UNIVERSITY OF Southampton

University Council Item 10

Date: 13 January 2021

Title: Annual Equality, Diversity and Inclusion Report 2020

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1.0 Executive Summary

1.1 This annual report sets out the University's progress towards embedding equality, diversity and inclusion (EDI) throughout its activities during 2019/20.

1.2 The University has a legal duty under the Equality Act 2010 to ensure that we are proactively taking steps to eliminate unlawful discrimination on the grounds of any protected characteristic, to advance equality of opportunity between people from the different protected groups under the Act, and that we foster good relations between people from all backgrounds.

1.3 During 2020 a new EDI governance structure has been put in place and in April 2020 our new EDI Manager, Camilla Gibson, joined the University. The new structure and the arrival of the new EDI Manager, coupled with the life-changing dramatic events of 2020 (i.e. the global Covid-19 pandemic and the resurgence of the Black Lives Matter movement) has caused us to take stock of our current approach to EDI.

1.4 In October 2020 University Executive Board agreed a proposed new EDI strategy and this was subsequently endorsed by Council in November 2020. The purpose of the new EDI strategy is to create an inclusive University community, with the ambition that EDI is seen as a major asset that helps us be a world-leading University with strategic aims that are aligned to the other key University strategies. The approach set out is holistic and deliberately focuses on the wider dimensions of EDI, not just those covered by the Equality Act. For example, it is recognised that socio-economic and wider societal factors greatly affect potential and current students' and employees' access, success and progression within the University community.

1.5 As part of the new EDI governance structure, a programme management approach has been introduced with the aim of making the way that we work with the different equality charters (Athena SWAN, Race Equality Charter, Concordat, Technicians' Commitment and Disability Confident) better co-ordinated, more efficient and effective.

2.0 Recommendations

That University Council:

2.1 Note this report (following its discussion at the University Executive Board on 14th December 2020)

2.2 Note that our current equality objectives have not been revised since 2013;

2.3 Note that new equality objectives will be developed in early 2021, in line with our recently agreed EDI strategy; and

2.4 Note that the lasting effects of Covid-19 are likely to have a negative effect on our ability to progress against some of our equality charter actions and equality objectives, specifically in relation to gender and race equality. This should be considered when judging our progress against EDI in 2021/22.

3.0 Key Issues for Consideration

3.1 Work in the first half of the year was focused on setting up a robust governance structure for EDI with regular and consistent reporting of progress against the different equality charters and other key University-wide initiatives, such as tackling harassment.

3.2 Work in the second half of the year has concentrated on development of a new five-year EDI strategy that is ambitious and consciously goes beyond focusing on the work involved in progressing equality charters. This strategy was agreed at Council in November 2020.

3.3 Our institutional EDI objectives and our public-facing EDI web presence are both dated, reflecting the fact that, over the last few years, consistent and robust leadership of the EDI agenda has been lacking. There is a pressing need to identify and communicate clear, refreshed EDI objectives in line with our new EDI strategy. These objectives will be developed in collaboration with key stakeholders, including faculty EDI leads, staff networks and the students' union. Our public-facing webpages will also be refreshed, with a focus on creating a presence that puts us on the front foot, showcases our EDI strategy, key priorities and areas of work and the people responsible for driving them forward.

3.4 Early research[1] is showing that the pressures on higher education (financial and otherwise) arising from Covid-19 are anticipated to have a negative impact on progress against some of our gender and race equality initiatives. It will be important that we use available quantitative and qualitative information to understand our local situation and to identify, via the EDI Committee, strategic actions that we should take to mitigate against the anticipated negative consequences.

3.5 Notwithstanding the difficulties caused by Covid-19, the importance and urgency in addressing deficiencies in our performance in EDI is made clear by reports such as the UUK's report: "Tackling racial harassment in higher education". Also, the continuing attention in the media to issues of alleged widespread sexual harassment and violence at Universities.

3.6 This has been a mixed year for the equality outcomes of key university processes. Female applications rates for academic promotion were substantially lower than male application rates, meaning that, even though female applicants were more successful than male applicants, female representation has continued to plateau at senior levels. By ethnicity, BAME application rates continued to exceed those from white employees, but success rates continued to be lower. Actions to address these trends will focus on the pre-application stages of the process. For more detail, please see Appendix 1 for details about equality and diversity in the 2019/20 ERE promotion round.

3.7 Our statutory gender pay gap return for 2020 shows a slight reduction in our mean gender pay gap from 18.8% to 17.9%, but our median gender pay gap has widened from 18.3% to 18.6%. For more detail, see 4.7, 4.8 and Appendix 2 for a summary report setting out findings from the 2019 equal pay review and the 2020 gender pay gap report.

4.0 Summary and Background

EDI Governance

4.1 The University's new EDI governance structure took effect in early 2020. The re-formed EDI Committee is focused on ensuring that the strategic vision for EDI is achieved, and that we are fulfilling our legal obligations. In order to ensure that EDI Committee members develop a deeper understanding of the breadth of issues relevant to EDI in the University, agendas include standing items that have an educational element to them: including a 'deep-dive' into a particular area (e.g. recruitment) and time for sharing best-practice from across the University. EDI Committee's terms of reference are available here.

4.2 Early 2020 also saw the launch of the Equality Charters Programme Board, supported by a programme management team. The board reports to the EDI Committee, and is focused on ensuring that work on equality charters is bringing benefit to the University, and that the work

[1] BMJ why we still need more women in academia, Wonkhe BAME academics are already under-represented the response to Covid-19 could reduce our numbers even further

on compiling submissions is efficient, effective and coordinated. Equality Charters Programme Board's terms of reference are available here.

4.3 The impact of Covid-19 has touched every part of the University during 2020. Recognising the speed at which decisions needed to be taken, especially in the early stages of the pandemic, whilst recognising the need to ensure that due regard is given to equality impacts in all decision-making, a simplified equality impact assessment process and supporting documentation were developed and agreed for use by Gold Command during the Spring.

4.4 The simplified process improved the number of decisions that were equality impact assessed, and the engagement with the senior leaders raised awareness of the need to pay due regard to equality. However, some decisions were still taken at speed and without full consideration of EDI, which has highlighted the need to ensure equality impact assessments are more thoroughly built into normal practice going forward and plans are in place to develop and implement a single access portal for equality impact assessment that will allow for greater quality control, organisational learning and improved governance

Equality Charters

4.5 We are currently committed to the following equality charters at an institutional level:

- **Athena SWAN**, for which we currently hold a Sliver award. We have deferred our re-submission, to maintain our Silver accreditation, until November 2021.
- **Race Equality Charter**, for which we are due to make out first submission in July 2021
- **Disability Confident Leader**, in early December 2020) we submitted our evidence to maintain our leadership status and we have just had confirmation from the Department of Work and Pension that we have maintained our leadership status.
- The **Concordat** to Support the Career Development of Researchers, for which we have recently (October 2020) successfully retained the European Commission HR Excellence in Research (HREiR) award following our 8-year review of progress in implementing the Concordat principles. A new version of the Concordat was launched in 2019 following an extensive consultation across the sector, and the University became a signatory of this new Concordat in November 2020. The requirements of the new Concordat have been changed significantly from the previous version, and future submissions will demand more, and different information than in the past. Over the next year, work will be undertaken with early career researcher colleagues and other stakeholders to review the new responsibilities and to develop a long-term action plan for their implementation.
- The **Technicians' Commitment**, for which we completed our stage one self-assessment in 2019 and submitted a two-year action plan to the Science Council. We have since established a Technicians' Commitment implementation group and appointed three technical leads to help drive forward change.

4.6 Each of our equality charter submissions are supported by extensive action plans. The Equality Charters Programme team have sought to identify synergies between the charters and the multitude of actions resulting from them, grouping them by themes and clarifying ownership. This is making it easier to understand how the work of the charters is inter-connected and is helping to embed work into 'business as usual'; for example, by allowing charter actions built into business plans and work programmes in a way that has not happened routinely in the past.

4.7 The implementation of action plans and the need to maintain our various charter award levels is significant for the University's reputation as an inclusive educator and employer, but also comes with substantial resource demands, which are only now being fully understood as a result of the work of the programme team.

Pay Equality

4.8 As part of our commitment to pay and conditions that are free from discrimination, we conduct annual equal pay reviews, working collaboratively with colleagues from our trade unions and staff networks to interrogate the data, understand trends and propose actions. Based on the

data from our most recent equal pay review we believe we can continue to demonstrate, at an institutional level, that we provide equal pay for work of equal value with respect to gender, and that we can, more cautiously (due to the limitations of statistical significance when dealing with smaller datasets), demonstrate the same with respect to both ethnicity and disability.

4.9 Alongside our regular equal pay reviews, there is also a statutory requirement for organisations to report their Gender Pay Gap data through the Government's Gender Pay Gap Service. The University is due to publish its 2020 gender pay gap data in March 2021. The University's mean gender pay gap has reduced slightly this year, by 0.9% (absolute), from 18.8% to 17.9%, but our median gender pay gap has widened by 0.3% (absolute) from 18.3% to 18.6%. However, the University's gender pay gap is above sector and national averages. It remains typical of other Russell Group universities, although other Russell Group universities have tended to see a more consistent closing of their gender pay gaps since statutory reporting was first introduced in 2017.

4.10 A full report on this year's equal pay review and gender pay gap reports is included as Appendix 2. Current female and Black, Asian and minority ethnic (BAME) representation by grade and job family is shown in Appendix 3.

Communication and Engagement

4.11 The University's staff networks (Pulse LGBT+, the BAME Staff Network, the Parent and Carers Network, WiSET+ and the Disability Network) have been actively engaging with the community and creating resources and routes to engagement throughout the year. For example, the BAME staff network co-produced, along with the EDI Champion and EDI Manager, a Manager's Briefing about race equality in the wake of the killing of George Floyd, and the subsequent focus on Black Lives Matter. They also held virtual events to create space for peer support and networking. In July, the BAME Staff Network was awarded the Vice-Chancellor's Award for equality, diversity and inclusion. In December 2020 the Disability Network was launched.

4.12 Throughout 2019/20 there has been regular communication about EDI, often linked to key national events (e.g. anti-bullying week in November 2020). The EDI team and the Communications team are working closely to ensure that EDI communications are personal, educational and linked to relevant polices and useful recourses. This is part of a longer-term plan for the University to speak more frequently, and with a more confident and assured voice about EDI.

4.13 During the year, SUSU facilitated Welfare, Inclusion, Diversity and Equality training for its club and society presidents and welfare officers, with focus on the information needed to ensure their activities are welcoming, accessible, and inclusive of all students. These training sessions also provided clubs and societies with the tools to properly signpost and support their members, when necessary.

4.14 SUSU created a campaign focusing on raising awareness about the impact of hidden disabilities including providing sunflower badges for students with hidden or invisible disabilities. As part of the campaign a short video was produced.

4.15 To date, over 600 staff have signed up to attend the Active Bystander training introduced as part of our commitment to address issues raised in the last staff engagement survey in 2018 (for example, results showed that 58% of professional services staff agreed with the statement *"in the last year, whilst working at the university, I have experienced or witnessed bullying"*). The training aims to help staff tackle unacceptable behaviours including those that have become normalised over time; staff learn how to recognise unacceptable behaviour, as well as a range of techniques to use in challenging situations.

4.16 The new, modular Line Manager Development Programme was piloted and is now being rolled out to all line managers. EDI is fully embedded in the programme material and in the way that the programme is delivered.

5.0 Implications

5.1 Strategic (including relevant KPIs)

Improvement in our performance in equality diversity and inclusion is of fundamental importance to our performance across all aspects of our mission as a University. We are committed to providing opportunities through our education to all our students. We aim for our research to tackle society's most important challenges. We seek to change the world for the better. We will not do this unless we embrace, and further develop, our diversity and ensure that everyone in our community and those we work with as partners, know that they are fully included and valued as equal contributors. Diverse teams are more creative and perform more highly when their members feel fully included.

5.2 Financial

Many funding bodies require evidence of strong leadership of EDI and progress in this area. The work completed in 2019/20, and the new EDI strategy, will put us in a stronger position to be successful when applying for funding.

5.3 Information and Technology

While not the subject of this report, we will need to consider issues of accessibility and inclusivity in our IT systems and on line presence as we further implement the EDI strategy.

5.4 Equality and Legal

Under the Equality Act 2010 the University has a legal duty to ensure that in our day-to-day business we take active steps to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. The activities taken over the last year and the new EDI strategy put the University in a strong position to meet its legal obligations.

5.5 Risk and Health & Safety

There are workstreams that will tackle the reporting of bullying and discriminatory behaviours, which will also focus on ensuring that the right support is in place or staff and students.

5.6 Communication

This report and the accompanying appendices have been presented and discussed at the institutional equality, diversity and inclusion committee 7 December 2020 and at the University Executive Board 14 December 2020

5.7 Staffing

The launch and communication about the new EDI strategy will make it easier for staff to see how EDI is relevant to them in their role. The new EDI forum will aid better communication, networking, accountability and sharing of good practice across the University community.

5.8 Sustainability

Work during 2019/20 has focused on strengthening our governance of EDI, which will help ensure that our resources are used in the most effective way.

6.0 Consultation

Contributions have been sought from the chairs of the staff networks and key stakeholders including institutional equality charter self-assessment teams, the equality, diversity and inclusion committee, the equality charters programme team and the students' union.

7.0 Appendices

Appendix 1 – Equality and diversity in the 2019/20 Education Research and Enterprise (ERE) promotion round
Appendix 2 – Summary of 2020 gender pay gap submission and 2019 equal pay review
Appendix 3 – Current female and BAME representation by grade and job family.

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Appendix 1: Equality and Diversity in the 2019/20 Education, Research and Enterprise (ERE) Promotion Round

1.0 Purpose of Report

1.1 This report provides a summary of application rates, success rates and interview training uptake by gender and ethnicity in the 2019/20 ERE promotion round.

2.0 Recommendation

2.1 To note the content of the report.

3.0 Key Issues for Consideration

3.1 Parts of the 2019/20 promotion round were delayed due to the Covid-19 pandemic. The Level 5 and Level 6 promotion processes continued to their normal conclusions in January and March 2020 respectively, but the Level 7 promotion round was paused in March 2020, between the Faculty Review Panel and interview stages. The Level 7 process resumed with online interviews taking place from July to September 2020, and promotion outcomes being effective from December 2020, following ratification by Senate and Council.

3.2 With the Level 7 process employing online interviews on its resumption, there was acknowledgement that this may cause difficulties for applicants for whom English was not their first language. An additional moderation step was built-in by the Academic Promotions Advisory Group (APAG) to recognise this, with all cases unsupported at interview being closely reviewed to be sure that any language barrier did not have a detrimental impact on the ultimate outcome of any promotion case.

3.3 In the 2019/20 round, fewer women than men applied for promotion to Levels 5, 6 and 7, both in absolute numbers and (except at Level 5) in proportion to the respective applicant pools (i.e. relative to the number of men and women in the preceding grade). However, at all three levels, female applicants were more successful in achieving promotion than male applicants were. This continues a long-running trend of women tending to be less likely to apply for promotion than men (most clearly apparent in applications for promotion to Level 6) but tending to be more successful when they do (most clearly apparent in success rates for promotion to Level 7).

3.4 In the 2019/20 round, staff from a Black, Asian or Minority Ethnic (BAME) were proportionately more likely to apply for promotion at all levels than those of white ethnicity. As in 2018/19, applicants from a BAME background were more successful than those of white ethnicity in achieving promotion to Level 5, but significantly less successful in achieving promotion to Level 6 and 7 (albeit improved from 2018/19 in both cases).

3.5 Data for promotion rounds since 2013/14 appears to show a recurring pattern of staff from a BAME background being more likely to apply for promotion than those of white ethnicity – sometimes by a very wide margin – but with lower levels of success.

3.6 The data continues to suggest that a range of factors influence application and success rates at different levels, but it appears clear that more effective interventions are required at a pre-application stage to ensure that potential applicants have available to them appropriate advice and guidance to understand their *readiness for promotion*. We are currently exploring the introduction of a formal pre-application stage to the promotion process as a means of schools and faculties identifying promotion candidates – particularly those from under-represented groups – at an earlier stage, and then guiding, mentoring and supporting these potential applicants into and through the promotion process.

3.7 HR will continue to track and monitor data for Senate on an annual basis (noting that promotions are paused for 2020/21). These data are also shared with other key stakeholders, including Athena SWAN and Race Equality Charter (REC) self-assessment teams to inform the development of activities and actions to promote a culture of equality and diversity in promotion.

4.0 Data by Gender

4.1 In the 2019/20 promotion round, fewer women than men applied for promotion at all levels (see **Table 1**); this is the case both in terms of the absolute numbers of applicants and (except at Level 5) in terms of proportionate application rates relative to the applicable applicant pool (i.e. the number of men or women in the preceding grade).

Table 1: Application rates by gender

Measure	Promotion to Level 5	Promotion to Level 6	Promotion to Level 7
Number of applications	92	94	69
Female applicants	43	36	15
Female applicant pool	499	351	197
Female application rate	8.6%	10.3%	7.6%
Male applicants	49	58	54
Male applicant pool	576	364	385
Male application rate	8.5%	15.9%	14.0%

Note: *Data include standard and honorary promotion routes, but exclude in-level transfers. Applicant pools are the number of men or women in the preceding grade (i.e. at Level 4, for promotion to Level 5).*

4.2 Of those that applied, women were more successful than men in achieving promotion to Levels 5, 6 and 7 (see **Table 2**). Male success rates at Level 7 returned to a more normal level (57.4%), following the unusually low success rate (30.6%) in 2018/19 (see **Figure 3**).

Table 2: Success rates by gender

Measure	Promotion to Level 5	Promotion to Level 6	Promotion to Level 7
Female applicants	43	36	15
- of which successful	28	20	9
Female success rate	65.1%	55.6%	60.0%
% of app pool promoted	5.6%	5.7%	4.6%
Male applicants	49	58	54
- of which successful	30	31	31
Male success rate	61.2%	53.4%	57.4%
% of app pool promoted	5.2%	8.5%	8.1%

Note: *Data include standard and honorary promotion routes, but exclude in-level transfers.*

4.3 Over the course of recent promotion rounds, women have been just as likely as men to apply for promotion to Level 7, on a proportionate basis, and more successful than men for the last five rounds running (see **Figure 3**). However, the 2019/20 round saw the lowest proportion of female applicants since 2013/14 and the highest proportion of male applicants for at least seven years. This meant that, even though female applicants were slightly more successful than men this year, their relative low numbers meant that less than a quarter of those promoted to Level 7 were women (9 out of 40). This contributed to a marginal reduction in female representation at Level 7.

4.4 Women have been less likely than men to apply for promotion to Level 6 in each of the last seven promotion rounds, but just as successful as men when they do apply (see **Figure 4**). Although 2019/20 saw (marginally) the highest proportion of female applicants for at least seven years, it also saw (by a larger margin) the highest proportion of male applicants since at least 2013/14, more than offsetting the slightly higher female success rate.

Figure 3: Level 7 promotion application rates (bars, left axis) and success rates (lines, right axis) by gender

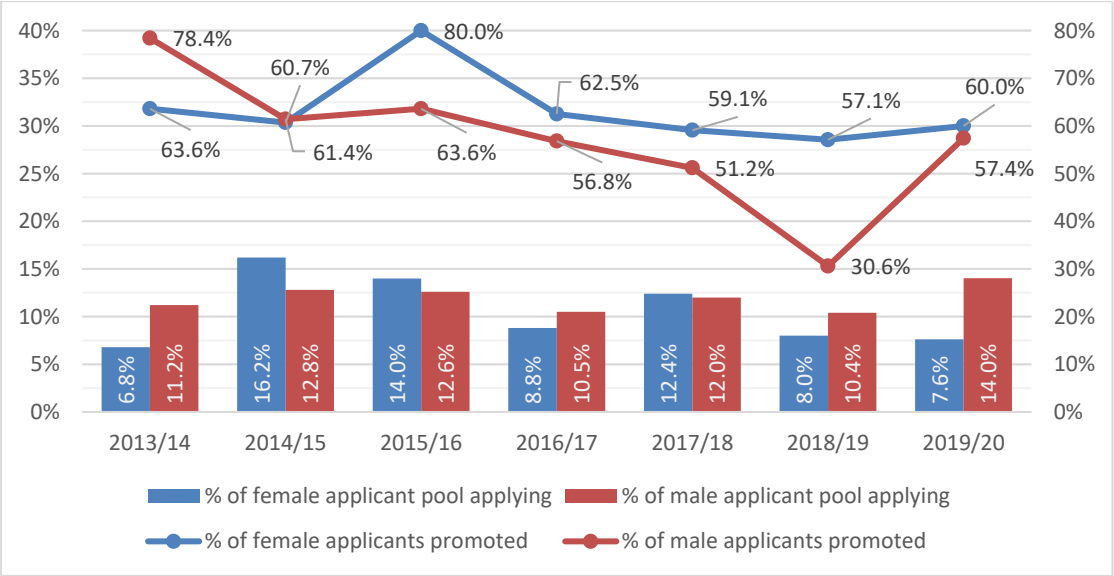
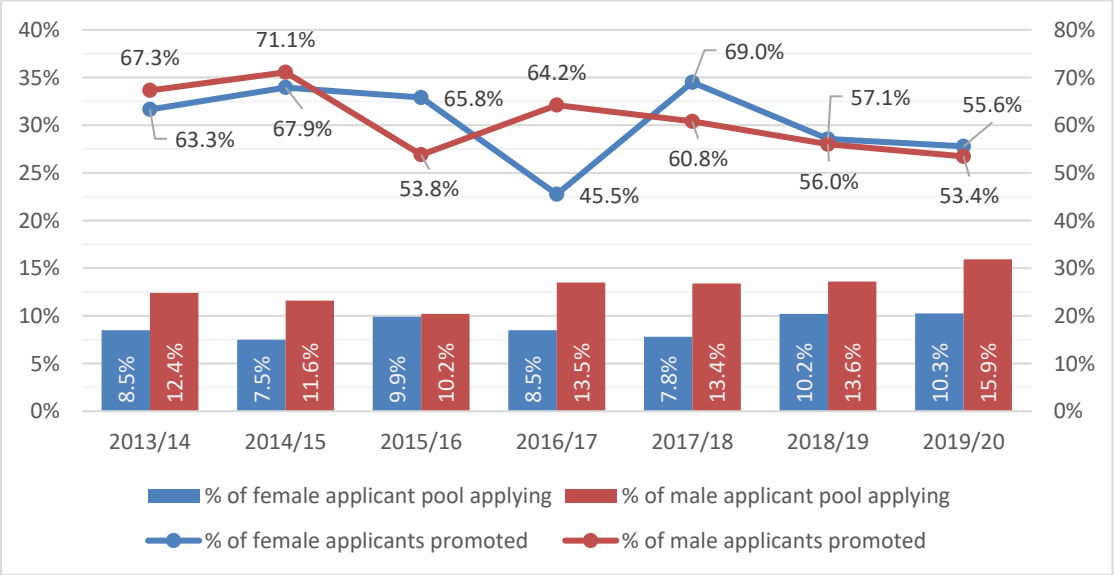


Figure 4: Level 6 promotion application rates (bars, left axis) and success rates (lines, right axis) by gender



4.5 The University offers promotion interview training to all Level 6 and Level 7 promotion applicants invited to interview (there is no interview for promotion to Level 5). 80% of women and 79% of men attended the training offered, with refresher sessions also offered for Level 7 applicants whose interviews were delated by the Covid-19 pandemic. 88% of women and 88% of these men attending interview training went on to be successful in their promotion application.

4.6 For the first time this year, specific female-only interview training sessions were offered, with the majority of women choosing one of these sessions over a mixed session. Feedback on the female-only sessions was positive, although it has been noted that the mixed sessions were overwhelmingly male-dominated as a consequence.

5.0 Data by Ethnicity

5.1 In the 2019/20 promotion round, staff from a BAME background were proportionately more likely to apply for promotion at all levels compared with those of white ethnicity (see **Table 5**). For promotion to Level 7, the proportionate rate of applications from a BAME background were more than double that of applications for those of white ethnicity.

5.2 Applicants from a BAME background were more successful than those of white ethnicity in promotion to Level 5, but substantially less successful in achieving promotion to Level 6 and Level 7 (see **Table 6**).

5.3 Over the course of the last seven promotion rounds, it is a consistent feature for a higher proportion of staff from a BAME background apply for promotion to Level 7, relative to those of white ethnicity (see **Figure 7**). This has also been the case for applicants to Level 6 in each of the last five promotion rounds (see **Figure 8**).

Table 5: Application rates by ethnicity

Measure	Promotion to Level 5	Promotion to Level 6	Promotion to Level 7
Number of applications	92	94	69
BAME applicants	27	18	17
BAME applicant pool	287	130	86
BAME application rate	9.4%	13.8%	19.8%
White applicants	62	68	37
White applicant pool	738	537	425
White application rate	8.4%	12.7%	8.7%
R/U applicants	3	8	15
R/U applicant pool	50	48	71
R/U application rate	6.0%	15.7%	21.1%

***Note:** 'R/U' = refused or unknown ethnicity. Data include standard and honorary promotion routes, but exclude in-level transfers. Applicant pools are the number of number of staff by ethnicity in the preceding grade (i.e. at Level 4, for promotion to Level 5).*

Table 6: Success rates by ethnicity

Measure	Promotion to Level 5	Promotion to Level 6	Promotion to Level 7
BAME applicants	27	18	17
- of which successful	18	7	8
BAME success rate	66.7%	38.9%	47.1%
% of app pool promoted	6.3%	5.4%	9.3%
White applicants	62	68	37
- of which successful	40	39	23
White success rate	64.5%	57.4%	62.2%
% of app pool promoted	5.4%	7.3%	5.4%
R/U applicants	3	8	15
- of which successful	0	5	9
R/U success rate	0.0%	62.5%	60.0%
% of app pool promoted	0.0%	10.4%	12.7%

***Note:** Data include standard and honorary promotion routes, but exclude in-level transfers.*

5.4 In general, applicants from a BAME background have been slightly less successful in their promotion applications that those of white ethnicity over the past seven promotion rounds, and particularly so at Level 7 in the last three promotion rounds (see **Figure 7**). However, the proportionately high number of applicants from a BAME background often mean that, even with lower success rates, a greater proportion of the potential applicant BAME pool is promoted than the equivalent white applicant pool.

5.5 Applicants of refused or unknown ethnicity make up a larger proportion of applicants at higher grades. This is generally as a consequence of those applying for higher grades tending to have longer service, and therefore being less likely to have been prompted to declare their ethnicity on appointment the longer ago this was.

Figure 7: Level 7 promotion application rates (bars, left axis) and success rates (lines, right axis) by ethnicity

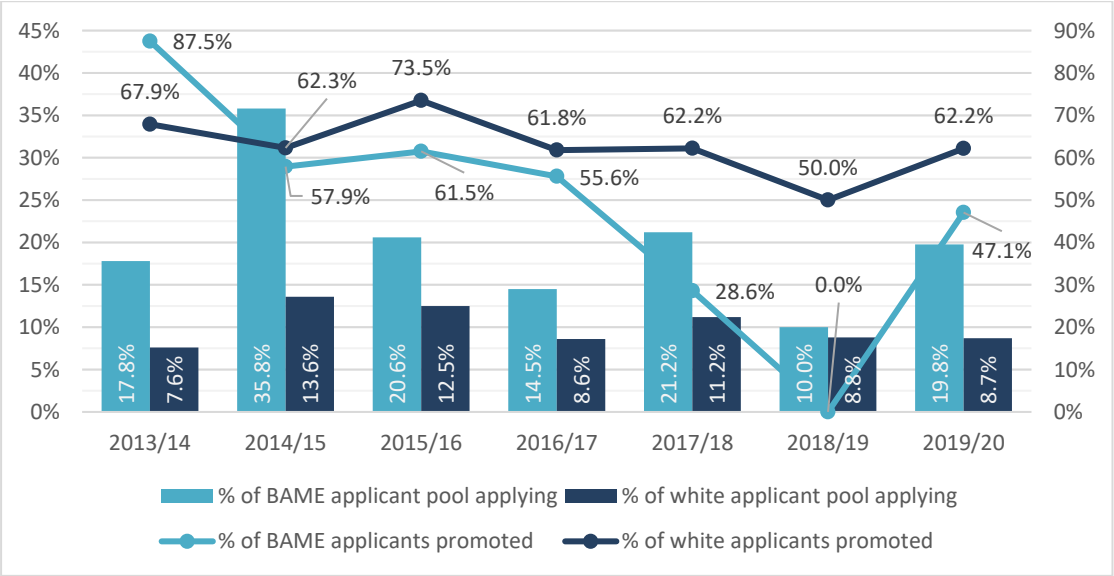
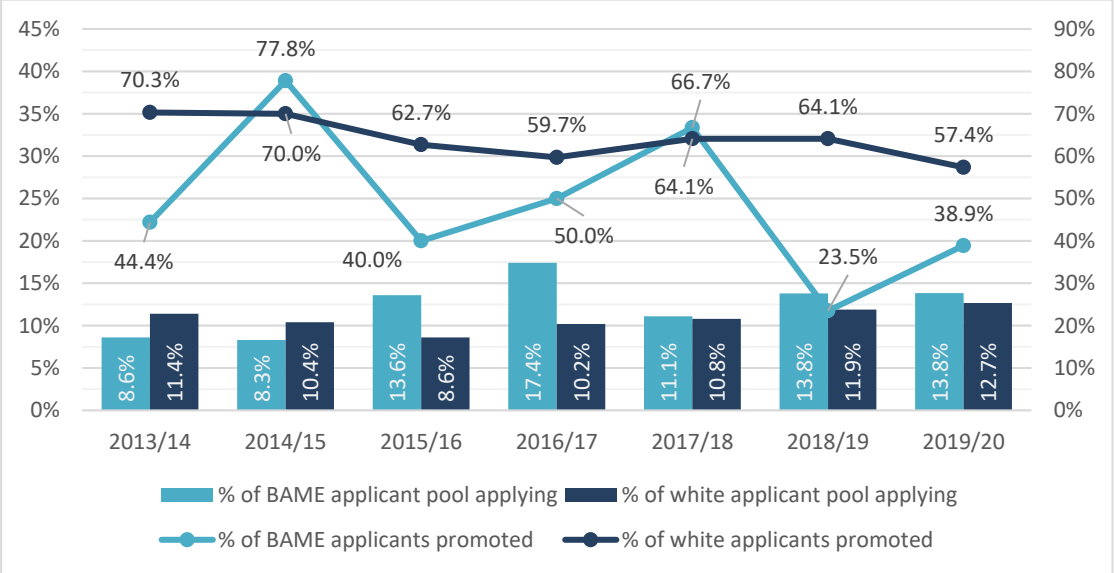


Figure 8: Level 6 promotion application rates (bars, left axis) and success rates (lines, right axis) by ethnicity



Appendix 2: Summary of 2020 Gender Pay Gap Submission and 2019 Equal Pay Review

1.0 Executive Summary

1.1 This report summarises the outcomes of our 2019 equal pay review and 2020 statutory gender pay gap report, ahead of publication in December 2020 and March 2021 respectively. It also includes ethnicity pay gap data, calculated on the same basis as gender pay gap reporting, although there is not yet a statutory requirement to publish this data.

1.2 The University can continue to demonstrate equal pay for work of equal value by most measures; however, there is evidence that equality is not being adequately considered in the allocation of discretionary payments. We also have persistent mean and median gender pay gap of around 18%. Progress in closing our gender pay gaps has slowed in recent years - our gender pay gaps are primarily caused by vertical segregation, but it is the horizontal segregation of our workforce which presents the biggest obstacle to reducing our pay gaps.

2.0 Recommendations

2.1 To note the contents of our 2020 statutory gender pay gap report in the context of ongoing media scrutiny of gender pay and of pay in the Higher Education sector in general.

2.2 To note the summary of our 2019 Equal Pay Review in the context of the University's EDI agenda and the programme management of equality action plans.

3.0 Key Issues for Consideration

3.1 This is the fourth year that large employers have been required to publish gender pay gap data. This year's report is based on a snapshot date of 31 March 2020.

3.2 The University's mean gender pay gap has reduced slightly this year, by 0.9 of a percentage point, from 18.8% to 17.9%, but our median gender pay gap has widened by 0.3 of a percentage point from 18.3% to 18.6%. The drivers for this are explored in paragraph 4.4

3.3 The University's gender pay gap is above sector and national averages. It remains typical of other Russell Group universities, although other Russell Group universities have tended to see a more consistent closing of their gender pay gaps since statutory reporting was first introduced in 2017.

3.4 On the basis of our 2019 Equal Pay Review, we believe we can continue to demonstrate, at an institutional level, that we provide equal pay for work of equal value with respect to gender. However, there is evidence that the use of additional payments tends to favour men, and that a glass ceiling effect remains apparent by all three of the protected characteristics examined in detail by the review – gender, ethnicity and disability.

4.0 Summary and Background

4.1 As the terms are sometimes used interchangeably, it is emphasised that a gender pay gap is different to an equal pay gap:

- A gender pay gap measures the difference between the average pay of all male employees and the average pay of all female employees, irrespective of their job role or seniority.
- Equal pay concerns differences between the pay of specific groups of male and female employees performing like work, equivalent work or work of equal value.

4.2 In accordance with guidance published by ACAS, our calculations for gender pay gap reporting include both employees and casual workers, whereas our equal pay reviews focus specifically on our contracted employees, with greater depth of analysis.

<u>2020 Statutory Gender Pay Gap Report</u>

4.3 Tables 1-4, show the gender pay gap data the University will publish by March 2021 (2020 data) alongside the equivalent figures we published for 2017, 2018 and 2019.

Table 1: Headline pay gaps

Pay Gaps	**2017**	**2018**	**2019**	**2020**
Mean Pay Gap	+20.2%	+18.9% ↓	+18.8% ↓	+17.9% ↓
Median Pay Gap	+17.4%	+16.2% ↓	+18.3% ↑	+18.6% ↑

Table 2: Pay quartiles

Pay Quartiles	2017		2018		2019		2020	
	Female	Male	Female	Male	Female	Male	Female	Male
Upper Quartile	38.0%	62.0%	39.5%	60.5%	38.4%	61.6%	37.8%	62.2%
Upper Middle Quartile	50.6%	49.4%	49.9%	50.1%	50.2%	49.8%	51.6%	48.4%
Lower Middle Quartile	55.5%	44.5%	55.5%	44.5%	59.1%	40.9%	54.4%	45.6%
Lower Quartile	67.5%	32.5%	66.1%	33.9%	66.8%	33.2%	67.2%	32.8%

Table 3: Bonus pay gaps

Bonus Pay Gaps	2017	2018	2019	2020
Mean Bonus Pay Gap	+54.1%	+60.2% ↑	+46.5% ↓	+57.1% ↑
Median Bonus Pay Gap	+50.0%	+33.3% ↓	+33.3% →	0.0% ↓

Table 4: Distribution of bonus pay

Bonus Pay Distribution	2017		2018		2019		2020	
	Female	Male	Female	Male	Female	Male	Female	Male
Percentage of employees receiving a bonus	4.6%	7.5%	4.7%	6.1%	4.9%	6.9%	6.2%	8.6%

Table 5: Vertical segregation of the University workforce by grade

	Pay Level (and 2020 median hourly pay)	**% Female in 2019 report**	**% Female in 2020 report**	**Year-on-year variance**	
below median >	**UniWorkforce (£11.28)**	60.0%	57.0%	-3.00pp	*below median >*
	Level 1a (£9.29)	71.6%	73.9%	+2.30pp	
	Level 1b (£9.56)	48.2%	33.7%	-14.55pp	
	Level 2a (£9.94)	65.5%	65.9%	+0.44pp	
	Level 2b (£12.06)	73.2%	71.7%	-1.45pp	
	Level 3 (£15.27)	63.5%	62.9%	-0.61pp	*Median £16.94*
< above median	**Level 4 (£18.07)**	51.5%	51.5%	+0.02pp	*< above median*
	Level 5 (£23.71)	49.4%	49.4%	-0.02pp	
	Level 6 (£29.27)	36.4%	36.2%	-0.17pp	
	Level 7 (£38.64)	26.5%	25.9%	-0.59pp	
	Clinical (£49.76)	37.1%	36.4%	-0.71pp	

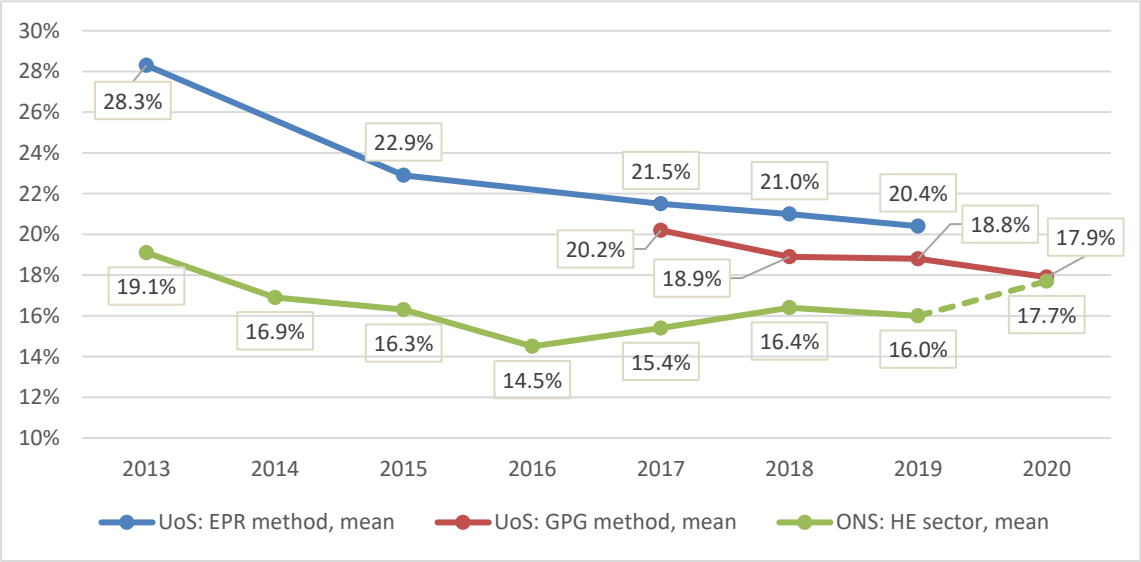
4.4 The University's mean gender pay gap has reduced this year, but our median gender pay gap has increased slightly. Key themes to note are that:

a) Our median gender pay gap has increased for the second year running and now exceeds our mean gender pay gap. There has been a decrease in female representation in most grades (see **Table 5**). This is particularly notable in Level 1b. This decrease in women in lower pay grades may account for the reduction in our mean gender pay gap, as a lower proportion of women in lower-paid posts will reduce the gender pay gap.

b) The long-term trend in the University's mean gender pay gap remains downward (see **Figure 1**). Our mean gender pay gap of 17.9% remains just above the higher education sector mean of 17.7% - a figure based on provisional ONS data for April 2020 (released in November 2020) which they note may be influenced by usage of the Coronavirus Job Retention Scheme.

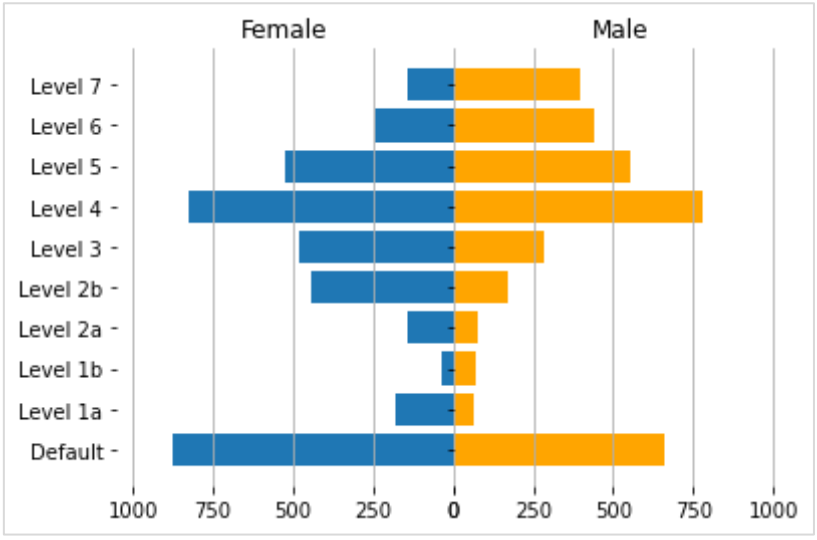
Figure Error! No text of specified style in document.: Institutional mean gender pay gaps as reported in Equal Pay Reviews (EPR) since 2013 and statutory gender pay gap (GPG) reports since 2017, compared with ONS data for

the higher education sector.



c) The primary cause of the University's gender pay gaps is vertical segregation. As can be seen from **Figure 2**, men are distributed towards the top University's grading structure, whilst women are more normally distributed between Level 1 and Level 7.

Figure 2: Distribution of staff by gender and grade (headcount)

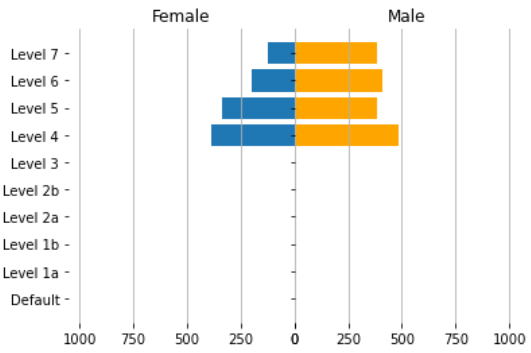


Note: *Staff falling into the 'Default' category are overwhelmingly casual workers engaged via UniWorkforce; they are included in our statutory gender pay gap reporting, but not in our equal pay reviews.*

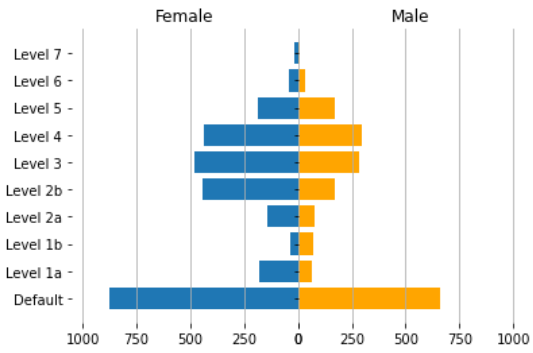
d) Whilst our gender pay gaps are primarily caused by vertical segregation, it is the horizontal segregation of our workforce (the "siloing" of women into certain, predominantly administrative, parts of the University) which presents the biggest obstacle to reducing our pay gaps. As can be seen in **Figure 3**, there are considerably more women than men in professional and support roles at Levels 1a, 2a, 2b, 3 and 4. Promotion from these grades is severely constrained by the small number of Level 5, 6 and 7 roles within professional services, and by the "not impossible, but very rare" prospect of achieving promotion from a professional and support role into an academic or research role. Without a substantial change in the gender balance of our professional and support staff, the University will continue to have a substantial gender pay gap, regardless of efforts to improve female representation in senior academic grades.

Figure 3: Distribution of staff by gender and grade (headcount), grouped by job family

Academic and Research Staff (ERE, CLIN and RESN)



Professional and Support Staff (MSA, TAE, CAO)



e) Compared to 2019, there has been an increase in our mean bonus pay gap (from +45.5% to +57.1%), but our median bonus pay gap has reduced to zero. As observed in previous years, high value payments, such as Clinical Excellence Awards and consultancy payments are disproportionately paid to men, and this is the key factor in the University's high mean bonus pay gap. Staff Achievement Awards remain the most frequently used and widely recognised form of bonus payment in the University; their use continues to favour women – a trend that began in 2018, and has continued since.

Table 7: Breakdown of bonus pay

Pay Element	Total Paid	Female Recipients	Male Recipients
Clinical Excellence Award Consultants	£1,758,724.25	21 (32.8%)	43 (67.2%)
Consultancy	£952,638.61	77 (34.2%)	148 (65.8%)
Staff Achievement Award	£381,674.67	201 (50.6%)	196 (49.4%)
Royalties Taxable/no NI	£231,548.97	2 (11.1%)	16 (88.9%)
Research	£112,887.27	18 (52.9%)	16 (47.1%)
Performance Related Payment	£21,528.00	1 (25.0%)	3 (75.0%)
Ex Gratia	£20,145.60	13 (81.3%)	3 (18.8%)
Relocation Expenses	£2,410.55	0 (0.0%)	4 (100.0%)
Total	**£3,481,557.92**	**333**	**429**

2019 Equal Pay Review

4.5 Our 2019 Equal Pay Review assessed the remuneration of our 6,264 employees as at 31 August 2019, by the protected characteristics of gender, ethnicity, and disability. The review was due to be published earlier in 2020, but was delayed because of unplanned work related to the Covid-19 pandemic.

4.6 The full 2019 Equal Pay Review will be published on our externally facing Equal Pay webpages in December 2020.

4.7 On the basis of our 2019 Equal Pay Review, we believe we can continue to demonstrate, at an institutional level, that we provide equal pay for work of equal value with respect to gender. We believe we can cautiously continue to demonstrate the same with respect to both ethnicity and disability, noting the ongoing limitations on drawing firm conclusions from some of the smaller populations (and therefore datasets) involved.

4.8 Headline basic pay gaps by pay level are set out in **Table 8**, showing that the vast majority of pay gaps are within a 3% significance threshold (indeed, very many are within +/- 1%). Of those that exceed a 3% or 5% significance threshold, only two do so across both mean and median measures.

Table 8: *Base pay mean and median equal pay gaps by protected characteristic and pay level (Levels 1-7)*

Pay Level	Gender		Ethnicity		Disability	
	Mean	Median	Mean	Median	Mean	Median
Level 1a	+0.5%	0.0%	-0.6%	0.0%	+0.3%	0.0%
Level 1b	-0.7%	0.0%	+0.1%	0.0%	-0.1%	0.0%
Level 2a	+0.1%	0.0%	+2.8%	+2.4%	-0.1%	0.0%
Level 2b	-0.7%	-1.5%	+1.1%	0.0%	+0.1%	0.0%
Level 3	+0.3%	+2.9%	+2.9%	+8.4%	+1.1%	+5.7%
Level 4	0.0%	0.0%	+2.6%	+2.9%	+0.5%	0.0%
Level 5	+0.8%	0.0%	+2.1%	+2.9%	+2.6%	+5.7%
Level 6	+0.9%	+2.9%	+0.8%	0.0%	-0.5%	-2.7%
Level 7	+3.2%	+2.9%	+5.1%	+4.9%	+2.2%	-2.0%
Clinical Lecturer in Training	+0.3%	0.0%	-3.2%	0.0%	<3.0%	<3.0%
Clinical Lecturer (Senior)	<3.0%	<3.0%	<3.0%	<3.0%	<3.0%	<3.0%
Senior/Principal Teach Fellow	<3.0%	<3.0%	<3.0%	<3.0%	<3.0%	<3.0%
Clinical Academic Consultant	+2.1%	0.0%	+1.9%	+2.9%	>5.0%	>5.0%
Overall	**+20.4%**	**+11.1%**	**+6.3%**	**+5.7%**	**+15.2%**	**+11.1%**

Note 1: *A pay gap preceded by '+' favours men, ethnically white or non-disabled self-identifying employees. A pay gap preceded by '-' favours women, black and minority ethnic or disabled self-identifying employees.*

Note 2: *The Equality and Human Rights Commission defines a pay gap of 5 per cent or more as 'significant', while recurring differences of 3 per cent or more merit further investigation. Where there are populations of five or fewer individuals, actual pay gaps have been replaced by a generic statement of either '<3%' (less than 3 per cent), '>3%' (greater than 3 per cent), or '>5%' (greater than 5 per cent) to indicate the pattern, but not the detail.*

Note 3: *Clinical academic staff perform a wide range of roles, and the University has 11 clinical pay grades to reflect this, based on NHS terms and conditions. For the purposes of demonstrating equal pay gaps by "like" or "equal" work between clinical roles in the Equal Pay Review, those clinical pay grades are grouped together into the four broadly similar roles presented here.*

4.9 As demonstrated in **Table 9**, pay gaps are generally less favourable when additional salaried payments such as market supplements, responsibility allowances, clinical excellence awards and shift allowances are taken into account. In many cases these payments are discretionary, and the presence of a larger number of significant pay gaps suggests that matters of equality are not being adequately considered at the point of award.

Table 9: *Total pay mean and median equal pay gaps by protected characteristic and pay level (Levels 1-7)*

Pay Level	Gender		Ethnicity		Disability	
	Mean	Median	Mean	Median	Mean	Median
Level 1a	+1.4% ↑	0.0% →	+0.6% →	0.0% →	+1.5% ↑	0.0% →
Level 1b	+8.5% ↑	+17.5% ↑	-1.9% ↑	0.0% →	-3.2% ↑	-1.8% ↑
Level 2a	+1.3% ↑	0.0% ↑	+3.6% ↑	+2.6% ↑	+0.8% ↑	+2.6% ↑
Level 2b	+0.4% ↓	-1.6% ↓	+1.0% ↓	+2.9% ↑	+0.4% ↓	+2.9% ↑
Level 3	+1.8% ↑	0.0% ↓	+3.1% ↑	+8.4% →	+1.4% ↑	+5.7% →
Level 4	0.0% →	0.0% →	+2.7% ↑	+2.9% →	+0.6% ↑	0.0% →
Level 5	+0.7% ↓	0.0% →	+1.9% ↓	+2.9% →	+2.9% ↑	+5.7% →
Level 6	+0.7% ↓	+2.9% →	+1.6% ↑	0.0% →	+0.3% ↓	+0.3% ↓
Level 7	+2.5% ↓	+4.5% ↑	+5.1% →	+5.7% ↑	+3.7% ↑	+1.7% ↓
Clinical Lecturer in Training	+3.3% ↑	+4.0% ↑	-8.1% ↑	-4.1% ↑	<3.0% →	<3.0% →
Clinical Lecturer (Senior)	<3.0% →	<3.0% →	<3.0% →	<3.0% →	<3.0% →	<3.0% →
Senior/Principal Teach Fellow	<3.0% →	<3.0% →	<3.0% →	<3.0% →	<3.0% →	<3.0% →
Clinical Academic Consultant	+5.6% ↑	+10.3% ↑	+6.7% ↑	+12.2% ↑	>5.0% →	>5.0% →
Overall	+21.5% ↑	+11.1% →	+6.3% →	+5.7% →	+16.4% ↑	+11.1% →

Note: *The directional arrows (↑, → and ↓) indicate whether the Total Pay gap is greater, the same as or smaller than the Basic Pay gap, irrespective of which population a pay gap favours.*

Ethnicity Pay Gap

4.10 A government consultation on mandatory ethnicity pay gap reporting ended January 2019, but has not yet been followed-up by a statutory requirement to publish ethnicity pay gaps. Some employers have begun voluntarily publishing ethnicity pay gap data using the same calculation methodology as required by statutory gender pay gap reporting.

4.11 The following tables show the University's ethnicity pay gaps in 2018, 2019 and 2020, assuming the same calculation methodology as the gender pay gap, and excluding those where ethnicity has not been declared.

Table 10: Headline pay gaps

Pay Gaps	**2018**	**2019**	**2020**
Mean Pay Gap	+12.3%	+12.8% ↑	+13.4% ↑
Median Pay Gap	+5.7%	+4.6% ↓	+11.1% ↑

Table 11: Pay quartiles

Pay Quartiles	**2018**		**2019**		**2020**	
	BAME	White	BAME	White	BAME	White
Upper Quartile	11.1%	88.9%	12.2%	87.8%	13.7%	86.3%
Upper Middle Quartile	17.2%	82.8%	18.0%	82.0%	18.8%	81.2%
Lower Middle Quartile	15.6%	84.4%	14.6%	85.4%	18.6%	81.4%
Lower Quartile	20.0%	80.0%	21.4%	78.6%	23.8%	76.2%

Table 12: Bonus pay gaps

Bonus Pay Gaps	**2018**	**2019**	**2020**
Mean Bonus Pay Gap	-59.5%	-25.1% ↓	-56.5% ↑
Median Bonus Pay Gap	-50.8%	-124.0% ↑	0.0% ↓

Note: *There are a very small but disproportionate number of staff with BAME ethnicity in receipt of high value bonus payments such as Clinical Excellence Awards, with the effect of heavily skewing these statistics.*

Table 13: Distribution of bonus pay

Bonus Pay Distribution	**2018**		**2019**		**2020**	
	BAME	White	BAME	White	BAME	White
Percentage of employees receiving a bonus	3.4%	5.9%	4.7%	6.0%	5.7%	7.7%

Appendix 3: Current female and BAME representation by grade and job family.

Female representation

	CAO 8% of Employees	ERE 45% of Employees	MSA 40% of Employees	TAE 6% of Employees	Whole University
Grade	% Female	% Female	% Female	% Female	% Female
Level 1a	69%	n/a	n/a	n/a	69%
Level 1b	13%	n/a	67%	48%	28%
Level 2a	61%	n/a	68%	40%	63%
Level 2b	29%	n/a	78%	49%	72%
Level 3	12%	n/a	74%	35%	62%
Level 4	9%	44%	65%	35%	51%
Level 5	n/a	47%	55%	16%	48%
Level 6	n/a	33%	58%	n/a	36%
Level 7	n/a	24%	63%	n/a	27%
Overall	**47%**	**39%**	**69%**	**34%**	**51%**

Black and Asian Minority Ethnic representation

	CAO 8% of Employees	ERE 45% of Employees	MSA 40% of Employees	TAE 6% of Employees	Whole University
Grade	% BAME	% BAME	% BAME	% BAME	% BAME
Level 1a	28%	n/a	n/a	n/a	28%
Level 1b	17%	n/a	15%	0%	15%
Level 2a	9%	n/a	15%	0%	11%
Level 2b	6%	n/a	12%	7%	11%
Level 3	5%	n/a	8%	7%	8%
Level 4	0%	29%	7%	10%	19%
Level 5	n/a	21%	8%	8%	16%
Level 6	n/a	15%	0%	n/a	13%
Level 7	n/a	11%	0%	n/a	10%
Overall	**17%**	**21%**	**9%**	**8%**	**15%**

CAO Community and Operational (professional and support staff job family)

ERE Education, Research and Enterprise (academic and research job family)

MSA Management, Specialist and Administrative (professional and support staff job family)

TEA Technical and Experimental (professional and support staff job family)