



**Department Application**  
Bronze and Silver Award



## **ATHENA SWAN BRONZE DEPARTMENT AWARDS**

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

## **ATHENA SWAN SILVER DEPARTMENT AWARDS**

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

## **COMPLETING THE FORM**

**DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.**

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

## **WORD COUNT**

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
<b>Word limit</b>	<b>10,500</b>	<b>12,000</b>
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

<b>Name of institution</b>	University of Cambridge	
<b>Department</b>	Faculty of Law	
<b>Focus of department</b>	<b>AHSSBL</b>	
<b>Date of application</b>	29 November 2019	
<b>Award Level</b>	<b>Bronze</b>	
<b>Institution Athena SWAN award</b>	<b>Date: November 2018</b>	<b>Silver</b>
<b>Contact for application</b> Must be based in the department	Professor Catherine Barnard Professor Lionel Bently	
<b>Email</b>	<a href="mailto:csb24@cam.ac.uk">csb24@cam.ac.uk</a> <a href="mailto:lb329@cam.ac.uk">lb329@cam.ac.uk</a>	
<b>Telephone</b>	01223 330033	
<b>Departmental website</b>	<a href="http://www.law.cam.ac.uk">www.law.cam.ac.uk</a>	

#### 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

**Recommended word count: Bronze: 500 words | Silver: 500 words**

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

Dear Mr Greenwood-Lush

I am delighted to support this application and action plan – which, as Chair of the Faculty, as well as a member of our Athena SWAN self-assessment team, I am fully committed to implementing. It is fitting that we should be submitting this application shortly after launching Cambridge Women in Law – a new alumnae network – at an event showcasing the wealth of contributions made by women who studied Law at Cambridge to the legal community and the wider world.

Our application and action plan represent the culmination of a process – steered by our Athena SWAN co-leads, Professors Catherine Barnard and Lionel Bently and supported by our Deputy Faculty Administrator, Julie Boucher – that has been highly consultative and deliberative. We have engaged with the variety of overlapping constituencies that make up our Faculty community, and have benefitted from input from our senior leadership team, including sign off by the Faculty Board on 5 December 2019.

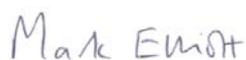
The process has been instructive, affording valuable opportunities to consider a range of interlocking issues in a systematic manner. It has generated – and prompted reflection on – hard data concerning such matters as gender representation at different levels of seniority within our academic staff and gender differences in exam performance. The process has also brought to light invaluable information about less tangible matters – including the extent to which colleagues feel valued, the challenges they encounter in attempting to reconcile the varied demands of their professional lives while seeking to achieve a healthy work-life balance, and the way in which such matters intersect with issues of gender.

When, in the course of this process, we encountered critical matters that required prompt attention, we took immediate steps to address them. For instance, concerns were expressed about the way in which academics' workloads were managed. The Faculty Board acted promptly to reform our workload allocation system, establishing a single committee with responsibility for both policy and operational matters relating to workload. This has resulted in an integrated mechanism for allocating all aspects of academics' work, including teaching, examining and administrative roles, according to a set of key principles oriented around the equitable sharing of responsibilities and opportunities, including with respect to considerations of gender equality.

We are determined to ensure that the work undertaken under the auspices of Athena SWAN is capitalised upon fully. We will ensure that equality, diversity and inclusion (EDI) related matters are fully mainstreamed within the Faculty's decision- and policy-making mechanisms. Thus, as well as creating a new post of Director of EDI and a new EDI committee, we will ensure that consideration of EDI-related matters is embedded within all key committees. Our action plan also addresses more specific points, including strengthened commitments to EDI-related training; improving support for career progression and promotion at all levels, with particular reference to the under-representation of women at senior academic levels; and a commitment to address concerns about differential performance by gender in examinations.

The information presented in this application, including qualitative and quantitative data, is an honest, accurate and true representation of the Faculty.

Yours sincerely



Professor Mark Elliott

505 words

## Abbreviations:

AP	Action Plan
AS	Athena SWAN
ASG	Athena SWAN group
BA	Bachelor of Arts
CPSLS	Certificate of Postgraduate Study in Legal Studies
CTA	College Teaching Assistant
CTO	College Teaching Officer
CWIL	Cambridge Women in Law
DC	Degree Committee
E&D	Equality and Diversity
EDI	Equality, Diversity and Inclusivity
F	Female
FB	Faculty Board
JRF	Junior Research Fellow
LLD	Doctor of Law
LLM	Master of Laws (a taught postgraduate degree)
M	Male
MCL	Masters in Corporate Law (a taught postgraduate degree)
MLitt	Master of Letters
PG	Postgraduate
PGR	Postgraduate Research
PhD	Doctor of Philosophy
PNTS	Prefer Not To Say
RGA	Research Grants Administrator
RTDP	Research Training and Development Programme
SAP	Senior Academic Promotions
UB	Unconscious Bias
UL	University Lecturer
USL	University Senior Lecturer
UTO	University Teaching Officer
WAC	Workload Allocation Committee

## 2. DESCRIPTION OF THE DEPARTMENT

**Recommended word count: Bronze: 500 words | Silver: 500 words**

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

**Fig. 1** : From left to right **Lady Arden** (Justice of UK Supreme Court), **Professor Ferran** (University Pro-Vice Chancellor for Institutional and International Relations; Chair of the Faculty 2012-2015), **Lady Hale** (President of UK Supreme Court)



Cambridge University Law Faculty is one of the largest law faculties in the UK and has been recognised as the country's leading law school in the recently published Guardian University Guide 2020, retaining the top position for the sixth year in a row. This year the Faculty has already been ranked first in the UK in both the Complete University Guide and The Times University Guide. It currently has 62 (44%F) academic staff (known as 'University Teaching Officers' (UTOs)), 9 (60%F) research staff, 22 (82%F) support staff; 638 (59%F) undergraduate students, 189 (51%F) postgraduate taught students, and 110 (50%F)

postgraduate research students. Currently two members of the Faculty are Pro-Vice Chancellors (1F, 1M) (Professor Ferran being the Pro-Vice Chancellor for Institutional and International Relations who chairs the Institutional AS SAT (leading the University of Cambridge to a Silver Institutional Award), the E&D Committee and the HR Committee). Three members are heads of Colleges (2F, 1M).

**Fig. 2 : The Faculty of Law**



The Faculty is housed in a striking modern building, which brings together on one site the Squire Law Library, the Faculty’s lecture and seminar rooms, and its administrative offices and common room facilities. The Faculty currently has 11 Research Centres (specialising in Corporate Law, Criminal Justice, Legal History, European Law, Family Law, Intellectual Property, Medicine and Life Sciences, Tax Law, International Law, Private Law and Public Law) which facilitate collaborative research. The Lauterpacht Centre for International Law is located a short walk from the Faculty.

As an institution, the Faculty is arranged into a Faculty Board (FB) – the body charged with deciding questions affecting the entire membership of the Faculty, and the student body – and into committees. The running of these committees, as well as the daily work of the Faculty, is done by the Faculty Officers and the administrative staff. The Faculty Officers who include the Chair, Deputy Chair and Academic Secretary are academic members formally appointed by the Faculty Board; the Secretary of the Faculty Board is the Faculty’s Senior Administrator appointed by the University.



The distribution of work across these committees is explained in section 5.6(iii).

Six degrees are available in Law:

- the BA (a three-year undergraduate course)
- the LLM programme (a one-year taught Masters course)
- the Masters in Corporate Law (MCL) programme (a specialist one-year taught Masters course)
- the MLitt (a two-year research programme)
- the PhD (a three-year research programme)
- the LLD (awarded to established scholars).

The University also offers two one-year research courses which lead to either the Diploma in Legal Studies or the Diploma in International Law.

Undergraduate students receive lectures from the Faculty, but small group teaching is provided by the 31 autonomous Colleges (in groups typically of 3-4 students). Nearly all University lecturers and professors are fellows of a College and nearly all carry out some small group teaching. Some colleges also employ College Teaching Officers (CTOs), with 20 specialising in Law, and the Faculty involves these CTOs in many of its activities (offering, for example, research support, appraisal etc). Each college has its own administrative structure. This context is important, in so far as it explains some of the difficulties for the Faculty in confronting issues of workload, and related questions of stress (see section 5.6(i) below). In the 2017 staff survey, 51% (36%F) of respondents agreed they were able to combine Faculty and College responsibilities successfully, while 30% (44%F) disagreed. It is an intrinsic consequence of the historic division of responsibilities between the University and the Colleges that, in many cases, the Faculty does not control the ultimate workload of any individual academic staff member. Nevertheless, as will become clear (section 5.6(v)), the Faculty is doing the best it can to ensure a fair distribution of workload in respect of those aspects of an academic's life over which it has control.

**Fig. 3 : Part of the temporary exhibition of Women in the Law 1919 to 2019**



(word count 626)



The Athena SWAN Group (ASG) represents a cross-section of the Faculty and includes Professors, Readers, ULs, CTOs, support staff and students. The Faculty Officers proposed names to the Faculty Board (FB) before inviting individuals to serve on the ASG for a period of one year in the first instance. The current group includes 5 females and 4 males. Consideration was given to staff level, gender balance and experience of University and Faculty policies. In allocating other duties, due account was taken of membership of the ASG.

(ii) an account of the self-assessment process

The ASG was established in 2016. The terms of reference were:

- To promote respect for the principles of the Athena SWAN Charter in the Faculty.
- To prepare the Faculty's submission for the Equality Challenge Unit Athena SWAN Bronze Charter.
- To collect, analyse and interpret data that will be required for the Athena SWAN submission.
- To identify priority areas for development and improvement across the Faculty.
- To develop the Faculty's Action Plan to establish good practice within the Faculty.

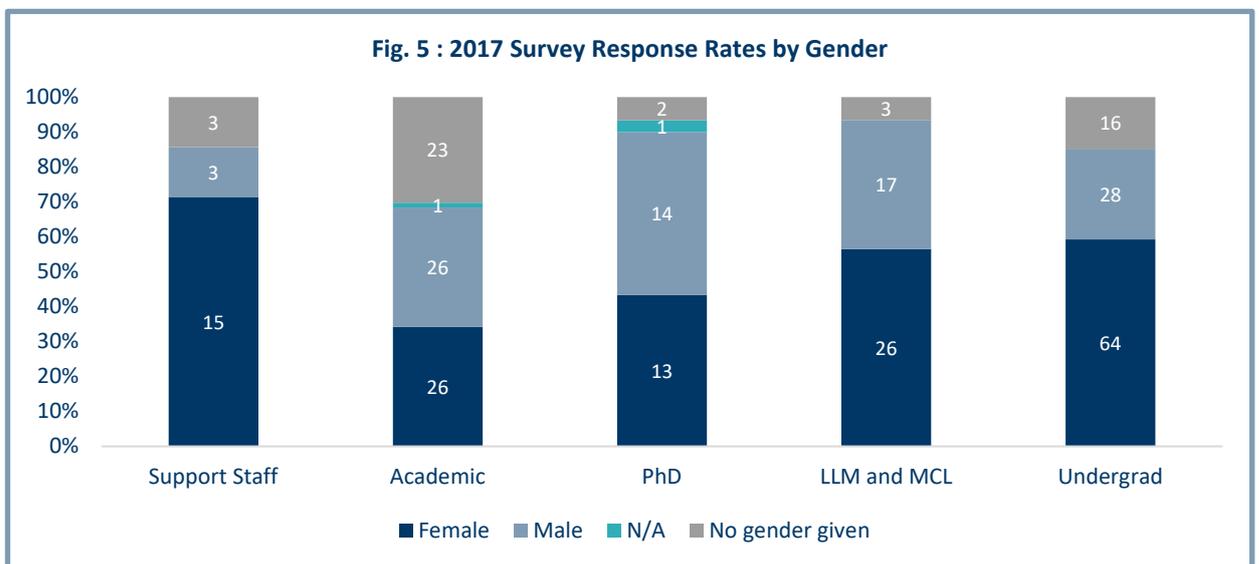
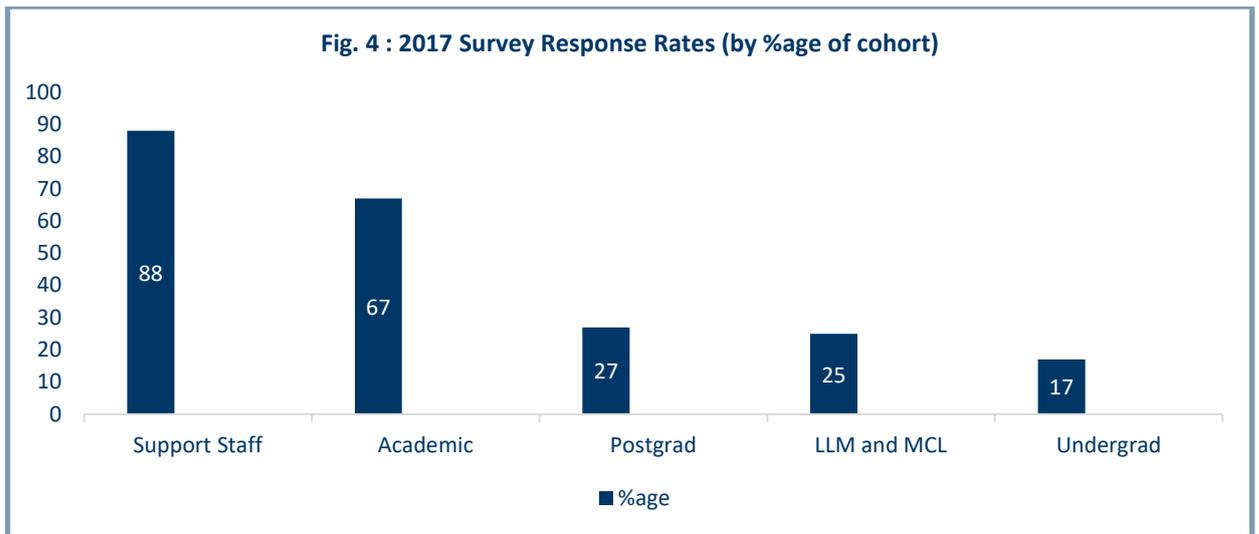
Since the establishment of the ASG it has:

- met 14 times during the application process;
- together with the student working group, prepared a questionnaire for all staff groups and students;
- launched the survey on 20 February 2017;
- reviewed the questionnaire results over the Spring/Summer of 2017;
- during the summer of 2019, considered the responses of two further surveys conducted of both academic staff and students as part of the BA Course Review and the LLM Review, informed by the 2017 questionnaire;
- benefitted from student responses to annual surveys of teaching for the BA and LLM courses.

The FB has been kept informed throughout the process. Part of the last FB of 2018-19 and the first FB of 2019-20 was devoted to considering the draft Action Plan (AP). A further meeting was held with the Faculty Officers to discuss specific elements of the AP in July and October 2019. FB has considered AS drafts twice in the winter (Michaelmas) term 2019.

The 2017 Athena SWAN (AS) survey was sent to all academic staff, support staff, BA, LLM, MCL and PhD students (fig. 4 and fig. 5). The surveys will be repeated in 2021 and 2024 with the intention of increasing the response rate (AP5). The return rate was:

- **Academic staff:** 76 responses of a possible 114 (67% response rate) including 18 responses from CTOs. The proportion of Faculty is roughly 44% female.
- **Support staff:** 21 responses of a possible 24 (88% response rate). 82% of support staff are female.
- **BA students:** 108 responses from 612 (17% response rate), though not all respondents completed every question. About 58% of BA students are designated female.
- **LLM and MCL students:** 47 responses out of 187 (25%). About 51% of taught postgraduate students are designated female.
- **PhD students:** 30 responses out of 112 (27% response rate). About 50% of PhD students are designated female.



In June 2017 members of the ASG met with undergraduate students to discuss their experiences.

Alongside this work, an investigation began into gender aspects of exam performance. Contact was made with other Faculties that had identified issues with underperformance of women in exams. With the financial assistance of the Faculty, a professional statistician was recruited. Work began on placing the data in an anonymised but usable form in the summer of 2018. Analysis was undertaken in relation to the BA by cohort (2014-2017, 2015-2018). The results are discussed below.

The ASG was able to take advantage of various reviews which occurred in parallel. For example, the ASG contributed to the Faculty’s review of the process of induction for new staff, including the New Starter Pack, as well as the BA and LLM Reviews. Certain other actions were immediately implemented, e.g. highlighting the University’s Sexual Harassment Policy and the Faculty’s equality policy on the Faculty website, incorporating various sessions on equality matters in the BA Induction Day, improving the appearance of some of the teaching rooms, and modifying the signage on staff toilets.

Situations of concern and proposed action points have been discussed with those who have responsibility or whose activities will be primarily affected (e.g. the Director of the BA, Director of the LLM, and Director of Graduate Research). Specific areas for action have been workload allocation, appraisal, student attainment and gender gap

resulting in the following actions: establishment of an Equality, Diversity and Inclusivity (EDI) Director and EDI Committee, Workload Allocation Committee (WAC), revamping the appraisal system and ongoing work to understand the examination data.

In the light of the survey, the ASG identified the following priorities for Faculty action:

- embedding EDI in Faculty governance (AP1, AP2, AP3, AP4);
- student attainment gap (AP7, AP9);
- career progression for existing staff (AP14, AP15, AP16, AP28, AP29, AP30, AP32); and
- appraisals/reviews (AP35, AP36, AP37, AP38).

These AP points have been identified as 'high' priority for Faculty action in the Action Plan.

(iii) plans for the future of the self-assessment team

The AS process has been a hugely positive step in developing the Faculty's self-understanding. The Faculty wants to continue the process and extend it to other matters that can usefully be addressed alongside gender. Consequently, the Faculty will appoint an EDI Director (from within the existing Faculty) (AP1) to chair an EDI Committee (AP2), which will meet termly, will monitor implementation of the AP and develop Faculty strategies in relation to all "protected characteristics." To avoid creating new administrative tasks and putting a further burden on academic staff who are suffering from overload, the membership of the EDI committee will include a member from all relevant Faculty committees (appointed by the Workload Allocation Committee (WAC)), together with administrative support. The designated members of the committees will operate an EDI brief. The EDI Committee will thus receive information on the activities of all committees and be able to feed its views back to those committees. Chairing and membership of the EDI Committee would be factored into an individual's workload allocation (see section 5.6(v) below).

- |   |
|---|
| <p><b>AP1:</b> Establish a Director of Equality, Diversity and Inclusivity to chair the EDI Committee.</p> <p><b>AP2:</b> (a) Create EDI Committee to cover all protected characteristics; to meet termly.<br/>(b) Allocate administrative support.<br/>(c) Raise EDI issues with all students and staff from day one with introductory talks.</p> <p><b>AP3:</b> (a) EDI-related issues will be explicitly flagged on the agenda of all Faculty Committee meetings.<br/>(b) Receive reports from Degree Committee (DC) (on admissions, funding, completion rates), Director of the BA (on admissions, take-up of coursework option), Director of LLM (on admissions, take-up of alternative assessment options), Director of Masters in Corporate Law (MCL) (on admissions), Chairs of Examiners (on gender performance gap).<br/>(c) Communicate the work of the EDI Committee to all Faculty staff through the Weekly Newsletter or the 'Faculty Update' sent termly by the Faculty Chair.</p> <p><b>AP4:</b> (a) Review relevant Faculty Policies and align with Athena SWAN objectives.<br/>(b) Continue with similar events like 'Women in Law'<br/>(c) Chair of Faculty to offer to talk to eligible women to encourage them to apply for promotion.<br/>(d) Trial events like biannual women's lunch/dinner.</p> <p><b>AP5:</b> Repeat surveys in 2021 and 2024 (extending beyond gender); increase response rates for student surveys.</p> |
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(word count 978)

## 4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

Fig. 6 : The Squire Law Library



### 4.1. Student data

If courses in the categories below do not exist, please enter n/a.

(i) Numbers of men and women on access or foundation courses:

N/A

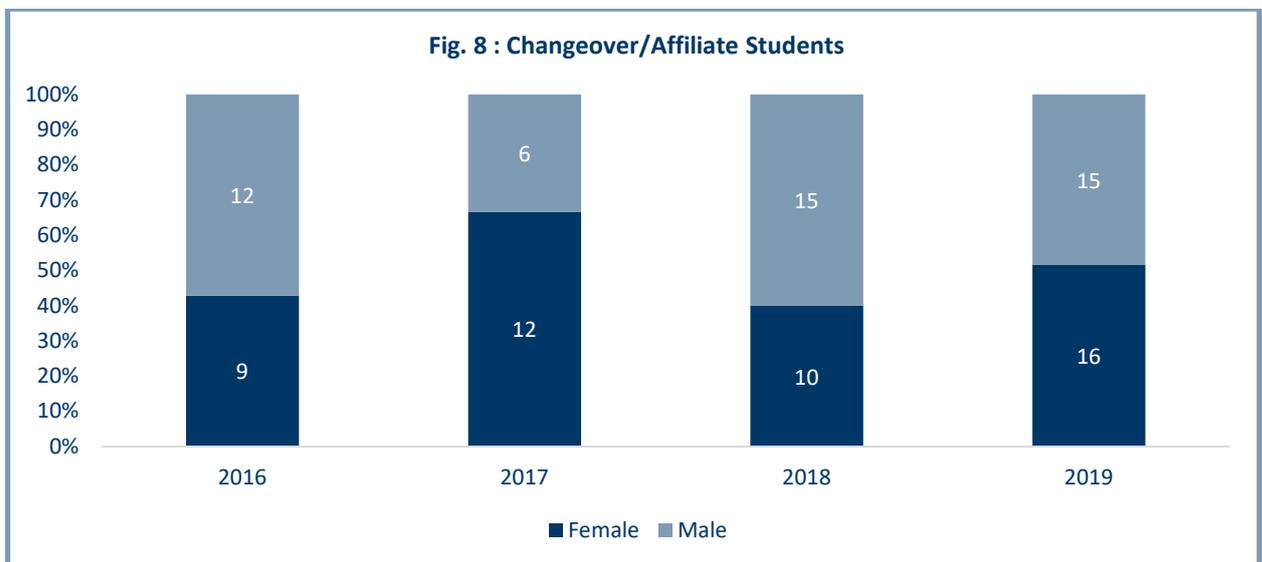
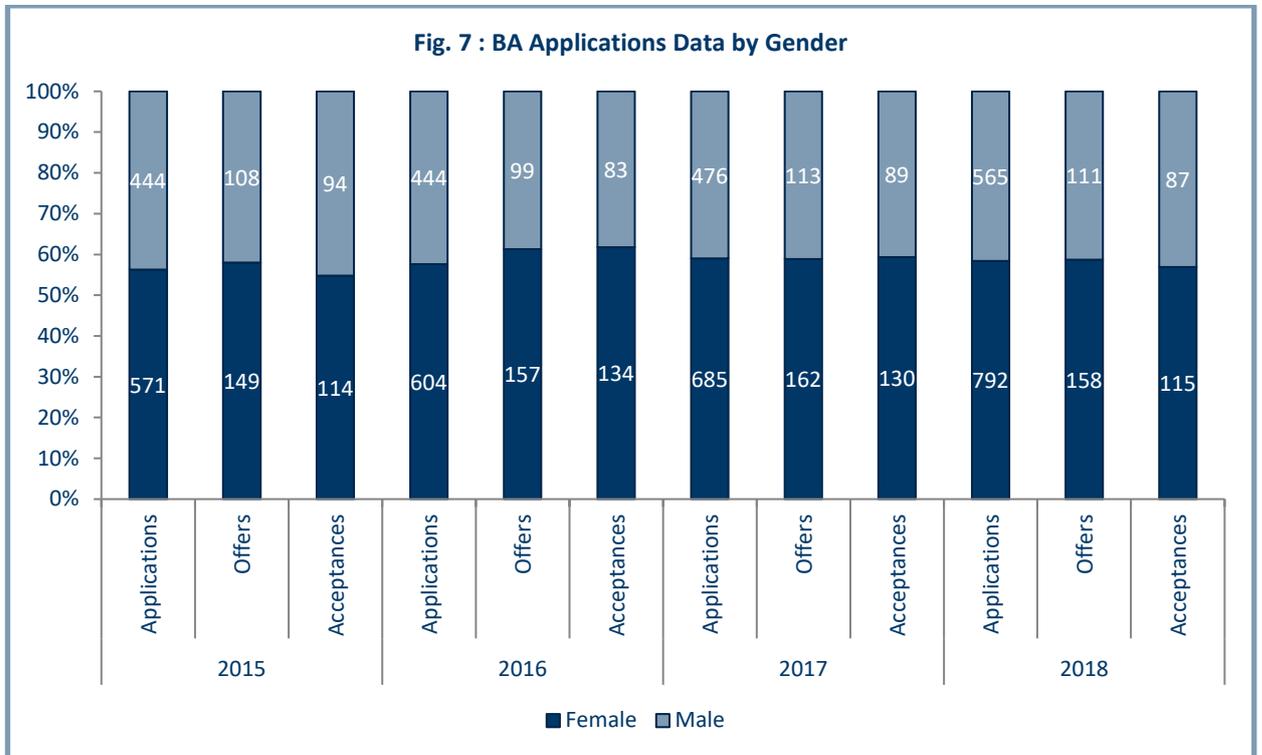
(ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

**Admissions:** Undergraduates are admitted by the Colleges. Faculties and departments have no control over the entry to a specific course. All students study full-time. Women made up 59% of the undergraduate cohort in the Faculty in 2018, which is slightly below the national average for law undergraduates (64.4%). The proportion of female students admitted is consistent with the proportion of applications (fig. 7).

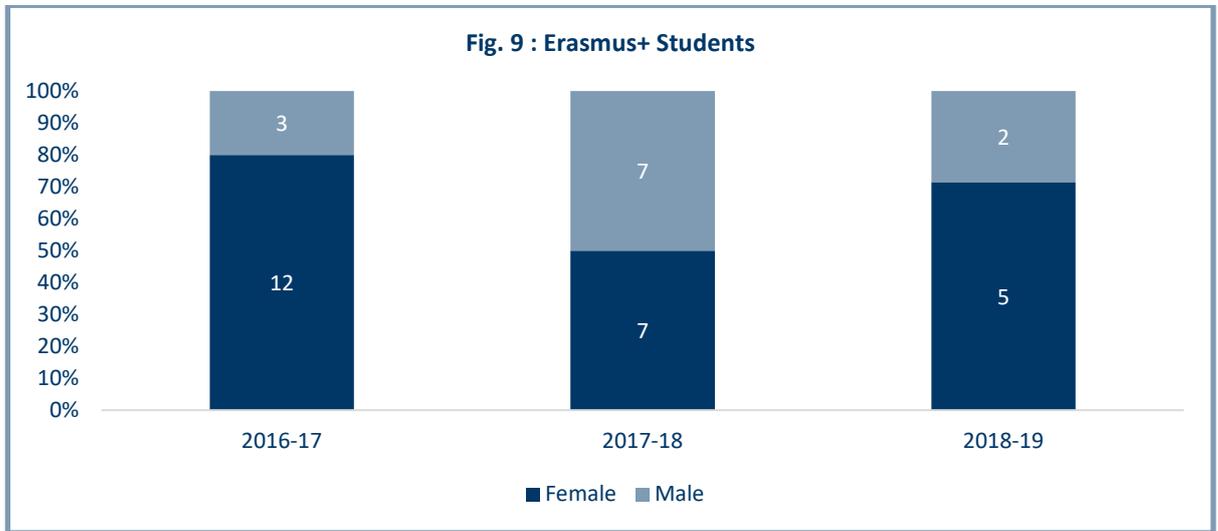
The Faculty does not have a good understanding as to why there should be a lower proportion of applications to Cambridge for Law from female students than apply to other universities. Although not actively seeking to increase the proportion of female applicants, the Faculty will take steps to understand the matter. Therefore the Faculty Access Officers will request feedback from outreach activities to determine why women might be put off applying to study Law (AP6). The numbers in the Faculty tend to increase as a result of the arrival of changeover students (University of Cambridge students changing to Law from another subject) and affiliated students (students with a degree from another university). Both changeover and affiliated students can complete the BA in two years rather than three (fig. 8). Referenced over four years, the number of changeover and affiliated students is broadly equal.

- AP6:** (a) Collect feedback from attendees at open days, Sutton Trust and Sixth Form Law Conference, as to why there appear to be fewer women studying Law in Cambridge than elsewhere.  
 (b) Review results and develop action plan.  
 (c) Update the Faculty's BA website and promotional materials ensuring images represent the full diversity and inclusivity of the cohort.



The Erasmus+ Scheme offers the chance for students between their second and third year to study at one of our four partner institutions. The Scheme has proved to be extremely valuable to our students in widening their academic interests and offering cultural experiences. Students return to undertake their final year, often with renewed focus and with a broader understanding of the subjects they are studying (fig. 9).

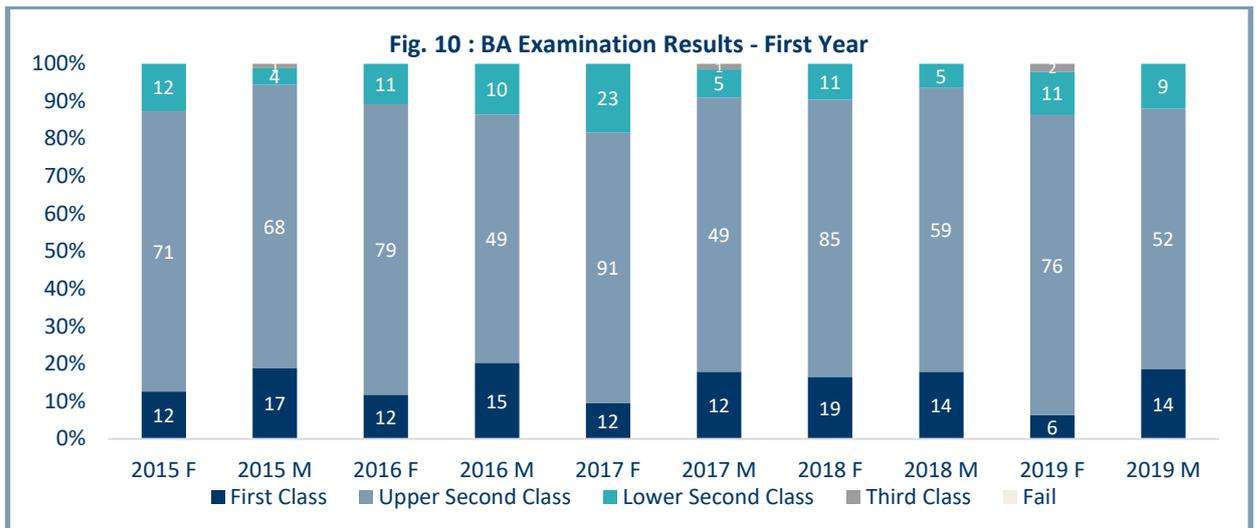
*'I completely immersed myself in the language; I learnt a lot more than I ever thought I would and I did exams in German, not many people can say that they've done that.'* (Female Erasmus+ student)

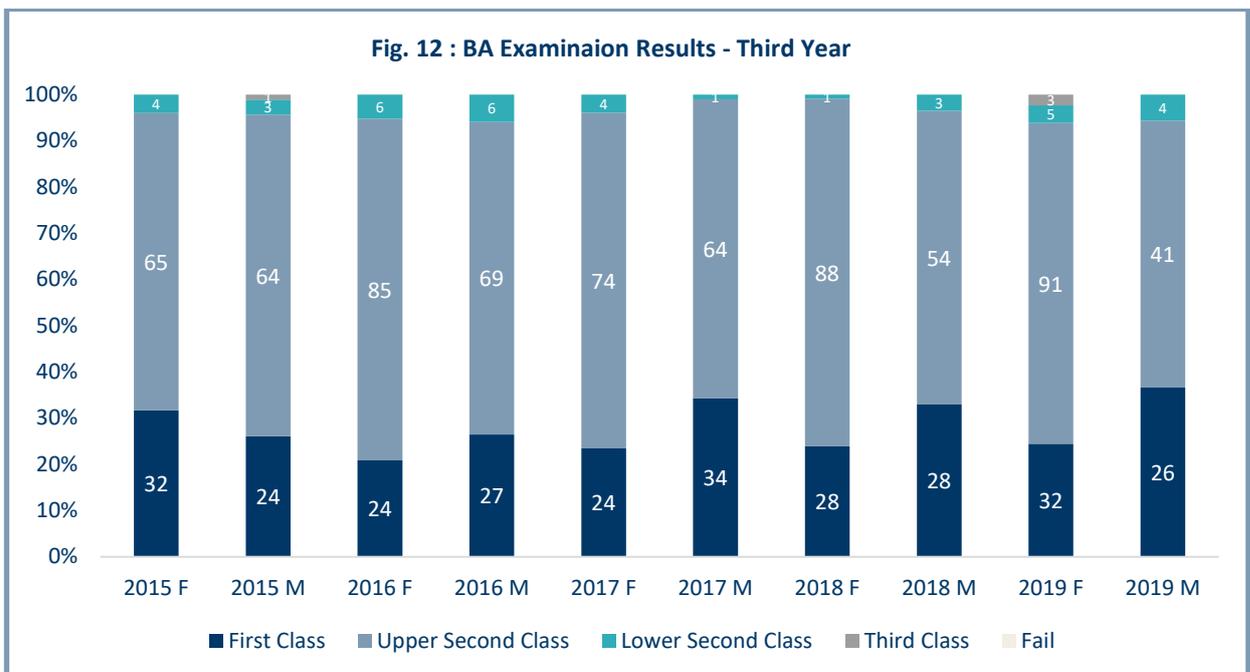
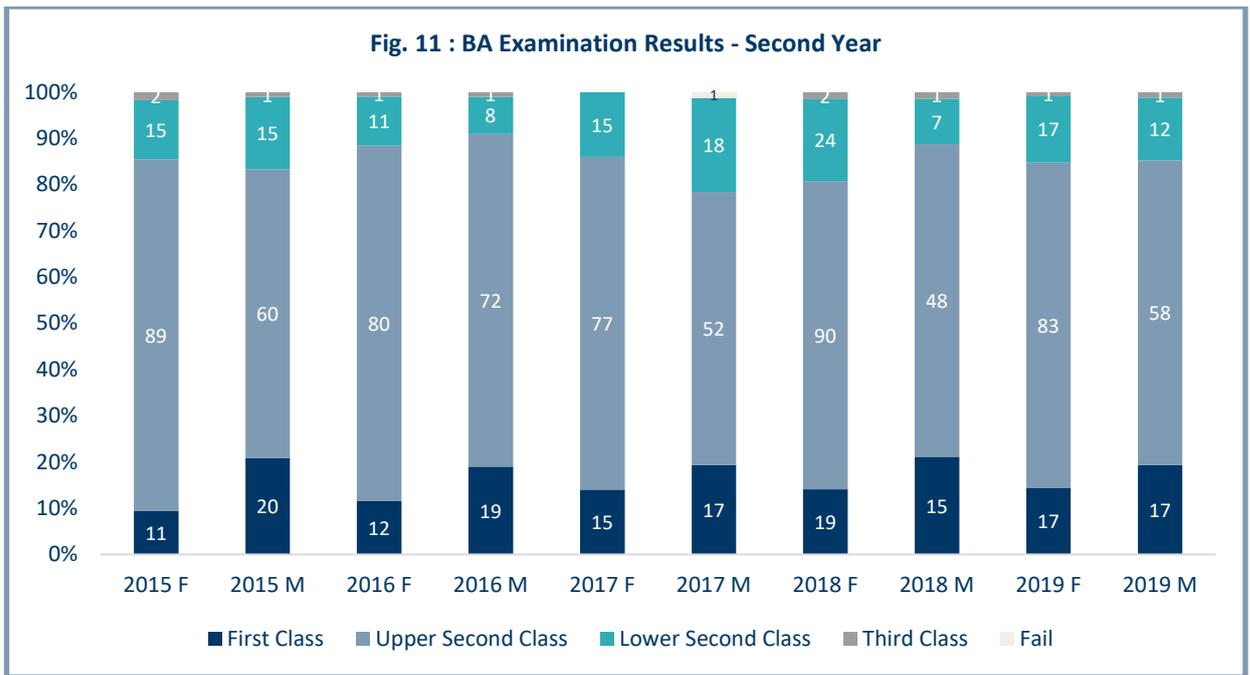


*'I think it's the best opportunity that we probably get here, aside from the pleasure of being at Cambridge.'* (Female Erasmus+ student)

**BA Degree Attainment.** Candidates for each year of the BA are classified into four classes, (1st, 2nd, 3rd, and fail), with the second class being subdivided into upper (2:1) and lower (2:2) categories; a particularly good first class candidate may be awarded a mark of distinction. At present, there is no combined classification at the end of the course.

Over the last five years, 93%F and 93%M achieved upper second class or above in their third year exams; 84%F and 85%M in their second year; and 86%F and 89%M in their first year. This suggests a profile where male students start out slightly more successfully but this gender difference disappears by the end of the degree (AP7(a)).



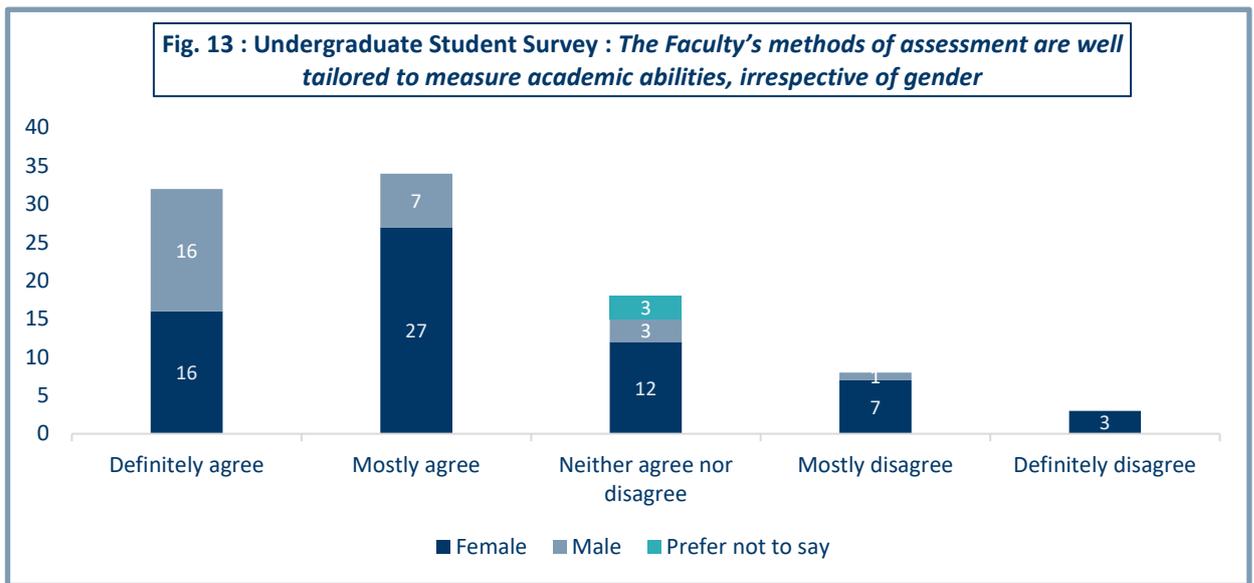


However, when focusing on first class results only, there is concern that a gender gap is emerging. Although the figures vary widely from year to year (and in 2015 a higher percentage of women attained firsts), it can be seen there is a difference of over 6% between the numbers of men and women receiving firsts in their third year over this five-year period. Similar figures can be seen in the second and first years. This analysis revealed a trend which is concerning and calls for greater investigation (AP7). Yet, there is no evidence that female undergraduates feel less able to discuss matters with their supervisors than male students: 85% of female students and 82% of male students, agreed that “When I have something to say in supervisions, I feel comfortable saying it”.

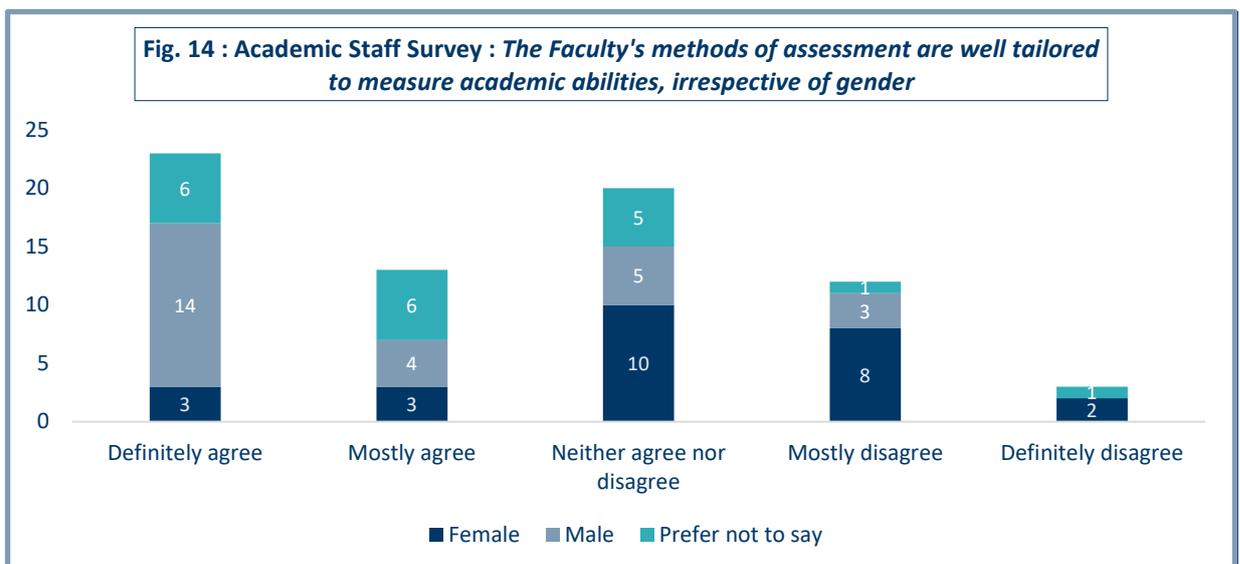
Given the data, the Faculty established a team in 2018 to examine the matter further. It is worth noting parallel phenomena at Oxford, and in other humanities faculties in Cambridge. The team has explored some hypotheses, observing that trends are particularly pronounced in some subjects (eg, on the basis of one year’s data, Criminal

Law, Tort, Criminology, Sentencing and the Penal System, Criminal Procedure, Jurisprudence, Equity, Labour Law and Conflict of Laws), and is continuing to explore a number of possible hypotheses as to why the gender differences exist in these results: looking closely by subject; gender of examiner; and style of paper ('essay style' question compared with 'problem style' question). Following the 2019 exams, with the widespread use of electronic mark-sheets, the team will be able to test propositions against more detailed data.

Despite the trends, the students in general do not appear to think that the mode of assessment introduces gender bias into student assessment (fig. 13). However, when examined by gender of respondent, 66% of women agreed while 15% disagreed. The male experience was significantly more supportive of our existing appraisal methods with 85% agreeing.



Most of the academic staff generally believe "the methods of assessment are well tailored to assess students irrespective of gender" (50% agree (23%F, 69%M), 28% neither agree nor disagree (38%F, 19%M), 22% disagree (39%F, 12%M) (fig. 14). Most academic staff do not think that problem questions reinforce gender stereotypes (3% mostly agree, 41% neither agree nor disagree, 56% disagree (35%F, 64%M)).



The BA review survey 2019 recommended that a (limited) coursework element be introduced on a flexible, course-by-course ‘opt-in’ basis. More specifically, the Review recommended that each BA paper convenor will have the option of introducing a coursework component alongside the standard examination for their paper, that coursework element to count for 25% of each student’s final mark for that paper, with the examination counting for the remaining 75% of the final mark. It may be that increased amounts of coursework will reduce disparities and this will be monitored.

**AP7: The Faculty will continue to investigate apparent differences in exam performance, namely:**

- (a) Further analyse gender attainment gap by subject.**
- (b) Analyse more detailed data on a “question by question” basis.**
- (c) Repeat analysis for the next two rounds of exams.**
- (d) The introduction of coursework component (25%) to be considered by the relevant Faculty Committees. If introduced, the EDI Committee will monitor its effects over the first few years.**
- (e) Chairs of Examiners to continue to report attainment gap data to Faculty Board on an annual basis.**

(iii) Numbers of men and women on postgraduate taught degrees

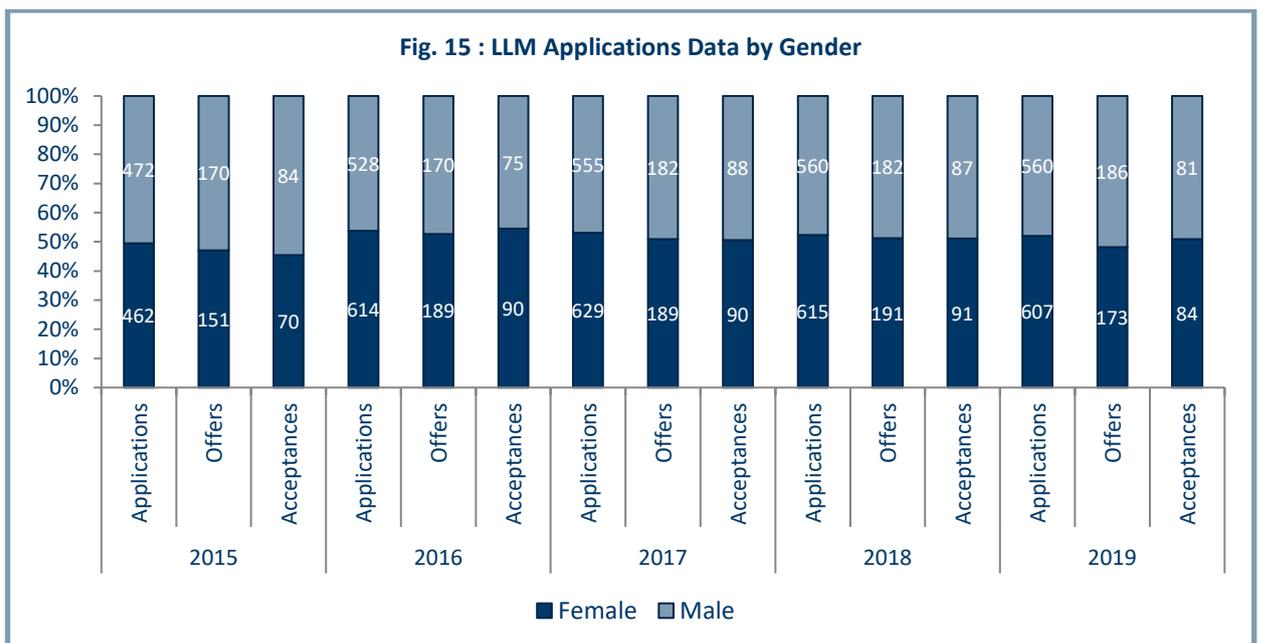
Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

Admissions for the LLM and MCL are administered at Faculty level. In 2019, 51% of the 165 LLM students were female. This is lower than the national average for taught postgraduates in law (56.8% female to 43.2% men; 61.5% female to 38.5% men at Russell Group universities). This lower figure of female LLM students reflects lower levels of applications: in 2017-18, only 53% of LLM applicants were female. However, there also appears to be a slightly higher proportion of female applicants than offers (AP8).

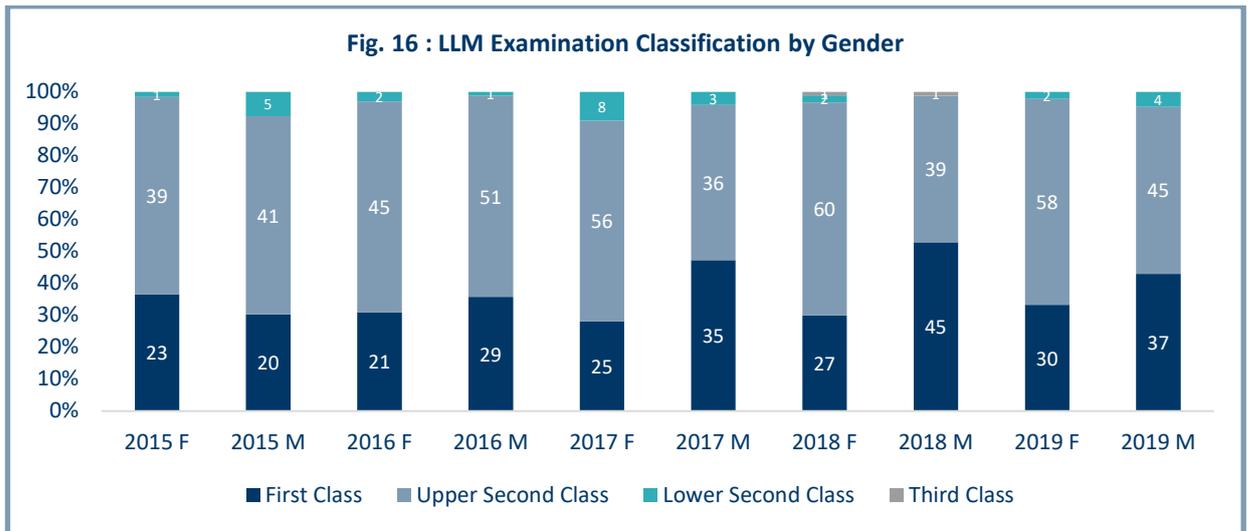
**AP8: (a) Review LLM promotional materials and its admissions processes to ensure that unconscious gender bias is not affecting the assessment of applications.**

**(b) All LLM admissions team members to undertake E&D and UB training.**

**(c) Report LLM admissions data to EDI Committee.**

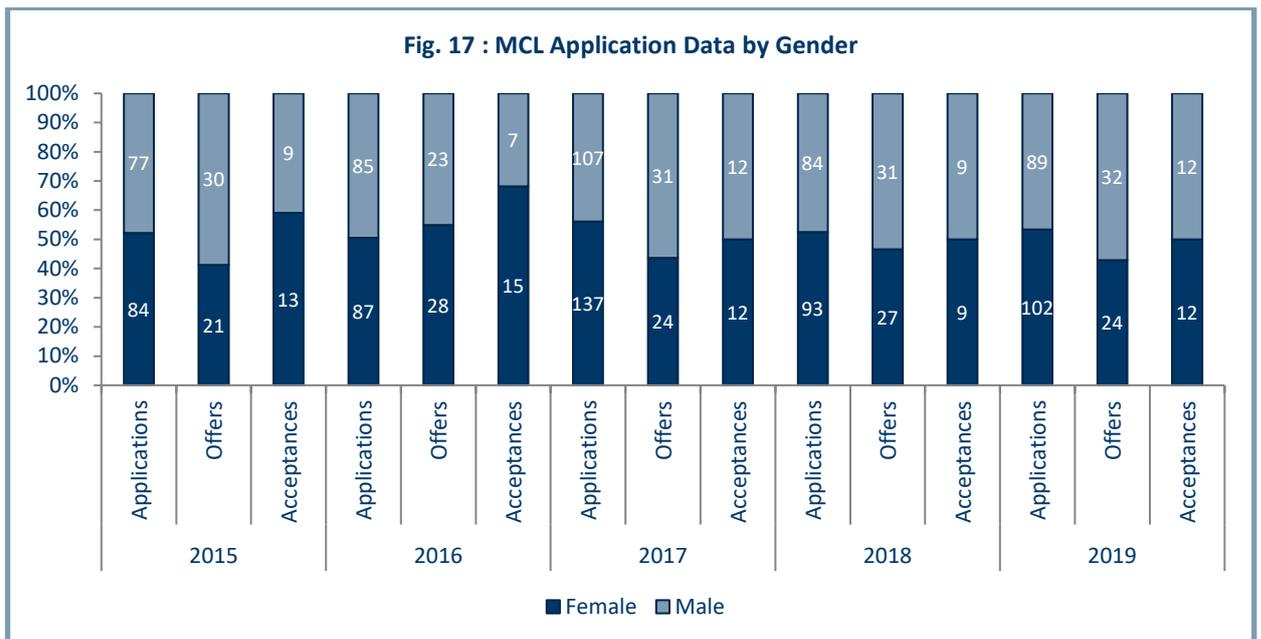


In terms of results, no significant differences exist between men and women gaining upper second class results or higher (94% to 95%). However, focusing only on firsts, between 2015 and 2019, 41% of male LLM candidates achieved firsts, while only 31% of female candidates did so (fig. 16). No candidates failed the examination during this period. These statistics need to be closely monitored (AP9). Generally, the students are satisfied by the method of assessment (fig. 19), although the LLM Review student survey did reveal student dissatisfaction with the Faculty's modes of summative assessment, with women more opposed to closed book exams and more strongly in favour of take-home and course work options. A Summative Assessment Working Group for the LLM has been working on ideas for new modes of assessment (AP3).

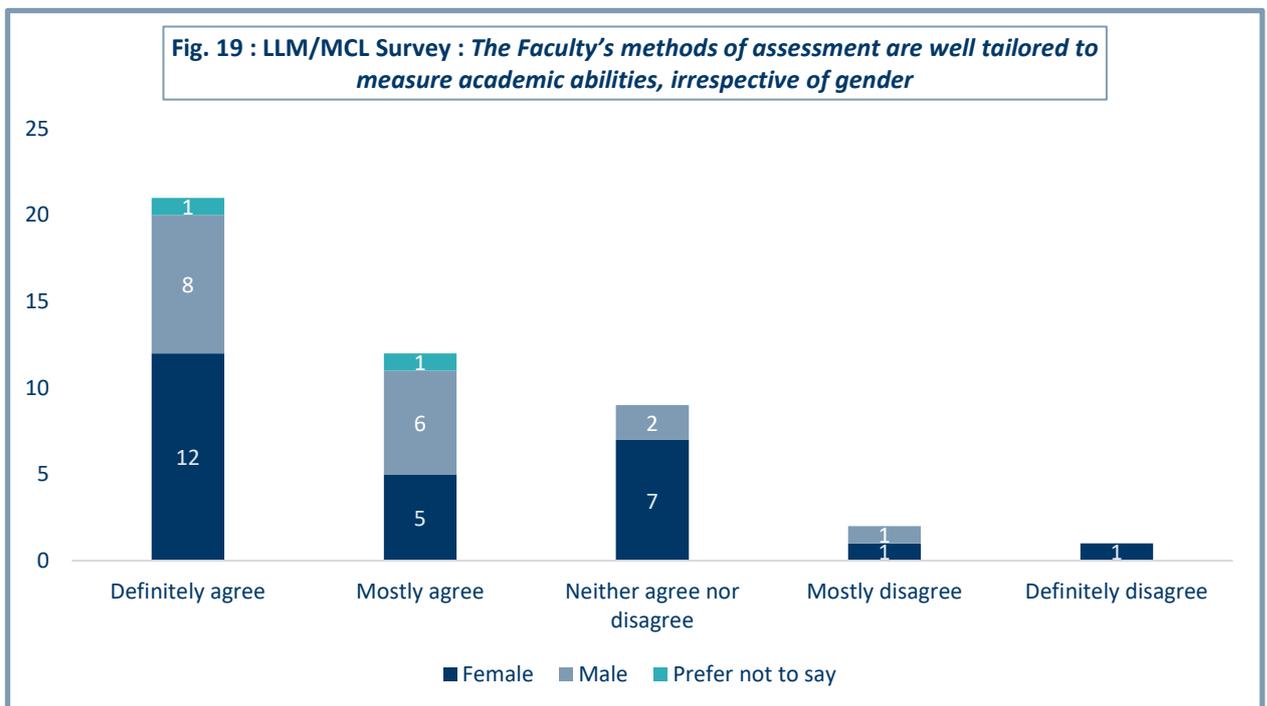
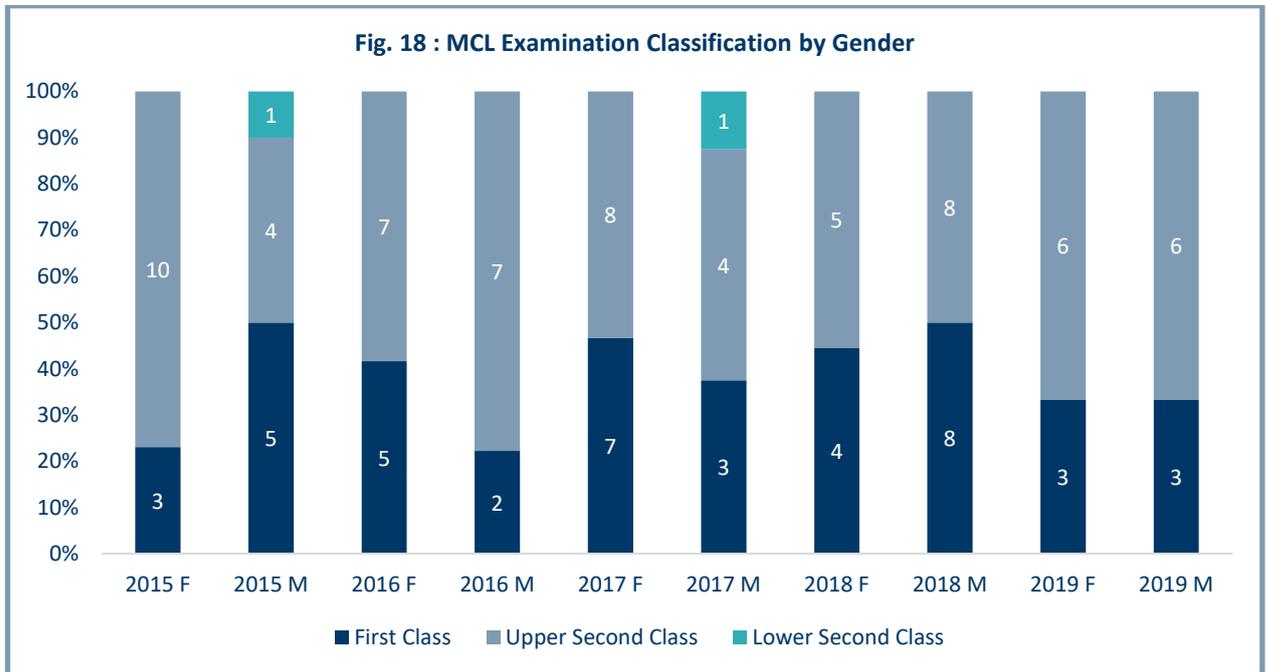


**AP9 Further monitoring and investigation of concerning trends in LLM exam performance by gender – report to FB and EDI Committee annually.**

MCL enrolment is restricted to no more than 25 students. In general more than 50% of MCL students are female.



Although the proportions vary, with the exception of 2018, the percentage of firsts gained by women is the same as men (around 32%). Given the small numbers, there does not seem to be evidence of a gender gap, though this will continue to be monitored.



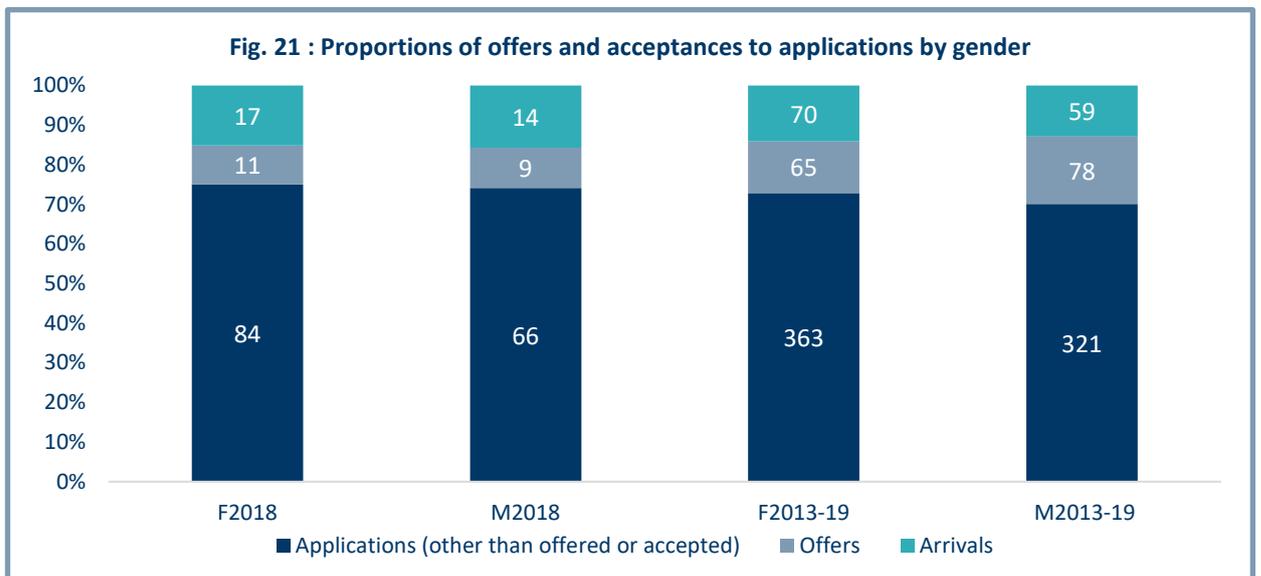
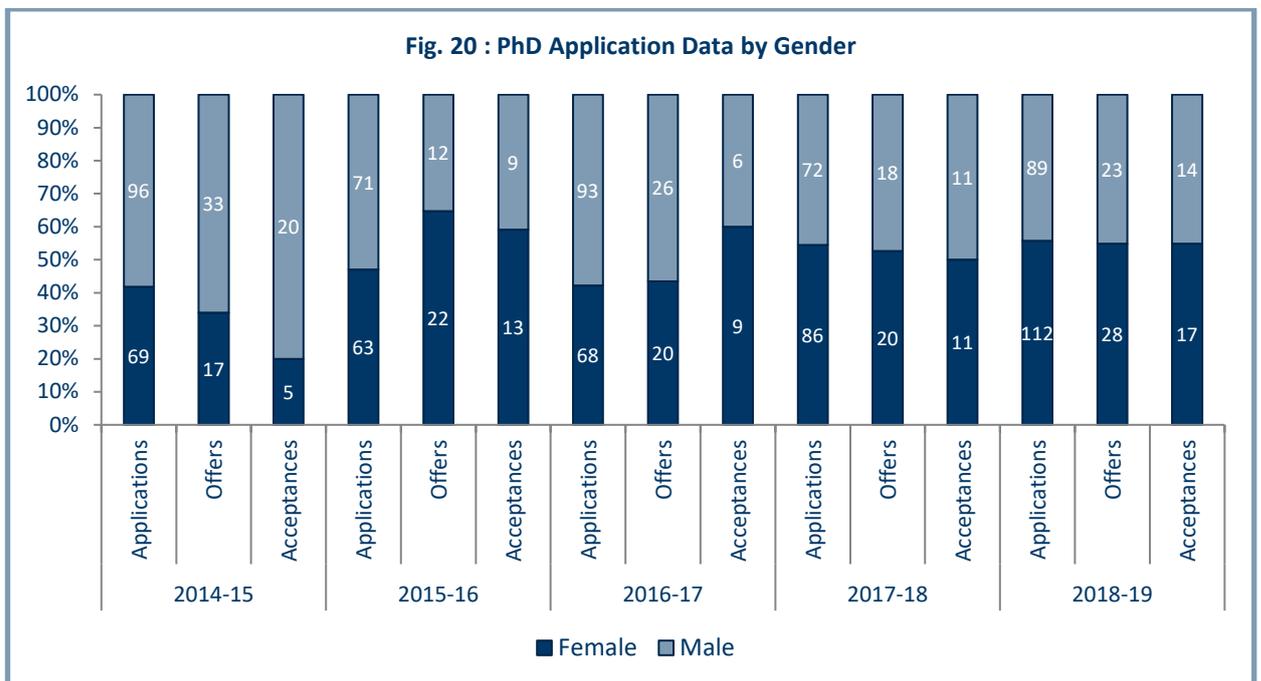
(iv) Numbers of men and women on postgraduate research degrees

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

All decisions to admit to the Faculty’s Postgraduate Research (PGR) degrees are made by the Faculty’s Degree Committee. The majority of PGR students apply for the PhD programme (the numbers for MLitt and diplomas are typically under three per year). Of the 110 PGR students in residence, 50% are female. This is in line with the national average for law research postgraduates (49% female and 51% male).

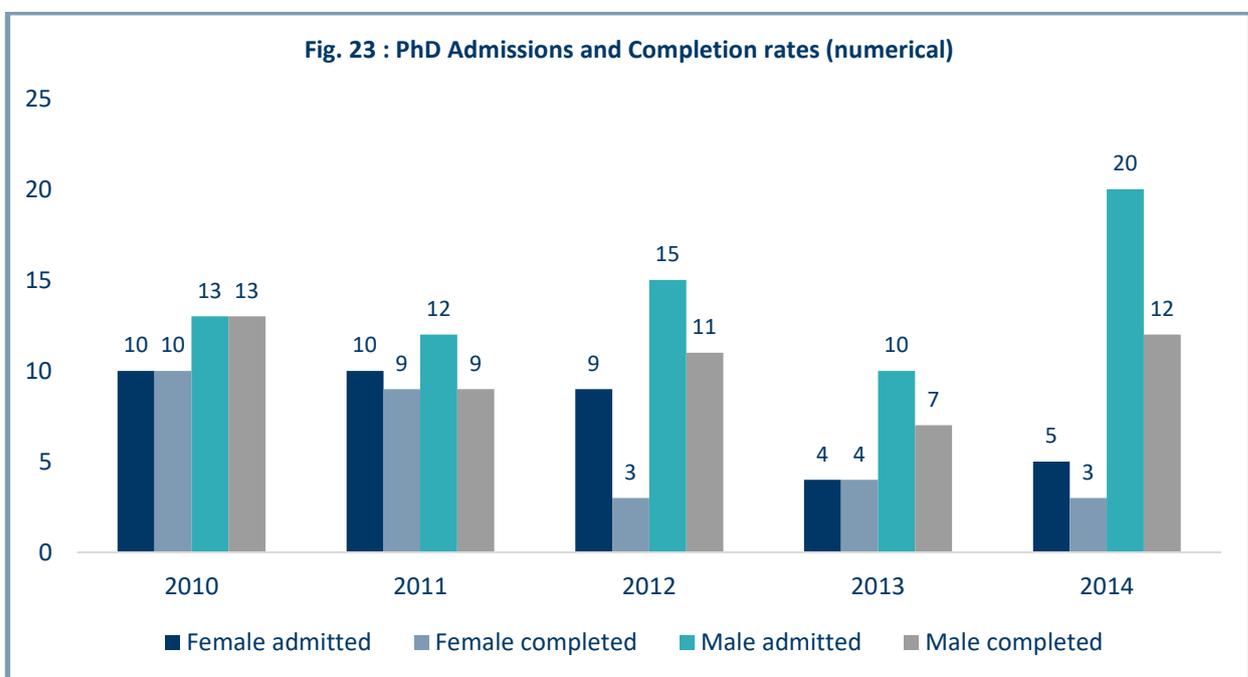
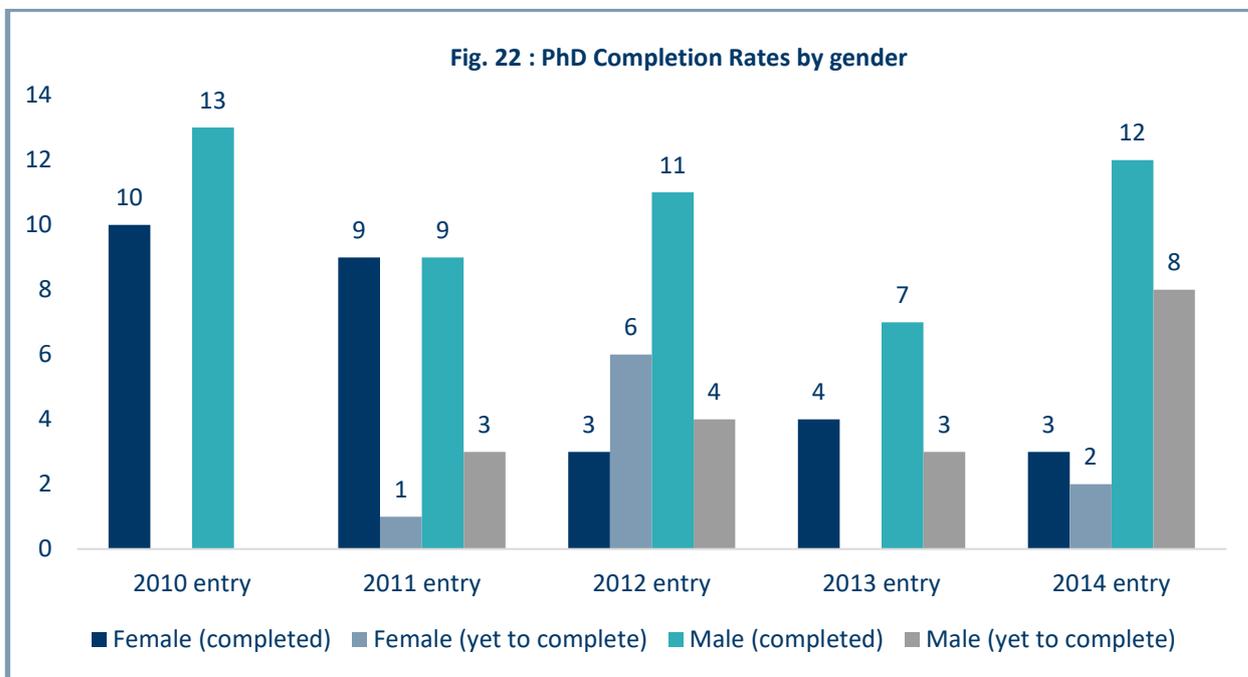
In some previous years, the cohort has been significantly male-dominated, and the admission figures for 2013-15 (77% male) would have been cause for concern. The figures for 2013-19 (54% male to 46% female) seem less troubling, and those for 2015-19 (56% female) are in line with Russell Group figures.

The admissions data for the period 2013-18 indicates virtual parity in application (48%-52%), that there was a slightly higher rate of offers/applications for female applicants (30%, compared to 27% for male applicants), with the ultimate proportions arriving at 46% female to 54% male.



**AP10: Ensure Degree Committee members have undertaken E&D and UB training.**

**Performance data:** Meaningful performance data exists only for doctoral students from more than four years ago (due to the gap between admission and completion). For the cohorts admitted between October 2010 and 2014, the completion rates were 76% for women and 71% for men (29 out of 38 women, 50 out of 70 men) (fig. 22).



Of the students admitted in this period, 29 out of 108 (9F, 20M) have not yet completed. The reasons for non-completion vary but may have to do with mental or physical health problems and early take-up of employment.

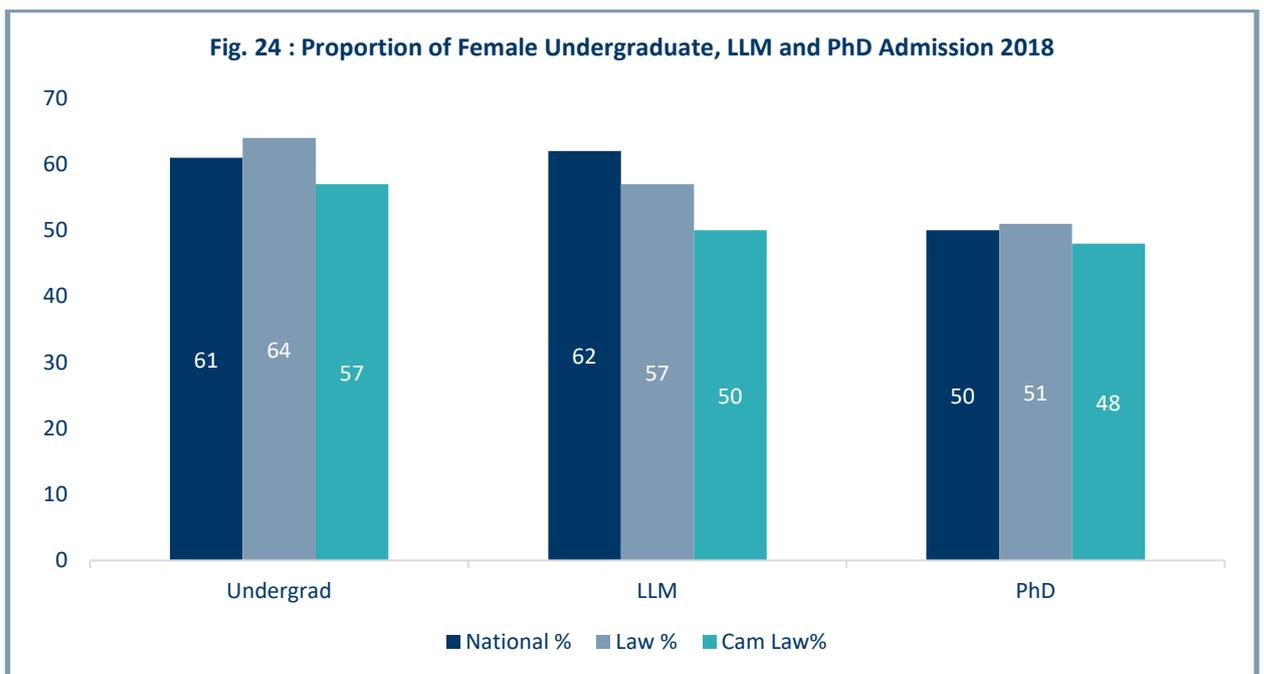
Where students have completed, the average period is 52 months for women and 50 months for men (these figures do not take account of periods when the candidate is off the register).

- AP11: (a) Retain data on applications, offers and funding for all applicants to the PhD programme.**
  - (b) DC to supply EDI Committee with annual report.**
  - (c) PhD funding data made a regular item on the DC agenda.**
- AP12: Send a questionnaire to all doctoral students following completion; conduct a biennial review by DC. Any concerns will be followed up with focus groups to identify the nature of the problem and how it might be addressed.**

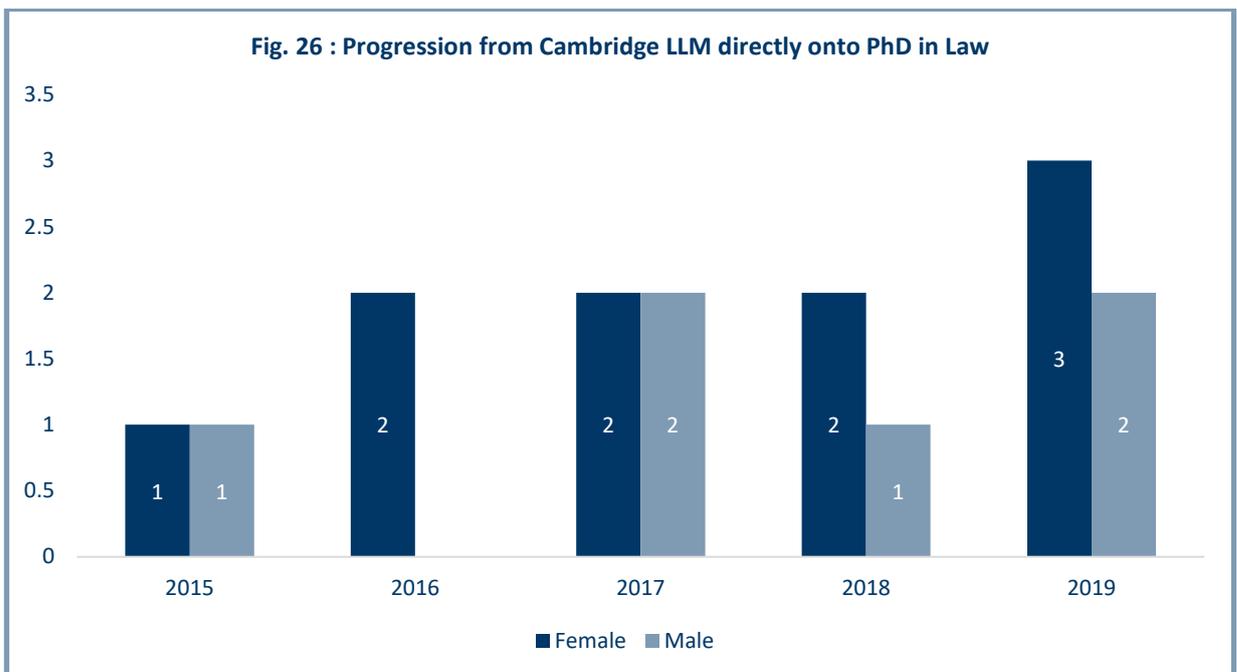
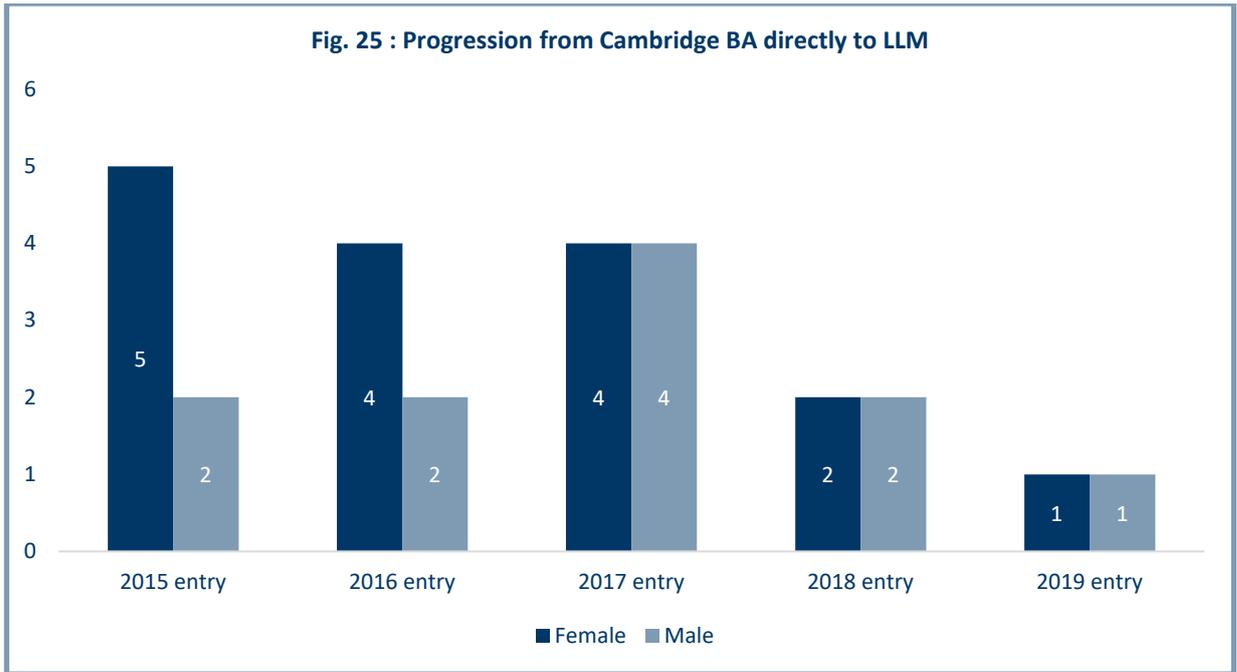
(v) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

In Cambridge, as with Law nationally, the proportion of women undertaking the LLM is lower than the proportion undertaking undergraduate degrees, and the proportion undertaking research degrees is lower than the proportion undertaking the LLM. The proportions at each stage are marginally lower in Cambridge than nationally (fig. 24).



Although the Faculty welcomes applicants onto the LLM programme who have previously been Cambridge BA students, and to the PhD programme from the LLM (and occasionally the BA) (fig. 25 and fig. 26), these relationships are not conceived of as a 'pipeline' (the intakes for LLM and PhD draw from a significantly more internationalized pool of applicants).

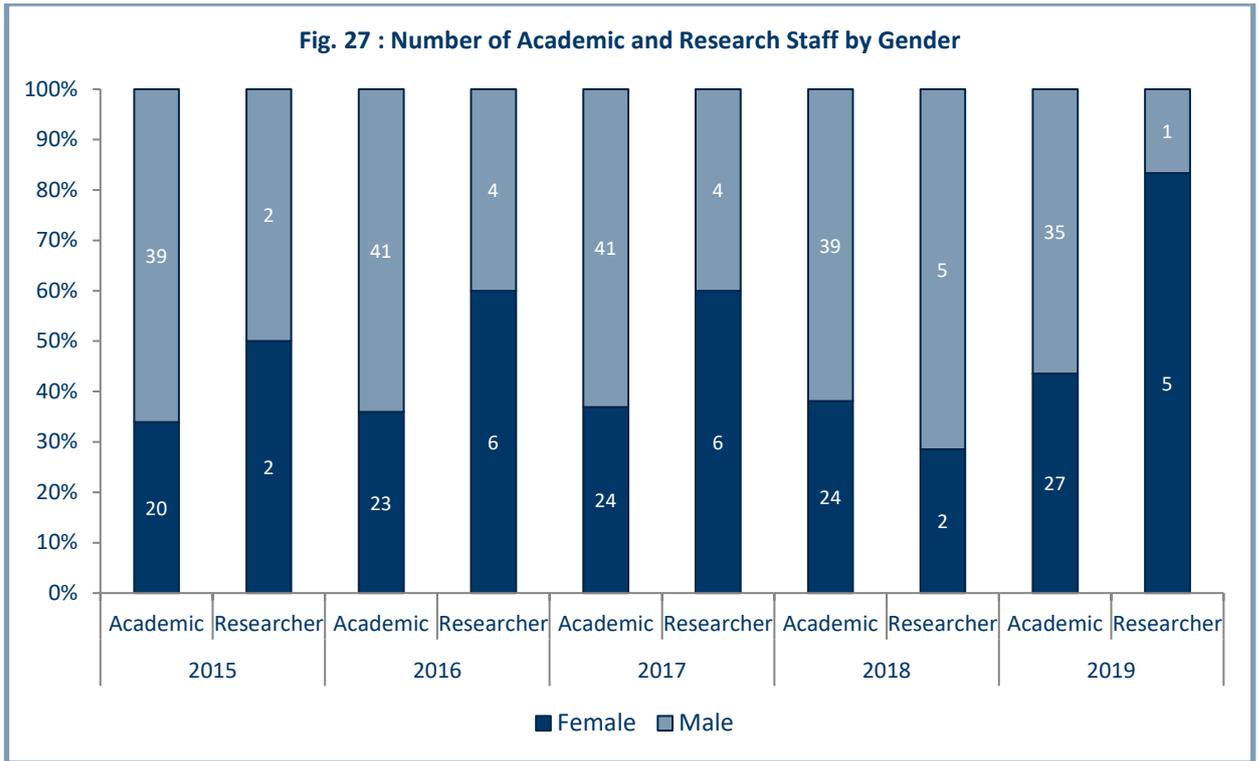


**AP13:** In order to inform existing students of opportunities to take higher degrees, the Faculty has introduced biannual meetings where PhD students and academics can talk to LLM students about their experience in academia, career planning etc. It will aim for gender balance in speakers.

**4.2 Academic and research staff data**

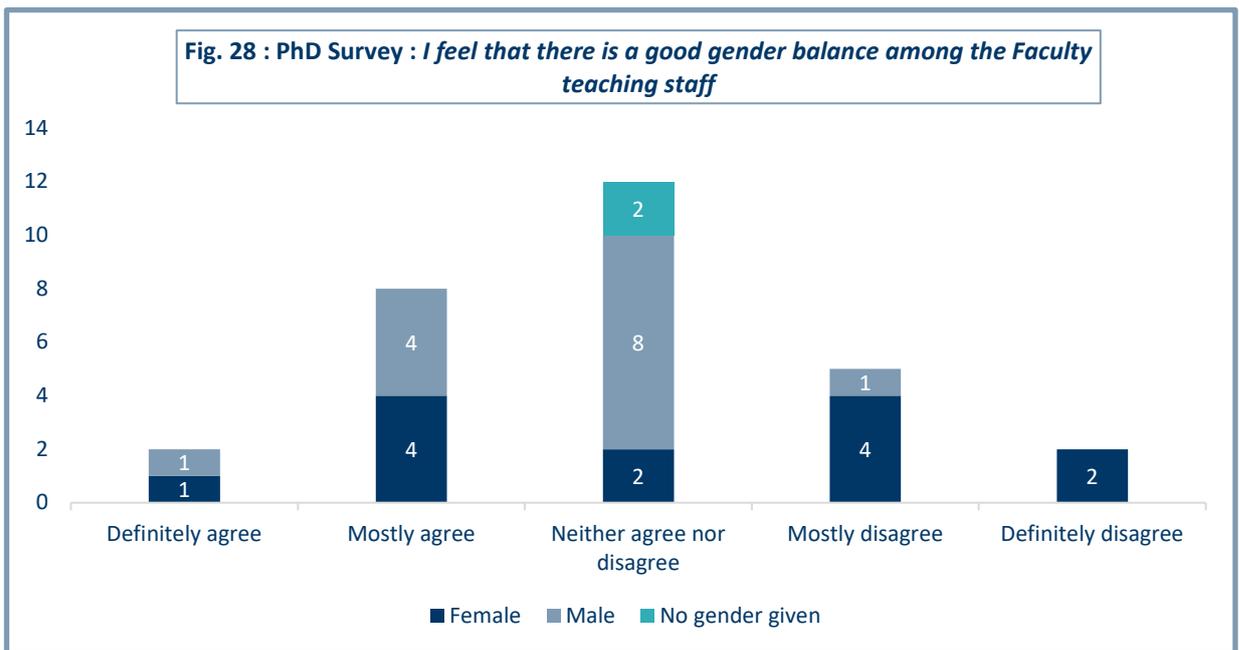
- (i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

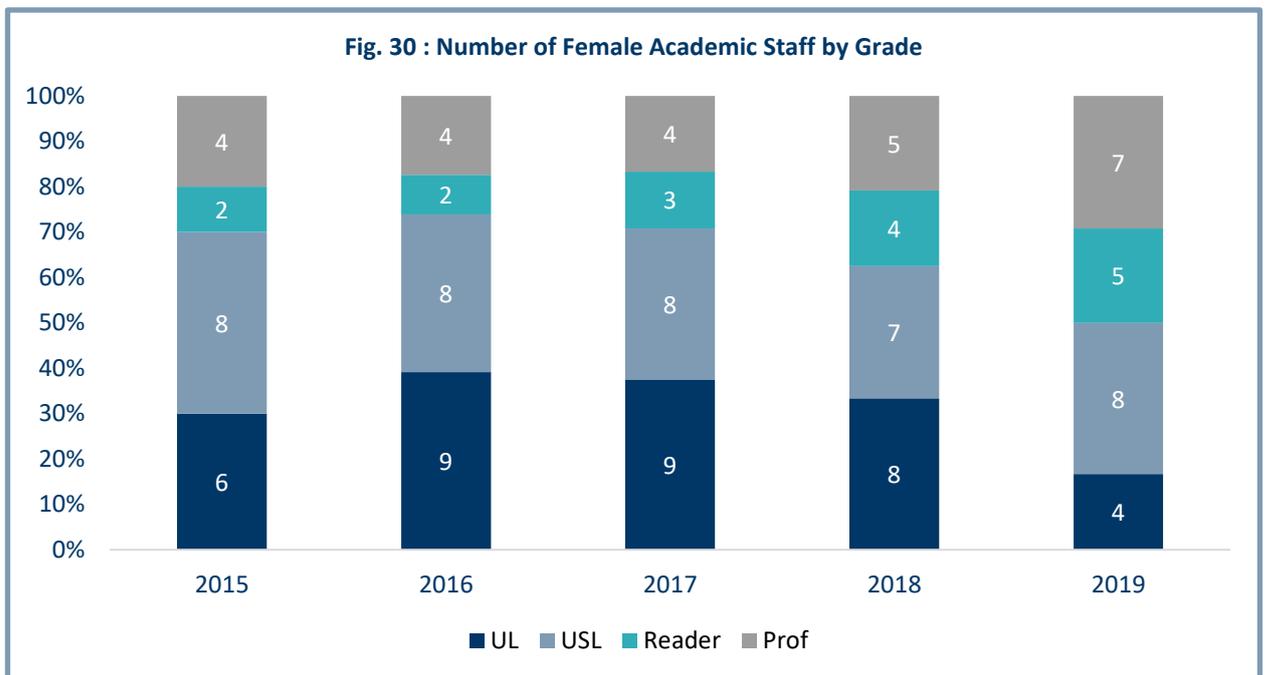
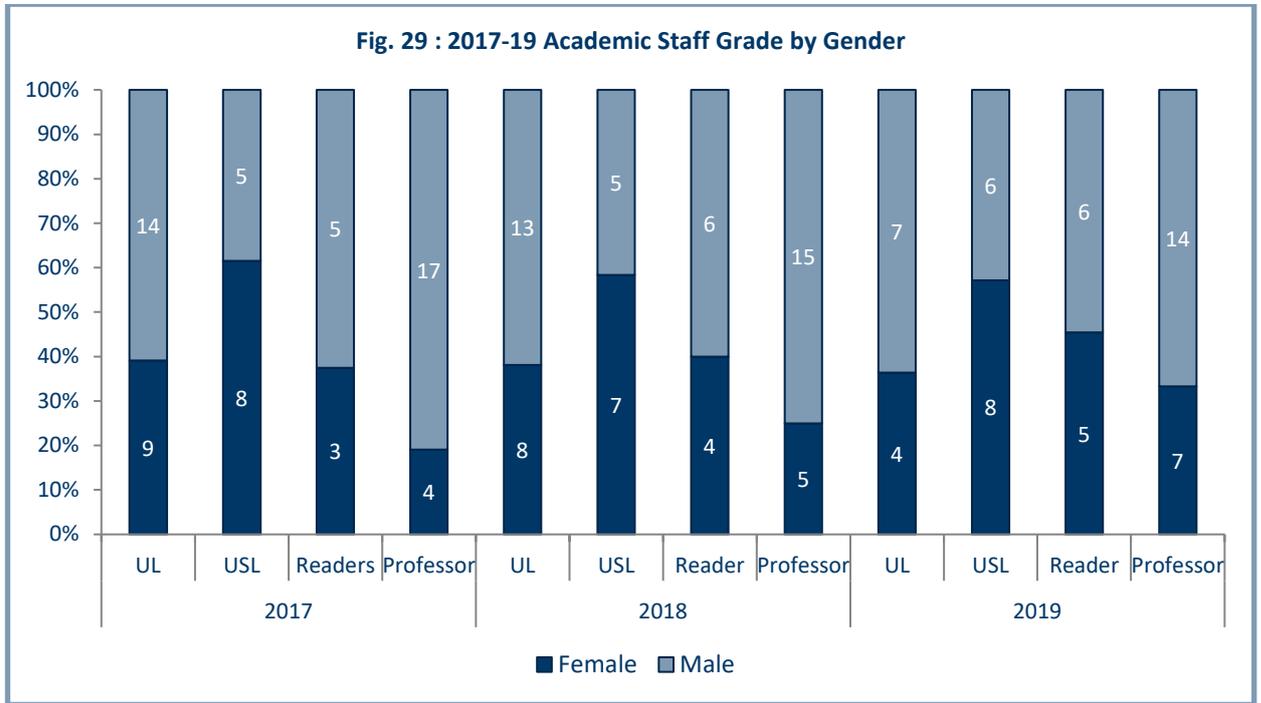


There are three male to every two female academic staff members. Over the period 2015-2019 (fig. 27) the proportion of female academic staff remained between 35% and 40%. This is lower than the national average for law (52%) but close to the Russell Group average (42%).

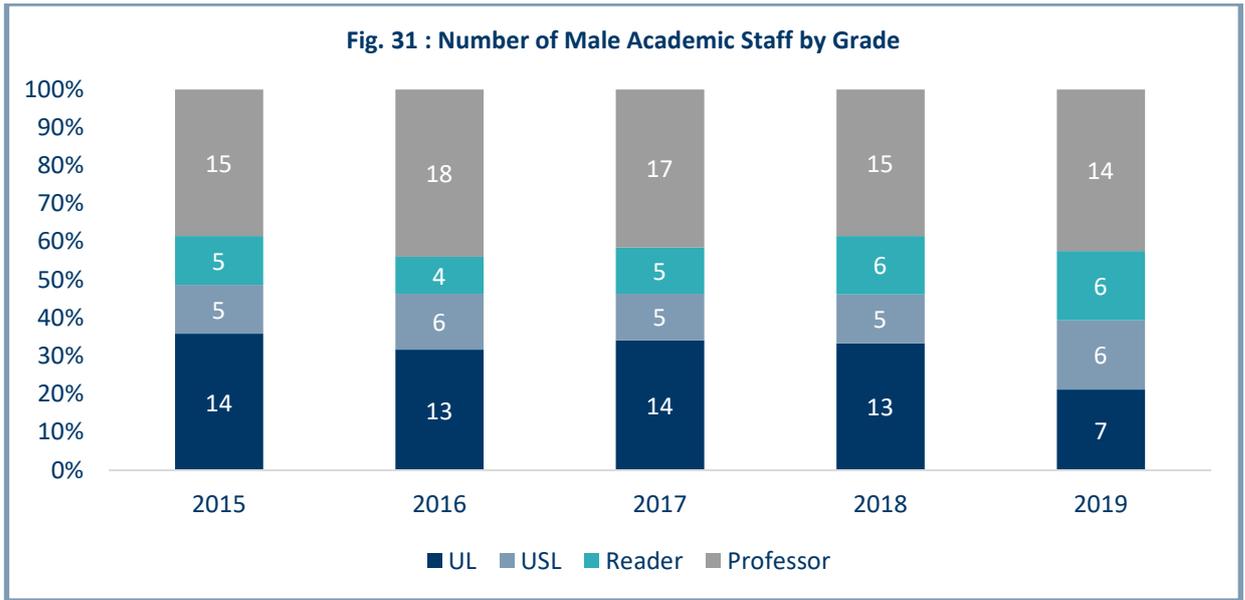
Most LLM and BA students agreed there is a good gender balance among lecturers (88% BA (88%F, 85%M); 80% LLM (81%F, 76%M)). However, only 34% of the respondents in the doctoral cohort considered there is a good gender balance (38%F, 36%M) and 24% disagreed (31%F, 7%M) (fig. 28). This may be because they are more likely to be supervised by men who constitute a larger number of senior staff (AP15-AP25).



When we consider the spread of female and male UTOs in terms of contract level, males are over-represented at Professor level and females at USL level. In 2019, a female UTO was more than twice as likely to be a USL (33%) than a male (18%) (fig. 29).

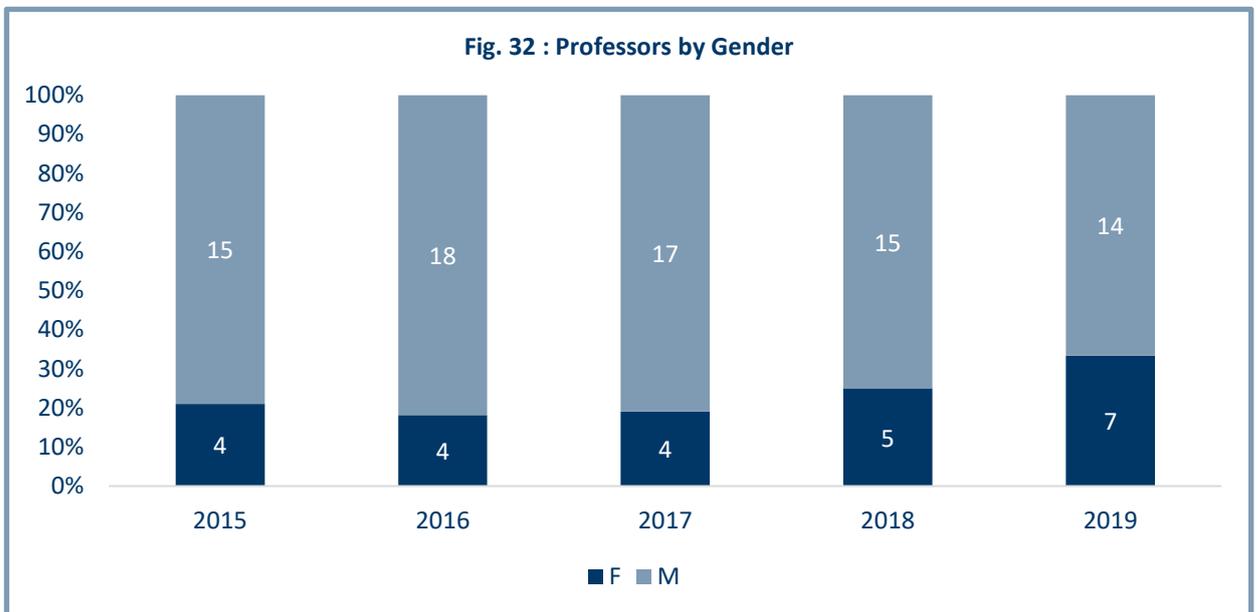


The relative proportion of female academic staff at different levels of career progression has shifted, with a slightly higher proportion at Reader level (5 out of 11 Readers are female (45%)). In terms of a “pipeline” this is a positive trend. **We consider ways to improve the profile in section 5.1(iii).**



Most of the Professors and Readers are male (fig. 32 and fig. 33). The proportion of female Professors, until recently, stood at around the 20% mark (4 women out of a total of 19 Professors). The national average of academic staff at UCEA Level 5A in all subjects in 2016/2017 was 25% female, 75% male. Comments in the 2017 Staff Survey (see below) suggested improvement was urgent and, through promotion and appointment, as of October 2019 women now constitute 33% (7 of 21) of the Professors (fig. 32).

*'The Faculty seems to be very male dominated at the top – there are nearly as many male Professors as there are female UTOs in the Faculty. Many of the women seem to be stuck at the UL and USL level.'* (Female respondent, Academic Staff Survey, 2016)



The proportion of Readers has, until recently, been dominated by male academics. The national average of women at XpertLR level I is 42%. As with promotion to Professor, there is a discernible upward trend, and the proportion of women Readers (45%) from October 2019 exceeds that average (fig. 33).

Fig. 33 : Readers by Gender

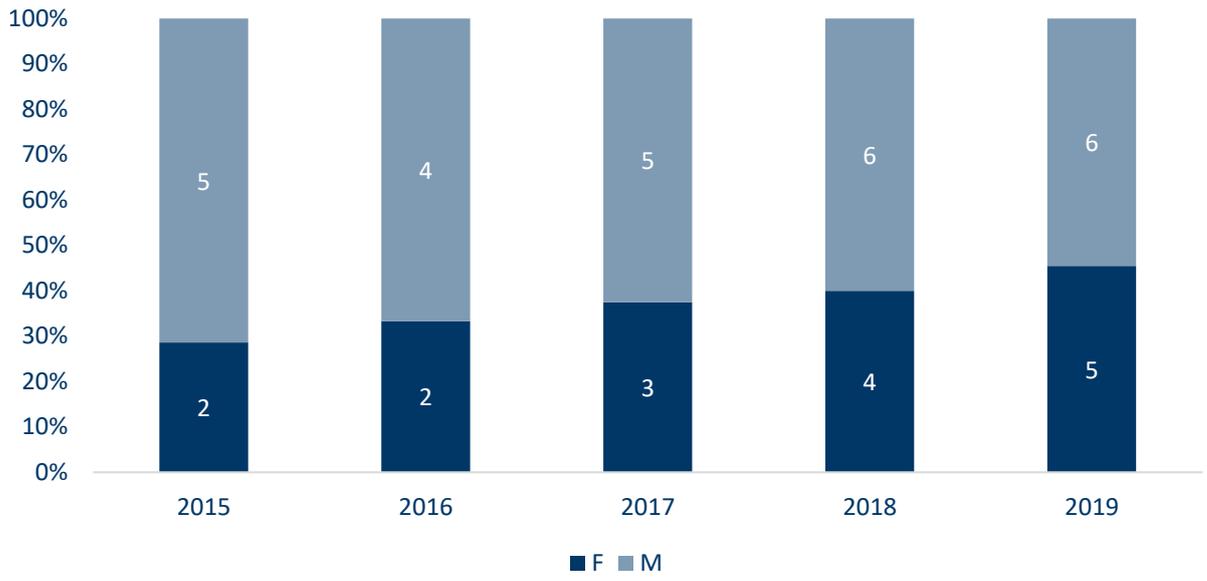
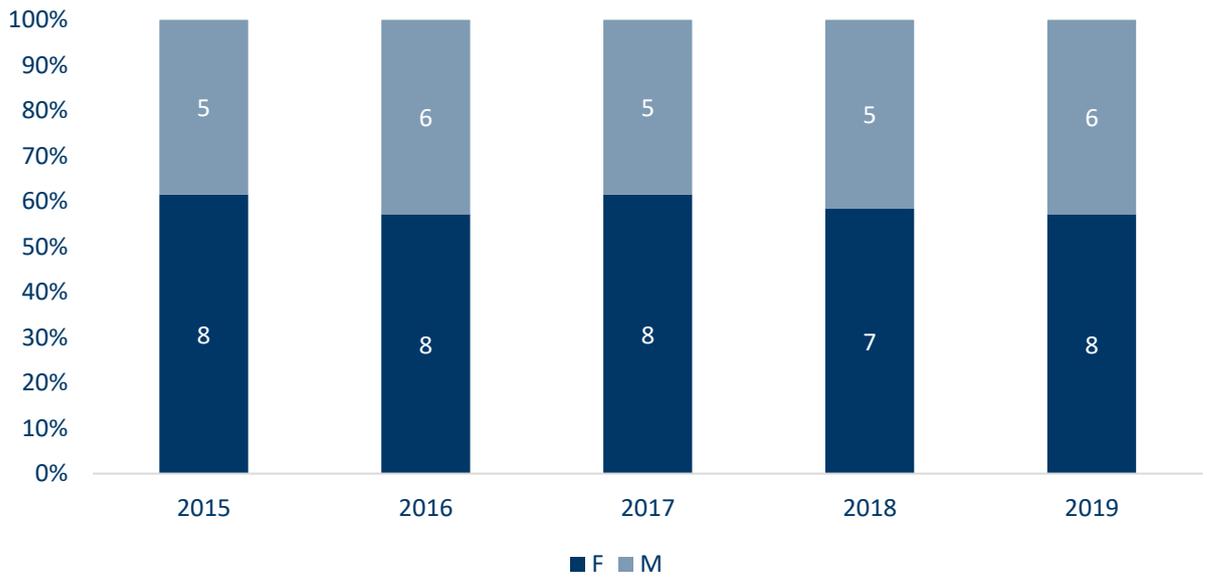
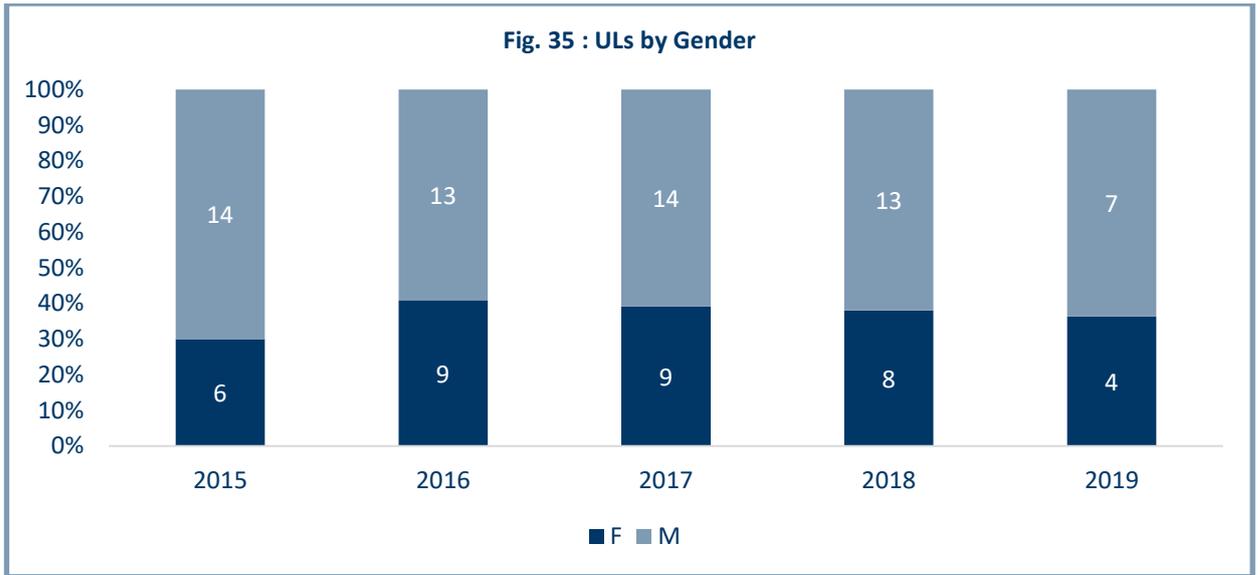


Fig. 34 : USLs by Gender





The relative proportion of lecturers is 40% female and 60% male. The question of recruitment is considered further in section 5.1(i) (AP15).

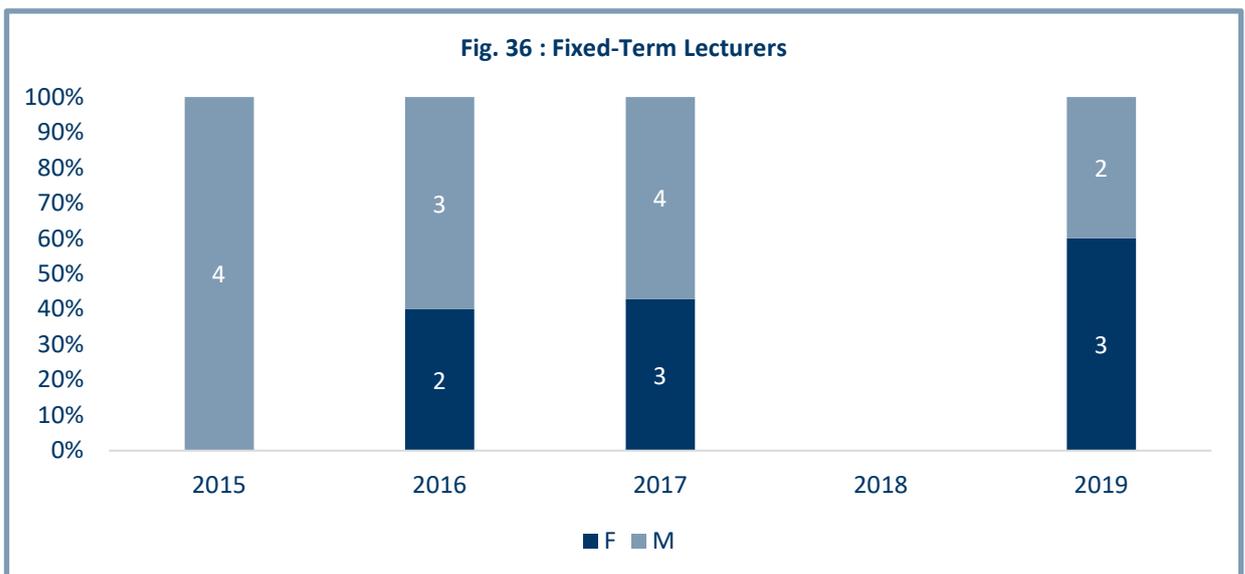
**SILVER APPLICATIONS ONLY**

Where relevant, comment on the transition of technical staff to academic roles.

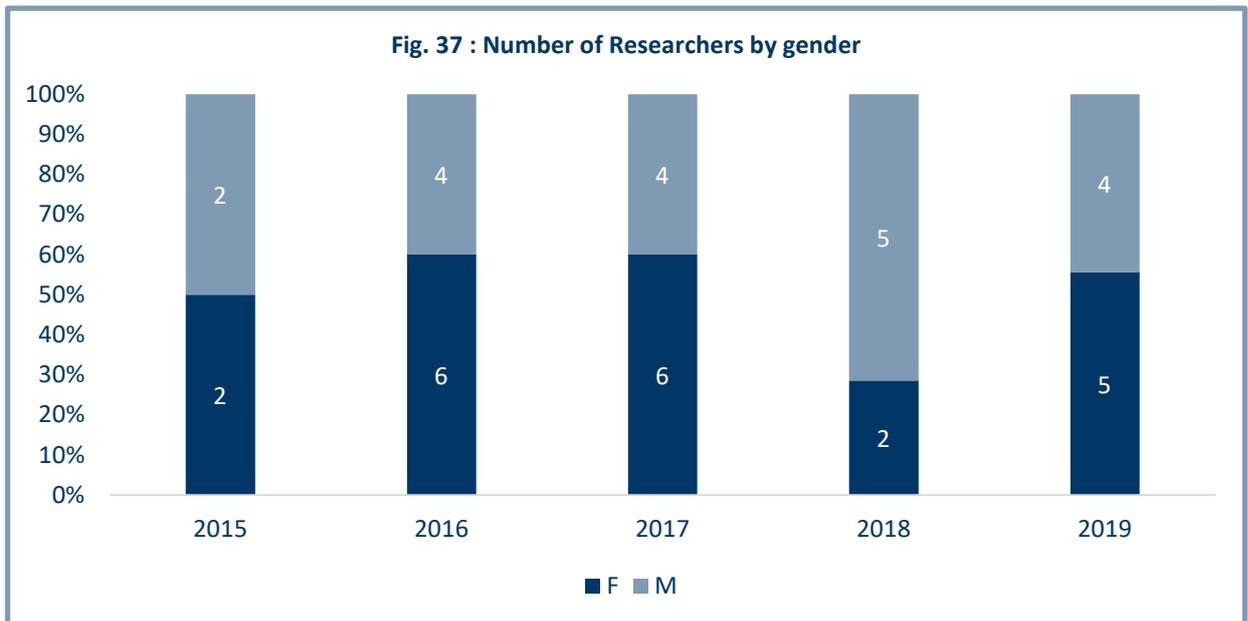
- (ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

The Faculty operates small numbers of fixed-term lecturer, research and teaching positions. Fixed-term lecturer positions are typically temporary replacements for full-time staff on secondment or leave. Over the last 5 years, with none in 2018, 38% were female and 62% male. (cf. lecturers, 40% female) (fig. 36).

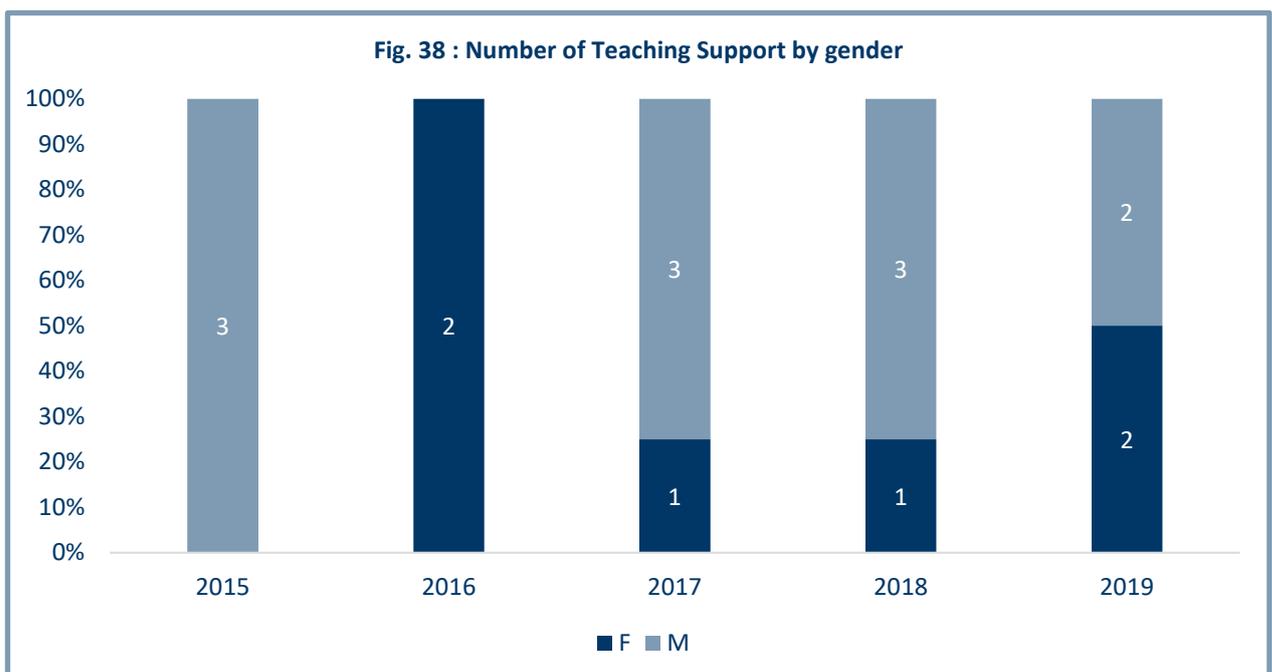


'Researchers' are a rather new, but growing, category. Although the numbers are small, at present women slightly outnumber men (fig. 37).



Researcher positions are divided into Senior Research Associates (Grade 9), Research Associates (Grade 7) and Research Assistants (Grade 5). As of November 2019, the Faculty has 2 Senior Research Associates (1F, 1M), 5 Research Associates (5F) and 2 Research Assistants (2M). The number of such positions fluctuates with the success of Faculty members securing external research funding, though there is a clear upward trend. Appointments are usually made through *ad hoc* selection committees established by the grant holder, with a representative from HR and another academic.

Teaching support positions are typically 'fixed-term' and part-time and involve assisting the teaching of the legal skills paper to first year undergraduates. These posts are advertised, but appointment has been informal, drawing from the cohort of doctoral students. In the future the process will be formalised (fig. 38) (AP17).



- AP14:** Increase representativeness and diversity in the Faculty (AP15-25 address issues relating in the main to recruitment).
- AP15:** (a) Systematically present all Selection Committees and Senior Academic Promotions Committees with relevant data on existing gender (and other diversity) balance, appointments over previous three years, and on gender analysis of reference writing.  
 (b) Review diversity of representation on Selection Committees and Senior Academic Promotions Committees.  
 (c) Start collecting data by gender on shortlisted applications.  
 (d) Use best efforts to avoid single-gender shortlist; Selection Committee Chair to report to EDI Director if not possible.
- AP16:** Prepare individuals for promotion by focusing on career development, specifically meeting with the Chair of the Faculty to discuss promotion.
- AP17** Closely monitor gender figures for fixed-term posts (i.e. Graduate Workshop Leaders, Teaching Associates, Research Associates etc). Ensure all Selection Committees have E&D and UB training.
- AP18:** (a) Advertise widely Graduate Workshop Leader opportunities amongst doctoral students and indicate Faculty's commitments to E&D.  
 (b) Ensure balanced recruitment of Graduate Workshop Leaders across five years.  
 (c) Report recruitment figures to EDI Committee, with subsequent action plan put into place if it reveals a gender imbalance.

The Faculty operates a one-year rotating appointment to the prestigious Goodhart Visiting Professor of Legal Science established in 1971. Appointments are made by an advisory committee (4F, 5M). Nevertheless, there have only been two women nominees in the last 12 years. Given the importance of the position as a role model, this is unsatisfactory and will be addressed (fig. 39) (AP19).

**Fig. 39 : Arthur Goodhart Visiting Professors by gender**

Year	Gender
2008-09	Male
2009-10	Male
2010-11	Male
2011-12	Male and Female (joint)
2012-13	Male
2013-14	Male
2014-15	Male
2015-16	Male
2016-17	Male
2017-18	Male
2018-19	Male
2019-20	Female

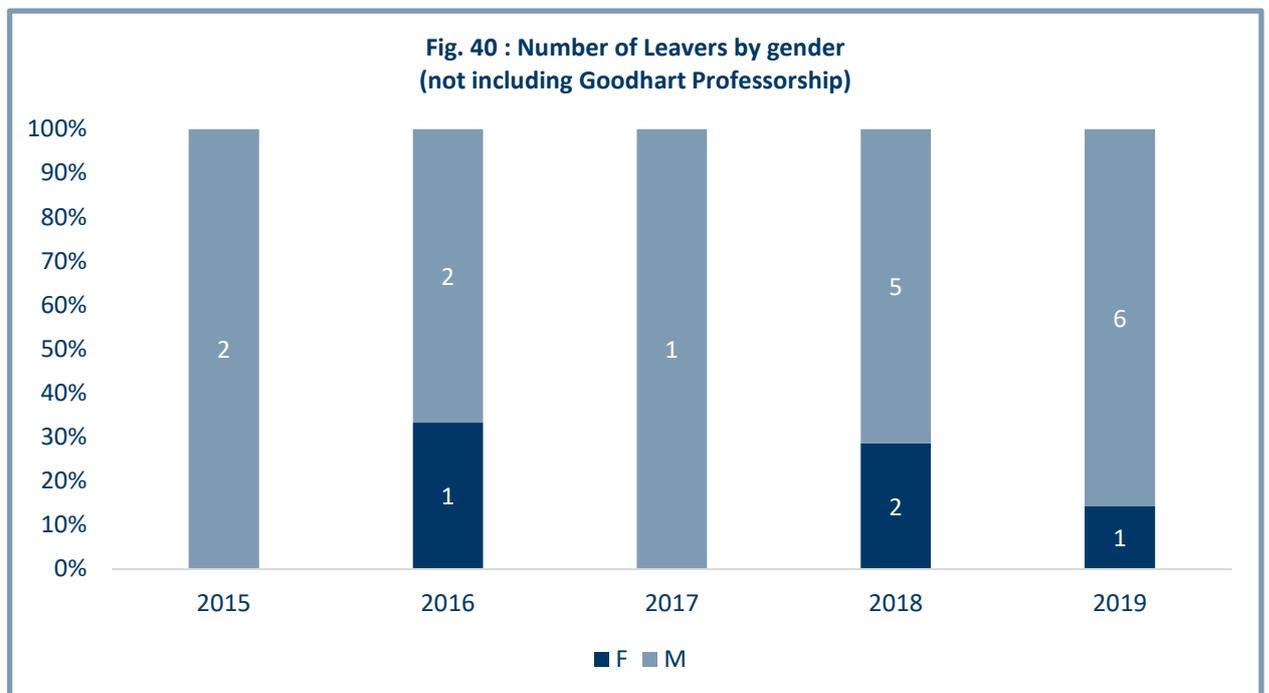
**AP19:** Recognising the importance of this position in terms of establishing role models, and the fact that the Advisory Committee is mostly made up of Faculty appointees (with 3 external members) (so that the Faculty controls these appointments), the Faculty now proposes that in future 50% of the Goodhart Professors should be women. In order to achieve this target, it is proposed to:

- (a) Ask Research Centres to put forward a least 2 names with a 50:50 gender split.
- (b) Systematically present the Advisory Committee with data on existing gender (and other diversity) balance and gender analysis of reference writing.
- (c) Include E&D as part of the terms of reference for the Advisory Committee.

(iii) Academic leavers by grade and gender and full/part time status

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

The number of leavers is low. Over the period 2015-2019 there were 21 leavers, including 8 retirements (4F, 17M). In terms of changing the Faculty profile, it is notable that of the 8 retirements, 5 were professors (1F, 4M). Of the resignations, 1 was female and 7 were male.



<b>Fig. 41 : Academic leavers by grade and gender 2014-2019</b>				
	<b>F</b>	<b>M</b>	<b>Reasons for leaving</b>	<b>Destination</b>
<b>2015</b>				
Professor (Grade 12)		1	Resignation – Judge	International Court of Justice, Netherlands
Fixed-Term Lecturer (Grade 9)		1	Limit of tenure – returned to practice	International Criminal Court, Netherlands
<b>2016</b>				
Professor (Grade 12)		1	Retirement	-
Reader (Grade 11)	1	1	Retirement Death in service	- -
<b>2017</b>				
USL (Grade 10)		1	Resignation – promotion	Edinburgh Law School, UK
<b>2018</b>				
Professor (Grade 12)	1	2	Retirement Retirement (early) Retirement (early)	- - -
Fixed-Term Lecturer (Grade 9)	1	3	Limit of tenure – returned to practice Limit of tenure – returned to CTO post Limit of tenure – returned to PhD Limit of tenure – returned to CTO post	London Cambridge Cambridge Cambridge
<b>2019</b>				
Professor (Grade 12)		1	Retirement (early)	-
Reader (Grade 11)		1	Resignation – promotion	University College London, UK
USL (Grade 10)		3	Resignation – practice Resignation – promotion Resignation – promotion	Australia Vienna Canada
UL (Grade 9)		1	Resignation – to take up previous role	University of Sydney, Australia
Fixed-Term Lecturer (Grade 9)	1		Resignation – promotion	London

**AP20: The Faculty acknowledges that the motivations of leavers are under-examined and data from leavers might contribute to the EDI process. It is therefore proposed to:**

**(a) Send a questionnaire to all staff leavers asking for their reasons for leaving and their views on how the Faculty manages E&D issues.**

**(b) Review the data from the questionnaire.**

(word count 2328)

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

### 5.1. Key career transition points: academic staff

#### (i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

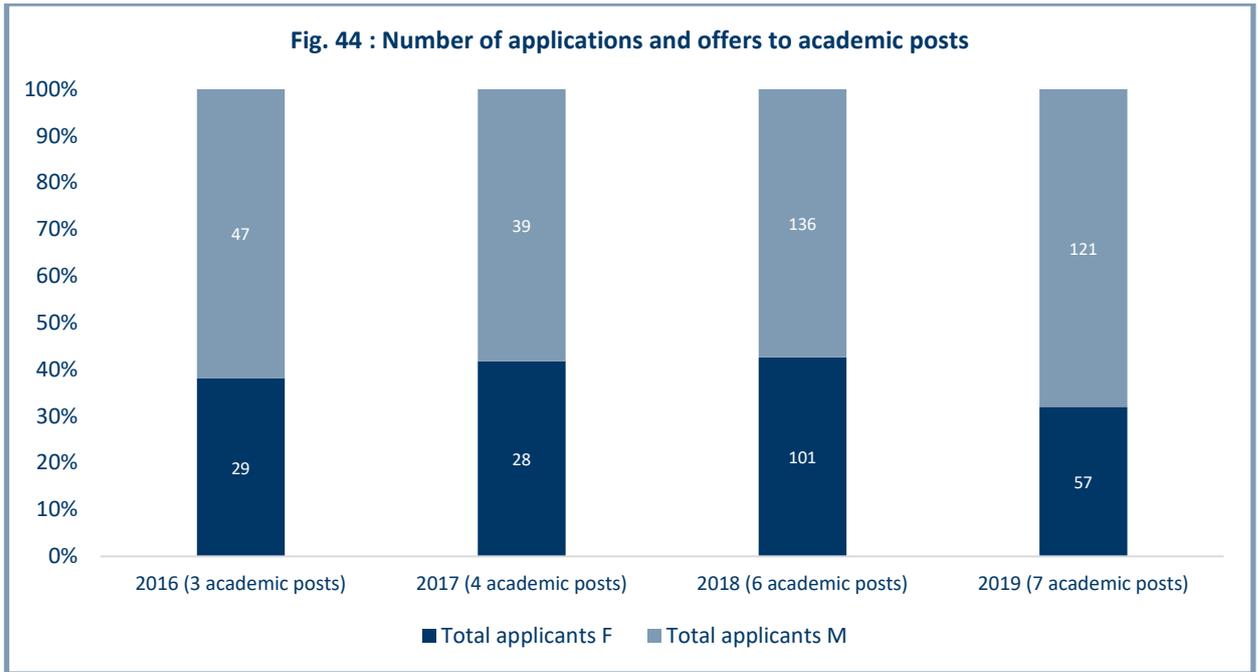
Until recently, the Faculty had a standing Appointments Committee for established academic offices and a Special Appointments Committee for fixed-term academic posts. Both Committees contained at least two members of each gender. The Chairs of both committees were required to ensure that the correct procedures, including E&D training requirements, were observed.

From 2018-19, the Head of the School of Humanities and Social Sciences now has overall responsibility for overseeing compliance with the process. A Selection Committee is now appointed for each appointment consisting of the Chair and Deputy Chair of the Faculty, the Academic Secretary (all being *ex officio*), a minimum of three established Academic Officers and at least one member external to the Faculty. The gender balance is as close to 50% female, 50% male as reasonably possible (fig. 42).

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 (new <i>ad hoc</i> Selection Committee)
M:4 F:3	M:4 F:3	M:5 F:2	M:5 F:3	M:5 F:3	UL in Corporate Law: M:5; F:3 Reader in International Law : M:5; F:3 Fixed-Term Lecturer in International Law: M5; F3 UL in Private Law: M5; F3 UL in Public Law : M5; F3

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
M:5 F:2	M:5 F:2	M:5 F:2	M:5 F:2	M:5 F:2	Committee disbanded

The Selection Committee is responsible for ensuring that the recruitment process is conducted fairly and transparently. All those involved in the recruitment process are required, in advance, to complete the E&D Online Training Module. Unconscious bias (UB) training is available but has not to date been required. Going forward UB training will be a requirement for selection committee members (AP21). The University's Equal Opportunities Policy requires the appointment of candidates based only on personal merit and performance irrespective of sex, age, religion, disability, sexual orientation or other protected characteristics.



**Fig. 45 : Academic positions filled by grade and gender (2016-2019)**

Year	Position	Grade	Appointed (F/M)
2016	Fixed-Term Lecturer in Company Law	9	Female
2016	UL/USL in Law	9 or 10	Male
2016	Lecturer in Law (Temporary Cover)	9	Female
2017	Lecturer in Criminal Law (Temporary Cover)	9	Male
2017	UL in Law	9	Female
2017	UL in Private Law	9	Male
2017	Sir David Williams Professor of Public Law	12	Female
2018	UL in International Law	9	Male
2018	Fixed-Term Lecturer in Public Law	9	Female
2018	Rouse Ball Professor of English Law	12	Female
2018	UL in Jurisprudence	9	Male
2018	UL in Criminal Justice	9	Male
2018	Fixed-Term Lecturer in EU Law	9	Female
2019	Fixed-Term Lecturer in International Law	9	Male
2019	Readership in International Law	11	Male
2019	UL in Private Law	9	Female
2019	UL in Private Law	9	Male
2019	UL/USL in Public Law	9 or 10	Female
2019	UL in Corporate Law	9	Male
2019	Fixed-Term Lecturer in Corporate Law	9	Female

The Faculty's recruitment process does not explicitly encourage women to apply for positions but it does so indirectly by including references in all job advertisements to the University's family friendly policies, maternity and paternity entitlements, wellbeing support services, flexible working, as well as highlighting the University's commitment to E&D and Athena SWAN, Stonewall and the new Race Equality Charter Mark (AP22). The increase of

the number of women members on selection committees in recent years is another measure that indirectly promotes a fairer gender representation in the process.

In the surveyed period, of the 20 positions advertised, 37% of applicants identified as female and 61% as male. 10 positions were offered to women and 10 were offered to men, which is indicative of a fairly balanced recruitment process. To date, shortlisting data has not been collected but we will redress this going forward (AP15(c)). We will encourage more women to apply for Faculty posts by broadening the current search range (AP25).

**AP21: Introduce UB training as a requirement for members of Selection Committees.**

**AP22: Put a statement on the Law Faculty website endorsing the University Equal Opportunities Policy.**

**AP23: (a) Seek to ensure that Selection Committees are gender balanced.**

**(b) Report to the Faculty Board annually on gender statistics on Selection Committees.**

**AP24: Show data at each stage of the process (application, shortlisting) indicating gender breakdown.**

**AP25: Proactively encourage women to apply for Faculty posts by:**

**(i) Circulating advertisements among Faculty Members especially College Teaching Officers, Fixed-Term Lectures and Junior Research Fellows.**

**(ii) Creative use of social media posts.**

**(iii) Exploring other methods of advertising available positions to encourage women to apply.**

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

As part of its commitment to providing a supportive environment to new colleagues, the Faculty operates (a) induction days (AP26) and (b) a mentor programme (AP27).

(a) Since October 2018, new members of staff are invited to attend an induction event at the Faculty where they are given a tour of the Faculty Building, lunch and an opportunity to meet the other new members and more senior academic staff. New UTOs, CTOs and JRFs also attend a meeting with the Faculty Chair. These events are well attended. In future, the Faculty will seek feedback to assess the effectiveness of the induction event. New appointees are also sent an induction checklist, a copy of 'Notes for New Members of the Faculty of Law', and a copy of 'The Probation Process for Academic Staff'.

The University also invites new members of staff to a central induction event and provides an 'online induction' to the University as a whole.

(b) The Faculty assigns a Faculty Mentor to every newly-appointed colleague, including UTOs, CTOs, JRFs and CTAs. The mentor's role is to assist the mentee with the introduction to the Faculty and the University, to advise and guide the mentee on her/his career progression, particularly regarding probation and the Senior Academic Promotions Exercise.

Faculty Mentors are appointed by the FB at the suggestion of the WAC. The WAC identifies a suitable senior colleague and, once matched, it is expected that the mentoring relationship will last for the period of probation (a process explained in section 5.3(iii) *infra*). The Mentee can ask for a different Faculty Mentor to be appointed at any time if he or she feels a variation would be useful. The Faculty Mentor and Mentee are expected to meet regularly each term to discuss the Mentee's career progress and future career plans. Examples include:

- the Faculty's expectations during the probation period and beyond
- teaching and research duties and administrative roles that the Mentee might take on for the Faculty or the College during probation and beyond
- the internal appraisal procedure and the University's Personal and Professional Development (PPD) course (<http://www.admin.cam.ac.uk/offices/hr/ppd>)
- support outside of the University, such as the Higher Education Academy (HEA: <http://www.heacademy.ac.uk>) and the Association of Law Teachers (<http://www.lawteacher.ac.uk>)
- the Mentee's mid- and long-term research plans/career strategy
- research publication strategies
- conference attendance/papers (and other form of 'outputs')
- research visits, sabbatical leave and research grant applications
- applications for promotion, secondments and/or permanent posts outside of the Faculty or University.

**AP26: Gather feedback from recent appointees on the 'Notes for New Members of the Faculty' and the Induction event annually. Review these in light of feedback.**

**AP27: Review mentoring scheme with particular reference to whether it should be expanded to include members of staff other than those at an early career stage; ensure mentors clearly understand what is expected of them through participation in probation period.**

**AP28: (a) Add question in next staff survey to measure levels of satisfaction for those who have been through probation.**

**(b) Follow up with those who have been recently appointed to consider ways in which induction can be improved. Repeat annually with new starters.**

**(c) Following (b), make changes in communication around expectations about probation period.**

**AP29: Ensure that Law Faculty membership of the Joint SAP Committee contributes appropriately to overall gender balance of the Committee; that all members have completed E&D and UB training; communicate success rates to the Faculty after each promotion round.**

### (iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

**Process.** The University operates a single promotions process – the Senior Academic Promotions (SAP) process – for all permanent members of academic staff. The SAP process is formally launched in September of each year with outcomes being announced in the following June. All eligible members of staff are notified when the process is launched and advised to contact the Faculty Chair if they are considering making an application. In addition, the Faculty Chair reviews the progress of all eligible Faculty Members and contacts those who are considered to have a realistic prospect of success in the forthcoming promotions exercise with a view to encouraging them to apply. Applications for promotion are initially considered by a Joint SAP Committee that serves the Faculty of Law, the Institute of Criminology and the Department of Land Economy. Each Faculty/Department is represented on the Committee, which has a Chair who is external to Law, Criminology and Land Economy. Over the last six years, the gender balance of the SAP Committee has changed significantly, with as close to 50:50 balance in the most recent exercise.

**Fig. 46 : Senior Academic Promotions Committee Membership by gender**

	F	M
2014-2015	2	7
2015-2016	3	6
2016-2017	2	7
2017-2018	3	6
2018-2019	4	5

The SAP Committee is required to take up references and then to score and rank applicants applying detailed criteria determined by the University, relating to teaching, research and general contribution. The University process requires observance of the University’s Equal Opportunities Policy. The process requires account to be taken of relevant contextual factors such as caring responsibility, maternity or parental leave, part-time working and illness or disability.

All applicants, once scored and ranked, are passed up to the School of the Humanities and Social Sciences’ SAP Committee, which considers applications from the School’s constituent Faculties and Departments. The School-level Committee in turn passes applications to a University-level SAP Committee for final decision.

**Applications and success rates.** The number of applications by gender for different levels of post within the Faculty varies (fig. 47).

**Fig. 47 : Senior Academic Promotions – applications and success rates by gender**

	2016		2017		2018		2019	
	F	M	F	M	F	M	F	M
Professor applications	-	-	1 (100%)	-	-	-	2 (67%)	1 (33%)
Professor successful applications	-	-	1 (100%)	-	-	-	1 (50%)	1 (100%)
Reader applications	1 (33%)	2 (67%)	3 (60%)	2 (40%)	2 (100%)	-	2 (40%)	3 (60%)
Reader successful applications	1 (100%)	2 (100%)	2 (67%)	1 (50%)	1 (50%)	-	1 (50%)	2 (67%)
USL applications	1 (100%)	-	1 (33%)	2 (67%)	-	3 (100%)	3 (60%)	2 (40%)
USL successful applications	1 (100%)	-	1 (100%)	1 (50%)	-	3 (100%)	3 (100%)	2 (100%)

**Professorships.** As explained in section 4.2(i) above, on 1 October 2019, the number of female Professors increased to 7 out of 19 (37%, compared to a University average of 20%), one woman having been recruited externally and another having been promoted internally.

**Readerships.** Following the most recent promotions round, the number and percentage of female Readers remained constant at 5 out of 11 (45%).

**University Senior Lectureships.** In 2019, the number and percentage of female USLs increased from 6 out of 14 (43%) to 8 out of 14 (57%).

**Encouragement and support.** Members of staff are encouraged and supported in relation to promotion applications in a variety of ways. Some of these are not specific to the SAP process, but rather are aspects of other

support and career development arrangements within the Faculty. Such arrangements include mentoring and appraisal (which are addressed in sections 5.1(ii) and 5.3(ii) respectively). In relation to promotions specifically, as noted above, the Faculty Chair invites each relevant member of staff to a meeting prior to the commencement of the annual promotions exercise; in the event that the agreed conclusion of that meeting is that an application would not be timely, advice and support is offered in terms of how any potential weaknesses in a colleague’s CV might best be addressed. The Faculty Chair also meets with any unsuccessful applicants at the end of each promotions exercise to provide feedback. In addition, the Faculty publicises the University’s “CV scheme” (which was introduced to support, but is not limited to, female academic staff contemplating promotion) and annual information-giving events concerning the SAP process.

- AP30: A new appraisal system will be introduced in order to make more structured advice available in respect of career support and progression.**
- AP31: (a) Have more female role models visible in the Faculty and on its website.  
(b) Initiate an annual lunch meeting hosted by female Readers and Professors.  
(c) Where possible, ensure that at least one of the Chair, Deputy Chair and Academic Secretary is a female academic member of staff.**
- AP32: (a) Chair of Faculty to continue to offer to meet with all eligible Faculty Members in advance of each promotion round.  
(b) Appraisers under new system and mentors to discuss career progress including promotions prospects regularly.**

(iv) Department submissions to the Research Excellence Framework (REF)

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

For the 2014 REF, it was University policy that no-one be submitted who had not published four outputs at 3\* standard or above in the relevant period. As a result, the Faculty and Institute of Criminology (which submit jointly in the REF) submitted 77 members of staff out of a total of 101 eligible members of staff. Of the 24 eligible staff not submitted, 12 were female (29% of those eligible) and 12 were male (20% of those eligible); 14 were CTOs (7F, 7M) and 10 University employees (5F, 5M). A different approach had been taken by the University in relation to RAE 2008, which meant only 3 (8.8%) women and 2 (3.6%) men were not included in the submission. In the REF 2020 all full-time researchers will need to be entered.

**Fig. 48 : REF 2014 and RAE 2008 data by gender**

	REF 2014	REF 2014	REF 2014	RAE 2008	RAE 2008	RAE 2008
	F	M	Overall	F	M	Overall
Submitted	29	48	77	31	53	84
Eligible but not submitted	12	12	24	3	2	5
Total	41	60	101	34	55	89
% of gender group not submitted	29%	20%	24%	8.8%	3.6%	5.6%

**AP33:** In relation to the REF 2021, the Faculty (along with the Institute for Criminology) will need to select between 1 and 5 outputs for each eligible member of staff. In order to ensure the process is free (and seen to be free) from gender bias, ensure all members of the Faculty's REF 2021 Committee have undertaken relevant E&D and UB training.

**AP34: SILVER APPLICATIONS ONLY**

**5.2. Key career transition points: professional and support staff**

(i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

(ii) Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

**5.3. Career development: academic staff**

(i) Training

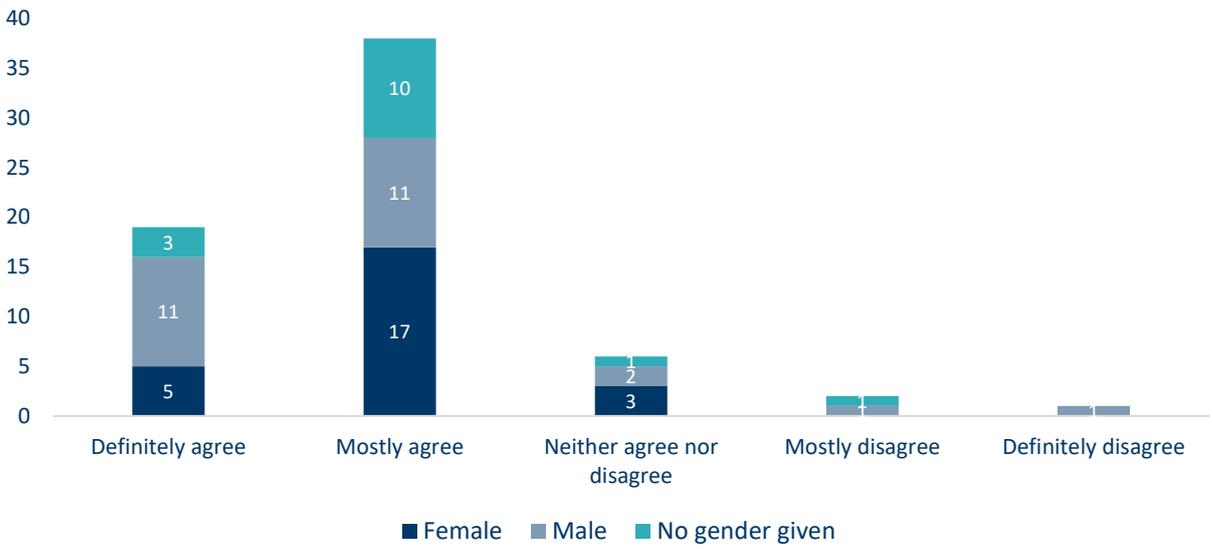
Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

The University offers a wide range of training, including leadership and professional development. The Academic survey revealed a high level of awareness of the opportunities (86% of respondents said they were aware), especially among female members of staff (88% agreeing, with no-one disagreeing) (fig. 49).

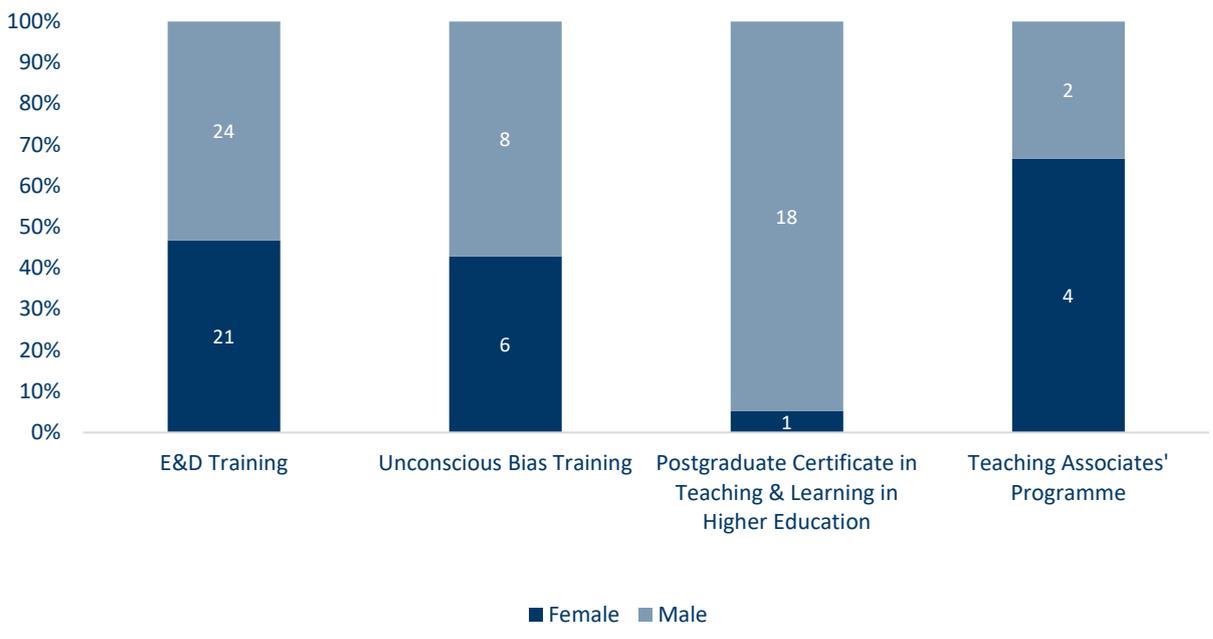
Those starting their careers are provided with training on supervising (small group teaching) and interviewing. Faculty members have access to the Cambridge Centre for Teaching and Learning which works with staff to enrich educational practice; funds innovation and encourages the exchange of ideas and methods; and is a focus for enhancement initiatives within the Collegiate University, nationally and internationally. Faculty members are also encouraged to qualify with the Higher Education Academy. Faculty members are made aware of other opportunities for training in circulars from the Faculty and directly on mailing lists.

There are specific online programmes that staff members are encouraged to undertake, especially on E&D and UB: given their importance these should be undertaken by all Faculty members (AP34). At present, among the academic staff, 68% of women and 57% of men have completed it (fig. 50).

**Fig. 49 : Academic Staff Survey : I am aware of the opportunities available for training and development in the University**



**Fig. 50 : Training Undertaken by Academic Staff**



**AP34: Equality, diversity and inclusivity can be encouraged in all areas of activity by ensuring all academic staff are trained appropriately. The Faculty Board may determine that certain roles may only be undertaken if E&D and UB training has been completed. More generally, academic staff will be encouraged to take up training opportunities as identified in the appraisal process to support career progression and promotion such as Aurora and Springboard.**

(ii) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

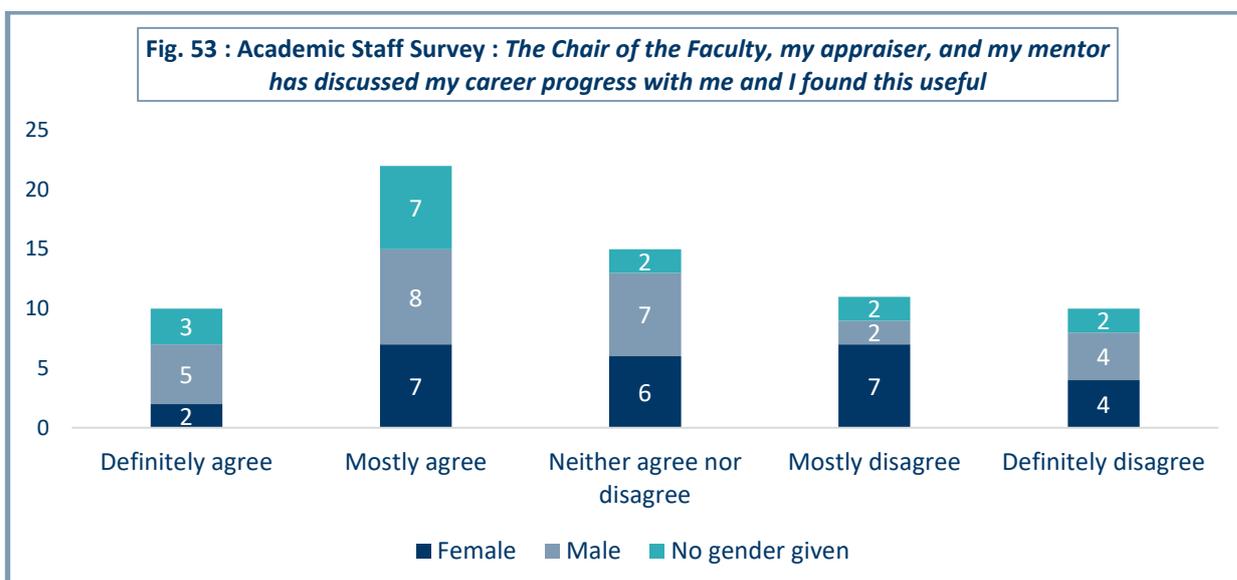
Each member of the Faculty’s teaching staff (including those still in their probation period and those on College contracts), academic-related, contract research staff and support staff has an opportunity, each year, for a staff review meeting (ie appraisal). These are intended to be positive and constructive two-way meetings. The outcome of the appraisal is confidential to the reviewer and the person reviewed. An invitation and further details of the scheme are circulated annually for those wishing to take up the opportunity of a staff review. All newly appointed reviewers attend the training course run by the University’s Personal and Professional Development. In addition, it is recommended that members of staff attend a briefing session before they are reviewed for the first time.

**Fig. 51 : Reviewers by gender**

Reviewers	2015-2016	2016-2017
Female	2	3
Male	4	6

**Fig. 52 : Staff Reviews by gender**

	2015-2016		2016-2017	
	Female	Male	Female	Male
UTO (out of 62)	0	4	1	3
CTO (out of 20)	1	1	4	2
Research Associate (out of 9)	0	0	0	1
Support Staff (out of 22)	10	1	10	0



The Faculty is conscious that the question of appraisal is a vexed one and that the level of appraisal is relatively low. In part, this is because the number of appraisers is low and in part because there is uncertainty about how the information on appraisal will be used. However, the Faculty has long taken the view that the general Faculty environment enables the individual researcher to flourish and that it is reluctant to take a managerialist approach to individual performance. Yet, the survey evidence indicates that academic staff would like more support and encouragement, especially over promotion (fig. 53). Appraisal can also be crucial to supporting staff in response to issues of stress (discussed in section 5.3(i)). The Faculty therefore intends to prioritise promoting appraisal (AP35 and AP36).

**AP35: Promote appraisal by explaining the value of process to colleagues; relaunch Faculty appraisal scheme for academic staff drawing on University norms regarding best practice.**

**AP36: Increase number of academic staff appraisers by holding training days in the Faculty.**

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

The Faculty has very few postdoctoral researchers. Instead, the vast majority of early-career staff are:

- CTOs who are employed by Colleges rather than the University
- fixed-term Lecturers
- recently-appointed University Lecturers.

As explained in section 5.1(ii), the Faculty offers mentoring to all of these categories of staff. The University's probation process applies to the latter two categories. For staff not on fixed-term contracts, the standard probation period is five years.

The Faculty Chair, following discussion with the relevant member of staff, can propose that the completion of probation be brought forward to the end of the third or fourth year if circumstances warrant such a step; typically, this acceleration of the probation process occurs in relation to members of staff whose Cambridge post is not their first lectureship. Completion of the probation process is confirmed by a Selection Committee.

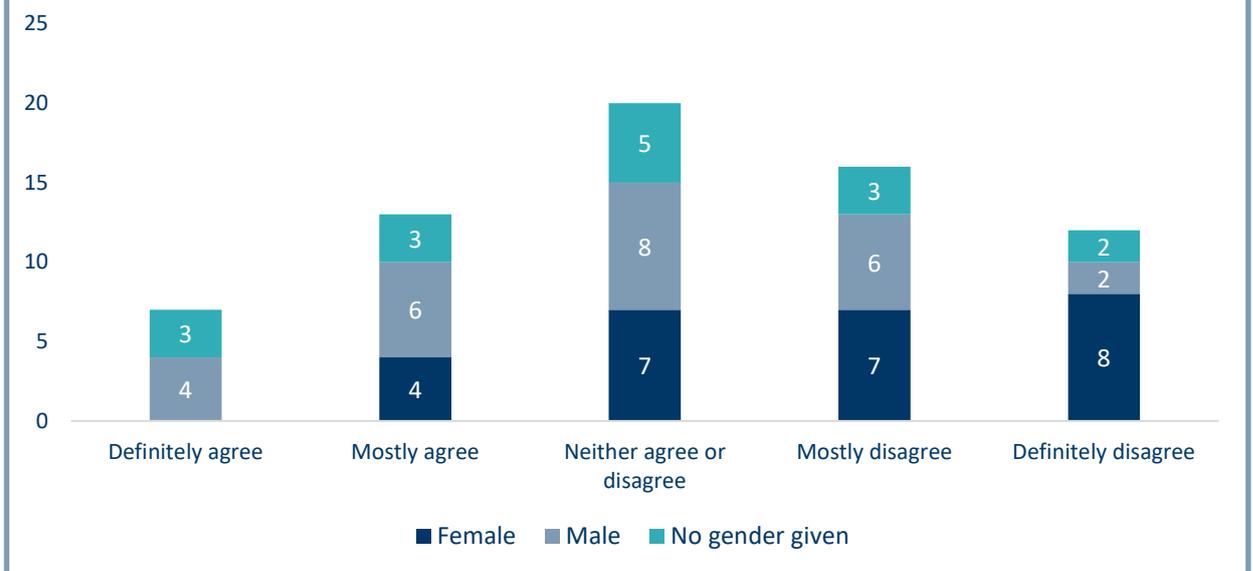
Further support for career progression is available to members of staff through the Faculty's appraisal scheme (see section 5.3(ii) above).

The Survey revealed that more respondents thought the Faculty failed to provide sufficient "information and support" (41%, 58%F, 31%M) than thought it achieved that goal (29%, 15%F, 38%M) (fig. 54).

**AP37: (a) New appraisal scheme for academic staff to be introduced (see section 5.3(ii)).  
(b) Chair of Faculty to continue to offer to meet with all eligible members of academic staff in advance of each annual promotions process.**

**AP38: (a) Foster links between junior and senior academics with similar extramural responsibilities.  
(b) Introduce more comprehensive appraisal.  
(c) Add new question in the next staff survey 'I have received support from colleagues in the Faculty with similar non-academic responsibilities'.**

**Fig. 54 : Academic Staff Survey : *The Faculty provides sufficient information and support for me to reach the next stage of my career***



(iv) Support given to students (at any level) for academic career progression

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

The University Careers Service hosts two major law related events in Cambridge each academic year for those interested in becoming a barrister or solicitor. The Careers Service also runs workshops, employer-led skill sessions and presentations relating to aspects of law – e.g., interview skills, assessment centres, case studies, making the most of internships. Two Career Advisors specialise in legal careers and are available to discuss any questions students may have. There is also a wealth of information available to students at all levels on the University's Careers Service website. Firms of solicitors and chambers and barristers regularly come to Cambridge and host students at events. Students therefore receive ready exposure to the legal profession. For those looking to work in other sectors, the Careers Service can provide the relevant support. The University offers doctoral students various training opportunities, including workshops on supervising undergraduates and the Teaching Associates' Programme.

Postdoctoral students undertake a Research Training and Development Programme (RTDP) in their first year to introduce them to key skills and methods. This is continued for second and third year students (the 'Extended' RTDP) to offer guidance on publishing, using social media and teaching (AP39).

**AP39: (a) Review Extended Research Training and Development Programme for PhD students to offer preparation for transition to academic careers.**

**(b) Encourage all doctoral students considering teaching to undertake E&D training.**

**(c) Continue to introduce doctoral students to the REF and teaching qualifications.**

**AP40: Encourage LLM students to consider a PhD or academic career by way of a new introductory talk; encourage lecturers to offer time for career discussion in office hours.**

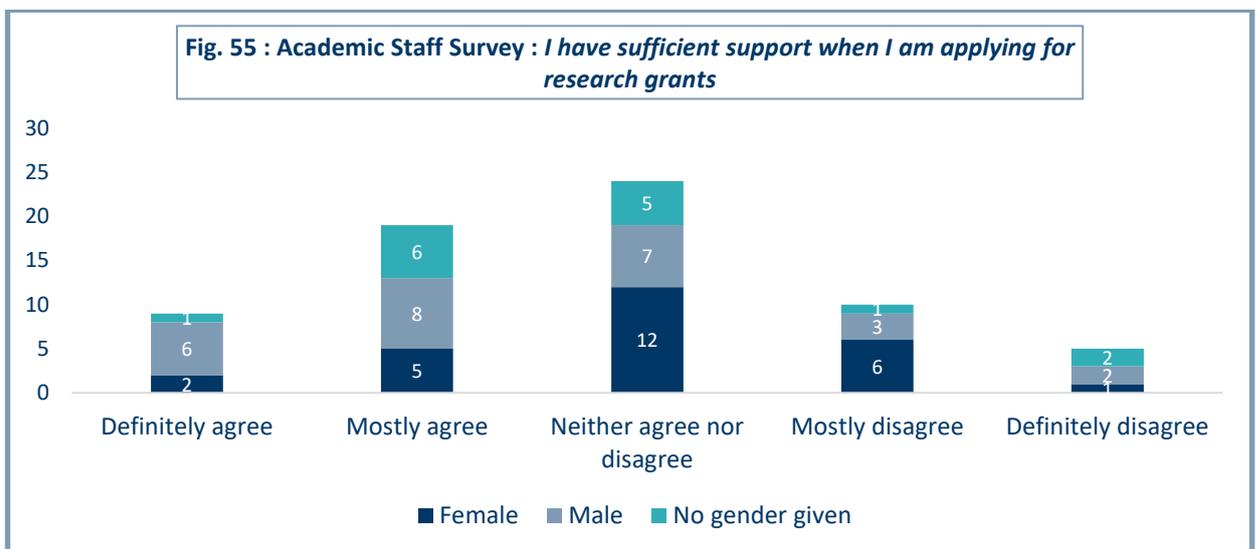
(v) Support offered to those applying for research grant applications

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

The Faculty employs a part-time (0.5fte) Research Grants Administrator (RGA). Members of the Faculty are encouraged to apply for suitable grants in order to further their research and scholarship. Opportunities for research grant funding are circulated to the Law Teaching Members email list. The Research Grants Administrator offers meetings to those new to research grant applications, to assess the landscape specific to their projects. Meetings are also offered to unsuccessful applicants, to consider possibilities for further applications. The Faculty currently holds awards from Novo Nordisk, Nuffield, EPSRC, AHRC, CHRGS, ESRC, Leverhulme and the Wellcome Trust.

Research grant applications are usually peer-reviewed to provide constructive feedback to the application prior to the submission deadline.

There is a perception that the level of support could be improved, and this is more prevalent among respondents identifying as female (fig. 55). Of the 26 female respondents, one quarter agreed that they had sufficient support (compared to 41% of all respondents), one quarter disagreed (compared to 22% of all respondents).



While the survey did not reveal the way in which Faculty members considered that the level of support could be improved, it is likely that this concerns the substance of the grant application and what a 'good grant' application looks like and is viable. The financial side of the grant is the responsibility of the RGA.

A particular issue for the Faculty is the burden that falls on those who are not on full-time research grants but having to cover much of the administrative load which would be otherwise shared among a wider group of people had the research grant not been awarded to the individual. This matter is to be considered by the Research Committee (AP41(c)).

- AP41: (a) Consult with staff to identify key needs and consider whether further support is needed in terms of feedback provided on an application and peer review.**  
**(b) Communicate more effectively existing support on offer.**  
**(c) Monitor progress of recently introduced system for ensuring periods of leave do not unduly burden other members of staff.**

## SILVER APPLICATIONS ONLY

### 5.4. Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

(vi) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

(ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

### 5.5. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

(i) Cover and support for maternity and adoption leave: before leave

Explain what support the department offers to staff before they go on maternity and adoption leave.

- Staff members wanting to take parental leave make contact with either the Faculty Administrator or the Deputy Faculty Administrator (for Learning & Teaching and HR) who briefs them on sources of information and relevant policies.
- A health and safety risk assessment is carried out by the Faculty's Health and Safety Officer for all pregnant women (staff and students).
- Cover plans put in place for teaching and examining.
- Time off to attend antenatal appointments.

(ii) Cover and support for maternity and adoption leave: during leave

Explain what support the department offers to staff during maternity and adoption leave.

55% of academic staff respondents and 64% of female academic staff respondents were aware of the options for career breaks, return to work schemes and other equal opportunities measures. HR policies are advertised on the University website and support networks are available via the Faculty Administrator and University HR Advisers, the Occupational Health Service and Counselling Service. The Faculty encourages contact between an appropriate Faculty Officer and the staff member on leave (e.g. Keeping in Touch Days during maternity leave) or about to go on leave, to discuss return to work or potential work-related issues of concern to the member of staff.

The Faculty promotes the University’s arrangements for maternity and adoption leave. Members of staff are entitled to 18 weeks’ leave at their normal rate of pay followed by 21 weeks’ leave at the statutory maternity rate of pay and up to 13 weeks’ unpaid leave.

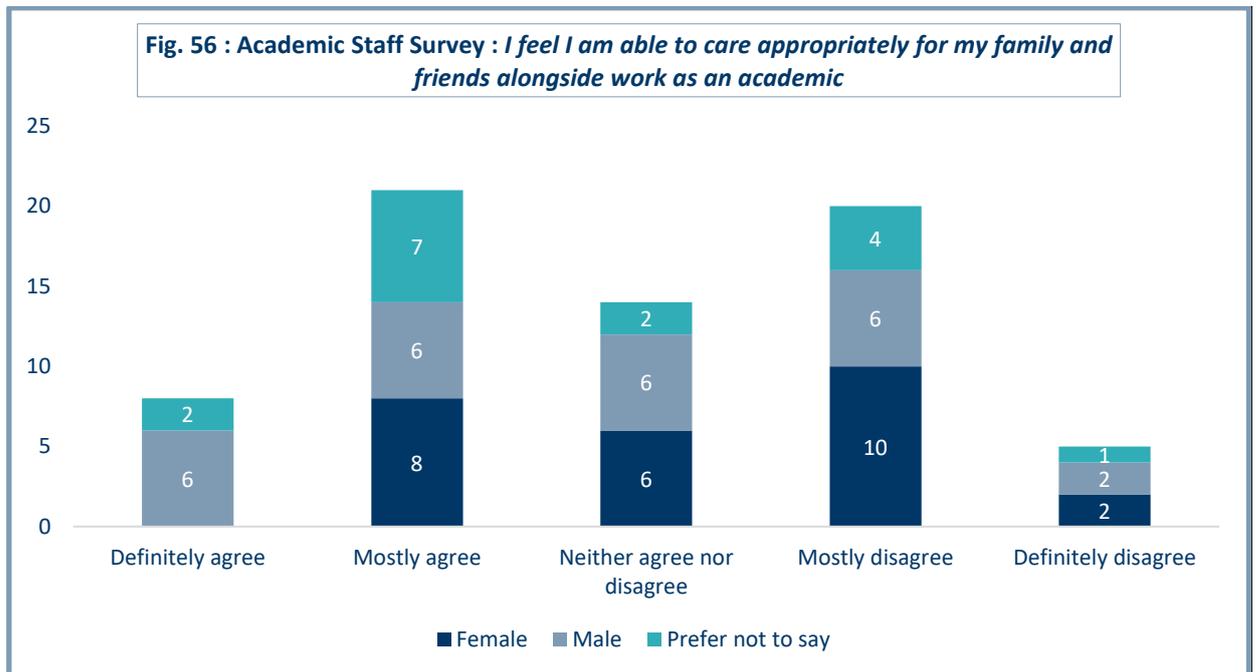
*‘The Faculty has been very “parent” (not limited to gender) friendly ... the Academic Secretary took into account nursing and nursery hours with scheduling lectures.’*

(iii) Cover and support for maternity and adoption leave: returning to work

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

University policies support a flexible and smooth return to work. Faculty members may request to return from maternity or adoption leave in graduated steps or part-time under the Flexible Working Policy, provided that replacement for their duties can be found at no extra cost to the University. The Returning Carers’ Scheme provides funds to get the Faculty members’ research back up to speed following a career break or leave for caring responsibilities (e.g. through teaching buy-out). The Faculty encourages its use.

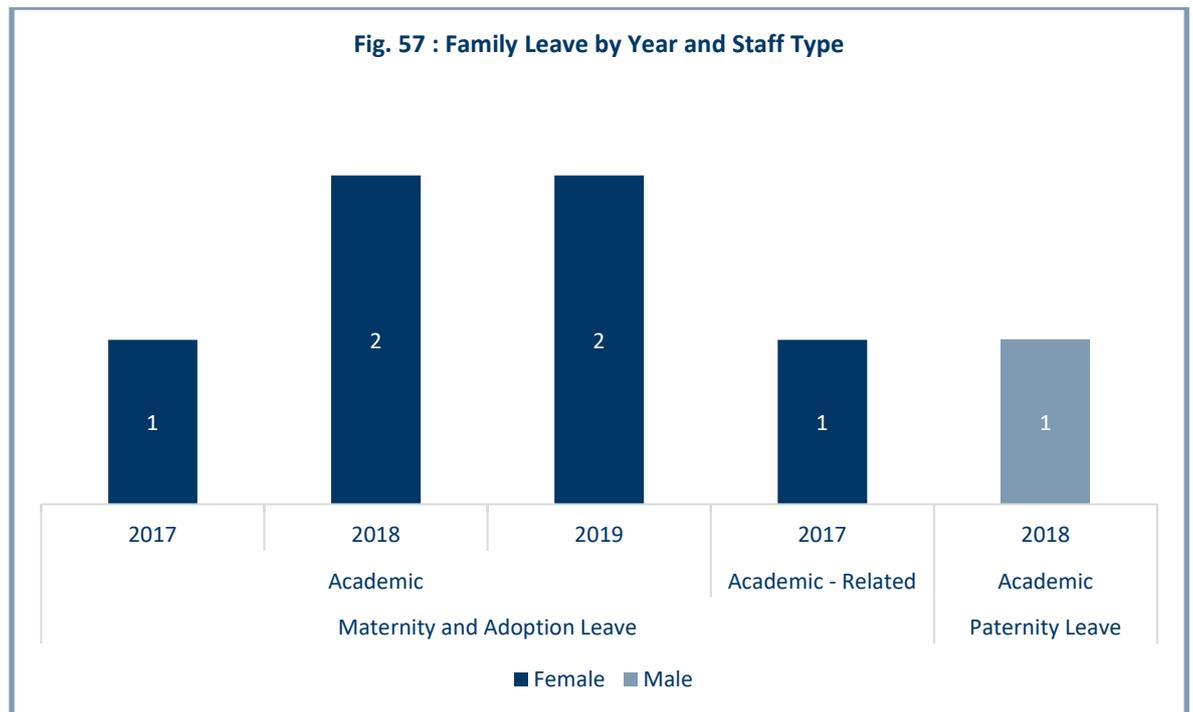
Childcare is also well supported. The University Nurseries have 408 places for staff and students. The University Childcare Office runs a Holiday Play Scheme and family groups. But the Faculty can improve the experience of parents and carers and, while caring duties are not limited to female staff, survey comments recognise that female staff may be disproportionately affected by caring responsibilities. 37% of academic staff and 46% of female academic staff (31% M) did not feel that they were able to care appropriately for family and friends alongside work as an academic (fig. 56).



(iv) Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

The return rates from maternity leave for academic and support staff are 100% over the last seven years. We will continue to provide support towards return to work, as evidenced in the previous section (5.5 (iii)).



**SILVER APPLICATIONS ONLY**  
 Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

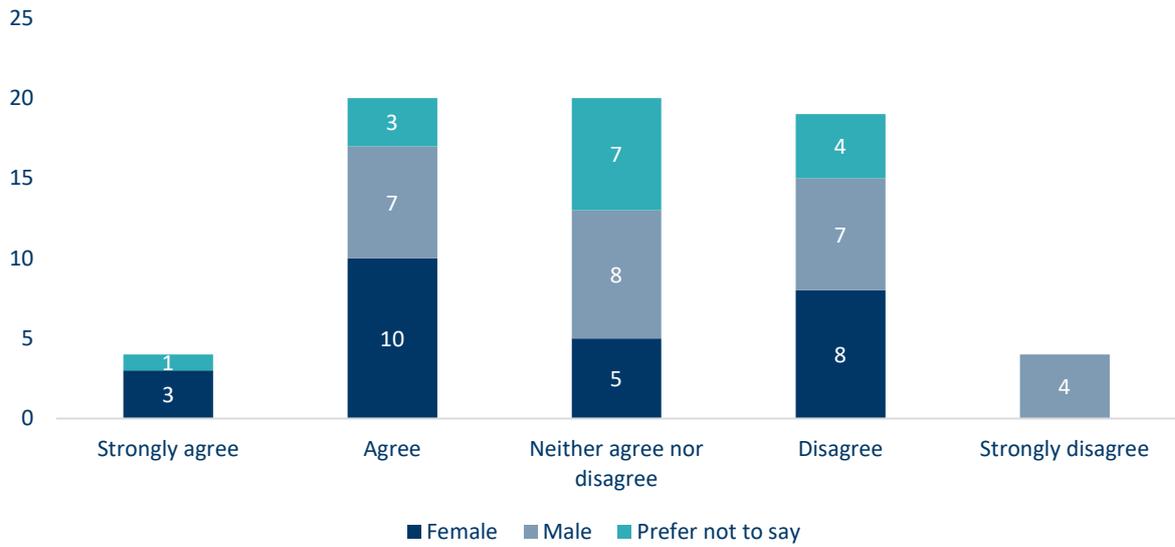
(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

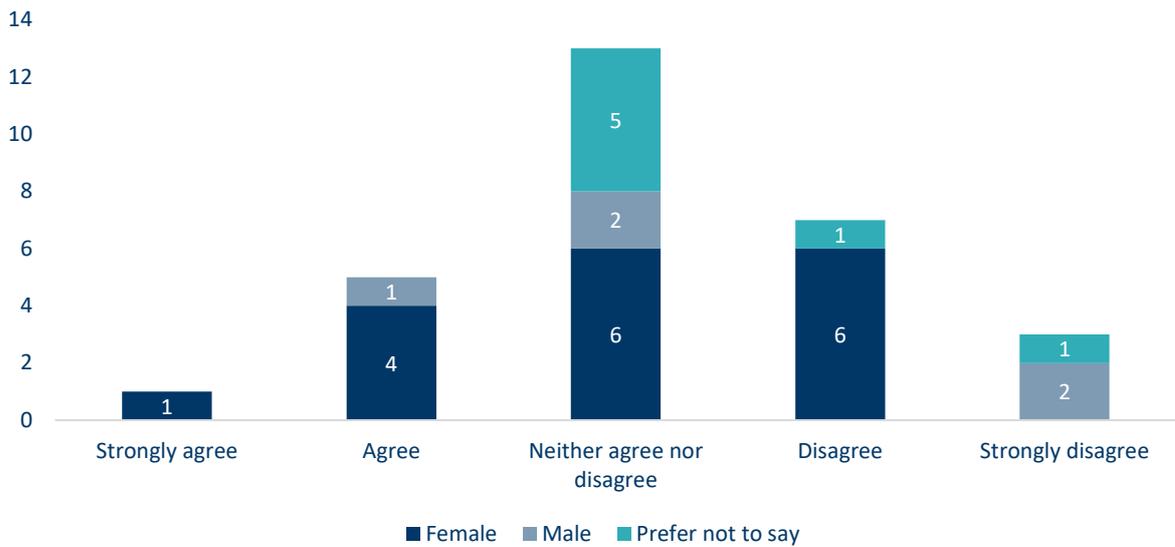
Four academic staff and one academic-related staff member have taken paternity leave since 2013. Since 2015, shared parental leave has been available to employees in the first 52 weeks following the birth or adoption, instead of taking maternity, adoption or paternity leave. In 2017, one academic staff member took shared parental leave. According to the 2016 Academic Staff Survey, 33 respondents including 15 women had taken time off for parenting leave. 73% (7F) took less than 6 months, 12% (4F) took 6-12 months, 12% (4F, 1M) took 1-2 years and 3% (1F) took 2-3 years.

Academic staff respondents were split on whether taking parental leave of any kind would damage their career: 36% agreed, while 34% disagreed (fig. 58). A small majority of respondents (44%, 35%F, 40%M) felt that parental leave had not actually damaged their career (fig. 59). By contrast, 50% women agreed that parenting leave would damage their career (compared to 26%M) and 29% agreed that it had damaged their career (compared to 20%M). More must be done to improve perceptions that leave is compatible with a successful academic career.

**Fig. 58 : Academic Staff Survey : Taking maternity/paternity/adoption/shared parental leave would damage my career**



**Fig. 59 : Academic Staff Survey : Taking maternity/paternity/adoption/shared parental leave has damaged my career**



(vi) Flexible working

Provide information on the flexible working arrangements available.

Under University policy, all staff are able to request formal flexible working arrangements. These include temporary or permanent part-time working, job share, compressed or annual hours, staggered hours or flexitime, or working from home. An unpaid career break scheme for up to two years also applies to staff with domestic responsibilities. The Faculty seeks to accommodate such requests through prompt consultation with the staff member. Three members of academic staff did work part-time before returning to full-time and three women currently work part-time. This small number in part reflects the well-established flexible working practices already in place. It may in part reflect the majority perception among academic staff that working part-time would negatively affect their

career. Survey comments are that expectations of attainment are not proportionately adjusted to part-time working, whether in terms of workload or research outputs.

**AP42: (a) Advice will continue to be available as to the effect on career of taking leave and support both before and returning from family leave.**  
**(b) Hold focus groups to identify key concerns and perceptions of staff returners.**  
**(c) Develop and implement a buddying system for staff about to go on, and returning from, family leave.**  
**(d) The Faculty is, of course, unable to control the policies operated in the Colleges. However, it will ask the Senior Tutors' Committee to produce a document on best practice in Colleges to help returning to work after a period of leave.**

(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

The Faculty fully supports the University's policies on Graduated Return, the Returning Carers Scheme and Flexible Working. The Chair of the Faculty and Faculty Administrator are able to offer advice and support on these schemes. Workload for academics transitioning back to full-time positions would be taken into account by the WAC.

## 5.6. Organisation and culture

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

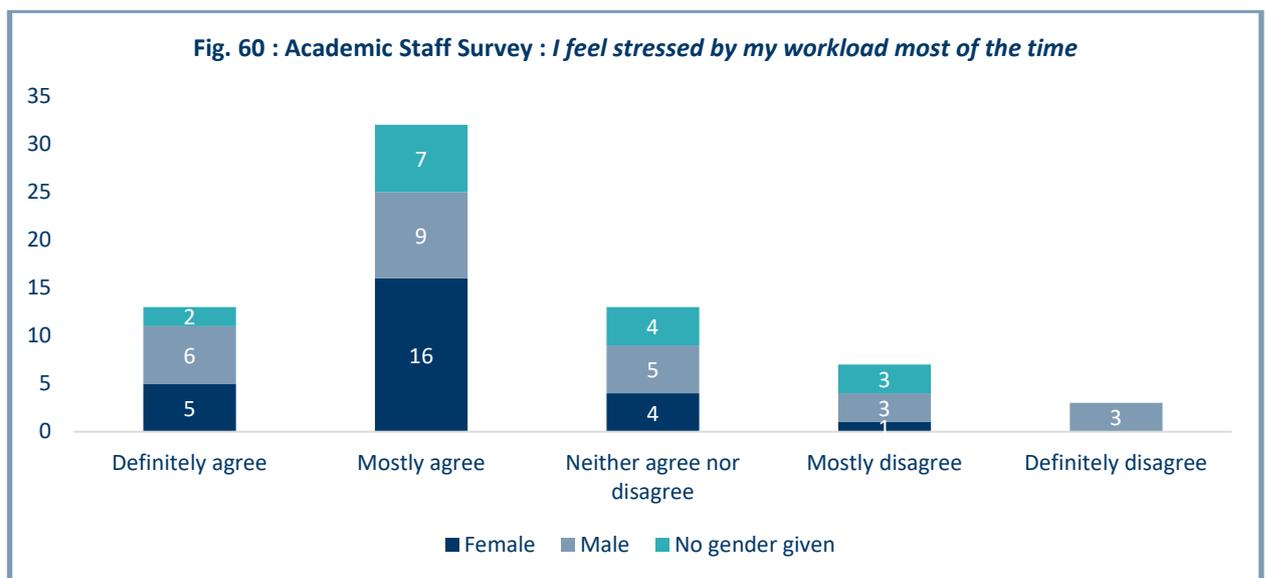
The Faculty culture rests on a non-hierarchical governance structure through committees and a representative FB. Flexible work practices and academic freedom are greatly valued and co-operative working practices are emphasised. The majority of the academic staff felt that their role was recognised and valued in the Faculty (61.5% male respondents, 58% female respondents). More than 90% of the support staff described the Faculty as a 'happy' and 'welcoming' place. A majority (academic respondents (56%, 48%F, 58%M), PhD, LLM, MCL and undergraduate students) agreed that language and behaviour that made them uncomfortable and/or reinforced stereotypes was not permitted. Large numbers of PhD (85%F, 82%M) and undergraduate student (82%F, 82%M) respondents felt that the Faculty of Law enabled them to fulfil their potential.

These findings reflect the Faculty's great commitment to ensuring E&D which are also the matter on which academic staff work, and about which they teach. With that said, two issues emerged from survey responses about Faculty culture.

Firstly, there is a perception that gender does matter. 70% of academic staff respondents (94%F, 56%M) thought that the Faculty should be more sensitive to issues of gender. Various concerns fall under this umbrella. A majority of female respondents (69%, compared to 12%M) felt that female academics have to work harder than male academics to achieve academic promotion. A majority of women (80%, compared to 47%M) have feelings of self-doubt or imposter syndrome. These two issues will be addressed by strengthening career support mechanisms: sections 5.3(ii) and (iii).

Secondly, workload, work/life balance, mental health and wellbeing are overlapping concerns that the Faculty is seeking to address. Academic staff were split on whether they had 'a happy work/life balance'. 42% agreed that they are able to care for family and friends appropriately alongside work commitments (21% neither agreed nor

disagreed, 37% disagreed, 46%F, 31%M) (fig. 56). Only 29% of respondents (20%F, 42%M) agreed that they felt able to decline requests at work that are difficult to manage alongside other personal commitments (15% neither agreed nor disagreed, 55% disagreed, 68%F, 40%M). 44% (23%F) felt able to aspire to promotion *and* care for family and friends appropriately (13% neither agreed nor disagreed, 43% disagreed, 69%F, 22%M), 87% aspire for promotion. Caring responsibilities, and particularly how they may conflict with work responsibilities, were an important issue, with 39% of academic staff respondents having caring responsibilities and 5 respondents (none of whom identified as male) being sole carers. The majority of staff (81%F, 58%M) felt stressed by their workload 'most of the time' (fig. 60) and didn't feel that they were taking 'good care of their health and fitness alongside work duties' (56%F, 54%M). A higher proportion of women were more likely to raise concerns on all points. There is a well-established link between stress and workload, and more will be done to support staff by addressing workload and appraisal process (AP44 and AP45).



- AP43:** (a) Include Athena SWAN and Equality Policy on Faculty website.  
 (b) Ensure a diversity of representation of students on Faculty website.  
 (c) Statement from Chair of Faculty on Faculty values in welcome presentations and staff induction materials.  
 (d) Improve iconography (eg. putting on temporary exhibitions).  
 (e) Make the building more welcoming.
- AP44:** (a) Revamped appraisal system will help to spot any signs of mental ill health.  
 (b) Seek funding from the University for a consultant to come in to assess how the Faculty can address this problem and further funding for follow-up.  
 (c) To continue to support those already experiencing mental health issues, improve communication about the University's staff support services.  
 (d) Seek to ensure the Faculty has two or more Wellbeing Advocates who can signpost colleagues to the staff support services.
- AP45:** As part of the revamp of the appraisal system, ensure appraisers take a holistic view of Faculty, University and College commitments.
- AP46:** Encourage appraisal take-up; increase number of appraisers.
- AP47:** Review relevant Faculty policies and align with Athena SWAN objectives.

(ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

Two senior staff members are dedicated to HR support and one of them is the Faculty point of contact for guidance on all employment-related matters, such as recruitment, policy guidance, legislation and best practice. Both attend monthly HR Forums or School Administrators' meetings on varied topics (contribution reward scheme, changes to the promotions exercise policy) and feed back into the Faculty's committed approach to equality.

The Faculty's approach to E&D is based on developing and disseminating good practices, such as defining concrete expectations of teaching members while on probation (section 5.1(ii)), against the limited framework set by the University. The University has circulated the Law Faculty's probation guidance to other departments as an example of good practice. Similarly, the Faculty is currently working on developing the University mentoring scheme to make it more effective. The Faculty is also active in monitoring, e.g. gender at recruitment and promotions committee meetings and the balance of gender on Selection Committees (sections 5.1(iii) and 5.1(i) respectively). Training on E&D and UB is also encouraged (section 5.3(i)), and the Faculty monitors its completion rates (fig. 50) (AP48).

**AP48: Encourage all those involved in teaching or other engagement with students to complete E&D and UB training; monitor completion rates; recommend completion period.**

Information about HR support is further conveyed to staff through the Faculty and University websites and the weekly Faculty Newsletter, both of which include new or revised HR policies on varied subjects (e.g. sick leave, well-being events, rental deposit scheme). Further particulars for vacant posts draw attention to the Faculty's family-friendly policies and Equal Opportunity policy, including reference to disability. New staff receive on arrival a letter that directs them to the HR site, and other useful sites, on the University website including links to HR policies and procedures for complaints.

There has been one reported complaint of sexual harassment: the female respondent stated that the Faculty dealt satisfactorily with it. The Faculty is committed to making prominent to colleagues information about what to do should they experience or witness bullying or harassment (AP49).

**AP49: (a) Ensure HR Policies are better publicised with a specific link to the University webpage.  
(b) Hold 'Where Do You Draw the Line?' sessions for all Faculty staff to highlight the Faculty's zero tolerance policy.**

(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

Faculty governance is through an 18-member FB, and 10 committees that report to the FB. On most committees, there is a good gender balance which reflects the gender balance of the Faculty (36%F) (fig. 61), as shown below. Indeed, 41 of 104 committee members (39%) are female. The FB, at the heart of Faculty governance, also reflects the Faculty gender balance, with currently 55% female members. The FB includes by ordinance eight members of the Faculty who are not Faculty Officers or University Lecturers, with students and CTOs currently filling these places.

Potential members have been identified by the Faculty Officers, who have since 2017 explicitly taken gender representation into account, alongside nominees' workload, relevant experience, length of service, planned sabbatical/other leave, and representation of particular areas of law where appropriate. A similar process occurs when identifying potential Faculty members to take on a small number of key roles as Faculty Officers. These tasks now fall to the WAC (see section 5.6(v) below).

**AP50: Develop the workload model to aid in ensuring an equitable distribution of duties across post-holders.**

**Fig. 61 : Committee membership by gender**

	2015-16		2016-17		2017-18		2018-19		2019-20	
	F	M	F	M	F	M	F	M	F	M
<b>Faculty Board</b>	7	11	5	13	7	11	9	9	10	8
<b>Degree Committee</b>	3	10	4	9	4	9	3	10	3	10
<b>Academic Committee</b>	4	10	4	8	5	7	2	10	4	8
<b>Resources Committee</b>	1	7	1	6	1	7	2	6	3	5
<b>Research Committee</b>	2	8	2	9	2	9	2	9	4	5
<b>Staff Student Consultative Committee</b>	4	1	4	1	5	1	2	5	2	5
<b>Athena SWAN Group</b>	4	4	4	4	4	5	4	4	5	3
<b>Computing Committee</b>	2	7	3	8	3	7	2	9	3	8
<b>Building and Safety Committee</b>	4	4	3	4	3	5	3	4	4	4
<b>REF Committee</b>					3	7	3	7	3	7

(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

Membership of other University committees is primarily on the basis that a person is carrying out a Faculty officer role (e.g. Faculty Representative on the Schools Postgraduate Committee), due to their college responsibilities or is done on an *ad hoc* basis, often on the basis of expertise or interest. It is striking that two female staff members are currently also Heads of Colleges, and that another three female members exercise or have exercised some very senior posts within their College or the University (Senior Tutor (equivalent of Dean of a College), University Advocate, Pro-Vice-Chancellor for Institutional and International Relations). Faculty members also sit on a range of committees outside the University including government committees, editorial boards, and funding body committees.

Keeping a record and giving higher profile to committee work outside the Faculty or equivalent should be seen as part of giving greater visibility to role models (AP51).

**AP51: The Faculty values external work, while acknowledging that it will increase individual workloads and could contribute to stress. The Faculty will collect relevant data and factor relevant external roles into the Workload Allocation Committee decision-making.**

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

**Workload allocation.** Historically lecture loads were allocated by the Academic Secretary, examining loads by the Examinations Secretary and Chairs of Examiners, and administrative posts by the Faculty Officers (formally all making recommendations to the FB). In May 2019, the FB instituted a new Workload Allocation Committee (WAC). It considers the allocation of these tasks in the round. It explicitly takes gender balance into account (in line with longstanding University policy). It has been asked by FB to develop workload allocation policies (AP52(a)). It is intended that the WAC will address concerns voiced in the survey (particularly concerning fairness of allocation with approximately 54%F neither agreeing nor disagreeing or mostly disagreeing compared to 11%M) (fig. 62 and fig. 63).

Transparency in workload allocation is also enhanced by the annual circulation of the “Who Does What” document. This lists the precise lecturing stint of each Faculty member along with all administrative positions, in the current academic year plus the two preceding academic years. It also includes the number of PhD students whom they supervise, plus college service as a Director of Studies (AP52(b)).

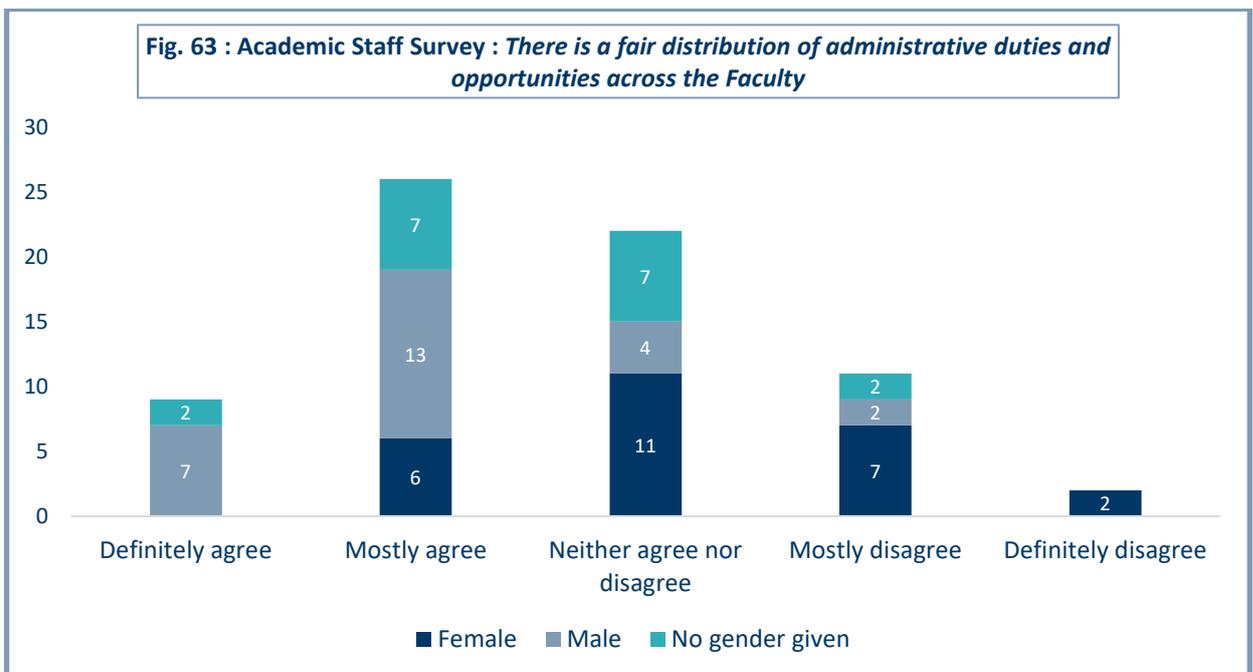
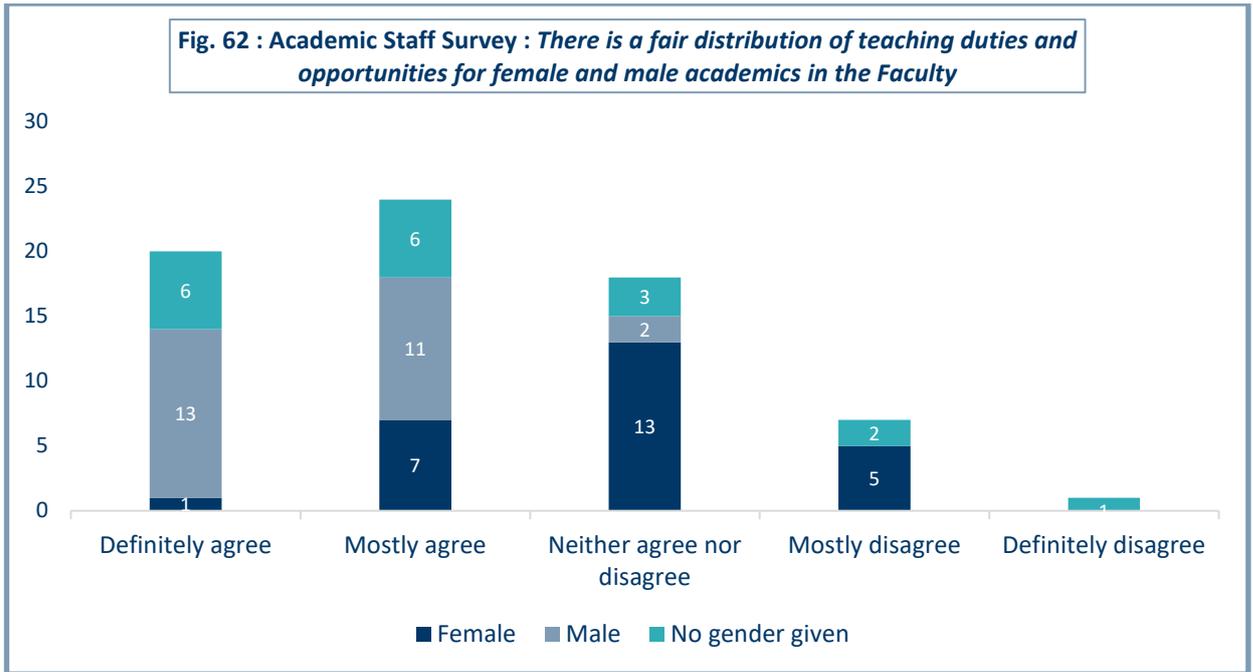
**Probation.** Those in the first year of their post tend to be given lighter lecturing and administrative loads where this is possible/appropriate. Generally, the Faculty Officers aim to nominate individuals for roles appropriate to the stage of career/post held.

**Promotions.** Applicants for Professorships and Readerships have to show an “effective contribution” to teaching (for USLs “sustained excellence”). Applicants are also expected to show a “general contribution to the subject other than in teaching”, which may include “administration ... widening participation activity and the design and delivery of outreach programmes”. These criteria ensure recognition for contributions to Faculty teaching and administration. Adverse comments on the transparency of the promotions process suggest, however, that this recognition alone is insufficient to address concerns about unequal administrative loads (fig. 62 and fig. 63).

**AP52: As a response to concerns revealed in the Survey about levels of workload and fairness in the allocation, particularly of administrative responsibilities, the Faculty Board established a Workload Allocation Committee. The WAC will:**

**(a) Recommend explicit policies on workload allocation to the FB.**

**(b) Monitor workload with reference to gender in consultation with the EDI Committee.**



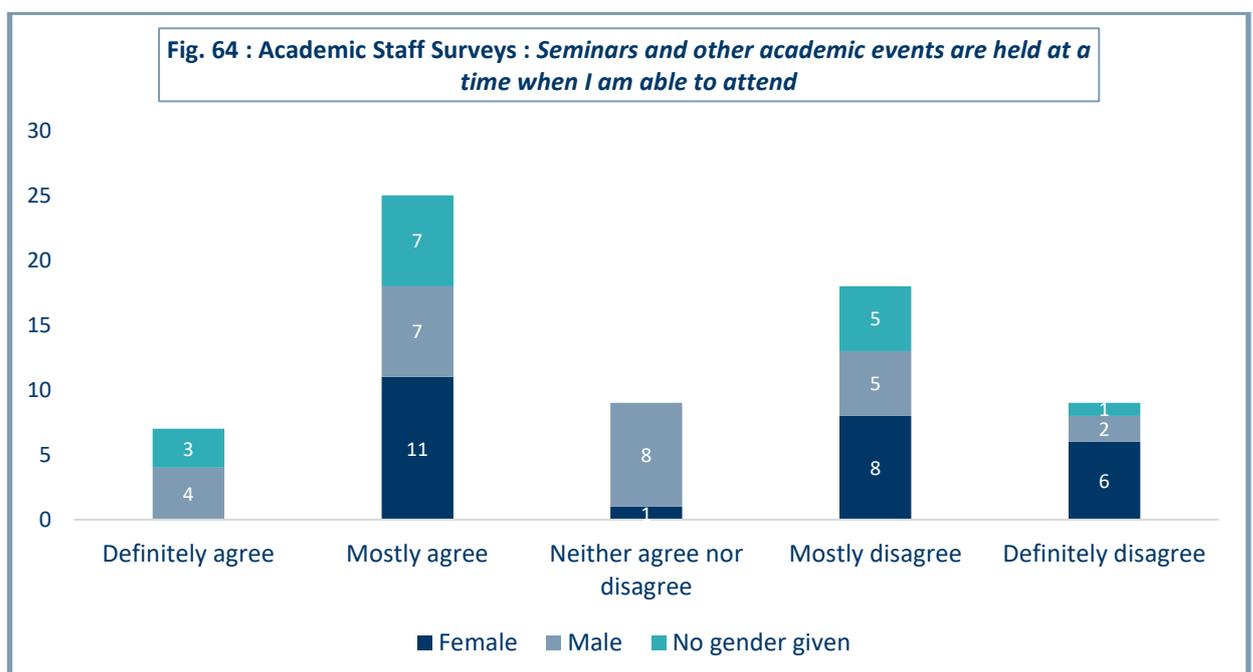
(vi) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

All Faculty committee meetings are held during term-time, mostly on Thursday afternoons. The Annual Faculty Meeting is held over lunch, at which the Faculty Officers report on the activities of the past year. The Annual Faculty Discussion Morning is held in the Easter Term, when lectures are formally over. An end-of-year celebration is now held at lunchtime for all members of staff and their partners.

Many research seminars and public lectures are organised by Research Centres. A good number of these are held at lunchtimes. However, others tend to be held in the late afternoon/early evening. All the prestigious public lectures are held at such times. Often this is necessary to accommodate the speakers and invited audience (e.g. judges travelling from London) and because those lectures are followed by a dinner in the speaker’s honour. As far as possible, it is desirable that academic opportunities be available to all and thus that events are not held at a time that conflicts with family or caring responsibilities. Free-text comments emphasise these points (e.g. timing “disastrous for those with small children”; timing hampers carers’ “interaction and intellectual engagement with colleagues”). However, reconciling high workloads during the “ordinary working day” with additional “optional” academic events during the same period will be challenging.

Currently a substantial majority of female respondents to the Survey stated that events are not held at a time when they are able to attend (fig. 64) (AP53).

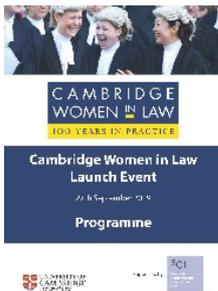


**AP53: The Faculty and its Research Centres will build on existing practice by developing a formal core hours policy and commit to scheduling seminars and public lectures within the 9 to 5 working day wherever possible and avoid Bank Holidays in scheduling seminars and Faculty meetings to ensure those with caring responsibilities are not negatively impacted.**

(vii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department’s website and images used.

The Faculty hosts a number of prestigious annual lectures. Over recent years, although the majority of speakers have been male, there have been a significant number of high profile female lecturers (including senior judges and lawyers from England, the Commonwealth and the EU).



A new social network of alumnae which features a diverse range of women from all sectors was officially launched on 27 September 2019. Cambridge Women in Law (CWIL) held its first event to mark the centenary of the passing of the Sex Disqualification (Removal) Act 1919, when women were finally allowed to practise. The event included a discussion with UK Supreme Court Justices Lady Hale and Lady Arden, and panel discussions focussing on issues facing women in practice and women who have had impact on the world outside practice. E&D were the key discussion themes throughout the event which was well attended by men and women. Due to the success of this event, CWIL will hold similar annual events with the support of law firms.

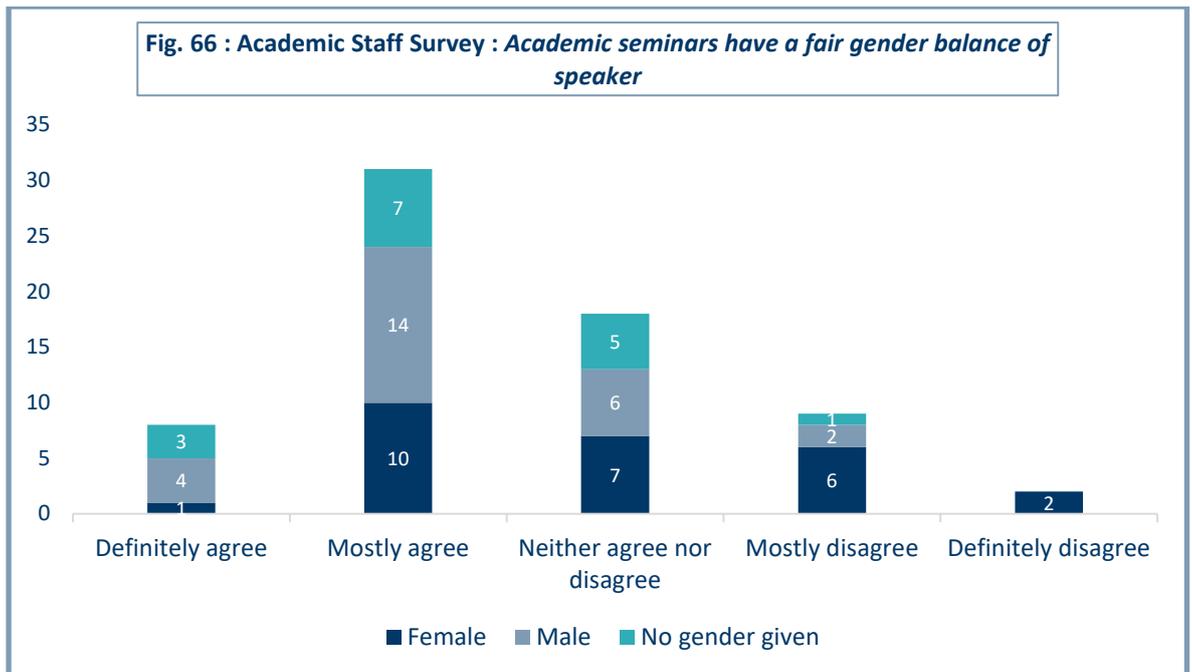
**Fig. 65 : Cambridge Women in Law event**



*'It was such a pleasure to be part of the launch of Cambridge Women in Law yesterday ... a top moment was Prof. Nicola Padfield holding Bella Sankey's (Detention Action) tiny baby, so Bella could deliver a brilliant speech ... a number of women on the panel were honest and open about work pressures and mental health, and the importance of taking time to step back and look after yourself. Refreshing to hear, and incredibly important.'* (Caoilfhionn Gallagher QC)

There appears to be overall satisfaction with the gender balance amongst speakers (fig. 66). Of 77 respondents, 39 academic staff (51%, 42%F) agreed that the balance was fair, while only 11 (14%, 31%F) disagreed. However, women were more likely to disagree than men. 8 of those 11 who disagreed identified themselves as female. It is clearly important to increase the number of female speakers (AP54).

*'Comparing the Faculty of Law with some other Departments that I know through strong personal contact, I think the Faculty is already doing a very good job (eg by providing fantastic role models). But as always, we could do even more!'*



The Faculty’s promotional materials (available on its websites) prominently feature female students and members of staff. The need for gender balance is actively considered by the Webmaster (AP55).

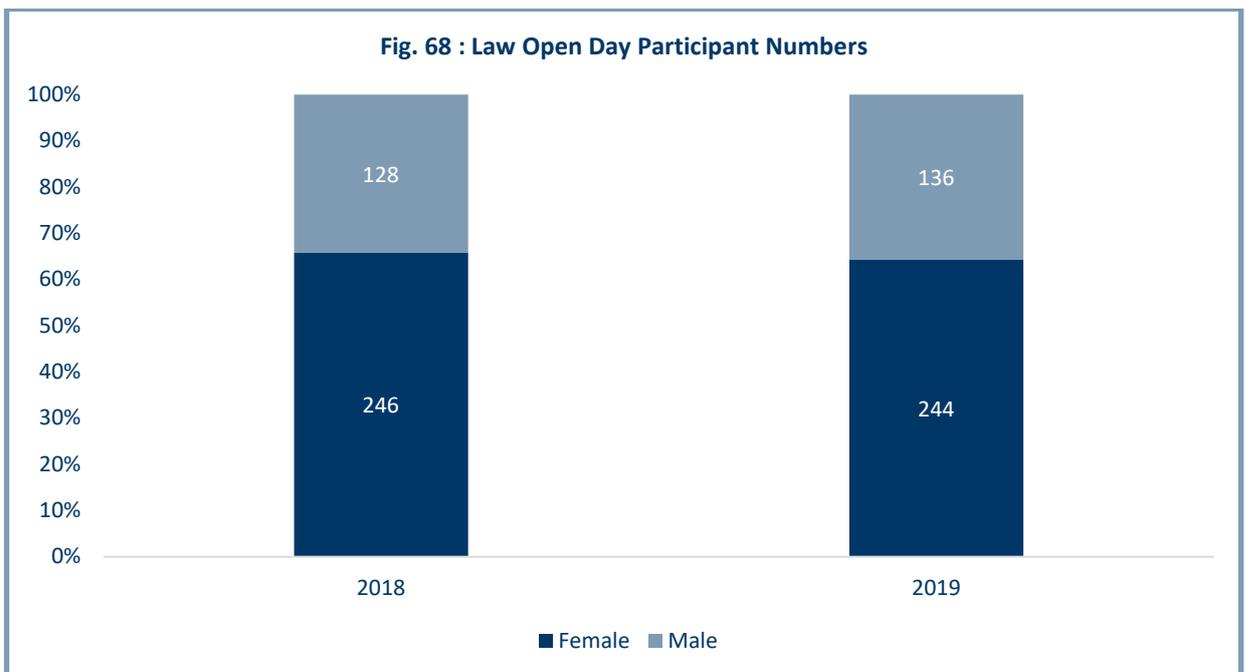
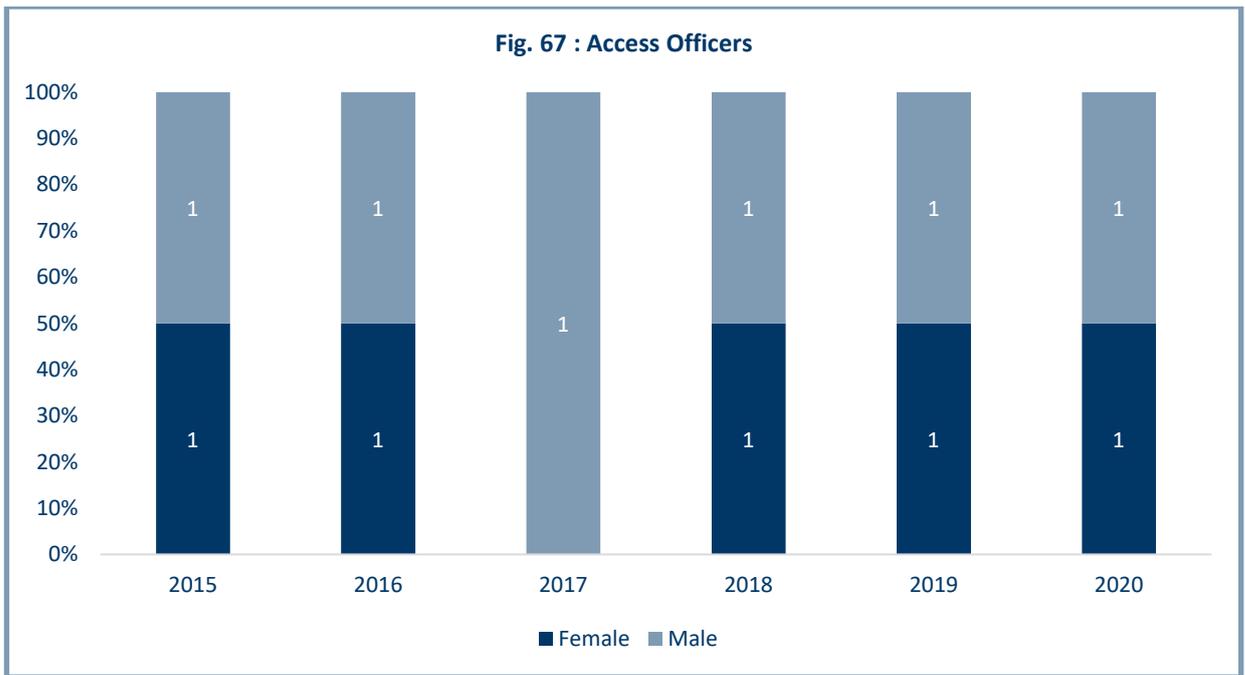
**AP54: (a) To continue to follow the University’s best practice guidelines on inclusive hosting and running of events.**  
**(b) Research Centres and management committees (of public lectures) to be required to report annually on the gender balance of speakers and chairs at all of their seminars and events, and to explain any under-representation of women; EDI Committee to collate the statistics.**  
**AP55: Review all electronic and printed materials, and update where necessary, for representative gender balance.**

(viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

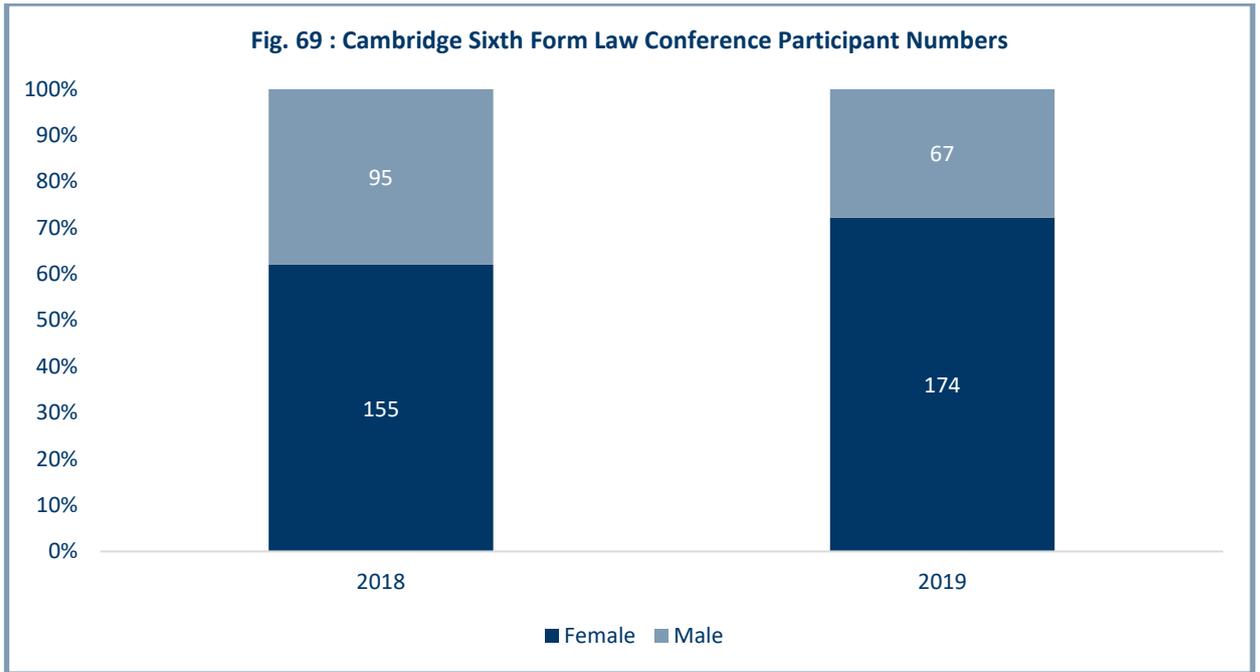
The Faculty employs a Schools Liaison Co-Ordinator (support staff, female) who works to dispel the myths that turn some students away from Law at Cambridge.

Together with the Faculty’s Access Officer(s) (academic staff) (fig. 67), this dedicated Access Team continue the Faculty’s strong participation in outreach events such as the annual Faculty Open Day, Sixth Form Law Conference, and Sutton Trust Summer School.



**The Cambridge Sixth Form Law Conference.** The Conference was founded over forty years ago to give year 12 students who may be interested in studying Law at degree level a balanced view of the law, and also to offer an insight into life as a Cambridge undergraduate. The conference is held over four days where accommodation is provided alongside current students in colleges. The aim is to give a unique experience to help students faced with difficult decisions about their future.

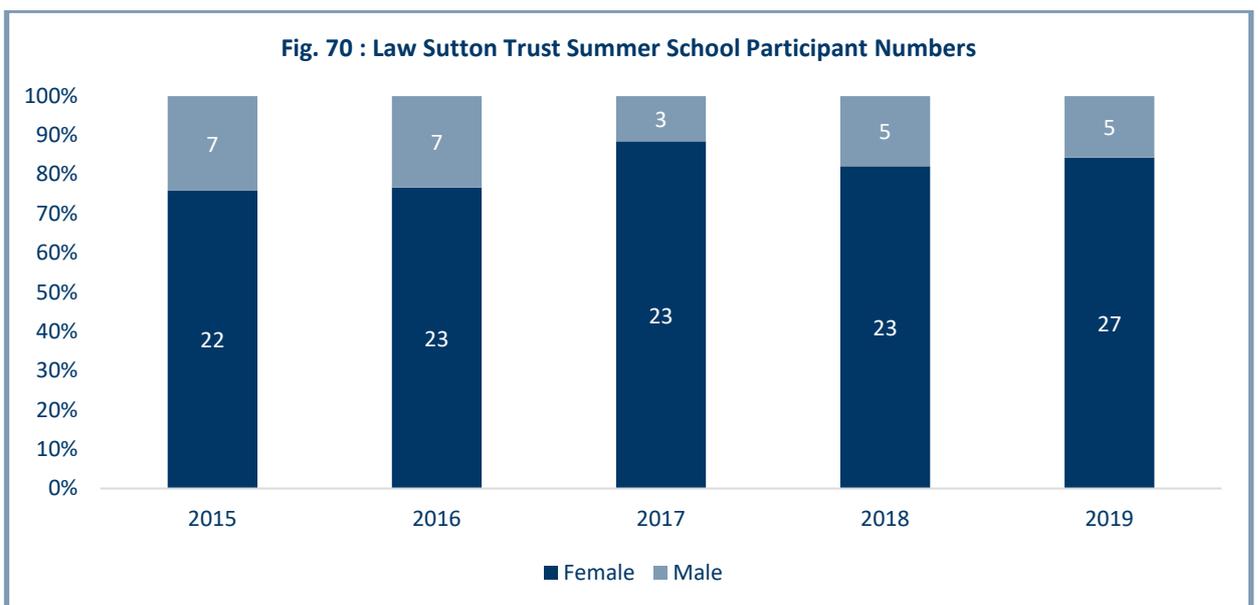
The conference is run by a voluntary committee of seven current law undergraduates (for 2019-2020 4F and 3M) and receives strong support from the Faculty.



**Sutton Trust Summer School.** The Faculty annually hosts the Sutton Trust Summer School for approximately twenty-five sixth form students from around the country. The Sutton Trust aims to improve educational opportunities for young people from non-privileged backgrounds and increase social mobility. The one-week taster course consists not only of seminars and tutorials, but also a varied programme of social activities, to give participants an accurate idea of life as an undergraduate at the Faculty.

However, there is some evidence that the ratios of female applicants for the Cambridge Law BA are slightly lower than at other Russell Group universities (AP56).

*'The Summer School has definitely opened my mind to the breadth of options available with studying Law. It has shown me that not just a certain type of person studies Law and the alternative pathways to becoming qualified as a lawyer.'*



**Recognition of outreach activity.** Being an Access Officer is an increasingly onerous and important role (it also includes chairing meetings of Directors of Studies to decide upon (increasingly controversial) matters of Admissions Policy, in the dual capacity as “Law Admissions Convenor”). This is taken into account in the allocation of administrative duties among Faculty members. In the criteria for Senior Academic Promotions the “General Contribution” criterion (for all senior offices) specifically includes “widening participation activity and the design and delivery of outreach programmes” (AP57).

**AP56: Gather statistical information on application rates of students by gender and follow up with Sutton Trust/Access students who do not apply to Cambridge.**

**AP57: Ensure Workload Allocation Committee takes account of gender and diversity when making recommendations for new Access Officers; ensure Access Officers and Schools Liaison Co-ordinator are aware of gender balance and diversity considerations when organising access/outreach events; ensure those doing access events have that work recorded in workload allocation model.**

**AP58: Review published materials and refresh where appropriate to ensure gender balance and diversity.**

**(word count 5856)**

#### SILVER APPLICATIONS ONLY

##### 6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department’s activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

##### 7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application.

##### 8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.



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## LANDSCAPE PAGE

If you require a landscape page elsewhere in this document, please turn on SHOW/HIDE  and follow the instructions in red. This text will not print and is only visible while SHOW/HIDE is on. Please do not insert a new page or a page break as this will mean page numbers will not format correctly.

# University of Cambridge, Faculty of Law

Following the analysis in the departmental application, the following have been identified as priorities for the Faculty of Law:

- Embedding EDI in Governance (AP1, AP2, AP3, AP4);
- Student Attainment Gap (AP7, AP9);
- Career progression for existing staff (AP14, AP15, AP16, AP28, AP29, AP30, AP32);
- Appraisals/Reviews (AP35, AP36, AP37, AP38)

These are all marked as 'high' priority.

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
<b>Athena Swan Infrastructure</b>						
AP1	<p>Monitor and implement AS AP; ensure EDI is embedded into all decision making bodies and processes.</p> <p><b>Rationale:</b> During the self-assessment process the ASG identified the need to establish an EDI Committee to ensure compliance with all AS AP recommendations by specified dates and ensure that awareness of and sensitivity to EDI-related matters is increasingly embedded within the culture of the Faculty and its key decision-making processes.</p>	<p>Establish a Director of Equality, Diversity and Inclusivity to chair EDI Committee (see AP2); sits on or attends Faculty Board; available to advise chairs of any Committee with no EDI Committee member on EDI issues that arise.</p>	<p>Chair of FB; Chair of WAC</p>	<p>Director of EDI post established by October 2020</p>	<p>High</p>	<p>Director of Equality, Diversity and Inclusivity established.</p>

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
AP2	Monitor and implement AS AP; Ensure EDI is embedded into all decision making bodies and processes.	<p>(a) Create EDI Committee; establish Terms of Reference to cover all protected characteristics, and membership (drawn from existing membership of existing key Faculty committees, each of which will have a nominated member responsible for taking a particular interest in EDI issues and who will serve on the EDI Committee itself); meet termly or, if necessary, more frequently.</p> <p>(b) Allocate administrative support.</p> <p>(c) Raise EDI issues with all students and staff from day one with introductory talks.</p>	<p>(a) WAC Committee with approval by FB</p> <p>(b) Faculty Administrator</p> <p>(c) Chair of FB</p>	<p>(a) First meeting to be held during October 2020. Meet termly thereafter or, if necessary, more frequently</p> <p>(b) October 2020</p> <p>(c) Staff and student introductory talks to include EDI issues starting October 2020</p>	High	<p>(a) EDI Committee established and membership is gender balanced and inclusive. Compliance with all AS AP recommendations by specified date and ensure that awareness of and sensitivity to EDI-related matters is increasingly embedded within the culture of the Faculty and its key decision-making processes.</p> <p>(b) Administrative support in place.</p> <p>(c) Assessment of change will be made in a repeat survey for staff and students in 2021 and 2024. Monitor annual student questionnaire return for changing attitude to gender (questions about gender have been included since 2015).</p>

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
AP3	<p>Mainstream EDI issues into Faculty day-to-day business.</p> <p><b>Rationale:</b> In the 2017 staff Survey, 16% of female respondents agreed that the Faculty actively promotes gender equality in all of its activities</p>	<p>(a) EDI-related issues will be explicitly flagged on the agenda of all Faculty committee meetings. At the start of each academic year, each Faculty committee will consider EDI issues in light of the committee's terms of reference and then ensure its response is minuted.</p> <p>(b) Receive reports from DC (on admissions, funding, completion rates), Director of Tripos (BA) (on admissions and take up of coursework option), Director of LLM (on admissions and take up of alternative assessment options), Director of MCL (on admissions), Chairs of Examiners (on gender performance gap).</p> <p>(c) Communicate the work of the EDI Committee to all Faculty Staff through the Faculty's Weekly Newsletter or the 'Faculty Update' circular sent by the Faculty Chair termly.</p>	<p>(a) Committee Chairs; Committee Secretaries</p> <p>(b) EDI Chair; Director of Tripos (BA); Director of LLM; Director of MCL; Chairs of Examiners</p> <p>(c) EDI Chair</p>	<p>(a) Starting October Term 2020</p> <p>(b) Starting October 2020</p> <p>(c) Starting October 2020</p>	High	<p>As a result of subsequent action arising from EDI issues being discussed at Committee level, it is hoped that there will be increased recognition amongst female respondents that Faculty promotes gender equality.</p> <p><b>Target in 2021 Staff Survey:</b> &gt;50%(F) that the Faculty actively promotes gender equality.</p>

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
AP4	<p>Foster a culture and environment supportive of women's careers and aligned with AS principles.</p> <p><b>Rationale:</b> 40% of women agreed that "the Faculty enables women to fulfil their potential".</p>	<p>(a) Review relevant Faculty Policies and align with Athena SWAN objectives.</p> <p>(b) Continue with similar events like 'Cambridge Women in Law'.</p> <p>(c) Chair of the Faculty to offer to talk to eligible women to encourage them to apply for promotion.</p> <p>(d) Trial events like biannual women's lunch/dinner.</p>	<p>(a) EDI Director; EDI Committee with approval by FB</p> <p>(b) EDI Committee</p> <p>(c) Chair of FB</p> <p>(d) EDI Committee</p>	<p>(a) October 2020 onwards and then every two years</p> <p>(b) Annually from 2020</p> <p>(c) September 2020</p> <p>(d) December 2020</p>	High	<p>Achieve increased proportion of women who agree that the Faculty enables women to fulfil their potential.</p> <p><b>Target in the 2021 Staff Survey:</b> &gt;60% women agree that the Faculty enables women to fulfil their potential.</p>
AP5	<p>Monitor implementation of AS AP. Increase staff and student engagement with Faculty surveys.</p> <p><b>Rationale:</b> In 2017 survey response rates were: Academic Staff: 67%; U/G: 17%; LLM/MCL: 25%; PGR: 27%. To gain a representative view of how staff and students feel in the Faculty, we wish to increase the response rates for subsequent iterations of the surveys.</p>	<p>Repeat surveys extending question topics beyond gender; increasing response rates for staff and students.</p> <p>Investigate options for incentives for engagement with survey (eg. Book tokens for students), and broader communication about the survey, including actions that have taken place in response to the 2017 survey.</p>	EDI Director and EDI Committee	Next surveys to be run February 2021 and February 2024	Medium	<b>Target response rates by 2024:</b> UG, LLM, MCL and PGR >50%; Staff >75%

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
<b>4 Picture of the Faculty</b>						
AP6	<p>Investigate reasons why fewer women than the national average apply for UG Law courses at Cambridge.</p> <p>Make it clear to potential applicants the Faculty's commitment to EDI.</p> <p><b>Rationale:</b> In 2018 women made up 59% of the undergraduate cohort in the Faculty, which is below the national average for Law undergraduates (64.4%).</p>	<p>(a) Collect feedback from attendees at open days, Sutton Trust, and Sixth Form Law Conference as to why there appear to be fewer women studying Law in Cambridge than elsewhere.</p> <p>(b) Review results and develop action plan to be followed through the following year.</p> <p>(c) Update the Faculty's BA website and promotional materials ensuring images represent the full diversity and inclusivity of the cohort.</p>	<p>(a) and (b) Schools Liaison Co-ordinator, Access Officers.</p> <p>(c) Schools Liaison Co-ordinator; Webmaster.</p>	<p>(a) Commence March 2020, collect data annually</p> <p>(b) Review results and develop action plan during summer vacation 2020. Put into action in Academic Year 2020-21</p> <p>(c) Completed by end of March 2020 and reviewed annually</p>	Medium	<p>(a) Aim for &gt;50% return rate by students.</p> <p>(b) Outcomes will depend on any issues arising from the initial feedback. The subsequent action plan will allocate appropriate targets for improvement.</p> <p>(c) Website updated and kept under review in conjunction with the EDI Committee to ensure diversity, including gender diversity, is represented. Feedback from potential applicants shows increased awareness of Faculty's commitment to EDI.</p> <p><b>Target by 2024:</b> &gt;70% student responses show awareness of commitment to EDI.</p>

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
AP7	<p>Reduce gender gap at First Class level in undergraduate exam marks.</p> <p><b>Rationale:</b> When focusing on First Class results, concern is raised that a gender gap is emerging. Although the figures vary widely from year to year, it can be seen there is a difference of over 6% between the numbers of men and women receiving Firsts in their third year.</p> <p>Attainment gap data was made available for the first time in June 2019; analysis is already underway. Our aim is to understand fully the reasons behind this issue and to act upon our findings as swiftly as possible to reduce the attainment gap identified.</p>	<p>The Faculty will continue to investigate apparent differences in exam performance, namely:</p> <p>(a) Further analyse gender attainment gap by subject, and hold discussions with the convenors of those subjects and student focus groups where gaps are apparent to understand how to address disparities.</p> <p>(b) Analyse more detailed data on a “question by question” basis to test the hypothesis that female students tend to choose problem questions and that the distribution of marks for such questions differs from essay questions.</p> <p>(c) Repeat analysis for the next two rounds of exams; identify trends and follow up immediately with those subjects where the gender disparity in performance is greatest; introduce a plan to take remedial action; results of remedial action to be monitored and assessed.</p>	<p>(a) Chairs of Examiners</p> <p>(b) Chairs of Examiners</p> <p>(c) Chairs of Examiners; Director of Tripos (BA); Academic Committee</p>	<p>(a) Initial statistical research on this data commissioned 2022</p> <p>(b) More detailed analysis completed by 2022</p> <p>(c) Dates of the next two exam rounds. Plan of remedial action to be completed by 2022 with interim report by 2021</p>	High	Reduce gender attainment gap; until the research has been undertaken and properly analysed it is difficult to identify the precise cause of the issues but the Faculty is committed to eliminating the gender attainment gap in the shortest timescale possible. It sees this as one of the priorities to come out of the AS programme

		<p>(d) The introduction of coursework component (25%) to be considered by the relevant Faculty Committees. If introduced, the EDI Committee will monitor its effects over the first few years.</p> <p>(e) Chairs of Examiners to continue to report attainment gap data to Faculty Board on an annual basis.</p>	<p>(d) Director of Tripos (BA); Chairs of Examiners; EDI Committee</p> <p>(e) Chairs of Examiners</p>	<p>(d) By January 2020</p> <p>(e) First report to FB by July 2020</p>		
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Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
AP8	<p>Ensure equity in LLM applications process.</p> <p><b>Rationale:</b> At present there is slightly higher proportion of female applicants than offers.</p> <p>25% of the LLM admissions team have completed E&amp;D and UB training.</p>	<p>(a) Review LLM promotional materials and its admissions processes to ensure that unconscious gender bias is not affecting the assessment of applications.</p> <p>(b) All LLM admissions team members to undertake E&amp;D and UB training.</p> <p>(c) Report LLM admissions data to EDI Committee.</p>	<p>(a) Director of LLM; LLM Admissions Team; LLM Administrator</p> <p>(b) Director of LLM; LLM Administrator</p> <p>(c) Director of LLM</p>	<p>(a) April 2020</p> <p>(b) April 2020</p> <p>(c) October 2020</p>	Medium	<p>(a) Materials and admissions processes reviewed, and remedial actions taken.</p> <p>(b) Completion of E&amp;D and UB training by 100% of admissions team ensuring all new members are trained.</p> <p>(c) Annual monitoring of LLM admissions data.</p> <p><b>Overall target by 2024:</b> close the gap between female LLM applicants and offers.</p>
AP9	There was a gender gap in the performance in LLM exams 2019 but the picture over the years is more variable.	Further monitoring and investigation of concerning trends in LLM exam performance by gender (see also AP7).	Chairs of Examiners to continue to report to FB and to report to EDI Committee on an annual basis	2019-20 onwards	High	Better understanding of recent trends with potential to implement effective remedial measures.
AP10	<p>Minimise any possible gender bias in PhD application process.</p> <p><b>Rationale:</b> 17% of the Degree Committee have completed E&amp;D and UB training.</p>	Ensure Degree Committee members have undertaken E&D and UB training	Director of Graduate Research; Degree Committee Administrator; DC to report to EDI Committee	April 2020	Medium	100% completion of E&D and UB training by December 2019 application round.

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
AP11	<p>Improve understanding of the gender makeup of the PhD cohort and the awarding of funding by gender to ensure balance in treatment of the genders and other areas of inequality.</p> <p><b>Rationale:</b> Currently the Faculty does not retain data regarding PhD funding applications by gender</p>	<p>(a) Retain data on applications, offers and funding for all applicants to PhD programme including demographics.</p> <p>(b) DC to supply EDI Committee with annual report. EDI Committee to make recommendations in consultation with DC to FB if gender disparity is found.</p> <p>(c) PhD funding data made a regular item on the DC agenda.</p>	<p>(a) Degree Committee Administrator</p> <p>(b) DGR; EDI Director</p> <p>(c) DGR; DC Administrator</p>	<p>(a) Start beginning of Academic Year 2019-20</p> <p>(b) First Annual Review conducted April 2021 and then annually.</p> <p>(c) Starting October 2020</p>	Medium	Data on PhD funding by gender is being systematically retained, enabling informed recommendations to FB about any issues that arise pertaining to gender or other protected characteristics.
AP12	<p>Understand the role of gender (and other factors) in doctoral completion in order to remove differences in completion rates.</p> <p><b>Rationale:</b> Where students have completed, the average period is 52 months for F and 50 months for M.</p> <p>At present, information about the situations pertaining to length of time to complete is not collected. We wish to understand more fully the role of gender in this area in order to proactively resolve any issues that may present themselves.</p>	Send a questionnaire to all doctoral students following completion; biennial review by DC. If it is a concern, follow up with focus groups to identify the nature of the problem and how it might be addressed.	EDI Committee in consultation with DGR/DC	Biennial Review in 2022 and 2024	Low	<b>Target by 2024:</b> Remove any differences in completion times between the genders, allowing for parental leave.

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
AP13	<p>Increase the proportion of LLM students who might consider an academic career by offering improved support for career planning, and emphasis opportunities for doctoral research and academic careers specially referencing gender.</p> <p>Introduce LLM students to the PhD application process early in the academic year.</p>	Introduce biannual meetings where PhD students and academics can talk to LLM students about their experience in academia, career planning etc. Aim for gender balance in speakers.	LLM Director; Chair of DC	Annually from November 2019	Low	<p>Biannual career events being held, with 50:50 gender balance of speakers with positive feedback from attendees.</p> <p>Add question in the 2021 LLM student survey “have you received helpful advice about an academic career” with a &gt;50% target rate for students thinking they have received helpful advice.</p>
<b>Academic and Research Staff Data</b>						
AP14	<p>Increase representativeness and diversity in the Faculty.</p> <p><b>Rationale:</b> current proportion of female academics in the Faculty is 40% compared to Russell Group (42%).</p>	The underrepresentation of women academics in the Faculty needs to be tackled from a number of different angles. Actions AP15-25 address issues relating in the main to recruitment.	WAC; FB; Selection Committee	2019 onwards	High	<b>Overall target by 2024:</b> Increase proportion of female academics to above 40% (current level).

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
AP15	<p>Increase the awareness of Selection Committees and Senior Academic Promotions Committee members regarding representativeness and diversity in Faculty when undertaking recruitment processes.</p> <p>Collect data for shortlisted applicants.</p> <p><b>Rationale:</b> At present, the Faculty holds no data on gender for shortlisted applicants.</p>	<p>(a) Systematically present all Selection Committees and SAP Committees with relevant data on: Existing gender (and other diversity) balance; Appointments over previous three years; Gender analysis of reference writing.</p> <p>(b) Review diversity of representation on Selection Committees and SAP Committee.</p> <p>(c) Collect data by gender on shortlisted applications.</p> <p>(d) Use best efforts to avoid single-gender shortlists; Selection Committee Chair to report to EDI Director if not possible.</p>	<p>(a) Chair of Selection Committee; Chair of Faculty; Deputy Faculty Administrator (for Learning &amp; Teaching and HR)</p> <p>(b) WAC</p> <p>(c) Deputy Faculty Administrator (Learning &amp; Teaching and HR)</p> <p>(d) Chairs of Selection Committee</p>	<p>Relevant data presented to both Selection Committee and SAP Committee from October 2020</p> <p>(b) October 2019</p> <p>(c) October 2020</p> <p>(d) October 2020</p>	High	Increase proportion of female lecturers to above 40% (current level), subject to the points in AP14 above
AP16	<p>Improve the distribution of female academics in career hierarchy.</p> <p><b>Rationale:</b> There is an overrepresentation at USL level (57%F) and at Reader level (45%F) and under-representation at Prof level (33%F). (HESA benchmark for Professors is 25%F.)</p>	<p>Prepare individuals for promotion by focusing on career development; specifically meeting with the Chair of the Faculty to discuss promotion.</p>	<p>Chair of the Faculty</p>	<p>2019-onwards</p>	High	Increase proportion of female professors from 33%, bearing in mind that promotion decisions rest with the University not the Faculty. In judging success, account will be taken of the numbers of female applicants in the career band below (eg the number of female USLs will inform the number of Readers)

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
AP17	Improved data collection regarding recruitment to fixed-term posts.  <b>Rationale:</b> Prior to 2018 there has been patchy data collection on appointments to fixed-term posts, and no data on applications.	Closely monitor gender figures for fixed-term posts (ie. Graduate Workshop Leaders, Teaching Assistants/ Associates, Research Associates); ensure all selection committees have E&D and UB training.	Secretary to Selection Committee	August 2020 onwards	High	Annual reports to EDI Committee; follow up with Action Plan if data reveals there is a gender issue. Instigate planned action from AP15 and AP16 for this staff group.
AP18	Ensure fair and transparent process for selection of Graduate Workshop Leaders.	(a) Advertise widely Graduate Workshop Leader opportunities amongst doctoral students and indicate Faculty's commitments to E&D.  (b) Ensure balanced recruitment of Graduate Workshop Leaders across five years (NB. numbers of Graduate Workshop Leaders are small).  (c) Report recruitment figures to EDI Committee, with subsequent action plan put into place if it reveals a gender imbalance.	(a) Director of LLM; Deputy Faculty Administrator (Learning & Teaching and HR)  (b) Director of LLM; Deputy Faculty Administrator (Learning & Teaching and HR)  (c) Director of LLM	(a) From June 2020  (b) From September 2020  (c) First report to EDI Committee in 2021 and then every three years.	High	(a) <b>Target for 2024:</b> Recruitment of Graduate Workshop Leaders is gender balanced.  (b) Adopt a transparent advertising and selection process, ensuring a balanced representation on Selection Committee (see also AP21 to AP25).

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
AP19	<p>Increase representation of women as Arthur Goodhart Visiting Professor.</p> <p><b>Rationale:</b> In the 12 years to 2019, only two woman appointed.</p>	<p>(a) Ask Research Centres to put forward at least 2 names with a 50:50 gender split.</p> <p>(b) Systematically present the Advisory Committee with data on:</p> <ul style="list-style-type: none"> <li>Existing gender (and other diversity) balance.</li> <li>Gender analysis of reference writing.</li> </ul> <p>(c) Include E&amp;D as part of the terms of reference for the Advisory Committee.</p>	Goodhart Advisory Committee	Next selection round in January 2020.	Medium	With (a), (b) and (c) in place, long term target: increased diversity in appointments. <b>Target:</b> 50% women appointments in selection rounds by 2024.
AP20	<p>Improve Faculty's understanding of why academic staff leave.</p> <p><b>Rationale:</b> The Faculty does not currently collect information on why staff leave.</p>	<p>(a) Send a questionnaire to all staff leavers asking for their reasons for leaving and their views on how the Faculty manages E&amp;D issues.</p> <p>(b) Review the data from the questionnaires.</p>	<p>(a) Deputy Faculty Administrator (Learning &amp; Teaching and HR)</p> <p>(b) EDI Committee</p>	<p>(a) Questionnaires to be sent from Academic Year 2020-2021.</p> <p>(b) Results (if any) sent to EDI Committee at the end of each Academic Year.</p>	Medium	Better understanding of role of gender in academic staff turnover.
<b>Section 5.1(i) Recruitment</b>						
AP21	Minimise the impact of unconscious bias in the appointment process.	Introduce UB training as a requirement for all members of Selection Committees.	Chair of Selection Committees; Deputy Faculty Administrator (Learning & Teaching and HR)	April 2020	Medium	A transparent selection process; all members of the Selection Committee trained in E&D and UB

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
AP22	Demonstrate the Faculty's commitment to equal opportunities to prospective members of the academic staff.  <b>Rationale:</b> 16% of female respondents agreed that the Faculty actively promotes gender equality in all of its activities	Put a statement on the Law Faculty website endorsing the University Equal Opportunities Policy.	FB	Completed October 2019. Reviewed biannually	Medium	Increase in Faculty Members awareness of the Faculty's commitment to equal opportunities to >50%F (see also AP3).
AP23	Aim for a balanced representation of women on Selection Committees	(a) Seek to ensure that Selection Committees are gender balanced.  (b) Report to the Faculty Board annually on gender statistics on Selection Committees.	(a) Faculty Officers; WAC  (b) Chair of Faculty	(a) April 2020 onwards  (b) Report to FB in October 2020 and annually thereafter	Medium	Ensure wherever possible a balanced representation on Selection Committees and indirectly, balanced recruitment outcomes.
AP24	Remind members of the Selection Committees of gender statistics at each stage of the recruitment process	Show data at each stage of the process (application, shortlisting) indicating gender breakdown)	Chair of Selection Committee; Deputy Faculty Administrator (Learning & Teaching and HR)	2019-20	Medium	Increase proportion of female academics to above 40% (current level) (see AP 14 and AP15). (Russell Group 42%).

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
AP25	<p>Increase by the number of women applying for all Faculty posts by proactively encouraging appropriately qualified persons, including women, who meet the selection criteria to apply for Faculty academic posts.</p> <p><b>Rationale:</b> Currently just over a third of applicants are female. For 20 academic posts (2016-19), 36% of applicants (195) were female compared with 64% (343) male.</p>	<p>Proactively encourage women to apply:</p> <ul style="list-style-type: none"> <li>• Circulate advertisements for posts among Faculty Members especially College Teaching Officers, Fixed-Term Lecturers and Junior Research Fellows.</li> <li>• By creative use of social media posts.</li> <li>• Explore other methods of advertising available positions to encourage women to apply for academic roles in the Faculty.</li> </ul>	Faculty Officers; Chair of Selection Committees	New approach to start as and when recruitment opportunities arise during Academic Year 2019-20	Medium	<b>Target:</b> We consider it realistic to increase the proportion of women applying for Faculty posts to at least 42% in line with the proportion of female academics working in Russell Group universities by proactive encouragement within three years.
<b>Section 5.1 (ii) Induction</b>						
AP26	Ensure that new members of staff have all the necessary information and support from the start of their contract.	Gather feedback from recent appointees on the 'Notes for New Members of the Faculty' and the Induction Event annually. Review these in light of feedback.	Deputy Faculty Administrator (Learning, Teaching and HR); Chair of the Faculty; EDI Committee	<p>Revised induction materials ready from January 2020.</p> <p>Revised annually as and when needed based on feedback.</p>	Medium	The success of this approach to be checked by staff survey.

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
AP27	<p>Increase satisfaction with provision of advice and information on how to progress career.</p> <p><b>Rationale:</b> 15% of female respondents agreed that “The Faculty provides sufficient information and support for me to reach the next stage in my career” with 38% male respondents agreeing.</p>	Review mentoring scheme with particular reference to whether it should be expanded to include members of staff other than those who are at an early career stage; ensure mentors clearly understand what is expected of them through participation in probation period.	EDI Committee	Review completed Academic Year 2020-21	High	Increase satisfaction rate from 15% of female respondents to 30% by 2021 while maintaining high levels of satisfaction for men. Increase to 50% for male and female by 2024.
AP28	Ensure the probation period is well understood and that expectations are clearly communicated to new starters.	<p>(a) Add question in next staff survey to measure levels of satisfaction for those who have been through probation.</p> <p>(b) Follow up with those who have been recently appointed to consider ways in which induction can be improved. Repeat annually with new starters.</p> <p>(c) Following (b), make changes in communication around expectations about probation period.</p>	<p>(a) EDI Committee</p> <p>(b) Chair of Faculty</p> <p>(c) EDI Committee</p>	<p>(a) Tie in with timeline for 2021 survey</p> <p>(b) October 2020</p> <p>(c) October 2021</p>	High	<b>Target:</b> In 2021 staff survey >80% of new starters to agree that they understand the probation process.

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
<b>Section 5.1 (iii) Promotions, Increments, Rewards</b>						
AP29	<p>Reduce perception that promotion favours male academics.</p> <p><b>Rationale:</b> 69% of female respondents and 4% of male respondents agreed that “the criteria of the academic promotions process favours male academics over female academics”. The same number of female respondents and 12% of male respondents agreed that “female academics have to work harder than male academics to achieve academic promotion”.</p>	<p>Ensure that Law Faculty membership of the SAP Committee contributes appropriately to overall gender balance of the Committee.</p> <ul style="list-style-type: none"> <li>• Endeavour to ensure (through discussion with other relevant institutions) that overall membership of the SAP Committee is gender balanced.</li> <li>• Ensure that all Law Faculty members of the SAP Committee have completed the E&amp;D and UB training</li> <li>• Endeavour to ensure (through discussion with other relevant institutions) that all members of the SAP Committee have completed the University’s Equality and Diversity training and the University’s Unconscious Bias training.</li> <li>• Communicate success rates to the Faculty after each promotion round.</li> </ul>	Chair of Faculty; Secretary of SAP Committee; WAC	November 2019 onwards	High	<p><b>Target by 2021 Staff Survey:</b> &lt;50% female respondents who agree that the promotions process favours male over female academics.</p> <p><b>Target by 2024 Staff Survey:</b> &lt;33% female respondents who agree that the promotions process favours male over female academics.</p>

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
AP30	<p>Improve promotions advice via revised appraisal system.</p> <p>Rationale: 35% of female respondents and 50% of male respondents agreed that “The Chair of the Faculty/my appraiser/my mentor has discussed my career progress with me and I found this useful”.</p>	New appraisal system to be introduced in order to make more structured advice available in respect of career support and progression (see also AP35 and AP36).	Chair of the Faculty	From October 2020	High	<b>Target:</b> increase number of female academics who agree with this proposition by >50% in 2021 and >65% in 2024 survey.
AP31	<p>Ensure more female academics feel they can combine work, leading to promotion, and family life.</p> <p>Rationale: 23% of female respondents and 58% of male respondents said they could aspire to “academic promotion as well as caring appropriately for my family and friends”.</p>	<p>(a) Have more female role models visible in the Faculty and on its website.</p> <p>(b) Initiate an annual lunch meeting hosted by female Readers and Professors.</p> <p>(c) Where possible, ensure that at least one of the Chair, Deputy Chair and Academic Secretary is a female academic member of staff (thus providing role models).</p>	<p>(a) EDI Committee; Webmaster</p> <p>(b) EDI Committee</p> <p>(c) WAC</p>	<p>(a) January 2021</p> <p>(b) December 2020</p> <p>(c) October 2019</p>	High	<b>Target:</b> Increase number of women who agree with this proposition to >35% in 2021 survey and to >50% in 2024 survey.

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
AP32	<p>Support and encourage academic staff with promotion.</p> <p>Rationale: 35% of female respondents and 50% of male respondents agreed that “The Chair of the Faculty/my appraiser/my mentor has discussed my career progress with me and I found this useful”.</p>	<p>(a) Chair of Faculty to continue to meet with all eligible Faculty Members in advance of each promotion round.</p> <p>(b) Appraisers under new system and mentors to discuss career progress including promotions prospects regularly.</p>	<p>(a) Chair of the Faculty</p> <p>(b) Appraisers and mentors</p>	<p>(a) Ongoing</p> <p>(b) From October 2020</p>	High	<p><b>Target:</b> Increase number of female academics who agree with this proposition to &gt;50% in 2021 survey and to &gt;70% for both female and male by 2024 survey.</p>
<b>5.1(iv) Research Excellence Framework</b>						
AP33	<p>Ensure REF 2021 process is perceived as fair.</p> <p><b>Rationale:</b> 62% of female respondents and 42% of male respondents felt “concerned about satisfying the requirements of the REF for academic research”.</p>	<p>Ensure that all members of the Faculty’s REF 2021 Committee have undertaken relevant E&amp;D and UB training, follow the best practice as outlined in the University’s Code of Practice and the UoAs working methods of documents.</p>	<p>Chair of the Faculty; Director of Research</p>	<p>Start immediately</p> <p>All REF 2021 Committee members to have undertaken training by end of 2019</p>	High	<p>In next academic survey &gt;70% respondents agree that “The REF process was conducted fairly with respect to gender”.</p>

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
<b>5.3(i) Training</b>						
AP34	<p>Increase take up of AS relevant training opportunities.</p> <p><b>Rationale:</b> 44% of female academics and 52% of male academics have completed E&amp;D and UB training.</p>	<p>EDI can be encouraged in all areas of activity by ensuring all academic staff are trained appropriately. The Faculty Board may determine that certain roles may only be undertaken if E&amp;D and UB training has been completed.</p> <p>More generally, academic staff will be encouraged to take up training opportunities as identified in the appraisal process to support career progression and promotion Aurora and Springboard.</p>	Chair of the Faculty	October 2020 onwards	Medium	90% of academic staff to complete E&D and UB training by 2021.
<b>5.3(ii) Appraisal</b>						
AP35	<p>Increase numbers of staff receiving regular appraisals.</p> <p><b>Rationale:</b> The level of appraisal is low. In part, this is because the number of appraisers is low and in part because there is uncertainty about outcomes (fig. 51 and fig. 52).</p>	Relaunch Faculty appraisal scheme for academic staff drawing on University norms regarding best practice. Explain value of process to colleagues to reduce historic suspicion.	Chair of the Faculty; FB	From October 2020	High	<p>Staged progression towards University target over a three year period. 33% of academic staff having been appraised by the end of the 2020-21 academic year.</p> <p>NB. Transforming levels of appraisal so that the majority of staff undergo appraisal will take time, in part because an immediate shift would impose an intolerable burden on a small number of potential appraisers (see AP36 which addresses this).</p>

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
AP36	<p>Increase numbers of appraisers.</p> <p><b>Rationale:</b> Currently there are only 3 trained appraisers for 72 academic staff which makes the appraisal process an intolerable burden. We will increase the number of trained appraisers to enable regular appraisals to take place, spreading the workload to more senior academics.</p>	Hold appraiser training days in the Faculty.	Chair of the Faculty	January 2020 onwards	High	>60% of Professors and Readers trained by October 2020 and >65% by October 2024.
<b>5.3(iii) Support for Career Progression</b>						
AP37	<p>Improve information about and support for career progression.</p> <p><b>Rationale:</b> The Survey revealed that 15% of female respondents and 38% of male respondents were satisfied that the Faculty provided sufficient information and support with career progression.</p>	<p>(a) New appraisal scheme to be introduced (see AP35 and AP36).</p> <p>(b) Chair of the Faculty to continue to offer to meet with all eligible members of academic staff in advance of each annual promotions process (see also AP30 and AP32).</p>	<p>(a) Faculty Officers</p> <p>(b) Chair of the Faculty</p>	<p>(a) From October 2020</p> <p>(b) Ongoing</p>	High	<b>Target:</b> Increase to >40% number of academic staff who feel the Faculty provides information and support particularly through the appraisal process. Increase to >50% by 2024.

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
AP38	Support women in their career progression (see also AP47).  <b>Rationale:</b> Create a culture of mutual support with similar challenges beyond academic responsibilities that they feel may impact on career progression.	(a) Foster links between junior and senior academics with similar extramural responsibilities.  (b) Introduce more comprehensive appraisal (see AP35).  (c) Add new question in the next staff survey "I have received support from colleagues in the Faculty with similar non-academic responsibilities.	(a) EDI Committee  (b) Faculty Officers; EDI Committee  (c) EDI Committee	(a) October 2020 onwards  (b) From October 2020  (c) 2021 survey	High	Test change in attitude via new question in staff survey.  <b>Target:</b> >50% in agreement in 2021.  Test also the value of the broader appraisal scheme through the next staff survey (AP32).
<b>5.3(iv) Support Given to Students For Academic Career Progression</b>						
AP39	Ensure the Faculty supports and advises doctoral students seeking academic careers.  <b>Rationale:</b> Scope to increase support provided.	(a) Review Extended Research Training and Development Programme for PhD students to offer preparation for transition to academic careers.  (b) Encourage all doctoral students considering teaching to undertake E&D training.  (c) Continue to introduce doctoral students to the REF and teaching qualifications.	(a) Working Group on RTDP reporting to DC and FB  (b) DGR and Degree Committee Administrator  (c) Director of Research	(a) Review begins in November 2019; report to FB in March 2020  (b) From October 2020  (c) Ongoing	Low	In next PhD survey, >70% agree with proposition "I have received useful support and training for an academic career".

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
AP40	<p>Improve accessibility of advice on academic careers to LLM students.</p> <p><b>Rationale:</b> 20% of LLM/MCL respondents agreed that “The teaching staff have discussed my career progress with me”.</p>	<p>(a) Introduce talk for LLM students considering PhD and Academic Career.</p> <p>(b) Encourage lecturers to offer time for career discussion in office hours.</p> <p>(See also AP13 and AP38).</p>	Director of LLM	From October 2019	Low	<b>Target for 2021 student survey:</b> 75% of LLM students agree they have had discussions about their future.
<b>5.3(v) Support offered to those applying for research grant applications</b>						
AP41	<p>Increase support for those applying for research grants as well as processes to ensure that non-applicants are not unduly burdened when successful applicants go on leave.</p> <p><b>Rationale:</b> 27% of female respondents and 54% of male respondents agreed that they “have sufficient support when applying for research grants”.</p>	<p>The Faculty recognises the importance of research grant support already available.</p> <p>(a) Consult with staff to identify key needs and consider whether further support is needed in terms of feedback provided on an application and peer review.</p> <p>(b) Communicate more effectively existing support on offer.</p> <p>(c) Monitor progress of recently introduced system for ensuring periods of leave do not unduly burden other members of staff.</p>	<p>(a) Director of Research</p> <p>(b) Director of Research; Research Committee</p> <p>(c) WAC</p>	<p>(a) and (b) From January 2021</p> <p>(c) From October 2019</p>	Low	<b>Target:</b> Increase to >50% number of female academic respondents who state they have sufficient support in these matters; support for female academics should not detract from support for male academics.

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
<b>5.5 Flexible working and managing career breaks, maternity/adoption/paternity leave</b>						
AP42	<p>Improve perceptions that family leave is compatible with a successful academic career.</p> <p><b>Rationale:</b> Over 50% of female academic respondents agreed that “Taking maternity/ paternity/ adoption/shared parental leave would damage my career”. 50% of female respondents agreed that “It takes longer to progress if you work part time or flexibly in the Faculty”. From the perspective of the Faculty, it is thought desirable to allay unnecessary concerns that taking leave can affect one’s prospects of career progress.</p>	<p>(a) Advice will continue to be available as to the effect on career of taking leave and support both before and returning from family leave.</p> <p>(b) Hold focus groups to identify key concerns and perceptions of staff returners.</p> <p>(c) Develop and implement a buddying system for staff about to go on, and returning from, periods of family leave, within the Faculty.</p> <p>(d) The Faculty is, of course, unable to control the policies operated in the Colleges, however, it will ask the Senior Tutors’ Committee to produce a document on best practice in Colleges to help returning to work after a period of leave.</p>	<p>(a) Chair of Faculty</p> <p>(b) EDI Committee</p> <p>(c) EDI Committee</p> <p>(d) EDI Committee</p>	<p>(a) October 2019 ongoing</p> <p>(b) January 2021</p> <p>(c) May 2021</p> <p>(d) October 2020</p>	High	<p><b>Target by 2021 Staff Survey:</b> Reduce to &lt; 25% the number of female academic respondents who agree that “Taking maternity/ paternity/ adoption /shared parental leave would damage my career”.</p> <p>Reducing even further by 2024 survey.</p>

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
<b>5.6 Organisation and culture</b>						
<b>5.6(i) Culture</b>						
AP43	<p>Ensure all staff and students are aware of the Faculty's commitment to Equality, Diversity and Inclusivity.</p> <p><b>Rationale:</b> 94% of female respondents and 85% of male respondents agreed that "the Faculty should be more sensitive to issue of gender".</p>	<p>(a) Include Athena SWAN and Equality policy on Faculty website.</p> <p>(b) Ensure a diversity of representation of students on Faculty website (see also AP22).</p> <p>(c) Statement from Chair of Faculty on Faculty values in welcome presentations (and staff induction materials).</p> <p>(d) Improve iconography (eg. putting on temporary exhibitions).</p> <p>(e) Make the building more welcoming.</p>	<p>(a) EDI Committee; Webmaster</p> <p>(b) EDI Committee; Webmaster</p> <p>(c) Chair of Faculty</p> <p>(d) Space Committee</p> <p>(e) Space Committee</p>	Ongoing	High	<b>Target:</b> By 2021 survey, <50% of academics who think Faculty needs to be more sensitive to issues of gender.

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
AP44	<p>Improve mental health in Faculty.</p> <p><b>Rationale:</b> 56% of female respondents and 44% of male respondents stated they had “experienced a degree of stress, depression or anxiety that significantly affected their daily life while at the Faculty” (of whom 69%F and 40%M had sought professional help).</p> <p>The AS Committee is aware that levels of mental health issues is a nationwide problem.</p> <p>To help tackle this the Faculty has already introduced a workload management model.</p>	<p>(a) Revamped appraisal system will help to spot any signs of mental ill health (see also AP35 and AP36).</p> <p>(b) Seek funding from the University for a consultant to come in to assess how the Faculty can address this problem and further funding for follow-up.</p> <p>(c) To continue to support those already experiencing mental health issues, improve communication about the University’s staff support services (eg Staff Counselling Service, Occupational Health etc).</p> <p>(d) Seek to ensure the Faculty has two or more Wellbeing Advocates who can signpost colleagues to the staff support services mentioned in (c) above. Information to be flagged, where possible, on Moodle.</p>	<p>(a) Faculty Officers</p> <p>(b) EDI Director</p> <p>(c) EDI Director</p> <p>(d) EDI Director; Webmaster</p>	Ongoing from October 2019	High	<p><b>Target:</b> To increase the support for those experiencing stress, depression or anxiety.</p> <p>Reduce to &lt;25% the number of academics stating they have experienced a degree of stress, depression or anxiety that significantly affected their daily life.</p>

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
AP45	<p>Ensure sufficient time for individuals to be able to develop their teaching and research to their level of satisfaction.</p> <p>Rationale: 19% of female respondents and 50% of male respondents said that they have enough time to do their academic teaching and research to the expected standard. The ASG is aware that part of the problem arises from College responsibilities over which the Faculty has no say. However, the Cambridge system as a whole is dependent on Colleges delivering the small group teaching (supervisions).</p> <p>The Faculty has already introduced a workload management model as part of its response.</p>	As part of the revamp of the appraisal system (see AP35 and AP36), ensure appraisers take a holistic view of Faculty, University and College commitments.	Chair of the Faculty; WAC	From October 2020	High	<b>Target for 2024 Staff Survey:</b> Increase to >50% of female respondents saying that they have enough time to do their academic teaching and research to the expected standard.

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
AP46	<p>Increase self-confidence amongst academic staff/reduce levels of imposter syndrome.</p> <p><b>Rationale:</b> 80%F respondents said they “regularly have feelings of self-doubt or inadequacy, or that I will be ‘found out’”. One respondent said she felt “lack of support and encouragement from the Faculty...has undermined my confidence in having an academic career”.</p>	Encourage appraisal take-up; increase numbers of appraisers (see also AP35 and AP36).	Chair of the Faculty	Academic Year 2020-2021	High	<b>Target for 2024 Staff Survey:</b> Reduce incidence of self-doubt amongst female respondents to <50%.
AP47	Foster a culture and environment supportive of women’s careers (see also AP38)	Review relevant Faculty Policies and align with Athena SWAN objectives (see AP4)	EDI Director in consultation with Faculty Chair	From October 2020	High	To foster an institutional environment mindful and supportive of women’s careers, the next survey should show an improvement of 25% across the scores concerning wellbeing.
<b>5.6(ii) Human Resources</b>						
AP48	<p>Improve levels of staff undertaking E&amp;D and UB training.</p> <p><b>Rationale:</b> Currently, 68% female and 57% male academic staff have completed the training).</p>	E&D and UB training is mandatory for those on certain committees but will be encouraged for all those involved in teaching or other engagement with students; monitor completion rates. (See AP8 (LLM admissions), AP10 (DC), AP17 and AP21 (appointments), AP33 (REF Committee), AP39 (doctoral researchers).	EDI Committee	October 2020-2021	Medium	90% completion rate by those involved in working with students by 2021.

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
AP49	Increase staff familiarity with the Athena SWAN and Race Equality Charter principles.	<p>(a) Ensure HR policies are better publicised with a specific link to the University webpage, in particular information about what to do should they experience or witness bullying or harassment.</p> <p>(b) Hold ‘Where Do You Draw the Line?’ sessions for all Faculty staff to highlight the Faculty’s zero tolerance policy.</p>	<p>(a) Faculty Administrator; Deputy Faculty Administrator (Learning, Teaching and HR); Webmaster; Chair of Faculty; EDI Director</p> <p>(b) EDI Director</p>	<p>(a) Academic Year 2020-2021</p> <p>(b) From October 2020 and annually thereafter</p>	Low	<p>(a) &gt;70% familiarity with Athena SWAN and Race Equality Charter principles by 2021 staff survey.</p> <p>(b) &gt;70% staff to have undertaken the ‘Where to Draw the Line?’ session by December 2024.</p> <p><b>Target for 2024 Staff Survey:</b> Increase the proportion of staff who are aware of how to report unwanted behaviour to 100%.</p>
<b>5.6(iii) Representation of men and women on committees</b>						
AP50	Ensure equitable distribution of duties across post-holders (without over-burdening female staff).	See 5.6(v). Develop the workload model to aid in ensuring an equitable distribution of duties across post-holders.	WAC; FB	October 2020 and reviewed annually.	High	40% women membership on all committees with percentage to reflect overall number of women employed by the Faculty.
<b>5.6(iv) Participation on influential external committees</b>						
AP51	The Faculty will collect relevant data and factor relevant external roles into the WAC decision making.	Develop a system to collect this data; factor it in to the WAC	WAC	October 2020	Medium	Include the following question in 2021 staff survey “I feel my work outside the Faculty is recognised” with >50% of both female and male academic staff agreeing with this statement by 2024 survey.

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
<b>5.6(v) Workload Model</b>						
AP52	<p>Maximise transparency in allocation of obligations to staff (while respecting confidentiality of sensitive information about personal circumstances of individual staff members). Improve perceptions of equity in the allocation of duties.</p> <p><b>Rationale:</b> In response to the survey question “In my experience there is a fair distribution of teaching duties and opportunities for female and male academics in the Faculty”, 31% of female respondents agreed and 19% disagreed; whereas 92% of male respondents agreed and none disagreed. On the survey question “I feel there is a fair distribution of administrative duties and opportunities across the Faculty for different genders” 23% of female respondents agreed and 35% disagreed; whereas 77% of male respondents agreed and 8% disagreed.</p> <p>As an immediate response to concerns revealed in the</p>	<p>(a) Explicit policies on workload allocation will be recommended to the Faculty Board.</p> <p>(b) Workload will be monitored with reference to gender in consultation with the EDI Committee.</p>	<p>(a) WAC; FB</p> <p>(b) WAC; EDI Committee; Academic Secretary</p>	<p>(a) Immediate; Academic year 2019-20</p> <p>(b) Continue to monitor via publication and analysis of “Who Does What?”</p>	High	<b>Target by 2021 Staff Survey:</b> To eliminate the disproportionate concern of female members of staff.

	Survey about levels of workload and fairness in the allocation, particularly of administrative responsibilities, the Faculty Board established a Workload Allocation Committee.					
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Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
<b>5.6(vi) Timing of departmental meetings and social gatherings</b>						
AP53	<p>Timing of all academic events to be family friendly wherever possible, to enable all staff to participate.</p> <p><b>Rationale:</b> 42% of both female and male respondents agreed that “Seminars and other academic events are held at a time when I can manage to attend”.</p>	<p>Build on existing practice by developing a formal core hours policy and commit to scheduling seminars and public lectures within the 9 to 5 working day wherever possible and avoid Bank Holidays in scheduling seminars and Faculty meetings to ensure those with caring responsibilities are not negatively impacted.</p>	<p>Research Centres; WAC; Faculty Officers; FB</p>	<p>October 2020 onwards</p>	<p>Medium</p>	<p><b>Target by 2021 Staff Survey:</b> increase number of staff agreeing that “Seminars and other academic events are held at a time when I can manage to attend” to &gt;50%.</p>
<b>5.6(vii) Visibility of role models</b>						
AP54	<p>Ensure fair representation of women amongst invited speakers at major public lectures (in particular), and for all research seminars (while acknowledging that historic factors mean that women are still not well represented at the highest levels of the profession).</p> <p><b>Rationale:</b> 42%F respondents and 69%M respondents agreed that “Academic seminars have a fair gender balance of speakers”. 38%F respondents and 96%M respondents agreed that “The Faculty of Law provides sufficient role models of different genders for students and early career staff”</p>	<p>(a) To continue to follow the University’s best practice guidelines on inclusive hosting and running of events.</p> <p>(b) Research Centres and management committees (of public lectures) to be required to report annually on the gender balance of speakers and chairs at all of their seminars and events, and to explain any under-representation of women.</p> <p>EDI Committee to collate the statistics.</p>	<p>(a) Research Centres; Management Committees</p> <p>(b) Research Centres; Management Committees; EDI Committee</p>	<p>(a) October 2019 onwards</p> <p>(b) October 2020</p>	<p>Low</p>	<p><b>Target:</b> &gt;35% women speakers for major lectures and &gt;45% for seminars. Referenced over a five year period (rationale: numbers may be small and so can be skewed in any one year).</p>

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
AP55	Ensure equal representation of female and male academics and students on the Faculty website and all other Faculty communications and promotional materials (building on existing best practice). (See also AP6)	Review all electronic and printed materials, and update where necessary, for representative gender balance.	Webmaster (and other officers with responsibility for publications); EDI Committee to review annually the website provision.	Immediate (continuation of current practice)  The EDI Review to be completed by January 2022	Medium	Equal representation of women in all materials.
<b>5.6(iii) Outreach</b>						
AP56	To understand the relative application rates of students who attend Faculty outreach and access events. There is some evidence that the ratios of female applicants for the Cambridge Law BA are slightly lower than at other Russell Group universities	Gather statistical information on application rates of students by gender and follow up with Sutton Trust/Access students who do not apply to Cambridge if the data is available (see AP6(a)).	Access Officers (liaising with Cambridge Admissions Office); Schools Liaison Co-ordinator	Academic year 2020-2021 onwards	Low	Gathered information about applicant decision making and trends in application rates by gender.

Action Point Number	Objective	Planned Action	Committee or Person responsible (include job title)	Timeframe	Priority (high, medium, low)	Outcomes and targets
AP57	Ensure gender balance and diversity in Faculty representation at outreach and access events.	<p>Ensure WAC takes account of gender and diversity when making recommendations for new Access Officers to Faculty Board.</p> <p>Ensure Access Officers and Schools Liaison Co-ordinator are aware of gender balance and diversity considerations when organising access/outreach events.</p> <p>Ensure those doing access events have that work recorded in workload allocation model</p>	WAC; FB; Access Officers; Schools Liaison Co-ordinator	For implementation in 2020-2021 onwards	Medium	A gender balanced and diverse profile of the Faculty presented to potential applicants reflecting the current profile of the Faculty.
AP58	Faculty recruitment web pages and degree programme microsites and published material to ensure gender balance and diversity (see also AP6 and AP55).	Review all published materials and refresh where appropriate to ensure gender balance and diversity.	Access Officers; Schools Liaison Co-ordinator; DC Administrator; LLM/MCL Administrator; Director of Tripos (BA)	From April 2020	Medium	Ensure an inclusive picture of the Faculty is presented to potential applicants.