

Cambridge UCU Gender Pay Gap Claim

The mean gender pay gap at the University of Cambridge stands at 19.6% in 2017.¹ This is considerably worse than the HE sector average, which stands at below 12%.²

1. Target for reducing the GPG

Our first claim is for the University of Cambridge to hold itself to the standard of excellence to which it holds its staff and students and commit to narrowing the mean GPG to below the current HE sector average of 12%.

To meet this target will require a comprehensive analysis of the drivers of the GPG, a detailed action plan, and concrete initiatives with sub-targets.

We note that the University's targets for GPG reduction are disappointingly unambitious, promising to narrow the mean GPG by only 25% by 2022 (to 14.7%).³ This weak target calls into question the Vice Chancellor's public assurances that the University is "committed to taking action to close the gender pay gap as quickly as possible".⁴

2. Committee for the negotiation of agreed actions on GPG

Our second claim is for the University to convene a committee with trade union representation and senior management. The terms of reference for this committee will be:

- To agree an action plan to reduce the GPG;
- To review existing strategies for reducing the GPG;
- To produce an initial report by the end of May 2019 and a full report with recommended actions to the University by October 2019.
- To agree on a plan to monitor progress and communicate regular updates.

3. Targets for increasing the proportion of women in academic, leadership, and governance roles within the University

Our third claim is for the University to commit to initial targets for women's participation in academic, leadership, and governance roles within the University.

One of the factors driving the GPG is that men significantly outnumber women at the highest grades.

- a. At grade 12 by more than 4 to 1 (591 to 145)
- b. At grade 11 by more than 2 to 1 (250 to 106).

¹ University of Cambridge, Gender Pay Gap Report 2017.

² From 2015–16 data: UCU, The Gender Pay Gap in Higher Education (<https://tinyurl.com/ydy54rxf>).

³ 2018 Athena Swan Silver Submission.

⁴ <https://www.theguardian.com/news/2018/mar/22/cambridge-reveals-15-gender-pay-gap-in-oxbridge-college-audit>

- c. In turn, women heavily outnumber men at grades 6 and below (63.1% women to 36.9% men).⁵

Broken down by staff category, the GPG is worst for academic staff, who make up the majority of those on higher grades. The difference in average total pay for academic staff is 14.2%, just over £10,000. The proportion of women among academic staff is only 29.3%.

GPG for academic-related staff is 10.6%. Women make up the majority of academic-related staff (55.7%) but 65% of those on pay grade 11 and 12 are men.

Following Oxford's model⁶, we ask the University of Cambridge to commit to concrete initial targets for increasing the proportion of women across academic, leadership, and governance roles, including:

- increasing the proportion of female Professors, with 30% representation by 2022;
- increasing the proportion of female Readers, with 35% representation by 2022;
- increasing the proportion of women in University leadership roles (including but not limited to Heads of Schools, Heads of Department, and Senior Management teams) to 33% by 2022;
- having selection committees aim for a representation of at least one-third women (with use of external panel members, where female academic staff are underrepresented).

4. Review of Bonus Payments and Market Pay Supplements

Our fourth claim is for the University to publish (1) an Equality Impact Assessment for its process for awarding and reviewing bonus payments and market pay supplements for all staff groups and (2) an action plan for addressing gender disparities.

The GPG is compounded by disparities between bonus payments made to men and women. While the overall GPG has been decreasing year-on-year since 2008, the contribution of bonus payments to the GPG has been rising, tripling during this time. According to the University's 2017 Interim Equal Pay report:

- d. In 2017 UCAM paid £8,055,345 to men in additional payments, compared to £2,612,593 to women.
- e. In all staff groups, more men receive market-related payments than women, and the average value of the market-related payments going to men is higher.
- f. For academic staff, 141 men received a total of £2,559,948 in market-related payments, compared to 40 women receiving a total of £524,791.
- g. Additional payments account for 4% of the median pay gap for academic-related staff at grade 12.

⁵ UCAM Interim Equal Pay Review 2017. <https://drive.google.com/drive/folders/15HJHS3zL8fCaEmg1XRoNGGf2oZQgvcZA>

⁶ https://www.admin.ox.ac.uk/media/global/wwwadminoxacuk/localsites/personnel/documents/reward/Gender_Pay_Gap_Report.pdf

- h. In market-related payments for retention, 22 women received an average payment of £9,576, compared to 97 men who received an average payment of £20,417.

5. Review of Starting Salaries

Our fifth claim is for the University to publish (1) an Equality Impact Assessment for the process by which it agrees starting salaries and (2) an action plan for addressing gender inequalities.

The GPG is compounded by the fact that men are more likely to be appointed above the grade minimum than women. Moreover, recently the difference between the proportion of men and women appointed above grade minimum has increased (by 4.3% compared to 2016).

At grade 9, the spine point male employees were most likely to get appointed to is 57, compared to spine point 51 for female employees, a difference of more than £8000.⁷

6. Increase Paid Parental Leave to 26 weeks

Our sixth claim is to increase paid parental leave to cover the entire duration of Ordinary Maternity Leave, i.e. 26 weeks. We also ask the University to report annually on the uptake of shared parental leave.

There is significant evidence that the gender pay gap widens dramatically after women have children; for this reason it is often dubbed the “maternity penalty”.⁸ Narrowing the GPG requires investment in family-friendly policies, including possibilities for flexible working and increasing the uptake of shared parental leave.

The University of Cambridge falls significantly behind best practice in the UK HE sector, as well as the public sector more broadly. A number of Russell Group Universities (including Oxford⁹, Exeter¹⁰, Birkbeck¹¹, Manchester¹², and Southampton¹³) offer 26 weeks of parental leave at full pay, as do other public employers, including the Civil Service (where some departments offer up

⁷ UCAM Interim Equal Pay Review 2017.

⁸ https://www.henrikkleven.com/uploads/3/7/3/1/37310663/kleven-landais-sogaard_nber-w24219_jan2018.pdf

⁹ <https://www.admin.ox.ac.uk/personnel/during/family/maternity/unimatscheme/>

¹⁰ <https://www.exeter.ac.uk/staff/employment/parents/maternity/pay/>

¹¹ http://www.bbk.ac.uk/hr/policies_services/FamilyLeave/FLP

¹² <https://documents.manchester.ac.uk/display.aspx?DocID=10>

¹³ https://www.southampton.ac.uk/diversity/pregnancy_and_maternity/index.page

to 39 weeks of paid parental leave)¹⁴, the British Armed Forces¹⁵, Transport for London¹⁶, and the Royal Mail¹⁷.

Increasing paid parental leave will therefore have positive effects on women's ability to engage fully and most productively in their work upon their return, since there is clear evidence that at present women return to work earlier than they would choose to in the absence of financial pressure.

The University of Cambridge's 2014 Family Leave Survey suggests that women don't take all the leave on offer (ca 25% women took less than 6 months). 22% of academics and 29% of non-academic staff surveyed cited financial pressure as a reason for return to work.

The length of paid parental leave also has a signalling function: there is a perception that the length of time of fully paid leave is the "accepted" length and that anything further than that is "on you", with potential risks to one's career. Thus, roughly half of all respondents felt pressure to return to work and, of the women feeling such pressure, ~38% felt it because of career.

Those returning from leave early face both high cost and difficult child care logistics. The University of Cambridge workplace nurseries offer 277 places for ca. 12,000 staff. Less than 40 of those places are for infants under the age of 1. A number of nurseries in Cambridge do not accept infants under the age of 6 months. Anecdotal evidence suggests that because of this relative scarcity of nursery places for infants under the age of one, those returning from maternity leave early make do with a patchwork of childcare arrangements while managing full-time work. This contributes to stress and exhaustion with potential long-term implications for productivity.¹⁸

Moving to 26 weeks of paid parental leave is likely to increase uptake of shared parental leave, which the Government Equalities Office recommends as a promising means of tackling the GPG. The most frequent obstacle to the sharing of parental leave between men and women is financial, since men remain more likely to be higher earners.¹⁹ The high cost of living in Cambridge together with the Gender Pay Gap mean it is not economically feasible for many men to take up statutory parental pay, while it is often not practically feasible for women to take less than 18 weeks off because of recovery from childbirth and the logistics of breastfeeding.

¹⁴ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/742759/SPL_Having_a_baby_HMG_FV.pdf

¹⁵ pregnancy and maternity - The British Army <https://www.army.mod.uk/umbraco/Surface/Download/Get/4749>

¹⁶ https://www.rmtlondoncalling.org.uk/files/worklifebalance_policy.pdf

¹⁷ https://www.royalmailchat.co.uk/mrm/Being_a_parent_summary.pdf

¹⁸ Comparative analysis of different maternity leave policies across UK HE institutions suggests a link between generosity of maternity leave provision and women in highest income bracket. https://warwick.ac.uk/fac/soc/economics/staff/vetroeger/maternity/maternity_femaleprofs.pdf

¹⁹ https://www.cambridge.org/core/product/identifier/S0047279418000557/type/journal_article

The extension of paid parental leave to weeks 18-26 would therefore be particularly likely to increase the uptake of parental leave among men, with multiple positive effects on the reduction of the gender pay gap.

7. Equality Impact Assessment of Changes to Promotion Procedures for Academic Staff

Our seventh claim is for the University to publish (1) a detailed report on outcomes for Senior Academic Promotion, broken down by gender, race, and school; (2) an Equality Impact Assessment of the changes implemented this year as part of the gradual move to Academic Career Pathways; and (3) an Equality Impact Assessment for the ACP when it is made public later this academic year.

What little data is available suggests that the SAP is exacerbating the GPG by under-promoting women to higher grades. In particular, while men and women's success rates are comparable, there is evidence that women are systematically promoted later in their career and that this difference becomes particularly pronounced at promotions from grade 11 to 12.²⁰ There is also evidence of differential promotion practices across different Schools (in particular, with respect to promoting from grade 9 to grade 11), which are likely to contribute to the underrepresentation of women at higher grades.

We ask the University to report annually on the following:

- Average and median length of service at promotion to each grade, broken down by gender, race, and School.
- Average and median age at promotion to each grade, broken down by gender, race, and School.
- Average and median number of unsuccessful attempts before a successful promotion for each grade, broken down by gender, race, and School.
- The ways in which part-time work, maternity leave, bereavement leave, shared parental leave, and disability affect the number of promotion attempts before successful promotion and length of service at promotion.

The University of Cambridge is implementing some changes to the SAP in 2018/19 in anticipation of the roll out of the new ACP. The main change at this stage is a greater weighting of teaching and general contribution for promotions to Reader and Professor, although some flexibility is to be retained as to the exact relative weightings.²¹

We note with alarm that Implicit Bias training and diverse selection committees play a central role in the University's plan to address underrepresentation; there is evidence that these do not

²⁰ Confidential data about the 2017 SAP provided to CUCU and available to HR.

²¹ <http://www.admin.cam.ac.uk/reporter/2017-18/weekly/6505/section8.shtml#heading2-13>

change behavior or affect outcomes. For this reason the Government Office for Equality does not endorse these as effective means to addressing gender inequality.²²

8. Agreement on provision of specific facilities time for negotiators

Conducting effective negotiations on an action plan for closing the Gender Pay Gap will require a significant commitment of time from UCU representatives. For this reason, our claim includes a call for agreement on a specific allocation of paid time off (or paid time on for unsalaried staff) to allow our representatives to participate fully in the processes around and within these negotiations.

²² Girod, S., Fassiotto, M., Grewal, D., Ku, M. C., Sriram, N., Nosek, B. A., & Valentine, H. (2016). Reducing implicit gender leadership bias in academic medicine with an educational intervention. *Academic Medicine*, 91(8), 1143-1150; Atewologun, D., Cornish, T., & Tresh, F. (2018). Unconscious bias training: An assessment of the evidence for effectiveness. Equality and Human Rights Commission., Bezrukova, K., Spell, C.S., Perry, J., & Jehn, K. (2016). A meta-analytical integration of over 40 years of research on diversity training evaluation. *Psychological Bulletin*, 142(11), 1227–1274., Dobbin, F., & Kalev, A. (2016). Why diversity programs fail. *Harvard Business Review*, 94(7/8), 52-60. Abramo, G., D'Angelo, C. A., & Rosati, F. (2015). Selection committees for academic recruitment: does gender matter? *Research Evaluation*, 24(4), 392-404.; Duguid, M. (2011). Female tokens in high-prestige work groups: Catalysts or inhibitors of group diversification? *Organizational Behavior and Human Decision Processes*, 116(1), 104-115.