



Equality and Diversity Committee Meeting
2 p.m. on Thursday, 27 February 2020, Room GC22, William Gates Building

Agenda

Members

Richard Mortier (Chair) (RMM)
Celia Burns (Secretary) (CB)
Ann Copestake (AAC)
Miriam Lynn (ML)
Anil Madhavapeddy (AVSM)
Dinah Pounds (DP)
Joy Rook (JLR)
Caroline Stewart (CS)
Diana Vasile (DV)

1. Apologies for Absence

2. Minutes of the Last Meeting

The minutes from the meeting held on 3 October 2019 are attached.

3. Update on Pending Actions

i. Unconscious/Implicit Bias online training for PhD students and Post-Docs who supervise

CS to approach UIS to request burst reports to show completion rates for the Understanding Unconscious/Implicit Bias online training course.

CS to report.

ii. Shared parental leave policy—circulating information to industry members

CS and CB to create a leaflet for industrial supporters at the Recruitment Fair.

A leaflet was provided to industrial supporters at the Recruitment Fair.

iii. Academic titles—US equivalences

Put information about equivalent US academic titles on the website so that it is an easy reference point for students and non-UK staff.

This action is on hold due to the ongoing University consultation on academic titles.

iv. Childcare resources

AAC to raise the issue of a childcare facility on the West/North West Cambridge site at a forthcoming West and North West Cambridge meeting.

AAC to report.

v. Committee membership

RMM to contact DV to ask if she would like to continue her membership.

CB to contact HG to ask if she would like to continue her membership.

See new agenda item (5) below.

vi. Silver Award Outcome and Feedback

Committee members were asked to look at the Athena SWAN Silver action plan and each propose four or five actions they felt the Committee should take forward. The circulated action points would be reviewed, and an action list created.

To be dealt with under a new item (6) below.

It was suggested that the Office of Post-Doctoral Affairs could be contacted to request POLAR information, and that the Chair of the Research Staff Forum might be able to help with this matter.

The Chair of the Research Staff Forum has been asked to help with this matter.

vii. Athena SWAN Silver Award application—presence on website

CB to remove the cover page and the personal case studies from the application posted on the website.

This action is complete.

4. Wider Diversity in the Department

We need to provide an E&D section for the REF environment statement. Could the Committee discuss what wider E&D issues are already being addressed, and suggest what actions need to be taken to encourage wider diversity in the Department.

5. Committee Membership

i. Diana Vasile will be stepping down but has agreed to attend the meetings until we find a replacement. Suggestions for a new member are requested. It is proposed that we ask the Research Staff Forum and the Graduate Students Forum to propose a new representative from each group.

ii. Hatice Gunes has confirmed that she is stepping down from the Committee. Suggestions for a new UTO member are requested.

6. Athena SWAN Silver Award application—actions to take forward

At the last meeting, Committee members agreed to each propose four or five actions from the Silver Award application that the Committee could take forward. To discuss and prioritise the proposed options (to be provided in a revised agenda to be circulated on 25 February 2020).

7. PhD Applications—Offers by Gender

To discuss. Supporting documentation to follow.

8. Equality and Diversity Information Report, 2018-19

To receive: the latest report for information (2020-02-08).

6. Any Other Business

7. Date of next meeting



Equality and Diversity Committee Meeting
Thursday, 3rd October 2019, Room SW00, William Gates Building

Minutes

Present:

Richard Mortier (Chair) (RMM)
Celia Burns (Secretary) (CB)
Ann Copestake (AAC)
Anil Madhavapeddy (AVSM)
Dinah Pounds (DP)
Joy Rook (JLR)
Caroline Stewart (CS)

1. Apologies for Absence

Hatice Gunes (HG)
Diana Vasile (DV)

2. Minutes of the Last Meeting

The minutes from the meeting held on 10 January 2019 were approved.

3. Update on Pending Actions

i. College Supervisor completion of Understanding Unconscious/Implicit Bias online training (Directors of Studies)

Ask all DoSs to ensure that their college supervisors have completed the Understanding Unconscious/Implicit Bias online training.

RMM reported that this was in progress.

Action: RMM

ii. College Supervisor completion of Understanding Unconscious/Implicit Bias online training—Senior Tutors

Contact the Secretary of the Senior Tutors' Committee to put forward the recommendation that it should be made mandatory for each college supervisor to complete the Understanding Unconscious/Implicit Bias online training.

RMM reported that this was in progress.

Action: RMM

iii. Training course completion rates for PhD and Post-Doc students

Approach UIS to request if burst reports for online courses can be obtained to show completion rates of PhD and Post-Docs in the Department.

It was agreed that PhD and Post-Docs who supervise should be asked to complete the Understanding Unconscious/Implicit Bias online training, and that UIS should be approached to request burst reports to show training course completion rates for research students in the Department.

Action: CS

iv. Shared parental leave policy—circulating information to industry members

Ask Jan Samols if she will be able to circulate flyers about the Shared Parental Leave Policy to industry members at the Ring annual dinner and other Ring events.

It was decided that it would be more useful to approach the department's industrial supporters. CS and CB agreed to create a leaflet that could be made available for industrial supporters at the Recruitment Fair.

Action: CS, CB

v. Academic titles—US equivalences

Put information about equivalent US academic titles on the website so that it is an easy reference point for students and non-UK staff.

It was noted that this action is on hold since there is an ongoing University consultation on academic titles, and it would not be appropriate to publish any information before the outcome of the consultation.

Action: AAC, CS

vi. Gender balance—admissions

Approach Andy Rice to discuss ways on how to influence the gender balance in admissions via the Undergraduate Admissions Training course.

RMM reported that he had approached Robert Harle and Andy Rice. This should be discussed further at the DoS Forum. DP will put this on the Agenda.

AVSM had some concerns about the CSAT and the capping of numbers influencing admissions decisions and having a negative effect on the gender balance. AC did not understand how this should be the case and asked if she and ASVM could meet to discuss this further.

Action: RMM, DP

vii. Gender balance—seminars

Continue to ensure a more equal gender balance of speakers for the Wednesday Seminars and Research Group Seminars.

AVSM reported that he was discussing this with the Wednesday Seminar organisers and, since there were now fewer (more focussed) seminars, it would be easier to achieve gender balance. It was not as straightforward with the Research Group Seminars. AAC noted that she would be circulating an email about making resources available for groups, in which she could state that resources would be conditional upon groups taking into consideration gender intersectionality and the diversity of speakers and ask groups to report back.

Action: AVSM, AAC

viii. Childcare resources

Trial-run a childcare facility in the Hauser Forum in their Breakout Room.

DV, who raised this item, was not present at the meeting, but AVSM reminded Committee members that this item had arisen because spaces for childcare (University Holiday Playscheme) for half-term periods fill up in minutes. This was a problem for Post-Docs particularly as their careers are at a crucial stage.

The Committee discussed the issue, noting that the main problems in providing a separate resource were not so much about funding (for example, if there were a facility on this site, the Department could potentially provide funding towards it) but more about space, health & safety, and personnel issues, and the short-term nature of the requirement. It was noted that progressing this matter would be more effectively done collectively, and AAC agreed to bring up the issue at a West and North Cambridge meeting.

DP noted that, where possible, she was happy to provide flexibility around half-term timetabling.

Action: AAC

4. **Committee Membership**

The membership of the Committee was reviewed, noting that many of the members were there by virtue of their role. DP noted that she will continue her membership while her team is still new, but she may step down in the future and let one of her team take her place. JLR also agreed to continue her membership.

RMM agreed to contact DV to ask her if she would like to continue in her membership as she has been a member for some time. CB agreed to email HG to ask her if she would like to continue her membership.

Action: CB, RMM

5. **Silver Award Outcome and Feedback**

Discussion of the feedback and plans going forward.

RMM reported that he had attended HR's Athena SWAN Review Feedback session on 4 September 2019. Issues that were discussed included the application process (including how time-consuming the application process is and the question of whether departmental/faculty applications could reference the institution's application instead of repeating information already provided by the institution). Also noted at the feedback session was the fact that the Advance HE Board held a wealth of information on what works well and what doesn't work well, and that this information could potentially be analysed.

Regarding the feedback to the Department's application, it was agreed that, since Athena SWAN was currently being reviewed, the Department would not engage directly with the Athena SWAN process, but, as equality and diversity was still an important issue, would progress a Departmental action plan for use in various contexts.

Committee members were asked to look at the Athena SWAN Silver action plan and propose, by Thursday 31 October, four or five actions from the plan that they felt the Department should be doing and that the Committee should take forward. The circulated action points would be reviewed, and an action list created. If a meeting was required to agree on action points, this would be arranged before the next E&D Committee meeting in Lent.

Action: Committee Members

Regarding widening participation, it was noted that, whereas the University passes on information to Colleges on undergraduate admissions, there was no information regarding Post-Docs. Rob Harle was currently trying to get the POLAR (participation of local areas) information. It was suggested that the Office of Post-Doctoral Affairs could be contacted to request information, and that the Chair of the Research Staff Forum might be able to help with this matter.

6. **Any Other Business**

Athena SWAN Silver Award application

The question was raised of whether we should we put our Athena SWAN Silver Award application on the website. It was agreed that it was important that we had an Athena SWAN award regardless of the Bronze or Silver rating, and therefore the recent (Silver) application should be posted as our application without reference to Bronze or Silver. The cover page and personal case studies should be removed, and the action plan should remain in the posted application.

Action: CB

7. **Date of next meeting**

The next meeting will be held early in the Lent Term (unless an earlier meeting is required following the Committee's responses to the action in item 4). The meeting date will be arranged by Doodle poll.

2018-19 Equality and Diversity Information Report

University of Cambridge

Equality@admin.cam.ac.uk

Published January 2020

1. Foreword

The Equality and Diversity Information Report 2018-19 provides an overview of equality information on our staff and student communities.

The data contained in this report are used to inform the University's efforts to ensure an inclusive environment for work and study and to measure the impact of equality and inclusion initiatives. The report is presented mindful of guidance regarding our obligations under equality law which covers the protected characteristics of age, disability, gender reassignment, marriage (and civil partnership), pregnancy and maternity, race, religion and belief, sex and sexual orientation.

This Report has been prepared for publication by our Equality and Diversity Section, which is part of the University's Human Resources Division. It is governed by the University's Equality and Diversity Committee.

Professor Eilís Ferran FBA
Pro-Vice-Chancellor for Institutional and International Relations
Chair of Equality and Diversity Committee

2. Introduction and background

The University of Cambridge is committed to providing the highest quality environment for employment, research and study and to ensuring the wellbeing of over 12,000 staff and 20,000 students. Our institutional values of freedom of expression and freedom of thought are underpinned by the principles of mutual respect and inclusivity, and celebration of the rich diversity of our community.

The University publishes this report by 31 January each year in accordance with the Equality Act 2010 (Specific Duties) and as part of its commitment in promoting a positive and fully inclusive work and study environment. Equality and diversity responsibilities lie with several bodies across the University and progress is regularly reported to the University's governing bodies via the Equality and Diversity Committee¹. This report provides key information regarding staff and students as required in law.

Equality and Diversity (E&D) Strategy 2016-2021

In 2016 the University of Cambridge published its E&D Strategy 2016-2021, mapping the University's direction over the next five years. This strategy, and accompanying Action Plan², build on strong foundations of institutional policy and resource commitment, legal compliance, specific objectives and senior level engagement.

The Strategy identifies five key objectives on which to focus, with the aim of bringing about real improvements in these target areas over its duration. The role of the University's annual E&D Information Report is provide a summary of staff and student diversity data for this period, benchmarked where appropriate.

¹ The University's E&D Committee is chaired by the Pro-Vice Chancellor for Institutional and International Relations. Membership includes: University Equality Champions, two Heads of Schools, and representatives of a number of University bodies including Non-School Institutions, HR, student officers and staff diversity networks.

² http://www.equality.admin.cam.ac.uk/files/university_of_cambridge_equality_diversity_strategy_2016-2021_2.pdf

Equality and Diversity Strategy Objectives 2016-2021

Objective 1

To identify opportunities and barriers related to the recruitment, progression and management of a diverse body of staff, and to achieve greater diversity at senior levels of the organisation

Objective 2

To tackle gender inequality, addressing particular barriers faced by women in academia, supporting the career progression of academic, research and professional female staff, and taking action to close the gender pay gap

Objective 3

To address disadvantage in student learning and attainment and issues in student satisfaction in relation to protected characteristics

Objective 4

To ensure an environment for work and study that is inter-culturally inclusive, supportive of student and staff parents and carers, encourages authenticity and upholds the dignity and respect of all

Objective 5

To increase engagement in equality, diversity and inclusivity best practice across the collegiate University through participation in training, learning opportunities, joint working and shared objectives

Key Facts and Figures

1 Staff Key facts and figures

This section presents equality and diversity information for the academic year 2018-19 at the University of Cambridge for staff and students. Please refer to the notes and definitions in Appendix 1 for a detailed explanation of the data provided.

At 31 March 2019, the University had 12,506 employees in four University staff groups (Table 1).

Staff Group	Number of employees (headcount)	Percentage of employees
Academic	1,781	14.2%
Academic-Related	2,471	19.8%
Assistant	3,977	31.8%
Researcher	4,277	34.2%
Total	12,506	100.0%

Table 1: Count by staff group

- The gender breakdown in the University was 51.7% (6,436) women and 48.3% (6,070) men (Figure 1).
- 87.1% (10,887) employees had a known disclosed ethnic background. Of these staff, 13.8% (1,502) were Black and Minority Ethnic (BAME), 27.9% White - Other and 58.3% White – British (3,042 and 6,343 respectively).
- 3.8% (473) of all employees disclosed having a disability
- The University now holds sexual orientation information for 69.6% of all staff. 5.5% of staff who declared their sexual orientation were LGB.
- The University now holds religion and belief information for 68.5% of all staff. 34.4% of staff who declared their religious beliefs were Christian and 56.8% had no religion.

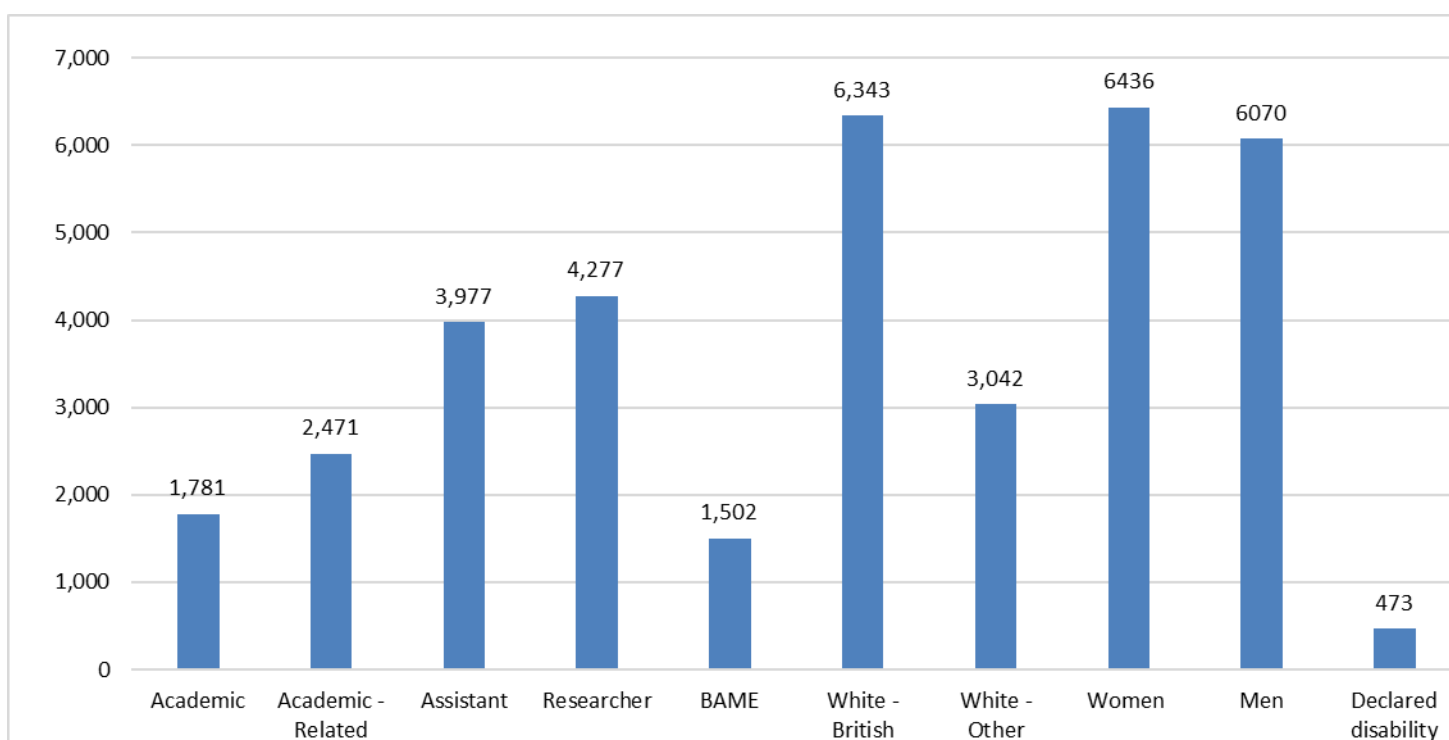


Figure 1: Headcount and diversity summary as at 31 March 2019

1.1 Gender

Staff groups and grades

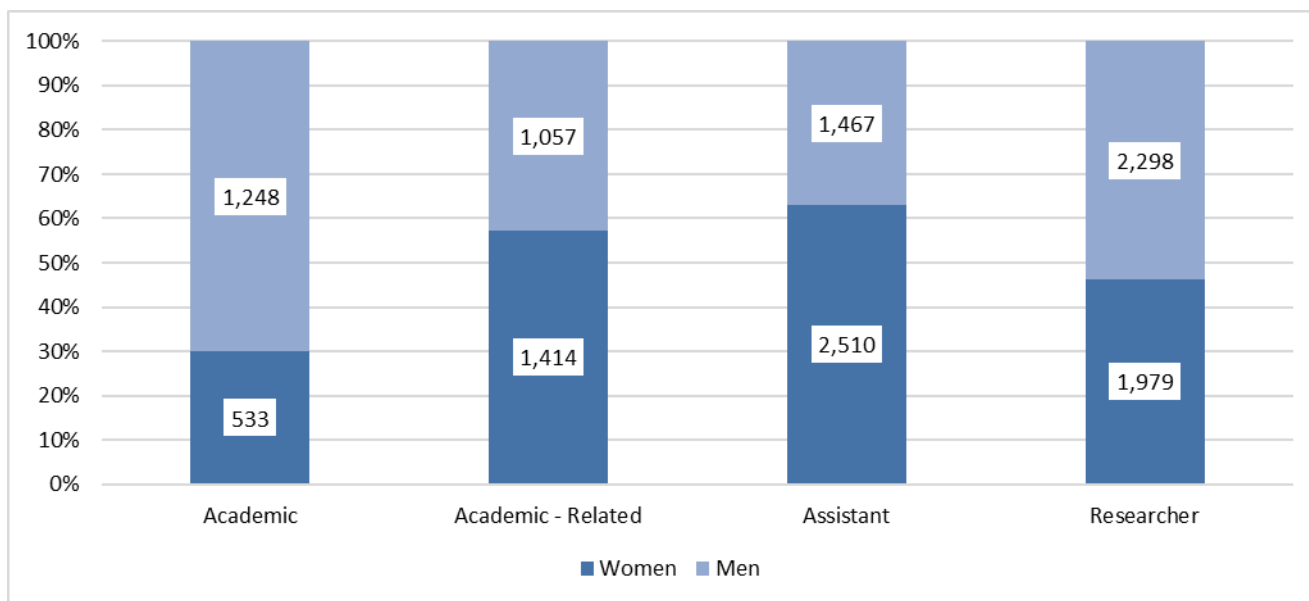


Figure 2: Gender breakdown by staff group

Figure 2 shows the number and proportion of women and men in each of the University's four staff groups. Women comprised 29.9% (533) of Academic staff and 63.1% (2,510) of Assistant staff.

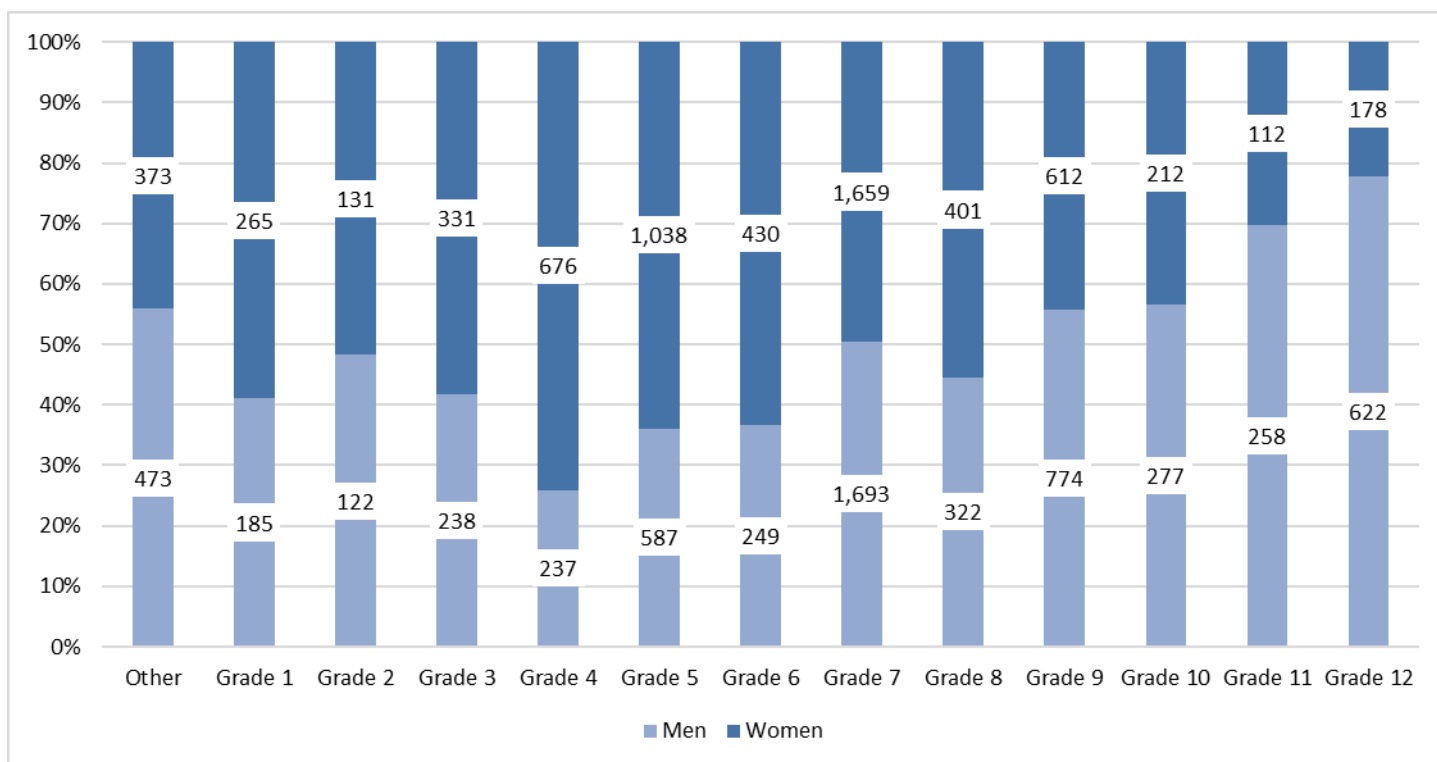


Figure 3: Gender breakdown by grade

26.9% of all staff were employed on Grade 7. The percentage of women employees in each grade increases from 58.9% (265) at Grade 1 up to 74.0% (1,038) at Grade 4 and then decreases through the remaining grades to 22.3% (178) at the Grade 12 (Figure 3). The number of women employed on Grade 12 has increased year on year, up almost 2% (18) from 2017-18. The high percentage of women employees at Grade 4 corresponds with the high percentage of Assistant staff who are women.

Academic staff type

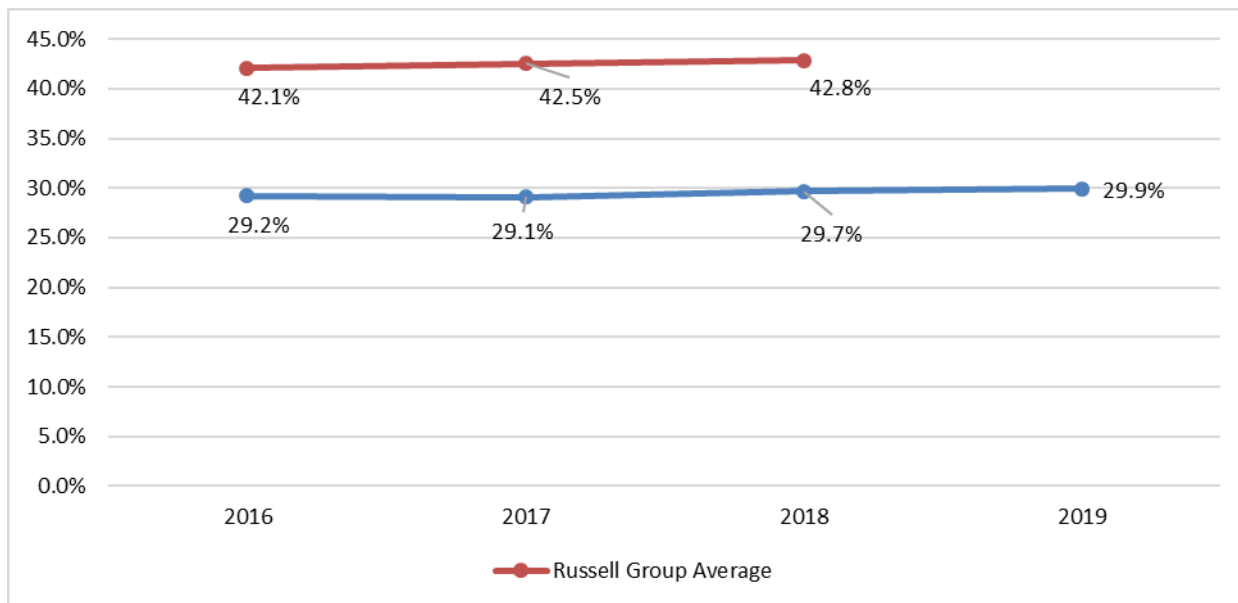


Figure 4: Proportion of women Academic staff, University of Cambridge 2016-19 and Russell Group average (2015/16 - 2017/18 data)

In March 2019 29.9% of Academic staff at the University were women, below the average percentage for Russell Group institutions (Figure 4). They comprised 37.2% of University lecturers, 33.6% of Senior Lecturers and 28.7% of Readers. 21.4% of Professors were women, an increase from 18.0% in 2017 (Figure 5).

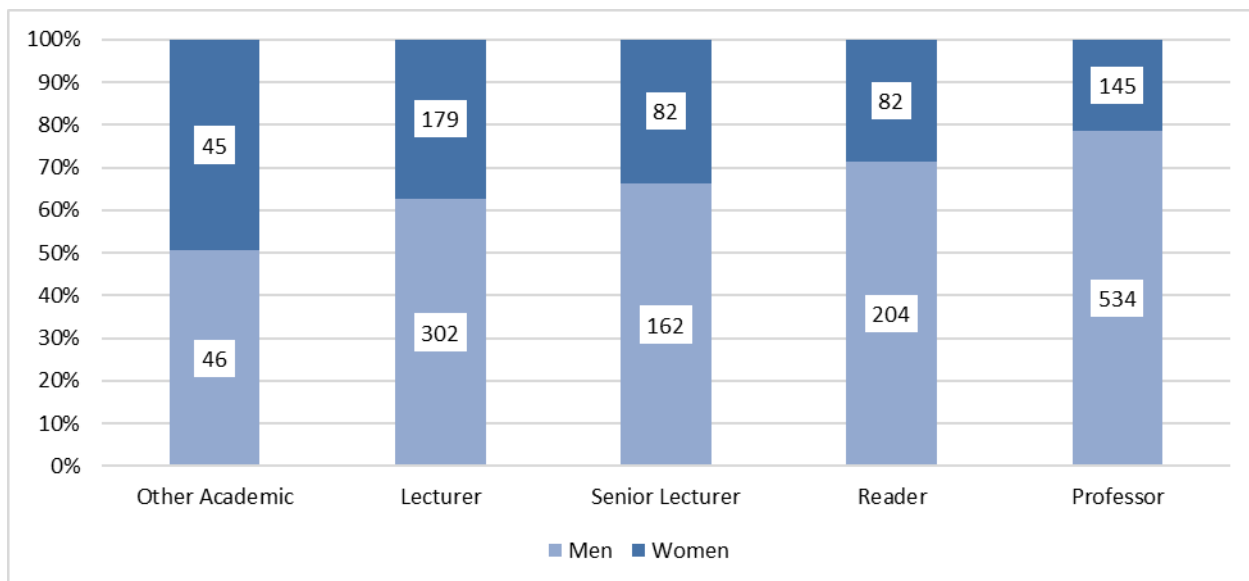


Figure 5: Gender breakdown of Academic staff 2019

Since 2016 the University has seen a gradual rise in the number of women in the Reader and Professor Academic positions, while the number of women in Lecturer and Senior Lecturer positions has declined slightly, as staff have been promoted (Figure 6).

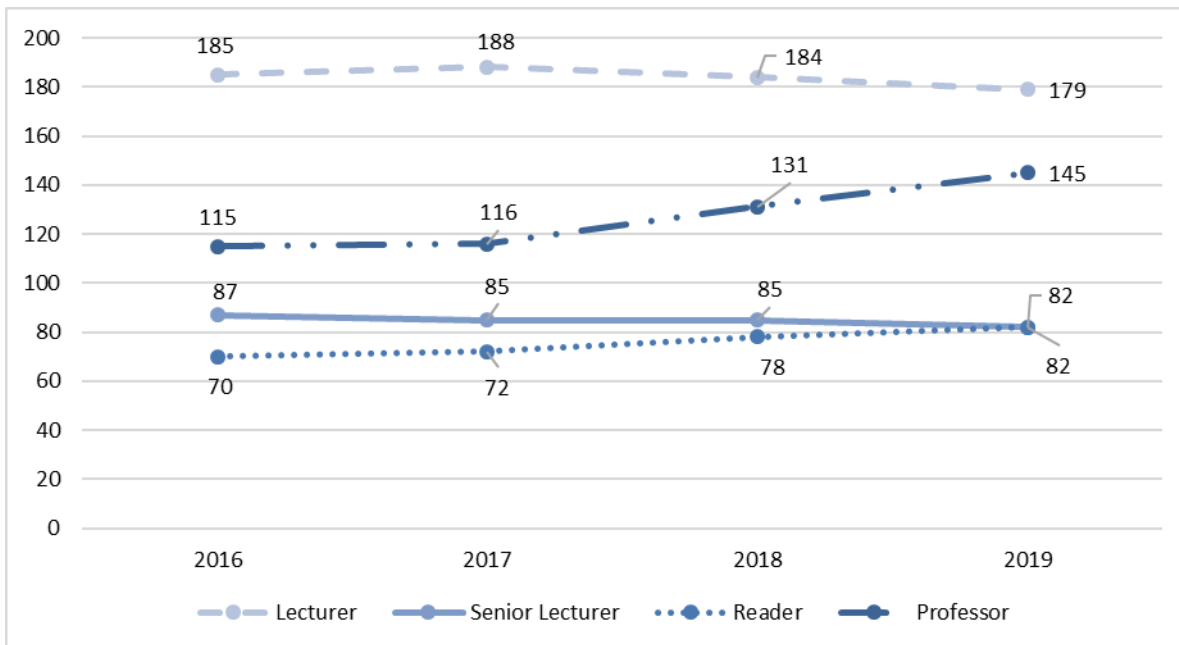


Figure 6: Number of Academic staff who were women by position, University of Cambridge 2016-19

The University had 145 women Professors in 2019, an increase from 115 in 2016, with the proportion of Professorships held by women at 21.3%, below the Russell Group average (Figure 7).

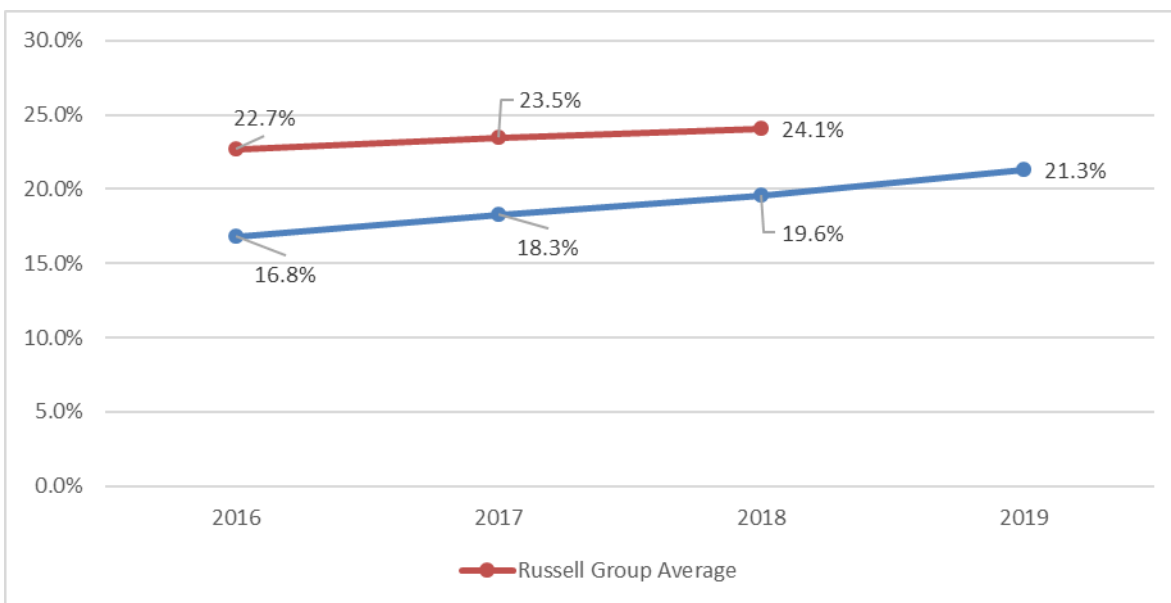


Figure 7: Proportion of Professors who were women, University of Cambridge 2016-19 and Russell Group average (2015/16 - 2017/18 data)

STEMM vs AHSSBL

Women staff comprise 48.1% (3,646) and 51.9% (1,115) of all STEMM and AHSSBL staff respectively (Figure 8). Women Academics in STEMM and AHSSBL comprise 23.7% (243) and 38.3% (287) of Academic staff respectively.

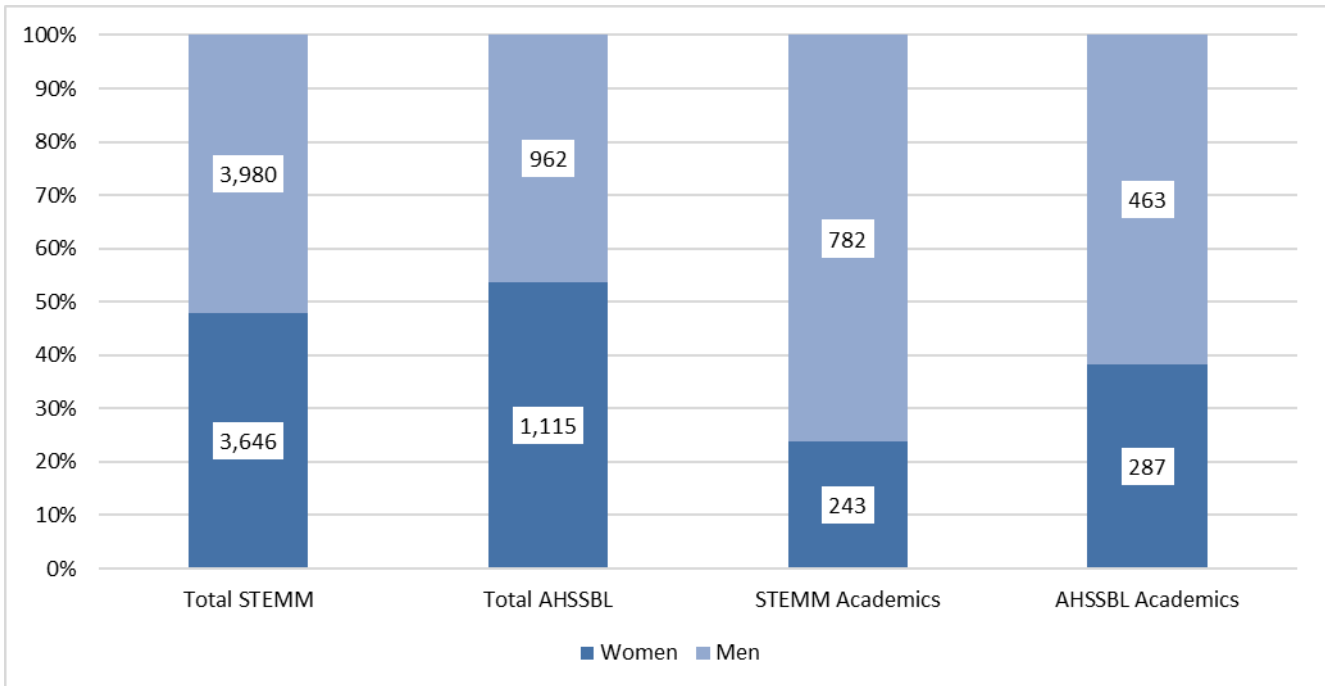


Figure 8: Overall STEMM vs AHSS as well as Academics by gender

Employment status

Fixed term contracts make up 30.5% (3,810) of all contracts at the University. 30.1% (1,939) of all women are on a fixed term contract compared to 30.8% (1,871) of men. 51.5% and 55.6% of women and men in Research roles, respectively, were on fixed term contracts. Overall, 20.2% (2,519) of all employees were part-time, with women at 29.3% (1,878) compared to 10.6% (641) of men. 93.4% (1,165) of Academics who were men on established contracts with 87.2% (465) of women Academics on established contracts (Figure 9).

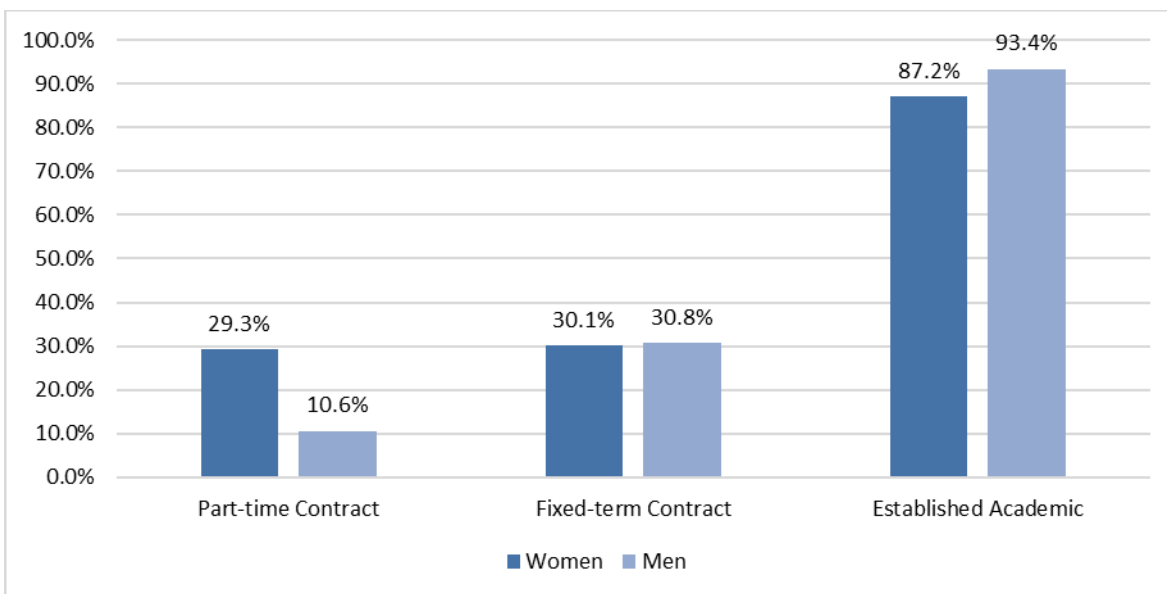


Figure 9: Employment status by gender

University Committees and Governance

In 2018-19 there were 253 occupied positions on the University's influential main committees and Councils of the Schools. Several individuals sat on more than one committee. 32.0% (81) of members were women. Women made up 38.5% of the Council (46.3% in 2018 and 42.3% in 2017), which is the principal executive and policy-making body of the University (Table 2). Figure 10 demonstrates the gender breakdown across the senior leadership and administration of the University.

Committees		Councils of Schools	
Audit Committee	45.5%	Arts and Humanities	33.3%
Board of Scrutiny	36.4%	Biological Sciences	33.3%
Council	38.5%	Clinical Medicine	28.6%
Finance Committee	42.1%	Humanities and Social Sciences	20.0%
General Board of the Faculties	35.3%	Physical Sciences	6.3%
Planning and Resources Committee	28.6%	Technology	20.0%
Resource Management Committee	25.0%		
Human Resources Committee	58.8%		
E&D Committee	59.0%		

Table 2: Percentage of women sitting on influential University committees and Councils of Schools³

³ Note: May include any of appointed members, elected members and ex officio members

Vice-Chancellor *1 man*



Pro-Vice-Chancellors *1 woman; 4 men*



Heads of Schools *1 woman; 5 men*



Heads of Council Institutions *5 women; 5 men*



Heads of General Board Departments



19 women



59 men

Figure 10: Pyramid of power 2019

1.2 Ethnicity and Nationality

Ethnic Groups employed

The University employees staff from a variety of ethnicities represented in Table 3.

Ethnicity	Count	%*
Arab	40	0.4%
Asian or Asian British - Bangladeshi	24	0.2%
Asian or Asian British - Indian	323	3.0%
Asian or Asian British - Pakistani	36	0.3%
Black or Black British African	61	0.6%
Black or Black British Caribbean	20	0.2%
Chinese	426	3.9%
Mixed Ethnicity	256	2.4%
Gypsy - Traveller	1	0.0%
Other Asian Background	224	2.1%
Other Black Background	19	0.2%
Other ethnic background	72	0.7%
White - British	6,343	58.3%
White - Other	3,042	27.9%
Unknown	1,619	* % of total, excluding unknowns
Total	12,506	

Table 3: Ethnicity count

Overall, of the 87.1% who disclosed their ethnicity, 13.8% were BAME (1,502; Figure 11. An increase from 11.8% in 2017). The largest BAME group represented were Chinese who accounted for 3.9% (426) of those who disclosed their ethnicity.

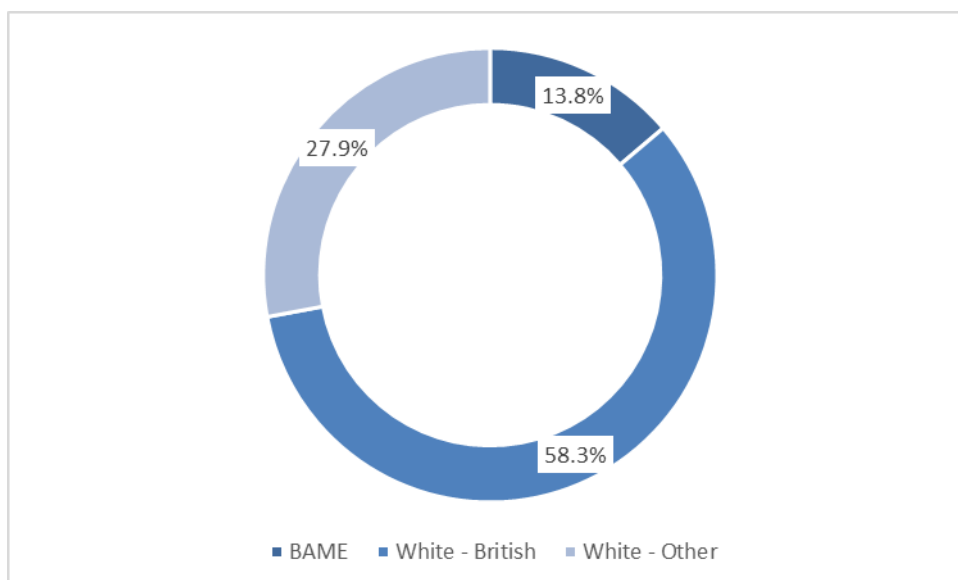


Figure 11: BAME, Staff Ethnicity 2019

The proportion of staff who have declared they are BAME has risen over the last four years (Figure 12).

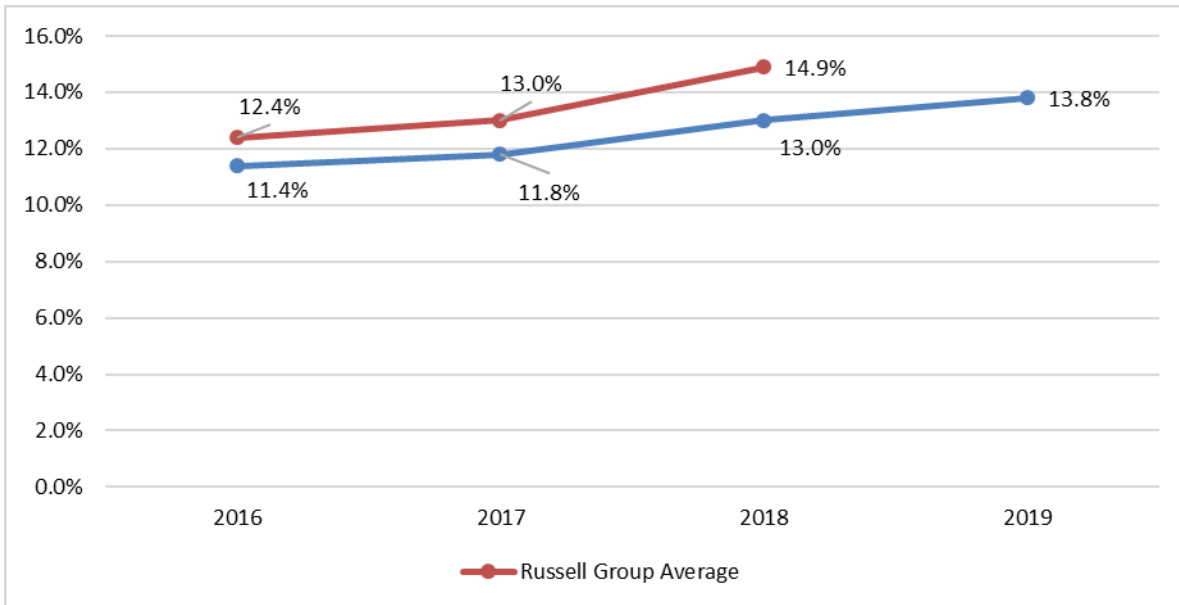


Figure 12 Proportion of staff who were BAME, University of Cambridge 2016-19 and Russell Group average (2015/16 - 2017/18 data)

Nationality

Staff from 113 countries were employed by the University of Cambridge in 2019. Non-UK nationalities made up 34.2% (4,576) of the University staff population with known nationality (Figure 13). The University did not hold nationality data for 1.0% of staff.

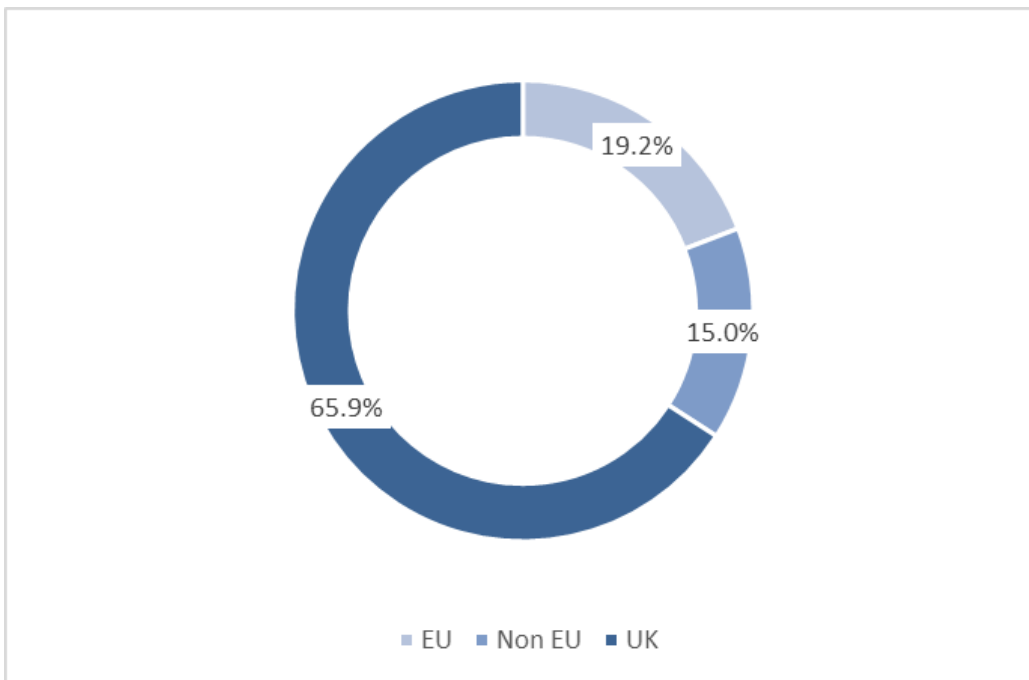


Figure 13: Nationality of University staff 2019

Staff groups and grades

The Researcher group contains the highest proportion of BAME (24.1%; 847) and White Other (41.3%; 1,455). Assistant staff were more likely to be White-British (75.3%; 2,690) (Figure 14).

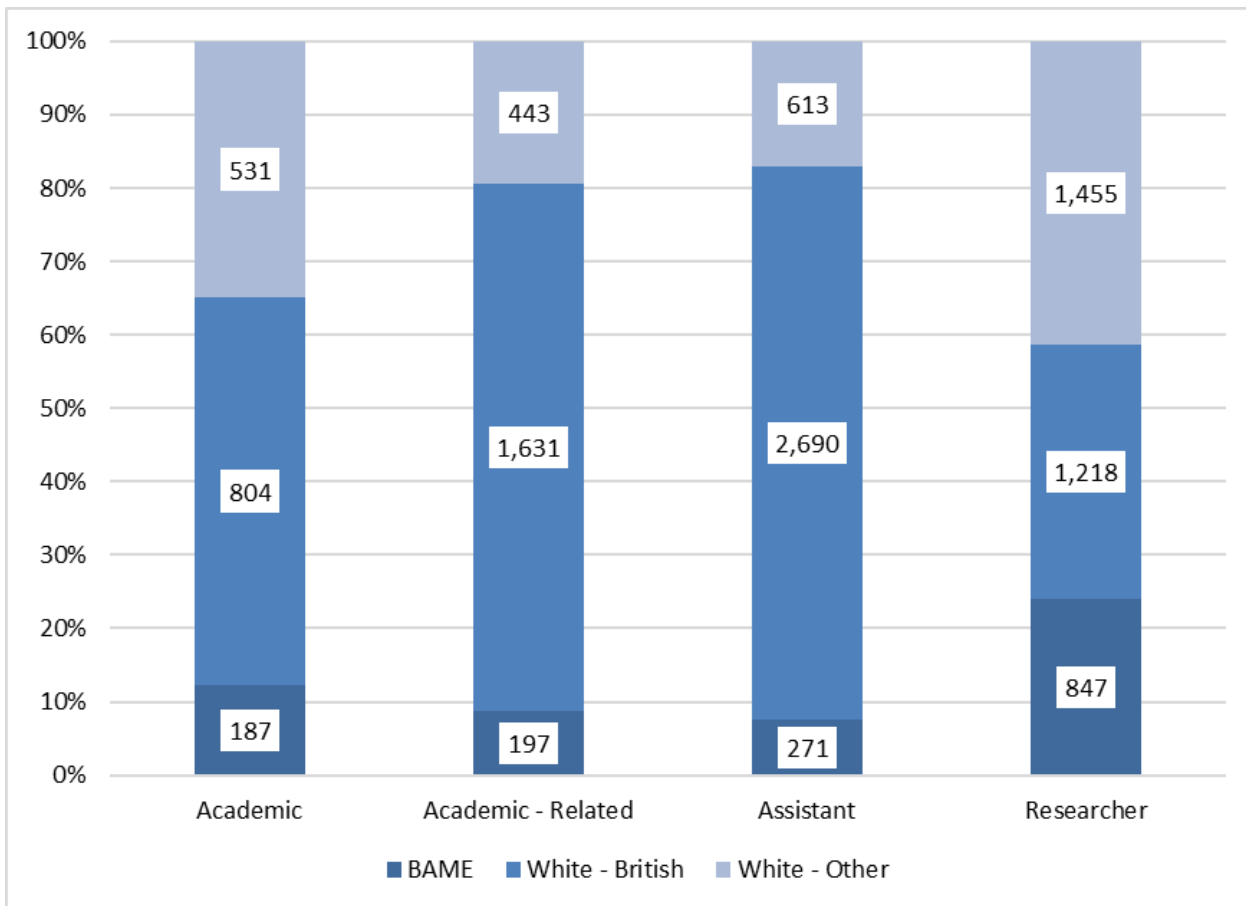


Figure 14: Staff groups by known ethnicity 2019

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

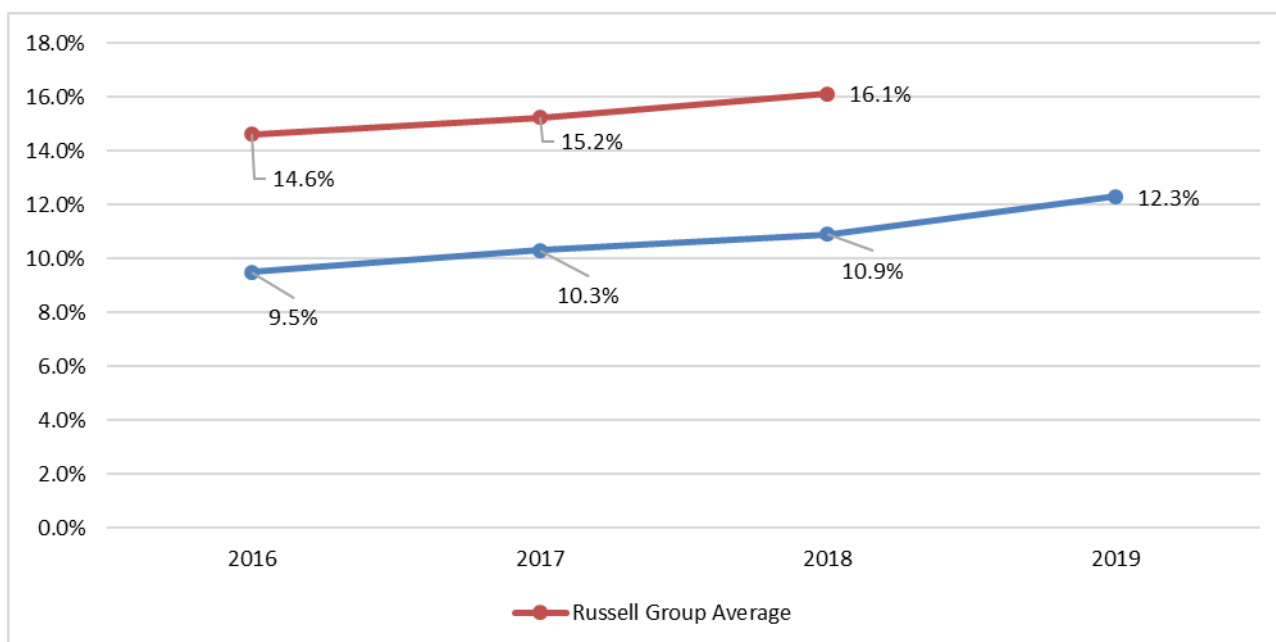


Figure 15 Proportion of Academic staff who were BAME, University of Cambridge 2016-19 and Russell Group average (2015/16 - 2017/18 data)

Employment status

Working hours, contract type and establishment varied by staff ethnicity. 24.2% of White-British staff worked part-time as opposed to full-time in 2018-19, compared to only 12.5% of BAME staff. 642 (42.7%) BAME staff had fixed-term contracts rather than permanent roles, compared to their White-British counterparts for whom 22.9% (1,455) of contracts were fixed-term – a reflection of the proportion of BAME staff who have Researcher positions. There appeared to be little difference in the percentage of staff by ethnicity who were in established as opposed to unestablished Academic roles (Figure 16).

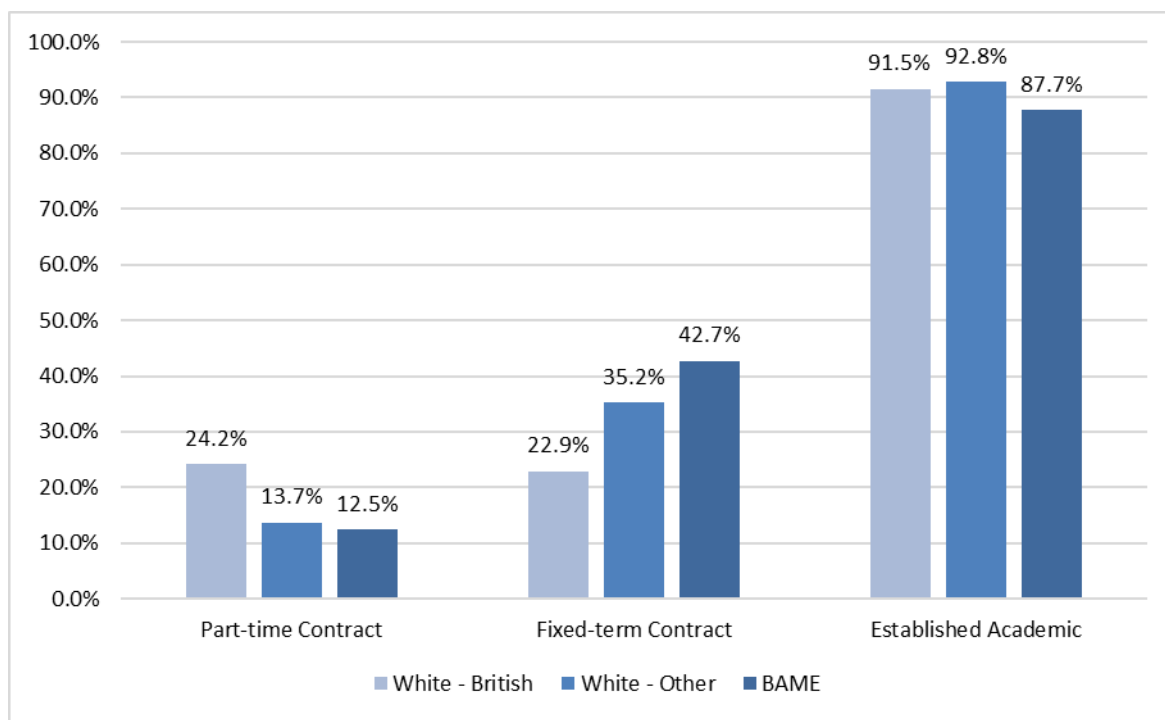


Figure 16: Contract type by ethnicity

1.3 Disability

The University held disability information on 86.6% of staff, with 3.8% (473) disclosing they had a disability. 24.3% (115) of those who disclosed a disability were categorised as having a Specific learning difficulty such as dyslexia, dyspraxia or AD(H)D (Table 4). The University's percentage of staff who have declared a disability continues to sit below the Russell Group average, which was 4.4% in 2017-18, but is slowly increasing – from 2.2% in 2017.

Disability Categories	%*
Blind / serious visual impairment	1.1%
Deaf / serious hearing impairment	5.3%
Other type of disability	5.5%
General learning disability	0.6%
Long-standing illness / health condition	24.5%
Mental health condition or difficulty	21.6%
Physical impairment / mobility issue	7.8%
Cognitive impairment	1.9%
Specific learning disability	24.3%
Multiple disabilities	6.8%
Social/Communication Impairment	0.6%

Table 4: Disability categories of staff who disclosed a disability in 2019 (excluding staff who have not declared)

1.4 Age

The median age of staff at the University on 31 March 2019 was 40 years with a mean of 42, unchanged over the last couple of years. The percentage of women represented in age groups decreases as the age increases (Figure 17).

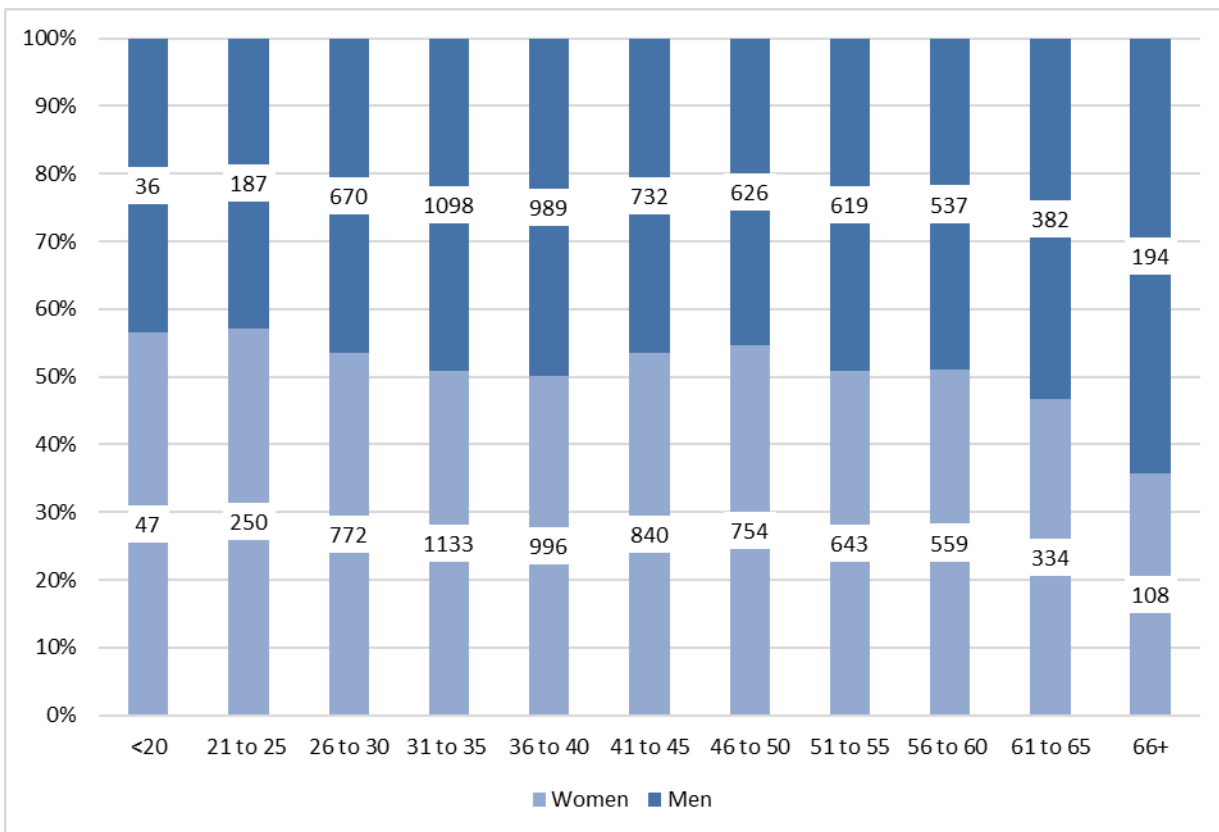


Figure 17: Age by gender

1.5 Sexual Orientation and Gender reassignment

In 2019 the University held sexual orientation data for over two thirds of staff (69.6%), compared to just over half (51.4%) of the employee population in 2018. Of this 5.5% (468) identified as lesbian, gay, bisexual or other (Figure 18).

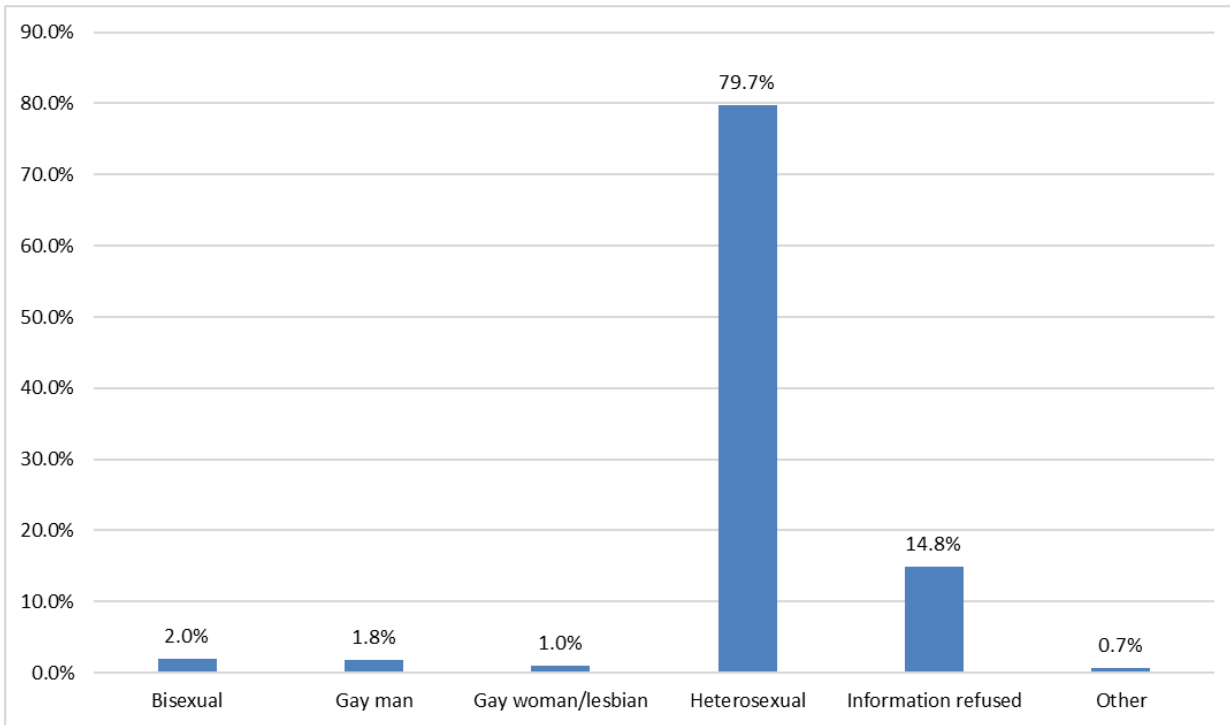


Figure 18: Disclosed sexual orientation of staff 2019

The University does hold information disclosed by staff regarding gender reassignment but this will not be published due to issues of low disclosure rates and confidentiality.

1.6 Religion or Belief

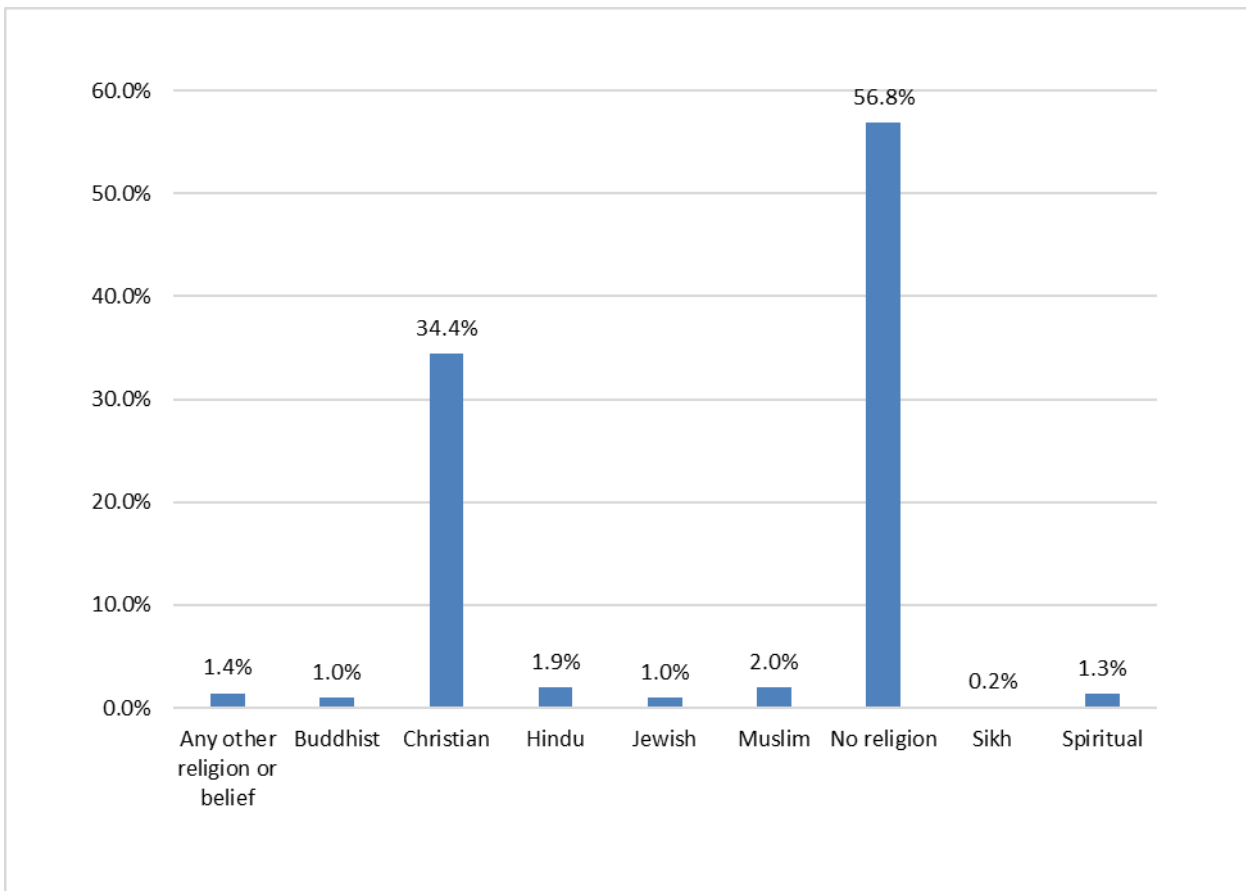


Figure 19: Disclosed religion and belief of staff 2019

Data for Religion or Belief was held for 68.5% of University staff in 2019. For staff who have disclosed their religious beliefs, 56.8% (4,083) have selected 'no religion' with the next highest group at 34.4% (2,469) selecting 'Christian' with the remaining 7 selections adding up to 8.8% (Figure 19).

2 Student Key facts and figures

The following information is a summary of student figures sourced from holders of student data across the University. Comparative data are sourced from HESA via the Higher Education Information Database for Institutions

2.1 Gender

Student Numbers by gender

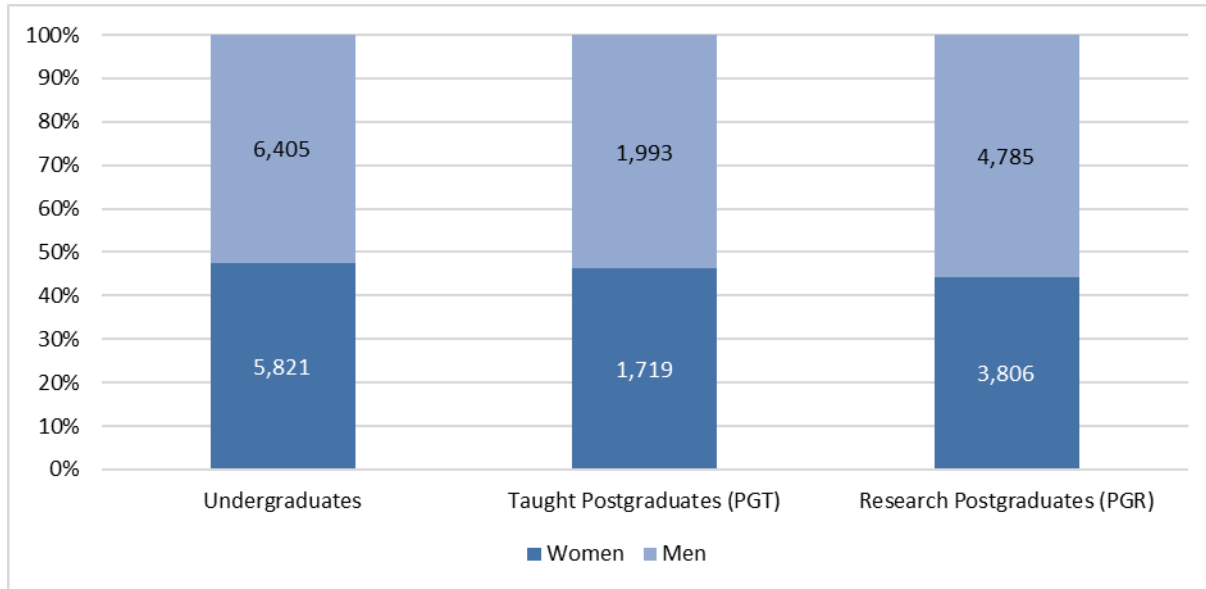


Figure 20 Student numbers by gender 2018-19

In 2018-19, women students comprised 47.6% of all undergraduate students, 46.3% of all taught postgraduate students (PGT) and 44.3% of all research postgraduate students (PGR) (Figure 20). These proportions have been consistent over a number of years at the University.

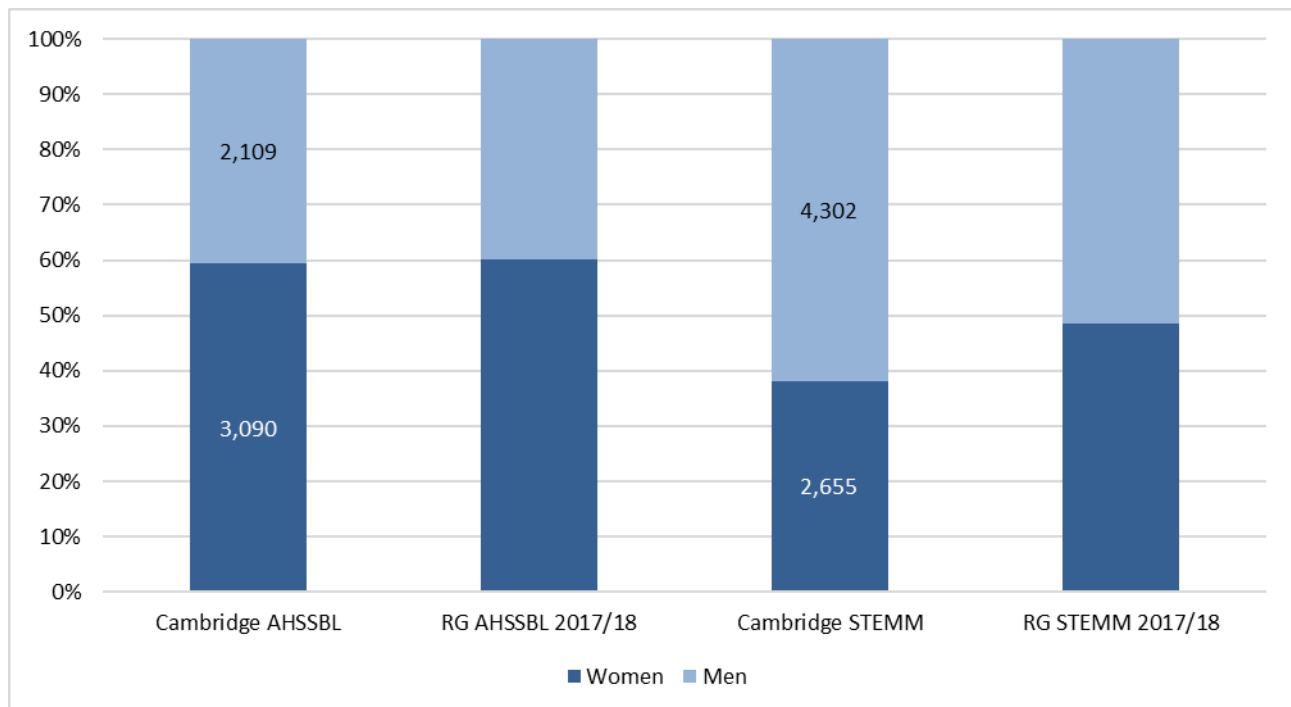


Figure 21 Undergraduate student numbers by subject and gender (2018-19) with Russell Group 2017-18 (HESA data) benchmark

The percentage of women undergraduate students studying subjects in STEMM was 38.0%, compared with 59.0% studying Arts and Humanities subjects (Figure 21). Cambridge continues to sit below the 49.8% Russell Group STEMM benchmark (HESA 2017-18 data).

Undergraduate Admissions by gender

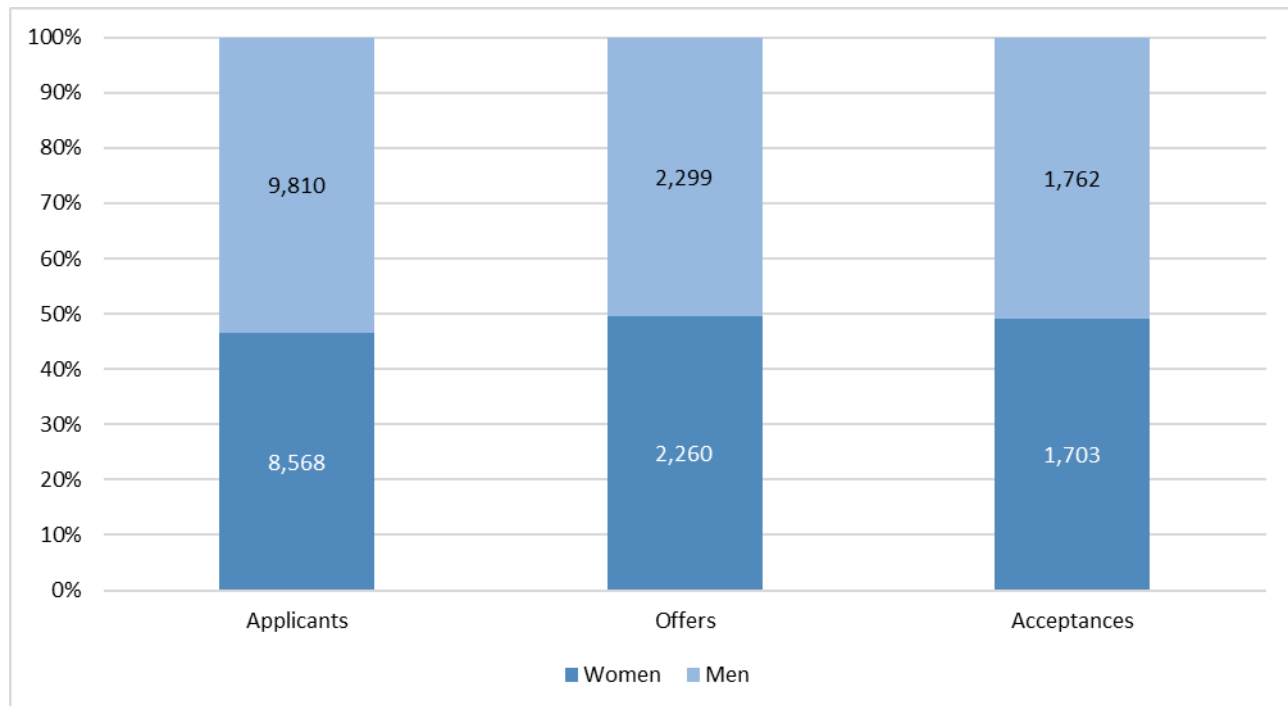


Figure 22 All undergraduate admissions by gender (October 2018)

In 2018 there were fewer applications to the University from prospective students who were women (46.6%). However, women students were more likely to be offered places, making up 49.6% of all admissions (Figure 22). This compares against a Russell Group average of 55.5% women for first year admissions in 2017-18.

Graduate Admissions by gender

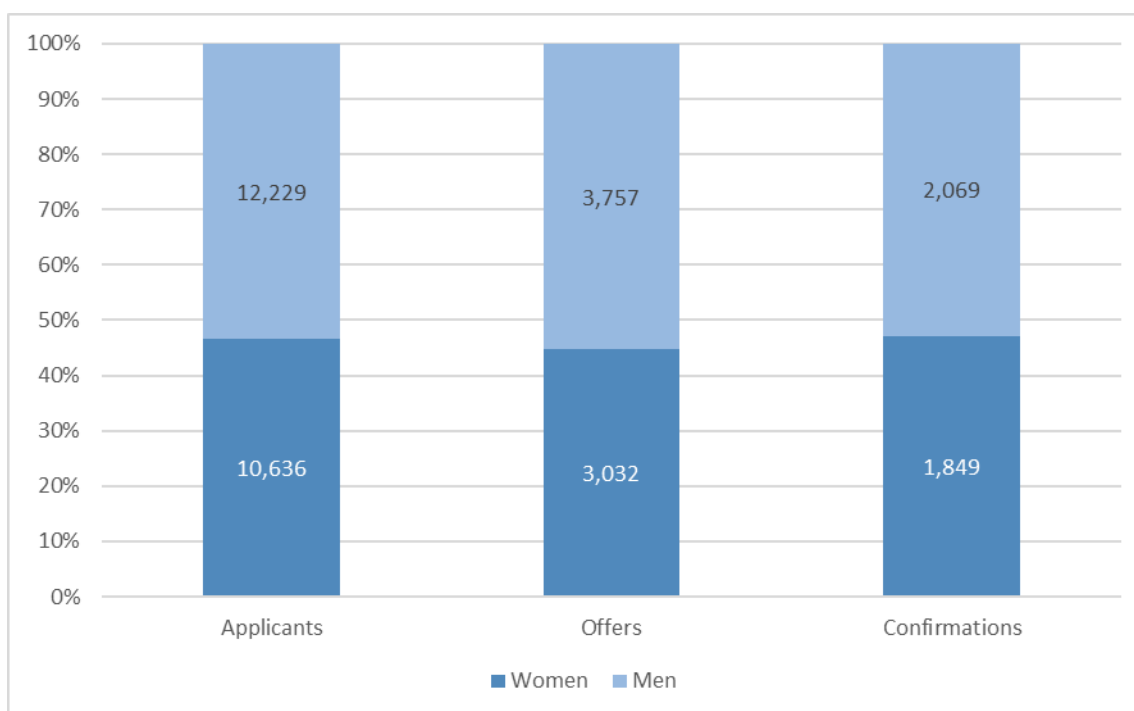


Figure 23 Graduate admissions by gender (2018-19)

In 2018-19 applications were received from 12,229 men and 10,636 women (46.5% women) (Figure 23). This compares against a Russell Group average of 58.9% women for first year postgraduate admissions in 2017-18.

Success rates were 28.5% for women compared to 30.7% of men.⁴

Undergraduate degree attainment by gender

	Class I	Class II Division I	Class II Division II and lower
Men	32.9%	48.0%	19.1%
Women	24.4%	57.9%	17.7%

Table 5 UK domiciled students - undergraduate examination results by gender 2019.

The percentage of women gaining first class examination results was 24.4% compared with 32.9% of males, a gender attainment gap of 8.5% (Table 5). This gender gap was reversed for 'good degrees' with 80.9% of men and 82.3% of women receiving an examination classification of 2:1 or above.

⁴ In line with a UK government directive the University now waives the application fee for any applicant who is a national of the OECD's Development Assistance Committee (DAC) [list of Overseas Development Aid](#) (ODA) recipients, groups 1 (Least Developed Countries) and 2 (Other Low Income Countries) only. This has led to a significant increase in applications for graduate study from these countries. In addition for applications from all other countries, including the UK, there was also an increase of 30% in applications due to an increased demand for postgraduate education.

2.2 Ethnicity

2.2.1 Undergraduate Admissions by ethnicity

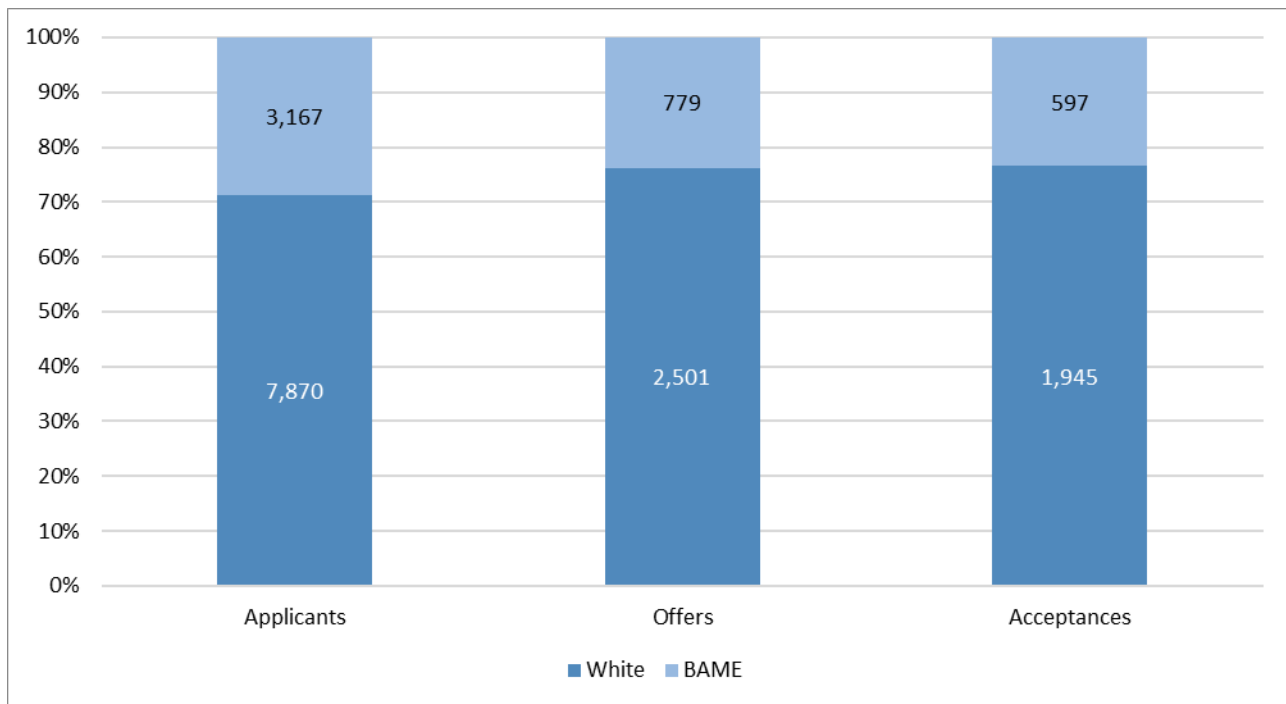


Figure 24 Home undergraduate admissions by ethnicity (October 2018)

Students from a BAME background comprised 28.6% of home undergraduate applicants, up from 21.9% in 2015. 23.8% of all offers and 23.5% of all students who accepted a place in 2018-19 were BAME (Figure 24).

This compares against a Russell Group average of 21.7% BAME for first year undergraduate admissions in 2017-18.

Student numbers

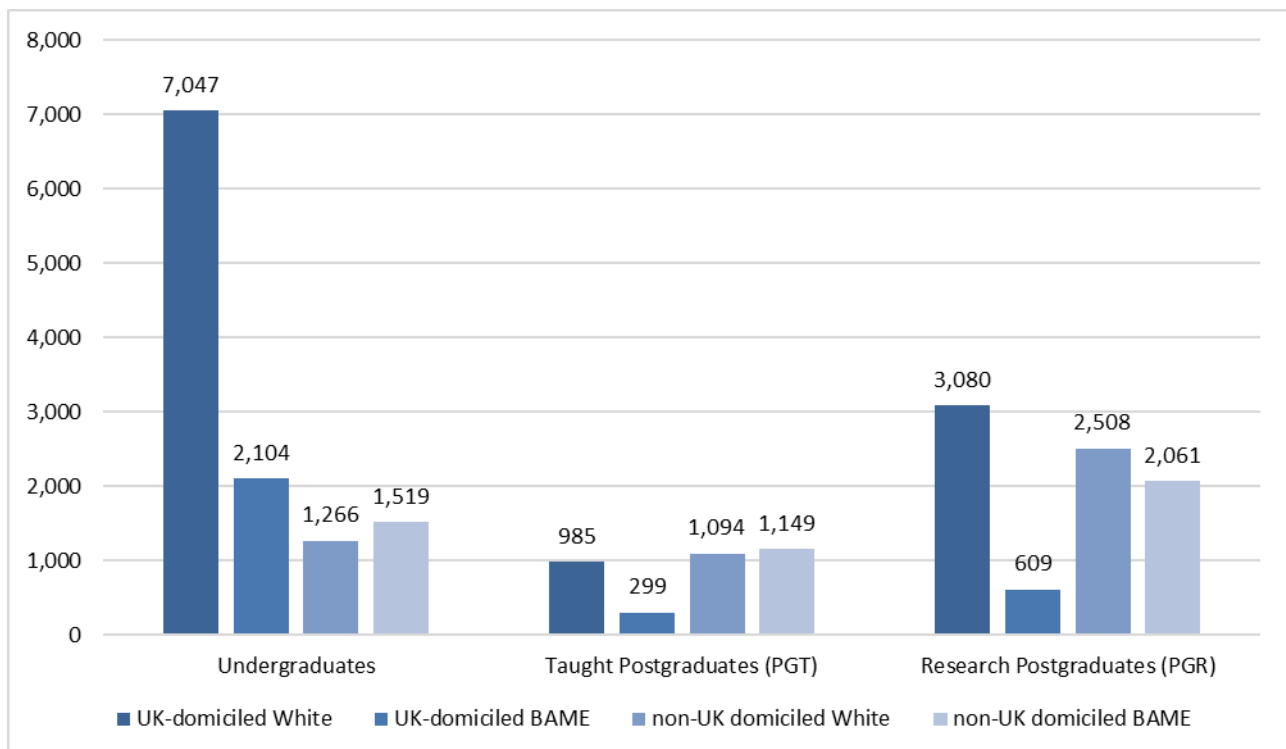


Figure 25 All student numbers by known ethnicity and domicile – disclosed ethnicity (2018-19)

Figure 25 shows that students from a BAME background made up 30.4% of all undergraduate students who disclosed their ethnicity – 23.0% of UK domiciled UG students and 54.5% of non-UK domiciled UG students. The majority of UG BAME students were UK domiciled (58.1%).

41.1% of Taught postgraduates (20.6% UK domiciled PGT) and 32.3% of Research postgraduate students (22.8% UK domiciled PGR) had disclosed their ethnicity as BAME in 2018-19.

This compares against a Russell Group average of 21.2% and 20.6% BAME for UK undergraduate and postgraduate student numbers respectively in 2017-18

Graduate Admissions by ethnicity

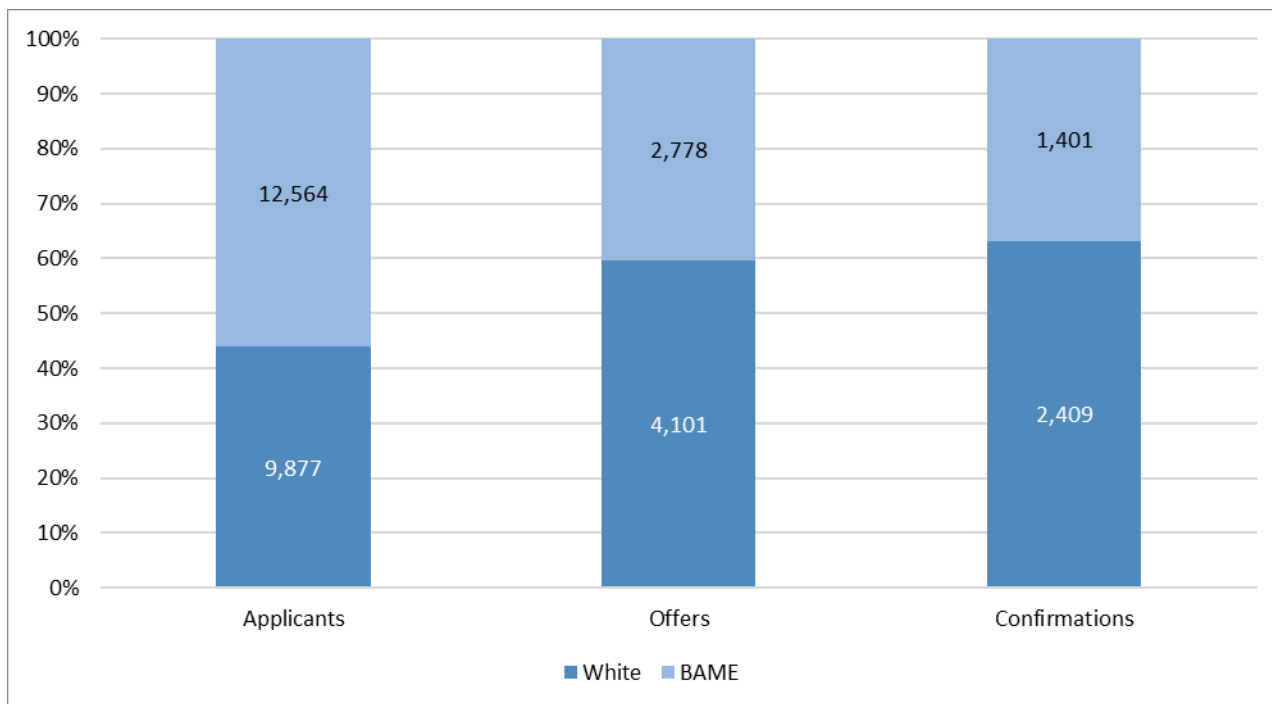


Figure 26 Total graduate admissions by ethnicity 2018-19

In 2018-19 applications were received from 9,877 White and 12,564 BAME students (56.0% of all applicants) (Figure 26). Of those who accepted offers from the University, 1,485 were BAME and 2,416 were White (40.4% BAME).

This compares against a Russell Group average of 9.3% BAME for first year postgraduate admissions in 2017-18.

Undergraduate degree attainment by ethnicity

	Class I	Class II Division I	Class II Division II and lower
White	29.6%	53.5%	16.9%
BAME	27.4%	50.4%	22.2%

Table 6 UK domiciled students - undergraduate examination results by ethnicity 2018-19

The percentage of White students gaining first class examination results was 29.6% compared with 27.4% of BAME students, an ethnicity attainment gap of 2.2% (Table 6). This gap remained constant for ‘good degrees’ with 77.8% of BAME and 83.1% of White students receiving an examination classification of 2:1 or above.

2.3 Disability

Undergraduate Admissions by disability

There were 1,293 applicants with a declared disability (7.0% of all undergraduate student applicants – an increase from 6.6% in 2017); of these 232 were accepted (6.7% of total undergraduate acceptances). This compares against a Russell Group average of 10.1% declared disability for first year undergraduate admissions in 2017-18.

35.3% of those students declaring a disability accepted into the University disclosed a 'Specific learning disability' (such as dyslexia). Disclosure of disability tends to increase post admission, with the Disability Resource Centre reporting that 35-40% of the students on their records disclosed after being admitted⁵.

Student numbers

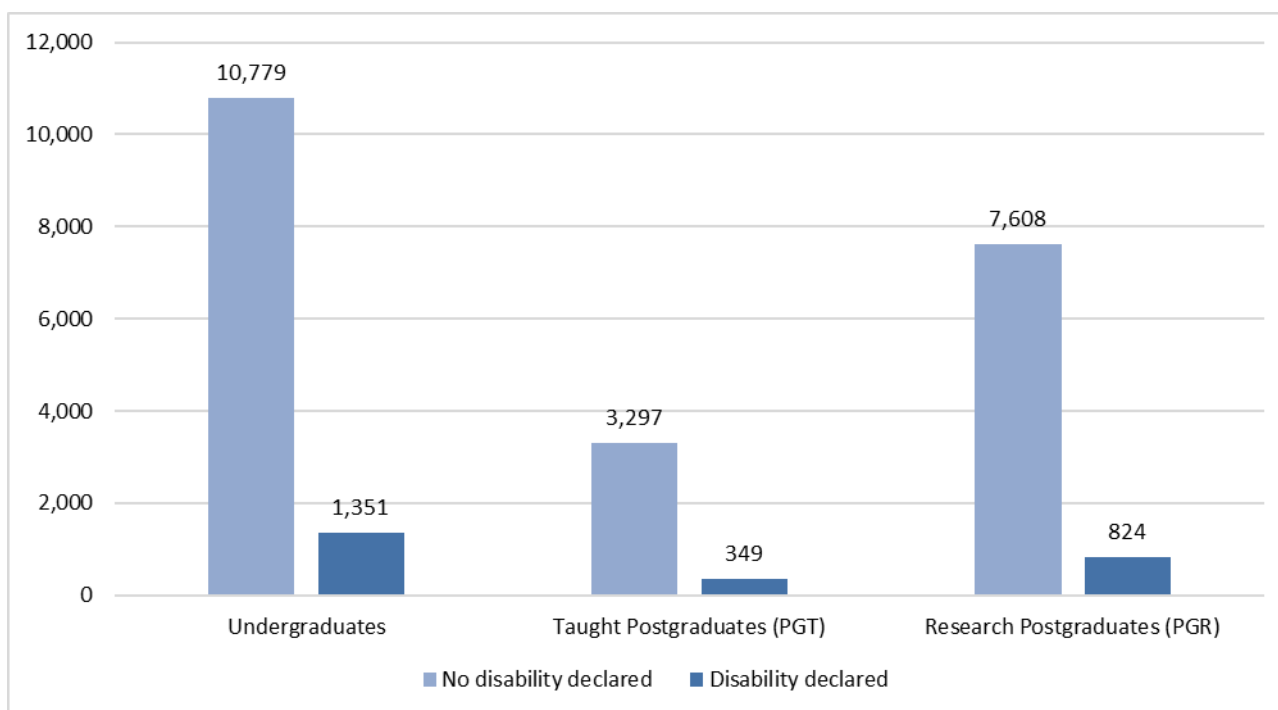


Figure 27 Student numbers by disability status (2018-19)

1,351 Undergraduates and 349 Taught and 824 Research graduates (equating to 11.1%, 9.6% and 9.8% respectively) disclosed a disability in 2018-19 (Figure 27). Of these students 818 disclosed a Specific Learning Difficulty, representing 32.4% of all disabled students. This continues a steady increase in the proportion of students who have reported a disability since 2015-16.

This compares against a Russell Group average of 11.8% and 7.7% declared disability for undergraduate and postgraduate student numbers respectively in 2017-18.

⁵ <http://www.disability.admin.cam.ac.uk>

Graduate Admissions by disability

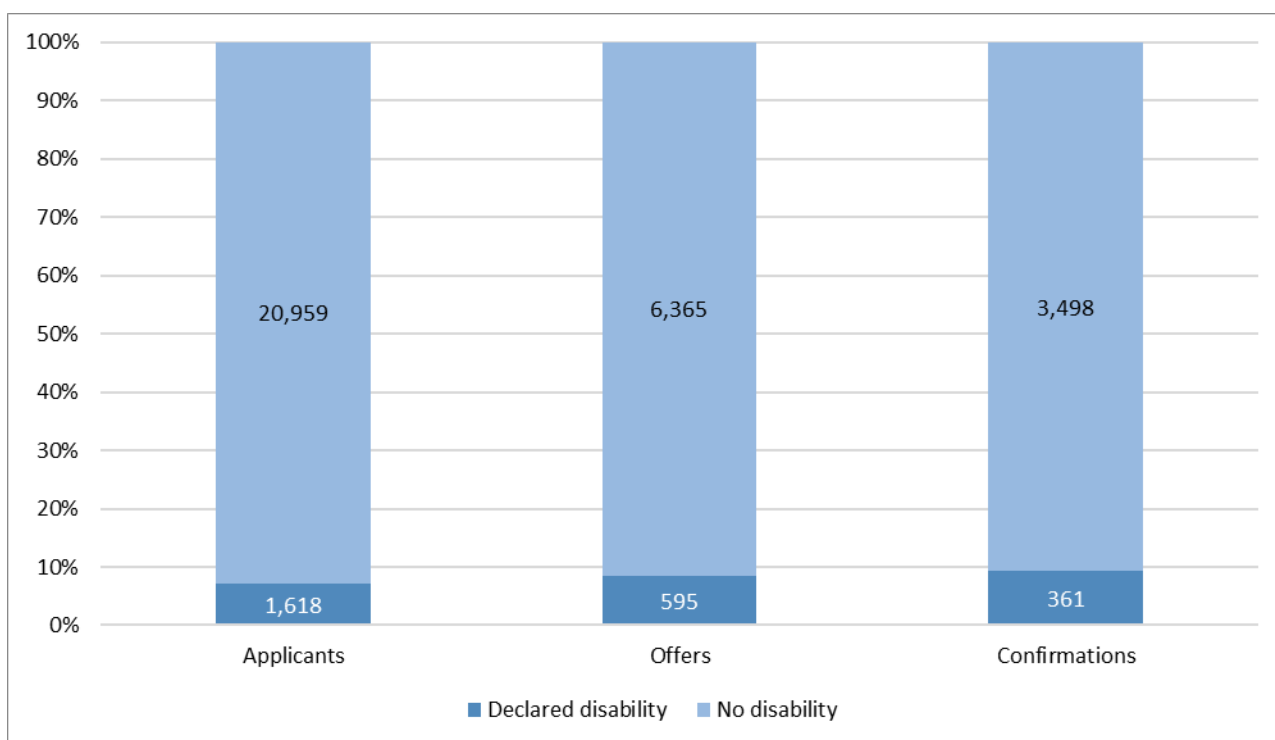


Figure 29 Graduate admissions by declared disability

In 2018-19 applications were received from 1,618 students with a declared disability (7.0% of total student applications (Figure 29)). Of those who accepted offers from the University, 595 were disabled. The success rates for students receiving offers varied considerably by disability from 16.7 to 48.8%, compared to 30.4% for those without a disability.

This compares against a Russell Group average of 7.1% declared disability for first year postgraduate admissions in 2017-18.

Undergraduate degree attainment by disability

	Class I	Class II Division I	Class II Division II and lower
No Disability	29.5%	52.1%	18.4%
Declared Disability	24.4%	55.7%	19.9%

Table 7 UK domiciled students - undergraduate examination results by disability 2018-19

Table 7 shows that the percentage of students with no declared disability gaining first class examination results was 29.5% compared with 24.4% of students who declared a disability, an attainment gap of 5.1%. This gap reduced for 'good degrees' with 81.6% of non-disabled and 80.1% of disabled students receiving an examination classification of 2:1 or above. Analysis of this data to a more granular level is complicated by small numbers.

Appendix 1

Staff - Definitions and notes

This E&D Information Report is derived from the HR CHRIS⁶ system at a 31 March 2019 census date.

Any person who holds a University office or post and has a University contract of employment is considered to be an employee. Employees are categorised as Academic, Academic-related, Assistant or Researcher on the basis of the main duties of their post.

The staff numbers presented are of individual staff members (headcount) rather than full time equivalent (FTE). Full-time staff are defined for the purpose of this report as being employed at 1 FTE (full-time equivalent). Part-time staff are defined as being employed at less than 1 FTE.

Established Academic and Academic-related staff hold University Offices as defined in the Statutes and Ordinances of the University of Cambridge⁷. Unestablished staff are those Academic and Academic-related staff who do not hold University Offices or are in Research positions. Academic roles are further disaggregated into Academic staff type, namely University Lecturer, Senior Lecturer, Reader and Professor.

Where staff had multiple contracts or in cases where contracts involve more than one activity, a set rule was applied for non-Academic staff. The individual was assigned to the position with the highest FTE, or if the FTEs were identical, the staff member was assigned to the position that they had held for the longest period of time. In cases where Academic staff held both an Academic and Research post, they were assigned to their Academic role. Positions held in association with a substantive full-time appointment, including Associate Lectureships, Heads of Department and Chairs of Faculty Boards, were not counted. A number of University roles have been grouped into the category 'Other' as they have not been assigned to a specific grade. This category includes staff employed in some Clinical roles, as Marie Curie Fellows, Special Appointments or those with blank records⁸.

Each post is assigned to a specific grade within the grading structure 1–12⁹. The grades overlap with staff groups so members of different staff groups can be employed on the same grade, but with different core roles and responsibilities. Staff are defined as having either permanent (open-ended) or fixed contracts. Those on fixed contracts are employed for a fixed term period or have an end date on their contract of employment due to limited funding available.

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 individuals¹⁰.

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.

⁶ Cambridge Human Resources Information System

⁷ http://www.admin.cam.ac.uk/univ/so/2009/statute_d.html#heading2-1

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.

⁹ <http://www.hr.admin.cam.ac.uk/pay-benefits/salary-scales>

¹⁰ <http://www.hesa.ac.uk/index.php>

Age (staff)

This report uses the following age categories:

- Under 25
- 25 to 29
- 30 to 34
- 35 to 39
- 40 to 44
- 45 to 49
- 50 to 54
- 55 to 59
- 60 to 64
- 65 to 69
- 70 and over

Disability (staff)

Disability is recorded within the CHRIS system using the HESA staff categories¹¹. HESA has a number of disability fields for staff disclosure at either recruitment or during employment at the University.

Ethnicity (staff)

Some ethnicity data has been combined for easier comparison so that all Mixed Ethnicities (White and Asian, White and Black African, White and Black Caribbean and Other Mixed) are encompassed in Mixed Ethnicity. Historically only 'White' was recorded whereas the University now records White – British, White – Irish and White – Other as such for the purposes of this data, 'White' has been included within White – British

Ethnicity has been aggregated into these groups:

Arab

Asian or Asian British - Bangladeshi

Asian or Asian British - Indian

Asian or Asian British - Pakistani

Black or Black British African

Black or Black British Caribbean

Chinese

Mixed Ethnicity

Other Asian Background

Other Black Background

Other ethnic background

White - British

White – Other

Arts, Humanities, Social Sciences, Business and Law Departments (AHSSBL)

This report uses a generic classification of academic departments from the HESA staff record. This is in line with the arts, humanities, social sciences, business and law (AHSSBL) departments covered by the Athena SWAN Charter (www.athenaswan.org.uk). At the University of Cambridge this includes employees in the following Schools: Schools of Arts and Humanities and Humanities and Social Sciences. It also includes the Judge Business School and affiliated Centres located in the School of Technology.

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

¹¹ For details on all HESA staff categories go to <http://www.hesa.ac.uk/dox/datacoll/C11025/11025.pdf?v=d41d8cd98f00b204e9800998ecf8427e>

(www.athenaswan.org.uk). At the University of Cambridge this includes employees in the following Schools: Biological Sciences, Clinical Medicine, Physical Sciences and Technology (with the exception of the Judge Business School and affiliated Centres).

Benchmarking

Where useful, data from the other Russell Group universities has been provided for benchmarking purposes. These data have been sourced from HESA via the Higher Education Information Database for Institutions (HEIDI) online tool. The latest available information was for 2017-18 year.

Students - Definitions and notes

The enclosed student figures are a summary of information sourced from reports and publications produced by the Student Statistics Office, Graduate Admissions and Cambridge Admissions Office. Further detailed information for all students is available from these sections. The information has been presented in line with the requirements of the Equality Act 2010 public sector equality duty which obliges higher education institutions to publish information about the people affected by its policies and practices; in this case students. No significance testing has been performed due to the low numbers of students in many of the protected groups.

All student figures are the latest available and in most cases are for the academic year 2018-19 unless otherwise specified. 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%.