

EQUALITY & DIVERSITY ANNUAL REVIEW 2009 - 2010

Forewords

2009-2010 was an important one for the University with regard to its work on progressing equalities. After much consideration and consultation, a Combined Equality Scheme (CES) was drafted that consolidated previous policy development and implementation, bringing the University up to date with equalities legislation and standards of good practice in the sector.

This was very timely as it coincided with the introduction of the Equality Act 2010, resulting in the University being able to move relatively seamlessly from the old legislative framework to the new. In addition, the CES framework reflects a particular way of working suited to the unique culture of the University and its aspirations for continued excellence.

Professor Ian White

Pro Vice Chancellor (Institutional Affairs)

Chair of E&D Committee and Race Equality Champion

The University prides itself on working towards being a place of work and study in which all members of its community can feel welcome, equal and valued, regardless of characteristics such as age, gender, disability, sexual orientation, race or faith. The University's Equality & Diversity section, working in close partnership with other Divisions, Departments, institutions and Colleges as well as with various external networks, assists the institution in ensuring its policies and practices support this vision.

This 2009-2010 Annual Review reports and demonstrates the University's progress in a year of significant change and challenge.

Indi Sehra

Director of Human Resources

Throughout the 2009-2010 academic year, the E&D section has been mindful of the University's aim to progress towards a workable model for equality and diversity at the University in a climate of major national legal change and resource adjustments. At the same time, the section has continued to build positive relationships across the University, working with a wide range of senior leaders, staff, students and external partners to identify and further common goals.

This environment of cooperation and collaboration has helped significantly the furthering of equality objectives at the University during 2009-2010 and much has been achieved as a result; such continued support is invaluable and warmly appreciated.

Sigrid Fisher
Head of Equality & Diversity

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Our Statement

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

1. University's Statutes and Ordinances, p150 (2010)
http://www.admin.cam.ac.uk/univ/so/pdfs/cso_4_ordinance01_105_169.pdf

1. **Introduction**

The 2009-2010 academic year saw significant developments, internally and externally, with regard to progressing equality and diversity matters.

Overview of Progress 2009 - 10

2. <http://www.equalityhumanrights.com/advice-and-guidance/public-sector-duties/the-new-public-sector-equality-duties/>

From the broadest national perspective, the most important change was the passing of the Equality Act 2010. This Act harmonises previously disparate areas of equalities law, bringing them together to create parity across a number of different but equally recognised ‘protected characteristics’². This fundamental legal change impacts on the University with regard to compliance and requirements to consult, engage, assess, monitor, identify, report and review equality-related objectives and activities. It also poses the challenge of developing good practice in all areas covered by the new protected characteristics.

In preparation for this change, a substantial amount of work was undertaken during the year to update the University’s Equality Schemes and Action Plans. This resulted in the formation of a Combined Equality Scheme (CES). The CES framework and strategic themes were developed to enable inclusion of all protected groups in line with legislative change.

These developments will shape the direction of the University’s equality and diversity work for the foreseeable future. The University’s priorities are to maintain legal compliance in all equality areas and to further develop good practice, in line with the University’s reputation for excellence.

2. **Context**

The University's Equality & Diversity (E&D) section is tasked with providing specialist expertise to support the University's functions and obligations as an employer and education provider.

2.1 Equalities Legislation

The University is responsible for taking steps to identify, prevent and eliminate discrimination, harassment and victimisation, and promote equality of opportunity and good relations. Further, as an institution in receipt of public funds, the University is obliged to develop, review and publish regular reports defining how the institution is progressing equality for those groups protected by equalities law.

The Equality Act 2010 replaces the previous plethora of Acts and regulations and strengthens equality and discrimination law. Instead of separate instruments The Act defines a list of protected characteristics on the basis of which it would be unlawful to discriminate. It places Age, Pregnancy and Maternity, Religion or Belief, Sexual Orientation and Gender Reassignment³ on equal legal terms with Race, Gender and Disability. The Act also incorporates specific requirements, for example monitoring, reporting, equality impact assessments, objective setting and benchmarking.

In response to the ending of formal distinctions between the different equalities strands, the University's E&D Committee endorsed the proposal to move from reporting solely against three specific duties for Race, Gender and Disability⁴, to adopting a Combined Equality Scheme and associated reporting structure from 2009-10. This E&D Annual Review follows the framework, strategic themes and operational structure of the University's Combined Equality Scheme which was formally approved in December 2010.

3. Gender identity incorporates the rights of transgendered persons: <http://www.equalityhumanrights.com/your-rights/transgender/>

4. Legislative requirements prior to the Equality Act 2010

3. **E&D Strategic Themes**

In developing the Combined Equality Scheme, five strategic themes were identified that reflect the operational processes through which the University engages with its community, identifies equality objectives and priorities, and meets its broader legal duties.

These themes are:

- Governance and Policy Development
- Developing and Implementing Best Practice
- Inclusive Practice for Staff and Students
- Promotion of Equality and Diversity
- Data and Information Provision

3.1 **Governance and Policy Development**

Effective structures and mechanisms to approve, implement, monitor, assess, review, update, consult and report upon policies and actions to achieve legal compliance and progress equality

3.1.1 **Equality & Diversity at Cambridge**

The E&D section is a specialist advisory section that sits within the University's Human Resources (HR) Division and Unified Administrative Service (UAS). It is responsible for supporting equality and diversity policy development and implementation, and reports to the Equality & Diversity Committee. It seeks to engage all University members in promoting a positive and fully inclusive work and study environment, in line with the equality legal duties for the higher education sector.

The E&D section services the Equality & Diversity Committee, which was established in 2008. This Committee brings together representatives from the University's General Board and Council, Academic Schools, the Registry, Human Resources Division and Academic Division, Undergraduate and Postgraduate students and the Colleges. The E&D Committee reports to the University's HR Committee which in turn reports to the General Board and Council.

E&D Committee membership 2009 - 10

Class	Member	Name	Description
	<i>Chair</i>	Prof Andrew Cliff (until December 2009)	Pro-Vice Chancellor (Human Resources)
		Prof Ian White (from January 2010)	Pro-Vice Chancellor (Institutional Affairs)
General Board	Three members appointed by the General Board ensuring balance of representation across the Schools	Prof Jeremy Sanders Prof Lorraine Gelsthorpe Dr Nick Bampos	Chemistry Criminology Chair of Joint Committee on Disability
Council	Two members appointed by the Council (one on the nomination of the Colleges Committee)	Prof Dame Athene Donald Prof Janet Todd (until April '10) Prof Susan Smith (April - Dec '10)	Physics Lucy Cavendish College Girton College
Ex officio	The Registry or duly appointed Deputy	Ms Kate Carreno	Fitzwilliam Museum
	One student representative appointed by the Graduate Union	President	Graduate Union
	One student representative appointed by CUSU	Women's Officer	Cambridge University Students' Union
In attendance	Director of Human Resources Head of Equality & Diversity	Indi Seehra Sigrid Fisher	Secretary



Professor Dame Athene Donald,
Gender Equality Champion, and
Professor Ian White, Race Equality
Champion

3.1.2 Equality Champions

In October 2009, the E&D Committee approved the establishment of Equality Champions to demonstrate senior leadership and support for equality and diversity matters, issues and initiatives. The Champions assist with the progression of equality objectives; advocate on equality and diversity matters; advise and contribute to papers and relevant processes; work with the staff and student equality networks, and attend equalities-related events.

From the start of the academic year 2010-11 there will be Champions for Race Equality, Disability Equality and Gender Equality.

3.1.3 Race Equality

One of the mechanisms the University employed to progress equality in the area of ethnicity was adoption of its Race Equality Policy and Action Plan ⁵. This policy has now been fully incorporated into the Combined Equality Scheme.

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

As part of the strategy to raise the profile of race equality issues, the University continued to develop its Black and Minority Ethnic (BME) Staff Network. The aims of the Network are to promote the inclusion and participation of and support for BME staff and to contribute to University policy development by maintaining a standing consultative body ⁶. In 2009-10 the BME Staff Network hosted a number of events including the Holocaust Memorial Day Lecture given by Dr George Joffé on the topic of 'Myth and Reality: Trans-National Violence and Minority Communities' and the Black and Minority Ethnic History Season Lecture, given by Trevor R Hall CBE on the topic of 'Rights, Policing and Policy'.

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

7. Black and Minority Ethnic (BME) Network for the Eastern Region

The University has also continued to expand its links with local BME community organisations including MENTER ⁷, the Cambridge Ethnic Minority Community Forum, the Cambridgeshire Traveller Education Service and CamCarib (the Cambridge Caribbean Association). The University and these groups collectively hosted 17 events for Black History Month in October 2009. Additionally, in June 2010 the University held its second Gypsy Roma Traveller History Month discussion entitled, 'Does It Matter Where You Come From?' with speakers from the Traveller community and care leavers.

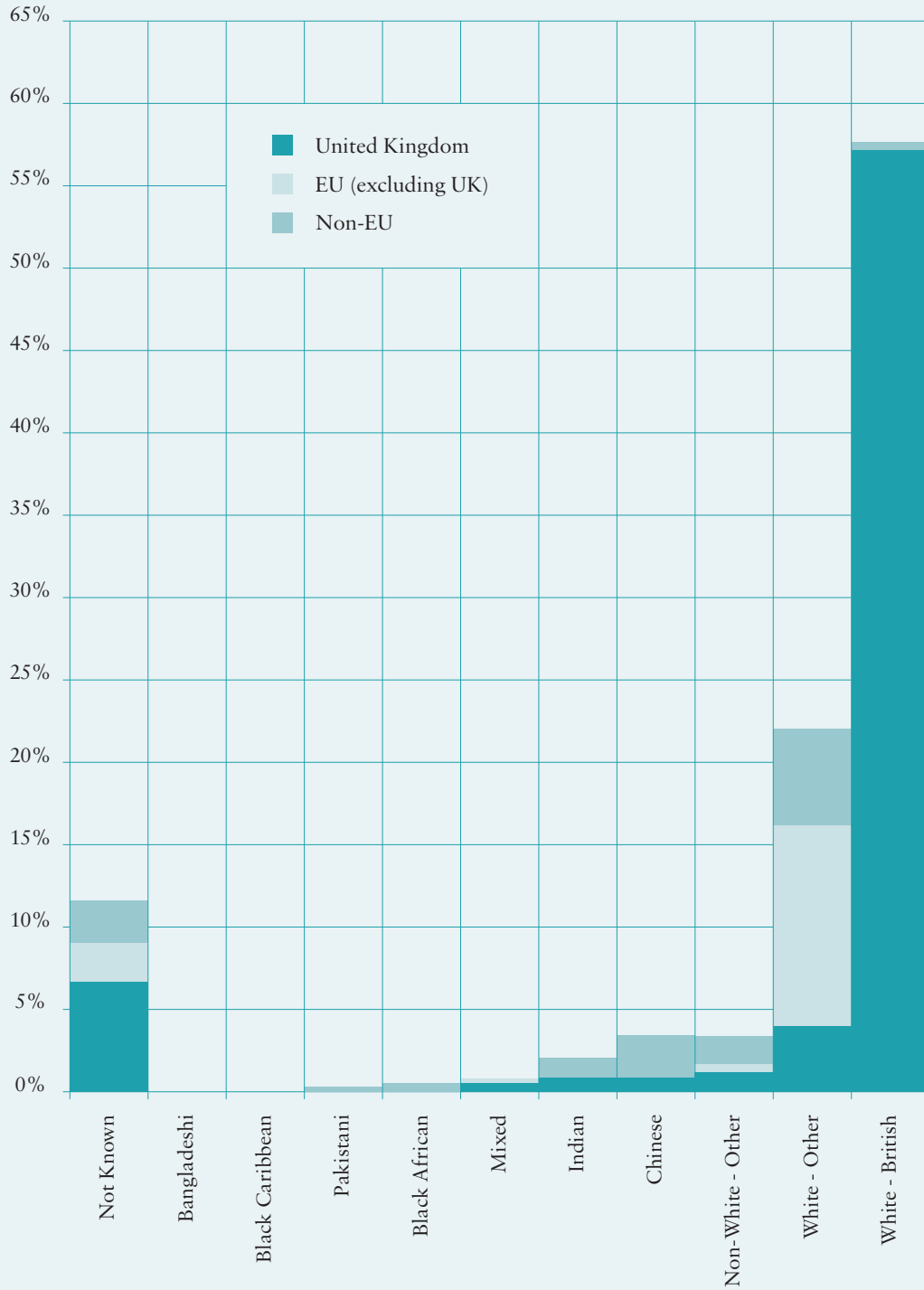


Staff and student ethnicity profiles

Data Figure 1 provides an illustration of the ethnic diversity amongst University staff. The nationality dimension is included to inform discussion on the provision of services which may benefit some nationalities more than others.

At the census date of 31 January 2010, ethnicity was known for 80% of Cambridge staff. Of these, 90% described themselves as White British or White Other (including White Irish). Of those who described their ethnicity as other than White British or White Other, 34% were UK nationals and 58% were non-EU nationals; with only 4% recorded as nationals of other EU states. Nationality was known for just under 80% of Cambridge staff. Of these, 71% described themselves as UK nationals, and 14% were of non-EU nationality.

Data Figure 1
Staff Nationality by Ethnic Group



8. The raw data upon which this table is based indicate that 'White - Irish' comprises between 5% and 7% within University staff of 'White - Other' ethnic origin. The remainder claim other (unspecified) 'White' ethnic origins.

Data Figure 2 illustrates the degree to which the ethnic diversity of University staff reflects that of the wider population from which it recruits its staff. Overall the city of Cambridge has a greater proportion of staff of BME ethnicity than either England or the Eastern region. The University shows a significantly higher proportion of staff describing themselves as White Other than may be expected from the broader geographical population profiles, reflecting the University's international draw for all types of staff, and for Research staff in particular.⁸

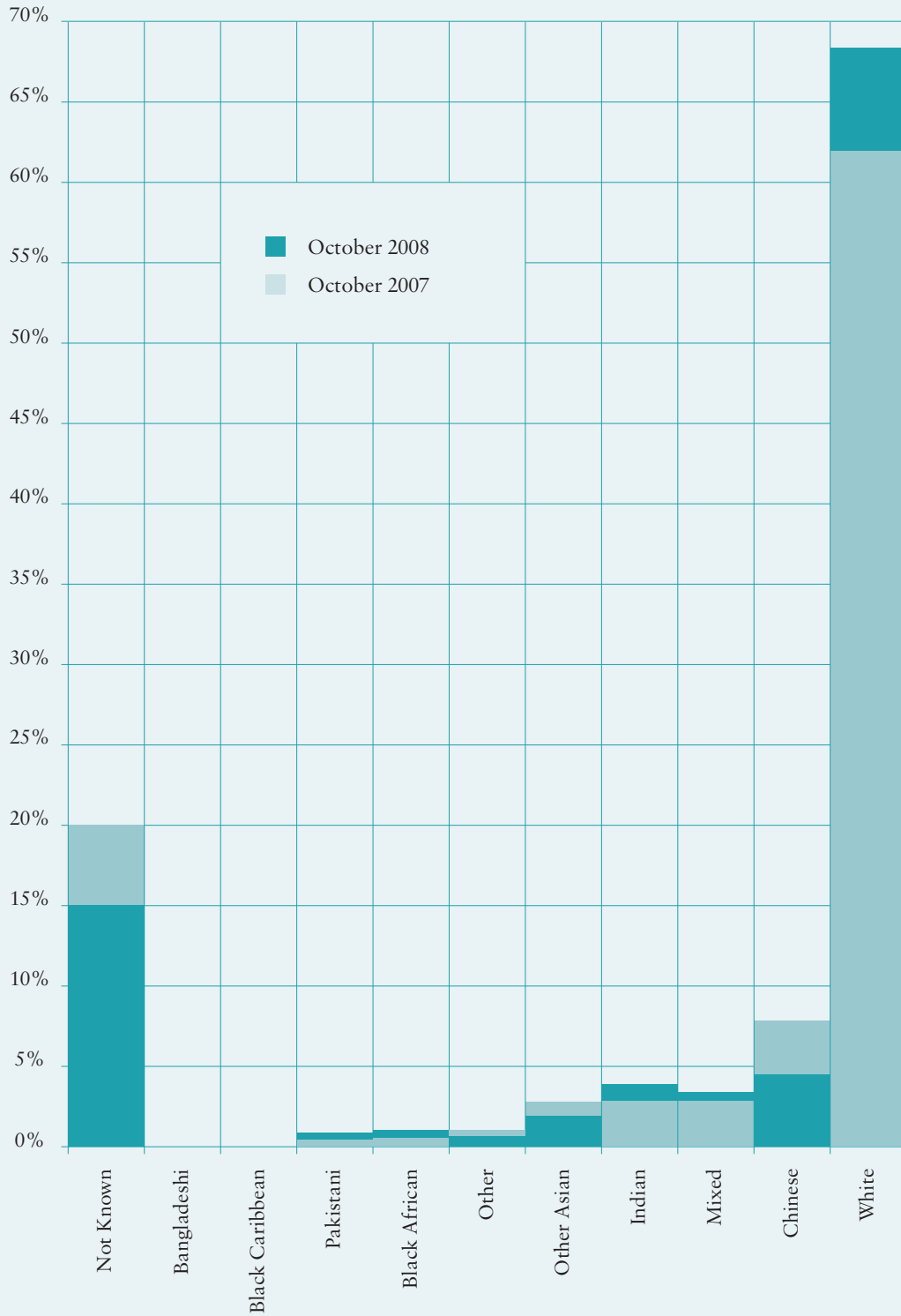
Data Figure 2
Staff Ethnicity and Comparable Demographic Groups

	Academic Staff	Academic Related Staff	Assistant Staff	Research Staff	All Staff	Cambridge City	East of England	All of England
Bangladeshi	-	0.3%	0.1%	0.3%	0.2%	0.9%	0.3%	0.6%
Black Caribbean	-	0.3%	0.3%	0.2%	0.2%	0.5%	0.5%	1.1%
Pakistani	0.2%	0.1%	0.0%	0.8%	0.3%	0.5%	0.7%	1.4%
Black African	-	0.5%	0.3%	0.7%	0.4%	0.7%	0.3%	1.0%
Mixed	0.7%	0.3%	0.5%	0.7%	0.5%	1.3%	0.8%	1.0%
Indian	2.2%	1.5%	0.7%	3.6%	2.0%	1.8%	0.9%	2.1%
Chinese	1.6%	1.7%	1.5%	6.8%	3.1%	2.1%	0.4%	0.4%
Non-White - Other	3.0%	1.1%	2.0%	5.4%	3.0%	2.8%	0.9%	1.4%
White - Other	27.5%	14.2%	14.7%	38.4%	23.9%	10.9%	3.7%	3.9%
White - British	64.7%	80.2%	80.0%	43.1%	66.5%	78.5%	91.4%	87.0%

Data Figure 3 illustrates trends in undergraduate ethnicity, comparing most recent data with the preceding year. Comparing October 2007 and 2008 intakes (the most recent data available), it appears that disclosure of ethnicity has continued to improve (indicated by a reduction in the Not Known category). There has also been a slight rise in students from a Mixed and Indian background. Overall, however, there was a slight drop in Non-White student admissions over the two years from 17.2% in 2007 to 15.4% in 2008.

Overall, approximately 16% of all undergraduates and 27% of postgraduates were from a Black, Asian or Minority Ethnic (BAME) background in 2008/09.

Data Figure 3
Undergraduate Ethnicity at Admission



Working with Others

The E&D section has links to many other groups within the University of Cambridge who are seeking to advance the race equality agenda.

9. <http://www.cam.ac.uk/admissions/undergraduate/geema/>

The Group to Encourage Ethnic Minority Applicants (GEEMA)⁹ celebrated its twentieth anniversary in 2009. Since GEEMA's inception, the University's proportion of BME students has increased from 5.5% in 1989 to 15.4% in 2008. GEEMA facilitates engagement by Colleges with ethnic minority groups throughout the UK.

Cambridge University Students Union (CUSU)'s Black Students' Campaign, in partnership with the E&D section and the Graduate Union, hosted a career development fair for BME students in October 2009. This initiative, aimed at improving the outcomes and destinations for the University's students, was attended by leading private and public sector organisations and attracted 170 students from diverse cultures and backgrounds.

Race Equality Objectives

In developing the Combined Equality Scheme (CES), the E&D section in partnership with the diversity networks reviewed the existing equality schemes for Race, Gender and Disability, to assess progress made in delivering the schemes' objectives. This resulted in the identification of objectives that have been successfully mainstreamed and actions carried forward.

Central to the work of equality and diversity is the concept of inclusiveness which is essential if Black and Minority Ethnic (BME) staff and students are to contribute fully to University life and maximise their experience. Fostering inclusiveness is one of the many challenges that the Combined Equality Scheme will take forward. While the University employs a large number of international staff, there is further progress to be made in engaging UK individuals of Pakistani, Bangladeshi, African and Caribbean backgrounds (see Data Figures 1 through 3, above) in order to improve representation and participation. The University has developed more robust consultative structures to engage its Black and Minority Ethnic staff through the BME Staff Network, E&D Partners and the E&D Consultative Forum. The E&D section will continue to support these initiatives as part of an environment welcoming to all backgrounds.

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

3.1.4 Gender Equality¹⁰

The E&D section is currently working closely with women at all levels of the University with the aim of developing a clear strategy to identify and address gender concerns.

Women's Staff Network



During 2009-10, the Women's Forum and Women's Networks were combined to form one group clearly focused on advancing the University's gender objectives. Engagement work highlighted the need for events that were targeted at women seeking support with their personal and career development. Illustrating this, the workshops 'Releasing Your Potential', held twice within the year due to demand, and 'Widening Your Circle of Influence' attracted more than 200 attendees. These sessions, and the popularity of the other events delivered for International Women's Day in March 2010, indicate that the University has been increasingly successful in offering activities of importance and relevance to female staff.

Equal Pay

The University's 2009 Equal Pay Review (EPR) built on its first review undertaken in 2008.

The 2009 Review included specific analysis of:

- cumulative comparisons of average stipend, market supplements, and pensionable and non pensionable payments
- comparison of average stipends for part and full time staff
- the award of contribution increments and the distribution within contribution points in grades and occupational categories for academic related and assistant staff
- gender analysis of stipends paid to new starters ¹¹

11. The findings of the 2009 Equal Pay report are available from: <http://www.drc.admin.cam.ac.uk/reporter/2009-10/weekly/6185/section1.shtml#heading2-6>

In its response to the equal pay investigations, the University initially established the Gender Representation Review Group (GRRG) for a fixed period, to consider findings and make recommendations for further action or investigation. GRRG concluded its remit at the end of 2009 and its recommendations are being taken forward by the University's new Gender Equality Group (GEG), which was formally established in May 2010. GEG has an ongoing remit to oversee production of further Equal Pay Reviews, consider findings and instigate actions as appropriate. GEG is chaired by the Deputy Vice-Chancellor, Professor Dame Athene Donald and reports to the University's HR Committee.

Data Figure 4 indicates that Academic-Related staff posts are split evenly by gender. However, Academic and Technical Assistant roles are dominated by male staff and Clerical/Secretarial roles are dominated by female staff reflecting continuing traditional occupational segregation.

Data Figure 4
Gender Profile of Staff by Employment Type

Employment Type	Male	Female
Academic	26%	74%
Clinical Academic	22%	78%
All Academic	25%	75%
Academic Related	49%	51%
Assistant CS	86%	14%
Assistant M	40%	60%
Assistant T	38%	62%
All Assistant	61%	39%
Non Clinical Researcher	44%	56%
Clinical Researcher	37%	63%
All Research	44%	56%
All Staff	48%	52%

Increasing representation across the spectrum of University functions is a key step in realising equality for women. The University is nearly at parity between the genders in terms of total staff numbers overall and is committed to addressing any barriers to women achieving senior roles in both Administrative and Academic areas. Senior representation on the University's governing bodies is shown in Data Figure 5.

All committees or groups have unique mechanisms for selecting members. Some are comprised of nominated individuals; some are wholly ex officio; many are a combination of these and other systems or statutes. The reasons why University committees are gender imbalanced are complex, but can be related to the gender asymmetry highlighted in Data Figure 4. Under-representation of women in senior Academic roles in particular leads to an under-representation of women in key decision-making bodies of the University.

The 2010 Senior Academic Promotions round indicated however that a greater number of women are reaching high level academic positions. Eighty per cent of those women who applied for professorships were successful in the year's promotions round, with the highest number of female academics reaching professor level for five years.

Data Figure 5
Gender Representation on Senior University Committees

Senior Committees	%Female	Councils of Schools	%Female
Council	27%	Arts & Humanities	8%
General Board	13%	Humanities & Social Sciences	7%
Audit Committee	11%	Biological Sciences	13%
Finance Committee	25%	Clinical Medicine	14%
Board of Scrutiny	42%	Physical Sciences	7%
Planning & Resources Committee	16%	Technology	16%
Resource Management Committee	0%		
Human Resources Committee	33%		

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

Gender Equality Objectives

The Combined Equality Scheme has incorporated the Gender Equality Scheme¹² and Action Plan. The development of the various staff and student networks has enabled the University to consult more effectively to identify gender equality objectives. The remit of the University's new Gender Equality Champion will be to focus on these, in conjunction with developments taking place in the Women's Staff Network to increase the participation and involvement of women across the University.

The E&D section is also working with the HR division and groups such as WISETI (see section 3.4.2), to increase support for gender sensitive career development and assess the provision and implementation of family/carer friendly policies. Such support may contribute to the success of the University's female academics with 40% of the year's new Royal Society female fellows coming from Cambridge. Indeed the University of Cambridge has a higher percentage of female professors and senior lecturers in the Science (including Clinical Sciences), Technology, Engineering and Mathematics (STEM) subject areas than the higher education sector as a whole.

The Centre for Personal and Professional Development (CPPD) has also continued to support gender focussed personal and professional development through the resourcing and delivery of the Springboard and Navigator programmes for staff and postgraduate students.



Dr Ross Cooper delivering the Annual Disability Lecture 2010

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

3.1.5 Disability Equality¹³

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

The E&D Committee provides strategic guidance for Disability policy along with the other protected groups. This is complemented by the work of the Disability Resource Centre (DRC)¹⁴ and the Joint Committee on Disability (JCD) - a joint committee of General Board and Council - and its continuing efforts to provide advice and expertise on Disability Equality issues. Direct responsibility for supporting staff with disabilities sits with the HR Division Business Managers, and both E&D and the DRC assist HR in this function.

The DRC Development Forum was established in January 2010. This informal group is comprised of representatives from across the collegiate University who seek to provide advice and guidance on the DRC's strategic aims in relation to the DRC Development Plan and associated goals. The Forum also supported the DRC's Asperger Syndrome (AS) Project which reviewed and developed support for students with AS and those staff supporting them.

After extensive consultation, the DRC developed its first Service Delivery Statement in March 2010, clearly setting out the services and service levels it provides to their stakeholders. The DRC provided support to over 1,100 disabled students across the University during 2009-10. Training is an additional focus of the work of the DRC and in 2009-10 mental health awareness courses were delivered to approximately 300 participants; these sessions were delivered in collaboration with the Counselling Service and CPPD. The DRC also offered the 'Teaching Students With...' programme of courses which addressed issues around Dyslexia, Specific Learning Difficulties and Aspergers Syndrome. These courses form part of the DRC's ongoing work to support academic staff in the teaching of disabled students.

The 8th Annual Disability Lecture, held in March, was jointly sponsored by the University's E&D section, the JCD and St John's College. Dr Ross Cooper, Director of Dyslexia & Literacy Division, London Southbank University, explored the concept of neurodiversity as 'a trigger for action' rather than a label or diagnosis.

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



The Disabled Staff Network¹⁵, launched in June 2009, has continued its work to support the participation and engagement of disabled staff, and promoting awareness of disability through the hosting of events such as the University's celebration of the International Day for Persons with Disabilities. The Network also assists the University in developing policies and delivering consultation events through its standing consultative body remit.

Data Figure 6 shows that 3.4% of all staff at Cambridge have declared a disability, which places it in the upper quartile for this measure among the Russell Group universities for which the comparable figure is 2.3%. All Schools and Institutions show a similar rate of employment of individuals with disabilities.

The proportions of students with known disabilities have not changed a great deal between 2007-08 and 2008-09, but the University disclosure rates have improved.

Data Figure 6
Proportion of Staff Known to be Disabled, by School/Institution

Organisation	Known Disabled
School of Arts and Humanities	2.0%
School of the Humanities and Social Sciences	4.0%
Non-SET Schools	3.2%
School of the Biological Sciences	3.1%
School of Clinical Medicine	2.2%
School of the Physical Sciences	3.5%
School of Technology	3.4%
SET Schools	3.0%
Unified Administrative Service	4.7%
Other Institutions (Council)	3.4%
Other Institutions (General Board)	5.3%
Non-Schools	4.7%
All Staff	3.4%

Disability Equality Objectives

A number of disability issues captured by the Disability Equality Scheme and other consultation events have been taken forward into the Combined Equality Scheme. Priority issues include rates of disclosure, awareness raising and the challenges facing international and graduate students with disabilities.

Disclosure of a disability is an essential component in meeting the needs of staff and students. The E&D Section and the Disability Resource Centre continue to help foster a work and study University environment that is safe, encouraging of and responsive to both disclosure and disability.

The Disability Equality Scheme also raised the need to support access for disabled members of the University. Access issues are progressed through the Joint Committee on Disabilities with input from the Disability Resource Centre and Estate Management.

Data Figure 7
Disabled Students 2007/08 and 2008/09

Disability	2007-2008	2008-2009
No disability	75.4%	89.0%
A specific learning disability (e.g. dyslexia)	1.4%	0.7%
Blind/are partially sighted	0.1%	0.2%
Deaf/have a hearing impairment	0.2%	0.1%
Wheelchair user/have mobility difficulties	0.1%	0.1%
Mental health difficulties	0.1%	0.6%
An unseen disability e.g. diabetes, epilepsy, asthma	0.8%	0.7%
A disability not listed above	0.5%	1.3%
Autistic Spectrum Disorder (Includes Asperger's Syndrome)	0.9%	1.2%
Known disability total	4.1%	4.9%
Undisclosed	20.4%	6.0%

3.1.6 Other Diversity Groups

Religion or Belief

The University seeks to respect religious or philosophical beliefs of all kinds, including the lack of religion or belief, and the right of all members of its community to discuss and debate freely issues of religion, belief and philosophy.

The E&D section seeks to guide the University's response to requests to accommodate religious observance in order to ensure non-discriminatory and lawful practice as employer and service provider. In consultation with representatives from the faith communities, the University is assessing its information and operational systems, organisational culture and capacity to identify and respond to staff and student faith or worship needs.

The University's Chaplaincy Development Group was established in September 2009 comprising the Chaplain to University staff, Human Resources/E&D and Trinity College. This three-way partnership arrangement will support the development of good faith- or belief-related practice at the University over a five-year period. The Group hosted a discussion in December 2009 focusing on religion and belief in education, the tension between the needs of faith communities and the programmatic operational concerns of a large education provider. As part of its Faith & Belief In Practice work, the Chaplaincy Development Group launched a calendar, 'Mindful...of the needs of others' in May 2010, which incorporates the dates and details of faith festivals, seasons and diversity days. The purpose of the calendar is to provide information to assist the University in its forward planning, as a way of ensuring inclusive practice that is sensitive to the needs and rights of different faith or diverse groups.

Additionally, the University established a broad advisory group to provide further comment on the University's proportionate and appropriate response to issues of faith or no faith. The views of that group will inform further work in this area over the next academic year.

Sexual Orientation & Transgender



In 2009/10, the E&D section's work on sexual orientation and LGB&T (lesbian, gay, bisexual and transgender) issues focussed on a number of areas, in anticipation of the Equality Act 2010 and its inclusion of sexual orientation and transgender as an equally protected characteristic.

The University continued to facilitate, develop and promote the LGB&T Staff Network's existence and functions, and to include the Network within the University's consultative reporting structures. Key to progressing sexual orientation and transgender equality has been the development of links, partnerships and joint working with external LGB&T networks/events.

The University of Cambridge, Cambridge City Council, Cambridgeshire County Council, the Encompass Network¹⁶ along with businesses and voluntary organisations collectively celebrated this year's LGBT History Month with 19 events throughout February 2010. One of the University's most significant contributions to this programme was the E&D section's support for the film 'Out to Lunch'¹⁷, a documentary feature highlighting the experiences of a group of lesbian students at the University of Cambridge. The University also jointly hosted a Transgender workshop with the Civil Service's transgender network 'A:Gender'¹⁸, providing participants with an overview of current legislation, personal insights and advice on how to mainstream trans issues in the workplace.

16. Encompass Network is an umbrella organisation that supports, represents and links LGBT voluntary and community organisations working in equality and diversity across Cambridgeshire.

17. <http://www.lifeslicefilms.com>

18. <http://www.agender.org.uk/>

3.2 Developing Best Practice

Enabling the University to refine its equality and diversity practice via ongoing work through the University's governance structures, the development of viable benchmarks and performance matrix and the provision of specialised training.

3.2.1 Equality Assurance Assessments

Equalities legislation requires the University to assess relevant policies and functions for impact or risk in relation to discrimination or inequality and identify outcomes to redress these. Completed equality impact assessments are functions that have been completed and published¹⁹.

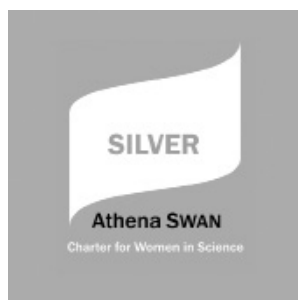
19. <http://www.admin.cam.ac.uk/offices/hr/equality/assessments/>

In anticipation of the new Equality Act, the E&D section developed an Equality Assurance Assessment (EAA) framework and procedure to enable assessments to be undertaken internally on relevant and priority policies or functions. During Easter term 2010, pilot equality assessments were carried out using this new procedure, supported by the E&D section. Outcomes from these assessments are being incorporated into relevant planning as appropriate and feedback has informed future proposals to extend the use of the EAA framework across the University from 2011.

3.2.2 Benchmarking

In order to develop equality benchmarking specifically targeted at the education sector, the Russell Group universities established an Equality Forum in April 2009. The aim of this Forum is to provide a peer network for sharing best practice and to develop of a common set of key indicators. These will provide all members with useful and relevant information to support the assessment of performance.

In 2010 the University's Physics Department earned a Silver Athena SWAN Award in recognition of its commitment to the recruitment, retention and progression of female staff and the University continues to hold a Bronze award, recognising its good practice in the area of women in science, engineering and technology (SET) in higher education²⁰. The University is also a Stonewall Diversity Champion, highlighting its commitment to supporting its lesbian, gay and bisexual staff and students.



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



3.2.3 Targeted Briefings and Training

In partnership with the Disability Resource Centre and the Centre for Personal and Professional Development (CPPD), the E&D section are able to provide training at all levels to support and facilitate the progression of equality and the realisation of University policy and legal compliance.

During 2009 - 10, the E&D section were asked to deliver targeted/ bespoke training sessions to the Security Office, Fitzwilliam Museum, academic departments, HR officers and Colleges, student diversity representatives, Dignity at Work representatives and Departmental Administrators.

3.2.4 Online Training

As part of the University's strategy to improve staff awareness and understanding of equalities law and its implications, online learning modules launched in 2009, which are available to all University staff. Take up has been extensive in the HR division, and has been slowly increasing throughout the wider University. The modules were updated in October to incorporate the new Equality Act provisions. All staff with a Raven account may access any of the online learning modules²¹.

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

3.3 Inclusive Practice for Staff and Students

Ensuring the University is an inclusive institution for all its diverse staff and students; establishing mechanisms for engagement, representation and support; promoting good employment, teaching and learning practice and eliminating any and all forms of discrimination, harassment or unfair treatment.

3.3.1 Networks and Consultation

In 2009, the University established a consultation infrastructure that engages those from its community who have protections in law against discrimination and disadvantage. Networks of staff and students are enabled to participate in and inform policy development with the support of the E&D section. These Networks meet regularly and host engagement events throughout the year. There are additional opportunities for all members of the University outside of the Networks to be formally consulted on equality and diversity matters.

The Networks and forums for consultation are:

- BME (Black and Minority Ethnic) Staff Network
- Women's Staff Network (WSN)
- Disabled Staff Network (DSN)
- LGB&T (Lesbian, Gay, Bisexual and Transgender) Staff Network
- Student Links – a network of student representatives from diversity and liberation groups, Cambridge University Students' Union (CUSU) and the Graduate Union
- E&D Partners – a network of individuals who wish to support and contribute to progressing equality at the University
- E&D Consultative Forum – representatives from the above networks who collectively provide a direct channel of communication for the University

The University has also established an advisory group to assist in determining its appropriate and proportionate response to issues of faith or belief and to support the development of best practice in this area.

In order to capture the views of the wider University community, the E&D section holds consultation events annually to receive overall feedback on the work of the E&D section, but events are also specifically run to engage views on a particular issue or project. At an open consultation event in February 2010 a number of ongoing issues and concerns were raised, including the need to ensure that all groups of staff can access the range of E&D information available and attend events and that equal emphasis is placed across all protected groups. These issues have been incorporated into the planning that is part of the policy migration to a Combined Equality Scheme.

The Student Links forum held its inaugural meeting in January 2010. Representatives from Cambridge University Students' Union (CUSU), the Graduate Union, the Equality and Diversity team and members of the University's diversity Networks met to discuss progressing equalities at the University. The forum aims to harness experiences and ideas of the student body to inform the University's consultation processes. Attendees at Student Links included representatives from the CUSU Women's Campaign, the CUSU Black Students' Campaign, International CUSU, the CUSU Disabled Students' Liberation Campaign and the CUSU LGBT Campaign, as well members of the CUSU Welfare Team and the Graduate Union Executive. These groups promote diversity and empowerment in the student community through campaigning, welfare support and representation, supporting a culture of accessibility and diversity at the University through access, orientation and pastoral work. These key themes will be revisited at future Student Links events, and will help inform understanding of student equalities issues.

3.3.2 Internal Partnerships

The E&D section has worked in partnership with different groups within the University to progress and mainstream a number of different inclusive initiatives. For example, the Dignity at Work Scheme which was instigated some years ago by the E&D section has now been fully integrated into the HR Division. A Wellbeing working group oversees this broad area, which includes representation from the E&D section.

Additional engagement, promotion and positive action initiatives have been facilitated through the delivery of cross-departmental events for Black History Month, International Women's Day and International Day for Persons with Disabilities, network events and annual lectures.

3.4 Promoting Equality and Diversity

Meeting the public equality duty to promote good relations between different groups; facilitating the University's participation in equality and diversity projects, activities and external networks locally, regionally and nationally; addressing any under-representation of specific communities, and providing opportunities to promote the University as an excellent employer and education provider.



Comedian Laurence Clark celebrating International Day of Persons with Disabilities at the University of Cambridge, December 2009

Equalities legislation incorporates specific requirements to consider attitudes and relationships between different groups where there may be, historically or currently, difficulties or misunderstanding. The E&D section aims to meet the obligations of this aspect of the public equality duties through the promotion and facilitation of good relations between different groups within the University and the wider community. It also seeks to celebrate the diversity of staff and students at the University and to enable their full participation in progressing equality.

3.4.1 Engagement Events Programme

During 2009-10, the E&D section initiated and delivered a range of events, activities, training and networking opportunities in order to offer varied options for involvement, attracting in total over 1,150 attendees. All events were evaluated in order to assess satisfaction and relevance. The average score for E&D events was 8.8/10 (where 10 is the highest score), with over 98% of respondents willing to recommend that colleagues attend similar events.

The E&D section has also been developing improved methods of communication and over 370 members of the University community have registered for the equalities mailing list. This provides a direct channel to ensure that those members of the University community who wish to support or participate in the work of the University in relation to progressing equalities are able to do so.



The 2010 Annual WiSETI Lecture supported by Vice Chancellor Dame Alison Richard, Professor Julia King, Professor Dame Athene Donald and Schlumberger Research

3.4.2 Promoting Women in Science: Women In Science, Engineering and Technology Initiative (WiSETI)



E&D works in partnership with WiSETI, a gender equality positive action initiative that promotes and supports women in the Science (including Clinical Sciences), Technology, Engineering and Mathematics (STEM) subject areas. WiSETI was initially established in 1999. Governed by a Steering Group of senior Academics, chaired by Professor Jeremy Sanders and overseen by the WiSETI Director, Professor Dame Athene Donald, the project has introduced important initiatives to raise awareness of and gain support for the University's commitment to addressing gender inequalities in the STEM professions. These include the development of a network of WiSETI representatives, facilitating regular events and network meetings, and successfully putting the University forward for a Bronze Athena SWAN award for promoting women in science and supporting the Department of Physics in its successful submission for an Athena SWAN Silver award. The WiSETI project also jointly organises the WiSETI Annual Lecture, sponsored by Schlumberger Cambridge Research. This high profile and well attended event is hosted by the Vice-Chancellor; in 2010 the Annual Lecture featured Professor Julia King; Vice-Chancellor of Aston University.

Central to the work of WiSETI and its relationship to the University's broader gender strategy is work to support the career progression of female research staff and students. In line with this focus, new Departmental workshops were introduced in 2009-10 featuring a range of talks from women scientists at different career development stages, to examine any opportunities or barriers they have experienced.

At the request of the Vice-Chancellor, WiSETI also worked with the Athena Forum to produce a bookmark for Post Doctorate students featuring ten questions to consider with regard to advancing their careers.

The WiSETI project is to be funded by the University for the 2010-11 academic year, while longer term resource arrangements are identified.

3.4.3 **External Networking Partners**

The E&D section works with a number of external organisations and groups to promote the University and support its work. During 2009-10, strong links were established with Encompass (LGBTI network), Cambridge Ethnic Community Forum and MENTER, various women's organisations as part of the International Women's Day partnership, Eastern region universities and Cambridge City Council. Such partnership working enriches not only the work of the E&D section but also promotes the University as an institution that is positively and actively engaged in the equalities agenda in a variety of ways.

3.5 Data and Information Provision

Communications, raising awareness of and promoting policies, data and management information in relation to equality and diversity commitments and objectives across the University and, where appropriate, externally.

3.5.1 **Monitoring, Data and Management Information**

The previous equality duties and new Equality Act 2010 incorporate the requirement to gather and report specific equalities data and evidence the processes utilised for identifying equality objectives. This requirement is met within the E&D section's annual data collection, analysis and reporting schedule, as endorsed by the University's E&D Committee in March 2009.

The introduction of the HR information system (CHRIS) and increased access to sector-wide data from the Higher Education Statistics Agency (HESA) have led to significant improvements in the quality of staff data available for equalities analyses. This Annual Review forms the basis of the University meeting its obligation to report against the public duties and the progress of its equality actions. The report provides data from a variety of sources that illustrate primary issues for investigation by the University. These figures are intended to be accessible and initiate discussion by highlighting conclusions where appropriate. The annual reports, once approved, are available in full on the E&D section's website ²². This information will be supplemented by the production of interim bulletins to provide the University community with relevant, useful and up-to-date information – for which requests are regularly received – regarding equality and diversity issues.

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

3.5.2 The 'Cambridge & Diversity' Project

23. www.diverse.cam.ac.uk

The Cambridge & Diversity Project²³ was created as part of the University's 800th Anniversary celebrations and supported by its 2009 Fund. The project celebrated the distinguished history of an institution that has positively embraced people's differences, exploring the personal stories of past and present students and members of staff. The individuals profiled were Diane Abbott MP, Philippa Fawcett, Professor Kikuchi Dairoku, Professor Dame Athene Donald, Dr Harivansh Rai Bachchan, Pav Akhtar, Katrina Ffrench, Shenhal Sidhu, Matthew Green, Dr Kate Stone, Dr Gregory Burke, Professor Nancy Lane, Alison Hennegan and Sir Derek Jacobi. The Project highlighted the contributions that these members of the University community made both to their fields and to the furtherance of equality and diversity.

The E&D section produced project legacy materials in the form of a booklet and display, CD-ROM and website, which are available to the University and the wider community.

www.diverse.cam.ac.uk

4 The Way Forward

The work of the E&D section over the next year will be heavily influenced by the introduction of the Equality Act 2010 and the University's adoption of a Combined Equality Scheme. These will give focus to maintaining legal compliance and developing good practice in line with the University's international reputation for excellence. The section will also have a role in providing practical guidance on how the new Act impacts on the University and its obligations as a public education provider and employer.

As highlighted throughout this Annual Review for 2009-2010, the University continues to progress many of the actions and objectives articulated in the Race, Disability & Gender Equality Schemes (2003-2010) and other consultation mechanisms. This work will continue as part of the University's new Combined Equality Scheme.

5 Links and Contacts

The following links provide access to the Equality & Diversity section, events, staff networks, training, and resources, University policy and compliance and to relevant external organisations.

Equality and Diversity

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

Online E&D Modules

www.admin.cam.ac.uk/offices/hr/equality/programmes/online

Equal Opportunities Policy

www.admin.cam.ac.uk/offices/hr/policy/equal.html

Cambridge & Diversity Project 1209-2009:

www.diverse.cam.ac.uk

University of Cambridge Disability Resource Centre

www.cam.ac.uk/disability

Dignity at Work

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

Equality Challenge Unit

www.ecu.ac.uk

Equality and Human Rights Commission

www.equalityhumanrights.com

Higher Education Statistics Agency

www.hesa.ac.uk

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