



UNIVERSITY OF
CAMBRIDGE

800 YEARS
1209 ~ 2009

Equality & Diversity Annual Review

2008/09



Foreward

The academic year of 2008–09 has seen significant and welcome progress in the University's work on equalities, following the establishment of a new governance body in the Equality and Diversity Committee and increased resources for our Equality and Diversity section. In line with our commitment to the fair and equal pursuit of academic excellence, this Annual Review outlines work undertaken to ensure the University is an inclusive and supportive institution for all its staff and students. Time and resources have been dedicated to securing our compliance with equalities legislation and the instigation of a wide range of activities aimed at increasing awareness of key issues and the engagement of our diverse community in this agenda. At the conclusion of this year, this report gives recognition to those positive achievements and the invaluable input of those members of our community whose contribution made this possible.

A handwritten signature in black ink that reads "Andrew Cliff". The signature is written in a cursive style with a long, vertical flourish at the end of the name.

Professor Andrew Cliff
Pro Vice Chancellor (Human Resources)
Chair of the Equality & Diversity Committee

The University's Equality & Diversity section, which sits within the Human Resources Division, has undergone much development in this academic year 2008-09. New team resources have enabled the work outlined in this Annual Review to take place, focusing on addressing the needs of our University community, raising the profile of equality and diversity issues and meeting our legal obligations under equalities law. These activities have resulted in the University being better placed to understand and respond to our diverse staff and students and as the Review indicates, work has taken place across the range of diversity 'strands' of race, gender, disability, sexual orientation, religion or belief and age. The University prides itself on being an exemplar academic institution that values the unique participation and contribution of every member of staff and student – this Annual Review reflects some of the efforts made to ensure that all who are part of the University feel equally welcome and included.



Indi Seehra

Director of Human Resources

Over the course of the 2008–09, the E&D section has brought together a skilled and committed team of people working to high professional standards, in order to support the University's equalities progress in line with its legal obligations. Drawing on specialist experience and expertise, the E&D team, working with the E&D Committee, has been able to advance policy development and implementation, access to information and training, consultation, communication and engagement across the collegiate University. Based on the work of previous years, the E&D section has been able to further develop the University's efforts to eradicate discrimination, advance equality and promote good relations between different groups. This positive work will continue in the period ahead which is likely to introduce significant legislative change and new challenges.



Sigrid Fisher

Head of Equality and Diversity

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Delegates participating in a workshop at the Women's Forum Conference in February 2009

1. Introduction

The University of Cambridge is committed in its pursuit of academic excellence to equality of opportunity and to a pro-active and inclusive approach to equality, which supports and encourages all under-represented groups, promotes an inclusive culture, and values diversity.¹

This is the first formal report to review University of Cambridge Equality & Diversity (E&D) activities following their significant expansion during 2008. This document is intended to serve a number of different purposes, including:

- Providing an introduction to the E&D section for those unfamiliar with its purpose, consultation mechanisms and modes of policy development.
- Explaining the objectives, projects and plans for the E&D section in the context of specific legal duties which apply to the University as an employer and education provider in receipt of public funds.
- Fulfilling the specific legal requirement to report on the University's Race Equality Policy and Gender and Disability Equality Schemes.
- Providing information about the University of Cambridge community (its staff, students and associates²) to inform discussion and focus policy development.

The E&D section is part of the Human Resources (HR) Division within the Unified Administrative Service (UAS); it is responsible for supporting University policy development in giving due regard to equalities legislation and the related needs of University staff, students and associates.

Equalities legislation comprises a large number of national and European Acts, regulations and statutory instruments. Legislation affecting the University in this area has expanded in recent years and continues to undergo significant further development, highlighting the need for a strategic approach to equalities issues in University employment and service provision. The E&D section has grown to meet this need and now comprises one Head of Section, two Established University Officers, and 1.5FTE clerical support staff. Additionally, the Women in Science Engineering & Technology Initiative (WiSETI) and the Disability Resource Centre (DRC) Manager are now managed through the E&D section head.

This growth in E&D resourcing reflects a common trend amongst other UK Higher Education Institutions (HEIs), where equal opportunities roles have been strengthened to adequately respond to increased legal obligations, developments and accountability.

¹ <http://www.admin.cam.ac.uk/offices/hr/policy/equal.html>

² Including all other individuals contributing to and/or involved with University of Cambridge teaching, administration, research or related services.



2. E&D at the University of Cambridge

The E&D section services the Equality & Diversity Committee, which was established in 2008 for the purpose of providing strategic governance to the University on equalities issues as they arise. The E&D Committee reports to the University's HR Committee which in turn reports to the General Board (GB) and Council (C).

Following establishment through 2008/09, the E&D Committee membership came to consist of:

Class	Member	Name	Description
	Chair	Professor Andrew Cliff	Pro VC (Human Resources)
GB	Three members appointed by the General Board ensuring balance of representation across the Schools	Professor Jeremy Sanders Professor John Bell Dr Lorraine Gelsthorpe	Chemistry Law Criminology
C	Two members appointed by the Council (one on the nomination of the Colleges Committee)	Professor Athene Donald Professor Janet Todd	Physics Lucy Cavendish College
<i>Ex officio</i>	The Registrary, or duly appointed Deputy	Ms Kate Carreno	Fitzwilliam Museum
	One Graduate representative appointed by Graduate Union	President of the Graduate Union	
	One Undergraduate representative appointed by CUSU	CUSU Women's Officer	
In attendance:			
	Director of Human Resources	Indi Seehra	
	Head of Equality & Diversity	Sigrid Fisher	Secretary

The E&D section is a policy development resource and advisory unit, and seeks to engage all University members in promoting a positive and fully inclusive work and study environment, free from unlawful discrimination, victimisation or harassment. It is resourced and managed through the HR Division, and engages with the needs of staff and students as covered by the wider equality legal duties for education.



Professor Dame Nancy Rothwell , speaking at the Annual WiSETI Lecture in March 2009

3. Drivers

The Equality & Diversity section aims to contribute to the effective operation of the University community as a whole, i.e. staff, students and all visitors to the University. This supportive role for the E&D section may be defined within three broad purposes, or ‘drivers’.

Driver A Legal compliance
Guide the University in its proportionate response to all equalities legislation
Driver B Risk management
Provide robust equality and diversity information and expertise to inform risk management in this area
Driver C Equalities excellence
Develop a high standard of equalities practice with the aim of promoting the University of Cambridge as an inclusive employer and academic service provider

The University has a legal duty to identify and publish evidence of credible action to eliminate any unlawful discrimination, harassment and victimisation from the University community. Efficient policy development will respond to the needs of this community, so inclusive and focused promotion of equal opportunities engagement and consultation with staff and students is essential. The E&D section has worked hard in recent months to refresh relationships with staff and student groups (‘networks’) organised around specific criteria falling within current equalities legislation – including ethnicity, gender, disability, sexual orientation, age and faith. The aim is to provide an access point where issues or concerns can be raised and contribute to University policy development via the E&D section. The reports on the Equality Schemes below make reference to a number of these consultation groups/networks. Development of such communication channels is essential to ensure that University equalities policy is developed with reference to University needs as well as meeting legal obligations.

4. Equalities Legislation

The E&D section is tasked with providing expertise regarding the University's specific duties as an employer and public education provider, as they arise from current legislation and anticipated future legal developments. Equality duties arise from a variety of key pieces of legislation including but not exclusively:

Race Relations Act 1976 and Race Relations (Amendment) Act 2000³

Equal Pay Act 1970

Sex Discrimination Act 1975

Employment Equality (Religion or Belief) Regulations 2003

Employment Equality (Sexual Orientation) Regulations 2003

Disability Discrimination Acts 1995 and 2005⁴

Special Educational Needs & Disability Act 2001

Employment Equality (Age) Regulations 2006

Gender Recognition Act 2004

Equality Act 2006⁵

Civil Partnerships Act 2004

The University is responsible for taking steps to prevent discrimination, harassment and victimisation arising anywhere in the University and may be held vicariously liable for breaches of equalities law. As an institution in receipt

of public funds, the University is also obliged to develop, review and publish regular reports defining how the institution is working to identify and eradicate discrimination and promote equality of opportunity and good relations between different groups. These specific duties are:

Race Equality Duty

The University must publish a Race Equality Policy and Action Plan defining how it intends to eliminate racial discrimination and promote equality of opportunity and good relations between people of different racial groups.

Gender Equality Duty

The University must publish a Gender Equality Scheme and Action Plan defining how it intends to promote and measure gender equality, identify any unequal pay between men and women, and address the causes of any unequal pay.

Disability Equality Duty

The University must publish a Disability Equality Scheme and Action Plan defining how it intends to promote and measure disability equality, engage disabled people in its disability equality policy development and practice, eradicate prejudice and ensure equal access to all services for disabled people.

³ Incorporates Race Equality Duty and the requirement to publish and report on a Race Equality Policy & Action Plan (2002)

⁴ Incorporates Disability Equality Duty and the requirement to publish and report on a Disability Equality Scheme & Action Plan (2006)

⁵ Incorporates Gender Equality Duty and the requirement to publish and report on a Gender Equality Scheme & Action Plan (2007)



Vice-Chancellor Professor Alison Richard addressing the audience at the Inaugural Race Lecture 2009

The legally required reports covering these three Duties are provided in the following sections of this Review. The University is also working to merge the separate Race, Gender and Disability Equality Schemes into one Combined Equality Scheme in 2009/10, in line with the current migration of equalities legislation towards a single Equality Bill.

Equality Impact Assessments (EqIA)

All three Equality Duties include the requirement to undertake Equality Impact Assessments (EqIA): the University must establish a formal impact assessment process for all relevant University policies, functions and procedures to ensure their development and implementation conform to equalities legislation with regard to race, gender and disability and do not disadvantage or discriminate against, or have any unjustifiable differential or unlawful adverse impact upon, any particular groups.



Diane Abbott MP, speaking at the University of Cambridge Inaugural Race Lecture 2009

5. Race Equality Policy⁶ (June 09 annual report)

With the strategic guidance of the E&D Committee, the E&D section continues to develop and pursue the University's Race Equality Policy and Action Plan⁷. The Staff Race Equality Action Group continues to provide advice on race equality issues. In 2008, its terms of reference were reviewed which led to its reconstitution as the Race Equality Implementation Group (REIG). REIG was instrumental in initiating and planning the University's inaugural Race Lecture aimed at raising the profile of race equality issues throughout the University. This event, which looked at the relationship between equality and academic freedom, was hosted by the Vice Chancellor Professor Alison Richard with Diane Abbott MP as the guest speaker, and attracted 70 attendees.

As part of the strategy to raise the profile of race equality issues and engage more staff in this agenda, the University launched a Black and Minority Ethnic (BME) Staff Network in May 2009, at which Trevor R Hall CBE spoke on the value to institutions of effective staff networks. The aims of the network are both to promote the inclusion, participation of and support for BME staff, and to contribute to University policy development (via the E&D section) by maintaining a standing consultative body⁸.



Diane Abbott MP and Professor Alison Richard at the Inaugural Race Lecture 2009



⁶ <http://www.admin.cam.ac.uk/reporter/2002-03/weekly/5924/15.html>

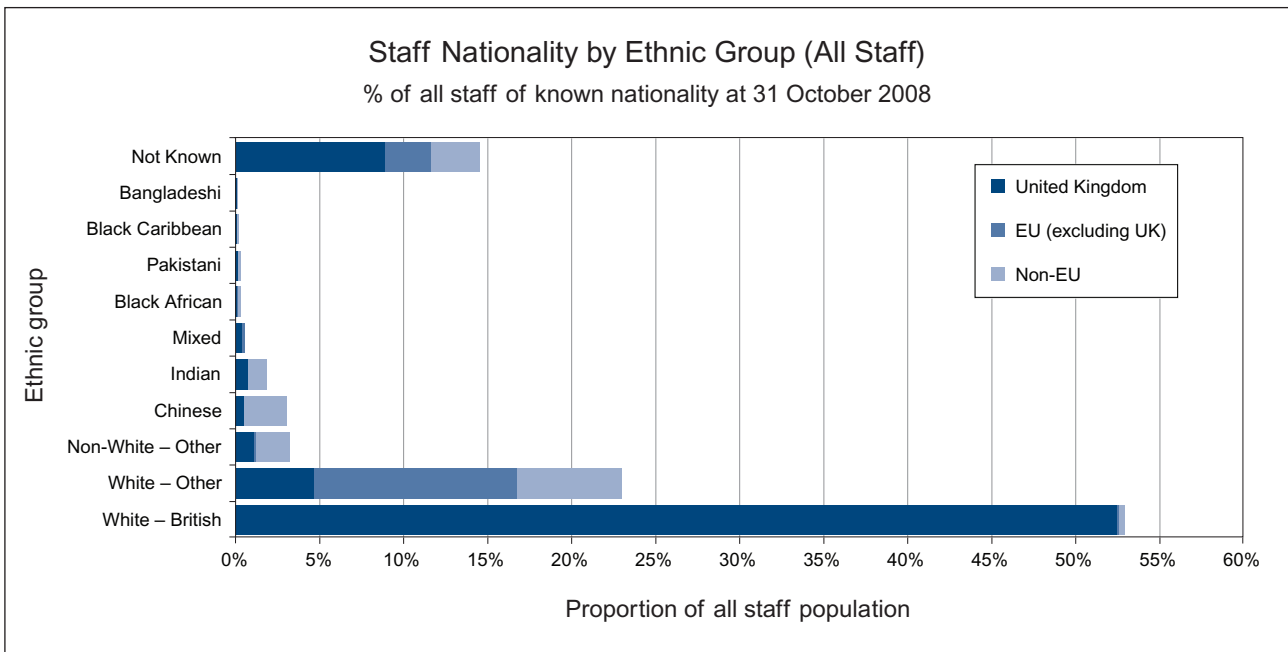
⁷ <http://www.admin.cam.ac.uk/offices/hr/policy/race/>

⁸ More information on the BME Staff Network can be found at www.admin.cam.ac.uk/offices/hr/equality/race/networks.html

Data figure 1 – Staff Nationality by Ethnic Group

This provides a simple illustration of the ethnic diversity of University staff. The nationality dimension is included to inform discussion of provision of services which may benefit some nationals more than others.

At the 31 October 2008 census date ethnicity was known for over 80% of University staff. Of these, over 90% described themselves as White British or White Other (including White Irish). Among the individuals who describe their ethnicity as other than White British or White Other, 34% were UK nationals, and 63% were non-EU nationals; very few were nationals of other EU states.



Data figure 2 – Staff Ethnicity and Comparable Demographic Groups

This figure illustrates the degree to which ethnic diversity in University staff reflects the demographics of its various recruitment pools. The University shows a significantly higher proportion of staff describing themselves as ‘White – Other’ than may be expected given the broader geographical population profiles. The data does not support conclusions that the University is substantially ‘Whiter’ than the city, region or country at large, but the greater proportion of ‘White – Other’ within University staff does reflect the scope of University recruitment beyond national boundaries, and may suggest this recruitment follows cultural lines.

Cambridge Staff Ethnicity and Comparable Demographic Groups								
	Academic Staff	Academic Related Staff	Assistant Staff	Research Staff	All Staff	Camb. City	East of England	All England
Bangladeshi	-	0.3%	-	0.2%	0.1%	0.9%	0.3%	0.6%
Black Caribbean	-	0.3%	0.3%	0.3%	0.2%	0.5%	0.5%	1.1%
Pakistani	0.1%	0.1%	0.1%	0.6%	0.3%	0.5%	0.7%	1.4%
Black African	-	0.5%	0.3%	0.5%	0.3%	0.7%	0.3%	1.0%
Mixed	0.9%	0.4%	0.5%	0.5%	0.6%	1.3%	0.8%	1.0%
Indian	2.4%	1.2%	0.8%	3.3%	1.9%	1.8%	0.9%	2.1%
Chinese	1.5%	1.6%	1.3%	7.1%	3.1%	2.1%	0.4%	0.4%
Non-White – Other	3.2%	1.4%	1.9%	6.0%	3.3%	2.8%	0.9%	1.4%
White – Other	27.3%	16.5%	16.2%	38.4%	24.9%	10.9%	3.7%	3.9%
White – British	64.5%	77.8%	78.6%	43.2%	65.3%	78.5%	91.4%	87.0%
<i>n (thousands)</i>					7	109	5,388	49,139

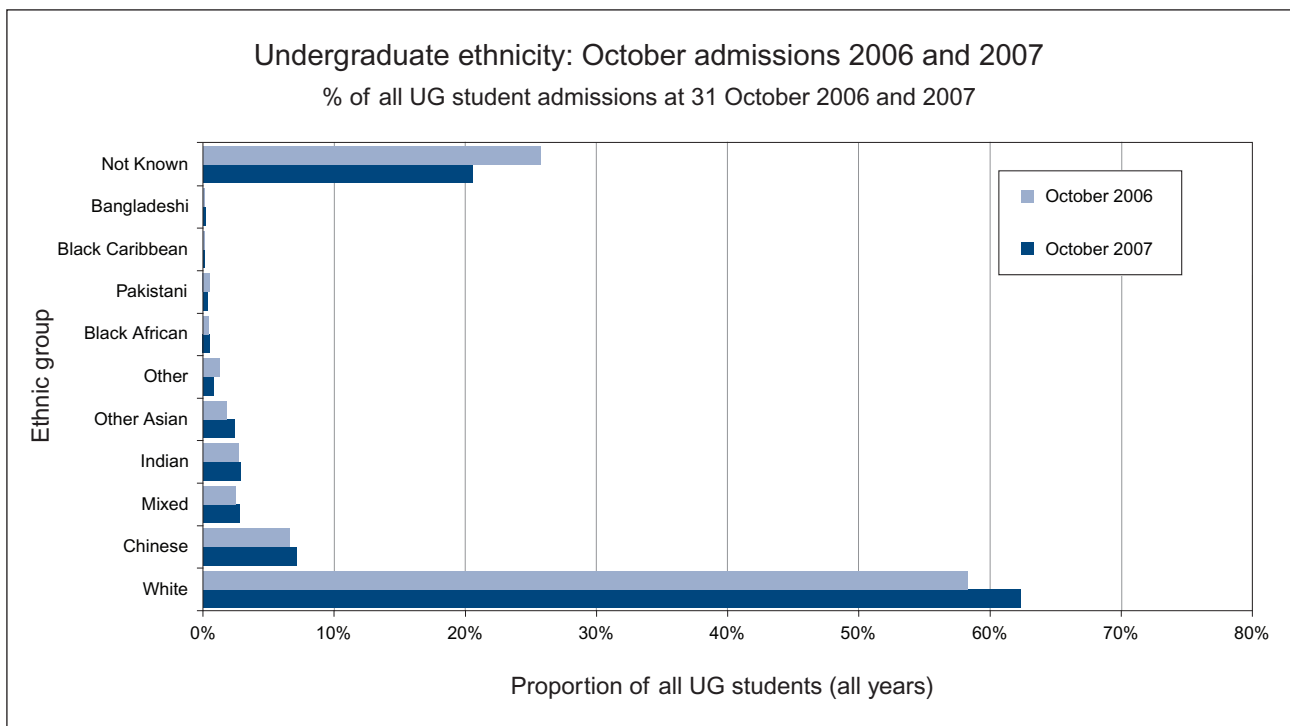
sources: CHRIS 31 October 2008, National Census 2001

The University has continued to expand its links with local BME community organisations including MENTER⁹, the Cambridge Ethnic Community Forum, the Cambridgeshire Traveller Education Service and CamCarib (the Cambridge Caribbean Association). This has provided a foundation to develop joint projects for the future – for example participation in the region’s annual Black History Month – and will build connections for the benefit of University staff and students.

The Group to Encourage Ethnic Minority Applicants (GEEMA) celebrated its twentieth anniversary in 2009. Since its inception the University’s proportion of BME students has increased to 15.5% in 2008 from 5.5% in 1989. GEEMA facilitates engagement by Cambridge Colleges with ethnic minority groups throughout the UK.

Data figure 3 – Undergraduate Ethnicity at Admission

This figure illustrates trends in Undergraduate ethnicity, comparing most recent data with the preceding year. Comparing October 2006 and 2007 intakes, it appears that record keeping has improved (indicated by a reduction in the Not Known category), but ethnic diversity has not changed greatly.



⁹ East of England Black and Minority Ethnic Network

In autumn 2008 Cambridge University Student Union's Black Students' Campaign, in partnership with the E&D and the Graduate Union, hosted a career development fair for Black and Minority Ethnic students. This initiative, aimed at improving the outcomes and destinations for University students, was attended by leading private and public sector organisations and attracted over 90 students.

Race Equality Policy & Action Plan Consultation

A number of race equality concerns were raised at the annual E&D Consultation Event in April 2009, including:

- the potential impact of the incoming Points Based Immigration System on BME staff and students;
- the low number of African and Caribbean students and staff;
- the need for high profile BME staff role models and mentoring schemes, and
- the role of nationality as a complicating factor compounding issues of race and ethnicity.

These issues will be taken forward into the Combined Equality Scheme Action Plan 2009/10.

Inclusiveness is essential if Black and Minority Ethnic staff and students are to fully contribute to University life and maximise their experience whilst at Cambridge. Success as an international University requires the capacity to welcome and integrate staff and students from around the world. While it is successful in attracting staff and students from Europe, North America, Oceania, India and China, the University still needs to make progress engaging individuals of Pakistani, Bangladeshi, African and Caribbean backgrounds (see data figures 1 through 3 above). The E&D Section will continue to support the nurturing of an inclusive environment by engaging with BME staff and students and by working with local communities to promote the University as a centre of inclusive learning and scholarship.



6. Gender Equality Scheme¹⁰ (June 09 report)

In line with legislative obligations¹¹ to identify unequal pay and address its causes, the University carried out an Equal Pay Review in 2008¹². Although most groups showed little pay inequality when analysed by grade and occupational category (i.e. equal pay for equivalent work), the average pay for male staff was around a third higher than the average pay for female staff.

Equal Pay Review 2008: Average Salary by Gender	
Average Stipend Female	£28,247
Average Stipend Male	£37,157
% Difference	31.54%
Std Deviation Female	£11,581
Std Deviation Male	£18,358

source: Reporter 16 February 2009

This result illustrates a degree of occupational segregation. It is possible that this is symptomatic of gender discrimination for more senior roles, but it also reflects higher rates of part-time working amongst female staff.

In order to understand the situation in more detail, then identify and target any areas of concern, the Council suggested that the HR Committee establish a Gender Representation Review Group (GRRG). Separately, a group

was set up by the General Board to review all aspects of the Senior Academic Promotions process and procedures. The GRRG has made a number of recommendations to the HR Committee and will continue to meet throughout 2009 to consider further issues and initiatives that address gender representation. It will recommend positive action initiatives in order to meet that aim.



Indi Seehra, Director of Human Resources, addressing delegates at the Women's Conference in February 2009

¹⁰ <http://www.admin.cam.ac.uk/reporter/2007-08/weekly/6087/23.html>

¹¹ Equality Act 2006

¹² The report is available at <http://www.admin.cam.ac.uk/reporter/2008-09/weekly/6141/4.html>.

Data figure 5 – Staff Gender Profile by School/Institution

The following figure illustrates the tendency for Science Engineering and Technology (SET) disciplines to attract a greater proportion of male staff. The converse appears true for non-academics and also, though less marked, for non-SET disciplines.

Staff gender profile by School/Institution		
School / Institution	Female	Male
School of Arts & Humanities	48%	52%
School of Humanities & Social Sciences	56%	44%
Non-SET Schools	53%	47%
School of the Biological Sciences	51%	49%
School of Clinical Medicine	59%	41%
School of Physical Sciences	28%	72%
School of Technology	31%	69%
SET Schools	43%	57%
Unified Administrative Service	53%	47%
Other Institutions (Council)	67%	33%
Other Institutions (General Board)	53%	47%
Non-Schools	56%	44%
All Staff	48%	52%

Data figure 6 – Staff Gender Profile by Employment Type

The balance of Academic posts in favour of men is more pronounced than most Schools' overall gender balance, as illustrated in figure 5, above. This suggests that even in relatively 'gender-balanced' Schools, there is likely to be a degree of role segregation where male academics tend to be supported by female assistants and administrators.

Staff gender profile by employment type		
Employment Type	Female	Male
Academic	26%	74%
Clinical Academic	21%	79%
All Academic	26%	74%
Academic Related	49%	51%
Assistant CS	86%	14%
Assistant M	41%	59%
Assistant T	37%	63%
All Assistant	61%	39%
Non Clinical Researcher	44%	56%
Clinical Researcher	32%	68%
All Research	44%	56%
All Staff	48%	52%

Representation across the spectrum of University functions is the next step in realising equality for women. The University is nearly at parity between the genders in terms of total staff numbers but the proportion of women in senior roles in both administrative and academic areas is disproportionately small. This asymmetry leads to the few female staff who are in senior positions being overburdened with requests for participation in senior committees and decision making bodies. The E&D Section will work with the Gender Representation and Review Group and the Women's Network to support the University in addressing the issue of representation and equal value across genders.



Women's Conference delegates with keynote speaker Christina Dodwell at the Women's Conference in February 2009



Data figure 7 – Gender Representation on Senior University Committees (April 2009)

This table illustrates the low female representation on University senior decision making bodies. Each committee/ group has unique mechanisms for selecting members. Some are comprised of nominated individuals; some are wholly ex officio; many are a combination of these and other systems. The reasons for the gender imbalance in these groups are complex. The E&D team and the GRRG continue to develop practical remedial policy recommendations in this area.

Senior Committees	%Female
Council	33%
General Board	7%
Audit Committee	13%
Finance Committee	25%
Board of Scrutiny	42%
Planning & Resources Committee	7%
Resource Management Committee	8%
Human Resources Committee	25%
Buildings Committee	0%

Councils of Schools	%Female
Arts & Humanities	14%
Humanities & Social Sciences	13%
Biological Sciences (March 08)	25%
Clinical Medicine	23%
Physical Sciences	7%
Technology	19%

The Gender Equality Scheme¹³ aims to increase support for gender sensitive career development. The Springboard (for women) and Navigator (for men) programmes that facilitate career planning and support attainment¹⁴ continue to provide personal and professional training opportunities for staff¹⁵ and students¹⁶ across the University.

Explorer and author Christina Dodwell spoke at the University's 3rd Women's Conference in February 2009, to raise the profile of women's aspirations and achievements.

The University has also increased the provision of training and career support particularly in relation to understanding the impact of gender on teams and management structures, and post-doctoral and early career researcher progression. The Women's Network held a well-attended workshop on work-life balance in November 2008 building on its successful programmes in 2006/07 and 2007/08.

WiSETI

As part of a strategy to raise the profile of women in science, the University continues to provide support to the Women into Science Engineering and Technology Initiative (WiSETI). The annual WiSETI lecture, which is supported by the local science company, Schlumberger Cambridge Research, was

delivered by Dame Nancy Rothwell on 9 March. WiSETI has also partnered with Schlumberger to deliver a series of three joint career development workshops for women who are establishing themselves as independent scientists, in both academia and business. The first, in January 2009, was opened by the Vice-Chancellor, Professor Alison Richard, and Professor Athene Donald, the Director of WiSETI, in conversation about their career experiences, followed by small group discussions aimed at identifying particular areas of concern for women in science. Two further workshops took place in May and June focusing on career pathways and interpersonal skills and, due to their success, these are planned to be repeated in the 2009/10 academic year.

WiSETI piloted a CV-checking scheme for Lecturers and Senior Lecturers wanting to apply for promotion in the 2009 Senior Academic Promotions exercise with the aim of providing encouragement and professional advice for women wanting to apply. The WiSETI project has representatives in most 'Science, Engineering and Technology' departments, and these act as communication links to disseminate initiatives and collate information regarding departmental good working practices.

¹³ <http://www.admin.cam.ac.uk/offices/hr/equality/gender/>

¹⁴ Identified in the University's Equality Impact Assessment on Student Attainment as an example of good practice and positive action to address the lower attainment rates of women students at Cambridge

¹⁵ http://www.admin.cam.ac.uk/offices/hr/cppd/list.shtml#personal_development

¹⁶ <http://www.admin.cam.ac.uk/offices/hr/equality/programmes/>

Data figure 8 – Academic Staff Gender Profile in SET Schools

This table clearly illustrates the value in focussing on the SET/non-SET distinction with regard to gender occupational segregation: the non-SET female proportions are approximately double those of SET disciplines.

Academic Staff Gender Profile in SET Schools			
Academic Role	Cambridge Non-SET %F	Cambridge SET %F	SET National %F
Professor	20.4%	7.2%	8.1%
Reader	20.2%	14.9%	no national equivalent available
Senior Lecturer / Researcher	39.8%	18.7%	24.7%
Lecturer	47.5%	21.7%	24.7%
Researcher	60.2%	36.2%	30.4%

Note: no appropriate comparator for the Cambridge 'Reader' role is available at national level

WiSETI also partnered with the Cambridge Association of Women in Science & Engineering (AWiSE) to deliver three 800th anniversary events during the 2009 calendar year with the theme of 'Women in Science: past, present and future'. These looked at 'Ghosts of Women Past' with Dr Patricia Fara of the Department of History and Philosophy of Science and Senior Tutor at Clare College, and 'Current Routes to Success' which involved three speakers from industry and the University. The third event, planned for October 2009, will give young women at secondary school insight into careers in science and engineering.

In Easter term 2009, the WiSETI Project Officer successfully co-ordinated the University's renewal of its Bronze Award under the Athena SWAN¹⁷

Charter for recognising excellence in recruiting, retaining and progressing women in science.

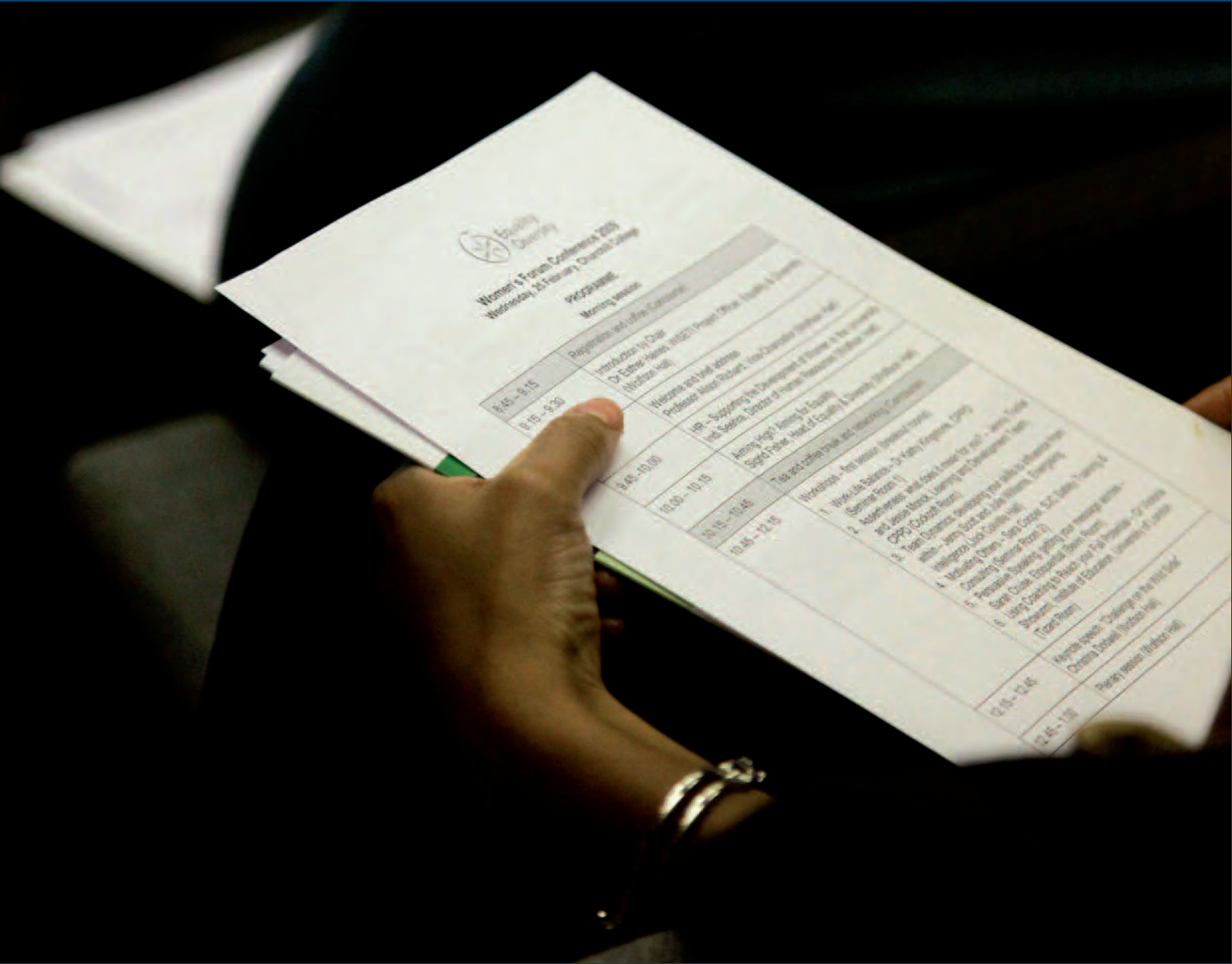
Gender Equality Scheme & Action Plan Consultation


The annual E&D Consultation event in April 2009 raised gender equality concerns in the following areas:

- under-representation of women in senior positions across the University and in its decision-making bodies
- difficulty in securing research posts with an interrupted publication history, for instance, as a consequence of maternity-related career breaks

These issues will be taken forward into the Combined Equality Scheme Action Plan 2009/10.

¹⁷ <http://www.athenaswan.org.uk/html/athena-swan/>




Women's Forum Colleenina Ellis
 Wednesday, 14 February, Queensland College

Programme

Morning session	
Registration and coffee & canapés	
8:45 – 9:15	Introduction by One Dr Colleen Ellis, WQCI Program Chair, Issues & Events (Hydrant Hall)
9:15 – 9:30	Welcome and brief address Professor Anne Pezzoni, Deputy-Chancellor (Hydrant Hall)
9:45 – 10:00	IPF – Supporting the Development of Women in the Workplace Prof. Susan, Director of Program Resources (Hydrant Hall)
10:00 – 10:15	Keynote Speech: Being an Equality Suzanne, Head of Equality & Diversity (Hydrant Hall)
10:15 – 10:45	Workshop – An issue beyond work (Seminar Room 1)
10:45 – 12:15	Panel – Women's Leadership 1. Work-life balance – Dr Vicky Ferguson & Dr 2. Aspirations, work-life balance and development – Dr 3. CPPO (Coastal Region) 4. Work-life balance – Dr Vicky Ferguson & Dr 5. Work-life balance – Dr Vicky Ferguson & Dr 6. Work-life balance – Dr Vicky Ferguson & Dr 7. Work-life balance – Dr Vicky Ferguson & Dr 8. Work-life balance – Dr Vicky Ferguson & Dr 9. Work-life balance – Dr Vicky Ferguson & Dr 10. Work-life balance – Dr Vicky Ferguson & Dr 11. Work-life balance – Dr Vicky Ferguson & Dr 12. Work-life balance – Dr Vicky Ferguson & Dr 13. Work-life balance – Dr Vicky Ferguson & Dr 14. Work-life balance – Dr Vicky Ferguson & Dr 15. Work-life balance – Dr Vicky Ferguson & Dr 16. Work-life balance – Dr Vicky Ferguson & Dr 17. Work-life balance – Dr Vicky Ferguson & Dr 18. Work-life balance – Dr Vicky Ferguson & Dr 19. Work-life balance – Dr Vicky Ferguson & Dr 20. Work-life balance – Dr Vicky Ferguson & Dr 21. Work-life balance – Dr Vicky Ferguson & Dr 22. Work-life balance – Dr Vicky Ferguson & Dr 23. Work-life balance – Dr Vicky Ferguson & Dr 24. Work-life balance – Dr Vicky Ferguson & Dr 25. Work-life balance – Dr Vicky Ferguson & Dr 26. Work-life balance – Dr Vicky Ferguson & Dr 27. Work-life balance – Dr Vicky Ferguson & Dr 28. Work-life balance – Dr Vicky Ferguson & Dr 29. Work-life balance – Dr Vicky Ferguson & Dr 30. Work-life balance – Dr Vicky Ferguson & Dr 31. Work-life balance – Dr Vicky Ferguson & Dr 32. Work-life balance – Dr Vicky Ferguson & Dr 33. Work-life balance – Dr Vicky Ferguson & Dr 34. Work-life balance – Dr Vicky Ferguson & Dr 35. Work-life balance – Dr Vicky Ferguson & Dr 36. Work-life balance – Dr Vicky Ferguson & Dr 37. Work-life balance – Dr Vicky Ferguson & Dr 38. Work-life balance – Dr Vicky Ferguson & Dr 39. Work-life balance – Dr Vicky Ferguson & Dr 40. Work-life balance – Dr Vicky Ferguson & Dr 41. Work-life balance – Dr Vicky Ferguson & Dr 42. Work-life balance – Dr Vicky Ferguson & Dr 43. Work-life balance – Dr Vicky Ferguson & Dr 44. Work-life balance – Dr Vicky Ferguson & Dr 45. Work-life balance – Dr Vicky Ferguson & Dr 46. Work-life balance – Dr Vicky Ferguson & Dr 47. Work-life balance – Dr Vicky Ferguson & Dr 48. Work-life balance – Dr Vicky Ferguson & Dr 49. Work-life balance – Dr Vicky Ferguson & Dr 50. Work-life balance – Dr Vicky Ferguson & Dr 51. Work-life balance – Dr Vicky Ferguson & Dr 52. Work-life balance – Dr Vicky Ferguson & Dr 53. Work-life balance – Dr Vicky Ferguson & Dr 54. Work-life balance – Dr Vicky Ferguson & Dr 55. Work-life balance – Dr Vicky Ferguson & Dr 56. Work-life balance – Dr Vicky Ferguson & Dr 57. Work-life balance – Dr Vicky Ferguson & Dr 58. Work-life balance – Dr Vicky Ferguson & Dr 59. Work-life balance – Dr Vicky Ferguson & Dr 60. Work-life balance – Dr Vicky Ferguson & Dr 61. Work-life balance – Dr Vicky Ferguson & Dr 62. Work-life balance – Dr Vicky Ferguson & Dr 63. Work-life balance – Dr Vicky Ferguson & Dr 64. Work-life balance – Dr Vicky Ferguson & Dr 65. Work-life balance – Dr Vicky Ferguson & Dr 66. Work-life balance – Dr Vicky Ferguson & Dr 67. Work-life balance – Dr Vicky Ferguson & Dr 68. Work-life balance – Dr Vicky Ferguson & Dr 69. Work-life balance – Dr Vicky Ferguson & Dr 70. Work-life balance – Dr Vicky Ferguson & Dr 71. Work-life balance – Dr Vicky Ferguson & Dr 72. Work-life balance – Dr Vicky Ferguson & Dr 73. Work-life balance – Dr Vicky Ferguson & Dr 74. Work-life balance – Dr Vicky Ferguson & Dr 75. Work-life balance – Dr Vicky Ferguson & Dr 76. Work-life balance – Dr Vicky Ferguson & Dr 77. Work-life balance – Dr Vicky Ferguson & Dr 78. Work-life balance – Dr Vicky Ferguson & Dr 79. Work-life balance – Dr Vicky Ferguson & Dr 80. Work-life balance – Dr Vicky Ferguson & Dr 81. Work-life balance – Dr Vicky Ferguson & Dr 82. Work-life balance – Dr Vicky Ferguson & Dr 83. Work-life balance – Dr Vicky Ferguson & Dr 84. Work-life balance – Dr Vicky Ferguson & Dr 85. Work-life balance – Dr Vicky Ferguson & Dr 86. Work-life balance – Dr Vicky Ferguson & Dr 87. Work-life balance – Dr Vicky Ferguson & Dr 88. Work-life balance – Dr Vicky Ferguson & Dr 89. Work-life balance – Dr Vicky Ferguson & Dr 90. Work-life balance – Dr Vicky Ferguson & Dr 91. Work-life balance – Dr Vicky Ferguson & Dr 92. Work-life balance – Dr Vicky Ferguson & Dr 93. Work-life balance – Dr Vicky Ferguson & Dr 94. Work-life balance – Dr Vicky Ferguson & Dr 95. Work-life balance – Dr Vicky Ferguson & Dr 96. Work-life balance – Dr Vicky Ferguson & Dr 97. Work-life balance – Dr Vicky Ferguson & Dr 98. Work-life balance – Dr Vicky Ferguson & Dr 99. Work-life balance – Dr Vicky Ferguson & Dr 100. Work-life balance – Dr Vicky Ferguson & Dr

7. Disability Equality Scheme¹⁸ (June 09 report)

The E&D Committee provides strategic guidance for disability policy and other equality strands within the University. This is complemented by the work of the Joint Committee on Disability (JCD) – which is a joint committee of General Board and Council – and its continuing efforts to provide advice on Disability Equality issues.

The Seventh Annual Disability Lecture, jointly sponsored by the University, the JCD and St John's College, was held in May 2009 at which Professor Alan Roulstone spoke on the impact of the economic downturn on disabled people. Attendees came from the University, the colleges, external agencies and the local community.

Drawing on findings from consultation with disabled staff and the relatively low level of disclosure of disability by staff within the University, a Disabled Staff Network¹⁹ was launched in June 2009. The aims of the network are to support the inclusion of Disabled staff and provide support to the University in developing policies by having a standing consultative body.



Data figure 9 – Proportion of Staff considered to be disabled, by School/Institution

All Schools and Institutions show similar rates of disability disclosure, and similar rates of employment of individuals with disabilities. With regard to the 'All Staff: Disabled' figure, the Higher Education Statistics Agency (HESA) places the University of Cambridge in the upper quartile for this measure amongst the twenty Russell Group universities, for which the mean average comparable figure is 2.4%.

Proportion of staff considered to be disabled, by School/Institution		
School / Institution	Disabled	Not Known
School of Arts & Humanities	2.7%	25.7%
School of Humanities & Social Sciences	5.2%	26.5%
Non-SET Schools	4.3%	26.2%
School of the Biological Sciences	4.0%	28.5%
School of Clinical Medicine	3.2%	26.3%
School of Physical Sciences	4.1%	32.3%
School of Technology	4.2%	29.7%

Data figure 9 continued over

¹⁸ <http://www.admin.cam.ac.uk/reporter/2006-07/weekly/6082/16.html>

¹⁹ <http://www.admin.cam.ac.uk/offices/hr/equality/disability/network.html>

SET Schools	3.9%	29.2%
Unified Administrative Service	4.4%	25.4%
Other Institutions (Council)	4.8%	24.7%
Other Institutions (General Board)	5.8%	20.9%
Non-Schools	5.0%	23.8%
All Staff	4.2%	27.5%

The Disability Resource Centre (DRC)²⁰ has provided support to over one thousand students across the University between 2007/08 and 2008/09. This support included over 3,000 hours of non-medical help, such as study skills and note-taking. The number of students receiving study skill support during 2008/09 was 235 per cent higher than during the previous year. Training has also been made available to staff working with disabled students across the collegiate University in topics ranging from admissions to mental health. Direct responsibility for supporting staff with disabilities has moved from the DRC to the HR Business Managers, and both E&D and the DRC have been assisting the Business Managers in this handover.

Disability Equality Scheme & Action Plan Consultation

The annual E&D Consultation event in April highlighted disability equality concerns in the following areas –

- the relatively low level of recorded disability
- concerns about the effectiveness of recording disclosure and co-ordinating information between different parts of the collegiate University
- the need for greater visibility of staff with disabilities to encourage disclosure and challenge stereotypes
- the need for clarity regarding the definition of disability and increased disability equality awareness

These issues will be taken forward into the Combined Equality Scheme Action Plan 2009/10.

Disclosure of a disability is an essential component in meeting the needs of staff and students. The University has low levels of recorded disability disclosure compared to other Russell Group institutions²¹. The E&D Section and the Disability Resource Centre will work to design systems and procedures that foster a work and study environment that is safe, encouraging of and responsive to both disclosure and disability.

²⁰ <http://www.admin.cam.ac.uk/univ/disability/>

²¹ University of Cambridge has the highest rate of No Disability Information as a proportion of total staff (24.5%) of the Russell Group (average 6.3%), followed by Warwick (20.5%) and Glasgow (19.6%) Universities, according to HESA records.

Data figure 10 – Disabled Students

The proportions of students with known disabilities have not changed a great deal between 2006/07 and 2007/08, but the University has been able to improve disclosure rates.

Disabled Students: 2006/07 and 2007/08		
Disability	2006/07	2007/08
No disability	68.7%	75.4%
A specific learning disability (e.g. dyslexia)	1.4%	1.4%
Blind/are partially sighted	0.1%	0.1%
Deaf/have a hearing impairment	0.2%	0.2%
Wheelchair user/have mobility difficulties	0.1%	0.1%
Mental health difficulties	0.1%	0.1%
An unseen disability e.g. diabetes, epilepsy, asthma	0.9%	0.8%
Multiple disabilities	0.1%	0.1%
Personal care support	0.0%	0.0%
A disability not listed above	0.7%	0.5%
Autistic Spectrum Disorder (includes Asperger's Syn.)	0.2%	0.9%
Known disability total	3.9%	4.2%
No known disability	27.4%	20.4%

source: Student Statistics tables UG20, UG21, PG16 and PG17

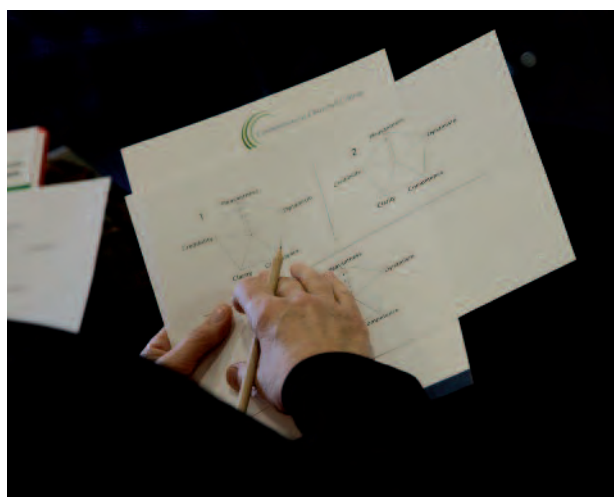


Professor Acton, Professor of Romany Studies, University of Greenwich, speaking at the first Gypsy, Roma, Traveller Symposium in June 2009

8. The Equality Bill

The Government's proposed Equality Bill was introduced in the House of Commons in April 2009. The purpose of this legislation is to harmonise and strengthen equality and discrimination law. Instead of separate instruments for Race, Disability and Gender, the Equality Bill will replace all existing equality legislation by defining a list of 'protected characteristics' on the basis of which it would be unlawful to discriminate. This will place age, marital status or civil partnership, religion/belief, sexual orientation and gender identity on equal legal terms with race, gender and disability.

The Equality Bill is currently at the Committee Stage and is expected to become law by autumn 2010²², incorporating specific implementation requirements such as Equality Schemes, monitoring and reporting, Equality Impact Assessments and benchmarking. In anticipation of this retirement of formal distinctions between equalities 'strands', the E&D Committee has endorsed the proposal to move to a Combined Equality Scheme and associated reporting structure from 2009/10. This will incorporate the current Schemes for Race, Gender and Disability and will allow for the future inclusion of all other strands or protected characteristics, in response to legal developments.



²² This schedule is not certain, given the potential for national policy change following the 2010 General Election.



9. Further E&D Activities at Cambridge

Equality Impact Assessments

During 2008–09, Schneider-Ross Consultants were engaged to assist the University in its equalities policy and compliance progress. The primary products of this relationship were three high level Equalities Impact Assessments (EqIA) focussing upon Staff Recruitment, Student Attainment and Student Admissions. These external assessments highlighted a number of areas of good practice as well as issues that required more focussed investigation, and the reports made specific recommendations. The University has now published these reviews²³ and the recommendations stemming from the findings have been considered and responded to by the relevant Committees.

In order to undertake these legally required procedures in-house in the future, the E&D section are developing Equalities Assessment tools, guidance and training. These are intended to assist UAS Divisions, Departments, Schools and Institutions to consider equalities issues when developing or reviewing policies, procedures and functions.

Data

The introduction of a new HR information system (CHRIS) and the recent regrading exercise have resulted in vast improvements in the quality of staff data available for equalities analyses. The E&D section have produced an initial Equality & Diversity Data Report for 2008–09 which provides a selection of data presentations, drawing together data from a

variety of sources to begin to illustrate some of the primary issues for investigation by the E&D section. These figures are intended to be accessible and proportionate to need. To improve accessibility and facilitate discussion of findings, all figures state the purpose for their inclusion as well as any significant conclusions they support. The report is available in full on the University's intranet²⁴ and abbreviated 'headline' statistics will be made available in an easily accessible format for the benefit of the collegiate University community.

Online training

As part of the University's strategy to improve University staff awareness of equalities law and how it may affect individuals, an online learning 'E&D Essentials' course was launched and is available to all University staff. Positive comments have been received from users who appreciate the clarity of the material, its relevance to the University and the flexibility offered by this delivery mechanism. Two further E&D online learning modules are being prepared for roll-out to staff in Michaelmas term 2010, one focusing on responsibilities for managers and another exploring further some of the equality and diversity issues raised in the first module.

All staff with a Raven account may access the E&D Essentials online learning module at the following address:

www.admin.cam.ac.uk/offices/hr/equality/programmes/essentials.html

²³ <http://www.admin.cam.ac.uk/offices/hr/equality/assessments/>

²⁴ www.admin.cam.ac.uk/offices/hr/equality

DisabledGo

In 2008, the University entered into an agreement with DisabledGo, an organisation that provides web-based access guides and information on buildings and facilities. Over 35 University buildings were surveyed and this information has been made publicly available on the website of DisabledGo in order to promote and facilitate the access of individuals and groups to University premises²⁵.

The “Cambridge & Diversity” 800 Project

As part of the University’s 800th Anniversary celebrations and supported by the 2009 Fund, the Cambridge & Diversity project celebrates and explores the distinguished history of an institution that has embraced the challenges of accepting differences. Over the course of 2009, the Project will explore the personal stories of past and present students and members of staff and highlight the institutional and societal contributions that these members of the University community have made to both their fields and the furtherance of equality and diversity.

Engagement events programme

One of the aims of the E&D Committee and the E&D section is to raise the profile of E&D at the University and to increase participation in this important agenda. The E&D section accordingly organised a wide range of different events, activities, training and networks during Easter Term 2009 in order to offer varied options for engagement, so as to maximise the potential for the University community’s involvement. The intention was to promote the message that the E&D section and team are a resource of the collegiate University, with objectives that sit alongside and do not conflict with the University’s mission and core business. This strategy was successful and enabled the E&D section to reach out to Schools, Departments and colleges, to work jointly with external bodies and to progress towards legislative compliance and best practice across all equalities strands.

The work of the Equality and Diversity Section sits within the broader University and equalities agenda. The following links provide access to University training and information and to relevant external organisations.

²⁵ <http://www.disabledgo.info/Education/Default.asp?TownID=2107&Code=>

10. The E&D Team and Useful Links



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E&D Consultant



Sarah Dickinson
WiSETI Project Officer



Gina Bosselman
E&D Consultant



John Harding
DRC Manager



Claire Hogg
Administrator



Peter Ibberson
E&D Consultant



Yvonne Johnson
E&D Events Co-ordinator

Equality and Diversity:
www.admin.cam.ac.uk/offices/hr/equality

On-line E&D Essentials:
www.admin.cam.ac.uk/offices/hr/equality/programmes/essentials.html

Equal Opportunities Policy and Codes of Practice:
www.admin.cam.ac.uk/offices/hr/policy/equal.html

“Cambridge & Diversity” Project 1209–2009:
www.diverse.cam.ac.uk

University of Cambridge, Disability Resource Centre:

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

DisabledGo:
www.disabledgo.info/Education/Default.asp?TownID=2107&Code=

Equality and Human Rights Commission:
www.equalityhumanrights.com

Equality Challenge Unit:
www.ecu.ac.uk

Equality & Diversity



This report was compiled at the conclusion of the 2008–9 academic year. It gained formal approval for publication from the University's E&D Committee in October 2009.

This document is available to download in large print at www.admin.cam.ac.uk/offices/hr/equality/ or telephone 01223 764091



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1209 ~ 2009

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Working for the University, working for you