

Equal Pay Review 2020



Bournemouth University Equal Pay Review 2020

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1. Introduction

The Joint Negotiating Committee for Higher Education Staff (JNCHES) comprises the Universities and Colleges Employers Association (UCEA) and the five nationally recognised Higher Education trades unions (EIS-ULA, GMB, UCU, Unison and Unite).

JNCHES recommends that all Higher Education institutions conduct periodic equal pay reviews, in partnership with their locally recognised trades unions, and take action to deal with any unjustified inequalities identified.

An equal pay review is a systematic analysis of pay within an organisation, designed to investigate whether there are pay inequities arising because of gender, race and ethnicity, disability, sexual orientation, religion or belief, age and/or differing contractual arrangements. An equal pay review also involves diagnosing the causes of pay inequities and determining the action required to rectify any unjustified inequities.

The Gender Equality Duty which came into force on 6th April 2007 required all public sector organisations to create and publish a policy on developing and maintaining equal pay between male and female employees.

The Equality Act 2010 extended this legislation by prohibiting direct discrimination in respect of 'protected characteristics' (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief and sex and sexual orientation).

The University is strongly committed towards creating an inclusive environment. In achieving this it is clarifying why specific terms are being used within this report. It is recognised that individuals self-define themselves.

Term	Rationale
Black Minority Ethnic (BME)	The University acknowledges that by using this term it does not recognise the distinct experience of individual ethnic groups. However, it is being used because of the risk of identifying specific individuals within small cohorts.
Disability	It is recognised that disability is a social/environment construct.
Male/Female	Individuals who define themselves as either male or female.
Trans and Non-Binary	An umbrella term referring to a range of gender identities of those who find their gender identity or expression differs from the sex and gender assumptions attributed to them at birth.
LGB	Covers staff who define themselves as either Lesbian, Gay or Bisexual. It is focussing on sexual orientation.
Religion and Belief	This covers any religion or philosophical belief.

The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 requires employers to report on six gender pay gap and gender balance metrics annually, using data from every 31st March from 2017 onwards. Employers have until 31st March of the following year to produce each report. The regulations apply to all public sector employers (including all HEIs) in England and all cross-border authorities operating across England, Wales and Scotland with 250 or more employees as at the snapshot date of 31st March. All other private, voluntary and public sector employers have very similar reporting requirements enshrined in The Equality Act 2010 (Gender Pay Gap Information) Regulations 2017. (Please see Appendix One to review the six gender pay gap metrics).

An equal pay review provides an effective demonstration of action to promote equal pay under the terms of the gender equality duty and is an effective method of assessing whether employees are rewarded equitably.

The Bournemouth University Equal Pay Review Working Group (EPRWG) was formed in October 2013 and was responsible for the production and publication of Equal Pay Reviews in 2014, 2016 and 2018. The group stands down post publication but has now reformed as Bournemouth University is committed to conducting a full equal pay review biennially in addition to the mandatory annual requirements described above. Undertaking an equal pay review links directly to the BU2025 value of inclusivity for home and international students, staff and visitors, both in the physical and virtual environment and community. It also supports Bournemouth University's commitment to taking action on gaps and challenges in equality and diversity and to support development, progression and achievement for all.

The EPRWG will report their findings to the University Executive Team (UET). The report will be made available on the staff intranet and will also be shared with the Equality and Diversity Committee (EDC) and the Athena SWAN institutional self-assessment team. Findings and recommendations will inform the Annual Equality Report and the Equality Action Plan. The implementation of recommendations will become the responsibility of the EDC.

2. Executive Summary

Overall, due to the existence of the BU pay and grading structure and the rigorous use of the analytical Hay job evaluation methodology for assigning posts to grades, we can be confident that BU pays equal pay for work of equal value. However, when analysed by category, pay gaps are apparent due to the uneven distribution of staff with different characteristics across the pay and grading structure. A summary of the main findings from this report is as follows:

- **Women at Bournemouth University earn on average 85% of that earned by men (decreasing from 86% in 2018).** This discrepancy is due to the uneven distribution of men and women across the pay and grading structure discussed in detail in section five. When analysed by grade there were no significant differences found in the average base pay earned by male and female staff in the same grade.
- **Staff at Bournemouth University from BME backgrounds earn 103% of that earned by white colleagues (decreasing from 104% in 2018).** However, with the exception of grade eleven, staff from BME backgrounds earn between 1-5% less than their white counterparts in each pay

grade in which they are represented. Although the pay gap is small, this is classified as a 'marked pattern of difference in favour of one particular group'. Further analysis indicates this may be because staff from BME backgrounds have shorter lengths of service than staff from white backgrounds.

- **Bournemouth University employees who have declared a disability earn on average 98% of that earned by those who have not declared a disability (unchanged from 2016).**

When analysed by grade, staff with a declared disability were actually earning more than those who had not declared a disability in seven out of the eleven grades in which they were represented.

- **Analysis of the difference in the average full-time equivalent salary earned by male and female employees indicates that the difference continues to increase with age.** Women earned 92% of that earned by men in the 21-30 age bracket. Thereafter average male salaries continue to rise steadily, whereas average female salaries increase more slowly and then actually decrease for those aged 60 and above. This results in an increasing pay gap peaking at age 60 and above, where women only earn 75% of that earned by men.

- **Staff at Bournemouth University who practise a religion or belief other than Christianity earn 106% of that earned by Christian colleagues (decreasing from 112% in 2018).** However, the numbers of staff declaring that they practice a religion or belief other than Christianity remains very low (5%).

- **Staff who have declared that they are LGB (lesbian, gay or bisexual) earn 94% of that earned by heterosexual staff (decreasing from 96% in 2018).** As above, the numbers of staff declaring that they are LGB remains very low (4%).

- **Bournemouth University staff who work part-time earn on average 88% of that earned by full-time staff (decreasing from 92% in 2018).** This discrepancy is due to the uneven distribution of full-time and part-time staff across the pay and grading structure. When analysed by grade, part-time staff actually earned the same or more than full-time staff in ten out of the eleven pay grades in which they were represented.

- **Staff employed by Bournemouth University on a fixed-term basis earn on average 85% of that earned by those employed on a permanent basis (decreasing from 97% in 2018).** When analysed by grade, staff on fixed-term contracts earn less than permanent employees at all grades with the exception of grade ten. This is because fixed-term staff have significantly shorter lengths of service than permanent staff.

- **At Bournemouth University staff working on a term-time only basis earn on average only 65% of that earned by those working all year round (increasing from 66% in 2018).** This pay gap is attributable to the distribution of term-time only staff across the pay and grading structure. When analysed within grade, term-time only staff actually earn more on average than staff working all year in four out of the eight grades in the pay and grading structure at which they are represented.

More detailed analysis of the findings commences in section six. Accompanying graphs are located in Appendix Two and equal pay review trends 2014-20 can be found in Appendix Three.

3. Methodology

This review has been conducted in accordance with the JNCHES Equal Pay Review and Gender Pay Gap Reporting Guidance for Higher Education Institutions 2018 using data correct as at 1 August 2020. This date was selected to ensure consistency and comparability with Athena SWAN reporting. (Please note that salary changes that have resulted from the Autumn 2020 pay progression and promotion round will not be reflected in the data set).

The JNCHES methodology is systematic, rigorous and comprehensive, and recommends a three-stage approach as follows:

- **Stage One: analysis** of the relative rates of pay for men and women, those from different racial groups, those with and without declared disabilities, those with different sexual orientations, religions or beliefs and those of different ages carrying out 'like work', together with analysis of relative pay rates for full and part-time staff and for those on indefinite and fixed-term contracts. (Like work, also referred to as work rated as equivalent or work of equal value, can be defined as jobs which have been evaluated using an analytical method of job evaluation and found to be at the same grade). The aim is to establish the degree to which inequality exists in the form of a 'significant' pay gap. (A significant pay gap, warranting further investigation, is defined as being more than 5%. Pay gaps of between 3-5%, representing marked patterns of difference in favour of one particular group, may also warrant further investigation).
- **Stage Two: diagnosis** of the likely factors that have contributed to any significant pay gaps or marked patterns of difference identified. This stage seeks to explain why pay gaps exist and to question whether they can be objectively justified. If they cannot be objectively justified the diagnosis should indicate what remedial action is required to close the gap.
- **Stage Three: remedial actions** are specified, planned and implemented in accordance with the diagnosis above, to remove any unjustified pay gaps.

4. Data Collection, Analysis and Reporting

The systematic use of analytical job evaluation methodology (Hay) at Bournemouth University means that it is possible to measure work of equal value across the institution. Therefore, all staff paid on the monthly payroll, from grade one to grade twelve, are included in this analysis.

Three staff groups, those who are 'protected', 'marking time' or 'other ISS' cannot be defined as doing 'like work' but are nevertheless included in all the analyses as special categories. These groups, which are statistically very small in number, are defined as follows:

- **'Protected'**: staff of any grade who have a protected salary for a period of two years following an organisational restructure which has resulted in their new role being evaluated at a lower grade, or redeployment to a post at a lower grade. Protected staff are still eligible to receive the annual nationally negotiated cost of living award and are eligible for consideration for pay progression.
- **'Marking Time or MT'**: staff of any grade who have been protected as above for a period of two years and whose salary is still above the maximum for the correct grade for their role. Thereafter their salary is frozen, (and is not increased by the annual nationally negotiated cost of living award), until they are either promoted to a higher role or their salary is incorporated by the correct pay grade commensurate with their role.
- **'Other ISS'**: senior staff above BU grade twelve who are paid on the 'Independent Single Pay Spine', which continues above the nationally negotiated fifty-one point single pay spine and is determined at local institutional level.

Part-time hourly paid (PTHP) staff paid on the Fees payroll are excluded from the analyses in this report.

All data in this report is drawn from the iTrent staff record system as at 1 August 2020. Whilst iTrent is largely a comprehensive and accurate source of base data, there are certain caveats relating to the ethnicity, disability, religion and belief and sexual orientation data contained within.

Although data collection and completeness has improved since the production of the 2014 Equal Pay Review, gaps in the data remain. For example, of the 1,749 staff included in the 2020 review (decreasing from 1,768 in 2018), ethnicity data is unavailable for 2.3% of employees (40 people), decreasing from 2.9% of employees (51 people) in 2018. Only 106 staff (6%) have declared a disability in 2020, unchanged since 2018. Religion and belief data is unavailable for 43% of employees (751 people), decreasing from 49% of employees (874 people) in 2018. Sexual orientation data is unavailable for 40% of employees (700 people), decreasing from 48% of employees (844 people) in 2018.

Some staff simply do not wish to disclose such sensitive information, and in this report this category is referred to as 'prefer not to say'. Other staff simply decide not to respond to requests for equality information, and in this report this category is referred to as 'not known'. It should also be noted that the quantities of ethnicity and disability data held have improved markedly over time. Protected characteristics such as religion and belief and sexual orientation have been incorporated into equality legislation far more recently and therefore less data is available, although the quantity is also improving slowly.

Such information gaps will of course continue to distort the ethnicity, disability, religion and belief and sexual orientation analyses, particularly as the numbers of employees reported to be from BME backgrounds, declaring a disability, practising a religion or belief other than Christianity or who are lesbian/gay/bisexual (LGB) are already very small. Such small numbers

make detailed analyses statistically unreliable, as well as potentially compromising the confidentiality of individuals. Therefore, this report will only include broad, high level ethnicity, disability, religion and belief and sexual orientation analyses. (No analysis will be reported for a minority group with less than ten individuals within a grade). For the same reasons of confidentiality and data reliability, the graphs provided in Appendix Two represent the total BU workforce and have not been split into academic and professional and support staff.

This report focuses upon base pay, as the numbers of staff in receipt of allowances are small, as are the sizes of the few allowances that are paid. (Some examples of allowances include First Aid at £223 per annum, Homeworking at £605 per annum and Acting Up/Responsibility allowances, which are variable). This report also excludes honoraria, although both honoraria and all allowances are included and analysed in the [Gender Pay Review](#). All salaries are quoted as full-time equivalents and all averages quoted are arithmetic means. All pay gaps are expressed in percentage terms, with the average salaries of the minority groups being compared to the average salaries of the majority group. If the pay 'gap' is 100%, then the average salaries of both the minority and majority groups are equal and there is in fact no pay gap. If the pay gap is greater than 100%, then the average salary of the minority group is higher than that of the majority group. If the pay gap is less than 100%, then the average salary of the minority group is lower than that of the majority group.

Where data is split into separate analyses for academic and professional and support staff, research assistants at grade four are included in the professional and support staff category. Researchers at grade six and above are included in the academic staff category.

5. Workforce Composition

Many of the potential equal pay gaps identified later in this report relate to the distribution of different staff groups across the pay and grading structure, hence the need to describe the current workforce composition at the University.

The total number of University employees increased steadily from 2014-18, before decreasing slightly in 2020. However, the proportion of men and women has remained very similar, with the numbers of men increasing very slightly in 2018 before decreasing in 2020 as follows:

Table 1: Workforce Composition by Gender by Year

Year	2014		2016		2018		2020	
	No.	%	No.	%	No.	%	No.	%
Women	876	56%	922	56%	963	54%	964	55%
Men	684	44%	731	44%	805	46%	785	45%
Total	1,560	N/A	1,653	N/A	1,768	N/A	1,749	N/A

The distribution of men and women across the pay and grading structure varies considerably. In 2020 women represent 76% (97) of the workforce at grade three and 66% (158) of the workforce at grade four. Contrastingly men represent 63% (52) of the workforce at grade eleven

and 67% (8) of the workforce at grade twelve. The pattern was very similar in 2014 and 2016. (See Graph 1 and Table 2).

Table 2: 2020 Workforce Composition by Gender and Grade

Grade	Female	Male	Total	Females as % of Total	Males as % of Total
1	2	1	3	67%	33%
2	27	20	47	57%	43%
3	97	30	127	76%	24%
4	158	82	240	66%	34%
5	129	95	224	58%	42%
6	91	83	174	52%	48%
7	168	132	300	56%	44%
8	132	134	266	50%	50%
9	60	79	139	43%	57%
10	36	38	74	49%	51%
11	31	52	83	37%	63%
12	4	8	12	33%	67%
MT/Protected	11	2	13	85%	15%
Other ISS	18	29	47	38%	62%
Total	964	785	1749	55%	45%

BU is continuing to address this issue and the number of female senior academics (G9+) has increased by 51%, from 68 in 2014 to 103 in 2020.

The majority of the workforce at the University remains white, although the numbers of employees recorded as BME has increased slightly since 2014. Similarly, the numbers of employees with a declared disability, the numbers of employees who have declared a religion or belief other than Christianity and the numbers of employees declaring themselves to be lesbian, gay or bisexual (LGB) have also steadily increased since 2014 as follows:

Table 3: Workforce Composition by Protected Characteristic by Year

Year	2014		2016		2018		2020	
	No.	%	No.	%	No.	%	No	%
BME Employees	113	7.2%	140	8.5%	169	9.6%	178	10.2%
Employees declaring a Disability	72	4.6%	82	5.0%	106	6.0%	106	6.1%
Employees declaring a Religion or Belief other than Christianity	55	3.5%	65	3.9%	70	4.0%	82	4.7%
LGB Employees*	30	1.9%	36	2.2%	51	2.9%	63	3.6%

*BU does not currently hold any data for trans and non-binary staff but will continue to encourage disclosure and will include such analyses as and when data is available.

The distribution of BME employees across the pay and grading structure is shown in Graph 2 and the distribution of employees with a declared disability is shown in Graph 3. Distribution graphs are not provided for reasons of confidentiality for religion and belief or sexual orientation, due to the high proportion of employees for whom the relevant data is either 'not known' or 'prefer not to say'. Analyses by race are not broken down into very specific racial groupings due to the small numbers of staff in each grade in each sub-category. The table below shows a high level break down of the numbers of staff from different racial backgrounds:

Table 4: 2020 Workforce Composition by Ethnicity

Ethnicity	Asian	Black	Mixed Race	Other Ethnic Group	Prefer Not to Say	White
No. of Staff	92	29	39	18	40	1,531

The University workforce remains fairly evenly distributed across the 31-60 age bracket. Just 8.6% (151) of the workforce are younger than age 31 in 2020, decreasing from 10% in 2018. Only 8.5% (148) of the workforce are older than age 60 in 2020, decreasing from 9.0% (161) in 2018. (See Graph 4).

24% (417) of the BU workforce are employed part-time in 2020, decreasing from 25% (436) of the workforce in 2018. Of those that work part-time 77% (323) are female, increasing from 75% (326) in 2018. In 2020 the distribution of part-time employees continues to vary considerably across the pay and grading structure and remains broadly inversely proportional to grade. For example, part-time staff represent 39% (68) of the workforce at grades two and three, decreasing steadily to just 8% (6) at grade ten, before increasing to 25% (3) of the workforce at grade twelve. (See Graph 5).

The numbers of employees on fixed-term contracts has reduced steadily between 2014-18, before increasing again in 2020 as follows:

Table 5: Numbers of Employees with Fixed-Term Contracts by Year

Year	2014		2016		2018		2020	
	No.	%	No.	%	No.	%	No.	%
Employees with Fixed-Term Contracts	241	15%	223	13%	162	9%	189	10.8%

In 2020, of those that work on a fixed term basis 56% (105) are female, increasing from 54% (88) in 2018, and 44% (84) are male, decreasing from 46% (74) in 2018. Proportionally, the numbers of fixed-term employees are highest in the middle of the pay and grading structure, with 29%

(55) of all fixed-term workers located in grade six, representing 32% of the total workforce (174) at that grade. The distribution of fixed-term employees across the pay and grading structure is shown in Graph 6.

2.3% (41) of BU employees are employed on a term-time only basis in 2020, decreasing from 2.4% (43) in 2018, concentrated in grades one to eight. Of these term-time only employees, 80% (33) are female, increasing from 77% (33) in 2018. There is no distribution graph provided for term-time only employees, due to the very small numbers of staff involved.

6. Analysis of Base Pay by Gender

The overall percentage base pay gap at Bournemouth University is 15%, (increasing from 14% in 2018), meaning that on average female staff at BU earn 85% of that earned by their male colleagues. This is the same figure as recorded in the first equal pay review conducted in 2014. In 2020 the average female full-time equivalent salary is £37,475 (£37,129 in 2018) compared to an average of £44,175 for men (£43,366 in 2018). However, this discrepancy is due to the uneven distribution of men and women across the pay and grading structure as outlined in section five. When analysed by grade there were no significant differences found in the average base pay earned by male and female staff in the same grade. At grades three, four, five, six, seven, ten and twelve female employees earned 99% - 100% of male average earnings. At grade one female employees earned 104% of male average earnings. (See Graph 7 and Table 6 below).

Table 6: Percentage Base Pay Gap by Gender by Grade

Grade	Female Average Full-Time Salary	Male Average Full-Time Salary	Female Average Full-Time Salary as % of Male Average Full-Time Salary
1	£18,811	£18,009	104%
2	£19,197	£19,771	97%
3	£21,394	£21,427	100%
4	£24,203	£24,375	99%
5	£29,835	£30,013	99%
6	£33,675	£33,915	99%
7	£39,152	£39,533	99%
8	£47,690	£48,597	98%
9	£54,880	£55,782	98%
10	£64,789	£64,996	100%
11	£70,919	£72,408	98%
12	£85,075	£85,047	100%
Total	£37,475	£44,175	85%

When the workforce is divided into academic staff and professional and support staff, the overall percentage base pay gap reduces to 11% for both staff groups. (The gap in 2018 was 10% for both staff groups). In 2020 the average female academic full-time equivalent salary is £48,882 (£47,632 in 2018), compared to an average of £54,635 for men. (£53,103 in 2018). For professional and support staff the average female full-time equivalent salary in 2020 is £30,855 (£30,401 in 2018), compared to £34,558 for men. (£33,844 in 2018). For academic staff the pay

gap varies little across the pay and grading structure and is only 0-2% across all grades. For professional and support staff the pay gap varies considerably across the pay and grading structure and is greatest at grades ten (5%) and eleven (6%). However, amongst academic staff, average female salaries were equal to or very slightly higher than males at grades seven, ten and twelve. Amongst professional and support staff, average female salaries were equal to or very slightly higher than males at grades one, three, six and nine. This is illustrated in Tables 7 and 8:

Table 7: Percentage Base Pay Gap by Gender by Grade: Academic Staff

Grade	Academic Female Average Full-Time Salary	Academic Male Average Full-Time Salary	Academic Female Average Full-Time Salary as % of Academic Male Average Full-Time Salary
6	£32,788	£33,495	98%
7	£39,031	£38,925	100%
8	£47,568	£48,159	99%
9	£54,258	£55,472	98%
10	£64,801	£64,239	101%
11	£71,085	£72,334	98%
12	£85,031	£85,047	100%
Total	£48,882	£54,635	89%

Table 8: Percentage Base Pay Gap by Gender by Grade: Professional & Support Staff

Grade	Prof & Support Female Average Full-Time Salary	Prof & Support Male Average Full-Time Salary	Prof & Support Female Average Full-Time Salary as % of Prof & Support Male Average Full-Time Salary
1	£18,811	£18,009	104%
2	£19,197	£19,771	97%
3	£21,394	£21,427	100%
4	£24,203	£24,375	99%
5	£29,835	£30,013	99%
6	£33,957	£34,087	100%
7	£39,464	£40,499	97%
8	£48,086	£49,787	97%
9	£57,651	£57,514	100%
10	£64,767	£68,348	95%
11	£68,507	£73,107	94%
12	£85,119	N/A	N/A
Total	£30,855	£34,558	89%

There are no male professional and support staff at grade twelve.

7. Analysis of Base Pay by Black Minority Ethnic (BME)

Overall, staff at Bournemouth University from BME backgrounds earn 103% of that earned by white colleagues, (decreasing from 104% in 2018). In 2020 the average full-time equivalent salary of BME staff is £41,680, (£41,422 in 2018), compared to an average of £40,340 for white staff (£39,947 in 2018). In grade eleven staff from BME backgrounds earn 101% of that earned

by their white colleagues. However, staff from BME backgrounds earn slightly less (1-5%) than their white counterparts in all other pay grades. Whilst none of the pay gaps are more than 5%, and thus cannot be classified as 'significant', the fact that staff from BME backgrounds earn between 1-5% less than their white counterparts in the majority of pay grades can be classified as a 'marked pattern of difference in favour of one particular group'. (See Graph 8).

In 2020 academic staff from BME backgrounds earn 90% of that earned by white colleagues. (£47,558 compared to £53,010). This percentage remains unchanged from 2018, when the figures were £46,509 and £51,403 respectively. In grade eleven staff from BME backgrounds earn 101% of that earned by white colleagues. However, as above, BME academic staff earn between 2-6% less than their white counterparts in all other pay grades. The gap can be termed as 'significant' at grade eight, where it is 6%.

The ethnicity pay gap amongst professional and support staff in 2020 is also 10%, increasing from 9% in 2018. In 2020, professional and support staff from BME backgrounds earned an average of £29,201, (£29,314 in 2018), compared to an average of £32,570 (£32,044 in 2018) for white colleagues. Within grade professional and support staff from BME backgrounds earned the same or more than white staff at grades six, eight and nine, but less than white staff at grades 2-5 and grade seven, with the largest gap (5%) at grade four. However it should be noted that whereas academic BME staff can be found at all grades from six to twelve, (although the majority are clustered at grades seven and eight), amongst professional and support staff there are no employees from BME backgrounds above grade nine, with the majority clustered between grades three to six.

As mentioned in section five, analyses by ethnicity cannot be broken down into very specific racial groupings due to the small numbers of staff in each sub-category. However, high level break downs of the numbers of staff from different racial backgrounds are possible as shown in the table below:

Table 9: Percentage Base Pay Gap by Ethnicity

Ethnicity	No. of Employees	Average Salary	% Against White Average
Asian	92	£44,309	110%
Black	29	£37,287	92%
Mixed	39	£38,398	95%
Other	18	£42,431	105%
Prefer not to say	40	£40,586	101%
White	1,531	£40,340	100%
Grand Total	1,749	£40,482	100%

As the table shows, Asian staff and staff from 'other ethnic groups' earn significantly more on average than white staff (5-10%), whereas black staff and staff with mixed ethnicity earn less on average than white staff (5-8%).

When the data is analysed by gender as well as ethnicity, female staff from BME backgrounds continue to earn more on average than white women. In 2020 female BME employees earn on average 102% of that earned by white colleagues, (£38,233 compared to £37,360). This differential has decreased slightly since 2018 when BME women earned on average £38,887 compared to £37,020 for white women (105%). In 2020 male BME employees earned 103% of that earned by white colleagues (£45,537 compared to £44,139). This differential has increased slightly since 2018 when BME men earned on average 102% of that earned by white men (£44,309 compared to £43,493). These differences are due to the fact that the majority of BME staff are academic (68% or 121/178) and at higher grades than professional and support staff.

When the data is analysed by length of service as well as ethnicity, it becomes apparent that staff from BME backgrounds continue to have significantly shorter lengths of service than white staff. The average length of service of BME employees in 2020 is 6.7 years, compared to nine years for white staff. When length of service is analysed in more detail, black staff have the shortest average length of service at just 4.5 years, which correlates to the lowest average salary. Aside from white staff, Asian employees have the highest average length of service at 7.3 years and the highest average salary of any ethnic group. As BU has incremental pay scales, it is likely that these disparities in length of service are the causal factor behind the 'marked patterns of difference in favour of one particular group' outlined above.

8. Analysis of Base Pay by Disability

Bournemouth University employees who have declared a disability earn on average 98% of that earned by those who have not declared a disability, (unchanged since 2016). In 2020 the average full-time equivalent salary for staff with declared disabilities is £39,849, (£39,440 in 2018), compared to £40,523 for those who have not declared a disability (£40,307 in 2018). When analysed by grade, staff with declared disabilities were found to earn on average the same or slightly more than those without declared disabilities in seven out of the twelve grades in the pay and grading structure. The greatest negative difference was apparent at grade five, where staff with declared disabilities earned 4% less than those without. However, the very small number of staff declaring disabilities at these grades makes these results unreliable. The distribution of staff with declared disabilities across the pay and grading structure is shown in Graph 9.

When the workforce is divided into academic and professional and support staff, a similar pattern emerges. In 2020 academic staff with declared disabilities earn on average 97% of that earned by those who have not declared a disability, compared to 98% in 2018. In 2020 the average full-time equivalent salary for academic staff with declared disabilities is £50,482, (£49,728 in 2018), compared to £51,948 for those who have not declared a disability (£50,998 in 2018). As above, staff with declared disabilities were found to earn on average slightly more than those without declared disabilities in four out of the seven academic grades in the pay and grading structure. In grades where those with declared disabilities earned less, the pay gap was only 1-2% and is not classified as 'significant'.

In 2020 professional and support staff with declared disabilities earn on average 92% of that earned by those who have not declared a disability, decreasing slightly from 93% in 2018. In

2020 the average full-time equivalent salary for professional and support staff with declared disabilities is £29,989, (£29,900 in 2018), compared to £32,475 for those who have not declared a disability (£32,030 in 2018).

Academic staff with declared disabilities can be found at all grades of the pay and grading structure, with the majority clustered at grades seven and eight. Professional and support staff with declared disabilities are clustered at grades four to five and there are no professional and support staff with declared disabilities above grade nine.

When the data is analysed by gender as well as disability, male employees who have declared a disability earn on average 98% of that earned by those who have no declared disability. (£43,230 compared to £44,244). This has improved since 2018 when the figure was 96% (£42,218 compared to £43,860). For female employees, those with declared disabilities earn on average 97% of that earned by those who have no declared disability (£36,338 compared to £37,540). This figure remained unchanged since 2018, when the figures were £36,209 and £37,313 respectively.

9. Analysis of Base Pay by Age

Analysis of the difference in the average full-time equivalent salary earned by male and female employees continues to indicate that the difference increases with age. A pay gap is apparent even in the lowest age brackets, but it is smallest amongst the youngest cohorts. For example, the pay gap is 92% at ages 21 - 30 and 93% at ages 31 – 40. Thereafter the pay gap increases significantly and steadily as age rises, probably attributable to women having more breaks in service than men for family or caring responsibilities. The pay gap is highest for those aged over 60, with women earning just 75% on average of that earned by men in this age category. Graph 10 shows the base pay gap by age and gender.

The age pay gap is attributable to the fact that male salaries appear to rise steadily as age increases. For women salaries increase more modestly as age increases until age 60, when they actually decrease slightly.

Analysis of the distribution of staff by age band across the pay and grading structure continues to show an uneven distribution. Whilst older employees appear to be fairly evenly distributed across the pay grades, there were no employees aged under 30 in grade nine or above in 2020 and there were none in 2014, 2016 or 2018 either. Amongst the academic workforce at least, this may reflect the time required to develop an academic profile and resulting seniority.

10. Analysis of Base Pay by Religion or Belief

As noted in section four there are still a significant number of staff, (751 individuals or 43% of the workforce), for whom their religion or belief is recorded as 'not known' or 'prefer not to say' in 2020. This has however improved as 'not known' or 'prefer not to say' was recorded for 49% of the workforce (874 individuals) in 2018. In 2020 a further 497 individuals (28%) have declared they have 'no religion' increasing from 23.5% (415) in 2018. There remain 419 members of staff (24%) who have declared they practise Christianity and 82 (5.0%) who have declared they practise another religion or belief. These proportions have increased slightly (c.1%) since 2014.

This lack of data obviously makes it more difficult to make a robust analysis of base pay by religion and belief. The University will of course continue to explore ways of encouraging disclosure so that staff records are as complete as possible, and the University can meet its obligations in promoting and monitoring equality under the Equality Act 2010.

From the data available, **staff at Bournemouth University who practise a religion or belief other than Christianity earn 106% of that earned by Christian colleagues in 2020, (decreasing from 112% in 2018)**. In 2020 the average full-time equivalent salary of staff practising other religions or beliefs is £40,139, (£41,502 in 2018), compared to an average of £37,931, (£37,114 in 2018), for Christian staff. Staff declaring 'no religion' also earn very slightly more than those practising Christianity. On average the full-time equivalent salary in 2020 of those declaring 'no religion' was £37,553, (£37,786 in 2018), which represents 99% of that earned by Christian staff.

The numbers of staff practising other religions or beliefs within grade are very small. More detailed analyses would be both statistically unreliable and could potentially compromise staff confidentiality.

11. Analysis of Base Pay by Sexual Orientation

As in section ten above, there are large numbers of staff (700 individuals or 40% of the workforce), for whom their sexual orientation is recorded as 'not known' or 'prefer not to say'. This has however improved, as 'not known' or 'prefer not to say' was recorded for 48% of the workforce (844 individuals) in 2018. 56% of staff at Bournemouth University, (986 individuals), have stated that they are heterosexual, an increase from 49% (873 individuals) in 2018. Just 3.6% of staff, (63 individuals), have declared that they are lesbian, gay or bisexual (LGB), an increase from 3% (51 individuals) in 2018. No staff have as yet declared to be trans or non-binary.

As above, this paucity of data makes it very difficult to conduct a thorough analysis of base pay by religion or belief, without compromising staff confidentiality or producing results that are statistically unsound. The University will however continue to encourage disclosure with the aim of producing more comprehensive analyses in the future when a more complete data set is available.

With the data currently available it is possible to state that **staff who have declared that they are LGB are earning 94% of that earned by heterosexual staff, (decreasing from 96% in 2018)**. The average full-time equivalent salary of LGB staff in 2020 is £35,771, (£36,555 in 2018), compared to £38,231 for heterosexual staff, (£37,979 in 2018). As the numbers of LGB employees remain very small, more detailed analyses would not be robust or preserve anonymity.

12. Analysis of Base Pay by Contract Status (Full and Part-Time Staff)

At Bournemouth University staff who work part-time earn on average 88% of that earned by full-time staff, (decreasing from 92% in 2018). In 2020 the average full-time equivalent salary

for part-time staff is £36,801, (£37,571 in 2018), compared to £41,634, (£40,754 in 2018), for full-time staff. However, when analysed by grade, it becomes obvious that this pay gap is attributable to the distribution of full and part-time staff across the pay and grading structure. On average part-time staff actually earned broadly the same or more than those working full-time in eleven out of the twelve pay grades. (See Graph 11). There were no significant differences found in the average base pay earned by full and part-time staff in the same grade and no other gaps within grade of greater than 4% (evidenced at grades eight and nine where part-time staff earned on average 4% more than full-time staff).

Amongst academic staff the pay gap disappears completely, with part-time academics earning on average 102% of that earned by full-time staff. In 2020 the average full-time equivalent salary for part-time academic staff is £52,680, compared to £51,644 for full-time academic staff. This is the same as in 2018, when part-time academics also earned on average 102% of that earned by full-time staff (£51,333 compared to £50,184). In 2020, part-time staff earned more than their full-time colleagues in six out of the seven academic pay grades. Grade twelve was the only grade where part-time staff earned less than full-time staff, with a small variance of 1%.

The situation is very different amongst professional and support staff, with part-time professional and support staff earning on average only 85% of that earned by full-time staff (unchanged from 2018). In 2020 the average full-time equivalent salary for part-time professional and support staff is £28,602 (£28,255 in 2018), compared to £33,723 (£33,071 in 2018) for full-time professional and support staff. This has increased since 2016, when part-time professional and support staff earned on average 81% of that earned by full-time staff (£25,208 compared to £31,073). It should also be noted that part-time professional and support staff earned the same or more than their full-time colleagues in every pay grade where they were represented.

As highlighted in section five, this reiterates the fact that part-time staff are unevenly distributed across the pay and grading structure, representing 39% (68) of staff at grades two and three. Overall, 50% (208) of part-time staff are in grades one to five and just 9% (36) are in grade nine or above. There is much less of a dichotomy amongst academic staff, where 68% (97) of part-time employees are employed at grades six to eight and 22% (31) are employed at grades nine or above. Amongst professional and support staff, only 6% (17) of part-time staff are employed at grade eight or above, and only one part-time professional and support member of staff is employed above grade nine.

12% (21) of staff from BME backgrounds work part-time at Bournemouth University compared to 26% (391) of white staff. Proportionally 25% (26) of staff with declared disabilities work part-time, compared to 24% (391) of staff with no declared disabilities. The principle disparity is one of gender: 34% (323) of female employees work part-time compared to just 12% (94) of men, and 77% (323) of all part-time staff are female.

13. Analysis of Base Pay by Contract Status (Permanent and Fixed-Term Staff)

Staff employed by Bournemouth University on a fixed-term basis earn on average 85% of that earned by those employed on a permanent basis, (decreasing from 97% in 2018). This is the

highest pay gap recorded in this category since the introduction of the equal pay review in the current format in 2014. In 2020 the average full-time equivalent salary for fixed-term staff is £35,100, (£38,876 in 2018), compared to £40,482, (£40,079 in 2018), for permanent staff. When analysed by grade, fixed-term employees earn less on average than permanent employees at all grades where they are represented with the exception of grades ten and eleven. A similar situation was observed in the 2014 and 2016 Equal Pay Reviews. The pay gap can be termed as 'significant' at grades two, three, five, seven, eight and eleven ranging from 5% at grades seven and eleven to 8% at grade five. All gaps are in favour of permanent employees with the exception of grade eleven, where fixed-term employees earn on average 5% more than permanent employees. (See Graph 12).

Academic staff working on a fixed-term basis earn 86% of that earned by permanent academic staff. This contrasts sharply with a figure of 97% in 2018. The average full-time equivalent salary for fixed-term academics in 2020 is £45,428, (£48,932 in 2018), compared to £52,591, (£50,630 in 2018) for permanent academics. The gap is caused by the distribution of fixed-term academic staff across the pay and grading structure: 78% (59) are concentrated at grades 6-8. Within grade the pay gap is significant (9%) at grade six. There are no other pay gaps greater than 4%, and fixed-term academics actually earn slightly more than their permanent counterparts at grades ten and eleven.

In 2020 professional and support staff who work on a fixed-term basis also earn on average 86% of that earned by their permanent colleagues, decreasing from 87% in 2018. The average full-time equivalent salary for professional and support fixed-term staff in 2020 is £28,154 (£28,046 in 2018), compared to £32,863 (£32,132 in 2018) for permanent staff. This can again be explained by the uneven distribution of fixed-term professional and support staff across the pay and grading structure, with 50% of professional and support fixed-term staff, (56 individuals), concentrated in grades three and four. Within grade fixed-term professional and support staff earn less on average than their permanent colleagues at every level of the pay and grading structure, with the exception on grade eleven. With the exception of grades one and four, the gap at all other grades is significant, ranging from 7% at grades two and three to 11% at grade eight.

Equal proportions of women (11% or 105 individuals) and men (11% or 84 individuals) are employed on fixed-term contracts. Fixed-term female staff earn on average 88% of that earned by permanent female staff (£33,300 compared to £37,985), decreasing from 101% in 2018. Fixed-term male staff earn on average 83% of that earned by permanent male staff (£37,350 compared to £44,992), decreasing from 93% in 2018.

When the data is analysed by length of service as well as contract status, it becomes apparent that staff with fixed-term contracts have significantly shorter lengths of service than staff with permanent contracts. In 2020 the average length of service for academic staff on fixed-term contracts was 4.7 years, compared to 10.2 years for permanent employees. Amongst professional and support staff, the average length of service for those on fixed-term contracts was of 2.9 years, compared to 8.7 years for permanent staff. A very similar pattern was observed

in the previous Equal Pay Reviews. As BU has incremental pay scales, it is likely that this disparity in length of service is a major factor behind the pay gaps outlined in this section.

14. Analysis of Base Pay by Contract Status (Term Time Only)

At Bournemouth University staff working on a term-time only basis earn on average 65% of that earned by those working all year round, (decreasing from 66% in 2018). In 2020 the average full-time equivalent salary for term-time only employees is £26,674, (£26,471 in 2018), compared to £40,813, (£39,969 in 2018), for those working all year. The numbers of term-time only staff are very small (41 individuals) and they represent just 2.3% of the workforce. All are professional and support staff and 80% (33 individuals) are female. However, when analysed by grade, it becomes obvious that this pay gap is attributable to the distribution of term-time only staff across the pay and grading structure. 90% of term-time only employees (37 individuals) are concentrated in grades one to five, and there are none in grades nine and above.

When analysed within grade, term-time only staff actually earn the same or more on average than staff working all year in four out of the eight grades in the pay and grading structure at which they are represented. Term-time only staff only earn significantly less on average than staff working all year at grade four where the pay gap is 6%.

15. Comparator Equal Pay Data

In this section some background contextual information is provided regarding the sizes of equal pay gaps in the U.K as a whole and in the Higher Education sector in specific.

The Office for National Statistics (ONS) calculates the gender pay gap based upon average hourly earnings (excluding overtime) and uses median data. When the Annual Survey of Hours and Earnings (ASHE) began in 1997, the pay gap for full-time employees was 17.4%. The results of the 2020 survey were released by the ONS in November 2020, and recorded the lowest gender pay gap for full-time employees since the survey began at 7.4% decreasing from 9.0% in 2019. When part-time employees are also included, the pay gap for 2020 increases to 15.5%. However, this still represents a decrease from 17.4% in 2019 and is also the lowest figure since the inception of the survey when the pay gap for all employees was 27.5%. Therefore, the overall 2020 BU pay gap of 15% is marginally lower than the overall pay gap reported in the 2020 ASHE report.

Two other sources of comparative data within the Higher Education sector are the Universities and Colleges Employers Association (UCEA) Senior Staff Remuneration Survey and the UCEA/XpertHR Salary Survey of Higher Education Staff. The 2020 UCEA Senior Staff Remuneration Survey, published in March 2021, quotes an overall median gender base pay gap of 6.7% (the same as in 2019), but decreasing from 7.6% in 2018. The 2020 survey recorded the largest median gender base pay gap of 9.7% at level 3/4A1 (Head of a distinct area of academic responsibility), and the smallest median gender base pay gap of 2.8% at level 2 (Chief Operating Officer). The 2020 UCEA/XpertHR Salary Survey of Higher Education Staff, published in June 2020, quotes an overall gender pay gap of 8.8%, decreasing from 9.0% in 2019. (N.B. This only includes staff on the 51-point national pay spine and does not include those classified at Bournemouth University as 'other ISS'). Therefore the 2020 overall BU pay gap of 15% is

significantly higher than the medians quoted by both the Senior Staff Remuneration Survey and the Salary Survey of Higher Education Staff.

16. Progress to Date

Following the last equal pay review in 2018, an equal pay action plan was created based on the findings and recommendations of the review, clearly indicating which recommendations were complete (in grey), which were in progress (in yellow) and which were ongoing (in beige/pink). (Appendix Four).

Once the 2020 equal pay review has been discussed, completed and agreed with the Equal Pay Review Working Group (EPRWG) and the Equality and Diversity Committee (EDC), an updated equal pay action plan will be created, representative of the findings of 2020 and the actions suggested necessary to address them. This will also incorporate any remaining or incomplete actions from the 2018 review.

17. Next Steps

The next step is to seek explanations as to why the pay gaps summarised in section two exist and to establish the extent to which the pay gaps can be objectively justified. If the pay gaps cannot be objectively justified, diagnosis should be undertaken to decide what remedial action is required to remove them.

Whilst there are concerns regarding other metrics, the principle area for improvement remains the fact that women at BU only earn on average 85% of that earned by men. This disparity is the result of the concentration of women in clerical grades 1-5, and any improvements to this metric are likely to result in corresponding improvements to other metrics of concern such as age and part-time working.

Following several years of data collection at BU, it is recommended that more detailed aspirational benchmarks should be established, based upon the very detailed figures available in the Advance HE Staff Statistical Report 2020. The creation of more specific aspirational benchmarks could help formulate actions to meet the benchmarks, which in turn could help BU reduce the equal pay gap. For example, aspirational benchmarks could include:

- Increasing the proportion of female staff in grades six and above to a given percentage by a given date.
- Increasing the proportion of male staff in grades one to five to a given percentage by a given date.
- Increasing the number of female professors to a given percentage by a given date.
- Increasing the number of part-time staff in grades six and above to a given percentage by a given date.

Positive actions may be necessary to achieve the benchmarks set. Positive action can be defined as voluntary actions employers can take to address any imbalance of opportunity or disadvantage that an individual with a protected characteristic could face. Protected

characteristics, as identified in the Equality Act 2010, are race, gender, religion, age, sexuality, disability, marriage/civil partnership status and pregnancy/maternity. 'Disadvantage' could be evident in many ways, including where:

- People with a protected characteristic have needs that are different from the needs of people who do not.
- Participation in an activity by people with a protected characteristic is disproportionately low.

Under the Equality Act 2010, employers can take positive action to support those from under-represented groups. Positive action can be used to encourage particular groups to apply for job vacancies, promotion or training and development opportunities, or to help people with particular protected characteristics to perform to the best of their ability. Examples of positive action include:

- Targeted advertising of jobs. This can be using specific, but not exclusive, media to advertise jobs.
- Using positive action statements in recruitment adverts, for example stating that an employer welcomes applications from a particular group, such as men at a nursery where the workforce is, and has been, predominantly female.
- Offering mentoring, job-shadowing and buddy schemes for professional and support staff.
- Offering placement opportunities, graduate employment schemes or apprenticeships.
- Participation in career fairs and open days.

Positive action must not be confused with positive discrimination, which is illegal. Positive discrimination occurs when a candidate is given preferential treatment because of a protected characteristic, or is employed specifically because of a protected characteristic, rather than because they are the most qualified or equally qualified for a role.

Actions that BU could also consider include creating and launching a job-sharing policy, introducing reverse mentoring (where more senior staff hear the experiences of more junior staff), introducing a study leave entitlement for those wishing to obtain a professional qualification relevant to their role, offering a degree of financial support for those wishing to obtain a professional qualification relevant to their role and potential enhancements to the relocation package. It is also recommended that having made great progress towards embedding a more flexible-working culture over the past year, progress is maintained as and when all COVID-19 related restrictions are lifted. The ethos of a flexible workforce is aligned and integral to BU2025 and Athena SWAN.

One final commitment that must not be overlooked is the target of supporting all academic departments to achieve at least a Bronze Athena SWAN award by 2025. In 2021 the Department of Life & Environmental Sciences are planning to complete a submission for a Silver award, whilst Computing & Informatics, Design & Engineering and Social Sciences & Social Work are planning to complete submissions for Bronze awards.

Thanks are expressed to the EPRWG for their help and expertise in formulating this report.
Members of the EPRWG are as follows:

Sara Ashencaen Crabtree	James Palfreman-Kay
Jayne Caudwell	Rutherford
Sally Driver	Elaine Sheridan
Ali Ebrahimi-Sabet	Deborah Taylor
Samantha Gallagher	Angela Twelves
Michelle Heward	Adam Wright
Julie Northam	

27th May 2021

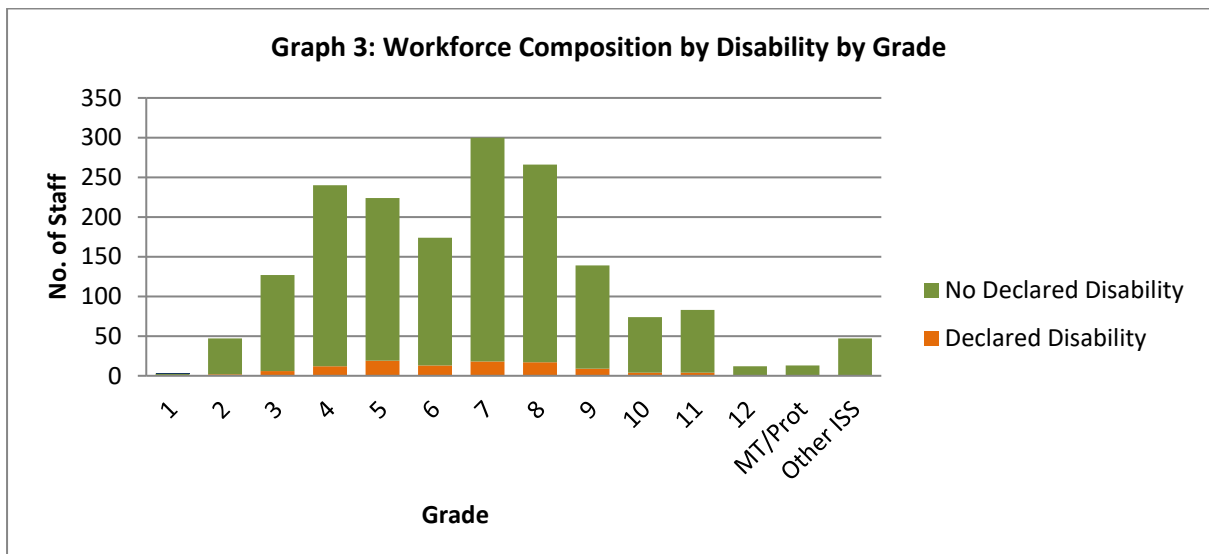
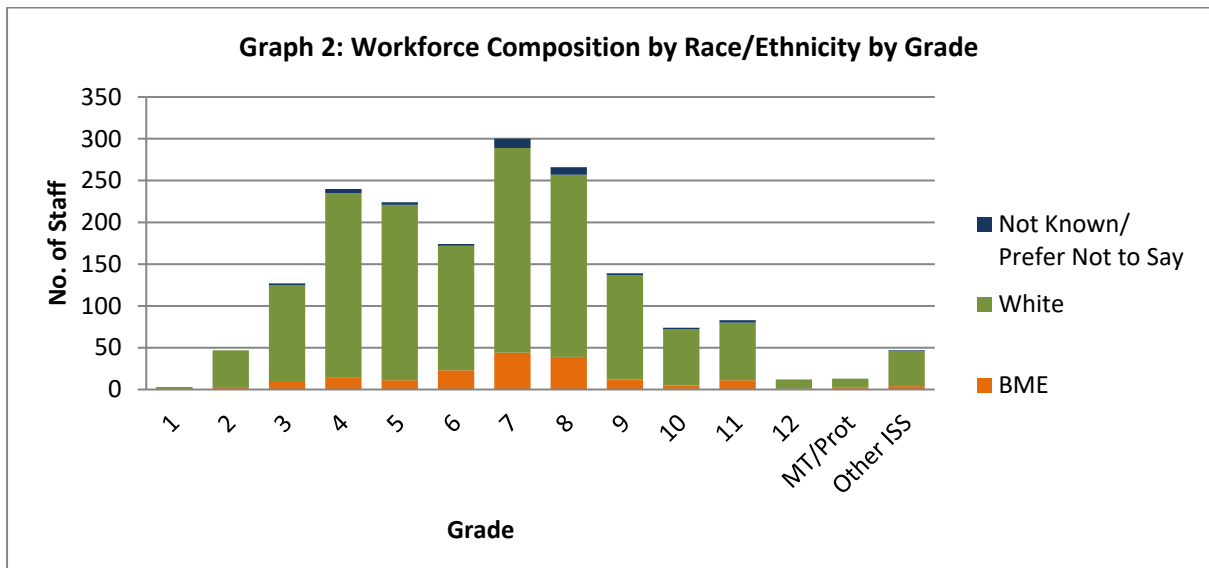
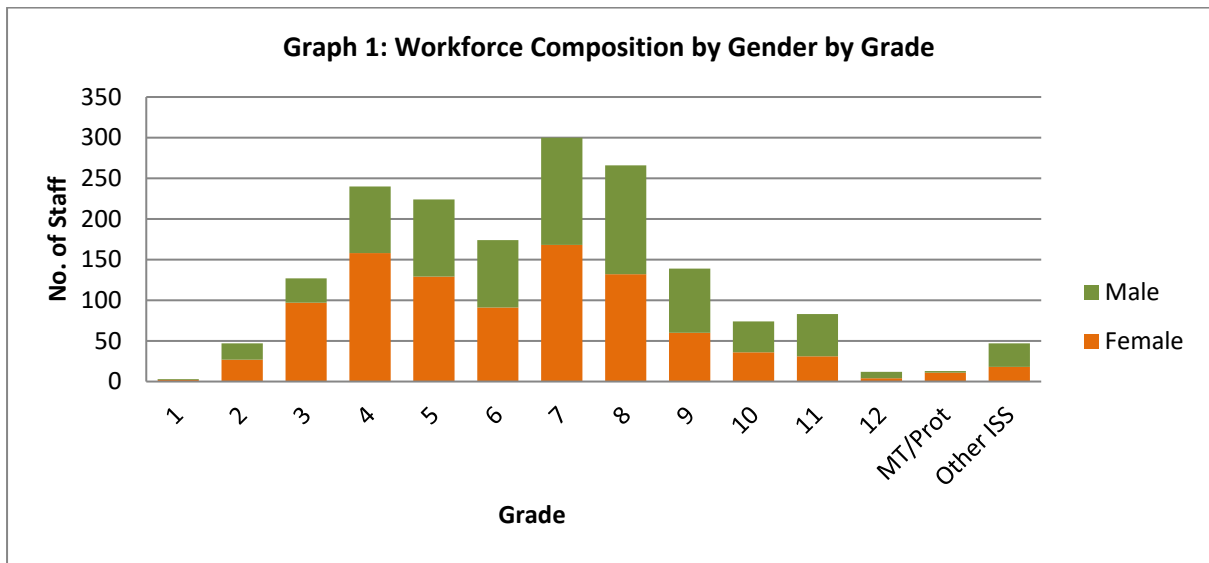
Appendix One: Mandatory Gender Pay Gap Reporting

The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 require employers to report on six gender pay gap and gender balance metrics annually as follows:

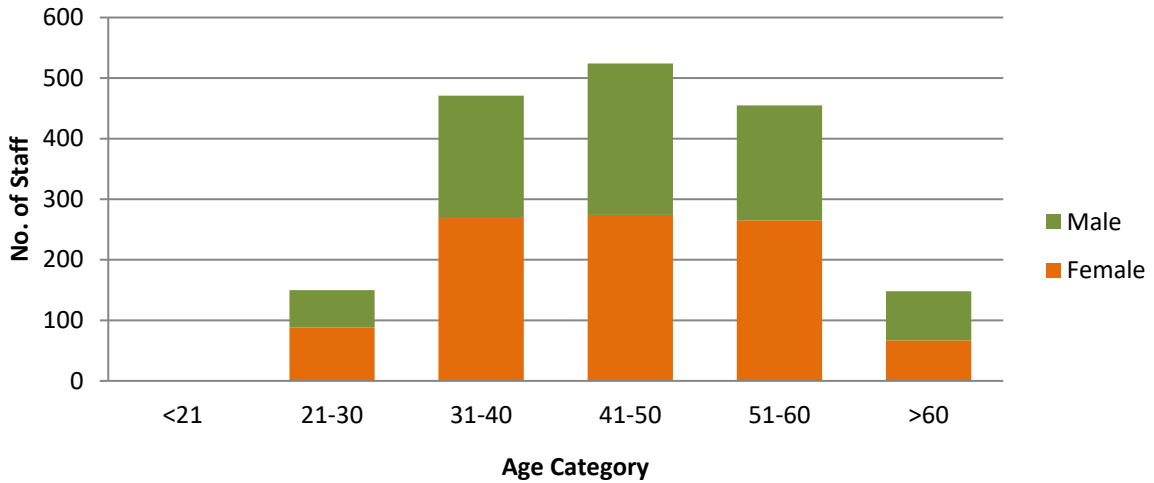
- Mean gender pay gap.
- Median gender pay gap.
- The proportion of men and women in each salary quartile.
- Mean bonus gender pay gap, based on bonuses received in the 12 months preceding the relevant date.
- Median bonus gender pay gap, based on bonuses received in the 12 months preceding the relevant date.
- The proportion of men and women receiving bonuses in the 12 months preceding the relevant date.

Employers have to report on the six metrics as at the relevant date of 31st March annually. Employers have until 30th March of the following year to publish the results and accompanying report. The report must be published on employers' websites within 12 months of the relevant date. The report should be accessible to the public for at least three years and must be accompanied by a written statement by the 'most senior employee' confirming that the information is accurate.

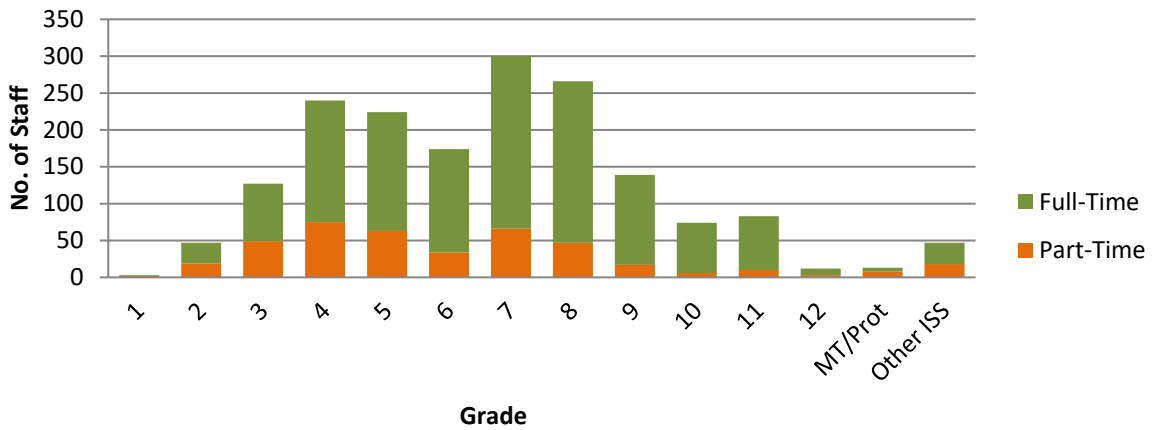
Appendix Two: Equal Pay Review Graphs 2020



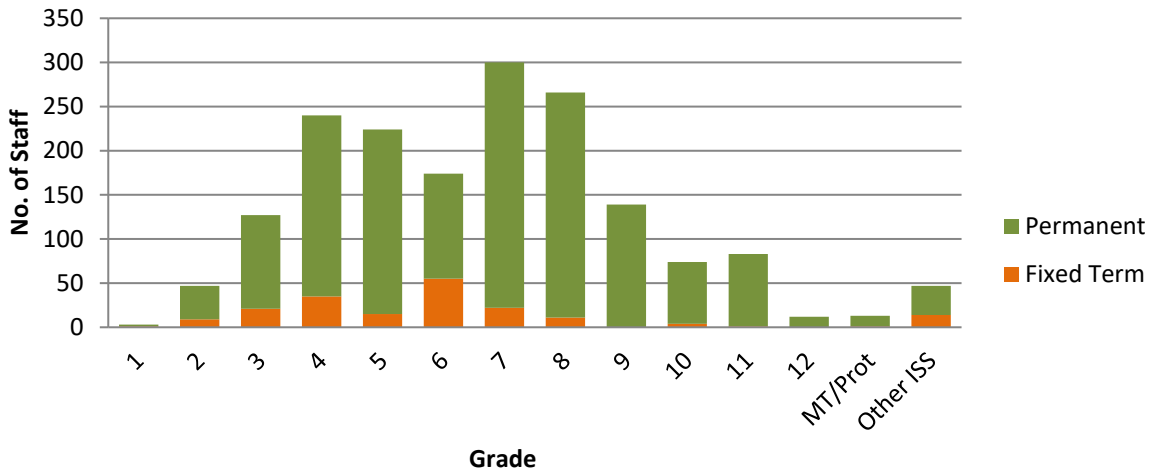
Graph 4: Workforce Composition by Age by Gender



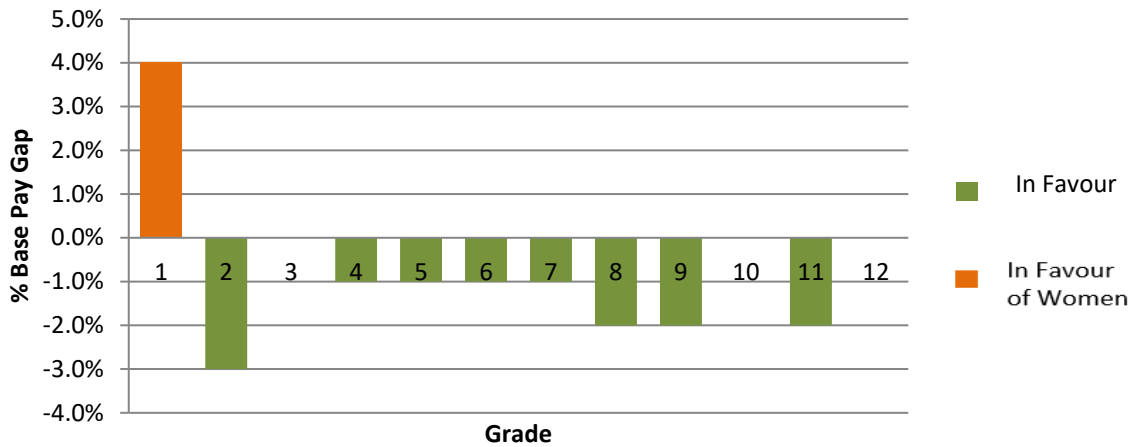
Graph 5: Workforce Composition by Contract Status (Full/Part-Time) by Grade



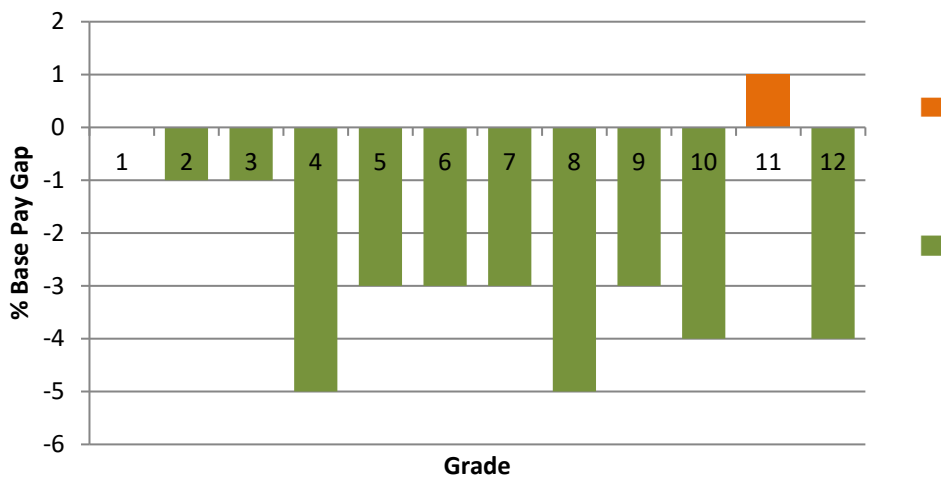
Graph 6: Workforce Composition By Contract Status (Permanent/Fixed-Term) by Grade



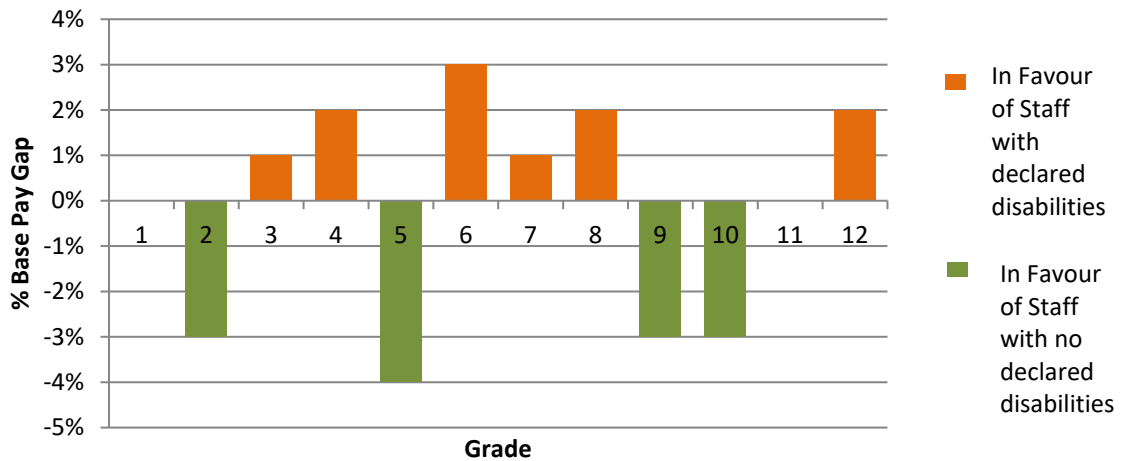
Graph 7: % Base Pay Gap By Gender by Grade

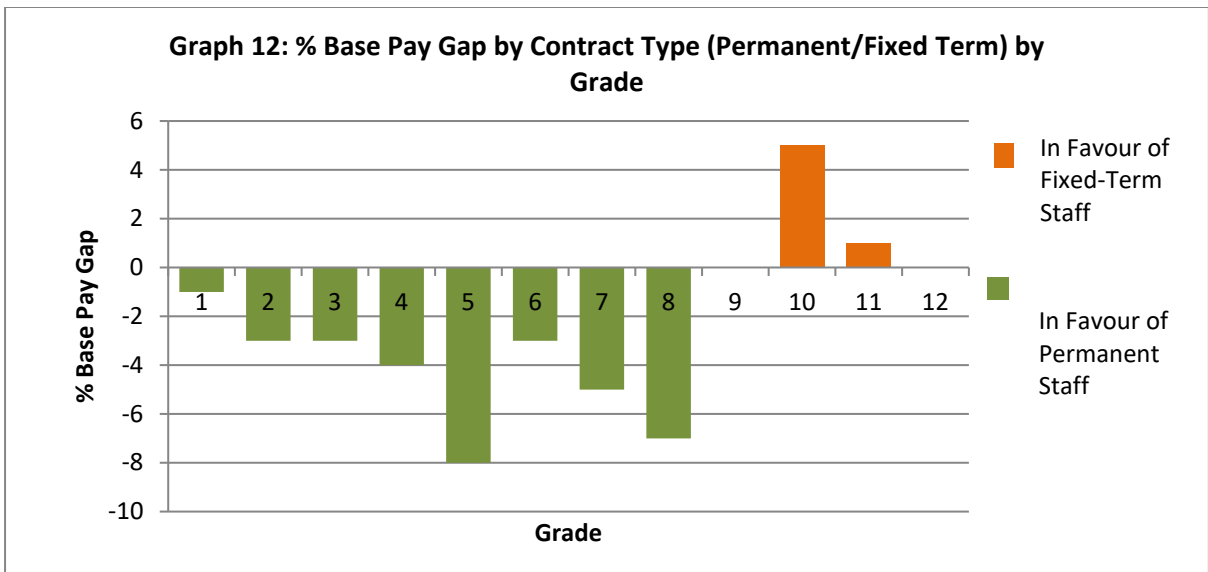
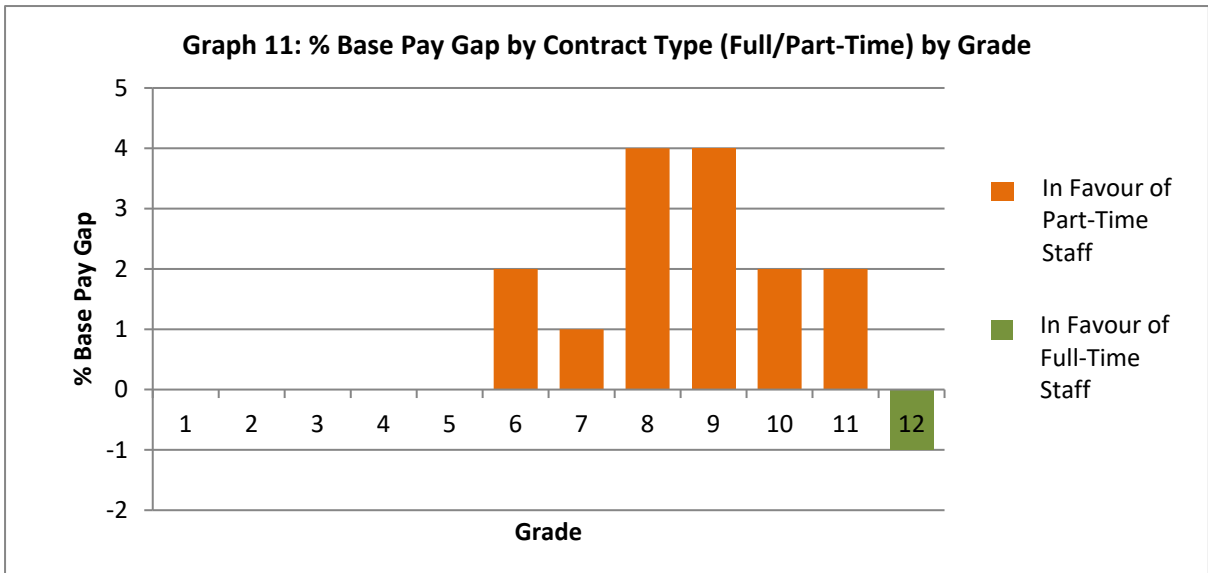
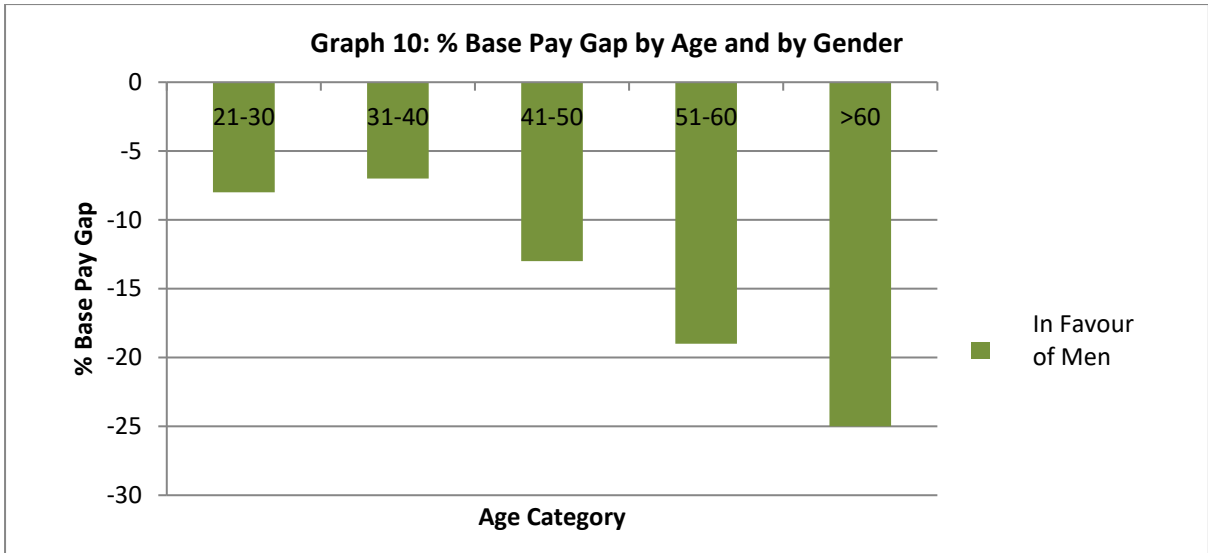


Graph 8: % Base Pay Gap by Race/Ethnicity by Grade

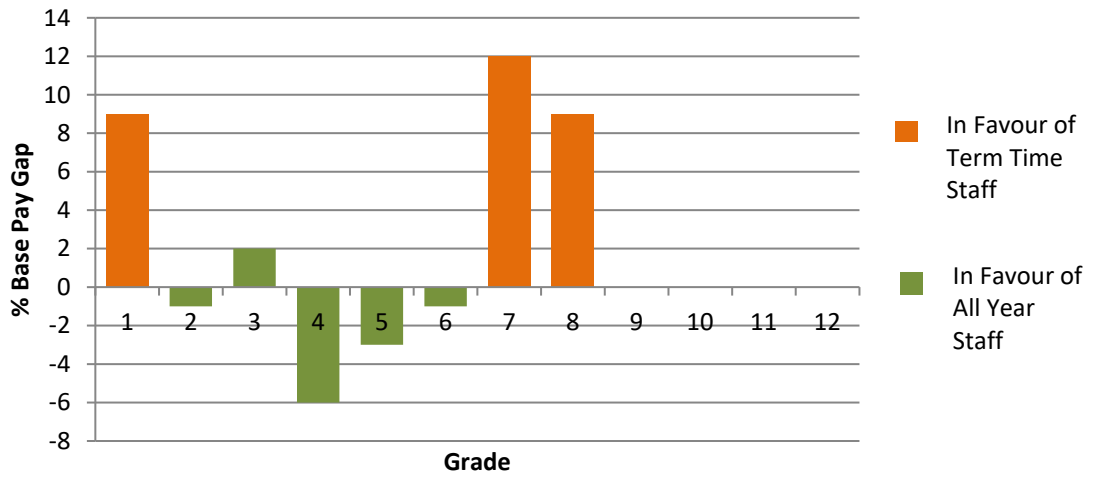


Graph 9: % Base Pay Gap by Disability By Grade





Graph 13: % Base Pay Gap by Contract Type (Term Time/All Year) by Grade



APPENDIX THREE: EQUAL PAY REVIEW 2014-20: TRENDS

1) GENDER

Percentage Base Pay Gap by Gender by Grade

2014	2016	2018	2020
15%	16%	14%	15%

Base pay gap between men and women

2) ETHNICITY

Base Pay Analysis by Ethnicity - Overall

2014	2016	2018	2020
105%	103%	104%	103%

What BME employees earn when compared to white employees

3) DISABILITY

Base Pay Analysis by Disability - Overall

2014	2016	2018	2020
95%	98%	98%	98%

What those with a declared disability earn when compared to those without a declared disability

4) RELIGION/FAITH

Base Pay Analysis by Religion or Belief

2014	2016	2018	2020
103%	107%	112%	106%

What those who practice a religion or belief other than Christianity earn when compared to Christian employees

5) SEXUAL ORIENTATION

Base Pay Analysis by Sexual Orientation

2014	2016	2018	2020
102%	107%	96%	94%

What those who have declared they are LGB earn when compared to those who are heterosexual

6) CONTRACT STATUS: FULL-TIME / PART-TIME

Base Pay Analysis by Contract Status: Full-Time / Part-Time

2014	2016	2018	2020
88%	86%	92%	88%

What those who are part-time earn when compared to those who are full-time

7) CONTRACT STATUS: PERMANENT AND FIXED-TERM CONTRACT

Base Pay Analysis by Contract Status: Permanent and Fixed Term

2014	2016	2018	2020
91%	87%	97%	85%

What those who are on fixed-term contracts earn when compared to those who are permanent

8) CONTRACT STATUS: TERM-TIME ONLY

Base Pay Analysis by Contract Status: Term-Time Only

2014	2016	2018	2020
59%	61%	66%	65%

What those on a term-time arrangement earn when compared to those working all year-round

Appendix Four: Equal Pay and Gender Pay Action Plan 2018

The action plan is categorised as follows:

Complete	In progress	On-going
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Action	Task	Responsibility	Timeline	Progress	Measure
1. Ensure DDE principles continue to be embedded into all recruitment, pay progression and promotion development work for academic and P&S staff	1.1 Continue to ensure that diversity matters covered as part of development programmes in addition to unconscious bias sessions Equality and Diversity Development for staff	ADHR, Head of OD	Continuous Continuous	Ongoing as part of Core Development Programme. Equality and Diversity covered as part of People Management Toolkit, including unconscious bias within appropriate sessions. Year on year increase in applications for pay progression and promotion.	Change /increase to statistical information
2. To ensure that inclusivity is embedded in all practices and processes	2.1 Ensure that all Faculty and P&SS Executives have Unconscious Bias training	Executive Deans, Directors, Heads of Service, ADHR	Autumn 2018	To commence shortly	Better understanding of the impact of bias. Increased effectiveness of pay / promotion / recruitment panels
3. To remove any possible barriers that might be preventing staff from ascending the BU pay and grading structure.	3.1 Continue to ensure that staff, in particular those applying for senior roles (Professoriate), are aware of the criteria	HR and OD	Continuing as part of annual pay progression and promotion process	Annual review of Staff PP and Promotion has been undertaken and statistics analysed. There is an increase in female staff (academic and P&S) ascending the BU pay and grading structure (as per the January 2016 FRC Report). Embedding Fusion has encouraged female staff to apply and be	Continued Annual review of Staff Pay progression and Promotion following each round Annual review of Workloads. Numbers of staff participating in the scheme and those progressing.

Action	Task	Responsibility	Timeline	Progress	Measure
				<p>successful.</p> <p>The 2017 academic pay progression round continued to attract large numbers of applicants (136) the same as in 2016 and far higher than the number of applications in 2015 (81). In 2017 43% of applications were from women and success rates were significantly higher for women (71%) than for men (58%).</p> <p>In terms of non-academic pay progression in 2017, 55% of staff receiving second or above the contribution point increments were female and 45% were male.</p> <p>The 2017 academic promotion round attracted 117 applications. However, only 38% of applicants were female and the female success rate was 39% compared to a male success rate of 44%.</p> <p>Workload Planning principles finalised by WLP Group and implemented.</p> <p>Numbers of staff participating in scheme have increased and successful.</p>	

Action	Task	Responsibility	Timeline	Progress	Measure
	3.2 Take a selection of female staff profiles to establish the reasons why they were or were not successful for promotion or pay progression, and to use this information to inform this section of the equal pay action plan.	HR and OD	March 2019	In progress.	Review of applications for flexible working
	3.3 Ensure workload models take into account equality considerations and are reasonable and balanced to enable engagement across the academic career matrix. To undertake more development re Workload Planning	Workload Planning Group and Deans/Heads of Dept.	Continuing	Workload Planning guidelines in place as agreed through joint working with TU – workload model in place as a consequence - development sessions have been run to support those responsible for workload planning Audit of WLP underway	Annual review of Workloads
	3.4 Provide a mentoring scheme for women. Provide a mentoring/coaching scheme for women returning from maternity leave	OD – Deans, Directors, Heads of Department	Coaching and mentoring schemes in place and continuing	Significant input and investment into coaching and mentoring in development with Athena Swan and other groups	Attendance at sessions and increases to applications / submissions as a consequence
	3.5 Provision of a general mentoring scheme for all	OD – Deans, Directors, Heads of Department	Coaching and mentoring schemes in place and continuing	In place Increase in applications and promotions year on year	Outcome of pay progression, recruitment and promotion processes. Pay progression and

Action	Task	Responsibility	Timeline	Progress	Measure
					promotion data
	<p>3.6 Promote and encourage flexible working.</p> <p>Improve workplace flexibility for men and women.</p> <p>Advertise and offer all jobs as having flexible working options subject to business need.</p>	HR/OD plus Deans, Directors, Heads of Department	On-going	Revised website with better access to and promotion of policies almost complete	<p>Pay progression and promotion data</p> <p>Flexible working data</p>
	3.7 Women academic returners - Consider period of study leave for women when they return from maternity leave to provide time to work on academic profile as outlined in revised maternity policy	HR / OD	Continuing	Complete and ongoing	Pay progression and promotion data
	3.8 To offer female only sessions in respect of pay progression and promotion preparatory sessions	HR / OD	Continuing	Complete and ongoing Continuing as part of pay progression and promotion preparation	Pay progression and promotion data
	3.9 To continue to offer and provide drop in sessions for all staff considering pay progression and promotion	HR OD and IPPPMS	Continuing	Complete and ongoing	Pay progression and promotion data
	3.10 Continued development programmes for panel members for both recruitment, promotion and	IPPPMs, HR & OD	In place and on-going	<p>In place and continuing an on annual basis</p> <p>Increased cohort of</p>	Pay progression and promotion data

Action	Task	Responsibility	Timeline	Progress	Measure
	pay progression process to ensure objective decision making and clarified metrics for appointment/promotion			IPPPMS also Continuing as part of pay progression and promotion preparation	
	3.11 Build discussions on promotion planning within annual appraisals, reviewing promotions data annually	ADHR/head of OD and all appraisers	In place and on-going	Complete - Appraisal and PPDP workshops have this year been used as a means of helping to shift the perceived culture of appraisal (whereby it can focus more on development to achieve short term objectives with insufficient consideration of broader, longer term career development). In place and continuing – forms part of pre-and post-appraisal meetings	Pay progression and promotion data
	3.12 Reiterate the expectations of line managers to encourage staff who are eligible to apply for promotion and progression	HR/OD Deans, Directors to those with staffing responsibility	Continuing as part of pre – appraisal meetings	Part of pre and post appraisal meetings	Analysis of data from annual pay progression and promotion rounds and update as necessary
4. Investigate and remove possible barriers that might be preventing female staff from	4.1 Ensuring that as a default position all roles are advertised internally and externally as being possible on a flexible working basis	Faculty/Service - HR	Ongoing	Introduction of new pilot flexi-time scheme for P&S staff, to enable staff to have greater flexibility over their working hours.	Increase in females ascending pay spine

Action	Task	Responsibility	Timeline	Progress	Measure
ascending the BU pay and grading structure at the same rate as male staff and to explore new initiatives to encourage this movement	subject to organisational requirements.				
	4.2 Providing relevant development and support for those involved in the recruitment process, so they are both aware of the current equal pay gaps and promote the flexible working opportunities available	Faculty/ Services – HR through people management toolkit	Ongoing	Underway and still in progress	Changes to statistical information
	4.3 Creating a flexible working page on the BU website, with case studies of those who work flexibly to promote acceptability and remove negative perceptions.	Faculty/Services – HR	2019	Not yet commenced	Changes to statistical information
	4.4 Finding ‘champions’ at senior levels who work flexibly and act as role models for others wishing to do the same	ESG, Equality and Diversity Adviser HR & OD	Ongoing	Two senior ‘champions’ already agreed to participate	Changes to statistical information
	4.5 To invite the University of Reading, (who have already launched flexible	EPRWG and Equality and Diversity Adviser	2018	The University of Reading presented to the EPRWG in May 2018 and their	Greater numbers of staff at all grades and from across all

Action	Task	Responsibility	Timeline	Progress	Measure
	working), to present their thoughts and findings to the Equal Pay Review Working Group (EPRWG) so we can learn from their experience			presentation is informing the launch of flexible working at BU.	business areas working flexibly
	3.6 To pilot gender blind shortlisting	Services / HR	Three month pilot form 1 st August 2018	Gender blind shortlisting for all externally advertised posts launched in M&C, Estates and Alumni with effect from 1 st August 2018.	Measure any positive or negative impact on the baseline gender position in each area, to determine recommendations for future recruitment practice.
5. To encourage and promote flexible working and job sharing for all grades of academic and P&S staff, including at senior levels.	5.1 To review all relevant policies and ensure easy-to-access information on the BU website	Faculty/Services - HR	Ongoing	New maternity, paternity and adoption policies launched in August 2018 with paid leave extended for eligible staff. New carer policy and new pilot flexi-time scheme for P&S staff launched, to enable staff to have greater flexibility over their working hours.	Greater numbers of staff at all grades and from across all business areas working flexibly
6. To remove any possible barriers that might be preventing part-time staff from ascending the BU pay and grading structure and to explore new	6.1 Ensure that BU shortlisting and interview panels for recruitment, internal promotion and pay progression include both men and women and at least one female academic for academic posts	Recruiting Manager & compliance with HR recruitment guidelines	Already in place	IPPPM cohort comprised of a number of male and female members. Pay progression and promotion panels are gender balanced with a female academic where possible in addition to a member of HR staff.	Increased /proportionate numbers of part time staff submitting applications

Action	Task	Responsibility	Timeline	Progress	Measure
initiatives to encourage this movement.				<p>Similarly P&S staff pay progression panels are gender balanced</p> <p>In the 2017 pay progression round 8% of successful academic applicants were part-time and 18% of successful P&S applicants were part-time. In the 2017 academic promotion round 14% of successful applicants were part-time.</p> <p>Overall 19% of academic staff and 26% of P&S staff worked part-time.</p>	
	6.2 To monitor whether there are less part time staff being promoted / successful in pay progression than full time members of staff	UET, ADHR	Ongoing	<p>There are less part time staff across BU than full time. In 2015, in terms of pay progression, 32 (14.5%) of those successful were part time staff. In 2016, 37 (14.9%) of those successful were part time staff. In 2017 39 (14.8%) of those successful were part-time. One PTHP staff member applied for pay progression and was successful.</p>	Increased/proportionate numbers of part time staff submitting applications for pay progression and promotion
	6.3 To ensure that PTHP members of staff have the same opportunities for pay progression and promotion as those who are established	UET-ADHR	Ongoing	<p>HPL agreement has addressed this for academic staff and enabled this group of staff to have the same opportunities already in place for established staff.</p>	Increased/proportionate numbers of PTHP staff submitting applications for pay progression and promotion

Action	Task	Responsibility	Timeline	Progress	Measure
				For part time established academic and P&S staff, it is recognised that contribution throughout the year and reflected in applications is proportionate to the hours worked	
7. Review the recruitment and selection data at BU over the last three years to establish the ethnicity of the applicants applying for the advertised academic and P&S roles. The aim of this review is to establish what roles BME staff are applying and appointed to BU.	7.1 Encourage applications from underrepresented groups	ESG, Equality and Diversity Adviser HR & OD	Ongoing	<p>Overall applications generally across BU have increased by 40% from 2015 to July 2017. There has been an increase in BME applicants for academic posts by 10% as a % of applications to 31% of the total. For P&S posts applications have decreased over the period to 6% from 9% in 2015.</p> <p>There has been an increase in numbers of academic candidates being offered the role (12% as a percentage of job offers made) compared to 9% in 2015. Job offers made to BME applicants for P&S roles have decreased by 4% to 6% of the total offers made.</p>	There is an increase in the number of BME staff applying for P&S roles at BU
	7.2 Review recruitment and selection data in addition to most recent pay progression and promotion data	ESG, Equality and Diversity Adviser		<p>The numbers of BME academic staff promoted has increased from 11.4% of successful applicants in 2015 to 22% of successful applicants in 2017.</p> <p>The numbers of BME academic staff receiving pay</p>	There is an increase in BME academic staff applying for promotion and subsequently being successful under the Academic Career Framework

Action	Task	Responsibility	Timeline	Progress	Measure
				<p>progression has remained static at 14% of successful applicants in 2015 and 2017.</p> <p>The numbers of BME P&S staff receiving pay progression has decreased very slightly, from 4% of successful applicants in 2015 to 3% of successful applicants in 2017.</p>	
8. To investigate the reasons why staff from BME backgrounds have significantly shorter lengths of service than white staff and to seek to address any factors that may be negatively impacting their length of service.	<p>8.1 Review length of service of BME staff</p> <p>Continue to investigate why staff from BME backgrounds earn very slightly less than white colleagues at each pay grade.</p>	Equality and Diversity Adviser	Ongoing	Underway and still in progress	The length of service of BME staff increases when the next equal pay review has been completed
	8.2 Hold focus groups with a sample of BME staff to establish possible reasons why they may not apply and subsequently be successful for grade 8+ P&S roles.	ESG, Equality and Diversity Adviser & OD	Ongoing	Underway and still in progress	Increased/proportionate numbers of BME staff in grade 8+ P&S roles
	8.3 Review the reasons for leaving/exit surveys given by BME staff to establish possible reasons for a	ESG, Equality and Diversity Adviser HR & OD	Ongoing	<p>Proportion of BME staff leaving has been reduced</p> <p>Reasons to be established –</p>	The length of service of BME staff increases when the next equal pay review has been

Action	Task	Responsibility	Timeline	Progress	Measure
	shorter length of service. Use the findings of this work to inform the development of a questionnaire and focus group questions.			still in progress	completed
	8.4 Establish the ethnicity of the BU staff undertaking leadership/development programmes at BU over the last three years to establish whether or not there is a “glass ceiling” in place.	ESG, Equality and Diversity Adviser HR & OD	Ongoing	There has been an increase in BME staff undertaking / participating in leadership programs between 2013-16	Increased/proportionate numbers of BME staff in management / leadership roles.
9. To investigate the reasons why P&S staff with a disclosed disability are clustered at grades three to five and why there are no P&S staff with a declared disability above grade 8+	9.1 Review existing publications by sector bodies to get possible indications why staff might not be disclosing a disability. Use the findings of this work to inform the development of a questionnaire and focus group questions.	ESG, Equality and Diversity Adviser HR & OD	Ongoing	Underway and still in progress	Staff equality data being in line with the national position
	9.2 Establish whether or not disabled staff are accessing the leadership/ development programmes at BU over the last three years to establish if there is a “glass ceiling” in place. Encouraging all staff to disclose equality data to improve the robustness of the data set and demonstrate that fuller	ESG, Equality and Diversity Adviser HR & OD	Ongoing	Statistics show that the proportion of staff who have disclosed a disability who have accessed leadership programs over the last three years to 2016 has declined.	Increased/proportionate numbers of disabled staff in management / leadership roles.

Action	Task	Responsibility	Timeline	Progress	Measure
	disclosure can result in stronger evidence based recommendations and positive actions				
	9.3 Hold a focus group with staff who have disclosed a disability to establish the reason(s) why they disclosed and establish what BU could do to increase disclosure by other staff.	ESG, Equality and Diversity adviser, Head of HS & W HR & OD	Ongoing	To be actioned Introduction of disability guide (which is in progress) which will outline reasons more explicitly for data collection with the aim to encourage disclosure	Improved quality and quantity of disability data declared
10. BU to continue to explore new ways of encouraging staff to disclose equality information so that staff records are complete as possible. Publication of BU disability guide.	10.1 Undertake focus groups as above to identify potential barriers	ESG, Equality and Diversity Adviser HR & OD	Ongoing	As above plus additional communications It should be noted from the equal pay audit outcome that there has been an increase in disclosure	Increase in complete information for staff re disclosure to enable more accurate and precise reporting
11. To review the use of fixed-term contracts at BU	11.1 Determine when appropriate	HR & Recruiting Managers	Complete	Complete in terms of overall process and reasons for appointing on a FTC Fractionalisation of HPLS More work to be done in terms of overall resource management across faculties and services	Further work with PTHP as outlined above will reduce numbers of staff on FTCs

Action	Task	Responsibility	Timeline	Progress	Measure
12. Conducting a flexible working survey to measure awareness, assess interest and gain feedback, and to promote the ability to disclose equality data via the CORE self-service portal	12.1 New to be discussed by DDESG	ESG, Equality and Diversity Adviser HR & OD	TBC	TBC	Increased numbers of staff working flexibly at all levels and across all staff groups