2015-16 Equality & Diversity Information Report

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UNIVERSITY OF
CAMBRIDGE

Equality
Diversity

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1.0 Foreword

The Equality & Diversity Information Report 2015-16 provides a useful, up to date record of equality information on our staff and student communities. This helps to inform our activities to promote equality and diversity. The data contained in this report are used to inform the University's 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.

2015/16 has seen a period of consolidation to build on our progress so far, plus identifying new areas of focus in order to develop a high-level five year equality strategy to see the University through to 2021.

Particular successes this year have included increases in the proportion of women in senior Academic posts, including a steady rise in the number of female Professors over the last three years (see section 3.2.1), progress driven in part by the University's engagement across all disciplines with the Athena SWAN award scheme this year. The percentage of total and Academic staff from a BME background has also risen (section 4.3.4) and we will continue to benchmark against Russell Group institutions.

Also of note this year, the University of Cambridge and its Colleges further evidenced their commitment to providing a safe environment for their students by developing a formal procedure for handling cases of harassment and sexual misconduct between students which will be operated by the new Office for Student Conduct, Complaints and Appeals.

This E&D Information Report 2015-16 has been prepared for publication by our Equality & 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 & Diversity Committee

2.0 Introduction

"The University's diversity plays a key role in sustaining its academic excellence.

Cambridge has always thrived by seeking to maintain an open and inclusive multi-national community. We believe in the dignity of all people and their right to respect and equality of opportunity. We value the strength that comes with difference and the positive contribution that diversity brings to our community."

Professor Sir Leszek Borysiewicz
Vice-Chancellor, University of Cambridge

The University of Cambridge is committed to providing the highest quality environment for employment, research and study and to ensuring the wellbeing of over 11,000 staff and 19,000 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 all in our community.

The University publishes this report by the 31st 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 against these has been regularly reported to the University's governing bodies via the Equality and Diversity Committee. This report and appendices outline the activity that has been undertaken and also provides key information regarding staff and students as required in law.

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

Part 1 –Staff

3.1 Overview of activities and initiatives

The following section provides an overview of activities and initiatives over the period 2015-16.

This year has seen a focus on building on existing strengths and mapping our direction over the next five years with the development of a University of Cambridge Equality and Diversity Strategy 2016-2021 which will be published later this year.

Progressing gender equality

The University has long recognised the challenges in achieving equal gender representation through all levels of the staff profile and supporting female staff to remain and progress within the institution. Staff consultations, surveys and the experience of the wider sector have informed this work.

Policy work on gender was overseen in 2015-16 by the Gender Equality Working Group (GEWG). GEWG's business over the year has included addressing issues for parents and carers, equal and gender pay, analysing academic progression rates for women and consultation towards the University's forthcoming Equality and Diversity Strategy.

The Senior Academic Promotions (SAP) process is a key element 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 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 to review their CV and promotion paperwork before it is submitted. In 2015/16 the Scheme supported 23 academics, of whom 69.6% were female.

Results from the annual SAP round are analysed by gender and considered by the University Council and other decision making committees within the University. The 2016 round saw an overall success rate of 62.0% for women, compared to 65.2% for male academics. While this round saw the promotion of 5 women to Professorships the University continues to be concerned with the low proportion of women who put themselves forward for promotion. This will be a key focus for the coming year for the GEWG.

Supporting parents and Carers @ Cambridge (SPACE)

Evidence from staff 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 presented at a *Supporting Family Life* event as part of the Festival of Wellbeing in June 2015.This event focussed on flexible working and other support for carers. A panel of men and women who work flexibly spoke candidly about their experiences. Their stories and those from across different departments and job types have been collated as case studies, and will be available to all staff through the SPACE website.

In order to support parents and carers who are researchers and academics to resume research careers after a period of long term caring absence the University developed the Returning Carers Scheme[1][2]. In 2015/16 50 staff applied, of whom all were female and 80% of applicants were successful.

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 surpassed statutory requirements. The purpose of the policy is to give parents more flexibility for the care of new born children[3]. In 2015/16 17 employees took Shared Parental Leave.

Athena SWAN

The Athena SWAN Charter addresses gender inequalities in science, technology, engineering, maths and medicine (STEMM) employment in higher education and the University supports departments applying for awards with data resources and expert-led events during the year[4].The University currently holds a Silver Athena SWAN award and during this year began work on its renewal, scheduled for November 2017. By mid 2015/16 all STEMM departments at the University had submitted Athena SWAN awards at Bronze, Silver and Gold levels[5]. With the expansion of the scheme to include arts, humanities, social sciences, business and law (AHSSBL) in May 2015, the University has focussed its attention over this year to engaging these disciplines in progress. It is expected that the first AHSSBL departments will apply for awards in April 2017.

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. The IDEAS Project (Sharing Good Practice Insights (on) Diversity, Equality (and) Athena SWAN) was developed during the year to capture work undertaken as part of Athena SWAN submissions. The projects creates an information base that Departments and Institutions can share, primarily internally. Hosted on the University's internal Moodle site it provides ideas to help

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[1] http://www.admin.cam.ac.uk/offices/hr/policy/carer/

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

[3] http://www.hr.admin.cam.ac.uk/policies-procedures/shared-parental-leave-policy

[4] http://www.ecu.ac.uk/equality-charters/athena-swan/

[5] http://www.equality.admin.cam.ac.uk/projects/athena-swan

departments and institutions create Action Plans and strategies, in the course of their Athena SWAN activity.

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 is the Annual Women in Science, Engineering, Technology Initiative (WISETI) Lecture. This year Professor Meg Urry, Director of the Yale Center for Astronomy & Astrophysics and current President of the American Astronomical Society asked a large audience ' Do you have to be a genius to be an astrophysicist?' and shared her insights on her advocacy for women in science.

Embedding diversity and inclusion

The InterConnect initiative is one focus for the University's work on inclusion across a number of protected characteristics. Interconnect works on identifying barriers faced by BME, White Other and other staff groups who may feel that they do not belong at a higher education institution. InterConnect is led by Professor Roel Sterckx as Race Equality Champion. 2015/16 saw a focus on consultation and strategic planning for activities and initiatives over the next years.

Another key focus of the University's work on building an inclusive environment 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 2015/16 the University provided a number of UB training sessions for staff led by Challenge Consultancy. The School of Clinical Medicine also hosted a day of presentations in December 2015 by Professor Jenny Saul from Sheffield University on her work on the 'Bias Project' which outlines the impact implicit bias and stereotype threat can have on women in academia[6].

The University will build on the work undertaken this year, and in collaboration with a number of other internal and external experts are developing a multi-platform UB training programme for launch in 2016/17.

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[6] http://www.biasproject.org/

Engaging with staff

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[7]:

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

The SPACE Network, mentioned earlier, will be formally launched in 2016/17. The networks play an important role in hosting a number of key internal diversity events including the 13th Annual Disability Lecture and the Annual Race Lecture. The University's Annual Race Lecture in October 2015 addressed the issue of race equality in the 'Age of Austerity' with diverse speakers, journalist and author Sathnam Sanghera, Professor of Political Science Shamit Saggar and British Black Business Awards co-founder Melanie Eusebe.

The Women's Staff Network held workshops and seminars for women on topics such as getting your voice heard in the workplace and the role that mentoring and sponsorship can play in career development.

While the University does not run a network for staff religion and belief, Faith and Belief in Practice is a three-way partnership project between the University, Trinity College and Great St Mary's Church. This year saw events on Eastern Orthodox identity and the Sunday Assembly – a godless congregation with a common belief in people. As well as organising such engagement events and guidance resources, the project partly supports the work of the Chaplain to University Staff[8] and links with chaplaincies for other faiths and denominations[9].

Working with external partners

As part of its work to embed equality and diversity activities throughout the University, during the year 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. Equality events have also been included in wider University event programmes including the Festival of Ideas and Science Festival.

In partnership with the Southbank Centre, London[10], the University hosted its third Women of the World event providing a full programme in March 2016 in celebration of International Women's Day. This event once again gave women and men the opportunity to meet, engage with and be entertained by experts and specialists.

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[7] [7] http://www.equality.admin.cam.ac.uk/diversity-networks

[8] http://www.gsm.cam.ac.uk/chaplaincy/

[9] http://www.gsm.cam.ac.uk/chaplaincy/chaplaincies/

[10] http://wow.southbankcentre.co.uk/

Fair access to education and commitment to gender equality are critical to ensure that women and girls reach their full potential. As part of the University's pledge to this agenda 2015/16 saw the institution take part in the *#UpforSchool* and *#HeforShe* campaigns[11][12].

At a local level, a key initiative was the signing of an Equality Pledge, supported by the University, local councils, health services and emergency services. The Equality Pledge was made as part of the national pre-launch celebration event for Lesbian, Gay, Bisexual and Trans History Month 2016 which was hosted in Cambridge in November 2015.

Setting out how organisations in the county value diversity, the Equality Pledge states:

"We believe in the dignity of all people and their right to respect and equality of opportunity. We value the strength that comes with difference and the positive contribution that diversity brings to our community. Our aspiration is for Cambridge and the wider region to be safe, welcoming and inclusive."

The partner institutions who signed up to the Equality Pledge were the Cambridge University Hospitals NHS Foundation Trust, East Cambridgeshire District Council, Police and Crime Commissioner for Cambridgeshire, Cambridgeshire Constabulary, Huntingdonshire District Council, Fenland District Council, Cambridgeshire County Council, and South Cambridgeshire District Council, and Cambridgeshire Fire and Rescue Service.

Evidencing our impact
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)[13] 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 includes substantive data for sexual orientation and religion or belief for the first time.

Work on increasing disclosure is ongoing and will form part of the developing Equality and Diversity Strategy. The University considers staff disclosure 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. With regard to transgender staff, numbers disclosed remain too small to publish but continue to be monitored internally.

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[11] http://www.aworldatschool.org/upforschool
[12] http://www.heforshe.org/en
[13] Visit http://www.hrsystems.admin.cam.ac.uk/systems/systems-overview/employee-self-service-ess

Wellbeing and disability in the workplace

The University recognises the importance of the wellbeing of all its staff in the workplace. The University's wellbeing strategy's ultimate goal is to improve the health, safety and wellbeing of University staff and to prevent work associated ill health, for the overall benefit of staff and the organisation. This encompasses the physical, mental and social health of employees and recognises that employees' values, personal development and work within the University contribute to their overall wellbeing at work. A key element of this work is the annual Festival of Wellbeing programme, previously People Matter Week (PMW).

The Festival of Wellbeing in June 2016 continued its focus on raising awareness of issues associated with mental and physical wellbeing for the University as an employer and its staff with a two week programme of activities across the multi-campus University[14]. 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.

At the School level, and in conjunction with the University's overall wellbeing strategy, the School of Clinical Medicine continued its focus on employee mental health with 'The Clinical School Wellbeing Programme'[15] run in April 2016. The objectives of the Programme were to increase the confidence of employees and students, thus enabling them to discuss mental health issues freely within the workplace and to provide appropriate training and support for managers and supervisors so they feel able to discuss concerns with and provide support to employees and students.

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 website[16]. During 2015/16 a interim Equal Pay Review was completed for internal use and to support the University's focus on identifying drivers and solutions for its gender pay gap. Work on the 2016 report was undertaken and will be published in early 2017.

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

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[14] http://www.wellfest.admin.cam.ac.uk/

[15] https://www.medschl.cam.ac.uk/human-resources/staff-wellbeing/

[16] http://www.admin.cam.ac.uk/reporter/2012-13/weekly/6287/section1.shtml#heading2-5

opportunity. In 2015-16, 4 EAAs were commenced of which 3 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.

3.2 Staff Key facts and figures

This section presents equality and diversity information for the academic year 2015-16 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 2016, the University was comprised of 11,389 employees in four University staff groups (Table 1).

Staff Group	Number of employees (headcount)	Percentage of employees
Academic	1,758	15.4%
Academic-Related	2,024	17.8%
Assistant	3,663	32.2%
Researcher	3,944	34.6%

Table 1 Count by staff group

- The gender breakdown in the University was 49.8% (5,667) female and 50.2% (5,722) male.
- 82.6% (9,411) employees had a known disclosed ethnic background. Of these staff ethnicity breaks down as 11.6% (1,109) Black and Minority Ethnic (BME), 27.9% White - Other and 60.3% White – British (2,627 and 5,675 respectively).
- 2.7% (306) of all employees disclosed having a disability (Figure 1)
- The University now holds sexual orientation information for 32.5% of all staff. 5.9% of staff who declared their sexual orientation were LGB.
- The University now holds religion and belief information for 31.1% of all staff. 34.4% of staff who declared their religious beliefs were Christian and 56.5% have no religion.
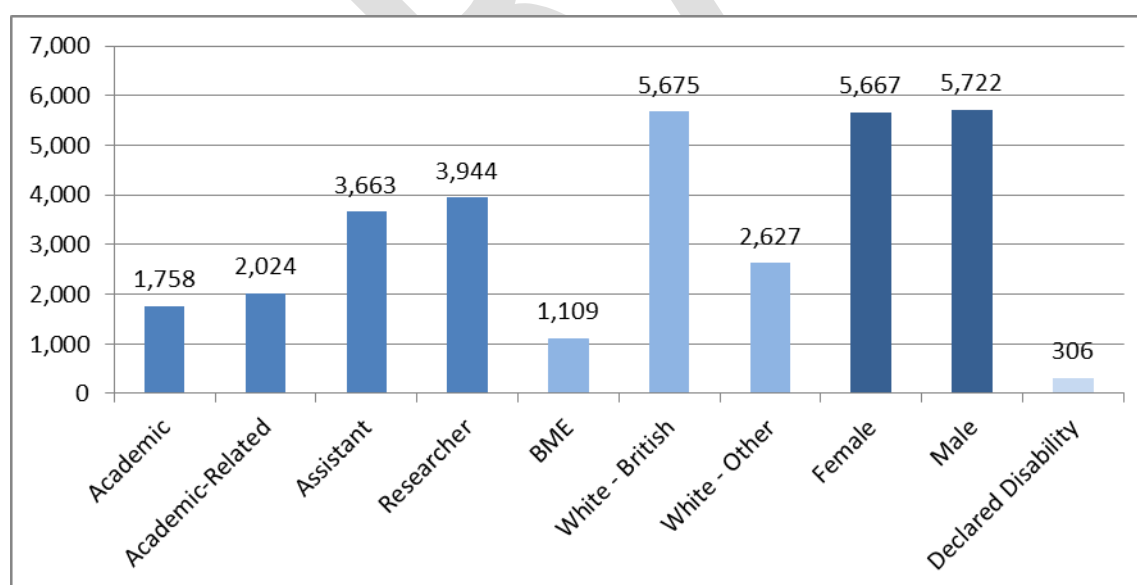

Figure 1: Headcount and diversity summary as at 31 July 2016

3.2.1 Gender

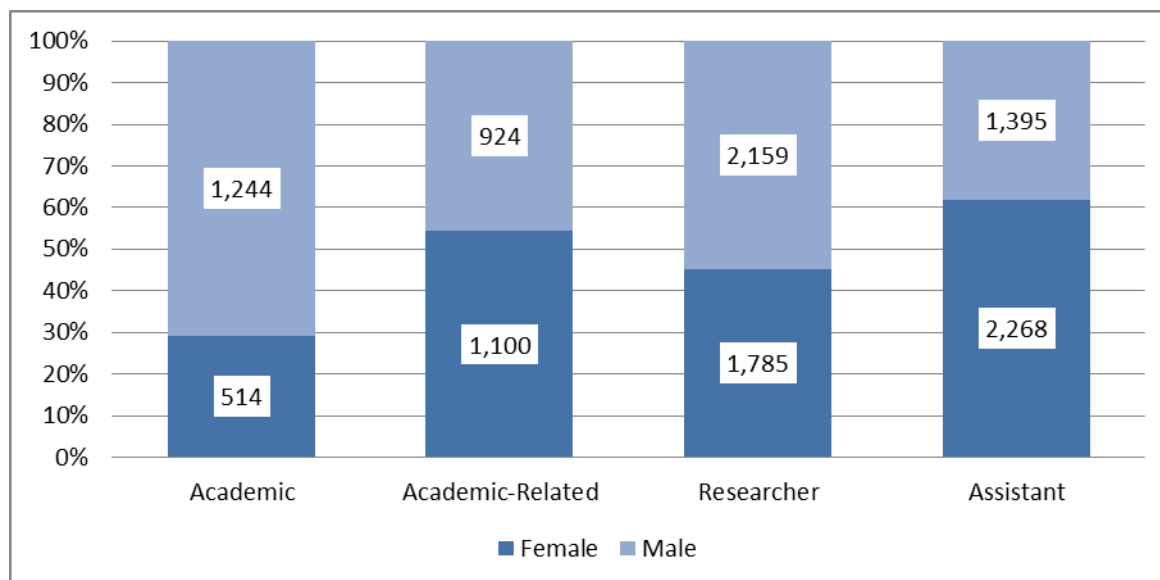### Staff groups and grades

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 comprise 29.2% of Academic staff and 61.9% (2,268) of Assistant staff.

The percentage of female employees in each grade increases from 55.4% (214) at Grade 1 up to 72.1% (665) at Grade 4 and then decreases through the remaining grades to 18.8% (139) at the Grade 12 (Figure 3).
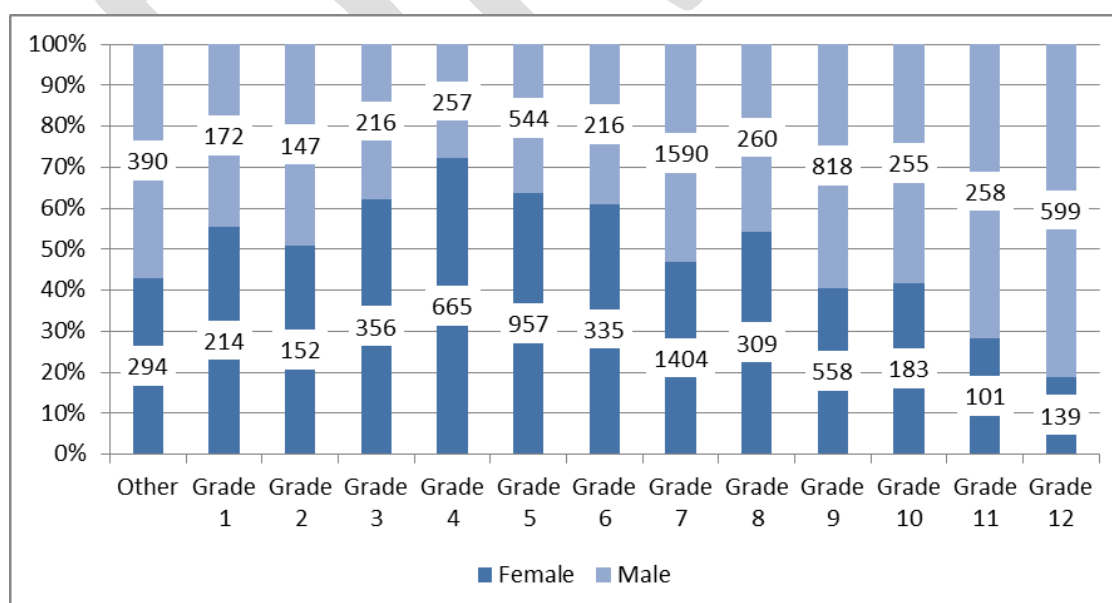

Figure 3: Gender breakdown by grade

The high percentage of female employees at Grade 4 corresponds with the high percentage of Assistant staff who are female. Overall, there were 3,663 Assistant staff comprising slightly under a third of the University staff population (32.2%).
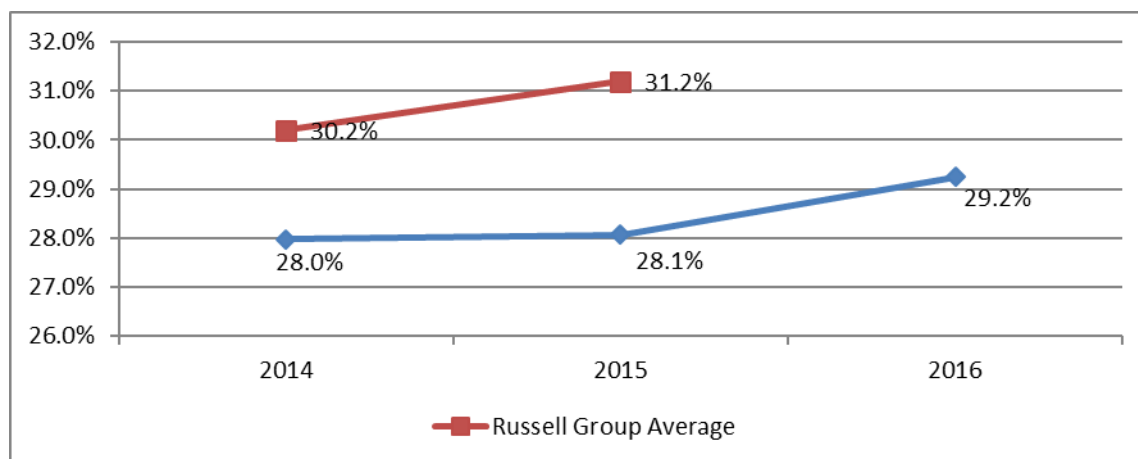
Academic staff type

Figure 4 Proportion of Academic staff who were female, University of Cambridge 2014-16 and Russell Group average (2013/14 and 2014/15 data)

In July 2016 29.2% of Academic staff at the University were female, an increase over the last three years but below the average percentage for Russell Group institutions (Figure 4). They represent 35.2% of University lecturers, 36.7% of Senior Lecturers and 26.7% of Readers. 18.3% of professors are female (Figure 5).
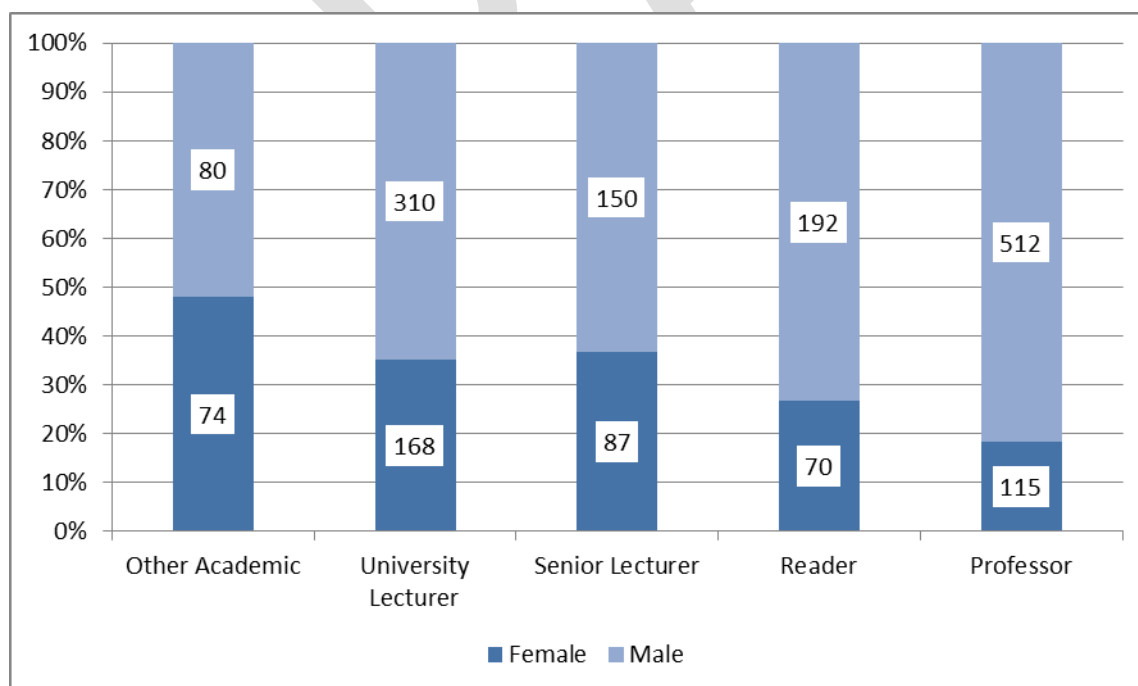

Figure 5: Gender breakdown of Academic staff 2016

Since 2014 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 decreased from 37.6% to 36.7% (Figure 6).
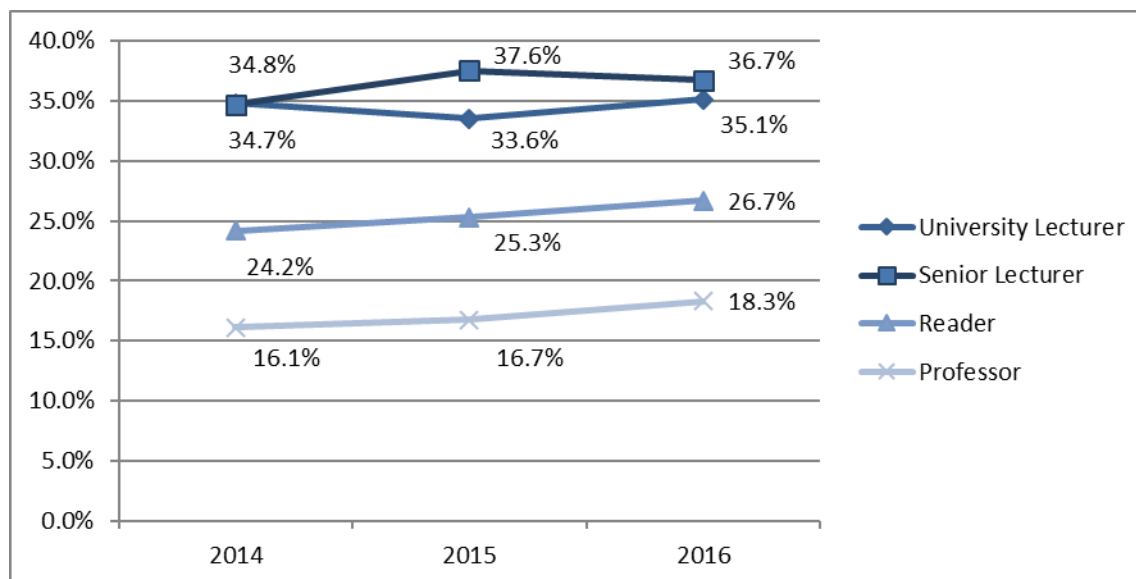

Figure 6 Proportion of Academic staff who were female by position, University of Cambridge 2014-16

The proportion of Professorships held by women has increased over the last three years, from 16.1% to 18.3%, an increase of 2.2%, although below the Russell Group average (Figure 7).
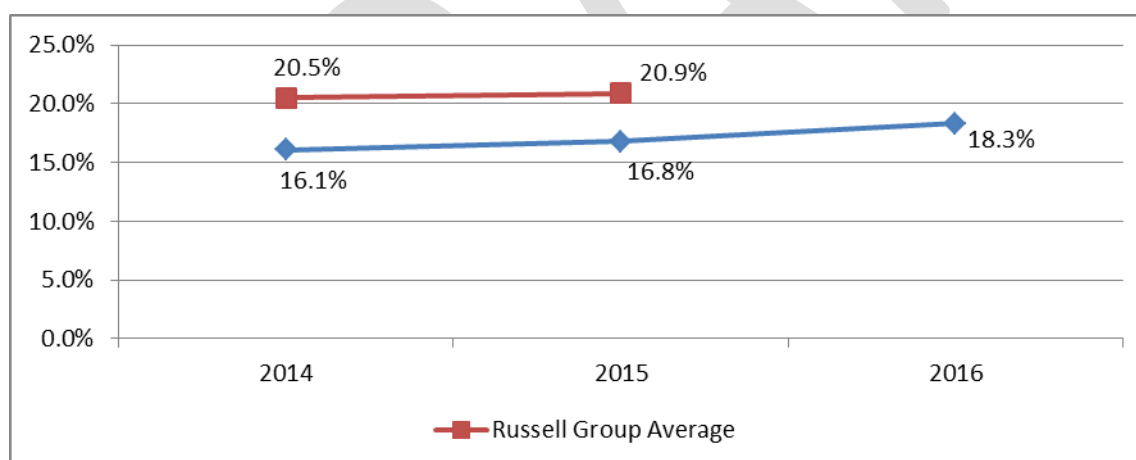
Figure 7 Proportion of Professors who were female, University of Cambridge 2014-16 and Russell Group average (2013/14 and 2014/15 data)

STEMM vs AHSS

Female staff comprise 46.3% (3,251) and 53.0% (1,022) of all STEMM and AHSS staff respectively (Figure 8). Female Academics in STEMM and AHSS comprise 22.3% (230) and 39.1% (280) of Academic staff respectively with women comprising 16.5% of STEMM, and 22.3% of AHSS, Professors.
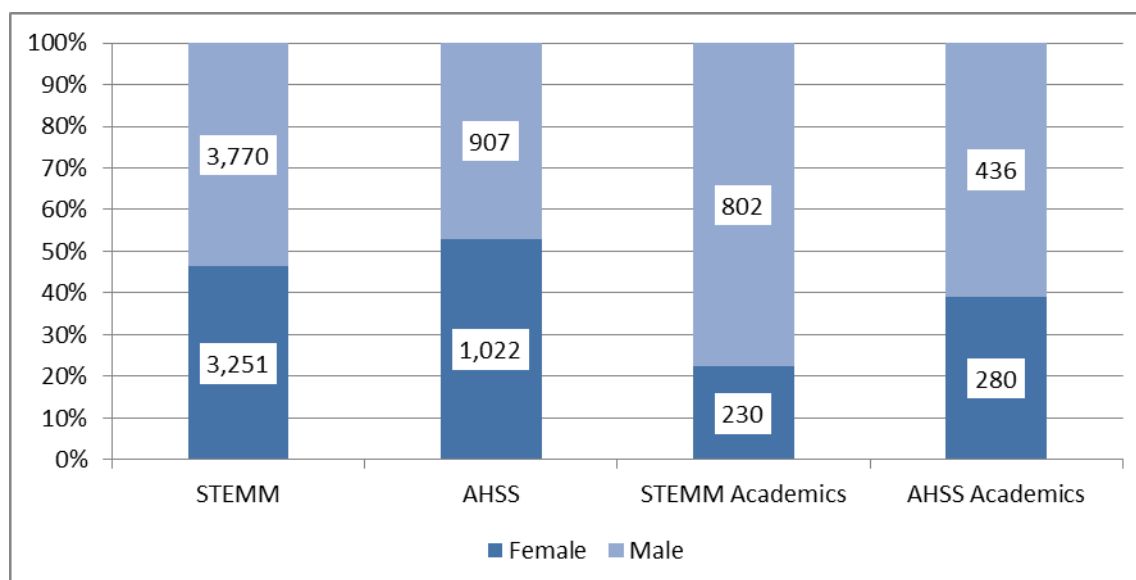
16

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

Employment status

Fixed term contracts make up 26.5% (3,018) of all contracts at the University. 25.9% (1,465) of female staff are on a fixed term contract compared to 27.1% (1,553) of men. 47.9% and 54.4% of female and male Research staff, respectively, were on fixed term contracts. The Researcher staff group is comprised of 45.3% women.

Overall, 19.0% (2,162) of all employees are part-time, with female employees at 28.3% (1,605) compared to 9.7% (557) of male employees. 93.3% (1,160) of male Academics are on established contracts with 82.9 (426) of female Academics on established contracts (Figure 9).
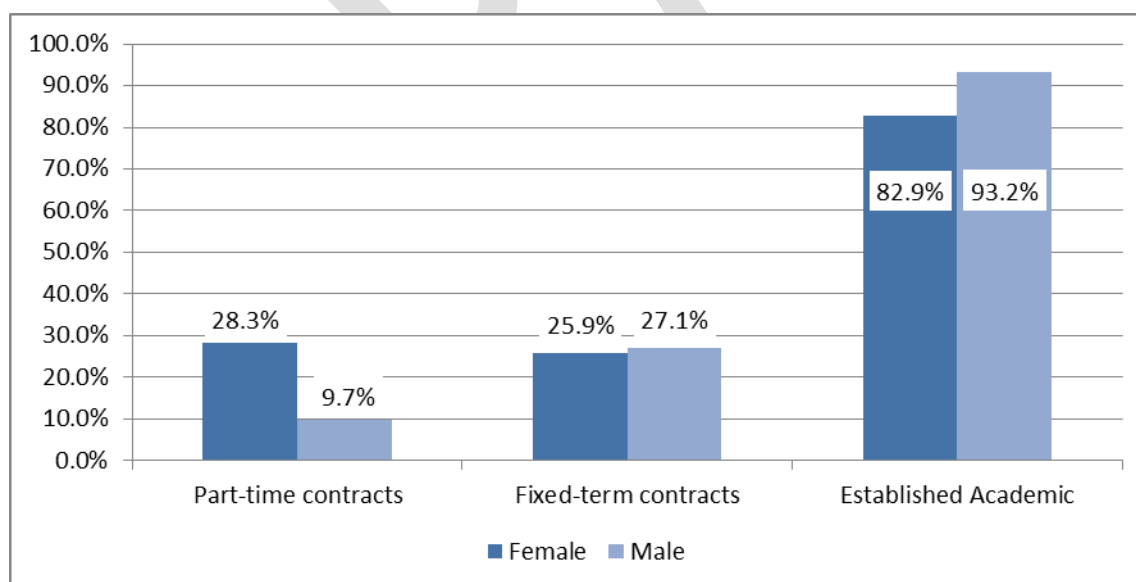

Figure 9: Employment status by gender

University Committees and Governance

In 2015/16 the University Councils of Schools and influential main committees had a total of 222 occupied positions; several roles are taken up by the same person or are currently vacant. 30.6% (68) of members are female staff. Female staff make up 42.3% (11) of the Council, 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: % Female on influential University committees and Councils of Schools[17]

Committees		Councils of Schools	
Audit Committee	40.0%	Arts and Humanities	33.3%
Board of Scrutiny	25.0%	Biological Sciences	23.8%
Council	42.3%	Clinical Medicine	23.1%
Finance Committee	27.8%	Humanities and Social Sciences	28.6%
General Board of the Faculties	31.3%	Physical Sciences	16.7%
Planning and Resources Committee	30.0%	Technology	19.0%
Resource Management Committee	17.0%		
Human Resources Committee	57.1%		
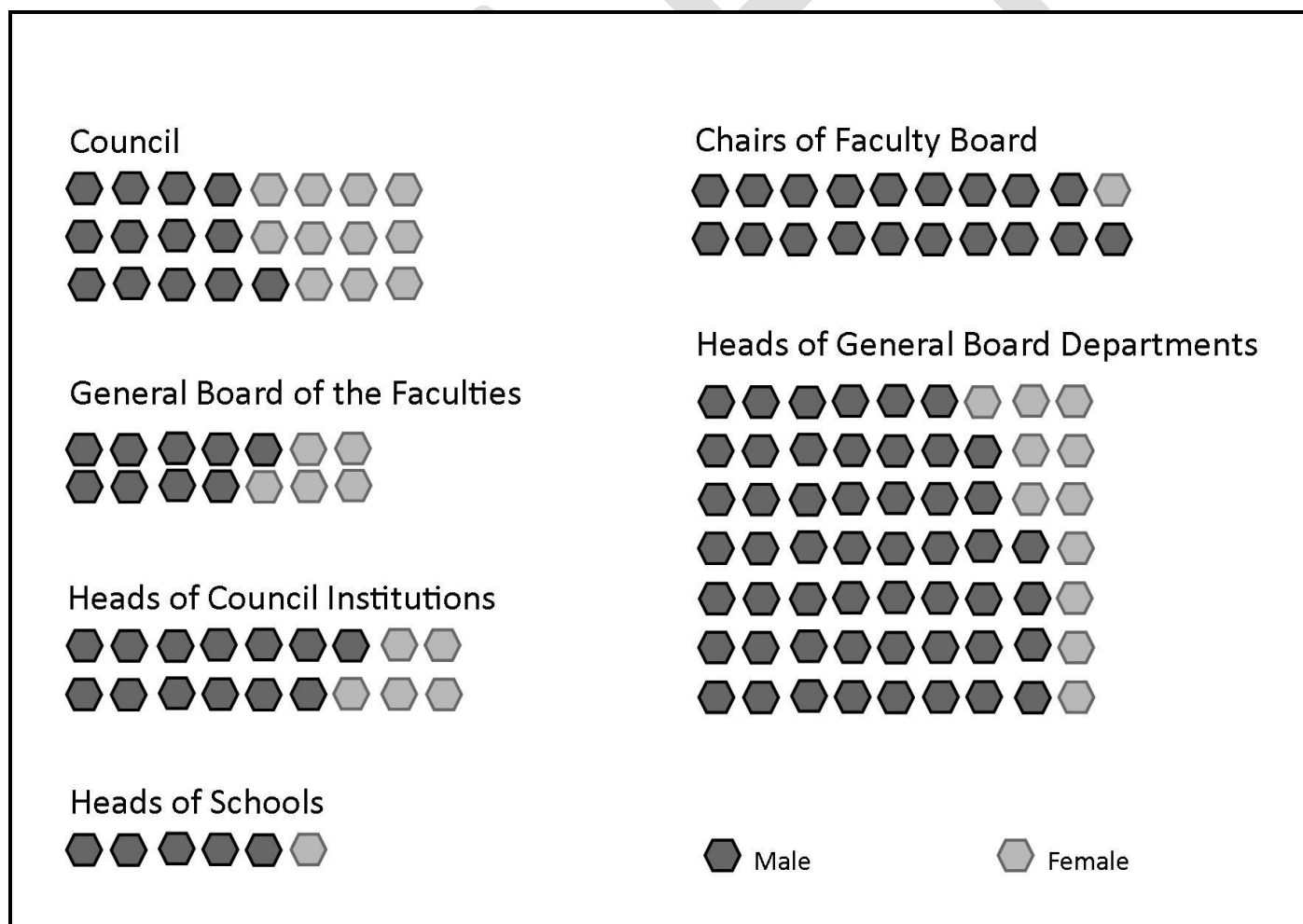
Figure 10 Pyramid of power

[17] Note: May include any of appointed members, elected members and ex officio members

4.3 Ethnicity and Nationality

Ethnic Groups employed

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

Ethnicity	Count	%*
Arab	26	0.3%
Asian or Asian British – Bangladeshi	15	0.2%
Asian or Asian British – Indian	237	2.5%
Asian or Asian British - Pakistani	26	0.3%
Black or Black British African	39	0.4%
Black or Black British Caribbean	19	0.2%
Chinese	342	3.6%
Mixed Ethnicity	1	0.0%
Gypsy - Traveller	152	1.6%
Other Asian Background	185	2.0%
Other Black Background	13	0.1%
Other ethnic background	54	0.6%
White – British	5,675	60.3%
White – Other	2,627	27.9%
Unknown	1,978	* % of total, excluding unknowns
Total	**11,389**	

Table 3 Ethnicity count

Overall, of the 82.6% who disclosed their ethnicity, 11.8% are BME (1,109; Figure 11). The largest BME group represented are Chinese who account for 3.6% (342) of those who disclosed their ethnicity.
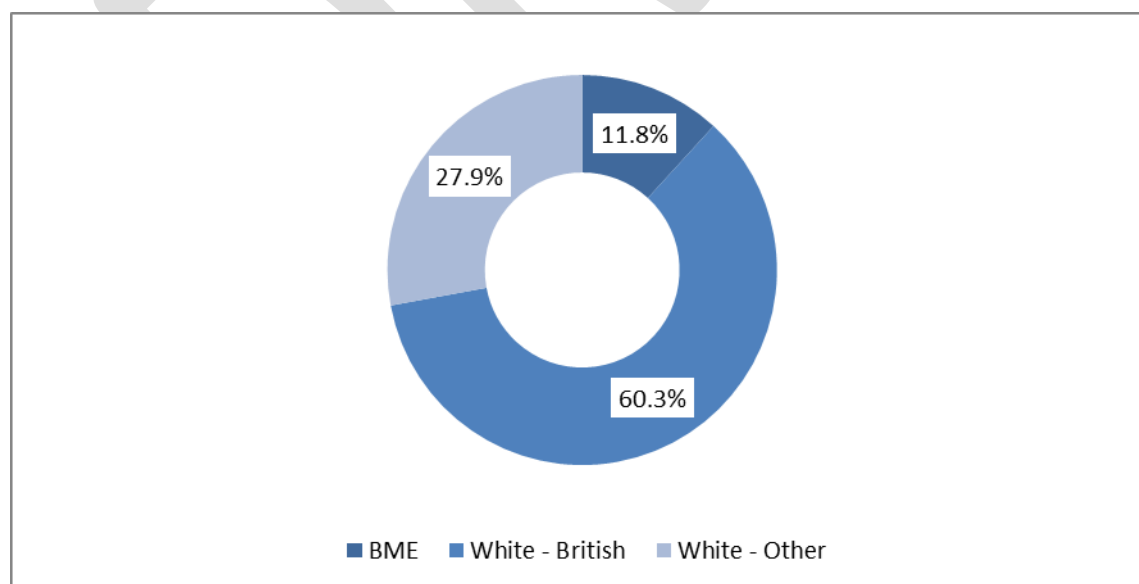

Figure 11: BME, White - Other, White - British pie chart

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 2014-16 and Russell Group average (2013/14 and 2014/15 data)

4.3.3 Nationality

Staff from 111 nationalities are employed by the University of Cambridge. Non-UK nationalities make up 34.3% (3,307) of the University staff population with known nationality (Figure 13). The University does not hold nationality data for 15.3% of staff.
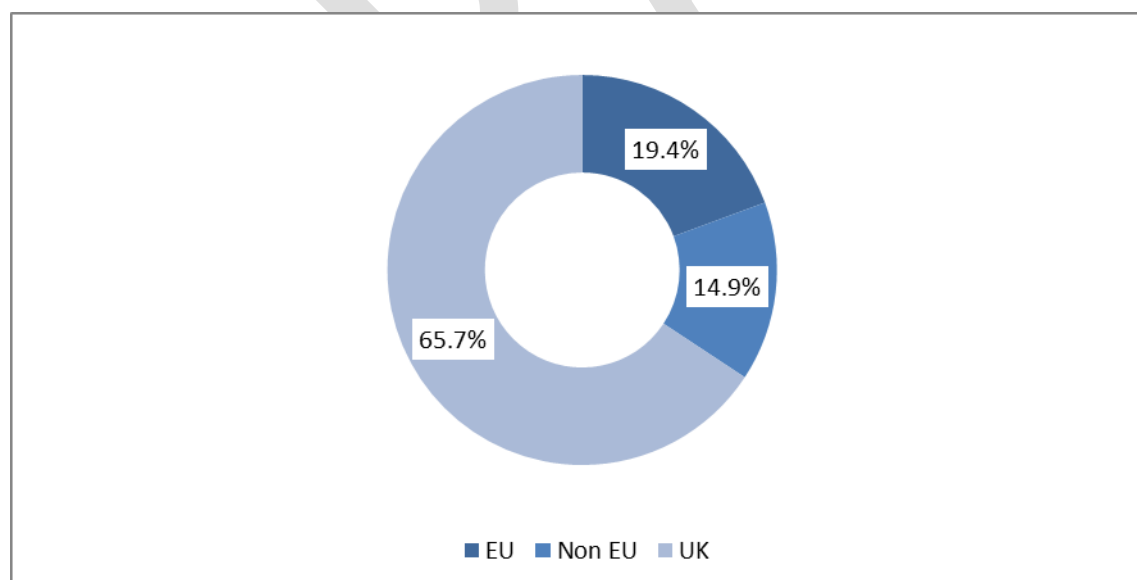
Figure 13: Nationality of University staff 2016

4.3.4 Staff groups and grades

The Researcher group contains the highest proportion of BME (21.3%; 644) and White Other (43.4%; 1,312) staff which corresponds with the lowest proportion of respondents with UK Nationality (41.1%; 1,334) (Figure 14).
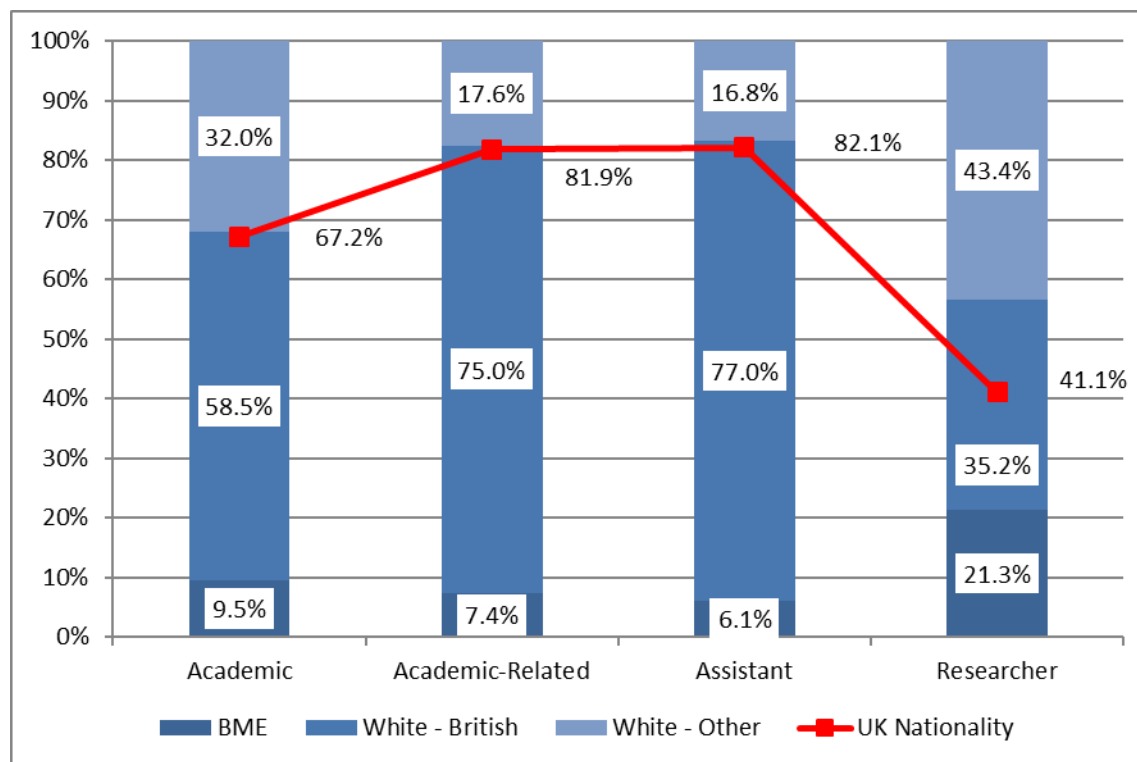
Figure 14: Staff groups by known ethnicity and nationality

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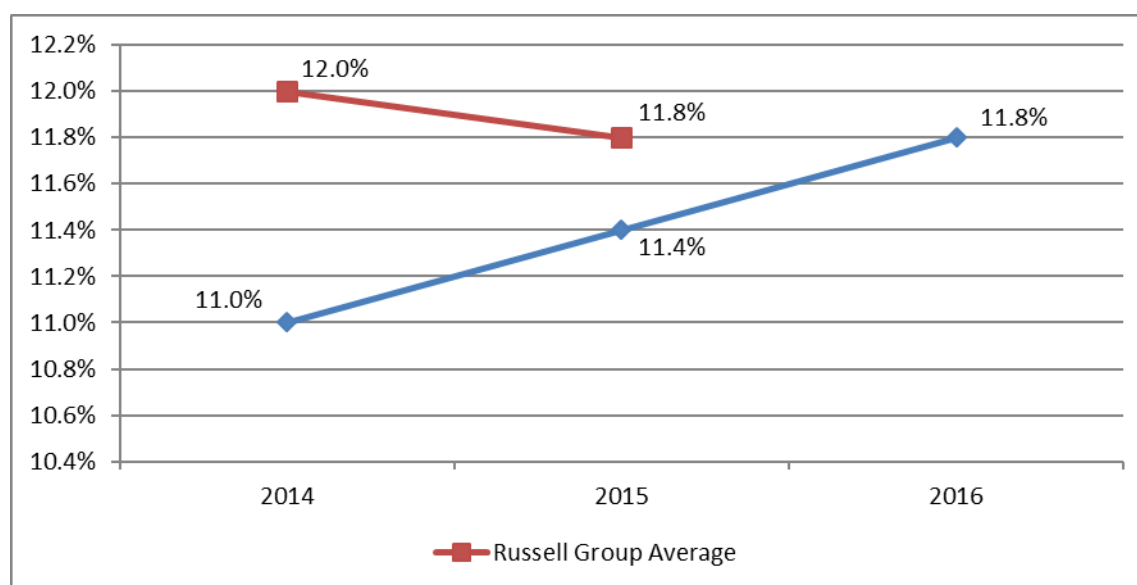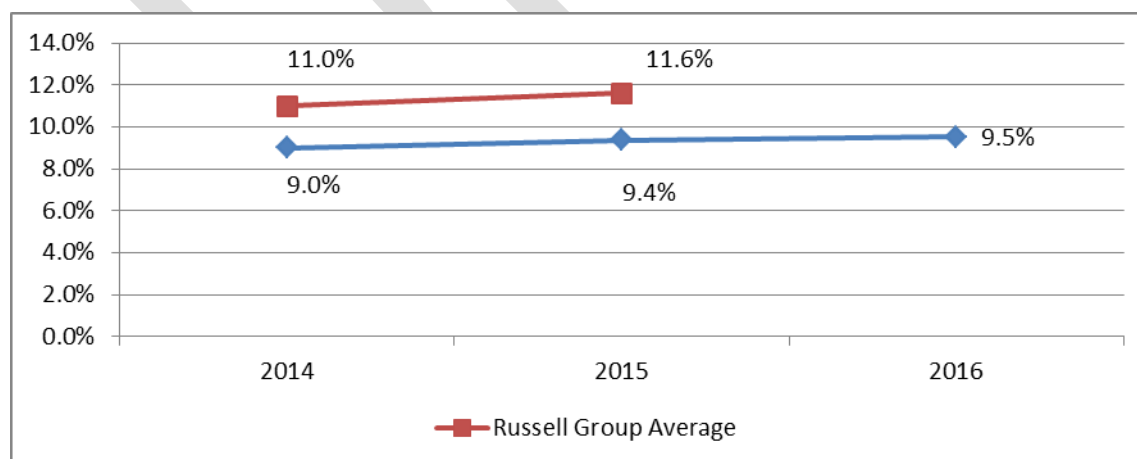

Figure 15 Proportion of Academic staff who were BME, University of Cambridge 2014-16 and Russell Group average (2013/14 and 2014/15 data)

4.3.5 Employment status

422 (38.1%) BME staff are on a fixed term contract compared to their White - British counterparts for whom 16.6% (942) of contracts are fixed term – a reflection of the proportion of BME staff who have Researcher positions. However, all groups seem to have approximately equal representation of Established Academics (Figure 16).

Figure 16: Contract type by ethnicity

4.4.2 Disability

14.0% of all employees asked about disability responded to the question, with 2.7% (306) disclosing they had a disability. 34.3% (105) of those who disclosed a disability were categorised as a disability or condition not categorised separately (Table 4). The proportion of staff with a declared disability decreased from last year by 0.2% (Figure 17).

Table 4: Disability categories

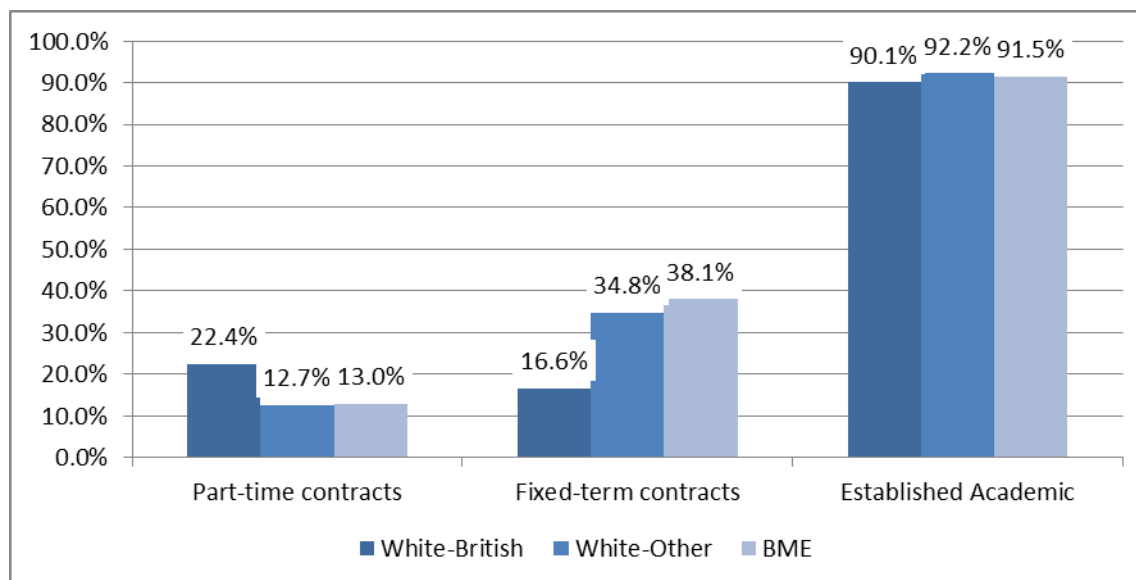| Disability Category	%*
Blind or a serious visual impairment uncorrected by glasses	1.3%
Deaf or serious hearing impairment	3.9%
Disability, impairment or medical condition that is not listed above	34.3%
General learning disability (such as Down's syndrome)	0.3%
Long standing illness or health condition e.g. cancer, HIV, diabetes etc.	18.6%
Mental health condition, such as depression, schizophrenia or anxiety disorder	10.1%
Physical impairment or mobility issues e.g. difficulty using arms or legs	7.5%
Social/communication impairment e.g. Asperger's or other autistic disorder	0.3%
Specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	17.6%
Two or more impairments and/or disabling medical conditions	5.9%
Total	**100%**
*% of staff who disclosed a disability excluding unknowns	
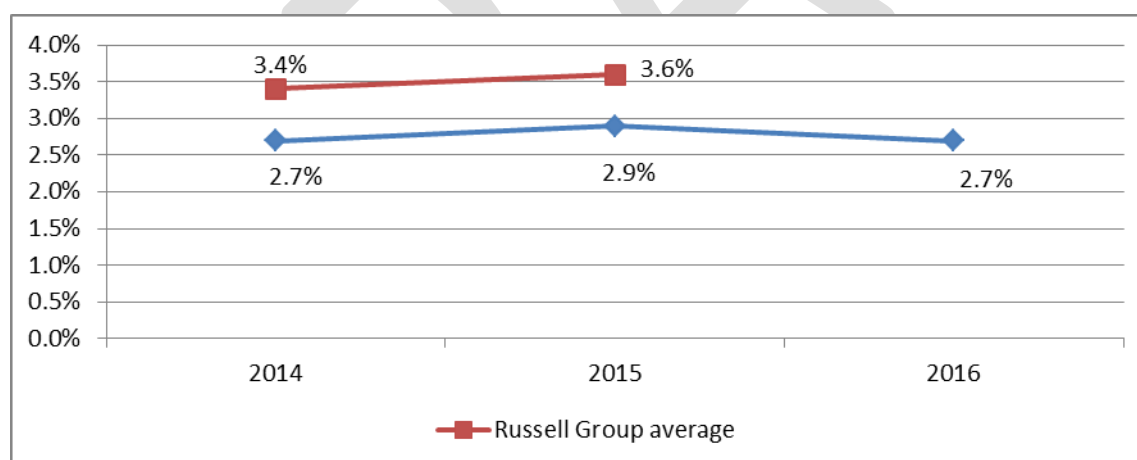
Figure 17: Proportion of staff who declared a disability, University of Cambridge 2014-16 and Russell Group average (2013/14 and 2014/15 data)

4.5 Age

The median age of staff at the University on 31 July 2016 was 40 years with a mean of 42, unchanged since last year. The percentage of female staff represented in age groups decreases as the age increases (Figure 18).
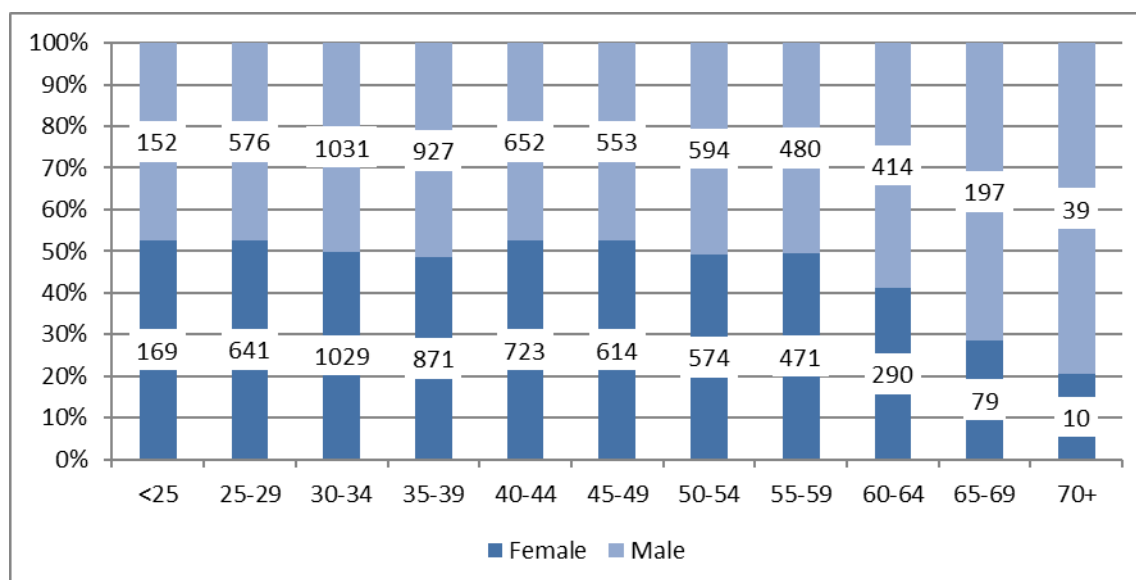
Figure 18: Age by gender

4.6. Sexual Orientation and Gender reassignment

The University holds sexual orientation data for 32.5% (3,696) of the employee population. Of this 5.9% (219) identify as lesbian, gay, bisexual or other (Figure 19). As disclosure rates continue to increase more detailed analysis can be undertaken.
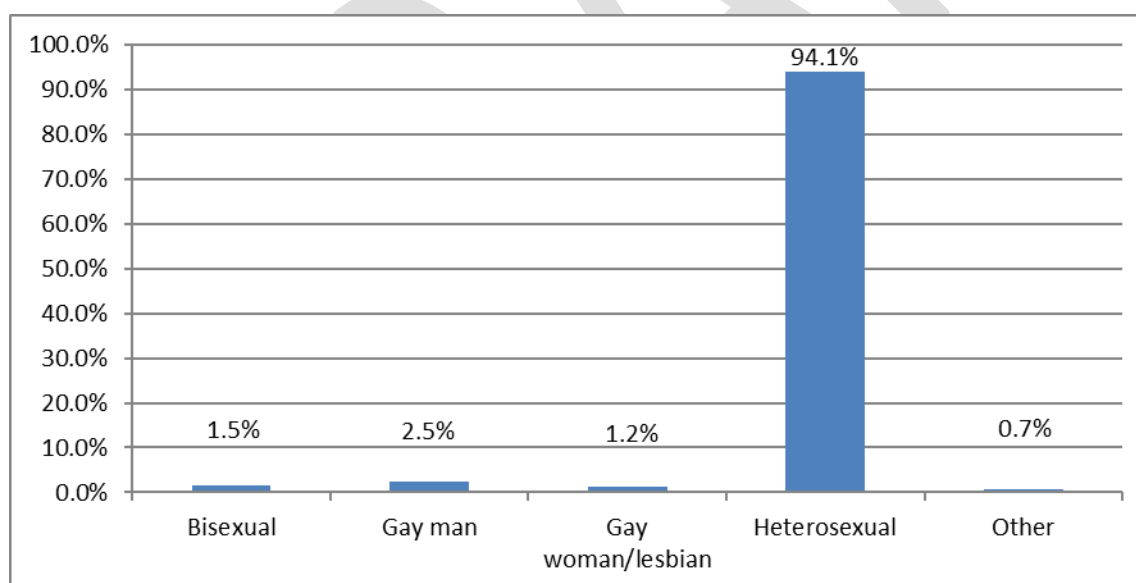
Figure 19: Disclosed sexual orientation of staff 2016

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 31.1% of University staff. For staff who have disclosed their religious beliefs, 56.5% (2,001) have selected 'no religion' with the next highest group at 34.4% (1,218) selecting 'Christian' with the remaining 7 selections adding up to 9.1% (Figure 21). As with sexual orientation, it is anticipated that as disclosure rates increase such more detailed analysis can be undertaken.
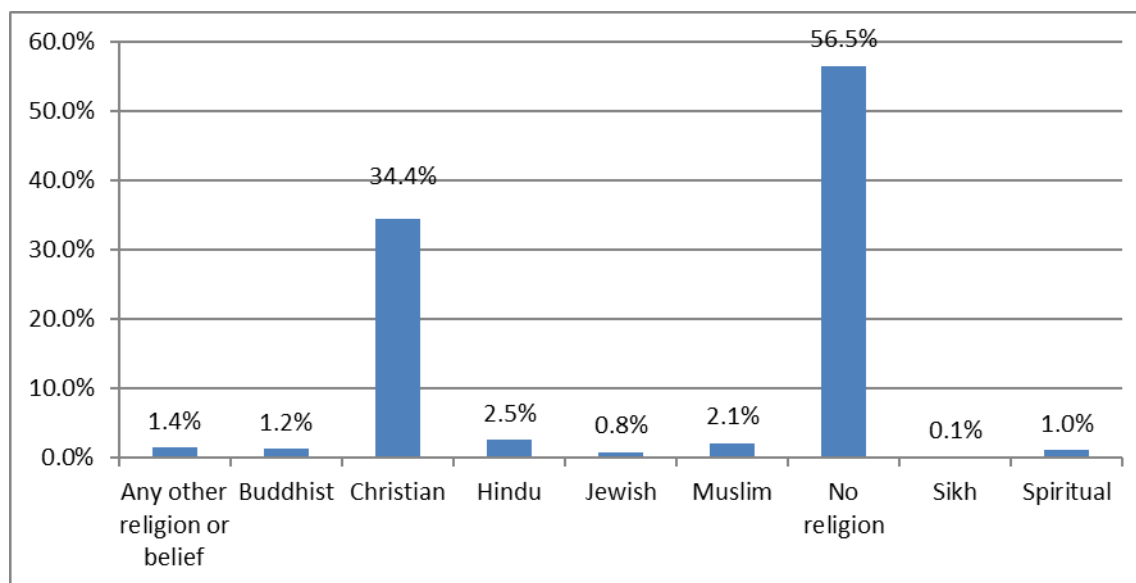
Figure 20: Disclosed religion and belief of staff 2016

Part 2 - Students

4.1 Overview of activities and initiatives

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) which is supported by Educational and Student Policy with assistance from the Equality and Diversity section and the Disability Resource Centre. The Standing Committee 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.

Widening participation and admissions

The Collegiate University aims to attract the best and brightest students in the world, regardless of background. In support of this objective, Cambridge is currently engaged in an unprecedented level of additional outreach activity which reaches a diverse range of under-represented groups across the UK.

The outreach and widening participation work delivered aims 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 is targeted at specific under-represented and disadvantaged groups. These include children in care; students eligible (or previously eligible) for free school meals; black, Asian and minority ethnicity students; mature learners; and students who live in areas where young people are less likely to participate in Higher Education.

To ensure that geography is no barrier, the collegiate University has developed a number of initiatives that enable students from across the country to participate in widening participation activity. The Area Links Scheme links every area of the country with a Cambridge College, allowing activity to be adapted to meet the needs of an area. This may include in-school student sessions, masterclasses, visits to Cambridge and residential events. The University's HE+ project has led to the creation of multi-school consortia in 14 locations across the UK, and engages over 2000 students from more than 70 state schools annually The Cambridge Student's Union also hosts over 300 students in Cambridge as part of their Shadowing Scheme, allowing participants to directly experience university life.

The collegiate University also has a long tradition of working together with third-sector organisations, such as The Sutton Trust and Teach First. Each year, 550 students take part in a Sutton Trust Summer School, a week-long residential event designed to offer subject-specific enrichment as well as a taste of student life. More recently, the University has partnered with educational charity, The Brilliant Club, to deliver a multiyear progressive outreach programme to Key Stage 3 students in state schools in Peterborough.

The Collegiate University has made significant progress against undergraduate admissions measures. The proportion of young state sector students securing a place at the University has increased at the rate of approximately 0.5% per year over the last decade. State sector admissions to Cambridge are now at their highest level in 30 years and our research shows that this currently reflects national patterns of attainment by school type. The proportion of black, Asian and minority ethnicity students admitted overall reflects national demographics; and analysis of age, gender and disability data shows that Cambridge admissions mirror the sector once attainment and subject mix are taken into account. We cannot make any assessment of our position in relation to other protected characteristics at the current time since no comparable national data are available.

Supporting teaching and learning

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).

This year saw the launch of the University's Centre of Teaching and Learning (CCTL). The Centre supports staff who undertake teaching and learning by providing training, developing networks, hosting events and encouraging and funding innovation. The Centre also provides a focus for strategic priorities within Cambridge and for engaging with national and international developments in higher education including those relating to equality. As an example, and in conjunction with the Educational Student Policy section[18], the Centre has been part of the Unconscious Bias events that the University hosted during 2015-16.

Initial development work was also conducted into hosting a number of events and the development of case studies in the area of diversity in the curriculum. This work will investigate how inclusive current course syllabus' and bibliographies are and will also consider whether current means of assessment meets the needs of all students, regardless of their protected characteristics. In partnership with the Centre, the Disability Resource Centre ran a session on Universal Design for Learning (UDL) as part of the launch event in April 2016, which was also the focus of the Annual Disability Lecture in the same month. The work of the CCTL will also consider the importance of

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[18] Educational and Student Policy is responsible for three key areas: Quality Assurance, Enhancement of teaching and learning, and Student health and wellbeing. This business is conducted primarily through two main Committees, and their Sub-committees: the General Board's Education Committee and the University's Committee on Student Health and Wellbeing.

diverse role models for students and seek to identify and communicate best practice from within the wider University and the wider sector.

Achievement and attainment

The percentage of women gaining first class examination results in 2015/16 was 22.7% compared with 31.6% of males; a gender attainment gap of 8.9%. However this gender gap is reversed for 'good degrees' (please refer to section 5.1.4 for more information). GBEC's E&D Standing Committee continues to focus its attention on this issue. This committee, in conjunction with the Senior Tutors' 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 Committee received a copy of copy of the CUSU report 'Mind the Gap: student experiences of sexism within teaching and learning at Cambridge University'. A number of matters relating to assessment methods had already been referred to the Examinations Review for further consideration but the report drew attention to the issue that consideration needs to be given to the way firsts are awarded and how assessment criteria are set and reviewed.

The Standing Committee has also committed to identifying and addressing attainment gaps that may exist for other protected characteristic groups where information is available. To further this work a joint Black and Ethnic Minority Working Group was convened at the recommendation of the Standing Committee on Equality and Diversity in Education with approval from senior committees, following consideration of the CUSU-led 'Cambridge Race, Ethnicity and Cultural Diversity Survey 2014: Report'.

The Group's terms of reference were to consider the issues raised and recommendations made in the report and suggest further areas of action. Outcomes from the work of the Group included- the introduction of cultural diversity training for students during induction week and a broadening of the focus of consent workshops currently run during freshers' week was proposed so that this might encompass a range of respect and diversity issues. A survey of Colleges was undertaken to establish the level of cultural diversity and targeted events and activities planned in each College.

Supporting disabled students

The Disability Resource Centre (DRC) provides a confidential and accessible service for disabled students and those staff supporting them The Head of the DRC reports to the Head of Educational and Student Policy within the Academic Division. 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 students[19].

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[19] http://www.educationalpolicy.admin.cam.ac.uk/files/cop_reasonable_adjustments.pdf

The 2015-16 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 was 2,152, an increase of 14% on the previous year (1,890). These increases are a positive indication that any perceived stigma around the disclosure of disability is diminishing and evidence of achievement against the University's previous Equality Objective 4, which has a focus on increasing levels of disability disclosure.

In 2015-16, the General Board's Education Committee supported proposals from the DRC for mechanisms to allow the University and Colleges to respond to changes in the Disabled Students Allowances system which came into force at the beginning of the 2016/17 academic year. In particular, the University and Colleges have established a Reasonable Adjustment Fund (RAF) which will be administered by the DRC. This will allow the Collegiate University to meet the cost of certain Non-Medical Helpers (NMH) tasks, including mentoring, study skills support. Some tasks, such as practical support and exam support workers, will be devolved to departments, faculties and colleges. This will also allow much faster and efficient processing of support requests, reducing lead times from the 3 to 4 months under the DSAs regime to 1-2 weeks under the RAF.

The Education Committee and its sub-committees are considering ways in which teaching and learning practice can become more inclusive to reduce the need for individual adjustments. The Education Committee has developed a Digital Education Strategy (part of the wider Learning and Teaching Strategy) which includes a pilot for lecture capture technology which starts in 2016/17. The project steering group includes a representative from the DRC.

Preventing Harassment

In response in part to national and local research into sexual harassment in universities[20] as well as an increasing awareness of the incidence of harassment, rape, and other forms of sexual assault within the wider student community, work has been undertaken across the University and Colleges to review the processes for cases of harassment.

The University of Cambridge and its Colleges are committed to providing a safe environment for their students, and to responding appropriately to any sexual harassment incidents. 2015-16 saw the development of a formal procedure for handling cases of harassment and sexual misconduct culminating in a Report to the University's Regent House[21]. This Report sets out proposals for a University procedure for handling cases of harassment and sexual misconduct between students which will be operated by the new Office for Student Conduct, Complaints and Appeals.

The proposals have been developed in the context of a review of student discipline in the University, the first stage of which was completed in February 2016 and a separate review of student complaints procedures. The proposals have also been prompted by an increasing awareness of the incidence of harassment, rape, and other forms of sexual assault within the wider student community, the developments at US universities, and student and other initiatives that have

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[20] Including a 2016 UUK Taskforce report http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/changing-the-culture-final-report.aspx and 2010 NUS report Hidden Marks www.nus.org.uk/Global/NUS_hidden_marks_report_2nd_edition_web.pdf
[21] http://www.admin.cam.ac.uk/reporter/2016-17/weekly/6452/section5.shtml#heading2-9

identified the issues and pressed for greater engagement by the UK HE sector in tackling them. They have been developed in collaboration with the Colleges' Committee and following consultation with students and with officers of CUSU and the GU, the police and other local agencies, including Rape Crisis, and with the University Advocate.

The procedures have also been informed by changes in social attitudes and to the law (notably the Human Rights Act 1998 and the Equality Act 2010), and the evolving relationship between students and HEIs. The proposals make clear that the University will not tolerate student harassment or sexual misconduct, and form part of the collegiate University's wider response in support of that message, which includes raising awareness, measures to support cultural and behavioural change based on mutual respect, and the provision of support for students who have been affected.

5.1 Student Key facts and figures

This section presents equality and diversity information for the academic year 2015-16 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 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 Reviews[22] 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
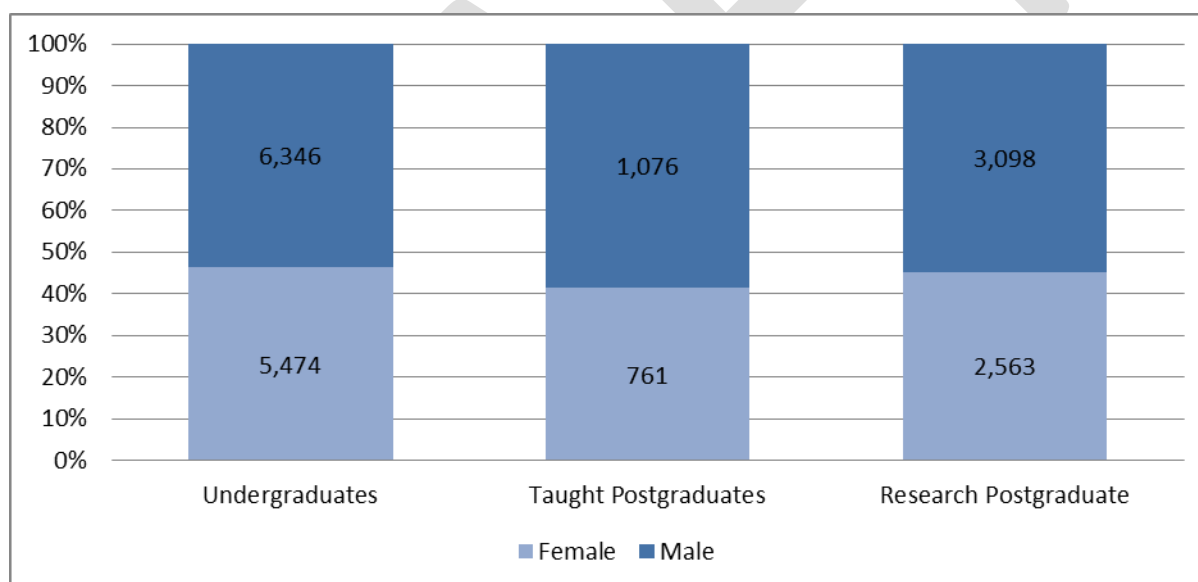
Figure 21: Student numbers by gender (1 December 2015)

In 2015-16, female students comprised 46.3% of all undergraduate students and 44.3% of all postgraduate students (Figure 21). These proportions have been consistent over a number of years at the University.

The percentage of female undergraduate students studying subjects in STEMM is 36.1% compared with 58.5% studying Arts and Humanities subjects (Figure 22). The percentage of women studying STEMM subjects has risen 0.5% since 2013-14 and Cambridge continues to be committed to programmes such as Athena SWAN and WiSETi to seek to encourage female participation in STEMM subjects.
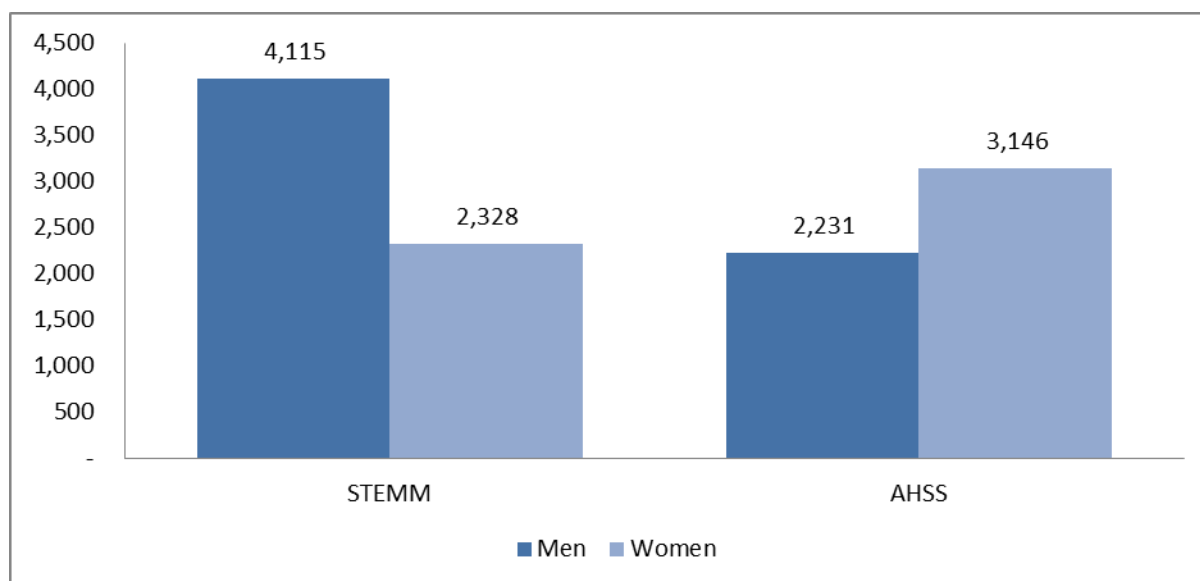
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[22] http://www.admin.cam.ac.uk/offices/education/reviews/

Figure 22: Undergraduate student numbers by subject and gender (2015-16)
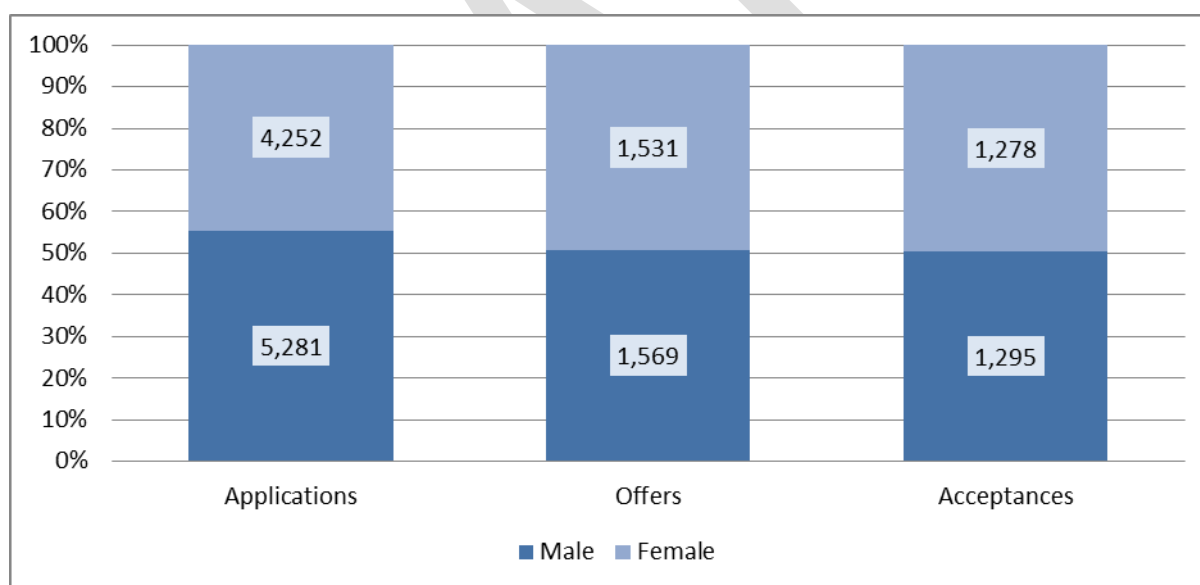
5.2.2 Undergraduate Admissions by gender

Figure 23: Home undergraduate admissions by gender (October 2015)

In 2015 there were more applications to the University from prospective home students who were male (55.4% compared to 44.6%). However the female students were more likely to be offered places, making up 49.7% of all admissions (Figure 23).
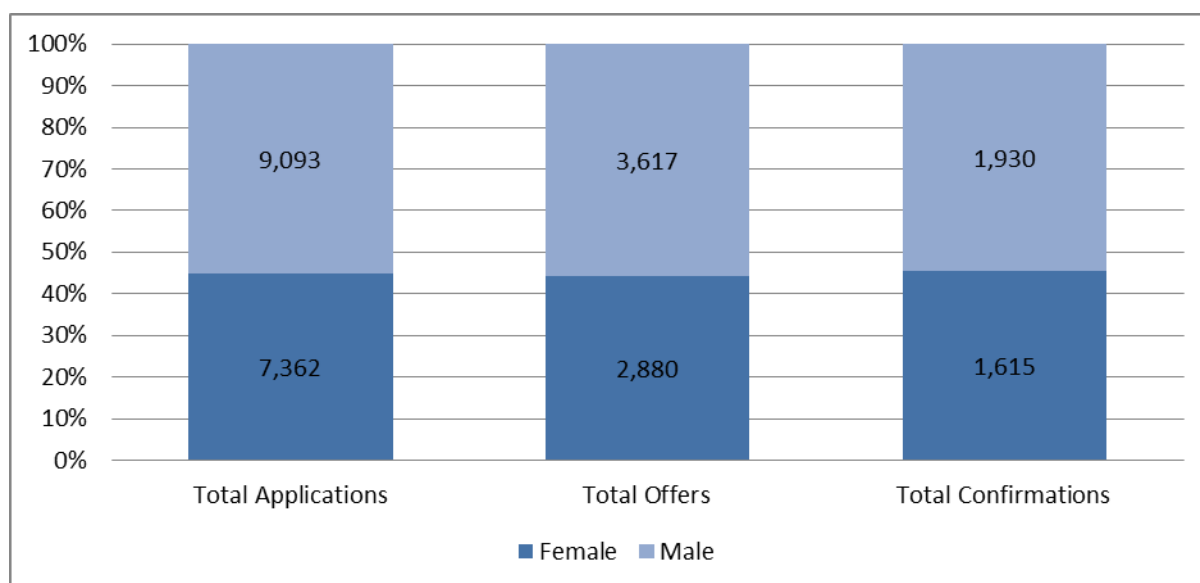
5.1.3 Graduate Admissions by gender

Figure 24: Graduate admissions by gender (2015-16)

In 2015-16 applications were received from 9,093 males and 7,362 females (55% and 45% respectively (Figure 24). Of those who accepted offers from the University, 1,930 were male and 1,615 were female (54% and 46% respectively).

5.1.4 Undergraduate degree attainment by gender

	Class I	Class II Division I	Class II Division II and lower
Men	31.6%	49.2%	19.2%
Women	22.7%	59.2%	18.1%

Table 5 All undergraduate examination results by gender 2016

The percentage of women gaining first class examination results was 22.7% compared with 31.6% of males (a gender attainment gap of 8.9% and a decrease since 2013-14 (9.4%)), although as previously discussed in section 4.1 of this report, this gender gap was reversed for 'good degrees'. When examination results were disaggregated into STEM or non-STEM subject areas the first class attainment gap was 10.4% and 7.0%, which correlates with internal research that gender gaps can be apparent over a range of disciplines. Gender attainment gaps continued to be source of attention for GBEC's E&D Standing Committee in 2015-16.

5.2 Ethnicity

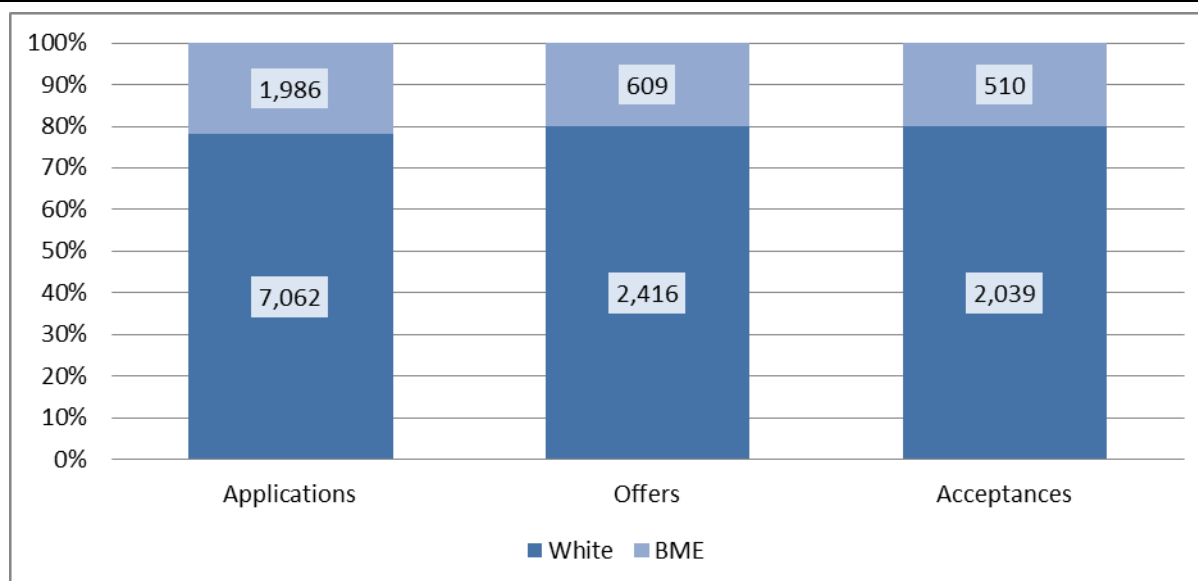### 5.2.1 Undergraduate Admissions by ethnicity

Figure 25: Home undergraduate admissions by ethnicity (October 2015)

Students from a BME background comprised 21.9% of home undergraduate applicants, 20.1% of all offers and 20.0% of all students who accepted a place in 2015-16 (Figure 25).
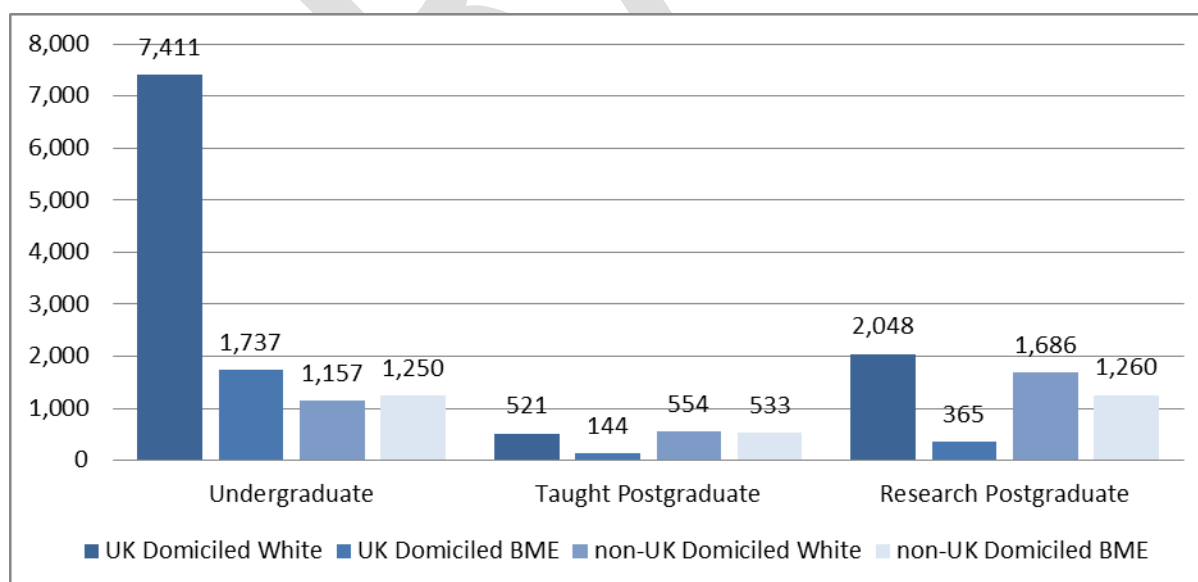
5.2.2 Student numbers

Figure 26: All student numbers by known ethnicity and domicile (2015-16)

Figure 26 shows that students from a BME background made up 25.3% of undergraduate students, 36.9% of Taught postgraduates and 38.7% of Research postgraduate students in 2015-16, showing an increase from 2013-14 when BME students comprised 23.2% of all undergraduate students and

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19.0% of UK domiciled UG students (compared to 18.3% of Russell Group UK undergraduate students in 2014-15). The majority of UG BME students were UK domiciled (58.2%).

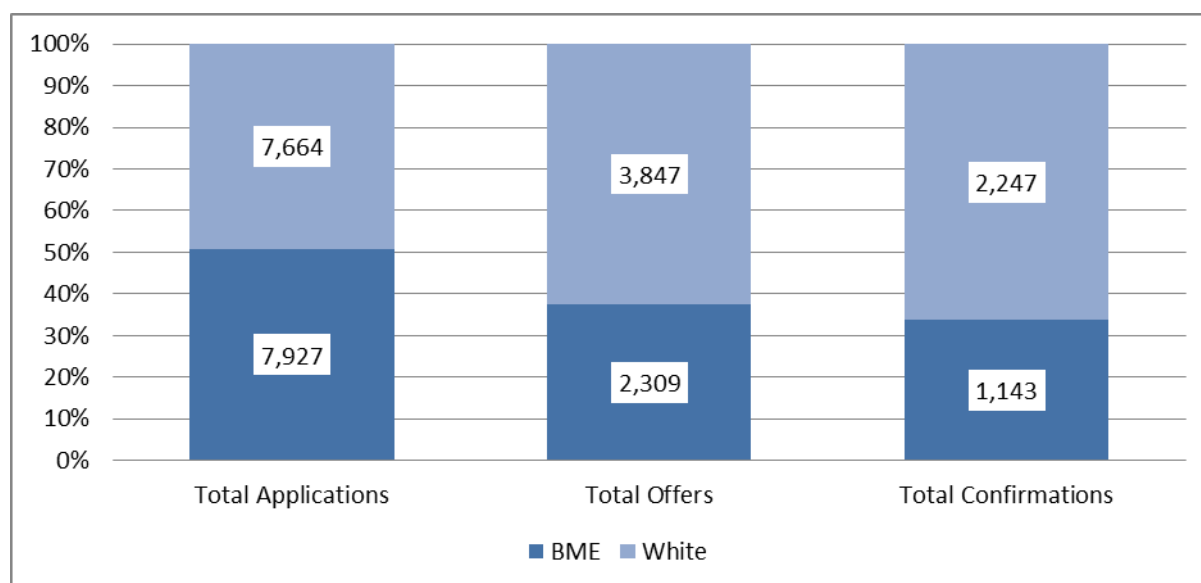### 5.2.3 Graduate Admissions by ethnicity

Figure 27: Total graduate admissions by ethnicity

In 2015-16 applications were received from 7,664 White and 7,927 BME students (49% and 51% respectively (Figure 27). Of those who accepted offers from the University, 1,143 were BME and 2,247 were White (33.7% BME).

5.2.4 Undergraduate degree attainment by ethnicity

	Class I	Class II Division I	Class II Division II and lower
White	23.2%	46.7%	27.1%
BME	24.3%	42.6%	33.1%

Table 6 All undergraduate examination results by ethnicity 2016

The percentage of White students gaining first class examination results was 23.2% compared with 24.3% of BME students. Please see section 4.1 about work the University is undertaking in this area as internal research has indicated variation by ethnicity in terms of attainment.
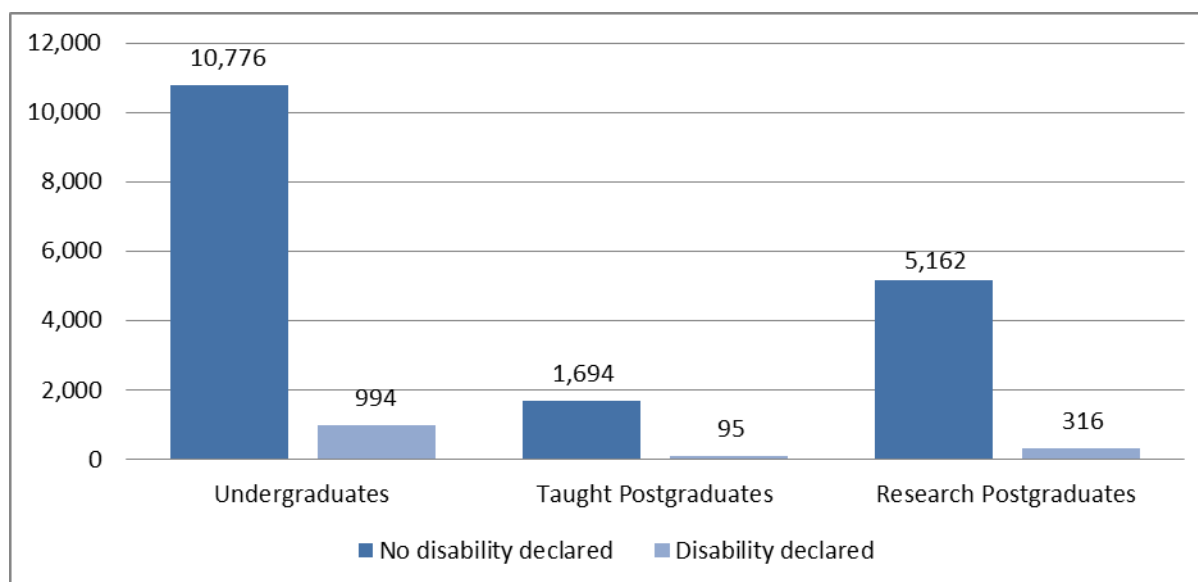
5.3 Disability

5.3.1 Undergraduate Admissions by disability

There were 920 applicants with a declared disability (5.6% of all undergraduate student applicants); of these 178 were accepted (5.2% of total undergraduate acceptances). Almost 40% 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.

5.3.2 Student numbers

Figure 28: Student numbers by disability (2015-16)

994 Undergraduates and 95 Taught and 316 Research graduates (equating to 8.4%, 5.2% and 5.4% respectively) disclosed a disability in 2015-16 (Figure 28). This reflects a small increase in the proportion of undergraduate students who have reported a disability since 2013-14 (8.1%). Please note that the figures above reflect the number of students who disclosed at matriculation. As noted in section 5.3.1 above, these numbers rose during the year with the DRC reporting the total number of disabled students at 2,152 at the end of 2015-16[23]. Of these students 854 disclosed a Specific Learning Difficulty, representing 39.7% of all disabled students.

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[23] http://www.disability.admin.cam.ac.uk/files/drc_annual_report_15-16.pdf
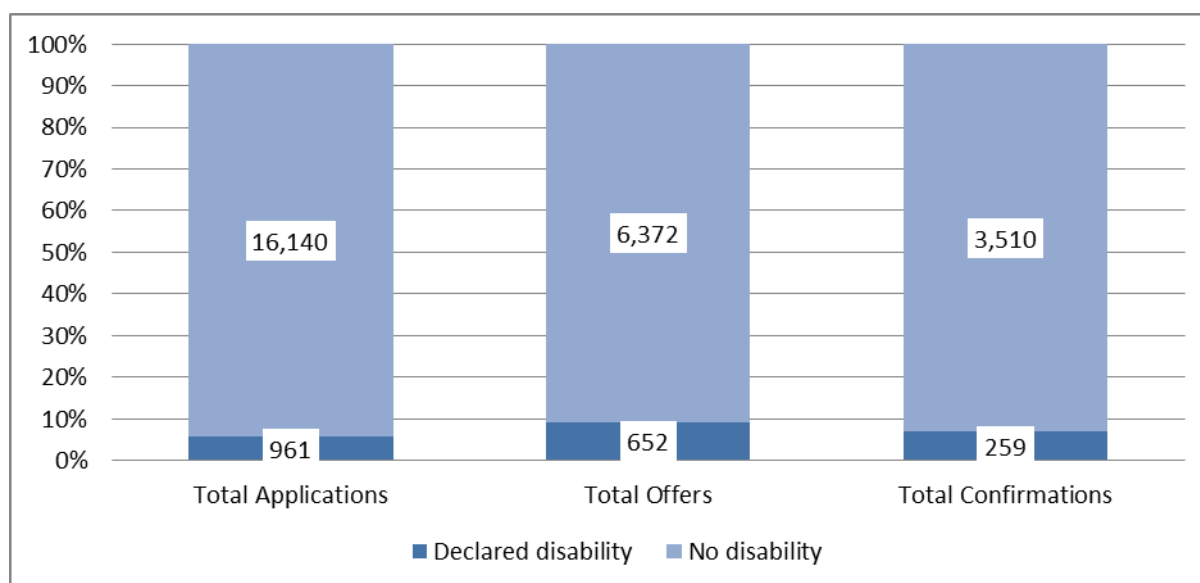
5.3.3 Graduate Admissions by disability

Figure 29: Graduate admissions by disability

In 2015-16 applications were received from 961 students with a declared disability (5.6% of total student applications (Figure 29)). Of those who accepted offers from the University, 259 were disabled (6.9% of total confirmed students, an increase of 0.9% from 2013-14).

5.3.4 Undergraduate degree attainment by disability

	Class I	Class II Division I	Class II Division II and lower
No Disability	23.6%	45.8%	30.6%
Declared Disability	21.4%	44.3%	34.3%

Table 7 All undergraduate examination results by disability 2016

Table 7 shows that the percentage of students with no declared disability gaining first class examination results was 23.6% compared with 21.4% of students who declared a disability. Analysis of this data to a more granular level is complicated by small numbers.

5.4 Age

86.0% of undergraduate students were under the age of 19 years at time of admission in 2015-16; 91.0% of postgraduate students were aged between 21 and 35 years at time of admission to the University.

Appendix 1

Staff - Definitions and notes

This Equality & Diversity Information Report is derived from the HR CHRIS[24] system at a 31 July 2016 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 Cambridge[25]. 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 records[26].

Each post is assigned to a specific grade within the grading structure 1–12[27]. 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.

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[24] Cambridge Human Resources Information System
[25] http://www.admin.cam.ac.uk/univ/so/2009/statute_d.html#heading2-1
[26] 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.
[27] http://www.hr.admin.cam.ac.uk/pay-benefits/salary-scales

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 individuals[28].

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 categories[29]. 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

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[28] http://www.hesa.ac.uk/index.php
[29] For details on all HESA staff categories go to
http://www.hesa.ac.uk/dox/datacoll/C11025/11025.pdf?v=d41d8cd98f00b204e9800998ecf8427e

Other Asian Background
Other Black Background
Other ethnic background
White - British
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

Equality Assurance Assessment Schedule for Publication 2015-2016

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
Auto-enrolment for Pensions	HUMAN RESOURCES	HR/0012/241012/M	Nov-14	Nov-15	Sep-16	n/a	Sep-16
Undergraduate Recruitment and Widening Participation	Undergraduate Admissions	UA/0001/211111/M	Nov-11	Nov-15	Sep-16	n/a	Sep-16
Research Staff Pay Review	HUMAN RESOURCES	HR/0006/020616/H	May 16	May 16	Sep-16	Sep-16	Sep-16