

Gender Pay Gap Report 2020



UNIVERSITY of
GREENWICH

Gender Pay Gap Reporting

1. Background

The University of Greenwich is committed to equality, diversity and inclusion. The University demonstrates this commitment through the development of:

- An Equality, Diversity and Inclusion (EDI) Strategy 2019-2022 aligned with the objectives in the University's Strategic Plan and key performance indicators.
- EDI governance and by carrying out equality assessments when undertaking major projects or change initiatives, to ensure that our policies and practices, including our employment procedures, reflect these values.
- Training for all staff on equality, diversity and inclusion so that they can embed the University's values and the associated behaviours into their day-to-day work.

To ensure that we comply with equal pay legislation, the University uses the Higher Education Role Analysis (HERA) scheme to assess the value of roles, which are then mapped to our grading and pay structure. This structure is based on the Joint Negotiating Committee for Higher Education Staff pay scale. The salaries of senior roles are set by our Nominations, Staffing and Remuneration Committee (sitting as the Remuneration Committee), which considers internal and external data when setting pay levels.

As part of the University's legal obligations under the Equality Act 2010 and as required by the Equality Act 2010 (Specific Duties and Public Authorities)

Regulations 2017, the University is required from March 2018 to publish data on the University's gender pay gap.

The 'gender pay gap' shows the difference between the average pay of men and women. This differs from 'equal pay' (*1), which is ensuring men and women receive an equal rate of pay when they carry out the same or similar work.

The six calculations we are required to report on are:

1. **Mean gender pay gap:** the % difference between the mean hourly rate of pay of male and female full-pay relevant employees.
2. **Median gender pay gap:** the % difference between the median hourly rate of pay of male and female full-pay relevant employees (*2).
3. **Mean bonus gender pay gap:** the difference between the mean bonus pay paid to male and female employees.
4. **Median bonus gender pay gap:** the % difference between the median bonus pay paid to male and female employees.
5. Proportion of male and female employees receiving a bonus payment.
6. Proportions of male and female full-pay relevant employees in the lower, lower middle, upper middle and upper quartile pay bands.

1. Gender pay gap differs from equal pay as it is concerned with the differences in the average pay between men and women over a period of time no matter what their role is. Equal pay deals with the pay differences between men and women who carry out the same or similar jobs. [ACAS 2017-18]

2. Full-pay relevant employees equates to 'Paid their usual full basic pay', e.g., whether that is 10 hours part-time or 35 hours full-time. [ACAS 2017-18] Relevant employees are defined as staff employed by the University on the snapshot date of a given year. A full pay employee means anyone who during the relevant pay period is not being paid at a reduced rate or receiving no pay due to being on leave. Leave includes annual leave; maternity, paternity, adoption, parental or shared parental leave; sick leave; sabbaticals and any other form of leave. With the exception of bonus pay calculations, employees who were on a reduced rate of pay during the relevant period for reasons relating to leave should be excluded from the calculations. [PSED specific duties for England briefing June 2017]

2. Contextual narrative

The overall profile of staff included in the snapshot data as of 31 March 2020 (*3) includes all full pay relevant employees in employment on that date holding a contract of employment with the University of Greenwich and includes hourly paid staff. This equates to 45% males and 55% females.

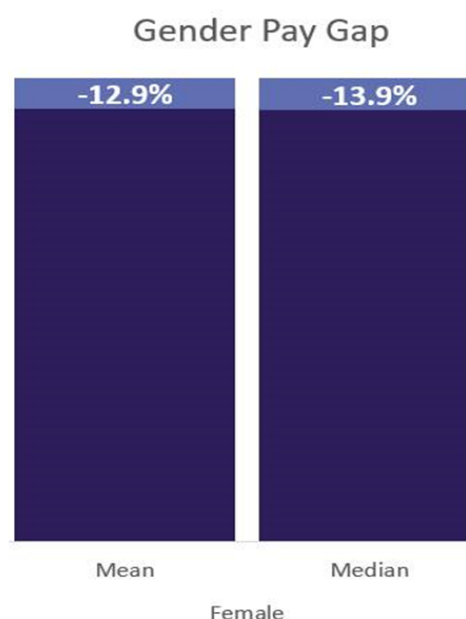
Staff are normally appointed at the bottom of the pay scale for the grade and move up the spine points based on their service. This means that those who have served in their role for a longer period have a higher salary than those with shorter service.

Key Gender Pay Gap Figures

2.1 Mean and median gender pay gap.

The **mean gender pay gap is calculated and shown as** a percentage difference between the mean hourly rate of men and women.

To calculate the **median gender pay gap**, hourly pay rates were listed in numerical order from the lowest to the highest separately for male and female and the mid-point of each range selected as the median hourly pay rate. As before these figures have been calculated and shown as a percentage difference between men and women. These two figures support the main key gender pay gap analysis within this report.



Gender Pay Gap Year on Year.

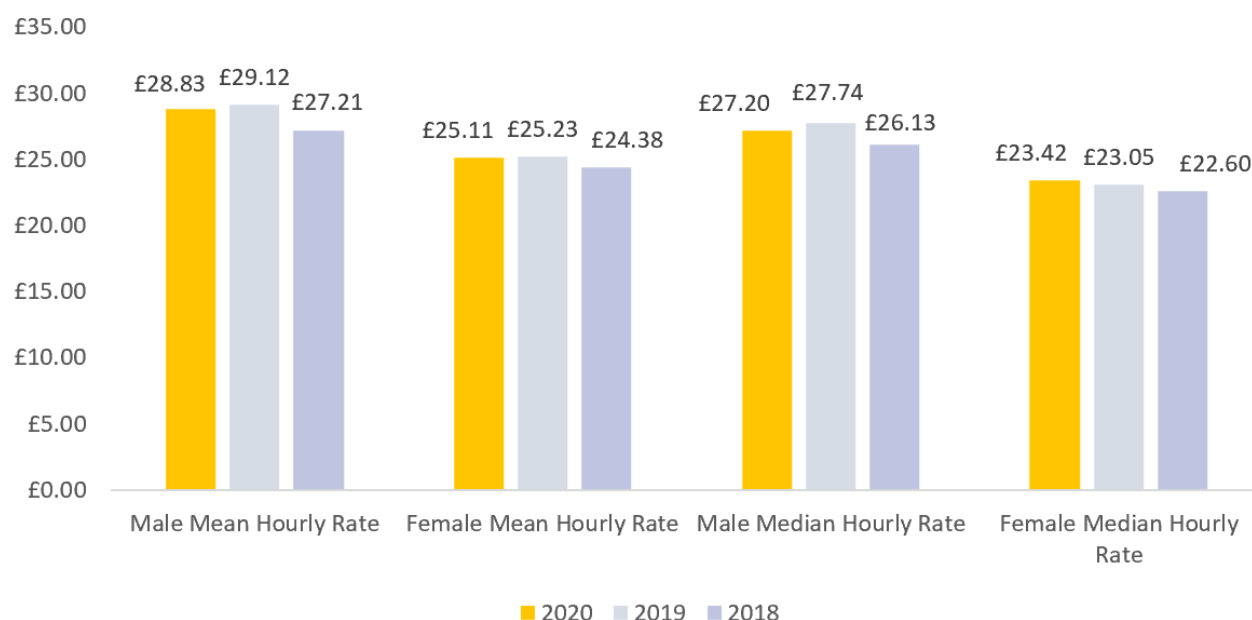
The overall mean and median gender pay gaps have decreased by 0.4% and 3.0% respectively since the previous year.

Report	2020 reported March 2021		2019 March 2020 (Duty to report suspended)		2018 reported March 2019	
Mean	12.9%	↓0.4%	13.3%	↑2.9%	10.4%	↓2.6%
Median	13.9%	↓3.0%	16.9%	↑3.4%	13.5%	↓4.1%
	The Times Higher Education (THE) Analysis reported an average 15.5% median gap for all employees in 2020, down from 17.4% in 2019.					

3. This data uses a 'snapshot' date of 31 March 2020, the statistics are based on the pay results of the monthly payrolls in period 12 of 2019/20 tax year

2.2

The table below highlights the **gender pay gap in hourly rates for all roles**, equating to a **mean hourly difference of £3.72** and a **median hourly difference of £3.78** (Data from our 2019 and 2018 Gender Pay Gap reports are to the right of each column)



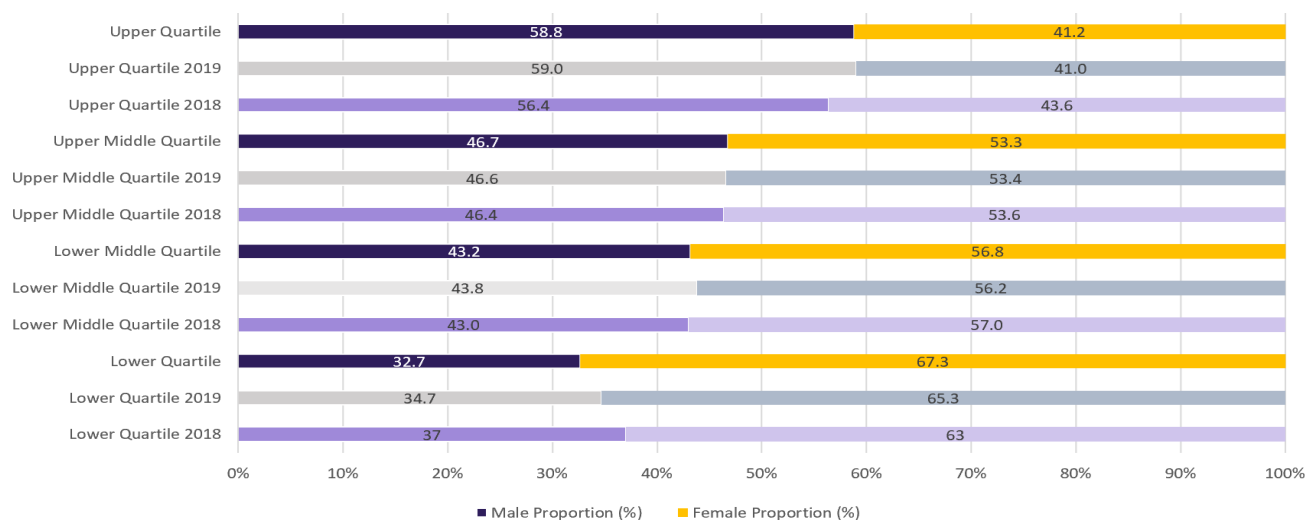
Where do we have pay differences?

The University of Greenwich is among many organisations that has a gender balance disparity across job categories, and to an extent within some grades with their associated pay bands.

In reviewing the hourly rate differences between males and females, females are being paid a mean average of £3.72 less per hour, and a median average of £3.78 less per hour than their male colleagues.

In reviewing the tables within this report, the university median gender pay of 13.9% compares favourably with Higher Education sector 15.5% median (THE 2020 reporting figures). The mean position has improved to 12.9% (down from 13.1% in 2019) against the national trend 11.5% mean (Fawcett 2020).

2.3 Proportions of male and female full-pay relevant employees in the lower, lower middle, upper middle and upper quartile pay bands (%)



The graph above shows the proportion of male and female employees in each pay quartile and comparison data below each quartile from our 2019 and 2018 Gender Pay Gap reports.

What is the gender balance in the University Workforce and how does it differ by job roles?

While women comprise most staff at Greenwich 55%, females are underrepresented in Professorial roles both full-time 30% (sector 27%) and part-time 13% (sector 26%). Females are underrepresented as Established Lecturers working full-time 47% (sector 45%) and overrepresented as Early Career Lecturers working part-time 67% (sector 50%).

Males are underrepresented in part-time manager and administration positions, though this is moderate when they are full-time when compared with the sector (51% and 43% respectively).

Staff turnover during 2019-20 has created a small increase in the upper female quartile (0.7) but overall staffing percentages remain fairly static with fluctuation changes between 0.6 to 0.9%.

Why do we see gender pay gaps in the HE workforce?

The challenge facing the University of Greenwich to close the gender pay gap is complex and common to the Higher Education sector and there are many factors, which contribute. Evolving and advancing organisational culture for recruitment, career progression structures, flexible working patterns and family friendly policies, will continue to support wider initiatives towards achieving gender pay parity.

It is important to highlight:

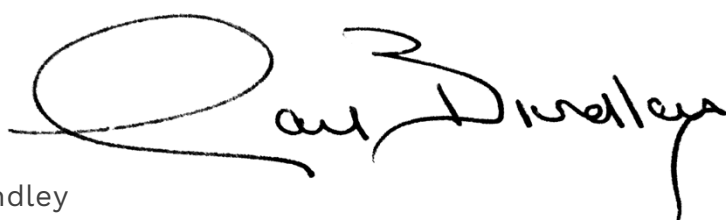
- Anecdotal information suggests men are more likely to negotiate on their starting salaries, whereas women are likely not to overestimate their performance value.
- Research has suggested early year female career researchers may be disadvantaged negatively on their career and promotion prospects. This in part maybe due to child/adult caring responsibilities. For University of Greenwich, the advantages as a local employer (minimising distances from those they care for) and more flexible working arrangements, has the potential to mitigate this.
- The academic promotion scheme has made an impact for improving diversity, seniority and talent pools. However, for female academics within the sector, data highlights recognise that systemic bias and restricted resources exists, limiting access to opportunities for research. As with Research Excellence Framework (REF) processes, personal circumstances should be an integral part of how research is accommodated/developed and consideration of a positive action targets for Faculties should be implemented. This activity should be embedded into the academic promotions process and there should also be a clear target for accelerating the proportion of submissions from female applicants, so this can meaningfully close the gender workforce percentages in higher paid positions.
- Women are more likely to acknowledge their capabilities for senior career prospects when they are usually in mid-senior positions. Promoting development for career progression when joining the university by senior managers is critical and line managers should encourage women to seek additional support through the university networks, coaching/mentoring and other personal development. Further work to ensure women can engage with their career trajectories and plan this early on should be considered.
- We are aware of structural barriers which reduce the proportion of females considering more technical, science and engineering careers in the sector. This is a national issue; the University is committed to undertake the Athena Swan accreditation and Tech Talent Charters to help address this issue.
- The Equality and Human Rights Commission defines a significant gap as a gender pay gap of 5% while reoccurring differences of 3% or more merit further investigation. The university will review pockets where a pay difference of 5% and over occur, and the reasons for this with a view to addressing them.

3. Action Plan for 2021-22

The University will continue to work to eradicate the gender pay gap. In particular:

- Maintain gender equality as a key commitment of our Equality, Diversity and Inclusion Strategy, with specific targets to decrease the gender pay gap.
- Further review our gender pay gap data to develop targeted actions (with ethnicity and disability intersectionality). In particular, the university will review pockets where a pay difference of 5% and over occur, and the reasons for this with a view to addressing them.
- Faculties to work directly with our Women's Network and allied groups to raise awareness of and widen the breath of development support available to all women.
- Enhanced involvement with the Women's Higher Education Network (WHEN) and other interventions.
- Continue to encourage applications from women at an earlier stage in their career progression to consider the Aurora leadership programme and invest in allied female leadership programmes.
- Commit as a University to maintaining our flexible working options so we encourage a work-life balance supported by our family friendly policies e.g., shared parental leave, flexible working using remote technologies.
- Review broader workforce information e.g., absence data to consider how this shapes/supports intervention to enable women to manage pressures and maintain personal wellbeing to underpin their performance and career potential.
- Faculties to work with the Women's Professoriate Group to understand the lived experience and actively support and encourage women to prepare for senior roles through the academic promotions scheme with a target for reaching a minimum of 50% senior representation in line with the revised Equality, Diversity and Inclusion Strategy from 2022 and publicise successful candidates and share career stories.
- Monitor and consider positive action steps to ensure recruitment, promotions and other panels monitor diversity, understand and tackle bias in decisions, and attract applicants from underrepresented groups to support gender balancing. To mitigate this the university will continue benchmarking its starting salaries against a robust business case and ensure non-pay benefits are highlighted more positively as part of the appointments process.
- Prepare for undertaking the Athena Swan and Tech Talent Charters – this will assist the university better understand the complex barriers which are reducing the access or potential of those that identify as women in the university.

Signed

A handwritten signature in black ink, appearing to read 'Gail Brindley', written over a horizontal line.

Gail Brindley

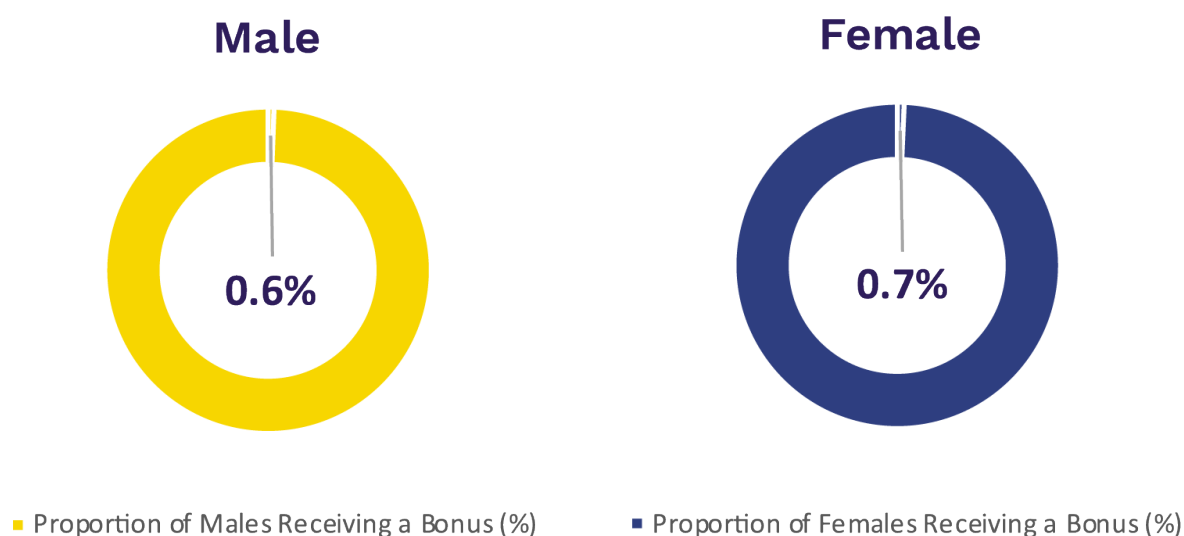
Director of Human Resources.

Appendix A

Mean and median bonus gender pay gap, and proportion of male and female employees receiving a bonus payment (%)

Long Service Award (%)

(Previous years: 2019 Male 1.1%; 2018 Male 0.7%; 2017 Male 1.1% / 2019 Female 0.6%; 2018 Female 0.4%; 2017 Female 0.4%)



The University does not pay performance related bonuses. However, there is a wide definition of bonus under the Regulations, which includes the payment of vouchers. Currently, the University provides a modest award of vouchers for staff who achieve 25 years' service. In line with the guidance, that data is shown as a 'bonus'. Over the stipulated period, the above figures indicate those employees who attained a long service award, through this award process, which is not gender orientated.

In relation to long service awards, a process, which is not gender orientated, the percentage of males in receipt of a long service award in the first year of reporting has varied between 2017 (1.1%) to 2020 (0.6%). In comparison the female awards continue to be more consistent with 2017 (0.4%) - 2020 (0.7%).



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Data and statistics provided by HRIS

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