



## Gender Pay Gap Report 2019

### 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.

The gender pay gap is a simple average figure for all employees within the UK workforce, irrespective of the job that they do i.e. it is the difference between the hourly rate of pay of male employees and female employees (as set out in the regulations), expressed as a percentage of the hourly pay rate of the male employees. The gender pay gap is reported on both a mean (average) and median (mid-point on a distribution) basis.

The reality of this change in reporting duty is not only will we be required to produce a variety of gender pay data but also to better understand and explain why differentials may exist, and what, if any, 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 @ 31<sup>st</sup> March 2018

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.

### Contextual Information

The University utilises a grade structure, reflective of the National JNCHES pay scale and underpinned by job evaluation which mean there is greater clarity and transparency regarding differentials in grades, roles and responsibilities. A defined grade structure also means that there is a common earnings capacity between men and women undertaking the same role. 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 our most senior staff (i.e. the

Executive Team) are set by our Remuneration Committee, which considers a range of metrics and external data in determining pay levels.

Our audit has found that there are no significant pay gaps by grade for staff doing 'equal work of equal value' in grades A to J and therefore pay is equal.

However the gender pay gap is indicative of the typical roles undertaken by men and women and it is important that there are no discriminatory barriers in place to address this.

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.

The high numbers of staff in roles graded H and I will comprise the majority of academic staff and to a lesser degree, professional staff based in services, whilst the majority of staff in support roles are graded below H.

Amongst professional service staff, 59% of those found on grades A - C are female and employed in manual cleaning and catering roles; 66.1% of role holders graded D - F are female, undertaking general administrative and technical duties and of those graded G+, 62% are female employed in roles requiring specialist expertise and higher levels of educational and professional qualifications.

40% 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 (57.5%) are employed in roles graded D - F with a difference in maximum grade salary of £20,617.

40.2 % of women undertake duties graded A – F, whilst for men the figure is closer to 29%. This reflects the fact that significantly more women than men undertake manual duties ie, cleaning and catering, or are employed in gender traditional clerical and administrative roles. 32% of men holding grade F roles are technicians compared to 7% of women.

Of staff across all academic career grade roles, 52.7% are female. However, at Principal Lecturer level only 47% are female.

### The Data



Mean gender pay gap – 11.9%

Median gender pay gap – 8.5%

Sector median pay gap – 14%\*

The national median gender pay gap - 17.9%\*\*

Full-time staff median pay gap – 8.6%\*\*

UCLan full-time staff median pay gap – 5.7%

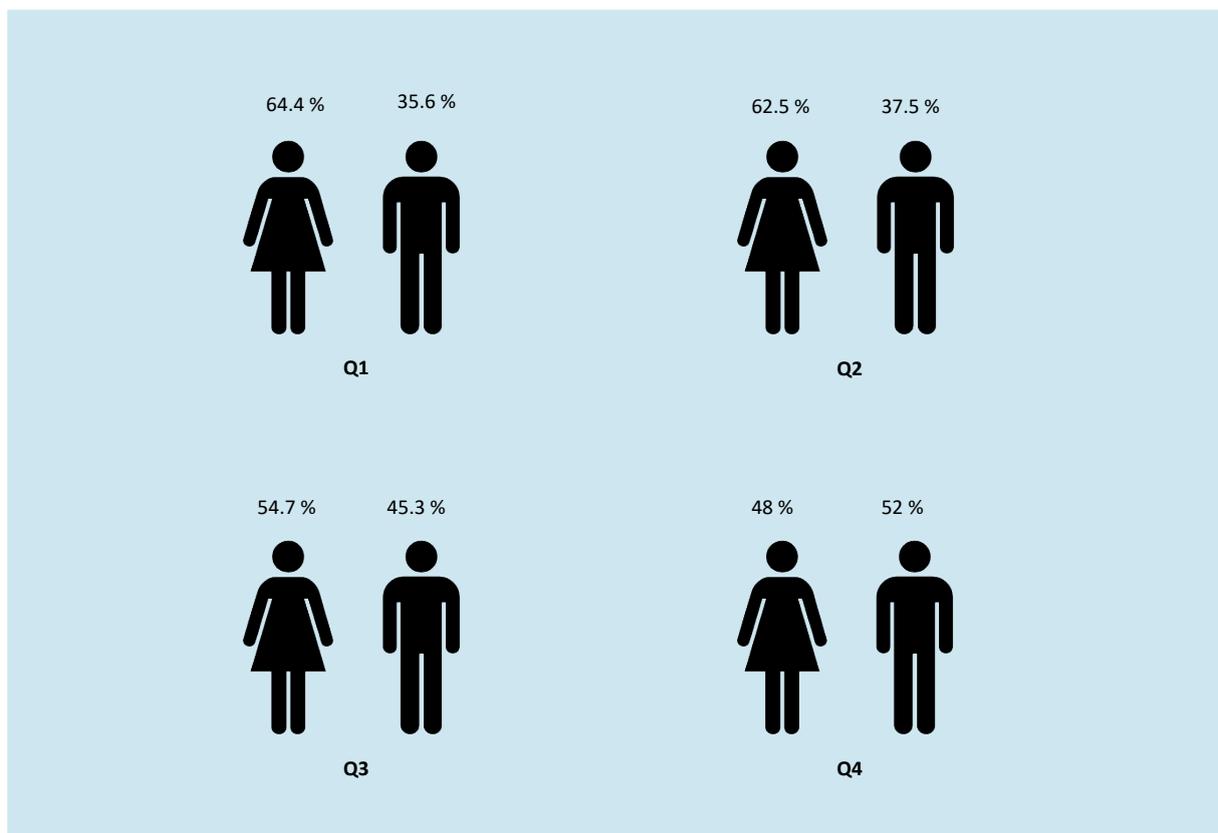
\*UCEA report January 2019

\*\* Office of National Statistics October 2018.

### 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



## Professorial and Management Summary

68% of Professors are male compared to 32% female. However, the average salary for a female Professor is £76,021 compared to £72,696 for a male. It should be noted that we have two, highly distinguished female Professors paid above grade minimum which impacts upon the average Professorial pay. 48% of locally determined management contract holders below Senior Executive level are female with an average salary of £74,157 compared to £81,452 for male managers. This means there is an 8.96% gender pay gap for management positions.

## Working to close the gap

The University will:

- 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 alongside mentoring and coaching support;
- harness staff strengths; for example, through considered workforce planning, targeted talent management programmes;
- continue to monitor promotion criteria to encompass skills and abilities in such areas as teaching and learning, innovation and enterprise and professional practice;
- support and encourage women to apply for senior positions. There has been an increase in the number of women in high-level professorial roles, management contract holders and at Deputy Vice-Chancellor level, 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 our reward and remuneration strategy, offering, employee value proposition starting salary guidelines and other pay structures to ensure they are demonstrably equitable;
- improve organisational commitment to the Athena Swan initiative and accreditation;
- 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 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 arrangements which enable them to fulfil their caring responsibilities, such as shared parental leave, part time working and compressed hours;
- continue to ensure that all new employees to the University undergo training in Equality & Diversity;
- 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;
- strengthen publicity regarding wellbeing at work particularly with regards to mental health and support for bullying and harassment.