



Equality & Diversity Information Report 2012-13

January 2014

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1.0 Foreword

This report presents the University of Cambridge Equality & Diversity (E&D) information for the 2012-13 academic year and details various initiatives the University has developed in this time across a number of diversity strands. These equality-related activities have been driven by the high level actions embedded in the Equality Objectives published in April 2012. These Objectives address our priority concerns, including the aim to engage an increasing number of senior colleagues and members of University governance bodies in this work.

The University's annual calendar of equality events has once again been rich with interesting and relevant speakers and topics; these are organised to encourage increased awareness and debate around important issues. I was particularly pleased with the University's high placing in the Stonewall 2013 Workplace Equality Index of top 100 UK employers, as well as the continued commitment to increase the number of departments achieving Athena SWAN awards.

The Equality & Diversity Information Report 2012-13 provides up to date and accessible equality information on our staff and student communities. I am very grateful to our Equality & Diversity Section, part of the University's Human Resources Division, for preparing this information for publication, and for their dedication to this work.

PROFESSOR JEREMY SANDERS
Pro-Vice-Chancellor for Institutional Affairs
Chair of Equality & Diversity Committee

2.0 Introduction

The University aims to be fair and non-discriminatory in its role as an employer, education provider and public body. It is committed to engaging all its members in promoting a positive and fully inclusive work and study environment, in line with the equality legal duties applicable to the higher education sector.

Alongside developing mechanisms for collecting and analysing relevant information, the University supports its staff and students through a wide range of activities including policy development and implementation, provision of training, senior engagement with Equality Champions and supporting network groups (Figure 1). In addition, the Equality & Diversity Committee oversees progress across all the protected groups, with a Gender Equality Group dedicated to monitoring Key Performance Indicators (KPIs) and recommending actions to increase the representation of women at all University grades. This is a report on all of these activities; it is produced and published by the 31st January each year in accordance with the Equality Act 2010 (Specific Duties).

2.1 Key activities and highlights 2012-13

In 2012-13 the University of Cambridge received national recognition from the Employers Network for Equality and Inclusion (ENEI), for engaging and working with staff and other University stakeholders. For the second consecutive year, the University was ranked 11th, and the highest scoring higher education institution in the 2013 Workplace Equality Index of top 100 UK employers compiled by Stonewall. The University also celebrated the successful renewal of its Athena SWAN Bronze Award in November 2012, followed by two departmental Bronze Awards (Chemistry and Materials Science and Metallurgy)¹, adding to the Silver Award which has been held by the Department of Physics since 2010. In April 2013 a further three Departments received Athena awards – Engineering, Clinical School and Veterinary Medicine – resulting in over 60% of staff employed in STEMM Departments which hold an award. A number of staff gender initiatives were commenced which are amplified later on in this report.

The University demonstrated its commitment to an inclusive environment for its staff and students by hosting a number of events during 2012-13. These included the annual Lesbian, Gay, Bisexual & Transgender (LGB&T), Disability, International Women's Day, WiSETI (Women in Science Engineering and Technology Initiative) and Race Lectures. Numerous other related termly events were held in collaboration with student, College, Network and community partners. These events provide opportunities for thoughtful discussion, audience engagement and an opportunity to raise awareness of the importance of equality and diversity issues at the University.

The University uses monitoring data and other qualitative information to gain further insight into developing policies and practices. Importantly, the provision of this information supports the University in gaining a broader understanding of and an ability to respond to the experiences, perspectives and requirements of its diverse students and staff.

¹ <http://www.cam.ac.uk/news/athena-swan-success>

For information on the definitions and methodology used in this report please refer to Appendix 2.

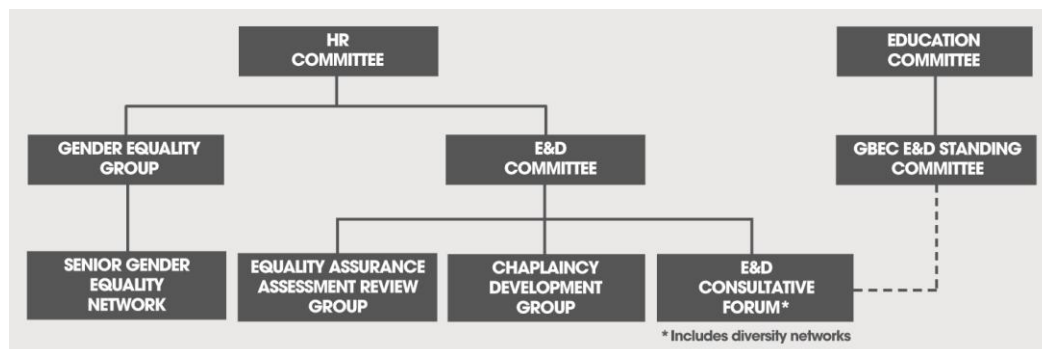


Figure 1 The University's E&D Consultation and Governance Infrastructure

3.0 Staff: key facts and figures

At the census date on 31 July 2013, the University had 10,166 employees, split between the four University staff groups. (Table 1)

Staff Group	Number of employees (headcount)
Assistant	3,436
Academic-related	1,568
Academic	1,670
Researcher	3,492
Total	10,166

Table 1 Number of staff employed by staff group as at 31 July 2013

3.1 Staff: gender

The University works closely with women at all levels to develop a clear strategy to raise gender concerns. This is supported by the Women's Staff Network (WSN)² which is focused on progressing the University's gender objectives³. WSN's activities include:

- International Women's Day and community initiatives
- Equal Pay briefings
- Informal mentoring and networking opportunities
- Consultation point for policy development
- Links with the Gender Equality Champion and other groups of women at the University

The WSN liaises with Professor Dame Athene Donald, the University's Gender Equality Champion. The high levels of uptake at events hosted by the WSN and targeted at women

² For more information visit <http://www.admin.cam.ac.uk/offices/hr/equality/networks/women/#introduction>

³ Which form part of the University's Combined Equality Objectives
http://www.admin.cam.ac.uk/offices/hr/equality/reports/objectives_201216.pdf

across the University (over 1200 attendees in 2012-13) show that women appreciate support with their personal and professional development.

Women who work specifically in the sciences are supported by the Women in Science, Engineering and Technology Initiative (WiSETI), established since 1999. This project focuses on women from undergraduate level to Professor, in the Science (including Clinical Sciences), Technology, Engineering, Medicine and Mathematics (STEMM) subject areas. WiSETI aims to redress an under-representation of women in employment and career progression in these disciplines. This underpins the University's commitment to Athena SWAN⁴ - a national scheme to promote women's careers⁵.

In 2010 the Gender Equality Group (GEG) was established as a permanent University committee, reporting directly to the HR Committee. Its membership reflects views and expertise from across the organisation and is chaired by the Gender Equality Champion. GEG's remit supports the promotion and progress of gender equality at the University. More specifically, GEG's recent priorities have included overseeing the production of Equal Pay Reviews⁶, analyses of staff data across all grades and disciplines and assessment of the gender equality implications of University employment practices and organisational culture. GEG has sought to identify and recommend changes in policy or procedures that address gender inequalities, as well as progress equalities training and positive recruitment⁷.

3.1.1 Staff gender initiatives

During the 2012-13 academic year the University developed and progressed a number of initiatives in the area of gender. Key to this work was the involvement of women staff from all grades and staff groups. Between June and December 2012, four consultation meetings were held with female staff from the University in response to issues identified by the University's Gender Equality Group (GEG) and Gender Equality Champion. The purpose of the meetings was to provide female staff with an opportunity to share their experiences of the University, in order to inform gender equality priorities. A report was subsequently presented to GEG and recommendations approved and implemented.

These recommendations included the provision of mentoring/sponsorship guidance for Academics who wished to develop their mentoring skills and participate as mentors in the the University's SAP CV Scheme⁸. This Scheme supports the career development of junior Academic staff through the University's Senior Academic Promotions (SAP) procedures.

In response to the consultations' findings, a series of workshops entitled 'New Perspectives', aimed at issues identified by female staff, were delivered on the following topics: Confident Ways of Working; Gaining Recognition; Making Connections, and Furthering Your Career. Work was also undertaken to develop a network for staff with caring responsibilities or other family-related considerations. This network, due to be launched in 2014, will seek to provide opportunities for sharing advice, support and best practice.

⁴ <http://www.athenaswan.org.uk/>

⁵ <http://www.admin.cam.ac.uk/offices/hr/equality/athena/#introduction>

⁶ <http://www.admin.cam.ac.uk/offices/hr/equality/cambridge/gender/>

⁷ For more information on the work of GEG visit www.admin.cam.ac.uk/offices/hr/equality/cambridge/gender/

⁸ <http://www.admin.cam.ac.uk/offices/hr/equality/wiseti/cv/>

The University has identified as a priority the need to address the under-representation of women in senior grades and improve the gender balance of the organisation at senior levels. To guide and support this work, the Senior Gender Equality Network (SGEN) was established. This consists of senior academic and administrative colleagues from across the University who are invited to support the progress of gender equality, increase senior engagement and develop as local gender equality champions. The SGEN initiative has the backing of the Vice-Chancellor, the Gender Equality Champion, Pro-Vice-Chancellor (Institutional Affairs) and the Equality Champions.

SGEN members participated in three development sessions where they identified priority areas for further action to progress gender equality. The findings were summarised and recommendations presented to GEG and the Vice-Chancellor.

The University recognises the importance of maintaining and expanding this Network, and a series of on-going engagement opportunities and communications for SGEN members will be offered to ensure their continued engagement. It is also planned that each School will identify designated local champions to link with the work of the Gender Equality Champion and GEG in order to introduce and embed good practice across the organisation.

3.1.2 Staff groups and grades by gender

At the census date, 48.8% of University employees were female; the proportion of each gender varied by staff group and grade. Men and women were almost equally represented in Academic-related roles, whereas 73.0% of Academic and 38.1% of Assistant posts were held by male staff (Figure 2).

The proportion of women within each grade broadly decreases between Grades 4 and 12 (Grade 8 being the exception). Female staff made up 71.8% of Grade 4 roles and 16.6% of Grade 12 roles (Figure 3).

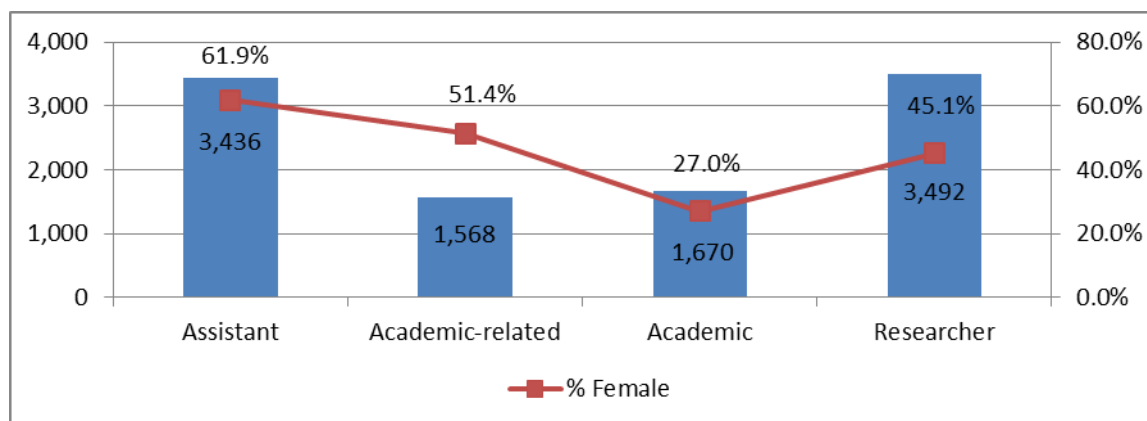


Figure 2 Number of staff and proportion of women in the staff groups

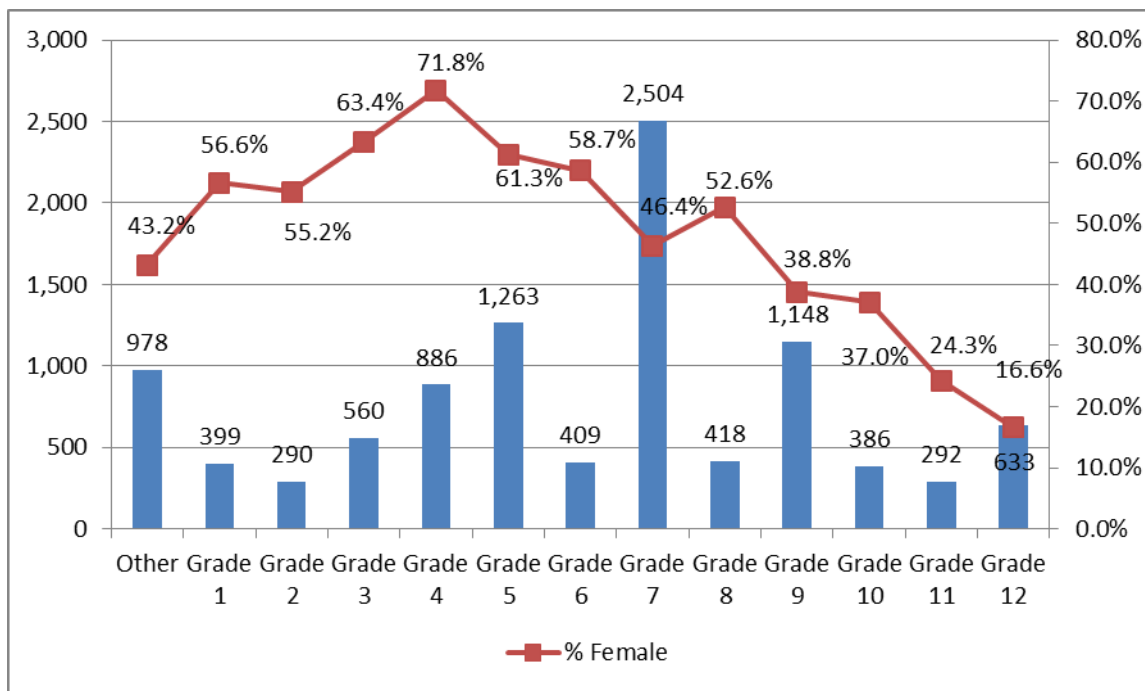


Figure 3 Number of staff and proportion of women across the staff grades

3.1.3 Academic staff type by gender

27.0% of Academic posts are held by women at the University. Women held 33.9% of all Lectureships and 15.3% of all Professorships (Figure 4). This compares to 29.2% and 15.1% respectively in these Academic roles in 2011. Russell Group figures for the period 2011-12 reported that 36.0% of all academic posts and 18.9% of all Professorships were held by women. 81.4% of all women Academic staff held Established posts, compared to 92.7% of men.

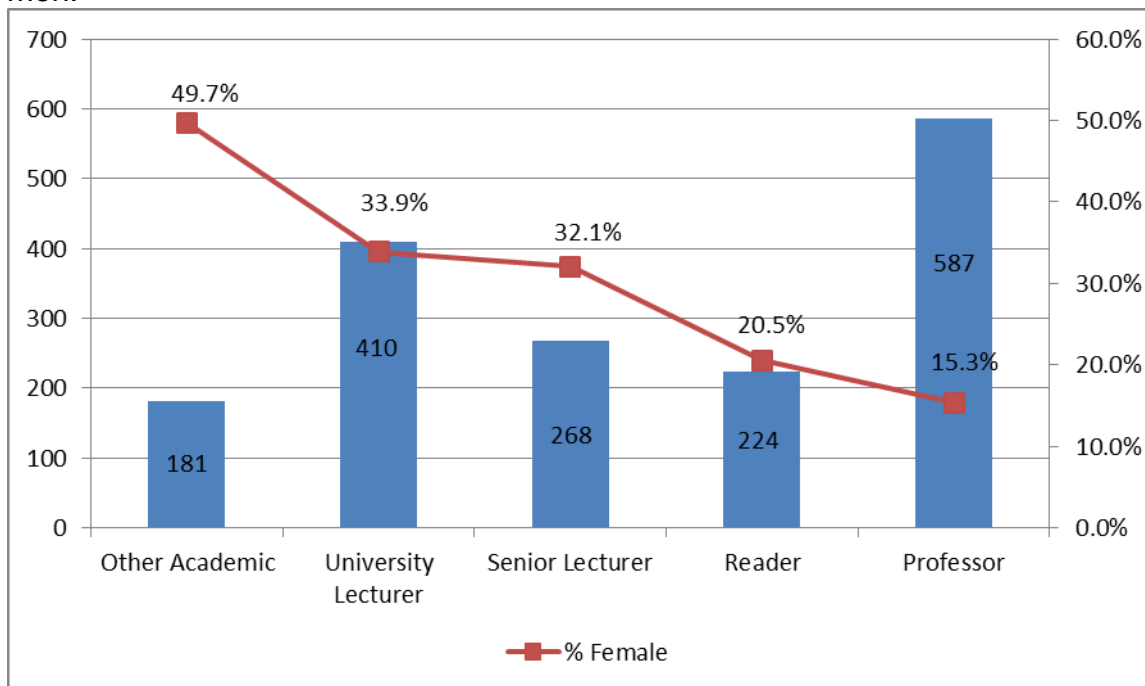


Figure 4 Academic staff type by gender⁹

⁹ The Other Academic category includes staff employed in teaching support roles, Assistant Directors of Research, Clinical Lecturers and other academic roles.

3.1.4 Staff contract type and hours by gender

24.1% of women staff were on fixed-term contracts, compared to 27.1% of men. Overall one in five employees worked full-time, with 29.9% of women on part-time contracts compared to 10.5% of men.

3.1.5 Staff by gender in STEMM and AHSS Schools

The percentage of women academics in Science, Technology Engineering, Mathematics and Medicine (STEMM) departments (19.0%) is proportionately less than those in Arts, Humanities and Social Sciences (AHSS) departments (38.0%), and the total number of women academics across all the University (27.0%).

3.1.6 Representation on senior University committees by gender

The percentage of women on senior committees ranged from 9.1% to 40.0% (Table 2).

Senior Committees	% Female	Councils of Schools	% Female
Council	34.1%	Arts & Humanities	38.5%
General Board	13.3%	Humanities & Social Sciences	14.3%
Audit Committee	20.0%	Biological Sciences	20.0%
Finance Committee	15.8%	Clinical Medicine	18.5%
Board of Scrutiny	18.2%	Physical Sciences	18.8%
Planning & Resources	21.1%	Technology	22.2%
Resource Management	9.1%	Note: The constitutions of senior University committees vary, but normally include a combination of appointed members, elected members and ex officio members	
Human Resources	40.0%		

Table 2 Percentage of female members on senior University committees (October 2013)

Many of those who sit on senior University committees are Heads of Departments, Institutions, Faculties or Schools.

3.1.7 Equal Pay Reviews

The University has conducted regular Equal Pay Reviews since 2008. These are produced by Human Resources and two groups have been established to oversee the Reviews: GEG and the University's Equal Pay Review Group (EPRG), which oversees the content of the reviews. EPRG comprises members of the Human Resources Division, Trade Union representatives, representatives from University Schools and Departments, as well as formal representation from GEG and the participation of staff from the E&D Section. On completion,

the Reviews are approved by the University's General Board and Council and published online and in the Reporter.¹⁰

3.2 Staff: ethnicity

Staff who have identified themselves as Black or Minority Ethnic (BME) are able to inform University policy and practice through involvement in various staff networks and diversity initiatives. The initiatives support staff by:

- Providing opportunities to discuss diversity issues at work or study
- Providing networking opportunities
- Contributing to policy development and implementation, e.g. through representation on the HR Review Group
- Participating in policy consultation, such as the University's Equality Assurance Assessments
- Arranging events to raise awareness and celebrate diversity, such as Black and Minority Ethnic History Season and Holocaust Memorial Day
- Contributing to staff development activities
- Developing links with local BME communities
- Coordinating informal buddying and mentoring initiatives for BME staff¹¹

3.2.1 Staff ethnicity initiatives

2012-13 saw a broadening of the focus of University work on race equality to cover Black, Asian, Chinese, Mixed and White Other ethnic groups, through a new initiative called *InterConnect*. This shift in emphasis was made to better reflect the legal definition of Black and Minority Ethnic (BME), which includes any group other than White-British. In addition, *InterConnect* was developed to engage individuals who may be affected by 'associative discrimination'; for example, White-British members of staff who are in relationships with individuals from another ethnic group are also legally protected from discrimination.

Interconnect reflects the complex and international environment of the University and enables it to meet its race equality duties more effectively. Work to date has included data analysis in order to fully understand the diversity of the University's international and ethnic staff. A University-wide working group was established to lead work on this initiative and an equal pay audit focussed on nationality and ethnicity was initiated.

¹⁰ For more information visit <http://www.admin.cam.ac.uk/offices/hr/equality/cambridge/gender/>

¹¹ For more information visit <http://www.admin.cam.ac.uk/offices/hr/equality/networks/bme/#introduction>

3.2.2 Staff ethnicity

Staff ethnicity is shown in Table 3 below. The percentages given are for staff with a known disclosed ethnic background. Currently the University of Cambridge does not hold ethnicity data for 18.9% of all staff due to staff selecting not to disclose that information.

Ethnicity	Headcount	% *
Arab	11	0.13%
Bangladeshi	10	0.12%
Black African	32	0.39%
Black Caribbean	18	0.22%
Chinese	266	3.23%
Indian	171	2.07%
Mixed	114	1.38%
Non-White Other	217	2.63%
Pakistani	32	0.39%
White - British	5,325	64.62%
White - Other	2,045	24.81%
Not Known	1,925	* % of total, excluding unknowns
TOTAL	10,166	

Table 3 Ethnicity of all staff, percentages exclude unknown

Overall, 10.6% of staff with a known disclosed ethnicity were Black and Minority Ethnic (BME), an increase from 9.5% in 2011, with Chinese staff forming the largest ethnic minority group.

In comparison 12.2% of all staff in 2011-12 were reported as BME within the Russell Group Universities.

3.2.3 Staff nationality

Staff belonging to 106 different nationalities were employed by the University at the census date. While nationality information was not held for 17.4% of all staff, for those with known nationality 69.7% were from the UK, 16.9% from countries within the European Union (EU) and 13.4% from non-EU nationalities.

3.2.4 Relationship between staff group, ethnicity and nationality

When 'unknowns' were excluded, 39.8% of BME staff were of UK nationality. Staff who reported their nationality as White-Other were predominantly from the EU (63.1%). These statistics highlight the large proportion of international staff that are employed by the University (Figure 5).

Over half of all BME and White-Other staff are Researchers (58.6% and 50.9% respectively), with only 40.8% of researchers being of UK nationality.

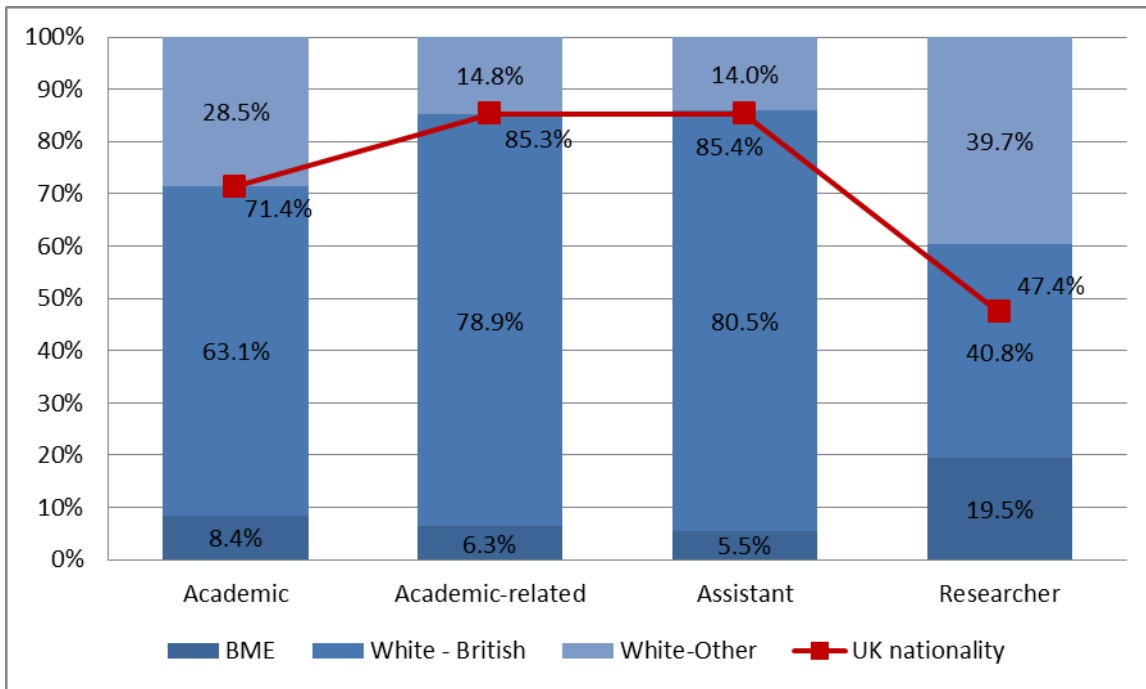


Figure 5 Relationship between staff group, ethnicity and UK nationality

3.2.5 Staff grade by nationality and ethnicity

BME staff were spread across the staff grades, with the largest proportion (18.3%) in Grade 7 posts (Figure 6). The percentage of staff with UK nationality also varied by staff grade.

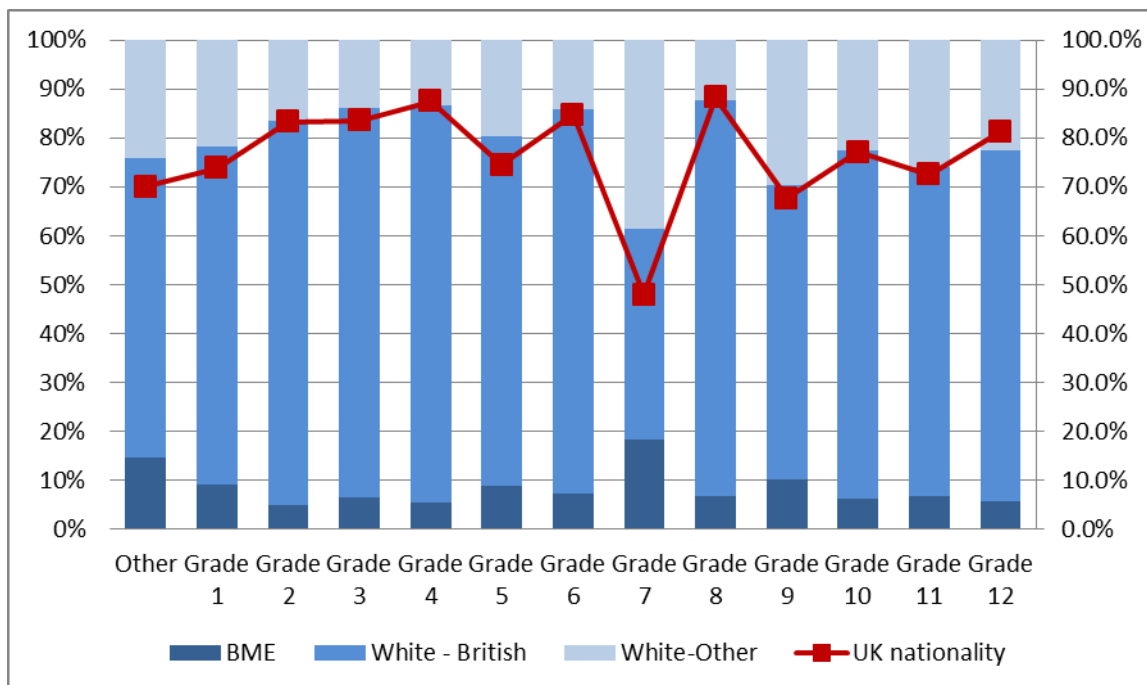


Figure 6 Ethnicity by grade and UK nationality (staff with unknown ethnicity and/or nationality excluded)

3.2.6 Staff contract type by ethnicity

62.2% of BME were on permanent (or open-ended) contracts compared to 83.4% of White-British staff – due to more BME staff being employed as Researchers, a staff group that has a greater proportion of employees on fixed-term contracts.

3.3 Staff: disability

Staff who disclose a disability can seek support from the University's Disabled Staff Network (DSN).¹² Since its inception, the Network has provided support and advice to disabled staff at the University and acted as a forum for consultation between staff, the Equality and Diversity Committee and the wider University by:

- Providing a regular forum for discussing diversity issues at work or study
- Providing networking opportunities
- Raising issues in a safe environment
- Contributing to policy development and implementation
- Arranging events to raise disability awareness
- Contributing to staff development activities

3.3.1 Staff disability initiatives

During 2012-13, the University established a Wellbeing Steering Group to support the needs of disabled staff. This brought together different support services including Occupational Health, Human Resources, the Staff Counselling Service, the Chaplain to the University Staff, the trade unions and the E&D section. The University developed a Wellbeing Strategy, and organised events and activities to promote staff wellbeing through the development of People Matter Week (PMW)¹³.

The Disabled Staff Network supported these initiatives, as well as participating in a disability focussed career workshop as part of PMW. The Network is part of the HR Review Group involved in the development of University policy. The DSN also hosts and formally attends various events, including the University's Annual Disability Lecture.

¹² For more information visit <http://www.admin.cam.ac.uk/offices/hr/equality/networks/disabled/#introduction>

¹³ For the programme of PMW visit http://www.admin.cam.ac.uk/offices/hr/equality/documents/publications/people_matter_week_2012.pdf

3.3.2 Staff disability

293 or 2.9% of all staff at the University had disclosed a disability as at 31 July 2013. Of these, 49.1% had an unspecified disability. In comparison, 18.3% of the 2011 working age UK population had a disclosed disability, of whom 46.5% were in employment¹⁴. Figures for the Russell Group for 2011-12 reported a disclosed rate of disability of 2.7%.

Please note that because of the small numbers of staff in some of the disability categories, this information has been aggregated and is presented as percentages.

Disability Category	%*
Blind or serious visual impairment	1.0%
Cognitive impairment (such as autistic spectrum disorder or head injury)	1.4%
Deaf or serious hearing impairment	7.2%
General learning disability (such as Down's syndrome)	0.3%
Long-standing illness or health condition (such as cancer, HIV, diabetes)	17.4%
Mental health condition (such as depression or schizophrenia)	4.1%
Physical impairment or mobility issues (such as difficulty using arms)	9.2%
Specific learning disability (such as dyslexia or dyspraxia)	10.2%
Unspecified disability	49.1%
Total	100.0%
<i>* % of staff who declared a disability, excluding unknowns</i>	

Table 4 Staff with disclosed disability, by proportion in each disability category

3.3.3 Staff groups, grade and contract type by disability

Percentage of staff with disclosed disability varied somewhat between the staff groups, with Researchers reporting the lowest proportion (1.8%) compared to Assistant roles with the highest proportion (3.9%).

There was no clear relationship between staff who had declared a disability and their staff grade.

23.2% of staff with a disability worked part-time, compared with a figure of 20.0% for all staff. 12.6% of staff with a disability were on fixed-term contracts, compared to 25.6% for staff overall.

3.4 Staff: age

The median age of staff at the University of Cambridge at 31 July 2013 was 41 years, with a mean of 43 years. Figure 7 shows the age distribution of staff against the proportion of female staff in each age group. Average age varied across the staff groups.

¹⁴ <http://www.ons.gov.uk/ons/rel/lmac/people-with-disabilities-in-the-labour-market/2011/index.html>

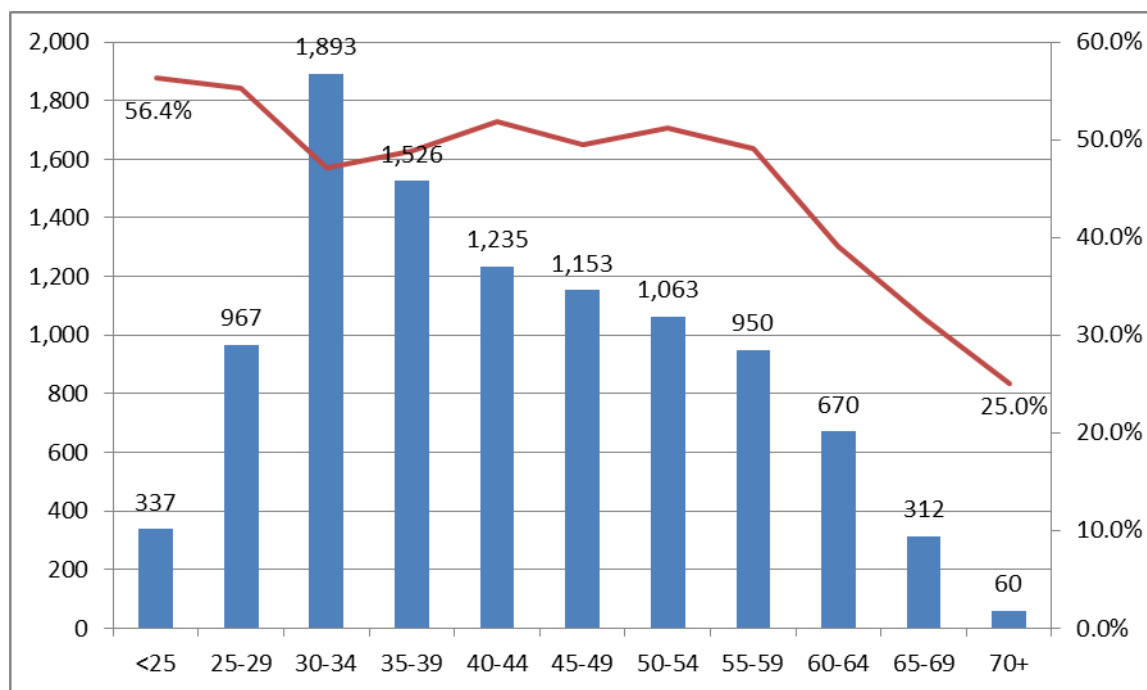


Figure 7 Staff age profile for all staff and proportion of female staff

3.5 Staff: supporting staff and addressing information gaps for other equality areas

The Equality Act (2010) introduced a Public Sector Equality Duty which expanded the range of equality characteristics that apply to HE institutions. The protected characteristics defined under Section 4 of the Equality Act 2010 are:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief (including lack of belief)
- Sex
- Sexual Orientation

Since 1 August 2012, as requested by the Higher Education Statistics Agency (HESA), the University has provided an opportunity (through the online Employee Self-Service system) for existing staff to provide information on sexual orientation and religion or belief. This was recently extended to include gender identity. These data will also be sourced from new staff members who voluntarily wish to disclose this information within the recruitment process.

Public reporting against these categories will be undertaken when sufficient data becomes available. Currently the University holds Sexual Orientation and Religion or Belief data for 4.7% and 4.6% of staff respectively.

Internally, the University monitors and collects information regarding staff training and development, staff retention, Senior Academic Promotion and turnover (including those who

take maternity leave). This information is reviewed and monitored by key University committees, including GEG which focuses specifically on gender issues.

Staff who identify as Lesbian, Gay, Bisexual and/or Transgender (LGB&T) are supported by the LGB&T Staff Network and by an Equality Champion contact for the Network. The Network provides support and advice to LGB&T staff at the University and acts as a forum for consultation between staff and the University's governing bodies. The Guidance on gender reassignment for staff was also developed in 2012 and formally launched during the year¹⁵.

Faith and Belief in Practice is the project through which the collegiate University undertakes to fulfil its commitment to religion or belief equality. This falls within the remit of the Chaplaincy Development Group (CDG), which is a partnership between the University, Trinity College and Great St Mary's Church. CDG oversees joint work on faith and belief in practice and supports the role of the Chaplain to University Staff, who works with E&D on matters of faith and belief for staff and students. The CDG reports to the Equality & Diversity Committee.

The CDG also produces a calendar of significant dates, in order to help with the planning of University activities and functions¹⁶. E&D works with the CDG to host the *Face to Faith* series of discussions. These provide an opportunity to explore the co-existence between people of different faiths and beliefs, and those with none. These events have included discussions on 'Hate Crime in Contemporary Society' and 'New Gods: Religious Change in Britain since the 1980s'.

Guidance on Religion or Belief for Staff was also developed. This provides information on good practice to support staff and institutions in implementing the University's Equal Opportunity Policy in relation to Religion or Belief. It includes information for managers and staff and links to religious premises provided by the University¹⁷.

3.6 Staff: summary of initiatives

The following provides a summary of the initiatives highlighted in the staff diversity sections above. Progress against these and new activity, will be presented in next year's report.

<p>Gender</p>	<ul style="list-style-type: none"> • Establishment of the Senior Gender Equality Network (SGEN). Its role is to support the progress of gender equality, increase senior engagement and develop local gender equality champions. • Consultation meetings with female staff from the University in response to issues identified by the University's Gender Equality Group (GEG) and Gender Equality Champion.
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¹⁵ <http://www.admin.cam.ac.uk/offices/hr/equality/reassignment/>

¹⁶ For more information visit <http://www.admin.cam.ac.uk/offices/hr/equality/characteristics/belief/#introduction>

¹⁷ <http://www.admin.cam.ac.uk/offices/hr/staff/belief/>

	<ul style="list-style-type: none"> • Provision of mentoring/sponsorship guidance for Academics who wished to develop their mentoring skills and participate as mentors in the University's SAP CV Scheme¹⁸. • Series of 'New Perspectives' workshops aimed at issues identified by female staff. • The development of a network, 'Family Ties', for staff with caring responsibilities or other family-related considerations was begun.
Ethnicity	<ul style="list-style-type: none"> • <i>InterConnect</i> initiative developed to broaden the focus of University work on race equality to cover Black, Asian, Chinese, Mixed and White Other ethnic groups • <i>Interconnect</i> has been led by a University-wide working group and an equal pay audit focussed on nationality and ethnicity was initiated.
Disability	<ul style="list-style-type: none"> • A Wellbeing Steering Group to support the needs of disabled staff established. • Development of a Wellbeing Strategy, and organised events and activities to promote staff wellbeing through the development of People Matter Week (PMW)¹⁹.
Other diversity initiatives	<ul style="list-style-type: none"> • Guidance on Religion or Belief for Staff developed to provide information on good practice to support staff and institutions. • Partnership working on LGB&T History Month in Cambridge in partnership with the Encompass Network, the City Council, Fire Service and other public bodies and community groups. • The Guidance on gender reassignment was formally launched • <i>Face to Faith</i> series of discussions were held investigating different faiths and beliefs and exploring their role in society or higher education.

¹⁸ <http://www.admin.cam.ac.uk/offices/hr/equality/wiseti/cv/>

¹⁹ For the programme of PMW visit http://www.admin.cam.ac.uk/offices/hr/equality/documents/publications/people_matter_week_2012.pdf

4.0 Students: Introduction

The interchange between equality and diversity, and education issues are brought together at the General Board’s Education Committee’s Standing Committee on Equality and Diversity.

The Equality and Diversity section works with the General Board’s Education Committee’s Standing Committee on Equality and Diversity and via E&D Student Links, one of the University’s Diversity Networks, to support the University in progressing equality and provide a formal channel for involving students. Student Links is a group that brings together representatives from Cambridge University Students’ Union (CUSU) and the Graduate Union (GU) with other University liberation campaigns and equality groups. As one of the University’s Diversity Networks, it supports the University in progressing equality and provides a formal channel for involving students.

There are a number of student networks and campaigns which form part of 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 2.

4.1 Students: gender

4.1.1 Admissions and applications

Undergraduate Admissions (October 2012)

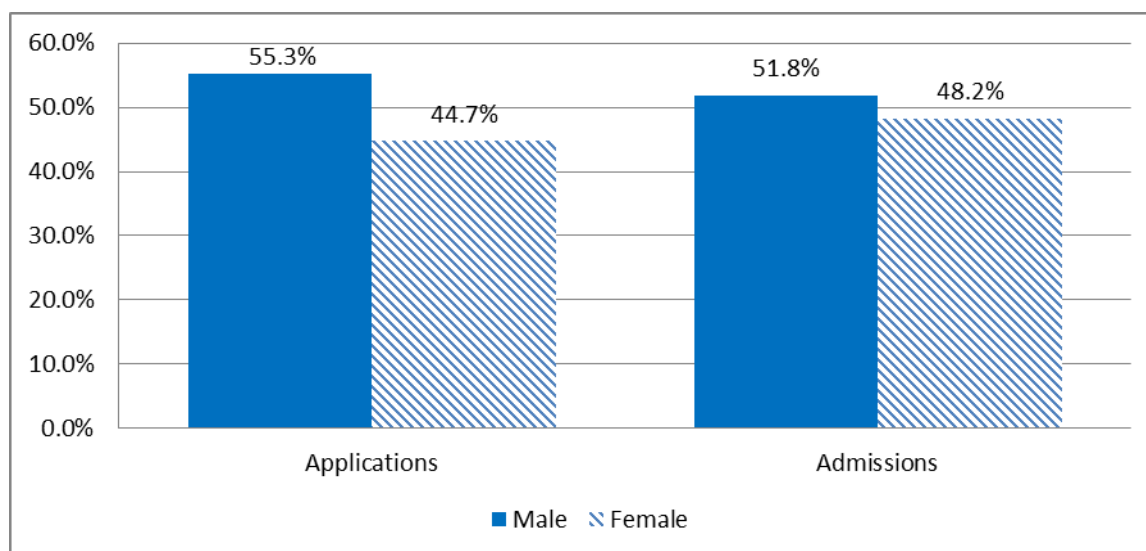


Figure 8 Undergraduate admissions by gender (October 2012)

In 2012 more men applied to the University than women, but had a lower rate of admission (Figure 8).

Graduate Admissions - Gender

The following information is for students admitted onto graduate courses under the administration of the Board of Graduate Studies²⁰. There are a number of other postgraduate courses offered by the University that admit students through separate mechanisms; these are not reflected here²¹.

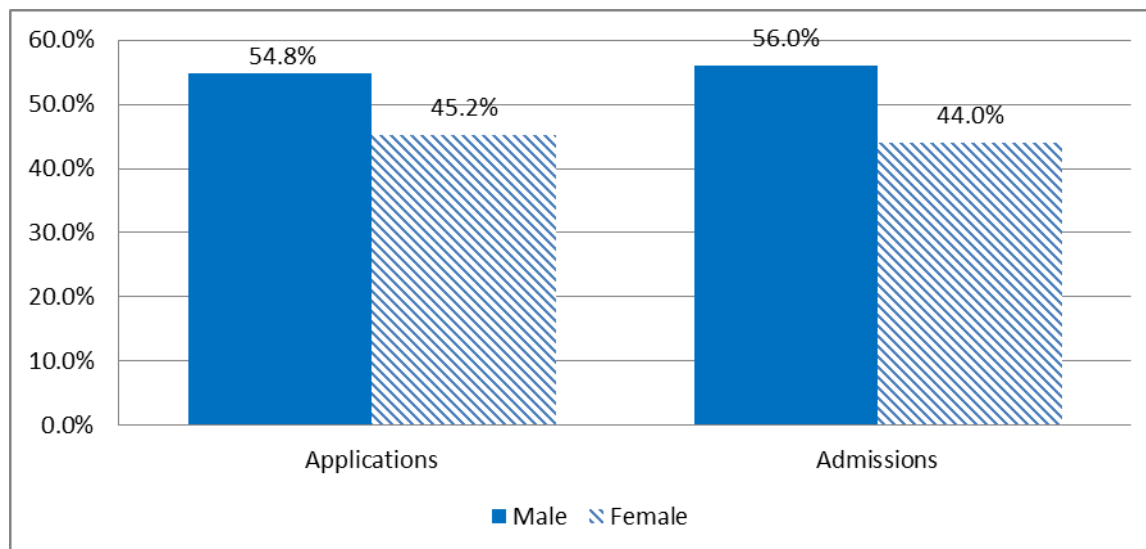


Figure 9 Graduate admissions 2011-12 by gender

There were more male graduate applicants than female in 2011-12 (54.8% to 45.2%), and their rate of admission was slightly higher (Figure 9).

4.1.2 Student numbers by gender

2012-13, female students comprised 46.7% of all undergraduate students and 44.5% of graduates (Figure 10). Comparisons against 2011-12 Russell Group data suggests that the University of Cambridge sits at the lower end of the scale in regards to the proportion of students who were female for both undergraduate and postgraduate students. This may reflect the differing mix of academic disciplines within Russell Group institutions where Cambridge has a strong science technology, engineering, maths and medicine (STEMM) population. We are committed to programmes such as Athena SWAN and WiSETI to seek to encourage women in these subjects.

²⁰ When a student makes an application there are two possible outcomes:

- They are made a conditional offer. (Where percentage 'success rate' is defined as the percentage of applicants who then obtain a conditional offer); percentage confirmation rate is defined as the percentage of applicants holding conditional offers, whose admission is then confirmed. This is shown in the chart as the admissions rate.
- Students may also be declined admission.

²¹ These courses include those offered by the Judge Business School, Faculty of Education, the Master of Studies degree and the Cambridge Graduate Course in Medicine.

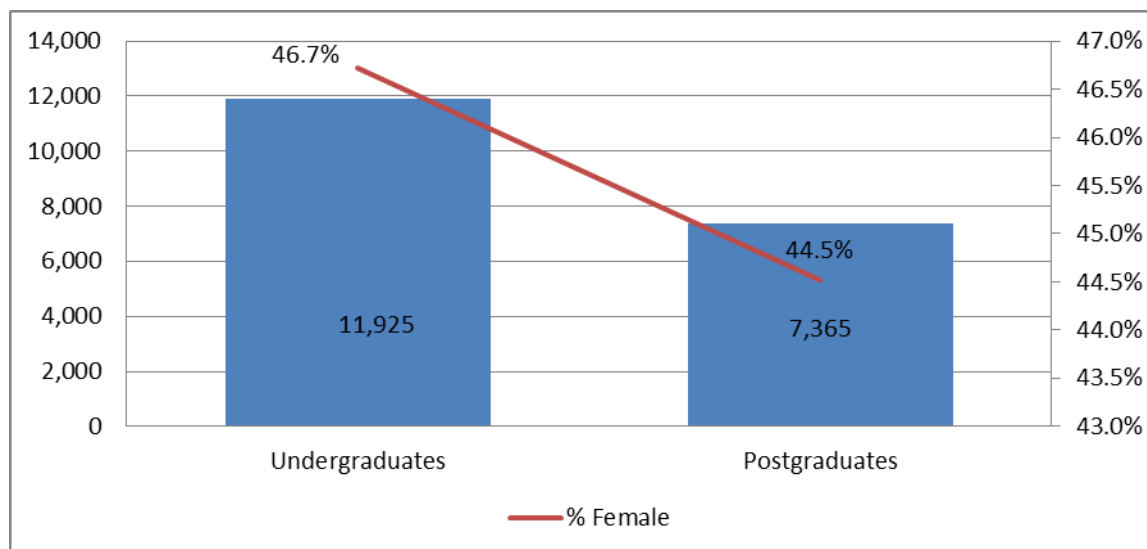


Figure 10 Student numbers by gender for academic year 2012-13

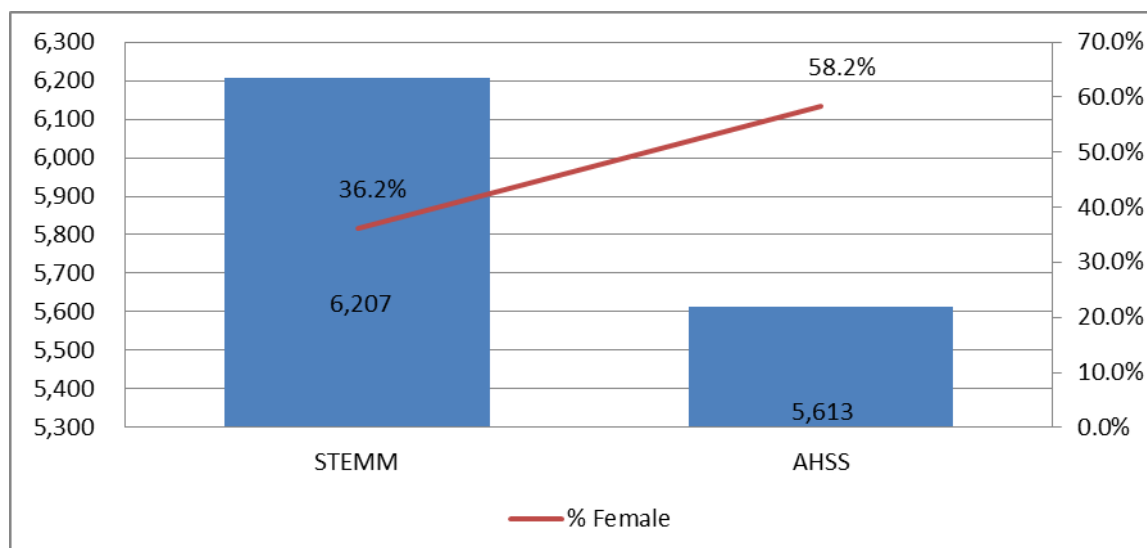


Figure 11 Student numbers by academic discipline and gender 2012-13

Of those students taking STEMM subjects, 36.2% were female compared to 58.2% enrolled in AHSS subjects (Figure 11).

4.1.3 Degree attainment by gender

Gender	Class I	Class II Division 1	Class II Division 2 and lower
Men	27.7%	48.4%	23.9%
Women	19.7%	59.4%	20.9%

Table 5 Summary of classified Tripos examination results by gender, 2013

Table 5 shows that the percentage of women gaining First Class examination passes in Tripos examinations in 2012 was 19.7% compared to 27.7% of male students²². 72.3% of

²² For information about the Tripos system please refer to <http://www.admin.cam.ac.uk/univ/camdata/tripos.html>

men received a Class 2, Division 1 pass or higher, compared to 80.3% of female students²³. The University's General Board's Education Committee (GBEC) Equality and Diversity Standing Committee is working to understand the data and seek appropriate resolution of concerns that arise from them.

4.2 Students: ethnicity

4.2.1 Admissions and applications

Undergraduate Admissions (October 2012)

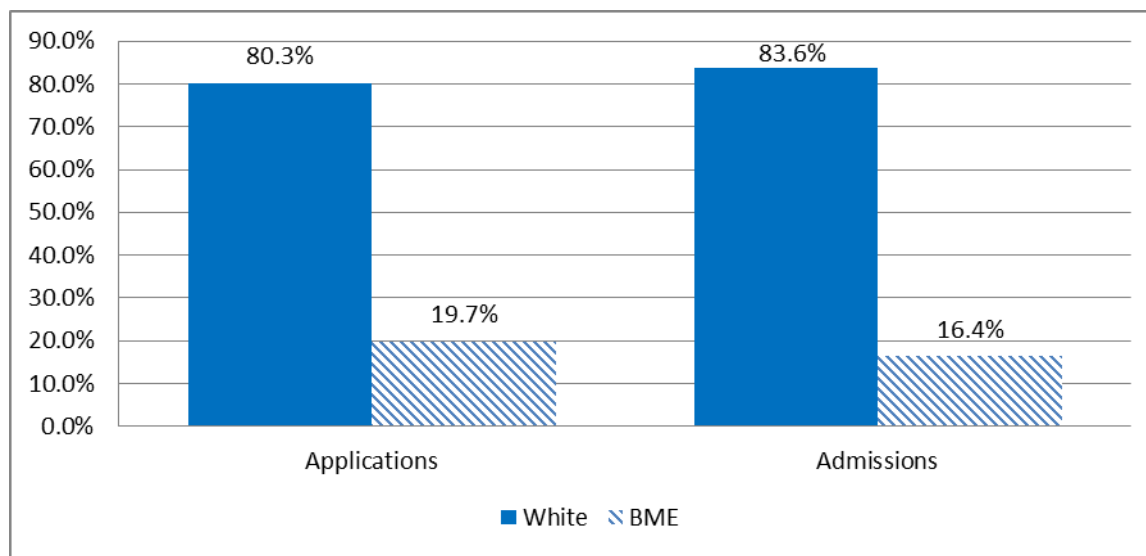


Figure 12 Undergraduate admissions by ethnicity (October 2012)

In 2012 there were 9,142 applications from home domiciled students for admission to the University of Cambridge²⁴. Figure 12 shows that 19.7% of all students with known ethnicity who applied were from BME backgrounds; 16.4% of students who were admitted were BME²⁵.

Success rates for undergraduate students who applied varied in 2012 by ethnicity. White students had a success rate of 30.8% compared to 24.5% for BME students overall – although there was variation in success rates between specific ethnicities.

²³ The General Board's Education Committee established a Gender Attainment Working Group and its recommendations are currently being acted upon in consultation with institutions.

²⁴ The term 'home' refers to UK nationals permanently resident in the UK.

²⁵ Black and Minority Ethnic (BME) was defined here as all known ethnicity other than White, including those of Mixed descent.

Graduate Admissions²⁶

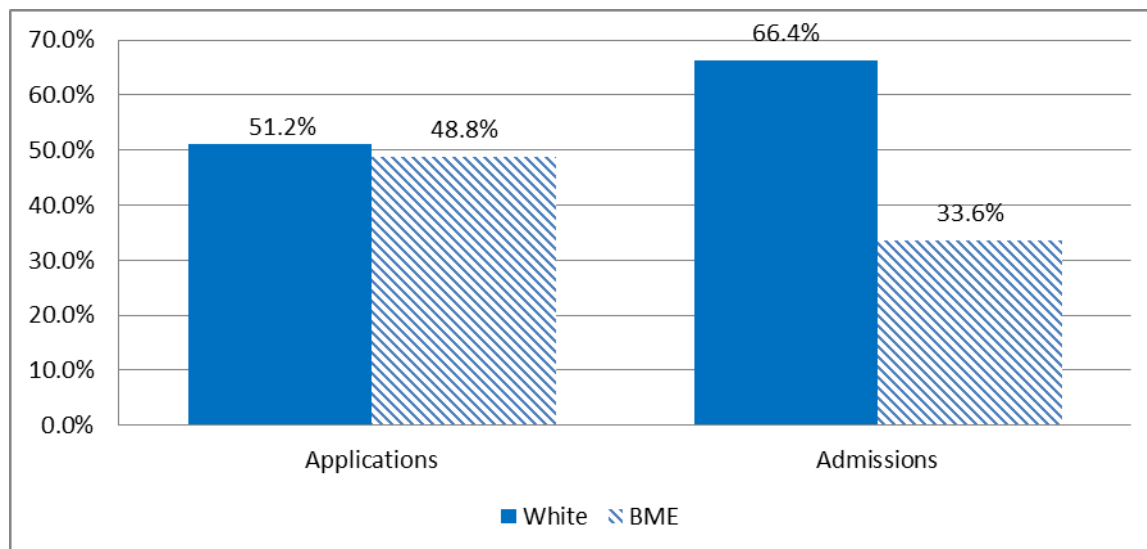


Figure 13 Graduate admissions 2011-12 by ethnicity

As Figure 13 shows, in 2011-12, applications were made by students, 48.8% of whom gave their ethnic origin as 'BME', but 33.6% of those students admitted were BME.

4.2.2 Student numbers by ethnicity

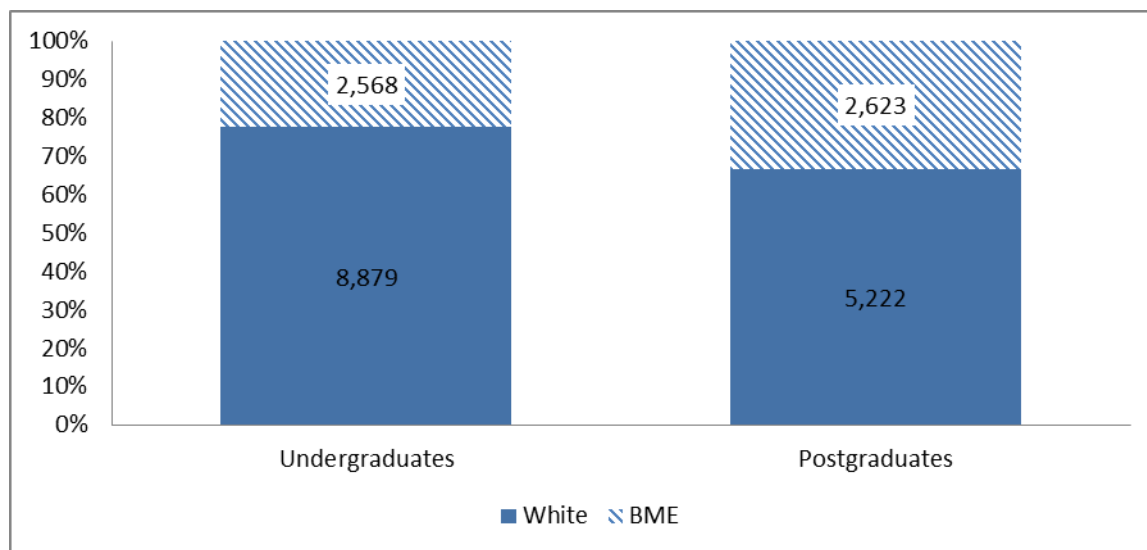


Figure 14 Student undergraduate and postgraduate numbers by known ethnicity 2012-13

Students from a BME background made up 22.4% of all undergraduate students of known ethnicity (Figure 14). 33.4% of all postgraduate students for whom ethnicity was known were from a BME background.

²⁶ See footnote 24

4.2.3 Degree attainment by ethnicity

Ethnicity	Class I	Class II Division 1	Class II Division 2 and lower
White	21.7%	48.0%	30.3%
BME	19.7%	45.1%	35.2%

Table 6 Summary of classified Tripos examination results by ethnicity, 2013

Table 6 shows that the percentage of BME students to gain First Class undergraduate examinations passes in 2013 was 19.7% compared to 21.7% of White students. 69.7% of White students attained a Class 2, Division 1 pass or higher, compared to 64.8% of BME students.

4.3 Students: disability

4.3.1 Admissions and applications

Undergraduate Admissions (October 2012)

There were 174 applicants with a declared disability (5.0% of all undergraduate students) who had their application to the University accepted in 2012. This compared with a national average of 7.3% in 2012. Almost half of those students declaring a disability that were accepted into the University disclosed a 'Specific learning disability' (such as dyslexia). Disclosure of disability tends to increase post admission.

Graduate Admissions

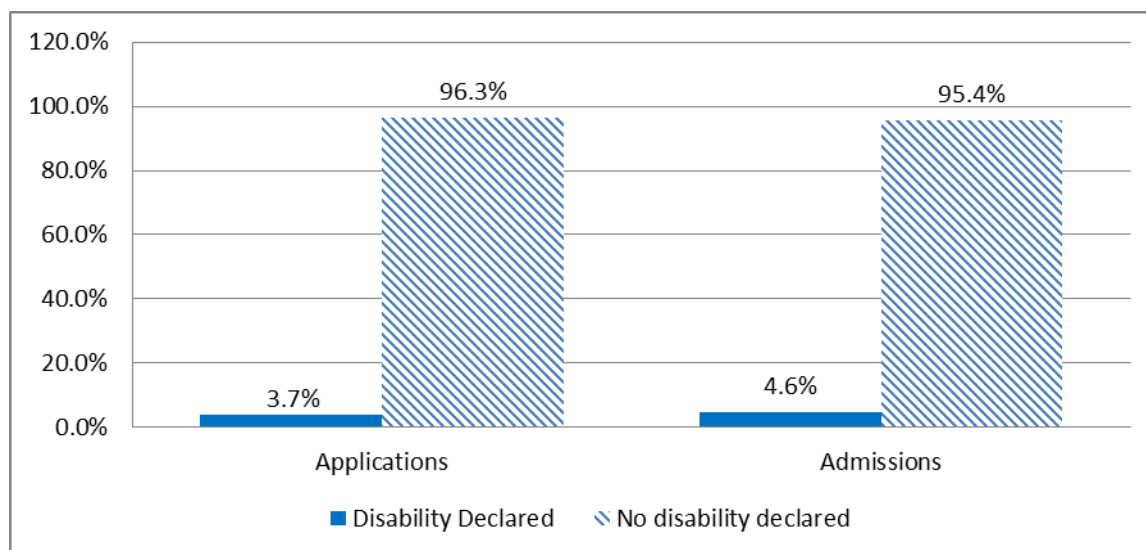


Figure 15 Graduate admissions 2011-12 by disability

Figure 15 shows summary information for 2011-12. Information for separate disability categories is not presented due to the small numbers of students in some of these groups. However, disabled applicants in 2011-12 had a success rate higher than the overall success rate across all groups as indicated by a higher rate of admission.

4.3.2 Student numbers by disability

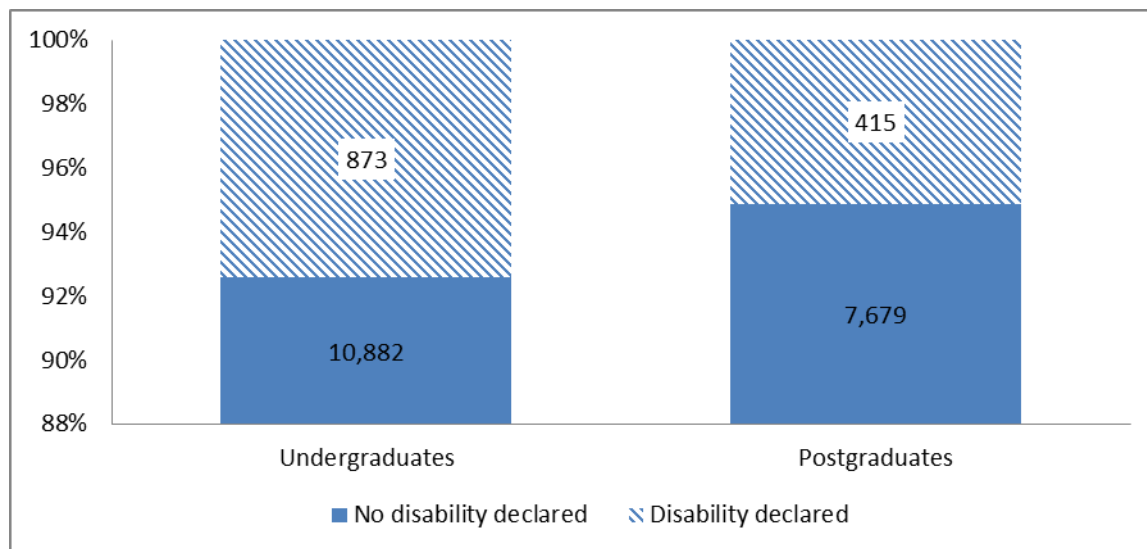


Figure 16 Student numbers by disability 2012-13

873 and 415 undergraduates and graduates (equivalent to 7.4% of all undergraduates and 5.1% of graduates respectively) had a disclosed disability in 2012-13 (Figure 16).

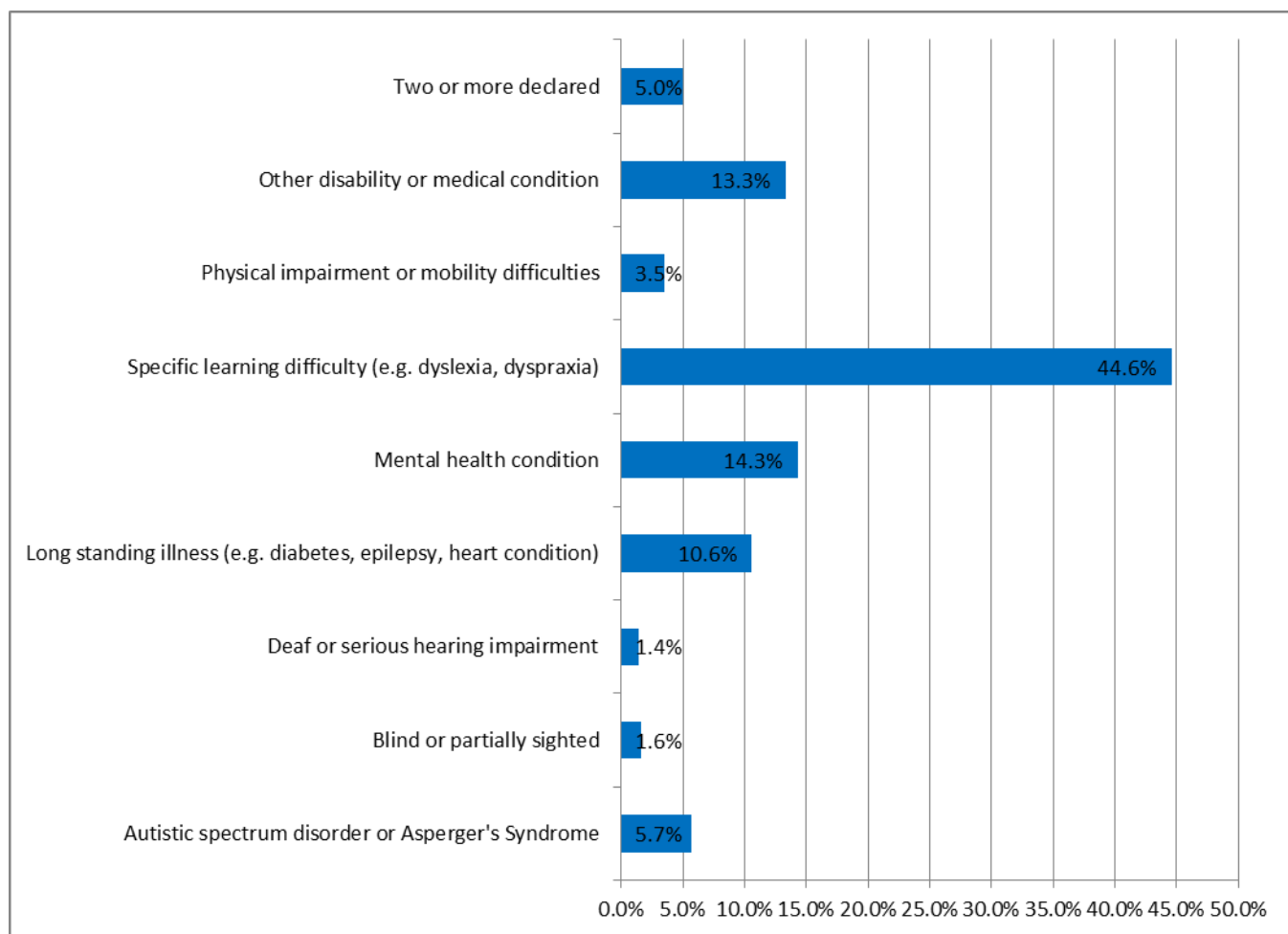


Figure 17 Declared disability of full time students 2012-13

‘Specific learning difficulty’ was the largest disability category for those students who had disclosed a disability (Figure 17).

4.3.3 Degree attainment by disability

Summary information has been presented because of the small numbers in some of the disability categories. There were differences in examination attainment between the disability types²⁷.

	Class I	Class II Division 1	Class II Division 2 and lower
No disability declared	21.3%	47.2%	31.5%
Disability	19.3%	46.3%	34.4%

Table 7 Summary of classified Tripos examination results by disability, 2013

Table 7 shows that in 2013, 19.3% of students who had disclosed a disability gained First Class in their final year compared to 21.3 % of students who did not declare a disability. When the percentage receiving a Class 2, Division 1 or higher was considered the difference was slightly reduced, with 66.5% of non-disabled students attaining at this level compared to 65.6% of disabled students.

4.4 Students: age

Undergraduate and postgraduate students had a median age of 18 and 24 respectively at time of admission to the University.

4.5 Students: addressing information gaps for other equality areas

The University of Cambridge does not currently monitor or report on the Equality Act 2010 protected characteristics of sexual orientation, religion or belief, or gender identity for its students. The University engaged with HESA’s consultation in 2011 on introducing these categories to the student record and notes that it is still optional as to whether institutions return this information in their HESA return. The University is currently continuing internal discussions as to whether to adopt these in the future.

²⁷ For detailed examination results please refer to http://www.admin.cam.ac.uk/cam-only/offices/planning/student/examinations/es_2011.pdf

5.0 Equality Analysis- Equality Assurance Assessments

The University is committed to developing and maintaining an institution where staff and students from all backgrounds can flourish. In keeping with institutional core values of freedom of thought and expression and freedom from discrimination, the University aims to develop policy and services that have a pro-active and inclusive approach to equality. The EAA process supports this commitment and also ensures the University meets its equality duties as set out within the Equality Act 2010.

The process enables EAA Assessors to identify and consider any likely equality impact when developing or reviewing policies to adopt, or functions to implement. By using this evidence-based approach, the University is able to make higher quality decisions and consciously think about how a policy or function might support the fostering of good relations amongst different groups. The EAA process is a key tool in embedding equality into the core functions of the organisation and enabling the University to show due regard in fulfilling its legal obligations in line with the Public Equality Duties.

The University of Cambridge's Equality Assurance Assessments process is now a fully embedded system and is overseen by the EAA Review Group (EAARG). The EAARG meets twice yearly to provide formal consideration of the EAA process, endorse EAA completion and respond to any issues or outcomes identified. The EAARG reports regularly to the E&D Committee and University-wide EAA activity is reported annually within this report.

It is widely recognised that the majority of EAAs undertaken to assess the equality impact of policy and procedure fall within the Human Resources Division with other University areas using the process as required. An initial relevance check has been introduced to consider the requirement for policies to undergo the EAA process. Where it is irrelevant to carry out an EAA this is recorded and reported to the EAARG on an annual basis.

An example of a notable EAA is the EAA on the Code of Practice on the Selection of Staff. This EAA was completed as part of the Research Exercise Framework (REF) as required by the Higher Education Funding Council. The University of Cambridge was highly commended for the completion of this EAA which few other Universities undertook. Since the last Information report 2011-12, 21 EAAs have commenced. 4 EAAs are now fully concluded. A further 5 EAAs have been endorsed by the EAARG and it is envisaged these will be completed by the end of the current academic year.

All EAAs which have reached Stage 3 are recorded on the EAA schedule (Appendix 1) which is published. The Schedule plays a key role in the internal management of the EAA process.

Appendix 1

**EQUALITY ANALYSIS
EQUALITY ASSURANCE ASSESSMENTS
SCHEDULE FOR PUBLICATION**

This schedule contains policies/functions that, as determined by the Equality Assurance Assessment Relevance Procedure, are undergoing the Equality Assurance Process

* indicates EAA to be commenced

POLICY OR FUNCTION AREA			PROGRESS					EAA CONCLUDED
TITLE	EAA REF NO	DATE COMMENCED	STAGES 1-2	STAGES 3-4	STAGE 5 - EAARG ENDORSEMENT	COMMITTEE ENDORSEMENT	DATE	
COMMITTEE								
EDUCATION								
Approval process for the development of new or substantially revised courses	EC/0001/011111/N	Nov-11	Dec-12	Dec-12	Nov-13	Jan-14	Jan-14	
EQUALITY AND DIVERSITY								
GENDER EQUALITY GROUP								
HUMAN RESOURCES								
Pay Protection Policy	HR/0001/100611/H	Jun-11	Jul-11	Feb-12	May-12	Feb-14	Feb-14	
Proposed Changes to the CPS	HR/0002/100611/H	Jan-11	Jul-11	Dec-11	May-12	Feb-14	Feb-14	
Redundancy Avoidance Policy	HR/0003/100711/H	Jun-11	Jul-11	Dec-11	Nov-12	Feb-14	Feb-14	
University Nursery: Staff & Student	HR/0004/010811/L	Aug-11	Apr-12	Aug-12	May-13	Oct-13	Nov-13	
Retirement Policy	HR/0005/210411/H	Nov-11	Nov-11	Nov-11	Nov-12	Feb-14	Feb-14	
Revised Maternity Policy	HR/0006/091111/N	Nov-11	Dec-11	Dec-11	May-13	Nov-13	Nov-13	
Special Leave Policy	HR/0008/260112/N	Jan-12	Mar-12	Mar-12	Nov-12	Feb-14	Feb-14	
Secondment Policy	HR/0011/310812/N	Aug-12	Aug-12	Jun-13	Nov-13	Nov-13	Nov-13	
UNDERGRADUATE ADMISSIONS								
Recruitment and Widening Participation	UA/0001/211111/N	Feb-13	Jun-13					
SCHOOLS & INSTITUTIONS / OTHER								
REF Code of Practice on the Selection of Staff	O/0001/070212/H	Feb-12	Feb-12	Feb-12	May-12	May-12	May-12	

Appendix 2

Staff - Definitions and notes

This Equality & Diversity Information Report is derived from the HR CHRIS²⁸ system at a 31 July 2013 census date.

The staff numbers presented are of individual staff members (headcount) rather than full time equivalent (FTE). 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.

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.²⁹

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

²⁸ Cambridge Human Resources Information System

²⁹ <http://www.hesa.ac.uk/index.php>

Disability (staff)

Disability is recorded within the CHRIS system using the HESA staff categories.³⁰ HESA has a number of disability fields for staff disclosure at either recruitment or during employment at the University.

Ethnicity (staff)

Ethnicity has been aggregated into 11 groups, in line with the Census 2011 and HESA categories:

- Bangladeshi
- Black African
- Black Caribbean
- Chinese
- Indian
- Mixed
- Non-White – Other
- Pakistani
- White – British
- White – Other
- Not Known

In some tables, the non-White groups have been further aggregated into a single Black and Minority Ethnic (BME) group.

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).

Staff at the University of Cambridge

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.

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.³¹ Unestablished staff are those

³⁰ For details on all HESA staff categories go to <http://www.hesa.ac.uk/dox/datacoll/C11025/11025.pdf?v=d41d8cd98f00b204e9800998ecf8427e>

³¹ http://www.admin.cam.ac.uk/univ/so/2009/statute_d.html#heading2-1

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.

Each post is assigned to a specific grade within the grading structure 1–12³². 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.

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 records³³.

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.

Benchmarking

Where useful, data from the other Russell Group universities has been provided for benchmarking purposes. These data have been sourced from the HESA via the Higher Education Information Database for Institutions (HEIDI) online tool. The latest available information was for 2011-12 year.

Students - Definitions and notes

The following 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 2011-12 unless otherwise specified. Information regarding postgraduate admissions is reported from 2010-11.

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%.

³² <http://www.admin.cam.ac.uk/offices/hr/salary/>

³³ 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.