



Equality, Diversity and Inclusion Committee (EDIC) Meeting

Monday, 9 June, 10.30 – 12.00

William Gates Building, SC04

Agenda

Committee Membership

Professor Robert Watson (Chair)
Professor Alastair Beresford, Head of Department
Celia Burns, Faculty Administrator (Secretary)
Rachel Gardner, Communications Manager
Dr Prakash Murali, Associate Professor
Aga Niewiadomska, Outreach Administrator
Komal Rathi, Chair of Women@CL
James Sharkey, Senior Research Software Engineer
Caroline Stewart, Departmental Secretary
Konrad Witaszczyk, Research Associate
Alicja Zavros, HR Manager

***Our aim is to move quickly through items 1-8
so that we have time for discussion items 9 and 10***

1. Apologies for Absence

Apologies have been received from Komal.

2. Conflicts of Interest

3. Minutes of the Last Meeting

For approval: the minutes of the meeting held on 28 February 2025 (EDIC-2025-5-3).

4. Committee Membership

To note: Alicja Zavros, HR Manager, has joined the Committee.

5. Report on Actions from the Last Meeting

To provide brief updates and/or follow up for the following where applicable:

i) Committee Membership List (item 4i, 28 February 2025 minutes)

To approve: an updated membership list following discussions at the last meeting (EDIC-2025-05-05i).

ii) **Athena Swan Action Plan**

1. **Bullying and harassment: improve student and staff understanding of bullying and harassment reporting and handling** (item 4iii 1, 28 February 2025 minutes)

Konrad, Alicja and Caroline have discussed a bullying and harassment reporting framework and Konrad has drafted a document for consideration by the Committee (2025-05-05ii1).

2. **Committee consideration of EDI: all departmental committees to consider EDI as part of their work** (item 4iii 2, 28 February 2025 minutes)

Celia has compiled a list of department committees showing whether they include an EDI standing item on their agenda (2025-05-05ii2).

3. **Gender and other diversity in departmental events, such as seminars (regular monitoring of, and an increase in, diversity)** (item 4iii 3, 28 February 2025 minutes)

Aga has reported that she and Ben discussed how to increase the number of female speakers for Wednesday seminars and agreed that, since in general the speakers are invited/hosted by academics in the Department, the best way would be to encourage members of the department to invite female speakers. Alastair has reported that he raised this issue at the 28 May Wednesday meeting.

Celia has created a table showing estimated gender of visitors to the Department between 2020 and 2025 (2025-06-5ii3).

4. **CST Staff and student annual surveys** (item 6, 28 February 2025 minutes)

Caroline has extracted results from Qualtrics from the 2024 CST staff survey. These are attached for information now and discussion at the next meeting (2025-06-5ii4).

5. **Career trajectories: exit interviews and career trajectory monitoring** (item 9, 28 February 2025 minutes)

Caroline was going to liaise with the HR Manager about creating a survey. Caroline to report.

6. **Tracking gender balance in exam performance** (item 5, 28 February 2025 minutes)

Alastair has reported that he and Aga hope to meet before the EDIC meeting to brainstorm some topics to encourage student discussion about this issue. **See item 5vii, Outreach Committee Strategy, below**, which includes information about data retention.

iii) **Disability Access Audit/Survey of the Building** (item 4 iv, 28 February 2025 minutes)

Caroline was going to make the new Building Services Manager aware of the actions discussed at the last meeting (with the doors issue as a priority). Caroline to report.

- iv) **Being LGBTQ+ in Cambridge: A Review of the Experiences and Support of Staff at the University of Cambridge** (item 7, 28 February 2025 minutes)
Alastair has reported that he has contacted the lead for LGBTQ+@CL (currently on sabbatical leave) about the Review. Alastair to provide an update if one is available.
- v) **Gender Neutral Bathrooms** (item 8, 28 February 2025 minutes)
This was originally a request for the department to develop specific plans to introduce gender-neutral bathrooms. A wider discussion is required following the Supreme Court ruling on the definition of woman (**see agenda item 10 below**).
- vi) **MPhil Applications: no research opportunities** (item 10, 28 February 2025 minutes)
Caroline was going to ask PEC to carry this proposal forward. Caroline to report.
- vii) **Outreach Committee strategy** (item 11, 28 February 2025 minutes)
With regard to data that would be useful to gather for longitudinal analysis, Aga has reported that we are limited to the characteristics listed in HEAT but of those, she would like to start collecting more data on student's WP criteria (and uploading this to HEAT) as this might give us some useful insights in the future.

Alastair and Caroline have considered the annual process of data collection and retention and have provided a proposal (2025-06-5vii). Alastair to report.

6. **Gender Awarding Gap Sharepoint site**

To note: The University has identified and acknowledged a gender awarding gap when considering the proportion of male and female Tripos students receiving a first-class award. Colleagues working in this area, regardless of scale, are asked to visit the [Gender Awarding Gap Sharepoint site](#), where they can share work and help add to the institution-wide understanding of this issue by adding documents using a document submission form. For further information, see the 22 May 2025 Key Issues Bulletin.

7. **Equality and Diversity Information Report 2023-24**

To receive for information: the Equality and Diversity Information Report (2025-06-07).

8. **People and Operations Committee**

To note: the department has set up a People and Operations Committee (Terms of Reference are available [here](#)). Items can be raised with either Fermin Moscoso del Prado Martin, Chair (fm611@cst.cam.ac.uk) or Celia Burns, Secretary (faculty-admin@cst.cam.ac.uk). This will be a standing item on EDI Committee agendas as an opportunity to raise issues of interest. It would be helpful to understand the intention for the relationships / dynamic between the two committees given apparent overlap.
To discuss.

9. **Process for Conducting Future Surveys**

In April, the Guardian published an [article entitled "Cambridge University accused of bullying 'cover-up' as internal survey revealed"](#) relating to the 2024 staff survey. The comparison document showing the Department results vs. the University results is attached (2025-06-09). The article makes two main points:

1. the survey results were not made public
2. given concerning results, the university/departments have not reacted fast enough.

To discuss.

10. Supreme Court Ruling on the Definition of Woman

Robert to report. Committee members to discuss.

11. Any Other Business

12. Date of next meeting



Equality, Diversity and Inclusion Committee (EDIC) Meeting

28 February 2025, 11.00 – 12.30
William Gates Building, Room SW00

Minutes

Attendance

Professor Alastair Beresford, Head of Department (Chair)
Celia Burns, Faculty Administrator (Secretary)
Dr Prakash Murali, Associate Professor
Aga Niewiadomska, Outreach Administrator
James Sharkey, Senior Research Software Engineer
Caroline Stewart, Departmental Secretary
Konrad Witaszczyk, Research Associate

Professor Thomas Sauerwald, Deputy Head of Department, joined the meeting as a guest to report on some of the agenda items.

1. Apologies for Absence

Apologies were received from Rachel Gardner and Komal Rathi.

2. Conflicts of Interest

There were no conflicts of interest.

3. Minutes of the Last Meeting

The minutes of the meeting held on 29 October 2024 (EDIC-2025-2-3) were approved.

4. Report on Actions from the Last Meeting

i) Committee Membership List

The Committee discussed the proposed membership list drafted by Alastair (EDIC-2025-02-4i) and agreed:

- it would be preferable to place the LGBTQ+ representative in the 'additional members' section, rather than in the 'member by virtue of their role' section;
- it would be useful to consider other categories to include under the 'additional members' section, who could be called on depending on agenda topic (carers, people with disability, for example);
- the membership list will be reviewed after one year.

It was agreed that Alastair would redraft the membership list for the Committee's approval.

Action: Alastair

ii) **Next Athena Swan Application**

(a) **Bronze or Silver Award**

The Committee noted that, in answer to a question about the Athena Swan action plan, Gina Warren (ED&I Consultant) had advised that the decision to go for a Silver Award should be based on the *impact* of the actions rather than simply completion of them. We should, therefore, consider whether we meet or surpass the success measures that we put in place, and whether there has been sustained progress when we prepare our next submission.

(b) **Sample Silver application under the new Athena Swan**

The Committee received the Silver Award application from the University of Bath (EDIC-2025-2-4ii), which Gina Warren (ED&I Consultant) considers to be a good example of a new Silver Award submission.

iii) **Athena Swan Action Plan**

1. **Bullying and harassment: improve student and staff understanding of bullying and harassment reporting and handling.**

Konrad had prepared a document with suggestions on steps for improving reporting of bullying and harassment (EDIC-25-2-4iii1). Alastair noted that the survey results suggested the Department had not done as well as the wider University in this area. The Committee discussed the issue and agreed that, to raise awareness of the bullying and harassment reporting procedure, it would be useful to create a public webpage linking from various Department intranet pages (HR, the different parts of the Tripos, and other relevant pages). The webpage should include, amongst other information:

- contact details for the first point of contact (the email address should be generic, but the contact's name and telephone number should be noted);
- some examples of cases that should be reported;
- information about resources available in Colleges.

It was agreed that the Directors of UG and PG Education should be asked to highlight this webpage in their induction talks, and that Caroline and Konrad would create the webpage.

Action: Caroline and Konrad

2. **Committee consideration of EDI: all departmental committees to consider EDI as part of their work.**

The Committee noted that Caroline had asked all department committees to include a standing item on EDI. It was agreed that Celia would review whether Committees were acting upon this request and report on this at the next meeting, including information about whether the agenda item was prompting discussion about EDI.

Action: Celia

3. **Gender and other diversity in departmental events, such as seminars (regular monitoring of, and an increase in, diversity).**

The Committee discussed some data provided by Ben Karniely, Senior Research Strategy Coordinator, on the gender of speakers for various department events (the Wednesday group meetings, the Wheeler Lecture, Tech Talks and Research Showcases) in 2023/24 (EDIC-2025-2-4iii3). Alastair noted that the numbers were not good, apart from the Wheeler Lecture—an annual event where there has been an even spread of male and female speakers (alternating each year). He noted that just under 25% of professors in the department are women so we should aim for that ratio in our speakers.

Discussion about this issue included:

- the risk that the requirement for more female speakers could place an unfair burden of work on women in the department;
- the acknowledgement that most of the seminars shown in the data are not given by members of the department (for example, speakers for the Wednesday seminars are generally visiting academics);
- the fact that the Women@CL talklets (where all speakers are women) had not been included in the data;
- the risk that requiring female speakers could result in talks by HR or recruitment rather than technical talks;
- the acknowledgement that the expectation for female speakers from very small start-up companies would be much lower.

Alastair said that in his summary at the beginning of next term, he would encourage people to think about the gender balance of visitors and speakers. Aga agreed to talk with Ben Karniely about ideas to encourage more women to give talks in the department.

Action: Aga and Alastair

4. **Surveys: continuation of regular student and staff surveys annually.**

Results from the 2024 surveys were discussed later in the agenda (see the Staff and Student Surveys main agenda item 6 below).

5. **Career trajectories: exit interviews and career trajectory monitoring.**

This item was discussed later in the agenda (see agenda item 9 below).

6. **Review of the gender awards gap.** This was discussed as part of the analysis of gender balance in exam performance (see agenda item 5 below).

iv) **Disability Access Audit/Survey of the Building**

Professor Sauerwald had looked at the audit for the William Gates Building (EDIC-2025-2-4iii8) and highlighted a few main issues, which were discussed:

- **The doors to the Lecture Theatres and to the three staff corridors on each of the three floors are very heavy and difficult to open.** It was also noted that the doors do not always close properly, which was a security issue. Apparently, the difficulty in getting a mechanism to open the doors is because of the weight of the doors. It was agreed that it should be a priority to get this issue fixed (at least for the doors on the central corridor of each floor), with the

preference being for finding a new opening mechanism over replacement of the doors (due to noise and aesthetic reasons associated with lighter doors).

- **The second-floor shower is not step-free.** Committee members were not aware of any steps to the shower room itself so it was agreed that this should be clarified and if the shower cubicle itself was not step-free, then this would require conversion. Alastair noted that there were two further showers on the ground floor adjacent to the disabled toilet. [Post meeting update: Unfortunately, there is a step into the shower tray for the ground floor showers]
- **There is a lack of space in some corridors for wheelchairs and some of the hand towel dispensers are not accessible for wheelchair users.** It was noted that it would be useful to canvas comments from a wheelchair user about this issue.
- **The survey appears to be quite out of date.** There was no date to indicate when the audit had been carried out and some items were out of date (such as the café, the library, and the parking layout).

It was noted that the current Building Services Manager (BSM) would be leaving in May and applications for their replacement would be closing on 19 March. It was agreed that the new BSM should review Professor Sauerwald's comments on the audit, address the issues above (with the doors issue as a priority) and arrange for another audit to be carried out on the building once the doors issue had been resolved.

Action: Caroline to advise the new BSM

v) Engagement with Frank Dobbin, co-author of 'Getting to Diversity'

Alastair reported that Frank is scheduled to give a talk at 14:00 on 19 March in Lecture Theatre 1. He encouraged people to come along.

vi) Tracking Gender Balance in Part II and Part III Examinations.

This item was discussed in item 5 below.

5. Tracking Gender Balance in Exam Performance

Professor Sauerwald presented a preliminary analysis of performance at the TMUA, and Parts IA, IB and II, noting that the data was very preliminary and that there were no firm conclusions. The data included Part II gender discrepancy of average marks, Part II number of firsts, Part II medians, Part II marks standard deviation, Part II distribution of gender in percentiles, marks by different cohorts, TMUA "first percentage" by entry year, TMUA medians and averages by entry year, and Part II performance by school type.

Discussion of the data included:

- how to work out if there is a bias or difference between cohorts (bearing in mind that 2019/20 was an outlier due to COVID, and results were excluded from the statistics for around 30 students who took CST 50%);
- whether differences relate to supervisions, and if so, what role the Department might play in making adjustments. Aga suggested asking students about this directly;
- the possibility of running a mock test to look at the presentation and framing of Tripos questions (related to this, James shared a [study](#) carried out by his colleagues in Physics about the impact of exam question structure);

- whether course selection affects results;
- whether choice of College makes a difference.

It was agreed that Alastair and Aga would brainstorm some topics to talk about when presenting the data to students in order to encourage discussion.

Action: Alastair and Aga

6. Staff and Student Annual Surveys

The Committee discussed a document (EDIC-2025-2-6) showing the Department's survey results, including a comparison against the wider University. Although the response rate for the department was low (31 respondents), the results were reasonably positive—many of them better than those of the University.

After discussion of the results, it was agreed that Alastair and Konrad would draft some information about the results and actions to be taken, which could then be emailed to department members and posted on a website.

Action: Alastair and Konrad

7. Being LGBTQ+ in Cambridge: A Review of the Experiences and Support of Staff at the University of Cambridge

The Committee received a summary of the report findings, together with a high-level action plan (EDIC-2025-2-7 i). The Committee noted that the report had also been seen by the department's LGBTQ+ group, but no comments had been raised. There was a brief discussion about the LGBTQ+ group, noting that although there didn't seem to be high attendance at the meetings, there was a larger email group, where views could potentially be canvassed about issues such as gender-neutral toilets. It was agreed that Alastair would talk with the LGBTQ+ lead about the review.

Action: Alastair

8. Gender Neutral Bathrooms

Professor Robert Watson had made a request (EDIC-2025-2-8) for the department to develop specific plans to introduce gender neutral bathrooms. After some discussion, the Committee agreed that James would speak to Professor Watson to find out what encouragement he had received for these plans as it would be important for there to be strong evidence and further detail is likely required from the community before any potentially expensive works are undertaken.

Action: James

9. Career Trajectories: Exit Interviews and Career Trajectory Monitoring

This item originates from the Athena Swan action plan. James introduced the document he had prepared (EDIC-2025-2-9) which commented on the current exit interview questions and included some thoughts about the associated Athena Swan action point. James noted that the current interview format cannot scale to what could easily result in 2 interviews/hours per week and which would produce unstructured data that would need to be analysed. He felt that a survey would gain greater coverage than interviews and, depending on the leaver's responses, could offer the option for a follow-up interview.

It was agreed that the HR Manager would construct the survey with reference to James' comments on the current exit interview questions and with input from Prof Andreas Vlachos in order to support our REF environment statement.

Action: Caroline to liaise with the HR Manager

10. MPhil Applications: No Research Opportunities

At its meeting on 28 January 2025, the People and Operations Committee (POC) discussed some suggestions around recruitment that could be flagged to the University, one of which was the suggestion to add a box on the MPhil application form for applicants to indicate that there are no research opportunities in their country. The POC had asked the Postgraduate Education Committee (PEC) and the Equality, Diversity and Inclusion Committee to consider this.

The Committee discussed this issue, noting that while it was supportive of applicants being able to state that there are no research opportunities in their country, an option to include some text about this in the application covering material might be better than a tick box. It was agreed that PEC should carry this issue forward.

Action: Caroline to liaise with PEC

11. Outreach Committee Strategy

The Outreach Committee had outlined its data collection strategy to EDIC and asked whether there were any particular statistics that should be collected and whether the Committee had any other views on this aspect of the proposed outreach strategy. Aga (Secretary of the Outreach Committee) noted that the Outreach Committee was keen to collect data to evaluate how outreach schemes are working and how students that we are targeting progress through their degree.

The Committee discussed this issue, noting that it would be very useful to keep such data for longitudinal analysis. The data should be in a plain csv format with an unchanging identifier and should be associated with the Higher Education Access Tracker (HEAT) data.

It was agreed that Aga would think about the data sets that it would be useful to gather. Alastair and Caroline would think about (i) how to patch up the existing data and (ii) the annual process of data collection and retention.

Action: Aga, Alastair and Caroline

12. Any Other Business

There was no other business.

13. Date of next meeting

The next meeting will be held in the Easter Term, date to be arranged via meeting poll.

Equality, Diversity and Inclusion Committee Membership*

*The membership was last reviewed February 2025.

The next review is scheduled for February 2026.

* [Alicja Zavros added to the membership in May 2025](#)

Membership by virtue of role:

Role	Current role holder(s)
Academic, Chair of EDIC	Prof Robert Watson
Head of Department	Prof Alastair Beresford
HR Representative (Departmental Secretary or HR Manager)	Caroline Stewart (Departmental Secretary) Alicja Zavros* (HR Manager)
Communications Coordinator	Rachel Gardner
Outreach Administrator	Aga Niewiadomska
Chair or member of Women@CL	Komal Rathi (Chair, Women@CL)
Chair/member of Research Staff Forum (RSF)	James Sharkey (RSF member)
Secretary to the EDI Committee	Celia Burns (Faculty Administrator)

Up to four additional members:

In choosing additional members we would like to ensure that there is diversity in terms of gender, nationality, background and age, as well as making sure there is representation from the following groups:

Category	Current member
Undergraduate Students	
Postgraduate Students	Konrad Witaszczyk (PhD Student)
Early Career Researchers	Konrad Witaszczyk (Research Associate)
Academics	Prakash Murali (Associate Professor)
Professional Services Staff	Celia Burns (Secretary, EDIC)
Chair or member of LGBTQ+@CL	
Other categories who can be called on depending on agenda topic (e.g., carers, people with disability)	

NB: This is a work-in-progress document that is not accepted by the ED&I committee and should not be treated as a committee's point of view.

List of proposed changes

1. Under the ED&IC webpage, a separate page called "Bullying and Harassment" should be created to describe how to report a concern
2. The induction process should introduce students and staff to the bullying and harassment reporting framework
3. Inform the students and staff of the page via email

Bullying and harassment support page

The page should:

- Inform staff and students that supervisors, undergraduate and postgraduate administrations are prepared to guide a student or an employee to make a formal complaint and how to find wellbeing support
- Explain that concerns regarding behaviour within a college should be reported to the college itself. However, the Department can help to discuss a concern before this takes place
- Provide the names and roles of those in the department who can be contacted to report concerns. It should also provide contact details of the first point of contact(s). This should be in a clear table format.
- List examples of cases when a concern should be raised

This page should be referenced on the ED&IC, HR, Induction, main student and staff webpages.

Induction

Induction meetings should include a discussion describing:

- Who is the first point of contact when a student/employee wants to raise a concern?
- What would be examples of cases to report?
- Where staff/students can find more information on how to report bullying and harassment cases?

The [PhD Induction website](#) and other induction material for undergraduate and MPhil students should be updated.

Page location:

- HR -> Bullying and harassment reporting
<https://www.cst.cam.ac.uk/local/personnel/bullying-and-harassment-reporting>
 (does not exist yet)

References:

- The side menu of HR – <https://www.cst.cam.ac.uk/local/personnel>
- The main HR page contents – <https://www.cst.cam.ac.uk/local/personnel>
- The side menu of ED&IC – <https://www.cst.cam.ac.uk/local/committees/equality>
- The ED&IC page contents – <https://www.cst.cam.ac.uk/local/committees/equality>
- PhD resources -> Student support – <https://www.cst.cam.ac.uk/local/phd>
- Induction pages for undergraduate and graduate students – ?
- Induction page for staff - [Induction guidelines for new starters | Department of Computer Science and Technology](#)

Page title:

Bullying and harassment reporting

Page contents:

The University is committed to creating and maintaining a safe, welcoming, inclusive and diverse community that nurtures a culture in which we treat one another with courtesy and consideration. All members of the University community must be able to thrive without fear of sexual violence, abuse, coercive behaviour or related misconduct. [Breaking the Silence website](#) includes information on Universities support services in preventing any form of harassment or sexual misconduct at the University of Cambridge.

All University employees, workers and students are expected to **behave professionally and appropriately and have the right to expect professional and appropriate behaviour** from others. Inappropriate behaviour for the purposes of this Policy means **bullying, harassment, discrimination, sexual misconduct and victimisation. Any behaviour that [continues as inappropriate behaviour](#)**, should be reported.

The [Dignity at Work Policy](#) describes what constitutes inappropriate behaviour and lists examples of bullying and harassment that staff and students should report.

Departmental support

The Department is committed to provide support to its students and staff who have experienced inappropriate behaviour during their work, studies, within and outside the Department's premises. The following table provides contact details to appropriately trained members of staff who can be contacted to discuss and report such cases. If you would like to raise a concern, you can approach them in person or contact via email according to your own preference.

Member	Role	Responsible for	Email
Alicia Zavros	HR Manager	Staff	hr-manager@cst.cam.ac.uk
Lise Gough	Postgraduate Education Administration	PhD/MPhil/Part III students	phd-admin@cst.cam.ac.uk
Becky Straw	Undergraduate Education Administration	Tripes students	undergraduate-teaching-manager@cst.cam.ac.uk

Additional student support

The main source of pastoral support for students is provided by Colleges. All students are assigned a Tutor by the College who will be available to meet, or correspond by email, with students to discuss personal and tutorial matters. However, if you wish you can talk to the Undergraduate Programme Manager (for undergraduate students) and the Graduate Education Manager (for MPhil, Part III and PhD students).

Additional reporting options

The University also provides reporting options for [students](#) and [staff](#) affected by harassment or sexual misconduct. [Dignity at Work Contacts](#) and [Wellbeing Advocates](#) are individuals who can be contacted to talk confidentially about your concerns.

Additional sources of support

As part of the following initiatives, the University provides the following services to help and advise students and staff who are experiencing bullying and harassment, as well as to those who may have witnessed examples of bullying and harassment, and wish to raise concerns.

- [Departmental Wellbeing Advocates](#)
- [Harassment and Violence Support Service from the Student Support](#)
- [University Counselling Service](#)
- [Accessibility and Disability Resource Centre](#)
- [Dignity at Work Policy](#)
- [Code of Behaviour](#)
- [Staff and Student Relationship Policy](#)

To do:

- (Alicja/Konrad) Prepare a draft of the page under HR: Bullying and harassment support
- Ask sys-admin to create the Bullying and harassment support subpage under the HR section
- (Alicja) Talk to the poster designer if we can modify it to list a link to our departmental website
- Hang posters/leaflets in the department informing about the bullying and harassment support page. An example poster:
https://www.breakingthesilence.cam.ac.uk/files/uoc_code_reception_statement_a4.pdf
- Email to staff and students informing about the page. Possibly altogether with other departmental updates, e.g. survey results

CST Committees

Equality, Diversity and Inclusion – Standing Agenda Item

(info compiled by Celia Burns from committee minutes:
either from the relevant committee webpage or Faculty Board papers)

	Committee	EDI agenda item / consideration
1	Academic Career Pathways Faculty Committee	This is an annual meeting. Committee members read a Mitigating Implicit Bias document and take relevant ED&I training before the meeting.
2	Buildings and Environment Committee	EDI agenda item since May 2025. Issues raised/mentioned/discussed: <ul style="list-style-type: none"> • A follow up on the medical issues relating to the lighting upgrade • Supreme Court ruling on definition of woman
3	Degree Committee	I don't have access to this committee's minutes.
4	Directors of Studies Committee	EDI agenda item since May 2025. No issues raised.
6	Ethics Committee	The Committee Chair has confirmed that, "as a matter of policy, EDI issues are considered by the ethics committee".
7	Faculty Board	The committee has a longstanding EDI agenda item. It receives EDIC minutes and (in 2024) information relating to the Athena Swan application. Usually, no other issues are raised.
8	Health and Safety Committee	EDI item on the agenda since April 2025. Issue raised: Supreme Court ruling relating to single sex spaces and gender-neutral spaces.
9	IT Strategy Committee	The latest minutes I have access to are from 28 April, which do not include an EDI agenda item.
10	Outreach Committee	EDI agenda item since June 2025. No issues raised.
11	People and Operations Committee	EDI item on the agenda since January 2025. Several items have been raised/mentioned/ discussed.
12	Postgraduate Education Committee	I don't have access to this committee's minutes.
13	Postgraduate Students Forum	I don't have access to this committee's minutes.
14	Research Staff Forum (RSF)	EDI item on the agenda and an RSF member on the EDIC. The RSF EDIC Rep. reports back to the RSF. Additional issues are not generally raised.
15	Research Strategy Committee	The latest minutes I have access to are from 29 October 2024, which do not include an EDI agenda item.
16	Staff Student Consultative Forum	EDI item on the agenda since May 2025. No issues raised.
17	Tripos Management Committee	I don't have access to this committee's minutes.

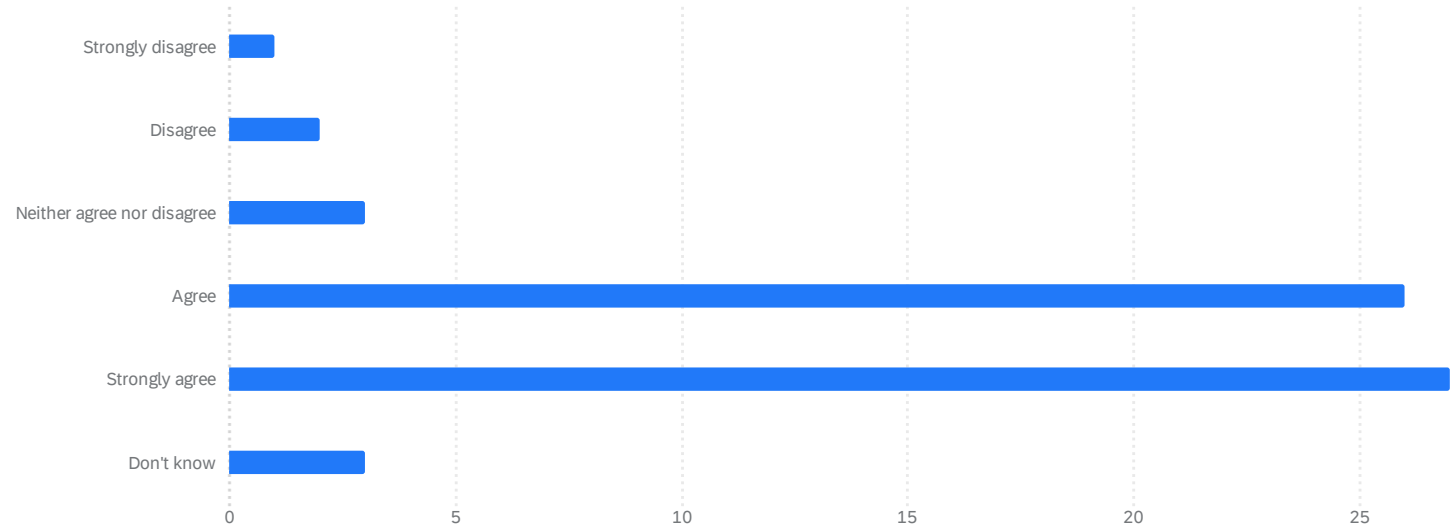
(Estimated) Gender of Visitors to CST
between March 2020 and October 2025

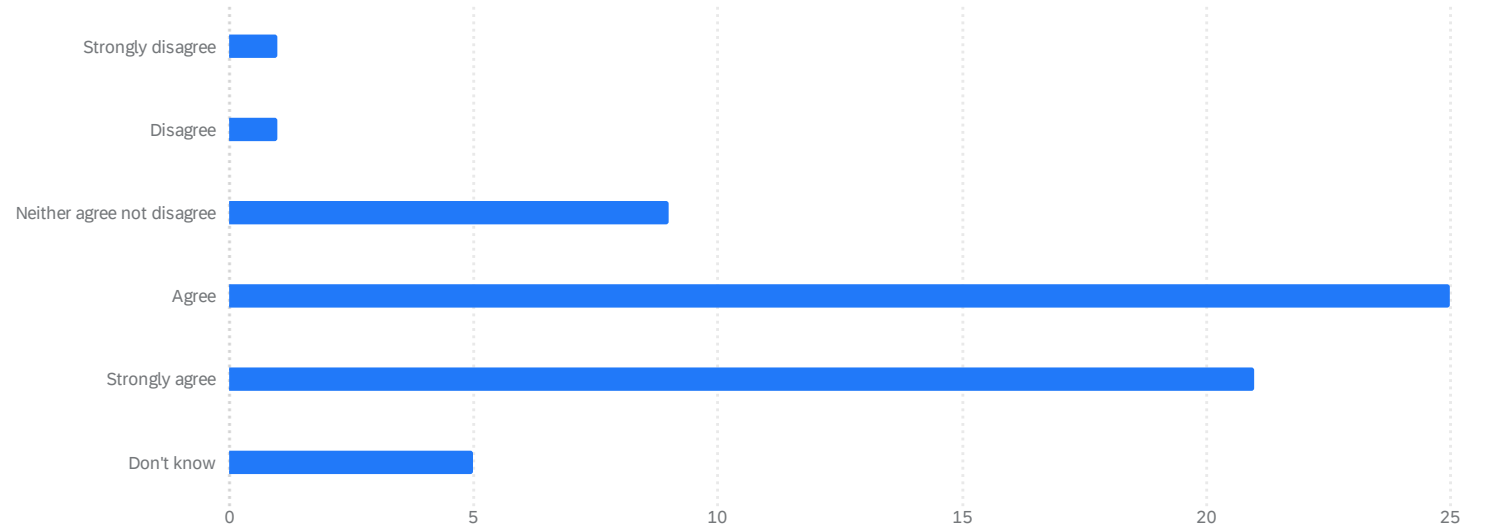
(gender estimated by Copilot, then 'unknowns' Googled/estimated by Celia)

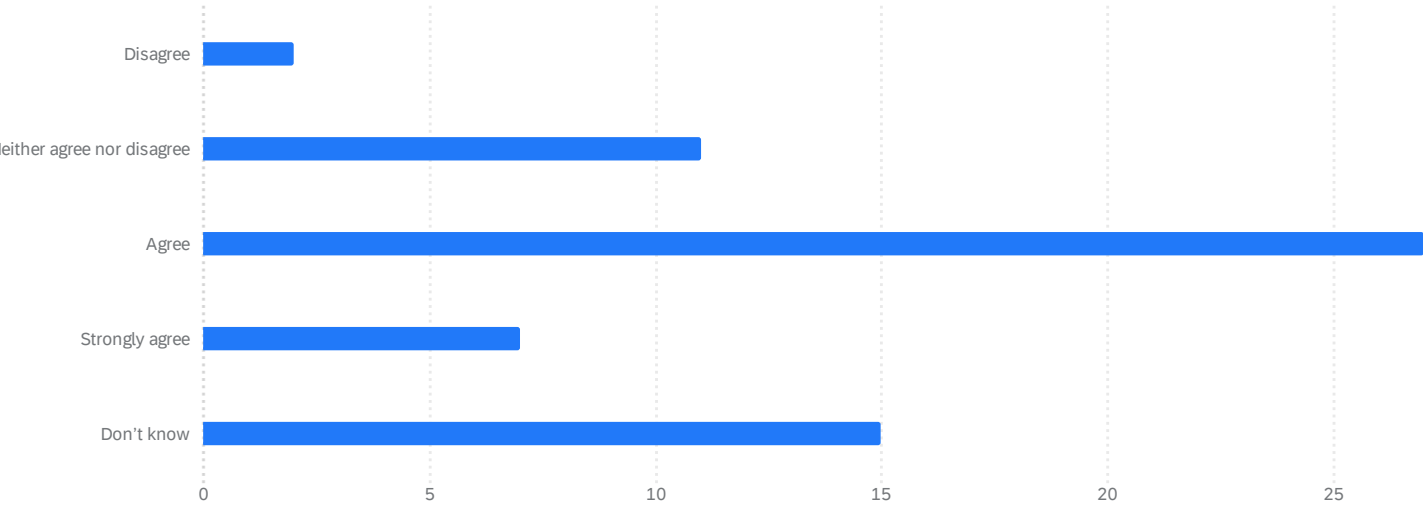
Gender (estimated by Copilot) of CST
Visitors

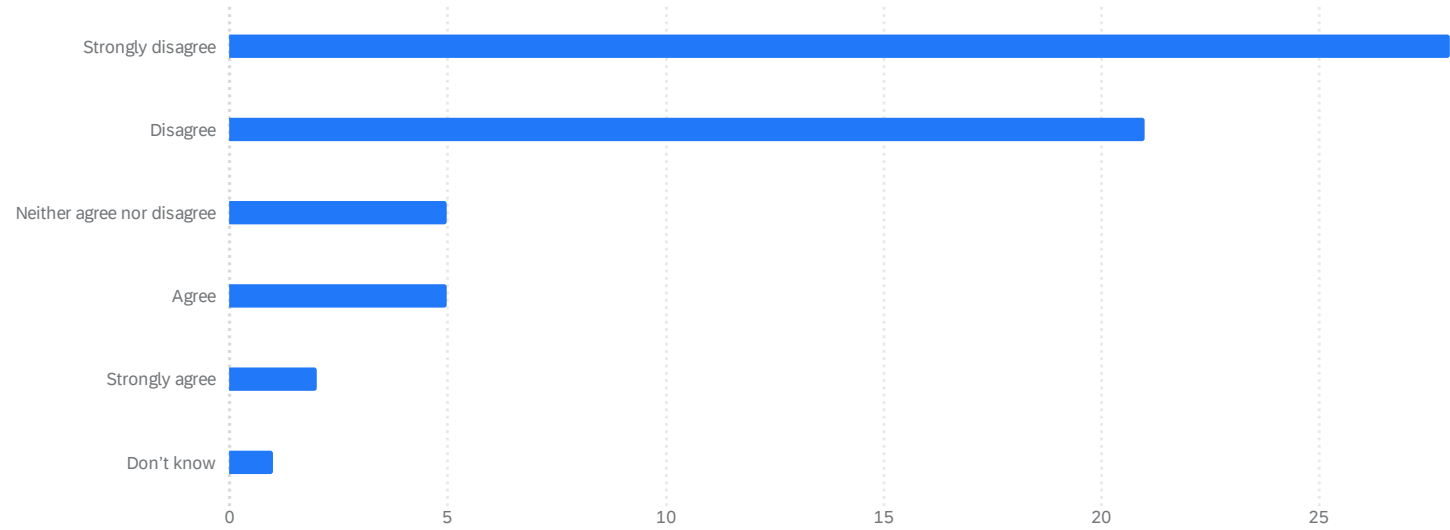
Start dates between March 2020 and October 2025

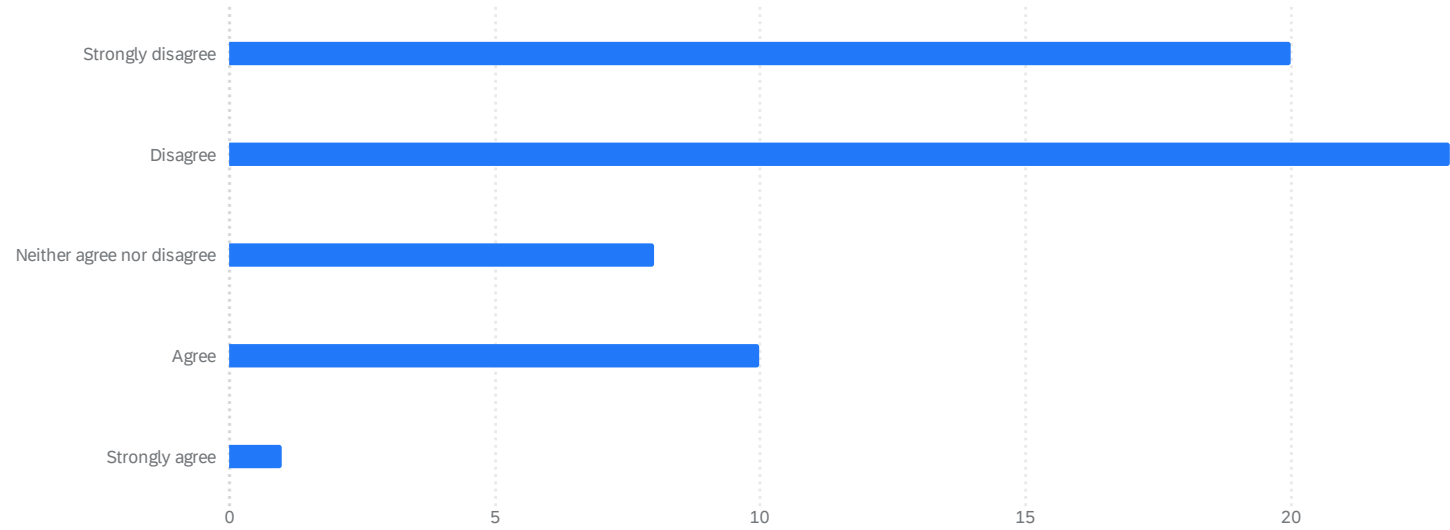
Count of Status		Female	Male	Grand Total
Departmental Visiting Academic	2020	0%	100%	100%
	2021	0%	100%	100%
	2022	31%	69%	100%
	2024	16%	84%	100%
	2025	37%	63%	100%
Departmental Visiting Academic Total		21%	79%	100%
Departmental Visiting Student	2020	50%	50%	100%
	2021	0%	100%	100%
	2022	14%	86%	100%
	2024	19%	81%	100%
	2025	37%	63%	100%
Departmental Visiting Student Total		25%	75%	100%
Distinguished Honorary Fellow	2022	50%	50%	100%
Distinguished Honorary Fellow Total		50%	50%	100%
Industrial Departmental Visitor	2020	0%	100%	100%
	2021	33%	67%	100%
	2022	11%	89%	100%
	2024	13%	88%	100%
	2025	29%	71%	100%
Industrial Departmental Visitor Total		18%	82%	100%
Visiting Industrial Fellow	2021	0%	100%	100%
	2022	0%	100%	100%
Visiting Industrial Fellow Total		0%	100%	100%
Grand Total		22%	78%	100%

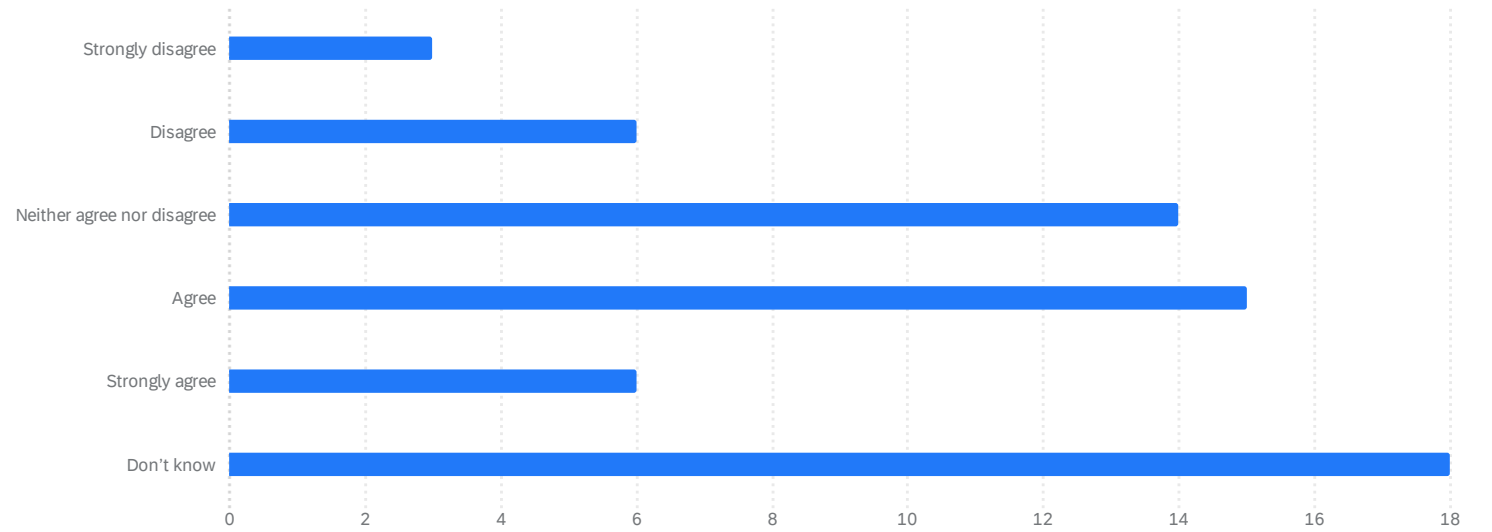


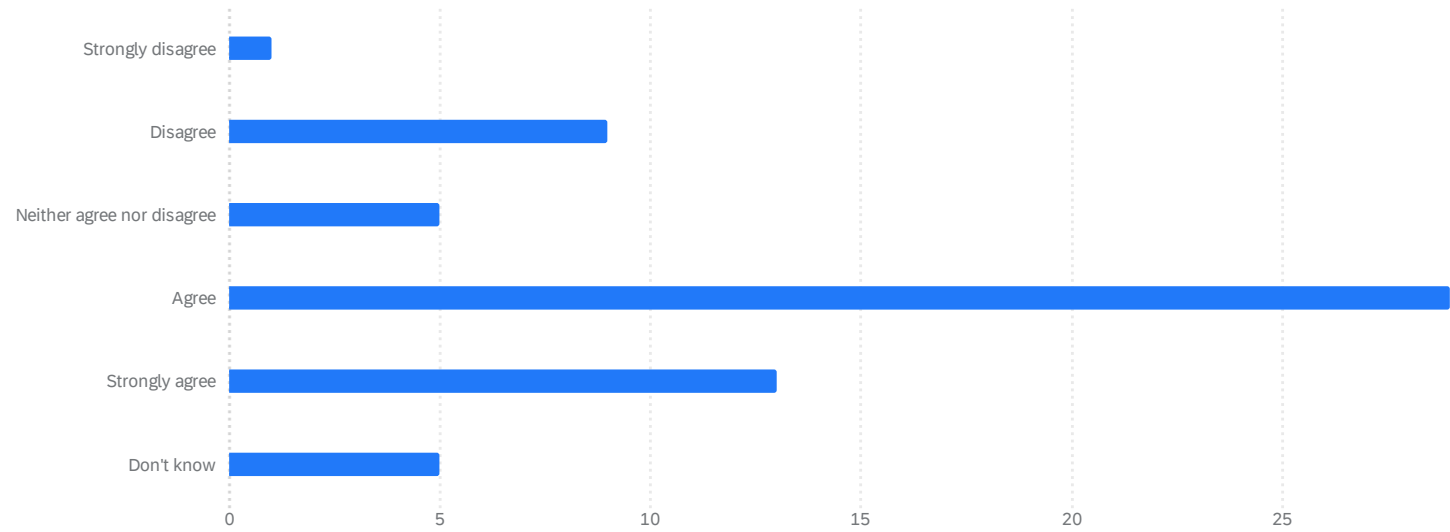


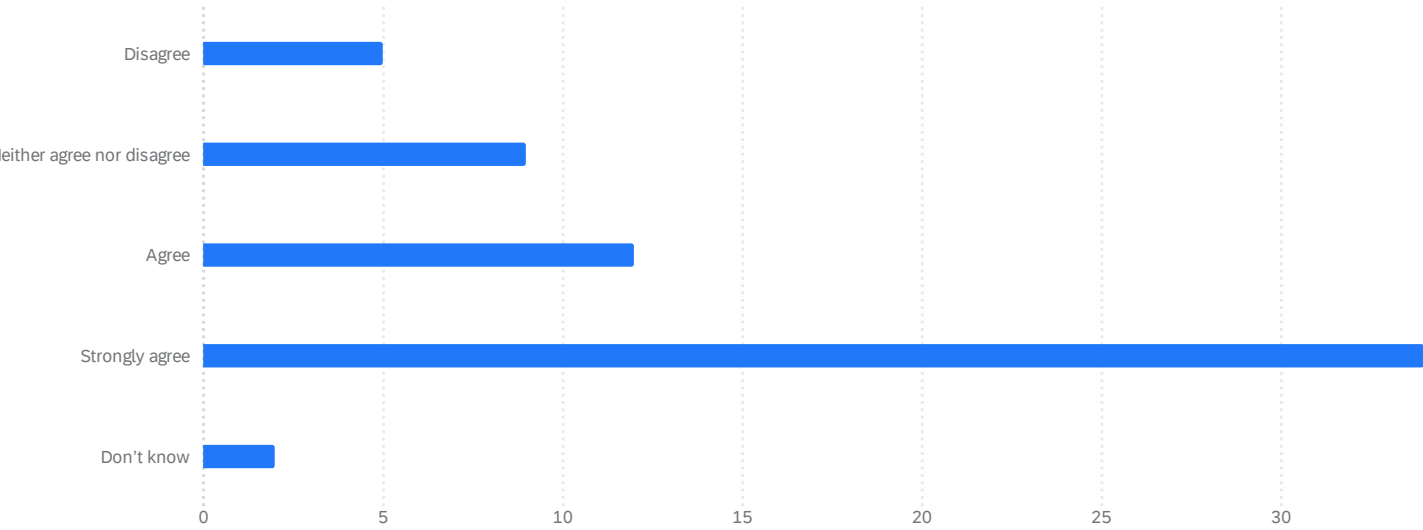


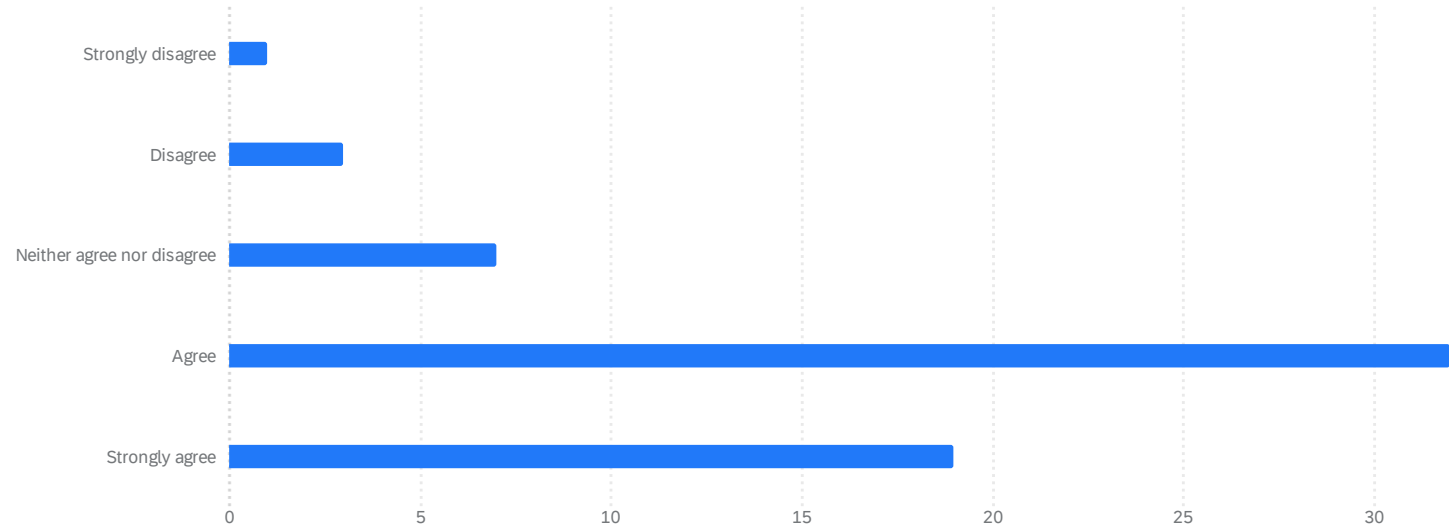


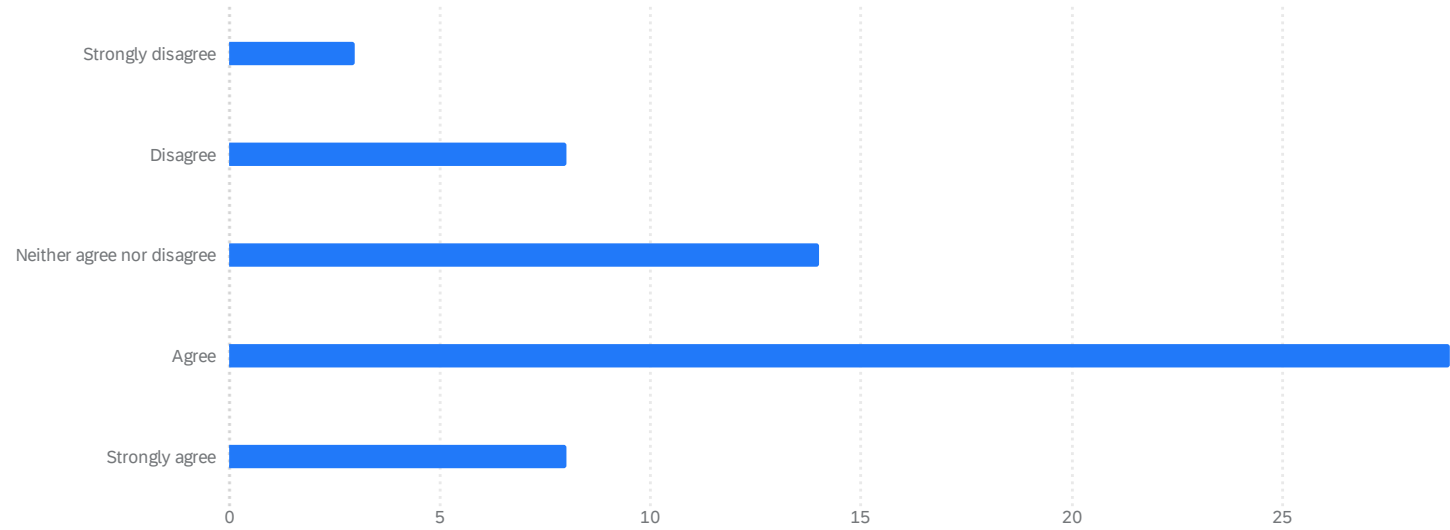


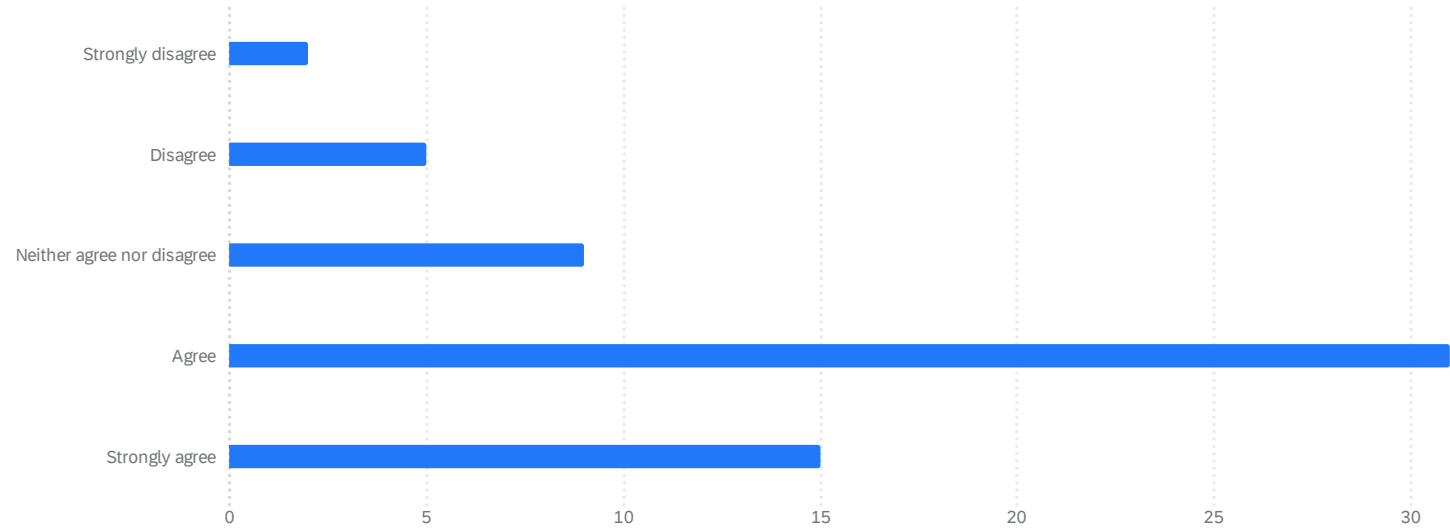


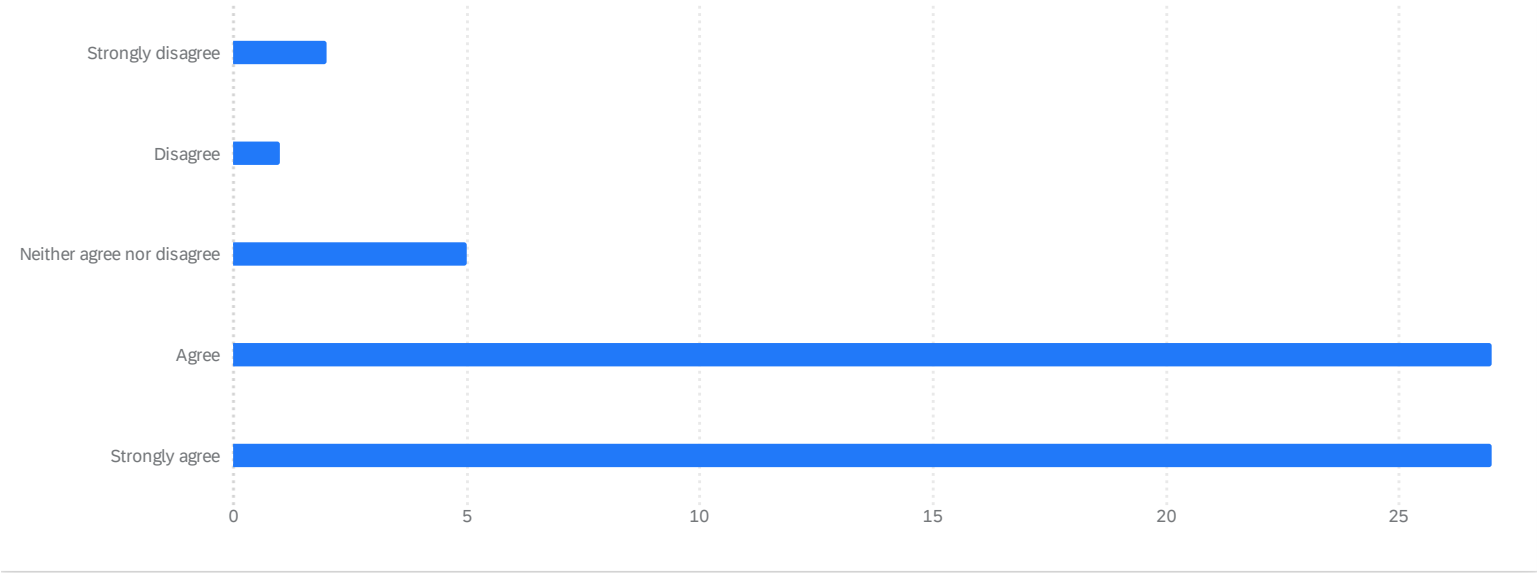


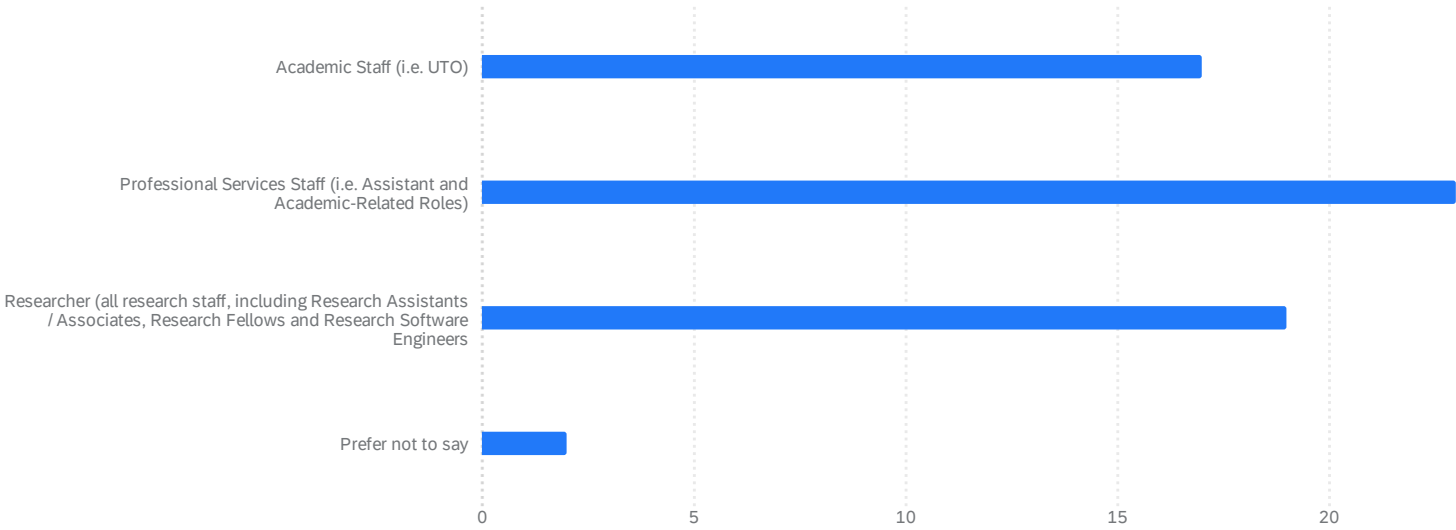


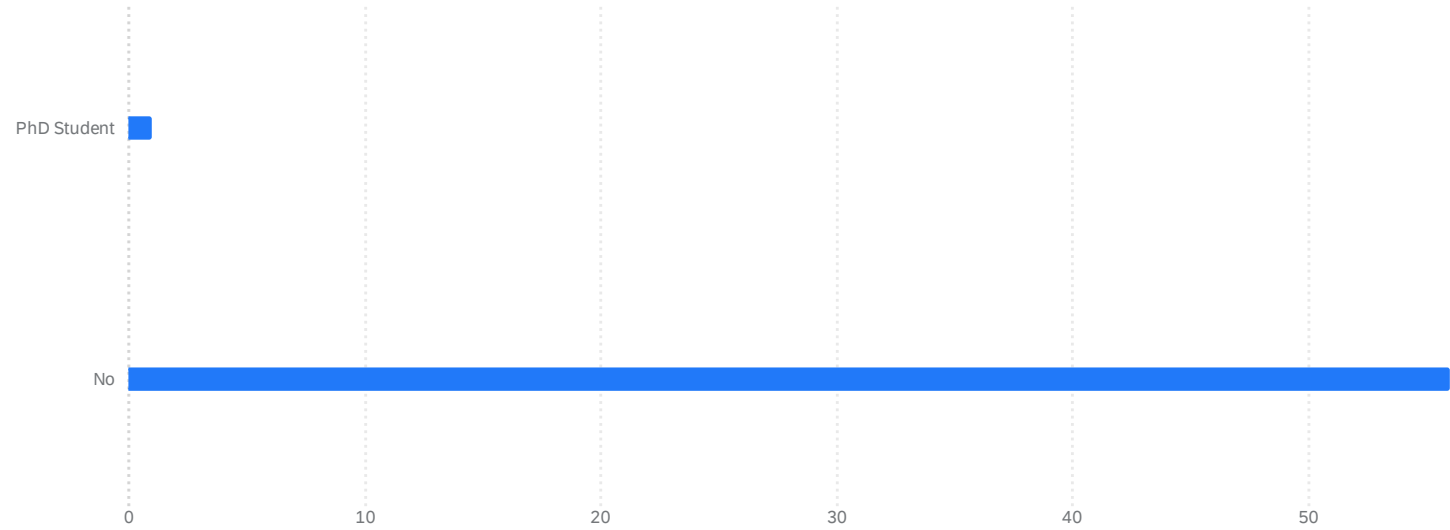






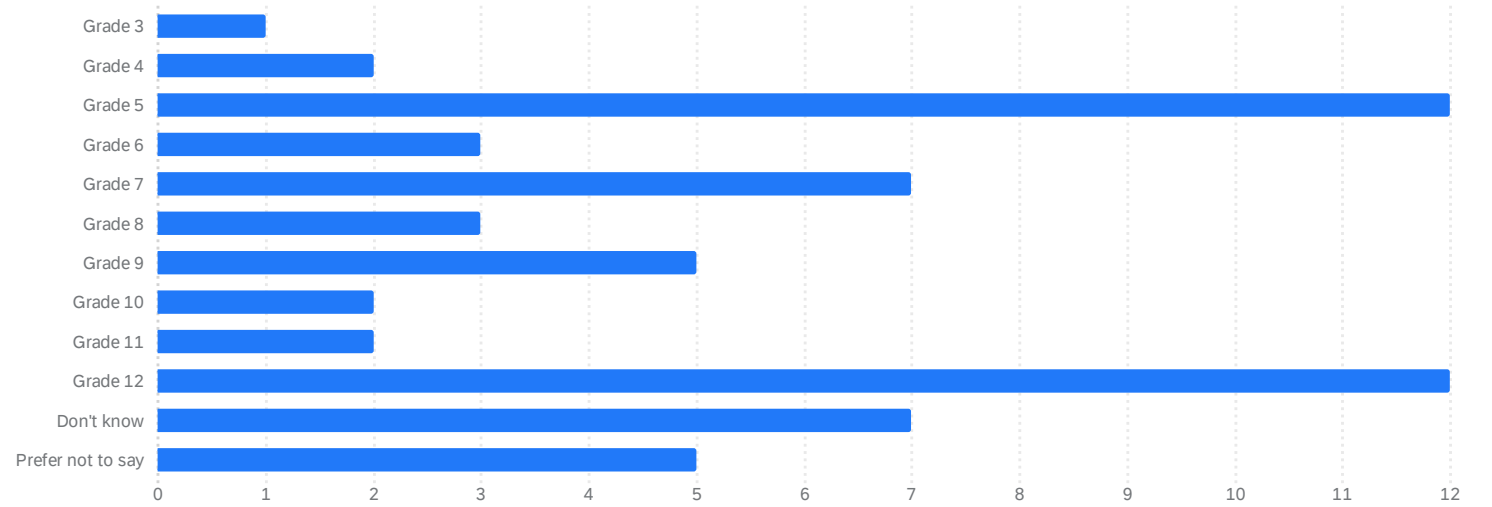


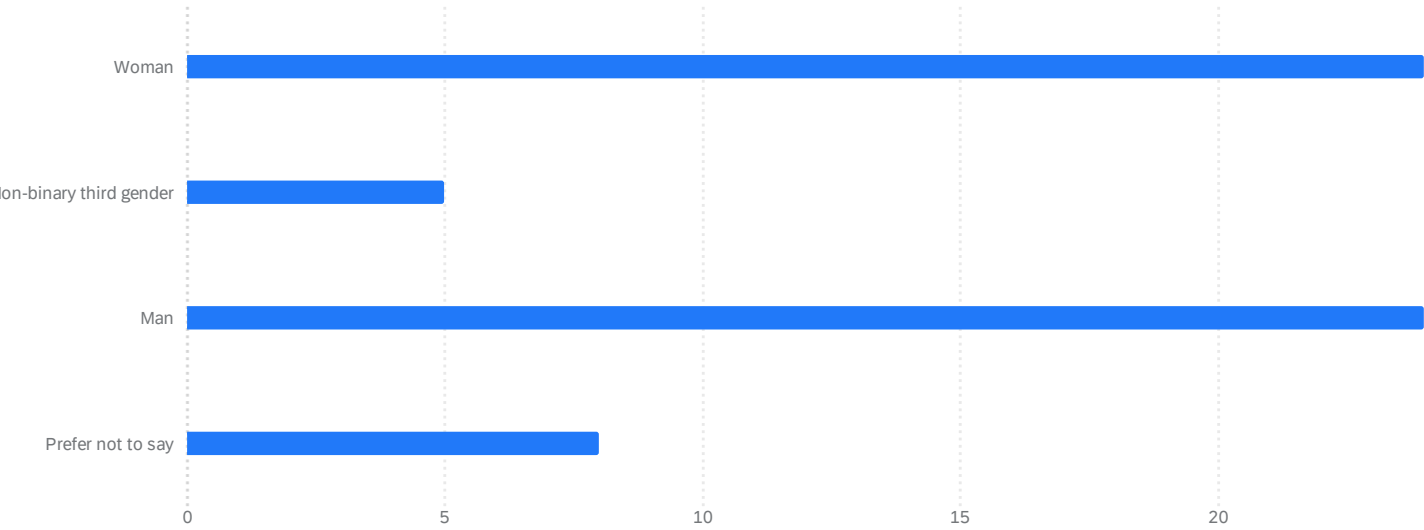


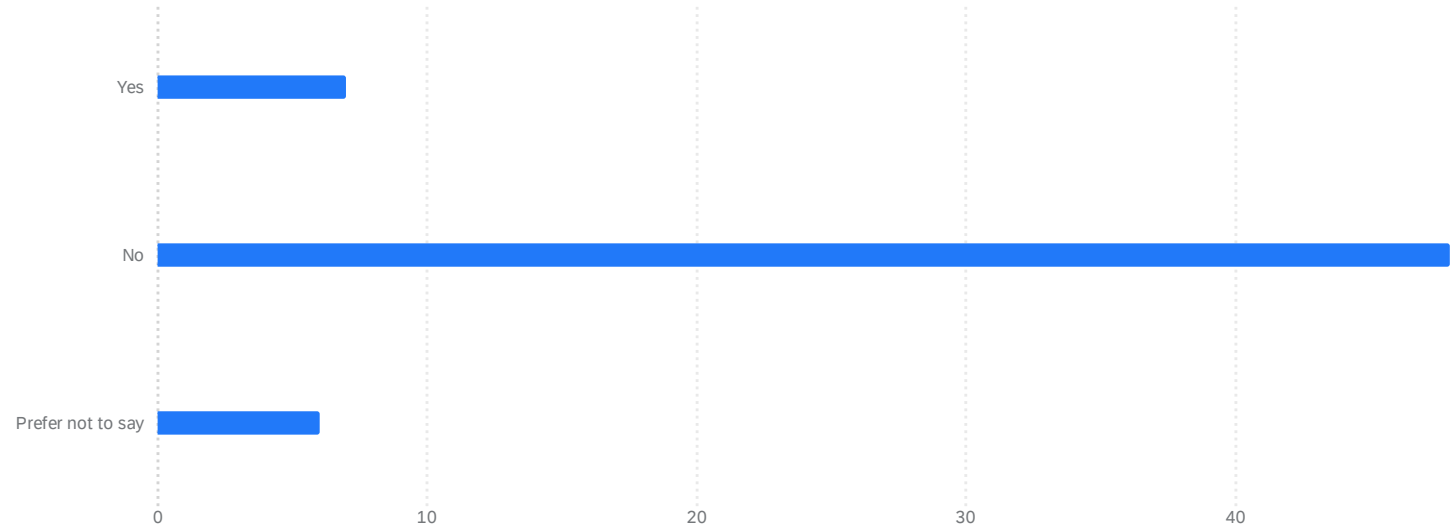


In addition to a role, your employment contract assigns you to a grade reflecting seniority and salary scale. If you know your grade, select it here, or choose "don't know". 61 ⓘ

2025 06 05ii4

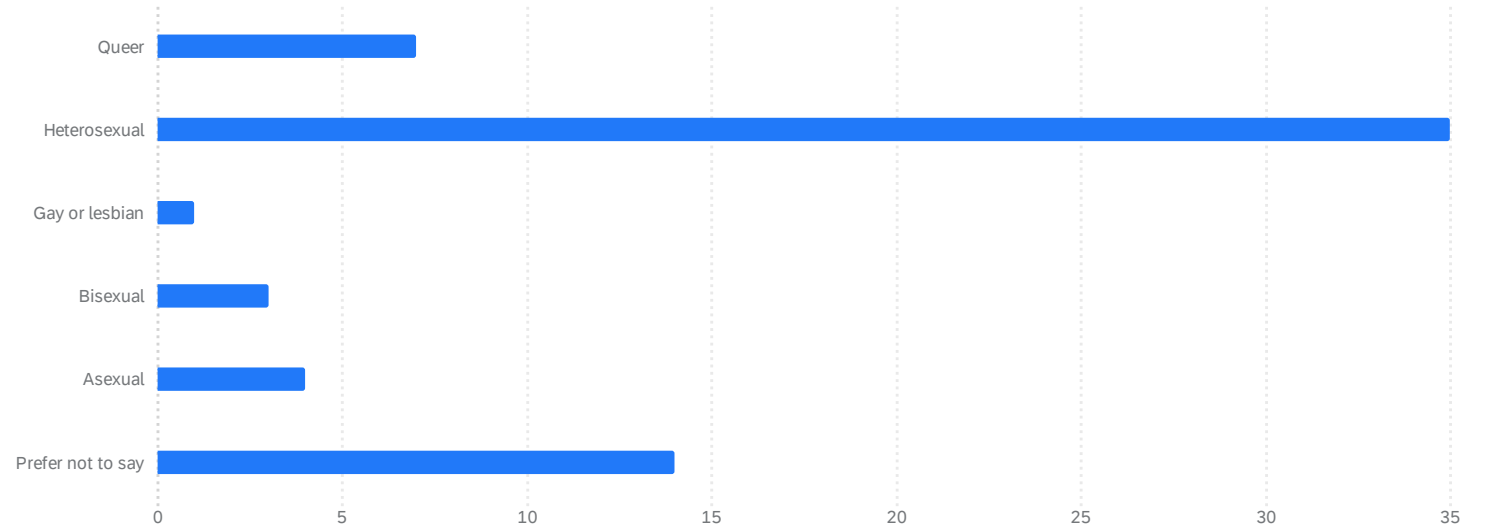


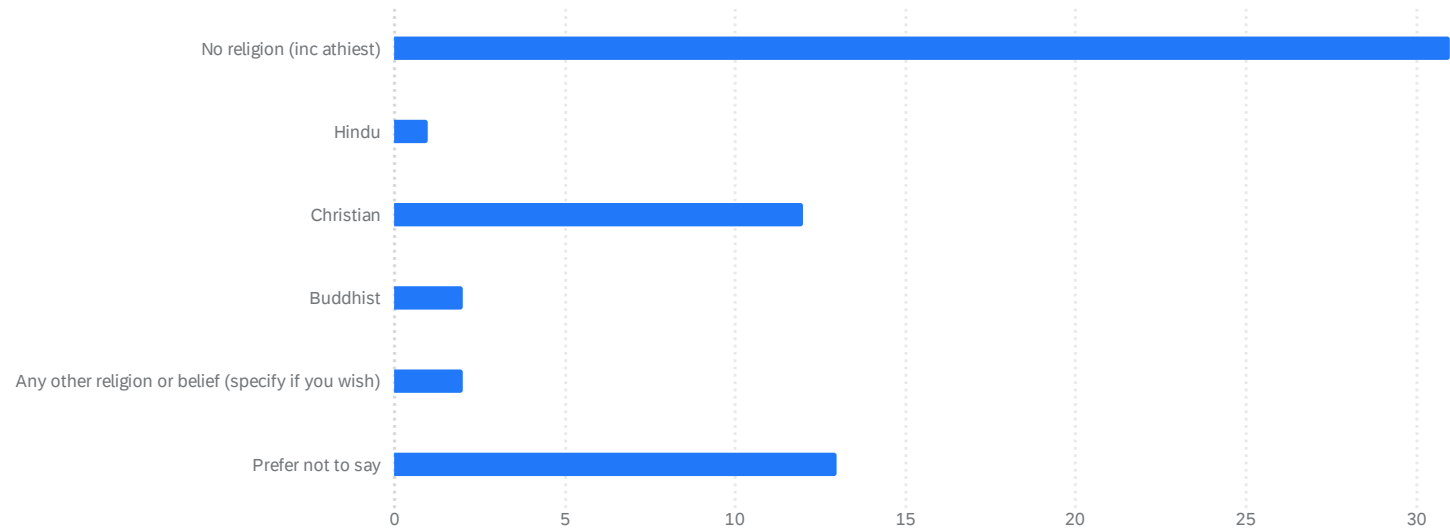


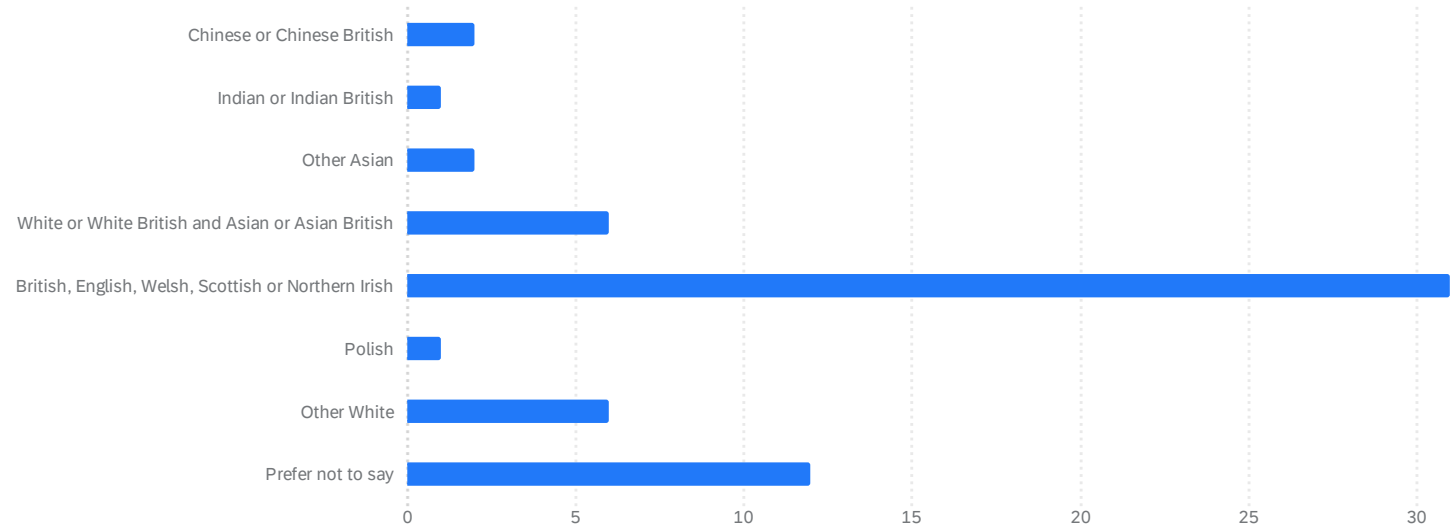


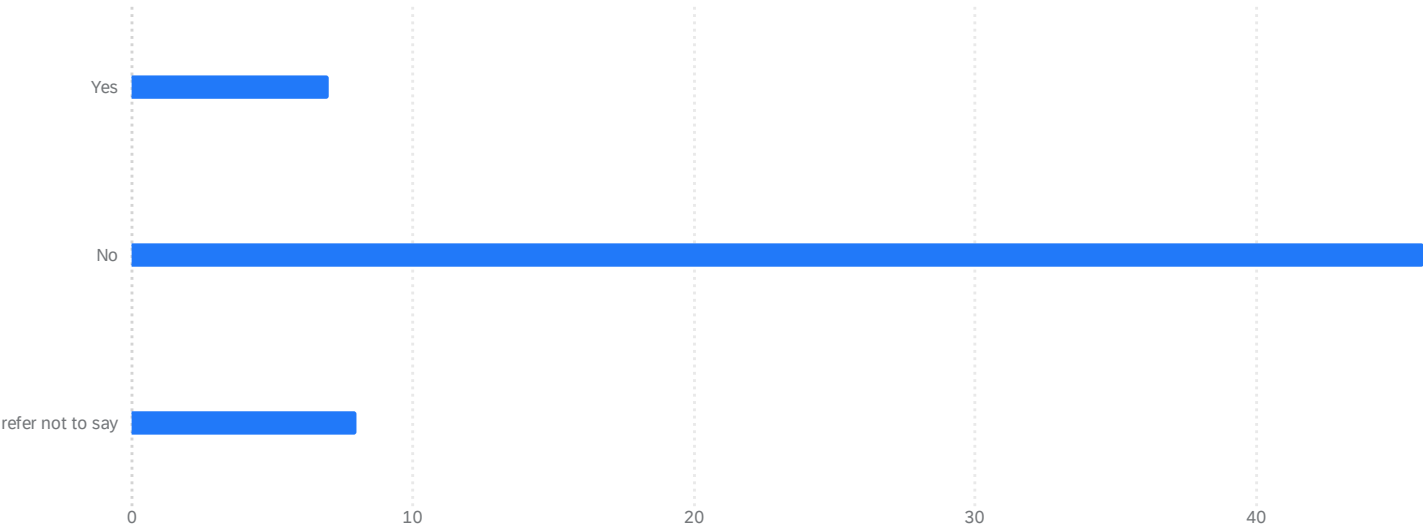
How would you describe your sexual orientation? (Select all that apply) 61 ⓘ

2025 06 05ii4



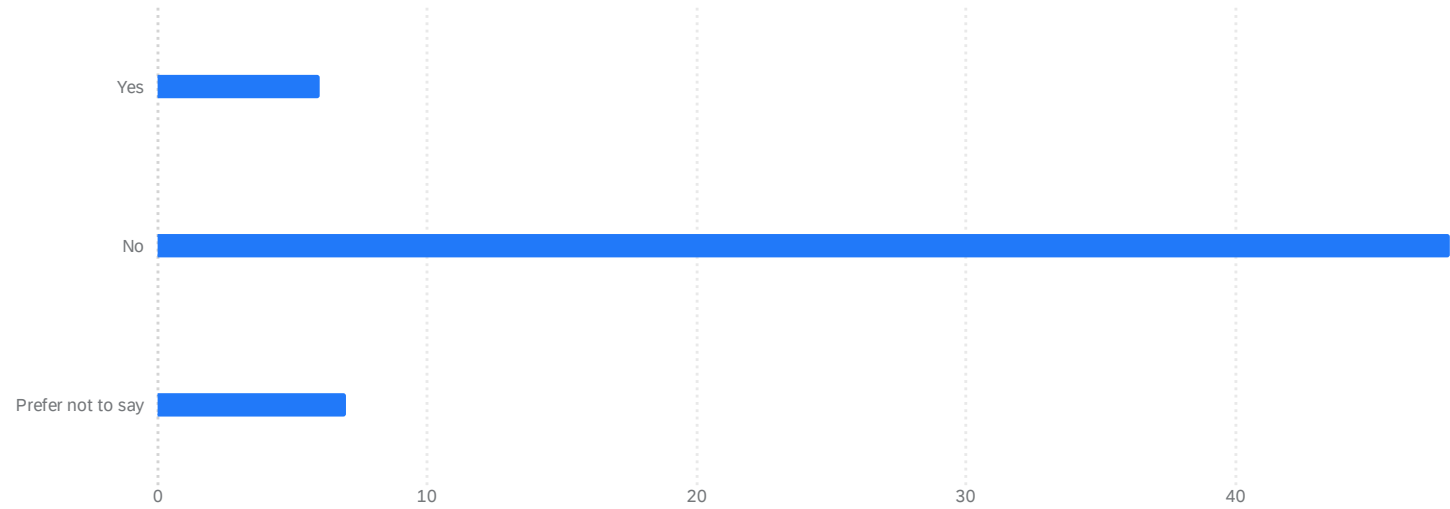


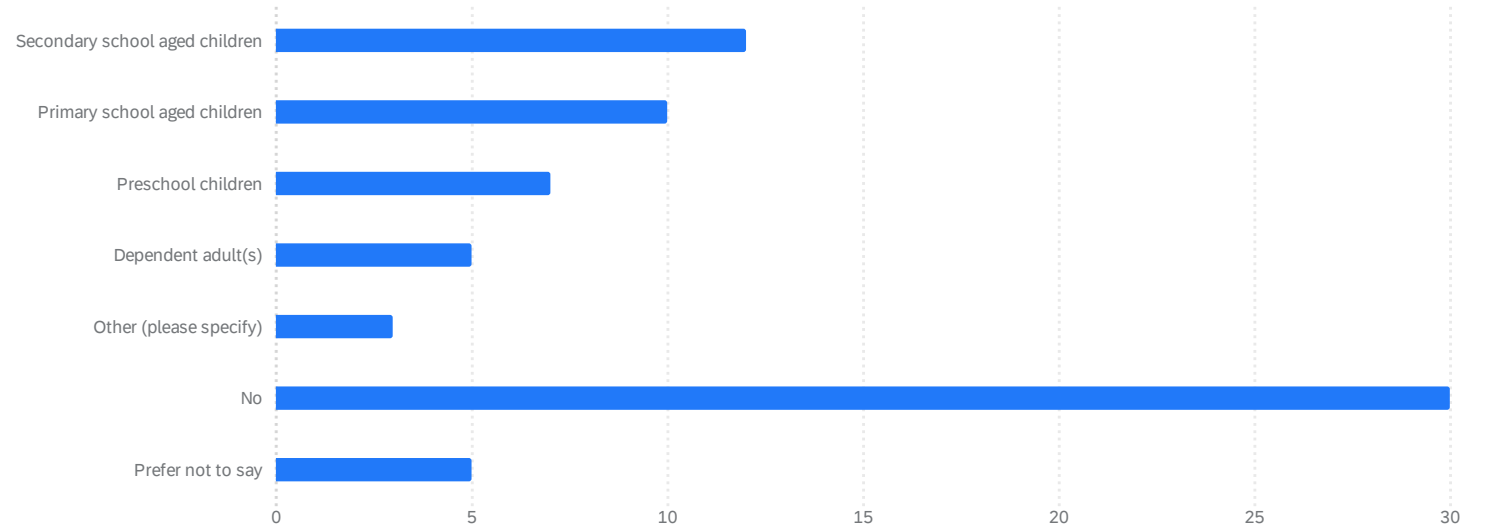




Do you have an impairment, health condition or learning difference that has a substantial or long-term impact on your ability to carry out day to day activities? 61 ⓘ

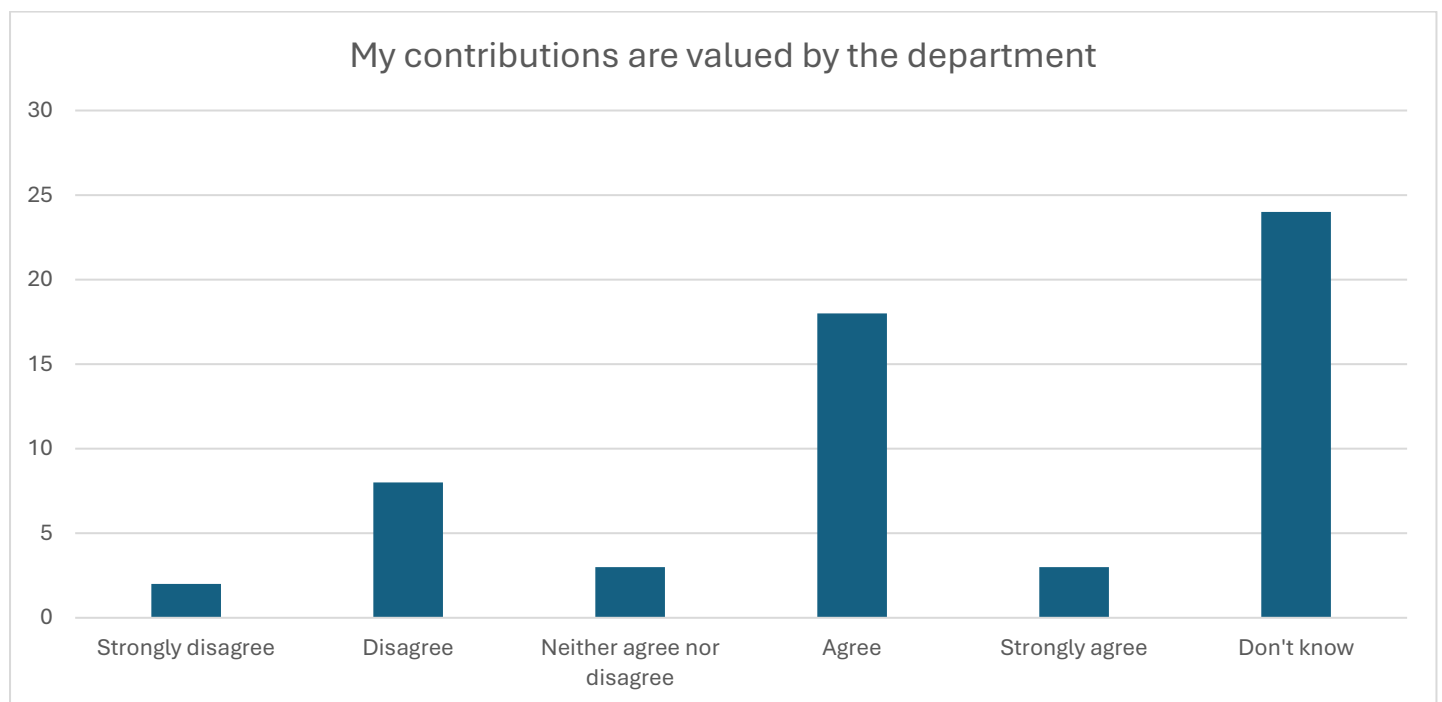
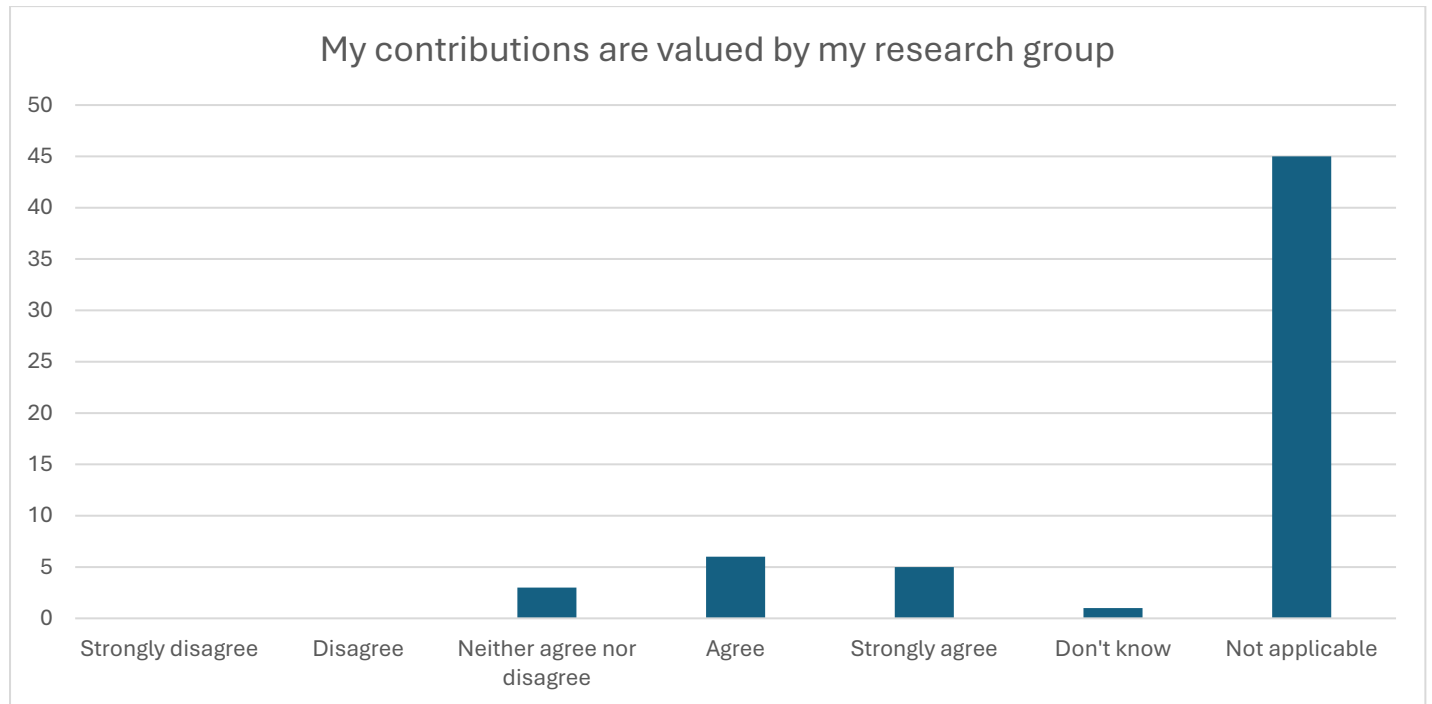
2025 06 05ii4



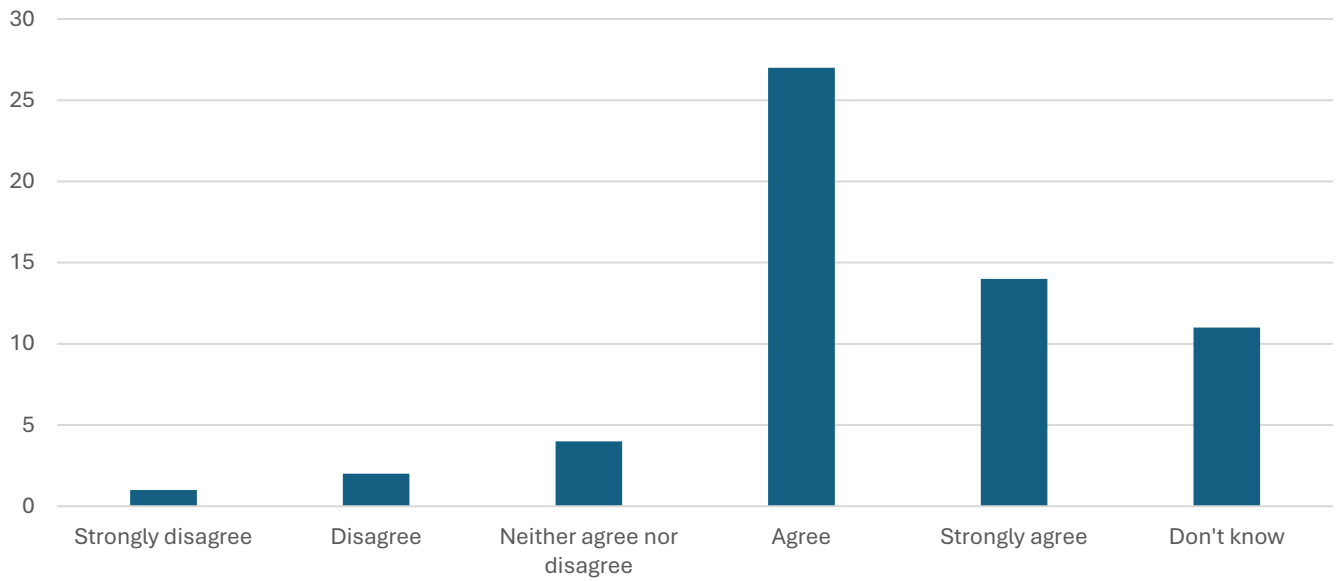


Student Survey Results

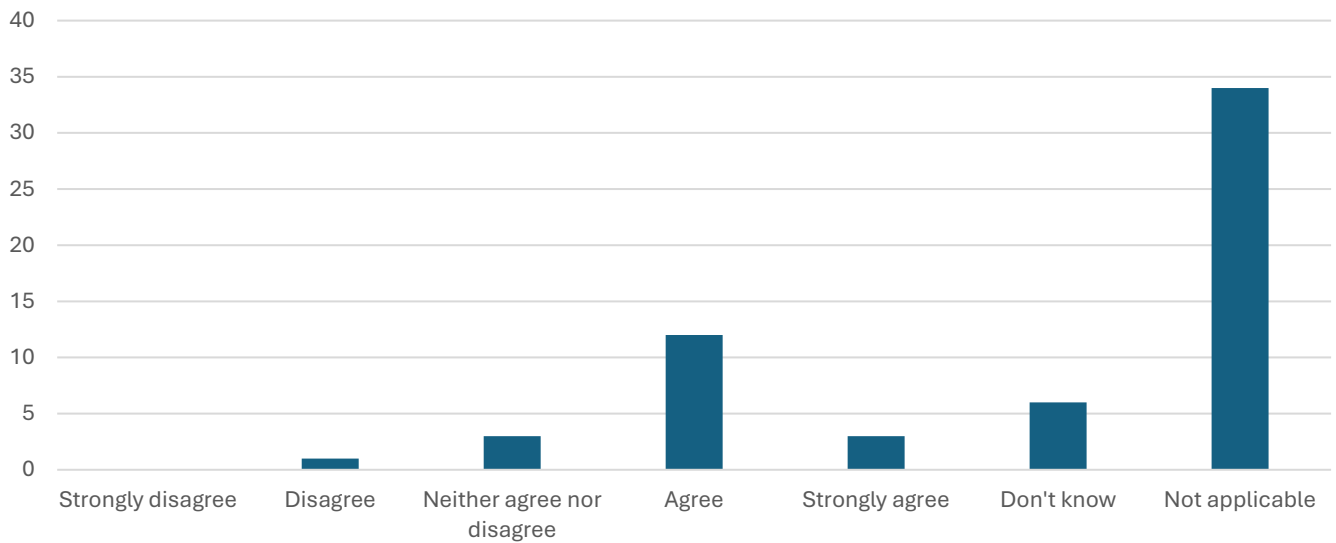
November 2024



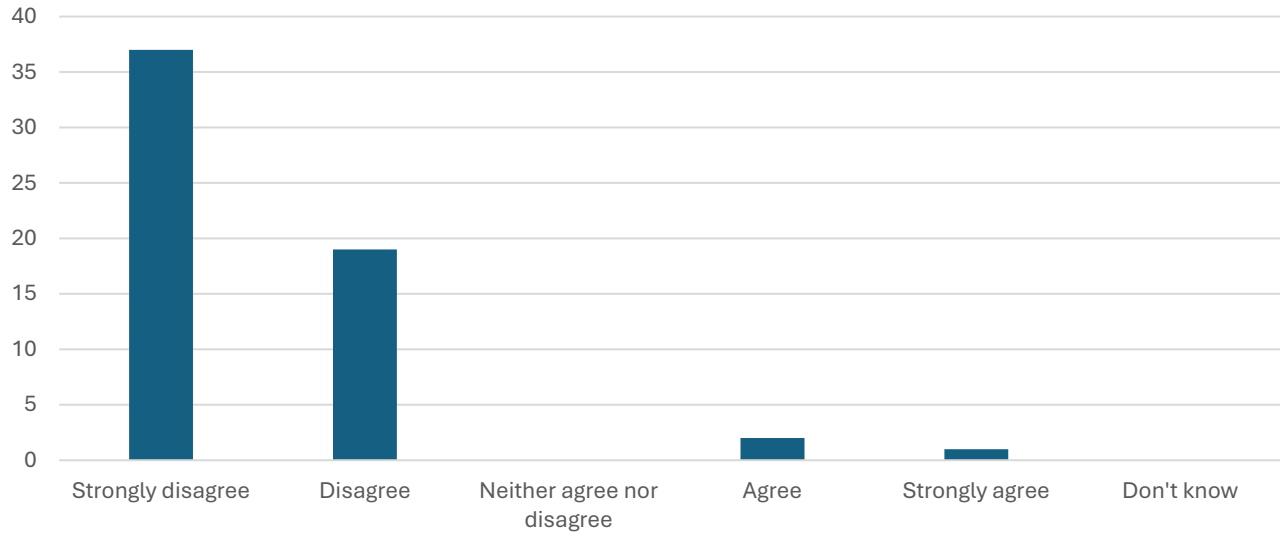
Departmental leadership actively supports gender equality



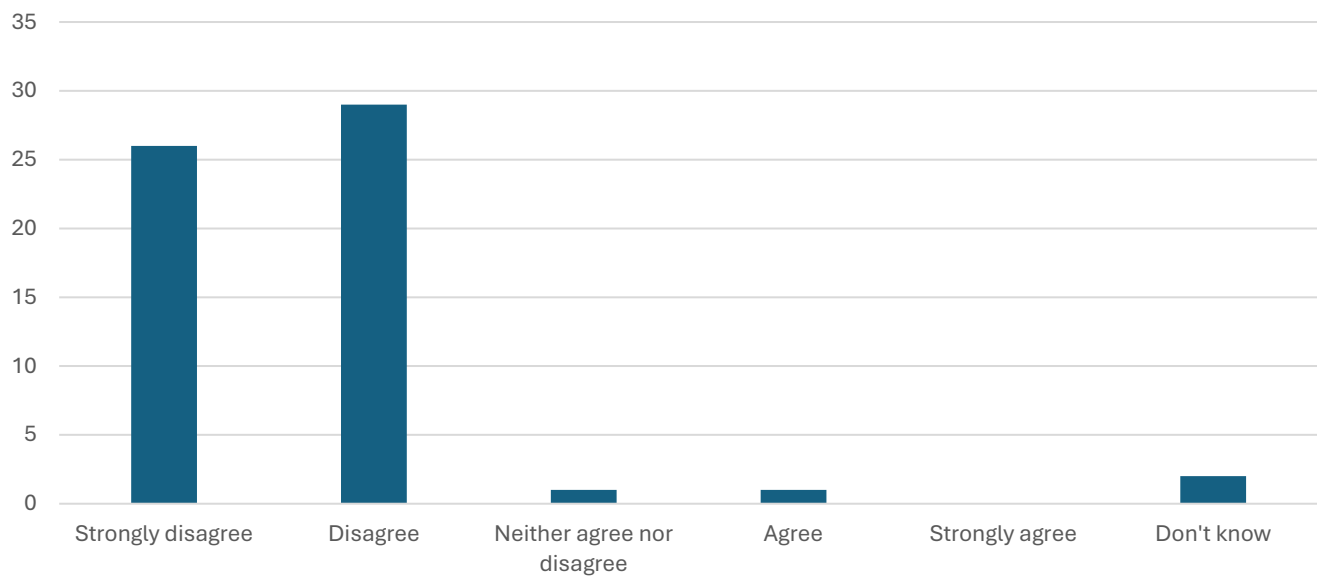
The timing of departmental lectures, labs, meetings, seminars and other events takes into consideration those with caring responsibilities



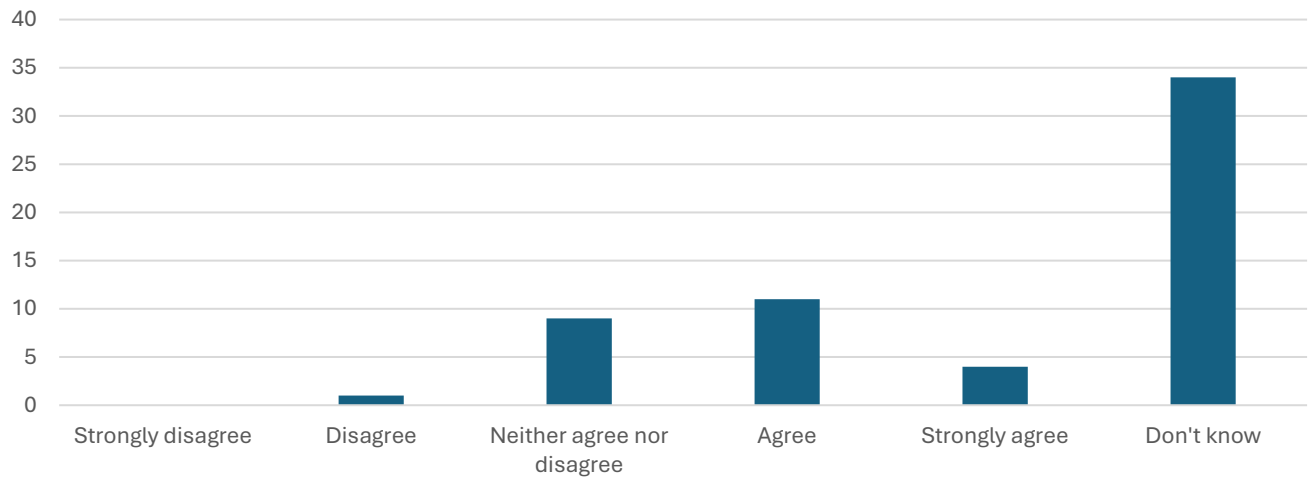
I have experienced discrimination, bullying and/or harassment in the past 12 months



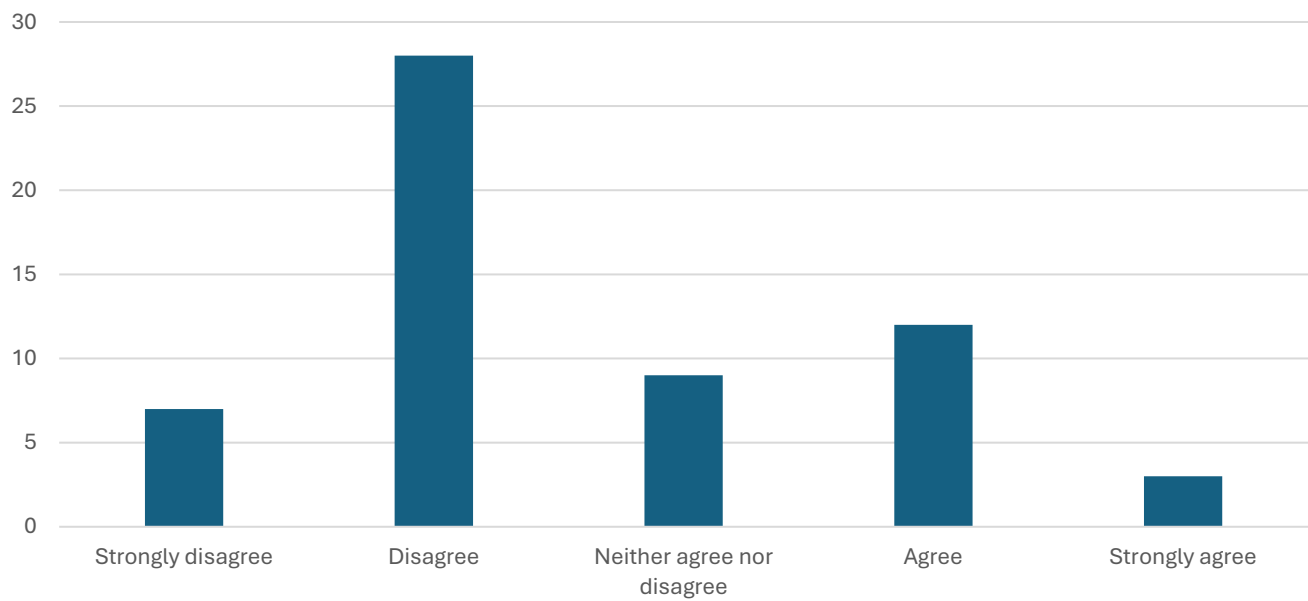
I have witnessed discrimination, bullying and/or harassment in the past 12 months



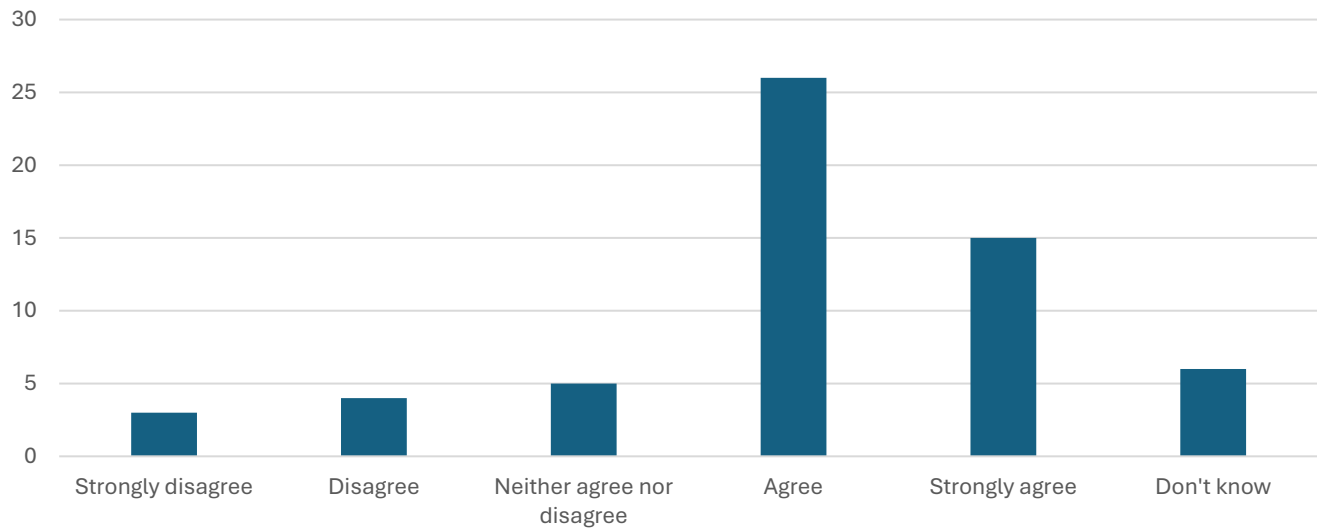
I am satisfied with how discrimination, bullying and harrassment are addressed



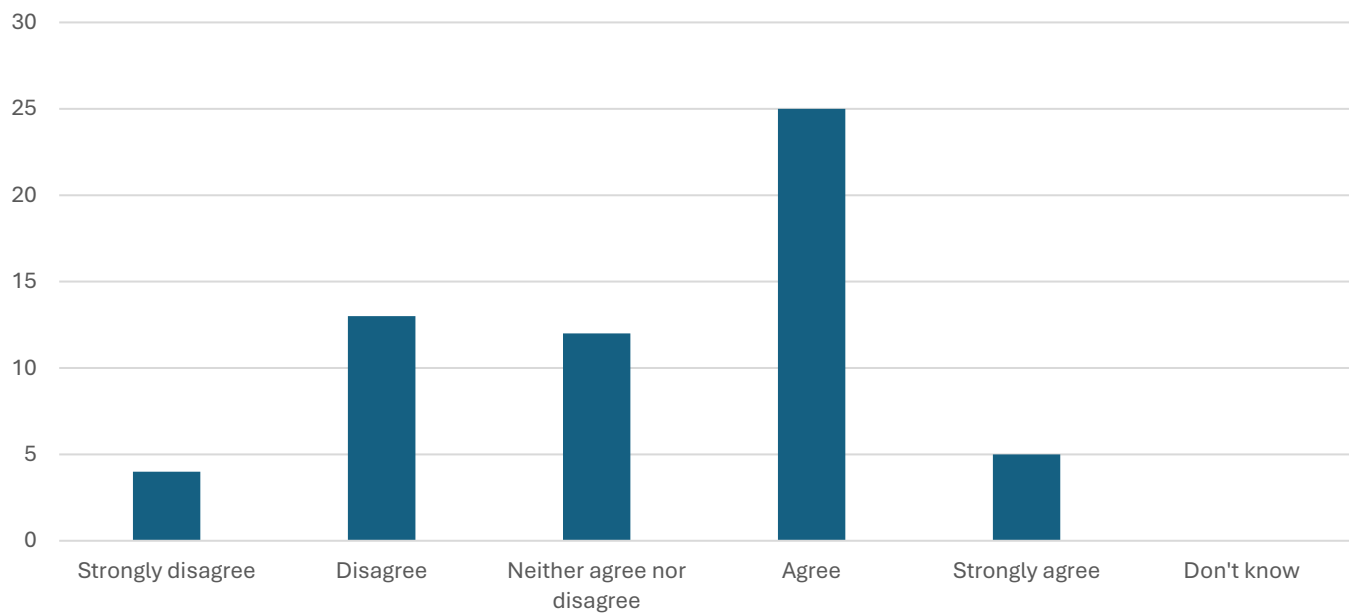
I am aware how and to whom bullying and harrassment cases occuring in the Department should be reported



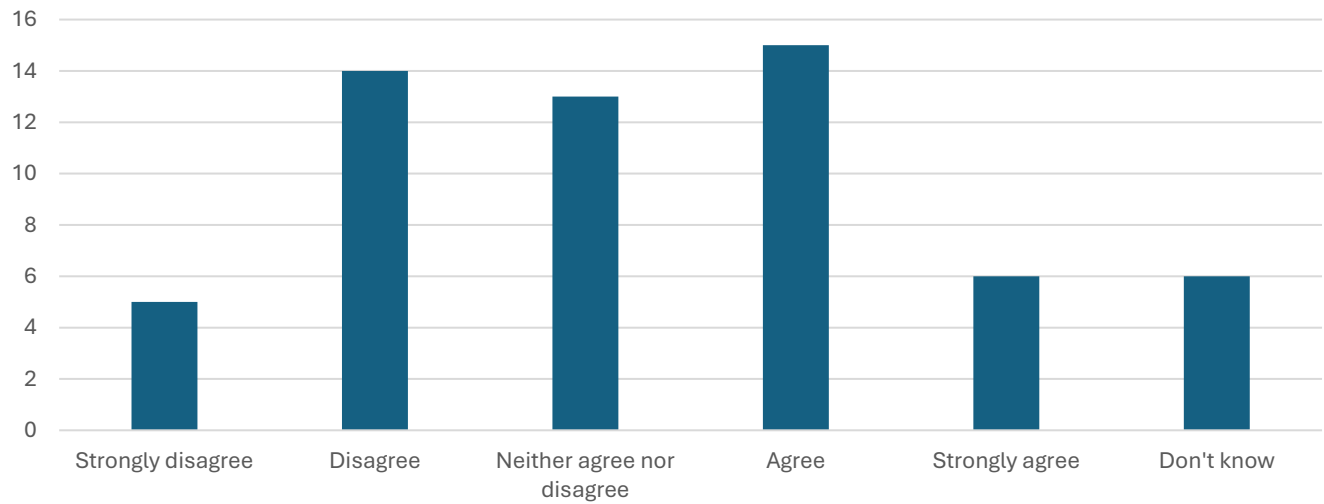
The department and/or University career services support my career development



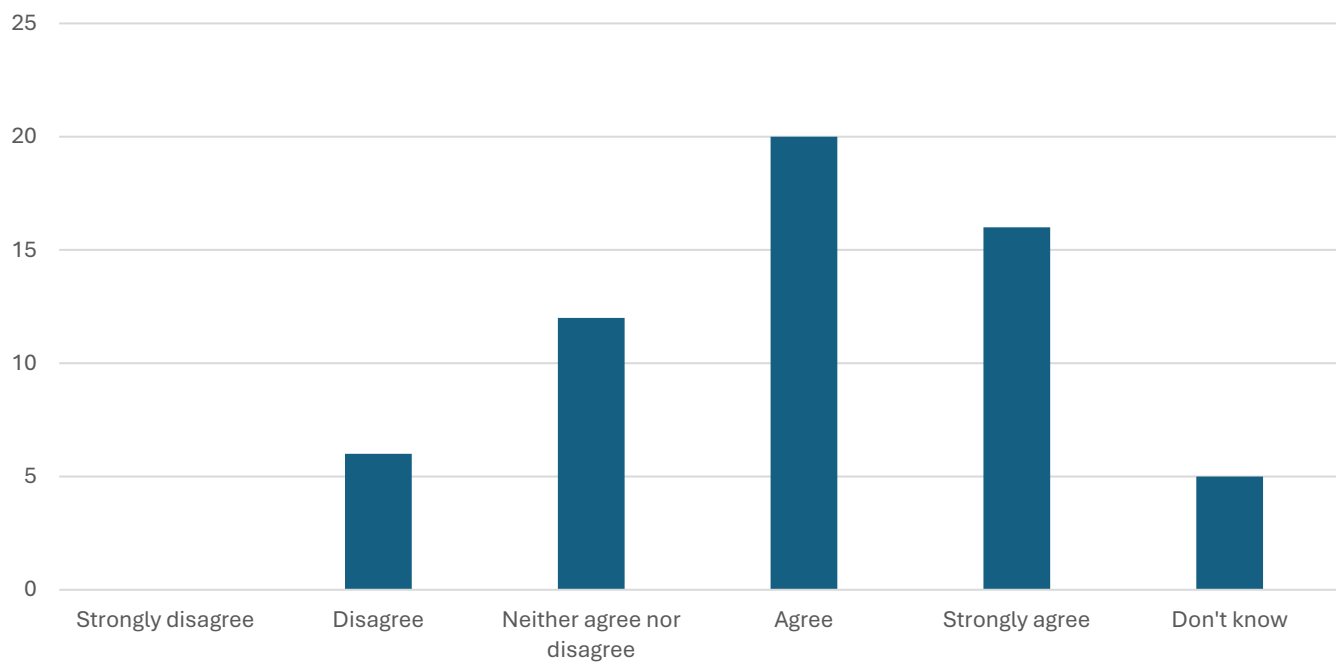
My current workload is manageable

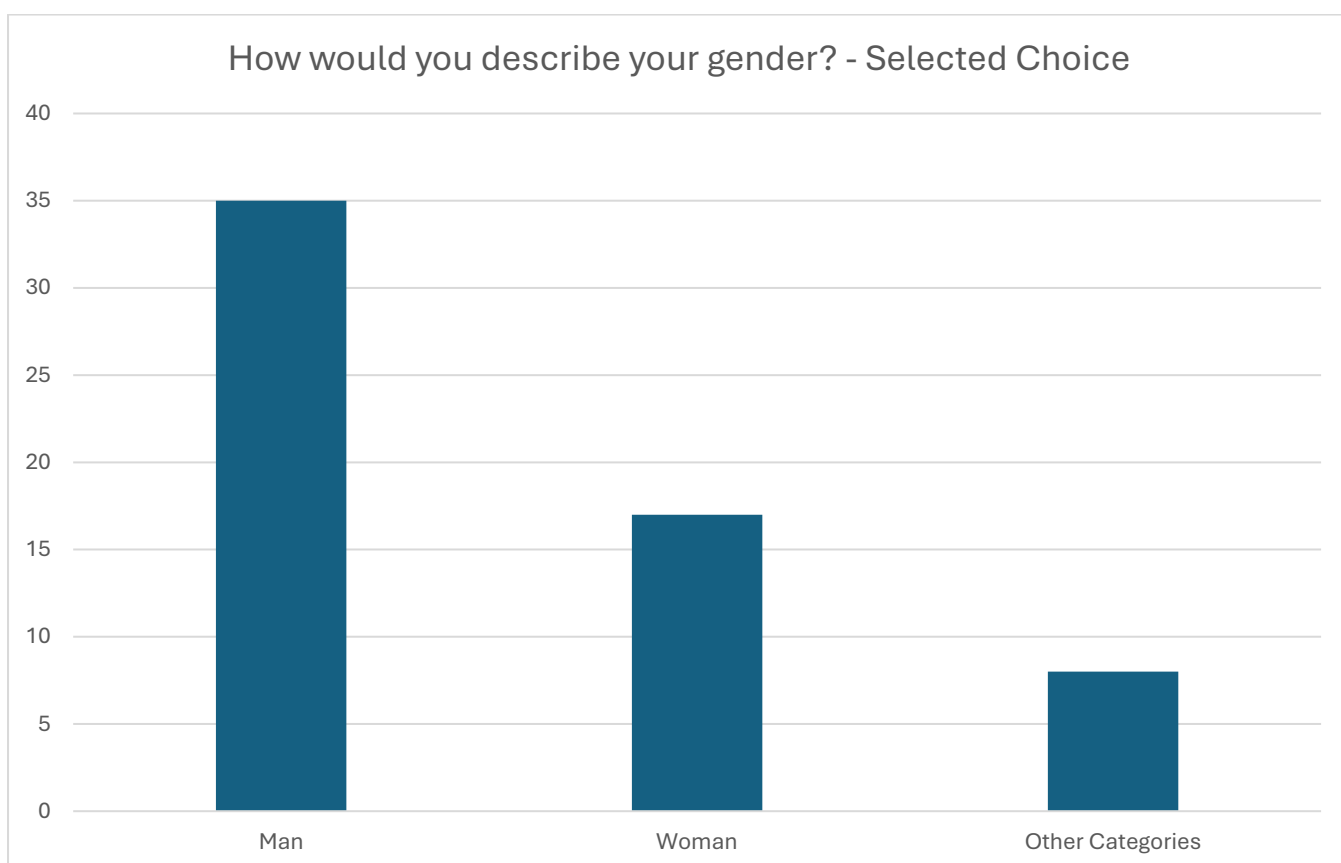
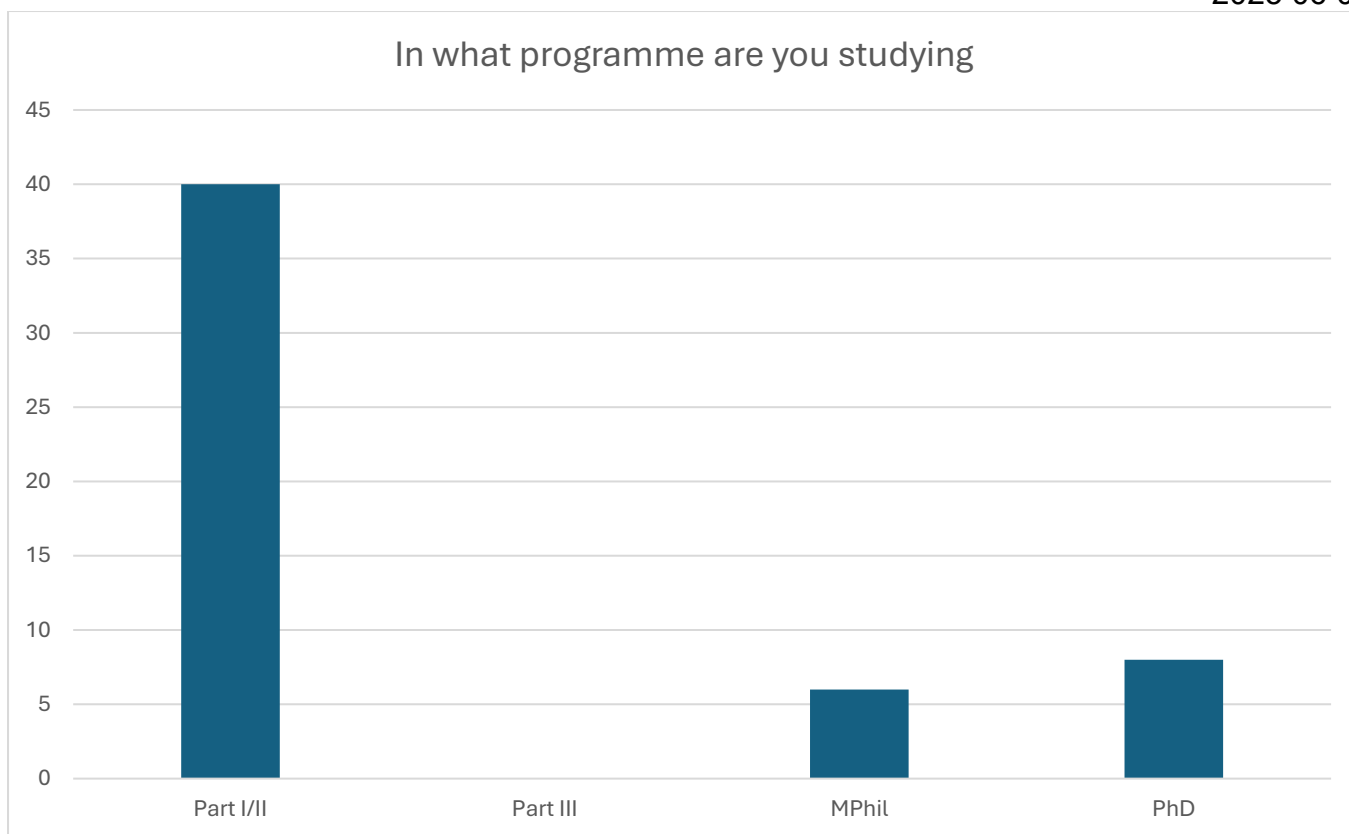


My mental health and/or wellbeing are supported in my department

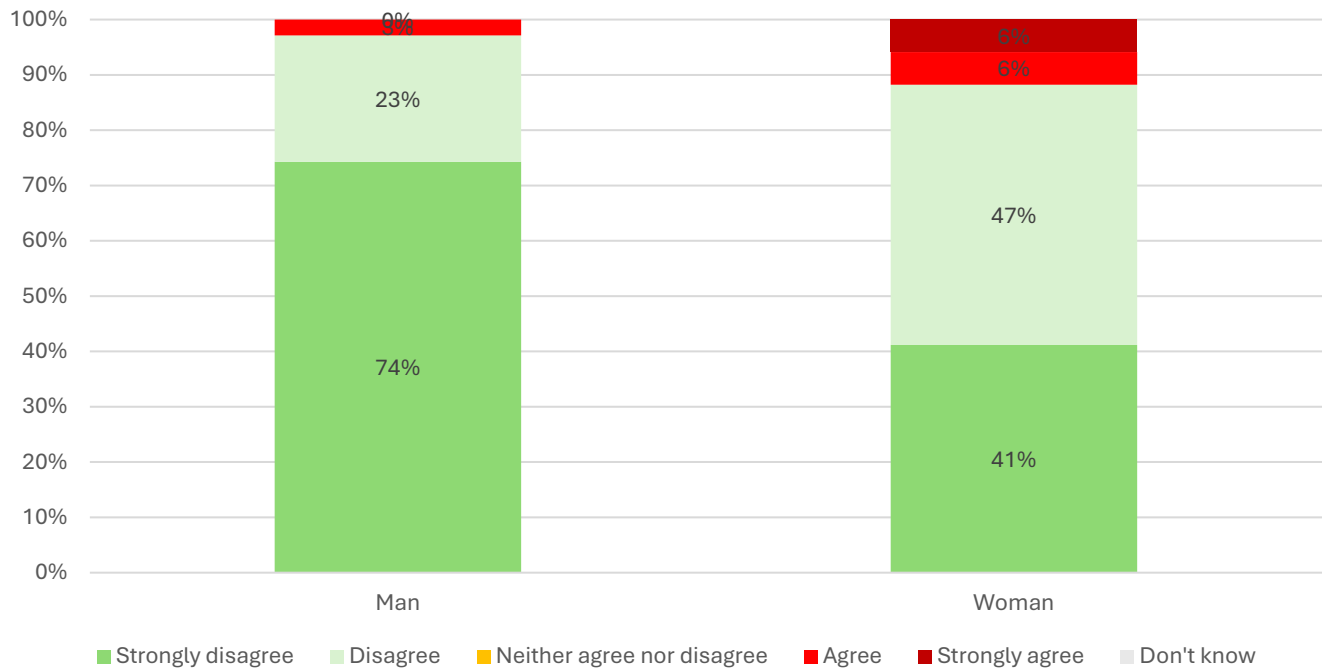


I feel welcome at the department's social events

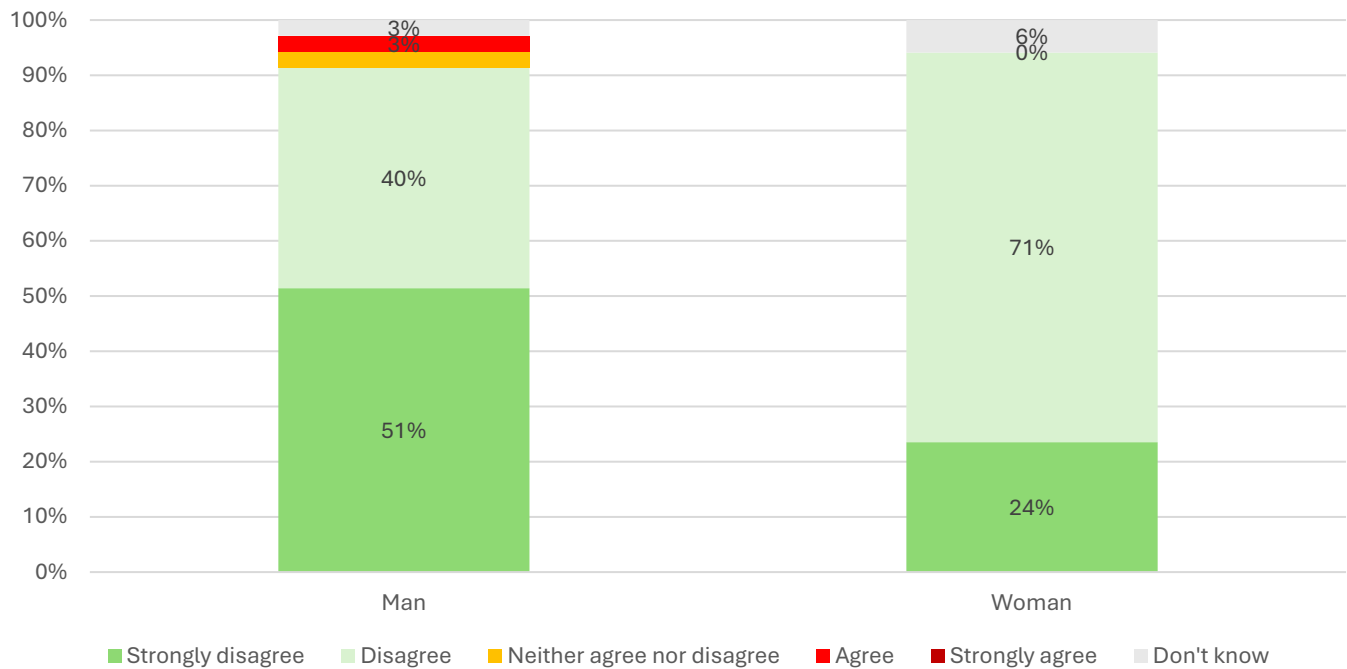




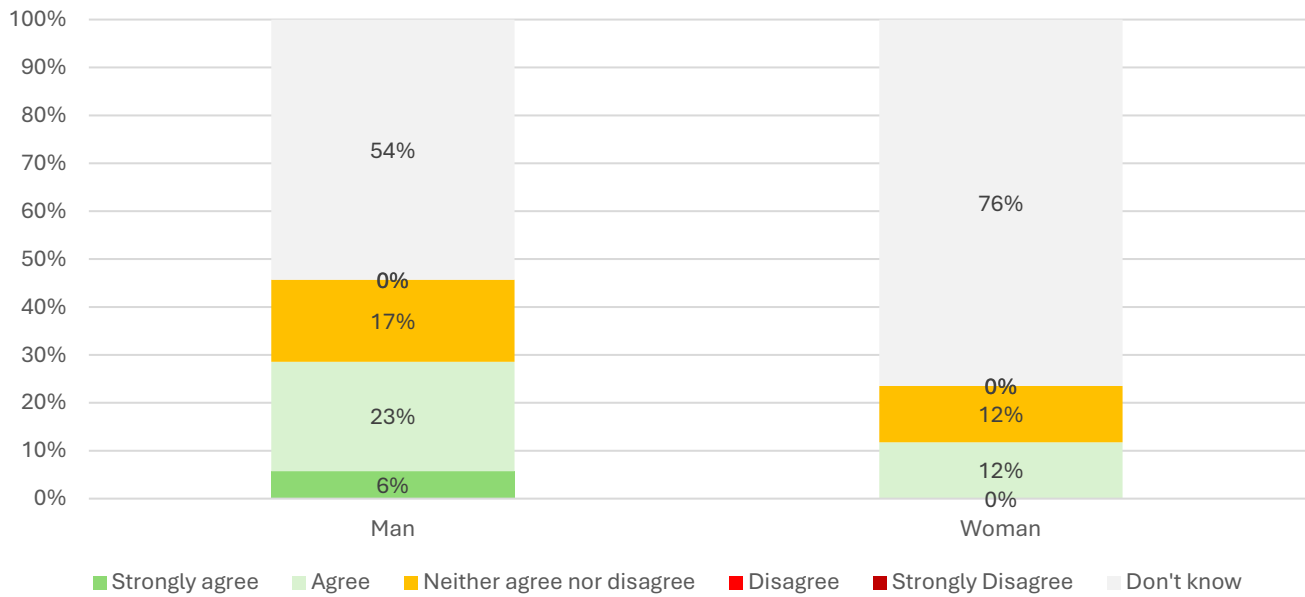
Experienced Discrimination, Bullying and/or Harrassment in the past 12 months



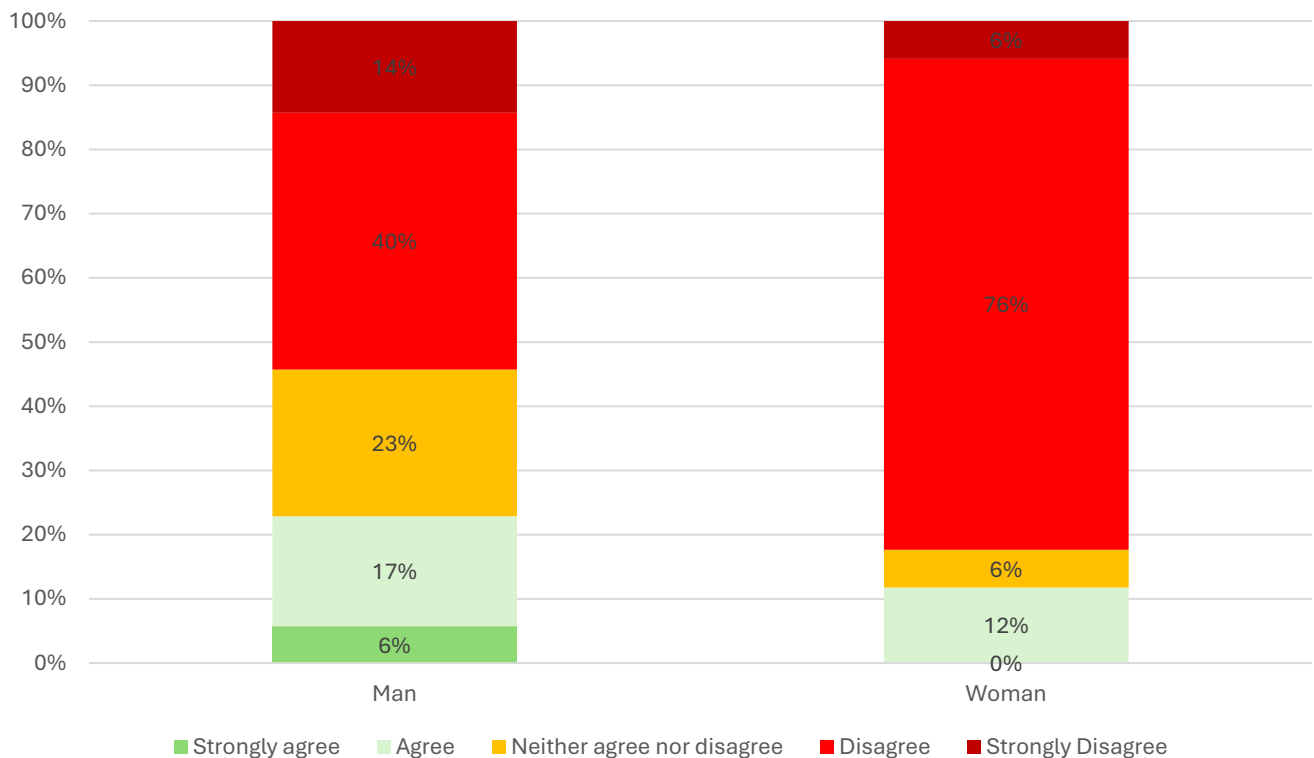
Witnessed Discrimination, Bullying and/or Harrassment in the past 12 months



I am satisfied with how discrimination, bullying and harrassment are addressed



I am aware how and to whom bullying and harrassment cases occuring in the Department should be reported



ED&I student data

We need a better, longitudinal dataset to support ED&I analysis in the Department. One area of interest is student performance in examinations. We currently collect this information for assessment and grading purposes, but we do not systematically retain it in a common format to other forms of data analysis.

We propose creating a data repository with the following information recorded annually for all students (BA/MEng, MPhil, PhD):

- Unique Student Number (USN from CamSIS [is the USN unique per degree?])
- Blind Candidate Number for the current year
- Full name
- Candidate's stated gender
- Date of birth
- Fee status
- Previous school status (private, state, etc)
- Current degree programme
- Date starting current degree
- Any periods of absence

We expect most of this, and more, can be pulled from CamSIS, but we do need to capture this information annually as this information may change over time and we are not sure CamSIS provides good historical memory such information.

For our undergraduates, we keep a record of the mark books for each student each year, to include their USN, the Tripos Part completed (if any) with class, rank, and scores per paper and per question alongside any other marks for formal assessment.

For our master's students, their USN, type of award given (if any) and final, moderated marks for all modules as well as the mark for their project report.

For PhD students, their USN as well as the dates at which they start each of the following states: "not at first registered", "CPGS awarded", "registered for PhD", "submitted", "making corrections", "corrections complete", "approved, possibly subject to corrections", "graduated", "left programme without completion", "re-registered", "medical intermission", "leave to work away". We need to provide a simple and effective means to record this information so that this is not burdensome on the Postgraduate Education Office.

We may wish to consider looking back to the 2017-18 year in order to have two full years recorded before Covid-19.

Pragmatically we may only be able to collect partial historical information (e.g. we have good records of PhD student arrivals, registration and graduation, but not, say, medical intermission).

We propose collecting the above information into four spreadsheets (student overview, undergraduates, master's, PhD) by the end of July each year after the final examination results are known.



UNIVERSITY OF
CAMBRIDGE

Equality and Diversity Information Report 2023-2024

Published March 2025

Contents

Foreword.....	5
Introduction	6
2023 - 2024 Reflections on Past Activities and Future Actions	7
“Being LGBTQ+ in Cambridge: A review of the experiences and support of staff at the University of Cambridge”	7
Institutional Athena Swan Silver Renewal.....	7
Mental Health and Wellbeing	8
ED&I initiatives across the University	8
ED&I and Culture Conference at the School of Clinical Medicine.....	8
School of Biological Sciences obtains Athena SWAN Bronze Award.....	9
Change Makers Action Group at the University of Cambridge Museums	9
Staff networks.....	9
Disabled Staff Network (DSN).....	9
LGBTQ+ Staff Network	10
Women’s Staff Network (WSN)	10
Race Equality Network (REN).....	11
Supporting Parents And Carers @Cambridge (SPACE).....	11
Student section.....	12
Increasing capacity in our Harassment and Violence Support Service	12
Widening Participation Programmes Review.....	12
Postgraduate Widening Participation	12
Strategic Review for Disabled Students	12
Gender Awarding Gaps.....	13
Looking Ahead.....	14
Ensuring Inclusive and Equitable Practices.....	14
Strengthening our commitment to disability inclusion	14
Closing the Gender Pay Gap	14
Improving our data quality to better meet our legislative obligations.....	14
Empowering Staff Networks for ED&I Excellence.....	15
Race Equality Charter Bronze Renewal	15
Being LGBTQ+ in Cambridge	15
Creating change agents to embed ED&I across the University	16
Staff Data Overview	17
Diversity of Leadership.....	18
Diversity Profile of Staff.....	19
Gender	19

Ethnicity.....	23
Disability.....	29
Sexual Orientation.....	31
Gender Identity.....	33
Religion or Belief.....	34
Staff Recruitment.....	36
Recruitment by Gender.....	36
Recruitment by Ethnicity.....	39
Academic Promotion.....	43
Gender and Ethnicity Pay Gaps.....	49
Equal Pay Reporting.....	55
Student Data Overview.....	56
Diversity Profile of Students.....	56
Gender.....	56
Ethnicity.....	57
Disability.....	58
Diversity profile admissions.....	58
Undergraduate admissions.....	58
Undergraduate admissions gender.....	59
Undergraduate admissions known ethnicity (home students).....	60
Undergraduate admissions declared disability.....	61
Postgraduate admissions.....	62
Postgraduate admissions gender.....	62
Postgraduate admissions known ethnicity (home students).....	63
Postgraduate admissions declared disability.....	64
Undergraduate degree attainment.....	65
Undergraduate degree attainment by gender.....	65
Undergraduate degree attainment by ethnicity.....	65
Undergraduate degree attainment by disability.....	65
Staff – Definition and Notes.....	67
Disability (staff).....	67
Ethnicity (staff).....	67
Recruitment data.....	68
Promotions data.....	68
Benchmarking.....	69
Data quality.....	69
Student – Definition and Notes.....	70

Annex A – Equal Pay Review.....	71
Background	71
What is an Equal Pay Review?.....	71
How was the Equal Pay Review 2024 conducted?	71
Main Report.....	73
Gender pay gap by year.....	73
Employee Gender Profile.....	76
By staff category (Appendices A2 - A5)	79
Average Pay (Appendices A1 - B5)	80
Gender pay analysis by grade.....	80
Gender pay analysis by staff category	81
Additional Payments (Appendices C1 - D2).....	83
Additional non-pensionable payments (Appendix C1).....	83
Additional pensionable payments (Appendix C2 and C3).....	84
Market-related payments (Appendix C4).....	86
Contribution payments (Appendices D1 and D2).....	88
New Employees (Appendices E1 - E3)	90
Part-time employees	91
Gender pay gap analysis by School.....	92
Key Performance Indicators	93
Actions Arising from the 2023 Equal Pay Review and Progress.....	96
Appendix EPR.....	98
Appendices A1 to F are provided in the remainder of this document.	98
Appendix F: Methodology	117
Annex B – Staff Statistical information	118

Foreword

At the University of Cambridge, we recognise that our strength lies in our people and the diversity of perspectives they bring with them. This diversity is essential for fostering innovation and keeping our University at the forefront of academic and research excellence.

Over the past year, the political climate has posed significant challenges for Equality, Diversity, and in particular, Inclusion (ED&I). International conflicts, which have caused immense suffering, engendered concerns about inclusivity as well as freedom of speech. Similarly, domestic riots impacted our University staff and student community, creating a challenging environment for many. Throughout these unprecedented times, the University continued to support its staff and student communities, emphasising that we will remain one community, and resist every attempt to polarise us among racial or religious lines.

In 2023-2024 we made great efforts to continue promoting inclusion. We have been deeply engaged in the rigorous process of developing and submitting our institutional Athena SWAN Silver renewal application. We have also focused on understanding the experiences of marginalised groups, upskilling staff in key areas such as neurodiversity, addressing male-related mental health with a specific focus on Black men where access to support services is underrepresented. Better understanding the lived experiences of our staff and students will enable us to determine what we can do to ensure everyone feels included and valued as part of our University community.

According to the data we collected, our workforce has become increasingly diverse with ratios across all protected characteristics showing improvement. Representation of women and ethnic minority employees within the professoriate remains an area for improvement, but there have been steady year-on-year increases, showing good progress. We are mindful that our gender pay gap has remained at the previous year's level. Therefore, to further understand the cause-and-effect relationship and the key drivers behind the pay disparities, we have embarked on a journey to close the gender pay gap under the 'HeforShe' initiative.

As we move forward, we remain committed to fostering an inclusive environment where all individuals can thrive. Together, we will continue to champion equality, diversity, and inclusion, ensuring that every member of our community feels supported and valued.

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 2023-24 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 'BAME' 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.

2023 - 2024 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 2023-2024, 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.

“Being LGBTQ+ in Cambridge: A review of the experiences and support of staff at the University of Cambridge”

Last year, we conducted a review of the lived experiences of our collegiate University LGBTQ+ community to better understand their needs and the support required to ensure LGBTQ+ inclusion. The review - which was unprecedented in its scope - encompassed a survey, focus groups and one-on-one interviews led by an independent consultant. The comprehensive data collected led to the development of a high-level LGBTQ+ action plan, which was approved by the University Council in July 2024. Further work will be undertaken in collaboration with key stakeholders to define detailed deliverables and measures, which will result in a 5-year action plan (see the “Looking Ahead” section below).

One of the key aspects identified during the review was the need for increased visibility. In response, we had our first ever float at London Pride in June this year, making us the only Russell group University to participate from outside London.

A survey of Pride participants highlighted the following:

- 81% of respondents described their experience as “very positive”
- 100% of respondents said that having a float impacted positively on their experience of Pride
- 85% said they were able to meet with and establish connections with new colleagues
- 86% said that they felt that as a result of its presence at Pride, the University of Cambridge was striving to be more inclusive
- 95% said that the University of Cambridge should have a presence at Pride in the future

Institutional Athena Swan Silver Renewal

Athena SWAN is a crucial framework dedicated to advancing gender equity and fostering an inclusive environment within higher education and research institutions. Its purpose is not just to recognise and address gender 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 Silver 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's a roadmap to ensuring that gender equity is woven into the fabric of our institution. Securing the Silver renewal will be a significant milestone, reinforcing our dedication to making our University a place where everyone can thrive.

Mental Health and Wellbeing

As part of our ongoing commitment to fostering an inclusive and supportive workplace, the Staff Wellbeing and ED&I team hosted an interactive webinar titled "Let's Talk About Menopause" in collaboration with Henpicked. Held on July 4th, the session saw an impressive turnout of 150 staff members and focused on increasing awareness and understanding of menopause. The training objectives covered key topics such as what menopause is, how to recognise its symptoms, and options for managing both symptoms and long-term health. Additionally, it highlighted the support available both within the workplace and externally. The session also emphasised the important role that partners, teams, and family members can play in supporting someone experiencing menopause. Attendees shared highly positive feedback, for example, "It's good to know the University is taking Menopause seriously" and "I feel more positive about menopause and know where to go for information". They also mentioned that the session was informative, engaging, and valuable for creating a more empathetic and supportive environment for all staff.

In October 2023, The University Counselling Service (UCS) and Corpus Christi College joined forces to host 'Black Men on the Couch' at Cambridge. The event aimed to combat mental health stigma and encourage everyone, particularly men who identify as Black, to openly discuss their mental and emotional health. The event featured Lord Simon Woolley, George the Poet and Professor Jason Arday in conversation with counsellor, Rotimi Akinsete. Discussions revolved around the challenges of maintaining good mental health and the potential barriers to seeking support for mental health issues. Over a hundred people were present on the night and the event has received over 6,000 views on YouTube to date.

ED&I initiatives across the University

ED&I and Culture Conference at the School of Clinical Medicine

In December 2023, the School of Clinical Medicine hosted their first ED&I and Culture conference. This day-long event provided a platform for participants from across the school and the wider University to share best practices and engage in panel discussions and presentations on various ED&I and Culture topics. The opening statement provided by Lord Simon Woolley set the scene for a productive and thought-provoking day. With nearly 200 attendees, both online and in person, the event was an amazing success and has set a high standard for future events of its kind.

School of Biological Sciences obtains Athena SWAN Bronze Award

Following the achievement of an Athena SWAN Bronze Award in December 2023, the School of Biological Sciences has been developing its strategic ED&I infrastructure to effectively implement the action plan and advance ED&I priorities identified through the self-assessment process. Expanding and diversifying the School's ED&I Champions Network and launching a Culture and Inclusion Steering Committee are foundational elements of improving inclusive practice going forward. Supporting alignment with University ED&I priorities, School ED&I personnel are actively engaged in University-wide initiatives relating to ED&I Charters, workplace adjustments, unpaid carers, and co-leading on the development of an ED&I Community of Practice.

Change Makers Action Group at the University of Cambridge Museums

The Change Makers Action Group champions equality, diversity, representation, and inclusion across the University of Cambridge Museums (UCM) workforce and advocates for an anti-racist and socially just work culture. The group consists of representatives from each Museum, the Botanic Garden and the central UCM Team. Throughout the year, the group arranges talks and events, as well promoting others from across the University, Cambridge and other museums and galleries around the country.

Kettle's Yard has collaborated with Communities Inc to provide their 'Stand By Me' active bystander training for staff. The first training session took place at the beginning of September 2024, with almost half of the department attending. The intention is to run further sessions in 2025, aiming to offer opportunities for all staff to take part.

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 paragraph these networks share some highlights of their activities over the past year:

Disabled Staff Network (DSN)

This year, the DSN has continued to build on its initial years and reviewed what our members wanted to see from the network. In addition to being present at the University Welcome events, the DSN has been holding regular online peer-to-peer support sessions. These sessions provide space for both, challenging difficult experiences as a community and celebrating positive experiences of inclusion, accessibility and self-care.

Our executive members are now part of several University committees, including the Access sub-committee, the Reasonable Adjustments Working Group and the Athena Swan Self-Assessment Team. We are currently planning public events for Disability History Month, which will cover topics such as neurodiversity, fatigue and addressing bullying and discrimination.

Given that we are all disabled and/or have chronic health conditions, our network co-chairs have had to manage illness and burnout. To help with this, we now have three co-chairs: Alison Dunning, Alina Wanitzek and we welcome incoming Rosie Hunt. We will continue to find ways to share challenges and joys of being disabled work colleagues.

LGBTQ+ Staff Network



This year, the community has grown from strength to strength, aided by excellent and thought-provoking events and initiatives. With the appointment of Sandi Toksvig as the inaugural Qantabrigian Fellow, we started the year with her engaging talk and a dinner at Robinson College. We also held two panel discussions: for LGBTQ+ history month, we discussed 'Still moving forwards? Taking stock on the journey to LGBTQ+ equality' and for our Pride Month event, we considered 'Pride and Protest'.

For the first time at London Pride, Cambridge University had a float, which really raised the energy of the staff and students along the parade route. Along with our monthly networking meetups, many other individuals and organisations within Cambridge (including Press and Assessment and LGBTQ+@cam) have also organised some outstanding events. These events have really helped to bring people from across the community together. We now have a website to complement our engagement with all members of the University.

Duncan Astle stepped down as chair after four years of exemplary leadership, and we welcomed Samuel McDermott and Natalie Adler as the new chairs.

Women's Staff Network (WSN)

2023-24 has been a year of transition for the WSN, with efforts focused on establishing a new steering group. In June, an event was held to invite staff members who identify as women within the University to step forward for steering group roles and to provide suggestions for events and initiatives.

Race Equality Network (REN)



In the last 12 months, the Race Equality Network has gone through some structural changes on top of our usual activity. This year, we welcomed Network Coordinator Eseosa Akojie, as well as two new Co-Chairs, Manaz Javaid and Jasmine Brady. Paula Rogers-Brown, outgoing Chair, remains as Vice Chair.

The REN's mentoring scheme has been relaunched, and the Network has sustained a presence at the University's Welcome events, broadening awareness of our work.

Following three successful social events over the last year, we look forward to our Winter Social in November, where we will welcome Lord Simon Woolley as our guest speaker.

Supporting Parents And Carers @Cambridge (SPACE)

Over the last 12 months, the Supporting Parents and Carers @Cambridge (SPACE) network has focused primarily on sharing information and resources with staff who are parents or unpaid carers. This included the launch of a new workshop 'Making the Invisible Visible' to build awareness of unpaid carers in the workplace. Initially piloted in the School of Biological Sciences, it was then run as part of the network's activities for Carers Week 2023, with plans to collaborate with other staff diversity networks and communities of practice.

The network has also supported the University's wider strategic initiatives by sharing valuable insights gathered from parents and unpaid carers in the School of Biological Sciences and sector data, and producing evidence informed recommendations, to support the Athena SWAN renewal process. Moreover, the network has been facilitating a collaboration between student carers, SPACE, and Education Services, to enhance identification and support for student carers.

Looking to the future, scoping and restructuring work has been undertaken to support expansion of the committee and revitalise the network, including the creation of new communications channels. This will enable a dedicated focus on the separate experiences and needs of parents and unpaid carers, while facilitating join-up on areas of overlap.

Student section

Preparation for submission and approval of the next Access and Participation plan (approved September 2024) has provided the framework and timetable for significant analysis into the data we hold about our students, review of existing work and identification of priorities for the upcoming years. The Access and participation plan along with accompanying data analysis can be found here: [university of cambridge app 2025 29.pdf](#).

There is, of course much activity taking place outside of the APP construct. Examples include but are not limited to:

Increasing capacity in our Harassment and Violence Support Service

As of October 2023, the Harassment and Violence Support Service added a Racial and Religious Discrimination Adviser (RRDA) to the team. The RRDA role was created in response to student campaigning and is being funded through the Mental Health Change Programme. The RRDA provides one-to-one emotional and practical support to students subjected to racial and/or religious discrimination. The RRDA is also developing training for student-facing staff on intercultural development and providing reflective practice sessions for student-facing staff on issues relating to racial and religious discrimination.

Widening Participation Programmes Review

A full review of all the current interventions and programmes offered by the Widening Participation team in Student Admissions and Access was conducted to determine if they remain fit for purpose and can demonstrate impact. In particular, this has included a collaboration with colleagues at the University of Oxford to rethink the existing evaluation and evidence of impact of the Target Oxbridge programme, designed to increase the success of Black British applicants to Cambridge and Oxford.

Postgraduate Widening Participation

Significant development in this area includes piloting the use of contextual information for postgraduate admissions decisions (working in collaboration with Oxford), developing a mentoring and support initiative for students from under-represented demographics applying for postgraduate study at Cambridge, and expanding the postgraduate research summer internship programme to open up opportunities for students from under-represented demographics to consider undertaking postgraduate study at Cambridge.

Strategic Review for Disabled Students

A strategic review to consider the University's overall approach to provision for all disabled students (UG, PGT and PGR) is underway and will be concluded by December 2024. The

goal is to develop a more cohesive, sustainable, effective, efficient, future-ready and equitable approach to supporting disabled students across the collegiate University, which maintains our academic standards and is legally compliant. The Review is overseen by a Steering Group with membership from across the collegiate University and the Cambridge Students' Union, with project support from Education Services.

Gender Awarding Gaps

The University is investigating possible causes for the awarding gap in First Class degrees, including variation across subject and time. This is also being examined as part of our current teaching review. Our findings so far suggest that there is no single cause, and while there are examples of progress in some parts of the University, more remains to be done. We will make sure this research is visible and share the lessons we learn. This will contribute to action plans being set up to address the issue.

Looking Ahead

Ensuring Inclusive and Equitable Practices

We will launch a comprehensive review of our Equality Impact Assessment (EIA) process, including evaluating the forms, revising the governance process, and identifying what has worked and what needs improvement. Initial findings suggest a need for local provision to better support Schools and Non-School Institutions (NSIs) in effectively conducting EIAs. There is also a clear need for staff training to enhance their understanding and execution of EIAs. By refining the process and providing targeted support and training, we aim to ensure that EIAs are conducted with the rigor and insight necessary to advance equity and meet our legal obligations.

Strengthening our commitment to disability inclusion

The University is a Level 2 Disability Confident Employer. To further enhance our commitment to Level 2 and work towards achieving Level 3 Leader status, we will undertake a comprehensive Workplace Adjustments Survey in 2025. This survey aims to better understand the needs of our disabled staff community and the resources required to meet our legislative obligations under the Equality Act 2010. This is a critical step in our commitment to disability equality and ensuring accessibility for all members of our University. By identifying the specific adjustments and support that our disabled staff need, we aim to create an inclusive and supportive work environment. The insights gained from this survey will guide us in developing targeted strategies to meet our legal requirements and, more importantly, promote disability equality.

Closing the Gender Pay Gap

Over the last few years, we have made substantial progress towards closing our Gender Pay Gap, reducing it from 19.6% in 2017 to 16.4% in 2024. While this is encouraging, the root causes of the gap remain unclear. To further narrow the gap, the University has embarked on a project as part of the HeForShe initiative, aiming 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.

Improving our data quality to better meet our legislative obligations

In response to new legislative requirements under Equal Pay, the Ethnicity Pay Gap, and the Disability Pay Gap, it is crucial that we gather accurate data to effectively address these issues. However, we cannot undertake this work without the necessary information. Currently, 87.4% of staff have disclosed their ethnicity, but a significant number have either chosen not to share or have provided no information at all. Similarly, our disability data shows that 6.6%

have shared a disability, while 16.0% either prefer not to say or have not provided any information.

To move forward, we need to encourage staff to share their details, even if it is simply to state a preference not to disclose. Before requesting this information, we must clearly communicate who will have access to personal data and who will not, in keeping with our GDPR requirements. To support this effort, we plan to run a disclosure campaign to reassure staff and emphasise the importance of this data for driving meaningful change. By understanding why some choose not to disclose, we can better target our efforts to understand the reasons behind this decision. This information will play a significant role in meeting our new legislative requirements and in addressing both the ethnicity and disability pay gaps, ultimately working towards closing them.

Empowering Staff Networks for ED&I Excellence

To effectively support our staff networks, it is essential to understand their unique needs and uplift the chairs to excel in their roles. By aligning their work with the central Equality, Diversity, and Inclusion (ED&I) framework, we can foster a cohesive approach that enhances collaboration and impact. This initiative will not only empower the chairs with the tools and resources they need to thrive but also ensure that their efforts are integrated into our broader ED&I strategy. By working together, we can create a more inclusive environment that supports the diverse voices within our University community and drives meaningful change.

Race Equality Charter Bronze Renewal

The University will be renewing its Race Equality Charter (REC) bronze award in 2025. REC is an initiative designed to improve the representation, progression, and success of Black, Asian, and minority ethnic staff and students in higher education institutions. By participating in the REC submission in September 2025, our University aims to assess and address the systemic barriers that hinder racial equality. The charter provides a framework for institutions to develop and implement actionable strategies, fostering an inclusive environment where all individuals can thrive. Through this process, we will gather vital data, engage with our communities, and identify best practices that will not only enhance the experiences of our diverse population but also drive meaningful change in policies and practices. Ultimately, the REC will serve as a catalyst for promoting race equality.

Being LGBTQ+ in Cambridge

The ED&I team has begun a process of stakeholder engagement in order to prioritise initiatives, identify resource requirements and assign action owners for a five-year LGBTQ+ inclusion strategy, with implementation expected to commence in October 2025. Actions are likely to be developed at both an institutional and local level and may address key themes of inclusion, policies, intersectionality, training and leadership.

Creating change agents to embed ED&I across the University

The ED&I Intersectional Delivery Group (EDIIDG) is set to be established with the purpose of bringing together key ED&I practitioners and other stakeholders who have a vested interest in promoting equality, diversity, and inclusion across the University. This group will focus on actively supporting the delivery of various ED&I action plans linked to the University's broader ED&I agenda, addressing a notable gap in existing initiatives that often lack a dedicated focus on implementation. By forming task-and-finish groups, the EDIIDG will work to identify and tackle disparities, including those highlighted in the ED&I Information Report, create proposals for impactful initiatives, and support the execution of these plans across the institution. This group will collaborate closely with the ED&I Community of Practice, which will provide valuable insights to enhance our strategies. Ultimately, the EDIIDG will focus on prioritising tangible outcomes and sustained progress in our ED&I efforts.

Staff Data Overview

This section presents University of Cambridge staff equality and diversity information for the academic year 2023-24, excluding Colleges, which are separate entities. Please refer to the staff definitions and notes section for a detailed explanation of the data provided¹.

On 31st March 2024, the University had 14,037 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	2,149	15.3%
Academic-Related	3,243	23.1%
Assistant	4,596	32.7%
Researchers	4,050	28.9%
Total	14,037	100.0%

Key figures

As of 31st March 2024, of all employees at University of Cambridge:

- 54.6% were women.
- 17.5% declared to be of an ethnic minority.
- 6.6% disclosed having a disability.
- 6.6% declared their sexual orientation to be LGB+.

¹ This ED&I Information Report is derived from the Cambridge Human Resources Information System (CHRIS) as of 31 March 2024 census date, with the exception of the recruitment data which covers the period 1 April 2023 to 31 March 2024.

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 BAME² (*where ethnicity is known*) staff on the main committees.

The proportion of women across committees has been improving over the past three years, with the most significant increase at the Council of the School of Arts and Humanities. In 2022, women only represented a quarter (25.0%) of members on this council, and the ratio has surged to over a half (57.1%) in 2024. However, female representation on some decision-making bodies, particularly in STEM areas, remains low. These disparities reflect broader social trends related to gender and career paths.

The University currently does not collect ethnicity data on external or student committee members. This results in a high percentage of undisclosed ethnicity, particularly on the University Council, where no data is held for 62.1% of members. For other committees, 'unknown' ethnicity ranges from 8.7% to 36.4%. Consequently, interpreting the 'percentage of BAME' figures require caution. Notably, the Council of the School of Technology has the highest proportion of ethnic minority members in 2024 (17.6%).

Table 2: Proportion of female and BAME of the University's main committees

Committee	Percentage of Female	Percentage of BAME
University Council	48.3%	9.1%
General Board of the Faculties	47.1%	16.7%
Council of the School of Arts and Humanities	57.1%	8.3%
Council of the School of the Biological Sciences	47.8%	9.5%
Council of the School of Clinical Medicine	27.3%	9.5%
Council of the School of the Humanities and Social Sciences	50.0%	15.4%
Council of the School of the Physical Sciences	31.3%	8.3%
Council of the School of Technology	23.8%	17.6%

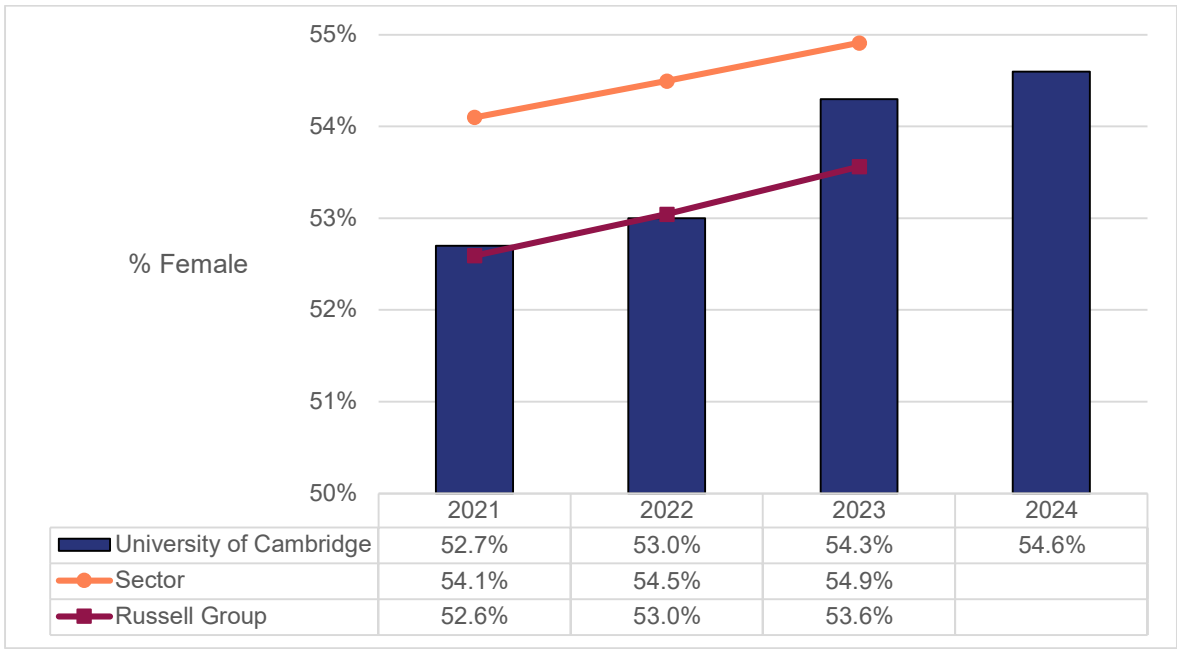
² This report uses the term 'BAME' to categorise staff who identify as Black, Asian or of other minority ethnic backgrounds. This aligns with HESA classifications and terminology to enable comparisons with national data sets, yet the University is aware of the limitations and the contested nature of 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

The proportion of women³ employees at the University of Cambridge has risen annually over the past few years (see figure 1), surpassing the Russell group average⁴ in 2023. As of March 2024, women make up 54.6% of the total staff.

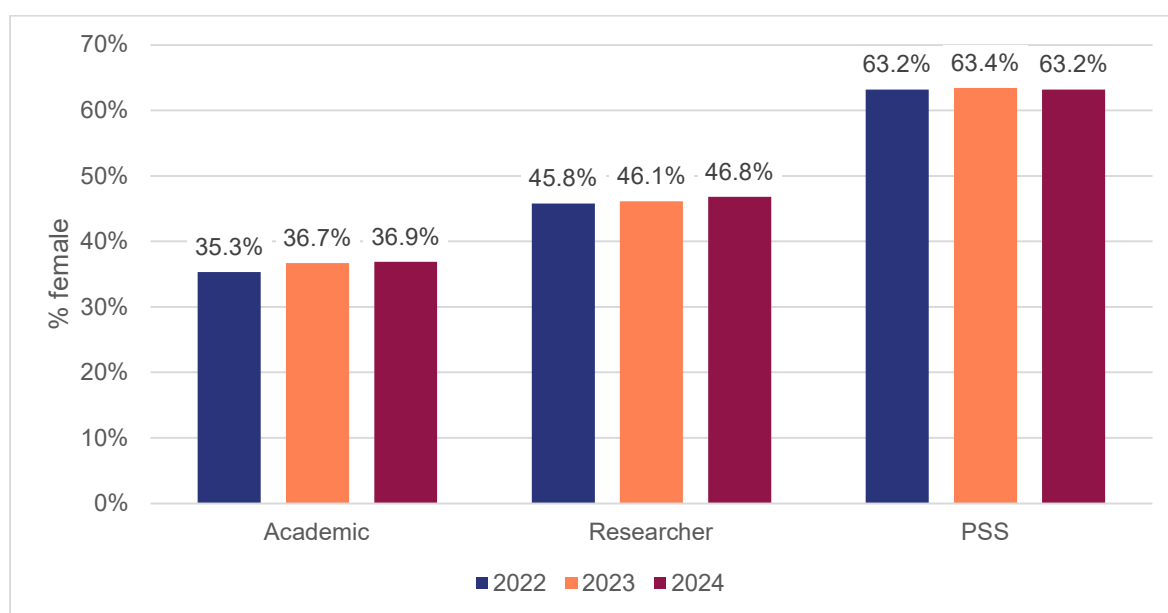
Figure 1: Proportion of female staff 2020-2024 with benchmarks



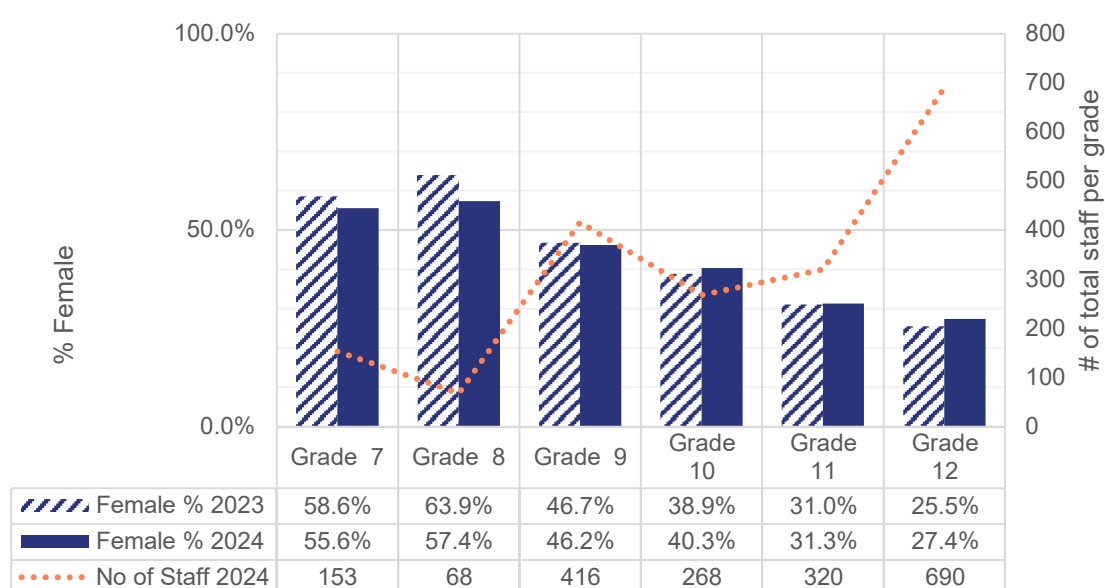
Across the three main staff groups (Academic, Researcher and Professional Services), the ratio of women to men varies greatly (see figure 2). In 2024, nearly two-thirds (63.2%) of Professional Services staff are women, while only slightly more than a third (36.9%) of Academics are female. However, there have been slight increases in the proportion of women Academics and Researchers over the past three years. During the same period, the ratio of female Professional Services employees has remained consistent.

³ 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.

⁴ At the time this report was produced the Sector/ Russell Group data for 2024 had not been released.

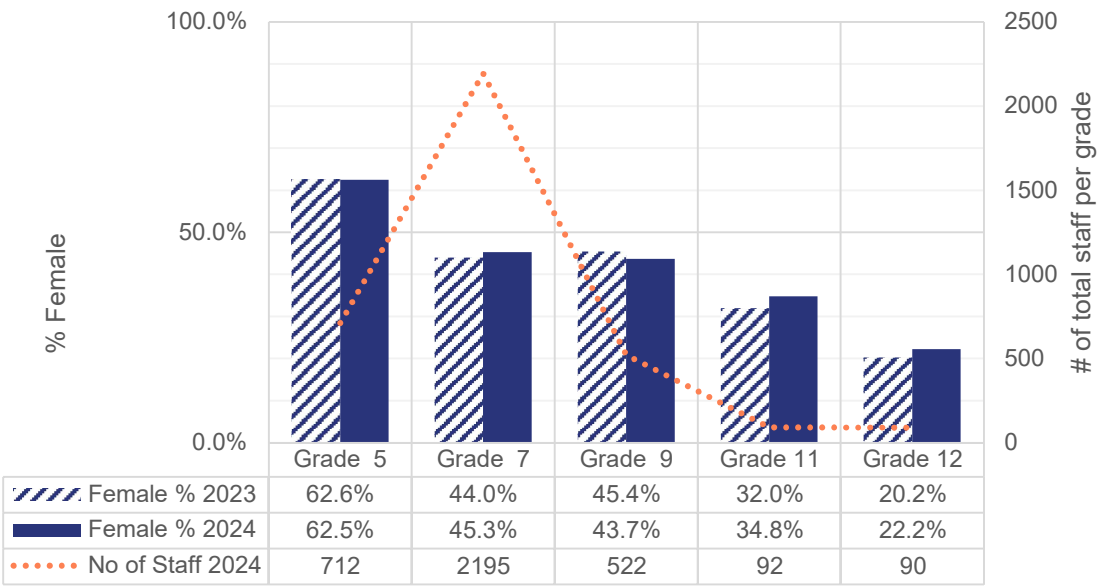
Figure 2: Proportion of female staff 2020-2024 for each main staff group

Analysing the distribution of Academic employees by gender across the University's grading structure reveals that most Academic roles are concentrated in grade 12, with 690 positions in 2024. However, only 27.4% of these roles are held by women. Despite an increase in the proportion of women in higher grades (10-12) compared to previous year, female Academics remain predominantly in lower-graded roles. 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.

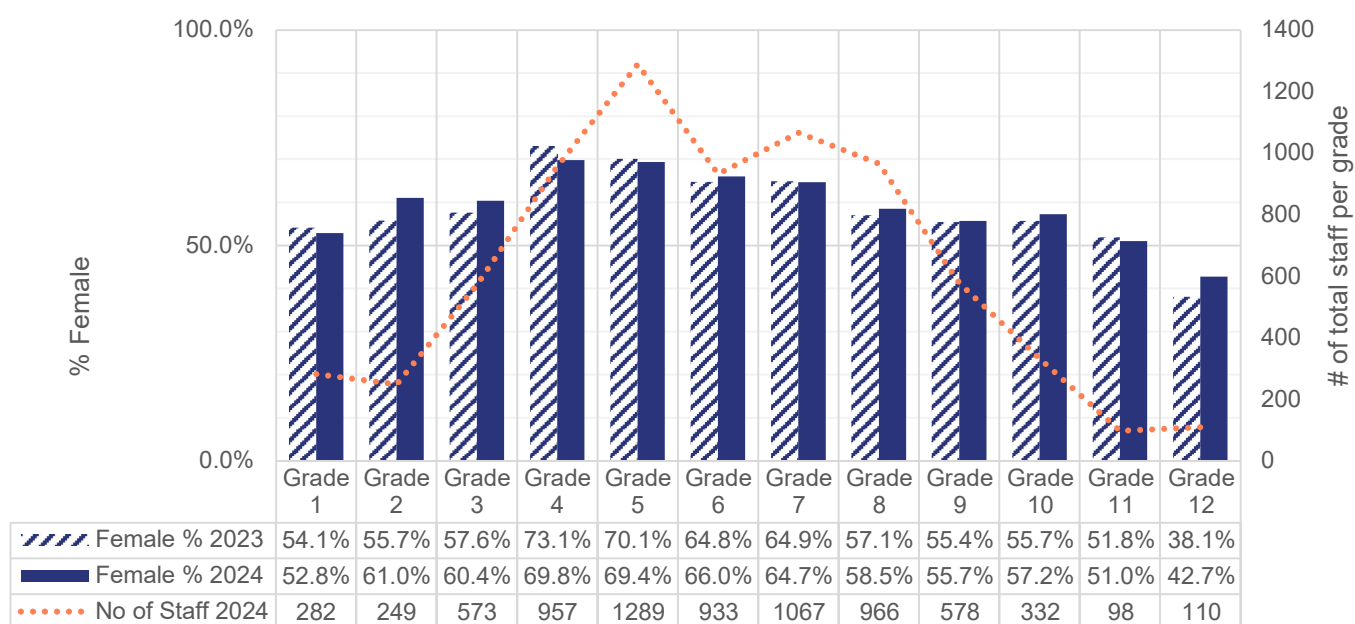
Figure 3: Proportion of female academic staff by grade 2023-2024

Similarly 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 22.2% of Researchers at grade 12 being women. However, compared to Academics, Researchers in general are concentrated in lower grades with the majority (2,195) of staff being in grade 7. As with Academics the proportion of women in higher grades (11-12) has increased compared to previous year. The University is currently developing a new career pathway for Research staff to support promotions to higher graded Research posts.

Figure 4: Proportion of female research staff by grade 2022-2023



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 12, where slightly less than half (42.7%) of the staff are female.

Figure 5: Proportion of female Professional Services staff by grade 2022-2023

Despite a rise in the number of women Professors by 40 since 2022, the University of Cambridge still falls short of both the Russell Group (29.3%) and the sector gender benchmark for Professors (30.8%)⁵. 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.

Table 3: Professors by gender 2022-2024 with benchmarks

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

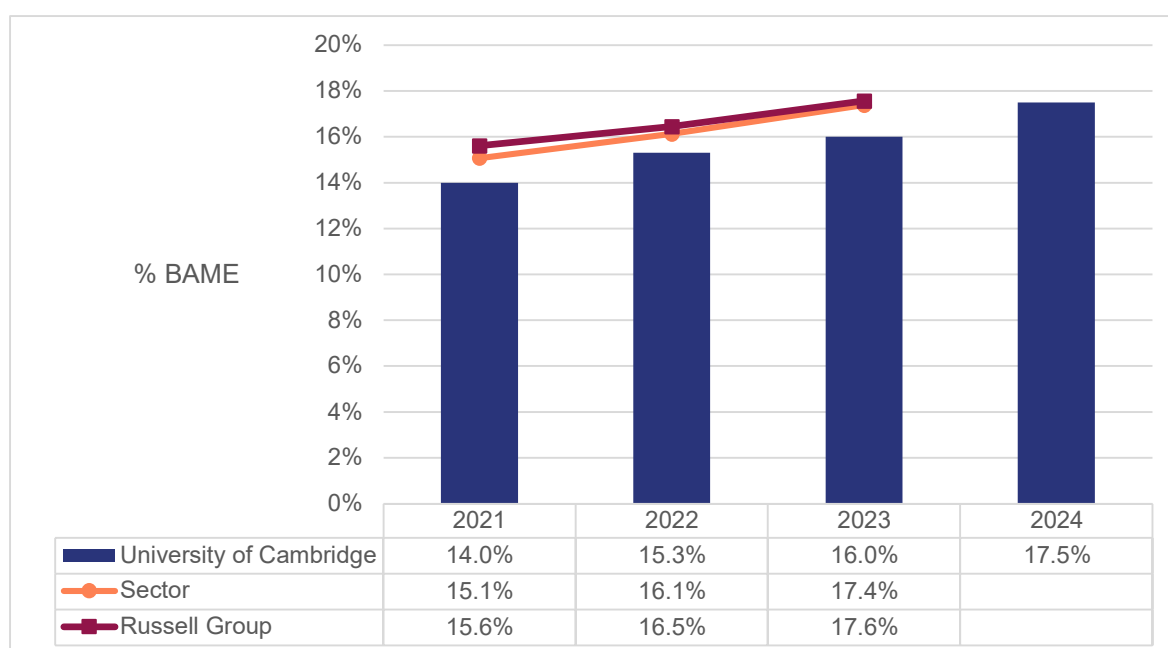
⁵ Benchmarks include binary sex data only, since the University only records data based on binary sex.

⁶ At the time this report was produced the Sector/ Russell Group data for 2024 had not been released.

Ethnicity

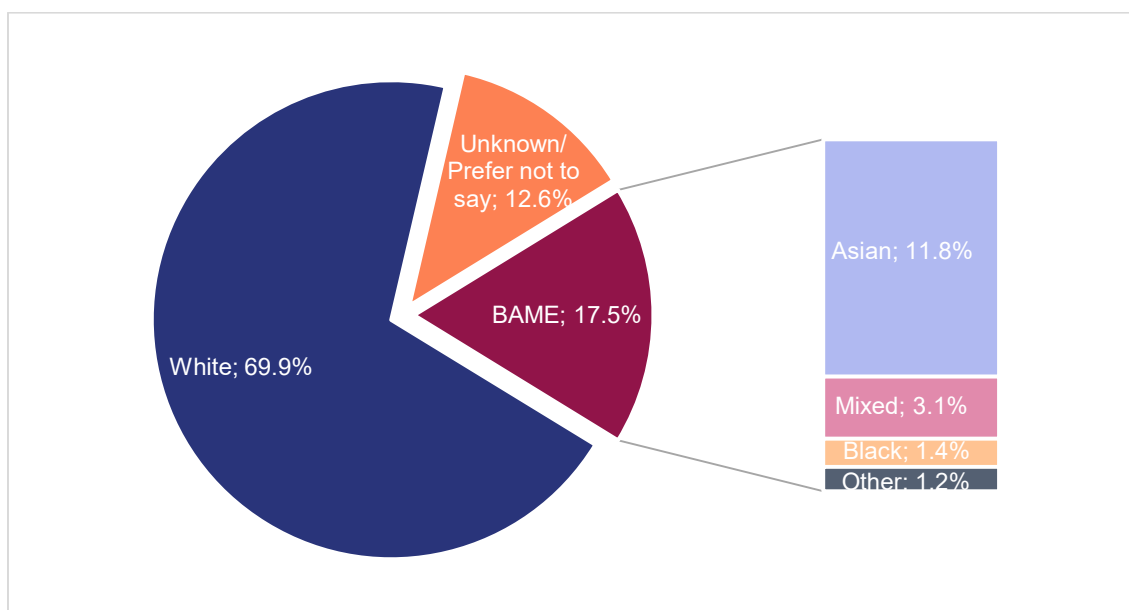
The workforce at the University of Cambridge has become increasingly ethnically diverse, with year-on-year increments around 1 percentage point (p.p.) since 2021. As of March 2024, BAME (Black, Asian, and Minority Ethnic)⁷ employees represent 17.5% of the total staff employed. This is slightly below the Russell Group average (17.6% in 2023) and signifies a consistent improvement (see figure 6).

Figure 6: Proportion of BAME staff 2020-2024 with benchmarks

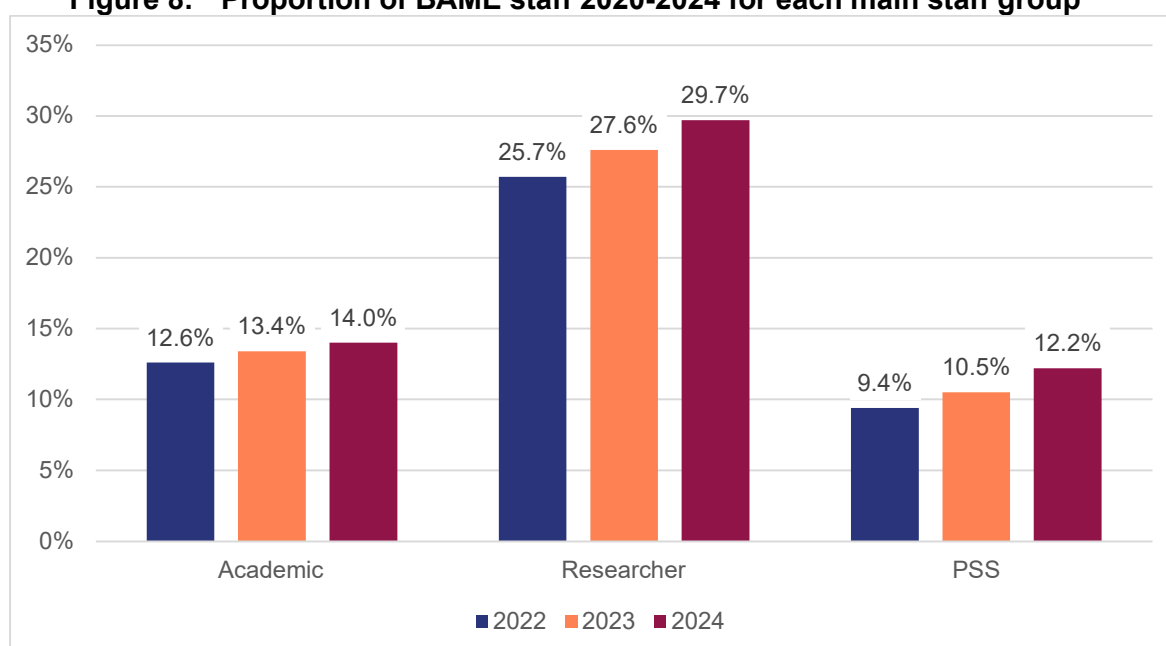


Among all staff who identify as BAME, the largest group is of Asian origin, comprising 11.8% of the workforce (67.4% of BAME employees). The second major category within BAME staff is of Mixed Heritage, making up 3.1%, followed by employees who declare being of Black ethnicity (1.4%). There has been a slight improvement in the ethnicity disclosure rate, in 2024 only 12.6% of employees' ethnicity was unknown or not declared compared to 13.0% in 2023. The figures stated include both UK and non-UK national staff.

⁷ This report uses the term 'BAME' 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.

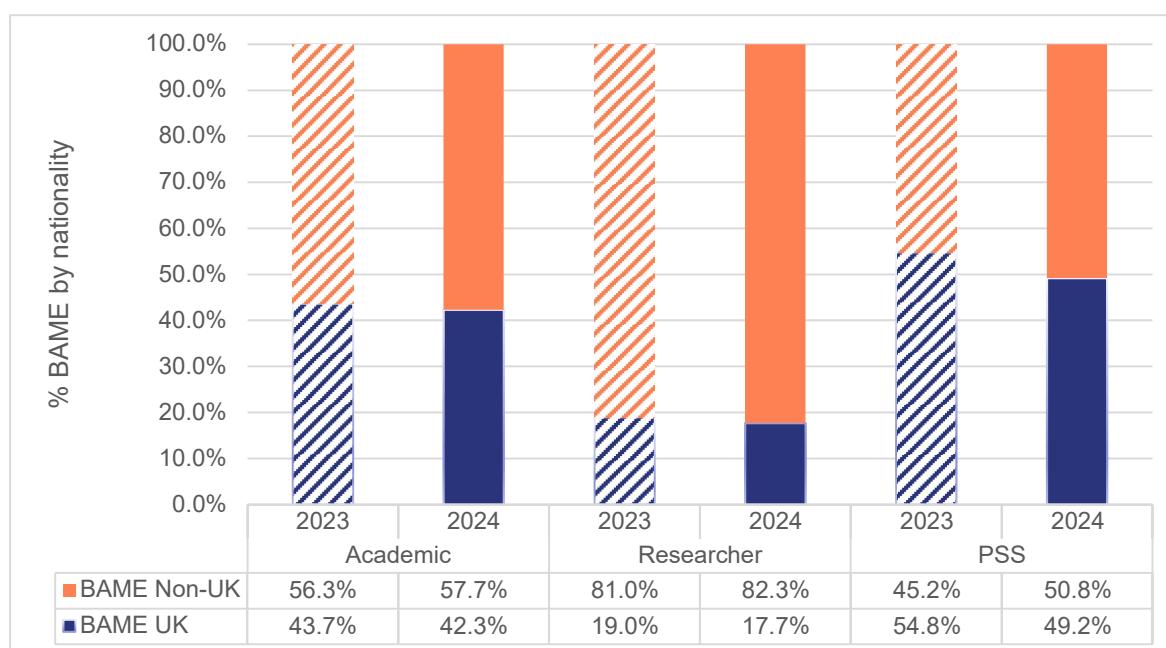
Figure 7: Breakdown of ethnicity 2024

The proportion of BAME staff varies by staff group (Academic, Researcher and Professional Services), with researchers having the highest ratio of BAME staff (29.7% in 2024) and professional services the lowest (12.2% in 2024). Across all three main staff categories the ratio of ethnic minority employees has been increasing over the past three years, with the highest increment of 4 percentage points (p.p.) for researchers. Disaggregating the broad BAME classification, again the highest proportion of employees in each staff group identify as 'Asian' (Academic 8.6%, PSS 7.2%, Researcher 22.6%) and there is only a small number of 'Black' employees across all categories (Academic 0.7%, PSS 1.6%, Researcher 1.4%).

Figure 8: Proportion of BAME staff 2020-2024 for each main staff group

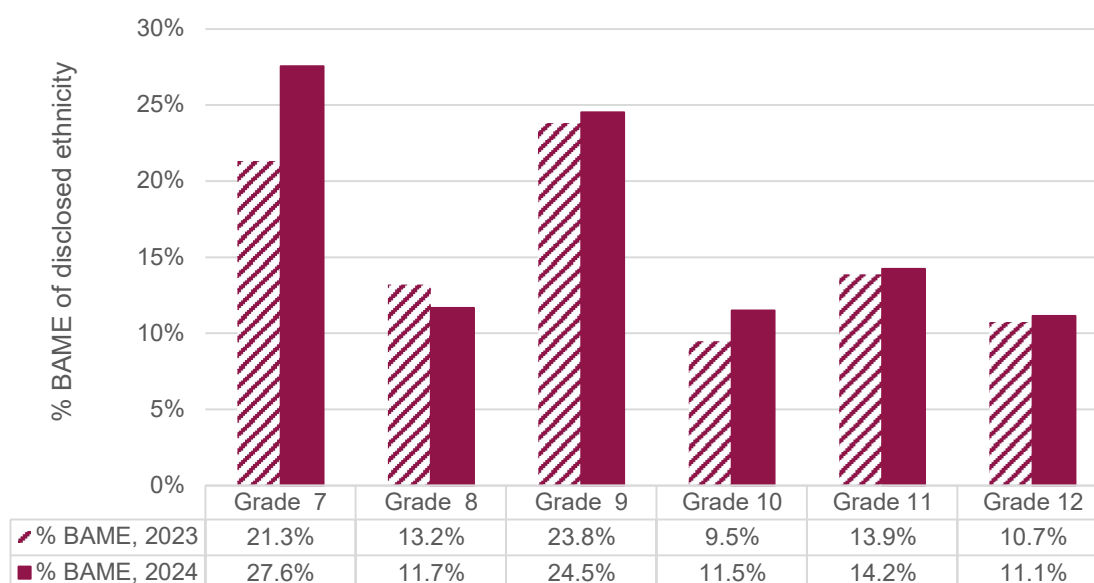
In 2023, the ratio of ethnic minority professional services employees with a UK nationality (54.8%) was still marginally higher than that of non-UK nationals (45.2%). However, by 2024, BAME employees across all staff categories predominantly stem from non-UK backgrounds.

Figure 9: Split of BAME staff by nationality for each main staff group 2023-2024

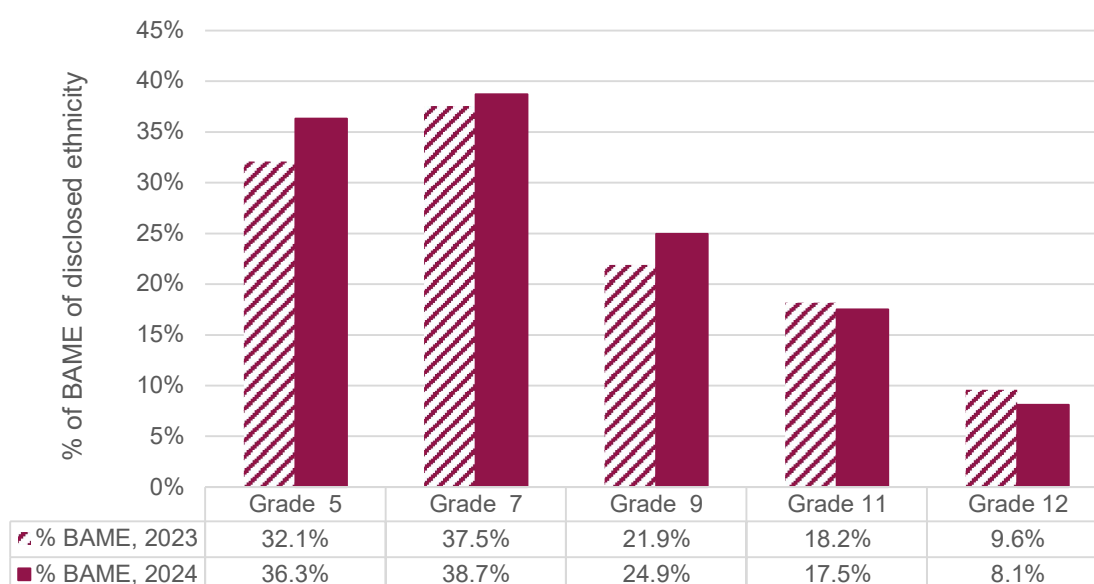


The following graphs illustrate the representation of BAME employees in relation to staff who disclosed their ethnicity across all grades.

Compared to 2023, the proportion of BAME academics has improved across all grades, except for grade 8. In spite of the overall improvements, BAME academics are still predominantly in lower-graded roles, with the highest ratio (27.6%) at grade 7.

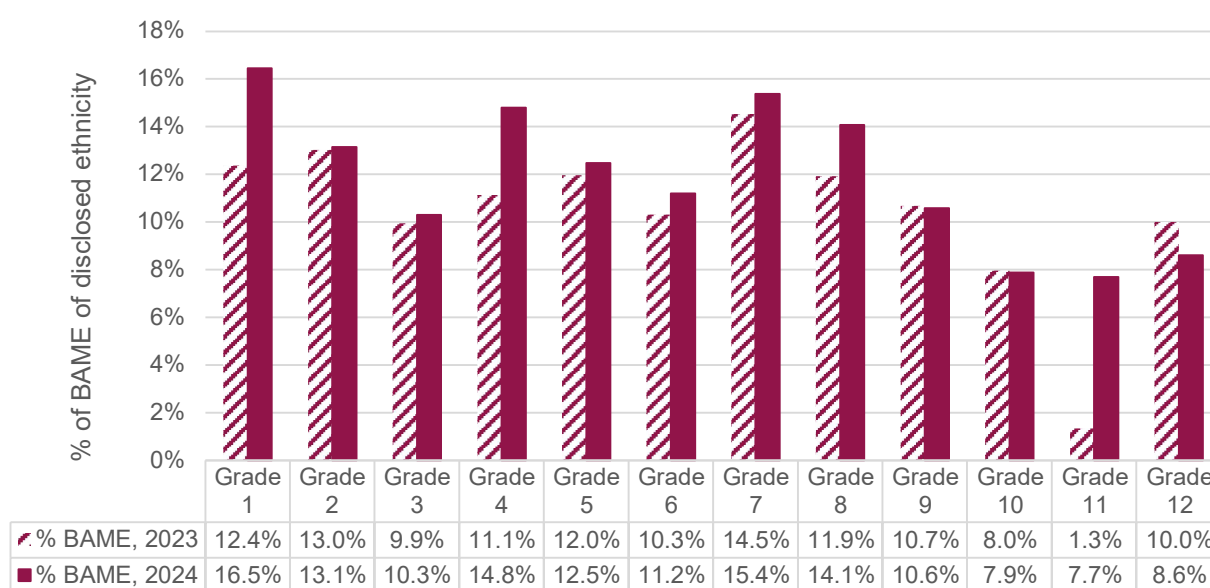
Figure 10: Proportion of ethnic minority academic staff by grade 2023-2024

Albeit researchers having the highest representation of BAME employees among all staff categories, disparities in the grade distribution between White and ethnic minority staff seem to persist. In 2024, the proportion of BAME senior staff (Grade 11 and 12) has marginally reduced compared to 2023. The University is currently developing a new career pathway for Research staff to support promotions to higher graded Research posts.

Figure 11: Proportion of ethnic minority research staff by grade 2023-2024

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). At the senior professional services level, there have been some positive developments with the ratio at grade 11 increasing to 7.7% in 2024, but there has also been a slight reduction in the proportion of BAME staff at grade 12. Increasing the proportion of BAME senior staff across all staff groups will be addressed in the upcoming 2025-2030 Race Equality Charter action plan.

Figure 12: Proportion of ethnic minority PSS staff by grade 2023-2024



Over the past three years the number and proportion of BAME Professors has been steadily increasing from 9.8% in 2022 to 11.3% in 2024, aligning with the Russell Group average. When disaggregating the BAME category - like with the overall proportions - the majority of Professors identify as of Asian origin (6.3%), while the smallest number of Professors is of Black ethnicity (0.3%). The University's upcoming 2025-2030 Race Equality Charter action plan will include initiatives aimed at improving the proportion of ethnic minority Professors, particularly among those who identify as Black, Mixed Heritage, or from another ethnic group.

Table 4: Ethnicity breakdown of Professors 2022-2024 with benchmarks

Professors by ethnicity	2022	2023	2024
BAME Professors	56	65	72
Ethnicity Not Disclosed	125	133	123
All Professors	697	728	759
% BAME Professors (of disclosed ethnicity)	9.8%	10.9%	11.3%
Russell Group Benchmark (of disclosed ethnicity)	10.5%	10.9%	*8
Professors by ethnic group (of total)	2022	2023	2024
Asian	4.4%	5.6%	6.3%
Black	0.4%	0.3%	0.3%
Mixed	1.3%	1.4%	1.4%
Other	1.9%	1.6%	1.4%
White	74.0%	72.8%	74.3%
Unknown	17.9%	18.3%	16.2%

⁸ 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

Since 2021, the number and proportion of employees who have disclosed a disability on their staff records has consistently increased and reached 931 in 2024 (6.6%). Despite the upward trend, the proportion of staff declaring a disability across the higher education sector remains higher. One factor contributing to the lower ratio is the high proportion of 'unknown/prefer not to say', which only decreased marginally compared to previous year (16.4% in 2023). Holding more complete data will enable the University to effectively tackle discrimination and equalise opportunities. Therefore, a workplace adjustment survey will be launched in 2025 to gather more insights into lived experience of disabled employees.

Figure 13: Disability disclosure 2020-2024 with benchmark

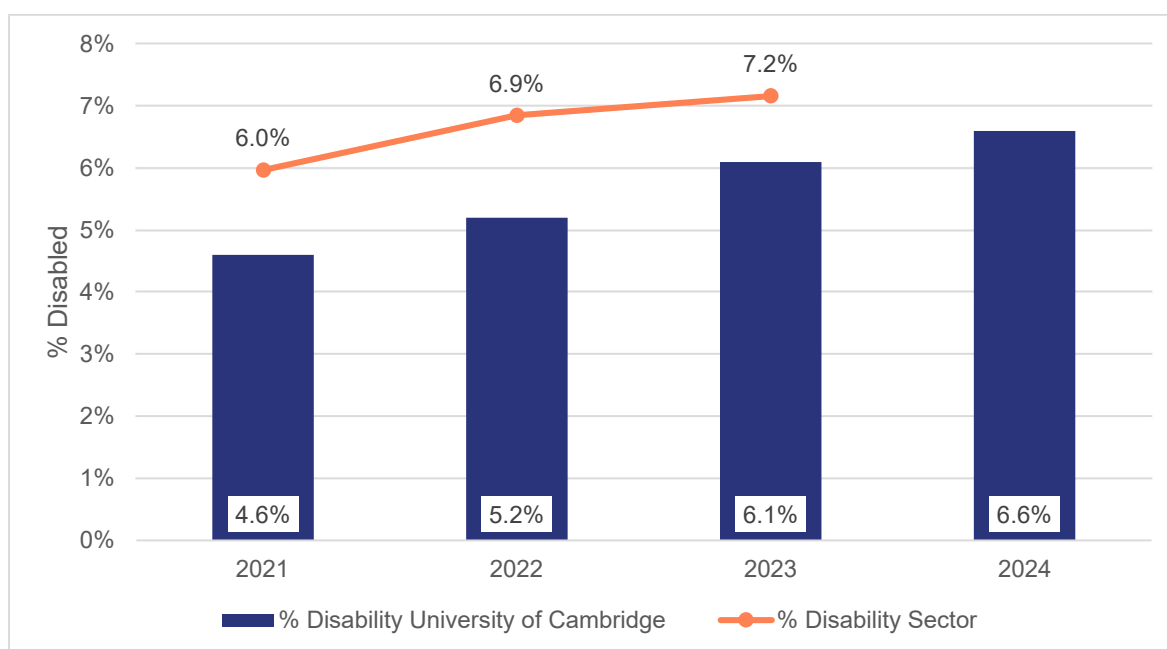
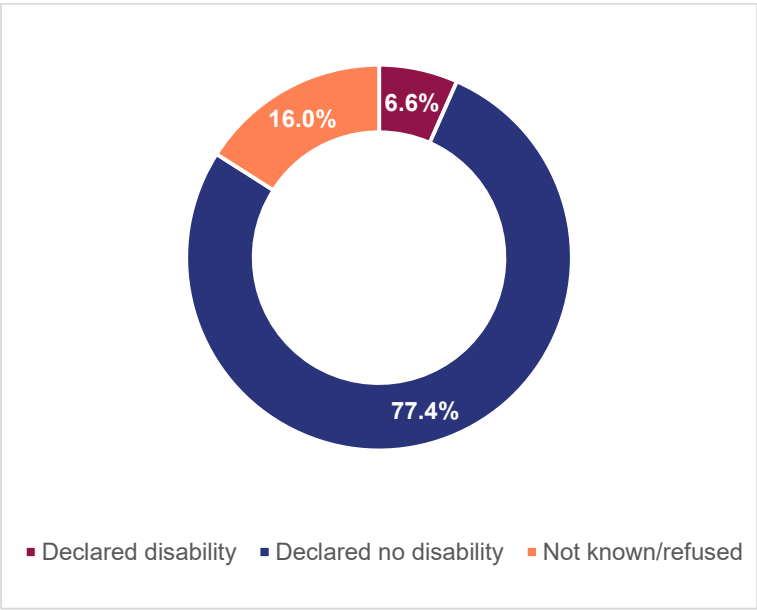
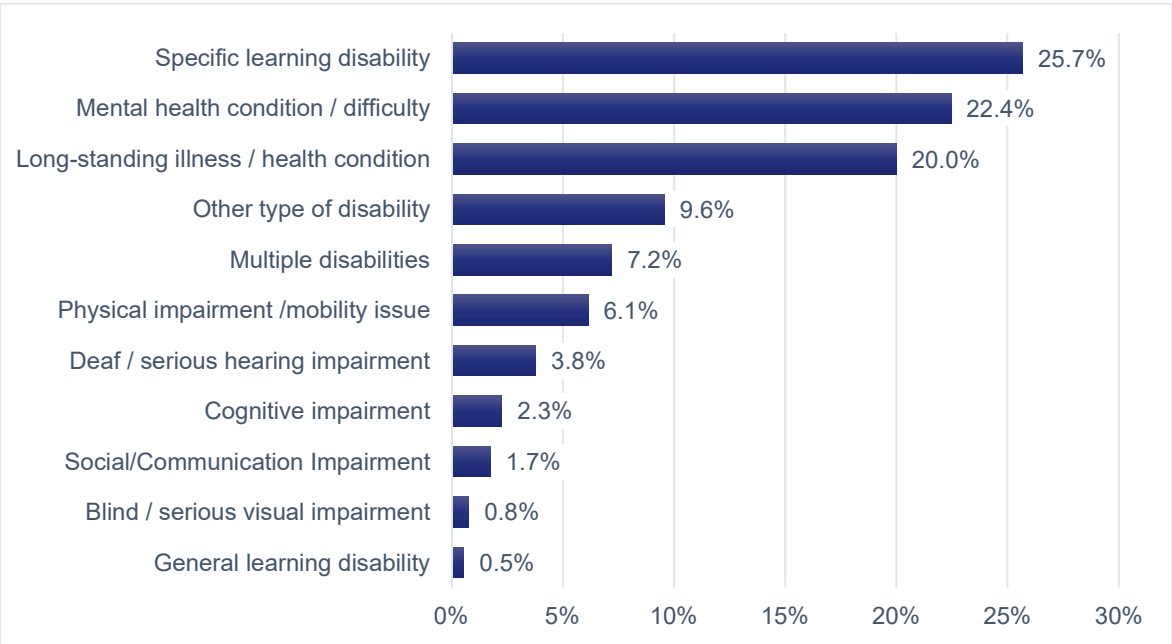


Figure 14: Disability disclosure 2024



The most frequently reported disability type continues to be a specific learning disability (25.7%), followed by mental health conditions (22.4%) and long-standing illnesses/ health conditions (20.0%).

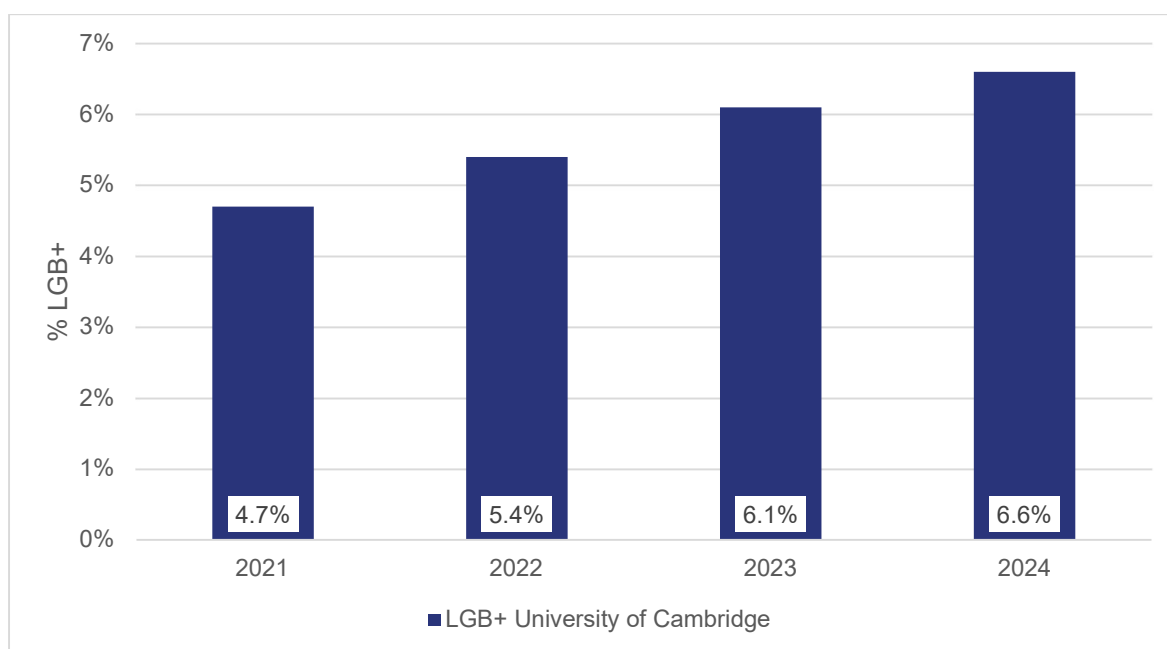
Figure 15: Breakdown of disability types 2024



Sexual Orientation

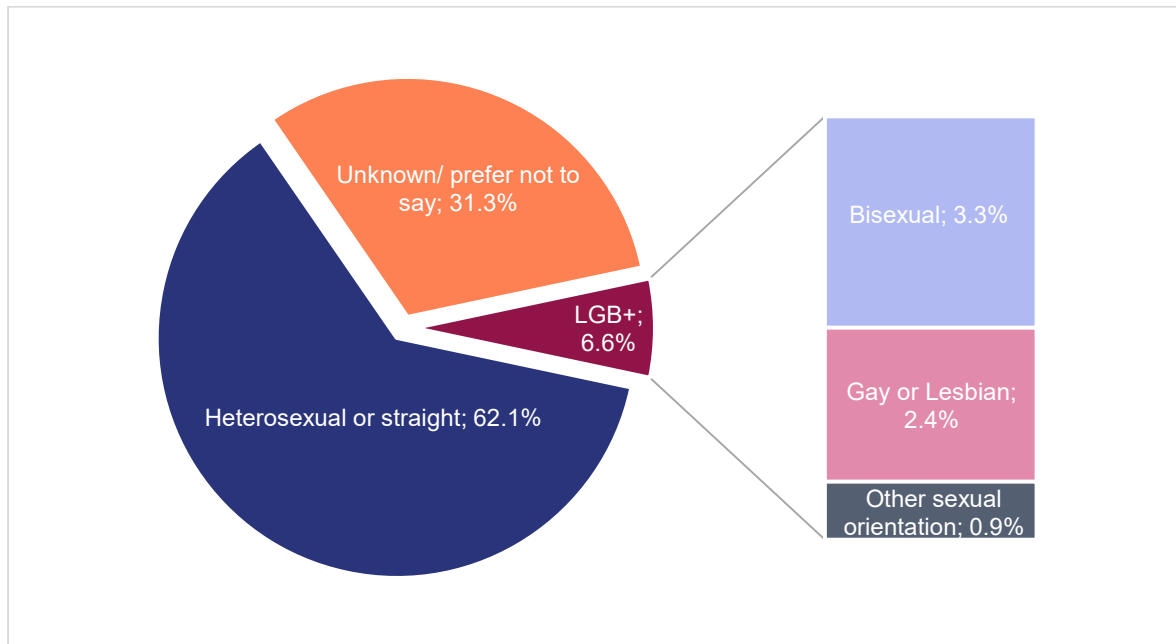
In 2024, 930 (810 in 2023) employees at the University of Cambridge disclosed their sexual orientation to be LGB+. Over the past four years the proportion of staff declaring that they are LGB+ has steadily increased year-on-year and reached 6.6% in 2024 (see figure 16). HESA data on sexual orientation is incomplete as it is not compulsory for all institutions to return this information; of universities who reported figures for this protected characteristic in 2023 on average 6.1% of employees identify as LGB+.

Figure 16: Proportion of LGB+ staff 2020-2024



Whilst the proportion of employees who disclose to be LGB+ has been increasing, there is more work to be done to improve the current rate of disclosure.

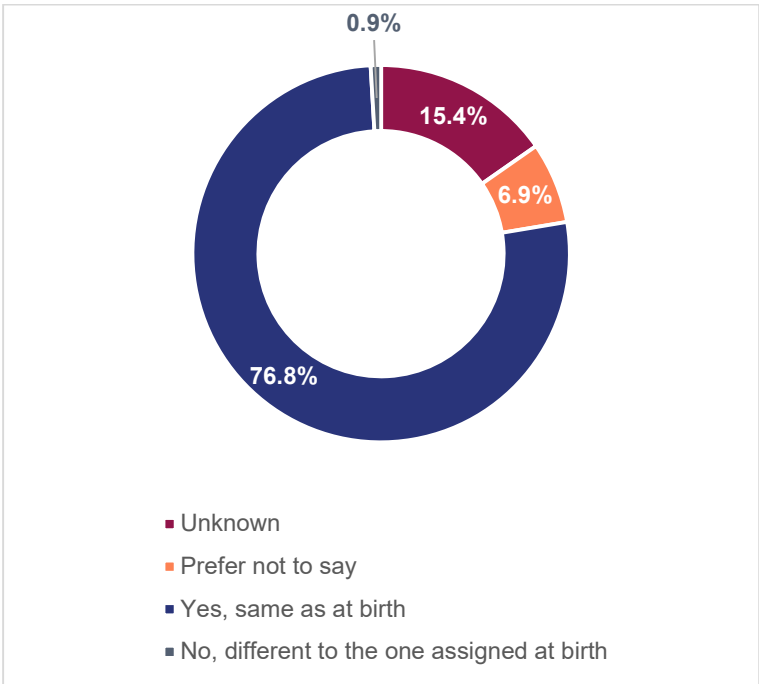
Among staff who share they are LGB+, half declare to be bisexual (3.3% of 6.6% in 2024), slightly more than a third disclose to be gay or lesbian (2.4.% of 6.6% in 2024) and around 1 in 7 stated 'other sexual orientation' (0.9% of 6.6% in 2024) (see figure 17).

Figure 17: Breakdown of sexual orientation 2024

Gender Identity

In 2024, 123 staff (0.9%) self-identified as a different gender identity to the one assigned at birth.

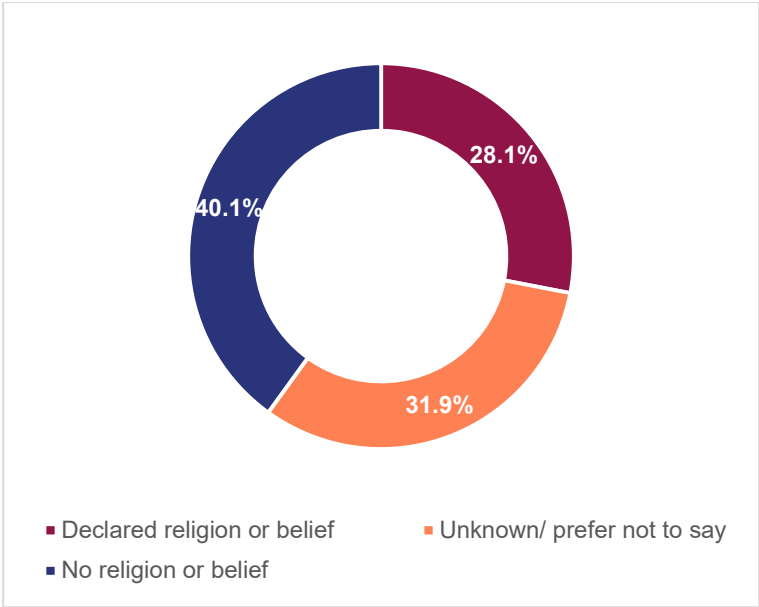
Figure 18: Gender identity status



Religion or Belief

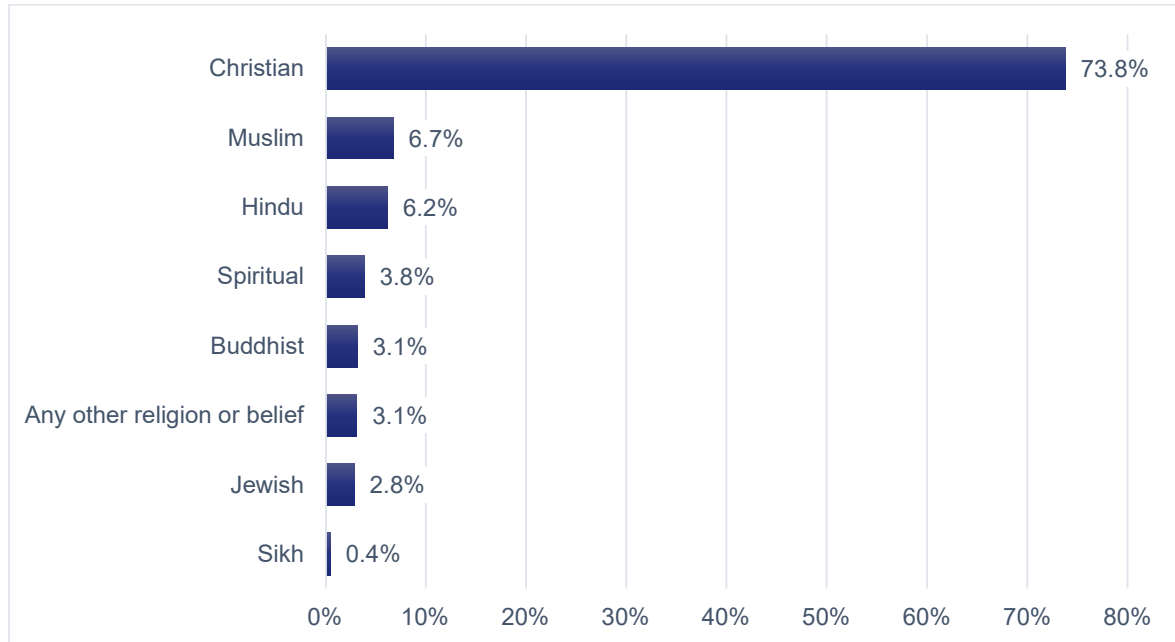
In 2024 there have not been any major changes in the proportion of employees declaring a religious belief (28.1%) and those with no religion (40.1%) compared to 2023 (27.8% and 39.3% respectively). Simultaneously, the ratio of staff who ‘prefer not to say’ or have not provided any data decreased marginally (from 32.9% in 2023 to 31.9% in 2024).

Figure 19: Breakdown of religion and belief 2024



Almost three quarter (73.8% in 2024) of employees who have provided information regarding their religion or beliefs (excluding 'prefer not to say') declare to be Christian.

Figure 20: Breakdown of employees who share a religion and belief 2024



Staff Recruitment

Between 1st April 2023 and 31st March 2024, the University of Cambridge extended 4,027 offers of employment to candidates from a pool of 78,738 applicants. Despite a slight decrease in the number of available positions compared to the previous year's period (4,304 April 2022 - March 2023), applications have increased significantly (61,436 April 2022 - March 2023). Over half of the roles offered were in Professional Services, followed by 37.7% in Research positions, and only 3.4% of the job openings were Academic posts.

Recruitment by Gender

Across all staff groups, the University received more applications from women (41,852) than from men (34,699). However, when broken down by staff groups, applications for Academic and Research positions were still predominately from men, while most Professional Services applicants were female. Nevertheless, the proportion of women applying to Academic and Research roles has been consistently increasing and reached 34.4% and 47.9% respectively in the observed period. The University's new 2024-2029 Athena Swan action plan aims to build on these positive trends across all staff categories.

Figure 21: Recruitment all staff by gender

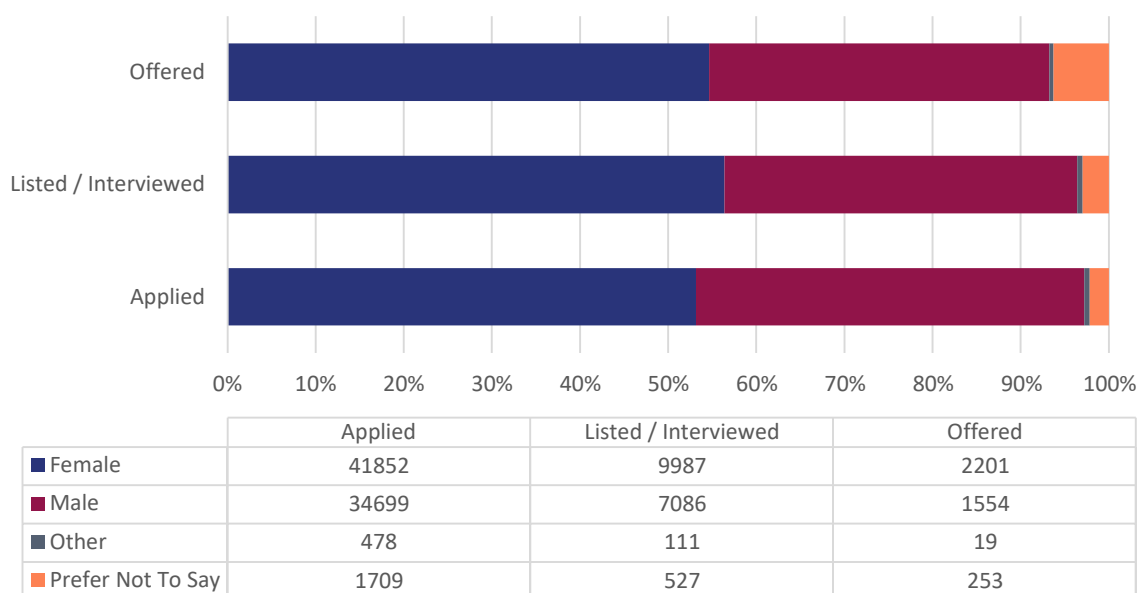
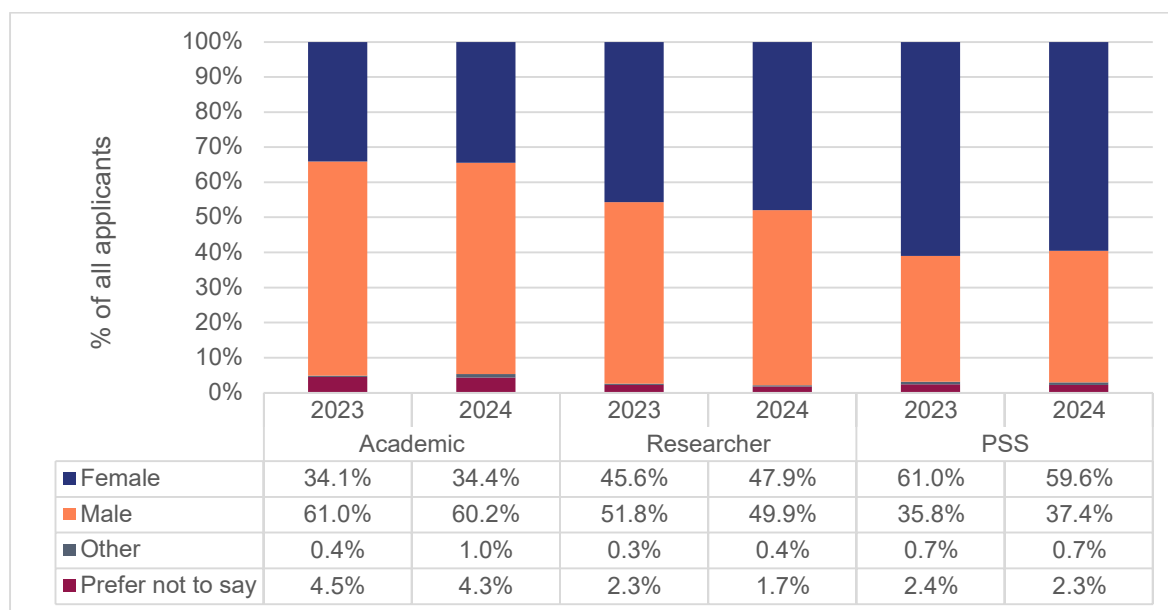


Figure 22: Applications by gender and staff category 2023-2024

The data also indicates that women are more likely to be shortlisted than men across all staff categories (refer to tables 5-7, % of Applicants Shortlisted by gender). Additionally, women Researchers are as likely to succeed with their application as their male counterparts and have higher success rates when applying for Academic and Professional Services roles (refer to tables 5-7, % of Applicants Offered by gender).

Table 5: Applications by gender for academic positions 2024

Gender	# Applicants	% All ↓	# Shortlisted	% All ↓	% of Applicants Shortlisted →	# Offered	% All ↓	% of Shortlisted Offered →	% of Applicants Offered →
Women	1,679	34.4%	358	39.2%	21.3%	49	35.8%	13.7%	2.9%
Men	2,936	60.2%	504	55.1%	17.2%	75	54.7%	14.9%	2.6%
Other/ Prefer not to say	259	5.3%	52	5.7%	20.1%	13	9.5%	25.0%	5.0%
Total	4,874	100.0%	914	100.0%	18.8%	137	100.0%	15.0%	2.8%

Table 6: Applications by gender for research positions 2024

Gender	# Applicants	% All ↓	# Shortlisted	% All ↓	% of Applicants Shortlisted →	# Offered	% All ↓	% of Shortlisted Offered →	% of Applicants Offered →
Women	15,783	47.9%	2,581	49.6%	16.4%	708	46.6%	27.4%	4.5%
Men	16,438	49.9%	2,464	47.3%	15.0%	736	48.4%	29.9%	4.5%
Other/ Prefer not to say	703	2.1%	160	3.1%	22.8%	76	5.0%	47.5%	10.8%
Total	32,924	100.0%	5,205	100.0%	15.8%	1,520	100.0%	29.2%	4.6%

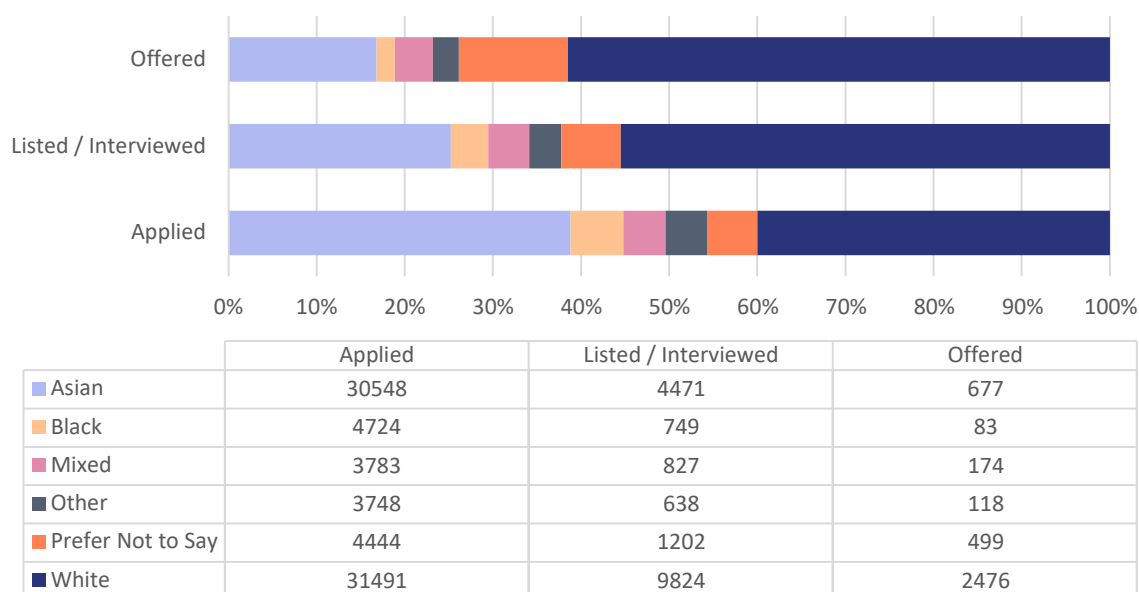
Table 7: Applications by gender for professional services positions 2024

Gender	# Applicants	% All ↓	# Shortlisted	% All ↓	% of Applicants Shortlisted →	# Offered	% All ↓	% of Shortlisted Offered →	% of Applicants Offered →
Women	24,390	59.6%	7,048	60.8%	28.9%	1,444	60.9%	20.5%	5.9%
Men	15,325	37.4%	4,118	35.5%	26.9%	743	31.4%	18.0%	4.8%
Other/ Prefer not to say	1,225	3.0%	426	3.7%	34.8%	183	7.7%	43.0%	14.9%
Total	40,940	100.0%	11,592	100.0%	28.3%	2,370	100.0%	20.4%	5.8%

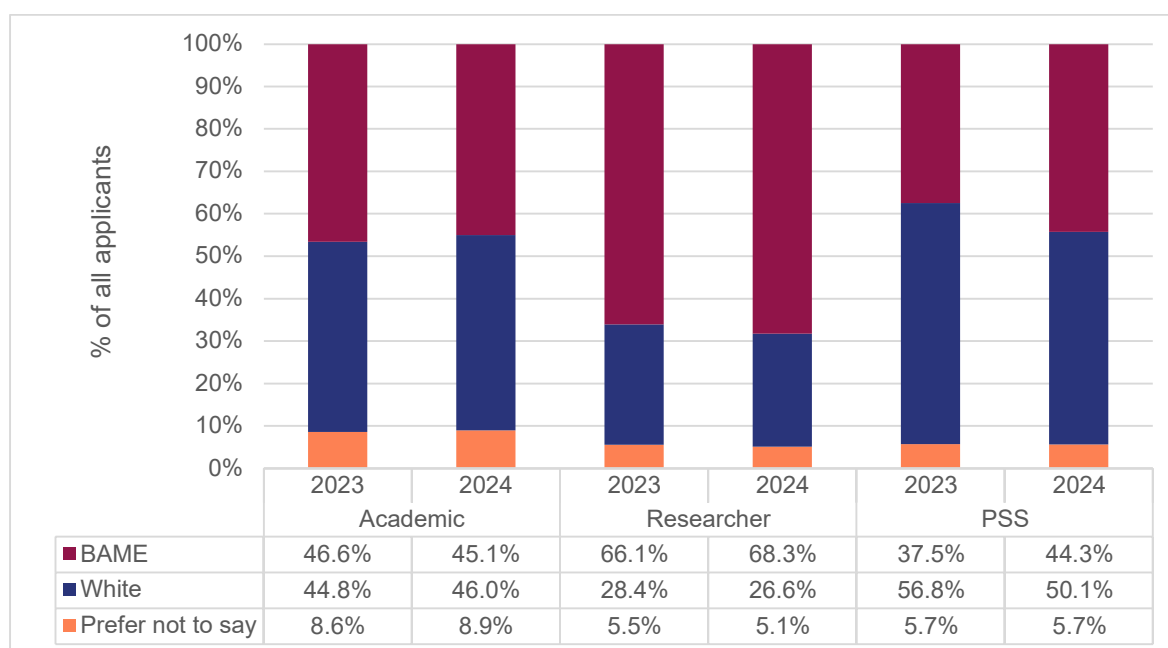
Recruitment by Ethnicity

During the observed period (April 2023 – March 2024) the 'BAME' proportion of all applicants went up by 4 p.p. to 54.4% (50.4% April 2022 – March 2023). Most ethnic minority candidates indicated to be of Asian origin (38.8%), nearly matching the ratio of White applicants (40.0%).

Figure 23: Recruitment all staff by ethnicity 2024



However, the proportion of ethnic minority applicants differs by staff group. Whilst over two-thirds of applications for Research roles were sent by BAME candidates, for Academic and Professional Services positions the proportion is still slightly below par (45.1% and 44.3% respectively). Notably, the proportion of ethnic minority applicants for Professional Services roles rose by 6.8 p.p. compared to previous year's period (see figure 24).

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

BAME 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 19.8% of BAME applications were shortlisted in comparison to 35.2% of White candidates. Of all ethnic minority candidates interviewed, 15.7% were successful compared to 25.2% of all White applicants. The University's upcoming 2025-2030 Race Equality Charter action plan will aim to address these disparities in the recruitment of BAME staff across all staff categories.

Table 8: Applications by ethnicity for academic positions 2024

Ethnicity	# Applicants	% All ↓	# Shortlisted	% All ↓	% of Applicants Shortlisted →	# Offered	% All ↓	% of Shortlisted Offered →	% of Applicants Offered →
White	2,242	46.0%	455	49.8%	20.3%	67	49%	14.7%	3.0%
BAME ⁹	2,196	45.1%	365	39.9%	16.6%	28	20%	7.7%	1.3%
→ Asian	1,349	27.7%	248	27.1%	18.4%	20	15%	8.1%	1.5%
Prefer not to say	436	8.9%	94	10.3%	21.6%	42	31%	44.7%	9.6%
Total	4,874	100.0%	914	100.0%	19.8%	137	100.0%	16.2%	3.2%

Table 9: Applications by ethnicity for research positions 2024

Ethnicity	# Applicants	% All ↓	# Shortlisted	% All ↓	% of Applicants Shortlisted →	# Offered	% All ↓	% of Shortlisted Offered →	% of Applicants Offered →
White	8,758	26.6%	2,163	41.6%	24.7%	796	52%	36.8%	9.1%
BAME	22,483	68.3%	2,732	52.5%	12.2%	586	39%	21.4%	2.6%
→ Asian	17,184	52.2%	2,014	38.7%	11.7%	420	28%	20.9%	2.4%
→ Black	1,727	5.2%	182	3.5%	10.5%	25	2%	13.7%	1.4%
→ Mixed	1,606	4.9%	263	5.1%	16.4%	77	5%	29.3%	4.8%
→ Other	1,966	6.0%	273	5.2%	13.9%	64	4%	23.4%	3.3%
Prefer not to say	1,683	5.1%	310	6.0%	18.4%	138	9%	44.5%	8.2%
Total	32,924	100.0%	5,205	100.0%	15.8%	1,520	100.0%	29.2%	4.6%

⁹ The details of Black, Mixed and Other ethnicity have been suppressed due to numbers <5.

Table 10: Applications by ethnicity for professional services positions 2024

Ethnicity	# Applicants	% All ↓	# Shortlisted	% All ↓	% of Applicants Shortlisted →	# Offered	% All ↓	% of Shortlisted Offered →	% of Applicants Offered →
White	20,491	50.1%	7,206	62.2%	35.2%	1,613	68%	22.4%	7.9%
BAME	18,124	44.3%	3,588	31.0%	19.8%	438	18%	12.2%	2.4%
→ Asian	12,015	29.3%	2,209	19.1%	18.4%	237	10%	10.7%	2.0%
→ Black	2,816	6.9%	544	4.7%	19.3%	55	2%	10.1%	2.0%
→ Mixed	1,836	4.5%	508	4.4%	27.7%	93	4%	18.3%	5.1%
→ Other	1,457	3.6%	327	2.8%	22.4%	53	2%	16.2%	3.6%
Prefer not to say	2,325	5.7%	798	6.9%	34.3%	319	13%	40.0%	13.7%
Total	40,940	100.0%	11,592	100.0%	28.3%	2,370	100.0%	20.4%	5.8%

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.¹⁰

Professorships (Grade 12)

- In the academic year 2023/2024, 49 (16.4%) out of 299 eligible employees applied for promotion to Grade 12 Professorship.
- Among the eligible employees, 70.2% were male and 29.8% female. From this pool, 19 women and 30 men applied. Although the pool of eligible employees was predominately male, women were proportionately more likely to apply for Grade 12 Professorship if eligible (21.3%). However, men tended to be more successful with their application than women (Figure 25). Supporting Academic promotion for women is a priority in the University's new Athena Swan action plan 2024-2029.
- Over three-quarters (77.3%) of the eligible Academics for Grade 12 Professorship promotion identified as White. Only 12.4% of the eligible employees belonged to an Ethnic Minority and ethnicity information for 10.4% of the employees was not available or shared. Of the 49 applicants, 39 declared to be of White and 6 of Ethnic Minority origin. Although BAME employees were relatively as likely as White employees to apply for promotion, they were proportionately less successful with their applications (Figure 26).
- The number of eligible employees (37 in 2024) for Grade 12 Professorships from Ethnic Minority backgrounds continues to be low. Increasing the proportion of BAME senior Academics and building up the pipeline will be addressed in the upcoming 2025-2030 Race Equality Charter action plan.

¹⁰ 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.

Figure 25: Grade 12 Professorial applications by gender 2024

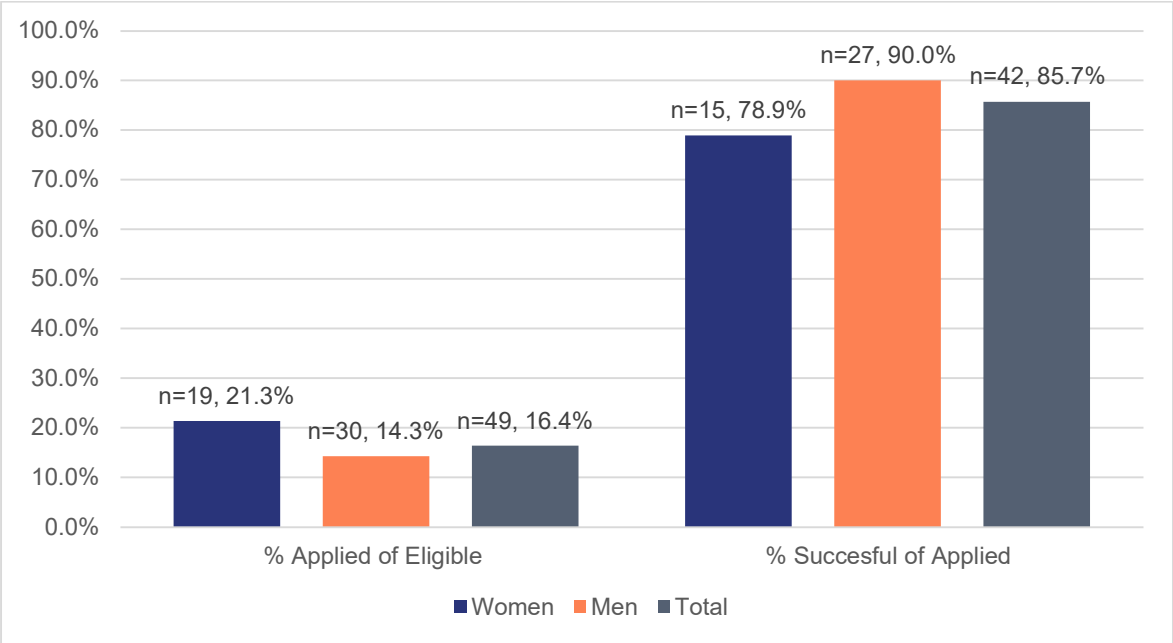
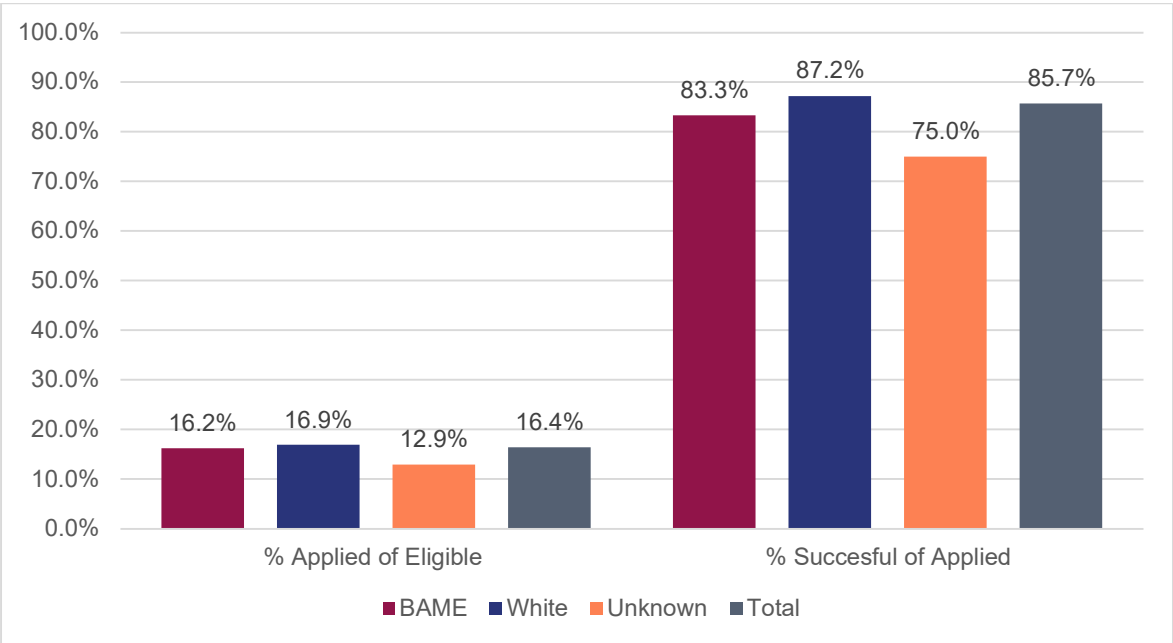


Figure 26: Grade 12 Professorial applications by ethnicity 2024



Professorships (Grade 11)

- In the academic year 2023/2024, 58 (26.7%) out of 217 eligible employees applied for promotion to Grade 11 Professorship.
- The proportion of eligible women for promotion to Grade 11 is with 40.1% significantly higher than at Grade 12 (29.6%). From this pool, 16 women and 42 men decided to apply. Despite the higher ratio of eligible female employees for Grade 11 promotion, women were proportionately less likely to apply for Grade 11 Professorship (18.4%). Of the applicants, women tended to be less successful with their application than men (Figure 27).
- Among the eligible employees for Grade 11 Professorship, 71.4% identified as White, 8.8% as BAME and for 19.8% we did not hold ethnicity data, or they preferred not to share. BAME employees were relatively less likely to apply for Grade 11 Professorship promotion than their White counterparts, but all who applied were successful in this promotion exercise (Figure 28).
- The number of eligible employees (19 in 2024) for Grade 11 Professorships from Ethnic Minority backgrounds continues to be low. Increasing the proportion of BAME senior academics and building up the pipeline will be addressed in the upcoming 2025-2030 Race Equality Charter action plan.

Figure 27: Grade 11 Professorial applications by gender 2024

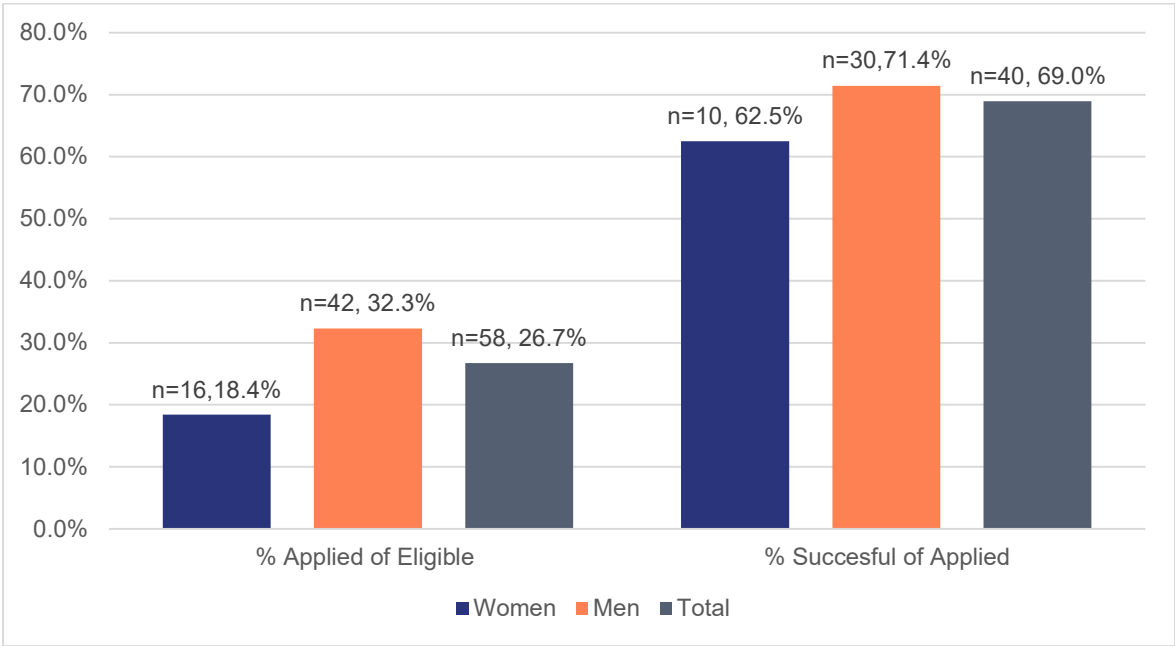
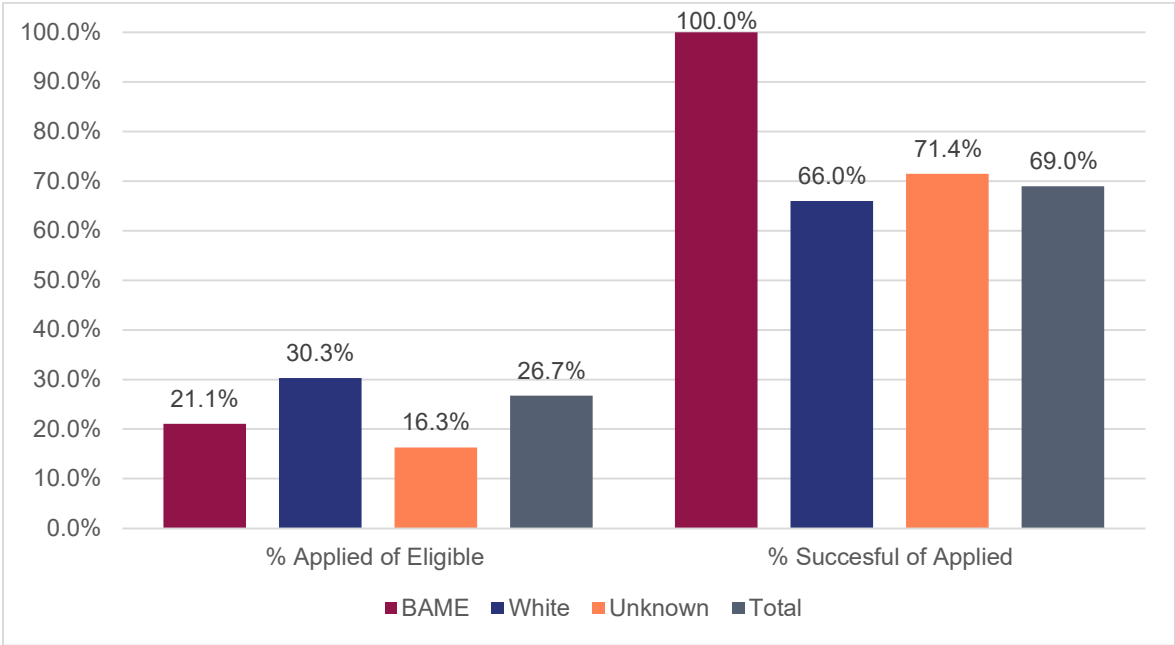


Figure 28: Grade 11 Professorial applications by ethnicity 2024



Associate Professorships (Grade 10)

- In the academic year 2023/2024, 30 (8.8%) out of 340 eligible employees applied for promotion to Grade 10 Associate Professorship.
- The proportion of eligible women for promotion to Grade 10 is 44.4%, similar to the level at Grade 11 (40.1%). From this pool, 17 women and 13 men decided to apply. For Grade 10 Associate Professorship, women were proportionately more likely to apply if eligible (11.3%) and more successful with their application (82.4%) than men (Figure 29).
- Among the eligible employees for Associate Professorship, 63.8% identified as White, 20.3% as BAME and ethnicity information for 15.9% of the employees was not available or shared. Despite the higher number and ratio of eligible ethnic minority employees for Associate Professorship compared to Grade 11 and Grade 12 promotions, only a few of the eligible employees decided to apply. All BAME applicants who applied for an Associate Professorship were successful (Figure 30).

Figure 29: Grade 10 Associate Professorial applications by gender 2024

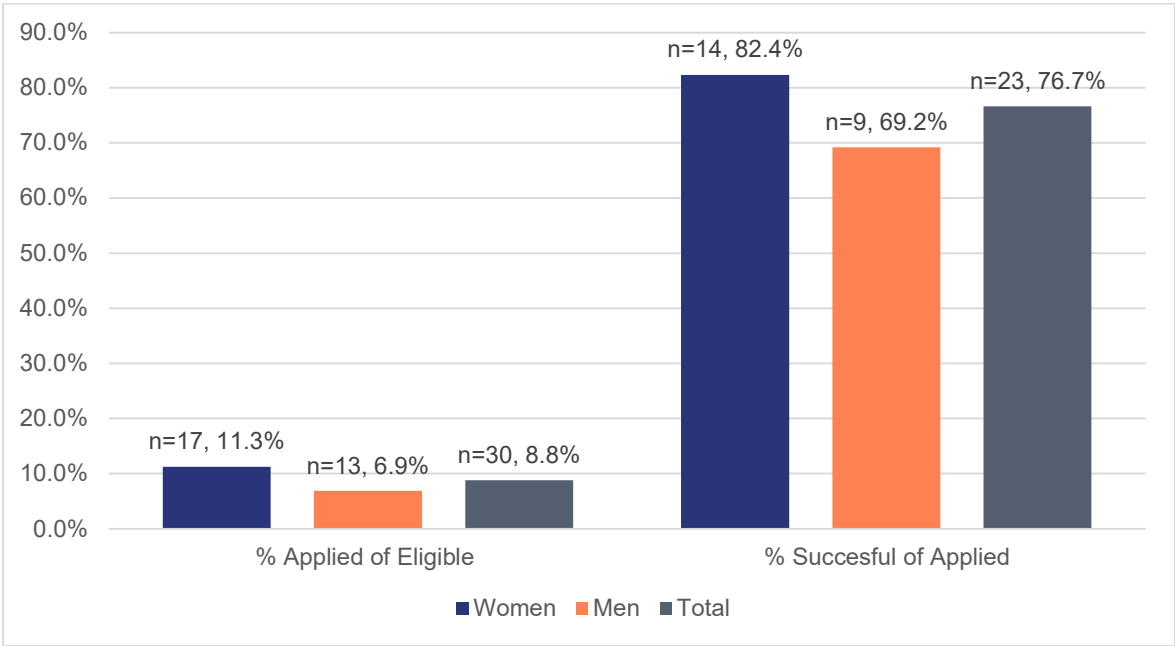
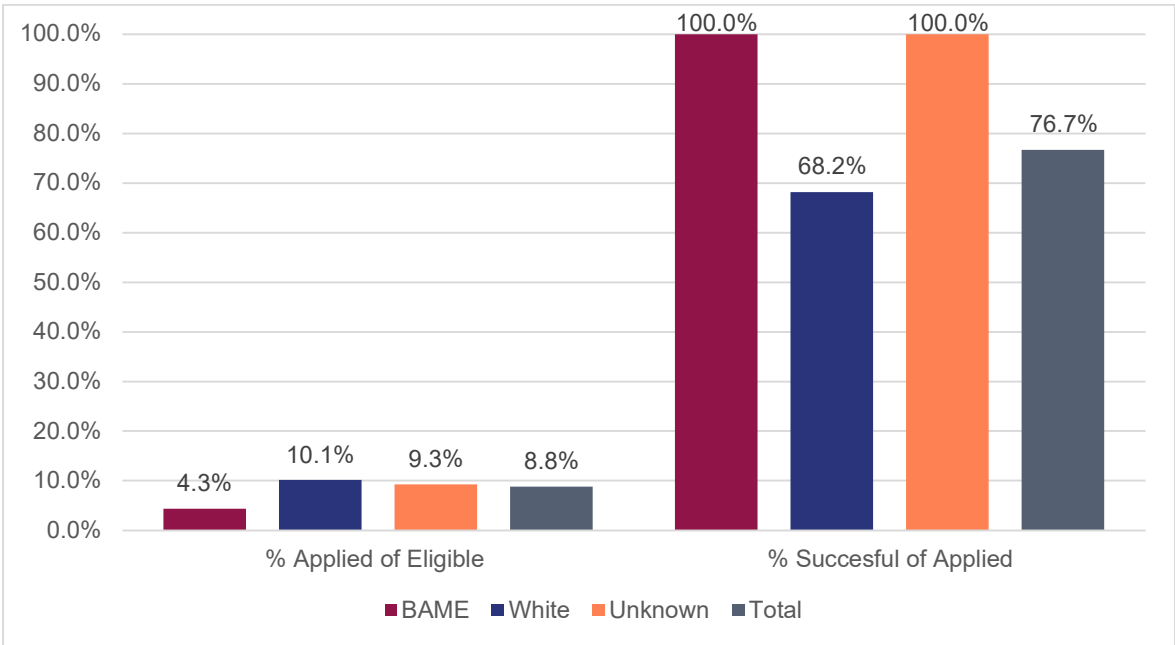


Figure 30: Grade 10 Professorial applications by ethnicity 2023/2024



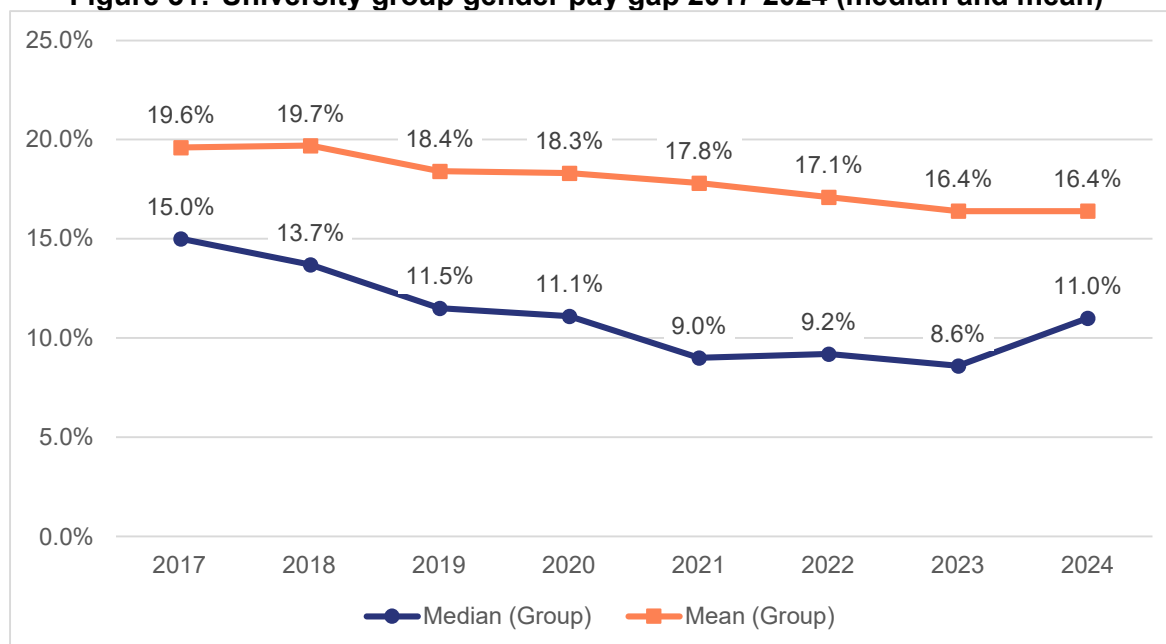
Gender and Ethnicity Pay Gaps

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 2024. Gender Pay Gap figures are provided for both the University Group, which encompasses the Academic University and Cambridge University Press & Assessment (CUPA)¹¹, and the Academic University only. In addition, the Ethnicity Pay Gap for the Academic University is also included.

Gender Pay Gap (Group figures)

- In 2024 the University Group's mean gender pay gap has remained steady at 16.4%, however the median gender pay gap increased to 11.0%, up from 8.6% in 2023. Despite this rise, the 2024 University's Group Median is still below the Russell Group Median of 2023 (2024 results for Russell Group Universities are not yet available) as shown in figure 32.

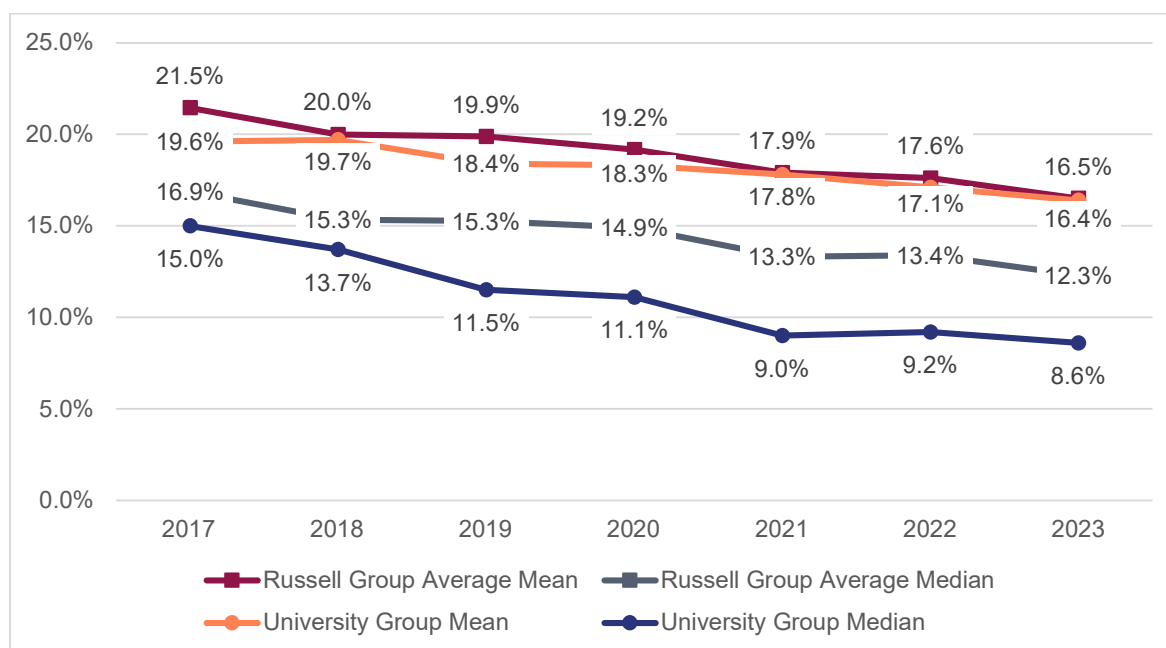
Figure 31: University group gender pay gap 2017-2024 (median and mean)



¹¹ 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 averages¹² from 2017 to 2023. Since 2017, the Russell Group Average Mean Gender Pay Gap has reduced by 5.0 p.p., a relative reduction of 23.3%. Throughout this period, the University Group's Mean Gender Pay Gap consistently remained below the Russell Group Average Mean, closely following the overall trend. Similarly, in the observed period the University Group's Median Gender Pay Gap has remained consistently below the Russell Group Average Median, with the gap extending in recent years. Therefore, while the 2024 increase in the University's Group Median is disappointing and will reduce this gap to the benchmark, it is not expected to exceed it.

Figure 32: Russell Group and University Group gender pay gap 2017-2023



As stated in previous gender pay gap reports, bonus pay gap figures fluctuate year on year, due to the variable nature of these payments. Last year, we reported a significant increase in the number of individuals receiving a bonus, since the Academic University awarded most of its employees a one-off payment of £1,000 (pro-rated for part-time staff), in recognition of additional responsibilities and workloads impacted by the COVID-19 pandemic. Consequently, this year, the number of employees receiving a bonus has dropped significantly but remains comparable to the 2022 figure (3,877 employees received a bonus in 2022).

Other payments that are included in bonus gap calculations include payments made to professional services staff via the contribution reward scheme, recruitment incentive payments, Clinical Excellence Awards (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.

¹² The Russell Group data has been downloaded from the Government Gender Pay Gap Reporting website, and the average calculated is based on that data.

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

	Median	Mean
Gender Pay Gap	11.0% (8.6%)	16.4% (16.4%)
Bonus Pay Gap	-1.1% (0.0%)	46.6% (24.6%)

2023 figures are shown in brackets.

Table 12: Pay quartile distribution (University Group).

Pay Quartile Distribution					
	Women		Men		Total numbers
	Number	Proportion	Number	Proportion	
Upper	1,899 (1,789)	42.5% (41.8%)	2,564 (2,488)	57.5% (58.2%)	4,463 (4,277)
Upper Middle	2,480 (2,293)	55.6% (53.6%)	1,983 (1,984)	44.4% (46.4%)	4,463 (4,277)
Lower Middle	2,740 (2,560)	61.4% (59.9%)	1,723 (1,717)	38.6% (40.1%)	4,463 (4,277)
Lower	2,797 (2,629)	62.7% (61.5%)	1,666 (1,647)	37.3% (38.5%)	4,463 (4,276)
All Quartiles	9,916 (9,271)	55.5% (54.2%)	7,936 (7,836)	44.5% (45.8%)	17,852 (17,107)

2023 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	
2,429 (7,350)	20.5% (76.9%)	1,751 (6,315)	18.3% (79.7%)	4,180 (13,665)

2023 figures are shown in brackets.

Gender Pay Gap (Academic University figures)

- The Academic University's mean Gender Pay Gap has remained steady at 18.1% compared to the previous year. Unfortunately, the median has increased from 10.4% to 13.2%, returning to the level seen in 2019. The rise in the median is partially due to a higher number of women joining the lower and lower middle quartile (+270) and fewer new joiners in the upper middle and upper quartile in 2024 (+206) compared to previous year. On the other hand, the number of men in the lower and lower middle quartile remained almost unchanged compared to 2023 (+1), while the number of men in the middle upper and upper quartile rose (+62). Moreover, the median in 2023 was positively influenced by the one-off payments received by almost every employee of the Academic University in recognition of additional responsibilities and workloads impacted by the COVID-19 pandemic, resulting in a bonus pay gap median of 0.0%. This year, the bonus pay gap median (27.0%) is again at a similar level to previous years (27.2% in 2022).
- The increase in our median is disappointing and we have listed various actions and initiatives in Annex A: 'Actions arising from the 2024 Equal Pay Review and Progress' that will be put in place to support reducing our Gender Pay Gap going forward.

Figure 33: Academic University gender pay gap 2017-2024

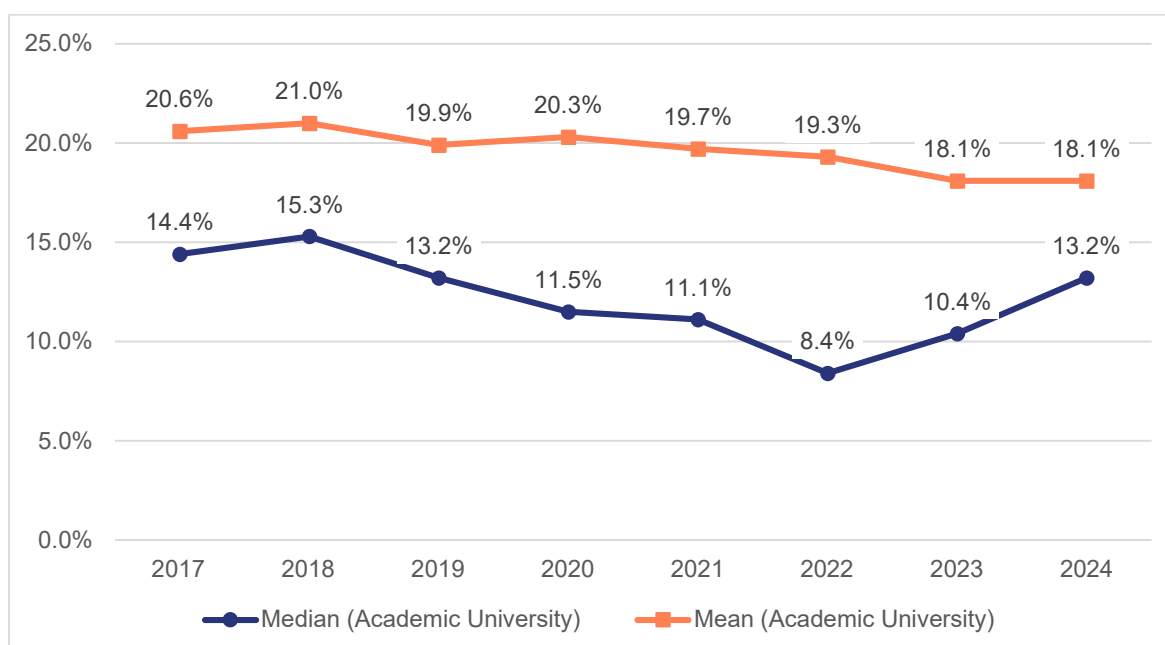


Table 14: Mean and median pay and bonus gaps (Academic University)

	Median	Mean
Gender Pay Gap	13.2% (10.4%)	18.1% (18.1%)
Gender Bonus Gap	27.0% (0.0%)	71.4% (34.7%)

2023 figures are shown in brackets.

Table 15: Pay quartile distribution (Academic University)

Pay Quartile Distribution		
	Proportion of Women	Proportion of Men
Upper	40.5% (40.0%)	59.5% (60.0%)
Upper Middle	53.9% (52.0%)	46.1% (48.0%)
Lower Middle	60.8% (58.6%)	39.2% (41.4%)
Lower	63.1% (62.2%)	36.9% (37.8%)
All Quartiles	54.6% (53.2%)	45.4% (46.8%)

2023 figures are shown in brackets.

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

Proportion of women and men receiving a bonus	
Proportion of Women	Proportion of Men
4.7% (74.4%)	4.7% (77.4%)

2023 figures are shown in brackets.

Ethnicity Pay Gap (Academic University figures)

- This marks the sixth year we are reporting the Ethnicity Pay Gap figures for the Academic University. Although there has been a slight increase in the Mean Ethnicity Pay Gap this year, the figure remains low. The Median Ethnicity Pay Gap has slightly decreased compared to 2023. Some year-on-year fluctuations are expected, as the composition of our workforce changes.
- In 2024, both the Median and the Mean for the Ethnicity Bonus Gap have changed significantly in comparison to the previous year, moving in favor of BAME employees. As mentioned in the previous section, bonus pay gaps in 2023 were affected by one-off payments in recognition of additional responsibilities and workloads impacted by the COVID-19 pandemic. While the Ethnicity Bonus Pay Gap favours ethnic minority employees, it is noteworthy that only 3.4% of BAME employees receive a bonus.

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

	Median	Mean
Ethnicity Pay Gap	2.5% (2.6%)	5.8% (5.3%)
Ethnicity Bonus Gap	-12.5% (0.0%)	-10.5% (6.8%)

2023 figures are shown in brackets.

Table 18: Pay quartile distribution (Academic University).

Pay Quartile Distribution		
	Proportion of BAME staff	Proportion of White staff
Upper	14.4% (13.9%)	85.6% (86.1%)
Upper Middle	23.1% (20.3%)	76.9% (79.7%)
Lower Middle	22.0% (22.5%)	78.0% (77.5%)
Lower	19.5% (16.6%)	80.5% (83.4%)
All Quartiles	19.7% (18.3%)	80.3% (81.7%)

2023 figures are shown in brackets.

Table 19: Proportion of BAME and White employees receiving a bonus (Academic University).

Proportion of BAME and White employees receiving a bonus	
Proportion of BAME staff	Proportion of White staff
3.4% (71.0%)	6.1% (83.6%)

2023 figures are shown in brackets.

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 2024 Report are summarised below. Please see Annex A for the full Equal Pay Review.

Key findings

- Women occupy 55.1% of positions, this proportion has increased year-on-year for over 10 years.
- The gender pay gap excluding additional payments (basic pay) is 15.0% (mean) and including additional payments (total pay) is 16.7% (mean). Both pay gaps have decreased since the review was first published in 2008, the base pay gap by 35.9% and the total pay gap by 30.4%.
- There is significant variation between Schools and Unified Administrative Services for both gender pay gaps. Basic pay gaps range from 3.8% to 20.4%, and total pay gap from 5.9% to 24.3%.
- 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 2023 Report.
- A breakdown of average salary by grade shows smaller gender pay gaps within each grade compared to the overall gender pay gaps. In 2024 base pay gaps range from -0.6% to 2.0% (-1.1% to 3.0% in 2023) and total pay gaps range from -1.4% to 5.7% (-2.8% to 6.6% in 2023). 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 £3,999 in 2024. This was primarily due to average award values decreasing for men (-7.3%), while simultaneously increasing for women (+16.7%) compared to the 2023 report.

Student Data Overview

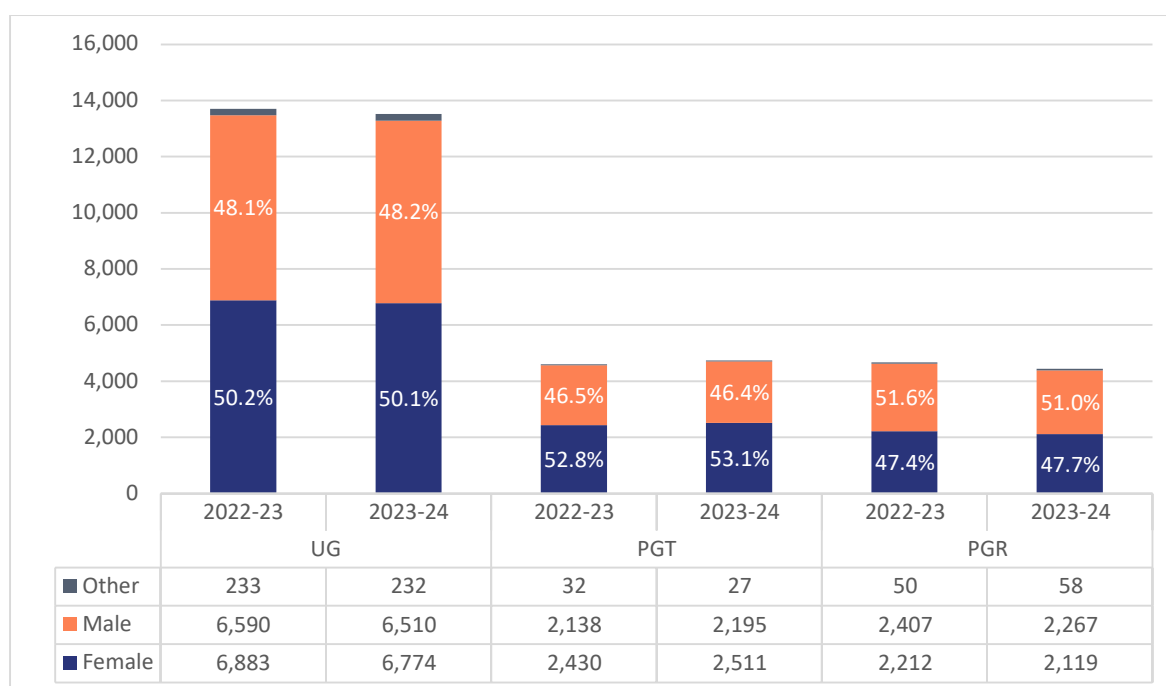
The following information is a summary of student figures sourced from holders of student data across the University. Comparative data are sourced from the Higher Education Statistics Agency (HESA,) via the Higher Education Information Database for Institutions (HEIDI).

Diversity Profile of Students

In the 2023-24 academic year there are 22,693¹³ students enrolled at the University, 59.6% of whom are undergraduates, 20.9% taught postgraduates, and 19.6% research postgraduate students. The student body at the University of Cambridge is diverse. Across all subjects and study levels, half (50.3%) of the students are women (*of those whose gender was known*), 4 out of 10 (41.2%) identify as of ethnic minority origin and 18.2% have declared a disability.

Gender

Figure 34: Student numbers by gender and study level 2022-23 and 2023-24



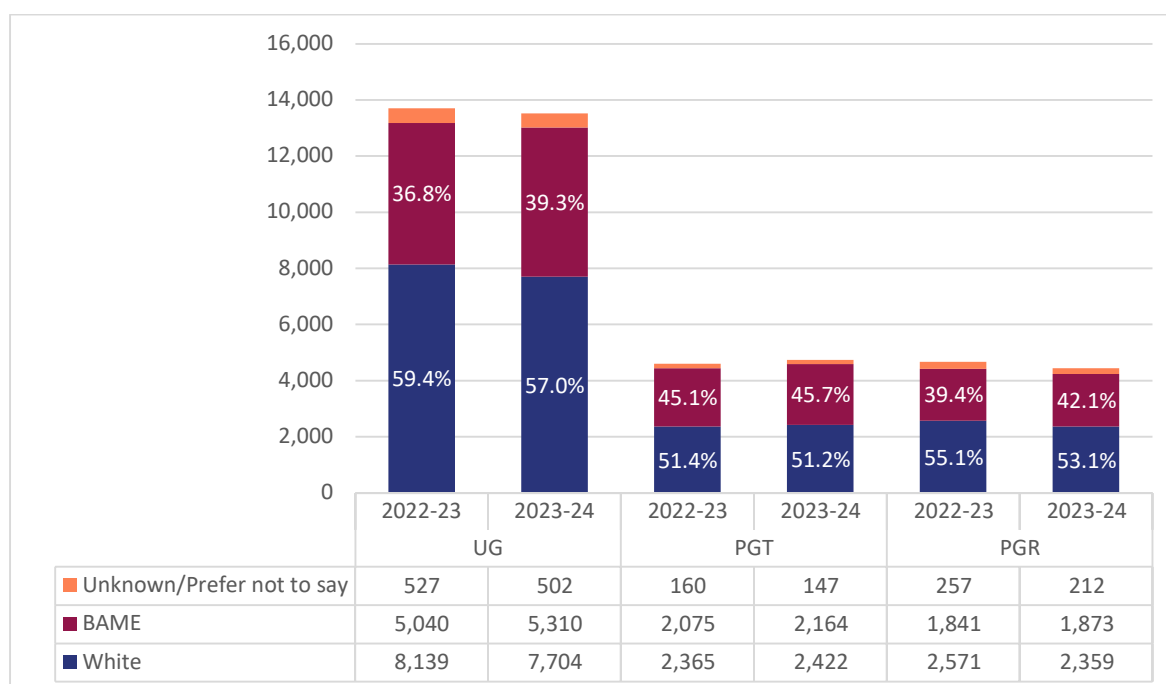
In 2023-24, female students comprised 50.1% of all undergraduate students (UG), 53.1% of all taught postgraduate students (PGT) and 47.7% of all research postgraduate students (PGR). The proportion of women in UG programs remained stable compared to previous year, while the ratios for both PGT and PGR saw a slight increase.

In comparison, the Russell Group average of female students for the different study levels in 2022-23 were: 55.5% of all UG, 60.8% of all PGT and 50.8% of all PGR.

¹³ This number includes students enrolled at the Institute of Continuing Education, but excludes dormant students, aggregate offshore students or writing-up students.

Ethnicity

Figure 35: Student numbers by ethnicity and study level 2022-23 and 2023-24

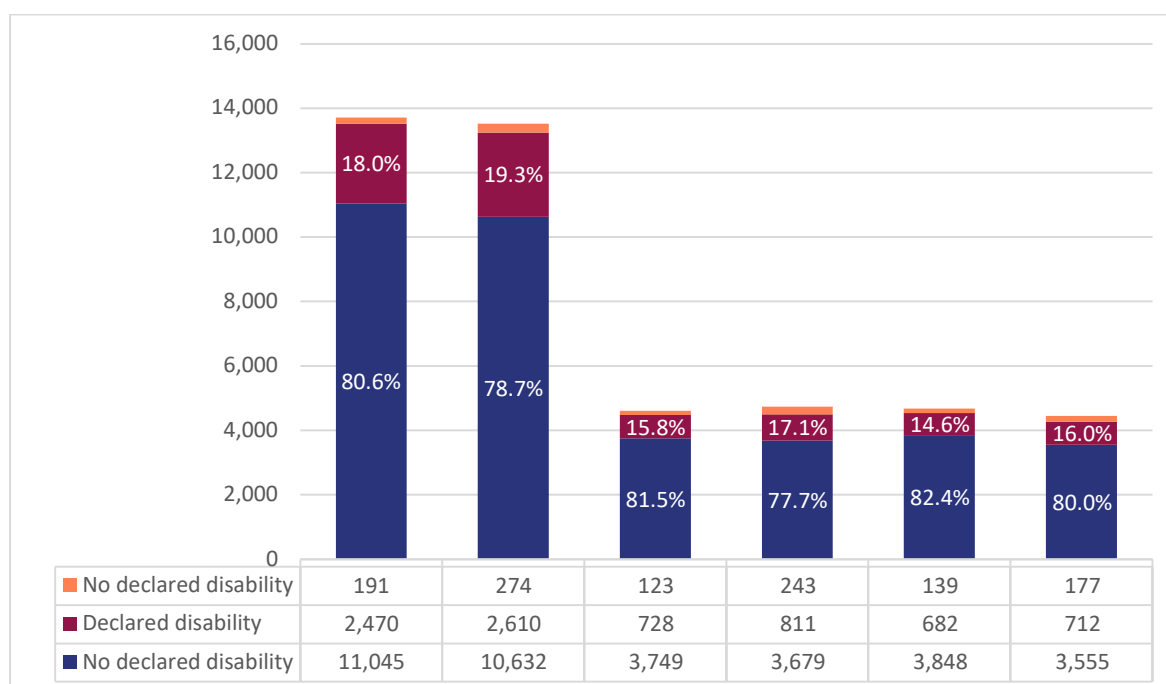


In the 2023-24 academic year, the University of Cambridge has seen an increase in the proportion of ethnic minority students across all levels of study compared to the previous year. At the undergraduate level, 39.3% of students identify as being of ethnic minority origin. Among postgraduate research students, 42.1% declare themselves to be of ethnic minority origin. Taught postgraduate programs (PGT) have the highest proportion, with 45.7% of students identifying as of ethnic minority origin.

Of students domiciled in the UK, 32.1% of UG students, 28.7% of PGT and 22.8% 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 2022-23 were: 27.4% for all UG, of all 25.7% PGT and 19.7% of all PGR.

Disability

Figure 36: Student numbers by disability and study level 2022-23 and 2023-24



In 2023-24 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 19.3% students declared a disability, as did 17.1% of all taught PGT students and 16.0% of all PGR students. In comparison, the Russell Group average of students who declare a disability for the different study levels in 2022-23 were: 18.5% for all UG, of all 10.9% PGT and 15.5% of all PGR.

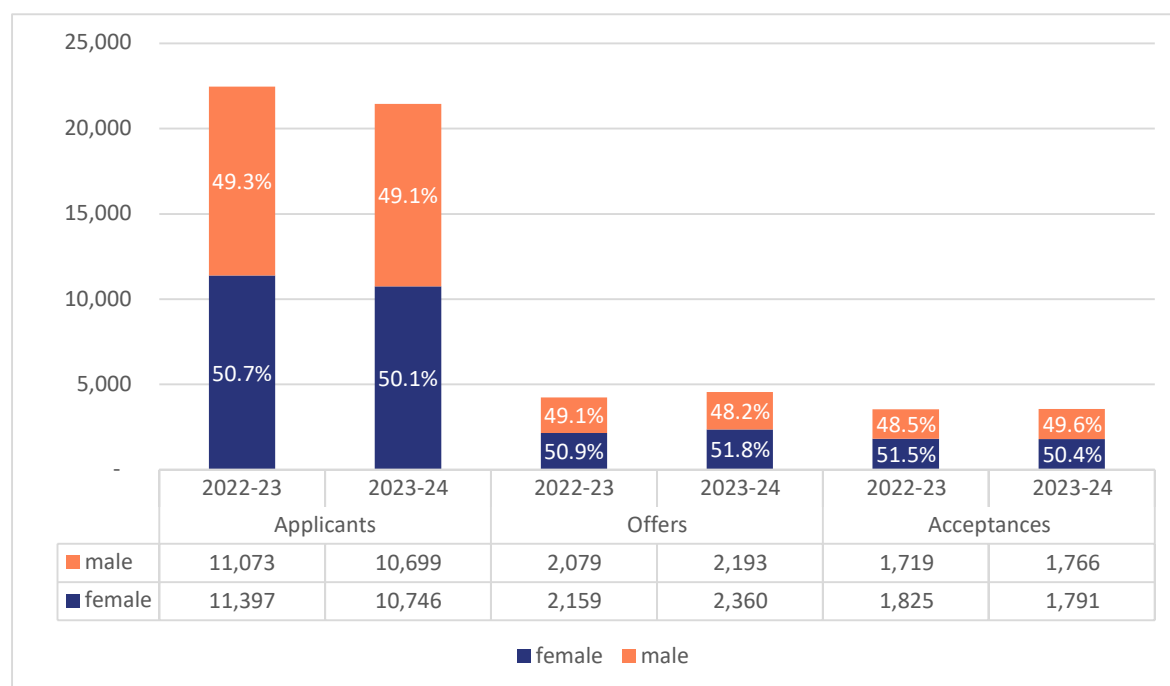
Diversity profile admissions

Undergraduate admissions

In the 2023-24 admission cycle, the total number of applications for undergraduate study places was 21,445, marking a 4.6% decrease from the previous academic year (22,470 in 2022-23). The total number of offers increased by 7.4%, rising to 4,553 in 2023-24 from 4,238 in 2022-23. The total number of acceptances saw a slight increase of 0.4%, reaching 3,557 compared to 3,544 in the previous year.

Undergraduate admissions gender

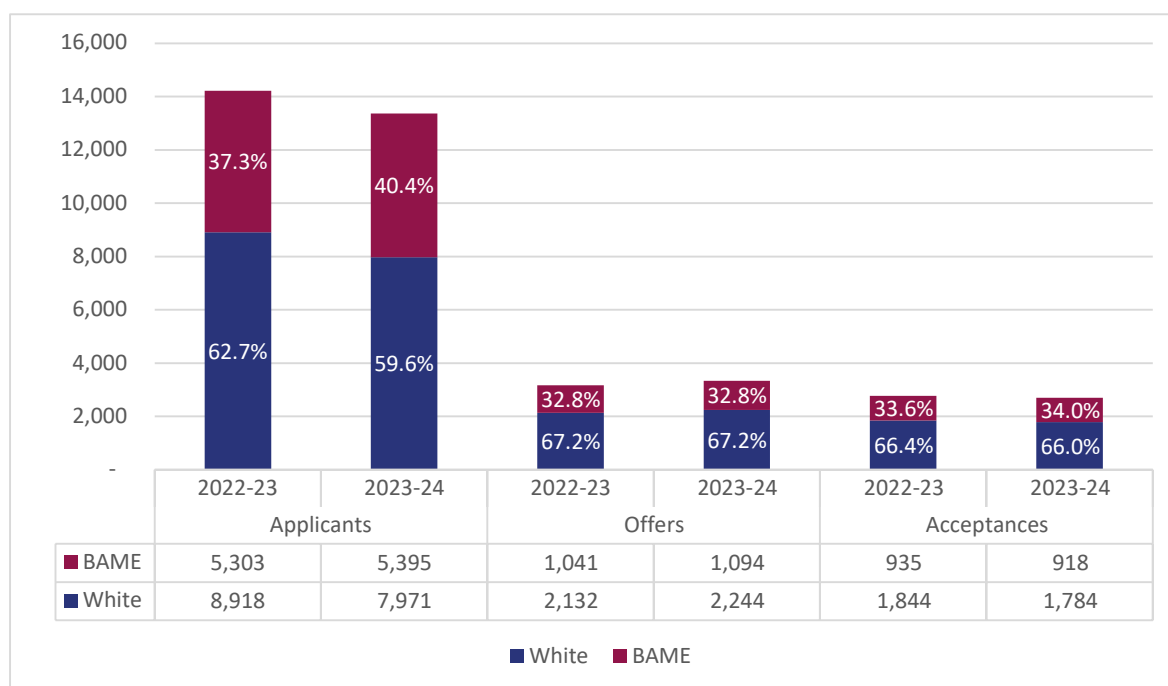
Figure 37: Undergraduate admissions by gender 2022-23 and 2023-24



The number of female applicants for UG study places continues to be slightly higher than male applicants, with 50.1% of applicants in 2023-24 identifying as female (down from 50.7% in 2022-23). The proportion of offers made to female students has slightly increased to 51.8% in 2023-24 (up from 50.9% in 2022-23). In 2023-24 the proportion of accepted places by female students has slightly decreased, resulting in an almost equal gender split among accepted students (50.4% female).

Undergraduate admissions known ethnicity (home students)

Figure 38: Undergraduate admissions by ethnicity 2022-23 and 2023-24

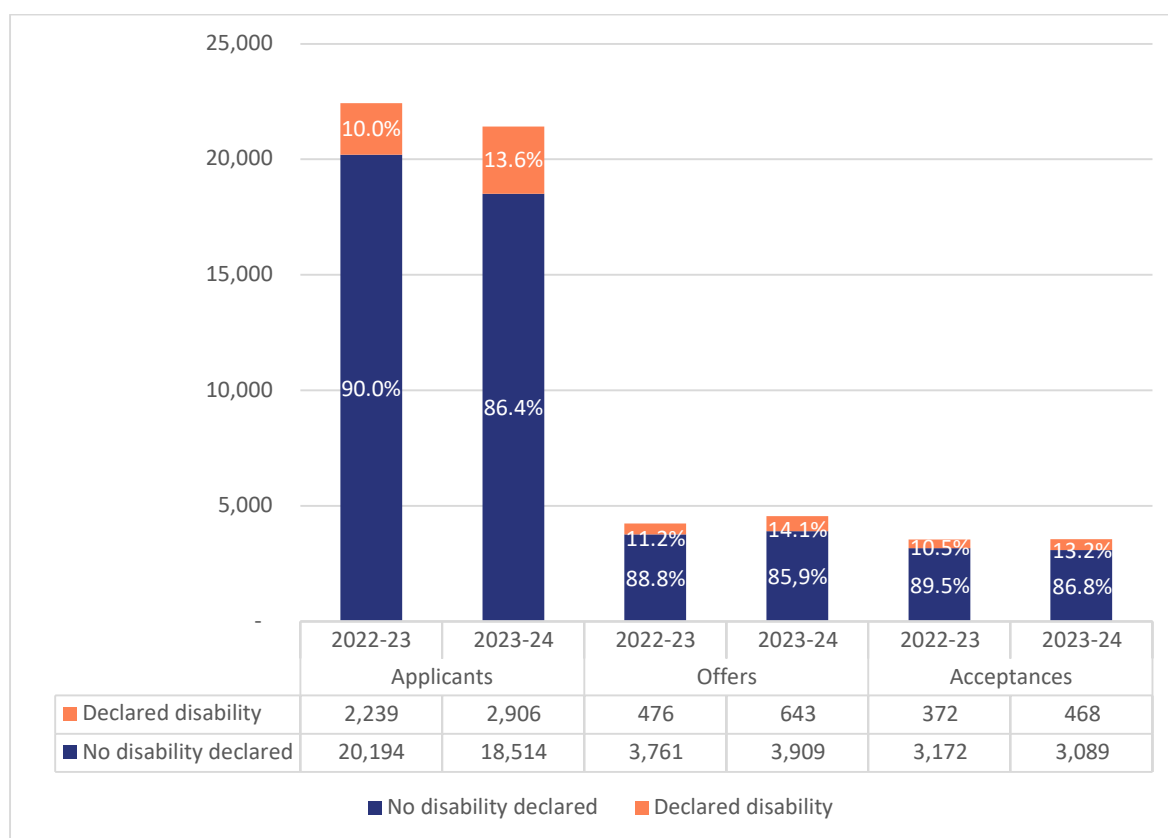


The number and proportion of home students from an ethnic minority background applying for UG study at the University of Cambridge has risen marginally compared to the previous academic year. In 2023-24 ethnic minority students comprised 40.4% of home UG applicants, up from 37.3% in 2022-23. The proportion of places offered to ethnic minority students has remained at the same level as previous year at 32.8%. While the actual number of BAME students accepting a place at the University has slightly decreased from 935 to 918, the ratio of accepted ethnic minority students has slightly increased from 33.6% to 34.0%.¹⁴

¹⁴ In the previous year's report, Gypsy or Traveller students were included in the total of 'BAME' 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 39: Undergraduate admissions by disability 2022-23 and 2023-24



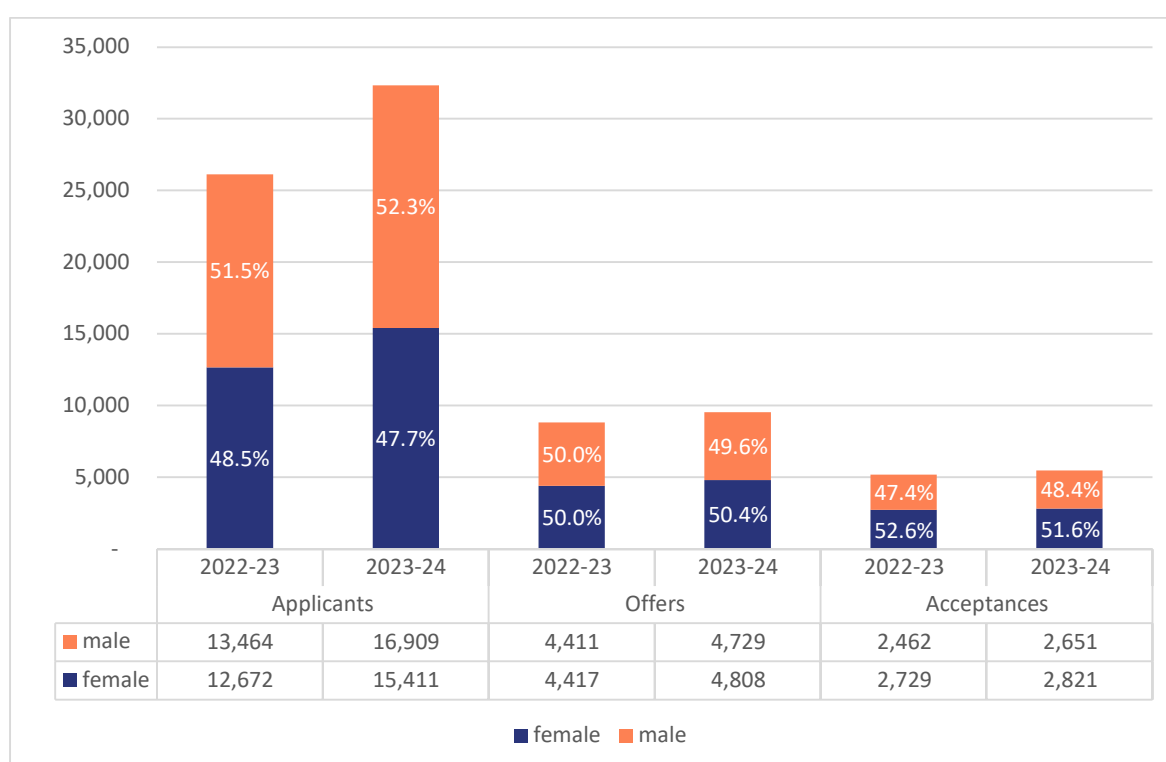
There were 2,906 applicants with a declared disability (13.6%) in 2023-24, marking an increase of 667 compared to previous academic year. 643 of applicants who declared a disability were offered a place in 2023-24 (up from 476 in 2022-23). The proportion of accepted places by students who declared a disability has risen from 10.5% in 2022-23 to 13.2% in 2023-24.

Postgraduate admissions

In the 2023-24 admission cycle, the total number of applications for postgraduate study places rose to 33,536, a 24.3% surge from the 26,984 in the previous academic year. The number of postgraduate offers extended increased by 7.9%, rising to 9,782 in 2023-24 from 9,064 in 2022-23. Acceptances also saw an increase of 5.5%, reaching 5,547 in 2023-24 compared to 5,260 in the previous year.

Postgraduate admissions gender

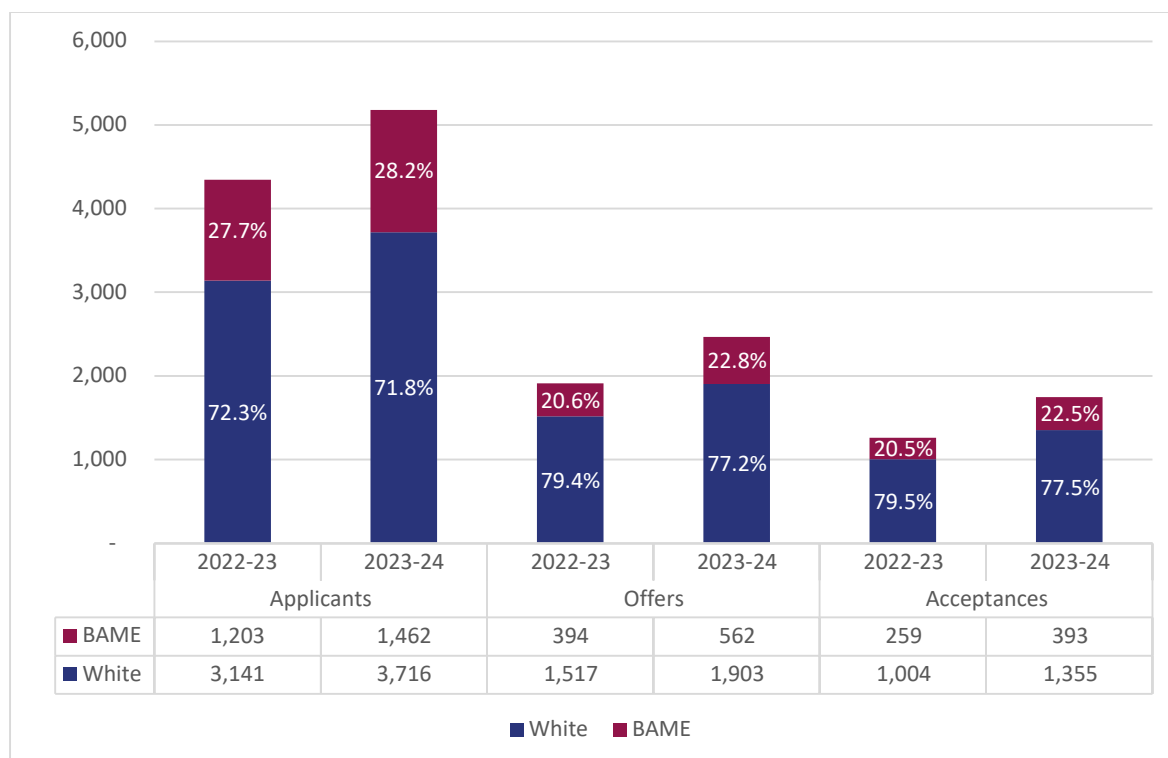
Figure 40: Postgraduate admissions by gender 2022-23 and 2023-24



While the number and ratio of male postgraduate applications increased to 52.3% in 2023-24 (up from 51.5% in 2022-23), the proportion of offers made to male students is slightly below last academic year (49.6% in 2023-24 compared to 50.0% in 2022-23). In 2023-24 the proportion of accepted places by male students has slightly increased, moving towards a more equal gender split among accepted students (48.4% male).

Postgraduate admissions known ethnicity (home students)¹⁵

Figure 41: Postgraduate admissions by ethnicity 2022-23 and 2023-24

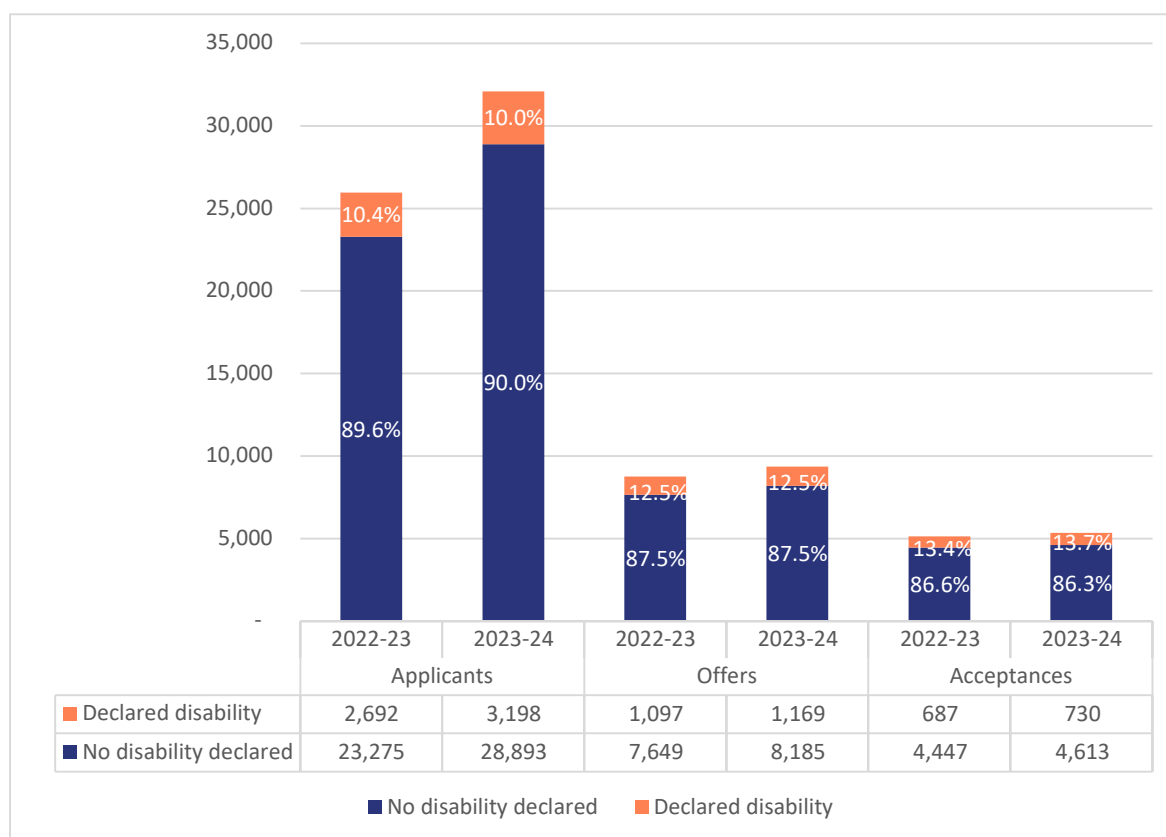


The number and proportion of home students from an ethnic minority background applying for postgraduate study at the University of Cambridge has risen slightly compared to the previous academic year. In 2023-24 ethnic minority students comprised 28.2% of home applicants, up from 27.7% in 2022-23. The proportion of places offered to ethnic minority students has as well increased to 22.8% compared to 20.6% in the previous academic year. The percentage of BAME students accepting a place at the University has increased in line with the offered ratio to 22.5% in 2023-24 (20.5% in 2022-23).

¹⁵ 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 42: Postgraduate admissions by disability 2022-23 and 2023-24



Although the proportion of applicants who declared a disability was slightly lower in 2023-24 (10.0%), the actual number of applicants with a declared disability increased to 3,198 (up from 2,692 in 2022-23). 1,169 of these applicants were offered a place in 2023-24 (up from 1,097 in 2022-23). The proportion of accepted places by students who declared a disability has slightly risen from 13.4% in 2022-23 to 13.7% in 2023-24.

Undergraduate degree attainment

Undergraduate degree attainment by gender

Table 20: Undergraduate examination results by gender 2023-24 (UK domicile)

	Class I	Class II Division I	Class II Division II and lower
Male	30.0%	52.2%	17.8%
Female	23.0%	60.4%	16.6%

In 2023-24 the percentage of female students achieving first-class examination results was 23.0% compared to 30.0% for male students, resulting in a gender awarding gap of 7.0%. This gender awarding gap for first class examination results has reduced by 1.3 percentage points (p.p.) compared to previous year (8.3% in 2022-2023). Additionally, the gender awarding gap for 'good degrees' was reversed, with 83.4% of female students and 82.2% of male students receiving an examination classification of 2:1 or above.

Undergraduate degree attainment by ethnicity

Table 21: Undergraduate examination results by ethnicity 2023-24 (UK domicile)

	Class I	Class II Division I	Class II Division II and lower
White	29.5%	56.0%	14.5%
BAME	19.4%	57.6%	23.0%

The percentage of White students gaining first-class examination results was 29.5% compared to 19.4% for ethnic minority students, resulting in an ethnicity awarding gap of 10.1%. This ethnicity awarding gap for first-class examination results has widened by 1.5 percentage points compared to previous year (8.6% in 2022-23). The gap for 'good degrees' is slightly narrower with 77.0% of BAME and 85.5% of White students receiving an examination classification of 2:1 or above, resulting in a gap of 8.5%.

It is important to note that the awarding gap varies by ethnic minority, with only 7.1% of Black students receiving a first-class degree in 2023-24.

Undergraduate degree attainment by disability

Table 22: Undergraduate examination results by disability 2023-24 (UK domicile)

	Class I	Class II Division I	Class II Division II and lower
No Disability	27.1%	57.1%	15.8%
Declared Disability	23.3%	55.2%	21.5%

The percentage of students with no disability achieving first-class examination results was 27.1% compared with 23.3% for students who had declared a disability, resulting in an awarding gap of 3.8% in 2023-24. This awarding gap for first-class examination results has slightly reduced by 0.2 percentage points compared to previous year (4.0% in 2022-23). The gap for 'good degrees' is wider, with 84.2% of students with no declared disability and 78.5% 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 CHRIS¹⁶ system as on 31 March 2024 census date. Recruitment data was sourced from the University's Web Recruitment system and covers the period 1 April 2023 to 31 March 2024.

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 1-12¹⁷. 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 staff¹⁸ 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 (BAME):

¹⁶ Cambridge Human Resources Information System.

¹⁷ <http://www.hr.admin.cam.ac.uk/pay-benefits/salary-scales>.

¹⁸ 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 2023 and 31 March 2024.

Promotions data

The methodology for reporting promotions data has been aligned with the annual promotions cycle in the 2023/2024 ED&I report and values are displayed as follows:¹⁹

- 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.

¹⁹ Previously, eligible values were shown as of 31st 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 2023.
- Application numbers are as of October 2023.
- Successful application numbers are as of effective date 1st October 2024.

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 2022/2023. 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 2023-24, 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.

Annex 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 2024 conducted?

The review represents data collected as on 31 March 2024 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 15.0% (mean) and including additional payments (total pay) is 16.7% (mean). Both pay gaps have decreased since the review was first published in 2008, the base pay gap by 35.9% and the total pay gap by 30.4%.
- 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 the top two grades has decreased slightly since the 2023 Report.
- A breakdown of average salary by grade shows smaller gender pay gaps within each grade compared to the overall gender pay gaps. In 2024 base pay gaps range from -0.6% to 2.0% (-1.1% to 3.0% in 2023) and total pay gaps range from -1.4% to 5.7% (-2.8% to 6.6% in 2023). 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 £3,999 in 2024. This was primarily due to average award values decreasing for men (-7.3%), while simultaneously increasing for women (+16.7%) compared to the 2023 report.

Main Report

Gender pay gap by year

Figure 43: Mean gender pay gap (basic and total pay) 2008-2024

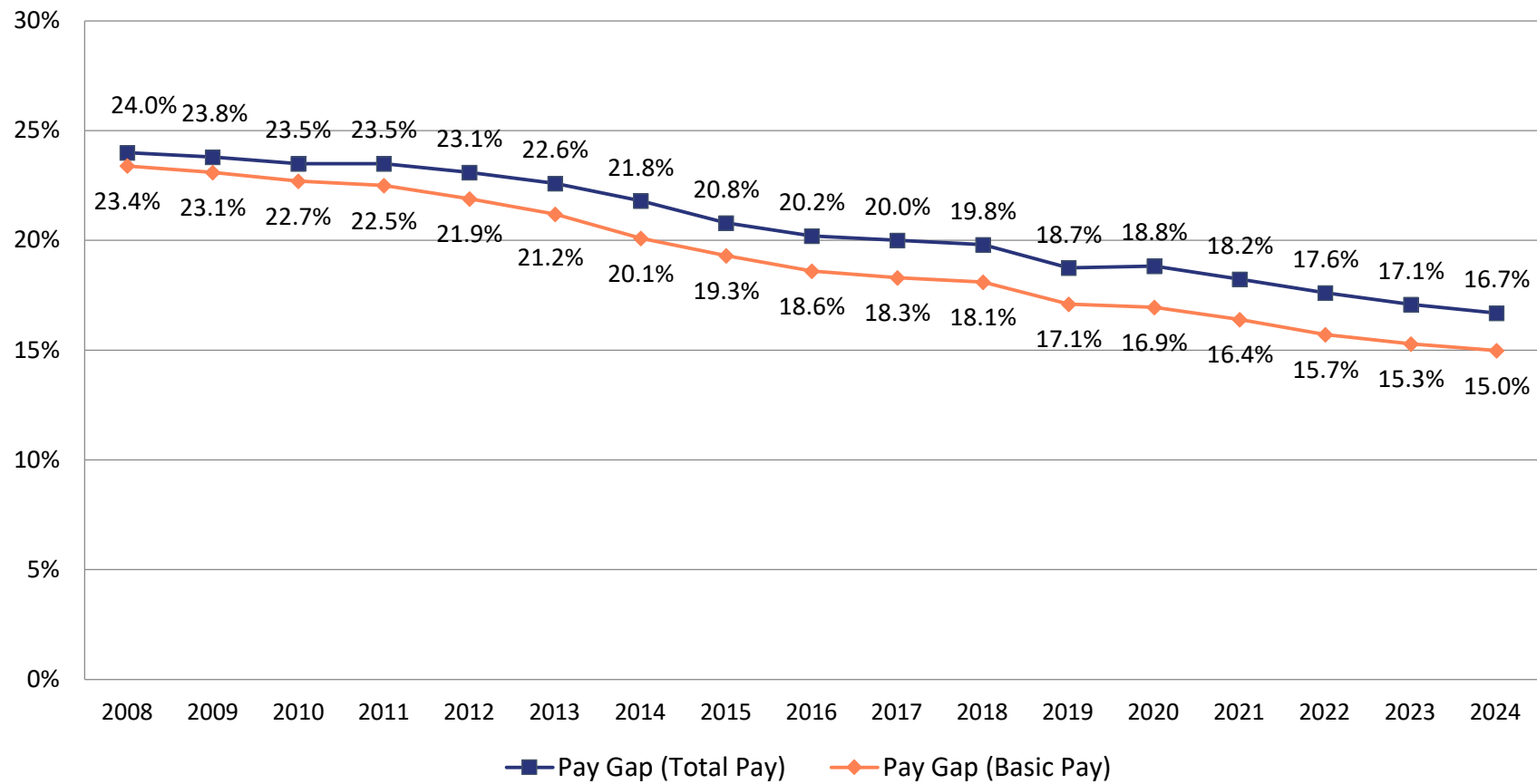


Figure 44: Mean gender pay gap (basic and total pay) 2008-2024

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%

Key findings

- The overall mean gender basic pay gap has decreased year-on-year, from 23.4% in 2008 to 15.0% in 2024, a relative reduction of 35.9% since 2008.
- The overall mean gender total pay gap has decreased year-on-year, from 24.0% in 2008 to 16.7% in 2024, a relative reduction of 30.4% since 2008.
- Average basic pay (£) values for both genders continue to increase each year. For the first time in 2024, the Average total pay for men slightly decreased (-£15) compared to the previous year. The Average total pay for women, however, continued to follow the increasing trend of previous years.
- Average salaries for men have remained consistently higher than for women. While in most years the average basic pay difference between women and men reduced (11 out of 16 years), in 2024 it slightly increased. Overall, the average basic salary gap between the genders has reduced by £1,193 compared to 2008.
- Since 2008, the average basic pay for women has increased by 49.6% compared to a 34.8% rise for men.

Table 23: Mean gender pay gap (basic) with UK public and private sectors benchmarks 2016-2024

Benchmark	Mean gender pay gap (basic pay) in favour of men								
	2016	2017	2018	2019	2020	2021	2022	2023	2024
Cambridge Equal Pay Review	18.6%	18.3%	18.1%	17.1%	16.9%	16.4%	15.7%	15.3%	15.0%
UK public sector*	17.8%	17.7%	17.4%	15.7%	14.7%	14.6%	13.0%	11.5%*	**
UK private sector*	21.9%	20.9%	20.6%	19.9%	16.8%	17.7%	16.5%	15.6%*	**

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 widened in 2023 and stands at 3.8%. 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. However, the private sector gap has decreased at a faster rate in the 2016-2023 period. Notably, in 2020, the UK private sector saw a significant drop of 2.9% in its gender pay gap. The ONS (The Office for National Statistics) noted this reduction was driven by a decrease in the pay gap for the '*managers, directors and senior officials*' occupation group'.

Employee Gender Profile

Table 24: Proportion of female staff with benchmark²⁰ 2016-2024

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

* 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 2024. The ratio of women has been consistently increasing since 2013.
- Although the proportion of women at the University remained below the UK Higher Education Sector average in 2024, the gap has consistently narrowed over the years.

²⁰ 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'.

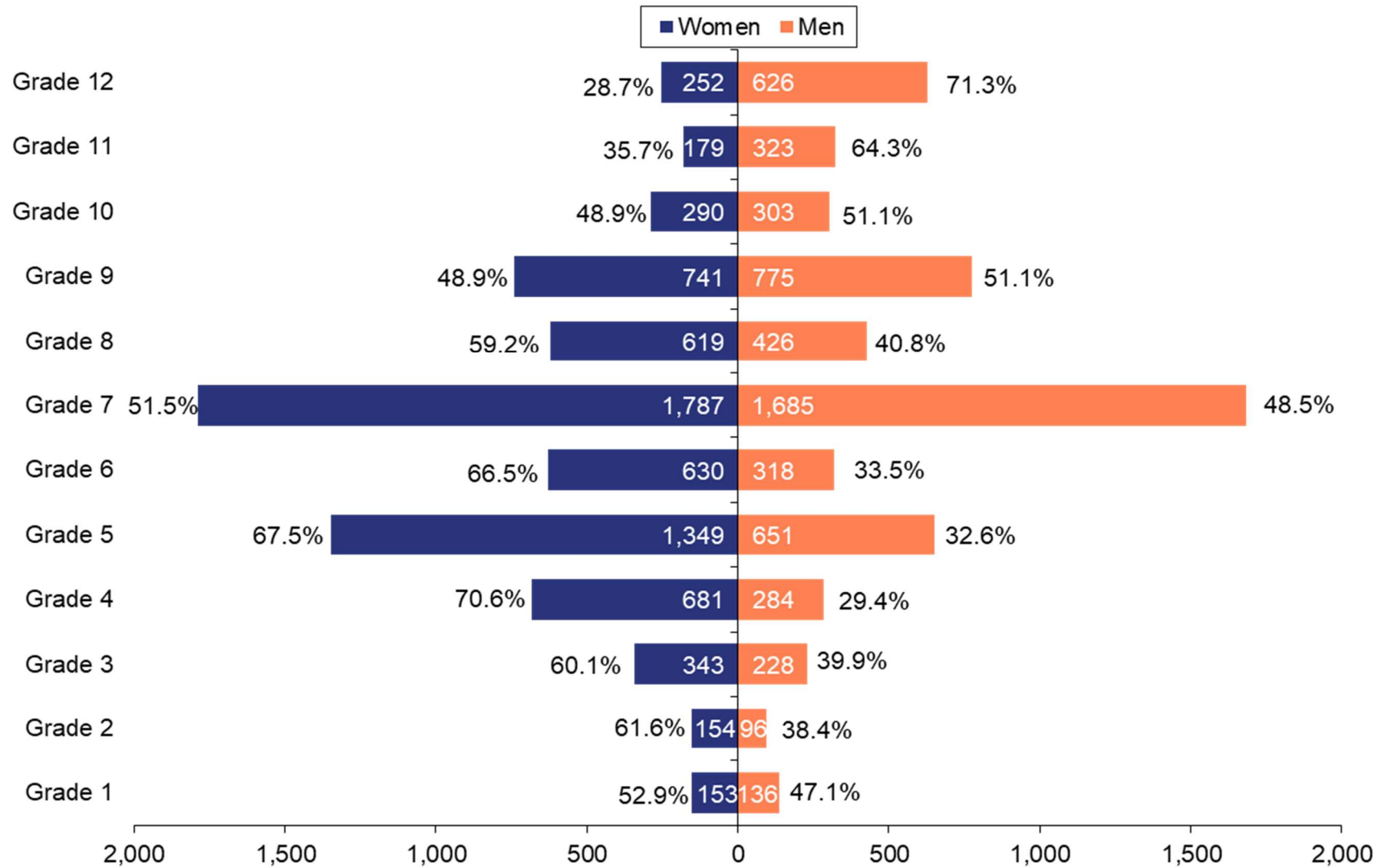
Figure 45: Number and proportion of employees by grade and gender 2024

Table 25: Distribution of total population by gender and grade 2024

Gender	% of Total Gender Population by Grade												
	1	2	3	4	5	6	7	8	9	10	11	12	All
Female	2.1%	2.1%	4.8%	9.5%	18.8%	8.8%	24.9%	8.6%	10.3%	4.0%	2.5%	3.5%	100%
Male	2.3%	1.6%	3.9%	4.9%	11.1%	5.4%	28.8%	7.3%	13.2%	5.2%	5.5%	10.7%	100%

Key findings

- Men continue to occupy a higher proportion (58.1%) of the positions at the upper end of the pay scale (Grade 9-12). However, this ratio has decreased by 2.3 percentage points (p.p.) since the 2020 report, when it was 60.4%.
- The ratio of women (64.1%) is higher across lower graded roles (Grades 1-4), compared to men (41.9%). This proportion has slightly increased from the previous year (63.9% in 2023).
- The lowest proportion of women continues to be at Grade 12 (28.7%). However, this ratio has continuously improved over the past decade (16.9% in 2014).

By staff category (Appendices A2 - A5)

Table 26: Gender profile by employment type 2024

Staff category	Gender profile by Employment Type				
	Grade range	Women	Women %	Men	Men %
Academic	6 to 12	717	37.6%	1,191	62.4%
Research	5 to 12	1,762	47.6%	1,936	52.4%
Academic-Related	5 to 12	1,934	60.3%	1,273	39.7%
Assistant	1 to 8	2,765	65.6%	1,451	34.4%
Overall		7,178	55.1%	5,851	44.9%

Key findings

- Across the main staff groups, academics continue to have the lowest proportion of women (37.6%). However, this ratio has been steadily increasing over the past decade up from 28.5% in 2014.
- The ratio of female researchers (47.6%) is almost equal to that of men in 2024. 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 (60.3%). 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 (65.6% in 2024). 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 27: Mean gender pay gap (basic and total pay) by grade 2024

Grade	Average (mean) basic pay				Average (mean) total pay			
	Women	Men	Difference	Pay gap (%)	Women	Men	Difference	Pay gap (%)
1	£21,828	£21,834	£6	0.0%	£22,217	£22,426	£209	0.9%
2	£22,887	£22,988	£101	0.4%	£23,234	£23,197	-£37	-0.2%
3	£24,593	£24,745	£152	0.6%	£24,756	£26,240	£1,484	5.7%
4	£28,259	£28,055	-£203	-0.7%	£28,438	£28,385	-£53	-0.2%
5	£32,576	£32,493	-£83	-0.3%	£32,740	£32,692	-£48	-0.1%
6	£36,622	£36,888	£266	0.7%	£36,859	£37,208	£348	0.9%
7	£40,821	£40,883	£62	0.2%	£41,041	£41,101	£60	0.1%
8	£49,689	£50,729	£1,040	2.0%	£50,040	£51,091	£1,051	2.1%
9	£55,404	£55,405	£1	0.0%	£56,657	£57,010	£353	0.6%
10	£65,462	£65,548	£86	0.1%	£67,633	£67,981	£348	0.5%
11	£70,042	£69,645	-£397	-0.6%	£75,082	£74,039	-£1,043	-1.4%
12*	£98,780	£100,317	£1,538	1.5%	£106,948	£110,231	£4,611	4.1%
Overall	£42,175	£49,609	£7,434	15.0%	£42,992	£46,859	£8,613	16.7%

*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 -6.2% to 5.2%.

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 2023 Report, the mean base pay gaps for each grade have remained stable, with changes of less than 1 p.p. for all grades except Grade 12. For Grade 12, the gap decreased by 1.2 p.p..
- For base pay, the difference between the 2023 and 2024 pay gaps ranges from a 1.2 p.p. decrease (Grade 12) to a 0.6 p.p. increase (Grade 11). The difference in total pay gaps ranges from a decrease of 2.5 p.p. (Grade 12) to an increase of 1.4 p.p. (Grade 11).

- Grade 8 still has the highest base pay gap at 2.0%, but this has further reduced compared to previous years (3.8% in 2022 and 3.0% in 2023).
- Due to a significant reduction in the total pay gap at Grade 12 (-2.5 p.p.) the highest total pay gap in 2024 is at Grade 3 (5.7%). 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 (65.8%) of all awards, as well as more of the total value of awards made (70.2%).

Gender pay analysis by staff category

Table 28: 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 (%)
Academic	£65,997	£75,387	£71,858	12.5%	£69,977	£82,378	£77,718	15.1%
Research	£41,791	£44,894	£43,416	6.9%	£42,175	£45,416	£43,872	7.1%
Academic-Related	£50,660	£54,943	£52,360	7.8%	£51,536	£56,226	£53,397	8.3%
Assistant	£30,308	£30,061	£30,223	-0.8%	£30,521	£30,581	£30,542	0.2%
Overall	£42,175	£49,609	£45,514	15.0%	£42,992	£51,606	£46,859	16.7%

Key findings

- Academic staff have the highest basic pay gap (12.5%) and total pay gap (15.1%). Both gaps have decreased in 2024 compared to the previous year (14.3% and 17.3% 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 (8.3%). Both pay gaps have decreased by 0.7 p.p. compared to the 2023 report.

- Research staff have the third highest basic pay (6.9%) and total pay (7.1%) gaps. Both gaps have increased for the second consecutive year, each by 1 p.p. since the 2022 report.
- The Assistant staff category continues to have the lowest gaps in basic pay (-0.8%) and total pay (0.2%). There have been only minor changes in these gaps compared to 2023 (-0.9% and 0.6% 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 15.0% to 16.7%. Further analysis is provided below:

During the period covered by the 2024 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). The subsequent payments have occurred during the 2024 reporting period. For consistency with previous equal pay reports, Table 26 excludes these payments so that a like for like comparison between reports remains possible. However, the impact of these payments is given in Table 27. The summary analysis covers data in Table 26 only.

Additional non-pensionable payments (Appendix C1)

Table 29: Non-pensionable payments by gender (excluding Cost of Living-related payments)

Non-pensionable payments	Women	Men	Total
Number	822 (45.6%)	981 (54.4%)	1,803
Value	£1,263,403 (33.6%)	£2,499,793 (66.4%)	£3,763,195
Average payment value	£1,537	£2,548	£2,087

Key findings

- Men received a higher proportion of the total number of non-pensionable additional payments (54.4%). This figure has decreased slightly since 2012 (58.0%).
- Men also received a higher proportion of the total value of non-pensionable additional payments (66.4%). While this figure remains at a similar level compared to previous year (66.3%), it has decreased and from a high of 83.2% (2014) a decade ago.

- On average, women were paid £1,011 less per non-pensionable payment than men were. This gap has increased since the 2023 report (£769), but it is lower than in 2021 (£1,029).
- In comparison to the 2023 report, the average value per payment has risen by 14.3% for women and 20.5% for men.
- The average payment to women (£1,537) was 39.7% lower than the average payment to men (£2,548). The gap in average payment values has slightly increased compared to previous year (36.4%).

Table 30: Non-pensionable payments by gender (including Cost of Living-related payments)

Non-pensionable payments	Women	Men	Total
Number	7,769 (52.5%)	7,032 (47.5%)	14,801
Value	£2,128,822 (38.3%)	£3,429,260 (61.7%)	£5,558,083
Average payment value	£274	£488	£376

Additional pensionable payments (Appendix C2 and C3)

Table 31: Pensionable payments by type and gender

Pensionable payments	Women		Men		Total	
	Number	Value	Number	Value	Number	Value
Discretionary	215	£450,471	169	£876,078	384	£1,326,549
Linked to a role	391	£993,653	409	£1,847,325	800	£2,840,978
Total Number	606	£1,444,124	578	£2,723,403	1,184	£4,167,527

Key findings

- In 2024, women received a higher proportion of the total number of pensionable additional payments (51.2%). This represents a small increase compared to 2023 (50.7%), 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 (65.3%). However, this gap has narrowed from the 67.2% seen in 2023.
- Women were more likely to receive a discretionary additional payment (56.0% of all discretionary payments) compared to men (44.0%). Yet, the average value granted to women (£2,095) was much lower than to men (£5,184). Consequently, men were awarded 66.0% of the total value of discretionary payments, while women received 34.0%.
- For payments linked to the role, women (48.9%) were almost as likely to obtain them as men (51.1%). Yet again, men were awarded a higher average value (£4,517) compared to women (£2,541). This translates into men receiving 65.0% of the total value of the awards linked to a role.
- For discretionary payments, women were paid on average 40.4% of the average value awarded to men (a gap of £3,089). This is a substantial increase compared to the previous year's gap (£2,754) surpasses the largest gap so far reported in 2021 (£3,091).
- For payments linked to the role, women were granted on average 56.3% of the value received by men (a gap of £1,975). This gap has narrowed compared to 2023 (£2,208).
- Across both types of pensionable payment, women were paid on average 50.6% of the value paid to men. This translates into a gap of £2,329 on average, which is slightly lower than the previous year's gap (£2,372).

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 32: Market-related payments by gender and staff category

Staff Category	Women		Men	
	Recruitment	Retention	Recruitment	Retention
Academic	34 (£642,268)	53 (£1,094,904)	74 (£1,684,766)	132 (£3,722,146)
Academic-Related	38 (£532,643)	33 (£553,511)	55 (£739,646)	36 (£421,470)
Assistant	<5 (*)			<5 (*)
Research	<5 (*)	<5 (*)	<5 (*)	14 (£228,376)
Total Number	76	87	131	183
Total Value	£1,239,767	£1,655,202	£2,456,161	£4,376,231
Combined Total	163		314	
Combined Value	£2,894,969		£6,832,392	

* 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 (65.8%). This reflects an increase of 1.6 p.p. compared to the 2023 report (64.2%), however is 18.3 p.p. lower than the 2012 report (84.1%).
- Overall, men received a greater share of the total value of market pay (70.2%). This has decreased slightly from 73.5% in 2023 and significantly compared to the 93.6% seen in 2012.
- On average, in 2024 women were paid £3,999 less per market-related payment than men (£17,761 compared to £21,759). This translates to women receiving on average 81.6% of the average award value of men and represents a substantial drop in the gap compared to the 2023 report (£8,239).

- Average award values have decreased for men by 7.3%, while simultaneously increased for women by 16.7% compared to the 2023 report.
- Similar to previous year (60.1% in 2023), a higher proportion of awards to men were for retention purposes (58.3% in 2024). In 2024, albeit at a lower level than last year (59.3% in 2023), payments to women were also primarily made for retention purposes 53.4%.
- Both men and women receive higher average payments for retention purposes when compared to recruitment-based awards. For women, the average retention payment is £19,025 compared to £16,313 for recruitment and for men the values are £23,914 and £18,749 respectively.
- As in 2023, male academic staff receive the highest average payment for retention purposes (£28,198), whereas women academics receive only £20,659 on average. Men in research roles also receive higher average retention payments (£16,313) than women (£6,787). On the other hand, women in academic-related roles receive higher average payments for retention than men (£16,773 compared to £11,708).
- The total average for recruitment-based awards for men (£18,749) is higher than for women (£16,313). However, this is primarily driven by academic awards. Outside of academic roles, women received higher average recruitment-based awards than men in 2024.

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 33: Contribution increments awarded by gender

Contribution points awarded	Women		Men	
	Number	%	Number	%
1 Point	332	69.2%	148	30.8%
2 Points	101	68.2%	47	31.8%
3 Points	10	66.7%	5	33.3%
Total	443	68.9%	200	31.1%

Key findings

- In 2024, 643 employees were awarded contribution increments (581 in 2023). As in previous years, a higher proportion of employees receiving contribution increments were women (69.2%). The CRS scheme did not run in 2021 due to COVID related pay restraint measures.
- In 2024, 23.0% of all women and men received two increments. This is substantially below previous year's value, where 31.8% 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 (22.8% of awards to women) compared to men (23.5% of awards to men).
- Overall, awards for three increments (2.3%) are at a similar level as previous year (2.1%) 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 (2.5% of the awards made to men, compared to 2.3% of the awards made to women).

Table 34: Single contribution payments awarded by gender

Single Contribution Payment	Women		Men	
	Number	%	Number	%
2% Team Award	114	57.0%	86	43.0%
3% Individual Award	262	65.7%	137	34.3%
Total	376	62.8%	223	37.2%

Key findings

- In 2024, a higher proportion of employees receiving single contribution payments were women (62.8%). This represents a slight decrease compared to 65.7% in 2023.
- Both men and women received more individual than team awards, with 61.4% of men and 69.7% of women receiving individual awards.

New Employees (Appendices E1 - E3)

Key findings

- Of the 2,501 employees recruited to the University from 1 April 2023 to 31 March 2024, 55.9% (1,397) were women and 44.1% (1,104) were men.
- Women were more likely than men to be appointed in Grades 1 to 6, with 63.1% (786) of women and 36.9% (459) of men appointed to these grades. The proportion of women appointed in Grades 1 to 6 remains higher than in 2023 (55.4%).
- Across all grades, 76.4% of employees were appointed above the bottom point of the grade, an increase of 5.6 p.p. compared to previous year (70.8% in 2023).
- Out of the 2,501 new starters in the observed period, 53 employees received a market-based payment. The proportion of new starters receiving this payment remains with 2.1% at a similar level to last year (2.0%). Of the awards, 56.6% were given to men, a significant reduction from the 67.3% seen in 2023.
- The average market-based payment was £15,886 in 2024. This represents a significant increase from the £12,843 in 2023 but is lower than the £18,907 seen in 2022. The average award received by men (£11,980) has decreased once more in 2024 (£14,162 in 2023). Conversely, the average award paid to women has increased significantly to £20,980 in 2024 from £10,124 in 2023.

Part-time employees

Table 35: 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	5,107	5,101	£43,828	£49,905	£6,077	12.2%
Part-Time	2,079	754	£38,143	£47,560	£9,417	19.8%

Key findings

- 21.7 % of the workforce (2,833 out of 13,041 employees) work part-time hours. While the ratio of part-time workers has reduced in 2024 in comparison to the previous year (22.6%), it has been increasing steadily since 2012 (18.8%).
- A higher proportion of women occupy part-time positions (15.9%) compared to men (5.8%).
- Women are more likely to be employed part-time, with 28.9% of women (2,079 out of 7,186) and 12.9% (754 out of 5,855) of men working part-time hours. The proportion of part-time working has reduced for both men and women compared to 2023 (men 13.4% and women 30.3%).
- Part-time men earn on average 95.3% of the full-time men's average salary, this gap decreased since the 93.6% seen in the 2023 Report.
- Part-time women earn on average 87.0% of women's average full-time salary, this gap has increased compared to the 88.7% seen in 2023.
- The gender pay gap for part-time employees is higher than for full-time positions, standing at 19.8% for part-time men compared to part-time women. This gap is higher in 2024 than in 2023 (17.6%), but below the peak of 23.8% seen in 2016.
- The gap for full-time employees stands at 12.2%. This is 0.8 p.p. lower than the 2023 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 36: Percentage pay gap by School (Base and Total Pay)

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

Key findings

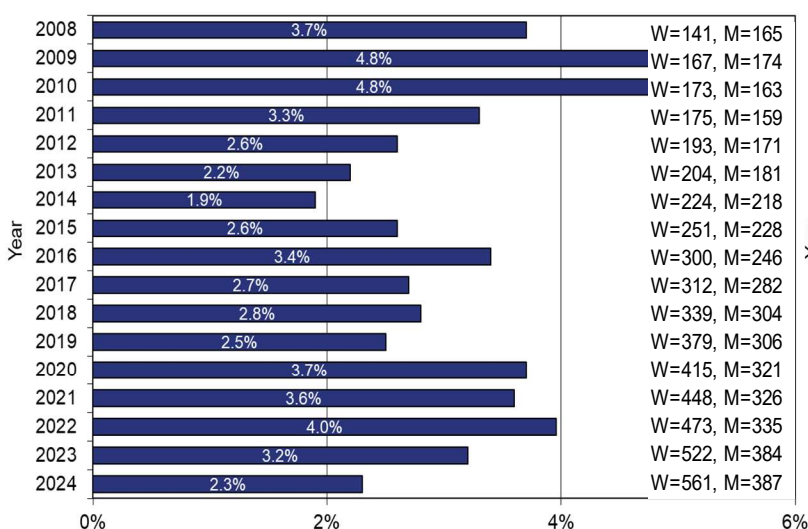
- There is significant variation between Schools and Unified Administrative Services for both gender pay gaps. Basic pay gaps range from 3.8% to 20.4%, and total pay gap from 5.9% to 24.3%.
- The University has embarked on a project, as part of the HeForShe initiative, to understand the cause-and-effect 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

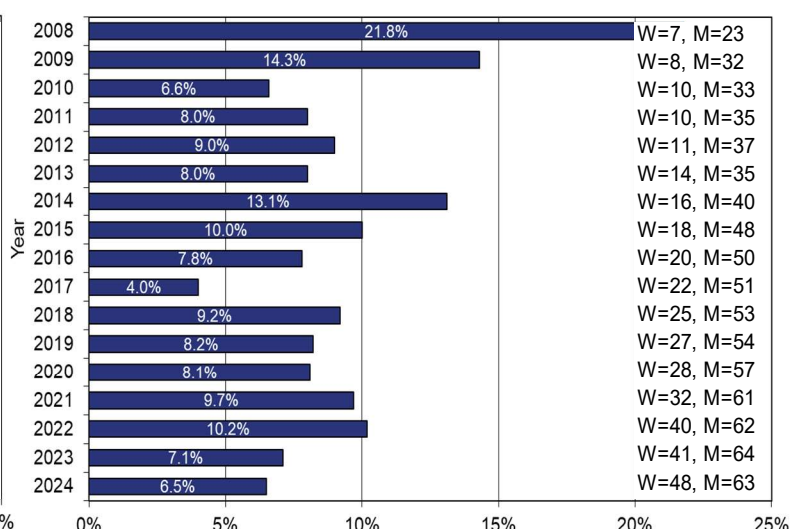
The University identified a number of Key Performance Indicators (KPIs) in 2010 to highlight key themes in equal pay at the University, which have been tracked over time to help quantify the effectiveness of related policy action.

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



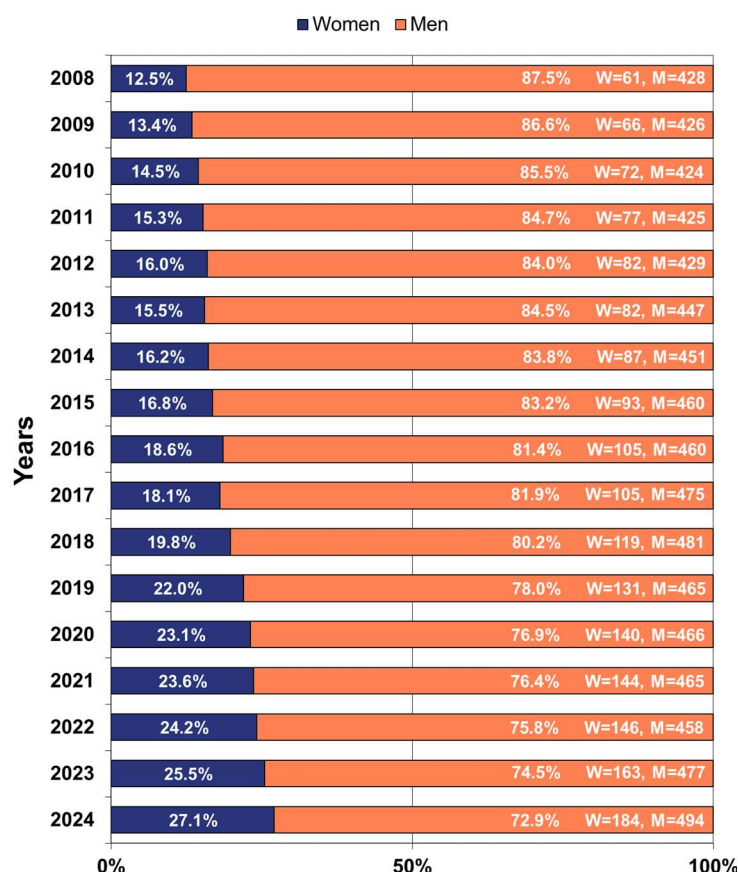
Key findings

- The gender pay gap at Grade 8 Academic-Related staff (KPI 1a) has been decreasing for the second consecutive year and is now at 2.3%.
- The gender pay gap in at Grade 12 Academic-Related staff (KPI 1b) has been decreasing for the second consecutive year and is now at 6.5%. 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

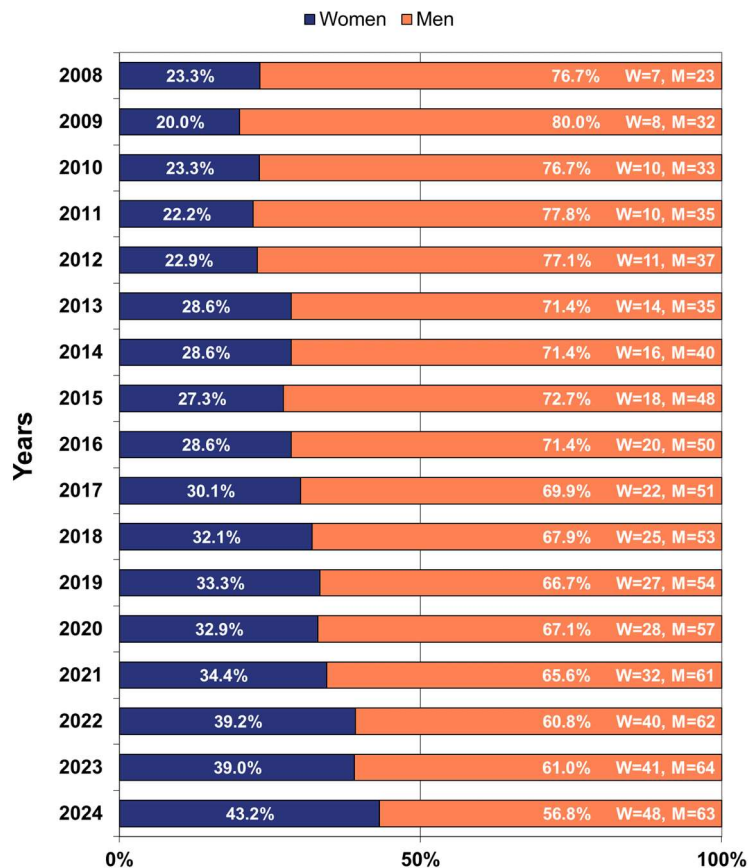
KPI 2a: Gender representation – Grade 12

Academic Staff



KPI 2b: Gender representation – Grade 12

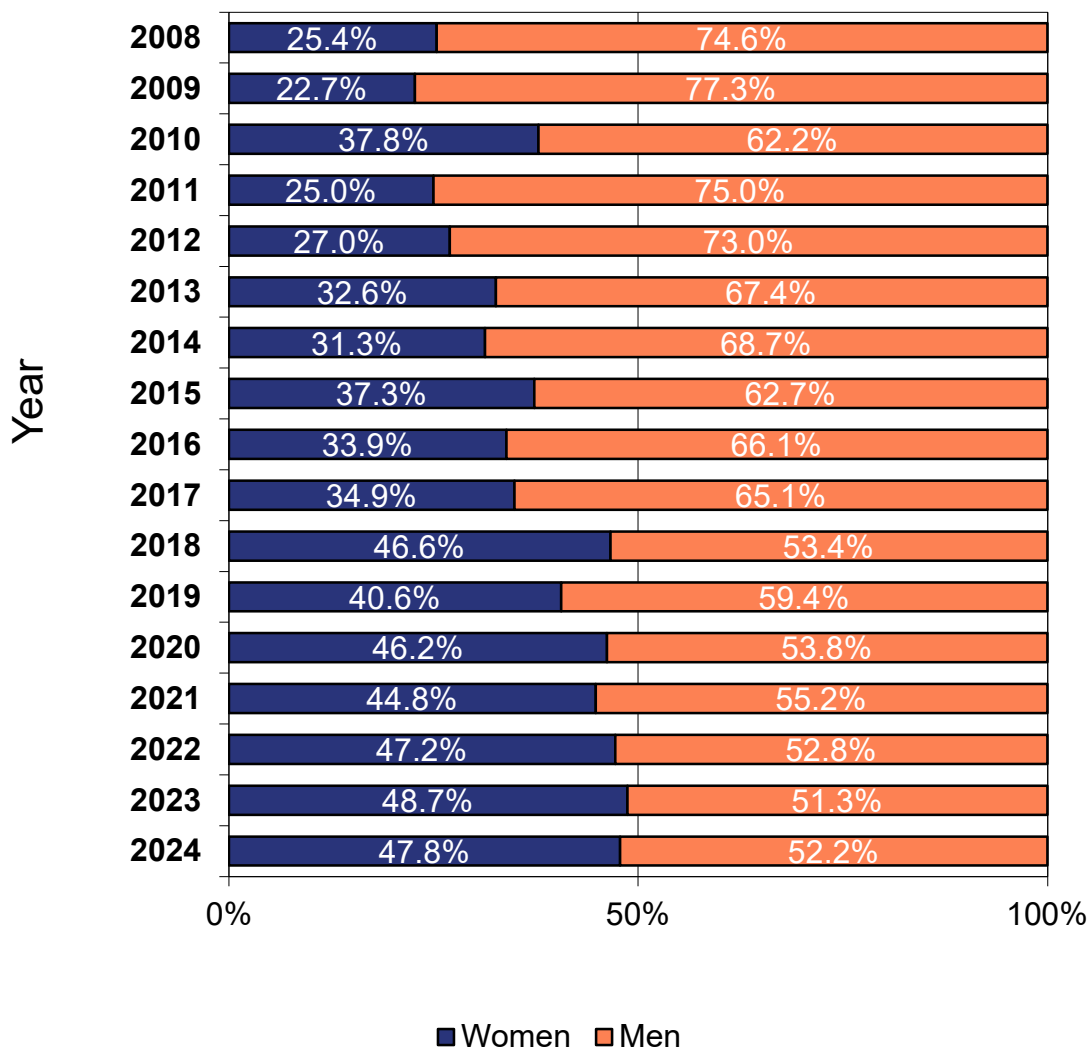
Academic-Related Staff



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 2023 and 2017. In 2024, women hold 27.1% 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 fluctuated over the years, but the overall trend has been positive, resulting in a relative increase of 85.4% since 2008. In 2024, 4 out of 10 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 47.8% 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*	153	136	289	52.9%	47.1%	100.0%	98.5%	£21,828	£0	£21,834	£47	£21,831	0.0%	£21,828	£0	£21,828	£0	£21,828	0.0%
2	154	96	250	61.6%	38.4%	5.8%	5.2%	£22,887	£371	£22,988	£392	£22,926	0.4%	£22,681	£463	£23,144	£463	£22,681	2.0%
3	343	228	571	60.1%	39.9%	10.5%	11.8%	£24,593	£1,253	£24,745	£1,277	£24,654	0.6%	£24,248	£2,042	£24,533	£2,042	£24,248	1.2%
4	681	284	965	70.6%	29.4%	13.2%	13.0%	£28,259	£1,806	£28,055	£1,839	£28,199	-0.7%	£27,979	£3,161	£27,979	£3,161	£27,979	0.0%
5	1,349	651	2,000	67.5%	32.6%	14.8%	13.5%	£32,576	£2,134	£32,493	£2,056	£32,549	-0.3%	£32,332	£2,570	£32,982	£3,479	£32,982	2.0%
6	630	318	948	66.5%	33.5%	19.5%	20.4%	£36,622	£2,753	£36,888	£2,692	£36,711	0.7%	£37,099	£4,239	£38,205	£3,225	£37,099	2.9%
7	1,787	1,685	3,472	51.5%	48.5%	11.8%	10.5%	£40,821	£3,865	£40,883	£3,717	£40,851	0.2%	£40,521	£7,164	£40,521	£7,164	£40,521	0.0%
8	619	426	1,045	59.2%	40.8%	13.4%	20.0%	£49,689	£5,144	£50,729	£5,421	£50,113	2.0%	£49,794	£8,810	£51,283	£7,421	£49,794	2.9%
9	741	775	1,516	48.9%	51.1%	20.0%	19.7%	£55,404	£5,068	£55,405	£5,086	£55,404	0.0%	£57,696	£6,413	£57,696	£6,413	£57,696	0.0%
10	290	303	593	48.9%	51.1%	32.4%	32.3%	£65,462	£2,766	£65,548	£2,746	£65,506	0.1%	£64,914	£3,828	£64,914	£1,943	£64,914	0.0%
11	179	323	502	35.7%	64.3%	100.0%	100.0%	£70,042	£2,786	£69,645	£2,277	£69,786	-0.6%	£68,857	£0	£68,857	£0	£68,857	0.0%
12*	252	626	878	28.7%	71.3%	100.0%	100.0%	£98,780	£20,968	£100,317	£23,191	£99,876	1.5%	£92,474	£30,591	£92,474	£31,509	£92,474	0.0%
Band 1	133	326	459	29.0%	71.0%	100.0%	100.0%	£85,019	£6,670	£84,921	£6,158	£84,950	-0.1%	£82,180	£9,996	£82,180	£7,382	£82,180	0.0%
Band 2	69	137	206	33.5%	66.5%	100.0%	100.0%	£108,218	£8,262	£108,025	£8,068	£108,090	-0.2%	£107,171	£16,061	£107,171	£12,656	£107,171	0.0%
Band 3	25	67	92	27.2%	72.8%	100.0%	100.0%	£131,283	£9,656	£130,481	£9,304	£130,699	-0.6%	£135,713	£19,180	£127,935	£15,036	£131,769	-6.1%
Band 4	6	32	38	15.8%	84.2%	100.0%	100.0%	£170,191	£19,152	£160,232	£20,371	£161,805	-6.2%	£169,369	£20,137	£157,301	£32,088	£159,658	-7.7%
no band	19	64	83	22.9%	77.1%	100.0%	100.0%	£95,512	£20,043	£100,707	£23,618	£99,517	5.2%	£89,788	£22,754	£89,788	£38,179	£89,788	0.0%
Total	7,178	5,851	13,029	55.1%	44.9%	22.0%	31.1%	£42,175	£16,541	£49,609	£22,876	£45,514	15.0%	£38,205	£16,954	£44,263	£22,716	£40,521	13.7%

* All points on these grades are discretionary

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	16	6	22	72.7%	27.3%	£37,134	£1,666	£36,598	£1,877	£36,988	-1.5%	£38,205	£2,442	£37,115	£2,964	£38,205	-2.9%
7	88	68	156	56.4%	43.6%	£39,106	£3,928	£39,021	£3,981	£39,069	-0.2%	£38,205	£6,020	£38,205	£8,239	£38,205	0.0%
8	41	29	70	58.6%	41.4%	£46,927	£4,163	£47,147	£4,481	£47,018	0.5%	£46,974	£4,087	£46,974	£4,087	£46,974	0.0%
9	186	221	407	45.7%	54.3%	£54,534	£4,033	£54,802	£4,063	£54,680	0.5%	£56,021	£6,413	£57,696	£6,413	£57,696	2.9%
10	103	158	261	39.5%	60.5%	£64,729	£2,205	£64,792	£2,130	£64,767	0.1%	£64,914	£1,885	£64,914	£1,885	£64,914	0.0%
11	99	215	314	31.5%	68.5%	£69,073	£1,283	£68,925	£467	£68,972	-0.2%	£68,857	£0	£68,857	£0	£68,857	0.0%
12	184	494	678	27.1%	72.9%	£96,258	£18,631	£97,932	£21,169	£97,477	1.7%	£89,788	£27,379	£89,788	£29,994	£89,788	0.0%
Total	717	1,191	1,908	37.6%	62.4%	£65,997	£22,272	£75,387	£24,606	£71,858	12.5%	£63,029	£29,998	£68,857	£26,945	£68,857	8.5%

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

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	14	13	27	51.9%	48.1%	£30,760	£1,594	£30,780	£1,603	£30,770	0.1%	£30,046	£1,791	£29,605	£2,727	£29,605	-1.5%
6	89	35	124	71.8%	28.2%	£36,931	£3,090	£37,379	£3,468	£37,057	1.2%	£37,099	£4,239	£38,205	£4,874	£37,099	2.9%
7	665	330	995	66.8%	33.2%	£40,894	£3,999	£41,340	£3,948	£41,042	1.1%	£41,732	£7,164	£41,732	£6,058	£41,732	0.0%
8	561	387	948	59.2%	40.8%	£49,789	£5,159	£50,979	£5,429	£50,275	2.3%	£49,794	£8,810	£52,815	£7,421	£49,794	5.7%
9	323	255	578	55.9%	44.1%	£56,137	£5,295	£57,037	£4,846	£56,534	1.6%	£57,696	£6,606	£57,696	£5,026	£57,696	0.0%
10	186	142	328	56.7%	43.3%	£65,881	£2,960	£66,456	£3,066	£66,130	0.9%	£64,914	£3,443	£64,914	£3,943	£64,914	0.0%
11	48	48	96	50.0%	50.0%	£72,605	£3,885	£72,780	£3,812	£72,693	0.2%	£70,917	£8,619	£73,040	£5,387	£73,040	2.9%
12	48	63	111	43.2%	56.8%	£109,631	£26,317	£117,277	£29,756	£113,971	6.5%	£101,033	£31,467	£110,383	£39,174	£107,171	8.5%
Total	1,934	1,273	3,207	60.3%	39.7%	£50,660	£14,372	£54,943	£18,711	£52,360	7.8%	£46,974	£15,964	£52,815	£15,158	£48,350	11.1%

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	153	136	289	52.9%	47.1%	£21,828	£0	£21,834	£47	£21,831	0.0%	£21,828	£0	£21,828	£0	£21,828	0.0%
2	154	96	250	61.6%	38.4%	£22,887	£371	£22,988	£392	£22,926	0.4%	£22,681	£463	£23,144	£463	£22,681	2.0%
3	343	228	571	60.1%	39.9%	£24,593	£1,253	£24,745	£1,277	£24,654	0.6%	£24,248	£2,042	£24,533	£2,042	£24,248	1.2%
4	681	284	965	70.6%	29.4%	£28,259	£1,806	£28,055	£1,839	£28,199	-0.7%	£27,979	£3,161	£27,979	£3,161	£27,979	0.0%
5	881	380	1,261	69.9%	30.1%	£32,688	£2,007	£32,690	£2,079	£32,689	0.0%	£32,332	£2,570	£32,982	£3,479	£32,982	2.0%
6	525	277	802	65.5%	34.5%	£36,554	£2,717	£36,832	£2,596	£36,650	0.8%	£37,099	£4,239	£38,205	£3,225	£37,099	2.9%
7	21	42	63	33.3%	66.7%	£43,036	£3,251	£42,781	£3,278	£42,866	-0.6%	£44,263	£3,742	£44,263	£2,531	£44,263	0.0%
8	7	8	15	46.7%	53.3%	£51,988	£5,425	£51,451	£4,311	£51,702	-1.0%	£54,395	£3,925	£53,605	£6,389	£54,395	-1.5%
Total	2,765	1,451	4,216	65.6%	34.4%	£30,308	£5,254	£30,061	£6,034	£30,223	-0.8%	£30,487	£8,224	£29,605	£8,828	£30,487	-3.0%

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	454	258	712	63.8%	36.2%	£32,413	£2,346	£32,290	£1,989	£32,369	-0.4%	£32,982	£3,479	£32,982	£3,479	£32,982	0.0%
6	0	0	0	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	1,013	1,245	2,258	44.9%	55.1%	£40,876	£3,738	£40,800	£3,605	£40,834	-0.2%	£40,521	£7,164	£40,521	£7,164	£40,521	0.0%
8	10	<5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	232	299	531	43.7%	56.3%	£55,081	£5,358	£54,457	£5,616	£54,730	-1.1%	£56,021	£7,902	£54,395	£7,902	£56,021	-3.0%
10	<5	<5	<5	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	32	60	92	34.8%	65.2%	£69,192	£1,606	£69,715	£2,457	£69,533	0.7%	£68,857	£0	£68,857	£0	£68,857	0.0%
12	20	69	89	22.5%	77.5%	£95,939	£19,601	£101,912	£24,016	£100,570	5.9%	£91,131	£24,267	£89,788	£40,809	£89,788	-1.5%
Total	1,762	1,936	3,698	47.6%	52.4%	£41,791	£10,577	£44,894	£14,692	£43,416	6.9%	£39,347	£8,239	£41,732	£9,875	£40,521	5.7%

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

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	153	136	289	52.9%	47.1%	100.0%	98.5%	£22,217	£476	£22,426	£675	£22,316	0.9%	£22,060	£629	£22,315	£902	£22,134	1.1%
2	154	96	250	61.6%	38.4%	5.8%	5.2%	£23,234	£791	£23,197	£543	£23,220	-0.2%	£22,847	£489	£23,149	£385	£23,116	1.3%
3	343	228	571	60.1%	39.9%	10.5%	11.8%	£24,756	£1,360	£26,240	£3,883	£25,348	5.7%	£24,359	£2,128	£25,143	£2,753	£24,586	3.1%
4	681	284	965	70.6%	29.4%	13.2%	13.0%	£28,438	£1,915	£28,385	£2,288	£28,422	-0.2%	£28,145	£3,173	£28,074	£3,181	£28,074	-0.2%
5	1,349	652	2,001	67.4%	32.6%	14.8%	13.5%	£32,740	£2,229	£32,692	£2,280	£32,724	-0.1%	£32,982	£2,688	£32,982	£3,494	£32,982	0.0%
6	630	318	948	66.5%	33.5%	19.5%	20.4%	£36,859	£2,814	£37,208	£2,779	£36,976	0.9%	£37,222	£4,256	£38,275	£3,600	£37,223	2.8%
7	1,792	1,687	3,479	51.5%	48.5%	11.7%	10.6%	£41,041	£4,007	£41,101	£3,772	£41,070	0.1%	£40,656	£7,182	£40,656	£7,106	£40,656	0.0%
8	620	427	1,047	59.2%	40.8%	13.4%	19.9%	£50,040	£5,423	£51,091	£5,510	£50,469	2.1%	£49,948	£8,842	£51,451	£7,479	£49,958	2.9%
9	742	775	1,517	48.9%	51.1%	20.1%	19.7%	£56,657	£6,988	£57,010	£7,120	£56,837	0.6%	£57,741	£8,168	£57,884	£8,170	£57,832	0.2%
10	290	303	593	48.9%	51.1%	32.4%	32.3%	£67,633	£7,221	£67,981	£7,583	£67,811	0.5%	£65,132	£4,161	£65,132	£4,084	£65,132	0.0%
11	179	323	502	35.7%	64.3%	100.0%	100.0%	£75,082	£11,695	£74,039	£16,545	£74,411	-1.4%	£69,755	£8,584	£69,089	£4,190	£69,089	-1.0%
12	253	626	879	28.8%	71.2%	100.0%	100.0%	£106,948	£30,127	£111,558	£37,510	£110,231	4.1%	£98,513	£33,632	£100,087	£39,743	£98,715	1.6%
Band 1	134	326	460	29.1%	70.9%	100.0%	100.0%	£90,803	£16,305	£93,843	£22,296	£92,957	3.2%	£86,007	£15,468	£85,756	£16,723	£85,932	-0.3%
Band 2	69	137	206	33.5%	66.5%	100.0%	100.0%	£121,338	£26,374	£120,169	£28,705	£120,561	-1.0%	£114,272	£21,641	£110,855	£17,472	£112,791	-3.1%
Band 3	25	67	92	27.2%	72.8%	100.0%	100.0%	£138,172	£18,825	£154,895	£46,171	£150,351	10.8%	£136,144	£12,799	£140,251	£32,912	£136,334	2.9%
Band 4	6	32	38	15.8%	84.2%	100.0%	100.0%	£195,746	£40,242	£178,689	£32,334	£181,382	-9.5%	£193,387	£25,913	£172,565	£48,522	£173,504	-12.1%
no band	19	64	83	22.9%	77.1%	100.0%	100.0%	£99,423	£20,389	£104,427	£27,286	£103,282	4.8%	£98,049	£30,209	£92,929	£39,418	£93,298	-5.5%
Total	7,186	5,855	13,041	55.1%	44.9%	22.0%	31.1%	£42,992	£18,607	£51,606	£27,931	£46,859	16.7%	£38,244	£17,003	£44,316	£23,908	£40,610	13.7%

* All points on these grades are discretionary

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

2025-06-07

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	16	6	22	72.7%	27.3%	£38,029	£2,391	£37,660	£2,269	£37,928	-1.0%	£38,236	£3,647	£38,264	£2,465	£38,242	0.1%
7	88	68	156	56.4%	43.6%	£39,281	£4,045	£39,215	£4,027	£39,252	-0.2%	£38,302	£6,106	£38,320	£8,239	£38,320	0.0%
8	41	29	70	58.6%	41.4%	£47,524	£5,766	£47,314	£4,481	£47,437	-0.4%	£47,034	£4,844	£47,098	£4,211	£47,051	0.1%
9	186	221	407	45.7%	54.3%	£56,715	£7,747	£57,492	£7,547	£57,137	1.4%	£56,950	£6,600	£57,890	£5,912	£57,729	1.6%
10	103	158	261	39.5%	60.5%	£68,058	£9,896	£67,405	£8,375	£67,662	-1.0%	£65,132	£3,847	£65,132	£4,112	£65,132	0.0%
11	99	215	314	31.5%	68.5%	£74,309	£12,361	£74,391	£19,580	£74,365	0.1%	£69,089	£4,323	£69,089	£1,458	£69,089	0.0%
12	184	494	678	27.1%	72.9%	£104,590	£28,232	£110,320	£38,617	£108,765	5.2%	£98,078	£33,707	£98,424	£36,737	£98,424	0.4%
Total	717	1,191	1,908	37.6%	62.4%	£69,977	£27,968	£82,378	£36,536	£77,718	15.1%	£65,132	£30,098	£69,422	£30,344	£69,089	6.2%

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

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	14	13	27	51.9%	48.1%	£31,236	£1,932	£30,831	£1,650	£31,041	-1.3%	£30,590	£2,666	£29,605	£2,836	£29,723	-3.3%
6	89	35	124	71.8%	28.2%	£37,079	£3,122	£37,512	£3,497	£37,201	1.2%	£37,172	£4,256	£38,333	£4,914	£37,221	3.0%
7	665	330	995	66.8%	33.2%	£41,168	£4,237	£41,662	£3,966	£41,332	1.2%	£41,802	£7,158	£41,871	£6,081	£41,850	0.2%
8	561	387	948	59.2%	40.8%	£50,132	£5,347	£51,346	£5,521	£50,628	2.4%	£49,953	£8,841	£52,955	£7,497	£50,730	5.7%
9	323	255	578	55.9%	44.1%	£56,842	£6,359	£58,602	£6,826	£57,619	3.0%	£57,853	£6,768	£57,890	£5,729	£57,885	0.1%
10	186	142	328	56.7%	43.3%	£67,421	£5,216	£68,727	£6,601	£67,986	1.9%	£65,132	£4,140	£67,082	£6,019	£66,441	2.9%
11	48	48	96	50.0%	50.0%	£79,390	£12,524	£76,418	£9,116	£77,904	-3.9%	£75,479	£13,954	£75,431	£6,705	£75,472	-0.1%
12	48	63	111	43.2%	56.8%	£119,193	£37,472	£124,943	£33,122	£122,457	4.6%	£112,080	£44,534	£114,083	£42,829	£114,072	1.8%
Total	1,934	1,273	3,207	60.3%	39.7%	£51,536	£16,562	£56,226	£20,753	£53,397	8.3%	£47,525	£15,998	£54,395	£16,988	£49,794	12.6%

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	153	136	289	52.9%	47.1%	£22,217	£476	£22,426	£675	£22,316	0.9%	£22,060	£629	£22,315	£902	£22,134	1.1%
2	154	96	250	61.6%	38.4%	£23,234	£791	£23,197	£543	£23,220	-0.2%	£22,847	£489	£23,149	£385	£23,116	1.3%
3	343	228	571	60.1%	39.9%	£24,756	£1,360	£26,240	£3,883	£25,348	5.7%	£24,359	£2,128	£25,143	£2,753	£24,586	3.1%
4	681	284	965	70.6%	29.4%	£28,438	£1,915	£28,385	£2,288	£28,422	-0.2%	£28,145	£3,173	£28,074	£3,181	£28,074	-0.2%
5	881	380	1,261	69.9%	30.1%	£32,864	£2,121	£32,944	£2,400	£32,888	0.2%	£32,982	£2,688	£33,094	£3,423	£33,038	0.3%
6	525	277	802	65.5%	34.5%	£36,787	£2,766	£37,159	£2,693	£36,915	1.0%	£37,223	£4,256	£38,286	£3,485	£37,223	2.8%
7	21	42	63	33.3%	66.7%	£43,636	£3,153	£43,399	£3,602	£43,478	-0.5%	£44,380	£4,517	£44,409	£2,993	£44,409	0.1%
8	7	8	15	46.7%	53.3%	£53,191	£6,197	£52,275	£4,439	£52,702	-1.8%	£54,928	£5,697	£53,884	£6,739	£54,541	-1.9%
Total	2,765	1,451	4,216	65.6%	34.4%	£30,521	£5,292	£30,581	£6,134	£30,542	0.2%	£30,577	£8,159	£30,487	£8,796	£30,570	-0.3%

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	454	258	712	63.8%	36.2%	£32,545	£2,409	£32,426	£2,043	£32,502	-0.4%	£32,982	£3,594	£32,982	£3,519	£32,982	0.0%
6	0	0	0	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	1,013	1,245	2,258	44.9%	55.1%	£41,063	£3,816	£40,976	£3,648	£41,015	-0.2%	£40,656	£7,182	£40,656	£7,158	£40,656	0.0%
8	10	<5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	232	299	531	43.7%	56.3%	£56,341	£7,213	£55,296	£6,679	£55,753	-1.9%	£57,464	£9,260	£54,615	£7,936	£56,204	-5.2%
10	<5	<5	<5	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	32	60	92	34.8%	65.2%	£71,010	£4,098	£70,877	£4,681	£70,923	-0.2%	£69,072	£2,617	£69,089	£4,050	£69,089	0.0%
12	20	69	89	22.5%	77.5%	£99,689	£19,881	£108,197	£30,518	£106,285	7.9%	£98,259	£26,781	£95,305	£42,063	£95,401	-3.1%
Total	1,762	1,936	3,698	47.6%	52.4%	£42,175	£11,227	£45,416	£16,150	£43,872	7.1%	£39,478	£8,390	£41,759	£9,901	£40,656	5.5%

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

		No	£ average	£ total
Biological Safety Officer	Men	31	£779	£24,155
	Women	21	£616	£12,938
Chairperson Degree Comm.	Men			
	Women	<5	*	£30,000
Deputy Director/Head	Men	<5	*	£7,446
	Women	<5	*	£7,979
Laser Officer	Men	28	£605	£16,938
	Women	6	£722	£4,334
Radiation Supervisor	Men	58	£706	£40,924
	Women	42	£993	£41,721
Safety Off/Adviser	Men	53	£356	£18,856
	Women	47	£382	£17,945
Other Payment	Men	809	£2,956	£2,391,474
	Women	704	£1,631	£1,148,486
Other Payment - CoL	Men	6,051	£154	£929,468
	Women	6,947	£125	£865,420
Total	Men	7,032	£488	£3,429,260
	Women	7,769	£274	£2,128,822
	Total	14,801	£376	£5,558,083

* 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	£10,355	£72,484
	Women	<5	*	£7,942
Additional Responsibility	Men	97	£1,888	£183,123
	Women	198	£1,612	£319,078
Additional Hours	Men	31	£3,633	£112,619
	Women	<5	*	£7,710
Other Payment	Men	34	£14,937	£507,852
	Women	11	£10,522	£115,741
Total	Men	169	£5,184	£876,078
	Women	215	£2,095	£450,471
	Total	384	£3,455	£1,326,549

* 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.

		No	£ average	£ total
Acting Head	Men	<5	*	£18,160
	Women	<5	*	£3,693
Chair Faculty Board	Men	12	£5,893	£70,714
	Women	<5	*	£29,335
Deputy Director/Head	Men	41	£4,978	£204,093
	Women	24	£5,011	£120,265
Director	Men	24	£9,264	£222,336
	Women	16	£6,561	£104,983
Head of Department	Men	46	£10,220	£470,114
	Women	23	£8,864	£203,882
Head of Division	Men	6	£6,000	£36,000
	Women			
Secretary Faculty Board	Men	<5	*	£13,875
	Women			
Other Payment	Men	275	£2,953	£812,033
	Women	323	£1,645	£531,494
Total	Men	409	£4,517	£1,847,325
	Women	391	£2,541	£993,653
	Total	800	£3,551	£2,840,978

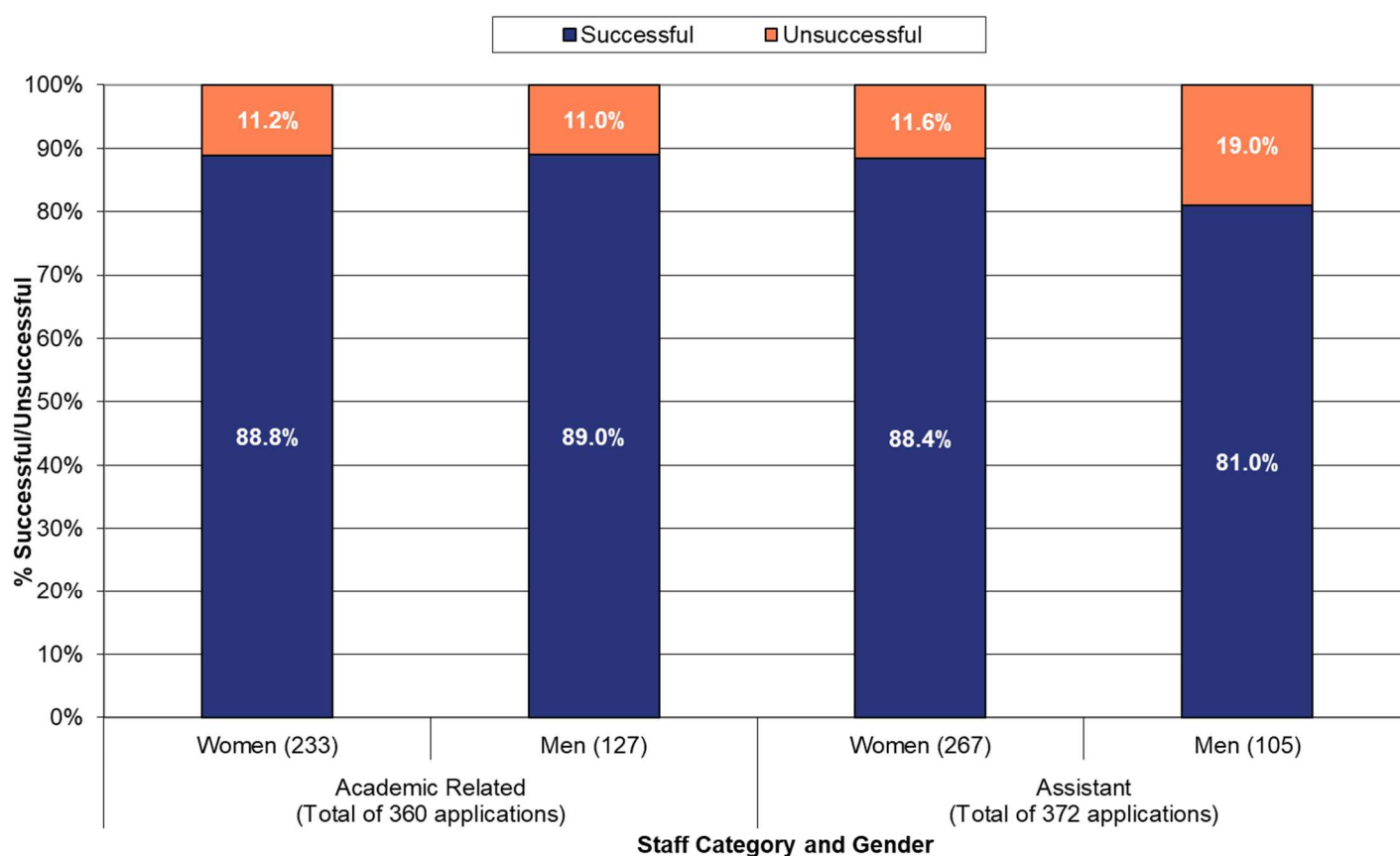
* Data not displayed due to a gender population of less than 5.

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.

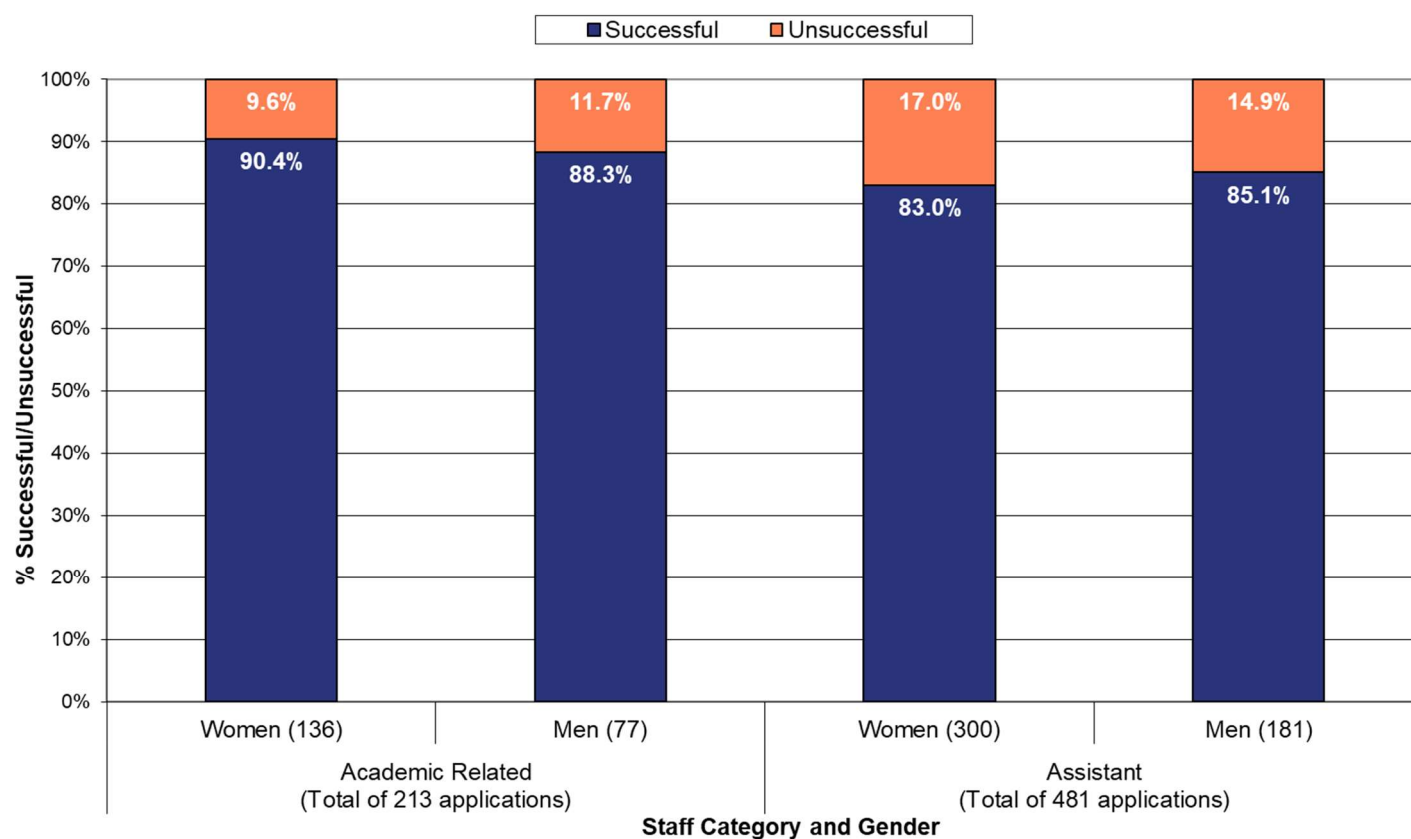
Appendix C4: Market-related payments.

Staff category	Supplement % of salary	Grade	Sub-Total		
			M	F	% F
Academic	≤5%	9	1	1	50%
		10	1		0%
		11	1	2	67%
		12	12	2	14%
	>5% ≤10%	9	14	4	22%
		10	9	3	25%
		11	3	2	40%
		12	22	5	19%
	>10% ≤15%	9	8	8	50%
		10	1		0%
		11	2		0%
		12	8	4	33%
	>15% ≤20%	9	17	7	29%
		10	1		0%
		11	6	9	60%
		12	15	5	25%
	>20% ≤25%	9	1	1	50%
		10	2		0%
		11	1	1	50%
		12	8	3	27%
	>25% ≤30%	9	2	1	33%
		10	2	1	33%
		11	1		0%
		12	3	2	40%
	>30% ≤35%	8		1	100%
		9	3	1	25%
		10	1	1	50%
		11	1		0%
		12	3	1	25%
	>35% ≤40%	9	4	2	33%
		10		3	100%
		11	2		0%
		12	3		0%
	>40% ≤45%	9		1	100%
		10		2	100%
		11	4	1	20%
		12	4		0%
	>45% ≤50%	9		1	100%
		11	2		0%
		12	1		0%
	>50% ≤55%	10	2	1	33%
		11	1	1	50%
		12	3	1	25%
	>55% ≤60%	9		1	100%
		10	1		0%
		11		1	100%
		12	1	1	50%
	>60% ≤65%	11	1	1	50%
		12	2		0%
	>70% ≤75%	12	2		0%
	>75% ≤80%	10	1		0%
		12	2	1	33%
	>80% ≤85%	12	2		0%
	>85% ≤90%	11	1		0%
		12	2		0%
	>90% ≤95%	12	2	1	33%
	>95% ≤100%	12	1	1	50%
	>100% ≤105%	12	1	2	67%
	>105% ≤110%	12	2		0%
	>110% ≤115%	12	1		0%
	>115% ≤120%	12	3		0%
	>120% ≤125%	12	2		0%
	>125% ≤130%	12	1		0%
	>135% ≤140%	11	1		0%
		12	1		0%
	>150% ≤155%	12	1		0%
			£5,406,912	£1,737,172	

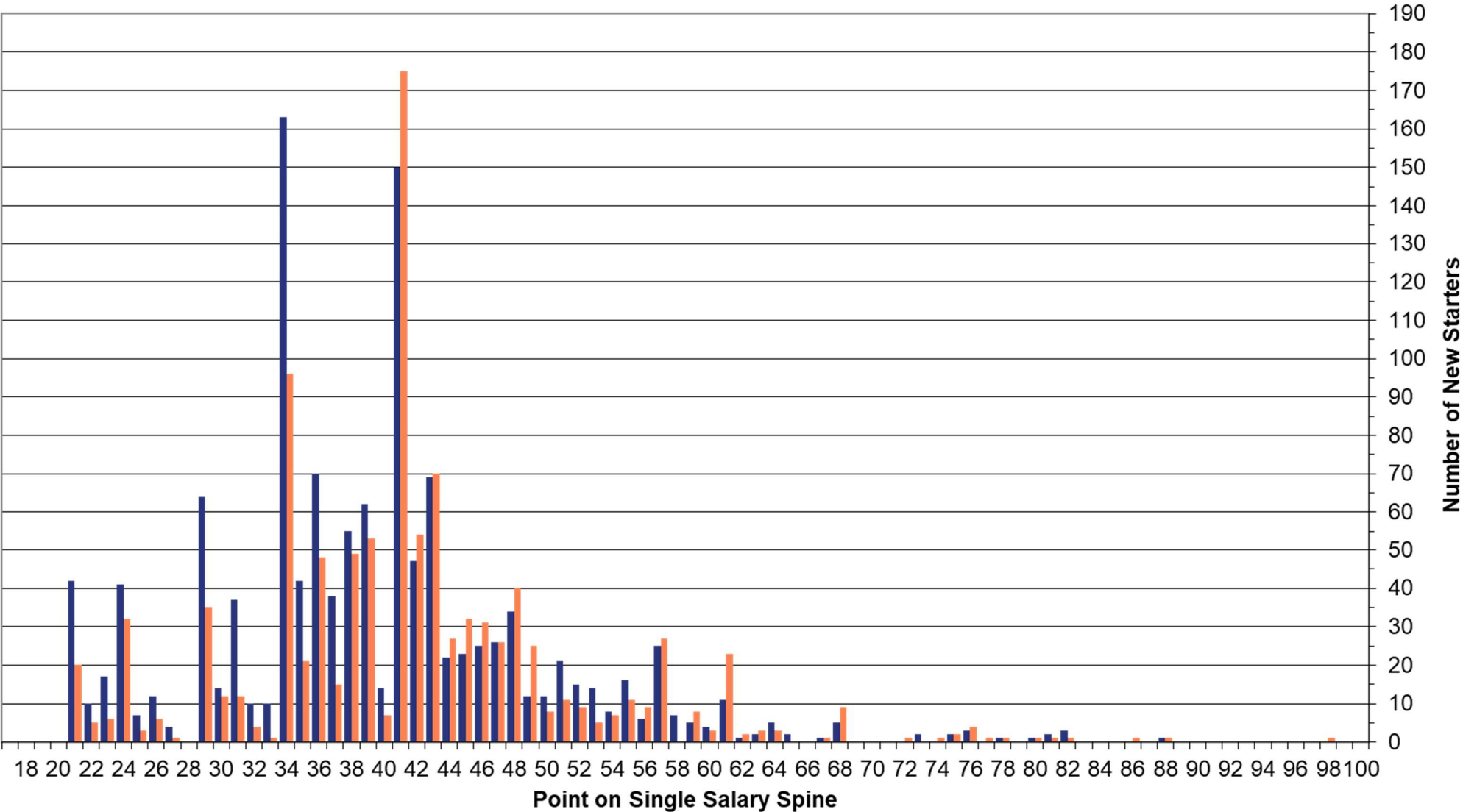
Academic Related	≤5%	7	1	1	50%
		8	1	1	50%
		9	2	2	50%
		10	1		0%
		11		1	100%
		12	2		0%
	>5% ≤10%	7	2		0%
		8	2	5	71%
		9	10	3	23%
		10	6	9	60%
		11	2	2	50%
		12	3	3	50%
	>10% ≤15%	7		1	100%
		8	1	1	50%
		9	3	1	25%
		10	3	3	50%
		11	3	4	57%
		12	2	2	50%
	>15% ≤20%	9	6		0%
		10	4	1	20%
		11	1		0%
		12	2	3	60%
	>20% ≤25%	9	6	3	33%
		10	2	1	33%
		11	1	1	50%
		12	3		0%
	>25% ≤30%	7		2	100%
		9	3	1	25%
		10	2	1	33%
		11	1	2	67%
		12	3	1	25%
	>30% ≤35%	7		1	100%
		9		1	100%
		10	1	1	50%
		11		1	100%
		12	3	1	25%
	>35% ≤40%	9	1		0%
		11	2	2	50%
		12	1	1	50%
	>40% ≤45%	10	1	1	50%
		12		1	100%
	>45% ≤50%	9	1		0%
		11		2	100%
		12		1	100%
	>50% ≤55%	9		1	100%
		11		1	100%
	>55% ≤60%	12		1	100%
	>60% ≤65%	10	1		0%
			£1,161,116	£1,086,154	
Assistant	>5% ≤10%	4		1	100%
	>10% ≤15%	5	1		0%
			£4,239	£2,000	
Research	≤5%	7	2		0%
		12	2		0%
	>5% ≤10%	7	1		0%
		12	1		0%
	>10% ≤15%	9		2	100%
		12	1		0%
	>15% ≤20%	9	2	1	33%
		11	1		0%
		12	1		0%
	>20% ≤25%	9	2		0%
		12	1		0%
	>55% ≤60%	12	1	1	50%
	>65% ≤70%	12	1		0%
			£260,125	£69,643	



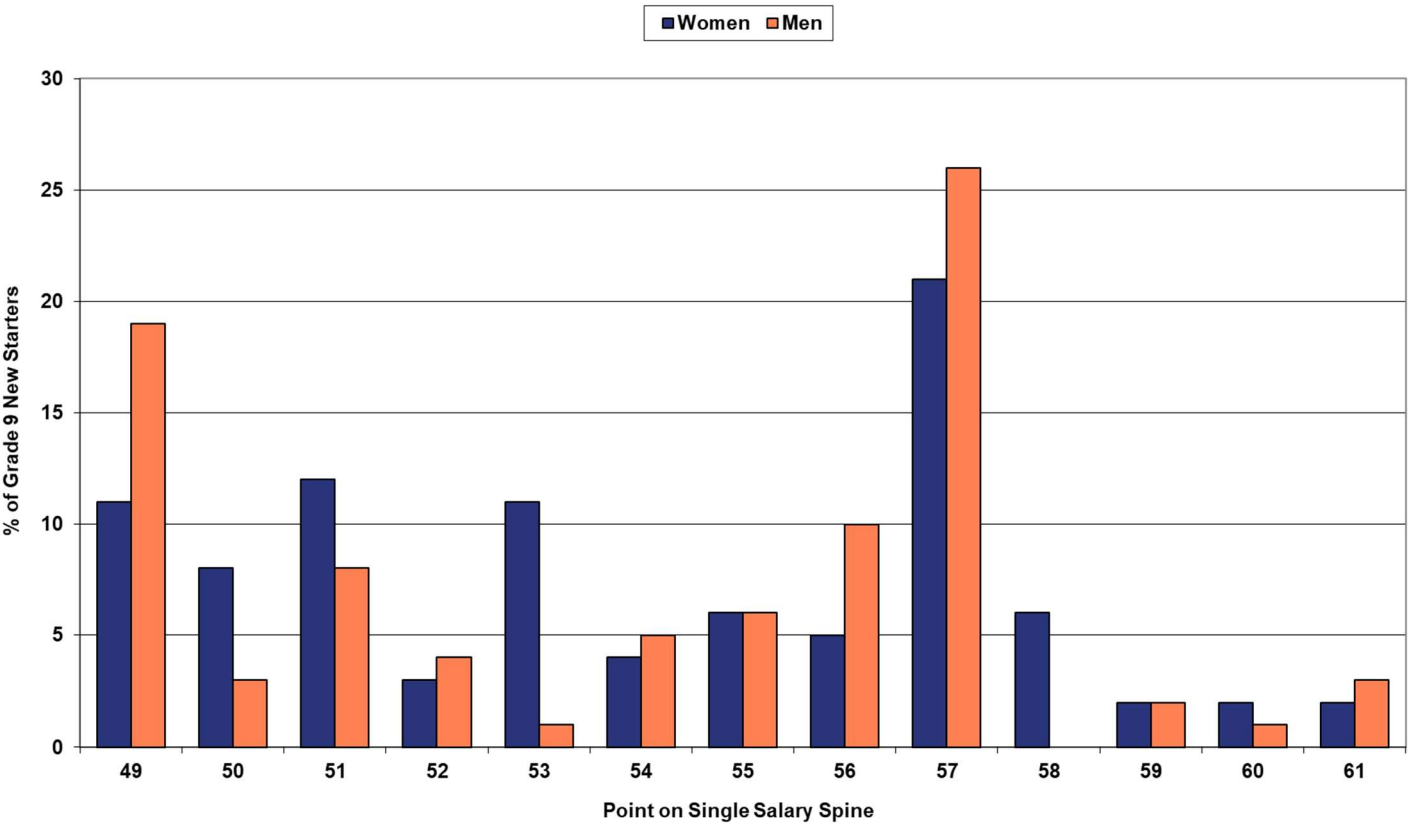
Appendix D2: Single Contribution Payments by gender and occupational category



Men Women



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	
100																							1		1	100	
99																										99	
98																										98	
97																										97	
96																										96	
95																										95	
94																										94	
93																										93	
92																										92	
91																										91	
90																										90	
89																										89	
88																							1	1	1	1	88
87																										87	
86																							1		1	86	
85																										85	
84																										84	
83																										83	
82																							3	1	3	1	82
81																							2	1	2	1	81
80																							1	1	1	1	80
79																										79	
78																							1	1	1	1	78
77																										77	
76																										76	
75																							3	4	3	4	75
74																							2	2	2	2	74
73																										73	
72																							2	1	2	1	72
71																										71	
70																										70	
69																										69	
68																							5	9	5	9	68
67																										67	
66																										66	
65																										65	
64																										64	
63																										63	
62																										62	
61																										61	
60																										60	
59																										59	
58																										58	
57																										57	
56																										56	
55																										55	
54																										54	
53																										53	
52																										52	
51																										51	
50																										50	
49																										49	
48																										48	
47																										47	
46																										46	
45																										45	
44																										44	
43																										43	
42																										42	
41																										41	
40																										40	
39																										39	
38																										38	
37																										37	
36																										36	
35																										35	
34																										34	
33																										33	
32																										32	
31																										31	
30																										30	
29																										29	
28																										28	
27																										27	
26																										26	
25																										25	
24																										24	
23																										23	
22																										22	
21																										21	
20																										20	
19																										19	
18																										18	
17																										17	
Total	42	20	29	13	62	41	145	69	357	239	84	43	385	448	56	39	88	87	22	33	5	4	20	25	1295	1061	2356



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.

[illegible]

Statistics table 1b: Number of Academic-Related and Assistant staff on the single salary spine by grade, gender and scale point as on 31st March 2024.

2025-06-07

Scale Point	Grade T		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	
100																									1		1		100
99																													99
98																									1		1		98
97																									1		1		97
96																									1		1		96
95																													95
94																									1	1	1	1	94
93																									1	1	1	1	93
92																									1				92
91																													91
90																													90
89																													89
88																									4	2	4	2	88
87																									4	2	4	2	87
86																									1	2	1	2	86
85																										2		2	85
84																													84
83																									5	1	5	1	83
82																									5	6	5	6	82
81																									2	3	2	3	81
80																									2		2		80
79																									5	1	5	1	79
78																										1		1	78
77																									1		1		77
76																									9	6	9	6	76
75																									8	1	8	1	75
74																									2		2		74
73																									4		4		73
72																									1		1		72
71																									3	2	3	2	71
70																									1	2	1	2	70
69																									1		1		69
68																									7	7	7	7	68
67																									12	14	12	14	67
66																									8	5	8	5	66
65																									8	4	8	4	65
64																									32	30	40	41	64
63																									15	17	19	25	63
62																									19	27	27	33	62
61																									50	66	71	89	61
60																									14	15	29	43	60
59																									24	32	35	50	59
58																									11	18	54	48	58
57																									22	18	111	120	57
56																									34	29	42	49	56
55																									28	35	115	120	55
54																									14	14	31	62	54
53																									102	104	31	50	53
52																									14	39	43	73	52
51																									19	35	44	90	51
50																									12	15	55	83	50
49																									8	18	57	94	49
48																									24	39	107	185	48
47																									6	12	46	95	47
46																									30	60	68	117	46
45																									13	17	61	106	45
44																									28	47	61	109	44
43																									6	13	128	206	43
42																									5	7	51	127	42
41																									1	5	67	159	41
40																									9	15	76	151	40
39																									23	34	76	151	39
38																									6	13	153	328	38
37																									15	33	55	142	37
36																									29	75	60	171	36
35																									27	51	58	173	35
34																									20	54	77	144	34
33																									9	20	118	288	33
32																									4	2	24	53	32
31																									3	8	30	80	31
30																									2	4	44	95	30
29																									21	52	56	113	29
28																									3	8	119	187	28
27																									14	16	14	17	27
26																									18	25	21	25	26
25																									1	3	27	42	25
24																									26	39	34	65	24
23																									1	5	93	124	23
22																									46	42	45	103	22
21																									47	82	45	103	21
20																													20
19																													19
18																													18
17																													17
16																													

Statistics table 2a: Number of Academic and Research staff on the single salary spine by grade, gender and scale point, School of Arts and Humanities as on 31st March 2024.

[illegible]

Statistics table 2b: Number of Academic-Related and Assistant staff on the single salary spine by grade, gender and scale point, School of Arts and Humanities as on 31st March 2024.

Scale Point	Grade T		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	
100																													100
99																													99
98																													98
97																													97
96																													96
95																													95
94																													94
93																													93
92																													92
91																													91
90																													90
89																													89
88																													88
87																													87
86																													86
85																													85
84																													84
83																									1		1		83
82																													82
81																													81
80																													80
79																													79
78																													78
77																													77
76																													76
75																													75
74																													74
73																													73
72																													72
71																													71
70																													70
69																													69
68																													68
67																													67
66																													66
65																													65
64																													64
63																													63
62																					1							1	62
61																													61
60																													60
59																													59
58																												1	58
57																	1										1		57
56																		1									1		56
55																	5										5		55
54																	1										1		54
53																		1									1		53
52																													52
51																													51
50																												1	50
49																1													49
48														1	3	1											4	3	48
47														1	1	1		1	1								1	2	47
46														2													1	2	46
45																	1										1		45
44														1	3												1	3	44
43														1	7		1	2									2	9	43
42															2												3		42
41														1	2		3										2	12	41
40														1	3		1										2	10	40
39														4	11		2										4	14	39
38														1	2												2	2	38
37														1	9		2										1	11	37
36														2	4												2	6	36
35														4	5	3											5	7	35
34														2	5	1	3										3	8	34
33																											1		33
32																													32
31																											1	1	31
30																											1	4	30
29																											2	7	29
28																												1	28
27																											1		27
26																											1	2	26
25																											1	3	25
24																											1		24
23																													23
22																													22
21																											19	27	21
20																													20
19																													19
18																													18
17																													17
16																													16
15																													15
14																													14
13																													

Statistics table 3a: Number of Academic and Research staff on the single salary spine by grade, gender and scale point, School of Biological Sciences as on 31st March 2024.

[illegible]

Statistics table 3b: Number of Academic-Related and Assistant staff on the single salary spine by grade, gender and scale point, School of Biological Sciences as on 31st March 2024.

[illegible]

Statistics table 4a: Number of Academic and Research staff on the single salary spine by grade, gender and scale point, School of Clinical Medicine as on 31st March 2024.

[illegible]

Statistics table 4b: Number of Academic-Related and Assistant staff on the single salary spine by grade, gender and scale point, School of Clinical Medicine as on 31st March 2024.

[illegible]

Statistics table 5a: Number of Academic and Research staff on the single salary spine by grade, gender and scale point, School of the Humanities and Social Sciences as on 31st March 2024.

Scale Point	Grade T		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		
100																														100
99																														99
98																														98
97																														97
96																														96
95																														95
94																														94
93																														93
92																									1		1			92
91																									1		1			91
90																														90
89																														89
88																									3		3			88
87																									1		1			87
86																									3	2	3	2		86
85																									2		2			85
84																									2		2			84
83																									3	1	3	1		83
82																									5	1	5	1		82
81																									2		2			81
80																									1	1	1	1		80
79																									3		3			79
78																									2	5	2	5		78
77																									3	1	3	1		77
76																									7	1	7	1		76
75																									9	7	9	7		75
74																									2		2			74
73																									1	2	1	2		73
72																									4	2	4	2		72
71																									4		4			71
70																									5	4	5	4		70
69																									9	1	9	1		69
68																									16	19	16	19		68
67																														67
66																														66
65																												1		65
64																														64
63																														63
62																														62
61																														61
60																														60
59																														59
58																														58
57																														57
56																														56
55																														55
54																														54
53																														53
52																														52
51																														51
50																														50
49																														49
48																												</		

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 31st March 2024.

[illegible]

Statistics table 6a: Number of Academic and Research staff on the single salary spine by grade, gender and scale point, School of the Physical Sciences as on 31st March 2024.

[illegible]

Statistics table 6b: Number of Academic-Related and Assistant staff on the single salary spine by grade, gender and scale point, School of the Physical Sciences as on 31st March 2024.

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	
100																													100
99																													99
98																													98
97																													97
96																													96
95																													95
94																													94
93																													93
92																													92
91																													91
90																													90
89																													89
88																													88
87																													87
86																													86
85																													85
84																													84
83																									1		1		83
82																													82
81																													81
80																													80
79																													79
78																													78
77																													77
76																													76
75																													75
74																													74
73																													73
72																													72
71																													71
70																													70
69																													69
68																													68
67																													67
66																													66
65																													65
64																					2			3			2	3	64
63																					1	1							63
62																					1	1					2	2	62
61																					3	5					4	7	61
60																					4	1					4	1	60
59																					1						6	2	59
58																											4	3	58
57																											10	6	57
56																											4	5	56
55																											3	6	55
54																											3	3	54
53																											3	1	53
52																											3	4	52
51																											5	8	51
50																											7	3	50
49																											11	8	49
48																											21	10	48
47																											5	6	47
46																											7	6	46
45																											5	4	45
44																											9	13	44
43																											34	21	43
42																											7	2	42
41																											10	13	41
40																											9	19	40
39																											28	22	39
38																											8	10	38
37																											9	15	37
36																											10	21	36
35																											15	12	35
34																											10	20	34
33																											4	2	33
32																											3	6	32
31																											3	7	31
30																											5	9	30
29																											12	21	29
28																													

Statistics table 7a: Number of Academic and Research staff on the single salary spine by grade, gender and scale point, School of Technology as on 31st March 2024.

[illegible]

Statistics table 7b: Number of Academic-Related and Assistant staff on the single salary spine by grade, gender and scale point, School of Technology as on 31st March 2024.

[illegible]

Statistics table 8a: Number of Academic and Research staff on the single salary spine by grade, gender and scale point, Council Institutions (UAS & NSIs) as on 31st March 2024.

[illegible]

Statistics table 8b: Number of Academic-Related and Assistant staff on the single salary spine by grade, gender and scale point, Council Institutions (UAS & NSIs) as on 31st March 2024.

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	
100																									1		1		100
99																													99
98																									1		1		98
97																													97
96																									1		1		96
95																													95
94																									1	1	1	1	94
93																									1	1	1	1	93
92																									1		1		92
91																													91
90																													90
89																													89
88																									3	2	3	2	88
87																									4	2	4	2	87
86																									1	1	1	1	86
85																										2		2	85
84																													84
83																									1		1		83
82																									4	6	4	6	82
81																									2	3	2	3	81
80																									2		2		80
79																									3	1	3	1	79
78																													78
77																									1		1		77
76																									8	5	8	5	76
75																									6	1	6	1	75
74																										1		1	74
73																										3		3	73
72																										1		1	72
71																									3	1	3	1	71
70																													70
69																									1		1		69
68																									3	4	3	4	68
67																													67
66																									8	8	8	8	66
65																									7	3	7	3	65
64																									4	4	4	4	64
63																									21	25	28	29	63
62																									8	13	10	16	62
61																									11	10	17	11	61
60																									33	41	45	55	60
59																									6	9	11	13	59
58																									8	14	10	11	58
57																									11	6	15	16	57
56																									12	8	43	41	56
55																									5	14	9	13	55
54																									45	49	7	11	54
53																									5	15	12	16	53
52																									6	12	5	11	52
51																									8	14	3	10	51
50																									12	30	6	11	50
49																									11	18	5	10	49
48																									4	9	12	19	48
47																									7	21	19	39	47
46																									10	16	39	63	46
45																									13	24	15	35	45
44																									5	19	18	47	44
43																									11	9	27	34	43
42																									7	12	8	24	42
41																									1	10	19	41	41
40																									12	16	10	27	40
39																									8	16	8	27	39
38																									10	12	7	22	38
37																									4	16	11	18	37
36																									12	19	12	28	36
35																									3	11	4	9	35
34																									2	1	10	10	34
33																									1	4	15	21	33
32																									1	10	7	12	32
31																									4	31	13	28	31
30																													

Statistics table 9a: Number of Academic and Research staff on the single salary spine by grade, gender and scale point, General Board Institutions (NSIs) as on 31st March 2024.

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	
100																													100
99																													99
98																													98
97																													97
96																													96
95																													95
94																													94
93																													93
92																													92
91																													91
90																													90
89																													89
88																													88
87																													87
86																													86
85																													85
84																													84
83																													83
82																													82
81																													81
80																													80
79																													79
78																													78
77																													77
76																													76
75																													75
74																													74
73																													73
72																													72
71																													71
70																													70
69																													69
68																													68
67																							1				1		67
66																													66
65																													65
64																													64
63																												2	63
62																												1	62
61																												2	61
60																												1	60
59																												1	59
58																													58
57																												3	57
56																												1	56
55													</																

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 31st March 2024.

[illegible]

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

2025-06-07

		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	£100,111	84	£503,485	109	£1,018,305	36	£130,555	78	£433,794	77	£304,324	96	£187,517	77	£45,313	578	£2,723,403
	Women	22	£58,244	108	£407,691	95	£431,590	29	£140,225	47	£136,546	64	£96,668	122	£120,749	120	£52,410	606	£1,444,124
Non-pensionable	Men	341	£84,230	1,025	£593,941	1,373	£443,189	612	£542,160	1,176	£466,384	1,099	£800,873	1,101	£455,883	305	£42,600	7,032	£3,429,260
	Women	364	£72,947	1,359	£515,225	1,796	£368,646	685	£278,760	637	£198,568	814	£272,926	1,514	£350,400	600	£71,350	7,769	£2,128,822
Total	Men	362	£184,341	1,109	£1,097,425	1,482	£1,461,493	648	£672,715	1,254	£900,179	1,176	£1,105,197	1,197	£643,400	382	£87,913	7,610	£6,152,664
	Women	386	£131,191	1,467	£922,917	1,891	£800,236	714	£418,985	684	£335,114	878	£369,594	1,636	£471,150	720	£123,760	8,375	£3,572,946
	Total	748	£315,532	2,576	£2,020,342	3,373	£2,261,729	1,362	£1,091,700	1,938	£1,235,293	2,054	£1,474,792	2,833	£1,114,550	1,102	£211,672	15,985	£9,725,610

		Total	
		No	£
Admin Responsibility	Men	7	£72,484
	Women	<5	£7,942
Additional Responsibility	Men	97	£183,123
	Women	198	£319,078
Additional Hours	Men	31	£112,619
	Women	<5	£7,710
Acting Head	Men	<5	£18,160
	Women	<5	£3,693
Chairman Faculty Board	Men	12	£70,714
	Women	<5	£29,335
Deputy Director/Head	Men	41	£204,093
	Women	24	£120,265
Director	Men	24	£222,336
	Women	16	£104,983
Head of Department	Men	46	£470,114
	Women	23	£203,882
Head of Division	Men	6	£36,000
	Women		
Secretary Faculty Board	Men	<5	£13,875
	Women		
Other Payment	Men	309	£1,319,885
	Women	334	£647,235
Total	Men	578	£2,723,403
	Women	606	£1,444,124
	Total	1,184	£4,167,527

* 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	31	£24,155
	Women	21	£12,938
Chairman Degree Comm.	Men		
	Women	<5	£30,000
Deputy Director/Head	Men	<5	£7,446
	Women	<5	£7,979
Laser Officer	Men	28	£16,938
	Women	6	£4,334
Radiation Supervisor	Men	58	£40,924
	Women	42	£41,721
Safety Off/Adviser	Men	53	£18,856
	Women	47	£17,945
Other Payment	Men	809	£2,391,474
	Women	704	£1,148,486
Other Payment - CoL	Men	6,051	£929,468
	Women	6,947	£865,420
Total	Men	7,032	£3,429,260
	Women	7,769	£2,128,822
	Total	14,801	£5,558,083

* 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	£
Headship payments (inc Chairman Faculty Board, Deputy Director/Head, Director, Head of Department, Acting Head, Head of Division, Secretary Faculty Board)	Men	15	£82,007	29	£218,351	28	£276,131	17	£81,367	19	£166,577	26	£210,860					134	£1,035,292
	Women	12	£48,321	19	£123,945	14	£104,359	13	£118,264	7	£43,857	<5	£23,414					68	£462,159
Additional Hours/Responsibility payments (inc Admin Responsibility, Additional Responsibility, Additional Hours)	Men	<5	£3,131	12	£20,732	24	£73,636	5	£8,422	14	£28,659	13	£50,449	56	£174,988	9	£8,210	135	£368,226
	Women	<5	£4,516	16	£34,635	33	£58,602	6	£6,722	19	£44,751	42	£38,179	62	£117,311	22	£30,014	204	£334,729
Other Payment	Men	<5	£14,973	43	£264,402	57	£668,538	14	£40,766	45	£238,559	38	£43,015	40	£12,528	68	£37,103	309	£1,319,885
	Women	6	£5,407	73	£249,112	48	£268,629	10	£15,239	21	£47,939	19	£35,075	60	£3,438	98	£22,396	334	£647,236
Total	Men	21	£100,111	84	£503,485	109	£1,018,305	36	£130,555	78	£433,794	77	£304,324	96	£187,517	77	£45,313	578	£2,723,403
	Women	22	£58,244	108	£407,691	95	£431,590	29	£140,225	47	£136,546	64	£96,668	122	£120,749	120	£52,410	606	£1,444,124
	Total	43	£158,355	192	£911,176	204	£1,449,894	65	£270,780	125	£570,341	141	£400,992	218	£308,266	197	£97,722	1,184	£4,167,527

* 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.

2025-06-07

		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	£
Safety Payments (inc Biological Safety Officer, Laser Officer, Radiation Officer, Radiation Supervisor, Safety Off/Adviser)	Men	<5	£744	41	£29,896	69	£40,453	12	£3,480	23	£11,479	14	£10,665	6	£2,255	<5	£1,900	170	£100,872
	Women	<5	£597	34	£25,471	45	£24,293	6	£3,437	8	£4,116	<5	£625	17	£17,801	<5	£598	116	£76,937
Headship payments (inc Chairman Degree Comm., Chairman Payment, Deputy Director/Head, Head of Department, Secretary Payment)	Men					<5	£5,946	<5	£1,500									<5	£7,446
	Women							<5	£7,979					<5	£30,000			<5	£37,979
Other Payments (inc Cost of Living and COVID payments)	Men	340	£83,486	984	£564,044	1,303	£396,789	599	£537,180	1,153	£454,906	1,085	£790,208	1,095	£453,629	301	£40,700	6,860	£3,320,941
	Women	362	£72,350	1,325	£489,754	1,751	£344,353	678	£267,343	629	£194,451	812	£272,302	1,496	£302,600	598	£70,753	7,651	£2,013,906
Total	Men	341	£84,230	1,025	£593,941	1,373	£443,189	612	£542,160	1,176	£466,384	1,099	£800,873	1,101	£455,883	305	£42,600	7,032	£3,429,260
	Women	364	£72,947	1,359	£515,225	1,796	£368,646	685	£278,760	637	£198,568	814	£272,926	1,514	£350,400	600	£71,350	7,769	£2,128,822
	Total	705	£157,177	2,384	£1,109,166	3,169	£811,835	1,297	£820,920	1,813	£664,952	1,913	£1,073,799	2,615	£806,284	905	£113,950	14,801	£5,558,083

* 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 31st March 2024 by staff category, School (or equivalent) and gender. 2025-06-07

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%	9			1												1		1		0%	
		11				1							1				1	2	1	2	67%	
		12			2		3		4								9		9		0%	
	>5% ≤10%	9			2				1								3		3		0%	
		10							1								1		1		0%	
		11				1			2		1						3	1	3	1	25%	
	>10% ≤15%	12			1	1	3		1		3						8	1	8	1	11%	
		9			1	1			1	2	2	1					4	4	4	4	50%	
		10					1										1		1		0%	
	>15% ≤20%	11			1				1								2		2		0%	
		12	1				2	1	2		2		1				6	3	6	3	33%	
	>20% ≤25%	9			1												1		1		0%	
		11			1												1		1		0%	
		12			3	1	3		3		1						10	1	10	1	9%	
	>25% ≤30%	9					3	1			1	1					4	2	4	2	33%	
		10							2			1					2	1	2	1	100%	
		12				1	2	1	1								3	2	3	2	33%	
	>30% ≤35%	8															1		1		40%	
		9							1	1						1		1	1		100%	
		10									1	1					1	1	1	1	50%	
	>35% ≤40%	12			2	1			1								3	1	3	1	50%	
		9							1	1	1						2	1	2	1	33%	
		10								2		1						3		3		100%
	>40% ≤45%	11									1						1		1		0%	
		12			1				2								3		3		0%	
		9							3								4		4		0%	
	>45% ≤50%	10								1								1		1		100%
		11									1						1		1		0%	
		12			1												1		1		0%	
	>50% ≤55%	9							2	1							2	1	2	1	33%	
		10									1	1					1	1	1	1	50%	
		12			3	1											3	1	3	1	25%	
	>55% ≤60%	9								1								1		1		100%
		10							1								1		1		0%	
		11										1						1	1		100%	
	>60% ≤65%	12							1	1							1	1	1	1	50%	
		9															1		1		50%	
		10			1				1								2		2		0%	
	>70% ≤75%	11															1		1		0%	
		12							1								1		1		0%	
		9															2	1	2	1	33%	
	>80% ≤85%	10							1								2		2		0%	
		11							1								1		1		0%	
		12			1				1								2		2		0%	
	>85% ≤90%	9																1		1		0%
		10															2		2		0%	
		12			1				1								2		2		0%	
	>90% ≤95%	9																2	1	2		33%
		10							1	1							1	1	1	1	50%	
		12							1	2							1	2	1	2	67%	
	>100% ≤105%	9							2								2		2		0%	
		10							1								1		1		0%	
		12							3								3		3		0%	
	>110% ≤115%	9															2		2		0%	
		10							1								1		1		0%	
		12							3								3		3		0%	
	>115% ≤120%	9															2		2		0%	
		10			1				1								1		1		0%	
		12			1												1		1		0%	
	>120% ≤125%	9															1		1		0%	
		10															1		1		0%	
		12							1								1		1		0%	
	>125% ≤130%	9															1		1		0%	
		10															1		1		0%	
		12							1								1		1		0%	
	>130% ≤135%	9															1		1		0%	
		10															1		1		0%	
		12							1								1		1		0%	
	>135% ≤140%	9															1		1		0%	
		10															1		1		0%	
		12							1								1		1		0%	
	>140% ≤145%	9															1		1		0%	
		10															1		1		0%	
		12															1		1		0%	
	>145% ≤150%	9															1		1		0%	
		10															1		1		0%	
		12															1		1		0%	
	>150% ≤155%	9															1		1		0%	
		10															1		1		0%	
		12															1		1		0%	
																			£4,407,881 £1,319,572			

Continued Statistics table 11a: Count of all staff in receipt of a market pay award as on 31st March 2024 by staff category, School (or equivalent) and gender.

2025-06-07

Academic Related	≤5%	7						1	1		1	1	50%
		8					1	1			1	1	50%
		9						2	2		2	2	50%
		10						1			1		0%
		11							1			1	100%
		12				1		1			2		0%
	>5% ≤10%	7				1		1			2		0%
		8						2	5		2	5	71%
		9	1			2		6	3	1	10	3	23%
		10				1		6	7		6	9	60%
		11				1		1	2		2	2	50%
		12						2	3	1	3	3	50%
	>10% ≤15%	7							1		1	1	100%
		8						1	1		1	1	50%
		9				1		3			3	1	25%
		10		1				2	2		3	3	50%
		11				1	3	1	1	1	3	4	57%
		12					1	2	1		2	2	50%
	>15% ≤20%	9			1			5			6		0%
		10				2		1	1		4	1	20%
		11				1					1		0%
		12					1	2	2		2	3	60%
	>20% ≤25%	9						6	2		6	3	33%
		10		1		1					2	1	33%
		11					1				1	1	50%
		12						3			3		0%
	>25% ≤30%	7			1				1			2	100%
		9					2		1		3	1	25%
		10						1	2		2	1	33%
		11				1	1		1		1	2	67%
		12						3	1		3	1	25%
	>30% ≤35%	7								1		1	100%
		9										1	100%
		10					1		1		1	1	50%
		11								1		1	100%
		12				1		2	1		3	1	25%
	>35% ≤40%	9							1		1		0%
		11					1				2	2	50%
		12				1			1		1	1	50%
	>40% ≤45%	10					1				1	1	50%
		12				1						1	100%
	>45% ≤50%	9					1				1		0%
		11									2		100%
		12							1		1		100%
	>50% ≤55%	9					1				1		100%
		11							1		1		100%
	>55% ≤60%	12							1			1	100%
	>60% ≤65%	10						1			1		0%
Assistant	>5% ≤10%	4					1				£1,151,349	£1,086,154	100%
	>10% ≤15%	5			1						1		0%
											£4,239	£2,000	
Research	≤5%	7	1				1				2		0%
		12				1					2		0%
	>5% ≤10%	7	1								1		0%
		12				1					1		0%
	>10% ≤15%	12		1							1		0%
	>15% ≤20%	9	1								1		0%
		9					2				2		0%
	>20% ≤25%	12	1								1		0%
	>55% ≤60%	12				1			1		1	1	50%
	>65% ≤70%	12				1					1		0%
											£218,849	£44,477	

	Male	Female
Academic	116	43
Academic Related	89	71
Assistant	1	1
Research	13	1
Total Supplements	£5,782,318	£2,452,203

Statistics table 11c: Count of all staff newly awarded market pay between 1st April 2023 and 31st March 2024 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%	12					2												2		0%
		9			1														1		0%
	>5% ≤10%	11							2										2		0%
		12					1												1		0%
		9			1	1					1								2	1	33%
	>10% ≤15%	10					1												1		0%
		11			1		1												2		0%
		12					1				1								1	1	50%
	>15% ≤20%	9			1														1		0%
		12				1			1										1	1	50%
	>20% ≤25%	12					1	1			1	1							2	2	50%
	>25% ≤30%	10							1										1		0%
		12				1		1		1									2	1	33%
	>30% ≤35%	9							1										1		0%
	>40% ≤45%	11			1				1	1									2	1	33%
		12							1										1		0%
	>45% ≤50%	12			1														1		0%
>50% ≤55%	10							1	1									1	1	50%	
	11									1								1		0%	
>60% ≤65%	11				1														1	100%	
>75% ≤80%	12							1										1		0%	
>90% ≤95%	12				1			1										1	1	50%	
>95% ≤100%	12								1										1	100%	
>125% ≤130%	12				1													1		0%	
																			£710,136	£406,963	
Academic Related	≤5%	8											1	1					1	1	50%
		9												1					1		0%
		12												1					1		0%
	>5% ≤10%	7							1										1		0%
		8												1	1				1	1	50%
		9									1			2					3		0%
		10													3					3	100%
		11														2				2	100%
		12														1				1	100%
	>10% ≤15%	7															1			1	100%
		9																	3		0%
		10							1						3		2			3	100%
		11							1	1						2				1	50%
	>15% ≤20%	9					1							2					3		0%
		10											1	1	1	1			2	1	33%
		12												1	1				1	1	50%
	>20% ≤25%	9									1			2	1	1			2	2	50%
		7											1							1	100%
	>25% ≤30%	9									2			1					2		0%
		10								1				2					2	1	33%
		11								1									1		0%
		12													1				1		0%
>30% ≤35%	9									1									1	100%	
	12													1	1			1	1	50%	
>35% ≤40%	11														1				1	100%	
>40% ≤45%	10									1									1	100%	
>45% ≤50%	11										2								2	100%	
	12														1				1	100%	
>50% ≤55%	9									1									1	100%	
	11													1					1	100%	
																			£304,135	£471,195	
Assistant	>5% ≤10%	4									1									1	100%
																			£2,000		
Research	≤5%	7	1								1								2		0%
	>5% ≤10%	7	1																1		0%
		12					1												1		0%
	>15% ≤20%	9	1																1		0%
	>20% ≤25%	9							2										2		0%
		12	1																1		0%
>55% ≤60%	12									1									1	100%	
																			£76,453	£44,477	
																			Male	Female	
																			Academic	29	11
																			Academic Related	27	28
																			Assistant	0	1
																			Research	8	1
																			Total Supplements	£1,090,724	£924,635

Statistics table 11d: Count of all staff newly an advanced contribution supplement between 1st April 2023 and 31st March 2024 by staff category, School (or equivalent) and gender.

2025-06-07

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%	9															1		1		100%
		9			1		1			1								2	1		33%
	>5% ≤10%	10							6	1								6	1		14%
		12							1		1	1	1					3	1		25%
	>15% ≤20%	9			2		3	2										5	2		29%
		10					1											1			0%
		11			2	1		1										2	2		50%
		12									1		1					1	1		50%
	>20% ≤25%	10							2									2			0%
	>25% ≤30%	9			1													1			0%
	>30% ≤35%	9			1													1			0%
	>35% ≤40%	9					1				1							1	1		50%
Research																		£229,882	£100,405		
	>10% ≤15%	9					1												1		100%
		9		1															1		100%
	>15% ≤20%	11							1									1			0%
		12					1											1			0%
																		£30,115	£17,948		

	Male	Female
Academic	25	10
Research	2	2
Total Supplements	£259,997	£118,353

Staff Culture Survey Results 2024 -- Comparison between CST and University

NOTES

31 responses were received from CST.

The percentages provided are for the responses shown in bold in the Possible Responses column.

Where over 10% of respondents provided 'Don't know' as a response, this has been highlighted.

Questions 30 and 32 were for free text responses which gave respondents an opportunity to reflect on their experiences in Questions 29 and 31 respectively.

Responses where CST scored better than the University are shown in bold.

		Responses to the survey by:		Possible Responses
		CST (31 responses)	University	The percentages provided in the Responses columns include the responses shown here in bold.
1	My contributions are valued in my department	80%	64%	Strongly disagree, Disagree, Neither Agree nor Disagree, Don't Know, Agree, Strongly Agree
2	How much professional and personal courtesy do you feel people at Cambridge show you?	100%	92%	None, Very little, Some, A lot, A great deal
3	How connected (e.g., mentally, emotionally) do you feel to colleagues at the University?	87%	71%	Not at all connected, Slightly connected, Somewhat connected, Quite connected, Extremely/completely connected
4	I am treated with professional and personal courtesy from my academic colleagues at work	84%	59%	Strongly disagree, Disagree, Neither Agree nor Disagree, Don't Know, Agree, Strongly Agree
5	I am treated with professional and personal courtesy from my professional services colleagues at work	90%	80%	Strongly disagree, Disagree, Neither Agree nor Disagree, Don't Know, Agree, Strongly Agree
6	My departmental leadership actively supports gender equality	81% 10% don't know	64% 10% don't know	Strongly disagree, Disagree, Neither Agree nor Disagree, Don't Know, Agree, Strongly Agree

		Responses to the survey by:		Possible Responses
		CST (31 responses)	University	The percentages provided in the Responses columns include the responses shown here in bold .
7	My department is taking action to ensure greater equality and diversity	80% 10% don't know	56% 14% don't know	Strongly disagree, Disagree, Neither Agree nor Disagree, Don't Know, Agree, Strongly Agree
8	I am able to contribute ideas to how my department could take action on equality and diversity issues	64% 16% don't know	51% 12% don't know	Strongly disagree, Disagree, Neither Agree nor Disagree, Don't Know, Agree, Strongly Agree
9	My department enables flexible working	91%	80%	Strongly disagree, Disagree, Neither Agree nor Disagree, Don't Know, Agree, Strongly Agree
10	My current workload is manageable	68%	55%	Strongly disagree, Disagree, Neither Agree nor Disagree, Don't Know, Agree, Strongly Agree
11	Has there been a noticeable change in your workload in the last 1-2 years?	48% 32% manageable increase; 13% unmanageable increase; 3% decrease	57% 29% manageable increase; 25% unmanageable increase; 3% decrease	Yes, a manageable increase; Yes, an unmanageable increase; Yes, a decrease; No noticeable change; Not applicable; Other (please tell us more)
12	I am satisfied with how bullying and harassment are addressed in my department	45% 35% don't know	27% 29% don't know	Strongly disagree, Disagree, Neither Agree nor Disagree, Don't Know, Agree, Strongly Agree
13	I would feel comfortable raising concerns about bullying and harassment if I witnessed or experienced it within my department	80%	62%	Strongly disagree, Disagree, Neither Agree nor Disagree, Don't Know, Agree, Strongly Agree
14	If you witnessed or were personally subjected to discrimination, harassment or abuse, would you know where and how to report the incident?	90%	84%	No, Somewhat, Yes
15	My line manager supports my career development	71%	63%	Strongly disagree, Disagree, Neither Agree nor Disagree, Don't Know, Agree, Strongly Agree

		Responses to the survey by:		Possible Responses
		CST (31 responses)	University	The percentages provided in the Responses columns include the responses shown here in bold .
16	I think there are sufficient opportunities for career progression at the University	55%	32%	Strongly disagree, Disagree, Neither Agree nor Disagree, Don't Know, Agree, Strongly Agree
17	My mental health and well-being are supported in my department	61%	52%	Strongly disagree, Disagree, Neither Agree nor Disagree, Don't Know, Agree, Strongly Agree
18	I feel confident asking for mental health and/or well-being support at work	55%	45%	Strongly disagree, Disagree, Neither Agree nor Disagree, Don't Know, Agree, Strongly Agree
19	I would recommend my part of the University as a great place to work	71%	57%	Strongly disagree, Disagree, Neither Agree nor Disagree, Don't Know, Agree, Strongly Agree
20	I believe action will be taken on the results of this survey	52% 13% don't know	27%	Strongly disagree, Disagree, Neither Agree nor Disagree, Don't Know, Agree, Strongly Agree
21	How comfortable would you feel calling out a person showing racist behaviours at the University?	77%	73%	Not at all comfortable, Slightly comfortable, Somewhat comfortable, Quite comfortable, Extremely/completely comfortable
22	How confident do you feel that managers/senior staff at the University will call out racially inappropriate behaviours?	77%	67%	Not at all confident, Slightly confident, Somewhat confident, Quite confident, Extremely/completely confident
23	How comfortable do you feel discussing race-related topics with colleagues within your department?	81%	68%	Not at all comfortable, Slightly comfortable, Somewhat comfortable, Quite comfortable, Extremely/completely comfortable
24	How confident are you that colleagues at the University can have an open and honest conversation with each other about race?	65%	59%	Not at all confident, Slightly confident, Somewhat confident, Quite confident, Extremely/completely confident

		Responses to the survey by:		Possible Responses
		CST (31 responses)	University	The percentages provided in the Responses columns include the responses shown here in bold .
25	How much do you understand about what the University is doing to tackle racial inequality impacting people who work and study here?	54%	55%	Not at all, Slightly/not that much, Somewhat, Quite a bit, Extremely/completely
26	How often do you feel you get the opportunity to learn from colleagues about different races, ethnicities and cultures while working here?	32%	46%	Not at all, Not that often, Somewhat often, Quite often, Very often
27	How well do you think festivals and traditions from different cultures are acknowledged at the University?	61%	62%	Not at all, Not very well, Somewhat well, Quite well, Extremely/completely well
28	Do you believe that social events/activities organised by the University are welcoming to everyone irrespective of race or ethnicity?	97%	92%	No, Somewhat, Yes
29	In the last 12 months, have you experienced a situation at the University where you have felt uncomfortable because of race or ethnicity?	6%	13%	No, Somewhat, Yes
31	In the last 12 months, have you witnessed a situation at the University where you have felt uncomfortable because of race or ethnicity?	6%	15%	No, Somewhat, Yes
33	If you reported discrimination, harassment, or abuse on the basis of race or ethnicity, how confident are you that the appropriate investigative and/or disciplinary action would be taken?	57%	66%	Not at all confident, Slightly confident, Somewhat confident, Quite confident, Extremely/completely confident

Overview of Staff Culture Survey Results 2024 for the Department of Computer Science and Technology

There were 31 respondents from the Department of Computer Science and Technology, a response rate of approximately 23% (based on 31 March 2023 headcount). Not all respondents completed all questions, so the total number of responses varies from question to question.

Summary of Respondents

- 45% of respondents gave their sex as female, 52% male.
- 65% disclosed they had no religion
- 45% said they had caring responsibilities for children or adults

Overview of Staff Culture Survey Results 2024 for the University

The University ran the Staff Culture Survey from 17 January- 9 February 2024. There were 3,097 registered respondents overall, a response rate of approximately 23% (based on 31 March 2023 headcount). Not all respondents completed all questions, so the total number of responses varies from question to question.

Summary of Respondents

- 59% of respondents gave their sex as female, 30% male.
- 1% disclosed being trans or having trans history
- 11% disclosed as LGBTQ+
- 52% disclosed they had no religion
- 11% disclosed they had a disability
- 11% disclosed their ethnicity as Black, Asian or Minority Ethnic
- 49% disclosed that neither of their parents had attended university
- 43% said they had caring responsibilities for children or adults

Overview of Staff Culture Survey Results 2024 for the Department of Computer Science and Technology

There were 31 respondents from the Department of Computer Science and Technology, a response rate of approximately 23% (based on 31 March 2023 headcount). Not all respondents completed all questions, so the total number of responses varies from question to question.

Summary of Respondents

- 45% of respondents gave their sex as female, 52% male.
- 65% disclosed they had no religion
- 45% said they had caring responsibilities for children or adults

	Survey Question	%	Notes
1	My contributions are valued in my department	80%	
2	How much professional and personal courtesy do you feel people at Cambridge show you?	100%	
3	How connected (e.g., mentally, emotionally) do you feel to colleagues at the University?	87%	
4	I am treated with professional and personal courtesy from my academic colleagues at work	84%	
5	I am treated with professional and personal courtesy from my professional services colleagues at work	90%	
6	My departmental leadership actively supports gender equality	81%	10% Don't know
7	My department is taking action to ensure greater equality and diversity	80%	10% Don't know
8	I am able to contribute ideas to how my department could take action on equality and diversity issues	64%	16% Don't know
9	My department enables flexible working	91%	
10	My current workload is manageable	68%	
11	Has there been a noticeable change in your workload in the last 1-2 years?	48%	32% manageable increase, 13% unmanageable increase, 3% decrease
12	I am satisfied with how bullying and harassment are addressed in my department	45%	35% Don't know
13	I would feel comfortable raising concerns about bullying and harassment if I witnessed or experienced it within my department	80%	3% Don't know

14	If you witnessed or were personally subjected to discrimination, harassment or abuse, would you know where and how to report the incident?	90%	
15	My line manager supports my career development	71%	
16	I think there are sufficient opportunities for career progression at the University	55%	0% Don't know
17	My mental health and well-being are supported in my department	61%	3% Don't know
18	I feel confident asking for mental health and/or well-being support at work	55%	
19	I would recommend my part of the University as a great place to work	71%	
20	I believe action will be taken on the results of this survey	52%	13% Don't know
21	How comfortable would you feel calling out a person showing racist behaviours at the University?	77%	
22	How confident do you feel that managers/senior staff at the University will call out racially inappropriate behaviours?	77%	
23	How comfortable do you feel discussing race-related topics with colleagues within your department?	81%	
24	How confident are you that colleagues at the University can have an open and honest conversation with each other about race?	65%	
25	How much do you understand about what the University is doing to tackle racial inequality impacting people who work and study here?	54%	
26	How often do you feel you get the opportunity to learn from colleagues about different races, ethnicities and cultures while working here?	32%	
27	How well do you think festivals and traditions from different cultures are acknowledged at the University?	61%	
28	Do you believe that social events/activities organised by the University are welcoming to everyone irrespective of race or ethnicity?	97%	
29	In the last 12 months, have you experienced a situation at the University where you have felt uncomfortable because of race or ethnicity?	6%	
31	In the last 12 months, have you witnessed a situation at the University where you have felt uncomfortable because of race or ethnicity?	6%	

33	If you reported discrimination, harassment, or abuse on the basis of race or ethnicity, how confident are you that the appropriate investigative and/or disciplinary action would be taken?	84%	
----	---	-----	--

Overview of Staff Culture Survey Results 2024

The University ran the Staff Culture Survey from 17 January- 9 February 2024. There were 3,097 registered respondents overall, a response rate of approximately 23% (based on 31 March 2023 headcount). Not all respondents completed all questions, so the total number of responses varies from question to question.

Summary of Respondents

- 59% of respondents gave their sex as female, 30% male.
- 1% disclosed being trans or having trans history
- 11% disclosed as LGBTQ+
- 52% disclosed they had no religion
- 11% disclosed they had a disability
- 11% disclosed their ethnicity as Black, Asian or Minority Ethnic
- 49% disclosed that neither of their parents had attended university
- 43% said they had caring responsibilities for children or adults

Staff Group (n= 2,786)	% of those who responded	Response rate by staff group (based on 31 March 2023 headcount)
Academic	19%	26%
Researcher	14%	10%
Professional, support or Technical	67%	25%
Apprentice	0%	0%
Other	2%	n/a
Note: Staff group data not provided by 8% of respondents overall		

Area of the University (n= 2,615)	% of those who responded	Response rate by area (based on 31 March 2023 headcount)
Arts and Humanities	4%	13%
Biological Science	14%	18%
Clinical Medicine	20%	18%
Humanities and Social Sciences	7%	17%
Physical Science	12%	20%
Technology	7%	10%
University Libraries	3%	21%
UAS	13%	15%
UIS	4%	30%
NSI	5%	22%
Prefer not to say	11%	n/a
Note: Staff group data not provided by 14% of respondents overall		

Survey Results

The results provided in **Annex A** are for all respondents. On average there were approximately 3,020 respondents for the first 20 questions, with the respondent totals dropping to approximately 2,700 for the later questions focused on race.

The percentages provided are for the proportion of responses which were either 'strongly agree' or 'agree', or equivalent depending on the structure of the question. Where over 10% of respondents provided 'Don't know' as a response this has been highlighted. Questions 30 and 32 were for free text responses which gave respondents an opportunity to reflect on their experiences in Questions 29 and 31 respectively.

There were almost 1000 free text responses to Question 34 *'We would like to hear your thoughts on the University's commitment to advancing equality, diversity, and inclusion – particularly gender equality and race equality – in higher education. We welcome general comments on the current approach and, in particular, what do you think the University is doing well and/or what do you think Cambridge should do differently.'* A thematic analysis of these responses was completed, disaggregated by demographic data and area of the University where response rate permitted.

Annex A – Overall results

	Survey Question	%	Notes
1	My contributions are valued in my department	64%	
2	How much professional and personal courtesy do you feel people at Cambridge show you?	92%	
3	How connected (e.g., mentally, emotionally) do you feel to colleagues at the University?	71%	
4	I am treated with professional and personal courtesy from my academic colleagues at work	59%	
5	I am treated with professional and personal courtesy from my professional services colleagues at work	80%	
6	My departmental leadership actively supports gender equality	64%	10% Don't know
7	My department is taking action to ensure greater equality and diversity	56%	14% Don't know
8	I am able to contribute ideas to how my department could take action on equality and diversity issues	51%	12% Don't know
9	My department enables flexible working	80%	
10	My current workload is manageable	55%	
11	Has there been a noticeable change in your workload in the last 1-2 years?	57%	29% manageable increase; 25% unmanageable increase; 3% decrease
12	I am satisfied with how bullying and harassment are addressed in my department	27%	29% don't know
13	I would feel comfortable raising concerns about bullying and harassment if I witnessed or experienced it within my department	62%	
14	If you witnessed or were personally subjected to discrimination, harassment or abuse, would you know where and how to report the incident?	84%	
15	My line manager supports my career development	63%	
16	I think there are sufficient opportunities for career progression at the University	32%	
17	My mental health and well-being are supported in my department	52%	
18	I feel confident asking for mental health and/or well-being support at work	45%	
19	I would recommend my part of the University as a great place to work	57%	
20	I believe action will be taken on the results of this survey	27%	

21	How comfortable would you feel calling out a person showing racist behaviours at the University?	73%	
22	How confident do you feel that managers/senior staff at the University will call out racially inappropriate behaviours?	67%	
23	How comfortable do you feel discussing race-related topics with colleagues within your department?	68%	
24	How confident are you that colleagues at the University can have an open and honest conversation with each other about race?	59%	
25	How much do you understand about what the University is doing to tackle racial inequality impacting people who work and study here?	55%	
26	How often do you feel you get the opportunity to learn from colleagues about different races, ethnicities and cultures while working here?	46%	
27	How well do you think festivals and traditions from different cultures are acknowledged at the University?	62%	
28	Do you believe that social events/activities organised by the University are welcoming to everyone irrespective of race or ethnicity?	92%	
29	In the last 12 months, have you experienced a situation at the University where you have felt uncomfortable because of race or ethnicity?	13%	
31	In the last 12 months, have you witnessed a situation at the University where you have felt uncomfortable because of race or ethnicity?	15%	
33	If you reported discrimination, harassment, or abuse on the basis of race or ethnicity, how confident are you that the appropriate investigative and/or disciplinary action would be taken?	66%	