

## Reference Supplement:

# Oxford Brookes University - Pay Gap Report 2020

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### Note on pay gaps and equal pay

Gender Pay Gap legislation for mandatory [Gender Pay Gap reporting](#) was introduced in April 2017. This requires all employers with 250 or more employees to publish annually the gender pay gap for those employees in scope, based on a fixed census date (31 March for public authorities including higher education institutions).

The legislation specifies the range of employees who are in scope of the analysis and requires employers to carry out seven calculations that show the difference between the average earnings of **women and men**<sup>1</sup> in the organisation.

It is relevant to note that the government methodology includes **hourly paid Casual Staff and Associate Lecturers in the overall calculation**. We therefore also undertake separate analysis for **salaried staff** to identify the distinct gaps for this group, where interventions for career progression have potential for greatest impact.

The gender pay gap is different from equal pay. Equal pay deals with the pay differences between women and men who carry out the same jobs, similar jobs or work of equal value. We undertake regular [Equal Pay Audits](#) to scrutinise this aspect of equity in our pay and grading structure across protected characteristics. Our **Equal Pay Audit in 2019** found no evidence of any unexplained pay gaps in respect of equal pay, and provided recommendations for further embedding best practice. The University operates the [HERA Job Evaluation Scheme](#) to determine the grading and pay for job roles.

The gender pay gap shows the difference in mean and median average pay between **women and men**. The methodology for the calculations excludes individuals who self-identify outside these categories. Data in this report is therefore based on binary sex categories due to the limitations of our **HR database** for the reporting period, which are used as a proxy for information about gender. We aim to draw on gender self-identification data for future reporting.

In parallel, organisations are beginning to undertake voluntary reporting on the **ethnicity pay gap**. Using the same methodology, analysis of the ethnicity pay gap shows the difference in average pay between staff identifying as from a Black, Asian or other minority ethnic (BAME) background<sup>2</sup> and staff identifying as from a White background. The calculations exclude those staff for whom ethnicity is unknown.

Our analysis of the **disability pay gap** is at a formative stage and shows the difference in average pay between staff identifying as disabled and those identifying as non-disabled.

We have recently initiated further breakdown of key pay gap data at the level of our Faculties and Directorates to share with the local Executive Teams to raise awareness and inform local focus of actions.

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<sup>1</sup> This report uses the terminology of **women and men** in relation to the gender pay gap analysis, recognising that historic data has been drawn from data sets disaggregated on the basis of sex. We also provide self-identification of gender and the option to identify beyond the binary categories of sex (expressed as 'Female' or 'Male') within our HR Staff Portal. We will draw on these fields for our future analysis.

<sup>2</sup> This report uses the term '**BAME**' as an umbrella category for staff identifying as from Black, Asian or other minority ethnic backgrounds as distinct from White backgrounds and the sub-categories within the White group. This aligns with HESA classifications and terminology to enable comparisons with national data sets where applicable. We acknowledge the inadequacy and contested nature of these terms in relation to the self-definitions of people from racially minoritised backgrounds, and the limitations of the usefulness of analysis at the level of the 'BAME' umbrella group.

## Summary of headcount and hourly pay changes from 2019 to 2020

	Headcount			Average hourly pay			
	2019	2020	Change	2019	2020	Change	% change
Casual	417	394	-23	£9.74	£10.00	£0.26	3%
AL/AR	178	195	17	£17.71	£17.66	-£0.05	-0.3%
Salaried	2108	2114	6	£20.38	£21.11	£0.73	4%
Combination	38	32	-6	£16.01	£17.60	£1.59	10%
<b>TOTAL</b>	<b>2741</b>	<b>2735</b>	<b>-6</b>	<b>£18.53</b>	<b>£19.22</b>	<b>£0.69</b>	<b>4%</b>

## BACKGROUND COMMENTARY ON OUR FINDINGS - Gender focus

Our **gender pay analysis** shows incremental progress in reducing the gender pay gap across four years of reporting using the current methodology, moving from a mean pay gap of 11.9% in 2017 to **10.9% for 2020** and the median moving from 13.7% in 2017 to **5.7% in 2020**, with fluctuations over this timespan.

Our gender pay gap is consistently lower than the UK higher education sector average where the median was 15.5% for 2019.<sup>3</sup>

Our pay gap figures are particularly influenced by the significant and fluctuating **numbers of casual staff** employed in the lowest pay quartile during the census month each year. A large proportion (70%) of these roles are taken by women and predominantly by students undertaking casual work where 60% of our student body are women.

The overall **distribution of women across the pay quartiles shows little change from 2019**, with a slight increase in the proportion of women in both the lowest quartile and the upper quartiles. This indicates the persistence of a level of vertical occupational segregation, with women over-represented in lower grade roles.

**When we look at the gender pay gap for salaried staff only, the mean gender pay gap for 2020 is 9.4% and the median is 8.4%.** The variation in gender pay gap between **Academic Staff** and **Professional Services Staff** shows **larger gaps for Professional Services** (8% mean, 11% median) than for Academic Staff (5% mean, 6% median). **This reflects the concentration (60%) of women in Professional Services roles at Grades 6/7/8.** This is connected with the lower proportion of part-time working in higher grades and the gender imbalance in those working part-time

**Women's representation in the professoriate is now near gender balance at 46%**, having risen from 42% in 2015. However, the percentage of all senior staff roles occupied by women **decreased slightly from 50% in 2019 to 48% in 2020.**

There is variation between Health and Life Sciences where women hold **62% of professorships** (62% in 2019) and STEM<sup>4</sup> disciplines of Technology Design and Environment where women make up **27% of professors** (20% in 2019).

Our trend in increasing women's representation in senior and leadership positions and senior academic roles remains to some extent limited by the **low proportion of senior roles being delivered on a part-time basis.**

The University is fully committed to the benefits of **flexible working and equitable opportunities for staff working part-time.** However, there remain evident pinch-points in the workforce hierarchy for both academic and professional services roles, particularly where significant line management responsibilities are entailed.

<sup>3</sup> UCEA data

<sup>4</sup> Science, Technology, Engineering, Mathematics

Nearly a third (30%) of all salaried staff are employed on part-time contracts, with **40% of women and 20% of men working on a part-time basis**. The proportion of **senior staff** holding part-time contracts has slightly decreased from 12.6% in 2019 to 11.6% in 2020. Part-time working for senior staff occurs mainly within the professoriate. Among those with the primary role of Professor 22.5% work part-time, and 6% of Senior Professional Services Staff. There remain **no Academic Senior Management roles being delivered on a part-time basis**. It is acknowledged that the absence of part-time working at senior grades is a contributing factor to the gender pay gap.

Our commitment to support the progression of women to leadership positions is supported by our engagement with the [Aurora Women's Leadership Programme](#), with around 20 delegates each year. Participants receive in-house mentoring and are connected with an internal alumnae network.

We have maintained our commitment to the [Tech Talent Charter](#) to give specific focus to our **IT Services function** where women are significantly under-represented relative to our overall workforce, making up 27% of staff in 2020, increased from 24% in 2019.

The experience of response to the **Covid-19 pandemic and sustained periods of remote working**, including in roles where this had not previously been established practice, provides opportunities for greater flexibility in hybrid working arrangements in the future. Responses to a **Staff Pulse Survey** in October 2020 indicated a strong interest in **combining onsite working with increased working from home in the longer term**.

## **BACKGROUND COMMENTARY ON OUR FINDINGS - Ethnicity focus**

Our first analysis of our **ethnicity pay gap**, using the government methodology, shows reduction in both the mean and median hourly pay gap between BAME<sup>5</sup> and White staff from 14.1% mean in 2018 to **12.8% in 2020**, and 12.5% median in 2018 to **8.4% in 2020**.

It is important to note that **ethnicity is unknown for 7% of all staff included in scope** at the snapshot date (31/3/2020). These staff are therefore excluded from the calculation of the overall pay gap.

Overall **15% of staff identify as BAME**, and representation varies across contract types, with higher representation among staff on Casual (25%) and Associate Lecturer (20%) hourly paid contracts.

For **salaried staff, 13% identify as BAME and ethnicity is unknown for 6%**. The ethnicity pay gap specific to salaried staff over the period 2018 to 2020 has reduced from 10.9% mean to 7.3%, and from 8.4% median to 5.8%. However, the **ethnicity pay gap is larger for Academic Staff** (12% mean, 14% median) than for Professional Services Staff (5% mean, 8% median). **This reflects the distribution of BAME academics within the academic hierarchy, where a significant proportion (46%) are in Senior Lecturer roles (Grades 10/11)**.

Overall BAME staff are disproportionately concentrated in the lower (23.3%) and lower middle (17.1%) quartiles of the pay hierarchy. Relevant actions to support internal career progression and **increase participation and success in academic promotion** are included in our **Race Equality Action Plan**.

We also recognise that a proactive approach to **increasing ethnic diversity in recruitment to senior roles** will have a positive impact on reducing the ethnicity pay gap. BAME representation among our **Senior Staff group was 7.0% in 2020**.

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<sup>5</sup> Black, Asian and Minority ethnic in accordance with HESA Staff Record category definitions. <https://www.hesa.ac.uk/collection/c19025/a/ethnic>

Further analysis of the **positive bonus pay gap in favour of BAME staff** showed that BAME staff were more likely to receive one-off recognition and lump sum ACE awards, while White staff were more likely to receive Long Service Awards. This results in a higher average bonus amount for BAME staff during the year. However, the pattern for ACE awards showed that BAME staff were less likely to receive awards which led to a permanent salary increase.

Our **intersectional analysis by gender and ethnicity** has shown that the average pay gap between White men and BAME women is wider than those between White men and White women or BAME men. We aim to **explore pay gaps by ethnic sub-group within our next analysis**. The current picture however, confirms that **support for career progression and promotion should give particular focus to access and outcomes for BAME women**.

Over the past three years we have supported a number of BAME Academic and Professional Services colleagues, predominantly women, to take part in the [Advance HE Diversifying Leadership Programme](#). This programme is designed to support early-career academics and professional services staff from Black Asian and Minority Ethnic backgrounds to advance into leadership roles. Proactive advocacy from a senior sponsor is a key element of the programme. Advance HE featured Lydiah Igweh, Director of Enterprise Support and Chair of the BAME Staff Network, and Professor Anne-Marie Kilday, PVC Student and Staff Experience talking about the benefits of the programme and '[making sponsorship a two-way street](#)'.

During the past year our [BAME Staff Network](#) has taken a lead to consult with members and other colleagues on their experience of working at the University. This included perspectives on **career progression and the wider organisational culture**. Focus groups to further explore issues identified in the survey responses are being set up to inform the commitments set out in our **Race Equality Action Plan**.

Our Vice-Chancellor's Group initiated a call to Committee Chairs **to diversify representation on University Committees** and decision-making groups. This was promoted through the **BAME Staff Network** and has been successful in increasing the participation of BAME colleagues across a number of bodies which previously lacked visible inclusion of the voices and expertise of people of colour. At the senior leadership level, following promotion to the role of Pro Vice-Chancellor and Dean of the Faculty of Technology Design and Environment, [Professor Joe Tah joined the Vice-Chancellor's Group](#) in September 2020.

Our [Centre for Diversity Policy Research and Practice](#) (CDPRP) has begun analysis of **academic promotions** over the past four years. The first results of this exercise indicate a **gap in success for academic staff identifying as from a BAME background** with variations across the different faculties and at different levels of the promotion pathway. The analysis does not show evidence of an overall gender gap in promotions outcomes. It does however, show important differences between the faculties.

Our **Race Equality Steering Group** and **Athena Swan Steering Group** will work in close collaboration to ensure an intersectional approach to analysis and design of interventions to contribute to closing pay gaps.

## **INFLUENCING CHANGE WITHIN AND BEYOND THE UNIVERSITY**

Our work on the issues underlying pay gaps is supported by innovative research and practice projects undertaken by the [Centre for Diversity Policy Research and Practice](#) (CDPRP), as illustrated above. CDPRP is a leading centre of excellence for research and practical solutions, particularly relating to gender and leadership and career progression.

The Centre is a partner in the [GEARING-Roles](#) Horizon 2020 project, which is designing support activities and materials to support institutional change in six research organisations across Europe, as well as drawing on the evidence-base to inform the institutional work on EDI undertaken within Oxford Brookes University and its Faculties.

The project has enabled our **Athena Swan** Gender Equality work to benefit from the development of an institutional audit and [Gender Equality Plan](#) to guide the next stage of our Athena Swan action planning for the University. GEARING-Roles tools and resources are also being utilised by our faculty Athena Swan teams to support the implementation of their local actions.

**CDPRP** have drawn on this work and expertise to undertake a **decomposition of our gender pay gap** data to explore the relative effects of contributing factors. This analysis was performed on an **anonymised version of our 2019 gender pay data**.

Further work using this modelling and accounting for additional variables will be undertaken to support future actions to close pay gaps. This exercise has generated the engagement of Faculty leadership in accessing and using faculty level pay gap data to highlight local disparities in representation and progression.

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<https://www.brookes.ac.uk/staff/human-resources/equality-diversity-and-inclusion/>

<https://www.brookes.ac.uk/staff/human-resources/equality-diversity-and-inclusion/edi-at-brookes/gender-pay-gap/>