

Institutional Athena Swan Silver Award Renewal Application 2024



Name of university	University of Cambridge
Date of current application	30 September 2024
Level of previous award	Silver
Date of previous award	2019
Contact name	Gina Warren
Contact email	Gina.Warren@admin.cam.ac.uk
Contact telephone	+44 (0)1223 332200

Section	Words used
An overview of the university and its approach to gender equality	1,943
An evaluation of the university's progress and issues	3,514
Future action plan*	
Appendix 1: Culture Survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	5,457

*These sections and appendices should not contain any commentary contributing to the overall word limit.

Overall word limit: 5500 words

Table of Contents

Section 1: An overview of the University and its approach to gender equality	4
1.1 Letter of endorsement from the head of the University	4
1.2 Description of the University and its context	6
1.2.1 Equality, Diversity & Inclusion (ED&I) at Cambridge	9
1.2.2 Athena Swan (AS) at Cambridge	11
1.2.3 The AS Self-Assessment Process	12
1.2.4 Determining key priorities	19
1.2.5 Looking forward - future monitoring of the Action Plan (AP)	19
Section 2: An evaluation of the University's progress and issues	20
2.1 Evaluating progress against the 2018 AP	20
2.1.1 Review of progress against the 2018 AP	69
Green action areas	70
Amber action areas and barriers	73
Red action areas and barriers	73
2.2 Lessons learnt: an evaluation of the 2018 AP	74
2.2.1 Development of the 2024-2029 AP	74
2.2.2 Other work undertaken	74
2.3 Key priorities	75
2.3.1 Priority 1: To develop and implement initiatives to reduce the Gender Pay Gap (GPG) through career progression and promotion, while systematically identifying and addressing key drivers contributing to disparities within the organisation.	75
2.3.2 Priority 2: To promote an inclusive and supportive work and study culture for all.	80
2.3.3 Priority 3: To promote gender diversity by attracting, recruiting and retaining talent within the University in areas of underrepresentation.	84
2.3.4 Priority 4: To enhance the overall student experience and address awarding gaps.	86
2.3.5 Priority 5: To address the wellbeing and mental health needs of our staff and students.	89
2.3.6 Priority 6: To enhance organisational capacity and integrate ED&I practices into the University's core operations.	91
Section 3: Institutional Action Plan 2024-2029	94
Contents – Appendix 1: Culture Survey Results	129
Contents – Appendix 2: Data tables	294
Appendix 3: Glossary	350

Section 1: An overview of the University and its approach to gender equality

In Section 1, applicants should evidence how they meet Criterion A: *Structures and processes are in place to underpin and recognise gender equality work*

Recommended word count: 2500 words

Words used: 1,943

1.1 Letter of endorsement from the head of the University

Please insert (with appropriate letterhead) a signed letter of endorsement from the head of the university.



Professor Deborah Prentice
The Vice-Chancellor

11 September 2024

Dear Advance HE Charters Team,

I am honoured to present our Athena Swan Silver application, a testament to the strides we have made in advancing gender equality at Cambridge, and a roadmap for our priorities over the next five years.

Since joining Cambridge as Vice-Chancellor on 1 July 2023, I have been inspired by the zeal with which my team has taken on the challenge of ensuring gender equality at Cambridge. The way they have worked and continue to work reaffirm my core belief: our staff and students are our greatest asset. Building an inclusive and diverse university is not just a goal—it is vital to our mission as a leading academic and research institution.

As only the third female Vice-Chancellor in Cambridge's long history, I am heartened by the sustained progress we've made. We've increased the proportion of women in senior leadership roles and made tremendous efforts to promote women. Female professors now make up nearly 26% of those at Grade 12, up from 23% in 2019. In the coming years we will see this figure move appreciably in the right direction as all the women who have been promoted come through the pipeline. Additionally, our gender gap in basic pay has decreased from 18.1% in 2018 to 15.3% in 2023, and our gender gap in total pay has dropped from 19.8% in 2018 to 17.1% in 2023. While these are positive steps, I am committed to accelerating the rate of change by identifying the root causes of the gender pay gap. This project is currently a top priority. Only when we understand the causes of the gender pay gap will we be able to address it effectively.

The progress we have made to date is the result of many years of systematic effort. In 2020, we introduced a new Recruitment Policy and a Diverse Recruitment Framework, which have significantly increased the proportion of female applicants for academic roles. We've also implemented the Academic Career Pathways Scheme, designed to ensure that career progression is accessible to all and that contributions to the University are valued. Our new People Strategy, grounded in the principles of Equality, Diversity, and Inclusion (ED&I), aims to increase participation from underrepresented groups through a suite of initiatives. The first was to increase our paid family leave provision from 18 weeks for maternity and adoption leave to 26 weeks and paid paternity leave from 2 to 12 weeks. That has now been implemented. Future initiatives will improve career progression for female staff, address workplace bullying, and enhance female representation in senior roles. These are all initiatives to which I am deeply committed.

In addition to the People Strategy's initiatives, we have several other projects underway. One project is aimed at closing the undergraduate awarding gap, where female students currently lag behind their male counterparts in achieving First Class degrees. We continue to enhance support for the mental health and well-being of our students and staff. In addition, we are investing in our data systems to equip leaders and managers with the tools they need to prioritise and monitor gender equality initiatives, ensuring that ED&I practices are fully integrated into the University's core operations.

Despite the progress we've made, we recognise that Cambridge still faces significant cultural challenges. The alignment of Athena Swan initiatives with our new HR People Strategy and other action plans underscores our understanding of the critical role that culture and behaviour play in the progression of female staff and students. We are committed to fostering an inclusive and supportive work and study environment for everyone.

Cambridge remains steadfast in its commitment to inclusivity and equality—not just in gender, but also in relation to ethnicity and other protected characteristics. The diversity of our society, which the University seeks to serve, must be reflected in our staff and student bodies.

As Vice-Chancellor, I am committed to pursuing gender equality not merely to fulfil our obligations under the Equality Charters but because I fundamentally believe that when we create an environment of respect, inclusion, and tolerance—regardless of gender, religion, or ethnicity—we better equip ourselves to face future challenges and become responsible global citizens.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'D. Prentice', followed by a long horizontal line.

Professor Deborah Prentice
The Vice-Chancellor

1.2 Description of the University and its context

Please provide an introduction to the university.

The University of Cambridge is a globally renowned research institution, recognised for its contributions to fundamental and translational research, and its role as a national and international collaborator and employer. Cambridge is a member of the Russell Group and the League of European Research Universities (LERU).

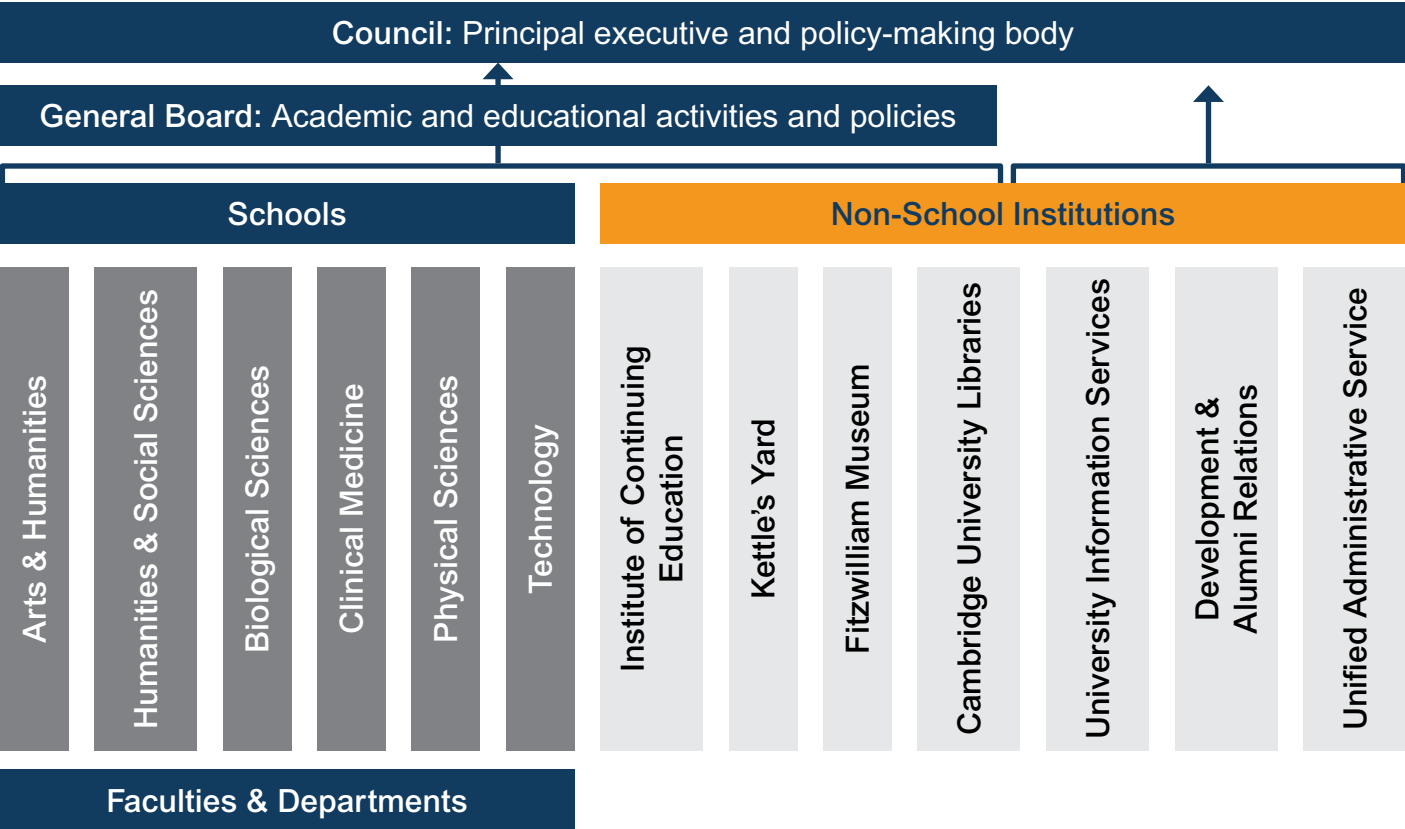
Cambridge's 31 independent Colleges manage undergraduate admissions and provide pastoral and educational services, while the University handles curriculum development, graduate admissions, and conferring degrees. They work together on student outreach and widening participation, and on matters relating to gender equality, diversity, and inclusion. One College restricts membership to students identifying as women, another to students legally recognised as female on admission; a further two admit only graduate students. Currently, almost half (48.4%, 15/31) of Heads of Colleges are women, the highest ever achieved and a 35.5% increase from 2018 (11/31).

While most staff engaged in teaching and research are employed by the University and/or one of the Colleges, this application refers only to staff on the central University payroll, and to central University policies and practices.



The University comprises six Academic Schools, consisting of Faculties and Departments. Led by Chancellor Lord Sainsbury of Turville, and Vice-Chancellor (VC) Deborah Prentice, the University's leadership also includes the Registry and five Pro-Vice-Chancellors. Cambridge's governance structure (Figure 1) includes the Regent House, the University's governing body, and the Council (48.2%F), the main executive and policy-making body, chaired by the VC. The Council manages the University's administration, planning, and relations with the Colleges.

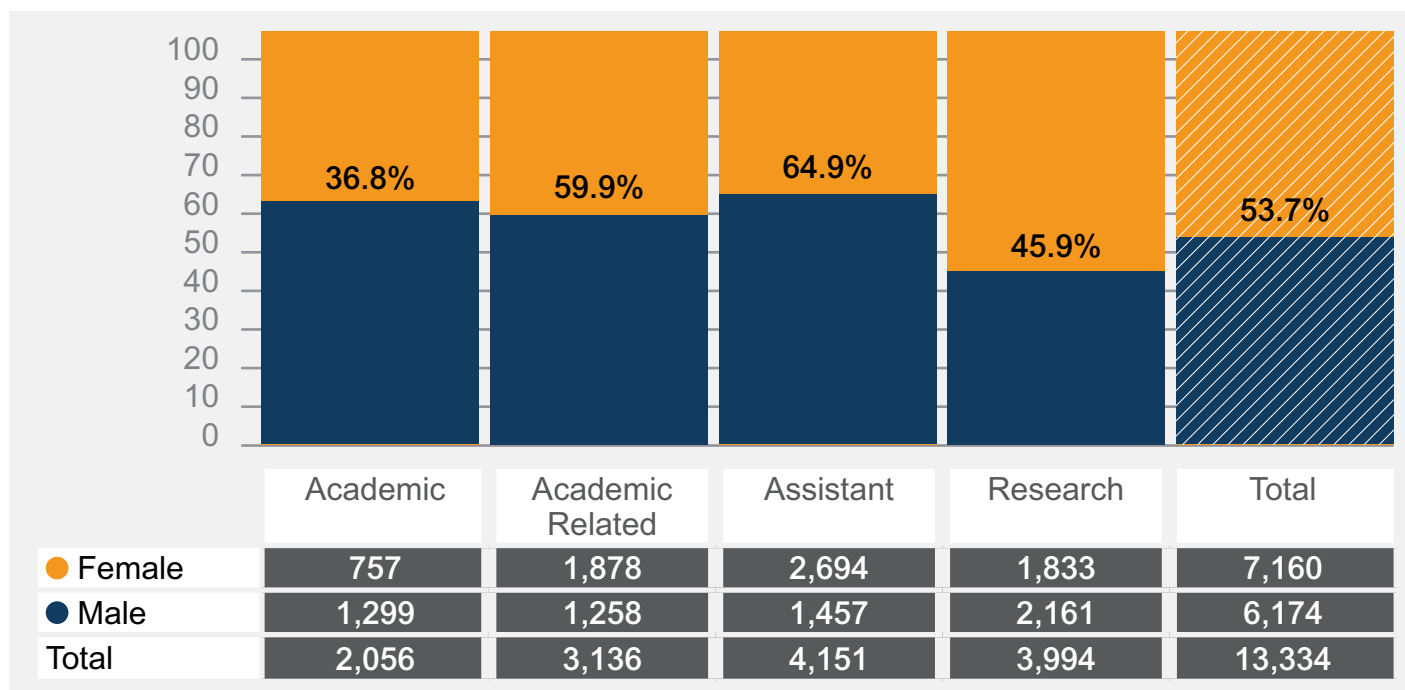
Figure 1: Administrative Structure of the University



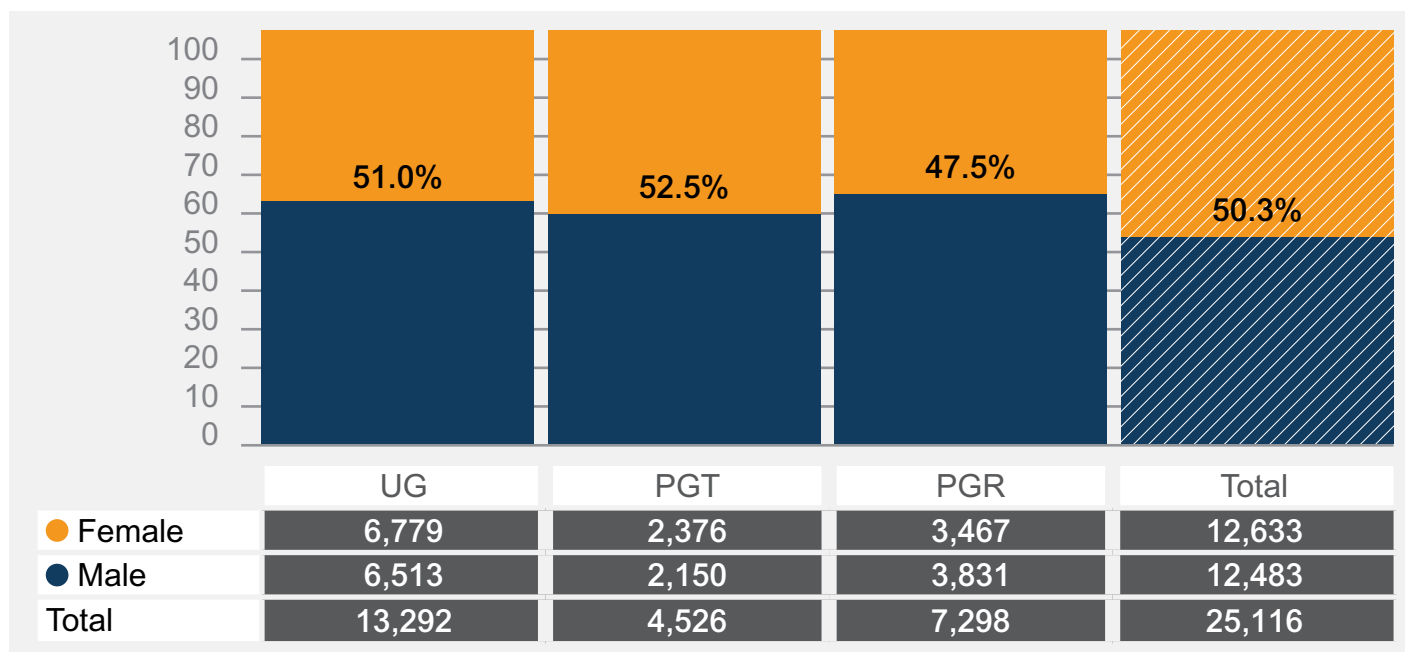
The University employs nearly 13,300 staff across four broad categories (Figure 2):

- Academic
- Research
- Academic-related
- Assistant

Academic-related and Assistant staff are often grouped together and referred to as Professional Services Staff (PSS), both within this application and across the wider University.

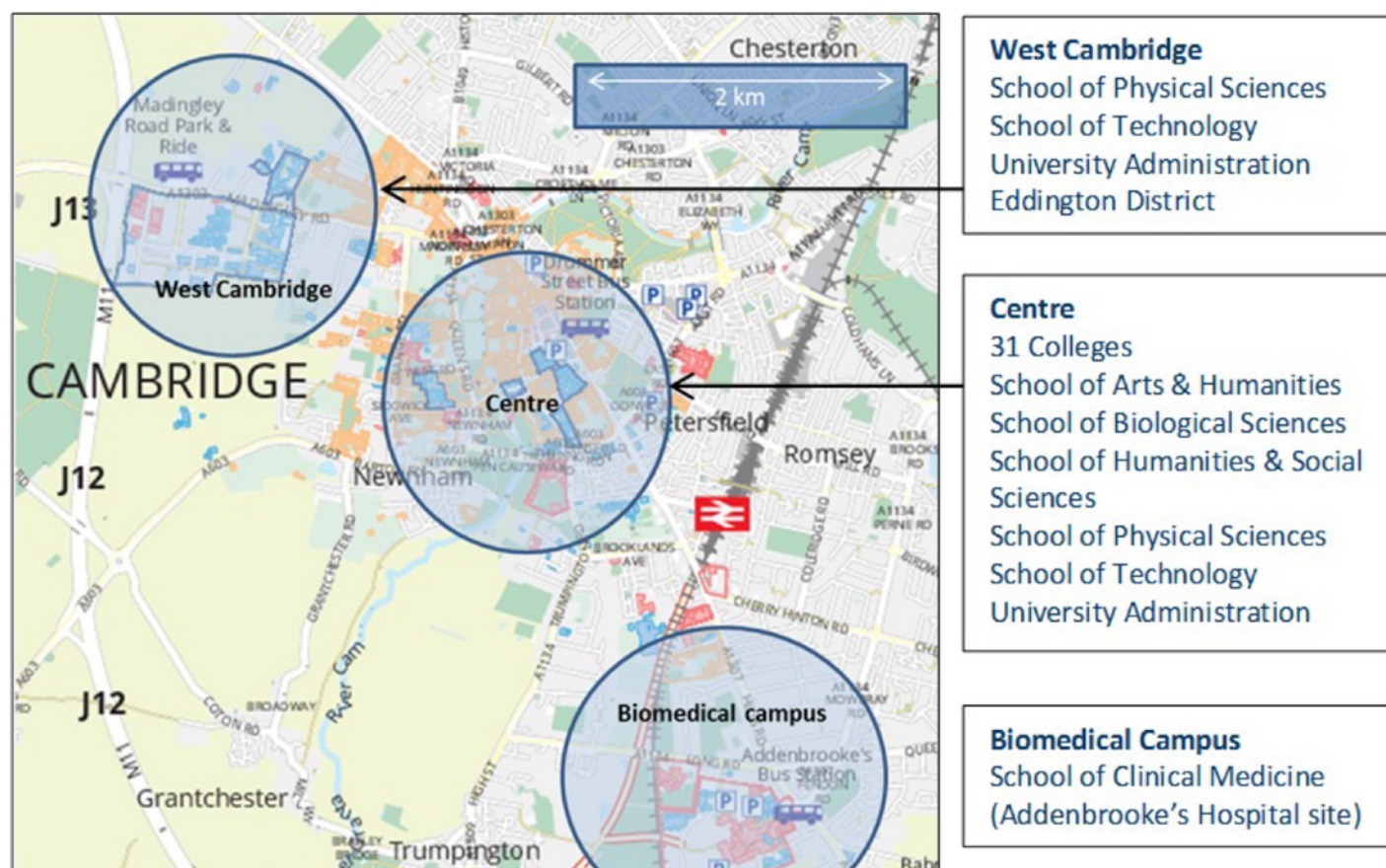
Figure 2 - Staff Numbers as on 31 October 2023

In 2022-2023, the University had c.25,000 undergraduate (UG), postgraduate taught (PGT) and postgraduate research (PGR) students from more than 140 countries (Figure 3).

Figure 3 - Student Numbers for the 2022-2023 Academic Year

The University has three main sites across Cambridge (Figure 4).

Figure 4 - Map of the University's sites



1.2.1 Equality, Diversity & Inclusion (ED&I) at Cambridge

The University's ED&I Committee (EDIC) oversees ED&I work. It reports to the Human Resources Committee (HRC), and thence to the General Board (GB), and Council (Figure 5).

Two University Gender Champions chair the University's Gender Equality Steering Group (GESG), with other Equality Champions in place for Disability, LGBTQ+, and Race. Schools have ED&I Champions who form a link between School-level ED&I Committees and/or forums, who in turn liaise and inform Departmental ED&I Committees.

To enhance progress on ED&I initiatives across Cambridge, an operational Equality, Diversity, and Inclusion Intersectional Delivery Group (EDIIDG) is under development and will convene in 2025.

ED&I work is supported by the central ED&I Team (EDIT), and several ED&I roles have been created at Departmental and School levels.

A strategic review in 2022 highlighted the need for additional resources, leading to an increase in the EDIT, from 4.5 FTE in 2018, to 8.44 FTE in 2024.

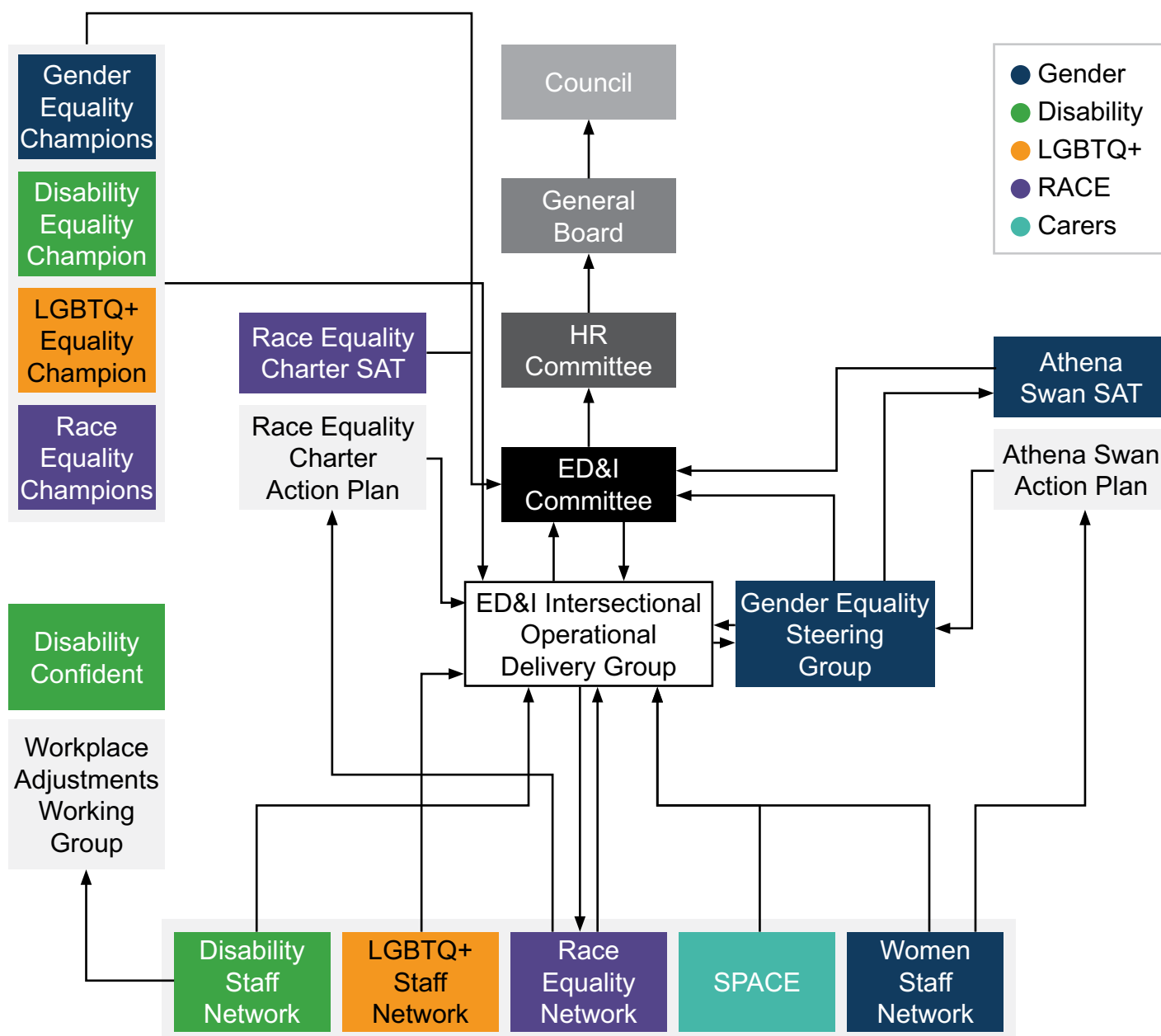
There have been new appointments in key roles:

Professor Kamal Munir was appointed Pro-Vice-Chancellor (University Community and Engagement) in 2021, and 2023 saw the appointments of Professor Deborah Prentice as Vice-Chancellor, and Ndunge Kivuitu as Head of EDIT.



The Vice-Chancellor, Professor Deborah Prentice

Figure 5 - ED&I governance structure

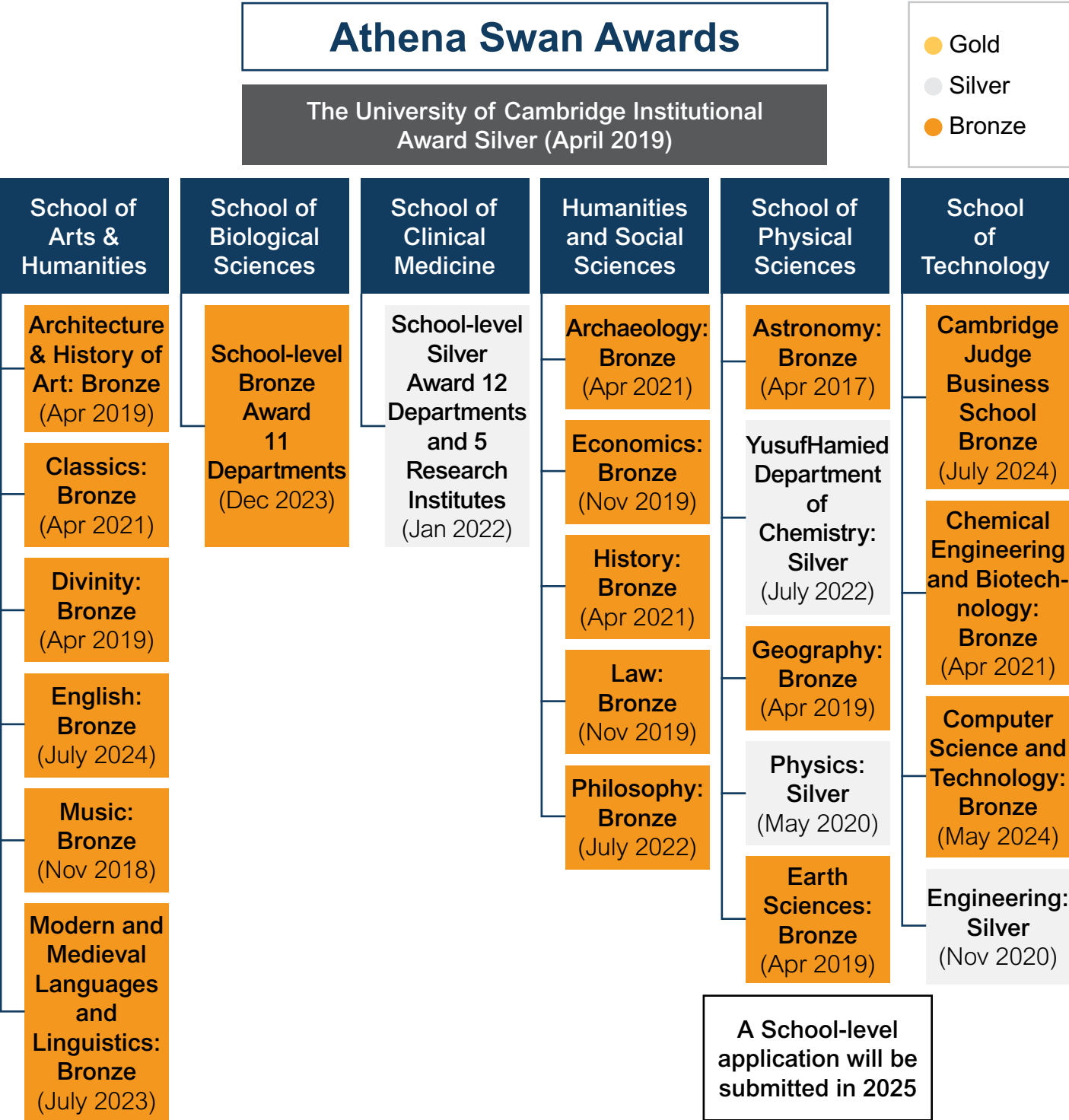


1.2.2 Athena Swan at Cambridge

A founding member of the Athena Swan (AS) Charter in 2005, the University gained its first Bronze award in 2006 and a Silver Award in 2014 (renewed November 2018). As an early adopter of the Transformed AS process, the School of Clinical Medicine renewed its Silver Award in the first round under the revised scheme.

At the time of the November 2018 application, 21 Academic Departments and Faculties held awards. Currently two Schools (23 Departments and five Institutes/Units in total) and 20 Departments have successfully applied for, and hold, AS awards (Figure 6).

Figure 6 - List of School and Departmental Awards



As local ED&I committees have developed, we've seen a shift to School-level applications. The School of Biological Sciences earned a Bronze award in 2023, and the School of Physical Sciences plans to apply by mid-2025. Due to the pandemic, resources have been stretched, especially in smaller Departments, with 11 without AS awards. They have committed to submitting applications during the next AP period or under the SPS award. No Non-School Institutions (NSIs) currently hold AS awards, making this a future action point (**AP 6.2**).

ACTION 6.2

We will further embed Athena Swan across the University and extend applications to include NSIs.

6.2.1 We will communicate the AS Institutional Action Plan (AP) across the University and support alignment with local School and Departmental plans, via ED&I forums/committees or equivalents at local level.

6.2.2 In expanding the range of guidance and support materials through the development of webinars, a revised and expanded AS toolkit, and best-practice case studies, we will provide support for new applications and award renewals.

6.2.3 We will support Non-School Institutions (NSIs) to apply for applications for AS awards, by holding workshops and support meetings to guide them through the process.

1.2.3 The AS Self-Assessment Process

Please provide an overview of who was involved in the preparation of this application, how it was prepared, and what plans are in place to support the university's future gender equality work.





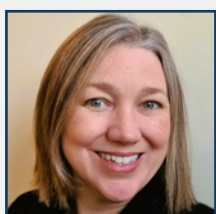
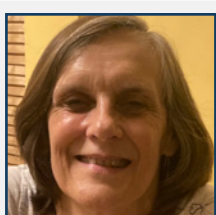
After submission of the previous AS application, the EDIC was given oversight of the delivery of the Institution's AP, with an action owner group meeting termly to review progress. Progress against the AP was collated by the AS Lead within the EDIT, with input and oversight from EDIC. Broader gender equality issues were considered by GESG.







For this renewal, the self-assessment process began in early 2023, and a new Self-Assessment Team (SAT) was convened. The SAT includes Academic ED&I leaders, PSS, Student Union, staff unions, and equality networks, representing diverse backgrounds and genders (Table 1). Members worked in five subgroups with co-options as appropriate, focusing on institutional culture, staff and student wellbeing, student experience, the Gender Pay Gap (GPG) and staff recruitment. Subgroups considered data, previous and current gender work regarding their area of interest, then proposed new actions to the main SAT.







SAT contributions are recognised through the University's promotion criteria for academic staff and the SRD process for PSS and Research staff, as the University has no standard workload model.


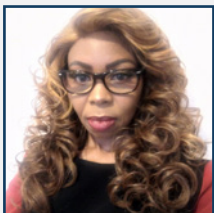

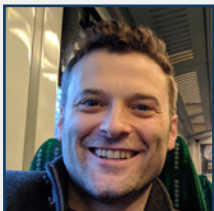


Meetings were held online in line with the University's inclusive hybrid working practices.

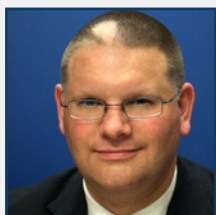



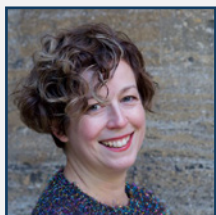
Table 1 - Composition of the Athena Swan SAT


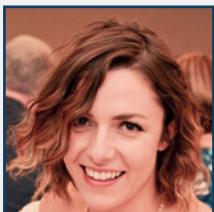
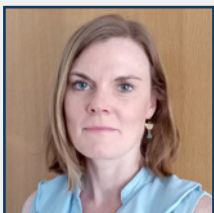



Name	Institutional Role	Panel Role and Staff Type	Other Background Information
 Professor Kamal Munir	Pro-Vice-Chancellor for University Community and Engagement	Co-Chair, AS Self-Assessment Team	<i>Redacted</i>
 Dr Kirsty Allen	Chief Operating Officer, Cambridge University Library	Co-Chair, AS Self-Assessment Team PSS	<i>Redacted</i>
 Antonia Adeyemi	Learning and Development Consultant, PPD Team	HR Learning and Development PSS	<i>Redacted</i>
 Dr SJ Beard	Senior Research Associate at the Centre for the Study of Existential Risk.	LGBTQ+ Network Academic representative Academic	<i>Redacted</i>
 Jenny Blakesley	Head of Education and Student Outcomes (Deputy Head Education Services)	Student Support PSS	<i>Redacted</i>
 Sarah Botcherby	Head of the Resourcing Team, HR Division	HR Recruitment Lead. PSS	<i>Redacted</i>

Name	Institutional Role	Panel Role and Staff Type	Other Background Information
 Dr Amanda Brunton	Researcher Development Associate, Academic Division	Union Representative	<i>Redacted</i>
 Susie Chan	Deputy Head of the Postdoc Academy	Research support PSS	<i>Redacted</i>
 Professor Sarah Colvin	Schröder Professor of German	Arts and Humanities Gender Equality Champion Academic	<i>Redacted</i>
 Robert Purdham-Cook	Data Analyst, ED&I Team, HR Division	Data support PSS	<i>Redacted</i>
 Ian Cooper	Head of Planning, Performance and Business Services, UIS	LGBTQ+ Network Committee Representative PSS	<i>Redacted</i>
 Anthony Dangerfield	Head of the International Student Office, Education Services	Student support PSS	<i>Redacted</i>

Name	Institutional Role	Panel Role and Staff Type	Other Background Information
 Professor Alison M. Dunning	Professor of Cancer Genetics & Applied Epidemiology; Director of Postgraduate Education	University Disability Champion	<i>Redacted</i>
 Rosie Freeman	Women's Officer, Cambridge SU	Student Representative	<i>Redacted</i>
 Jayne Green	UNISON representative	Union Representative	<i>Redacted</i>
 Dr Vivien M. Gruar	Assistant School Secretary (Strategic Projects), School of Physical Sciences	ED&I SPS Lead PSS	<i>Redacted</i>
 Dr Liz Hide	Director of the Sedgwick Museum of Earth Sciences	STEMM Gender Equality Champion PSS	<i>Redacted</i>
 Mary Hockaday	Master, Trinity Hall	Head of College	<i>Redacted</i>

Name	Institutional Role	Panel Role and Staff Type	Other Background Information
 Andrea Hudson	Director of Human Resources	HR Lead PSS	<i>Redacted</i>
 Ndunge Kivuitu	Head of the ED&I Team	ED&I Lead PSS	<i>Redacted</i>
 Rachel Machon	Head of Organisational Development (OD), HR	HR Senior Leadership Team PSS	<i>Redacted</i>
 Professor Graham Martin	Director of Research at THIS Institute	SCM Equality Champion Academic	<i>Redacted</i>
 Dr Amy Mason	Research Associate, Department of Public Health and Primary Care (DPHPC)	Research Community Researcher	<i>Redacted</i>
 Anita Menon-Harding	Project Coordinator & Planner, ED&I Team	SAT support and coordination PSS	<i>Redacted</i>

Name	Institutional Role	Panel Role and Staff Type	Other Background Information
 Mike Nicholson	Director of Recruitment, Admissions and Participation and Deputy Head of Education Services (Student Admissions and Access)	Student Support PSS	<i>Redacted</i>
 Professor Richard Penty	Head of the School of Technology Professor in Engineering	Head of School Academic	<i>Redacted</i>
 Dr Larissa Richardson	Scientific Facilities Coordinator, The Milner Institute	Union Representative PSS	<i>Redacted</i>
 Paula Rogers-Brown	Head of Communities & Ecosystem Engagement, Connect: Health Tech, Milner Therapeutics Institute	Vice Chair of Race Equality Network PSS	<i>Redacted</i>
 Liz Simmonds	Head of Research Culture, Co-lead on the Action Research on Research Culture (ARRC) project	Research culture PSS	<i>Redacted</i>

Name	Institutional Role	Panel Role and Staff Type	Other Background Information
 Professor Jacqueline Tasioulas	Lecturer in Medieval English Literature, Interim Domus Bursar, Clare College	Senior Tutor College Staff	<i>Redacted</i>
 Amy Thompson	Head of the Harassment and Violence Support Service, Student Support	Student support PSS	<i>Redacted</i>
 Dr Anna Tristram	Equality Charters Project Manager	Swan and REC management and support PSS	<i>Redacted</i>
 Gina Warren	EDI Consultant, ED&I Team	AS Lead PSS	<i>Redacted</i>
 Hanna Weibye	Internal Communications Manager, Office of External Affairs and Communications	Staff communication PSS	<i>Redacted</i>
 Professor Tim Weil	Deputy Head of SBS - Undergraduate Strategy Professor of Developmental Biology	SBS ED&I Lead Academic	<i>Redacted</i>

The following members of the OD Team kindly supported the subgroup meetings: Ros Alexander, Kirstie Buckridge, Lucy Smith, Freya Villis and Miranda Carr. The contributions of Leonie Isaacson, Interim Head of Learning and Development, and John Walne (Senior Investigator, HR Division) are also gratefully acknowledged.

1.2.4 Determining key priorities

To identify key priorities for the 2024 AP, the SAT drew on:

- A progress review of the 2018 AP.
- A full quantitative and qualitative analysis of the University Staff Culture Survey 2024 (SCS24) (Appendix 1, Tables 1.1-1.11), with just over 3,000 respondents, a response rate of 23% (60%F; 30%M; 1% Intersex; 19% Prefer not to say), benchmarked against the Staff Survey 2019 (Appendix 1, Tables 2.1-2.2).
- A full quantitative and qualitative analysis of the University Student Culture Survey 2024 (StCS24) completed by just over 700 students, a response rate of 2.8% (51%F; 44%M; 0% Intersex; 5.0% Prefer not to say), (Appendix 1, Tables 3.1-3.6.2).
- Results from both surveys were analysed intersectionally by sex, gender, race, disability, socio-economic background, sexual orientation and gender identity data, nationality, religion and belief, as well as level of study.
- University staff demographic data by sex as well as race, disability, (sexual orientation and religion or belief where available) as of 31 October 2023 from the Cambridge Human Resources Information System (CHRIS).
- The University's annual ED&I Information Report, encompassing the Equal Pay and Gender and Ethnicity Pay Gap Reports.
- Student data, including admissions statistics and awarding gap data up to 2022-2023, viewed intersectionally.
- Findings from a 2023 internal review of LGBTQ+ staff experiences.
- Supporting evidence from HR Pulse, family leave (Appendix 1, Tables 4.1-4.3), and student surveys, and Departmental and School-level AS applications and other local ED&I work.

Note we have used binary sex for University-held data for staff or students. The terms 'women' and 'men' have been used on occasion for anybody identified on our HR system as such. Results for non-binary staff are provided where these are available (staff and student survey data).

We acknowledge the low response rate to the StCS24, limiting the generalisability of the results, and recognise the need for a more effective approach to capturing student experiences. Other student surveys have also had low engagement. Plans are underway to improve collaboration across the collegiate University and student lifecycle, creating a cohesive strategy to better represent student voices.

1.2.5 Looking forward - future monitoring of the Action Plan

The AP will be a dynamic document, updated annually based on data, progress, and changes within the University. Post-submission, the current SAT will disband, and the Gender Equality Steering Group (GESG), chaired by the University's Gender Champions, will be accountable for implementing the 2024-2029 AP.

The ED&I Consultant responsible for AS will track progress, with regular reviews against ED&I data to address any concerns. Termly updates will be provided to GESG and EDIC, to address any delays or issues.

Section 2: An evaluation of the University's progress and issues

In Section 2, applicants should evidence how they meet criteria B and D:

- *Progress against the applicant's previously identified priorities has been demonstrated*
- *Evidence-based recognition has been demonstrated of the key issues facing the applicant*

Recommended word count: 3000 words

Words used: 3,514 (excluding cross-references to AP)

2.1 Evaluating progress against the 2018 AP

Please provide a critical evaluation of your most recent action plan and any other actions you have initiated since your award.

See next page.

1. MAINSTREAMING INCLUSIVITY

Actions to consistently and visibly embed inclusive practices into the everyday business of the University

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
1.1	Address the gender pay gap with a series of initiatives	<p>The Gender Pay Gap (GPG) in Academic roles is 13.8%, and in Academic-Related roles is 11.6%.</p> <p>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%.</p>	Chair of the Remuneration Working Group	<ul style="list-style-type: none"> • A 25% reduction in the GPG over a 4-year period. • Reviewed annually in conjunction with mandatory gender pay reporting. 	A reduction of 25% by 2022.	<p>In the period from 2018 to 2023, the mean Gender Pay Gap (GPG) reduced by 13.8%, and the median by 32.0% as per the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 analysis.</p> <p>Note that going forward the is using the methodology from the University's annual Equal Pay Report (EPR), which uses a different approach. This methodology includes all University employees on the single salary spine in all grades (1 to 12), where their salary is determined by the University and excludes staff with salaries set by the NHS and other external bodies. It also considers basic pay, and total pay (including additional payments).</p> <p>The overall mean gender basic pay gap has decreased year on year (down from 23.4% in 2008, to 15.3% in 2023), a reduction of 34.6% since 2008. The overall mean gender total pay gap has decreased year on year (down from 24.0% in 2008, to 17.1% in 2023), a reduction of 28.8% since 2008.</p> <p>Over the period of 2018 to 2023 the overall mean gender basic pay gap decreased by 15.4% and the overall mean gender total pay gap by 13.6%.</p>

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
1.1a	Introduce a new, streamlined gender pay report, to improve understanding and expand knowledge of equality information at the School-level.	Consolidating all gender equality pay data and information into a single report will facilitate better-informed initiatives, and better monitoring of successes in gender initiatives.	Chair of the Human Resources Committee (HRC)	<ul style="list-style-type: none"> • Consolidated annual report produced. • The inclusive Cambridge website updated on a quarterly basis. • Annual action plans produced informed by annual report and consolidated gender pay report data. 	<ul style="list-style-type: none"> • Annual report communicated across the Institution as published report by March 2019. • Annual action plan produced at University and School level from March 2019. 	Information on the GPG has been incorporated into the University's Equality, Diversity & Inclusion (ED&I) Information Report. At the School-level, information on the GPG has been communicated to Schools annually. Both the GPG and EPR are published annually.
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	<ul style="list-style-type: none"> • Conducting impact assessment on policies, proposals and decision making across all University business. • Impact assessments result in informed action amendments as required. 	By Autumn 2022.	Equality Impact Assessments (EIA) have been conducted for the majority of new HR policies. However, uptake of the EIA process have been less consistent across the wider University.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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. Currently the overall BAME (self-declare) staff make up 13 %. BAME Research staff (as proportion of all research staff) – 23%. BAME Academic staff (as proportion of all academic staff) – 11%.	Assistant HR Director - Strategy and Head of E&D	<ul style="list-style-type: none"> • Single comprehensive report published • Annual report communicated across the Institution • Annual action plan produced at University and School level 	<ul style="list-style-type: none"> • Report published March 2021. • Annual reports from March 2022. 	Information on the Ethnicity Pay Gap (EPG) has been published since 2019. School-level EPG information has been communicated to Schools annually.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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 bias, 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	<ul style="list-style-type: none"> • Inclusive team leadership skills training programme developed • 90% Participation rates for the programme • Evaluation/follow up demonstrates progression of women into new roles • Increased participation in secondments, shadowing, projects and development opportunities. • 50% of line managers undertaken the programme within 2 years of launch. 	<ul style="list-style-type: none"> • Team leadership programme developed by Spring 2019. • Participation rates achieved by 2020. • Programme launch Summer 2019, first evaluation published Autumn 2019. • Follow up report Spring 2020. 	The Inclusive Leadership Programme (ILP) was developed and rolled out in Autumn 2019. 232 managers (53.3%) attended the programme, of which 184 were female (79%), and 48 male (21%). However, no evaluations and/or follow-ups have been undertaken.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
1.1e	<p>Develop and implement an inclusively designed framework to realise the potential of PSS. The 'Our Cambridge' programme will feature:</p> <ul style="list-style-type: none"> • Career structures that emphasises transferable skills, enable much easier movement across the University and create a much more flexible workforce. • Revisions to appraisal (Staff Development Review policy (SDR)). • Streamlined PSS processes • Improved mentoring, coaching and peer to peer support. 	<p>The <i>need</i> 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.</p> <p>This will help address the identified horizontal and vertical segregation.</p> <p>Structured support will enable better female career progression and help address the low representation of women in senior University grades.</p>	Registry	<ul style="list-style-type: none"> • Workshops with PSS to inform the development of a career development framework. • Programme of work developed informed by the workshops/ feedback • Programme published and being implemented 	<ul style="list-style-type: none"> • Workshops planned for Spring term (ending mid-March 2019). • Existing initiatives mapped by end March 2019. • Full Programme Plan identified by end March 2019. • Commence implementation phase from January 2019. 	<p>In Lent Term 2019, a series of workshops were planned with Professional Services Staff (PSS) to inform the creation of a career development framework. A programme plan, under the <i>ourcambridge</i> project was then published, with an implementation phase that commenced in January 2020. The programme was designed to unlock the potential of PSS and key features included:</p> <ul style="list-style-type: none"> • Developing career structures that emphasised transferable skills, enabling much easier movement across the University, thereby creating a more flexible workforce. • Revisions to appraisals under the Staff Review and Development policy (SRD). • Streamlined PSS processes. • Improved mentoring, coaching and peer-to-peer support. <p>Other work undertaken included:</p> <ul style="list-style-type: none"> i) developing a self-matched mentoring scheme; ii) a review of the secondment process; iii) the introduction of PSS Awards, and other initiatives. The University's first conference for PSS took place over three days in January 2024 (24th-26th). <p>Its focus was on supporting and enabling PSS careers, and around 800 staff attended. The <i>ourcambridge</i> project concluded in July 2022.</p>

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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	<ul style="list-style-type: none"> • Career development programme developed • Take up of 100 places identified for 2-year programme filled. • Career development programme developed. • Take up of 100 places identified for 2-year programme filled • Web based tool developed and 90% satisfaction rate from survey to test web tool • Evaluation of programme to identify 90% satisfaction rate up including take up and value of career coaching option. • Follow up of programme participants to assess the impact on their career progression • More applications and appointments of women to senior PSS posts. 	<ul style="list-style-type: none"> • Career development programme developed and rolled out in Spring 2019. • 2-year programme places filled by 2020. • Web based tool developed by Summer 2019. • Review of programme in 2020 and reported in next AS submission. 	<p>A Career Development Programme (CDP) for PSS was developed and has been running since 2019. 425 members of staff have so far completed the programme, of which 365 (86%) were female, and 60 (14%) were male. 97% rated the courses as 'good' or 'very good' (rate 3 and 4 out of 5).</p> <ul style="list-style-type: none"> • The web-based tool (Lexonis) was developed but later phased out due to low uptake. • An evaluation of the programme's impact on career progression was not undertaken.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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	<ul style="list-style-type: none"> • Review completed and actions identified. • Recommendations made to RWG. • Parity in starting salaries of new hires and internal promotions achieved. 	<ul style="list-style-type: none"> • By Autumn Term 2019. • Spring 2020. • By 2022. 	A pilot scheme was launched in early 2023 to allow greater flexibility in starting salaries. Starting salaries by gender are monitored in the annual Equal Pay Report (EPR), and our GPG for new starters is lower than the overall pay gap.
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	<ul style="list-style-type: none"> • A 20% reduction (via incremental reductions) in pay gap associated with additional pay over a 4 year period. 	20% reduction by 2022.	<p>For 2022-2023, additional payments comprised 1.8% of the total GPG, an increase of 5.9% in the pay gap associated with additional payments. However, during this period, the University made a number of additional payments to employees on the single salary spine to support them with the rising cost of living.</p> <p>This support initially took the form of a one-off payment of £1,000 (pro rata), with a subsequent a payment of 2% of annual salary, paid across 6 months (i.e., 4% per month).</p>

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
1.1i	Consult on and implement proposed changes to Contribution Reward Scheme (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	<ul style="list-style-type: none"> • Review completed and implemented. • Participation rates for the scheme (applications and awards made) reported • Gender split of applications and awards relative to the gender demographic of each School, Department or Unit identified • Impact on gender pay gap assessed and reported and recommendations made for future scheme development • Value of awards women receive are equal in value to the levels achieved by men. 	<ul style="list-style-type: none"> • Consultation - Lent term 2018/19. • Implement new scheme - Academic year 2019/20. • Report on outcomes Michaelmas Term 2020. • Monetary parity with men by 2022 	A fundamental review of the CRS scheme for Grades 1 - 11 was delayed due to the COVID pandemic. However, the provision of additional information to Departments in advance of each round of the annual scheme has resulted in an increase in applications from female staff. In the last round, approximately two-thirds of applications and successful outcomes were from female staff.

1.2. OPTIMISE DATA COLLECTION

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
1.2a	Launch a new biennial University-wide staff survey enabling comparison across Schools, Departments and NSIs, to track progress over time and benchmark externally, which has not been possible before now.	All Schools, Departments and NSIs have conducted one or more separate staff surveys since 2012. 73.2% (48%F) response rate. 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.	A new biennial staff survey was not launched due to a redirection of HR resources over the pandemic period. However, Schools and Departments have adopted the use of Advance HE's Swan Culture Survey, with results informing local actions. The University has also run the Athena Swan and Race Equality Culture survey in 2024.
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	<ul style="list-style-type: none"> • Next Family Leave Survey in July 2019 and then biennially • Next Maternity Leavers Survey July 2020 and then biennially. 	Due to reduced resources within the ED&I Team (EDIT) Section, the Family Leave survey was delayed. A survey of Maternity Leavers was not repeated due to difficulties in getting useful response rates, and the introduction of the University-wide exit survey in 2020.

1.2. OPTIMISE DATA COLLECTION

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
1.2c	<p>Extend annual Equality, Diversity and Inclusion Departmental Survey to NSIs.</p> <p>Analysis and action points reported to HoS and then EDC.</p>	63% of AS reporting units replied to the 2017 EDI survey. Only academic Departments were contacted in previous years.	Head of E&D	<ul style="list-style-type: none"> • 100% response rate from Departments • 5 key points for action identified and reported 	<ul style="list-style-type: none"> • By end July 2019. • Summer Term each year. 	Feedback from Departments and non-academic units indicated that a survey was not an effective mechanism to collect information on best practice and local issues. Alternative approaches have been undertaken, such as the development of School-level ED&I forums/committees, and the forthcoming roll-out of an ED&I Community of Practice.
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	<ul style="list-style-type: none"> • Evaluation of pilot completed and reporting to EDIC. • Roll out to all University Departments. • Annual reporting to E&D Committee. 	Roll out from Autumn Term 2018. Ongoing reporting thereafter.	An ED&I Performance Dashboard has not been rolled out to Departments due to resourcing issues. This action has been included in the new AP.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
1.3. PROMOTE VISIBILITY OF SENIOR WOMEN, ROLE MODELS, MALE AND FEMALE GENDER CHAMPIONS						
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	<ul style="list-style-type: none"> • >15 women interviewed with good representation across the University • Case studies published on webpages 	<ul style="list-style-type: none"> • Commence Summer Term 2019. • By end Spring Term 2020. 	Due to reduced resources within the EDIT, this action was not undertaken. However, the Women's Staff Network held a number of Career Conversation events to highlight the career pathways and successes of a diverse range of women across the Institution. Departments also promote female role models on their websites.
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	<ul style="list-style-type: none"> • Guidance produced and publicised. • Impact to be monitored via an annual EDI Survey. 	<ul style="list-style-type: none"> • By end Spring term 2019. • By end July 2020. 	Best-practice guidance was developed and communicated across the University in 2019, although impact has not been monitored.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
1.3. PROMOTE VISIBILITY OF SENIOR WOMEN, ROLE MODELS, MALE AND FEMALE GENDER CHAMPIONS						
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. Annual report to EDC.	Data collated in 2022 indicated that the proportion of female staff featured in news articles and the 'Expert Voices' list, was above the proportion of academic women in their Schools and the wider University. However, this data is not routinely collected or reported.
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.	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.	PVC Research Strategy	<ul style="list-style-type: none"> • REF Code of practice developed. • REF 2021 process is adhered to across the Institution. • Number of women and men in the REF 2021 is proportionate to that of their School. 	<ul style="list-style-type: none"> • By Spring 2019 • By 2020 • By 2021 	ED&I principles were at the core of our Research Excellence Framework (REF) Code of Practice, with a rigorous EIA conducted throughout the entire REF process. Members of all decision-making committees within the REF process undertook bespoke ED&I and bias training. Data indicated that there was no under-representation of women submitted in the REF undertook bespoke ED&I and bias training. Data indicated that there was no underrepresentation of women submitted in the REF.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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. >75% positive feedback. HR staff feel well informed.	Evaluate end September 2019.	While HR seminars were initially rolled out, the pandemic shifted the HR communications strategy to an online Key Issues Bulletin (KIB), which has been successfully adopted. The KIB is sent out across the University.
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 Forums.	<ul style="list-style-type: none"> • Presentations commence Spring Term 2019. • All Schools and NSIs received briefing by July 19/20. • Workshops commence by Dec 2019. 	The Equality Assurance Assessment (EAA) process was reviewed, following which revisions to the process and a new name were adopted - Equality Impact Assessment. A number of presentations were held across the Institution and a new form and website were developed. Has been patchy across the wider University, so an action has been included in the new AP.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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	<ul style="list-style-type: none"> • University guidance on flexible working revised and relaunched. • Training (Inclusive Leadership Programme) provided to managers to better consider and support flexible working where feasible. • 5% increase in employees changing to flexible hours or working patterns. 	<ul style="list-style-type: none"> • Summer 2019. • Programme launch Summer 2019 (see 4.3b). • Increase by 2022. 	Guidance on flexible working has been revised, and a new policy on hybrid working was developed in the aftermath of the pandemic. 83% of female and 79% of male respondents to the 2024 Staff Culture Survey reported that their Department enabled flexible working.
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	<ul style="list-style-type: none"> • New Dependents Leave policy agreed and rolled out. • Staff Survey demonstrates increased satisfaction with University initiatives to support families. 	<ul style="list-style-type: none"> • New Dependents Leave policy launched by Spring 2020. • Staff Survey 2021 	A new Dependents Leave policy was launched in October 2019, which provides employees with up to 5 working days' paid leave in any rolling 12-month period, in recognition of the challenges to employees when care arrangements for dependents break down unexpectedly. Since its introduction over 900 staff have taken leave.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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.	Due to the pandemic, resources have been stretched, particularly in smaller Departments and Faculties. Those that do not currently hold Athena Swan awards are mostly clustered in one School. However, an agreement has been reached with the Head of School to commit to submitting Athena Swan applications over the period of the next action plan.
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	<ul style="list-style-type: none"> • Athena SWAN section on bimonthly HR e-bulletin. • Termly E&D e-bulletins being sent. • >60% of staff show awareness of Athena Swan progress via University staff survey in first year. • Rising to >75% by 2022. 	<ul style="list-style-type: none"> • Commence Spring Term 2019. • Commence Summer Term 2020. • Autumn Term 2020. 	An ED&I newsletter has been established to communicate Athena Swan work, and sessions have been held for the University's Athena Swan network over this period. However, no Staff Survey has been conducted in order to monitor awareness.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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.	The current membership of the Self-Assessment Team more clearly represents all staff and student groups, with the inclusion of representatives from staff networks to ensure recognition of intersectional issues.
2. BROADENING WORKFORCE DIVERSITY Actions to support attracting, selecting, recruiting and welcoming a diverse workforce.						
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	<ul style="list-style-type: none"> • Renewed push for completion in tandem with 2.1b • >90% of all staff and 100% all staff involved in appointments 	<ul style="list-style-type: none"> • Start termly reporting to EDC in Autumn 2018 and termly thereafter. • Complete by end 2020. 	As of April 2024, 83.5% of all staff had completed the online E&D training. Completion rates within AHSSBL and Non-School Institutions (NSIs) have risen. All staff who have responsibility for recruitment and appointments are required to undertake ED&I training, or equivalent.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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, E&D Consultant	<ul style="list-style-type: none"> Guidance produced on retake requirements. Module being taken every 3 years by >90 of all staff 	<ul style="list-style-type: none"> Guidance by July 2019. Promoted by Autumn Term 2019. In place by 2021. 	Staff have been encouraged to refresh their ED&I training regularly. The decision to make the training mandatory was delayed due to the pandemic, and the development of a replacement ED&I online training module will be rolled out end of 2024.
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	<ul style="list-style-type: none"> Promote alongside E&D training >50% uptake of IB training all staff in general. Move to 100% uptake of those involved in appointments 	<ul style="list-style-type: none"> Starting Spring Term 2018 Complete by end 2020. 100% by 2022 	As of April 2024, 65.4% of all staff had completed the online Implicit Bias training. All staff who have responsibility for recruitment and appointments are required to undertake the ED&I training, or equivalent.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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	A new Recruitment Policy and Guidance was launched in January 2020 and is available on the HR website under a separate Recruitment section. These webpages set out ED&I requirements and specific guidance across all recruitment stages.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
2.1 CONSISTENT AND EMBEDDED RECRUITMENT POLICY AND 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	<ul style="list-style-type: none"> • Identify the number of Departments using web recruitment as an end-to-end process. • Increase in the % of Departments using web recruitment by 10% in next 4 years. 	Across University use by 2022	100% of Departments were using web recruitment by the end of 2022, for the majority of their recruitment processes.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
2.1b	Evaluate impact of new guidelines for drafting adverts and search activities which were launched 2017.	<p>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.</p> <p>Evaluation will form the basis of this roll out and further increase women applicant numbers.</p> <p>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.</p>	Head of Resourcing, Head of E&D	<ul style="list-style-type: none"> • Complete evaluation and disseminate report on effectiveness and best practice. • At all levels proportion of women applications increased by >5% • Fully embed the Diverse (race equality) Recruitment Framework within our overall recruitment guidelines. 	<ul style="list-style-type: none"> • Evaluation 2018-19 via Staff survey, and annual Departmental EDI Survey. • Framework Published in 2019. • Framework by Spring 2019. Integrated within recruitment guidelines by Summer 2020. 	<p>The Diverse Recruitment Framework was launched in early 2020 and integrated into recruitment guidelines and training.</p> <p>In 2019, 40% of applicants for Academic and Research roles were female. This figure had risen to 46% in 2023. Female applicants were already overrepresented in recruitment to PSS roles, although more male applicants are now applying for PSS roles (2019: 65% female; 2023: 60% female).</p>

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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	<ul style="list-style-type: none"> • Briefing developed for head-hunters and introduced. • Impact measured by annual recruitment data analysis. • At all levels proportion of women applications increased by >5%. 	<ul style="list-style-type: none"> • Autumn Term 2019/20. • Annually at end of Summer Term. 	A guidance document for head-hunters was drafted and introduced in 2022. However, data on impact has not been measured due to the low number of roles recruited.
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	<ul style="list-style-type: none"> • Reports on proportion of staff on FTC by gender and the reasons for FTC. • 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	Guidance was launched in January 2020, together with guidance, and both are available on the Recruitment website. An updated 'Further Information' template was launched at the same time. FTC data is monitored and reported internally.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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	<ul style="list-style-type: none"> 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	See above: An updated 'Further Information' template was launched at the same time as the Staff Recruitment Policy in January 2020.
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 an equal opportunities employer. See also 2.2b.	Head of Resourcing	<p>Policy approved. Recruitment guidance updated and easily accessible on the web. >80% of adverts with new FP by 2021.</p>	<ul style="list-style-type: none"> Policy launched Sept 2019. Web-enabled guidance by Sept 2019. Annual monitoring introduced Sept 2019. 	A new Policy and related Guidance were launched in January 2020. A new Professorial recruitment template was launched in April 2021 and is being used for all new Senior Academic-Related (G12) appointments.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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	A revised system for generating 'Further Particulars' linked to job advertisements was introduced but take-up across all Departments has not been analysed.
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	In 2022-23, female members comprised 48.2% of Council, 44.4% General Board, and between 19.0% to 50.0% of Councils of the Schools. This is an increase from 2018-19 where the comparable figures were 38.5%, 35.3% and between 6.3%-33.3% respectively.
2.3 PROVIDE EXCELLENT INDUCTION AND EARLY CAREER SUPPORT						
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.	In 2020, the Office of Postdoctoral Affairs changed its name to the Postdoc Academy, which has provided a comprehensive series of training and events annually. However, events targeted specifically at female Postdocs have not yet been developed.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
2.3b	Evaluate the uptake of: <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.	The events have run annually, but an evaluation of uptake or feedback has not been undertaken.
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	<ul style="list-style-type: none"> • University online exit survey launched. • 50% take up in the first year and 75% thereafter. • Issues identified from results. 	<ul style="list-style-type: none"> • Launched in 2021. • 50% by Autumn 2022. • Analysis 6-monthly from Summer 2022 	<p>The University launched an online exit survey in early 2020. However, low completion rates have prevented detailed analysis of the data. However, high-level results have been used to inform the development of HR initiatives in the area of staff attraction and retention.</p> <p>A review of the exit survey will be an action going forward.</p>

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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	<ul style="list-style-type: none"> • 40% of PIs completed in 2019 • 60% of PIs completed in 2020 • 80% of PIs completed in 2021 	By 2021	Data on the numbers of PIs completing management training has not been collected. The University of Cambridge is a signatory to the Researcher Development Concordat (2019) however, and has committed to engaging researchers in regular career development discussions, including holding a career development review at least annually.

3. ADDRESSING BARRIERS TO RETENTION AND CAREER TRANSITIONS

Actions to support the career development of all staff, especially Senior Academic Promotions and PS Staff

3.1	Make improvements to senior academic promotions and career transition for women academics and senior researchers through a series of related initiatives.	<p>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:</p> <p>a) To put into effect more prominent and structured leadership for academic promotions.</p> <p>b) Make improvements to the promotions processes to make it as fair and as transparent as possible.</p> <p>c) Provide greater support for individuals to build skills and confidence to apply and succeed at promotions.</p>	PVCI, Head of Resourcing	See below.	See below.	The SAP process has been replaced with the Academic Career Pathways for both Research and Teaching staff, and a new pathway developed for Teaching and Scholarship staff. These ACP pathways recognise a broader range of contributions, and School-specific excellence criteria including commitments to actively creating and maintaining a positive and inclusive environment and culture.
-----	---	---	--------------------------	------------	------------	---

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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 18.6% women in the pool apply.	PVC-I	<ul style="list-style-type: none"> • Review completed • Increase women in pool applying to a comparable proportion as men. 	<p>Review by 2019/20.</p> <p>Increase women in pool applying to a comparable proportion as men.</p>	In the 2019 Senior Academic Promotions (SAP) round, 20.5% of female academics in the eligible pool applied for promotion (compared to 19.1% of males), rising to 27.6% in the 2022 Academic Career Pathway (ACP) round (compared to 25.5% male). In the 2023 round however, this dropped back to 16.1% for female staff and 18.0% for male. Note: 1. due to the pandemic, a promotion round was not run in 2021. 2. The method of calculating the overall proportion of eligible staff who apply for promotion has been revised, and targets adjusted accordingly.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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. A new Induction toolkit was launched in 2016.	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.	A new Probation Policy, Guidance, and Procedure were approved in the 2019/2020 academic year. Implementation was delayed to align with the ACP (Autumn 2021). An Induction review was completed in Easter Term 2021, which included new managers' and institution guidance, a new online induction module, and revised web content and checklists.
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	In 2020-2021 32% of those who undertook training were male, compared to 35% in 2022-23, which represents a slight increase but does not met the success target. In 2019-20 7% of those undertaking training courses were academic, in 2023--2024 in proportion had decreased to 6%.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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	<ul style="list-style-type: none"> • Begin to implement the revised Academic Career Pathway Process and Senior Researcher Promotions Process. • Achieve the Russell Group average benchmark for percentage of female professors (23.5%) and researchers. 	<ul style="list-style-type: none"> • New ACP & SRP to be implemented by Sept 2019. • Russell Group average benchmark by 2021. 	<p>A new ACP approach was introduced in 2020-2021. The initial launch scheduled for 2019–2020 was delayed due to a decision to pause the University's academic promotion scheme over the period of the pandemic. As of 31 March 2023, 24.9% of Professors Grade 12 were female.</p> <p>A Research Career Pathways scheme is currently under development, to replace the current Senior Researcher Promotions scheme. This is scheduled to be launched in August 2025.</p>
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 contributions 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.	<p>A new ACP approach was introduced in 2020-2021 which redistributed weightings to ensure contribution to teaching and to the University in general are given more recognition. In the 2022 Academic Career Pathway (ACP) round 27.6% of the female eligible pool applied (compared to 25.5% male). In the 2023 round however, this dropped back to 16.1% for female staff and 18.0% for male.</p> <p>Analysis about rate of promotion by gender by time in current grade have not been yet undertaken.</p>

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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 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	<ul style="list-style-type: none"> • Monitor probation end date and review data on how long it takes to achieve promotion and compare year-on-year figures. • More women completing probation are ready to apply for promotion at the appropriate stage of their career. 	From Sept 2020	The University revised its Probationary Procedure for Academic Staff in 2021, with further revisions undertaken to align with the University's new Academic Career Pathway Schemes. The Scheme guidance requires Heads of Institutions to discuss promotion progression pathways with underrepresented staff not yet ready for promotion. However, probation end date and review data were not monitored over this period.
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	<ul style="list-style-type: none"> • More awareness and explicit application of SRP scheme across the University. • Once the ACP scheme is fully implemented set similar timescales and targets for the SRP on the proportion. 	Review end 2022	A Research Career Pathways scheme is currently under development, to replace the current Senior Researcher Promotions scheme. This is scheduled to be launched in August 2025.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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.	The first ACP (Teaching & Scholarship) exercise was launched in 2022, with promotions effective 1 October 2023. The second round was launched in 2023, and these promotions will be effective from 1 October 2024.
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	<ul style="list-style-type: none"> • Evaluation complete, analysed by gender. • CV Mentoring Scheme revised and updated if required. • >75% attendance to workshop capacity and an increase in applications from women. 	<ul style="list-style-type: none"> • By end Summer Term 2019/20. Hold Workshops by end 2019/20. • CV Scheme changes by 2020/21. 	<p>Participants in the CV scheme were surveyed annually to evaluate the Scheme as a means of support.</p> <p>Due to a period of transition in the EDIT and a lack of resources, workshops were not developed. Applications from women have not increased over the period consistently (please refer to Academic Promotions table in the Data Appendix).</p>

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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.	Work on this has been overtaken by the development of a Research Career Pathways scheme, which is currently being finalised, and will replace the current SRP scheme. This will be launched in 2025.
3.2 DEVELOP STRUCTURED ROUTES TO CAREER PROGRESSION FOR PS STAFF						
3.2a	Increase access to mentoring opportunities for PS staff to further their personal and professional development including opportunities as job shadowing and secondments.	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 Head of PPD	Roll out scheme 20 Mentees involved in the Scheme during first year	<ul style="list-style-type: none"> • Start roll out 2019/20. • By Spring Term 2020. 	A mentoring scheme for PSS was set up in 2020 by <i>ourcambridge</i> (see 1.1e). 164 mentees and 101 mentors enrolled in the scheme, and 77 matches were made.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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 two new cohorts per academic year, with an average of 8 apprentices per cohort.	From Spring 2019	<p>Level 4 Project Management: 40 apprenticeships have been completed, in addition to which 20 are currently live and pending completion.</p> <p>Level 4 Data Analysis: 2 apprenticeships have been completed and 5 are currently in progress.</p>
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 >10% of technicians professionally registered	<ul style="list-style-type: none"> Evaluate the website by end 2019 Professional registration by Autumn Term 2021 	A website has been launched, and a new role to support Technician development, together with the Technician Scheme, have been created. Professional registration data has not been collected however, although gender and ethnicity data for technicians is now being monitored.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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% Appraisal satisfaction rates via staff survey >70%	By end Summer Term 2020	318 (67%) female and 155 (33%) male staff have attended Staff Review and Development (SRD) training. The 2024 Staff Culture Survey found 68% of female respondents and 63% of male respondents agreed with the statement, "My line manager supports my career development".
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.	<ul style="list-style-type: none"> • Academic – PVC Institutional Affairs. • PSS – Registry. 	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.	Comprehensive SRD guidance and an updated form are now available on the University's website. Work on capturing accurate appraisal data is being incorporated into the University's HR Transformation Project.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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.	While increased uptake of appraisals has been supported by the development and rollout of a new Staff Review and Development process, guidance and training, data collection has been patchy using current HR systems. The forthcoming HR Transformation project seeks to address this issue.
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	All training courses and multi-day programmes have a voluntary feedback form for participants. Current feedback is at 97% satisfaction from the development interventions. Long term evaluation has not currently been undertaken however.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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.	<p>For the Academic Leadership Programme, uptake of SLP1 by female participants has increased from 45% in 2020/2021 to 64% in the current year.</p> <p>The SLP2 programme has also seen an increase in uptake by women, from 39% in 2019/2020 to 63% in 2022/2023, although there has been a slight drop to 50% in the current academic year. SLP3 has, on average, an equal split between female and male participants.</p> <p>A long-term evaluation has not been undertaken, but we have seen an increase in female Chairs of Faculty Boards and Heads of Departments from 24% in 2018-19 to 30% 2022-23.</p>

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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, benefitting all staff but women in particular						
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).	<p>Staff survey data showed that ~34% have experienced or witnessed bullying or harassment and that few knew how to report such behaviour.</p> <p>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 have been affected by sexual misconduct.</p>	PVCI Assistant HR Director- Operations Head of E&D	<p>All senior managers briefed about Breaking the Silence.</p> <p>75% of Departments have received trainingOf whom 70% have created Action Plans.</p>	<ul style="list-style-type: none"> • By March 2018. • Starting January 2018. Completed delivery by 2021. 	<p>Senior managers received communications regarding the Breaking the Silence campaign.</p> <p>Training was delivered to Departments, but data was not kept by Schools to track completion rates.</p> <p>The training was then paused with the adoption of a new University Dignity at Work Policy and Code of Behaviour in 2023, with the development of new training.</p>

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
4.1b	Evaluate 'Where Do You Draw The Line?' training and report to HRC and EDC.			<p>Progress evaluated and reported to HR & E&D Committees.</p> <p>New exit interviews will capture whether sexual misconduct is a reason for leaving the University.</p>	<ul style="list-style-type: none"> • Start Spring Term 2020, then annually. • New survey developed and launched by Autumn 2020. 	An evaluation of training was not undertaken. The exit survey was launched in 2020 but take up has been limited, restricting analysis of the results.
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.	<ul style="list-style-type: none"> • Analysis completed by December 2018. • Action plan agreed and disseminated by Spring Term 2019. Reduction by 10% of reported incidents by 2021. 	In the January 2024 Staff Culture Survey, when asked how satisfied staff were with the way bullying and harassment complaints were addressed in their Department, 27% Agreed-Strongly agreed, with 29% indicating that they didn't know. In terms of how comfortable staff felt in raising concerns about bullying and harassment if they had witnessed or experienced it within their Department, 62% Agreed-Strongly agreed. If staff had witnessed or had been personally subjected to discrimination, harassment or abuse, 84% (somewhat-yes) said they would know where and how to report the incident. This represents an increase from 76% in 2019.

4.2 ADVANCE THE SUPPORTING PARENTS AND CARERS AT CAMBRIDGE (SPACE) STAFF NETWORK

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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.	<ul style="list-style-type: none"> • Autumn Term 2019, and every subsequent two years. • By Autumn Term 2019. 	87% of staff reported in the Family Leave Survey 2024 (FLS24) that they received the support they needed from the University when they returned to work after family leave.
4.2b	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.	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 Data systems for staff and students established.	<ul style="list-style-type: none"> • Academic year 2019-20 • Autumn Term 2020 	Carer status isn't currently a required field for HESA statutory returns. Therefore, the University has not yet instigated data collection as part of either the Admissions or Student Registration processes. While this has not been included as an action in the 2024-2029 AP, work is being undertaken to establish pathways to collect student carers data.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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.	A series of reviews were undertaken of these initiatives. The University ended its partnership with My Family Care in 2020, after a review indicated the scheme was not providing sufficient support for staff, and a Paid Dependent's Leave policy was adopted instead. The Returning Carers Scheme (RCS) was revised and renamed the Career Support Fund (CSF) in response to a review, and to meet the needs of staff during, and after, the pandemic. Uptake of Shared Parental Leave (SPL) was monitored.
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	<ul style="list-style-type: none"> The needs identified from the RCS are addressed in the operation and uptake of the Scheme Annual Review process agreed to inform future rounds 	Operation and uptake of the Scheme reported via annual evaluation process	In 2019, a review was undertaken of the effectiveness of the RCS. A new internal fund, the CSF was initiated in the 2020-2021 academic year, to mitigate the impact of COVID. The CSF was open to all staff, not just those involved in research. The RCS was reinstated in 2024, maintaining the decision for it to be open to all staff.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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 facilities.	Head of E&D and Head of Estates Management	Policy agreed to ensure all new build developments consider family friendly facilities.	By Spring 2020.	The requirement for all new-build developments to consider family-friendly facilities has been included in the University's Design & Standards Brief.
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. 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	<ul style="list-style-type: none"> • Uptake increased in line with national rates. • 5 Case studies published on SPACE webpages. 	<ul style="list-style-type: none"> • By end 2020-21 • By end Autumn 2019 	<p>Uptake of SPL has risen at the University. In 2019 it comprised 20.5% of family leave taken (as a percentage of those taking maternity, adoption, and SPL leave). This rose to 23.6% in 2023.</p> <p>In response to staff feedback the University will increase its enhanced paid family leave provision for all staff, increasing maternity and adoption full pay from 18 to 26 weeks.</p> <p>Enhanced paternity leave will also be introduced, increasing full pay from two weeks to 12 weeks. These changes will take effect from October 2024.</p>

4.4 MITIGATE THE IMPACT OF CARING RESPONSIBILITIES AND CAREER BREAKS ON CAREERS, PARTICULARLY WOMEN

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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.	The RCS was replaced by the CSF in response to the pandemic, which opened the Scheme to all staff, not just those in academic and research roles. However, the 2024 FLS found that 69% of respondents were not aware of either Scheme.
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>90% positive responses about support on return to work in FLS survey.	By end 2018 July 2019	Guidance for managers on University policies and best practice regarding flexible working, and support for carers, was drafted and communicated to all University members in 2020. FLS24 found 87% of staff were satisfied with the support they received on their return.

4.4 MITIGATE THE IMPACT OF CARING RESPONSIBILITIES AND CAREER BREAKS ON CAREERS, PARTICULARLY WOMEN

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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	Guidance on core hours was drafted and communicated in 2020.

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	<ul style="list-style-type: none"> • Data being collected at application stage. • All applications assessed and appropriate reporting systems in place to ensure transparency and fairness. 	Autumn Term 2018-19	The University is currently engaging in a transformation project to upgrade its HR systems. Data on flexible working requests will be captured at the application stage when this new system goes live.
------	--	--	---	---	---------------------	---

4.5 MAXIMISE FLEXIBLE WORKING STRATEGIES

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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	<ul style="list-style-type: none"> • Focus groups to be held. • Results to be fed into guidance (see 5.18b) more flexible working request recorded. 	<ul style="list-style-type: none"> • During Summer Term 2018-19 • By end 2019 	The University's approach to flexible working was adapted to support the adoption of home and hybrid working over the period of the COVID pandemic. A University Hybrid Working Policy, together with managerial guidance, was developed. The University's Flexible Working policy was reviewed and updated. In the 2024 Staff Culture Survey, 83% of female respondents, and 79% of male respondents agreed with the statement, "My department enables flexible working".

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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	Case studies have been published, highlighting where good practice in flexible working has had a positive impact. In addition, in response to changes in ways of working during the pandemic, the University approved a new Hybrid Working Policy in January 2023, which set out the Institution's position on non-contractual arrangements around hybrid working across the University. It reflected the change to working practices since the pandemic, and the preference for flexibility around this type of working to be retained.
4.6 IMPROVE STAFF AND STUDENTS' CHILDCARE, NURSERY AND CARER PROVISION						
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 Head of Child Care	Opportunities for new provision identified and planning underway. New partnerships explored with Colleges.	<ul style="list-style-type: none"> • Planning agreed by December 2019. • New nursery partnerships explored by September 2019. 	A new nursery, the Chris Abell Nursery, was opened in 2022. The nursery is managed on behalf of the University by Kids Planet.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
4.6 IMPROVE STAFF AND STUDENTS' CHILDCARE, NURSERY AND CARER PROVISION						
4.6b	Conduct EAA on childcare 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	The demand for nursery places has dropped significantly post-pandemic, lessening the impact of a lack of childcare provision on staff and students. However, an EIA on childcare eligibility (using a points system) will be conducted in 2024-2025, as part of a wider review of access and eligibility to use University nurseries.
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. Sickness absence due to stress/mental health issues reduced >10%, 15% in women.	Survey summer 2019 Reduction by 2021	The University has undertaken several activities through the Festival of Wellbeing and other initiatives over this period, to support staff mental health. However, instances of sick leave due to mental health/stress rose by 37% from 2019 to 2023. Instances for female staff rose by 50% over the same period. Female staff accounted for 68.1% in 2019 to 74.7% in 2023 of all working days lost to stress/mental health reasons.

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
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,	Compiled and published. Awareness evaluated via staff surveys and annual Departmental EDI surveys.	By end 2019	The Estate Division's Space Database provides information on all University Buildings including the numbers and locations of gender-neutral facilities.
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	<ul style="list-style-type: none"> • Checklist produced. • Positive feedback from staff transitioning. 	By Spring 2021	A Transitioning Checklist was started but not published. The needs of trans and transitioning staff are being considered as part of the University's LGBTQ+ review, which was undertaken in 2023, with recommendations and actions to be incorporated in the Athena Swan Action Plan 2024-2029.

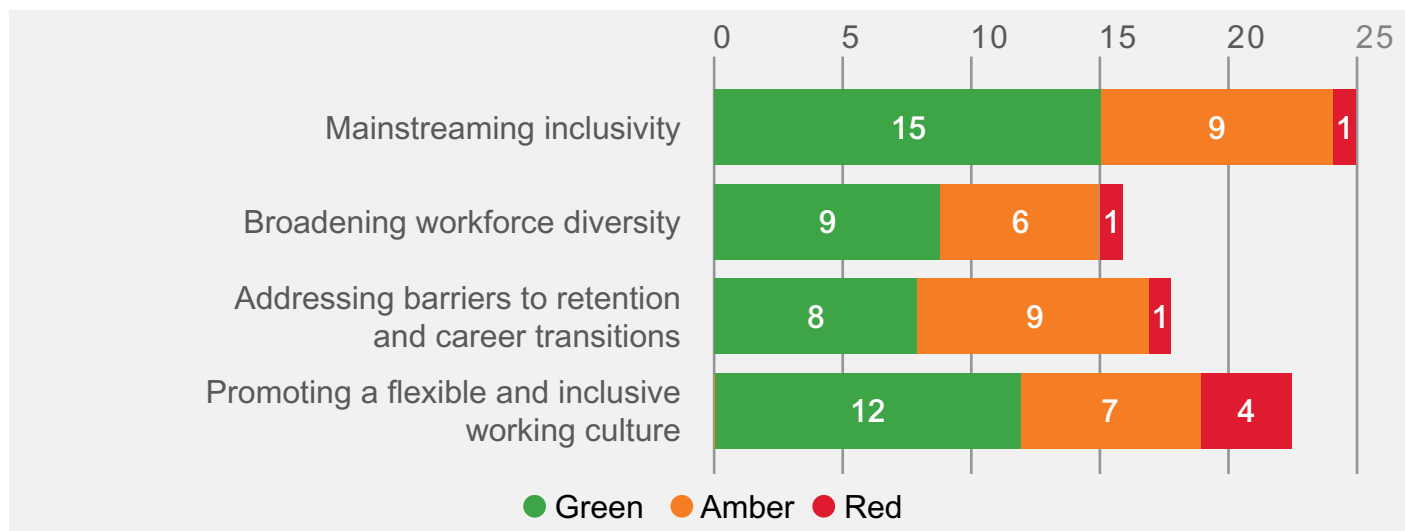
INVESTIGATE AND ADDRESS STUDENT ATTAINMENT GAPS						
REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
4.9a	Identify the drivers behind any observed attainment gaps and develop initiatives to address these in partnership with Faculties and Departments.	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. Report to Education Committee.	Annually	Work has been undertaken in separate Departments, and support for, and communication of best-practice has been provided by the Cambridge Centre for Teaching and Learning (CCTL), and the Mind the Gap project team. A new ED&I focused role has been created within the Academic Division, and analyses of ethnicity, disability and gender awarding gaps will be undertaken.
4.9b	Develop and monitor attainment gap benchmarks by protected characteristics with comparable institutions where data is available.			<ul style="list-style-type: none"> • Gender attainment benchmarks identified and being reported on. • Targets for reduction agreed. • Reduction in attainment. 	<ul style="list-style-type: none"> • By Spring 2020 • By Autumn 2021 • By 2024 	<p>The gender awarding gap for First class passes rose from 8.3% in 2018-19, to 9.5% in 2022-23.</p> <p>However, there was significant yearly volatility in the data, with the awarding gap reversed in 2019-20 to -1.9% during the pandemic.</p>

REF	New silver actions	Rationale	Responsibility	Success Measures	Timescale	RAG rating and progress
4.9c	<p>Implement an Education Strategy to address:</p> <ul style="list-style-type: none"> • Widening access and participation (through actions 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). 	<p>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.</p>		<ul style="list-style-type: none"> • Strategy approved • Action Plan developed and implemented 	<ul style="list-style-type: none"> • By Spring 2019 Strategy approved. • Action Plan developed by summer 2019. • Strategy implemented 2019-2024. 	<p>The Education Strategy was under development in 2019, and a draft version was completed at the end of that year; however, it was never approved or put into place due to resource reallocations during the pandemic.</p> <p>However, these issues have been progressed through other mechanisms, including the University's Access and Participation Plan, a new Postgraduate Widening Participation Team recruited and student wellbeing addressed through a student mental health and wellbeing action plan. The continuation of this work forms part of our new AP.</p>

2.1.1 Review of progress against the 2018 AP

The University's 2018 Silver AP focused on four objectives, 23 action areas, and 82 actions overall, of which in total 44 (53.7%) are rated Green, 31 (37.8%) Amber, and 7 (8.5%) Red (Figure 7 shows the split across the four objectives).

Figure 7 - Summary of RAG-rated 2018 AP



While significant progress has been made, the SAT acknowledges that some actions are only partially achieved, and a few remain areas for development. Assessing the impact of certain actions was challenging, as the 2018 AP focused more on processes than outcomes. The 2024 plan addresses this by clearly defining both outputs and outcomes. Key initiatives since 2019 are summarised in Table 3.

Table 3: A summary of key initiatives undertaken since 2019 (action numbers from 2018 AP)

2019	<ul style="list-style-type: none"> • Ethnicity Pay Gap (EPG) reporting introduced (1.1a). • Inclusive Leadership Programme launched (ILP – 1.1d). • Best-practice guidance on speaker/panel diversity (1.3b). • Dependents Leave policy introduced (1.4d). • Updated Probation Policy, Guidance, and Procedures (3.1b). • Career Development Programme (CDP) for PSS launched (1.1e). • REN launched.
2020	<ul style="list-style-type: none"> • PSS <i>ourcambridge</i> project started (1.1e). • Exit Survey introduced (2.3c). • HR launched Key Issues Bulletin (KIB) (1.4a). • New Recruitment Policy and Guidance developed (2.0d). • Diverse Recruitment Framework launched (2.1b). • Core hours guidance drafted (4.4c).
2021	<ul style="list-style-type: none"> • Professorial Recruitment Template for G12 appointments launched (2.1f). • Induction review, new managers' guidance, online induction module, and updated content (2.3b, 3.1b). • Academic Career Pathway (ACP(R&T)) scheme launched (3.1e). • Career Support Fund for COVID recovery (4.2c, 4.2d). • Mind the Gap Toolkit launched (4.9a).

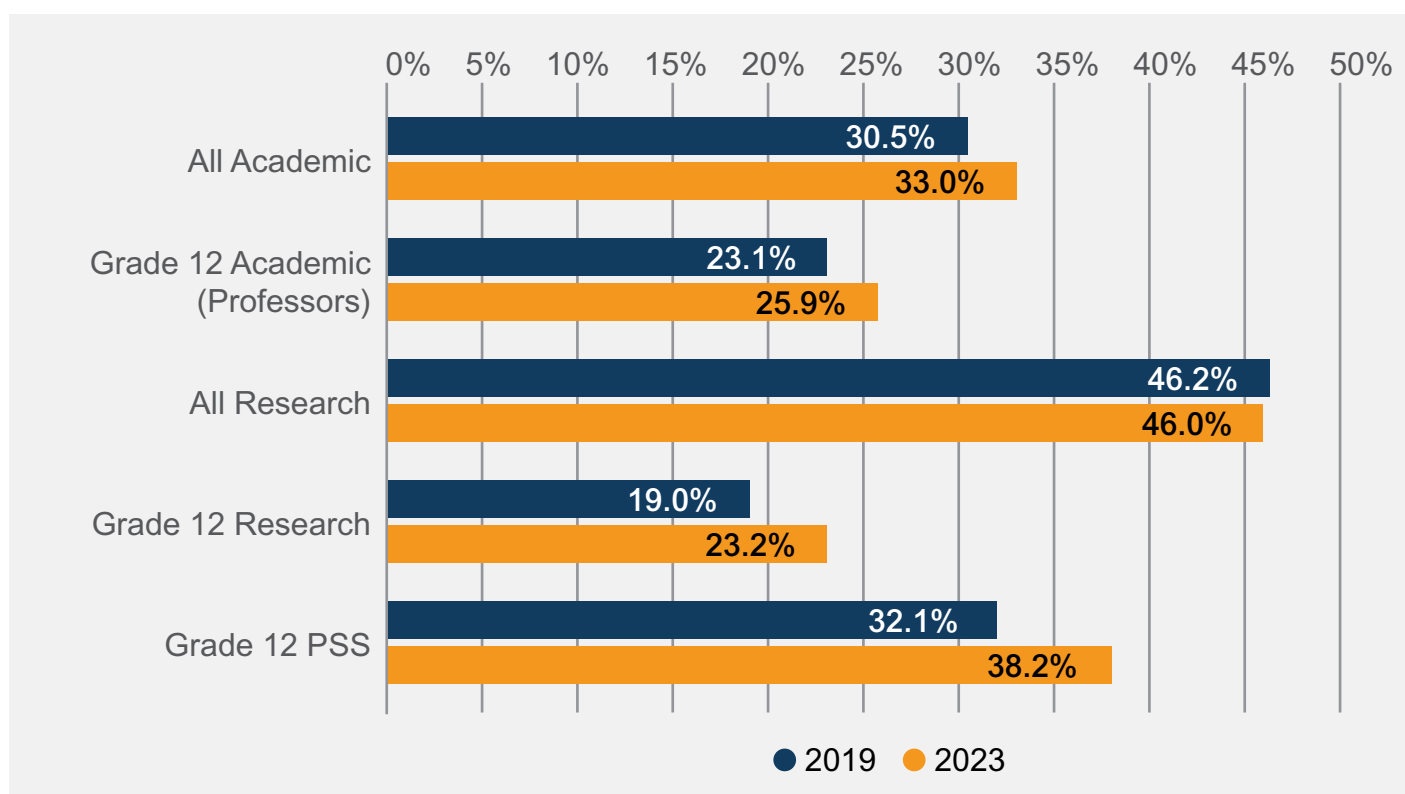
2022	<ul style="list-style-type: none"> • Hybrid working policy developed (1.4c). • ACP (Teaching & Scholarship) promotions pathway launched (3.1h). • Student Mental Health and Wellbeing Plan 2022-2025 launched.
2023	<ul style="list-style-type: none"> • New HR/payroll system (<i>myHR</i>) in development. • LGBTQ+ review undertaken. • Revised Dignity at Work and Code of Behaviour launched (4.1a). • University became a Level 2 Disability Confident Employer. • Teaching review launched.
2024	<ul style="list-style-type: none"> • ACP (Research) scheme replacing Senior Researcher Promotions (3.1d) in development. • University partnered with HeForShe Alliance (HfSA) • Family Leave Review completed with enhanced provisions (maternity/adoption pay from 18 to 26 weeks, paternity pay from 2 to 12 weeks) • Updated online training module in development.

Green action areas

44 action areas were rated Green, with success due to senior leadership support and integration into strategic workstreams. Key initiatives, such as the Academic Careers Pathways (3.1d) and *ourcambridge* projects (1.1e), were recognised as key areas of activity and well-resourced. Achievements were also driven by ownership by central teams like HR, especially in advancing Inclusive Recruitment practices (2.1).

The University's progress is reflected in the key improvements in quantitative data since 2019 (Figure 8).

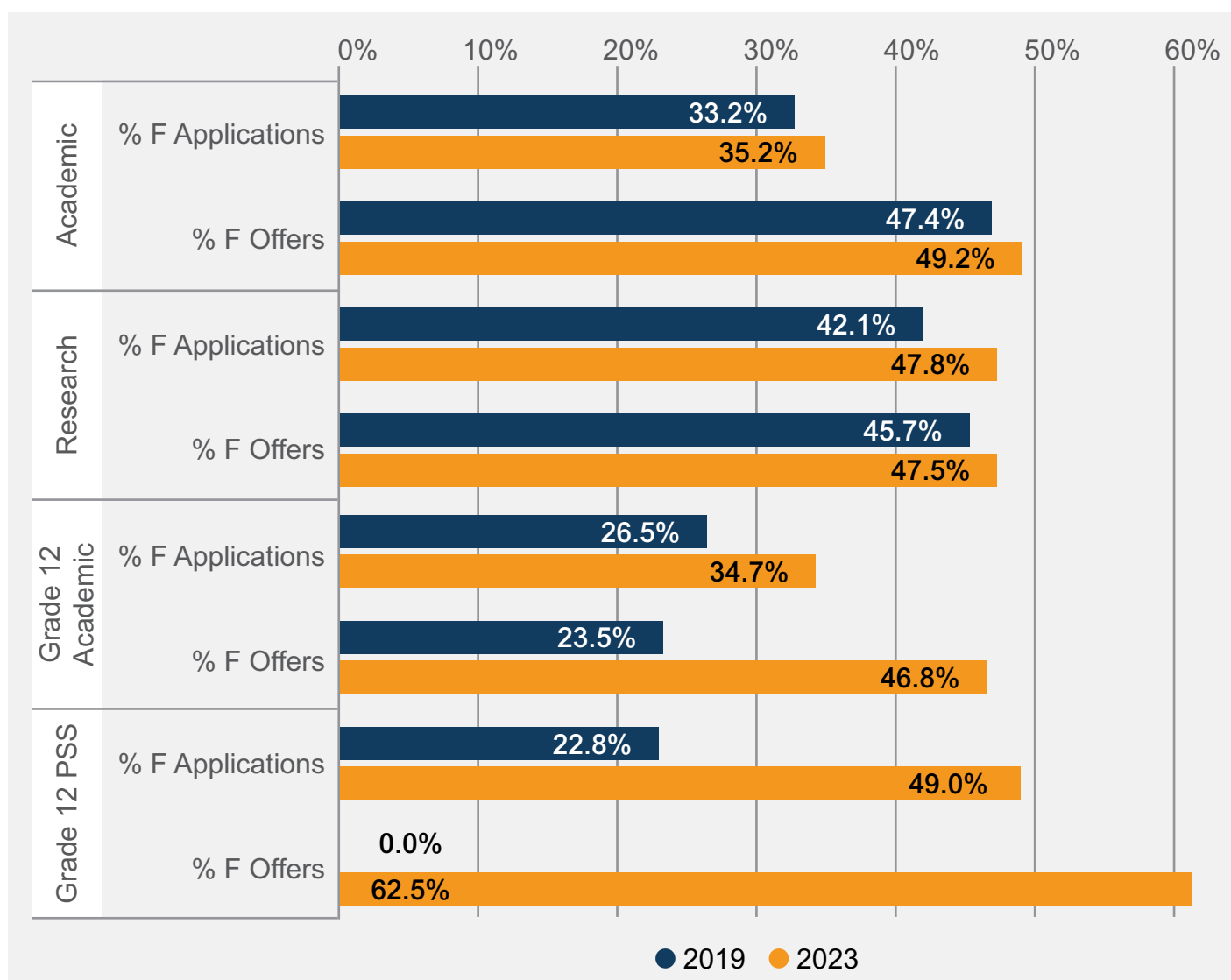
Figure 8 – Percentage of female staff across key categories in 2019 and 2023



Other key areas of success include:

- In 2022-23, female members comprised 48.2% of Council, 44.4% GB, and between 19.0% (School of Technology) and 50.0% (Schools of Arts and Humanities, and Biological Sciences) of Councils of the Schools. This is an increase from 2018-19 where the comparable figures were 38.5%, 35.3% and between 6.3%-33.3% respectively (2.2a), driven by expectations for chairs to consider diversity when nominating new members.
- Work undertaken into recruitment (2.1a-g) has led to increases in the proportion of female applicants and those offered posts across staff groups (Figure 9; see also Appendix 2, Tables 6.1, 6.2, 7.1).

Figure 9 – Recruitment by gender and staff group.



- Reductions in both the University's median and mean GPG (1.1a-i). In the period from 2018 to 2023, the mean GPG reduced by 13.8%, and the median by 32.0% as per the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 analysis. Using the University's Equal Pay Reporting methodology, from 2018 to 2023 the overall mean gender basic pay gap decreased by 15.4%, to 15.3%, and the overall mean gender total pay gap by 13.6%, to 17.1%.¹
- The new Academic Career Pathway (ACP(R&T)) launched in 2021-22 (3.1e), replacing the previous annual Academic Promotion exercise. New titles were also adopted, replacing Reader and Senior Lecturer.
- Launched in August 2014, the Returning Carers Scheme (RCS) (2.1a-g) is a biannual fund supporting employees whose careers were disrupted by a break of at least three months or part-time work. In response to COVID, particularly its impact on staff with caring responsibilities, the University expanded the scheme to all staff and renamed it the Career Support Fund (CSF), including those on COVID-related leave.

"After taking a career break from my senior academic position for family reasons, this scheme has been critical in enabling me to regain momentum in my research career. I wouldn't have been able to get back on track without it." **CSF Recipient**

- Between March 2021 and November 2023, six rounds were held, with c.280 applications (76.7% from women) and over £1 million awarded (Table 4). However, applications from PSS staff were low (12.7%), prompting an action to increase this proportion (AP 2.2.6). The scheme reverted to its former name in 2024, with all staff still eligible; one round has been completed, and another is scheduled for October 2024.

1. Note that the GPG figures presented in this application are from the University's annual Equal Pay Report, which uses a different methodology from that required by the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 gender pay gap reporting. This methodology includes all University employees on the single salary spine in all grades (1 to 12), where their salary is determined by the University and excludes staff with salaries set by the NHS and other external bodies. It also considers basic pay, and total pay (including additional payments) and permits analysis by staff type and grade. Analysis of gender and ethnicity pay gaps are available in full from the University's EDI Information Report, which is produced annually and available at: <https://www.equality.admin.cam.ac.uk/equality-reports>.

Table 4: Applications and disbursements under the Career Support Fund and the Returning Carers Scheme.

Round (March 2021 onwards)	Total number of applications	Amounts applied for	Amounts awarded
R1	48	£241,507	£202,718
R2	56	£327,841	£262,606
R3	43	£212,546	£185,162
R4	39	£202,446	£155,697
R5	59	£322,091	£295,394
R6	32	£192,535	£170,500
Total	277	£1,498,966	£1,272,077
RCS 2024 1	20	£143,191	£123,499

Amber action areas and barriers

31 action areas were rated Amber due to insufficient evidence of clear outcomes, despite progress. Some actions were delayed or partially completed, often because COVID redirected resources or paused initiatives like the ACP in 2020 (3.1e).

The 2018 AP prioritised launching initiatives over measurable outcomes, and some actions required data not routinely collected, such as post-training evaluations. The RAG rating highlighted the need for continuous data collection to measure impact and drive improvements.

Challenges were compounded by unclear ownership, lack of succession planning, and absent progress-reporting channels. While captured by the EDIT, information did not reach senior committee structures.

Inadequate progress for embedding some actions stemmed from challenges related to the complexity of a large organisation such as the Equality Impact Assessment (EIA) process. This remains an ongoing priority for the University (AP 6.1). Other actions were deprioritised in response to other needs (see broader ED&I agenda below).

Red action areas and barriers

Barriers to Red-rated actions were similar to those for Amber-rated ones. Key issues included prioritisation by individual teams, resource reallocation, and unclear ownership. Consequently, some actions were not implemented, or success measures were unmet due to insufficient data collection.

2.2 Lessons learnt: an evaluation of the 2018 AP

2.2.1 Development of the 2024 AP

- The previous AP was unwieldy and needed streamlined actions. Future actions should be “SMART”, with clear outcomes, agreed ownership, and communicated resourcing.
- Advancing gender equality should fit within an intersectional framework, aligning with broader ED&I priorities like the Race Equality Charter (REC) AP, the University’s People Strategy (PS), HfSA, and other ED&I activities.
- The GESG will regularly oversee progress against the new AP, with formal reports provided to the EDIC and HR Committees for integrated ED&I review.
- While resource reallocation due to unexpected events can be challenging, it also fosters innovation. The pandemic led to new working methods and encouraged innovative learning and teaching strategies.

2.2.2 Other work undertaken

Research Culture

In 2022, the University established a Steering Committee to focus on key research culture priorities:

- **Access and Participation:** Ensuring equitable access to research careers for all.
- **Challenging Dynamics:** Supporting researchers facing interpersonal or group challenges.
- **Precarity:** Addressing issues related to fixed-term contracts in early research careers.
- **Time & Space:** Providing the necessary time and space to foster a positive research culture.

The work is being led by The Action Research on Research Culture (ARRC) project which is developing communication strategies and projects around these priorities.

The People Strategy

Over 2023-2024, a new PS was developed and shaped by University-wide consultation and data analysis with the aim to attract, recruit, and retain top talent, to become an employer of choice for all genders.

The Strategy is centred on adapting to changes in the external recruitment environment and is built around five key themes:

1. Talent attraction
2. Reward and recognition
3. Talent management
4. Culture and community
5. Organisational effectiveness

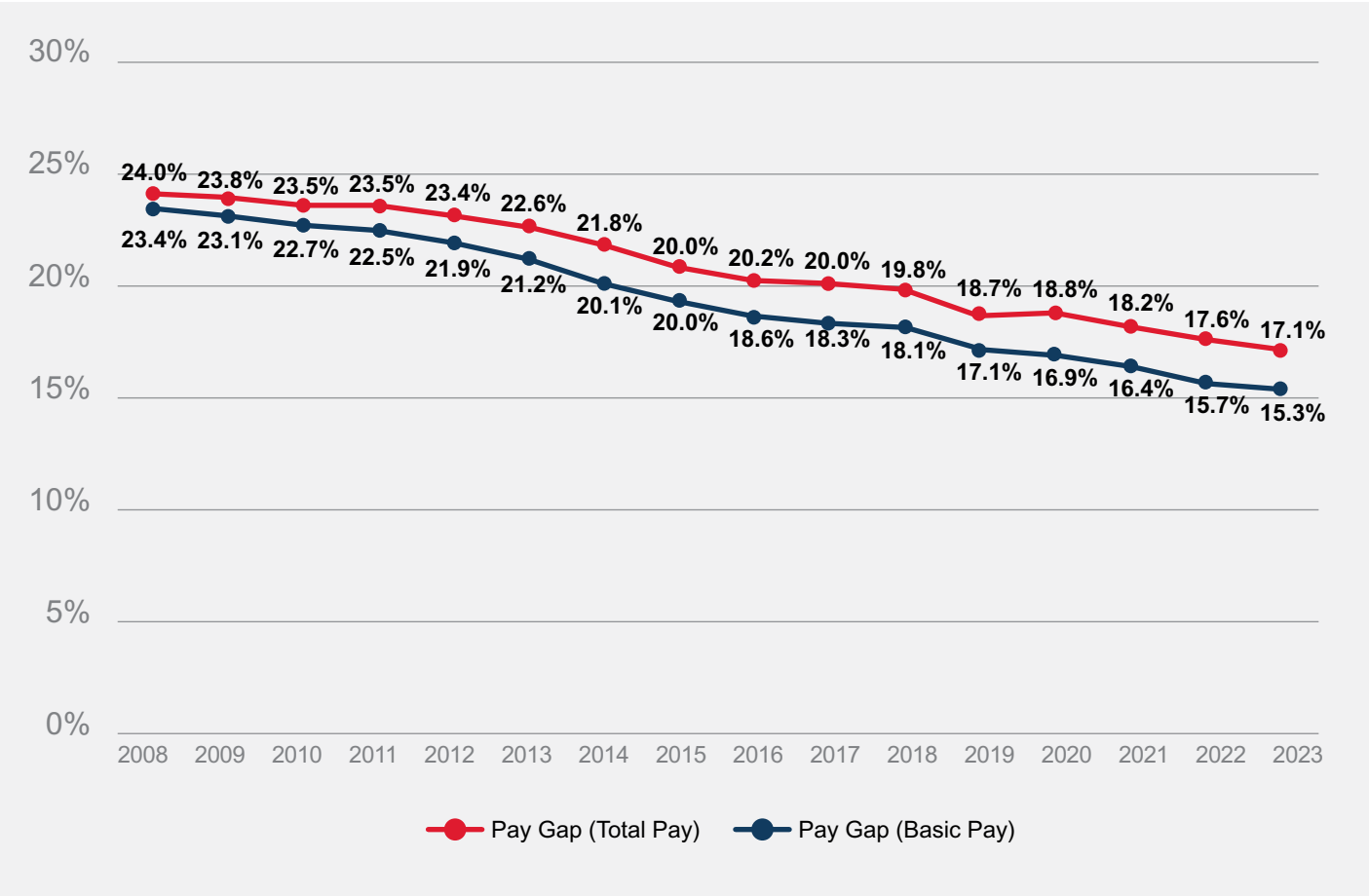
ED&I is not listed as a separate theme but is instead woven as a ‘golden thread’ throughout the PS. These themes and their objectives are aligned with the AP and its priorities where relevant.

2.3 Key priorities

2.3.1 Priority 1: To develop and implement initiatives to reduce the GPG through career progression and promotion, while systematically identifying and addressing key drivers contributing to disparities within the organisation.

From 2018 to 2023 overall mean gender basic pay gap decreased by 15.4% and the overall mean gender total pay gap by 13.6%, continuing a steady decline since analysis began in 2008 (Figure 10, see Section 2.1.1 for a description of the methodology used).

Figure 10 - Reduction in the mean Gender Pay Gap.



While this downward trend is pleasing, further work is necessary to accelerate change. The University joined the HeforShe (HfSA) Alliance in October 2023 with the PVCUCE Kamal Munir appointed as HfS Champion, spearheading a project titled, “Closing the Gender Pay Gap”.

“I am committed to accelerating the pace at which we see a reduction in the gender pay gap. Our target of a 25% reduction over the next five years will get us closer to our ultimate goal of eliminating the gap entirely.” Professor Munir, PVCUCE

The EDIIDG will identify root causes of the GPG across the University, Schools, and Institutions, focusing on gender-specific and intersecting pay gaps (AP 1.1 and AP 1.2). Actions will involve analysing career pathways, family leave, and staff departure data at the local level to implement targeted interventions. This detailed analysis will help mitigate the GPG and drive meaningful change.

ACTION 1.1

We will take proactive action to further reduce our gender pay gap.

1.1.1 An ED&I Intersectional Delivery Group (EDIIDG) will be established to examine existing pay gaps across gender.

1.1.2 We will undertake cohort analysis looking back over the past 10 years, to chart career progression for female and male academic staff (see further details in AP).

1.1.3 We will conduct an analysis of the numbers of female and male academic staff leaving the organisation (see further details in AP).

1.1.4 Actions and interventions based on findings will be developed, implemented and evaluated for impact on GPG.

ACTION 1.2

We will take proactive action to further reduce our intersectional pay gaps by gender and ethnicity, and other protected characteristics where data permits.

The EDIIDG will examine intersectional pay gaps across sex, ethnicity and other protected characteristics where data is available. The work undertaken by the EDIIDG will include:

1.2.1 Conducting analysis of intersectional pay gaps (gender and ethnicity) annually.

1.2.2 Undertaking cohort analysis looking back over the past 10 years, to chart career progression for staff (see further details in AP).

1.2.3 Developing a communication campaign to increase ethnicity disclosure across the University by staff.

1.2.4 Undertaking an analysis of the numbers of ethnic minority staff leaving (see further details in AP).

1.2.5 Developing and implementing actions and interventions based on findings and evaluating them for impact on observed pay gaps.

Academic staff make up 15.3% of the workforce (Figure 2) but account for half of the GPG due to vertical segregation. Women represent 53.8% of Academic staff at Grade 9 but only 25.9% at Grade 12 (Appendix 2, Table 2.1). The new ACP Scheme aims to address this 'leaky pipeline.' In the 2019 SAP round, 20.5% of eligible female Academics applied for promotion, compared to 19.1%M. This rose to 27.6%F and 25.5% for males in the 2022 round but dropped to 16.1%F and 18.0%M in 2023. Additional support mechanisms will be implemented (AP 1.3).

The University has also noted a gender disparity among Grade 12 Professors promoted through ACP(R&T) with the proportion of females dropping to 13.6% in the highest band (Band 4 of 4).

Female Academic staff are less optimistic about career progression (34%F vs. 49%M SCS24). To address this, we will enhance the CV Mentoring Scheme with annual workshops for female and Black, Asian, and Minority Ethnic (BAME) ACP(R&T) applicants. We will also establish a dedicated mentoring scheme for female Academic staff, responding to focus group feedback indicating less mentoring support compared to PSS colleagues, who benefit from the Self-Matched Mentoring Scheme introduced in our previous AP (AP1.3.3).

ACTION 1.3

We will provide effective support mechanisms for the progression and promotion of female academic staff. (*Aligned with the University's PS*)

1.3.1 An annual workshop series will be developed to provide additional support for female and BAME Academic Career Pathway (ACP (R&T, T&S)) applicants, in addition to the CV Mentoring Scheme.

1.3.2 Workshops for the biennial ACP Grade 12 scheme will be developed together with targeted one-to-one guidance, to support female staff to progress through the Academic Grade 12 bands. This forms part of the University's Professorial Pay Review (PPR) process which will be renamed the Academic Career Pathway Grade 12.

1.3.3 We will develop a mentoring scheme for Academic women across the University, modelled on the success of the Self-Matched Mentoring Scheme available for Professional Support Staff (PSS).

1.3.4 We will explore opportunities to develop sector-wide coaching for female Academic staff in partnership with other sector institutions.

Internal analysis reveals gender differences in research funding, affecting both large grant applications and awards. We will investigate gender disparities in: (a) application rates; (b) success rates; and (c) grant values among different demographic groups at the University (AP 1.4).

ACTION 1.4

We will identify gender-related imbalances in University research grant applications and success rates and develop recommendations to improve equity.

1.4.1 Research grant funding applications and success rates will be analysed by gender and other demographic information, to investigate any differences.

1.4.2 Staff surveys, and follow-up semi-structured interviews will be undertaken to understand the drivers and blockers for funding applications.

1.4.3 Recommendations to improve equity in grant award outcomes for marginalised academics will be developed and shared.

Only 20%F Research staff (23%M) felt there were sufficient career advancement opportunities. To enhance Research career pathways, we are developing a new ACP(R) scheme for clearer progression from Grade 5 to Grade 12, currently under review by the University's GB and Council. We are also advancing work on Narrative CVs and providing leadership training to PIs (AP 1.5).

ACTION 1.5

We will cement our position as sector leaders in the professional and career development of our research community, promoting the highest levels of research excellence, while working purposefully to foster positive research cultures. (Aligned with the University's PS)

1.5.1 We will launch (subject to approval) the new Academic Career Pathways scheme for researchers, ACP(R), and will develop and implement data monitoring processes for ACP(R) applicants and track success rates by sex.

1.5.2 We will encourage applications to the new ACP(R) scheme (subject to approval), through a communication plan targeted at line managers to highlight career development activities to research staff where funding allows.

1.5.3 We will progress the Narrative CV Project, including the development of guidance and training to support wider University uptake, in particular, resources for reviewers.

1.5.4 We will consolidate and grow the structures for postdocs to participate in University and departmental decision-making, e.g. through representative roles on departmental committees, formation of/participation in School-level consultative forums, and/or institutional societies/networks, and ensure that postdocs can advocate for changes that will benefit the community.

1.5.5 We will review and update the Career Development Review process and guidance, and promote awareness amongst postdocs and their managers, with the ambition that all postdocs receive a supportive Career Development Review on an annual basis.

1.5.6 We will establish baseline data for uptake of the 10 days' professional development entitlement, and identify data gaps and relevant benchmarks. On the basis of this, we will launch an awareness campaign to enhance understanding amongst the postdoc community of their entitlement with the aim of increasing uptake.

1.5.7 We will develop and launch a Progressive & Inclusive Leadership Programme for Principal Investigators (PI) taking on management of lab teams - to encompass workshops, online learning and coaching across STEMM Schools, with consideration of relevance to other Schools in the future.

In 2023, 61% of all female employees were in PSS roles, and comprised 64% of all PSS positions (Figure 2). The University has no formal promotion routes for PSS but staff can progress through contribution increments and/or regrading or applying for a new role (Appendix 2, Tables 9.1 and 9.2). In 2023, 61% of all female employees were in PSS roles, and comprised 64% of all PSS positions (Figure 2). The 2019 Staff Survey, 2022 Recruitment and Retention Pulse Survey, and SCS24 highlighted the need for better career development and progression opportunities for PSS staff. Only 34%F PSS (34%M; SCS24) felt there were sufficient career progression opportunities available.

This issue is partly due to the proliferation of unique role profiles, which can make PSS staff feel siloed and hinder progression, especially in lower-graded administrative roles. Lack of transparency in skill development and progression paths also impacts career advancement and contributes to the GPG. We will address this by developing a Career Development Framework (AP 1.6) and upskilling managers to support staff development (AP 1.7).

ACTION 1.6

We will introduce a Career Development Framework (CDF) for Professional Services Staff (PSS) to help colleagues plan their career journey. *(Aligned with the University's PS)*

We will deliver a clear and transparent career development framework for colleagues to improve their ability to plan their next career move within the University by:

1.6.1 Developing and implementing Job Families – clustering similar roles to clarify career pathways and support progression.

1.6.2 Standardising role profiles and Competency Frameworks to ensure role names and job descriptions are consistent and equitable, to help staff identify the required skills and knowledge needed for career development.

1.6.3 Providing clear role descriptions for Recruitment Managers and developing consistent Further Particulars for recruitment.

1.6.4 Embedding the Career Development Framework: by integrating the CDF into recruitment, learning, induction, Staff Review and Development (SRD), and *myHR* processes to promote continuous development.

ACTION 1.7

We will review our approach to learning and development across the University and implement well-designed opportunities that enable all colleagues to reach their potential and develop their skills in line with the changing needs of the organisation, and to prepare current and future leaders and managers to perform effectively in their roles. *(Aligned with the University's PS)*

1.7.1 We will introduce a Development Programme to support Grades 3-6 to progress through the University.

1.7.2 We will build on current resources for managers with the launch of a Management Development programme to support the onboarding and strengthening of the management development of first line managers. This will emphasise the importance of holding regular development conversations that highlight opportunities for staff to progress.

1.7.3 We will strengthen line management induction processes through the provision of central online resources for all line managers including a line manager handbook for all staff with management responsibilities.

1.7.4 We will develop a strategy and effective mechanisms to evaluate the impact of multi-day training on the career progression of female staff in all staff groups.

2.3.2 Priority 2: To promote an inclusive and supportive work and study culture for all.

The University has focused on addressing institutional culture, revising our Dignity at Work Policy and Code of Behaviour in 2023. 64%F and 68%M (SCS24) said that they would feel comfortable raising concerns about bullying and harassment if they witnessed or experienced it, yet only 26%F and 32%M were satisfied with how such incidents were handled in their Departments (31%F and 26%M responding “Don’t Know”). Additionally, only 46%F and 50%M staff knew how to report incidents of discrimination, harassment, or abuse, indicating the need for better communication of policies and reporting pathways.

SAT discussions have revealed gaps in data collection and a need for better support and training for those investigating inappropriate behaviour. To address this, we will ensure new leaders understand their responsibilities and develop University-wide communications to improve awareness of reporting procedures (AP 2.1).

ACTION 2.1

We will build confidence in the University’s response to incidences of inappropriate behaviour.

2.1.1 We will develop annual reporting and data collection on investigations undertaken by the University’s Senior Investigator and team.

2.1.2 We will develop and deliver targeted training, together with the development of induction materials and resources for Responsible Persons undertaking case investigations.

2.1.3 Induction materials and targeted engagement resources will be produced to support those new to leadership roles, to help them understand their responsibilities in supporting the University’s expectations of positive behaviour, and to enable them to handle complaints effectively.

2.1.4 University-wide communications and engagement resources will be established for all staff, to raise awareness of, and confidence in reporting incidences of inappropriate behaviour.

Supporting parents and carers

Among SCS24 respondents, 43% were parents and/or carers, with around 400 staff taking family leave annually. The 2024 Family Leave survey (FLS24) found 64%F and 67%M staff felt supported upon returning to work, while 42%F and 22%M returners struggled to readjust. Additionally, 61%F and 70%M staff felt their line manager understood the challenges faced by parents or carers. Focus groups revealed inconsistent manager knowledge of University policies and benefits. To address this, we will create a summary of key family benefits and initiatives for use in inductions and on departmental websites (AP 2.2).

We will permanently implement family leave coaching sessions, piloted successfully in 2023-24 (AP 2.2.7).

“This workshop was an incredibly useful, supportive space to talk through the process of preparing to go on maternity leave. I really appreciated the opportunity to discuss logistical, professional and emotional aspects of the process, together with other people in similar situations.”

Family Leave Coaching session participant

Additionally, we aim to increase support for staff in PSS roles through the RCS/CSF programmes (AP 2.2.6).

ACTION 2.2

We will work to increase awareness of family-friendly initiatives and build on the support available to those with families.

2.2.1 The current Supporting Parents and Carers@Cambridge (SPACE) network for staff will be split into two sub-networks and renamed Carers@Cambridge, and Parents@Cambridge to raise the networks' profiles (see also 2.3).

2.2.2 Steering groups for each of the staff networks will be established and we will develop a Teams peer network to support staff.

2.2.3 Information sessions on the University's family policies will be developed to provide information to parents and those with caring responsibilities for children.

2.2.4 An online toolkit for 'Parents@Cambridge' will be developed and will feature on the website to enable parents to explore the support options available to them at the University.

2.2.5 A summary document of key family benefits and initiatives will be drafted and distributed across the University, for inclusion in induction toolkits, and on websites.

2.2.6 Case studies will be compiled to highlight how the Returning Carers Scheme can support staff, particularly those in PSS roles.

2.2.7 Termly family leave coaching sessions will be established for those who are about to go on a period of family leave, and/or those who have recently returned from leave.

The University lacks data on staff with caring responsibilities, but research from Carers UK indicates that 1 in 7 balance work and care. Focus groups revealed challenges for unpaid carers at Cambridge, including difficulties in self-identifying as carers. To address this, we will replace the SPACE Network with separate networks and resources for parents and carers, develop a 'Carers @Cambridge' online toolkit, and launch an awareness campaign to help managers better support carers (AP 2.3).

ACTION 2.3

We will work to develop initiatives for unpaid carers and raise awareness of carers within our University staff community.

2.3.1 The University will include considerations of staff caring responsibilities in its policies and processes.

2.3.2 A new Carers@Cambridge network and steering group will be set up (see 2.2.1).

2.3.3 We will develop a Carers@Cambridge online toolkit which will be featured on the website and run information sessions, to enable carers to explore the support options available to them at the University, as well as through local and external agencies.

2.3.4 A summary document of caring and family benefits and initiatives will be drafted and distributed to Departments and Units for inclusion in induction packs, and on websites.

2.3.5 An awareness campaign will be created to increase the visibility and understanding of the needs of carers, and to highlight the ways in which managers can provide support.

Supporting our LGBTQ+ community

An independent 2023 review of the LGBTQ+ community at the University identified areas for improvement for staff of all genders. The findings will shape a 5-year LGBTQ+ Strategy/Framework. We will also improve HR data collection on gender identity and enhance support processes for trans staff and students, including name changes and access to support (AP 2.4). Although not currently in the AP, a similar review for students is planned.

ACTION 2.4

We will take forward the action plan from the LGBTQ+ Review and seek to understand the diversity of the University community through data collection, analysis of staff gender identity, and to support disclosure.

2.4.1 All staff policies will be reviewed to ensure they are inclusive of LGBTQ+ identities, and are framed in appropriate, evolving language and terminology.

2.4.2 A systematic review of IT systems will be undertaken to ensure they are inclusive for LGBTQ+ staff, and to increase the ease with which changes to names and pronouns can be achieved.

2.4.3 Bite-sized LGBTQ+ workplace development programmes will be created for all staff, for example, around terminology, enabling them to provide an inclusive environment for all gender identities and sexual orientations.

2.4.4 A gender identity field will be introduced into the new Transformed HR System, in consultation with ED&I networks, Gender Champions, and the LGBTQ+ Staff Network, and with reference to external best-practice.

2.4.5 Guidance will be developed on the appropriate language and terms for those dealing with, and reporting on, sex and gender identity data.

2.4.6 A named contact email helpline will be developed and launched to enable staff to access personalised support and guidance, for example, in relation to transitioning, or other matters.

Supporting disabled staff and those experiencing menopause

In 2023, 62.1% of staff with disclosed disabilities and 69.5% with long-standing illnesses were female. The Disability Staff Network, launched in 2023, and the Workplace Adjustments Working Group (WAWG) will ensure equitable provision of reasonable adjustments. A Workplace Adjustments Survey in early 2025 will help shape a Disability Strategy. We will also consider introducing adjustment passports for disabilities, religion, caring responsibilities, and flexible working (AP 2.5).

ACTION 2.5

We will work to meet our Disability Confident Level 2 requirements, including establishing an effective mechanism for ensuring that the appropriate workplace adjustments are in place.

2.5.1 A University-wide review of current processes and experiences will be undertaken, to identify pinch/pain points, gaps, and best-practice.

2.5.2 Current data collection processes and usage will be explored to identify optimal processes and to build a centralised data capture resource for wider institutional use.

2.5.3 We will evaluate the feasibility for establishing a central resource/body of expertise to support disabled staff, modelled on the current provision available to students.

2.5.4 We will review and update policies in relation to workplace adjustments.

2.5.5 We will update the EDI website to include disability-related resources.

2.5.6 We will develop and roll out staff awareness training on the Social Model of Disability.

Additionally, in response to feedback, we will launch a network to support those experiencing menopause, co-developing resources and initiatives to address its impact on health (AP 2.6).

ACTION 2.6

We will develop targeted guidance and initiatives to support staff experiencing menopause. This will include:

2.6.1 Developing a menopause peer support network that will meet regularly and engage with ED&I to help guide University actions going forward.

2.6.2 Revising current guidance on menopause for all staff and highlighting it on key University webpages.

2.6.3 Producing bite-sized videos to provide important tips and guidance for line managers and HoDs to enable them to support staff affected by menopause.

2.6.4 A review of relevant workplace policies and guidance to incorporate references to menopause where appropriate.

Universities must support all victims of domestic abuse and sexual violence, acknowledging that domestic abuse is a gendered crime linked to broader Violence Against Women and Girls (VAWG) issues. To address this, we will develop a comprehensive University pathway to support staff experiencing domestic abuse, training and guidance, and integration of domestic abuse considerations into workplace policies (AP 2.7).

ACTION 2.7

We will develop a University pathway to support staff experiencing domestic abuse, and identify how we will work with external agencies and other bodies to do so.

A University pathway will be identified to support staff who may be experiencing domestic abuse and sexual violence, and guidance will be drafted which will include:

2.7.1 A review of relevant workplace policies and guidance to incorporate references to domestic abuse and sexual violence where appropriate.

2.7.2 The development of a webpage that links to training, policy, and guidance, and which also signposts and builds clear referral pathways to local specialist domestic abuse/Violence Against Women and Girls (VAWG) services, and those that are relevant to victims of domestic abuse and/or sexual violence.

2.7.3 The production of a bite-sized video to provide key tips and guidance for line managers and HoDs which is specific to identifying and supporting those undergoing domestic abuse and sexual violence. This training, and related website guidance, will be informed by the expertise of domestic abuse/VAWG agencies within the university context specifically, and by the work the University has undertaken to support students with regard to sexual violence.

The SCS24 was the first survey to collect data on staff socio-economic background, revealing that 48.8% of respondents had parents who did not attend university or gain a degree (50%F, 53%M). While intersecting socio-economic background with gender did not show significant experience differences, this will be further investigated in future surveys.

2.3.3 Priority 3: To promote gender diversity by attracting, recruiting and retaining talent within the University in areas of underrepresentation.

Our efforts to increase the proportion of women in Academic and Research roles, have shown positive results (Figure 8, and Appendix 2, Tables 2.1 and 2.6). Disparities persist however; BAME female Academics constitute only 7.1% of all Academic staff in 2023 (for whom ethnicity is known), up from 4.1% in 2019, and 3.4% all Grade 12 Academics, up from 1.5% in 2019. While these are positive increases, work clearly needs to be done (AP 3.1).

ACTION 3.1

We will strengthen recruitment processes to address gender and intersectional imbalances in senior Academic and PSS roles.

3.1.1 We will conduct a review of Professorial recruitment by:

- (i) surveying Heads of Schools
- (ii) examining guidance for selection panels
- (iii) looking at the Board of Electors process.

3.1.2 A review of Grade 12 PSS appointments will also be conducted to seek to enhance candidate experiences.

To enhance inclusivity, we formed an Inclusive Recruitment Working Group (IRWG) to revise our recruitment strategy, develop a positive action statement, and attract underrepresented groups, including women. We will review our criteria and advertisements, focus on appealing to women as an employer, and address the underrepresentation of males in Grade 7 and below, particularly in PSS roles (AP 3.2).

ACTION 3.2

We will continue to review the way we attract, select, and appoint, to provide a fair, inclusive and an excellent candidate experience. (Aligned with the University's PS)

3.2.1 We will establish an Inclusive Recruitment Working Group to review existing recruitment practices and materials.

3.2.2 We will review and update where necessary, training for those undertaking recruitment exercises.

3.2.3 We will identify ways in which to boost the recruitment of male PSS staff where they are currently underrepresented in applications and appointments.

3.2.4 We will develop an Employer Value Proposition (EVP) strategy for the University - together with an implementation plan for delivery - aimed at attracting new talent and keeping staff motivated and engaged.

We have over 1,200 technicians (37.5%F), across a variety of roles and departments. The University is committed to developing the skills and potential of technicians throughout their careers and to furthering the aims of the national Technician Commitment which we joined in 2017. (AP 3.3).

ACTION 3.3

We will support and develop Technical staff through the delivery of the Technician Commitment Action Plan, with a focus on increasing the proportion of female Technical staff. (Aligned with the University's PS)

3.3.1 We will carry out a survey of Technicians, analyse the resulting data by gender, and implement outcomes including career pathways and reward.

3.3.2 We will deliver the [Technician Commitment Action Plan](#).

3.3.3 We will agree Fair Attribution Guidelines and a Statement of Expectations to support female Technicians.

3.3.4 We will promote training and development opportunities to female Technical staff.

3.3.5 We will define a career pathway for Technical staff (within the wider Career Development Framework).

We must focus on retaining and nurturing our staff community. The pandemic and subsequent years have posed significant challenges, with staff adjusting to new working methods and difficulties in filling job vacancies. The impact on staff has been evident, with one in four staff (24%F, 23%M, SCS24) reporting an unmanageable increase in workload over the last two years across all staff groups. This figure rose to 38%F for Academic staff (29%M).

Consultation has revealed that pastoral and administrative tasks often fall disproportionately on female staff and are inadequately reflected in workload models (AP 3.4).

ACTION 3.4

We will set clear expectations and manage workloads through continuous conversations and regular appraisals. *(Aligned with the University's PS)*

3.4.1 We will encourage regular staff appraisals with the launch of the new *myHR* system (and in line with action 1.7.2); and research then embed best practice from institutions with higher rates of uptake of staff appraisal.

3.4.2 Impediments to reducing workloads will be considered and strategies developed at School and Department/Faculty levels (see further details in AP).

3.4.3 A review of the University's revised Flexible Working and Hybrid Working policies will be undertaken, and the University-wide adoption of the right to 'switch off' considered.

We need to offer regular opportunities for staff to share their experiences, ensuring they feel valued and heard (AP 3.5). The SCS24 revealed that only 31%F (30%M) respondents believed action would be taken based on the survey. To address this, we will close the feedback loop and enhance manager training (AP 1.7) to create psychologically safe spaces.

Increasing awareness and uptake of exit interviews is also crucial for understanding staff departures and identifying trends and urgent issues (AP 3.5.2, 3.5.3).

ACTION 3.5

We will nurture a culture where colleagues feel valued, heard, and informed, and can give and receive feedback through meaningful dialogue. *(Aligned with the University's PS)*

3.5.1 Staff Culture Survey to be conducted every two years from 2026, and results communicated.

3.5.2 We will undertake a review of our exit survey process and develop communications to improve response rates and implement findings.

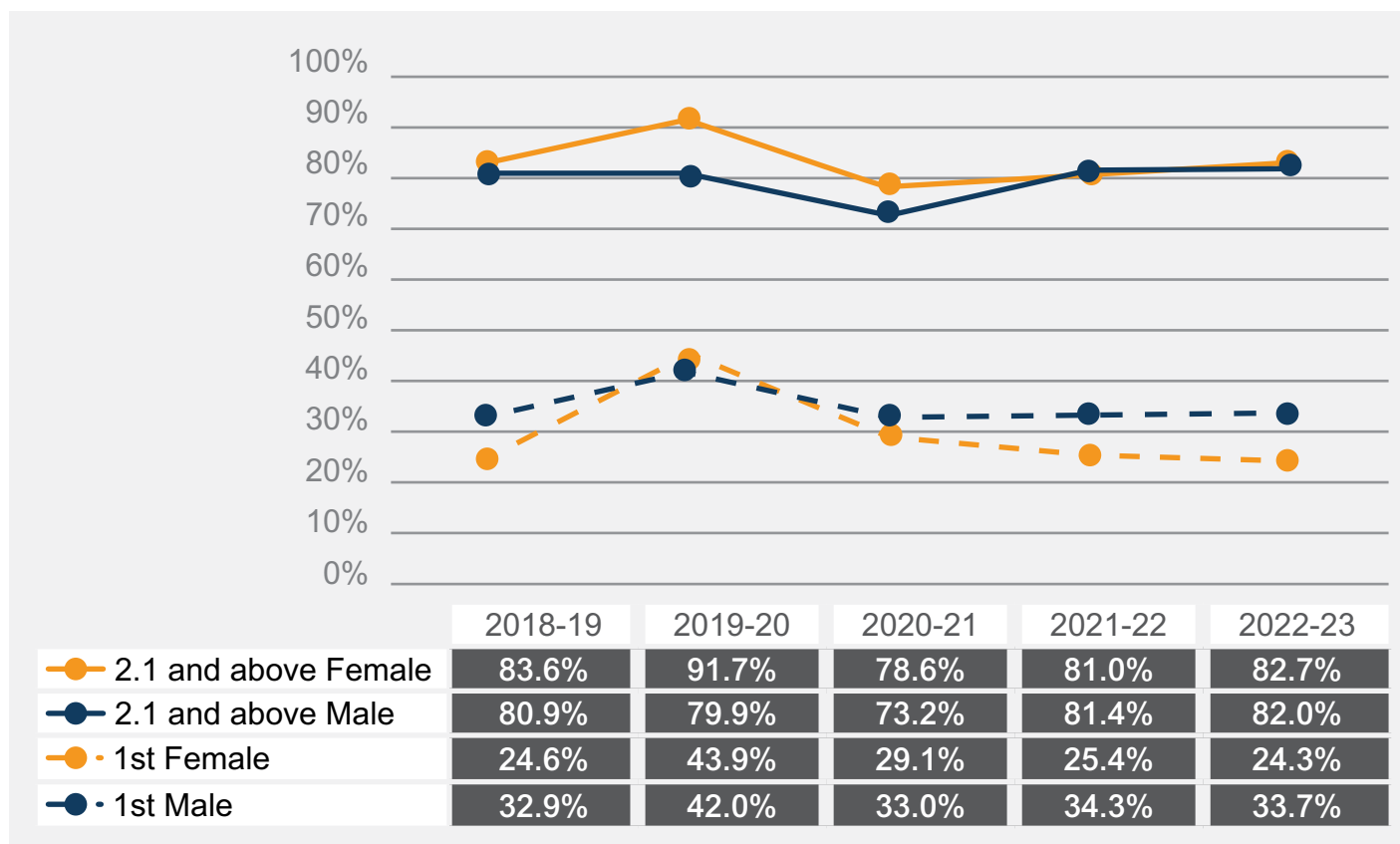
3.5.3 We will establish a more effective system for learning from exit survey responses and any locally conducted exit interviews. Urgent issues will be escalated and themes and trends across the University identified.

2.3.4 Priority 4: To enhance the overall student experience and address awarding gaps.

Female undergraduates at Cambridge match or outperform their male peers in 'good degree outcomes,' but a significant gap has persisted for many years in the number of Firsts awarded to female students compared to males (Figure 11). Despite investigations by various working groups and a comprehensive Examinations Review in 2017, this awarding gap remains unresolved.

This gap was 8.3% in 2018-19, reversed to -1.9% in 2019-20 during COVID, and then returned to 9.5% in 2022-23.

Figure 11 - Degree Outcomes by Gender



In 2021, the Centre for Teaching and Learning (CCTL) launched the 'Mind the Gap' project to investigate gender and other awarding gaps, highlighted in the University's Access and Participation Plan (APP). This initiative supports Departments and Schools in analysing discipline-level data and implementing teaching strategies to address these gaps.

The University is committed to eliminating the gender awarding gap by building on existing efforts and developing a framework to monitor both quantitative and qualitative evidence of these gaps (AP 4.1). This framework will facilitate the sharing of effective practices within the Institution and with peers experiencing similar issues.

ACTION 4.1

We will improve outcomes of female students by encouraging evidence-based and research-led awareness of the gender awarding gap.

4.1.1 A framework to collate and consistently monitor quantitative and qualitative evidence from previous institutional and Departmental/Faculty investigations will be developed.

4.1.2 Systematic, effective, evaluative approaches will be adopted to mitigate observed awarding gaps, reflecting on discipline-specific drivers, and those where evidence suggests they may have a broader impact.

4.1.3 We will identify and share best practice within the Institution, and externally with institutional peers, who experience similar gender awarding gaps.

In recognition of the serious impact that sexual violence can have on the mental, emotional and educational outcomes of students who have been a target, we will develop mechanisms to eliminate sexual violence and harassment in compliance with the new OfS condition of registration (AP 4.2).

ACTION 4.2

We will develop effective mechanisms to eliminate sexual violence, harassment and misconduct within the Collegiate University.

4.2.1 The 'Addressing Sexual Violence Strategic Group' will investigate the feasibility of co-producing a formal, sexual violence strategy across the Collegiate University, to promote transparency across the Institution.

4.2.2 We will produce a comprehensive toolkit that will act as a reference point for Colleges that may be looking to align their approach with that of the University.

4.2.3 We will draft a specific policy statement on sexual violence, harassment and misconduct, which brings together policy covering students, staff and visitors.

4.2.4 We will undertake a review of the University's current disciplinary systems, with a particular focus on the operation of current procedures, and on the interaction between College- and University-based processes.

4.2.5 We will examine and review the Collegiate University's risk assessment processes - including those around disciplinary procedures and support systems. This will help highlight how risk assessment and mitigation responses are used even in cases where there is no formal report, but a risk remains. This will further help identify and examine optimal strategies employed by other Universities, to learn how best to address the levels of sexual violence currently experienced by our students.

4.2.6 We will review appropriate strategies to effectively impact on levels of sexual violence, harassment and misconduct, which may include initiatives such as better publicising the outcomes of disciplinary hearings (drawing on best-practice in the sector); further professionalising consent workshops; healthy relationship and bystander training; and considering a targeted communications campaign on sexual violence, misconduct, and harassment. In doing so, we will consider whether the current systems for reporting and responding to sexual violence, harassment and misconduct are sufficiently well-known and accessible, and address any gaps identified.

4.2.7 We will establish whether those dealing with issues around sexual violence, harassment and misconduct issues at the University and Colleges are appropriately trained. This will include staff who receive disclosures of sexual violence as well as those involved with individual cases which are subject to disciplinary procedures.

4.2.8 The Strategic Group will also focus on ways to raise awareness of the range of support options available for all individuals involved in these processes (e.g., survivors/victims, respondents, witnesses). Support provisions will be well-resourced and actively inclusive.

2.3.5 Priority 5: To address the wellbeing and mental health needs of our staff and students.

• Student wellbeing

Supporting staff and student wellbeing and mental health has been a priority. The Student Support Department (SSD), established in 2022 as part of the Mental Health and Wellbeing Plan (2022–2025), consolidates five services to ensure all students have access to the necessary support.

The StCS24 survey showed that only 48%F, 51%M, and 31% of non-binary students felt their mental health was supported at Cambridge. Service data indicates a gender disparity: in 2023, two-thirds of students using counselling services were female, while males (49% of the student body) represented only 31% of users. The 'Reach Out' campaign, including the 'Black Men on the Couch' event, aims to reduce stigma and encourage support-seeking among male students. Non-binary and LGBTQ+ students are overrepresented in support services compared to their population percentages.

We will develop targeted initiatives to better address the mental health and wellbeing needs of all students, based on their feedback (AP 5.1).



ACTION 5.1

We will work to meet the mental health and wellbeing needs of our diverse student population, ensuring that students of all genders have access to the support and resources necessary to thrive academically and personally at Cambridge.

We will build on the work undertaken by the Student Support Department (SSD) through the following:

5.1.1 Collecting and analysing demographic data of those accessing support services to investigate uptake with particular reference to gender, compared to the wider student population.

5.1.2 Gathering and responding to feedback from those accessing support services and the wider student body to address barriers to, and inequalities in access.

ACTION 5.1 (cont.)

5.1.3 Developing proactive engagement strategies with students to ensure their voices influence policy, and service delivery.

5.1.4 Developing a mechanism to collect student feedback to improve access and use of the Student Support Department.

5.1.5 Developing a communication and outreach strategy to ensure all students benefit from support.

5.1.6 Identifying gaps in data quality and quantity and improving these to inform decision-making.

5.1.7 Fostering partnerships between staff and students to leverage professional and lived experiences.

• *Staff wellbeing*

Staff wellbeing and mental health are priorities for the PS. In 2023, mental health and stress issues disproportionately affected female staff, who accounted for 74.7% of related absences. Survey data shows varying support perceptions: SS19 reported 50%F and 44%M staff felt supported in managing stress, improving slightly in SCS24 to 57%F and 53%M staff feeling supported at the departmental level.

Academic staff feel less supported, with only 33% in SS19 and a modest increase to 37%F and 50%M academics in SCS24 feeling supported in their Departments. Confidence in seeking support remains low, particularly among female academics (33%F, 45%M).

In response, the University has created two full-time Staff Wellbeing posts and plans to train 400 managers annually in mental health and wellbeing. A successful Wellbeing Advocates Network is in place, and a comprehensive Wellbeing Strategy will launch in 2025 to improve engagement across all staff groups (AP 5.2).

ACTION 5.2

We will make health and wellbeing an integral part of our working environment for all staff, by offering a more coordinated and accessible range of health and wellbeing services. (*Aligned with the University's PS*)

5.2.1 We will relaunch the Wellbeing Advocates Network, with targeted recruitment, focusing on increasing representation across all staff groups.

5.2.2 We will establish a Wellbeing Steering Group to identify key themes and issues to inform the development of a University Wellbeing Strategy and action plan.

5.2.3 We will deliver bespoke Wellbeing Advocate Training in sessions running termly each year.

5.2.4 We will train two cohorts of staff through face-to-face sessions to become new Mental Health First Aiders (MHFA) and develop a Mental Health First Aid Network with termly meetings for volunteers.

5.2.5 We will roll out I-Act Mental Health and Wellbeing Training for Managers.

2.3.6 Priority 6: To enhance organisational capacity and integrate ED&I practices into the University's core operations.

While we have developed ED&I data reporting for Schools and Departments and established an EIA process to assess and mitigate negative equality impacts in major policies, there have been challenges mainstreaming it (AP 6.1), integrating intersectionality into data analyses, and ensuring accurate, timely data for Departments annually (AP 6.4).



Lord Simon Woolley addresses a conference on ED&I and Culture at the School of Clinical Medicine (December 2023).

Expanding AS engagement to NSIs will help embed gender equality (AP 6.2), reduce the GPG, and foster an inclusive culture. Additionally, we will integrate gender equality into supporting REF 2029 (AP 6.3) and build a CoP to share information, and enhance ED&I alignment (AP 6.5).

ACTION 6.1

We will ensure that all University staff and student policies and procedures promote gender equality, and that equality impact considerations are embedded in all the work we do.

6.1.1 We will evaluate and review the current EIA forms and guidance to identify issues or challenges that have arisen for those involved in the Equality Impact Assessment (EIA) process. This will include considering adjustments that may need to be made to the process or the implementation approach, to ensure that it is effective and sustainable over the long term and supports the University in identifying ED&I impacts, including those related to sex and gender reassignment.

6.1.2 The EDIT will support Human Resources (HR) colleagues to communicate the EIA process and its benefits to all employees across the organisation, through a range of channels, such as email updates, training sessions, and internal communication campaigns some of which will be sex and gender specific.

6.1.3 The ED&I Section will work with the Office of External Affairs and Communication (OEAC) and HR Communications teams to develop effective internal communications with visible senior leadership support. This includes working with University ED&I leads, committee chairs, the Gender Equality Steering Group (GESG), and the Women's Staff Network (WSN), among others, to build a knowledge bank around the process. These communications will highlight the business case for implementing the EIA process, such as improving gender diversity and inclusion, reducing legal risks, and enhancing the Institution's reputation.

6.1.4 We will develop EIA Champions and increase their capacity and knowledge in relation to sex, and gender-specific protected beliefs as required by the Equality Act (2010).

ACTION 6.2

We will further embed Athena Swan across the University and extend applications to include NSIs.

6.2.1 We will communicate the AS Institutional AP across the University, for example with roadshows, and support alignment with local School and Departmental plans, via ED&I forums/committees or equivalents at local levels.

6.2.2 In expanding the range of guidance and support materials through the development of webinars, a revised and expanded AS toolkit, and best-practice cases studies, we will provide support for new applications and award renewals.

6.2.3 We will support Non-School Institutions (NSIs) to apply for applications for AS awards, by holding workshops and support meetings to guide them through the process.

ACTION 6.3

We will undertake preparations for the 2029 Research Excellence Framework (REF) in line with all relevant ED&I requirements once published by Research England (RE).

6.3.1 We will set policy and develop the REF Code of Practice to take into account gender and ED&I principles as well as any specific requirements set by RE.

6.3.2 We will deliver appropriate training to ensure that REF decision making bodies take into account relevant ED&I principles.

6.3.3 We will monitor and review implications of changes in light of the new approach to REF2029, updating gender equality considerations within our REF Code of Practice in consultation with Equality Groups and Research Delivery and Research Strategy Groups.

ACTION 6.4

We will ensure that University Schools, Departments, Faculties, NSIs, and Units, have access to accurate, timely and useful data to inform ED&I decision making.

We will revise and/or develop standardised reports to make ED&I data more accessible, with a focus on:

(i) Athena Swan applications, to support Departments, Schools and NSIs.

(ii) ED&I - with staff numbers, recruitment, promotion and other life-cycle data by protected characteristics.

(iii) student numbers, admissions, completions, attainment and other life-cycle data by protected characteristics.

(iv) staff training, to support analyses of training uptake by sex and gender (and other characteristics), and to support Departments' local monitoring, e.g. recruitment training.

(v) Annual meetings with senior leadership teams of all six Schools and 10 NSIs held to discuss data reports and support integration into local ED&I strategies.

ACTION 6.5

We will support all areas of the University to identify and develop actions to mitigate ED&I issues.

6.5.1 An ED&I Community of Practice (CoP), with activity directed by a core Steering Group, will be launched for ED&I Practitioners across the Institution, to provide a conduit for support and guidance for individuals, Departments and Units engaging in ED&I Change Initiatives. An evaluation tool and survey will be developed to measure impact.

6.5.2 A review of how ED&I is recognised and resourced across the University will be undertaken, by gathering information from all Schools and Departments. The review will include those in dedicated, informal roles, and time buyout.

6.5.3 We will undertake a review of how ED&I issues are communicated at the local level to students and staff, to ensure there is a clear, well-promoted and trusted mechanism to capture sensitive issues.

6.5.4 We will review outcomes to be presented to the new EDIIDG for consideration prior to final decision-making via the EDIC and other governance structures.

Section 3: Institutional Action Plan 2024-2029

The University's five-year AP is designed to achieve comprehensive progress across key priorities through SMART actions with quantifiable outcomes. The plan has been shared with action owners and senior governance committees for approval and support.

The order of presentation of the priorities does not reflect order of importance to the University, and all priorities are given equal status.

All priorities and actions have clearly defined owners – the person(s) Accountable has ultimate responsibility for ensuring the action is achieved; the person(s) Responsible has direct responsibility for delivering the action. Partnerships provide a clear understanding of other teams that will contribute to action delivery.

The Gender Equality Steering Group (GESG) will oversee the AP's delivery and monitor progress via an action tracker managed by the EDIT.

The AP's success will be assessed over five years, using biennial Staff Surveys to measure change, with results from 2026 onwards serving as benchmarks. The AP aligns with broader University strategies, including the HR PS, REC, Technician Commitment, and Concordat for Researcher Career Development.

The AS framework will continue to guide progress and ambitions, integrating a more intersectional approach to equality, diversity, and inclusion into the University's core operations.

Priority 1: To develop and implement initiatives to reduce the Gender Pay Gap (GPG) through career progression and promotion, while systematically identifying and addressing key drivers contributing to disparities within the organisation.

Accountable: PVC (University Community and Engagement), HR Director, PVC (Research) for 1.4

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
1.1	<p>We will take proactive action to further reduce our GPG <i>(Aligned with the University's People Strategy):</i></p> <p>1.1.1 An ED&I Intersectional Delivery Group (EDIIDG) will be established to examine existing pay gaps across gender.</p> <p>1.1.2 We will undertake cohort analysis looking back over the past 10 years, to chart career progression for female and male academic staff, focusing on:</p> <p>(i) Starting grade and spine point.</p> <p>(ii) Assessing the time taken for each step of progression from grade to grade.</p> <p>(iii) Incremental progression versus promotion (the gender impact of each progression scheme).</p>	<p>The overall mean gender basic pay gap has decreased year on year (down from 23.4% in 2008, to 15.3% in 2023).</p> <p>The overall mean gender total pay gap has decreased year on year (down from 24.0% in 2008, to 17.1% in 2023), a reduction of 28.8% since 2008.</p> <p>Over the period of 2018 to 2023 the overall mean gender basic pay gap decreased by 15.4% and the overall mean gender total pay gap by 13.6%.</p> <p>The University has joined the HeForShe Alliance with the express aim of increasing the rate at which the GPG is reducing.</p> <p>The Academic staff group accounts for 50% of the current GPG, but it is only</p>	<p>Responsible: Head of ED&I (1.1.1-3), Heads of School, and Heads of NSIs (1.1.4)</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • HR Reward Team • HR Business Partners (HRBPs) • School ED&I forum chairs and/or champions or nominated representatives. • Gender Equality Steering Group (GESG) • ED&I Champions • Staff Network Chairs 	<p>EDIIDG established by October 2025.</p> <p>Review of data collected currently, and gaps identified by end of 2026.</p> <p>Cohort analysis and leavers analysis completed by end 2026, with annual data monitoring in place thereafter.</p> <p>Develop actions and interventions based on findings, to further reduce the GPG by end 2027.</p> <p>Evaluation of interventions 2028.</p>	<p>A 25% decrease in the GPG by 2029.</p> <p>Interim reports produced annually, with a final report produced 2029.</p>

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
1.1 (cont.)	<p>(iv) The impact of family/caring leave on the time taken to progress.</p> <p>1.1.3 We will conduct an analysis of the numbers of female and male academic staff leaving the organisation, focusing on:</p> <p>(i) Their reasons for leaving and any differences by sex.</p> <p>(ii) The number of progressions, prior to leaving.</p> <p>(iii) Career 'events' (family leave, etc) and proximity to leaving date.</p> <p>(iv) Exit interviews (ways to gather qualitative data).</p> <p>1.1.4 Actions and interventions based on findings will be developed, implemented and evaluated for impact on GPG.</p>	<p>15% of the workforce therefore the analysis will focus on this staff group, at least initially.</p> <p>Women account for 45.2% of Academic employees at Grade 9, decreasing at each step to Grade 12, Band 4 (13.6%).</p> <p>Benchmarking (HEIDI, 2022-23) indicates the University still has a smaller proportion of female professors compared to the Russell Group – 29.3%.</p>			

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
1.2	<p>We will take proactive action to further reduce our intersectional pay gaps by gender and ethnicity, and other protected characteristics where data permits.</p> <p>The EDIIDG will examine intersectional pay gaps across sex, ethnicity and other protected characteristics where data is available. The work undertaken by the EDIID Group will include:</p> <p>1.2.1 Conducting analysis of intersectional pay gaps (gender and ethnicity) annually.</p> <p>1.2.2 Undertaking cohort analysis looking back over the past 10 years, to chart career progression for staff, focusing on:</p> <p>(i) Starting grade and point by sex and ethnicity.</p> <p>(ii) The time taken for each step of progression from grade to grade.</p>	<p>While the University has undertaken GPG and Ethnicity Pay Gap (EPG) analyses, we are yet to undertake any analysis considering the intersection of ethnicity and gender in relation to salary and career progression.</p> <p>The University did not hold ethnicity data for 13.0% of all staff in 2023. This comprised a nondisclosure rate of 5.4% (individuals who actively chose not to disclose their ethnicity) and a further 7.6% of staff whose ethnicity was unknown because it had not been collected (e.g. when originally appointed), suggesting there is more work to be done to improve our disclosure processes during recruitment and during employment.</p>	<p>Responsible:</p> <p>Head of ED&I (1.2.1-4)</p> <p>Heads of School, Heads of NSIs (1.2.5)</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • HR Reward Team • OEAC and HR Comms Teams • HRBPs • School ED&I forum chairs and/or champions or nominated representatives. • ED&I Champions • Staff Network Chairs 	<p>EDIIDG established by October 2025.</p> <p>Disclosure communications campaign run annually from 2026.</p> <p>Review of data collected currently, and gaps identified by end of 2026.</p> <p>Cohort analysis and leavers analysis completed by end 2026, with annual data monitoring in place thereafter.</p> <p>Develop actions and interventions based on findings, to further reduce observed pay gaps by end 2027.</p> <p>Evaluation of interventions 2028.</p> <p>Final report produced 2029.</p>	<p>Intersectional pay gaps identified, and decrease observed over 5-year period.</p> <p>Non-disclosure of ethnicity reduced to less than 10% of all staff.</p>

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
1.2 (cont.)	<p>1.2.3 Developing a communication campaign to increase ethnicity disclosure across the University by staff.</p> <p>1.2.4 Undertaking an analysis of the numbers of leaving ethnic minority staff, focusing on:</p> <ul style="list-style-type: none"> (i) Their reasons for leaving (differences between ethnicity). (ii) The number of progressions, prior to leaving. (iii) Career 'events' (family leave, etc) and proximity to leaving. (iv) Exit interviews (ways to gather qualitative data). <p>1.2.5 Developing and implementing actions and interventions based on findings and evaluating them for impact on observed pay gaps.</p>				

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
1.3	<p>We will provide effective support mechanisms for the progression and promotion of female academic staff. <i>(Aligned with the University's People Strategy)</i></p> <p>1.3.1 An annual workshop series will be developed to provide additional support for female and BAME Academic Career Pathway (ACP) applicants (Research and Teaching; Teaching and Scholarship), in addition to the CV Mentoring Scheme.</p> <p>1.3.2 Workshops for the biennial ACP Grade 12 scheme will be developed together with targeted one-to-one guidance, to support female staff to progress through the Academic Grade 12 bands. This forms part of the University's Professorial Pay Review (PPR) process which will be renamed the Academic Career Pathway Grade 12.</p> <p>1.3.3 We will develop a mentoring scheme for Academic women across the University, modelled on the success of the Self-Matched Mentoring Scheme available for Professional Support Staff (PSS).</p> <p>1.3.4 We will explore opportunities to develop sector-wide coaching for female Academic staff in partnership with other sector institutions.</p>	<p>The 2024 Staff Culture Survey found that only 34% of female Academic staff (49% male) agreed that there were sufficient opportunities for career progression at the University.</p> <p>A key theme from the qualitative analysis of the Staff Culture Survey was the need to create and support networks and mentorship programmes for female staff and Academic staff, particularly in male-dominated fields.</p> <p>While 25.9% of Grade 12 Professors are female, this proportion drops through the four bands to 13.6% for Band 4.</p> <p>Benchmarking (HEIDI, 2022-23) indicates the University still has a smaller proportion of female professors compared to the Russell Group – 29.3%.</p>	<p>Responsible: Head of ED&I (1.3.1, 1.3.2). Head of Personal and Professional Development (PPD) (1.3.3, 1.3.4), Head of Organisational Development (OD) (1.3.3, 1.3.4), Gender Champions (1.3.3, 1.3.4)</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • HR Reward Team • Business and Operations Managers (BOMs) • Cambridge Centre for Teaching and Learning (CCTL) • Postdoc Academy (PdA) • Action Research on Research Culture (ARRC) 	<p>Workshops for ACP launched July 2025.</p> <p>ACP Grade 12 launched October 2024.</p> <p>Workshops for ACP Grade 12 launched and run in line with the scheme timelines (scheme to run 2026-27, 2028-29 and biennially thereafter).</p> <p>Cross-sector coaching opportunities investigated and initiated 2026.</p> <p>Mentoring Scheme launched 2027.</p> <p>Evaluation of impact undertaken 2028-2029.</p>	<p>In the 2028 Staff Culture Survey 50% of female academic staff to agree that there are sufficient opportunities for career progression at the University.</p> <p>Increase proportion of Grade 12 Professors who are female to 35.0%.</p> <p>Increase proportion of female staff in Grade 12 Professors Band 4 to 20.0%.</p> <p>Academic mentoring scheme to have enrolled 30 participants by end of 2028.</p>

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
1.4	<p>We will identify gender-related imbalances in University research grant applications and success rates and develop recommendations to improve equity.</p> <p>1.4.1 Research grant funding applications and success rates will be analysed by gender and other demographic information, to investigate any differences.</p> <p>1.4.2 Staff surveys, and follow-up semi-structured interviews will be undertaken to understand the drivers and blockers for funding applications.</p> <p>1.4.3 Recommendations to improve equity in grant award outcomes for marginalised academics will be developed and shared.</p>	<p>Data from UKRI has indicated that there is a gender difference in the research funding granted, not only in the share of applications for large grants, but also in the number of grants awarded.</p> <p>We will investigate whether there is a gendered difference in: (a) application rates; (b) success rates; and (c) the value allocated between academics of different demographic groups at the University of Cambridge.</p>	<p>Responsible: Director of Research Services</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • ED&I • HR Analytics • Schools, Departments and Faculties 	<p>Analysis conducted by early 2025.</p> <p>Surveys and interviews conducted by June 2025.</p> <p>Interventions and recommendations developed by 2026.</p>	<p>Success rates by gender in University research grant applications monitored and blockers identified.</p>

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
1.5	<p>We will cement our position as sector leaders in the professional and career development of our research community, promoting the highest levels of research excellence, while working purposefully to foster positive research cultures. <i>(Aligned with the University's People Strategy)</i></p> <p>1.5.1 We will launch (subject to approval) the new Academic Career Pathways scheme for researchers, ACP(R), and will develop and implement data monitoring processes for ACP(R) applicants and track success rates by sex.</p> <p>1.5.2 We will encourage applications to the new ACP(R) scheme (subject to approval), through a communication plan via email and newsletters targeted at line managers to highlight career development activities to research staff where funding allows.</p>	<p>As a signatory of the Researcher Development Concordat, we have already made a commitment to creating a healthy and supportive research culture at Cambridge.</p> <p>Nevertheless, the Staff Culture Survey found that only 20% of female research staff (23% male) agreed that there were sufficient opportunities for career progression at the University.</p> <p>Data from the current Senior Researcher Promotion Scheme has indicated that female and BAME researchers have been less likely to seek promotion.</p> <p>There is no centrally held record of researcher promotions from Grades 5 to 7 and Grades 7 to 9 as these are managed locally (by Departments/Faculties).</p>	<p>Responsible: Head of Reward (1.5.1, 1.5.2), Head of Postdoc Academy (1.5.4-6), Head of Research Culture (for 1.5.3); Progressive and Inclusive Leadership Programme project lead (for 1.5.7)</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • ED&I • Schools, Departments, Faculties • HR Recruitment Team • HR Comms Team 	<p>ACP(R) launched October 2025 (subject to approval).</p> <p>Narrative CV project progressed by 2026.</p> <p>Increased structures for postdocs to participate in University and departmental decision-making in place by October 2025.</p> <p>Career Development Review process and guidance reviewed and updated by January 2027.</p> <p>Baseline for uptake of professional development opportunities established, data gaps identified, awareness campaign launched by October 2026.</p> <p>First cohort of Progressive & Inclusive Leadership programme to start late 2025.</p>	<p>Increase the proportion of applications from female researchers.</p> <p>Success rates equal for all genders.</p> <p>In the 2028 Staff Survey, 50% of research staff to agree that there are sufficient opportunities for career progression at the University.</p> <p>Baseline established, then uptake of career development opportunities increased.</p> <p>Progressive & Inclusive Leadership programme for PIs launched and evaluated.</p>

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
1.5 (cont.)	<p>1.5.4 We will consolidate and grow the structures for postdocs to participate in University and departmental decision-making, e.g. through representative roles on departmental committees, formation of/participation in School-level consultative forums, and/or institutional societies/networks, and ensure that postdocs can advocate for changes that will benefit the community.</p> <p>1.5.5 We will review and update the Career Development Review process and guidance, promote awareness amongst postdocs and their managers, with the ambition that all postdocs receive a supportive Career Development Review on an annual basis.</p> <p>1.5.6 We will establish baseline data for uptake of the 10 days' professional development entitlement, and identify data gaps and relevant benchmarks. On the basis of this, we will launch an awareness campaign to enhance understanding amongst the postdoc community of their entitlement with the aim of increasing uptake.</p> <p>1.5.7 We will develop and launch a Progressive & Inclusive Leadership programme for Principal Investigators (PI) taking on management of lab teams - to encompass workshops, online learning and coaching across STEMM Schools, with consideration of relevance to other Schools in the future.</p>	<p>In 2022, the University established a Steering Committee to oversee the research culture agenda. This Committee focused on a few key institutional priorities and has funded a number of projects aligned to these, including the Narrative CV Project.</p> <p>88.9% of staff employed in Research roles sit in the University's four STEMM Schools.</p>			

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
1.6	<p>We will introduce a Career Development Framework (CDF) for Professional Services Staff (PSS) to help colleagues plan their career journey.</p> <p><i>(Aligned with the University's People Strategy)</i></p> <p>We will deliver a clear and transparent career development framework for colleagues to improve their ability to plan their next career move within the University by:</p> <p>1.6.1 Developing and implementing Job Families – clustering similar roles to clarify career pathways and support progression.</p> <p>1.6.2 Standardising role profiles and Competency Frameworks to ensure role names and job descriptions are consistent and equitable, to help staff identify the required skills and knowledge needed for career development.</p> <p>1.6.3 Providing clear role descriptions for Recruitment Managers and develop consistent Further Particulars for recruitment.</p> <p>1.6.4 Embedding the Career Development Framework: by integrating the CDF into recruitment, learning, induction, Staff Review and Development (SRD), and <i>myHR</i> processes to promote continuous development.</p>	<p>65% of female PSS (62% male) stated that their line manager supported their career development. However, only 34% of female professional staff (34% male) believed that there were sufficient opportunities for career progression at the University.</p> <p>Females make up the majority of staff employed in Grades 3 to 6 at the University - comprising 71.9% of those at Grade 4 and 65.8% of those in Grade 6 positions.</p> <p>The CDF will support individuals with career moves, promote a positive working environment, enhance employee satisfaction, retain talent, and create an environment where staff can thrive and grow. It will also provide robust support mechanisms and resources to enable skill development, and to support a culture of continuous learning and individual growth.</p>	<p>Responsible: Head of OD</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • OD • HRBPs 	<p>Approval of draft Job Families sought in preparation for piloting: March 2025 onwards.</p> <p>Developed Role Profiles will commence being tested in February 2025 with pre-pilot area. Finalised March 2026.</p> <p>Competency Framework developed by December 2026.</p> <p>Develop options for moving employees onto new Role Profiles by June 2026.</p> <p>Implementation and embedding of Career Frameworks by June 2028.</p>	<p>In the 2028 Staff Survey, 75% of PSS staff to state that their line manager supports their career development.</p> <p>In the 2028 Staff Survey, 50% of PSS staff to state that they believe there are sufficient opportunities for career progression at the University.</p>

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
1.7	<p>We will review our approach to learning and development across the University and implement well-designed opportunities that enable all colleagues to reach their potential and develop their skills in line with the changing needs of the organisation, and to prepare current and future leaders and managers to perform effectively in their roles.</p> <p><i>(Aligned with the University's People Strategy)</i></p> <p>1.7.1 We will introduce a Development Programme to support Grades 3 to 6 to progress through the University.</p> <p>1.7.2 We will build on current resources for managers with the launch of a Management Development programme to support the onboarding and strengthening of the management development of first line managers. This will emphasise the importance of holding regular development conversations that highlight opportunities for staff to progress.</p>	<p>68% of female (63% male) stated that their line manager supported their career development. However, only 32% of female staff (38% male) believed that there were sufficient opportunities for career progression at the University.</p> <p>Consultation exercises with staff across the University have highlighted the need for mandatory training and awareness programs, particularly for managers, to address diversity issues and support induction processes.</p> <p>Only 21% of Research staff (20%F, 22%M) felt that there were sufficient opportunities for career progression within the University, indicating that the provision of leadership training may support opportunities for progression within the University, and beyond.</p> <p>Focus group participants expressed a need for more one-on-one meetings with their managers to develop personalised plans for career advancement.</p>	<p>Responsible: Head of OD, Head of PPD</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • OD • ED&I 	<p>Pilot programme launched October 2025</p> <p>Programme launched October 2025</p> <p>Handbook launched April 2025</p> <p>Strategy developed 2028</p>	<p>75% of PSS staff to state in the 2028 Staff Survey that their line manager supports their career development.</p> <p>50% of PSS to state in the 2028 Staff Survey that they believe there are sufficient opportunities for career progression at the University.</p> <p>Evaluation of the career progression of participants (including lateral moves and new roles) of the multi-day development programmes, such as Administrator Development Programme/ Strategic Development Programme/ Senior Leadership Programme 1, 2, 3.</p>

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
1.7 (cont.)		<p>They emphasised the importance of having supportive line managers who actively help employees navigate their career paths and address areas of uncertainty or development needs. Participants expressed frustration with the lack of transparency and accessibility regarding career progression pathways within the University. They called for clearer information and processes, as well as more opportunities for training and development, including mentoring and shadowing opportunities.</p> <p>The average proportion of all female staff in Grades 3 to 6 in 2023 was 66.4%, with female staff comprising 71.9% of staff in Grade 4. This proportion drops as staff grades increase in the University, to 27.4% at Grade 12 across all staff types.</p> <p>Multi-day programmes run by PPD combine trainer-led elements, action learning sets, coaching and active learning – best suited to have a positive impact on career progression compared to short courses.</p>			

Priority 2: To promote an inclusive and supportive work and study culture for all.

Accountable: PVC (University Community and Engagement), HR Director

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
2.1	<p>We will build confidence in the University's response to incidences of inappropriate behaviour (bullying, harassment, discrimination, sexual misconduct and victimisation).</p> <p>2.1.1 We will develop annual reporting and data collection on investigations undertaken by the University's Senior Investigator and team.</p> <p>2.1.2 We will develop and deliver targeted training, together with the development of induction materials and resources for Responsible Persons undertaking case investigations.</p> <p>2.1.3 Induction materials and targeted engagement resources will be produced to support those new to leadership roles, to help them understand their responsibilities in supporting the University's expectations of positive behaviour, and to enable them to handle complaints effectively.</p> <p>2.1.4 University-wide communications and engagement resources will be established for all staff, for example webpages, to raise awareness of, and confidence in reporting incidences of inappropriate behaviour.</p>	<p>In the 2024 Staff Culture Survey, 26% of all female staff and 32% of all male staff said they were satisfied with how inappropriate behaviour incidents were addressed in their Department.</p> <p>However, 64% of female staff (68% male) stated that they would feel comfortable in raising concerns around inappropriate behaviour if they witnessed or experienced it. 46% of female staff (50% male) stated they would know where and how to report incidences of discrimination, harassment or abuse.</p>	<p>Responsible: Director of HR, Assistant Director of HR, Case Management Team (forthcoming, for 2.1.1), Office of Student Conduct, Complaints and Appeals (OSSCA), Head of ED&I, Head of HR Policy and Strategic Projects</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • HR Comms (2.1.4) • PPD 	<p>Data collection mechanism agreed and launched March 2026.</p> <p>Training and resources developed and communicated October 2026.</p>	<p>40% of all staff to state that they are satisfied with how inappropriate behaviour incidents are addressed in their Department in the 2028 Staff Survey.</p> <p>60% of staff to state they would know where and how to report incidents of discrimination, harassment or abuse in the 2028 Staff Survey.</p>

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
2.2	<p>We will work to increase awareness of family-friendly initiatives and build on the support available to those with families.</p> <p>2.2.1 The current Supporting Parents and Carers@Cambridge (SPACE) network for staff will be split into two sub-networks and renamed Carers@Cambridge, and Parents@Cambridge to raise the networks' profiles.</p> <p>2.2.2 Steering Groups for each of the staff networks will be established and we will develop a Teams peer network to support staff.</p> <p>2.2.3 Information sessions on the University's family policies will be developed to provide information to parents and those with caring responsibilities for children.</p> <p>2.2.4 An online toolkit for 'Parents@Cambridge' will be developed and will feature on the website to enable parents to explore the support options available to them at the University.</p> <p>2.2.5 A summary document of key family benefits and initiatives will be drafted and distributed to Departments and Units, for inclusion in their induction toolkit, and on their websites.</p> <p>2.2.6 Case studies will be compiled to highlight how the Returning Carers Scheme can support staff, particularly those in PSS roles.</p> <p>2.2.7 Termly family leave coaching sessions will be established for those who are about to go on a period of family leave, and/ or those who have recently returned from leave.</p>	<p>61% of female staff who had returned from a period of family leave (70% male), stated that their line manager had the knowledge, training or support to understand the issues faced by parents, or those with other caring responsibilities, when they returned to work.</p> <p>Only 57% of female staff (67% male) stated that they had received the support they required when they returned to work.</p>	<p>Responsible: Head of ED&I</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • Chairs of new networks • HR Policy and Strategic Projects Team • Childcare Office • HR Comms 	<p>New sub-networks launched and Steering Groups created by end 2025.</p> <p>Coaching sessions and network events run annually from end 2025.</p> <p>Information sessions, online toolkit, summary document launched, and case studies compiled by the end of the 2025-2026 academic year.</p>	<p>An increase of 13 percentage points to give 70% of female staff (80% male) to state that they had received the support they required when they returned to work in the 2028 Staff Survey.</p>

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
2.3	<p>We will work to develop initiatives for unpaid carers and raise awareness of carers within our University staff community.</p> <p>2.3.1 The University will include considerations of staff caring responsibilities in relevant policies and processes.</p> <p>2.3.2 A new Carers@Cambridge network and Steering Group will be set up (see 2.2.1).</p> <p>2.3.3 We will develop a Carers@Cambridge online toolkit which will be featured on the website and information sessions, to enable carers to explore the support options available to them at the University, as well as through local and external agencies.</p> <p>2.3.4 A summary document of caring and family benefits and initiatives will be drafted and distributed to Departments and Units for inclusion in induction packs, and on websites.</p> <p>2.3.5 An awareness campaign will be created to increase the visibility and understanding of the needs of carers, and to highlight the ways in which managers can provide support.</p>	<p>The University does not currently hold any data on staff who have caring responsibilities, although research from Carers UK indicates that 1 in 7 of those in employment are attempting to juggle work and care.</p> <p>In 2023 and 2024 the University ran a series of focus groups and training events for unpaid carers which highlighted the challenges they face in the workplace, as well as the fact that staff who care for others often do not define themselves as carers.</p>	<p>Responsible: Head of ED&I; Head of Policy and Strategic Projects (2.3.1)</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • HR Comms (2.3.5) • HR Analytics • Departmental Administrators • BOMs 	<p>Policy and process review completed 2025.</p> <p>New sub-network launched end of 2025.</p> <p>Information sessions, summary document and online toolkit launched 2026, with sessions and network events run annually.</p>	<p>New question added to the Staff Survey from 2026 onwards, to evaluate satisfaction with University support for carers.</p> <p>70% of those with caring responsibilities to indicate satisfaction with support in the 2028 Staff Survey.</p>

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
2.4	<p>We will take forward the action plan from the LGBTQ+ Review and seek to understand the diversity of the University community through data collection, analysis of staff gender identity, and to support disclosure.</p> <p>2.4.1 All staff policies will be reviewed to ensure they are inclusive of LGBTQ+ identities, and are framed in appropriate, evolving language and terminology.</p> <p>2.4.2 A systematic review of IT systems will be undertaken to ensure they are inclusive for LGBTQ+ staff, and to increase the ease with which changes to names and pronouns can be achieved.</p> <p>2.4.3 Bite-sized LGBTQ+ workplace development programmes will be created for all staff, for example, around terminology, enabling them to provide an inclusive environment for all gender identities and sexual orientations.</p> <p>2.4.4 A gender identity field will be introduced into the new Transformed HR System, in consultation with ED&I networks, Gender Champions, and the LGBTQ+ Staff Network, and with reference to external best-practice.</p> <p>2.4.5 Guidance will be developed on the appropriate language and terms for those dealing with, and reporting on, sex and gender identity data.</p> <p>2.4.6 A named contact email helpline will be developed and launched to enable staff to access personalised support and guidance, for example, in relation to transitioning, or other matters.</p>	<p>Feedback from consultations with staff during the LGBTQ+ Review indicated that the University was seen to not exemplify best-practice for trans and non-binary inclusion, in relation to its policies and systems. Specific examples include systems for changing names, pronouns, and family leave policies.</p> <p>The University does not currently collect gender identity data as part of its central HR staff database. Collecting this data will provide the University with valuable information on the gender diversity of our staff population.</p>	<p>Responsible: Head of ED&I, Head of HR Analytics (2.4.5)</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • Council and General Board Secretariats and Heads of School for overarching support for implementation • Gender Champions • LGBTQ+ Network Leads • HR Analytics • HR Comms • HR Policy and Strategic Projects Team 	<p>Reviews of policy and IT systems by October 2026.</p> <p>Data collection mechanism agreed and launched March 2027.</p> <p>Training and resources developed and communicated October 2027.</p> <p>Transformed HR System modifications by 2026.</p> <p>Email service established and communicated by 2028.</p>	<p>Disclosure of gender identity by 30% of staff through online HR systems.</p> <p>The LGBTQ+ Survey will be rerun in 2026 and will include a question on whether staff trust the University in regard to disclosure and data sharing to set a baseline. The 2029 LGBTQ+ Survey to show a positive increase.</p>

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
2.5	<p>We will work to meet our Disability Confident Level 2 requirements, including establishing an effective mechanism for ensuring that the appropriate workplace adjustments are in place.</p> <p>2.5.1 A University-wide review of current processes and experiences will be undertaken, to identify pinch/pain points, gaps, and best-practice.</p> <p>2.5.2 Current data collection processes and usage will be explored to identify optimal processes and to build a centralised data capture resource for wider institutional use.</p> <p>2.5.3 We will evaluate the feasibility for establishing a central resource/body of expertise to support disabled staff, modelled on the current provision available to students.</p> <p>2.5.4 We will review and update policies in relation to workplace adjustments.</p> <p>2.5.5 We will update the ED&I website to include disability-related resources.</p> <p>2.5.6 We will develop and roll out staff awareness training on the Social Model of Disability</p>	<p>Data analysis of the qualitative responses from the 2024 Staff Culture Survey indicated that some respondents felt that the issues facing staff with disabilities were being overlooked, in favour of a focus on race and gender.</p> <p>In 2023, of those staff who disclosed a disability, 62.1% were female; and 69.5% of those who disclosed a long-standing illness/health condition were female.</p>	<p>Responsible: Head of ED&I, Head of HR Analytics (2.4.5)</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • HR Policy and Strategic Projects Team • PPD • HR Comms • Workplace Adjustments Group • Health and Safety • OD • Business Disability Forum • Organisational Data Lead 	<p>Review completed October 2025.</p> <p>Data capture resource in place February 2027.</p> <p>Feasibility for establishing a central resource/body completed 2028.</p> <p>Review of policies undertaken year on year from 2025 onwards.</p> <p>Website updated October 2026.</p> <p>Training rolled out October 2027.</p>	<p>50% staff trained on the Social Model of Disability by 2028.</p> <p>New question added to Staff Surveys from 2026 onwards, to evaluate satisfaction with University support for staff with a disability. 70% of those with a disability to indicate satisfaction with support received, in the 2028 Staff Survey.</p>

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
2.6	<p>We will develop targeted guidance and initiatives to support staff experiencing menopause. This will include:</p> <p>2.6.1 Developing a menopause peer support network that will meet regularly and engage with ED&I to help guide University actions going forward.</p> <p>2.6.2 Revising current guidance on menopause for all staff and highlighting it on key University webpages.</p> <p>2.6.3 Producing bite-sized videos to provide important tips and guidance for line managers and HoDs to enable them to support staff affected by menopause.</p> <p>2.6.4 A review of relevant workplace policies and guidance to incorporate references to menopause where appropriate.</p>	<p>During the period from 2019 to 2022, the WSN ran a number of events focused on supporting staff experiencing the negative effects of menopause and attendance at these events showed there was significant demand in this area.</p> <p>Feedback from focus groups undertaken during the preparation of this application indicated that staff would value additional support and guidance.</p>	<p>Responsible: Head of OD, Head of ED&I, Head of PPD</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • HRBPs • Women's Staff Network (WSN) • GESG • HR Policy and Strategic Projects Team 	<p>Reviewed guidance on University webpages by end 2025.</p> <p>Menopause peer support network developed by end 2026.</p> <p>Videos produced by end 2027.</p> <p>Inclusion of guidance into policy and practice by end 2028.</p>	<p>Positive experience of support from University indicated in an evaluation undertaken of menopause network members in 2028-29.</p>

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
2.7	<p>We will develop a University pathway to support staff experiencing domestic abuse and identify how we will work with external agencies and other bodies to do so.</p> <p>A University pathway will be identified to support staff who may be experiencing domestic abuse and sexual violence, and guidance will be drafted which will include:</p> <p>2.7.1 A review of relevant workplace policies and guidance to incorporate references to domestic abuse and sexual violence where appropriate.</p> <p>2.7.2 The development of a webpage that links to training, policy, and guidance, and which also signposts and builds clear referral pathways to local specialist domestic abuse/Violence Against Women and Girls (VAWG) services, and those that are relevant to victims of domestic abuse and/or sexual violence.</p> <p>2.7.3 The production of a bite-sized video to provide key tips and guidance for line managers and HoDs which is specific to identifying and supporting those undergoing domestic abuse and sexual violence. This training, and related website guidance, will be informed by the expertise of domestic abuse/VAWG agencies within the university context specifically, and by the work the University has undertaken to support students with regard to sexual violence.</p>	<p>Universities have a responsibility to support all victims of domestic abuse and sexual violence – both female and male. It is, however, important to understand that domestic abuse is a gendered crime that forms part of wider VAWG issues.</p>	<p>Responsible: Head of OD, Head of ED&I, Head of PPD</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • HR Communications Team • Departmental Administrators • BOMs • Head of the Harassment and Violence Support Service 	<p>Pathway identified and policy review undertaken; considerations of domestic abuse and sexual violence incorporated into all relevant workplace policies and guidance 2025-2026.</p> <p>Webpage, video and guidance produced and communicated 2026-2027.</p>	<p>New question added to Staff Surveys from 2026 onwards, to evaluate satisfaction with University support for staff experiencing domestic abuse.</p>

Priority 3: To promote staff gender diversity by attracting, recruiting and retaining talent within the University in areas of under-representation.

Accountable: PVC (University Community and Engagement), HR Director

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
3.1	<p>We will strengthen recruitment processes to address gender and intersectional imbalances in senior Academic and PSS roles.</p> <p>3.1.1 We will conduct a review of Professorial recruitment by:</p> <ul style="list-style-type: none"> (i) surveying Heads of Schools (ii) examining guidance for selection panels (iii) looking at the Board of Electors process. <p>3.1.2 A review of Grade 12 PSS appointments will also be conducted to seek to enhance candidate experiences.</p>	<p>We have seen an increase in the percentage of female Academic Staff overall (30.5% in 2019 to 33.0% in 2023), and a clear and long-term upward trend in the proportion of female Professors Grade 12 (15.3% (n=90) in 2013 to 25.9% (n=190), in 2023. However, female staff are still clearly underrepresented at senior levels and benchmarking (HEIDI, 2022-23) indicates the University still has a smaller proportion of female professors compared to the Russell Group – 29.3%.</p> <p>In Professional, Technical and Operational (PTO) roles, there has been steady progress: in 2019 32.1% of Grade 12 roles were held by female staff, compared to 38.2% in 2023.</p>	<p>Responsible: Head of Resourcing</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • HR Analytics Team • ED&I Team • HR Recruitment Teams • Heads of School • HR Reward Team • HR Grading Team 	<p>Reviews conducted October 2026.</p>	<p>The proportion of female Grade 12 Professors to exceed 35.0% by 2029.</p> <p>Greater than 40% Grade 12 PSS roles to be held by female staff by 2029.</p>

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
3.2	<p>We will continue to review the way we attract, select, and appoint, to provide a fair, inclusive and an excellent candidate experience.</p> <p><i>(Aligned with the University's People Strategy)</i></p> <p>3.2.1 We will establish an Inclusive Recruitment Working Group to review existing recruitment practices and materials.</p> <p>3.2.2 We will review and update where necessary, training for those undertaking recruitment exercises.</p> <p>3.2.3 We will identify ways in which to boost the recruitment of male PSS staff where they are currently underrepresented in applications and appointments.</p> <p>3.2.4 We will develop an Employer Value Proposition (EVP) strategy for the University - together with an implementation plan for delivery - aimed at attracting new talent and keeping staff motivated and engaged.</p>	<p>While in 2019 only 23.5% of those offered Grade 12 Academic posts were female, this proportion rose to 46.8% in 2023. Positive increases have also been observed in Researcher recruitment. However, increases in the proportion of female applications and appointments have not been observed across all Research and Academic grades, indicating more needs to be done.</p> <p>In Professional, Technical and Operation (PTO) roles, there has been steady progress: in 2019 32.1% of Grade 12 roles were held by female staff, compared to 38.2% in 2023.</p> <p>Male applicants are still also under-represented across most lower graded PSS grades (Grades 1 to 8) with male applicants comprising 32.5% of applicants in 2019 and 36.5% of applicants in 2023. Male candidates were appointed to 27.8% of PSS Grade 1 to 8 posts in 2019, and 31.8% in 2023.</p>	<p>Responsible: Head of Resourcing, Head of ED&I, Deputy Head of HR</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • Schools, Faculties and Departmental HR Recruitment Teams • Inclusive Recruitment Working Group members • HR Policy and Strategic Projects Team • HR Reward Team 	<p>Working group established by January 2025.</p> <p>Training reviewed by October end 2025.</p> <p>Identify and take forward ways to boost recruitment of male PS staff by October end 2026.</p> <p>EVP by October end 2028.</p>	<p>Increase proportion of male applicants for Grade 1 to 8 PSS roles to 40% by 2029.</p> <p>Increase proportion of males appointed to Grade 1 to 8 PSS roles to 35% by 2029.</p>

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
3.3	<p>We will support and develop Technical staff through the delivery of the Technician Commitment Action Plan, with a focus on increasing the proportion of female Technical staff.</p> <p><i>(Aligned with the University's People Strategy)</i></p> <p>3.3.1 We will carry out a survey of Technicians, analyse the resulting data by gender, and implement outcomes including career pathways and reward.</p> <p>3.3.2 We will deliver the Technician Commitment Action Plan.</p> <p>3.3.3 We will agree Fair Attribution Guidelines and a Statement of Expectations to support female Technicians.</p> <p>3.3.4 We will promote training and development opportunities to female Technical staff.</p> <p>3.3.5 We will define a career pathway for Technical staff (within the wider Career Development Framework).</p>	<p>Data analysis has found that in 2023, only 28.0% of our Information Technology staff were female.</p> <p>Data from the HR CHRIS system as on 31 October 2023 indicates that only 37.5% of those in Technician positions were female. This proportion varies considerably between disciplines, with female staff comprising only 13.5% of technician staff employed in the Schools of Technology, and Physical Sciences.</p>	<p>Responsible: Head of PPD, Head of OD</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • Schools, Departments and Faculties • HR Analytics • Resourcing • ED&I 	<p>Planning for survey commences Spring 2025 with survey carried out 2025-26 academic year.</p> <p>Technician Commitment Action Plan, including guidelines and statement of expectations, delivered by January 2027.</p> <p>Promotion of training and development ongoing in communications from PPD.</p> <p>Career pathway defined by 2027.</p>	<p>An increase in proportion of female staff in Technician roles across all disciplines.</p>

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
3.4	<p>We will set clear expectations and manage workloads through continuous conversations and regular appraisals. <i>(Aligned with the University's People Strategy)</i></p> <p>3.4.1 We will encourage regular staff appraisals with the launch of the new <i>myHR</i> system (and in line with action 1.7.2); and research then embed best practice from institutions with higher rates of uptake of staff appraisal.</p> <p>3.4.2 Impediments to reducing workloads will be considered and strategies developed at School and Department/Faculty levels, which may include:</p> <ul style="list-style-type: none"> (i) Difficulties in recruiting to unfilled roles. (ii) Identifying inefficient processes and mitigating these through improved systems. (iii) The overburdening of female staff in particular with administrative or pastoral work that is not recognised in existing workload/Staff Review and Development (SRD) processes. (iv) Difficulties in balancing work/family commitments. <p>3.4.3 A review of the University's revised Flexible Working and Hybrid Working policies will be undertaken, and the University-wide adoption of the right to 'switch off' considered.</p>	<p>In the 2024 Staff Culture Survey, 24% of all female staff, and 23% of all male staff indicated that there had been an unmanageable increase in their workload in the last two years. This figure rose to 38% for female Academic staff (29% male Academic staff).</p> <p>Workload issues could be identified and mitigated through regular staff appraisals. However currently, appraisal data collection is inconsistent across the University. In 2023, appraisals were recorded in the CHRIS system for only 14% of staff. It is unclear if this reflects low adoption of the SRD process, or a data collection issue within the current HR system. This will be addressed with the launch of a new <i>myHR</i> system.</p> <p>Both student and staff workload are key issues which will be addressed in the University's Review of Teaching, launched in 2023. The review is focusing on student workload and its impact on mental health and wellbeing, and the University's supervision system in partnership with Colleges which has significant impacts on academic workload.</p>	<p>Responsible: Head of OD, Head of the Change and Programme Management Office (CPMO, for 3.4.2 (ii)) Head of Policy and Strategic Projects (for 3.4.3)</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • HR Transformation Programme (H RTP) Team • HR Resourcing Team • HR Reward Team • Schools, Departments and Faculties • ED&I (for 3.4.1 researching and sharing best practice) 	<p><i>myHR</i> launched end of 2026. Workload review scoped by end of 2025. Review of policies complete by end 2026 (NB may be revised subject to timing of new legislation and regulatory Code related to the Employment Rights Bill anticipated in October 2024).</p>	<p>An increase in the number of recorded appraisals to 70% of all staff, two years after the implementation of <i>myHR</i>. In the 2028 Staff Survey, only 10% of staff to indicate that there has been an unmanageable increase in their workload in the last two years, across all staff groups.</p>

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
3.5	<p>We will nurture a culture where colleagues feel valued, heard, and informed, and can give and receive feedback through meaningful dialogue. <i>(Aligned with the University's People Strategy)</i></p> <p>3.5.1 Staff Culture Survey to be conducted every two years from 2026, and results communicated.</p> <p>3.5.2 We will undertake a review of our exit survey process and develop communications to improve response rates and implement findings.</p> <p>3.5.3 We will establish a more effective system for learning from exit survey responses and any locally conducted exit interviews. Urgent issues will be escalated and themes and trends across the University identified.</p>	<p>54% of female staff (54% male) said they felt able to contribute ideas on how their Department could act on equality and diversity issues.</p> <p>The 2024 Staff Culture Survey had a response rate of 23% which indicates low engagement. Additionally, only 31% of female respondents (30% male) believed that action would be taken on the basis of this Survey.</p> <p>This work will form part of a wider review of staff engagement mechanisms to be undertaken by HR.</p>	<p>Responsible: Heds of OD, ED&I, HR Communications, OEAC, and HR Analytics</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • HR Director • Departmental Administrators • Heads of School 	<p>Staff survey scoping 2025, with survey run in 2026 and then every two years.</p> <p>Exit interview review undertaken 2025, revised exit interview and communications launched February 2026.</p>	<p>Staff Surveys run in 2026 and every two years thereafter with a response rate of over 50%.</p> <p>60% of all respondents to the 2028 Staff Survey to indicate that they believe action will be taken on the basis of the Survey.</p>

Priority 4: To enhance the overall student experience and address awarding gaps

Accountable: PVC (Education)

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
4.1	<p>We will improve outcomes of female students by encouraging evidence-based and research-led awareness and understanding of the gender awarding gap.</p> <p>4.1.1 A framework to collate and consistently monitor quantitative and qualitative evidence from previous institutional and Departmental/Faculty investigations will be developed.</p> <p>4.1.2 Systematic, effective, evaluative approaches and will be adopted to mitigate observed awarding gaps, reflecting on discipline-specific drivers, and those where evidence suggests they may have a broader impact.</p> <p>4.1.3 We will identify and share best practice within the Institution, and externally with institutional peers, who experience similar gender awarding gaps.</p>	<p>The percentage of female students gaining first class examination results was 22.4%, compared with 30.7% of males, resulting in a gender awarding gap of 8.3%, when the results of all undergraduate examinations were considered in 2022-23. The direction of this gender awarding gap was reversed in 2022-23 for 'good degrees' with 81.2% of males and 82.7% of females receiving an examination classification of 2:1 or above – indicating that the awarding gap is an issue for first class passes rather than at the good degree level.</p> <p>However, analysis has indicated that there is significant variation not only from year to year, but also across specific academic disciplines.</p> <p>A number of Departments and Faculties have undertaken substantial analyses to quantify observed awarding gaps and identify the mechanisms to mitigate them. This provides a wealth of information and experience for the University to draw on to address this awarding gap at the institutional level.</p> <p>Note that work is being undertaken, as part of the University's Access and Participation Plan, not detailed in this application, to consider other areas of intersectionality between gender and other student characteristics including socio-economic background.</p>	<p>Responsible: Head of Education Services, Deputy Head of Education Services (Education and Student Outcomes)</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • CCTL • Departments and Faculties • Colleges including Senior Tutors • Business Information and Strategic Insights (BISI) 	<p>Work to be launched in 2024-25. Framework in place and running by Autumn term 2024.</p> <p>Approaches disseminated and adopted; best practice shared 2026-27 onwards.</p>	<p>University-level awarding gap for first class honours is reduced by 2029.</p>

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
4.2	<p>We will develop effective mechanisms to eliminate sexual violence, harassment and misconduct within the Collegiate University.</p> <p>4.2.1 The 'Addressing Sexual Violence Strategic Group' will investigate the feasibility of co-producing a formal, sexual violence strategy across the Collegiate University, to promote transparency across the Institution.</p> <p>4.2.2 We will produce a comprehensive toolkit that will act as a reference point for Colleges that may be looking to align their approach with that of the University.</p> <p>4.2.3 We will draft a specific policy statement on sexual violence, harassment and misconduct, which brings together policy covering students, staff and visitors.</p> <p>4.2.4 We will undertake a review of the University's current disciplinary systems, with a particular focus on the operation of current procedures, and on the interaction between College- and University-based processes.</p> <p>4.2.5 We will examine and review the Collegiate University's risk assessment processes - including those around disciplinary procedures and support systems. This will help highlight how risk assessment and mitigation responses are used even in cases where there is no formal report, but a risk remains. This will further help identify and examine optimal strategies employed by other Universities, to learn how best to address the levels of sexual violence currently experienced by our students.</p>	<p>The University is committed to undertaking this action because we recognise the serious impact that sexual violence can have on the mental, emotional and educational outcomes of students who have been a target, and the gendered nature of sexual violence, with the OfS report indicating that women are more than twice as likely to experience sexual harassment than men. We undertake these actions also with reference to the need to comply with the new OfS condition of registration, and with reference to the Worker Protection Act, which comes into force on 26 October 2024.</p>	<p>Responsible: Head of Education Services, Deputy Head of Education Services (Student Support), Head of Policy and Strategic Projects Team (4.2.4)</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • Departments and Faculties • Colleges including Senior Tutors • Head of the Harassment and Violence Support Service. • Colleges • Complaints Case Investigation Team 	<p>Work to be launched in 2025.</p> <p>Feasibility of strategy investigated in 2024-25.</p> <p>Toolkit and policy statement drafted and communicated by August 2025.</p> <p>Review of the University's disciplinary systems and risk assessment processes undertaken, including the effectiveness of current reporting and response mechanisms by August 2025 (to align with new OfS condition of registration).</p>	<p>University meets OfS condition of registration in relation to sexual violence. KPIs from a range of sources (e.g. Wellbeing Network, NSS, College surveys) used to establish baseline and subsequently show that awareness of support services has increased.</p>

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
4.2 (cont.)	<p>4.2.6 We will review appropriate strategies to effectively impact on levels of sexual violence, harassment and misconduct, which may include initiatives such as better publicising the outcomes of disciplinary hearings (drawing on best-practice in the sector); further professionalising consent workshops; healthy relationship and bystander training; and considering a targeted communications campaign on sexual violence, misconduct, and harassment. In doing so, we will consider whether the current systems for reporting and responding to sexual violence, harassment and misconduct are sufficiently well-known and accessible, and address any gaps identified.</p> <p>4.2.7 We will establish whether those dealing with issues around sexual violence, harassment and misconduct at the University and in Colleges are appropriately trained. This will include staff who receive disclosures of sexual violence as well as those involved with individual cases which are subject to disciplinary procedures.</p> <p>4.2.8 The Strategic Group will also focus on ways to raise awareness of the range of support options available for all individuals involved in these processes (e.g., survivors/victims, respondents, witnesses). Support provisions will be well-resourced and actively inclusive.</p>	<p>This work builds on the University's Breaking the Silence campaign, launched in 2018.</p> <p>Given the low response rates to the StSCS24 and other internal student surveys, we will shape our plans by consolidating data from various sources to ensure a comprehensive and informed approach.</p>	<ul style="list-style-type: none"> • Policy and Strategic Projects Team 	<p>Targeted communications campaign developed early 2026.</p>	

Priority 5: To address the wellbeing and mental health needs of our staff and students.
Accountable: PVC (University Community and Engagement), HR Director for 5.1, PVC (Education) and Head of Education Services for 5.2

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
5.1	<p>We will work to meet the mental health and wellbeing needs of our diverse student population, ensuring that students of all genders have access to the support and resources necessary to thrive academically and personally at Cambridge.</p> <p>We will build on the work undertaken by the Student Support Department (SSD) through the following:</p> <p>5.1.1 Collecting and analysing demographic data of those accessing support services to investigate uptake with particular reference to gender, compared to the wider student population.</p> <p>5.1.2 Gathering and responding to feedback from those accessing support services and the wider student body to address barriers to, and inequalities in access.</p> <p>5.1.3 Developing proactive engagement strategies with students (for example, via Students' Union representatives) to ensure their voices influence policy, and service delivery.</p>	<p>Supporting the wellbeing and mental health of our staff and students has been a top priority. In 2022, the Student Support Department (SSD) was established following a Strategic Review of Student Mental Health Provision.</p> <p>Two thirds of students who access counselling services identify as female, while females represent 49% of the overall student body, while 31% of those accessing counselling are male, despite an overall 49% male student population. Students identifying with another gender/ non-binary (2%) were over-represented against the University population (1%).</p> <p>The 2024 Student Culture Survey found that only 46% of female students and 51% of male respondents agreed with the statement: "My mental health and well-being are supported at Cambridge".</p> <p>The University's Review of Teaching, launched in 2023, focuses on (staff and) student workload and its impact on mental health and wellbeing.</p>	<p>Responsible: Deputy Head of Education Services (Student Support)</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • Heads of School, Departments and Faculties • Colleges 	<p>Data collected and analysed by end of 2024.</p> <p>Feedback gathered and responded to annually – with survey run in summer term.</p> <p>Engagement, feedback, communication and outreach undertaken by end of summer 2025.</p> <p>Data gaps identified by end of summer 2025.</p> <p>Partnerships developed and renewed annually, on an ongoing basis.</p>	<p>By 2028, 70% of students to agree with the statement: "My mental health and well-being are supported at Cambridge".</p>

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
5.1 (cont.)	<p>5.1.4 Developing a mechanism to collect student feedback to improve access and use of the Student Support Department.</p> <p>5.1.5 Developing a communication and outreach strategy to ensure all students benefit from support.</p> <p>5.1.6 Identifying gaps in data quality and quantity and improving these to inform decision-making.</p> <p>5.1.7 Fostering partnerships between staff and students to leverage professional and lived experiences.</p>				

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
5.2	<p>We will make health and wellbeing an integral part of our working environment for all staff, by offering a more coordinated and accessible range of health and wellbeing services. <i>(Aligned with the University's People Strategy)</i></p> <p>5.2.1 We will relaunch the Wellbeing Advocates Network, with targeted recruitment commencing in 2024/5, focusing on increasing representation across all staff groups.</p> <p>5.2.2 We will establish a Wellbeing Steering Group to identify key themes and issues to inform the development of a University Wellbeing Strategy and action plan in 2025.</p> <p>5.2.3 We will deliver bespoke Wellbeing Advocate Training in sessions running termly each year.</p> <p>5.2.4 We will train two cohorts of staff through face-to-face sessions to become new Mental Health First Aiders (MHFA) volunteers and develop a Mental Health First Aid Network with termly meetings for volunteers.</p> <p>5.2.5 We will roll out I-Act Mental Health and Wellbeing Training for Managers.</p>	<p>The 2024 Staff Culture Survey found that 57% of female staff overall (53% male) felt that their mental health and wellbeing were supported in their Department. 49% of female and 48% of male staff overall felt confident in asking for mental health and wellbeing support at work.</p> <p>Sickness absence data indicates that there is a gendered difference between staff who took sick leave due to mental health and stress issues. In 2023, 74.7% of those who were absent due to mental health and stress, were female.</p> <p>However, only 41% (37% female, 50 % male) of Academic staff overall felt that their mental health and wellbeing were supported in their Department, compared to 53% overall.</p> <p>The Staff Culture Survey found that only 37% (33% female, 45 % male) of Academic staff overall felt that they were able to ask for mental health and wellbeing support, compared to 45% overall.</p>	<p>Responsible: Head of OD and Team</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • Head of PPD • Head of ED&I • Heads of School, Departments and Faculties • Communities of Practice (Leaders and Managers) 	<p>Work to be launched in 2025.</p> <p>Establish Wellbeing Steering Group by October 2024.</p> <p>Wellbeing Strategy and Action Plan developed April 2025.</p> <p>Wellbeing Advocate Training sessions up and running, MHFAs trained, network set up, I-Act training rolled out by end 2025.</p>	<p>In the 2028 Staff Culture Survey, 65% of staff to report that their mental health and wellbeing are supported in their Department.</p> <p>In the 2028 Staff Culture Survey, 55% of academic staff to report that their mental health and wellbeing are supported in their Department.</p> <p>In the 2028 Staff Culture Survey, 55% of staff overall report that they feel able to ask for mental health and wellbeing support.</p>

Priority 6: To enhance organisational capacity and integrate ED&I practices into the University's core operations.

Accountable: PVC (Community and Engagement) and Director of HR; PVC (Research) for 6.3, PVC (Education) for 6.4

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
6.1	<p>We will ensure that all University staff and student policies and procedures promote gender equality, and that equality impact considerations are embedded in all the work we do.</p> <p>6.1.1 We will evaluate and review the current EIA forms and guidance to identify issues or challenges that have arisen for those involved in the Equality Impact Assessment (EIA) process. This will include considering adjustments that may need to be made to the process or the implementation approach, to ensure that it is effective and sustainable over the long term and supports the University in identifying ED&I impacts, including those related to sex and gender reassignment.</p> <p>6.1.2 The ED&I Section will support Human Resources (HR) colleagues to communicate the EIA process and its benefits to all employees across the organisation, through a range of channels, such as email updates, training sessions, and internal communication campaigns some of which will be sex and gender specific.</p> <p>6.1.3 The ED&I Section will work with the Office of External Affairs and Communication (OEAC) and HR Communications teams to develop effective internal communications with visible senior leadership support. This includes working with University ED&I leads, committee chairs, the Gender Equality Steering Group (GESG), and the Women's Staff Network (WSN), among others, to build a knowledge bank around the process. These communications will highlight the business case for implementing the EIA process, such as improving gender diversity and inclusion, reducing legal risks, and enhancing the Institution's reputation.</p>	<p>While the University has undertaken EIAs during the development of a number of policies, their use has mostly been limited to HR-related policies and functions. Additional work needs to be undertaken in order to mainstream their use across the wider University. The EIA process will include considerations of any potential sex and gender reassignment related impacts.</p>	<p>Responsible: Head of ED&I, and the ED&I Team</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • HRBPs • Heads of School, Departments and Faculties • Directors of NSIs • Chairs of Diversity Staff Networks • ED&I CoP • Gender Equality Steering Groups (GESG) • Women's Staff Network (WSN) 	<p>Evaluation and Review to commence October 2025 (through to 2026).</p> <p>Findings shared and pending Senior Leadership Team approval, actions embedded in HR processes commencing 2026-2027.</p> <p>Communications strategy defined and enacted from 2027 onwards.</p>	<p>Review completed. Develop a 'Train the Trainer' model and roll out EIA training to all Schools and NSIs. Identify staff for upskilling to become EIA Champions.</p> <p>All new policies presented to decision-making committees to have undertaken an EIA prior to consideration.</p>

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
6.1 (cont.)	6.1.4 We will develop EIA Champions and increase their capacity and knowledge in relation to sex, and gender-specific protected beliefs as required by the Equality Act (2010).				
6.2	<p>We will further embed AS across the University and extend applications to include NSIs.</p> <p>6.2.1 We will communicate the AS Institutional Action Plan across the University, for example with roadshows, and support alignment with local School and Departmental plans, via EDI forums/committees or equivalents at local level.</p> <p>6.2.2 In expanding the range of guidance and support materials through the development of webinars, a revised and expanded AS toolkit, and best-practice case studies, we will provide support for new applications and award renewals.</p> <p>6.2.3 We will support Non-School Institutions (NSIs) to apply for applications for AS awards, by holding workshops and support meetings to guide them through the process.</p>	<p>By improving alignment with the local context, the effectiveness of University actions will be enhanced.</p> <p>NSIs employ almost 25% of the University staff, so a significant proportion of the institution. Engagement with NSI staff has indicated that engaging with Swan would support gender equality initiatives and aid in the reduction of the GPG in these units and thus represent 31% of female respondents (30% male) to the Staff Culture Survey expressed the belief that action would be taken based on the results of the survey - suggesting that the University must ensure there is a robust feedback loop to highlight the work undertaken to address identified issues. Communication of the Swan AP and other related work is therefore key.</p>	<p>Responsible: Head of ED&I, Head of OEAC, Heads of NSIs</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • HRBPs • Heads of School, Departments and Faculties 	<p>Swan AP communicated across University Spring 2025.</p> <p>Ongoing from 2025.</p> <p>Three NSIs to submit applications for AS Awards by 2028.</p>	<p>In the Staff Survey to be run in 2026, 50% of respondents to agree that action will be taken based on the results of the survey.</p> <p>The Athena Swan Institutional AP communicated.</p> <p>Three NSIs to submit applications for Athena Swan Awards.</p>

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
6.3	<p>We will undertake preparations for the 2029 Research Excellence Framework (REF) in line with all relevant ED&I requirements once published by Research England (RE).</p> <p>6.3.1 We will set policy and develop the REF Code of Practice to take into account gender and ED&I principles as well as any specific requirements set by RE.</p> <p>6.3.2 We will deliver appropriate training to ensure that REF decision making bodies take into account relevant ED&I principles.</p> <p>6.3.3 We will monitor and review implications of changes in light of the new approach to REF2029, updating gender equality considerations within our REF Code of Practice in consultation with Equality Groups and Research Delivery and Research Strategy Groups.</p>	REF 2029 procedures and decision-making processes need to be drawn up in the context of the new, broader People, Culture and Environment (PCE) indicators and all other relevant components of the REF2029 preparations.	<p>Responsible: Director of Research Services</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • Central REF Team • Research Strategy Group • ED&I Team • Schools and Departments • University Data Lead 	Research England timelines	<p>Gender-related data provided to the Central REF Team and Research Strategy Group from ED&I Team.</p> <p>Data utilised to shape the 2029 REF submission.</p> <p>100% of stakeholders engaged in REF outputs selection process undertake relevant training, including ED&I.</p> <p>Evaluation indicates positive impact.</p>

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
6.4	<p>We will ensure that University Schools, Departments, Faculties, NSIs, and Units, have access to accurate, timely and useful data to inform ED&I decision making.</p> <p>We will revise and/or develop standardised reports to make ED&I data more accessible, with a focus on:</p> <p>(i) Athena Swan applications, to support departments, Schools and NSIs.</p> <p>(ii) ED&I - with staff numbers, recruitment, promotion and other life-cycle data by protected characteristics.</p> <p>(iii) student numbers, admissions, completions, attainment and other life-cycle data by protected characteristics.</p> <p>(iv) staff training, to support analyses of training uptake by sex and gender (and other characteristics), and to support Departments' local monitoring, e.g. recruitment training.</p> <p>(v) Annual meetings with senior leadership teams of all six Schools and 10 NSIs held to discuss data reports and support integration into local EDI strategies.</p>	<p>Schools and Departments need ED&I data to identify areas where diversity and representation is lower than expected.</p>	<p>Responsible: Head of ED&I, Head of Business Information Team (Students)</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • Schools and Departments • University Data Lead • Education Services 	<p>Autumn 2025 and ongoing thereafter.</p>	<p>ED&I dashboards provided annually to Schools, Departments and NSIs.</p> <p>Departments/ Schools supported to complete AS applications.</p> <p>Annual meetings with senior leadership teams of all six Schools and 10 NSIs held.</p>

No.	Actions	Rationale	Responsibility and Partnerships	Timeframe for outputs	Success indicators: outcomes and impact sought
6.5	<p>We will support all areas of the University to identify and develop actions to mitigate ED&I issues.</p> <p>6.5.1 An ED&I Community of Practice (CoP), with activity directed by a core Steering Group, will be launched for ED&I Practitioners across the Institution, to provide a conduit for support and guidance for individuals, Departments and units engaging in ED&I Change Initiatives. An evaluation tool and survey will be developed to measure impact.</p> <p>6.5.2 A review of how ED&I is recognised and resourced across the University will be undertaken, by gathering information from all Schools and Departments. The review will include those in dedicated, informal roles, and time buyout.</p> <p>6.5.3 We will undertake a review of how ED&I issues are communicated at the local level to students and staff, to ensure there is a clear, well-promoted and trusted mechanism to capture sensitive issues.</p> <p>6.5.4 We will review outcomes to be presented to the new EDIIDG for consideration prior to final decision-making via the EDIC and other governance structures.</p>	<p>Thematic analysis of data from the Staff Culture Survey indicated that the take-up and resourcing of ED&I activities and roles was often inconsistent with female staff often taking on these roles with no formal recognition of their contribution.</p> <p>There were also calls for better sharing of best-practice, and suggestions for more effective ED&I initiatives at the Departmental level, including better integration of these initiatives into everyday activities.</p>	<p>Responsible: Head of OD</p> <p>Partnerships:</p> <ul style="list-style-type: none"> • EDIT • PPD • Schools, Departments and Faculties. • HR Comms • OEAC 	<p>Formally launched October 2024</p> <p>CoP SG convened February 2025</p> <p>Review initiated 2027.</p> <p>Review completed 2028, with findings report and recommendations produced in 2029.</p>	<p>CoP evaluation tool and survey developed; indicates CoP has increased opportunities for sharing best-practice and joint working.</p>

Appendix 3: Glossary

ACP(R): Academic Career Pathway (Research)	MHFA: Mental Health First-Aiders
ACP(R&T): Academic Career Pathway (Research & Teaching)	NSI: Non-School Institution
ACP(T&S): Academic Career Pathway (Teaching & Scholarship)	OD: Organisational Development
AP: Action Plan	PPD: Personal and Professional Development
AS: Athena Swan	PS: People Strategy
BAME: Black, Asian and Minority Ethnic ²	PSS: Professional and Support Staff
C@C: Carers at Cambridge	PVCE: Pro-Vice-Chancellor for Education
CDF: Career Development Framework	PVCR: Pro-Vice-Chancellor for Research
CSF: Career Support Fund	PVCUCE: Pro-Vice-Chancellor for University Community and Engagement
ED&I: Equality, Diversity & Inclusion	RCS: Returning Carers Scheme
EDIIDG: Equality, Diversity, and Inclusion Intersectional Delivery Group	REC: Race Equality Charter
EDIT: Equality, Diversity & Inclusion Team	REN: Race Equality Network
EDIC: Equality, Diversity & Inclusion Committee	RWG: Remuneration Working Group
EIA: Equality Impact Assessment	SAH: School of Arts and Humanities
FLS: Family Leave Survey	SAT: Self-Assessment Team
FTC: Fixed Term Contract	SBS: School of Biological Sciences
FTE: Full Time Equivalent	SCM: School of Clinical Medicine
GB: General Board (also known as the General Board of the Faculties)	SCS24: Staff Culture Survey 2024
GESG : Gender Equality Steering Group	SoT: School of Technology
GPG: Gender Pay Gap	SPACE: Supporting Parents and Carers at Cambridge
HEIDI: Higher Education Information Database for Institutions	SPS: School of Physical Sciences
HVSS: Harassment and Violence Support Service	SRD: Staff Review and Development
HfSA: HeForShe Alliance	StCS: Student Culture Survey
HoD: Head of Department	SSD: Student Support Department
LGBTQ+: Lesbian, Gay, Bisexual, Transgender, Queer+	TU: Trade Union/s
	UG: Undergraduates

2. The University is aware of the limitations of the term 'BAME' and recognises that there is no agreement in the sector with regards to what term should be used. It is our aim to tackle all forms of inequality including racism and foster inclusion.



**Institutional
Athena Swan
Silver Award
Renewal
Application 2024**