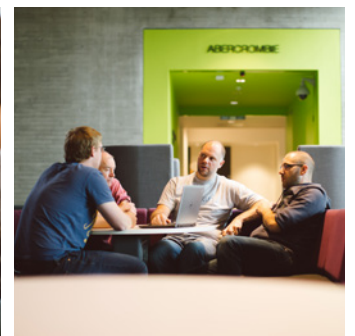


GENDER PAY GAP 2019



INTRODUCTION



Oxford Brookes University is wholeheartedly committed to advancing equality, diversity and inclusion (EDI). We seek, through policy and actions, to create a genuinely inclusive organisation. We actively develop and learn from good practice in the higher education sector and wider economy to integrate equity and promote diversity into all aspects of the day to day life of the University

community. This is articulated in our **Equality, Diversity and Inclusion Policy** and current **EDI Strategy 2018-2022**.

The University takes an evidence-based approach to EDI and uses data to drive change and set priorities. Consistent with our culture and ethos, we seek to minimise pay inequalities resulting from an individual's gender (or other protected characteristic) through the operation of fair and transparent pay systems. We also carry out and act on regular **equal pay audits**.

The following data and contextual information are presented in accordance with the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017.

I confirm that the gender pay gap data contained in this report for Oxford Brookes University is accurate and has been produced in accordance with the guidance on managing gender pay developed by the Advisory, Conciliation and Arbitration Service (Acas).

A handwritten signature in black ink, appearing to read 'A. Fitt', written over a horizontal line.

Professor Alistair Fitt
Vice-Chancellor

KEEPING GENDER ON THE AGENDA

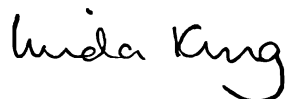


Oxford Brookes University has a well-established track record in embedding gender equality across the institution. The University has been an active member of the **Athena SWAN Charter** since 2009, achieving our first institutional award in 2012, and our current award under the expanded gender equality charter in 2016. We are currently undertaking a review of our progress to set forward

priorities for gender equality for 2020 to 2025.

With a 60% female workforce, which is above the sector average, we are proud that this is reflected in increasing representation of women in leadership positions, with women making up 50% of all senior staff in 2019. Our professoriate also shows positive progress towards gender balance, with women holding 46% of these roles, compared to 26% for the higher education sector.

As University Gender Equality Champion and lead for our institutional Athena SWAN work, I am personally fully committed to ongoing targeted actions to identify and remove barriers to gender equity in career progression. Our approach seeks to support sustainable structural and culture changes, recognising issues for different career levels and job specialisms. Our actions will contribute to reducing the gender pay gap and take account of intersecting inequalities to benefit women and colleagues of all genders within our University.



Professor Linda King
PVC for Research and Global Partnerships

GENDER PAY DATA - 2019

Workforce by gender at 31 March 2019

Headcount of relevant full-pay staff



Men
1,089 (40%)



Women
1,652 (60%)

Total 2,741

Gender pay gap – gross pay

The **mean** average gross hourly pay gap is

11.2%

The **median** average gross hourly pay gap is

8.5%

The gender pay gap shows the difference between the mean (average) and median (mid-point) pay and bonus earnings of male and female employees. The figure is expressed as a percentage of the male employee's earnings.

Proportion of men and women in each mean hourly rate quartile band

Lower (1)



Male
34.5%



Female
65.5%

Lower middle (2)



Male
30.7%



Female
69.3%

Upper middle (3)



Male
44.4%



Female
55.6%

Upper quartile (4)



Male
49.4%



Female
50.6%

Gender pay gap – bonuses

The University paid bonus payments to 76 people in the year ending 31 March 2019.

The mean bonus pay gap is 35.2%

The median bonus pay gap is 0%

The percentage of female employees who received bonus pay was **1.6%** and the percentage of male relevant employees who received bonus pay was **1.2%**.

Number receiving bonus



Men: 25
Mean bonus: £338
Median bonus: £200



Women: 51
Mean bonus: £211
Median bonus: £200

OUR FINDINGS

Our gender pay analysis shows incremental progress in reducing the gender pay gap across the three years of reporting using the current methodology, moving from a mean pay gap of 11.9% in 2017 to 11.2% for 2019 and the median moving from 13.7% in 2017 to 8.5% in 2019. This is below the UK higher education mean average of 15.1% and median average of 14.8%.¹

The distribution of women across the pay quartiles shows a slight shift towards more even distribution in 2019, with reduced proportion in the lowest and marginal increase in the upper quartiles. 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 (68%) of these roles are taken by women and predominantly by students undertaking casual work. When we look at the gender pay gap for salaried staff only, the mean gender pay gap for 2019 is 10.8% and the median is 11.1%.

The increase in the number of bonus payments, 76 in 2019 compared to just

six in 2018, and the bonus pay gap of 35.2%, is largely due to the take up of the ACE² Awards scheme, and more men receiving lump sum awards during the year.

Women hold, or have recently held, many of our most senior positions: the current Chancellor and 50% of our Vice-Chancellor's Group are women. The Board of Governors has however, seen a recent drop in women's representation from 54% in 2017 to 38% of 13 members in 2019.

The highly positive balance of women in the professoriate at 46% has risen from 42% in 2015. There is however, variation between Health and Life Sciences where women hold 62% of professorships and STEMM³ disciplines of Technology Design and Environment where women make up 20% of professors. Our stable trend in increasing women's representation in senior and leadership positions and senior academic roles is also limited by the low proportion of senior roles being delivered on a part-time basis.



We are continuing to identify and ameliorate the cultural, systemic and attitudinal factors which reproduce gender disparities in workforce representation and progression. During the past year our senior staff have undertaken workshops to enhance their capabilities in reducing unconscious bias and lead a University-wide initiative to raise awareness and confidence to address bias through an e-learning programme for all staff and follow up actions.

We also engaged with staff to explore perceptions of leadership progression opportunities, and the experiences of part-time career pathways, to understand potential barriers and difficult 'choices' to be made by individuals in balancing work and life commitments.

Our part-time staff provide generally positive feedback in terms of job satisfaction, but we are aware that this can represent a trade off from pursuing promotion or career progression, and result in an effective ceiling which is challenging to break through. We have seen a slight increase in part-time professorial roles, but not in senior management roles.

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.



¹ Based on 2018 data

² Achievement, Contribution and Excellence Scheme

³ Science, Technology, Engineering, Mathematics and Medicine

OUR FINDINGS

Supporting parents to return to resume their career after a break and vary working patterns to fit with family and other commitments also has an important part to play. Some comments from staff in our Faculty of Health and Life Sciences responding to a survey, as part of the renewal of their Athena SWAN Silver award, indicate views on the support provided.

“When I had my daughter, my line manager put in place changes in work hours; I come in and leave earlier, so I can pick up my children from after-school club. I work one day a week from home - this allows me to walk them to school and allows my wife to develop her own career.”

Academic, father

“I work from home on set days to enable me to pursue my career and care for our daughter. Throughout my return to work....flexible working, with an option to return to full-time when it is right for me, has provided me with reassurance.”

Academic, woman

“Shared parental leave allowed my partner to bond with our baby.”

Academic, mother

“Felt included, invited to work events and attended part of an away day.”

Professional Services staff, mother, discussing keeping in touch while on family leave

“Came back part-time. Manager has been good, flexible and supportive.”

Professional Services staff, mother

Professor Susan Brooks, who led the team for successful renewal of the Athena SWAN Silver award for the Faculty of Health and Life Sciences, reflected:

“Many long-standing and innovative practices – such as supporting post docs into permanent academic jobs, and support for professional and support staff to undertake research degrees, as well as a flexible and supportive attitude to maternity and paternity provision – have really had an effect in making the Faculty an inclusive environment.”

We have continued to invest in aspiring women leaders through both Springboard and Aurora Women's Development Programmes with around 20 participants each year. Participants receive in-house mentoring and are connected with an internal alumnae network.

We have also signed up to the **Tech Talent Charter** to give specific focus to our IT Services function where women make up 24% of staff and are therefore significantly under-represented relative to our overall workforce.

Overall the University continues to attract a higher proportion of women job applicants compared to men, although lower proportions for academic (47%) and senior roles (28%) in 2019. Women maintain a slightly higher success rate at shortlisting and appointment, resulting in 9% of women applicants receiving job offers compared to 6% of men. Our commitment to attract and nurture diverse talent across our workforce is fundamental to our EDI agenda and our actions to reduce pay gaps.

INFLUENCING CHANGE WITHIN AND BEYOND THE UNIVERSITY

Our **Centre for Diversity Policy Research and Practice (CDPRP)** is a leading centre of excellence for research and practical solutions relating to gender and leadership and career progression. Recent publications include **Making a Difference: Work Life Experiences** which features a diverse range of personal career path stories of Oxford Brookes academics at various career stages. The Centre for Diversity Policy Research and Practice is involved in a number of projects which are developing innovative approaches to gender equality challenges to benefit the wider economy and our own culture and practice. These projects include EU-funded **GEARING-Roles** which designs support activities and materials to support institutional change in six research organisations across Europe, as well as draw on the evidence-base to inform the institutional work on EDI undertaken at Oxford Brookes University and its Faculties. The staff at the Centre have a wealth of experience and expertise in equality in higher education, with other projects looking at **Women and Spinouts** to promote more inclusive innovation cultures in universities. Projects have also explored specific aspects of gender equality in relation to work, such as research for the **Royal College of Nursing** looking at gender and pay within the nursing profession.

During the next period we want to take the insights and practical solutions from the work of CDPRP even further to strengthen our own gender equality actions.

CLOSING THE GENDER PAY GAP

Over the coming year our efforts to continue to close the gender pay gap will be informed by our Athena SWAN review and action planning and draw on learning from research by the Centre for Diversity Policy Research and Practice.

Our current areas of focus include:

- **Career development**
- **Recruitment and Selection**
- **Leadership and Influence**
- **Data and Monitoring**

CAREER DEVELOPMENT

- Increase transparency and equitable access to academic promotion pathways, including web resources for candidates and further guidance for promotions panels, to enhance fair assessment processes and reduce bias.
- Continue to provide and promote mentoring and coaching opportunities with a dedicated Research Mentoring Scheme covering all levels and pathways, and paying particular attention to part-time staff.
- Develop a refreshed Academic Development Framework with enhanced linkage to continuing professional development and improved resources to support managers and individuals in discussing diversity and career progression.
- Identify career development support for women and men working part-time and promote a working culture and access to professional development which is fully inclusive of part-time staff.

- Ensure parents, carers and returners from family leave and their line managers can confidently develop flexible working solutions and equitable workload planning considerations.
- Continue to sponsor the Springboard and Aurora Women's Development programmes; support participants with access to mentors and internal alumnae network and evaluate impact.
- Identify targeted interventions for areas of most pronounced gender disparity and explore feasibility to accelerate change, e.g. IT Services and some STEMM disciplines.

RECRUITMENT AND SELECTION

- Ensure images and language in recruitment materials and channels used reflect our aim to attract a diverse range of candidates, with particular attention to areas where women are under-represented and attraction and success rates of BAME candidates.
- Increase engagement with Tech Talent Charter and continue positive action approach to attraction and recruitment in IT Services.
- Further our University-wide training on unconscious bias and continue to ensure gender balance in selection panels and specific training for those involved in recruitment and selection.
- Improve guidance for recruiting managers for consistency and good practice in starting salaries.
- Actively promote awareness of our family-friendly policies and services.

LEADERSHIP AND INFLUENCE

- Maintain monitoring of gender balance and wider diversity of our decision-making bodies and take positive action to increase ethnic diversity in conjunction with gender.
- Continue to embed and mainstream Athena SWAN self-assessment and action-planning within all faculties and maintain our institutional award.
- Continue to host an annual Athena SWAN Lecture and other events showcasing women in leadership and highlighting role models from a wide range of sectors.

DATA AND MONITORING

- Conduct and publish the results of triennial equal pay audits.
- Undertake further decomposition of the gender pay gap, and fully analyse by gender and part-time or full-time working.
- Incorporate analysis of pay gaps relating to ethnicity and disability in conjunction with gender, and ensure actions take account of underlying and intersectional issues for career progression.
- Monitor the outcomes of our recruitment and selection and promotions processes and take action to address any differences identified.
- Keep our reward policies and practices under review so that pay decisions are transparent and equitable, including ACE awards, and complete review of market pay supplementation framework and establish consistent recording.

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BROOKES
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www.brookes.ac.uk/staff/human-resources/equality-diversity-and-inclusion