Equality & Diversity Information Report 2011-12

January 2013

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Foreword

The University made significant advances in a year that has seen the development of a number of equality-related practices and initiatives across the institution.

Having published our Equality Objectives in April 2012, which identify our priority areas of focus, we are now implementing high level actions that address these, engaging an increasing number of senior members and governance bodies of the University in this work.

Particular successes this year have included our ranking as 11th in the Stonewall Workplace Equality Index Top 100 UK Employers – and the highest ranked educational institution, and launching our new Senior Gender Equality Network, supported by the Vice-Chancellor. This network aims to create a body of individuals who will work proactively to address gender equality issues across the University's Schools and Departments. We also saw increased resources being applied to making further progress in the Athena SWAN Charter and more Departments were engaged in this area of best practice. Our procedures to ensure fairness in the Research Excellence Framework (REF) exercise have fully considered equality-related factors and we have made great strides in our aim that all staff undertake in-house equality and diversity training. Our annual calendar of equality-related events has been rich with interesting and relevant speakers and topics; these are organised to encourage increased awareness and debate around important issues.

This Equality & Diversity Information Report 2011-12 provides up to date equality information on our staff and student communities. It is used to inform the University's inclusive environment for work and study. This Information Report has been prepared for publication by our Equality & Diversity Section which is part of the University's Human Resources Division.

PROFESSOR JEREMY SANDERS
Pro Vice Chancellor (Institutional Affairs)
Chair of Equality & Diversity Committee

Introduction

As an employer, education provider and public body, the University aims to be fair and non-discriminatory in all that it does. 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. In addition, the Equality and Diversity Committee oversees progress across all the protected groups, with a Gender Equality Group dedicated to monitoring KPIs and recommending actions to increase the representation of women at all University grades.

Key activities and highlights 2011-12

One of the key equality activities undertaken during 2011-12 was the publishing of the University's Equality Objectives in April 2012. These Objectives recognise the work underway as a result of the Combined Equality Scheme (CES[1]). The Objectives and CES are published on the University's website[2]. The development of the CES in 2010 brought together previously disparate ways for progressing equality for under-represented groups, into one harmonised, equal and focused policy.

In 2011-12 the University of Cambridge received national recognition for its work in the area of engaging and working with staff and other University stakeholders. The University was ranked 11th, and the top higher education institution, in the 2012 Workplace Equality Index of top 100 UK employers compiled by Stonewall. This represented a rise of nearly 80 places on its position in the previous year. There was also specific recognition for the role and contribution of its Lesbian Gay, Bisexual & Transgender (LGB&T) Staff Network. The University received the inaugural Employee Engagement Award from the Employers Network for Equality and Inclusion (ENEI). The ENEI award recognises employers who are actively changing the culture of their organisation by engaging employees in Equality and Inclusion issues. Professor Dame Athene Donald was also shortlisted for her role as the University's Gender Equality Champion.


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[1] http://www.admin.cam.ac.uk/offices/hr/equality/cambridge/scheme/
[2] http://www.admin.cam.ac.uk/offices/hr/equality/reports/objectives_201216.pdf

The University demonstrated its commitment to an inclusive environment for its staff and students by hosting a number of events during 2011-12. These included the annual LGB&T, Disability, International Women's Day, WiSETI (Women in Science Engineering and Technology Initiative) and Race Lectures. Numerous other related events are often held in collaboration with student, college, network and community partners. These events provided opportunities for thoughtful discussion, engagement with an audience and an opportunity to raise awareness of the importance of equality and diversity issues at the University.

The above activities have all been prioritised with reference to the University's equality information, as presented in this report, and related priority objectives. The University uses its 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.

The University's E&D Consultation and Governance Infrastructure
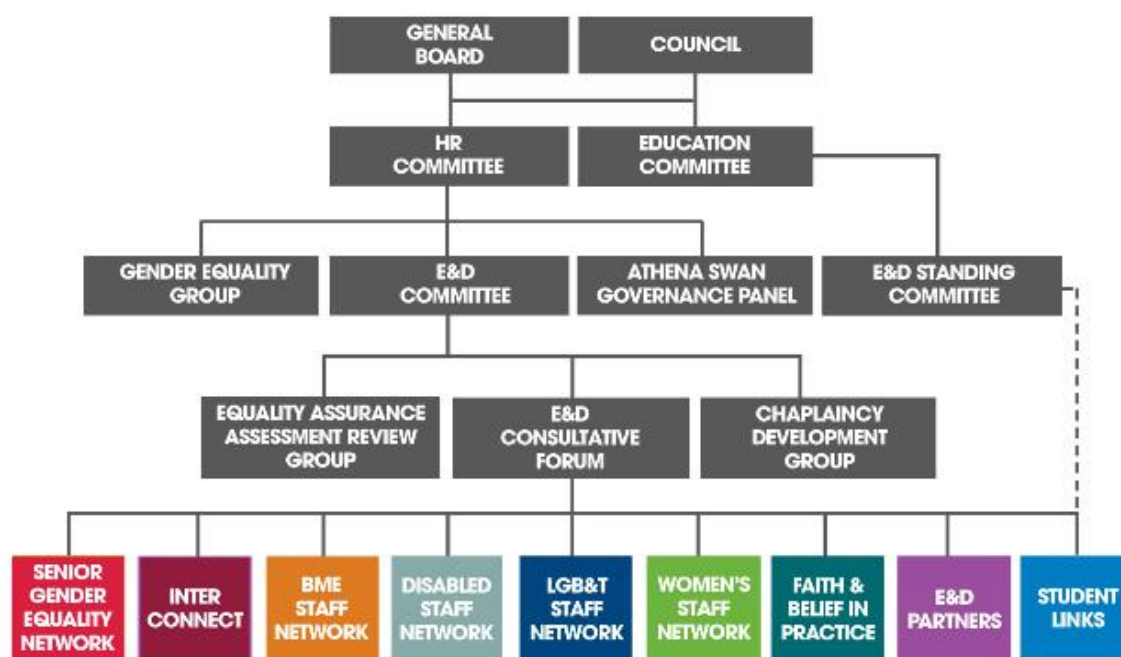
Part 1: Staff

Definitions and notes

This Equality & Diversity Information Report is derived from the HR CHRIS[3] system at a 31 July 2012 census date.

The staff numbers presented are of individual staff members (headcount) rather than full person equivalents (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.[4]

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:

– 25 and under
– 26 to 30
– 31 to 35
– 36 to 40
– 41 to 45
– 46 to 50
– 51 to 55
– 56 to 60
– 61 to 65
– 66 and over

Disability (staff)

Disability is recorded within the CHRIS system using the HESA staff categories.[5] HESA has a number of disability fields for staff disclosure at either recruitment or during

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[3] Cambridge Human Resources Information System
[4] http://www.hesa.ac.uk/index.php
[5] For details on all HESA staff categories go to
http://www.hesa.ac.uk/dox/datacoll/C11025/11025.pdf?v=d41d8cd98f00b204e9800998ecf8427e

employment at the University. In most tables staff are grouped as either declared disabled or disability status unknown.

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.[6] Unestablished staff are those Academic and Academic-related staff who do not hold University Offices or are in Research positions.

Academic roles are further disaggregated into Academic staff type, namely University Lecturer, Senior Lecturer, Reader and Professor.

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

Each post is assigned to a specific grade within the grading structure 1–12[7]. 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 records[8].

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 2010-11 year.

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[7] http://www.admin.cam.ac.uk/offices/hr/salary/

[8] 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.

1.1 Staff: key facts and figures

At the census date on 31 July 2012, the University had 9,534 employees. Of these, 1,650 were employed in Academic roles, 3,136 in Researcher roles and 4,748 in non-Academic roles. Non-Academic positions are those which are categorised as Academic-related or Assistant. (Figure 1)
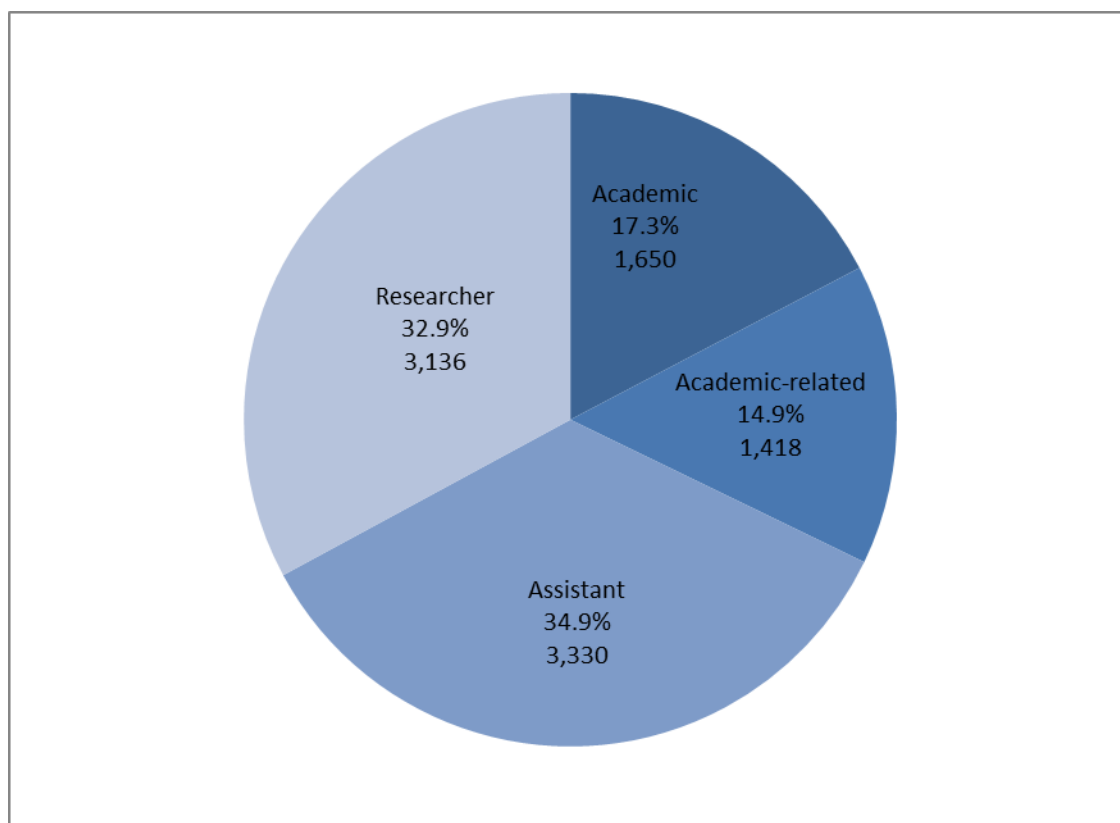

Figure 1 Proportion of staff by staff group

The percentage of staff employed on fixed-term contracts varied significantly between staff groups (Figure 2).[9]

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[9] The 1,824 Researchers categorised as permanent included those on open-ended contracts which are subject to review due to limited funding.
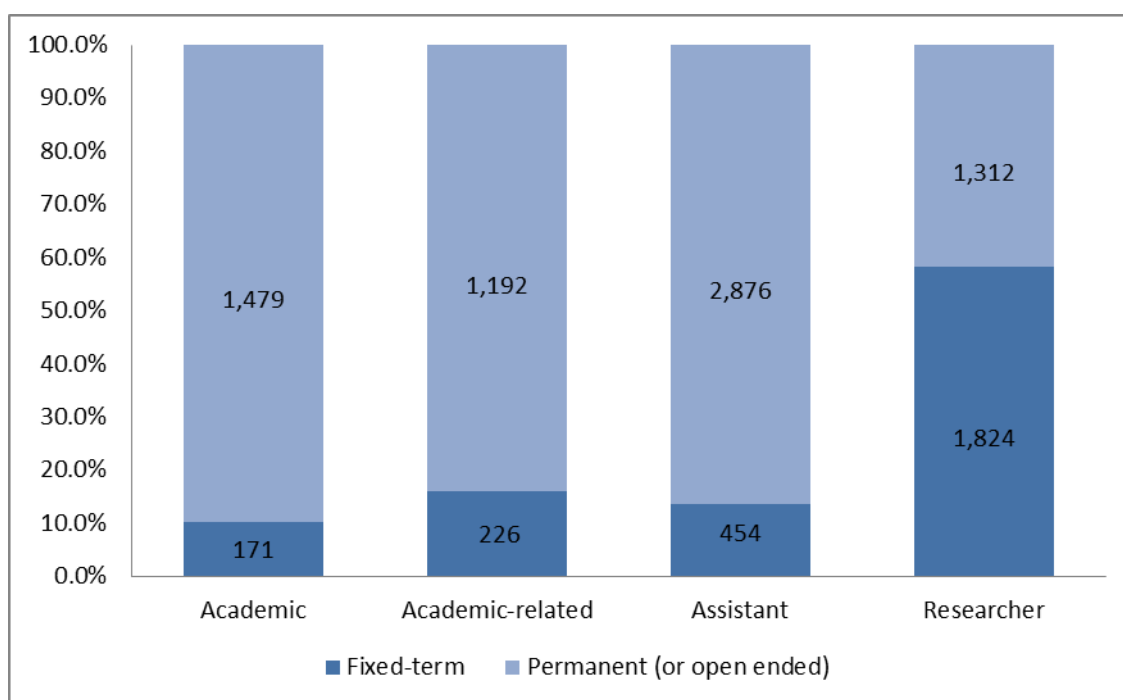
Figure 2 Staff numbers and proportions on fixed-term and permanent (or open-ended) contracts for each staff group

The largest group of staff (25.0%) held Grade 7 roles (Figure 3), reflecting the high percentage of researchers at this grade.
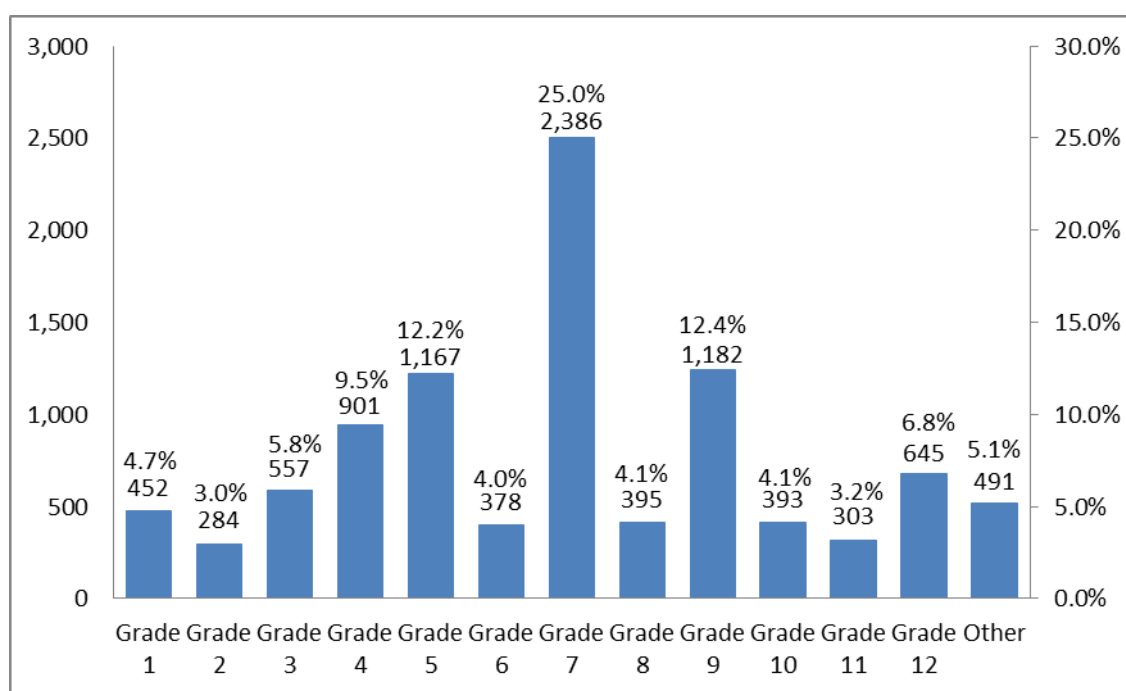

Figure 3 Proportion of staff at each grade[10]

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[10] Please refer to page 11 for staff included in the category Other.

1.2 Staff: gender

The Equality & Diversity section works closely with women at all levels of the University to develop a clear strategy to raise gender concerns. During 2009–10, the previous women's networks at the University were combined to form one group the Women's Staff Network (WSN) [11] which is clearly focused on progressing the University's gender objectives. Events hosted by the WSN and targeted at women across the University show that women are seeking support with their personal and career development. The WSN liaises with Professor Dame Athene Donald, the University's Gender Equality Champion.

Women who work specifically in the sciences are supported by the Women in Science, Engineering and Technology Initiative (WiSETI), a positive action initiative at the University that promotes and supports women from undergraduate level to Professor, in the Science (including Clinical Sciences), Technology, Engineering and Mathematics (STEMM) subject areas. WiSETI, established in 1999, aims to redress an under-representation of women in employment and career progression in these disciplines.

In 2009, University Council established the Gender Representation Review Group (GRRG) with a remit to consider new initiatives that could improve the gender workforce profile at the University over a 5-10 year time period. On completion of its remit and in order to continue this focus on gender equality, the University established the Gender Equality Group (GEG) in May 2010 on a permanent basis.

GEG reports directly to the HR Committee, has a membership that 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 Reviews, 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 recruitment[12].

1.2.1 Staff group by gender

At the census date, 48.8% of University employees were female; the proportion of each gender varied by staff group. Men and women were almost equally represented in Academic-related roles, whereas 73.2% of Academic and 37.6% of Assistant posts were held by male staff (Figure 4).

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[11] For more information visit http://www.admin.cam.ac.uk/offices/hr/equality/networks/women/#introduction
[12] For more information on the work of GEG visit
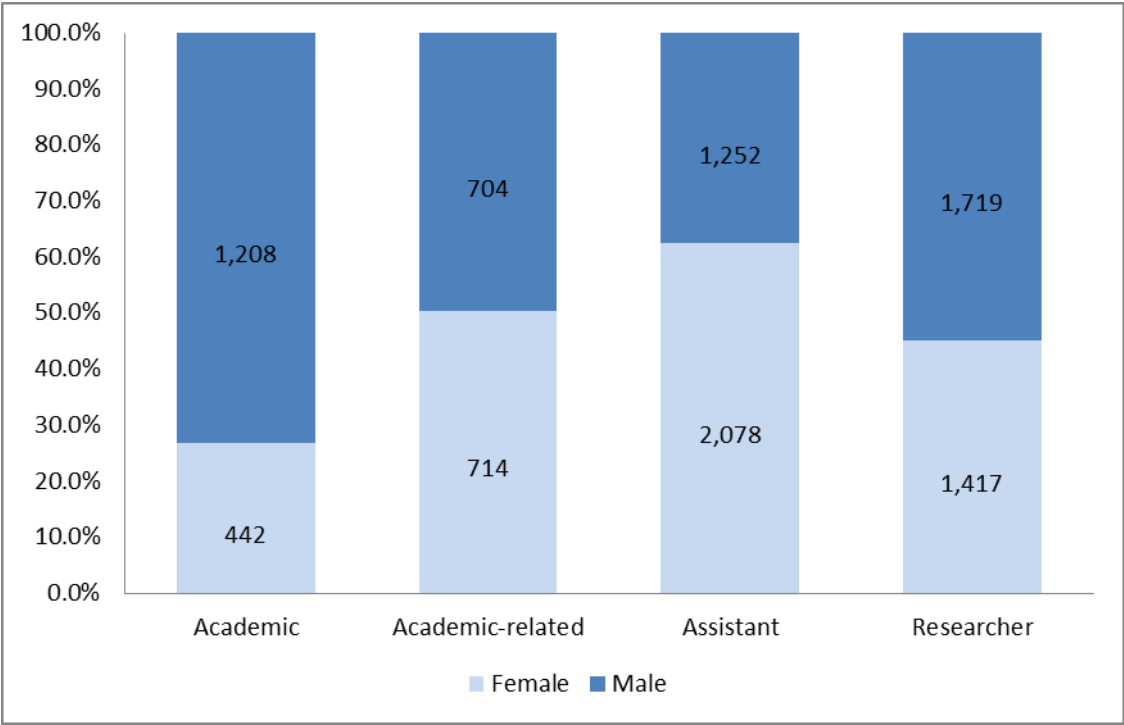www.admin.cam.ac.uk/offices/hr/equality/cambridge/gender/

Figure 4 Proportion of each gender by staff group

The largest staff group for women was Assistant staff (n=2,078) representing 44.7% of total staff (Figure 5).
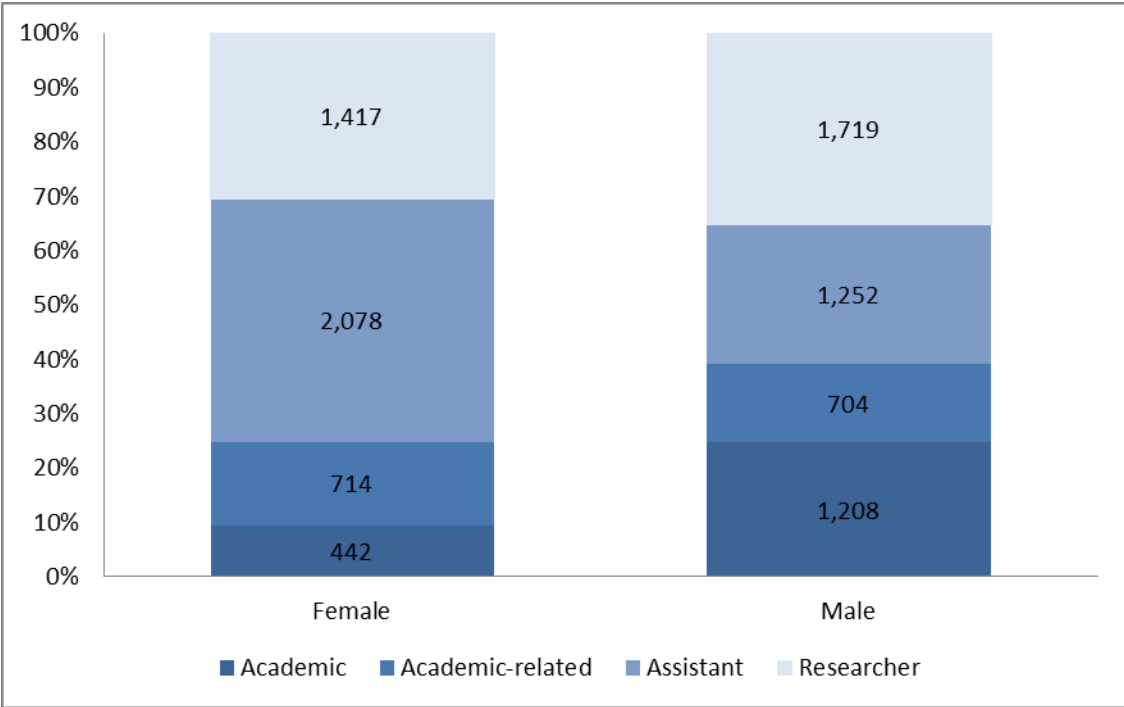

Figure 5 Staff gender by staff group

1.2.2 Staff grade by gender

The proportion of women within each grade broadly decreases between Grades 4 and 12 (Grade 8 being the exception). Female staff made up 71.7% of Grade 4 roles and 16.3% of Grade 12 roles (Figure 6).
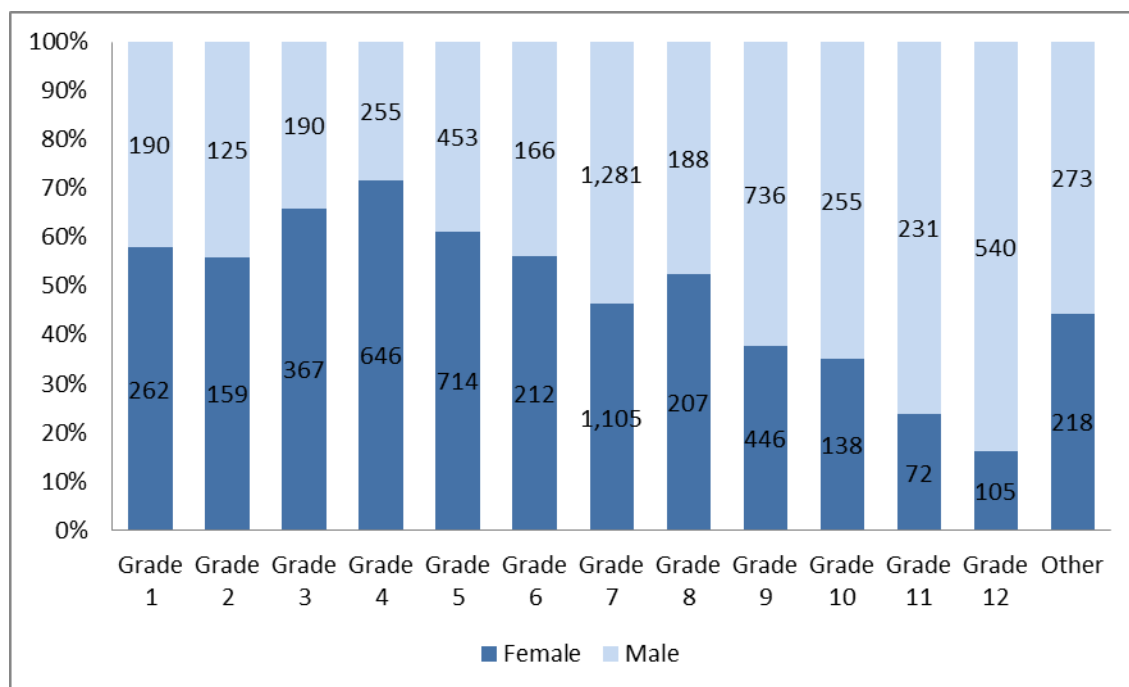

Figure 6 Staff grade by gender

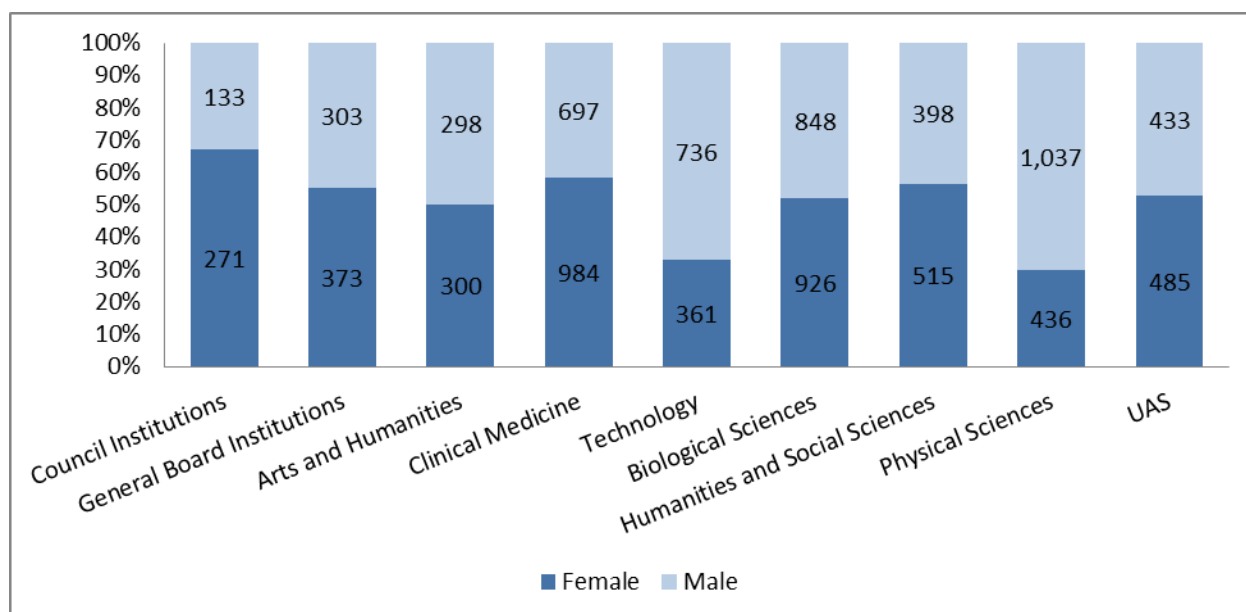## 1.2.3 Staff gender by School

Figure 7 Staff gender by School[13]

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[13] There are a number of institutions that fall under the supervision of either the University's General Board or the Council. The key responsibilities of the General Board institutions can be broadly defined as teaching and research. The Council has responsibilities that are related to the administration of the University.

1.2.4 Academic staff type by gender

The percentage of men increased with Academic seniority. Female staff held 34.3% of all Lectureships and 15.6% of all Professorships (Figure 8). 81.0% of all female Academic staff held Established posts, compared to 92.8% of men.
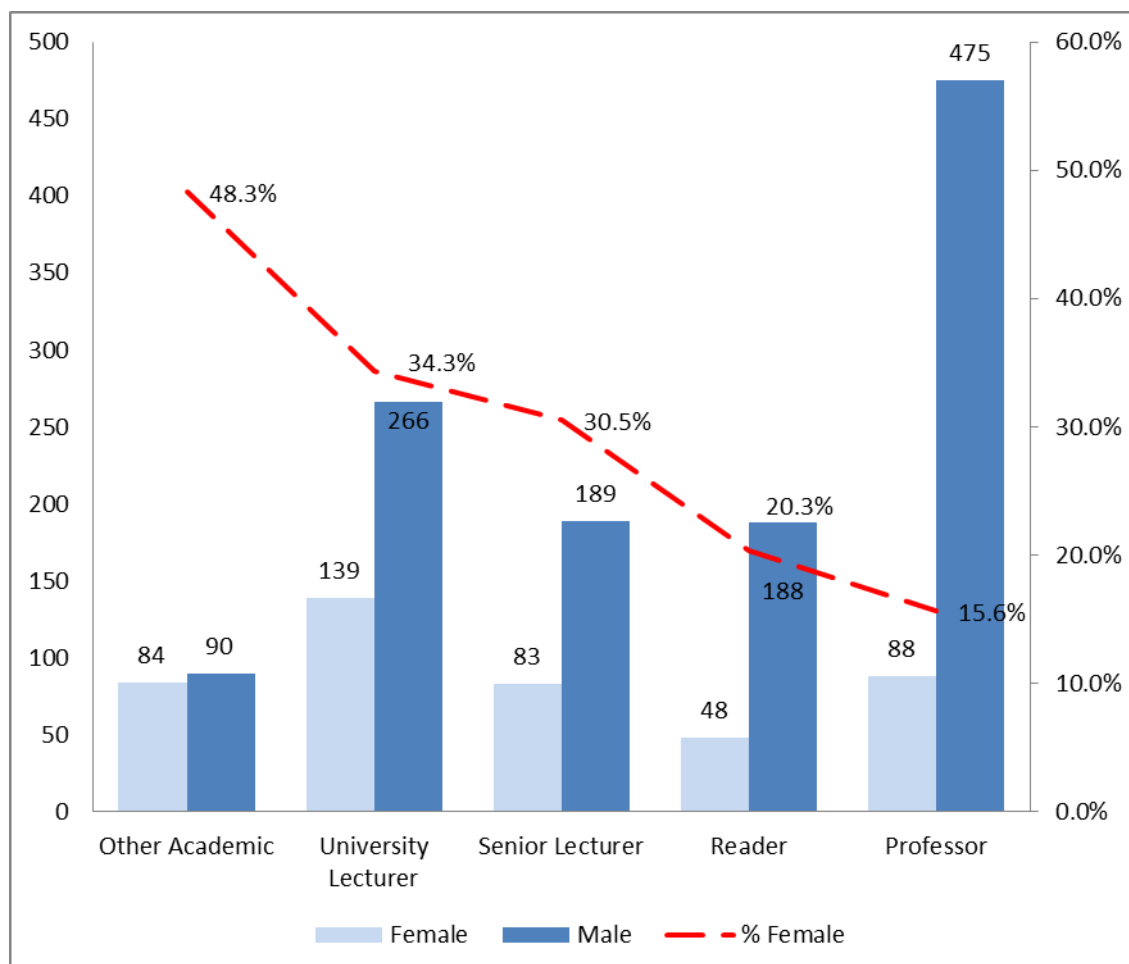
Figure 8 Academic staff type by gender[14]

Figures 9-14 show the split of Academic staff type by gender and by School at the University.

Please note: exact figures have not been provided due to the small number of staff in some of the Academic staff categories.

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

School of Arts and Humanities

Female | Male

School of Clinical Medicine

Female | Male

School of the Biological Sciences

Female | Male

School of the Physical Sciences

School of the Humanities and Social Sciences

School of Technology
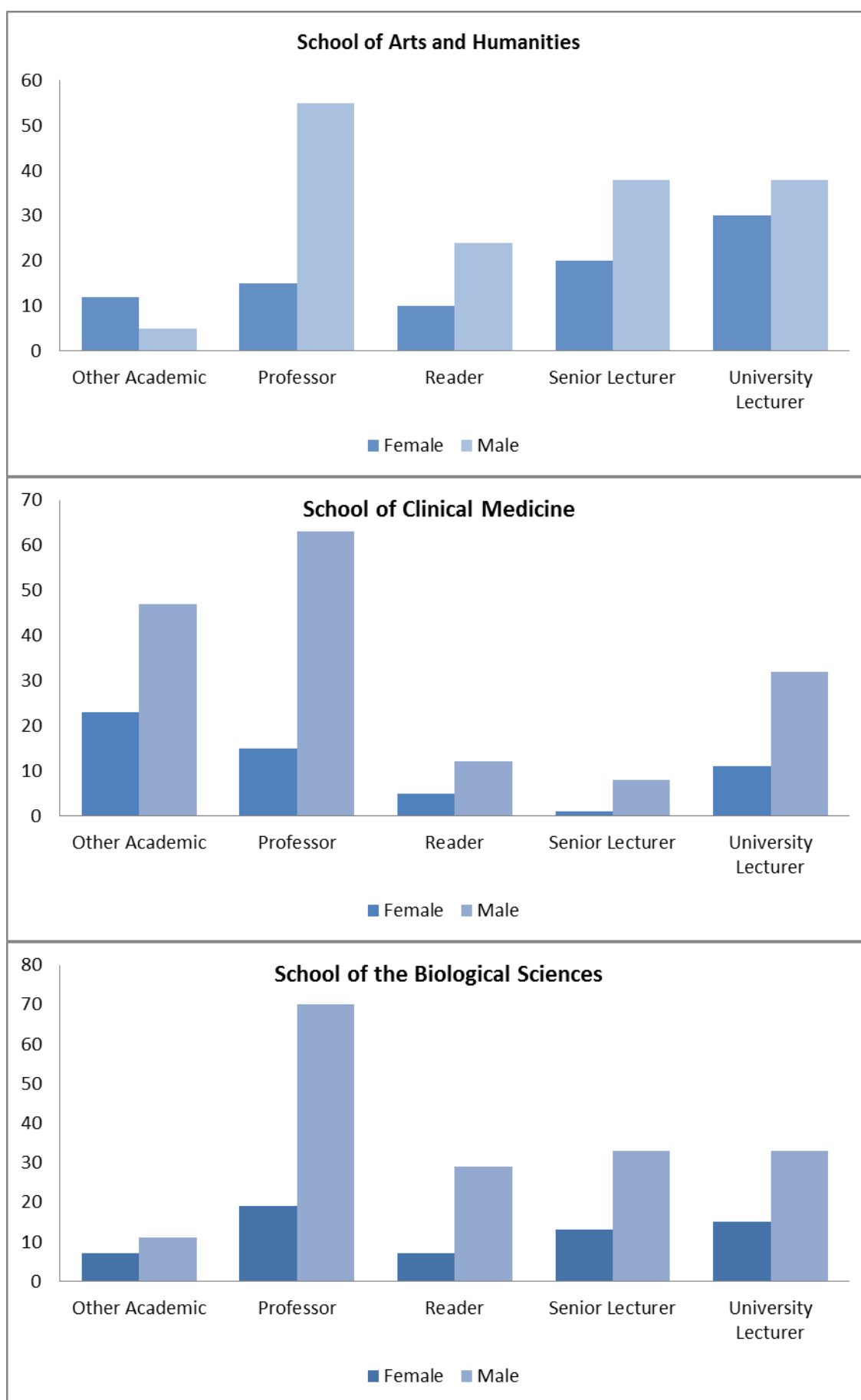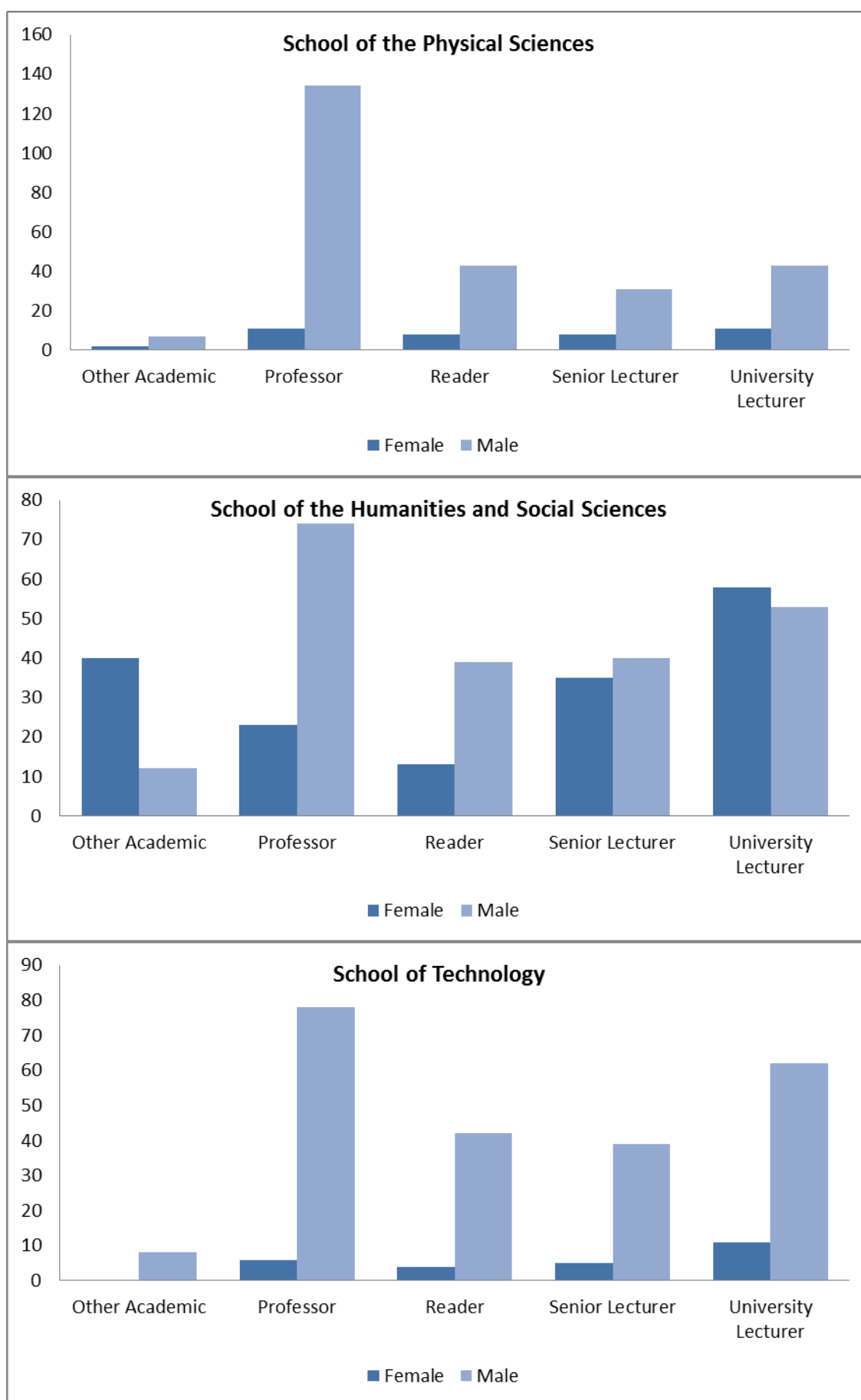
Figures 9-14 Academic staff type by gender and by School

1.2.5 Staff contract type and hours by gender

27.0% of female staff were on fixed contracts, compared to 29.1% of males. (Figure 15)
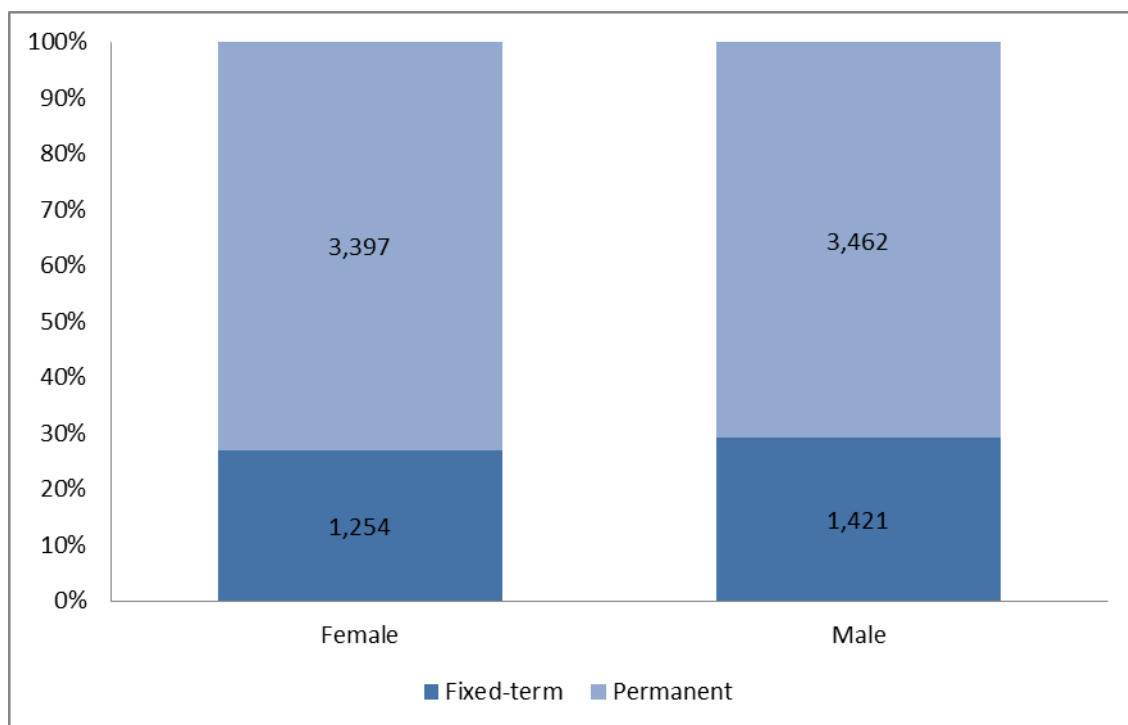

Figure 15 Staff contract type by gender

More women work part-time than men; 30.4% compared to 11.0% for male staff (Figure 16). Of those women who worked part-time, 6.1% were in Academic posts and over half (59.0%) were Assistant staff.
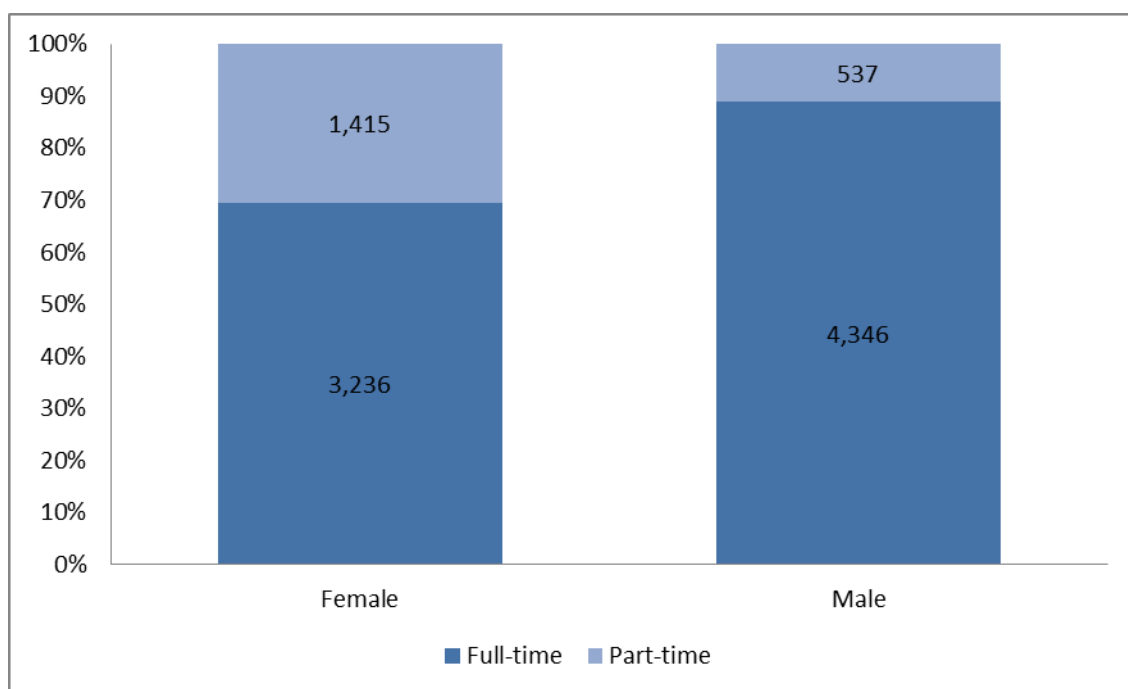

Figure 16 Staff working hours by gender

1.2.6 Staff by gender in STEMM and AHSS Schools

Figure 17 shows the percentage of women academics in Science, Technology Engineering, Mathematics and Medicine (STEMM) departments (18.4%) is proportionately less than those in Arts, Humanities and Social Sciences (AHSS) departments (38.3%) and the total number of women academics across all the University (26.8%).
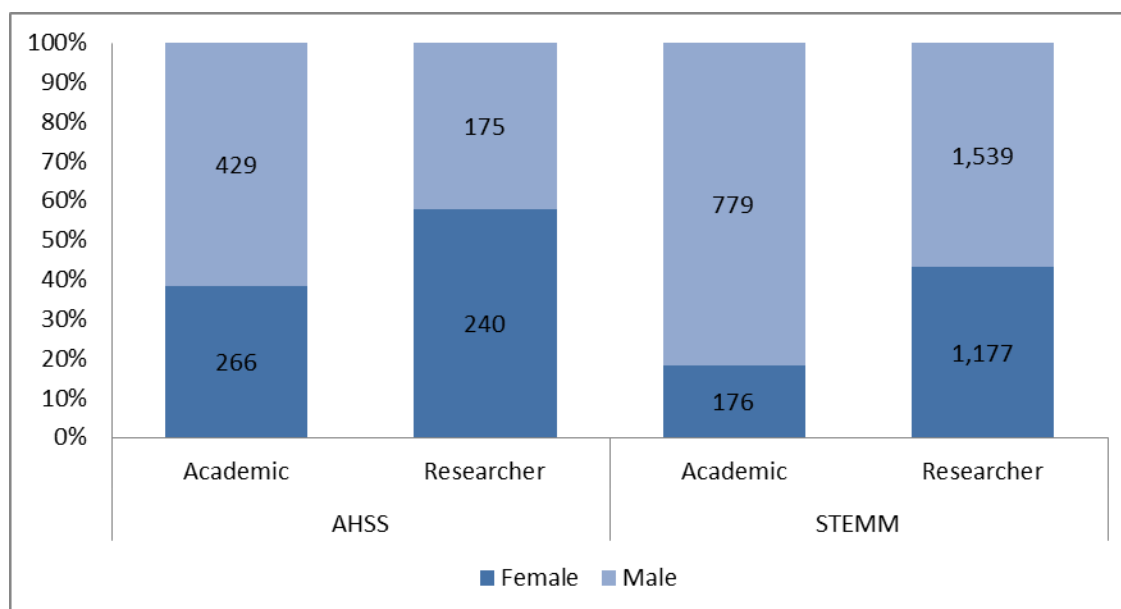
Figure 17 Staff in STEMM and AHSS Schools by gender

1.2.7 Representation on senior University committees by gender

The percentage of women on senior committees ranged from 6.7% to 37.5% (Table 1).

Table 1 Percentage of female members on senior University committees (July 2012)

Senior Committees	% Female	Councils of Schools	% Female
Council	23.1%	Arts & Humanities	33.3%
General Board	25.0%	Humanities & Social Sciences	6.7%
Audit Committee	9.1%	Biological Sciences	11.1%
Finance Committee	7.1%	Clinical Medicine	17.4%
Board of Scrutiny	16.7%	Physical Sciences	18.2%
Planning & Resources	15.0%	Technology	29.4%
Resource Management	8.3%		
Human Resources	37.5%		

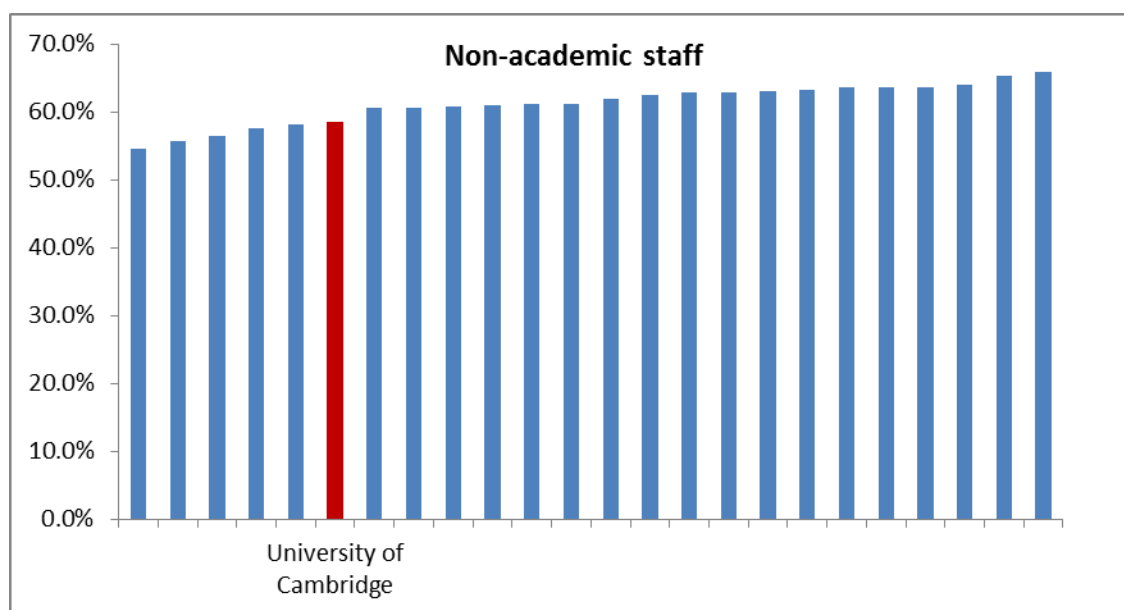Note: The constitutions of senior University committees vary, but normally include a combination of appointed members, elected members and *ex officio* members. Many of those who sit on senior University committees are Heads of Departments, Institutions, Faculties or Schools.

1.2.8 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 Equal Pay Reviews: GEG and the University's Equal Pay Review Group (EPRG), which oversees the content of the reviews and comprises members of the Human Resources Division, Trade Union representatives, and representatives from University Schools and Departments. On completion, the Review is approved by the University's General Board and Council and published online and in the Reporter.[15]

1.2.9 Russell Group Benchmarking: Gender

Figures 18 to 20 (below) show the position of the University in relation to other Russell Group institutions when the proportion of staff who are female is presented for non-Academic, Research and Academic positions.

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[15] For more information visit http://www.admin.cam.ac.uk/offices/hr/equality/cambridge/gender/
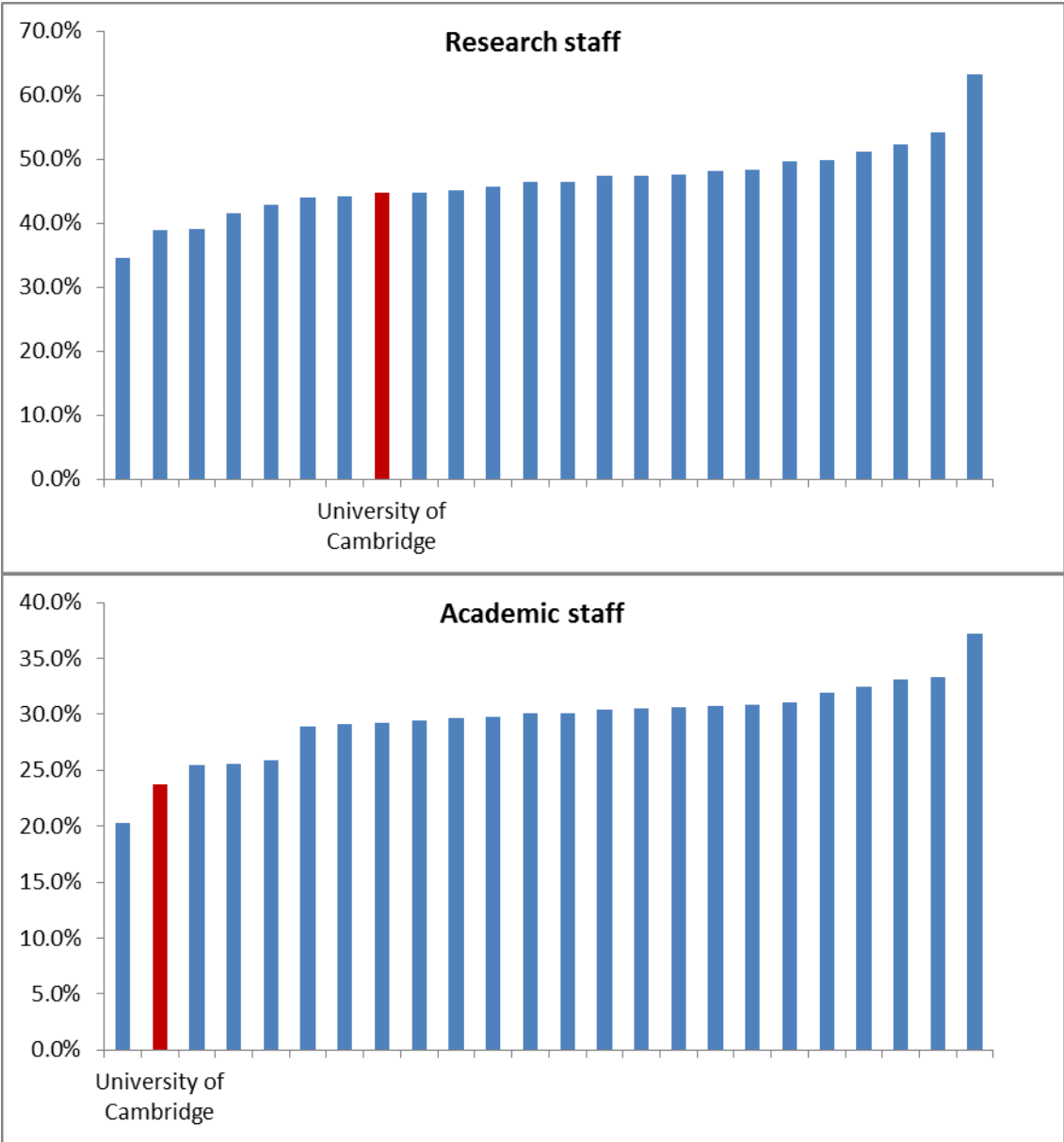
Figures 18-20 Proportion of non-Academic, Research and Academic staff at Russell Group universities who were female 2010-11

1.3 Staff: ethnicity

Staff who have identified themselves as black or ethnic minority (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 staff.[16]

1.3.1 Staff ethnicity overall

Staff ethnicity is shown in Table 2 below. The percentages given are for staff with a known disclosed ethnic background. Currently the University of Cambridge does not hold ethnicity information for 17.8% of all staff.

Table 2 Ethnicity of all staff

Ethnicity	n	%*
Bangladeshi	11	0.1%
Black African	29	0.4%
Black Caribbean	19	0.2%
Chinese	235	3.0%
Indian	166	2.1%
Mixed	107	1.4%
Non-White Other	189	2.4%
Pakistani	26	0.3%
White - British	5,081	64.9%
White - Other	1,971	25.2%
Not Known	1,700	
Total	**9,534**	
* % of total, excluding unknowns		

Overall, 10.0% of staff with a known disclosed ethnicity were Black and Minority Ethnic (BME), with Chinese staff forming the largest ethnic minority group at 30.1% (Figure 21) [17].

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[16] For more information visit http://www.admin.cam.ac.uk/offices/hr/equality/networks/bme/#introduction

[17] The 2011 Census in comparison, reported that BME individuals comprised 7.5% of the population of Cambridgeshire, and 17.6% of Cambridge City (http://www.ons.gov.uk/ons/publications/)

Figure 21 BME staff categories
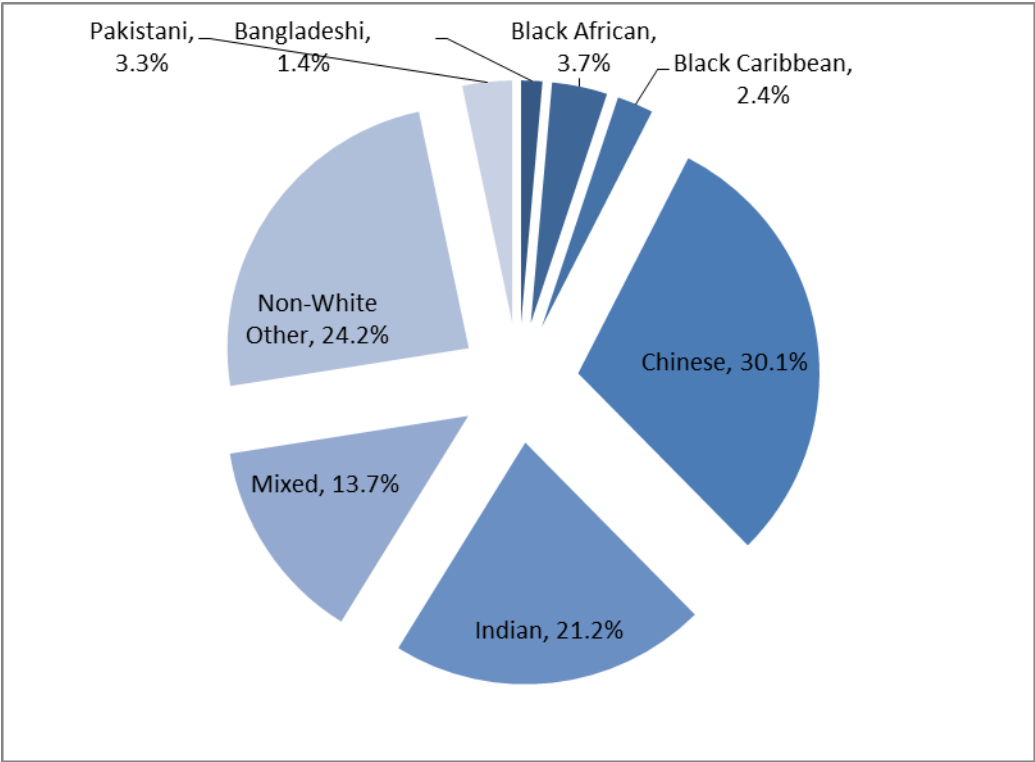
1.3.2 Staff ethnicity by nationality

37.3% of BME staff were of UK nationality, whereas the majority of White staff had UK nationality (75.2%). The greatest proportion of BME staff had non-European Union nationalities (58.8%), highlighting the large proportion of international staff that work for the University (Figure 22).
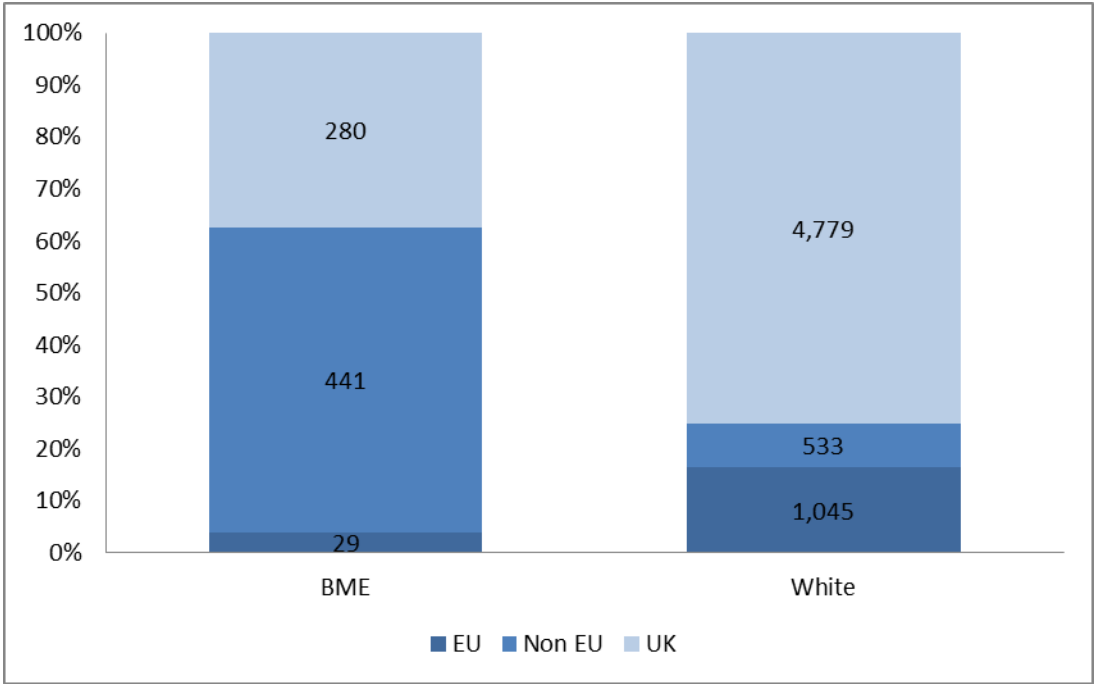
Figure 22 Staff ethnicity by nationality (unknowns excluded)

1.3.3 Staff groups by ethnicity

Figure 23 Staff group by ethnicity and nationality

Figure 23 shows that the proportion of BME staff markedly varied across the staff groups. 5.7% of Assistant staff were BME compared to 18.4% of Researchers. 47.8% of BME Academic and 63.0% of BME Academic-related staff were from the UK, compared to 26.3% of BME Research staff.

The majority of BME staff, 56.5%, held research contracts (Figure 24).

Figure 24 BME staff by staff group

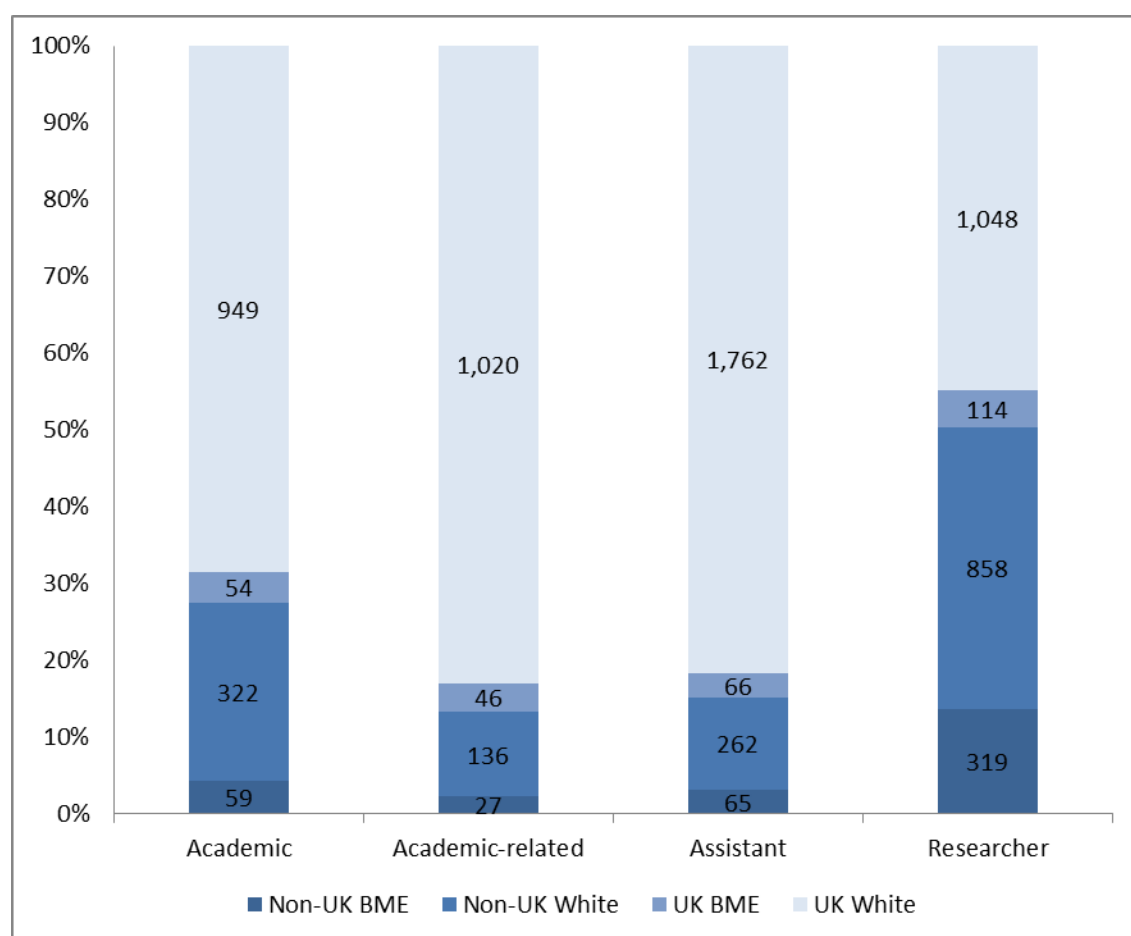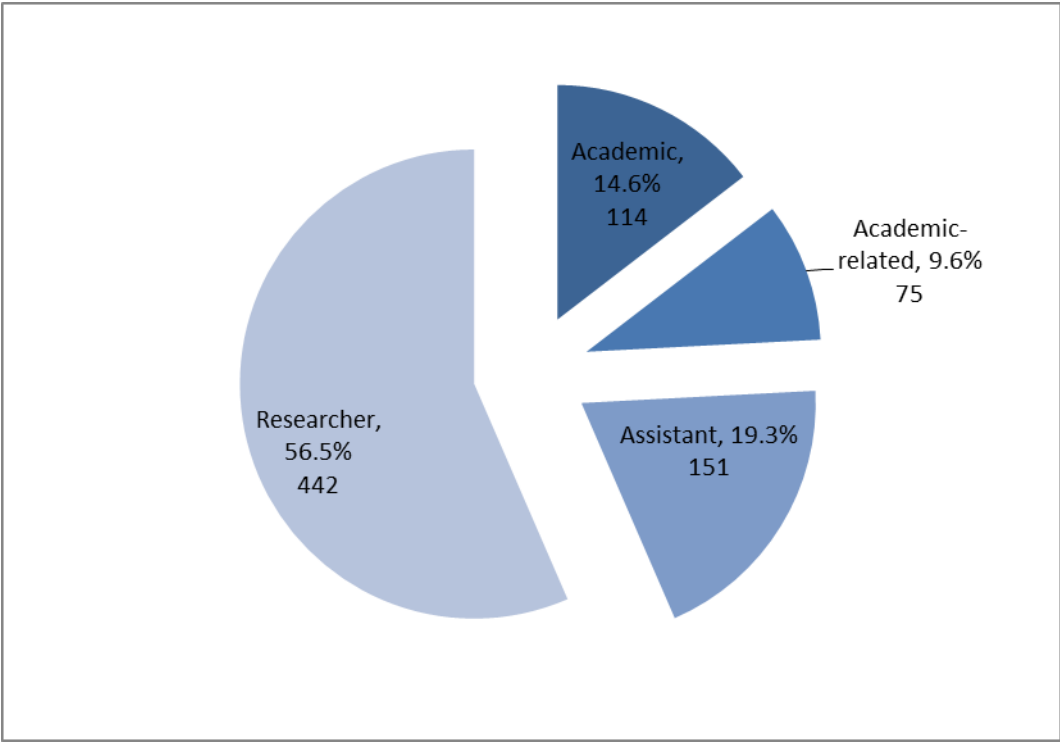## 1.3.4 Staff grade by ethnicity

BME staff were spread across the staff grades, with the largest proportion in Grade 7 posts (Figure 25). The distribution of BME staff who were UK domiciled or from outside the UK did not differ significantly with regard to grade.
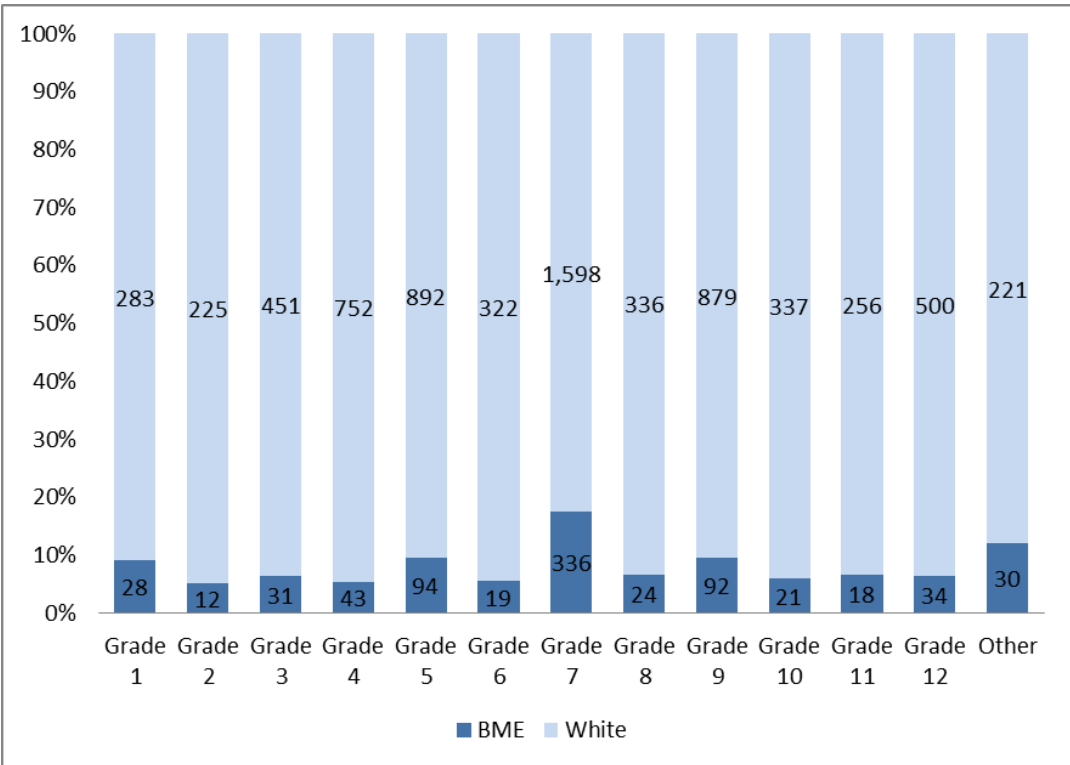
Figure 25 Ethnicity by grade (staff with unknown ethnicity excluded)

1.3.5 Academic staff type by ethnicity

While BME staff comprised 8.9% of Academic staff, this proportion was not constant across the Academic staff roles (Figure 26). The greatest number were employed as University Lecturers (12.5%). 58.1% of BME Academics holding Professorships were of UK nationality.

Figure 26 Academic staff type by ethnicity

1.3.6 Staff contract type by ethnicity

Figure 27 Staff contract type by ethnicity

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Figure 27 above, shows that BME staff members were more likely to be on fixed-term contracts than White staff, which is due to the large number of BME staff being employed as Researchers on fixed-term contracts.

1.3.7 Russell Group Benchmarking: ethnicity

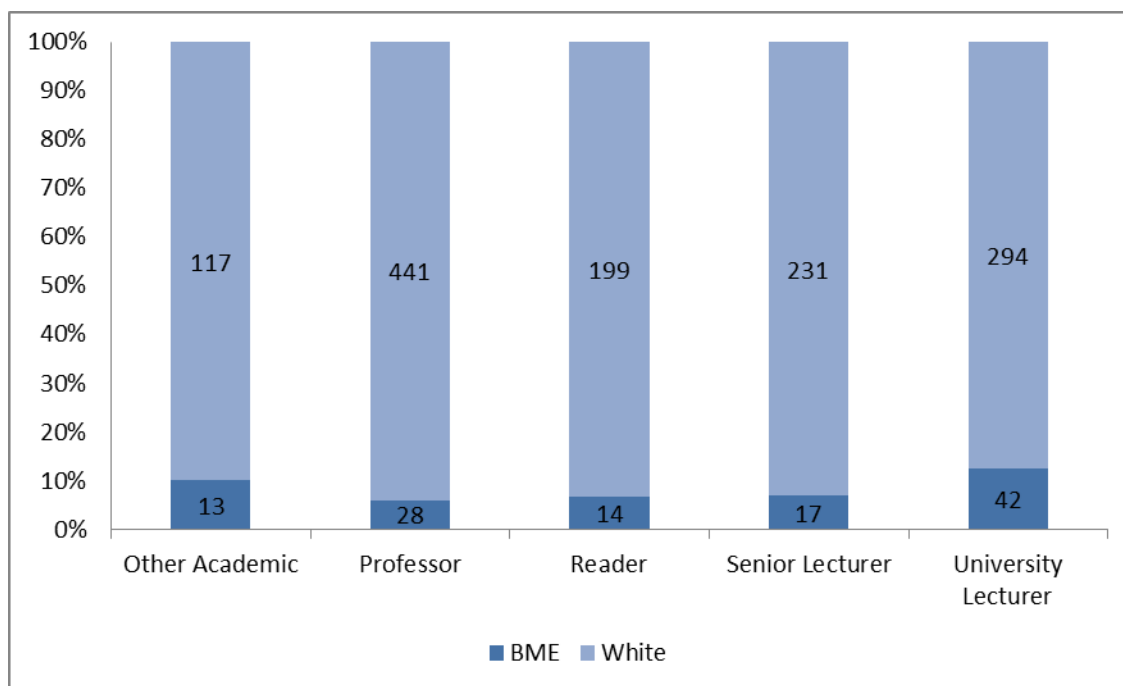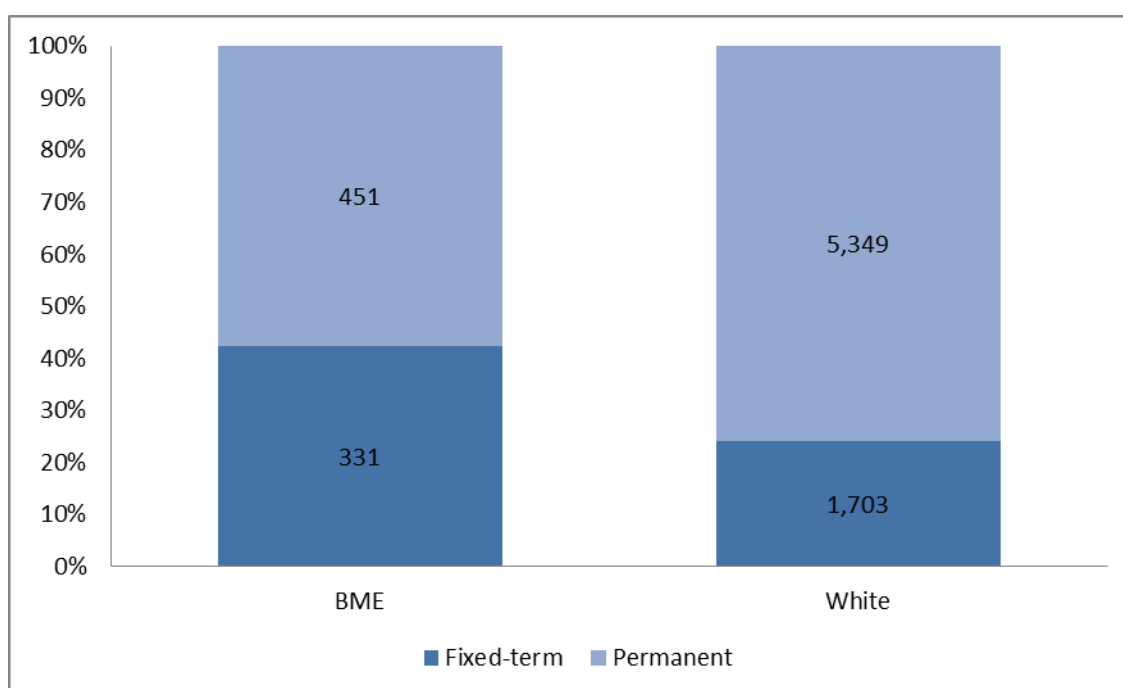The University of Cambridge ranked in the middle of the Russell Group universities when the percentage of staff who had identified as BME was analysed (Figure 28).
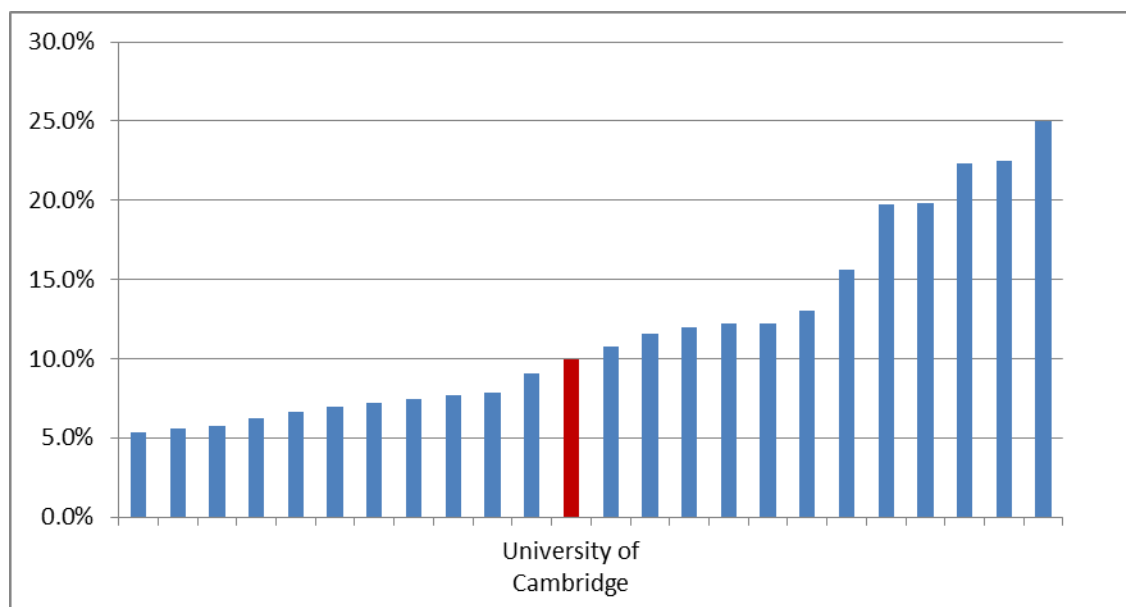
Figure 28 Percentage of Russell Group staff who identified as BME in 2010-11.

1.4 Staff: disability

Staff who disclose a disability can seek support from the University's Disabled Staff Network (DSN).[18] 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.

1.4.1 Staff disability overall

302 or 3.2% of all staff at the University had disclosed a disability as at 31 July 2012. Of these, 52.3% had an Unspecified disability (Figure 29). In comparison, 18.3% of the 2011

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[18] For more information visit http://www.admin.cam.ac.uk/offices/hr/equality/networks/disabled/#introduction

working age UK population had a disclosed disability, of whom 46.5% were in employment[19].

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.
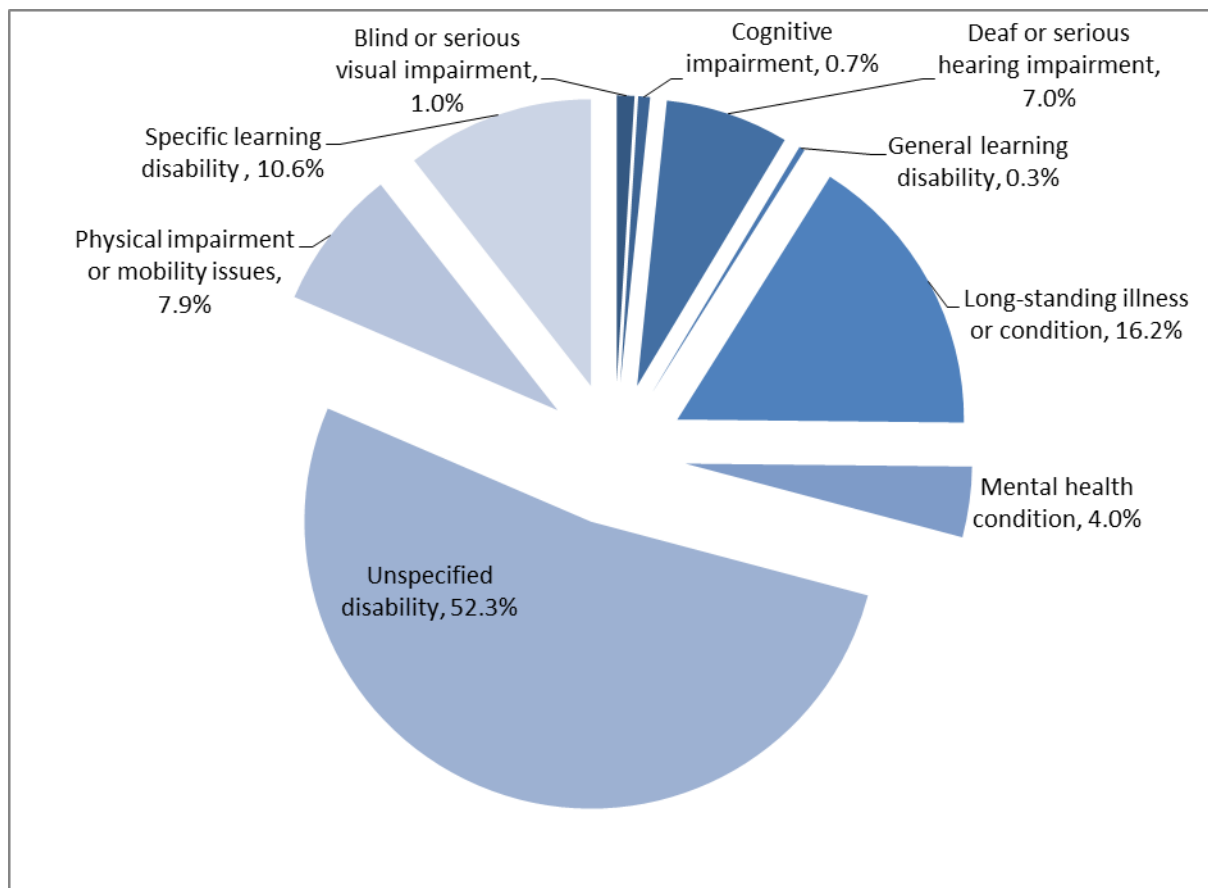
Figure 29 Staff with disclosed disability, by proportion in each disability category

1.4.2 Staff disability by nationality

Of those who had disclosed a disability, the overwhelming majority had also declared that they were of UK nationality (Figure 30).

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[19] http://www.ons.gov.uk/ons/rel/lmac/people-with-disabilities-in-the-labour-market/2011/index.html
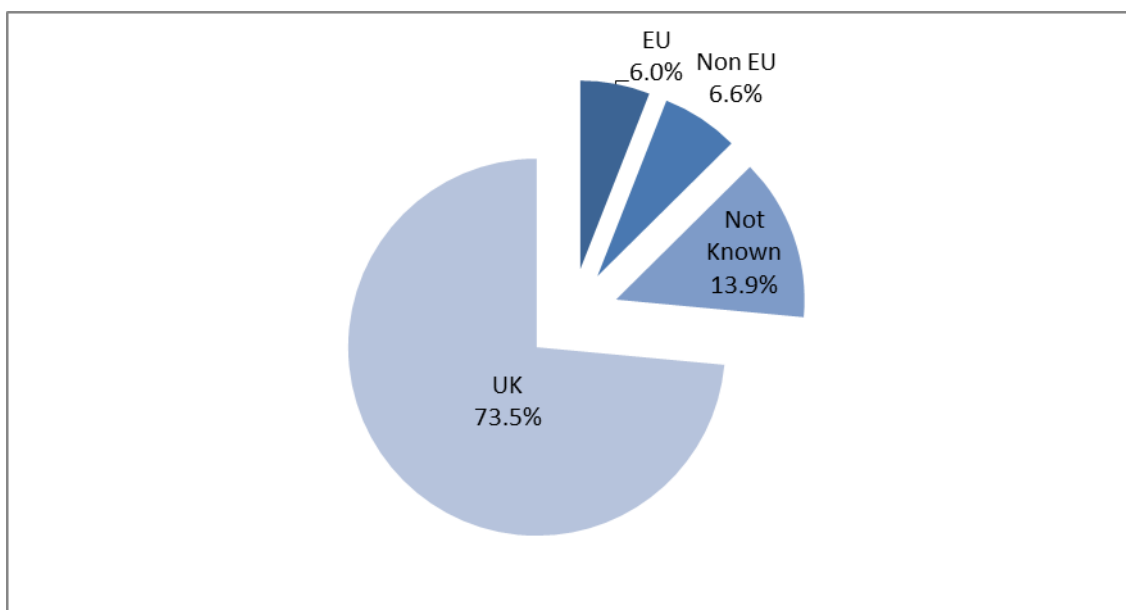
Figure 30 Staff who disclosed a disability by nationality

1.4.3 Staff groups by disability

As Figure 31 indicates, the lowest proportion of staff with a disclosed disability was in Researcher positions, with the highest proportion in Assistant roles.
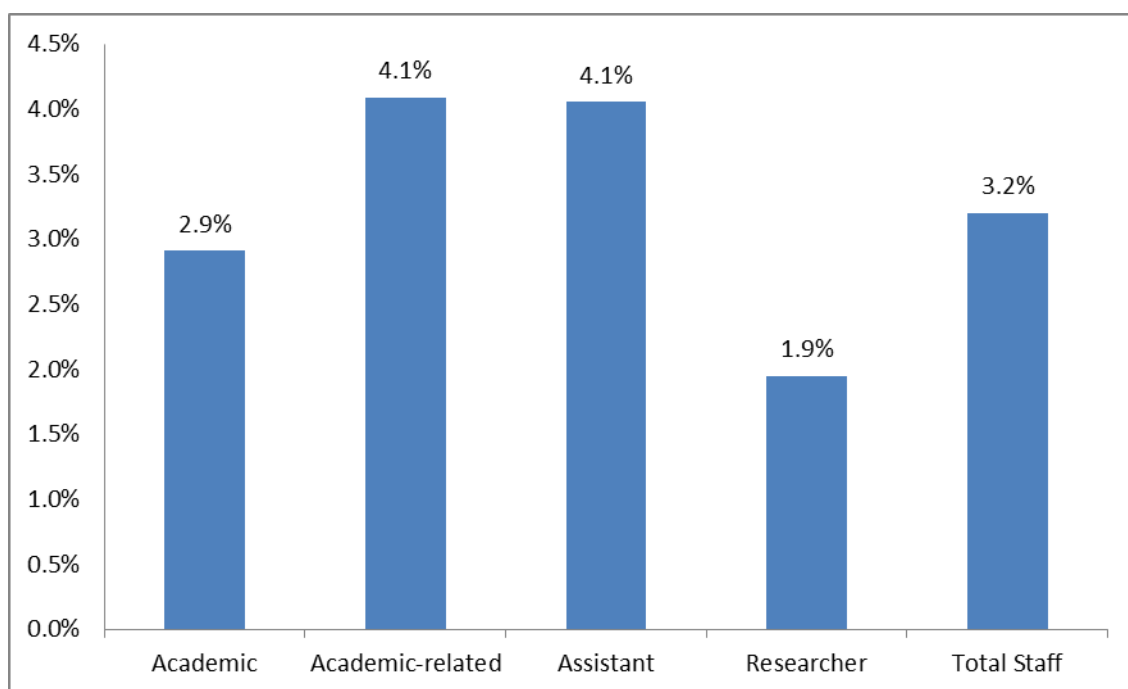
Figure 31 Staff type by disclosed disability

1.4.4 Staff grade by disability

There was no clear relationship between staff who had declared a disability and their grade (Figure 32). 48.3% of disabled staff were employed in roles graded 6 or lower.
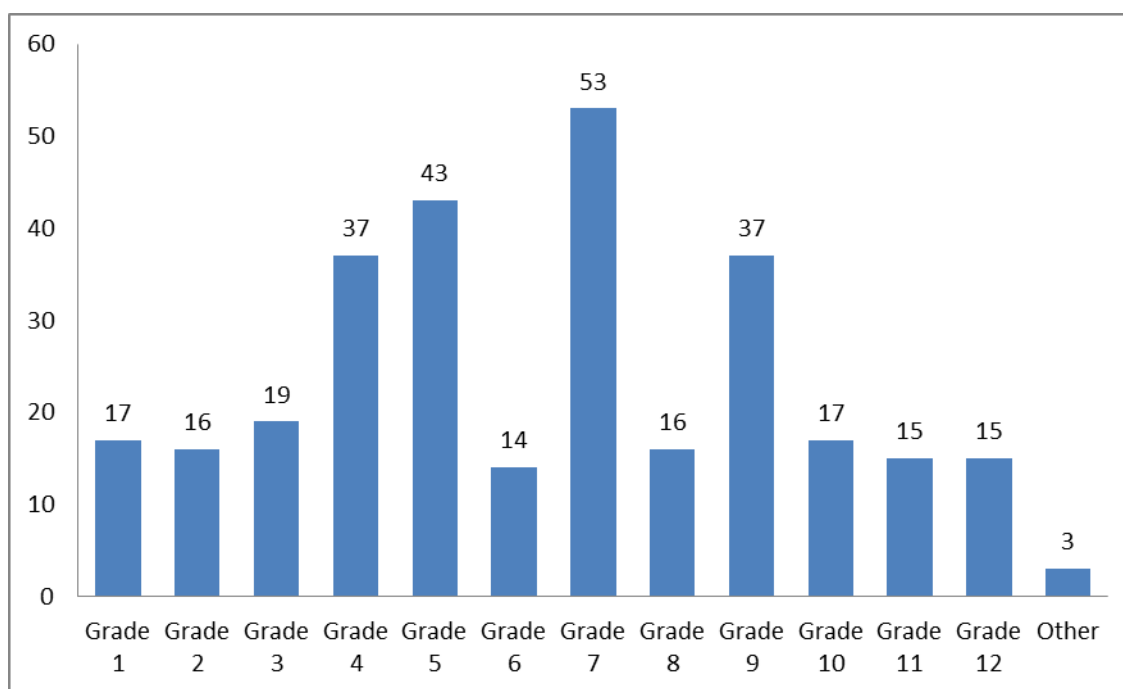
Figure 32 Staff grade by percentage disclosed disability

1.4.5 Academic staff type by disability

While staff with a disclosed disability comprised 2.9% of Academic staff overall, this proportion was not constant across the Academic staff roles (Figure 33). The largest category was Readers (5.1%).
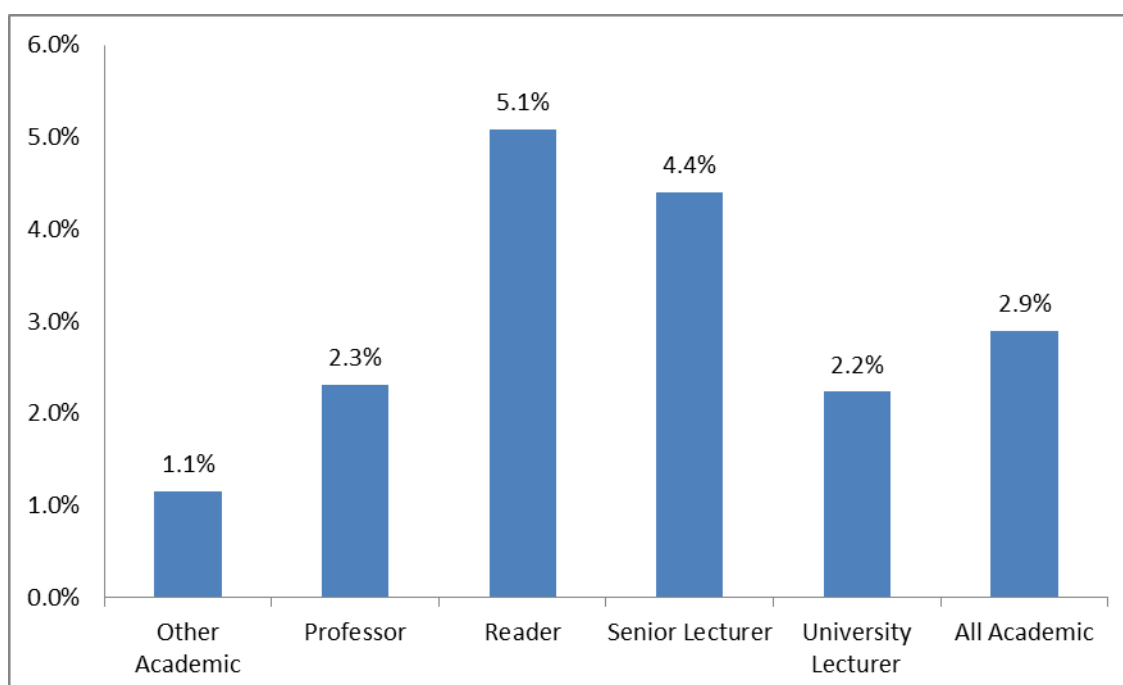
Figure 33 Academic staff type by percentage disclosed disability

1.4.6 Staff contract type by disability

20.9% of staff with a disability worked part-time, compared with a figure of 20.5% for all staff. 15.9% of staff with a disability were on fixed-term contracts.

1.4.7 Russell Group Benchmarking: disability

The University was placed within the top quarter of all Russell Group universities when reporting a percentage of staff who had disclosed a disability (Figure 34).
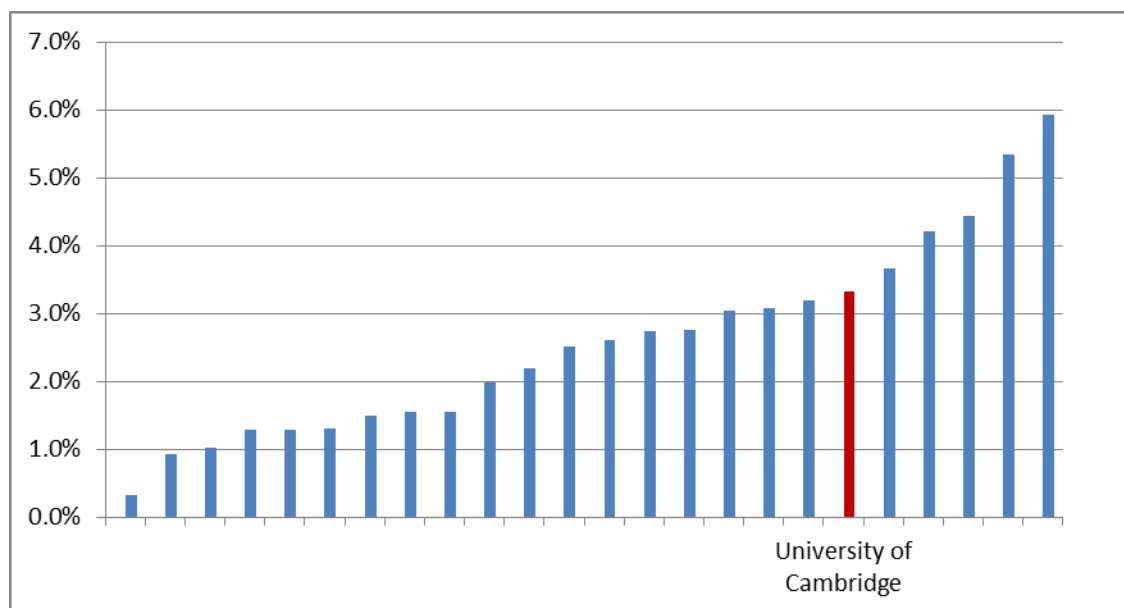
Figure 34 Percentage of Russell Group staff who had disclosed a disability 2010-11

1.5 Staff: age

The median age of staff at the University of Cambridge at 31 July 2011 was 41 years, with a mean of 43 years. Figures 35-39 show the age distribution of staff against the proportion of female staff in each age group. Average age and the percentage of women, varies across the staff groups.
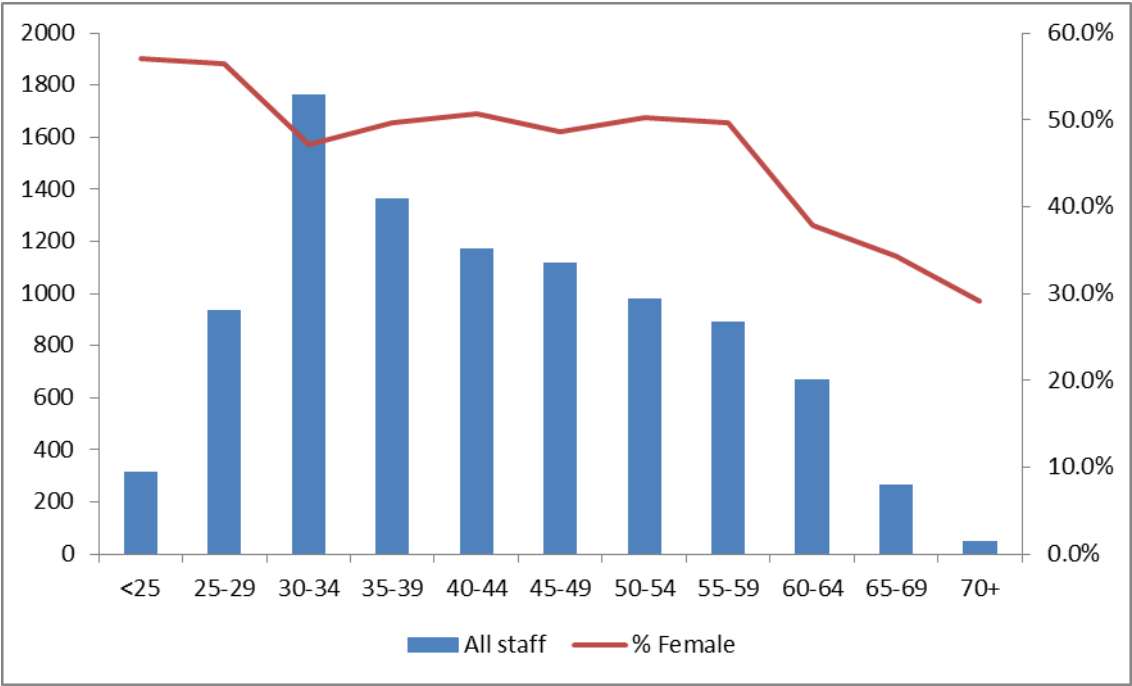
Figure 35 Age profile by gender - all staff
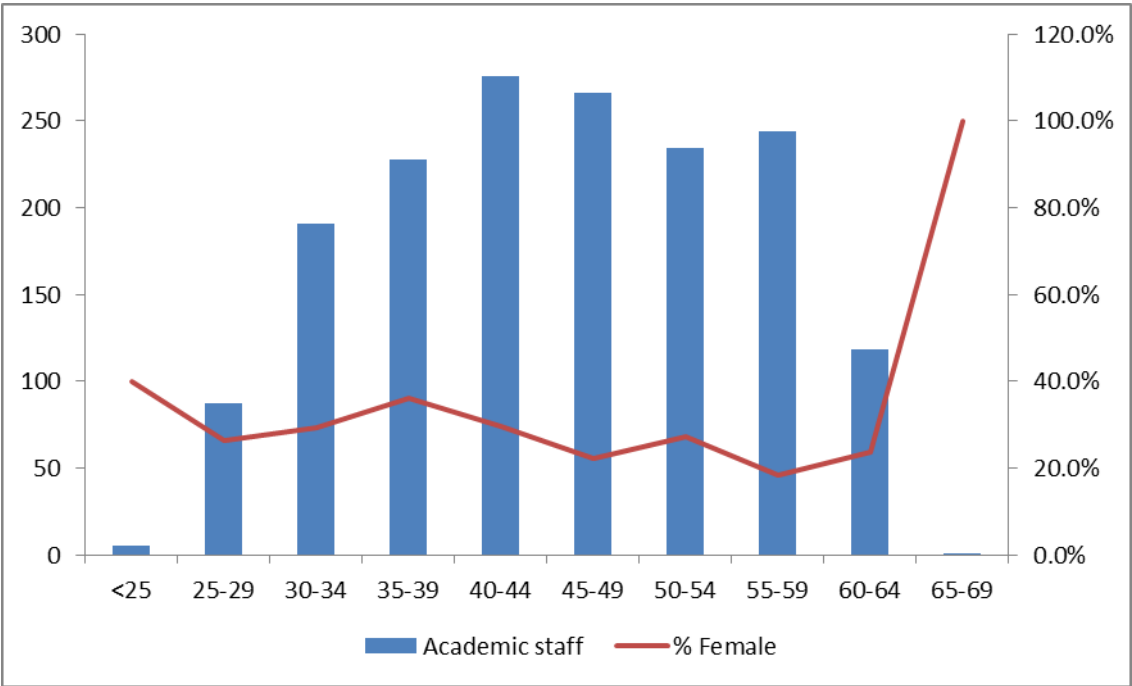
Figure 36 Age profile by gender – Academic staff
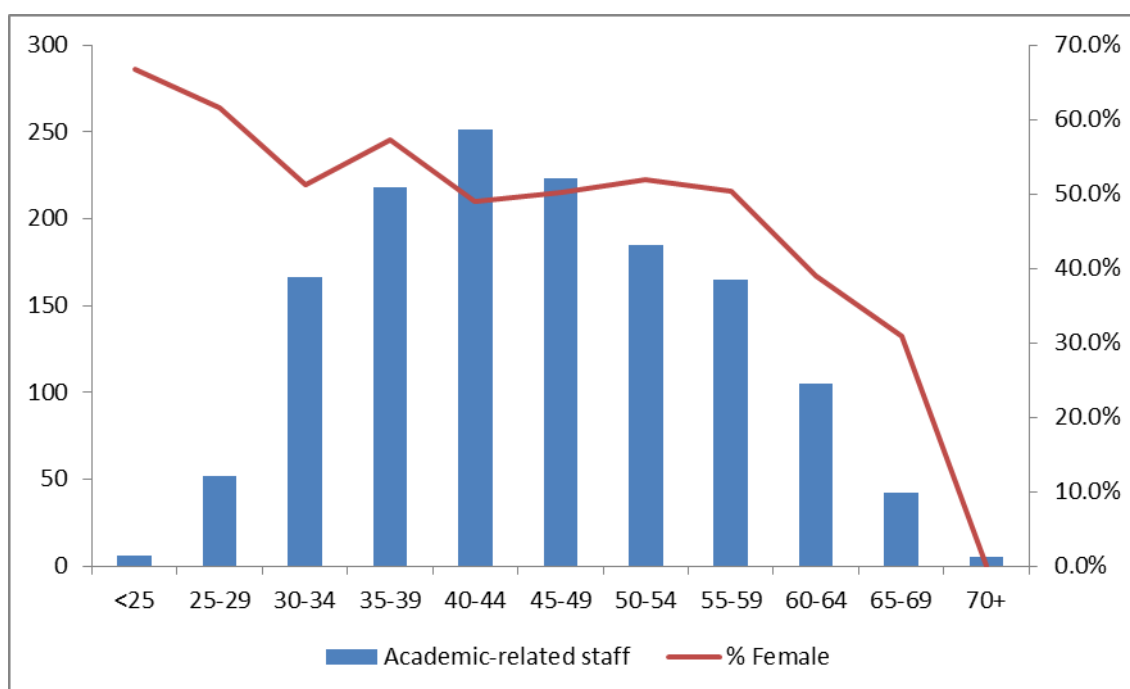
Figure 37 Age profile by gender - Academic-related staff
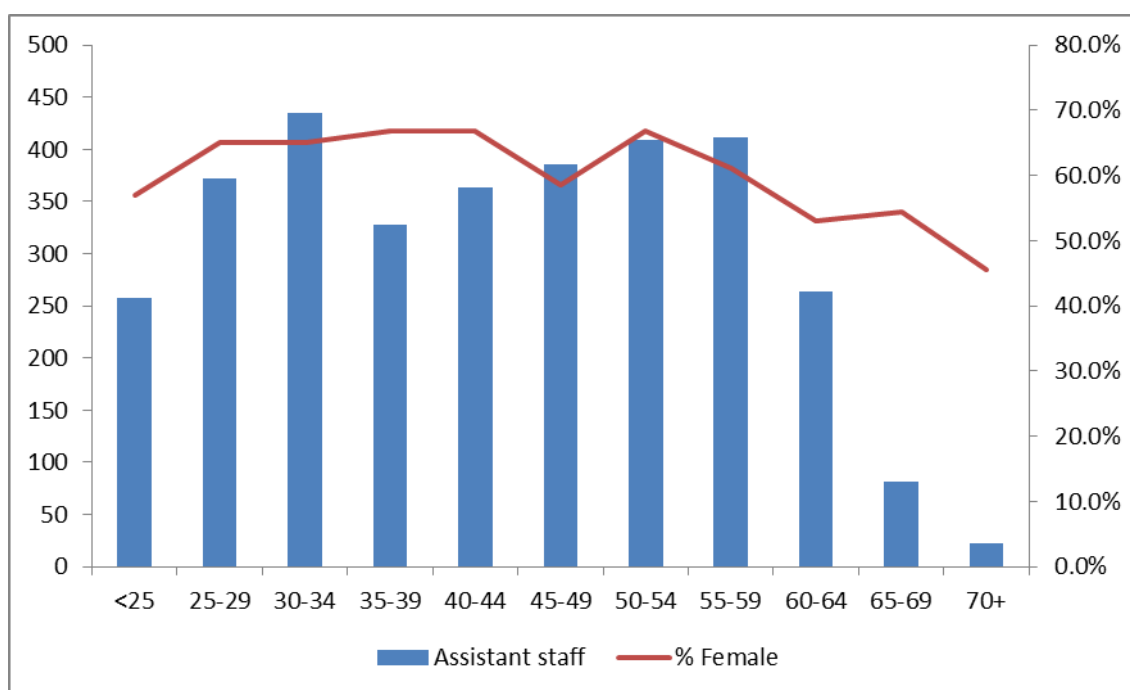
Figure 38 Age profile by gender - Assistant staff
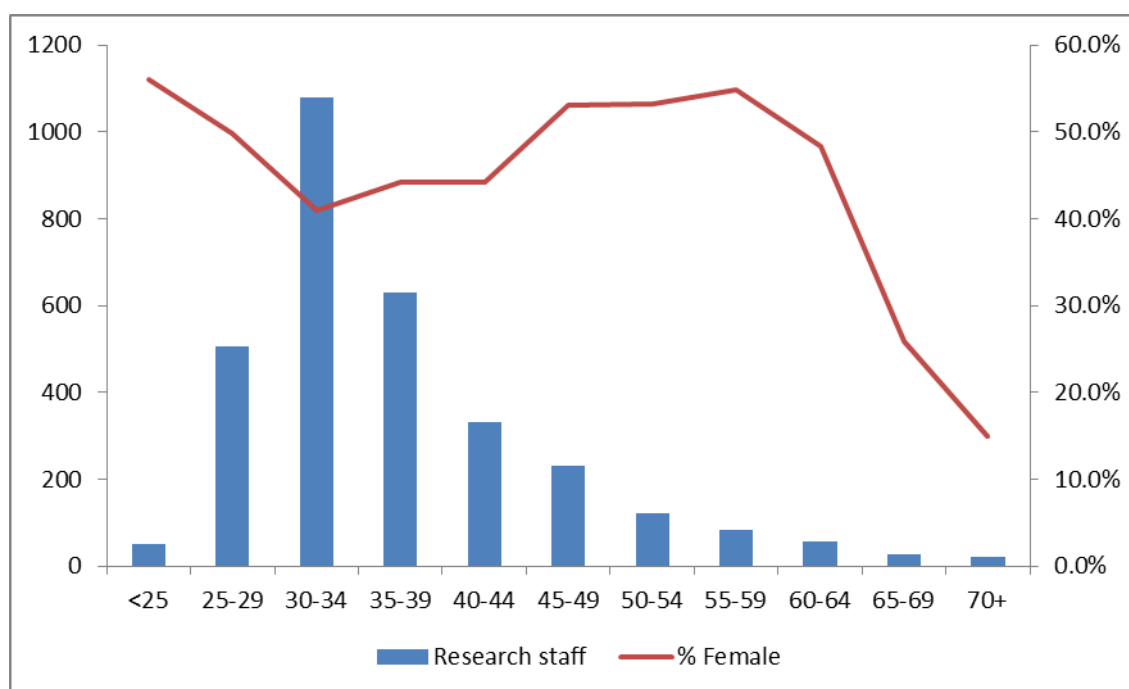
Figure 39 Age profile by gender - Research staff

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

The Equality Act (2010) defines a new Public Sector Equality Duty which expands the range of equality characteristics that apply to HE institutions. The protected characteristics 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

The University does not currently report on, or monitor, all protected characteristics across staff and students.

However from 1 August 2012, as requested by 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. Later in the year, this option will be 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. Reporting against these categories will be undertaken when sufficient data becomes available.

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, which grew out of a University staff consultation carried out in 2006. The LGB&T Network has since developed to provide support and advice to LGB&T staff at the University and to act as a forum for consultation between staff and the University's governing bodies. In 2012 the LGB&T Staff Network was ranked 11th in the Top 100 UK Employers in Stonewall's Workplace Equality Index and also won a Star Performer Network Group Award from Stonewall.[20]

Faith and Belief in Practice is the work the collegiate University undertakes to fulfil its commitment to religion or belief equality. This work is overseen by the Chaplaincy Development Group (CDG). The CDG is a partnership between the University, Trinity College and Great St Mary's Church. It 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 and Diversity Committee. The CDG also produces a calendar of significant dates, developed in partnership between the collegiate University, the Equality & Diversity section and the Chaplain to University staff. These dates are highlighted in order to help with the planning of University activities and functions. E&D works with the CDG to host the Face to Faith series, which provides an opportunity to explore the co-existence between people of different faiths and beliefs, including those with none.[21]

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[20] http://www.stonewall.org.uk/at_work/stonewall_top_100_employers/default.asp
[21] For more information visit
http://www.admin.cam.ac.uk/offices/hr/equality/characteristics/belief/#introduction

Part 2: Students

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.

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%.

2.1 Students: gender

2.1.1 Admissions and applications

Undergraduate Admissions (October 2011)
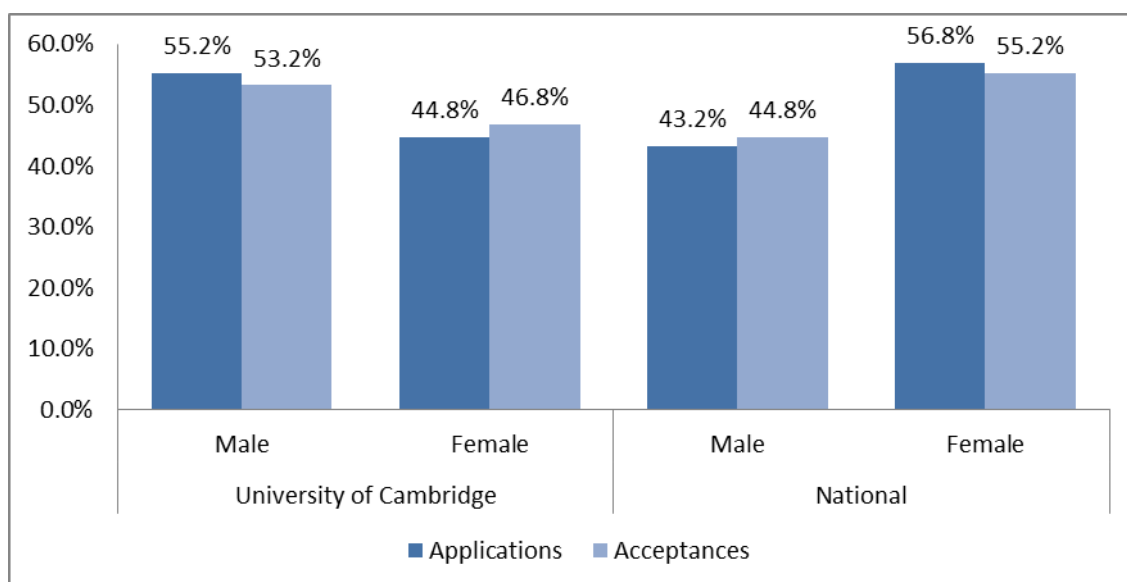
Figure 40 Undergraduate admissions by gender (October 2011)

In 2011 more men applied to the University than women, a reversal of the gender balance across the sector nationally (Figure 40).

Graduate Admissions: Applications, offers and confirmations

The following information is for students admitted into graduate courses under the administration of the Board of Graduate Studies[22]. There are a number of other postgraduate courses offered by the University that admit students through separate mechanisms; these are not reflected here[23].

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[22] When a student makes an application there are three possible outcomes:
- They can either receive an unconditional offer (a confirmation).
- They are made a conditional offer (where 'success rate' is defined as the percentage of applicants obtaining conditional offers); confirmation rate is defined as the percentage of applicants holding conditional offers, whose admission is confirmed.
- Students may also be declined admission.

[23] 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.

Gender	Applications	% of total	Conditional offers	% of total	Confirmations	% of total	Success rate	Confirmation rate
Male	7,109	54.8%	2,971	54.8%	1,694	56.0%	41.8%	57.0%
Female	5,857	45.2%	2,447	45.1%	1,328	43.9%	41.8%	54.3%
Unknown	4	0.0%	4	0.1%	1	0.0%		
Total	*12,970*	*100.0%*	*5,422*	*100.0%*	*3,023*	*100.0%*	*41.8%*	*55.8%*

Table 3 Summary of graduate admissions 2010-11 by gender

While there were more male graduate applicants than female in 2010-11 (54.8% to 45.2%), there were identical success rates for both (Table 3)

2.1.2 Student numbers by gender
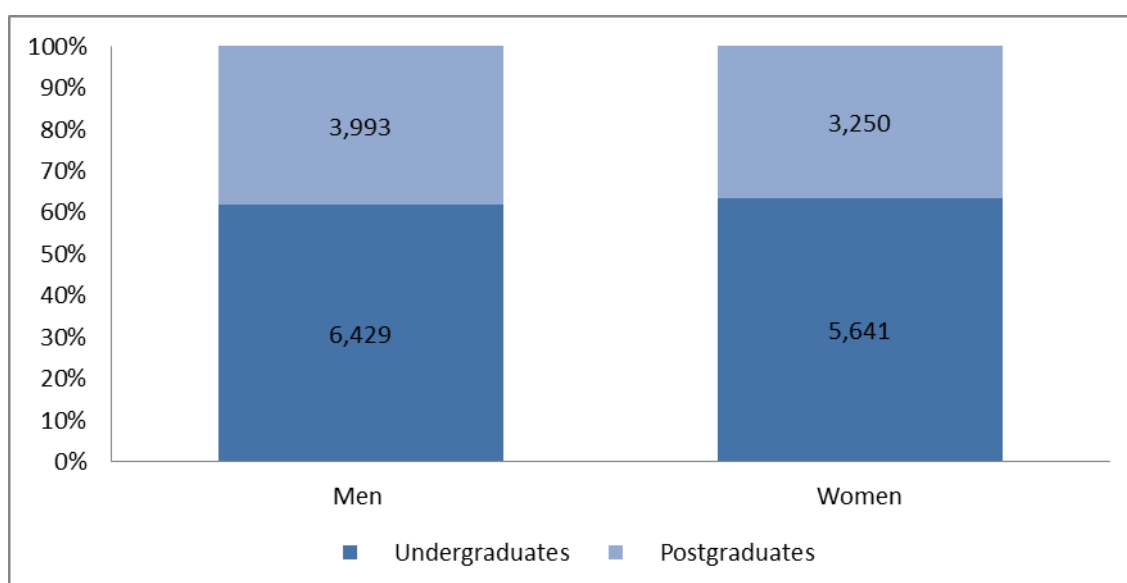
Figure 41 Student numbers by gender for academic year 2011-12

In 2011-12, female students comprised 47.2% of all undergraduate students and 44.9% of graduates (Figure 41).

2.1.3 Science, Technology, Engineering, Mathematics and Medicine (STEMM) & Arts, Humanities and Social Sciences (AHSS) subjects by gender
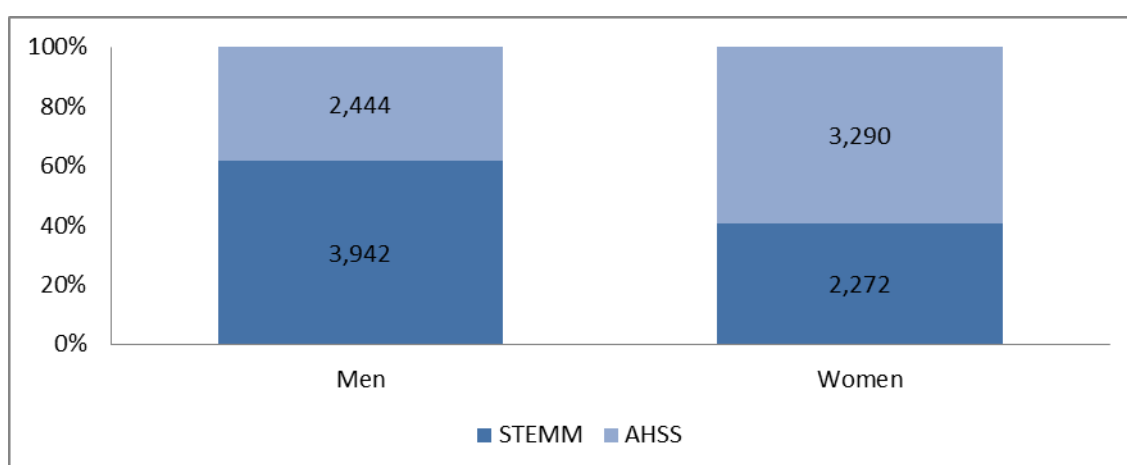
Figure 42 STEMM and AHSS subjects by gender 2011-12

Of those students taking STEMM subjects, 38.3% were female (Figure 42).

2.1.4 Degree attainment by gender
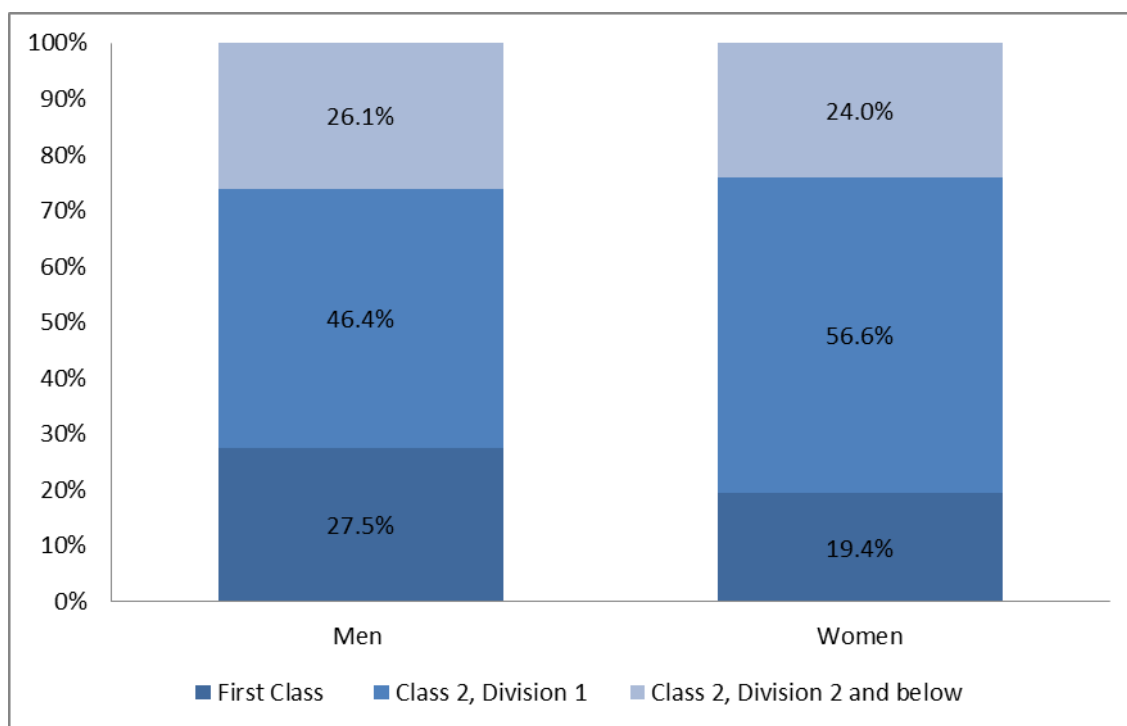
Figure 43 Summary of classified Tripos examination results by gender, 2012

Figure 43 shows that the percentage of women gaining First Class examination passes in Tripos examinations in 2012 was 19.4% compared to 27.5% of male students[24]. 73.9% of men received a Class 2, Division 1 pass or higher, compared to 76.0% of female students[25].

2.1.5 Russell Group benchmarking: student gender

The University of Cambridge sits at the lower end of the Russell Group in regards to the proportion of students who were female for both undergraduate and postgraduate students (Figures 44 and 45 below). This may reflect the differing mix of academic disciplines within Russell Group institutions.

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[24] For information about the Tripos system please refer to
http://www.admin.cam.ac.uk/univ/camdata/tripos.html
[25] The Education Committee of the General Board established a Gender Attainment Working Group and its recommendations are currently being acted upon in consultation with institutions.
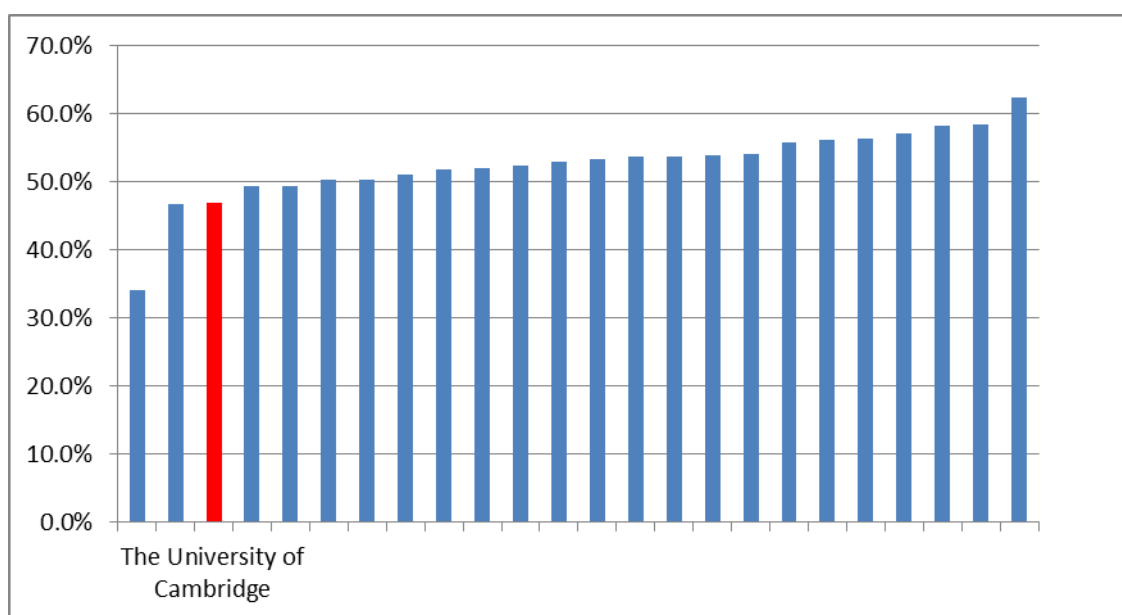
Figure 44 Proportion of female undergraduate students at Russell Group institutions, 2010-11
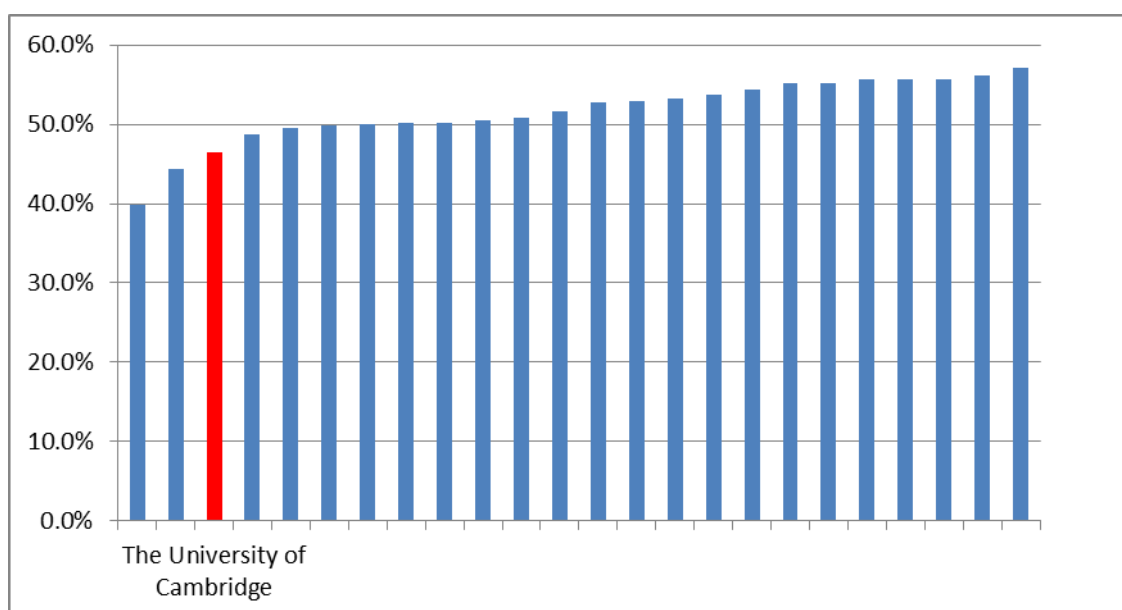
Figure 45 Proportion of female postgraduate students at Russell Group institutions, 2010-11

2.2 Students: ethnicity

2.2.1 Admissions and applications

Undergraduate Admissions (October 2011)

In 2011 there were 9,128 applications from home domiciled students for admission to the University of Cambridge[26]. 17.5% of all students who applied were from BME

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[26] The term 'home' refers to UK nationals permanently resident in the UK.

backgrounds; 14.8% of students who were accepted were BME (Table 4)[27]. Note: student numbers presented here are not disaggregated by ethnicity due to the small numbers in some categories.

Ethnicity	University of Cambridge		National	
	Applicants	Acceptances	Applicants	Acceptances
Bangladeshi	0.6%	0.4%	1.1%	1.1%
Black African	1.4%	0.8%	6.2%	5.0%
Black Caribbean	0.4%	0.2%	1.8%	1.6%
Chinese	2.7%	2.7%	0.8%	0.8%
Indian	4.1%	3.0%	3.3%	3.5%
Mixed	4.6%	4.6%	3.7%	3.7%
Non-White - Other	2.5%	2.1%	3.2%	3.0%
Pakistani	1.1%	0.9%	3.1%	2.9%
White	78.3%	84.2%	75.9%	77.3%
Not Known	4.3%	1.0%	1.1%	1.1%
Total BME	17.5%	14.8%	23.0%	21.6%

Table 3 Home applicants and acceptances to Cambridge and national UK domiciled student undergraduate applicants and acceptances by ethnic origin 2011[28]

Success rates for applying students varied between ethnicities in 2011 (Figure 46). As the number of students accepted by ethnicity was small in some cases, the success rate by individual ethnicity is not presented here.
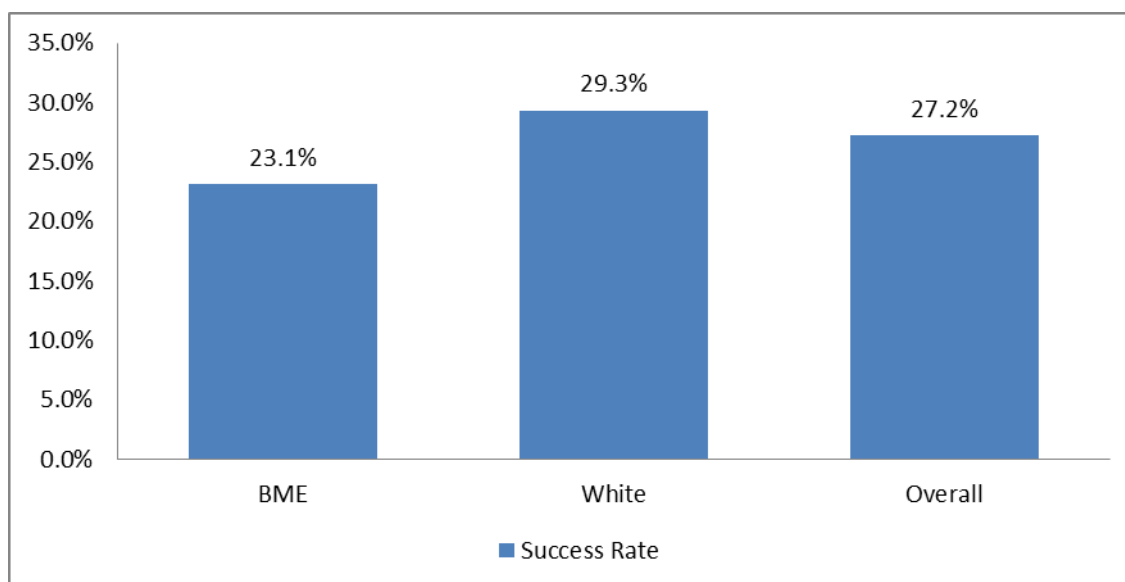

Figure 46 Success rate by ethnicity for Home students applying to Cambridge 2011.

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[27] Black and Minority Ethnic (BME) was defined here as all known ethnicity other than White, including those of Mixed descent.
[28] Terminology as used by Admissions and UCAS.

Graduate Admissions: Applications, offers and confirmations[29]

Ethnicity	Applications	% of total	Conditional offers	% of total	Confirmations	% of total	Success rate	Confirmation rate
White	4,318	33.3%	3,118	57.5%	1,792	59.3%	72.2%	57.5%
BME	5,532	42.7%	2,142	39.5%	1,001	33.1%	38.7%	46.7%
Unknown	3,120	24.1%	162	3.0%	230	7.6%		
Total	*12,970*	*100.0%*	*5,422*	*100.0%*	*3,023*	*100.0%*	*41.8%*	*55.8%*

Table 4 Summary of graduate admissions 2010-11 by ethnicity

In 2010-11, 39.5% of conditional offers were made to applicants who gave their ethnic origin as 'BME. There were some gaps in the confirmation ethnicity information (with more students with unknown ethnicity at the point of confirmation than at the offer stage), therefore it was not possible to provide a success or confirmation rate for those with unknown ethnicity (Table 5).

2.2.2 Student numbers by ethnicity

Ethnicity	Undergraduates	Undergraduates %	Postgraduates	Postgraduates %
Bangladeshi	31	0.3%	27	0.3%
Black African	80	0.7%	91	1.1%
Black Caribbean	21	0.2%	12	0.2%
Chinese	923	7.7%	1,038	13.0%
Indian	396	3.3%	337	4.2%
Mixed	478	4.0%	324	4.1%
Non-White - Other	383	3.2%	552	6.9%
Pakistani	90	0.8%	74	0.9%
White	8,976	75.1%	5,164	64.8%
Not Known	570	4.8%	344	4.3%
Total	*11,948*		*7,963*	

Table 5 Student undergraduate and postgraduate numbers by ethnicity 2011-12

Table 6 shows the breakdown by ethnicity for both undergraduate and graduate student numbers for 2011-12.

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[29] See footnote 24
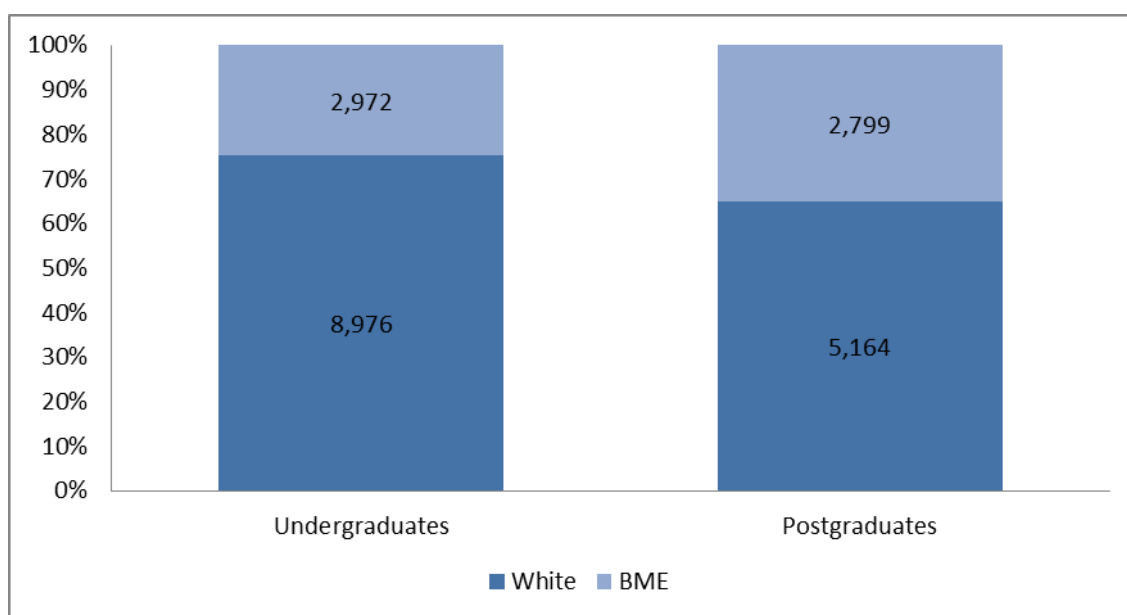
Figure 47 Student undergraduate and postgraduate numbers by known ethnicity 2011-12

Students from a BME background made up 20.1% of all undergraduate students of known ethnicity (Figure 47). 30.8% of all postgraduate students for whom ethnicity was known were from a BME background. 14.8% of all students who were UK domiciled were BME, compared to 18.4% of all UK undergraduate students nationally in 2010-11[30].

Figure 48 Student ethnicity for all full-time students (postgraduate and undergraduate) by domicile

Figure 48 shows that a small majority of BME students (58.1%) were non-UK domiciled compared to 22.4% of White students.

2.2.3 Degree attainment by ethnicity
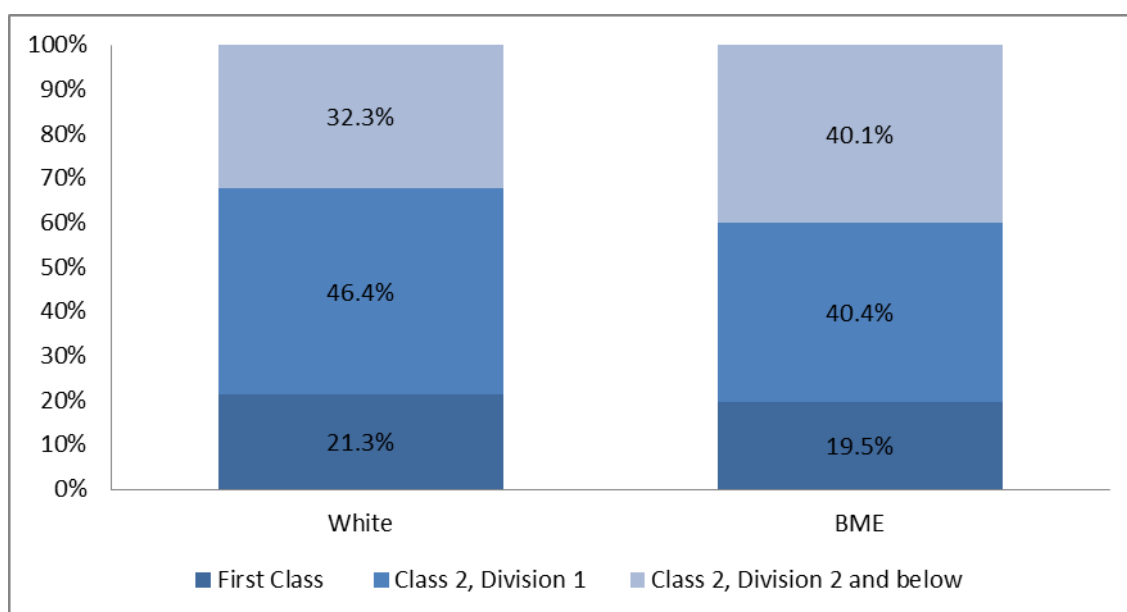
Figure 49 Summary of classified Tripos examination results by ethnicity, 2012

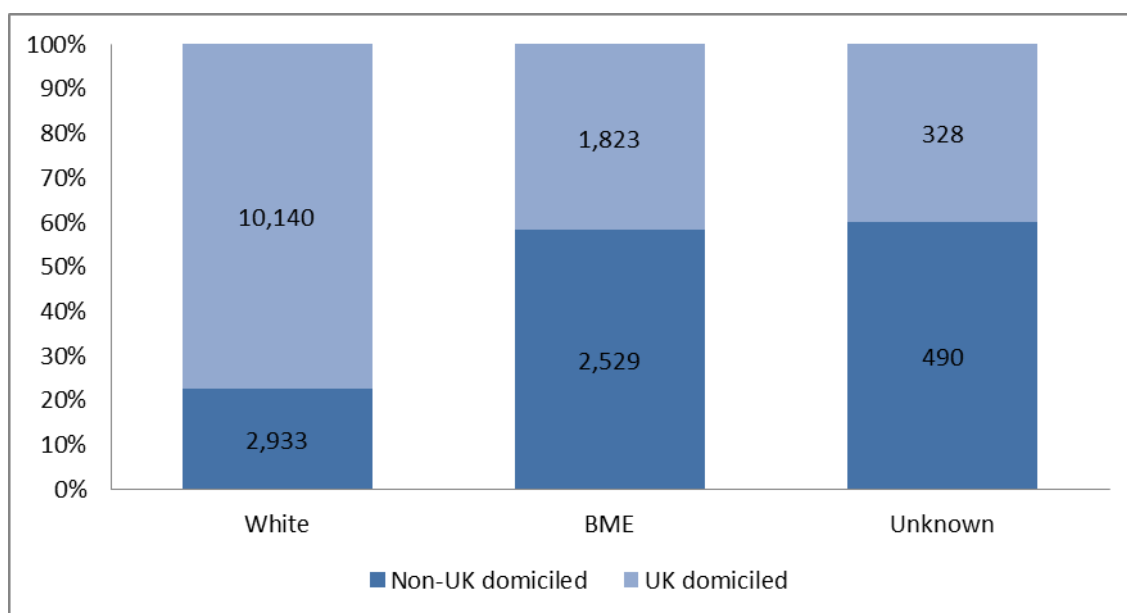Figure 49 shows that the percentage of BME students to gain First Class undergraduate examinations passes in 2012 was 19.5% compared to 21.3% of White students. 67.7% of White students attained a Class 2, Division 1 pass or higher, compared to 59.9% of BME students.

2.2.4 Russell Group benchmarking: student ethnicity

Figures 50 and 51 below show of the University of Cambridge compared to other Russell Group institutions in regards to the proportion of students who have disclosed their ethnicity as BME for both undergraduate and postgraduate students.

Figure 50 Proportion of BME undergraduate students at Russell Group institutions, 2010-11

Figure 51 Proportion of BME postgraduate students at Russell Group institutions, 2010-11

2.3 Students: disability

2.3.1 Admissions and applications

Undergraduate Admissions (October 2011)

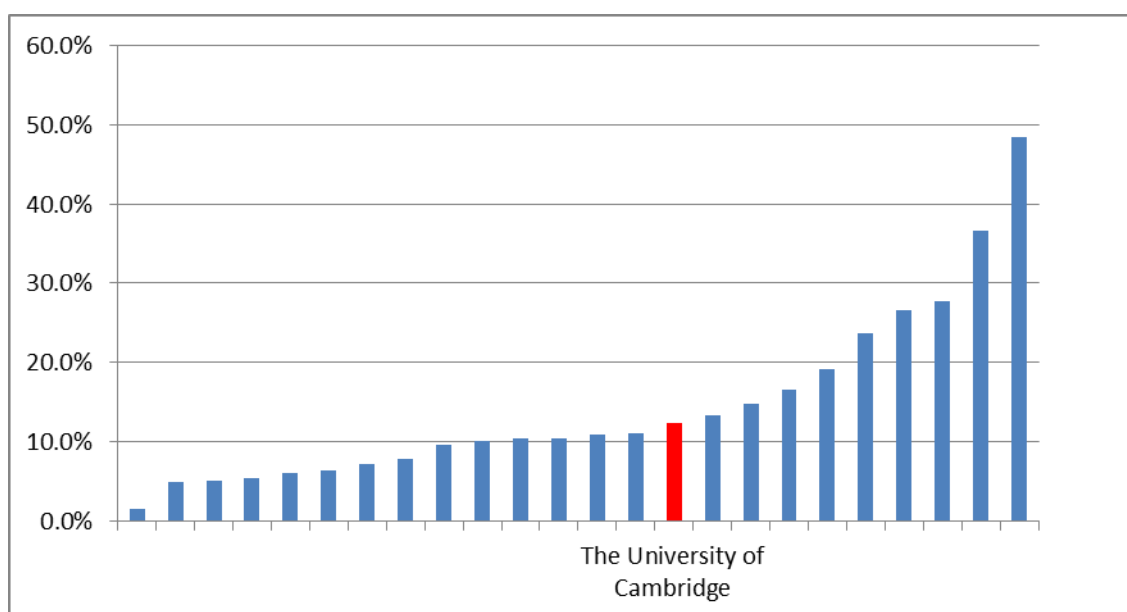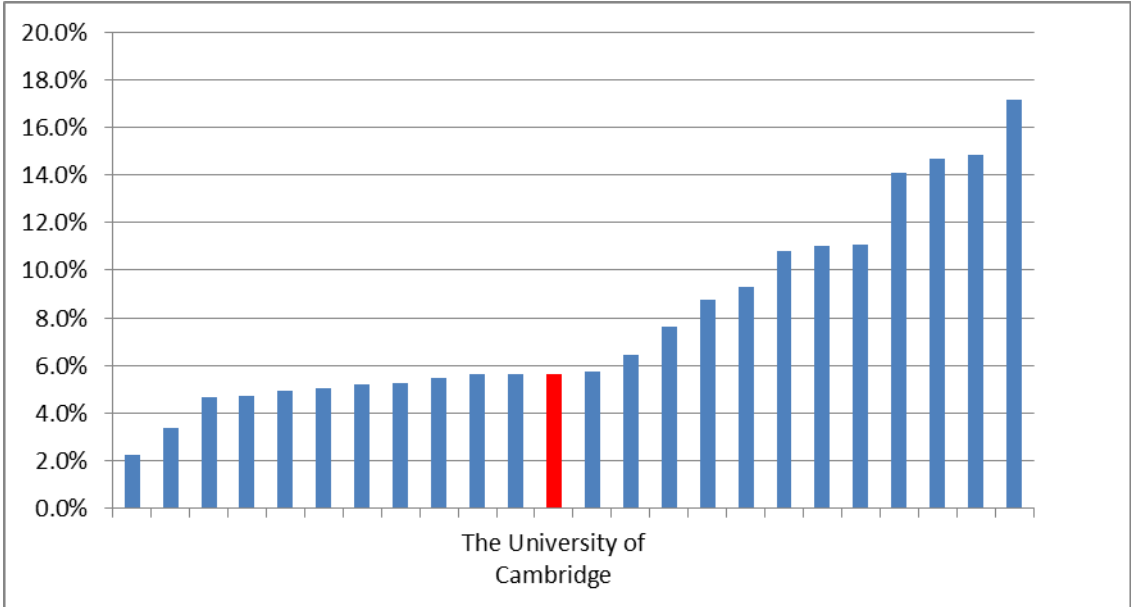| Disability	University of Cambridge					National
	Applicants	Acceptances	Success rate (%)	Applicants	Acceptances	Success rate (%)
Disability declared	4.7%	5.1%	22.9%	7.0%	6.8%	71.5%
No disability declared	95.3%	94.9%	21.2%	93.0%	93.2%	73.3%
Totals	*15,383*	*3,274*	*21.3%*	*589,350*	*431,235*	*73.2%*

Table 7 Applicants and acceptances to Cambridge and nationally by disability

There were 167 applicants with a declared disability (5.1% of all undergraduate students) who had their application accepted. This compared with a national average of 6.8% in 2011 (Table 7). Cambridge applicants with a disability have had a greater chance of success than applicants who had not declared a disability, which was the converse of the national picture. The number of students in each disability category was too small to present the information in a disaggregated format.
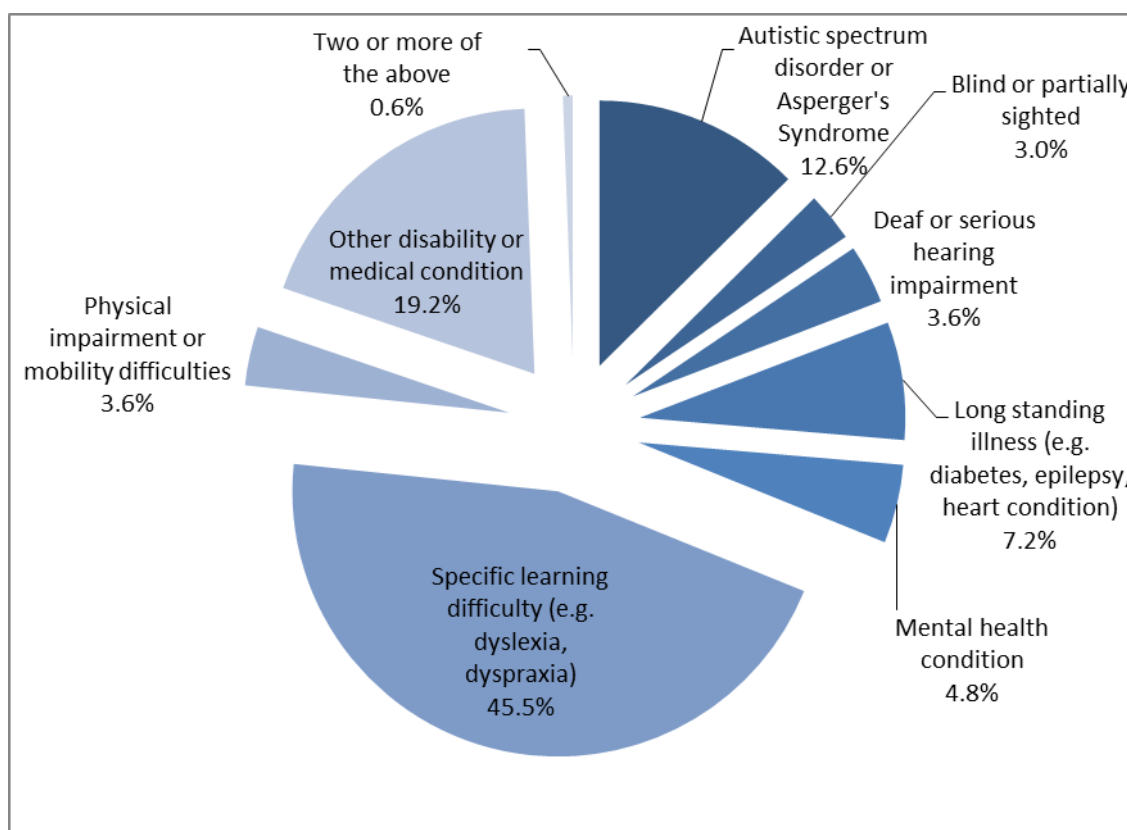

Figure 52 Breakdown of undergraduate disabled students accepted into the University in 2011 by disability category

Almost half of those students declaring a disability that were accepted into the University disclosed a 'Specific learning disability' (such as dyslexia) (Figure 52)[31].

Graduate Admissions: Applications, offers and confirmations[32]

	Applications	% of total	Conditional offers	% of total	Confirmations	% of total	Success rate	Confirmation rate
No disability declared	11,947	92.1%	4,990	92.0%	2,665	88.2%	41.8%	53.4%
Disability declared	387	3.0%	217	4.0%	146	4.8%	56.1%	67.3%
Unknown	636	4.9%	215	4.0%	212	7.0%	33.8%	98.6%
Total	12,970	100.0%	5,422	100.0%	3,023	100.0%	41.8%	55.8%

Table 8 Summary of graduate admissions 2010-11 by disability

Table 8 shows summary information for 2010-11. Information for separate disability categories is not presented due to the small numbers of students in some of these groups. However, disabled applicants in 2010-11 had a success rate higher than the overall success rate across all groups (which was 41.8%).

2.3.2 Student numbers by disability

	Undergraduates	Graduates	Total
No Disability declared	11,077	7,417	18,494
Disability declared	812	393	1,205
Unknown	59	153	212
Total	11,948	7,963	
% Disabled	6.8%	5.0%	6.1%

Table 9 Student numbers by disability 2011-12

6.8% of all undergraduates and 5.0% of graduates had a disclosed disability in 2011-12 (Table 9).

Figure 53 on the next page indicates that 'Specific learning difficulty' was the largest disability category for those students who had disclosed a disability.

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[31] The University's Disability Resource Centre (DRC) gathers further information and statistics about disabled students at Cambridge as many do not disclose their disability until after beginning their course. For further information please contact the DRC (www.admin.cam.ac.uk/univ/disability).
[32] See footnote 24
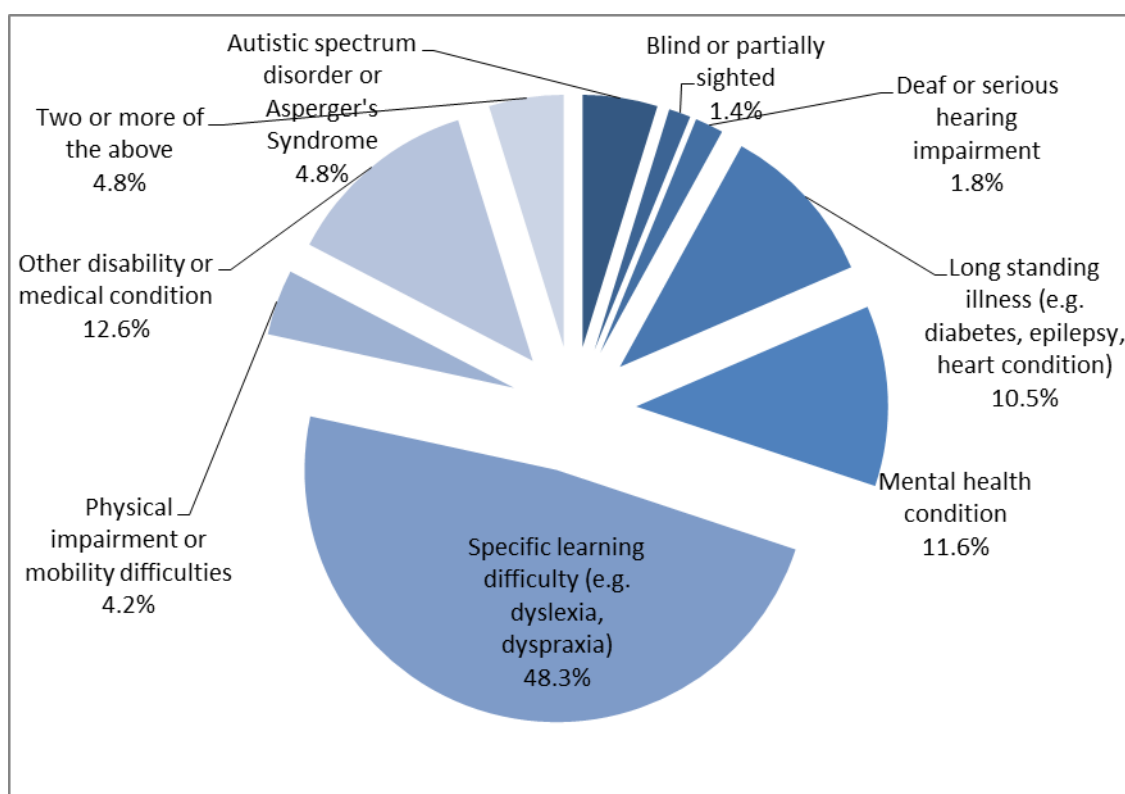
Figure 53 Declared disability of all students 2011-12

2.3.3 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 types[33].

Figure 54 Summary of classified Tripos examination results by disability, 2012

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

Figure 54 shows that in 2012, 17.2% of students who had disclosed a disability gained First Class in their final year compared to 21.2 % of students who did not declare a disability. When the percentage receiving a Class 2,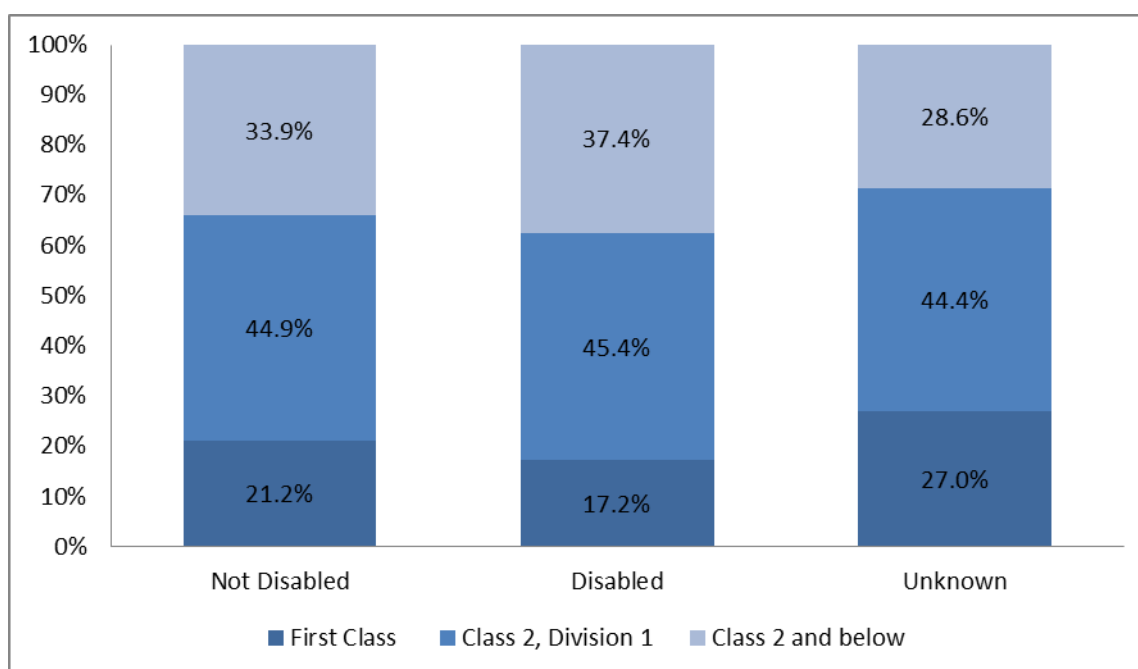 Division 1 or higher was considered the difference was similar, with 66.1% of non-disabled students attaining at this level compared to 62.6% of disabled students.

2.3.4 Russell Group benchmarking: student disability

The University of Cambridge sits at just below the Russell Group average for disclosed disability for undergraduate students (5.8% compared to 6.9%), but in the middle of the group for postgraduate students (Figures 55 and 56 below).
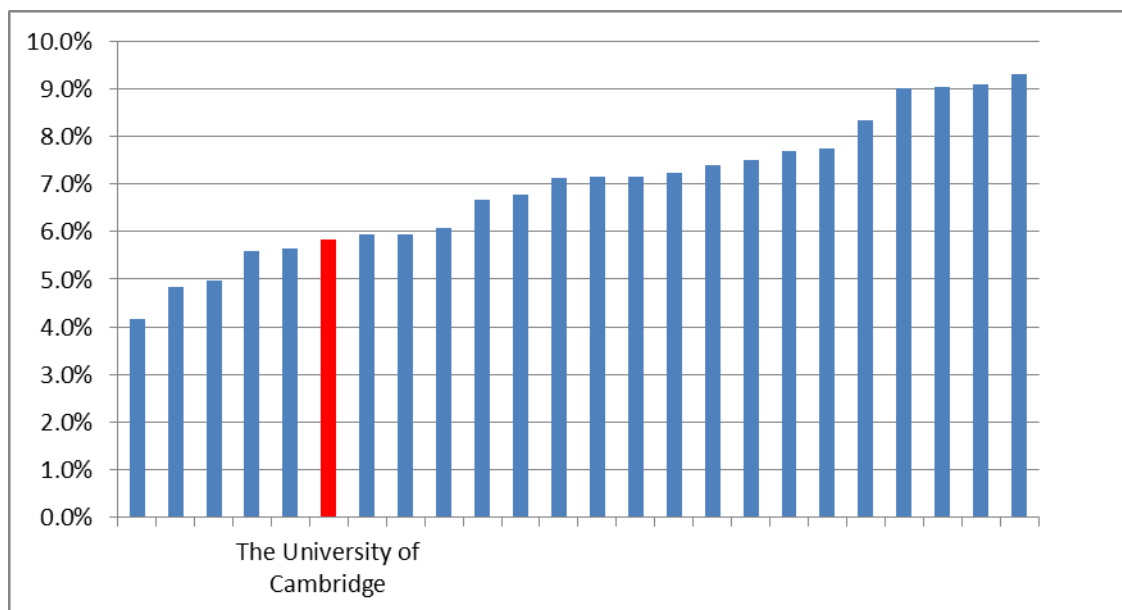
Figure 55 Proportion of undergraduate students who had disclosed a disability at Russell Group institutions, 2010-11
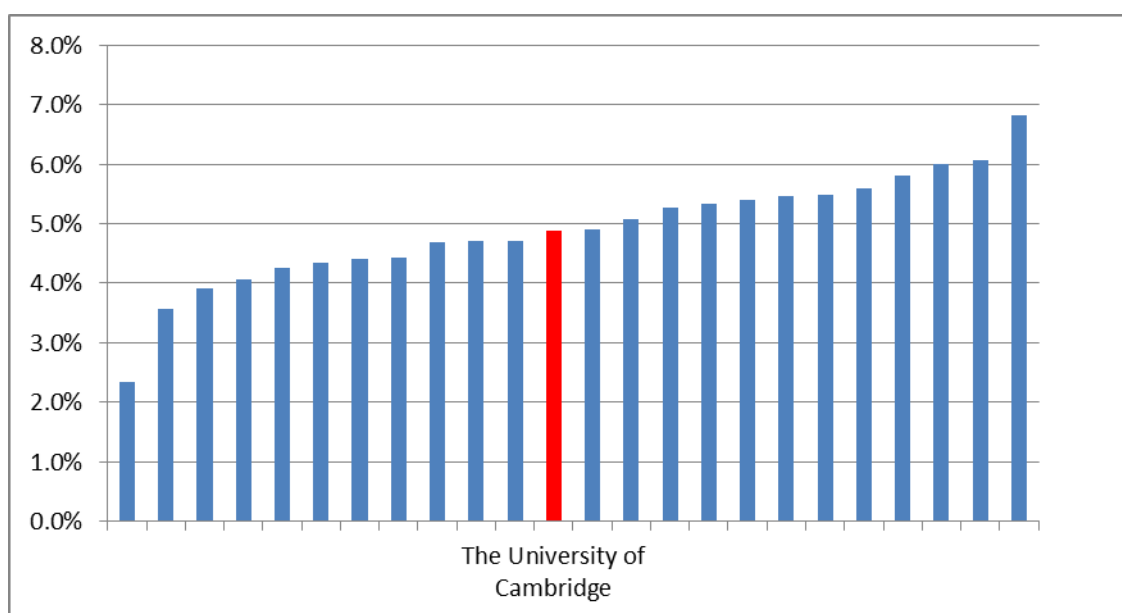
Figure 56 Proportion of postgraduate students who had disclosed a disability at Russell Group institutions, 2010-11

49

2.4 Students: age
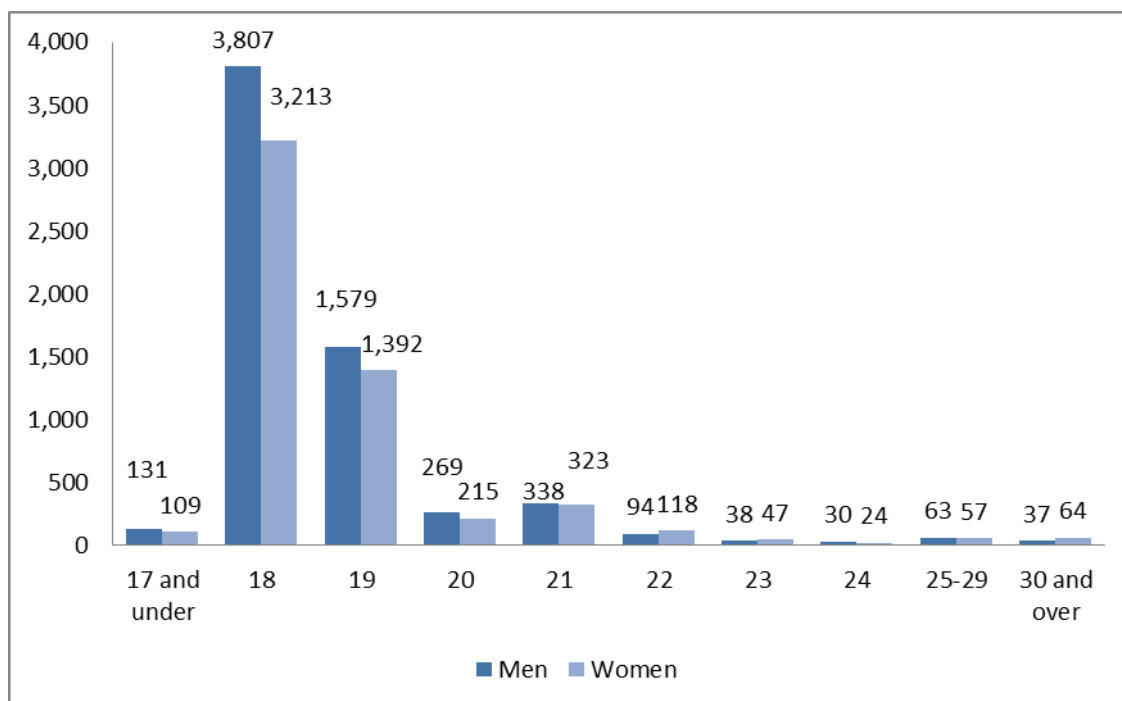
Figure 57 Undergraduate student age at time of admission by gender 2011-12

Undergraduate students had a median age of 18 at time of admission to the University (Figure 57).
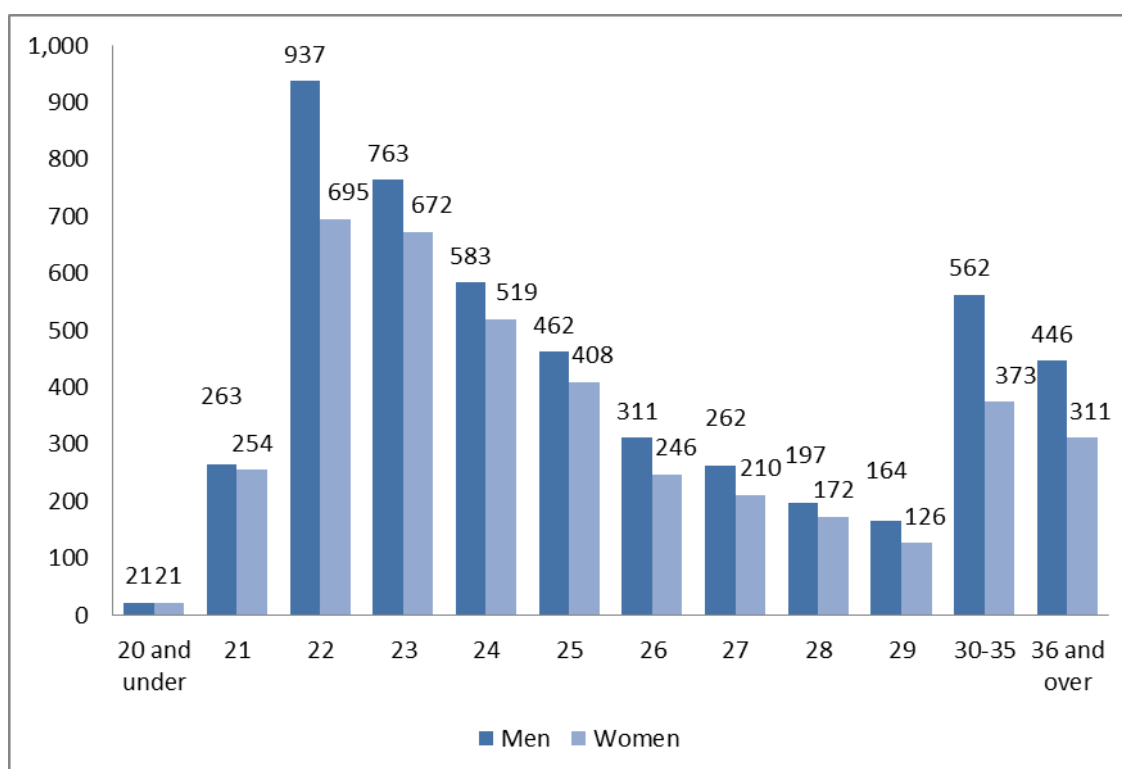
Figure 58 Postgraduate student age at time of admission by gender 2011-12

Postgraduate students had a median age of 24 (Figure 58).

2.5 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 is currently holding internal consultations as to whether to adopt these in the future.

Part 3: 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.

At the end of the 2011-12 academic year, a review was conducted on the EAA process following its first year of implementation. The review showed that overall the process worked well, including the work of the EAA Review Group (EAARG) which now includes representation from the Legal Services office. 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 in the E&D Information Report (http://www.admin.cam.ac.uk/offices/hr/equality/reports/). The review did highlight the need for some minor changes to the EAA form and supporting guidance; these revisions have been incorporated into the process.

The undertaking of EAAs also highlighted the importance of data and the presentation of management information in order to draw robust equality-related conclusions. The requirements of equality analysis necessitate consideration of all protected characteristics covered by the Equality Act; however the University does not currently collate data on Sexual Orientation, Religion or Belief and Gender Reassignment. Where quantitative information is not available, the E&D Section is able to refer Assessors to consultation and qualitative resources which can assist in addressing data gaps for these protected groups.

Demonstrating consultation is a further requirement within the equality analysis process and to this end, the Human Resources Network Group was introduced as a consultation point in relation to staff related policies or functions; this Group's membership includes representation from the University's diversity staff networks. For policies and functions relating to students plans are currently being put into place to set up a consultation group within the existing infrastructure of Student Links. This will include representation from students from equality groups and will provide an opportunity to consult during the development process. In response to issues raised by EAA Assessors and to meet identified gaps in knowledge, the E&D Section are continually updating supporting resources including centralised resources and web-based guidance.

Since the implementation of the EAA process in September 2011, 18 EAAs have been started, 1 of which is fully completed, 2 have been endorsed by EAARG and 5 are due to

be considered for completion by the EAARG in May. The EAA which has reached completion stage, the EAA for the first stage of the Research Excellence Framework (REF) Code of Practice, demonstrates the valuableness of the EAA process and its governance in particular. The REF Code of Practice for Selection of Staff submission to the Higher Education Funding Council (HEFCE) was successful, which was in part due to the EAA which was conducted on the process.

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.

EQUALITY ANALYSIS
EQUALITY ASSURANCE ASSESSMENTS
SCHEDULE

APPENDIX 1

This schedule contains policies/functions that, as determined by the Equality Assurance Assessment Relevance Procedure, are/will be 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	EAA APPROVED	DATE
COMMITTEE							
EDUCATION							
EQUALITY AND DIVERSITY							
E&D Communications Strategy*		tbc					
GENDER EQUALITY GROUP							
Equal Pay Review*		tbc					
HUMAN RESOURCES							
Pay Protection Policy	HR/0001/100611/	Nov-11	Jul-11	Feb-12	May-12		
Proposed Changes to the CPS	HR/0002/100611/	Jan-12	Jul-11	Dec-11	May-12		
Redundancy Avoidance Policy	HR/0003/100711/	Sep-11	Jul-11	Dec-11	Nov-12		
University Nursery: Staff & Student	HR/0004/010811/L	Dec-11	Apr-12	Aug-12	Nov-12		
Retirement Policy	HR/0005/210411/	Apr-11	Nov-11	Nov-11	Nov-12		
Revised Maternity Policy	HR/0006/091111/M	Nov-11	Dec-11	Dec-11	Nov-12		
Special Leave Policy	HR/0008/260112/M	Jan-12	Mar-12	Mar-12	Nov-12		
POSTGRADUATE ADMISSIONS							
Development of North West Cambridge - impact on graduate numbers*		tbc					
UNDERGRADUATE ADMISSIONS							
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
REF Preliminary Selection of Staff*		tbc					
Academic additional programme activities- Clinical Medicine*		tbc					
Senior Fellowships - Clinical Medicine*		tbc					