

# Gender pay gap

## Report 2018

### Introduction



#### Our commitment

**At Royal Holloway, University of London, our purpose is to advance knowledge so that every individual can make a meaningful contribution academically, personally and socially. We value diversity, and our community is strengthened by it. We are committed to promoting equality of opportunity for all in employment, admissions and in our teaching, learning and research activities. The university is committed to ensure that:**

- We create a positive, inclusive environment, free from prejudice, bullying, harassment and unlawful discrimination within the university. We will take action to challenge inappropriate behaviour and discriminatory practice.
- Staff, students, applicants for employment or study, visitors and other persons in contact with the university are treated fairly, with dignity and respect.
- People and diverse groups with multiple identities and individual differences are recognised and valued.

- We provide our staff and associates with the knowledge and skills they need to understand and meet their equality and diversity responsibilities.

Within the context of this commitment, the university welcomes the government's initiative which requires organisations with more than 250 members of staff to publicise their gender pay gap.

#### Our data

A gender pay gap describes the difference between men and women's average hourly pay rate.

This is different from "equal pay" which means that men and women in the same employment performing the same work must receive the same pay.

On page 2 of this report, you will see the gender pay gap data for Royal Holloway, based on a calculation of average hourly pay for men and women. The mean is the average hourly rate and the median is the middle point in the data. Quartiles are a division of the data into four equal parts.

All staff members from the senior team to student ambassadors are included in the staff numbers.

In 2016, the Office for National Statistics reported the mean gender pay gap in the HE sector as 14.1% and the median as 14.8%. The figures shown for Royal Holloway are considerably higher than this.

Generally, this is because of the relative numbers of men and women in different grades and the distribution of the Royal Holloway workforce. This is illustrated in the breakdown of male and female staff in each of the pay quartiles. Each pay quartile group contains around 800 Royal Holloway staff, and 97% of the staff in the lower pay quartile are casual workers. The university has a very large student workforce, and primarily it is this group who make up this quartile. The data shows that 72% of the staff in this group are female.

By contrast, 88% of staff in the upper pay quartile are permanent employees. The majority of the university's academic staff sit within this pay quartile, along with Professional Services staff at grade 8 and above. A significantly greater proportion of staff within this quartile, 62%, are male.

The combination of these two factors at the extreme ends of the pay range produces the gender pay gap reported. This also demonstrates that women are significantly under-represented in roles within the upper pay quartile.

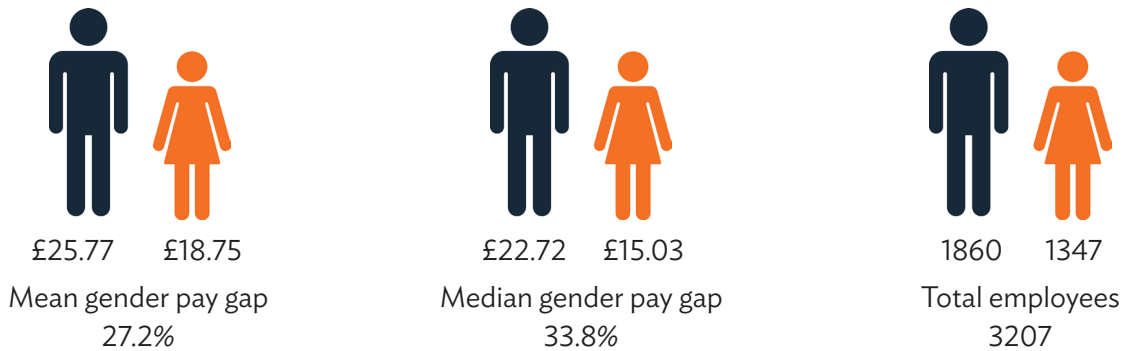
#### Our response

We understand that we have a challenge to address the gender pay gap and are committed to taking action to close it. On pages 3 and 4 of this report you will find details of the many projects currently underway which are aimed at achieving this.

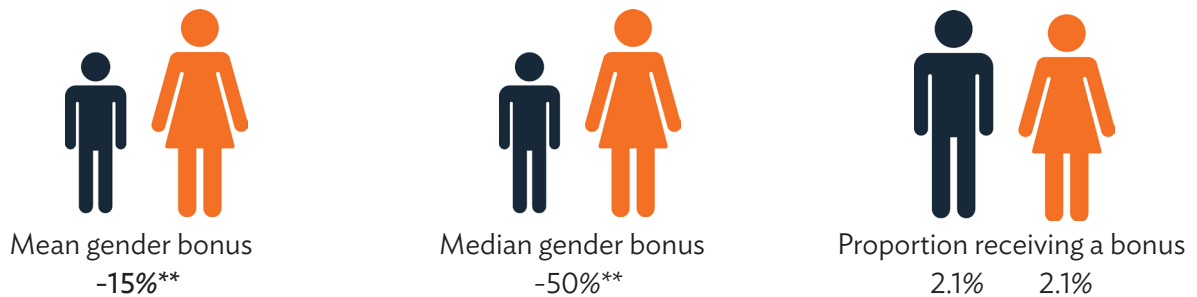


# Data\*

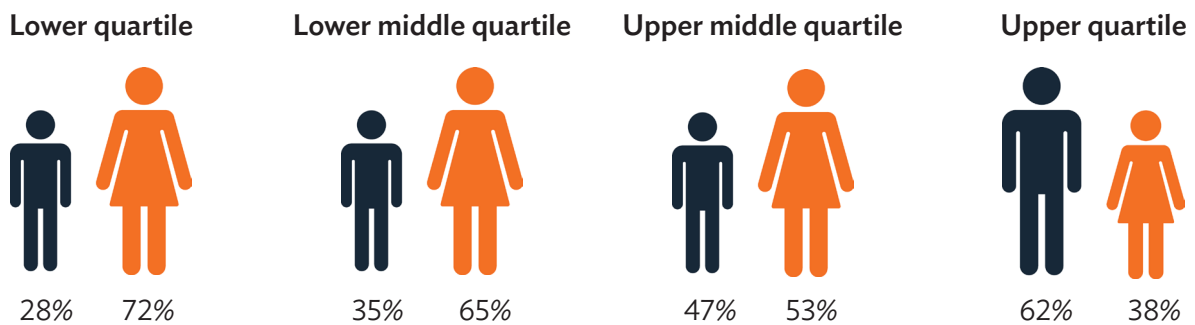
The mean (average) and median (middle point) gender pay gap – based on an hourly rate of ordinary pay (gross basic pay plus allowances)



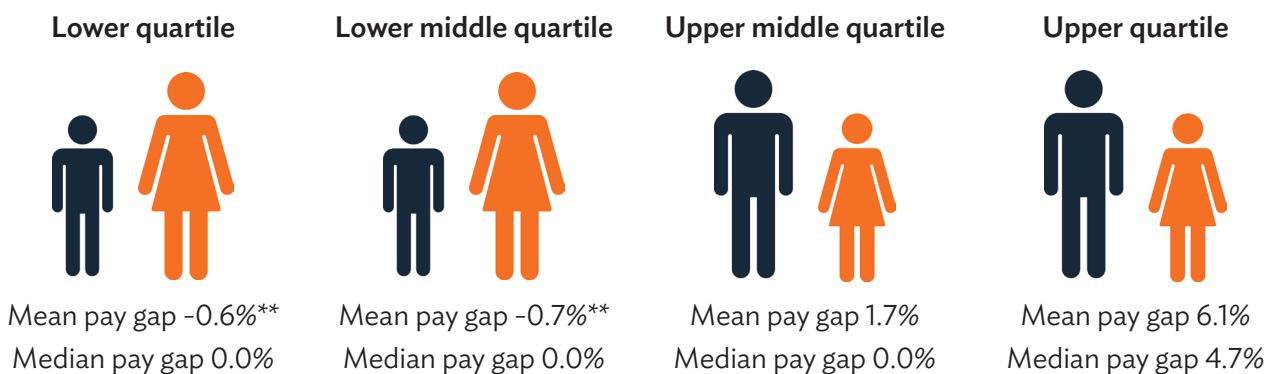
The mean and median bonus gender pay gap and the proportion of males and females receiving a bonus payment



The proportion of men and women in each quartile pay band



Gender pay gap within each quartile



\* Snapshot as of 31 March 2017

\*\* Negative figures indicate a pay gap in favour of women

## How we are working to close the gap

Royal Holloway has a long history in working to ensure gender equality. We are committed to taking action to close the gender pay gap through generating a more equal gender distribution in our workforce, particularly in the representation of women in senior roles and ensuring that pay and reward mechanisms are fair and transparent.

### Academic promotion

The low representation of women at professorial level is an issue across the HE sector, particularly within STEM subjects. In recent years Royal Holloway has worked hard to redress its own imbalance in this area. We have introduced an award winning development programme – Enabling Women in the Promotions Process – for female academics seeking promotion to professor. We have also sought to ensure a level playing field by introducing anonymous applications for academic promotion and unconscious bias training for all promotion panel members.

There is evidence that this approach is starting to redress the balance. 29.7% of our professors are now female, compared to 24.9% in 2014. In the last promotion round, an equal number of women and men were promoted to professor.

Much has been done but there is more action to take, particularly to ensure that women newly promoted to professor are able to progress their careers alongside their male counterparts. In the forthcoming professorial banding review, we will be encouraging all our female academic staff to put forward an application for advancement.

### Career pathways for professional services staff

We are committed to ensuring that all staff who seek career progression are able to access support to help them to do so. Having piloted a scheme in Academic Services, we intend to expand this initiative across all our professional services. We will develop career pathways which provide guidance for developing professional services careers, and support this through training, mentoring and work-shadowing.

### Career pathways for academic staff

We are committed to rewarding different types of academic excellence and supporting progression through their chosen career pathway for our academic staff. Our scheme for bench-science academic staff returning from maternity leave provides a sabbatical term to enable them to concentrate on their laboratory-dependent research agenda with no teaching commitments.

We are introducing a development programme in April 2018 to support teaching-focused academics seeking promotion to professor. The programme will take a longer term perspective on planning for promotion and support delegates to identify the action they can take to ensure the best chance of success.

### Flexibly working and family friendly policies

Evidence suggests that having a clear set of policies which support both men and women to work flexibly has a positive impact on the progression of women's careers. The university has a number of family-friendly policies to support this agenda and these will be kept under review to ensure they continue to reflect best practice.

### Recruitment and induction

University recruitment and selection panels are representative in terms of gender and other protected characteristics where practically possible. All appointing officers must undertake the university's recruitment and selection course which provides details on best practice, unconscious bias and the employment law framework. All staff are also required to complete online Equalities and Diversity training at induction.

## Reward and benefits

Equality and transparency in our reward and benefits mechanisms for all employees is key to attracting and retaining our staff. A review of our performance award and performance appraisal review processes will be undertaken to assure ourselves of continued alignment of reward with performance.

The university will continue to work with our workplace nursery and explore other options for benefits which may enhance both female and male employment and retention. In addition we will develop our provision of information about local schooling, housing and local services which is of particular interest to families relocating.

## Professional and personal development

The university is currently reviewing its approach to performance appraisal reviews for all staff. We will ensure a strong focus on personal and career development within the appraisal, including a career conversation for all staff, as well as training for line managers in conducting PARs and supporting staff in personal and professional development.

## Athena Swan

The university continues to be committed to Athena Swan, and achieved bronze re-accreditation in April 2017. With the changed criteria for Athena Swan, we are now broadening out our departmental approach to include all academic departments. We are developing an Athena Swan online toolkit that shares guidance, important data and a library of good practice that is carried out across the campus.



If you would like further information on projects included in this document please email [orgdev@royalholloway.ac.uk](mailto:orgdev@royalholloway.ac.uk)