# Equality and Diversity 

 Information Report2021-2022

Published March 2023

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## Foreword

The Equality and Diversity Information Report 2021-22 provides an overview of equality information on our staff and student communities including gender and ethnicity pay gap data.

The data contained in this report are used to inform the University's efforts to ensure an inclusive environment for work and study and to measure the impact of equality and inclusion initiatives. The report is presented mindful of guidance regarding our obligations under equality law which covers the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

This report uses the term 'BAME'. The University is aware of the limitations of the term and recognises that there is no agreement in the sector as regards what terminology should be used. It is our aim to tackle all forms of inequality, including racism, and foster inclusion.

This Report has been prepared for publication by our Equality, Diversity \& Inclusion Section, which is part of the University's Human Resources Division. It is governed by the University's Equality, Diversity \& Inclusion Committee.

## Professor Kamal Munir

Pro-Vice-Chancellor for University Community and Engagement Chair of Equality, Diversity \& Inclusion Committee

## Staff Overview

This section presents equality and diversity information for the academic year 202122 for staff at the University of Cambridge. Please refer to the staff definitions and notes section for a detailed explanation of the data provided.

On 31 March 2022, the University had 12,791 employees in four University staff groups (Table 1).

| Staff Group | Number of employees <br> (headcount) | Percentage of employees |
| :---: | :---: | :---: |
| Academic | 1,978 | $15.5 \%$ |
| Academic-Related | 2,763 | $21.6 \%$ |
| Assistant | 3,926 | $30.7 \%$ |
| Researcher | 4,124 | $32.2 \%$ |
| Total | 12,791 | $100.0 \%$ |

Table 1: Count by staff group

## Key figures

- The gender breakdown in the University was $53.0 \%$ female.
- $88.2 \%$ employees had a known disclosed ethnic background. Of these staff, $14.9 \%$ were Black, Asian and Minority Ethnic (BAME).
- $5.2 \%$ (666) of all employees disclosed having a disability.
- $23.4 \%$ of all Professors were female, and $9.4 \%$ of Professors were BAME.
- Assistant and Academic-Related staff are combined in the analysis in this report into Professional Services Staff (PSS).


## Diversity of Leadership

Within the University of Cambridge decision making is centred in the University's influential main committees and Councils of the Schools. Committees are comprised of appointed, elected and ex officio members and therefore individuals often sit on more than one committee. Female staff made up 42.3\% of the University Council ( $40.7 \%$ in 2021), which is the principal executive and policy-making body of the University. Members who disclosed their ethnicity as BAME comprised at most 7.7\% of members on five committees. However, we do not currently collect diversity data on external committee members. Ethnicity data are also missing for some staff, with data not recorded for up to $43.5 \%$ of committee members (Table 2). 22.2\% of Heads of Departments were female, and 6.7\% had disclosed their ethnicity as BAME.

| Committee | Percentage of <br> Female | Percentage of <br> BAME |
| :---: | :---: | :---: |
| University Council | $42.3 \%$ | $7.7 \%$ |
| General Board of the Faculties | $35.3 \%$ | $0.0 \%$ |
| Council of the School of Arts and Humanities | $25.0 \%$ | $0.0 \%$ |
| Council of the School of the Biological Sciences | $40.9 \%$ | $0.0 \%$ |
| Council of the School of Clinical Medicine | $22.9 \%$ | $2.9 \%$ |
| Council of the School of the Humanities and Social |  |  |
| Sciences | $50.0 \%$ | $6.3 \%$ |
| Council of the School of the Physical Sciences | $33.3 \%$ | $6.7 \%$ |
| Council of the School of Technology | $14.3 \%$ | $4.8 \%$ |

Table 2: Diversity of members sitting on University governance committees and Councils of Schools

## Staff Balance by Gender

Gender by Staff Group
Figure 1 shows the number and proportion of female and male staff in each of the University's three staff groups. Females comprised 35.3\% of Academic staff, 63.2\% of Professional Services Staff and 45.8\% of Research staff.

Figure 1: Gender by staff group

Figure 2 highlights the distribution of staff by gender across the University's grading structure, with females concentrated in lower graded roles. Over the last year, however, the proportions of females in high graded roles has increased slightly.
\% Female by Grade (All Staff Types)


Figure 2: Staff grade and gender 2021 and 2022


Figure 3: Staff Numbers in the academic pipeline by gender

| Percentage of <br> Professors by gender | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ |
| :---: | :---: | :---: |
| Female Professors | 162 | 163 |
| All Professors | 698 | 697 |
| \% Female Professors | $23.2 \%$ | $23.4 \%$ |
| Russell Group <br> Benchmark | $29.7 \%$ | $29.7 \%$ |

In March 2022, there were 202 female Associate Professors (Grade 9) (44.1\%). 35.3\% of Associate Professors (Grade 10) and $29.5 \%$ of Professors (Grade 11) were female (Figure 3). 23.4\% of Professors (Grade 12) were female, an increase from 16.8\% in 2016.

## Staff Balance by Ethnicity

BAME staff comprised $14.9 \%$ of all staff employed within the University at 31 March 2022.

The proportion of BAME staff varied by staff type, from 12.6\% for Academic roles, 9.3\% for Professional Services Staff and 25.7\% for Research posts (Figure 4).

This predominance of BAME staff in Research roles is further illustrated by the high proportion of BAME staff in grade 7 posts (Figure 5).

Disaggregating the broad BAME category, there are very small numbers of Black staff across all staff categories (academics, professional services staff and researchers).

As mentioned previously, the University is aware of the


Figure 4: Ethnicity of staff limitations of the term 'BAME' and recognises that there is no agreement in the sector as regards what terminology should be used.


Figure 5: Staff grade and ethnicity 2021 and 2022
(*BAME percentages are given as a percentage of those with a disclosed ethnicity)

For staff with UK nationality, 8.5\% declared their racial identity as BAME, compared to 4.2\% for EEA (European Economic Area) staff. 68.8\% of those from other nationalities were BAME (Figure 6).

The non-disclosure rate for ethnicity was $10.9 \%$, a reduction from $17.4 \%$ in 2016. Nondisclosure was highest in Academic roles, with the lowest rate of staff turnover. The University has committed to increasing its ethnicity disclosure rate through increasing BAME staff confidence to disclose race information to HR and increasing White staff perceptions that racial matters are equally relevant to them.

When ethnicity data was disaggregated, the largest grouping was White-British (50.6\%) followed by White-Other (21.0\%). There are no staff at the University who self-identified as Roma - Traveller, and the proportion of Black staff was $1 \%$.


Figure 6: Ethnicity and nationality of all staff

| Asian or Asian British - <br> Bangladeshi | $0.2 \%$ |
| :---: | :---: |
| Asian or Asian British - Indian | $3.1 \%$ |
| Asian or Asian British - Pakistani | $0.4 \%$ |
| Chinese | $4.2 \%$ |
| Other Asian Background | $2.2 \%$ |
| Black or Black British African | $0.7 \%$ |
| Black or Black British Caribbean | $0.2 \%$ |
| Other Black Background | $0.1 \%$ |
| Mixed - White and Asian | $0.9 \%$ |
| Mixed - White and Black African | $0.3 \%$ |


| Mixed - White and Black <br> Caribbean | $0.2 \%$ |
| :---: | :---: |
| Other mixed background | $1.7 \%$ |
| Arab | $0.5 \%$ |
| Gypsy - Traveller | $0.0 \%$ |
| Other ethnic background | $0.6 \%$ |
| Unknown | $14.9 \%$ |
| White - British | $50.6 \%$ |
| White - Irish | $1.4 \%$ |
| White - Other | $21.0 \%$ |



Figure 7: Academic pipeline by ethnicity.

In March 2022, for those staff whose ethnicity had been disclosed, BAME staff comprised 20.0\% of Associate Professors (Grade 9), 9.2\% of Associate Professors (Grade 10) and, 14.3\% of Professors (Grade 11) (Figure 7).
9.4\% of Professors (Grade 12) were BAME, an increase from 7.1\% in 2016. Of Professors from a BAME background, the majority were Asian.

| Professors by <br> Ethnicity | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ |
| :---: | :---: | :---: |
| Asian | $4.7 \%$ | $4.4 \%$ |
| Black | $0.1 \%$ | $0.4 \%$ |
| Mixed | $1.3 \%$ | $1.3 \%$ |
| Other | $1.7 \%$ | $1.7 \%$ |
| Unknown | $16.6 \%$ | $16.2 \%$ |
| White | $75.5 \%$ | $75.9 \%$ |


| BAME Professors and <br> benchmarks | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ |
| :---: | :---: | :---: |
| BAME Professors | 55 | 55 |
| Ethnicity Not <br> Disclosed | 116 | 113 |
| All Professors | 698 | 697 |
| \% BAME Professors | A.5\% | $9.4 \%$ |
| Russell Group <br> Benchmark* | $8.3 \%$ | $8.2 \%$ |

## Staff Balance by Disability

Across the higher education sector, the proportion of staff disclosing as disabled has nearly doubled within the last decade (from 3.2\% in 2010/11 to 6.0\% in 2020/21). In 2010/11 at the University of Cambridge $3.3 \%$ of staff had disclosed a disability. The figure in March 2022 was 5.2\% of staff (666) an increase of 0.6\% from 2021.

Of those with a declared disability, 24.3\% had a specific learning disability, $23.4 \%$ a long-standing illness, and 21.8\% a mental health condition.

| Disclosed Disability |  |
| :---: | :---: |
| Blind / serious visual impairment | $0.9 \%$ |
| Cognitive impairment | $2.7 \%$ |
| Deaf / serious hearing impairment | $4.2 \%$ |
| General learning disability | $0.6 \%$ |
| Long-standing illness / health <br> condition | $23.4 \%$ |
| Mental health condition or difficulty | $21.8 \%$ |
| Multiple disabilities | $8.6 \%$ |
| Other type of disability | $5.7 \%$ |
| Physical impairment / mobility issue | $7.1 \%$ |
| Social/Communication Impairment | $0.8 \%$ |
| Specific learning disability | $24.3 \%$ |

## Staff Balance by Sexual Orientation and Gender Identity

By March 2022, 67.4\% of staff had provided information regarding their sexual orientation. $5.4 \%$ disclosed their sexual orientation as LGBQ.

In March 2022, 0.5\% of staff reported as having a gender identity which did not match their sex registered at birth.

## Staff Balance by Religion or Belief

66.1\% of staff had provided information regarding their religion or beliefs.
20.8\% identified as Christian, and $38.7 \%$ as having no religion.

| Disclosed Religion or Belief |  |
| :---: | :---: |
| Any other religion or belief | $0.8 \%$ |
| Buddhist | $0.8 \%$ |
| Christian | $20.8 \%$ |
| Hindu | $1.6 \%$ |
| Jewish | $0.7 \%$ |
| Muslim | $1.6 \%$ |
| No Religion | $38.7 \%$ |
| Sikh | $0.1 \%$ |
| Spiritual | $0.9 \%$ |
| Unknown | $33.9 \%$ |

## Staff Recruitment

During the period 1 April 2021 to 31 March 2022, the University offered 3,689 positions to candidates, from 50,550 applicants. Increasing recruitment of female and BAME staff into Academic roles is a strategic goal of the University, articulated in the institution's Athena Swan Silver, and Race Equality Charter, action plans ${ }^{1}$. The University has committed to increasing the proportion of female and BAME applications.

Of the posts filled, $3.2 \%$ were for Academic roles, $40.9 \%$ Researcher and the remainder, 55.9\%, for Professional Services roles - Academic-related and Assistant posts.

## Recruitment by gender

For all staff groups, female staff comprised a higher percentage of those offered posts, compared to the proportion of applications (Figures 8-15).
Over this period, females comprised $35.4 \%$ of all applicants to Academic roles, and $41.9 \%$ of those offered a post. This represents an increase from 2018 where female applicants made up only $33.1 \%$ of those offered Academic positions, but a decrease from $49.3 \%$ in 2021.
These data also indicate that during this year success rate (the proportion of those offered a role compared to applications) differed by gender, with 3.4\% of female Academic applicants receiving an offer compared to $2.5 \%$ of men. The number of applications for Research roles was much greater, with female applicants offered $43.8 \%$ of posts. Female applicants comprised $65.4 \%$ of those recruited into Professional Services roles over this time period.

[^0]
## Recruitment by ethnicity

BAME applicants comprised $44.8 \%$ of all applications (up from $41.7 \%$ in 2021) and $21.9 \%$ of those who received offers. When we consider nationality, individuals with British nationality comprised $14.6 \%$ of all BAME applications but $26.8 \%$ of BAME individuals offered a post at the University. These data also indicate that during this year success rate (the proportion of those offered compared to applications) differed by ethnicity, with $10.2 \%$ of White applicants receiving an offer compared to $3.6 \%$ of those from a BAME background. When disaggregating the BAME grouping, data shows similarities between the success rates of applicants from different racialised groups. Black applicants' success rate was $2.6 \%$ while Asian applicants' success rate was $3.1 \%$.

As highlighted above, increasing the recruitment of those who identify as BAME is a strategic goal. The Race Equality Charter action plan committed to an increase in BAME UK applications for all job roles.

In 2021-22, 38.2\% and 61.3\% (35.9\% and 59.0\% in 2021) of applications for Academic and Research positions, respectively, were from BAME applicants $-4.4 \%$ and $4.7 \%$ from UK BAME applicants respectively.
20.5\% of those offered Academic posts were BAME (6.8\% UK BAME), and $32.1 \%$ of those offered Research posts (4.7\% UK BAME). Those identifying as BAME comprised $30.7 \%$ of all Professional Services Staff applications, and $14.6 \%$ of those offered positions.


Figure 8: All Recruitment by Gender

Academic Recruitment by Gender


Figure 10: Academic Recruitment by Gender


Figure 9: All Recruitment by Ethnicity

Academic Recruitment by Ethnicity


Figure 11: Academic Recruitment by Ethnicity


Figure 12: PSS Recruitment by Gender

Researcher Recruitment by Gender


Figure 14: Researcher Recruitment by Gender

PSS Recruitment by Ethnicity


Figure 13: PSS Recruitment by Ethnicity

Researcher Recruitment by Ethnicity


Figure 15: Researcher Recruitment by Ethnicity

## Academic Promotion

The University previously operated an annual Senior Academic Promotions (SAP) exercise for promotion to the offices of Senior Lecturer (SL), Reader and Professor. From 2021-22, the annual academic promotion exercise has been replaced with the Academic Career Pathways scheme and new academic titles have been adopted, replacing the previous titles.

## Professorships (Grade 12)

Over the last three promotion rounds, there were 216 applicants for Professorships, with 50 and 104 successful female and male applicants respectively (data presented as yearly average below). This represents an average success rate of $70.8 \%$ and $72.6 \%$ respectively.

24 applicants were BAME, 17 of whom were successful in the promotions exercise. Over the same period there were 156 White applicants, with 112 successful (data presented as yearly average below). This shows a disparity, representing an average success rate of $71.3 \%$ for BAME and $71.7 \%$ for White applicants for professorships respectively. It is important to notice that there were no eligible Black applicants for Professorships, drawing attention to the institutional urgency to build the pipeline of Black scholars at the University through recruitment and promotion.


Figure 16: G12 Professorial Applications by Gender


Figure 17: G12 Professorial Applications by Ethnicity

## Professorships (Grade 11)

Over the last three promotion rounds, there were 267 applicants, with 69 and 134 successful female and male applicants respectively (data presented as yearly average below). This represents an average success rate of $76.6 \%$ and $75.8 \%$ respectively.

During this period 30 applicants were BAME, 21 of whom were successful in the promotions exercise. Over the same period there were 212 White applicants, with 163 successful (data presented as yearly average below). This represents an average success rate of $70.0 \%$ and $76.9 \%$ respectively.


Figure 18: G11 Professorial Applications by Gender


Figure 19: G11 Professorial Applications by Ethnicity

## Associate Professorships (Grade 10)

There were 110 applicants with 51 and 46 successful female and male applicants respectively (data presented as yearly average below) over the last three promotion rounds. This represents an average success rate of $90.1 \%$ and $79.3 \%$ respectively.

12 applicants for promotion to Associate Professor (Grade 10) were BAME, 11 of whom were successful in the promotions exercise. Over the same period there were 91 White applicants, with 77 successful (data presented as yearly average below). This represents an average success rate of $91.7 \%$ and $84.6 \%$ respectively.


Figure 20: G10 Applications by Gender


Figure 21: G10 Applications by Ethnicity

## Gender and Ethnicity Pay Gaps

The tables below show the 2022 Gender Pay Gap for the University of Cambridge, as required by the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, and are based on data as at 31 March 2022. The figures for both the University Group, which includes the Academic University and Cambridge University Press \& Assessment ${ }^{2}$, and the Academic University only, are provided. In addition, the Ethnicity Pay Gap for the Academic University is provided below.

## Gender Pay Gap (Group figures)

This year, our mean gender pay gap has reduced to $17.1 \%$, but our median gender pay gap has increased slightly, to $9.2 \%$. We are encouraged to see that proportions of women in the upper pay quartiles are continuing to increase, but recognise the need to quicken the pace of this change.

Bonus pay gap figures continue to fluctuate, as expected. This year, the numbers of individuals receiving a bonus have increased significantly, as a higher number of those employed by Cambridge University Press \& Assessment have received bonuses, compared to the year before, where the annual bonus payout was impacted by COVID-19.

|  |  | Median |  | Mean |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Gender Pay Gap |  | 9.2\% (9.0\%) |  | 17.1\% (17.8\%) |  |
| Bonus Pay Gap |  | 10.2\% (22.6\%) |  | 49.0\% (74.1\%) |  |
| Pay Quartile Distribution |  |  |  |  |  |
|  | Women |  | Men |  | Total numbers |
|  | Number | Proportion | Number | Proportion |  |
| Upper | 1,658 (1,601) | 41.2\% (40.0\%) | 2,363 (2,406) | 58.8\% (60.0\%) | 4,021 (4,007) |
| Upper Middle | 2,161 (2,132) | 53.7\% (53.2\%) | 1,860 (1,874) | 46.3\% (46.8\%) | 4,021 (4,006) |
| Lower Middle | 2,322 (2,306) | 57.7\% (57.5\%) | 1,699 (1,701) | 42.3\% (42.5\%) | 4,021 (4,007) |
| Lower | 2,493 (2,490) | 62.0\% (62.2\%) | 1,527 (1,516) | 38.0\% (37.8\%) | 4,020 (4,006) |
| All Quartiles | 8,634 (8,529) | 53.7\% (53.2\%) | 7,449 (7,497) | 46.3\% (46.8\%) | 16,083 (16,026) |


| Proportion of women and men receiving a bonus |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Women |  | Men | Total |  |
| Number | Proportion | Number | Proportion | numbers |
| $2,176(1,138)$ | $24.6 \%(12.7 \%)$ | $1,701(798)$ | $22.6 \%(10.4 \%)$ | $3,877(1,936)$ |
|  |  |  | 2021 figures are shown in brackets |  |

[^1]
## Gender Pay Gap (Academic University figures)

The Academic University has reduced both its median and mean gender pay gaps again this year. The median has reduced from $11.1 \%$ to $8.4 \%$, a relative reduction of $24.3 \%$. The mean has reduced from $19.7 \%$ to $19.3 \%$, a relative reduction of $2.0 \%$.

Figure 22 shows the progress we have made in our gender pay gap figures since 2018. Various actions and initiatives that the University has put in place have contributed to this progress. Section 4 of the Equal Pay Review (Annex A) provides an update on the initiatives in place which support the development and promotion of an inclusive culture, which is key to supporting our


Figure 22: Academic University GPG 2018-2022 progress in this area.

|  | Median | Mean |
| :---: | :---: | :---: |
| Gender Pay Gap | $8.4 \%(11.1 \%)$ | $19.3 \%(19.7 \%)$ |
| Gender Bonus Gap | $27.2 \%(13.7 \%)$ | $74.4 \%(79.4 \%)$ |


| Pay Quartile Distribution |  |  |
| :---: | :---: | :---: |
|  | Women | Men |
|  | Proportion | Proportion |
| Upper | $39.3 \%(37.7 \%)$ | $60.7 \%(62.3 \%)$ |
| Upper Middle | $52.4 \%(52.0 \%)$ | $47.6 \%(48.0 \%)$ |
| Lower Middle | $55.8 \%(56.3 \%)$ | $44.2 \%(43.7 \%)$ |
| Lower | $63.9 \%(63.3 \%)$ | $36.1 \%(36.7 \%)$ |
| All Quartiles | $52.9 \%(52.3 \%)$ | $47.1 \%(47.7 \%)$ |

## Ethnicity Pay Gap (Academic University figures)

This is the fourth year that we have reported the Ethnicity Pay Gap figures for the Academic University. Although we have seen increases in both the median and mean ethnicity pay gaps this year, the figures remain low. Some fluctuation year on year is expected, as the composition of our workforce changes. As shown in the pay quartile distribution, the proportions of BAME staff in the lower pay quartiles have increased slightly this year, which will contribute to the increase in the pay gaps.

|  | Median | Mean |
| :---: | :---: | :---: |
| Ethnicity Pay Gap | $2.2 \%(0.0 \%)$ | $4.3 \%(2.9 \%)$ |
| Ethnicity Bonus Gap | $-28.4 \%(0.0 \%)$ | $-42.8 \%(-41.3 \%)$ |


| Pay Quartile Distribution |  |  |
| :---: | :---: | :---: |
|  | BAME | White |
|  | Proportion | Proportion |
| Upper | $12.5 \%(11.7 \%)$ | $87.5 \%(88.3 \%)$ |
| Upper Middle | $19.2 \%(19.0 \%)$ | $80.8 \%(81.0 \%)$ |
| Lower Middle | $21.6 \%(18.3 \%)$ | $78.4 \%(81.7 \%)$ |
| Lower | $13.8 \%(12.8 \%)$ | $86.2 \%(87.2 \%)$ |
| All Quartiles | $16.8 \%(15.5 \%)$ | $83.2 \%(84.5 \%)$ |

Proportion of BAME and White employees receiving a bonus

| BAME | White |
| :---: | :---: |
| Proportion | Proportion |
| $3.6 \%(3.0 \%)$ | $7.6 \%(6.9 \%)$ |

2021 figures are shown in brackets

## Equal Pay Review

The University of Cambridge is committed to the principles of equal pay for work of equal value, freedom from discrimination, and recognition and reward of the University's staff as its greatest asset. As part of this commitment, the University analyses equal pay data annually. Previously, the Equal Pay Report (EPR) has been published biennially; the Human Resources Committees agreed in 2021 to publish the EPR annually with effect from the 2021 report.

The key findings from the 2022 report are summarised below. Please see Annex A for the full Equal Pay Review.

## Key Findings from the review

- Women occupy 53.8\% of positions, this has increased year on year for over 10 years.
- The gender pay gap ${ }^{3}$ including additional payments (total pay) is $\mathbf{1 7 . 6 \%}$ and excluding additional payments (basic pay) is $\mathbf{1 5 . 7 \%}$. The base pay gap has decreased by $33 \%$ and the total pay gap has decreased by $25 \%$ since the first review was published in 2008.
- Men continue to occupy a higher proportion of the positions at the higher end of the pay scale compared to women, and vice versa, but the percentage of women in grades 9 and above is increasing.
- A breakdown of average salary by grade shows smaller gender pay gaps. Base pay gaps range from $-1.1 \%$ to $3.8 \%$. Total pay gaps range from $-0.3 \%$ to $6.3 \%$. While some grades show women are paid more than men for base pay, across all grades men's total pay is higher than women's total pay. The figures indicate that the higher proportion of men in the higher grades impacts the gender pay gap figures.
- Men continue to receive a higher proportion of the total number and value of market related additional payments. The gap in the average value of payments has increased since 2020.
- Both genders are more likely to be appointed above the grade minimum from Grade 6 upwards. Across most grades men are more likely to be appointed above the grade minimum than women.

[^2]
## Staff Statistical Information (SSI)

This report is required explicitly in Statutes and Ordinances, as part of the Second Joint Report of the Council and General Board on pay and grading arrangements for non-clinical staff (Reporter, 6002, 2004-5, p 745). The SSI is anonymised statistical information about the number of non-clinical staff on each step of the single spine, and on the payments additional to stipend (excluding clinical payments). It relates only to employees with the Academic University on the Single Pay Spine (i.e. excluding clinical school staff and those working for Cambridge University Press and Assessment).

In 2022, a new Academic contract type was introduced, Academic (Teaching and Scholarship). A number of employees in Teaching-focused roles in certain grades which had previously been on Academic-Related contract types transferred to the new Academic (Teaching and Scholarship) contract, and as a result the numbers of Academic staff have increased since the 2021 report.

Please see Annex B for the SSI report.

## Student Overview

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

## Student Numbers

## Student numbers by gender

In 2021-22, female students comprised 49.4\% of all undergraduate students (UG), 50.0\% of all taught postgraduate students (PGT) and 45.5\% of all research postgraduate students (PGR) (Figure 23). These proportions have been consistent over a number of years at the University. $0.9 \%$ of all students gave their gender as Other.

This proportion of female students compares against a Russell Group average of $54.6 \%$ and $60.8 \%$ of undergraduate, all taught postgraduate students (PGT) and $48.8 \%$ of all research postgraduate students (PGR) in 2020-21.


Figure 23: Student numbers by gender (2021-22)

## Student numbers by ethnicity

Figure 24 shows that students from a BAME background made up $35.3 \%$ of all undergraduate students (UG), 44.7\% of Taught postgraduates (PGT) and $35.4 \%$ of Research postgraduate students (PGR) who disclosed their ethnicity in 2021-22.

Of students domiciled in the UK, 29.5\% of UG students, $27.1 \%$ of PGT and $21.0 \%$ of PGR were BAME.

This compares against a Russell Group average for UK students of 24.0\% UK BAME, 22.2\% of all PGT students and 17.1\% of all PGR students in 2020-21.


Figure 24: All student numbers by known ethnicity - disclosed ethnicity (2021-22)

## Student numbers by disability

In 2021-22, students with a declared disability comprised $14.9 \%$ of all UG students, $14.9 \%$ of all PGT students and $13.4 \%$ of all PGR students. Of these students $30.6 \%$ disclosed a mental health condition, such as depression, schizophrenia or anxiety disorder, and 30.4\% a Specific Learning Difficulty. This continues a steady increase in the proportion of students who have reported a disability since 2015-16.

This compares against a Russell Group average of $15.2 \%$ declared disability, $10.4 \%$ of all PGT students and 11.3\% of all PGR students in 2020-21.


Figure 25: Student numbers by disability status (2021-22)

## Undergraduate Admissions

## Undergraduate Admissions by gender

In 2021 there were fewer applications to the University from prospective students who were female (49.1\%). Female students made up 49.9\% of those offered places (Figure 26). This compares against a Russell Group average of $55.4 \%$ for first year admissions in 2020-21.

## Undergraduate Admissions by ethnicity (home students)

Students from a BAME background comprised $36.1 \%$ of home undergraduate applicants, up from $21.9 \%$ in 2015. 31.2\% of all offers and $31.5 \%$ of all students who accepted a place in 2021-22 were BAME (Figure 27). This compares against a Russell Group average of $25.2 \%$ BAME for first year undergraduate admissions in 2020-21.

## Undergraduate Admissions by disability

There were 2,006 applicants with a declared disability ( $8.8 \%$ of all undergraduate student applicants - an increase from 6.6\% in 2017); of these 360 were accepted ( $8.9 \%$ of total undergraduate acceptances). This compares against a Russell Group average of $13.0 \%$ declared disability for first year undergraduate admissions in 2020-21.

Figure 27: Home undergraduate admissions by ethnicity (October 2021)


Figure 28: Undergraduate admissions by declared disability (October 2021)
27.3\% of those students declaring a disability who were accepted into the
University disclosed a Specific Learning Disability (such as dyslexia). Disclosure of disability tends to increase post admission, with the Accessibility and Disability Resource Centre reporting that $35-40 \%$ of the students on their records disclosed after being admitted ${ }^{4}$.

[^3]
## Graduate Admissions

## Graduate Admissions by gender

In 2021-22 there were 15,403 male, and 14,608 female, applicants ( $51.3 \%$ female)
(Figure 29). This compares against a Russell Group average of 59.8\% for first year postgraduate admissions in 2020-21. 31.8\% of female applicants were offered admission, compared to $31.1 \%$ of male ${ }^{5}$.

## Graduate Admissions by ethnicity

In 2021-22 applications were received from 10,612 White and 16,882 BAME students (61.4\% of all applicants) (Figure 30). 23.3\% of BAME applicants were offered admission, compared to $42.0 \%$ of White applicants.

This compares against a Russell Group average of $24.0 \%$ BAME for first year postgraduate admissions in 2020-21.


Figure 29: Graduate admissions by gender (2021-22)


Figure 30: Graduate admissions by ethnicity (2021-22)


Figure 31: Graduate admissions by declared disability (2021-22)

## Graduate Admissions by disability

In 2021-22 applications were received from 2,676 students with a declared disability (9.5\% of total student applications (Figure 31). Of those who accepted offers from the University, 655 were disabled. It should be noted that success rates for students receiving offers varies considerably by disability, with an overall success rate of $38.0 \%$ compared to $29.5 \%$ for those without a disability.
This compares against a Russell Group average of $9.5 \%$ declared disability for first year postgraduate admissions in 2021-22.

[^4]
## Undergraduate Degree Attainment

## Undergraduate degree attainment by gender

The percentage of female students gaining first class examination results was $24.0 \%$ compared with $31.9 \%$ of males, a gender awarding gap of 7.9\% (6.0\% in 2020-21; Table 3). This gender awarding gap was reversed for 'good degrees' with $80.7 \%$ of men and $81.0 \%$ of females receiving an examination classification of 2:1 or above.

This compares against a Russell Group average gender awarding gap of 1.9\% in favour of females receiving first class honours in 2020-21.

|  | Class I | Class I <br> Division <br> I | Class II <br> Division <br> II and <br> lower |
| :---: | :---: | :---: | :---: |
| Male | $31.9 \%$ | $48.8 \%$ | $19.3 \%$ |
| Female | $24.0 \%$ | $57.0 \%$ | $19.0 \%$ |

Table 3: UK domiciled students - undergraduate examination results by gender 2021-22

## Undergraduate degree attainment by ethnicity

The percentage of White students gaining first class examination results was $30.2 \%$ compared with $21.4 \%$ of BAME students, an ethnicity awarding gap of $8.8 \%$ ( $8.9 \%$ in 2020-21; Table 4). This gap remained constant for first class or upper second-class honours degree, with $74.5 \%$ of BAME and $83.3 \%$ of White students receiving an examination classification of 2:1 or above.

This compares against a Russell Group average ethnicity awarding gap of 4.9\%
in favour of White students receiving first class honours in 2020-21.


Table 4: UK domiciled students - undergraduate examination results by ethnicity 2021-22

## Undergraduate degree attainment by disability

Table 5 shows that the percentage of students with no disability gaining first class examination results was $28.1 \%$ compared with $25.7 \%$ of students who had declared a disability, an awarding gap of 2.4\% (3.3\% in 2020-21). This gap reduced for first class or upper secondclass honours degrees, with $81.4 \%$ of students with no declared disability and $78.1 \%$ of declared disabled students receiving an examination classification of 2:1 or above. Analysis of this data to a more granular level is complicated by small numbers.

This compares against a Russell Group average disability awarding gap of 3.4\% in favour of students with no disability receiving first class honours in 2020-21.

|  | Class I | Class I <br> Division <br> I | Class II <br> Division <br> II and <br> lower |
| :---: | :---: | :---: | :---: |
| No <br> disability | $28.1 \%$ | $53.3 \%$ | $18.6 \%$ |
| Declared <br> Disability | $25.7 \%$ | $52.4 \%$ | $21.9 \%$ |

Table 5: UK domiciled students - undergraduate examination results by disability 2021-22

## Staff - Definitions and Notes

This E\&D Information Report is derived from the HR CHRIS ${ }^{6}$ system at a 31 March 2022 census date, with the exception of the recruitment data which covers the period 1 April 2021 to 31 March 2022.

Any person who holds a University office or post and has a University contract of employment is considered to be an employee. Employees are categorised as Academic, Professional Services Staff (which comprises Academic-Related and Assistant staff) or Researcher on the basis of the main duties of their post. Academic roles are further disaggregated into Academic staff types, namely Assistant Professor, Associate Professor, and Professor.

The staff numbers presented are of individual staff members (headcount) rather than full time equivalent (FTE). Full-time staff are defined for the purpose of this report as being employed at 1 FTE (full-time equivalent). Part-time staff are defined as being employed at less than 1 FTE.

Where staff had multiple contracts or in cases where contracts involve more than one activity, a set rule was applied for non-Academic staff. The individual was assigned to the position with the highest FTE, or if the FTEs were identical, the staff member was assigned to the position that they had held for the longest period of time. In
cases where Academic staff held both an Academic and Research post, they were assigned to their Academic role. Positions held in association with a substantive full-time appointment, including Associate Lectureships, Heads of Department and Chairs of Faculty Boards, were not counted.

Each post is assigned to a specific grade within the grading structure 1$12^{7}$. The grades overlap with staff groups so members of different staff groups can be employed on the same grade, but with different core roles and responsibilities. Staff are defined as having either permanent (open-ended) or fixed contracts. Those on fixed contracts are employed for a fixed term period or have an end date on their contract of employment due to limited funding available.

Where staff information categories would include numbers of less than five, information has not been included in accordance with Higher Education Statistics Agency (HESA) policy in order to protect the confidentiality of individuals ${ }^{8}$.

Due to rounding to one decimal place, some total percentages may not equal $100 \%$. No statistical testing has been conducted due to the small number of staff in many of the categories and protected groups.

## Disability (staff)

Disability is recorded within the CHRIS system using the HESA staff categories ${ }^{9}$. HESA has a number of disability fields for staff disclosure at either recruitment or during employment at the University.

## Ethnicity (staff)

Ethnicity data has been combined for easier comparison. Staff or applicants who disclosed their ethnicity as the following have been aggregated as Black, Asian and Minority Ethnic (BAME):

- Arab
- Asian or Asian British - Bangladeshi
- Asian or Asian British - Indian
- Asian or Asian British - Pakistani
- Black or Black British African
- Black or Black British Caribbean
- Chinese
- Mixed Ethnicity
- Other Asian Background
- Other Black Background
- Other ethnic background

The University records White - British, White - Irish and White - Other, which for the purposes of this data has been aggregated as White.

Staff and applicant data on nationality have been aggregated into Non-UK and UK.

## Recruitment data

Recruitment data cover applications submitted between $1^{\text {st }}$ April 2021 and $31^{\text {st }}$ March 2022.

## Promotions data

For the ACP data provided, please note that:

- Eligible values are as at $31^{\text {st }}$ March 2022
- Eligible for Grade 12 Professorships are current Professors (Grade 11)/Readers
- Eligible for Grade 11 Professorships are current Associate Professors (Grade 0 )/Lecturers and Associate Professors (Grade 10)/Senior Lecturers
- Eligible for Grade 10 Associate Professorships are current Assistant Professors/Associate Professors (Grade 9)/Lecturers.
- Applied and Successful values are the average annual number over the last three rounds of academic promotions (2019, 2020, 2022)


## Benchmarking

Where useful, data from the other Russell Group universities has been provided for benchmarking purposes. These data have been sourced from HESA via the Higher Education Information Database for Institutions (HEIDI) online tool. The latest available information was for 2020-21 year.

## Students - Definitions and Notes

The enclosed student figures are a summary of information sourced from reports and publications produced by the Business Information and Strategic Insights team, Postgraduate Admissions Office and the Cambridge Admissions Office. Further detailed information for all students is available from these sections. The information has been presented in line with the requirements of the Equality Act 2010 public sector equality duty which obliges higher education institutions to publish information about the people affected by its policies and practices; in this case students.

No significance testing has been performed due to the low numbers of students in many of the protected groups. All student figures are the latest available and in most cases are for the academic year 2021-22 unless otherwise specified. For full information and definitions on student figures please refer to the CamDATA website: www.admin.cam.ac.uk/univ/camdata/. Please note that due to rounding to one decimal place, some total percentages may not equal 100\%.

Human Resources

## Equal Pay Review 2022

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## 1. Background

The University of Cambridge is committed to the principles of equal pay for work of equal value, freedom from discrimination and recognition and reward of the University's staff as its greatest asset. As part of this commitment the University analyses equal pay data annually. Previously the Equal Pay Report (EPR) has been published biennially; the Human Resources Committee agreed, with effect from 2021 to publish the EPR annually.

## What is an Equal Pay Review?

An equal pay review is a statistical analysis of an organisation's pay and Human Resources data to identify any gender pay differences. It is recommended in the statutory Code of Practice (Equality and Human Rights Commission 2011) as an effective means of ensuring that a pay system delivers equal pay.

## How was the Equal Pay Review 2022 conducted?

The Equal Pay Review 2022 was prepared in consultation with representatives from the University's trade unions, schools, faculties, departments (and equivalent) and the Human Resources Division, including the Equality, Diversity and Inclusion and HR Business \& Analysis sections.

The review represents data collected as at $31^{\text {st }}$ March 2022 and compares the number of employees by gender and the pay of men and women carrying out work of equal value or work rated as equivalent (grade). Consistent with previous years, this review includes in its analysis all University employees on the single salary spine in all grades (1 to 12), where their salary is determined by the University.

Any difference between the average pay of men and women is referred to as a gender 'pay gap', calculated by dividing the difference between the average pay of women and men by the average pay for men. A value above zero indicates the figure is in favour of men, and a value lower than zero indicates the gap is in favour of women. For further information on the methodology used in this Equal Pay Review please refer to Appendix F.

## 2. Key Findings

- Women occupy $53.8 \%$ of positions, this has increased year on year for over 10 years.
- The gender pay gap including additional payments (total pay) is $\mathbf{1 7 . 6 \%}$ and excluding additional payments (basic pay) is $15.7 \%$. The base pay gap has decreased by $33 \%$ and the total pay gap has decreased by $25 \%$ since the first review was published in 2008.
- Men continue to occupy a higher proportion of the positions at the higher end of the pay scale compared to women, and vice versa, but the percentage of women in grades 9 and above is increasing.
- A breakdown of average salary by grade shows smaller gender pay gaps. Base pay gaps range from $-1.1 \%$ to $3.8 \%$. Total pay gaps range from $-0.3 \%$ to $6.3 \%$. While some grades show women are paid more than men for base pay, across all grades men's total pay is higher than women's total pay. The figures indicate that the higher proportion of men in the higher grades impacts the gender pay gap figures.
- Men continue to receive a higher proportion of the total number and value of market related additional payments. The gap in the average value of payments has increased since 2020.
- Both genders are more likely to be appointed above the grade minimum from Grade 6 upwards. Across most grades men are more likely to be appointed above the grade minimum than women.


## 3. Main Report

### 3.1. Overall figures and trend analysis

## Employee gender profile by year and in comparison to the sector ${ }^{1}$

Table 1: Comparison of University of Cambridge with UK workforce gender representation

| Benchmark | Women (\%)** |  |  |  |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{2 0 1 4}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8}$ | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 0}$ | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ |  |
| Cambridge Equal <br> Pay Review | $49.9 \%$ | $50.3 \%$ | $50.8 \%$ | $51.3 \%$ | $52.1 \%$ | $52.5 \%$ | $53.4 \%$ | $53.5 \%$ | $53.8 \%$ |  |
| UK Higher <br> Education Sector* | $53.8 \%$ | $54.0 \%$ | $54.1 \%$ | $54.2 \%$ | $54.3 \%$ | $54.3 \%$ | $54.7 \%$ | $54.7 \%$ | $* * *$ |  |

* Source: HESA - Staff at Higher Education Institutions in the UK (table 2)
** From 2019/20 HEl's have not been required to report non academic staff numbers - HEl's not reporting are removed from the totals
*** data not yet available
- The proportion of men and women at the University has remained fairly equal over time but since 2015 has shifted from a higher proportion of men to an increasingly higher proportion of women.
- Women now represent $53.8 \%$ ( 6,468 employees) of the workforce, the proportion of women has increased each year since 2013.
- The proportion of women at the University has remained consistently lower than in the UK Higher Education Sector, but the gap has decreased from high of $4.4 \%$ in 2012 to $1.2 \%$ in 2021.


## Gender pay gap by year

Chart 1: Percentage Pay Gap by Year (illustration), University of Cambridge


200820092010201120122013201420152016201720182019202020212022

- The overall mean gender basic pay gap has decreased year on year (down from 23.4\% in 2008 $15.7 \%$ in 2022).
- The overall mean gender total pay gap has decreased year on year (down from 24.0\% in 2008 $17.6 \% \%$ in 2022).

[^5]Table 2: Percentage Pay Gap by Year (full details), University of Cambridge

| Year | Average (mean) basic pay |  |  |  | Average (mean) total pay |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Women | Men | Difference | $\begin{gathered} \text { Pay Gap } \\ \text { (Basic } \\ \text { Pay) } \\ \hline \end{gathered}$ | Women | Men | Difference | Pay Gap (Total Pay) |
| 2008 | £28,183 | £36,810 | £8,627 | 23.4\% | £28,247 | £37,157 | £8,910 | 24.0\% |
| 2009 | £29,772 | £38,703 | £8,931 | 23.1\% | £29,969 | £39,336 | £9,367 | 23.8\% |
| 2010 | £30,253 | £39,139 | £8,886 | 22.7\% | £30,452 | £39,804 | £9,352 | 23.5\% |
| 2011 | £30,603 | £39,488 | £8,885 | 22.5\% | £30,811 | £40,260 | £9,449 | 23.5\% |
| 2012 | £31,023 | £39,698 | £8,675 | 21.9\% | £31,230 | £40,608 | £9,378 | 23.1\% |
| 2013 | £31,651 | £40,180 | £8,529 | 21.2\% | £31,900 | £41,223 | £9,323 | 22.6\% |
| 2014 | £32,111 | £40,188 | £8,076 | 20.1\% | £32,384 | £41,416 | £9,032 | 21.8\% |
| 2015 | £33,164 | £41,117 | £7,953 | 19.3\% | £33,436 | £42,243 | £8,807 | 20.8\% |
| 2016 | £33,734 | £41,444 | £7,710 | 18.6\% | £34,091 | £42,717 | £8,626 | 20.2\% |
| 2017 | £34,282 | £41,973 | £7,691 | 18.3\% | £34,693 | £43,359 | £8,666 | 20.0\% |
| 2018 | £34,976 | £42,713 | £7,738 | 18.1\% | £35,414 | £44,177 | £8,763 | 19.8\% |
| 2019 | £35,956 | £43,394 | £7,438 | 17.1\% | £36,427 | £44,833 | £8,406 | 18.7\% |
| 2020 | £36,800 | £44,307 | £7,507 | 16.9\% | £37,295 | £45,948 | £8,653 | 18.8\% |
| 2021 | £37,485 | £44,838 | £7,352 | 16.4\% | £38,021 | £46,497 | £8,476 | 18.2\% |
| 2022 | £38,504 | £45,676 | £7,173 | 15.7\% | £39,100 | £47,455 | £8,355 | 17.6\% |

- The gender base pay gap has decreased by $32.4 \%$ and the total pay gap by $26.7 \%$ since the Equal Pay Review was first published in 2008.
- Average basic and total pay ( $£$ ) values continue to increase each year for both genders.
- Average salaries of men have remained consistently higher than women's; in most years (11 out of 14 years) the difference has reduced. The average decrease was larger ( $£ 156$ ), than the average increase ( $£ 140$ ).
- Since 2008 average pay for women has increased by $36.6 \%$, in comparison to men whose average has increased by $24.1 \%$.

Table 3: Comparison of University of Cambridge mean base pay gap with UK public and private sectors

| Benchmark | \% pay gap (mean) basic pay in favour of men |  |  |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{2 0 1 4}$ | $\mathbf{2 0 1 5}$ | $\mathbf{2 0 1 6}$ | $\mathbf{2 0 1 7}$ | $\mathbf{2 0 1 8}$ | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 0}$ | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ |
| Cambridge Equal Pay <br> Review | $20.1 \%$ | $19.3 \%$ | $18.6 \%$ | $18.3 \%$ | $18.1 \%$ | $17.1 \%$ | $16.9 \%$ | $16.4 \%$ | $15.7 \%$ |
| UK public sector* | $17.7 \%$ | $17.9 \%$ | $17.8 \%$ | $17.7 \%$ | $17.4 \%$ | $15.7 \%$ | $14.7 \%$ | $14.6 \%$ | $13.6 \%^{*}$ |
| UK private sector* | $22.6 \%$ | $22.7 \%$ | $21.9 \%$ | $20.9 \%$ | $20.6 \%$ | $19.9 \%$ | $16.8 \%$ | $17.7 \%$ | $16.7 \%^{*}$ |

Source: Office of National Statistics Annual Survey of Hours and Earnings gender pay gap table 13.12 (ONS may revise previous years data) *Provisional data at the time of reporting

- The overall mean gender base pay gap at the University has remained consistently higher than the UK public sector over the last ten years, by an average of $1.5 \%$. The lowest difference was seen in 2017 ( $0.6 \%$ ), the gap currently stands at $2.1 \%$.
- The overall mean gender pay gap at the University has remained consistently lower than the UK private sector by an average of $2.1 \%$ over the last ten years. The gap in the UK private sector reduced significantly (by $2.9 \%$ ) in 2020, the ONS (The Office for National Statistics) noted this reduction was driven by a reduction in the pay gap for the 'managers, directors and senior officials occupation group'.


### 3.2. Employee gender profile

## By grade

Chart 2: Number of employees at each grade by gender


Table 4: Proportion of total gender population by grade

| Gender | \% of Total Gender Population by Grade |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | All |
| Women | 3.0 | 2.0 | 5.0 | 9.8 | 18.1 | 8.0 | 25.7 | 8.0 | 11.3 | 3.7 | 2.1 | 3.2 | 100 |
| Men | 2.6 | 2.1 | 4.3 | 4.3 | 10.8 | 4.8 | 30.3 | 6.5 | 13.7 | 4.9 | 5.1 | 10.6 | 100 |

- Men continue to occupy a higher proportion of the positions in grades at the higher end of the pay scale ( $59.1 \%$ ) of the positions in grades 9 to 12). This is a decrease of $1.3 \%$ from the 2020 report (60.4\%).
- Women occupy a higher proportion of positions in grades 1 to 6 of the pay scale ( $64.8 \%$ ). This has increased slightly over the previous reports ( $64.5 \%$ in 2021, and $64.4 \%$ in 2020).
- The lowest proportion of women continues to be in grade 12, but this proportion has increased to its highest level ( $26 \%$ ), up from $16.5 \%$ in 2012 , and nearly double the proportion compared to the $13.1 \%$ seen in the 2008 report.

By staff category (Appendices A2 to A5)

| Staff category | Gender profile by Employment Type |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: |
|  | Grade range | Women | Women \% | Men | Men \% |
| Academic | 5 to 12 | 621 | $35.9 \%$ | 1,110 | $64.1 \%$ |
| Research | 5 to 12 | 1,703 | $46.0 \%$ | 2,002 | $54.0 \%$ |
| Academic-Related | 5 to 12 | 1,651 | $60.4 \%$ | 1,081 | $39.6 \%$ |
| Assistant | 1 to 8 | 2,494 | $64.7 \%$ | 1,361 | $35.3 \%$ |


| Overall |  | 6,468 | $53.8 \%$ | 5,554 | $46.2 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- |

- While the lowest proportion of women are employed in Academic roles, the proportion continues to increase from the $27.1 \%$ seen in 2012, an increase of $32 \%$ over the period.
- The Research staff category has seen a slight decrease ( $0.2 \%$ ) in the proportion of women ( $46.0 \%$ compared to $46.2 \%$ in 2021), this group has averaged $46.1 \%$ over the last ten years.
- The proportion of women in Academic-Related roles has increased in each report over the past ten years, from 49.9\% in 2012 to 60.4\% in this year's report.
- The highest proportion of women remain within the Assistant staff category, where women occupy $64.7 \%$ of positions. The proportion of women in this group has remained stable over the past ten years, with an average proportion of women of $63.6 \%$.


### 3.3. Average Pay (Appendices A1-B5)

Gender pay analysis by grade
Table 5: \% Pay Gap by Grade in 2022

| Grade | Average (mean) basic pay |  |  |  | Average (mean) total pay |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Women | Men | Difference | Pay gap (\%) | Women | Men | Difference | Pay gap (\%) |
| 1 | £18,863 | £18,865 | £2 | 0.0\% | £19,554 | £19,657 | £103 | 0.5\% |
| 2 | £19,774 | £19,892 | £118 | 0.6\% | £19,970 | £20,075 | £105 | 0.5\% |
| 3 | £22,468 | £22,702 | £234 | 1.0\% | £22,531 | £23,765 | £1,234 | 5.2\% |
| 4 | £26,028 | £26,266 | £238 | 0.9\% | £26,140 | £26,546 | £406 | 1.5\% |
| 5 | £30,086 | £30,312 | £226 | 0.7\% | £30,135 | £30,421 | £286 | 0.9\% |
| 6 | £33,827 | £34,511 | £684 | 2.0\% | £33,932 | £34,732 | £800 | 2.3\% |
| 7 | £37,803 | £37,744 | -£59 | -0.2\% | £37,901 | £37,791 | -£110 | -0.3\% |
| 8 | £45,474 | £47,279 | £1,805 | 3.8\% | £45,662 | £47,470 | £1,808 | 3.8\% |
| 9 | £51,242 | £51,623 | £381 | 0.7\% | £52,504 | £52,810 | £306 | 0.6\% |
| 10 | £60,845 | £60,905 | £60 | 0.1\% | £62,468 | £63,136 | £668 | 1.1\% |
| 11 | £64,989 | £64,256 | -£733 | -1.1\% | £67,800 | £68,336 | £536 | 0.8\% |
| 12 | £90,324 | £93,289 | £2,965 | 3.2\% | £97,731 | £104,297 | £6,566 | 6.3\% |
| Overall | £38,504 | £45,676 | £7,172 | 15.7\% | £39,100 | £47,455 | £8,355 | 17.6\% |

- Due to the higher proportion of men occupying positions at the higher end of the pay scale compared to women, the gender pay gap figures are smaller within each grade compared to the overall gender pay gaps, in most cases by a large margin.
- Compared to the 2021 report both the base and total pay gaps for each grade have remained stable. For base pay, the difference between 2021 and 2022 pay gaps ranges from a 0.5\% decrease (grades 9 and 12) to a $0.5 \%$ increase (grade 6 ). The range for difference in the total pay gaps between 2021 and 2022 is from a decrease of $0.7 \%$ (grade 1) to an increase of $0.7 \%$ (grade 6).
- Grade 8 has the highest base pay gap (3.8\%) an increase from the 2021 report of $0.2 \%$ (3.6\%).
- Grade 12 has the highest total pay gap ( $6.3 \%$ ), this has decreased by $0.1 \%$ from the 2021 report (6.4\%).
- The total pay gap in grade 3 is primarily due to additional payments made to security staff in relation to the 24 hour patrol service, shifts and unsocial hours working required in the role.
- The awarding of market related supplements primarily influences the total pay gap at grade 12 , the majority of which ( $65.7 \%$ based on number of awards, and $75.9 \%$ based on total value) are awarded to men.

Gender pay analysis by staff category
Table 6: \% Pay gap by staff category

| Staff category | Average (mean) basic pay |  |  |  | Average (mean) total pay |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Women | Men | Average | Pay gap <br> (\%) | Women | Men | Average | Pay gap <br> (\%) |
| Academic | $£ 60,402$ | $£ 70,185$ | $£ 66,675$ | $\mathbf{1 3 . 9 \%}$ | $£ 63,437$ | $£ 76,580$ | $£ 71,865$ | $\mathbf{1 7 . 2 \%}$ |
| Research | $£ 39,182$ | $£ 41,637$ | $£ 40,508$ | $5.9 \%$ | $£ 39,538$ | $£ 42,111$ | $£ 40,928$ | $\mathbf{6 . 1 \%}$ |
| Academic-Related | $£ 46,218$ | $£ 51,015$ | $£ 48,116$ | $9.4 \%$ | $£ 46,820$ | $£ 52,155$ | $£ 48,931$ | $\mathbf{1 0 . 2 \%}$ |
| Assistant | $£ 27,478$ | $£ 27,389$ | $£ 27,446$ | $-0.3 \%$ | $£ 27,627$ | $£ 27,830$ | $£ 27,699$ | $\mathbf{0 . 7 \%}$ |
| Overall | $£ 38,504$ | $£ 45,676$ | $£ 41,817$ | $\mathbf{1 5 . 7 \%}$ | $£ 39,100$ | $£ 47,455$ | $£ 42,960$ | $\mathbf{1 7 . 6 \%}$ |

- The Academic staff category has both the highest basic pay gap (13.9\%) and total pay gap (13.4\%). Both have increased since 2021 (base pay by $3.2 \%$ and total pay by $3.8 \%$ ). Both are at their highest level in the last 10 years.
- The Academic-Related staff group has the second highest base and total pay gap, both have decreased since the 2021 report (base pay by $0.9 \%$ and total pay by $1.6 \%$ ).
- The Research staff category continues to show the third highest basic pay (5.9\%) and total pay (6.1\%) gaps. Both have decreased since the 2021 report (basic pay by $0.7 \%$ and total pay by $0.8 \%)$.
- The Assistant staff category continues to show the lowest basic pay (-0.3\%) and total pay (0.7\%) gaps. Both gaps are at the lowest level since 2012 when the gaps were 2\% (base) and 3.5\% (total).


### 3.4. Additional Payments (Appendices C1 - D2)

Additional payments comprise longer term pensionable payments and ad-hoc, shorter-term nonpensionable payments. Additional payments can be either discretionary e.g. additional hours, additional responsibility payments, or are linked to a role e.g. head of department or secretary of a faculty board. The levels are determined by the University through policy or custom and practice and are approved through governing bodies relevant to the payment. When additional payments are added to basic pay the overall pay gap increases from $15.7 \%$ to $17.6 \%$. Further analysis is provided below:

## Additional non-pensionable payments (Appendix C1)

Table 7: Non-pensionable payments by gender

| Non-pensionable <br> payments | Women | Men | Total |
| :---: | :---: | :---: | :---: |
| Number | $567(45.1 \%)$ | $690(54.9 \%)$ | 1257 |
| Value | $£ 736,362(31.8 \%)$ | $£ 1,580,377(68.2 \%)$ | $£ 2,316,739$ |
| Average payment value | $£ 1,299$ | $£ 2,290$ | $£ 1,843$ |

- Men received a higher proportion of the total number of non-pensionable additional payments ( $54.9 \%$ ), this figure has decreased slightly over the last ten years ( $58 \%$ in 2012).
- Men also received a considerably higher proportion of the total value of non-pensionable additional payments (68.2\%) a decrease both from 2021 (71.2\%) and from the high of $83.2 \%$ (2014).
- On average, women were paid £991.70 less per non-pensionable payment than men. This gap has decreased since the 2021 report $(£ 1,029.38)$ but is an increase compared to the 2020 report (£839.67).
- Compared to the 2021 report, the average value per payment has increased for women by more than men ( $23.2 \%$ compared to $10 \%$ ).
- The average payment to women $(£ 1,299)$ was $43.3 \%$ lower than the average payment to men $(£ 2,290)$. The gap in payment values has reduced from the high of $71.3 \%$ that was seen in 2014 (£2,472 compared to £710).


## Additional pensionable payments (Appendix $\underline{\text { C2 }}$ and $\underline{\text { C3 }}$ )

Table 8: Pensionable payments by type and gender

| Pensionable <br> payments | Women |  | Men |  | Total |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Number | Value | Number | Value | Number | Value |
| Discretionary | 236 | $£ 470,809$ | 170 | $£ 703,100$ | 406 | $£ 1,173,909$ |
| Linked to a role | 492 | $£ 2,243,465$ | 474 | $£ 1,160,361$ | 966 | $£ 3,403,826$ |
| Total Number | 728 | $£ 271,4274$ | 644 | $£ 1,863,461$ | 1372 | $£ 4,577,735$ |

- Women received a higher proportion of the total number of pensionable additional payments (51.7\%), an increase compared to 2021 (49.1\%) the first time in 10 years that women have received more than half of the payments ( $37.6 \%$ in the 2012 report).
- Men still received a higher proportion of the total value of pensionable additional payments ( $64.4 \%$ ). The gap has decreased each year since the $21.4 \%$ seen in the 2012 report.
- For payments that are linked to a role, women received a higher proportion of these than men ( $58.1 \%$ compared to $41.9 \%$ ), whereas men received slightly more payments that were not linked to their role (50.9\% compared to 49.1\%)
- For payments linked to the role, women were paid on average $51.7 \%$ less than men (a gap of $£ 2,141$ ), the gap was smaller where the payment was not linked to the role, with women being paid $46.3 \%$ less than men ( $£ 2,111$ ).
- Across both types of pensionable payment, women were, on average paid $£ 2,153.58$ less per payment than men; this gap has decreased by $£ 250.97$ since 2021 ( $£ 2,404.55$ ), but has increased from 2020 ( $£ 1,980.64$ ).


## Market related payments (Appendix C4)

Market related payments are paid to secure the recruitment or retention of an individual where evidence indicates that similar posts outside the University command a higher salary. These payments are awarded under either the Market Pay (MP) or Advanced Contribution Supplement (ACS) schemes.

Table 9: Market related payments by gender and occupational category

| Occupational Category | Women |  | Men |  |
| :---: | :---: | :---: | :---: | :---: |
|  | Recruitment | Retention | Recruitment | Retention |
| Academic | 32 (£406,334.23) | 45 (£691,679.24) | 81 (£1,957,905.82) | 119 (£2,925,035.03) |
| Academic-Related | 34 (£351,000.09) | 20 (£311,507.20) | 36 (£531,604.28) | 21 (£420,656.66) |
| Assistant |  |  |  |  |
| Research | 3 (£154,156.03) | 4 (£14,685.94) | 4 (£204,855.03) | 3 (£32,773.01) |
| Total Number | 69 | 69 | 121 | 143 |
| Total Value | £911,490 | £1,017,872 | £2,694,365 | £3,378,465 |
| Combined Total | 138 |  | 264 |  |
| Combined Value | £1,929,363 |  | £6,072,830 |  |

- Men received a higher proportion of the number of market related payments ( $65.7 \%$ ), a decrease of $1.4 \%$ from the 2021 report ( $67.1 \%$ ) and a decrease of $17.7 \%$ from the 2012 report ( $93.6 \%$ ).
- Men receive a greater share of the total value of market pay received ( $75.9 \%$ ), this has increased slightly from 2021 75.2\%), but has decreased significantly since 2012 (93.6\%).
- On average women were paid $£ 9,022$ less per market related payment than men ( $£ 13,981$ compared to $£ 23,003$ ), an increase of $£ 2,200$ from the 2021 report. This is the largest the gap has been in the previous 10 years.
- Average payments to women are $39 \%$ lower than those received by men. This gap has increased since 2016 (20.3\%), but is lower than in 2012 (64\%).
- The average payment value for women has decreased slightly since the 2021 report ( $0.9 \%$ ), whereas the average payment for men increased by $10 \%$.
- A higher proportion of awards to men were for retention purposes (54.2\%), a slight decrease from the $56.7 \%$ in the 2021 report, for women payments were evenly split between recruitment and retention (50\% each).
- The majority of market payment awards for women are at grade 9 ( $40.6 \%$ ), whereas for men the majority of awards are at grade $12(49.2 \%)$. Of the 163 awards in grade 12, men receive just under four times as many awards as women ( $79.8 \%$ for men compared to $20.2 \%$ for women).


## Contribution payments (Appendices D1 and D2)

Contribution increments (a spine point movement within the employee's grade) and single contribution payments (a one-off payment of $2 \%$ or $3 \%$ of salary) are awarded under the annual Contribution Reward Scheme for Assistant and Academic-Related staff in grades 1 to 11 for exceptional contribution.

Table 10: Amount of Contribution Increments awarded by gender

| Contribution points <br> awarded | Women |  | Men |  |
| :---: | :---: | :---: | :---: | :---: |
|  | Number | $\%$ | Number | $\%$ |
| 1 Point | 257 | $65.2 \%$ | 137 | $34.8 \%$ |
| 2 Points | 107 | $69.0 \%$ | 48 | $31.0 \%$ |
| 3 Points | 13 | $65.0 \%$ | 7 | $35.0 \%$ |
| Total | 377 | $66.3 \%$ | 192 | $33.7 \%$ |

- A higher proportion of employees receiving contribution increments were women (66.3\%), a small decrease compared with 2020 ( $68.6 \%$ ) when the scheme last ran.
- The number of men and women who received 2 or 3 increments increased compared to the 2020 round, with women receiving $\mathbf{1 1 . 2 \%}$ more awards ( 120 compared to 62 ), and men $6.9 \%$ more awards ( 55 compared to 30 ) at this level.
- There was no significant difference between the level of successful awards based on working pattern, with $91.9 \%$ part-time employees and $91.7 \%$ of full-time employees successfully applying.
- Part-time women were as likely to receive an award ( $91 \%$ successful) when compared to full-time women ( $93.1 \%$ successful). For men there was a larger gap with $90 \%$ of full-time men being successful compared to $100 \%$ of part-time men.

Table 11: Single contribution payment type by gender

| Single Contribution <br> Payment | Women |  | Men |  |
| :---: | :---: | :---: | :---: | :---: |
|  | Number | $\%$ | Number | $\%$ |
| 2\% Team Award | 149 | $51.9 \%$ | 138 | $48.1 \%$ |
| 3\% Individual Award | 244 | $65.1 \%$ | 131 | $34.9 \%$ |
| Total | 393 | $59.4 \%$ | 269 | $40.6 \%$ |

- A higher proportion of employees receiving single contribution payments were women (59.4\%), although this was broadly proportionate with the gender split of the eligibility pool, with women making up $56.8 \%$ of eligible employees
- Part time employees were slightly more likely to be awarded a single contribution payment, with $91 \%$ of part time employees receiving an award compared to $87.5 \%$ of full time employees.
- Part time women were just as likely to receive an award ( $91.2 \%$ successful) when compared to full time women ( $93 \%$ successful). For men there was a larger gap with $81.6 \%$ of full time men being successful compared to $94.1 \%$ of part time men.


### 3.5. New Employees (Appendices E1 - E3)

- Of the 2,108 employees recruited to the University from 1 April 2021 to 31 March 2022, 55.7\% $(1,175)$ were women and $44.2 \%$ ( 933 ) were men.
- Women were more likely than men to be appointed in grades 1 to 6 , with $55.3 \%$ (650) of women and $44.7 \%$ (525) of men appointed to these grades.
- In grades $\mathbf{7}$ to 12 there were 1,112 new appointments. The proportion of women appointed in these grades has decreased slightly from the 2021 report ( $51.7 \%$ down to $44.7 \%$ ).
- The proportion of men appointed in grades 7 to 12 has decreased to $63 \%$ from $67.2 \%$ seen in 2021.
- Across all grades, $72.1 \%$ of employees were appointed above the bottom point of the grade. Of these, men were more likely to be appointed above the grade minimum compared to women ( $79.0 \%$ compared to $66.5 \%$ respectively). The proportion of those appointed above the bottom point has decreased since 2021 for both genders.
- The average market payment value is higher for those with over 1 years’ service $(£ 19,352)$ compared to the average payment to an employee with less than 1 years' service ( $£ 18,907$ ).


### 3.6. Part-time Employees

Table 12: \% Pay gap by full-time and part-time

| Working <br> Hours | Population |  | Average (mean) basic pay |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Women | Men | Women | Men | Difference | Pay gap (\%) |
| Full-Time | 4,535 | 4,859 | $£ 40,002$ | $£ 45,969$ | $£ 5,967$ | $\mathbf{1 3 . 0 \%}$ |
| Part-Time | 1,933 | 695 | $£ 34,988$ | $£ 43,630$ | $£ 8,642$ | $\mathbf{1 9 . 8 \%}$ |

- $21.9 \%$ of the workforce work part-time hours (2,628 out of 12,022 employees)
- A higher proportion of women occupy part-time positions (16.1\%) compared to men (5.8\%).
- Women are more likely to be employed part-time, with $29.9 \%$ of women $(1,933$ out 6,468$)$ and $12.5 \%$ ( 695 out of 5,554 ) of men working part-time hours.
- Part-time men earn on average $94.9 \%$ of the full-time men's average salary, this gap is smaller than that for part-time women who earn on average $87.5 \%$ of the women's average full-time salary. The gap for both has narrowed over time, however the gap for men has narrowed by a greater amount ( $7.2 \%$ ) compared to women (1.7\%).
- The gender pay gap for part-time employees is higher than for full-time positions (19.8\% compared to $13 \%$ respectively).
- The full-time gap has decreased to $13.0 \%$ from the $13.4 \%$ seen in the 2021 report (and 19\% seen in 2012), the part-time pay gap stands at 19.8\%, a decrease from 2021 (21.7\%) and lower than the 2012 report (20.7\%).


### 3.7. Key Performance Indicators

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

Key Performance Indicator 1: The mean pay gap for grade 8 and 12 Academic-Related staff


- The gender pay gap in respect of grade 8 Academic-Related staff (KP1 a) increased to its highest level since 2010, but remains within the established EHRC (Equality and Human Rights Commission) tolerance level of $5 \%$.
- The gender pay gap in respect of grade 12 Academic-Related staff has decreased since the 2008 report, however there has been a gradual increase in both the 2021 ( $9.7 \%$ ) and 2022 report (10.2\%).


## Key Performance Indicator 2: Gender representations of Academic and Academic-Related staff in grade 12

KPI 2a: Gender representation - grade 12
Academic staff


KPI 2b: Gender representation - grade 12
Academic-Related staff


The majority of Academic and Academic-Related grade 12 positions continue to be occupied by men. The proportion of those positions occupied by women has increased, and women now make up over a third ( $39.2 \%$ ) of Academic-Related staff and just under a quarter of Academic staff at this level.

Key Performance Indicator 3: Gender distribution of new employees appointed within the top half of grade 9

KPI 3: Gender distribution of new appointments within the top half of grade 9 (points 55-61)


- Women in grade 9 were more likely to be appointed to the top half of the grade compared to men, this is only the second report since 2007/08 where more women have been appointed to the top half of the grade.


## 4. Actions Arising from the 2021 Equal Pay Review and Progress

As a result of the findings of the 2021 Equal Pay Review, the Equal Pay Review Group made the following recommendations, and progress is noted below:

1. For the Gender Equality Steering Group (GESG)/the University to take action to address the gender balance of staff across all categories and in particular, the under-representation of women at senior grades.

Whilst the 2022 Equal Pay Review indicates a continued improvement in the representation of women at higher levels (including grades 11 and 12), the overall trend of men occupying a higher proportion of the positions at the higher end of the pay scale compared to women, and vice versa, continues. It would therefore be beneficial for this recommendation to continue and therefore remains in the 2022 recommendations below.

Addressing culture is key to supporting change and as part of this work, unconscious bias training has been rolled out to all staff. It is mandatory for those whose roles involve recruitment or promotion decision making. This is supported by regular face-to-face awareness-raising sessions with specialists and adaptation of the generic Equality and Diversity online training module to include information on unconscious bias. The Women's Staff Network provides regular sessions on various aspects of professional development. This is the largest of the University's staff diversity networks. The University of Cambridge is a recipient of external funding from Elsevier and Winton Capital Management, to provide support for collaborative projects focusing on advancing women in STEMM careers, skills development and career progression.

Further action is being undertaken to address both the vertical and horizontal segregation that occurs within the University; specific examples include work on gender neutral language within the recruitment process, and an increased focus on family friendly policies, such as the implementation in October 2019 of improved emergency leave for dependants, which provides employees with up to 5 working days' paid leave in any rolling 12-month period in recognition of the challenges to employees when care arrangements for dependents break down unexpectedly.

In addition, further work is being undertaken that will focus on a range of areas including team leader training, as well as systems and processes linked to both career progression and pay progression.
2. For GESG to explore in further detail the following areas to help determine any contributing factors and further action required:
a. Any pay gaps greater than $5 \%$.
b. Gender differences in starting salaries.
c. Gender differences in additional payments.
d. Gender pay gap differences in working arrangements (part-time compared to full-time working patterns).

The University's Silver Athena Swan action plan ${ }^{2}$ incorporates high level objectives in relation to addressing equality in staff pay and related reward structures by responding to findings identified.

This Equal Pay Review will continue to provide a focus for discussion by the GESG which oversees progress in this area and will investigate whether any gender related issues can be determined to explain gaps above the $5 \%$ threshold.

[^6]The gender pay gap for new starters is lower than the overall pay gap:
Table 13: Gender pay gap for new starters

| Staff category | Men | Average <br> base pay | Women | Average <br> Base pay | Pay Gap for <br> new starters | Pay gap <br> (from table 6) |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Academic | 34 | $£ 59,298.29$ | 29 | $£ 53,360.21$ | $10.01 \%$ | $\mathbf{1 3 . 9 \%}$ |
| Research | 560 | $£ 35,083.96$ | 433 | $£ 33,417.76$ | $4.75 \%$ | $5.9 \%$ |
| Academic-Related | 134 | $£ 43,568.90$ | 231 | $£ 41,785.89$ | $4.09 \%$ | $\mathbf{9 . 4 \%}$ |
| Assistant | 176 | $£ 23,157.55$ | 414 | $£ 24,550.83$ | $-6.02 \%$ | $\mathbf{- 0 . 3 \%}$ |
| Grand Total | 904 | $£ 34,930.45$ | 1107 | $£ 32,370.30$ | $7.33 \%$ | $\mathbf{1 5 . 7 \%}$ |

Pay gaps across all staff types are lower at the point of recruitment, increasing once individuals are in post. The long term trend isn't clear, and there is a need to fully understand at what length of service the gaps starts to increase. Overall, the largest contributors to the gender pay gap remain the Academic and Academic-Related staff categories.
3. Identify enhancements to the data that can be incorporated within future EPRs. This should cover both additional data not currently in the report and alterations to improve the relevance of existing data within the EPR. This may include (but is not limited to) data on starting salaries and additional payments.

Work is being undertaken to review the content and structure of the Equal Pay Report, including additional sources of data and well as the addition of areas not currently covered. Areas currently under consideration include further segmentation by grade and employment type, new starters, and additional payments. Additional discussions will be required with stakeholders to determine the ability to extract and analyse information as part of any revised report.

GESG is asked to suggest areas they may wish to include in any revised report. Each suggestion would need to be analysed its suitability to include, based on factors such being able to obtain and meaningfully analyse the data suggested
4. Consider how the EPR sits in relation to the Mandatory Gender Pay Gap (GPG) report, identify any synergies, and areas where variations can add value to the purpose and content of the EPR.

Mandatory Gender Pay Gap (GPG) reporting is now fully established within the University, the fifth report having been published in March 2022 (based on data as at March 2021). The focus and methodology of the Equal Pay Report (EPR) differs from that of the GPG, and as such, careful communication of the differences may be required. Further consideration is needed to identify the interaction between the reports, and consideration should be given to whether changes to the format or focus of the EPR would be beneficial and ensure the EPR remains relevant and informative (which is linked to action 3 above)
5. To monitor KPI 1a and 1 b , with a view that if there is no significant increase that reporting on this is stopped. Continue monitoring KPI 1a and 1b, to assess if there is any impact on either of these resulting from both COVID-19 and Brexit. The suitability of these KPIs to be continued should be reviewed as part of the 2022 EPR

KPI 1a has decreased from the peak seen in 2010, with some fluctuations in the percentage across the following years. The rate currently sits at the highest level since 2014, whether this increase is a long term trend, or part of the normal fluctuation of the rate remains to be seen. Given the recent increase in the gap for the KPI, it is suggested that the suitability be reviewed again during the 2024 report, to assess the pattern, and to determine is the issue continues to require monitoring.

KPI 1b has shown a long term downward trend from the $21.8 \%$ seen in 2008, with the level now showing at $10.2 \%$, while the proportion of women in grade 12 now stands at nearly $40 \%$ (up from $30 \%$ in 2008). Given that over the last 5 years the gap has remained fairly stable, the suggestion is that monitoring of KPI1b and KPI2b are ceased following this report. Gender balance at this grade would continue to be reported as part of the Staff Statistical Information report, and representation could be monitored via that report.

## 5. Appendices

Appendices A1 to F are provided in the remainder of this document.

Appendix A1 Gender pay gap by grade (basic pay) - all categories of staff

|  | Population |  |  | Gender split (\%) |  | \% on contributionpoints |  | Average (mean) basic pay |  |  |  |  |  | Median basic pay |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | Women | Men | Total | Women | Men | Women | Men | Women | Women standard deviation | Men | Men standard deviation | Total | Pay gap (\%) | Women | Women interquartile range | Men | Men interquartile range | Total | Pay gap <br> (\%) |
| 1* | 191 | 142 | 333 | 57.4\% | 42.6\% | 100.0\% | 100.0\% | £18,863 | £62 | £18,865 | £66 | £18,864 | 0.0\% | £18,852 | £0 | £18,852 | £0 | £18,852 | 0.0\% |
| 2 | 131 | 119 | 250 | 52.4\% | 47.6\% | 5.3\% | 4.2\% | £19,774 | £941 | £19,892 | £899 | £19,830 | 0.6\% | £19,623 | £1,748 | £20,092 | $£ 1,748$ | £19,623 | 2.3\% |
| 3 | 325 | 239 | 564 | 57.6\% | 42.4\% | 12.3\% | 11.3\% | £22,468 | £1,306 | £22,702 | £1,288 | £22,567 | 1.0\% | £22,254 | £1,801 | £23,487 | £1,801 | £22,847 | 5.2\% |
| 4 | 632 | 241 | 873 | 72.4\% | 27.6\% | 13.1\% | 16.2\% | £26,028 | £1,654 | £26,266 | £1,681 | £26,094 | 0.9\% | £26,341 | £2,245 | £27,116 | £2,245 | £26,341 | 2.9\% |
| 5 | 1,168 | 599 | 1,767 | 66.1\% | 33.9\% | 15.2\% | 14.9\% | £30,086 | £2,084 | £30,312 | £1,929 | £30,163 | 0.7\% | £30,497 | £2,650 | £30,497 | £2,650 | £30,497 | 0.0\% |
| 6 | 520 | 266 | 786 | 66.2\% | 33.8\% | 15.2\% | 21.1\% | £33,827 | £2,451 | £34,511 | £2,332 | £34,059 | 2.0\% | £34,304 | £3,920 | £35,326 | £2,017 | £35,326 | 2.9\% |
| 7 | 1,665 | 1,683 | 3,348 | 49.7\% | 50.3\% | 9.8\% | 9.2\% | £37,803 | £3,337 | £37,744 | £3,320 | £37,773 | -0.2\% | £37,467 | £5,601 | £37,467 | £6,623 | £37,467 | 0.0\% |
| 8 | 519 | 361 | 880 | 59.0\% | 41.0\% | 11.8\% | 17.7\% | £45,474 | £4,926 | £47,279 | £4,750 | £46,215 | 3.8\% | £44,706 | £9,369 | £48,835 | £6,862 | £46,042 | 8.5\% |
| 9 | 730 | 761 | 1,491 | 49.0\% | 51.0\% | 19.2\% | 20.2\% | £51,242 | £4,473 | £51,623 | £4,410 | £51,436 | 0.7\% | £53,348 | £5,929 | £53,348 | £5,929 | £53,348 | 0.0\% |
| 10 | 242 | 270 | 512 | 47.3\% | 52.7\% | 35.1\% | 31.5\% | £60,845 | £2,479 | £60,905 | £2,173 | £60,877 | 0.1\% | £60,022 | £3,646 | £60,022 | £1,796 | £60,022 | 0.0\% |
| 11 | 137 | 283 | 420 | 32.6\% | 67.4\% | 100.0\% | 100.0\% | £64,989 | £2,894 | £64,256 | £1,971 | £64,495 | -1.1\% | £63,668 | £0 | £63,668 | £0 | £63,668 | 0.0\% |
| 12* | 208 | 590 | 798 | 26.1\% | 73.9\% | 100.0\% | 100.0\% | £90,324 | £19,513 | £93,289 | £21,938 | £92,516 | 3.2\% | £84,263 | £28,286 | £85,505 | £34,491 | £85,505 | 1.5\% |
|  | 119 | 300 | 419 | 8.4\% | 71.6\% | 100.0\% | 100.0\% | £78,362 | £6,260 | £77,70s | £5,414 | £77.891 | -0.8\% | £73,77 | ¢9,24 | £73,77 | £6,82 | £73,779 |  |
| Band 2 | 40 | 124 | 164 | 24.4\% | 75.6\% | 100.0\% | 100.0\% | £98,953 | £7,507 | £100,560 | £7,498 | £100,168 | 1.6\% | £99,095 | £14,419 | £99,095 | £14,851 | £99,095 | 0.0\% |
| Band 3 | 22 | 77 | 99 | 22.2\% | 77.8\% | 100.0\% | 100.0\% | £119,405 | £8,396 | £118,365 | £8,285 | £118,596 | -0.9\% | £118,294 | £13,972 | £118,294 | £13,972 | £118,294 | 0.0\% |
| Band 4 |  | 25 | 32 | 21.9\% | 78.1\% | 100.0\% | 100.0\% | £149,461 | £16,870 | £148,932 | £17,850 | £149,048 | -0.4\% | £141,216 | £16,029 | £145,447 | £25,797 | £145,447 | 2.9\% |
| no band | 20 | 64 | 84 | 23.8\% | 76.2\% | 100.0\% | 100.0\% | £91,555 | £17,299 | £100,348 | £27,168 | £98,254 | 8.8\% | £ 89,462 | £35,302 | £92,061 | £36,361 | £92,061 | 2.8\% |
| Total | 6,468 | 5,554 | 12,022 | 53.8\% | 46.2\% | 21.2\% | 30.4\% | £ 38,504 | £14,991 | £45,676 | £21,372 | £41,817 | 15.7\% | £35,326 | £14,678 | £40,333 | £21,004 | £37,467 | 12.4\% |

* all points on these grades are discretionary

Appendix A2 Gender pay gap by grade (basic pay) - academic staff

|  | Population |  |  | Gender split (\%) |  | Average (mean) basic pay |  |  |  |  |  | Median basic pay |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | Women | Men | Total | Women | Men | Women | Woman standard deviation | Men | Men standard deviation | Total | Pay gap (\%) | Women | Women interquartile range | Men | Men interquartile range | Total | Pay gap (\%) |
| 5 | 0 | 0 | 0 | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | 18 | 5 | 23 | 78.3\% | 21.7\% | £34,046 | £2,313 | £34,338 | £1,698 | £34,110 | 0.8\% | £35,326 | £2,940 | £35,326 | £1,022 | £35,326 | 0.0\% |
| 7 | 60 | 37 | 97 | 61.9\% | 38.1\% | £36,691 | £3,703 | £36,349 | £3,819 | £36,561 | -0.9\% | £36,382 | £6,430 | £36,382 | £8,583 | £36,382 | 0.0\% |
| 8 | 26 | 14 | 40 | 65.0\% | 35.0\% | £44,428 | £4,035 | £45,010 | £4,436 | £44,632 | 1.3\% | £42,792 | £7,554 | £46,063 | £7,249 | £43,434 | 7.1\% |
| 9 | 197 | 238 | 435 | 45.3\% | 54.7\% | £50,374 | £3,921 | £51,567 | £3,200 | £51,027 | 2.3\% | £53,348 | £5,929 | £53,348 | £3,052 | £53,348 | 0.0\% |
| 10 | 87 | 160 | 247 | 35.2\% | 64.8\% | £60,530 | £1,502 | £60,529 | £1,496 | £60,529 | 0.0\% | £60,022 | £0 | £60,022 | £0 | £60,022 | 0.0\% |
| 11 | 87 | 198 | 285 | 30.5\% | 69.5\% | £63,625 | £279 | £63,649 | £185 | £63,642 | 0.0\% | £63,668 | £0 | £63,668 | £0 | £63,668 | 0.0\% |
| 12 | 146 | 458 | 604 | 24.2\% | 75.8\% | £87,773 | £17,666 | £89,953 | $£ 19,010$ | £89,426 | 2.4\% | £80,605 | £19,640 | £80,605 | £31,342 | £80,605 | 0.0\% |
| Total | 621 | 1,110 | 1,731 | 35.9\% | 64.1\% | £60,402 | £19,375 | £70,185 | £21,471 | £66,675 | 13.9\% | £60,022 | £14,833 | £63,668 | £24,914 | £63,668 | 5.7\% |

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

Appendix A3 Gender pay gap by grade (basic pay) - academic-related staff

|  | Population |  |  | Gender split (\%) |  | Average (mean) basic pay |  |  |  |  |  | Median basic pay |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | Women | Men | Total | Women | Men | Women | Women standard deviation | Men | Men standard deviation | Total | Pay gap (\%) | Women | Women interquartile range | Men | Men interquartile range | Total | Pay gap (\%) |
| 5 | 15 | 11 | 26 | 57.7\% | 42.3\% | £28,953 | £1,295 | £27,802 | £1,312 | £28,466 | -4.1\% | £28,756 | £1,274 | £27,116 | £808 | £28,340 | -6.0\% |
| 6 | 82 | 29 | 111 | 73.9\% | 26.1\% | £33,708 | £2,778 | £35,404 | £2,884 | £34,151 | 4.8\% | £34,304 | £3,920 | £35,326 | £2,078 | £34,304 | 2.9\% |
| 7 | 586 | 291 | 877 | 66.8\% | 33.2\% | £37,742 | £3,630 | £38,018 | £3,631 | £37,834 | 0.7\% | £37,467 | £6,623 | £37,467 | £5,601 | £37,467 | 0.0\% |
| 8 | 473 | 335 | 808 | 58.5\% | 41.5\% | £45,425 | £4,982 | £47,297 | £4,771 | £46,201 | 4.0\% | £44,706 | £9,369 | £48,835 | £6,862 | £46,042 | 8.5\% |
| 9 | 271 | 206 | 477 | 56.8\% | 43.2\% | £52,120 | £4,368 | £52,873 | £4,420 | £52,445 | 1.4\% | £53,348 | £5,378 | £53,348 | £4,647 | £53,348 | 0.0\% |
| 10 | 154 | 107 | 261 | 59.0\% | 41.0\% | £61,028 | £2,884 | £61,493 | £2,836 | £61,219 | 0.8\% | £60,022 | £3,646 | £60,022 | £3,646 | £60,022 | 0.0\% |
| 11 | 30 | 40 | 70 | 42.9\% | 57.1\% | £68,565 | £3,588 | £66,577 | £3,284 | £67,429 | -3.0\% | £69,557 | £5,574 | £65,573 | £5,889 | £67,536 | -6.1\% |
| 12 | 40 | 62 | 102 | 39.2\% | 60.8\% | £98,102 | £24,262 | £109,232 | £26,392 | £104,867 | 10.2\% | £90,742 | £33,189 | £102,065 | £36,944 | £96,217 | 11.1\% |
| Total | 1,651 | 1,081 | 2,732 | 60.4\% | 39.6\% | £46,218 | £12,919 | £51,015 | £18,219 | £48,116 | 9.4\% | £42,149 | £14,332 | £48,835 | $£ 14,016$ | £44,706 | 13.7\% |

Appendix A4: Gender pay gap by grade (basic pay) - assistant staff

| Grade | Population |  |  | Gender split (\%) |  | Average (mean) basic pay |  |  |  |  |  | Median basic pay |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Women | Men | Total | Women | Men | Women | Women standard deviation | Men | Men standard deviation | Total | Pay gap (\%) | Women | Women interquartile range | Men | Men interquartile range | Total | Pay gap <br> (\%) |
| 1 | 191 | 142 | 333 | 57.4\% | 42.6\% | £18,863 | £62 | £18,865 | £66 | £18,864 | 0.0\% | £18,852 | £0 | £18,852 | £0 | £18,852 | 0.0\% |
| 2 | 131 | 119 | 250 | 52.4\% | 47.6\% | £19,774 | $£ 941$ | £19,892 | £899 | £19,830 | 0.6\% | £19,623 | £1,748 | £20,092 | £1,748 | £19,623 | 2.3\% |
| 3 | 325 | 239 | 564 | 57.6\% | 42.4\% | £22,468 | £1,306 | £22,702 | £1,288 | £22,567 | 1.0\% | £22,254 | £1,801 | £23,487 | £1,801 | £22,847 | 5.2\% |
| 4 | 632 | 241 | 873 | 72.4\% | 27.6\% | £26,028 | £1,654 | £26,266 | £1,681 | £26,094 | 0.9\% | £26,341 | £2,245 | £27,116 | £2,245 | £26,341 | 2.9\% |
| 5 | 756 | 332 | 1,088 | 69.5\% | 30.5\% | £30,159 | £1,990 | £30,659 | £1,847 | £30,311 | 1.6\% | £30,497 | £2,650 | £31,406 | £1,792 | £30,497 | 2.9\% |
| 6 | 421 | 232 | 653 | 64.5\% | 35.5\% | £33,831 | £2,399 | £34,404 | £2,252 | £34,034 | 1.7\% | £34,304 | £2,982 | £35,326 | £2,017 | £35,326 | 2.9\% |
| 7 | 32 | 46 | 78 | 41.0\% | 59.0\% | £39,078 | £3,208 | £39,688 | £2,751 | £39,437 | 1.5\% | £39,739 | £3,995 | £40,927 | £3,180 | £40,927 | 2.9\% |
| 8 | 6 | 10 | 16 | 37.5\% | 62.5\% | £48,454 | £3,315 | £48,799 | £3,354 | £48,669 | 0.7\% | £48,858 | £6,039 | £48,858 | £3,910 | £48,858 | 0.0\% |
| Total | 2,494 | 1,361 | 3,855 | 64.7\% | 35.3\% | £27,478 | £5,260 | £27,389 | £6,241 | £27,446 | -0.3\% | £27,116 | £7,919 | £27,116 | £9,152 | £27,116 | 0.0\% |

Appendix A5: Gender pay gap by grade (basic pay) - research staff

|  | Population |  |  | Gender split (\%) |  | Average (mean) basic pay |  |  |  |  |  | Median basic pay |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | Women | Men | Total | Women | Men | Women | Women standard deviation | Men | Men standard deviation | Total | Pay gap (\%) | Women | Women interquartile range | Men | Men interquartile range | Total | Pay gap (\%) |
| 5 | 397 | 256 | 653 | 60.8\% | 39.2\% | £29,991 | £2,261 | £29,969 | £1,919 | £29,983 | -0.1\% | £30,497 | £3,482 | £30,497 | £2,858 | £30,497 | 0.0\% |
| 6 | 0 | 0 | 0 | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 7 | 987 | 1,309 | 2,296 | 43.0\% | 57.0\% | £37,865 | £3,114 | £37,655 | £3,221 | £37,745 | -0.6\% | £37,467 | £5,601 | £37,467 | £6,623 | £37,467 | 0.0\% |
| 8 | 14 | <5 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 9 | 262 | 317 | 579 | 45.3\% | 54.7\% | £50,986 | £4,812 | £50,853 | £4,981 | £50,913 | -0.3\% | £51,799 | £5,929 | £51,799 | £7,306 | £51,799 | 0.0\% |
| 10 | <5 | <5 | <5 | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 11 | 20 | 45 | 65 | 30.8\% | 69.2\% | £65,553 | £3,302 | £64,865 | £2,875 | £65,077 | -1.1\% | £63,668 | £4,373 | £63,668 | £3,868 | £63,668 | 0.0\% |
| 12 | 22 | 70 | 92 | 23.9\% | 76.1\% | £93,110 | £18,343 | £100,997 | £27,136 | £99,111 | 7.8\% | £90,742 | £36,923 | £93,419 | £35,526 | £93,419 | 2.9\% |
| Total | 1,703 | 2,002 | 3,705 | 46.0\% | 54.0\% | £39,182 | £10,176 | £41,637 | £14,629 | £40,508 | 5.9\% | £37,467 | £7,618 | £38,587 | £7,845 | £37,467 | 2.9\% |

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

Appendix B1: Gender pay gap by grade (total pay) - all categories of staff

| Grade | Population |  |  | Gender split (\%) |  | \% on contribution points |  | Average (mean) basic pay including additional payments |  |  |  |  |  | Median basic pay including additional payments |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Women | Men | Total | Women | Men | Women | Men | Women | Women standard deviation | Men | Men standard deviation | Total | Pay gap (\%) | Women | Women interquartile range | Men | Men interquartile range | Total | Pay gap (\%) |
| 1 | 191 | 142 | 333 | 57.4\% | 42.6\% | 100.0\% | 100.0\% | £19,554 | $£ 723$ | £19,657 | $£ 689$ | £19,598 | 0.5\% | £19,377 | £1,040 | £19,658 | £1,224 | £19,517 | 1.4\% |
| 2 | 131 | 119 | 250 | 52.4\% | 47.6\% | 5.3\% | 4.2\% | £19,970 | £1,015 | £20,075 | $£ 807$ | £20,020 | 0.5\% | £19,675 | £1,391 | £20,092 | £1,164 | £19,881 | 2.1\% |
| 3 | 325 | 239 | 564 | 57.6\% | 42.4\% | 12.3\% | 11.3\% | £22,531 | £1,320 | £23,765 | £3,294 | £23,054 | 5.2\% | £22,254 | £1,801 | £23,487 | £2,187 | £22,847 | 5.2\% |
| 4 | 632 | 241 | 873 | 72.4\% | 27.6\% | 13.1\% | 16.2\% | £26,140 | £1,705 | £26,546 | £2,099 | £26,252 | 1.5\% | £26,341 | £2,245 | £27,116 | £2,440 | £26,341 | 2.9\% |
| 5 | 1,168 | 599 | 1,767 | 66.1\% | 33.9\% | 15.2\% | 14.9\% | £30,135 | £2,094 | £30,421 | £2,140 | £30,232 | 0.9\% | £30,497 | £2,650 | £30,497 | £2,650 | £30,497 | 0.0\% |
| 6 | 520 | 266 | 786 | 66.2\% | 33.8\% | 15.2\% | 21.1\% | £33,932 | £2,477 | £34,732 | £2,415 | £34,203 | 2.3\% | £34,304 | £3,770 | £35,326 | £2,996 | £35,326 | 2.9\% |
| 7 | 1,665 | 1,683 | 3,348 | 49.7\% | 50.3\% | 9.8\% | 9.2\% | £37,901 | £3,465 | £37,791 | £3,371 | £37,845 | -0.3\% | £37,467 | £5,601 | £37,467 | £6,623 | £37,467 | 0.0\% |
| 8 | 519 | 361 | 880 | 59.0\% | 41.0\% | 11.8\% | 17.7\% | £45,662 | £5,035 | £47,470 | £4,850 | £46,404 | 3.8\% | £45,271 | £9,369 | £48,835 | £6,862 | £47,419 | 7.3\% |
| 9 | 730 | 761 | 1,491 | 49.0\% | 51.0\% | 19.2\% | 20.2\% | £52,504 | £6,388 | £52,810 | £6,221 | £52,660 | 0.6\% | £53,348 | £7,524 | £53,348 | £6,108 | £53,348 | 0.0\% |
| 10 | 242 | 270 | 512 | 47.3\% | 52.7\% | 35.1\% | 31.5\% | £62,468 | £5,677 | £63,136 | £7,943 | £62,820 | 1.1\% | £60,022 | £3,646 | £60,022 | £3,646 | £60,022 | 0.0\% |
| 11 | 137 | 283 | 420 | 32.6\% | 67.4\% | 100.0\% | 100.0\% | £67,800 | £7,342 | £68,336 | £11,362 | £68,161 | 0.8\% | £63,668 | £5,889 | £63,668 | £3,942 | £63,668 | 0.0\% |
| 12 | 208 | 590 | 798 | 26.1\% | 73.9\% | 100.0\% | 100.0\% | £97,731 | £29,929 | £104,297 | £36,880 | £102,585 | 6.3\% | £90,346 | £33,641 | £91,819 | £41,331 | £90,702 | 1.6\% |
| Band 1 | 119 | 300 | 419 | 28.4\% | 71.6\% | 100.0\% | 100.0\% | £83,228 | £14,170 | £85,281 | £19,778 | £84,698 | 2.4\% | £78,262 | £11,726 | £78,262 | £13,787 | £78,262 | 0.0\% |
| Band 2 | 40 | 124 | 164 | 24.4\% | 75.6\% | 100.0\% | 100.0\% | £108,445 | £20,668 | £111,100 | £25,760 | £110,453 | 2.4\% | £105,121 | £14,315 | £105,121 | £17,991 | £105,121 | 0.0\% |
| Band 3 | 22 | 77 | 99 | 22.2\% | 77.8\% | 100.0\% | 100.0\% | £130,750 | £29,652 | £140,420 | £42,993 | £138,271 | 6.9\% | £125,485 | £13,768 | £129,248 | £28,881 | £125,485 | 2.9\% |
| Band 4 | 7 | 25 | 32 | 21.9\% | 78.1\% | 100.0\% | 100.0\% | £168,756 | £36,041 | £174,192 | £30,652 | £173,003 | 3.1\% | £171,216 | £36,945 | £168,583 | £35,216 | £169,900 | -1.6\% |
| no band | 20 | 64 | 84 | 23.8\% | 76.2\% | 100.0\% | 100.0\% | £101,416 | £39,486 | £109,487 | £40,034 | £107,565 | 7.4\% | £91,554 | £35,302 | £100,580 | £52,175 | £97,762 | 9.0\% |
| Total | 6,468 | 5,554 | 12,022 | 53.8\% | 46.2\% | 21.2\% | 30.4\% | £39,100 | £16,749 | £47,455 | £26,331 | £42,960 | 17.6\% | £35,326 | £14,907 | £40,927 | £21,616 | £37,467 | 13.7\% |

* all points on these grades are discretionary

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

|  | Population |  |  | Gender split (\%) |  | Average (mean) basic pay including additional payments |  |  |  |  |  | Median basic pay including additional payments |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | Women | Men | Total | Women | Men | Women | Women standard deviation | Men | Men standard deviation | Total | Pay gap (\%) | Women | Women interquartile range | Men | Men interquartile range | Total | Pay gap (\%) |
| 5 | 0 | 0 | 0 | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | 18 | 5 | 23 | 78.3\% | 21.7\% | £34,085 | £2,339 | £34,338 | £1,698 | £34,140 | 0.7\% | £35,326 | £2,940 | £35,326 | £1,022 | £35,326 | 0.0\% |
| 7 | 60 | 37 | 97 | 61.9\% | 38.1\% | £36,731 | £3,726 | £36,358 | £3,820 | £36,589 | -1.0\% | £36,382 | £6,430 | £36,382 | £8,583 | £36,382 | 0.0\% |
| 8 | 26 | 14 | 40 | 65.0\% | 35.0\% | £45,118 | £6,010 | £45,103 | £4,496 | £45,113 | 0.0\% | £43,025 | £7,554 | £46,063 | £7,436 | £43,434 | 6.6\% |
| 9 | 197 | 238 | 435 | 45.3\% | 54.7\% | £52,556 | £7,773 | £53,913 | £7,205 | £53,299 | 2.5\% | £53,348 | £5,929 | £53,348 | £2,752 | £53,348 | 0.0\% |
| 10 | 87 | 160 | 247 | 35.2\% | 64.8\% | £62,723 | £6,518 | £63,404 | £9,216 | £63,164 | 1.1\% | £60,022 | £3,646 | £60,022 | £3,255 | £60,022 | 0.0\% |
| 11 | 87 | 198 | 285 | 30.5\% | 69.5\% | £65,906 | £5,391 | £67,874 | £12,285 | £67,274 | 2.9\% | £63,668 | £551 | £63,668 | £826 | £63,668 | 0.0\% |
| 12 | 146 | 458 | 604 | 24.2\% | 75.8\% | £94,929 | £27,137 | £101,399 | £36,197 | £99,835 | 6.4\% | £85,505 | £31,668 | £90,702 | £35,629 | £89,313 | 5.7\% |
| Total | 621 | 1,110 | 1,731 | 35.9\% | 64.1\% | £63,437 | £24,174 | £76,580 | £ 32,687 | £71,865 | 17.2\% | £60,022 | £24,944 | £64,012 | £23,855 | £63,668 | 6.2\% |

Appendix B3: Gender pay gap by grade (total pay) - academic-related staff

|  | Population |  |  | Gender split (\%) |  | Average (mean) basic pay including additional payments |  |  |  |  |  | Median basic pay including additional payments |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | Woman | Male | Total | Woman | Male | Woman | Woman standard deviation | Male | Male standard deviation | Total | Pay gap (\%) | Woman | Woman inter quartile range | Male | Male interquartile range | Total | Pay gap (\%) |
| 5 | 15 | 11 | 26 | 57.7\% | 42.3\% | £29,113 | £1,196 | £27,802 | £1,312 | £28,558 | -4.7\% | £28,756 | £858 | £27,116 | £808 | £28,756 | -6.0\% |
| 6 | 82 | 29 | 111 | 73.9\% | 26.1\% | £33,721 | £2,780 | £35,453 | £2,880 | £34,174 | 4.9\% | £34,304 | £3,920 | £35,326 | £2,078 | £34,489 | 2.9\% |
| 7 | 586 | 291 | 877 | 66.8\% | 33.2\% | £37,846 | £3,747 | £38,122 | £3,719 | £37,938 | 0.7\% | £37,707 | £6,623 | £37,638 | £5,601 | £37,707 | -0.2\% |
| 8 | 473 | 335 | 808 | 58.5\% | 41.5\% | £45,580 | £4,993 | £47,488 | £4,871 | £46,371 | 4.0\% | £44,886 | £9,369 | £50,296 | £6,862 | £47,419 | 10.8\% |
| 9 | 271 | 206 | 477 | 56.8\% | 43.2\% | £52,860 | £5,102 | £53,434 | £5,494 | £53,108 | 1.1\% | £53,348 | £4,647 | £53,348 | £6,291 | £53,348 | 0.0\% |
| 10 | 154 | 107 | 261 | 59.0\% | 41.0\% | £62,339 | £5,176 | £62,788 | £5,683 | £62,523 | 0.7\% | £61,384 | £3,646 | £61,818 | £3,766 | £61,818 | 0.7\% |
| 11 | 30 | 40 | 70 | 42.9\% | 57.1\% | £73,901 | £9,883 | £72,895 | £10,441 | £73,326 | -1.4\% | £70,598 | £11,161 | £68,522 | £15,627 | £69,557 | -3.0\% |
| 12 | 40 | 62 | 102 | 39.2\% | 60.8\% | £105,474 | £33,534 | £119,390 | £35,383 | £113,933 | 11.7\% | £101,149 | £39,487 | £109,892 | £47,517 | £105,121 | 8.0\% |
| Total | 1,651 | 1,081 | 2,732 | 60.4\% | 39.6\% | £46,820 | £14,600 | £52,155 | £21,334 | £48,931 | 10.2\% | £43,434 | £15,821 | £50,296 | £14,016 | £44,706 | 13.6\% |

Appendix B4: $\quad$ Gender pay gap by grade (total pay) - assistant staff

|  | Population |  |  | Gender split (\%) |  | Average (mean) basic pay including additional payments |  |  |  |  |  | Median basic pay including additional payments |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | Woman | Male | Total | Woman | Male | Woman | Woman standard deviation | Male | Male standard deviation | Total | Pay gap (\%) | Woman | Woman inter quartile range | Male | Male interquartile range | Total | Pay gap (\%) |
| 1 | 191 | 142 | 333 | 57.4\% | 42.6\% | £19,554 | £723 | £19,657 | £689 | £19,598 | 0.5\% | £19,377 | £1,040 | £19,658 | £1,224 | £19,517 | 1.4\% |
| 2 | 131 | 119 | 250 | 52.4\% | 47.6\% | £19,970 | £1,015 | £20,075 | $£ 807$ | £20,020 | 0.5\% | £19,675 | £1,391 | £20,092 | £1,164 | £19,881 | 2.1\% |
| 3 | 325 | 239 | 564 | 57.6\% | 42.4\% | £22,531 | £1,320 | £23,765 | £3,294 | £23,054 | 5.2\% | £22,254 | £1,801 | £23,487 | £2,187 | £22,847 | 5.2\% |
| 4 | 632 | 241 | 873 | 72.4\% | 27.6\% | £26,140 | £1,705 | £26,546 | £2,099 | £26,252 | 1.5\% | £26,341 | £2,245 | £27,116 | £2,440 | £26,341 | 2.9\% |
| 5 | 756 | 332 | 1,088 | 69.5\% | 30.5\% | £30,224 | £1,998 | £30,843 | £2,193 | £30,413 | 2.0\% | £30,497 | £2,650 | £31,406 | £2,142 | £30,497 | 2.9\% |
| 6 | 421 | 232 | 653 | 64.5\% | 35.5\% | £33,956 | £2,429 | £34,650 | £2,358 | £34,203 | 2.0\% | £34,304 | £2,982 | £35,326 | £2,406 | £35,326 | 2.9\% |
| 7 | 32 | 46 | 78 | 41.0\% | 59.0\% | £39,577 | £3,393 | £40,184 | £3,320 | £39,935 | 1.5\% | £39,998 | £3,490 | £40,927 | £2,340 | £40,927 | 2.3\% |
| 8 | 6 | 10 | 16 | 37.5\% | 62.5\% | £49,461 | £3,490 | £49,173 | £3,493 | £49,281 | -0.6\% | £49,803 | £5,226 | £48,868 | £4,857 | £49,803 | -1.9\% |
| Total | 2,494 | 1,361 | 3,855 | 64.7\% | 35.3\% | £27,627 | £5,219 | £27,830 | £6,280 | £27,699 | 0.7\% | £27,122 | £7,919 | £27,311 | £10,090 | £27,214 | 0.7\% |

Appendix B5: Gender pay gap by grade (total pay) - research staff

|  | Population |  |  | Gender split (\%) |  | Average (mean) basic pay including additional payments |  |  |  |  |  | Median basic pay including additional payments |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade | Women | Men | Total | Women | Men | Women | Women standard deviation | Men | Men standard deviation | Total | Pay gap <br> (\%) | Women | Women interquartile range | Men | Men interquartile range | Total | Pay gap (\%) |
| 5 | 397 | 256 | 653 | 60.8\% | 39.2\% | £30,002 | £2,276 | £29,986 | £1,927 | £29,996 | -0.1\% | £30,497 | £3,482 | £30,497 | £2,858 | £30,497 | 0.0\% |
| 6 | 0 | 0 | 0 | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 7 | 987 | 1,309 | 2,296 | 43.0\% | 57.0\% | £37,950 | £3,249 | £37,673 | £3,235 | £37,792 | -0.7\% | £37,467 | £5,601 | £37,467 | £6,623 | £37,467 | 0.0\% |
| 8 | 14 | <5 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 9 | 262 | 317 | 579 | 45.3\% | 54.7\% | £52,096 | £6,434 | £51,575 | £5,643 | £51,811 | -1.0\% | £53,348 | £6,867 | £53,348 | £8,901 | £53,348 | 0.0\% |
| 10 | <5 | <5 | <5 | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 11 | 20 | 45 | 65 | 30.8\% | 69.2\% | £66,884 | £5,400 | £66,318 | £5,562 | £66,492 | -0.9\% | £63,668 | £5,889 | £63,668 | £3,868 | £63,668 | 0.0\% |
| 12 | 22 | 70 | 92 | 23.9\% | 76.1\% | £102,250 | £38,292 | £109,889 | £39,167 | £108,062 | 7.0\% | £92,141 | £35,803 | £102,900 | £52,899 | £98,549 | 10.5\% |
| Total | 1,703 | 2,002 | 3,705 | 46.0\% | 54.0\% | £39,538 | £11,815 | £42,111 | £16,922 | £40,928 | 6.1\% | £37,467 | £7,618 | £38,587 | £7,845 | £37,467 | 2.9\% |

Appendix C1: Non-pensionable additional payments

|  | No | £ average | £ total |  |
| :--- | :--- | :---: | :---: | :---: |
| Biological Safety Officer | Men | 34 | $£ 710$ | $£ 24,124$ |
|  | Women | 24 | $£ 568$ | $£ 13,637$ |
| Chairperson Degree Comm. | Men |  |  |  |
|  | Women | 1 | $£ 30,000$ | $£ 30,000$ |
| Chairperson Payment | Men | 28 | $£ 352$ | $£ 9,849$ |
|  | Women | 7 | $£ 310$ | $£ 2,167$ |
| Laser Officer | Men | 11 | $£ 1,059$ | $£ 11,653$ |
|  | Women | 8 | $£ 168$ | $£ 1,341$ |
| Librarian | Men | 26 | $£ 757$ | $£ 19,674$ |
|  | Women | 5 | $£ 662$ | $£ 3,308$ |
| Radiation Officer | Men | 1 | $£ 221$ | $£ 221$ |
| Radiation Supervisor | Women | 1 | $£ 200$ | $£ 200$ |
|  | Men | 3 | $£ 89$ | $£ 267$ |
| Secretary Payment | Women |  |  |  |
|  | Men | 57 | $£ 758$ | $£ 43,184$ |
|  | Women | 42 | $£ 997$ | $£ 41,861$ |
| Total | Men | 44 | $£ 404$ | $£ 17,795$ |
|  | Women | 41 | $£ 359$ | $£ 14,724$ |
|  | Men | 1 | $£ 333$ | $£ 333$ |
|  | Women | 1 | $£ 333$ | $£ 333$ |

Note 1: The row entitled 'Other Payment' includes non-pensionable payments not separately identified in other rows. This mainly includes assistant staff and research staff payments e.g. Early Morning Supplements and Marie Curie Allowances.
Note 2: There are a small number of bonus payments specifically agreed with individuals where the University wishes to tie their remuneration to the delivery of certain duties or outcomes.

|  | No | $£$ average | $£$ total |  |
| :--- | :--- | :---: | :---: | :---: |
| Admin Responsibility | Men | 7 | $£ 4,492$ | $£ 31,441$ |
|  | Women | $<5$ | $*$ | $£ 1,875$ |
| Additional Responsibility | Men | 99 | $£ 265$ | $£ 26,203$ |
|  | Women | 213 | $£ 1,623$ | $£ 345,673$ |
| Additional Hours | Men | 31 | $£ 3,184$ | $£ 98,697$ |
|  | Women | $<5$ | $*$ | $£ 4,668$ |
| Other Payment | Men | 33 | $£ 16,568$ | $£ 546,760$ |
|  | Women | 18 | $£ 6,589$ | $£ 118,593$ |
| Total | Men | $\mathbf{1 7 0}$ | $£ 4,136$ | $£ 703,100$ |
|  | Women | $\mathbf{2 3 6}$ | $£ 1,995$ | $£ 470,809$ |
|  | Total | $\mathbf{4 0 6}$ | $£ 2,891$ | $£ 1,173,909$ |

Note: The row entitled 'Other Payment' includes discretionary pensionable payments not separately identified in other rows.

Appendix C3: Pensionable additional payments (linked to a role)

|  |  | No | $£$ average | $£$ total |
| :--- | :--- | :---: | :---: | :---: |
| Chair Faculty Board | Men | 9 | $£ 6,391$ | $£ 57,516$ |
|  | Women | 6 | $£ 6,816$ | $£ 40,893$ |
| Deputy Director/Head | Men | 31 | $£ 6,055$ | $£ 187,720$ |
|  | Women | 14 | $£ 6,799$ | $£ 95,184$ |
| Director | Men | 31 | $£ 8,066$ | $£ 250,031$ |
|  | Women | 10 | $£ 7,783$ | $£ 77,827$ |
| Head of Department | Men | 42 | $£ 11,724$ | $£ 492,411$ |
|  | Women | 16 | $£ 9,103$ | $£ 145,646$ |
| Head of Division | Men | 7 | $£ 8,258$ | $£ 57,807$ |
|  | Women |  |  |  |
| Secretary Faculty Board | Men | $<5$ |  |  |
|  | Women |  |  |  |
| Other Payment | Men | 369 | $£ 3,212$ |  |
|  | Women | 428 | $£ 1,871$ | $£ 800,812$ |
| Total | Men | 492 | $£ 4,560$ | $£ 2,243,465$ |
|  | Women | 474 | $£ 2,448$ | $£ 1,160,361$ |
|  | Total | 966 | $£ 3,524$ | $£ 3,403,826$ |

* Data not displayed due to a gender population of less than 5
 payments e.g. Shift Allowances, Wellcome Trust additional payments.

Appendix C4: Market related payments


| Academic Related | $\leq 5 \%$ | 7 | 1 | 1 | 50\% |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 8 | 1 | 1 | 50\% |
|  |  | 9 | 3 | 5 | 63\% |
|  |  | 10 | 1 | 2 | 67\% |
|  |  | 11 |  | 1 | 100\% |
|  |  | 12 | 1 |  | 0\% |
|  | >10\% $\leq 0 \%$ | 7 | 1 |  | 0\% |
|  |  | 8 |  | 1 | 100\% |
|  |  | 9 | 1 | 4 | 80\% |
|  |  | 10 | 6 | 8 | 57\% |
|  |  | 11 | 1 |  | 0\% |
|  |  | 12 | 3 | 2 | 40\% |
|  | >10\% $\leq 15 \%$ | 8 | 1 |  | 0\% |
|  |  | 9 | 1 | 4 | 80\% |
|  |  | 10 | 1 | 1 | 50\% |
|  |  | 11 | 2 | 2 | 50\% |
|  |  | 12 | 4 |  | 0\% |
|  | >20\% $\leq 0 \%$ | 9 | 1 | 1 | 50\% |
|  |  | 11 | 2 | 1 | 33\% |
|  |  | 12 | 2 | 3 | 60\% |
|  | >20\% $\leq 25 \%$ | 9 |  | 2 | 100\% |
|  |  | 10 | 2 |  | 0\% |
|  |  | 11 | 4 | 1 | 20\% |
|  |  | 12 | 3 |  | 0\% |
|  | >25\% $\leq 30 \%$ | 7 |  | 1 | 100\% |
|  |  | 9 | 1 | 1 | 50\% |
|  |  | 11 | 2 | 1 | 33\% |
|  |  | 12 |  | 1 | 100\% |
|  | >35\% $\leq 40 \%$ | 10 | 1 | 2 | 67\% |
|  |  | 11 |  | 2 | 100\% |
|  |  | 12 | 3 |  | 0\% |
|  |  | 10 |  | 1 | 100\% |
|  |  | 11 | 2 |  | 0\% |
|  |  | 12 |  | 1 | 100\% |
|  |  | 10 |  | 1 | 100\% |
|  |  | 11 | 1 | 1 | 50\% |
|  |  | 12 |  | 1 | 100\% |
|  | >45\% $\leq 50 \%$ | 9 | 1 |  | 0\% |
|  |  | 12 | 1 |  | 0\% |
|  |  | 12 | 1 | 1 | 50\% |
|  | >60\% $\leq 65 \%$ | 10 | 1 |  | 0\% |
|  | >110\% $\leq 115 \%$ | 12 | 1 |  | 0\% |
|  |  |  | £952,261 | £662,507 |  |
|  | <5\% | 12 |  | 2 | 100\% |
|  | >5\% $510 \%$ | 9 |  | 1 | 100\% |
|  |  | 10 | 1 |  | 0\% |
|  |  | 11 |  | 1 | 100\% |
|  |  | 12 | 2 |  | 0\% |
|  | >15\% $50 \%$ | 9 | 1 | 1 | 50\% |
|  |  | 12 | 1 |  | 0\% |
|  | >15\% $\leq 20 \%$ | 9 |  | 1 | 100\% |
|  | >120\% $\leq 125 \%$ | 12 |  | 1 | 100\% |
|  | >135\% $\leq 140 \%$ | 12 | 1 |  | 0\% |
|  |  |  | £237,628 | £168,842 |  |

Appendix D1: Contribution Increments by gender and occupational category


Staff Category and Gender

## Appendix D2: Single Contribution Payments by gender and occupational category



Staff Category and Gender



## Appendix E3: $\quad$ Scale points of new employees in grade 9 by gender



## Appendix F: Methodology

The methodology of this Equal Pay Review is consistent with previous reviews in order to analyse trends over time. The approach taken is in line with the relevant JNCHES ${ }^{3}$ guidance and the Equality and Human Rights Commission advice that where a pay differential related to gender is less than 3\%, no action is necessary. Where the difference is greater than $3 \%$ but less than $5 \%$, the position should be regularly monitored. For gender pay gaps of more than $5 \%$, action is needed to address the issue and close the gap. Consistent with previous reviews, this review includes in its analysis of all University staff on the single salary spine (i.e. excluding those on spot salaries or those whose pay is not determined by the University).

## Pay gap calculation

The pay gap calculation is based on a percentage of the average salary for men, this is a standard equal pay approach and allows meaningful benchmarking with external organisations and publicly available statistics. A pay gap figure without a minus sign indicates that the pay gap shows higher average pay for men compared to women. A minus number indicates the opposite.

## Mean and median

Average salaries and gender pay gaps can be calculated by either using the mean or median values. The mean is calculated by adding all values together and dividing by the number of values. The median is the middle value when each of the values are placed in order of smallest to largest.

The median can be a more appropriate method of measuring averages than the mean where there are outlying values within the data being analysed. The median is also helpful for benchmarking with national statistics (ONS) and other institutions who primarily use the median. However, a significant proportion of salaries on the University's pay scale are on the top service point of the grade, for both men and women. In this situation the median values for both genders will tend to be the same, masking any pay gap that may exist.

Therefore, for the purposes of this Equal Pay Review, the mean has continued to be used as the primary method of analysis and continues to inform the narrative of the report. Where the term average is used this will be the mean unless otherwise stated. The University may review this approach in future equal pay reports.

## Standard deviation

A number of the appendices to this review include standard deviation calculations which are used to identify the dispersion of the values from the average (mean) salary value. A low standard deviation indicates that the pay totals are clustered around the average value whereas a high standard deviation indicates that the pay totals are spread over a wide range. This provides another helpful indicator on the conclusions that can be drawn from the comparisons but where the sample group size is less than 10 , the standard deviation may be misleading.

## Interquartile range

The appendices also include inter-quartile ranges where appropriate, expressing by how much the members of a group differ from the mean value for the group, in order to provide further insight into potential gender pay issues and for benchmarking purposes. The inter-quartile range is the difference between the upper quartile (i.e. the value of all payments three quarters of the way from lowest to highest) and the lower quartile (i.e. the value of all payments one quarter of the way from lowest to highest).

## Data protection

The disclosure to third parties of data from equal pay reviews is covered by the Data Protection Act (1998). The results of an equal pay review can be disclosed as regards individuals or small groups as long as they are in a sufficiently anonymised form. Where fewer than five employees are identified in a particular category of the data the values have been removed and replaced by '<5' (less than five) where necessary. This is in accordance with HESA guidance.
${ }^{3}$ Joint Negotiating Committee for Higher Education Staff

Table 1(a) Number of academic and research staff on the single salary spine by grade, gender and scale point as at 31 March 2022


Table 1(b) Number of academic-related and assistant staff on the single salary spine by grade, gender and scale point as at 31 March 2022

| scale | Grade T\& A Men Women | Grade 1 | Grade 2 | Grade 3 | Grade 4 | cade |  | ade |  | rad |  | Grade |  | rade |  | rade |  | Grade |  | Grade |  | Overa |  | Scale <br> Point |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Men Women | Men Women | Men Women | Men Women | Men Women |  | Women |  | Wome |  | Women | Men | Women | Men | Women | Men | Women | Men | Women | Men | Women | Men | Women |  |
| 100 99 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  | 1 |  | 100 99 |
| 99 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ${ }_{98}$ |
| 97 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 97 |
| 969595 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  | 1 |  | 96 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ${ }_{9}^{95}$ |
| 95 94 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  | 1 |  | 94 93 93 |
| 93 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  | 1 |  | ${ }^{93}$ |
| 92 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 1 | 1 | 1 | ${ }_{91}^{92}$ |
| 91 90 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ${ }^{91}$ |
| $\begin{aligned} & 90 \\ & 89 \end{aligned}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  | 1 | 90 89 |
| 8887 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 1 | 3 | 1 | ${ }_{88}^{89}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 2 | 7 | 2 | 87 |
| 868585 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 |  | 3 | ${ }^{86}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 85 84 84 |
| ${ }^{83}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 4 | 1 | 4 | 1 | 84 83 83 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 5 | 2 | 5 | 2 | 82 |
| 81 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 2 | 1 | ${ }^{81}$ |
| 8079 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | - | 1 | 80 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 4 |  | 4 |  | 79 |
| 79 78 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 1 | 1 | 1 | 78 77 78 |
| 77 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 4 |  | 4 |  | 77 |
| 76 75 78 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 8 | 5 | 8 | 5 | 76 75 78 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 7 |  | 75 74 74 |
| 73 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 4 |  | 4 | 74 <br> 73 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 2 | 1 | 2 | 72 |
| 72 71 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ${ }^{2}$ | 3 | 2 | 3 | 71 |
| 71 70 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 1 | - | 1 | 70 |
| 69 68 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 1 | 1 | 1 | ${ }^{69}$ |
| 68 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 8 | 4 | 8 | ${ }_{68}^{68}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 13 | ${ }_{6}^{67}$ |
| 66 65 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ${ }^{6}$ |  |  | 6 | 3 | 66 65 |
| 65 64 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ${ }^{23}$ | 24 | 11 | 1 |  |  | 34 | 25 | 64 |
| 64 63 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 13 | 25 |  | 4 |  |  | 20 | 29 | 63 |
| 62 61 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 17 |  | 3 |  |  |  | ${ }_{6}^{20}$ | ${ }_{61}^{62}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ${ }^{14}$ | 40 3 | 52 <br> 14 |  |  |  |  | 57 12 | 66 20 | 61 60 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | ${ }^{23}$ | 27 | 12 | 22 |  |  |  |  | 35 | 49 | 59 |
|  |  |  |  |  |  |  |  |  |  |  |  | 18 | 11 | 32 | 41 |  |  |  |  |  |  |  | 52 | 58 |
| 57 |  |  |  |  |  |  |  |  |  |  |  | 17 28 | 15 <br> 33 | 59 | 71 22 |  |  |  |  |  |  | 76 35 | 86 55 5 | 57 56 56 |
| 56 |  |  |  |  |  |  |  |  |  |  |  |  |  | 7 | ${ }_{22}^{22}$ |  |  |  |  |  |  | 35 122 |  | 56 55 56 |
| 55 |  |  |  |  |  |  |  |  |  |  |  | 18 | ${ }_{27} 27$ | ${ }_{8}^{16}$ | 14 |  |  |  |  |  |  | 26 | 41 | 56 54 54 |
| 53 |  |  |  |  |  |  |  |  |  |  |  | 18 | 30 | 7 | 15 |  |  |  |  |  |  |  | 45 | ${ }^{53}$ |
| 52 51 51 |  |  |  |  |  |  |  |  |  |  |  | 21 20 | 27 45 | 11 8 | 14 |  |  |  |  |  |  |  | 47 <br> 58 | 52 51 51 |
|  |  |  |  |  |  |  |  |  |  | 2 16 | 7 23 | 20 29 | 45 <br> 35 | 8 5 | 6 |  |  |  |  |  |  | 30 50 | 58 67 | 51 50 |
|  |  |  |  |  |  |  |  |  |  | 22 | 36 | 15 | 35 | 4 | 10 |  |  |  |  |  |  | 41 | 81 | 49 |
| 49 |  |  |  |  |  |  |  |  | 5 | 91 | 149 | 18 | ${ }^{33}$ |  |  |  |  |  |  |  |  | 116 | 187 | 48 |
| 47 |  |  |  |  |  |  |  |  | ${ }^{3}$ | 19 | 46 <br> 44 | ${ }^{18}$ | 40 |  |  |  |  |  |  |  |  | ${ }_{38}^{38}$ | $\begin{array}{r}89 \\ 71 \\ \hline 11\end{array}$ | 47 46 |
|  |  |  |  |  |  |  |  | ${ }^{8}$ | 19 | ${ }_{36}^{20}$ | 55 | 14 | 37 |  |  |  |  |  |  |  |  | 56 | 111 | 45 |
| 45 44 |  |  |  |  |  | 1 | 8 | 34 | 45 | 31 | 50 |  |  |  |  |  |  |  |  |  |  | 66 | 103 | 44 |
| 43 |  |  |  |  |  |  | 5 | 90 | 159 | 25 | 41 |  |  |  |  |  |  |  |  |  |  | 120 | 205 | 43 |
| 42 41 |  |  |  |  |  |  | 7 |  | 36 <br> 54 |  | 39 |  |  |  |  |  |  |  |  |  |  |  |  | 42 41 |
|  |  |  |  |  |  |  | 28 <br> 62 | 29 18 | 54 44 | 24 5 | 62 24 |  |  |  |  |  |  |  |  |  |  | 65 | 130 | 40 |
| 393838 |  |  |  |  |  | 113 | 224 |  | 54 | 19 | 36 |  |  |  |  |  |  |  |  |  |  | 150 | 314 | 39 |
|  |  |  |  |  | $4{ }^{4} 11$ | ${ }^{43}$ | 83 |  | 26 |  |  |  |  |  |  |  |  |  |  |  |  | 60 |  | ${ }^{38}$ |
| 37 |  |  |  |  | 5 5 <br> 14  <br> 18  |  | 85 |  | 51 |  |  |  |  |  |  |  |  |  |  |  |  |  | 141 | 37 <br> 38 |
| 36 35 35 |  |  |  |  | $\begin{array}{ll}14 & 27 \\ 16 & 40\end{array}$ |  | 101 56 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 50 44 | ${ }_{96}^{128}$ | 36 35 35 |
| 34 |  |  |  |  | $84 \quad 194$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 112 | 306 | 34 |
| ${ }^{33}$ |  |  |  | $4 \quad 2$ | $25 \quad 60$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 29 | 62 | ${ }^{33}$ |
| 32 31 31 |  |  |  | 2 2 <br> 2 12 | 15 62 <br> 34 101 <br> 10  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 17 36 |  | ${ }^{32}$ |
| 31 30 |  |  |  | $\begin{array}{ll}2 \\ 19 & 12 \\ 19\end{array}$ | 154  <br> 16 101 <br> 15  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 36 35 | 113 | 30 |
| ${ }^{29}$ |  |  |  | $97 \quad 87$ | $28 \quad 87$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 125 | 174 | 29 |
| 27 |  |  | 3 | $\begin{array}{ll}18 & 30 \\ 20\end{array}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 20 | 33 | ${ }^{28}$ |
|  |  |  |  | $\begin{array}{ll}20 & 37 \\ 24 & 50 \\ 50\end{array}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 20 | 37 5 5 | 27 26 26 |
| 26 25 25 |  |  | $\begin{array}{ll}2 & 2 \\ 1\end{array}$ | $\begin{array}{ll}24 & 27 \\ 25\end{array}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 26 | 29 | 27 25 |
| 24 24 |  |  | $49 \quad 43$ | $28 \quad 54$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 77 | 97 | 24 23 23 |
| 232222 |  |  |  |  |  |  |  |  | - |  | - |  |  |  |  |  |  |  |  |  |  | 8 |  | ${ }^{23}$ |
| 21 |  | $137 \quad 185$ | $\begin{array}{cc} 14 & 8 \\ 4 & 17 \end{array}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\stackrel{14}{9}$ | ${ }^{8} 8$ | 22 21 21 |
| 19 |  |  | $\begin{array}{\|cc} \hline 4 & 17 \\ 39 & 47 \end{array}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 176 | 232 | 20 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 1 | ${ }_{18}^{19}$ |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 18 17 |
| 1716 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 16 |
| 16   <br> 15 2  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 2 | 2 | 15 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 14 13 13 |
| 12   <br> 11 9 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 12 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 2454 | 415 | 11 |
| Total | $12 \quad 11$ | $142 \quad 191$ | 119 | 239325 | 241632 | 343 | 771 | 261 | 502 | 337 | 618 | 345 | 478 | 206 | 271 | 107 | 154 | 40 | 30 | 62 | 40 | 2454 | 4154 | Total |

Table 2(a) Number of academic and research staff on the single salary spine by grade, gender and scale point School of Arts and Humanities
as at 31 March 2022


Table 2(b) Number of academic-related and assistant staff on the single salary spine by grade, gender and scale point
School of Arts and Humanities
as at 31 March 2022


Table 3(a) Number of academic and research staff on the single salary spine by grade, gender and scale point School of the Biological Sciences
as at 31 March 2022

|  | $\begin{aligned} & \hline \text { Grade T\&A } \\ & \text { Men Women } \\ & \hline \end{aligned}$ | $\begin{gathered} \text { Grade 1 } \\ \text { Men Women } \\ \hline \end{gathered}$ | $\begin{array}{c\|} \hline \text { Grade 2 } \\ \text { Men Women } \\ \hline \end{array}$ | $\begin{array}{c\|} \hline \text { Grade } 3 \\ \text { Men Women } \\ \hline \end{array}$ | $\begin{array}{c\|} \hline \text { Grade 4 } \\ \text { Men Women } \\ \hline \end{array}$ | Grade 5 Men Women | $\begin{array}{c\|} \hline \text { Grade 6 } \\ \text { Men Women } \\ \hline \end{array}$ | $\begin{array}{c\|} \hline \text { Grade } 7 \\ \text { Men Women } \\ \hline \end{array}$ | $\begin{array}{c\|} \hline \text { Grade } 8 \\ \text { Men Women } \\ \hline \end{array}$ | $\begin{array}{c\|} \hline \text { Grade } 9 \\ \text { Men Women } \\ \hline \end{array}$ | $\begin{aligned} & \text { Grade } 10 \\ & \text { Men Women } \end{aligned}$ | $\begin{gathered} \text { Grade } 11 \\ \text { Men Women } \end{gathered}$ | Grade 12 Men Women | $\begin{array}{\|c\|} \hline \text { Overall } \\ \hline \text { Men Women } \\ \hline \end{array}$ | ${ }_{\text {Soint }}^{\text {Scale }}$ Point |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 100 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 100 |
| 99 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 99 |
| 98 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ${ }_{98}$ |
| 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 97 |
| 96 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 96 |
| 95 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 95 |
| 94 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 94 |
| 93 |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 1 | 93 |
| 92 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 92 |
| 91 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ${ }^{91}$ |
| 90 |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 3 | 90 |
| 89 88 |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 1 | 89 |
| ${ }_{87}^{88}$ |  |  |  |  |  |  |  |  |  |  |  |  |  | 2 | 88 87 88 |
| 86 |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | ${ }_{86} 8$ |
| 85 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 85 |
| 84 |  |  |  |  |  |  |  |  |  |  |  |  | 2 | 2 | 84 |
| 83 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ${ }^{83}$ |
| 82 |  |  |  |  |  |  |  |  |  |  |  |  | 6 | 6 | ${ }^{82}$ |
| 81 |  |  |  |  |  |  |  |  |  |  |  |  |  | 4 | 81 80 80 |
| 80 79 |  |  |  |  |  |  |  |  |  |  |  |  | $3{ }^{4}$ | 4 | 80 |
| 78 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 79 78 |
| 77 |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 3 | 77 |
| 76 75 78 |  |  |  |  |  |  |  |  |  |  |  |  | $1{ }^{1} 2$ | $1 \quad 2$ | 76 75 78 |
| 74 |  |  |  |  |  |  |  |  |  |  |  |  | ${ }^{3}-\square^{4}-$ | 34 | 75 |
| 73 |  |  |  |  |  |  |  |  |  |  |  |  | 21 | 21 | ${ }^{73}$ |
| 72 |  |  |  |  |  |  |  |  |  |  |  |  | 22 | - | 72 |
| 71 70 |  |  |  |  |  |  |  |  |  |  |  |  | ${ }^{6}$ | - | 71 |
| 69 |  |  |  |  |  |  |  |  |  |  |  |  | $\begin{array}{ll}3 & 3 \\ 3\end{array}$ | 3 | 71 69 |
| 68 |  |  |  |  |  |  |  |  |  |  |  |  | 21 | 21 | 68 |
| 67 |  |  |  |  |  |  |  |  |  |  |  | 1 |  | 1 | 67 |
| 66 65 |  |  |  |  |  |  |  |  |  |  |  | 1 |  | 1 1 | 66 |
| 64 |  |  |  |  |  |  |  |  |  |  | 1 | 1 |  | 2 | ${ }_{64}^{65}$ |
| 63 |  |  |  |  |  |  |  |  |  |  | 46 | $34 \quad 13$ |  | $38 \quad 19$ | 63 |
| 62 |  |  |  |  |  |  |  |  |  |  | $1{ }^{1}$ | 3 |  | $4{ }^{4} 4$ | 62 |
| 61 |  |  |  |  |  |  |  |  |  | 1 | 24 3 |  |  | 27 <br> 9 | 61 60 |
| ${ }_{59} 5$ |  |  |  |  |  |  |  |  |  | - |  |  |  | 4 | 59 59 |
| 58 |  |  |  |  |  |  |  |  |  | 4 |  |  |  | 2 | 58 |
| 57 |  |  |  |  |  |  |  |  |  | $36 \quad 35$ |  |  |  | $36 \quad 35$ | 57 |
| 56 <br> 55 |  |  |  |  |  |  |  |  | 1 | $\begin{array}{ll}5 & 5 \\ 4 & 5\end{array}$ |  |  |  | $\begin{array}{ll}5 & 5 \\ 4 & 6\end{array}$ | 56 56 56 |
| 54 |  |  |  |  |  |  |  |  |  | 23 |  |  |  | 2 | 54 |
| 53 52 5 |  |  |  |  |  |  |  |  |  | 7 |  |  |  | $8{ }^{8} 6$ | 53 |
| 52 <br> 51 <br> 1 |  |  |  |  |  |  |  | $12 \quad 5$ |  | 7 |  |  |  | $15 \quad 12$ | 52 |
| 50 |  |  |  |  |  |  |  | $\begin{array}{cc}10 \\ 10 & 4 \\ 10\end{array}$ |  | $\begin{array}{ll}6 \\ 4 & 4 \\ 4\end{array}$ |  |  |  | 9 <br> 14 <br> 14 | 51 50 |
| 49 |  |  |  |  |  |  |  | $14 \quad 8$ | 1 | 2 |  |  |  | $16 \quad 12$ | 49 |
| 48 |  |  |  |  |  |  |  | $\begin{array}{ll}87 & 60 \\ 11\end{array}$ |  |  |  |  |  | 87 <br> 11 | 48 |
| 46 |  |  |  |  |  |  |  | $\begin{array}{lll}11 & 10 \\ 36\end{array}$ |  |  |  |  |  | 11 36 | $4{ }_{4}^{47}$ |
| 45 |  |  |  |  |  |  |  | $28 \quad 26$ |  |  |  |  |  | $28 \quad 26$ | 45 |
| 44 |  |  |  |  |  |  |  | ${ }^{33} \quad 41$ |  |  |  |  |  | 33 <br> 12 <br> 12 | 44 |
| 43 42 |  |  |  |  |  |  |  | $\begin{array}{ll}12 & 20 \\ 23 & 34 \\ 34\end{array}$ |  |  |  |  |  | $\begin{array}{ll}12 & 21 \\ 23 & 37\end{array}$ | ${ }_{4}^{43}$ |
| 42 41 |  |  |  |  |  | 11 |  | $\begin{array}{ll}23 & 34 \\ 34 & 32\end{array}$ |  |  |  |  |  | 23 <br> 35 <br> 39 | 42 41 |
| 40 |  |  |  |  |  | 34 |  | 1 |  |  |  |  |  | 35 | 40 |
| 39 |  |  |  |  |  | $\begin{array}{ll}16 & 28 \\ 14 & 14\end{array}$ |  |  |  |  |  |  |  | 16 | 39 |
| 38 37 37 |  |  |  |  |  | $\begin{array}{ll}14 & 14 \\ & 5\end{array}$ |  |  |  |  |  |  |  | 14 <br> 14 | 38 37 37 |
| 37 36 |  |  |  |  |  | 10 |  |  |  |  |  |  |  | $\begin{array}{r} \\ \hline 10 \\ \hline 1\end{array}$ | 37 36 36 |
| 35 |  |  |  |  |  | 5  <br> ${ }_{13}$ 6 |  |  |  |  |  |  |  | 5 6 <br> 13 24 | 35 34 34 |
| 34 34 3 |  |  |  |  |  |  |  |  |  |  |  |  |  | $13 \quad 24$ | ${ }^{34}$ |
| 33 32 32 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 32 |
| 31 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 31 |
| 30 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 30 |
| 29 28 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 29 |
| 27 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 27 |
| ${ }^{26}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 26 |
| 25 24 24 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ${ }_{24}^{25}$ |
| 24 23 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 24 |
| 22 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ${ }_{22}^{23}$ |
| 21 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ${ }^{21}$ |
| 20 19 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 20 19 19 |
| 18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 18 |
| 17 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 17 |
| 16 15 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 16 15 15 |
| 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 14 |
| 13 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 13 <br> 12 <br> 12 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 11 |
| Total |  |  |  |  |  | $62 \quad 113$ |  | $303 \quad 284$ | 2 | $85 \quad 84$ | $33 \quad 18$ | $40 \quad 17$ | $77 \quad 31$ | $600 \quad 549$ | Total |

Table 3(b) Number of academic-related and assistant staff on the single salary spine by grade, gender and scale point School of the Biological Sciences
as at 31 March 2022


Table 4(a) Number of academic and research staff on the single salary spine by grade, gender and scale point School of Clinical Medicine
as at 31 March 2022


Table 4(b) Number of academic-related and assistant staff on the single salary spine by grade, gender and scale point School of Clinical Medicine
as at 31 March 2022


Table 5(a) Number of academic and research staff on the single salary spine by grade, gender and scale point School of the Humanities and Social Sciences
as at 31 March 2022


Table 5(b) Number of academic-related and assistant staff on the single salary spine by grade, gender and scale point School of the Humanities and Social Sciences
as at 31 March 2022


Table 6(a) Number of academic and research staff on the single salary spine by grade, gender and scale point School of the Physical Sciences

| $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Scale } \\ \text { Point } \end{array} \\ \hline \end{array}$ | Grade T \& A Men Women | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |  | Grade 6 | Grade 7 |  | Grade 8 |  | Grade 9 |  | Grade 10 |  | Grade 11 |  | Grade 12 |  | Overall |  | (Scale |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Men Women | Men Women | Men Women | Men Women | Men | Women | Men Women |  | Women |  | Women |  | Women |  | Women | Men | Women |  | Women | Men | Women |  |
| 100 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  | 1 |  | 100 |
| 99 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 99 |
| 98 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  | 1 | 98 |
| 97 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 97 |
| 96 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 96 |
| 95 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ${ }_{9} 9$ |
| 94 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 |  | 3 |  | 94 |
| 93 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ${ }^{93}$ |
| 92 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 92 |
| 91 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 91 |
| 90 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 90 |
| 89 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  | 1 |  | 89 |
| 88 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  | 1 |  | 88 |
| 87 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 5 | 2 | 5 | 2 | 87 |
| 86 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  | 1 |  | 86 |
| 85 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 4 |  | 4 |  | 85 |
| 84 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 4 |  | 4 |  | 84 |
| 83 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 |  | 3 |  | ${ }^{83}$ |
| 82 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 4 |  | 4 |  | 82 |
| 81 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 4 |  | 4 |  | 81 |
| 80 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 6 |  | 6 |  | 80 |
| 79 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 79 |
| 78 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 |  | 3 |  | 78 |
| 77 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 5 |  | 5 |  | 77 |
| 76 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 3 | 1 | 76 |
| 75 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 4 | 2 | 4 | 2 | 75 |
| 74 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $\frac{4}{3}$ | 1 | 3 | 1 | 74 |
| 73 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 5 | 1 | 5 | 1 | 73 |
| 72 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 1 | 3 | 1 | 72 |
| 71 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 9 | 2 | 9 | 2 | 71 |
| 70 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 10 |  | 10 |  | 70 |
| 69 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 11 | 2 | 11 | 2 | 69 |
| 68 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 45 | 14 | 45 | 14 | 68 |
| 67 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 67 |
| 66 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  |  |  | 1 |  | 66 |
| 65 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 4 |  |  |  | 4 |  | 65 |
| 64 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 64 |
| 63 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 4 | 1 | 51 | 12 |  |  | 55 | 13 | 63 |
| 62 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 4 |  | 2 |  |  |  | 6 |  | 62 |
| 61 |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 2 | 5 | 2 |  |  |  |  | 6 | 4 | 61 |
| 60 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 60 |
| 59 |  |  |  |  |  |  |  |  |  |  |  |  | 2 |  |  |  |  |  |  |  | 2 |  | 59 |
| 58 |  |  |  |  |  |  |  |  |  |  |  |  | 6 | 2 |  |  |  |  |  |  | 6 | 2 | 58 |
| 57 |  |  |  |  |  |  |  |  |  |  |  |  | 49 | 31 |  |  |  |  |  |  | 49 | 31 | 57 |
| 56 |  |  |  |  |  |  |  |  |  |  |  |  |  | 4 |  |  |  |  |  |  | 7 | 4 | 56 |
| 55 |  |  |  |  |  |  |  |  |  |  | 2 |  | 7 | 6 |  |  |  |  |  |  | 9 | 6 | 55 |
| 54 |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 |  |  |  |  |  |  | 4 | 3 | 54 |
| 53 |  |  |  |  |  |  |  |  |  |  |  |  |  | 2 |  |  |  |  |  |  | 8 | 2 | 53 |
| 52 |  |  |  |  |  |  |  |  |  |  |  |  |  | 2 |  |  |  |  |  |  | 8 | 2 | 52 |
| 51 |  |  |  |  |  |  |  |  | 2 |  |  |  |  | 1 |  |  |  |  |  |  |  | 1 | 51 |
| 50 |  |  |  |  |  |  |  |  | 1 | 4 |  |  | 8 | 1 |  |  |  |  |  |  | 9 | 5 | 50 |
| 49 |  |  |  |  |  |  |  |  | 7 | 3 |  |  | 5 | 1 |  |  |  |  |  |  | 12 | 4 | 49 |
| 48 |  |  |  |  |  |  |  |  | 70 | 26 |  |  |  |  |  |  |  |  |  |  | 70 | 26 | 48 |
| 47 |  |  |  |  |  |  |  |  |  | 2 |  |  |  |  |  |  |  |  |  |  | ${ }^{6}$ | $\stackrel{2}{15}$ | 47 |
| 46 |  |  |  |  |  |  |  |  | 31 | 15 |  |  |  |  |  |  |  |  |  |  | 31 | 15 | 46 |
| 45 |  |  |  |  |  |  |  |  | 37 | 7 |  |  |  |  |  |  |  |  |  |  | 37 | 7 | 45 |
| 44 |  |  |  |  |  |  |  |  | 50 | 21 |  |  |  |  |  |  |  |  |  |  | 50 | 21 | 44 |
| 43 |  |  |  |  |  |  |  |  | 25 | $\stackrel{8}{14}$ |  |  |  |  |  |  |  |  |  |  | 25 | $\stackrel{8}{14}$ | 43 |
| 42 41 41 |  |  |  |  |  |  |  |  | 43 56 | 14 |  |  |  |  |  |  |  |  |  |  | 43 | 14 | 42 41 4 |
| 41 40 |  |  |  |  |  |  | 2 |  |  |  |  |  |  |  |  |  |  |  |  |  | 56 | 21 | 41 |
| 40 39 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 40 39 |
| 39 38 |  |  |  |  |  |  | 5 2 |  |  |  |  |  |  |  |  |  |  |  |  |  | 14 | 5 2 | 39 38 38 |
| 37 |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 37 |
| 36 |  |  |  |  |  |  | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 5 | 36 |
| 35 |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  | 35 |
| 34 |  |  |  |  |  |  | 8 |  |  |  |  |  |  |  |  |  |  |  |  |  | 8 | 8 | 34 |
| 33 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 33 |
| 32 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 32 |
| 31 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 31 |
| 30 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 30 |
| 29 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 29 |
| 28 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 28 |
| 27 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 27 |
| 26 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 26 |
| 25 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 25 |
| 24 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 24 |
| 23 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ${ }^{23}$ |
| 22 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 22 |
| 21 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 21 |
| 20 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 20 |
| 19 18 18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 19 |
| 18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 18 |
| 17 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 17 |
| 16 15 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 16 |
| 15 14 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 15 |
| 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 14 |
| 13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 13 |
| 12 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 12 |
| Total |  |  |  |  |  | 33 | 23 |  | 330 | 119 | 2 |  | 109 | 55 | 13 | 3 | 58 | 12 | 138 | 27 | 683 | 239 | Total |

as at 31 March 2022


Table 7(a) Number of academic and research staff on the single salary spine by grade, gender and scale point
School of Technology


Table 7(b) Number of academic-related and assistant staff on the single salary spine by grade, gender and scale point
School of Technology
as at 31 March 2022


Table 8(a) Number of academic and research staff on the single salary spine by grade, gender and scale point Council Institutions (UAS \& NSIs)


Table 8(b) Number of academic-related and assistant staff on the single salary spine by grade, gender and scale point Council Institutions (UAS \& NSIs)


Table 9(a) Number of academic and research staff on the single salary spine by grade, gender and scale point General Board Institutions (NSIs)


Table 9(b) Number of academic-related and assistant staff on the single salary spine by grade, gender and scale point General Board Institutions (NSIs)


Tables 10 (a)-(e) Staff in receipt of pensionable and non-pensionable payments made during the year 1 April 2021 - 31 March 2022

Table 10(a) Total pensionable and non-pensionable by school and gender


Table 10(b) Pensionable by payment type and gender


Table 10(c) Non-pensionable by payment type and gender


[^7]
## Table 10（d）Pensionable by grouped payment type，school and gender

|  |  | Arts \＆Humanities No $\qquad$ £ |  | Biological Sciences  <br> No $£$  |  |  |  | Humanities \＆Social Sciences |  |  |  | Technology |  | Council |  | General Board |  | Total |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | No | £ |  |  | No | £ | No | £ | No | £ | No | £ | No | £ | No | £ |
| Headship payments （inc Chairperson Faculty Board，Deputy Director／Head， Director，Head of Department， Acting Head，Head of Division， Secretary Faculty Board） | Men |  |  | 17 7 | $£ 66,108$ $£ 35,532$ | 25 12 | $£ 233,421$ $£ 106,728$ | 26 10 | $£ 267,300$ $£ 89,293$ | 16 10 | $£ 103,404$ $£ 77,228$ | 14 3 | $£ 155,759$ $£ 22,890$ | 24 4 | £214，309 <br> £27，879 | 1 | £18，000 |  |  | 123 46 | $£ 1,058,301$ $£ 359,549$ |
| Additional Hours／Responsibility payments （inc Admin Responsibility， Additional Responsibility， Additional Hours） | Men Women | 3 | $\begin{aligned} & £ 2,137 \\ & £ 3,613 \end{aligned}$ | 10 24 | £21，164 <br> £41，985 | 25 35 | £92，803 <br> £44，803 | 12 | $£ 8,626$ $£ 11,071$ | 15 17 | $£ 27,826$ $£ 34,122$ | 11 21 | £7，078 <br> £45，264 | 62 75 | $-£ 15,615$ $£ 119,028$ | 31 | $£ 12,321$ $£ 52,329$ | 137 218 | $£ 156,340$ $£ 352,216$ |
| Other Payment | Men <br> Women | 7 | £9，978 $£ 21,122$ | 77 105 | $£ 380,514$ $£ 281,074$ | 54 71 | $£ 834,026$ $£ 417,914$ | 14 19 | $£ 24,682$ $£ 31,675$ | 80 47 | $£ 311,699$ $£ 73,053$ | 42 18 | $£ 87,818$ $£ 25,170$ | 52 64 | $£ 25,263$ $£ 19,896$ | 76 115 | $£ 57,945$ $£ 49,502$ | 402 446 | $\begin{gathered} £ 1,731,924 \\ £ 919,406 \end{gathered}$ |
| Total | $\begin{gathered} \hline \text { Men } \\ \text { Women } \\ \hline \end{gathered}$ | $\begin{aligned} & 24 \\ & 14 \\ & \hline 38 \end{aligned}$ | $\begin{array}{r} £ 76,086 \\ £ 56,654 \\ \hline \end{array}$ | $\begin{aligned} & 102 \\ & 117 \\ & \hline 10 \end{aligned}$ | $\begin{array}{r} £ 613,935 \\ £ 387,801 \\ \hline \end{array}$ | $\begin{aligned} & 80 \\ & 81 \\ & \hline 1 \end{aligned}$ | $\begin{aligned} & \hline £ 1,101,326 \\ & £ 507,207 \\ & \hline \end{aligned}$ | $\begin{array}{r} 30 \\ 29 \\ \hline \end{array}$ | $\begin{aligned} & \hline £ 128,086 \\ & £ 108,902 \\ & \hline \end{aligned}$ | $\begin{aligned} & 94 \\ & 50 \\ & \hline \end{aligned}$ | $\begin{gathered} \\ £ 467,458 \\ £ 95,943 \\ \hline \end{gathered}$ | $\begin{aligned} & 66 \\ & 22 \\ & \hline 82 \end{aligned}$ | $\begin{gathered} \begin{array}{c} £ 302,126 \\ £ 53,049 \\ \hline \end{array} ⿳ ⺈ ⿴ 囗 十 一 ~ \end{gathered}$ | 53 64 117 | $\begin{array}{r} £ 43,263 \\ £ 19,896 \\ \hline \end{array}$ | $\begin{array}{r} 76 \\ 115 \\ \hline 1921 \end{array}$ | $\begin{aligned} & £ 57,945 \\ & £ 49,502 \\ & \hline \end{aligned}$ | $\begin{array}{r} 525 \\ 492 \\ \hline \end{array}$ | $\begin{array}{r} £ 2,790,225 \\ £ 1,278,955 \\ \hline \end{array}$ |
|  | Total | 38 | £132，740 | 219 | £1，001，736 | 161 | £1，608，533 | 59 | £236，988 | 144 | £563，400 | 88 | £355，176 | 117 | £63，159 | 191 | £107，447 | 1017 | £4，069，179 |

Table 10（e）Non－pensionable by grouped payment type，school and gender

|  |  | Arts \＆Humanities |  | Biological Sciences |  | Clinical Medicine |  | Humanities \＆Social Sciences |  | Physical Sciences |  | Technology |  | Council |  | General Board |  | Total |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | No | £ | No | £ | No | £ | No | £ | No | £ | No | £ | No | £ | No | £ | No | £ |
| Safety Payments （inc Biological Safety Officer， | Men | 1 | $£ 827$ | 55 | £35，390 | 54 | £38，869 | 7 | £2，892 | 29 | £14，683 | 14 | £10，308 | 4 | £2，074 |  |  | 164 | £105，044 |
| Officer， <br> Radiation Supervisor， Safety Off／Adviser） | Women | 2 | £390 |  | £21，935 | 46 | £26，125 | 10 | £4，591 | 6 | £2，919 | 3 | £1，930 | 11 | £15，362 | 1 | £276 | 112 | £73，529 |
| Bonus | Men Women |  |  |  |  |  |  |  |  |  |  |  |  | 1 | £63，538 |  |  | 1 | £63，538 |
| Headship payments （inc Chairperson Degree Comm．，Chairperson | Men |  | £4，685 |  | £400 | 1 | £5，506 |  | £1，560 | 16 | £5，746 | 7 | £3，939 | 1 | £63，538 |  |  | 41 | £85，374 |
| Payment，Deputy Director／ Head，Head of Department， Secretary Payment） | Women | 3 | £861 |  | £300 |  |  |  | £1，930 | 1 | $£ 500$ |  | £250 | 1 | £30，000 |  |  | 17 | £33，841 |
| Extraneous payments （inc Librarian） | Men Women |  |  | 1 | £200 |  |  |  |  | 1 | £221 |  |  |  |  |  |  | $1$ | $\begin{aligned} & £ 221 \\ & £ 200 \end{aligned}$ |
| Other Payment | Men | 22 | £18，328 | 68 | £302，546 | 51 | £82，769 | 57 | £289，765 | 100 | £174，981 | 62 | £204，226 | 106 | £303，178 | 19 | £13，946 | 485 | £1，389，739 |
|  | Women | 35 | £16，446 | 99 | £211，546 | 73 | £57，185 | 38 | £78，977 | 46 | £75，652 | 49 | £130，235 | 75 | £52，332 | 22 | £6，419 | 437 | £628，792 |
| Total | Men | $\begin{aligned} & 31 \\ & 40 \end{aligned}$ | $£ 23,839$ $£ 17,697$ | $125$ | £338，336 £233，981 | $106$ | $£ 127,144$ $£ 83.310$ | $\begin{aligned} & 70 \\ & 58 \end{aligned}$ | $\begin{array}{\|c\|} \hline £ 294,217 \\ \hline \end{array}$ | $146$ | $£ 195,631$ $£ 79,072$ | $\begin{aligned} & 83 \\ & \hline 20 \end{aligned}$ | $\begin{aligned} & £ £ 218,473 \\ & £ 132,415 \end{aligned}$ | $\begin{aligned} & 110 \\ & 07 \end{aligned}$ | $£ 305,252$ $£ 97,694$ | $19$ | $£ 13,946$ $£ 6,695$ | $690$ | $£ 1,516,839$ |
|  | Total | 62 | £47，678 | 235 | £665，677 | 200 | £245，418 | 140 | £588，435 | 287 | £388，931 | 164 | £435，019 | 220 | £610，505 | 38 | £27，892 | 1346 | £3，009，555 |

Figures are rounded to the nearerst pound．

Table 11(a) Count of all staff in receipt of a market pay award as at 31 March 2022 by staff category, school (or equivalent) and gender


Table 11(b) Count of all staff in receipt of an advanced contribution supplement as at 31 March 2022 by staff category, school (or equivalent) and gender

| Staff category | Supplement \% of salary | Grade | Arts \& Humanities | Humanities \& Social Sciences |  | Physical Sciences |  | Technology |  | Biological Sciences |  | Clinical Medicine |  | Council |  | General Board |  | Sub-Total |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | M F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | \% F |
| Academic | <5\% | 9 |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  | 1 | 100\% |
|  |  | 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | 11 |  | 1 | 2 |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 2 | 67\% |
|  |  | 12 | 1 | 1 |  |  |  | 2 |  | 1 | 1 |  |  |  |  |  |  | 5 | 1 | 17\% |
|  | >5\% $\leq 10 \%$ | 9 | 1 | 3 | 1 |  |  | 1 |  |  | 1 |  |  |  |  |  |  | 5 | 3 | 38\% |
|  |  | 10 |  | 1 |  |  |  | 1 |  |  |  |  |  |  |  |  |  | 2 |  | 0\% |
|  |  | 11 |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  | 1 | 100\% |
|  |  | 12 | 1 |  |  | 1 |  | 2 |  | 2 | 2 |  |  |  |  |  |  | 6 | 2 | 25\% |
|  | >10\% $\leq 15 \%$ | 9 | 3 | 2 |  | 1 | 2 | 1 |  |  |  |  |  |  |  |  |  | 4 | 5 | 56\% |
|  |  | 12 |  |  | 1 | 1 |  | 1 |  | 1 |  | 1 |  |  |  |  |  | 4 | £1 | 20\% |
|  | >15\% $520 \%$ | 9 | 1 | 4 |  | 2 | 2 | 1 |  | 1 |  |  |  |  |  |  |  | 8 | 3 | 27\% |
|  |  | 11 |  |  | 2 |  |  |  |  |  |  |  |  |  |  |  |  |  | 2 | 100\% |
|  |  | 12 |  | 1 |  | 1 | 1 | 1 |  | 1 | 1 |  |  |  |  |  |  | 4 | 2 | 33\% |
|  | >20\% $\leq 25 \%$ | 9 |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  | 1 |  | 0\% |
|  |  | 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | 12 |  | 1 |  | 1 |  |  |  |  |  |  |  |  |  |  |  | 2 |  | 0\% |
|  | >25\% $\leq 30 \%$ | 11 | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  | 0\% |
|  |  | 12 |  | 1 | 1 |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 1 | 50\% |
|  | >30\% $\leq 35 \%$ | 9 |  | 1 | 1 |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 1 | 50\% |
|  |  | 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | >35\% $\leq 40 \%$ | 9 | 1 |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  | 2 | 100\% |
|  |  | 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | >40\% $\leq 45 \%$ | 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | 12 |  | 2 |  |  |  | 1 |  |  |  |  |  |  |  |  |  | 3 |  | 0\% |
|  | >50\% $\leq 55 \%$ | 12 |  | 2 |  |  |  | 1 |  |  |  |  |  |  |  |  |  | 3 |  | 0\% |
|  | >70\% $\leq 75 \%$ | 12 |  | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  | 0\% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | £1,508,502 | £258,653 |  |
| Research | <5\% | 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | $>5 \% \leq 10 \%$ | 10 |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  | 1 |  | 0\% |
|  | $>10 \% \leq 15 \%$ | 9 |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  | 1 |  | 0\% |
|  | >15\% $\leq 20 \%$ | 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | £10,320 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | AcademicAcademic RelatedAssistantResearch |  | Male | Female |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 52 | 27 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0 | 0 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0 | 0 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 2 | 0 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | £1,518,822 | £258,653 |  |



Table 11(d) Count of all staff newly awarded an advanced contribution supplement between 1 April 2021 and 31 March 2022 by staff category, school (or equivalent) and gender


|  | Male | Female |
| ---: | :---: | :---: |
| Academic | 46 | 28 |
| Academic Related | 0 | 0 |
| Assistant | 0 | 0 |
| Research | 0 | 0 |
| Total Supplements | £468,469 | $£ 327,795$ |
|  |  |  |

Table 12a, Count* of all staff in receipt of a bonus payment ${ }^{* * *}$ during the year 1 April 2021-31 March 2022
by Staff Category, School (or equivalent) and Gender, shown as a percentage of basic salary
Information provided from CHRIS


## Notes:

* Where bonuses have been paid more than once a year this data refers to the total amount paid to one individual, over the time period, as a count of 1 .
** Only Academic Related Staff are recorded in receipt of contractual bonus payments.
${ }^{* * *} \mathrm{~A}$ 'bonus' is a payment which is calculated with regard to specific pre-agreed objectives or performance standards, and objectively reflects the employee's performance against those standards. Bonuses are not paid at a fixed rate year-on-year, and are only paid at all if the pre-agreed criteria are met. The entitlement to participate in a bonus scheme is part of the individual's contractual arrangements with the University. Figures are rounded to the nearest pound.

Table 12b, Count* of all staff in receipt of a bonus payment ${ }^{* * *}$ during the year 1 April 2020-31 March 2021 by Staff Category, School (or equivalent) and Gender, shown in 20 K bands relating to the amount of bonus paid. Information provided from CHRIS

| Staff category** | Bonus range | Grade | Arts \& Humanities |  | Humanities \& Social Sciences |  | Physical <br> Sciences |  | Technology |  | Biological Sciences |  | Clinical Medicine |  | Council |  | General Board |  | Sub-Total |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | M | w | M | w | M | w | M | w | M | W | M | w | M | w | M | w | M | w | \% W |
| Academic Related | £60,000-£79,999 | 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  | 0\% |
|  | £40,000-£59,999 | 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | £20,000-£39,999 | 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | £00,000-£19,999 | 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 |  | 0.0\% |

## Notes:

Where bonuses have been paid more than once a year this data refers to the total amount paid to one individual, over the time period, as a count of 1 .
** Only Academic Related Staff are recorded in recipet of contractual bonus payments.
${ }^{* * *}$ A 'bonus' is a payment which is calculated with regard to specific pre-agreed objectives or performance standards, and objectively reflects the employee's performance against those standards. Bonuses are not paid at a fixed rate year-on-year, and are only paid at all if the pre-agreed criteria are met. The entitlement to participate in a bonus scheme is part of the individual's contractual arrangements with the University. Figures are rounded to the nearest pound.


[^0]:    ${ }^{1}$ https://www.equality.admin.cam.ac.uk/files/institutional athena swan silver application nov 2018.pdf https://www.race-equality.admin.cam.ac.uk/strategic-initiatives-overview/race-equality-charter

[^1]:    ${ }^{2}$ On 1 August 2021, Cambridge University Press and Cambridge Assessment merged to become Cambridge University Press \& Assessment. Note, the data for Cambridge University Press \& Assessment included in the University Group figures excludes OCR, the data for which is reported separately by Cambridge University Press \& Assessment.

[^2]:    ${ }^{3}$ The calculation method and population used to calculate the gender pay gap in the Equal Pay Review differs to those in the mandatory Gender Pay Gap figures shown on page 19 of this report.

[^3]:    4http://www.disability.admin.cam.ac.uk

[^4]:    ${ }^{5}$ In line with a UK government directive the University now waives the application fee for any applicant who is a national of the OECD's Development Assistance Committee (DAC) list of Overseas Development Aid (ODA) recipients, groups 1 (Least Developed Countries) and 2 (Other Low Income Countries) only. This has led to a significant increase in applications for graduate study from these countries.

[^5]:    ${ }^{1}$ Please note that benchmark comparators are provided for illustrative purposes as methodology for different sources may differ.

[^6]:    2 https://www.equality.admin.cam.ac.uk/files/institutional athena swan silver application nov 2018.pdf

[^7]:    Bonus payments are examined at a more granular level in tables 12a and 12b
    Figures are rounded to the nearest pound. Figures are rounded to the nearest pound.

