



**Equal Pay Review 2016**

**All Employees**

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**University of York Equal Pay Review 2016**

**1 Executive Summary**

1.1 The following summarises the main findings of the Equal Pay Review 2016;

The overall mean gender pay gap is 19.71%  
The overall median gender pay gap is 18.61%

This level of pay gap is broadly in line with the national gender pay gap (ONS).

Figure 1, below, shows the overall gender pay gap and a comparison to the gender pay gap reported in previous reports. This covers all grades.

Year	Female headcount	%	Male headcount	%	Mean Pay Gap	Median Pay Gap
2008	1,661	53%	1,474	47%	22.70%	N/A
2010	1,762	54%	1,529	46%	21.70%	N/A
2013	1,899	53%	1,658	47%	20.60%	18.60%
<b>2016</b>	<b>1,981</b>	<b>52%</b>	<b>1,813</b>	<b>48%</b>	<b>19.71%</b>	<b>18.61%</b>

Figure 1. All Employees – Gender Pay Gap

**1.2 Key points – all employees**

1.2.1 Figure 1 shows that the mean gender pay gap has reduced by 2.99 percentage points since 2008. Since the last report in 2013, the mean gender pay gap has reduced by 0.89 percentage points and the median pay gap has increased very slightly by 0.01 percentage points.

1.2.2 These reductions have occurred while the number of employees has increased significantly. The proportion of male and female employees has remained consistent.

**1.3 Key points - Framework grade employees (91% of all employees)**

**1.3.1 Gender**

1.3.1.1 The pay gaps for Framework grades are 10.60% (Mean) and 13.68% (Median) this is explained by the higher proportions of males in higher grades.

1.3.1.2 When reviewed on an equal pay for equal value basis (Figure 4.), this shows there is no gender pay gap by grade with the exception of grade 6 where in favour of females.

### 1.3.2 Age

1.3.2.1 The analysis of pay gap by age category shows that younger employees are lower paid relative to older employees however this is consistent with their representation in lower grades early in their career.

1.3.2.2 Whilst the analysis shows the general trend mentioned above there is a reversal of this for older females. A pay gap of 5% shows in favour of females in the 50 – 59 years of age category and this then increases to 9% for females aged 60+. Further analysis is required to explore this.

### 1.3.3 Ethnicity

1.3.3.1 There is no material overall pay gap for BME employees however when analysed by gender a pay gap of 10% is seen for BME females. Further analysis is required to explore this.

### 1.3.4 Summary

1.3.4.1 Whilst the overall gender pay gap is material for Framework employees, when viewed on an equal pay for equal value basis no gender pay gap is seen (exception in favour of females at grade 6). This demonstrates that the overall pay gap is a product of the diminishing representation of females through the senior grades.

## 1.4 Key points – Non-Framework employees

### 1.4.1 Gender

1.4.1.1 The pay gaps for Non-Framework grades are 6.23% (Mean) and 1.89% (Median).

1.4.1.2 When viewed on an equal pay for equal value basis (Figure 16.) this shows no pay gap at Professorial grades 1 and 2. There is a pay gap of 6.09% (Mean) for Professorial grade 3.

1.4.1.3 There is also a pay gap of 9.52% (Mean) for the Senior Management Pay Group. However this is skewed by the Vice Chancellors Direct reports being predominantly male. When this group is excluded, the pay gap becomes 3.56% in favour of females.

### 1.4.2 Age

1.4.2.1 The analysis of pay gap by category shows a similar trend seen for Framework employees with younger employees paid lower than older employees. This might be expected as salary levels progress with experience and promotion. One pay gap is seen for males between 50 and 59 years of age. Further analysis is required to understand this.

### 1.4.3 Ethnicity

1.4.3.1 There is no material pay gap for Non-Framework BME employees. When viewed by gender a pay gap of 5% for males and a pay gap of -6% appears however it should be noted the sample size is small (14 employees)

### 1.4.4 Summary

- 1.4.4.1 As for Framework employees the pay gap largely disappears when analysed on an Equal pay for Equal value basis. The exception to this and the only exception for the University is seen in Professorial grade 3. Further analysis provided in section 5.4.4 suggests that our internal policy and process supporting appointment and ongoing progression for the professoriate are not biased towards males. Further analysis is required to understand the cause of this gap.

## **2 Introduction**

- 2.1 This report is the fourth equal pay report the University of York has produced, following reports in 2008, 2010 and most recently in 2013. The report is one of the ways that the university demonstrates its support to the principles of equal pay for work of equal value.
- 2.2 The university carried out an institution-wide pay and grading review in 2006, the outcome of this is the grading structure that has been in place for ten years. The university believes the pay framework is fair, transparent and supports the principles of equal pay for work of equal value.
- 2.3 The university believes that by undertaking an equal pay review we are able to obtain a greater understanding of where, if any, pay gaps exist. The information presented in this report is important in informing decision making in relation to addressing any pay gap issues. As part of this equal pay report a greater emphasis is to be placed upon the accompanying action plan section of report.
- 2.4 This years' report contains some new analysis that has not been part of the previous publications. The pay gap has been analysed by professorial bands; there is reporting on statistics for Professorial promotion and pay progression. Furthermore, a balanced sample analysis has been included looking at how the gap has changed for staff who have been employed at the university for 5 years or more.

### **3 What is an Equal Pay Review and The University's Approach**

#### **3.1 What is an Equal Pay Review**

##### 3.1.1 An Equal Pay review involves:

- The comparison of pay of men and women doing equal work
- The identification of any equal pay gaps
- The explanation and justification of gaps using objective criteria
- The addressing of any gaps that cannot be satisfactorily explained on the grounds of work content
- Ongoing monitoring

##### 3.1.2 An equal pay review is concerned with an important but narrow aspect of potential discrimination in employment - unequal pay for equal work. It does not directly address other aspects of inequality but such aspects may be highlighted by the review. The University is committed to working to identify:

- Any differences in levels of pay between men and women.
- The reasons for and possible causes of differences in pay.
- How to close any gaps in pay due to discrimination.

##### 3.1.3 Benefits of conducting an Equal Pay review:

- Identifying, explaining and, where justifiable, eliminating pay inequalities
- Supporting rational, fair and transparent pay arrangements
- Demonstrating to employees a commitment to equality
- Demonstrating the university's values to those it does business with
- Helping to meet the public sector equality duty

##### 3.1.4 Our methodology for carrying out an Equal Pay Review is as recommended in the UCEA/JNCHEs' and the Equality Challenge Unit's (ECU) guidance as follows:

- Step 1     Decide the scope of the audit and identify the information required
- Step 2     Determine where men and women are doing equal work
- Step 3     Collect and compare pay data to identify any significant pay inequalities between roles of equal value



- Step 4 Establish the causes of any significant pay inequalities and assess the reason for them
- Step 5 Develop an equal pay action plan to remedy any direct or indirect pay discrimination

### 3.2 Explaining Equal Pay for Work of Equal Value and the Gender Pay Gap

- 3.2.1 It is important to understand the difference between equal pay for work of equal value and the gender pay gap. While both of these are important components of an equal pay review they are different measures that provide insight into different issues.
- 3.2.2 The gender pay gap is defined by the European Commission as **“The average difference between men’s and women’s aggregate hourly pay.”** Significant gaps are defined by the Equality and Human Rights Commission as those in excess of 5%. Gaps found through this measure could be due to inequitable pay practices but also could be due to institutional issues such as recruitment, progression or career breaks as well as societal issues such as educational disparity or gender profession preferences. These issues are much more challenging for an organisation to influence and overcome.
- 3.2.3 Equal pay for work of equal value is the measure used when determining the outcome of equal pay claims at an employment tribunal. Under the Equality Act 2010, this is defined as **“an employee may claim equal pay with a comparator of the opposite sex where they are in the same employment and are doing equal work.”**
- 3.2.4 For the purposes of the university equal work is defined by the grading structure that the university uses supported by an analytical job evaluation method (HERA for Framework Roles and HAY for the Senior Manager Pay Group).
- 3.2.5 The main focus of the report will be on equal pay for work of equal value as this is a more accurate indicator of any equalities issues regarding the existing pay structure. However, ahead of the Government initiative requiring all organisations with more than 250 employees to publish gender pay gap information from 2018.

### 3.3 The University’s Approach

- 3.3.1 All University of York employees on open or fixed-term contracts are included in this review with the exception of employees on “trainee” grades such as apprentices and interns. Hourly paid/casual workers are excluded.
- 3.3.2 The Equality Act 2010 and resultant Public Sector Equality Duty covers the following equality strands which are termed “Protected characteristics”: age;

disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex and sexual orientation and marriage/civil partnership.

3.3.3 All forms of equality are important to the university. The report will focus primarily on gender. However analysis relating to part time/full time, ethnicity and age has also been included. The university does not, at this time, hold sufficient data on other equality information such as disability, religious belief and sexual orientation to an analysis to be carried out.

3.3.4 Discussions are being held with INCLUDE, the University's disabled employee network on improving disclosure and reporting of disabilities amongst employee.

3.3.5 Future reports will aim to look at more protected characteristics as more data becomes available. In addition, we provide data on starting salaries, full versus part-time, and can provide analysis on fixed versus open contracts.

### 3.4 Internal and External Consultation

3.4.1 In planning and drafting this report, the university has sought input from a number of different sources. Feedback from the Equality and Diversity Committee has been considered as well as communication during the planning stage with the Women's Forum. A number of suggestions from these groups have been incorporated into the final report.

3.4.2 The university has engaged the support of an external consultant, Dr Duncan Brown from the Institute for Employment Studies. He has been working with the university to offer an objective input and expertise to the project. Dr Brown has extensive experience in the area of equality and equal pay ([biography](#)). He has been involved in the planning of the report, and has looked at the main data analysis undertaken. His main contribution has been in reviewing the report.

3.4.3 Additional commentary has also been sought from Professor Jo Swaffield – Head of Department for Economics.

3.4.4 It is intended that by working with interested parties internally as well as engaging an external opinion that this report is both thorough and objective.

### 3.5 Data and Scope

3.5.1 The base data presented in this report has been sourced from the university HR system (Resourcelink) as **at 1<sup>st</sup> January 2016**.

3.5.2 Information shows 'pay' as basic pay only. Additional payments have been included as 'total pay'. These allowances are made up of:

- Associate Dean Allowance
- College Principle Allowance
- Deputy HoD Allowance
- Directors Allowance

- Wellcome Awards
- Market Supplements
- On call / Standby
- Overtime
- Royal Society Awards
- Temporary Responsibility Allowance

3.5.3 Each of these additional payments are, as with salary, based on an effective date of 1<sup>st</sup> January 2016, with the exception of overtime and on call/standby that is made up of the Period 1<sup>st</sup> January 2015 to 31<sup>st</sup> December 2015. Overall, the levels of additional payments have a +0.32 percentage point impact on the mean pay gap and a -2.43 percentage points on the median. Therefore, other than the specific tables relating to Total Pay, these additional elements are not included throughout the report.

3.5.4 In addition to the Resourcelink data, data from various internal sources has been used. Specifically, data held on academic promotions and pay progression. While this does introduce multiple sources of data, the information will allow for greater analysis to be undertaken widening the focus of the equal pay review.

### 3.6 Methodology for calculating the Pay Gap

3.6.1 The gender pay gap is calculated using the difference between the average (mean) and median salaries of males and females expressed as a percentage of the average (mean) and median salaries of males doing work of equal value.

3.6.2 It should be noted that 'salary' is taken to mean basic annual full-time equivalent excluding any additional salary payments. 'Total pay' is made up of base pay plus additional payments listed at 3.6.2.

3.6.3 If females are paid more than males this figure is shown as a negative percentage (-%).

3.6.4 Pay gaps have been calculated for the following characteristics.

- Age
- Ethnicity
- Full/Part time
- Length of Service

3.6.5 For calculating pay gaps based on ethnicity, BME employees' salaries are expressed as a percentage of non-BME employees' salaries. Data is not provided in respect of sexual orientation, religion or belief, disability or marital status as insufficient data is held on the HR System.

3.6.6 Pay gaps of 5% or greater will be considered to be **significant** (as defined by the Equality and Human Rights Commission) and worthy of further investigation. These are clearly marked in the report using red shading.

### 3.7 Structure of the report

The reports is structured to review two groups of employees separately

These are:

#### 3.6.5 Framework Grades 1-8 (including Readers)

This group accounts for 91% of University employees. The pay for these employees is managed through the National Pay award and increments within grade or promotions up through grades.

#### 3.6.6 Non-Framework Grades

The remaining 9% of employees are the Senior Managers Pay Group or Professors. The grading structure for the Senior Managers Pay Group and Professors is made up of wide pay bands, spot salaries and performance related progression and in some cases, no grade maximum. These factors combine to present a higher equal pay risk.

#### 3.6.7 General points

Each of the above sections takes the following structure:

- Core Analysis – Equal pay analysis by gender
- Analysis of Additional Characteristics – Age, Ethnicity, Part-time/Full-time, length of service.
- Supplementary Analysis – Further exploration of points raised

## 4 Pay Gap Analysis – Framework Grades

### 4.1 Gender Pay Gap – Framework Grades

The overall mean gender pay gap is 10.60%

The overall median gender pay gap is 13.68%

### 4.2 Core analysis of Gender Pay Gap

#### 4.2.1 Gender Distribution by Grade

4.2.1.1 A significant factor in understanding the Gender Pay Gap is the gender distribution between grades of male and female employees. If there is a gender imbalance between grades this can cause a pay gap. Figure 2 shows the headcount within each grade broken down by gender. Figure 3 shows the same information in graphical form.

Grade	Male Headcount	% of grade	Female Headcount	% of grade	Total Headcount
1	97	40.76%	141	59.24%	238
2	42	59.15%	29	40.85%	71
3	108	39.56%	165	60.44%	273
4	104	26.26%	292	73.74%	396
5	139	32.78%	285	67.22%	424
6	436	48.28%	467	51.72%	903
7	377	52.95%	335	47.05%	712
8	247	58.39%	176	41.61%	423
<b>Total</b>	<b>1,550</b>	<b>45.06%</b>	<b>1,890</b>	<b>54.94%</b>	<b>3,440</b>

Figure 2. Framework grades – Gender Distribution by grade

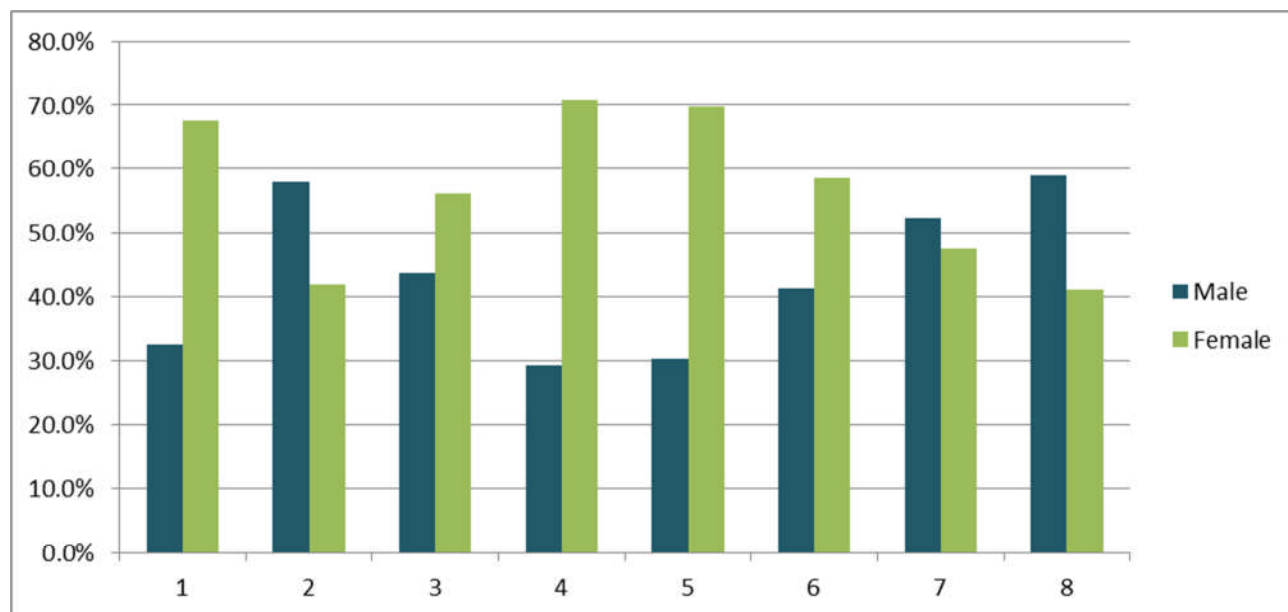


Figure 3. Framework grades – Gender Distribution by grade

#### 4.2.1.2 Key points

- The above data shows that in grades 1 to 6 (with the exception of grade 2) there are proportionately more females than males. In grades 7 and 8 there are proportionately more males than females.
- The result of this gender imbalance between grades is that the mean male salary is **Grade 6, Increment point 4**. Whereas the mean female salary is **Grade 6, Increment point 2**. This difference alone results in a gender pay gap of **10.60%**.
- Figures 2 and 3 show that there is occupational segregation across a number of grades. With the exception of grade 2, majority of females can be found in lower graded roles and the majority of males can be found in higher graded roles. Work is being carried out through Athena Swan with action plans to address this imbalance. Further work under the revised Athena Swan standard is required to address this segregation.

#### 4.2.2 Analysis of the Gender Pay Gap by Grade

- 4.2.2.1 The gender pay gap information presented in section 4.1 shows the overall gender pay gap only. It does not account for work of equal value. The university uses a robust, analytical job evaluation system (HERA for grades 1 to 8, and Hay for the Senior Manager Pay Group) to determine equal value. Figure 4 below, shows the gender pay gap within each grade.

Grade	Male mean	Male median	Female mean	Female median	Mean gap	Median gap
1	£15,613	£15,632	£15,611	£15,632	0.01%	0.00%
2	£17,522	£17,703	£17,764	£18,212	-1.38%	-2.88%
3	£19,813	£20,400	£19,806	£20,400	0.03%	0.00%
4	£22,468	£22,912	£22,417	£22,912	0.23%	0.00%
5	£27,367	£28,143	£27,466	£28,143	-0.36%	0.00%
6	£34,133	£32,600	£34,483	£34,576	-1.03%	-6.06%
7	£44,053	£46,414	£43,767	£46,414	0.65%	0.00%
8	£54,725	£55,389	£53,525	£55,389	2.19%	0.00%

Figure 4. Framework grades – Gender pay gap by grade

#### 4.2.2.2 Key points

- The only significant gap is at Grade 6 (Median) in favour of female employees. Further analysis is required to understand this.

#### 4.2.3 Total Pay Analysis

4.2.3.1 In this report an analysis of the pay gaps in total pay (base pay plus additional payments shown in 3.5) has been included. Figure 5 below show pay gaps amongst framework grades.

Grade	Male mean	Male median	Female mean	Female median	Mean gap	Median gap
1	£15,697	£15,648	£15,744	£15,640	-0.30%	0.05%
2	£17,976	£18,212	£18,083	£18,212	-0.59%	0.00%
3	£20,466	£20,981	£20,200	£20,887	1.30%	0.45%
4	£23,152	£23,619	£22,594	£22,912	2.41%	2.99%
5	£28,369	£28,355	£27,616	£28,143	2.65%	0.75%
6	£34,142	£32,600	£34,524	£34,576	-1.12%	-6.06%
7	£44,106	£46,414	£43,862	£46,414	0.55%	0.00%
8	£55,069	£55,389	£53,621	£55,389	2.63%	0.00%

Figure 5. Framework grades – Gender pay gap by grade – Total Pay

#### 4.2.3.2 Key points

- The only significant gap is at Grade 6 (Median) in favour of female employees – this is the same anomaly seen in the pay analysis in Figure 4.

### 4.3 Other Characteristics Analysis

4.3.1 Whilst the focus of the report is on the gender pay gap, the university remains committed to equality in all forms. As a result this section of analysis will look at the pay gap for Framework employees from other protected characteristics (Age and Ethnicity). In addition analysis is also included for these employees on the pay gap between full-time and part-time staff and length of service.

#### 4.3.2 Age Analysis

4.3.2.1 Figure 6, below, shows the age profile (as defined by the Office of National Statistics) of all Framework employees and the pay gap for each age category against the mean salary for Framework employees.



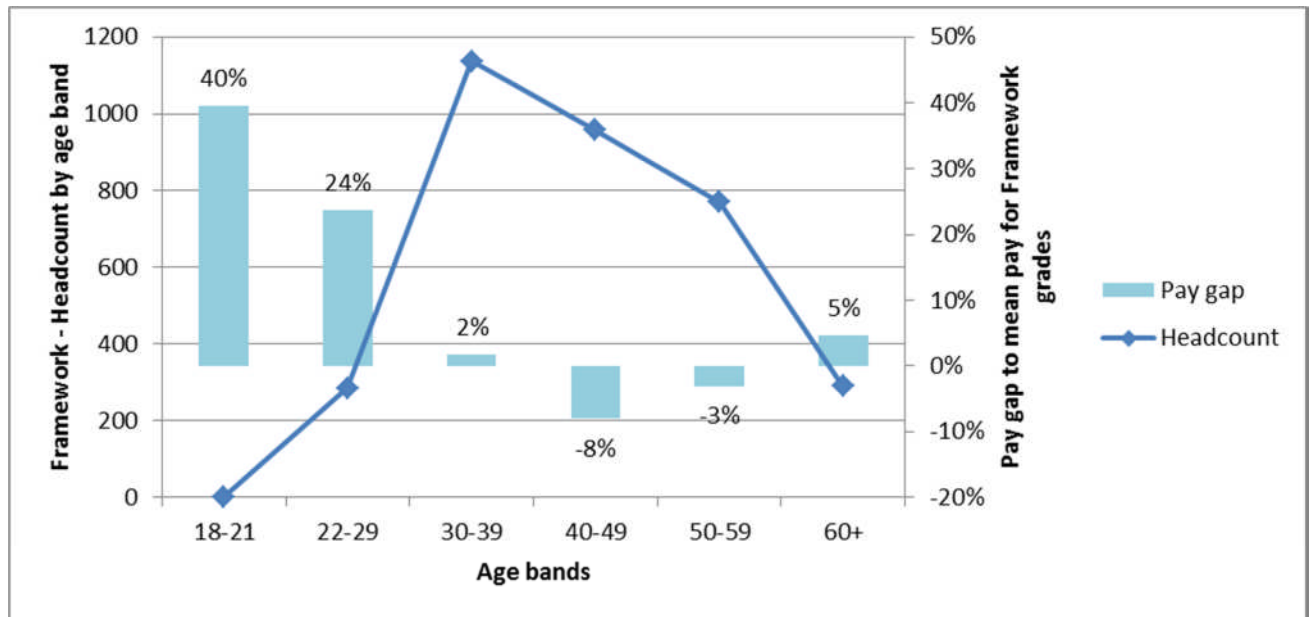


Figure 6 Framework grades - Breakdown and pay gap of employees by age band

Figure 7 below shows the pay gap of employees by gender and age band against the mean salary for framework employees.

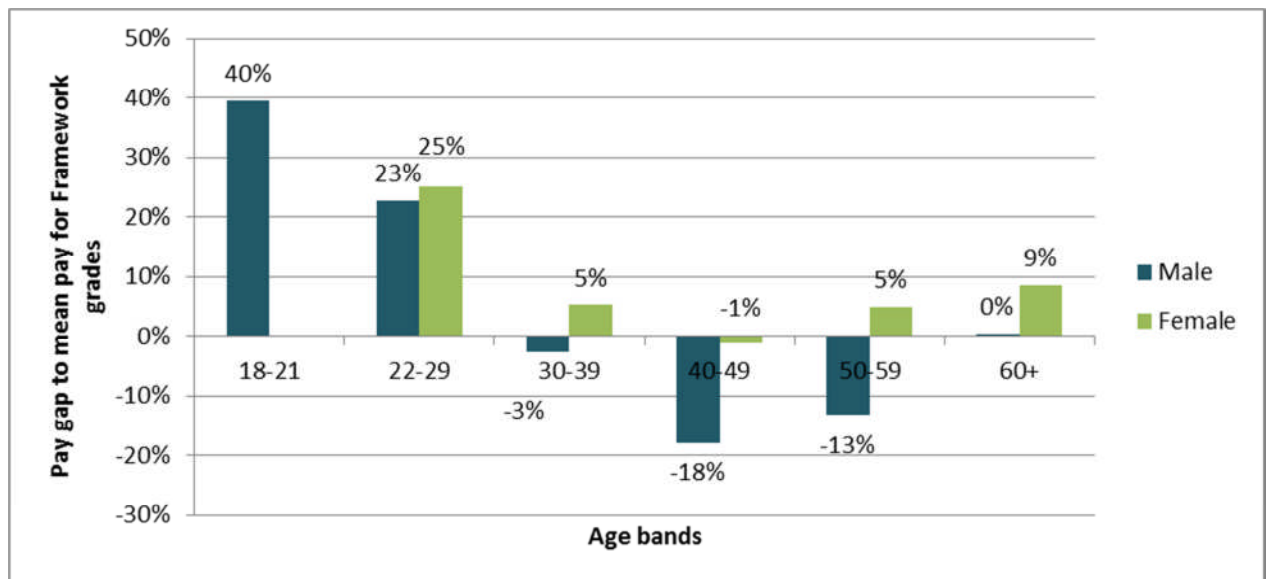


Figure 7 Framework grades - Pay gap by gender and age

4.3.2.1 Key points

- Figure 6 shows that the majority (83%) of employees are between the ages of 30 and 59
- The pay gap is greatest in the age band 18 - 21 however relates to only one individual who is in a junior role.
- Figure 7 shows there is a difference in the pay gap by age category when split by gender. Whilst both male and female show a pay gap below age 30, this is

explained by employees being in relatively junior roles and the pay gap is broadly comparable between male and female. Beyond this and particularly from age 50 females show a material pay gap when none is seen for males. Further analysis is required to understand this anomaly.

### 4.3.3 Ethnicity Analysis

4.3.3.1 Figure 8, below shows headcount for Framework employees broken down by their ethnic origin.

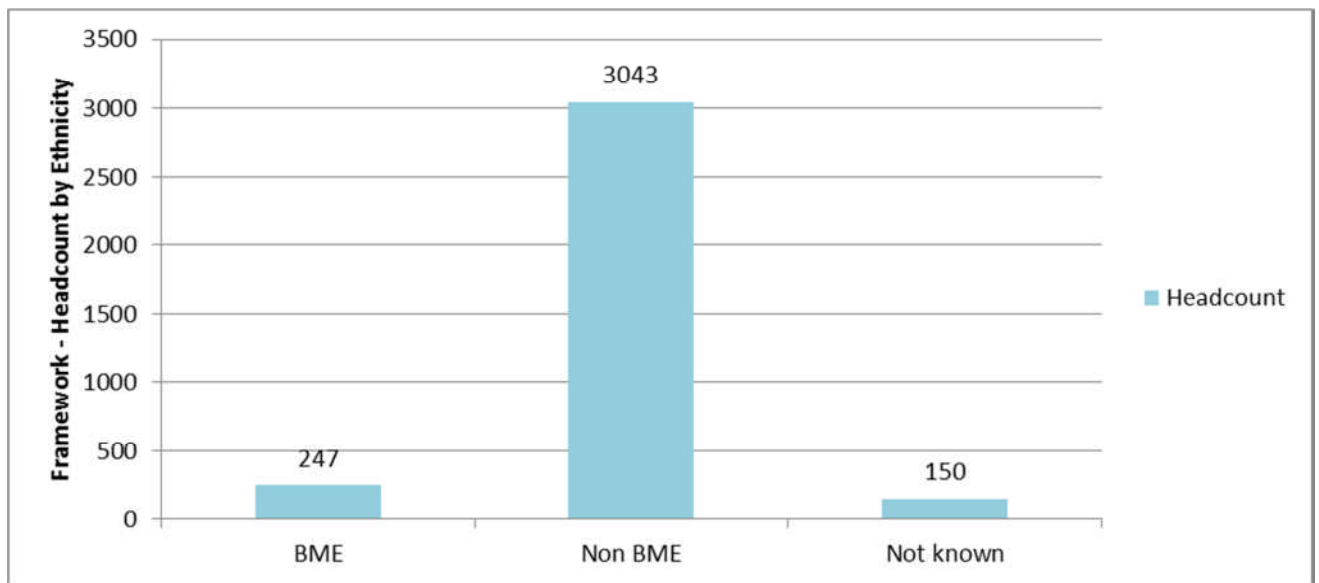


Figure 8 Framework grades – Headcount by Ethnicity category

4.3.3.2 Figure 9 below shows the pay gap for BME employees against the Non BME mean salary for Framework employees as a total population and split by gender.

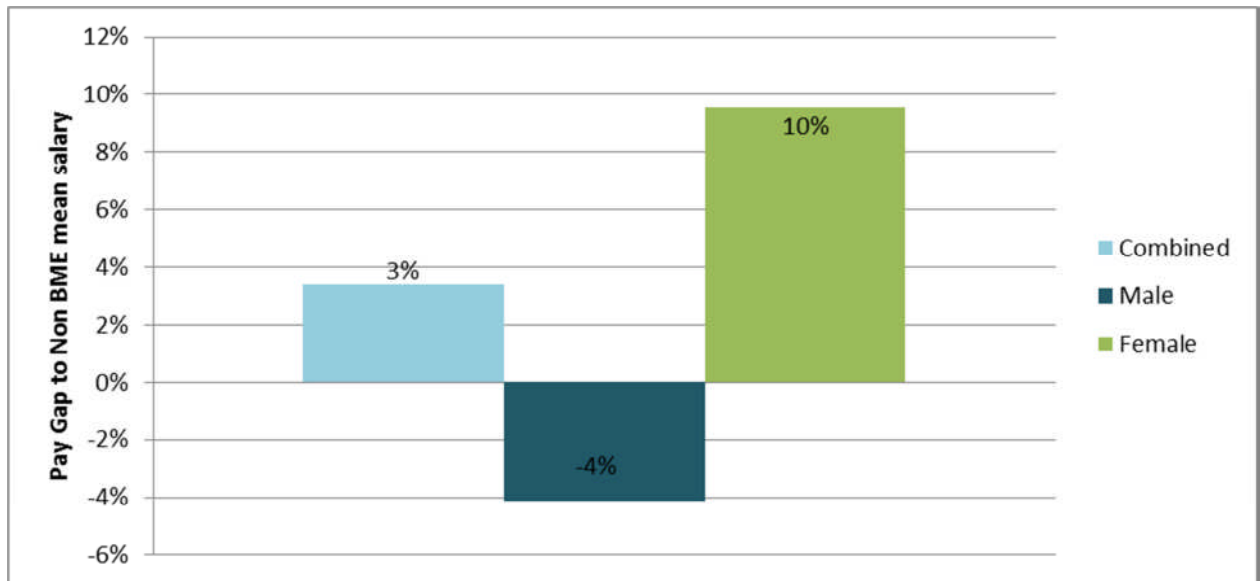


Figure 9 – Framework grades – pay gap for BME employees

4.3.3.3 Key points

- Figure 8 shows that the majority (88%) of employees are categorised as Non-BME.
- The analysis shows that there is a small pay gap for BME Framework employees. When split by gender this shows a material difference between males and females with females showing a significant pay gap of 10%. Further analysis is required to understand this difference.

4.3.4 Part time / Full time analysis

4.3.4.1 Figure 10, shows a breakdown and pay gap of employees by part time / full time

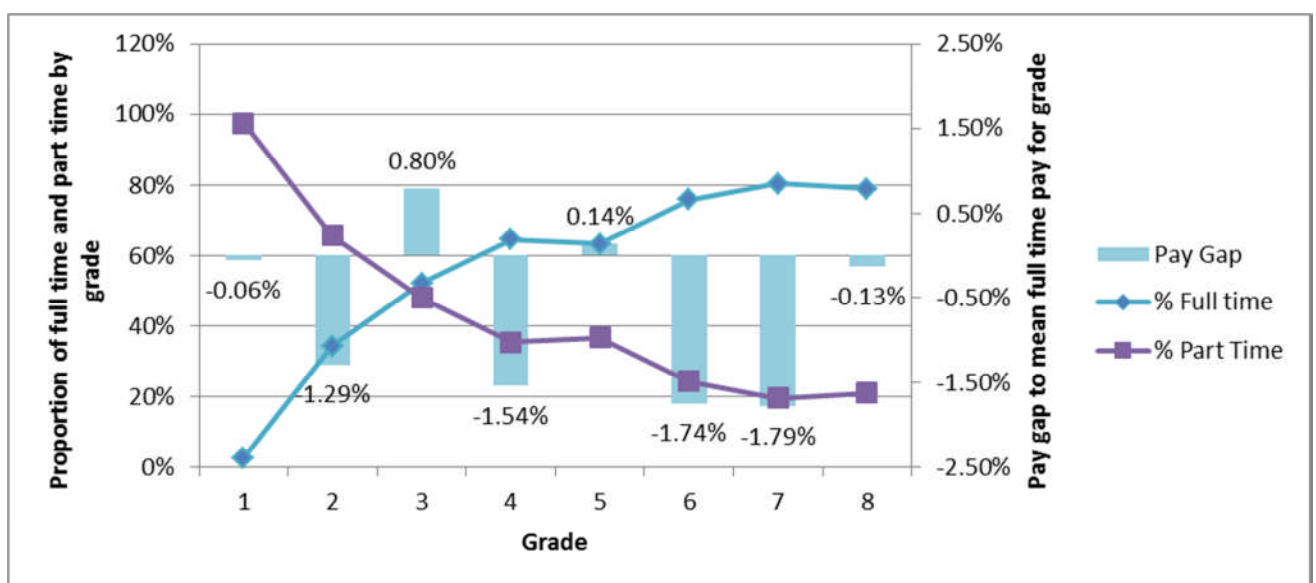


Figure 10, Framework grades – Part-time / Full-time analysis

4.3.4.2 Key points

- Figure 10 shows that in grades 1 and 2 the majority of employees work on a part-time basis. At grade 3 this becomes broadly equal and from grade 4 onwards the majority of colleagues are full time.
- Analysis of the mean salary for each grade split between part time and full time shows that there is no material pay gap between full time and part time colleagues. This would be expected on the basis of the fixed pay increments for these grades.

4.3.5 Length of Service

4.3.5.1 Figure 11, shows a breakdown of headcount and pay gap of employees by length of service categories as defined by the Office of National Statistics. The pay gap is calculated against the mean salary for all Framework grades.

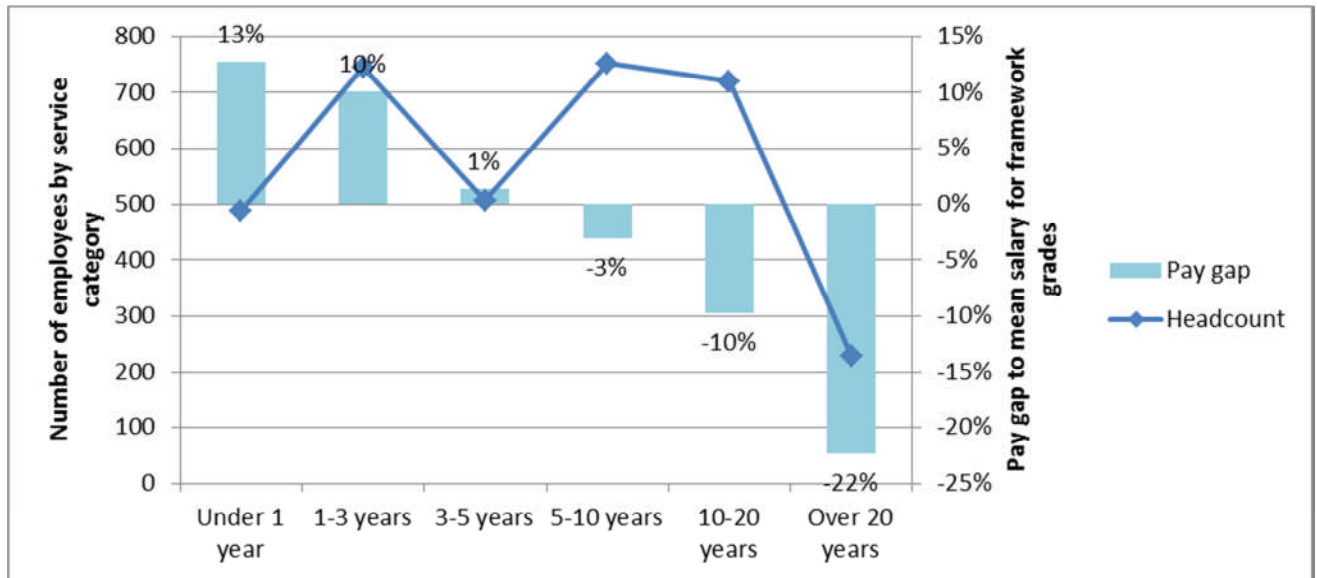


Figure 11, Framework grades – Length of Service analysis.

4.3.5.2 Key points

- There is a pay gap for employees with under 1 year’s service however this is likely to reflect employees starting with the university on the lower salary points within their grade before progressing over time. As employees service increases this pay gap disappears.

#### 4.4 Supplementary analysis

##### 4.4.1 Analysis by category of colleague

4.4.1.1 For Framework grades there are two categories of colleagues within the university

- ART (Academic, Research and Teaching)
- Professional and Support

4.4.1.2 Figure 12 shows the mean and median salaries by gender for these two groups and the pay gap of female pay to male pay for each of these categories.

	Male Mean Salary	Male Median Salary	Female Mean Salary	Female Median Salary	Mean Pay Gap	Median Pay Gap
ART	£42,914	£42,488	£40,979	£38,896	4.51%	4.51%
Professional and Support	£29,781	£28,143	£27,582	£24,298	7.38%	13.66%

Figure 12, Framework grades – Category of role analysis

##### 4.4.1.3 Key points

- There are material pay gaps identified for Professional Support employees. These are caused by the higher proportions of males in higher graded roles. Analysis has been carried out that shows when Professional Support roles are reviewed by grade there is no material pay gap.

##### 4.4.2 New Starter Analysis

4.4.2.1 In addition to salaries and additional payments made to employees, it is important to look at other processes to analyse whether they contribute to a gender pay gap.

4.4.2.2 Figure 13 shows the proportion of new starters (1<sup>st</sup> January 2015 to 31<sup>st</sup> December 2015) joining on the starting increment of their pay scale.

Grade	Male			Female		
	Starters	No. on lowest increment	% on lowest increment	Starters	No. on lowest increment	% on lowest increment
1	8	8	100%	13	13	100%
2	3	3	100%	4	3	75%
3	16	16	100%	34	24	71%
4	14	12	86%	44	33	75%
5	28	24	86%	48	26	54%
6	102	68	67%	91	60	66%
7	42	14	33%	35	16	46%
8	8	2	25%	5	1	20%
<b>Total</b>	<b>221</b>	<b>147</b>	<b>67%</b>	<b>274</b>	<b>176</b>	<b>64%</b>

Figure 13, Framework grades – New starter analysis

4.4.2.3 Key points

- There is a trend to employees commencing on higher increments at the start of employment when being employed at a higher grade. This is likely to be explained by the flexibility that can be offered to reflect skills and experience of new starters.
- The total percentage of males and females starting at the lowest point in their grade overall is similar however, in grades 2,3, 4, 5, 6 and 8 female employees are less likely to start at the lowest point in the grade when compared to males.
- We have published policy to support managers making these decisions with support and challenge provided by HR.

4.5 Key Points for Framework grades

4.5.1 Summary

- The Framework agreement covers 90% of employees and provides 8 grades that are supported by the analytical job evaluation used by the university (HERA). When reviewed on an Equal Pay for Equal Value basis the analysis demonstrates our pay approach is equitable. The following points provide summary findings on Gender, Age and Ethnicity.

4.5.2 Gender

- The pay gaps for Framework grades are 10.60% (Mean) and 13.68% (Median) however this is caused by the higher proportions of males in higher grades.

- When reviewed on an equal pay for equal value basis (Figure 4.), this shows there is no gender pay gap by grade with the exception of grade 6 where in favour of females (-6.06%).

#### 4.5.3 Age

- The analysis of pay gap by age category shows that younger colleagues are lower paid relative to older employees however this is consistent with their representation in lower grades early in their career.
- An anomaly is noted where a pay gap shows for females over 50. Further analysis is required to explore this.

#### 4.5.4 Ethnicity

- The analysis shows that there is a small pay gap for BME Framework employees. When split by gender this shows a material difference between males and females with females showing a significant pay gap of 10%. Further analysis is required to understand this difference.

## 5 Pay Gap Analysis – Non-Framework grades

### 5.1 Gender Pay Gap – Non-Framework Grades

The overall mean gender pay gap is 6.23%  
 The overall median gender pay gap is 1.89%

### 5.2 Core analysis of Gender Pay Gap

#### 5.2.1 Gender Distribution by grade

Figure 14 shows the headcount within each non-framework grade broken down by gender. Figure 15 shows the same information in graphical form.

Grade	Male Headcount	% of grade	Female Headcount	% of grade	Total Headcount
Prof 1	90	71%	37	29%	127
Prof 2	94	76%	29	24%	123
Prof 3	46	90%	5	10%	51
SMPG	33	62%	20	38%	53
<b>Total</b>	<b>263</b>	<b>74%</b>	<b>91</b>	<b>26%</b>	<b>354</b>

Figure 14. Non-Framework grades – Gender distribution by grade

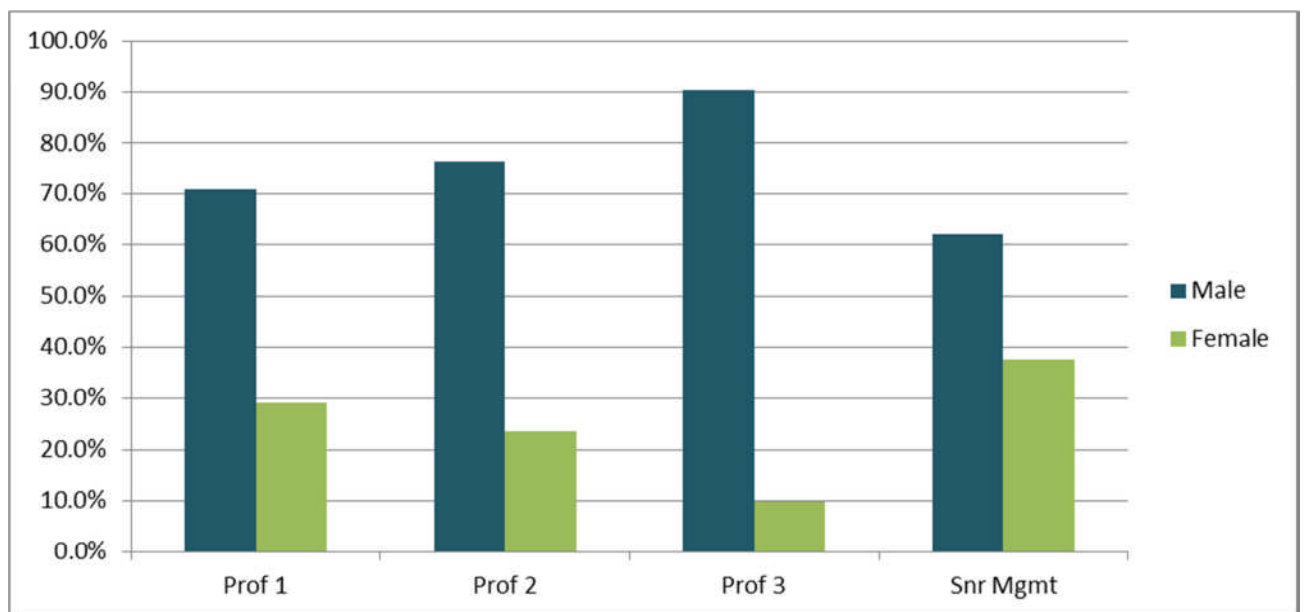


Figure 15, Non-Framework grades – Gender distribution by grade



### 5.2.2 Key Points

- In Non-Framework grades there are proportionately more males than females.
- Across all grades, the majority of females can be found in lower graded roles and the majority of males in higher graded roles. This reflects work which has been carried out in Athena Swan analysis and action plans for improvement. [Further work under the revised Athena Swan standard is required to address occupational segregation].

### 5.2.3 Analysis of the Gender Pay Gap by Grade

5.2.3.1 The gender pay gap information presented in section 5.1 shows the overall gender pay gap only. It does not account for work of equal value. As noted in section 4.2.2 the university uses a robust, analytical job evaluation system (Hay) for the Senior Manager Pay Group to determine equal value. The professorial banding structure is supported by specific criteria for each band that are published on the University website. This has been tested and the different bands do evidence a material difference between professors in different levels (Schafer vs Royal Holloway, University of London). Figure 16 below, shows the gender pay gap within each grade.

Grade	Male mean	Male median	Female mean	Female median	Mean gap	Median gap
Prof 1	£68,453	£66,601	£66,549	£66,601	2.78%	0.00%
Prof 2	£79,503	£77,751	£79,143	£79,936	0.45%	1.05%
Prof 3	£101,145	£99,630	£96,750	£93,558	4.35%	6.09%
SMPG	£93,622	£75,000	£84,705	£78,937	9.52%	-5.25%

Figure 16 Non-Framework grades - Gender Pay Gap by grade

### 5.2.3.2 Key Points

The significant gaps shown by the data are:

- Professorial Band 3 (Median) in favour of male employees
- Senior Management (Mean) in favour of male employees
- Senior Management (Median) in favour of female employees

### 5.2.4 Total Pay Analysis

5.2.4.1 In this report an analysis of the pay gaps in total pay (base pay plus additional payments shown in 3.5) has been included. Figure 17 below shows pay gaps amongst Non-framework grades.

Grade	Male mean	Male median	Female mean	Female median	Mean gap	Median gap
Prof 1	£69,452	£68,511	£67,319	£66,601	3.07%	2.79%
Prof 2	£80,397	£77,978	£79,919	£78,780	0.59%	-1.03%
Prof 3	£102,384	£99,987	£96,750	£93,558	5.50%	6.43%
SMPG	£93,955	£75,000	£84,705	£78,937	9.85%	-5.25%

Figure 17 Non-Framework grades - Gender Pay Gap by grade – Total Pay

#### 5.2.4.2 Key points

- The pay gaps seen on base pay are replicated in the Total Pay Analysis. In addition the Professorial Band 3 Mean also becomes significant.

## 5.3 Analysis of other characteristics

5.3.1 As provided for Framework employees, this section of analysis will look at the pay gap for Non-Framework employees from other protected characteristics (Age and Ethnicity) with further analysis included on the pay gap between full-time and part-time employees and length of service.

### 5.3.2 Age Analysis

5.3.2.1 Figure 18, below, shows the age profile (as defined by the Office of National Statistics) of all Non-Framework employees and the pay gap for each age category against the mean salary for Non-Framework employees.

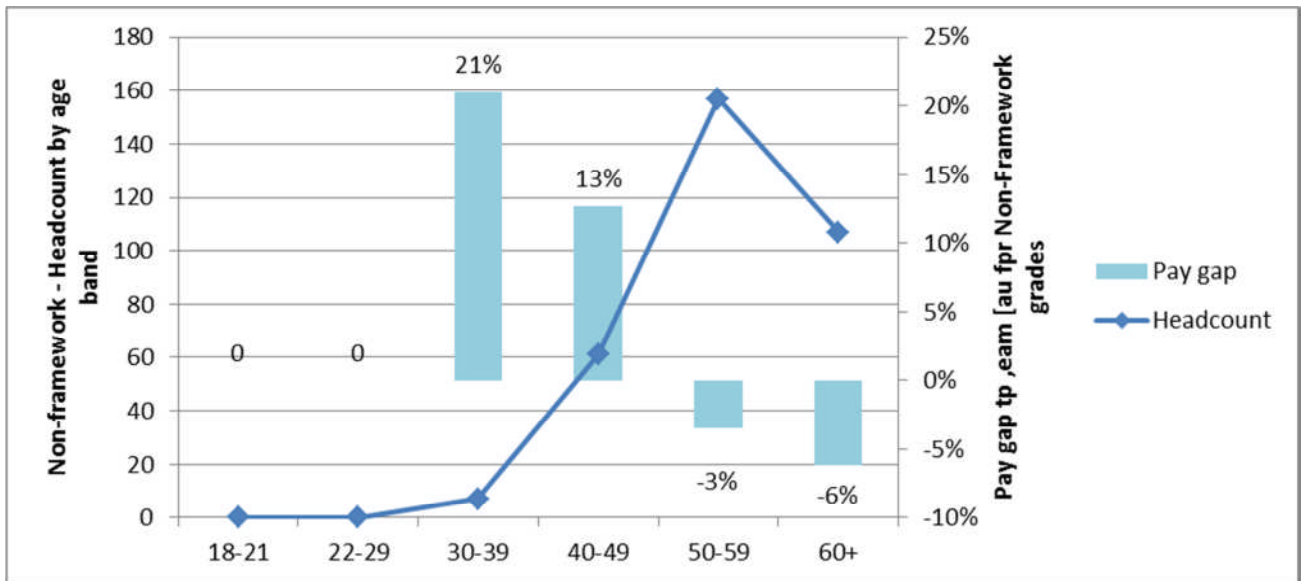


Figure 18, Non-Framework grades - Breakdown and pay gap of employees by age band

5.3.2.2 Figure 19, below shows the pay gap of employees by gender and age band against the mean salary for Non-framework employees.

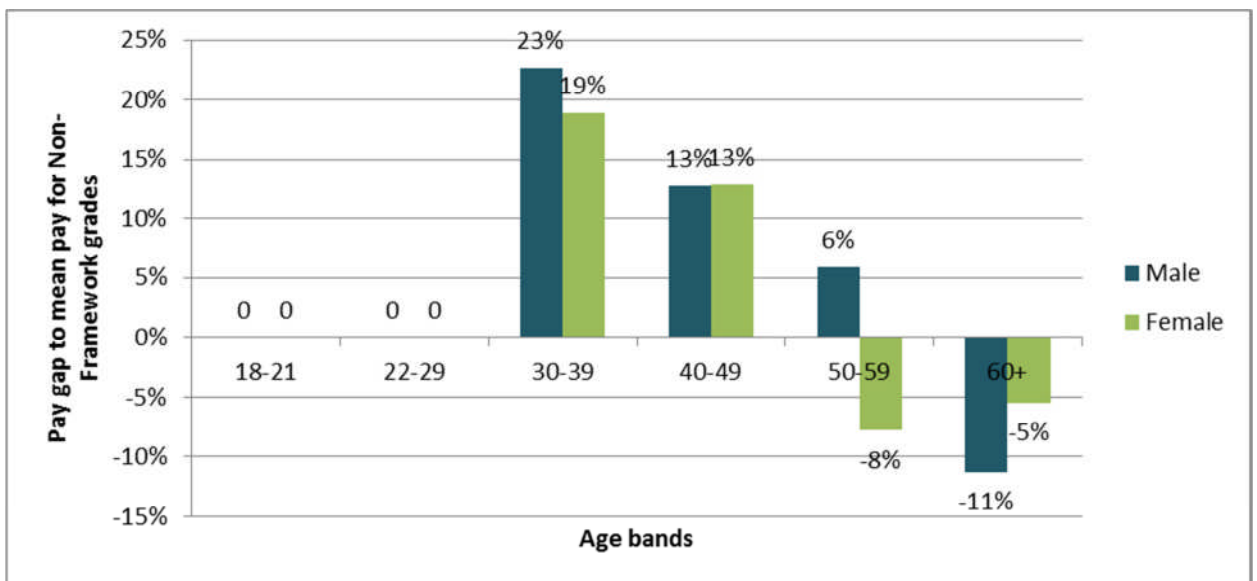


Figure 19 Non-Framework – Pay gap by gender and age band

5.3.2.3 Key points

- There are no colleagues below 30 years of age in this analysis.
- The analysis of pay gap by age category shows that younger employees are lower paid relative to older employees. Generally this might be expected as salary levels progress with experience and promotion however it might be expected to be less of a strong correlation than seen in Framework employees as pay progression is performance related for Non-Framework employees.

- The trend is broadly consistent between males and females however an anomaly is noted where a pay gap shows for males between 50 and 59 years of age. Further analysis is required to explore this.

### 5.3.3 Ethnicity Analysis

5.3.3.1 Figure 20, below shows headcount for Non-Framework employees by Ethnic origin.

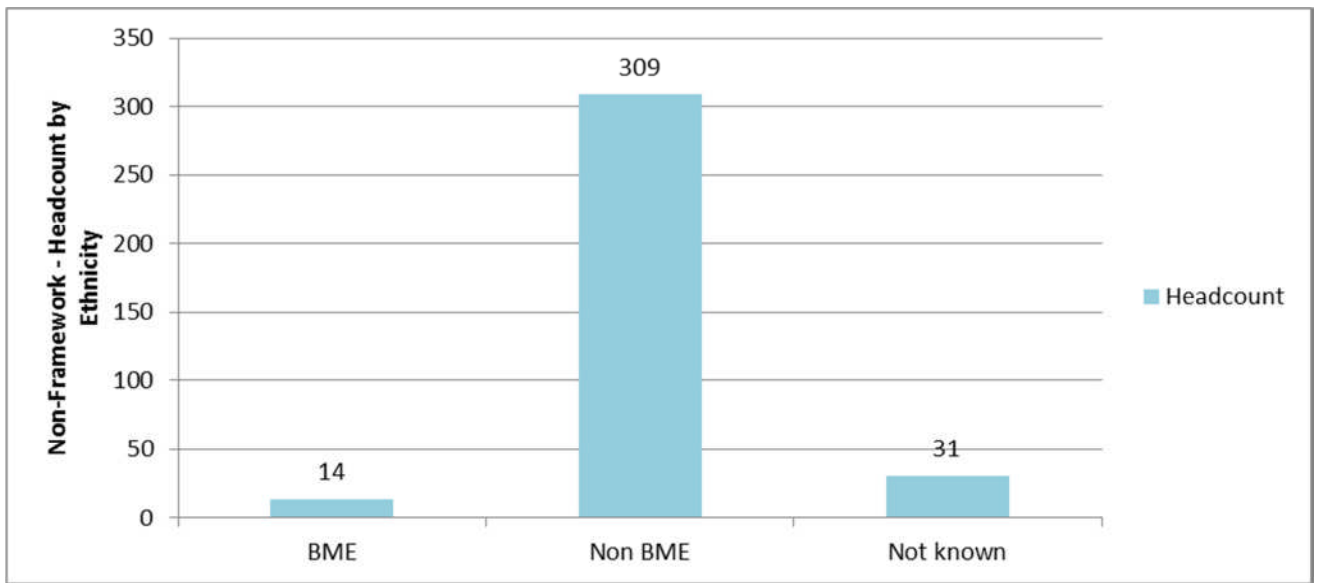


Figure 20, Non-Framework grades - Headcount by Ethnicity category

5.3.3.2 Figure 21 below shows the pay gap for BME employees against the Non BME mean salary for Framework employees as a total population and split by gender.

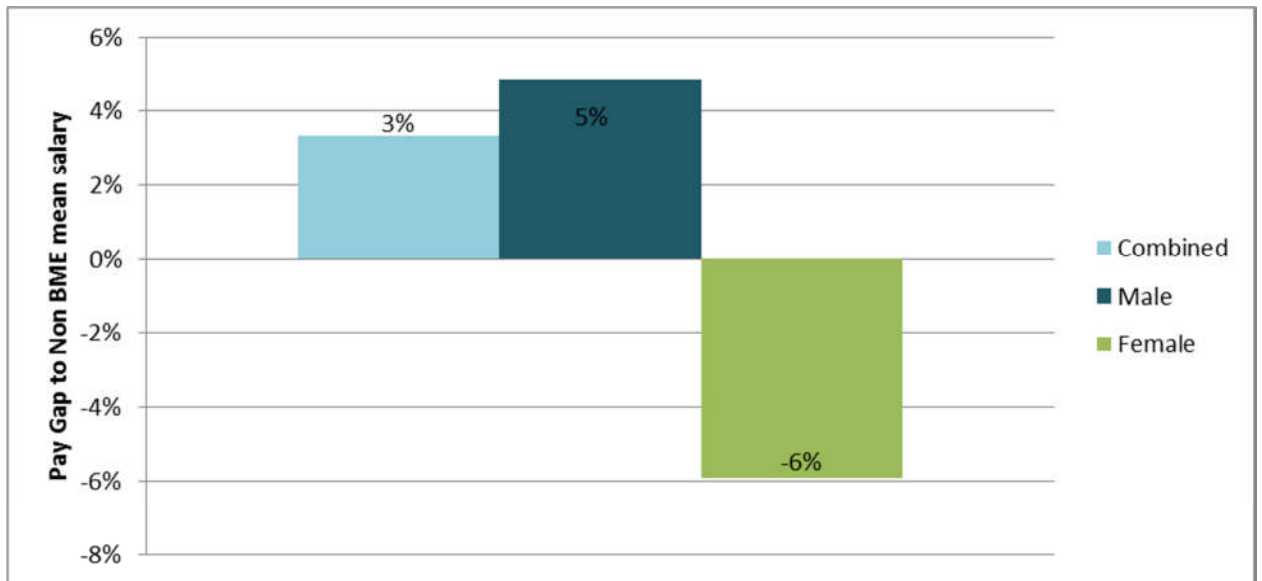


Figure 21, Non-Framework grades – pay gap for BME employees

#### 5.3.3.3 Key points

- Figure 20 shows that the majority (87%) of employees are categorised as Non-BME.
- The analysis shows that there is a small pay gap for BME Non-Framework employees. When split by gender this shows a material difference between males and females with males showing a significant pay gap of 5% and females showing a significant negative pay gap of 6%. It should be noted that the sample size is small (2 Females and 12 Males).

#### 5.3.4 Part time / Full time analysis

5.3.4.1 Figure 22, shows a breakdown and pay gap of employees by part time / full time

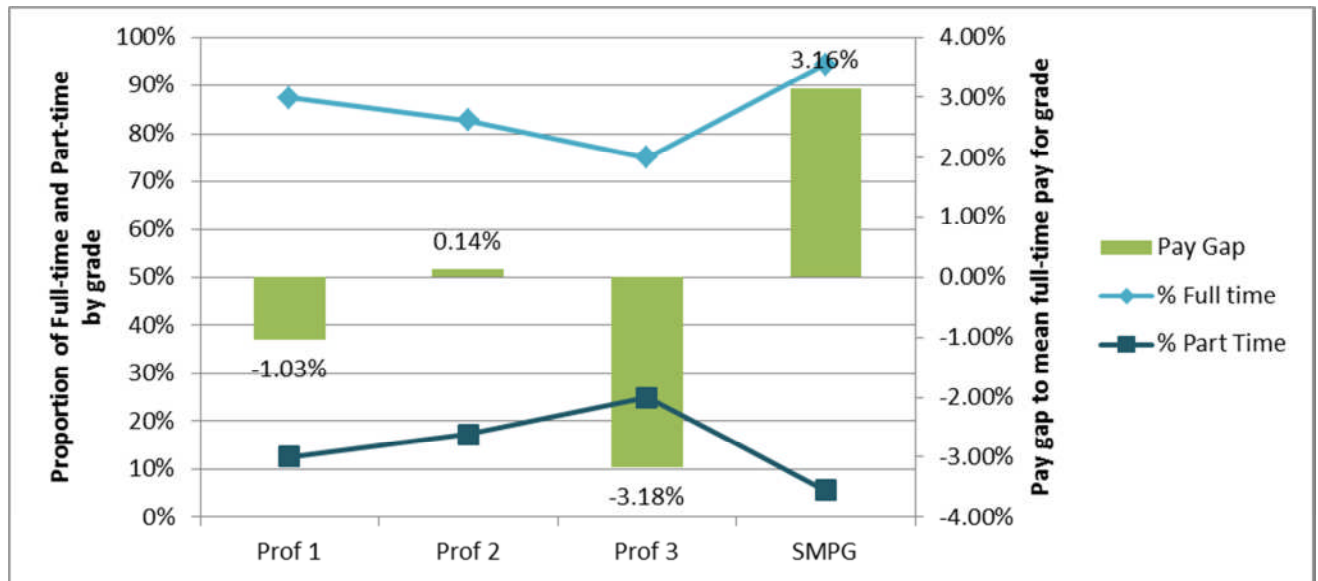


Figure 22, Non-Framework grades – Part-time/Full-time analysis

5.3.4.2 Key points

- Part-time working becomes more prevalent in senior Professorial grades however part-time working in Senior Management grades is low.
- There are no material pay gaps between Full and Part time employees withing Non-Framework colleagues.

5.3.5 Length of Service

5.3.5.1 Figure 23, shows a breakdown of headcount and pay gap of colleagues by length of service categories as defined by the Office of National Statistics. The pay gap is calculated against the mean salary for all Non-Framework grades.

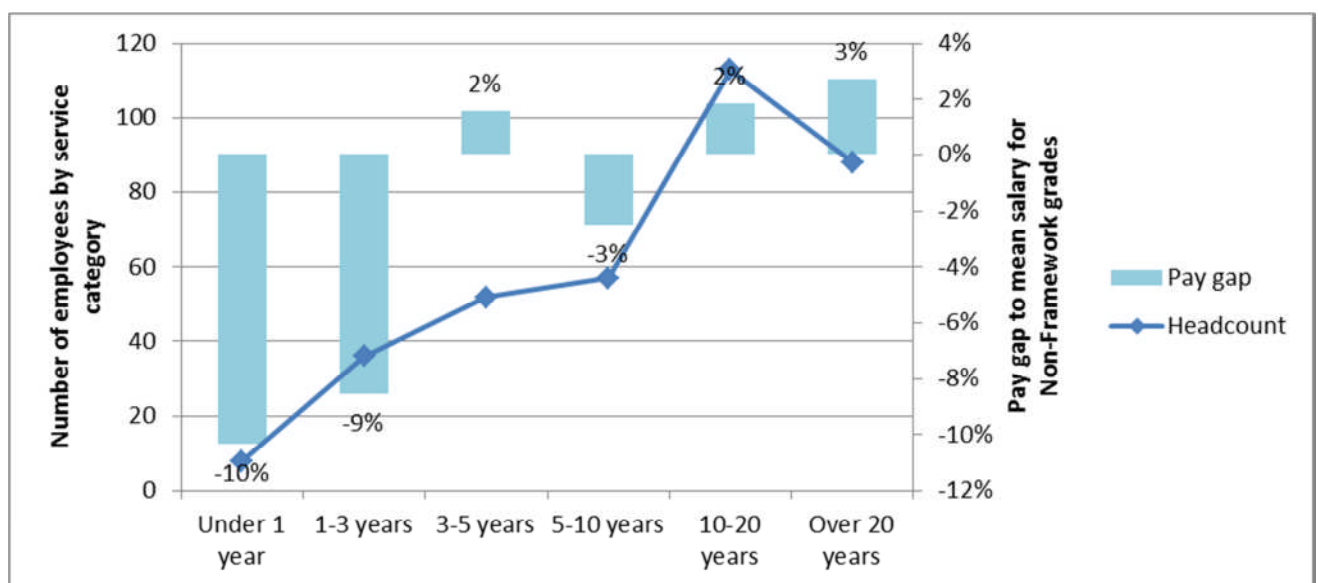


Figure 23, Non-Framework grades – Length of Service analysis.

#### 5.3.5.2 Key points

- Headcount increases with Service, peaking with colleagues having between 10 and 20 years service.
- The only pay gaps shown are for employees with less than 3 years service. It may be that recent hires have pushed starting salary higher relative to existing employees. Further analysis is required to understand this.

### 5.4 Supplementary analysis

5.4.1 The analysis so far has shown that there is a material mean pay gap for non framework colleagues of 6.23%.

5.4.2 When reviewed on an equal pay for equal value basis this largely disappears with the following exceptions:

- Professorial Band 3 – Pay gap (Median) of 6.09%, Total Pay gap (Mean) of 5.50% and Total Pay gap (Median) of 6.43%.
- SMPG – Pay gap (Mean) of 9.52% and Pay Gap (Median) of -5.25% (i.e. in favour of females), Total Pay gap (Mean) of 9.85% and Total Pay gap (Median) of -5.25% (i.e. in favour of females).

5.4.3 The following analysis explores further aspects of pay for non-framework colleagues.

#### 5.4.4 Professoriate

##### 5.4.4.1 Profile of the Professoriate

At 1<sup>st</sup> January 2016 there were **230** (76%) male professors and **71** (24%) female professors. In the highest Professorial band the percentage of females reduces to 10%. A breakdown of Professorial gender profile compared to the Russell Group average can be seen in Figure 24.

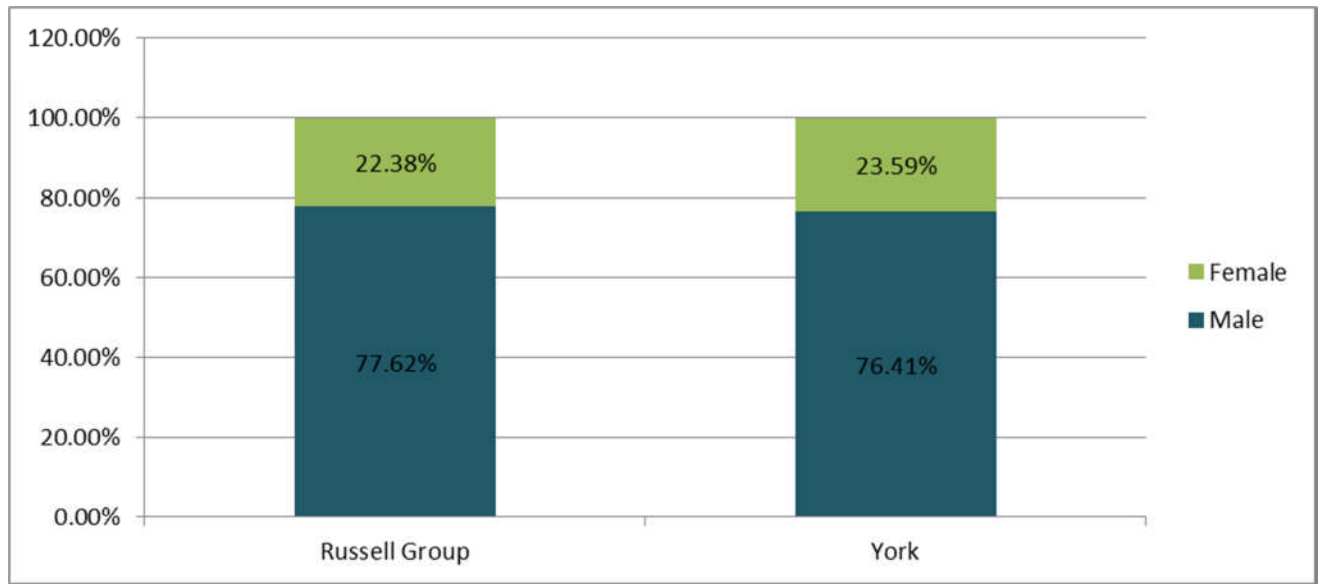


Figure 24 Non-Framework – Profile of Professoriate Compared to Russell Group.

5.4.4.2 Figure 25 shows the current headcount of male and female Professors by band. In addition to this the table includes all Grade 8 academics as these are the potential future Professors.

Grade	Male headcount	% of grade	Female headcount	% of grade
8	247	58%	176	42%
Prof1	90	71%	37	29%
Prof2	94	76%	29	24%
Prof3	46	90%	5	10%

Figure 25 Non-Framework – Grade 8 and Professors by grade and gender.

5.4.4.3 The above table shows that in all Professorial bands there are significantly more male employees than female employees. However, within grade 8 the balance is much more even.

5.4.4.4 The professorial banding structure is supported by specific criteria for each band. This has been tested and the different bands do evidence a material difference between professors in different levels (Schafer vs Royal Holloway, University of London). The ranges in the Professorial banding structure are very wide reflecting the career progression of a professor. Figure 26 shows the grading structure of the professorial grades (as at August 2015).



Band	Minimum	Maximum	Range
Band 1	£60,869	£74,242	21.97%
Band 2	£71,430	£96,004	34.40%
Band 3	£93,557	No maximum	N/A

Figure 26 Non-Framework – Professorial Bands (at 1<sup>st</sup> January 2016).

5.4.4.5 Professoriate Balanced Sample Analysis

5.4.4.6 At the request of the Women’s Forum the report includes a balanced sample analysis of staff that were employed by the university 5 years ago and are still employed as at 1<sup>st</sup> January 2016. Figure 11 shows this analysis and how the pay gap has changed for this group of staff only. Any significant change could suggest that there are some practices that are not equitably applied to male and female staff.

5.4.4.7 The following analysis looks at a cohort of colleagues that are in grades 7, 8, Prof 1, Prof 2 and Prof 3 as at 1<sup>st</sup> January 2016. It then compares their salary at 1<sup>st</sup> January 2011 to this date to understand the relative rate of salary progression between males and females.

5.4.4.8 Figure 27 shows two aspects of this. The vertical bars show the absolute salary movement with the bottom of the bar being the mean salary for this group at 1<sup>st</sup> January 2011 and the top of the bar being the mean salary at 1<sup>st</sup> January 2016. The markers show the percentage increase between these two numbers.

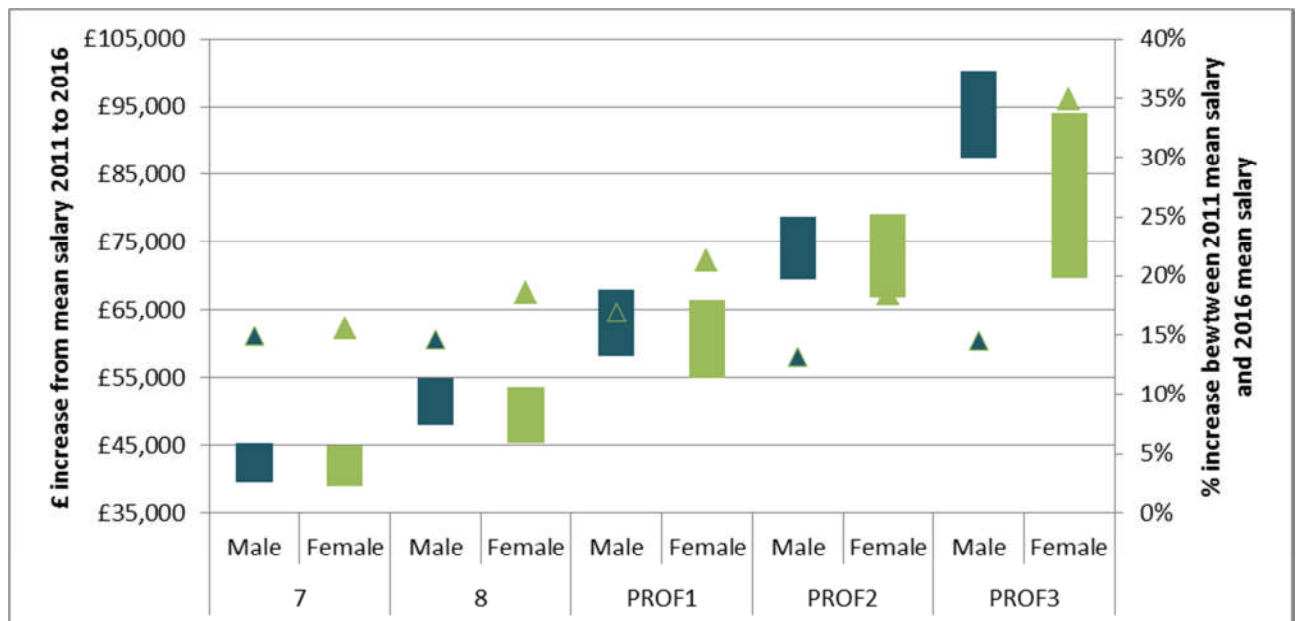


Figure 27 Non-Framework grades – Balanced sample analysis

#### 5.4.4.9 Key points

- The analysis shows that for all grades the overall percentage increase in mean salary for females has been materially higher than males.
- Whilst there is still a pay gap at Professorial grade 3 the mean increase in salary between 2011 and 2015, is 27 % for females against 15% for males.
- This would indicate the policies and processes supporting pay progression are not discriminating against females.

#### 5.4.4.10 Non-Pay Award Progression

Professorial employees can receive additional increases through the Professorial Pay Reviews and Promotions process

Figure 23 Percentages shown in brackets denote the percentage of the total population. Please note this includes all applications for pay reviews or promotions for employees who are already professor grades. It does not include movement from grade 8 into the professorial grades.

Year	Male Applications	Male Success Rate	Female Applications	Female Success Rate
2013	38 (17.59%)	84.22%	15 (25.42%)	80.00%
2014	44 (20.65%)	61.00%	13 (22.03%)	54.00%
2015	35 (15.76%)	80.00%	16 (25.81%)	81.25%

Figure 28 Professorial Promotions and Pay Review 2013 – 2015.

#### 5.4.4.11 Key points

- The analysis shows that methods available to progress professorial pay outside of the pay award are applied in an equitable manner. There is no area where the application success rate is significantly in favour of male or female employees.

#### 5.4.4.12 Professorial Band 3 Appointments

- 5.4.4.12.1 One consideration in reviewing the pay gap seen at Professorial Band 3 is whether this is being caused by a difference in salaries at appointment. Analysis has been carried out on those employees appointed to Professorial Band 3 between 2012 and 2015 to understand any differences in current mean salary between males

and females and whether this is influenced by being internal promotions or external hires. This excludes any individuals who were in HOD positions at 1<sup>st</sup> January 2016.

5.4.4.12.2 Figure 29 below shows the proportions of employees by gender whether internal promotions or external hires (2012 – 2015) and the mean current salary of these individuals

	Internal promotions		External hires	
	Proportion of appointments	Mean current salary	Proportion of appointments	Mean current salary
<b>Males</b>	48%	£95,064	52%	£104,782
<b>Females</b>	67%	£93,558	33%	£106,712
<b>Pay gap</b>		2%		-2%

Figure 29. Non-Framework grades - Professorial appointments at Prof Band 3

5.4.4.12.3 Key points

Whilst there is a material difference between the mean salary for external hires versus internal promotions for both males and females, within each scenario there is no material difference between males and females. This would suggest our appointment and subsequent pay review decisions are unbiased by gender.

5.4.4.13 Professorial Progression – Time in Grade

5.4.4.13.1 A further area of consideration is in relation to the time employees are spending in a grade. This is to understand any whether are differences between males and females on how long they remain in a grade before applying to progress.

5.4.4.13.2 In addition analysis has been carried out to look at time in grade for employees at key points in the pay structure. These key points related to where there needs to be a review to enable progression rather than through the automatic increments process. The key points reviewed include Point 5 in grade 8, Point 6 in the Prof1-1 grade and Point 10 in the Prof1-2 grade.

5.4.4.13.3 Further analysis has been carried out on Professorial Band 2 and Professorial Band 3 to understand whether there are differences between males and females length of service where employees are sitting at the bottom of the pay structure i.e. haven't applied for pay increases.

Figure 30 shows the proportion of employees in length of time in grade categories by grade and gender.

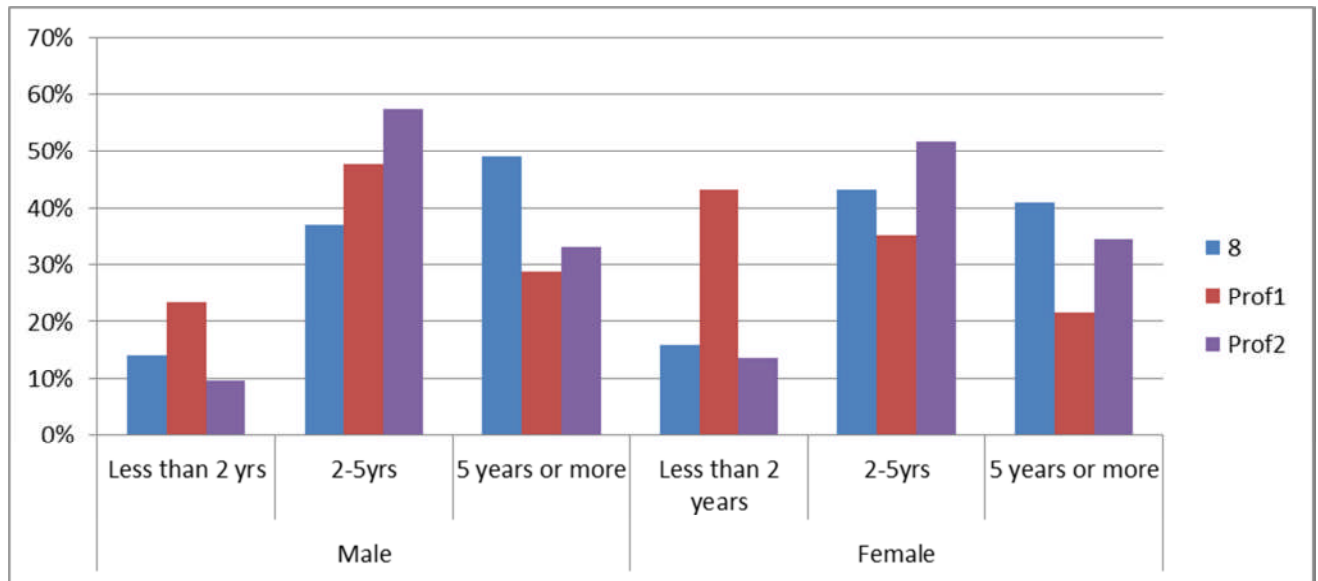


Figure 30 Non-Framework - Length of time in grade by grade and gender

Figure 31 shows the proportion of employees in the top increment for their grade by gender

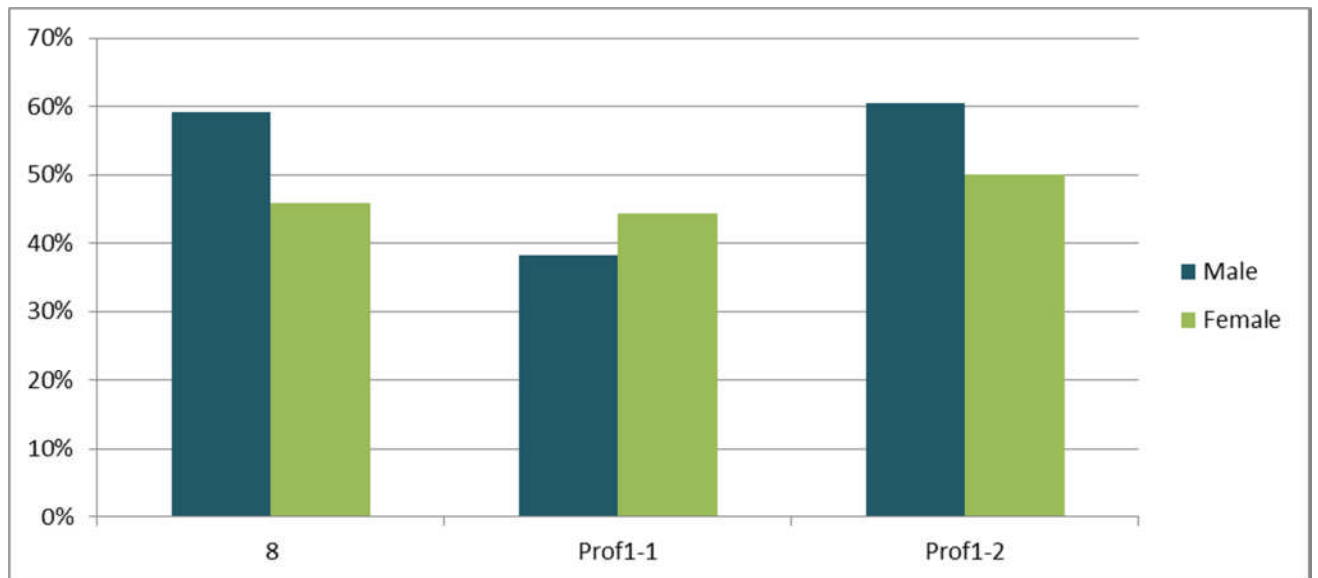


Figure 31 Non-Framework - Proportion of employees in the top increment of their grade by gender

Figure 32 shows the proportion of colleagues in Professorial grades 2 and 3 with more than 5 years services that remain at the bottom of the relevant salary range.

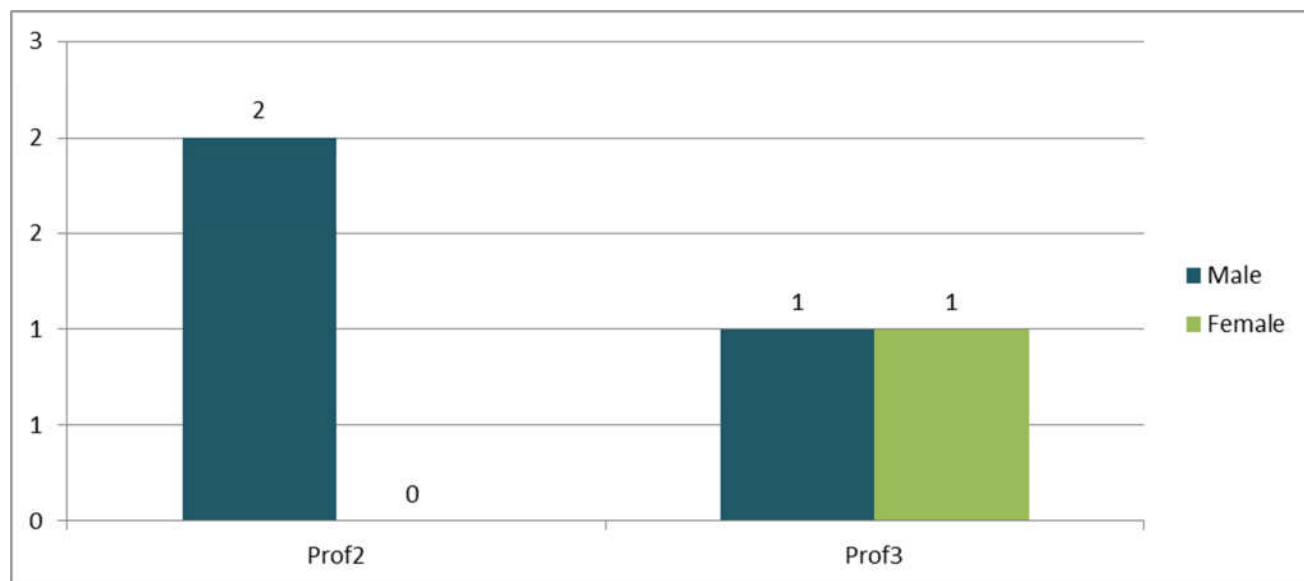


Figure 32 Non-Framework – Analysis of employees at the bottom of their salary range.

#### 5.4.4.13.4 Key Points

- There is no material difference in the length of service profile for males and females.
- The proportions of employees in the top increments of grade 8, Prof1-1 and Prof1-2 are broadly comparable.
- The numbers of employees remaining at the bottom of the relevant salary range for Prof 2 and Prof 3 is comparable at Prof 3. There are only male colleagues at the bottom of the salary range for Prof 2.

#### 5.4.5 Heads of Academic Department Pay

5.3.5.1 For the purposes of this report, Heads of Academic Department have been included in their substantive grade (and are therefore included in the framework or non-framework group), prior to becoming a HoD (with salary progressed in line with annual awards). This is known as the Academic Reference Salary.

5.3.5.2 This is because Heads of Department are voluntary posts and consist of staff from grade 8 to Professorial Band 3. On appointment, Heads of Department receive an increase to their salary as detailed in figure 33. The result of this is that there is a large variance between salaries. In addition, the role of HoD is rotational for typically 4 years. Therefore, any pay gap

will change significantly in each report due to the turnover in the role. These reasons contribute to potentially misleading pay gap results.

Department Size	Minimum Increase	Salary Range
Large	£11,000	£90,000 - £115,000
Medium	£9,500	£75,000 - £100,000
Small	£8,000	£65,000 - £85,000
Start Up	£8,000	£65,000 - £115,000

Figure 33 Non-Framework - HoD Remuneration Arrangements.

5.3.5.3 Head of Department, pay progression is based on individual performance. Regular checks are undertaken to ensure that there is no gender bias in this process. The results of the pay review are reported to the University Remuneration Committee each year.

5.3.5.4 The University is confident that its approach to Head of Department remuneration is equitable for all employees.

5.3.6 Senior Manager Pay Group.

5.3.6.1 The Senior Manager Pay Group consists of a number of grades. The grading structure for the Senior Manager Pay Group is based on the Hay Evaluation methodology. Due to the small numbers in these grades it is not possible, without publishing personal data, to show headcount or salary information. Figure 34 shows the gender pay gap for the total Senior Manager Pay Group.

Grade	Male mean	Male median	Female mean	Female median	Mean gap	Median gap
SMPG	£93,622	£75,000	£84,705	£78,937	9.52%	-5.25%

Figure 34 Non-Framework - Pay Gap for the Senior Manager Pay Group.

5.3.6.2 There are significant pay gaps within the Senior Manager Pay Group (mean in favour of males and median in favour of females). It is noteworthy that this group covers a number of grades spanning a wide range of seniority, from deputy directors to the Vice-Chancellor.

5.3.6.3 The significant pay gap (mean) for the Senior Management Pay group can be explained by the majority of the Vice-Chancellor’s direct reports being male. With these individuals excluded from the analysis the Mean gap is no longer present and becomes 3.56% favourable to women.

## **5.4 Key points for Non-Framework Employees**

### 5.4.5 Gender

5.4.5.1 The pay gaps for Non-Framework grades are 6.23% (Mean) and 1.89% (Median).

5.4.5.2 When viewed on an equal pay for equal value basis (Figure 16.) this shows no pay gap at Professorial grades 1 and 2. There is a pay gap of 6.09% (Mean) for Professorial grade 3.

5.4.5.3 There is also a pay gap of 9.52% (Mean) for the Senior Management Pay Group. However this is skewed by the Vice Chancellors Direct reports being predominantly male. When this group is excluded the pay gap becomes 3.56% in favour of females.

### 5.4.6 Age

5.4.6.1 The analysis of pay gap by category shows a similar trend seen for Framework employees with younger employees paid lower than older employees. This might be expected as salary levels progress with experience and promotion. One pay gap is seen for males between 50 and 59 years of age. Further analysis is required to understand this.

### 5.4.7 Ethnicity

5.4.7.1 There is no material pay gap for Non-Framework BME employees. When viewed by gender a pay gap of 5% for males and a pay gap of -6% appears however it should be noted the sample size is small (14 employees)

### 5.4.8 Summary

5.4.8.1 As for Framework employees the pay gap largely disappears when analysed on an Equal pay for Equal value basis. The exception to this and the only exception for the University is seen in Professorial grade 3. Further analysis demonstrates that our internal policy and process supporting appointments to this grade and the ongoing salary progression for this group are not biased towards males. Further analysis is required to understand the cause of this gap.

## 6 Gender Pay Gap External Comparison

- 6.1 Nationally the gender pay gap across all industry is currently **19.1%** as published by the Office for National Statistics.
- 6.2 The Office for National Statistics also reported in November 2015 that the pay gap across higher education is **14.7%**.
- 6.3 In April 2015 [Times Higher Education](#) published the gender pay gap for academics at **11.26%**. Within this analysis the University of York was ranked 14<sup>th</sup> out of the Russell Group Universities. It should also be noted that the Russell Group university average academic pay gap is 3.46 percentage points higher than the sector figure.
- 6.4 Drawing on comparable data for the all employee pay gap from other Russell Group institutions has been challenging. Most universities have chosen to only publish information similar to figure 4 rather than the total gender pay gap. Figure 21 shows the most recently published gender pay gap at other Russell Group Universities. Visibility of this information will change once the Statutory obligation to publish the gender pay gap is implemented (see section 7)

University	Mean Pay Gap
University 1	16.66%
University 2	17.90%
<b>University of York</b>	<b>19.71%</b>
University 3	20.00%
University 4	20.10%
University 5	21.90%

Figure 35 – Mean Pay Gaps at Other Russell Group Universities.

- 6.5 More reliable comparable information is available for the Professoriate across the Russell Group. This is shown below:

Band	Russell Group	York
Prof 1 – 1	0.40%	-0.70%
Prof 1 - 2	1.20%	2.04%
Prof 2	2.90%	0.45%
Prof 3	4.50%	4.35%
<b>Professorial Pay Gap</b>	<b>7.60%</b>	<b>7.20%</b>

Figure 36 – Comparison of Professorial Pay Gaps with All Russell Group Averages.  
 (Source: Russell Group Pay Survey 2016)



## 7 Statutory Gender Pay Gap Reporting

- 7.1 The draft Regulations that will require public-sector employers in England to report on their gender pay gap have been published (January 2017)
- 7.2 The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 will come into force on 31 March 2017. The requirements for the public sector largely mirror those for the private sector, which are being introduced via the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017.
- 7.3 The new legislation requires public authorities specified in the Regulations, if they have at least 250 employees, to publish various figures that demonstrate their gender pay gap.
- 7.4 The information will have to be published on the public authority's website and provided on a "digital portal" that the Government is planning to launch.

The following information must be published

- the difference between the mean hourly rate of pay of male full-pay relevant employees and that of female full-pay relevant employees
- the difference between the median hourly rate of pay of male full-pay relevant employees and that of female full-pay relevant employees
- the difference between the mean bonus pay paid to male relevant employees and that paid to female relevant employees
- the difference between the median bonus pay paid to male relevant employees
- the proportions of male and female relevant employees who were paid bonus pay
- the proportions of male and female full-pay relevant employees in the lower, lower middle, upper middle and upper quartile pay bands

It is intended to publish this information for the University of York prior to the statutory deadline of April 2018.

## 8 Conclusions

- 8.1 The overall mean gender pay gap is **19.61%** in favour of male employees. This is a decrease of 2.99 percentage points since 2008 and 0.89 percentage points from the last report in 2013. The median pay gap is **18.61%**, this has declined by **0.01%** since the 2013 report. This level of gender pay gap is broadly similar to UK industry and other Russell Group institutions.
- 8.2 While this is a key indicator in ensuring equality between male and female employees, this does not offer any insight into the equal pay for work of equal value element. In general for both Framework and Non-Framework employees there is no pay gap when analysed by grade. The two exceptions to this are Grade 6 where there is a pay gap in favour of females and Professorial Band 3 where there is a pay gap in favour of males.
- 8.3 **The main cause of the gender pay gap is the imbalance of employees within each grade.** This is best shown in figure 2 where the grade profile of the university demonstrates that females make up the majority of grades 1, 3, 4, 5 and 6 while male employees make up the majority of all others grades (which are more senior).
- 8.4 In recent years the university has focused on progressing the Athena Swan standard, institutionally and in academic departments. Much of this work has concentrated on the role of STEMM subjects. However, in 2015 the standard was amended and is now aimed at addressing issues of equality for men, women and trans gender staff in all roles in the institution.
- 8.5 The draft action plan provided in Appendix 1 aims to continue to build on this work by exploring in detail the reasons for the imbalance.
- 8.6 A number of further specific points were identified and will be taken forward for further analysis:
- Grade 6 has a significant median pay gap in favour of females.
  - There is a pay gap for Framework females over 50 years of age
  - There is a pay gap for Framework female BME employees
  - Professorial Band 3 (Mean and Median) in favour of male employees.
  - There is a pay gap for Non-Framework males between 50 and 59 years of age
  - There is a pay gap in favour of Non-Framework employees with less than 3 years service
- 8.7 Additional analysis has been carried out on the impact of total pay on the gender pay gap. This has an insignificant impact on the conclusions drawn from the analysis on base pay alone.

## **9 Recommendations**

- 9.1 A draft action plan is presented in Appendix 1 for consultation.
- 9.2 In order to engage those committees with an interest in this report, the Board is asked to recommend a period of consultation to share and consult on the draft action plan to address the issues highlighted within the report. Specifically, this will be shared with the Equality and Diversity Committee; Athena Swan Working Group, Trade Unions and Women's Forum for comment.
- 9.3 The University should share this report with the Equality and Diversity Committee; Trade Unions and publish the report on the Equality and Diversity website.
- 9.4 An update report is tabled to EDIC and UEB in Spring 2018 on progress against the action plan.