



Athena SWAN Bronze award renewal form

Name of institution: The University of Edinburgh

Year: 2009

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SET departments: Seven schools in the College of Science & Engineering

1. Baseline gender data

Please see Appendix 1.

2. Report back on previous action plan

The University continues to organise its academic activities into three large Colleges, each headed by a Vice-Principal/Head of College. There are 21 Schools, 7 in Science and Engineering, 4 in Medicine and Veterinary Medicine and 11 in Humanities and Social Science. Each Head of College reports to the Principal. The Heads of School report to their respective Head of College. A Vice-Principal (Equality and Diversity) was appointed in 2007 and reports to the Principal. The Vice-Principal is responsible for equality and diversity policy across the institution.

It is evident from this progress review that the cohesion between the equality and diversity initiatives implemented by the University and the University's new Strategic Plan (2008-2012) is stronger than in 2006.

The Strategic Plan (<www.planning.ed.ac.uk/Strategic_Planning/SP2008-12/index.htm>) introduces two new developments. The first is the introduction of the enabler, 'Quality People'. It sets targets for appraisal completion rates across all staff and an increase in the proportion of Schools achieving the Athena SWAN Silver Award. The other relates to a new strategic theme which brings together the promotion of equality, diversity, sustainability and social responsibility. This sets targets to increase the proportion of female academic staff appointed and promoted to the lecturer, senior lecturer, reader and professor levels and the figures show modest progress overall in this respect. (See Appendix 1 (xi))

The University is committed to embedding equality and diversity for all staff and students at all stages of their development and contribution. The achievement of the Athena SWAN Bronze award in 2006 has stimulated the development of initiatives across the University of Edinburgh that support women in SET schools which often also have wider benefits for women across the institution.

The Equal Opportunities Technical Advisory Group (EOTAG) has been committed to completing annual statistical returns since 2006. The name of the Group changed in 2009 to Equality and Diversity Monitoring and Research Committee (EDMARC) to reflect its expanded remit on follow-up of key findings.

The University set up a Gender Equality Scheme Implementation Group (GESIG) and introduced its first Gender Equality Scheme and Action Plan in 2007 (see www.humanresources.ed.ac.uk/equality/GES_and_Action%20Plan.pdf).

The University implemented a single grade and pay structure and harmonised terms and conditions in late 2006. Equality, and Equal Pay, were at the heart of this modernisation programme, which was a fundamental review of pay and grading across the University. The grades of all non-clinical academic staff were reviewed, resulting in significant numbers of regradings, particularly among more junior research and lecturing staff. The new structure includes grade profiles which provide a level of transparency in the academic career structures which was not previously in place and is considered very beneficial for staff and managers in promoting good people management and career development.

Data from the Equal Pay Review following Pay and Reward Modernisation found no significant disparities between staff on grades 1-9 (and equivalent) overall based on gender, and the same was true of academic staff specifically. It was the first audit of its kind in the University and will be repeated at three yearly intervals. In addition, there has been a commitment to carrying out and publishing annual equal pay audits for grade 10 and equivalent (professorial) staff since 2007, and the second of these has recently been published. This has been valuable in highlighting some areas for careful monitoring. (See Appendix 1.)

Achievements

- The University Childcare Vouchers scheme is a success. It gives significant tax savings for staff with children. The number of employees in the scheme has trebled from 149 in 2006 to over 450 employees in 2009. Of these over a third are based within SET subjects, reflecting the promotion that has been undertaken locally by HR to support the career development of women in SET.
- The Code of Practice for the Management of Research Staff (see www.researcherdevelopment.ed.ac.uk/CoP/Contents.html) is a success. It was introduced in 2008 to improve the career paths of our research staff. The University received the Universities Human Resources (UHR) Excellence Award for the Code in 2009, in recognition of innovation (see www.upa.ac.uk).

- Leadership development is a success. The proportion of women attending the University's Senior Academic Leadership Programme, aimed at those aspiring to be future academic leaders and senior managers, has increased from 32% in the first two years 2006-2008, to 39% in 2008/9. A more recent "Insight to Headship" course has been developed in 2008/9 for those who have assumed management roles and wish to develop their managerial careers as Heads of School. In the first year 50% of attendees on this programme were women. Both programmes are seeking to support the University's commitment to have more women in senior academic leadership roles, which is an area of concern (see Appendix 1 (ii)).
- Researcher development is a success. Between 2006 and 2009 there has been growth in the provision of training for researchers in SET of approximately a third, through the University's Researcher Development Programme and the participation of women in the programme has increased from 33% to 42%.
- The EOTAG/EDMARC mechanism is a success. The report is now annual and goes directly to University Court, the governing body. A University wide seminar to disseminate findings is planned for June 2009 and annually thereafter.
- The numbers of academic women on permanent contracts has increased from 54.8% to 59.3%. This modest increase is seen as an encouraging movement in the right direction.
- The establishment of GESIG is encouraging. It brings senior managers from across the Institution together and is responsible for raising awareness and the implementation of its Action Plan. Through action via GESIG, the University is planning its first annual lecture to celebrate International Women's Day in 2010.
- The University target is for 85% of staff to complete appraisal by 2012. The key dimensions will include performance, development and review. This is seen as a key E&D tool and is being promoted particularly strongly in the College of Science and Engineering.
- The University aims to ensure that at least one School in the College of Medicine and Veterinary Medicine and another three Schools in Science and Engineering will apply for Athena SWAN Silver Awards by July 2012.

3. Action plan

Please see Appendix 2.

Appendix 1: Athena SWAN Bronze award renewal form

Baseline Gender Data

This Appendix provides data in relation to the University of Edinburgh's submission, covering data for both the University as a whole, and for the College of Science and Engineering.

The data covers the last three years. Unless otherwise specified, the data relates to 30 April, or the year ending 30 April, each year.

(i) FEMALE:MALE RATIO OF ACADEMIC STAFF AT EACH GRADE

Table 1 - Female:male ratio of academic staff at each grade across the Institution

Year	Researcher		Lecturer		Senior Lecturer/Reader		Professorial/Equivalent		Total Academic Headcount		
	F	M	F	M	F	M	F	M	F	M	Total
2007	45.2%	54.8%	45.1%	54.9%	27.2%	72.8%	14.7%	85.3%	1280	2044	3324
2008	44.4%	55.6%	46.4%	53.6%	29.0%	71.0%	17.8%	82.2%	1332	2103	3435
2009	45.1%	54.9%	47.2%	52.8%	31.5%	68.5%	17.9%	82.1%	1492	2226	3718

Table 2 - Female:male ratio of academic staff at each grade in Science & Engineering

Year	Researcher		Lecturer		Senior Lecturer/Reader		Professorial/Equivalent		Total Academic Headcount		
	F	M	F	M	F	M	F	M	F	M	Total
2007	34.2%	65.8%	29.4%	70.6%	14.3%	85.7%	9.0%	91.0%	351	892	1243
2008	33.5%	66.5%	31.4%	68.6%	15.5%	84.5%	10.1%	89.9%	360	925	1285
2009	33.0%	67.0%	32.1%	67.9%	17.4%	82.6%	9.3%	90.7%	358	927	1285

(ii) FEMALE:MALE RATIO OF HEADS OF SCHOOL/FACULTY/DEPARTMENT

Table 3 – Female:male ratio of Heads of School

Heads of School	2006/7					2008/9				
	F	%	M	%	Total	F	%	M	%	Total
	5	23.8%	16	76.2%	21	3	14.3%	18	85.7%	21

Table 3 shows a decrease in the number of female Heads of School from 2006/07 to 2008/09. The numbers are small resulting in annual fluctuations in gender balance. Appointments are normally for five years, although some shorter 'acting arrangements' are not uncommon, so there is regular turnover. The leadership and management programme is the main mechanism for supporting women into senior leadership roles, including future Heads of School. Two recent senior management appointments (2008/09) have been of women who completed the programme.

(iii) FEMALE:MALE RATIO OF ACADEMIC STAFF JOB APPLICATION AND SUCCESS RATES

The University's recruitment system does not hold information in such a way as to be able to report on job applications specifically in SET schools. The data below shows, for each of the past three years, academic job application rates by gender across the whole University and appointments by gender for both the whole University and SET schools only.

Table 4 - Academic Staff Job Application and Success Rates

UoE Academic Staff Job Applications 2007

Applicants	Total	%
Gender		
F	3328	37.7%
M	5492	62.3%
Total	8820	

UoE Success Rates 2007

Appointments	Total	%
Gender		
F	442	44.4%
M	553	55.6%
Total	995	

SET Success Rates 2007

Appointments	Total	%
Gender		
F	162	33.3%
M	325	66.7%
Total	487	

UoE Academic Staff Job Applications 2008

Applicants	Total	%
Gender		
F	3522	40.8%
M	5115	59.2%
Total	8637	

UoE Success Rates 2008

Appointments	Total	%
Gender		
F	473	43.7%
M	609	56.3%
Total	1082	

SET Success Rates 2008

Appointments	Total	%
Gender		
F	160	34.3%
M	306	65.7%
Total	466	

UoE Academic Staff Job Applications 2009

Applicants	Total	%
Gender		
F	3818	39.2%
M	5922	60.8%
Total	9740	

UoE Success Rates 2009

Appointments	Total	%
Gender		
F	676	48.6%
M	714	51.4%
Total	1390	

SET Success Rates 2009

Appointments	Total	%
Gender		
F	182	35%
M	338	65%
Total	520	

(iv) FEMALE:MALE RATIO OF ACADEMIC STAFF PROMOTION RATES

The following data is produced as standard part of the University's promotions processes and so there are differences in the reference dates and the configuration of the data. The data is analysed by grades in the University of Edinburgh's grade structure and equivalent clinical and other grades. These correspond to typical academic job titles as follows:

- Grade UE10: Professor and equivalent
- Grade UE09: Senior Lecturer/Reader and equivalent research/teaching-focussed roles
- Grade UE08: Lecturer and equivalent research/teaching-focussed roles.
- Grade UE07: Associate Lecturer and equivalent research/teaching-focussed roles.

Note: Promotions processes did not take place in the normal way in 2006 as the University was undergoing its pay and reward modernisation process and 2007 was a transitional year as new grading processes were being introduced with data straddling two different structures. The 2009 processes are currently underway and not completed in time for this report but early indications show an increase in Female Academic staff attaining Grade 10/Professorial levels in contrast to previous years.

In summary, the proportion of promotions of female staff in 2007 & 2008 are:

2007 - Across the institution 23.8% successful Female Applications

2008 - Across the institution 32.7% successful Female Applications

2007 - Science & Engineering 22.0% successful Female Applications

2008 - Science & Engineering 24.1% successful Female Applications

Table 5 - Female:male ratio of academic staff promotion rates across the Institution and in Science & Engineering

2007	F/M Ratios across the Institution					F/M ratios in Science & Engineering				
	Successful to :	F	%	M	%	All	F	%	M	%
Grade UE10	8	17.8%	37	82.2%	45	1	8.3%	11	91.7%	
Grade UE09	12	30.8%	27	69.2%	39	6	35.3%	11	64.7%	
Totals	20	23.8%	64	76.2%	84	7	24.1%	22	75.9%	

2008	F/M Ratios across the Institution					F/M ratios in Science & Engineering				
	Successful to:	F	%	M	%	All	F	%	M	%
Grade UE10	7	26.9%	19	73.1%	26	1	9.1%	10	90.9%	
Grade UE09	19	32.8%	39	67.2%	58	6	22.2%	21	77.8%	
Grade UE08	8	38.1%	13	61.9%	21	3	30.0%	7	70.0%	
Grade UE07	1	50.0%	1	50.0%	2	1	50.0%	1	50.0%	
Totals	35	32.7%	72	67.3%	107	11	22.0%	39	78.0%	

Table 6 - Promotions relative to Headcount, by Gender 2007

Gender against Headcount 2007	Total across Institution			Total in Science & Engineering		
	Female Successful to:	No.	Headcount	% against Headcount	No.	Headcount
Grade UE10	8	72	11.1%	1	16	6.3%
Grade UE09	12	226	5.3%	6	69	8.7%
Totals	20	298	6.7%	7	85	8.2%
Male Successful to:	No.	Headcount	% against Headcount	No.	Headcount	% against Headcount
Grade UE10	37	381	9.7%	11	152	7.2%
Grade UE09	27	499	5.4%	11	193	5.7%
Totals	64	880	7.3%	22	345	6.4%

Table 7 - Promotions relative to Headcount, by Gender 2008

Gender against Headcount 2008	Total across Institution			Total in Science & Engineering		
	No.	Headcount	% against Headcount	No.	Headcount	% against Headcount
Female Successful to:						
Grade UE10	7	105	6.7%	1	32	3.1%
Grade UE09	19	234	8.1%	6	60	10.0%
Grade UE08	8	377	2.1%	3	81	3.7%
Grade UE07	1	525	0.2%	1	150	0.7%
Totals	35	1241	2.8%	11	323	3.4%
Male Successful to:						
Grade UE10	19	425	4.5%	10	176	5.7%
Grade UE09	39	489	8.0%	21	180	11.7%
Grade UE08	13	528	2.5%	7	206	3.4%
Grade UE07	1	574	0.2%	1	296	0.3%
Totals	72	2093	3.4%	39	858	4.5%

(v) GENDER BALANCE ON THE SENIOR MANAGEMENT TEAM

The Senior Management Team is defined as Central Management Group members plus Assistant Principals.

Table 8 - Gender balance on the Senior Management Team

Senior Management Team	2006/7			2008/9		
	F	M	F %	F	M	F%
	3	12	20.0%	5	10	33.3%

(vi) GENDER BALANCE ON INFLUENTIAL COMMITTEES AT UNIVERSITY LEVEL

The University's Governing body is the Court

Table 9 - Gender balance on University Court

Court	2006/7			2008/9		
	F	M	% F	F	M	% F
	6	13	31.6%	7	15	31.8%

The other influential committees are as follows. Please note some people will be members of more than one Committee.

Table 10 –Gender balance on Influential Committees at University level

	2006/7			2008/9		
	F	M	F %	F	M	F%
Audit Committee	0	6	0.0%	2	4	33.3%
Central Management Group	3	10	23.1%	3	10	23.1%
Equality & Diversity Management Board	5	4	55.6%	6	3	66.7%
Finance and General Purposes Committee	2	9	18.2%	1	7	12.5%
Staff Committee	6	5	54.5%	7	10	41.2%
Totals	16	34	47.1%	19	34	35.8%

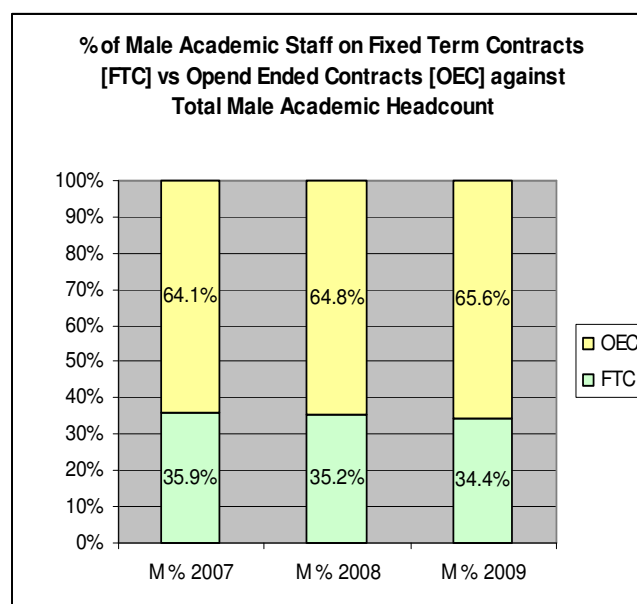
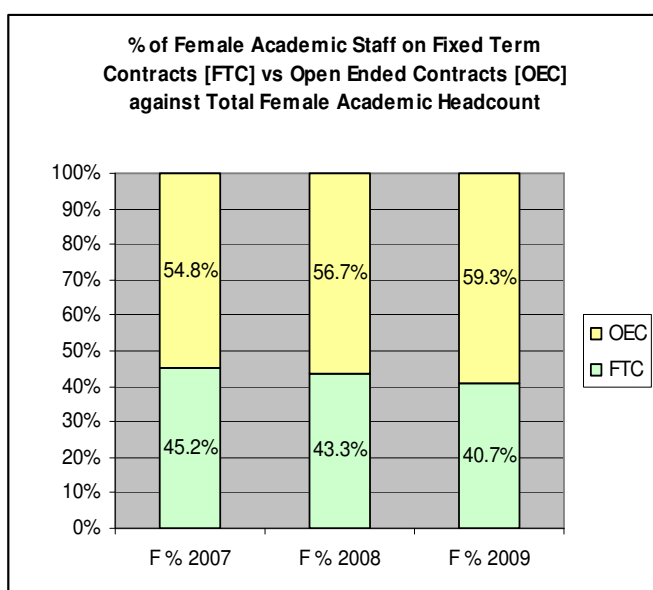
Overall there has been a decline in the proportion of women sitting on influential University committees. This has resulted in part from the change to membership of Staff Committee which accompanied a change in remit and increased membership by almost 50%.

The University is committed to ensuring that more women can develop into Senior Academic and Management roles, and the growth in the numbers of women attending the Senior Academic Leadership Programme, up to 39% for this year, supports this aim.

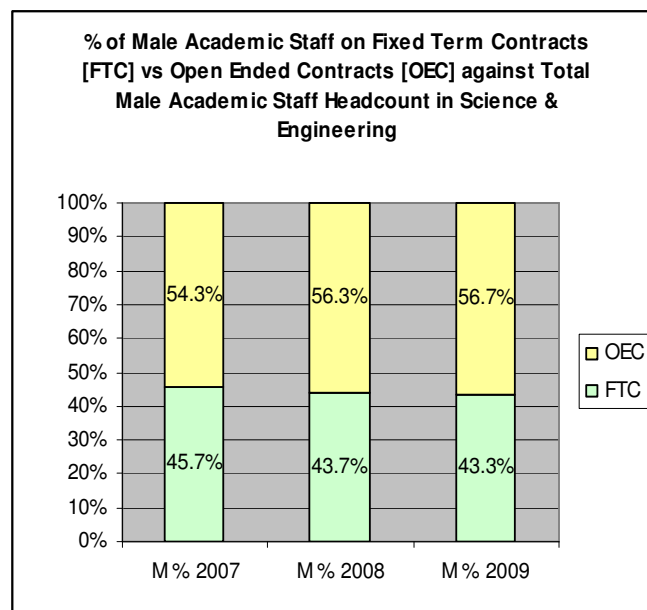
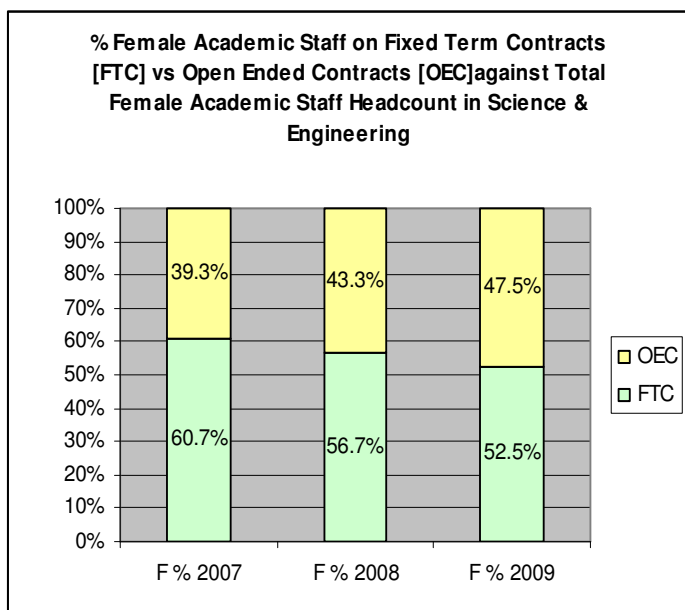
(vii) FEMALE:MALE RATIO OF ACADEMIC STAFF ON FIXED-TERM CONTRACTS VS. OPEN-ENDED CONTRACTS

The following charts show a modestly increasing proportion of female academic staff on open-ended contracts (OEC) across the institution and in Science and Engineering across the three year period.

Charts 1 and 2 – University-wide



Charts 3 and 4 – College of Science & Engineering



(viii) FEMALE:MALE ACADEMIC STAFF RETENTION RATES

Table 11 – Turnover of academic staff across the University

Due to the change in grade structures as part of Pay and Reward Modernisation in 2006, it is not feasible to produced directly comparable turnover data for the year ending 30/4/07, so turnover data is provided only for the years to 30 April 2008 and 2009.

	2008			2009		
	F	M	TOTAL	F	M	TOTAL
	%	%		%	%	
LECTURER	6.1%	5.1%	5.6%	5.2%	6%	5.6%
SENIOR LECTURER	3.2%	3.5%	3.3%	1.1%	2.2%	1.9%
PROFESSOR	0%	1.1%	0.9%	3.6%	2.3%	2.6%
RESEARCHER	7.6%	9.3%	8.6%	6.3%	10.7%	8.8%

Table 12 – Turnover of academic staff in Science & Engineering

	2008			2009		
	F	M	TOTAL	F	M	TOTAL
	%	%		%	%	
LECTURER	10.8%	3.8%	5.9%	2.3%	3.1%	2.9%
SENIOR LECTURER	3.8%	2.2%	2.4%	3.6%	3.0%	3.1%
PROFESSOR	0%	2.1%	1.9%	6.0%	3.9%	4.1%
RESEARCHER	8.4%	10.0%	9.5%	6.4%	11.7%	10.0%

Table 13 – Maternity return rates by academic staff across the University

YEAR	EMPLOYEES ENDING MATERNITY LEAVE IN YEAR	RETURN %
1/5/06 to 30/4/07	25	92%
1/5/07 to 30/4/08	59	97%
1/5/08 to 30/4/09	46	96%

Table 14 – Maternity return rates by academic staff in Science & Engineering

YEAR	EMPLOYEES ENDING MATERNITY LEAVE IN YEAR	RETURN %
1/5/06 to 30/4/07	14	100%
1/5/07 to 30/4/08	22	95%
1/5/08 to 30/4/09	22	100%

(ix) EVIDENCE FROM EQUAL PAY AUDITS/REVIEWS

The University carried out a full Equal Pay Review covering Grades 1 to 9 (and equivalent) in 2007/8. An extract from the Introductory Report is attached as Annex 1. The full report can be viewed at the following URL:

<[www.humanresources.ed.ac.uk/equality/Equal Pay Audit 2007 Grades 1 to 9.pdf](http://www.humanresources.ed.ac.uk/equality/Equal_Pay_Audit_2007_Grades_1_to_9.pdf)>

The University also carries out annual Equal Pay Audits covering Grade 10 and equivalent staff. An extract of the Executive Report from the most recent report (relating to 31 December 2008) is attached as Annex 2. The full report can be viewed at the following URL:

<[www.humanresources.ed.ac.uk/pay/Grade10/Grade10 Equal Pay Audit Report.pdf](http://www.humanresources.ed.ac.uk/pay/Grade10/Grade10_Equal_Pay_Audit_Report.pdf)>

(x) FEMALE:MALE RATIO OF STAFF IN THE RESEARCH ASSESSMENT EXERCISE (RAE) 2008

Overall, 31% of the University's eligible RAE population were female and 69% male. The University's actual submission was made up of 30% female and 70% male. Overall, 90% of eligible females were included in the submission, compared with 93% of eligible males.

In the STEMM population (the Scottish Funding Council's definition of SET in their Grant letter, using Units of Assessment 1-29), 23% of our eligible RAE population were female and 77% male. Of our actual STEMM submission was made up of 23% female and 77% male. In the STEMM subjects, 93% of eligible females were included and 95% of males.

(xi) OTHER RELEVANT DATA

Strategic Plan Targets

The University has a target to increase the proportion of female academic staff appointed and promoted to the lecturer, senior lecturer, reader and professor levels and associated data is reported and published annually. The figures show modest progress overall in this respect and are available at <www.planning.ed.ac.uk/Strategic_Planning/BS/07Data.htm>

Equal Opportunities Technical Advisory Group [EOTAG] Reports

EOTAG is a long-standing group which produces periodic statistical reports on equality data. Since 2006, there has been a commitment to annual reports and these are published openly on the web. The following information presents an extract from the Executive Summary on Gender from the most recent EOTAG Report. The full report can be viewed at the following URL: <www.humanresources.ed.ac.uk/equality/monitor.htm>

EOTAG 7TH REPORT EXECUTIVE SUMMARY EXTRACT

1. Introduction

The seventh EOTAG report provides analyses of student and staff data by the equality dimension of gender. The report supports the monitoring of equality and diversity within the University of Edinburgh. This year, the report includes some comparative analyses between Edinburgh and other Universities; this is more extensive within the student section.

This summary identifies the main points from the full reports. Tables and figures are only provided for the more detailed analyses and the spotlight as these are both new for this seventh report. All other tables and figures are provided in the full staff and student reports.

2. Students

Differences continue to be observed across colleges in terms of the gender make up of undergraduate entrants with Veterinary Medicine still have the highest proportion of

female entrants and the College of Science and Engineering the lowest. Similar patterns are observed for postgraduate taught and postgraduate research entrants.

In terms of outcomes, females continue to be more likely to complete and less likely to withdraw than males. In general, females perform slightly better overall in terms of first degree result.

Comparing the proportion of female undergraduate students of all the Russell Group Universities, The University of Edinburgh has the seventh highest proportion at just over 50%.

For the proportion of female postgraduate taught students, The University of Edinburgh lies third in the Russell Group, with over 60% of postgraduate taught students being female.

For postgraduate research students, The University of Edinburgh is ranked sixth, just above the median.

3. Staff

For Teaching and Teaching-associated staff there are more male staff throughout the pay grades. The trend of decreasing proportion of women as the grades increase can be seen in all three Colleges.

When analysed by age group, there are a higher proportion of men in all posts in all age groups. There is a notable difference in Teaching staff aged 46-55 where there is a much higher proportion of men (46%) in grade 10 posts compared with women (21%).

The University of Edinburgh has close to the median proportion of women of Research and Research-associated staff when compared to other Russell Group institutions. However, the proportion of women in research posts is lowest for those in most senior roles at The University of Edinburgh. The lowest proportion of women in higher grades is in the College of Medicine and Veterinary Medicine.

In contrast to teaching staff, when split by age group and gender, the differences between genders reduce as age increases for Research staff. Closer analysis of the data shows that men over the age of 45 are more likely to be in a grade UE09 or UE10 post.

In comparison to Russell Group institutions, The University of Edinburgh has an average proportion of Research staff aged 45 and under but a slightly higher profile of staff aged 55 and over. Only the University of Cambridge, University of Oxford and The University of Warwick have a higher proportion of research staff over the age of 55.

Equal Pay Review Extract

Below is an extract from the Introductory Report of the University's Equal Pay Review in 2007
The full report can be viewed at:

<www.humanresources.ed.ac.uk/equality/Equal_Pay_Audit_2007_Grades_1_to_9.pdf>

Reason for the review

This review has been carried out following the completion of the implementation of the University's Pay and Reward Modernisation Project. The scope of the review was to include all staff on the nine harmonised grades created and implemented with effect from 1st August 2006, and to review the analysed data for these staff, who were in post on 31st May 2007.

The review has been informed by the Joint Negotiating Committee for Higher Education Staff (JNCHES) Equal Pay Reviews, Guidance for Higher Education Institutions (March 2007)¹ and by the Equal Opportunities Commission's Equal Pay Review Kit Guidance Notes.

The Purpose of the Review

The purpose of the review was to:

- Establish whether there are any pay inequalities arising because of gender, race, disability and age; and/or from differing contractual arrangements
- Analyse in more detail the nature of inequalities
- Analyse the factors creating inequalities and diagnose the cause or causes
- Determine what action is required to deal with any unjustified inequalities (paygaps of more than 5%) revealed by the analysis and diagnosis.

In this review, the analysis of each grade is provided, and the final chapter gives an analysis of the whole population set across the nine grades. This information provides a picture of the whole population set and so is valuable. However, the analysis is not relevant to the issue of equal pay within grades, which is the focus of this review.

Summary of Significant Findings

In Grades 1, 2, 8 and 9, male mean average salaries are higher than female mean average salaries, by greater than 1%. Only in Grade 4 is female mean average salary more than 1% higher than the male mean average salary. Analysis by age shows significant variations in salary that exceed 5%. However, length of service is significant in these instances, and is the prime reason for the salary differentials, given that we have longer incremental scales for the more senior grades.

- Grade 6: The female and male average salaries are within 0.3% of each other. There is a 5.8% salary spread when analysed by age, but the length of service is the reason for the pay difference.
- Grade 7: The female and male average salaries are within 0.4% of each other.
- Grade 8: There is a 15% salary spread when analysed by age, but the length of service is the reason for the pay difference.
- Grade 9: There is a 8.7% salary spread when analysed by age, but the length of service is the reason for the pay difference

Conclusion

The analysis shows that the grading of posts on to the new grading scheme has not resulted in any significant inequalities in pay for staff within grades. Any significant variations are not due to any discriminatory factors.

Grade 10 Equal Pay Audit Extract

Below is an extract of the Executive Report from the most recent report (relating to 31 December 2008). The full report can be viewed at:

<www.humanresources.ed.ac.uk/pay/Grade10/Grade10_Equal_Pay_Audit_Report.pdf>

This audit report is produced and used as a baseline for the annual consideration required by the Court Remuneration Committee of how professorial and senior staff pay is being managed across the University and the implications of any changes made in policy and practice to the reward of this group.

It is important to ensure senior staff across the University is appropriately rewarded because:

- The University wants to pay people fairly for the work that they do.
- In a competitive market, it is essential to recruit and retain talent, and pay is a significant part of the offer.
- The impact individuals make on the University (and in professorial roles, on their discipline) changes over time, and this should be reflected in the remuneration awarded.
- The University has an established approach to pay which has proven successful in recruiting and retaining professors and other senior staff.

This report is based on the stock population on 31st December 2008 and uses pay rates effective from 1st October 2008. The report includes clinical academic professorial staff (grades ACT4, ACN4, AMT4, AMN4), non-clinical academic professorial staff (Grade UE10) and support staff on Grade UE10.

In 2007 the University implemented revised arrangements, covering progression through the first 6 points on the Grade 10 non-clinical scale. In normal circumstances an individual will receive an increment every alternate year until they reach the fifth scale point, and then receive an increment to the sixth scale point 3 years later. Staff within the first 6 points are also eligible for additional increments, and may, therefore, move more quickly up the scale to the sixth point.