



The  
University  
Of  
Sheffield.

# Gender Pay Gap Report 2018.

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# 1. Introduction

We know that to be a world-class university we must be a truly inclusive university.

We know that when people come together with different views, approaches and insights it can lead to richer, more creative and innovative teaching and research and the highest levels of student experience.

We are proud of our diverse community. Women make up 49 per cent of our workforce, 13 per cent of our staff are from a Black, Asian and Other Minority Ethnic background, and international colleagues make up 21 per cent. We have more than 28,000 students, including 7,344 international students from 149 countries.

We continue to work with our staff and students to identify where we can make further progress in creating a fully inclusive environment where everyone can flourish.

This includes a commitment to progressing gender equality.

■ We continue to reduce our overall gender pay gap.

■ Our gender bonus gap has decreased since 2017.

■ We are committed to working in partnership with our trade unions and other stakeholders to create a more gender-balanced workforce.

## 2. Regulations

Regulations make it mandatory for all organisations with more than 250 employees to report their gender pay gap on an annual basis. Universities, along with other public sector bodies, are required to report their gender pay gap based on data at 31 March each year. The gender pay gap measures differences in pay between men and women across the entire workforce, which includes jobs of different size and level.

This report provides the outcomes of our mandatory gender pay gap reporting requirements and is based on 2018 data. It reports on the following across our entire workforce:

- Proportion of males and females within pay quartiles
- Gender pay gap
- Bonus pay gap
- Proportion of males and females who received a bonus or recognition payment.

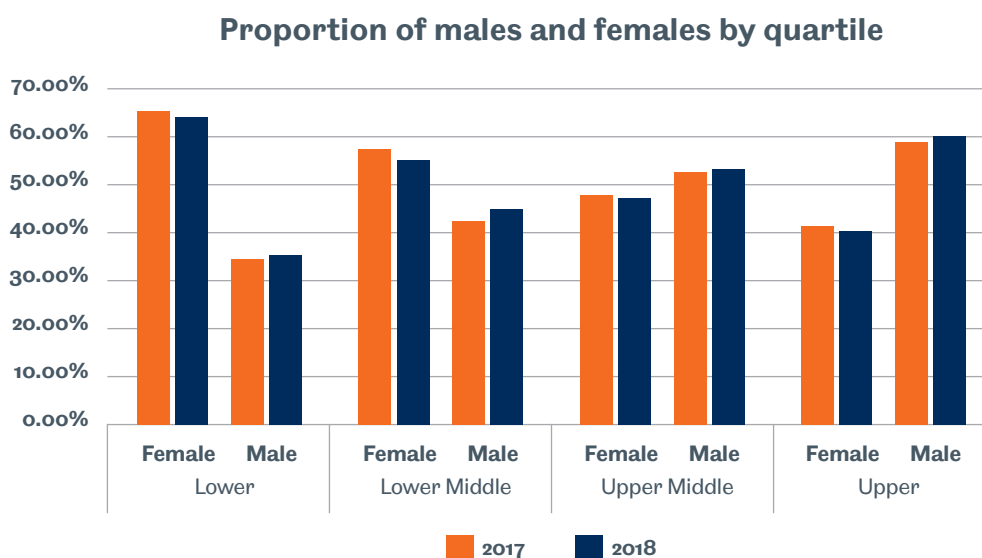
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### 3. Pay quartiles

Pay quartiles show a breakdown of the percentage of males and females by pay quartile – where the workforce is split into equal quarters according to level of pay.

Table 1: Percentage of males and females by pay quartile.



Note: The quartiles broadly equate to our grade structure (lower G1-4, lower middle G4-7, upper middle G7-8, upper G8+) but this is variable given that pay is based on gross pay after salary sacrifice, so individuals who are in salary sacrifice schemes may be in a lower pay quartile than we would expect for their grade.

There are only subtle changes in the quartile data from 2017 to 2018. Our pay quartile figures continue to show the root cause of our gender pay gap – we have a higher proportion of females in our lower pay quartiles (our lower pay grades) and a higher proportion of males in our upper pay quartiles (our higher pay grades).

# 4. Gender pay gap

Our 2018 figures show a reduction in our mean and median gender pay gap compared to 2017.

The gender pay gap shows the difference between the average (mean or median<sup>1</sup>) earnings of men and women across the whole workforce, expressed as a percentage of men's earnings.

Table 2: 2017-18 mean and median gender pay gap.

Pay Gap	Mean		Median	
	2018	2017	2018	2017
<ul style="list-style-type: none"> <li>Based on the entire workforce at 31 March (includes clinical academics and hourly paid employees and workers with earnings paid in March)</li> <li>Excludes individuals who were on reduced/nil pay due to absence</li> <li>Based on gross pay after salary sacrifice</li> <li>Includes allowances and additional pay</li> </ul>	<b>17.9%</b>	19.0%	<b>10.7%</b>	11.1%

The gap between male and female earnings is lower for the median (mid-point) than the mean (average). This is because the mean is impacted by outliers (individuals with earnings higher than the norm) within our workforce.

The median tends to be a better indicator of the most typical figure, where a range of figures have an outlier, and is the normal salary measure used by the Office for National Statistics.

We have monitored the gender pay gap since 2003 using our own methodology, and we have been successfully taking actions to reduce the overall pay gap since then - from 32.2 per cent in 2003 to 15.2 per cent in 2017 and 13.8 per cent in 2018.

We are pleased to see that under the new legislation, this downward trend is continuing, and our pay gap figures compare well with the figures published by other

Russell Group universities last year. However, we are not complacent. Our next step is to run and analyse our 2019 gender pay figures to identify if there are further targeted actions we can take. We will also continue to focus on the holistic actions we have already put in place to address the workforce profile. See section 7.

<sup>1</sup> \*Mean = average, Median = the midpoint value of a sorted list of values

## 5. Gender bonus gap

Our 2017-18 figures show a reduction in our mean and median bonus gap compared to 2016-17.

The gender bonus gap shows the difference between the average (mean or median) bonus received by men and women across the whole workforce. A positive bonus gap shows that males have received, on average, a higher bonus value than females.

Table 3: Mean and median bonus gap 2016-17 and 2017-18.

Bonus Gap	Mean		Median	
	2017-18	2016-17	2017-18	2016-17
Based on bonus, incentive and recognition payments from a number of different schemes (listed below) paid from April to March.	<b>64.5%</b>	68.6%	<b>6.3%</b>	40.0%

Our 2017-18 figures show a continued trend of more females receiving bonus/awards over one year than males.

Table 4: Proportion of workforce by gender who received a bonus award in 2016-17 and 2017-18.

Bonus Proportion	Male		Female	
	2017-18	2016-17	2017-18	2016-17
Percentage of entire workforce who received bonus (as above) by gender (April to March).	<b>19.3%</b>	16.2%	<b>22.8%</b>	20.3%

**In line with the legislation, our bonus pay gap figures are based on the combined bonuses and awards paid from a number of very different schemes listed below:**

■ **Clinical Excellence Awards Scheme:** This scheme applies to clinical academics in our employment but who are on NHS terms and conditions and pay scales, and is not controlled by the University. We have classified these awards as bonus pay in line with the NHS.

■ **Recognition Award Scheme:** This scheme is available to all staff and enables departments to nominate individuals and teams to receive awards throughout the year for a job well done. In line with the legislation, this only includes monetary and voucher awards for individuals, not team awards or individual non-monetary gifts.

■ **Senior Pay Schemes:** This includes our Executive Bonus Scheme, Professorial and Professorial Equivalent Pay Schemes, which are subject to strict governance and scrutiny (including gender equality monitoring) with delivery against pre-agreed objectives and criteria assessed by independent reward panels.

**Note: The impact of combining these very different schemes is to create a higher overall mean bonus gap than if they were each assessed separately.**

As with our pay gap, the bonus gap between males and females is lower for the median (mid-point) than the mean (average). This is because, overall, the mean is impacted by outliers (males with higher bonus or award values) across the above schemes.

We highlighted last year how our Recognition Award Scheme had a significant impact on the overall median bonus gap. In 2016 to 2017, more males were awarded monetary payments, rather than vouchers, which normally have a higher value (despite more females getting awarded through the scheme overall).

In 2017 to 2018, this trend has not continued. In fact, our data shows that in 2017 to 2018, women received overall a higher average value of award than men through the Recognition Award Scheme.

This shift has led to a lower median bonus gap within the scheme and overall, and demonstrates how a change in one scheme can have a significant impact on our overall bonus gap from year to year. It also illustrates how important it is that we continue to monitor the impact of each of the component bonus and recognition award schemes each year.



# 6. Equal pay review

An equal pay review involves comparing the pay of males and females doing the same jobs, similar jobs or work of equal value within an organisation. The purpose of this is to identify and investigate any differences, and then explore and address any instances of unequal pay that cannot be justified.

Work of equal value is work which is of equivalent value in terms of a range of factors which may include effort, skill and decision-making as determined by a job evaluation (grading) scheme. At the University, roles of equal value are paid on the same grade within the University's grading structure.

The University carries out an equal pay review on a three-yearly cycle. In 2018 (as consistent with previous years), we have based this data on a snapshot at 31 July. Future equal pay data will be taken on 31 March, to align with our gender pay gap data. The next equal pay review we undertake will therefore be based on data as at 31 March 2021.

In 2018, the equal pay review was undertaken in line with the new Joint Negotiating Committee for Higher Education Staff (JNCHES) Equal Pay Reviews and Gender Pay Gap reporting guidance: [www.ucea.ac.uk/en/publications/index.cfm/eprgpgp](http://www.ucea.ac.uk/en/publications/index.cfm/eprgpgp) and included consideration of other characteristics and variables such as ethnicity, contract type and working commitment.

It is useful to undertake an equal pay review alongside gender pay gap reporting, as it allows us to break the overall workforce data down and explore if there are any pay gaps between males and females within grades.

Our equal pay review shows that there are not any significant<sup>2</sup> gender pay gaps within grades, with the exception of our highest professorial band, P3.

Table 5: Gender pay gaps within grades.

	All Employees		Gender				
	Headcount	Average Salary	Male Headcount	Female Headcount	Average Male Salary	Average Female Salary	Pay Gap (Female vs Male)
G1	357	£15,418	58	299	£15,417	£15,418	0.0%
G2	103	£16,086	68	35	£16,105	£16,049	0.3%
G3	360	£17,563	183	177	£17,634	£17,489	0.8%
G4	447	£20,045	155	292	£20,067	£20,034	0.2%
G5	672	£23,721	215	457	£23,467	£23,841	-1.6%
G6	954	£28,255	430	524	£28,152	£28,340	-0.7%
G7	1922	£34,768	969	953	£34,461	£35,080	-1.8%
G8	1265	£45,409	651	614	£45,393	£45,425	-0.1%
G9	628	£56,087	386	242	£56,239	£55,844	0.7%
P1	255	£68,179	169	86	£68,594	£67,362	1.8%
P2	203	£82,347	151	52	£82,463	£82,012	0.5%
P3	85	£112,054	71	14	£113,610	£104,162	8.5%

We also explored whether there were any pay gaps in relation to other characteristics or working commitment variables, for example part-time versus full-time. Again, with the exception of our highest professorial

band, P3, our equal pay review did not show any significant pay gaps by grade that could not be explained. We will take action to further investigate the pay gaps identified at P3 as part of our continuing action plan.

Our equal pay review demonstrates that our overall gender pay gap is largely driven by our workforce profile<sup>3</sup>, rather than any pay gaps, or equal pay issues, within our grading structure.

<sup>2</sup> The Equality and Human Rights Commission cites, as a general rule, that pay gap differences of 5 per cent or more, or any recurring differences of 3 per cent or more as meriting further investigation.

<sup>3</sup> Workforce profile can be impacted by a number of complex factors e.g. [www.equalityhumanrights.com/en/advice-and-guidance/what-difference-between-gender-pay-gap-and-equal-pay](http://www.equalityhumanrights.com/en/advice-and-guidance/what-difference-between-gender-pay-gap-and-equal-pay)

# 7. Our work to progress gender equality

We have a long-standing and deep commitment to equality, diversity and inclusion (ED&I). Our approach is a holistic one, in order to develop the kind of university campus we want to be – inclusive, diverse, and high-performing.

**Our actions focus on organisational culture change, actively building diversity into processes, and increased partnership working with key stakeholders, along with specific and targeted action focussing on supporting and advancing women's careers.**

In particular, we aim to address the key issue of an unequal gender distribution across the workforce, specifically focussing on positive action in relation to recruitment and selection, developing a new and transparent Academic Career Pathways scheme, ongoing support for Athena SWAN, reviewing the Recognition Awards Scheme, and encouraging staff to undertake unconscious bias and ED&I training. Collectively this set of actions aims to rebalance the workforce.

However, we are also keen to explore further actions that will accelerate progress in closing the gender pay gap and propose to run the next gender pay gap reporting snapshot earlier than we have done previously, to enable us to develop more targeted actions based on three years' worth of data.

It is also important to note that the data demonstrated a large number of unknowns for most of the protected characteristics, which needs to be addressed.

## Talent attraction

We are committed to designing diversity into the way we attract talent.

We have been working on de-biasing processes, particularly in the first stages of recruitment. This involves conversations with recruiting managers to encourage the consideration of the diversity of teams and develop a person specification and recruitment plan accordingly; changes to the job description template; and using Textio, a tool to identify gendered language, to ensure we are not using biased language.

Through our processes, language and search tools, we actively encourage females into traditionally male roles, and males into traditionally female roles, in order to rebalance the workforce. We also actively consider gender in relation to succession planning for heads of department.

Our approach to talent attraction has been successful in widening the applicant pool, and since introduction, around 50 per cent of roles appointed under this process were based on the identified diversity characteristics, whilst ensuring we continue to attract high calibre candidates.

## Academic Career Pathways

We have developed a new Academic Career Pathway, which will be used to support development and promotion processes from 2019 and which will help us to measure progression rates by gender. For information, visit: [www.sheffield.ac.uk/hr/careerpathways](http://www.sheffield.ac.uk/hr/careerpathways)

## Athena SWAN

In 2016 we were given a silver institutional Athena SWAN award that recognises our ongoing commitment to gender equality. This makes us one of only 14 universities with a silver institution award. We are awaiting the outcome of our 2018 submission.

We work closely with our Gender Equality Committee to implement our University-level Athena SWAN action plan.

In addition, 22 departments are covered by 19 Athena SWAN awards (10 bronze and nine silver) with 20 of our 22 Science, Technology, Engineering, Maths and Medicine (STEMM) departments, plus Archaeology and Nuclear AMRC, now holding an award.

Almost seven in 10 academics and researchers are in Athena SWAN award-winning departments, with over a quarter in a silver department.

We are committed to supporting departments, including those that wish to go for an Athena SWAN award, to develop actions around gender.

## Recognition Awards Scheme

We are reviewing our Recognition Awards Scheme in detail to identify gender differences. The recognition scheme showed a bias towards males in 2016-17 and females in 2017-18. Data will be evaluated in 2018-19 to identify if further action is required.

## Staff training

We are in the process of developing mandatory implicit bias and equality, diversity and inclusion training.

## Leadership

Four out of 11 members of our Executive Board, including our Provost and Deputy Vice-Chancellor, are women compared to none in 2011. We also now have double the number of women represented on Senate than in 2006, and University Council has a greater proportion of women than ever before, with a third of members now women.

Increasing the percentage of female professorial staff is one of our key performance indicators. We set out to reach 23 per cent by 2015-16 and met the target a year early.

## Career support

We have a number of mentoring schemes designed to address the sector-wide under-representation of women academics in professorial posts, with around 200 academic women having participated to date.

## Maternity support

Our Women Academic Returners' Programme (WARP) supports women who are returning to work after time off for maternity leave. Since 2006, 163 women have received awards. This appears as a good practice example in the 2018 UCEA guidance: [www.ucea.ac.uk/en/publications/index.cfm/eprgpr](http://www.ucea.ac.uk/en/publications/index.cfm/eprgpr)

The Medical School Athena SWAN working group introduced the Whyte Payment in November 2014 to encourage use of keeping in touch days. This has since been taken up by our School of Health and Related Research.

## Governance

The Gender Equality Committee is a formal sub-committee of the Equality, Diversity and Inclusion Committee. It oversees the implementation and development of the University's Athena SWAN action plan. It also supports the achievement of the University's key performance indicators and equality objectives by raising awareness of gender equality and acting as a body of expertise on gender issues; and advises the Equality, Diversity and Inclusion Committee, Human Resources and senior management on measures to address gender equality.

## Staff networks

Women@TUoS is a network for all female staff across the University that organises dedicated activities for academic and professional women. Parents@TUoS is a network for all staff and students who have families or are thinking about having families. The networks provide information, support and best practice. In addition, the Women Professors Network provides an informal environment in which to discuss topics of mutual interest and share areas of good practice.

## Targeted action

Women in Engineering is dedicated to increasing the numbers of women staff and student engineers. 10.6 per cent of the professors in the Faculty of Engineering are women.

## Inspiring the next generation of engineers

As part of the Engineering Is campaign, our Women in Engineering Student Society and Engineering Sheffield created a children's book, Suzie and Ricky, to instil the message from a young age that both girls and boys can aspire to be engineers.

## Changing job titles

Our Head of Campus Services challenged the presumption that certain roles, such as security and portering, are designed for male staff. Campus Services has since amended job descriptions to advertise roles as part-time, and ran successful campaigns to further diversify their teams.

## Portrait of a Woman

Our Portrait of a Woman project celebrates the huge contributions made by women at our University.

[www.sheffield.ac.uk/staff/portraits](http://www.sheffield.ac.uk/staff/portraits)

## International Women's Day

We're passionate about the difference we can all make to progressing gender equality. For International Women's Day 2019, our staff and students shared their hopes for the future in a short film and told us in their own words how they're working to create gender balance.

[www.sheffield.ac.uk/inclusion/gender-equality](http://www.sheffield.ac.uk/inclusion/gender-equality)



