



UNIVERSITY OF  
CAMBRIDGE

# Equality and Diversity Information Report 2024-2025

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# Foreword

At the University of Cambridge, we recognise that our strength lies in our people and the diversity of perspectives they bring. This diversity remains essential to fostering innovation and sustaining our position at the forefront of academic and research excellence.

Over the past year, the external climate has remained challenging for Equality, Diversity and Inclusion (ED&I). The global political landscape—including the impact of international conflicts and a recent Supreme Court ruling—has intensified concerns around inclusivity, freedom of speech, and the wellbeing of our community.

The UK Supreme Court's ruling in April 2025 on the meaning of "sex" under the Equality Act 2010 has had a significant impact on our staff and students. Understandably, it has left some feeling concerned and vulnerable. While the full practical implications are yet to be determined, and we will be compliant with the law at all times, we have been working to support the communities affected and remain committed to ensuring that Cambridge continues to be a welcoming and inclusive environment for all.

We have also responded to new sector-wide requirements under the E6 framework, which include strengthened expectations around the prevention of bullying and harassment. These developments reflect our ongoing efforts to ensure that our policies and practices actively support a respectful and inclusive environment for all.

Freedom of speech remains a core value of our institution. We are dedicated to fostering open, respectful dialogue while ensuring that all individuals feel safe, heard and valued. Under the title: 'Free Speech: where do we draw the line?' Vice Chancellor Professor Deborah Prentice convened a diverse panel of speakers seeking to explore different perspectives on some of the most difficult issues of our time. These regular dialogues, chaired by the VC, add another space within our university to showcase rigorous but civil debate on controversial issues.

Considerations of inclusiveness should not be separated from our everyday work, which is why, this year, we have taken meaningful steps to embed them more deeply into our institutional routines. Under the theme Culture & Community, the new People Strategy incorporates our intention to ensure we look for talent in all places, foster an environment that brings the best out of all staff, and make sure everyone feels part of the community. All this, while outlining key metrics to monitor progress. According to the data we collected, we have done well on all these fronts. We will continue encouraging minoritized staff to become more engaged in college and university level work.

We are particularly pleased to see that our gender pay gap figures have continued their downward trend this year. We have made substantial progress in identifying particular factors that contribute to this gap and communicated these to Heads of Schools. This work will continue, and results monitored.

We look forward to another year of building a thriving community where excellence and collaboration are not only valued but nurtured as well. Our goal is to ensure everyone in the university is able to do their best work in a supportive environment. I invite all members of the university to join us in this quest.

**Professor Kamal Munir, Pro-Vice-Chancellor for University Community and Engagement, and Chair of the Equality, Diversity & Inclusion Committee.**

# Introduction

The Equality, Diversity & Inclusion Information Report 2024-25 provides an overview of equality information on our staff and student communities, including the gender and ethnicity pay gap data. Under the Equality Act 2010 Public Sector Equality Duty (PSED), we are required to monitor and publish our equalities information annually. This includes our workforce profile, areas of disparity and our plans to address them.

The data in this report informs the University's efforts to ensure an inclusive environment for work and study and measures the impact of our equality and inclusion initiatives. It highlights progress and achievements over the past year; outlines the challenges we face in creating a more inclusive and equitable workplace and identifies areas that require further work.

This report uses the term 'B.A.M.E.' to categorise staff who identify as Black, Asian or of other minority ethnic backgrounds. This aligns with HESA classifications and terminology to enable comparisons with national data sets, yet the University acknowledges the limitations and the contested nature of these terms in relation to the self-definitions of people from racially minoritised backgrounds. It is our aim to tackle all forms of inequality, including racism, and foster inclusion.

This Report has been prepared for publication by the ED&I Section, which is part of the University's Human Resources Division, and is governed by the University's ED&I Committee.

# 2024 - 2025 Reflections on Past Activities and Future Actions

The University's commitment to Equality, Diversity and Inclusion (ED&I) is evident through central initiatives such as the Athena Swan and REC awards, along with their related action plans, the Career Support Fund, and the University Diversity Fund. Throughout 2024-2025, numerous central and local-level ED&I activities have showcased this overarching dedication, providing a glimpse into the varied efforts across the University. Some of these efforts are highlighted in the reflections below.

## Institutional Race Equality Charter Bronze Renewal

The Race Equality Charter is a crucial framework dedicated to advancing race equity and fostering an inclusive environment within higher education and research institutions. Its purpose is not just to recognise and address disparities but to actively drive cultural and systemic change that benefits everyone. This year, our University has been deeply engaged in the rigorous process of developing and submitting our application for a Bronze renewal. This effort represents the culmination of months of hard work, collaboration, and commitment from our entire community. Faculty, staff, and students have come together, pooling their expertise and insights to craft a robust action plan that we will implement over the next five years. This plan is not just a submission; it is a roadmap to ensuring that race equity is woven into the fabric of our institution. Securing the Bronze renewal will be a significant milestone, reinforcing our dedication to making our University a place where everyone can thrive.

The Race Equality Charter provides a framework for higher education institutions to identify and address barriers impacting Black, Asian, and minority ethnic (B.A.M.E.) staff and students. By recognising and addressing disparities, the University can actively drive cultural and systemic change that benefits everyone. The University is among nearly 100 institutions across the U.K. which have signed up to this charter.

In September 2025, the University applied to renew its Bronze Award. Since 2023, the application and accompanying 2025-2030 action plan were shaped by quantitative and qualitative data alongside extensive consultations with staff, students, and key teams across the institution. Data analysis and consultations highlighted four crucial priorities which will be addressed in the 2025-2030 action plan.

- **Priority 1:** Embed responsibility for race equality across the University
- **Priority 2:** Improving B.A.M.E. representation at senior levels and in governance structures
- **Priority 3:** Improving staff recruitment, support, and belonging (staff pipeline and experience)
- **Priority 4:** Improving student admission, support, and belonging (student pipeline and experience)

## Academic Leadership Development programme

The Academic Leadership Development Programme, designed specifically for Group Leaders, equips participants with the confidence and tools to lead teams effectively within the unique complexities of the Cambridge environment. The first cohort took place in June 2025, hosted at the Judge Business School, with sessions delivered by both academics and professional experts, including the Business Disability Forum). The programme combines leadership development with a strong emphasis on equality, diversity, and inclusion (EDI), enabling future leaders to understand what an inclusive culture looks like and how to actively nurture one. Key sessions on managing neurodiverse teams, inclusive recruitment, and psychological safety provide practical strategies for supporting diverse ways of working, creating equitable hiring practices, and fostering a culture where all staff feel valued and able to thrive. In addition, the programme builds access to peer mentorship, encourages innovation and cross-school collaboration, and supports participants in developing their own leadership style through coaching and reflective practice. The second cohort will run in January 2026, with a total of forty participants.

## Training

The University hosts a vast range of ED&I related training each year, some of the key highlights in this academic year are listed below:

- As part of our last year's ambition to empower staff networks for ED&I Excellence, all network chairs were invited to a training run by Cherron Inko-Tariah titled 'The power of staff networks.' The founder of the 'National Day for Staff Networks' shared insights on the positive impact of staff networks on the individual and the organisations. The training was well received and commended on by the network chairs as an excellent development opportunity.
- In October 2024, the University launched I-Act Mental Health and Wellbeing training for managers, accredited by the Royal College of Psychiatrists. To date, 241 managers have completed the training across 19 sessions, with an 85% participation rate and highly positive feedback. Work is underway to develop an in-house training programme, tailored to the University context and designed to reduce long-term costs.
- Work has commenced to develop a new University specific ED&I essential training. This is expected to be piloted in Lent term 2026.

## Closing the Gender Pay Gap

In the first half of 2025, the Equality, Diversity and Inclusion (EDI) team conducted a detailed analysis of the gender pay gap across each School, examining trends and underlying drivers using data spanning from 2018 to 2024. The findings were shared with Heads of Schools and will form the foundation for the development of an institutional Gender Pay Gap Action Plan.

This targeted analysis has enabled a more nuanced understanding of the structural and cultural factors contributing to pay disparities and will support the creation of tailored interventions at both School and institutional levels.

A corresponding analysis of gender pay gaps within Non-School Institutions is scheduled to commence shortly. Once completed, the results will be integrated into the broader institutional action plan, ensuring a comprehensive and coordinated approach to addressing gender-based pay inequalities across the University.

## **Mental Health and Wellbeing**

The past year has seen a significant expansion of mental health and wellbeing initiatives across the University. In October 2024, a Staff Wellbeing Steering Group was established to advance the University's wellbeing agenda. Comprising representatives from HR, ED&I, Health and Safety, Counselling, Sport, and Wellbeing Advocacy, the group meets termly and reports to the HR Committee. It has developed Terms of Reference, launched a dedicated Teams channel, and initiated a working group to review Mental Health First Aid training provision.

The number of Wellbeing Advocates has grown to 300, a 62% increase since April 2024. Bespoke training was delivered to 93 advocates across nine sessions, equipping them to champion wellbeing in their departments. Monthly meetings and a dedicated Teams channel support ongoing collaboration, including contributions to central events such as the Your Voice, Your Wellbeing staff consultation.

The Your Voice, Your Wellbeing consultation event in January 2025 brought together over 100 staff at the West Hub for interactive workshops on workplace culture, leadership, workload, work/life balance, and ED&I. Insights from this event are informing the development of a co-designed Staff Wellbeing Action Plan, which will feed into the University's broader People Strategy.

Moreover, a series of wellbeing webinars aligned with national awareness days have covered topics such as Mental Health Awareness, Stress Management, Burnout, and Menopause. These sessions have attracted 1,244 attendees, with particularly high engagement in Menopause webinars (310 participants across three sessions). The Wellbeing Calendar of Events, launched on World Mental Health Day, continues to support year-round wellbeing activities delivered by multiple University services.

To enhance support for staff experiencing menopause, a Menopause Task and Finish Group was formed. Revised guidance has been approved by the HR Committee and published on the Staff Wellbeing SharePoint site, alongside a LinkedIn learning pathway and support resources. Termly webinars delivered by Henpicked, including sessions for managers and staff, have become a regular feature of the wellbeing offer.

The second round of the Wellbeing Grant Scheme saw 58 applications, with 46 grants awarded—a notable increase from the previous year. Funded activities included walking challenges and gardening initiatives, promoting the Five Ways to Wellbeing across diverse staff groups.

## **LGBTQ+ Framework Delivery Group**

Following the publication of the Being LGBTQ+ in Cambridge review, the ED&I team established and chaired an LGBTQ+ Framework Delivery Group. The group oversees the implementation of the University's four-year LGBTQ+ Framework. Comprising 26 actions, the Framework delivers on the commitments outlined in the review and aims to advance LGBTQ+ inclusion across the institution, with due consideration given to matters of intersectionality.

Progress to date includes a review of central HR policies to ensure they are inclusive of the LGBTQ+ community, targeted training for policy and counselling teams on LGBTQ+ language, terminology and identities, and the appointment of a University LGBTQ+ Equality Champion. The Champion's role is to advocate LGBTQ+ inclusion at senior levels of the institution, providing visible leadership and advocacy, promoting equality and belonging across the University.

## **ED&I initiatives across the University**

### **School of the Physical Sciences**

People and an inclusive culture are at the centre of the School of Physical Sciences' vision. The School has seen a significant increase in women in leadership positions – an improvement also reflected in the School's Council representation (see Diversity of Leadership section). This has been accompanied by sustained growth in both the proportion and seniority of women academics, contributing to a reduction in the gender pay gap.

The focus of the School-level ED&I forum, which has been running since 2013 and brings together ED&I representatives from across all SPS Departments, has been broadened beyond gender in 2024 and was renamed the People and Inclusive Culture (PIC) Forum. Chaired by the School ED&I Champion, whose time (0.2 FTE) is bought out by the School, the forum has been developing a new School-wide People and Culture Strategy and will be submitting a School-level Athena Swan award in 2025. Moreover, a new Assistant School Secretary role has been created to lead School ED&I activities, working with departments to identify and address both local and school-wide issues, share effective practices and resources, foster collective buy-in and reduce siloed ways of working and duplication of effort.

The School has also expanded its support for widening participation (WP) schemes at both undergraduate and postgraduate levels. One flagship programme is STEM SMART (Subject Mastery and Attainment Raising Tuition), led by Isaac Physics. This 17-month programme provides free, complementary teaching and support to UK students who have either experienced educational disadvantage or belong to a group that is statistically less likely to progress to higher education. The School has provided financial support to the programme and an independent analysis of pupils' A-levels and UCAS applications shows that STEM SMART students achieved higher A-level grades and secured more places at top universities compared with matched cohorts not on the programme. In addition, the School-funded WP internship scheme has awarded 14 fully funded scholarships, including accommodation, over the past two years, enabling students to undertake research in preparation for postgraduate study. This complements similar schemes in the Faculty of Mathematics, which have supported 41 WP internships over the past five years.

## School of Clinical Medicine

The Clinical School has continued to embed Equality, Diversity and Inclusion (EDI) across its culture, operations and strategic priorities, with notable progress in 2024 and 2025. Departmental engagement increased through surveys and peer learning, with over 60 examples of good practice and challenges shared at the May 2025 Away Day.

Staff development was strengthened through the Mid-Career Fellowship Framework, now supporting 14 Fellows, and through initiatives such as Learning to Fly and EmpowerHER, which provided reflective and practical support for mid-career women.

The School hosted a well-attended EDI & Research Culture Conference in December 2024 and will launch new EDI & Research Culture Awards in Autumn 2025, alongside the upcoming People, Culture and Environment Conference in December.

Student engagement efforts included expanding the *Racism in Medical Education* group and embedding EDI into curriculum design. The Equality Champions Network grew to include representation across all departments, with new onboarding and coordination models introduced. Departments also began forming EDI Committees to broaden participation. Data capability was enhanced through apprenticeships, improved reporting tools, and alignment with Research Culture themes, enabling more targeted insights into inclusion, psychological safety and precarity. These collective efforts reflect a maturing EDI infrastructure and a deepening commitment to cultural change.

## Cambridge University Libraries (CUL)

Cambridge University Libraries have introduced a new process for workplace adjustments, supported by a staff guide and training workshops. A revised staff induction programme, developed using universal design principles, ensures events, communications, and resources are inclusive and accessible to staff with diverse needs.

A dedicated Staff Wellbeing Room has been created to support a range of requirements, including prayer, breastfeeding, managing health-related symptoms, and providing a quiet, safe space for staff during the working day.

CUL continues to deliver a wide range of initiatives aligned with its EDI commitments. The University Library's public exhibition, *Endless Stories* (2024–25), showcased Erpenius' collection of rare Islamic and Asian manuscripts—some dating back 400–700 years and written in over 15 languages from Asia and North Africa. The exhibition highlighted an inclusive approach to religious and textual studies, placing Islamic and non-Islamic Asian materials alongside European and Biblical literature.

Staff-led initiatives have also played a vital role, including cultural celebration displays at the staff entrance to the University Library and events hosted by the EDI Forum, such as *Designing for Diversity and Disability Pride*.

## Fitzwilliam Museum

The museum has adapted a new institutional framework to integrate ED&I values into all aspects of Museum practice—from staff collaboration and exhibition planning to collections and visitor experience. It focuses on:

- **Equity:** Addressing disparities and ensuring fair access
- **Belonging:** Creating environments where all feel valued
- **Representation:** Ensuring diverse perspectives are reflected across the Museum's work

The Museum has continued to embed ED&I across its exhibitions, staff development, and public engagement. Key activities in the reporting period include:

### 1. Rise Up! Resistance, Revolution, Abolition Exhibition (Feb–June 2025)

Building on the 2023 *Black Atlantic: Power, People, Resistance* exhibition, *Rise Up!* explored the fight to end Atlantic slavery (1750–1850) and its enduring legacies. The exhibition juxtaposed historical artefacts with contemporary artworks, highlighting individual and collective acts of resistance.

### 2. Anti-Racist Practice Training and Support (Jan–Feb 2025)

To prepare staff for *Rise Up!*, a tailored programme was delivered by Jenny Williams (Take the Space), including:

- Reflective sessions on *Black Atlantic*
- Coaching on inclusive and anti-racist practices
- Targeted training for visitor-facing teams
- A comprehensive staff toolkit covering exhibition context, shared language, wellbeing resources, and guidance on navigating sensitive topics

### 3. Rise Up! Reflection Space

Co-designed with local youth group @tlanci Xplorers, this dedicated space offered visitors a safe environment for contemplation, further learning, and dialogue—demonstrating a commitment to inclusive design and community partnership.

### 4. Museum Lates

The Museum continued to expand its *Museum Lates* programme, blending art, live music, and performance to attract diverse audiences and amplify underrepresented voices.

### 5. Future Legacies Digital Platform

An evolving online space fostering cultural dialogue among Black artists, thinkers, and creatives. Developed collaboratively by the Public Programmes and Digital Content teams, it extends conversations initiated by *Black Atlantic* and *Rise Up!* and supports reciprocal engagement with audiences.

### 6. Equity, Belonging and Representation Framework

Completion of a new framework drawing on our commitments to equity, inclusion, anti-racism and empowering culture. This pulls together work streams to reflect Equity, Belonging and Representation across business priorities and departmental planning. We are focussing

on actions that are practical, trackable and scaled to our resources.

## **7. Decision-Making Framework for Complex Objects**

Developed with Jenny Williams, this framework supports transparent and inclusive decision-making around objects with contested histories. It acknowledges the complexity of consensus and promotes collective learning.

## **Staff networks**

The University acknowledges the significant role of staff networks in advancing the equality, diversity and inclusion agenda. Currently, there are five diversity networks: Race Equality Network (REN), LGBTQ+ network, SPACE (Supporting Parents And Carers @Cambridge), Disabled Staff Network and Women's Staff Network (WSN). In the following paragraphs these networks share some highlights of their activities over the past year:

### **Disabled Staff Network (DSN)**

The DSN's year began with Disability History Month (14 November – 20 December 2024), marked by a hybrid event titled Listening to Disabled Voices, organised by committee members Elle Wills, Amy Mason, and Amanda Stagg. Chaired by Rosie Hunt, the panel featured Philip Chapman and Rebecca Morris, who shared their lived experiences of working with disability across different areas of the University. Attendance and feedback were positive, with participants valuing the openness and inclusivity of the discussion.

In November 2024, Ndunge Kivuitu (Head of ED&I) hosted in collaboration with the Business Disability Forum, an online training on the Social Model of Disability, further supporting awareness and inclusive practice.

The Clinical School EDI Conference has become a valued annual event. This year, the DSN successfully negotiated full hybrid participation. Alison Dunning delivered a brief online talk, and Amy Mason hosted the first-ever virtual poster viewing for the Clinical School, enhancing accessibility and engagement.

During Neurodiversity Week (17–23 March 2025), the DSN contributed to a Clinical School event. Talks by Becky Wallwork and Paul Wilkinson on their lived experience with Late-Diagnosed Autism and ADHD were deeply impactful, resonating with a large online audience. The event prompted requests for wider delivery, including a repeat session led by Liz Hide (Pathologist), who stepped in while Becky was unwell. The session has since been requested as training for Dignity at Work Contacts, reflecting its relevance and reach.

Throughout the year, DSN committee members have provided input into key University consultations, including MyCareer, the draft Sickness Absence Policy, and inclusive recruitment—the latter informed by Becky Wallwork's research.

In June 2025, Alina Wanitzek stepped down as DSN Co-chair to prioritise her health. As a founding member and inspirational leader, Alina's contribution has been deeply valued. Her visibility and leadership encouraged wider participation, particularly among early-career staff—a reminder of the importance of diverse role models.

Bullying and harassment remain a persistent concern among DSN members. Many members report challenges in navigating current reporting processes, and all three Co-chairs have expressed concern about their ability to serve as role models under such circumstances. The DSN will continue to raise this issue in future work.

## **LGBTQ+ Staff Network**

This year has been exceptionally difficult for the LGBTQ+ community. The general rise of anti-LGBTQ+ sentiment, particularly towards transgender, intersex, and non-binary individuals, and the recent ruling of the Supreme Court concerning the Equality Act, have meant that engaging with our community and networks is crucial. The University must continue to support transgender, intersex, and non-binary colleagues during this uncertain time, and we remain committed to advocating for our network members.

The academic year started with an excellent talk by Alex Feis-Bryce from Diversity Role Models, who shared his motivations for activism and the organisation's work to combat LGBTQ+ bullying in schools. We also partnered with Anglia Ruskin University's LGBTQ+ Network to mark Transgender Day of Remembrance, fostering cross-institutional collaboration and creating a reflective, inclusive event.

For LGBTQ+ history month, we welcomed Prof. Alex Sharpe from the University of Warwick, who explored David Bowie's art and music in relation to diverse expressions of love. During Pride Month, we hosted a panel on LGBTQ+ parenthood, discussing the unique joys and challenges faced by LGBTQ+ families. We were pleased to see the University's continued financial support of Cambridge Pride, where our network proudly marched in the parade. The event was a joyful, community-centred celebration. We concluded the year with our float at Pride in London, a vibrant and empowering experience that brought together students and staff.

With funding awarded by the University Diversity Fund, we were pleased to offer Stonewall's mentor training to network members. Our LGBTQ+ focused mentoring scheme will launch at the start of the next academic year, aiming to provide sustainable support for colleagues at all career stages.

As a committee, we continue to strengthen our engagement with the University and have contributed actively to the ED&I Committee, the LGBTQ+ Framework Delivery Group, the Equality, Diversity and Inclusion Intersectional Delivery Group, and other relevant forums as required. We are encouraged by the growing visibility of LGBTQ+ groups and events across the University. The emergence of new departmental networks and initiatives demonstrates a strong and widespread commitment to supporting LGBTQ+ colleagues and allies throughout the University.



*"For people like me who feel to be very much in a minority in my everyday work life, events like Pride and the LGBTQ+ networks are not only a powerful affirmation of LGBTQ+ identity in general but provide a real reassurance and optimism that there are plenty of other queer people out there in the University. They also serve to remind me that the University as an organisation recognises the importance of this work and is prepared to invest in it, even if that is not always my experience within the local part of the university that I work in. Pride in London is one of the times I have felt really proud of the organisation that I work for." –*  
Quote from a senior member of staff who attended this year's Pride.

## **Race Equality Network (REN)**

This year, Susie Chan joined Manaz Javaid as Co-chair of the Race Equality Network. Susie brings 25 years of experience in higher education, currently serving as Deputy Head of the Postdoc Academy. Manaz, EDI Manager at Cambridge Judge Business School, contributes over 20 years of expertise in equality, diversity, and inclusion, with a particular focus on race equality.

Over the past year the REN has revised its committee structure and refreshed its Terms of References. The network's three core objectives are to:

- Provide a forum for all employees to connect, socialise and converse on issues related to race equality
- Inform and influence University policies and processes to represent the needs of employees from racially diverse groups
- Offer development opportunities for employees from racially diverse groups

Over the past year, REN has strengthened relationships with internal and external partners to broaden its reach and impact. The network has also contributed feedback to the Race Equality Charter renewal, ensuring that the perspectives of racially diverse staff are represented.

REN social events have become a cornerstone of engagement. The Winter Social featured inspiring talks from Lord Simon Woolley (Principal at Homerton College) and Professor Kamal Munir (Pro-Vice-Chancellor for University Community and Engagement), who shared their leadership journeys and reflections on the evolution of race equality. The Summer Social focused on informal networking and community building, fostering inclusion and open dialogue.

Additionally, REN was awarded a Wellbeing Grant to host a unique event combining storytelling and shared food, promoting cultural exchange and inclusion.



**Figure 1 Winter REN social featuring Lord Simon Woolley, Prof. Kamal Munir, and REN Co-Chair Manaz Javid**

## Women's Staff Network (WSN)

The Women's Staff Network (WSN) is dedicated to creating a safe, supportive, and inclusive community where all women and allies across the University of Cambridge feel valued, respected, and empowered. The WSN aims to foster meaningful connection, open dialogue, and shared learning, whilst promoting gender equality, wellbeing, and professional growth. Through collaboration, advocacy, and mutual support, we strive to amplify women's voices and strengthen a culture where everyone can thrive across the whole of the University of Cambridge.

This year, we built on our commitment to intersectionality by establishing termly meetings with other staff network Chairs, recognising that many of our members' experiences span gender, race, disability, and caring responsibilities. This has allowed us, and our colleagues from the other Staff Networks, to share initiatives, recognising the intersectionality of each of our respective members, whilst also amplifying voices who felt that their experiences were, and are, overlooked and underrepresented.

Additionally, we have actively contributed for policy to improve equality, diversity and inclusion in the University's new EDI Strategy through different forums such as the UoC CoP, the UoC EDI Committee, and GESG. And we have promoted (and continue to promote) events which empower and support women across the University and revitalised our SharePoint site, updating and redesigning it for the first time since 2022 to improve accessibility and engagement.

Looking ahead, we have developed an action plan covering our three key objectives:

- **Empowerment and Representation**  
To empower and represent women and allies across the University to achieve their potential and promote a culture of equality and inclusion.
- **Equity and Advocacy**  
To promote gender equality through an intersectional lens, addressing barriers to career progression while promoting a culture of respect, fairness, and inclusion that recognises and values the diversity of women's experiences.
- **Support and Wellbeing**  
To nurture a compassionate, safe, and supportive community that prioritises the personal growth and wellbeing of its members.

Our top three priorities for this year are:

- **Professional Development**  
To support members' growth through training, learning opportunities, and collaboration with the University's Learning & Development team and the Wo+Men's Leadership Centre. The network aims to equip women with the skills, confidence, and resources needed to advance in their professional journeys.
- **Career Progression**  
To advocate for equitable structures for progression within the University which enable women to advance in their careers. This includes raising awareness of highlighted barriers from staff feedback, such as a perceived lack of managerial support, experiences of bullying and harassment, whilst working to promote fair, transparent, and supportive pathways for advancement.
- **Pastoral Wellbeing**  
The network fosters a compassionate environment where individuals can find

community, share experiences, and access initiatives such as the menopause group and wellbeing-focused events.

## **Supporting Parents and Carers @Cambridge (SPACE)**

The Supporting Parents and Carers @Cambridge (SPACE) network has continued to expand on training and resource provision to drive awareness of the needs and issues facing working parents and carers. For Carers Week 2025 in June, a seven-day communications plan was designed and delivered, covering a range of topics relevant to carers, managers and colleagues. Two in-person collaborative events were held in conjunction with the Cambridge Judge Business School and Department of Engineering, along with online awareness webinars over the course of Carers Week. Whilst for Carers Rights Day in November there was a record turnout for the 'Know your rights, use your rights' webinar, with positive feedback about how learnings will be taken forward.

Collaboration with student carers and Education Service has led to the founding of a new Student Carer Working Group, that the Chair of SPACE contributes to, enabling join-up of knowledge, resources and activities for staff and student carers. Key achievements of this group have been requirements scoping and a cross collegiate University workshop of academics and pastoral staff, with an ongoing peer support groups to continue driving change.

Looking forward, advocacy, support, and providing opportunities for connection will form a core part of the network's activities. Further work will be undertaken to restructure and resource the network, including improving clarity around both different and overlapping needs of parents, parent-carers, and carers of adults. For parents and parent-carers the network is looking at improved alignment and collaboration with the University Childcare Service, who have recently reviewed their provision. We will also be exploring greater collaboration with key external organisations and certification schemes.

## Student section

### Centrally Coordinated Student-Facing EDI Initiatives

Equity, diversity and inclusion are supported by a wide range of initiatives across the Collegiate University. The following section outlines centrally coordinated, student-facing programmes that exemplify the University's commitment to ensuring all students can access, participate in and benefit fully from their education.

#### Undergraduate Widening Participation

At undergraduate level, outreach activity has been extended to regions with lower-than-expected progression to higher education, including East Devon and north-east Manchester, through partnerships with universities and third-sector organisations. A new Year 10 programme has been developed in partnership with Target Oxbridge to support Black British students in progressing to higher education.

The University is also refining its admissions processes through the use of more granular contextual data. New datasets (OAC21 and SEISA) provide greater insight into applicants' socio-economic backgrounds, while a Free School Meal target has been adopted as part of APP metrics. Enhancements to the Higher Education Access Tracker (HEAT) database have improved the targeting and evaluation of outreach interventions, ensuring resources are directed where they are most effective.

#### Postgraduate Education Widening Participation

The University continues to expand centrally coordinated efforts to address inequalities in postgraduate access and success. The Close the Gap project, in partnership with the University of Oxford, developed a toolkit to support fairer admissions for ethnically and racially minoritised doctoral applicants, launched in October 2025 the Toolkit can be accessed here: [Close the Gap: Fair admissions in postgraduate research | Academic Division](#).

Through internship and preparatory programmes, Cambridge is also creating pathways for under-represented groups into postgraduate study. In summer 2025, 65 research placements were offered across the University, while the AIM programme supported 25 applicants to apply for MPhil and PhD courses in 2024–25. The programme has since been scaled up, with 38 PhD applicants currently supported, alongside provision for up to 330 further applicants through the AIM: Explore programme.

These initiatives are embedded within the Access and Participation Plan (APP) for 2025–29, which sets out clear priorities for access, admissions, and on-course support. Key areas of focus include regional diversity of the UK student body, targeted support for applicants of Black British, British Pakistani, and Black Bangladeshi heritage, and the use of additional contextual indicators to reach students from under-represented socio-economic backgrounds. On-course priorities include reducing awarding gaps, improving outcomes for students with mental health conditions, supporting progression into postgraduate study for those who have not previously studied at Cambridge, and addressing progression gaps for students with declared disabilities.

## Addressing Harassment and Sexual Misconduct

The University has strengthened its approach to preventing and responding to harassment and sexual misconduct in line with the new OfS E6 Condition of Registration. The condition requires higher education providers in England to establish a single, comprehensive source of information on relevant policies, procedures, and support mechanisms, and to ensure that all staff and students are aware of it.

Cambridge's new resource provides clear guidance on what constitutes inappropriate behaviour, how incidents can be reported, the actions the University will take in response, and the support available to those affected. Alongside mandatory training for staff, a new student training package is being introduced, covering consent, boundaries, and healthy relationships. These developments form part of a wider programme of work to embed a culture in which harassment and misconduct are never tolerated, reports are taken seriously, and students are able to access support with confidence.

## Supporting Neurodiverse Students

The Accessibility and Disability Resource Centre (ADRC) has introduced a Neurodiversity Screening Service for students experiencing significant study difficulties that may be linked to undiagnosed conditions. The service offers two types of screening: one for ADHD and/or specific learning difficulties (including dyslexia, dyspraxia, dysgraphia, and dyscalculia), and another for autism.

While the screening does not provide a formal diagnosis, it helps to identify whether difficulties students are encountering may be associated with neurodiversity and enables students to access appropriate educational support during their studies.

## Pathways to Inclusive Practice

Building on recommendations from the Teaching Review and the Disability Review, the University has launched the **Pathways to Inclusive Practice** initiative which can be found here: [https://universityofcambridgecloud.sharepoint.com/sites/AD\\_PathwaystoInclusivePractice/SitePages/About-the-programme.aspx](https://universityofcambridgecloud.sharepoint.com/sites/AD_PathwaystoInclusivePractice/SitePages/About-the-programme.aspx). This initiative is funded by a three-year philanthropic donation, the programme aims to accelerate progress towards inclusive education, with pilot 'incubator' areas serving as exemplars for wider adoption.

The initiative has two core objectives:

1. Creating the conditions for all students to make the most of their education, addressing barriers where they exist.
2. Ensuring that data, processes, and systems actively support inclusive, high-quality education and align with legal and regulatory obligations.

To achieve these aims, the programme will:

- Promote educational design that fosters student success within Cambridge's institutional and disciplinary contexts.

- Set clear, consistent expectations for inclusive curriculum design and delivery.
- Equip and empower staff to create learning environments where all students can thrive.
- Align institutional data, processes, and systems to support inclusive practice and enable meaningful action.
- Provide targeted support for staff and students to engage confidently with inclusive teaching and learning.

## Looking Ahead

### Inclusive Staff Training Design and Delivery

We will provide opportunities for colleagues to strengthen disability inclusion in staff training through two half-day workshops: 'Designing Inclusive Training and Delivering Inclusive Training.' The design sessions will enable participants to review their own training designs to identify potential barriers, apply inclusive design principles, and produce accessible materials. The delivery sessions will equip participants to utilise inclusive facilitation techniques, manage training settings to reduce participation barriers, and respond confidently to requests for adjustments. By embedding these practical approaches, this initiative will help staff training to be more inclusive and accessible.

### Workplace Adjustments Survey

In 2025, the Workplace Adjustment Group undertook a comprehensive analysis to identify gaps in the provision of workplace adjustments for staff. This work represents a significant step forward in our commitment to disability equality and accessibility across the University.

An initial draft of a workplace adjustment survey was developed by the group, and a competitive tender process was successfully completed to appoint an external provider to refine and implement the survey. It is anticipated that the survey will be launched during the Easter term 2026. Its purpose is to gather detailed insights into the specific adjustments and support required by disabled staff, enabling us to better understand and respond to their needs.

The findings from this survey will inform the development of targeted strategies that not only meet our legal obligations under the Equality Act 2010 but also advance our broader aim of fostering an inclusive and supportive working environment. By addressing the barriers faced by disabled colleagues, we are taking meaningful steps towards ensuring that all members of our University community can thrive.

# Staff Data Overview

This section presents University of Cambridge staff equality and diversity information for the academic year 2024-25, excluding Colleges, which are separate entities. Please refer to the staff definitions and notes section for a detailed explanation of the data provided<sup>1</sup>.

On 31<sup>st</sup> March 2025, the University had 14,282 employees in four University staff groups (**Table 1**). Please note Assistant and Academic-Related staff are combined in the following pages of this report into Professional Services Staff (PSS).

**Table 1: Headcount by staff group**

Staff Group	Number of employees (headcount)	Percentage of employees
Academic	2,234	15.6%
Academic-Related	3,418	23.9%
Assistant	4,667	32.7%
Researchers	3,963	27.8%
Total	14,282	100.0%

## Key figures

As of 31<sup>st</sup> March 2025, of all employees at University of Cambridge:

- 54.5% were women.
- 18.5% declared to be of an ethnic minority.
- 6.6% disclosed having a disability.
- 7.5% declared their sexual orientation to be LGB+.

<sup>1</sup> This ED&I Information Report is derived from the Cambridge Human Resources Information System (CHRIS) as of 31 March 2025 census date, with the exception of the recruitment data which covers the period 1 April 2024 to 31 March 2025.

# Diversity of Leadership

The main decision-making bodies at the University of Cambridge are the University Council, the General Board of Faculties and the Councils of the Schools. These committees consist of appointed, elected, and ex-officio members, with many individuals serving on multiple committees. Table 2 displays the ratios for female and B.A.M.E.<sup>2</sup> (*where ethnicity is known*) staff on the main committees.

In 2025, the School of the Physical Sciences achieved gender parity on its Council, marking a significant improvement compared to 2024, when women only comprised 31.3% of its membership. The School of the Biological Sciences has maintained gender parity on its Council, while the School of Arts and Humanities has seen a decline, with female representation falling just below parity to 46.7% in 2025. Despite some improvements compared to previous year, the lowest levels of female representation on School Councils continue to be observed within the School of Technology and the School of Clinical Medicine.

The University currently does not collect ethnicity data on external committee members. This results in a high percentage of undisclosed ethnicity, particularly on the University Council, where no data is held for 61.5% of members. For other committees, 'unknown' ethnicity ranges from 8.3% to 36.4%. Consequently, interpreting the 'percentage of B.A.M.E.' figures require caution. Notably, the General Board of the Faculties has the highest proportion of ethnic minority members in 2025 (16.7%).

**Table 2: Proportion of female and B.A.M.E. of the University's main committees**

Committee	Percentage of Female	Percentage of B.A.M.E.
University Council	46.2%	10.0%
General Board of the Faculties	33.3%	16.7%
Council of the School of Arts and Humanities	46.7%	15.4%
Council of the School of the Biological Sciences	50.0%	13.6%
Council of the School of Clinical Medicine	29.6%	9.5%
Council of the School of the Humanities and Social Sciences	43.8%	7.7%
Council of the School of the Physical Sciences	50.0%	14.3%
Council of the School of Technology	31.8%	14.3%

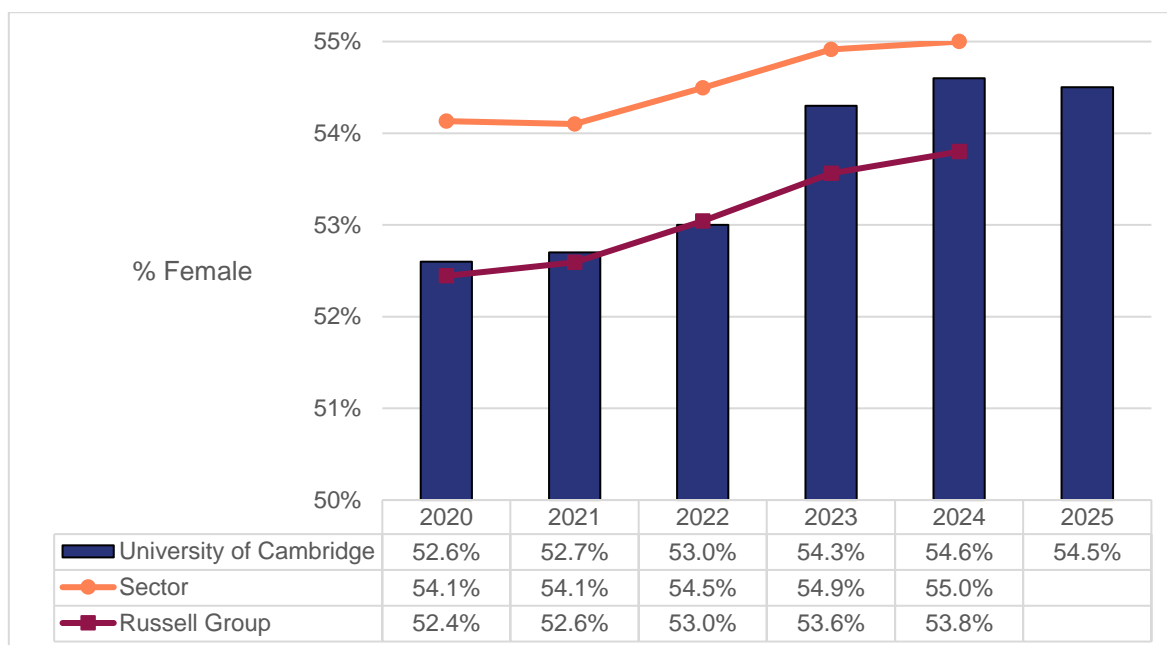
<sup>2</sup> This report uses the term 'B.A.M.E.' to categorise staff who identify as Black, Asian or of other minority ethnic backgrounds. This aligns with HESA classifications and terminology to enable comparisons with national data sets, yet the University is aware of the limitations and the contested nature of these terms in relation to the self-definitions of people from racially minoritised backgrounds. It is our aim to tackle all forms of inequality including racism and foster inclusion.

# Diversity Profile of Staff

## Gender

As of March 2025, women represent<sup>3</sup> 54.5% of the total staff at the University of Cambridge. This proportion has remained consistent with the previous year (see figure 1) and continues to exceed the Russell group average<sup>4</sup> for 2024.

**Figure 1: Proportion of female staff 2020-2025 with benchmarks**

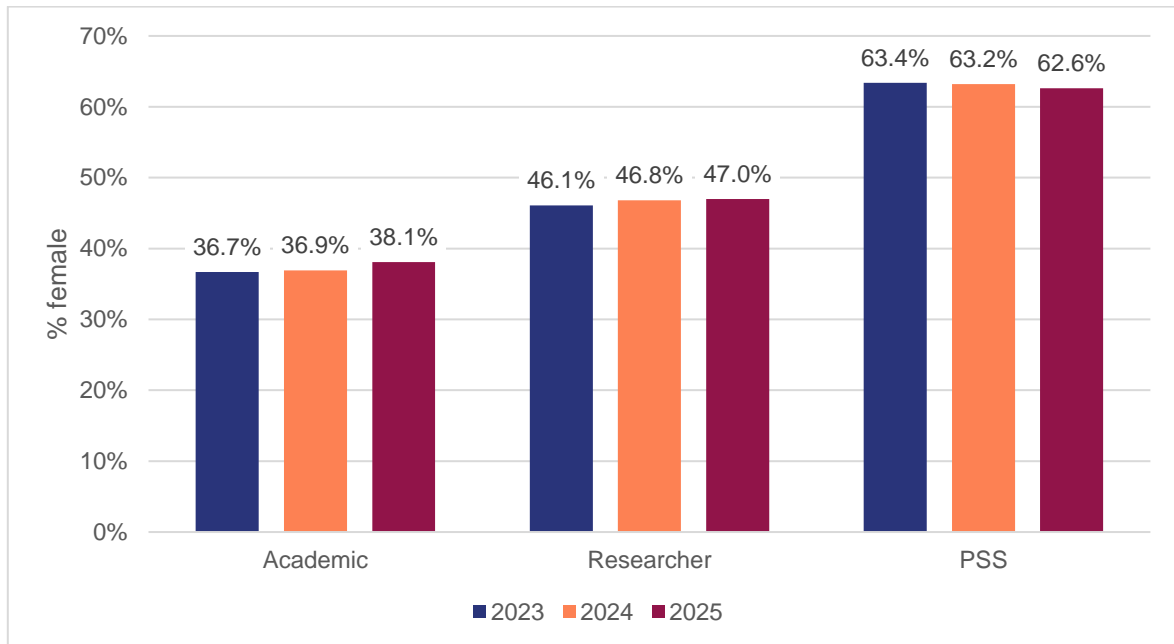


In 2025, the gender distribution across the three main staff groups (Academic, Researcher and Professional Services), continues to show significant variation (see figure 2). Although slightly lower than in the previous year, the highest proportion of women employees remains in Professional Services (62.6%). The Academic staff group still has the lowest proportion of women; however, the ratio has improved by 1.2 percentage points compared to previous year. The proportion of female researchers has increased slightly year-on-year and reached 47.0% in 2025.

<sup>3</sup> This report uses ‘women’/‘men’ or ‘female’/‘male’ when analysing gender data. We recognise that there are limitations using binary sex only and acknowledge that there is further work required around gathering gender identity data.

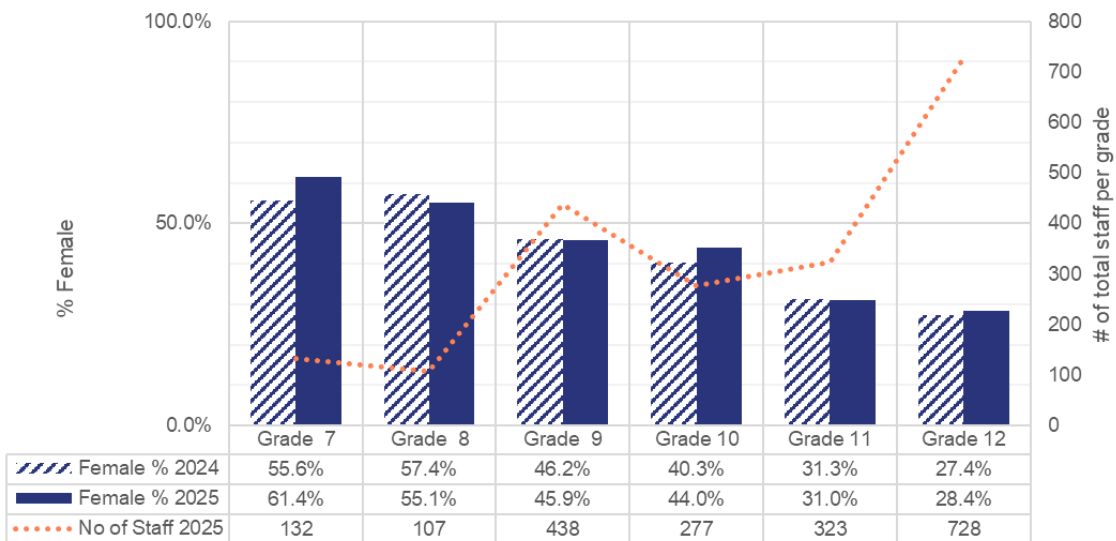
<sup>4</sup> At the time this report was produced the Sector/ Russell Group data for 2025 had not been released.

**Figure 2: Proportion of female staff 2020-2024 for each main staff group**



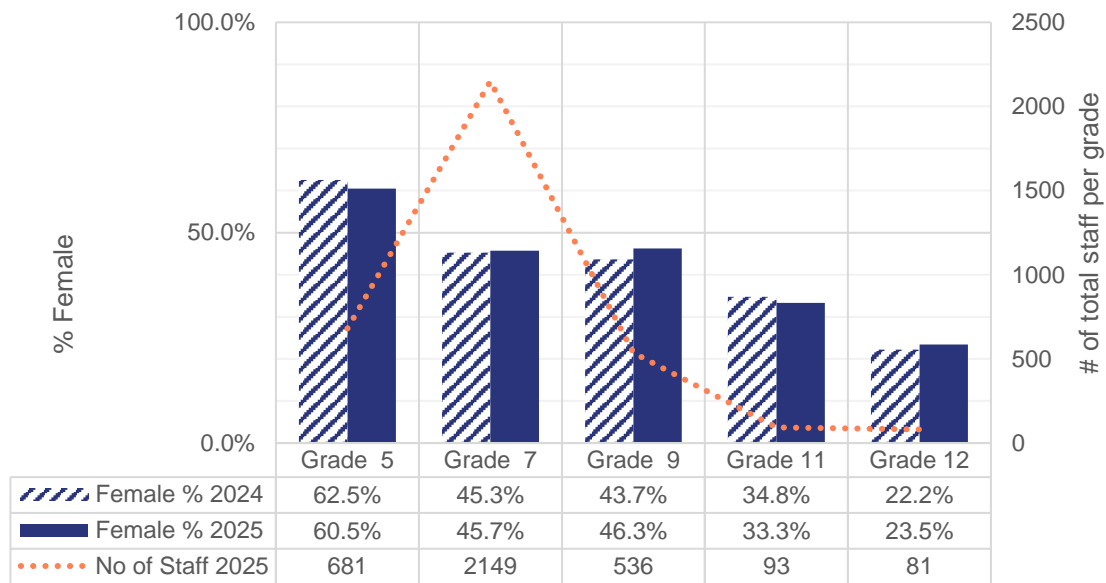
An analysis of the gender distribution among Academic staff across the University’s grading structure shows that the majority of Academic roles are concentrated in Grade 12, which rose by 5.5%, from 690 positions in 2024 to 728 in 2025. However, only 28.4% of these roles are held by women. While this figure has shown a positive year-on-year trend (25.5% in 2023), female Academics remain predominantly in lower-graded roles. Increasing the proportion of women in Grade 12 positions is a key objective of the Athena Swan Action Plan 2024–2029, which sets a target of 35% female representation in these roles by 2029.

**Figure 3: Proportion of female academic staff by grade 2024-2025**



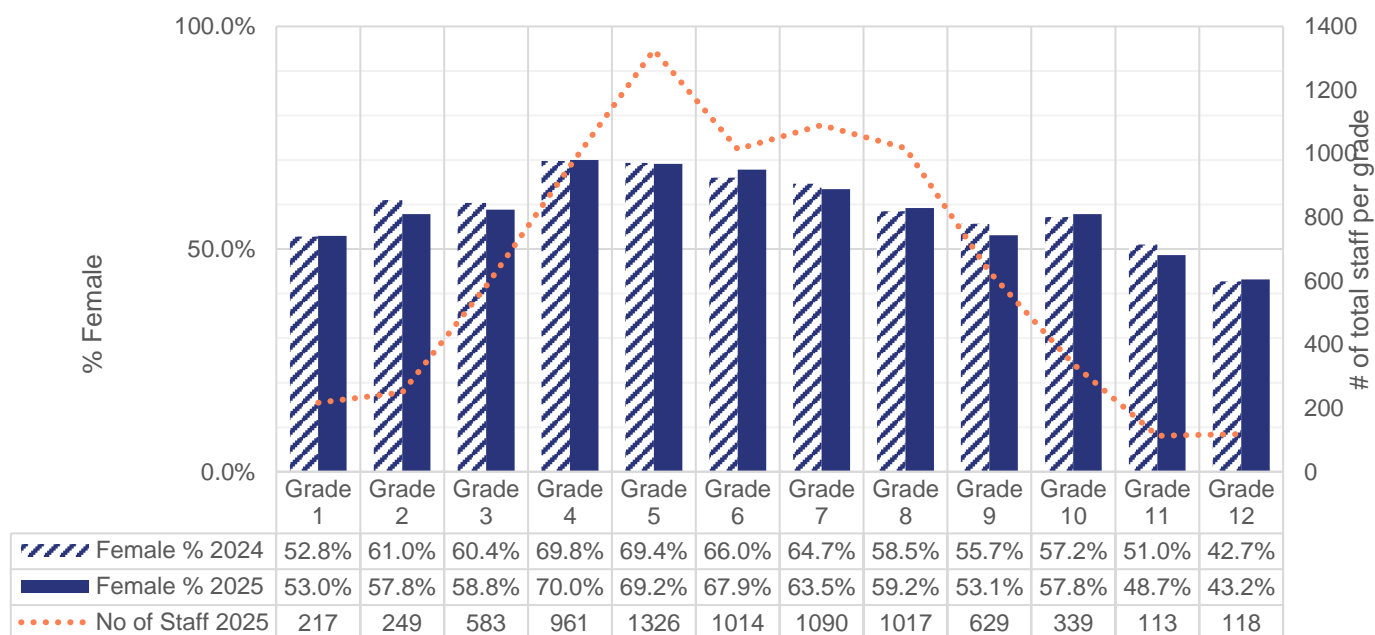
Similar to the distribution of Academic employees by gender across the University’s grading structure, female Research staff is concentrated in the lower grades, with only 23.5% of Researchers at grade 12 being women in 2025. However, compared to Academics, Researchers in general are concentrated in lower grades with the majority (2,149) of staff being in grade 7. As with Academics the proportion of women in grade 12 has increased slightly compared to previous year. The University has developed a new career pathway for Research staff to support promotions to higher graded Research posts which will be launched in the academic year 2026/2027.

**Figure 4: Proportion of female research staff by grade 2024-2025**



Unlike in Academic and Research staff roles, women comprise over half of the employees across almost all grades of Professional Services roles. The exception being grade 11 and 12, where slightly less than half (48.7% and 43.2% respectively) of the staff are female.

**Figure 5: Proportion of female Professional Services staff by grade 2024-2025**



Despite a rise in the number of women Professors by 58 since 2022, the University of Cambridge still falls short of both the Russell Group (30.5%) and the sector gender benchmark for Professors (31.8%)<sup>5</sup>. Achieving a more balanced professoriate is one of the key challenges of the University of Cambridge and is listed as a key target in our Athena Swan action plan 2024-2029.

**Table 3: Professors by gender 2022-2025 with benchmarks**

Professors by gender	2022	2023	2024	2025
Female Professors	163	181	203	221
Male Professors	534	547	556	574
All Professors	697	728	759	795
% Female Professors Cambridge	23.4%	24.9%	26.7%	27.8%
Russell Group Benchmark	28.3%	29.3%	30.5%	*6

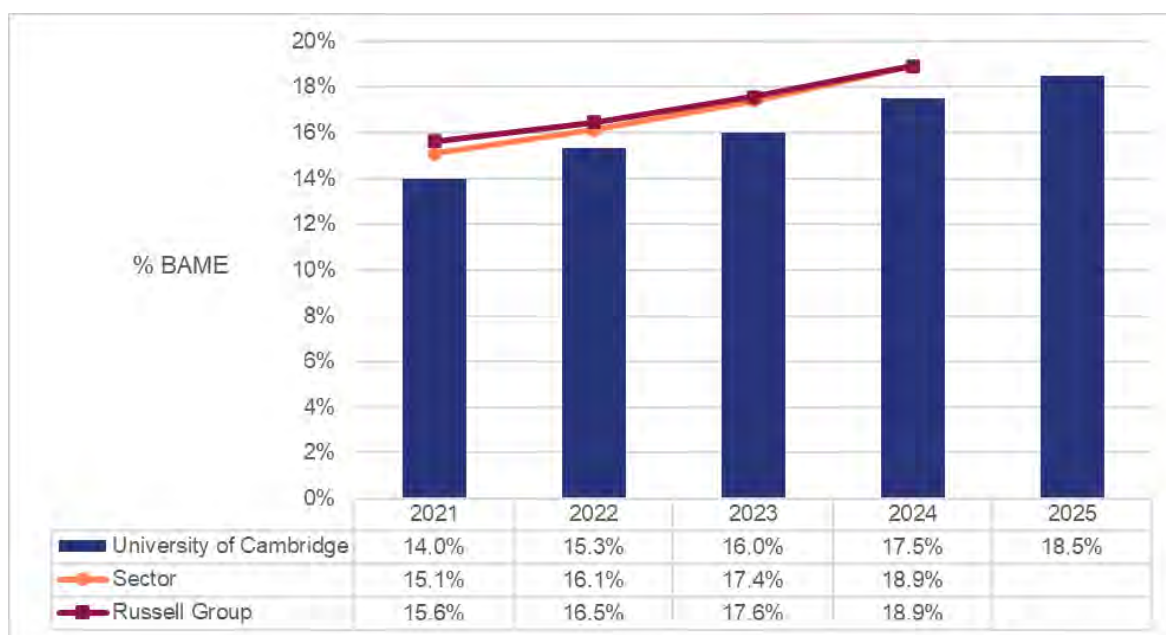
<sup>5</sup> Benchmarks include binary sex data only, since the University only records data based on binary sex.

<sup>6</sup> At the time this report was produced the Sector/ Russell Group data for 2025 had not been released.

## Ethnicity

The workforce at the University of Cambridge has become increasingly ethnically diverse, with year-on-year increments around 1 percentage point (p.p.) since 2021. As of March 2025, B.A.M.E. (Black, Asian, and Minority Ethnic)<sup>7</sup> employees represent 18.5% of the total staff employed. This is slightly below the Russell Group and the Higher Education sector average (18.9% in 2024) and signifies a consistent improvement (see figure 6).

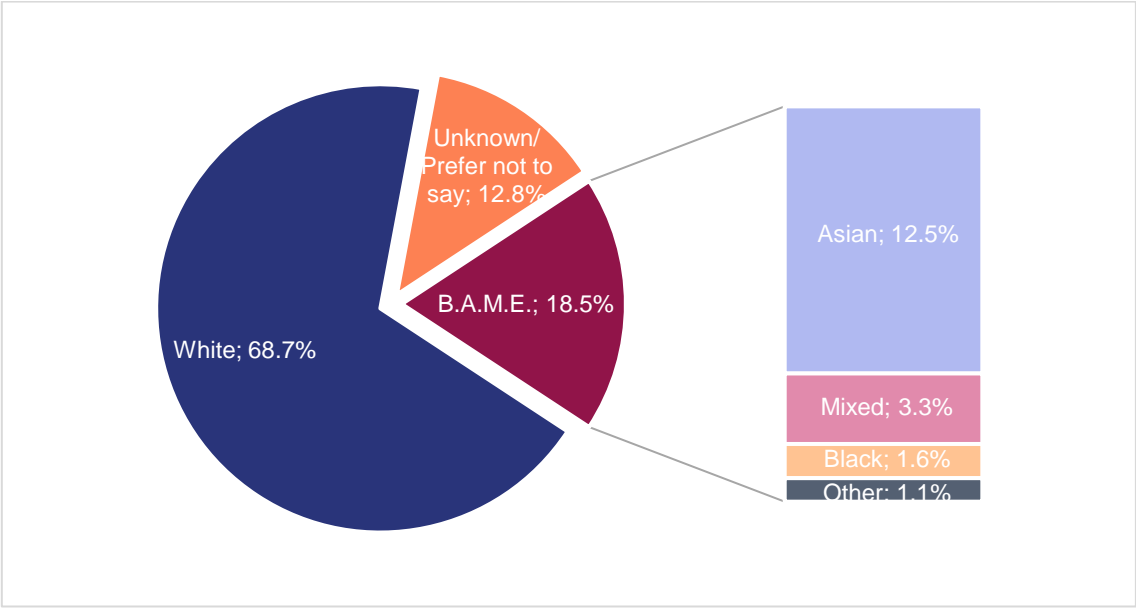
**Figure 6: Proportion of B.A.M.E. staff 2020-2025 with benchmarks**



Among all staff who identify as B.A.M.E., the largest group is of Asian origin, comprising 12.5% of the workforce (67.6% of B.A.M.E. employees). The second major category within B.A.M.E. staff is of Mixed Heritage, making up 3.3%, followed by employees who declare being of Black ethnicity (1.6%). The ethnicity disclosure rate has slightly worsened in 2025, 12.8% of employees' ethnicity was either unknown or not declared compared to 12.6% in 2024. The figures stated include both UK and non-UK national staff.

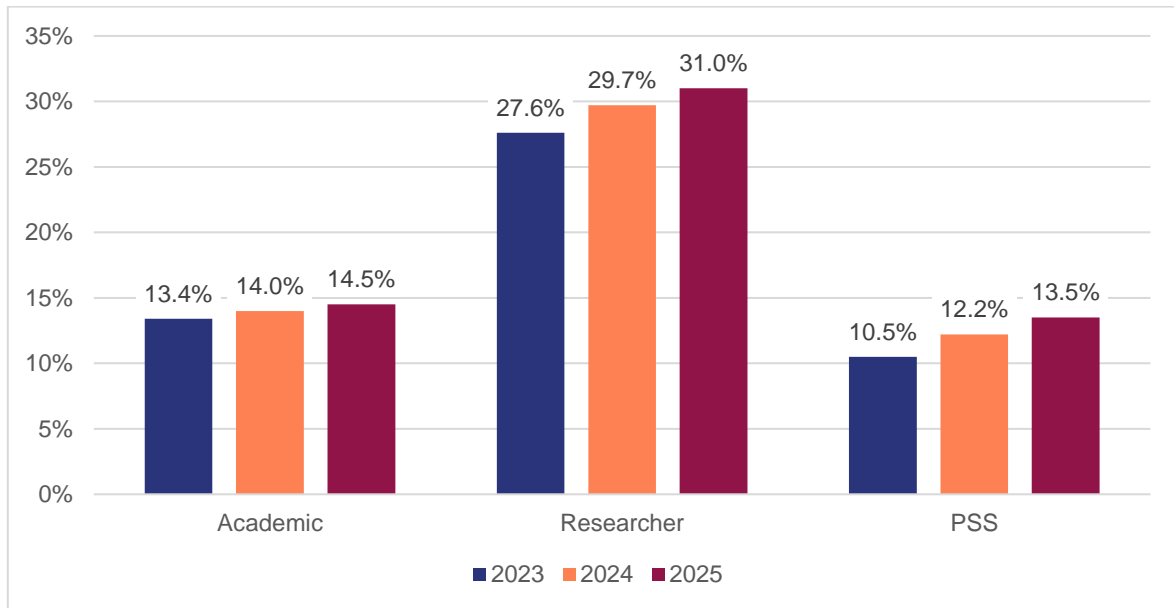
<sup>7</sup> This report uses the term 'B.A.M.E.' to categorise staff who identify as Black, Asian or of other minority ethnic backgrounds. This aligns with HESA classifications and terminology to enable comparisons with national data sets, yet the University is aware of the limitations and the contested nature of these terms in relation to the self-definitions of people from racially minoritised backgrounds. It is our aim to tackle all forms of inequality including racism and foster inclusion.

**Figure 7: Breakdown of ethnicity 2025**



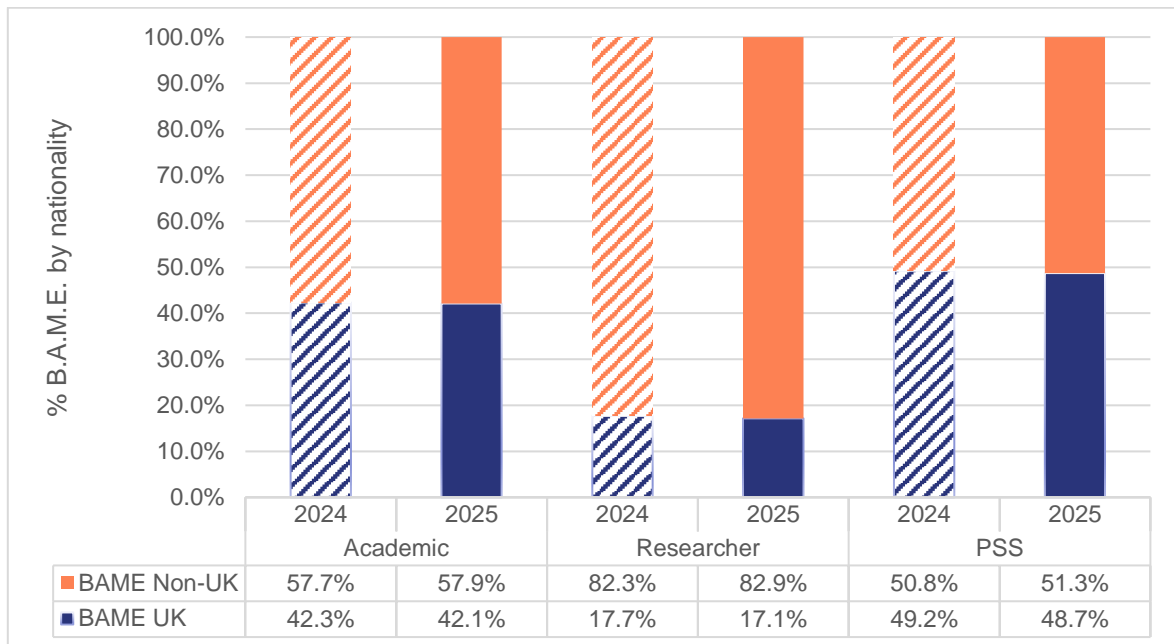
The proportion of B.A.M.E. staff varies by staff group (Academic, Researcher and Professional Services), with researchers having the highest ratio of B.A.M.E. staff (31.0% in 2025) and professional services the lowest (13.5% in 2025). Across all three staff categories the ratio of ethnic minority employees has been increasing over the past three years, with the most significant rise seen among researchers (increment of 3.4 percentage points) closely followed by professional services staff (3.0 p.p. increase). Disaggregating the broad B.A.M.E. classification, again the highest proportion of employees in each staff group identify as ‘Asian’ (Academic 8.9%, PSS 8.0%, Researcher 23.8%) and there is only a small number of ‘Black’ employees across all categories (Academic 0.7%, PSS 1.8%, Researcher 1.6%).

**Figure 8: Proportion of B.A.M.E. staff 2020-2025 for each main staff group**



In 2025, across all staff groups, the majority of ethnic minority employees are non-UK nationals, and this proportion continues to rise.

**Figure 9: Split of B.A.M.E. staff by nationality for each main staff group 2024-2025**



The following graphs illustrate the representation of B.A.M.E. employees in relation to staff who disclosed their ethnicity across all grades.

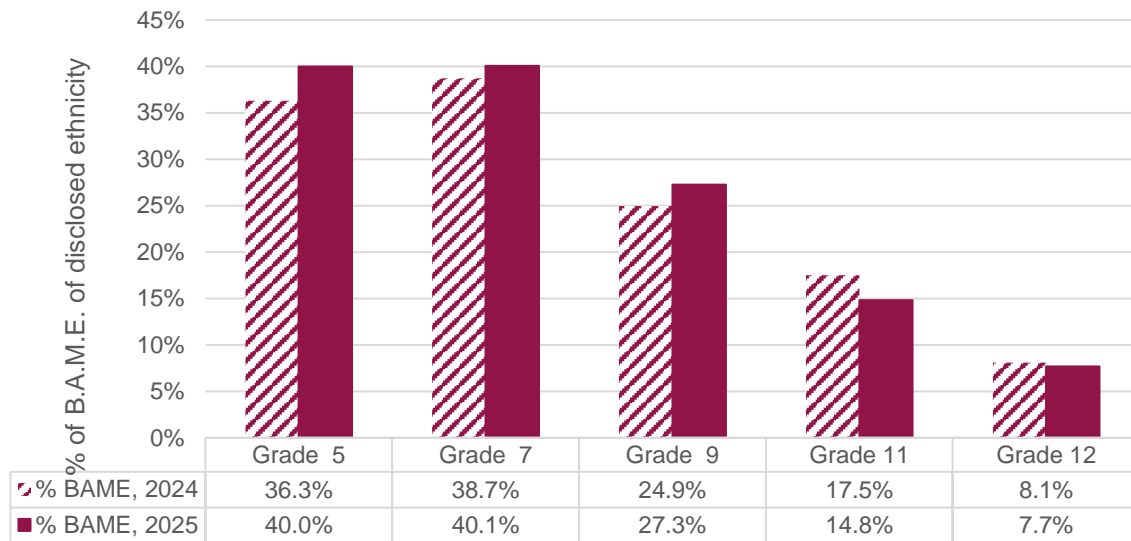
Compared to 2024, the proportion of B.A.M.E. academics has improved across all grades, except for grade 7. In spite of the overall improvements, B.A.M.E. academics are still predominantly in lower-graded roles, with the highest ratio (25.9%) at grade 7.

**Figure 10: Proportion of ethnic minority academic staff by grade 2024-2025**



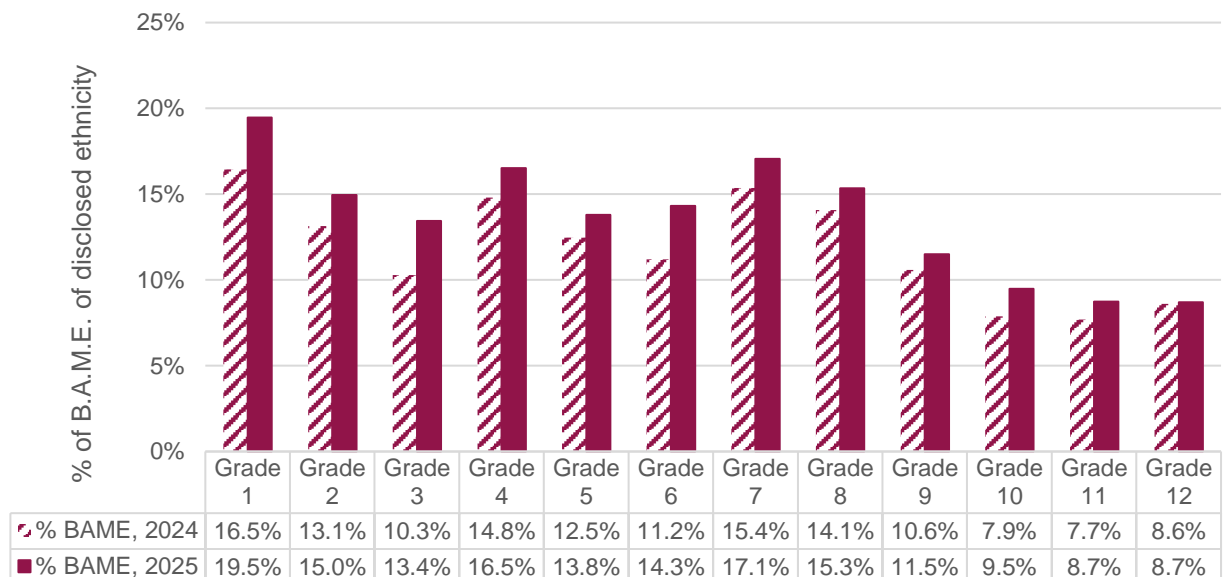
Albeit researchers having the highest representation of B.A.M.E. employees among all staff categories, disparities in the grade distribution between White and ethnic minority staff seem to persist. In 2025, the proportion of B.A.M.E. senior staff (Grade 11 and 12) has reduced for the second year in a row, (18.2% and 9.6% respectively in 2023). The University has developed a new career pathway for Research staff to support promotions to higher graded Research posts which will be launched in the academic year 2026/2027. Moreover, improving B.A.M.E. representation at senior level is one of the key priorities in our 2025-2030 Race Equality Charter action plan.

**Figure 11: Proportion of ethnic minority research staff by grade 2024-2025**



Analysing the distribution of professional services employees by ethnicity across the University’s grading structure reveals that - like academic and research staff - the proportion of ethnic minorities is slightly higher in lower grades compared to more senior grades (10-12). In 2025, the proportion of B.A.M.E. staff within professional services has increased across all grade levels.

**Figure 12: Proportion of ethnic minority PSS staff by grade 2024-2025**



Over the past three years the number and proportion of B.A.M.E. Professors has been steadily increasing from 9.8% in 2022 to 12.1% in 2025. This is closely aligned with the Russell Group

average. When disaggregating the B.A.M.E. category - like with the overall proportions - the majority of Professors identify as of Asian origin (6.4%), while the smallest number of Professors is of Black ethnicity (0.4%). Improving B.A.M.E. representation at senior level is one of the key priorities in our 2025-2030 Race Equality Charter action plan.

**Table 4: Ethnicity breakdown of Professors 2022-2025 with benchmarks**

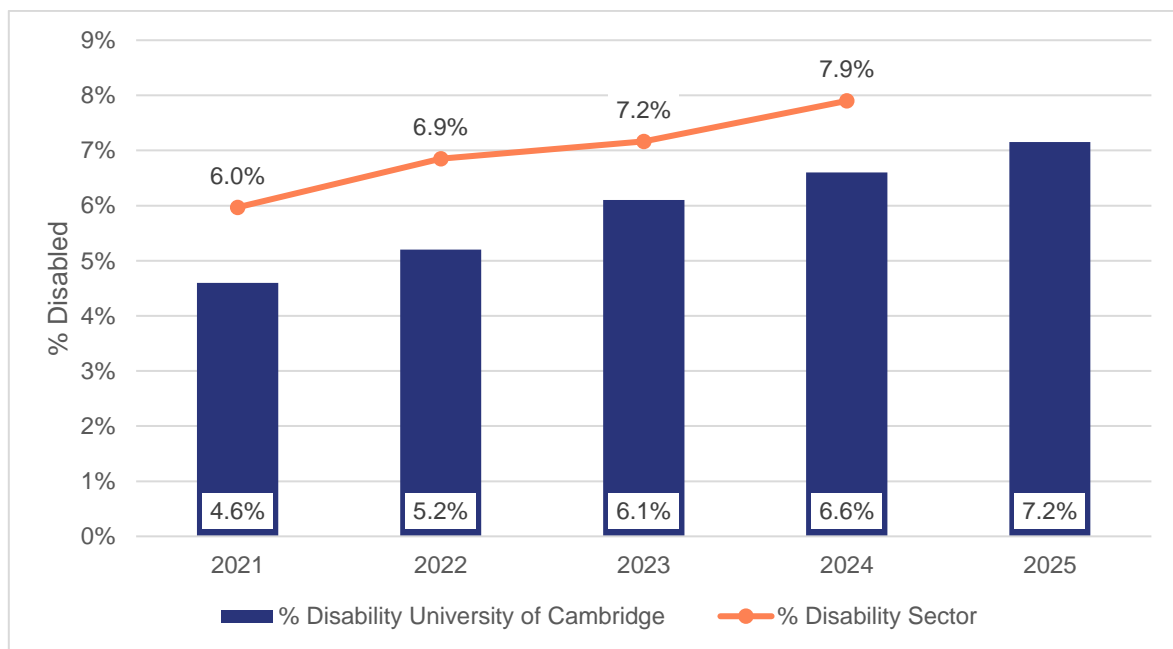
<b>Professors by ethnicity</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
B.A.M.E. Professors	56	65	72	80
Ethnicity Not Disclosed	125	133	123	133
All Professors	697	728	759	795
<b>% B.A.M.E. Professors (of disclosed ethnicity)</b>	9.8%	10.9%	11.3%	12.1%
Russell Group Benchmark (of disclosed ethnicity)	10.5%	10.9%	11.8%	*8
<b>Professors by ethnic group (of total)</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
Asian	4.4%	5.6%	6.3%	6.4%
Black	0.4%	0.3%	0.3%	0.4%
Mixed	1.3%	1.4%	1.4%	1.9%
Other	1.9%	1.6%	1.4%	1.4%
White	74.0%	72.8%	74.3%	73.2%
Unknown	17.9%	18.3%	16.2%	16.7%

<sup>8</sup> At the time this report was produced the Sector/ Russell Group data for 2024 had not been released. The Russell Group Benchmark figure in Table 4 has been derived as % of disclosed Ethnicity. In the 2022-23 this figure was calculated as % of all professors.

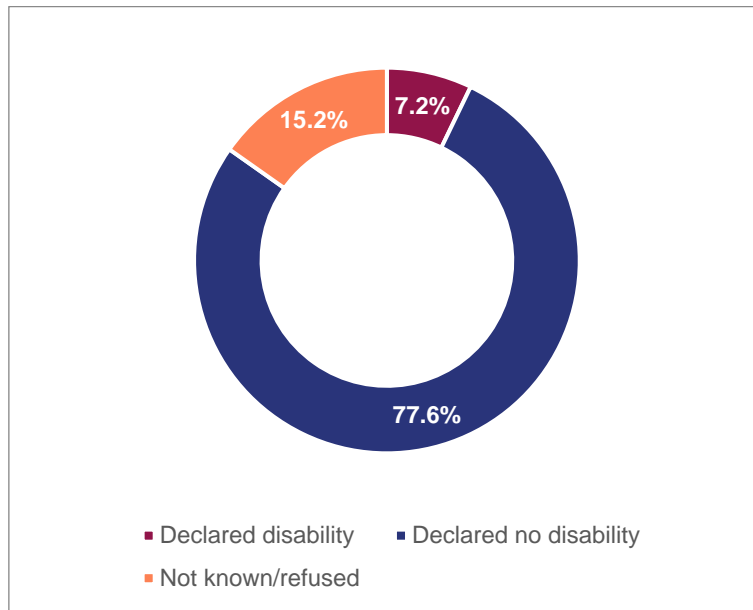
## Disability

The number and proportion of employees who disclosed a disability increased in 2025 – from 931 in 2024 to 1022 – resulting in an increase of the proportion of disabled staff by 0.6 p.p. (6.6% in 2024). This is a substantial improvement, yet the ratio remains below the Higher Education sector benchmark. The ratio of staff selecting ‘unknown/prefer not to say’ has also slightly reduced in 2025 to 15.2% (16.0% in 2024). A workplace adjustment survey will be launched in Easter Term to gather more insights into lived experience of disabled employees.

**Figure 13: Disability disclosure 2020-2025 with benchmark**

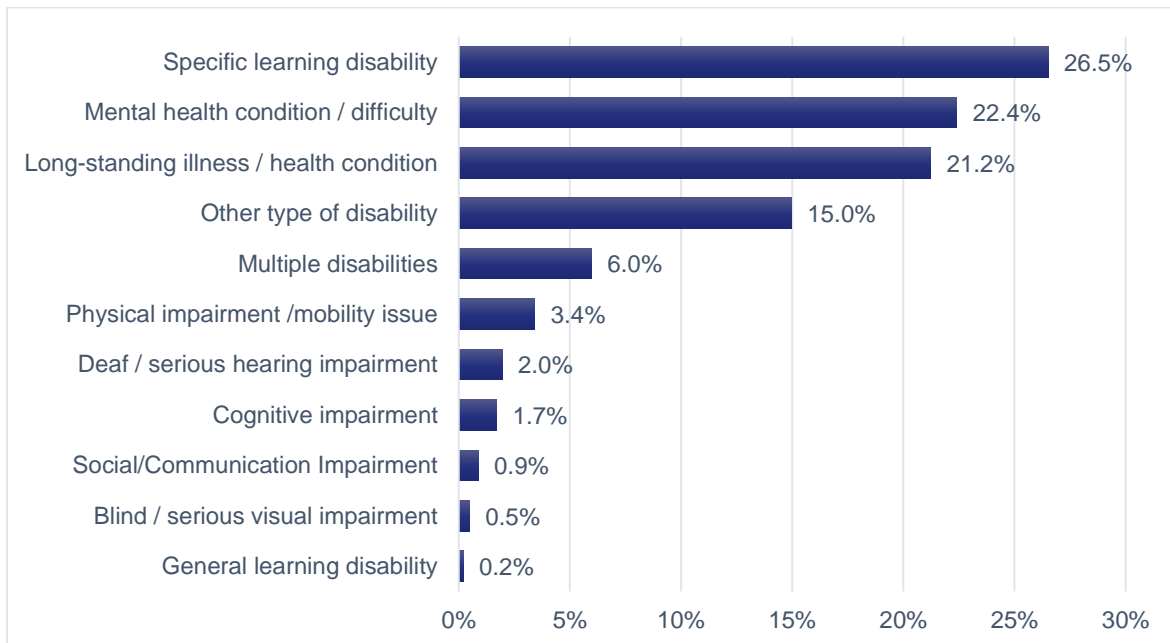


**Figure 14: Disability disclosure 2025**



The most frequently reported disability type continues to be a specific learning disability (26.5%), followed by mental health conditions (22.4%) and long-standing illnesses/ health conditions (21.2%).

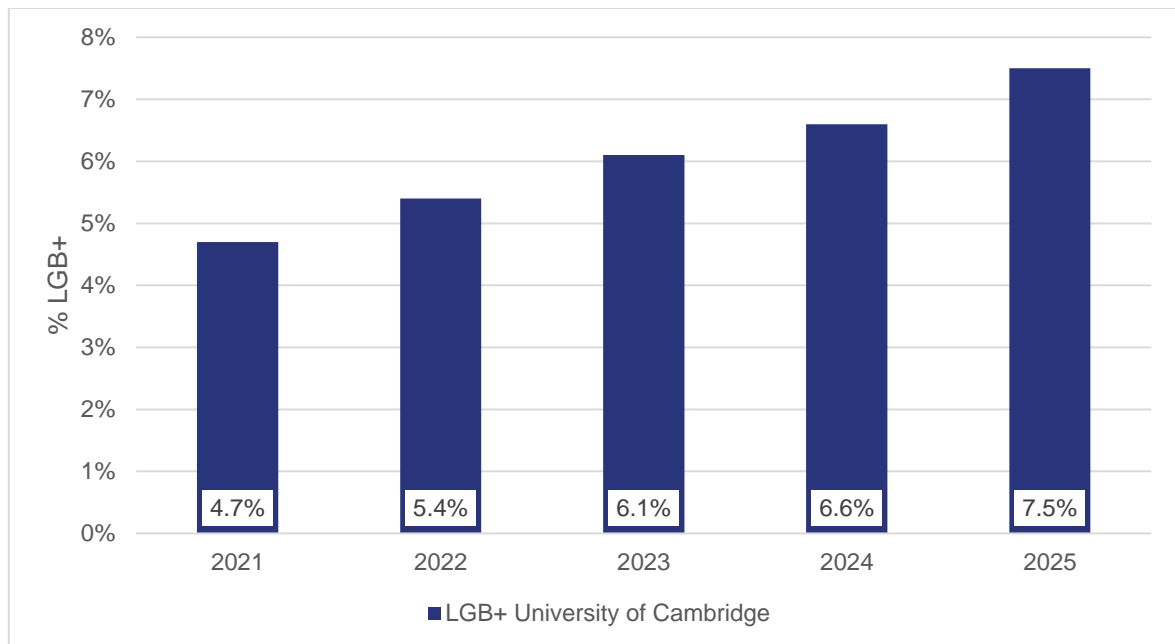
**Figure 15: Breakdown of disability types 2025**



## Sexual Orientation

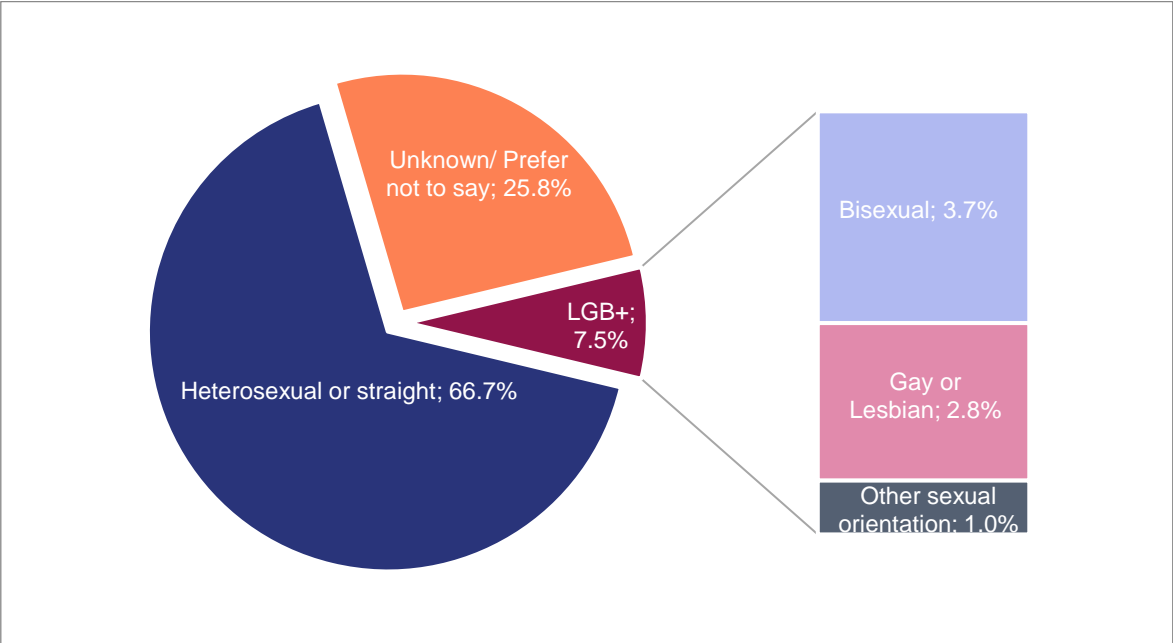
In 2025, 1069 (930 in 2024) employees at the University of Cambridge disclosed their sexual orientation to be LGB+. Over the past five years the proportion of staff declaring that they are LGB+ has steadily increased year-on-year and reached 7.5% in 2025 (see figure 16).

**Figure 16: Proportion of LGB+ staff 2020-2025**



Among all staff who disclosed being LGB+, the largest group identified as bisexual (3.7% in 2025). The second-largest group were those who identified as gay or lesbian (2.8% in 2025), followed by 1.0% who selected 'other sexual orientation'. While the sexual orientation disclosure rate has improved compared to 2024 (31.3%), non-disclosure remains with 25.8% at a high level.

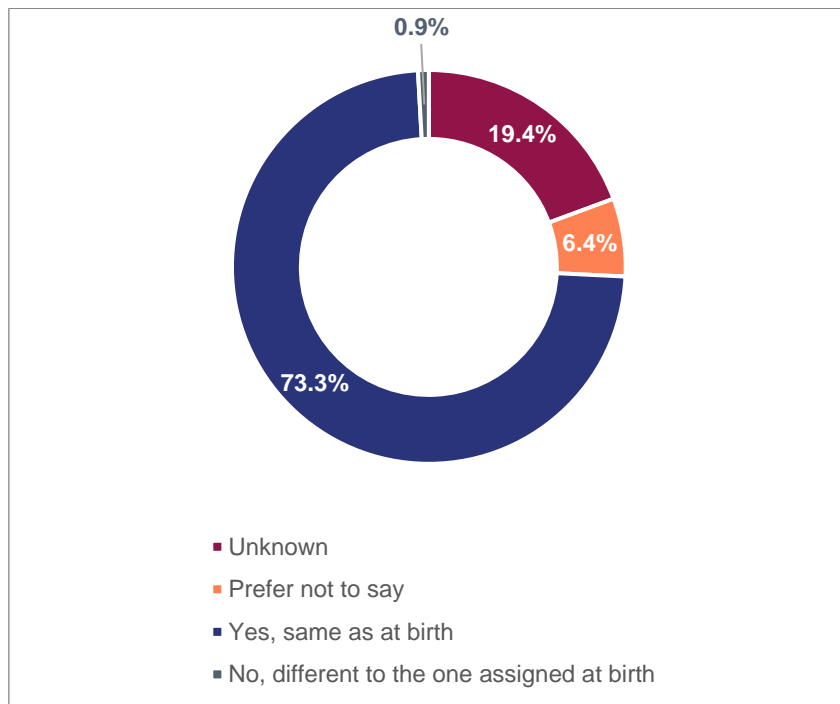
**Figure 17: Breakdown of sexual orientation 2025**



## Gender Identity

In 2025, 126 staff (0.9%) self-identified as a different gender identity to the one assigned at birth.

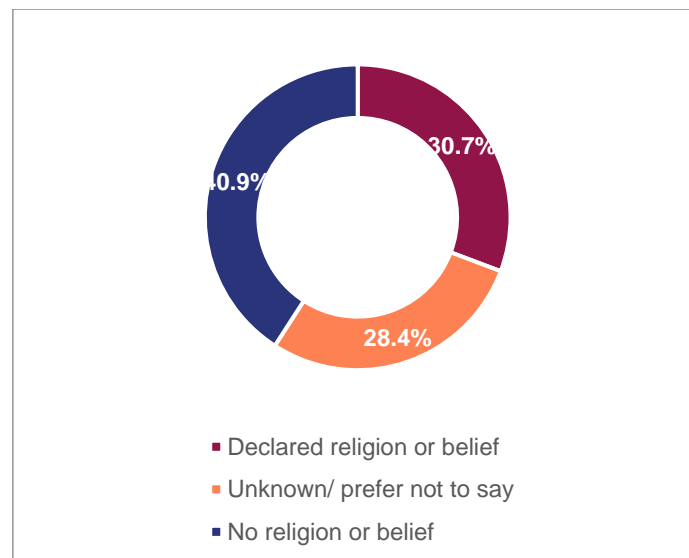
**Figure 18: Gender identity status**



## Religion or Belief

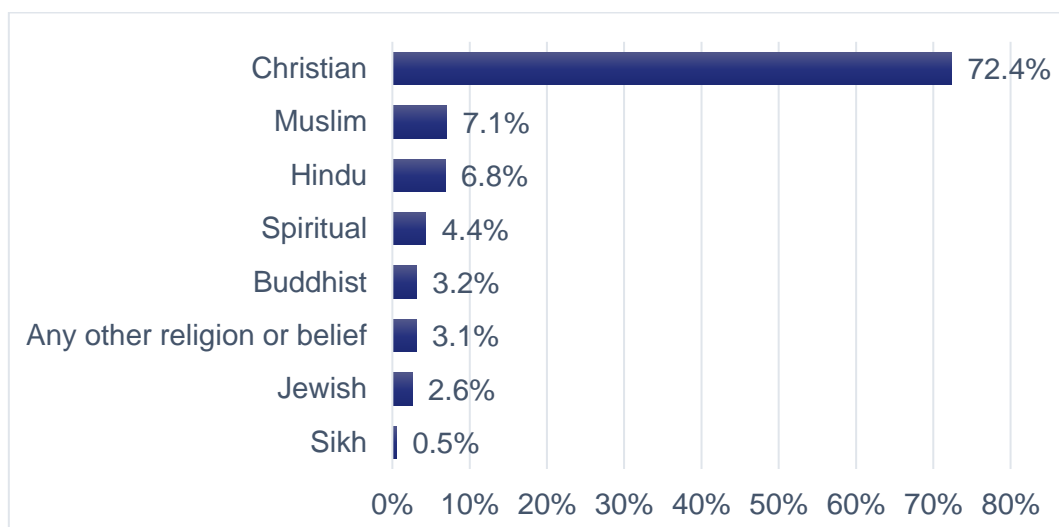
In 2025 there have not been any major changes in the proportion of employees declaring a religious belief (30.7%) and those with no religion (40.9%) compared to 2024 (28.1% and 40.1% respectively). Simultaneously, the ratio of staff who 'prefer not to say' or have not provided any data decreased further (from 31.9% in 2024 to 28.4% in 2025).

**Figure 19: Breakdown of religion and belief 2025**



7 out of 10 employees who have provided information regarding their religion or beliefs (excluding 'prefer not to say') declare to be Christian (72.4% in 2025).

**Figure 20: Breakdown of employees who share a religion and belief 2025**



# Staff Recruitment

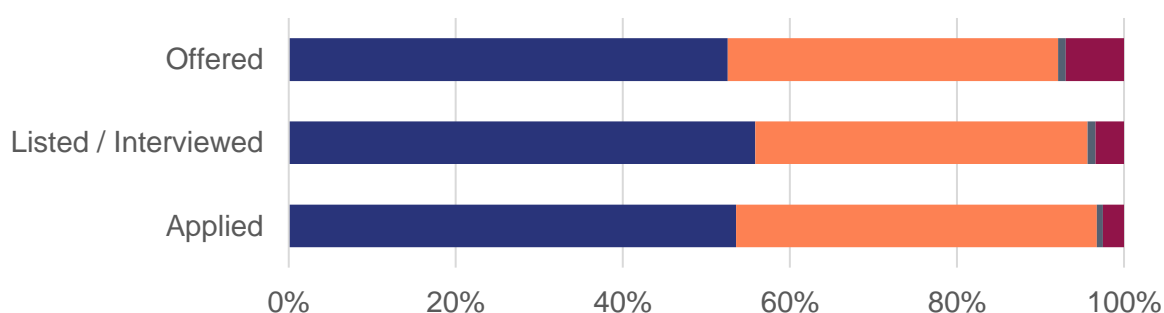
Between 1<sup>st</sup> April 2024 and 31<sup>st</sup> March 2025, the University of Cambridge received 95,750 applications, representing an 22% increase compared to the previous year (78,738). From this pool, 3,592 offers of employment were extended (4,027 April 2023 - March 2024). Notably, the number of available posts has declined for the second consecutive year down from 4,304 in 2022–23.

Over half of the roles offered (52.8%) were in Professional Services, although this proportion has continued to decrease year-on-year (59.7% in 2022-23). Research positions accounted for 41.6% of offers and Academic posts comprised just 5.7% of the total. The average number of applicants per post increased across all job categories during the reporting period, with academic roles attracting 37 applicants per post (up from 36 in 2023–24), research roles receiving 26 applicants per post (up from 22), and professional services roles also averaging 26 applicants per post (a notable rise from 17 in the previous year).

## Recruitment by Gender

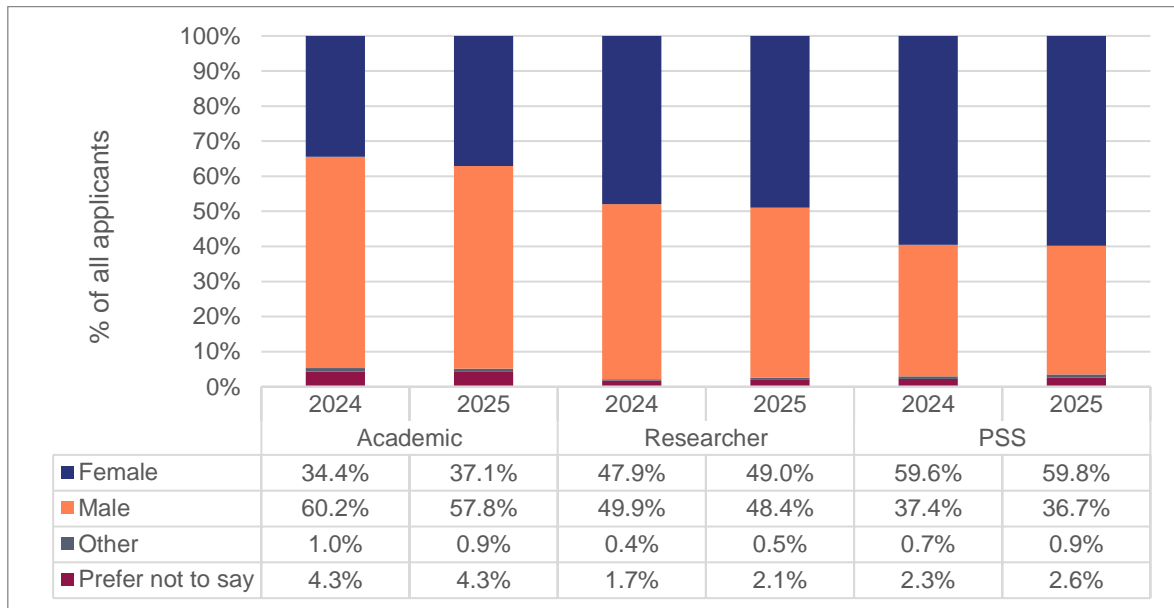
Across all staff groups, the University continues to attract a greater number of applications from women (51,275 in 2024/25) than from men (41,359 in 2024/25). When examined by staff category, applications for Academic roles remain predominantly male (57.8% in 2024/25), whereas most applicants for Professional Services positions are female (59.8% in 2024/25). Encouragingly, the proportion of women applying to Academic roles has continued to rise, reaching 37.1% in 2025, up from 34.4% in the previous year. In Research roles, a notable shift occurred: while the proportion of male applicants was still higher in 2023/24 at 49.9%, this year marks the first time that female applicants have outnumbered their male counterparts, accounting for 49.0% of the total compared to 48.4% for men.

**Figure 21: Recruitment of all staff by gender 2025**



	Applied	Listed / Interviewed	Offered
Female	51275	8921	1888
Male	41359	6353	1420
Other	714	156	33
Prefer Not To Say	2402	544	251

**Figure 22: Applications by gender and staff category 2024-2025**



The data also indicates that women remain consistently more likely than men to be shortlisted for Academic and Professional Services roles. While this trend was also evident for Research roles during 2023/24, the pattern has shifted in the current reporting year. In 2024/25, female applicants were marginally less likely to be shortlisted for Research positions, with a difference of 0.1 percentage points compared to their male counterparts (refer to Tables 5–7: Percentage of Applicants Shortlisted by Gender). Additionally, women continue to demonstrate higher success rates than their male counterparts when applying for Academic and Professional Services roles. While the difference in success rates for Academics was marginal in 2023/24 (2.9% for women compared to 2.6% for men), the trend in 2024/25 has shifted markedly in favour of women, with women achieving a success rate of 3.8% compared to just 1.9% of men. For Research roles, success rates were equal across genders in 2023 (4.5%); however, in 2025, male applicants were slightly more likely to be offered a position, with a success rate 0.4 percentage points higher than that of female applicants (refer to Tables 5–7: Percentage of Applicants Offered by Gender).

**Table 5: Applications by gender for academic positions 2025**

Gender	# Applicants	% All ↓	# Shortlisted	% All ↓	% of Applicants Shortlisted →	# Offered	% All ↓	% of Shortlisted Offered →	% of Applicants Offered →
Women	2,795	37.1%	462	46.8%	16.5%	106	52.2%	22.9%	3.8%
Men	4,351	57.8%	462	46.8%	10.6%	81	39.9%	17.5%	1.9%
Other/ Prefer not to say	388	5.1%	64	6.5%	30.7%	16	7.9%	47.7%	7.4%
<b>Total</b>	<b>7,534</b>	<b>100.0%</b>	<b>988</b>	<b>100.0%</b>	<b>13.1%</b>	<b>203</b>	<b>100.0%</b>	<b>20.5%</b>	<b>2.7%</b>

**Table 6: Applications by gender for research positions 2025**

Gender	# Applicants	% All ↓	# Shortlisted	% All ↓	% of Applicants Shortlisted →	# Offered	% All ↓	% of Shortlisted Offered →	% of Applicants Offered →
Women	19,376	49.0%	2261	47.9%	11.7%	656	43.9%	29.0%	3.4%
Men	19,174	48.4%	2269	48.1%	11.8%	735	49.2%	32.4%	3.8%
Other/ Prefer not to say	1,033	2.6%	191	4.0%	37.4%	103	6.9%	95.0%	17.7%
<b>Total</b>	<b>39,583</b>	<b>100.0%</b>	<b>4,721</b>	<b>100.0%</b>	<b>11.9%</b>	<b>1,494</b>	<b>100.0%</b>	<b>31.6%</b>	<b>3.8%</b>

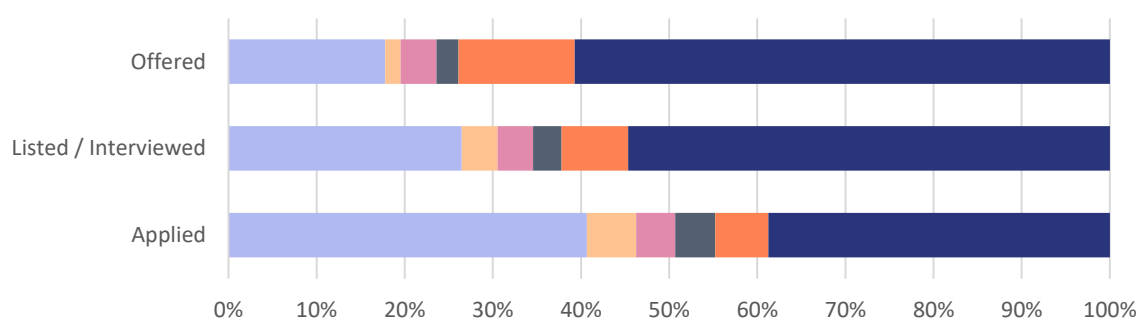
**Table 7: Applications by gender for professional services positions 2025**

Gender	# Applicants	% All ↓	# Shortlisted	% All ↓	% of Applicants Shortlisted →	# Offered	% All ↓	% of Shortlisted Offered →	% of Applicants Offered →
Women	29,104	59.8%	6198	60.4%	21.3%	1126	59.4%	18.2%	3.9%
Men	17,834	36.7%	3622	35.3%	20.3%	604	31.9%	16.7%	3.4%
Other/ Prefer not to say	1,695	3.5%	445	4.3%	51.3%	165	8.7%	59.6%	15.7%
<b>Total</b>	<b>48,633</b>	<b>100.0%</b>	<b>10,265</b>	<b>100.0%</b>	<b>21.1%</b>	<b>1,895</b>	<b>100.0%</b>	<b>18.5%</b>	<b>3.9%</b>

## Recruitment by Ethnicity

During the observed period (April 2024 – March 2025) the 'B.A.M.E.' proportion of all applicants went down by 1.6 p.p. to 52.7% (54.4% April 2023 – March 2024). Most ethnic minority candidates indicated to be of Asian origin (42.9%), exceeding the ratio of White applicants (40.9%).

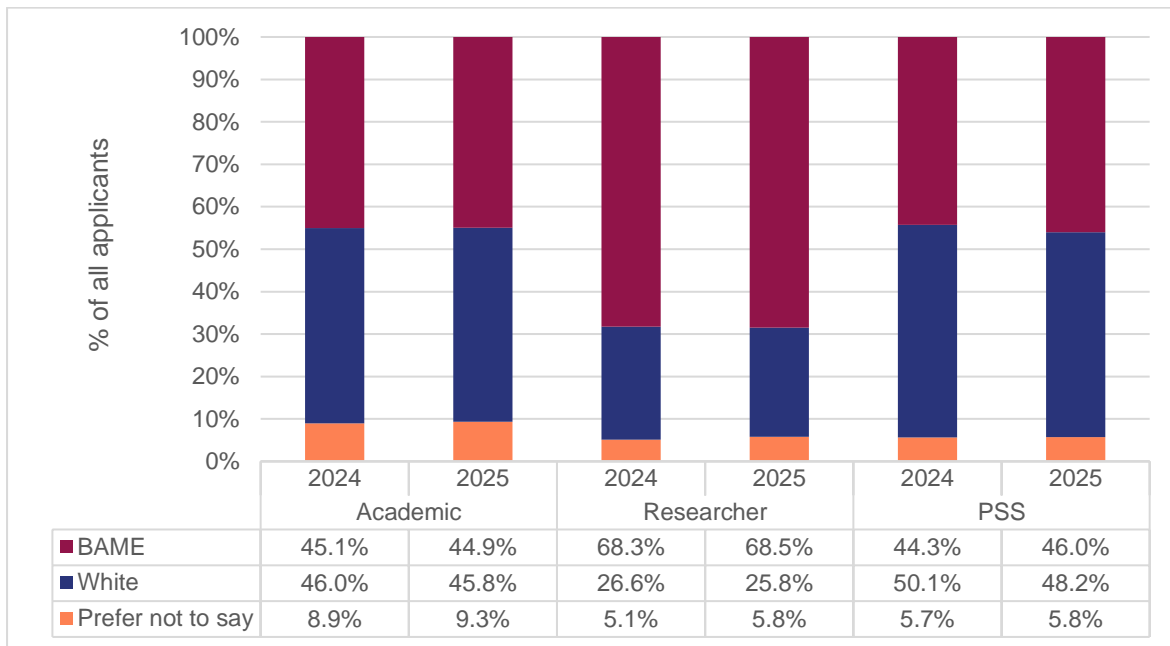
**Figure 23: Recruitment all staff by ethnicity 2025**



	Applied	Listed / Interviewed	Offered
Asian	38922	4229	639
Black	5382	646	62
Mixed	4241	647	146
Other	4322	515	91
Prefer Not to Say	5791	1207	473
White	37092	8730	2181

However, the proportion of ethnic minority applicants differs by staff group. Whilst over two-thirds of applications for Research roles were sent by B.A.M.E. candidates, for Academic and Professional Services positions the proportion is still under parity (44.9% and 46.0% respectively). Notably, the proportion of ethnic minority applicants for Professional Services roles rose by 1.7 p.p. compared to previous year's period (see figure 24).

**Figure 24: Applications by ethnicity and staff category 2023-2024**



B.A.M.E. candidates continue to be less likely shortlisted and made offers across all staff categories (see tables 8-10). The widest gap exists for Professional Services roles, where only 15.0% of B.A.M.E. applications were shortlisted in comparison to 26.3% of White candidates. Of all ethnic minority candidates interviewed, 15.5% were successful compared to 25.0% of all White applicants.

**Table 8: Applications by ethnicity for academic positions 2025**

Ethnicity	# Applicants	% All ↓	# Shortlisted	% All ↓	% of Applicants Shortlisted →	# Offered	% All ↓	% of Shortlisted Offered →	% of Applicants Offered →
White	3,448	45.8%	562	56.9%	16.3%	130	64.0%	23.1%	3.8%
B.A.M.E.*	3,385	44.9%	315	31.9%	9.3%	42	20.7%	13.3%	1.2%
→ Asian	2,107	28.0%	185	18.7%	8.8%	19	9.4%	10.3%	0.9%
Prefer not to say	701	9.3%	111	11.2%	15.8%	31	15.3%	27.9%	4.4%
<b>Total</b>	<b>7,534</b>	<b>100.0%</b>	<b>988</b>	<b>100.0%</b>	<b>13.1%</b>	<b>203</b>	<b>100.0%</b>	<b>20.5%</b>	<b>2.7%</b>

**Table 9: Applications by ethnicity for research positions 2025**

Ethnicity	# Applicants	% All ↓	# Shortlisted	% All ↓	% of Applicants Shortlisted →	# Offered	% All ↓	% of Shortlisted Offered →	% of Applicants Offered →
White	10,193	25.8%	2,009	42.6%	19.7%	770	51.5%	38.3%	7.6%
B.A.M.E.	27,099	68.5%	2,355	49.9%	8.7%	542	36.3%	23.0%	2.0%
→ Asian	21,237	53.7%	1,826	38.7%	8.6%	417	27.9%	22.8%	2.0%
→ Black	2,039	5.2%	133	2.8%	6.5%	20	1.3%	15.0%	1.0%
→ Mixed	1,593	4.0%	186	3.9%	11.7%	59	3.9%	31.7%	3.7%
→ Other	2,230	5.6%	210	4.4%	9.4%	46	3.1%	21.9%	2.1%
Prefer not to say	2,291	5.8%	357	7.6%	15.6%	182	12.2%	51.0%	7.9%
<b>Total</b>	<b>39,583</b>	<b>100.0%</b>	<b>4,721</b>	<b>100.0%</b>	<b>11.9%</b>	<b>1,494</b>	<b>100.0%</b>	<b>31.6%</b>	<b>3.8%</b>

**Table 10: Applications by ethnicity for professional services positions 2024**

<b>Ethnicity</b>	<b># Applicants</b>	<b>% All ↓</b>	<b># Shortlisted</b>	<b>% All ↓</b>	<b>% of Applicants Shortlisted →</b>	<b># Offered</b>	<b>% All ↓</b>	<b>% of Shortlisted Offered →</b>	<b>% of Applicants Offered →</b>
White	23,451	48.2%	6,159	60.0%	26.3%	1,281	67.6%	20.8%	5.5%
B.A.M.E.	22,383	46.0%	3,367	32.8%	15.0%	354	18.7%	10.5%	1.6%
→ Asian	15,578	32.0%	2,218	21.6%	14.2%	203	10.7%	9.2%	1.3%
→ Black	3,039	6.2%	490	4.8%	16.1%	41	2.2%	8.4%	1.3%
→ Mixed	2,183	4.5%	409	4.0%	18.7%	78	4.1%	19.1%	3.6%
→ Other	1,583	3.3%	250	2.4%	15.8%	32	1.7%	12.8%	2.0%
Prefer not to say	2,799	5.8%	739	7.2%	26.4%	260	13.7%	35.2%	9.3%
<b>Total</b>	<b>48,633</b>	<b>100.0%</b>	<b>10,265</b>	<b>100.0%</b>	<b>21.1%</b>	<b>1,895</b>	<b>100.0%</b>	<b>18.5%</b>	<b>3.9%</b>

# Academic Promotion

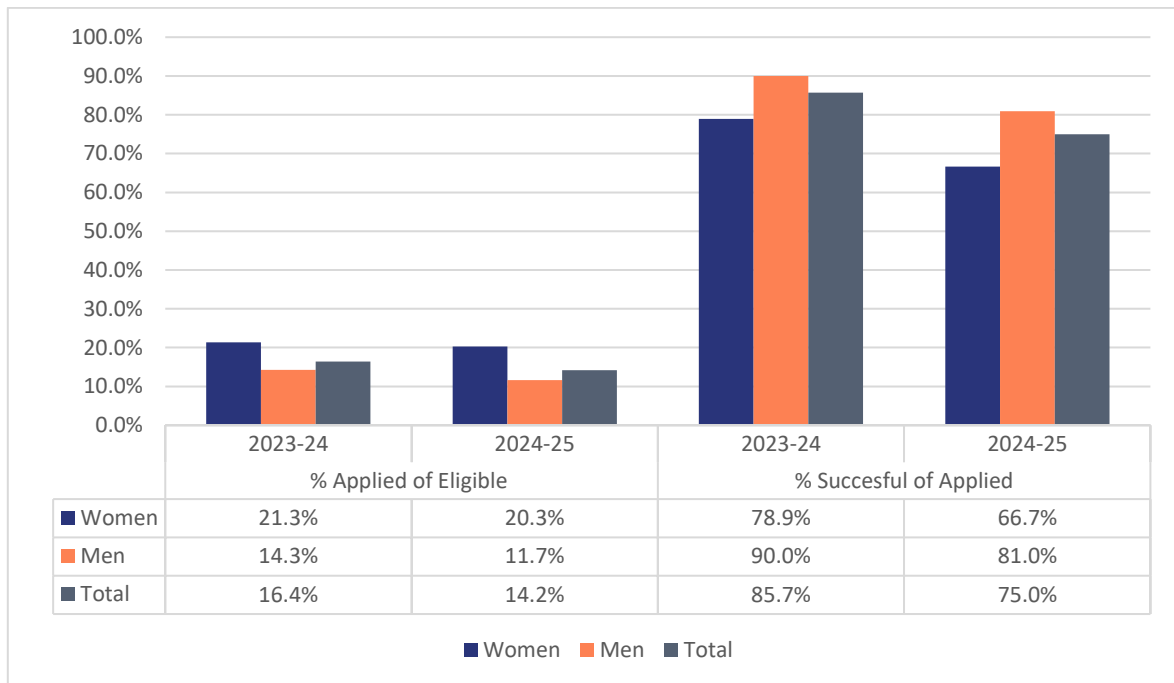
From 2021/2022, the previous annual Academic promotion scheme, Senior Academic Promotions (SAP), was replaced with the Academic Career Pathways scheme (ACP) and new Academic titles were adopted which replaced the previous titles used by the University, such as Reader and Senior Lecturer.<sup>9</sup>

- In the academic year 2024/25, 36 academics (14.2%) out of 254 eligible applied for promotion to Grade 12 Professorship. This represents a decrease both in the number and proportion of applicants for Grade 12 promotion compared to the previous academic year (49 and 16.4% respectively in 2023/24).
- The gender distribution of eligible employees remains similar to the previous academic year: 70.9% were male (70.2% in 2023/24) and 29.1% female (29.8% in 2023/24). From the eligible pool in 2024/25, 15 women and 21 men applied. Women were proportionately more likely to apply (20.3%) than men (11.7%), continuing the trend from 2023/24 (21.3% vs. 14.3%). While application success rates declined for both genders in 2024/25, the drop was more pronounced for women: women's success rate fell from 78.9% to 66.7%, while men's decreased from 90.0% to 81.0%. These figures highlight a widening gender gap in promotion outcomes, reinforcing the importance of targeted support for female academics as one of our actions in the University's Athena Swan Action Plan 2024–2029.
- As with the gender distribution, there have been no significant changes in the ethnic composition of eligible academics for Grade 12 Professorship. The number of eligible employees for Grade 12 Professorships from ethnic minority backgrounds remains low, with only 32 out of 254 in 2024/25 (12.6%) belonging to an ethnic minority group and over three-quarters (76.4%) of those eligible identifying as White. The ratio of academics who did not share their ethnic background increased slightly to 11.0% in 2024/25 (from 10.4% in 2023-24). Of the 36 applicants, 26 identified as White and 7 as being of Ethnic Minority origin. In 2024/25 ethnic minority staff were proportionately more likely to apply (21.9%) than White staff (13.4%) and those with unknown ethnicity (10.7%). However, success rates for ethnic minority applicants dropped significantly from 83.3% in 2023/24 to 57.1% in 2024/25, compared to a smaller decline among White applicants (from 87.2% to 80.8%) (Figure 26). This widening disparity in outcomes highlights the need for targeted support and monitoring. Identifying and addressing barriers to progression that limit ethnic minority staff from successfully applying for and advancing in professorial roles is a key priority in the Race Equality Charter Action Plan 2025–2030.

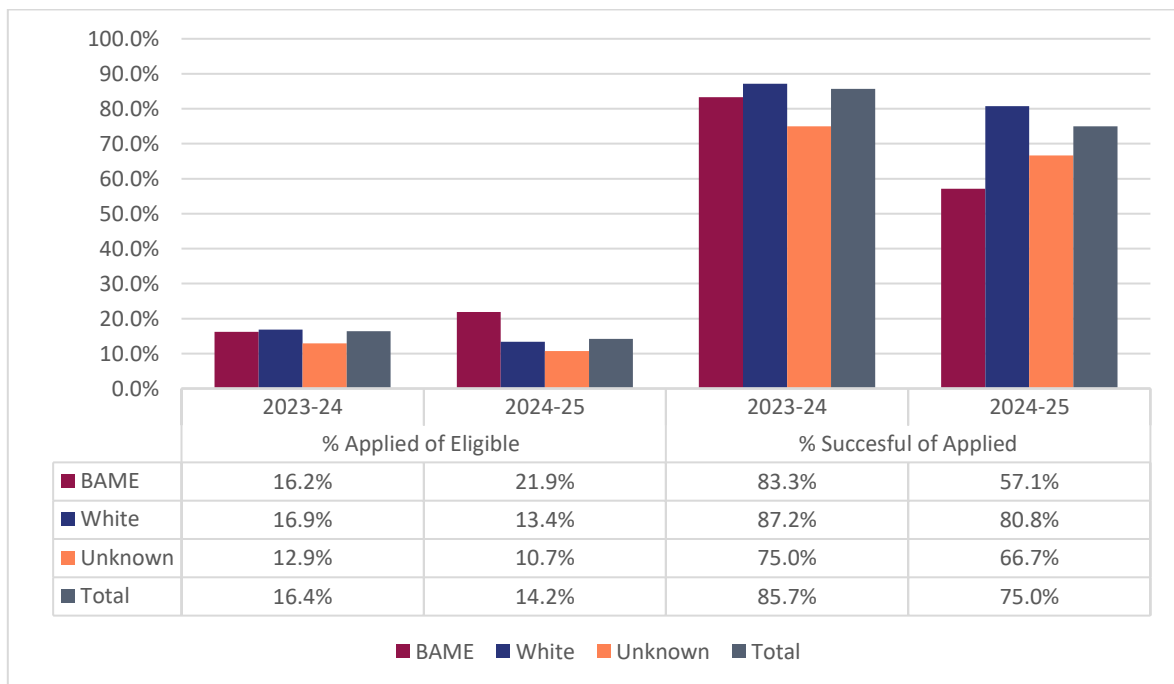
<sup>9</sup> The figures displayed refer to the Academic Career Pathways (Research and Teaching) scheme only. The University introduced a second Academic Career Pathway, 'Teaching and Scholarship' in 2022, which is also supported by a promotion scheme (ACP T&S). However, since the number of applicants for the ACP T&S pathway is smaller - many of the figures are <5 - they have been excluded from this section. In this report we have also changed the reporting methodology of the Academic promotion figures compared to previous years. Please refer to the notes on staff data for further details.

## Professorships (Grade 12)

**Figure 25: Grade 12 Professorial applications by gender 2023/24 and 2024/25**



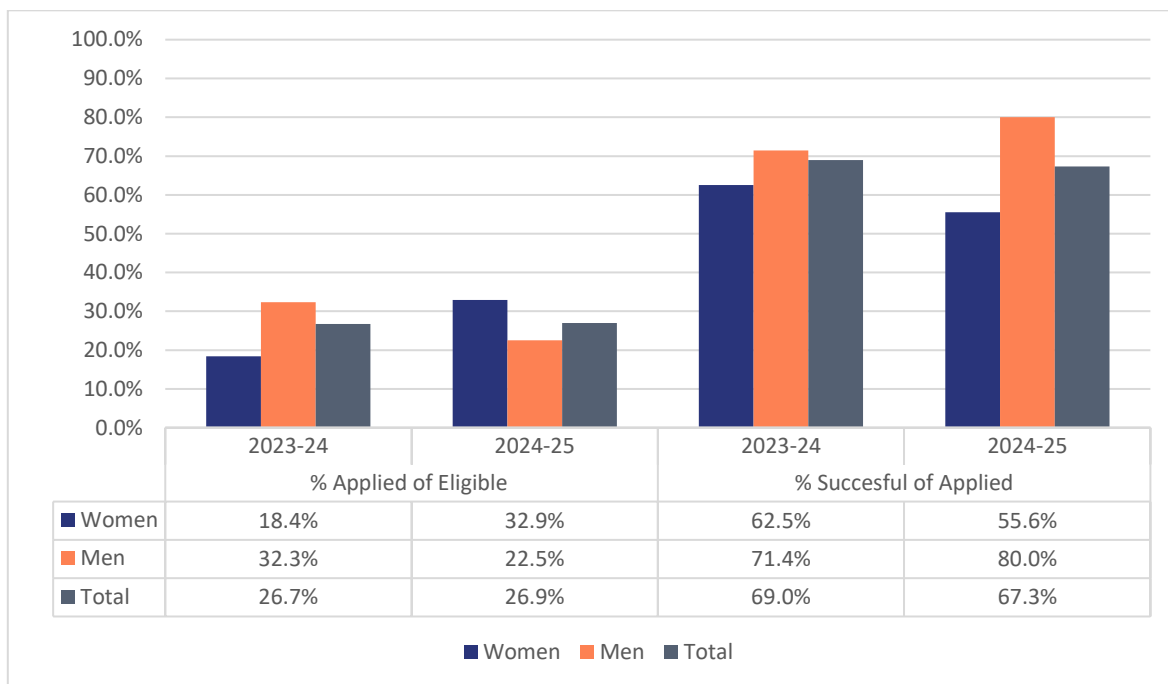
**Figure 26: Grade 12 Professorial applications by ethnicity 2023/24 and 2024/25**



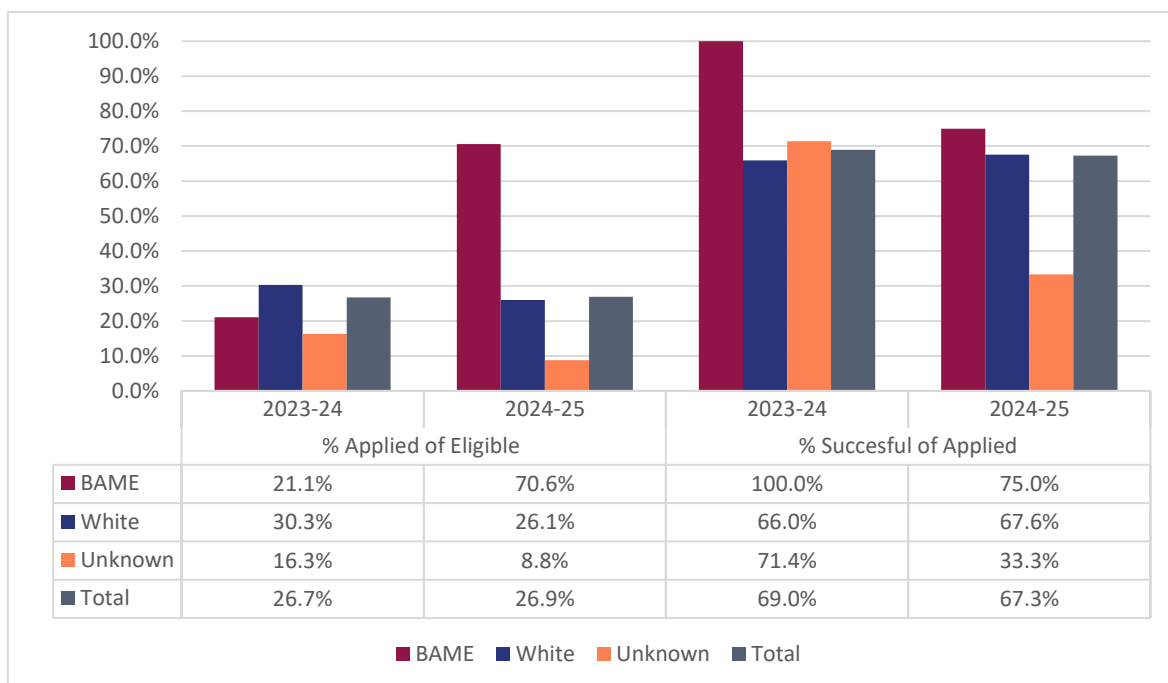
## Professorships (Grade 11)

- The number and proportion of Academics applying to a Grade 11 Professorship in 2024/25 (52 applicants, 26.9%) remains consistent with the previous year (58 applicants, 26.7% in 2023/24).
- The proportion of women (in relation to men) eligible to apply for a Grade 11 promotion rose in 2024/25 to 42.5% (from 40.1% in 2023/24). While the applicant pool for Grade 11 Professorship was predominantly male last year (72.4%), applications were more balanced in 2024/25 with 27 women and 25 men applying. Women were proportionately more likely to apply than men (32.9% vs. 22.5%) in 2024/25, reversing the trend from the previous year (18.4% vs. 32.3%). However, the success rate for women declined from 62.5% in 2023/24 to 55.6% in 2024/25, while the success rate for men increased from 71.4% to 80.0%. This has widened the gender gap in promotion outcomes further, reinforcing the need for targeted support for female academics (Figure 27).
- Among the eligible employees for Grade 11 Professorship, 73.6% identified as White, 8.8% as of Ethnic Minority origin and 17.6% either did not disclose their ethnicity or had no recorded data. In 2024/25 of the 52 applicants, 37 identified as White and 12 as being of Ethnic Minority origin. These figures mark a sharp rise in the proportionate application rate for Ethnic Minority academics, increasing from 21.1% in 2023/24 to 70.6% in 2024/25 and a slight decline for White academics (from 30.3% in 2023/24 to 26.1% in 2024/25). Although the relative success rate for Ethnic Minority applicants decreased to 75.0% compared to the previous year, they continued to outperform their White counterparts who had a relative success rate of 67.6% in 2024/25 (see Figure 28).
- The number of eligible Ethnic Minority employees for Grade 11 Professorships has decreased slightly compared to the previous academic year (from 19 in 2023/24 to 17 in 2024/25). Improving Ethnic Minority representation at senior level is one of the key priorities in our 2025-2030 Race Equality Charter action plan.

**Figure 27: Grade 11 Professorial applications by gender 2023/24 and 2024/25**



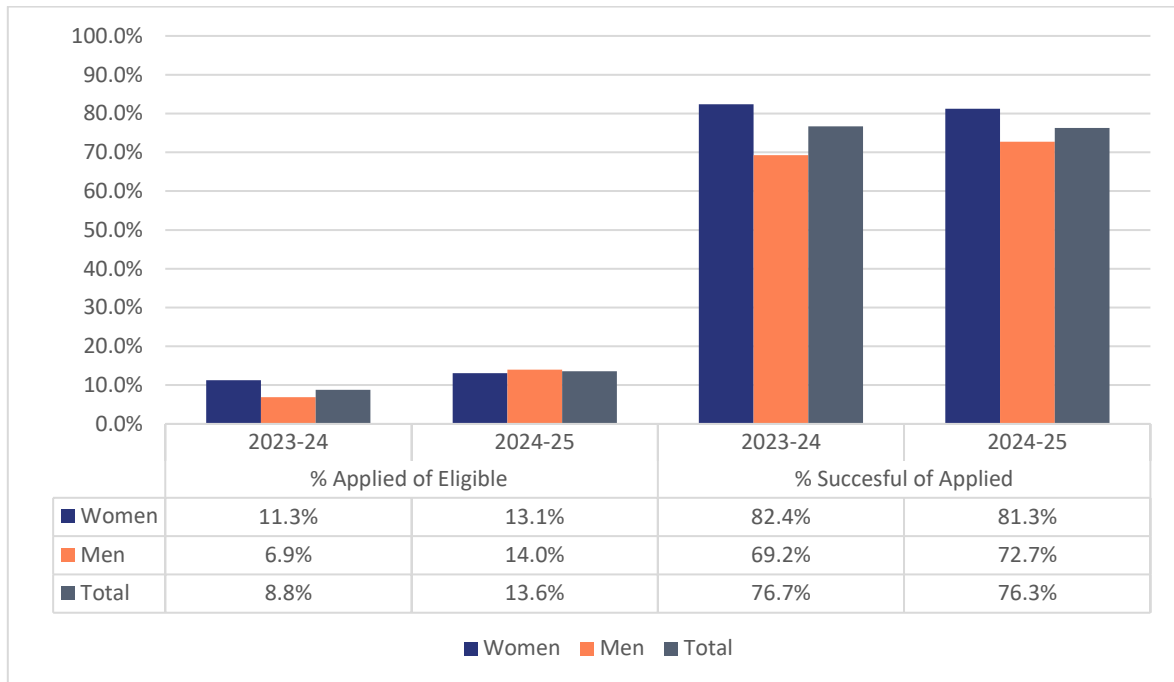
**Figure 28: Grade 11 Professorial applications by ethnicity 2023/24 and 2024/25**



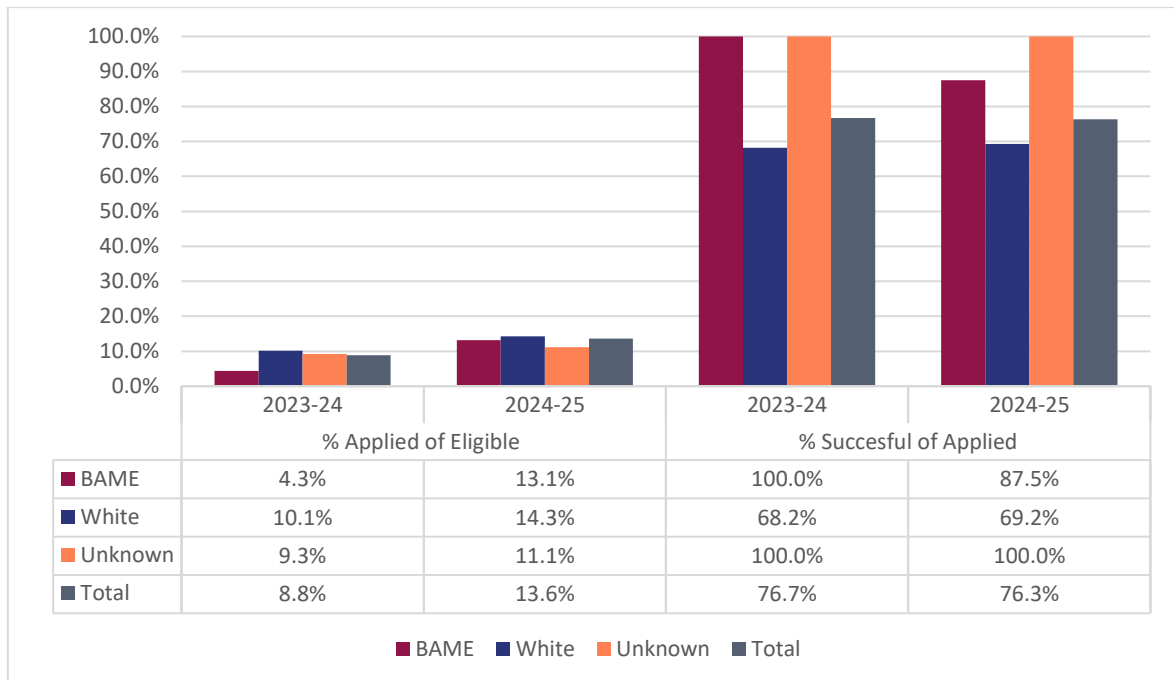
## Associate Professorships (Grade 10)

- In 2024/25, the number and proportion of Academics applying for promotion to Grade 10 Associate Professorship increased slightly compared to the previous academic year — from 30 applicants (8.8%) in 2023/24 to 38 applicants (13.6%) in 2024/25.
- The proportion of eligible women for promotion to Grade 10 remained broadly consistent and is at 43.7% in 2024/25 (44.4% in 2023/24). From the eligible pool, 16 women and 22 men submitted applications. In 2024/25, women were proportionately less likely to apply than men (13.1% vs. 14.0%), reversing the trend observed in the previous year (11.3% vs. 6.9%). While the relative success rate for women reduced marginally from 82.4% in 2023/24 to 81.3% in 2024/25, the success rate for men increased slightly, from 69.2% to 72.7% (Figure 29).
- Among eligible employees for Associate Professorship, 65.2% identified as White, 21.9% as of Ethnic Minority origin and ethnicity information for 12.9% of the employees was not available or shared. This represents a slight increase in the proportion of Ethnic Minority academics compared to the previous year (20.3% in 2023/24). The proportion of both Ethnic Minority and White academics applying for a grade 10 Associate Professorship has increased in 2024/25; however, this rise was more pronounced among Ethnic Minority employees, with 13.1% of eligible individuals applying, up from 4.3% in 2023/24. This compares to a more modest increase among White applicants, from 10.1% in 2023/24 to 14.3% in 2024/25. Ethnic Minority academics continued to be relatively more successful, with 87.5% of those who applied achieving promotion, compared to 69.2% of White applicants.

**Figure 29: Grade 10 Professorial applications by gender 2023/24 and 2024/25**



**Figure 30: Grade 10 Professorial applications by ethnicity 2023/24 and 2024/25**



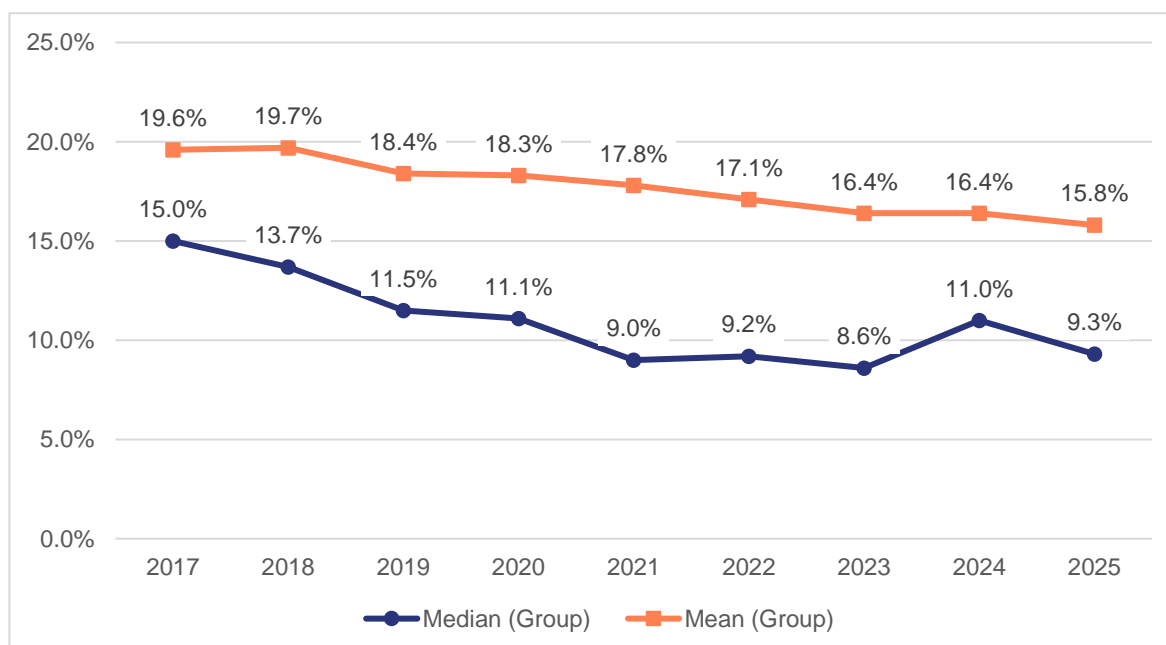
# Gender, Ethnicity and Disability Pay Gaps

The following tables display the Gender Pay Gap for the University of Cambridge, as required by the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, as of 31 March 2025. Gender Pay Gap figures are provided for both the University Group, which encompasses the Academic University and Cambridge University Press & Assessment (CUPA)<sup>10</sup>, and the Academic University only. In addition, the Ethnicity Pay Gap and the Disability Pay Gap for the Academic University is also included.

## Gender Pay Gap (Group figures)

- The University Group's mean gender pay gap has continued its downward trajectory, standing at 15.8% in 2025, a slight reduction from 16.4% in the previous year. The median gender pay gap has also decreased, following a temporary spike in 2024. It now stands at 9.3%, down from 11.0% last year. This figure reflects a return to the longer-term trend of narrowing pay disparities.

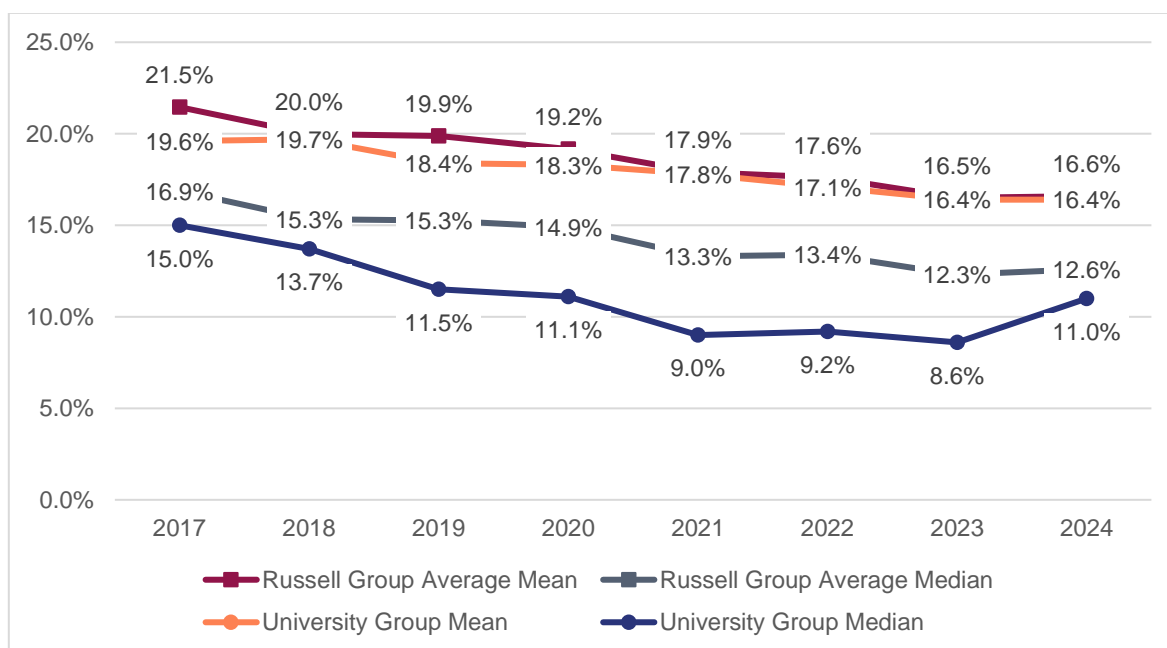
**Figure 31: University group gender pay gap 2017-2025 (median and mean)**



<sup>10</sup> On 1 August 2021, Cambridge University Press and Cambridge Assessment merged to become Cambridge University Press & Assessment. Note, the data for Cambridge University Press & Assessment included in the University Group figures excludes OCR, the data for which is reported separately by Cambridge University Press & Assessment.

Figure 32 illustrates the development of the University Group’s Mean and Median gender pay gap compared to the Russell Group averages<sup>11</sup> from 2017 to 2024. In 2024, the Russell Group Average Mean Gender Pay Gap experienced a marginal increase by 0.1 p.p., marking the first rise since 2017. The University Group’s mean gender pay gap remained stable at 16.4%, continuing to track below the Russell Group average throughout the observed period. Similarly, despite the increase in 2024, the University Group’s Median Gender Pay Gap has remained consistently lower than the Russell Group Average Median across all years.

**Figure 32: Russell Group and University Group gender pay gap 2017-2024**



A contributing factor to the improvement in the gender pay gap mean and median appears to be a marginally more balanced distribution across the pay quartiles. Female representation in the upper quartile increased from 42.5% to 43.0%, while male representation in the lower middle and lower quartiles rose from 38.6% to 39.4% and 37.3% to 38.3%, respectively. These shifts indicate a modest redistribution of men and women across pay bands, reducing the overall gap. Nevertheless, the data continues to show a disproportionate concentration of women in lower pay bands, with women comprising 60.6% of the lower middle and 61.7% of the lower quartile in 2025.

There has been a slight increase in the proportion of employees receiving a bonus payment across both genders. The number and ratio of women in receipt of bonus payments remains higher than that of men. The bonus pay gap also narrowed modestly, with the mean gap reducing from 46.6% to 42.8%. Yet, the average value of bonus payments continues to be significantly lower for women. The median now indicates a small gap in favour of men.

<sup>11</sup> The Russell Group data has been downloaded from the Government Gender Pay Gap Reporting website, and the average calculated is based on that data.

As noted in previous gender pay gap reports, bonus pay gap figures are subject to greater volatility due to the variable nature of these payments. Bonus pay gap calculations include payments made to professional services staff via the contribution reward scheme, recruitment incentive payments, Clinical Impact Awards (previously known as Clinical Excellence Awards and awarded by the NHS), and a small number of bonus payments to those who have transferred to the University's employment under the Transfer of Undertakings (Protection of Employment) (TUPE) process.

**Table 11: Mean and median pay and bonus gaps (University Group).**

	Median	Mean
<b>Gender Pay Gap</b>	9.3% (11.0%)	15.8% (16.4%)
<b>Bonus Pay Gap</b>	3.4% (-1.1%)	42.8% (46.6%)

2024 figures are shown in brackets.

**Table 12: Pay quartile distribution (University Group).**

Pay Quartile Distribution					
	Women		Men		Total numbers
	Number	Proportion	Number	Proportion	
<b>Upper</b>	2,010 (1,899)	43.0% (42.5%)	2,664 (2,564)	57.0% (57.5%)	4,674 (4,463)
<b>Upper Middle</b>	2,582 (2,480)	55.3% (55.6%)	2,091 (1,983)	44.7% (44.4%)	4,673 (4,463)
<b>Lower Middle</b>	2,833 (2,740)	60.6% (61.4%)	1,840 (1,723)	39.4% (38.6%)	4,673 (4,463)
<b>Lower</b>	2,885 (2,797)	61.7% (62.7%)	1,788 (1,666)	38.3% (37.3%)	4,673 (4,463)
<b>All Quartiles</b>	10,310 (9,916)	55.2% (55.5%)	8,383 (7,936)	44.8% (44.5%)	18,693 (17,852)

2024 figures are shown in brackets.

**Table 13: Proportion of women and men receiving a bonus (University Group)**

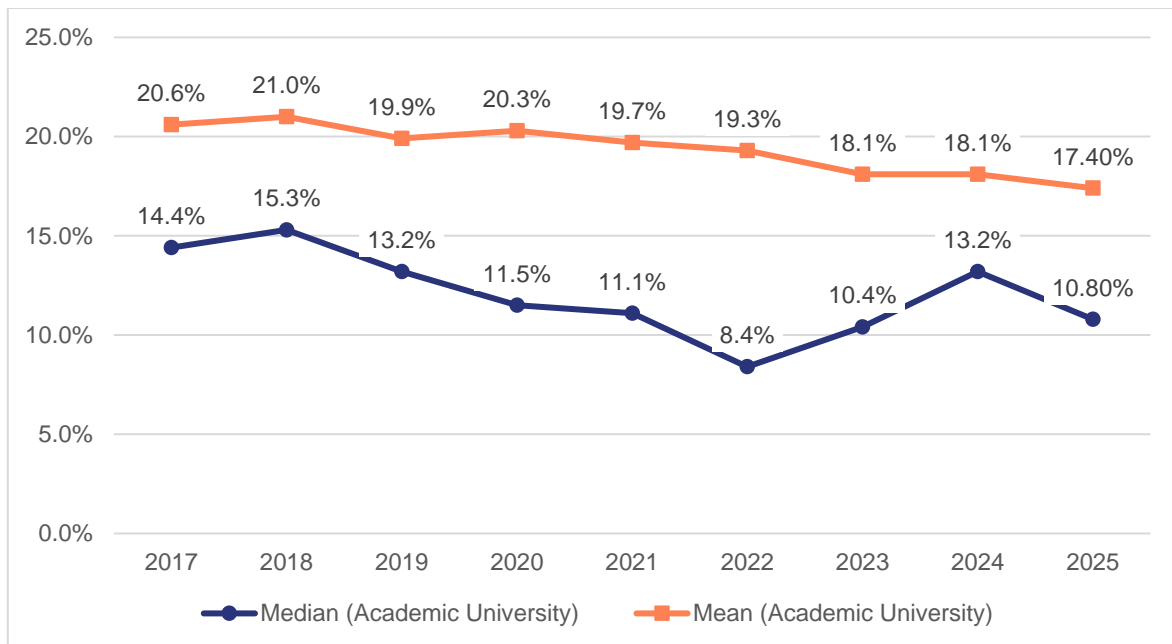
Proportion of women and men receiving a bonus				
Women		Men		Total numbers
Number	Proportion	Number	Proportion	
2,516 (2,429)	21.5% (20.5%)	1,820 (1,751)	19.1% (18.3%)	4,336 (4,180)

2024 figures are shown in brackets.

## Gender Pay Gap (Academic University figures)

- The overall trend in gender pay gap data for the Academic University between 2017 and 2025 reflects a gradual reduction in both median and mean pay gaps, despite some year-on-year fluctuations, most notably the increase in the Median in 2024. In 2025, the median gender pay gap stands at 10.8%, down from 13.2% in 2024. The mean gap has also reduced from 18.1% to 17.4%. There has been a slight increase in female representation in the upper quartile, rising from 40.5% in 2024 to 41.0% in 2025. However, the overall pay quartile distribution continues to show a persistent overrepresentation of women in the lower quartiles. In 2025, women comprise 60.1% of the lower middle quartile and 61.9% of the lower quartile.
- The bonus pay gap, however, presents a more complex picture. While the median bonus gap has significantly narrowed from 27.0% in 2024 to 13.3% in 2025, the mean bonus gap has slightly increased from 71.4% to 72.1% over the same period. With only 4.5% of women and 5.2% of men receiving bonuses in 2025, the overall proportion of employees in receipt of bonuses at the Academic University remains relatively small. The high mean gap suggests that higher-value bonuses continue to be disproportionately awarded to male staff. However, given the low proportion of recipients, the mean figure may be skewed by a small number of high-value awards.

**Figure 33: Academic University gender pay gap 2017-2025**



**Table 14: Mean and median pay and bonus gaps (Academic University)**

	<b>Median</b>	<b>Mean</b>
<b>Gender Pay Gap</b>	10.8% (13.2%)	17.4% (18.1%)
<b>Gender Bonus Gap</b>	13.3% (27.0%)	72.1% (71.4%)

2024 figures are shown in brackets.

**Table 15: Pay quartile distribution (Academic University)**

<b>Pay Quartile Distribution</b>		
	<b>Proportion of Women</b>	<b>Proportion of Men</b>
<b>Upper</b>	41.0% (40.5%)	59.0% (59.5%)
<b>Upper Middle</b>	53.3% (53.9%)	46.7% (46.1%)
<b>Lower Middle</b>	60.1% (60.8%)	39.9% (39.2%)
<b>Lower</b>	61.9% (63.1%)	38.1% (36.9%)
<b>All Quartiles</b>	54.1% (54.6%)	45.9% (45.4%)

2024 figures are shown in brackets.

**Table 16: Proportion of women and men receiving a bonus (Academic University)**

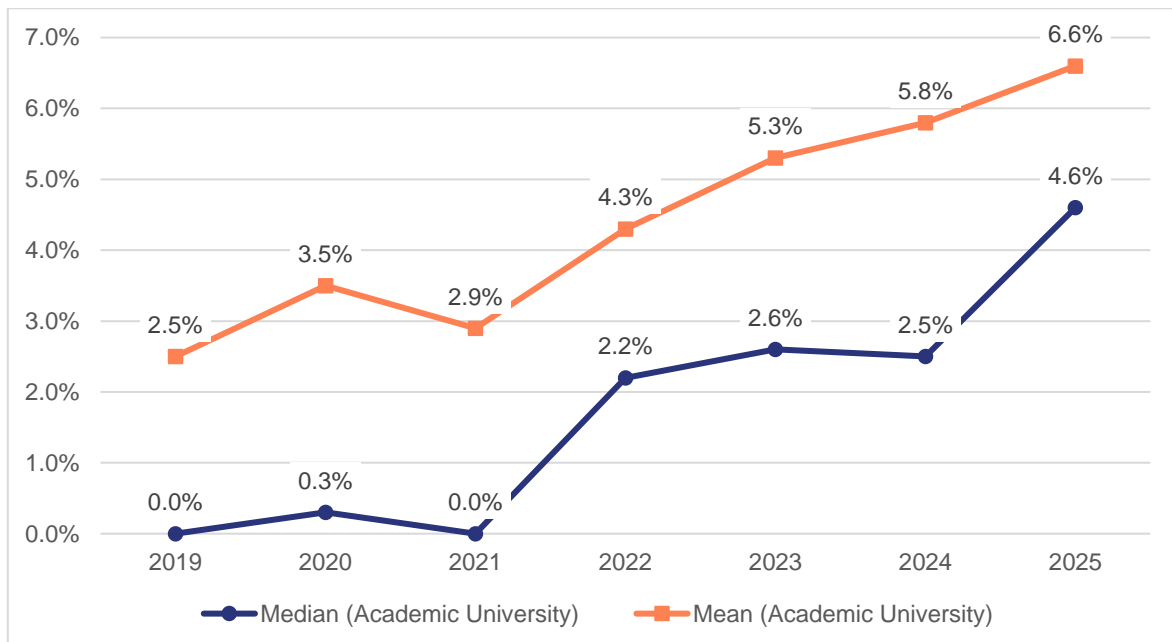
<b>Proportion of women and men receiving a bonus</b>	
<b>Proportion of Women</b>	<b>Proportion of Men</b>
4.5% (4.7%)	5.1% (4.7%)

2024 figures are shown in brackets.

## Ethnicity Pay Gap (Academic University figures)

- The ethnicity pay gap data reveals a gradual upward trend in both mean and median pay gaps between B.A.M.E. and White staff. The mean ethnicity pay gap has increased to 6.6% in 2025, up from 5.8% in 2024, continuing a steady rise over the past years (4.3% in 2022). The median ethnicity pay gap similarly has risen to 4.6% in 2025 compared to 2.5% in 2024. The pay quartile data shows improvements in B.A.M.E. representation across all quartiles compared to 2024, B.A.M.E. representation rose from 14.4% to 15.1% in the upper quartile and from 19.5% to 21.2% in the lower quartile. Despite these positive developments, B.A.M.E. staff remain underrepresented in the upper quartile relative to their presence in the lower and middle quartiles, which led to the increases in the pay gap values.
- In 2025, both the Median and the Mean for the Ethnicity Bonus Gap continue to be in favour of B.A.M.E. employees. The median bonus gap stands at -10.6%, and the mean bonus gap at -27.5%, indicating that B.A.M.E. staff who receive bonuses tend to receive higher-value awards than their White counterparts. However, the overall proportion of bonus recipients remains low, with only 4.0% of B.A.M.E. employees and 6.2% of White staff receiving bonuses in 2025. This limited participation reduces the robustness of the analysis and suggests that the figures may be disproportionately influenced by a small number of high-value awards.

**Figure 34: Academic University Ethnicity Pay Gap 2019-2025**



**Table 17: Mean and median pay gaps by ethnicity (Academic University).**

	<b>Median</b>	<b>Mean</b>
<b>Ethnicity Pay Gap</b>	4.6% (2.5%)	6.6% (5.8%)
<b>Ethnicity Bonus Gap</b>	-10.6% (-12.5%)	-27.5% (-10.5%)

2024 figures are shown in brackets.

**Table 18: Pay quartile distribution (Academic University).**

<b>Pay Quartile Distribution</b>		
	<b>Proportion of B.A.M.E. staff</b>	<b>Proportion of White staff</b>
<b>Upper</b>	15.1% (14.4%)	84.9% (85.6%)
<b>Upper Middle</b>	24.1% (23.1%)	75.9% (76.9%)
<b>Lower Middle</b>	24.6% (22.0%)	75.4% (78.0%)
<b>Lower</b>	21.2% (19.5%)	78.8% (80.5%)
<b>All Quartiles</b>	21.2% (19.7%)	78.8% (80.3%)

2024 figures are shown in brackets.

**Table 19: Proportion of B.A.M.E. and White employees receiving a bonus (Academic University).**

<b>Proportion of B.A.M.E. and White employees receiving a bonus</b>	
<b>Proportion of B.A.M.E. staff</b>	<b>Proportion of White staff</b>
4.0% (3.4%)	6.2% (6.1%)

2024 figures are shown in brackets.

## Disability Pay Gap (Academic University)

- In anticipation of the forthcoming Employment Rights Bill, which proposes mandatory disability pay gap reporting, the Academic University is publishing its disability pay gap figures for the first time in 2025. This proactive step reflects our commitment to transparency and equity for disabled staff.
- In 2025, the mean disability pay gap value for the Academic University stands at 12.4% and the median at 10.2%. Although these figures are lower than the University's gender pay gap, they nonetheless highlight a meaningful disparity in average earnings between disabled and non-disabled staff. The pay quartile distribution reveals a clear pattern of underrepresentation of disabled staff in higher pay bands. Only 5.8% of staff in the upper quartile and 6.7% in the upper middle quartile disclosed a disability. In contrast, 8.6% of staff in the lower middle quartile and 12.0% in the lower quartile identified as disabled.
- Bonus participation rates are low overall, with 4.7% of disabled staff and 5.6% of non-disabled staff receiving a bonus in 2025. While the difference in participation is relatively small, the high mean gap suggests that higher-value bonuses are disproportionately awarded to non-disabled staff. As with other bonus-related metrics, these figures may be influenced by a small number of high-value awards and should be interpreted with caution.

**Table 20: Mean and median pay gaps by disability (Academic University).**

	<b>Median</b>	<b>Mean</b>
<b>Disability Pay Gap</b>	10.2%	12.4%
<b>Disability Bonus Gap</b>	7.4%	61.0%

**Table 21: Pay quartile distribution (Academic University).**

<b>Pay Quartile Distribution</b>		
	<b>Proportion of staff with a disability</b>	<b>Proportion of staff without a disability</b>
<b>Upper</b>	5.8%	94.2%
<b>Upper Middle</b>	6.7%	93.3%
<b>Lower Middle</b>	8.6%	91.4%
<b>Lower</b>	12.0%	88.0%
<b>All Quartiles</b>	8.3%	91.7%

**Table 22: Proportion of employees with and without a disability receiving a bonus (Academic University).**

<b>Proportion of employees with and without a disability receiving a bonus</b>	
<b>Proportion of staff with a disability</b>	<b>Proportion of staff without a disability</b>
4.7%	5.6%

# Equal Pay Reporting

The University of Cambridge is committed to the principles of equal pay for work of equal value, freedom from discrimination, and recognition and reward of the University's staff as its greatest asset. As part of this commitment, the University analyses equal pay data annually. Previously, the Equal Pay Report (EPR) was published biennially; the Human Resources Committee agreed in 2021 to publish the EPR annually with effect from the 2021 Report.

The key findings from the 2025 Report are summarised below. Please see Appendix A for the full Equal Pay Review.

## Key findings

- Women occupy 54.5% of positions, this proportion has increased year-on-year for over 10 years.
- The gender pay gap excluding additional payments (basic pay) is 14.0% (mean) and including additional payments (total pay) is 15.7% (mean). Both pay gaps have decreased since the review was first published in 2008, the base pay gap by 36.9% and the total pay gap by 31.4%.
- There is significant variation between Schools and Unified Administrative Services for both gender pay gaps. Basic pay gaps range from 2.8% to 20.6%, and total pay gap from 4.7% to 24.6%.
- Men continue to occupy a higher proportion of the positions at the upper end of the pay scale (Grade 9-12), while the ratio of women is higher across lower graded roles. The proportion of men in the top two grades has decreased slightly since the 2024 Report.
- A breakdown of average salary by grade shows smaller gender pay gaps within each grade compared to the overall gender pay gaps. In 2025 base pay gaps range from -0.8% to 1.5% (-0.6% to 2.0% in 2024) and total pay gaps range from -2.8% to 5.2% (-1.4% to 5.7% in 2024). This is due to the higher proportion of men occupying positions at the higher end of the pay scale compared to women, impacting on the overall pay gap figure.
- Men continue to receive a higher proportion of market-related additional payments both in terms of total number and value. However, the gap in the average value of the payments received has reduced notably from £8,239 in 2023 to £4,736 in 2025 (an increase from £3,099 in 2024). This was primarily due to average award values increasing for men (+5.1%), while increasing less for women (+2.1%) compared to the 2024 report.

# Student Data Overview

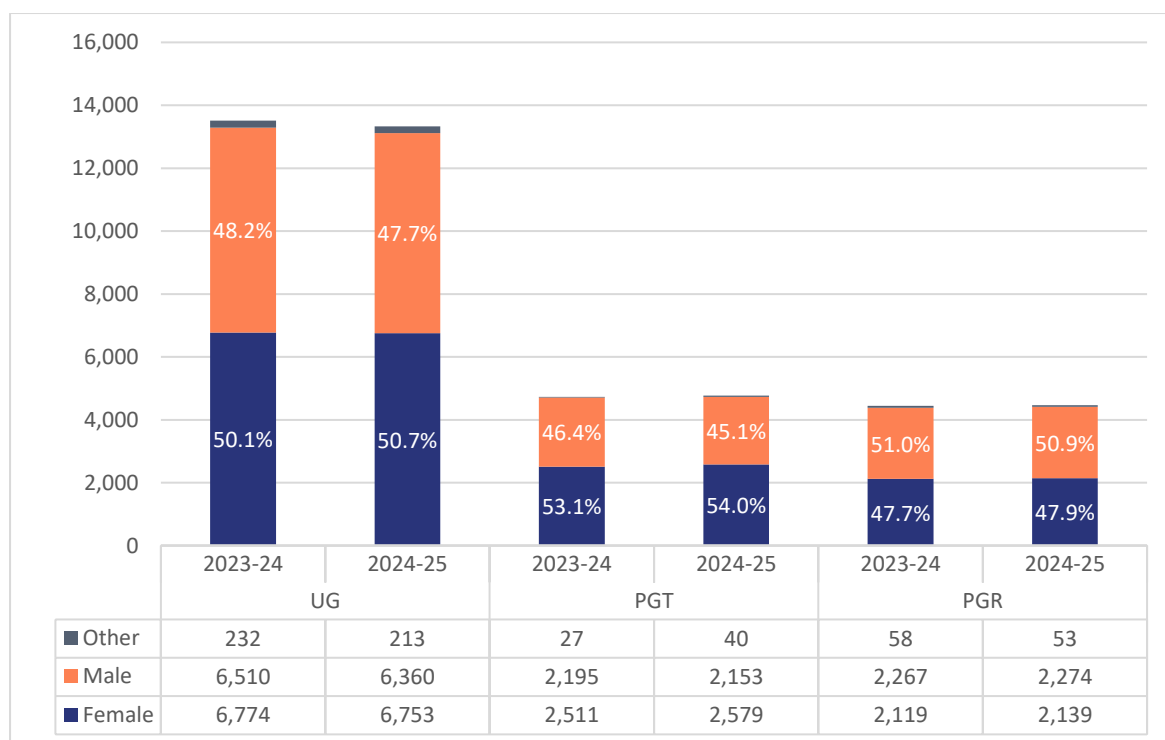
The following information is a summary of student figures sourced from holders of student data across the University. Comparative data are sourced from the Higher Education Statistics Agency (HESA), via the Higher Education Information Database for Institutions (HEIDI).

## Diversity Profile of Students

In the 2024-25 academic year there are 22,564<sup>12</sup> students enrolled at the University, 59.1% of whom are undergraduates, 21.1% taught postgraduates, and 19.8% research postgraduate students. The student body at the University of Cambridge is diverse. Across all subjects and study levels, half (50.8%) of the students are women (*of those whose gender was known*), 4 out of 10 (43.2%) identify as of ethnic minority origin and 18.7% have declared a disability.

### Gender

**Figure 35: Student numbers by gender and study level 2023-24 and 2024-25**



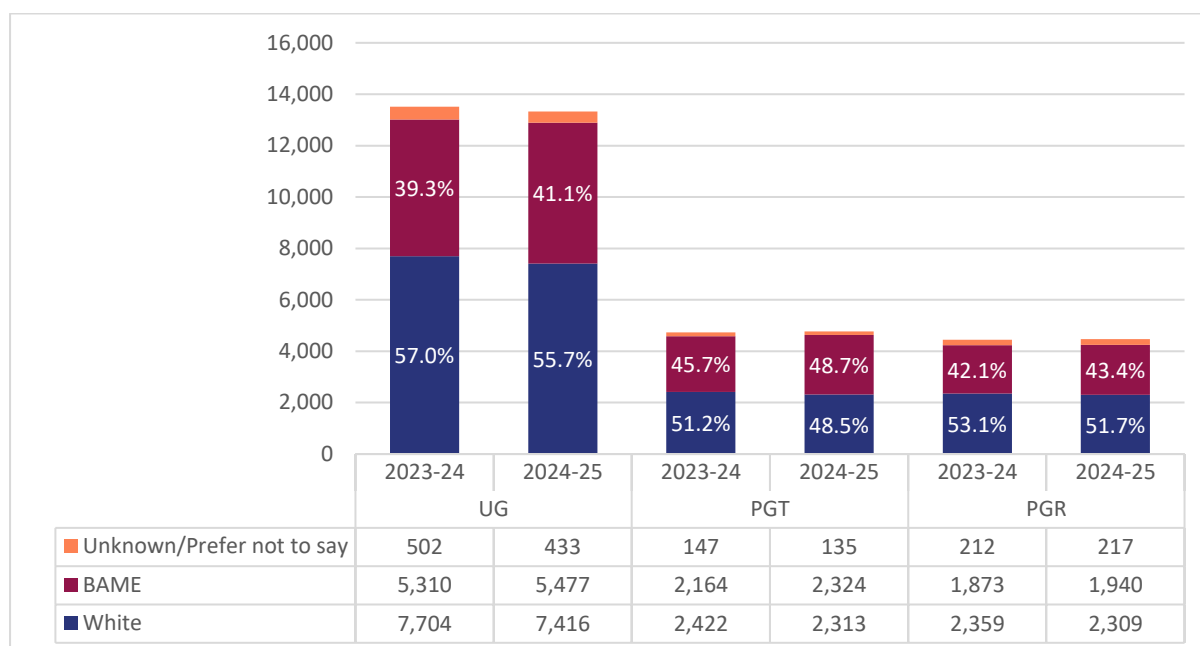
In 2024-25, female students comprised 50.7% of all undergraduate students (UG), 54.0% of all taught postgraduate students (PGT) and 47.9% of all research postgraduate students (PGR). The proportion of women in all programs saw a slight increase compared to last year.

In comparison, the Russell Group average of female students for the different study levels in 2023-24 were: 55.3% of all UG, 60.9% of all PGT and 51.7% of all PGR.

<sup>12</sup> This number includes students enrolled at the Institute of Continuing Education, but excludes dormant students, aggregate offshore students or writing-up students.

## Ethnicity

**Figure 36: Student numbers by ethnicity and study level 2023-24 and 2024-25**



In the 2024-25 academic year, the University of Cambridge has seen an increase in the proportion of ethnic minority students across all levels of study compared to the previous year. At the undergraduate level, 41.1% of students identify as being of ethnic minority origin. Among postgraduate research students, 43.4% declare themselves to be of ethnic minority origin. Taught postgraduate programs (PGT) have the highest proportion, with 48.7% of students identifying as of ethnic minority origin.

Of students domiciled in the UK, 33.4% of UG students, 32.9% of PGT and 24.9% of PGR declared to be of ethnic minority origin. In comparison, the Russell Group average of UK domiciled ethnic minority students for the different study levels in 2023-24 were: 28.9% for all UG, of all 27.2% PGT and 20.8% of all PGR.

## Disability

**Figure 37: Student numbers by disability and study level 2023-24 and 2024-25**



In 2024-25 the number and proportion of students who declare a disability has increased across all levels of studies compared to the previous academic year. At UG level 19.8% students declared a disability, as did 17.5% of all taught PGT students and 16.6% of all PGR students. In comparison, the Russell Group average of students who declare a disability for the different study levels in 2023-24 were: 19.9% for all UG, of all 11.7% PGT and 16.9% of all PGR.

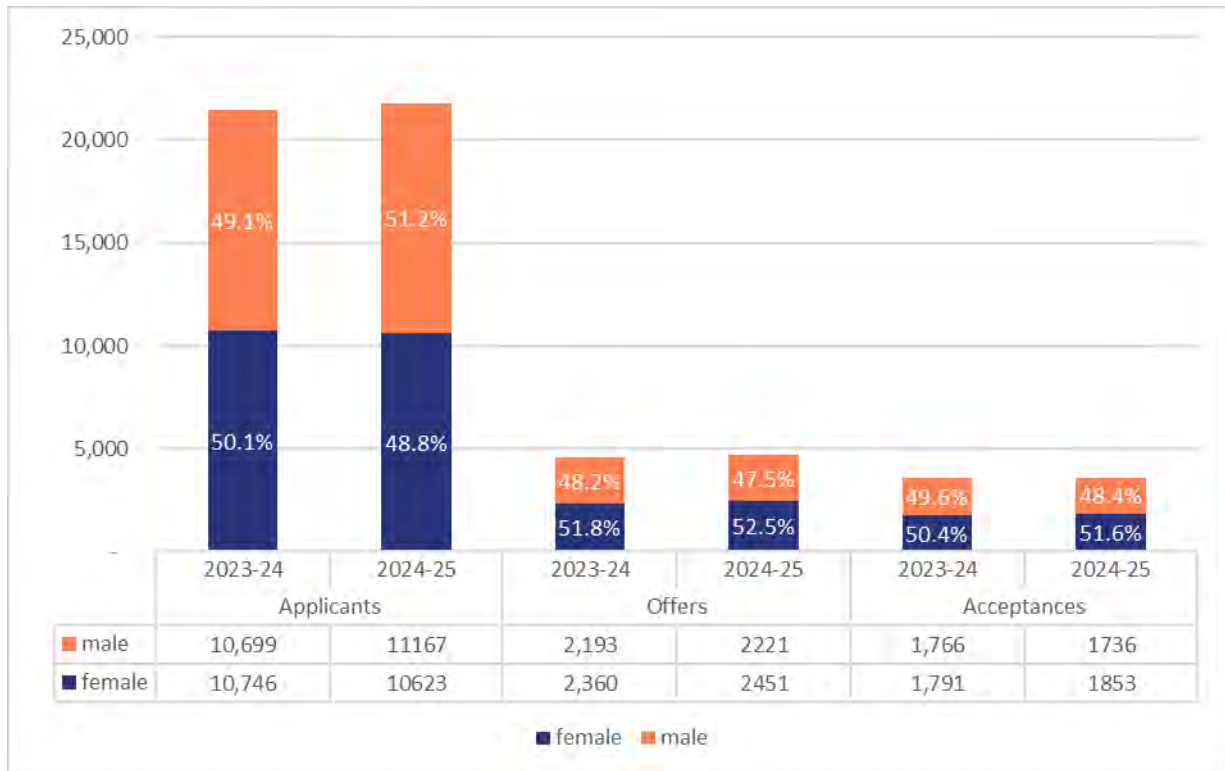
## Diversity profile admissions

### Undergraduate admissions

In the 2024-25 admission cycle, the total number of applications for undergraduate study places was 21,790, marking a 1.6% increase from the previous academic year (21,445 in 2023-24). The total number of offers increased by 2.6%, rising to 4,672 in 2024-25 from 4,553 in 2023-24. The total number of acceptances saw a slight increase of 0.9%, reaching 3,589 compared to 3,557 in the previous year.

## Undergraduate admissions gender

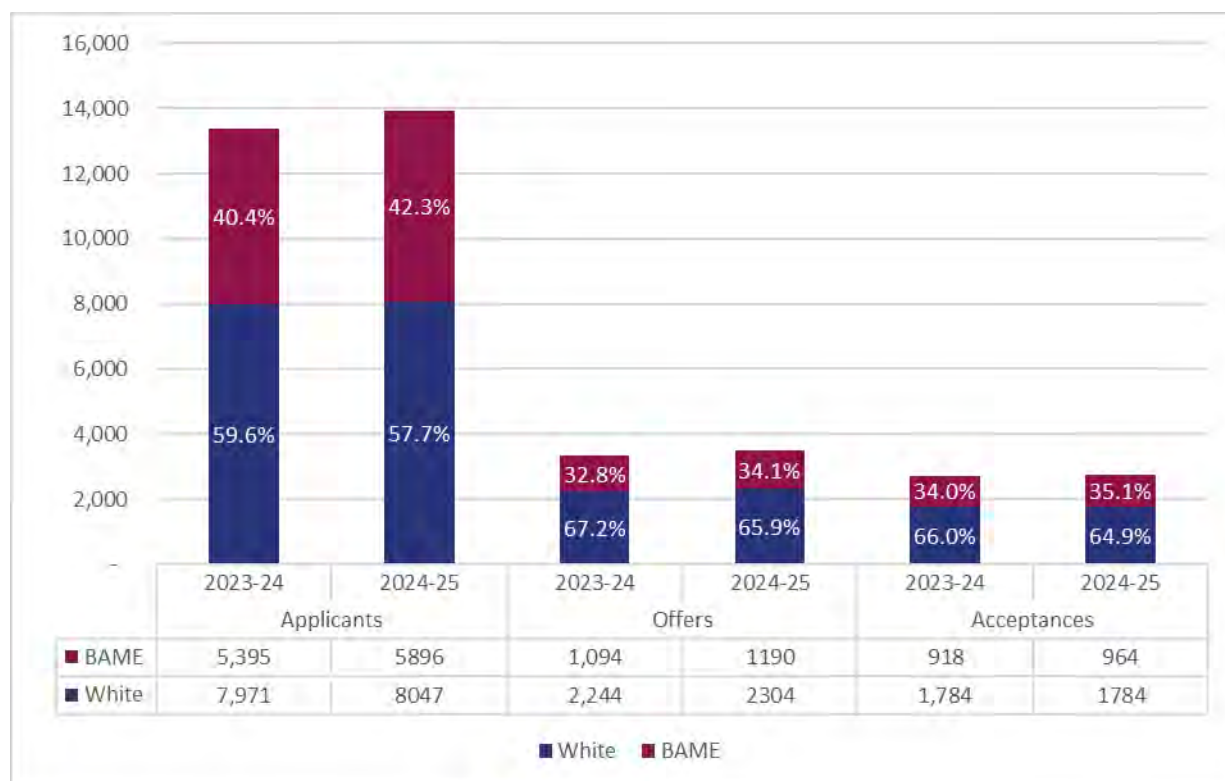
**Figure 38: Undergraduate admissions by gender 2023-24 and 2024-25**



The number of female applicants for UG study places was slightly lower than male applicants this year, with 48.8% of applicants in 2024-25 identifying as female (down from 50.1% in 2023-24). The proportion of offers made to female students has slightly increased to 52.5% in 2024-25 (up from 51.8% in 2023-24). In 2024-25 the proportion of accepted places by female students has slightly increased (51.6% female).

## Undergraduate admissions known ethnicity (home students)

**Figure 39: Undergraduate admissions by ethnicity 2023-24 and 2024-25**



The number and proportion of home students from an ethnic minority background applying for UG study at the University of Cambridge has risen compared to the previous academic year. In 2024-25 ethnic minority students comprised 42.3% of home UG applicants, up from 40.4% in 2023-24. The proportion of places offered to ethnic minority students has increased this year to 34.1%, compared to the previous year at 32.8%. The actual number of B.A.M.E. students accepting a place at the University has slightly increased from 918 to 964, and the ratio of accepted ethnic minority students has slightly increased from 34.0% to 35.1%.<sup>13</sup>

<sup>13</sup> In the previous year's report, Gypsy or Traveller students were included in the total of 'B.A.M.E.' students. However, this year they have been reclassified as 'White' as per HESA guidance. Additionally, the proportions in last year's report were based on the total student numbers, including those with 'Unknown' ethnicity, whereas this year proportions are based only on those who declared an ethnicity.

## Undergraduate admissions declared disability

Figure 40: Undergraduate admissions by disability 2023-24 and 2024-25



There were 3,128 applicants with a declared disability (14.1%) in 2024-25, marking an increase of 222 compared to previous academic year. 793 of applicants who declared a disability were offered a place in 2024-25 (up from 643 in 2023-24). The proportion of accepted places by students who declared a disability has risen from 13.2% in 2023-24 to 15.8% in 2024-25.

## Postgraduate admissions

In the 2024-25 admission cycle, the total number of applications for postgraduate study places rose to 39,923, a 19.0% surge from the 33,536 in the previous academic year. The number of postgraduate offers extended increased by 5.1%, rising to 10,279 in 2024-25 from 9,782 in 2023-24. Acceptances also saw an increase of 2.1%, reaching 5,663 in 2024-25 compared to 5,547 in the previous year.

## Postgraduate admissions gender

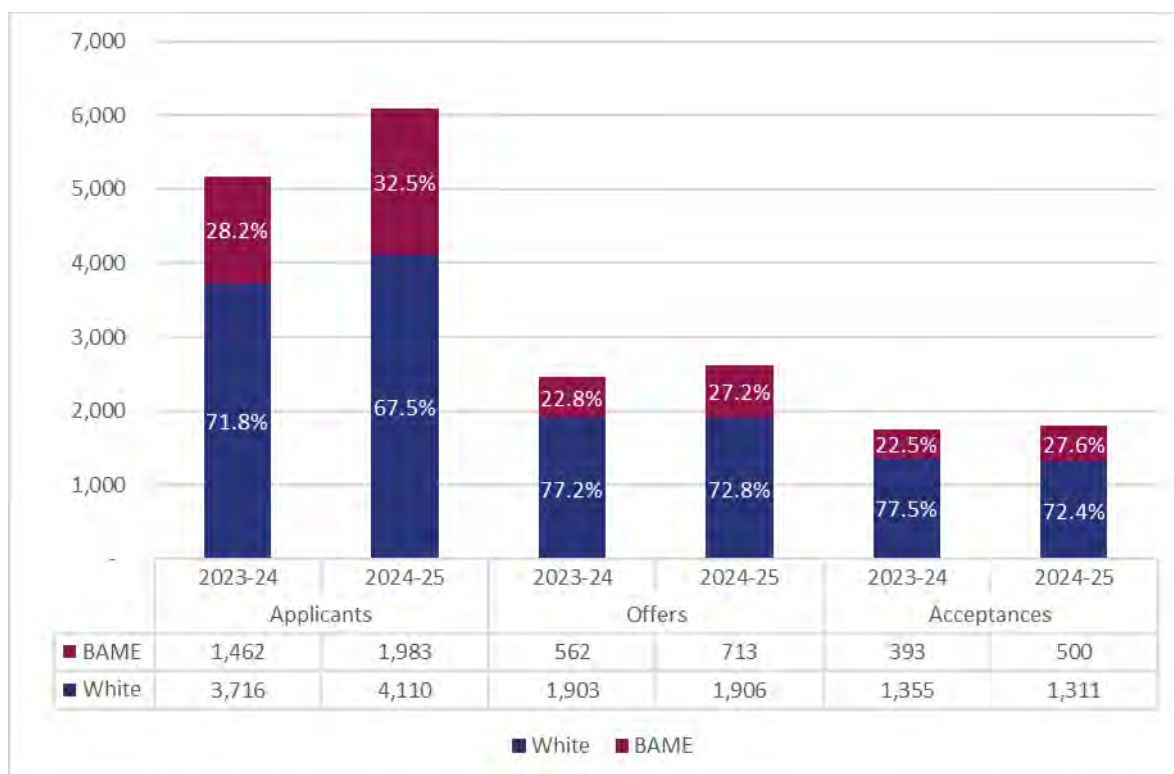
**Figure 41: Postgraduate admissions by gender 2023-24 and 2024-25**



The proportion of male postgraduate applications decreased to 51.5% in 2024-25 (down from 52.3% in 2023-24). The proportion of offers made to male students is slightly below last academic year (48.6% in 2024-25 compared to 49.6% in 2023-24). In 2024-25 the proportion of accepted places by male students has slightly decreased, moving towards a less equal gender split among accepted students (47.5% male).

## Postgraduate admissions known ethnicity (home students)<sup>14</sup>

**Figure 42: Postgraduate admissions by ethnicity 2023-24 and 2024-25**

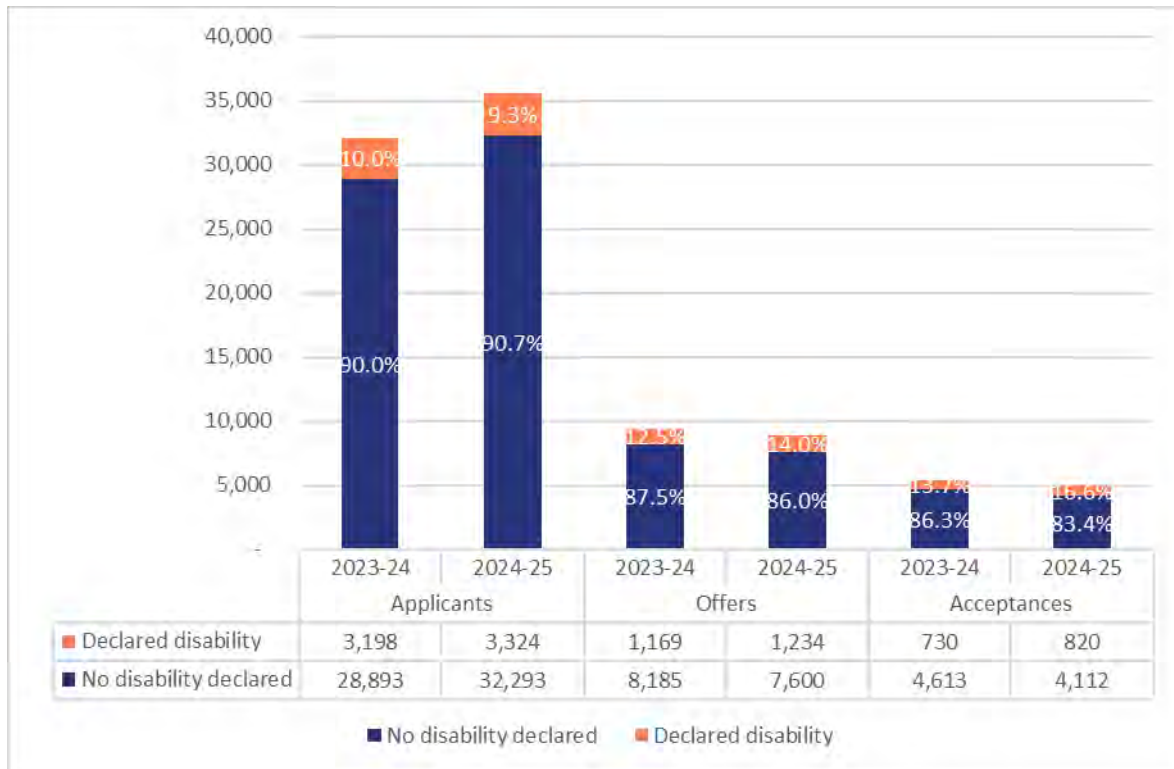


The number and proportion of home students from an ethnic minority background applying for postgraduate study at the University of Cambridge has risen slightly compared to the previous academic year. In 2024-25 ethnic minority students comprised 32.5% of home applicants, up from 28.2% in 2023-24. The proportion of places offered to ethnic minority students has as well increased to 27.2% compared to 22.8% in the previous academic year. The percentage of B.A.M.E. students accepting a place at the University has increased in line with the offered ratio to 27.6% in 2024-25 (22.5% in 2023-24).

<sup>14</sup> From 2023-24 onwards postgraduate admissions reporting on ethnicity will be published for UK domicile students only, whereas the previous reports included all students.

## Postgraduate admissions declared disability

Figure 43: Postgraduate admissions by disability 2023-24 and 2024-25



Although the proportion of applicants who declared a disability was slightly lower in 2024-25 (9.3%), the actual number of applicants with a declared disability increased to 3,324 (up from 3,198 in 2023-24). 1,234 of these applicants were offered a place in 2024-25 (up from 1,169 in 2023-24). The proportion of accepted places by students who declared a disability has risen from 13.7% in 2023-24 to 16.6% in 2024-25.

## Undergraduate degree attainment

### Undergraduate degree attainment by gender

**Table 23: Undergraduate examination results by gender 2024-25 (UK domicile)**

	Class I	Class II Division I	Class II Division II and lower
<b>Male</b>	31.4%	52.7%	15.9%
<b>Female</b>	24.9%	60.7%	14.4%

In 2024-25 the percentage of female students achieving first-class examination results was 24.9% compared to 31.4% for male students, resulting in a gender awarding gap of 6.5%. This gender awarding gap for first class examination results has reduced by 0.5 percentage points (p.p.) compared to previous year (7.0% in 2023-2024). Additionally, the gender awarding gap for 'good degrees' was higher for females again this year, with 85.6% of female students and 84.1% of male students receiving an examination classification of 2:1 or above.

### Undergraduate degree attainment by ethnicity

**Table 24: Undergraduate examination results by ethnicity 2023-24 (UK domicile)**

	Class I	Class II Division I	Class II Division II and lower
<b>White</b>	30.8%	57.0%	12.2%
<b>B.A.M.E.</b>	22.3%	56.8%	20.9%

The percentage of White students gaining first-class examination results was 30.8% compared to 22.3% for ethnic minority students, resulting in an ethnicity awarding gap of 8.5%. This ethnicity awarding gap for first-class examination results has decreased by 1.6 percentage points compared to previous year (10.1% in 2023-24). The gap for 'good degrees' is slightly higher with 79.1% of B.A.M.E. and 87.8% of White students receiving an examination classification of 2:1 or above, resulting in a gap of 8.7%.

It is important to note that the awarding gap varies by ethnic minority, with only 11.2% of Black students receiving a first-class degree in 2024-25.

### Undergraduate degree attainment by disability

**Table 25: Undergraduate examination results by disability 2023-24 (UK domicile)**

	Class I	Class II Division I	Class II Division II and lower
<b>No Disability</b>	28.9%	56.8%	14.3%
<b>Declared Disability</b>	24.6%	57.4%	18.0%

The percentage of students with no disability achieving first-class examination results was 28.9% compared with 24.6% for students who had declared a disability, resulting in an awarding gap of 4.3% in 2024-25. This awarding gap for first-class examination results has slightly increased by 0.5 percentage points compared to previous year (3.8% in 2023-24). The gap for 'good degrees' is narrower, with 85.7% of students with no declared disability and 82.0% of students with a declared disability receiving an examination classification of 2:1 or above.

# Staff – Definition and Notes

This ED&I Information Report is derived from the HR CHRIS<sup>15</sup> system as on 31 March 2025 census date. Recruitment data was sourced from the University's Web Recruitment system and covers the period 1 April 2024 to 31 March 2025.

Any person who holds a University office or post and has a University contract of employment is considered to be an employee (including some TES and playworkers). Employees are categorised as Academic, Professional Support Staff (which comprises Academic-Related and Assistant staff) or Researchers, on the basis of the main duties of their post. Academic roles are further disaggregated into Academic staff types, namely Assistant Professor, Associate Professor, and Professor.

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. Part-time staff are defined as being employed at less than 1 FTE.

The majority of posts are assigned to a specific grade within the grading structure 1-12<sup>16</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, for a range of reasons including limited funding.

Where staff information categories would include numbers less than five, information has been rounded or excluded.

Due to rounding to one decimal place, some total percentages may not equal 100%. No statistical testing has been conducted.

## Disability (staff)

Disability is recorded within the CHRIS system using the HESA staff<sup>17</sup> categories.

## Ethnicity (staff)

Ethnicity data has been combined for easier comparison. Staff or applicants who disclosed their ethnicity as the following have been aggregated as Black, Asian, and Minority Ethnic (B.A.M.E.):

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<sup>15</sup> Cambridge Human Resources Information System.

<sup>16</sup> <http://www.hr.admin.cam.ac.uk/pay-benefits/salary-scales>.

<sup>17</sup> For details on all HESA staff categories go to [Definitions: Staff | HESA](#).

- 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

The University records White – British, White – Irish, and White – Other, which for the purposes of this data has been aggregated as White.

Staff and applicant data on nationality have been aggregated into UK and Non-UK.

## Recruitment data

Recruitment data covers applications submitted between 1 April 2024 and 31 March 2025.

## Promotions data

The methodology for reporting promotions data has been aligned with the annual promotions cycle in the 2024/2025 ED&I report and values are displayed as follows:<sup>18</sup>

- The figures displayed refer to the Academic Career Pathways (Research and Teaching) scheme only. The University introduced a second Academic Career Pathway, 'Teaching and Scholarship' in 2022, which is also supported by a promotion scheme (ACP T&S). However, since the number of applicants for the ACP T&S pathway is smaller - many of the figures are <5 - they have been excluded from this.
- Those eligible for Grade 12 Professorships are current Professors (Grade 11)/ Readers.

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<sup>18</sup> Previously, eligible values were shown as of 31<sup>st</sup> March of the reporting year, along with an average number of applied and successful candidates over the past three years.

- Those eligible for Grade 11 Professorships are current Associate Professors (Grade 10)/Senior Lecturers.
- Those eligible for Grade 10 Associate Professorships are current Assistant Professors/ Associate Professors (Grade 9)/Lecturers.
- Eligible values are as of September 2024.
- Application numbers are as of October 2024.
- Successful application numbers are as of effective date 1<sup>st</sup> October 2025.

## Benchmarking

Where useful, sector benchmarking data or from the Russell Group universities has been added. The data has been sourced from HESA via the Higher Education Information Database for Institutions (HEIDI) online tool. The latest available information was for 2023/2024. It should be noted that from 2019/20, HEIs have not been required to report non-academic staff numbers and some HEIs included in the benchmarking figures have only reported academic staff figures.

## Data quality

This Report provides a snapshot of key themes, trends and results of the University of Cambridge's equality and diversity journey to date. The information provided in this Report is based on data received from different processes and systems within different parts of our collegiate University. In the absence of a full and thorough data process audit, with sufficient and relevant people and technological resource allocation, the University acknowledges that there is no guarantee of completeness and accuracy.

# Student – Definition and Notes

The enclosed student figures are a summary of information sourced from reports and publications produced by the Business Information and Strategic Insights team, Postgraduate Admissions Office, and Cambridge Admissions Office. Further detailed information for all students is available from these offices. The information has been presented in line with the requirements of the Equality Act 2010's public sector equality duty which obliges Higher Education Institutions (HEIs) to publish information about the people affected by its policies and practices, in this case students.

All student figures are the latest available and in most cases are for the academic year 2024/25, unless otherwise specified. Data on gender in the student data section refers to self-reported gender and not legal sex. For full information and definitions on student figures, please refer to the Information Hub <https://www.information-hub.admin.cam.ac.uk/>. Please note that due to rounding to one decimal place, some total percentages may not equal 100%. No significance testing has been performed.

# Appendix A – Equal Pay Review

## Background

The University of Cambridge is committed to the principles of equal pay for work of equal value, freedom from discrimination and recognition and reward of the University's staff as its greatest asset. As part of this commitment, the University analyses equal pay data annually. Previously, the Equal Pay Report (EPR) has been published biennially; the Human Resources Committee agreed, with effect from 2021 to publish the EPR annually as part of the annual Equality, Diversity & Inclusion Report.

## What is an Equal Pay Review?

An equal pay review is a statistical analysis of an organisation's pay and Human Resources data to identify any gender pay differences. It is recommended in the statutory Code of Practice (Equality and Human Rights Commission 2011) as an effective means of ensuring that a pay system delivers equal pay.

## How was the Equal Pay Review 2025 conducted?

The review represents data collected as on 31 March 2025 and compares the number of employees by gender and the pay of males and females carrying out work of equal value or work rated as equivalent (grade). Consistent with previous years, this review includes in its analysis all University employees on the single salary spine in all grades (1 to 12), where their salary is determined by the University.

Any difference between the average pay of men and women is referred to as a gender 'pay gap,' calculated by dividing the difference between the average pay of women and men by the average pay for men. A value above zero indicates the figure is in favour of men, and a value lower than zero indicates the gap is in favour of women. For further information on the methodology used in this Equal Pay Review please refer to Appendix F.

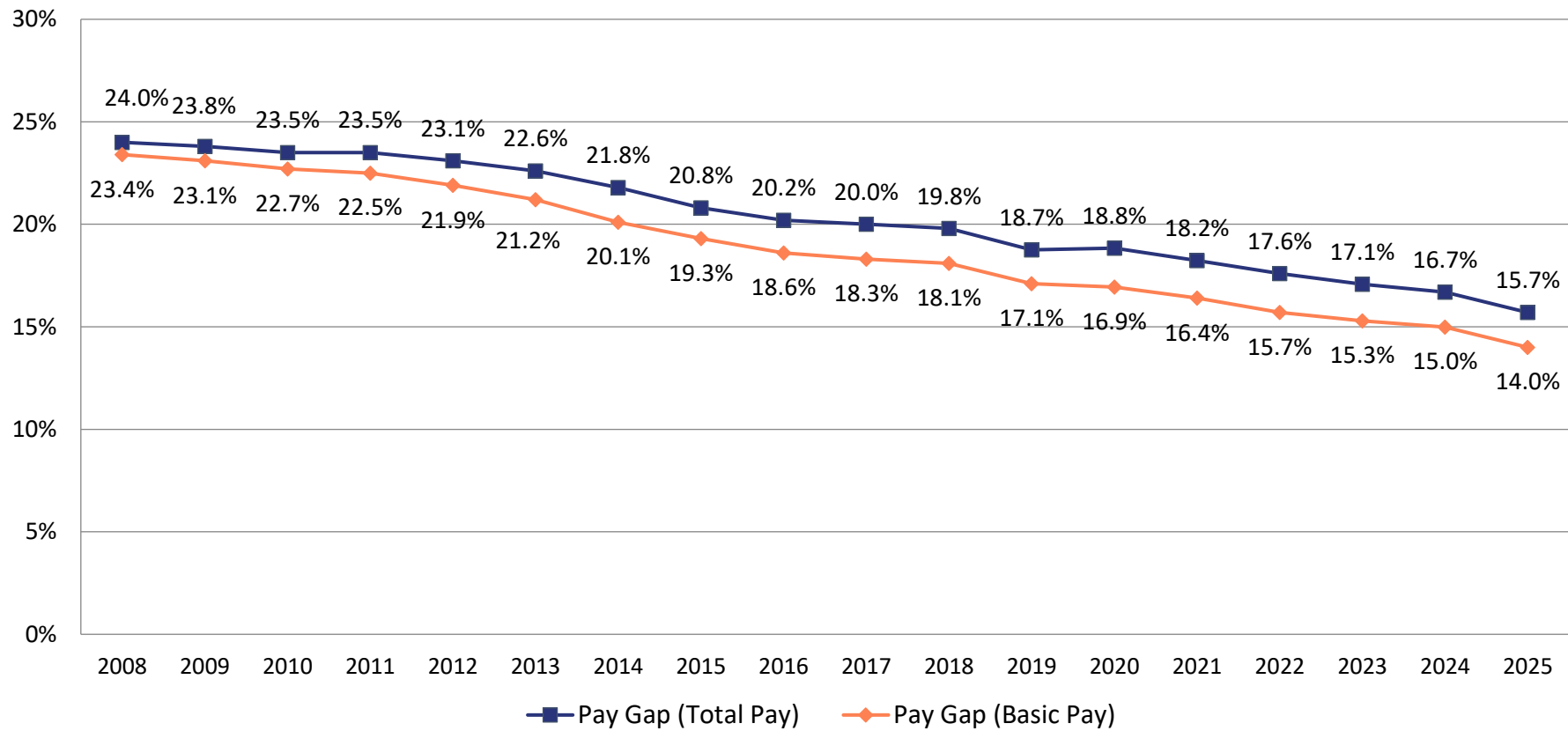
## Key findings

- Women occupy 55.1% of positions, this has increased year-on-year for over 10 years.
- The gender pay gap excluding additional payments (basic pay) is 14.0% (mean) and including additional payments (total pay) is 15.7% (mean). Both pay gaps have decreased since the review was first published in 2008, the base pay gap by 36.9% and the total pay gap by 31.4%.
- Men continue to occupy a higher proportion of the positions at the upper end of the pay scale (Grades 9-12), while the ratio of women is higher across lower graded roles. The proportion of men in grades 9 to 12 has decreased slightly since the 2024 Report.
- A breakdown of average salary by grade shows smaller gender pay gaps within each grade compared to the overall gender pay gaps. In 2025 base pay gaps range from -0.8% to 1.5% (-0.6% to 2.0% in 2024) and total pay gaps range from -2.8% to 5.2% (-1.4% to 5.7% in 2024). This is due to the higher proportion of men occupying positions at the higher end of the pay scale compared to women, impacting on the overall pay gap figure.
- Men continue to receive a higher proportion of market-related additional payments both in terms of total number and value. However, the total number of men receiving awards increased by 6.7% whilst the total number of women receiving awards increased by 11.7% compared to the 2024 report.

# Main Report

## Gender pay gap by year

Figure 44: Mean gender pay gap (basic and total pay) 2008-2024



**Figure 45: Mean gender pay gap (basic and total pay) 2008-2025**

Year	Average (mean) basic pay				Average (mean) total pay			
	Women	Men	Difference	Pay Gap (Basic Pay)	Women	Men	Difference	Pay Gap (Total Pay)
2008	£28,183	£36,810	£8,627	23.4%	£28,247	£37,157	£8,910	24.0%
2009	£29,772	£38,703	£8,931	23.1%	£29,969	£39,336	£9,367	23.8%
2010	£30,253	£39,139	£8,886	22.7%	£30,452	£39,804	£9,352	23.5%
2011	£30,603	£39,488	£8,885	22.5%	£30,811	£40,260	£9,449	23.5%
2012	£31,023	£39,698	£8,675	21.9%	£31,230	£40,608	£9,378	23.1%
2013	£31,651	£40,180	£8,529	21.2%	£31,900	£41,223	£9,323	22.6%
2014	£32,111	£40,188	£8,076	20.1%	£32,384	£41,416	£9,032	21.8%
2015	£33,164	£41,117	£7,953	19.3%	£33,436	£42,243	£8,807	20.8%
2016	£33,734	£41,444	£7,710	18.6%	£34,091	£42,717	£8,626	20.2%
2017	£34,282	£41,973	£7,691	18.3%	£34,693	£43,359	£8,666	20.0%
2018	£34,976	£42,713	£7,738	18.1%	£35,414	£44,177	£8,763	19.8%
2019	£35,956	£43,394	£7,438	17.1%	£36,427	£44,833	£8,406	18.7%
2020	£36,800	£44,307	£7,507	16.9%	£37,295	£45,948	£8,653	18.8%
2021	£37,485	£44,838	£7,352	16.4%	£38,021	£46,497	£8,476	18.2%
2022	£38,504	£45,676	£7,173	15.7%	£39,100	£47,455	£8,355	17.6%
2023	£40,879	£48,258	£7,379	15.3%	£42,802	£51,621	£8,819	17.1%
2024	£42,175	£49,609	£7,434	15.0%	£42,992	£51,606	£8,613	16.7%
2025	£44,069	£51,238	£7,170	14.0%	£44,829	£53,204	£8,375	15.7%

### Key findings

- The overall mean gender basic pay gap has decreased year-on-year, from 23.4% in 2008 to 14.0% in 2025, a relative reduction of 40.2% since 2008.
- The overall mean gender total pay gap has decreased year-on-year, from 24.0% in 2008 to 15.7% in 2024, a relative reduction of 34.6% since 2008.
- Average basic pay (£) values for both genders continue to increase each year. Similarly, the average total pay for both genders continued to follow the increasing trend of previous years.
- Average salaries for men have remained consistently higher than for women. The average basic pay difference between women and men reduced in 2025 by £264. Overall, the average basic salary gap between the genders has reduced by £1,457 compared to 2008.
- Since 2008, the average basic pay for women has increased by 56.4% compared to a 39.2% rise for men.

**Table 26: Mean gender pay gap (basic) with UK public and private sectors benchmarks 2016-2025**

Benchmark	Mean gender pay gap (basic pay) in favour of men									
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Cambridge Equal Pay Review	18.6%	18.3%	18.1%	17.1%	16.9%	16.4%	15.7%	15.3%	15.0%	14.0%
UK public sector*	17.8%	17.7%	17.4%	15.7%	14.7%	14.6%	13.0%	13.0%	12.9%*	**
UK private sector*	21.9%	20.9%	20.6%	19.9%	16.8%	17.7%	16.5%	15.3%	16.0%*	**

Source: Office of National Statistics (ONS) Annual Survey of Hours and Earnings, Gender Pay Gap (table 13.12).

Note: ONS may revise previous years data.

\*Provisional data at the time of reporting.

\*\* Data not published at the time of reporting.

## Key findings

- The University's mean gender basic pay gap has remained consistently above that of the UK public sector over the past six years. Comparing the University's gap with the latest available ONS statistics, the difference has reduced in 2024 and stands at 1.1%. The smallest deviation to the public sector gap was observed in 2017 (0.6%).
- Since 2016, the mean gender pay gap at the University has been lower than that of the UK private sector. In 2024, the private sector gap saw an increase, whilst the University's continued to trend down. However, the private sector gap has decreased at a faster rate in the 2016-2024 period.

## Employee Gender Profile

**Table 27: Proportion of female staff with benchmark<sup>19</sup> 2016-2025**

Benchmark	Women (%)									
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Cambridge Equal Pay Review	50.8%	51.3%	52.1%	52.5%	53.4%	53.5%	53.8%	54.5%	55.1%	55.1%
UK Higher Education Sector*	54.1%	54.2%	54.4%	54.6%	54.1%	54.1%	54.5%	54.9%	55.0%	**

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

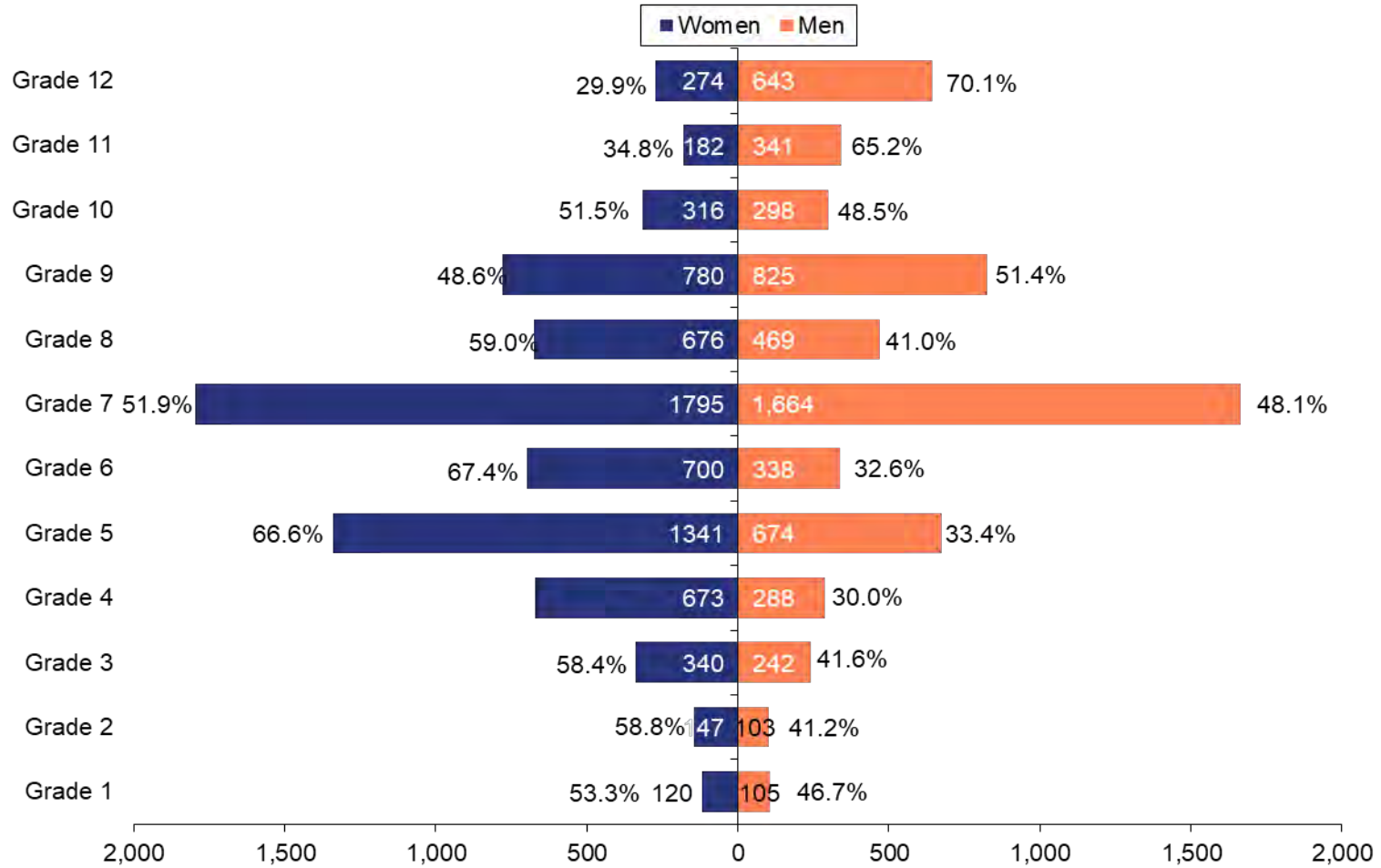
\*\*Data not yet available.

### Key findings

- Since 2015, there has been a higher proportion of women than men, with women representing 55.1% (7,178 employees) of the University's workforce in 2025. The ratio of women has been consistently increasing since 2013.
- The proportion of women at the University was higher than the UK Higher Education Sector average in 2024 for the first time since 2016.

<sup>19</sup> Please note that benchmarking comparators are provided for illustrative purposes. The methodology for the benchmarking figures slightly differs to previous year (HEIs who only provided academic staff figures were excluded previously). For further details on the benchmarking figures please refer to staff definition and notes, 'Benchmarking'.

**Figure 46: Number and proportion of employees by grade and gender 2025**



**Table 28: Distribution of total population by gender and grade 2025**

Gender	% of Total Gender Population by Grade												
	1	2	3	4	5	6	7	8	9	10	11	12	All
<b>Female</b>	1.6%	2.0%	4.6%	9.2%	18.3%	9.5%	24.4%	9.2%	10.6%	4.3%	2.5%	3.7%	100.0%
<b>Male</b>	1.8%	1.7%	4.0%	4.8%	11.3%	5.6%	27.8%	7.8%	13.8%	5.0%	5.7%	10.7%	100.0%

### Key findings

- Men continue to occupy a higher proportion (57.6%) of the positions at the upper end of the pay scale (Grade 9-12). However, this ratio has decreased by 2.8 percentage points (p.p.) since the 2020 report, when it was 60.4%.
- The ratio of women (63.4%) is higher across lower graded roles (Grades 1-4), compared to men (36.6%). This proportion has slightly decreased from the previous year (64.1% in 2024).
- The lowest proportion of women continues to be at Grade 12 (29.9%). However, this ratio has continuously improved over the past decade (16.9% in 2014).

## By staff category (Appendices A2 - A5)

**Table 29: Gender profile by employment type 2025**

Staff category	Gender profile by Employment Type				
	Grade range	Women	Women %	Men	Men %
Academic	6 to 12	775	38.7%	1,227	61.3%
Research	5 to 12	1,742	47.7%	1,912	52.3%
Academic-Related	5 to 12	2,024	59.7%	1,369	40.3%
Assistant	1 to 8	2,791	63.5%	1,481	34.7%
<b>Overall</b>		<b>7,344</b>	<b>55.1%</b>	<b>5,991</b>	<b>44.9%</b>

### Key findings

- Across the main staff groups, academics continue to have the lowest proportion of women (38.7%). However, this ratio has been steadily increasing over the past decade up from 28.5% in 2014.
- The ratio of female researchers (47.7%) is almost equal to that of men in 2025. Yet, this only reflects slight improvements compared to 2014, when the proportion of women researchers was 45.8%.
- There is a higher proportion of women in Academic-Related roles (59.7%). While this ratio has increased significantly compared to 2014 (51.7%), it has remained stagnant over the past three years (60.4% in 2022).
- The Assistant staff category continues to have the highest proportion of women employees (63.5% in 2025). There have only been incremental changes in this ratio over the past 10 years (62.5% in 2014).

## Average Pay (Appendices A1 - B5)

### Gender pay analysis by grade

Table 30: Mean gender pay gap (basic and total pay) by grade 2025

Grade	Average (mean) basic pay				Average (mean) total pay			
	Women	Men	Difference	Pay gap (%)	Women	Men	Difference	Pay gap (%)
1	£23,028	£23,028	£0	0.0%	£23,797	£24,007	£211	0.9%
2	£24,317	£24,287	-£30	-0.1%	£24,681	£24,463	-£218	-0.9%
3	£25,805	£26,013	£208	0.8%	£25,935	£27,358	£1,422	5.2%
4	£29,481	£29,447	-£34	-0.1%	£29,585	£29,713	£127	0.4%
5	£34,032	£33,989	-£43	-0.1%	£34,106	£34,126	£20	0.1%
6	£37,786	£38,011	£225	0.6%	£37,943	£38,264	£321	0.8%
7	£42,268	£42,188	-£81	-0.2%	£42,397	£42,309	-£88	-0.2%
8	£51,022	£51,800	£778	1.5%	£51,248	£52,037	£789	1.5%
9	£56,781	£56,940	£159	0.3%	£58,030	£58,441	£411	0.7%
10	£67,087	£67,468	£380	0.6%	£69,014	£69,510	£496	0.7%
11	£72,133	£71,566	-£566	-0.8%	£77,644	£75,521	-£2,124	-2.8%
12*	£100,77	£101,787	£1,011	1.0%	£108,612	£113,554	£4,943	4.4%
<b>Overall</b>	<b>£44,069</b>	<b>£51,238</b>	<b>£7,170</b>	<b>14.0%</b>	<b>£44,829</b>	<b>£53,204</b>	<b>£8,375</b>	<b>15.7%</b>

\*Grade 12 is separated into four bands. Appendices A1 and B1 show that across all employment types, the pay gaps within bands 1 to 4 range from -6.3% to 10.7%.

### Key findings

- The gender pay gap figures are smaller within each grade compared to the overall gender pay gaps. This is due to the higher proportion of men occupying positions at the higher end of the pay scale compared to women impacting on the overall pay gap figure.
- Compared to the 2024 Report, the mean base pay gaps for each grade have remained stable, with changes of less than 1 p.p. for all grades. For Grade 12, the gap decreased by for the second consecutive year by 0.5 p.p..
- For base pay, the difference between the 2024 and 2025 pay gaps ranges from a 0.6 p.p. decrease (Grade 4) to a 0.5 p.p. increase (Grades 2, 8, 10, and 12). The difference in total pay gaps ranges from a decrease of 0.6 p.p. (Grade 4) to an increase of 1.4 p.p. (Grade 11).

- Grade 8 still has the highest base pay gap at 1.5%, but this has further reduced compared to previous years (3.0% in 2023 and 2.0% in 2024).
- The highest total pay gap in 2025 is at Grade 3 (5.2%). The total pay gap in Grade 3 is primarily caused by additional payments made to security staff in relation to the 24-hour patrol service, shifts and unsocial hours working required in the role.
- The awarding of market-related supplements influences the total pay gap, as men receive the majority (64.8%) of all awards, as well as more of the total value of awards made (69.9%).

## Gender pay analysis by staff category

**Table 31: Mean gender pay gap (basic and total) by staff category**

Staff category	Average (mean) basic pay				Average (mean) total pay			
	Women	Men	Average	Pay gap (%)	Women	Men	Average	Pay gap (%)
<b>Academic</b>	£67,905	£77,040	£73,503	<b>11.9%</b>	£72,388	£83,983	£79,494	<b>13.8%</b>
<b>Research</b>	£43,543	£46,163	£44,914	<b>5.7%</b>	£43,817	£46,543	£45,244	<b>5.9%</b>
<b>Academic-Related</b>	£52,274	£56,542	£53,996	<b>7.5%</b>	£52,877	£57,888	£54,899	<b>8.7%</b>
<b>Assistant</b>	£31,806	£31,517	£31,706	<b>-0.9%</b>	£31,955	£31,984	£31,965	<b>0.1%</b>
<b>Overall</b>	£44,069	£51,238	£47,290	<b>14.0%</b>	£44,829	£53,204	£48,592	<b>15.7%</b>

### Key findings

- Academic staff have the highest basic pay gap (11.9%) and total pay gap (13.8%). Both gaps have decreased in 2025 compared to the previous year (12.5% and 15.1% respectively), yet the base pay gap remains above the 2020 value of 10.0%.
- The Academic-Related staff group has the second highest base (7.8%) and total pay gap (8.7%). The base pay gap has decreased by 0.3 p.p. compared to 2024. However, the total pay gap has increased by 0.4 p.p.

- Research staff have the third highest basic pay (5.7%) and total pay (5.9%) gaps. Both gaps have decreased compared to the 2024 report (6.9% base pay, 7.1% total pay).
- The Assistant staff category continues to have the lowest gaps in basic pay (-0.9%) and total pay (0.1%). There have been only minor changes in these gaps compared to 2024 (-0.8% and 0.2% respectively). However, since 2012, the gaps have reduced significantly from 2% and 3.5%, respectively.

## Additional Payments (Appendices C1 - D2)

Additional payments comprise longer-term pensionable payments and ad-hoc, shorter-term non-pensionable payments. They can be discretionary e.g., additional hours, additional responsibility payments, or are linked to a role e.g., Head of Department or Secretary of a Faculty Board. The levels are determined by the University through policy or custom and practice and are approved through governing bodies relevant to the payment. When additional payments are added to basic pay, the overall pay gap increases from 14.0% to 15.7%. Further analysis is provided below:

During the period covered by the 2025 Report, some employees on the single salary spine still received a number of additional payments to support them with the rising cost of living. Initially started in 2023, the support took the form of a one-off payment of £1,000 (pro rata), and subsequently a payment of 2% of annual salary paid across 6 months (i.e., 4% per month). A small number of these payments occurred during the 2025 reporting period. For consistency with previous equal pay reports, Table 29 excludes these payments so that a like for like comparison between reports remains possible. Unlike the 2024 report, there is not a table including these cost of living payments as the value of the payments in the data for the 2025 period is negligible.

### Additional non-pensionable payments (Appendix C1)

**Table 32: Non-pensionable payments by gender (excluding Cost of Living-related payments)**

Non-pensionable payments	Women	Men	Total
<b>Number</b>	806 (46.8%)	915 (53.2%)	1,721
<b>Value</b>	£1,366,217 (34.7%)	£2,566,478 (65.3%)	£3,932,217
<b>Average payment value</b>	£1,695	£2,805	£2,285

#### Key findings

- Men received a higher proportion of the total number of non-pensionable additional payments (53.2%). This figure has decreased slightly since 2012 (58.0%).
- Men also received a higher proportion of the total value of non-pensionable additional payments (65.3%). This has decreased slightly compared to previous year (66.4%) and has decreased and from a high of 83.2% (2014) a decade ago.

- On average, women were paid £1,110 less per non-pensionable payment than men were. This gap has remained stable since the 2024 report (£1,011).
- In comparison to the 2024 report, the average value per payment has risen by 10.3% for women and 10.1% for men.
- The average payment to women (£1,695) was 39.6% lower than the average payment to men (£2,805). The gap in average payment values has remained stable compared to previous year (39.7%).

### Additional pensionable payments (Appendix C2 and C3)

**Table 33: Pensionable payments by type and gender**

Pensionable payments	Women		Men		Total	
	Number	Value	Number	Value	Number	Value
Discretionary	168	£347,853	157	£855,848	325	£1,203,701
Linked to a role	390	£1,090,191	383	£1,686,295	773	£2,776,486
Total Number	558	£1,438,044	540	£2,542,143	1,098	£3,980,187

## Key findings

- In 2025, women received a higher proportion of the total number of pensionable additional payments (50.8%). This represents a small decrease compared to 2024 (51.2%), however is significantly above the 37.6% seen in 2012. The 2022 Report was the first where more than half (53%) of the awards were made to women.
- Despite women receiving a higher proportion of the total number of pensionable additional payments, men still received a larger share of the total value of pensionable additional payments (63.9%). However, this gap has narrowed from the 65.3% seen in 2023.
- Women were more likely to receive a discretionary additional payment (51.7% of all discretionary payments) compared to men (48.3%). Yet, the average value granted to women (£2,071) was much lower than to men (£5,451). Consequently, men were awarded 71.1% of the total value of discretionary payments, while women received 28.9%.
- For payments linked to the role, women (50.5%) were marginally more likely to obtain them as men (49.5%). Yet again, men were awarded a higher average value (£4,403) compared to women (£2,795). This translates into men receiving 60.7% of the total value of the awards linked to a role, though this is a decrease from the previous year (65.0%).
- For discretionary payments, women were paid on average 38.0% of the average value awarded to men (a gap of £3,380). This is a substantial increase compared to the previous year's gap (£3,089) surpasses the largest gap so far reported in 2021 (£3,091).
- For payments linked to the role, women were granted on average 63.5% of the value received by men (a gap of £1,608). This gap has narrowed compared to 2024 (£1,975).
- Across both types of pensionable payment, women were paid on average 54.7% of the value paid to men. This translates into a gap of £2,131 on average, which is slightly lower than the previous year's gap (£2,329).

## Market-related payments (Appendix C4)

Market-related payments are paid to secure the recruitment or retention of an individual where evidence indicates that similar posts outside the University command a higher salary. These payments are awarded under either the Market Pay (MP) or Advanced Contribution Supplement (ACS) schemes.

**Table 34: Market-related payments by gender and staff category**

Staff Category	Women		Men	
	Recruitment	Retention	Recruitment	Retention
Academic	50 (£948,668)	61 (£1,358,573)	73 (£1,508,061)	150 (£4,485,725)
Academic-Related	38 (£489,328)	29 (£435,376)	61 (£880,810)	40 (£573,189)
Assistant				
Research	11 (£47,227)	<5 (*)	<5 (*)	9 (£195,791)
Total Number	90	92	136	199
Total Value	£1,485,224	£1,814,693	£2,405,788	£5,254,706
Combined Total	182		335	
Combined Value	£3,299,917		£7,660,494	

\* Data not displayed due to a gender population of less than 5.

### Key findings

- Men received a higher proportion of the number of market-related payments (64.8%). This reflects a decrease of 1.0 p.p. compared to the 2024 report (65.8%) and is 19.3 p.p. lower than the 2012 report (84.1%).
- Overall, men received a greater share of the total value of market pay (69.9%). This has decreased slightly from 70.2% in 2024 and significantly compared to the 93.6% seen in 2012.
- On average, in 2025 women were paid £4,726 less per market-related payment than men (£18,131 compared to £22,867). This translates to women receiving on average 79.3% of the average award value of men which is an increase from 2024 (£3,999), but is still much smaller gap compared to the 2023 report (£8,239).

- Average award values have increased for men by 5.1%, whereas they increased for women by 2.1% compared to the 2024 report.
- Similar to previous year (58.3% in 2024), a higher proportion of awards to men were for retention purposes (59.4% in 2025). In 2025, albeit at a lower level than last year (53.4% in 2024), payments to women were also primarily made for retention purposes 50.5%.
- Both men and women receive higher average payments for retention purposes when compared to recruitment-based awards. For women, the average retention payment is £19,725 compared to £16,502 for recruitment and for men the values are £26,406 and £17,690 respectively.
- As in 2024, male academic staff receive the highest average payment for retention purposes (£29,905), whereas women academics receive only £22,272 on average. Men in research roles also receive higher average retention payments (£21,755) than women (£10,372). On the other hand, women in academic-related roles receive higher average payments for retention than men (£15,013 compared to £14,330).
- The total average for recruitment-based awards for men (£17,690) is higher than for women (£16,502). Men received higher average recruitment-based awards than women in 2025 across all staff types.

## Contribution payments (Appendices D1 and D2)

Contribution increments (a spine point movement within the employee's grade) and single contribution payments (a one-off payment of 2% or 3% of salary) are awarded under the annual Contribution Reward Scheme for Assistant and Academic-Related staff in Grades 1 to 11 for exceptional contribution.

**Table 35: Contribution increments awarded by gender**

Contribution points awarded	Women		Men	
	Number	%	Number	%
1 Point	344	67.4%	166	32.6%
2 Points	80	62.0%	49	38.0%
3 Points	9	52.9%	8	50.0%
Total	433	66.0%	223	34.1%

### Key findings

- In 2025, 656 employees were awarded contribution increments (643 in 2024). As in previous years, a higher proportion of employees receiving contribution increments were women (66.0%). The CRS scheme did not run in 2021 due to COVID related pay restraint measures.
- In 2025, 19.7% of all women and men received two increments. This is below previous year's value, where 23.0% of all awards were at this level, but notably higher than the 7.8% recorded in 2014. Women received proportionally fewer awards of two increments (18.5% of awards to women) compared to men (22.0% of awards to men).
- Overall, awards for three increments (2.6%) are at a similar level as previous year (2.3%) but are significantly higher than in 2014 when only 0.3% of awards were at this level. Overall men received a slightly higher proportion of awards at this level (3.6% of the awards made to men, compared to 2.1% of the awards made to women).

**Table 36: Single contribution payments awarded by gender**

Single Contribution Payment	Women		Men	
	Number	%	Number	%
2% Team Award	110	50.2%	109	49.8%
3% Individual Award	258	64.8%	140	35.2%
Total	368	59.6%	249	40.4%

### Key findings

- In 2025, a higher proportion of employees receiving single contribution payments were women (59.6%). This represents a slight decrease compared to 62.8% in 2024.
- Both men and women received more individual than team awards, with 56.2% of men and 70.1% of women receiving individual awards.

## New Employees (Appendices E1 - E3)

### Key findings

- Of the 1,926 employees recruited to the University from 1 April 2024 to 31 March 2025, 54.6% (1,052) were women and 45.4% (874) were men.
- Women were more likely than men to be appointed in Grades 1 to 6, with 50.7% (533) of women and 33.5% (293) of men appointed to these grades. The proportion of women appointed in Grades 1 to 6 has decreased compared to 2024 (63.1%).
- Across all grades, 77.4% of employees were appointed above the bottom point of the grade, an increase of 1.0 p.p. compared to previous year (76.4% in 2024).
- Out of the 1,926 new starters in the observed period, 54 employees received a market-based payment. The proportion of new starters receiving this payment remains with 2.8% at a similar level to last year (2.1%). Of the awards, 55.6% were given to men, remaining at the same level as seen in 2024.
- The average market-based payment was £16,206 in 2025. This represents a significant increase from the £15,886 in 2024 but is lower than the £18,907 seen in 2022. The average award received by men (£15,350) has increased from previous year (£11,980 in 2024). Conversely, the average award paid to women has decreased to £17,276 in 2025 from £20,980 in 2024.

## Part-time employees

**Table 37: Mean gender pay gap (basic pay) Part-Time and Full-Time**

Working Hours	Population		Average (mean) basic pay			
	Women	Men	Women	Men	Difference	Pay gap (%)
Full-Time	5,469	5,598	£45,880	£52,223	£6,343	12.2%
Part-Time	2,317	1,013	£41,494	£51,521	£10,027	19.5%

### Key findings

- 23.1 % of the workforce (3,330 out of 14,397 employees) work part-time hours. This ratio of part-time workers has increased in 2025 in comparison to the previous year (21.7%), it has been increasing steadily since 2012 (18.8%).
- A higher proportion of women occupy part-time positions (16.1%) compared to men (7.0%).
- Women are more likely to be employed part-time, with 29.8% of women (2,317 out of 7,786) and 15.3% (1,013 out of 6,611) of men working part-time hours. The proportion of part-time working has increased for both men and women compared to 2024 (men 12.9% and women 28.9%).
- Part-time men earn on average 98.7% of the full-time men's average salary, this gap decreased since the 95.3% seen in the 2024 Report.
- Part-time women earn on average 90.4% of women's average full-time salary, this gap has increased compared to the 87.0% seen in 2024.
- The gender pay gap for part-time employees is higher than for full-time positions, standing at 19.5% for part-time men compared to part-time women. This gap is lower in 2025 than in 2024 (19.8%).
- The gap for full-time employees stands at 12.2%. This is equal to the 2024 value. Since 2012, the pay gap for full-time employees has decreased year on year from the peak of 19%.

## Gender pay gap analysis by School

**Table 38: Percentage pay gap by School (Base and Total Pay)**

Gender Pay Gap by School - Base Pay							
School	2019	2020	2021	2022	2023	2024	2025
Non-School Institutions	14.7%	16.0%	15.0%	13.4%	13.4%	13.2%	12.5%
School of Arts and Humanities	20.2%	20.4%	17.1%	15.4%	11.6%	12.7%	12.0%
School of Clinical Medicine	13.3%	13.0%	12.8%	12.0%	11.6%	12.0%	11.2%
School of Technology	19.4%	19.2%	18.9%	18.5%	18.2%	18.6%	18.1%
School of the Biological Sciences	15.7%	16.1%	14.8%	16.0%	15.0%	14.4%	13.5%
School of the Humanities and Social Sciences	22.1%	22.1%	22.0%	20.1%	21.0%	20.4%	20.6%
School of the Physical Sciences	21.1%	19.7%	19.1%	17.9%	16.5%	16.4%	15.5%
Unified Administrative Service	-0.1%	1.4%	2.9%	3.7%	5.3%	3.6%	2.8%
University	<b>17.1%</b>	<b>16.9%</b>	<b>16.4%</b>	<b>15.7%</b>	<b>15.3%</b>	<b>15.0%</b>	<b>14.0%</b>
Gender Pay Gap by School - Total Pay							
School	2019	2020	2021	2022	2023	2024	2025
Non-School Institutions	15.3%	16.9%	15.8%	13.9%	13.8%	13.6%	13.6%
School of Arts and Humanities	20.6%	20.7%	17.4%	15.5%	11.7%	12.8%	11.8%
School of Clinical Medicine	14.6%	14.4%	14.2%	13.0%	12.7%	12.8%	12.0%
School of Technology	21.0%	21.6%	21.3%	22.1%	21.4%	21.8%	21.0%
School of the Biological Sciences	16.6%	17.1%	15.8%	17.0%	15.7%	14.7%	13.7%
School of the Humanities and Social Sciences	25.6%	25.8%	25.5%	23.7%	24.5%	24.3%	24.6%
School of the Physical Sciences	22.3%	21.0%	20.1%	18.8%	17.8%	17.3%	16.4%
Unified Administrative Service	3.5%	4.9%	6.4%	6.2%	7.4%	5.7%	4.7%
University	<b>18.7%</b>	<b>18.8%</b>	<b>18.2%</b>	<b>17.6%</b>	<b>17.1%</b>	<b>16.7%</b>	<b>15.7%</b>

### Key findings

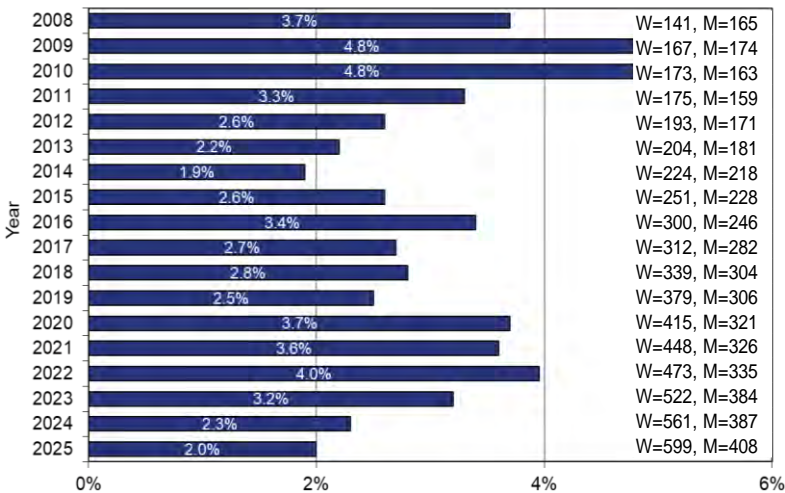
- There is significant variation between Schools and Unified Administrative Services for both gender pay gaps. Basic pay gaps range from 2.8% to 20.6%, and total pay gap from 4.7% to 24.6%.
- The University has embarked on a project, as part of the HeForShe initiative, to understand the cause-and-effect relationship behind these disparities and the underlying factors driving the gender pay gaps. The first phase of the project will result in an institutional action plan being implemented by Schools and Non-School institutions. This focused effort is crucial to achieving true gender pay equity across the institution.

## Key Performance Indicators

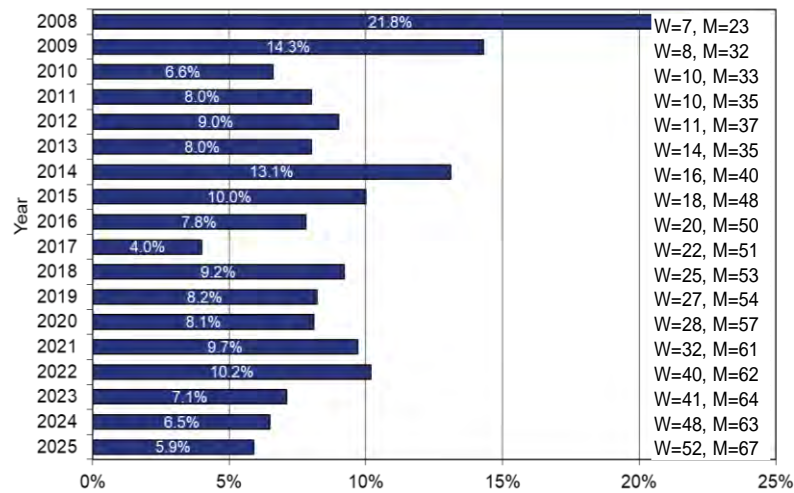
The University identified a number of Key Performance Indicators (KPIs) in 2010 to highlight key themes in equal pay at the University, which have been tracked over time to help quantify the effectiveness of related policy action.

### Key Performance Indicator 1 (KPI 1a and 1b): Mean gender pay gap for Grade 8 and 12 Academic-Related staff

KPI 1a: Pay gap AR Grade 8



KPI 1b: Pay gap AR Grade 12



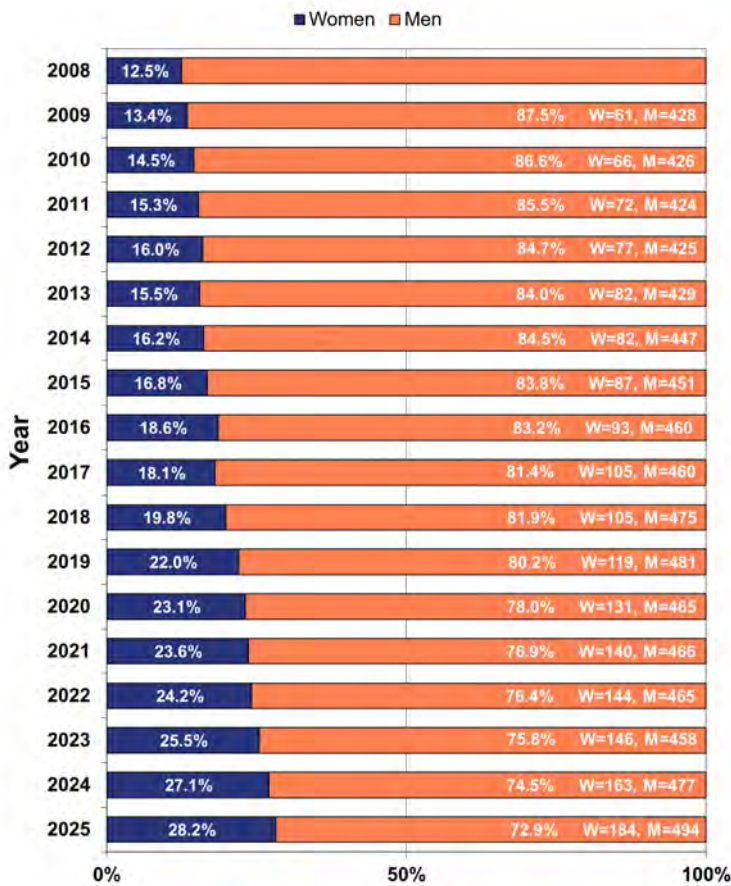
### Key findings

- The gender pay gap at Grade 8 Academic-Related staff (KPI 1a) has been decreasing for the third consecutive year and is now at 2.0%.
- The gender pay gap in at Grade 12 Academic-Related staff (KPI 1b) has been decreasing for the third consecutive year and is now at 5.9%. The gap has only been lower once in 2017.

## Key Performance Indicator 2 (2a and 2b): Gender representation of Academic and Academic-Related staff in Grade 12

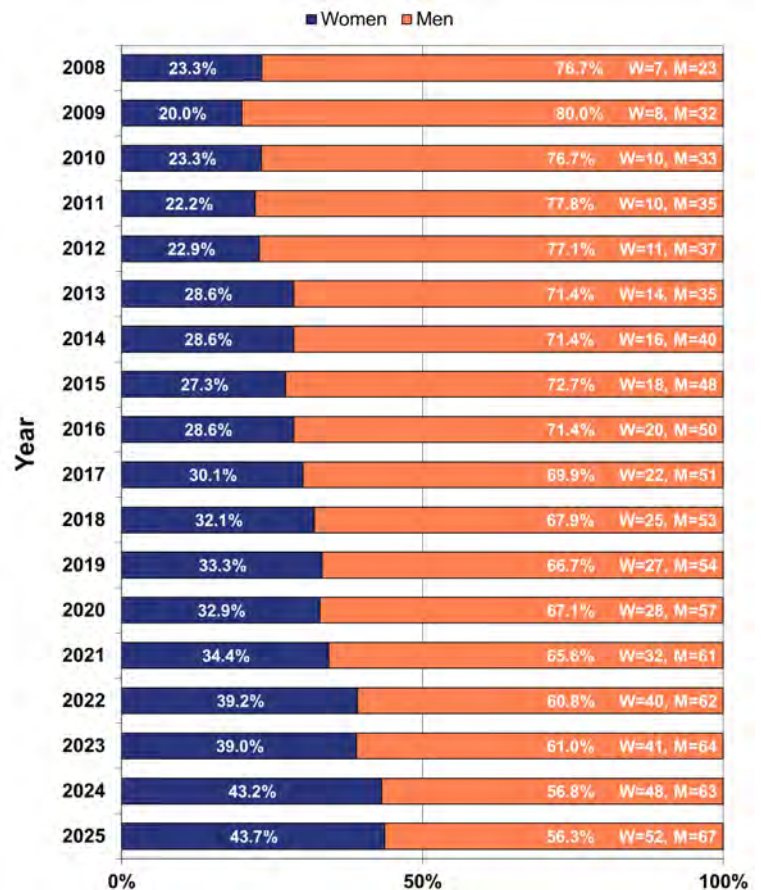
KPI 2a: Gender representation – Grade 12

Academic Staff



KPI 2b: Gender representation – Grade 12

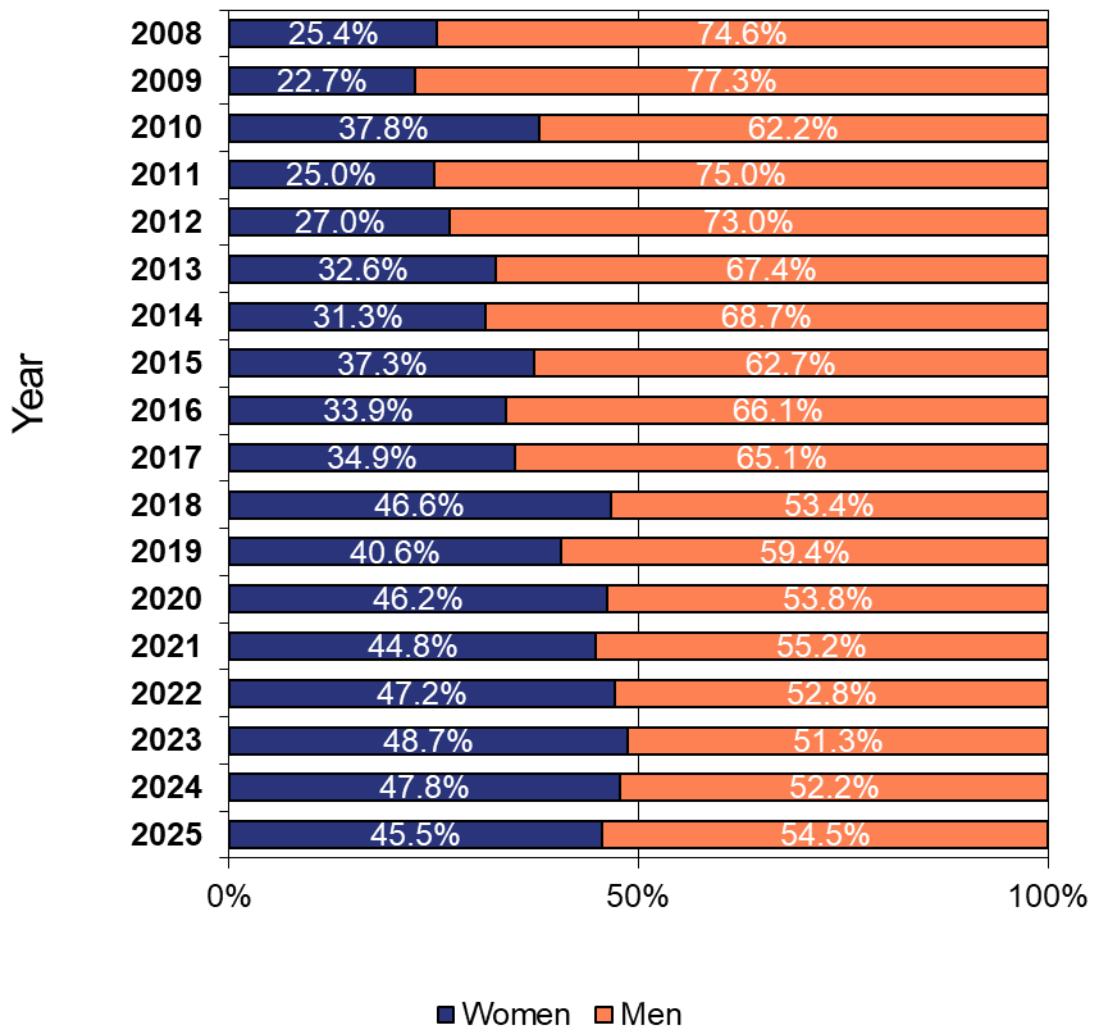
Academic-Related Staff



### Key findings

- Men continue to hold the majority of Academic and Academic-Related Grade 12 positions.
- The proportion of academic positions occupied by women has generally increased over the years, despite slight reductions of 0.5 p.p. in 2017. In 2025, women hold 28.2% of these positions. Increasing the proportion of female Academics at grade 12 is a key priority for the Athena Swan action plan 2024-2029, with a target of 35% by 2029.
- The proportion of women in Academic-Related roles at grade 12 has increased for the second consecutive year. In 2025, 43.7% Academic-Related positions at Grade 12 are occupied by women.

**Key Performance Indicator 3: Gender distribution of new employees appointed within the top half of Grade 9 (points 55-61).**



**Key findings**

- Men continue to be more likely to be appointed to the top half of Grade 9 compared to women. However, since 2008, the ratio of women appointed to the top half of Grade 9 has significantly improved, reaching 45.5% in 2024.

# Actions Arising from the 2023 Equal Pay Review and Progress

As a result of the findings of the 2023 Equal Pay Review, the Equal Pay Review Group made the following recommendations, and progress on each item is noted below:

1. For the Gender Equality Steering Group (GESG)/the University to take action to address the gender balance of staff across all categories and in particular, the under-representation of women at senior grades.

While the 2024 Equal Pay Review indicates a continued improvement in the representation of women at higher end of the pay scale (including Grades 11 and 12), the overall trend persists: men occupy a higher proportion of the positions at the higher end of the pay scale, and women at the lower end.

To further narrow the gender pay gap and increase equal representation, the University has embarked on a project, as part of the HeForShe initiative, to understand the cause-and-effect relationship driving these disparities. The first phase of this project will result in an institutional action plan being implemented by Schools and Non-School institutions. This focused effort is crucial to achieving true gender pay equity across our University. The project implementation will be steered by the newly established ED&I Intersectional Delivery Group (EDIIDG).

2. For GESG to explore in further detail the following areas to help determine any contributing factors and further action required:

- a. Any pay gaps greater than 5%.
- b. Gender differences in starting salaries.
- c. Gender differences in additional payments.
  - i) Gender pay gap differences in working arrangements (part-time compared to full-time working patterns).

The detailed analysis to understand cause-and-effect relationships driving disparities in the pay gaps which will be conducted as part of the HeForShe initiative will be addressing all the above listed points.

3. Identify enhancements to the data that can be incorporated within future EPRs.

- d. This should cover both additional data not currently in the report and alterations to improve the relevance of existing data within the EPR. This may include (but is not limited to) data on starting salaries and additional payments.

The detailed analysis to understand cause-and-effect relationships driving disparities in the pay gaps which will be conducted as part of the HeForShe initiative will be addressing all the above listed points.

4. Consider how the EPR sits in relation to the Mandatory Gender Pay Gap (GPG) report, identify any synergies, and areas where variations can add value to the purpose and content of the EPR.

Due to upcoming changes in legislative requirements for the Mandatory Pay Gap (the likely introduction of mandatory ethnicity and disability pay gaps), further consideration is required to identify the interaction between the EPR and the Mandatory Pay Gap reporting. As mentioned under item three a detailed review to understand cause-and-effect relationships driving disparities in the pay gaps is underway as part of the HeForShe initiative. This will also take into consideration the relationship of the EPR with the Mandatory Gender Pay GAP and potential synergies.

5. To monitor KPI 1a and 1b, with a view that if there is no significant increase that reporting on this is stopped. Continue monitoring KPI 1a and 1b, to assess if there is any impact on either of these resulting from both COVID-19 and Brexit. The suitability of these KPIs to be continued should be reviewed as part of the 2023 EPR

Both KPI 1a and 1b have been decreasing for the second consecutive year, reaching 2.3% and 6.5% respectively in 2024. KPI 1b has shown a long-term downward trend and the gap for grade 12 academic-related staff only was lower once in 2017. Therefore, as suggested in the 2023, the monitoring of this KPI will be discontinued from this point forward. KPI 1a was subject to more fluctuations over the years but also has followed a descending trend over the past two years and reached a fairly low level in 2024. Therefore, it is also suggested to cease reporting on KPI1 going forward. The gender balance at both grades will continue to be reported as part of the Staff Statistical Information report, and representation can be monitored via that report. Moreover, as part of the HeForShe project, suitability of all current KPIs will be reviewed.

# Appendix EPR

Appendices A1 to F are provided in the remainder of this document.

## Appendix A1: Gender pay gap by grade (basic pay) – all staff categories.

Grade	Population			Gender split (%)		% on contribution points		Average (mean) basic pay						Median basic pay					
	Women	Men	Total	Women	Men	Women	Men	Women	Women standard deviation	Men	Men standard deviation	Total	Pay gap (%)	Women	Women inter-quartile range	Men	Men inter-quartile range	Total	Pay gap (%)
1*	120	105	225	53.3%	46.7%	100.0%	100.0%	£23,028	£0	£23,028	£0	£23,028	0.0%	£23,028	£0	£23,028	£0	£23,028	0.0%
2	147	103	250	58.8%	41.2%	8.2%	6.8%	£24,317	£414	£24,287	£394	£24,305	-0.1%	£24,344	£232	£24,344	£463	£24,344	0.0%
3	340	242	582	58.4%	41.6%	9.4%	10.7%	£25,805	£1,136	£26,013	£1,181	£25,892	0.8%	£25,448	£2,042	£25,733	£2,042	£25,733	1.1%
4	672	288	960	70.0%	30.0%	13.1%	14.6%	£29,481	£1,744	£29,447	£1,824	£29,471	-0.1%	£29,179	£3,161	£29,179	£3,161	£29,179	0.0%
5	1,341	672	2,013	66.6%	33.4%	16.0%	14.6%	£34,032	£1,957	£33,989	£1,836	£34,017	-0.1%	£34,132	£2,570	£34,132	£2,570	£34,132	0.0%
6	701	338	1,039	67.5%	32.5%	19.4%	19.8%	£37,786	£2,745	£38,011	£2,688	£37,859	0.6%	£38,249	£4,239	£38,249	£3,225	£38,249	0.0%
7	1,795	1,666	3,461	51.9%	48.1%	12.9%	11.3%	£42,268	£3,752	£42,188	£3,735	£42,230	-0.2%	£41,671	£6,058	£41,671	£7,164	£41,671	0.0%
8	676	469	1,145	59.0%	41.0%	11.8%	19.6%	£51,022	£5,138	£51,800	£5,447	£51,341	1.5%	£51,039	£9,020	£52,566	£7,606	£51,039	2.9%
9	780	825	1,605	48.6%	51.4%	19.7%	20.6%	£56,781	£5,075	£56,940	£5,041	£56,862	0.3%	£59,139	£6,573	£59,139	£6,573	£59,139	0.0%
10	316	298	614	51.5%	48.5%	28.8%	33.9%	£67,087	£2,650	£67,468	£2,769	£67,272	0.6%	£66,537	£1,992	£66,537	£1,992	£66,537	0.0%
11	182	342	524	34.7%	65.3%	100.0%	100.0%	£72,133	£3,088	£71,566	£2,570	£71,763	-0.8%	£70,579	£2,111	£70,579	£0	£70,579	0.0%
12*	274	643	917	29.9%	70.1%	100.0%	100.0%	£100,775	£21,394	£101,787	£23,458	£101,484	1.0%	£94,786	£28,063	£92,033	£31,356	£92,033	-3.0%
Band 1	148	351	499	29.7%	70.3%	100.0%	100.0%	£86,544	£6,575	£86,789	£6,376	£86,716	0.3%	£81,787	£7,566	£84,235	£7,566	£84,235	2.9%
Band 2	72	130	202	35.6%	64.4%	100.0%	100.0%	£110,948	£8,612	£110,889	£8,364	£110,910	-0.1%	£109,850	£16,462	£109,850	£12,972	£109,850	0.0%
Band 3	27	63	90	30.0%	70.0%	100.0%	100.0%	£134,126	£9,651	£134,393	£10,087	£134,313	0.2%	£135,063	£15,723	£131,207	£15,956	£135,063	-2.9%
Band 4	7	31	38	18.4%	81.6%	100.0%	100.0%	£171,327	£16,306	£161,493	£20,089	£163,305	-6.1%	£171,040	£8,971	£151,989	£25,276	£161,234	-12.5%
no band	20	68	88	22.7%	77.3%	100.0%	100.0%	£99,751	£19,183	£104,374	£25,604	£103,323	4.4%	£96,290	£21,331	£93,410	£39,133	£93,410	-3.1%
Total	7,344	5,991	13,335	55.1%	44.9%	22.0%	31.4%	£44,069	£16,875	£51,238	£22,955	£47,290	14.0%	£39,355	£17,557	£45,413	£23,009	£41,671	13.3%

\* all points on these grades are discretionary

## Appendix A2: Gender pay gap by grade (basic pay) - Academic staff

Grade	Population			Gender split (%)		Average (mean) basic pay						Median basic pay					
	Women	Men	Total	Women	Men	Women	Woman standard deviation	Men	Men standard deviation	Total	Pay gap (%)	Women	Women inter-quartile range	Men	Men inter-quartile range	Total	Pay gap (%)
5	0	0	0	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	14	7	21	66.7%	33.3%	£38,892	£1,106	£37,819	£1,724	£38,535	<b>-2.8%</b>	£39,355	£830	£38,249	£2,703	£39,355	<b>-2.9%</b>
7	84	49	133	63.2%	36.8%	£40,791	£3,547	£40,278	£3,553	£40,602	<b>-1.3%</b>	£40,497	£4,945	£39,355	£6,954	£40,497	<b>-2.9%</b>
8	60	49	109	55.0%	45.0%	£47,377	£4,570	£46,807	£3,378	£47,121	<b>-1.2%</b>	£46,735	£6,677	£46,735	£4,021	£46,735	<b>0.0%</b>
9	197	237	434	45.4%	54.6%	£56,453	£3,970	£56,549	£4,020	£56,505	<b>0.2%</b>	£59,139	£6,573	£59,139	£5,003	£59,139	<b>0.0%</b>
10	121	152	273	44.3%	55.7%	£66,249	£2,162	£66,618	£1,964	£66,454	<b>0.6%</b>	£66,537	£1,932	£66,537	£0	£66,537	<b>0.0%</b>
11	98	221	319	30.7%	69.3%	£70,803	£1,322	£70,686	£756	£70,722	<b>-0.2%</b>	£70,579	£0	£70,579	£0	£70,579	<b>0.0%</b>
12	201	512	713	28.2%	71.8%	£98,191	£19,717	£99,309	£21,514	£98,994	<b>1.1%</b>	£92,033	£28,063	£89,353	£28,063	£89,353	<b>-3.0%</b>
Total	775	1,227	2,002	38.7%	61.3%	£67,905	£22,563	£77,040	£24,615	£73,503	<b>11.9%</b>	£66,537	£29,221	£70,579	£27,618	£70,579	<b>5.7%</b>

\* data not displayed due to a gender population of less than 5

**Appendix A3: Gender pay gap by grade (basic pay) - Academic-related staff.**

Grade	Population			Gender split (%)		Average (mean) basic pay						Median basic pay					
	Women	Men	Total	Women	Men	Women	Women standard deviation	Men	Men standard deviation	Total	Pay gap (%)	Women	Women inter-quartile range	Men	Men inter-quartile range	Total	Pay gap (%)
5	17	11	28	60.7%	39.3%	£32,083	£1,524	£31,877	£1,696	£32,002	-0.6%	£31,637	£1,741	£30,805	£2,080	£31,221	-2.7%
6	105	39	144	72.9%	27.1%	£37,921	£3,017	£38,346	£3,236	£38,036	1.1%	£38,249	£4,239	£39,355	£4,810	£38,249	2.8%
7	675	352	1,027	65.7%	34.3%	£42,485	£3,865	£42,790	£3,873	£42,589	0.7%	£42,882	£6,058	£43,505	£4,916	£42,882	1.4%
8	599	408	1,007	59.5%	40.5%	£51,308	£5,044	£52,374	£5,363	£51,740	2.0%	£51,039	£9,020	£54,136	£7,606	£52,566	5.7%
9	328	292	620	52.9%	47.1%	£57,557	£5,108	£58,636	£4,719	£58,065	1.8%	£59,139	£6,771	£59,139	£5,152	£59,139	0.0%
10	195	142	337	57.9%	42.1%	£67,608	£2,793	£68,431	£3,190	£67,955	1.2%	£66,537	£1,992	£68,529	£4,042	£66,537	2.9%
11	53	58	111	47.7%	52.3%	£75,375	£3,725	£74,781	£3,968	£75,065	-0.8%	£74,866	£6,723	£74,866	£6,147	£74,866	0.0%
12	52	67	119	43.7%	56.3%	£111,702	£25,190	£118,691	£28,611	£115,637	5.9%	£103,559	£31,583	£113,143	£42,730	£103,559	8.5%
Total	2,024	1,369	3,393	59.7%	40.3%	£52,274	£14,582	£56,542	£18,593	£53,996	7.5%	£49,559	£16,257	£54,136	£15,494	£51,039	8.5%

**Appendix A4: Gender pay gap by grade (basic pay) - Assistant staff.**

Grade	Population			Gender split (%)		Average (mean) basic pay						Median basic pay					
	Women	Men	Total	Women	Men	Women	Women standard deviation	Men	Men standard deviation	Total	Pay gap (%)	Women	Women inter-quartile range	Men	Men inter-quartile range	Total	Pay gap (%)
1	120	105	225	53.3%	46.7%	£23,028	£0	£23,028	£0	£23,028	0.0%	£23,028	£0	£23,028	£0	£23,028	0.0%
2	147	103	250	58.8%	41.2%	£24,317	£414	£24,287	£394	£24,305	-0.1%	£24,344	£232	£24,344	£463	£24,344	0.0%
3	340	242	582	58.4%	41.6%	£25,805	£1,136	£26,013	£1,181	£25,892	0.8%	£25,448	£2,042	£25,733	£2,042	£25,733	1.1%
4	672	288	960	70.0%	30.0%	£29,481	£1,744	£29,447	£1,824	£29,471	-0.1%	£29,179	£3,161	£29,179	£3,161	£29,179	0.0%
5	906	397	1,303	69.5%	30.5%	£33,969	£2,017	£33,895	£2,021	£33,947	-0.2%	£34,132	£2,570	£34,132	£2,570	£34,132	0.0%
6	582	292	874	66.6%	33.4%	£37,735	£2,718	£37,971	£2,631	£37,813	0.6%	£38,249	£4,239	£38,249	£3,225	£38,249	0.0%
7	19	46	65	29.2%	70.8%	£44,436	£2,978	£43,784	£3,734	£43,975	-1.5%	£45,413	£2,531	£45,413	£3,742	£45,413	0.0%
8	5	8	13	38.5%	61.5%	£53,190	£5,878	£52,944	£4,642	£53,039	-0.5%	£55,755	£1,619	£53,397	£6,965	£55,755	-4.4%
Total	2,791	1,481	4,272	65.3%	34.7%	£31,806	£5,155	£31,517	£5,941	£31,706	-0.9%	£31,637	£7,472	£31,637	£8,174	£31,637	0.0%

**Appendix A5: Gender pay gap by grade (basic pay) - Research staff.**

Grade	Population			Gender split (%)		Average (mean) basic pay						Median basic pay					
	Women	Men	Total	Women	Men	Women	Women standard deviation	Men	Men standard deviation	Total	Pay gap (%)	Women	Women inter-quartile range	Men	Men inter-quartile range	Total	Pay gap (%)
5	418	264	682	61.3%	38.7%	£34,246	£1,784	£34,218	£1,447	£34,235	-0.1%	£34,132	£2,570	£34,132	£2,570	£34,132	0.0%
6	0	0	0	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	1,009	1,218	2,227	45.3%	54.7%	£42,210	£3,667	£42,033	£3,656	£42,113	-0.4%	£41,671	£7,164	£41,671	£7,164	£41,671	0.0%
8	11	<5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	253	296	549	46.1%	53.9%	£56,046	£5,618	£55,580	£5,590	£55,795	-0.8%	£57,422	£8,100	£55,755	£8,100	£55,755	-3.0%
10	<5	<5	<5	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	31	63	94	33.0%	67.0%	£70,791	£1,268	£71,693	£2,718	£71,396	1.3%	£70,579	£0	£70,579	£2,111	£70,579	0.0%
12	20	64	84	23.8%	76.2%	£98,347	£19,430	£103,911	£25,246	£102,586	5.4%	£89,395	£23,037	£92,033	£39,133	£92,033	2.9%
Total	1,742	1,912	3,654	47.7%	52.3%	£43,543	£10,507	£46,163	£14,603	£44,914	5.7%	£41,671	£9,561	£42,882	£9,900	£41,671	2.8%

\* data not displayed due to a gender population of less than 5

**Appendix B1: Gender pay gap by grade (total pay) - all staff categories.**

Grade	Population			Gender split (%)		% on contribution points		Average (mean) basic pay including additional payments						Median basic pay including additional payments					
	Women	Men	Total	Women	Men	Women	Men	Women	Women standard deviation	Men	Men standard deviation	Total	Pay gap (%)	Women	Women inter-quartile range	Men	Men inter-quartile range	Total	Pay gap (%)
1	120	105	225	53.3%	46.7%	100.0%	100.0%	£23,797	£646	£24,007	£726	£23,895	0.9%	£23,720	£913	£23,994	£1,186	£23,935	1.1%
2	147	103	250	58.8%	41.2%	8.2%	6.8%	£24,681	£975	£24,463	£659	£24,591	-0.9%	£24,364	£233	£24,344	£436	£24,344	-0.1%
3	340	242	582	58.4%	41.6%	9.4%	10.7%	£25,935	£1,384	£27,358	£3,879	£26,527	5.2%	£25,703	£2,042	£25,870	£2,061	£25,733	0.6%
4	672	288	960	70.0%	30.0%	13.1%	14.6%	£29,585	£1,818	£29,713	£2,252	£29,624	0.4%	£29,179	£2,424	£29,468	£3,139	£29,359	1.0%
5	1,341	672	2,013	66.6%	33.4%	16.0%	14.6%	£34,106	£2,037	£34,126	£2,015	£34,113	0.1%	£34,132	£2,570	£34,132	£2,570	£34,132	0.0%
6	701	338	1,039	67.5%	32.5%	19.4%	19.8%	£37,943	£2,889	£38,264	£2,863	£38,047	0.8%	£38,249	£4,239	£39,347	£3,492	£38,249	2.8%
7	1,795	1,666	3,461	51.9%	48.1%	12.9%	11.3%	£42,397	£3,872	£42,309	£3,805	£42,355	-0.2%	£41,671	£6,058	£41,671	£6,218	£41,671	0.0%
8	676	469	1,145	59.0%	41.0%	11.8%	19.6%	£51,248	£5,338	£52,037	£5,594	£51,571	1.5%	£51,039	£9,020	£52,566	£7,606	£51,039	2.9%
9	780	825	1,605	48.6%	51.4%	19.7%	20.6%	£58,030	£7,333	£58,441	£7,153	£58,241	0.7%	£59,139	£8,341	£59,139	£8,822	£59,139	0.0%
10	316	298	614	51.5%	48.5%	28.8%	33.9%	£69,014	£7,717	£69,510	£7,256	£69,254	0.7%	£66,537	£4,042	£66,697	£4,042	£66,537	0.2%
11	182	342	524	34.7%	65.3%	100.0%	100.0%	£77,644	£13,343	£75,521	£12,923	£76,258	-2.8%	£71,705	£8,834	£70,579	£4,611	£70,579	-1.6%
12	274	643	917	29.9%	70.1%	100.0%	100.0%	£108,612	£30,321	£113,554	£38,889	£112,077	4.4%	£100,546	£35,786	£100,546	£40,475	£100,546	0.0%
Band 1	148	351	499	29.7%	70.3%	100.0%	100.0%	£92,211	£16,605	£96,037	£25,177	£94,902	4.0%	£86,757	£15,186	£87,260	£17,358	£87,208	0.6%
Band 2	72	130	202	35.6%	64.4%	100.0%	100.0%	£122,917	£26,116	£124,361	£33,518	£123,847	1.2%	£116,531	£22,720	£115,883	£20,060	£116,531	-0.6%
Band 3	27	63	90	30.0%	70.0%	100.0%	100.0%	£141,480	£18,713	£158,434	£40,291	£153,348	10.7%	£139,106	£15,258	£143,276	£36,350	£140,932	2.9%
Band 4	7	31	38	18.4%	81.6%	100.0%	100.0%	£193,846	£43,313	£182,386	£37,642	£184,497	-6.3%	£178,564	£33,254	£166,064	£45,843	£176,166	-7.5%
no band	20	68	88	22.7%	77.3%	100.0%	100.0%	£104,270	£18,824	£110,354	£30,817	£108,972	5.5%	£103,559	£23,093	£97,622	£41,268	£100,546	-6.1%
Total	7,344	5,991	13,335	55.1%	44.9%	22.0%	31.4%	£44,829	£19,004	£53,204	£28,198	£48,592	15.7%	£39,673	£17,557	£45,413	£24,239	£41,671	12.6%

\* all points on these grades are discretionary

## Appendix B2: Gender pay gap by grade (total pay) - Academic staff.

Grade	Population			Gender split (%)		Average (mean) basic pay including additional payments						Median basic pay including additional payments					
	Women	Men	Total	Women	Men	Women	Women standard deviation	Men	Men standard deviation	Total	Pay gap (%)	Women	Women inter-quartile range	Men	Men inter-quartile range	Total	Pay gap (%)
5	0	0	0	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	14	7	21	66.7%	33.3%	£41,819	£4,848	£40,399	£4,932	£41,346	-3.5%	£39,355	£4,365	£39,816	£4,926	£39,355	1.2%
7	84	49	133	63.2%	36.8%	£41,000	£3,853	£40,507	£3,823	£40,818	-1.2%	£40,497	£5,879	£40,497	£6,954	£40,497	0.0%
8	60	49	109	55.0%	45.0%	£47,439	£4,613	£47,054	£3,608	£47,266	-0.8%	£46,735	£7,117	£46,735	£4,021	£46,735	0.0%
9	197	237	434	45.4%	54.6%	£59,567	£9,633	£59,453	£8,190	£59,505	-0.2%	£59,139	£7,573	£59,139	£8,592	£59,139	0.0%
10	121	152	273	44.3%	55.7%	£69,920	£11,081	£68,781	£7,742	£69,285	-1.7%	£66,537	£2,527	£66,537	£2,792	£66,537	0.0%
11	98	221	319	30.7%	69.3%	£78,476	£16,285	£75,666	£15,229	£76,530	-3.7%	£70,579	£9,918	£70,579	£1,667	£70,579	0.0%
12	201	512	713	28.2%	71.8%	£106,165	£29,127	£111,731	£38,986	£110,162	5.0%	£97,622	£33,411	£100,546	£39,029	£99,511	2.9%
Total	775	1,227	2,002	38.7%	61.3%	£72,388	£28,538	£83,983	£36,284	£79,494	13.8%	£66,537	£29,810	£71,246	£29,845	£70,579	6.6%

\* data not displayed due to a gender population of less than 5

**Appendix B3: Gender pay gap by grade (total pay) - Academic-related staff.**

Grade	Population			Gender split (%)		Average (mean) basic pay including additional payments						Median basic pay including additional payments					
	Woman	Male	Total	Woman	Male	Woman	Woman standard deviation	Male	Male standard deviation	Total	Pay gap (%)	Woman	Woman inter-quartile range	Male	Male inter-quartile range	Total	Pay gap (%)
5	17	11	28	60.7%	39.3%	£32,240	£1,763	£32,385	£2,070	£32,297	0.4%	£31,637	£1,741	£31,013	£3,327	£31,637	-2.0%
6	105	39	144	72.9%	27.1%	£38,005	£3,049	£38,377	£3,243	£38,105	1.0%	£38,249	£4,239	£39,355	£4,810	£38,249	2.8%
7	675	352	1,027	65.7%	34.3%	£42,622	£4,080	£42,938	£3,975	£42,731	0.7%	£42,882	£6,058	£44,128	£4,916	£42,882	2.8%
8	599	408	1,007	59.5%	40.5%	£51,543	£5,245	£52,609	£5,524	£51,975	2.0%	£51,039	£9,020	£54,136	£8,507	£52,566	5.7%
9	328	292	620	52.9%	47.1%	£57,995	£5,705	£59,921	£6,257	£58,902	3.2%	£59,139	£6,771	£59,139	£6,793	£59,139	0.0%
10	195	142	337	57.9%	42.1%	£68,451	£4,461	£70,394	£6,703	£69,270	2.8%	£66,537	£4,042	£68,529	£6,153	£66,702	2.9%
11	53	58	111	47.7%	52.3%	£79,407	£9,630	£77,526	£7,618	£78,424	-2.4%	£77,107	£4,547	£77,107	£6,723	£77,107	0.0%
12	52	67	119	43.7%	56.3%	£120,434	£35,687	£131,751	£40,954	£126,806	8.6%	£114,555	£43,380	£119,418	£56,590	£118,177	4.1%
Total	2,024	1,369	3,393	59.7%	40.3%	£52,877	£16,429	£57,888	£22,188	£54,899	8.7%	£49,559	£16,109	£55,755	£17,315	£51,039	11.1%

**Appendix B4: Gender pay gap by grade (total pay) Assistant staff.**

Grade	Population			Gender split (%)		Average (mean) basic pay including additional payments						Median basic pay including additional payments					
	Woman	Male	Total	Woman	Male	Woman	Woman standard deviation	Male	Male standard deviation	Total	Pay gap (%)	Woman	Woman inter-quartile range	Male	Male inter-quartile range	Total	Pay gap (%)
1	120	105	225	53.3%	46.7%	£23,797	£646	£24,007	£726	£23,895	0.9%	£23,720	£913	£23,994	£1,186	£23,935	1.1%
2	147	103	250	58.8%	41.2%	£24,681	£975	£24,463	£659	£24,591	-0.9%	£24,364	£233	£24,344	£436	£24,344	-0.1%
3	340	242	582	58.4%	41.6%	£25,935	£1,384	£27,358	£3,879	£26,527	5.2%	£25,703	£2,042	£25,870	£2,061	£25,733	0.6%
4	672	288	960	70.0%	30.0%	£29,585	£1,818	£29,713	£2,252	£29,624	0.4%	£29,179	£2,424	£29,468	£3,139	£29,359	1.0%
5	906	397	1,303	69.5%	30.5%	£34,051	£2,120	£34,064	£2,277	£34,055	0.0%	£34,132	£2,570	£34,132	£2,570	£34,132	0.0%
6	582	292	874	66.6%	33.4%	£37,838	£2,737	£38,198	£2,739	£37,959	0.9%	£38,249	£4,239	£38,843	£3,443	£38,249	1.5%
7	19	46	65	29.2%	70.8%	£45,255	£2,867	£44,469	£4,255	£44,699	-1.8%	£45,413	£3,032	£45,413	£4,703	£45,413	0.0%
8	5	8	13	38.5%	61.5%	£54,224	£6,601	£53,344	£4,204	£53,682	-1.6%	£55,872	£4,219	£53,397	£6,683	£55,755	-4.6%
Total	2,791	1,481	4,272	65.3%	34.7%	£31,955	£5,137	£31,984	£6,003	£31,965	0.1%	£31,637	£7,472	£31,637	£9,188	£31,637	0.0%

**Appendix B5: Gender pay gap by grade (total pay) - Research staff.**

Grade	Population			Gender split (%)		Average (mean) basic pay including additional payments						Median basic pay including additional payments					
	Women	Men	Total	Women	Men	Women	Women standard deviation	Men	Men standard deviation	Total	Pay gap (%)	Women	Women inter-quartile range	Men	Men inter-quartile range	Total	Pay gap (%)
5	418	264	682	61.3%	38.7%	£34,302	£1,807	£34,290	£1,491	£34,298	0.0%	£34,132	£2,570	£34,132	£2,570	£34,132	0.0%
6	0	0	0	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	1,009	1,218	2,227	45.3%	54.7%	£42,315	£3,702	£42,121	£3,680	£42,209	-0.5%	£41,671	£6,058	£41,671	£7,164	£41,671	0.0%
8	11	<5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	253	296	549	46.1%	53.9%	£56,905	£6,935	£56,170	£6,516	£56,509	-1.3%	£57,422	£8,280	£55,755	£8,100	£57,422	-3.0%
10	<5	<5	<5	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	31	63	94	33.0%	67.0%	£72,001	£3,897	£73,163	£5,721	£72,780	1.6%	£70,579	£0	£70,579	£4,287	£70,579	0.0%
12	20	64	84	23.8%	76.2%	£102,867	£19,422	£109,088	£30,440	£107,607	5.7%	£102,658	£23,724	£94,786	£41,268	£98,440	-8.3%
Total	1,742	1,912	3,654	47.7%	52.3%	£43,817	£11,096	£46,543	£15,808	£45,244	5.9%	£41,671	£9,561	£42,882	£9,900	£41,671	2.8%

\* data not displayed due to a gender population of less than 5

**Appendix C1: Non-pensionable additional payments.**

		<b>No</b>	<b>£ average</b>	<b>£ total</b>
<b>Biological Safety Officer</b>	<b>Men</b>	33	£736	£24,295
	<b>Women</b>	19	£639	£12,148
<b>Chairperson Degree Comm.</b>	<b>Men</b>			
	<b>Women</b>	<5	*	£30,000
<b>Deputy Director/Head</b>	<b>Men</b>	<5	*	£9,036
	<b>Women</b>	<5	*	£8,069
<b>Laser Officer</b>	<b>Men</b>	28	£740	£20,716
	<b>Women</b>	6	£579	£3,475
<b>Radiation Supervisor</b>	<b>Men</b>	50	£731	£36,538
	<b>Women</b>	40	£1,153	£46,106
<b>Safety Off/Adviser</b>	<b>Men</b>	51	£412	£21,017
	<b>Women</b>	45	£325	£14,603
<b>Other Payment</b>	<b>Men</b>	751	£3,269	£2,454,875
	<b>Women</b>	694	£1,804	£1,251,817
<b>Other Payment - CoL</b>	<b>Men</b>	16	-£5	-£73
	<b>Women</b>	33	£16	£512
<b>Total</b>	<b>Men</b>	<b>931</b>	<b>£2,757</b>	<b>£2,566,405</b>
	<b>Women</b>	<b>839</b>	<b>£1,629</b>	<b>£1,366,729</b>
	<b>Total</b>	<b>1770</b>	<b>£2,222</b>	<b>£3,933,134</b>

\* Data not displayed due to a gender population of less than 5.

**Note 1:** The row entitled 'Other Payment' includes non-pensionable payments not separately identified in other rows. This mainly includes Assistant staff and Research staff payments, e.g. Early Morning Supplements and Marie Curie Allowances.

**Note 2:** There are a small number of bonus payments specifically agreed with individuals, where the University wishes to tie their remuneration to the delivery of certain duties or outcomes.

**Appendix C2: Pensionable additional payments (discretionary).**

		No	£ average	£ total
Admin Responsibility	Men	7	£10,453.70	£73,176
	Women	<5	*	£3,378
Additional Responsibility	Men	92	£2,419	£222,556
	Women	151	£1,664	£251,222
Additional Hours	Men	32	£3,815	£122,093
	Women	5	£4,624	£23,119
Other Payment	Men	26	£16,847	£438,022
	Women	10	£7,013	£70,134
Total	Men	157	£5,451	£855,848
	Women	168	£2,071	£347,853
	Total	325	£3,704	£1,203,701

\* Data not displayed due to a gender population of less than 5.

**Note:** The row entitled 'Other Payment' includes discretionary pensionable payments not separately identified in other rows.

**Appendix C3: Pensionable additional payments (linked to a role).**

		<b>No</b>	<b>£ average</b>	<b>£ total</b>
<b>Acting Head</b>	<b>Men</b>			
	<b>Women</b>	<5	*	£6,935
<b>Chair Faculty Board</b>	<b>Men</b>	9	£6,282	£56,536
	<b>Women</b>	7	£6,201	£43,409
<b>Deputy Director/Head</b>	<b>Men</b>	45	£4,539	£204,238
	<b>Women</b>	29	£5,276	£153,018
<b>Director</b>	<b>Men</b>	29	£8,772	£254,393
	<b>Women</b>	17	£7,058	£119,980
<b>Head of Department</b>	<b>Men</b>	41	£11,022	£451,888
	<b>Women</b>	28	£8,738	£244,678
<b>Head of Division</b>	<b>Men</b>	6	£5,250	£31,500
	<b>Women</b>	<5	*	£4,500
<b>Secretary Faculty Board</b>	<b>Men</b>	<5	*	£12,063
	<b>Women</b>	<5	*	£2,022
<b>Other Payment</b>	<b>Men</b>	250	£2,703	£675,678
	<b>Women</b>	305	£1,691	£515,649
<b>Total</b>	<b>Men</b>	<b>383</b>	<b>£4,403</b>	<b>£1,686,295</b>
	<b>Women</b>	<b>390</b>	<b>£2,795</b>	<b>£1,090,191</b>
	<b>Total</b>	<b>773</b>	<b>£3,592</b>	<b>£2,776,486</b>

\* Data not displayed due to a gender population of less than 5.

**Note:** The row entitled 'Other Payment' includes pensionable payments (linked to a role) not separately identified in other rows. This mainly includes Assistant staff and Research staff payments e.g. Shift Allowances, Wellcome Trust additional payments.

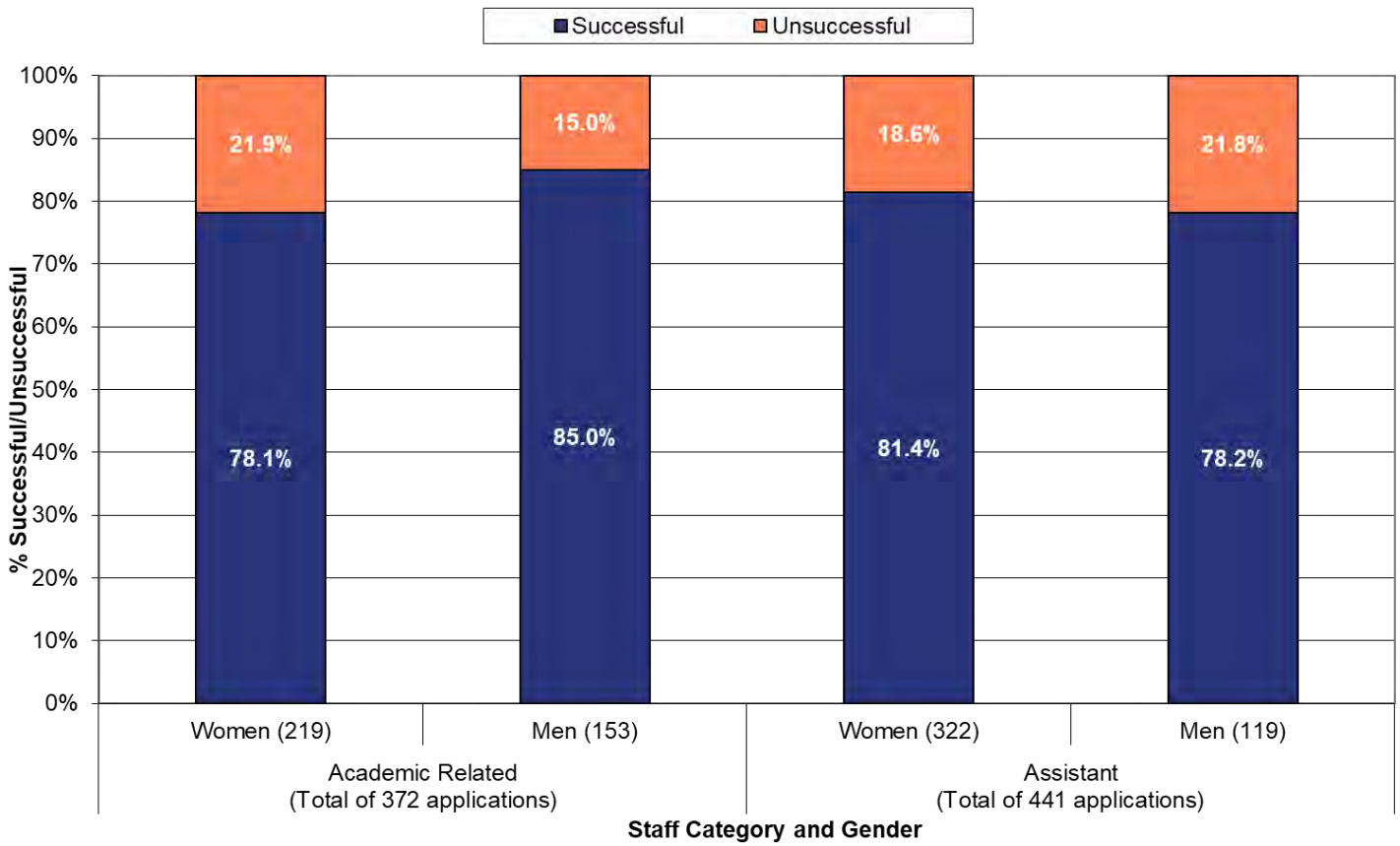
**Appendix C4: Market-related payments.**

Staff category	Supplement % of salary	Grade	Sub-Total		% F
			M	F	
Academic	≤5%	10	1	1	50%
		11	1	2	67%
		12	12	2	14%
	>5% ≤10%	9	13	7	35%
		10	12	3	20%
		11	3	2	40%
	>10% ≤15%	12	24	6	20%
		8	1		0%
		9	9	7	44%
		10		1	100%
	>15% ≤20%	11	1		0%
		12	9	5	36%
		9	21	14	40%
		11	7	9	56%
	>20% ≤25%	12	13	5	28%
		9	2	1	33%
		10	1		0%
		11	1	2	67%
	>25% ≤30%	12	11	3	21%
		9	6	1	14%
		10	2		0%
		11	3		0%
	>30% ≤35%	12	2	2	50%
		9	2	3	60%
		10	1		0%
		11	1	1	50%
	>35% ≤40%	12	5	1	17%
		9	4	1	20%
		10		4	100%
		12	3	1	25%
	>40% ≤45%	9		2	100%
		10		1	100%
		11	4	4	50%
		12	4		0%
	>45% ≤50%	9		2	100%
		10		1	100%
		11	1	3	75%
		12	1		0%
	>50% ≤55%	9		1	100%
		10	1	2	67%
		11	2		0%
		12	5	1	17%
>55% ≤60%	9		1	100%	
	10	1		0%	
	12	2	1	33%	
>60% ≤65%	11	1	1	50%	
	12	2		0%	
>65% ≤70%	11		1	100%	
>70% ≤75%	12	1		0%	
>75% ≤80%	10	1		0%	
	11	1		0%	
	12	2	1	33%	
>80% ≤85%	11	1		0%	
	12	2		0%	
>85% ≤90%	11	1		0%	
>90% ≤95%	12	2		0%	
>95% ≤100%	12	2	1	33%	
	10		1	100%	
>100% ≤105%	12	1	1	50%	
>105% ≤110%	12	2		0%	
>110% ≤115%	12	1		0%	
>115% ≤120%	12	3		0%	
>120% ≤125%	12	2		0%	
>125% ≤130%	12	2		0%	
>135% ≤140%	11	1		0%	
	12	1		0%	
>150% ≤155%	12	1		0%	
			<b>£5,993,786</b>	<b>£2,307,242</b>	

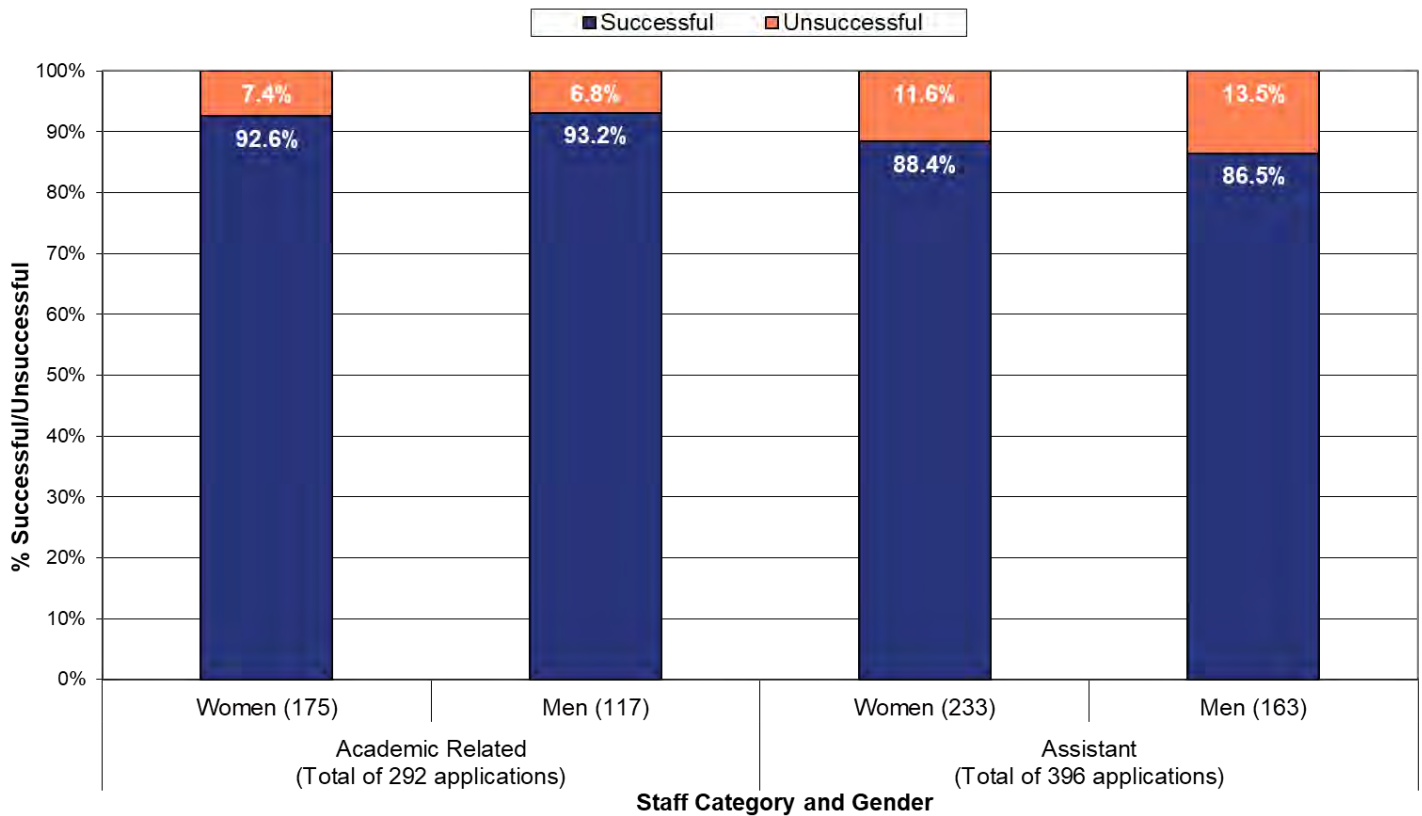
Continued: Appendix C4: Market-related payments.

Academic Related	≤5%	7		1	100%
		8	3	2	40%
		9	6	2	25%
		10	1	2	67%
		11		1	100%
	12	1	1	50%	
	>5% ≤10%	8	2	4	67%
		9	8	4	33%
		10	6	6	50%
		11	2	3	60%
		12	4	1	20%
	>10% ≤15%	7		1	100%
		8	1		0%
		9	7		0%
		10	3	3	50%
		11	1	5	83%
	12	3	3	50%	
	>15% ≤20%	9	9	2	18%
		10	3	1	25%
		11	2	1	33%
		12	3	4	57%
	>20% ≤25%	7		1	100%
		8		2	100%
		9	6	1	14%
		10	3		0%
		11	1		0%
	12	4		0%	
>25% ≤30%	9	2	3	60%	
	10	1	1	50%	
	11	1		0%	
	12	2	1	33%	
>30% ≤35%	7		1	100%	
	10	1	1	50%	
	11		1	100%	
	12	4	2	33%	
>35% ≤40%	11	1	2	67%	
	12	2	1	33%	
>40% ≤45%	10	1		0%	
	11	1	1	50%	
	12		1	100%	
>45% ≤50%	9	1		0%	
>55% ≤60%	12	1	1	50%	
>60% ≤65%	10	1		0%	
>75% ≤80%	12	1		0%	
			£1,453,999	£924,704	
Research	≤5%	9	1	1	50%
		12	1		0%
	>5% ≤10%	11	1		0%
		12	1	1	50%
	>10% ≤15%	11	1		0%
		12	1		0%
	>15% ≤20%	9		1	100%
		12	1		0%
	>20% ≤25%	9	2		0%
>55% ≤60%	12	1	1	50%	
>65% ≤70%	12	1		0%	
			£212,708	£67,971	

## Appendix D1: Contribution increments by gender and occupational category

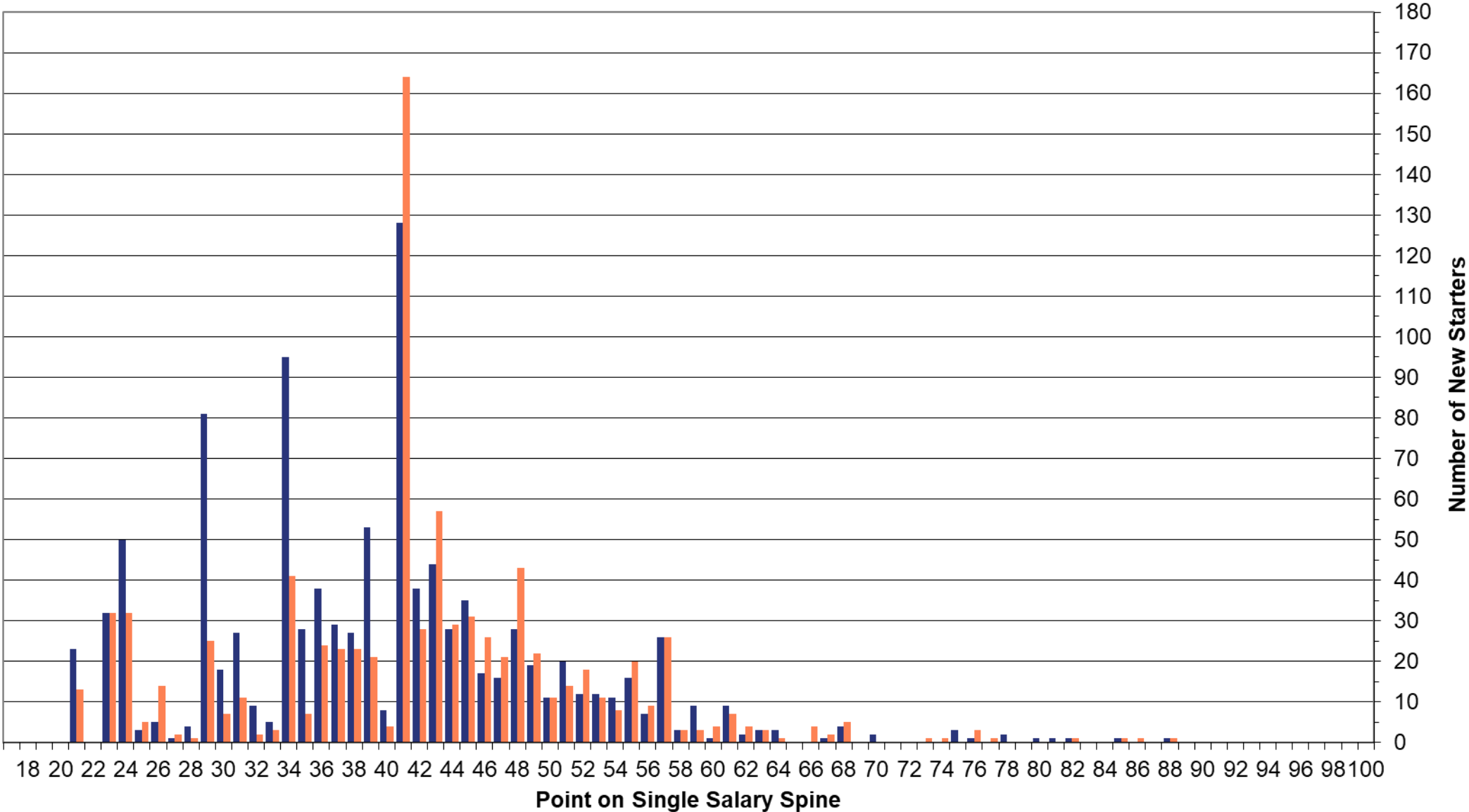


## Appendix D2: Single Contribution Payments by gender and occupational category



Appendix E1: Scale points of new employees by gender (chart 1)

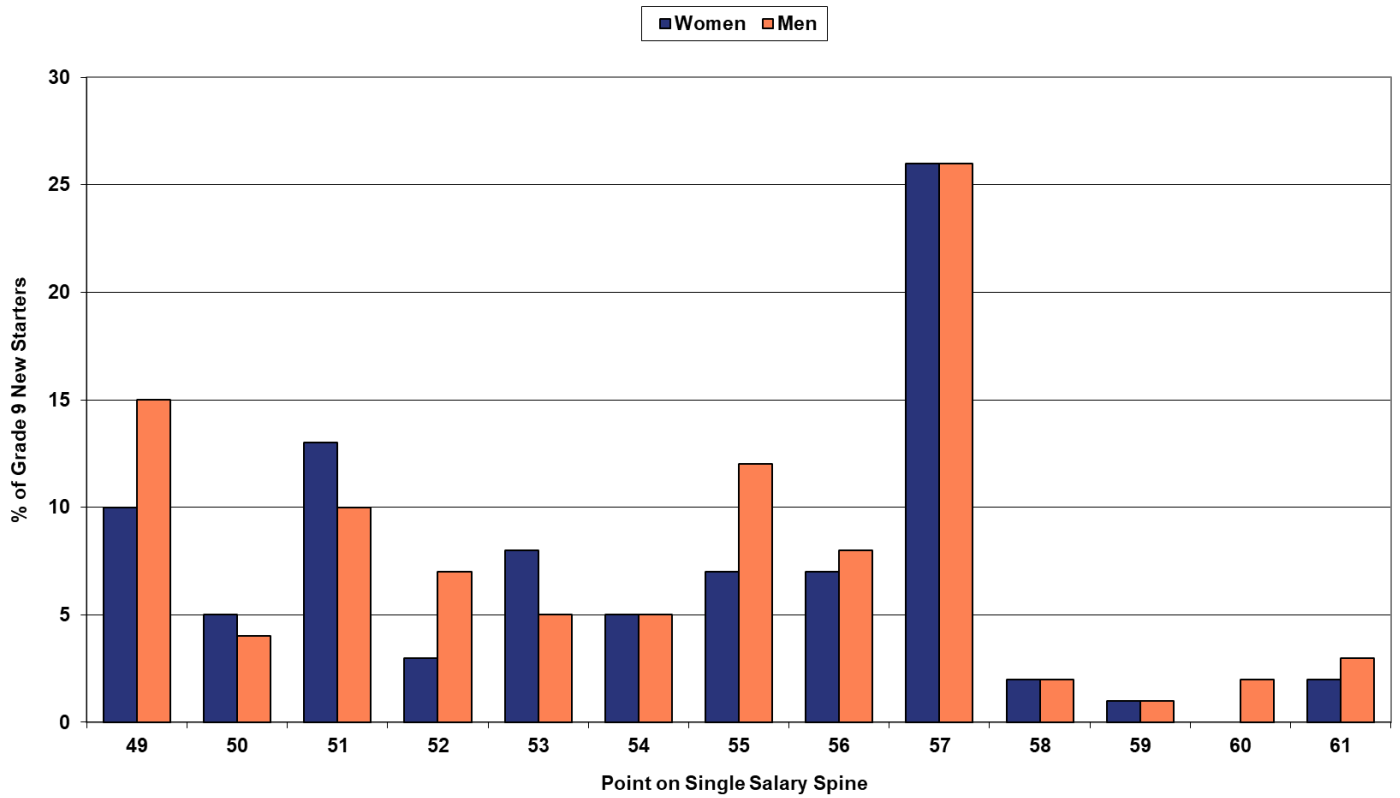
Men Women



Appendix E2: Scale points of new employees by gender (chart 2)

Scale Point	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Overall		Scale Point		
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men		Total	
100																											100		
99																											99		
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88																								1	1	1	1	88	
87																											87		
86																								1			1	86	
85																								1	1	1	1	85	
84																											84		
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82																								1	1	1	1	82	
81																								1			1	81	
80																								1			1	80	
79																												79	
78																								2			2	78	
77																											1	77	
76																								1	3	1	3	76	
75																								3		3		75	
74																									1		1	74	
73																									1		1	73	
72																												72	
71																												71	
70																								2		2		70	
69																								4	5	4	5	69	
68																								1	2	1	2	68	
67																												67	
66																											4	66	
65																												65	
64																											3	1	64
63																											3	3	63
62																											2	4	62
61																											9	7	61
60																											1	4	60
59																											9	3	59
58																											3	3	58
57																											26	26	57
56																											7	9	56
55																											16	20	55
54																											11	8	54
53																											12	11	53
52																											12	18	52
51																											20	14	51
50																											11	11	50
49																											19	22	49
48																											28	43	48
47																											16	21	47
46																											17	26	46
45																											35	31	45
44																											28	29	44
43																											44	57	43
42																											38	28	42
41																											128	164	41
40																											8	4	40
39																											53	21	39
38																											27	23	38
37																											29	23	37
36																											38	24	36
35																											28	7	35
34																											95	41	34
33																											5	3	33
32																											9	2	32
31																											27	11	31
30																											18	7	30
29																											81	25	29
28																											4	1	28
27																											1	2	27
26																											5	14	26
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17																													17
<b>Total</b>	<b>23</b>	<b>13</b>	<b>37</b>	<b>33</b>	<b>59</b>	<b>53</b>	<b>152</b>	<b>52</b>	<b>189</b>	<b>104</b>	<b>73</b>	<b>38</b>	<b>325</b>	<b>387</b>	<b>63</b>	<b>57</b>	<b>89</b>	<b>100</b>	<b>18</b>	<b>10</b>	<b>7</b>	<b>12</b>	<b>17</b>	<b>15</b>	<b>1052</b>	<b>874</b>	<b>Total</b>		

Appendix E3: Scale points of new employees in Grade 9 by gender.



## Appendix F: Methodology

The methodology of this Equal Pay Review is consistent with previous reviews in order to analyse trends over time. The approach taken is in line with the relevant Joint Negotiating Committee for Higher Education Staff guidance and Equality and Human Rights Commission advice that where a pay differential related to gender is less than 3%, no action is necessary. Where the difference is greater than 3% but less than 5%, the position should be regularly monitored. For gender pay gaps of more than 5%, action is needed to address the issue and close the gap. Consistent with previous reviews, this review includes in its analysis of all University staff on the single salary spine (i.e., excluding those on spot salaries or those whose pay is not determined by the University).

### Pay gap calculation

The pay gap calculation is based on a percentage of the average salary for men, this is a standard equal pay approach and allows meaningful benchmarking with external organisations and publicly available statistics. A pay gap figure without a minus sign indicates that the pay gap shows higher average pay for men compared to women. A minus number indicates the opposite.

### Mean and median

Average salaries and gender pay gaps can be calculated by either using the mean or median values. The mean is calculated by adding all values together and dividing by the number of values. The median is the middle value when each of the values are placed in order of smallest to largest.

The median can be a more appropriate method of measuring averages than the mean where there are outlying values within the data being analysed. The median is also helpful for benchmarking with national statistics (ONS) and other institutions who primarily use the median. However, a significant proportion of salaries on the University's pay scale are on the top service point of the grade, for both men and women. In this situation the median values for both genders will tend to be the same, masking any pay gap that may exist.

Therefore, for the purposes of this Equal Pay Review, the mean has continued to be used as the primary method of analysis and continues to inform the narrative of the Report. Where the term average is used this will be the mean unless otherwise stated. The University may review this approach in future equal pay Reports.

### Standard deviation

A number of the appendices to this review include standard deviation calculations which are used to identify the dispersion of the values from the average (mean) salary value. A low standard deviation indicates that the pay totals are clustered around the average value whereas a high standard deviation indicates that the pay totals are spread over a wide range. This provides another helpful indicator on the conclusions that can be drawn from the comparisons but where the sample group size is less than 10, the standard deviation may be misleading.

### Interquartile range

The appendices also include inter-quartile ranges where appropriate, expressing by how much the members of a group differ from the mean value for the group, in order to provide further insight into potential gender pay issues and for benchmarking purposes. The inter-quartile range is the difference between the upper quartile (i.e. the value of all payments three quarters of the way from lowest to highest) and the lower quartile (i.e. the value of all payments one quarter of the way from lowest to highest).

### Data protection

The disclosure to third parties of data from equal pay reviews is covered by the Data Protection Act (1998). The results of an equal pay review can be disclosed as regards individuals or small groups as long as they are in a sufficiently anonymised form. Where fewer than five employees are identified in a particular category of the data the values have been removed and replaced by '<5' (less than five) where necessary. This is in accordance with HESA guidance.



















**Statistics table 5b: Number of Academic-Related and Assistant staff on the single salary spine by grade, gender and scale point, School of the Humanities and Social Sciences as on 31<sup>st</sup> March 2025.**

Scale Point	Grade T & A		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Overall		Scale Point
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
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<b>Total</b>			5	3	5	8	11																						















**Statistics table 9b: Number of Academic-Related and Assistant staff on the single salary spine by grade, gender and scale point, General Board Institutions (NSIs) as on 31<sup>st</sup> March 2025.**

Scale Point	Grade T & A		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Overall		Scale Point
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
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Total			23	40	25	34	59	1																					

Statistics table 10a: Total pensionable and non-pensionable by School and gender.

		Arts & Humanities		Biological Sciences		Clinical Medicine		Humanities & Social Sciences		Physical Sciences		Technology		Council		General Board		Total	
		No	£	No	£	No	£	No	£	No	£	No	£	No	£	No	£	No	£
Pensionable	Men	21	£80,437	89	£417,461	85	£929,589	36	£111,945	79	£419,737	52	£327,091	118	£206,254	63	£49,630	543	£2,542,143
	Women	31	£79,175	130	£417,180	82	£416,758	38	£140,478	46	£146,109	44	£94,588	94	£87,662	95	£56,094	560	£1,438,044
Non-pensionable	Men	16	£46,821	161	£446,599	157	£296,394	123	£656,881	163	£336,067	135	£434,053	138	£325,225	38	£24,364	931	£2,566,405
	Women	28	£63,777	215	£376,728	147	£159,399	105	£290,934	90	£106,576	93	£187,862	119	£163,162	42	£18,291	839	£1,366,729
Total	Men	37	£127,259	250	£864,060	242	£1,225,982	159	£768,826	242	£755,805	187	£761,144	256	£531,479	101	£73,994	1,474	£5,108,548
	Women	59	£142,952	345	£793,909	229	£576,158	143	£431,412	136	£252,685	137	£282,450	213	£250,823	137	£74,385	1,399	£2,804,773
	Total	96	£270,211	595	£1,657,969	471	£1,802,140	302	£1,200,238	378	£1,008,489	324	£1,043,594	469	£782,302	238	£148,379	2,873	£7,913,321

**Statistics table 10b: Pensionable by payment type and gender.**

		Total	
		No	£
Admin Responsibility	Men	7	£73,176
	Women	<5	£3,378
Additional Responsibility	Men	92	£222,556
	Women	151	£251,222
Additional Hours	Men	32	£122,093
	Women	5	£23,119
Acting Head	Men		
	Women	<5	£6,935
Chairman Faculty Board	Men	9	£56,536
	Women	7	£43,409
Deputy Director/Head	Men	45	£204,238
	Women	29	£153,018
Director	Men	29	£254,393
	Women	17	£119,980
Head of Department	Men	41	£451,888
	Women	28	£244,678
Head of Division	Men	6	£31,500
	Women	<5	£4,500
Secretary Faculty Board	Men	<5	£12,063
	Women	<5	£2,022
Other Payment	Men	279	£1,113,700
	Women	317	£585,783
Total	Men	543	£2,542,143
	Women	560	£1,438,044
	Total	1,103	£3,980,187

\* Data not displayed due to a gender population of less than 5.  
Figures are rounded to the nearest pound.

**Statistics table 10c: Non-pensionable by payment type and gender.**

		Total	
		No	£
Biological Safety Officer	Men	33	£24,295
	Women	19	£12,148
Chairman Degree Comm.	Men		
	Women	<5	£30,000
Deputy Director/Head	Men	<5	£9,036
	Women	<5	£8,069
Laser Officer	Men	28	£20,716
	Women	6	£3,475
Radiation Supervisor	Men	50	£36,538
	Women	40	£46,106
Safety Off/Adviser	Men	51	£21,017
	Women	45	£14,603
Other Payment	Men	751	£2,454,875
	Women	694	£1,251,817
Other Payment - CoL	Men	16	-£73
	Women	33	£512
Total	Men	931	£2,566,405
	Women	839	£1,366,729
	Total	1,770	£3,933,134

\* Data not displayed due to a gender population of less than 5.

**Statistics table 10d: Pensionable by grouped payment type, School and gender.**

		Arts & Humanities		Biological Sciences		Clinical Medicine		Humanities & Social Sciences		Physical Sciences		Technology		Council		General Board		Total	
		No	£	No	£	No	£	No	£	No	£	No	£	No	£	No	£	No	£
<b>Headship payments</b> (inc Chairman Faculty Board, Deputy Director/Head, Director, Head of Department, Acting Head, Head of Division, Secretary Faculty Board)	<b>Men</b>	13	£60,063	31	£201,789	30	£287,829	18	£78,125	18	£166,909	23	£215,901					133	£1,010,617
	<b>Women</b>	17	£67,042	21	£141,747	16	£140,868	15	£111,527	9	£66,759	7	£46,599					85	£574,542
<b>Additional Hours/Responsibility payments</b> (inc Admin Responsibility, Additional Responsibility, Additional Hours)	<b>Men</b>	<5	£1,711	11	£24,008	20	£86,982	<5	£14,121	14	£41,859	8	£57,903	63	£181,728	10	£9,514	131	£417,826
	<b>Women</b>	7	£7,999	11	£23,627	29	£64,011	10	£7,874	14	£31,194	25	£35,331	45	£82,215	17	£25,467	158	£277,719
<b>Other Payment</b>	<b>Men</b>	7	£18,663	47	£191,663	35	£554,778	14	£19,699	47	£210,969	21	£53,286	55	£24,526	53	£40,115	279	£1,113,700
	<b>Women</b>	7	£4,134	98	£251,806	37	£211,878	13	£21,077	23	£48,155	12	£12,659	49	£5,446	78	£30,627	317	£585,783
<b>Total</b>	<b>Men</b>	<b>21</b>	<b>£80,437</b>	<b>89</b>	<b>£417,461</b>	<b>85</b>	<b>£929,589</b>	<b>36</b>	<b>£111,945</b>	<b>79</b>	<b>£419,737</b>	<b>52</b>	<b>£327,091</b>	<b>118</b>	<b>£206,254</b>	<b>63</b>	<b>£49,630</b>	<b>543</b>	<b>£2,542,143</b>
	<b>Women</b>	<b>31</b>	<b>£79,175</b>	<b>130</b>	<b>£417,180</b>	<b>82</b>	<b>£416,758</b>	<b>38</b>	<b>£140,478</b>	<b>46</b>	<b>£146,109</b>	<b>44</b>	<b>£94,588</b>	<b>94</b>	<b>£87,662</b>	<b>95</b>	<b>£56,094</b>	<b>560</b>	<b>£1,438,044</b>
	<b>Total</b>	<b>52</b>	<b>£159,612</b>	<b>219</b>	<b>£834,641</b>	<b>167</b>	<b>£1,346,347</b>	<b>74</b>	<b>£252,423</b>	<b>125</b>	<b>£565,846</b>	<b>96</b>	<b>£421,679</b>	<b>212</b>	<b>£293,916</b>	<b>158</b>	<b>£105,724</b>	<b>1,103</b>	<b>£3,980,187</b>

\* Data not displayed due to a gender population of less than 5.  
Figures are rounded to the nearest pound.

**Statistics table 10e: Non-pensionable by grouped payment type, School and gender.**

		Arts & Humanities		Biological Sciences		Clinical Medicine		Humanities & Social Sciences		Physical Sciences		Technology		Council		General Board		Total	
		No	£	No	£	No	£	No	£	No	£	No	£	No	£	No	£	No	£
<b>Safety Payments</b> (inc Biological Safety Officer, Laser Officer, Radiation Officer, Radiation Supervisor, Safety Off/Adviser)	<b>Men</b>	<5	£605	41	£29,526	65	£39,014	12	£6,484	19	£12,542	14	£10,166	6	£2,568	4	£1,663	162	£102,567
	<b>Women</b>	<5	£453	33	£26,473	39	£20,913	7	£3,777	<5	£1,876	<5	£1,615	19	£20,395	2	£831	110	£76,331
<b>Headship payments</b> (inc Chairman Degree Comm., Chairman Payment, Deputy Director/Head, Head of Department, Secretary Payment)	<b>Men</b>					<5	£6,036	<5	£3,000									2	£9,036
	<b>Women</b>							<5	£8,069					<5	£30,000			<5	£38,069
<b>Other Payments</b> (inc Cost of Living and COVID payments)	<b>Men</b>	15	£46,217	120	£417,073	91	£251,344	110	£647,397	144	£323,525	121	£423,887	132	£322,657	34	£22,701	767	£2,454,802
	<b>Women</b>	26	£63,324	182	£350,256	108	£138,486	97	£279,088	86	£104,700	89	£186,247	99	£112,767	40	£17,460	727	£1,252,329
<b>Total</b>	<b>Men</b>	341	£84,230	1,025	£593,941	1,373	£443,189	612	£542,160	163	£336,067	135	£434,053	138	£325,225	38	£24,364	931	£2,566,405
	<b>Women</b>	364	£72,947	1,359	£515,225	1,796	£368,646	685	£278,760	90	£106,576	93	£187,862	119	£163,162	42	£18,291	839	£1,366,729
	<b>Total</b>	705	£157,177	2,384	£1,109,166	3,169	£811,835	1,297	£820,920	253	£442,643	228	£621,915	257	£488,387	80	£42,655	1,770	£3,933,134

\* Data not displayed due to a gender population of less than 5.  
Figures are rounded to the nearest pound.

Statistics table 11a: Count of all staff in receipt of a market pay award as on 31<sup>st</sup> March 2025 by staff category, School (or equivalent) and gender.

Staff category	Supplement % of salary	Grade	Arts & Humanities		Humanities & Social Sciences		Physical Sciences		Technology		Biological Sciences		Clinical Medicine		Council		General Board		Sub-Total				
			M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	% F		
Academic	≤5%	10			1					1									1	1	50%		
		11				1												1	2	67%			
		12			1	1	2		6		2		1	1					12	2	14%		
	>5% ≤10%	9	1		5	5	2	1	2	1	2		1							13	7	35%	
		10			2		1		9	2	1									12	3	20%	
		11				1			2	1	1									3	2	40%	
	>10% ≤15%	12	1		4	2	6		6		6	3	1	1						24	6	20%	
		8								1										1		0%	
		9	1	2	5	1		1	1	1	2	2								9	7	44%	
		10						1	1											1	1	100%	
	>15% ≤20%	11					1													1		0%	
		12	1		1	1	3	2	2		1	2	1							9	5	36%	
		9		4	12	4	6	6	3											21	14	40%	
		11			4	5	2	3	1			1								7	9	56%	
	>20% ≤25%	12			4	2	3		4		1	3	1							13	5	28%	
		9			2	1														2	1	33%	
		10							1											1		0%	
		11						1	1	1										1	2	67%	
	>25% ≤30%	12			4	2	3	1	2		2									11	3	21%	
		9			3						3	1								6	1	14%	
		10							2											2		0%	
		11					2				1									3		0%	
	>30% ≤35%	12				1	1	1	1											2	2	50%	
		9			1					1		2								2	3	60%	
		10										1								1		0%	
		11			1							1	1							1	1	50%	
	>35% ≤40%	12			2	1	3													5	1	17%	
		9			2				1	1	1									4	1	20%	
		10								2		2								4	4	100%	
		12			1				2		1									3	1	25%	
	>40% ≤45%	9								1		1									2	100%	
		10										1									1	100%	
		11			1	1			2	1	1	2								4	4	50%	
		12			1				3											4		0%	
	>45% ≤50%	9				1				1											2	100%	
		10										1									1	100%	
		11		1	1	1						1								1	3	75%	
		12			1															1		0%	
	>50% ≤55%	9										1									1	100%	
		10							1	1		1								1	2	67%	
		11									2									2		0%	
		12			4	1			1											5	1	17%	
	>55% ≤60%	9								1	1										1	100%	
		10																		1		0%	
		12							2	1										2	1	33%	
	>60% ≤65%	11				1			1												1	1	50%
		12			1				1												2		0%
		11										1									1	100%	
	>65% ≤70%	12								1											1	0%	
		10								1											1	0%	
		11							1											1		0%	
	>75% ≤80%	12					1		1	1											2	1	33%
		11							1												1	0%	
12						1		1											2		0%		
>80% ≤85%	11							1												1	0%		
	12					1		1												2	0%		
	11							1												1	0%		
>85% ≤90%	12			1				1												2	0%		
	12				1			2												2	1	33%	
	10								1											1	100%		
>90% ≤95%	12							1	1											1	1	100%	
	10							1	1											1	1	50%	
	12							1	2											1	2	67%	
>105% ≤110%	12							2												2		0%	
	12							1												1		0%	
	12							3												3		0%	
>115% ≤120%	12				1			1												2		0%	
	12				2															2		0%	
	11							1												1		0%	
>125% ≤135%	12																			2		0%	
	11							1												1		0%	
	12							1												1		0%	
>150% ≤1	12							1												1		0%	
																				1		0%	
																			£5,993,786 £2,307,242				

Continued Statistics table 11a: Count of all staff in receipt of a market pay award as on 31<sup>st</sup> March 2025 by staff category, School (or equivalent) and gender.

Academic Relate	≤5%	7							1			1	100%		
		8						1	3	1		3	2	40%	
		9							6	2		6	2	25%	
		10							1	2		1	2	67%	
		11								1			1	100%	
		12								1	1		1	50%	
	>5% ≤10%	8				1				1	4		2	4	67%
		9	2				1		1	5	3		8	4	33%
		10				1	1		1	5	4		6	6	50%
		11					1			1	3		2	3	60%
		12				1				3		1	4	1	20%
	>10% ≤15%	7									1		1	1	100%
		8								1			1		0%
		9			2					5			7		0%
		10			1		1			2	2		3	3	50%
		11					1	4			1		1	5	83%
		12						1		3	2		3	3	50%
	>15% ≤20%	9							1	9	1		9	2	18%
		10				1			1	1	1		3	1	25%
		11						1		2			2	1	33%
		12						2		2	2	1	3	4	57%
	>20% ≤25%	7								1				1	100%
		8									2			2	100%
		9								6	1		6	1	14%
		10			1		1			1			3		0%
		11								1			1		0%
		12								4			4		0%
	>25% ≤30%	9			1		1	2			1		2	3	60%
		10							1	1			1	1	50%
		11					1						1		0%
		12								2	1		2	1	33%
	>30% ≤35%	7										1		1	100%
	10								1	1		1	1	50%	
	11										1		1	100%	
	12					1	1		3	1		4	2	33%	
>35% ≤40%	11								1	2		1	2	67%	
	12					1			1	1		2	1	33%	
>40% ≤45%	10								1			1		0%	
	11					1					1	1	1	50%	
	12					1							1	100%	
>45% ≤50%	9					1						1		0%	
>55% ≤60%	12								1	1		1	1	50%	
>60% ≤65%	10								1			1		0%	
>75% ≤80%	12					1						1		0%	
												£1,443,988	£924,704		
Research	≤5%	9	1			1						1	1	50%	
		12					1					1		0%	
	>5% ≤10%	11				1						1		0%	
		12				1	1					1	1	50%	
	>10% ≤15%	11				1						1		0%	
		12					1					1		0%	
	>15% ≤20%	9				1							1	100%	
		12				1						1		0%	
	>20% ≤25%	9				2						2		0%	
	>55% ≤60%	12				1			1			1	1	50%	
>65% ≤70%	12				1						1		0%		
												£212,708	£67,971		

**Statistics table 11b: Count of all staff in receipt of an advanced contribution supplement as on 31<sup>st</sup> March 2025 by staff category, School (or equivalent) and gender.**

Staff category	Supplement % of salary	Grade	Arts & Humanities		Humanities & Social Sciences		Physical Sciences		Technology		Biological Sciences		Clinical Medicine		Council		General Board		Sub-Total			
			M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	% F	
Academic	≤5%	10			1					1									1	1	50%	
		12				1			1		2		1	1					4	2	33%	
	>5% ≤10%	9	1		3	5	2	1	1	1	2		1						10	7	41%	
		10			2				8	2									10	2	17%	
		11								1										1	100%	
		12	1		3	1	3		4		4	3	1	1					16	5	24%	
	·10% ≤15%	8							1										1		0%	
		9	1	2	4			1	1										6	3	33%	
		10						1												1	100%	
	>20% ≤0%	12			1	1	1				1								3	1	25%	
		9		4	11	4	6	6	3										20	14	41%	
		11			4	5	2	3	1			1							7	9	56%	
		12			2	1			2			3	1						5	4	44%	
	·20% ≤25%	9			2														2		0%	
		10							1										1		0%	
		11							1	1									1	1	50%	
		12			4	1			1		1								6	1	14%	
	·25% ≤30%	9			1														1		0%	
		11					2												2		0%	
	·30% ≤35%	9			1		1												2		0%	
11				1														1		0%		
·35% ≤40%	9			1														1		0%		
·40% ≤45%	9										1								1	100%		
	11		1	1	1													1	2	67%		
																			£1,027,755	£575,724		
Research	≤5%	9					1												1	100%		
	>5% ≤10%	11				1													1		0%	
		12					1												1		100%	
	·10% ≤15%	12						1											1		0%	
	·15% ≤20%	9						1												1	100%	
		12					1												1		0%	
																			£36,827	£22,383		
																					Male	Female
																			Academic	101	55	
																			Research	3	3	
																			<b>Total Supplements</b>	<b>£1,064,582</b>	<b>£598,107</b>	

**Statistics table 11c: Count of all staff newly awarded market pay between 1<sup>st</sup> April 2024 and 31<sup>st</sup> March 2025 by staff category, School (or equivalent) and gender.**

Staff category	Supplement % of salary	Grade	Arts & Humanities		Humanities & Social Sciences		Physical Sciences		Technology		Biological Sciences		Clinical Medicine		Council		General Board		Sub-Total		
			M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	% F
Academic		9			2														2		0%
	>5% ≤10%	10					1				1								1	1	50%
		12								1		1							2		0%
	10% ≤15%	9			1	1													1	1	50%
		12					1												1	1	100%
	>20% ≤0%	9			1						1								1		0%
		12										1							2		0%
	20% ≤25%	9				1														1	100%
		12							1										1	1	100%
	25% ≤30%	9			2							2	1						4	1	20%
		10								1									1		0%
		12								1									1		0%
	30% ≤35%	9										1								1	100%
		12					3												3		0%
	35% ≤40%	9			1							1							2		0%
	40% ≤45%	11			1	1				1	1		1						2	3	60%
	>50% ≤0%	9				1														1	100%
		11											1							1	100%
	>55% ≤0%	10									1								1		0%
		12			1						1								2		0%
	55% ≤60%	12									1								1		0%
	60% ≤65%	11				1														1	100%
		12			1														1		0%
	75% ≤80%	11									1								1		0%
	80% ≤85%	11									1								1		0%
	35% ≤100%	10										1								1	100%
	05% ≤11%	12									1								1		0%
	25% ≤13%	12			2														2		0%
35% ≤14%	11									1								1		0%	
																		£1,275,837	£395,852		
	8														2			2		0%	
	9														2			2		0%	
≤5%	10															2			2	100%	
	12															1			1	100%	
	8															2			2	100%	
>5% ≤10%	9			1							1					2		2	3	60%	
	11															1			1	100%	
	12									1		1						1	1	50%	
10% ≤15%	9					1										1		2	1	100%	
	12														1	2		1	2	67%	
Academic Related	9										1				5			5	1	17%	
15% ≤20%	11									1					2			2	1	33%	
	12																1		1	0%	
	8															1			1	100%	
20% ≤25%	9														3			3		0%	
	12														1			1		0%	
25% ≤30%	9										1	2						1	2	67%	
30% ≤35%	12									1					1			1	1	50%	
35% ≤40%	11															1			1	100%	
40% ≤45%	11										1				1			1	1	50%	
55% ≤60%	12														1			1		0%	
																		£377,284	£259,965		

	Male	Female
Academic	34	15
Academic Related	26	21
Assistant	0	0
Research	0	0
<b>Total Supplements</b>	<b>£1,653,121</b>	<b>£655,817</b>

**Statistics table 11d: Count of all staff newly an advanced contribution supplement between 1<sup>st</sup> April 2024 and 31<sup>st</sup> March 2025 by staff category, School (or equivalent) and gender.**

Staff category	Supplement % of salary	Grade	Arts & Humanities		Humanities & Social Sciences		Physical Sciences		Technology		Biological Sciences		Clinical Medicine		Council		General Board		Sub-Total		
			M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	% F
Academic	≤5%	10			1														1		0%
		9				2		1						1					1	3	75%
	>5% ≤10%	10			1				2	1									3	1	25%
		12			1		1		1					1					3	1	25%
		8							1										1		0%
	·10% ≤15%	9	1																1		0%
		10						1												1	100%
		12			1														1		0%
	>20% ≤0%	9		1	4	2	2	3	2										8	6	43%
		11			1	1	1	1											2	2	50%
	·20% ≤25%	12									1								1		0%
	·25% ≤30%	11					2												2		0%
	·45% ≤50%	11				1														1	100%
																		£233,040	£153,244		
Research	≤5%	9					1													1	100%
	>5% ≤10%	12					1													1	100%
	·15% ≤20%	9					1													1	100%
																				1	100%
																					£22,383

	Male	Female
Academic	24	15
Research	0	3
<b>Total Supplements</b>	<b>£233,040</b>	<b>£175,627</b>