

2014-15 Equality & Diversity Information Report

University of Cambridge

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Published 31 January 2016



UNIVERSITY OF
CAMBRIDGE



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1.0 Foreword

This Equality & Diversity Information Report 2014-15 provides up to date equality information on our staff and student communities. It is used to inform the University's inclusive environment for work and study. The structure of the report this year has been revised from previous years; Part 1 provides an overview of work undertaken during 2014-15 towards the University's Equality Objectives, and Part 2 and appendices give an overview of the key equality data and information for this period. This Report is presented mindful of guidance regarding our obligations under equality law which covers the protected characteristics of age, disability, gender reassignment, marriage (and civil partnership), pregnancy and maternity, race, religion and belief, sex and sexual orientation.

This year has seen the development of a number of equality-related practices and initiatives across the institution. Having published our Equality Objectives in April 2012 which identified our priority areas of focus, we are in the process of building on this framework and developing a new equality strategy to see the University through to 2020.

Particular successes this year have included becoming the first University to join the 30% Club Higher Education Initiative collectively to influence sectoral change and hosting the first *WOW Women of the World* festival in England outside London. We also coordinated a high level discussion, the *Delivering Equality* summit, on making higher education more inclusive on all levels and continue to deliver engaging programmes for staff and students to take part in health and wellbeing activities. Our procedures to ensure fairness in the Research Excellence Framework (REF) exercise fully considered equality-related factors and we have made great strides in our aim that all staff complete in-house equality and diversity training. Our annual calendar of equality-related events has been rich with interesting and relevant speakers and topics; these are organised to increase awareness and debate on important issues.

This Information Report has been prepared for publication by our Equality & Diversity Section, which is part of the University's Human Resources Division.

Professor Eilís Ferran FBA
Pro-Vice-Chancellor for Institutional and International Relations
Chair of Equality & Diversity Committee

2.0 Introduction

The University publishes this report by the 31st January each year in accordance with the Equality Act 2010 (Specific Duties).

In aiming to be a fair and non-discriminatory environment in line with equality legal duties, it has committed to its own Equality Objectives which were initially published in 2012¹. These outlined four priority areas of focus, namely:

1. To establish initiatives that aim to increase diversity, and in particular gender diversity, at senior levels of the organisation
2. To maintain our commitment to excellence in our equality and diversity practice through implementation of the Combined Equality Scheme², in line with legislation
3. To address and encourage inclusive teaching and learning practice
4. To promote the benefits of disability disclosure and a culture of positive awareness in relation to disability and wellbeing

Equality and diversity responsibilities lie with several bodies across the University and progress against these has been regularly reported to the University's governing bodies via the Equality and Diversity Committee. This report and appendices outline the progress that has been achieved against these objectives and also provides key information regarding staff and students as required in law.

The University is committed to engaging all of its members in promoting a positive and fully inclusive work and study environment. To further support this aim, for the first time equality data will be disaggregated and provided directly to the University's six Schools in a separate report.

Please see notes and definitions in Appendix 1 for a detailed explanation of the data provided within this report.

¹ http://www.equality.admin.cam.ac.uk/files/objectives_201216.pdf

² <http://www.equality.admin.cam.ac.uk/equality-and-diversity-cambridge/combined-equality-scheme>

Part 1

The following section provides an overview of activities and progress against the University's Equality Objectives over the period 2014-15.

3.1 Objective 1: Increasing diversity at senior levels

The key focus of this priority was to increase diversity, and in particular gender diversity, at senior levels of the organisation. The University recognises that equality can only be achieved when all members are able to access and enjoy the same rewards, resources and opportunities. A key aim of this vision is to ensure diversity of input and representation at the highest levels of the University and in its governance and decision-making structures.

3.1.1 Progressing gender equality

For a number of years the University has considered how to support female staff to remain and progress within the institution. Staff consultations and surveys and the experience of the wider sector have informed this work and some of these activities are highlighted below.

Equality Champions – leading from the top

In October 2014 the University identified two Gender Equality Champions - Professors Anne Davis and Judith Lieu³⁴. Professor Lieu covers gender activities for the Arts and Humanities and Social Sciences while Professor Davis has responsibility for STEMM subjects. They succeeded the University's former gender equality champion, Professor Dame Athene Donald, who became Master of Churchill in the same month. Professors Lieu and Davis work with Professor Roel Sterckx (Race Equality/InterConnect Champion) and Dr Nick Bampos (Disability and LGB&T Equality Champion). In addition, new Schools' and Institutions' Equality Champions were announced. These roles were created to demonstrate senior leadership and support for equality and diversity matters and initiatives.

Senior Gender Equality Network (SGEN)⁵ and the Gender Equality Group

During 2014-15, SGEN members have sought to progress actions in the University's Gender Action Plan (GAP) by sharing best practice, advising departments and tracking progress⁶. The GAP was developed in 2012-13 by the Network and includes a number of gender equality recommendations. In July 2015, the SGEN hosted '*Insights on Gender*'. This event brought together members of the University, Colleges and Student representatives to discuss and explore the work that has been undertaken to progress gender equality over the past year. Inspirational contributors included the Pro-Vice-Chancellors (Institutional Affairs and Education), Heads of Houses (Newnham, Churchill and Murray Edwards Colleges), the 30% Club and Fearless Futures⁷.

Policy work on gender was overseen in 2014-15 by the Gender Equality Group (GEG). Chaired by the University's Gender Equality Champions, this group was founded as a permanent University committee to make specific recommendations on gender equality. Some of GEG's business has

³ <http://www.damtp.cam.ac.uk/people/a.c.davis/>

⁴ <http://www.divinity.cam.ac.uk/directory/judith-lieu>

⁵ <http://www.equality.admin.cam.ac.uk/equality-and-diversity-cambridge/senior-gender-equality-network>

⁶ http://www.equality.admin.cam.ac.uk/files/gender_action_plan_2014_final.pdf

⁷ <http://www.fearlessfutures.org/>

included addressing issues for parents and carers, equal pay, mentoring and progression rates for women.

Improving gender balance

Progress has been made: in 2012 there were 89 female professors compared to 103 in July 2015, an increase from 15.8% to 16.7% (Figure 1). Increases in the proportion of women were also seen for both Senior Lecturers and Readers.

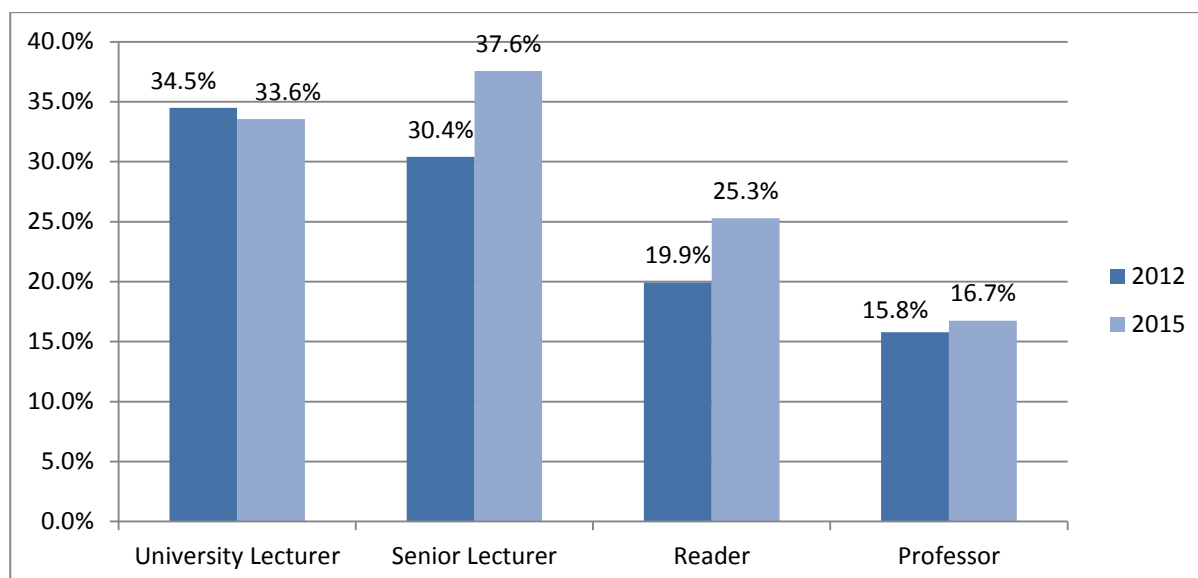


Figure 1 Proportion of women in Academic roles, 2012 compared to 2015

30% Club

The University was proud to be the first institution to join the 30% Club Higher Education Initiative to pursue its aim of influencing change in the education sector in addressing the under-representation of women⁸. As part of this initiative Universities are encouraged to commit to increasing the proportion of women in senior roles. The University will also work to support the 30% Club in its wider education goals of supporting female students through all phases of their education and career.



Recruitment and promotion

The Senior Academic Promotions (SAP) process is a key element in increasing the representation of women at higher levels of academia. The University provides additional support to academics who are considering applying for promotion. The CV Scheme was originally developed after analysis of the University's promotions data appeared to show that while female academics were just as successful as their male counterparts if they applied for promotion, they were less likely to do so. The Scheme brings together Lecturers, Senior Lecturers and Readers with senior academics who have extensive experience of the SAP procedures to review their CV and promotion paperwork before it is submitted.

⁸ <http://30percentclub.org/>

While the Scheme was developed initially to support women, it is now open to all academics in all subjects. In 2014, 41 academics applied to take part in the Scheme of whom 68.3% were women.

Providing equitable appointment processes for all staff is essential in ensuring that the University meets its diversity aims. Appointment processes have been reviewed and data from the new online recruitment system has permitted effective monitoring of applicant and appointee equality and diversity data. The University's Equality and Diversity Committee has also played a key role in ensuring that all staff on Appointments Committees and Boards of Electors are required to complete the University's online E&D training module.

Supporting parents and carers

The University recognises that people with family or caring responsibilities can only progress if they are able to balance effectively their family and work requirements. Evidence from consultations, and feedback from returners and non-returners from maternity and other family leave, indicated that tension around work-life balance can impact aspirations and capacity to remain at the University, or seek higher positions. In response to this, the University has developed a number of family-friendly policies and initiatives.

The Returning Carers Scheme aims to help researchers and academics resume research careers after a period of long term caring absence^{9 10}. With an ear-marked budget of £300,000 a year, the Scheme is flexible and funds applications across a wide range, including to provide research support, to attend conferences, purchase equipment not covered by other sources of funding, and to buy out teaching. Since it was launched in 2013 it has attracted 184 applicants, 135 of whom have been successful. Of these 98.5% were women.

With the introduction of the Shared Parental Leave policy in April 2015, the University sought to provide shared parental leave benefits which exemplified best practice and met all statutory requirements. The purpose of the policy is to give parents more flexibility for the care of new born children¹¹.

3.1.2 Gender diversity in governance

Women comprised only 23.1% of Council membership and 18.8% of committee members overall in 2012 but this has risen to 50.0% and 27.6% respectively in 2015¹². A modest rise in the percentage of women as Heads of Departments has been seen, from 15.9% to 17.5%. Figure 10 demonstrates the gender breakdown across the senior administration of the University.

⁹ <http://www.admin.cam.ac.uk/offices/hr/policy/carers/>

¹⁰ This may include, but is not restricted to, maternity leave, adoption leave, or leave to care for a dependent

¹¹ <http://www.hr.admin.cam.ac.uk/policies-procedures/shared-parental-leave-policy>

¹² For full data please refer to section 4.2.5

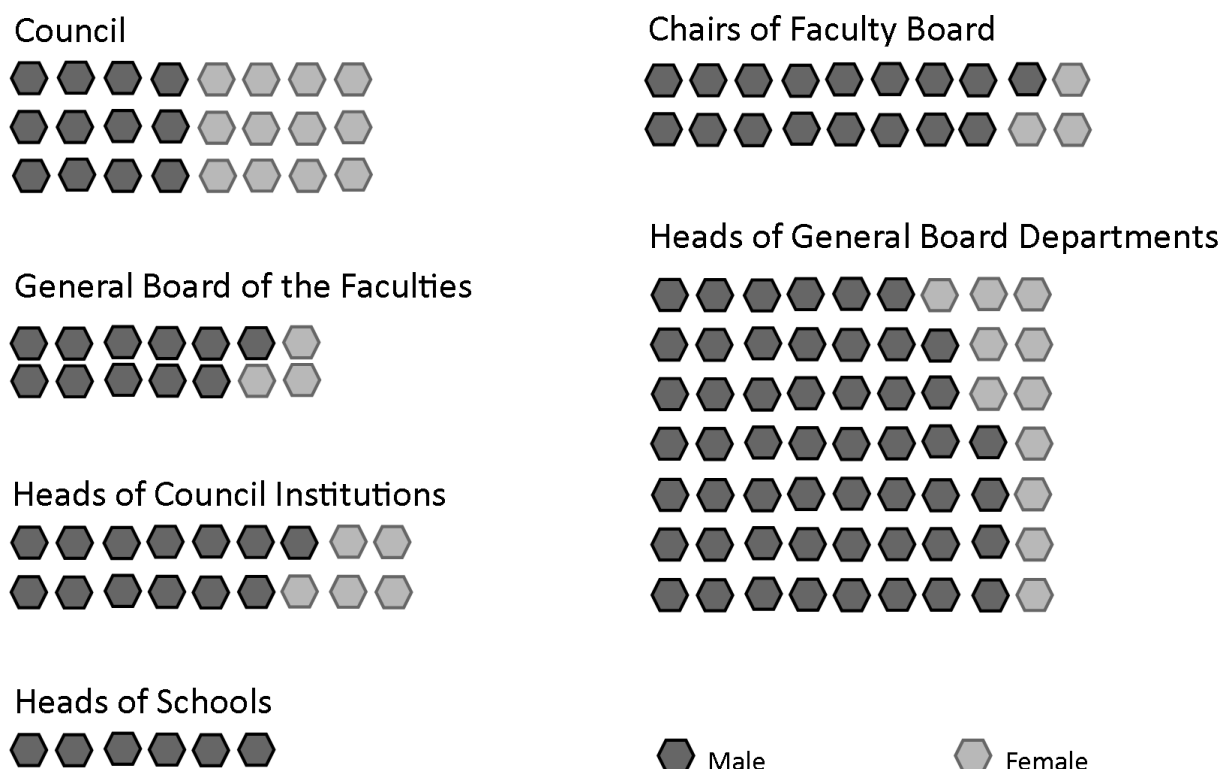


Figure 2: Pyramid of Power 2015

Advancing equality in higher education

The *Delivering Equality: Women and Success* summit held in March 2015 examined how to create environments that attract and develop talented women, as well as men, throughout all levels of institutions. This event brought together senior representatives from different sectors, to cultivate a conversation about how to make higher education more inclusive. Its core purpose was to build on the impact and influence of the University's work in 2014 on *The Meaning of Success: Insights from Women in Cambridge* book and website project which was covered widely in national media¹³¹⁴.

3.1.3 Black and minority ethnic representation

The majority of members of the University's governing bodies are drawn from senior Academic staff. Data shows that the number of BME Professors has risen by 25% over the period 2012 to 2015, from 28 to 35.

¹³ <https://www.cam.ac.uk/women-at-cambridge>

¹⁴ <http://www.theguardian.com/science/occams-corner/2014/mar/07/international-womens-day-meaning-academic-success-cambridge-university>

InterConnect & inclusion

The InterConnect initiative focused on identifying barriers faced by BME and White Other staff. InterConnect is led by Professor Roel as Race Equality Champion, to facilitate and promote internal research and policy-based initiatives on diversity and inclusion. The initiative has supported the mainstreaming of race and ethnicity equality monitoring in online recruitment and future University equal pay reports.



The InterConnect Action Plan focuses on increasing senior level representation of BME and White Other, benchmarking in the sector and nationally and improving institutional intercultural awareness. This framework will be used to progress race equality and identify actions and measures to be taken between 2014 and 2017¹⁵.

Annual Race Lecture

Hosted by the Vice-Chancellor Sir Lezek Borysiewicz, the University's Annual Race Lecture in October 2014 was titled "*Don't Throw the Baby out with the Bathwater: Remembering the Benefits of Multi-Cultural Britain*" with speaker Bonnie Greer OBE. The event looked at the benefits of multi-cultural Britain, exploring how the UK's cultural and ethnic diversity enriches our communities and how the UK benefits both societally and economically from its diversity¹⁶.

3.2 Objective 2: Excellence and good practice

The key focus of this priority was to build on the University's commitment to excellence in equality and diversity practice through the implementation of the Combined Equality Scheme (CES), in line with equalities legislation¹⁷.

3.2.1 Governance and policy development

Equality Assurance Assessments

The University has established an Equality Assurance Assessment (EAA) process that ensures the University meets its equality duties to show due regard to protected groups, as set out within the Equality Act 2010. This allows identification and consideration of equality impact when developing or reviewing relevant and proportionate policies or functions. By using this evidence-based approach, the University is able to make informed decisions to eliminate disadvantage and promote equality of opportunity. In 2014-15, 15 EAAs were commenced of which 6 EAAs were fully concluded. These are recorded on the EAA schedule (Appendix 2). The Schedule is governed by the EAA Review Group on behalf of the E&D Committee.

Equal Pay Reviews

The University has been conducting regular equal pay reviews since 2008, leading the sector in this area. These reviews are published biennially on the University website¹⁸. Production of the reports is overseen by the Equal Pay Review Group (EPRG) which is comprised of members of the Human Resources Division, Equality & Diversity, Trade Union representatives and members of Schools and

¹⁵ <http://www.equality.admin.cam.ac.uk/projects/interconnect/interconnect-action-plan>

¹⁶ <https://www.timeshighereducation.com/news/cambridge-v-c-immigration-attitudes-and-policy-harming-uk/2016712.article>

¹⁷ <http://www.equality.admin.cam.ac.uk/equality-and-diversity-cambridge/combined-equality-scheme>

¹⁸ <http://www.admin.cam.ac.uk/reporter/2012-13/weekly/6287/section1.shtml#heading2-5>

Departments¹⁹. Over the last six years the University's pay gap has fallen slowly by an average of 0.65 percentage points each year and since the last Equal Pay Review in 2012 it has fallen by 1.8 percentage points. The Equal Pay Reviews are a useful tool for highlighting areas where inequity may exist and be addressed, for example through widening applicant pools for positions, the introduction of the Returning Carers Scheme (section 3.1.1) and the calculation of sabbatical leave stipends²⁰.

3.2.2 Developing and implementing best practice

Benchmarking

The University benchmarks itself against a number of national and international groupings including the League of European Research Universities (LERU), the International Alliance of Research Universities (IARU) and the UK's Russell Group. Specific equality benchmarking is also conducted through membership of the Stonewall Workplace Equality Index (for LGBT) and the Employers Network for Equality and Inclusion (ENEI). Such benchmarking provides a valuable yardstick by which to measure progress and activities.

Athena SWAN

The Athena SWAN Charter addresses gender inequalities in science, technology, engineering, maths and medicine (STEMM) employment in higher education²¹. The University recognises the importance and benefits of fully inclusive working practices for all staff. The University achieved a Silver Athena SWAN award in early 2014. Since that time, 38 out of 39 STEMM departments at the University have submitted Athena SWAN awards at Bronze, Silver and Gold levels by the end of 2014-15²².

Participation in gender equality benchmarking provides an opportunity for departments, and University as a whole, to focus on developing good practice and positive interventions for female researchers and academics. Some examples of good practice and interventions have included the publishing of case studies from female academics to serve as role models for those considering an academic career and actively encouraging applications for appointment or promotion from female applicants who may not have otherwise applied. The Department of Zoology spoke to 10 members of their Academic staff, to find out how they juggle a family and an academic career; what were their career highlights and biggest challenges; and did they have any 'top tips' for maintaining a work/life balance²³.

In May 2015, the Athena SWAN Charter was expanded to include arts, humanities, social sciences, business and law (AHSSBL), covering academic and professional and support roles. It also incorporates transgender staff and students.

3.2.3 Inclusive practice for staff and students

Staff networks and consultation

Diversity networks are an internal resource to assist the University in engaging and understanding the needs of different groups. The Networks are supported by the University's Equality Champions and represented on the E&D Committee. In

¹⁹ Visit <http://www.equality.admin.cam.ac.uk/equality-and-diversity-cambridge/gender-equality-group>

²⁰ <http://www.admin.cam.ac.uk/reporter/2014-15/weekly/6370/section1.shtml#heading2-4>

²¹ <http://www.ecu.ac.uk/equality-charters/athena-swan/>

²² <http://www.equality.admin.cam.ac.uk/projects/athena-swan>

²³ <http://www.zoo.cam.ac.uk/departments/athena-swan/coping>



Faith & Belief
in practice



addition to the InterConnect race equality project, the University currently supports Disabled, Women's and LGBT Networks²⁴. Faith and Belief in Practice is a three-way partnership project between the University, Trinity College and Great St Mary's Church. As well as organising ongoing engagement events and guidance resources, the project partly supports the work of the Chaplain to University Staff²⁵ and links with chaplaincies for other faiths and denominations²⁶

3.2.4 Promotion of equality and diversity

As part of its work to embed equality and diversity activities throughout the University, the E&D section has worked in collaboration with a number of internal and external partners to run a number of high profile diversity events, including Black History Month, International Women's Day and LGBT History Month. Equality events have also been included in wider University event programmes including the Festival of Ideas and Science Festival.

WOW Women of the World

In partnership with the Southbank Centre, London²⁷, the University hosted the first WOW Women of the World festival in England outside London. Two WOW events were held in Cambridge during 2014-15²⁸, a day event in October 2014 and a full programme in March 2015 in celebration of International Women's Day. Each event gave women and men the opportunity to meet, engage with and be entertained by experts and specialists.



3.2.5 Data and information provision

The University is committed to ensuring that the needs of members of all protected groups, as defined under Section 4 of the Equality Act 2010, are considered and addressed. Until recently, lack of data regarding different characteristics has made quantifying the impact of issues difficult. However the University has been providing an opportunity for staff to disclose information on sexual orientation and religion or belief through the Employee Self Service system (ESS)²⁹ since 2012 in line with the request by the Higher Education Statistics Agency (HESA).

This combined with the University's new online recruitment system has enabled more comprehensive collection of diversity information for all staff with a steady increase of voluntary disclosure rates for personal information. As a result, this report can include some data for sexual orientation and religion or belief for the first time.

With regard to transgender staff, numbers disclosed remain too small to publish but continue to be monitored internally. The University has developed Guidance on Gender Reassignment for Staff which provides information on good practice to support staff and institutions in implementing the University's Equal Opportunity Policy in relation to gender reassignment³⁰.

²⁴ <http://www.equality.admin.cam.ac.uk/diversity-networks>

²⁵ <http://www.gsm.cam.ac.uk/chaplaincy/>

²⁶ <http://www.gsm.cam.ac.uk/chaplaincy/chaplaincies/>

²⁷ <http://wow.southbankcentre.co.uk/>

²⁸ <http://www.wowcambridge.cam.ac.uk/>

²⁹ Visit <http://www.hrsystems.admin.cam.ac.uk/systems/systems-overview/employee-self-service-ess>

³⁰ <http://www.equality.admin.cam.ac.uk/training/equalities-law/protected-characteristics/gender-reassignment/guidance-gender-reassignment>

3.3 Objective 3: Inclusive student environment

The University has committed to undertaking activities to address any evidence of disadvantage in student attainment and to ensure and encourage an inclusive University learning environment.

Equality and Diversity issues relating to teaching and learning fall within the remit of the General Board's Education Committee's Standing Committee on Equality and Diversity (GBEC's E&D Standing Committee). The Standing Committee supports the University in progressing equality and diversity issues relating to University teaching and learning, and includes student representation.

3.3.1 Reasonable adjustments

In line with Section 20 of the Equality Act 2010 the University developed a Code of Practice in 2011/12 outlining the reasonable adjustments it would undertake for disabled students³¹. This Code was subsequently amended in 2013/14 to include an extension of recording permissions (in specific circumstances) to seminars and supervisions and the introduction of a baseline provision of specifically identified adjustments for students with Specific Learning Difficulties (SpLDs). These amendments also strengthened sections related to disclosure and anticipatory duties as well as the process used to disseminate information on recommended student support; the Student Support Document (SSD). The Code of Practice also contains the procedure regarding consideration of requests for alternative modes of assessment.

In view of the Government's cuts to the Disability Student Allowance the Standing Committee, and GBEC, considered in 2014/15 how the University can continue to deliver the support that students require. This review of provision will help to embed some of the support mechanisms which on occasion have been regarded as add-ons, rather than as examples of good practice.

3.3.2 Attainment gaps

The percentage of women gaining first class examination results in 2014/15 was 20.6% compared with 29.4% of males; a gender attainment gap of 8.8%. GBEC's E&D Standing Committee continues to focus its attention on this issue. This committee, in conjunction with the Senior Tutor's Standing Committee on Education, has undertaken a programme of work to evaluate the data at the Faculty/Department level. Good practice from across the University has also been sought in order to seek appropriate resolutions for such gaps.

The Standing Committee has also committed to identifying and addressing attainment gaps that may exist for other protected characteristic groups where information is available. For ethnicity and disability there is awareness that small numbers and significant variation within the attainment data will add complexity to any analysis going forward.

3.3.3 Academic guidance

³¹ http://www.educationalpolicy.admin.cam.ac.uk/files/cop_reasonable_adjustments.pdf

GBEC, in partnership with CUSU and the E&D section, has developed specific equality guidance for protected characteristic groups. The following guidance documents are accessible via the University's website: Pregnancy and Maternity; Gender Reassignment; Religious Observance (with respect to University examinations).

3.3.4 Harassment

In response to national and local research into sexual harassment in universities³², work has been undertaken across the University and Colleges to review the processes for cases of harassment. This has included the introduction of student-led 'Consent Workshops' as part of Colleges' induction programmes for students. The University has revised its student disciplinary regulations so that harassment and related issues are expressly included within the disciplinary code³³. These developments are part of a broader review of institutional responses to harassment that is to be delivered during 2015-2017.

³² 2010 NUS report Hidden Marks www.nus.org.uk/Global/NUS_hidden_marks_report_2nd_edition_web.pdf and

³³ Joint Report of the Council and the General Board on the University's student disciplinary procedures
www.admin.cam.ac.uk/reporter/2014-15/weekly/6392/section5.shtml#heading2-19

3.4 Objective 4: Disability awareness

The University seeks to encourage increased levels of disclosure and provides information on support provision for staff and students with disabilities. It is also committed to promoting a culture of positive awareness and understanding of disability matters.

3.4.1 Disability & Wellbeing

The University seek to supports all staff with a disability, impairment or long-term illness by promoting equality of opportunity during the course of their employment and to eliminating any discrimination or harassment that may occur. This is achieved through a number of activities including a staff network and providing information and support. The E&D section and wider University have also hosted a number of events to highlight the University's positive and accepting attitude.

International Day of Persons with Disabilities

In November 2014 to celebrate International Day of Persons with Disabilities a panel discussion was held to discuss the impact of austerity changes on the support available for disabled people³⁴. The panel included the Mayor of Cambridge, the Welfare and Rights Officer from Cambridge University Students' Union, Head of the Disability Resource Centre and Chair of the Disabled Staff Network.

*People Matter Week (PMW)*³⁵

The University's Wellbeing Steering Group (established in 2013-14) supports the needs of disabled staff bringing together different support services including Occupational Health, Human Resources, the Staff Counselling Service, the Chaplain to the University Staff, the trade unions and the E&D section. A key mechanism for this is the annual PMW programme.



The University recognises the importance of addressing stress and wellbeing and actively encourages staff to take part in a wide range of activities offered primarily within work hours. In June 2015 there were 44 PMW events in total with subjects as diverse as How to Sleep, Perfectionism vs Healthy Striving, Mentoring and Networking, and Resilience in the Workplace. The focus of the event spanning two week periods was to encourage staff – and for the first time students - to learn about University support services. Feedback has been overwhelmingly positive from attendees, with 95% stating that PMW should continue as a part of the University's health and wellbeing provision.

Raising Mental Health Awareness

At the local level the School of Clinical Medicine has been running a Raising Mental Health Awareness programme, beginning in April and running to December³⁶ 2015. This programme leads on from the School's Mental Health Week events which have taken place annually for the last four years. The sessions have included such diverse topics as mindfulness, sleep, stress awareness, psychosis, and talks by the University's Counselling service to encourage staff to discuss and seek help from the support services available. The overall goal of these events is to seek to embed a culture of dignity in mental health.

³⁵ <http://www.peoplesmatterweek.admin.cam.ac.uk/>

³⁶ <http://www.medschl.cam.ac.uk/wp-content/uploads/2015/04/MHAP-Leaflet-Blue-v.270415.pdf?04c0fc>

Disclosure

The University considers staff disclosure of disability as important for a number of reasons. Disclosure can permit more accurate monitoring of the recruitment, retention and promotion of disabled staff. It can also act as an indicator of confidence in the University as an employer.

As personal information is now being collected via online recruitment this allows the University to request personal data from employees at the beginning of their employment; it is expected that this will increase overall disability disclosure rates. In the period from July 2012 to 2015 the number of staff who have declared a disability rose from 302 to 325, an increase of 7.6%.

3.4.2 Disabled students

Disabled students within the University are supported to achieve their full potential by the work of the Disability Resource Centre (DRC) in partnership with the wider University³⁷. The DRC provides support for incoming disabled students through Disability Advisors who carry out detailed investigations into their predicted support requirements prior to their arrival at University and needs communicated to academic and support staff via a Student Support Document (SSD). Disability Advisors provide on-going support and advice to students and staff after admission. They also work closely with students who become disabled or are diagnosed after admission.

Numbers of students who have diagnosed a disability continue to rise and 2014/15 saw a further increase of 4% in the number of disabled students accessing support. The DRC provided over 9,500 hours of Non-Medical Help to students and provided members of the University with a programme of training to enable effective response to the needs of disabled staff, students and visitors.

The DRC has also advised the University's General Board of the most effective ways to respond to the significant changes that will be made to the regulations concerning Disabled Students' Allowances (DSAs) in 2015/16 onwards, in order that standards of support for disabled students at Cambridge are maintained³⁸. Developments in inclusive teaching and learning practices, alongside utilisation of rapidly developing assistive technologies and alternative approaches to the provision of support, will all form part of the University's response to governmental changes. The General Board's Education committee has supported proposals from the DRC setting out mechanisms to allow the University and Colleges to respond to the coming changes, whilst ensuring that the quality of support to disabled students is maintained and developed.

³⁷ <http://www.disability.admin.cam.ac.uk/>

³⁸ <https://www.gov.uk/government/speeches/higher-education-student-support-changes-to-disabled-students-allowances-dsa>

Part Two: Key facts and figures

This section presents equality and diversity information for the academic year 2014-15 at the University of Cambridge for staff and students. Please refer to the notes and definitions in Appendix 1 for a detailed explanation of the data provided.

4.1 Staff

At 31 July 2015, the University was comprised of 11,086 employees in four University staff groups (Table 1).

Staff Group	Number of employees (headcount)	Percentage of employees
Academic	1,732	15.6%
Academic-Related	1,857	16.8%
Assistant	3,585	32.3%
Researcher	3,912	35.3%

Table 1 Count by staff group

- The gender breakdown in the University was 49.4% (5,471) female and 50.6% (5,615) male.
- 81.2% (9,005) employees had a known disclosed ethnic background. Of these staff ethnicity breaks down as 11.4% (1,028) Black and Minority Ethnic (BME), 26.9% White - Other and 61.9% White – British (2,414 and 5,563 respectively).
- 15.2% (1,682) of University employees responded to the question on disability.
- 2.9% (325) of all employees disclosed having a disability.

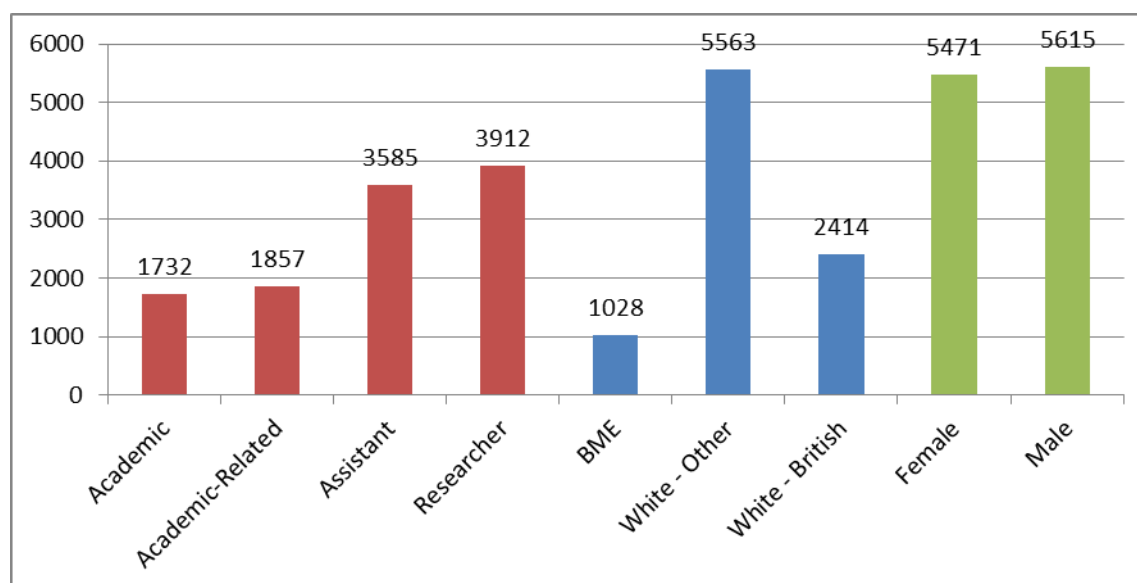


Figure 3: Headcount summary - Red=staff group, Blue=ethnicity, Green=gender

4.2 Gender

4.2.2 Staff groups and grades

The percentage of female employees in each grade increases from 56.8% (208) at Grade 1 up to 72.7% (670) at Grade 4 and then decreases through the remaining grades to 17.4% (126) at the Grade 12 (Figure 6).

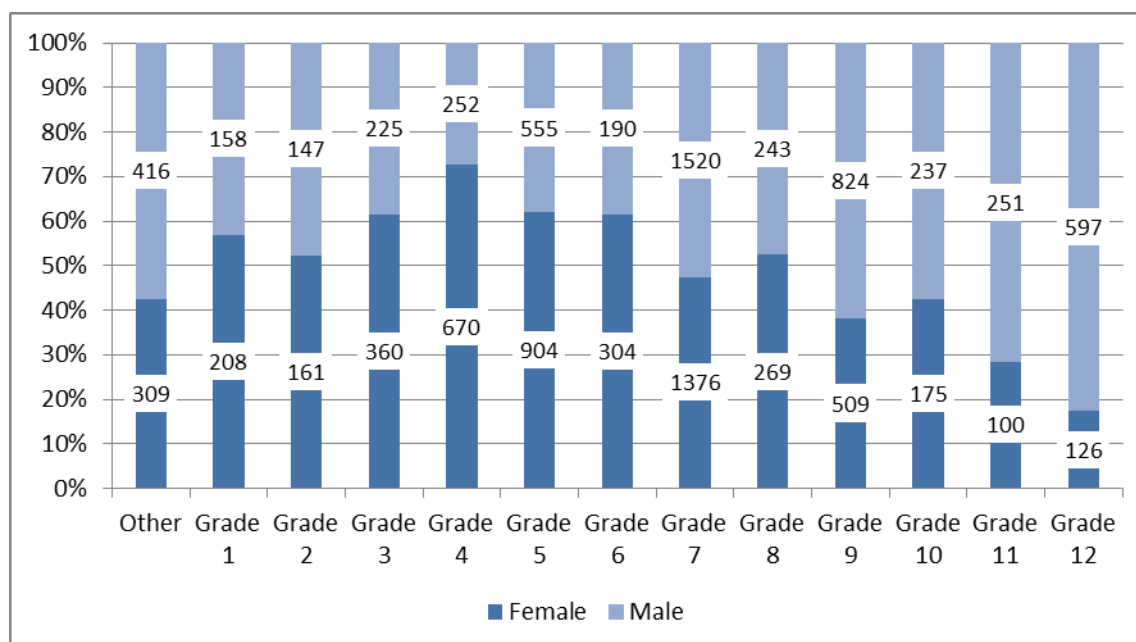


Figure 4: Gender breakdown by grade

The high percentage of female employees at Grade 4 corresponds with the high percentage of Assistant staff who are female (62.1%; 2,228). Overall, there are 3,585 Assistant staff comprising slightly under a third of the University staff population (32.4%).

4.2.3 Academic staff type

28.1% of Academic staff at the University are female. They represent 33.6% of University lecturers and 37.6% of Senior Lecturers. 16.7% of professors are female (Figure 7) which breaks down as 15.4% in STEMM and 19.9% in AHSS.

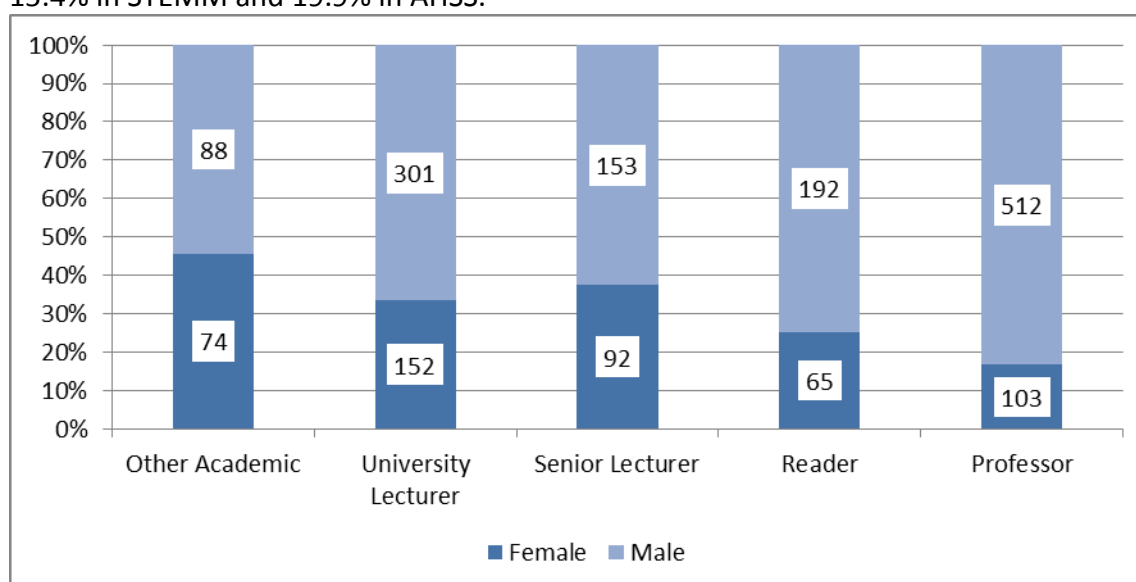


Figure 5: Gender breakdown of Academic staff

4.2.4 Employment status

Fixed term contracts make up 25.3% (2,799) of all contracts at the University. 23.9% (1,306) of female staff are on a fixed term contract compared to 26.6% (1,493) of men. Overall, 19.0% (2,110)

of all employees are part-time, with female employees at 28.2% (1,543) compared to 10.1% (566) of male employees. 92.8% (1,156) of male Academics are on established contracts with 83.3% (405) of female Academics on established contracts (Figure 8).

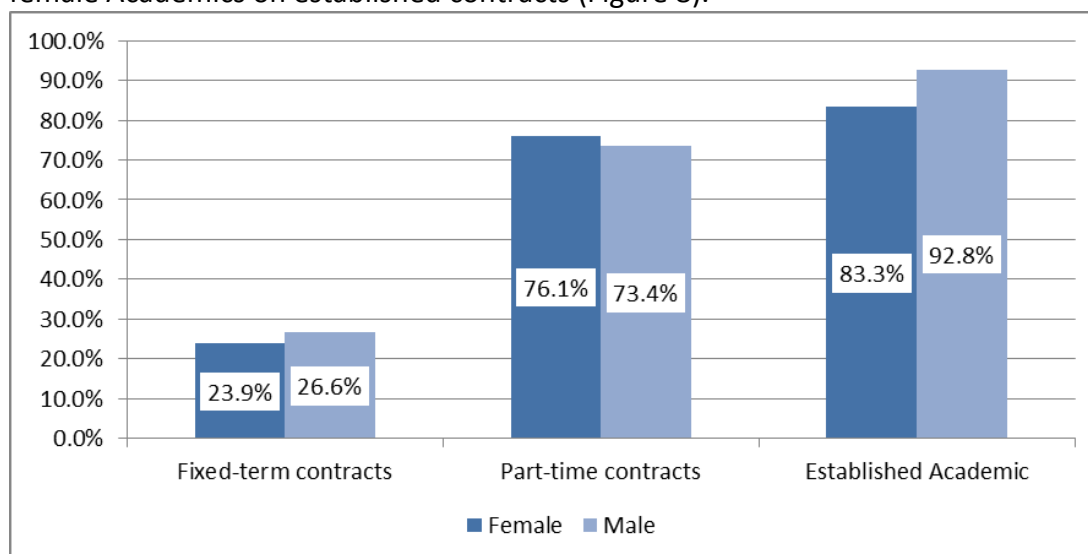


Figure 6: Employment status by gender

4.2.5 Senior University Committees

In 2014-15 Senior University Committees have a total of 174 occupied positions; several roles are taken up by the same person or are currently vacant. 27.6% (42) of members are female staff. Female staff make up 50.0% (10) of the Council, which is the largest committee and the principal executive and policy-making body of the University.

Table 2: % Female on senior University committees and Councils of Schools³⁹

Senior Committees		Councils of Schools	
Audit Committee	33.3%	Arts and Humanities	33.3%
Board of Scrutiny	25.0%	Biological Sciences	23.8%
Council	50.0%	Clinical Medicine	26.1%
Finance Committee	27.7%	Humanities and Social Sciences	0.0%
General Board of the Faculties	20.0%	Human Resources Committee	36.4%
Planning and Resources Committee	33.3%	Physical Sciences	12.5%
Resource Management Committee	8.0%	Technology	10.5%

4.2.6 STEMM vs AHSS

Female staff comprise 46.2% (3,270) and 52.3% (977) of all STEMM and AHSS staff respectively (Figure 9). Female Academics in STEMM and AHSS comprise 20.9% (213) and 38.2% (269) of Academic staff respectively.

³⁹ Note: May include any of appointed members, elected members and ex officio members

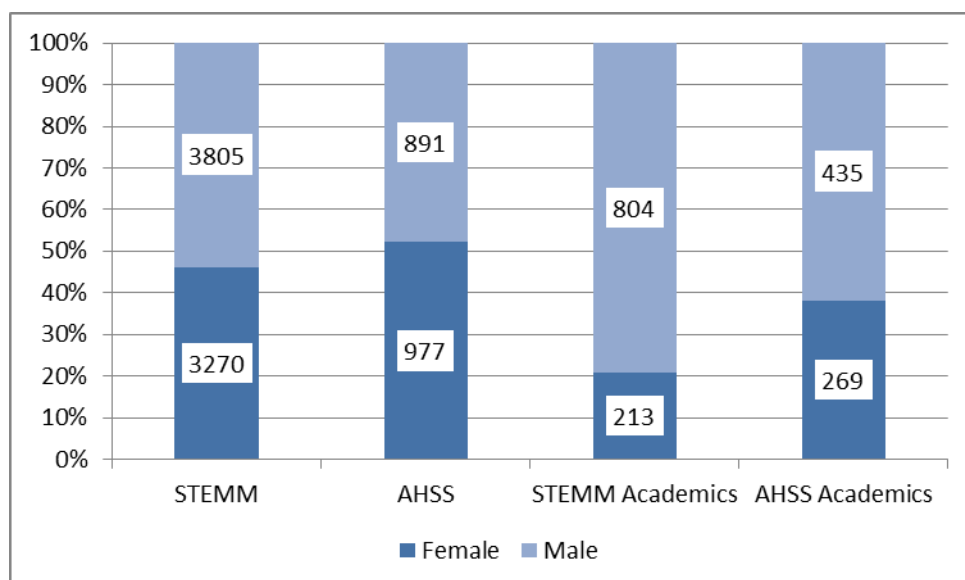


Figure 7: Overall STEMM vs AHSS as well as Academics by gender

4.3 Ethnicity and Nationality

4.3.2 Ethnic Groups

The University includes representatives from a variety of ethnicities represented in Table 3.

Ethnicity	Count	%*
Arab	19	0.2%
Asian or Asian British – Bangladeshi	9	0.1%
Asian or Asian British – Indian	225	2.5%
Asian or Asian British - Pakistani	23	0.3%
Black or Black British African	41	0.5%
Black or Black British Caribbean	21	0.2%
Chinese	317	3.5%
Mixed Ethnicity	133	1.5%
Other Asian Background	165	1.8%
Other Black Background	10	0.1%
Other ethnic background	65	0.7%
White – British	5,563	61.9%
White – Other	2,414	26.9%
Unknown	2,081	* % of total, excluding unknowns
Total	11,086	

Table 3 Ethnicity count

Overall, of the 81.2% who disclosed their ethnicity, 11.4% are BME (1,028; Figure 11). The largest BME group represented are Chinese who account for 3.5% (317) of those who disclosed their ethnicity.

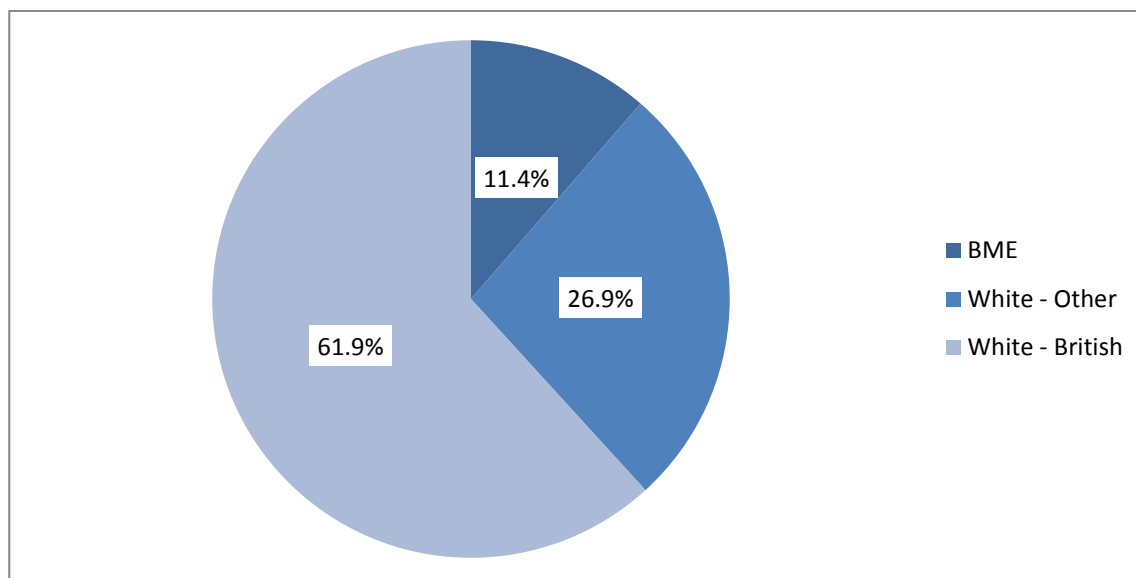


Figure 8: BME, White - Other, White - British pie chart

4.3.3 Nationality

Staff from 107 nationalities are employed by the University of Cambridge. Non-UK nationalities make up 33.1% (3,083) of the University staff population with known nationality (Figure 12). The University does not hold nationality data for 16.1% of staff.

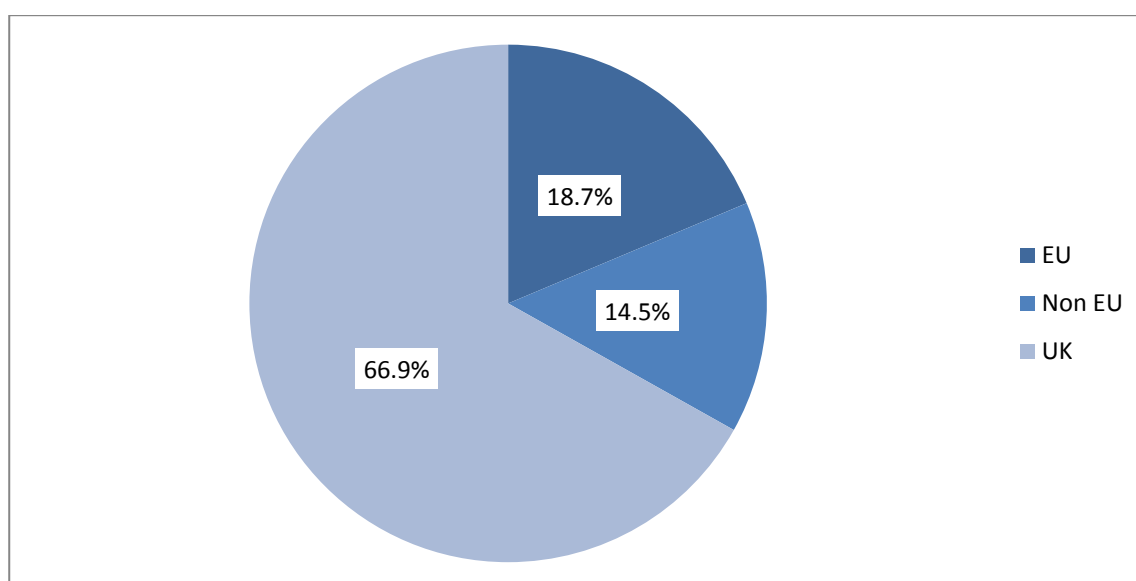


Figure 9: Nationality pie chart

4.3.4 Staff groups and grades

The Researcher group contains the highest proportion of BME (20.5%; 598) and White Other (42.3%; 1,235) staff which corresponds with the lowest proportion of respondents with UK Nationality (37.2%; 1,085) (Figure13).

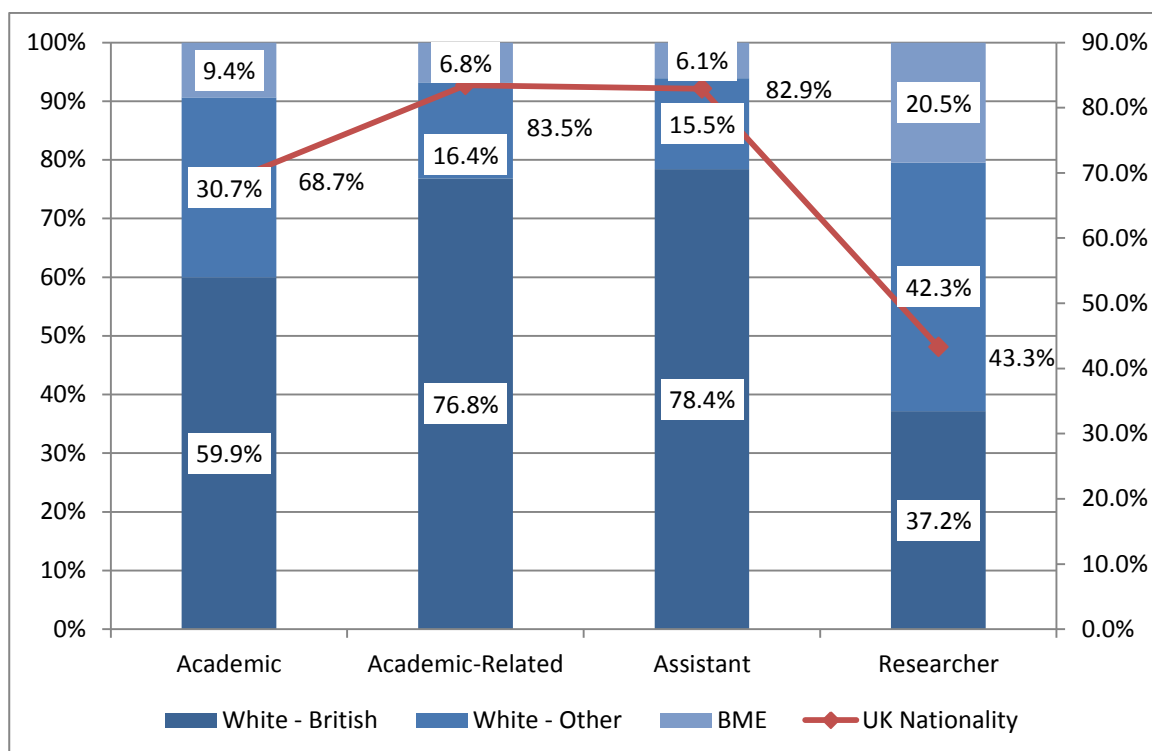


Figure 10: Staff groups by ethnicity and nationality

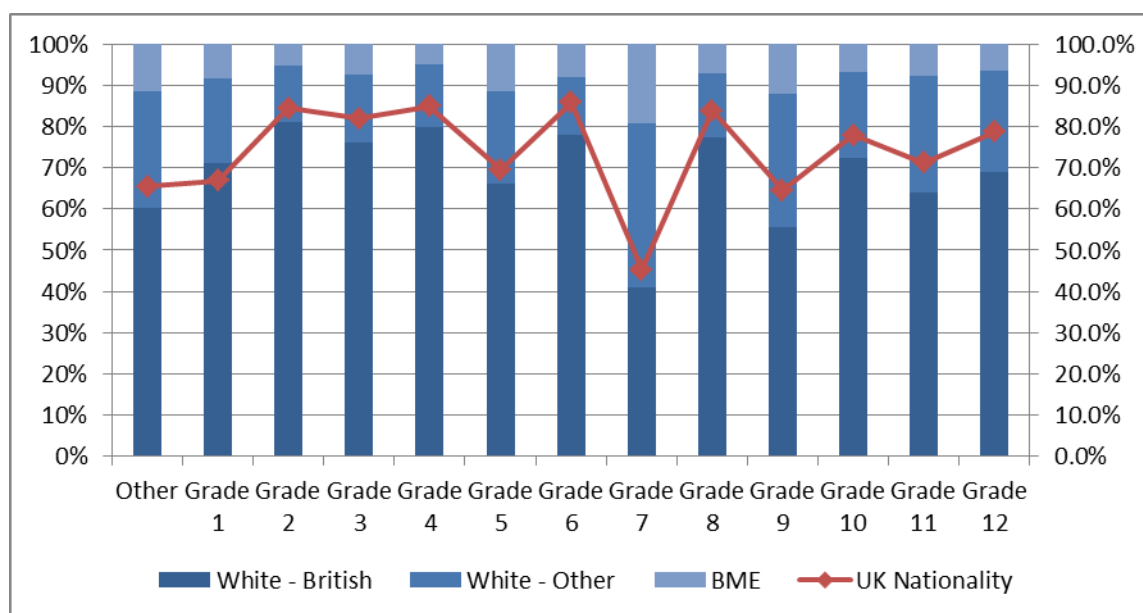


Figure 11: Staff grades by ethnicity and nationality

Grade 7 has the largest proportion of BME staff at 19.2% (451), this corresponds with having the lowest proportion of respondents with UK Nationality at 45.3% (1,143; Figure 14).

4.3.5 Employment status

355 (32.6%) BME staff are on a fixed term contract compared to their White - British counterparts for whom 15.6% (870) of contracts are fixed term. However, all groups seem to have approximately equal representation of Established Academics with White - Other, marginally above by 1.5% (Figure 15).

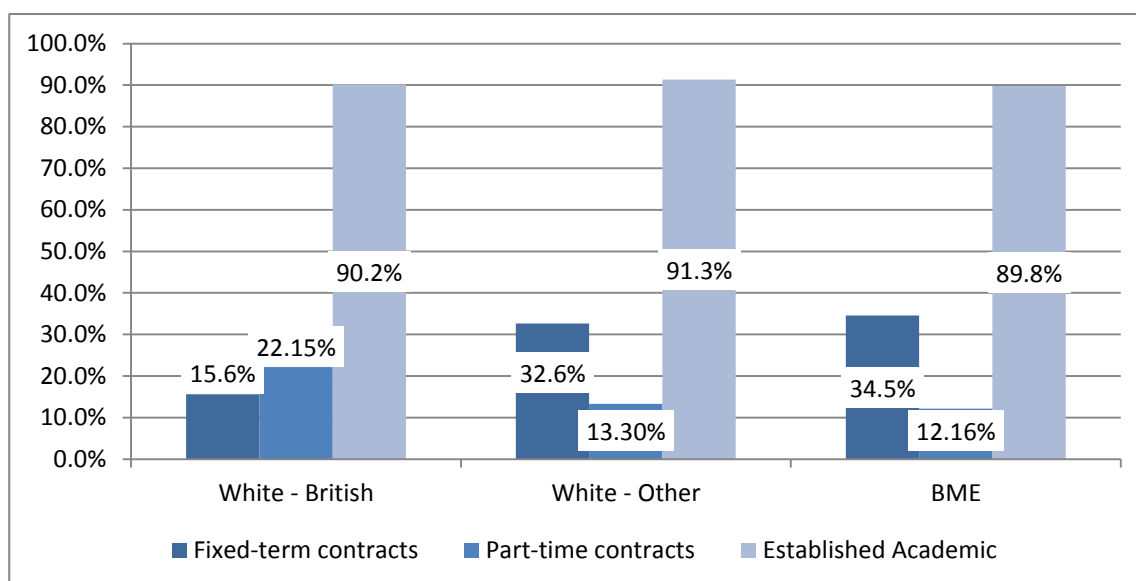


Figure 12: Employment status by ethnicity

4.4.2 Staff groups and grades

15.2% of all employees asked about disability responded to the question, with 2.9% (325) disclosing they had a disability. 39.1% (125) of those who disclosed a disability were categorised as 'Unspecified' (Table 4).

Table 4: Disability categories

Disability Category	%*
Blind or a serious visual impairment uncorrected by glasses	1.2%
Deaf or serious hearing impairment	5.2%
Long standing illness or health condition e.g. cancer, HIV, diabetes etc.	19.4%
Mental health condition, such as depression, schizophrenia or anxiety disorder	10.5%
Physical impairment or mobility issues e.g. difficulty using arms or legs	8.0%
General learning disability (such as Down's syndrome)	0.3%
Specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	16.3%
Unspecified disability	39.1%
Total	100%
*% of staff who disclosed a disability excluding unknowns	

4.5 Age

The median age of staff at the University on 31 July 2014 was 40 years with a mean of 42 which shows a continuing slight decrease since 2012/13. The percentage of female staff represented in age groups decreases as the age increases (Figure 18).

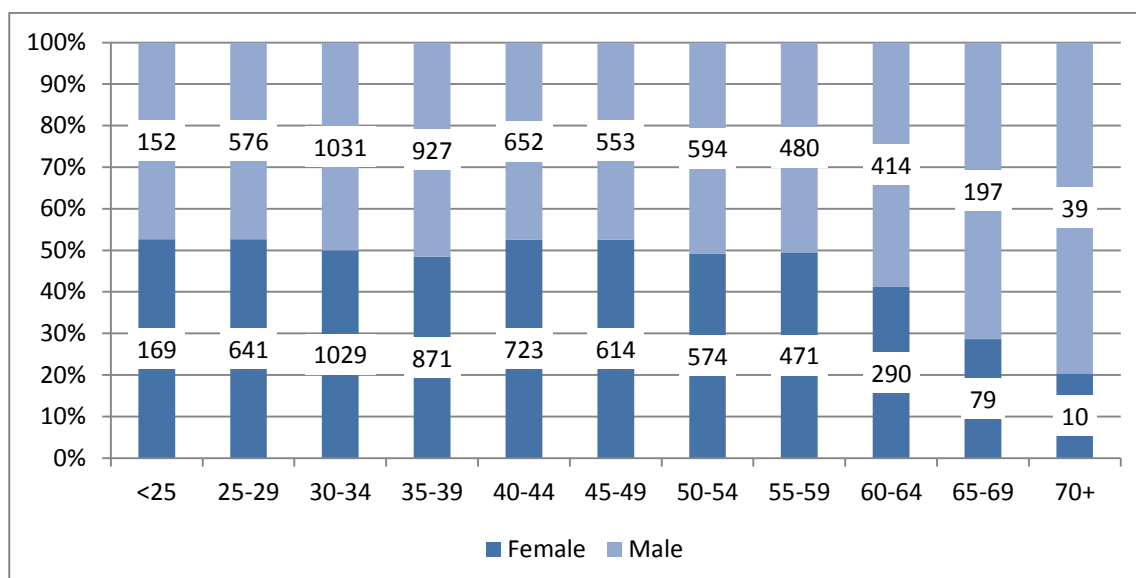


Figure 13: Age by gender

4.6. Sexual Orientation and Gender reassignment

The University holds sexual orientation data for 21.4% (2,373) of the employee population. Of this 6.7% (158) identify as lesbian, gay, bisexual or other. With online recruitment, as well as sign-posting for existing staff, it is anticipated that disclosure rates will increase to a level where more detailed analysis can be undertaken.

The University does hold information disclosed by staff regarding gender reassignment but this will not be published due to issues of low disclosure rates and confidentiality.

4.7 Religion or Belief

Data for Religion or Belief is held for 20.7% of University staff. 5.5% (1,275) have selected 'no religion' with the next highest group at 35.3% (811) selecting 'Christian' with the remaining 7 selections adding up to 9.1%. As with sexual orientation, it is anticipated that disclosure rates will increase such that detailed analysis can be undertaken.

5.1 Students

The following information is a summary of student figures sourced from the University's Student Statistics Office. Comparative data is sourced from HESA via the Higher Education Information Database for Institutions. In addition to the University wide data detailed below, the General Board's Learning and Teaching Reviews⁴⁰ provide a further opportunity for student data to be interrogated at the Faculty and Departmental level as they relate to the protected characteristics.

5.2 Gender

5.2.1 Student Numbers by gender

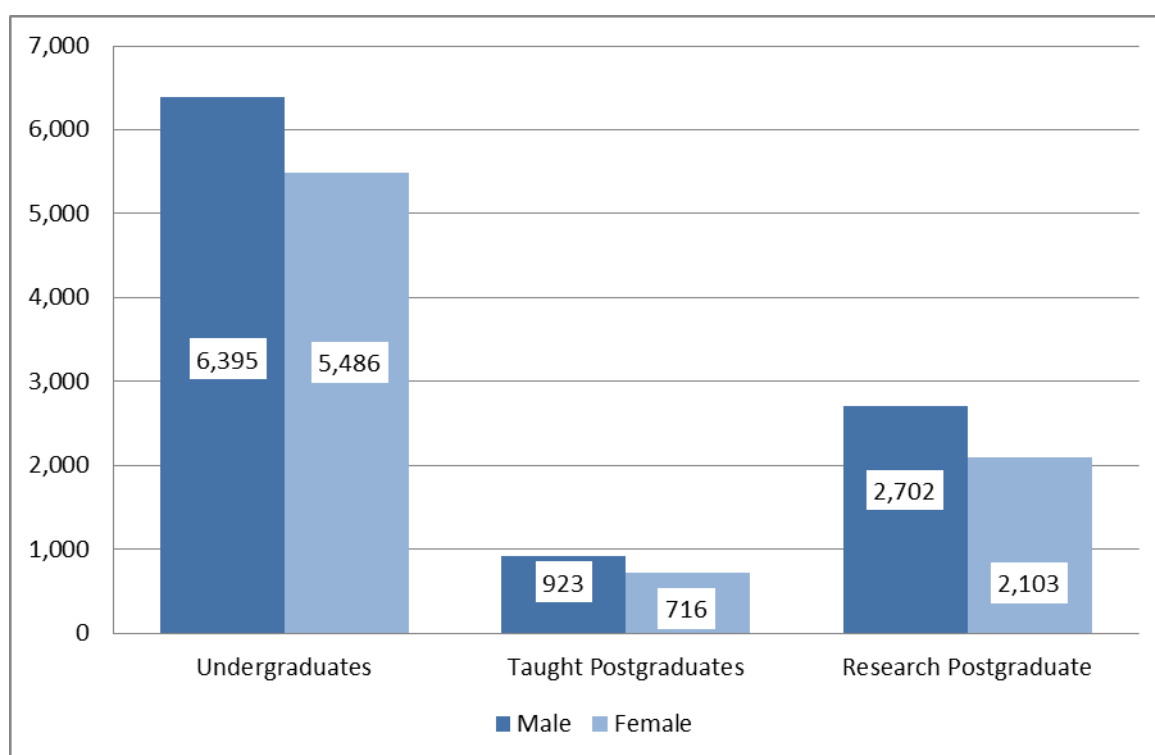


Figure 14 Student numbers by gender (1 December 2014)

In 2014-15, female students comprised 46.2% of all undergraduate students and 43.7% of all postgraduate students (Figure 14). The ratio of female postgraduates to female undergraduates is comparable to the ratio of male postgraduates to male undergraduates (51.4% and 56.7% respectively).

The percentage of female undergraduate students studying subjects in STEMM is 35.7% compared with 58.5% studying Arts and Humanities subjects (Figure 15). Cambridge continues to be committed to programmes such as Athena SWAN and WiSETi to seek to encourage female participation in STEMM subjects.

⁴⁰ <http://www.admin.cam.ac.uk/offices/education/reviews/>

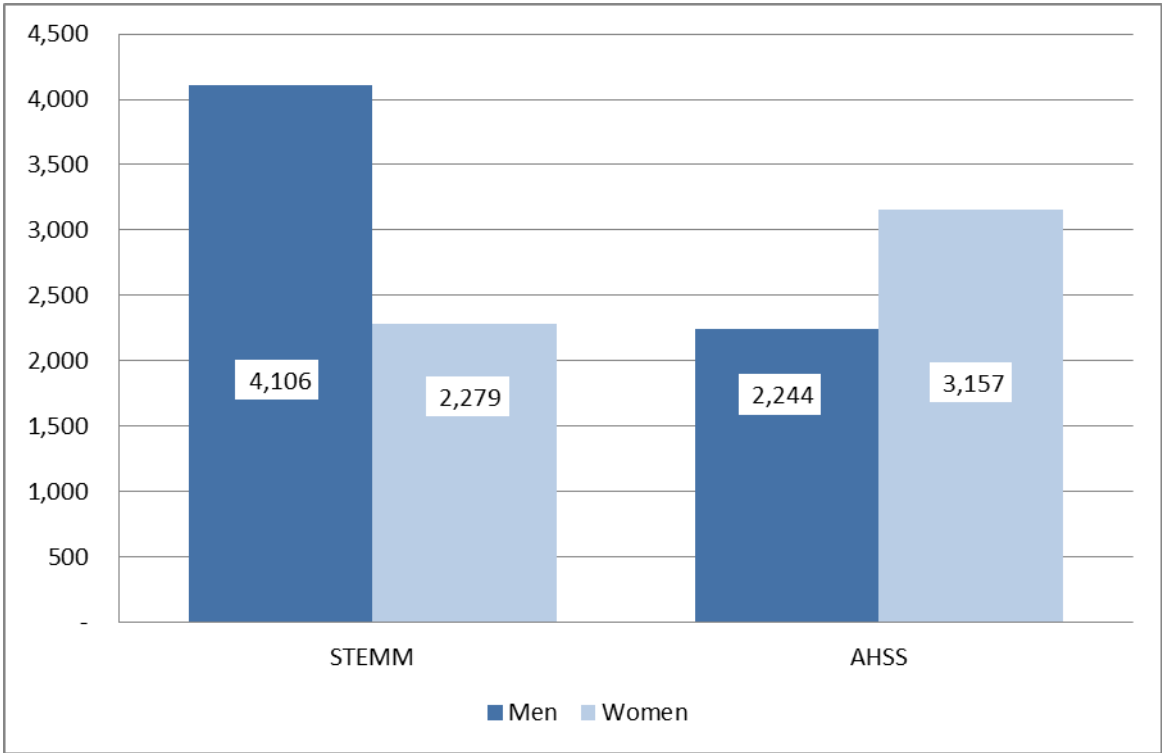


Figure 15 Undergraduate student numbers by subject and gender (2014-15)

5.1.2 Undergraduate Admissions by gender

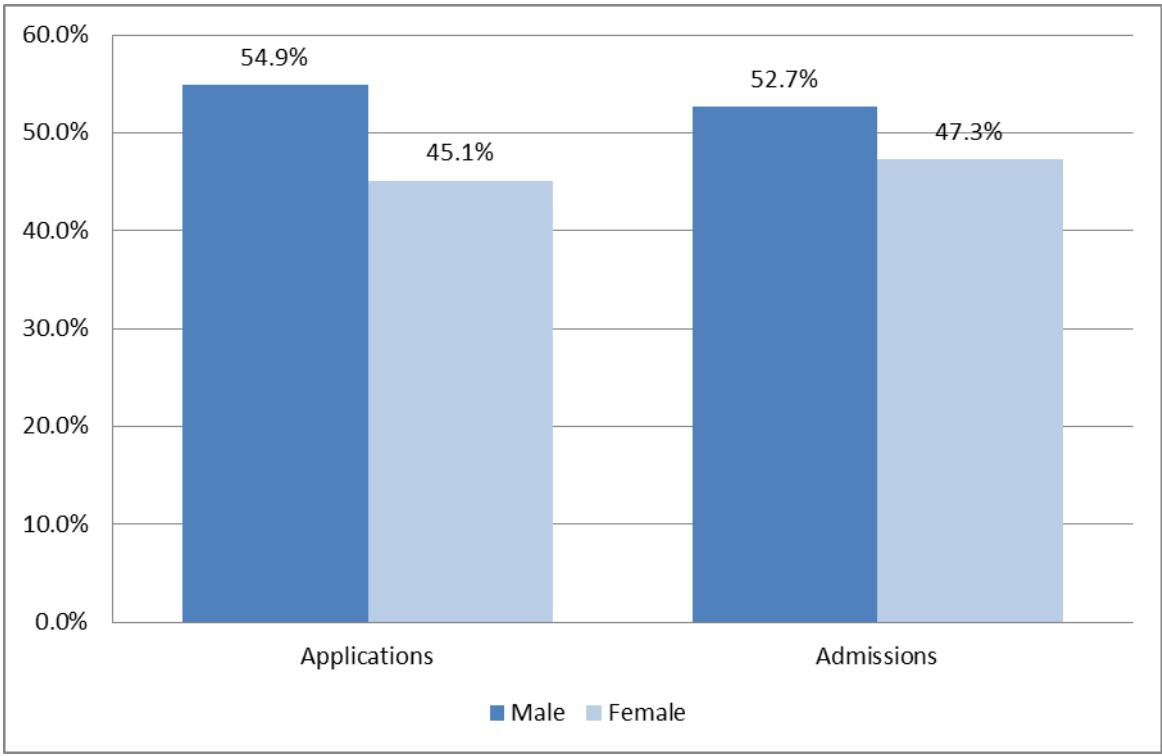


Figure 16: Undergraduate admissions by gender (October 2014)

In 2014 there were more applications to the University from prospective students who were male. However there appears to have been a small difference in the percentage of female students who applied and the percentage of female students who were offered places.

5.1.3 Graduate Admissions by gender

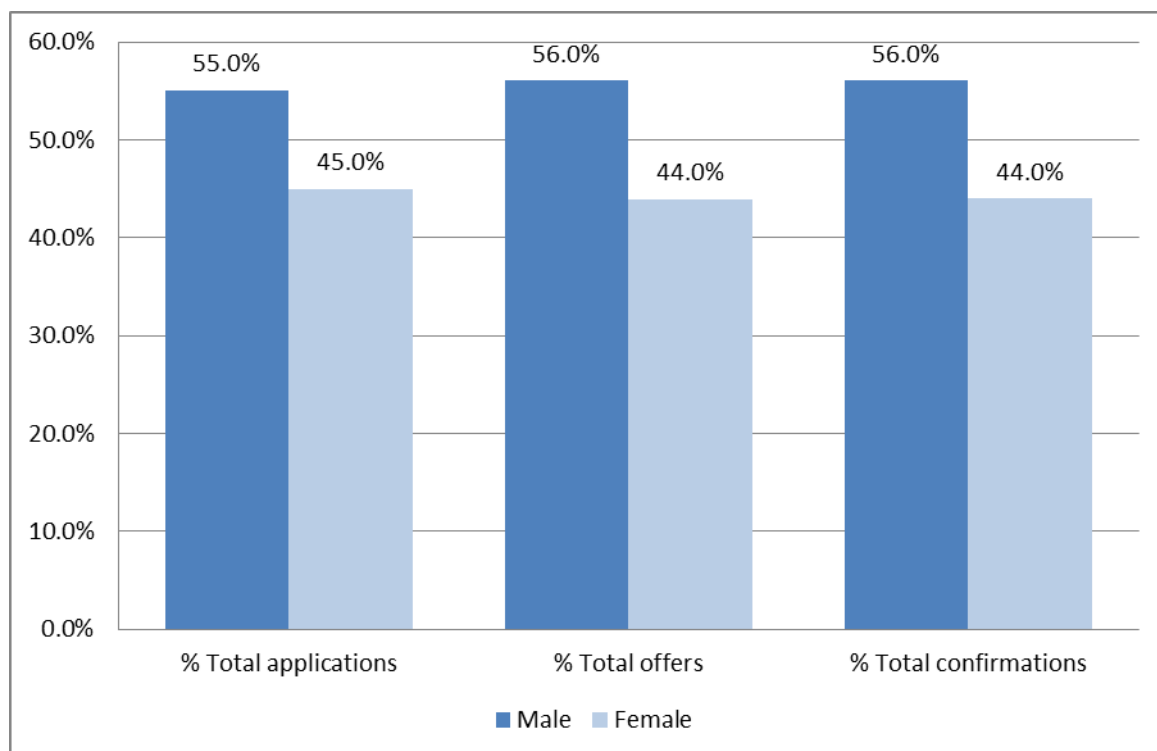


Figure 16 Graduate admissions by gender (2014-15)

In 2014-15 applications were received from 8,835 males and 7,216 females (55% and 45% respectively). Of those who accepted offers from the University, 1,977 were male and 1,552 were female (56% and 44% respectively).

5.1.4 Undergraduate degree attainment by gender

	Class I	Class II Division I	Class II Division II and lower
Men	29.4%	50.2%	20.4%
Women	20.6%	60.0%	19.4%

Table 5 All undergraduate examination results by gender 2014

The percentage of women gaining first class examination results was 20.6% compared with 29.4% of males. This has continued to be source of attention for GBEC's E&D Standing Committee in 2014-15. as previously discussed in section 3.3 of this report.

5.2 Ethnicity

5.2.1 Student numbers

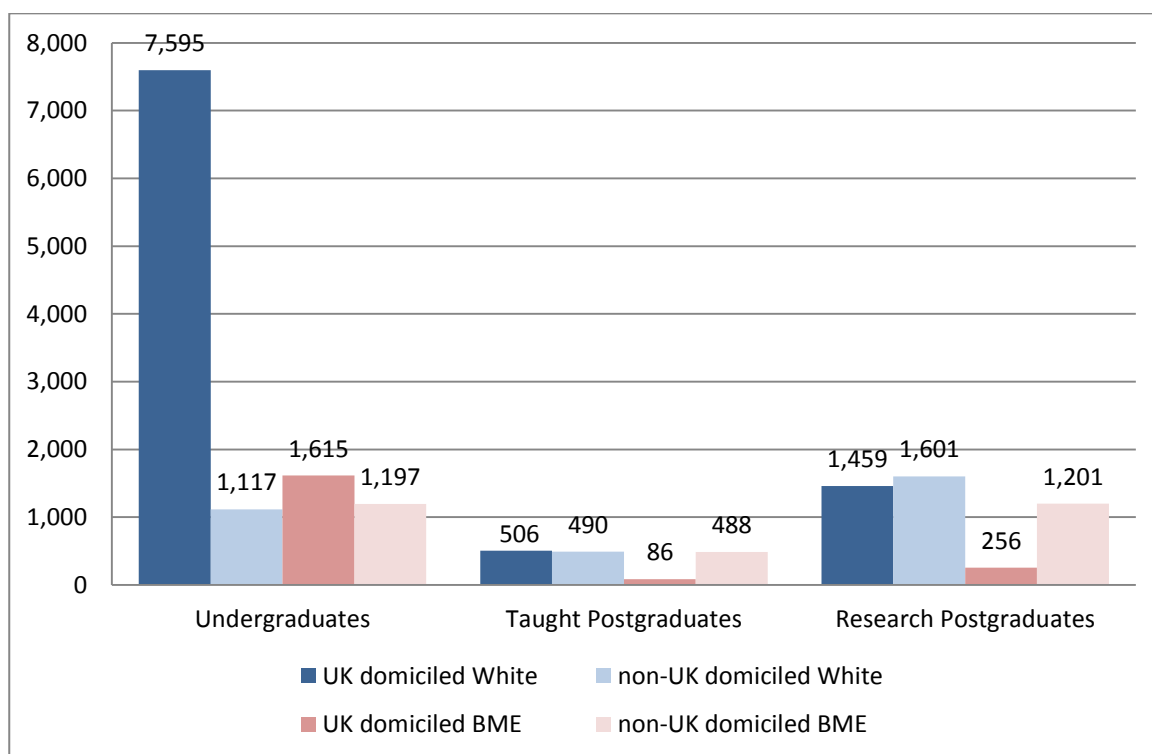


Figure 17: Student numbers by known ethnicity and domicile (2014-15)

Students from a BME background made up 24.4% of undergraduate students, 36.6% of Taught postgraduates and 32.3% of Research postgraduate students in 2014-15 (Figure 17). The majority of UG BME students were UK domiciled (57.4%).

5.2.2 Undergraduate degree attainment by ethnicity

	Class I	Class II Division I	Class II Division II and lower
White	21.9%	48.0%	30.2%
BME	22.1%	44.0%	33.9%

Table 6 All undergraduate examination results by ethnicity 2014

The percentage of white students gaining first class examination results was 21.9% compared with 22.2% of BME Students.

5.3 Disability

5.3.1 Student numbers

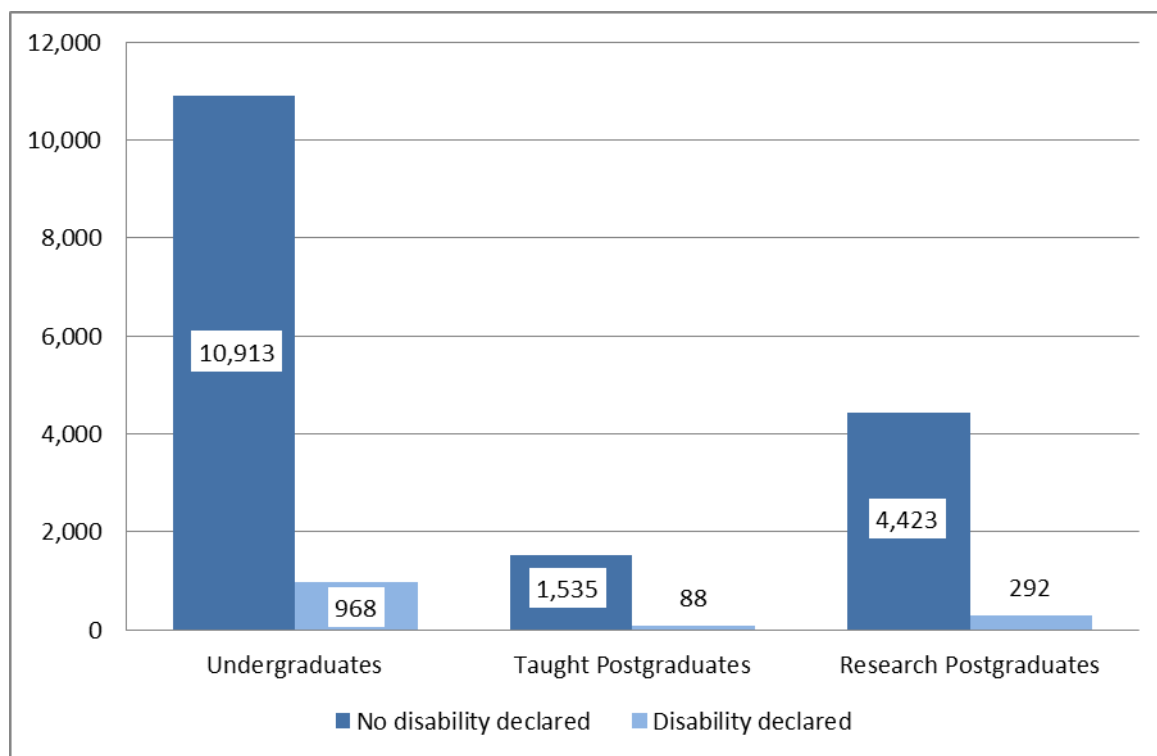


Figure 18: Student numbers by disability (2014-15)

968, 88 and 292 Undergraduates and Taught and Research graduates (equating to 8.1%, 5.4% and 6.2% respectively) disclosed a disability in 2014-15 (Figure 18).

5.3.2 Undergraduate degree attainment by disability

	Class I	Class II Division I	Class II Division II and lower
No Disability	22.2%	47.1%	30.7%
Declared Disability	19.0%	45.3%	35.7%

Table 7 All undergraduate examination results by disability 2014

The percentage of students with no declared disability gaining first class examination results was 22.2% compared with 19.0% of students who declared a disability.

4.4 Age

86.3% of undergraduate students were under the age of 19 years at time of admission in 2014/15; 91.0% of postgraduate students were aged between 21 and 25 years at time of admission to the University.

6.0 Looking forward

Through the framework of the Equality Objectives, the University of Cambridge has made strong progress in its commitment to progressing equality, inclusion and wellbeing. The focus for the future will be to further embed these principles into mainstream University business, within a legal framework to tackle disadvantage and discrimination.

To achieve this, the University is currently preparing an Equality & Diversity Strategy for the period 2015-2020, to provide a strategic framework outlining priority aims and outcomes to be pursued. This document will be published on the University's website once formally adopted.

Appendix 1

Staff - Definitions and notes

This Equality & Diversity Information Report is derived from the HR CHRIS⁴¹ system at a 31 July 2015 census date.

Any person who holds a University office or post and has a University contract of employment is considered to be an employee. Employees are categorised as Academic, Academic-related, Assistant or Researcher on the basis of the main duties of their post.

The staff numbers presented are of individual staff members (headcount) rather than full time equivalent (FTE). Full-time staff are defined for the purpose of this report as being employed at 1 FTE (full-time equivalent). Part-time staff are defined as being employed at less than 1 FTE.

Established Academic and Academic-related staff hold University Offices as defined in the Statutes and Ordinances of the University of Cambridge⁴². Unestablished staff are those Academic and Academic-related staff who do not hold University Offices or are in Research positions. Academic roles are further disaggregated into Academic staff type, namely University Lecturer, Senior Lecturer, Reader and Professor.

Where staff had multiple contracts or in cases where contracts involve more than one activity, a set rule was applied for non-Academic staff. The individual was assigned to the position with the highest FTE, or if the FTEs were identical, the staff member was assigned to the position that they had held for the longest period of time. In cases where Academic staff held both an Academic and Research post, they were assigned to their Academic role. Positions held in association with a substantive full-time appointment, including Associate Lectureships, Heads of Department and Chairs of Faculty Boards, were not counted. A number of University roles have been grouped into the category 'Other' as they have not been assigned to a specific grade. This category includes staff employed in some Clinical roles, as Marie Curie Fellows, Special Appointments or those with blank records⁴³.

Each post is assigned to a specific grade within the grading structure 1–12⁴⁴. The grades overlap with staff groups so members of different staff groups can be employed on the same grade, but with different core roles and responsibilities. Staff are defined as having either permanent (open-ended) or fixed contracts. Those on fixed contracts are employed for a fixed period or have an end date on their contract of employment.

Where staff information categories would include numbers of less than five, information has not been included in accordance with Higher Education Statistics Agency (HESA) policy in order to protect the confidentiality of individuals⁴⁵.

⁴¹ Cambridge Human Resources Information System

⁴² http://www.admin.cam.ac.uk/univ/so/2009/statute_d.html#heading2-1

⁴³ Please note: Clinical Professors, Readers, University Lecturers, Senior Lecturers, Research Associates and Senior Research Associates have been mapped to the University's grading system for the purposes of this information analysis.

⁴⁴ <http://www.hr.admin.cam.ac.uk/pay-benefits/salary-scales>

⁴⁵ <http://www.hesa.ac.uk/index.php>

Due to rounding to one decimal place, some total percentages may not equal 100%. No statistical testing has been conducted due to the small number of staff in many of the categories and protected groups.

Age (staff)

This report uses the following age categories:

- Under 25
- 25 to 29
- 30 to 34
- 35 to 39
- 40 to 44
- 45 to 49
- 50 to 54
- 55 to 59
- 60 to 64
- 65 to 69
- 70 and over

Disability (staff)

Disability is recorded within the CHRIS system using the HESA staff categories⁴⁶. HESA has a number of disability fields for staff disclosure at either recruitment or during employment at the University.

Ethnicity (staff)

Some ethnicity data has been combined for easier comparison so that all Mixed Ethnicities (White and Asian (44), White and Black African (12), White and Black Caribbean (5) and Other Mixed (56)) are encompassed in Mixed Ethnicity. Historically only 'White' was recorded whereas the University now records White – British, White – Irish and White – Other as such for the purposes of this data, 'White' (365) has been included within White – British (5257).

Ethnicity has been aggregated into these groups:

Arab

Asian or Asian British - Bangladeshi

Asian or Asian British - Indian

Asian or Asian British - Pakistani

Black or Black British African

Black or Black British Caribbean

Chinese

Mixed Ethnicity

Other Asian Background

Other Black Background

Other ethnic background

White - British

⁴⁶ For details on all HESA staff categories go to <http://www.hesa.ac.uk/dox/datacoll/C11025/11025.pdf?v=d41d8cd98f00b204e9800998ecf8427e>

White - Other

Science, Technology, Engineering, Mathematics and Medicine Departments (STEMM)

This report uses a generic classification of academic departments from the HESA staff record. This is in line with STEMM departments covered by the Athena SWAN Charter (www.athenaswan.org.uk). At the University of Cambridge this includes employees in the following Schools: Biological Sciences, Clinical Medicine, Physical Sciences and Technology (with the exception of the Judge Business School and affiliated Centres).

Benchmarking

Where useful, data from the other Russell Group universities has been provided for benchmarking purposes. These data have been sourced from HESA via the Higher Education Information Database for Institutions (HEIDI) online tool. The latest available information was for 2013-14 year.

Students - Definitions and notes

The enclosed student figures are a summary of information sourced from reports and publications produced by the Student Statistics Office, Graduate Admissions and Cambridge Admissions Office. Further detailed information for all students is available from these sections. The information has been presented in line with the requirements of the Equality Act 2010 public sector equality duty which obliges higher education institutions to publish information about the people affected by its policies and practices; in this case students. No significance testing has been performed due to the low numbers of students in many of the protected groups.

All student figures are the latest available and in most cases are for the academic year 2014-15 unless otherwise specified. Information regarding postgraduate admissions is reported from 2014-15. For full information and definitions on student figures please refer to the CamDATA website: www.admin.cam.ac.uk/univ/camdata/.

Please note that due to rounding to one decimal place, some total percentages may not equal 100%.

Appendix 2 – EAA Schedule

POLICY OR FUNCTION AREA			PROGRESS				EAA CONCLUDED
TITLE	COMMITTEE/ GOVERNING BODY	EAA REF NO	STAGES 1-2	STAGES 3-4	STAGE 5 - EAARG ENDORSEMENT	COMMITTEE ENDORSEMENT	DATE
USS Consultation	HUMAN RESOURCES	HR/0016/190315/H	Feb-15	Feb-15	May-15	May-15	May-15
REF Code of Practice on the Selection of Staff	RESEARCH STRATEGY OFFICE	OT/0001/070212/H	Feb-14	Feb-14	Nov-14	Nov-14	Nov-14
New Employee Health Assessment	HUMAN RESOURCES	HR/0013/310113/L	Apr-13	May-13	Nov-14	Nov-14	Nov-14
Equality Analysis Summary for REF 2014	RESEARCH STRATEGY OFFICE	O/0001/070212/H	Sep-14	Nov-14	Nov-14	Nov-14	Nov-14
Student Complaints and Examination Appeals	EDUCATION	EC/0003/071111/H	Feb-12	Feb-12	Nov-14	Nov-14	Nov-14
Sickness Absence Policy	HUMAN RESOURCES	HR/0007/010611/H	Apr-14	May-14	Nov-14	Nov-14	Nov-14
Feedback from Students	EDUCATION	EC/0002/011111/H	Jan-13	Nov-13	due regard	-	Nov-14