

# Annual Equality, Diversity & Inclusion and Gender Pay Gap Report

2025



# Contents

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**03**

Introduction

**04**

Key Areas of  
Progress in  
2024/25

---

**15**

Key Priorities  
for 2025/26

**16**

Data  
Statement

**18**

Workforce  
Summary

---

**20**

Gender Pay Gap  
Summary Report

**27**

Appendices

# Introduction



**Equality, diversity and inclusion (EDI)\* are at the heart of Newcastle University's mission, shaping how we teach, research and work together. As we face complex challenges—both within the sector and globally—our commitment to EDI has never been more important. This report marks another step in our journey to create a community where everyone feels valued, respected and able to thrive. It highlights the progress we have made, the challenges ahead, and the actions we will take to build a more inclusive future.**

I began my role as the University's first Dean for Culture and Inclusion in Summer 2025—a role designed to bring coherence and ambition to our work and to drive meaningful cultural change. Although I stepped into the role at a challenging time for the university and the wider sector, our commitment to EDI remains strong and forward-looking. This year, we set out new long-term plans through our Public Sector Equality Duty Equality Objectives and our Access and Participation Plan, which will guide our work for the next five years. And after years of collective effort, the University has been awarded an Athena Swan Gold Award for gender equality, supported by an ambitious five-year action plan. Although

outside this reporting window, it is important to acknowledge this success and to thank the colleagues and students whose dedication made it possible and who continue to drive meaningful change.

As this report shows, our institutional EDI work extends far beyond gender equality. We work with colleagues and students to identify challenges and improve policy and practice. This includes surveys, listening exercises, webinars, workshops, toolkits, training, pilot initiatives, awareness campaigns and strengthening our data insights. While our EDI Team oversee much of this work, it is inspiring to see progress driven by individuals, teams and networks across the University—each committed to embedding EDI into everyday practice.

These activities are helping us make progress against our objectives, particularly increasing the representation and career progression of colleagues from underrepresented groups. Our workforce is now more diverse than five years ago, enriching our education and research. Over the last 12 months we have also seen gender and disability pay gaps narrow. Change may feel slow, but these are positive steps, and reducing pay gaps remains a priority.

Our ambition is clear: to create a university where fairness, respect and inclusion are everyday realities. Whether you are part of our community or simply share our commitment to equality, I invite you to engage with this report and reflect on our progress and plans. By working together with students, colleagues and partners, we can strengthen our university community and contribute to a more inclusive society.

**Professor Candy Rowe**  
Dean of Culture & Inclusion



# Key Areas of Progress

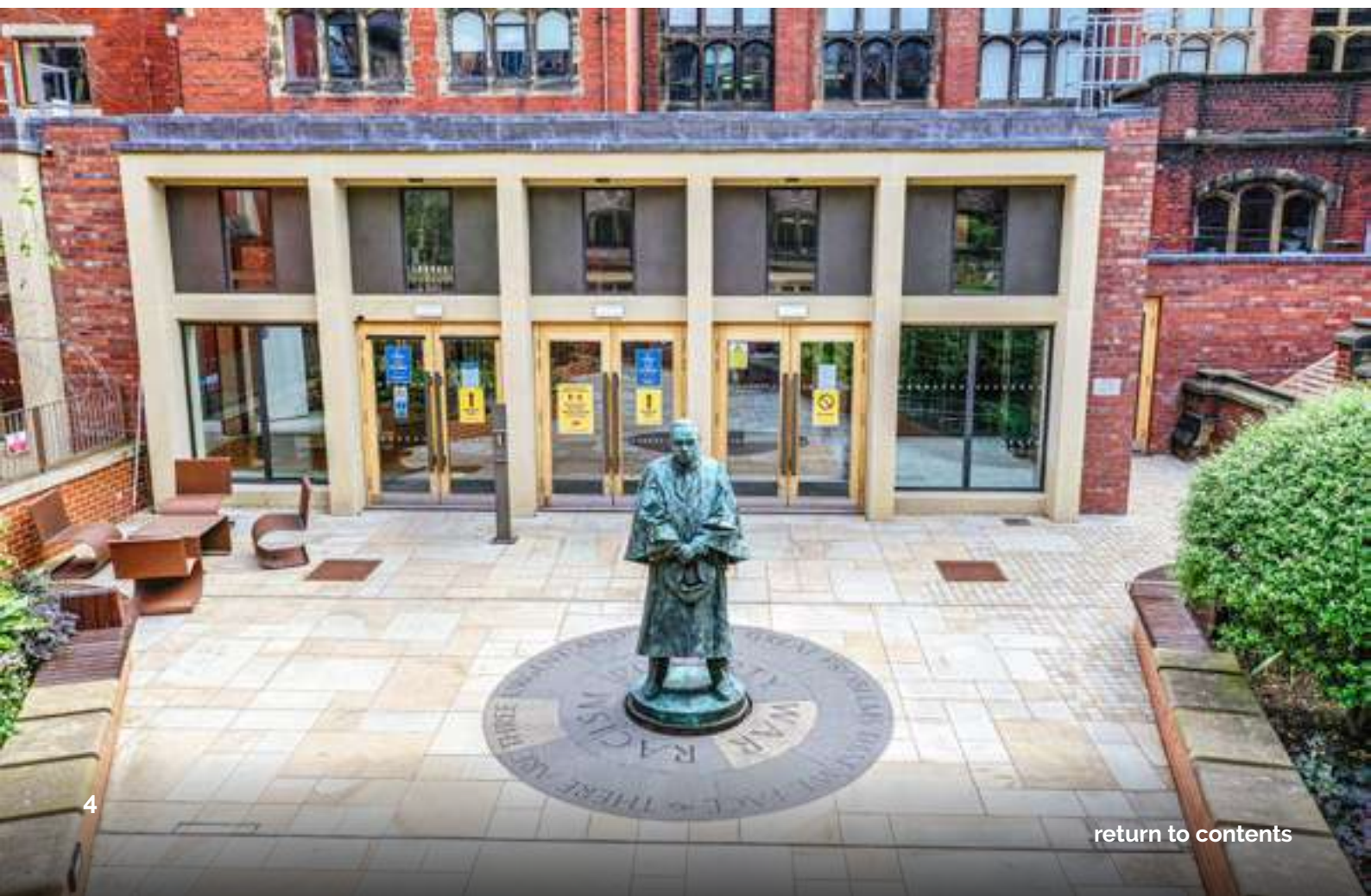
## 2024/25

**Across Newcastle University, we are committed to enabling a positive, inclusive and supportive culture in which everyone can reach their full potential. We adopt a collaborative approach, ensuring that there is a platform for everyone to contribute and have a voice.**

Our EDI work is enabled and advanced by colleagues across our institution, through dedicated working groups and committees, colleague networks, projects, events and initiatives. Our work is fully aligned to our [EDI Strategy](#), with the purpose of progressing our seven [Public Sector Equality Duty \(PSED\) Equality Objectives 2025-2029](#).

In this section, we outline a selection of key activities undertaken in the 2024/25 academic year to deliver EDI progress against our PSED Equality Objectives.

Following the 2024/25 reporting period of this report, we felt that it was important to note that Newcastle University was awarded an institutional Athena Swan Gold Award, becoming one of only four UK Higher Education Institutions to hold this level of recognition. While the evidence supporting our submission includes data from this reporting period, a full account of the progress made, the actions taken to achieve this milestone, and our continued work to advance the Athena Swan principles will be presented in the 2025/26 report.



### **EO1. Further develop an inclusive culture and one which does not tolerate hate crime, discrimination, victimisation or harassment.**

Improving EDI knowledge and awareness continued to be a focus for Newcastle University over the past year. Unconscious bias training workshops were rolled out to colleagues involved in the University's Research Excellence Framework 2029 Preparation Panels to address bias in submission decision-making. We continue to provide these workshops to ensure that all colleagues sitting on Preparation Panels are able to complete the training.

Following the 2024 creation of Newcastle University's Behaviour Matters project, a sexual misconduct procedure was relaunched with an accompanying video to support staff and students' understanding. Additionally, colleagues participated in a series of workshops to define 'appropriate' and 'inappropriate' behaviours as part of an ongoing project to develop a revised institution-wide Behaviour Framework.

We also started a £1M project funded by the Wellcome Trust, Reimagining Leadership, aiming to create more inclusive environments where researchers and research can thrive. This ambitious project uniquely brings together colleagues from a range of different disciplines to work in partnership with our research community to improve, recognise and reward leadership practices that build psychological safety and inclusion. The project will deliver insights into leadership practice within the University, as well as a range of new activities, including leadership development opportunities and recommendations for improving our reward and promotion processes.

The Black History Month (BHM) Steering Group advanced a range of activities to support racial unity across the University, including a [report](#) on our institutional history in collaboration

with the Centre for Heritage, support a Newcastle University Student's Union (NUSU) programme of arts and cultural activities, and sponsoring the annual BHM INSIGHTS lecture. Furthermore, the EDI Team partnered with Georgia State University, Georgia Tech University and Morehouse College to mark 2025's Race Equality Week with a joint webinar entitled 'Making every Action Count: Race Equality Past, Present and Future'. Attendees heard from speakers about the legacy of Dr. Martin Luther King Jr., progress on racial equity in both the UK and the US and participated in group discussions.

The Colleague Health & Wellbeing (CHW) Team continued to expand the network of Mental Health First Aiders across the University, ensuring adequate mental health support for all. We worked to increase support for colleagues with disabilities, promoting our membership to the Business Disability Forum which includes an advice service for Line Managers and People Services. The team also created a Menstruation Factsheet to highlight the support available for colleagues during their period, including flexible working options.

In preparation for the Office for Students' (OfS) new 'Condition E6' duty requiring Higher Education providers to prevent harassment and sexual misconduct, members of the Changing the Culture Group reviewed the University's current position and developed an action plan for continuous improvement and alignment with sector best practice. While the University is compliant in all areas, key priorities included establishing a single source of information on harassment and sexual misconduct, adapting mandatory 'Consent on Campus' and 'Bystander Awareness' training for cultural and legal suitability at the Malaysia and Singapore campuses, and updating the Intimate Relationships at Work Policy to address potential conflicts of interest and abuse of power (as detailed under Equality Objective 6).





### **EO2. Increase representation of underrepresented protected characteristic groups among professional service and academic colleagues, governing boards, and decision-making committees.**

Over the last year, the University's Organisational Development Team prioritised management programmes, taking measures to ensure that they are inclusive and accessible to all colleagues both stepping into and currently in leadership positions. The team focused on ensuring that a broader range of colleagues are aware of leadership programmes, advertising them through a variety of methods, including university-wide communications, local newsletters, and via the colleague networks. A successful pilot shifted the enrolment process from nomination to self-application, allowing colleagues to identify leadership pathways and learning opportunities that are both relevant and inspiring to them. The programmes were also modified to align to workload and scheduling commitments, ensuring that they are more accessible for colleagues in both academic and Professional Services roles.

The Recruitment Team focused on fostering a more inclusive recruitment process through a review of the Recruitment Policy, including a full Equality Analysis to identify and mitigate any aspects of the hiring process that were causing a barrier to success for candidates from underrepresented groups. The team also facilitated inclusive recruitment workshops, partnering with an external organisation to create an online version that ensures improved accessibility for all involved in hiring. These workshops are aimed at all colleagues involved in the recruitment process at any point to ensure that inclusive best practice is employed consistently, always, and for all candidates.



### **EO3. Improve the progression of academic and professional service colleagues from protected characteristic groups into senior positions where underrepresentation has been identified.**

We continued to support colleagues from Newcastle University and other Higher Education Institutions in their participation of Advance HE's programmes, including Wellcome's 'Success on the Board'. This programme is aimed at colleagues in research from underrepresented protected characteristic groups who are interested in joining a Board and informs our own EDI governance.

The fourth internal Inclusive Futures Leadership Development programme was delivered, involving colleagues with characteristics that are underrepresented in leadership. The programme offers a supportive peer-learning network and a series of leadership skills and knowledge workshops on topics including using your voice for influence, leadership styles and approaches, and leading participatory decision-making processes. Programme participants heard from colleagues within the University about their journeys into leadership, providing positive leadership role models and learnings from lived experience.





### **EO4. Increase representation of underrepresented protected characteristic groups among students, and ensure equity in the student experience and graduate outcomes.**

We finalised plans for the implementation of our Access and Participation Plan (APP) 2025/26 to 2028/29, setting out meaningful and effective provisions to promote equality of opportunity for specific underrepresented groups of students who are evidenced to be at risk of lower outcomes at Newcastle University in comparison to their peers. Building on our previous APP commitments, nine key risk areas (which can be viewed [here](#)) were identified, and will inform intervention planning until 2029, and beyond.

We entered a new phase of our Education for Life 2030+ Strategy, with a specific focus on developing and building the Leading Edge Curriculum framework, and engaging

stakeholders ahead of an implementation pilot phase in the 2025/26 academic year. The strategy centres around our goal to be a global, future-facing provider of leading edge, inclusive and transformational higher education, with one of the three specific Strategy aims focusing on equity for all students, regardless of background, identity, nationality, location or mode of study.

In alignment with our commitment to ensure that everyone at Newcastle University has a voice, the development of a new Student Insights Group created a platform for students with underrepresented backgrounds to provide feedback on themes such as welcome communications, learning and assessment, and the Mental Health Charter. This group is also a crucial element of our new Education Strategy, contributing to the new Leading Edge Curriculum to ensure that equity remains at its heart.





As part of our ongoing work to ensure greater equity in the student experience, a number of initiatives were developed to address student hardship by the Cost of Living Working Group, which included providing affordable meals to students funded through the Student Disbursement Fund. This fund also supported the Belonging in Engineering Network (BEN) for Black and Global Majority Students, which organised successful initiatives including the Association for Black & Minority Ethnic Engineers (AFBE) Transition Event offering employability skills and interview preparation, and the Arup Career Insights Day to support students in shaping their career direction.

To better support students with Personal Extenuating Circumstances (PEC), a project was undertaken to streamline and standardise the process in the Student Portal system. This ensures that students receive quicker communication, clearer outcomes and adjustments, and signposting to appropriate

support through consistent and standardised responses. We also introduced Self-Certification Extensions, which can be used twice per academic year, offering students with PEC greater flexibility and autonomy.

The Student Services Team worked closely with academic colleagues from across the University to identify opportunities to embed employability within the curriculum. We also continued to develop career development funding opportunities for students and financial support for students seeking placement opportunities.

The Chaplaincy Team piloted a new Spiritual Wellbeing Toolkit, embedding inclusive wellbeing practices across student groups. The team convened a Religious Coexistence event, creating a safe space for multi-faith dialogue and understanding, alongside work to promote intercultural belonging which centred around welcome events, promoting student inclusion from the point of arrival.



### **EO5. Further enhance our position as a family-friendly organisation.**

Newcastle University continued to strengthen our position as a family-friendly organisation through the development of a new Family Leave Buddy System, a collaboration between the Faculty of Medical Sciences (FMS), CHW Team and the NU Parents Network. The scheme is ready to launch with a pilot in FMS before wider implementation across the University. The initiative is designed to support parents and carers before, during, and after family leave.

Our Returners Support Programme (RSP) continued to offer assistance to colleagues returning from extended periods of family leave. The programme launched in 2017 and supports colleagues in regaining career momentum after maternity, adoption, shared parental and carers leave. The scheme works alongside other support initiatives, including return to work inductions and Keeping in Touch (KiT) days. In the past academic

year, 23 colleagues (11% of those eligible) have benefitted from the programme, with conference attendance, training courses and phased return to work agreements amongst the most common methods of support. The number of applicants to the programme is in line with recent years, proving that it is successfully embedded as a popular and beneficial colleague support opportunity.

For the first time since 2017, we ran a Parents and Carers Survey which attracted 422 responses. These informed new actions in our Athena Swan Gold Award, including a commitment to review the University's family-friendly offering and increase awareness of support for colleague parents and carers across the institution. We are pleased to have seen growth in staff participation across our Parents and Carers communities, notably through groups dedicated to supporting single parents, adoptive parents and parents of children with Special Educational Needs and Disabilities (SEND).





### **EO6. Embed EDI in all our processes, policies, decision-making and governance.**

We continued to see an increase in engagement with our Equality Analysis resources and training, ensuring that EDI considerations form part of all reviewed and newly created policies. This was further reinforced by the progression of our Policy Review Microsoft Teams Channel, enhancing support, collaboration and consultation opportunities with the colleague networks. The EDI Team has developed a strategic training plan and training workshop programme to expand the reach and impact of our colleague capacity building work within EDI. This programme includes regular Equality Analysis training workshops. These initiatives will be launched and rolled out in 2025/26.

Equality Analysis played an integral role in our decision-making processes, ensuring that fairness and inclusion remained central as we navigated local and sector-wide financial challenges. By systematically assessing the potential impacts of our decisions on different groups, we were able to identify and mitigate unintended inequalities, prioritising actions that supported our most vulnerable stakeholders. This approach helped maintain transparency and accountability, while reinforcing our commitment to equitable outcomes even in the face of budgetary needs.

Over the past academic year, a number of key institutional policies and procedural frameworks were subject to comprehensive review to align them more closely to our ongoing commitment to EDI. Among the most significant developments was work led by the People Relations Team to revise and enhance the Personal Relationships at Work Policy, which was undertaken as part of a broader effort to ensure the highest standards of professional conduct, integrity and safeguarding within our university community. We now formally prohibit personal relationships between staff and students, extending beyond those in direct supervisory or academic roles. The updated policy reinforces our institutional stance on professional boundaries, safeguarding student wellbeing, and mitigating potential power imbalances.

### **EO7. Progress developments in systems and processes relating to EDI data capture, analysis and reporting.**

Last year, a project was launched to improve the use of available data to support leadership decision-making. A cohort of managers participated in a pilot session, focusing on understanding and interpreting data, maximising use of institutional dashboards and employing data insights to make informed decisions. A review of the University's Strategic Insights Portal began, focusing initially on the Student Education Journey dashboard. The University also committed to undertake work on new data dashboards for recruitment and EDI, improving transparency across the institution.

Furthermore, the University has committed to expanding the scope of its diversity data collection practices to address the limitations of the current dataset. This includes broadening the categories used to capture demographic information, with the aim of ensuring that our data reflects the full range of identities and experiences within our workforce. By enhancing the inclusivity and accuracy of the data we collect, we seek to gain more meaningful insights that will support evidence-based decision-making and inform our ongoing efforts to foster an equitable and inclusive working environment and culture for both colleagues and students.

### Our Commitment to Higher Education Charters

Charters continue to play an important role in delivering our EDI Strategy and informing our decision-making as we work to ensure that Newcastle University is a fully inclusive global community in which everyone has equal opportunity to thrive.

In anticipation of our 2025 institutional Athena Swan application, we conducted wide-ranging self-assessment including data analysis, culture surveys at both faculty and departmental level, and extensive consultation with our colleague networks and EDI committees. These analyses informed the development of the Action Plan for our Gold Award application.

We continued to progress the Action Plan for our 2022-2027 Race Equality Charter (REC) with delivery on target as we reach the halfway point. As part of the REC, the Research Funding Development Team began working with an external consultant to create more equitable funding success.

We continue to uphold our commitment to the Disability Confident scheme and progress the early stages of our Level 2 Employer status, focusing on the two priority areas of 'getting the right people for your business' and 'keeping and developing your people'. As part of our ongoing commitment, we continue to offer the guaranteed interview scheme to applicants who hit essential criteria and identify a disability, we promote our Disability Confident status on all job adverts, and we encourage suppliers and partners to also join the Disability Confident scheme. Next year we will prepare for our 2027 resubmission, with plans to level up our commitment to Level 3: Disability Confident Leader. This increases transparency

of disability representation across the institution and enhances accountability through external assessment of our disability inclusion practices.

The Shared Charters Space was launched to improve visibility of charter Action Plans at institution, Faculty and School level. The community aims to build cohesion and alignment across over 100 stakeholder members.

In September 2024, Newcastle University successfully received re-accreditation as a University of Sanctuary. Council for At-Risk Academics (CARA) Fellowships continued to offer a secure environment and research career advancement opportunities for 'scholars at risk' who are fleeing conflict and persecution in their home countries. We also partnered with the National University of Water and Environmental Engineering (NUWEE) in Ukraine to develop a 5-year plan to support students and colleagues in water and environmental engineering.





### EDI activities across Newcastle University Faculties

The University Faculties progressed their Faculty and School level Athena Swan Action Plans while contributing to the delivery of our institutional REC commitment, and advancing various EDI activities.

In FMS, a Men's Network was launched to promote support, belonging and men's health, and a six-week beginner British Sign Language (BSL) course was offered to students involved in clinical placements. A new Faculty Student EDI Group was created to bring representatives from different Schools together to shape collective action and tackle inequality across FMS in an inclusive, open and collaborative space. A flexible working infographic was published to raise awareness, particularly among colleagues with caring responsibilities, as part of a wider campaign to promote healthy work-life balance.

The Faculty of Humanities and Social Sciences (HaSS) aligned its HaSS EDI Committee (HEDIC) and HaSS Athena Swan Implementation Group (HASIG) to foster stronger connections with other Faculties and the central EDI Team. Alongside this, a full review and renewal of

Equality Analysis was undertaken to embed the process and improve application. Internal analysis and reporting identified the need for a Postgraduate Research (PGR) representative to be present at all HEDIC and HASIG meetings with an equivalent appointment being made to improve consultation with Technical Managers in relation to Professional, Technical and Operational colleagues.

The Faculty of Science, Agriculture and Engineering (SAGe) proudly achieved new Silver Athena Swan Awards in the School of Mathematics, Statistics and Physics and the School of Computing. A Director of Culture & Inclusion was recruited to focus on embedding EDI activities and enhancing the colleague experience at work. Their work also centred around collaboration and transparency across the Faculty. An EDI Strategy Day was held for colleagues across the different Schools to come together and discuss key actions, share best practice and support one another on a range of EDI initiatives and activities. The SAGe Women's Leadership Forum also held events focusing on imposter syndrome and mentoring, with a view to establishing stronger support networks for women colleagues.



### Newcastle University's Colleague Networks

The contributions from our colleague networks are invaluable to the progression of EDI action across the University. A range of formal and informal peer-led networks are open to all colleagues and postgraduate research students.

This year marked the successful return of our Staff Networks Day, bringing together all our colleague networks in a celebratory and collaborative event. The day provided a valuable platform for connection, visibility, and shared learning across the organisation. In parallel, we introduced our new Executive Sponsor Scheme, pairing each network with a member of the University Executive Board. This initiative aims to strengthen institutional support for our networks by ensuring senior leaders are actively engaged in listening, learning, and championing the voices of underrepresented groups within our workforce.

**NU Carers** hosted monthly peer support lunch sessions for Carers across the University and conducted a range of awareness-raising initiatives. All staff were invited to attend an internal information session and the network partnered with external organisation Newcastle Carers to host a session focused on Carers' rights and accessible external support.

**NU Disability Interest Group (DIG)** continued to focus on promoting accessibility and inclusion across the university. A number of activities and initiatives supported their aim of promoting positive attitudes towards disability and providing a forum for members to share ideas, experiences and expertise. Recognition of Disability History Month 2024 centred on an interactive pop-up event prompting conversation and discussion around the term 'neurodiversity'. The network also facilitated an expert-led demo event on digital accessibility, raising awareness on common access needs and supporting colleagues to proactively make materials more accessible to students.

**NU Parents** built a range of supportive peer networks with tailored meetups for Single Parents, Adoptive Parents and Parents of Autistic Children, with the aim of fostering connection, wellbeing and belonging. A student parent support project was also led by NU Parents in collaboration with the Student Life Team which resulted in student-led recommendations shaping university policy.

**NU Race Equality Network (NU-REN)** hosted a series of Monthly Coffee Meets with sessions for both members who identify as ethnically minoritised and opportunities for allies. The network facilitated GROW, a 6-part Continuing Professional Development (CPD) course for Professional Services colleagues who identify as ethnically minoritised and co-hosted a workshop with Mission Diverse to inform and educate attendees on micro-aggressions.

**NU TechNet** hosted a networking event to explore intersectionality, inclusive career pathways and recognition for technical staff with insights into identity-based disadvantage and its impact on technical career progression.

The past academic year was a transitional period for **NU Women** who worked to realign priorities and progress towards appointing a new Chairperson. Members continued to actively participate in cross-network events and knowledge-sharing, with a view to reigniting proactive and independent network activity in the coming academic year.

**Rainbow@NCL** celebrated Pride Month with a breakfast event open to members, allies and friends followed by attendance at the Newcastle Pride march. The network marked Trans Awareness Week with a Trans Clothing Drive in an event combined with inclusive pay-as-you-can haircuts and mindfulness activities. Following updated guidance from the Equality and Human Rights Commission (EHRC) regarding sex and gender identity, Rainbow hosted a series of listening groups, leading to the creation of a report on observations and recommendations regarding support for trans, non-binary and intersex colleagues.





# Key Priorities for 2025/26

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**In the 2025/26 academic year, we will continue to align EDI activity against our seven PSED Equality Objectives 2025-2029.**

The launch of a new EDI Knowledge Hub will encourage increased engagement and awareness of EDI across the institution and work will continue to contribute towards an updated values-based behavioural framework for the institution.

The University will seek to enhance inclusive recruitment with the aim of attracting a wider and more diverse audience to our opportunities, with a particular emphasis on intergenerational diversity. Additional policy reviews will also be undertaken to improve our existing processes and align to legislative updates. To further enhance our position as a family-friendly organisation, the Parental Leave Buddy System will be launched institution-wide.

Our Colleague Networks will continue to work alongside and in collaboration with the central EDI Team to address intersectional inequalities and challenges across the University. Engagement opportunities will continue to foster community growth, awareness and togetherness.

We will enter a delivery phase of the new institutional Athena Swan Action Plan while continuing to advance the Faculty and School-level plans. As we progress into the second half of our REC Action Plan, we will begin preparations for renewal in 2027, with our mid-term review currently underway. We will continue to advance our commitments as a University of Sanctuary, aiming for progressive expansion delivering support to a wider group of sanctuary-seeking students.

The faculties will continue to enhance inclusion with measures planned to address underrepresentation within the EDI conversation and consider the impact of intersectional diversity on career pathways. Work will also be undertaken to streamline Faculty EDI action, making it more efficient, avoiding duplication and improving communication across the institution. Promoting visibility and accessibility to EDI data across the faculties to influence better decision-making will also align to institution-wide improvements to data systems and dashboards.

Our work to improve the student experience and student outcomes will centre around student involvement in EDI conversations and considerations for intersectional employability challenges. We will also prioritise continuous improvement and ongoing alignment with sector best-practice in relation to the new OfS Condition 6 duty, implementing key actions to strengthen our work to prevent harassment and sexual misconduct. The introduction of a new Working-Class Students Liberation Officer for 2025/26 will enhance support for underrepresented student groups.

To build more representative university governance, a pilot Board-shadowing scheme will be introduced. Equality Analysis will be completed for all senior committee appointment processes to mitigate the risk of existing methods reinforcing inequalities through structural and procedural biases. The Inclusive Futures leadership development programme will run for a fifth time, providing leadership skills and networking opportunities for colleagues with characteristics underrepresented in Higher Education leadership.

## Data Statement

**Workforce diversity data is a snapshot of all UK-based regular employees on 31st July 2025, representing the reporting period 1st August 2024 to 31st July 2025. This reporting data aligns to annual Higher Education Statistics Agency (HESA) reporting requirements and returns. This data set therefore does not include colleagues at Newcastle University's international campuses in Malaysia (NUMed) and Singapore (NUiS).**

The Gender Pay Gap Report covers a reporting period from 1st April 2024 to 31st March 2025 in line with the statutory reporting requirements set by the UK government. Our pay gap figures are calculated as a snapshot of all eligible employees on 31st March 2025.

Percentages are suppressed when a result is <7 individuals in order to protect colleagues' anonymity. Results that are  $\geq 7$  and <22.5 should be interpreted with caution due to small population sizes.

Where individuals hold two contracts of employment, only the primary role is included

for analysis to ensure that no colleague is counted twice. For most colleagues, the primary contract will be their first regular contract, unless the second regular contract becomes the highest Full-Time Equivalent (FTE).

Where possible, the data tables include the total workforce (N), sample size of the workforce (n), and proportions (%).

Where available, data comparisons over time have been included. In most cases, comparisons are made to 2019, when the first data of this nature was captured in a comparable format.

As part of the university-wide system migration in September 2024, responses marked as "No response provided" and "Prefer not to say" were consolidated under the category "Prefer not to say" across all demographic fields, with the exception of marital status. We acknowledge the limitations of this approach, particularly in terms of data accuracy and representation, and are undertaking internal work to address and improve the accuracy of the data.





Prior to 2022, the responses "Prefer not to say" and "No response provided" were combined for data relating to ethnicity and disability.

Our colleagues are divided into three major occupational groupings: Academic, Research and Professional Services (PS).

Our grading structure is from Grade A to Grade I for PS colleagues and from Grade E to Grade I for academic colleagues. A small number of colleagues are on grades outside our grading structure. In these cases, individuals have been mapped to the appropriate equivalent grade within our structure, based on equivalent pay and position, to facilitate analysis.

This year is the first year that People Services are reported separately to the Finance & Operations Hub. Prior to the 2025 report, People Services were included within the Finance & Operations Hub organisational unit.

We report on data pertaining to sex (female/male) rather than gender (e.g. man/woman/non-binary) and therefore use the language 'female' and 'male' within this report. We recognise that sex does not equate with gender and that gender is not binary. We have pledged to enhance our data collection and reporting on gender in the future, as part of our Athena Swan Charter commitment.

Where numbers allow, we report on mid-level combined categories of ethnicity. Where numbers are too small to allow granular analysis, we aggregate colleagues who identified as being from an ethnicity other than white into the grouping Minoritised

ethnic background. We acknowledge the limitations of an assumption that minority ethnic colleagues are a homogenous group and use this approach to allow us to identify patterns of marginalisation relating to ethnicity.

We do not currently have a category for White minority and/or other White backgrounds in our system. Colleagues who identify as being from a minoritised White background may have identified as "Other ethnicity" which has been included in the grouping Minoritised ethnic background, or may have identified as White and will therefore be included in the 'White' grouping.

In our Gender Pay Gap (GPG) report, all colleagues who have identified as being from minoritised ethnic backgrounds are compared to those who have identified as white. In future years, we aspire to use more granular ethnicity categories to analyse and report on our ethnicity pay gap.

We believe that the disclosure rate for our data relating to disability is low and acknowledge the limitations of this therefore not representing all NU colleagues with a disability.

As part of our commitment to expanding the scope of our diversity data collection practices, we began collecting data relating to carers in September 2024. As this does not cover the full reporting period for this report (1st August 2024 to 31st July 2025), the data are not included here. However, we look forward to including this information in our 2026 report.



## Total headcount 2024/25

# 6,241

1,860

ACADEMICS

29.8%

1,000

RESEARCHERS

16.0%

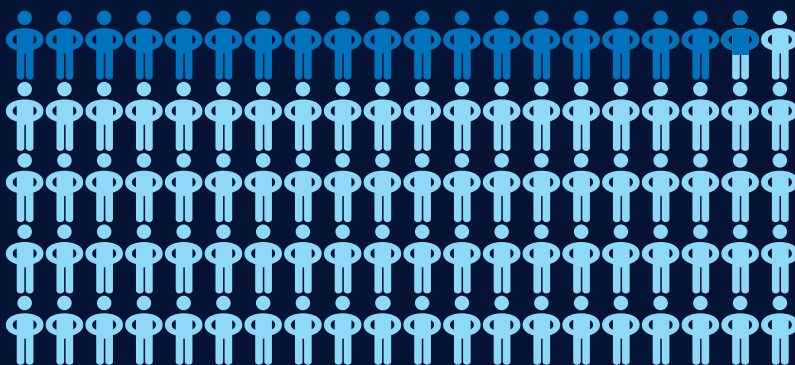
3,381

PROFESSIONAL  
SERVICES

54.2%

# 19.2%

(n= 1,200) of colleagues have a nationality other than 'British', representing **95** different international nationalities.



The top 3 most represented international nationalities are:



Chinese 2.4%



Indian 1.6%

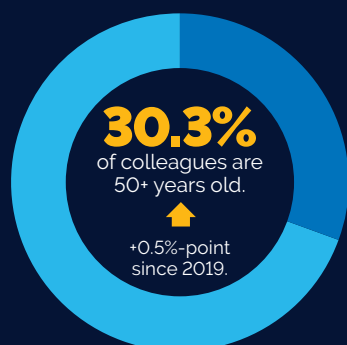


Germany 1.2%

## Average age

# 43.9

YEARS OLD



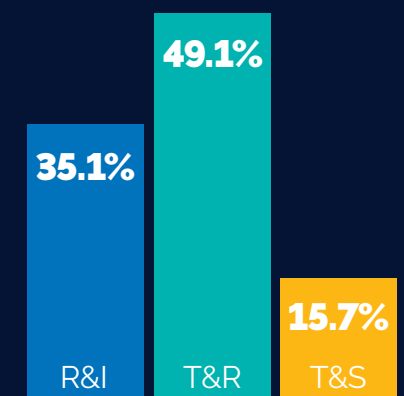
As a proportion of the total workforce:

the **46-50** age category saw the largest year-to-year growth (+1.0%-point)

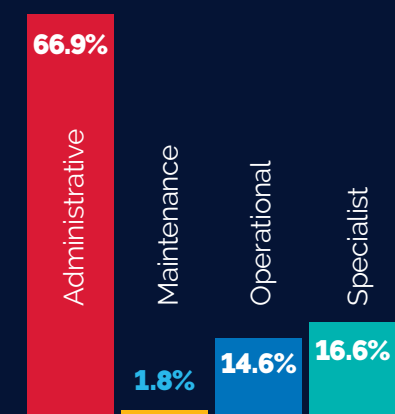
the **41-45** age category has seen the largest growth since 2019 (+2.3%-point)

## Academic contracts

Note. There are 9 PS colleagues on T&R contracts included in these numbers



## PS job families



## Family leave



**63** colleagues took paternity leave with an average duration of **3.3 weeks**

# 170

colleagues took **maternity leave** with an average duration of **40.3 weeks**

For **Academic and Research** colleagues, the average duration was **37.3 weeks**

For **Professional Services** colleagues, the average duration was **42.4 weeks**

## Marital status



**22.6%** of colleagues shared that they are single

The data sharing rate for marital status is 47.9%, an increase of 1.2%-points in comparison to 2024



## Gender Affirmation

# 0.3%

colleagues shared that their gender identity is different from the sex registered at their birth, an increase of 0.1%-point in comparison to 2024

## Sex

**55.1%**  
FEMALE

**44.9%**  
MALE



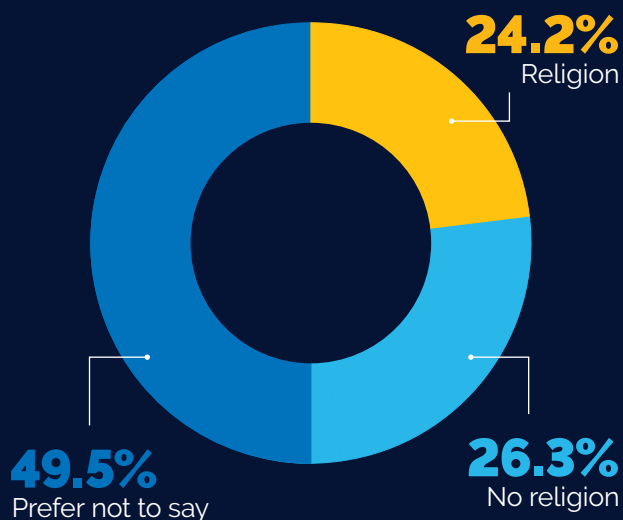
Female representation (n=3,438) has increased by 1.1%-point since 2019

Academic and Research colleagues: **47.8% female**, a 4.2%-point increase since 2019

Professional Services colleagues: **61.3% female**, a 1.6%-point decrease since 2019

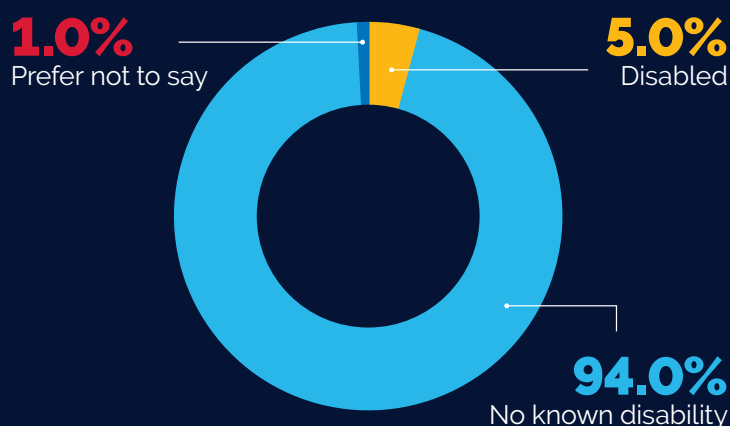
## Religion and belief

The religion or belief with the highest colleague representation is Christianity (16.6% of all colleagues and 68.5% of all colleagues sharing their religion or belief)

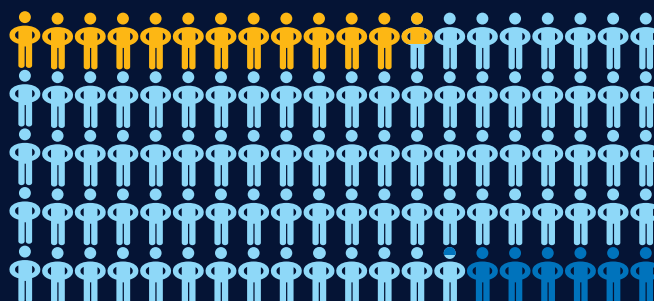


## Disability status

The most prevalent of the listed disabilities declared by colleagues are: A long-standing illness or health condition, e.g. Cancer (19.3% of all disabilities); A mental health condition, e.g. Depression or Schizophrenia (14.7% of all disabilities); A specific learning difficulty, e.g. Dyslexia or Dyspraxia (14.3% of all disabilities)



## Ethnicity

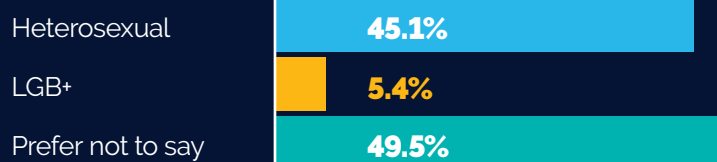


**13.4%** Minoritised Ethnic  
**80.7%** White  
**5.9%** Prefer not to say

Academic and Research colleagues: **21.5% from a minoritised ethnic background**, a 7.3%-point increase since 2019

Professional Services colleagues: **6.6% from a minoritised ethnic background**, a 2.5%-point increase since 2019

## Sexual orientation



# Gender Pay Gap Summary Report

Our Gender, Ethnicity and Disability pay gap and bonus pay gap analysis is conducted in line with UK government guidance by **Innecto**, an independent UK pay and reward consultancy.

While there is currently no statutory requirement to publish ethnicity and disability pay gap data in the UK, Newcastle University chooses to analyse this information to ensure maximum transparency, and to inform our activities in relation to protected characteristics. As there is currently no government guidance on ethnicity and disability pay gap reporting, we calculate these figures using the same approach taken in gender pay gap reporting.

We are continuously working to address our existing pay gaps through the actions outlined earlier in this report and our wider EDI Strategy. In addition to the information shared below, we are also conducting deeper analysis by assessing how the experiences of different groups across the University vary and what might be causing these differences.

## Summary Comparison 2024 to 2025

Pay Gap	2024	2025		
<b>Gender</b>				
Mean	15.5%	14.4%	↓	1.1%-points
Median	14.3%	13.3%	↓	1.0%-points
<b>Ethnicity</b>				
Mean	*0.4%	1.0%	↑	0.6%-points
Median	-3.0%	-2.4%	↓	0.6%-points
<b>Disability</b>				
Mean	10.5%	8.7%	↓	1.8%-points
Median	6.1%	3.4%	↓	2.7%-points
<b>Bonus Gap</b>				
<b>Gender</b>				
Mean	74.4%	76.6%	↑	2.2%-points
Median	50.0%	0.0%	↓	50.0%-points
<b>Ethnicity</b>				
Mean	*-57.9%	-95.8%	↑	37.9%-points
Median	-100.0%	-50.0%	↓	50.0%-points
<b>Disability</b>				
Mean	78.3%	80.4%	↑	2.1%-points
Median	11.3%	0.0%	↓	11.3%-points

*\*These figures have been corrected from the comparison tables in our 2024 Annual EDI & GPG Report.*

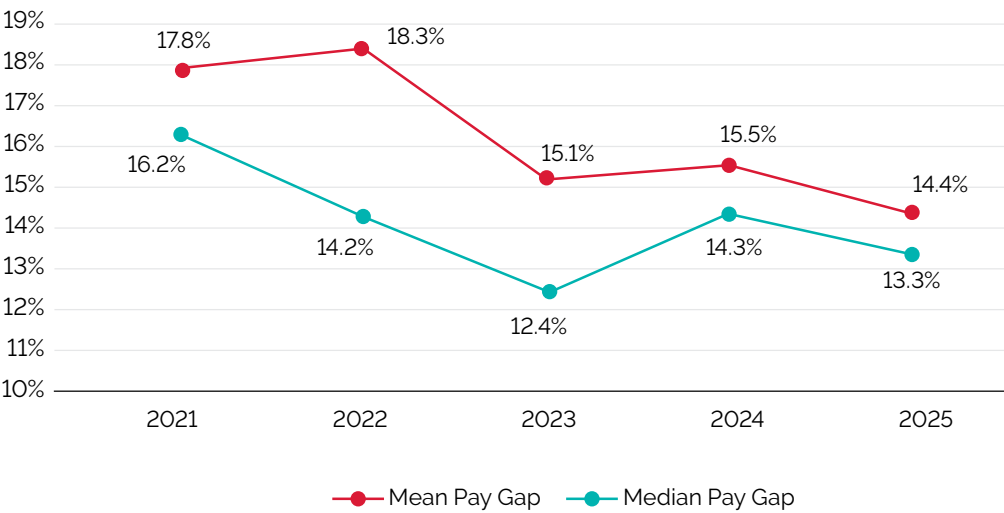


Gender

Gender Pay Gap

The mean and median gender pay gaps have decreased from previous years, with the mean pay gap reducing 1.1%-points from 15.5% in 2024 to 14.4% in 2025 and the median pay gap reducing 1.0%-points from 14.3% in 2024 to 13.3% in 2025. While both pay gaps remain in favour of male colleagues, these figures represent the lowest mean gender pay gap and the second lowest median gender pay gap since 2021.

Gender Pay Gap Trend



Gender Bonus Gap

When including National Clinical Impact Awards (NCIA), formerly Clinical Excellence Awards (CEA) payments, the mean gender bonus gap is 76.6% in favour of male colleagues and there is no median bonus gap in 2025. This represents a 2.2%-point increase in the mean bonus gap, and a 50.0%-point decrease in the median bonus gap, in comparison to 2024.

In total, 42 colleagues received NCIA bonus payments, comprised of 35 male colleagues

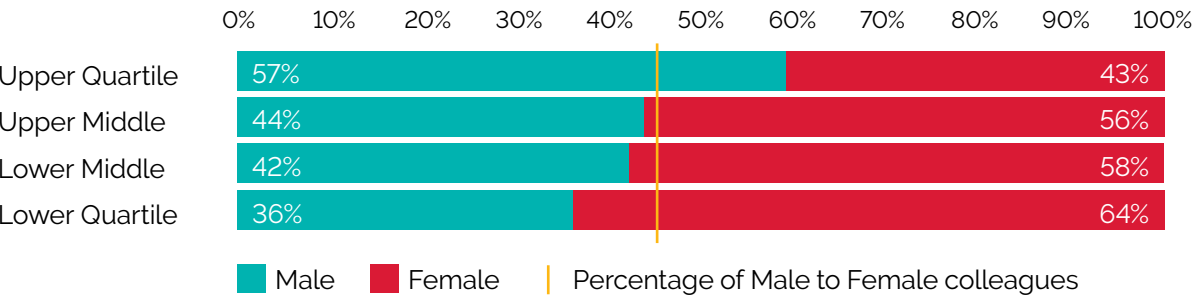
and 7 female colleagues. The mean bonus gap is driven by 13 male colleagues receiving NCIA bonus payouts greater than £10,000, compared to only 5 female colleagues.

When excluding NCIA payments, the mean gender bonus pay gap is 20.8% in favour of male colleagues and the median gender bonus pay gap remains at 0%.

Gender Pay Quartiles

Our overall gender distribution is 44.9% male and 55.1% female. This distribution is most closely represented in the upper middle quartile, with the largest deviation most evident in the upper quartile, which shows a 12%-point variation.

Proportion of Male and Female colleagues by Pay Quartile



This year, all pay quartiles saw shifts in gender distribution except the upper middle quartile, which remained unchanged. No quartile saw movements greater than 2%-points, however these marginal shifts are likely to have contributed to a reduction in the overall mean gender pay gap.

Addressing our Gender Pay Gap

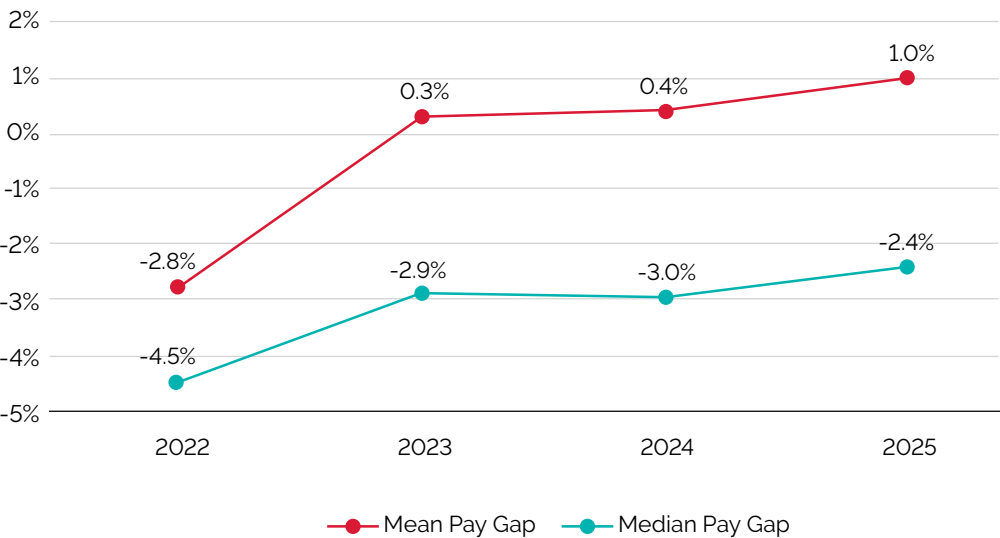
While both the mean and median gender pay gaps have shown a downward trend since 2021, we recognise that there is still more work to be done to reduce the gap further, and more consistently. We are confident that our actions to create a more family-friendly organisation will continue to have a positive impact and our work to build more representative university governance will address the gender disparities at the most senior levels, which we expect to influence both our pay gap and bonus pay gap. Our Athena Swan Action Plan continues to focus on wide-ranging key activities that contribute towards a reduction in the gender pay gap as a priority outcome.

Ethnicity

Ethnicity Pay Gap

The mean ethnicity pay gap increased by 0.6%-points to 0.96%, in favour of white colleagues. The median ethnicity pay gap decreased by 0.6%-points to 2.4%, in favour of minoritised ethnic colleagues. An increase of 1%-points in the population of minoritised ethnic colleagues has likely contributed to reducing the median ethnicity pay gap.

Ethnicity Pay Gap Trend



Ethnicity Bonus Pay Gap

When including NCIA, the mean ethnicity bonus gap has increased from 57.9% in 2024 to 95.8% in 2025, in favour of minoritised ethnic colleagues. The median gap has reduced from 100.0% in 2024 to 50.0% in 2025, also in favour of minoritised ethnic colleagues. Of the 42 colleagues who received NCIA payments, 3 did not share their ethnicity. Of the remaining recipients, 6 were from a minoritised ethnic background in comparison to 33 white colleagues.

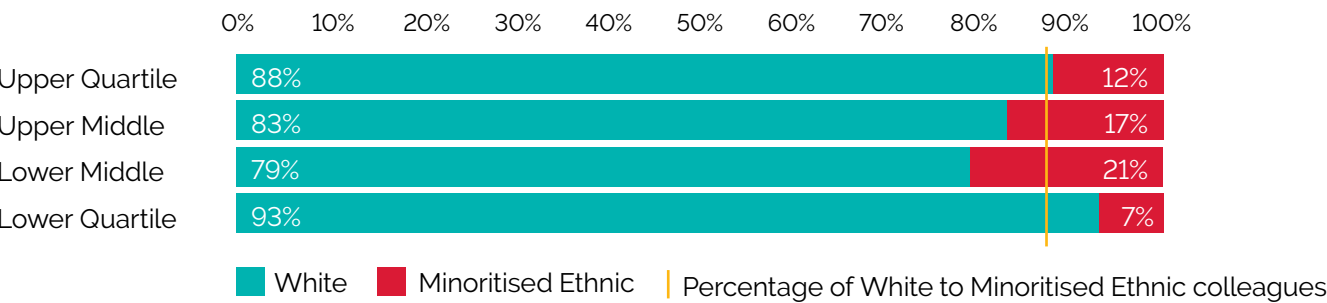
When excluding NCIA payments, the mean ethnicity bonus gap falls to 10.2% in favour of minoritised ethnic colleagues and the median ethnicity bonus gap falls to 0%.



Ethnicity Pay Quartiles

When reviewing the change in population distribution from 2024 to 2025, there is a clear trend of the population of white colleagues across all pay quartiles reducing. The largest pay gap is seen in the upper quartile with the mean ethnicity pay gap at 5.4% and the median ethnicity pay gap at 6.0%, both in favour of white colleagues. The remaining quartiles have pay gaps of less than 5.0% for both the mean and median.

Proportion of White and Minoritised colleagues by Pay Quartile



Addressing our Ethnicity Pay Gap

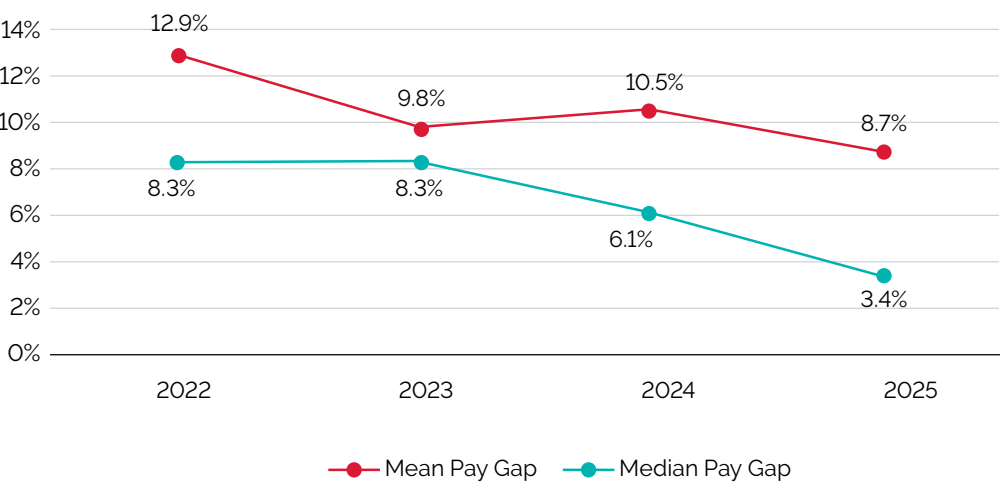
While minoritised ethnic groups remain underrepresented across the university, marginal progress continues to be made across all pay quartiles, which have seen a decrease in the population of white colleagues in 2025. Our work to address underrepresentation of protected characteristics at the most senior levels will continue to impact our ethnicity pay gap, alongside targeted efforts through the Race Equality Charter Action Plan.

Disability

Disability Pay Gap

Both the mean and median disability pay gaps reduced in 2025. The mean disability pay gap reduced 1.8%-points to 8.7% and the median disability pay gap reduced 2.7%-points to 3.4%, both remaining in favour of non-disabled colleagues.

Disability Pay Gap Trend



Disability Bonus Pay Gap

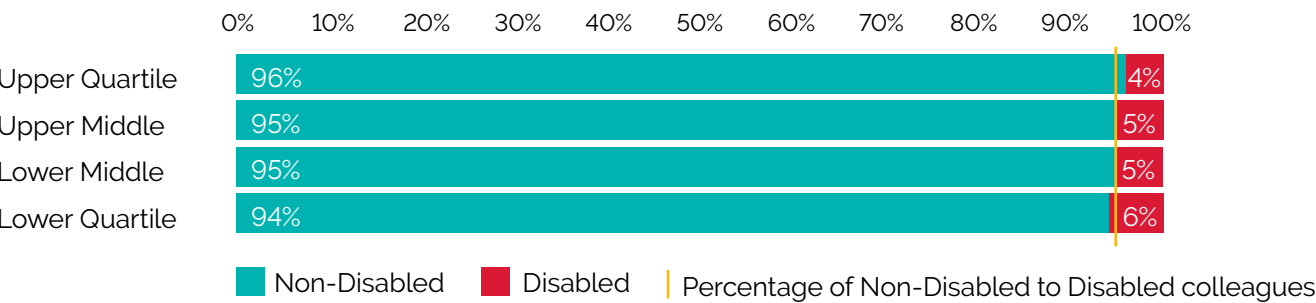
When including NCIA, the mean disability bonus pay gap has increased from 78.3% in 2024 to 80.4% in 2025, in favour of non-disabled colleagues, while the median disability bonus pay gap has reduced from 11.3% in 2024 to 0.0% in 2025. The increase in the mean disability bonus pay gap is primarily driven by outliers, with the top 60 bonus payments being made only to non-disabled colleagues. The lower proportion of disabled colleagues receiving a bonus has also contributed to the mean disability bonus pay gap.

When excluding NCIA payments, the mean disability bonus gap falls to 13.6% and the median disability bonus gap remains unchanged. Of the 42 NCIA bonus recipients, 41 shared that they have no known disability and 1 did not share their disability status. This accounts for the decrease in the mean disability bonus gap.

Disability Pay Quartiles

The population distribution of disabled and non-disabled colleagues across the pay quartiles has remained consistent in comparison to 2024. The upper quartile sees the highest mean disability pay gap of 10.3% in favour of non-disabled colleagues. The upper middle and lower quartiles report low mean and median pay gaps in favour of non-disabled colleagues, while the lower middle quartile reports a marginal pay gap of 0.3% in favour of disabled colleagues.

Proportion of Non-Disabled and Disabled colleagues by Pay Quartile



Addressing our Disability Pay Gap

We have seen an overall downward trend in the disability pay gap and representation of disabled colleagues remained consistent across all quartiles in 2025. In addition to our commitment to expand the scope of our diversity data collection practices, we will also carry out a data disclosure project to improve the sharing rate for data relating to all protected characteristics. We hope that this will improve the accuracy of the data set relating to disability status, which we currently believe to have a low disclosure rate and may therefore lead to limitations with the disability pay gap data.



# Appendices

## Appendix 1: Key

Protected Characteristics	
Age	Data pertaining to colleagues' age, calculated at the snapshot date (31st July 2025).
Disability Status	Data pertaining to colleagues' disability status, calculated at the snapshot date (31st July 2025).
Disabled	Referring to colleagues who have disclosed a disability, impairment, health condition or learning difference on their staff record.
No known disability	Referring to colleagues who have disclosed that they have no known disability, impairment, health condition or learning difference on their staff record.  We do not aggregate colleagues who chose the response 'Prefer not to say' into this category.
Ethnicity	Data pertaining to colleagues' ethnicity, calculated at the snapshot date (31st July 2025).
Minoritised Ethnic Group	Referring to all colleagues who identify as being from an ethnicity other than 'White'.  We acknowledge the limitations of an assumption that minority ethnic colleagues are a homogenous group and aim to analyse by combined ethnic groups in future.
Combined ethnic groups:	Where numbers allow, we report on the following mid-level combined categories of ethnicity.
Black/ African/ Caribbean/ Black British	Black or Black British – African, Black or Black British – Caribbean, Other Black Background
East Asian/ East Asian British	Chinese, Other Asian Background
South & Southeast Asian/ South & Southeast Asian British	Asian or Asian British – Bangladeshi, Asian or Asian British – Indian, Asian or Asian British – Pakistani
Mixed/ Multiple ethnic groups	Mixed – White & Asian, Mixed – White & Black African, Mixed – White & Black Caribbean, Other mixed background
White	White, White – Irish, White – Roma
Any other ethnic group not considered above	Arab, Other Ethnic background

## Equality, Diversity & Inclusion and Gender Pay Gap Report 2025

<b>Gender Affirmation</b>	Data pertaining to colleagues' gender affirmation/gender identity, calculated at the snapshot date (31st July 2025).  This term has been adopted following consultation with the colleague networks.
<b>Marital Status</b>	Data pertaining to colleagues' marital status, calculated at the snapshot date (31st July 2025).
<b>Civil Partnership</b>	Collected from 2023 onwards.
<b>Nationality</b>	Data pertaining to colleagues' nationality, calculated at the snapshot date (31st July 2025).
<b>Religion &amp; Belief</b>	Data pertaining to colleagues' religion and beliefs, calculated at the snapshot date (31st July 2025).
<b>Sex</b>	Data pertaining to colleagues' sex, calculated at the snapshot date (31st July 2025).  We report on data pertaining to sex (female/male) rather than gender (e.g. man/woman/non-binary) and therefore use the language 'female' and 'male' within this report. We recognise that sex does not equate with gender and that gender is not binary. We have pledged to enhance our data collection and reporting on gender in the future, as part of our Athena Swan Charter commitment.
<b>Sexual Orientation</b>	Data pertaining to colleagues' sexual orientation, calculated at the snapshot date (31st July 2025).
<b>LGB+</b>	Colleagues who identified as Lesbian, Gay, Bisexual or another sexual orientation except heterosexual.

<b>Occupations</b>	
<b>Academic</b>	Colleagues with an academic contract (R&I, T&R, T&S or Neither T&R).
<b>Professional Services (PS)</b>	Colleagues on a non-academic contract plus 9 Senior Officers on a T&R contract.
<b>Research</b>	Colleagues with an academic contract (R&I only).

<b>Faculties/ Units</b>	
<b>Academic Hub</b>	Academic units including e.g. Academic Services, Research & Innovation, Student Services etc.
<b>Finance &amp; Operations Hub</b>	Finance and Operations units including e.g. Estates, Finance, IT etc.
<b>FMS</b>	Faculty of Medical Sciences
<b>HaSS</b>	Faculty of Humanities and Social Sciences
<b>People Services</b>	People units including e.g. Health & Wellbeing, Organisational Development (OD), People Relations etc.  Note. Following a reporting restructure in 2024, People Services is now reported as a separate hub. Previously, People Services were reported within the Finance & Operations Hub.
<b>SAgE</b>	Faculty of Science, Agriculture and Engineering

Grading	
Grading structure	<p>PS: Grades A-I</p> <p>Academic: Grades E to I</p> <p>A small number of colleagues are on grades outside our grading structure. In these cases, individuals have been mapped to the appropriate equivalent grade within our structure, based on equivalent pay and position, to facilitate analysis.</p>

Academic Contracts	
R&I	Research & Innovation
T&R	Teaching & Scholarship
T&S	Teaching & Research

Data Presentation	
Data sharing rate	The proportion of colleagues for whom we have a recorded response to the question, including those who selected the response 'Prefer not to say', where possible.
No response provided	Colleagues for whom there is no recorded response to the question on their staff record.
Prefer not to say	<p>'Prefer not to say' is included as a report category to represent colleagues who chose not to disclose information in their response to the question.</p> <p>As part of the university-wide system migration in September 2024, responses marked as "No response provided" and "Prefer not to say" were consolidated under the category "Prefer not to say" across all demographic fields, with the exception of marital status. We acknowledge the limitations of this approach, particularly in terms of data accuracy and representation, and are undertaking internal work to address and improve the accuracy of the data moving forward.</p>
<7	There are fewer than seven individuals within a report category for a question and the data is therefore suppressed to prevent over-interpretation of small numbers and to protect colleagues' anonymity.
-	Where there are fewer than seven individuals within a report category for a question and the data has been suppressed, the percentage is also suppressed to prevent over-interpretation of small numbers and to protect colleagues' anonymity.
>7 but <22.5	Data is shared where the population is ≥7 but <22.5, however data within this range should be interpreted with caution due to small numbers.
N	Total workforce
n	Sample size of the workforce
% →	Percentage based on total row
% ↓	Percentage based on total column



Pay Gap Reporting	
<b>Pay gap</b>	Comparison of the basic hourly pay of all employees inclusive of cash payments and allowances, allowing a direct comparison of part-time and full-time earners, paid in the relevant pay period
<b>Bonus pay gap</b>	The difference in actual bonus pay paid in the previous 12 months before the snapshot date where 'bonus pay' is any remuneration relating to profit-sharing, productivity, performance, incentive or commission, whether in the form of money, vouchers, securities, securities options or interests in securities
<b>Mean</b>	The average number of a set of data
<b>Median</b>	The value lying at the midpoint of a distribution of values
<b>Pay quartile</b>	Pay quartiles are a statutory requirement in which employees are ranked from highest hourly rate to lowest hourly rate and then divided into four quartiles, each containing 25% of full-pay relevant employees
<b>Upper quartile</b>	The highest earning 25% of employees
<b>Upper middle quartile</b>	The second highest earning 25% of employees
<b>Lower middle quartile</b>	The second lowest earning 25% of employees
<b>Lower quartile</b>	The lowest earning 25% of employees
<b>National Clinical Impact Awards (NCIA)</b>	A UK awards scheme recognising NHS and university clinical staff for delivering national impact through patient care, services, academic medicine and research, formerly Clinical Excellence Awards (CEA)

List of Abbreviations	
<b>AFBE</b>	Association for Black & Minority Ethnic Engineers
<b>APP</b>	Access & Participation Plan
<b>BHM</b>	Black History Month
<b>BSL</b>	British Sign Language
<b>CARA</b>	Council for At-Risk Academics
<b>CEA</b>	Clinical Excellence Awards
<b>CHW</b>	Colleague Health & Wellbeing
<b>CPD</b>	Continuing Professional Development
<b>DIG</b>	Disability Interest Group
<b>EA</b>	Equality Analysis
<b>EDI</b>	Equality, Diversity & Inclusion
<b>EDIC</b>	Equality, Diversity & Inclusion Committee
<b>EDICG</b>	Equality, Diversity & Inclusion Consultative Group
<b>EHRC</b>	Equality & Human Rights Commission
<b>FMS</b>	Faculty of Medical Sciences

<b>FTE</b>	Full-time Equivalent
<b>GPG</b>	Gender Pay Gap
<b>HaSS</b>	Faculty of Humanities and Social Sciences
<b>HE</b>	Higher Education
<b>HEI</b>	Higher Education Institution
<b>HESA</b>	Higher Education Statistics Agency
<b>KiT</b>	Keeping in Touch (Days)
<b>LGB+</b>	People who identify as Lesbian, Gay, Bisexual or other sexualities except heterosexual
<b>LGBTQ+</b>	People who identify as Lesbian, Gay, Bisexual, Transgender, Queer (or Questioning), and other sexualities except heterosexual
<b>OfS</b>	Office for Students
<b>N</b>	Total workforce
<b>n</b>	Sample size of the workforce
<b>NCIA</b>	National Clinical Impact Awards
<b>NU</b>	Newcastle University
<b>NUiS</b>	Newcastle University in Singapore
<b>NUMed</b>	Newcastle University Medicine Malaysia
<b>NU-REN</b>	NU Race Equality Network
<b>NUSU</b>	Newcastle University Students' Union
<b>NUWEE</b>	National University of Water and Environmental Engineering
<b>PEC</b>	Personal Extenuating Circumstances
<b>PG</b>	Postgraduate
<b>PGR</b>	Postgraduate Research
<b>PS</b>	Professional Services
<b>PSED</b>	Public Sector Equality Duty
<b>R&amp;I</b>	Research & Innovation (academic contract)
<b>REC</b>	Race Equality Charter
<b>RSP</b>	Returns Support Programme
<b>SAgE</b>	Faculty of Science, Agriculture and Engineering
<b>SEND</b>	Special Educational Needs and Disabilities
<b>T&amp;R</b>	Teaching & Research (academic contract)
<b>T&amp;S</b>	Teaching & Scholarship (academic contract)
<b>UG</b>	Undergraduate

## Appendix 2: Workforce Data Tables

### 2.1. Age

#### 2.1.1. All colleagues by age group over time, 2019-2025

	2019	2020	2021	2022		2023		2024		2025	
	%↓	%↓	%↓	n	%↓	n	%↓	n	%↓	n	%↓
<=25	4.1%	4.5%	3.5%	231	3.6%	*255	4.0%	281	4.3%	212	3.4%
26-35	24.9%	25.0%	24.2%	1563	24.4%	1538	24.1%	1587	24.1%	1475	23.6%
36-45	28.1%	27.8%	28.6%	1880	29.3%	1858	29.1%	1913	29.1%	1851	29.7%
46-55	25.1%	24.1%	24.3%	1529	23.8%	1514	23.7%	1582	24.1%	1548	24.8%
56-65	15.8%	16.4%	16.8%	1058	16.5%	1079	16.9%	1057	16.1%	1006	16.1%
>=66	2.0%	2.2%	2.5%	154	2.4%	151	2.4%	154	2.3%	149	2.4%
All colleagues	100%	100%	100%	6415	100%	*6395	100%	6574	100%	6241	100%

\* These figures have been adjusted to correct a minor inaccuracy in previous reporting.

#### 2.1.2. All colleagues by age group and occupation, 2025 (N=6,241)

	Academic		Research		PS	
	n	%↓	n	%↓	n	%↓
<=25	7	0.4%	30	3.0%	175	5.2%
26-35	191	10.3%	504	50.4%	780	23.1%
36-45	636	34.2%	300	30.0%	915	27.1%
46-55	602	32.4%	101	10.1%	845	25.0%
56-65	351	18.9%	54	5.4%	601	17.8%
>=66	73	3.9%	11	1.1%	65	1.9%
All colleagues	1860	100%	1000	100%	3381	100%

#### 2.1.3. PS colleagues only by age group and job family, 2025 (n=3,381)

	Administrative		Maintenance		Operational		Specialist	
	n	%↓	n	%↓	n	%↓	n	%↓
<=25	110	4.9%	<7	-	20	4.0%	41	7.3%
26-35	557	24.6%	13	21.3%	52	10.5%	158	28.1%
36-45	677	29.9%	9	14.8%	85	17.2%	144	25.6%
46-55	588	26.0%	12	19.7%	113	22.8%	132	23.5%
56-65	312	13.8%	20	32.8%	193	39.0%	76	13.5%
>=66	19	0.8%	<7	-	32	6.5%	11	2.0%
All colleagues	2263	100%	61	100%	495	100%	562	100%

#### 2.1.4. Colleagues on academic contracts only (R&I, T&R or T&S) by age group, and contract type, 2025 (n=2,865)

	R&I		T&R		T&S	
	n	%↓	n	%↓	n	%↓
<=25	30	3.0%			7	1.6%
26-35	504	50.0%	115	8.2%	76	16.9%
36-45	302	30.0%	481	34.2%	153	33.9%
46-55	101	10.0%	487	34.6%	118	26.2%
56-65	56	5.6%	269	19.1%	82	18.2%
>=66	14	1.4%	55	3.9%	15	3.3%
All colleagues	1007	100%	1407	100%	451	100%

Note. There are 9 PS colleagues on T&R contracts included in these numbers.



## 2.1.5. All colleagues by Faculty/Hub and age group, and occupation, 2025 (N=6,241)

Faculty	Academic		Research		PS	
	n	%↓	n	%↓	n	%↓
<b>HaSS</b>	<b>809</b>	<b>100%</b>	<b>89</b>	<b>100%</b>	<b>297</b>	<b>100%</b>
<=25					22	7.4%
26-35	60	7.4%	24	27.0%	76	25.6%
36-45	287	35.5%	42	47.2%	86	29.0%
46-55	272	33.6%	13	14.6%	70	23.6%
56-65	155	19.2%	<7	-	40	13.5%
>=66	35	4.3%	<7	-	<7	-
<b>FMS</b>	<b>572</b>	<b>100%</b>	<b>620</b>	<b>100%</b>	<b>683</b>	<b>100%</b>
<=25	<7	-	23	3.7%	45	6.6%
26-35	53	9.3%	304	49.0%	199	29.1%
36-45	193	33.7%	183	29.5%	169	24.7%
46-55	180	31.5%	69	11.1%	168	24.6%
56-65	127	22.2%	38	6.1%	96	14.1%
>=66	17	3.0%	<7	-	<7	-
<b>SAGe</b>	<b>477</b>	<b>100%</b>	<b>289</b>	<b>100%</b>	<b>368</b>	<b>100%</b>
<=25	<7	-	<7	-	22	6.0%
26-35	78	16.4%	176	60.9%	85	23.1%
36-45	156	32.7%	75	26.0%	109	29.6%
46-55	148	31.0%	18	6.2%	88	23.9%
56-65	69	14.5%	10	3.5%	52	14.1%
>=66	21	4.4%	<7	-	12	3.3%
<b>Academic hub</b>	<b>&lt;7</b>	<b>-</b>	<b>&lt;7</b>	<b>-</b>	<b>871</b>	<b>100%</b>
<=25			<7	-	42	4.8%
26-35					236	27.1%
36-45					291	33.4%
46-55	<7	-	<7	-	196	22.5%
56-65					101	11.6%
>=66					<7	-
<b>Finance &amp; Operations Hub</b>					<b>1051</b>	<b>100%</b>
<=25					37	3.5%
26-35					166	15.8%
36-45					227	21.6%
46-55					287	27.3%
56-65					296	28.2%
>=66					38	3.6%
<b>People Services</b>					<b>111</b>	<b>100%</b>
<=25					7	6.3%
26-35					18	16.2%
36-45					33	29.7%
46-55					36	32.4%
56-65					16	14.4%
>=66					<7	-

## 2.1.6. All colleagues by age group and mode of employment, 2025 (Full-time n=4,856; Part-time n=1,385)

	Full-time		Part-time	
	n	%↓	n	%↓
<=25	183	3.8%	29	2.1%
26-35	1275	26.3%	200	14.4%
36-45	1405	28.9%	446	32.2%
46-55	1245	25.6%	303	21.9%
56-65	683	14.1%	323	23.3%
>=66	65	1.3%	84	6.1%
All colleagues	4856	100%	1385	100%

## 2.1.7. Academic and Research colleagues only by age group and grade, 2025 (n=2,860)

	Grade E		Grade F		Grade G		Grade H		Grade I	
	n	%↓	n	%↓	n	%↓	n	%↓	n	%↓
<=25	<7	-	32	3.4%						
26-35	19	73.1%	529	55.9%	122	19.2%	16	3.1%	9	1.2%
36-45	<7	-	260	27.5%	309	48.6%	214	41.9%	151	20.4%
46-55			83	8.8%	130	20.4%	185	36.2%	305	41.2%
56-65			36	3.8%	61	9.6%	81	15.9%	227	30.7%
>=66			7	0.7%	14	2.2%	15	2.9%	48	6.5%
All colleagues	26	100%	947	100%	636	100%	511	100%	740	100%

## 2.1.8. PS colleagues only by age group and grade, 2025 (n=3,381)

	Grade A		Grade B		Grade C		Grade D		Grade E	
	n	%↓	n	%↓	n	%↓	n	%↓	n	%↓
<=25	10	3.5%	10	8.0%	49	12.7%	76	12.7%	25	4.0%
26-35	25	8.7%	26	20.8%	101	26.2%	176	29.4%	194	30.9%
36-45	39	13.6%	20	16.0%	64	16.6%	133	22.2%	177	28.2%
46-55	50	17.5%	28	22.4%	82	21.3%	121	20.2%	136	21.7%
56-65	136	47.6%	36	28.8%	81	21.0%	89	14.9%	83	13.2%
>=66	26	9.1%	<7	-	8	2.1%	<7	-	12	1.9%
All colleagues	286	100%	125	100%	385	100%	598	100%	627	100%

	Grade F		Grade G		Grade H		Grade I	
	n	%↓	n	%↓	n	%↓	n	%↓
<=25	<7	-	<7	-				
26-35	223	26.9%	33	8.5%	<7	-	<7	-
36-45	307	37.1%	134	34.5%	30	31.6%	11	22.4%
46-55	199	24.0%	156	40.2%	50	52.6%	23	46.9%
56-65	92	11.1%	58	14.9%	13	13.7%	13	26.5%
>=66	<7	-	<7	-	<7	-	<7	-
All colleagues	828	100%	388	100%	95	100%	49	100%

## 2.1.9. Average age of all colleagues by grade and occupation, 2025 (N=6,241)

	Academic		Research		PS	
	n	Average age (yrs)	n	Average age (yrs)	n	Average age (yrs)
Grade A					286	53.1
Grade B					125	46.0
Grade C					385	42.5
Grade D					598	40.3
Grade E	26	29.4			627	41.9
Grade F	204	37.8	743	35.5	828	42.4
Grade G	406	44.1	230	41.7	388	47.0
Grade H	487	47.9	24	48.0	95	48.6
Grade I	737	52.4	<7	-	49	51.5
<b>All colleagues</b>	<b>1860</b>	<b>47.5</b>	<b>1000</b>	<b>37.3</b>	<b>3381</b>	<b>43.8</b>

## 2.1.10. All colleagues by age group and sex, 2025 (Female n=3,438; Male n=2,803)

	Female		Male	
	n	%↓	n	%↓
<=25	130	3.8%	82	2.9%
26-35	819	23.8%	656	23.4%
36-45	1076	31.3%	775	27.6%
46-55	835	24.3%	713	25.4%
56-65	531	15.4%	475	16.9%
>=66	47	1.4%	102	3.6%
<b>All colleagues</b>	<b>3438</b>	<b>100%</b>	<b>2803</b>	<b>100%</b>

## 2.1.11. Average age of all colleagues by occupation and sex, 2025 (N=6,241)

	Academic		Research		PS	
	n	Average age (yrs)	n	Average age (yrs)	n	Average age (yrs)
Female	825	46.1	542	37.4	2071	43.7
Male	1035	48.6	458	37.1	1310	44.0
<b>All colleagues</b>	<b>1860</b>	<b>47.5</b>	<b>1000</b>	<b>37.3</b>	<b>3381</b>	<b>43.8</b>



## 2.2. Disability

### 2.2.1. All colleagues by disability status over time, 2019-2025

	2019	2020	2021	2022		2023		2024		2025	
	%↓	%↓	%↓	n	%↓	n	%↓	n	%↓	n	%↓
Disabled	3.6%	3.9%	4.0%	263	4.1%	283	4.4%	306	4.7%	314	5.0%
No known disability	93.9%	93.4%	92.6%	5919	92.3%	5850	91.5%	5919	90.0%	5865	94.0%
Prefer not to say	2.5%	2.7%	3.4%	227	3.5%	220	3.4%	305	4.6%	62	1.0%
No response provided				<7	-	42	0.7%	44	0.7%		
<b>All colleagues</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>6415</b>	<b>100%</b>	<b>6395</b>	<b>100%</b>	<b>6574</b>	<b>100%</b>	<b>6241</b>	<b>100%</b>

### 2.2.2. Breakdown of disability, 2025 (n=314)

	n	%↓
A disability, impairment or medical condition not listed	104	33.1%
A long standing illness or health condition (e.g. Cancer)	61	19.4%
A mental health condition (e.g. Depression or Schizophrenia)	46	14.6%
A physical impairment or mobility issues (e.g. Wheelchair)	21	6.7%
A social/communication impairment (e.g. Asperger's syndrome)	19	6.1%
A specific learning difficulty (e.g. Dyslexia or Dyspraxia)	45	14.3%
Blind or a serious visual impairment uncorrected by glasses	<7	-
Deaf or serious hearing impairment	12	3.8%
Development condition that you have had since childhood	<7	-
<b>All colleagues who reported a disability</b>	<b>314</b>	<b>100%</b>

### 2.2.3. All colleagues by disability status and occupation, 2025 (N=6,241)

	Academic		Research		PS	
	n	%↓	n	%↓	n	%↓
Disabled	86	4.6%	44	4.4%	184	5.4%
No known disability	1765	94.9%	937	93.7%	3163	93.6%
Prefer not to say	9	0.5%	19	1.9%	34	1.0%
<b>All colleagues</b>	<b>1860</b>	<b>100%</b>	<b>1000</b>	<b>100%</b>	<b>3381</b>	<b>100%</b>

### 2.2.4. PS colleagues only by disability status and job family, 2025 (n=3,381)

	Administrative		Maintenance		Operational		Specialist	
	n	%↓	n	%↓	n	%↓	n	%↓
Disabled	141	6.2%	<7	-	24	4.8%	18	3.2%
No known disability	2093	92.5%	58	95.1%	471	95.2%	541	96.3%
Prefer not to say	29	1.3%	<7	-			<7	-
<b>All colleagues</b>	<b>2263</b>	<b>100%</b>	<b>61</b>	<b>100%</b>	<b>495</b>	<b>100%</b>	<b>562</b>	<b>100%</b>

## 2.2.5. Colleagues on academic contracts (R&I, T&R or T&S) by disability status and contract type, 2025 (n=2,865)

	R&I		T&R		T&S	
	n	%↓	n	%↓	n	%↓
Disabled	44	4.4%	60	4.3%	26	5.8%
No known disability	944	93.7%	1341	95.3%	422	93.6%
Prefer not to say	19	1.9%	<7	-	<7	-
<b>All colleagues</b>	<b>1007</b>	<b>100%</b>	<b>1407</b>	<b>100%</b>	<b>451</b>	<b>100%</b>

Note. There are 9 PS colleagues on T&R contracts included in these numbers.

## 2.2.6. All colleagues by Faculty/Hub and disability status, and occupation, 2025 (N=6,241)

Faculty	Academic		Research		PS	
	n	%↓	n	%↓	n	%↓
<b>HaSS</b>	<b>809</b>	<b>100%</b>	<b>89</b>	<b>100%</b>	<b>297</b>	<b>100%</b>
Disabled	50	6.2%	<7	-	21	7.1%
No known disability	757	93.6%	81	91.0%	272	91.6%
Prefer not to say	<7	-	<7	-	<7	-
<b>FMS</b>	<b>572</b>	<b>100%</b>	<b>620</b>	<b>100%</b>	<b>683</b>	<b>100%</b>
Disabled	20	3.5%	29	4.7%	31	4.5%
No known disability	548	95.8%	579	93.4%	647	94.7%
Prefer not to say	<7	-	12	1.9%	<7	-
<b>SAgE</b>	<b>477</b>	<b>100%</b>	<b>289</b>	<b>100%</b>	<b>368</b>	<b>100%</b>
Disabled	16	3.4%	9	3.1%	15	4.1%
No known disability	458	96.0%	276	95.5%	349	94.8%
Prefer not to say	<7	-	<7	-	<7	-
<b>Academic hub</b>	<b>&lt;7</b>	<b>-</b>	<b>&lt;7</b>	<b>-</b>	<b>871</b>	<b>100%</b>
Disabled			<7	-	61	7.0%
No known disability	<7	-	<7	-	800	91.8%
Prefer not to say					10	1.1%
<b>Finance &amp; Operations Hub</b>					<b>1051</b>	<b>100%</b>
Disabled					47	4.5%
No known disability					994	94.6%
Prefer not to say					10	1.0%
<b>People Services</b>					<b>111</b>	<b>100%</b>
Disabled					9	8.1%
No known disability					101	91.0%
Prefer not to say					<7	-

## 2.2.7. All colleagues by disability status and mode of employment, 2025 (Full-time n=4,856; Part-time n=1,385)

	Full-time		Part-time	
	n	%↓	n	%↓
Disabled	222	4.6%	92	6.6%
No known disability	4580	94.3%	1285	92.8%
Prefer not to say	54	1.1%	8	0.6%
<b>All colleagues</b>	<b>4856</b>	<b>100%</b>	<b>1385</b>	<b>100%</b>

## 2.2.8. Academic and Research colleagues only by disability status and grade, 2025 (n=2,860)

	Grade E		Grade F		Grade G		Grade H		Grade I	
	n	%↓	n	%↓	n	%↓	n	%↓	n	%↓
Disabled	<7	-	42	4.4%	34	5.3%	21	4.1%	32	4.3%
No known disability	25	96.2%	891	94.1%	593	93.2%	489	95.7%	704	95.1%
Prefer not to say			14	1.5%	9	1.4%	<7	-	<7	-
<b>All colleagues</b>	<b>26</b>	<b>100%</b>	<b>947</b>	<b>100%</b>	<b>636</b>	<b>100%</b>	<b>511</b>	<b>100%</b>	<b>740</b>	<b>100%</b>

## 2.2.9. PS colleagues only by disability status and grade, 2025 (n=3,381)

	Grade A		Grade B		Grade C		Grade D		Grade E	
	n	%↓	n	%↓	n	%↓	n	%↓	n	%↓
Disabled	13	4.5%	9	7.2%	22	5.7%	42	7.0%	33	5.3%
No known disability	273	95.5%	116	92.8%	354	91.9%	546	91.3%	588	93.8%
Prefer not to say					9	2.3%	10	1.7%	<7	-
<b>All colleagues</b>	<b>286</b>	<b>100%</b>	<b>125</b>	<b>100%</b>	<b>385</b>	<b>100%</b>	<b>598</b>	<b>100%</b>	<b>627</b>	<b>100%</b>

	Grade F		Grade G		Grade H		Grade I	
	n	%↓	n	%↓	n	%↓	n	%↓
Disabled	45	5.4%	14	3.6%	<7	-	<7	-
No known disability	778	94.0%	372	95.9%	89	93.7%	47	95.9%
Prefer not to say	<7	-	<7	-	<7	-		
<b>All colleagues</b>	<b>828</b>	<b>100%</b>	<b>388</b>	<b>100%</b>	<b>95</b>	<b>100%</b>	<b>49</b>	<b>100%</b>





## 2.3. Ethnicity or Ethnic Group

### 2.3.1. All colleagues by ethnicity over time, 2019-2025

	2019	2020	2021	2022		2023		2024		2025	
	%↓	%↓	%↓	n	%↓	n	%↓	n	%↓	n	%↓
<b>Minoritised ethnic</b>	<b>8.8%</b>	<b>8.9%</b>	<b>9.3%</b>	<b>671</b>	<b>10.5%</b>	<b>742</b>	<b>11.6%</b>	<b>816</b>	<b>12.4%</b>	<b>836</b>	<b>13.4%</b>
Black/African/Caribbean/Black British	0.8%	0.8%	0.9%	63	1.0%	75	1.2%	78	1.2%	88	1.4%
East Asian/East Asian British	3.5%	3.6%	3.6%	241	3.8%	273	4.3%	303	4.6%	315	5.0%
South & Southeast Asian/South & Southeast Asian British	2.1%	2.2%	2.0%	157	2.4%	174	2.7%	187	2.8%	201	3.2%
Mixed/multiple ethnic groups	1.1%	1.2%	1.3%	96	1.5%	100	1.6%	112	1.7%	101	1.6%
Any ethnic group not considered above	1.3%	1.2%	1.5%	114	1.8%	120	1.9%	136	2.1%	131	2.1%
<b>White</b>	<b>88.3%</b>	<b>87.9%</b>	<b>86.7%</b>	<b>5454</b>	<b>85.0%</b>	<b>5319</b>	<b>83.2%</b>	<b>5348</b>	<b>81.4%</b>	<b>5038</b>	<b>80.7%</b>
<b>Prefer not to say</b>	<b>3.0%</b>	<b>3.2%</b>	<b>4.0%</b>	<b>243</b>	<b>3.8%</b>	<b>270</b>	<b>4.2%</b>	<b>343</b>	<b>5.2%</b>	<b>367</b>	<b>5.9%</b>
<b>No response provided</b>				<b>47</b>	<b>0.7%</b>	<b>64</b>	<b>1.0%</b>	<b>67</b>	<b>1.0%</b>		
<b>All colleagues</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>6415</b>	<b>100%</b>	<b>6395</b>	<b>100%</b>	<b>6574</b>	<b>100%</b>	<b>6241</b>	<b>100%</b>

### 2.3.2. All colleagues by ethnicity and occupation, 2025 (N=6,241)

	Academic		Research		PS	
	n	%↓	n	%↓	n	%↓
<b>Minoritised ethnic</b>	<b>335</b>	<b>18.0%</b>	<b>279</b>	<b>27.9%</b>	<b>222</b>	<b>6.6%</b>
Black/African/Caribbean/Black British	24	1.3%	36	3.6%	28	0.8%
East Asian/East Asian British	142	7.6%	104	10.4%	69	2.0%
South & Southeast Asian/South & Southeast Asian British	73	3.9%	69	6.9%	59	1.7%
Mixed/multiple ethnic groups	39	2.1%	25	2.5%	37	1.1%
Any ethnic group not considered above	57	3.1%	45	4.5%	29	0.9%
<b>White</b>	<b>1412</b>	<b>75.9%</b>	<b>617</b>	<b>61.7%</b>	<b>3009</b>	<b>89.0%</b>
<b>Prefer not to say</b>	<b>113</b>	<b>6.1%</b>	<b>104</b>	<b>10.4%</b>	<b>150</b>	<b>4.4%</b>
<b>All colleagues</b>	<b>1860</b>	<b>100%</b>	<b>1000</b>	<b>100%</b>	<b>3381</b>	<b>100%</b>

### 2.3.3. PS colleagues only by ethnicity and job family, 2025 (n=3,381)

	Administrative		Maintenance		Operational		Specialist	
	n	%↓	n	%↓	n	%↓	n	%↓
Minoritised ethnic background	137	6.1%	<7	-	19	3.8%	63	11.2%
White	2030	89.7%	54	88.5%	463	93.5%	462	82.2%
Prefer not to say	96	4.2%	<7	-	13	2.6%	37	6.6%
<b>All colleagues</b>	<b>2263</b>	<b>100%</b>	<b>61</b>	<b>100%</b>	<b>495</b>	<b>100%</b>	<b>562</b>	<b>100%</b>

### 2.3.4. Colleagues on academic contracts (R&I, T&R or T&S) by ethnicity and contract type, 2025 (n=2,865)

	R&I		T&R		T&S	
	n	%↓	n	%↓	n	%↓
Minoritised ethnic background	279	27.7%	253	18.0%	82	18.2%
White	623	61.9%	1068	75.9%	343	76.1%
Prefer not to say	105	10.4%	86	6.1%	26	5.8%
<b>All colleagues</b>	<b>1007</b>	<b>100%</b>	<b>1407</b>	<b>100%</b>	<b>451</b>	<b>100%</b>

Note. There are 9 PS colleagues on T&R contracts included in these numbers.

## 2.3.5. All colleagues by Faculty/Hub and ethnicity, and occupation, 2025 (N=6,241)

Faculty	Academic		Research		PS	
	n	%↓	n	%↓	n	%↓
<b>HaSS</b>	<b>809</b>	<b>100%</b>	<b>89</b>	<b>100%</b>	<b>297</b>	<b>100%</b>
Minoritised ethnic background	148	18.3%	21	23.6%	22	7.4%
White	603	74.5%	62	69.7%	265	89.2%
Prefer not to say	58	7.2%	<7	-	10	3.4%
<b>FMS</b>	<b>572</b>	<b>100%</b>	<b>620</b>	<b>100%</b>	<b>683</b>	<b>100%</b>
Minoritised ethnic background	69	12.1%	146	23.5%	60	8.8%
White	478	83.6%	414	66.8%	594	87.0%
Prefer not to say	25	4.4%	60	9.7%	29	4.2%
<b>SAgE</b>	<b>477</b>	<b>100%</b>	<b>289</b>	<b>100%</b>	<b>368</b>	<b>100%</b>
Minoritised ethnic background	117	24.5%	111	38.4%	17	4.6%
White	330	69.2%	140	48.4%	332	90.2%
Prefer not to say	30	6.3%	38	13.1%	19	5.2%
<b>Academic hub</b>	<b>&lt;7</b>	<b>-</b>	<b>&lt;7</b>	<b>-</b>	<b>871</b>	<b>100%</b>
Minoritised ethnic background	<7	-	<7	-	52	6.0%
White	<7	-	<7	-	776	89.1%
Prefer not to say					43	4.9%
<b>Finance &amp; Operations Hub</b>					<b>1051</b>	<b>100%</b>
Minoritised ethnic background					61	5.8%
White					945	89.9%
Prefer not to say					45	4.3%
<b>People Services</b>					<b>111</b>	<b>100%</b>
Minoritised ethnic background					10	9.0%
White					97	87.4%
Prefer not to say					<7	-

## 2.3.6. All colleagues by ethnicity and mode of employment, 2025 (Full-time n=4,856; Part-time n=1,385)

	Full-time		Part-time	
	n	%↓	n	%↓
Minoritised ethnic background	712	14.7%	124	9.0%
White	3855	79.4%	1183	85.4%
Prefer not to say	289	6.0%	78	5.6%
<b>All colleagues</b>	<b>4856</b>	<b>100%</b>	<b>1385</b>	<b>100%</b>

## 2.3.7. Academic and Research colleagues only by ethnicity and grade, 2025 (n=2,860)

	Grade E		Grade F		Grade G		Grade H		Grade I	
	n	%↓	n	%↓	n	%↓	n	%↓	n	%↓
Minoritised ethnic background	16	61.5%	307	32.4%	133	20.9%	78	15.3%	80	10.8%
White	7	26.9%	543	57.3%	455	71.5%	402	78.7%	622	84.1%
Prefer not to say	<7	-	97	10.2%	48	7.5%	31	6.1%	38	5.1%
<b>All colleagues</b>	<b>26</b>	<b>100%</b>	<b>947</b>	<b>100%</b>	<b>636</b>	<b>100%</b>	<b>511</b>	<b>100%</b>	<b>740</b>	<b>100%</b>

## 2.3.8. PS colleagues only by ethnicity and grade, 2025 (n=3,381)

	Grade A		Grade B		Grade C		Grade D		Grade E	
	n	%↓	n	%↓	n	%↓	n	%↓	n	%↓
Minoritised ethnic background	12	4.2%	7	5.6%	26	6.8%	37	6.2%	43	6.9%
White	265	92.7%	112	89.6%	337	87.5%	533	89.1%	557	88.8%
Prefer not to say	9	3.1%	<7	-	22	5.7%	28	4.7%	27	4.3%
<b>All colleagues</b>	<b>286</b>	<b>100%</b>	<b>125</b>	<b>100%</b>	<b>385</b>	<b>100%</b>	<b>598</b>	<b>100%</b>	<b>627</b>	<b>100%</b>

	Grade F		Grade G		Grade H		Grade I	
	n	%↓	n	%↓	n	%↓	n	%↓
Minoritised ethnic background	71	8.6%	24	6.2%	<7	-	<7	-
White	719	86.8%	350	90.2%	89	93.7%	47	95.9%
Prefer not to say	38	4.6%	14	3.6%	<7	-	<7	-
<b>All colleagues</b>	<b>828</b>	<b>100%</b>	<b>388</b>	<b>100%</b>	<b>95</b>	<b>100%</b>	<b>49</b>	<b>100%</b>



## 2.4. Gender Affirmation

### 2.4.1. All colleagues by gender affirmation over time, 2019-2025

	2019	2020	2021	2022		2023		2024		2025	
	%↓	%↓	%↓	n	%↓	n	%↓	n	%↓	n	%↓
Gender same as sex registered at birth	27.1%	28.8%	32.3%	2436	38.0%	2848	44.5%	3299	50.2%	3334	53.4%
Gender not the same as sex registered at birth	-	-	0.1%	10	0.2%	12	0.2%	14	0.2%	16	0.3%
Prefer not to say	1.1%	1.2%	1.7%	154	2.4%	155	2.4%	239	3.6%	2891	46.3%
No response provided	71.8%	69.9%	65.9%	3815	59.5%	3380	52.9%	3022	46.0%		
<b>All colleagues</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>6415</b>	<b>100%</b>	<b>6395</b>	<b>100%</b>	<b>6574</b>	<b>100%</b>	<b>6241</b>	<b>100%</b>

### 2.4.2. All colleagues by gender affirmation and occupation, 2025 (N=6,241)

	Academic		Research		PS	
	n	%↓	n	%↓	n	%↓
Gender same as sex registered at birth	772	41.5%	670	67.0%	1892	56.0%
Gender not the same as sex registered at birth	<7	-	<7	-	10	0.3%
Prefer not to say	1085	58.3%	327	32.7%	1479	43.7%
<b>All colleagues</b>	<b>1860</b>	<b>100%</b>	<b>1000</b>	<b>100%</b>	<b>3381</b>	<b>100%</b>

### 2.4.3. PS colleagues only by gender affirmation and job family, 2025 (n=3,381)

	Administrative		Maintenance		Operational		Specialist	
	n	%↓	n	%↓	n	%↓	n	%↓
Gender same as sex registered at birth	1317	58.2%	21	34.4%	250	50.5%	304	54.1%
Gender not the same as sex registered at birth	8	0.4%					<7	-
Prefer not to say	938	41.4%	40	65.6%	245	49.5%	256	45.6%
<b>All colleagues</b>	<b>2263</b>	<b>100%</b>	<b>61</b>	<b>100%</b>	<b>495</b>	<b>100%</b>	<b>562</b>	<b>100%</b>

### 2.4.4. Colleagues on academic contracts (R&I, T&R or T&S) by gender affirmation and contract type, 2025 (n=2,865)

	R&I		T&R		T&S	
	n	%↓	n	%↓	n	%↓
Gender same as sex registered at birth	672	66.7%	562	39.9%	213	47.2%
Gender not the same as sex registered at birth	<7	-	<7	-		
Prefer not to say	332	33.0%	842	59.8%	238	52.8%
<b>All colleagues</b>	<b>1007</b>	<b>100%</b>	<b>1407</b>	<b>100%</b>	<b>451</b>	<b>100%</b>

Note. There are 9 PS colleagues on T&R contracts included in these numbers.



## 2.4.5. All colleagues by Faculty/Hub, gender affirmation, and occupation, 2025 (N=6,241)

Faculty	Academic		Research		PS	
	n	%↓	n	%↓	n	%↓
<b>HaSS</b>	<b>809</b>	<b>100%</b>	<b>89</b>	<b>100%</b>	<b>297</b>	<b>100%</b>
Gender same as sex registered at birth	319	39.4%	57	64.0%	181	60.9%
Gender not the same as sex registered at birth	<7	-	<7	-	<7	-
Prefer not to say	489	60.4%	31	34.8%	115	38.7%
<b>FMS</b>	<b>572</b>	<b>100%</b>	<b>620</b>	<b>100%</b>	<b>683</b>	<b>100%</b>
Gender same as sex registered at birth	256	44.8%	421	67.9%	418	61.2%
Gender not the same as sex registered at birth	316	55.2%	199	32.1%	<7	-
Prefer not to say					263	38.5%
<b>SAgE</b>	<b>477</b>	<b>100%</b>	<b>289</b>	<b>100%</b>	<b>368</b>	<b>100%</b>
Gender same as sex registered at birth	197	41.3%	191	66.1%	190	51.6%
Gender not the same as sex registered at birth	<7	-	<7	-	<7	-
Prefer not to say	278	58.3%	96	33.2%	177	48.1%
<b>Academic hub</b>	<b>&lt;7</b>	<b>-</b>	<b>&lt;7</b>	<b>-</b>	<b>871</b>	<b>100%</b>
Gender same as sex registered at birth			<7	-	499	57.3%
Gender not the same as sex registered at birth					<7	-
Prefer not to say	<7	-	<7	-	366	42.0%
<b>Finance &amp; Operations Hub</b>					<b>1051</b>	<b>100%</b>
Gender same as sex registered at birth					540	51.4%
Gender not the same as sex registered at birth						
Prefer not to say					511	48.6%
<b>People Services</b>					<b>111</b>	<b>100%</b>
Gender same as sex registered at birth					64	57.7%
Gender not the same as sex registered at birth						
Prefer not to say					47	42.3%

## 2.4.6. All colleagues by gender affirmation and mode of employment, 2025 (Full-time n=4,856; Part-time n=1,385)

	Full-time		Part-time	
	n	%↓	n	%↓
Gender same as sex registered at birth	2611	53.8%	723	52.2%
Gender not the same as sex registered at birth	13	0.3%	<7	-
Prefer not to say	2232	46.0%	659	47.6%
<b>All colleagues</b>	<b>4856</b>	<b>100%</b>	<b>1385</b>	<b>100%</b>

## 2.4.7. Academic and Research colleagues only by gender affirmation and grade, 2025 (n=2,860)

	Grade E		Grade F		Grade G		Grade H		Grade I	
	n	%↓	n	%↓	n	%↓	n	%↓	n	%↓
Gender same as sex registered at birth	24	92.3%	668	70.5%	325	51.1%	194	38.0%	231	31.2%
Gender not the same as sex registered at birth			<7	-	<7	-	<7	-		
Prefer not to say	<7	-	276	29.1%	309	48.6%	316	61.8%	509	68.8%
<b>All colleagues</b>	<b>26</b>	<b>100%</b>	<b>947</b>	<b>100%</b>	<b>636</b>	<b>100%</b>	<b>511</b>	<b>100%</b>	<b>740</b>	<b>100%</b>

## 2.4.8. PS colleagues only by gender affirmation and grade, 2025 (n=3,381)

	Grade A		Grade B		Grade C		Grade D		Grade E	
	n	%↓	n	%↓	n	%↓	n	%↓	n	%↓
Gender same as sex registered at birth	144	50.3%	57	45.6%	238	61.8%	364	60.9%	342	54.5%
Gender not the same as sex registered at birth			<7	-	<7	-	<7	-	<7	-
Prefer not to say	142	49.7%	65	52.0%	146	37.9%	231	38.6%	284	45.3%
<b>All colleagues</b>	<b>286</b>	<b>100%</b>	<b>125</b>	<b>100%</b>	<b>385</b>	<b>100%</b>	<b>598</b>	<b>100%</b>	<b>627</b>	<b>100%</b>

	Grade F		Grade G		Grade H		Grade I	
	n	%↓	n	%↓	n	%↓	n	%↓
Gender same as sex registered at birth	462	55.8%	210	54.1%	54	56.8%	21	42.9%
Gender not the same as sex registered at birth	<7	-						
Prefer not to say	364	44.0%	178	45.9%	41	43.2%	28	57.1%
<b>All colleagues</b>	<b>828</b>	<b>100%</b>	<b>388</b>	<b>100%</b>	<b>95</b>	<b>100%</b>	<b>49</b>	<b>100%</b>



## 2.5. Intersectionality

### 2.5.1. All colleagues by disability status and sex, 2025 (Female n=3,438, Male n=2,803)

	Female			Male		
	n	%→	%↓	n	%→	%↓
Disabled	211	67.2%	6.1%	103	32.8%	3.7%
No known disability	3191	54.4%	92.8%	2674	45.6%	95.4%
Prefer not to say	36	58.1%	1.0%	26	41.9%	0.9%

### 2.5.2. All colleagues by disability status and ethnicity, 2025 (N=6,241)

	Minoritised ethnic background			White			Prefer not to say		
	n	%→	%↓	n	%→	%↓	n	%→	%↓
Disabled	25	8.0%	3.0%	282	89.8%	5.6%	7	2.2%	1.9%
No known disability	808	13.8%	96.7%	4730	80.6%	93.9%	327	5.6%	89.1%
Prefer not to say	<7	-	-	26	41.9%	0.5%	33	53.2%	9.0%

### 2.5.3. All colleagues by ethnicity and sex, 2025 (Female n=3,438, Male n=2,803)

	Female			Male		
	n	%→	%↓	n	%→	%↓
Minoritised ethnic background	427	51.1%	12.4%	409	48.9%	14.6%
White	2831	56.2%	82.3%	2207	43.8%	78.7%
Prefer not to say	180	49.0%	5.2%	187	51.0%	6.7%

## 2.6. Marital Status

### 2.6.1. All colleagues by marital status, 2025 (N=6241)

	n	%↓
Co-habiting	32	0.5%
Divorced	11	0.2%
Married or in a Civil Partnership	1489	23.9%
Separated	<7	-
Single	1411	22.6%
Widow	<7	-
Prefer not to say	42	0.7%
No response provided	3251	52.1%
<b>All colleagues</b>	<b>6241</b>	<b>100%</b>
Data sharing rate	2990	47.9%

## 2.7. Nationality

### 2.7.1. All colleagues by Non-UK/UK over time, 2023-2025

	2023		2024		2025	
	n	%↓	n	%↓	n	%↓
Non-UK	1132	17.7%	1221	18.6%	1200	19.2%
UK	5263	82.3%	5353	81.4%	5041	80.8%
<b>All colleagues</b>	<b>6395</b>	<b>100%</b>	<b>6574</b>	<b>100%</b>	<b>6241</b>	<b>100%</b>

### 2.7.2. International colleagues - Top 10 most-represented international nationalities only

Top 10 (2025)	Nationality	2023		2024		2025	
		n	as a % of total number of international colleagues	n	as a % of total number of international colleagues	n	as a % of total number of international colleagues
1	Chinese	109	9.6%	133	10.9%	150	12.5%
2	Indian	92	8.1%	98	8.0%	102	8.5%
3	German	87	7.7%	85	7.0%	77	6.4%
4	American	65	5.7%	66	5.4%	67	5.6%
5	Italian	60	5.3%	66	5.4%	65	5.4%
6	Irish	63	5.6%	61	5.0%	61	5.1%
7	Greek	44	3.9%	46	3.8%	42	3.5%
8	Spanish	47	4.2%	43	3.5%	39	3.3%
9	Polish	42	3.7%	42	3.4%	38	3.2%
10	French	39	3.4%	40	3.3%	38	3.2%

Note. There are 1,200 international colleagues in 2025, representing 95 different international nationalities other than 'British'.

### 2.7.3. All colleagues by nationality and occupation, 2025 (N=6,241)

	Academic		Research		PS	
	n	%↓	n	%↓	n	%↓
Non-UK	526	28.3%	410	41.0%	264	7.8%
UK	1334	71.7%	590	59.0%	3117	92.2%
<b>All colleagues</b>	<b>1860</b>	<b>100%</b>	<b>1000</b>	<b>100%</b>	<b>3381</b>	<b>100%</b>

### 2.7.4. PS colleagues only by nationality and job family, 2025 (n=3,381)

	Administrative		Maintenance		Operational		Specialist	
	n	%↓	n	%↓	n	%↓	n	%↓
Non-UK	158	7.0%	<7	-	30	6.1%	73	13.0%
UK	2105	93.0%	58	95.1%	465	93.9%	489	87.0%
<b>All colleagues</b>	<b>2263</b>	<b>100%</b>	<b>61</b>	<b>100%</b>	<b>495</b>	<b>100%</b>	<b>562</b>	<b>100%</b>



## 2.7.5. Colleagues on academic contracts (R&I, T&R or T&S) by nationality and contract type, 2025 (n=2,865)

	R&I		T&R		T&S	
	n	%↓	n	%↓	n	%↓
Non-UK	410	40.7%	424	30.1%	101	22.4%
UK	597	59.3%	983	69.9%	350	77.6%
<b>All colleagues</b>	<b>1007</b>	<b>100%</b>	<b>1407</b>	<b>100%</b>	<b>451</b>	<b>100%</b>

Note. There are 9 PS colleagues on T&R contracts included in these numbers.

## 2.7.6. All colleagues by Faculty/Hub and nationality, and occupation, 2025 (N=6,241)

Faculty	Academic		Research		PS	
	n	%↓	n	%↓	n	%↓
<b>HaSS</b>	<b>809</b>	<b>100%</b>	<b>89</b>	<b>100%</b>	<b>297</b>	<b>100%</b>
Non-UK	255	31.5%	38	42.7%	20	6.7%
UK	554	68.5%	51	57.3%	277	93.3%
<b>FMS</b>	<b>572</b>	<b>100%</b>	<b>620</b>	<b>100%</b>	<b>683</b>	<b>100%</b>
Non-UK	88	15.4%	207	33.4%	65	9.5%
UK	484	84.6%	413	66.6%	618	90.5%
<b>SAgE</b>	<b>477</b>	<b>100%</b>	<b>289</b>	<b>100%</b>	<b>368</b>	<b>100%</b>
Non-UK	182	38.2%	165	57.1%	29	7.9%
UK	295	61.8%	124	42.9%	339	92.1%
<b>Academic hub</b>	<b>&lt;7</b>	<b>-</b>	<b>&lt;7</b>	<b>-</b>	<b>871</b>	<b>100%</b>
Non-UK	<7	-	<7	-	76	8.7%
UK	<7	-	<7	-	795	91.3%
<b>Finance &amp; Operations Hub</b>					<b>1051</b>	<b>100%</b>
Non-UK					69	6.6%
UK					982	93.4%
<b>People Services</b>					<b>111</b>	<b>100%</b>
Non-UK					<7	-
UK					106	95.5%

## 2.7.7. All colleagues by nationality and mode of employment, 2025 (Full-time n=4,856; Part-time n=1,385)

	Full-time		Part-time	
	n	%↓	n	%↓
Non-UK	1029	21.2%	171	12.3%
UK	3827	78.8%	1214	87.7%
<b>All colleagues</b>	<b>4856</b>	<b>100%</b>	<b>1385</b>	<b>100%</b>

## 2.7.8. Academic and Research colleagues only by nationality and grade, 2025 (n=2,860)

	Grade E		Grade F		Grade G		Grade H		Grade I	
	n	%↓	n	%↓	n	%↓	n	%↓	n	%↓
Non-UK	20	76.9%	430	45.4%	210	33.0%	146	28.6%	130	17.6%
UK	<7	-	517	54.6%	426	67.0%	365	71.4%	610	82.4%
<b>All colleagues</b>	<b>26</b>	<b>100%</b>	<b>947</b>	<b>100%</b>	<b>636</b>	<b>100%</b>	<b>511</b>	<b>100%</b>	<b>740</b>	<b>100%</b>

## 2.7.9. PS colleagues only by nationality and grade, 2025 (n=3,381)

	Grade A		Grade B		Grade C		Grade D		Grade E	
	n	%↓	n	%↓	n	%↓	n	%↓	n	%↓
Non-UK	19	6.6%	9	7.2%	34	8.8%	38	6.4%	48	7.7%
UK	267	93.4%	116	92.8%	351	91.2%	560	93.6%	579	92.3%
<b>All colleagues</b>	<b>286</b>	<b>100%</b>	<b>125</b>	<b>100%</b>	<b>385</b>	<b>100%</b>	<b>598</b>	<b>100%</b>	<b>627</b>	<b>100%</b>

	Grade F		Grade G		Grade H		Grade I	
	n	%↓	n	%↓	n	%↓	n	%↓
Non-UK	90	10.9%	21	5.4%	<7	-	<7	-
UK	738	89.1%	367	94.6%	93	97.9%	46	93.9%
<b>All colleagues</b>	<b>828</b>	<b>100%</b>	<b>388</b>	<b>100%</b>	<b>95</b>	<b>100%</b>	<b>49</b>	<b>100%</b>

## 2.8. Parental Leave

### 2.8.1. Parental leave taken during the reporting period of 1st August 2024 to 31st July 2025 (number of colleagues and number of occasions of leave)

	Academic		Research		PS		All colleagues	
	n	#occasions	n	#occasions	n	#occasions	n	#occasions
Adoption leave	<7	-			<7	-	<7	-
Maternity leave	29	29	38	38	103	103	170	170
Paternity leave	18	20	16	17	29	36	63	73
Preterm baby leave	<7	-					<7	-
Shared parental leave (paid and/or unpaid)			<7	-	<7	-	<7	-
Short-term carers leave	9	10	<7	-	14	15	27	30
Unpaid parental leave					15	23	15	23

Note. Some colleagues have taken the same type of parental leave on more than one occasion within the reporting period.

## 2.9. Religion & Belief

### 2.9.1. All colleagues by religion and belief over time, 2019-2025

	2019	2020	2021	2022		2023		2024		2025	
	%↓	%↓	%↓	n	%↓	n	%↓	n	%↓	n	%↓
<b>Religion and Belief</b>	<b>12.8%</b>	<b>13.3%</b>	<b>15.1%</b>	<b>1147</b>	<b>17.9%</b>	<b>1314</b>	<b>20.5%</b>	<b>1516</b>	<b>23.1%</b>	<b>1510</b>	<b>24.2%</b>
Buddhist	0.2%	0.2%	0.2%	23	0.4%	22	0.3%	34	0.5%	40	0.6%
Christian	11.5%	11.3%	12.3%	859	13.4%	948	14.8%	1051	16.0%	1035	16.6%
Hindu	0.3%	0.3%	0.4%	37	0.6%	50	0.8%	58	0.9%	72	1.2%
Jewish				<7	-	<7	-	<7	-	<7	-
Muslim	0.4%	0.5%	0.4%	27	0.4%	26	0.4%	29	0.4%	39	0.6%
Sikh				<7	-	<7	-	<7	-	<7	-
Any other religion or belief	0.5%	0.9%	1.8%	194	3.0%	260	4.1%	337	5.1%	315	5.0%
<b>No religion</b>	<b>14.0%</b>	<b>15.5%</b>	<b>17.1%</b>	<b>1246</b>	<b>19.4%</b>	<b>1432</b>	<b>22.4%</b>	<b>1624</b>	<b>24.7%</b>	<b>1640</b>	<b>26.3%</b>
<b>Prefer not to say</b>	<b>2.0%</b>	<b>2.4%</b>	<b>3.3%</b>	<b>306</b>	<b>4.8%</b>	<b>329</b>	<b>5.1%</b>	<b>453</b>	<b>6.9%</b>	<b>3091</b>	<b>49.5%</b>
<b>No response provided</b>	<b>71.2%</b>	<b>68.8%</b>	<b>64.5%</b>	<b>3716</b>	<b>57.9%</b>	<b>3320</b>	<b>51.9%</b>	<b>2981</b>	<b>45.3%</b>		
<b>All colleagues</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>6415</b>	<b>100%</b>	<b>6395</b>	<b>100%</b>	<b>6574</b>	<b>100%</b>	<b>6241</b>	<b>100%</b>

Note. From 2023, HESA no longer includes 'Spiritual' as a separate group category. For comparison purposes, data previously categorised as 'Spiritual' has been merged into 'Any other religion or belief' in this table.

### 2.9.2. All colleagues by religion and belief, and occupation, 2025 (N=6,241)

	Academic		Research		PS	
	n	%↓	n	%↓	n	%↓
Religion and belief	348	18.7%	306	30.6%	856	25.3%
No religion	387	20.8%	312	31.2%	941	27.8%
Prefer not to say	1125	60.5%	382	38.2%	1584	46.9%
<b>All colleagues</b>	<b>1860</b>	<b>100%</b>	<b>1000</b>	<b>100%</b>	<b>3381</b>	<b>100%</b>

### 2.9.3. PS colleagues only by religion and belief, and job family, 2025 (n=3,381)

	Administrative		Maintenance		Operational		Specialist	
	n	%↓	n	%↓	n	%↓	n	%↓
Religion and belief	568	25.1%	12	19.7%	134	27.1%	142	25.3%
No religion	683	30.2%	7	11.5%	108	21.8%	143	25.4%
Prefer not to say	1012	44.7%	42	68.9%	253	51.1%	277	49.3%
<b>All colleagues</b>	<b>2263</b>	<b>100%</b>	<b>61</b>	<b>100%</b>	<b>495</b>	<b>100%</b>	<b>562</b>	<b>100%</b>

### 2.9.4. Colleagues on academic contracts (R&I, T&R or T&S) by religion and belief, and contract type, 2025 (n=2,865)

	R&I		T&R		T&S	
	n	%↓	n	%↓	n	%↓
Religion and belief	313	31.1%	292	20.8%	96	21.3%
No religion	387	38.4%	874	62.1%	247	54.8%
Prefer not to say	307	30.5%	241	17.1%	108	23.9%
<b>All colleagues</b>	<b>1007</b>	<b>100%</b>	<b>1407</b>	<b>100%</b>	<b>451</b>	<b>100%</b>

Note. There are 9 PS colleagues on T&R contracts included in these numbers.

## 2.9.5. All colleagues by Faculty/Hub, and religion and belief, and occupation, 2025 (N=6,241)

Faculty	Academic		Research		PS	
	n	%↓	n	%↓	n	%↓
<b>HaSS</b>	<b>809</b>	<b>100%</b>	<b>89</b>	<b>100%</b>	<b>297</b>	<b>100%</b>
Religion and belief	175	21.6%	26	29.2%	104	35.0%
No religion	506	62.5%	42	47.2%	122	41.1%
Prefer not to say	128	15.8%	21	23.6%	71	23.9%
<b>FMS</b>	<b>572</b>	<b>100%</b>	<b>620</b>	<b>100%</b>	<b>683</b>	<b>100%</b>
Religion and belief	123	21.5%	192	31.0%	202	29.6%
No religion	322	56.3%	235	37.9%	283	41.4%
Prefer not to say	127	22.2%	193	31.1%	198	29.0%
<b>SAgE</b>	<b>477</b>	<b>100%</b>	<b>289</b>	<b>100%</b>	<b>368</b>	<b>100%</b>
Religion and belief	89	18.7%	93	32.2%	101	27.4%
No religion	295	61.8%	105	36.3%	196	53.3%
Prefer not to say	93	19.5%	91	31.5%	71	19.3%
<b>Academic hub</b>	<b>&lt;7</b>	<b>-</b>	<b>&lt;7</b>	<b>-</b>	<b>871</b>	<b>100%</b>
Religion and belief	<7	-	<7	-	270	31.0%
No religion	<7	-	<7	-	392	45.0%
Prefer not to say	<7	-	<7	-	209	24.0%
<b>Finance &amp; Operations Hub</b>					<b>1051</b>	<b>100%</b>
Religion and belief					234	22.3%
No religion					543	51.7%
Prefer not to say					274	26.1%
<b>People Services</b>					<b>111</b>	<b>100%</b>
Religion and belief					30	27.0%
No religion					48	43.2%
Prefer not to say					33	29.7%

## 2.9.6. All colleagues by religion and belief, and mode of employment, 2025 (Full-time n=4,856; Part-time n=1,385)

	Full-time		Part-time	
	n	%↓	n	%↓
Religion and belief	1138	23.4%	372	26.9%
No religion	1328	27.3%	312	22.5%
Prefer not to say	2390	49.2%	701	50.6%
<b>All colleagues</b>	<b>4856</b>	<b>100%</b>	<b>1385</b>	<b>100%</b>



## 2.9.7. Academic and Research colleagues only by religion and belief, and grade, 2025 (n=2,860)

	Grade E		Grade F		Grade G		Grade H		Grade I	
	n	%↓	n	%↓	n	%↓	n	%↓	n	%↓
Religion and belief	<7	-	306	32.3%	160	25.2%	105	20.5%	124	16.8%
No religion	<7	-	335	35.4%	330	51.9%	321	62.8%	515	69.6%
Prefer not to say	16	61.5%	306	32.3%	146	23.0%	85	16.6%	101	13.6%
<b>All colleagues</b>	<b>26</b>	<b>100%</b>	<b>947</b>	<b>100%</b>	<b>636</b>	<b>100%</b>	<b>511</b>	<b>100%</b>	<b>740</b>	<b>100%</b>

## 2.9.8. PS colleagues only by religion and belief, and grade, 2025 (n=3,381)

	Grade A		Grade B		Grade C		Grade D		Grade E	
	n	%↓	n	%↓	n	%↓	n	%↓	n	%↓
Religion and belief	60	21.0%	25	20.0%	113	29.4%	180	30.1%	178	28.4%
No religion	144	50.3%	67	53.6%	170	44.2%	255	42.6%	291	46.4%
Prefer not to say	82	28.7%	33	26.4%	102	26.5%	163	27.3%	158	25.2%
<b>All colleagues</b>	<b>286</b>	<b>100%</b>	<b>125</b>	<b>100%</b>	<b>385</b>	<b>100%</b>	<b>598</b>	<b>100%</b>	<b>627</b>	<b>100%</b>

	Grade F		Grade G		Grade H		Grade I	
	n	%↓	n	%↓	n	%↓	n	%↓
Religion and belief	244	29.5%	113	29.1%	21	22.1%	7	14.3%
No religion	392	47.3%	187	48.2%	47	49.5%	31	63.3%
Prefer not to say	192	23.2%	88	22.7%	27	28.4%	11	22.4%
<b>All colleagues</b>	<b>828</b>	<b>100%</b>	<b>388</b>	<b>100%</b>	<b>95</b>	<b>100%</b>	<b>49</b>	<b>100%</b>



## 2.10. Sex

### 2.10.1. All colleagues by sex over time, 2019-2025

	2019	2020	2021	2022		2023		2024		2025	
	%↓	%↓	%↓	n	%↓	n	%↓	n	%↓	n	%↓
Female	54.1%	54.8%	55.2%	3579	55.8%	3551	55.5%	3643	55.4%	3438	55.1%
Male	45.9%	45.2%	44.8%	2836	44.2%	2844	44.5%	2931	44.6%	2803	44.9%
All colleagues	100%	100%	100%	6415	100%	6395	100%	6574	100%	6241	100%

### 2.10.2. All colleagues by sex and occupation over time, 2019-2025

		2019	2020	2021	2022		2023		2024		2025	
		%↓	%↓	%↓	n	%↓	n	%↓	n	%↓	n	%↓
Academic/Research	Female	43.6%	44.9%	45.7%	1359	47.0%	1364	47.6%	1397	47.6%	1367	47.8%
	Male	56.4%	55.1%	54.3%	1531	53.0%	1499	52.4%	1536	52.4%	1493	52.2%
PS	Female	62.9%	63.0%	63.1%	2220	63.0%	2187	61.9%	2246	61.7%	2071	61.3%
	Male	37.1%	37.0%	36.9%	1305	37.0%	1345	38.1%	1395	38.3%	1310	38.7%

### 2.10.3. All colleagues by sex and occupation, 2025 (N=6,241)

	Academic		Research		PS	
	n	%↓	n	%↓	n	%↓
Female	825	44.4%	542	54.2%	2071	61.3%
Male	1035	55.6%	458	45.8%	1310	38.7%
All colleagues	1860	100%	1000	100%	3381	100%

### 2.10.4. PS colleagues only by sex and job family, 2025 (n=3,381)

	Administrative		Maintenance		Operational		Specialist	
	n	%↓	n	%↓	n	%↓	n	%↓
Female	1658	73.3%	<7	-	208	42.0%	202	35.9%
Male	605	26.7%	58	95.1%	287	58.0%	360	64.1%
All colleagues	2263	100%	61	100%	495	100%	562	100%

### 2.10.5. Colleagues on academic contracts (R&I, T&R or T&S) by sex and contract type, 2025 (n=2,865)

	R&I		T&R		T&S	
	n	%↓	n	%↓	n	%↓
Female	544	54.0%	556	39.5%	270	59.9%
Male	463	46.0%	851	60.5%	181	40.1%
All colleagues	1007	100%	1407	100%	451	100%

Note. There are 9 PS colleagues on T&R contracts included in these numbers.

## 2.10.6. All colleagues by Faculty/Hub and sex, and occupation 2025 (N=6,241)

Faculty	Academic		Research		PS	
	n	%↓	n	%↓	n	%↓
<b>HaSS</b>	<b>809</b>	<b>100%</b>	<b>89</b>	<b>100%</b>	<b>297</b>	<b>100%</b>
Female	419	51.8%	56	62.9%	235	79.1%
Male	390	48.2%	33	37.1%	62	20.9%
<b>FMS</b>	<b>572</b>	<b>100%</b>	<b>620</b>	<b>100%</b>	<b>683</b>	<b>100%</b>
Female	285	49.8%	399	64.4%	499	73.1%
Male	287	50.2%	221	35.6%	184	26.9%
<b>SAgE</b>	<b>477</b>	<b>100%</b>	<b>289</b>	<b>100%</b>	<b>368</b>	<b>100%</b>
Female	121	25.4%	85	29.4%	203	55.2%
Male	356	74.6%	204	70.6%	165	44.8%
<b>Academic hub</b>	<b>&lt;7</b>	<b>-</b>	<b>&lt;7</b>	<b>-</b>	<b>871</b>	<b>100%</b>
Female					617	70.8%
Male	<7	-	<7	-	254	29.2%
<b>Finance &amp; Operations Hub</b>					<b>1051</b>	<b>100%</b>
Female					427	40.6%
Male					624	59.4%
<b>People Services</b>					<b>111</b>	<b>100%</b>
Female					90	81.1%
Male					21	18.9%

## 2.10.7. All colleagues by sex and mode of employment, 2025 (Full-time n=4,856; Part-time n=1,385)

	Full-time		Part-time	
	n	%↓	n	%↓
Female	2430	50.0%	1008	72.8%
Male	2426	50.0%	377	27.2%
<b>All colleagues</b>	<b>4856</b>	<b>100%</b>	<b>1385</b>	<b>100%</b>

## 2.10.8. Academic and Research colleagues only by sex and grade, 2025 (n=2,860)

	Grade E		Grade F		Grade G		Grade H		Grade I	
	n	%↓	n	%↓	n	%↓	n	%↓	n	%↓
Female	9	34.6%	518	54.7%	326	51.3%	224	43.8%	290	39.2%
Male	17	65.4%	429	45.3%	310	48.7%	287	56.2%	450	60.8%
<b>All colleagues</b>	<b>26</b>	<b>100%</b>	<b>947</b>	<b>100%</b>	<b>636</b>	<b>100%</b>	<b>511</b>	<b>100%</b>	<b>740</b>	<b>100%</b>

## 2.10.9. PS colleagues only by sex and grade, 2025 (n=3,381)

	Grade A		Grade B		Grade C		Grade D		Grade E	
	n	%↓	n	%↓	n	%↓	n	%↓	n	%↓
Female	154	53.8%	42	33.6%	260	67.5%	430	71.9%	375	59.8%
Male	132	46.2%	83	66.4%	125	32.5%	168	28.1%	252	40.2%
<b>All colleagues</b>	<b>286</b>	<b>100%</b>	<b>125</b>	<b>100%</b>	<b>385</b>	<b>100%</b>	<b>598</b>	<b>100%</b>	<b>627</b>	<b>100%</b>

	Grade F		Grade G		Grade H		Grade I	
	n	%↓	n	%↓	n	%↓	n	%↓
Female	506	61.1%	216	55.7%	58	61.1%	30	61.2%
Male	322	38.9%	172	44.3%	37	38.9%	19	38.8%
<b>All colleagues</b>	<b>828</b>	<b>100%</b>	<b>388</b>	<b>100%</b>	<b>95</b>	<b>100%</b>	<b>49</b>	<b>100%</b>

## 2.11. Sexual Orientation

### 2.11.1. All colleagues by sexual orientation over time, 2019-2025

	2019	2020	2021	2022		2023		2024		2025	
	%↓	%↓	%↓	n	%↓	n	%↓	n	%↓	n	%↓
<b>Heterosexual</b>	<b>24.7%</b>	<b>26.0%</b>	<b>29.3%</b>	<b>2155</b>	<b>33.6%</b>	<b>2463</b>	<b>38.5%</b>	<b>2788</b>	<b>42.4%</b>	<b>2812</b>	<b>45.1%</b>
<b>LGB+</b>	<b>1.8%</b>	<b>2.2%</b>	<b>2.5%</b>	<b>226</b>	<b>3.5%</b>	<b>289</b>	<b>4.5%</b>	<b>345</b>	<b>5.2%</b>	<b>337</b>	<b>5.4%</b>
Bisexual	0.6%	0.8%	1.0%	98	1.5%	133	2.1%	175	2.7%	169	2.7%
Gay or lesbian	1.1%	1.2%	1.3%	112	1.7%	135	2.1%	146	2.2%	144	2.3%
Another sexuality	0.1%	0.2%	0.2%	16	0.2%	21	0.3%	24	0.4%	24	0.4%
<b>Prefer not to say</b>	<b>2.2%</b>	<b>2.7%</b>	<b>3.5%</b>	<b>311</b>	<b>4.8%</b>	<b>327</b>	<b>5.1%</b>	<b>455</b>	<b>6.9%</b>	<b>3092</b>	<b>49.5%</b>
<b>No response provided</b>	<b>71.3%</b>	<b>69.1%</b>	<b>64.7%</b>	<b>3723</b>	<b>58.0%</b>	<b>3316</b>	<b>51.9%</b>	<b>2986</b>	<b>45.4%</b>		
<b>All colleagues</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>6415</b>	<b>100%</b>	<b>6395</b>	<b>100%</b>	<b>6574</b>	<b>100%</b>	<b>6241</b>	<b>100%</b>

Note. From 2023, HESA no longer includes 'Gay man' and 'Gay woman/Lesbian' as separate categories and now uses one category 'Gay or lesbian'. For comparison purposes, data previously categorised as 'Gay man' or 'Gay woman/Lesbian' has been merged into 'Gay or lesbian' in this table.

### 2.11.2. All colleagues by sexual orientation and occupation, 2025 (N=6,241)

	Academic		Research		PS	
	n	%↓	n	%↓	n	%↓
Heterosexual	648	34.8%	537	53.7%	1627	48.1%
LGB+	78	4.2%	85	8.5%	174	5.1%
Prefer not to say	1134	61.0%	378	37.8%	1580	46.7%
<b>All colleagues</b>	<b>1860</b>	<b>100%</b>	<b>1000</b>	<b>100%</b>	<b>3381</b>	<b>100%</b>



## 2.11.3. PS colleagues only by sexual orientation and job family, 2025 (n=3,381)

	Administrative		Maintenance		Operational		Specialist	
	n	%↓	n	%↓	n	%↓	n	%↓
Heterosexual	1121	49.5%	19	31.1%	234	47.3%	253	45.0%
LGB+	133	5.9%	<7	-	12	2.4%	28	5.0%
Prefer not to say	1009	44.6%	41	67.2%	249	50.3%	281	50.0%
<b>All colleagues</b>	<b>2263</b>	<b>100%</b>	<b>61</b>	<b>100%</b>	<b>495</b>	<b>100%</b>	<b>562</b>	<b>100%</b>

## 2.11.4. Colleagues on academic contracts (R&I, T&R or T&S) by sexual orientation and contract type, 2025 (n=2,865)

	R&I		T&R		T&S	
	n	%↓	n	%↓	n	%↓
Heterosexual	539	53.5%	467	33.2%	183	40.6%
LGB+	85	8.4%	62	4.4%	16	3.5%
Prefer not to say	383	38.0%	878	62.4%	252	55.9%
<b>All colleagues</b>	<b>1007</b>	<b>100%</b>	<b>1407</b>	<b>100%</b>	<b>451</b>	<b>100%</b>

Note. There are 9 PS colleagues on T&R contracts included in these numbers.

## 2.11.5. All colleagues by Faculty/Hub and sexual orientation, and occupation, 2025 (N=6,241)

Faculty	Academic		Research		PS	
	n	%↓	n	%↓	n	%↓
<b>HaSS</b>	<b>809</b>	<b>100%</b>	<b>89</b>	<b>100%</b>	<b>297</b>	<b>100%</b>
Heterosexual	248	30.7%	36	40.4%	149	50.2%
LGB+	48	5.9%	11	12.4%	25	8.4%
Prefer not to say	513	63.4%	42	47.2%	123	41.4%
<b>FMS</b>	<b>572</b>	<b>100%</b>	<b>620</b>	<b>100%</b>	<b>683</b>	<b>100%</b>
Heterosexual	231	40.4%	332	53.5%	358	52.4%
LGB+	17	3.0%	55	8.9%	41	6.0%
Prefer not to say	324	56.6%	233	37.6%	284	41.6%
<b>SAGe</b>	<b>477</b>	<b>100%</b>	<b>289</b>	<b>100%</b>	<b>368</b>	<b>100%</b>
Heterosexual	169	35.4%	168	58.1%	154	41.8%
LGB+	13	2.7%	18	6.2%	19	5.2%
Prefer not to say	295	61.8%	103	35.6%	195	53.0%
<b>Academic hub</b>	<b>&lt;7</b>	<b>-</b>	<b>&lt;7</b>	<b>-</b>	<b>871</b>	<b>100%</b>
Heterosexual			<7	-	414	47.5%
LGB+			<7	-	62	7.1%
Prefer not to say	<7	-			395	45.4%
<b>Finance &amp; Operations Hub</b>					<b>1051</b>	<b>100%</b>
Heterosexual					491	46.7%
LGB+					24	2.3%
Prefer not to say					536	51.0%
<b>People Services</b>					<b>111</b>	<b>100%</b>
Heterosexual					61	55.0%
LGB+					<7	-
Prefer not to say					47	42.3%

## 2.11.6. All colleagues by sexual orientation and mode of employment, 2025 (Full-time n=4,856; Part-time n=1,385)

	Full-time		Part-time	
	n	%↓	n	%↓
Heterosexual	2189	45.1%	623	45.0%
LGB+	278	5.7%	59	4.3%
Prefer not to say	2389	49.2%	703	50.8%
<b>All colleagues</b>	<b>4856</b>	<b>100%</b>	<b>1385</b>	<b>100%</b>

## 2.11.7. Academic and Research colleagues only by sexual orientation and grade, 2025 (n=2,860)

	Grade E		Grade F		Grade G		Grade H		Grade I	
	n	%↓	n	%↓	n	%↓	n	%↓	n	%↓
Heterosexual	21	80.8%	528	55.8%	269	42.3%	162	31.7%	205	27.7%
LGB+	<7	-	83	8.8%	32	5.0%	27	5.3%	20	2.7%
Prefer not to say	<7	-	336	35.5%	335	52.7%	322	63.0%	515	69.6%
<b>All colleagues</b>	<b>26</b>	<b>100%</b>	<b>947</b>	<b>100%</b>	<b>636</b>	<b>100%</b>	<b>511</b>	<b>100%</b>	<b>740</b>	<b>100%</b>

## 2.11.8. PS colleagues only by sexual orientation and grade, 2025 (n=3,381)

	Grade A		Grade B		Grade C		Grade D		Grade E	
	n	%↓	n	%↓	n	%↓	n	%↓	n	%↓
Heterosexual	138	48.3%	44	35.2%	190	49.4%	294	49.2%	299	47.7%
LGB+	<7	-	13	10.4%	28	7.3%	46	7.7%	32	5.1%
Prefer not to say	142	49.7%	68	54.4%	167	43.4%	258	43.1%	296	47.2%
<b>All colleagues</b>	<b>286</b>	<b>100%</b>	<b>125</b>	<b>100%</b>	<b>385</b>	<b>100%</b>	<b>598</b>	<b>100%</b>	<b>627</b>	<b>100%</b>

	Grade F		Grade G		Grade H		Grade I	
	n	%↓	n	%↓	n	%↓	n	%↓
Heterosexual	398	48.1%	196	50.5%	50	52.6%	18	36.7%
LGB+	39	4.7%	8	2.1%	<7	-	<7	-
Prefer not to say	391	47.2%	184	47.4%	44	46.3%	30	61.2%
<b>All colleagues</b>	<b>828</b>	<b>100%</b>	<b>388</b>	<b>100%</b>	<b>95</b>	<b>100%</b>	<b>49</b>	<b>100%</b>

