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## Equality and Diversity Committee Meeting

2 p.m. on Friday, 29 May 2020  
Meeting to be held remotely, via Teams Chat

### Agenda

#### Committee Members:

Dr Richard Mortier (Chair) (RMM)  
Ms Celia Burns (Secretary) (CB)  
Prof Ann Copestake (AAC)  
Dr Heidi Howard (HH)  
Dr Miriam Lynn (ML)  
Dr Anil Madhavapeddy  
Dinah Pounds (DP)  
Ms Joy Rook (JLR)  
Ms Agnieszka Slowik (AS)  
Mrs Caroline Stewart (CS)  
Ms Diana Vasile (DV)

#### 1. Apologies for Absence

#### 2. Minutes of the Last Meeting

The minutes of the meeting held on 27 February 2020 are attached.

#### 3. Committee Membership

The Committee welcomes two new members: Heidi Howard, Postdoc representative, and Agnieszka Slowik, PhD representative.

#### 4. Update on Pending Actions

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

CS was going 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 (SPL)*

CB was going to ask Lise Gough to raise the issue of SPL policy at the next Postgraduate Education Committee meeting, for possible further discussion at Degree Committee. CB to report.

*iii. Academic titles—US equivalences*

This action, to put information about equivalent US academic titles on the website as an easy reference point for students and non-UK staff, is on hold due to the ongoing University consultation on academic titles.

*iv. Childcare resources*

AAC had raised the issue of a childcare facility on the West/North West Cambridge site at a West and North West Cambridge meeting and had been referred to the Childcare Office. AAC was going to follow up with AVSM (who she thought might

have already contacted the Childcare Office) and raise the issue again at the next West and North West Cambridge meeting if necessary. AAC to report.

**v. Silver Award Outcome and Feedback**

- a. *Widening participation data:* We have asked the Chair of the Research Staff Forum to request data from the Office of Postdoctoral Affairs (OPdA) relating to research staff' members' country of origin and the country in which they lived prior to taking the Computer Lab role (and, if it was the UK, the UK postcode). CS to report.

**vi. Wider Diversity in the Department**

RMM was going to contact Miriam Lynn, University E&D, to enquire about diversity actions that other departments are taking, and the possibility of arranging a live Unconscious Bias training for PhD students and Post-docs.

**vii. Committee Membership**

CB was going to contact the Graduate Students Forum and the Research Staff Forum with a view to finding PhD and Post-Doc representatives for the committee. This action is complete (see item 3 above).

**viii. Actions from the Silver Award application for the Committee to take forward**

Committee members had proposed and discussed actions from the Silver Award application which the Committee could take forward. RMM agreed to review and categorise the actions following the meeting. RMM to report.

**ix. Lack of confidence in programming as a potential factor for underperformance**

RMM had agreed to look at the pre-arrival course data to identify where students struggle, and to contact the Directors of Studies Committee to share the observations from the data and offer Department support. RMM to report.

**5. Equality and Diversity Information Report, 2018-19**

To discuss (2020-05-05).

**6. Any Other Business**

**7. Date of next meeting**



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

Minutes

**Present:**

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

**1. Apologies for Absence**

Apologies were received from Anil Madhavapeddy (AVSM).

**2. Minutes of the Last Meeting**

The minutes of the meeting held on 3 October 2019 were approved.

**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 at the next meeting.*

**Action: CS**

***ii. Shared parental leave policy (SPL)—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. DV questioned whether the SPL policy could be offered to PhD students. It was agreed that we could ask Lise Gough to raise the issue at the next Postgraduate Education Committee meeting, for possible further discussion at Degree Committee.*

**Action: CB**

***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 reported that she had raised the issue and had been referred to the Childcare Office. AAC to follow up with AVSM (who she thought may have already contacted*

the Childcare Office) and raise the issue again at the next West and North West Cambridge meeting if necessary.

**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.*

This item was addressed under 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.*

This item was addressed under item 6, below.

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

It was reported that the Chair of the Research Staff Forum had contacted the OPdA to request diversity data relating to the Department's research staff.

**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**

RM reported that Laura James, Industrial Collaboration Coordinator, had requested information for the E&D section of the REF environment statement, to include information about any E&D issues other than gender currently being addressed, and suggestions for actions that could be taken to encourage wider diversity in the Department. RMM had referred Laura to several action items from the Athena SWAN silver award application, and asked Committee members to consider other actions the Department could focus on to provide a more supportive environment. It was noted that the environment statement applies to staff rather than students.

Suggestions were to (i) make the Unconscious Bias training available to PhD students and Post-docs; (ii) ensure that people are doing the training; and (iii) arrange for University E&D to facilitate a live, interactive session of the training. The Committee also noted the recently created LGBT group as a resource.

RMM agreed to contact Miriam Lynn, University E&D, to enquire about actions that other departments are taking, and the possibility of arranging a live Unconscious Bias training (as mentioned above) for PhD students and Post-docs.

**Action: RMM**

The Committee agreed to consider this issue further along with item 6 of the agenda.

**5. Committee Membership**

Hatice Gunes has already stepped down and Diana Vasile will be stepping down from the Committee once a replacement is found. It was agreed that it would be useful to have both a PhD representative and a Post-Doc representative on the committee and to approach the Graduate Students Forum and the Research Staff Forum for suggestions. CB agreed to contact both committees about representatives.

**Action: CB**

The committee was reminded that feedback from the Athena SWAN Silver Award application had recommended that we balance the membership of the committee to include more men, and so this should be taken into account when seeking new members.

## 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. The Committee discussed these items in connection with item 4 above (relating to actions that could be included in the environment statement of the REF).

Actions suggested by Committee members included the following, which RMM agreed to review and categorise following the meeting:

Item	Description	Proposed by
1.1	Integrate Athena SWAN self-assessment into Departmental activities.	RMM
1.2	Further develop women@CL	JR, DP, DV
2.2	Improve visibility of women within the Department	JR, DP, DV
2.3	Include in the external profile of the Department recognition of its initiatives to support women	CS, RMM
3.1	Increase student consultation	RMM
3.3	Improve monitoring of student admissions and performance	CS, RMM
3.5	Regularly review staff recruitment and promotion data	RMM
4.1	Increase E&E training completion rate across all staff groups	CS
4.3	Extend and maintain Unconscious Bias training	RMM, DV
5.1	Improve undergraduate admissions support in conjunction with Colleges	RMM
5.2	Improve performance of female undergraduates	DV
5.8	Have effective workload distribution for established academic staff	CS, JR
6.1	Increase numbers of female undergraduates	JR
6.3	Restructure undergraduate course (to apply international best practice and attract more women through a broader curriculum)	CS, RMM
6.4	Increase numbers of female students on taught postgraduate courses	JR

**Action: RMM**

The Committee discussed action 5.2, 'Increase performance of female undergraduates,' noting there could be an uneven distribution of ability across Colleges. Ideas for increasing performance of female undergraduates included identifying (i) funding to be able to offer more internships (which reinforces undergraduate education and provides the opportunity to learn about research); and (ii) having female and BAME lecturers (which research suggests inspires and improves undergraduate performance).

The Committee also discussed the numbers management process, noting (i) the Clinical School's method of Colleges grouping together between interviews and pooling in order to calibrate applications; and (ii) the possibility of involving UTOs who are not attached to a College. Other suggestions for increasing performance of female undergraduates were to encourage female and BAME students to do supervisions and consider involving women from within the RING and the Supporters Club in supervisions.

Lack of confidence in programming was highlighted as a potential factor for underperformance. The Department cannot offer extra programming activities to females only but it could consider offering support to particular Colleges. In this regard, RMM agreed to look at the pre-arrival course data to identify where students struggle, and to contact the Directors of Studies Committee to share the observations from the data and offer Department support.

## 7. PhD Applications—Offers by Gender

This item will be addressed at the next meeting.

**8. Equality and Diversity Information Report, 2018-19**

The committee received the latest report for information. The report will be discussed at the next meeting.

**6. Any Other Business**

There was no other business.

**7. Date of next meeting**

It was agreed that the next meeting would be arranged by Doodle poll and would be held early in the Easter Term (late April/early May).

**Action: CB**

## **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 Committee<sup>1</sup>. 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 Plan<sup>2</sup>, 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.

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<sup>1</sup> 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.

<sup>2</sup> [http://www.equality.admin.cam.ac.uk/files/university\\_of\\_cambridge\\_equality\\_diversity\\_strategy\\_2016-2021\\_2.pdf](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.

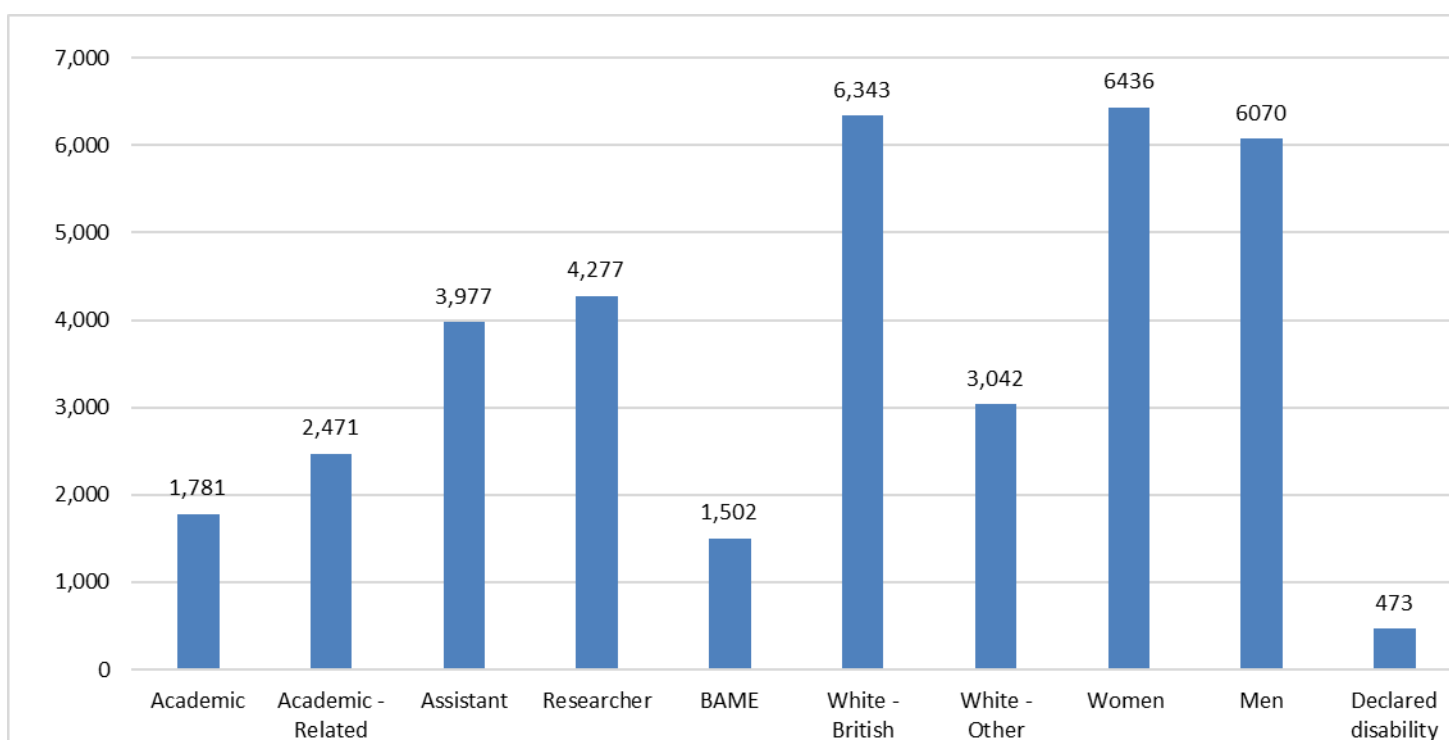
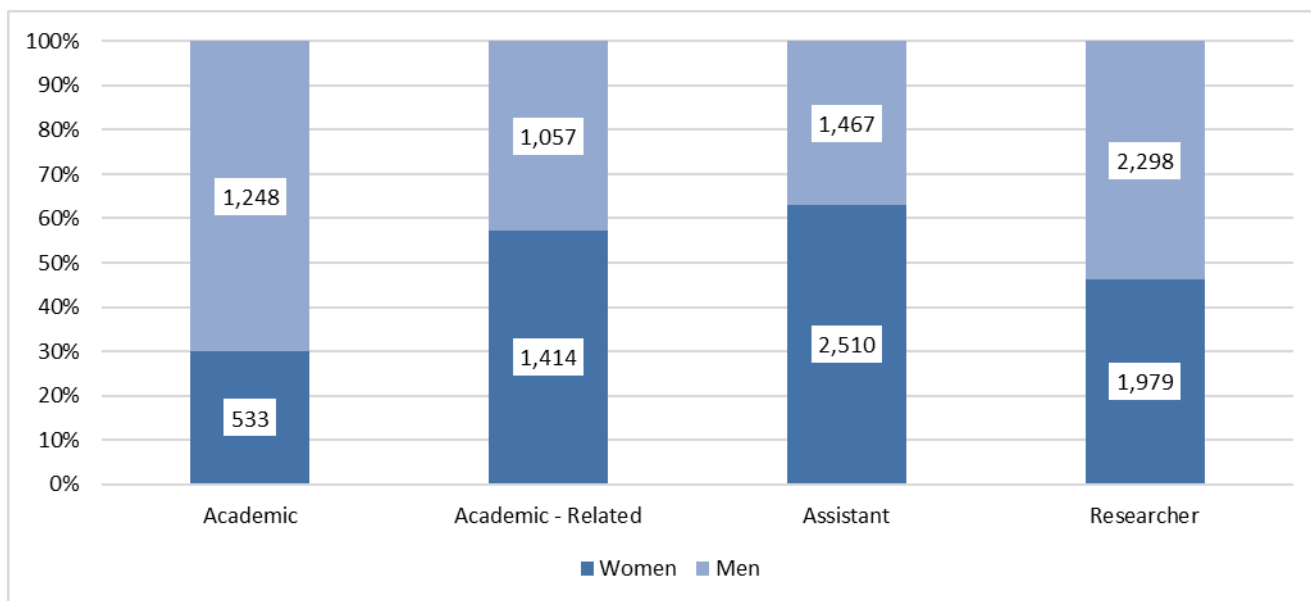


Figure 1: Headcount and diversity summary as at 31 March 2019

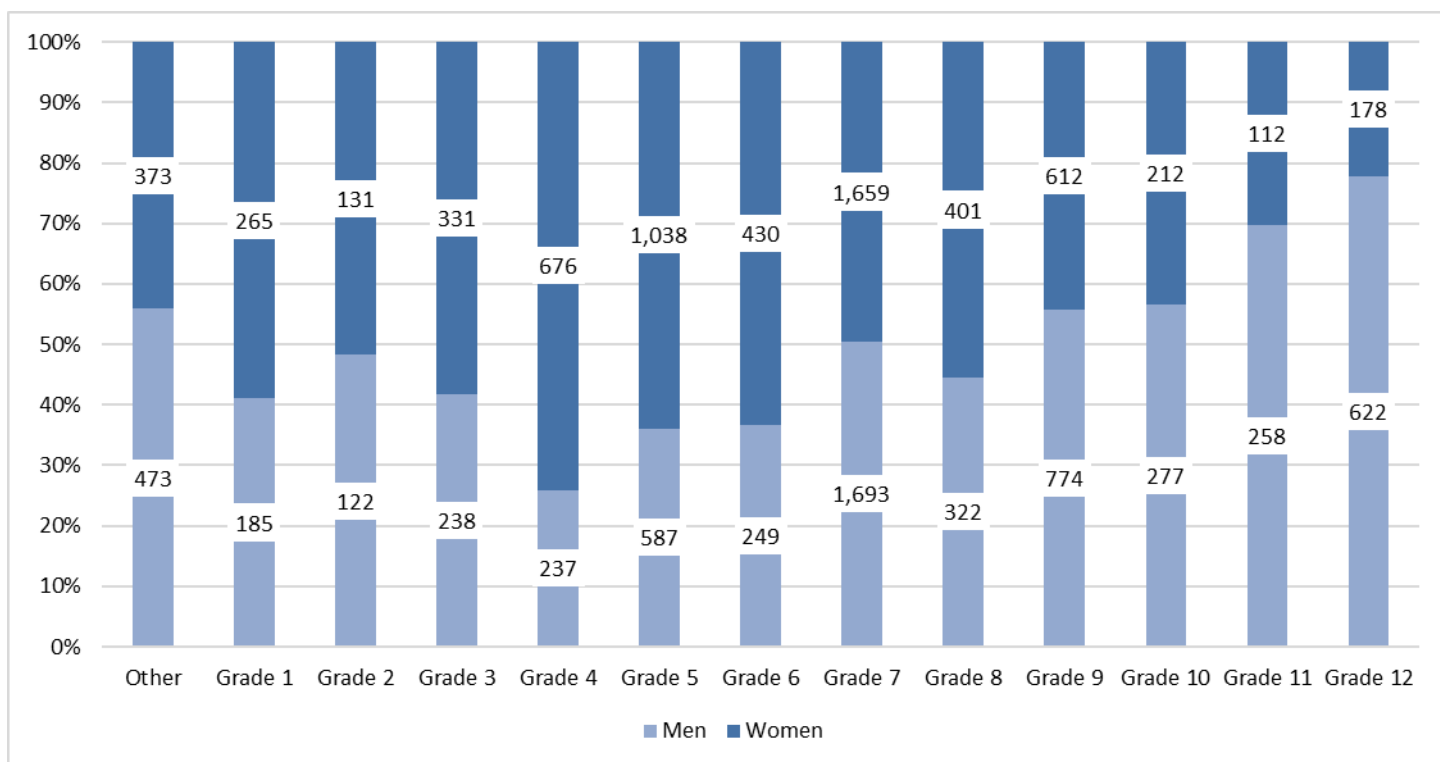
## 1.1 Gender

### Staff groups and grades



**Figure 2: Gender breakdown by staff group**

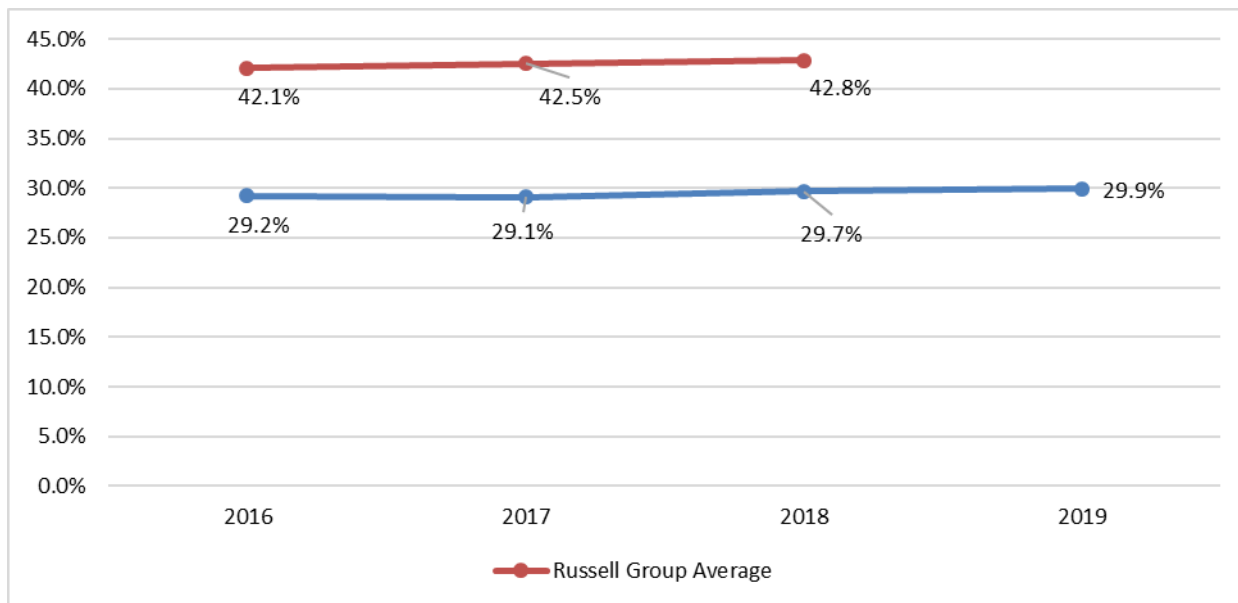
Figure 2 shows the number and proportion of women and men in each of the University's four staff groups. Women comprised 29.9% (533) of Academic staff and 63.1% (2,510) of Assistant staff.



**Figure 3: Gender breakdown by grade**

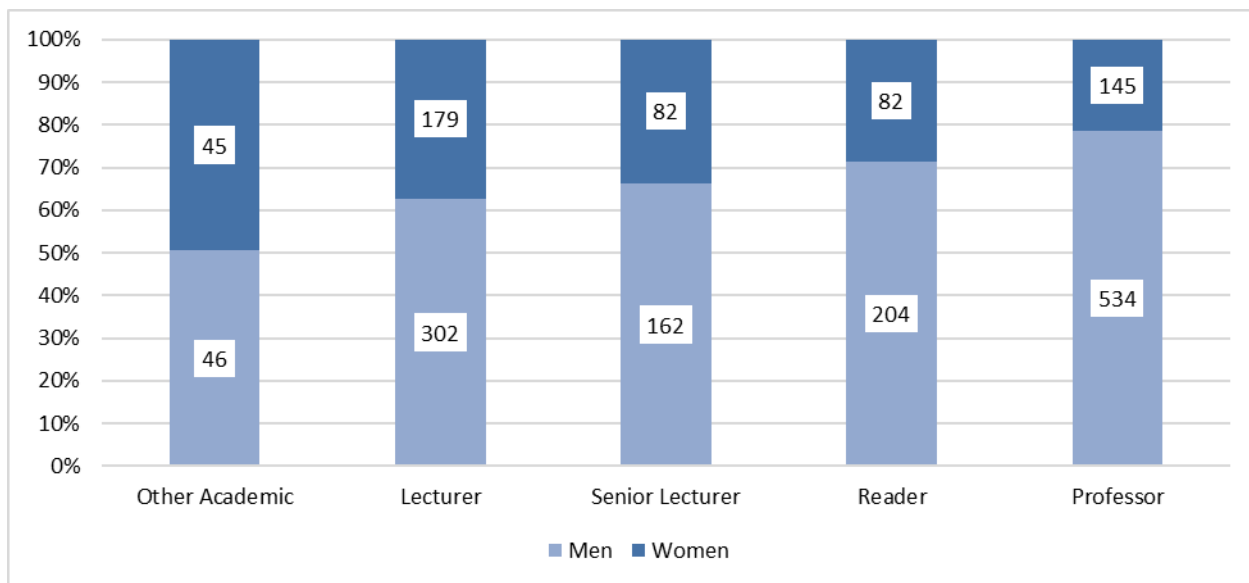
26.9% of all staff were employed on Grade 7. The percentage of women employees in each grade increases from 58.9% (265) at Grade 1 up to 74.0% (1,038) at Grade 4 and then decreases through the remaining grades to 22.3% (178) at the Grade 12 (Figure 3). The number of women employed on Grade 12 has increased 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



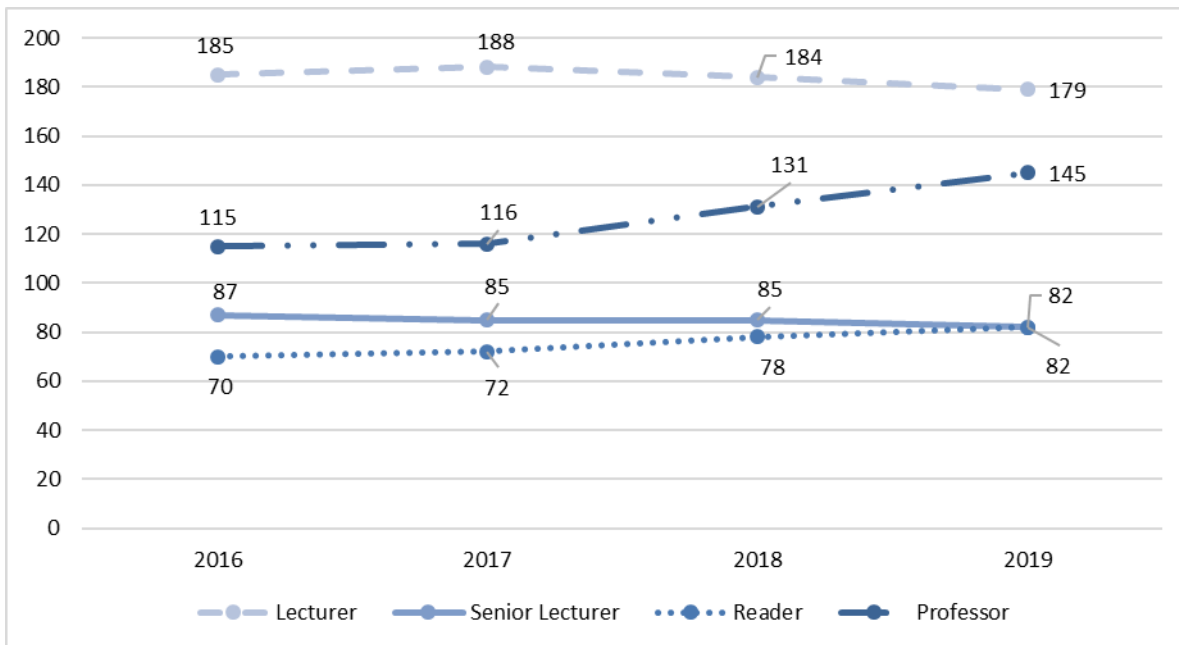
**Figure 4: Proportion of women Academic staff, University of Cambridge 2016-19 and Russell Group average (2015/16 - 2017/18 data)**

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).



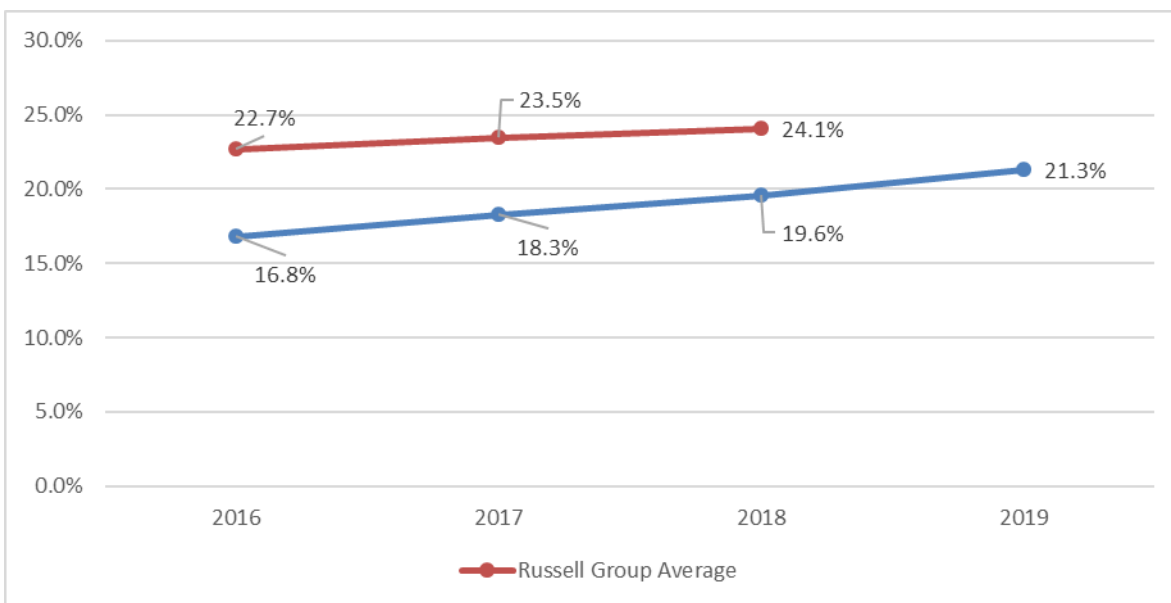
**Figure 5: Gender breakdown of Academic staff 2019**

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**

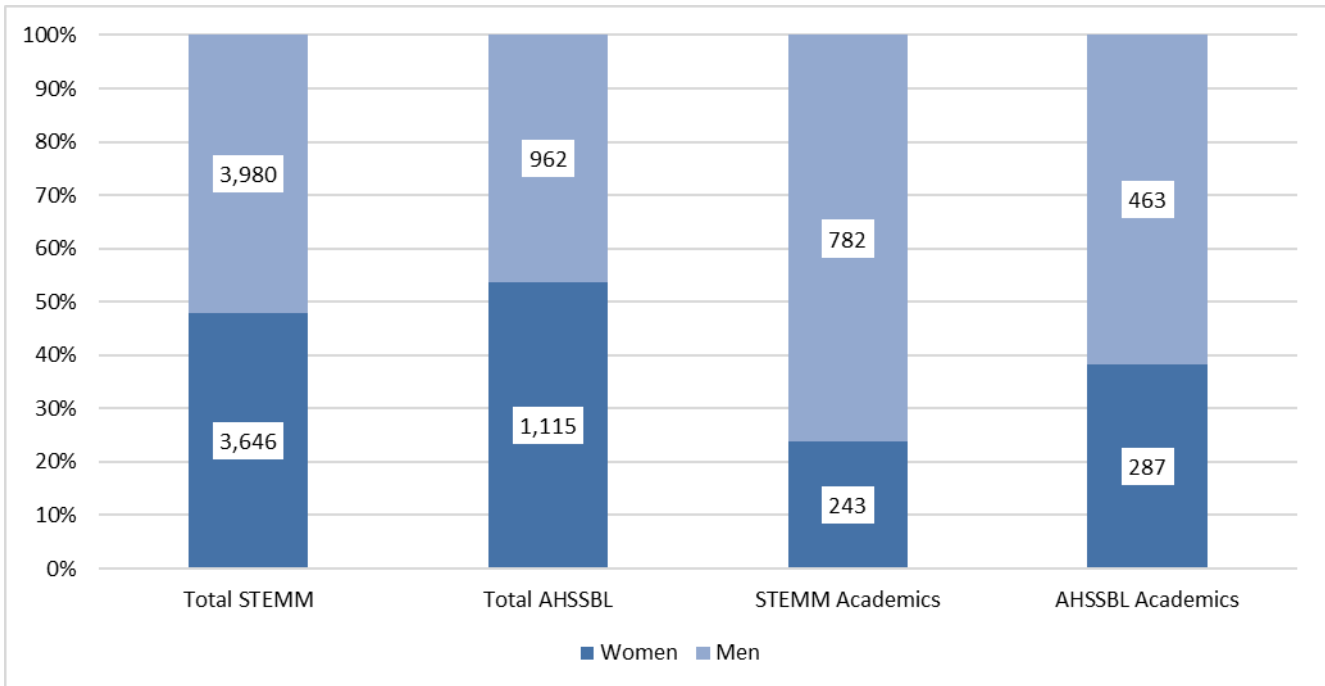
The University had 145 women Professors in 2019, an increase from 115 in 2016, with the proportion of Professorships held by women at 21.3%, below the Russell Group average (Figure 7).



**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

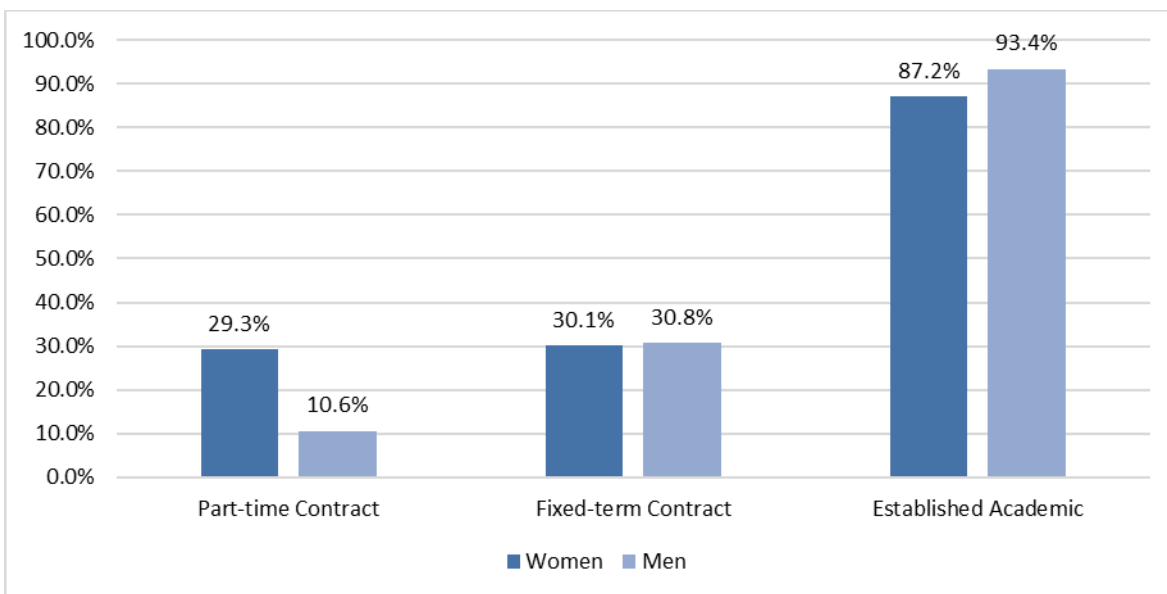
Women staff comprise 48.1% (3,646) and 51.9% (1,115) of all STEMM and AHSSBL staff respectively (Figure 8). Women Academics in STEMM and AHSSBL comprise 23.7% (243) and 38.3% (287) of Academic staff respectively.



**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 Schools<sup>3</sup>**

<sup>3</sup> Note: May include any of appointed members, elected members and ex officio members



**Vice-Chancellor** *1 man*

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

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**Heads of Schools** *1 woman; 5 men*

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**Heads of Council Institutions** *5 women; 5 men*

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**Heads of General Board Departments**

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*19 women*



*59 men*

**Figure 10: Pyramid of power 2019**

## 1.2 Ethnicity and Nationality

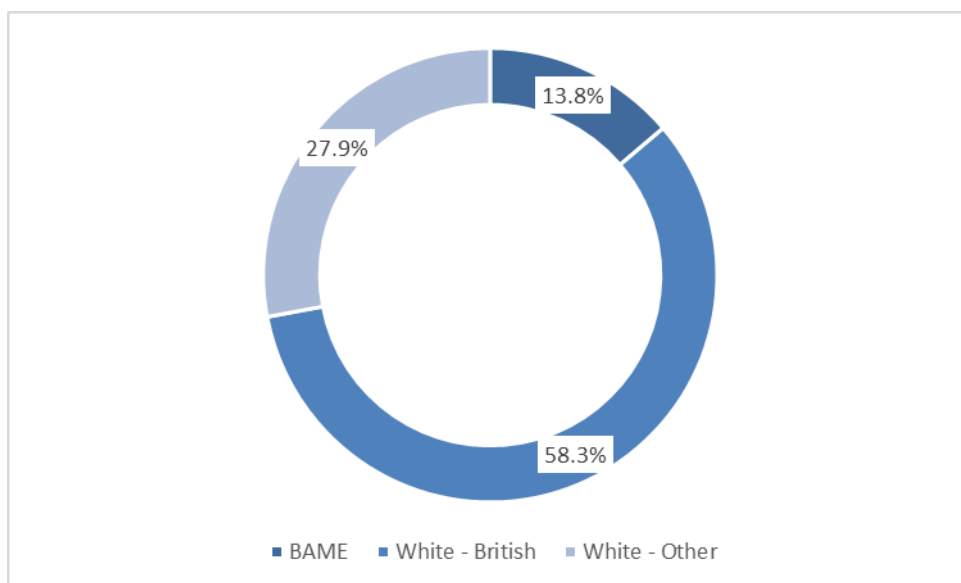
### *Ethnic Groups employed*

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
<b>Total</b>	<b>12,506</b>	

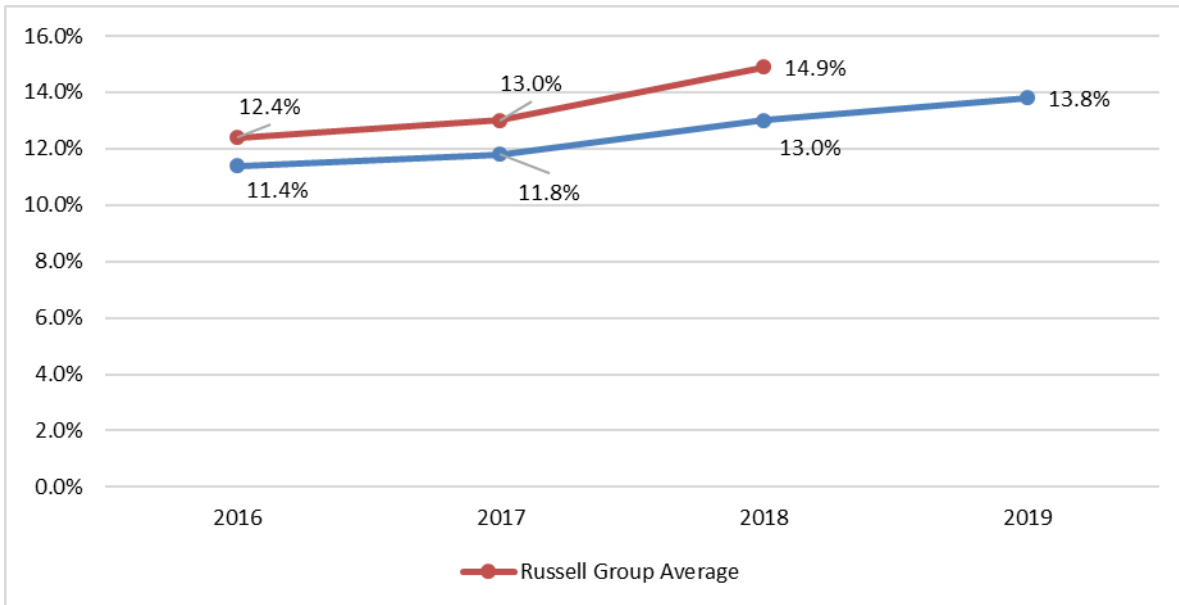
**Table 3: Ethnicity count**

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**

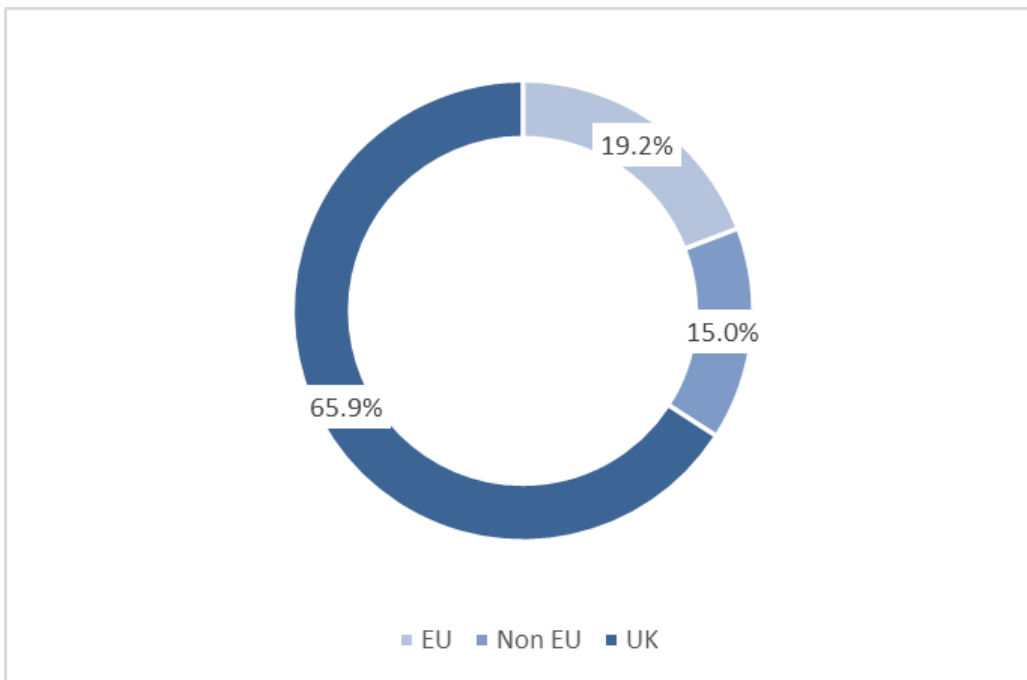
The proportion of staff who have declared they are BAME has risen over the last four years (Figure 12).



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

### Nationality

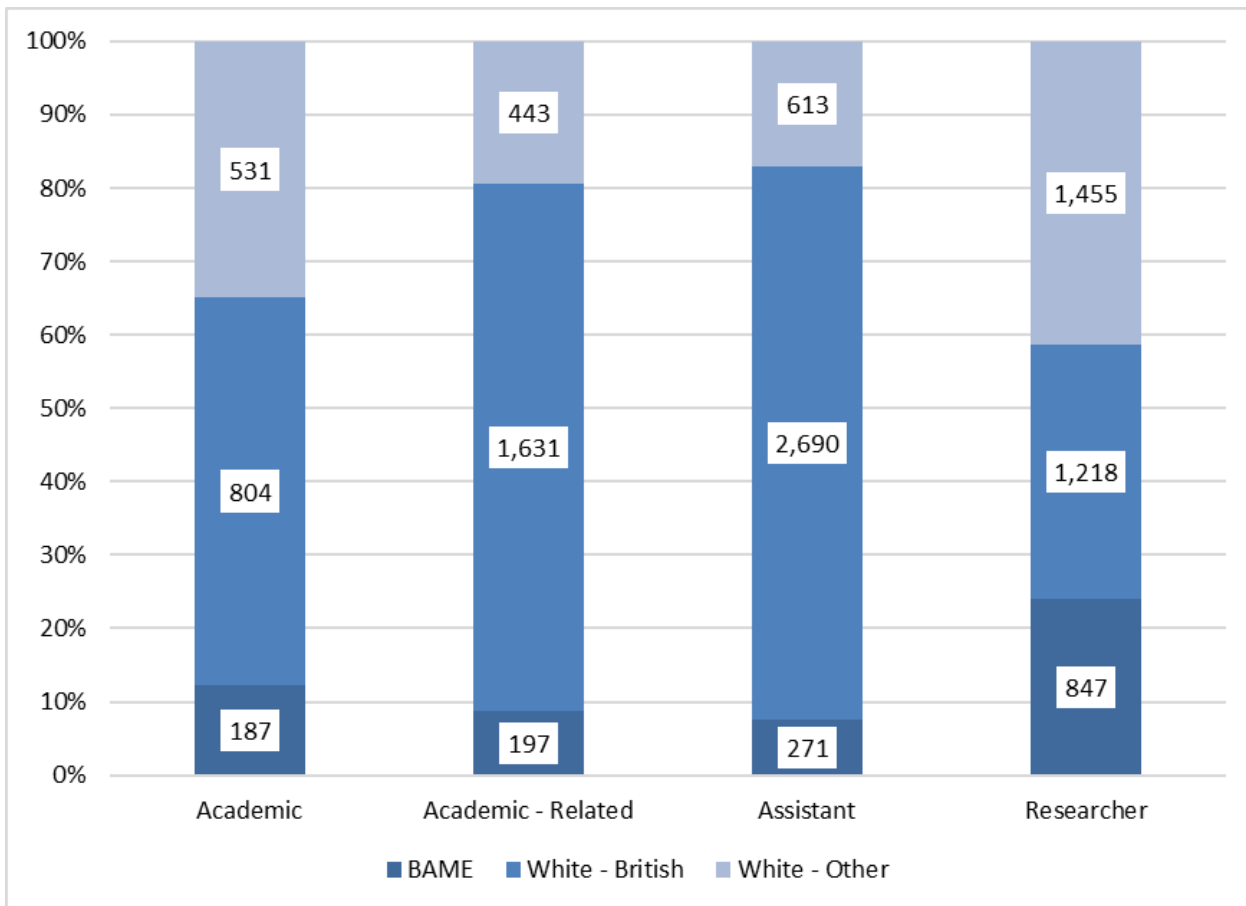
Staff from 113 countries were employed by the University of Cambridge in 2019. Non-UK nationalities made up 34.2% (4,576) of the University staff population with known nationality (Figure 13). The University did not hold nationality data for 1.0% of staff.



**Figure 13: Nationality of University staff 2019**

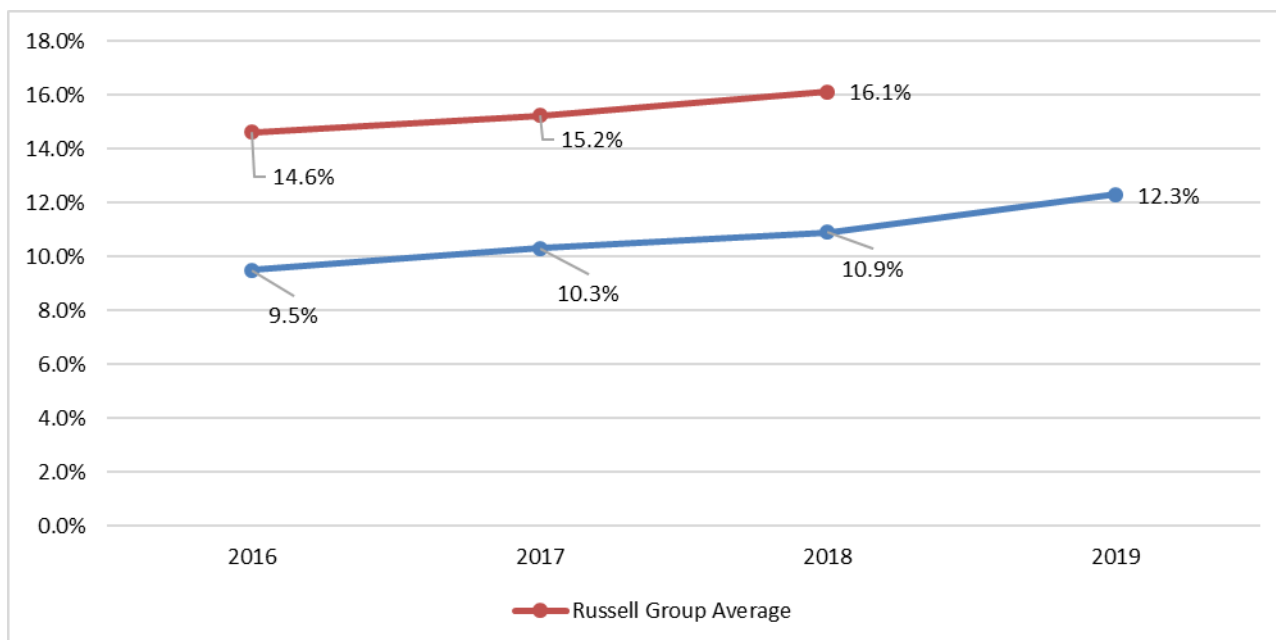
### Staff groups and grades

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).

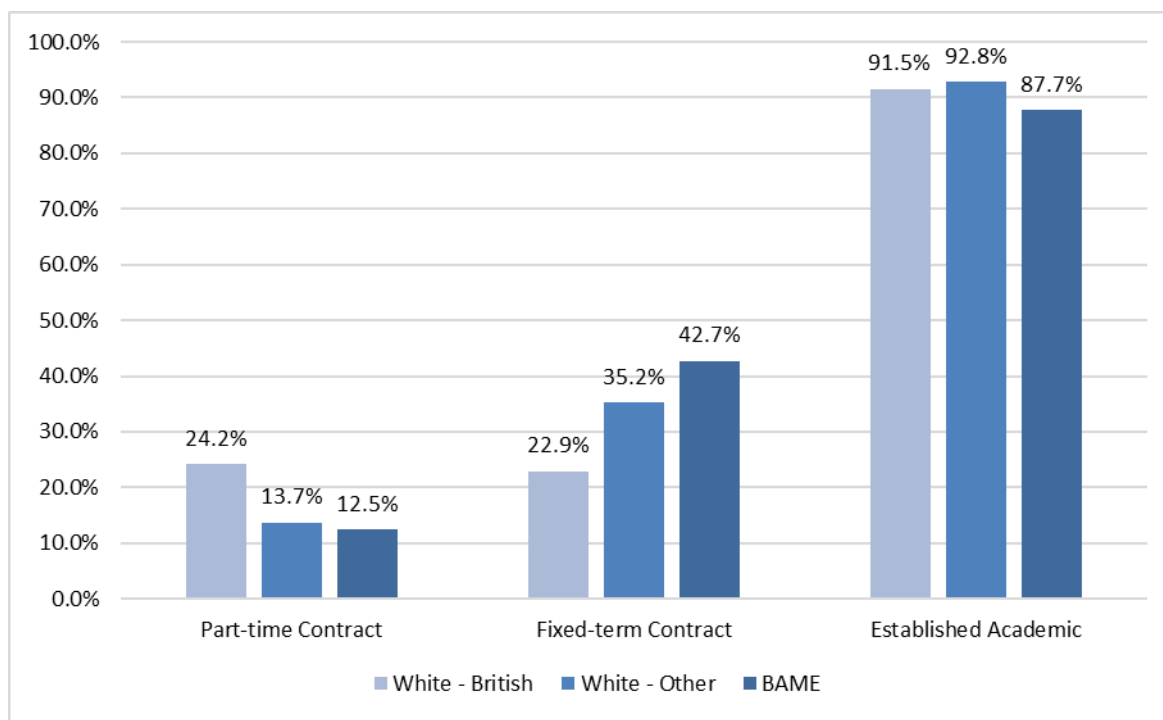


Figure 16: Contract type by ethnicity

### 1.3 Disability

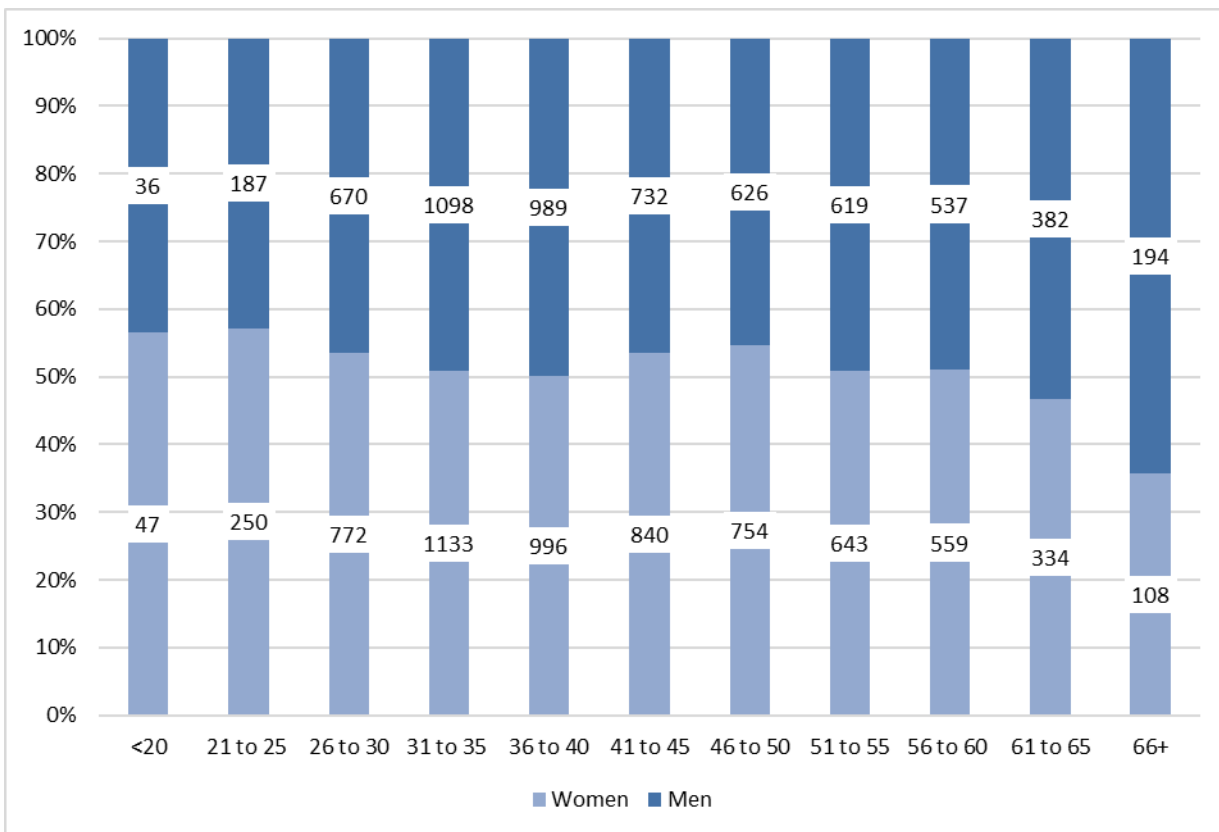
The University held disability information on 86.6% of staff, with 3.8% (473) disclosing they had a disability. 24.3% (115) of those who disclosed a disability were categorised as having a Specific learning difficulty such as dyslexia, dyspraxia or AD(H)D (Table 4). The University's percentage of staff 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

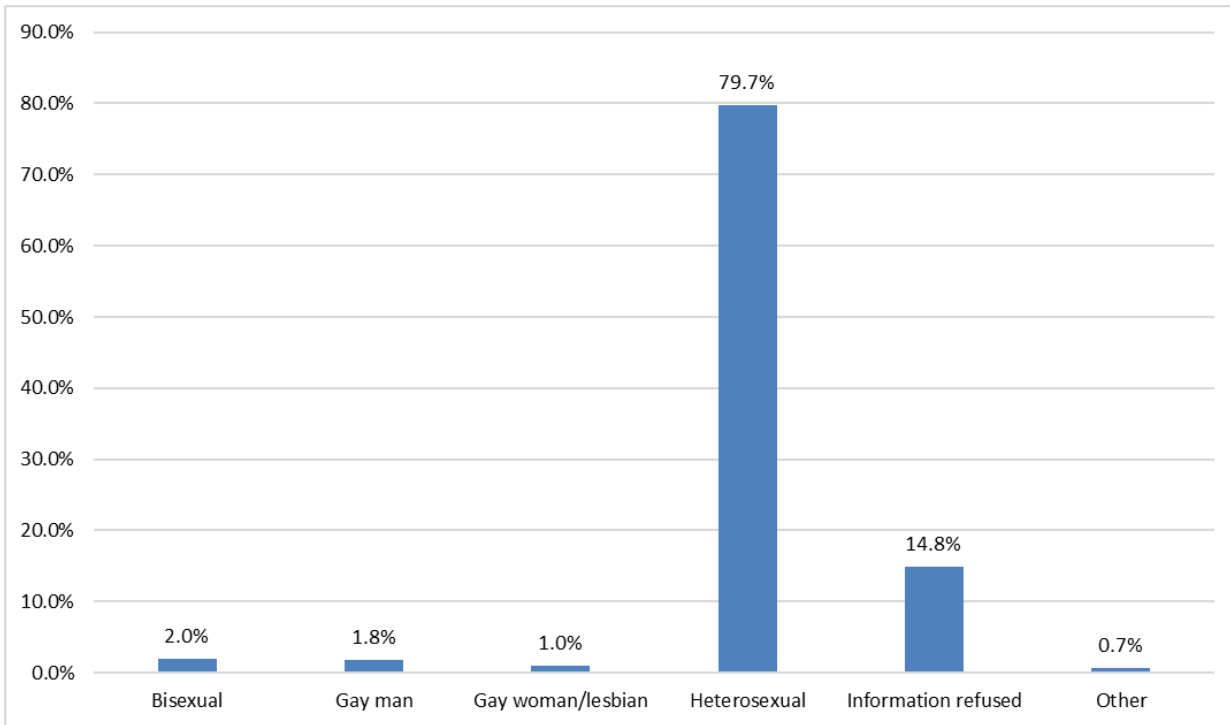
The median age of staff at the University on 31 March 2019 was 40 years with a mean of 42, unchanged over the last couple of years. The percentage of women represented in age groups decreases as the age increases (Figure 17).



**Figure 17: Age by gender**

### 1.5 Sexual Orientation and Gender reassignment

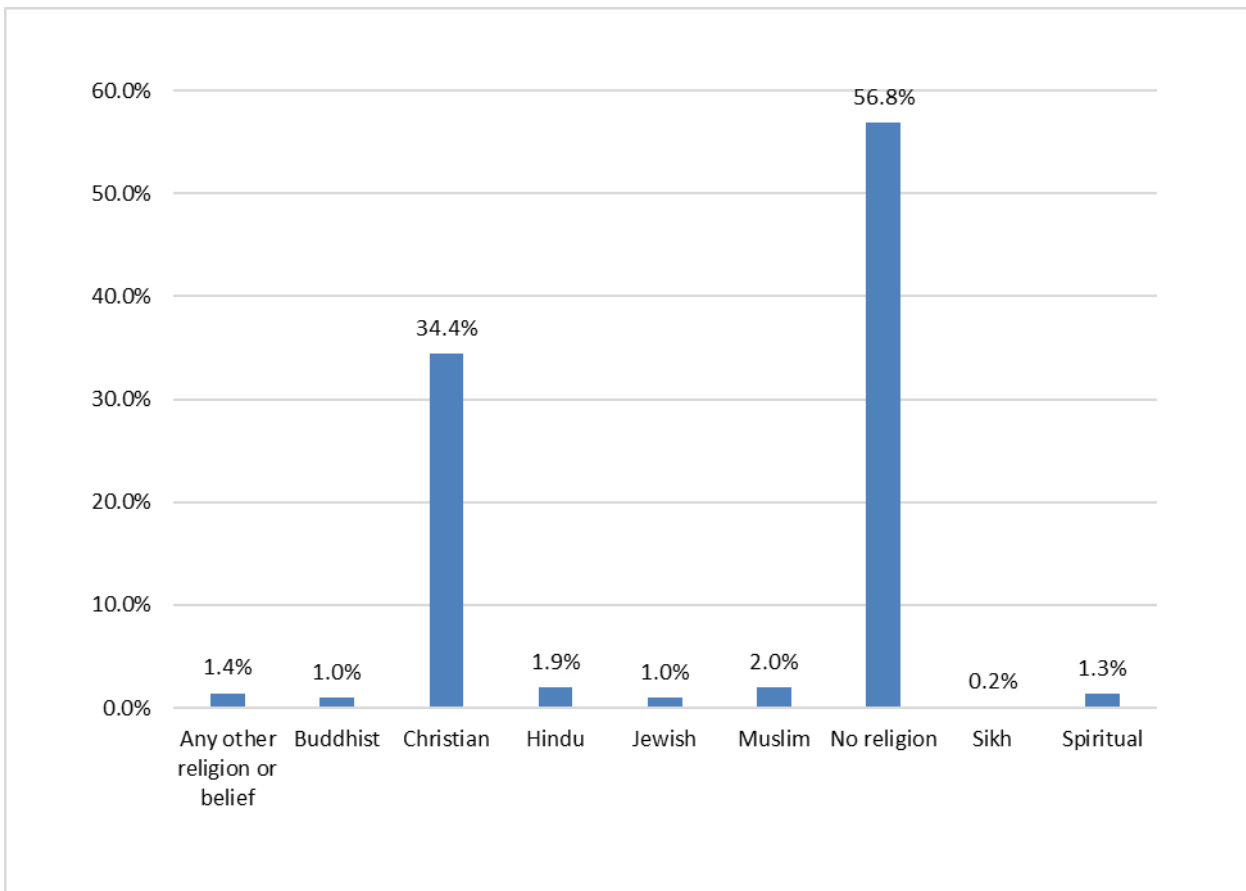
In 2019 the University held sexual orientation data for over two thirds of staff (69.6%), compared to just over half (51.4%) of the employee population in 2018. Of this 5.5% (468) identified as lesbian, gay, bisexual or other (Figure 18).



**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).

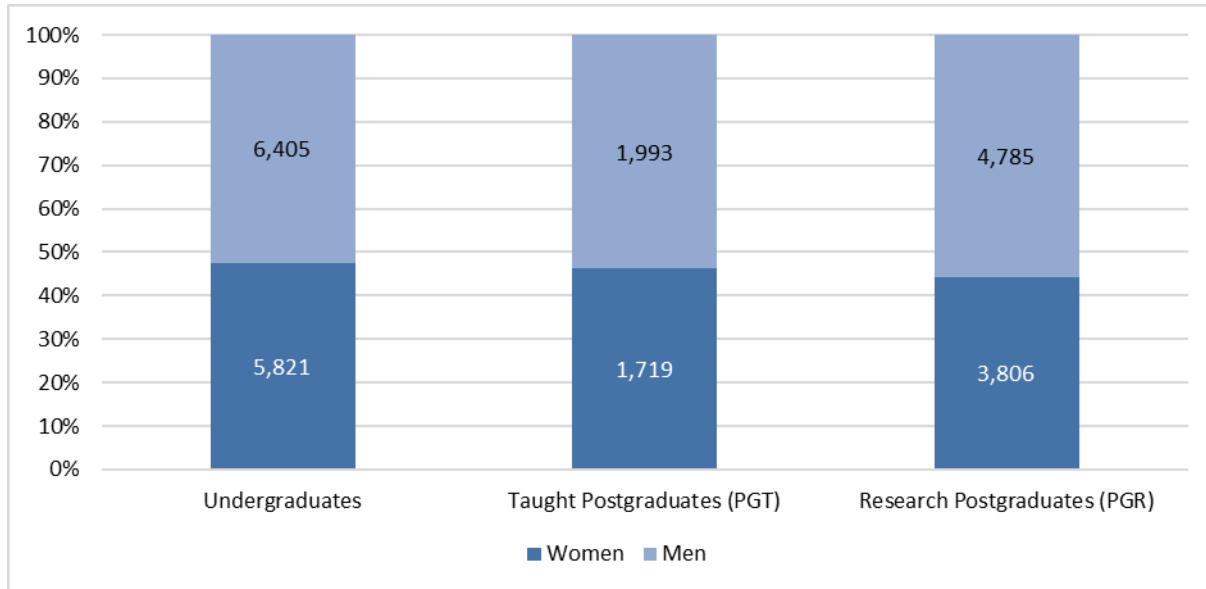


## 2 Student Key facts and figures

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

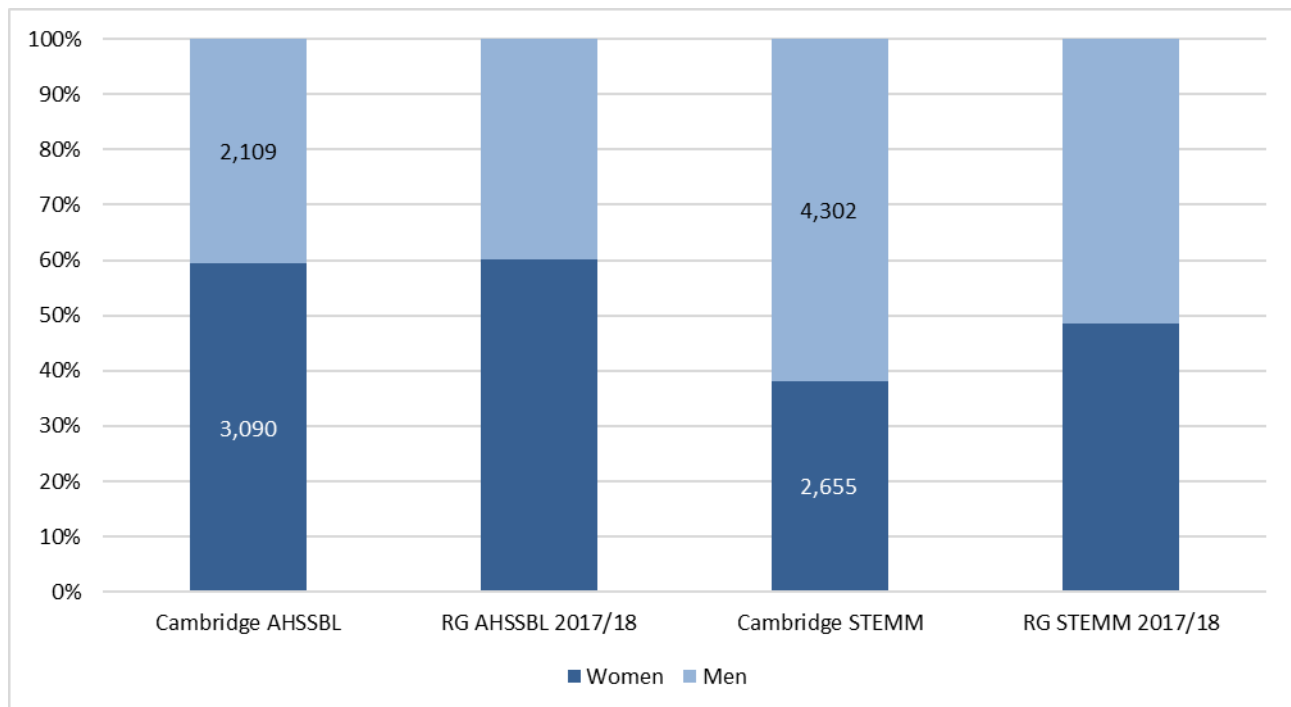
### 2.1 Gender

#### Student Numbers by gender



**Figure 20 Student numbers by gender 2018-19**

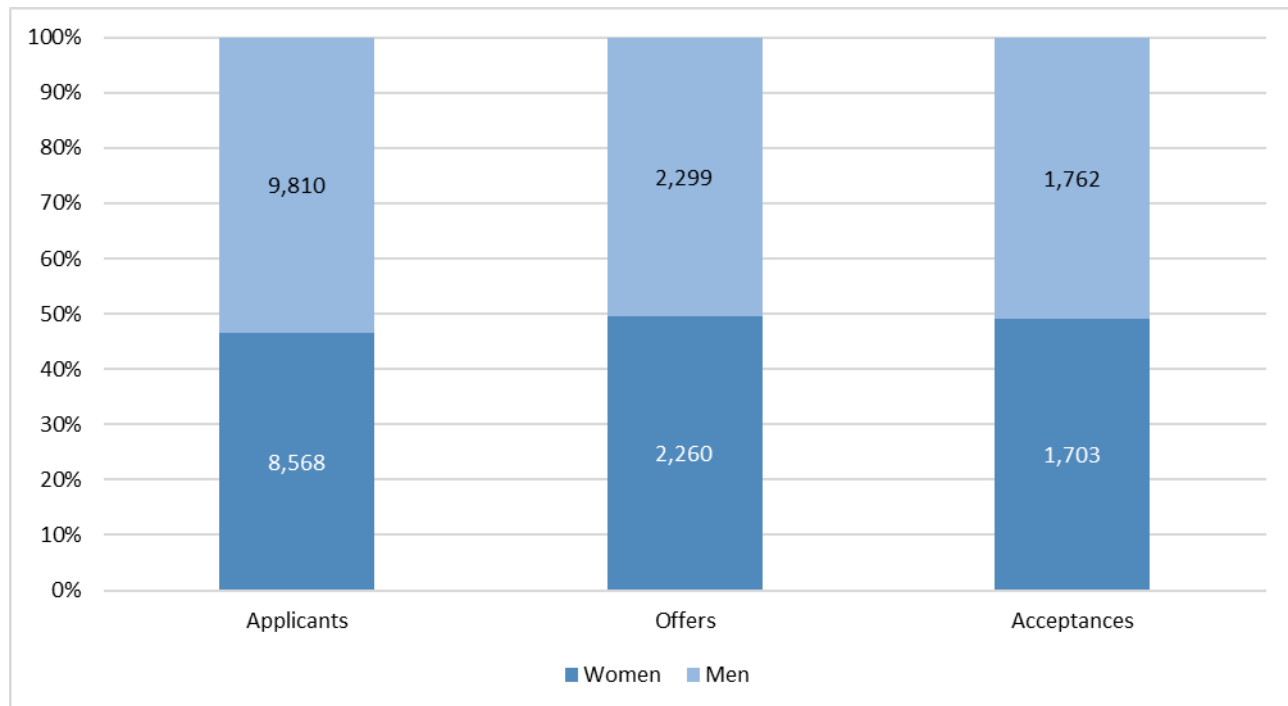
In 2018-19, women students comprised 47.6% of all undergraduate students, 46.3% of all taught postgraduate students (PGT) and 44.3% of all research postgraduate students (PGR) (Figure 20). These proportions have been consistent over a number of years at the University.



**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).

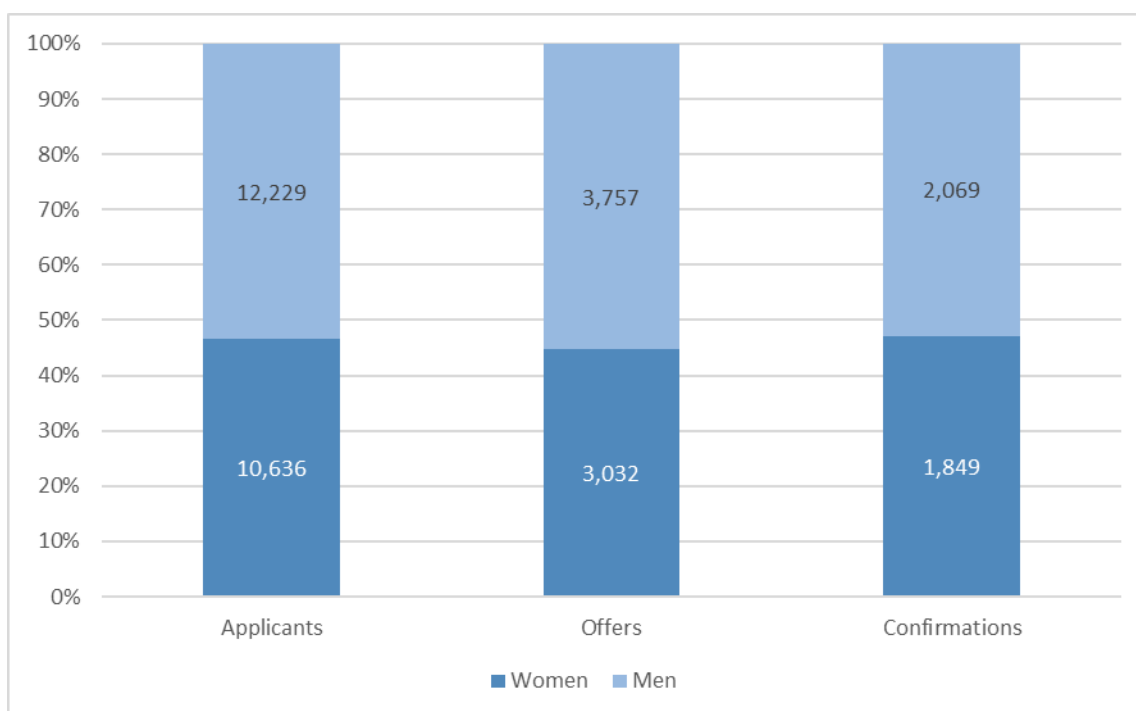
### *Undergraduate Admissions by gender*



**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.<sup>4</sup>

## 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%

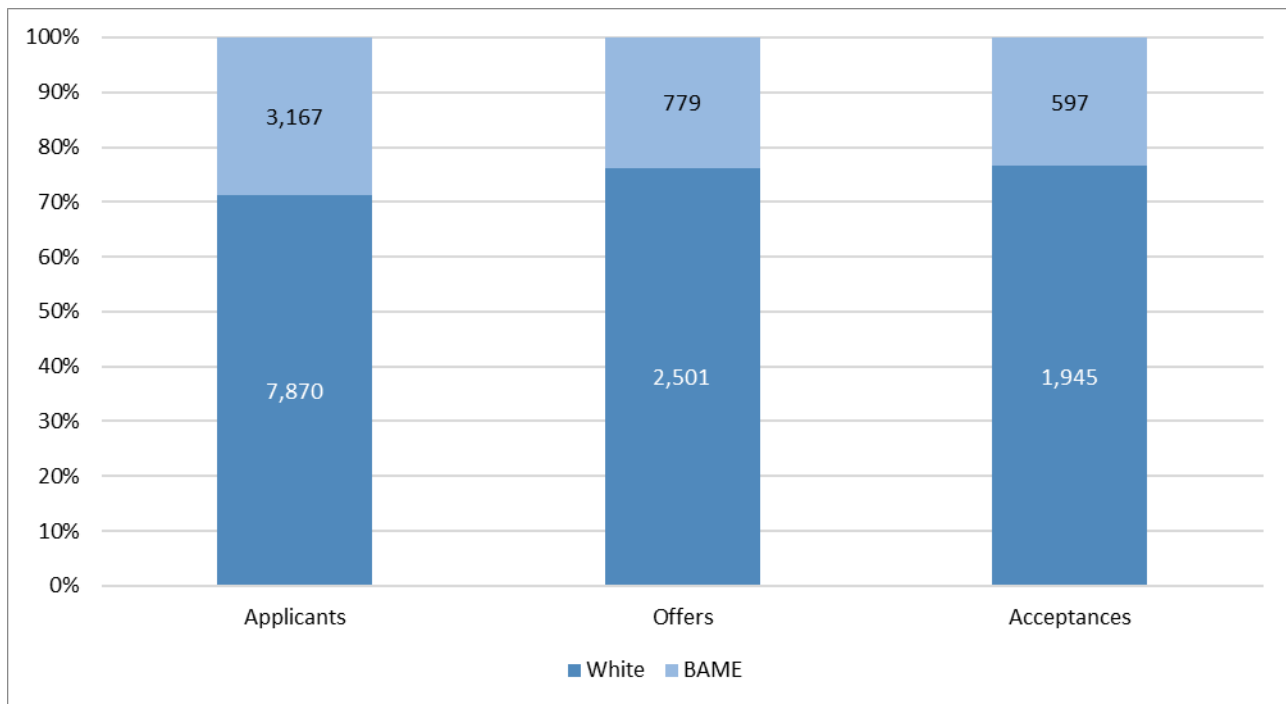
**Table 5 UK domiciled students - undergraduate examination results by gender 2019.**

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.

<sup>4</sup> 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

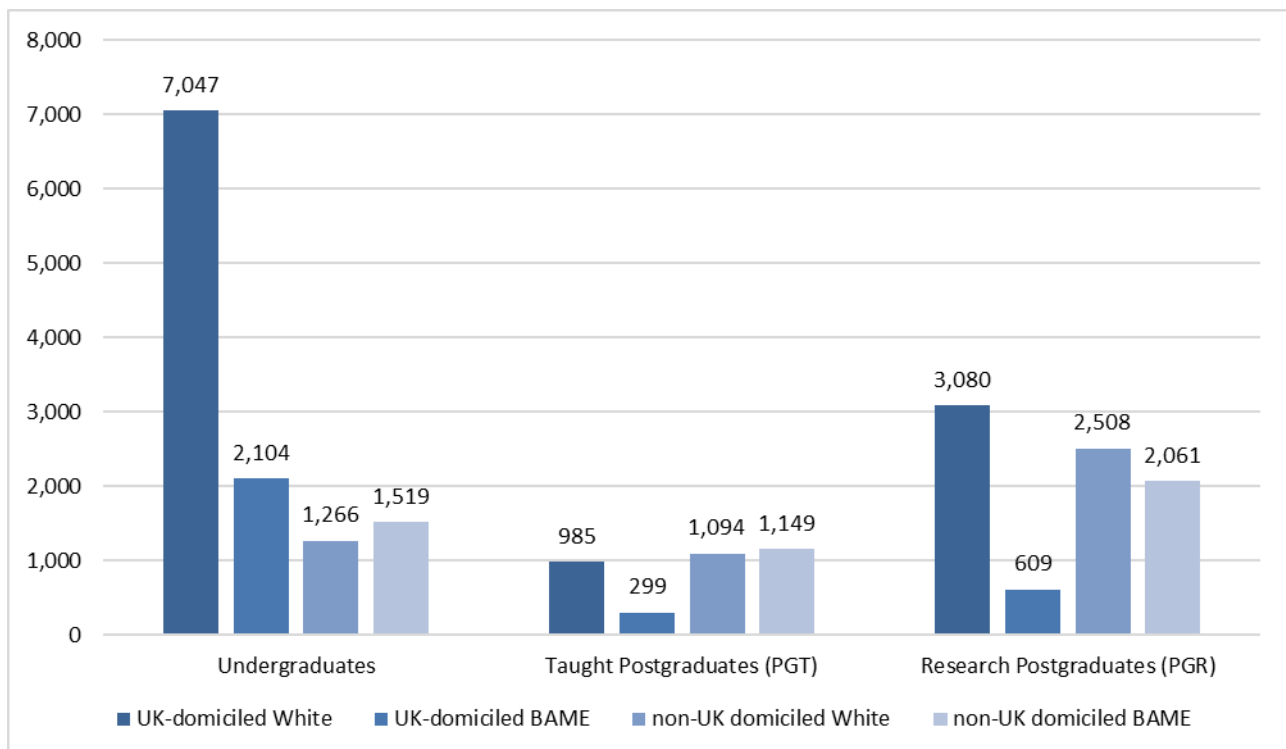


**Figure 24 Home undergraduate admissions by ethnicity (October 2018)**

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



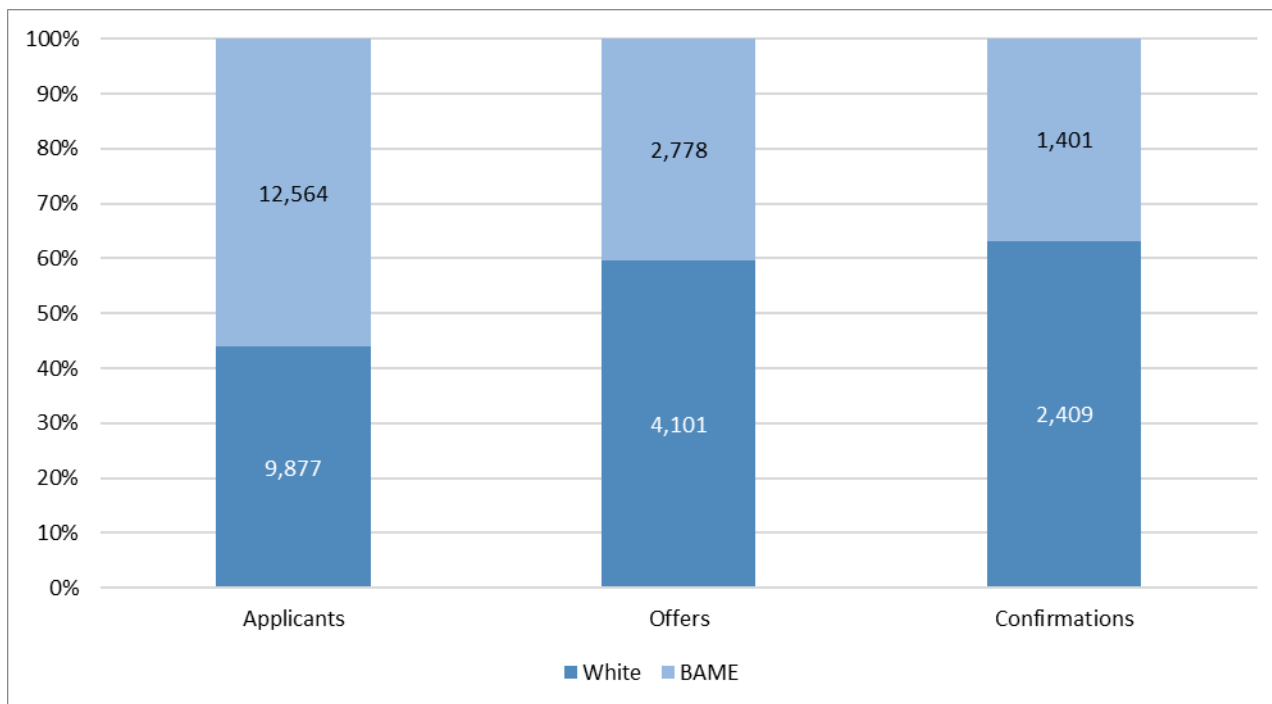
**Figure 25 All student numbers by known ethnicity and domicile – disclosed ethnicity (2018-19)**

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*

	<b>Class I</b>	<b>Class II Division I</b>	<b>Class II Division II and lower</b>
<b>White</b>	29.6%	53.5%	16.9%
<b>BAME</b>	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.

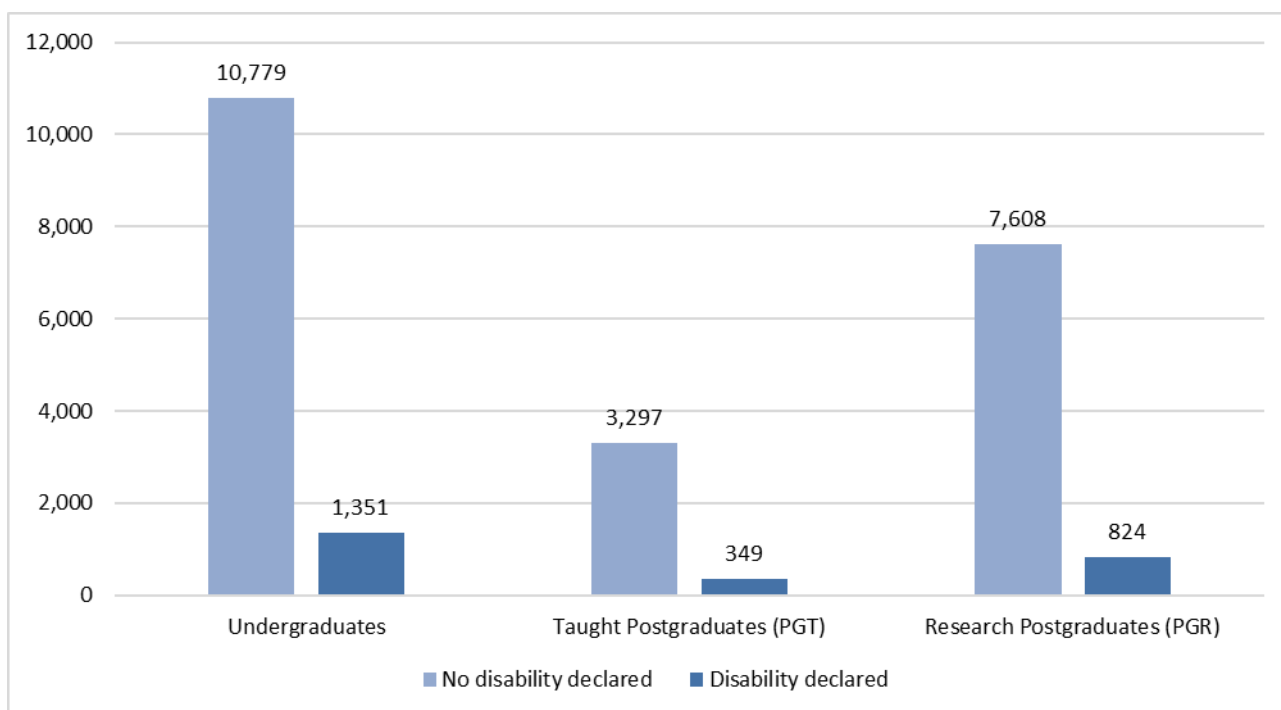
2.3 Disability

## 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 admitted<sup>5</sup>.

## Student numbers



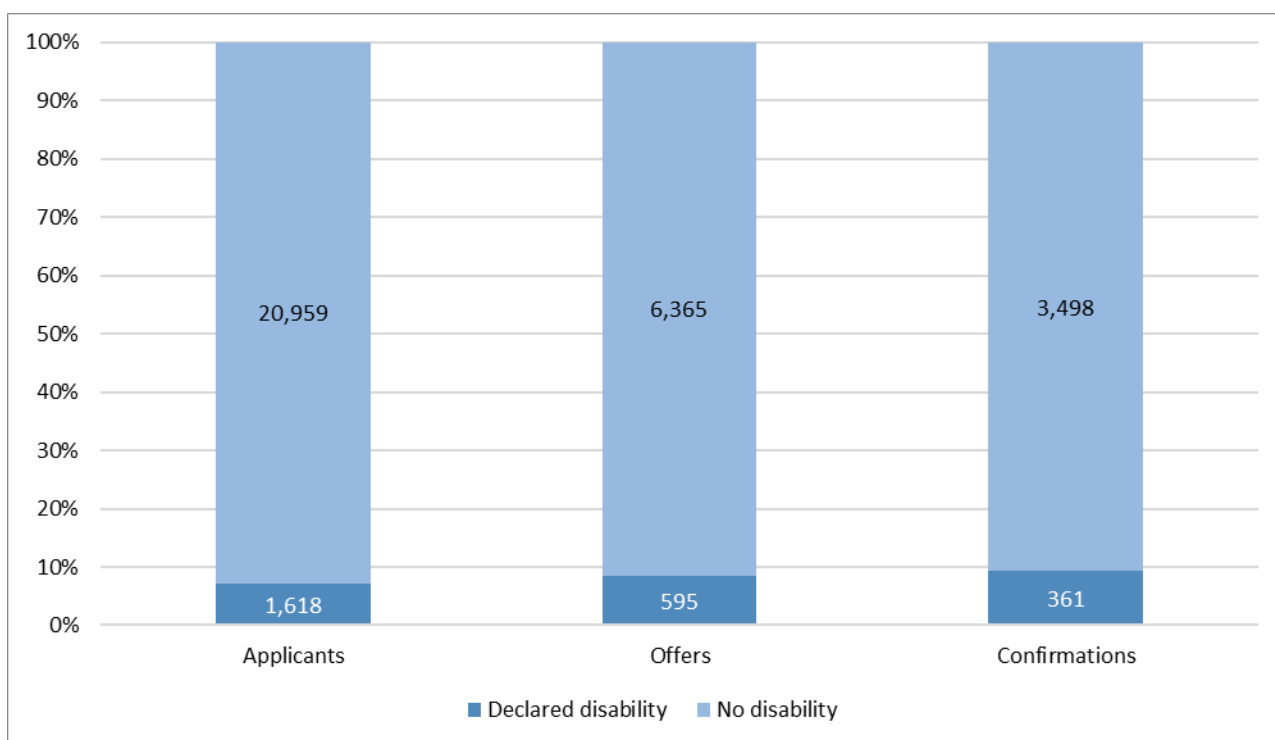
**Figure 27 Student numbers by disability status (2018-19)**

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.

<sup>5</sup> <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
<b>No Disability</b>	29.5%	52.1%	18.4%
<b>Declared Disability</b>	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 CHRIS<sup>6</sup> 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 Cambridge<sup>7</sup>. 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 records<sup>8</sup>.

Each post is assigned to a specific grade within the grading structure 1–12<sup>9</sup>. 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 individuals<sup>10</sup>.

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.

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<sup>6</sup> Cambridge Human Resources Information System

<sup>7</sup> [http://www.admin.cam.ac.uk/univ/so/2009/statute\\_d.html#heading2-1](http://www.admin.cam.ac.uk/univ/so/2009/statute_d.html#heading2-1)

<sup>8</sup> 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.

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

<sup>10</sup> <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 categories<sup>11</sup>. 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](http://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

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<sup>11</sup> 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](http://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/](http://www.admin.cam.ac.uk/univ/camdata/).

Please note that due to rounding to one decimal place, some total percentages may not equal 100%.