

## **GENDER EQUALITY SCHEME**

### **Appendix 2: OBJECTIVES AND ACTIVITY PLAN**

The Gender Equality Duty requires the University to have due regard to the need:

- to eliminate discrimination and harassment;
- to promote equality of opportunity between men and women.

Such comprehensive requirements necessitate a focus on identifiable actions which will address specific issues across a range of functional areas. These general duties are to be fulfilled through seven specific duties (GES, Section 1A).

The Gender Equality Scheme (GES) sets out the ways in which the University will seek to fulfil its obligations, intentions and goals in relation to gender equality as laid down in the first specific duty. The GES itself includes ten action points. The University has had for some time a comprehensive programme of gender equality work developed initially under membership of the Opportunity 2000 Campaign and taken forward year on year as part of the Equality and Diversity programme of activity. The objectives set out below are based on this work, on earlier consultations with a gender dimension (the Women's Forum and the Cambridge Survey) and on the outcomes of the consultation carried out for the GES in the Lent Term 2007.

There are two broad gender equality objectives:

- To ensure an appropriate gender balance in staff categories, grades and levels and amongst students in different disciplines and departments<sup>1</sup>;
- To develop inclusive, gender aware practice in all functional areas across the University.

The objectives will be realised through a programme of work which covers three areas:

1. Creating a gender aware environment.
2. Improving management/teaching skills and practice.
3. Implementing policy and inclusive practice.

Activity in these areas will contribute to the institutional culture change necessary to meet the broad gender equality objectives.

An activity plan for each area follows. Taken together they form a coherent programme of activity which addresses the gender objectives as they relate to both staff and students. As required in the specific duties the activity plan provides for annual progress reports and review after three years, and for a communications strategy to publicise the Scheme, its objectives and progress. Unless otherwise specified all staff categories and levels are included in objectives relating to staff.

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<sup>1</sup> An appropriate gender balance does not automatically mean a 50/50 male/female balance.

1. Creating a gender aware environment

<b>Objective (relevant action point (N) or consultation outcome: staff*; student** )</b>	<b>Activity</b>	<b>Responsible body/individual</b>	<b>Priority (High Medium Low)</b>	<b>Timescale and review date (Started Progressing Nearing completion)</b>
Bringing the GES to fulfilment(1a, 1b, 5)	Establishing commitment to implementation of the GES (1a)	Registrary	High	Annual progress report submitted to the Council by the Personnel Division April 2008 April 2009 April 2010
	Monitoring progress of the GES (1b)	Personnel Committee		
	Publication of progress reports (1c, 5)	Personnel Committee		
Provide a model Gender Equality Policy (3c) for use by colleges	Develop a model policy	Senior Tutors' Committee (Standing Committee on Welfare and Finance)	Medium	Complete by end of September 2007 (annual review in light of changes to University policy)
Effective consultation with staff and students, and between men and women, on gender equality issues (6)	Implement a consultation timetable and establish a Gender Forum	Head of E&D with GED Advisory Group and relevant student groups	High	Three year programme in place by October 2007
Effective communication on gender equality issues at all levels throughout the University (7)	Develop a communications strategy for gender equality [this should take place alongside parallel work for race and disability]	E&D Section in partnership with the Office of Communications	Medium	Complete by April 2008
Gender sensitive career pathway planning and advice for all categories of staff*	Include in the career pathway project: Access to gender sensitive careers guidance for all staff; a work shadowing scheme to allow staff from both sexes to	Assistant Director of Personnel	High	Work in progress  (Started)

	experience work in areas where one sex is dominant; a web resource showing role models for both sexes			
Appropriate gender profile in RAE return* TBC	Audit of institutional decisions on inclusion in the RAE	RAE Project Director	High	Work in progress
Increase numbers of women in SET at career stage points doctoral to post-doctoral; post-doctoral to permanent*	Set targets for increases and provide support for SET women	WiSETI Director, Head of E&D with Assistant Director of Personnel and under authority of Personnel Committee	High	Work in progress  (Progressing)
Increase numbers of women in senior positions and on committees*	Set targets in these areas and develop strategies for delivery; monitor effect on both sexes of improved gender balance	Head of E&D in conjunction with Assistant Director of Personnel under authority of Personnel Committee	High	October 2007  (Progressing)
Improve communication between the sexes*	Provide advice and guidance on communication via SD sessions	Staff Development	Medium	Include pilot sessions in 2007-08 SD programme
Improve personal development opportunities for both sexes*	Increase uptake for Springboard and Navigator; provide mixed sex Spring Forward	Staff Development	Medium	2007-08 SD programme
Improve information and support for transgender people *	Provide advice and guidance via web	E&D	High	May 2007  (Nearing completion)

2. Improving management/teaching skills and practice

<b>Objective (relevant action point (N) or consultation outcome: staff*; student** )</b>	<b>Activity</b>	<b>Responsible body/individual</b>	<b>Priority (High Medium Low)</b>	<b>Timescale (Started Progressing Nearing completion)</b>
Improve gender sensitive management skills across the University, including an understanding of the value of work/life balance, and of basic management tools e.g. appraisal, mentoring etc.*	Integrate into Leadership Development project and ensure skills are cascaded within institutions	Assistant Director of Personnel	High	Work in progress  (Started)
Increase the value placed on management skills in the University*	Consider recognition for outstanding managers (all levels and all departments)	Assistant Director of Personnel	High	Mechanisms in place by 2008  (Started)
Improve management accountability across the University*	Integrate into Leadership Development project	Assistant Director of Personnel	High	Work in progress  (Started)
Improve provision and profile of gender equality training (8)	Integrate gender equality training into existing equality training provision and mainstream into full range of SD	Staff Development	Medium	Work in progress  (Started)
Improve competence in gender sensitive teaching skills for supervisors of undergraduates**	Move from voluntary to compulsory supervisor training	Senior Tutors' Committee working with Staff Development	High	Work in progress  (Progressing)
Develop better understanding of gender issues in learning amongst undergraduate students of both sexes**	Include in existing learning skills training for students	Faculties and Departments (Teaching Committees) plus awareness in supervisor training	High	Work in progress  (Progressing)

3. Implementing policy and inclusive practice

Objective (relevant action point (N) or consultation outcome: staff*; student** )	Activity	Responsible body/individual	Priority (High Medium Low)	Timescale (Started Progressing Nearing completion)
Implement programme of policy impact assessment across the University (2)	Develop a PIA project to prepare for and provide such a programme	Assistant Directors of Personnel and Head of E&D and others as appropriate as the programme unfolds	High	Project plan in place May 2007  (Started)
Provide comprehensive monitoring data disaggregated by sex as tool for measuring gender equality outcomes (4)	Maintain activity in CHRIS project relating to gender monitoring	Personnel Division and CHRIS project team	High (in relation to provision of data)	Work in progress  (Progressing)
Monitor episodes of sex and sexual orientation related harassment under the Dignity at Work policy (9)	Develop a methodology for recording cases	Personnel Division	Medium	In place for 2007-08  (Started)
Provide transparent information on equal pay *	Deliver equal pay audit commitment made in the <i>Second Joint Report of the Council and the General Board on a new pay and grading structure for non-clinical staff</i>	Personnel Division	High	After appeals completed
Provide accessible information on policies and terms and conditions of service to all staff and improved access to information for men on paternity and carers' leave*	Improve web-based and other information and raise awareness of provision of information	Personnel Division and MISD	Medium	Work in progress  (Progressing)

Provide a full range of flexible working practices for all staff *	Implement new regulations on maternity leave and flexible working under the Work and Families Act Provide up to five days paid emergency carer's leave for support and other staff as necessary Introduce Maternity Fellowships for staff returning from maternity leave	Personnel Division	High	April 2007 (Progressing)
		Personnel Division	High	June 2007 (Started)
		Personnel Committee	High	June 2007 (Started)
Understand the reasons for gender differentiated Tripos results (3a)	Commission expert statistical analysis of Tripos results for last five years and endeavour to take action to address any problems revealed	Education Committee	Medium	Academical year 2007-08
Assess graduate student performance (3b)	Review data on performance disaggregated by sex and advise on any necessary action	Board of Graduate Studies	Medium	By June 2008
Improve retention rates for women between undergraduate, masters, doctoral and post-doctoral study stages	Review data on attrition rates for women and men between undergraduate, masters, doctoral and post-doctoral stages in all subjects	Board of Graduate Studies	Medium	By June 2008
Aim for parity of esteem for men's and women's sports societies **	Review PR for key sports	Office of Communications	Medium	Academical year 2007-08
Regulate activities of student 'drinking societies' **	Review the impact of student 'drinking societies' on student experience	Senior Tutors' Committee	High	Work in progress (Progressing)