PART A
STAFF DATA

1. INTRODUCTION

This is Part 1 of the fifth report of the Equal Opportunities Technical Advisory Group which was originally set up by Staff Committee in 1999 to identify the principal types of equal opportunities data which should be collected for both staff and students and to determine appropriate benchmarks. The Fourth Report was published in the 2004/05 session. This Report has been held over to 2006/07 because of changes in the organisation of Equality and Diversity management in the University and the huge amount of work required by the Pay Framework Project.

Part 1 presents staff data. This will be the last time on which the old grading categories can be used, so we have taken the opportunity to summarise trends over the period covered by the five Reports. The data here will also provide a baseline against which we can evaluate the impact of the new pay Framework arrangements. Student data will be presented in Part 2 of the Report later this session.

EOTAG is chaired by Senior Vice Principal Michael Anderson and is composed of senior Academic staff with significant expertise in the area of analysis and management of this type of data and the appropriate staff from the University's support services. Staff data are the responsibility of Human Resources and student data the responsibility of Policy and Planning within the Student and Academic Services Group. The University's Equality and Diversity Manager has a key advisory role to the group. The current members of the Group are:

Senior Vice Principal Michael Anderson
Mr Ian Bettison
Mr Niall Bradley
Professor Sarah Cunningham-Burley
Ms Lynda Hutchison
Professor Brian Main
Ms Lauren Perrie
Professor David Raffe
Dr Pamela Warner

For each area that we analyse, we seek to identify appropriate benchmark data to give us an indication of where we stand relative to other universities or other organisations or to Scotland as a whole. For Academic Teaching staff we use the national data produced by HESA appropriately standardised to reflect our subject mix. Use is also made of data from the 2001 census and data from previous years. Flow data (promotions and appointments) are compared with current stock data as well as national data.

In our work on staff, we continue to have significant problems with the quality of data that are available to use for analysis. While the University has outstandingly good basic stock data in its HR database, there are significant omissions with respect to ethnicity and gross under-reporting of disability. On both of these we are legally required to monitor performance. On disability this is a long standing problem on which we have pressed in the past for action to improve recording and we are pleased to see that steps to seek to address this have been given a high priority in the University's Disability Equality Statement Action Plan. One obvious step, which we have raised with HR and which we are sure will be put forward by HR as a priority in the coming year, is to allow staff to amend their own disability status within the self-service part of the staff database; since the analysis of these data are a statutory requirement we would urge that the requested adjustments to the software be processed as a high priority in the MIS planning process for the coming year. However, it is also clear that a wider cultural and re-definitional initiative is also required if staff are to feel willing to classify themselves in an appropriate way (many of those who already have work adjustments or special technology still do not currently classify themselves as 'disabled').

On the flow data, we have excellent data on all parts of the promotions data, but there remain major problems in the material relating to appointments. In spite of assurances that we were given at the time of our Fourth Report, it is still possible to process an appointment without an accompanying applicant tracking form, and data on shortlisting and rejection are still very

patchy. All sides now recognise that these problems can only addressed effectively by undertaking the now much overdue renovation of the Recruitment Database, which is well known to also have other significant limitations at the present time. Again, we have been assured by HR that this is a very high priority project for them, and in view of the statutory requirements that we are at present unable fully to meet, we again would urge that this be treated as a top priority within the MIS planning process for the coming year.

Meanwhile, while we do present application and appointment results for most groups of staff in this Report, readers must be aware that the underlying data are in many cases significantly short of full comprehensiveness.

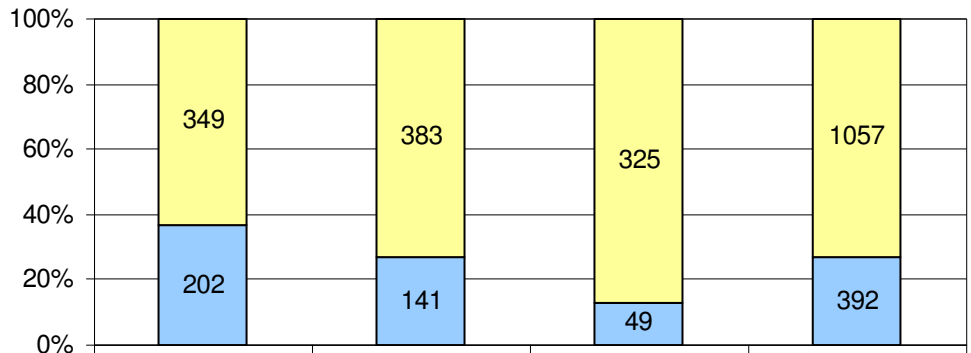
2. ACADEMIC TEACHING STAFF

2.1 Stock Data

2.1.1 Latest Data and Benchmarks

The headcount distribution by grades for the University of Edinburgh is given below. This data is based on staff in both the clinical and non clinical teaching posts.

Figure 1: Distribution of Grades by Gender - Academic Teaching Staff - October 2005

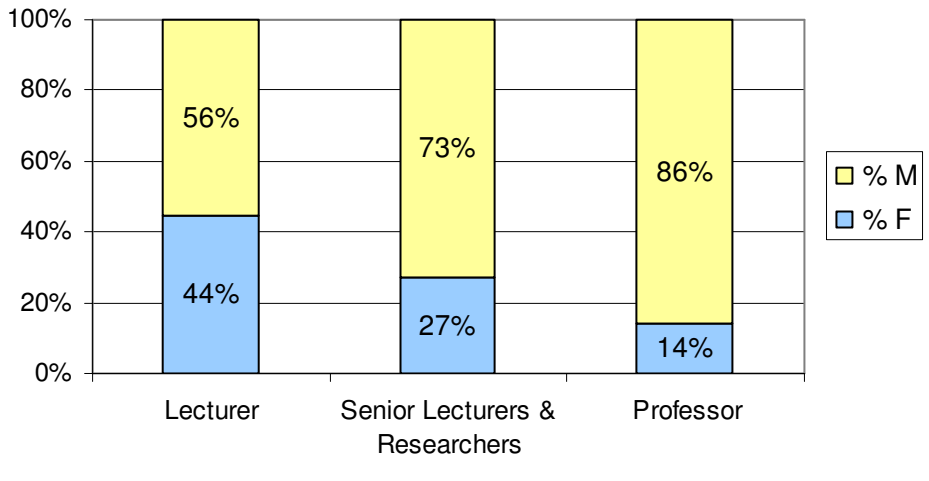


	Lecturer	Senior Lecturer/ Reader	Professor	Overall
% M	63	73	87	73
% F	37	27	13	27

As we can see from the chart above, there is a lowering in representation of women as staff move up the teaching career ladder. While they make up 37% of lecturers, they account for only 13% of professors.

The benchmark data from HESA is given in the chart below. This data has been recalibrated to reflect the subject mix for Edinburgh University.

Figure 2: Distribution of Grades by Gender - HESA



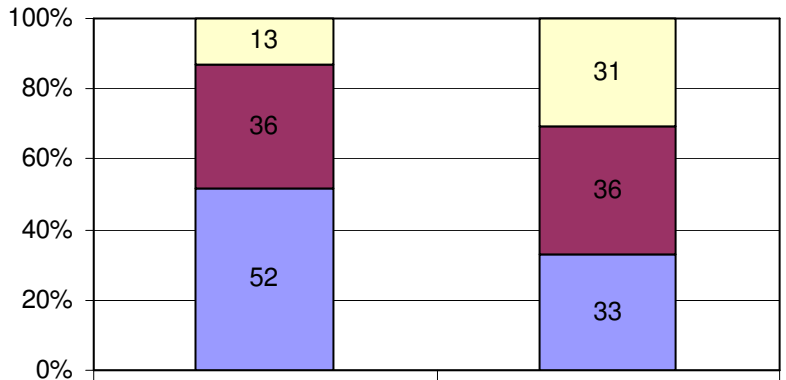
When we compare these figures from HESA with the Edinburgh figures we can see that there is a marked (7 percentage points) difference for those in the lecturer grade indicating that Edinburgh has a lower proportion of female academic staff in the junior lecturing grades than the national average. In terms of senior lecturer and researcher posts, on the other hand, the institution is on a par with the HESA data. However it should be noted that the HESA data combines senior lecturer/reader and senior researcher posts whereas for the purpose of this report senior lecturer/reader and senior researcher posts have been separated in terms of the Edinburgh data.

For the professorial posts Edinburgh has slightly lower proportions of female professors than the HESA data suggests is the case for all university institutions. However this difference is only 1 percentage point and therefore Edinburgh can be considered roughly on a par with the rest of the UK.

Another way of comparing data is to look at the distribution of male and females through the teaching grades as in the tables below.

The University of Edinburgh distribution is as follows:

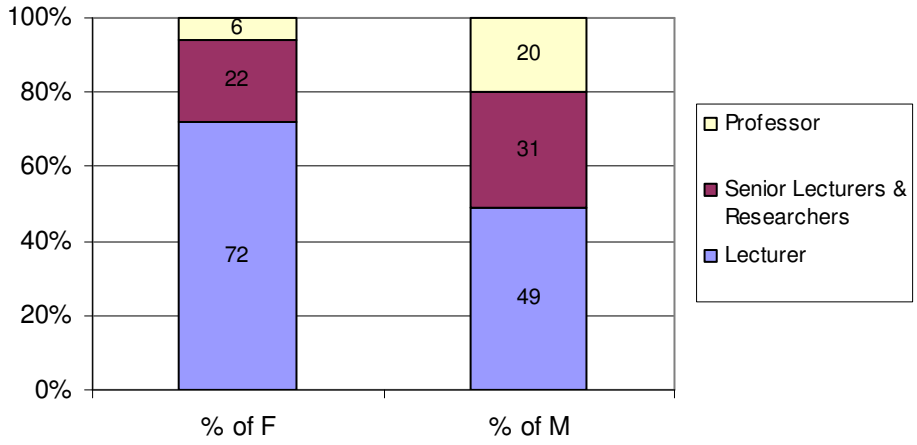
Figure 3: Male and Female Teaching Staff by Grade



	% of F	% of M
Professor	13	31
Senior Lecturer/Reader	36	36
Lecturer	52	33

The HESA data for 2003 -04 is given below as a comparator.

Figure 4: Distribution of Male and Female Teaching Staff by Grade - HESA



In general, compared to the HESA data Edinburgh has a higher proportion of professors and senior lecturers than the rest of the UK generally. This carries through for both genders as the University of Edinburgh has higher proportions of females in both professorial and senior lecturer posts.

2.1.2 Previous Report Data

To chart changes in the gender make up we can look at figures given in previous on the percentages of males and females in teaching posts.

Percentage of each academic teaching staff grade who are female

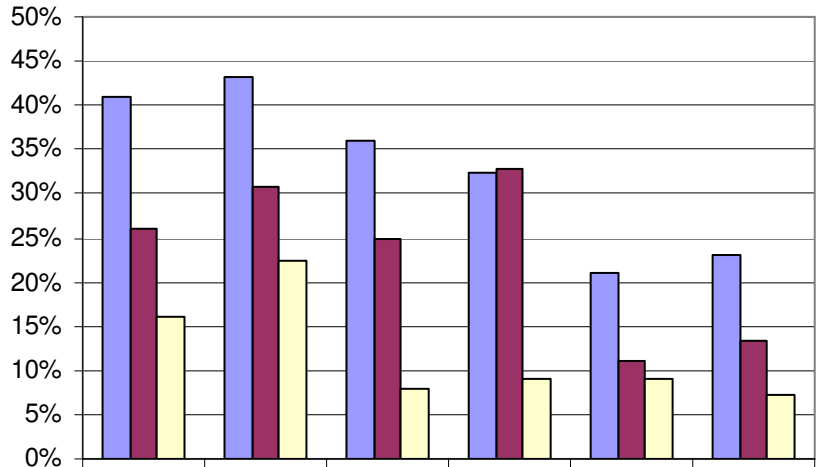
	Lecturer	Senior Lecturer/Reader	Professor
1994	28%	13%	6%
1997	32%	14%	7%
1999	33%	16%	8%
2002	34%	22%	11%
2005	37%	27%	13%

We can see that the trend has continued in terms of raising the proportion of female teaching staff in all grades. The most dramatic change is in the senior lecturer and reader grade where the proportion of women has increased by 5 percentage points since 2002 and 14 percentage points since 1994. Overall there appears to be a steady growth of female academic staff with this trend affecting not only the entry level teaching grades but also the senior grades.

2.1.3 College Level Workforce Data

There are significant variations in terms of grades of academic teaching staff via colleges, as highlighted n the chart below.

Figure 5: Proportion of Females in Teaching Grades by College - October 2002 & 2005



	HSS 2002	HSS 2005	MVM 2002	MVM 2005	SCE 2002	SCE 2005
Lecturer	41%	43%	36%	32%	21%	23%
Senior Lecturer/Reader	26%	31%	25%	33%	11%	13%
Professor	16%	22%	8%	9%	9%	7%

We can see that in HSS there are significantly higher proportions of women in both lecturer and professorial posts. This is not surprising considering the subject mixes in the various colleges but highlights a society wide occupational segregation problem. This is highlighted by the very significant low levels of women at all levels within the college of science and engineering.

We can also explore to some extent the changes in the gender mix of our teaching staff within the three colleges over the past ten years. These are shown in the table below.

Percentage of each academic teaching staff grade who were female, 1994-5 and 2005, by college/Faculty Groups

	Lecturer		SL/reader		Professor	
	1994-5	2005	1994-5	2005	1994-5	2005
HSS	32%	43%	17%	31%	5%	22%
MVM	36%	32%	16%	33%	5%	9%
SCE	13%	23%	5%	13%	8%	7%

The data are not entirely consistent across time because relatively small numbers of staff have moved from Social Sciences to SCE and from Medicine to HSS. HSS has also seen the addition of quite large numbers of staff in Education through the merger with Moray House and this will have boosted its percentages female to some extent, especially at the lower grades. Nevertheless, except for lecturers in MVM and professors in SCE there has been a growth in the percentage of academic teaching staff who are female across all parts and grades, with particularly large boosts in HSS

2.1.4 Salary

In previous EOTAG reports salary means were used to look for significant differences in terms of salary between male and female teaching staff. However means can easily be affected by extreme values and therefore for this report salary medians have been calculated

instead. These are given in the table below. Only data for the non clinical grades have been given.

	Median Salary (M)	Median Salary (F)	F as a % of Male
AT2A	27,929	26,470	94.8%
AT2B	36,106	36,106	97.7%
AT3	43,850	43,850	100%
AT4	57,508	56,602	98.4%

On the whole female teaching staff earn slightly less than male teaching staff. However the EOC recommends that differences of more than 5 percentage points warrant investigation. From the data above we can see that the AT2A grade fell into this category and this would have been an area which required at least monitoring and closer analysis over time. The new Pay Framework has, however, removed large numbers of teaching staff from what would in pay terms have been the equivalent grade so this instead suggests that this is an area for attention in the Equal Pay Audit exercise which is will begin shortly.

Fixed Term Contracts

The October 2005 data shows that 16% of women in teaching grades were on fixed term contracts compared to 9% of men. The third report quoted the October 2002 figures were 33% for females and 16% of males. This shows a reduction of fixed term contracts among teaching staff generally but does not significantly change the gender proportionality which continues to merit attention as we reduce the number of staff in this category who are in fixed term posts.

2.1.6 Part Time/Full Time

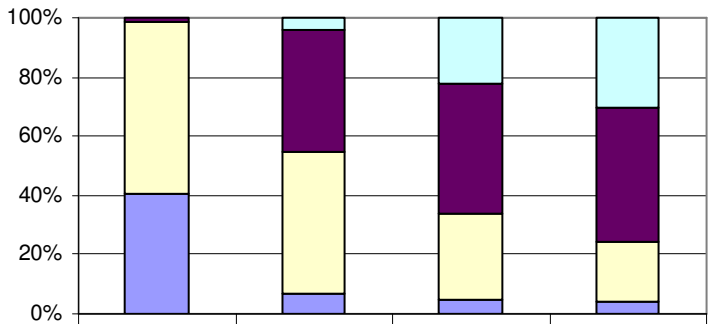
50% of teaching staff who work part time are women, compared to 56% in October 2002. In addition 14% of female teaching staff are working part time whereas for male teaching staff this figure is 5%. This is a significant decrease for female teaching staff from October 2002 when the percentage of part timers was 21%. The male percentage remains unchanged.

In addition the third EOTAG report highlighted that the numbers of people working part time had increased in promoted posts for both genders. From the October 2005 data we see a reversal of this effect with only 12 male and 12 female part time workers in AT3, compared to 15 and 38 respectively in 2002. This can also be seen with those at professorial level with there now being no women and only 7 men working part time compared to 1 woman and 9 men in October 2002.

2.1.6 Gender/Age Differentials

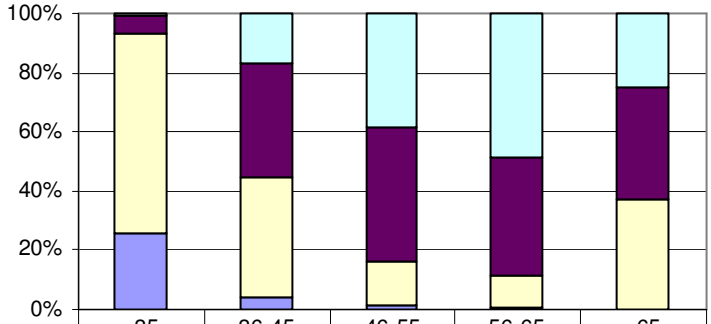
In previous EOTAG reports a cross comparison of gender and age was carried out as it was felt that age and length of experience may explain some of the gender differences which are evident amongst AT staff. There are some obvious limitations with this approach – age does not always necessarily equal greater experience, although the underlying basis of normal career progression at AT grades would lead one to expect that older staff would be more likely to be in higher grades. Nevertheless this is an issue that needs to be watched with reference to the new age discrimination legislation which came into force in October 2006.

Figure 6: Gender/Age Profile - Female Teaching Staff October 2005



	<35	36-45	46-55	56-65
AT4	0	5	24	15
AT3	1	49	47	22
AT2B	47	58	31	10
AT2A	33	8	5	2

Figure 7: Gender/Age Ratio - Male Teaching Staff October 2005

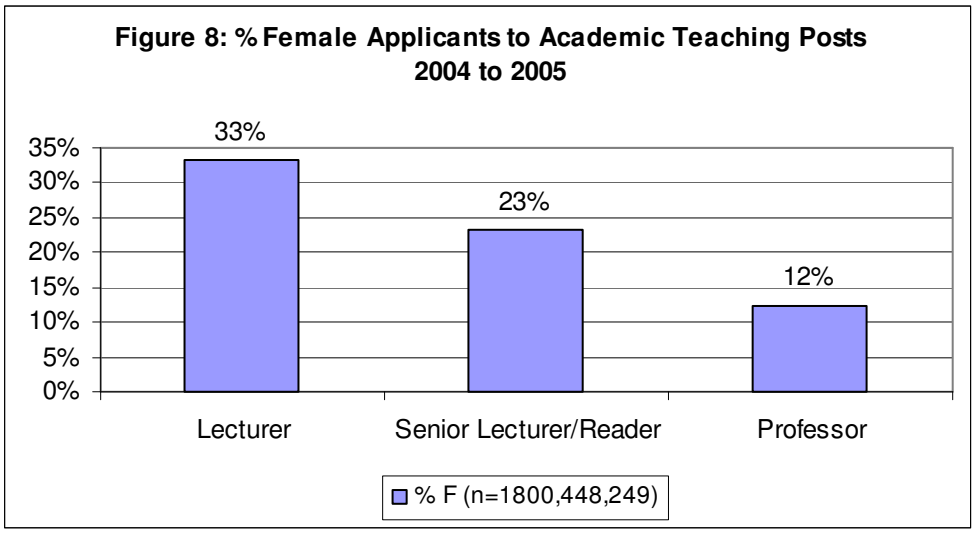


	<35	36-45	46-55	56-65	>65
AT4	1	48	106	120	2
AT3	7	110	122	99	3
AT2B	84	115	42	27	3
AT2A	32	12	3	1	

Comparison of these two graphs does give us some cause for concern. In earlier reports we have suggested that the disparities between grade distribution by age group would in part be a function of the fact that the growth in the female academic labour force in the past thirty years would mean that on average the women in each age group would be some what younger than the men and so less far on with their careers. However, the fact that the discrepancies are still marked at the age groups under 35 and 36-45 suggests that some other factors must also be at work (and this in spite of the only small differences in women's as opposed to men's likelihood of entering and succeeding in internal promotion processes and in gaining posts once they have applied (see below).

2.2 Flow Data

2.2.1 Recruitment



As we can see above the percentage of female applicants to all levels of teaching posts remains below 50% and at all levels the proportion of female applicants is lower than the current composition of these grades. The current number in post equate to 37% of lecturers, 27% of senior lecturers/readers and 13% of professors, so in all cases women are less likely to apply than they are to be in our labour force already – which is almost certainly an area of some concern, though what we ideally would need would be robust data on pools of eligibles which are not currently available. We should also be aware when looking both at this graph and at the tables below that these data, especially for recent years since electronic application was introduced, are not comprehensive and do not cover all applicants for reasons noted in Section 1.

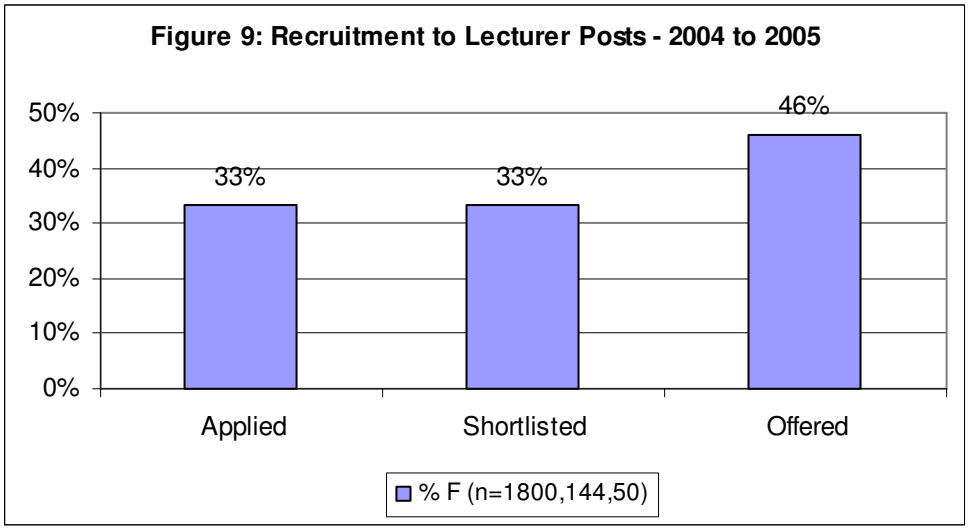
Previous Year Comparisons:

	Lecturer (% Female)	Senior Lecturer/Reader (% Female)	Professor (% Female)
1997-1998	24%	21%	10%
1999-2000	29%	28%	14%
2001-2002	35%	22%	17%
2004-2005	33%	23%	12%

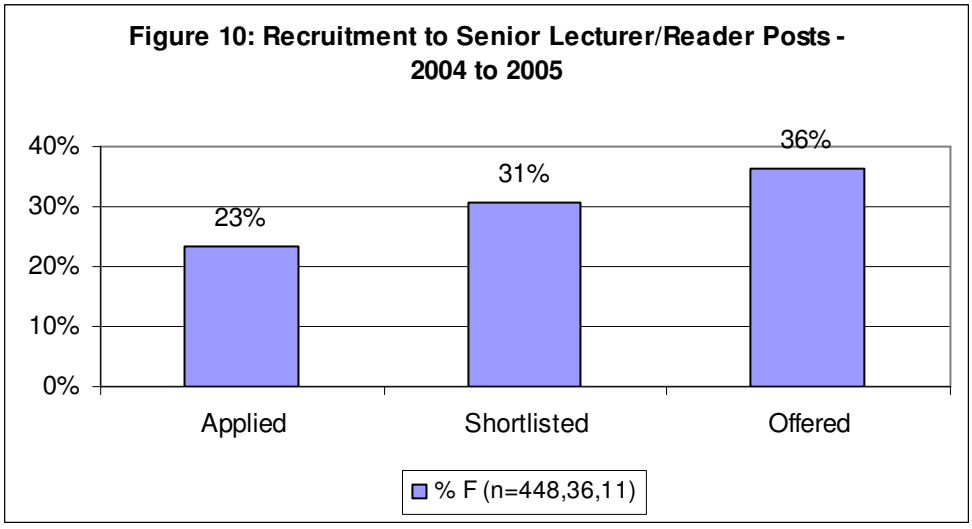
When we compare to previous reports we can see that the proportion of female applicants to lecturer and professorial posts has decreased when compared to the 2001 to 2002 figures with the professorial category seeing a drop of 5 percentage points; however, the figures for lecturers (but not for other groups) are markedly higher than in our first report. The percentage of women applying to senior lecturer posts saw only a marginal improvement (1 percentage points) since the last EOTAG report.

2.2.2. Selection

We can gain more insight into how women fare in the recruitment process by looking at each stage.



Compared to men, the chart above shows that women are just as likely proportionately to be shortlisted as to apply and 13 percentage points more likely to be appointed than to be shortlisted or to apply. This finding, which is broadly in line with earlier reports suggests, though does not prove, that are recruitment processes are reasonably robust at this level (what these data do not show is whether different posts have very different numbers of applicants by gender, but only one person able to be appointed in each case).



As with lecturer posts, compared to men we again see that for senior lecturer posts women are proportionately more likely to be shortlisted than to apply and more likely to be offered the posts than to be shortlisted.

The data for appointment to chairs is so limited because of poor reporting that it is not statistically significant to be presented in this report.

2.2.3. Reason for rejection

Outcome Description	F	% F	M	% M	Info Refused	Total
Application Inadequate	11	1%	29	1%		40
Essential Experience Below Minimum Required	109	14%	187	10%		296
Experience Adequate but not equal to best	142	18%	415	23%	1	558
Failure to Attend Interview	1	0%	3	0%		4
Other Reason please specify below	10	1%	6	0%		16
Qualifications Adequate but not equal to the best	86	11%	160	9%		246
Qualifications Below Minimum Required	48	6%	118	7%		166
Refused Offer	2	0%	1	0%		3
Blank	387	48%	869	49%	1	1257

The fact that we have no reason for rejection for almost half of all applicants is linked to the gaps in the recruitment data noted above but is a significant cause for Equality and Diversity concern. The major disparities between men and women on the basis of the data we have are that women are more likely to be deemed to lack the minimum experience while men are more likely to have adequate experience but not equal to the best. The possible significance, if any, of this difference may merit some discussion

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2.2.4. Promotions

The figures given are for promotions in 2004/2005.
Women comprised 22% of applicants and 23.5% of successful application to personal chair in 2004/2005. This compares with 27% of what can be treated as the eligible pool, those in the senior lecturer/reader grade currently, so there is a small shortfall here. Once in the process, women were slightly more likely than men to be successful. The current proportion of women at professorial level is 13%. There were no unsuccessful female applications to personal chair.

35% of applications to senior lecturer posts in 2004/2005 were women, comparing to 37% of the lecturer grades, a very small difference. Women were also 35% of the successful promotions to senior lecturer therefore were as likely to be successful as they were to apply.

In terms of applications to readership women comprised 21% of the total applications, out of a total number of 29, and 22% of successful applications, out of a total of 27. There were no unsuccessful female applicants to the post of reader. The applications came from both the lecturer and senior lecturer grades, but in both cases the proportion of women applying is well below the proportion in either grade; given that this has in the past been the faster subsequent route to a personal chair, this is a matter of some concern.

2.2.5. Leavers

The composition of leavers compared to people in post is as follows:

	Leavers		In Post	
	Female	Male	Female	Male
Lecturer	47%	53%	37%	63%
Senior Lecturer/Reader	22%	78%	27%	73%
Professor	17%	83%	13%	87%

We can see above that women are more likely to leave lecturer positions than men but are less likely to leave senior lecturer or professorial posts. The latter is probably a function

largely of age, but the latter probably reflects their higher proportions in fixed term contracts, though it may also reflect other factors and these may merit some further consideration in due course if the trends persist.

A split of leaving reason is given below:

Leaving Reason	F	M
Other: Death in Service	50%	50%
Other: End of Fixed Term Contract	64%	36%
Other: Mutually Agreed Termination	23%	77%
Resignation: Enhance Career/Better Job	19%	81%
Resignation: Ill Health	0%	100%
Resignation: Job Dissatisfaction	%	100%
Resignation: Not Known	60%	40%
Retirement	10%	90%
Retirement: Early Retirement	50%	50%
Retirement: Ill Health Retirement	0%	100%
Retirement: Normal Retirement	20%	80%
Retirement: Voluntary Severance/Enhanced Retir	33%	67%

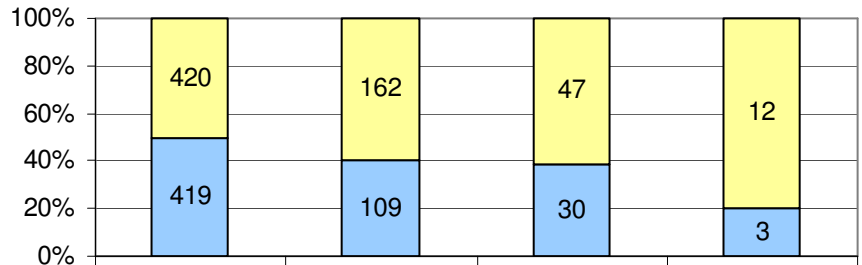
3. ACADEMIC RESEARCH STAFF

3.1 Stock Data

3.1.1 Latest Data and Benchmarks

The workforce breakdown figures are given below based on headcount from October 2005.

Figure 11: Research Staff by Gender- October 2005



	Research Assistant	Research Fellow	Senior Researcher	Professorial Equivalent
% Male	50	60	61	80
% Female	50	40	39	20

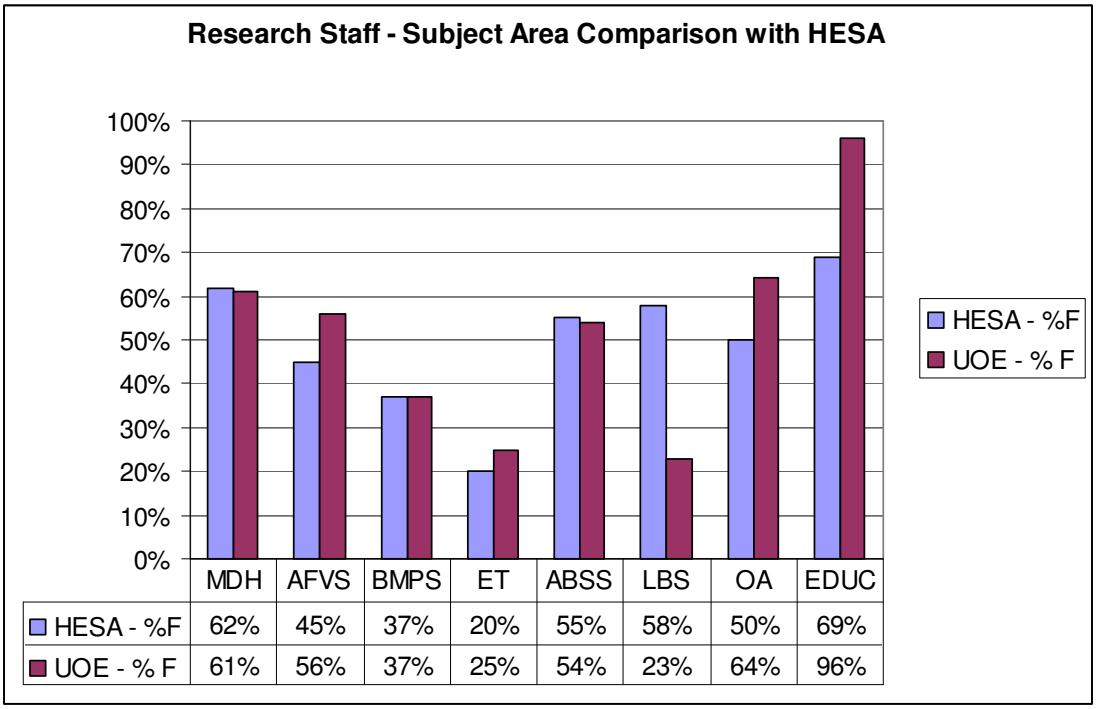
We can gauge any progress or otherwise made by looking at the proportionality figures for women from previous EOTAG reports as given below.

	Res Asst (F)	Res Fellow (F)	Senior Res (F)	Prof (F)
1999	45%	43%	32%	11%
2002	50%	41%	31%	11%
2005	50%	40%	39%	20%

The proportionate increase in terms of female senior researchers is notable. There has also been a increase in the proportion of female professorial equivalent staff but due to the small numbers at this level the figures seem to have been skewed primarily by the reduction in the number of males in this group. Otherwise no marked changes are noted, but the fact that women are found in higher proportions in all the research grades as opposed to the salary-comparable academic teaching grades seems to fit with what else is known about women's career trajectories in academic life.

In terms of comparison data HESA does not distinguish between different research and other academic staff at the senior levels and therefore no benchmark is available for comparative purposes for these staff. At the lower levels no distinction is made between research assistants and research fellows therefore the comparison which can be made is limited.

The latest HESA data shows the female proportion of junior researchers to be 45% while the University of Edinburgh stood at 48% of research assistant and fellows combined. To draw any meaningful conclusions from the HESA comparison data it is necessary to drill down further and looked at the comparative proportions within broad subject areas, but even here the composition of some of the groups (notably language based studies), is so different in some other universities that only limited conclusions can be drawn.

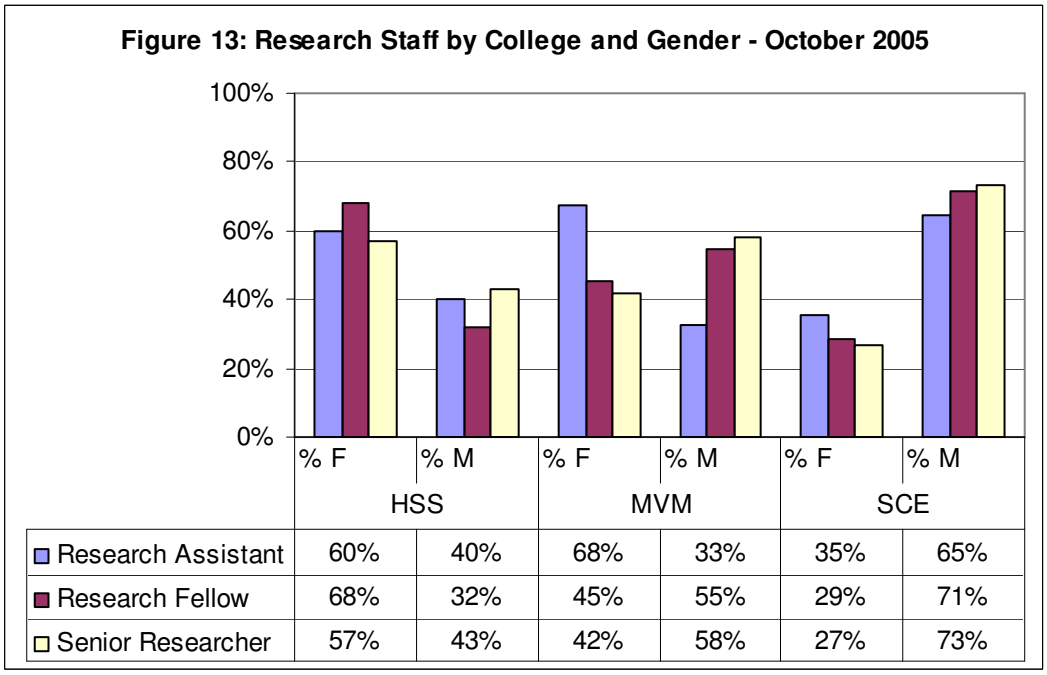


	MDH	AFVS	BMPS	ET	ABSS	LBS	OA	EDUC
HESA - %F	62%	45%	37%	20%	55%	58%	50%	69%
UOE - % F	61%	56%	37%	25%	54%	23%	64%	96%

Subject area classifications:

MDH	Medicine, Dentistry and Health
AFVS	Agriculture, Forestry and Veterinary Science
BMPS	Biological, Mathematical and Physical Sciences
ET	Engineering and Technology
ABSS	Administrative, Business and Social Science
LBS	Language Based Studies
OA	Other Arts
EDUC	Education

3.1.2. College Spread



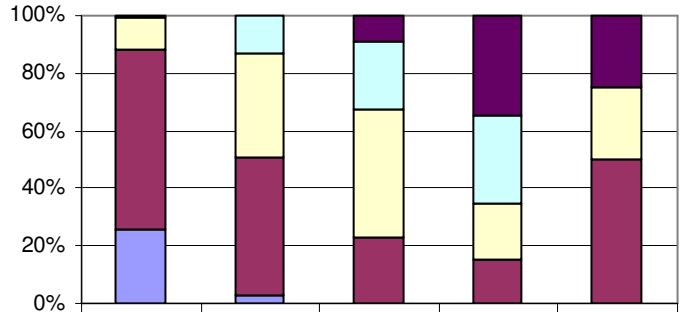
	HSS		MVM		SCE	
	% F	% M	% F	% M	% F	% M
Research Assistant	60%	40%	68%	33%	35%	65%
Research Fellow	68%	32%	45%	55%	29%	71%
Senior Researcher	57%	43%	42%	58%	27%	73%

We can see above that overall HSS has women predominating at all levels whereas in SCE we see the opposite situation. For MVM we can see that women predominated in the lower graded research posts and this predominance has increased since 2002 from 59% to 68%.

3.1.3. Age and Gender

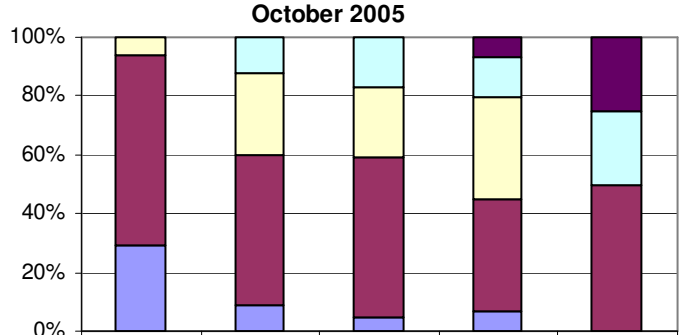
The graphs below compare the grade profiles of men and women by age group. The differences for the groups under 46 are relatively small but those at older age groups are very marked with a difference approaching 40 percentage points in those in grades AR2 and above at age group 46-55. This may in part reflect the fact that many women in research posts have career breaks and some are relatively late returners to research work, but it does suggest that some further investigation is necessary and that this is something that needs careful monitoring in the pay Framework audit.

Figure 14: Gender/Age Profile of Male Research Staff October 2005



	<35	36-45	46-55	56-65	>65
AR4			4	7	1
AR3	3	22	10	6	
AR2	40	60	19	4	1
AR1A	228	79	10	3	2
AR1B	93	5			

Figure 15: Gender/Age Profile of Female Research Staff October 2005

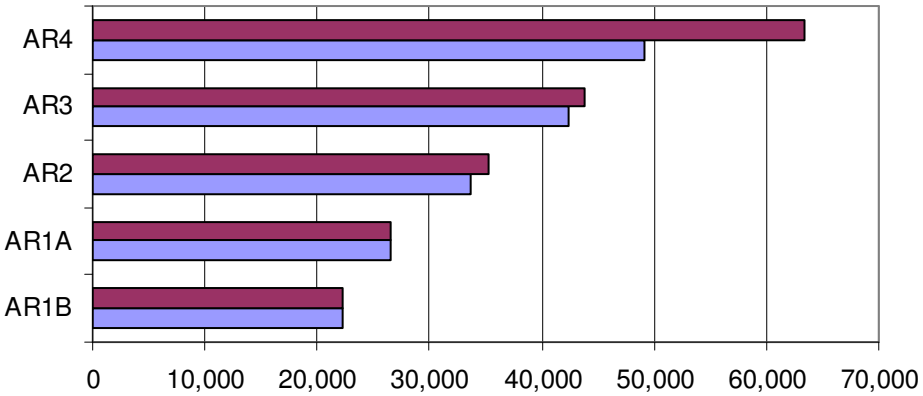


	<35	36-45	46-55	56-65	>65
AR4				2	1
AR3		17	7	4	1
AR2	20	40	10	10	
AR1A	202	72	23	11	2
AR1B	93	12	2	2	

3.1.4. Salary

	F Median Salary	M Median Salary	F as % of M
AR1B	22,289	22,289	100.0%
AR1A	26,470	26,470	100.0%
AR2	33,646	35,254	95.4%
AR3	42,448	43,850	96.8%
AR4	49,104	63,470	77.4%

Figure 16: Academic Research Staff - Median Salaries by Gender October 2005



The table and chart above, however, show that within grade differences in salaries are small and within the EOC recommended limits, except that that men are, in median terms, paid 22.6% more than women on AR4. Although this is a considerable difference it should be noted that the number of staff on this grade is very low (12 men and 3 women).

3.1.5. Fixed Term Contracts

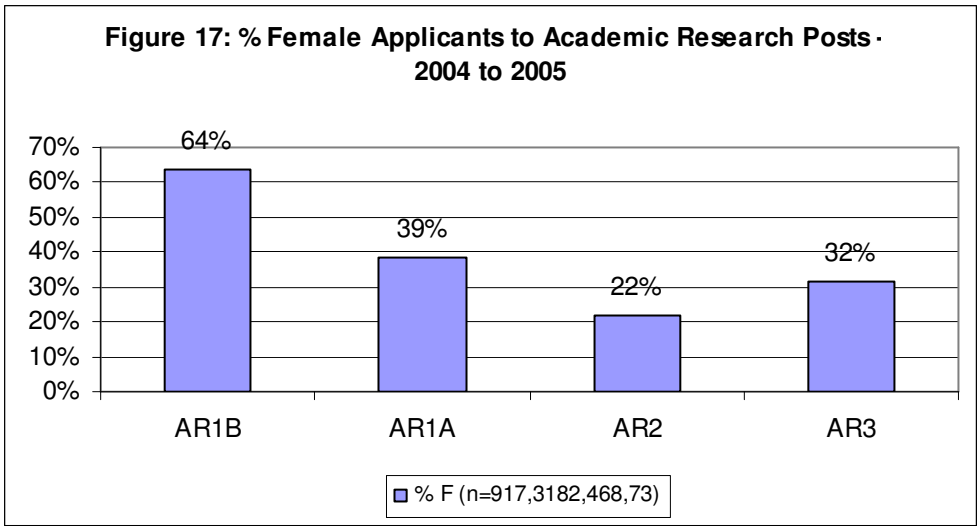
The percentage of researchers on fixed term contracts overall is much higher than for other categories of staff at 92%. The gender differentials are 94% of women and 90% of men on fixed term contracts as at October 2005. These figures are both well below the 99% and 96% figures for 1999 from our first report, and will fall significantly in the current session as the new arrangements come into force. It will, however, be important to monitor the results of the new policy as soon as possible to check if and why these gender discrepancies increase again though at the new lower level.

3.1.6. Part Time Working

Amongst research staff 23% of women and 10% of men work part time.

3.2 Flow Data

3.2.1. Recruitment Data



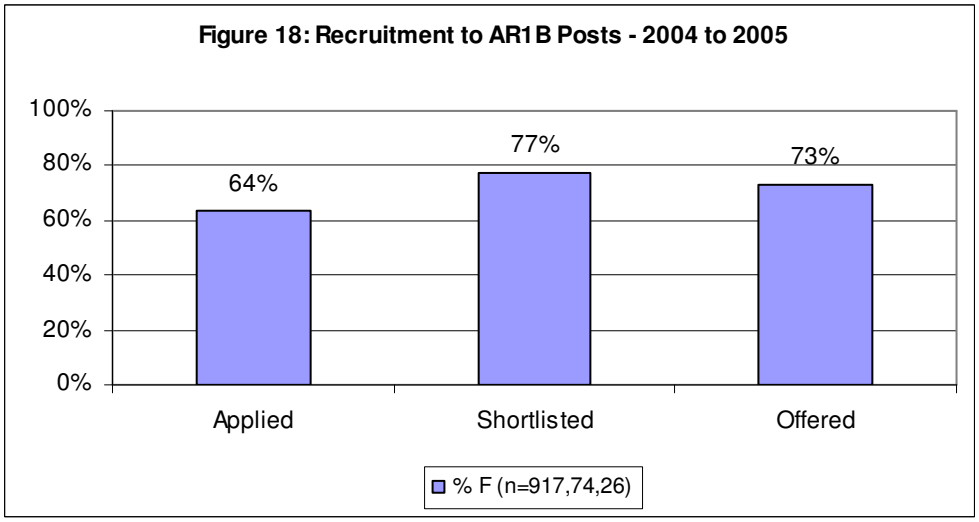
As we can see the proportion of women applying for low level (AR1B) research jobs is well over half at 64% whereas at all other levels it is less than 50%.

We can compare this data to that of previous years given below:

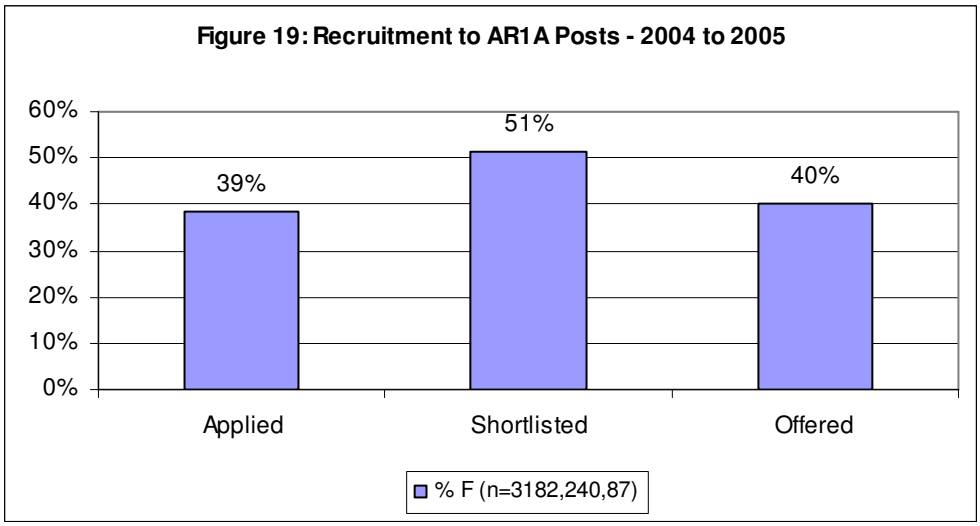
	AR1B	AR1A	AR2	AR3
1997 – 1998	60%	39%	47%	60%
1999 – 2000	59%	36%	41%	17%
2001 – 2002	62%	38%	50%	N/A
2004-2005	64%	39%	22%	32%

This shows that there has been a slight increase in the proportion of women applying to AR1B and AR1A posts since 2001 – 2002 which increases the split for AR1B but improves for AR1A. However, most significantly the proportion of women applying to AR2 posts has decreased dramatically from 50% to 22%, by far the lowest figure for any year.

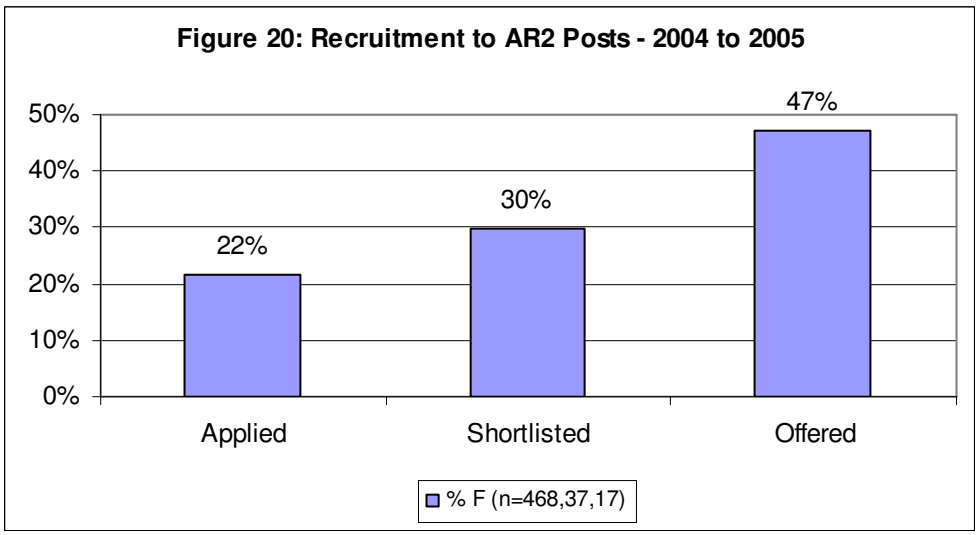
3.2.2. Selection



The data above shows that although women are proportionately less likely to be offered a post than to be shortlisted they are also more likely to be offered a post than they are to apply.



The chart above indicates that women are proportionately more likely to be shortlisted and offered than men although the difference between applications and offers is marginal.



The recruitment to AR2 posts shows that women are proportionately more likely to be shortlisted than to apply and still more likely to be offered the post than to apply. The difference between applicants and offers to women is 25 percentage points.

For recruitment to AR3 posts for 2004 to 2005 the data are not extensive enough to be statistically significant.

3.2.3. Promotions

There were 9 successful applications from AR2 to AR3 in 2004/2005, 78% of which were women. This compares to women comprising 40% of AR2.

3.2.4. Leavers

50.4% of researchers leaving the university during 2004/2005 were women compared to 49.6% men. In comparison women make up 47% of all research posts. So women are slightly more likely to leave than men. However almost 60% of leavers were a result of the end of a fixed term contract and we can see from the stock data above that women are more

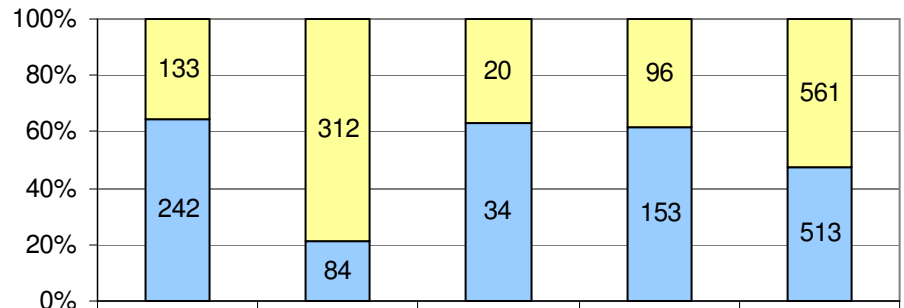
likely to be on a fixed term contract than men so this may explain some or most of the difference.

4. Academic Related Staff

4.1. Stock Data

4.1.1. Latest Data

Figure 21: Academic Related Staff - October 2005



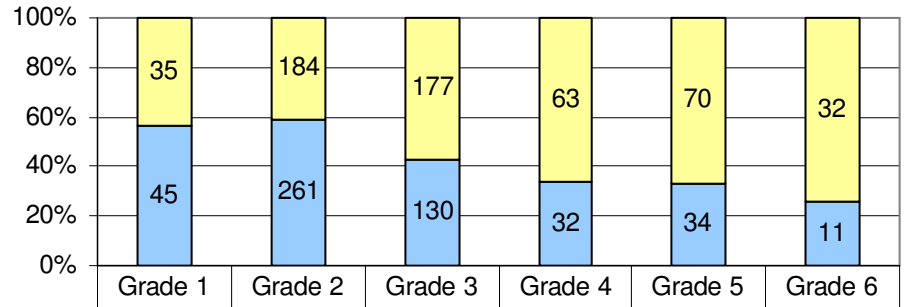
	AA	AD	AL	AS	Total
% M	35%	79%	37%	39%	52%
% F	65%	21%	63%	61%	48%

AA – Academic Related Administrative
AD – Academic Related Computing
AL – Academic Related Library
AS – Other Academic Related

Please note that the AS category is used as a 'catch all' for staff and includes those who are academic (e.g. tutors), technical and administrative. Therefore it cannot be associated with a clear job type as the other academic related categories can.

Although the overall proportions of academic related staff are similar to the proportions of men and women overall for the University of Edinburgh there is an obvious occupational segregation problem within the different groupings. For example, 79% of computing staff are male whereas 65% of administrative staff are female.

Figure 22: Academic Related Staff by Grade Level and Gender - October 2005



	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
% M	44%	41%	58%	66%	67%	74%
% F	56%	59%	42%	34%	33%	26%

As we can see from the chart above the proportions of women in post decreases as the salary scale for the grade increases which would add to an overall gender pay difference. This may reflect in part an increasing level of recruitment of women into some academic-related grades over the past thirty years and also the fact that some of the administrative posts in particular are attractive to women returners or are filled by promotion from clerical grades fairly late in some women's careers, but it may indicate a problem in terms career development or promotion of women to the higher academic related grades and would merit some further investigation if it persists to anything like the same extent after pay Framework implementation.

4.1.2. Previous Reports

The table below shows the female proportions of the occupational groups for academic related staff since 1994:

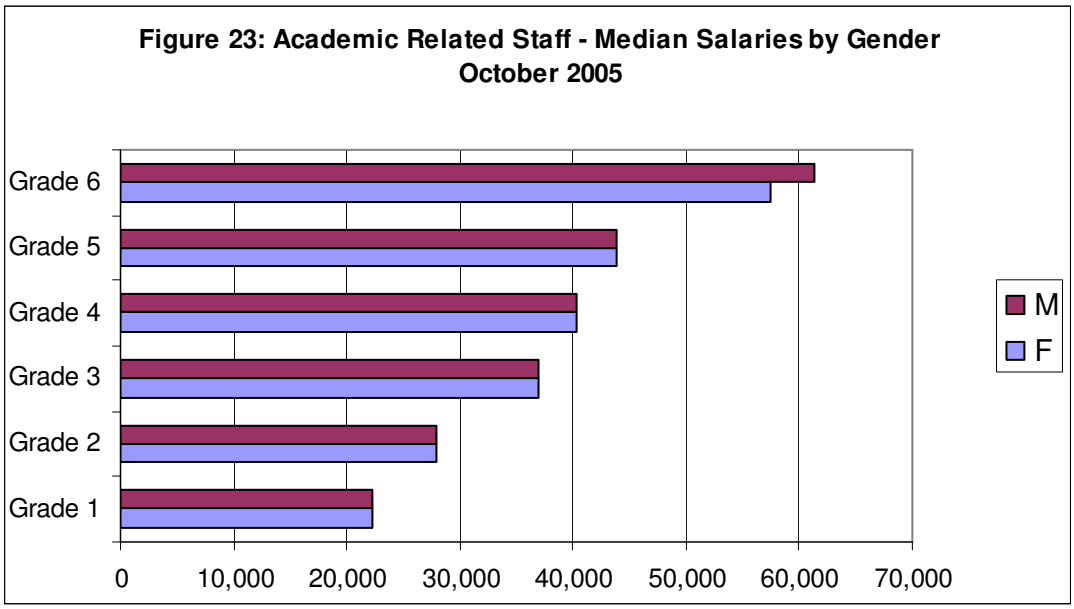
	AA - % F	AD - % F	AL - % F	AS - % F
1994	53%	23%	63%	63%
1997	53%	23%	66%	63%
1999	58%	20%	61%	61%
2002	58%	21%	59%	63%
2005	65%	21%	63%	61%

We can see from this data that in fact there have been rather few major changes in occupational segregation over the past eleven years except that the proportion of men has decreased quite markedly in administrative (AA) staff. There has also been no improvement in the most segregated group (and computing (AD) staff), which is disappointing.

4.1.3. Median Salary

	F	M	F as % of M
Grade 1	22,289	22,289	100%
Grade 2	27,929	27,929	100%
Grade 3	36,959	36,959	100%
Grade 4	40,287	40,287	100%
Grade 5	43,850	43,850	100%
Grade 6	57,508	61,394	94%

Figure 23: Academic Related Staff - Median Salaries by Gender October 2005



The only grade which shows a significant difference in terms of salary is Grade 6 which is 5%. This difference may merit further investigation if it persists. However it should be noted that the number of women in this group is relatively small (11).

4.1.4. Fixed Term Contracts

As at October 2005 the data showed that 23% of women and 24% of men are on fixed term contracts showing a very marginal difference between the genders.

4.1.5. Part Time Working

31% of women in academic related posts work part time compared to 6% of men which follows the pattern shown throughout the different occupational groups that women are considerably more likely to work part time than men.

4.2. Flow Data

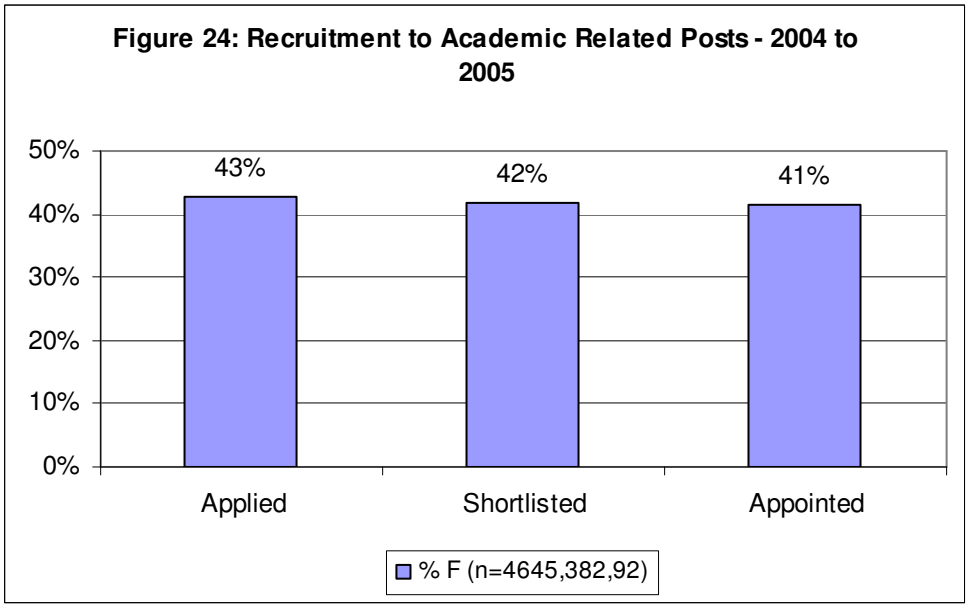
4.2.1. Recruitment

	F	% F	M	% M	Info Refused
AA	1157	58%	849	42%	2
AD	282	18%	1265	82%	0
AL	37	45%	46	55%	0
AS	566	53%	506	47%	2

As with the current composition of the grades shown above in the stock data section we can see that there is some gender segregation patterns amongst the different groups of academic staff but this is most obvious with the AD (computing) staff where only 18% of the applicants were female compared to 21% of the current grade population. However there is a more equal balance of genders applying for AA (administrative), AL (library) and AS (other) than the current grade populations reflect which is encouraging.

4.2.2 Selection

Figure 24: Recruitment to Academic Related Posts - 2004 to 2005



From the data chart above we can see that men are proportionately more likely to apply for academic related posts than women. We can also see that men are more likely to be shortlisted than apply and more likely to be offered than to be shortlisted. However, the differences between the 3 stages are marginal.

4.2.3. Promotions

Men and women were equally as likely to apply for promotions in 2004/2005. Women were slightly (52%) more likely to be successful than men. This compares with women comprising 48% of all academic related grades.

4.2.4. Leavers

55% of academic leavers during 2004/2005 were women in comparison to 48% of the current grade population. In terms of leaving reason women appear more likely to leave for reasons

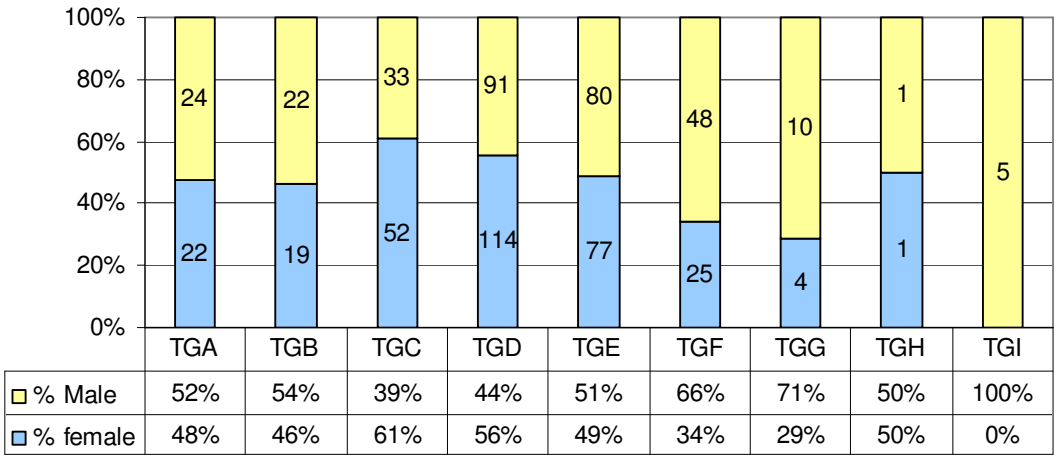
relating to enhanced career prospects than men with 30% of women in comparison to 22% of men leaving for this reason.

5. TECHNICAL STAFF

5.1 Stock Data

5.1.1. Latest Headcount Data

Figure 25: Technical Grades - October 2005



	TGA	TGB	TGC	TGD	TGE	TGF	TGG	TGH	TGI
% Male	52%	54%	39%	44%	51%	66%	71%	50%	100%
% female	48%	46%	61%	56%	49%	34%	29%	50%	0%

The data above shows that while women are concentrated in the middle to low range of the technical staff grading structure, men tend to dominate the lowest and high grades. The differences at the bottom of the scale are reasonably small in terms of the proportions of men and women whereas in the top range of TGF to TGI men predominate, making up 68% of these largely managerial grades. In order to do a more thorough assessment however it is necessary to look at how these grade populations have changed over time.

5.1.2. Comparison with Previous Report (Headcount)

	1995 - % F	1997 - % F	1999 - % F	2002 - % F	2005 - % F
TGA	77.5%	74%	62%	53%	48%
TGB	71%	66%	63%	51%	46%
TGC	64%	66%	70%	67%	61%
TGD	58%	57%	57%	60%	56%
TGE	30%	35%	40%	45%	49%
TGF	23%	23%	20%	33%	34%
TGG	7%	7%	13%	23%	29%
TGH	0%	0%	0%	0%	50%
TGI	0%	0%	0%	0%	0%

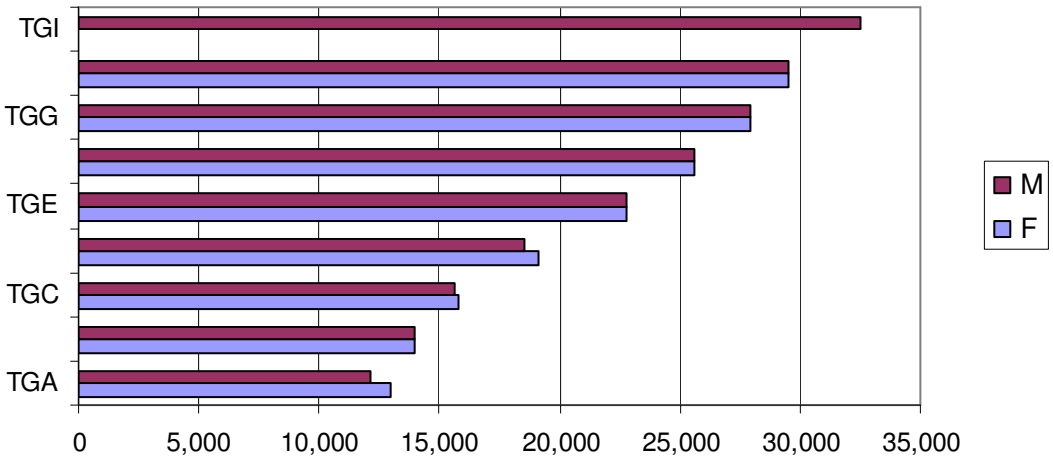
The data above show reasonably consistent patterns with regards the changes in gender ratios throughout the grade structure in the period 1995 to 2005. The proportion of women in the bottom grades has been consistently reducing over this period and there are now fewer women than men in TGA and TGB. TGC and TGD show increases in the proportion of women in these grades until 1999 and then and 2002 but are now showing decreases again which takes them closer to an even gender split. TGE, TGF and TGG have shown increases in the proportions of women in the grade. TGI has at present only five staff, all men.

Overall what we seemed to be seeing over this time period is a number of female technicians moving up the grades through promotion and recruitment which is having the long term effect of improving gender ratios throughout the technical grades.

5.1.3. Salary

Grade	Median F Salary	Median M Salary	F as % M
TGA	13,009	12,100	107.5%
TGB	13,942	13,942	100.0%
TGC	15,823	15,593	101.5%
TGD	19,093	18,509	103.2%
TGE	22,776	22,776	100.0%
TGF	25,565	25,565	100.0%
TGG	27,929	27,929	100.0%
TGH	29,480	29,480	100.0%
TGI		32,490	N/A
Total	19,169	20,190	94.9%

Figure 26: Technical Staff Median Salaries - October 2005



Overall female technicians are paid 5% less than male technicians. However within grades the only grade which has a differential greater than 5% is TGA where women are paid over 7% more than men. It should be noted that TGA has a longer scale than most comparative scales at this level, for manual and clerical staff for example. It may be an area that should be investigated further if it persists following the reward modernisation project.

5.1.4. Fixed Term Contracts

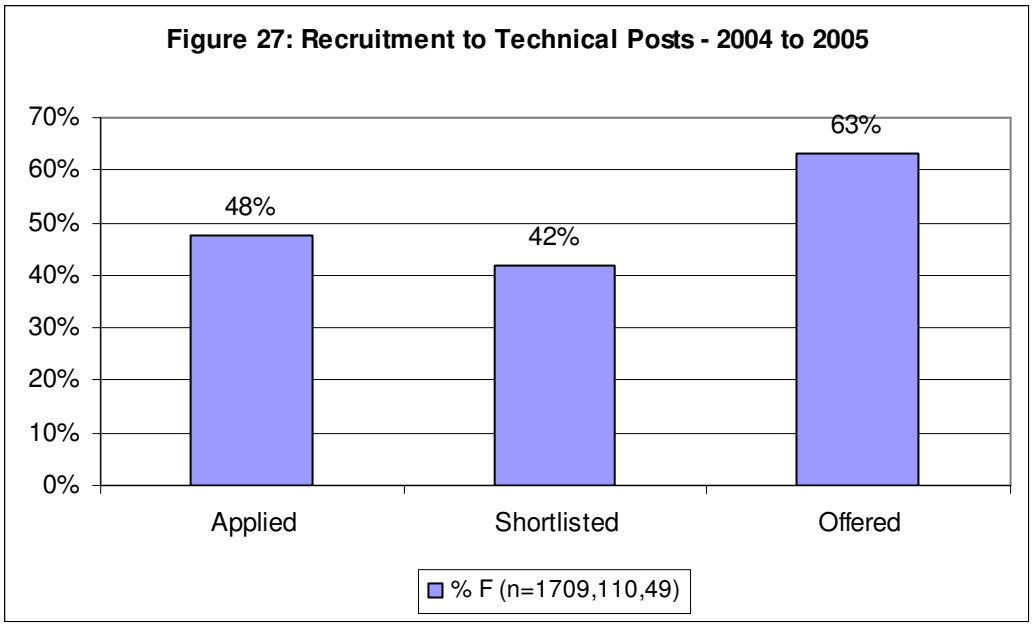
While 49% of women are employed on fixed term contracts, the figure for men is only 22%. This is an area that requires investigation if it persists following the recent policy changes within respect to part-time contracts but it may in part reflect the recency of the growth in male numbers in the lower grades. Interestingly, the figures in our first Report were 41% of women and 24% of men, so the gap has widened over time.

5.1.5 Part Time Working

As we have seen consistently from all the staff groups there are significant differences in terms of gender with 31% of women and 5% of men working part time. In our First Report, these figures were 24% and 2%.

5.2 Flow Data

5.2.1 Recruitment



From the data provided above it can be seen that the gender split for applicants to technical posts is almost neutral with 48% of applicants female. However when we follow the recruitment process to completion we can see that women are less likely than men to be shortlisted but more likely to be offered the post than either to apply or be shortlisted. In our First Report the figures for women applying, being shortlisted and appointed were 49%, 57% and 64%.

	% F Applications	% F Shortlisted	% F Offered
TGA	42%	43%	100%
TGB	54%	62%	83%
TGC	45%	39%	89%
TGD	48%	48%	57%
TGE	60%	25%	40%
TGF	41%	25%	40%
TGG	63%	100%	100%

From the above table we can see that, with the exception of TGE and TGF, there is a pattern of women being more likely to be offered the post than they are to apply for the post.

5.2.2. Promotions

Women comprised 43% of technical applicants for promotion during 2004/2005 but only 33% of successful cases. This compares with an even split of current technical staff overall. Although the numbers are small with the total number of applications for promotion at 35 it may require closer analysis, particularly since the percentages of women applying were 56% in 1998 and 40% in 1999, with success percentages being 54% and 42% respectively in the two years..

5.2.3. Leavers

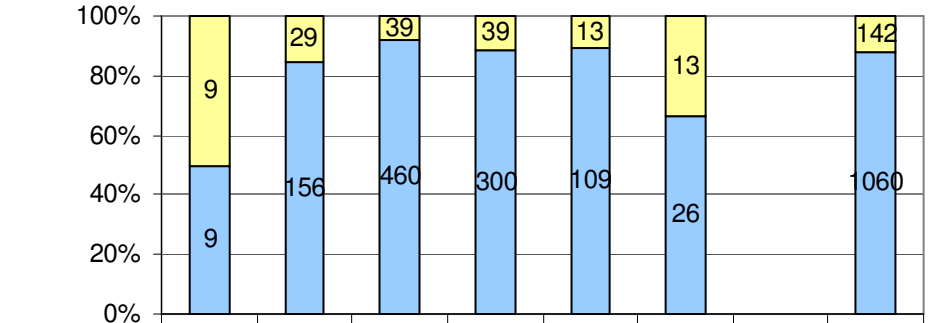
52% of people leaving from the technical grades were women, comparing with a current grade population of 50%.

6. CLERICAL STAFF

6.1 Stock Data

6.1.1. Latest Headcount Data

Figure 28: Clerical Staff Headcounts - October 2005



	CN1	CN2	CN3	CN4	CN5	CN6		Total
% Male	50%	16%	8%	12%	11%	33%		12%
% Female	50%	84%	92%	88%	89%	67%		88%

As we can see from the above chart the proportion of men in all clerical post is very low at only 12%. In addition the two grades where men are proportionately at the highest are at the two extremes of the clerical salary scales, in CN1 and CN6. However both of these grades consist of low numbers, so the percentages lack a degree of robustness which can be found in the other grades.

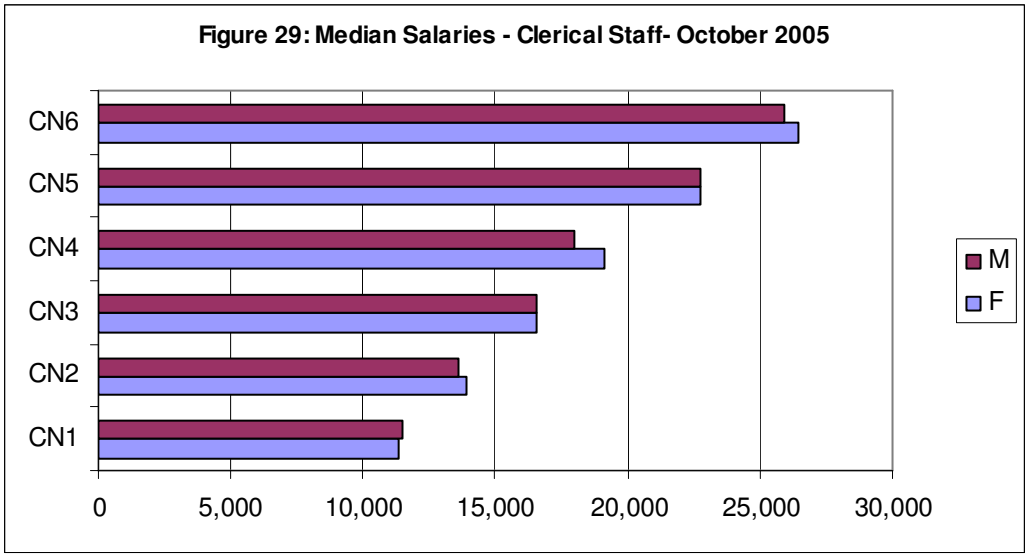
6.1.2. Comparison with Previous Reports

	1995 - % M	1997 - % M	1999 - % M	2002 - % M	2005 - % M
CN1	33%	13%	56%	48%	50%
CN2	10%	10%	13%	14%	16%
CN3	7%	7%	9%	10%	8%
CN4	7%	8%	9%	12%	12%
CN5	15%	12%	11%	12%	11%
CN6	23%	20%	37%	31%	33%
Total	9%	9%	11%	12%	12%

In comparing the October 2005 results to previous reports we can see that there has been no increase in the percentage of men in clerical posts overall since 2002. Instead there has been a movement of men with the proportions in the lowest two grades and the highest grade increases and no move or a reduction in the middle grades of CN3, CN4 and CN5. This indicates that the changes are primarily due to starters and leavers as opposed to promotions. But looking over the longer view back to 1995, there is little sign that the markedly increased rates of application by men for clerical posts has had any real effect so far on the numbers in these posts as a whole.

6.1.3. Salary

Grade	Median F Salary	Median M Salary	F as % of M
CN1	11,307	11,480	98.5%
CN2	13,942	13,577	102.7%
CN3	16,553	16,553	100.0%
CN4	19,093	17,977	106.2%
CN5	22,776	22,776	100.0%
CN6	26,470	25,916	102.1%



CN4 is the only grade in which there is a median salary differential of more than 5%, where men are in the position of earning less than women. This also the second largest grade and is an area that may warrant further investigation if the problem persists following the Pay Modernisation project.

6.1.4 Fixed Term Contracts

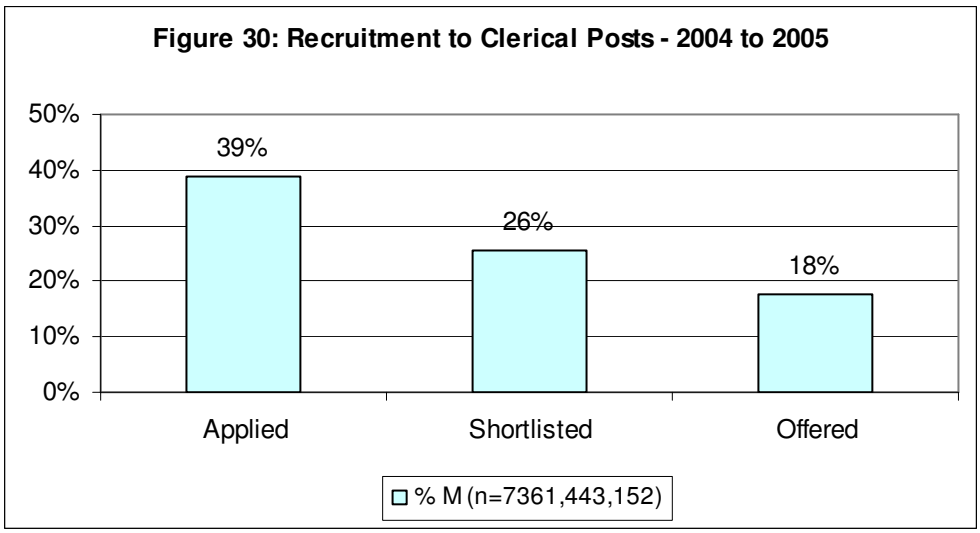
16% of women in the clerical grades are on fixed term contracts compared to13% of men. This shows a very marked change from 1999 when the figures were 49% of men and 37% of women. The numbers are expected to fall further for both genders in the next year.

6.1.5 Part Time Working

In the clerical grades 33% of women are in part time posts compared to only 20% of men (both up from our First Report which gave figures for 1999 of 28% of women and 10% of men). Although there is an obvious difference in the arrangements for men and women in the clerical grades, this is by far the staff group which comes closest to being equal in terms of proportionality. The academic related grades for example stand at 31% of women and 6% of men working part time.

6.2 Flow Data

6.2.1 Recruitment



The data above shows that men are proportionately less likely than women to be shortlisted to clerical posts. They are also less likely to be offered a post than they are to be shortlisted. What is less clear is whether we are attracting an above or below average proportion of eligible male applicants for clerical posts – it might be worth benchmarking ourselves against some other HEIs and large Edinburgh employers if our male clerical staff proportions continue to be much lower than the proportions of those who apply. What is clear is that the percentage of applicants who are male has risen from its 34% in 1997/98 and of appointments proportionately more markedly from 13%.

	% M Applications	% M Shortlisted	% M Offered
CN1	58%	75%	50%
CN2	34%	22%	9%
CN3	32%	14%	7%
CN4	25%	25%	32%
CN5	30%	29%	0%
CN6	52%	0%	0%

We can see from the table above that the pattern for men being less likely to be offered clerical posts is consistent across the grades with the exception of CN4 (this recent expansion of men into CN4 grades may partly explain the salary differential noted above).

6.2.2. Promotions

Men accounted for 23% of applicants for promotion in the clerical grades and 24% of successful cases. Therefore men were slightly more likely to be promoted than they are to apply. As men account for only 12% of the total population of the clerical grades currently it would appear that men are more likely to apply for promotion than women.

6.2.3. Leavers

Men also accounted for 24% of all leavers from the clerical grades during 2004/05 despite comprising only 12% of the current population.

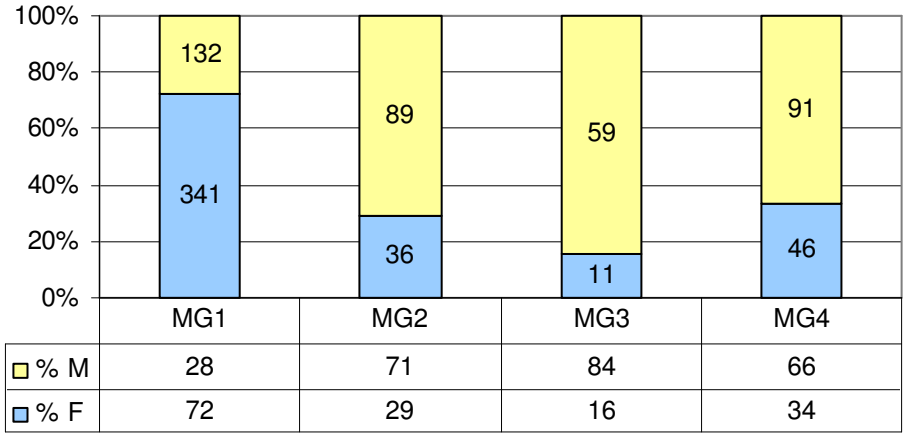
If we examine leaving reasons we can see that men are more likely to leave to pursue enhanced career prospects and as a result of the end of a fixed term contract, this latter probably reflecting their greater chance of being in a recent appointment).

7. Manual Staff

7.1 Stock Data

7.1.1 Current workforce data

Figure 31: Manual Grades - October 2005



7.1.2. Comparison with previous report

	2002 - % F	2005 - % F
MG1	70%	72%
MG2	29%	29%
MG3	19%	16%
MG4	33%	34%

We can see from the comparative figures above that the gender ratios for MG1 and MG3 have actually become larger since 2002. Within the manual grades there is a significant amount of gender segregation with the majority of women in cleaning posts. Men, on the other hand, are more likely to be in portering or security posts which are generally in grades MG2 to MG4.

7.1.3. Salary

The manual staff grades have fixed point salaries attached to them so there is no room for variation within grades. However the segregation of genders into specific types of jobs, as noted above has some effect on salary with the median for women at £10,940 and the men at £11,307 giving a salary differential of approximately 3%.

7.1.4. Working Patterns

79% of women in manual grades work part time compared to only 33% of men. Overall this group of staff is considerably more likely to be part time than any other.

	Part time - % M	Part Time - % F	Full Time - % M	Full Time - % F
1995	13%	87%	87%	13%
1997	18%	82%	84%	16%
1999	17%	83%	80%	20%
2002	28%	72%	76%	24%
2005	26%	74%	73%	27%

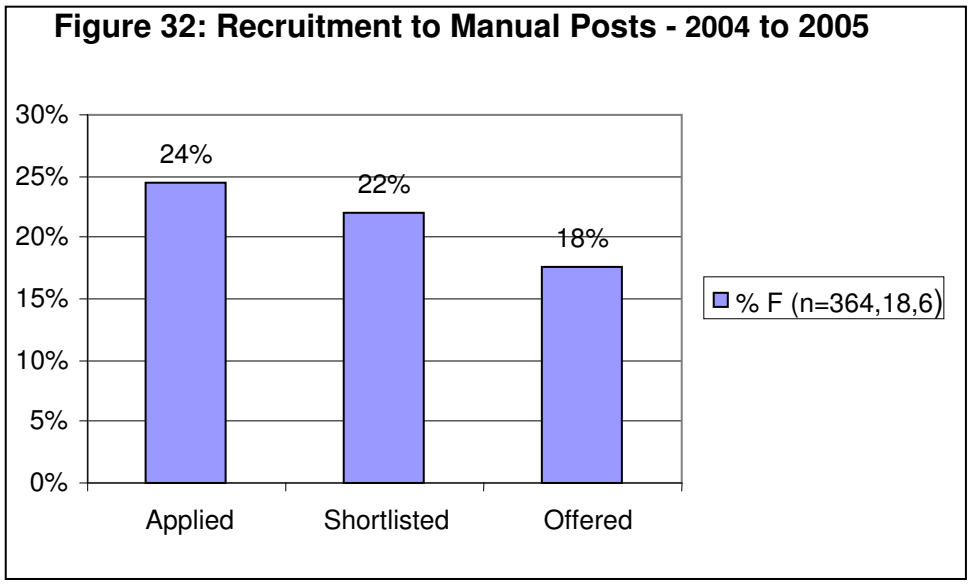
If we look at the historical data we can see that generally for this group more men have started to work part time whilst more women have started to work full time.

7.1.5. Fixed Term Contracts

2.3% of women on FT contracts compared to 2.96% of men.

7.2. Flow Data

7.2.1. Recruitment



As noted in Section 1, there is a considerable amount of missing data from the recruitment system generally but this is particularly noticeable in the manual staff area. Although the data are given here for completeness the missing data are so large that the results are of no real significance

7.2.2. Leavers

55% of manual leavers were female in comparison with 54% of the manual grade population overall.

8. ETHNIC ORIGIN

8.1 Stock Data

8.1.1 Data Availability

As noted in previous Reports and in Section 1 of this year's Report, there is a significant problem regarding available data for the ethnic origin of staff. In the Third EOTAG Report it was noted that around 17% of staff had no record of their ethnic origin. This situation has now worsened to around 20% with missing data. This equates to approximately 1,400 staff members.

The percentages of staff refusing to provide this information are given below:

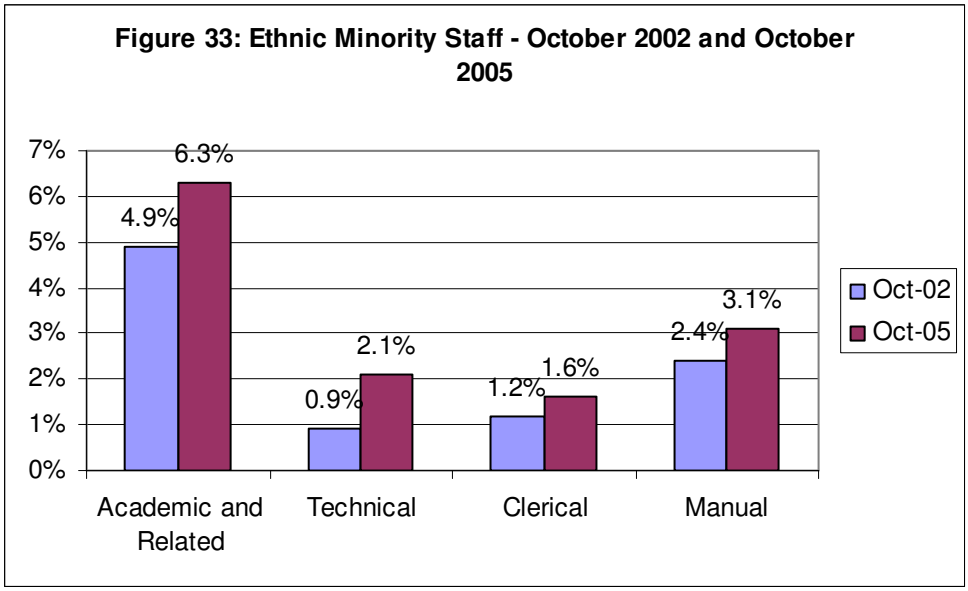
Staff Type	% Information Refused
Teaching	15.1%
Research	29.9%
Related	17.6%
Clerical	15.2%
Manual	26.5%
Technical	18.8%
Overall	20.3%

All calculations are based on information available.

8.1.2. Benchmarks

There has been an increase since the October 2002 from 3.3% of staff identifying themselves as coming from a minority ethnic background to 4.4% in October 2005. In fact, in all categories of staff there has been an increase in the proportion of ethnic minority staff:

Figure 33: Ethnic Minority Staff - October 2002 and October 2005



The comparable figures for 1999 from our First report were 3.8% for Academic and Related, 1.2% for Technical, and 0.4% for Clerical. For reasons which are now unclear, no figure was given for Manual staff.

One comparator is the 2001 census which reported that the overall ethnic minority population for Scotland was 2% so the university staff population exceeds this figure.

In the previous reports the census data was broken down and compared by staff category and social class groupings. If we continue this analysis we come to the following conclusions:

- Comparing Academic Teaching, Research and Related staff with Social Class 1, we can see that the University figure of 6.3% far exceeds the Scotland-wide figure of 2.9%. However we would expect this pattern as the recruitment into these posts can be on a national and even international scale and would not be restricted to Scotland in the same way that other recruitment markets might be.
- Technical staff would relate to Social Class 2 where the University figure of 2.1% is higher than the Scotland wide figure of 1.2%, this is a turnaround from the last report where the University figure was only 0.9%.
- Clerical staff would relate to Social Class 3. In this group the recruitment market is likely to be restricted to the local are so the comparative figure given is for Edinburgh, the Lothians, the Borders and Fife which was 1.2%. Our figure is now higher than this at 1.6%.
- Manual staff like clerical, are better compared to local markets. The figure for this group was 1.7% according to census data in comparison to 3.1% at university level.

HESA Comparison

The overall percentage of ethnic minority staff in HE institutions was 8.9% in 2003/04. Edinburgh's figure is much lower at 4.4%. However, as noted in the previous report, Edinburgh and Scotland are less multicultural in character than other parts of the UK and, as noted above, in comparison to the 2001 census data on the local environment the picture is much better. For academic staff the average proportion of staff from ethnic minority backgrounds was 10.5% according to HESA, comparing to a University of Edinburgh figure of 8%.

Modood Benchmarks

In previous reports the benchmarks recommended by the report by John Carter, Steve Fenton and Tariq Modood 'Ethnicity and Employment in Higher Education' were used to gauge performance.

a) Is there an improvement in the position of under-represented groups such as Bangladeshis, Pakistanis and Caribbeans?

As with the Third Report (2002) we have increased our number of Bangladeshi staff from 1 to 2 (in 1998 it was zero), there has been a slight increase in the number of Pakistani staff from 8 to 9 (but it was 7 in 1998) and a reversal of the increase seen in the Third Report with Black Caribbean staff numbers dropping from 10 back to 2 (the same figure as 1998). So change in this are is minimal to date.

b) Is the proportionate concentration of ethnic minorities and overseas nationals on fixed term contracts declining?

In the Third EOTAG Report it was identified that 30% of white staff and 56% of ethnic minority staff were on fixed term contracts. In the October 2005 figures we see that 27% of white staff and 52% of ethnic minority staff are on fixed term contracts. Therefore while the proportion of fixed term contract staff is declining overall there remains an ethnicity differential. This again is partially explained by the concentration of ethnic minority staff in research posts where the level of fixed term contracts is much higher. If we examine the research staff we see that 90% of white staff are on fixed term contracts compared to 97% of ethnic minority staff. This is a widening of the gap we saw in 2002 when the figures were 93% of white staff and 96% of ethnic minority staff (the 1999 figures were 96% and 100% respectively). For teaching staff, 12% of white and 19% of ethnic minority staff are on fixed term contracts. This compares to 13% and 22% respectively in 2002 and 15% and 31% in 1999. Therefore there has been an improvement for teaching staff.

c) Is the higher representation of ethnic minorities in younger age bands flowing through into more senior posts?

9% of lecturers, 4% of senior lecturers and 6% of professors identified themselves as belonging to an ethnic minority. In comparison, the figures in 2002 were 4% of lecturers and senior lecturers and 2% of professors.

d) Is the multi-ethnic character of British students reflected in the ethnic composition of their teachers?

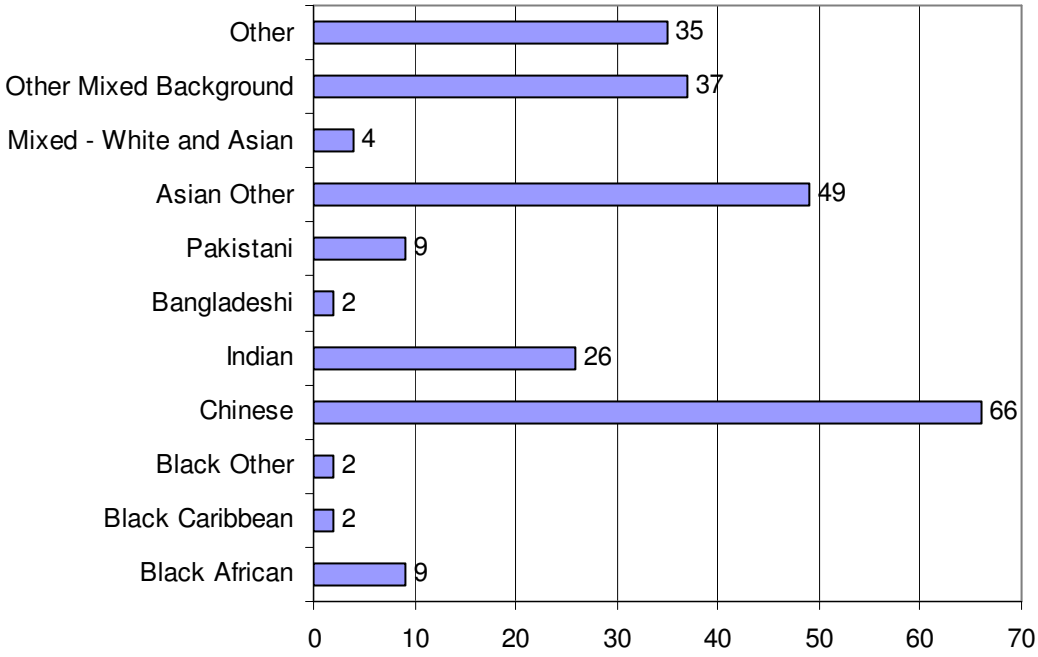
6.3% of the Academic and Related staff group are from ethnic minority backgrounds compared to an overall undergraduate intake of 5.3% in 2005/06.

e) Are more ethnic minority staff being made professors?

As stated above 6% of our professors are from ethnic minority backgrounds compared to 2% in 2002.

See below for the number of staff in each ethnic minority category.

Figure 34: Ethnic Minority Staff Nos - October 2005



The overall number of ethnic minority staff in the University has risen from 114 in 1998 to 215 in 2005. The number of staff classifying themselves as Indian has more than doubled from 12 to 26, while the number classifying themselves as Chinese has increased from 25 to 66. Asian other has grown from 17 to 49 and Other plus Other mixed has gone up from 44 to 72.

8.1.3. Salary

Basic analysis was carried out to compare average and median salaries for ethnic minority and white staff but it revealed no consistent trends. For academic staff ethnic minorities are likely to be paid less on some grades (e.g. AT2B, AR1A) but they are also likely to be paid more on others (e.g. AT3, AR2). For the other grades of staff there are very small numbers and therefore it is difficult to draw any reliable conclusions from the data.

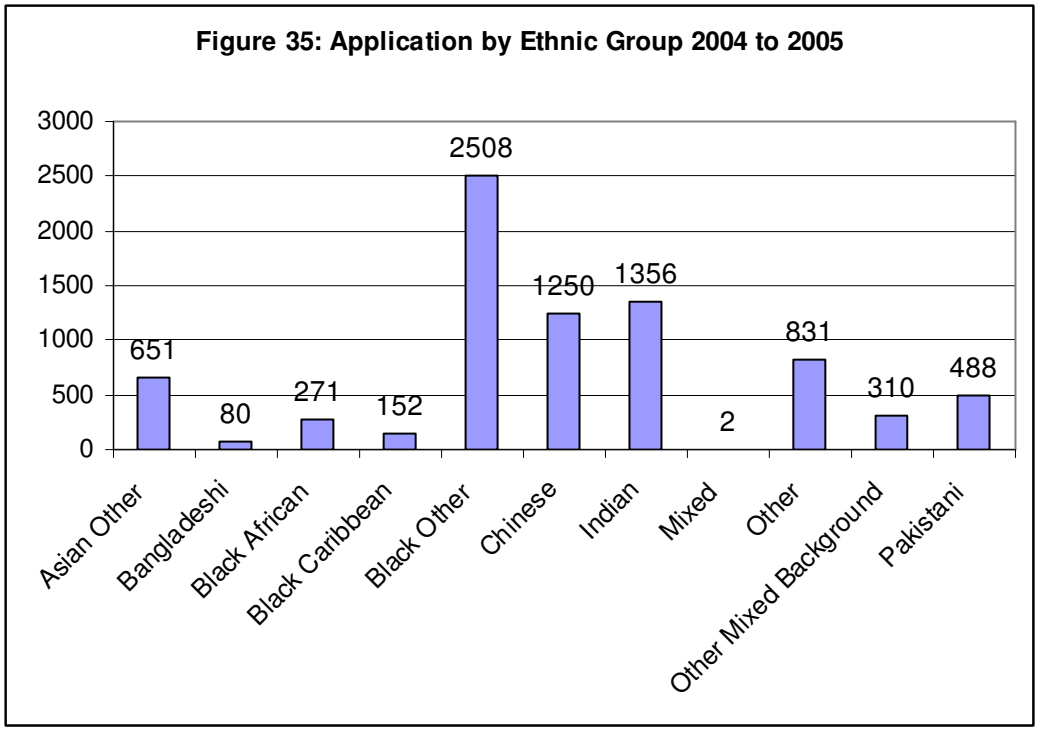
8.2 Flow

8.2.1. Recruitment

As noted in other sections of this report there is a large amount of data missing with regards recruitment therefore any figures related here should be treated with some caution.

Below we can see the number of applications received from the different ethnic groups in 2004/05. In comparison to the data for 2003 there has been an increase in applications from all ethnic groups.

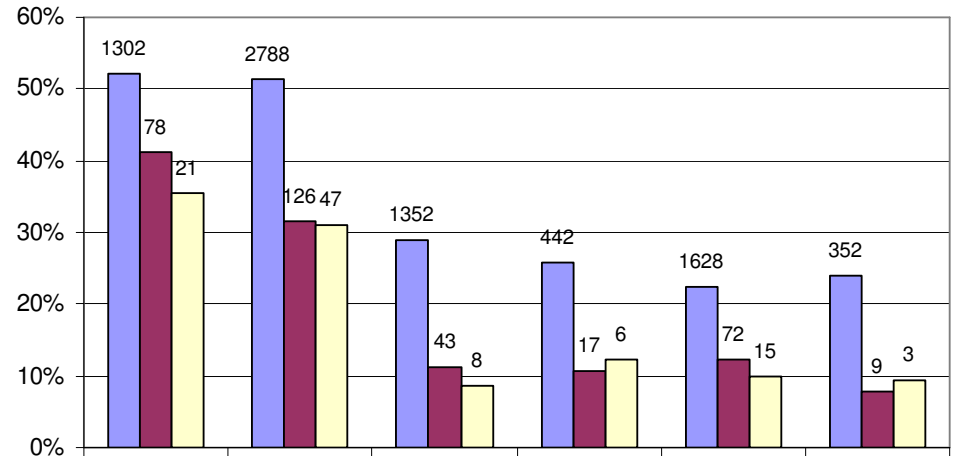
Figure 35: Application by Ethnic Group 2004 to 2005



As with previous reports we can see that ethnic minorities are less likely to be shortlisted or appointed than to apply, for all groups of staff. However it is worth noting again that this may be in part due to applications through the web by those requiring work permits and who would therefore not be appointed unless it was not possible to appoint an EU citizen to the post.

Another new issue which should be highlighted is that the number of applications from ethnic minorities to all types of posts has increased proportionately. This is most dramatically seen in teaching and research posts where applications from ethnic minorities has increased to over 50% (for Academic and related as a whole the percentages were a mere 10.7% of all applications as recently as 1998; for Technical they were 4.4% and for Clerical 2.9%). In parallel the offer percentages have also increased dramatically, having been 6.7% for Academic and Related, 0.0% for Technical, and 0.0% for Clerical in 1998.

Figure 36: Recruitment by Ethnic Group - 2004 to 2005



	Teaching	Research	Related	Technical	Clerical	Manual
% Applied	52%	52%	29%	26%	22%	24%
% Shortlisted	41%	32%	11%	11%	12%	8%
% Offered	36%	31%	9%	12%	10%	9%

8.2.3. Promotions

a) Academic Teaching Staff

Of the 36 nominations for personal chairs, 2 identified their ethnic origin as being non white. This equates to approximately 6%. Proportionately this is higher than expected. Both of these nominations were successful. For the purposes of this Report we will combine the figures for promotions to senior lecturer posts and readerships. There was only one nominee who identified him/her self as coming from an ethnic minority background out of a total of 65 whereas we might have expected 2 to 3.

b) Academic Related Staff

Of the academic staff nominees for promotion where ethnic origin was known, all identified themselves as white. Proportionately we would have expected 1 to 2 of the 56 nominees to come from non white backgrounds, but the relative recency of many appointments from ethnic minority groups may be a partial explanation here.

c) Clerical Staff

Again all of the clerical nominations came from staff who identified themselves as white or the ethnic origin was unknown. Proportionately we would have expected 1 nominee from a non white background out of a total of 73. The same point applies, however, as with Related staff above

d) Technical Staff

1 of the 35 nominees for technical posts identified themselves as coming from a non white background. This is roughly in line with what we would expect to see.

8.2.3. Leavers

6.6% of leavers in 2005/06 identified themselves as coming from an ethnic minority, this compares to 4.4% of the population generally. This reflects the fact that many of our ethnic

minority staff are in research and manual posts so are in areas where there are high levels of fixed term contracts and turnover generally.

9. DISABILITY

9.1. Stock

9.1.1. Workforce Distribution

Staff Type	Disabled	% Disabled	Non Disabled	% Non Disabled	Total
Clerical	18	1.38%	1289	98.62%	1307
Manual	16	1.58%	999	98.42%	1015
Related	8	0.74%	1066	99.26%	1074
Research	7	0.55%	1271	99.45%	1278
Teaching	12	0.79%	1498	99.21%	1510
Technical	5	0.71%	701	99.29%	706
Total	66	0.96%	6824	99.04%	6890

From the above table we can see that 66 of our staff identify themselves as being disabled, this is a decrease from the 2002 figure of 87. This is a proportional decrease from 1.3% to 0.96%. It was commented in the Third EOTAG Report that we would expect to see more academic staff identify themselves as disabled as more students did so. In fact for all academic categories: teaching, research and related we can see that the percentage has increased slightly from 0.6% to 0.7%.

9.1.2. Contract Type

The trends seen in previous EOTAG reports where disabled staff are less likely to be on fixed term contracts continues with 15% of disabled staff and 31% of non disabled staff. This may be linked to age distribution but numbers are too small for a robust check here.

9.1.3. Full Time/Part Time

Again disabled staff are more likely to be part time than non disabled staff with 38% of disabled staff working part time compared with 22% of non disabled staff..

9.2. Flow

9.2.1. Applications

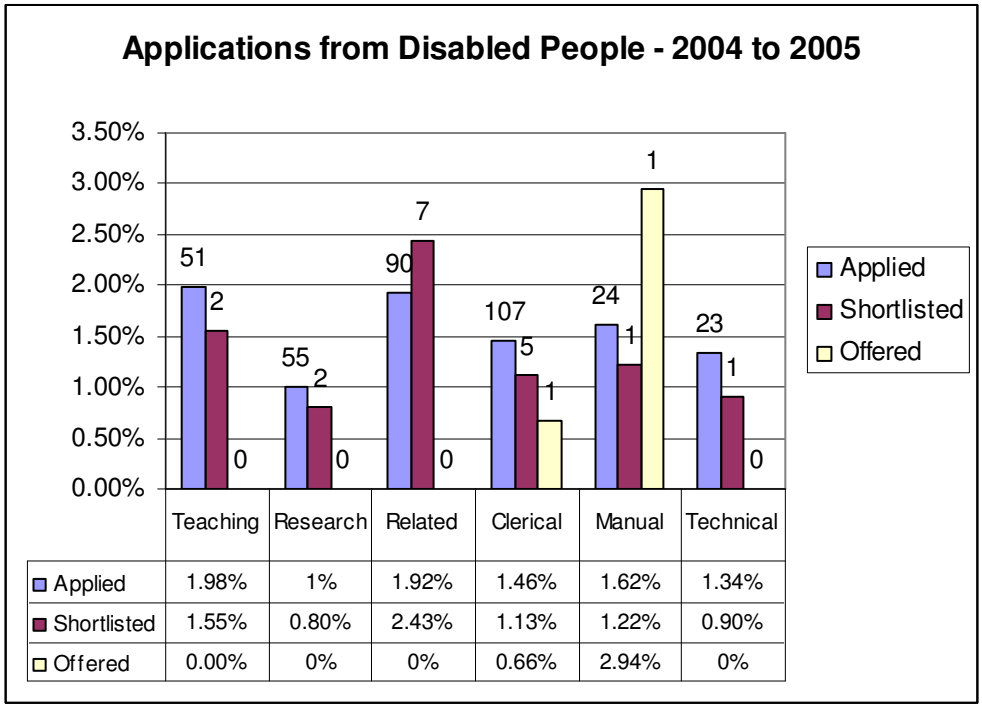
Overall the number of applications from those identifying themselves as disabled had increased from 0.8% in the last report to 1.5% for 2005/06. However, as with all the recruitment figures in this report this figure is not based on fully comprehensive data and therefore should be treated with some caution.

The percentage of disabled applicants by staff category were as follows:

- Academic Teaching (1.98%)
- Academic Research (1%)
- Academic Related (1.92%)
- Clerical (1.46%)
- Manual (1.62)
- Technical (1.34%)

Parallel figures for 1997/98 were 0.9% of Academic and related staff, 1.9% for Clerical, 1.0% for Manual and 0.9% for Technical.

9.2.2. Recruitment



	Teaching	Research	Related	Clerical	Manual	Technical
Applied	1.98%	1%	1.92%	1.46%	1.62%	1.34%
Shortlisted	1.55%	0.80%	2.43%	1.13%	1.22%	0.90%
Offered	0.00%	0%	0%	0.66%	2.94%	0%

We can see from the above chart that those declaring themselves as disabled are generally less likely to be shortlisted, and offered than they are to apply. There are exceptions to this in both the academic related and manual categories. However the numbers are so small that drawing any solid conclusions from this data is impossible.

9.2.3. Promotions

No data are available on disability from any of the promotions processes.

9.2.4. Leavers

0.64% of leavers between August 2005 and July 2006 declared themselves to be disabled compared to a total population percentage of 0.96%.