



UNIVERSITIES & COLLEGES  
EMPLOYERS ASSOCIATION

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## **UCEA Briefing on HE Gender Pay Gap infographics**

### **Background and UCEA's GPG 'toolkit'**

This is the second year of UCEA producing infographics examining the gender pay gap (GPG). These revised and refreshed infographics use information and data from the latest official earnings data published by the Office for National Statistics (ONS) and HESA data and also draw on joint UCEA and HE trade union sector-level work. The most recent output from such joint work has been the [New JNCHES - Equal Pay Reviews and Gender Pay Gap Reporting - Guidance for HEIs](#).

The aim of the infographics is to explain GPG issues in general and to present key information from the HE sector-level data. We do this with eight individual infographics over two pages. Last year there were nine individual infographics over three pages, but we have tried to simplify and clarify the messages further. We also use this briefing to provide some further explanatory information to limit text-heavy explanations within the infographics. For more HE sector GPG background and resources, UCEA's online GPG ['toolkit'](#) brings together relevant and useful material that is updated and added to as needed. These new infographics will be housed in the toolkit.

UCEA has been undertaking work in this area to support its member HE organisations over many years, some jointly with the sector trade unions. UCEA is proud of the three years of successful sector-level joint work with the HE trade unions on the GPG, with joint work examining HE institution action planning ongoing at present. It is at institutional level that the GPG numbers and actions really matter. There is of course more work to be done at societal and employer level and we know our members continue to take steps to address the causes, seeking to ensure that women can progress in their workforces. We provide below more explanation and information relating directly to the new infographics.

### **Infographics: Examining the gender pay gap in Higher Education**

UCEA's open-access new infographics on GPG are available here: ['Examining the gender pay gap in Higher Education'](#). The first page of infographics addresses questions to provide context and comparison to gender pay in HE (individual infographics are numbered):

1. **'What is the difference between equal pay and the gender pay gap?'** aims to clarify these different concepts by presenting two highly simplified organisational views; it is not intended to show any actual employer. Many people still confuse or conflate equal pay and the GPG and this infographic seeks to show how an organisation can have men and women paid equally, i.e. equal pay in place – a legal requirement since 1975, but still have a gender pay gap across the organisation as a whole.
2. **'What is the gender balance in the HE workforce?'** illustrates the HE sector workforce profile, by gender. It sets out the proportions of male/female employees

working as professional services staff and academic staff, and the proportions of male/female staff who work part-time.

3. **'Gender pay gap over the decade: how is HE doing?'** addresses the combined questions of how much GPG progress has been made in HE in the last 10 years and how this compares with progress in the UK economy as a whole. The gender pay gaps are based on median hourly earnings excluding over-time from the Annual Survey of Hours and Earnings produced by the ONS.
4. **'How does the gender balance differ by job?'** takes five example roles in HE (using HESA contract levels) – three academic contract levels and two professional services contract levels – to show the differing balance between male and female employees at each level. It shows the figures for both full-time and part-time employees.

The second page of infographics provides occupational segregation explanations, Athena SWAN award figures and looks at gap data within the HE workforce:

5. This fifth infographic is the first of two tackling occupational segregation with the question **'What is horizontal segregation?'** It takes four example occupational groupings within the HE workforce, each at a different median pay level, and shows the differential distribution of women and men in each.
6. This second occupational segregation infographic seeks to answer the question **'What is vertical segregation?'** The step ladder is used to show a hierarchy of six academic roles, using HESA contract levels, and shows how women and men are currently represented at each level in the whole HE workforce.
7. The **'How are HEIs advancing women's careers?'** infographic shows the latest available data on the number of Athena SWAN Charter departmental awards achieved by HE institutions, comparing the number of awards from six years' ago. More information on the Athena SWAN Charter can be found at [www.ecu.ac.uk/equality-charters/athena-swan/](http://www.ecu.ac.uk/equality-charters/athena-swan/)
8. **'Where do we see gender pay gaps within the HE workforce?'** presents, using a sample of five contract levels, an examination of whole HE sector's contract-level pay data that UCEA first undertook jointly with the trade unions in 2016. The examination takes the (full-time and part-time combined) basic salary data at each level and shows the gender pay gaps *by job level*. Using 2016-17 data, we have found that in most cases the contract level pay gap is zero, with the exception of 'Professor' level, currently showing a figure of 5.1%. The chart uses the Equality and Human Rights Commission (EHRC) figure of a 'significant' GPG being 5% or more. The GPGs presented here use basic FTE salary data from HESA, not hourly earnings. While the contract levels in HESA broadly align to many grading systems in use in the sector, there is no national grading structure in HE and therefore these have been used as an approximation for work of equal value.

Each of these infographics is also available as individual jpeg attachments on the UCEA website at [www.ucea.ac.uk/en/news/communications-materials/](http://www.ucea.ac.uk/en/news/communications-materials/) so that they can be downloaded and used. We encourage HEIs to consider making use of them in their institution-level briefing materials.

## Contacts

If you have any questions or queries regarding this Briefing please contact UCEA's Research or Communications teams as appropriate [www.ucea.ac.uk/en/about/staff.cfm](http://www.ucea.ac.uk/en/about/staff.cfm)