

# Gender pay gap

## Report 2021

### Introduction

The Equality Act 2010 (Gender Pay Gap Information) Regulations 2017 introduced an annual duty on all employers with more than 250 staff to publish information relating to the gender pay gap - the difference between the average hourly pay of men and women within the workforce. Information is required in relation both to total hourly pay and bonuses as of a snapshot date of 31 March.

This report presents Royal Holloway's gender pay gap statistics as of 31 March 2020. The gender pay gap is a different measure to 'equal pay' which refers to

men and women in the same employment, doing the same work receiving the same pay. The gender pay gap highlights the gender distribution in different roles at the university. It demonstrates for us that there are more men in higher paid roles than women, and more women in lower paid roles than men. It is this imbalance that produces the gender pay gap.

The university's mean (average) and median (midpoint) gender pay gaps have fallen year-on-year since we first reported these statistics. This year's data indicates a further improvement, with the mean gender pay

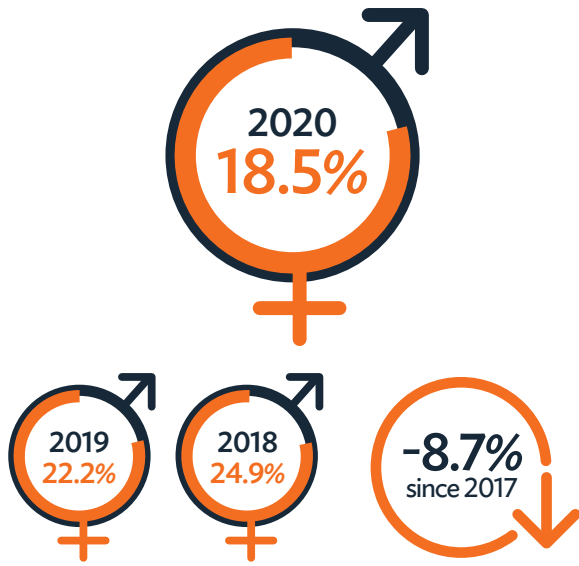
gap at 18.5% and the median at 17.5%. Since 2018, the mean pay gap has reduced by 8.7 percentage points (32% improvement) and the median pay gap by 16.3 percentage points (48% improvement). Analysis of the data from 123 Higher Education Institutes shows that the average fall in the mean pay gap since 2018 is 1.7%, and in the median pay gap it is 2.2%.

Achieving these reductions over a three year period is very encouraging, although we clearly still have some way to go. The university remains committed to ensuring that the gender pay gap continues to fall.

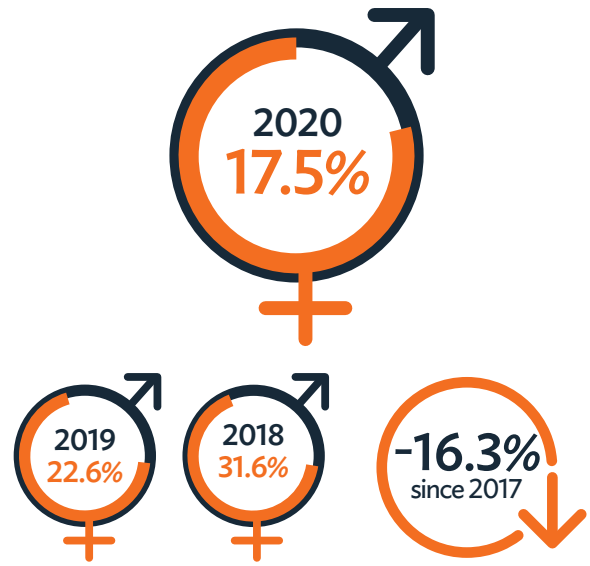


# Gender pay gap statistics – snapshot as at 31 March 2020

## Mean gender pay gap

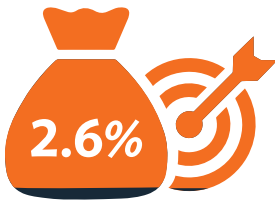


## Median gender pay gap

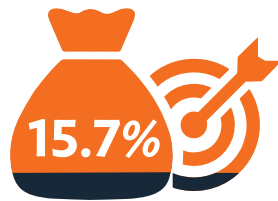


## Mean and median gender bonus gaps 2020

### Mean gender bonus gap



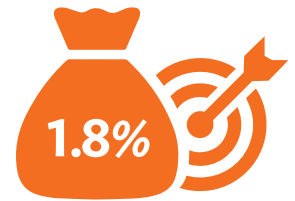
### Median gender bonus gap



### Male employees receiving a bonus



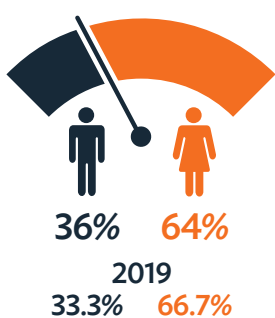
### Female employees receiving a bonus



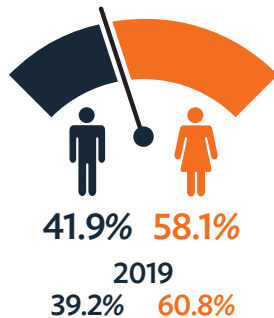
In 2019/20, 53 bonuses (performance awards) were paid – 31 to women and 22 to men. As the number of bonuses paid annually is relatively small, the distribution of them between men and women varies significantly year-on-year.

## Workforce distribution – pay quartiles 2020

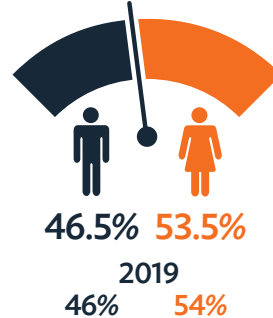
### Lower pay quartile



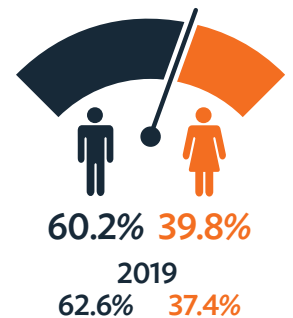
### Lower middle pay quartile



### Upper middle pay quartile



### Upper pay quartile





## What has changed since last year?

Our progress with reducing the gender pay gap is very encouraging. When reporting first began in 2018, the College had pay gaps which were placed in the top 10 highest in the sector. This was a very disappointing position and led to a commitment to a wide ranging set of actions to address the underlying inequalities that were contributing to those gaps.

We are pleased that, through delivering on these actions, we are addressing the imbalance in the distribution of men and women across the pay quartiles, bringing about a year-on-year reduction in the pay gap.

Our progress over the last year can mostly be attributed to changes in gender distribution, and these are shown below. The workforce grew by 2.6% between 2019 and 2020, and we have a majority of female staff (53.8%). Overall the academic workforce grew by 2.7% between 2019 and 2020, but the number of academic men grew by 1.6% whilst the number of academic women grew by 4.4%.

### **1.4 % increase in the proportion of women in the upper quartile**

The proportion of women in professorial bands 3, 4 and 5 (the higher bands) grew from 26.4% to 29.1%. Overall the proportion of female professors was 32.1% - a small increase on 2019. In Professional Services, the number of women at grades 9 and 10 grew by 10.2%, whilst the number of men at the same grades remained the same.

### **2.7% increase in the proportion of men in the lower pay quartile**

Ninety per cent of those in the lower pay quartile are in roles designated as 'casual'. Many of those in these roles are students gaining valuable work experience and earning money during their studies. In 2019, the proportion of men in the casual workforce was 38.7%, whereas in 2020 this had increased to 41%. The size of the casual workforce grew by 2.6% between 2019 and 2020, and the number of male casual staff rose by 8.7%.

### **2.7% increase in the proportion of men in the lower middle quartile**

Between 2019 and 2020 the proportion of men in Professional Services grades 2 - 5 increased from 20.1% to 21.5%. This is a key reason for the 2.7% change in the gender distribution in the lower middle pay quartile between 2019 and 2020.



## Next steps

By delivering on our action plan we have reduced the gender pay gap, but we recognise we must continue our efforts to close the gap.

Our efforts must include sustaining those initiatives (below) that have proved to be effective as well as continuing to explore how we might further achieve positive change.

Assessing and responding to the disproportionate impact of the pandemic on women will be a key factor in our work on this moving forward. This work will be supported by the launch of a new governance structure and strategy for equality, diversity and inclusion.

### Recruitment

- ✓ Welcoming applications from the under-represented gender in job advertisements
- ✓ Mandatory recruitment and selection and unconscious bias training for recruiters
- ✓ Role descriptors and selection criteria that use non-gendered language and encourage applications from all equally

#### To develop

- An approach to attracting and recruiting based on potential

### Reward

- ✓ Transparent promotion and advancement criteria
- ✓ Anonymous promotion and advancement process for academic staff
- ✓ Ensuring consistency of application of processes

#### To develop

- Review of the application of market supplements

### Career development

- ✓ Career development support for women offered through a series of programmes – Aurora, Springboard, Enabling Women in the Academic Promotions Programme

#### To develop

- Career paths for researchers and teaching fellows
- Clearer career structures with learning and development support in professional services

### Raising awareness

- ✓ Using Athena Swan to embed gender equality considerations and understanding at department level, leading to locally generated initiatives
- ✓ Producing school/professional services gender pay gap figures annually

### Flexible working and family-friendly policies

- ✓ Family leave sabbatical policy
- ✓ New suite of family-friendly policies

#### To develop

- Opportunities from hybrid working for staff in suitable roles to potentially reduce the barriers for mid-career staff in relation to balancing work and family commitments
- A consistent model for flexible working, building on what has been learned during the pandemic