

2017-18 Equality and Diversity Information Report

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1. Foreword

The Equality and Diversity Information Report 2017-18 provides a summary of activity and initiatives in support of the University's Equality and Diversity Strategy 2016-21, which articulates the University's ongoing commitment to equality and inclusion.

This report also presents an overview of equality information on our staff and student communities. The data contained in this report are used to inform the University's efforts to ensure an inclusive environment for work and study and to measure the impact of any changes. The 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.

A highlight of the year was the formal launch of the University's '*Breaking the Silence: Cambridge speaks out against sexual misconduct*' campaign. Hosted on a website, this campaign highlights a range of new prevention, support and reporting measures that came into effect in October 2017.

This Equality and Diversity Information Report 2017-18 has been prepared for publication by our Equality and Diversity Section, which is part of the University's Human Resources Division. It is governed by the University's Equality and Diversity Committee.

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

2. Introduction and background

The University of Cambridge is committed to providing the highest quality environment for employment, research and study and to ensuring the wellbeing of nearly 12,000 staff and 20,000 students. Our institutional values of freedom of expression and freedom of thought are underpinned by the principles of mutual respect and inclusivity, and celebration of the rich diversity of our community.

The University publishes this report by 31 January each year in accordance with the Equality Act 2010 (Specific Duties) and as part of its commitment in promoting a positive and fully inclusive work and study environment. Equality and diversity responsibilities lie with several bodies across the University and progress is regularly reported to the University's governing bodies via the Equality and Diversity Committee¹. This report and appendices outline the activity that has been undertaken and also provides key information regarding staff and students as required in law.

Equality and Diversity (E&D) Strategy 2016-2021

In 2016 the University of Cambridge published its E&D Strategy 2016-2021, mapping the University's direction over the next five years. This strategy, and accompanying Action Plan², builds on strong foundations of institutional policy and resource commitment, legal compliance, specific objectives and senior engagement secured over the last few years.

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

The five objectives are of equal importance and will contribute to achieving the changes needed to advance our commitments in this area. The role of the University's annual E&D Information Report is to highlight progress against these objectives, and provide an overview of the initiatives and activities that have taken place over the last year (Part 1 of the report). Part 2 provides a summary of staff and student diversity data for this period, benchmarked where appropriate.

¹ The University's E&D Committee is chaired by the Pro-Vice Chancellor for Institutional and International Relations. Membership includes the Pro-Vice Chancellor for Education, University Equality Champions, two Heads of Schools, and representatives of a number of University bodies including Non-School Institutions, HR, student officers and staff diversity networks.

² http://www.equality.admin.cam.ac.uk/files/university_of_cambridge_equality_diversity_strategy_2016-2021_2.pdf

Equality and Diversity Strategy Objectives 2016-2021

Objective 1

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

Objective 2

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

Objective 3

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

Objective 4

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

Objective 5

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

3. Part 1 – Overview of progress

Objective 1: Promoting Diversity and Inclusion

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

As shown in Part 2 of this report, the University of Cambridge faces many of the same challenges as the rest of the UK higher education sector, including low representation of women and ethnic minorities at the more senior levels. The need to address these issues were not only identified as Objective 1 of the E&D Strategy, but was also reiterated in the University's People Strategy that maps out the University's HR activities over the period 2016-2021³.

The overall objective of the People Strategy is to make the University an employer of choice, with a culture and environment that is stimulating and rewarding for its people and provides a competitive advantage to enable the University to meet its core mission. The Strategy defines the priority of fostering a thriving community and a culture of inclusivity, diversity, health and wellbeing as one of its four key areas of action.

This Strategy will take forward actions on building clear and inclusive recruitment, promotion and development processes, which will support increased diversity within the University at all levels.

Equality Champions

Champions are integral to the successful promotion and progression of equality at the University. High profile Champions advocate and influence at senior levels of governance and within the Cambridge community as a whole. They provide points of contact for protected or special interest groups, as well as specialist advice on the development and implementation of policy and best practice. Equality Champions are recognised as playing a central role in disseminating good practice and encouraging the promotion of equalities, demonstrating that the organisation's culture and core values include respect and positivity.

The Champions are:

- Gender Equality Champion (Science, Technology, Engineering, Mathematics and Medicine Departments) - Professor Val Gibson
- Gender Equality Champion (Arts, Humanities and Social Sciences Departments) - Professor Sarah Colvin
- Race and Inclusion Champions - Dr Kamal Munir and Dr Mónica Moreno Figueroa
- Disability & Wellbeing Champion and LGBT Champion - Dr Nick Bampos (until August 2018).

³ <https://www.hr.admin.cam.ac.uk/people-strategy>

Objective 2: Tackling Gender Inequality

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

Achieving equal gender representation through all levels of the staff profile and supporting women to remain and progress within the institution are a key focus going forward. Staff consultations, surveys and the experience of the wider sector have informed our initiatives and actions.

Policy work on gender was overseen in 2017-18 by the Gender Equality Steering Group (GESG). GESG's business over the year focussed on investigating the drivers behind the University's gender pay gap and wider issues impacting women within the University.

University published its gender pay gap figures in line with the Government's new mandatory reporting requirements before the deadline of 31 March 2018. The University's average gender pay gap was 19.6% (median 15%) in 2017.

To support the publication of the gender pay gap, the University has produced a companion website, Inclusive Cambridge⁴.

The aim of the website is to provide all members of the University practical information and resources to help embed practices designed to reduce the gap.

The gender pay gap, and ways to mitigate form an important element of the gender equality work going forward.

The focus on the gender pay gap builds on the regular equal pay reviews the University has been conducting since 2008, leading the sector in this area⁵.

Supporting Career Progression

The University's Senior Academic Promotions (SAP) process is a key mechanism in increasing the representation of women at higher levels of academia. The University regularly reviews and amends the SAP process and guidance to ensure that the system is fair and equitable to all academic staff. In addition, one-to-one support is provided to academics who are considering applying for promotion through the CV Scheme.

The CV Scheme was developed after analysis of the University's promotions data, and brings together Lecturers, Senior Lecturers and Readers seeking promotion with senior academics who have extensive experience of the SAP procedures in order to review mentees' CV and promotion paperwork before it is submitted. In 2017-18, this scheme supported 31 mentees (90.0% women).

We are a world-leading University, not only in the excellence of our teaching and research, but also in the values we espouse and promote.



Equality and Diversity are deeply rooted in the University's ethos, and are essential to our mission.

The gender pay gap is a vital measure of our progress in achieving gender equality. It shows us that the University has made headway in reducing our gender pay gap over recent years. But it also reveals that this progress has been slower than we would like.

Our figures show there is more work for us to do. We are committed to taking action to close the gender pay gap as quickly as possible.

Professor Stephen Toope, Vice-Chancellor

⁴ <http://www.inclusivecambridge.admin.cam.ac.uk/>

⁵ All Equal Pay Reviews and can be found on the HR Division website at: <http://www.hr.admin.cam.ac.uk/pay-benefits/pay-and-reward/pay/equal-pay-reviews>

Athena SWAN

The Athena SWAN (AS) Charter addresses gender inequalities in all disciplines, and at all levels of employment in higher education. The University supports departments applying for awards with data resources and expert-led events⁶. During 2018 the University received a one year extension to its Silver Athena SWAN award and applied for the award's renewal in November 2018. All but one STEM departments are covered by an AS award. Of the 21 eligible AHSSBL Departments, 3 applied for Bronze awards in 2017 and 4 applied for awards in 2018.

All departments are expected to have applied for an award by the end of 2021. In recognition of the close relationship between the Colleges and the University, Departments include College Teaching Officers in Athena SWAN applications where possible, and the University and Colleges share good practice and initiatives addressing inclusion issues. Athena SWAN activity was also supported through a 'Changing Culture' event to highlight best practice in departments.

The University's focus in the area of gender equality is also evidenced by the number of high level events it hosts. A particular highlight was the Annual Women in Science, Engineering, Technology Initiative (WISSETI) Lecture. This year the speaker was Professor Dame Jane Francis, the first woman Director of the British Antarctic Survey. A geologist by training, her research has led to many adventures in the polar landscapes of the Arctic and Antarctica. Jane spoke about her life and work as a woman in science, both the triumphs and the challenges to a large audience.

⁶ <http://www.ecu.ac.uk/equality-charters/athena-swan/>

Objective 3: Addressing student disadvantage

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

Equality and diversity issues relating to teaching and learning fall within the remit of the General Board's Equality and Diversity Education Standing Committee (EDESC), which is supported by Educational and Student Policy and assisted by the E&D section and the Disability Resource Centre. The EDESC supports the University in progressing equality and diversity issues relating to University teaching and learning, and includes student representation. This representation includes representatives from Cambridge University Students' Union (CUSU) and the Graduate Union (GU).

There are a number of independent student networks and autonomous campaigns associated with the Cambridge University Student Union (CUSU). These campaigns are focused around the specific needs of students who may identify with any of the protected characteristics, defined by the Equality Act 2010, to direct their own activities and highlight issues to the wider University. For information on the definitions and methodology used in this report please refer to Appendix 1.

Addressing student attainment gaps

During 2017-18, EDESC reviewed data on students' attainment in relation to protected characteristics including gender and ethnicity, and extending to all characteristics for which data could be obtained. The Committee also investigated the work being undertaken within departments to address and identify gender attainment gaps and considered how to effectively share best practice.

It received data on performance of undergraduates at Tripos (subject degree) level based on 2011-17 data and the 2016-17 dataset by protected characteristics where data permitted. This work has clearly indicated that to fully understand attainment gaps, analyses at both top level and local level are required. A top level generic analysis can identify (most of the times) whether there are any issues and the analysis at Department/Faculty level can further interrogate the results and find potential causes as well as consider factors that cannot be examined at top level.

In reviewing data on undergraduate students' BME attainment, the EDESC concluded that, overall, there is evidence that an ethnic attainment gap exists. However, due to the number of BME categories, the statistical significance of any apparent gaps cannot be determined when data is further disaggregated. The sub-committee will continue to review such data annually and monitor trends.

The sub-committee also received reports and results prepared for the Race Equality Charter submission including the results of the REC Student Survey. These discussions fed into the revision of a number of student-focused recommendations that will be incorporated into the REC submission in summer 2019.

Supporting students to succeed

The collegiate University aims to attract students with the greatest potential in the world, regardless of background. In support of this objective, Cambridge is currently engaged in an unprecedented level of additional outreach activity that is designed to reach a diverse range of under-represented groups across the UK.

Developed with reference to contextual data, the outreach and widening participation initiatives aim to give students across the country the opportunity to learn about the University and encourage applications to Higher Education. Much of the work undertaken by the Colleges and the

University targets specific under-represented and disadvantaged groups. These groups include: children in care; students eligible (or previously eligible) for free school meals; black, Asian and ethnic minority students; mature learners; and students who live in areas where young people are less likely to participate in Higher Education.

Outreach and widening participation activities include:

- the College Area Links Scheme, which was created in 2000, and 'links' every local authority in the UK with a Cambridge College; this helps to facilitate the national influence of our outreach activity. This scheme is a tool for communication and a vehicle for outreach efforts that enables the Cambridge Colleges to build effective, coherent relationships with schools and sixth form colleges across the UK, and develop an understanding of local educational contexts.
- The *Realise* project has the aim to encourage more young people in care to consider higher education. Cambridge runs a large number of events ranging from science days to theatre days to give a taste of life as a student at Cambridge.
- The *Cambridge Sutton Trust Summer Schools* are fully-funded, week-long, subject-specific residential events where participants live and study as if they were Cambridge students. Aimed at highly able students from underrepresented backgrounds, the summer schools are designed to help participants make informed decisions about their HE choices and equip them with the academic confidence, skills and knowledge to make a competitive application to a highly selective university.
- In partnership with the Sutton Trust the University has launched the *Sutton Scholars* programme in East Anglia. The programme for students in Years nine and ten aims to address some of the particular challenges faced by predominantly white working class young people living in areas of rural and coastal deprivation and low social mobility
- *Experience Cambridge* is an initiative that has been running since 2012; over two-day visits participants gain an insight into undergraduate teaching and learning at the University, and are given the opportunity to explore their preferred subject area in depth.
- *Insight* is a progressive programme that works with highly able students in Years 9 to 11, with the aim of developing their academic interests and helping them make informed decisions about their future educational choices.
- The *Cambridge University Students' Union (CUSU) Shadowing Scheme* provides the opportunity for Year 12 state school students and mature learners from widening participation backgrounds to experience life as a Cambridge student. The CUSU Shadowing Scheme is the largest and most established student-led access initiative in the country, and is well known and highly regarded amongst UK state schools.

Beyond admission processes, the collegiate University provides exceptionally intensive and highly individualised support to its students. Regular supervisions involve very small groups and all undergraduates have a Director of Studies, who is typically in their own College and closely manages their academic progress, as well as a personal College-based Tutor to advise and support them on pastoral issues. College-based support is complemented by lectures, seminars, and practical classes organised by Faculties and Departments, which become increasingly specialised in the later years of a course. Students benefit from high quality College accommodation that is available to all undergraduates for at least three years of each course, as well as extensive medical, disability and counselling support. All of this contributes to unusually high academic attainment and a very low drop-out rate.

The University has one of the lowest non-continuation rates of any UK higher education institution (currently 0.8% compared to our HESA PI benchmark of 1.8% and an average of 6.4% for the sector). This is in part a product of high contact hours and very small contact groups, the pastoral care provided by our Colleges and the student support facilities available, but is also assisted by the extensive financial support that we offer to our students. Research undertaken by the

University's Admissions office has shown little significant variation between social groups in terms of their likelihood of completion, but we will continue to monitor this as our access activities contribute to a wider diversity of intake. In addition, as outlined in Objective 5, the University is undertaking work in combating unconscious bias.

Promoting best practice for inclusive teaching

The General Board's Education Committee (GBEC), in partnership with Cambridge University Student's Union (CUSU) and the E&D section, have developed equality guidance for specific protected characteristic groups to support teaching and learning. The following guidance documents are accessible via the University's website: Pregnancy and Maternity; Gender Reassignment; Religious Observance (with respect to University examinations).

The Cambridge Centre for Teaching and Learning supports teaching and learning staff by providing training, developing networks, hosting events and encouraging and funding innovation⁷. 2018 saw the 25th anniversary of the Pilkington Prizes for Teaching Excellence which celebrates and recognises teaching staff who '*have engaged with students on an individual level, providing support, mentorship and care, encouraging students to take responsibility for their own learning and development and inspiring them to succeed*'⁸. The Centre also provides a focus for strategic priorities within Cambridge and for engaging with national and international developments in higher education.

Supporting disabled students

The Disability Resource Centre (DRC), in collaboration with colleges and departments/faculties, is committed to promoting best practice throughout the University to support disabled students. The Centre provides a confidential and accessible service for disabled students and those staff supporting them. The University's document 'Code of Practice: Reasonable Adjustments for Disabled Students' covers issues related to teaching disabled students and is kept under annual review. It outlines the reasonable adjustments that the General Board expects to be made for disabled students⁹.

The 2017-18 academic year saw a further increase in disabled students accessing support. The total number of current disabled students at the end of the academic year (July 2018) was 3,017, an increase of 25% on the previous year (2,410). Students disclosing a mental health condition rose from 597 to 805 in the same period, an increase of 35% in one year. Graduate students disclosing a disability also increased from 960 to 1266, a 32% increase.

These increases are a positive indication that any perceived stigma around the disclosure of disability is diminishing and is evidence of achievement against the University's Equality Objective 4 (below), which focuses on increasing levels of disability disclosure. The issues of facing disabled students and staff were also highlighted in the 2018 Annual Disability Lecture which took place on the 22nd March 2018. The speakers were Professor Farah Mendlesohn, Professor Nigel Lockett and Dr Hamied Haroon. The lecture was entitled 'Disabled Academics in the 21st Century.

The DRC provides courses and training to members of the University. In 2017/18 24 courses were delivered via PPD to 221 people. Ongoing courses included the '*Teaching Students with...*' series and '*An Introduction to Sign Language*'. Courses currently offered focus on dyslexia and other Specific Learning Difficulties and Asperger syndrome. The course 'Supporting PhD Students with Mental Health Difficulties', expanded to cover all graduate students and was popular enough to

⁷ <https://www.cctl.cam.ac.uk/support-and-training/training-and-guidance>

⁸ <https://www.staff.admin.cam.ac.uk/general-news/pilkington-prize-25th-anniversary>

⁹ http://www.educationalpolicy.admin.cam.ac.uk/files/cop_reasonable_adjustments.pdf

require a second workshop. There were also 8 bespoke training sessions delivered to departmental staff looking at teaching disabled students, with 128 participants. An online course for students transitioning into Cambridge has also been developed. The DRC is also developing an on-line module for academic and support staff on inclusive teaching and learning

The Reasonable Adjustment Fund (RAF), set up in 2016 and administered by the DRC, provides for a range of Non-Medical Help tasks and some assistive software for UK national disabled students studying at Cambridge. The implementation of the Reasonable Adjustments Fund has been beneficial to students as waiting times for support are considerably reduced. Students are now often matched to a Non-Medical Helper within a week of seeing their Disability Adviser. This is a huge improvement on the previous waiting times and there is no longer a requirement for interim funding from Colleges. In 2017-18, 406 awards were made from the Fund to a total of £335k.

In the 2017/18 Academic year the University established a new Sub-Committee on Accessibility. This was primarily to give increased focus to accessibility in relation to the University Estate and electronic/ web-based materials but has a brief which can focus on any accessibility matter related to the University's infrastructure.

Objective 4: Ensuring an Inclusive Environment for Work and Study

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

Work on race including University application for Race Equality Charter (REC) Bronze award



The University became a member of Race Equality Charter (REC) in September 2016 and is preparing to apply for a REC Bronze award. The Charter, run by Advance HE, addresses the representation, progression and retention of minority ethnic staff and students within higher education. The REC provides a useful framework for the University to undertake an extensive quantitative and qualitative data analysis including conducting University-wide surveys and focus groups.

The University's work on race has also progressed through undertaking initiatives in a number of fields including engaging key stakeholders, conceptualising University understanding of racism and reinforced communications and events. These activities have led to the identification of key priority areas for the University in the field of race. These are:

- Embedding the responsibility for race equality across the University institutions
- Diverse recruitment and student admission
- BME representation at senior levels and in governance structures
- Improving the support for and experience of BME students and staff at the University
- Diversification of the curriculum
- Bringing about culture change

With regard to events, in February 2018, a BME Staff Networking Dinner was organised in Selwyn College which was attended by c.60 staff, with key note speech given by the Vice-Chancellor. In May, over 40 people participated in a session on "Why Racial and Ethnic Diversity at the Top Remains a Challenge: Exploring Career Progression and Inclusion at the University".

Family friendly practice

Family friendly activities are supported by the Supporting Parents and Carers @ Cambridge (SPACE) networking initiative.

A key event hosted by the network during 2017-18 was 'Carers and Careers: The Impact of Caring on Academic Careers'. At this insightful event Dr Marie-Pierre Moreau, from the University of Roehampton, shared her latest research on how caring impacts on academic career development and access to leadership positions for those with caring responsibilities.



The University's work in this area has been directed by consultations with staff which underlined the benefits of a single information point for family-friendly policies and initiatives. This has now been developed through the provision of an accessible web page, which signposts staff to relevant information, promotes flexible working case studies and offers support through an informal 'buddy' system¹⁰. The University has also continued its partnership with My Family Care to provide emergency backup dependent's care for staff with caring responsibilities.

Returning Carers' Scheme

For academics, researchers and employees whose primary role is undertaking research, the Returning Carers Scheme provides funds to support career development following a career break or a period of leave for caring responsibilities. Applications are tailored to the needs of the individual and can cover costs ranging from support for carers to travel to conferences, inviting collaborators to Cambridge, technical and teaching support as well as equipment and start-up funding for new projects. Staff are eligible to apply up to 5 years after return to work. Since its launch in 2013, in total RC has granted just over 1.3 million pounds in funding over its 11 rounds to employees from each of the Schools. The RCS has been highlighted nationally and internationally as good practice for example in the Marie Skłodowska-Curie Actions study 'Research careers in Europe' (Dec 2016)

Bullying and harassment

BREAK/NG THE SILENCE

Working closely with the students unions, and a number of University offices all of the various initiatives relating to student-student and staff-student harassment and sexual misconduct have been drawn together into a single University website under the brand '*Breaking the Silence*' at www.breakingthesilence.cam.ac.uk, launched in October 2017. This has brought together the different areas of work across the University.

The new website forms a single point of reference for staff and students and includes:

- Detailed **guidance, advice and sources of support**
- Details about a new **Sexual Assault and Harassment Advisor** and links to the **Dignity at Work** programme
- Links to **relevant policies and procedures**
- An **anonymous reporting** portal for staff and students.

¹⁰ <http://www.space.admin.cam.ac.uk/>

In addition over 2017-18 the University has rolled out a 90 minute training session **‘Where do you draw the line?’** – an harassment prevention approach collaboratively developed by UCL and the Universities of Cambridge, Manchester and Oxford.

Wellbeing in the workplace

A key element in ensuring an environment for work that is inter-inclusive, and supportive of all is recognising the importance of the wellbeing of all its staff in the workplace. WellCAM is a comprehensive approach to health and wellbeing of staff supported by a website, a series of events, and the University Wellbeing Champion, Dr Nick Bampos.



The annual two-week Festival of Wellbeing took place at the end of June 2018. The Festival’s theme was work-life balance, continuing its focus on raising awareness of issues associated with mental and physical wellbeing for the University as an employer and its staff. This encapsulates the University’s work on the promotion of health and prevention of work-related stress. It is widely acknowledged that issues of health, wellbeing and engagement are likely to become increasingly significant over the next decade or two, due to demographic changes within the workforce.

Promoting a culture of positive awareness of disability



The University aims to encourage increased levels of disability disclosure by promoting a culture of positive awareness and understanding of disability-related matters. Data presented in this report shows that 2.9% University of Cambridge staff have disclosed a disability, up from 2.2% in 2016-17¹¹. Disclosure of sensitive information is encouraged either at application, start of employment or during employment. The University understands that self-disclosure is a personal choice and that not all employees wish to

disclose their disability status but providing data supports the institution’s analysis of recruitment, progression and representation, from which actions can be initiated to address any concerns regarding discrimination or unfairness.

To support this goal, E&D began a review of current support provision for disabled staff during 2016-17 and joined the specialist Business Disability Forum^[1] to advise on changes that could be made to improve the physical and mental wellbeing of staff. BDF continued to provide a specialist advice service to the University by providing pragmatic support, sharing expertise, giving advice and providing training.

In regards to disclosure beyond disability, 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) 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. With regard to transgender staff, numbers disclosed remain too small to publish but continue to be monitored internally.

¹¹ [see section 1.3](#)

^[1] <http://www.businessdisabilityforum.org.uk/>

Ensuring an inclusive environment for study

The University is dedicated to creating and maintaining a safe, welcoming, inclusive and diverse community which nurtures a healthy environment and culture of mutual respect and consideration, allowing all members to thrive without fear of sexual violence, abuse, coercive behaviours or related misconduct.

The Office for Student Conduct, Complaints and Appeals was formed in September 2016, with specialist staff who deal with student complaints and conduct centrally in the University. The Office oversees a number of complaint procedures relating to examination results, University body decisions, quality of student experience and student conduct. It also has oversight of the informal reporting process for student harassment and sexual misconduct and the anonymous reporting mechanism for students, staff and visitors to report any type of harassment, discrimination or sexual misconduct. The Office ensures that all of the University's procedures are following sector best practice and the Office of the Independent Adjudicator's Good Practice Frameworks. In order to do this, procedures are regularly reviewed and updated.

Following last year's Joint Report on Procedures for Student Complaints and Reviews and Joint Report for the Procedure for Handling Cases of Student Harassment and Sexual Misconduct, the revised procedures have now been embedded through briefings and guidance. The revisions have resulted in a predicted increase in the number of cases. Informal reviews of the revised procedures have been conducted and this has led to the General Board approving further amendments to the now named Procedure for Student Harassment and Sexual Misconduct, including the removal of a three month timeframe for reporting harassment and sexual misconduct. Investigation of reports of sexual misconduct will also move (cost neutrally) from being investigated by an external provider to an internal specialist investigator. Additionally, The General Board and the Council approved a Joint Report on revisions to Special Ordinance D (v) Precautionary Action to include the option of assessment by an external specialist when assessing the risk that a student may pose during a criminal, University or College investigation. The Joint Report will be published in Michaelmas 2018.

The collaborative project, match-funded by HEFCE, regarding student-facing support and prevention of sexual misconduct has taken place and been evaluated. The outputs of the project were positive and the evaluation has led to a number of recommendations for improvement in the following academic year. Review has also taken place of the anonymous reporting mechanism, which has now seen over 300 reports of harassment and sexual misconduct since May 2017. A number of minor revisions have been made to the tool during the year in light of GDPR and to ensure that the tool is also appropriate for reports of harassment and discrimination other than sexual misconduct.

Objective 5: Building Engagement and Best Practice

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

A key focus of the collegiate University's work on increasing engagement and developing best practice has been the development of a programme on unconscious bias (UB) training. Unconscious bias training is widely recognised as an effective method to increase awareness and improve practice. During 2017-18 the University rolled out an Understanding Unconscious Implicit

Bias online course¹². Accessible by all staff of the collegiate University, this provision has been supported by additional resources to support the mitigation of bias within the University including the delivery of equivalent face-to-face UB training across Schools and Colleges, supplementary seminars and specialist workshops.

The UB training builds on the University's continued focus on embedding best practice and knowledge via completion of the E&D Essentials online training module. Completions across the University had risen to almost 80% of all staff, with many Schools making it mandatory for all those involved in staff appointments to have completed the training. The E&D team, through their Schools' Liaison function works with Schools, Departments and Colleges to share best practice and advise of a range of matters including recruitment best practice and setting up local level E&D committees and forums.

Diversity networks and key events

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

- Disabled Staff Network
- LGB&T Network
- Women's Staff Network
- SPACE Network

In addition to the above, the University staff is currently setting up a network with a focus on race and ethnicity.

The networks, open to University, College or an associated institution, play an important role in hosting a number of key internal diversity events. The University's Annual Race Lecture in October 2017 was on the topic of "The realities of racism". It brought together eminent speakers: Professor Kalwant Bhopal, Professor of Education and Social Justice, Professorial Research Fellow and Deputy Director of the Centre for Research in Race and Education in the University of Birmingham School of Education and Professor Francisco Bethencourt, Charles Boxer Professor of History at King's College London.

The 14th Annual Disability Lecture – "Promoting Inclusive Employment Practice for Disabled Staff" with speaker Diane Lightfoot, the CEO of Business Disability Forum (BDF) discussed practical steps on how to create a disability smart organisation.

The Women's Staff Network, with membership from all staff groups across the collegiate University, focussed on providing accessible self-development opportunities. The Women's Staff Network held a series of events profiling the careers and career progression of women at Cambridge. Each term a panel of women employed across the University described their career pathways, opportunities and challenges. The WSN also marked Equal Pay Day 2017 – hosting a discussion on the drivers of gender pay gap and a summary of the University's Equal Pay Review results for 2017.

While the University does not run a network for staff religion and belief, faith and belief is supported by the Cambridge University Multi-Faith Forum (CUMFF). The Forum is seeking to establish a Multi-Faith and Spirituality Service that will support the wellbeing of University staff of all faiths and none, provide information and resources about matters of faith and spirituality, foster diversity and inclusion, develop space for faith and spirituality in the University and facilitate multi-faith dialogue and understanding.

¹² <http://www.equality.admin.cam.ac.uk/training-overview/understanding-unconscious-implicit-bias>

The Forum has been key in recruiting two residential faith-workers for the Eddington development who will devote part of their time to contributing from a faith perspective to community building activities and providing pastoral support for residents of all faiths and none. CUMFF has also worked with Estate Management, Bidwells and RG Carter to design and build a new centre for faith-based activities and prayer/quiet space at West Cambridge, to replace Merton Hall Farmhouse. The new centre is expected to open in Michaelmas 2018.



Equality Assurance Assessments

To further embed best practice across the University, an Equality Assurance Assessment (EAA) process has been established 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.

4. Part Two – Key Facts and Figures

1 Staff Key facts and figures

This section presents equality and diversity information for the academic year 2017-18 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.

At 31 July 2018, the University had 12,231 employees in four University staff groups (Table 1).

Staff Group	Number of employees (headcount)	Percentage of employees
Academic	1,774	14.5%
Academic-Related	2,317	18.9%
Assistant	3,932	32.2%
Researcher	4,208	34.4%
Total	12,231	100.0%

Table 1 Count by staff group

- The gender breakdown in the University was 51.0% (6,240) women and 49.0% (5,991) men (Figure 1).
- 85.6% (10,471) employees had a known disclosed ethnic background. Of these staff, 13.0% (1,360) were Black and Minority Ethnic (BME), 27.8% White - Other and 59.2% White – British (2,908 and 6,203 respectively).
- 2.9% (349) of all employees disclosed having a disability
- The University now holds sexual orientation information for 51.4% of all staff. 5.1% of staff who declared their sexual orientation were LGB.
- The University now holds religion and belief information for 51.3% of all staff. 34.4% of staff who declared their religious beliefs were Christian and 57.2% had no religion.

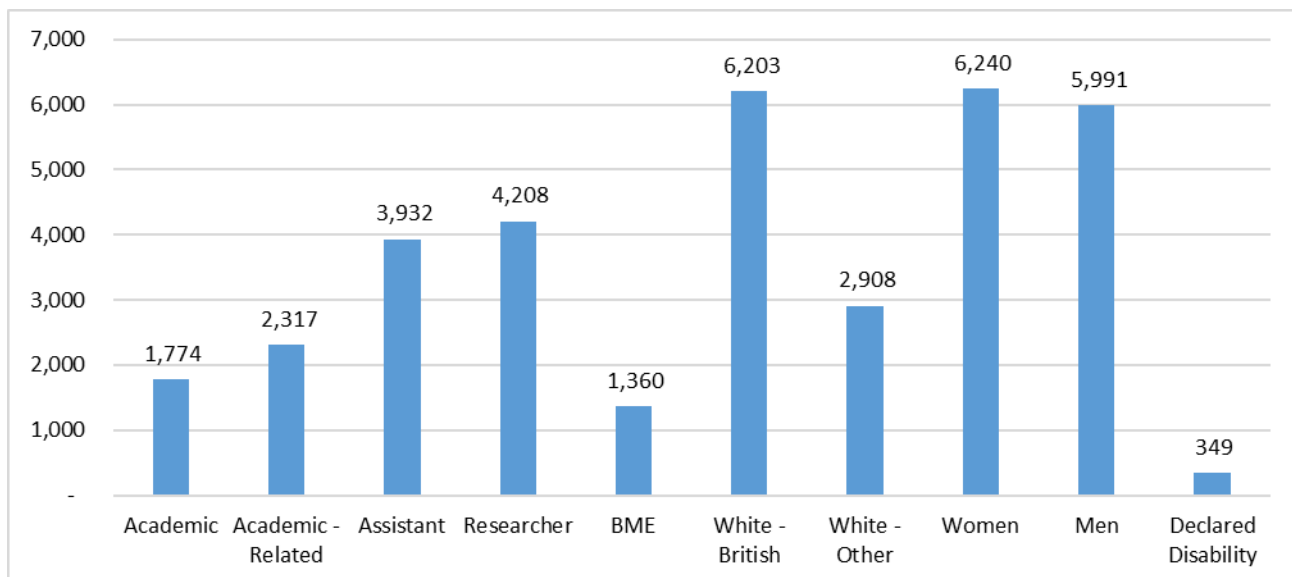


Figure 1: Headcount and diversity summary as at 31 July 2018

1.1 Gender

Staff groups and grades

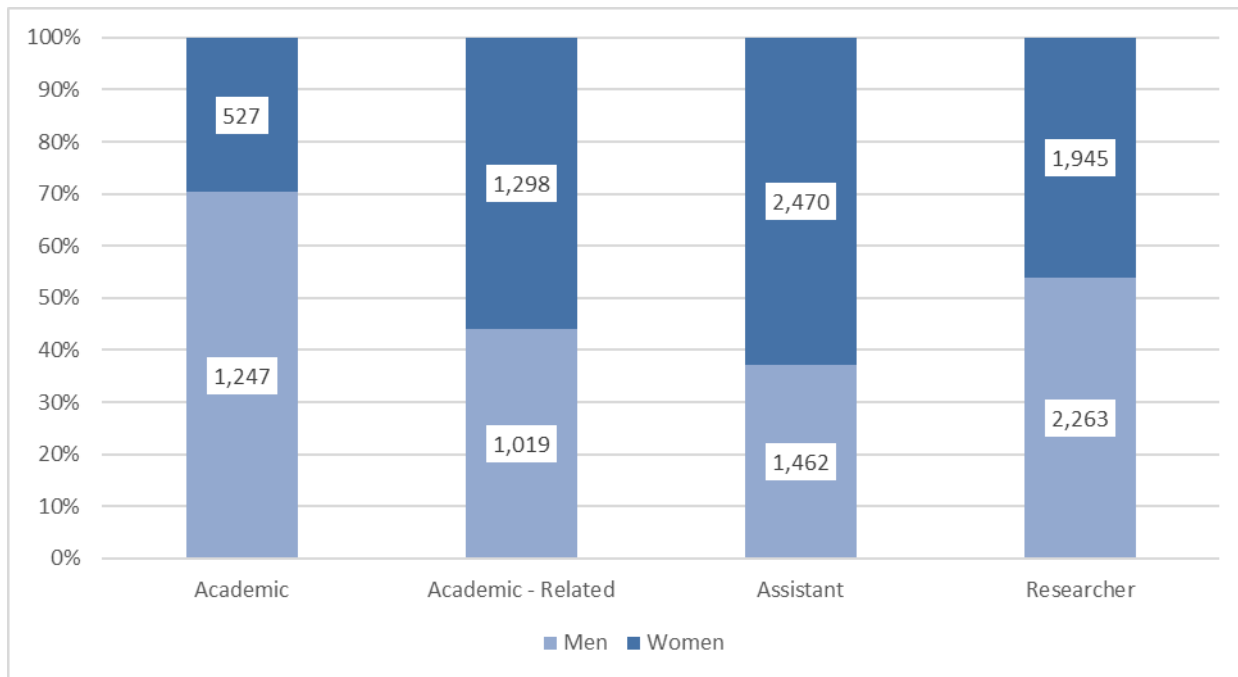


Figure 2: Gender breakdown by staff group

Figure 2 shows the number and proportion of women and men in each of the University's four staff groups. Women comprised 29.7% (527) of Academic staff and 62.8% (2,470) of Assistant staff.

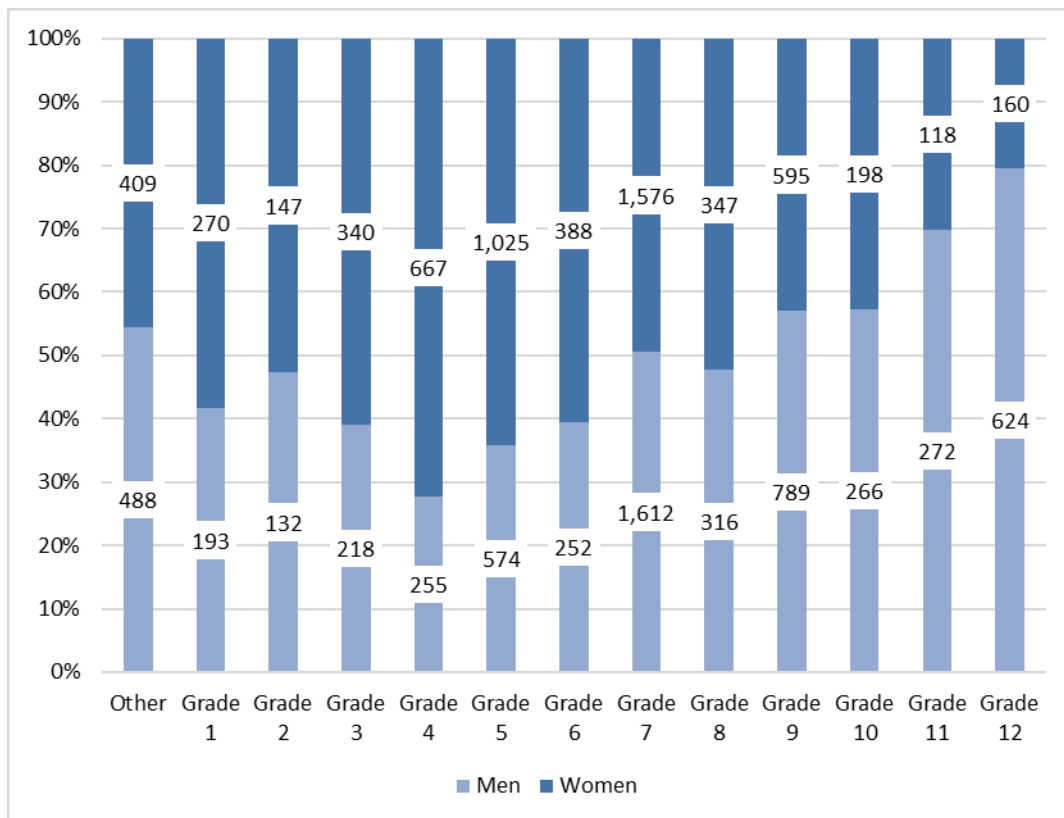


Figure 3: Gender breakdown by grade

26.1% of all staff were employed on Grade 7. The percentage of women employees in each grade increases from 58.3% (270) at Grade 1 up to 72.3% (667) at Grade 4 and then decreases through the remaining grades to 20.4% (160) at the Grade 12 (Figure 3). The number of women employed on Grade 12 has increased since 2016, by 15. The high percentage of women employees at Grade 4 corresponds with the high percentage of Assistant staff who are women.

Academic staff type

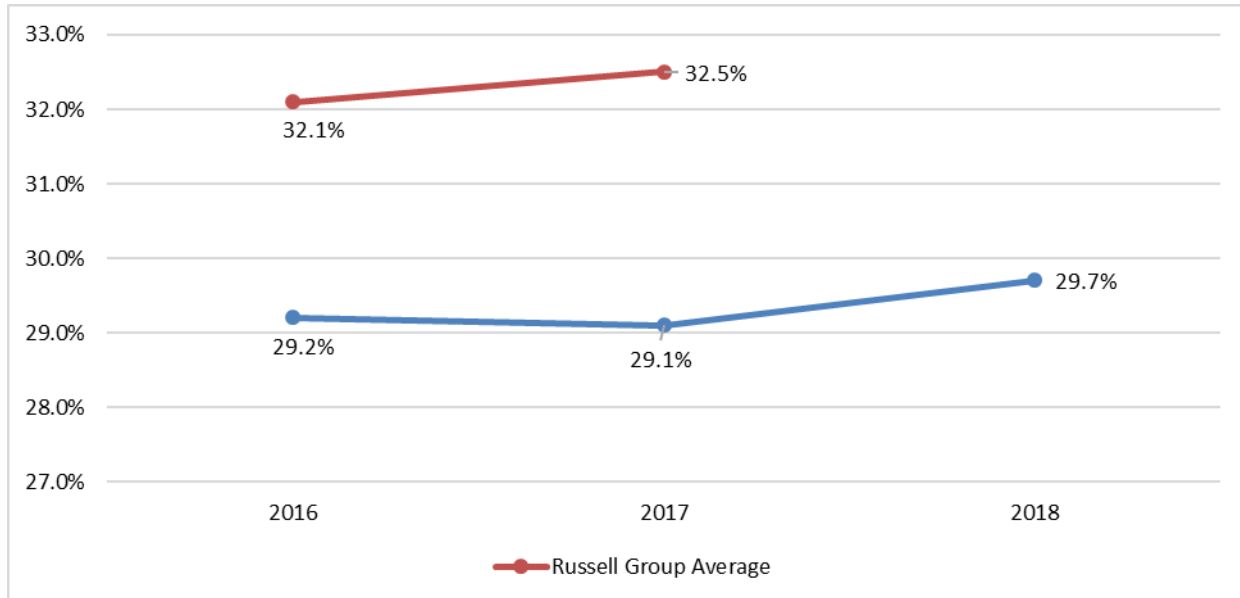


Figure 4 Proportion of women Academic staff, University of Cambridge 2016-18 and Russell Group average (2015/16 and 2016/17 data)

In July 2018 29.7% of Academic staff at the University were women, with a 0.6% change from the previous year and below the average percentage for Russell Group institutions (Figure 4). They represented 37.1% of University lecturers, 35.0% of Senior Lecturers and 28.5% of Readers. 19.6% of professors were women, an increase from 18.0% in 2017 (Figure 5).

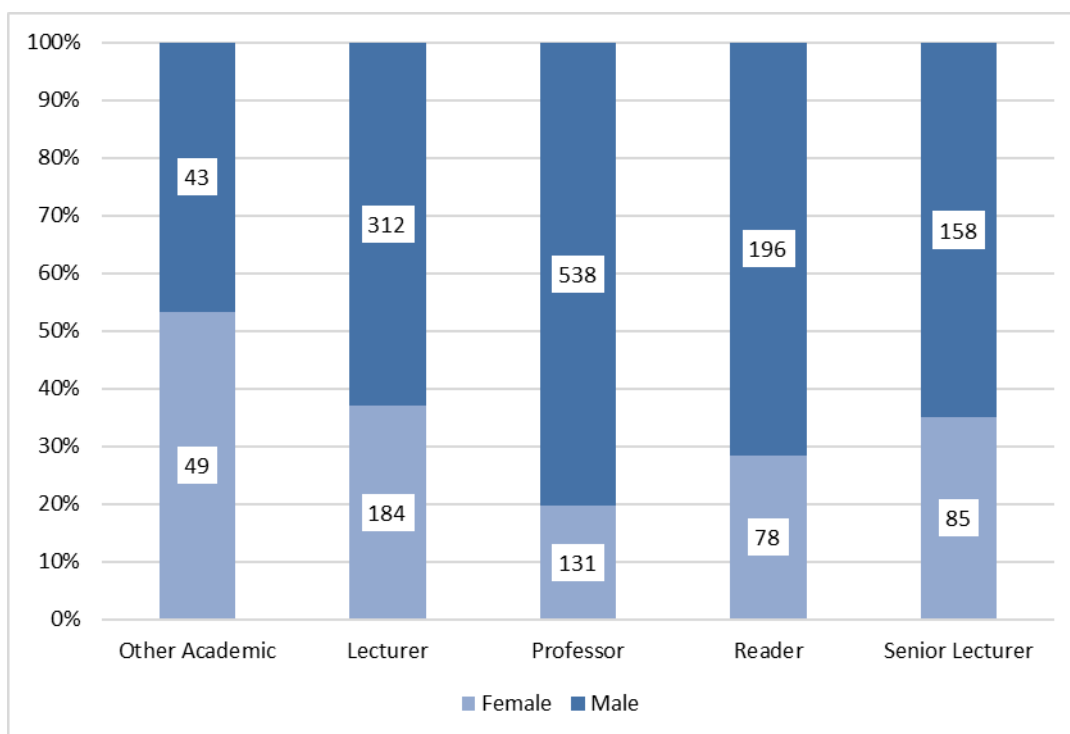


Figure 5: Gender breakdown of Academic staff 2018

Since 2016 the University has seen a gradual rise in the proportion of women within each of the Academic positions, with the exception of Senior Lecturer which has held steady as staff have been promoted (Figure 6).

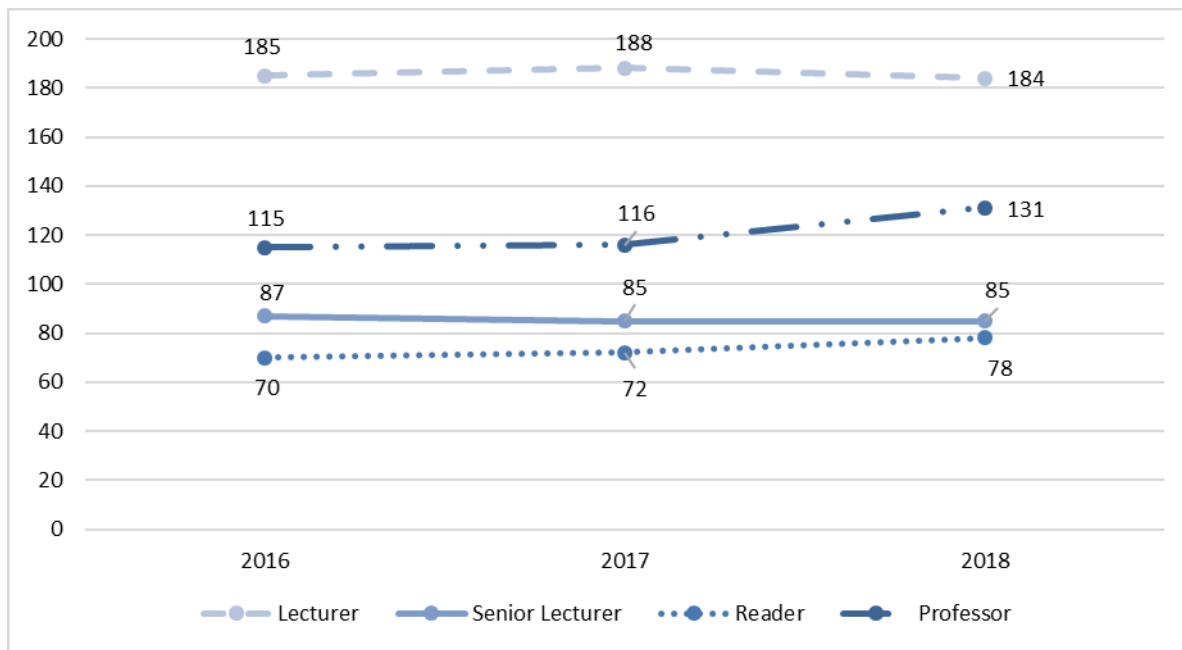


Figure 6 Number of Academic staff who were women by position, University of Cambridge 2016-18

The University had 131 women Professors in 2018, an increase from 116 in 2017, with the proportion of Professorships held by women at 19.6%, below the Russell Group average (Figure 7).

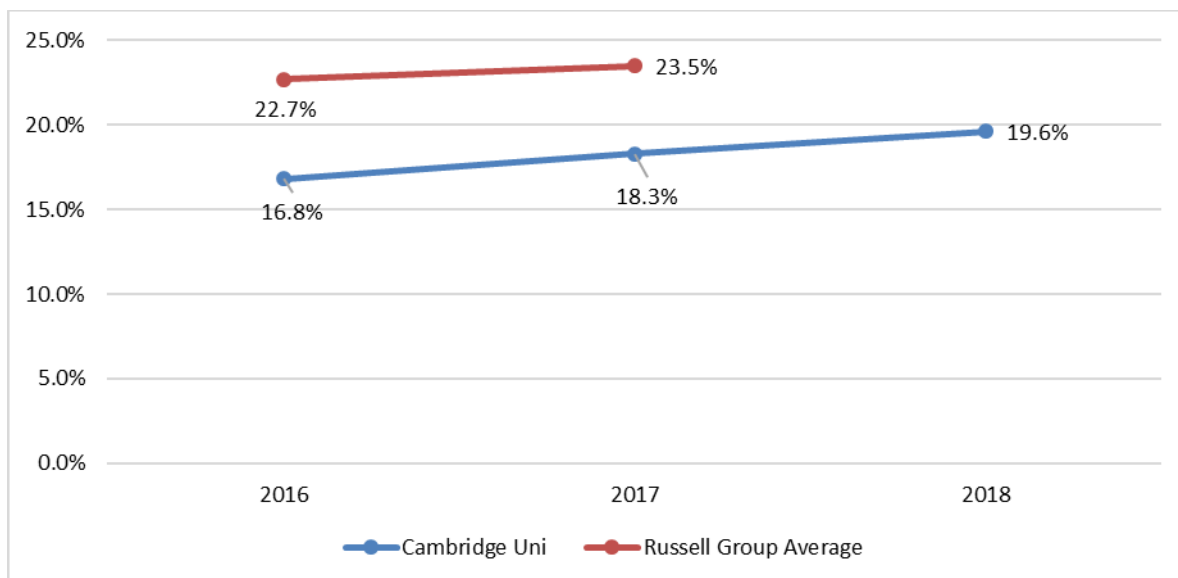


Figure 7 Proportion of Professors who were women, University of Cambridge 2016-18 and Russell Group average (2015/16 and 2016/17 data)

STEMM vs AHSSBL

Women staff comprise 48.6% (3,563) and 51.6% (1,090) of all STEMM and AHSSBL staff respectively (Figure 8). Women Academics in STEMM and AHSSBL comprise 23.4% (239) and 38.1% (284) of Academic staff respectively.

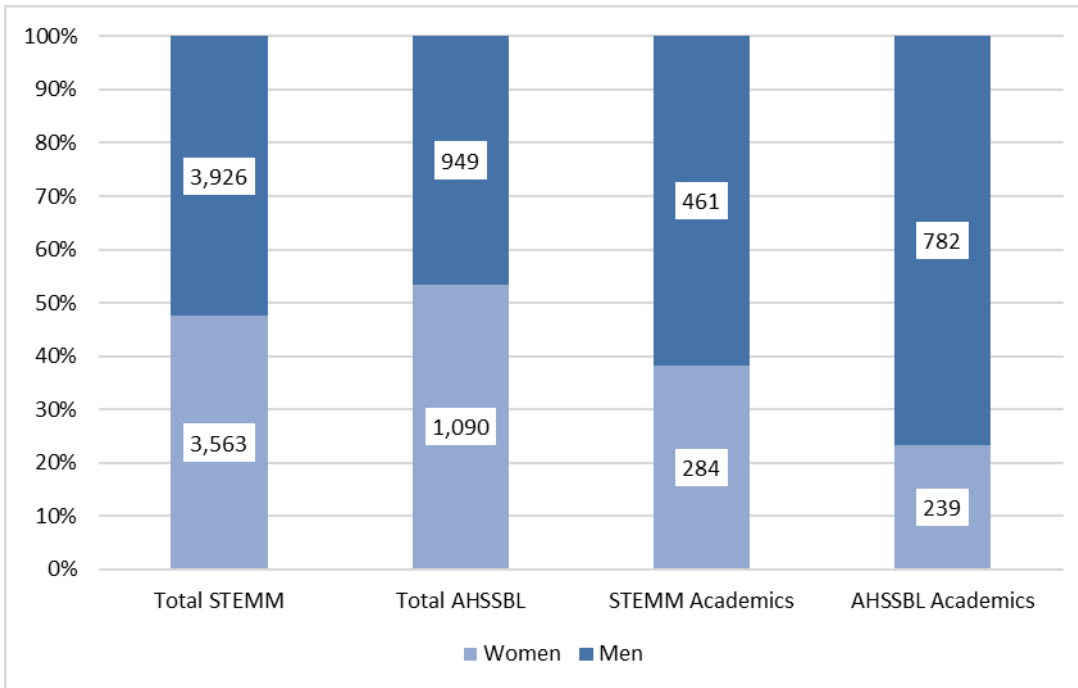


Figure 8 Overall STEMM vs AHSS as well as Academics by gender

Employment status

Fixed term contracts make up 31.1% (3,812) of all contracts at the University. 30.7% (1,914) of all women are on a fixed term contract compared to 31.7% (1,898) of men. 53.7% and 58.1% of women and men Research staff, respectively, were on fixed term contracts. The Researcher staff group was comprised of 46.2% women. Overall, 19.8% (2,416) of all employees were part-time, with women at 28.9% (1,806) compared to 10.2% (610) of men. 93.6% (1,167) of Academics who were men on established contracts with 86.7% (457) of women Academics on established contracts (Figure 9).

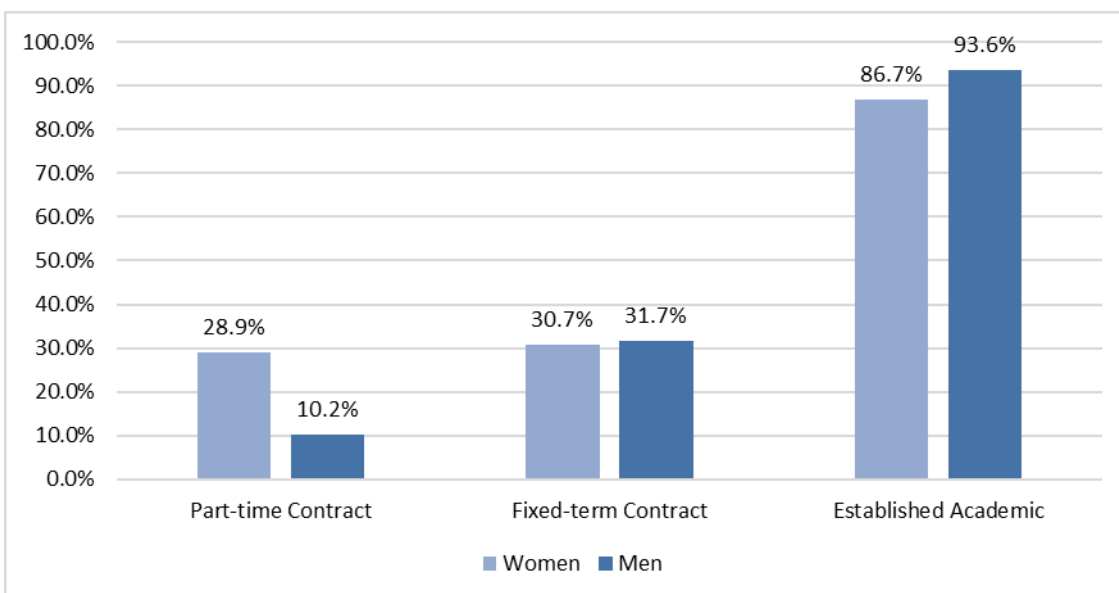


Figure 9 Employment status by gender

University Committees and Governance

In 2017-18 the University Councils of Schools and influential main committees had a total of 237 occupied positions; several roles are taken up by the same person or are currently vacant. 35.0% (83) of members are women. Women make up 46.2% of the Council (an increase from 42.3% the previous year), which is the largest committee and the principal executive and policy-making body of the University (Table 2). Figure 10 demonstrates the gender breakdown across the senior administration of the University.

Table 2 Percentage of women sitting on influential University committees and Councils of Schools¹³

Committees		Councils of Schools	
Audit Committee	36.4%	Arts and Humanities	46.7%
Board of Scrutiny	40.0%	Biological Sciences	35.0%
Council	46.2%	Clinical Medicine	23.5%
Finance Committee	23.1%	Humanities and Social Sciences	35.7%
General Board of the Faculties	33.3%	Physical Sciences	6.7%
Planning and Resources Committee	38.9%	Technology	38.1%
Resource Management Committee	18.2%		
Human Resources Committee	50.0%		
E&D Committee	57.1%		

¹³ Note: May include any of appointed members, elected members and ex officio members

Vice-Chancellor *1 man*



Pro-Vice-Chancellors *1 woman; 4 men*



Heads of Schools *1 woman; 5 men*



Heads of Non-Academic Institutions *4 women; 5 men*



Heads of Constituent Academic Institutions *17 women, 60 men*

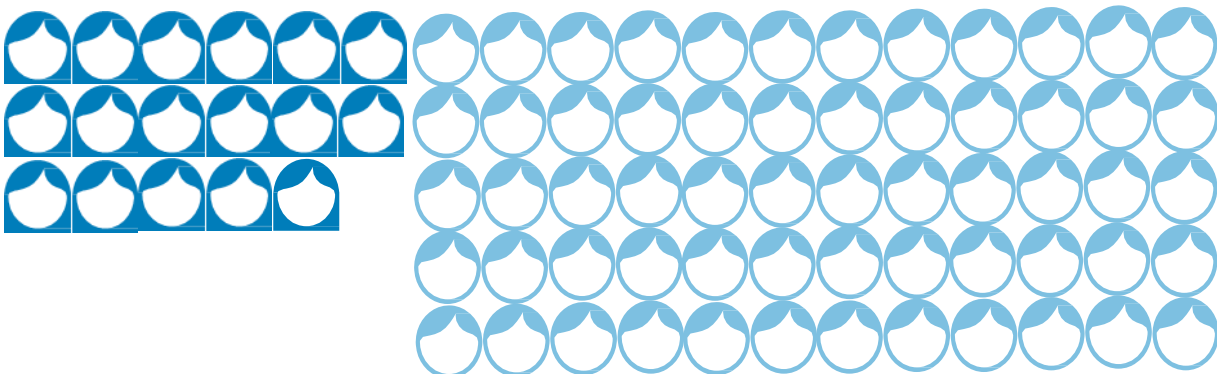


Figure 10 Pyramid of power

1.2 Ethnicity and Nationality

Ethnic Groups employed

The University employees staff from a variety of ethnicities represented in Table 3.

Ethnicity	Count	%*
Arab	33	0.3%
Asian or Asian British - Bangladeshi	21	0.2%
Asian or Asian British - Indian	284	2.7%
Asian or Asian British - Pakistani	29	0.3%
Black or Black British African	58	0.6%
Black or Black British Caribbean	16	0.2%
Chinese	405	3.9%
Mixed Ethnicity	1	0.0%
Gypsy - Traveller	230	2.2%
Other Asian Background	200	1.9%
Other Black Background	12	0.1%
Other ethnic background	71	0.7%
White - British	6,203	59.2%
White - Other	2,908	27.8%
Unknown	1,760	* % of total, excluding unknowns
Total	12,231	

Table 3 Ethnicity count

Overall, of the 85.6% who disclosed their ethnicity, 13.0% were BME (1,360; Figure 11. An increase from 12.4% in 2017). The largest BME group represented were Chinese who accounted for 3.9% (405) of those who disclosed their ethnicity.

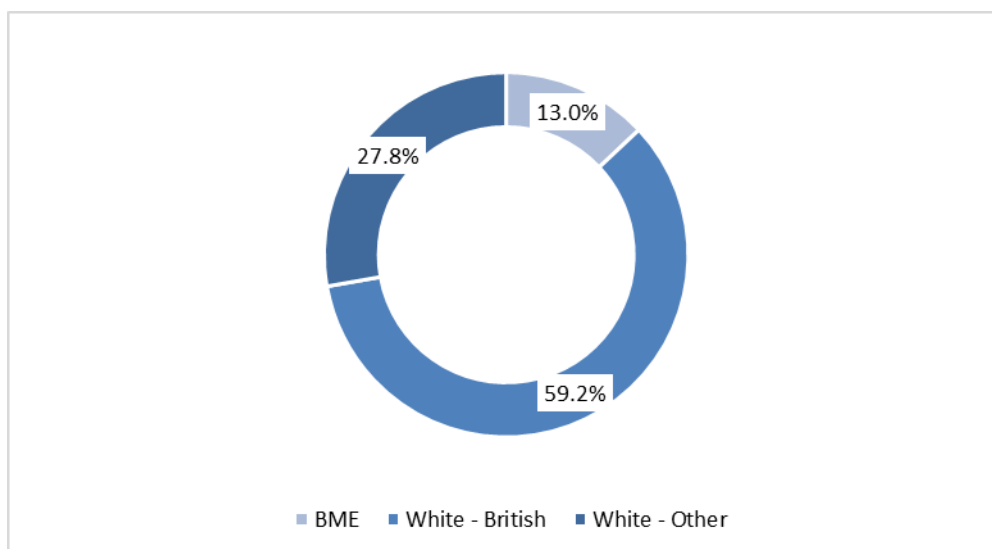


Figure 11 BME, Staff Ethnicity 2018

The proportion of staff who have declared they are BME has risen over the last three years (Figure 12).

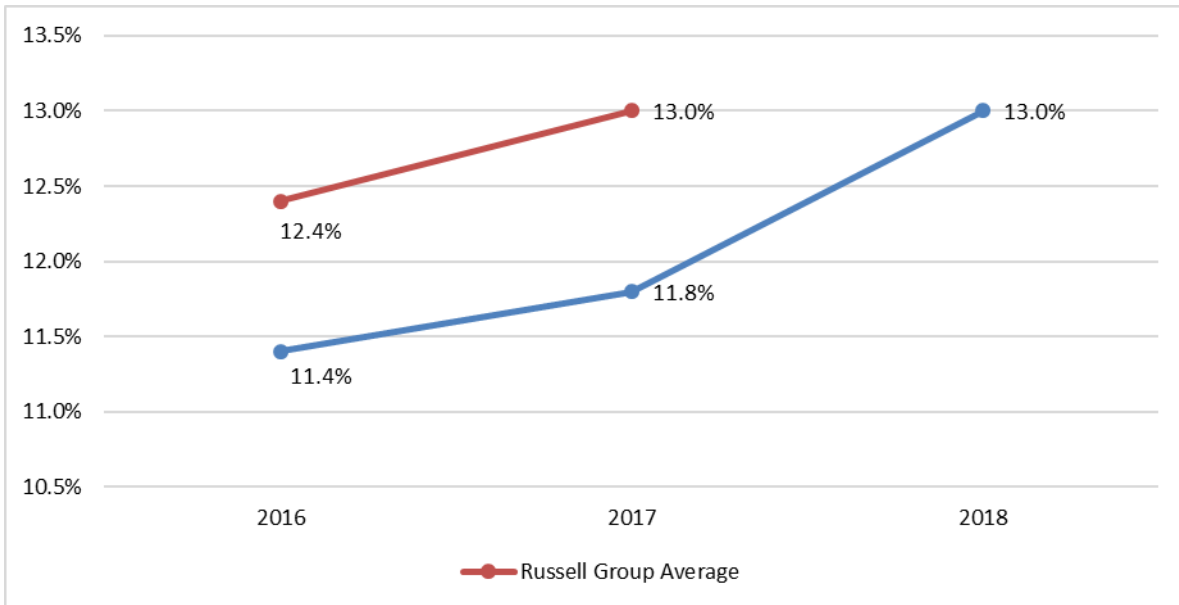


Figure 12 Proportion of staff who were BME, University of Cambridge 2016-17 and Russell Group average (2015/16 and 2016/17 data)

Nationality

Staff from 114 countries were employed by the University of Cambridge in 2018. Non-UK nationalities made up 34.2% (4,126) of the University staff population with known nationality (Figure 13). The University did not hold nationality data for 1.4% of staff.

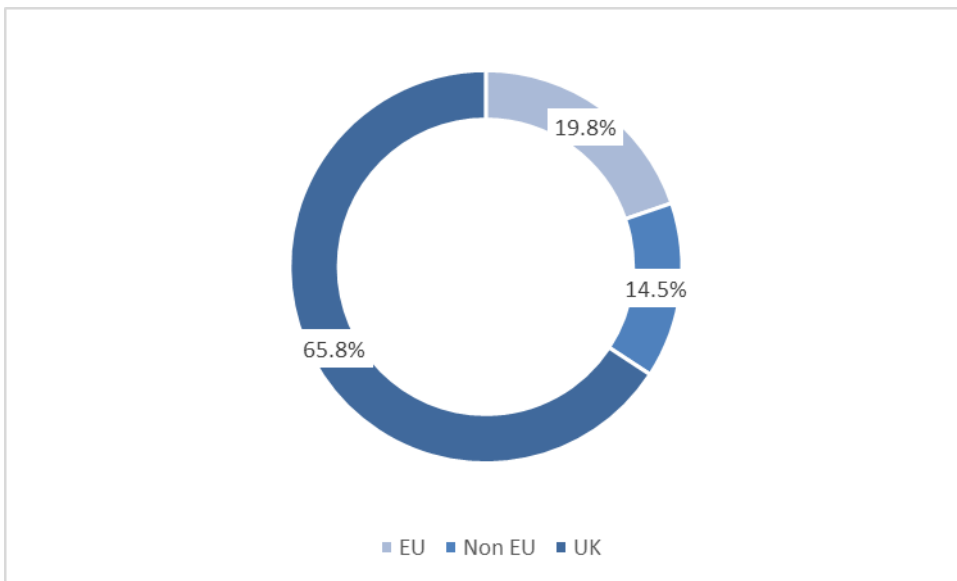


Figure 13: Nationality of University staff 2018

Staff groups and grades

The Researcher group contains the highest proportion of BME (23.0%; 769) and White Other (41.9%; 1,401). Assistant staff were more likely to be White-British (72.8%; 2,673) (Figure 14).

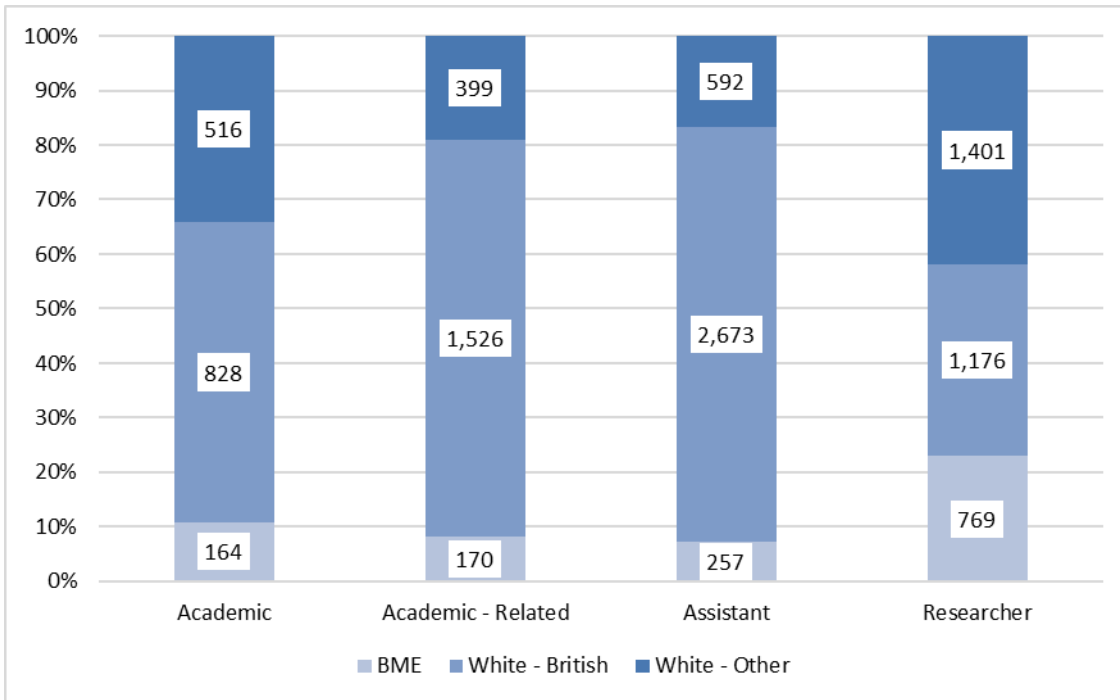


Figure 14 Staff groups by known ethnicity 2018

The percentage of Academic staff who declared that they were of Black or Minority Ethnic ethnicity has continued to rise over the last three years (Figure 15).

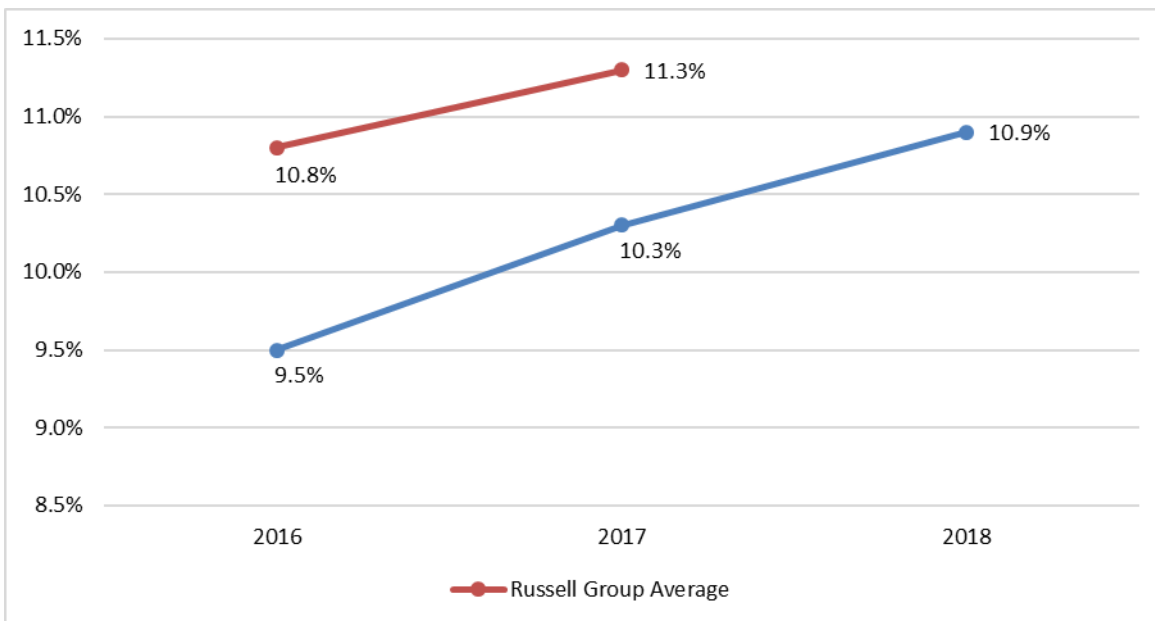


Figure 15 Proportion of Academic staff who were BME, University of Cambridge 2016-18 and Russell Group average (2015/16 and 2016/17 data)

Employment status

582 (42.8%) BME staff were on a fixed term contract compared to their White - British counterparts for whom 22.4% (1,392) of contracts are fixed term – a reflection of the proportion of BME staff who have Researcher positions. There appeared to be little difference in the percentage who were Established Academics (Figure 16).

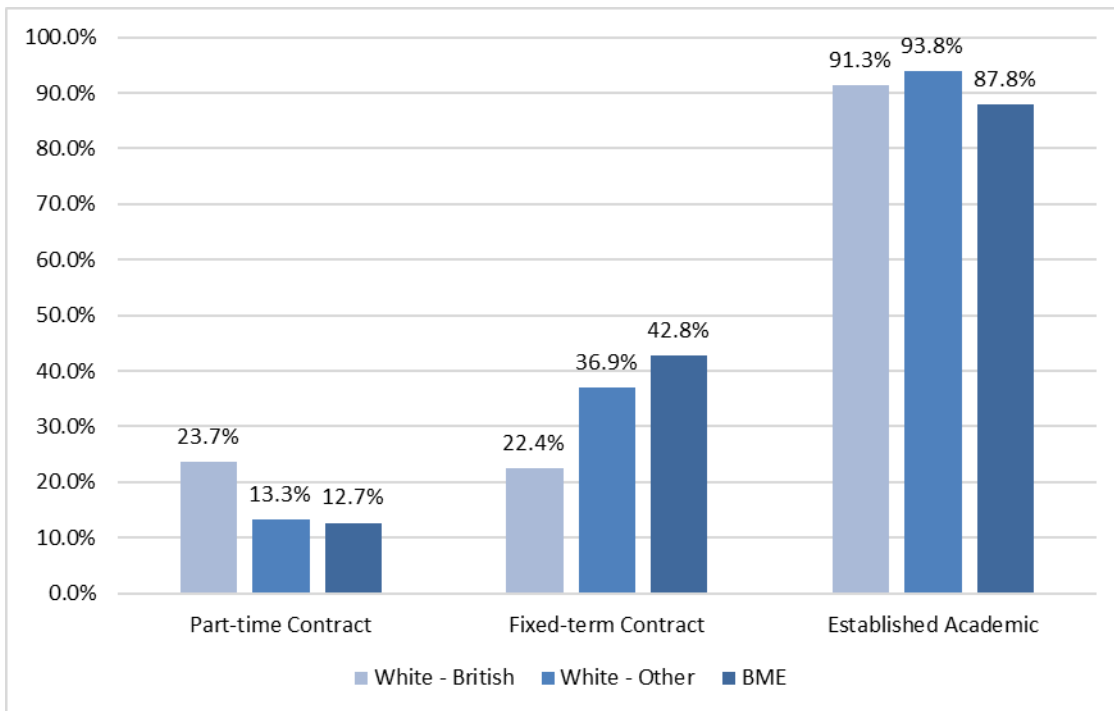


Figure 16 Employment status of staff by ethnicity 2018

1.3 Disability

The University held disability information on 80.3% of staff, with 2.9% (349) disclosing they had a disability. 28.9% (101) of those who disclosed a disability were categorised as having a Specific learning difficulty such as dyslexia, dyspraxia or AD(H)D (Table 4). The University's percentage of staff who have declared a disability continues to sit below the Russell Group average, which was 4.0% in 2016/17, but is slowly increasing – from 2.2% in 2017. It is estimated that there are 13.3 million disabled people in the UK, of which 18% are of working age.

Disability Categories	%*
Blind / serious visual impairment	0.9%
Deaf / serious hearing impairment	4.0%
Other type of disability	4.6%
General learning disability	0.3%
Long-standing illness / health condition	22.6%
Mental health condition or difficulty	23.8%
Physical impairment / mobility issue	7.4%
Cognitive impairment	2.0%
Specific learning disability	28.9%
Multiple disabilities	4.9%
Social/Communication Impairment	0.6%

Table 4 Disability categories of staff who disclosed a disability in 2018 (excluding staff who have no declared)

1.4 Age

The median age of staff at the University on 31 July 2017 was 40 years with a mean of 42, unchanged since last year. The percentage of women represented in age groups decreases as the age increases (Figure 17).

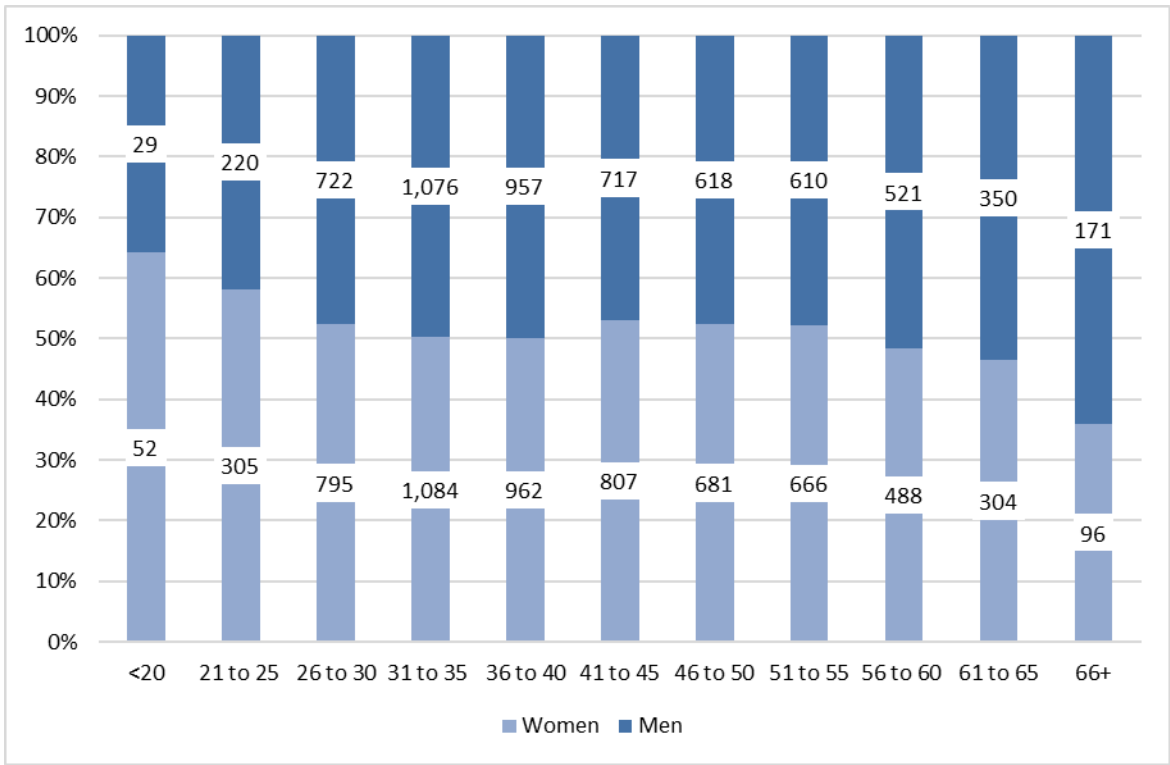


Figure 17 Age by gender

1.5 Sexual Orientation and Gender reassignment

In 2018 the University held sexual orientation data for just over half (51.4%) of the employee population. Of this 5.1% (373) identified as lesbian, gay, bisexual or other (Figure 18). As disclosure rates continue to increase more detailed analysis will be undertaken.

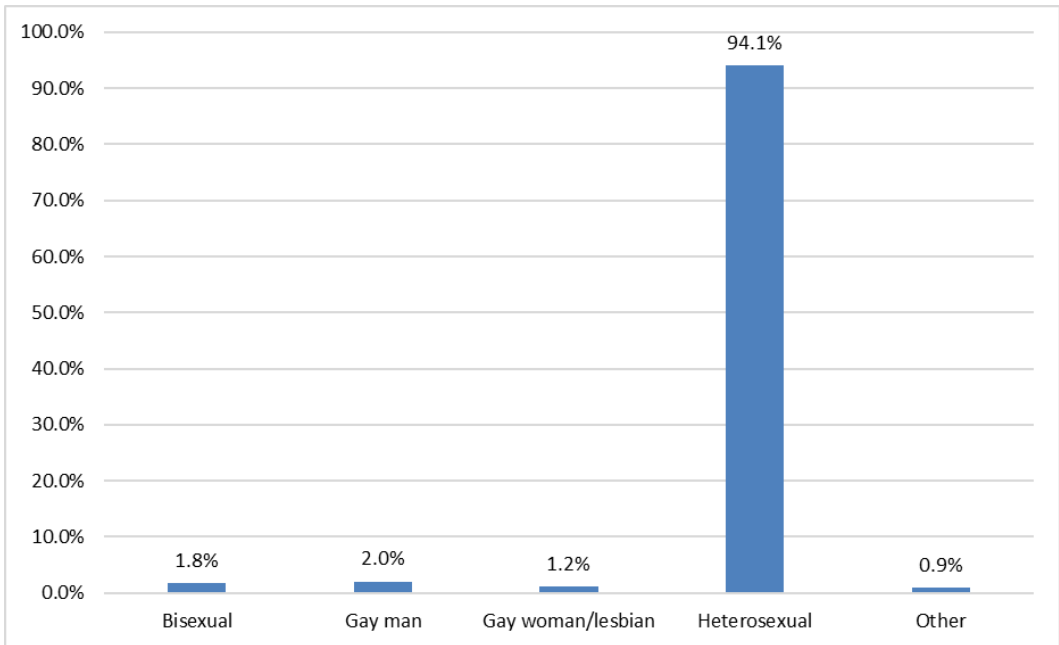


Figure 18 Disclosed sexual orientation of staff 2018

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.

1.6 Religion or Belief

Data for Religion or Belief was held for 51.3% of University staff in 2018. For staff who have disclosed their religious beliefs, 57.2% (3,586) have selected 'no religion' with the next highest group at 34.5% (2,160) selecting 'Christian' with the remaining 7 selections adding up to 8.4% (Figure 20). As with sexual orientation, it is anticipated that as disclosure rates increase such more detailed analysis can be undertaken.

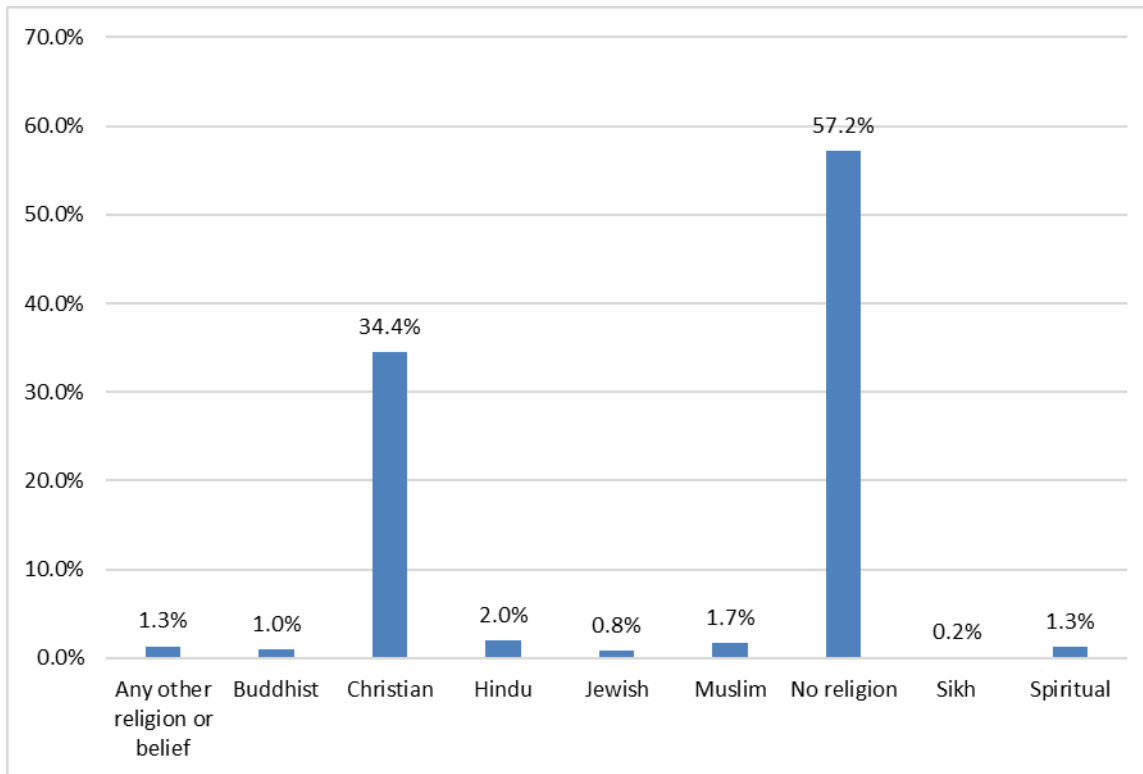


Figure 19: Disclosed religion and belief of staff 2018

2 Student Key facts and figures

This section presents equality and diversity information for the academic year 2017-18 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.

The following information is a summary of student figures sourced from the University's Student Statistics Office. Comparative data are 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 Reviews¹⁴ provide a further opportunity for student data to be interrogated at the Faculty and Departmental level as they relate to the protected characteristics.

2.1 Gender

Student Numbers by gender

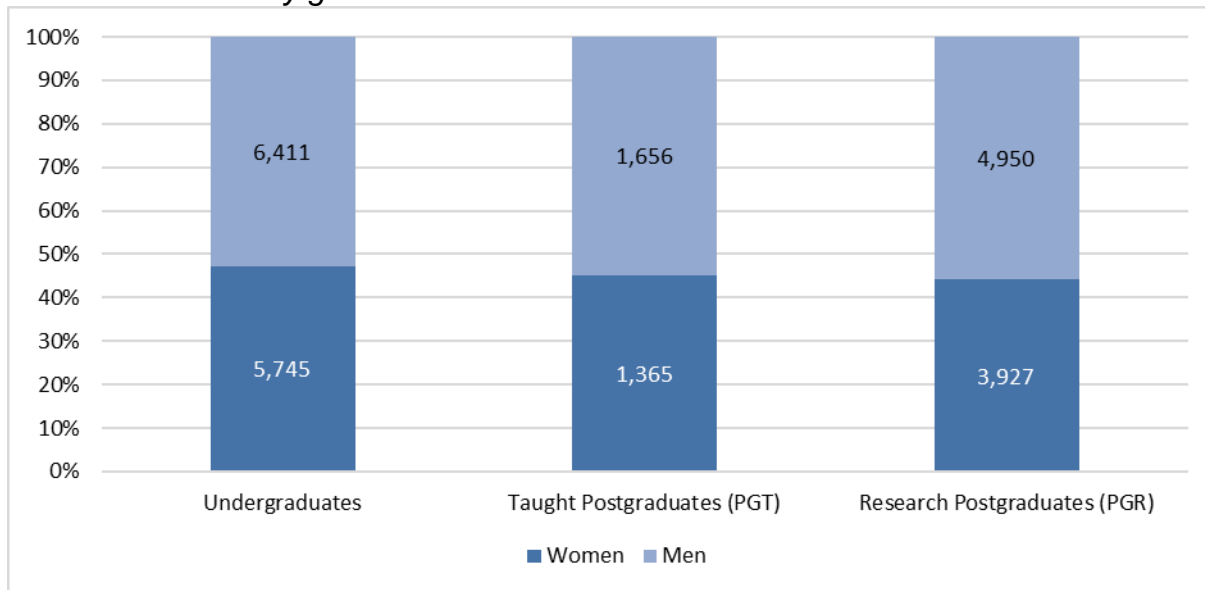


Figure 20 Student numbers by gender 2017-18

In 2016-17, women students comprised 47.3% of all undergraduate students and 45.1% of all taught postgraduate students (PGT) and 44.4% of all research postgraduate students (PGR) (Figure 20). These proportions have been consistent over a number of years at the University.

The percentage of women undergraduate students studying subjects in STEMM was 38.2%, an increase from 2014-15 (36.9%), compared with 59.4% studying Arts and Humanities subjects (Figure 21). Although Cambridge continues to sit below the 49.1% Russell Group STEMM benchmark (HESA 2016-17 data), significant work has been committed to programmes such as Athena SWAN and departmental initiatives to seek to encourage women participation in STEMM subjects.

¹⁴ <http://www.admin.cam.ac.uk/offices/education/reviews/>

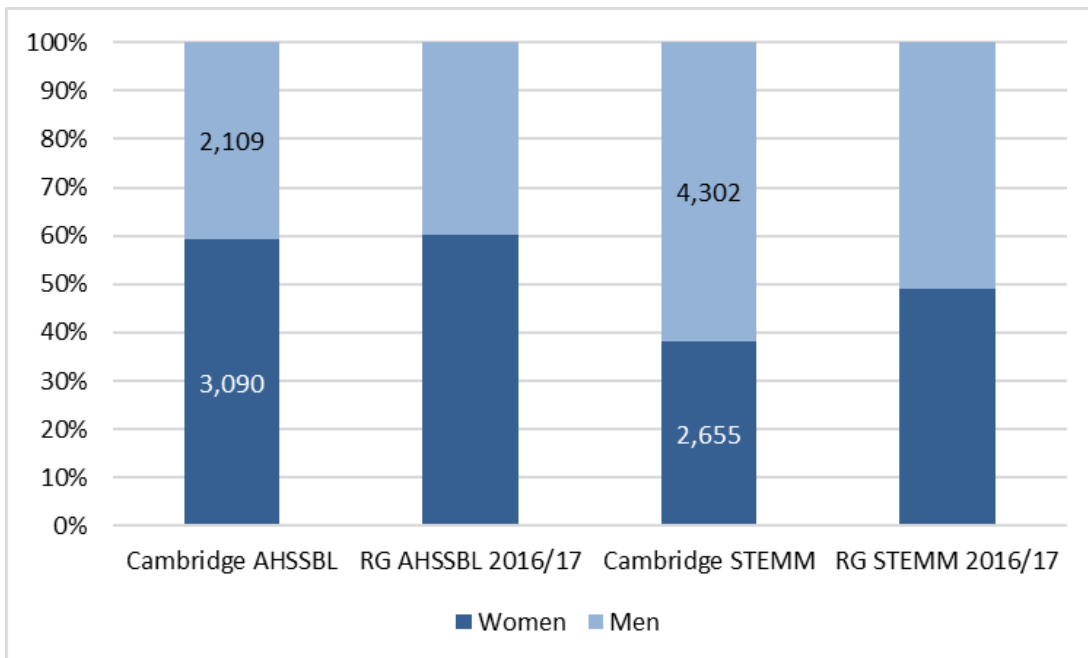


Figure 21 Undergraduate student numbers by subject and gender (2017-18) with Russell Group 2016-17 (HESA data) benchmark

Undergraduate Admissions by gender

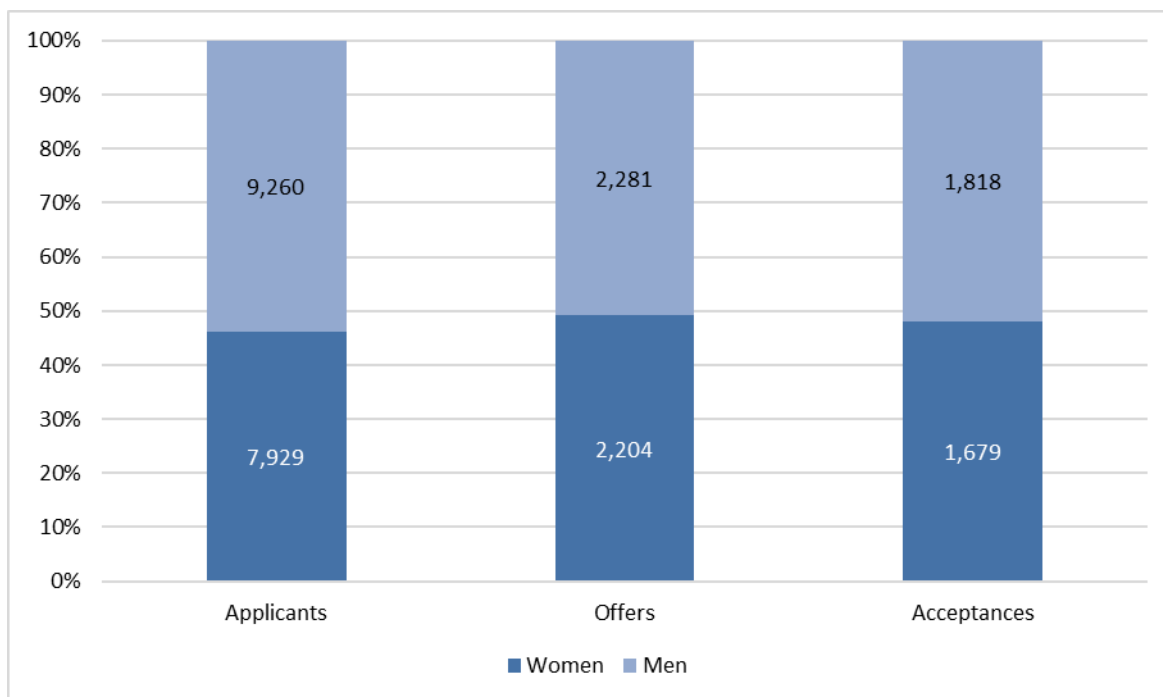


Figure 22 All undergraduate admissions by gender (October 2017)

In 2017 there were fewer applications to the University from prospective students who were women (46.1%). However, women students were more likely to be offered places, making up 48.0% of all admissions (Figure 22). This compares against a Russell Group average of 56.0% women for first year admissions in 2016-17.

Graduate Admissions by gender

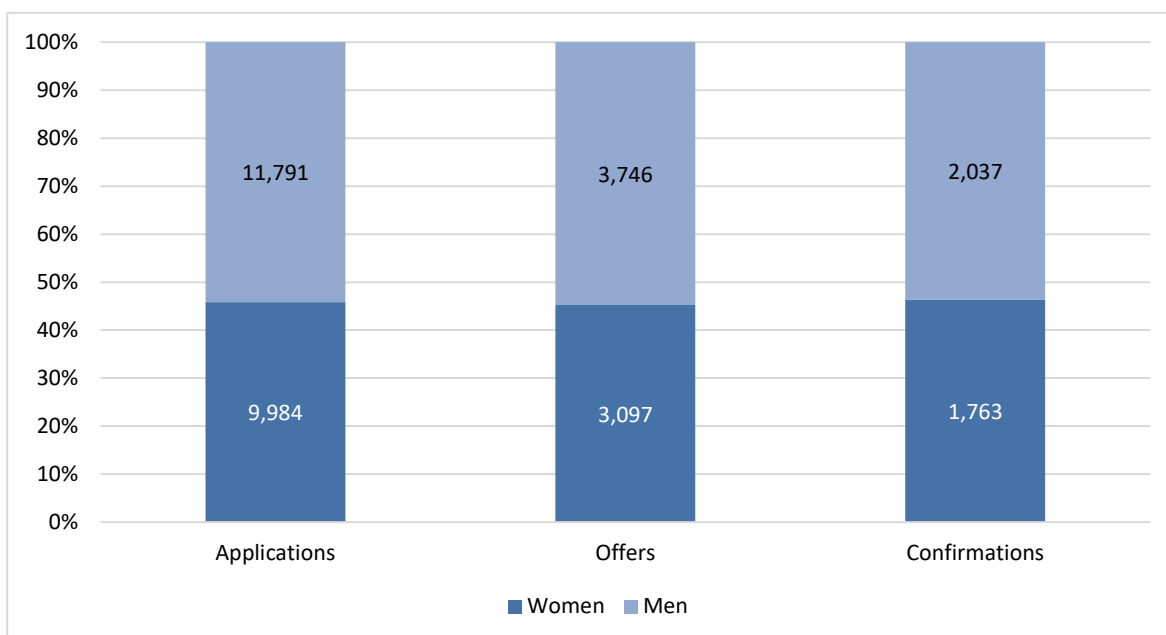


Figure 23 Graduate admissions by gender (2017-18)

In 2017-18 applications were received from 11,791 men and 9,984 women (45.9% women) (Figure 23). This compares against a Russell Group average of 57.9% women for first year postgraduate admissions in 2016-17.

Success rates were 31.0% for women applicants were offered a place compared to 31.8% of men.¹⁵

Undergraduate degree attainment by gender

	Class I	Class II Division I	Class II Division II and lower
Men	30.9%	50.3%	18.8%
Women	23.2%	60.4%	16.4%

Table 5 UK domiciled students - undergraduate examination results by gender 2018.

The percentage of women gaining first class examination results was 23.2% compared with 30.9% of males, a gender attainment gap of 7.7% (Table 5). This gender gap was reversed for 'good degrees' with 83.6% of women and 81.2% of men receiving an examination classification of 2:1 or above. Internal research has indicated that gender gaps can be apparent over a range of disciplines and not restricted to disciplines with low proportions of women students. Gender attainment gaps continued to be source of attention for GBEC's E&D Standing Committee in 2017-18.

¹⁵ In line with a UK government directive the University now waives the application fee for any applicant who is a national of the OECD's Development Assistance Committee (DAC) [list of Overseas Development Aid](#) (ODA) recipients, groups 1 (Least Developed Countries) and 2 (Other Low Income Countries) only. This has led to a significant increase in applications for graduate study from these countries. In addition for applications from all other countries, including the UK, there was also an increase of 30% in applications due to an increased demand for postgraduate education.

2.2 Ethnicity

2.2.1 Undergraduate Admissions by ethnicity

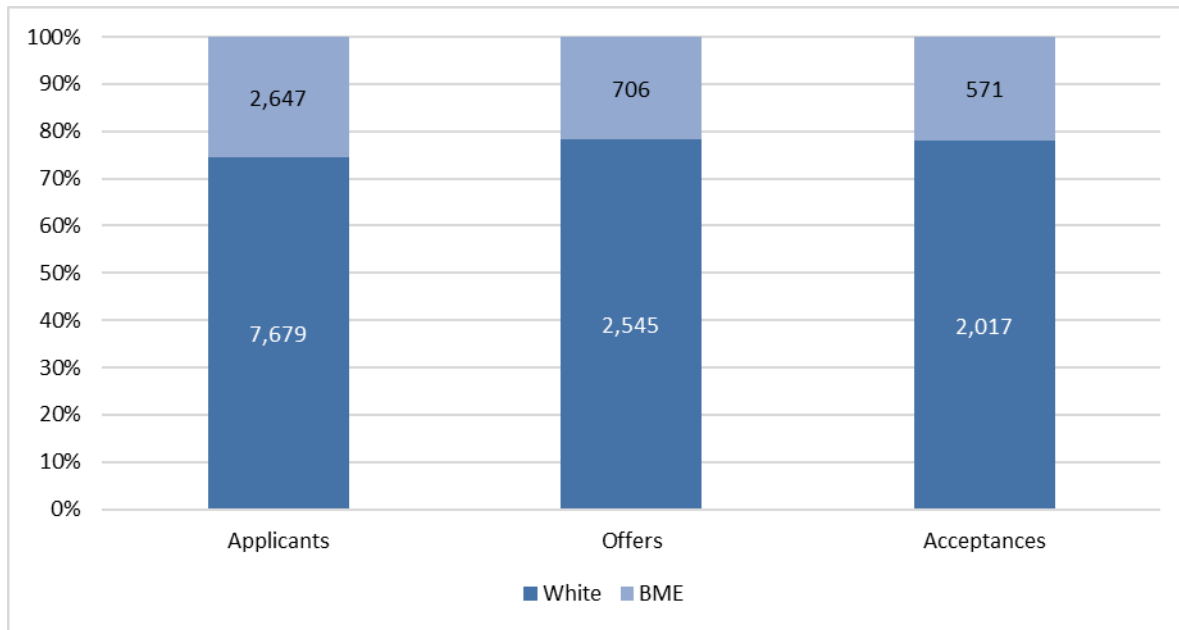


Figure 24 Home undergraduate admissions by ethnicity (October 2017)

Students from a BME background comprised 25.6% of home undergraduate applicants, up from 21.9% in 2015, an increase of 17% over the three year period. 21.7% of all offers and 22.1% of all students who accepted a place in 2017-18 were BME (Figure 24).

This compares against a Russell Group average of 37.7% BME for first year undergraduate admissions in 2016-17.

Student numbers

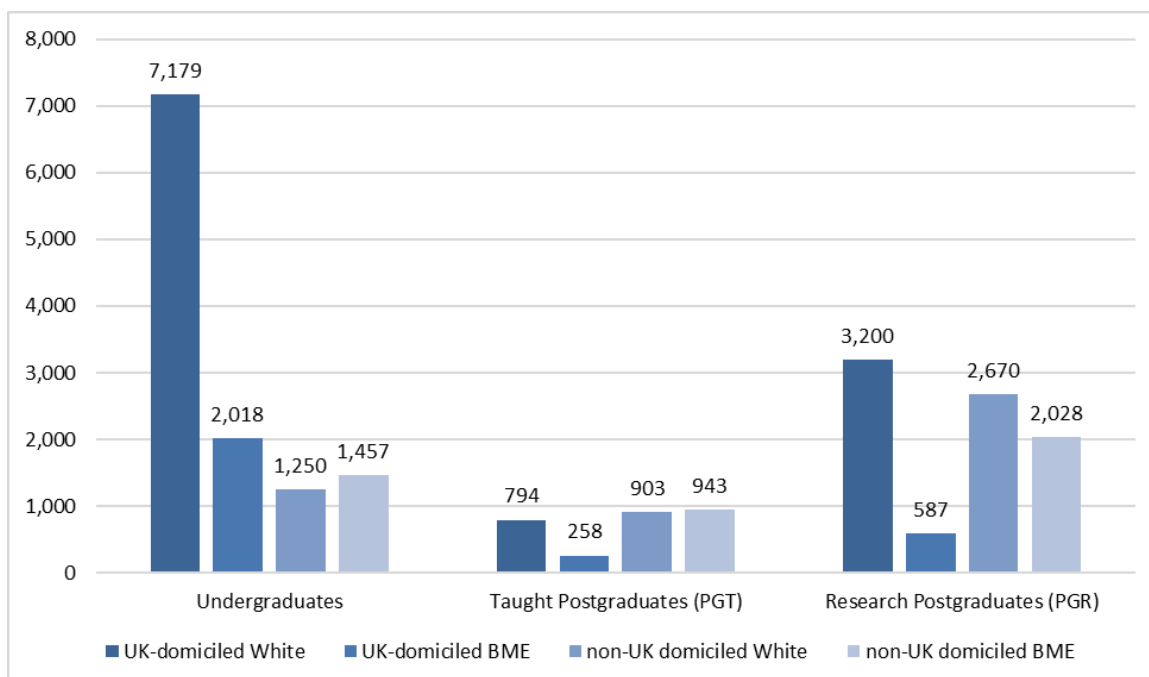


Figure 25 All student numbers by known ethnicity and domicile – disclosed ethnicity (2017-18)

Figure 25 shows that students from a BME background made up 29.2% of all undergraduate students who disclosed their ethnicity – 21.9% of UK domiciled UG students and 53.8% of non-UK domiciled UG students. The majority of UG BME students were UK domiciled (58.1%).

41.4% of Taught postgraduates (21.5% UK domiciled PGT) and 30.8% of Research postgraduate students (22.4% UK domiciled PGR) had disclosed their ethnicity as BME in 2017-18.

This compares against a Russell Group average of 40.9% and 17.2% BME for UK undergraduate and postgraduate student numbers respectively in 2016-17

Graduate Admissions by ethnicity

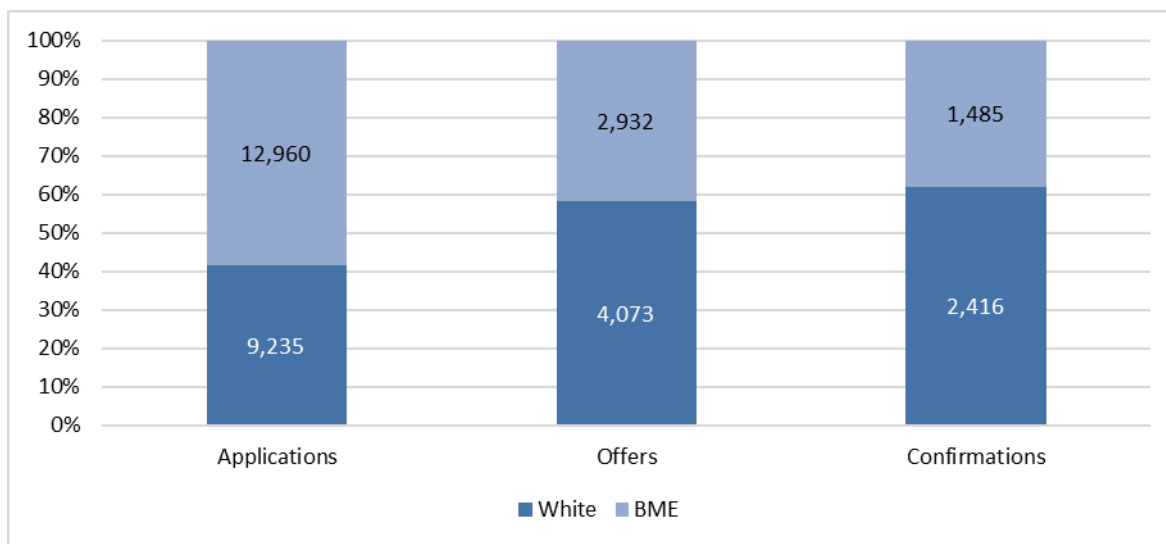


Figure 26 Total graduate admissions by ethnicity 2017-18

In 2017-18 applications were received from 9,235 White and 12,960 BME students (59.5% of all applicants) (Figure 26). Of those who accepted offers from the University, 1,485 were BME and 2,416 were White (39.1% BME).

This compares against a Russell Group average of 14.4% BME for first year postgraduate admissions in 2016-17.

Undergraduate degree attainment by ethnicity

	Class I	Class II Division I	Class II Division II and lower
White	28.4%	55.2%	16.4%
BME	22.7%	55.2%	22.1%

Table 6 UK domiciled students - undergraduate examination results by ethnicity 2017-18

The percentage of White students gaining first class examination results was 28.4% compared with 22.7% of BME students, an ethnicity attainment gap of 5.7% (Table 6). This gap remained constant for 'good degrees' with 77.9% of BME and 83.6% of White students receiving an examination classification of 2:1 or above. Please see Objective 3 about work the University is undertaking in this area as internal research has indicated variation by ethnicity in terms of attainment.

2.3 Disability

Undergraduate Admissions by disability

There were 1,131 applicants with a declared disability (6.6% of all undergraduate student applicants – an increase from 6.2% in 2016); of these 291 were accepted (6.5% of total undergraduate acceptances). This compares against a Russell Group average of 9.4% declared disability for first year undergraduate admissions in 2016-17.

38% of those students declaring a disability accepted into the University disclosed a 'Specific learning disability' (such as dyslexia). Disclosure of disability tends to increase post admission, with the DRC reporting that 35-40% of the students on their records disclosed after being admitted.

Student numbers

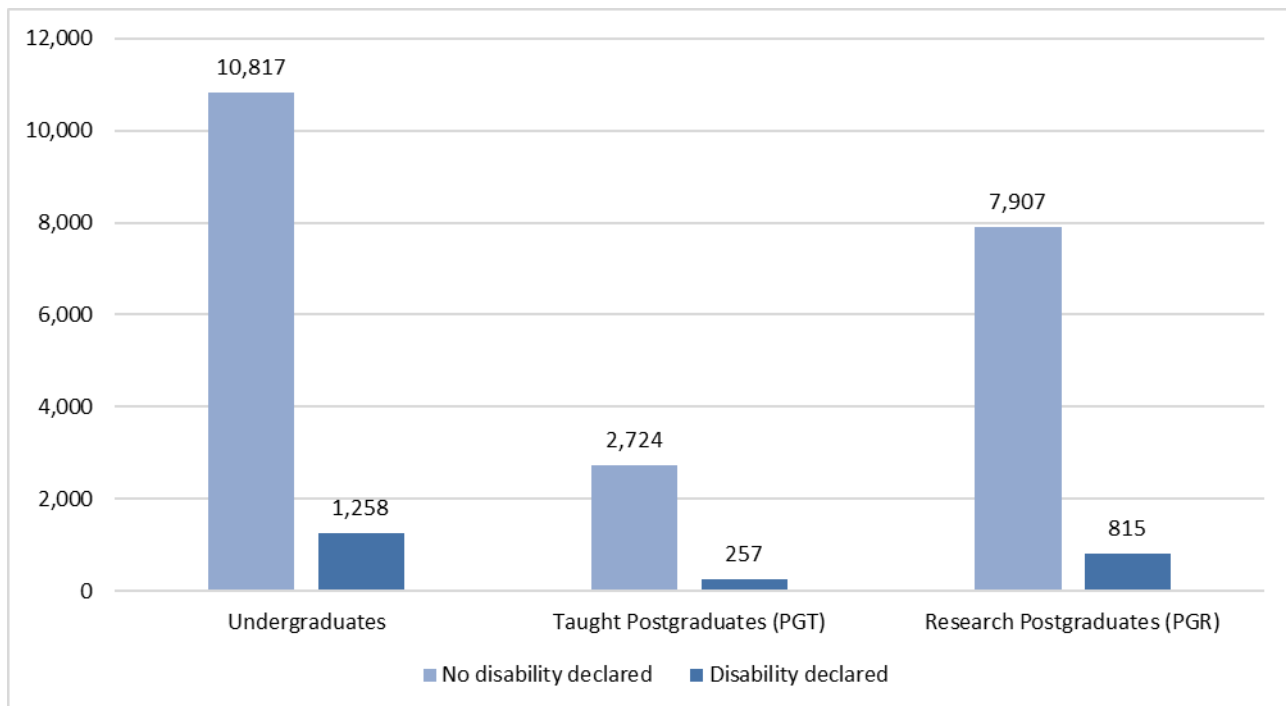


Figure 27 Student numbers by disability status (2017-18)

1,258 Undergraduates and 257 Taught and 815 Research graduates (equating to 10.4%, 8.6% and 9.3% respectively) disclosed a disability in 2017-18 (Figure 27). Of these students 515 disclosed a Specific Learning Difficulty, representing 30.3% of all disabled students. This reflects an increase in the proportion of undergraduate students who have reported a disability since 2015-16 (8.4%, 5.2% and 5.4% respectively).

This compares against a Russell Group average of 10.9% and 7.1% declared disability for undergraduate and postgraduate student numbers respectively in 2016-17.

Please note that the figures above reflect the number of students who disclosed at matriculation. These numbers rise during the year with the DRC reporting the total number of disabled students at 3,017 at the end of 2017-18¹⁶.

¹⁶ <http://www.disability.admin.cam.ac.uk>

Graduate Admissions by disability

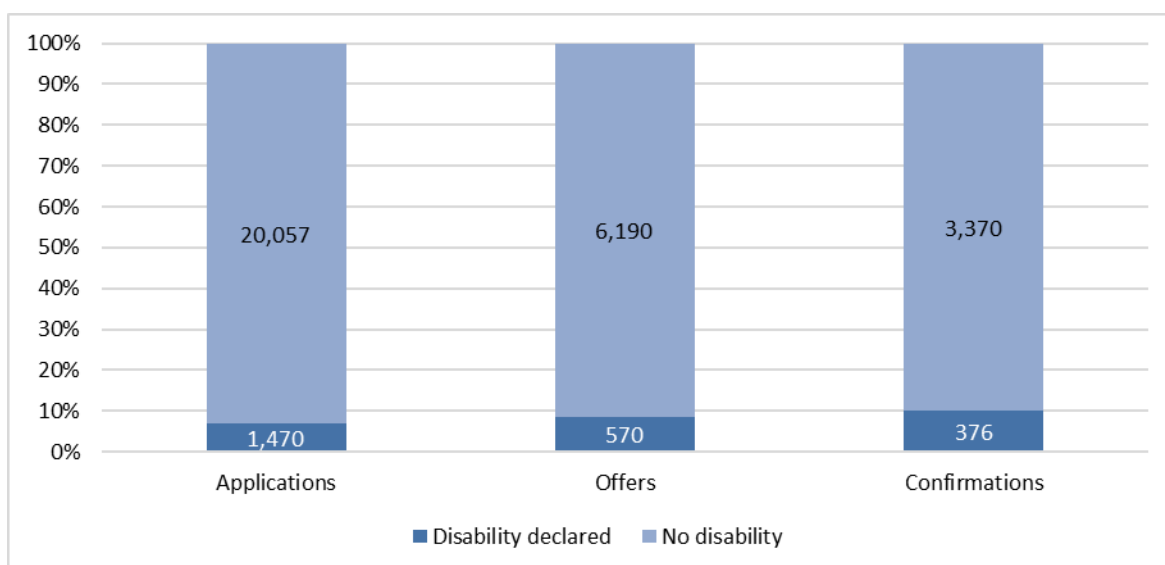


Figure 29 Graduate admissions by declared disability

In 2017-18 applications were received from 1,470 students with a declared disability (6.8% of total student applications (Figure 29)). Of those who accepted offers from the University, 570 were disabled. The success rates for students receiving offers was 66.0% and 54.4% for those who had declared a disability and those without a disability, respectively.

This compares against a Russell Group average of 6.6% declared disability for first year postgraduate admissions in 2016-17.

Undergraduate degree attainment by disability

	Class I	Class II Division I	Class II Division II and lower
No Disability	27.8%	55.1%	17.1%
Declared Disability	22.4%	57.5%	20.1%

Table 7 UK domiciled students - undergraduate examination results by disability 2017-18

Table 7 shows that the percentage of students with no declared disability gaining first class examination results was 27.8% compared with 22.4% of students who declared a disability, an attainment gap of 5.4%. This gap reduced for 'good degrees' with 82.9% of non-disabled and 79.9% of disabled students receiving an examination classification of 2:1 or above. Analysis of this data to a more granular level is complicated by small numbers.

Appendix 1

Staff - Definitions and notes

This E&D Information Report is derived from the HR CHRIS¹⁷ system at a 31 July 2018 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 Cambridge¹⁸. 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 records¹⁹.

Each post is assigned to a specific grade within the grading structure 1–12²⁰. 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 term period or have an end date on their contract of employment due to limited funding available.

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 individuals²¹.

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.

¹⁷ Cambridge Human Resources Information System

¹⁸ http://www.admin.cam.ac.uk/univ/so/2009/statute_d.html#heading2-1

¹⁹ 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.

²⁰ <http://www.hr.admin.cam.ac.uk/pay-benefits/salary-scales>

²¹ <http://www.hesa.ac.uk/index.php>

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 categories²². 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, White and Black African, White and Black Caribbean and Other Mixed) 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' has been included within White – British

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

White – Other

Arts, Humanities, Social Sciences, Business and Law Departments (AHSSBL)

This report uses a generic classification of academic departments from the HESA staff record.

This is in line with the arts, humanities, social sciences, business and law (AHSSBL) departments covered by the Athena SWAN Charter (www.athenaswan.org.uk). At the University of Cambridge this includes employees in the following Schools: Schools of Arts and Humanities and Humanities and Social Sciences. It also includes the Judge Business School and affiliated Centres located in the School of Technology.

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

²² For details on all HESA staff categories go to

<http://www.hesa.ac.uk/dox/datacoll/C11025/11025.pdf?v=d41d8cd98f00b204e9800998ecf8427e>

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 2015-16 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 2016-17 unless otherwise specified. 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%.