Ethnicity and Disability STEM data for academic staff in higher education

Conducted on behalf of the Royal Society by Jisc

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Jisc data analytics

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Subject areas

The percentage of ethnic minority groups academic staff was higher for staff working in STEM than non-STEM subjects.

There was large variation in the subject areas that STEM ethnic minority group academic staff work in. In 2022/23 41 per cent of academic staff working in Engineering and technology were from ethnic minority groups compared to 8 per cent working in Veterinary science.

Age

The age group '34 and under' had the highest percentage of ethnic minority group STEM academic staff. The percentage decreased as age increased.

There was disparity between the percentage of STEM academic staff aged 34 and under by ethnic group. In 2022/23 22 per cent of STEM academic staff aged 34 and under were Asian compared to 3 per cent who were Black. Unless this changes there will be unbalanced representation of STEM academic staff between ethnic groups working in higher education in comparison to the ethnic breakdown of the general population.

Contract

STEM ethnic minority group academic staff are more likely to have a contract that is research only compared to white academic staff. They are also more likely to be on a fixed term contract.

STEM ethnic minority group academic staff are less represented in more senior contract levels. They are less likely to hold a senior position than white STEM staff. This holds true when taking age into account.

Black STEM academic staff are the least represented ethnic group working at professor level. 3 per cent of Black STEM academic staff work at the professor level compared to 13 per cent of white STEM academic staff.

Staff Disability

The percentage of STEM academic staff with a known disability is rising year on year. The percentage of STEM academic staff with a known disability has increased from 2 per cent (1,650) in 2007/08 to 6 per cent (7,390) in 2022/23.

- The percentage of academic staff with a known disability is lower for staff working in STEM than non-STEM.
- Of the different types of disabilities in 2022/23, the highest percentage of STEM academic staff reported a specific learning difficulty and the lowest percentage reported a general learning disability.
- There is variation in the subject areas that STEM academic staff with a known disability work in. In 2022/23 9 per cent of STEM academic staff working in Psychology have a known disability vs 4 per cent working in Engineering and Technology.
- STEM academic staff with a known disability are less represented in more senior contract levels. They are less likely to hold a senior position than STEM academic staff with no known disability.

Introduction

This report contains analysis on academic staff[1] working in STEM[2] at UK higher education providers from 2007/08 to 2022/23. Data is sourced from the HESA Staff record.

The report uses descriptive statistics to compare cohorts and not all differences have been statistically validated. The first section of the report begins with comparisons of STEM academic staff from ethnic minority groups and STEM academic staff of white ethnicity. It is important to understand that observed differences between ethnic minority group and white cohorts may be caused by other underlying factors such as socio-economic background, achievement prior to employment, etc. The second section of the report analyses contextual and outcomes data comparing those with a known disability with those without a known disability. It also provides further analysis broken down by type of disability.

The analysis is focussed on staff working in STEM subjects, but comparison with staff working in non-STEM subjects is included for context. It includes time series comparisons based on ethnic minority group markers, ethnicity, sex, mode of employment, Russell Group and other universities, age, subject area, academic employment function, contract level and terms of employment.

- From 2007/08 to 2011/12 data was collected on what academic subject the member of staff studied. Each member of staff could have up to 2 subjects. From 2012/13 onwards data was collected on their current academic discipline. Each member of staff could have up to two subjects from 2012/13 to 2013/14, and three subjects from 2014/15 onwards.
- Where a long time series is shown, charts indicate a break between 2018/19 and 2019/20 when the new subject coding framework (HECoS) was introduced.
- Each member of staff has been assigned to the working in STEM category if their first academic discipline or current academic discipline is a STEM subject. Further analysis was carried out to determine whether including academic discipline 2, and current academic disciplines 2 and 3 affected the analysis. It did not, so for simplicity and ease of reporting it was restricted to the first discipline returned in the data.
- Analysis is restricted to academic staff and excludes atypical staff[3].
- Those academic staff whose ethnicity is unknown are excluded from the analysis.
- All numbers are rounded to the nearest 5. Percentages are based on unrounded figures to 0 decimal places. Percentage point differences between figures are calculated based on unrounded percentages. All percentages are based on a denominator of 22.5 or more.
- For additional context, cohort sizes can be viewed in Annex 8.
- Numbers may differ slightly from previous reports due to changes in the **fixed database.**
- The number of HE Providers in the Staff Record Return has gone up from 166 in 2018/19 to 214 in 2022/23. In 2022/23 data for several universities were not included as they did not opt-in to **Category 3 Permitted Purpose**.

[1] Those staff with an academic contract that is either research only, teaching only, both teaching and research, or neither teaching nor research

[2] STEM relates to Medicine & dentistry; Subjects allied to medicine; Biological sciences; Veterinary science; Agriculture & related subjects; Physical sciences; Mathematical sciences; Computer science; Engineering & technology; Architecture, building & planning subjects.

[3] Atypical staff are those members of staff whose contracts involve working arrangements that are not permanent, involve complex employment relationships and/or involve work away from the supervision of the normal work provider.

Ethnicity

The percentage of ethnic minority group academic staff was higher for staff working in STEM than non-STEM across all years. In 2022/23 24 per cent (28,230) of STEM academic staff were from an ethnic minority group vs 21 per cent (19,415) of non-STEM ethnic minority group academic staff.

Chart 1 shows there was an increase in the proportion of academic staff from an ethnic minority group between 2007/08 to 2022/23 working in both STEM (13 per cent to 24 per cent) and non-STEM (9 per cent to 21 per cent).

Chart 1 Percentage of ethnic minority group academic staff by STEM marker 2007/08 to 2022/23

There was a large difference between the percentage of Asian STEM academic staff and the other ethnic groups across all academic years. In 2022/23, 15 per cent (18,060) of STEM academic staff were Asian compared with 3 per cent (3,285) who were Black, 3 per cent (3,285) who were mixed ethnicity and 3 per cent (3,600) who were from an other ethnicity group. For non-STEM academic staff, in 2022/23 10 per cent were Asian (9,825) compared with 4 per cent (3,815) who were Black, 3 per cent (3,115) were mixed ethnicity and 3 per cent (2,655) who were from an other ethnicity group.

Chart 2 shows an increase in the proportion of STEM academic staff across all ethnic minority groups from 2007/08 to 2022/23.

Chart 2 Percentage of STEM academic staff by ethnicity 2007/08 to 2022/23

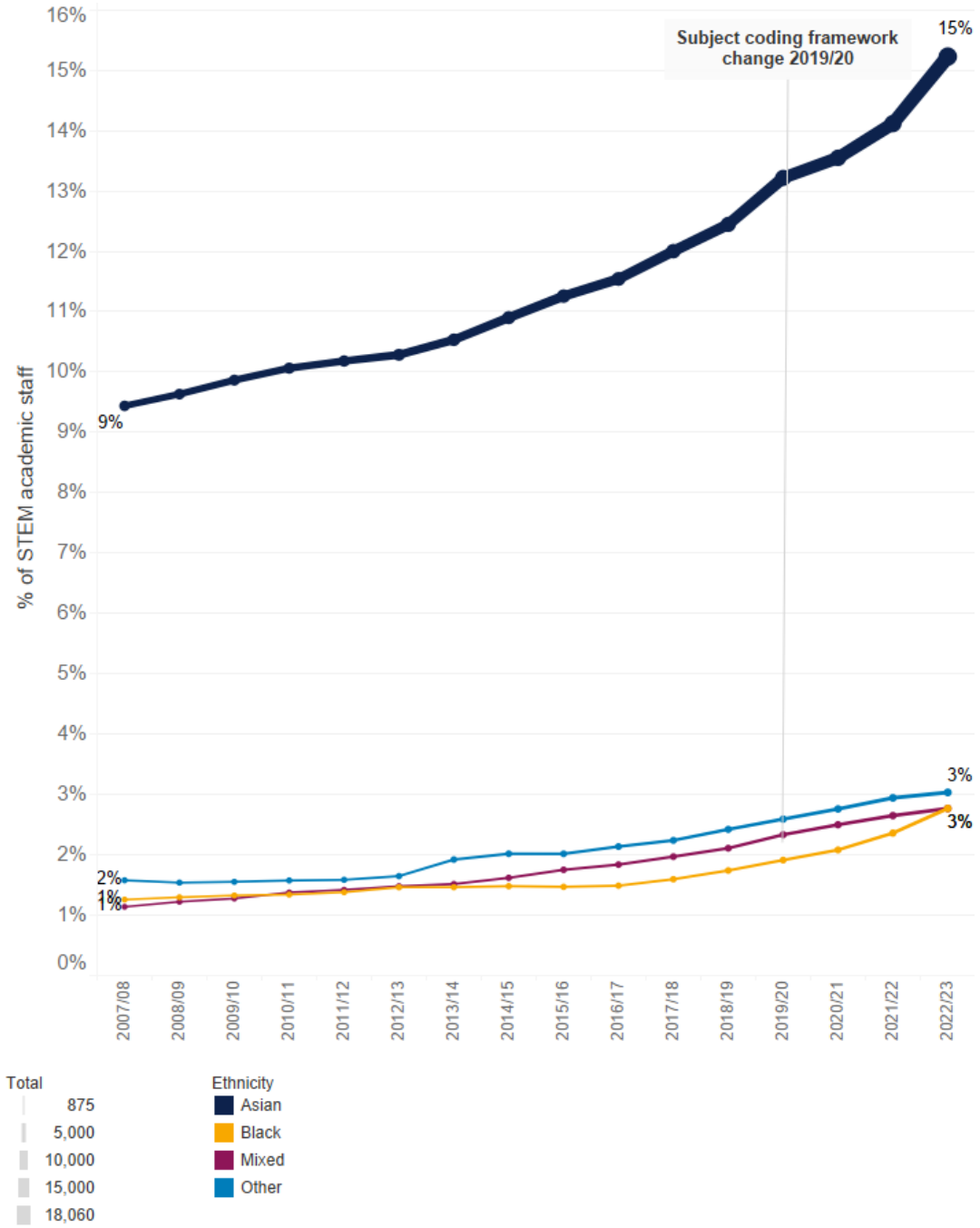
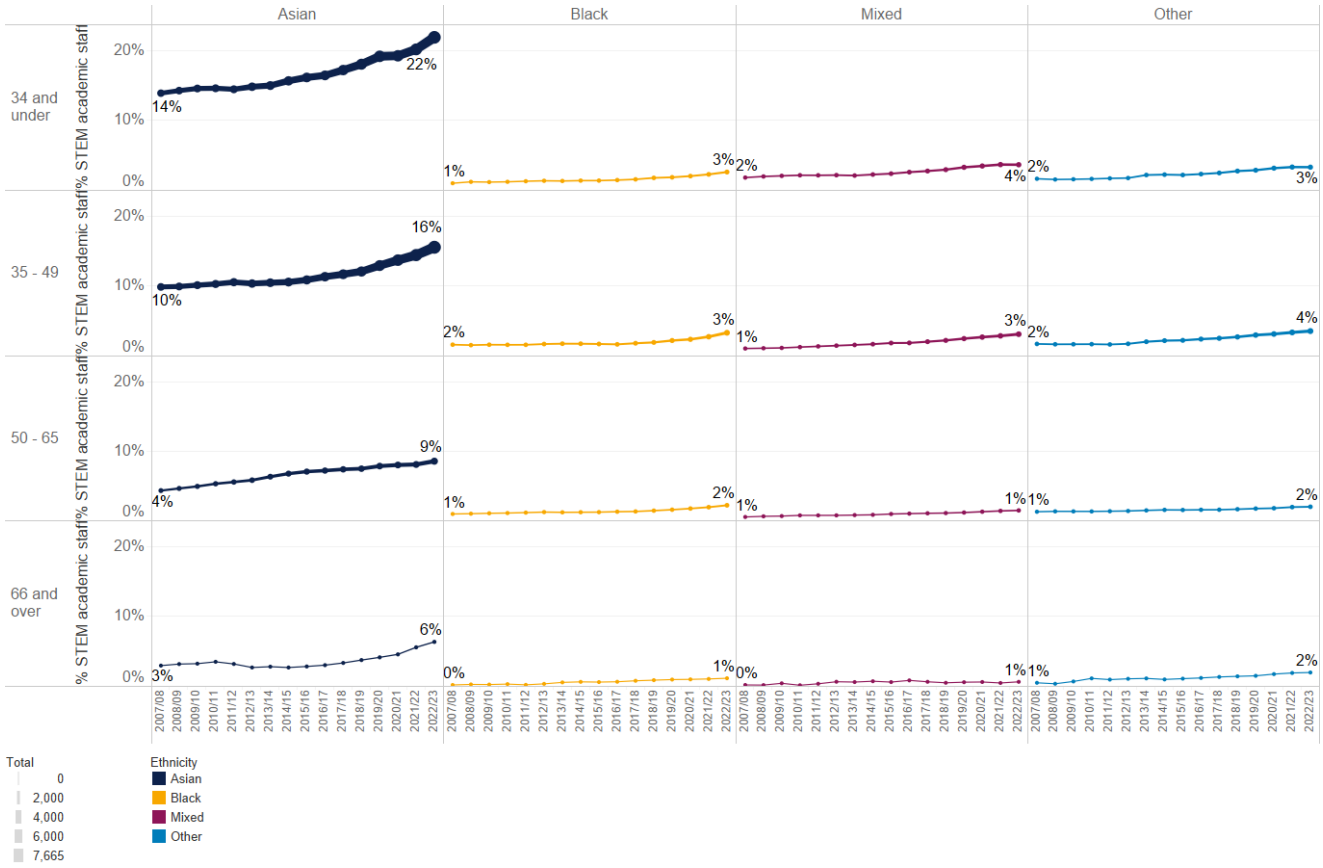


Chart 3 shows how the representation of each ethnic group differs by age. In 2022/23, just over a fifth (22 per cent, 7,435) of STEM academic staff aged 34 and under were Asian compared to around 1 in 38 (3 per cent, 890) who were Black, 4 per cent (1,245) were mixed ethnicity and 3 per cent (1,230) were from another ethnic background.

When analysing the data by sex, 24 per cent (4,290) of male STEM academic staff aged 34 and under were Asian in 2022/23 compared with 19 per cent (3,125) of female STEM academic staff aged 34 and under who were Asian. A similar pattern is also observed in 2022/23 for Asian STEM academic staff who were 35-49 and 50-65.

The trend of a higher proportion of Asian STEM academic male staff to Asian STEM academic female staff is observed across all years for these age groups. Black, mixed and other ethnicity STEM academic staff were more equally split between males and females.

Chart 3 Percentage of STEM academic staff by ethnicity within each age group 2007/08 to 2022/23

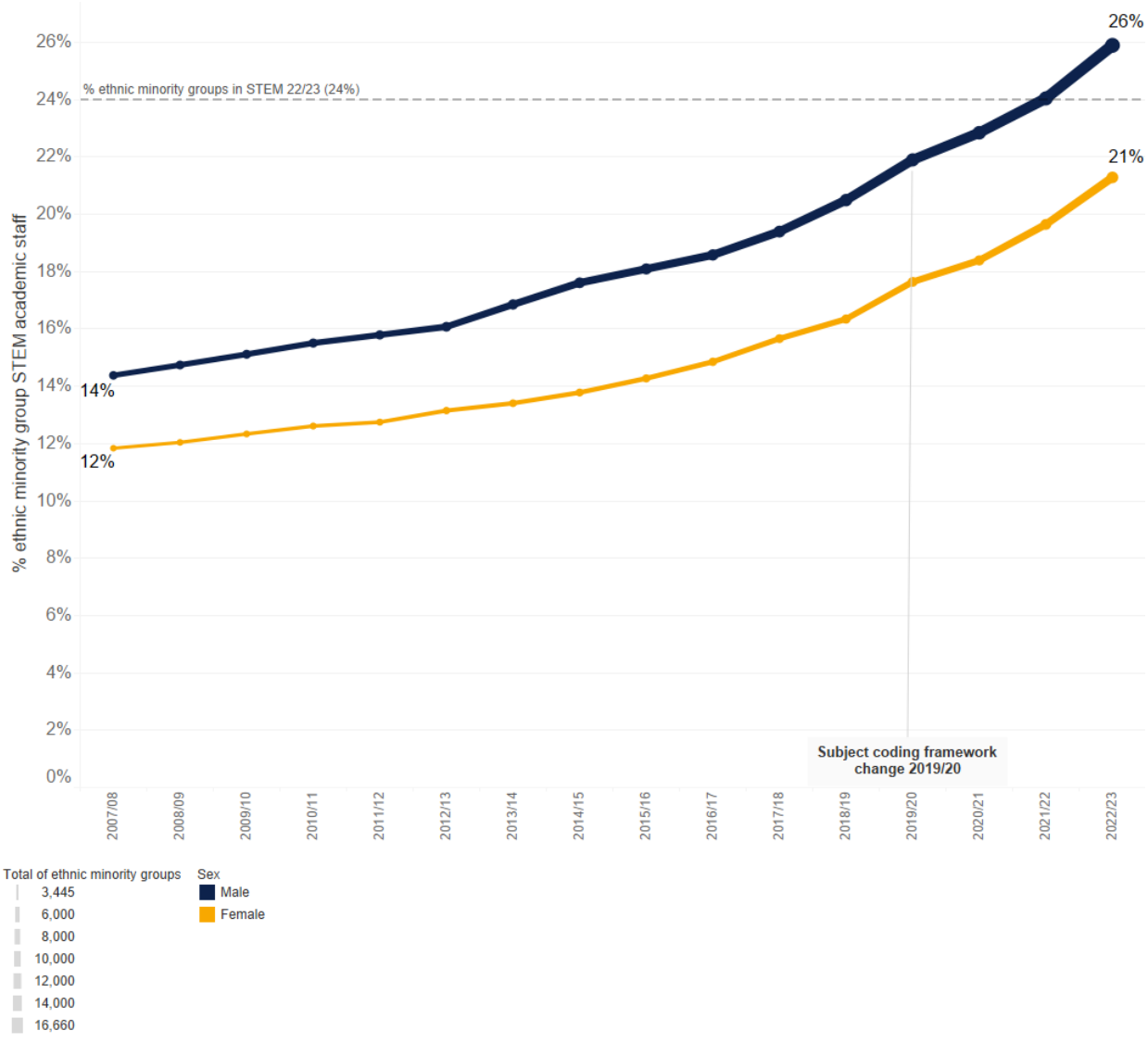


A higher proportion of male STEM academic staff in 2022/23 were from ethnic minority groups (26 per cent, 16,660) compared to female STEM academic staff (21 per cent, 11,515).

In 2022/23, 59 per cent (16,660) of ethnic minority group STEM academic staff were male and 41 per cent were female (11,515)[4]. For white STEM academic staff, 53 per cent (47,675) were male and 47 per cent (42,575) were female.

Chart 4 shows a rise since 2007/08 in the proportion of ethnic minority groups in STEM for both male (increase of 12 percentage points) and female (increase of 9 percentage points).

Chart 4 Percentage of ethnic minority group STEM academic staff by sex 2007/08 to 2022/23[5]



[4]Due to extremely small numbers, those staff with a sex classified as 'Other' were included in the percentage calculations, but not shown.

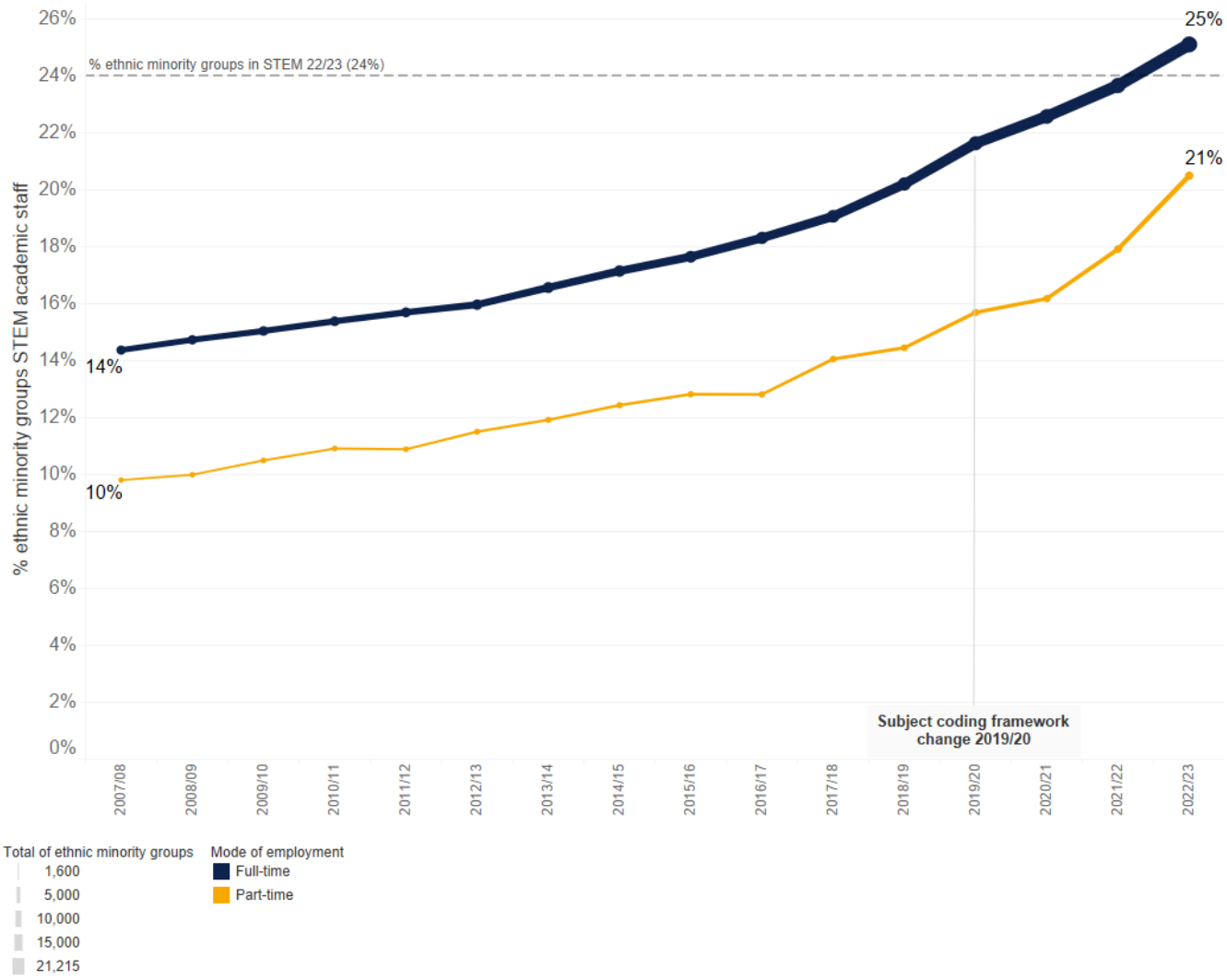
[5]Due to extremely small numbers, those staff with a sex classified as 'Other' are not shown.

A higher percentage of full-time STEM academic staff in 2022/23 were from ethnic minority groups (25 per cent, 21,215) compared to part-time STEM academic staff (21 per cent, 7,010).

Around three quarters of ethnic minority group STEM academic staff worked full-time (75 per cent, 21,215) compared to part-time (25 per cent, 7,010) in 2022/23. For white STEM academic staff, 70 per cent (63,220) worked full-time and 30 per cent (27,170) work part time.

Chart 5 shows a rise since 2007/08 in the proportion of ethnic minority groups in STEM for both full-time (increase of 11 percentage points) and part-time (increase of 11 percentage points).

Chart 5 Percentage of ethnic minority group STEM academic staff by mode of employment 2007/08 to 2022/23



A higher percentage of STEM academic staff who worked at Russell Group universities in 2022/23 were from ethnic minority groups (25 per cent, 15,055) compared to other universities (22 per cent, 13,170).

In 2022/23, 53 per cent (15,055) of ethnic minority group STEM academic staff worked at a Russell Group university and 47 per cent (13,170) worked at other universities. For white STEM academic staff, 49 per cent (44,620) worked at a Russell Group university and 51 per cent (45,765) worked at another university. Since 2007/08 both groups show a rise in the percentage of ethnic minority group staff at both Russell group and other universities.

Chart 6 Percentage of ethnic minority group STEM academic staff by Russell Group marker 2007/08 to 2022/23

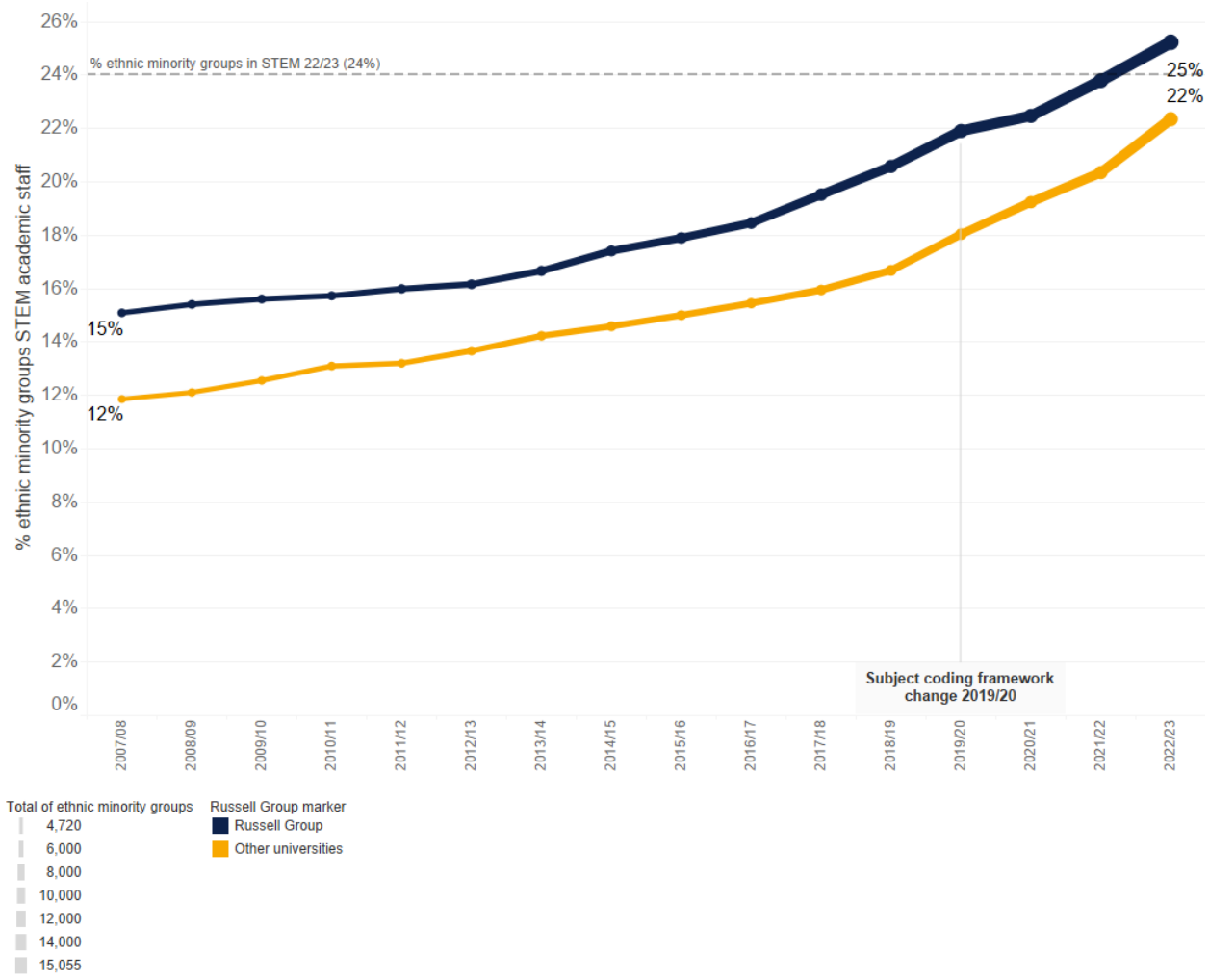
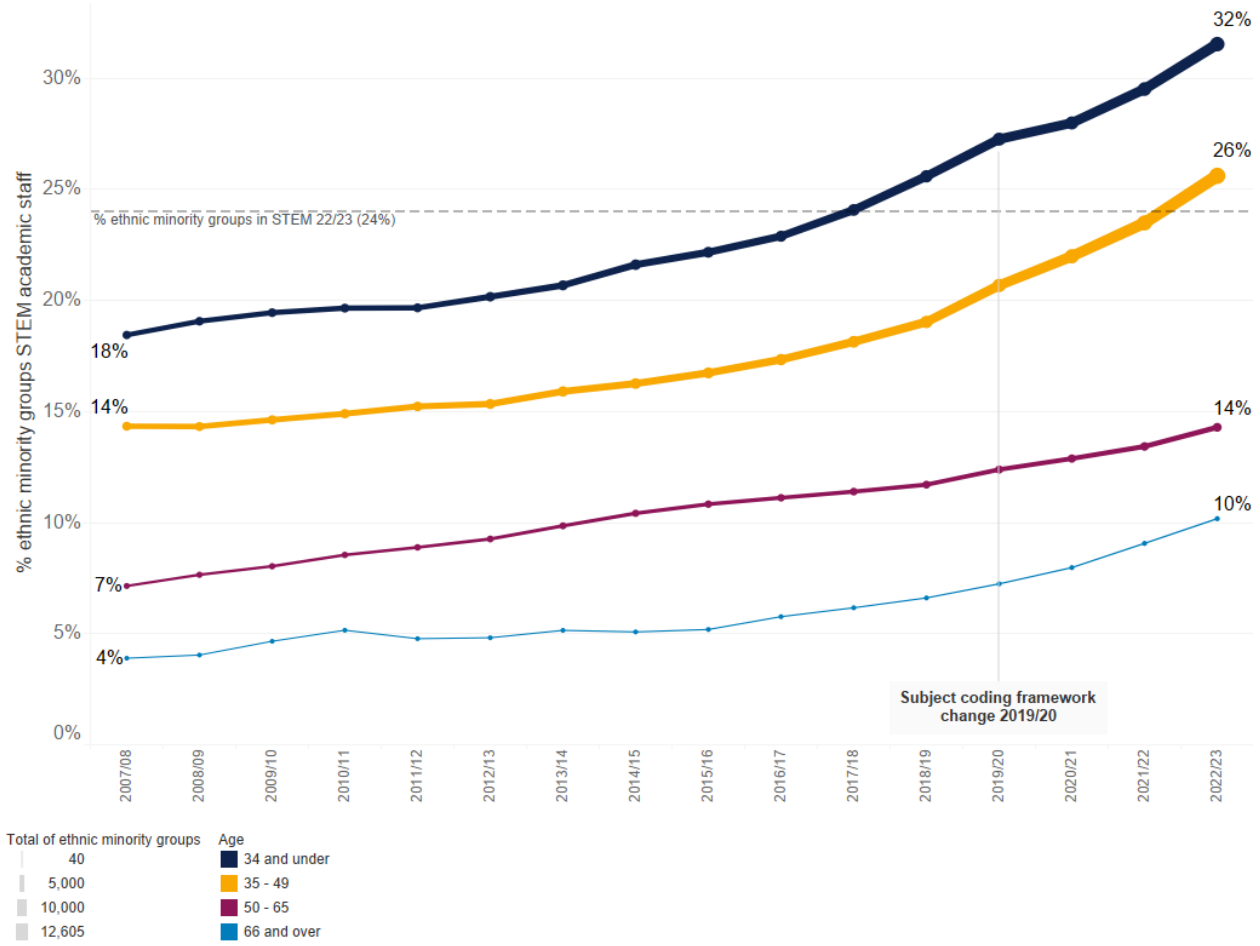


Chart 7 shows that as age increases, ethnic minority group representation decreases. 32 per cent (10,700) of STEM academic staff aged 34 and under were from ethnic minority groups in 2022/23 compared to 14 per cent (4,565) of STEM academic staff aged 50-65.

It may be expected that ethnic minority group representation within the overall staff population would increase over time as a more diverse workforce enters the profession, especially if the same increasing trend is present in ethnic minority group STEM students. With time it may be expected the diversity of the staff population to approach parity with the diversity of the postgraduate STEM student population if ethnic minority groups and white STEM students continued to progress to academic employment in the same proportions.

However, as Chart 3 shows, this has not happened in equal proportions across the four ethnic groups. Unless this changes there will be unbalanced representation of academic staff from ethnic groups working in higher education in comparison to the ethnic breakdown of the general population.

Chart 7 Percentage of ethnic minority group STEM academic staff by age 2007/08 to 2022/23



In 2022/23 41 per cent (7,070) of academic staff working in Engineering & technology were from ethnic minority groups compared with only 8 per cent (85) of academic staff working in Veterinary science.

Chart 8 shows data from 2019/20 onwards. The HECoS subject coding framework was introduced in that year and was developed independently from the previously used JACS coding framework. The number of academic disciplines a staff member could return increased from up to 3 to 5. The STEM marker is based on the first academic discipline.

Chart 8 shows all subject areas increased in the proportion of ethnic minority group STEM academic staff since 2019/20.

Chart 8 Percentage of ethnic minority group STEM academic staff by current academic discipline 1 2019/20 to 2022/23

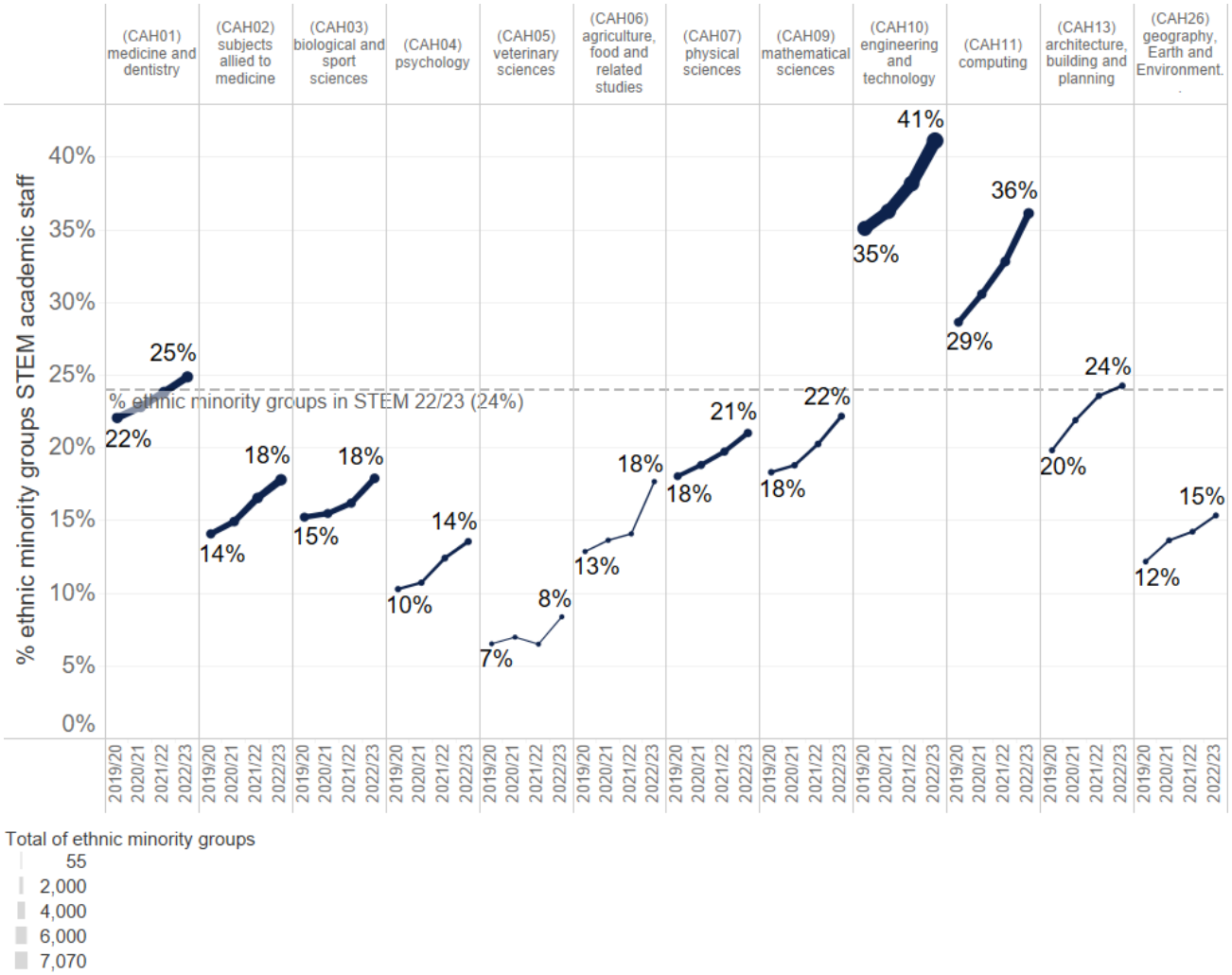
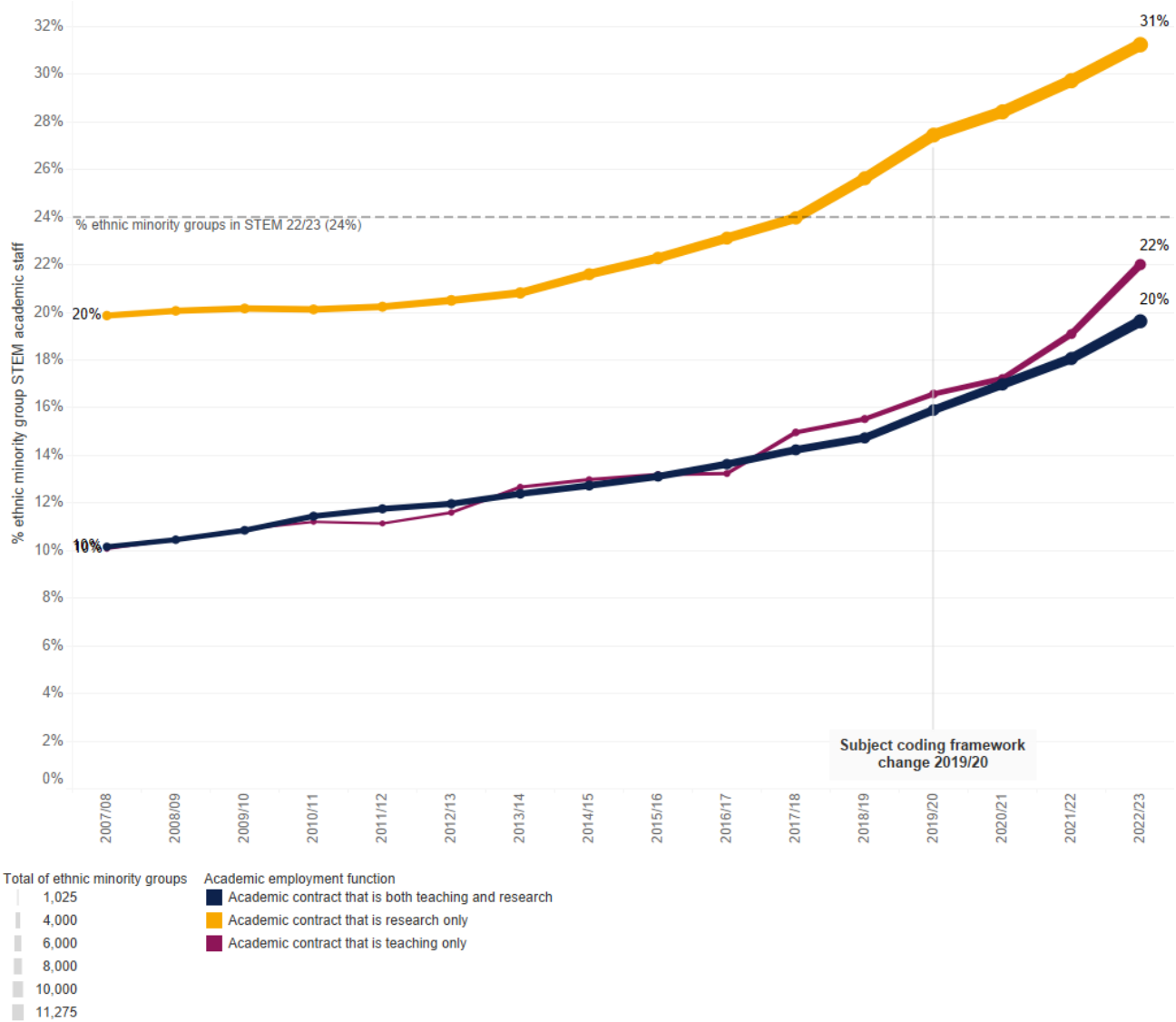


Chart 9 shows the representation of ethnic minority group STEM academic staff within each academic employment function. In 2022/23, 31 per cent (11,275) of staff with an academic contract that is research only were from ethnic minority groups versus 22 per cent (7,070) with an academic contract that is teaching only.

It shows that ethnic minority group STEM research only academic staff were more highly represented compared to both ethnic minority group STEM academic teaching only staff and ethnic minority group STEM academic teaching and research staff.

In 2022/23, 40 per cent (11,275) of ethnic minority group STEM academic staff had an academic contract that was research only, 35 per cent (9,880) both teaching and research, and 25 per cent (7,070) teaching only. In comparison 25 per cent (24,825) of white STEM academic staff had an academic contract that was research only, 45 per cent (40,450) both teaching and research, and 28 per cent (25,065) that was teaching only. All three academic employment functions have seen increased proportions of ethnic minority group STEM academic staff across the time series.

Chart 9 Percentage of ethnic minority group STEM academic staff by academic employment function 2007/08 to 2022/23

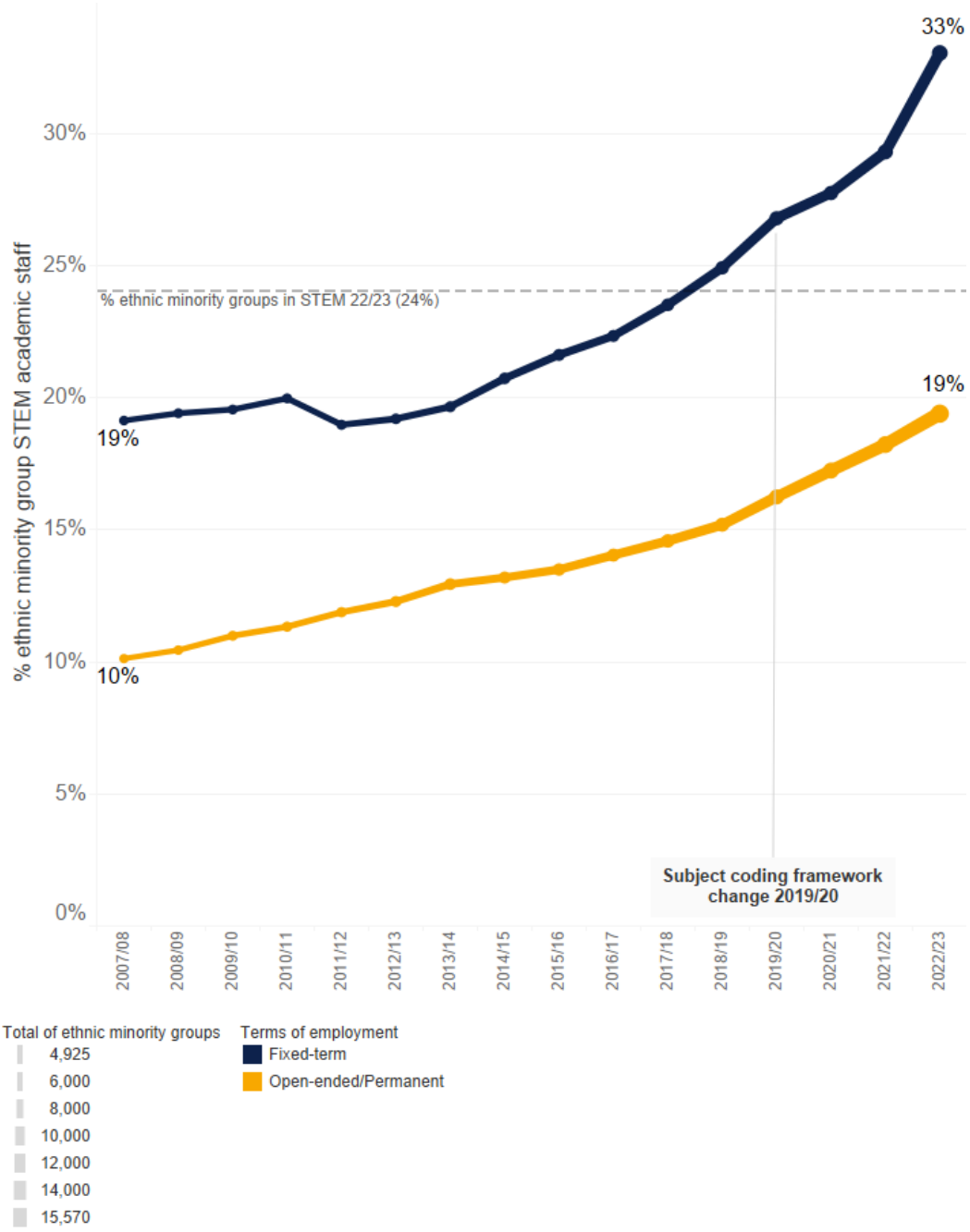


In 2022/23 a higher percentage of STEM academic staff with a fixed-term contract (33 per cent, 12,660) were from ethnic minority groups compared to an open-ended/permanent contract (19 per cent, 15,570). It shows that ethnic minority group STEM academic staff were more likely to be on a fixed term contract than white STEM academic staff.

In 2022/23 45 per cent (12,660) of ethnic minority group STEM academic staff were employed on a fixed term contract and 55 per cent (15.570) were employed on an open-ended/permanent contract. For white STEM academic staff, 28 per cent (25,660) were employed on a fixed term contract and 72 per cent (64,730) were employed on an open-ended/permanent contract.

Chart 10 shows a rise in the proportion of ethnic minority staff on fixed term contracts since 2007/08 (increase in 14 percentage points) than on open-ended or permanent contracts (increase in 9 percentage points).

Chart 10 Percentage of ethnic minority group STEM academic staff by terms of employment 2007/08 to 2022/23



Age is important when analysing terms of employment. As shown in Chart 7, the percentage of ethnic minority group STEM academic staff differs by age, so Chart 11 helps provide further context when looking at terms of employment. Chart 11 shows those aged 50-65 had the highest proportion of STEM academic staff employed on open-ended/permanent contracts in 2022/23.

71 per cent (7,590) of ethnic minority group STEM academic staff aged 34 and under were on a fixed term contract compared to 61 per cent (14,050) of white STEM academic staff.

Ethnic minority group STEM academic staff aged 65 and under were more likely to be on a fixed term contract than white STEM academic staff. Within the age group of 50-65 there is the least difference between ethnic minority groups and white STEM academic staff.

Chart 11 Proportion of STEM academic staff within terms of employment by age and ethnicity marker 2022/23

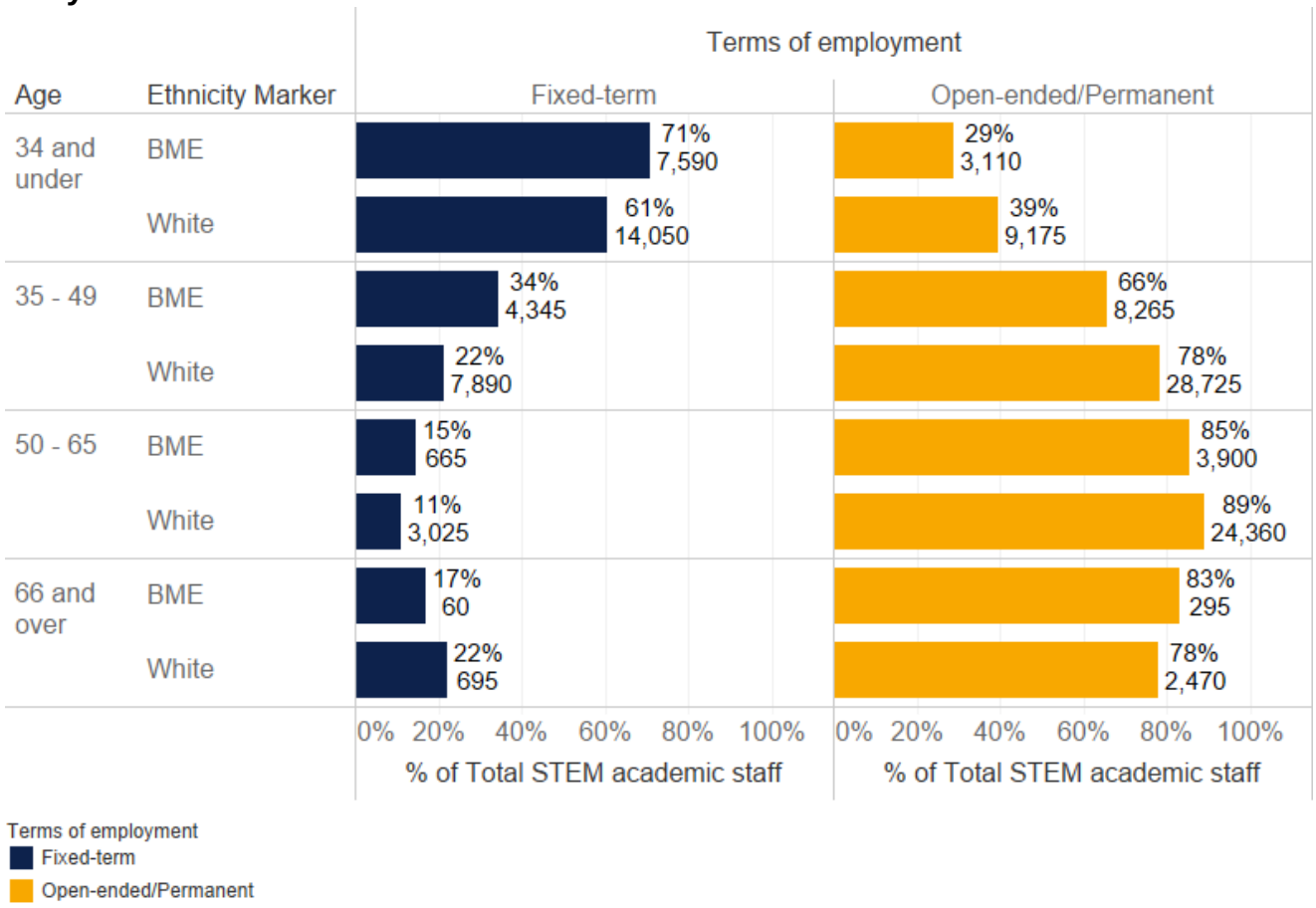


Chart 12 shows that ethnic minority group STEM academic staff became less represented the more senior the contract group becomes. In 2022/23, the highest number of ethnic minority group STEM academic staff were within K0 Senior Professional (11,460).

Between 2021/22 and 2022/23, the percentage of ethnic minority group STEM academic staff increased for all contract levels. The number of ethnic minority group STEM academic staff within the most senior group increased from 35 to 40. Please note that some contract levels are based on small cohorts (including A0 to C2 Senior Management) so year on year fluctuations were more common than within the K0 Senior Professional group.

Chart 12 Percentage of ethnic minority group STEM academic staff by contract level 2012/13 to 2022/23

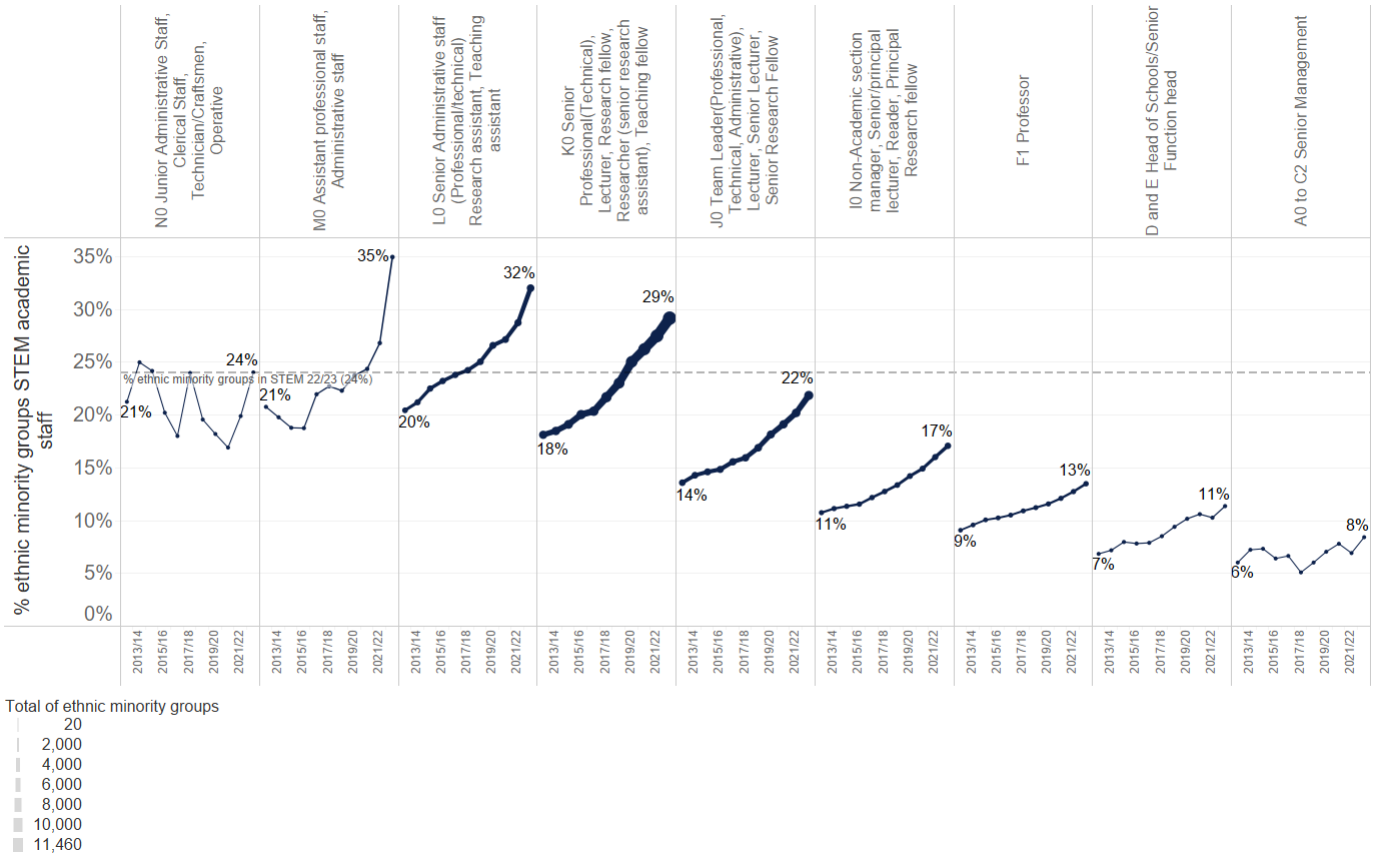
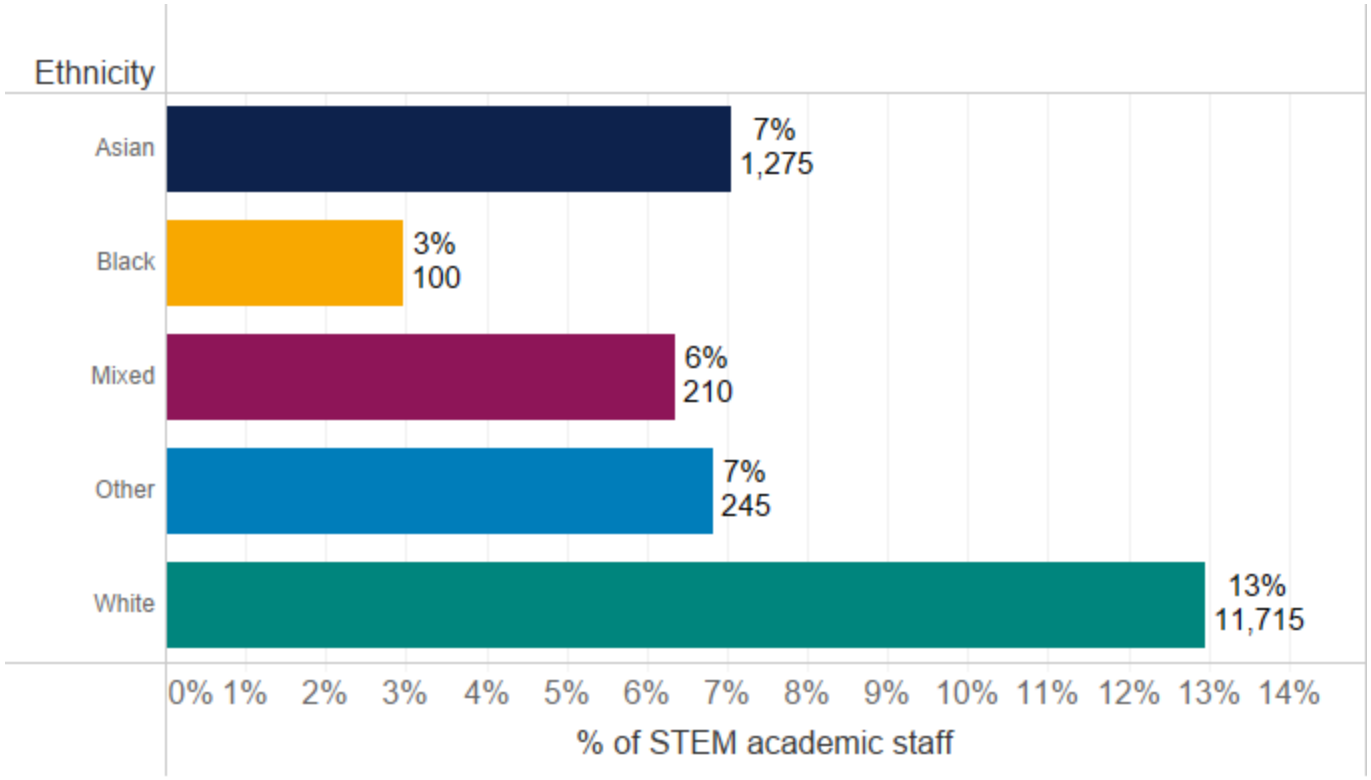


Chart 13 shows that in 2022/23, 3 per cent (100) of Black STEM academic staff worked at the F1 Professor level compared to 13 per cent (11,715) of white STEM academic staff. A similar trend was observed for academic staff working in non-STEM.

It is to be expected that those working at professor level are more experienced, and therefore more likely to be older. When restricting to those STEM academic staff aged 50 and over in 2022/23, 10 per cent (75) of Black STEM academic staff work at F1 Professor level compared to Asian (29 per cent, 870), mixed (25 per cent, 125), other ethnicity (26 per cent, 185), and white (28 per cent, 8,555).

Chart 13 Percentage of STEM academic staff working at F1 Professor level by ethnicity 2022/23

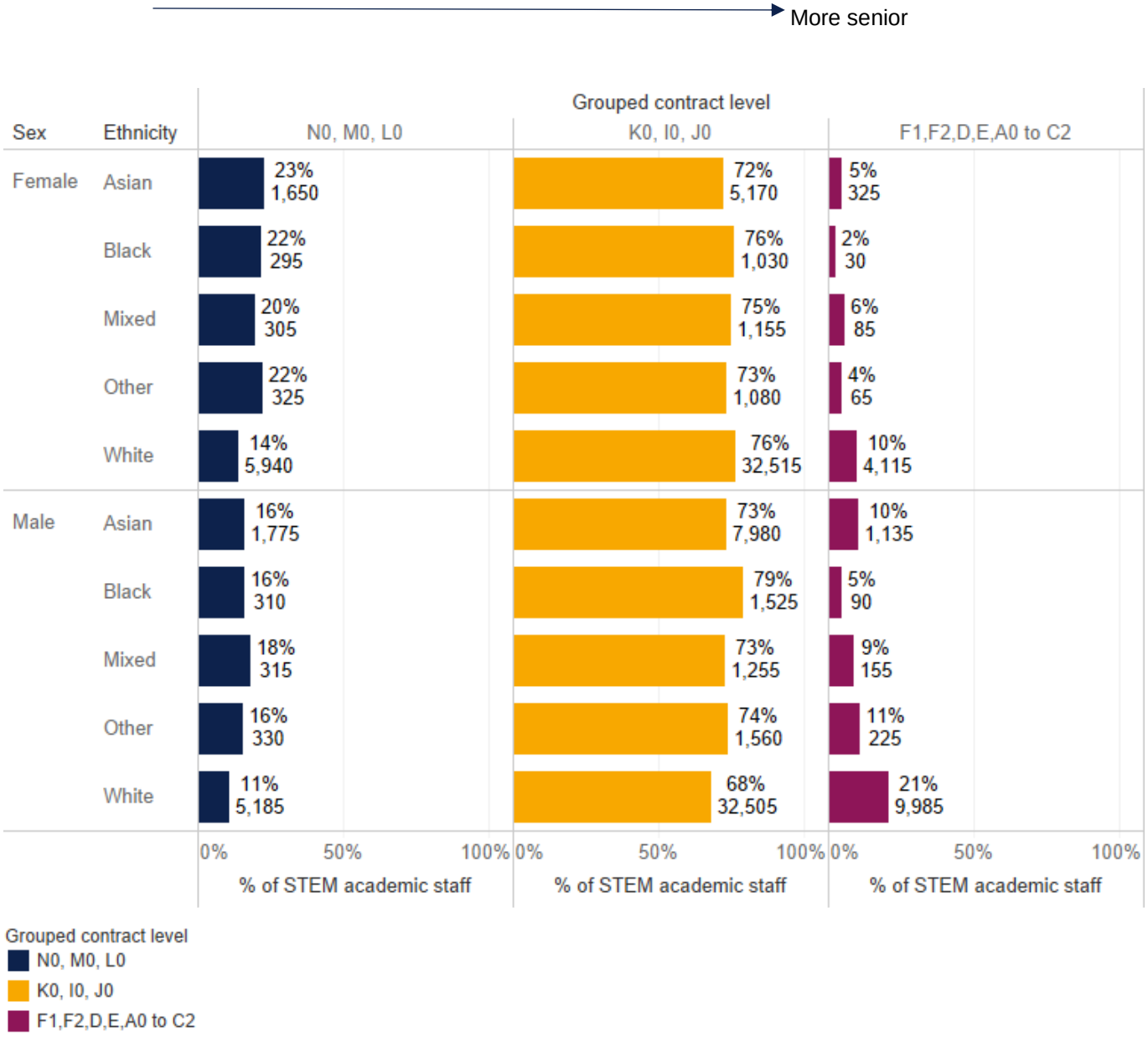


The following chart combines the various contract levels into three groups to aid comparison between ethnic groups and sex. The data shows there is disparity between the sexes and ethnicity.

Chart 14 shows there were a higher proportion of white STEM academic staff in the senior contract level group for both males (9,985, 21 per cent) and females (4,115, 10%) and a lower proportion in the less senior contract level group for both males (5,185, 11 per cent) and females (5,940, 14 per cent). STEM academic staff from Asian, Black, Mixed ethnicity or other ethnicities were similarly distributed for males and females across the contract level groups. There was a smaller proportion of Black STEM academic staff in the most senior contract level group for male (90, 5 per cent) and female (30, 2%) compared to other ethnicities.

Across all ethnicities in 2022/23, there was a higher proportion of male STEM academic staff than female STEM academic staff in the top contract level group and, conversely, a higher proportion of female STEM academic staff in the less senior contract level group than male STEM academic staff.

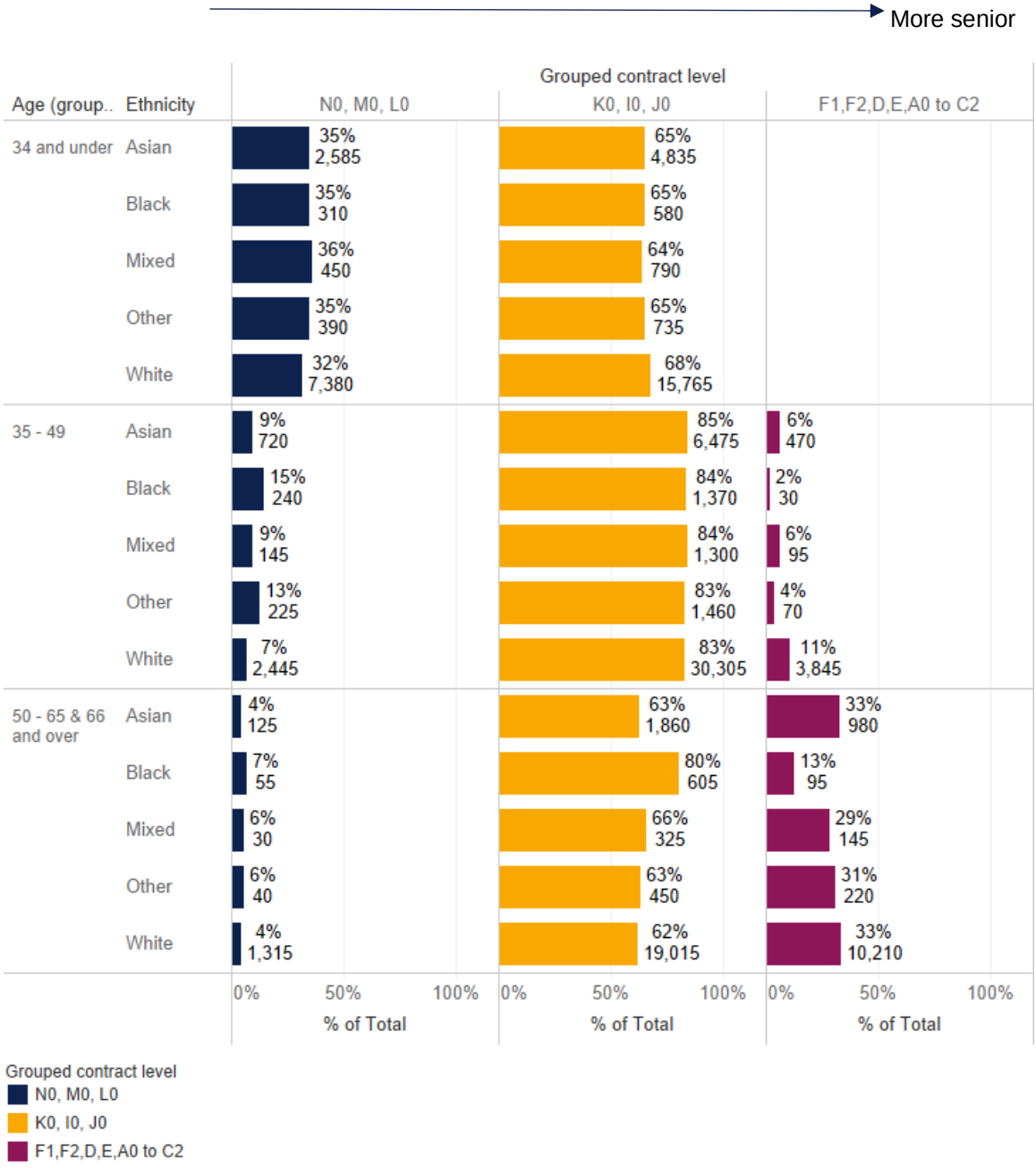
Chart 14 Proportion of STEM academic staff within contract groups by sex and ethnicity 2022/23[7]



[7] Due to extremely small numbers, those staff with a sex classified as 'Other' are not shown.

As with terms of employment, age is also a factor that affects the percentage of STEM academic staff within particular contract levels. The following chart combines the various contract levels into three groups to aid comparison between ethnic groups and age. The data shows there is disparity within each age group and ethnicity. As with Chart 11, an expected trend of older staff at more senior contract levels occurred in 2022/23. Disparities between proportions of academic STEM staff across all ethnicities was less pronounced at younger ages.

Chart 15 Proportion of STEM academic staff within contract groups by ethnicity and age group 2022/23[8]



[8] Values for the most senior group aged 34 and under have been suppressed due to small numbers. The age groups 50-65 and 66 and over have been combined due to small numbers in the older age group.

Disability

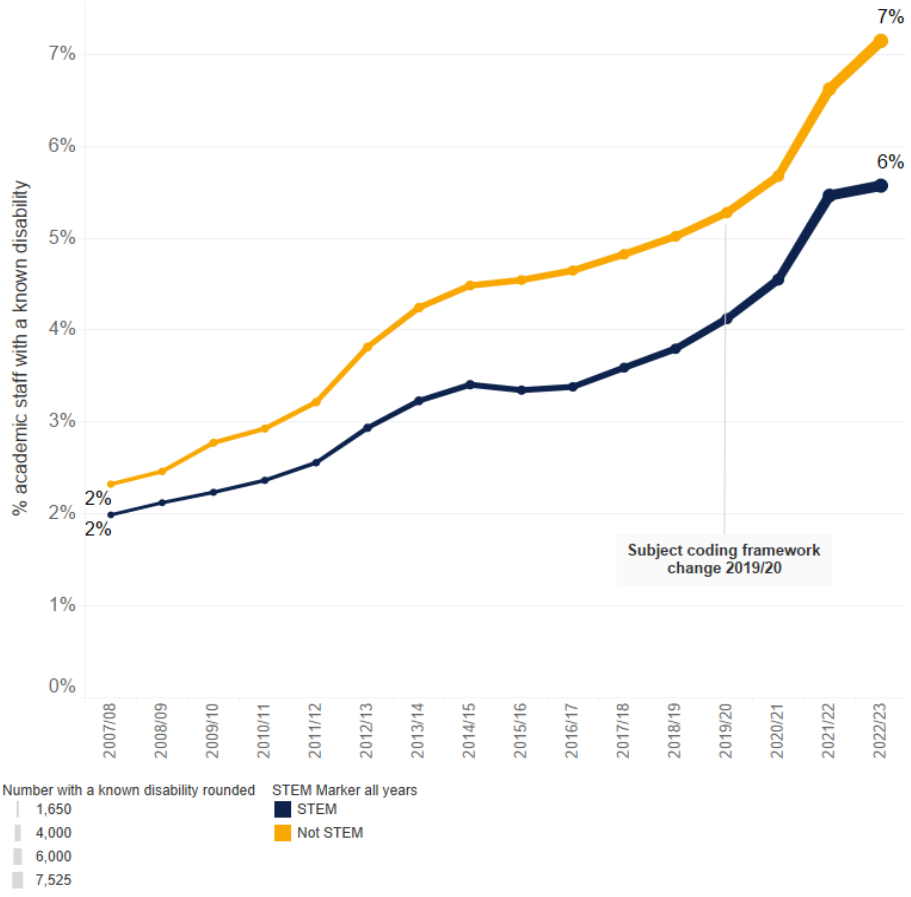
Chart 16 shows the percentage of STEM academic staff with a known disability was lower than non-STEM academic staff across all years. In 2022/23, 6 per cent (7,390) of STEM academic staff had a known disability vs 7 per cent (7,525) of non-STEM academic staff. The gap between those STEM academic staff with a known disability and non-STEM academic staff has widened.

It is important to note that coverage of staff disability data within the HESA record will vary by university. Some universities will have modern self-service HR systems with staff being encouraged to update their personal information, leading to better coverage of disability data. Others may not have such systems and may not routinely encourage staff to supply this information.

Data from the Office for National Statistics Labour Force Survey (LFS) and Family Resources Survey (FRS) suggests that around 1 in 5 (18 per cent) of working age people in the UK reported a disability in 2017/18, having increased by around 1-2 percentage points since 2013/14[9]. Although figures from the LFS and FRS may not be directly comparable with disability data collected in the HESA Staff Record, they do share the Equality Act 2010 definition of disability. Please see here[10] and here[11] for further information on the definitions used.

Please note that analysis is based on those academic staff working in STEM who chose to declare a disability to their employer and therefore may not fully represent all academic staff working in STEM with a known disability.

Chart 16 Percentage of academic staff with a known disability by STEM marker 2007/08 to 2022/23



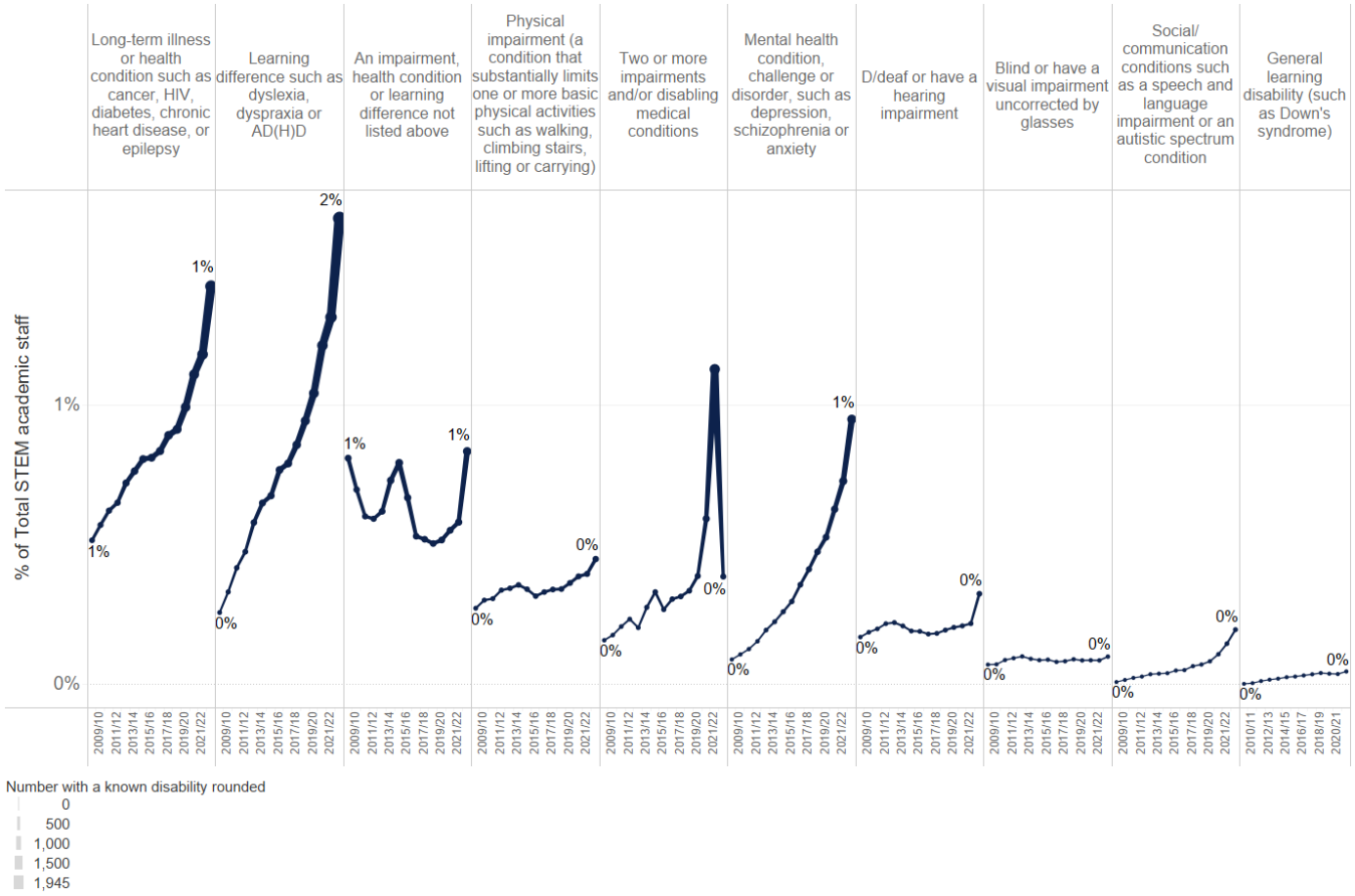
9 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/875199/employment-of-disabled-people-2019.pdf

10 https://gss.civilservice.gov.uk/policy-store/measuring-disability-for-the-equality-act-2010/

11 https://www.hesa.ac.uk/collection/c18051/a/disable

In 2022/23, 1 per cent (1,660) of STEM academic staff reported a long-term illness or health condition. STEM academic staff reporting a learning difference have seen the biggest percentage point increase, from 0 per cent (220) in 2008/09 to 2 per cent (1,945) in 2022/23.

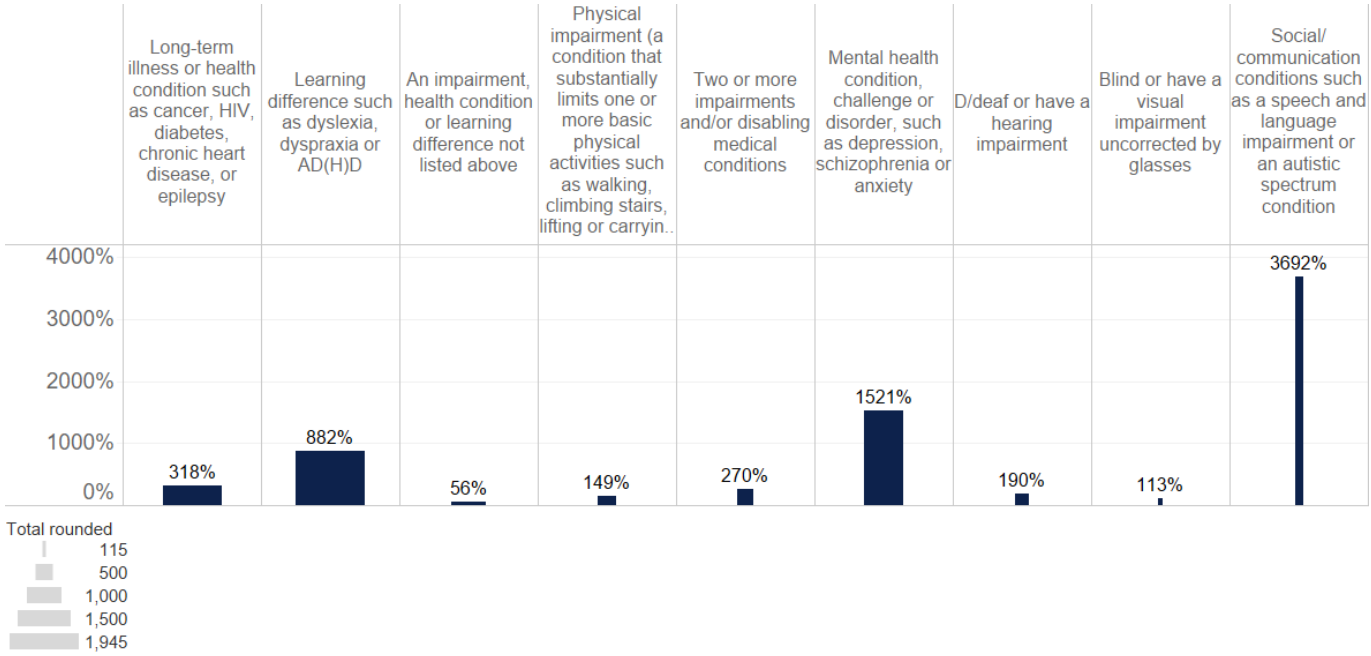
Chart 17 Percentage of STEM academic staff reporting each disability 2008/09 to 2022/23[12]



[12] Breakdown by disability type was only available from 2008/09 in the HESA Staff record. Line width represents cohort size.
General learning disability (such as Down's syndrome) was not a valid entry in 2022/23.

The following chart shows the percentage change in the number of STEM academic staff reporting each disability from 2008/09 to 2022/23. The line width represents the number of STEM academic staff reporting each disability in 2022/23.

Chart 18 Percentage change between 2008/09 and 2022/23 by type of disability for STEM academic staff[13] (Note change in subject coding framework 2019/20)

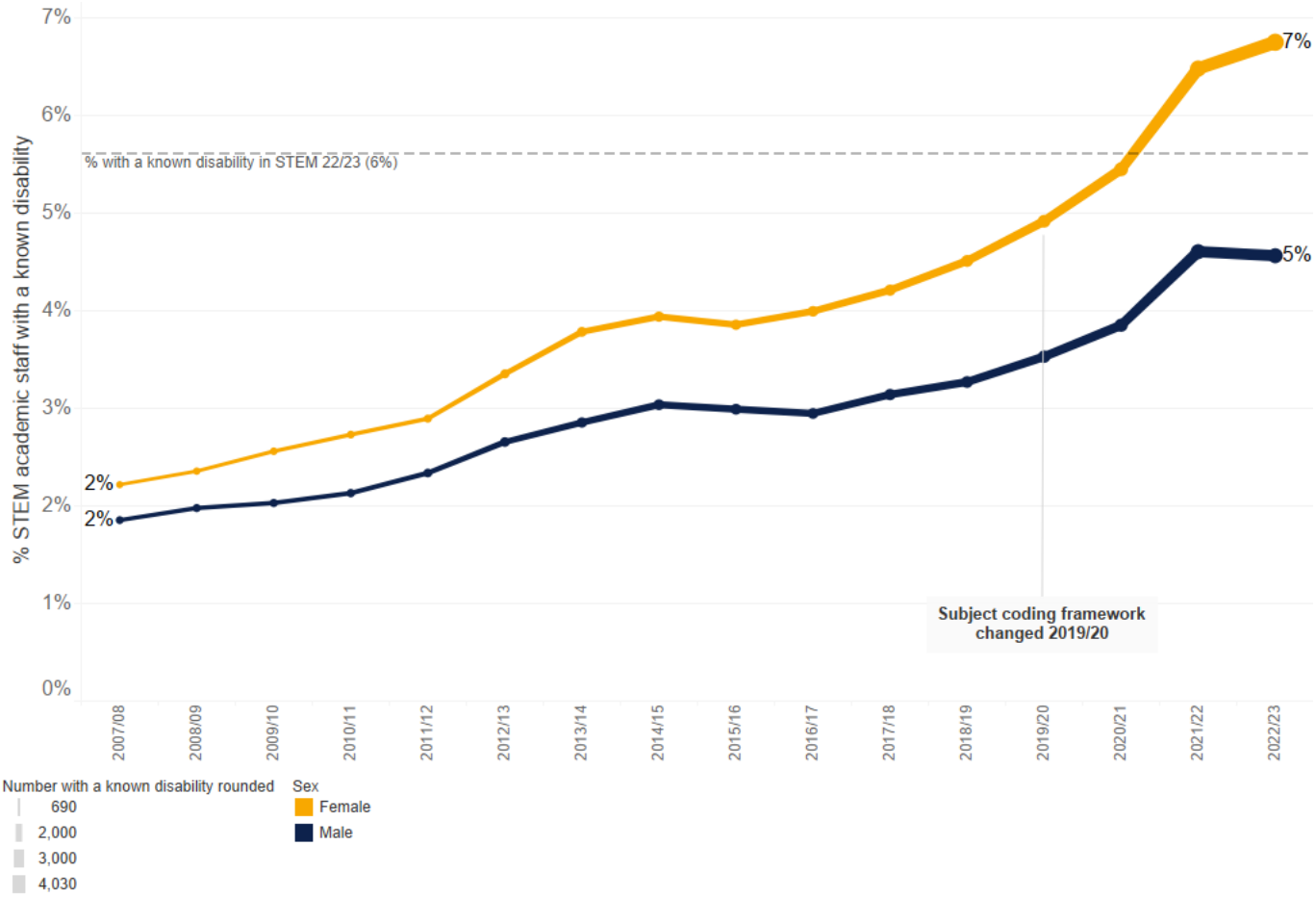


[13] General learning disability (such as Down's syndrome) was not a valid entry in 2022/23 and therefore excluded in this analysis.

Chart 19 shows a higher percentage of STEM female academic staff in 2022/23 had a known disability (7 per cent, 4,030) compared to STEM male academic staff (5 per cent, 3,310). This trend is also observed for non-STEM academic staff (8 per cent and 6 per cent respectively).

Overall, for STEM academic staff with a known disability in 2022/23, 55 per cent are female and 45 per cent are male.

Chart 19 Percentage of STEM academic staff with a known disability by sex 2007/08 to 2022/23[14]

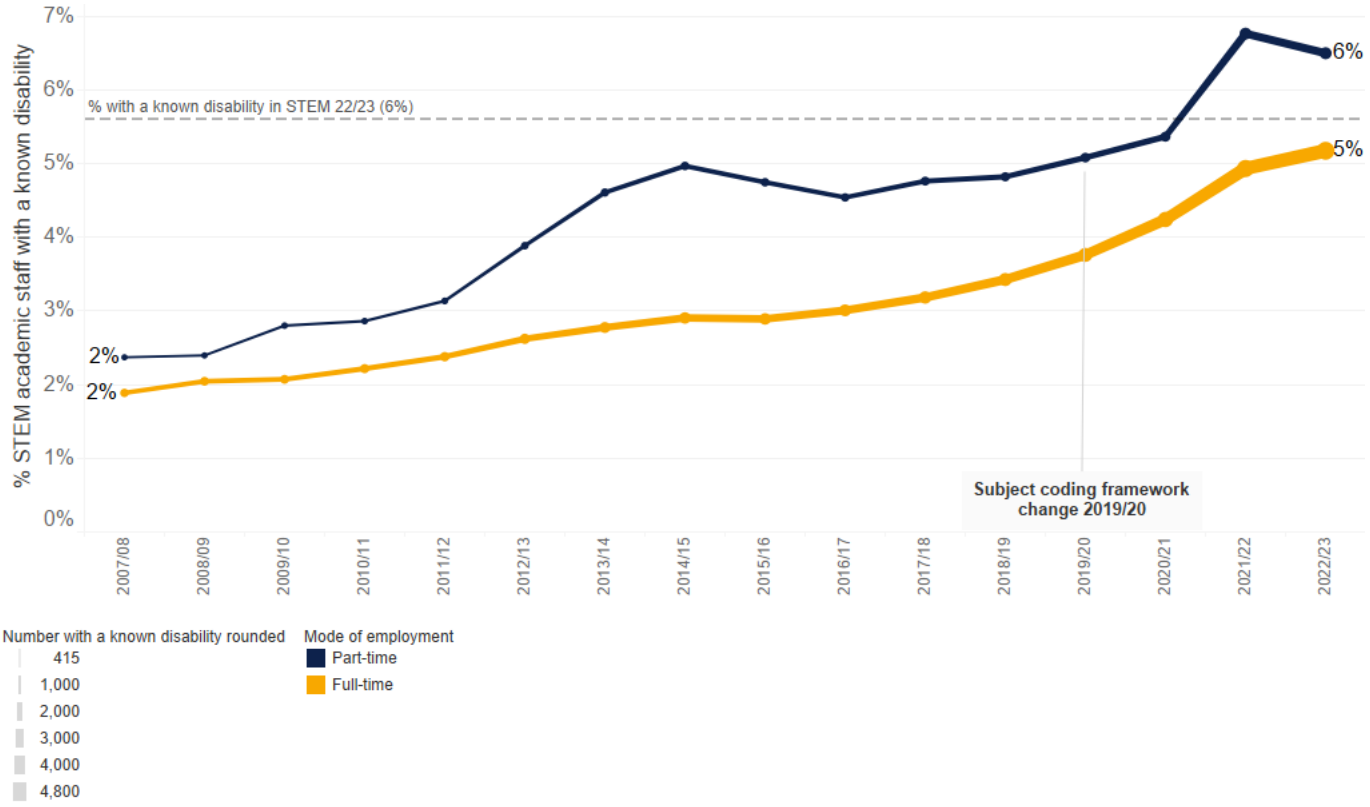


[14] Due to extremely small numbers, those staff with a sex classified as 'Other' are not shown. Those staff with a sex classified as 'Other' are included in the percentage calculations, but not shown.

A higher percentage of part-time STEM academic staff in 2022/23 had a known disability (6 per cent, 2,595) compared to full-time STEM academic staff (5 per cent, 4,800).

In 2022/23 almost two thirds of STEM academic staff with a known disability worked full-time (65 per cent) compared to part-time (35 per cent).

Chart 20 Percentage of STEM academic staff with a known disability by mode of employment 2007/08 to 2022/23



A lower percentage of STEM academic staff working at a Russell Group university in 2022/23 had a known disability (5 per cent, 3,215) compared to other universities (7 per cent, 4,175). This trend was also observed for academic staff working in non-STEM subjects.

In 2022/23 44 per cent of STEM academic staff with a known disability worked at a Russell Group university compared to 56 per cent working at other universities.

Chart 21 Percentage of STEM academic staff with a known disability by Russell Group marker 2007/08 to 2022/23

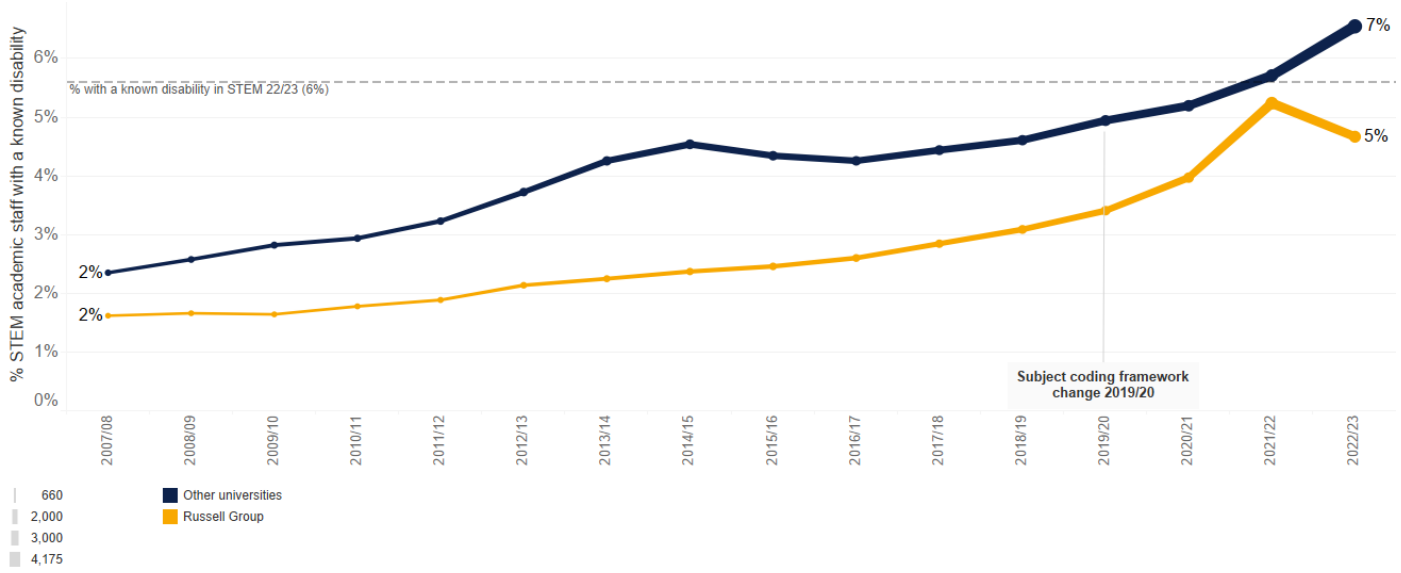


Chart 22 shows the percentage of those STEM academic staff with a known disability was similar across all age groups in 2022/23. 6 per cent (2,330) STEM academic staff 34 and under had a known disability compared to 5% aged 35-49 (2,910), 6% aged 50-65 (1,970) and 5% aged 66 and over (180).

Chart 22 Percentage of STEM academic staff with a known disability within each age band 2007/08 to 2022/23 (Note change in subject coding framework 2019/20)

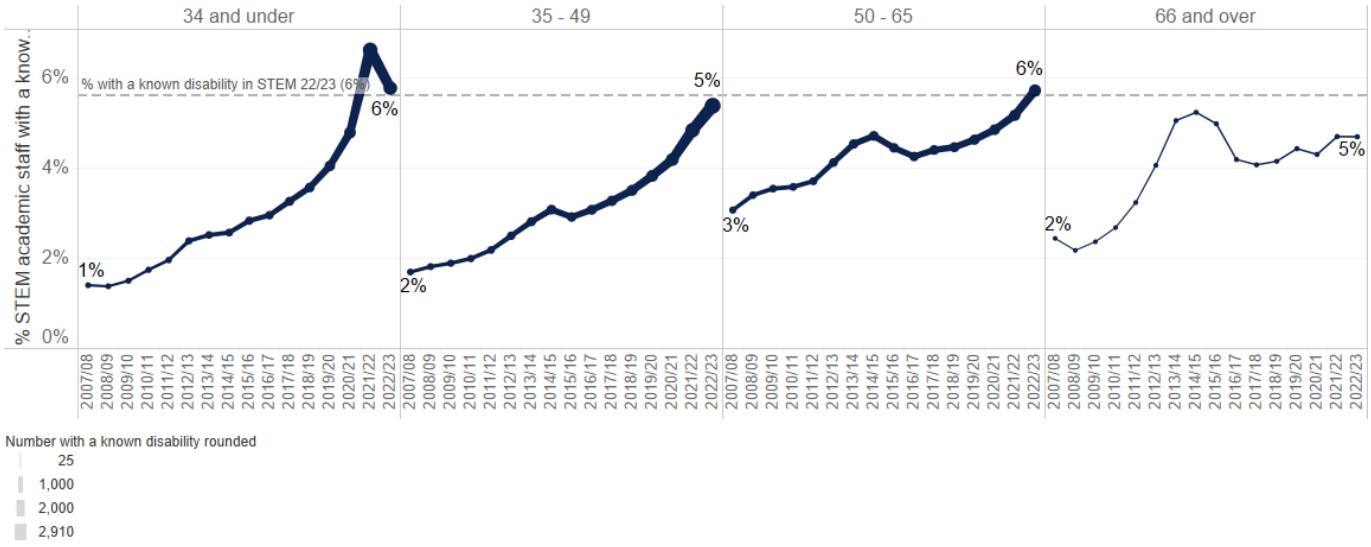


Chart 23 shows the relative representation of academic staff with a known disability working across the STEM subject areas.

9 per cent (940) of academic staff working in Psychology had a known disability in 2022/23 compared to 4 per cent (285) in Mathematical Sciences and 4 per cent (285) in Engineering and technology (735).

Chart 23 Percentage of STEM academic staff with a known disability by current academic discipline 1 2012/13 to 2022/23

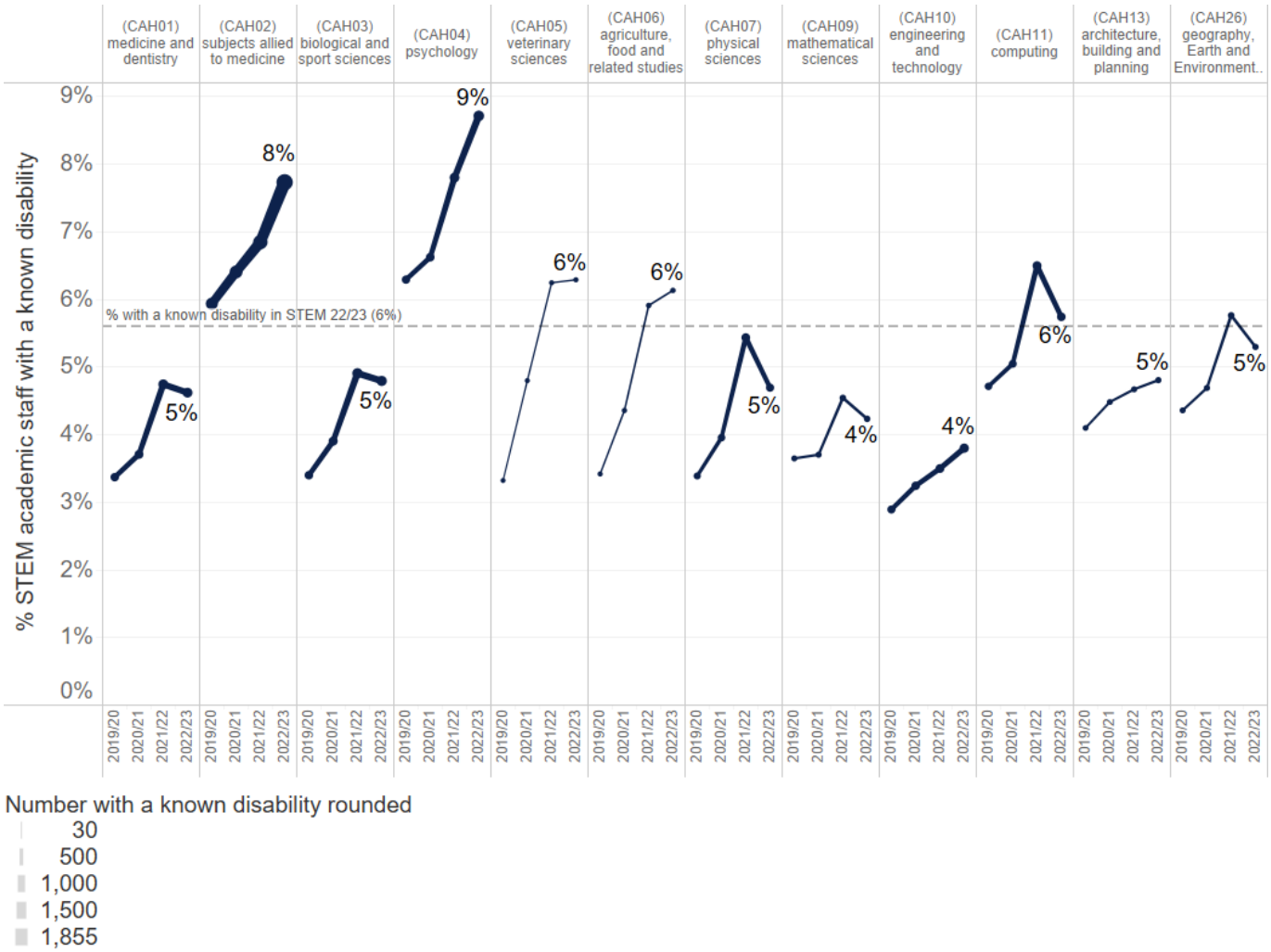


Chart 24 shows the relative representation of STEM academic staff with a known disability within each academic employment function. In 2022/23, 7 per cent (2,715) of STEM staff with an academic contract that is teaching only had a known disability compared to 5 per cent (1,980) with an academic contract that was research only. The trend differed slightly for academic staff working in non-STEM subjects, 8 per cent (630) for STEM staff with an academic contract that was research only and 7 per cent (3,430) for STEM staff with an academic contract that was teaching only.

Chart 24 Percentage of STEM academic staff with a known disability within each academic employment function 2007/08 to 2022/23

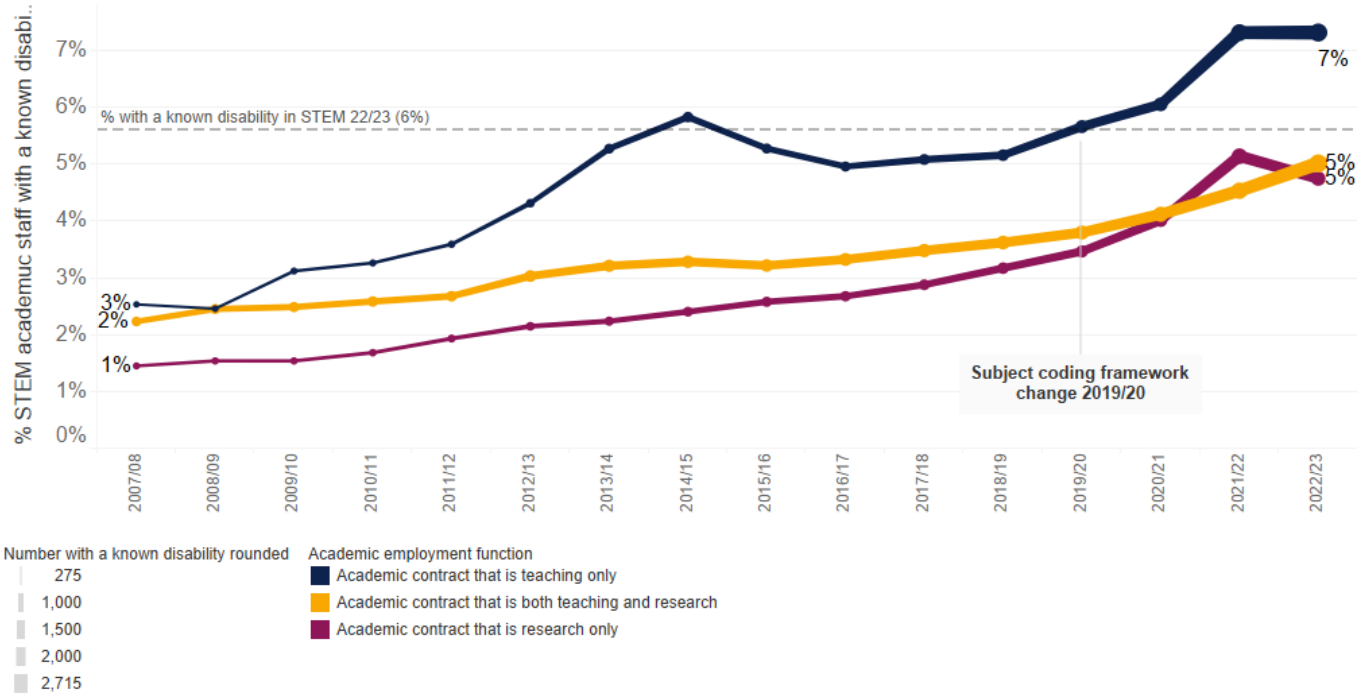
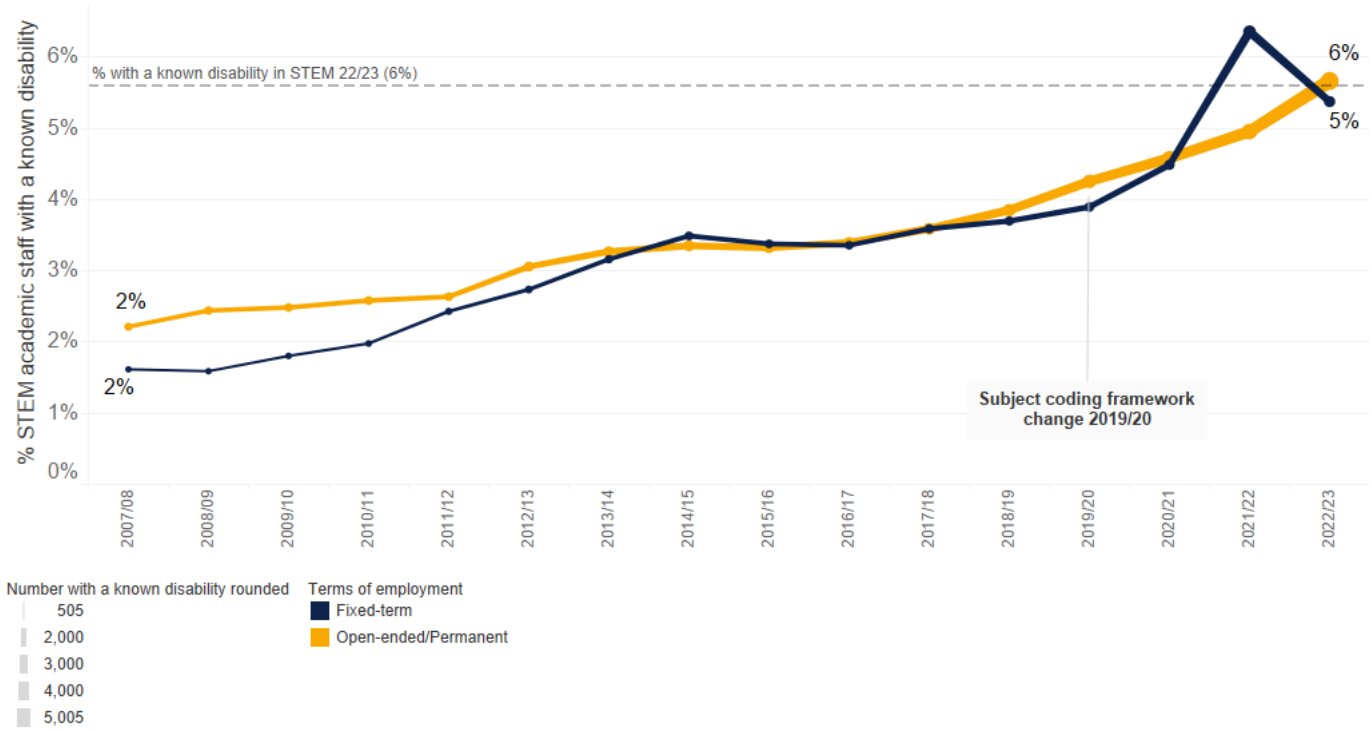


Chart 25 shows in 2022/23, a lower percentage of STEM academic staff with a fixed-term contract (5 per cent, 2,385) had a known disability compared to an open-ended/permanent contract (6 per cent, 5,005). For non-STEM academic staff in 2022/23, 7 per cent of academic staff had a known disability for staff with both fixed-term contracts and open-ended/permanent contract (1,945 and 5,580 respectively).

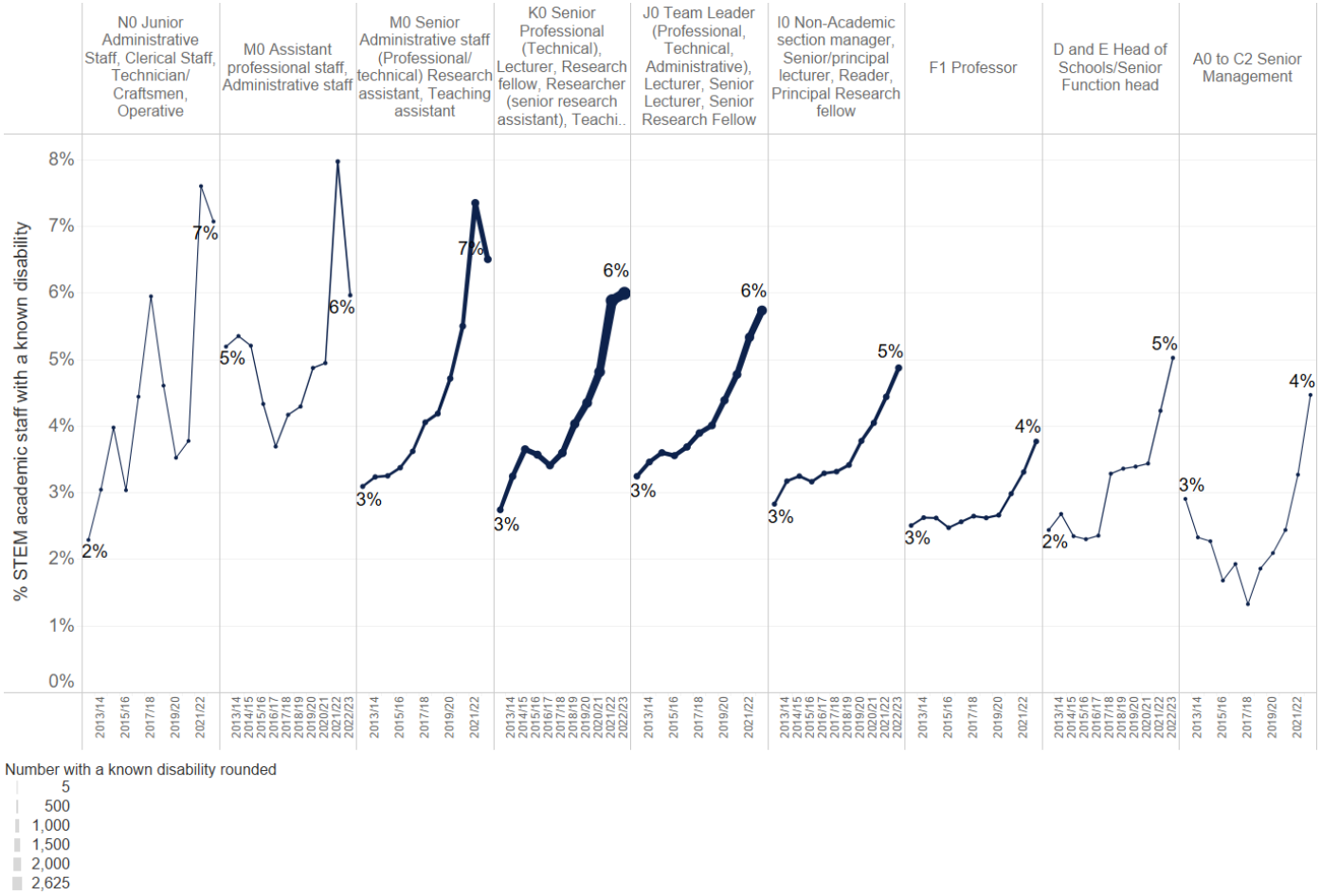
Chart 25 Percentage of STEM academic staff with a known disability by terms of employment 2007/08 to 2022/23



The general pattern shows that STEM academic staff with a known disability become less represented the more senior the contract group becomes. It also shows that the highest number of STEM academic staff with a known disability in 2022/23 is within K0 Senior Professional (2,625).

Please interpret year on year changes with caution as some disability categories have small cohorts. Instead please look at the overall trend for each category.

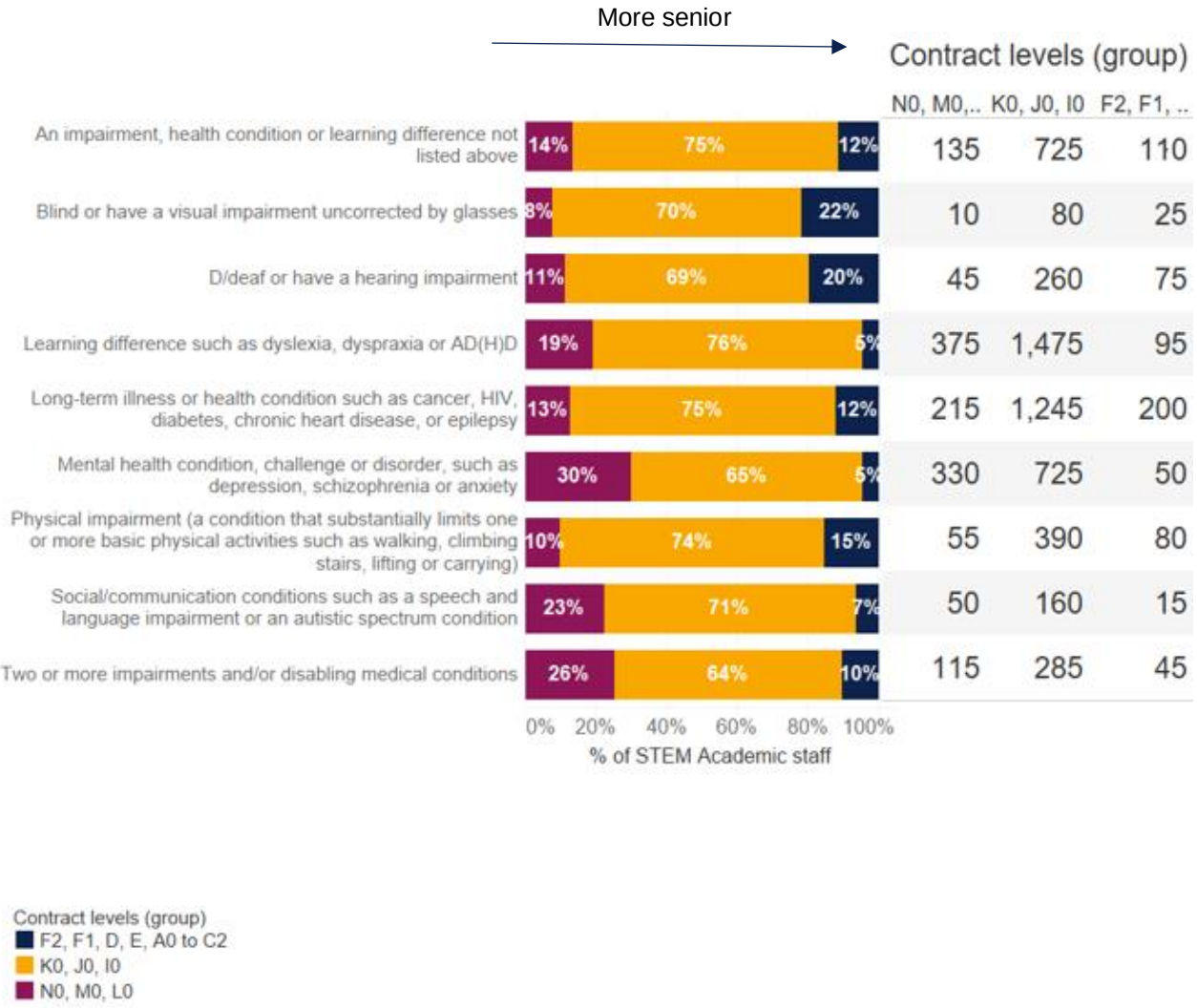
Chart 26 Percentage of STEM academic staff with a known disability within each contract level 2012/13 to 2022/23



The following chart combines the various contract levels into three groups to aid comparison with type of disability. The data shows there is disparity between the type of disability that a STEM academic staff member may report and the level they work at.

As some of the cohorts are very small, the corresponding cohort sizes are shown on the right hand side. Please interpret any differences with caution.

Chart 27 Proportion of STEM academic staff within contract groups by type of disability and age group 2022/23



Annex

Annex 1 Russell Group universities

Cardiff University
Imperial College of Science, Technology and Medicine
King's College London
London School of Economics and Political Science
Newcastle University
Queen Mary University of London
Queen's University Belfast
The University of Birmingham
The University of Bristol
The University of Cambridge
The University of Edinburgh
The University of Exeter
The University of Glasgow
The University of Leeds
The University of Liverpool
The University of Manchester
The University of Oxford
The University of Sheffield
The University of Southampton
The University of Warwick
The University of York
University College London
University of Durham
University of Nottingham

Annex 2 Ethnicity definition 2022/23

White - English, Scottish, Welsh, Northern Irish or British, White - English, Welsh, Northern Irish or British, White - British, Irish, Northern Irish, English, Scottish or Welsh, White - Gypsy or Irish Traveller, White - Gypsy or Traveller, White - Irish Traveller, White - Irish, White - Polish, White - Roma, White - Scottish, White - Showman / Showwoman, plus Any other White background

Black includes Black - African or African British, Black - Caribbean or Caribbean British, plus Any other Black background

Asian includes Asian - Bangladeshi or Bangladeshi British, Asian - Chinese or Chinese British, Asian - Filipino, Asian - Indian or Indian British, Asian - Pakistani or Pakistani British plus Any other Asian background

Other includes Arab, plus other ethnic background. Mixed includes mixed - White and Black Caribbean, mixed - White and Black African, mixed - White and Asian, other mixed background

Not known includes not known and information refused. Ethnic minority groups include all non-white categories excluding not known

Annex 3 Number and percentage of STEM academic staff with known ethnicity by ethnicity marker and ethnicity 2007/08 to 2022/23

Ethnicity Marker	Ethnicity	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Ethnic minority groups	Asian	7,245 9%	7,620 10%	7,980 10%	8,245 10%	8,490 10%	9,405 10%	10,110 11%	10,845 11%	11,450 11%	11,960 12%	12,895 12%	13,705 12%	14,905 13%	15,445 14%	16,470 14%	18,060 15%
	Black	965 1%	1,025 1%	1,075 1%	1,100 1%	1,150 1%	1,340 1%	1,405 1%	1,475 1%	1,495 1%	1,545 1%	1,715 2%	1,915 2%	2,155 2%	2,375 2%	2,755 2%	3,285 3%
	Mixed	875 1%	965 1%	1,035 1%	1,130 1%	1,185 1%	1,350 1%	1,455 2%	1,610 2%	1,780 2%	1,905 2%	2,115 2%	2,325 2%	2,630 2%	2,850 2%	3,090 3%	3,285 3%
	Other	1,210 2%	1,220 2%	1,255 2%	1,290 2%	1,325 2%	1,505 2%	1,845 2%	2,010 2%	2,050 2%	2,215 2%	2,405 2%	2,665 2%	2,925 3%	3,145 3%	3,435 3%	3,600 3%
	Total	10,295 13%	10,830 14%	11,345 14%	11,765 14%	12,150 15%	13,605 15%	14,820 15%	15,935 16%	16,780 16%	17,625 17%	19,135 18%	20,610 19%	22,615 20%	23,820 21%	25,750 22%	28,230 24%
White	White	66,455 87%	68,265 86%	69,555 86%	70,175 86%	71,250 85%	77,845 85%	81,175 85%	83,540 84%	84,945 84%	86,015 83%	88,305 82%	89,500 81%	90,145 80%	90,195 79%	90,930 78%	90,385 76%
	Total	66,455 87%	68,265 86%	69,555 86%	70,175 86%	71,250 85%	77,845 85%	81,175 85%	83,540 84%	84,945 84%	86,015 83%	88,305 82%	89,500 81%	90,145 80%	90,195 79%	90,930 78%	90,385 76%
Grand Total		76,755 100%	79,095 100%	80,895 100%	81,940 100%	83,405 100%	91,445 100%	95,990 100%	99,480 100%	101,725 100%	103,640 100%	107,435 100%	110,110 100%	112,760 100%	114,015 100%	116,680 100%	118,615 100%

Annex 4 HESA Student Record definition of disability 2022/23

- Learning difference such as dyslexia, dyspraxia or AD(H)D
- Social/communication conditions such as a speech and language impairment or an autistic spectrum condition
- Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy
- Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety
- Physical impairment (a condition that substantially limits one or more basic physical activities such as walking, climbing stairs, lifting or carrying)
- D/deaf or have a hearing impairment
- Blind or have a visual impairment uncorrected by glasses
- Development condition that you have had since childhood which affects motor, cognitive, social and emotional skills, and speech and language
- No known impairment, health condition or learning difference
- An impairment, health condition or learning difference not listed above

Annex 5 HESA Student Record definition of disability 2018/19

- Two or more impairments and/or disabling medical conditions
- A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D
- General learning disability (such as Down's syndrome)
- A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder
- A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy
- A mental health condition, such as depression, schizophrenia or anxiety disorder
- A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches
- Deaf or serious hearing impairment
- Blind or a serious visual impairment uncorrected by glasses
- A disability, impairment or medical condition that is not listed above