

2016 Equal Pay Review

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1 Executive Summary

The purpose of the review was to establish whether the University is managing its reward system in an equitable way and to ensure that the University is meeting its legal obligations in respect of equal pay for work of equal value.

The report provides an analysis of the University's pay structure as a basis for identifying any differences that cannot be satisfactorily explained on objective grounds.

The report largely mirrors the format and methodology of the review undertaken in 2012. Staff groups are considered according to gender, ethnicity and disability and the analysis covers all forms of remuneration. Pay gaps are calculated at both grade level and in terms of overall mean total pay for each category. Significant differences in pay are defined by the Equality and Human Rights Commission (EHRC) as 5% or more in any one group, or patterns of 3% or more across similar groups which would indicate *prima facie* that further exploration and explanation are required.

The key findings are:

- The gender composition of senior staff has seen an increase in female staff from 38% in the 2012 report to 43%. Women are still less well represented in senior staff groups and disproportionately represented in lower grades.
- There were no significant gender pay gaps (at or above 5%) at grade level.
- The overall gender pay gap has reduced to 8.5% although there has been a slight increase for part-time staff on fixed-term contracts.
- The overall pay gap between Black and Minority Ethnic staff (BME) and White staff is 12%.
- The overall pay gap between disabled staff and those who have not disclosed a disability is 14%. However, as figures are based on self-declaration, the figures may not be reliable in terms of total numbers of disabled staff.
- Other payments show no significant issues for concern except for pressure to appoint above the minimum of the grade in faculties.

It is acknowledged that many of the issues identified will be taken forward through the Athena SWAN and Race Equality Charter action plans. However, the main recommendations are:

(a) To continue monitoring the following:

- gender differences in appointments above the minimum of the grade (higher percentage of males in academic & research being appointed above the minimum of the grade);
- CRSPs – applications and success rate by gender for CRSPs;
- pay gap between males and females working part-time on a fixed-term contract.

(b) HR will continue to improve the recording of pay data, including the following areas:

- collection of market supplement data;
- encouraging staff to update their EDI information as appropriate to reduce the number of 'unknowns';
- enhancing data records related to pay protection;
- collecting data on number of staff eligible to apply for CRSP points.

(c) The annual review of market supplements will be incorporated into the future annual equal pay reporting process.

(d) The median pay gap will be reported in future reviews as well as the mean to provide a more accurate indication of differences and facilitate better comparison with national data.

2 Introduction

Oxford Brookes University has adopted the positive promotion of equality, diversity and inclusion amongst all members of the university community as one of its core values. The University is committed to:

- Developing and maintaining a fair and equitable reward system;
- Enhancing the status of the University as an employer of choice and its ability to attract and retain talented staff; and
- Highlighting any areas of concern relating to equal pay through a regular equal pay review and identifying appropriate actions.

This report focuses on measuring any potential pay gaps at grade level (work of equal value) but also the overall balance of different categories of staff as this affects the overall pay gap. Pay gaps are determined by calculating the mean annual full-time equivalent salary for each pay grade or staff group by equality group, e.g. gender. The pay gap is expressed as the percentage difference in women's pay as compared with men. The difference between these figures is shown as a positive or negative percentage. (It is noted that the New JNCHES pay gap report – see below -also uses median salary and it is recommended that this is reported in future analyses for ease of comparison with national data).

It is timely that the publication of this report has coincided with the publication of the New JNCHES: Higher Education Gender Pay Gap Data Report¹. The New JNCHES report acknowledges that “the issues behind gender pay gaps are complex and societal and while not all addressable by individual employers, the July 2015 New JNCHES Gender Pay Working Group Report identified a wide range of actions being taken by HE institutions ... and that progress is being made in closing gender pay gaps within HE”². Indeed, the findings of this report show both an improvement in closing the pay gaps identified in Oxford Brookes' 2012 Equal Pay Review and also a favourable comparison with the data presented in the New JNCHES report.

It is noted that Section 78 of the Equality Act 2010 (the Act) allows the government to make regulations requiring mandatory gender pay gap reporting. The Government is consulting on extending the mandatory gender pay gap requirements for the private and voluntary sectors to employers who are subject to the Public Sector Equality Duty in England which concludes on 30 September 2016.

3 Purpose

The purpose of the equal pay review was to establish whether the University is managing its reward system in an equitable way and to ensure that the University is meeting its legal obligations in respect of equal pay for work of equal value.

This report provides an analysis of the University's pay structure as a basis for identifying any differences that cannot satisfactorily be explained on objective grounds and making appropriate recommendations to eliminate them. The analysis included:

- Comparing the mean pay of men and women doing work of equal value and identifying any gender pay differentials, whether in basic pay or additional payments.
- Carrying out similar analyses for other protected characteristics, primarily ethnicity and disability, where the University has sufficiently robust statistical data.
- Seeking to explain the reasons for any significant pay differences.
- Identifying actions to address pay differences for which there is no objective explanation.

¹ Published September 2016 by the Universities and Colleges Employers Association (UCEA) with the support of EIS, GMB and Unison on behalf of New JNCHES.

² Ibid

4 Brookes' salary structure

At Brookes, the pay structure is underpinned by the HERA job evaluation scheme which enables jobs of equal value to be assigned to the same grade (see Appendix 1). Generally, new staff start on the minimum point of the pay grade and progress by automatic annual increments to the maximum of the grade. Thereafter, they may apply for contribution-related salary points (CRSPs).

Senior staff are employed above the pay spine on salaries determined by the SMT Remuneration Committee. These include PVCs (2f), PVC/Deans (2m/2f) and Directors (2m/5f). PVCs and PVC/Deans are paid on a common salary point. Salaries for directors are set within a range determined by the SMT Remuneration Committee in line with market pay data.

The salaries of the Vice-Chancellor and the Registrar and Chief Operating Officer (2m) are set by the Governors' Remuneration Committee.

5 2012 Equal Pay Review

The University's last Equal Pay Review (2012) found no significant pay gap between genders within grades indicating that women and men are paid the same for equivalent work, or work of equal value.

However, a pay gap was identified in the total mean pay for men and women. The reason for this was that, although we employ more women than men (c. 60% v 40%), women were more highly concentrated in lower grade roles (-4% gender pay gap amongst support staff, i.e, women earn 4% less than comparable males). The -13% gender pay gap for permanent part-time work also suggested that females were occupying lower grade part-time roles.

6 Scope and Data

This review uses data taken from the HR system at 26th April, 2016. The figures are based on the mean annual basic salaries of staff expressed as full-time equivalents. It should be noted that whilst the reliability of the data under the analysis of gender is almost 100%, the data for ethnicity and disability is determined through staff self-declaration. As a result, the figures may not give a complete picture of actual numbers.

The data set is made up as follows:

Table 1 Breakdown of Staff Data Set				
Staff Group	Male	Female	Total	Notes
Senior Staff	86	75	161	<ul style="list-style-type: none">includes senior professional and academic staff on grades SS0 to SS03, professors SS04includes 16 senior staff (shown as SS04+) whose pay is determined by the Remuneration Committee (VC and RCOO); and SMT Remuneration Committee (PVCs, Deans, Directors)
Academic & Research	299	390	689	<ul style="list-style-type: none">includes 4 staff on Marie Curie Research grades
Professional & Support Staff	483	833	1316	<ul style="list-style-type: none">Includes 18 graduate interns GR01includes 4 staff on salary protected personal gradesincludes 4 apprentices
Totals	868	1298	2166	<ul style="list-style-type: none">KTPs have been removed from the data set as salaries are set by the associated company.

Note: where appropriate, the salary protected personal grades (4), Marie Curie Research grades (4), VC (1) and Registrar and Chief Operating Officer (1) have not been included in the calculation of tables and charts, e.g. pay gap, and those tables where grades are shown.

For more information regarding salary protected personal grades, see section 9.9 Pay Protection.

Associate Lecturers have been excluded from this data set. As a result of a recommendation arising from the 2012 Equal Pay Report, the employment of Associate Lecturers was reviewed and a new policy implemented in September 2014. The policy seeks to establish consistent and transparent rates of pay for associate lecturing staff. The implementation of the new policy is currently being reviewed by a University-wide group including UCU representation, and will report in Autumn 2016.

7 Equal pay policy

Whilst the University does not have a formal Equal Pay Policy, it operates a common pay spine and a grading system underpinned by job evaluation which is jointly implemented with the recognised trade unions. It also has a range of human resources policies which incorporate a commitment to equal pay principles; these include the policy and procedures on market-related pay, the policy for Contribution Related Spine points, progression to Senior Lecturer, and promotion to Reader, PLSE and Professor.

8 Methodology

This Equal Pay Report largely mirrors the format and methodology of the 2012 report so that comparisons can be made.

Significant differences in pay are defined by the EHRC as 5% or more in any one group, or patterns of 3% or more across similar groups which would indicate *prima facie* that further exploration and explanation are required. Such differences do not necessarily indicate the presence of pay discrimination, but they may indicate features of the pay system that have an indirectly discriminatory effect (e.g. women's career progression can be affected by maternity leave and part-time working).

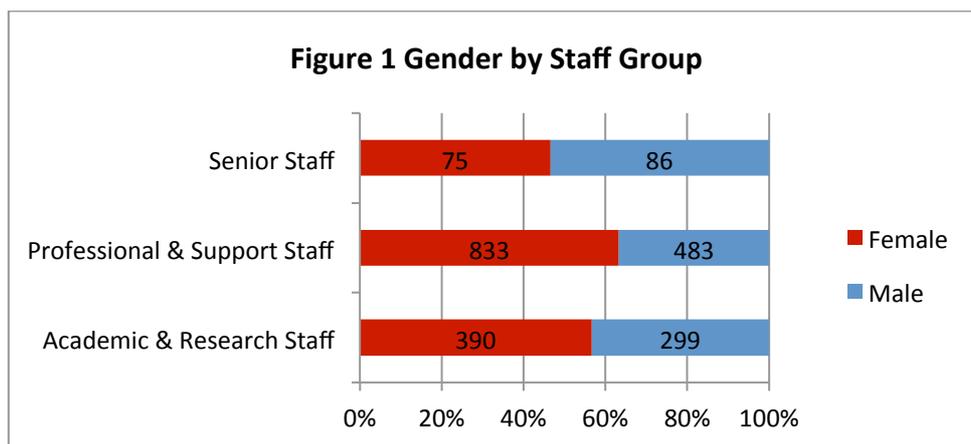
Differences of less than 3% are likely to arise from the composition of the groups, rather than indicate a failure in the pay system itself, and are less likely to indicate systemic pay discrimination.

9 Findings

9.1 Gender

The gender composition of the data set is 60% female, 40% male. The following figures show the gender distribution by, staff group, Faculty/Directorate, grade and contract type.

Overall, there was minimal change in workforce composition as compared to the 2012 equal pay review, although the percentage of female senior staff has increased from c. 38 to 43%.



Notes:

1. Senior staff includes, all professional staff on grades SS0 to SS04, Professors, PVCs, Deans and Directors, VC and RCOO.
2. Readers and Principal Lecturers are included in Academic & Research Staff.
3. These figures exclude casual staff and ALs.

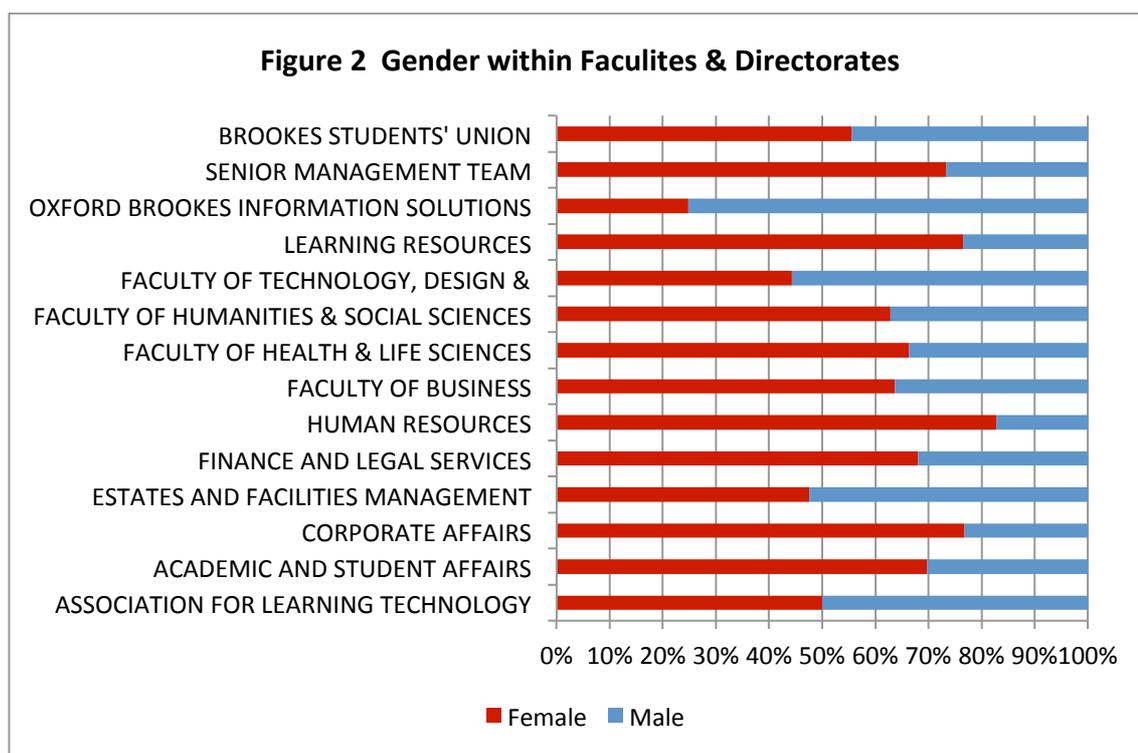
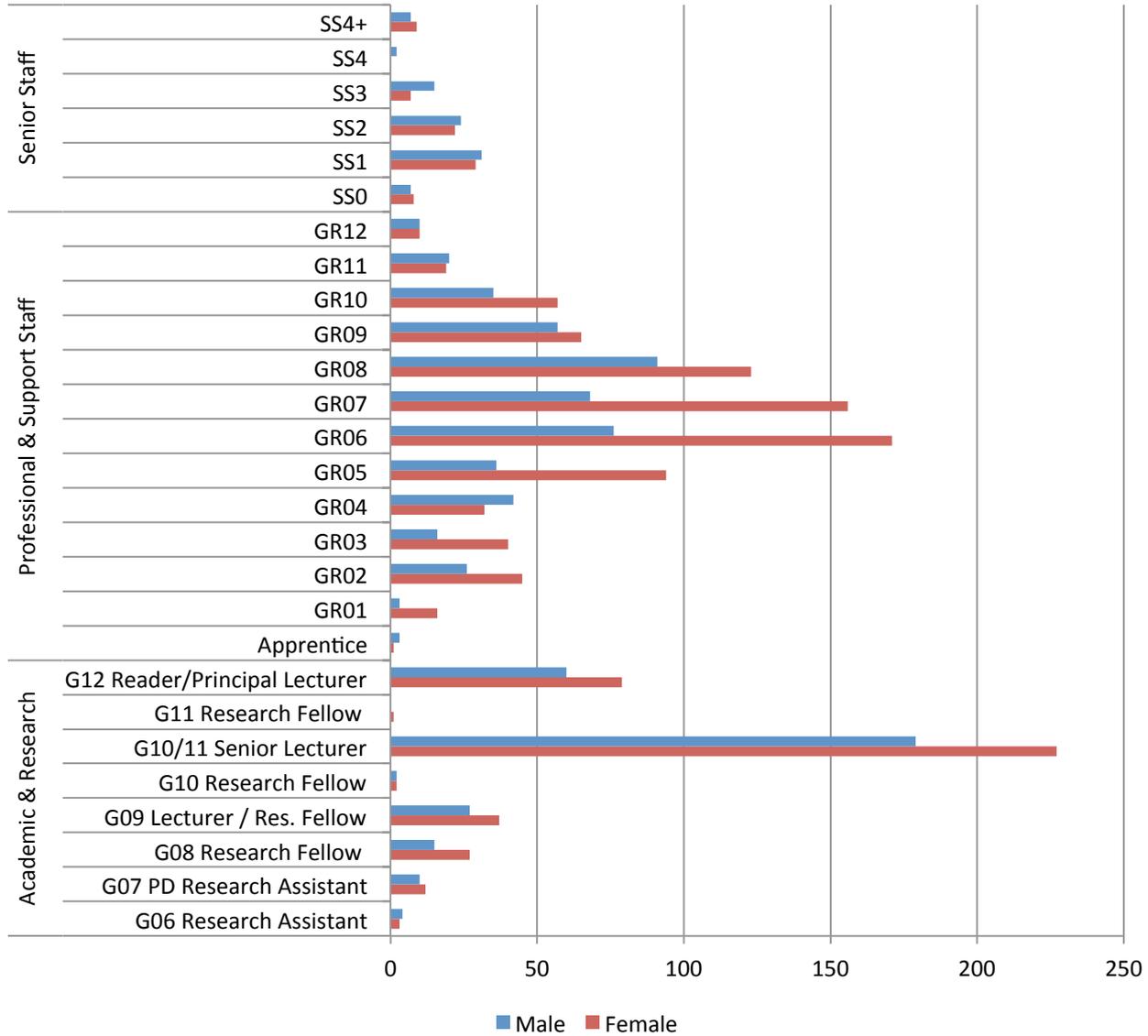


Figure 3 Gender by Staff Group and Grade



Notes: Professors are included in SS1-SS04.

Figure 4 Gender by Contract type

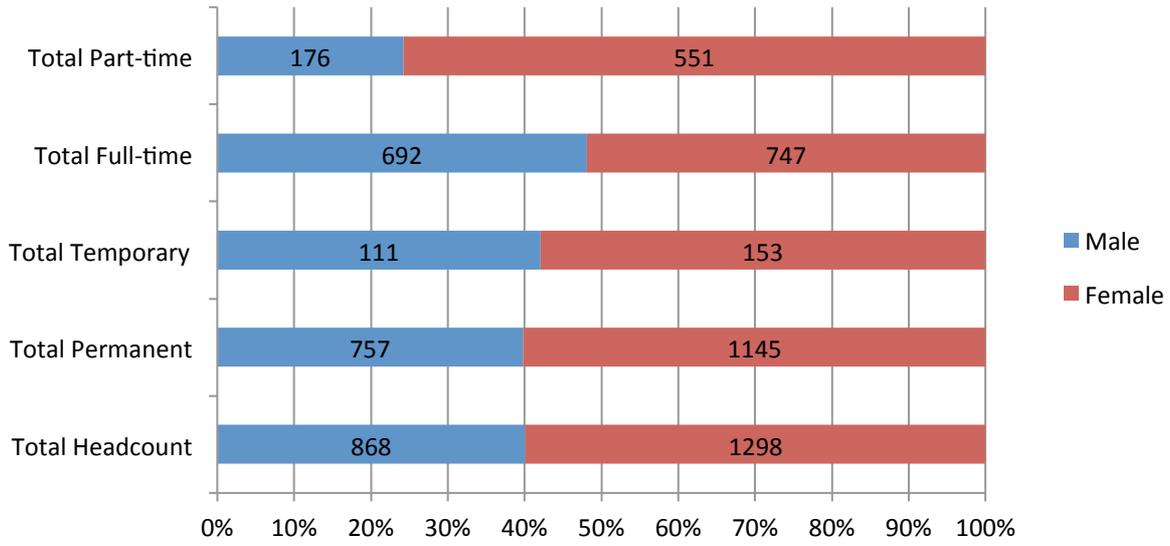


Figure 5 Academic & Research - % F/T and P/T by Gender

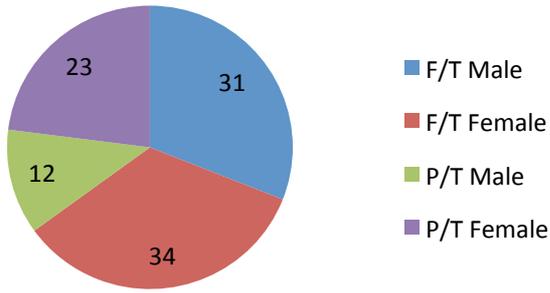


Figure 6 Senior Staff - % F/T and P/T by Gender

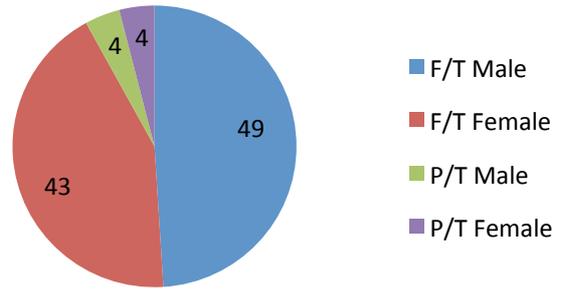


Figure 7 Grades App-GR07 - % F/T and P/T by Gender

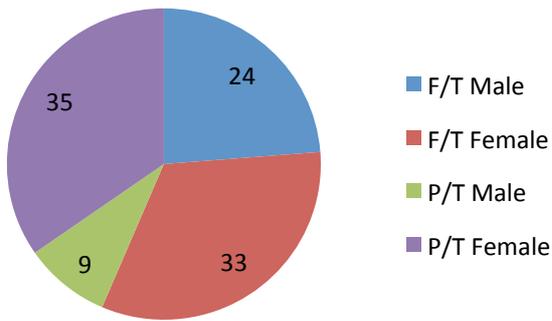
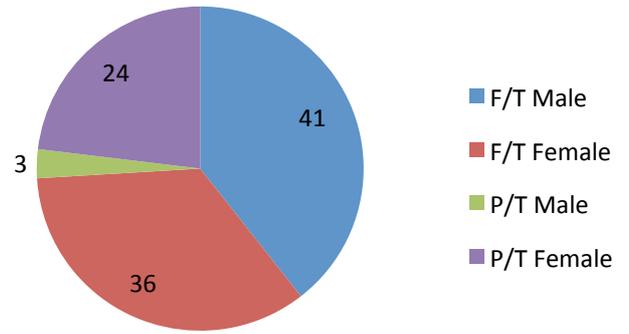


Figure 8 Grades GR08-12 - % F/T and P/T by Gender



Gender pay gap

Please note for the calculation of pay gaps below, the headcount of 2156 has been used. This excludes 10 staff from the original data set (VC, RCOO, 4 x Marie Curie Research grades, and 4 employees on salary protected personal grades).

Note: the pay gap is expressed as the salary for women relative to men. A negative percentage indicates that women are paid less than comparable men; and positive difference means that women are paid more than comparable men. Mean salaries are expressed as full-time equivalents.

Table 2 Mean pay by Grade and Gender							
STAFF GROUP	Post Grade	FEMALES		MALES		2016 % Pay Gap - female in comparison to male	2012 % Pay Gap - female in comparison to male
		No. of Females	Mean Salary	No. of Males	Mean Salary		
Academic & Research	G06	3	24072	4	23963	0.5	0
	G07	12	26952	10	27186	-1	0
	G08	27	31546	15	31609	0	1
	G09	37	35207	27	35053	0.5	1
	G10	2	41920	2	41871	0	2
	G1011	227	45544	179	45524	0	0
	G11	1	47801	0	0	0	-2
	G12	79	54753	60	54898	0	-1
Professional & Support Staff	APP1	0	0	1	10549	0	0
	APP2	0	0	2	13409	0	0
	HAPP	1	11455	0	0	0	0
	GR01	16	15258	3	15258	0	0
	GR02	45	16275	26	16242	0	1
	GR03	40	17115	16	16972	1	0
	GR04	32	19441	42	19983	-2.7	0
	GR05	94	21249	36	20976	1	0
	GR06	171	24761	76	24235	2	1
	GR07	156	27626	68	27289	1	-1
	GR08	123	31866	91	32149	-1	0
	GR09	65	36063	57	36663	-1.5	-1
	GR10	57	41076	35	42288	-1.5	-1
	GR11	19	46579	20	47513	-2	-1
GR12	10	53518	10	54925	-2.5	3	
Senior Staff	SS0	8	54681	7	54030	1	3
	SS1	29	62669	31	63309	-1	0
	SS2	22	69625	24	69631	0	-1
	SS3	7	78597	15	78608	0	3
	SS4	0	0	2	91038	0	3
	SS4+	9	112827	5	107970	4.5	incl. in SS4

Table 3 Gender Pay gap for All Staff and Full and Part-time Staff						
	FEMALES		MALES		2016	2012
	No. of Females	Mean Salary	No. of Males	Mean Salary	% Pay Gap	% Pay Gap
All staff	1292	35262	864	38533	-8.5	-12
All full-time	744	38011	689	39634	-4	-8
All part-time	548	31529	176	34229	-8	-4

It should be noted that the mean pay gap is affected by the presence of a relatively small number of higher salary earners. It may be useful to consider median pay as per the New JNCHES gender Pay Gap Report.

The institutional gender pay gap of 8.5% compares very favourably against the national figure of 14.1% for 2014/15³ and continues a downward trend.

Table 4 Gender Pay Gap by Contract Type							
		FEMALES		MALES		2016	2012
		No. of females	Mean Salary	No. of Males	Mean Salary	% Pay Gap	% Pay Gap
Permanent	Full-time	649	39343	614	40622	-3	-8
	Part-time	493	31720	141	34163	-7	-13
Fixed-Term contract	Full-time	95	29106	74	31937	-9	-9
	Part-time	55	29818	35	34496	-13.5	-2

Table 5 Gender Pay Gap by Staff Groups						
	FEMALES		MALES		2016	2012
	No. of Females	Mean Salary	No. of Males	Mean Salary	% Pay Gap	% Pay Gap
Senior Staff	75	71363	84	70392	1	-1
Academic & Research	388	44706	297	44831	0	-1
Professional & Support	829	27596	483	29185	-5	-4

As in the previous Equal Pay Reports (2007 and 2012), there are no significant gender pay gaps at or above 5% at grade level, indicating that women and men are paid the same for equivalent work, or work of equal value.

However, as in previous reports there is still a gender pay gap when the overall difference in the mean pay (expressed as full-time equivalent) of women and men is compared. Pleasingly, the percentage pay gap has reduced overall and for full-time staff (Table 3). However, the gap has increased for part-time staff overall and, as shown in Table 4, the gap has increased for part-time staff working on a fixed-term contract.

The principal reasons for the continuing overall pay gaps are that women continue to be disproportionately represented in the lower grades, and especially amongst part-time staff. Many of these issues have already been identified in the Athena SWAN and Race Equality Charter applications.

The Athena SWAN institutional action plan has identified women's career progression in general and, in particular, for part-time staff, as priority actions.

³ New JNCHES: Higher Education Pay Gap Data report, September 2016.

9.2 Ethnicity

The proportion of Black and Minority Ethnic (BME) staff identified within this data set is 9.5% - 208 staff (5% have no recorded ethnicity information).

Aggregated data for BME staff within the three main staff groups for 2012 and 2016 are shown below:

	Academic & Research Staff	Professional & Support Staff	Senior Staff
2012	74 (10%)	139 (9%)	8 (5%)
2016	76 (11%)	123 (10%)	9 (6%)

Figure 9 Academic & Research - Ethnicity and Gender %

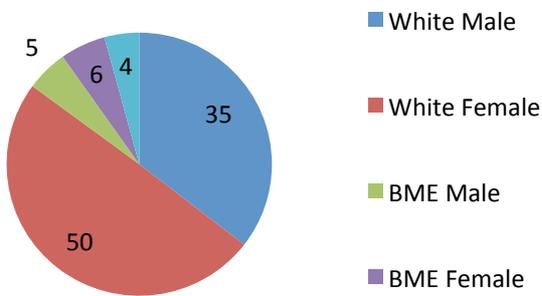


Figure 10 Professional & Support Staff - Ethnicity and gender %

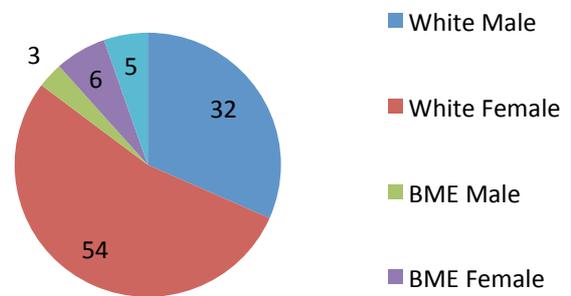


Figure 11 Senior Staff - Ethnicity and gender %

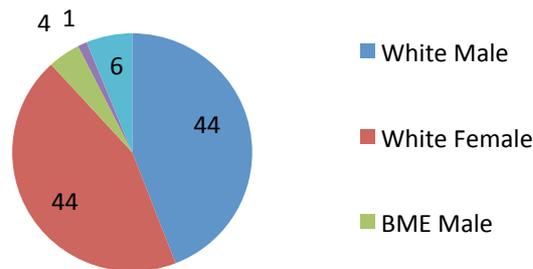
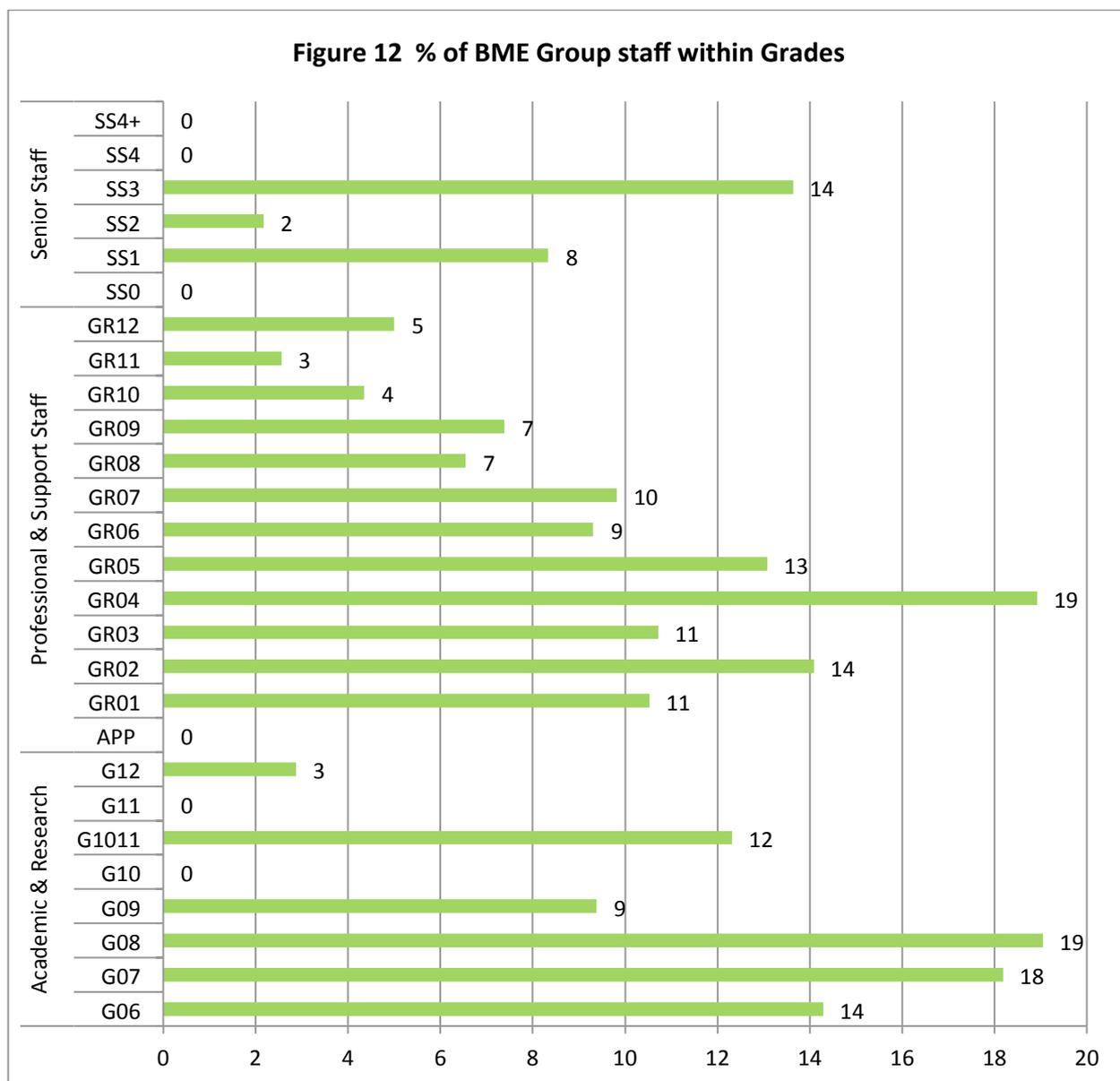


Figure 12 % of BME Group staff within Grades



The pay gap between BME and White staff is -12% as shown below:

Ethnicity	BME Staff	Not Known / prefer not to say	White Staff
Mean of full-time equivalent salary	£32865	£34921	£37227

As can be seen in Figure 12, BME staff are concentrated in the lower grades of both Academic and Research and Professional and Support staff. These findings corroborate the data analysis undertaken for the pilot Race Equality Charter and an action plan is now being developed to increase BME recruitment and progression.

9.3 Disability

The proportion of staff within this data set who have identified themselves as having a disability is 6% (132 employees), (9% (187 employees) are recorded as 'unknown' or 'prefer not to say'.)

No. & % of Staff Identified as having a disability within each staff group	Academic & Research Staff	Professional & Support Staff	Senior Staff
2012	32 (4%)	90 (6%)	2 (1%)
2016	34 (5%)	95 (7%)	3 (2%)

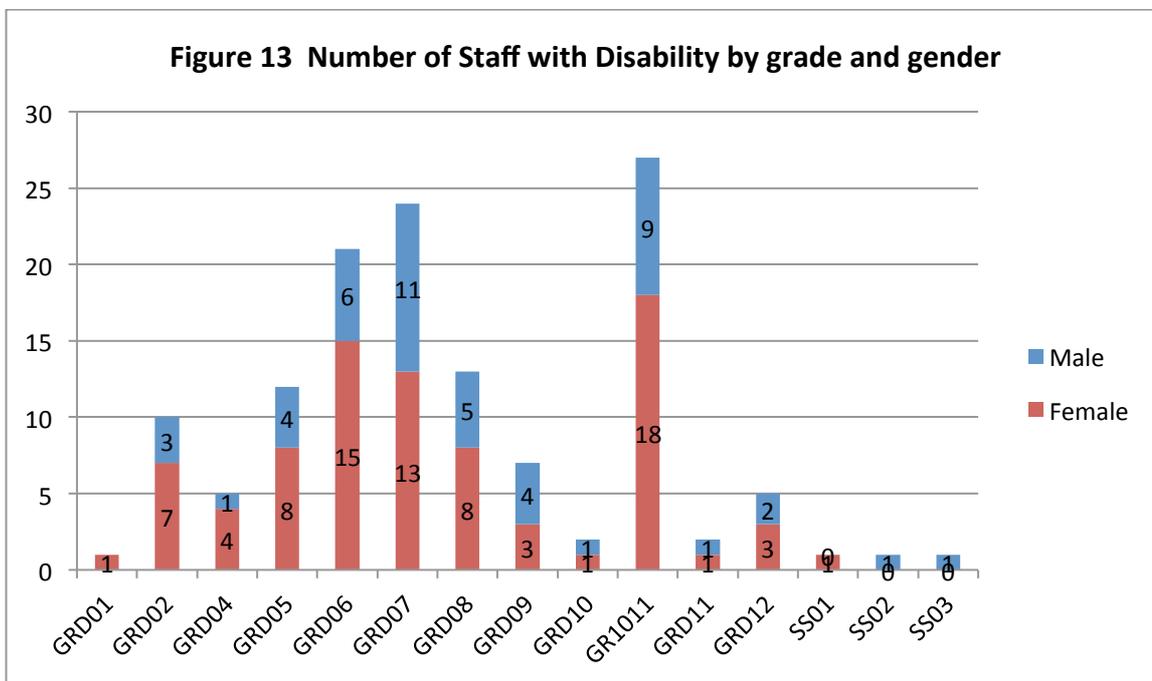
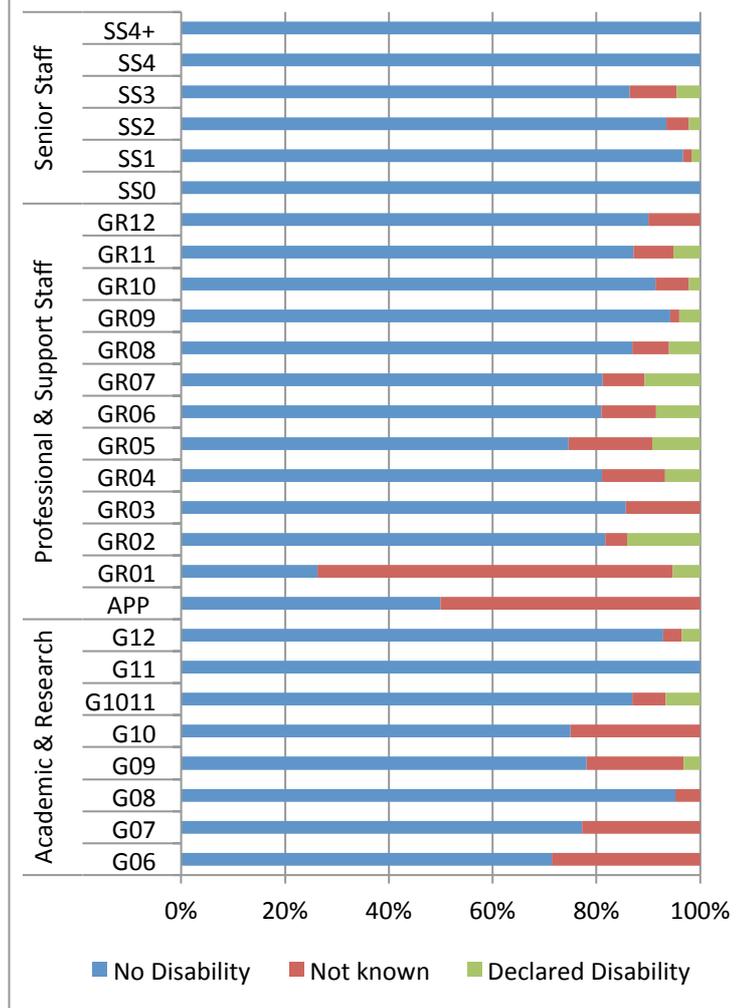


Figure 14 % of Staff with Disability by Grade



Disability Pay Gap

The overall pay gap between those with a disability and those who have declared that they do not have a disability is -14%. As can be seen in Figure 14 above, very few staff in the most senior grades have declared a disability. Of the 132 staff who have identified themselves as having a disability, 2% are senior staff, 26% are Academic and Research, and 72% are Professional and Support staff. 70% of those who have identified themselves as having a disability are in grades 9 and below.

	No disability identified	Not Known / prefer not to say	Identified as having a disability
Mean of full-time equivalent salary	£37740	£29703	£32494

There was no significant pay gap found between the mean pay of disabled staff and non-disabled staff at grade level.

9.4 Market supplements

Market supplements are used in line with the [University agreement on market related grading schemes](#). That is, the employing department has to provide evidence of recruitment and retention difficulties and the market supplement is determined by HR by reference to independent market pay data. Market pay supplements should be awarded to all those working in the same area to the same job description – not just new recruits.

Currently, there are c. 50 roles receiving market supplements. There are recognised job clusters (PIC consultants, OBIS IT and AV Support, FLS accountancy staff), as well as some unique and hard to fill specialist roles.

HR have noted an action to ensure that any market supplements are clearly identified and reviewed annually.

9.5 Other additional payments

The payment of allowances has been reviewed since the 2012 Equal Pay Review. The previous shift pay and weekend enhancement payments and various protected additional pay rates have been replaced with a 10% roster allowance for those staff in Estates and Facilities (Facilities Support Assistants), who are required to provide out of regular hours service.

An on-call payment is paid to first level EFM management who have to participate in an on-call roster, and the standby allowance is paid to managers who may be called upon by the first level staff to deal with more complex issues that they are unable to resolve.

Table 6 EFM Staff with On-going Allowance		
Type of Allowance	Female	Male
On Call Payment continuing	1	4
Roster allowance – 10%	0	32
Standby Allowance Continuing	5	23
Totals	8	61

Note: There are no female Facilities Support Assistants in role at this time.

It is noted that a very small number of staff are continuing to receive protected additional payments, all of which are due to cease during the course of 2016.

9.6. Starting salaries

Table 7 New Starters Recruited above the Minimum Level of their Grade									
		2012/13		2013/14		2014/15		2012/13 to 2014/15 Totals	
		Male	Female	male	Female	Male	Female	Male	Female
Senior Staff	No. of New Starters	8	3	9	2	4	6	21	11
	No. Appointed above minimum of grade	1 (13%)	3 (100%)	1 (11%)	2 (100%)	3 (75%)	3 (50%)	5 (16%)	8 (25%)
Professional & Support Staff	No. of New Starters	51	75	74	110	89	123	214 (41%)	308 (60%)
	No. Appointed above minimum of grade	5 (10%)	4 (5%)	6 (8%)	18 (16%)	8 (9%)	9 (7%)	19 (38%)	31 (62%)
Academic & Research Staff	No. of New Starters	43	44	21	54	42	54	106 (41%)	152 (59%)
	No. Appointed above minimum of grade	11 (26%)	10 (23%)	7 (33%)	17 (31%)	15 (36%)	18 (33%)	33 (42%)	45 (58%)

Note: In Table 3, % for individual years are shown as % of total males, or total females; whereas the % in the aggregated data shows the % of all males and females.

The practice at OBU is to start new staff at the bottom point of the pay grade, unless there is an objective justification for appointing them on a higher salary. Both women and men are appointed above the minimum of the grade, in broadly similar proportions.

Table 8 No. and % of New Staff Appointed above the Minimum of the Grade 2012/13 to 2014/15 by Faculty / Directorate			
Faculty / Directorate	No. of New Starters Appointed	No. of New Started Appointed above minimum of the grade	% of New Started Appointed above minimum of the grade
Business	84	17	20
Health & Life Sciences	141	36	26
Humanities & Social Science	88	25	28
Technology, Design & Environment	92	22	24
Association for Learning Technology	4	1	25
Academic & Student Affairs	52	8	15
Corporate Affairs	63	5	8
Estates & Facilities Management	150	16	11
Finance & Legal Services	23	0	0
Human Resources	29	4	14
Learning Resources	47	0	0
OBIS	28	5	18
Senior Management	1	1	100
Brookes Student Union	10	1	10
TOTALS	812	141	

It would appear that the number of staff appointed above the bottom of the grade tends to be higher in the Faculties: 23% of G10/11 (senior lecturers) were appointed above the bottom of the grade. This is the largest grade group: many Senior Lecturers come to Brookes with previous experience in similar roles at other HEIs, and therefore justification can be made to appoint them above the minimum level for the grade to recognise their skills and experience. It is also noted that within the Academic and Research group a greater proportion of males than females have been appointed above the minimum of the grade for each of the last three years shown. However, the numbers for individual years are small and the aggregated data for the three years 2012/13 to 2014/15 show that more women are appointed above the minimum of the grade in all staff groups.

9.7 Contribution related pay (CRSP)

The single job-evaluated pay spine introduced in 2006 provides for automatic annual incremental progression within the grade. On reaching the maximum of the normal pay range, staff are eligible to apply for Contribution-related Salary Points, which are awarded on application by evidencing 'sustained exceptional contribution' by reference to broad criteria. A central review panel (50% female) considers applications for CRSP awards annually.

Staff who are awarded a contribution point are not required to submit a further application when they become eligible for the second and any subsequent points, but their PCV/Dean or Director is required to confirm that their contribution has continued to be exceptional over the qualifying period.

PVC/Deans and Directors can also recommend accelerated incremental progression within the standard pay range. The award of CRSPs by gender broadly reflects the proportions of applications by gender, although in 2013 and 2015 the overall success rate for men was slightly higher than for women (Table 9).

Table 9 % of Awards by Gender (CRSP, accelerated increment & Further Award)						
Year	No. of Applications		No. of Awards*		% of Applications Awarded**	
	Female	Male	Female	Male	Female	Male
2013	43 (60%)	28	16 (37%)	11(40%)	59%	40%
2014	14 (56%)	11	7 (50%)	6 (46%)	54%	46%
2015	25 (57%)	19	11 (44%)	10 (48%)	52%	48%

*Shows % of all female applicants awarded of all female applications received.

**Shows % of female/male applicants awarded of all applications received.

Table 10 CRSP, Accelerated Increment, & Further Awards by Faculty / Directorate 2013-2015

Faculty / Directorate	No. Applications		No. Awarded		% of Applications Awarded	
	Female	Male	Female	Male	Female	Male
Business	6	8	0	4	0	100%
Humanities & Social Science	22	11	13	4	76%	23%
Health & Life Sciences	6	3	5	2	71%	29%
Technology, Design & Environment	10	15	4	4	50%	50%
Academic & Student Affairs	17	4	6	1	86%	14%
Corporate Affairs	7	4	3	2	60%	40%
Estates & Facilities Management	0	6	0	5	0	100%
Finance & Legal Services	5	1	0	1	0	100%
Human Resources	2	3	2	3	40%	60%
Learning Resources	6	1	1	0	100%	0
OBIS	1	2	0	1	0	100%
TOTALS	82 (59%)	58 (41%)	34 (41%)	29 (50%)	54%	46%

Table 11 CRSP, Accelerated Increment, & Further Awards by Staff Group & Grade 2013-2015

Staff Group	No. Applications		No. Awarded		% Applications Awarded	
	Female	Male	Female	Male	Female	Male
Academic & Research Staff	19 (45%)	23 (55%)	9 (47%)	8 (35%)	53	47
Senior Staff	2 (18%)	9 (81%)	1 (50%)	2 (22%)	33	66
Professional & Support Staff	61 (70%)	26 (30%)	24 (39%)	17 (65%)	59	41

9.8 Progression / promotion

The following information has been extracted from the University' institutional Athena SWAN application, April 2016:

Promotion data over time have been aggregated to enable meaningful analysis by gender, discipline and ethnicity (Tables 12 and 13). In future, we will also analyse rates of application for promotion in proportion to pools of eligible staff.

Lecturers can apply for SL 12 months after appointment, subject to a satisfactory PDR and matching duties against the HERA role profile. Applications are assessed by a panel of HR and Faculty representatives (60% female). All STEMM lecturers were successful (Table 12), while full-time AHSSBL (non-STEMM) female staff were less successful; detailed analysis indicated that female staff in Business accounted for most differences. Senior FoB colleagues will be supported to redress the underlying reasons.

Promotion to PL, PLSE, Reader or Professor is through application for a vacant position, or more commonly through the annual promotions round. A promotions panel chaired by the VC (2 male, 5 female, 2015-16) including external membership (female) considers applications against published criteria with external references.

OBU has developed five pathways to promotion to professor to reflect staff contributions to university goals. We believe these pathways have contributed to the strong representation of women in the Professoriate:

- Research
- Teaching, Learning & Assessment
- Enterprise & Knowledge Exchange
- Professional Achievement
- Academic Leadership

Table 12 Promotion statistics to SL, PLSE or Reader by gender, ethnicity and discipline; part-time staff shown separately in ()

Combined data for 2011-12 to 2014-15 A Applied; S Successful			Lecturer to SL			SL to PL(SE)			SL to Reader		
			A	S	%S	A	S	%	A	S	%S
STEMM	Male	White	11 (1)	11 (1)	100 (100)	3 (0)	0 -	0 -	4 (0)	2 -	50 -
		BME	2 (0)	2 -	100 -	0 (0)	- -	- -	3 (0)	1 -	33 -
	Female	White	2 (1)	2 (1)	100 (100)	5 (0)	3 -	60 -	8 (0)	4 -	50 -
		BME	1 (0)	1 -	100 -	0 (0)	- -	- -	0 (0)	- -	- -
AHSSBL	Male	White	16 (4)	13 (4)	68 (100)	4 (1)	2 (1)	50 (100)	17 (1)	9 (1)	53 (100)
		BME	0 (0)	- -	- -	0 (0)	0 -	- -	0 (0)	0 -	- -
	Female	White	10 (9)	5 (7)	50 (78)	4 (0)	1 -	25 -	13 (3)	6 (2)	46 (67)
		BME	2 (1)	2 (0)	100 (0)	2 (0)	0 -	0 -	2 (0)	1 -	50 -
All	Male	29 (5)	26 (5)	90 (100)	7 (1)	2 (1)	29 (100)	24 (1)	12 (1)	50 (100)	
	Female	15 (11)	10 (8)	67 (73)	11 (0)	4 -	36 -	23 (3)	11 (2)	48 (67)	
All	STEMM	16 (2)	16 (2)	100 (100)	8 (0)	3 -	38 -	15 (0)	7 -	47 -	
	AHSSBL	28 (14)	18 (11)	69 (79)	10 (1)	3 (1)	30 (100)	32 (4)	16 (3)	50 (75)	
All	White	39 (15)	31 (13)	79 (87)	16 (1)	6 (1)	38 (100)	42 (4)	21 (3)	50 (75)	
	BME	5 (1)	5 (0)	100 (0)	2 (0)	0 -	0 -	5 (0)	2 -	40 -	
All		44 (16)	34 (13)	77 (81)	18 (1)	6 (1)	33 (100)	47 (4)	23 (3)	49 (75)	

About 33% of senior lecturers were successful in their application for promotion to PLSE and 49% to Reader (Table 12). Although numbers for PLSE are too small to be statistically significant, it is clear that overall, the success rate is lower than for other promotion routes; this will be examined further and actions to redress put in place.

The number of female professors has increased from 35% (2012 Equal Pay Review) to 45% (cf. 23% female professors nationally, HESA 01.12.14).

There was no gender or ethnicity bias in promotion success to Professor S1 (49%) or S2-4 (67%) (Table 13). However, STEMM colleagues (male and female) appeared more likely to be promoted than AHSSBL colleagues at the S2-4 grades. More AHSSBL colleagues applied, suggesting that STEMM academics (male and female) may wait until they are more certain of meeting the criteria or that STEMM faculties are more cautious in recommending staff to submit applications; or it may also mean that criteria are more difficult to interpret in AHSSBL. Of concern, although not significant due to small numbers, was the lack of success of part-time AHSSBL females for promotion to Professor.

Table 13 Professorial promotion statistics by gender, ethnicity and discipline; part-time staff shown separately in ()

Combined data for 2011-12 to 2014-15 A Applied; S Successful			Reader/PL to Professor S1			Professor S1 to S2, S3 or S4		
			A	S	%S	A	S	%S
STEMM	Male	White	14 (0)	5 -	36 -	4 (0)	4 -	100 -
		BME	3 (0)	1 -	33 -	1 (0)	1 -	100 -
	Female	White	5 (0)	3 -	60 -	1 (1)	1 (1)	100 (100)
		BME	0 (0)	- -	- -	0 (0)	- -	- -
AHSSBL	Male	White	10 (0)	6 -	60 -	16 (0)	8 -	50 -
		BME	1 (0)	1 -	100 -	0 (0)	0 -	- -
	Female	White	16 (4)	8 (0)	50 (0)	8 (0)	6 -	75 -
		BME	0 (0)	- -	- -	0 (0)	- -	- -

All	Male	28 (0)	13 -	46 -	21 (0)	13 -	62 -
	Female	21 (4)	11 (0)	52 (0)	9 (1)	7 (1)	78 (100)
All	STEMM	22 (0)	9 -	41 -	6 (1)	6 (1)	100 (100)
	AHSSBL	27 (4)	15 (0)	56 (0)	24 (0)	14 -	58 -
All	White	45 (4)	22 (0)	49 (0)	29 (1)	19 (1)	66 (100)
	BME	4 (0)	2 -	50 -	1 (0)	1 -	100 -
All		49 (4)	24 (0)	49 (0)	30 (1)	20 (1)	67 (100)

For all promotion steps (Tables 12 and 13), there were no significant differences between the success rates of candidates from STEMM or AHSSBL or when analysed by gender or ethnicity or contract type (Fisher's $0.5 < P < 0.9$). Part-time staff success rates were variable but the numbers were small, which is also a concern.

No gender nor discipline-based pay-gap issues were detected as a result of our promotions; we consider this due to (1) use of defined pay scales with incremental pay bands up to and including Professors SS1-4, (2) no gender bias detected in our overall promotions pathways and (3) our five pathways to Professor.

Professional and support staff are supported and encouraged to apply for promotional positions as they arise. Such positions are normally advertised externally. OCSLD are currently developing a tool kit to support Professional and Support staff in their career development.

9.9 Pay Protection

Pay protection is offered as part of the University's normal conditions of service where a post is downgraded following an internal re-organisation, grading review, or as a result of a job transfer due to making a reasonable adjustment with regard to an individual's circumstances. Pay protection is provided for two years at which time an employee reverts to the top of the contribution scale for the grade of their post.

9.10 Other pay related benefits

Certain benefits (annual leave and pension scheme membership) are offered according to staff grade.

Table 14 Pay related benefits by Staff Group		
Staff Group	Annual Leave	Pension
Professional & Support Staff	*and researchers below grade 9 <ul style="list-style-type: none"> • Up to 3 years' service – 25 days • 3-5 years' service – 26 days • 6-8 years' service – 27 days • 9+ years' service – 28 days 	Local Government Pension Scheme
Academic & Research Staff	*Grade 9+ researchers 35 days	Teachers' Pension Scheme or University Superannuation Scheme
Senior Staff	30 days	Local Government Pension Scheme, Teachers Pension Scheme depending on requirement for teaching, or USS (if an existing member).

It is noted that whilst new Academic and Research staff and Senior Staff immediately benefit from the full annual leave allowance relevant to their staff group/grade, Professional and Support staff are required to have 9 years+ service. The additional days' leave was originally designed to reward loyalty to the University and promote retention. It is questionable whether this is still relevant and equitable today.

10 Recommendations

- (a) While the data analysis does not suggest a significant issue, we will continue to monitor the following:
- gender differences in appointments above the minimum of the grade (higher percentage of males in academic & research being appointed above the minimum of the grade)
 - CRSPs – applications and success rate by gender for CRSPs
 - pay gap between males and females working part-time on a fixed-term contract.
- (b) HR will continue to improve the recording of pay data to support equal pay analysis, including the following areas:
- collection of market supplement data
 - encourage staff to update their EDI information as appropriate to reduce the number of 'unknowns'
 - enhance data records related to pay protection
 - collect data on number of staff eligible to apply for CRSP points.
- (d) The annual review of market supplements will be incorporated into the future annual equal pay reporting process.
- (e) The median pay gap will be reported in future reviews as well as the mean to provide a more accurate indication of differences and facilitate better comparison with national data.

Human Resources Directorate
September 2016

Approved by Executive Board
17 October 2016

Appendix 1

OBU academic staff grade structure compared with national grade structure

Spine Point	Grades		OBU Grade	National Model Structure		
67		SS4 contribution	Professor SS4			
66						
65		SS4 normal				
64	SS3 contribution			Associate Dean SD ¹ & Professor SS3		
63						
62						
62	SS3 normal		Head of Department & Professor SS2 & Associate Dean SE ² /RKE ³			
60		SS2 contribution				
59						
58						
57	SS1 contribution	SS2 normal	Professor SS1			
56						
55						
54	SS1 normal		Principal Lecturer & Programme Lead & Reader			
53						
52		Grade 12 contribution				
51					Grade 10 Ac 5	
50						
49						
48		Grade 12 normal				
47	Grade 11 contribution		Senior Lecturer & Senior Research Fellow (to spine point 43)	Grade 9 Ac 4		
46						
45						
44	Grade 11 normal					
43		Grade 10 contribution				
42						
41						
40		Grade 10 normal			Grade 8 Ac 3	
39						
38	Grade 9 contribution		Lecturer & Research Fellow			
37						
36						
35	Grade 9 normal		Early Career Research Fellow & Associate Lecturers			
34		Grade 8 contribution				
33						
32						
31		Grade 8 normal				
30						
29	Grade 7 contribution		Post-doctoral research assistant			
28						
27						
26	Grade 7 normal				Grade 6 Ac 1	
25						
24						
23						

¹Associate Dean (AD) Strategy & Development; ²AD Student Experience; ³AD Research & Knowledge Exchange