UNIVERSITY OF CAMBRIDGE EQUALITY OBJECTIVES 2012-2016

Introduction by the Vice-Chancellor

As an organisation with a global reputation for excellence, the University is committed to developing and maintaining an institution where staff and students from all backgrounds can flourish. Our Equality Objectives reflect how we put that commitment into practice.

The introduction of the Equality Act 2010 brought with it a requirement for public bodies to identify and publish Equality Objectives, setting out their priority areas for progressing equality over a four-year period from April 2012. This requirement aligned with work that was already underway in the University. The development of our Combined Equality Scheme (CES) in 2010 reflected internally the same motivations that were behind the new legislation – namely, bringing together previously disparate ways to progress equality for different groups into one harmonised and focused policy.

Our development process for the CES involved a thorough review of all qualitative and quantitative information that had been gathered over time through surveys, consultation exercises, data analysis, specific schemes, action plans and strategies, and other relevant evidence and guidance to enable common areas to be identified. These formed the basis of the core activities and commitments outlined in the CES, which has been amended to include all protected characteristics under the Equality Act, and has been formally adopted by the University.

This process also enabled the University to identify some equality concerns that would benefit from being addressed further. These issues, which had been captured through the mechanisms described above, continue to be relevant to the organisation and have been incorporated into our Equality Objectives.

The University has identified four priority areas of focus:

- To increase diversity, and in particular gender diversity, at senior levels of the organisation
- To maintain our commitment to excellence in our equality and diversity practice through implementation of the CES, in line with legislation
- To address evidence of disadvantage in student attainment and encourage inclusive teaching and learning practice
- To encourage increased levels of disability disclosure and promote a culture of positive awareness in relation to disability

It is a requirement of the Equality Act that Equality Objectives will bring about demonstrable change and improvement. Specific action plans for these priorities will be set annually with regard to how the University intends to achieve progress in these areas on an incremental basis over the next four years. These plans will be the responsibility of the relevant governance body for each objective.

Professor Sir Leszek Borysiewicz
Vice-Chancellor, University of Cambridge

Legislation

The Equality Act 2010 requires public institutions to have due regard to the need to:

- eliminate discrimination, harassment and victimisation

- advance equality of opportunity

- foster good relations between people who share a characteristic and those who do not

The Equality Act's Specific Duties require applicable public bodies, including the University, to publish specific and measurable Equality Objectives, initially by 6th April 2012 and then at least every four years, setting out how progress towards outcomes will be achieved. The identification of objectives needs to have included consideration of available equality information and a process of engagement and consultation. Objectives are required to be outcome-focused with regard to their impact on people, enabling progress to be clearly evidenced.

Evidence

Evidence, reports and information considered in the identification of the Equality Objectives are listed in Appendix 1 at the end of this document. This process of robust review was initially instigated by the development of the University's Combined Equality Scheme and extended for the identification of Equality Objectives. As such, the process of compiling the Objectives involved analysis of information from a period of approximately ten years.

Consultation, Engagement and Good Practice

The University has established a robust consultation infrastructure which is constituted of the following networks, with respective reporting lines:

The University's E&D Consultation and Governance Infrastructure
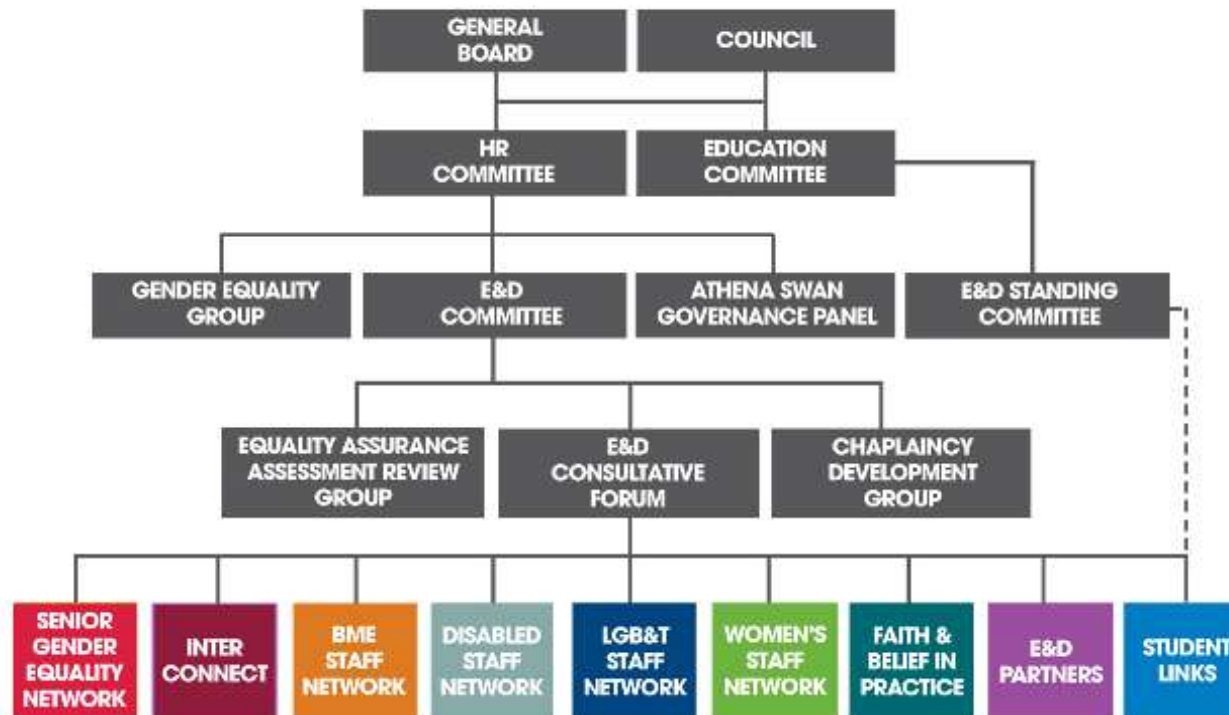
All networks were consulted in the development of the University's Equality Objectives, at the E&D Consultative Forum meetings held in May and December 2011. The Forum includes representation from the Colleges that constitute the collegiate University of Cambridge.

Draft objectives were submitted for consideration to the University's Education, Equality & Diversity and Human Resources Committees, the Joint Committee on Disability, the Gender Equality Group, and shared with the staff of the Unified Administrative Service. Formal bodies with trade union representation, including the University & Assistants Joint Board and Joint HR Projects Group, were also consulted in the development of the objectives.

Finally, good practice from various sources including the Russell Group Equality Forum, the Equality Challenge Unit (ECU), Stonewall and the Equality and Human Rights Commission (EHRC), was considered in order to contextualise and inform the development of these objectives.

Reviewing and Reporting

Reporting on the University's Equality Objectives will be undertaken annually as part of the Equality & Diversity Information Report, which will outline the steps taken to implement and progress the objectives.   The next Information Report is due to be published in January 2013 in line with legislative requirements and will incorporate quantitative information on staff and students, as well as evidencing equality analysis. Relevant qualitative information based on consultation and engagement with protected groups will be made available on the University's Equality & Diversity web pages, at **http://www.admin.cam.ac.uk/offices/hr/equality/.**

OBJECTIVE 1
GOVERNANCE: GENDER EQUALITY GROUP (GEG)
Evidenced by Equality & Diversity Information Reports and Equal Pay Reviews

The University aims to increase its diversity at senior levels and ensure this is reflected in its governance structures.

The University aims to address the senior gender gap by increasing the proportion of women staff in senior academic and administrative roles, with a particular focus on training, recruitment, promotion and the decision-making processes of the University, and to improve the gender balance at all levels in academic and administrative units.

The University seeks to further develop and reflect a culturally inclusive environment for work and study, though enhancing engagement with its BME staff and students.

AREAS OF FOCUS	ACTIONS TO PROGRESS	PROGRESS TARGETS / RESPONSIBILITY
Progression of women staff	• Examine data on the career progression of women across the organisation; identify and respond to trends or issues that may impede or improve success rates • Monitor the uptake and outcomes of the Career Pathways for Administrators project for indications of whether the scheme helps to improve progression for women • Increase the engagement and profile of senior women across the University in governance, leadership, diversity networks, communications and related initiatives • Aim to increase awareness of gender bias; organise activities to help raise awareness of unconscious bias • Actively seek to widen the pool of applicants in senior promotions with the aim of increasing the number of women applying	• GEG priority 11/12 • GEG actions 12/13 • Monitor representation of women staff at Grades 10 and above (HR) • Target senior women for involvement in University governance, networks and events • Office of External Affairs & Communications to proactively promote features on women role models • Extend the CV Mentoring Scheme (as piloted by WiSETI) to non-STEMM

		Schools (E&D)
	• Monitor the application and take-up rates for flexible working and Keeping In Touch (KIT) days to ensure consistent family-friendly practice across the University • Investigate and introduce measures to support staff returning to work following a career or maternity/paternity break • Encourage all Schools to identify an initiative that encourages women's development or celebrates women's successes	• Increase the uptake of online training and engagement in other training initiatives • Monitor and report uptake and outcomes from the first 12 months (GEG / HR) • GEG priority 2013/14 • Equality Champions • Report in E&D annual reviews and/or University communications as appropriate (E&D, OEAC)
Diversity in governance	• Identify and recommend minimum requirements/recommendations for the diversity profile of influential committees • Examine the membership and composition of the University's governance bodies and Boards annually for diversity and encourage measures to help remedy any clear shortfalls in diversity representation, monitor and report on gender balance of University committees	• E&D Committee • E&D Information Report
Black and minority ethnic (BME) representation	• Develop a race equality strategy focusing on key issues and actions for 2012-16 to further this objective • Continue to keep informed of relevant national schemes that address race equality issues within higher education or BME leadership, for example Higher Education Race Advisory Group, Stellar HE (BME staff progression), Windsor Fellowship, Gen Y (BME Students Campaign), Russell Group Equality Forum, and report on good practice examples • Enhance career development opportunities for BME staff and develop initiatives to support BME progression and leadership (e.g. training, role models, national schemes)	• Race Equality Champion / E&D Committee • E&D • BME Staff Network

OJBECTIVE 2
GOVERNANCE: E&D COMMITTEE
Evidenced by the development and adoption of the Combined Equality Scheme

The University will implement its Combined Equality Scheme by developing and promoting exemplar activities across all functions and areas of the University for all protected groups under the Equality Act 2010, aligned with national and sector-based standards.

AREAS OF FOCUS	ACTIONS TO PROGRESS	PROGRESS TARGETS / RESPONSIBILITY
Governance and Policy Development		
Equality Assurance Assessments (EAA) equality analysis	• Ensure all relevant Committees and Schools are engaged in the EAA process	• E&D to report progress and outcomes to the EAA Review Group (EAARG) and E&D Committee and to publish the EAA Schedule annually as part of the E&D Information Report
Equal Pay	• Examine and address potential causes of any gender-based unequal pay through the undertaking of biannual Equal Pay Reviews; take appropriate action to address key findings highlighted by data	• GEG & HR • Produce and publish biennial Equal Pay Reviews (2012, 2014) and interim reports (2013, 2015)
Equalities infrastructure	• Identify an appropriate model for extending the equality champions' infrastructure	• GEG policy priority 2011/12 • For implementation 2013/14
Developing and Implementing Best Practice		
Benchmarking	• Collaborate with the Russell Group Equality Forum, Athena SWAN and other specialist organisations or initiatives (e.g. Higher Education Equal Opportunities Network, Stonewall Workplace Equality Index, Equality	• Increase number of University Departmental Athena SWAN Awards • Participation in the 2013 Workplace Equality Index

	Challenge Unit) to assess performance against indicators; identify related actions to address areas of concern	
Inclusive Practice for Staff and Students		
Diversity Networks	• Develop diversity network annual priorities to support the progression of this objective for all applicable protected groups • Secure positive and open relations through dialogue and joint working between different faith/belief groups and those of no faith, to develop shared understanding	• E&D and Network Steering Groups • Chaplaincy Development Group Face to Faith programme
Promotion of Equality and Diversity		
Mainstreaming events	• Work in collaboration with the Office of External Affairs & Communications (OEAC) on joint projects, e.g. IWD, BHM, LGBTHM; incorporate equalities-related activity into OEAC programmes and activities as appropriate, e.g. Festival of Ideas	• Monitor termly calendars for joint projects (E&D)
Data and Information Provision		
Addressing information gaps	• In line with the requirements of the Equality Act 2010, seek to gather qualitative and quantitative information for all protected characteristics through appropriate mechanisms • Monitor and respond to external equality data requirements; adapt systems as necessary to meet national changes for all protected characteristics, e.g. HESA, UCAS, REF • Undertake activity to support staff and students who disclose applicable protected characteristics • Develop an Information Network Group to ensure consistency of practice with regard to collecting and reporting data (staff and student)	• HR and Education Committees • HR Analytics, Student Statistics - reported in annual E&D Information Report • E&D, DRC, HR and Education Committee • E&D

Strategic planning	• Work with the University's senior management and Heads of Institutions to integrate Equality Objectives and related actions within the University's strategic planning where appropriate and realistic	• E&D Committee, Equality Champions

OBJECTIVE 3
GOVERNANCE: GENERAL BOARD EDUCATION COMMITTEE (GBEC) EQUALITY AND DIVERSITY STANDING COMMITTEE
Evidenced by student statistics as published in the Reporter and HESA data

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

AREAS OF FOCUS	ACTIONS TO PROGRESS	PROGRESS INDICATORS
Reasonable adjustments	• Education Committee to prepare and issue guidance on reasonable adjustments and consistent practice in University teaching (and examining) for disabled students	• Guidance to be developed during 2011/12, for implementation 2012/13 • Monitor cases of formal dispute with the University and student satisfaction levels
Gender attainment gap	• Education Committee to take forward recommendations of the Gender Attainment Working Party in order to reduce gender attainment gaps where evidenced • E&D to support the provision of confidence-related training for women students within available resources • Gender attainment to be reviewed as part of future EAA review of 2008/09 Undergraduate Student Attainment equality impact assessment	• Recommendations to be taken forward during 2011/12, with priorities and action plans to be determined by the GBEC E&D Standing Committee • E&D to incorporate into activities for students, 2013/14 • Review date 2014/15; seek to align the review with the EAA processes for all protected characteristics where there is relevant available data
Academic guidance	• GBEC E&D Standing Committee will keep under review all protected characteristic groups and develop specific equality guidance in liaison with E&D, in relation to academic functions as necessary	• GB Education Committee & E&D
Asperger's Syndrome	• Examine the findings of the DRC's Asperger Syndrome (AS) project for recommendations of best practice to support AS students	• Report to GBEC E&D Committee with proposed service improvements as appropriate

OBJECTIVE 4
GOVERNANCE: E&D/HR COMMITTEES, GBEC E&D STANDING COMMITTEE, ADMISSIONS COMMITTEE
Evidenced by Disability Resource Centre Annual Reports and Equality & Diversity Information Reports and Admissions Widening Participation Reports

The University will aim to encourage increased levels of disability disclosure and information on support provision for staff and students, by promoting a culture of positive awareness and understanding of disability related matters.

AREAS OF FOCUS	ACTIONS TO PROGRESS	PROGRESS INDICATORS
Disabled Staff		
Recommendations of the Disabled Staff Provision Working Group	• New guidance /web information for disabled staff to be promoted, maintained and updated via the HR website	• E&D, annual reviews
Staff disclosure, awareness and promotion	• Promote understanding of disclosure, support and reasonable adjustments for staff • Maintain an annual programme of engagement, awareness raising and consultation activities for disabled staff, reporting any outcomes of significance to E&D Committee and JCD • Identify, promote and support opportunities via Disabled Staff Network to positively encourage disabled persons' participation in public life; identify role models to promote the merits of disclosure	• HR to develop disclosure procedures • E&D to produce guidance • E&D & DRC – termly events programmes • Disabled Staff Network
Disabled Students		
Positive role models	• Ensure that information about the CAMbassadors programme is promoted to and accessible by disabled students via the DRC, with the aim of recruiting disabled CAMbassadors	• Schools and Colleges Liaison Officer & DRC

Widening participation (WP) activity	• Review annually disclosure and disability-related messages and information in content of WP communications; update as appropriate • Monitor and report on disabled students' attendance/participation in WP events and subsequent rates of application to Cambridge	• Widening participation & DRC • Admissions Office
Data	• Align DRC data systems with CamSIS to accurately reflect disabled student numbers • Implement recommendations to improve accuracy of HESA data return in relation to students in receipt of DSA (Nov 2011) to improve performance against HEFCE benchmark • Encourage early disclosure by disabled students	• DRC and Student Statistics Office • Undergraduate Admissions Committee and DRC
Generic		
Governance, disability policy, good practice	• Review JCD membership to strengthen links with other relevant University Committees • HR to identify an HR lead on disclosure and support provisions for staff	• Academic Division • HR
Positive disability awareness	• Use the DRC Training Programme, including on-line materials and Good Practice guide, to promote awareness of disability-related matters in teaching and learning	• DRC
Disability Liaison Officers (DLOs)	• Utilise the DLO network to promote equality understanding and awareness • Integrate the DLOs into the development of a wider institutional equalities infrastructure	• E&D and DRC • Disability Equality Champion

GLOSSARY

AS	**Asperger Syndrome**
BME	**Black & Minority Ethnic**
BHM	**Black History Month**
DLO	**Disability Liaison Officer**
DRC	**Disability Resource Centre**
EAA	**Equality Assurance Assessment**
EAARG	**Equality Assurance Assessment Review Group**
E&D	**Equality & Diversity**
GBEC	**General Board Education Committee**
GEG	**Gender Equality Group**
HESA	**Higher Education Statistics Agency**
HR	**Human Resources**
IWD	**International Women's Day**
JCD	**Joint Committee on Disability**
LGBTHM	**Lesbian, Gay, Bisexual and Transgender History Month**
OEAC	**Office of External Affairs and Communications**
REF	**Research Excellence Framework**
UCAS	**Universities & Colleges Admissions Service**
WiSETI	**Women into Science, Engineering and Technology Initiative**
WP	**Widening Participation**

Information considered in the development of the Equality Objectives

- Race Equality Strategy 2009
- Race Equality Report 2005 – 2008
- Staff Race Equality Survey Report November 2006 – January 2007
- Staff Race Equality Report – Executive Summary
- Race Equality Policy and Action Plan 2002 – 2005 Review December 2005
- The undergraduate experience among three ethnic minority groups: 2006 report by Dr J. Scales and Dr J. M. Whitehead
- Disability Equality Scheme Action Plan 2007 – 2010 (draft)
- Disability Equality Policy and Scheme
- Disability Equality Scheme Annual Report 2007 – 2008
- Disability Equality Scheme – Postgraduate Survey
- DES Student Survey 2006
- Disability Standard 2009
- Minutes of the Disability Equality Scheme Working Group June 2008
- Minutes of the Disability Equality Scheme Working Group August 2008
- Disability data for the University of Cambridge 2004 – 05 and 2006 – 07
- Staff Disability Focus Group 2008
- Gender Equality Scheme Annual Report April 2008
- Gender Equality Scheme 2007 (draft)
- Action Points from the GES
- Equal Pay Reviews 2008, 2009, 2010
- Women's Forum Implementation Plan
- Report on the Women's Forum University of Cambridge Gender Equality Action Plan 2003–04
- Notes of Women's Network and the Women's Forum January 2008
- Women's Forum – a participants' view
- Equality Consultation with the Personnel Committee

- E&D Annual Review 2008–09 (draft), incorporating feedback from the April 2009 open consultation event
- Equality and Diversity Action Pan 2007 – 2009
- Equality and Diversity Action Plan 2007 Executive Summary
- University of Cambridge Equality and Diversity Action Plans 2007 – 09
- Equality and Diversity Office Key Performance Indicators September 2008
- Equality and Diversity Action Plan 2006 – 2007
- Staff Equality and Diversity Annual Report October 2006
- Equal Opportunities Policy and Codes of Practice
- The Equality and Diversity Committee Objectives
- The University as an Employer – Equality and Diversity
- A matrix of documents with actions/recommendations across the key equality strands
- E&D Annual Review and Data Reports 2008-09 and 2009-10
- Combined Equality Scheme 2010 (and revised 2012, in line with the Equality Act)
- Equality & Diversity Information Report 2010-11
- Progressing Outcomes from the 2011 Stonewall Workplace Equality Index and Lesbian, Gay, Bisexual and Transgender (LGB&T) Consultation