

# Falmouth University

## Gender Pay Gap Action Plan

### What is the gender pay gap?

The gender pay gap is the difference in the average hourly wage of all men and women across a workforce. If women are employed more frequently in the less well paid jobs within an organisation than men, the gender pay gap is usually bigger.

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The gender pay gap is not the same as unequal pay which is paying men and women differently for performing the same (or similar) work. Unequal pay has been unlawful since 1970.

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In 2019 the median gender pay gap across the UK was measured at 17.3<sup>1</sup>. For Falmouth University this was 12% <sup>2</sup>.

At Falmouth University we pay staff on a nationally agreed payscale that assigns roles to one of 9 grades through the use of a job evaluation scheme called Higher Education Role Analysis or HERA. This is the key way we ensure that all staff are paid equally for work of equal value.

HERA analyses roles against 14 key elements which reflect the values of higher education, and the aspects of the roles identified as being the most important. All roles are analysed against the same elements, these being:

- Communication
- Teamwork and motivation
- Liaison and networking
- Service delivery
- Decision making processes and outcomes
- Planning and organising resources
- Initiative and problem solving
- Analysis and research
- Sensory and physical demands
- Work environment
- Pastoral care and welfare
- Team development
- Teaching and learning support
- Knowledge and experience

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<sup>1</sup><https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/bulletins/genderpaygapintheuk/2018>

<sup>2</sup> <https://www.falmouth.ac.uk/diversity/gender-pay-gap>

The HERA scheme uses a questionnaire format (made up of 50 statements/questions) to measure the level of responsibility and demands of a role in relation to each element. Once the appropriate role information has been gathered, each element is scored using the HERA scoring system. These scores are then combined to give an overall point score for the role. It is this score that determines the relative value/worth of roles, and ultimately the grade a role is assigned.

Equal pay for work of equal value is further ensured by using generic job descriptions where roles are at least broadly similar – e.g. Lecturers and Technicians. From time to time there is the need to pay a market supplement where the identified pay rate does not reflect the actual rate for a role. In this case there is a process for ensuring such inflated pay rates are kept under review.

### **Why is there a gender pay gap in the United Kingdom?**

There are many reasons why a gender pay gap exists in the UK and some employers may not have one or even show that female employees have a higher average hourly rate of pay than men. Where a gender pay gap does exist, the range of reasons for that in an individual employer will vary but can include<sup>3</sup>:

- More men in senior roles than women
- Caring responsibilities and part-time roles are shared unequally
- More women work in lower paid roles and occupations
- Some women still face illegal discrimination being paid less than their male counterparts doing comparable roles.

At Falmouth University there are some features of pay and reward that could mask the true picture including employing a large volume of female casuals (mainly students) and an annual staff excellence scheme that gives a financial award to those recognised that is included in the calculation of pay for the purposes of the Gender Pay gap calculation..

### **What can be done to reduce the gender pay gap at Falmouth University?**

The gender pay gap (GPG) data that organisations are required to report each year provides a basic understanding of what the gender pay balance looks like within Falmouth University.

The only way to take meaningful and targeted action to reduce the gender pay gap at Falmouth University is to understand what is causing it. We have therefore asked

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<sup>3</sup> <https://www.fawcettsociety.org.uk/close-gender-pay-gap>

ourselves the following questions <sup>4</sup> and analysed our data and policies to provide answers:

1. Do people get 'stuck' at certain levels?
2. Is there gender imbalance in our promotions?
3. Are women more likely to be recruited into lower paid roles?
4. Do men and women leave at different rates?
5. Do particular aspects of pay (such as starting salaries) differ by gender?
6. Are we doing all we can to support part-time employees to progress?
7. Are we supporting both men and women to take on caring responsibilities?

These questions are explored in the following sections and for each there are suggested actions that we will be taken to minimise the impact each could have on the gender pay gap. Some of these actions are already incorporated into our Equality, Diversity and Inclusion Charter.

### Do people get 'stuck' at certain levels?

As at October 2019, the gender balance for the whole organisation was:

	<b>Female</b>	<b>Male</b>
Percentage	52%	48%
Headcount	296	274

Whilst we employ roughly an equal number of men and women (c22 more women than men), when broken down by other groupings the picture is quite different:

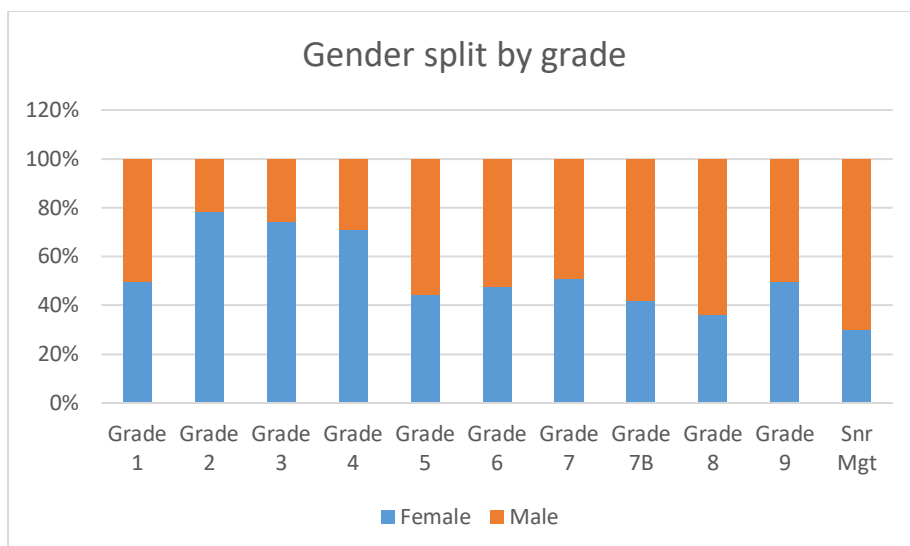
	<b>Female</b>	<b>Male</b>
Professional staff	60%	40%
Senior Management	28%	72%
Academic staff	46%	54%

Despite there being more women employed by Falmouth University overall, there is a higher proportion of women in the Professional staff, a much lower proportion in Senior Management and a slightly lower proportion amongst Academic staff.

The next chart displays the gender mix by grade:

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<sup>4</sup> <https://gender-pay-gap.service.gov.uk/public/assets/pdf/understand-your-gender-pay-gap.pdf>



Each bar represents a different grade which is then split by the proportion of female and male staff.

The only grades that are close to the overall organisational split are 1, 6, 7 and 9. Grades 1 and 9 are made up of only a few headcount whereas grades 6 and 7 are where the majority of our academic staff sit.

At Department level, there are marked differences in the overall gender split when compared to the organisational split. If we take 5% or more to be a significant variation from the overall population of Falmouth University, the outliers are:

**More female staff:** Finance, HR, Learning and Teaching, Research & Innovation, Sales, Events and Communications, Student Administration and QAE, The Fashion and Textiles Institute, The Students Union and Vice-Chancellor's office.

For Finance, HR, Research & Innovation and the Vice Chancellor's office women feature less in the higher grades.

**More male staff:** Information Communication Technology, The Academy of Music and Theatre Arts, The Games Academy, The Institute of Photography, The School of Architecture and Design Interiors, and The School of Film and Television.

### **Actions to address these imbalances:**

- As discussed above, an important aspect is being assured that regardless of any pay gap we are paying people fairly based on the role they undertake and not their protected characteristic. But obviously we would want to see proportionately equal numbers of men and women in all roles and at all levels of seniority.
- In 2020 we introduce a mentoring scheme and, whilst focussed on all staff, a key driver was to support those under represented to have support in realising their ambitions and the opportunity to maximise their potential.
- Our adverts are checked to ensure they are worded in an appropriate style to attract those from all backgrounds.
- We also commit to the following actions that will help give assurance that appointment, pay and promotion decisions are fair:
  - Include multiple women in shortlists for recruitment and promotions
  - Use structured interviews for recruitment and promotions
  - Encourage all roles to be offered on a flexible basis
  - Mandate that all recruiting managers have unconscious bias training
  - This will be monitored by the Equality, Diversity and Inclusion Group (ED&IG) receiving an annual report showing how recruitment processes have met the following:
    - Mixed shortlists
    - Mixed recruitment panels
    - E&D statistics at each stage of the process

### **Is there gender imbalance in our promotions?**

To avoid gender imbalances higher up in the organisation, men and women need to apply for promotion in proportions that match the composition of men and women at grades below. For example, in a particular grade there may be 60% women and 40% men. In that case, the pool of candidates who apply for promotion from that grade to a more senior grade should also be 60% women and 40% men. If, for example, only 20% of the applicants were women, the gender imbalance would be more likely to worsen at the higher grade, meaning fewer women in senior roles and a bigger GPG.

### **In order to understand this better we will:**

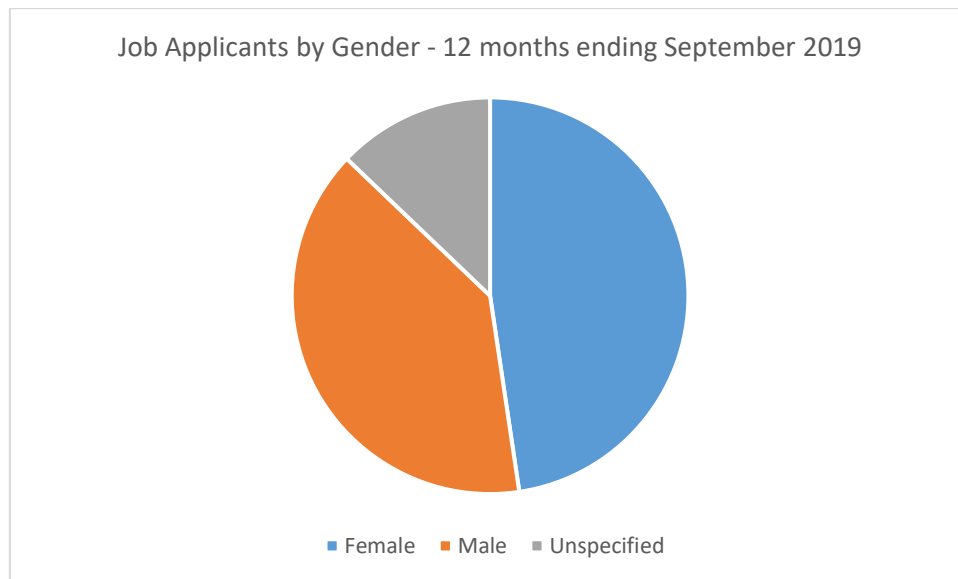
- Promotions will be monitored through the annual ED&I reporting process referred to above and the actions listed above will also support ensuring promotion decisions are fair and equitable.

## Are women more likely to be recruited into lower paid roles?

If women tend to enter the organisation at more junior levels, or if women are less likely to be hired when they apply to join the organisation at higher levels, this will impact our GPG.

### Proportion of women applying for positions

The pie chart below displays the declared gender of all those applying for a role at Falmouth University.



This indicates that nearly 50% of applicants are female and 40% are male.

### **In order to understand this better we will:**

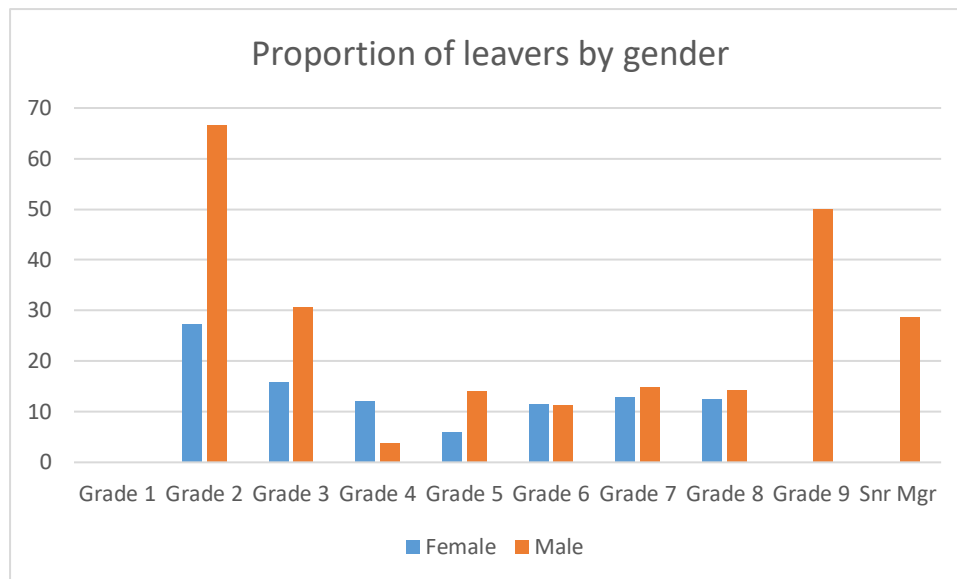
- Examine our recruitment routes to ensure they are transparent and do not discourage any particular group.
- Understand how the potential applicant pool in our industry compares to our applicants. This will be explored as part of the annual reporting process mentioned above.
- Keep under review opportunities to address structural issues that can have a larger effect in preventing women from doing particular jobs. For example:
  - encouraging all roles to be offered on a flexible basis, so that people with caring responsibilities can do them?
  - Helping more women to get the required qualifications for roles and being transparent about the career paths and knowledge, skills and experience are required for each role.
  - Where executive search companies are used to recruit senior staff, ask them to provide a long-list which includes a certain minimum number of women.

## Do men and women leave at different rates?

If women are leaving the organisation more quickly than men, this could contribute to our GPG, especially if this is occurring in more highly-paid positions.

Percentage of women and men leaving Falmouth each year, by seniority level

In the year ending September 2019, the gender split of leavers was 47% Female to 53% Male showing that a greater proportion of male employees than female employees left in this year.



When looking at this break down by grade there is a more variable picture with roughly the same proportion of men and women leaving in grades 6, 7 and 8, a lower proportion of women leaving in grades 2 and 3 and a higher proportion of women leaving in grade 5. Grades 9 and Snr Mgt have very small numbers in them so statistically are not reliable.

When looking at the outlying areas:

Grade 2 mainly comprised (80%) Intern appointments who will be on fixed term contracts of usually 1 year. The roles are spread across 5 different Departments so there is no obvious trend here.

Grades 3 and 5 also shows no obvious trend with the roles leavers occupied spread across 5 and 7 different departments respectively and a variety of roles.

### In order to understand this better we will:

- Ask leavers to complete an exit questionnaire and encourage line managers to ask them about their experience of working at Falmouth University and why they are leaving.

**Do particular aspects of pay (such as starting salaries) differ by gender?**

An aspect of pay that can contribute to the GPG is women having lower starting salaries than men doing similar jobs. As there is room to negotiate starting salaries, some research has found that women are less likely to negotiate their pay than men, and that when women do negotiate their pay, they can be judged more harshly than men for doing so. These things mean that women's starting salaries might end up being lower than that of men doing the same job.

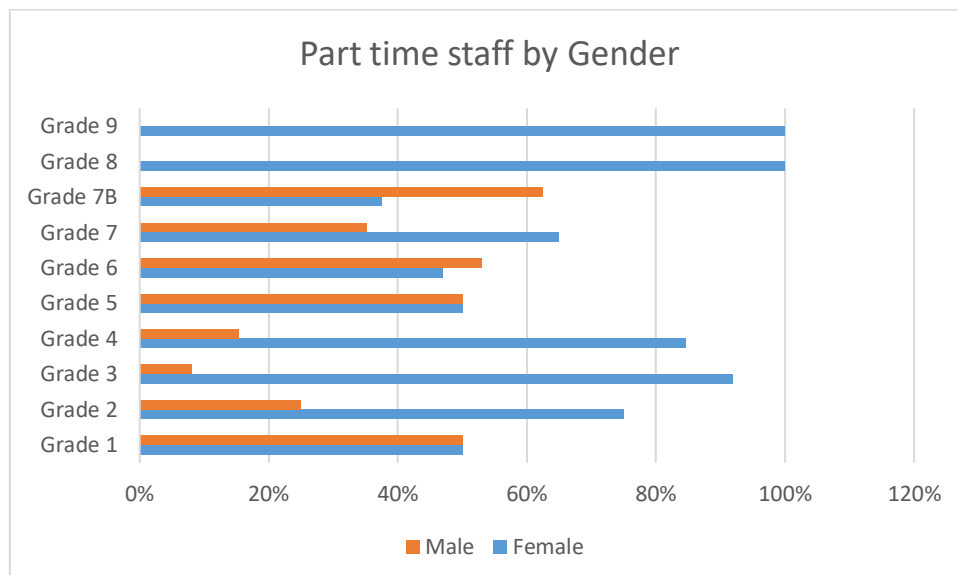
**In order to understand this better we will:**

- compare starting salaries by gender within comparable roles and report these as part of the annual ED&I report.
- Continue to be transparent about salaries and the fact that new appointees can request previous experience and other factors be taken account of in setting an appropriate salary.

**Are we doing all we can to support part-time employees to progress?**

More women than men work part-time because most caring responsibilities within the home are still taken on by women. Ensuring that part-time employees are well supported and are given opportunities to progress means that well-qualified, experienced women (and men who also take on caring responsibilities) are better able to keep participating in the workforce.

Of those that are on part time contacts the gender split is Female 57% and Male 43%. When broken down by grade this is:





This illustrates that there are more female part time staff in grades 2, 3, 4 and 7 with all the part time staff in grades 8 and 9 being female. Significantly, the other higher grades – 6 and 7B have more men than women. With 7B being an academic grade with a progression from 7 and a step towards promotion to a Head of Department, this is most notable.

**In order to understand this better we will:**

Many of the actions already raised above can also be considered specifically for part-time workers, such as promotion rates between part-time and full-time employees.

**Are we supporting both men and women to take on caring responsibilities?**

Being able to care for others should be a choice open to both men and women, and is a core issue when it comes to gender equality. It is therefore worth reviewing our policies and considering your workplace culture to ensure that employees are supported to take on caring roles and responsibilities if they choose to.

In the year ending September 2018, there were 29 instances of staff taking some form of family leave. This breaks down to:

Leave	Female	Male
Adoption	0	1
Maternity	19	N/A
Paternity	N/A	9
Shared Parental Leave	0	1

Significantly male employees are taking all the non-maternity related family leave indicating that there is awareness and a culture where they feel comfortable taking such time off.

This will continue to be monitored through the annual ED&I reporting process. We will also take the opportunity of staff surveys to ask staff about whether staff know what they can access, if they feel supported to work flexibly and if there are any barriers to working flexibly.

### Specific Targets

In order to guide our actions we will also strive to achieve the following specific targets:

- **Maintain a gender balanced Board of Governors (40-60% women)**  
Sector in 2019: governing bodies 40% women, 55% of HEIs have 'gender balanced' governing bodies.  
Falmouth University baseline in September 2019 is 43% female membership
- **Maintain gender balance across academic heads (40-60% women)**  
Sector in 2019: top tier of academic faculties or schools - 31% women.  
Falmouth University baseline in September 2019: 44% female leadership of our academic departments
- **Achieve gender balance across the senior/exec team (40-60% women)**  
Sector in 2019: 37% of executive or senior teams were women.  
Falmouth University baseline in September 2019 (VCEG + Academic Directors + DP) 28% women
- **Continue to close the gender pay gap, reducing gap by at least 2% year on year**  
Sector in 2017-18: Mean gender pay gap of 15%  
Falmouth University baseline in 2017-18: Mean gender pay gap of 14.3%

## Appendix 1

### Toolkit for reducing the Gender Pay Gap

The following questions and answers present a range of actions and resources we have in place or are developing in response to insights from understanding our gender pay gap. This is a live resource and will be updated as elements are developed and reviewed. If you have an observation or suggestion for something that the University could do to help reduce the gender pay gap then please get in touch with \_\_\_\_\_.

1	How can I find a mentor?
2	Where can I see promotion opportunities?
3	How do I express an interest in seeking promotion?
4	I want to become a line/ service manager
5	How can I see what my Career Pathway could look like?
6	If I am not successful in applying for a promotion at Falmouth University can I get feedback on my performance in interview?
7	Can I request flexible working when applying for a promotion?
8	Will Falmouth University apply positive action when choosing who to appoint to a promotional opportunity?
9	How does Falmouth University ensure men and women are appointed to the same hourly rate commensurate with their skills, knowledge and experience?  - Job evaluation and market appraisal for senior roles (Rem Com)  - Authority managers have to adjust starting salary to meet previous experience
10	How does Falmouth University ensure men and women are paid the same amount for work of equal value?  - Job evaluation and market appraisal for senior roles (Rem Com)
11	What Falmouth University policies encourage equal sharing of caring responsibilities?  - Flexible working, Paternity pay, Shared parental leave, Adoption leave
12	What should I do if I believe I am paid less than someone doing the same role as me who has the same skills, knowledge and experience?

13	I am a line manager and want to make a full time role suitable for flexible working?
14	I am a line manager. Should I always have a mix of genders involved in recruitment and selection activities?
15	Can I ask for a starting salary above the minimum?
16	I am a line manager. How can I find out more about Unconscious Bias?
17	Can I refresh my equality and diversity training?
18	Do Falmouth ensure job adverts and job descriptions are worded so as to encourage applications from all genders? <ul style="list-style-type: none"><li>○ Use of bias screening software??</li></ul>