



# Equality & Diversity Strategy 2016-2021



**“The University’s diversity plays a key role in sustaining its academic excellence.**

**Cambridge has always thrived by seeking to maintain an open and inclusive multi-national community. We believe in the dignity of all people and their right to respect and equality of opportunity. We value the strength that comes with difference and the positive contribution that diversity brings to our community.”**

*Professor Sir Leszek Borysiewicz  
Vice-Chancellor, University of Cambridge*

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## FOREWORD FROM THE VICE-CHANCELLOR

The University of Cambridge is committed to providing the highest quality environment for employment, research and study and to ensuring the wellbeing of over 11,000 staff and 19,000 students. Our institutional values of freedom of expression and freedom of thought are underpinned by the principles of mutual respect and inclusivity, as well as celebration of the rich diversity of our international community. This Equality & Diversity (E&D) Strategy 2016-2021 supports our aspiration to be one of the world's leading research and teaching universities. We aim for excellence in all that we do, and to create a culture in which staff and students can be authentic and thrive. Our belief is that difference is welcome and embraced.

This commitment has driven the development of many new policy initiatives over the last few years. For example, we have examined what is valued and rewarded in academia in our 'Meaning of Success' project<sup>1</sup> and *Delivering Equality* summit, which explored the quality and reality of women's experiences. We have achieved a University Athena SWAN Silver Award and successfully engaged 100% of STEMM departments in this gender equality benchmarking scheme. In recognition of the significant challenges academic staff may face following career breaks for caring responsibilities, we have financed a Returning Carers Scheme to be able to provide meaningful practical support. We have worked proudly with partners to develop Cambridgeshire's Equality Pledge for LGBT History Month, and host Women of the World Cambridge, helping to raise the profile of important issues locally and nationally.

Our aim for the next five years is to build on this progress, and our priority areas of concern have determined the objectives that shape this Strategy. We know from data that while women make up half of our workforce, they are significantly over-represented in lower grade roles and under-represented in senior grades at only 18.8%. Our numbers of women professors are lower than they should be, and with only 7.1% of BME professors, we are determined to find ways to improve on this and ensure inclusivity. We have been pushing ahead to make it a requirement that all staff complete E&D training, and we are about to introduce University-wide resources on harassment and unconscious bias. While we have a good record of undertaking and publishing regular Equal Pay Reports, these show that the University's pay gap, while declining, still stands at 18.6%. Urgent and bold action is needed to address this, and this Strategy provides a starting point for that. Similarly, we are concerned to tackle gender and ethnicity attainment gaps so that all students have equal opportunity to succeed.

This list of activities past and present is not exhaustive but help to illustrate how we put into practice the aim to redress inequality and disadvantage. Ultimately we want to see positive change to both culture and practice. This E&D Strategy outlines our vision of how we plan to do this, taking forward this important work over the next five years.

*Professor Sir Leszek Borysiewicz*

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<sup>1</sup> [www.cam.ac.uk/women-at-cambridge](http://www.cam.ac.uk/women-at-cambridge)

## PURPOSE

The Equality & Diversity (E&D) Strategy 2016-2021 and Action Plan for the University of Cambridge builds on strong foundations of institutional policy and resource commitment, legal compliance, specific objectives and senior engagement secured over the last few years. The Strategy is the next step in a journey incorporating adoption of the University's Equal Opportunities Policy<sup>2</sup>, Combined Equality Scheme<sup>3</sup>, Equal Pay Reviews, Gender Action Plan and Athena SWAN University Silver Award<sup>4</sup>. Its rationale is reflected in the University's annual Equality & Diversity Information Reports<sup>5</sup> which highlight data, initiatives and activities in response to issues and priorities identified via monitoring, benchmarking or impact assessment.

With the aim of taking forward the complex process of embedding equality and diversity into the culture, mind-set and functions of the University, the E&D Strategy seeks both to maintain these achievements and enhance them further. With this aspiration at its centre, the Strategy identifies five key objectives on which to focus, with the aim of bringing about real improvements in these target areas over its duration. This development bring up-to-date the process required in law of reviewing, revising and publishing Equality Objectives<sup>6</sup>. These priorities have been identified through consultation and engagement, data analysis, insights gathered from central and local benchmarking and sector expertise. They add to the University's well-established core activities of promoting equality and diversity, developing best inclusive practice, and maintaining compliance with equalities legislation.

This E&D Strategy outlines an operational framework within which objectives are identified, addressed and implemented. Progress against milestones will be closely tracked at a senior level and reported to relevant governance bodies, maximising opportunities for robust consideration of issues and their potential solutions.

## VISION AND PRIORITIES

*"Cambridge transforms lives, through our teaching and our research"*<sup>7</sup>.

The University of Cambridge has a fundamental commitment to progressing equality, diversity and inclusion as guiding principles in pursuit of excellence in teaching, learning and research. Our global success and international reputation are underpinned by the belief that an equitable and supportive environment is integral to the pursuit of education, learning and research at the highest international levels. We believe in enabling all in our community to access opportunities to learn and progress, and that diverse perspectives and experiences must be valued equally.

- Complementing the shared belief within the education sector that greater diversity improves overall performance<sup>8</sup>, our Equality & Diversity Strategy 2016-2021 has at its centre core institutional values of freedom of thought and expression, and freedom from discrimination<sup>9</sup>.

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<sup>2</sup> [www.admin.cam.ac.uk/offices/hr/policy/equal.html](http://www.admin.cam.ac.uk/offices/hr/policy/equal.html)

<sup>3</sup> [www.equality.admin.cam.ac.uk/equality-and-diversity-cambridge/combined-equality-scheme](http://www.equality.admin.cam.ac.uk/equality-and-diversity-cambridge/combined-equality-scheme)

<sup>4</sup> All information is published on the University's website: [www.equality.admin.cam.ac.uk/](http://www.equality.admin.cam.ac.uk/)

<sup>5</sup> [www.equality.admin.cam.ac.uk/equality-and-diversity-cambridge/equality-information-and-reports](http://www.equality.admin.cam.ac.uk/equality-and-diversity-cambridge/equality-information-and-reports)

<sup>6</sup> [www.equality.admin.cam.ac.uk/files/objectives\\_201216\\_large.pdf](http://www.equality.admin.cam.ac.uk/files/objectives_201216_large.pdf)

<sup>7</sup> [www.v-c.admin.cam.ac.uk/professor-sir-leszek-borysiewicz/speeches/scale-our-ambition](http://www.v-c.admin.cam.ac.uk/professor-sir-leszek-borysiewicz/speeches/scale-our-ambition)

<sup>8</sup> <http://blog.hefce.ac.uk/2016/05/25/fair-enough-why-equality-and-diversity-matters/>

<sup>9</sup> [www.cam.ac.uk/about-the-university/how-the-university-and-colleges-work/the-universitys-mission-and-core-values](http://www.cam.ac.uk/about-the-university/how-the-university-and-colleges-work/the-universitys-mission-and-core-values)

The Strategy outlines work that will be undertaken over the next five years to ensure an environment for work and study where the rights and dignity of staff and students are upheld, and all are able to perform at their best. It incorporates a supporting Action Plan (Appendix 1) to be delivered within the governance structures illustrated at Appendix 2, which have been restructured for this purpose.

The implementation of the Strategy will foster the progression of equality, diversity and inclusion for staff and students in support of the University's mission and ambitions:

- To remain in the top tier of world-leading universities
- To have a significant international presence and local impact
- To create the environment, facilities and intellectual excitement to attract the world's best people to Cambridge
- To engage and energise all those who work and study with the University.

## CONTEXT

In reviewing and refining our objectives to develop this Strategy, the University has been guided by the imperative to identify, address and remove inequality and disadvantage where evidence, qualitative or quantitative, shows these exist, so that all talent is nurtured and the quality of experience enhanced. This goes hand-in-hand with the fundamental importance of promoting the benefits of embedding equality, diversity and inclusion to create the vibrant conditions essential for achieving and maintaining international excellence in academia.

The integration of these principles into mainstream University policy and practice within a legal framework to tackle disadvantage and discrimination is essential for inclusion. We are mindful of our obligations with regard to the Equality Act 2010 and its focus on the protected characteristics of age, gender, sexual orientation, pregnancy/maternity/paternity, religion or belief, race, disability, marriage/civil partnerships and gender reassignment. The University has specific responsibilities under the Public Sector Equality Duties to:

- Pay due regard to the need to eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations between people from different protected groups

These responsibilities are fully incorporated into this Strategy along with the publication of information on protected characteristics<sup>10</sup> and analysis of the impact of University policies and practice on protected groups<sup>11</sup>.

This Strategy and Action plan were produced by the Equality & Diversity (E&D) Committee in collaboration with the Human Resources Committee, in respect of staff, and the General Board's Education Committee in respect of students, and have been fully endorsed by the General Board and Council as the responsible bodies. They extend and add to progress made so far in key policy areas identified in our Equality Objectives 2012-2016<sup>12</sup> and link with commitments made within our Athena SWAN Silver Action Plan<sup>13</sup>. For further information, more detailed policy background to the Strategy's development is included at Appendix 3.

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<sup>10</sup> [www.equality.admin.cam.ac.uk/equality-and-diversity-cambridge/equality-information-and-reports](http://www.equality.admin.cam.ac.uk/equality-and-diversity-cambridge/equality-information-and-reports)

<sup>11</sup> [www.equality.admin.cam.ac.uk/equality-diversity-cambridge/equality-assurance-assessments](http://www.equality.admin.cam.ac.uk/equality-diversity-cambridge/equality-assurance-assessments)

<sup>12</sup> [www.equality.admin.cam.ac.uk/files/objectives\\_201216.pdf](http://www.equality.admin.cam.ac.uk/files/objectives_201216.pdf)

<sup>13</sup> [www.equality.admin.cam.ac.uk/projects/athena-swan/athena-swan-cambridge](http://www.equality.admin.cam.ac.uk/projects/athena-swan/athena-swan-cambridge)

## OBJECTIVES

The challenge to secure equality and inclusion for all in higher education is one being faced by universities across the globe, as well as other public and research bodies in the UK responsible for sustaining and advancing a world-leading education system. This requires an examination of both culture and practice in order to identify and address complex problems, and bring about the changes needed to end disadvantage and discrimination.

There are no instant solutions but a focused approach to tackle inequality and disparity is a good start in a sector that has the purpose of contributing to a productive economy, healthy society and a sustainable world. Some issues are generic to the sector, such as the need to secure greater diversity and gender balance in the professoriate and higher education leadership, or to consider intersectional inequalities. Other issues are particular to individual organisations, local motivations for embedding equality and diversity, or the aim to offer a particular world-class experience.

The combination of these collective and individual efforts illustrates the highest priority placed in the aim to ensure that all staff and students are able to progress and flourish, regardless of difference, in their studies, research, academic or professional careers.

In this context, our Equality & Diversity Strategy highlights the following key issues to focus on and take forward over the next five years. These objectives are all equally important and will contribute to achieving the changes needed to advance our commitments in this area.

The Action Plan at Appendix 1 provides the detail on their proposed implementation and advancement.

### ***Objective 1***

**To identify opportunities and barriers related to recruitment, progression and management of a diverse body of staff, and achieve greater diversity at senior levels of the organisation**

### ***Objective 2***

**To tackle gender inequality, addressing particular barriers faced by women in academia, supporting the career progression of academic, research and professional women staff, and taking action to close the gender pay gap**

### ***Objective 3***

**To address disadvantage in student learning, and attainment and issues in student satisfaction in relation to the protected characteristics**

### ***Objective 4***

**To ensure an environment for work and study that is inter-culturally inclusive, supportive of student and staff parents and carers, encourages authenticity and upholds the dignity and respect of all**

### ***Objective 5***

**To increase engagement in equality, diversity and inclusive best practice across the collegiate University through participation in training, learning opportunities, joint working and shared objectives**

## IMPLEMENTATION AND REVIEW

The Equality & Diversity Strategy 2016-2021 supports the University's academic mission. The Equality & Diversity Committee, as a Joint Committee of the General Board and Council, oversees and is responsible for monitoring the implementation of the Strategy, collating and reporting on progress directly to those bodies.

The University's E&D, Human Resources (HR) and General Board's Education Committees collectively hold governance responsibilities for addressing equality matters in relation to institutional policy and compliance, employment and education. Specific equality issues in relation to staff and employment continue to fall under the remit of the HR Committee. Specific equality issues in relation to students, teaching and learning continue to fall under the remit of the General Board's Education Committee (GBEC). Liaison on specific areas of work is undertaken with other governance bodies as appropriate.

All the above committees are supported in their work by different sub- and working groups, with specialist focus. For example, E&D Committee has reporting into it steering groups on gender and inclusion (the Gender Equality and InterConnect Steering Groups) whose remit and membership enable in-depth consideration of gender equality issues, and inclusion, race and intercultural matters respectively. There is also an Equality Assurance Assessment Review Group that oversees the University's procedures for equality impact assessment on behalf of the E&D Committee. A senior level Charters Steering Group and the Athena SWAN Forum specifically support participation in national benchmarking schemes. Appendix 2 describes these governance bodies in more detail.

Progress against the actions and work streams identified in this E&D Strategy and Action Plan will be reported regularly to those bodies and included the University's annual E&D Information Reports for its duration. This will ensure that there is regular scrutiny of activity in this area. Activities and achievements will be promoted more widely to the University's community and externally as appropriate.

### *Senior Leadership*

The E&D Committee is chaired by the Pro-Vice-Chancellor (PVC) for Institutional and International Relations, and its membership includes the PVC for Education, providing the governance link across staff and student matters. Resting responsibility with a senior officer ensures that equality, diversity and inclusion are central to business and planning, and are intrinsically embedded within the University's functions as employer, education provider and research institution of global excellence.

### *Equality Champions*

To ensure the visibility of high-level support for advancing equality, diversity and inclusion, the University has introduced Equality Champions - there are currently Champions for inclusion (incorporating race and religion/belief), gender, disability/wellbeing, and sexual orientation/gender reassignment. Similarly, reflecting wider engagement across the institution, the University's Schools have adopted Equality Champions at a local level. This model of working enshrines the principle that responsibility for equality and diversity is recognised across the organisation, with local and central resources working together to improve culture and practice.

### *Equality & Diversity Section*

The University has a specialist E&D Section located within the HR Division, to provide expert advice, develop and support mechanisms to take forward institutional objectives and priorities. The E&D Section facilitates the formal progression of equality, diversity and inclusion policy, practice, compliance and reporting through the University's governance structures. The team works closely with the senior leadership of the University, HR and other colleagues at all levels across the institution, members of various diversity groups/networks and external partners, to promote and advance best practice.

### *Colleges*

The University works closely and in partnership with the Colleges which have responsibility for many areas in relation to students, including admission of undergraduates and provision of pastoral support. The University and the Colleges will continue to promote and share good practice – individually and collectively via intercollegiate bodies – in order to achieve consistent, fair and equitable provision for all in its community.



<b>Draft Equality &amp; Diversity Strategy Action Plan 2016-2021</b>			
<i>Objectives</i>	<i>Actions to progress</i>	<i>Responsibility</i>	<i>Target activity year</i>
<b>Objective 1: To identify opportunities and barriers related to recruitment, progression and management of a diverse body of staff, and achieve greater diversity at senior levels of the organisation</b>			
<b>1.1 Identify actions to promote and progress greater diversity at senior levels of the organisation, highlighting opportunities and tackling barriers to progression</b>			
<b>Key actions</b>			
<ul style="list-style-type: none"> <li>Prepare <b>business case for diversity and inclusion</b> for senior leads</li> <li>Review membership, diversity profile and accessibility of <b>influential committees</b></li> </ul>		EDC/RSO EDC/ACCMEN <sup>14*</sup>	2016-17
<b>1.2 Examine and respond to success rates in career progression</b>			
<b>Key actions</b>			
<ul style="list-style-type: none"> <li>Evaluate existing <b>mechanisms and local practice to support career progression</b></li> <li>Identify potential for <b>targeted development opportunities and cross-sector mentoring</b> schemes to improve diversity in promotions and governance at a local level</li> <li>Develop targeted <b>diversity and inclusive leadership programmes</b> to address under-representation, collaborating with internal and specialist external providers</li> </ul>		HR/EDC ED/HoS  GESG/ICSG	2016-17 2017-18  2018-19
<b>1.3 Improve recruitment across the University with regard to inclusion and transparency</b>			
<b>Key actions</b>			
<ul style="list-style-type: none"> <li>Develop guidelines on <b>best inclusive practice at all stages of recruitment and selection</b> procedures</li> <li>Identify <b>priority actions</b> around recruitment of specific under-represented groups</li> <li>Consider introducing <b>bias and selection specialists</b> to inform the recruitment process</li> </ul>		ICSG/HRC  HoS/EDC HRC	2017-18  2017-18 2018-19
<b>1.4 Enhance inclusion through improved people management practice across the University; achieve greater leadership accountability with regard to diversity and inclusion</b>			
<b>Key actions</b>			
<ul style="list-style-type: none"> <li>Review EDI development opportunities available for <b>line managers</b></li> <li>Progress implementation of <b>local EDI actions and governance</b> channels in Schools/NSI</li> </ul>		ICSG/EDC Schools/HoD/ ED Liaison	2017-18 Annual reporting from 2017-18

<sup>14</sup> [www.admin.cam.ac.uk/committee/nominations/](http://www.admin.cam.ac.uk/committee/nominations/)

**Objective 2: To tackle gender inequality, addressing particular barriers faced by women in academia, supporting the career progression of academic, research and professional women staff, and taking action to close the gender pay gap**

**2.1 Identify and address the gender pay gap and inequalities in staff pay and related reward structures \***

<p><b>Key actions</b></p> <ul style="list-style-type: none"> <li>• Undertake and publish regular <b>Equal Pay Reviews</b></li> <li>• Prepare an initial scoping paper on equal pay and <b>gender pay gap</b></li> <li>• Address <b>race and ethnicity, and any evident intersections with gender</b> within the Equal Pay Reviews for inclusion in the Race Equality Charter submission</li> </ul>	<p>EPRG/HRC GESG EPRG/ICSG</p>	<p>Biennially or as legally required 2016-17 2017-18</p>
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**2.2 Support the progression of gender equality across all disciplines, through participation in Athena SWAN**

<p><b>Key actions</b></p> <ul style="list-style-type: none"> <li>• Advance <b>University-wide participation</b> in Athena SWAN</li> <li>• Provide <b>central SWAN support</b> and analyse data from combined School <b>staff surveys</b></li> <li>• Attain University Athena <b>SWAN Silver</b> under the post-May 2015 scheme</li> </ul>	<p>Charters SG/ ED/SWAN Forum ED/SWAN SAT</p>	<p>Annual EDC targets From 2016-17 2017-18</p>
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**2.3 Increase the number of women in senior academic or professional roles; engage leaders in progressing gender equality\***

<p><b>Key actions</b></p> <ul style="list-style-type: none"> <li>• Analyse <b>gender trends</b> within data on recruitment, retention and progression</li> <li>• Offer <b>positive action, sponsorship, networking and development</b> opportunities for women</li> <li>• Promote visibility of senior women, <b>role models</b>, male and female gender champions</li> </ul>	<p>GESG/HRC GESG  GESG</p>	<p>GESG action plan 2016-2018 GESG action plan &amp; PPD, E&amp;D, WSN programmes Refresh SGEN from 2016-17*</p>
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**2.5 Evaluate effectiveness/uptake of staff policy initiatives aimed at mitigating the impact of career breaks on academic careers, particularly for women**

<p><b>Key actions</b></p> <ul style="list-style-type: none"> <li>• Establish a <b>working group</b> from HR/Schools/NSIs to evaluate Shared Parental Leave, My Family Care (MFC), SPACE, Returning Carers Scheme</li> </ul>	<p>EDC/HR</p>	<p>End of first year of participation with MFC</p>
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**2.6 Maintain a specific focus on the particular challenges faced by women in STEMM disciplines**

<p><b>Key actions</b></p> <ul style="list-style-type: none"> <li>• Establish a <b>WiSETI advisory group (Women in Science Engineering and Technology Initiative)</b></li> <li>• Maintain annual high profile <b>WiSETI lecture</b> and programme of activities</li> </ul>	<p>ED/WiSETI  ED/WiSETI/PE</p>	<p>2016-2021  Annual: IWD/Science Festival</p>
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**Objective 3: To address disadvantage in student learning, and attainment and issues in student satisfaction in relation to the protected characteristics**

**3.1 Collate, review and monitor student attainment gap/continuation rate data by gender\* and race**

**Key actions**

- Collect and analyse data on **performance at Tripos** and Postgraduate level by protected characteristic, where data permits

EDESC

Initial findings Michaelmas 2016

**3.2 Support Faculties and Departments in investigating possible reasons for attainment gaps, with a view to changes in practice and culture to address them**

**Key actions**

- Identify the drivers behind any **observed gaps** and develop initiatives to address these in partnership with Faculties and Departments
- Develop and monitor **attainment gap benchmarks** by protected characteristics with comparable institutions where data is available
- Ensure that students, regardless of protected characteristic, meet the University's 2.1% target for the non-continuation of full-time degree entrants, as set out in the University's agreement with the **Office of Fair Access**

HoS/EDESC

ESP

ESP

From Michaelmas 2016; report Michaelmas 2017

Easter 2017; annual updates

Monitoring as agreed in OFA agreement

**3.3 Identify and promote best practice for inclusive teaching in the context of the collegiate University to ensure that teaching and learning are accessible to all students**

**Key actions**

- Work with Faculties and Departments to further embed expectations set out in the **Code of Practice** for teaching disabled students
- Initiate **discussions with academics** through the Education Committee and Senior Tutors' Committee on good practice

ESP/DRC

2016-17

GBEC/STC

2016-17

**Objective 4: To ensure an environment for work and study that is inter-culturally inclusive, supportive of student and staff parents and carers, encourages authenticity and upholds the dignity and respect of all**

**4.1 Participate in the Race Equality Charter (REC)**

**Key actions**

- Prepare submission for **University Bronze Award** overseen by the REC SAT

ICSG/SAT/CSG

2017-18

**4.2 Advance the InterConnect initiative through development of an action plan to progress inclusion across the collegiate University, and an engagement network open to all staff and students**

**Key actions**

- Prepare **scoping report** to inform development of ICSG action plan

ICSG

2016-17

**4.3 Advance consistent family friendly practice and provisions for improved work life balance, promoting the University of Cambridge as a family-friendly place for work and study for staff and students with caring responsibilities**

**Key actions**

- Prepare **scoping paper** incorporating part-time and flexible working, family-friendly spaces, child/family care, maternity/paternity for researchers, guidance for managers/Pis, and support for returners/parents/carers
- Develop web portal resource and launch **SPACE network**
- Provide web-based **guidance/briefings** for managers/supervisors on University policies and best practice regarding flexible working and support for carers
- Repeat **family leave survey**
- Investigate family-friendly environment and related **provision for students** and support for under- and post-graduate students with caring responsibilities
- Evaluate the feasibility of collecting data on **students' caring responsibilities** at point of annual registration or admission

EDC/EDESC

2016-17

ED/SPACE

2016-17

2017-18

ED/HRC

2017; re-run @ 2 years

Initial report 2017

ED/HRC  
GBEC/EDESC

2017-18

ESP

**4.4 Explore all options to respond to the needs of staff and students for childcare, nursery and carer provision**

**Key actions**

- Build **links** between ED, Childcare Committee, EDC, Nursery Project Board

ED

2016-17

<b>4.5 To improve equality-related disclosure and address data gaps for key protected characteristics, maintaining confidence in the use of data to ensure fair practice</b>		
<b>Key actions</b> <ul style="list-style-type: none"> <li>• Improve institutional <b>evidence base</b> through collaboration across internal data providers</li> <li>• Analyse data to identify and address gaps in/low levels of <b>equality-related disclosure</b></li> <li>• Promote the <b>benefits of disclosure</b> via Schools, DSN and related activities</li> <li>• Promote awareness of seen/unseen disabilities, reasonable adjustments, <b>role models</b></li> <li>• Investigate scope for introducing specific <b>disabled staff support provision</b></li> </ul>	EDC EDC ED/DSN EDC/HRC ED/HRC	2016-17 Annual reporting Annual activity programmes IDPD, FoW, Disability Lecture 2017-18
<b>4.6 Investigate benchmarking criteria to evaluate progress on disability, sexual orientation, gender reassignment</b>		
<b>Key actions</b> <ul style="list-style-type: none"> <li>• Retain membership of Stonewall, explore benchmarking for <b>LGB&amp;T inclusive culture</b></li> <li>• Explore National Equality Scheme and other <b>HE benchmarking</b> or awards schemes</li> </ul>	EDC EDC	2018-19 2016-18
<b>4.7 Undertaken activities that focus on awareness and prevention of bullying and harassment</b>		
<b>Key actions</b> <ul style="list-style-type: none"> <li>• Maintain <b>briefings</b> on EDI and good conduct schemes re harassment and assault</li> <li>• Map current provision of training for students and staff on <b>bullying, harassment, hate crime</b> and inappropriate behaviours, explore sector best practice and potential for collaborative working with peer universities</li> </ul>	EDC/SC/ESP HR/ICSG/ EDESC	2016-18 2017-18
<b>Objective 5: To increase expertise and engagement in equality, diversity and inclusive best practice across the collegiate University through participation in training, learning opportunities, joint working and shared objectives</b>		
<b>5.1 Develop and introduce training, communications and resources in relation to unconscious bias (UB) and University policy/procedures for bullying and harassment</b>		
<b>Key actions</b> <ul style="list-style-type: none"> <li>• Develop in-house <b>UB training programme and resources</b>, supplemented by external/online resource*, and monitor uptake</li> <li>• Develop a <b>website</b> of resources and information to mitigate against UB</li> <li>• Explore scope for specialist UB and <b>governance/senior leadership</b> training</li> <li>• Work with the <b>Office of Intercollegiate Services</b> to share training with Colleges</li> </ul>	ED/PPD  ED/PPD EDC ED/OIS	2016-17  2016-17 2017-19 2016-18

## 5.2 Embed best practice to support the progression of equality, diversity and inclusion throughout the collegiate University and maintain compliance with the Equality Act 2010 Public Sector Equality Duties

### Key actions

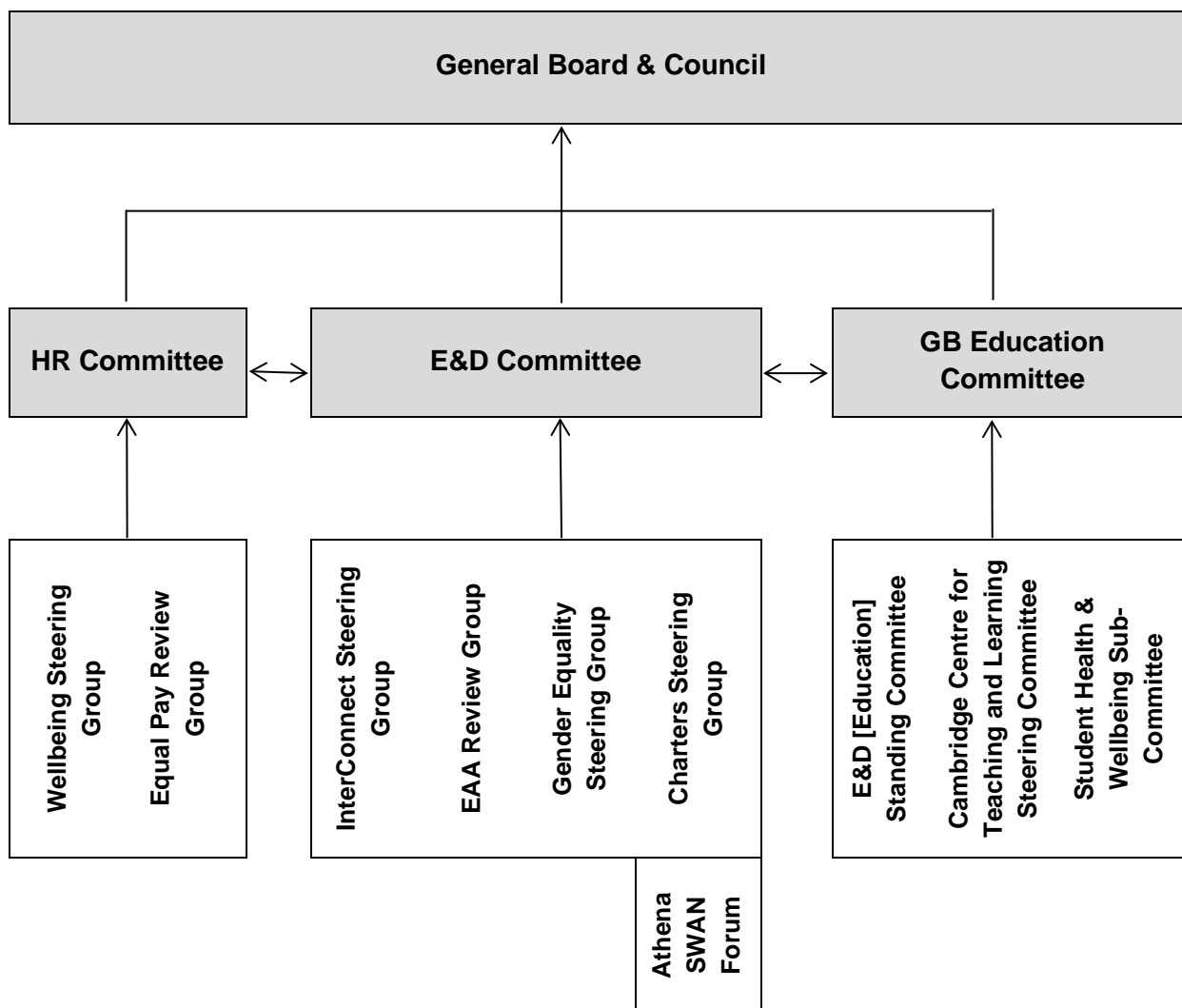
<ul style="list-style-type: none"> <li>Track and report uptake of <b>ED online training</b></li> <li>Develop and track uptake of <b>refresher course</b> for review cycle of ED online training</li> <li>Produce <b>policy guidance for managers</b>/PIs on EDI and compliance</li> <li>Expand institutional engagement in EDI through <b>E&amp;D Schools' Liaison</b></li> <li>Collate and analyse E&amp;D data, publish annual <b>E&amp;D Information Reports</b>; undertake <b>Equality Assurance Assessments</b> on relevant and proportionate policies or functions</li> <li>Provide <b>data</b> for Schools/NSI to support identification of local equality issues</li> <li>Support the University's participation in the <b>Teaching Excellence Framework and Research Excellence Framework</b> in respect of equality, diversity and inclusion</li> <li>Advance sharing of good practice working with the <b>Office of Intercollegiate Services</b> and other Colleges forums as appropriate*</li> <li>Maintain programme of <b>EDI learning opportunities</b> for the collegiate University</li> </ul>	<p>EDC/HoS ED/PPD EDC ED/HoS/HRBM EDC/EAARG</p> <p>ED/HoS RSO/ESP</p> <p>IOS/Colleges</p> <p>ED/PPD</p>	<p>Termly reporting 2017-18 2016-18 Annual reporting Annual reporting; review equality objectives by 2020 Annual provision from 2017 TEF timetable from 2016; REF timetable 2017-21</p> <p>2017-18</p> <p>Termly programmes, annual resources</p>
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<b>KEY</b>			
CSG	Charters Steering Group	ICSG	InterConnect Steering Group
DSN	Disabled Staff Network	IDPD	International Day of Persons with Disabilities
EAA(RG)	Equality Assurance Assessments (Review Group)	IWD	International Women's Day
ED	Equality & Diversity	NSI	Non-School Institutions
EDC	E&D Committee	OIS	Office of Intercollegiate Services
EDESC	E&D Education Standing Committee	PE	Public Engagement
EDI	Equality, Diversity & Inclusion	PPD	Personal Professional Development
EPRG	Equal Pay Review Group	RSO	Research Strategy Office
ESP	Educational and Student Policy	SAT	Self-Assessment Team
FoW	Festival of Wellbeing	SC	Sports Committee
GBEC	General Board Education Committee	SG	Steering Group
GESG	Gender Equality Steering Group	SGEN	Senior Gender Equality Network
HoD	Heads of Departments	SPACE	Supporting Parents and Carers at Cambridge
HoS	Heads of Schools	STC	Senior Tutors' Committee
HR(BM)	Human Resources (Business Managers)	WSN	Women's Staff Network

(\* indicates where action is also included in the University's Athena SWAN Silver Action Plan

## Governance Arrangements

To ensure the Strategy retains influence at the highest levels of the institution, effective governance structures have been secured to support the implementation of its objectives and ambitions. This furthers consistency in equality and diversity policy and practice in relation to the University's functions as employer, education provider and research body.



### Summary of Reporting Lines and Relationships

#### *Equality & Diversity (E&D) Committee*

Responsibility for overseeing, monitoring and reporting on the progress of equality, diversity and inclusion matters lies with the E&D Committee, chaired by the Pro-Vice-Chancellor (Institutional and International Relations). E&D Committee reports directly to the General Board and Council, informing and working in conjunction with other committees to champion and advise on the strategic direction and implementation of equality and diversity policies and practice for staff and students across the University, as outlined in the E&D Strategy. E&D Committee is responsible for ensuring that the University meets the requirements of the Equality Act 2010 for all protected characteristics. Strategy and action plans are developed by the E&D Committee in collaboration with, and approved by the Human Resources Committee in respect of staff, and the General Board Education Committee (GEBC) in

respect of students. With the developing E&D Strategy 2016-2021 in mind, membership of E&D Committee has been enhanced to strengthen links with senior University governance bodies, Schools, the Academic Division and Colleges.

#### *Human Resources (HR) Committee*

Chaired by the Pro-Vice-Chancellor (Institutional and International Relations), the HR Committee has a general and inclusive role for all groups of University staff. It has the responsibility to recommend, review and implement strategies, policies and procedures that meet the University's statutory obligations and institutional requirements. HR Committee also determines arrangements for employee relations, equal opportunities for staff, and staff development and training. It liaises with the Colleges Committee over matters of mutual concern regarding the employment of staff. Membership includes representatives nominated by General Board and Council, as well as the Registry and Colleges representation.

#### *Wellbeing Steering Group*

Chaired by the Wellbeing Champion, this group makes recommendations in relation to staff to reduce the risk of stress at University, at an institutional and individual level. It reports findings to the HR Committee and Health & Safety Executive Committee and trades unions. Activities include production of an annual staff wellbeing report, provision of support and advice to HR and Institutions on new proposals, events and initiatives relating to staff wellbeing including the annual Festival of Wellbeing, and monitoring take up and outcomes as appropriate. It oversees the coordination of activities that ensure members of staff are aware of, and able to access, the range of support services available to them.

#### *General Board's Education Committee (GBEC)*

Chaired by the Pro-Vice-Chancellor (Education) and reporting to the General Board, the GB Education Committee is the main central University authority with responsibility for teaching quality assurance and standards, and the student experience. Its membership includes academic staff appointed to represent a range of academic disciplines, representatives of the Senior Tutors' Committee, Board of Graduate Studies and student representatives. Formal representation of the Colleges, students and a range of academic disciplines help to ensure objective scrutiny of proposals and a variety of perspectives.

#### *General Board's Education Committee (GBEC) E&D [Education] Standing Committee (EDESC)*

Chaired by a member of GBEC, EDESC keeps under review equality and diversity issues relating to University teaching and learning. In accordance with the Equality Act 2010, the Standing Committee's remit extends to all protected characteristics. It receives annual data on student attainment for gender, race and disability; reviews teaching and learning guidance and communicates with other University, College and national bodies as appropriate. In liaison with the Board of Examinations, it addresses issues concerning assessment.

#### *Cambridge Centre for Teaching and Learning (CCTL) and its Steering Committee*

CCTL supports teaching and learning staff by providing training, sharing best practice, developing networks, advising on curriculum development, and encouraging and funding innovation in the curriculum. Current initiatives include diversity in the curriculum and transition to university, as well as examination and assessment. The Steering Committee's membership is part-appointed by the General Board's Education Committee, and the other members are appointed by the Senior Tutors' Education Committee. Its Chair is the PVC Education.



### *Student Health and Wellbeing Sub-Committee*

The committee exercises strategic oversight of, and takes responsibility for, development and coordination of University provision of health and wellbeing services to students and services for students across the Collegiate University. It provides a forum for discussion and exchange of information between the Collegiate University and local NHS providers to ensure appropriate integration and coordination of services. The Chair is appointed by General Board and representation includes academic staff, the Colleges, local GPs and students.

### **E&D Committee sub-groups**

To ensure the E&D Committee is able to make authoritative and informed decisions, it is supported by specialist sub-committees, working groups and networks. Other working groups may be formed where this would be advantageous to the progression of this E&D Strategy.

### *Equality Assurance Assessment (EAA) Review Group*

Equality impact assessment is the mechanism through which compliance is met and due regard is paid to the Equality Act 2010 Public Sector Equality Duties. At Cambridge this process has been developed as in-house Equality Assurance Assessment (EAA) procedures, undertaken on relevant and proportionate policies and procedures. The EAA Review Group (EAARG), chaired by a University Equality Champion on behalf of the E&D Committee, oversees the progress of EAAs which is recorded in the annual E&D Information Report.

### *Gender Equality Steering Group*

This group maintains a specific focus on gender equality, beyond Athena SWAN Awards. Membership includes Schools' and Non-School Institutions' Equality Champions and the Gender Equality Champions, who act as Chair. Colleagues with specialist interest and expertise are also included as appropriate. A member of GESG is a formal representative on the University's Equal Pay Review Group which oversees the production and publication of Equal Pay Reviews.

### *InterConnect Steering Group*

Chaired by the University's Race & Inclusion Champion, the InterConnect initiative broadly encompasses race, religion/belief, disability, gender reassignment and sexual orientation from an inclusion perspective. Its membership reflects the breadth of its agenda, drawing on a range of experiences, perspectives and specialist knowledge. Its aim is to respond to and address the needs of the University's diverse global community of staff, students and researchers in the context of creating an inclusive environment, culture and practice. The Steering Group works on the design and implementation of specific solutions enhancing an inclusive and transparent environment at the University of Cambridge.

### *Charters Steering Group*

This Steering Group considers strategic implications and key priority areas for action in relation to national Equality Charters and other benchmarking schemes, including Athena SWAN and Race Equality Charter participation. Chaired at the highest level by the Vice-Chancellor, along with the PVC (International and Institutional Affairs) and the Senior PVC, the group meets as necessary to support self-assessment teams taking forward preparation of submissions and the implementation of action plans.

### *Athena SWAN Forum*

The Athena SWAN Forum engages Academic Leads from all Departments participating in SWAN submissions, to promote and share knowledge and best practice, provide internal support mechanisms and maintain momentum. A Head of School who is also a member of the E&D Committee chairs the Forum, which is facilitated by the E&D Section.

### *Diversity Networks*

The University supports a number of diversity networks that enable social and consultative interactions with members of protected or minority groups. An allocation of release time is awarded to ensure that staff taking the formal roles of Chair and Secretary of staff networks can contribute within work hours. The University also participates in a number of local and national networks to share best practice and joint working with equality groups.

### **Other governance mechanisms**

The University has oversight of undergraduate admissions via the Undergraduate Admissions Committee, and of graduate admissions through the Postgraduate Admissions Committee, both of which incorporate equal representation from the University and Colleges. There are also a number of Joint Committees bringing together membership from the University and Colleges, which can respond to equality matters in relation to students.

The University is committed to the formation of additional governance bodies as required in relation to new statutory initiatives and sectoral best practice.

## Background

The Equality & Diversity Strategy 2016-2021 is written in the legal context of the Equality Act 2010, which puts a general duty on public sector institutions to:

- Eliminate unlawful discrimination, harassment and victimisation,
- Advance equality of opportunity between people who do and do not share a protected characteristic, and
- Foster good relations between people who share a protected characteristic and those who do not share a protected characteristic.

The E&D Strategy focuses on how the University will pay due regard to this duty, within available resources, timeframes, in relation to the following applicable core functions<sup>15</sup> that directly affect staff and students at work, research and study:

- Governance, leadership and management
- Student access and admission<sup>16</sup>
- Assessment and academic progress
- Teaching and learning, including curriculum design and delivery
- Provision and access to support services
- Staff recruitment, selection, training, career development and progression
- Behaviour and discipline
- Partnership and community links

The Strategy also meets the specific duties of the Equality Act, namely to publish and make accessible the University's equality information and identified objectives.

The University established its Equality & Diversity (E&D) Section and E&D Committee in 2008. Since that time, a wide range of policy-related activity has been undertaken in order to embed E&D across the institution, in line with the University's Equal Opportunities policy<sup>17</sup>. As an overarching policy within the legislative framework, the Combined Equality Scheme<sup>18</sup> (CES) previously captured the University's work to promote diversity, progress equality and eliminate discrimination and harassment. Originally developed following robust data review and wide consultation, it subsumed all pre-existing equality policies and schemes, consultations and action plans in order to demonstrate compliance with equalities legislation, as well as identifying and advancing equality outcomes. The new Equality & Diversity Strategy takes the CES and its historical development as its starting point. It also takes forward the five key themes and function areas identified within the CES, of governance and policy development; developing and implementing best practice; inclusive practice for staff and students; promotion of equality and diversity, and data and information provision.

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<sup>15</sup> [www.admin.cam.ac.uk/reporter/2002-03/weekly/5924/15.html](http://www.admin.cam.ac.uk/reporter/2002-03/weekly/5924/15.html)

<sup>16</sup> As regulated by the Office for Fair Access – oversight of the arrangements are the responsibility of the Undergraduate Admissions Committee

<sup>17</sup> [www.admin.cam.ac.uk/univ/so/2012/chapter01-section13.html](http://www.admin.cam.ac.uk/univ/so/2012/chapter01-section13.html)

<sup>18</sup> [www.equality.admin.cam.ac.uk/files/scheme.pdf](http://www.equality.admin.cam.ac.uk/files/scheme.pdf)

## **Equality Objectives**

Following consultation and as required by the Equality Act 2010's Public Sector Equality Duties, the University adopted Equality Objectives<sup>19</sup> for 2012-2016:

### *Equality Objective 1*

The University aims to increase its diversity at senior levels and ensure this is reflected in its governance structures. The University aims to address the senior gender gap by increasing the proportion of women staff in senior academic and administrative roles, with a particular focus on training, recruitment, promotion and the decision-making processes of the University, and to improve the gender balance at all levels in academic and administrative units. The University seeks to further develop and reflect a culturally inclusive environment for work and study, though enhancing engagement with its Black and Minority Ethnic staff and students.

### *Equality Objective 2*

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

### *Equality Objective 3*

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

### *Equality Objective 4*

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

## **Athena SWAN Silver and Gender Action Plan**

In addition to these Objectives and as a result of significant consultation with members of the University in 2012-13 via the Senior Gender Equality Network (SGEN), a Gender Action Plan (GAP) was adopted, specifically to address gender inequality across the institution<sup>20</sup>. Since the University gained its Athena SWAN Silver Award in 2014<sup>21</sup>, actions and policy commitments from the GAP have been absorbed into the University's Athena SWAN Silver Action Plan. Progress against these priorities has been regularly monitored and reported to the relevant governance bodies.

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<sup>19</sup> [www.equality.admin.cam.ac.uk/files/objectives\\_201216.pdf](http://www.equality.admin.cam.ac.uk/files/objectives_201216.pdf)

<sup>20</sup> [www.equality.admin.cam.ac.uk/files/gender\\_action\\_plan\\_2014\\_final.pdf](http://www.equality.admin.cam.ac.uk/files/gender_action_plan_2014_final.pdf)

<sup>21</sup> [www.equality.admin.cam.ac.uk/projects/athena-swan](http://www.equality.admin.cam.ac.uk/projects/athena-swan)