UNIVERSITY OF CAMBRIDGE

Equality & Diversity
Data Report 2010

Equality and Diversity

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Introduction

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

This report presents University of Cambridge Equality & Diversity (E&D) data for the 2009/10 academic year. It includes detailed analyses of a number of equality strands across both staff and students. The new Equality Act 2010 incorporates the duty to report workforce equality data in order to help public bodies to identify problem areas and track their own progress on equalities issues. This report meets this duty and also serves a number of different purposes, including:

- Providing detailed E&D data in support of the 2009/10 E&D Annual Review
- Providing statistical information about the University of Cambridge community (its staff, students and associates) to inform discussion and policy development
- Presenting benchmarking data, where available, to enable comparisons with peer institutions and diversity partners
- Providing rigorous and accessible data in support of specific University issues or objectives, employing both quantitative and qualitative data where appropriate
- Fulfilling the specific legal requirement to provide data for the purposes of the University's Race Equality Policy and Gender and Disability Equality Schemes

The staff data presented has been generated from the Cambridge Human Resource Information System (CHRIS). The staff population analysed includes all staff employed by the University of Cambridge as at 31 January 2010, excluding secondary appointments, appointments with a 0 FTE and those staff employed as Associate Lecturers.

Student data reproduced with the permission of the Student Statistics Office. More information on this subject may be found in the annual Student Statistics publications or from the Student Statistics Office.

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[1] University's Statutes and Ordinances, p151
http://www.admin.cam.ac.uk/univ/so/pdfs/cso_4_ordinance01_105_169.pdf

Section 1: Core Analyses

Figures 1.1.1 to 1.1.5
Staff Nationality by Ethnic Group

Purpose
To raise awareness of the ethnic diversity amongst University staff, which is helpful in assessing workforce representation and participation in staff policy consultation networks. The nationality dimension is included to inform discussions of provision of services which may benefit some nationalities more than others.


Observations
At the University's census date of 31 January 2010, ethnicity was known for 80% of staff. Of these, 90% described themselves as White British or White Other (including White Irish). Nationality was known for just under 80% of University staff. Of this, 71% reported being UK nationals and 14% were recorded holding non-EU nationality.

Of staff who were recorded as having a Non-White ethnicity, 34% were UK nationals and 58% were non-EU nationals; with only 4% recorded as nationals of other EU states.

Notes
- These charts include all members of staff of known nationality.
- Assistant and Research staff groups appear more likely than others to include high rates of unknown ethnicity and nationality. The reason for this is so far unclear.
- The BAME category (Figures 1.1.2–1.1.5) comprises staff from Black, Asian and Minority Ethnic communities.

Source: CHRIS all staff extract, 31 January 2010

1.1.1 Staff Nationality by Ethnic Group
Proportions (%) within All University Staff of known Nationality
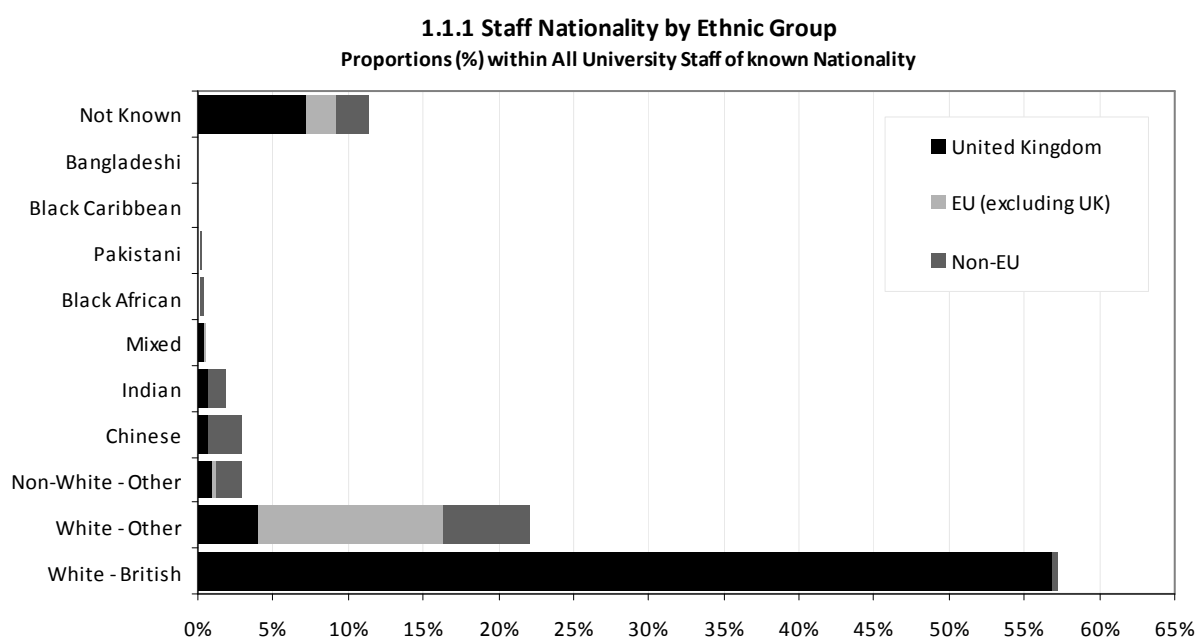
1.1.2 Staff Nationality by Ethnic Group (Academic Staff)
Proportions (%) within All University Staff of known Nationality
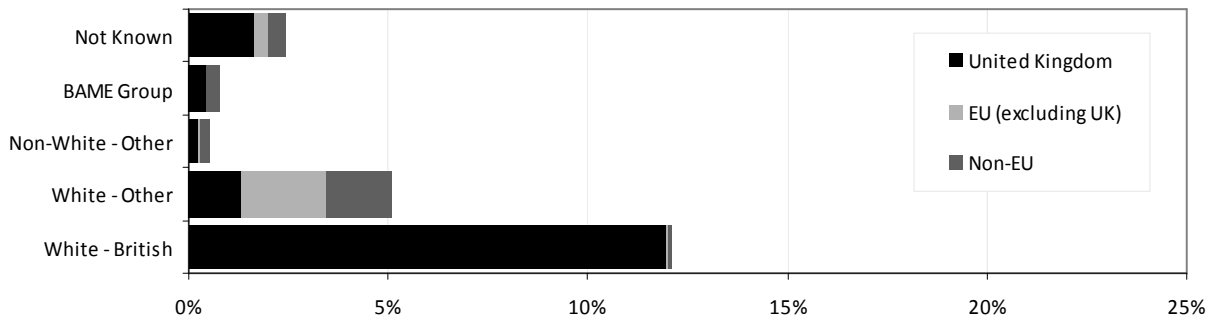
1.1.3 Staff Nationality by Ethnic Group (Academic Related Staff)
Proportions (%) within All University Staff of known Nationality

1.1.4 Staff Nationality by Ethnic Group (Assistant Staff)
Proportions (%) within All University Staff of known Nationality

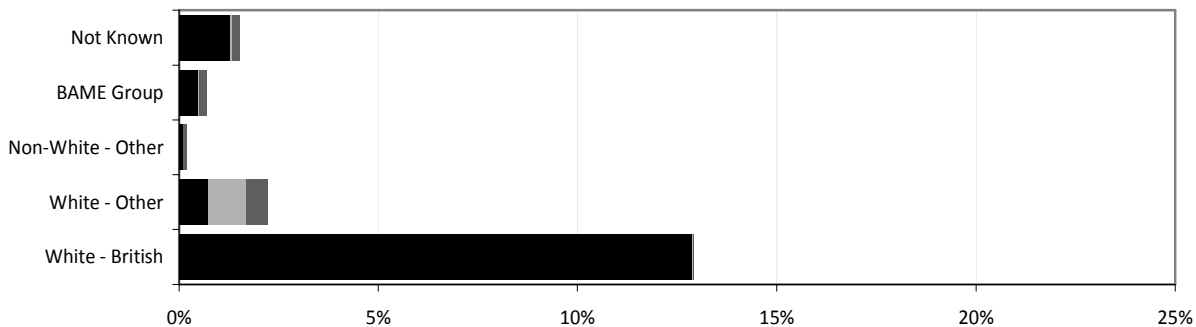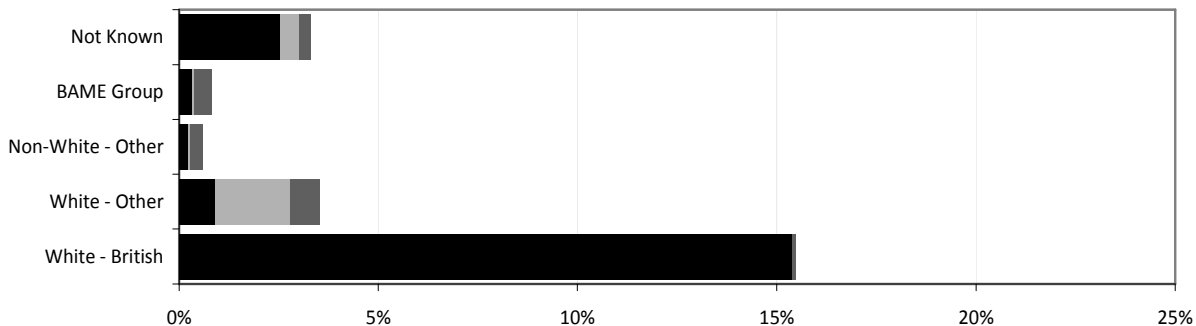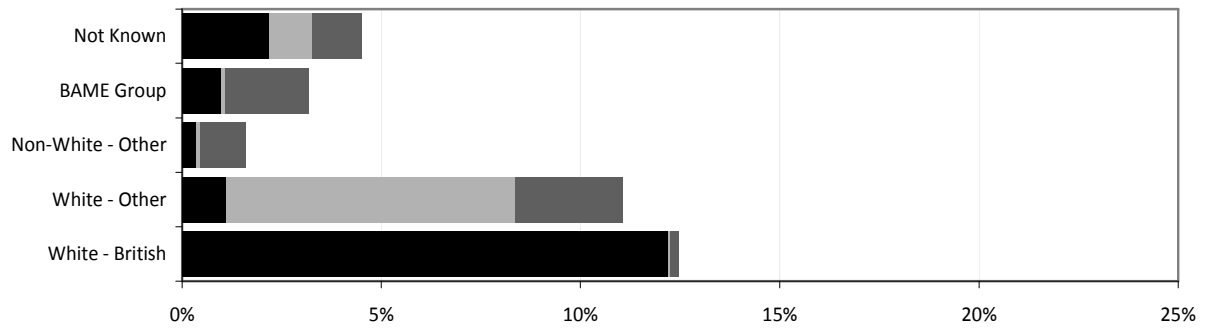## 1.1.5 Staff Nationality by Ethnic Group (Research Staff)
Proportions (%) within All University Staff of known Nationality

Figure 1.2.1
Staff Ethnicity and Comparable Demographic Groups

Purpose
To establish whether University staff reflect the demographics of the wider local and national population and to investigate how effective the University is in attracting, appointing and/or retaining staff from all ethnic backgrounds.

Observations
The data demonstrates that the University is more ethnically diverse than the surrounding city of Cambridge, the East of England and England, and has a lower proportion of White and White-Other staff than might be expected. However, the greater proportion of 'White–Other' staff compared to the wider population reflects the University's recruitment beyond national boundaries and is reinforced by the observation that 83% of the people in this group hold non-UK nationality. Chinese staff form the biggest Black, Asian and Minority Ethnic group within the University, with 74% of this group holding non-EU nationality.

The raw data upon which this table is based indicate that 'White-Irish' individuals comprise fewer than 7% of the total 'White-Other' ethnic group. 83% of those with 'White-Other' ethnicity are of non-UK nationality.

Notes
- Ethnic categories are listed in ascending order of prevalence amongst Cambridge University staff.
- Sample size (n) is not provided for University staff sub-groups to prevent identification of individuals.
- Cambridge staff proportions differ slightly from Figures 1.1.1 to 1.1.5 due to exclusion from this table of individuals of Ethnicity = 'Not Known'.

Sources: CHRIS 31 January 2010; National Census 2001

	Academic Staff	Academic Related Staff	Assistant Staff	Research Staff	All Staff	City of Cambridge	East of England	All England
Bangladeshi	-	0.3%	0.1%	0.3%	0.2%	0.9%	0.3%	0.6%
Black Caribbean	-	0.3%	0.3%	0.2%	0.2%	0.5%	0.5%	1.1%
Pakistani	0.2%	0.1%	0.0%	0.8%	0.3%	0.5%	0.7%	1.4%
Black African	-	0.5%	0.3%	0.7%	0.4%	0.7%	0.3%	1.0%
Mixed	0.7%	0.3%	0.5%	0.7%	0.5%	1.3%	0.8%	1.0%
Indian	2.2%	1.5%	0.7%	3.6%	2.0%	1.8%	0.9%	2.1%
Chinese	1.6%	1.7%	1.5%	6.8%	3.1%	2.1%	0.4%	0.4%
Non-White - Other	3.0%	1.1%	2.0%	5.4%	3.0%	2.8%	0.9%	1.4%
White - Other	27.5%	14.2%	14.7%	38.4%	23.9%	10.9%	3.7%	3.9%
White - British	64.7%	80.2%	80.0%	43.1%	66.5%	78.5%	91.4%	87.0%
n (thousands)					7	109	5,388	49,139

sources: CHRIS 31 January 2010, National Census 2001

Figure 1.3.1
Undergraduate ethnicity: October admissions 2007 and 2008

Purpose
To investigate the ethnic diversity of students admitted to University courses over a two year period.

Observations
Comparing October 2007 and 2008 intakes, it appears that ethnicity disclosure rates have improved (indicated by a reduction in the Not Known category). Overall, there was a slight drop in Non-White Undergraduate student admissions over the two years from 17.2% in 2007 to 15.4% in 2008. The percentage of post graduate students from Non-White backgrounds continues to rise, however, with 27.0% of postgraduates from a BAME background in 2008/09 compared to 23.5% in 2007/08.

Notes
- This data is reproduced with the permission of the Student Statistics Office.
- More detailed student ethnicity figures are available from Student Statistics office publications (tables UG22, UG23 and PG17).

Source: Student Statistics 2008-09 publication

1.3.1 Undergraduate Ethnicity: October Admissions 2007 and 2008

Proportion (%) of All UG Student Admissions (n≈3,400 2008, n≈3,900 2007)
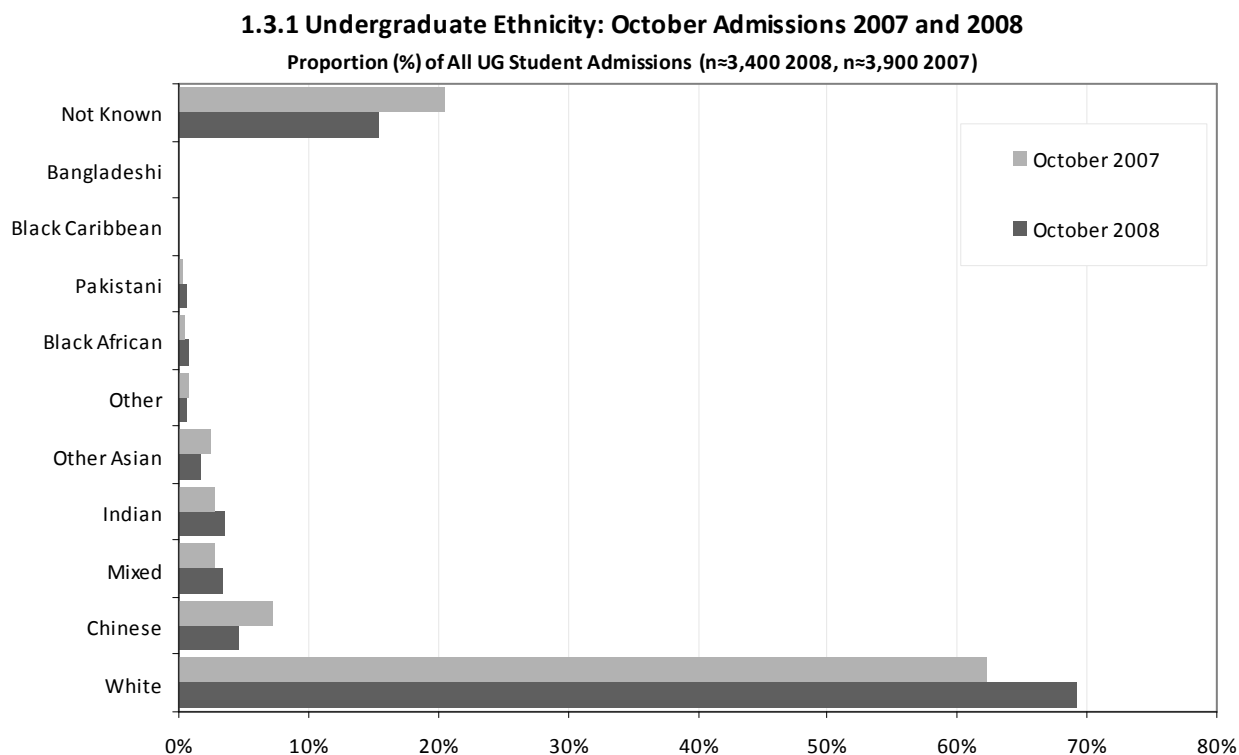
Figure 1.4
Staff Gender Profile by School/Institution

> *Purpose*
> To identify if gender segregation exists between Cambridge Schools or Institutions

Observations
Overall the University employs approximately equal numbers of men and women. In the areas of the Physical Sciences and Technology (which make up the Science, Engineering and Technology (SET) Schools in combination with Biological Sciences and Clinical Medicine) more men than women are employed. The converse appears true for Non-School institutions and also, though less marked, for non-SET disciplines.

Notes
- SET = 'Science, Engineering and Technology'.

Source: CHRIS all staff extract, 31 January 2010 (n≈9,100).

School / Institution	Female	Male
School of Arts and Humanities	47%	53%
School of the Humanities and Social Sciences	56%	44%
Non-SET Schools	52%	48%
School of the Biological Sciences	51%	49%
School of Clinical Medicine	59%	41%
School of the Physical Sciences	29%	71%
School of Technology	30%	70%
SET Schools	44%	56%
Unified Administrative Service	53%	47%
Other Institutions (Council)	68%	32%
Other Institutions (General Board)	54%	46%
Non-Schools	56%	44%
All Staff	**48%**	**52%**

Figure 1.5
Staff Gender Profile by Employment Type

Purpose
To identify if areas of occupational gender segregation exist within
Cambridge staff groups

Observations
The balance of Academic posts in favour of men is more pronounced than
most Schools' overall gender balance, as illustrated in figure 1.4. This may
suggest that even in relatively 'gender-balanced' Schools, there is likely to be
role segregation where male Academics are supported by female assistants
and administrators.

Gender segregation of Assistant roles is illustrated quite clearly here. Further
analysis shows clear segregation by task type (Catering as opposed to
Security in the 'Assistant M' group, for example). The T (Technical) and M
(Manual) groups include a wider range of tasks/occupations than the CS
(Clerical Support) groups, resulting in more gender balance at the CS/M/T
aggregation level.

Notes
- Further illustration of gender balance by (broad) role type may be found in
  Section 3 of this report (Other Analyses).

Source: CHRIS all staff extract, 31 January 2010 (n≈9,100).

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

Figure 1.6
Academic Staff Gender Profile in Science, Engineering and Technology (SET) Schools

Purpose
Provide a baseline measure to assess and inform discussion of measures to challenge the persistent male dominance of senior Academic roles in SET disciplines.

Observations
This table clearly illustrates the value in focussing on the SET/non-SET distinction with regard to gender occupational segregation: the non-SET female proportions are approximately double those of SET Schools/Departments.

Notes
- No appropriate comparator for the Cambridge 'Reader' role is available at national level.
- National figures for Non-SET Schools/Departments are not currently available, but are being sought from peer institutions for inclusion in Section 2 (Benchmarks) in future.

Academic Role	Non-SET Cambridge Female	SET Cambridge Female	SET National Female
Professor	21.9%	12.0%	8.1%
Reader	23.5%	11.7%	n/a
Senior Lecturer / Researcher	41.9%	19.7%	17.9%
Lecturer	47.8%	21.6%	24.7%
Researcher	56.0%	42.8%	30.4%

Figure 1.7
Gender Representation on Senior University Committees (March 2010)

Purpose
A lack of senior female role models is often cited as a contributing factor to women not being equally represented in the higher staff grades. This table provides a snapshot of gender balance on University governance committees and groups.

Observations
Men clearly predominate in these groups, but analysis is hampered by substantial cross-representation, i.e. the same individuals serving on a number of these senior groups concurrently, leading to double-counting. Nonetheless, assuming this cross-representation applies to women as well as men, then the analysis stands.

Notes
- Each committee/group has unique mechanisms for selecting members. Some are comprised of nominated individuals; some are wholly ex officio; many are a combination of these and other systems.

Source: Committee secretaries and terms of reference (March 2010).

Senior Committees	%Female	Number of Members*
Council	32%	25
General Board	13%	15
Audit Committee	11%	8
Finance Committee	18%	11
Board of Scrutiny	42%	12
Planning & Resources Committee	16%	19
Resource Management Committee	0%	9
Human Resources Committee	33%	12
Councils of Schools		
Arts & Humanities	8%	11
Humanities & Social Sciences	6%	16
Biological Sciences	11%	18
Clinical Medicine	14%	37
Physical Sciences	7%	15
Technology	16%	19

* excludes Chair and Secretaries

Figure 1.8
Staff on Fixed Term Contracts by Gender and School/Institution

> *Purpose*
> As with equal pay for equivalent work, employment equality also relates to employment terms. Permanent contracts may be seen as more favourable employment terms than fixed term contracts, so this table provides baseline proportions to inform discussion in this area.

Observations
Female staff are more likely to be employed on a fixed term basis than male staff in most Schools/Institutions.

Further investigation is required to determine whether these gendered employment terms result from the types of roles freely chosen by women or other factors.

Source: CHRIS all staff extract, 31 January 2010.

School / Institution	Fixed term Female	Fixed term Male
School of Arts and Humanities	29%	24%
School of the Humanities and Social Sciences	35%	26%
Non-SET Schools	33%	25%
School of the Biological Sciences	52%	48%
School of Clinical Medicine	62%	59%
School of the Physical Sciences	39%	40%
School of Technology	35%	41%
SET Schools	51%	46%
Unified Administrative Service	12%	9%
Other Institutions (Council)	16%	10%
Other Institutions (General Board)	29%	18%
Non-Schools	18%	12%
All Staff	**39%**	**36%**

Figure 1.9.1
Proportion of Staff Disclosing a Disability, by School/Institution

Purpose
To inform discussion of service provision and facility improvement with regard to individuals with disabilities.

Observations
All Schools and institutions show reasonably similar rates of disability disclosure and employment of individuals with disabilities.

Notes
- There is evidence that there may be a high rate of non disclosure throughout the University. The issue of disclosure will be investigated further by the Equality and Diversity section.

Source: CHRIS all staff extract, 31 January 2010

Proportion of Staff Disclosed as Disabled, by Organisation

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

Figure 1.10.1
Students with Disabilities: 2007/08 and 2008/09

Purpose
This table investigates the proportion of students at the University with disabilities. Disclosure of students' disability is an ongoing issue for efficient service and assistance provision.

Observations
The proportion of students with known disabilities has increased only slightly between 2007/08 and 2008/09, but the University has improved disclosure rates.

Notes
- This data is reproduced with the permission of the Student Statistics Office.
- More information on this subject may be found in the annual Student Statistics publications (tables UG20, UG21, PG16 and PG17).
- Disability categories used here are as advised by the Higher Education Statistics Agency.
- More data and commentary on disability issues and service provision is available from the Disability Resource Centre (DRC)[2].

Disability	2007/08	2008/09
No disability	75.4%	89.0%
A specific learning disability (e.g. dyslexia)	1.4%	1.7%
Blind/are partially sighted	0.1%	0.1%
Deaf/have a hearing impairment	0.2%	0.2%
Wheelchair user/have mobility difficulties	0.1%	0.1%
Mental health difficulties	0.1%	0.2%
An unseen disability e.g. diabetes, epilepsy, asthma	0.8%	1.1%
A disability not listed above	0.5%	0.6%
Autistic Spectrum Disorder (includes Asperger's Syn.)	0.9%	0.8%
Known disability total	4.1%	4.9%
Not Disclosed	20.4%	6.0%

[2] http://www.admin.cam.ac.uk/univ/disability/practice/

Section 2 – *Benchmarks*

Introduction

Benchmarking the University against peer institutions provides a useful indication of performance in a range of diversity areas. The Russell Group of universities provides the most appropriate group against which to compare the University of Cambridge.

Figure 2.1.1
Russell Group All Staff Ethnicity (2008/09)

Purpose
To investigate whether the ethnicity of Cambridge staff differs from that of Russell Group universities

Observations
The University of Cambridge lies in the upper third of the table with regard to proportion of staff declaring 'White' ethnic backgrounds, but sits below the Russell Group average of 79.1%.

As illustrated in figure 1.2.1, the ethnic profile of staff varies widely with staff type. Non-Academic staff tend to reflect local populations far more than Academic staff, who are recruited from a wider geographical pool. By including all staff in this table, institutional ethnic profiles cannot help but reflect local demography to a great extent. This may be unhelpful to consideration of inclusivity for individuals of diverse ethnic backgrounds. Figure 2.1.2 provides a similar analysis for Academic staff only.

Notes
- 'White' includes 'White British', 'White Irish' and 'White Other'.
- Individuals claiming a mixed ethnic background are included within 'Other'.

Source: Higher Education Statistics Agency (HESA) via the Higher Education Information Database for Institutions (HEIDI) online data tool.

2.1.1 Russell Group All Staff Ethnicity (2008/09)
Proportion (%) of all staff
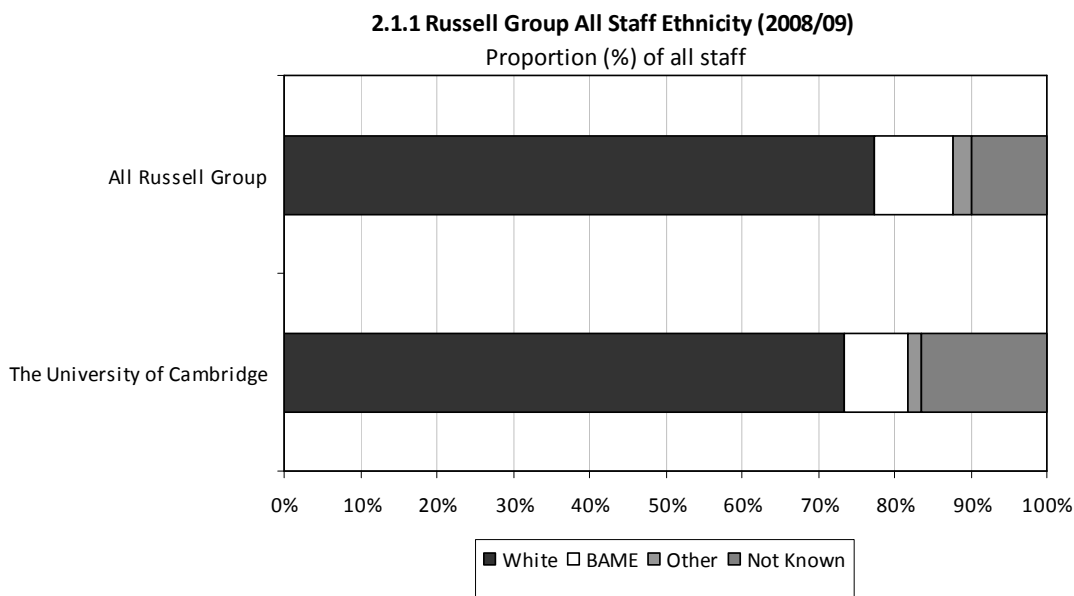
Figure 2.1.2
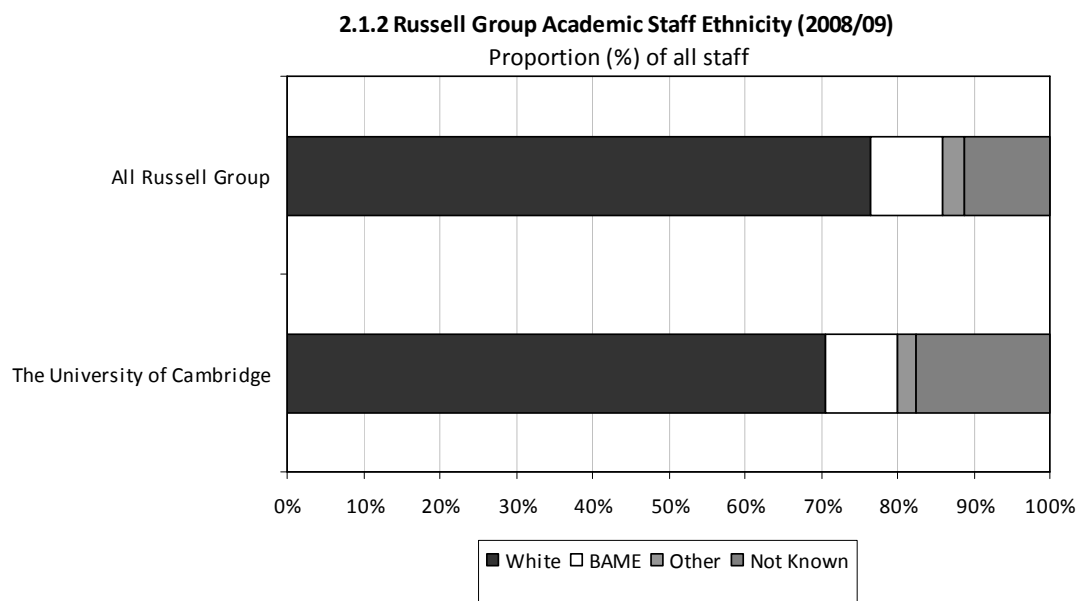*Russell Group Academic Staff Ethnicity (2008/09)*

Purpose
This table provides information for Academic staff alone, a group recruited most often nationally or internationally. Ethnicity of staff may be seen as a measure of an institutional culture that is inclusive of individuals from diverse ethnic backgrounds.

Observations
The University employs a lower percentage of staff who identify as White than the Russell Group average. Surprisingly, the order of institutions when sorted by '%White' is not greatly different from the All Staff analysis above (figure 2.1.1). Russell Group institutions appear similar in their respective ethnic diversity when comparing their Academic staff with all staff.

Source: Higher Education Statistics Agency (HESA) via the Higher Education Information Database for Institutions (HEIDI) online data tool.

2.1.2 Russell Group Academic Staff Ethnicity (2008/09)
Proportion (%) of all staff

White ☐ BAME ☐ Other ☐ Not Known

Figure 2.2.1
Russell Group All Staff Gender (2008/09)

Purpose
To compare the gender split at Cambridge to that of the Russell Group
universities.

Observations
Most Russell Group institutions employ approximately equal numbers of men
and women. The University employs a lower percentage of women than the
average for the Russell Group (51.0%) due to the disproportionate number of
male staff employed in the Schools of Physical Sciences and Technology.

*Source: Higher Education Statistics Agency (HESA) via the Higher Education
Information Database for Institutions (HEIDI) online data tool.*

2.2.1 Russell Group Proportion of Female Staff (2008/09)

Figure 2.3.1
Russell Group All Staff Disclosed as Disabled (2008/09)

Purpose
To investigate whether the proportion of staff disclosed as disabled differs across the Russell Group universities.

Observations
The University employs one of the largest numbers of staff with a known disability, when measured as a proportion of staff for whom data is known. This may reflect better disclosure rates at the University, or perhaps that individuals with no disability are more likely to refuse to respond to monitoring in this area.

Source: Higher Education Statistics Agency (HESA) via the HEIDI online data tool.

2.3.1 Russell Group All Staff Disclosed as Disabled (2008/09)
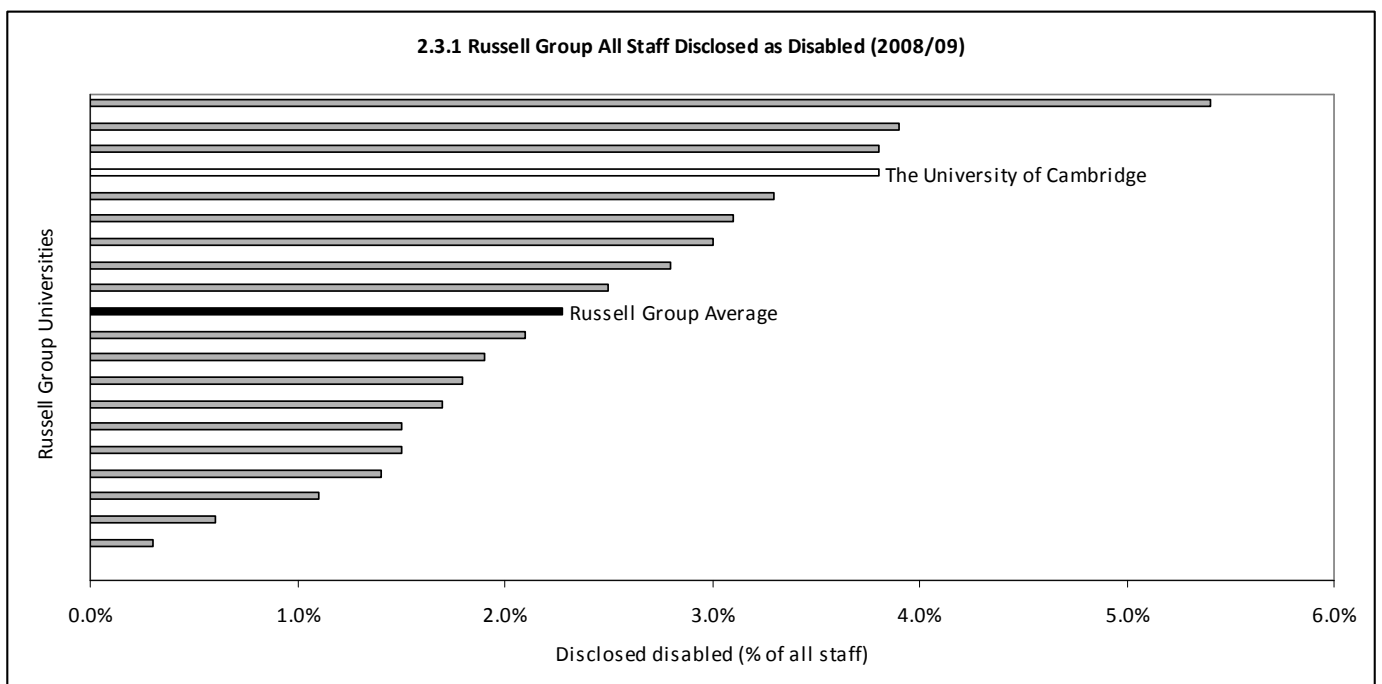
Section 3 - *Other Analyses*

Introduction

This section is included to provide an opportunity to investigate an aspect of staff diversity in greater depth. Staff age is an issue of particular interest given the recent new age related legislation included in the Equality Act and wider discussions around the impact of an aging workforce.

Purpose
To investigate the relationship between staff age, job role and gender.

Figure 3.1.1 to 3.1.5
Age profile by Gender and Employment Type

Observations
As in last year's report, both Academic and Academic-Related charts show that as age increases so does the proportion of male staff. This relationship is relatively weak for Academic-Related staff, but the Academic staff group shows this trend throughout the population, and not just towards the older outliers. This may indicate that our recruitment and retention of younger Academic staff is more gender-balanced than our retention or recruitment of older Academic staff. Academic staff of more senior years tend to hold higher grade positions, so this observation corroborates other investigations into the gender profiles of Senior Academic recruitment (see below).

The charts show remarkably different profiles. The right-skew in figure 3.1.1 is largely due to lower average age for the Research staff profile. This youthful profile is logical given that a Research role is often the first step in an academic career following the completion of a PhD. The Academic staff chart differs greatly; this may be a reflection of Academic recruitment standards and/or Academic staff turnover at the University of Cambridge.

Assistant staff roles are female-dominated for most age groups although, as Figure 1.5 has shown, there is significant gender segregation between different Assistant role types. The Assistant group is 57% female, and posts are evenly-distributed across all age groups. This flat profile is typical of an employment market with lower entry qualification; the converse is true for Academics and other 'professional' workers.

Notes
- Further and related information may sought from the HEFCE Age Survey[3]; the University Equal Pay Review, and/or the HEFCE 'Staff employed at HEFCE-funded HEIs update: trends and profiles' publications.

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[3] Developing Good Practice in Managing Age Diversity in the Higher Education Sector: An Evidence-Based Approach https://mw.brookes.ac.uk/display/agediversity/Research+Report
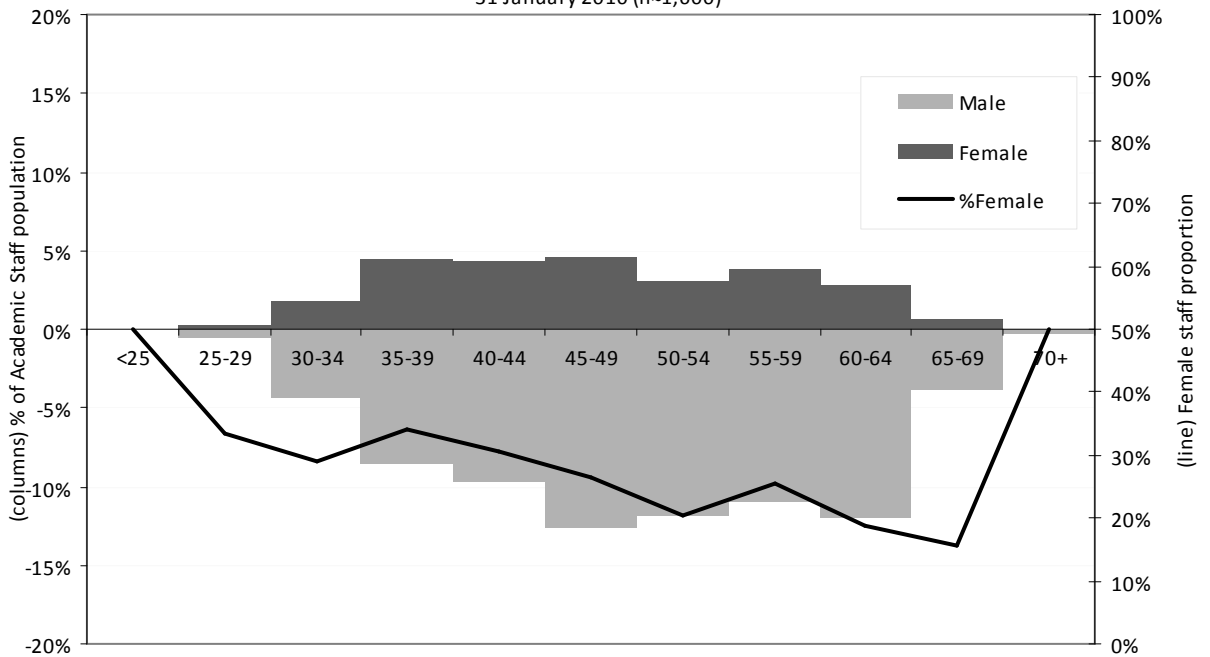
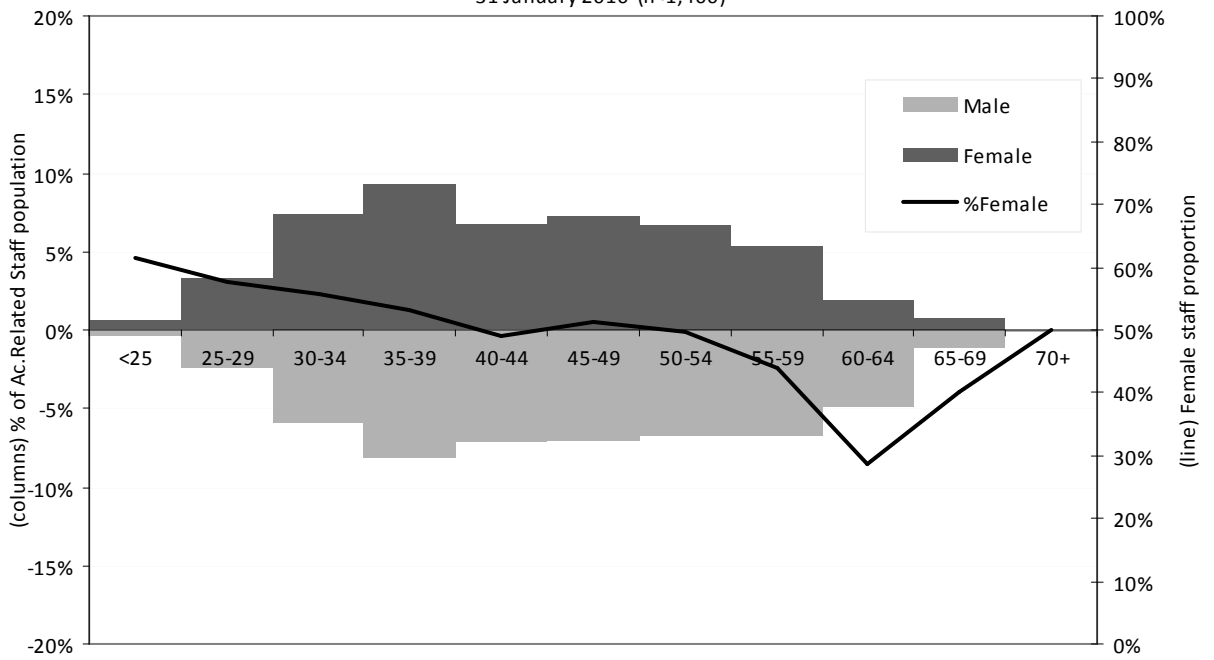## 3.1.1 Age Profile (Population %) by Gender - All Staff

31 January 2010 (n≈9,100
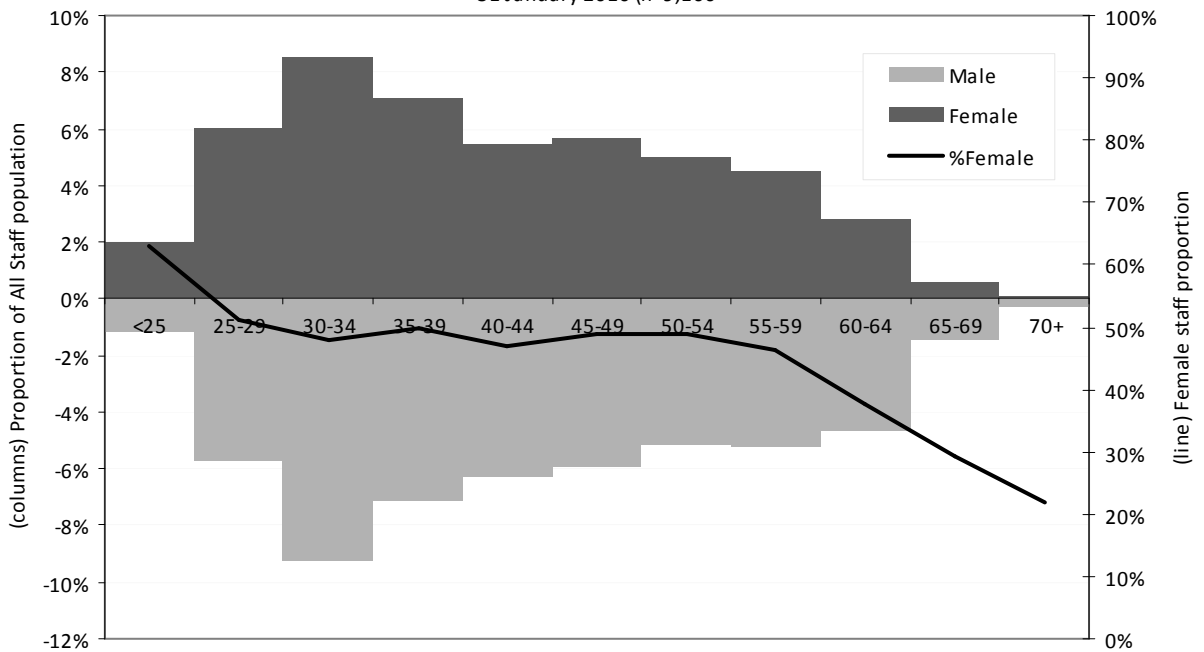
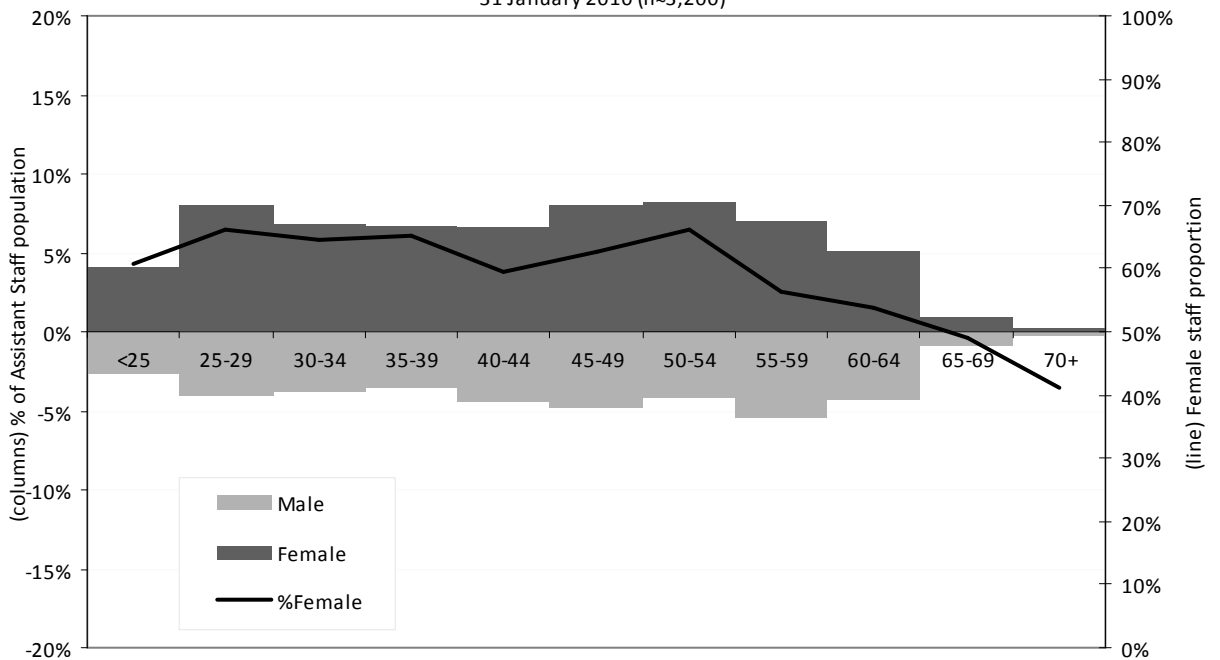## 3.1.2 Age Profile (Population %) by Gender - Academic Staff

31 January 2010 (n≈1,600)

3.1.3 Age Profile (Population %) by Gender - Academic-Related Staff

31 January 2010 (n≈1,400)

3.1.4 Age Profile (Population %) by Gender - Assistant Staff

31 January 2010 (n≈3,200)

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3.1.5 Age Profile (Population %) by Gender - Research Staff
31 January 2010 (n≈2,900)