSITY OF CAMBRIDGE ATHENA SWAN INSTITUTIONAL SILVER ACTION PLAN 2018-2022** | | | | | |
| **4.5** | **MAXIMISE FLEXIBLE WORKING STRATEGIES** | | | | |
| **4.5a** | Develop mechanism to ensure all requests for flexible working will be logged at application stage. | Currently FW data is only logged at approval stage, meaning there is no data about how many applications are unsuccessful. | Assistant HR Director - Strategy, Head of E&D | • Data being collected at application stage<br>• All applications assessed and appropriate reporting systems in place to ensure transparency and fairness | Autumn Term 2018-19 |
| **4.5b** | Consult with DAs and other managerial staff groups to better understand barriers to flexible working and job-sharing. Scope out possible solutions. | Further investigation is required into how management attitudes and administrative difficulties might present barriers to FW and job-sharing. | Deputy Director of HR E&D Consultant | Focus groups to be held<br><br>Results to be fed into guidance (see 5.18b) more flexible working request recorded. | During Summer Term 2018-19<br><br>By end 2019 |
| **4.5c** | Collect and publish case studies where good practice in flexible working has had a positive impact. | Case studies will illustrate the point that flexible working can work well. | Assistant Director HR, E&D Consultant, HRBMs | Published online to complement managerial guidance (4.8) | By end Autumn 2019 |
| **4.6** | **IMPROVE STAFF AND STUDENTS' CHILDCARE, NURSERY AND CARER PROVISION** | | | | |
| | **Progress informing action**<br>To address strong demand for more childcare places indicated in staff surveys, Family Leave Survey results and waiting lists, a third nursery opened in February 2018 with ~100 additional places. A Nursery Project Board is developing plans for a fourth nursery | | | | |
| **4.6a** | Consider options to further increase provision and affordability of childcare. | Planning is underway regarding building a fourth University Nursery. A long-term plan is needed to address childcare needs holistically. We are committed to exploring potential partnerships to broaden nursery access, including with Colleges, ensuring affordability. | Nursery Board<br>Head of Child Care | Opportunities for new provision identified and planning underway. New partnerships explored with Colleges. | Planning agreed by December 2019.<br>New nursery partnerships explored by September 2019 |
| **4.6b** | Conduct EAA on child care eligibility (points system) which advantages senior academics with long service. | University nursery places are in high demand. Further analysis is required into the impact of the current points system on different staff groups. | Head of Child Care, E&D Team | EAA undertaken and adjustments made where necessary | Spring Term 2019 |
| **4.7** | **EMBED PHYSICAL AND MENTAL HEALTH ACTIVITIES IN ALL SCHOOLS AND NSIs** | | | | |
| **4.7a** | Further develop the WellCAM to deliver annual programme of sessions on mental health awareness and managing work demands. | Sickness absence data shows that in 2016/17 female staff accounted for over 65% of all working days lost to stress/mental health reasons. The figure was slightly higher in 2015/16 (67%F) | Assistant Director HR Strategy and Assistant HR Director Operations, Head of E&D | Positive feedback via Staff survey<br><br>Sickness absence due to stress/mental health issues reduced >10%, 15% in women | Survey summer 2019<br><br>Reduction by 2021 |
| **4.8** | **SUPPORTING TRANS STAFF AT THE UNIVERSITY** | | | | |
| **4.8a** | Compile and publish a list of gender neutral facilities across the University in order to ensure that staff members are aware of their location | Currently no University level information is available to staff regarding availability of gender neutral facilities. | Head of Estates Facilities Management, E&D Consultant | Compiled and published. Awareness evaluated via staff surveys and annual Departmental EDI surveys. | By end 2019 |
| **4.8b** | Existing University guidance on transitioning to be supplemented with the addition of a streamlined checklist for managers and staff to provide practical support for staff members who are transitioning at work. | Feedback from staff transitioning at work indicated that the process administratively complex, took too long and required numerous stages. | Assistant HR Director - Operations | • Checklist produced<br>• Positive feedback from staff transitioning | By Spring 2021 |

## UNIVERSITY OF CAMBRIDGE ATHENA SWAN INSTITUTIONAL SILVER ACTION PLAN 2018-2022

| REF | NEW SILVER ACTIONS | Rationale | Responsibility | Success Measures | Timescales |
|---|---|---|---|---|---|
| **4.9** | **INVESTIGATE AND ADDRESS STUDENT ATTAINMENT GAPS** | | | | |
| **4.9a** | Identify the drivers behind any observed attainment gaps and develop initiatives to address these in partnership with Faculties and Departments | Work has been undertaken in separate Departments, support and communication of best practice will be provided by relevant University Education Committees specifically the Participation Data Advisory Group | PVC Education, Head of Education Services | Drivers and initiatives identified<br><br>Report to Education Committee | <br><br>annually |
| **4.9b** | Develop and monitor attainment gap benchmarks by protected characteristics with comparable institutions where data is available | | | • Gender attainment benchmarks identified and being reported on.<br>• Targets for reduction agreed.<br>• Reduction in attainment | By Spring 2020<br><br>By Autumn 2021<br>By 2024 |
| **4.9c** | Implement an Education Strategy to address:<br>• Widening access and participation (through actions on Access, Governance improvements, student funding and Lifelong learning).<br>• Student wellbeing and learning environment<br>• Working in partnership with our students (e, g examination and assessment, life skills and employability) | Implement an  Education Strategy aimed at making improvements to admission, support and the student experience to enable the University to attract and support students irrespective of background or circumstance and support them to achieve their full potential. | | • Strategy approved<br>• Action Plan developed and implemented | • By Spring 2019 Strategy approved<br>• Action Plan developed by summer 2019<br>• Strategy implemented 2019-2024 |