

Equal Pay Review 2012

Appendix A Findings of the Equal Pay Review 2012

1.0 Background

Equal pay between male and female employees is a legal right under both domestic and European law. An equal pay review is a statistical analysis of an organisation's pay and HR data to identify and explain any gender-related pay differences.

Although there is no specific legal requirement for the University to carry out an equal pay review, there are compelling reasons for doing so¹. The Equality Act 2010² gives women and men a right to equal pay for equal work and places renewed emphasis on the need for pay equality. The equal pay statutory Code of Practice (EHRC, 2011)³ recommends that all employers regularly conduct equal pay reviews, suggesting that this may be the most effective means of ensuring that a pay system delivers equal pay. Section 78 of the Act also creates a power to make regulations requiring HEI's to publish differences in pay between their male and female employees. However the current government has stated that it would prefer not to bring this section into force. Instead, in its response to the consultation on Modern Workplaces, the government has stated that it intends to give employment tribunals powers to impose pay audits on employers who are found to have breached the provisions of the Equality Act. The government intends to carry out a second consultation to seek views on the exact contents of pay audits and publication requirements, and to consider other issues raised by the consultation, before legislation is brought into force.

There are also sound business reasons for conducting regular reviews. Pay systems that are transparent and value the entire workforce send positive messages about the University's values and ways of working. Fair and non-discriminatory systems represent good management practice and contribute to the efficient achievement of the University objectives by encouraging maximum productivity from all employees.

This biennial review compares the pay of male and female employees carrying out work of equal value as determined by the job evaluation scheme adopted by the University (HERA⁴). The approach taken is in line with the relevant JNCHES⁵ guidance and the Equality and Human Rights Commission advice that where a pay differential related to gender is less than 3%, no action is necessary. Where the difference is greater than 3% but less than 5%, the position should be regularly monitored. For gender pay gaps of more than 5%, action is needed to address the issue and close the gap.

The Equal Pay Review 2012 was prepared in consultation with representatives from the Trades Unions, University Schools/Faculties and the Human Resources Division, including the Equality and Diversity Section, HR Analytics and Grading and Reward.

For further information on the methodology used in this report please refer to Appendix G. Please note that in previous equal pay reports the pay gap or gender salary difference was

¹ The JNCHES pay agreement 2006–09 also included a strong recommendation that HEIs undertake an equal pay review within 12 months of the introduction of their new, post-framework pay structures and periodically thereafter.

² Replacing the previous provisions in the Equal Pay Act 1970, Sex Discrimination Act 1975, and Pensions Act 1995

³ Equality and Human Rights Commission, 2011

⁴ Higher Education Role Analysis

⁵ Joint Negotiating Committee for Higher Education Staff

calculated as a percentage of the *female* salary. Whilst this was a rigorous method to identify pay gaps, it is different to the method used by other institutions and the Office for National Statistics (ONS), which has made benchmarking difficult. The 2012 report therefore calculates the pay gap based on a percentage of the average male salary for consistency with the ONS. The headline pay gap figures for previous annual reports have been recalculated to provide a meaningful comparison to both national benchmarking data and previous year's findings.

2.0 Summary of Key Findings

This section summarises the most significant findings of the 2012 Equal Pay Review and provides extracts of the data found in Appendices B to F. More detailed analysis can be found in the main report at 3.0. Please note that for completeness, in certain tables, data has been provided for the 2011 interim year where an Equal Pay Review was not published.

2.1 Employee profile – by gender

On 31 July 2012 University employees occupied 9,037 positions on the single salary pay spine, of which 4,480 (49.6%) were occupied by females and 4,557 (50.4%) by males. This reveals a small increase in the percentage of female employees compared to previous years. Please see Table 1 for full details.

Gender Representation – by year and market comparison

Table 1: Comparison of University of Cambridge with UK workforce gender representation

Benchmark	Female (%)				
	2007/08	2008/09	2009/10	2010/11	2011/12
University of Cambridge	48.2%	48.8%	49.1%	49.5%	49.6%
National HE Sector*	53.2%	53.0%	52.4%	52.7%	**

* Source: HESA - Staff at Higher Education Institutions in the UK
 ** data not yet available

As can be seen from Table 1, over the last four years the University has had a slightly smaller percentage of female employees compared to the national higher education sector average. The difference however is reducing each year.

2.2 Gender pay gap

Gender Pay Gap – by year

Table 2: Mean pay gap by year, University of Cambridge

Year	Population		Average (mean) basic pay			
	Female	Male	Female	Male	Difference	Pay gap (%)
2007/08	4,119	4,420	£28,247	£37,157	£8,910	24.0%
2008/09	4,349	4,559	£29,772	£38,703	£8,931	23.1%
2009/10	4,393	4,552	£30,253	£39,139	£8,886	22.7%
2010/11	4,473	4,561	£30,603	£39,488	£8,885	22.5%
2011/12	4,480	4,557	£31,023	£39,698	£8,675	21.9%

As can be seen from Table 2, over the last five years the University's pay gap has fallen slowly by an average of 0.5% each year. Since the last Equal Pay Review in 2010 it has fallen by 0.8%.

Market comparison

The ONS⁶ collects data on earnings through the Annual Survey of Hours and Earnings which it uses to estimate gender pay gaps in the public and private sectors.

Table 3: Comparison of University of Cambridge median pay gap with national public and private sectors

Benchmark	% pay gap (median) in favour of men			
	2009	2010	2011	2012
University of Cambridge	23.4%	23.4%	23.4%	23.3%
National public sector	21.0%	19.2%	19.3%	*
National private sector	28.8%	27.5%	27.4%	*

*Data not yet available

In July 2012 the gender pay gap between median salaries in the University of Cambridge was 23.3%. This is approximately midway between the estimates of the pay gap in the public and private sectors.

Although these national estimates are of interest for high level benchmarking purposes, they can hide wide variations between different industries, occupations, regions and age groups.

Unfortunately data from the Russell Group on the pay gap at other leading Universities is not yet available. This data could provide a better comparator for benchmarking purposes

⁶ Office of National Statistics - all employees' median hourly earnings excluding overtime.

than national public sector pay estimates. A recent UCEA⁷ survey to which 60% of HEI's responded, indicated that only 30% had conducted an Equal Pay Review in the last 18 months, but that 82% would be doing so in the next 12 months.

2.3 Analysis of average base salaries (Appendix B1-B5)

Appendix B1 provides a summary of the average salary by grade for all employees on the single pay spine irrespective of occupational category and working hours.

Across all occupational categories only grade 12 has a mean pay gap which exceeds the 3% criterion in favour of male employees⁸. This is a change from the 2010 Equal Pay Review where a pay gap exceeding 3% was only identified in grade 8.

Occupational categories and working hours

Further analysis by occupational category can be found in Appendices B2 – B5 and Table 6 in the main report.

- Academic staff - only grade 8 exceeds the 3% criterion, where there is a population of just 5 academic staff⁹.
- Academic-related staff – grades 5, 7 and 12 exceed the 3% criterion in favour of male employees. Grade 12 also exceeds the 5% criterion¹⁰.
- Assistant staff - there are no grades in this occupational category that exceed the 3% criterion when using the mean pay gap¹¹.
- Non-clinical research staff - only grade 12 exceeds the 5% pay gap.
- Part-time employees – the overall pay gap is slightly higher for part-time employees (20.7% compared to 19.0% for full-time employees) who are also more likely to be women, please see Table 10 in main report.

One explanatory factor of the significant gender pay gaps by occupational category, is the different distribution of male and female employees across the grade structure (see Table 4 and Chart 1).

2.4 Analysis of average salaries including additional payments (Appendices C1-C5)

The consolidation of all pay elements results in a small increase in the gender pay gap from 21.9% to 23.1%.

- Grade 12 academic-related staff pay gap increases from 9.0% to 18.7% in favour of male employees due to a larger number of male employees in this grade receiving additional payments.
- Grade 12 academic staff pay gap increases from 2.0% to 3.8%.
- Grade 9 academic related pay gap increases from 2.9% to 3.7%.
- Grade 3 assistant staff pay gap increases from 0.9% to 6.2% when other additional payments are included. This is because many males at this grade receive additional hours and shift allowance payments for security duties.
- The pay gap of non-clinical research staff within grades 11 and 12 falls when additional payments are added to basic pay due to a greater proportion of female employees in these grades receiving additional awards.
- The pay gap of non-clinical research staff at grade 12 falls from 15.7%, but remains high at 13.6%.

⁷ Universities and Colleges Employers Association

⁸ Using the median pay gap, both grade 8 and grade 12 exceed the 3% criterion.

⁹ However the median pay gap also exceeds the 3% criterion at grade 12.

¹⁰ When using the median pay gap only grade 8 exceeds the 5% criterion.

¹¹ When using the median pay gap grade 8 exceeds the 5% criterion at 8.5%.

2.5 Analysis of additional payments only (Appendices D1-D4)

Pensionable and non-pensionable payments (appendices D1 to D3)

- Male employees received 62.4% of the total number of pensionable payments and 58.0% of the total number of non-pensionable payments.
- Of the 2 types of pensionable payments, male employees received 57.5% of discretionary payments and 65.8% of payments linked to a role.
- Of the total value of the payments, male employees received a higher proportion of both pensionable (78.6%) and non-pensionable payments (76.7%).

Market supplements (appendix D4)

- The average payment in 2012 equates to £14,071 for male and £5,066 for female employees. However since the 2010 Equal Pay Review, the average payment has increased by 28.9% for female employees and 20.4% for male employees.

2.6 The award of contribution increments and single contribution payments by gender and occupational category (Appendix E1 and E2)

A total of 264 employees received contribution increments in 2012 and of these 59.8% were female and 40.2% male.

For the first time, single contribution payments are included in the appendices (E2). Female employees received 67.6% of awards and male employees received 32.4%.

A breakdown by occupational category is provided in appendices E1 and E2.

2.7 Analysis of salaries paid to new employees (Appendices F1 and F4)

1,495 new employees were appointed by the University on to the single salary pay spine from 1 August 2011 to 31 July 2012. 816 of these were appointed above the minimum point of the grade¹², 381 female employees (46.7%) and 435 male employees (53.3%). Grade 9 in particular shows a higher number of male employees appointed on the top service spine point for that grade.

2.8 Actions arising from the 2010 review and recommendations for 2012

The findings of the 2012 Equal Pay Review provides evidence of a gender imbalance across the grading structure which gives rise to an organisational mean pay gap of approximately 21.9% in favour of men¹³. This continues to fall approximately midway between the estimates of the pay gap in the public and private sectors.

The University aims to ensure its pay system is fair and equitable and that any gender bias is eliminated in line with the requirements of legislation. The following actions have therefore been undertaken following the 2010 Equal Pay Review (please see 3.4 for full details).

- Detailed analysis of grade 9 starting salaries considered by the Gender Equality Group (GEG). The analysis indicated that there may be less gender imbalance than originally thought, and that the key area of difference seems to be in

¹² Please note that in contrast to previous reports, individuals appointed 'above minimum point' in grade 12 refers to the minimum point within the relevant contribution band rather than Point 68.

¹³ When using the median pay gap this increases to 23.3% in favour of men.

Academic roles. In response, the University's appointment guidance has been reviewed and updated.

- The Equality and Diversity section (E&D) intend to continue to collate available information on the percentage of women that applied for/received promotions and to undertake further investigation of grade 9 appointments.
- Further data analysis has been undertaken to enable investigation into the reasons behind the pay differentials of academic-related employees in grades 8 and 12. The Gender Equality Group has reviewed this data and will give the issues raised further consideration in light of this Equal Pay Review's findings.
- A detailed analysis of all Senior Academic Promotion (SAP) applicants by gender was provided to GEG in 2011 for consideration, leading to the development of recommendations to inform the SAP Review Group. The SAP Review Group have since proposed further revisions for the 2012 and 2013 exercise including mentoring and advice for prospective applicants, a CV mentoring scheme aimed at supporting women seeking promotion, and guidance for institutions to ensure that all eligible academic staff are encouraged to apply if they have a good prospect of success.
- A well-attended briefing event 'Do Women Still Earn Less Than Men?' was held in November 2011, which addressed the findings of the 2010 Equal Pay Review. A similar event is planned for 2013 to allow internal discussion of the Reviews' findings at all levels.
- Publication of the University Equality Objectives which include in the first objective the need to address the senior gender gap by increasing the proportion of female employees in senior academic and administrative roles, with a particular focus on training, recruitment, promotion and the decision-making processes of the University, and to improve the gender balance at all levels in academic and administrative units.
- The Senior Gender Equality Network (SGEN) was formed by GEG in 2012 to bring together senior members of the University, from across both its academic and administrative functions, to support the advancement of gender equality.

In addition, the following actions are recommended following the 2012 Equal Pay Review (for full details please see 3.4):

1. To carry forward outstanding actions from the 2010 Equal Pay Review.
2. That clarification is provided under relevant HR policies that for the purposes of calculating stipend during sabbatical leave, any period/s of maternity or additional paternity leave during the period of reckonable service, should not affect the individual's stipend during sabbatical leave.
3. To introduce a Returning Carers Scheme for the University following a pilot in the Schools of Technology and Physical Sciences. The scheme provides financial support to (both male and female) research and academic staff who have returned from a period of leave for caring responsibilities (e.g. maternity, adoption, parental or paternity leave) by making funds available to assist these individuals in building up their research profiles and activity. This is one of a number of initiatives to assist more women in being promoted to senior academic positions in the University.
4. To implement policies (and guidelines) to assist Boards of Electors and Appointments Committees in widening their search for potential candidates.

3.0 Main Report

3.1 Analysis

3.1.1 Employee profile – by gender

On 31 July 2012 University employees occupied 9,037 positions on the single pay spine, of which 4,480 (49.6%) were occupied by females and 4,557 (50.4%) by males. This is a small increase on the 2010 figures where 49.1% of positions were occupied by females. A full breakdown of the numbers of employees at each grade by gender is provided in Chart 1 below. A breakdown of employees at each grade as a percentage of the total gender population is provided in Table 4. As in previous years, the highest proportion of male employees can be found in grades 7, 9 and 12, whereas the highest proportion of female employees can be found in grades 7, 5 and 4 at the lower end of the pay spine.

Chart 1: Number of employees at each grade by gender

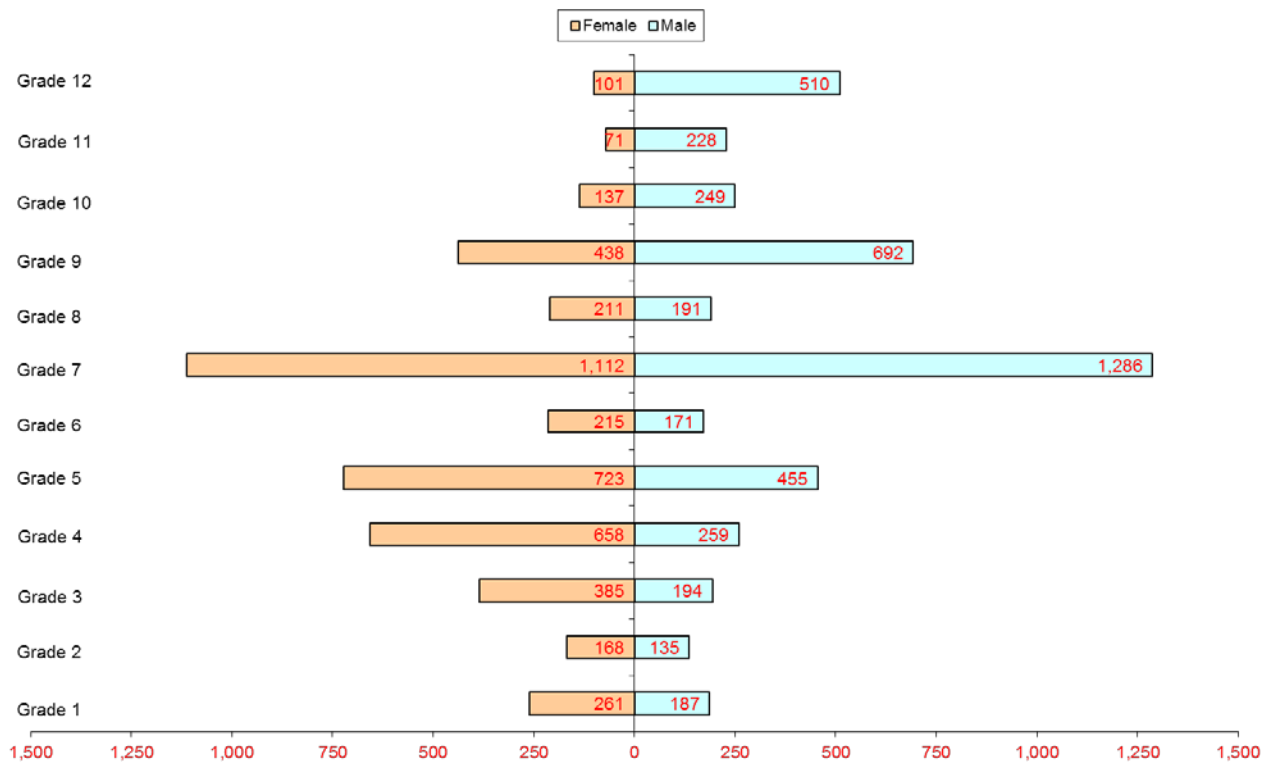


Table 4: Proportion of total gender population by grade

% of Total Gender Population by Grade	Grade												
	1	2	3	4	5	6	7	8	9	10	11	12	All
Female	5.8%	3.8%	8.6%	14.7%	16.1%	4.8%	24.8%	4.7%	9.8%	3.1%	1.6%	2.3%	100%
Male	4.1%	3.0%	4.3%	5.7%	10.0%	3.8%	28.2%	4.2%	15.2%	5.5%	5.0%	11.2%	100%

3.1.2 Average salaries

Gender pay analysis by grade (Appendix B1)

Table 5 provides a summary of Appendix B1 - the average salary by grade for all non-clinical staff irrespective of occupational category and working hours.

Table 5: % Pay gap by grade in 2012

Grade	Population		Average (mean) basic pay			
	Female	Male	Female	Male	Difference	Pay gap (%)
1	261	187	£14,497	£14,506	£9	0.1%
2	168	135	£17,332	£17,151	-£181	-1.1%
3	385	194	£19,888	£20,069	£181	0.9%
4	658	259	£23,267	£23,452	£185	0.8%
5	723	455	£26,429	£26,696	£267	1.0%
6	215	171	£29,875	£30,096	£221	0.7%
7	1,112	1,286	£32,668	£32,885	£217	0.7%
8	211	191	£40,805	£41,840	£1,035	2.5%
9	438	692	£45,146	£45,533	£387	0.8%
10	137	249	£52,768	£52,799	£31	0.1%
11	71	228	£56,692	£56,388	-£304	-0.5%
12	101	510	£77,461	£80,044	£2,583	3.2%
Total	4,480	4,557	£31,023	£39,698	£8,675	21.9%

The 2009 and 2010 Equal Pay Review's identified a gender pay gap of 4.5% at grade 8 in favour of male employees. In 2012 this pay gap fell to 2.5%. The 2010 Equal Pay Review also identified a gender pay gap of 2.8% at grade 12 (falling from 3.6% in 2009). However in 2012, this pay gap rose to 3.2%. The pay gap for academic, academic-related and non-clinical research staff occupational categories are also over 5% (see Table 6 below).

A more detailed breakdown of gender pay is provided in the following analysis by both grade and occupational category as reported in Appendices B2 to B5 and summarised in Table 6 below.

Table 6: % Pay gap by occupational category

Occupational Category	Population		Average (mean) basic pay			
	Female	Male	Female	Male	Difference	Pay gap (%)
Academic	400	1,074	£52,753	£61,292	£8,540	13.9%
Academic Related	704	707	£40,753	£44,814	£4,061	9.1%
Assistant	2,064	1,208	£22,420	£22,875	£455	2.0%
Research	1,312	1,568	£32,710	£35,561	£2,851	8.0%
All	4,480	4,557	£31,023	£39,698	£8,676	21.9%

The gender pay gaps by occupational category identified in Table 6, are larger than those identified for individual grades in Table 5. This is due to the distribution of male and female employees in the different grades within each occupational category. Within a particular occupational category, if the proportion of female employees in higher grades is lower than the proportion of male employees in higher grades, this has the effect of increasing the average gender pay gap across that category of staff.

For academic staff 36.0% of female employees are on grade 9 compared to 24.2% of male employees. Grade 9 academic staff largely comprise University Lecturers. At the other end of scale 40.0% of male academics are on grade 12 compared to 20.5% of female academics.

Research staff are predominantly employed in grades 5, 7 and grade 9 as research assistants, research associates and senior research associates respectively. The majority of both male and female research staff are on grade 7 (67.2% and 63.9%); however there are more female employees (22.6%) on grade 5 than male employees (11.2%) and more male employees (17.3%) on grade 9 than female employees (11.6%).

For academic-related staff the differences are not so dramatic but they are sufficient to produce a pay gap in favour of male employees. There are slightly more female employees (29.1%) on grade 7 than male employees (25.3%) and slightly more male employees (22.6%) on grade 9 than female employees (20.2%).

For assistant staff 71.3% of female employees are in grades 1-4 (compared to 64.2% of men), whereas 28.7% of female employees are in grades 5-8 (compared to 35.8% of men). This has the effect of producing a small gender pay gap amongst assistant staff of 2.0%.

Gender pay analysis for academic staff (Appendix B2)

Only grade 8 has a mean pay gap which exceeds the 5% criterion¹⁴, however this is not a common grade for academic staff and there is a population of just 5 academic staff. However the percentage pay gap has decreased since 2010 from 10.9% in 2010 to 8.3 in 2012¹⁵. There remains a wider spread of values for male employees than female employees in grade 12, and hence a higher standard deviation. This is partly explained by the greater numbers of male employees in that grade.

Gender pay analysis for academic-related staff (Appendix B3)

For academic-related staff, the mean pay gaps in grades 5, 7 and 12 exceed the 3% criterion in favour of male employees¹⁶. Grade 12 also exceeds the 5% criterion. This is an improvement on the 2010 figures in which grades 5, 6, 8 and 9 exceeded the 3% criterion and grades 5, 8 and 12 exceeded the 5% criterion.

In the 2009 and 2010 report it was recommended that further investigation, diagnosis and possible remedial action be undertaken in relation to the pay differentials of academic-related staff in grades 8 and 12. Please see 3.3 for further information.

Gender pay analysis for assistant staff (Appendix B4)

There are no pay differentials amongst assistant staff that exceed the 3% criterion when using the mean calculation¹⁷. Even grade 7, historically a grade dominated by male technicians has seen a further fall in the pay gap from 2.1% in 2010 to 1.0% in 2012 (using both old and new pay gap methodologies), together with an increase in the proportion of female employees in this grade. As in previous years, female employees still hold in excess of 50% of the posts in grades 1-6 and likewise male employees still hold in excess of 50% of posts in grades 7 and 8. At grade 8 the standard deviation in average salary remains higher for the 5 female employees (£6,496 compared to £3,484 for the 17 male employees). However for a small sample group the standard deviation may be misleading for the purposes of gender comparison.

Gender pay analysis for non-clinical research staff (Appendix B5)

Only grade 12 exceeds the 3% pay gap amongst research staff but its pay gap has fallen from 21.0% in 2010 to 15.7% in 2012¹⁸.

¹⁴ The median pay gap at grade 12 also exceeds the 5% criterion. This may be partly due to the fact that grade 8 salary scale is longer than most other grades (14 points), and therefore female employees at the bottom of the scale could more greatly affect the median average.

¹⁵ The pay gap has fallen using both the old and new pay gap methodology (see Appendix G).

¹⁶ Using the median pay gap, only grade 8 exceeds the 3% and 5% criteria in favour of men. However the median pay gap at grade 5 exceeds the 3% criterion in favour of women.

¹⁷ However, the median pay gap at Grade 8 does exceed the 5% criterion.

¹⁸ The pay gap has fallen using both the old and new pay gap methodology

The pay gap for the remaining grades remains well below the 3% differential.

3.1.3 Average salaries including additional payments (Appendices C1-C5)

Additional payments comprise longer term pensionable payments or ad hoc, shorter term non-pensionable payments. Pensionable payments can be either discretionary e.g. additional hours/additional responsibility payments, or linked to a role e.g. head of department, secretary of faculty board.

When additional payments are added to basic pay the overall pay gap rises from 21.9% to 23.1% and two grades (3 and 12) rise to over 5%.

Additional payment analysis for academic staff (Appendix C2)

For academic staff the pay gap rises at grade 12 from 2.0% to 3.8% when additional payments are added to basic pay. This is a larger rise from 2010 indicating that more men are in receipt of additional payments and/or that men are receiving larger additional payments. Additional payments for academic staff largely comprise payments for head and acting head of department, deputy head of department, chair of faculty board and health and safety payments. The larger pay gap at grade 12 therefore appears to be due to more men holding positions of responsibility such as Head of Department. However market supplements have a larger impact on the pay differential of male and female employees at this level (see Table 9 below).

Additional payment analysis for academic-related staff (Appendix C3)

There is an increase in the pay gap for grade 12 academic-related staff from 9.0% to 18.7% when additional payments are added to basic pay. This is a larger increase compared to previous years and is due to a greater number of male employees in this grade receiving additional payments. In total 7 employees in grade 12 received additional payments (1 female, 6 male). An increase is also seen within grade 9 from 2.9% to 3.7% pushing it above the 3% threshold. 32 employees in grade 9 received additional payments (13 female and 19 male). Additional payments for academic-related staff largely comprise health and safety payments and additional responsibility payments.

Additional payment analysis for assistant staff (Appendix C4)

Mirroring previous years, the assistant staff pay gap increases most notably at grade 3 from 0.9% to 6.2% when additional payments are added to basic pay. This is because many male employees in this grade received additional hours (79% of additional hours payments) and shift allowance payments for security duties. 118 employees in grade 3 received additional payments (56 female, 62 male) of which 19 males received security payments and 1 female. Additional payments for assistant staff largely comprise early morning supplements, onerous duties payments, additional hours payments and health and safety payments.

Additional payment analysis for non-clinical research staff (Appendix C5)

The pay gap amongst non-clinical research staff falls in grades 11 and 12 when additional payments are added to basic pay. This is because a greater proportion of female employees in these grades received an external award¹⁹ which accounts for the sizeable change in differential for total payments, particularly as there are small numbers of female

¹⁹ From an external funding body e.g. Wellcome Trust or Royal Society

employees in each of these grades which highlights the variations in pay. The pay gap of non-clinical research staff at grade 12 falls from 15.7% but remains high at 13.6%, although this is lower than previous years. Additional payments for research staff largely comprise health and safety payments, Wellcome Trust enhancements and Marie Curie allowances.

3.1.4 Additional payments only (Appendices D1 – D4)

Additional non-pensionable payments (Appendix D1)

Male employees received 58.0% of the non-pensionable payments made in 2012, making up 76.7% of the total value of these payments. Female employees received 42.0% of non-pensionable payments making up 23.3% of the total value of these payments. This is a smaller percentage compared to 2010 which was 28.3%. Please see Table 7 below.

Table 7: Non-pensionable payments by gender

Non-pensionable payments	Female	Male	Total
Number	584 (42.0%)	807 (58.0%)	1,391
Value	£492,837 (23.3%)	£1,626,678 (76.7%)	£2,119,515

Additional pensionable payments (Appendix D2 and D3)

Additional pensionable payments linked to an office and pensionable payments awarded on a discretionary basis are provided in Appendix D2 and D3 and are summarised in Table 8 below.

Table 8: Pensionable payments by type and gender

Pensionable payments	Female		Male		Total	
	Number	Value	Number	Value	Number	Value
Discretionary	96	£171,263	130	£602,397	226	£773,660
Linked to a role	113	£395,123	217	£1,480,385	330	£1,875,508
Total Number	209	£566,386	347	£2,082,782	556	£2,649,168

In 2012, 556 additional pensionable payments were awarded to employees. Of these, 62.4% were awarded to male employees, making up 78.6% of the total value of all pensionable payments made. Compared to 2010, the percentage of payments awarded to women increased slightly by just under 1.0%. The total value of payments awarded to women fell by 1.2%, and rose by 2.8% for men. These payments are broken down by type below.

57.5% of *discretionary payments* were awarded to male employees, making up 77.9% of the total value of all discretionary payments made. In particular, male employees received more additional hours payments than female employees (37 male to 5 female recipients) whilst the female employees received more additional responsibility payments (79 female to 57 male recipients). On average, additional hours payments increased male employees' salaries by £2,401, whereas additional responsibility payments increased female salaries by £1,136. Mirroring previous years, male employees also received higher payments for

administrative responsibilities than female employees – male employees received 75.6% of the total value and 78.6% of the total number of these payments.

65.8% of *payments linked to a role* were awarded to male employees, making up 78.9% of the total value of this type of payment. As the value of these payments is fixed, gender differences are largely due to gender representation. Overall it is worth noting that a reason men receive more of these payments is largely due to the higher proportion of men in the types of roles these payments are linked to.

Market Supplements (Appendix D4)

Market supplements are paid in order to recruit and retain employees with specific skills for which higher reward packages are offered in the wider labour market. In such circumstances, where there is a clear business need supported by objective market data, and other approaches have proved ineffective, the University will consider offering a market supplement payment in addition to the normal reward package. Such payments are subject to regular review.

Market supplements are reported in Appendix D4. The award by gender for all those in receipt of a market supplement as at 31 July 2012 is provided in Table 9 below.

Table 9: Market Supplements by gender and occupational category

Occupational Category	Female		Male	
	Recruitment	Retention	Recruitment	Retention
Academic	8 (£51,628)	4 (£16,718)	53 (£708,147)	29 (£290,825)
Academic Related	6 (£24,437)	1 (£2,538)	13 (£290,483)	7 (£185,490)
Assistant	0	0	1 (£2,231)	0
Research	0	1 (£5,994)	3 (£14,343)	0
Total Number	14	6	70	36
Total Value	£76,065	£25,250	£1,015,205	£476,315
Combined Total	20		106	
Combined Value	£101,315		£1,491,519	

Overall, 84.1% of market supplements were awarded to male employees and 15.9% to female employees; this represents a 2.1% increase in the proportion of awards made to female employees compared to the 2010 Equal Pay Review.

The largest number of market supplements were awarded to academic and academic-related staff (102 males and 19 females). Amongst academic staff, 87.2% of awards were made to male employees, over half of whom were in grade 12 (54 out of a total of 94 awards). Amongst academic-related staff, 74.1% of awards were made to male employees.

In 2012, the average market supplement payment was £14,071 for male employees and £5,066 for female employees. When compared to the 2010, the average payment has risen by 20.4% for male and 28.9% for female employees.

3.1.5 Contribution payments for academic-related and assistant staff (Appendices E1 and E2)

A total of 329 employees applied for contribution increments in the academic year 2011/12 (appendix E1) and 80.2% were successful (77.5% of female applicants and 84.8% of male applicants). Overall 80.0% of female academic-related applicants were successful and 76.5% of female assistant staff applicants were successful. Successful male employees received an average contribution payment of £1,237 and successful female employees received £1,099.

For the first time, single contribution payments are included in this year's Equal Pay Review (appendix E2). This scheme allows awarding authorities to recognise an individual's exceptional contribution, over and above the normal expectation for the role, in the context of a one-off task or project that is finite in nature. 182 employees applied for a single payment and 93.4% were successful (67.6% female, 32.4% male). 100% of female academic-related applicants were successful and 90.2% of female assistant staff applicants were successful.

Successful male employees received an average single payment of £1,060 and successful female employees received £881. Overall 60% of the total cost of the Contribution Reward Scheme in 2012 (including both contribution increments and single contribution payments) was attributable to female employees²⁰.

3.1.6 New employees (Appendices F1 – F4)

New University employees appointed onto the single pay spine between 1 August 2011 and 31 July 2012 are shown as a chart of starters by scale point (Appendix F1) and a tabular presentation of starters by spine point and grade (Appendix F2).

Appendix F1 provides a visual depiction of the allocation by gender of new appointments but does not differentiate by grade. More female than male employees were appointed on spine points up to spine point 37, however the picture is more mixed than previous years. For example 104 female employees and 70 male employees were appointed to point 34 (grades 4 and 5) whilst 102 female employees and 115 male employees were appointed to point 39 (grades 5, 6 and 7).

Appendix F2 provides a more detailed analysis. Grade 9 in particular shows a higher number of male employees appointed above the minimum spine point for that grade (point 49). Of the 1,495 new employees appointed in this period, 816 were appointed above the minimum point of the grade, of which 381 were female (46.7%) and 435 were male employees (53.3%). A large proportion of these appointments were in grades 5 and 7.

Appendix F4 provides further detail of the appointments in grade 9. In the 2009 and 2010 Reports, the Equal Pay Review Group recommended that further investigation, diagnosis, and possible remedial actions (in line with JNCHES guidance) be undertaken into the reasons for the appointment at higher spine points in grade 9 for male employees²¹. For example the highest proportion of males (34.5%) are appointed on point 57, while the highest proportion of females (32.1%) are appointed on point 49.

3.1.7 Part-time employees

²⁰ 57.0% of the contribution increment budget and 63.5% of the cost of single contribution payments was attributable to female employees.

²¹ Please refer to item 1 of 'Recommendations and future actions', Equal Pay Review 2009: Notice.

Table 10 below provides a comparison of full-time and part-time average salaries. Unlike previous years, but mirroring national benchmarking data, the pay gap is slightly higher for part-time employees (20.7% compared to 19.0% for full-time employees). Part timers are more likely to be female (74.9% are female and 25.1% are male). The largest category of part timers are female assistant staff (43.6%), followed by female non clinical researchers (16.4%).

Table 10: % Pay gap by full-time and part-time

Working Hours	Population*		Average (mean) basic pay			
	Female	Male	Female	Male	Difference	Pay gap (%)
Full-Time	3,081	4,055	£32,843	£40,524	£7,681	19.0%
Part-Time²²	1,241	416	£28,160	£35,526	£7,366	20.7%

* Employees on fixed hours only

3.2 Key Performance Indicators (KPIs)

In 2010 the University identified a number of Key Performance Indicators (KPIs) to highlight key themes in equal pay at the University of Cambridge and over time to help quantify the effectiveness (or otherwise) of related policy action.

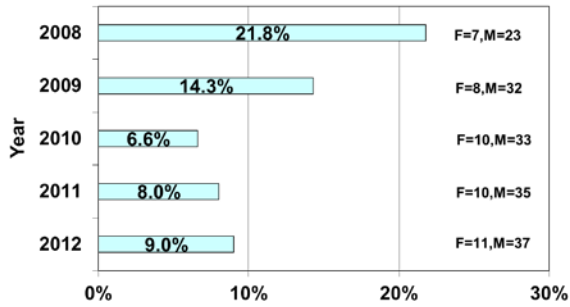
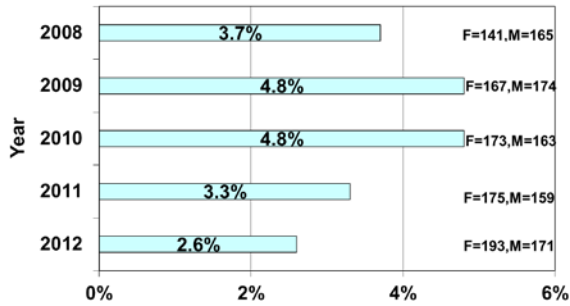
The KPIs have been updated to include this year's data. Please note that they are based on basic salary information only and do not include additional payments.

Key Performance Indicator 1- the mean pay gap for grade 8 and 12 academic-related staff

KPI 1a: Pay gap
- grade 8 academic-related staff

KPI 1b: Pay gap
- grade 12 academic-related staff

²² Please note that these figures are based on the number of part time posts in the University. 127 staff hold more than one part time post and are therefore counted twice in these figures (81 female, 46 male).

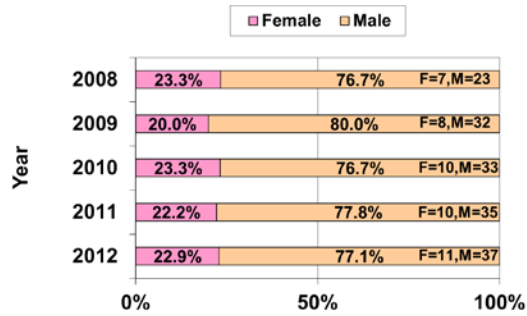
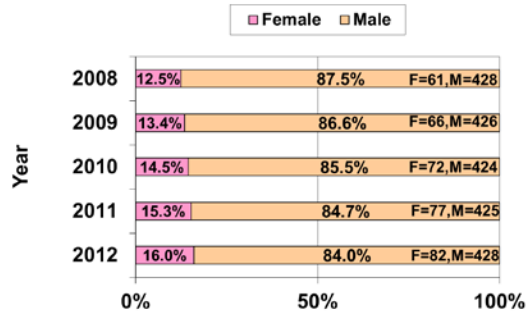


As can be seen from KPI 1a, the percentage difference in grade 8 academic-related staff has fallen further over the last two years to 2.6%. However the percentage difference in average basic pay for male compared to female academic-related staff in grade 12 increased slightly over the last two years, however it remains well below the 2008 and 2009 figures.

Key Performance Indicator 2 – gender representation of academic and academic-related staff in grade 12

KPI 2a: Gender representation
- grade 12 academic staff

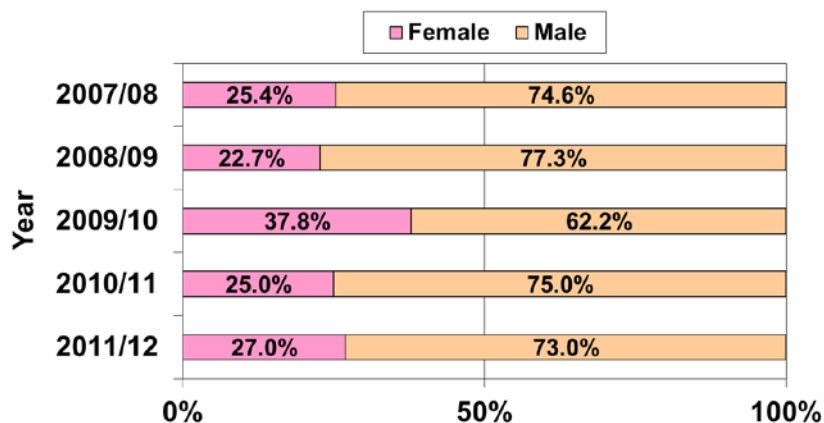
KPI 2b: Gender representation
- grade 12 academic-related staff



In 2012 female employees in grade 12 comprised 16.0% of all academic staff and 22.9% of academic-related staff. KPI 2a above indicates that the percentage of female academic staff in grade 12 has increased by approximately 1 percentage point each year between 2008 and 2012. In contrast, the percentage of female academic-related staff in grade 12 remains relatively steady.

Key Performance Indicator 3 – gender distribution of new employees appointed within the top half of grade 9

KPI 3: Gender distribution of new employees appointed within the top half of grade 9 (points 55 – 61)



As can be seen in KPI 3 above, the percentage of female staff appointed within the top half of grade 9 decreased by 12.8 percentage points in 2010/11, but increased by 2.0 percentage points to 27.0% in 2011/12.

3.3 Actions arising from the 2010 Equal Pay Review

As a result of the findings of the 2010 Equal Pay Review, the Equal Pay Review Group made the following recommendations:

3.3.1 For the Gender Equality Group (GEG) to investigate the potential reasons behind KPI 3 – the gender distribution and starting salaries within grade 9, and make appropriate recommendations.

Progress: A detailed analysis of grade 9 starting salaries for the period 2008-2010 was provided to GEG on 19 November 2010. The analysis indicated that there may be less gender imbalance than originally thought, and that the key area of difference seems to be in Academic roles. In response, the University's appointment guidance has been reviewed and updated. This guidance supports a good practice approach to salary determination and assists in ensuring fairness and consistency in pay levels by recommending that institutions make a case to their HR Business Manager/Adviser before offering a salary above the minimum point of the grade (or above the first three points for research staff, recognising that the volume of research staff recruitment would make it impractical to seek approval for all cases above the minimum scale point). All HR Business Managers and Advisers now routinely receive and review cases for offering salaries above the minimum to ensure that there are substantive and legitimate reasons for this prior to appointment administration being completed.

GEG noted that one of the main difficulties in identifying specific issues to be addressed in relation to KPI 3 is the lack of relevant recruitment data regarding the gender of applicants and those selected. This information is requested from departments but is not always available in full. It was noted that plans to move to online recruitment in the future would resolve this problem.

The following further actions have been agreed:

- The Equality and Diversity section (E&D) to collate available information on the percentage of women that applied for/received promotions, for inclusion in future Equal Pay Reviews.
- E&D to undertake further investigation of grade 9 appointments with more data collated, and to report on this in Michaelmas term 2012/13. Preliminary data for

2011/12 shows that more men been appointed than women into grade 9 roles, and that men are more likely to be appointed into the second half of the scale.

3.3.2 To carry forward outstanding actions from the 2009 Equal Pay Review, in particular:

Further investigation, diagnosis, and possible remedial actions be undertaken into a) the pay differentials of academic-related staff in grades 8 and 12.

Progress: Further data analysis has been undertaken to enable investigation into the reasons behind the pay differentials of academic-related employees in grades 8 and 12, and on the reasons for the appointment of male employees at higher spine points in grade 9. The Gender Equality Group has reviewed this data and will give the issues raised further consideration in light of this Report's findings.

Senior academic promotions (SAP) review

As outlined in the last Equal Pay Report, a Senior Academic Promotions Review Group was set up by the General Board to review the SAP Procedures. A number of revisions were made to the 2011 exercise guidance following the feedback received from the promotions committees and recommendations from the Gender Representation Review Group:

- The guidance was strengthened on how periods of maternity and other leave should be taken into account by the committees to ensure consistency of treatment.
- It was noted that there was a tendency for women to appear low down or at the bottom of the rankings. It was agreed that data analysis of applicants be provided to the Main Committee and reviewed annually.

Progress: The above revisions were implemented successfully in the 2011 exercise and further changes have been recommended for 2012. In particular:

- A new paragraph has been added advising prospective applicants to seek mentoring and advice (paragraph 2.4).
- Additional wording has also been included under the eligibility criteria, including reference to a CV mentoring scheme currently provided to encourage female academic staff in STEM subjects to apply for promotion; this scheme is being further developed to be open to all disciplines across the University (paragraph 4.3 see extract below). Further details on this mentoring scheme can be found at: <http://www.admin.cam.ac.uk/offices/hr/equality/wiseti/mentoring/>

Para 4.3 It is also important that Heads of Institutions, with the assistance of appropriate senior colleagues if necessary, should review the position of all eligible academic staff in their institution with a view to encouraging those they consider to have good prospect of success to apply. Those considering promotion should seek coaching and mentoring from the Head of Institution or senior colleagues as appropriate, and advice about the requirements of this promotions scheme, including the content and timing of an application. Further guidance for female staff wishing to apply is provided through a CV Mentoring Scheme

- A detailed analysis of all SAP applicants by gender was provided to GEG in 2011 for consideration, leading to the development of recommendations to inform the SAP Review Group.

3.3.3 Senior academic promotions (SAP) review

Recommendations of the Senior Academic Promotions Review Group set up by the General Board to review the Senior Academic Promotions Procedures led to changes being made to the guidance in 2012 and 2013 exercises. In 2012, these revisions included providing greater clarity about the financial cap in promotions documentation; limiting reapplications to a maximum of two in any three-year period, carrying forward references for one round only; restricting the evaluation of the research/scholarship criterion for USL applicants; FPC Chairs attending the Sub-Committee to assist understanding of the ranking and scoring of applicants by the Sub-Committee.

In 2013, more substantive, additional changes were made further to the approval of the Report of the General Board on the Senior Academic Promotions (SAP) procedure²³. Changes included the implementation of a scoring methodology (including banding and weighting) to provide more scope for distinguishing between candidates; grouping of Faculty Promotions Committees so they review a larger number of applications across a broader disciplinary range (some groupings will be implemented this year and the remainder in 2014).

In addition a number of small revisions were made to the 2012 and 2013 exercise guidance following feedback received from the promotions committees, including: greater focus on the provision of mentoring and advice from the Head of Institution to a potential candidate before they apply and to unsuccessful applicants; extension of the CV mentoring scheme in STEM subjects to all disciplines across the University to encourage female academic staff to apply for promotion; a clearer feedback process involving the Head of Department; greater clarity about the required criteria for the University Senior Lecturer role; clarity that a UL can apply directly for promotion to Reader or Professor; broadening the evidence that can be provided of 'general contribution' to include any work outside the Faculty/ Department/University and contributions to the subject made more widely such as widening participation activity and the design and delivery of outreach programmes; better identification of interdisciplinary candidates so that appropriate action under the guidance can be taken; more guidance on how publications should be presented in the application for promotion.

3.3.4 Equal pay briefing event 2011

A briefing event 'Do Women Still Earn Less Than Men?' was held on 2 November 2011, which addressed the findings of the 2010 Equal Pay Review. This event was open to employees and students of the University with guest speaker Anna Bird, Acting Chief Executive of the Fawcett Society and hosted by the University's Gender Equality Champion, Professor Dame Athene Donald. The briefing was well attended and positively received. A similar event is planned for 2013 to allow internal discussion of the Reviews' findings at all levels.

3.3.5 Publication of University Equality Objectives²⁴

The Equality Act 2010 requires public bodies to identify and publish Equality Objectives setting out their priority areas for progressing equality over a four-year period from April 2012. The University's Combined Equality Scheme (CES) developed in 2010 identified four priority areas, the first being to increase diversity and in particular gender diversity at

²³ <http://www.admin.cam.ac.uk/reporter/2011-12/weekly/6266/>,

²⁴ Available at: http://www.admin.cam.ac.uk/offices/hr/equality/reports/objectives_201216.pdf

senior levels of the organization. This is expanded in the University's first Equality Objective²⁵ published in 2012 which states that the university aims to:

- Increase its diversity at senior levels and ensure this is reflected in its governance structures
- Address the senior gender gap by increasing the proportion of women staff in senior academic and administrative roles, with a particular focus on training, recruitment, promotion and the decision-making processes of the University, and to improve the gender balance at all levels in academic and administrative units.

A specific action plan for this objective will be set annually with regard to how the University intends to achieve progress on an incremental basis over the next four years. The action plan for the above objective will be the responsibility of the GEG.

3.3.6 Development of the Senior Gender Equality Network

The Senior Gender Equality Network (SGEN) was formed by GEG in 2012 to bring together senior members of the University, from across both its academic and administrative functions, to support the advancement of gender equality. The network provides a senior profile across institutions of active gender equality advocates to complement the work undertaken centrally by the University through the Gender Equality Group, chaired by Professor Dame Athene Donald, and the Equality and Diversity Committee. Priorities for SGEN will be identified over the Michaelmas and Lent terms and presented to GEG in Easter term 2013.

3.3.7 Clarification on pay during sabbatical leave following a period of maternity/parental leave

University Teaching Officers or those holding comparable appointments are entitled to sabbatical leave at the rate of one term for every six terms of service²⁶. The General Board determines the stipend which is payable during a sabbatical period, taking into account the rates of pay received by the employee during the period of reckonable service. For example, a University teaching officer working half-time for six reckonable years would be entitled to three terms sabbatical leave at her or his usual rate of pay (50% of the full stipend for that office).

However, it has come to the attention of the HR Division and the EPRG that clarification is required on the calculation of stipend during sabbatical leave for those who have taken a period of maternity or additional paternity leave during the period of reckonable service. Whilst an employee may receive less than their normal contractual rate of pay during maternity/additional paternity leave, this should not affect the calculation of stipend during any subsequent period of sabbatical.

Further clarification on this matter within relevant HR policies would assist in ensuring that female University Teaching Officers, and those holding comparable appointments, receive the correct stipend during sabbatical leave. A recommendation is therefore provided under 3.4 below.

3.3.8 Introduction of the Returning Carers Scheme

²⁵ Objective 1 - Governance: Gender Equality Group (GEG), evidenced by the Equality & Diversity Information Reports and Equal Pay Reviews. Further information available at: http://www.admin.cam.ac.uk/offices/hr/equality/reports/objectives_201216.pdf

²⁶ Statute D, II, 5 and the General Board's Notice on Leave of Absence under Statute D, II, 5, Statutes and Ordinances, p. 660, give full details of this provision. Comparable appointments are those listed in Schedule J or Study leave for holders of certain University offices list.

It is recognised that nurturing the pipeline of female research and academic staff is critical in expanding the future pool of female candidates for senior positions within the University. To this end and in order to assist the career and professional development of returning carers, a pilot scheme has been established to make funds available to support those going on, or returning from a period of caring (this may include but is not restricted to maternity leave, adoption leave, or leave to care for a dependant). The scheme offers funds to assist returning carers in building up their research profiles and other academic activity. The introduction of the scheme may help to assist more women in being promoted to senior academic positions in the University to help to address gender imbalance in this area. It is currently being piloted in the Schools of Technology and Physical Sciences.

3.3.9 Broaden selection pools for senior positions

Successive Equal Pay Reviews illustrate a disproportionate number of male employees within the University's most senior grades. To increase the proportion of female candidates at a senior level, appointment committees must be able to tap into new pools of talent. It is proposed that the pool of potential female candidates may be expanded by offering guidance to Appointments Committees on how to go about broadening their search for potential candidates. For example, this may be achieved by expanding recruitment contacts to include well-known senior women in the field, specialist search firms or professional organisations, the editors of appropriate directories and specialist journals. Use of these broader search tools would be documented as part of the normal appointment paperwork.

3.4 Recommendations and Future Actions

The Equal Pay Review Group has made the following recommendations as a result of the 2012 Equal Pay Review.

1. To carry forward outstanding actions from the 2010 Equal Pay Review.
2. To provide clarification under relevant HR policies that for the purposes of calculating stipend during a sabbatical period, any period/s of maternity or additional paternity leave during the period of reckonable service, should not affect the individual's stipend during sabbatical leave.
3. To introduce the Returning Carers Scheme University wide following a pilot in the Schools of Technology and Physical Sciences.
4. To implement policies (and guidelines) to assist Boards of Electors and Appointments Committees in widening their search for potential candidates.