



UNIVERSITY
of York

University of York Gender pay gap report 2020

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INTRODUCTION

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The University's commitment to equality, diversity and inclusion is a central thread in the new University Strategy which will steer us through the next decade. Our future success will depend on the strength of the shared purpose that exists across the University community. That in turn needs us to remove barriers and create opportunities to support all of our colleagues to achieve their potential. The gender pay gap is one such barrier and we need to tackle it with energy and impact.

Although we have seen progress in some areas within the 2020 report, it is disappointing that we have seen an increase in both the median and mean gender pay gap. Detailed analysis reveals two main drivers behind this increase. Firstly, women are over represented in low paying roles, in particular among students who carry out casual work as student ambassadors at recruitment and other events. Second, women are under represented in higher paid professorial roles. Our action plan for the coming year will pay particular attention to these two areas.

To bring about the change we will require all those in leadership positions across the University to act as role models for inclusive attitudes and working practices. This is a firm priority for the University Executive Board. I hope you will join us in making change happen.

What is the gender pay gap?

GENDER PAY uses pay to measure how organisations are providing equality of opportunity, using pay as the best proxy for seniority. The gender pay gap shows the difference in average (mean) and also median earnings between women and men. The figures contained in this report have been calculated using the methodology stipulated by UK legislation.

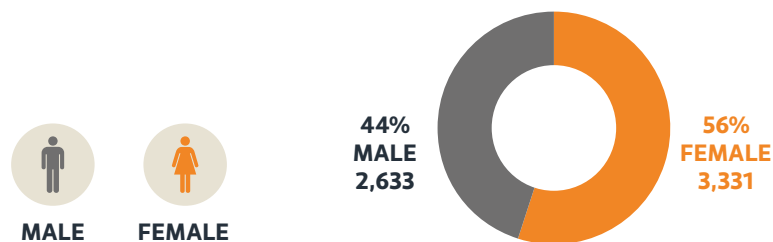
EQUAL PAY highlights the pay differences between men and women who carry out the same jobs, similar jobs, or work of equal value. As such, no inference can or should be made about equal pay using gender pay gap information. The University has measured, monitored, and taken action regarding equal pay regularly since 2008.

Our reported figures

GENDER SPLIT

Percentage of male and female staff at the University of York.

Total number of staff: **5,964** including casual workers¹.



¹ Casual worker: A worker who is engaged for a short (less than 12 weeks) period of time. The University is under no obligation to offer work and the worker is under no obligation to do the work

Summary

GENDER PAY GAP

The difference in hourly rates of pay between male and female employees

TABLE 1: UNIVERSITY GENDER PAY GAP

YEAR	MEAN (AVERAGE) hourly rate pay gap	MEDIAN (MIDDLE) hourly rate pay gap
2020	19.1%	18.6%
2019	18.9%	16.0%
2018	17.6%	16.3%
2017	19.3%	17.7%

Understanding the changes to our gender pay gap

Increase in the median pay gap: The median gender pay gap has increased from 16% in 2019 to 18.6% in 2020.

Increase in the mean pay gap: We have seen an increase in the mean pay gap from 18.9% 2019 to 19.1% in 2020.

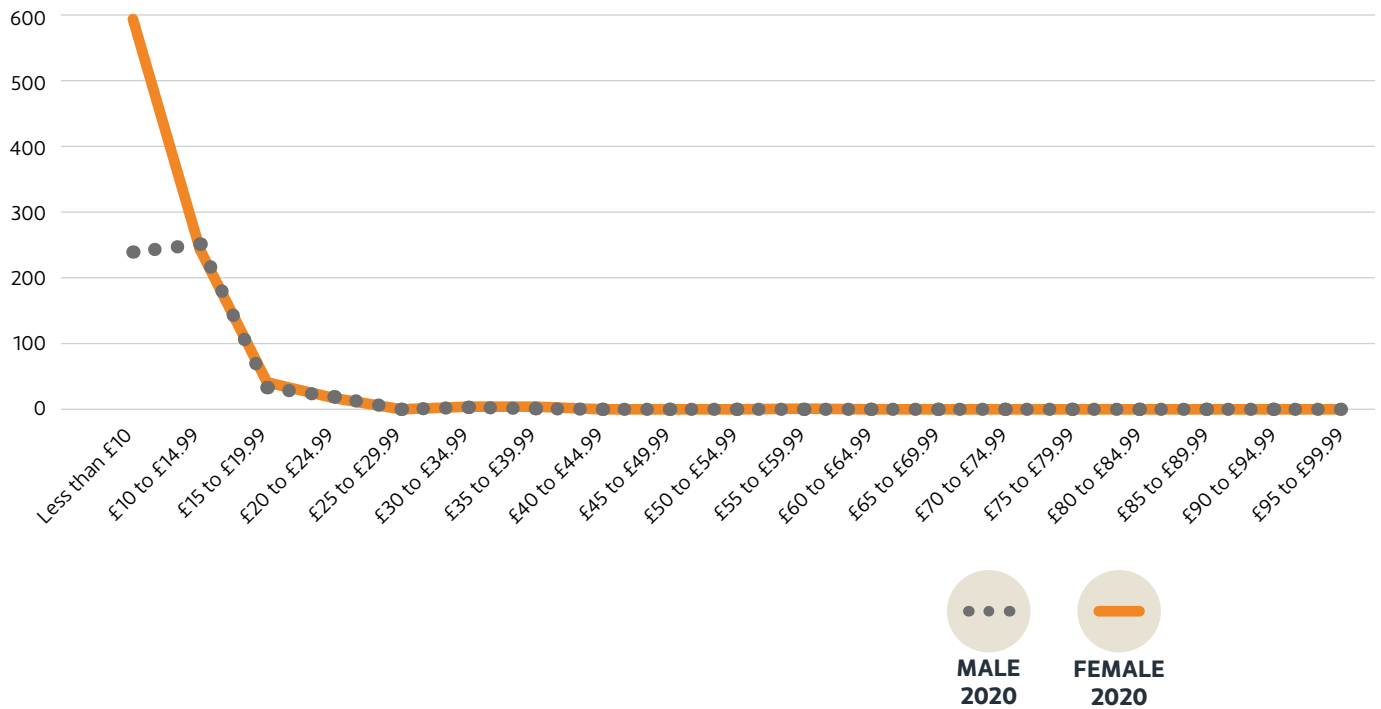


CALCULATING THE MEAN AND MEDIAN

The mean is calculated by adding all of the hourly rates of pay for men/women and dividing by the number of men and women respectively. The median is calculated by ordering the hourly rates of pay for men/women and determining which rate of pay lies in the middle of the list.

Although these increases are disappointing we have investigated the underlying cause and provide the following explanation:

- Casual Workers:** The University engages a number of individuals on a casual basis where there is a fluctuating demand for work or to cover short, specific or one-off pieces of work. Casual engagements should be used for arrangements where there is a clear understanding that the individual has no obligation to be available for work, and the University has no obligation to provide work.
- We have seen an increase of 34% from 2019 to 2020 in the numbers of females in casual roles. This contrasts to the corresponding increase in the numbers of males of 22%. Looking more specifically at the lowest levels of casual workers, the average female hourly rate of pay is £9.42 compared to £10.59 for males. Whilst this hasn't changed significantly from 2019, when combined with the increase in headcount for female casual workers this explains the year on year increase in the gender pay gap.
- Chart 1 on page 5 illustrates the predominance of female casual workers in the lowest levels of pay. For the most part, these are women in student roles – such as student ambassadors. Further similar examples, including of the male/female split in each role, are shown in Table 2.

CHART 1: DISTRIBUTION OF HOURLY RATES – 2020 (casual staff only)

TABLE 2: LOWEST LEVELS OF PAY SHOWING MALE/FEMALE SPLIT

ROLE	MALE	FEMALE
STUDENT AMBASSADOR	186 (30%)	438 (70%)
STUDENT TECHNICIAN	7 (19%)	30 (81%)
STUDENT FUNDRAISER	2 (10%)	17 (90%)
BLOGGER	8 (20%)	34 (80%)
INTERN	4 (17%)	19 (83%)
MENTOR	17 (32%)	36 (68%)

BONUS GAP

Difference in bonus payments between male and female staff.

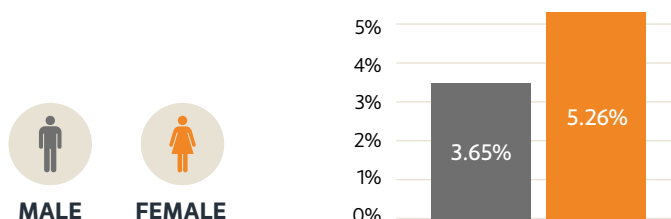


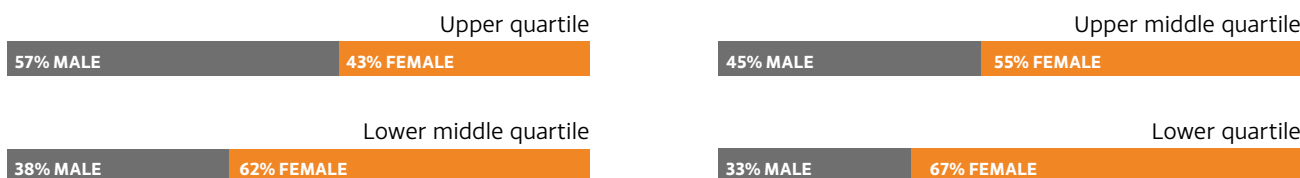
TABLE 3: UNIVERSITY GENDER BONUS GAP

YEAR	MEAN (AVERAGE)	MEDIAN (MIDDLE)
2020	81.3%	6.0%
2019	73.3%	-27.3%
2018	69.5%	-25.0%
2017	74.0%	4.4%

There is an increase in the mean bonus gap of 8.04% rising from 73.28% in 2019 to 81.32% in 2020. However, our mean bonus pay gap is distorted by the inclusion of the recipients of Clinical Excellence Awards. This award is made to qualified doctors who are jointly employed by our institution and the NHS in a teaching and/or research position. These awards are made to recognise clinical performance at an exceptional level. The University plays no role in determining these awards and they are funded by the NHS but paid via the University payroll.

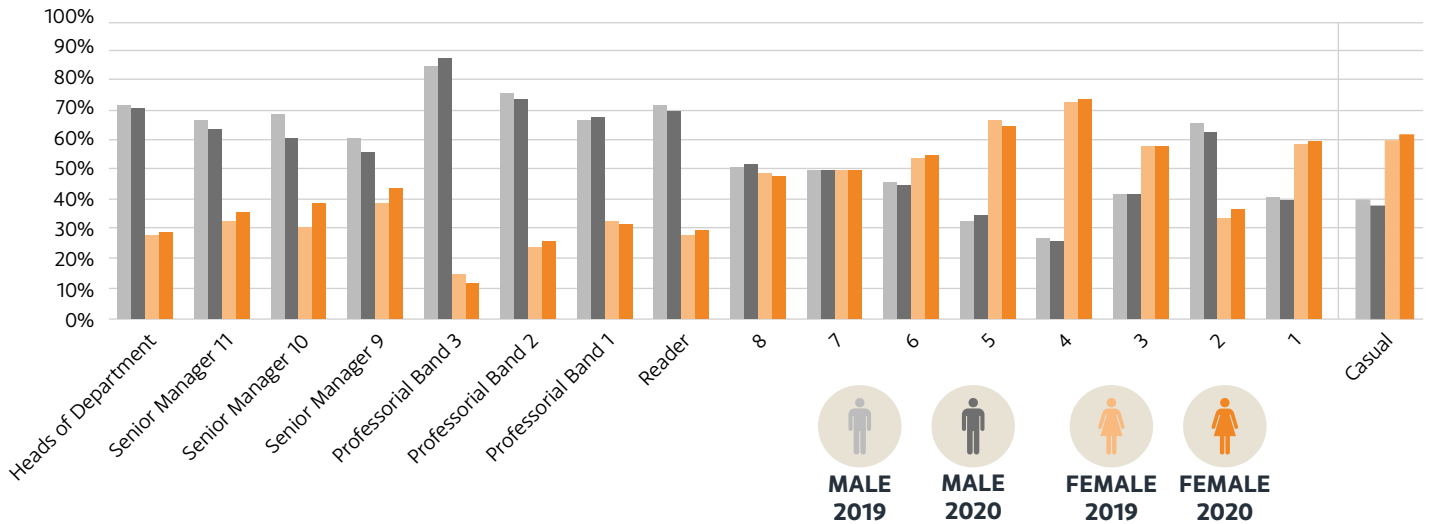
PAY QUANTILES

Splitting the hourly rates of pay (for full-pay relevant employees) into quartiles and examining the percentage of male and female employees in each.



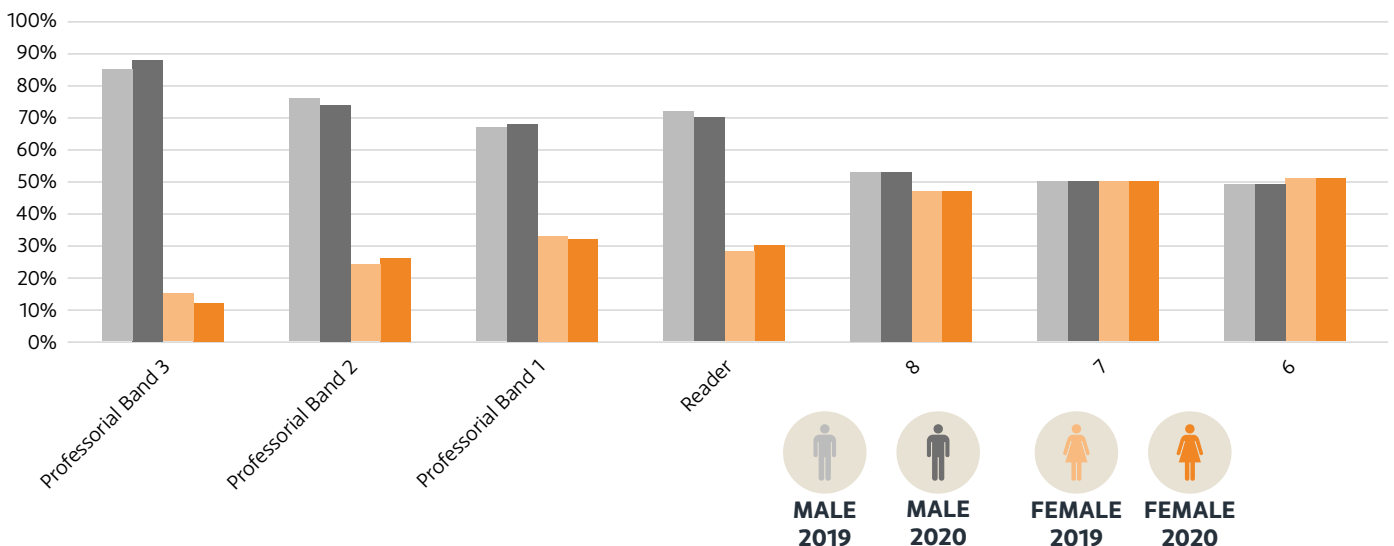
The proportion of women in the upper salary quartile and upper middle salary quartiles has steadily increased each year from 2017. There is an increasing proportion of women placed in the upper quartile. This proportion has risen from 38% in 2017 to 43% in 2020. The upper middle quartile has also seen a similar rise from 50% in 2017 to 55% in 2020. This trend is having a positive impact on the underlying gender pay gap and is addressing a structural issue which drives the gender pay gap, the under representation of women in senior roles.

CHART 2: PROPORTION OF MALES AND FEMALES BY GRADE (including casual staff)



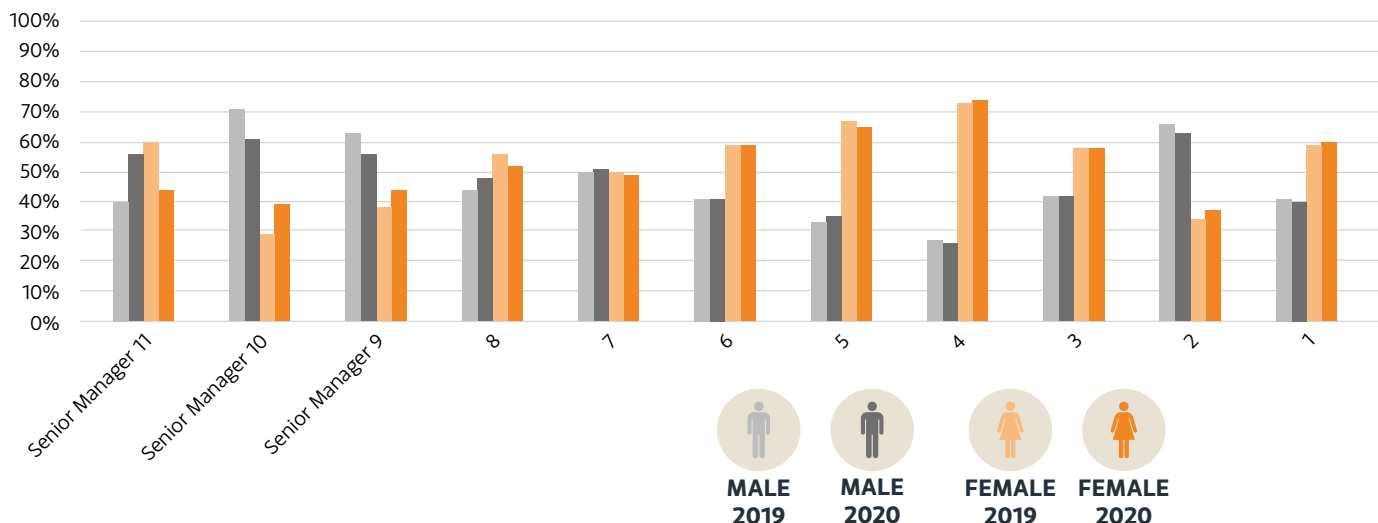
There continues to be a predominance of females in grades 1 to 5, which is another key driver of our gender pay gap. There is a more equal representation of women and men in grades 6, 7 and 8. However, it is apparent that there is a much lower proportion of females to males in academic and Senior Management roles.

CHART 3: PROPORTION OF MALES AND FEMALES BY GRADE – ACADEMIC ONLY (excluding casual staff)



There is a relatively balanced representation of women and men in academic roles of grades 6, 7 and 8. It is positive to see an increase of two percentage points in the proportion of females in Reader roles and an increase of two percentage points in the proportion of females in Professorial Band 2 when compared to 2019. However, there is a significantly lower proportion of women in the Reader and Professorial Bands (1 to 3). Indeed there has been a decrease of three percentage points in the proportion of females in Professorial B and 3 and a decrease of one percentage point in the proportion of females in Professorial Band 1 from 2019 to 2020. A significant driver of the overall mean gender pay gap are the Professorial Band 2 and Professorial Band 3 grades. Males account for one quarter of the roles more than they should do if every pay grade had the same gender ratio.

CHART 4: PROPORTION OF MALES AND FEMALES BY GRADE – PROFESSIONAL AND SUPPORT (excluding casual staff)



The proportion of females has risen in Senior Manager grades 9 and 10 rising from 2019 to 2020 by 6% and 10% respectively. However, there has been a decrease (16%) in the proportion of females in Senior Management grade 11 when compared to 2020.

OTHER KEY FACTS ARISING IN OUR REPORT:

Academic staff: The pay gaps by professorial bands can be seen below.

TABLE 4: PAY GAP BY PROFESSORIAL BAND

BAND LEVEL	2020	2019	2018	2017
PROFESSORIAL BAND 1	-0.3%	-0.3%	-4.4%	0.8%
PROFESSORIAL BAND 2	1.8%	4.2%	4.4%	7.5%
PROFESSORIAL BAND 3	4.2%	5.4%	6.2%	8.6%

This shows an improving situation with the Gender pay gap in Professorial Bands 2 and 3, which has steadily reduced from 2017, with both measures now below 5%. This is important because the Equality and Human Rights Commission advises that "differences of 5% or more, or any recurring differences of 3% or more merit further investigation". The gender pay gap in these grades would be considered (by this definition) to be immaterial, assuming this situation is maintained or continues to improve.

PROGRESS SINCE OUR LAST REPORT:

Whilst casual workers form an important part of our workforce if they are removed from the calculations, the mean gender pay gap has decreased from 2019 by 0.98% from 18.3% in 2019 to 17.32% in 2020. Similarly the median gender pay gap has decreased by 1.72% from 14.3% in 2019 to 12.58% in 2020.

We have also seen some positive improvements in relation to the proportion of women in the upper quartile and upper middle salary quartiles since 2017. There has been a significant increase of women in the upper quartile rising from 38% in 2017 to 43% in 2020, and the upper middle quartile from 50% in 2017 to 55% in 2020. This trend is having a positive impact on the underlying gender pay gap and is addressing an underlying structural issue which drives the gender pay gap - the under representation of women in senior roles.

Furthermore, there is an improving situation with the gender pay gap in Professorial Bands 2 and 3, shown on page 8, which has steadily reduced from 2017, with both measures now below 5%.

FUTURE ACTIONS

The University will be carrying out work to:

1. Achieve 50:50 gender balance in Professorial Bands 2 and 3. In order to do this we will:

- Run an external and internal campaign to raise the profile of York's intent to improve the diversity of its workforce.
- Ensure that at a senior level equality is championed in each professional recruitment.
- Target under-represented groups in relation to promotion opportunity by individual intervention including active talent management.
- Target under-represented groups in relation to recruitment activity, by specifically seeking out diverse candidates.
- Review and use a positive action statement on all Professorial job adverts and recruitment material.
- Advertise all Professorial roles as available part time or job share.
- Require any external agency to provide diverse shortlists – with the aim of at least 50% female shortlisted candidates for each campaign.
- Offer all candidates identified for a Professorial role a conversation with the University's recruitment advisor regarding the range of work life balance policies and facilities available and options for flexibility.
- Provide training on objective assessment to those sitting on recruitment panels.
- Aim for recruitment panels to be gender balanced.
- Continue to set annual targets for the increase of under represented groups in these grades.

2. Achieve 50:50 gender balance in the engagement of students into ambassador roles (and similar). In order to do this we will:

- Identify current male student ambassador (SA) role models to use in a new and improved advertising strategy to improve gender balance amongst SA's. This will incorporate the use of social media to engage with the audience. Emphasise that this work is not always 9 to 5 Monday to Friday and so can suit students with higher contact hours.
- Run some focus group sessions with SAs and non-SAs to determine why males do/don't apply.
- Carry out sector research to see what other institutions that have SA schemes are doing to try to tackle this issue and whether they have seen any successes.
- Contact former male Student Ambassadors to get an overview of what they are doing now and how the Student Ambassador roles helped them in their career (assuming the transferable skills were appealing to future employers).

3. Implement the 'Real Living Wage' with effect from 1 August 2021.

Definitions

As a public organisation with 250 or more employees as at 31 March 2020 the University of York is required to publish specific gender pay information:

- Mean gender pay gap in hourly pay – the difference between the mean hourly rate of pay of male full-pay relevant employees and that of female full-pay relevant employees.
- Median gender pay gap in hourly pay – the difference between the median hourly rate of pay of male full-pay relevant employees and that of female full-pay relevant employees.
- Mean bonus gender pay gap – the difference between the mean bonus pay paid to male relevant employees and that paid to female relevant employees.
- Median bonus gender pay gap – the difference between the median bonus pay paid to male relevant employees and that paid to female relevant employees.
- Proportion of males and females receiving a bonus payment – the proportions of male and female relevant employees who were paid bonus pay during the relevant period.
- Proportion of males and females in each pay quartile – the proportions of male and female full-pay employees in the lower; lower middle; upper middle and upper quartile pay bands.
- A full pay relevant employee – an employee who was employed on 31 March 2020, who was not, during the relevant pay period being paid at a reduced rate or nil as a result of being on leave.

Note: The differences in pay and bonus are expressed as a percentage of male pay/bonus. For reporting purposes, colleagues who have taken unpaid, or reduced pay leave during the period April 2019 to March 2020, are excluded from the calculation of the gender pay gap and the pay quartiles. Such leave might include: sabbatical; parental leave; sick leave; or unpaid annual leave. All colleagues are included in the calculation of the bonus pay gap.



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