

## **University of Cambridge Gender Equality Policy and Scheme**

### **Introduction**

The University's policy statement on gender equality further develops and clarifies aspects of the general Equal Opportunities Policy (*Reporter*, 2001-02, p 804) (<http://www.admin.cam.ac.uk/offices/personnel/policy/equal.html>), spelling out the University's commitment to fulfilling its duties under the Equality Act (2006) (EA) which amends the Sex Discrimination Act (1975) to include the new duty to promote gender equality between women and men.

The attached Gender Equality Scheme (GES) sets out the framework within which the University will fulfill its duties to promote gender equality. The GES:

- i defines the University's core functions;
- ii identifies those with responsibilities for implementing the GES;
- iii sets out the framework for policy impact assessments and action plans in each functional area;
- iv identifies current good practice in monitoring and areas where monitoring needs to be developed;
- v sets out arrangements for more detailed development of this Scheme, its review and publication;
- vi sets out the responsibility for communicating the GES and action plan;
- vii sets out existing and future commitment to training;
- viii sets out proposals for fulfilling the positive duty on gender;
- ix in relation to gender and other gender-related harassment, links to the University's Dignity at Work Policy.

### **Policy statement**

The University is committed, in its pursuit of academic excellence, to equality of opportunity and to a pro-active and inclusive approach to equality, which supports and encourages all under-represented groups, promotes an inclusive culture, and values diversity. This commitment is underpinned by the University's core values, expressed in its mission statement:

- i freedom of thought and expression
- ii freedom from discrimination.

The University is therefore committed to promoting gender equality, seeking to eliminate sex discrimination, and promoting the positive statutory duty for gender. In order to fulfill its requirements of the duty the University will have due regard to the need:

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

The University will fulfill these requirements in relation to all aspects of its work, namely governance, leadership and management; research and scholarship; student admissions, access and widening participation; 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; conduct; partnerships and community links. These are functions directly affecting staff and students at work and study. Fulfilling the requirements in relation to these functions is addressed in the Gender Equality Scheme which follows.

The University recognizes that all areas of its activities are interconnected and interdependent. Thus all members of the University and all staff share a collective responsibility for these functions, according to their individual roles and responsibilities, and all are expected to have due regard to the duties and goals set out above. The Council and the General Board have a particular responsibility in relation to all these functions, on behalf of the Regent House and the University. Those in leadership and other senior roles, such as heads of institutions, also have special responsibility for many of these functions. The means of meeting these responsibilities are addressed in the Gender Equality Scheme set out in Annex A.

## **Annex A: Gender Equality Scheme**

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### **Appendix 1: Checklist and guidance for policy impact assessment**

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#### **1A. Introduction**

The Gender Equality Scheme (GES) is the means by which the University will fulfill its obligations, intentions and goals set out in the gender equality policy, relating to the new general duty to have due regard to the need:

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

The Scheme:

- explains what this means for everyone in the University;
- gives details of how the University will monitor and assess the Scheme's effectiveness;
- defines roles and responsibilities so that responsible bodies and individuals know what is expected of them;
- sets out how the University will develop the Scheme and monitor its effectiveness.

Under the GES the University will fulfill the specific duties set out in the Code of Practice for the Gender Duty which are:

- **To prepare and publish a gender equality scheme (GES)**, showing how it will meet its general and specific duties and setting out its gender equality objectives<sup>1</sup>.

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<sup>1</sup> 'Gender equality objectives' are the obligations, intentions and goals the University will need to define and meet in order to fulfill the specific duties.

- In formulating its overall objectives, **to consider the need to include objectives to address the causes of any gender pay gap.**
- **To gather and use information** on how the University's policies and practices affect gender equality in the workforce and in the delivery of services.
- **To consult stakeholders (i.e. employees, service users and others, including trade unions and students) and take account of relevant information** in order to determine its gender equality objectives.
- **To assess the impact of its current and proposed policies and practices** on gender equality.
- **To implement the actions set out in its Scheme** within three years, unless it is unreasonable or impracticable to do so.
- **To report** against the Scheme every year and **review** the Scheme at least every three years.<sup>2</sup>

## **1B Governance and leadership**

### **Action point 1**

The Council, the General Board and those exercising senior management and administrative responsibilities shall ensure the fulfillment of the Gender Equality Scheme (GES) in the University through:

- (a) commitment to implementation of the GES;
- (b) monitoring its progress;
- (c) publication of progress reports.

## **2 Core functions and bodies responsible for them**

The University's core functions are those which directly affect staff and students at work and study and include:

- governance, leadership and management;
- research and scholarship;
- student admissions, access and widening participation;
- academic progress of students including teaching, learning and assessment;
- staff recruitment, selection, training, career development and progression.

## **3. Policy impact assessment**

The Equality Act imposes a specific duty to assess the impact of existing policies, practices and procedures in the core functions on all students and staff. The purpose of the assessment is to see whether policies help to achieve equality for students and staff or whether they have, or could have, an adverse impact on them. This policy impact assessment should be carried out initially under the GES and then be built into existing

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<sup>2</sup> Gender Equality Duty Code of Practice England and Wales (Equal Opportunities Commission), para. 1.15.

policy review arrangements. Impact assessments for gender will be carried out in conjunction with impact assessments for race and disability.

#### A framework for policy impact assessment

In order to conduct policy impact assessment, each institution responsible for any functional area (listed in Section 2 above) should:

- designate one individual to take responsibility for ensuring that the appropriate aspects of the University's Gender Equality Policy and scheme are fulfilled;
- ensure that individual staff are aware of the requirements of the University's Gender Equality Scheme;
- draw up a list of relevant policies, procedures and practices for subsequent review and impact assessment;
- identify any gaps in monitoring data which will inhibit impact assessment and inform the relevant authority of any monitoring requirements and desired remedial actions;
- undertake impact assessment (see Appendix 1 for further guidance).

#### **Action Point 2**

The Council will approve a timetable within which institutions are expected to complete policy impact assessments and the reporting mechanisms for responsible institutions in relation to their impact assessment.

### **4. Data collection and monitoring**

#### Student experience

Under the GES the University will monitor the following:

- all stages of the student admissions process, from initial enquiry, application to acceptance or rejection;
- all students' academic achievements and progress, (including graduate completion rates).

The University already collects and publicises examination data on an annual basis and this already includes data by gender.

#### **Action point 3**

- (a) The Education Committee will regularly scrutinize Tripos examination results; will undertake ongoing identification of relevant issues arising from routine consideration of teaching and learning and will respond to any issues drawn to their attention by the Gender Equality Duty Advisory Group.
- (b) The Board of Graduate Studies will review and advise on statistical reports relating to Graduate students.

- (c) The STC will draw up a model Gender Equality Policy for use by Colleges after the University has completed and approved its Gender Equality Scheme.

Further enhancements to the data analysis may be initiated on the basis of operational experience and its usefulness as a source of management information.

#### Staff experience

The Personnel Committee will undertake centralized gender monitoring of all activities that relate to staff recruitment and selection, career development and opportunities for promotion. Monitoring should be disaggregated by School or non-School area, as well as for the whole University.

The University will regularly assess its monitoring information to evaluate the progress being made towards meeting its gender equality objectives. The assessments will help the University to:

- highlight any differences between male and female staff;
- ask why these differences exist;
- review how effective the current goals and aims are;
- reconsider, and set goals in, relevant strategic plans.

Data derived from monitoring staff experience will inform gender equality objectives identified in the staff consultation exercises (see Section 6.1 Development of the CHRIS project has included detailed planning for equality monitoring, including gender.

#### Action point 4

The Personnel Division will further develop its equality monitoring capacity as part of the implementation of CHRIS.

### **5 Reviews and publication**

There will, in accordance with the specific duties set out in section 1A, be an annual progress report (with accompanying action plan) and a full review of the GES every three years.

#### Action point 5

A progress report on the GES will be made by the Personnel Committee annually and published by the Council (see Action point 1)

### **6 Communication and consultation process**

Members of staff and students have been consulted in the development of the Scheme between January and March 2007 through the focus groups for male staff and a Gender Forum. Students have been consulted via CUSU. The Scheme has been further

developed from the outcomes of recent consultation exercises: the Women's Forum (2003-04 and 2006) and the Cambridge Survey (2005).

## **6.1 Outcomes of consultation**

The consultation process, together with information derived from the Women's Forum, the Cambridge Survey and existing data on staff, students and their experience (*cf.* section 4) resulted in evidence to support gender equality objectives in a range of areas. These include:

In the area of HR: recruitment; career progression; leadership and management (with a particular emphasis on accountability for leaders and managers); communication; issues and barriers for transgender staff; training; culture change.

In the area of student experience: gendered results in Tripos examinations; supervision practice; student societies (especially sports and drinking societies).

A digest of the outcomes is available from the Personnel Division. A number of issues in the area of HR and student experience arose in consultation and have been included in the activity plan. Where appropriate these have been developed into action points and are included in the GES activity plan (see Appendix 2). Consultation will play a continuing role in the development and review of the Scheme through dialogue with staff, students and trades unions and will include discussion with transgender staff and students.

### **Action point 6**

The Equality and Diversity Section will further develop and refine existing mechanisms for consultation with staff and students in relation to gender equality issues and make recommendations for the inclusion of further actions where appropriate.

Communicating the details of the GES and the ways in which the University intends to fulfill its duties under the Equality Act are an important part of the Scheme. Effective communication is most likely to be achieved through multiple channels. In particular the GES will be published on the web and in the *Reporter*.

### **Action point 7**

The Equality and Diversity Section in conjunction with the Office of Communications will develop a communications strategy for gender equality.

## **7 Training and development**

In order to demonstrate that the University is meeting its duty under the GES, all staff will be offered training or guidance in the following:

- how to implement appropriate procedures under this policy and action plan;

- awareness raising;
- prevention of discrimination;
- meeting the positive duty including integrating gender equality in all the relevant functions of the University;
- keeping up to date with gender legislation.

### **Action point 8**

The Staff Development Section and the Equality and Diversity Section will develop further aspects of gender equality training both as part of the existing programme of specialized equality training and also mainstreamed into the full range of staff development provision.

## **8 Gender harassment and dignity at work and study**

The University has adopted and approved a Dignity at Work policy on dealing with bullying and harassment that includes arrangements for dealing with gender- and sex-related harassment (<http://www.admin.cam.ac.uk/offices/personnel/policy/bullying.html>.) Similarly, a Dignity at Study Policy is in the process of being developed.

The Personnel Division is currently developing the Harassment Advisers Network. This will improve the existing arrangements for advising anyone experiencing harassment, including gender- and sex-related harassment. The new Network will contribute information for monitoring to ensure that the University is aware of the extent of gender- and sex-related harassment and other forms of harassment.

### **Action point 9**

The Personnel Division will develop and maintain records kept under the Dignity at Work Policy which include incidents of gender and sex-related harassment, including harassment related to transgender.

## **9 Gender pay gap**

The Second Joint Report of the Council and the General Board on a new pay and grading structure for non-clinical staff (<http://www.admin.cam.ac.uk/reporter/2004-05/weekly/6002/16.html>) includes a commitment to carry out an equal pay audit.

### **Action point 10**

Following the completion of the planned equal pay audit steps will be taken to address the causes any gender pay gap.

- In formulating its overall objectives, **to consider the need to include objectives to address the causes of any gender pay gap.**

## APPENDIX 1

### Checklist and guidance for policy impact assessment

#### Guidance on assessing policies, practices and procedures<sup>3</sup>

The Equality Act requires further and higher education institutions to assess the impact of their policies, practices and procedures on all students and staff. The following questions are intended to provide a framework by which policies, practices and procedures can be examined. Evidence for responses or ways of capturing such information may well be found within such mechanisms as student and staff record systems and staff and student satisfaction surveys.

Note: Existing legislation requires that we ensure discrimination does not occur on grounds of gender, racial group or gender. It is good practice to ensure those policies, practices and procedures are fair towards all affected by them. This checklist may be used to 'equality proof' any particular area of work.

#### 1. **What differences are there between groups of students in terms of**

- Teaching and learning;
- Drop out rates;
- Student progression and achievement;
- Assessment;
- Access to learning resources;
- Support and guidance;
- Curricula and other opportunities;
- Aspiration?

Are these differences based on objective criteria relating to achievement and/or potential?

- If yes, what are they?
- If no, what will you do to address these differences, and by when?

#### 2. **What differences are there between groups of staff in terms of**

- grade and position;
- type of employment contract;
- career development;
- training;
- other development opportunities;
- Aspiration?

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<sup>3</sup> With acknowledgement to Anglia Ruskin University for information on this methodology.

Are these differences based on objective criteria relating to achievement and/or potential?

- If yes, what are they?
- If no, what will you do to address these differences, and by when?

**3. Do the policies, practices or procedures in your area of work help all staff and/or students get as much as they can from what is provided, and achieve as much as they can?**

- If yes, how do you know?
- If no, what will you do to improve them, and by when?

**4. Are decisions affecting a person's programme of study or career based solely on objective criteria relating to achievement and/or potential?**

- If yes, how do you ensure this?
- If no, how do you justify these decisions?

**5. What is your area of work doing to**

- Raise achievement levels and tackle inequalities?
- Promote dignity, courtesy and respect at work and study?
- Prevent or deal with discrimination?

Are the above actions appropriate and effective, or likely to be effective?

- If yes, how do you know?
- If no, what will you do to improve them?

Assessing policies, practices and procedures – a process flowchart

