

Gender Pay Gap Report 2020

Introduction

This report sets out the 2020 gender pay gap figures at the University of Cambridge, as required by the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017.

The report presents the gender pay gap for the University Group, which includes Cambridge University Press and the University of Cambridge Local Examinations Syndicate (UCLES), a department of the University forming part of Cambridge Assessment.

Individual reports are also presented for the Academic University, the Cambridge University Press and the University of Cambridge Local Examinations Syndicate, although these are not required by the Regulations. The Academic University also reports its ethnicity pay gap.

The census date for this report is 31 March 2020.



Professor Stephen Toope

Vice-Chancellor

Our commitment

As we have stated in previous reports, gender imbalances across the University underlie our gender pay gap. Women continue to be under-represented in more senior and higher paid roles and over-represented in more junior and lower paid roles.

Across the University Group, both the mean and the median gender pay gaps are shrinking, although the rate of shrinkage has slowed. These results emphasise the need to reinvigorate our work in this area.

We remain committed to identifying and addressing these imbalances. This report provides an update on progress made since the 2019 report, as well as outlining new initiatives designed to erode our gender pay gap from April 2020.

Notwithstanding the challenges we face, we continue to work hard towards gender equality.

Gender Pay Gap 2020

The University of Cambridge Group

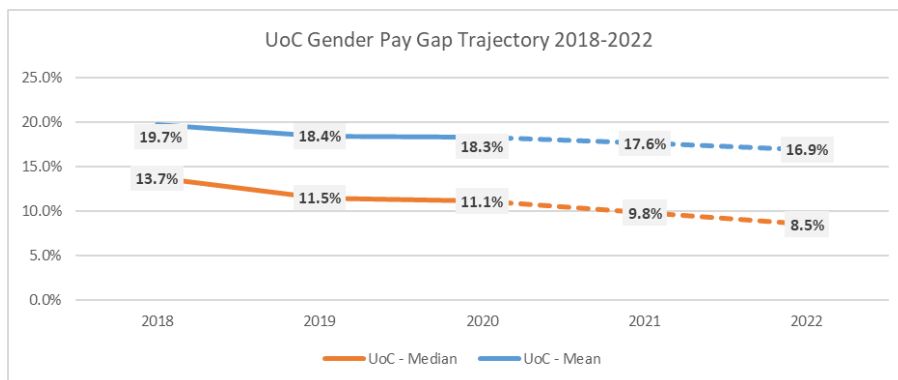
Gender Pay Gap	
Median	Mean
11.1%	18.3%
(11.5%)	(18.4%)

Note: 2019 figures are shown in brackets

The figures for 2020 show an improvement in the University's median gender pay gap in comparison with 2019, reducing from 11.5% to 11.1% (a relative reduction of 3.5%). The mean has also reduced, from 18.4% to 18.3% (a relative reduction of 0.5%).

Pay Quartile Distribution					
	Women		Men		Total numbers
	Number	Proportion	Number	Proportion	
Upper	1,525 (1,479)	38.5% (38.3%)	2,435 (2,387)	61.5% (61.7%)	3,960 (3,866)
Upper Middle	2,101 (2,005)	53.1% (51.9%)	1,858 (1,860)	46.9% (48.1%)	3,959 (3,866)
Lower Middle	2,293 (2,184)	57.9% (56.5%)	1,666 (1,682)	42.1% (43.5%)	3,959 (3,865)
Lower	2,430 (2,423)	61.4% (62.7%)	1,529 (1,443)	38.6% (37.3%)	3,959 (3,866)
All Quartiles	8,349 (8,091)	52.7% (52.3%)	7,488 (7,372)	47.3% (47.7%)	15,837 (15,463)

Note: 2019 figures are shown in brackets



In its Athena SWAN application in 2018, the University set a target to reduce its gender pay gap by 25% by 2022. Although progress has slowed, the University remains on track to achieve this target. The current trajectory is shown on the left. However, it is difficult to predict what impact the COVID-19 pandemic will have on our figures.

Gender Bonus Gap	
Median	Mean
5.8%	54.2%
(4.6%)	(61.9%)

Proportion of women and men receiving a bonus				
Women		Men		Total numbers
Number	Proportion	Number	Proportion	
1,940	21.8%	1,567	20.1%	3,507
(1,849)	(22.0%)	(1,508)	(20.2%)	(3,357)

Note: 2019 figures are shown in brackets

Progress continues to be made in reducing the mean gender bonus gap across the University Group, although there has been a small increase in the median bonus gap. Payments included in these figures are variable, and so year on year fluctuation is expected. Within the Academic University, bonuses continue to be used infrequently.

Note on methodology:

1) pay gap data is based on a specific 'snapshot' date – 31 March 2020

2) pay gap data is based on 'ordinary pay' which includes such elements as base salary, bonuses (if paid within the relevant pay period), and market pay, but excludes overtime and employer pension contribution payments

3) the employee populations used for the pay gap and the bonus gap figures differ. Bonus gap figures use 'relevant employees', defined as a person employed on the snapshot date. Pay gap figures use 'full-pay relevant employees', defined as a relevant employee who is not, during the relevant pay period, being paid at a reduced rate or nil as a result of the employee being on leave. The number of relevant employees will be higher than the number of full-pay relevant employees.

Gender Pay Gap 2020

The Academic University

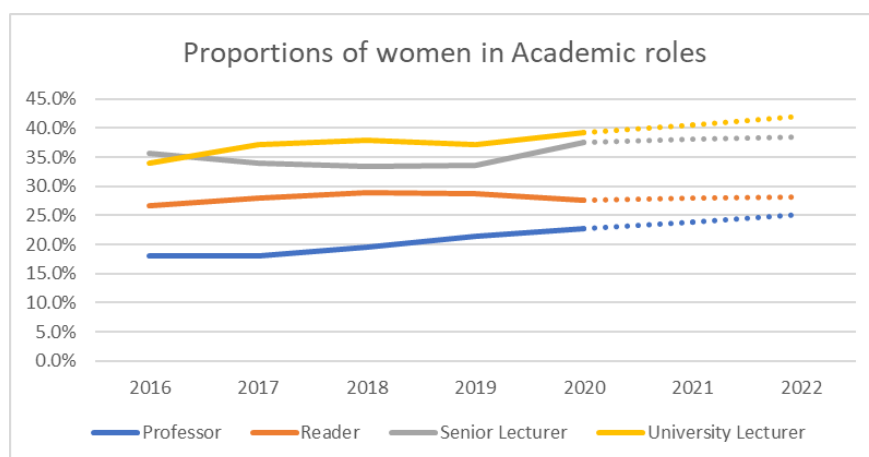
Gender Pay Gap	
Median	Mean
11.5% (13.2%)	20.3% (19.9%)

Pay Quartile Distribution		
	Women	Men
	Proportion	Proportion
Upper	36.0% (36.5%)	64.0% (63.5%)
Upper Middle	51.5% (50.3%)	48.5% (49.7%)
Lower Middle	56.4% (54.7%)	43.6% (45.3%)
Lower	62.6% (64.0%)	37.4% (36.0%)
All Quartiles	51.6% (51.4%)	48.4% (48.6%)

Note: 2019 figures are shown in brackets

We know that one of the reasons for our gender pay gap continues to be the underrepresentation of women in senior grades. It is regrettable that we have seen a slight decrease in the proportion of women in the upper pay quartile, which has contributed to an increase in our mean gender pay gap.

A positive sign is the increased proportions of women in our academic roles, which is one of the University's strategic goals, referred to in our Institution Athena SWAN application. In a period when we have made Equality and Diversity training mandatory for all staff involved in recruitment decisions and introduced unconscious bias training, we have seen a change in the success rate: 4.1% of women academic applicants receiving an offer, compared to 2.6% of men. It is, however, acknowledged that these changes are incremental, and more must be done to increase the number of women in academic roles, and the pace of their progression to professorial level.



Gender Bonus Gap	
Median	Mean
31.8% (25.5%)	69.0% (76.0%)

Proportion of women and men receiving a bonus	
Women	Men
4.4% (5.0%)	4.8% (5.2%)

Note: 2019 figures are shown in brackets

There has been an increase in the Academic University's median bonus figures between the 2019 and 2020 reports, from 25.5% to 31.8%, following a large reduction in the previous year. Although bonuses are not widely used in the Academic University*, the schemes that are in place vary in design. The most widely used scheme, accounting for over half of the bonuses paid, has a considerably lower bonus pay gap.

* Bonuses at the Academic University include contribution related payments for professional services staff, Excellence Awards for clinical staff, recruitment incentive payments made to small numbers of staff, and payments in certain parts of the University that are commercially focussed or sales driven.

Ethnicity Pay Gap 2020

The Academic University

Ethnicity Pay Gap

Median	Mean
0.3% (0.0%)	3.5% (2.5%)

Ethnicity Bonus Gap

Median	Mean
-12.5% (-3.6%)	6.3% (-15.9%)

Pay Quartile Distribution

	BAME	White
	Proportion	Proportion
Upper	11.1% (10.8%)	88.9% (89.2%)
Upper Middle	17.8% (16.3%)	82.2% (83.7%)
Lower Middle	17.5% (17.0%)	82.5% (83.0%)
Lower	11.5% (10.2%)	88.5% (89.8%)
All Quartiles	14.5% (13.6%)	85.5% (86.4%)

Proportion of BAME and White employees receiving a bonus

BAME	White
3.5% (3.3%)	4.9% (5.7%)

Note: 2019 figures are shown in brackets

This year, we are reporting the Ethnicity Pay Gap data for the Academic University for the second time. We do not currently hold this data for the University Group.

We have seen slight increases in both the mean and median ethnicity pay gaps, compared to the 2019 report, although these are minimal.

In the University's successful application for a Race Equality Charter (REC) Bronze award in 2019, we set a goal of a 95% ethnicity disclosure rate by 2022, which we are rapidly approaching. The University's current disclosure rate is 91.3%, increased from 87.1% in 2019.

Note on methodology:

The Academic University's ethnicity pay gap figures have been calculated using the same data and a similar methodology that has been used for the mandatory gender pay gap reporting, comparing the pay of those recorded as White, and those recorded as Black, Asian and Minority Ethnic (BAME). However, it should be noted that the figures do not include those who have not disclosed their ethnicity to the Academic University (current disclosure rate is 91.3%).

What we're doing to close the gap

The Academic University

1. Institutional Culture and Family Friendly Actions

- COVID-19 has had a significant impact on the Higher Education sector. The University's people-first response has included a raft of policy and practice changes including:
 - ◆ Developing COVID impact statements to allow academic and research staff to disclose difficulties in carrying out their usual duties. COVID impact assessments are to be taken into account in recruitment, promotion and Staff Review and Development activities;
 - ◆ Launching a repurposed Career Development Fund, previously the Returning Carers Fund, which will support careers of all staff impacted by COVID-19 through the provision of financial support;
 - ◆ Providing extensive guidance and resources to help staff manage their health and wellbeing, whether home- or workplace-based. Enhanced online counselling provision should help to ensure the University's culture allows everyone to progress equally.
 - ◆ Producing new guidance which enables staff to work flexibly, including remotely, and ensures, where feasible, staff with caring responsibilities are supported.
- We continue to support employees with caring responsibilities, and work continues on the development of a fourth workplace nursery;
- To date, 148 participants have completed the first round of the Inclusive Leadership programme, with a further 100 participants due to complete by the end of the 2021 academic year. The programme aims to address bias in key decision-making areas to create a culture where all may flourish.

2. Career Progression and Pay Actions

- We have a number of established programmes and initiatives that play an important part in supporting the career progression of women, including the Returning Carers Scheme, the Supporting Parents and Carers at Cambridge (SPACE) network (resources for staff with caring responsibilities) and the CV mentoring scheme.
- Up to March 2020, 179 women in professional services roles engaged with specific career development programmes, including career development workshops and one-to-one coaching sessions, with a further 64 women from April 2020 onwards.
- Over the last three years, women have been more successful than men in our academic promotions system (the success rate for women was on average 73.9%, compared to 68.8% for men), which we believe is attributable to the following:
 - ◆ We have increased investment in our academic promotions system which has enabled more deserving candidates to obtain recognition and reward;
 - ◆ We encourage greater departmental and School-level focus in monitoring promotion processes and ensuring that all eligible staff who meet the promotion criteria are brought forward for consideration;
 - ◆ Participation in the CV Mentoring Scheme has increased significantly, from 32 mentees and 23 mentors in the 2017 round, to 57 mentees and 59 mentors in the 2019 round. The increase in mentors highlights institutional recognition of the important role individual advice and support plays in the promotion process, and personal commitment from senior academics to support junior colleagues.
- In 2020, we were due to launch a new academic promotions scheme (the ACP), with more inclusive criteria to help more women and others who are underrepresented at senior levels to progress. The launch of this scheme has been delayed as a result of COVID-19.
- As a result of the COVID-19 pandemic, and its impact on the University's financial situation, the University has limited the use of its reward and progression schemes for the 2021 academic year. The only scheme that has continued is for those in its most junior grades, of which two thirds are women.

3. Recruitment Actions

- The Diverse Recruitment Framework (DRF), launched in Lent Term 2020, assists institutions in embedding the principles of diverse recruitment into all phases of the process, from advertisement, to shortlisting and interviewing.
- Up to December 2020, 392 employees had attended the Recruitment Essentials training, which is designed to ensure fair and transparent recruitment practices.
- During 2019-2020, women comprised 32% of all applicants to Academic roles, with 43% of those offered a post. This represents an increase from 2018 where women made up 33.1% of those offered Academic positions.

Gender Pay Gap 2020

Cambridge University Press and University of Cambridge Local Examinations Syndicate

Cambridge University Press

Gender Pay Gap	
Median	Mean
13.8%	18.5%
(15.9%)	(20.7%)

Gender Bonus Gap	
Median	Mean
68.3% (59.0%)	44.7% (43.2%)

Pay Quartile Distribution		
	Women	Men
	Proportion	Proportion
Upper	49.4% (44.4%)	50.6% (55.6%)
Upper Middle	61.7% (59.6%)	38.3% (40.4%)
Lower Middle	71.1% (71.6%)	28.9% (28.4%)
Lower	68.8% (68.4%)	31.2% (31.6%)
All Quartiles	62.7% (61.0%)	37.3% (39.0%)

Proportion of women and men receiving a bonus	
Women	Men
79.3% (83.9%)	85.2% (84.0%)

Note: 2019 figures are shown in brackets

University of Cambridge Local Examinations Syndicate

Gender Pay Gap	
Median	Mean
6.3%	6.9%
(7.0%)	(8.6%)

Gender Bonus Gap	
Median	Mean
9.8% (8.8%)	17.2% (32.7%)

Pay Quartile Distribution		
	Women	Men
	Proportion	Proportion
Upper	45.5% (44.9%)	54.5% (55.1%)
Upper Middle	55.4% (54.4%)	44.6% (45.6%)
Lower Middle	61.2% (62.4%)	38.8% (37.6%)
Lower	51.2% (51.9%)	48.8% (48.1%)
All Quartiles	53.3% (53.4%)	46.7% (46.6%)

Proportion of women and men receiving a bonus	
Women	Men
88.9% (88.6%)	89.1% (90.0%)

Note: 2019 figures are shown in brackets

What we're doing to close the gap

Cambridge University Press and University of Cambridge Local Examinations Syndicate

Cambridge University Press and Cambridge Assessment (of which UCLES is a department) will be merging on 1 August 2021.

1. Culture and Family Friendly Actions

- Flexible working arrangements are helping to balance caring responsibilities with business needs. From November 2019 to March 2021, Cambridge Assessment and Cambridge University Press have been members of Working Families and have both implemented wholesale changes to how flexible working is promoted, managed and monitored. In 2020, Cambridge Assessment was recognised by Working Families as being one of the Top 30 employers in the UK for flexible working.
- At the Press, the Gender Balance network (launched in 2019) is actively helping our organisation to attract, develop and retain a more gender balanced colleague base and the success of this group is regularly reported on. Similarly, the Women in Leadership network at Assessment (launched in 2016) has played a driving role in supporting women at all career stages to enhance their options and access support and guidance, as well as feeding back on our key processes and highlighting areas for improvement. In 2021, as the two organisations come together, the networks will work increasingly closely with cohesive aims and objectives.
- In response to what we have learned from remote working in 2020, and the anticipated higher demand for flexible working options, in 2021 a joint framework will be launched to embed an increasingly proactive approach to flexibility and hybrid working throughout the employee journey. This includes training managers in how to manage flexible teams and running a 'find your flex' week to engage all 6,000 colleagues globally.
- As we begin to integrate Press and Assessment, a core project within our People and Culture workstream is bringing together the best of our family friendly policies and provision, to enable a leading approach to supporting people with family and caring responsibilities in a way that is appropriate and relevant across all of our global offices.

2. Career Progression and Pay Actions

- In both organisations, managers are supported to help identify and mitigate drivers of the gender pay gap.
- At the Press, managers are supported with the application of equal pay into their business areas during pay reviews or promotions. Salaries offered to new employees are based on skills and experience relative to the role, as opposed to current salary, and we ensure there are no pay differences owing to gender. Opportunities are provided for Apprenticeships Upskill, providing enhanced qualifications to advance careers.
- In August 2020, Unconscious Bias training was launched at Cambridge Assessment, in partnership with Pearn Kandola. This training targets areas which receive lower scores for perceptions of career progression, gathered from engagement surveys. Delivery of this training will continue and expand in 2021, with the scope widening to encompass the Press.
- Both organisations ran global wellbeing surveys in November 2020, which identified key areas where there were substantial variances in perceptions between men and women (as well as other demographics), especially in regard to career progression. All senior managers and leadership teams have been engaged in interpreting the results, and implementing practices to ensure all colleagues are being supported and empowered to manage work, life and progression demands.

3. Recruitment Actions

- Both organisations advertise the salary ranges in job adverts to ensure transparency and informed decision making.
- Between January and December 2020, 13 women and 6 men started apprenticeships at the Press. In the same period, 33 women and 21 men started apprenticeships at Assessment.
- At Assessment, Women in IT job boards have been identified and targeted, leading to an improvement in the gender balance in the offers made to IT roles. In 2020, 38% of offers were to women candidates.
- A new talent acquisition platform was implemented at the Press in July 2020, which enables diversity of applicants and hires to be monitored, as applicants are invited to complete a diversity questionnaire, providing deeper insight into the gender mix of applicants in different areas of the business and seniority levels. The Success Factors platform at Assessment provides similar monitoring. The Press' platform includes an inbuilt gender bias decoder, which checks adverts for words associated with gender stereotypes, to ensure we aren't unconsciously limiting applicant pools. This will be rolled out to the Cambridge Assessment system as soon as possible.