

Human Resources



# UNIVERSITY OF READING **GENDER PAY GAP REPORT 2017**



# INTRODUCTION

This report sets out the gender pay gap data calculated in compliance with the relevant regulations. It also details the actions we are taking to close the gender pay gap at the University of Reading.

The University of Reading is a large, broad-based university with more than 20,000 students. We are recognised as one of the top 200 universities in the world and we have around 4,000 staff. It is a diverse and multi-national workforce, with very different occupational groups including cleaning and catering roles, grounds, security and maintenance roles, administrative and technical support, professional, academic and research roles, senior academic and managerial roles.

The University of Reading has a proud history of diversity and inclusion – we were the first English university to appoint a female professor (Edith Morley, 1908). In 2015, the University created the role of Dean for Diversity and Inclusion, to provide direction and encouragement on diversity and inclusion matters, and a male and female professor were appointed to this role on a job share basis. Members of the University Executive Board are diversity champions and act as role models and spokespersons. The University holds a bronze Athena SWAN<sup>1</sup> award and several academic Schools have silver awards.

As a university, we are committed to the Joint Negotiating Committee for Higher Education Staff (JNCHES) remit for pay bargaining between the employers and the recognised trade unions, and we are subject to implementing the outcomes of the nationally agreed pay bargaining process. Under the terms of the Framework Agreement, which was designed to embed equity within higher education pay scales, the University implemented a pay and grading structure in 2006, which covers staff from cleaners through to associate professors and professional roles on a single pay spine. We have separate, but similar, local structures for professorial staff and senior professional and managerial staff. The University has a formal Remuneration Committee which has oversight of pay for all senior staff.

The University of Reading uses the HERA (Higher Education Role Analysis) job evaluation scheme to determine the appropriate grading of roles within our framework structure. Each grade has a set pay range. There is automatic pay progression within each grade, so that staff move through the pay range on an annual basis, irrespective of their gender.

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1 The Athena SWAN Charter was established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment in higher education and research. It has since been expanded to recognise work undertaken in arts, humanities, social sciences, business and law (AHSSBL), and in professional and support roles.

## GENDER PAY GAP VERSUS EQUAL PAY

The Gender Pay Gap and Equal Pay are different, although closely linked, issues. The gender pay gap is a calculation of the difference in the average earnings of men and women in an organisation. It is an average across all jobs and encompasses all staff, including for example, cleaners, professors and senior managers.

The gender pay gap figure is indicative of general occupational segregation, as observed in the wider workplace. Men and women are likely to be spread unevenly throughout the jobs and levels in an organisation with more women in roles at lower grades (such as cleaning, catering, clerical work) and more men at senior levels.

Equal pay looks at whether an organisation is providing equal pay for work of equal value and focuses more on the pay structure and contractual terms. The University has a robust process and uses job evaluation as appropriate to ensure equal pay for work of equal value.

## REPORTING REQUIREMENTS

The government has introduced mandatory gender pay gap reporting for all organisations with 250 or more employees. Organisations are required to take a snapshot of pay data as at 31 March annually and publish the following statistics:

- the difference in **mean** and **median** hourly rate of pay between male and female employees
- the difference in **mean** and **median bonus payments** between male and female employees
- the **proportion of male and female employees who received bonus pay** during the period of twelve months preceding the snapshot date
- the **proportion of men and women in each quartile of the organisation's pay distribution.**

As part of our public sector equality duties, the University is required to publish equality and diversity data annually, which includes information on the gender pay gap. However, the basis for the calculation differs from that set out in the government's regulations, so the results are not directly comparable.



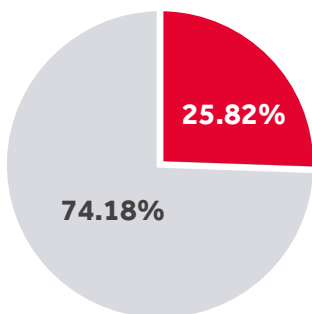
# WHAT IS OUR GENDER PAY GAP?

	Difference between men and women	
	Mean	Median
Hourly rate of pay	19.58%	20.99%
Bonus	18.71%	40%

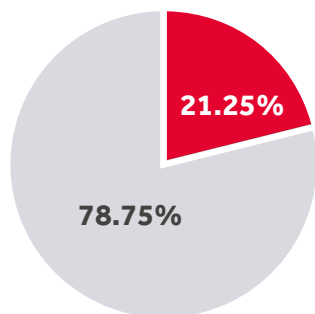
The table above shows the mean and median gender pay gap based on hourly rates of pay as at the snapshot date of 31 March 2017. It also captures the mean and median difference between bonuses paid to men and women in the 12 month period up to 31 March 2017.

There were 3919 full pay relevant employees for the purposes of calculating the mean and median hourly rate pay gap. There were 3990 relevant employees for the purposes of calculating the mean and median bonus pay gap. This figure is higher as it also includes those staff who were on reduced pay as at the snapshot date, but who received a bonus payment in the relevant 12 month period.

## Proportion of women who received a bonus



## Proportion of men who received a bonus

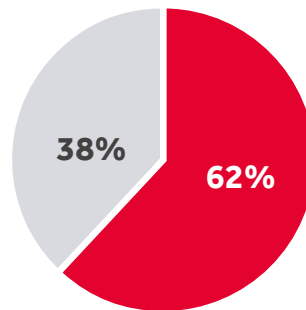


■ Received an award (%)    ■ Did not receive an award (%)

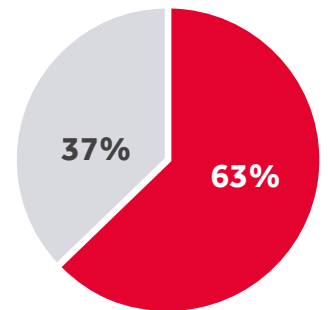
These pie charts show the proportion of men and women who received a bonus in the relevant 12 month period. A greater proportion of women received a bonus than men.

## PAY QUANTILES

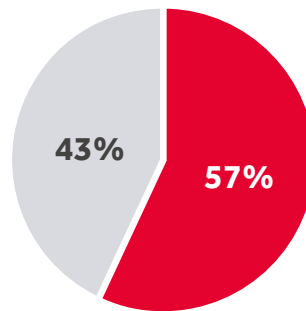
### Lower Quartile



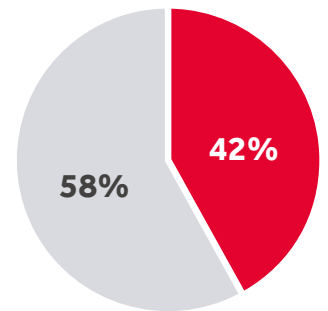
### Lower Middle Quartile



### Upper Middle Quartile



### Upper Quartile



■ % of women    ■ % of men

The chart above illustrates the gender composition of each quartile of the University's pay distribution. Women represent nearly two-thirds of staff in the lower and lower middle quartiles and just over half of staff in the upper middle quartile. However, men represent a greater proportion of staff in the upper quartile.

## COMMENTARY

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The gender pay gap is significantly affected by occupational segregation and reflects the uneven distribution of men and women throughout the pay structure; with women being over-represented amongst the lower grades in cleaning, catering and clerical roles, and men being over-represented amongst the higher grades in professorial and senior management roles.

The gender pay gap is within expected tolerances (it is generally understood that an acceptable tolerance level is a pay gap of less than 5%) for staff within the single pay and grading structure. This is because we have a banded incremental pay scale and the use of job evaluation has led to greater consistency in the pay and grading of roles. However, a pay gap is more apparent amongst senior academic and managerial staff whose roles are on separate structures, as there is greater scope for salaries to be influenced by market factors and recruitment and retention pressures.

The University is committed to recognising and rewarding achievement across all activities and for all staff. We have a suite of reward and recognition arrangements to recognise contributions that go beyond the normal expectations of the role, which include: Celebrating Success vouchers (ranging in value from £25 to £100), lump sum awards (one-off payments ranging in value from £100 to £3,000) and consolidated salary increases. All staff are eligible for awards under these schemes.

Whilst a greater proportion of women received a bonus in comparison with men, men received a higher value bonus on average than women. A further analysis of the bonus data shows that the difference in the bonus paid to men and women, particularly the median, has been affected by the number of Celebrating Success awards made to women – nearly twice as many awards were made to women than men. Whilst the median value of Celebrating Success awards was the same for men and women, the difference in the number of awards made relative to lump sum payments has contributed to the bonus pay gap. This is influenced by occupational segregation as there are more women in lower-graded roles which are less broad in scope and offer fewer opportunities to perform beyond normal expectations. The value of awards that can be made through the Celebrating Success scheme is restricted, whereas managers have greater discretion over the value of lump sum awards commensurate with the nature of the activity undertaken. The reward and recognition schemes are monitored and reported annually to a number of internal committees for discussion.

# WORKING TO CLOSE THE GENDER PAY GAP

The University of Reading recognises that reporting gender pay gap data and analysing the reasons for the gap is a valuable exercise.

The University promotes the fair treatment of all employees in its reward and recognition arrangements and is committed to understanding and addressing any significant factors contributing to the gender pay gap. We have a strong commitment to diversity and inclusion, as demonstrated by the work of the Deans for Diversity and Inclusion and our participation in a number of charter marks, for example the Athena SWAN awards, which focus on the advancement of women's careers across higher education.

The University will implement, or has already implemented, a suite of initiatives to address the issue, including, but not limited to:

## Participation in leadership roles

- The University has set institutional targets to address gender imbalances in the take-up of leadership roles. By 2020 we aim to:
  - have at least 30% female staff in all key University committees and boards, including the University Executive Board (current baseline membership of University Executive Board is 14%)
  - maintain our current baseline of at least 45% of either gender in the overall University Leadership Group – including University Executive Board, Deans, Heads of School and Heads of Function (the Leadership Group is currently 50% male and 50% female)
  - improve the gender balance amongst the professoriate, with at least 40% female professors (current baseline is 31.3% female).

## Enabling progression

- We have revised the University's promotion procedures for academic promotions, including introducing new criteria for citizenship and leadership, explicitly valuing diversity and inclusion work and contributions. This has led to much higher levels of applications across all our academic staff and very strong success rates, particularly for our female staff.
- We will continue to actively support and encourage women to apply for promotion to professor and senior management roles through mentoring and development opportunities such as the AURORA programme (a women-only leadership development programme run by the Leadership Foundation).

## Raising awareness of diversity issues

- The University achieved excellent scores for diversity and inclusion in our staff engagement survey conducted in 2017. All staff groups rated this as our highest scoring area, with 94% of respondents agreeing with the statement "I feel The University of Reading acts fairly regardless of race, gender, religion, sexual orientation, pregnancy/maternity/paternity, disability or age."
- The University has diversity champions at University Executive Board level who act as role models and spokespersons for their areas. They take responsibility for identifying and raising potential diversity and inclusion-related issues in meetings and discussions across the University. They work with the Deans for Diversity and Inclusion, network groups and Reading University Students' Union (RUSU) officers.
- The University created the role of Dean for Diversity and Inclusion in 2015 to provide direction and encouragement on diversity and inclusion matters. The University has appointed a male and female professor to perform this role on a job-share basis.



## Commitment to Athena SWAN

- We have an institutional target to achieve University-wide Athena SWAN gender charter mark silver level recognition by 2020, with all STEM Schools holding awards and all other Schools working towards gender equality charter mark recognition.
- The University currently holds a bronze award and all but one of our STEM Schools now hold Athena SWAN awards (three silver awards and three bronze awards). Our first non-STEM School has submitted an application.

## Reward and recognition

- We have an institutional target to reduce the pay gap that exists at senior (professorial and Grade 9) levels to 5% or below by 2020 (current baseline is 8.8%).
- In order to achieve this, we will undertake a review of the relevant pay structure in order to ensure a robust, equitable and transparent pay and grading structure.
- We will undertake further analysis of the University's reward and recognition arrangements to understand the reasons for the differences in the values awarded and produce guidance for managers.

## Family-friendly policies

- The University provides a childcare voucher scheme. We have 329 parents in the scheme and this is split as 37.69% (124) men and 62.61% (206) women
- The University provides occupational maternity, paternity, adoption and shared parental leave schemes. To enable staff to take parental leave without negative career consequences and with career development support on return, the University fully reimburses Schools for the replacement costs when staff take maternity leave or shared parental leave.

## Staff networks

- The Women@Reading staff network champions issues of gender equality across the University, working with University leadership and supported by People Development in Human Resources.
- We aim to give people internally and externally visibility of role models through the Faces of Reading project to raise aspirations and challenge stereotypes.

# STAFF AT THE UNIVERSITY SHARE THEIR EXPERIENCES

The University wants to provide visible examples of flexible working and the supportive working environment and challenge stereotypes through the Faces of Reading project.

Staff in a variety of roles and at different stages of their careers and lives have shared their experiences and some examples are shared below.



## **Jessica Del Rio** **Technical Manager**

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In my current role of Technical Manager, I have a small team and together we run all the undergraduate classes for food microbiology and support research in the Food Biosciences building.

I've been at Reading since I graduated in 2001. I worked in heart disease research for four years and then I moved to microbiology in 2005.

For me, work is always about those you're alongside. A difficult task is made more do-able if the people around you are kind and supportive; a sense of humour helps too.

I am part of Technical Services. It's been great being linked up with technicians from all across campus through meetings, training and social events such as technicians' get-togethers with tea and cake.

Currently, I'm working as a job share. My managers have been really supportive; if I've needed to change my hours around or reduce my hours, it's always been fine. The University is very flexible in this way and I think an employer giving you that kind of freedom means you invest more in your work.





## King Wong IT Business Partner

Whether you're at home or at work, relationships are undeniably important. As an IT Business Partner, my focus is on business relationship management so I can ensure IT delivers the service that the University's departments and schools are expecting.

I enjoy my career and my work, but I also have a bigger role – I'm a father to my children and a husband to my wife. That's why I was grateful for the opportunity to take Shared Parental Leave (SPL) following the birth of my son, Luke.

The HR team was really helpful in going through my options with me, and my manager helped to make sure my responsibilities were split between the other Business Partners while I was on leave. Because of this, I was able to help my wife, Khrystyna, but I also had the opportunity to get to know my son.

What I found is that going to work is the easy part. At home, you have to dress and feed your child, bathe them and read to them, make sure they sleep and take part in activities. And just being there for them is integral. That time is very hard to achieve when you're working: you come home, de-stress, and do all the basic necessities, but just spending time with your child is when you really bond with them and see what type of person they're becoming. Thanks to the University's flexibility, I got that time with Luke.



## Chimene Daleu Research Scientist

In 2009, after completing my master's degree in Italy, I secured a scholarship for international students and joined the University of Reading as a Meteorology PhD student. My research focuses on understanding tropical climate and its variability through the study of convection simulation and interactions with large-scale circulation.

The arrival of my daughter at the end of the second year of my PhD was a challenge. As a single mum, solely responsible for childcare, and with no family nearby, I needed to find a way to balance both motherhood and my studies. Professionally, it was quite disruptive, but the University was incredibly supportive.

With the help of my supervisors and mentors, I was able to adopt a flexible approach to my work; I began to split my time between home and my office. I was also given a computer so I could continue with my work, and bursaries from the University to spend on childcare arrangements.

This was extremely beneficial, and made what could have been a stressful time much easier. Having regular meetings with my supervisor was really, really helpful – they enabled me to remain in the loop while I wasn't in the office.

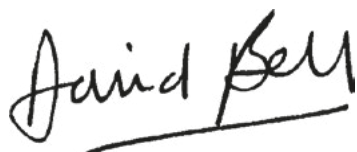
Thanks to this help from the University, family commitments haven't held me back – I was awarded PhD Researcher of the Year 2013 Faculty of Science winner. Now, I work as a Research Scientist in the Department of Meteorology. I've been given opportunities to pursue my personal interests, to lead on research projects, and to develop computer-based skills including data implementation, analysis and coding.

I'd recommend Reading – as a place to work and study – to anyone. I'm regularly contacted by students back home in Cameroon asking how they too can study for a PhD here. Since I first arrived, I've found it to be a very friendly, welcoming environment – something that hasn't changed during my time here. I now have two children, and am looking forward to returning from maternity leave to continue my work later this year.

## DECLARATION

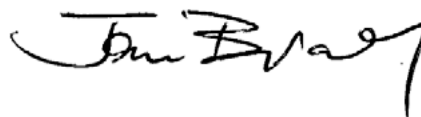
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We confirm that our data has been calculated according to the requirements of The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017.



**Sir David Bell (KCB)**

Vice-Chancellor



**Mr John Brady**

Director of Human Resources

## GENDER PAY GAP REPORT

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