

UNIVERSITY OF READING **GENDER PAY GAP REPORT 2018**



INTRODUCTION

Legislation introduced in 2017 requires all employers with 250 or more employees to publish key gender pay gap data for employees within scope of the regulations annually. This report sets out the gender pay gap data for the University of Reading at the snapshot date of 31 March 2018 and updates the progress we are making against the initiatives to close the gender pay gap, as set out in our 2017 report.

The University of Reading is a large university with a broad teaching and research portfolio. We are recognised as one of the top 200 universities in the world (QS World University Rankings 2018). We have more than 20,000 students and around 4,500 staff. 41% of our workforce is male and 59% of our workforce is female. 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 and we were the first English university to appoint a female professor (Edith Morley, 1908). The University created the role of Dean for Diversity and Inclusion in 2015 to provide direction and encouragement on diversity and inclusion matters, and we appointed a male and female professor to perform

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 SWAN¹ award and several schools have silver awards.

In order to recognise the significant contribution of women we have continued the programme of naming University buildings or lecture theatres after high-profile women who are associated with the University of Reading. In 2017/18 the Engineering Building was renamed after Polly Vacher MBE, a pioneering aviator who is an alumna of the University. In 2001, Polly entered the history books after completing a solo eastbound circumnavigation of the world in her Piper PA-28 Cherokee Dakota. In 2004, she became the first woman to fly solo over the north polar regions, flying over the north pole, Antarctica and all seven continents. She was awarded an MBE for services to charity in 2002.

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 is different to equal pay. The gender pay gap is a high-level snapshot of pay and shows 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. A gender pay gap is indicative of occupational segregation and does not equate to an equal pay issue. Equal pay is about ensuring that men and women carrying out the same work, similar work, or work of equal value, are paid equally.

The University is committed to the principle of equal pay for work of equal value and has robust processes including the use of job evaluation to determine the appropriate grading of roles within our framework structure.

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.**



GENDER PAY GAP

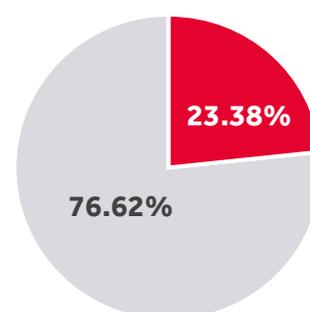
	Difference between men and women			
	Mean		Median	
	2017	2018	2017	2018
Hourly rate of pay	19.58%	20.51%	20.99%	18.52%
Bonus ²	18.71%	29.34%	40%	57.02%

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 2018. It also shows the mean and median difference between bonuses paid to men and women in the 12 month period up to 31 March 2018. The table compares the figures for 2018 with those for 2017. The mean hourly rate of pay gap has increased slightly since 2017, however, the median pay gap has decreased. Both the mean and median bonus pay gaps have increased since 2017.

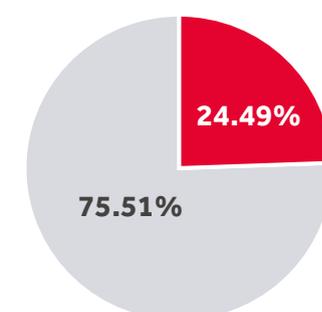
There were 4,710 full-pay relevant employees for the purposes of calculating the mean and median hourly rate pay gap and the pay quartiles (up from 3,919 in 2017). There were 4,806 relevant employees for the purposes of calculating the mean and median bonus pay gap (up from 3,990 in 2017). The number of relevant employees is higher than the number of full-pay relevant employees, as it represents all staff who were employed by the University on the snapshot date, including those who were on reduced pay as a result of being on leave.

PROPORTION OF MEN AND WOMEN WHO RECEIVED BONUS PAYMENTS

Proportion of men who received a bonus



Proportion of women who received a bonus



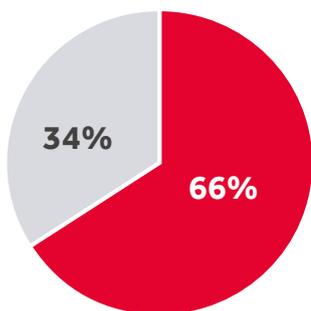
■ Received an award ■ Did not receive an award

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. There has been a small change in the proportion of men and women receiving bonus payments compared with 2017. Fewer women received a bonus payment in 2018 (24.49%), than in 2017 (25.82%). More men received a bonus payment in 2018 (23.38%), than in 2017 (21.25%).

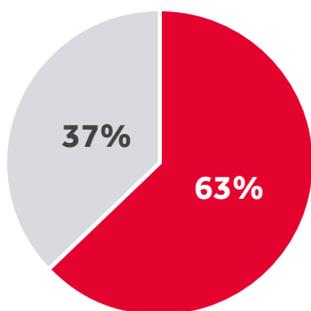
² The University has a suite of discretionary reward and recognition arrangements, which recognise the achievements and contributions made by staff. These are explained in more detail in the section "Factors influencing the gender pay gap".

PAY QUARTILES

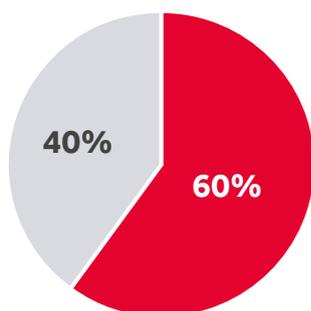
Lower Quartile



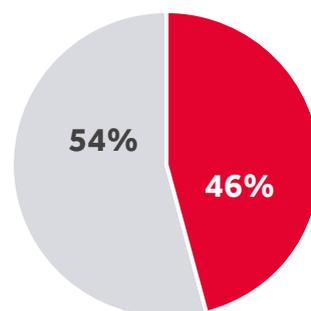
Lower Middle Quartile



Upper Middle Quartile



Upper Quartile



■ % of women ■ % of men

The chart above illustrates the distribution of men and women across the quartiles of the University's pay range and shows that the pay gap is largely a result of occupational segregation with a higher concentration of women in the lower quartiles. There is a greater proportion of women than men in all but the upper quartile, where more than half, 54%, of staff are men. However, there has been an increase in the proportion

of women in both the upper middle and upper quartiles of the pay distribution compared with 2017. 60% of staff in the upper middle quartile are female, compared with 57% in 2017, and 46% of staff in the upper quartile are female, compared with 42% in 2017. This suggests that women are progressing their careers and holding more senior positions.

COMMENTARY

The median gender pay gap for the University of Reading is higher than the median for the Higher Education sector for 2016/17 (14.3% according to data published by UCEA May 2018), but has decreased since 2017. The gender pay gap is significantly affected by occupational segregation and reflects the uneven distribution of men and women throughout the pay structure; with a higher concentration of women among the lower grades in cleaning, catering and clerical roles, and more men among the higher grades in professorial and senior management roles.

FACTORS INFLUENCING THE GENDER PAY GAP

- There has been a significant increase in our staffing numbers since the snapshot date for the 2017 report (3,919 full-pay relevant employees in 2017 to 4,710 in 2018).
- The University is committed to the Joint Negotiating Committee for Higher Education Staff (JNCHES) remit for pay bargaining and is subject to implementing the outcomes of the nationally agreed pay bargaining process.
- The University has incremental pay scales, so that staff progress within the pay range for their job grade on an annual basis. This means that longer-serving staff will generally be on a higher salary point.
- The pay gap can be affected by staff appointments and departures. Since the 2017 report, a senior female member of staff has retired. As there are few women in senior leadership roles, one person's salary can impact the data.
- The University has revised the promotion procedures for academic staff, explicitly valuing teaching, citizenship and leadership, and diversity and inclusion 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.
- The University has an in-house temporary staffing service "Campus Jobs", which provides valuable opportunities for students and other temporary workers to gain work experience with the University. The roles undertaken by students, the majority of whom are under 25, include: student ambassadors, bar workers, front of house assistants, and student demonstrators. 34.4% of Campus Jobs workers included in the calculations were male and 65.6% were female. Campus Jobs workers are engaged on a casual, irregular, or flexible basis, to meet a fluctuating demand for work. The number of these workers who are paid in March each year will vary. Most of these roles are paid at the relevant national minimum wage rate, so workers are paid the same irrespective of gender. If Campus Job workers were to be excluded from the calculations, the mean gender pay gap would be 19.03% and the median gender pay gap would be 18.63%.

- Bonus pay is defined as any remuneration that is in the form of money, vouchers, securities, securities options, or interests in securities, and relates to profit sharing, productivity, performance, incentive or commission, that were received in the 12 month period ending with the snapshot date (31 March 2018).

The University operates a suite of reward and recognition schemes to encourage, recognise, and value the hard work, commitment and achievements of staff that go beyond the normal expectations of the role:

- » The Celebrating Success scheme provides recognition to staff in real-time for a job well done, or for demonstrating the University's values and behaviours, in the form of gift vouchers ranging from £25 to £100 in value.
- » The Lump Sum Award scheme recognises staff whose exceptional contribution on a one-off or short-term basis has been outstanding and is worthy of particular note. These awards can be made at any time throughout the year and range from £250 to £1,500 in value.
- » Long Service Awards recognise the commitment and loyalty of long-serving staff. All staff are eligible for a Long Service Award upon completion of 21 years' continuous service with the University and they receive gift vouchers to the value of £200.
- » Non-consolidated payments are also used as performance-related awards through the annual review processes for professorial and senior management staff.

For the purposes of the calculations, the bonus pay gap data includes all payments made under the schemes listed here, as well as honoraria and royalty payments.

The bonus pay gap has increased significantly since 2017, however, the proportions of men and women receiving a bonus have not changed much. In the 12 month period to 31 March 2018, 604 Celebrating Success awards were made: 408 (67.55%) to women, and 196 (32.45%) to men. Of the 647 Lump Sum Awards made during the same period, 356 (55.02%) were for women, and 291 (44.98%) were for men.

While the Celebrating Success scheme is open to all staff, it is predominantly used in areas of the University that provide support services and the roles are more prescribed and offer fewer individual opportunities to perform beyond normal expectations. Due to occupational segregation, there is a higher concentration of women in these roles. Celebrating Success awards are often used to recognise team achievements, so each team member receives a small recognition for their contribution. The value of awards that can be made through the Celebrating Success scheme is restricted, whereas managers have greater discretion over the value of one-off Lump Sum Awards commensurate with the nature of the activity undertaken. If Celebrating Success awards were to be excluded from the bonus pay data, the mean bonus pay gap would be 16.36% and the median bonus pay gap would be 0% (as the median value of a Lump Sum Award was £500 for both men and women).



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. The actions we outlined in our previous report continue to be our key priorities.

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 (UEB) (membership of UEB is 25% female, which is an increase from 14% in 2017).
- » maintain our current baseline of at least 45% of either gender in the overall University Leadership Group – including UEB, deans, heads of school and heads of function (Leadership Group has 31 male and 23 female members, so is 43% female and 57% male³). The percentage of female members has decreased in the last year as it was 50% in 2016/17.
- » improve the gender balance among the professoriate, with at least 40% female professors. The proportion of female professors has increased from 31.3% in 2017 to 34.58% in 2018. The University has a higher proportion of female professors than the sector average, 24.6%, according to the most recent national data.

Enabling progression

- Actions have been taken to develop awareness of the structural barriers that women may face to establish and progress academic careers at several stages of the pipeline, and mitigating actions have been developed. These include:
 - » Actively supporting and encouraging women to apply for promotion to professorial and senior management roles through mentoring and development opportunities such as the Aurora programme (a women-only leadership development programme run by Advance HE). 50 women have participated in the Aurora programme since 2014, and some of their testimonies are included below.

- » Adopting good practice in reducing likelihood for gender bias in references and assessor reports, including provision of unconscious bias training and guidance for referees and assessors on writing fair, non-gender-biased reports.
- » Amending the annual review process for professorial staff, so that all professors are required, rather than invited, to complete a submission, as it is generally acknowledged that female staff are less likely to request a salary increase than male staff.
- We have revised the University's promotion procedures to broaden pathways for academic progression and promotion, explicitly valuing teaching contributions, citizenship, leadership and diversity and inclusion contributions. This has had a positive impact on female academic staff, who tend to be over-represented in teaching-intensive roles. In the academic year 2017/18, 53% of successful applications for promotion to associate professor or professor were from women, an increase of 4% from 2016/17. 74% of female academic staff who applied for promotion to professor were successful compared with 50% of male academic staff.
- A number of vacancies for head of school roles will become available in the coming year, enabling opportunities for progression.
- The University has several roles at a senior management level that are on a job-share basis, as role models for flexible working. For example: the role of Pro-Vice-Chancellor for Research and Innovation is shared by a male professor and female professor; the role of Dean for Diversity and Inclusion is also shared by a male and female professor; and the role of Head of the School of Humanities is shared by two female professors.

3 According to data published in the 2017/18 Annual Diversity & Inclusion Report

Raising awareness of diversity issues

- The University has Diversity Champions at University Executive Board (UEB) 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. We also have diversity leads within individual schools and functions.

Commitment to Athena SWAN

- The University currently holds a bronze Athena SWAN award and we are working towards a silver award. The UEB champion for gender was very involved in the University's Athena SWAN submission. Three schools hold silver awards and three schools hold bronze awards. Three non-STEMM schools have signed up to the charter and are preparing submissions for an award.
- We have an institutional target to achieve University-wide Athena SWAN Gender Charter Mark Silver-level recognition by 2020, with all STEMM schools holding awards and all other schools working towards Gender Equality Charter Mark recognition.

Reward and recognition

- In the 2017 Gender Pay Gap Report we said that we would undertake a review of the pay structure for senior staff to ensure a robust, equitable and transparent pay and grading structure. We have engaged external consultants, Korn Ferry, to conduct an independent review. Work is underway and the first stage of the review has been completed.
- Work on analysing the University's reward and recognition arrangements is ongoing. Budget restrictions have resulted in greater numbers of low-value Celebrating Success awards being made, particularly where managers wish to reward team effort. There has also been greater use of non-consolidated performance-related awards through the annual review processes for professorial and senior management roles, instead of permanent salary increases.

Family-friendly policies

- The University provides a childcare voucher scheme. As at 31 March 2018 there were 353 parents in the scheme.
- The University provides occupational maternity, paternity, adoption and shared parental leave schemes, which are promoted through articles on the University's Staff Portal. We provide shared parental pay at enhanced levels in line with our maternity policy. Four men have taken shared parental leave and 31 have taken paternity leave in the past year. Actions have been taken to ensure that that schools and functions are fully reimbursed for the salary costs of staff taking maternity, adoption and shared parental leave through the provision of central funding. This is used to cover replacement costs and with a requirement that part of the funding is to be used to enable returning staff to be appropriately supported in the transition back to work, so as not to lose momentum in their career development.

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. The network has a rolling annual programme of events that are advertised through articles on the Staff Portal and through our electronic employee newsletter. These articles have included: Build Your Personal Boardroom, Thinking Fast and Slow, Mindfulness at Work, and Women in the Army.
- We aim to give people internally and externally visibility of role models through the Faces of Reading project to raise aspirations and challenge stereotypes.

AURORA TESTIMONIES

Professor Carol Fuller **Institute of Education**

I was lucky enough to do both Springboard and the Aurora programmes. Initially, I joined the Springboard programme because I felt a bit directionless and stressed and thought it might be helpful to think about where I was going and what some of the challenges might be. Springboard enabled me to identify certain workload practices that were directly contributing to my levels of stress. This was mostly connected to emails and struggling to find a work-home balance. I changed what I did as a direct result. Another good outcome was that I was able to connect with other women and feel much more part of a community. Doing the Springboard programme also enabled me to learn that I was in fact ambitious and aspirational but again, I didn't know what I could do or what was realistic.

Having recognised this, I signed up for the Aurora programme. This programme was particularly beneficial for me because I met with other professional women from across the country. I was assigned a mentor to help me reflect on the things we were going through on the programme. I realised that I was aspirational for leadership, not in a managerial sense, but more in terms of my discipline. From the Aurora programme I recognised that it was my goal and ambition to become a professor. The Aurora programme helped me to reflect on where I was in my career and what I would need to do to achieve my goal. I am happy to say that in 2018 I submitted an application for promotion to professor and was successful. I fundamentally believe that the two programmes directly contributed to my successful promotion both in encouraging me to apply, but also in enabling me to see where I wanted to go. I am very grateful for the opportunities the University has given me!

Dr Claire Collins **Henley Business School**

I attended Aurora in 2017 because I wanted to consolidate my previous leadership experience in the NHS by following a development programme specialising in Higher Education (HE). The fact that it was especially focused on women leaders was very interesting to me, as it focused on particular aspects of leadership and dealing with the cultural issues that arise.

There were 250 women from UK universities and other HE institutions on the course. It immediately gave me a feeling of psychological safety. The structure of the programme was excellent and the facilitation of each day was extremely well delivered by real experts in that role. The Action Learning Set was a powerful aspect of the programme and working in groups provided a diverse set of viewpoints and support framework.

In terms of impact, the Aurora programme really helped me to understand my current level of knowledge and my potential growth areas. It helped me to think things through differently and to identify skills and knowledge areas that could be strengthened. Aurora is a very well-developed programme with demonstrable impact and lasting benefits.

Professor Emily West **Head of School of Humanities**

I had always lacked confidence in applying for the more senior roles. Perhaps I was waiting for a 'knock on the door' from someone more senior who would ask me to apply. I also often assumed that I must be last in line for more senior positions after others had declined. Such timidity can be common among women academics, especially those who have been in the profession for some time. Women traditionally performed the bulk of the teaching and administrative roles. Inequalities in caring responsibilities also led to assumptions that women's research careers would be put on hold for a number of years, unlike men's.

Thankfully, times are changing, helped by efforts to tackle such inequalities through mentoring and more transparent workload models and promotion procedures. In my own field, women have made a concerted effort to think creatively and laterally about how women with caring responsibilities can maintain a research career. Moreover, within my own Department, we had a supportive line manager who encouraged women to develop their research agenda, and move into more senior research-focused roles. Yet I still lacked confidence in my leadership abilities. I therefore signed up for the Aurora programme out of a sense of curiosity; I wanted to find out whether other women felt the same as I did and I hoped to learn techniques to boost my confidence in work.

It was useful to discuss issues with other women and to find out that I was not alone in lacking confidence. The University also assigned me a mentor who was incredibly helpful and supportive of my career. Part of the programme was about creating informal support networks, a sense of sisterhood and camaraderie. We also learned practical skills designed to boost our confidence in the workplace, including giving feedback, managing difficult conversations, good interview techniques, and more broadly about being active rather than passive in our roles. We also heard from a variety of inspirational women from a range of backgrounds and positions both within academia and outside.

Aurora built up my confidence in a number of ways – on the back of my participation I then successfully applied to become Co-Acting Head of School on a job-share basis, and the skills I learned during the programme have really enabled my interactions with colleagues as a line manager.

Mrs T Wigmore **School of the Built Environment**

I applied for the Aurora Women's Leadership Development Programme in 2015 as I was keen to maximise my potential contribution to the University at a time of change. I initially joined the University in 2003 as a secretary with limited qualifications and through a series of promotions I have worked my way up to a leadership role.

The Aurora development days presented me with a real sense of empowerment. I was also encouraged by women in leadership roles and how, through challenges and obstacles, they were successful in their field. The programme was very thought-provoking and as a result I have grown as an individual.

This unique opportunity gave me the strength to test the barriers I had placed against myself and through the assistance of the programme, I felt encouraged to make decisions that would assist me in my future development.

Dr Charlotte Johnson **Senior Research Development Manager,** **Research & Enterprise Services**

I benefitted enormously from the Aurora programme and am very pleased to have been able to complete it. At the time of application I was getting used to having a child in school and maintaining a responsible position while working fewer hours. I had good experience and skills to allow career progression but I felt I was being held back somehow. What I needed was confidence and to build leadership skills.

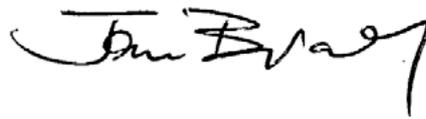
The Aurora programme helped enormously, not just because of the course material, but because of the networking with peers and with academics of all career stages. The issues that we were facing, as women in a workplace, were similar, regardless of grade, role, or age. As a direct consequence of Aurora, as a non-academic member of staff I recognised that my relationship with my academics was equitable, and should not limit the relationships that I could build in the workplace. Since completing Aurora I have secured a promotion and lead a large team, although I have had to increase my hours to be able to manage this.

DECLARATION

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



Professor Robert Van de Noort
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GENDER PAY GAP REPORT

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