

Gender Pay Gap Report 2022

Introduction

The University of Central Lancashire is committed to being an inclusive organisation that supports individual progression and achievement and seeks positive and equitable outcomes for all our staff.

The 1970 Equal Pay Act made it illegal for organisations to pay men and women differently for work of equal value and from April 2017, public sector employers will be required to report on their gender pay gap on an annual basis as part of the existing sector equality duty.

This means that not only are we required to produce a variety of gender pay data but also to better understand and explain why differentials may exist, and what activities are in place to address them. Such activity may be at organisational level for example, increased training or targeted recruitment campaigns, or at local, departmental level in a similar vein to the action planning required as part of the Athena Swan award.

Mandatory Reporting Information @ 31st March 2021

The mandatory information required is as follows:

- the difference in average pay between **all** men and women in our workforce;
- the mean and median gender pay gaps;
- the mean and median gender bonus gaps and the proportion of men and women who receive them
- percentages of male and female employees in each pay quartile.

The Data



Mean gender pay gap – 9.78%

Median gender pay gap –8.44%

The national median gender pay gap - 17.3%*

Public Sector pay gap – 15.5%**

HE Sector pay gap – 14.7***

*/** ONS October 2021

*** UCEA April 2021

Bonus Pay

The University does **not** operate any performance related reward or recognition schemes, irrespective of gender and therefore has no bonus gender pay gap.

Proportion of female and male staff in each annual salary quartile band



Contextual Information

The University utilises a grade structure (A – J), underpinned by job evaluation which mean there is greater clarity and transparency regarding differentials in grades, roles and responsibilities. All management contract roles are evaluated using the HAY job evaluation scheme and the salary levels are set with reference to the sector and/or external markets as appropriate. The salaries of the Vice Chancellor's Group are set by our Remuneration Committee, which considers a range of metrics and external data in determining pay levels.

The defined grade structure means that there is a common earnings capacity between men and women undertaking the same role. Revisions to procedures affecting pay decisions, for example, those made at appointment, justifications for honoraria payments and academic progression criteria continue to ensure that equality and diversity issues are observed. Nevertheless, these areas will continue to be monitored as room for improvement remains in relation to salary equity and transparency.

However, the fact that there is a gender pay gap is indicative of both horizontal and vertical segregation present within the University. Horizontal segregation exists where there is a significant gender bias within a role or grade and vertical segregation reflects the propensity for men to occupy roles at the higher end of the pay scale. It is important therefore to ensure there are no discriminatory barriers in place which may exacerbate the situation.

During the reporting year, the University has concluded a period of restructuring resulting in some change to the profile of grades within the institution. We have also committed to matching the Real Living Wage rate which has led to a certain amount of grade compression at the lower end of the grade structure which in turn, has impacted upon pay differentials.

64.24% of professional service staff are female; 72.81% of grade A staff are female and part-time; 64.9% are found in roles graded D - F and 63% are employed in roles graded G+ which require specialist expertise and higher levels of educational and professional qualifications. Overall, 65% of women undertake duties graded A – F, compared to 35% of men.

55% of total academic staff are female with higher percentages of women occupying Lecturer (grade H) and Senior Lecturer (grade I) roles than men. At Principal Lecturer/Reader level the balance is slightly more favourable for female staff at 51.4%.

39% of academic staff occupy roles graded at I and undertake responsibilities equivalent to our standard career grade of Senior Lecturer whilst the largest population of Service based support staff (43.4%) are employed in roles graded E/F. There is a difference in maximum grade salary between these two grade clusters of £21,300.

The main differentials in pay between men and women are identified within the School of Medicine. The majority of staff are employed on the NHS Clinical Pay Scale and as such, the University is perpetuating gender pay issues within the NHS.

Starting Salaries

8.67% of male new starters were appointed to the grade maximum compared with 10.81% of females. This reflects the post-COVID employment market which is highly applicant-driven and increasingly competitive.

Professorial and Management Summary

40.8% of Professors are female with an average salary of £76,081 compared to £75,583 for a male. It should be noted that we have a number of highly distinguished female Professors paid above grade maximum which impacts upon the average professorial pay.

50.6% of locally determined management contract holders below Senior Executive level are female, with an average salary of £72,906 compared to £80,784 for male managers. This results in a 9.75% gender pay gap for management positions.

Working to close the gap - the University will:

- living wage adjustment introduced from 1st April 2021 for staff in grades A and B;
- University awarded institutional Bronze level Athena Swan award in 2020;
- continue to provide opportunities for staff to access the level and type of development required to enhance their career aspirations such as Aurora for Women and Springboard alongside mentoring and coaching support;
- harness staff strengths; for example, through considered workforce planning, targeted talent management programmes with reference to areas where women are less represented;
- continue to monitor promotion criteria to encompass skills and abilities in such areas as teaching and learning, innovation and enterprise and professional practice;
- monitor People practices and processes to ensure fairness and inclusivity;
- review policies to ensure the University continues to support parents and those with other caring responsibilities;
- monitor leaver data to identify 'cliff-edge' points for female progression/promotion;
- support and encourage women to apply for senior positions. There has been an increase in the number of women in high-level professorial roles, Executive Dean, Head and Deputy Head of School, providing role models for women elsewhere in the organisation;
- review the evaluations and reward arrangements of management contract roles to ensure there is pay equity and parity for roles occupied by both men and women;
- continue to monitor starting salaries and base decisions above grade minimum on evidence of prior earnings;
- continue to monitor our reward and remuneration strategy, employee value proposition, starting salary guidelines and other pay structures to ensure they are demonstrably equitable;
- continue to provide support for women returning to work through shared parental leave, job sharing, compressed hours, part-time, and term-time only opportunities;

- investigate changes to the workload model for female academic returners eg.reduced teaching load to kick-start activity in research, innovation, pedagogy etc.;
- encourage men to take advantage of shared parental leave, part time working and compressed hours;
- continue to ensure that all new employees to the University undergo training in Equality, Diversity and Inclusion;
- continue to reduce the potential for unconscious bias by ensuring that all managers, supervisors and recruitment interviewers have undergone unconscious bias training;
- continue to monitor the content of JDs, person specifications and adverts for evidence of bias;
- increase the visibility of family friendly policies, flexible working and work to target 'presenteeism' for example by avoiding scheduling of meetings for early morning or late afternoon;
- continue to monitor the approach to blended working;
- strengthen publicity regarding wellbeing at work particularly with regards to mental health and support for bullying and harassment.