

CLOSING THE PAY GAPS

GENDER, ETHNICITY,
DISABILITY & LGBTQUA+

UNIVERSITY OF WARWICK PAY GAP REPORT 2022



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Foreword

Reporting our pay gaps is more than a legal requirement for us. Sharing our data enables us to track our progress in an open and transparent manner and to engage all staff at Warwick on that progress.



We believe that publishing this data helps us to better understand the issues that our colleagues face, and helps us – with our workforce – to create a place of work where everyone can thrive.

In this annual report, we reflect and report on our progress over the last year to close the pay gaps at the University of Warwick for the snapshot date of 31 March 2022. We analyse this data and look at the context for the figures. We show where we're succeeding, and where we still need to do more work, and we outline what we plan to do as our next steps on our journey towards full equality.

The report content meets the requirements of the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017.

Our reflections



This year's report shows that we are continuing to make progress in our commitment to reducing pay gaps across the University.

This is very welcome and the product of substantial and sustained effort by so many colleagues to bring about change. But we still have a long way to go; we cannot afford to be complacent. We must ensure that past change is embedded and future change is accelerated. We need to be able to move faster and further.

We're working hard to put our ambition into action, so we can deliver long-term change and we're already seeing real progress. This includes improved representation in senior positions of women, staff who disclose BAME ethnicity, and staff who declare a disability.

Our colleagues are at the heart of driving further change and improvement. We have dedicated staff groups working on practical ways of addressing the pay gap, on-going learning, and awareness programmes, along with updated policies and procedures to tackle the pay gap.

We will continue to monitor pay equality and although not eliminating all pay gaps, we will challenge and address those differences that are not justified.

However, we recognise that the biggest challenge we face is in terms of the structure of our workforce and the clear under-representation of some groups within specific areas of the University. That's a long-term process and will take time to get right – but we're in this for the long haul.

We're also working hard to enhance our recruitment practices to ensure we can attract and retain the best people. We're developing the talent that we have by creating new opportunities for staff to enhance their skills and capabilities while looking to remove artificial barriers to career progression.

As we look back over the 12-month period covered by this report we are pleased that the worst of Covid-19 hopefully appears to be behind us. But we cannot ignore the impact that the pandemic has had across society and for Warwick the disruptive effect of Covid-19 has delayed some of the changes we needed to make.

Greater diversity in the workplace offers many known benefits including improved creativity, innovation and richer working experiences. It is vitally important that the University continues to build momentum on recruiting a more diverse workforce, and ensuring that fewer marginalised groups are in lower paid roles and better represented in senior positions.

Professor Chris Ennew, Provost

Professor Stuart Croft, Vice-Chancellor and President

About us

Warwick is a world-leading university with the highest academic and research standards. We are committed to inclusivity, fostered in an environment of mutual respect and dignity. We have more than 30 academic departments and over 50 research centres and institutes, in three Faculties: Arts, Science, Engineering & Medicine and Social Sciences.

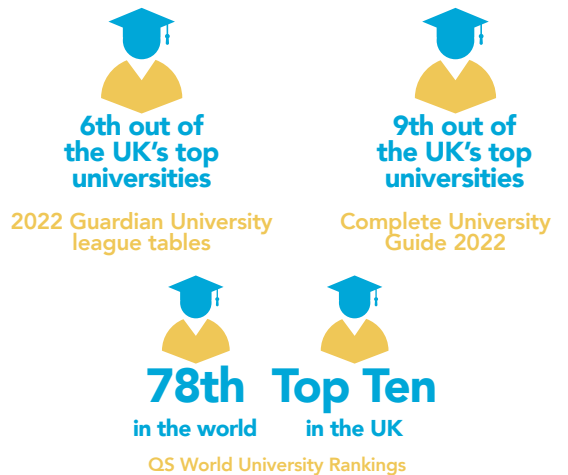


The Warwick community is made up of more than **28,000 students** and over **8,200 members of staff**. Within our staff body, we have over 3,800 academic staff, supported by over 3,000 professional services and over 1,300 commercial and estates staff.

We are proud of Warwick's reputation for excellence, both in the UK and globally.



During the period under review The Times Higher Education's (THE) World University Rankings named the University of Warwick as one of the UK's top 10 and 78th in the 2022 QS World University Rankings. It was also noted that the University of Warwick remained consistently in the Top 10 in significant league tables published in the UK - notably ranked 6th and 9th in the 2022 Guardian University league tables and the Complete University Guide 2022.





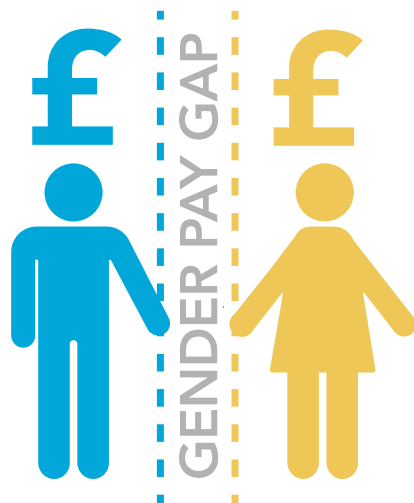
The language we use

MEAN – The mean (average) involves adding together the pay or bonuses of employees and then dividing by the total number of employees.

MEDIAN – The median is the middle value of all hourly rates when ranked. That is the amount paid to the employee in the middle of the list, if employees are listed in order of pay or bonus. We look at the median as it's less affected by numbers at the top end of the pay range, for example the earnings of a small number of senior executives.

WHY REPORT BOTH?

We use both the mean and the median because they give us slightly different insights into the distribution of pay and bonus data. Regulations require us to report both.



The gender pay gap is the difference in hourly pay between the total population of men in the workforce and the total population of women in the workforce.

It's calculated as the difference between average (mean or median) hourly earnings (excluding overtime) of men and women as a proportion of men's average hourly earnings.

Broadening the scope

We want to go further than just removing the gender pay gap. Although there was no formal requirement to do so, in our 2020 report we published our ethnicity and disability pay gaps alongside our gender pay gap. We continued to do this last year and also added our LGBTQUA+ gap analysis.

LGBTQUA+

is the acronym used at Warwick to refer to lesbian, gay, bi, trans, queer and undefined people, people on the asexual or aromantic spectra, and others who experience similar forms of prejudice and/or discrimination (+).



The action we're taking

We're taking action and making progress through a number of programmes which are outlined below. Many of these, although initially set up to target the gender pay gap, have had a positive impact in other areas including ethnicity, disability and LGBTQUA+.



Our Pay Action Group

Our Pay Action Group was formed in 2018.

It's led by the Provost, Chris Ennew, and its purpose is to examine ways of reducing the gender and ethnicity pay gap across the University. It works with other groups including the Gender Task Force, Race Equality Task Force, Disability Task Force and the Rainbow Task Force. The Pay Action Group has published a high level Pay Action Plan, which is approved by the Remuneration Committee and University Council.

Leadership development

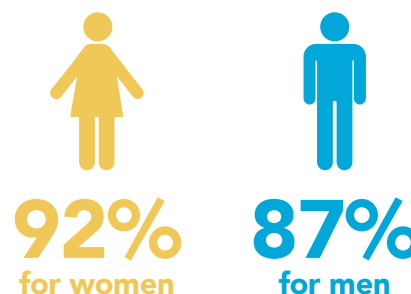
We have increased to 20 the number of Athena SWAN awards held across the University - up from 17 last year, with some of the 20 departments having renewed or upgraded their award level from Bronze to Silver. We renewed our institutional Silver award in 2018 and are due to resubmit for renewal imminently.

Gender Equality Award - Our institutional Gender Equality Award provides an opportunity to recognise outstanding student and staff contributions in this area and is attracting a growing number and quality of entries from individuals and teams.

Since we reformed our academic promotions process there has been a regular programme of briefings to help staff to prepare their applications. Also, during the pandemic we introduced a team of advisors to provide further support with the application process.



During 2021/22 promotion success rates to the positions of Associate, Reader and Professor were:



Of these successful female promotions, 16% declared as BAME, increasing from 13% in the previous year, while 4% declared a disability which was down from 7% during the year before.

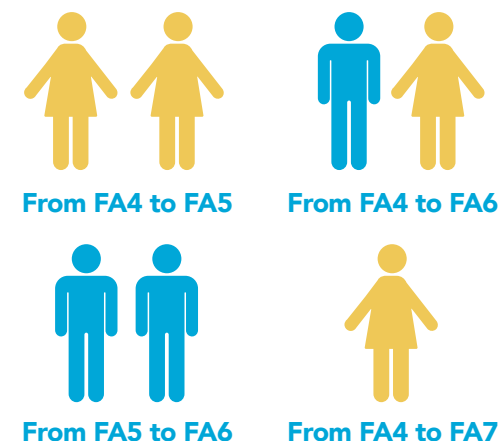
The CORE Development Programme in Warwick Business School (WBS) is aimed at supporting career progression for colleagues at grades 4-5 and occasionally grade 6 where the post holder is on secondment or new to the grade, where women are currently over-represented. There are few grade 5 roles across the institution and it is recognised the transition from grades 4 to 6 can be challenging.

The programme aims to provide a variety of support mechanisms, with sessions about the wider School, soft-skill development, careers coaching and mentoring to help give staff the best opportunity to develop their careers. The programme has received positive feedback and a number of colleagues have successfully secured more senior roles, both during and on completion of the programme.

Successful Promotions:

Of the 13 participants who finished the recent CORE Development programme which completed in 2021, there were 7 promotions either during or following the Programme.

PROMOTION BY GRADE



Springboard



We introduced Springboard, an award-winning international personal and professional development programme, in 2019-20. The programme is targeted at women in the Education Group at Warwick to support the development of staff at grades 3-5, to encourage professional development and to maximise their potential.

"A long-standing advocate of women's development, in 2019 I sought support to become a licensed Springboard trainer. Gender equality has always been important to me. Women-only groups provide a supportive and safe space for learning. Springboard would both contribute to the University's strategic objectives and address the University's gender pay gap.

In 2019, within the wider University, there were no female-only development programmes available to staff at grades 3-5. I agreed to pilot the programme to female staff within Education Group, which provided funding to enable delivery, though no admin support was available.

Women are over-represented at grades 3-5 yet remain under-represented at grade 6 and above. One of the main barriers to developing Warwick's female talent pipeline is self-confidence.

During the four day programme which is delivered over four months, participants:

- Develop an understanding of what's important to them
- Practice their networking skills
- Work on their personal brand
- Are inspired by guest speakers

- Create plans to achieve goals
- Practice presenting
- Apply assertiveness techniques
- Are supported through a workbook

The programme is interactive with much learning between peers. Participants are assigned to 'Home' groups of 6-8. These provide the foundation of support throughout the programme. Participants also work in pairs and trios. Groups frequently stay in touch once the programme ends.

Following this year's programme four participants have already progressed to Grade 6 roles and we will continue to track progress over the next 18 months."



Anne Wilson
Head of Careers and
Springboard Trainer

What have three of our participants said about the programme?

'I am pleased to say I have been fortunate enough to break through that FA6 ceiling whilst on the programme, I honestly don't think without the encouragement from the group and the independent reflection this would have been possible.'

'The enjoyment of Springboard spurred me on to sign up for further courses and I have since completed an OD course in line-management and project management, both of which helped with my recent application and for future roles.'

'I had felt quite stagnant in my career for many years and on a mission to make up for lost time. What had been lacking, I realise from attending the course, was how to achieve this with any real understanding of what had been holding me back in my career for so long.'

Aurora / Advance HE

Aurora is a female leadership development programme run by Advance-HE. It is run as a unique partnership bringing together leadership experts and higher education institutions to take positive action with women to address the under-representation of women in leadership positions within the sector.

During 2021-22, 21 female members of staff from 13 different departments participated in the Aurora programme. This cohort included 10 academic and 11 professional services colleagues. All participants had a mentor from within Warwick, who supported their learning and development throughout the programme. The programme included development workshops covering:

- Identity, Impact and Voice
- Core Leadership
- Politics and Influence
- Adaptive Leadership Skills
- Your Future in HE
- Action Learning Sets

In February 2020 we established Warwick Aurora Alumnae to enable women who have completed this programme to continue to engage, learn, support each other and contribute to other institutional female development initiatives. Women in the alumnae network have volunteered to act as mentors to support other development initiatives.

Aurora Alumnae sessions ran approximately bi-monthly, and included a variety of sessions including action learning sets, discussions about hybrid working and a 'Letter to my younger self' developmental session.



Development opportunities in IDG

A survey from the University's Social Inclusion Group highlighted details about the University's Information and Digital Group (IDG)s gender and ethnicity profile. The gender split was shown to be 38% female and 62% male, but with men occupying on average 75% of grade 6-9 roles. As part of it's People Strategy, work began on designing a programme to provide structured development opportunities for women in IDG.

The programme aim was to:

- Provide a series of Women in Technology / Leadership speaker and networking events
- Present an externally facilitated Women's Development and Leadership programme
- Develop IDG line management modules aimed specifically at supporting line managers, taken from the content of the Development Programme
- Establish a Chief Information and Digital Officers's Award in recognition of significant potential demonstrated by a woman in IDG

The approach taken was to combine development and leadership requirements into one programme, available to all women in IDG, in mixed grade cohorts and covering a range of topics across 10 two-hour sessions

The main outcomes included a shift in the gender profile increasing the number of females to 50.5%. The other noticeable shift was in the number of females represented in grades 6-9 which increased to 45%.

Race awareness



Prior to our submission for the Race Equality Charter Mark, we undertook a review of the University's performance on anti-racist practice, outlining how further interventions would be resourced and implemented. Following our successful submission Warwick has now been awarded the Advance HE Race Equality Charter (Bronze). We now have a race action plan in place to drive cultural and structural change to improve the student and staff experience.

Tackling Racial Inequality at Warwick - staff development programme

This University-funded programme, launched in 2020, is aimed at equipping academic and professional services staff with the knowledge and practical tools to engage with anti-racist practices and pedagogy within and outside the classroom, and to challenge racial inequality at the University of Warwick at both individual and institutional levels. In doing so, this programme will contribute to departmental and institutional goals to eliminate the 'BAME' student awarding and experience gaps at Warwick, as well as fostering an inclusive learning community.

Increasing support for families and carers

We've enhanced maternity and adoption provision. This has been well received by our staff and is expected to impact positively over the longer term, in relation to the retention and progression of those returning after periods of such leave. For those in academic posts, the Warwick Academic Returners Fellowship provides a valued route for individuals to focus on research for the initial period after their return from maternity leave.

Our Carer's policy recognises the increased challenges faced by individuals who are responsible for providing some form of care to others. The policy offers paid leave in order to help individuals balance their work and caring responsibilities.

We are already highly committed and supportive of flexible working and have now introduced hybrid working in parts of the organisation.

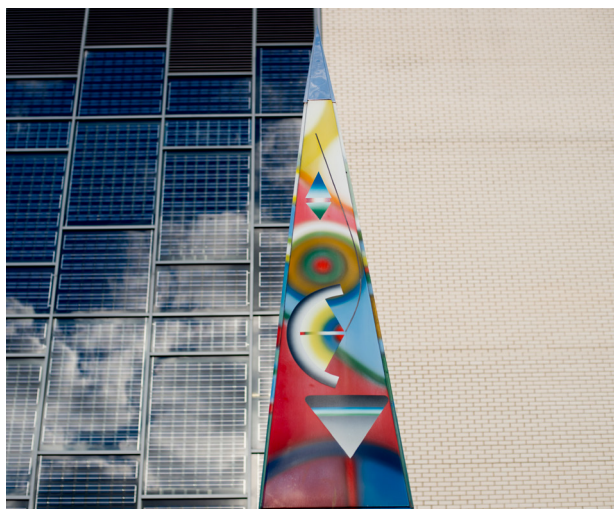


Reward

Our Senior Pay Review process includes a rigorous programme of equality adjustments and 88 adjustments have been made since 2017 to rectify any obvious pay anomalies on the basis of internal and external benchmarking.

During the period covered by this review, no member of the senior team has received a performance pay rise or bonus, although we have continued to adjust pay in line with the market and made equality payments as required.

Through careful management of our finances, we were also able to give salaried staff and Graduate Teaching Assistants (GTAs) a Thank You payment in 2022 to reflect the staff community's continued support for the University through the pandemic.



Living Wage accreditation



We've been paying the real Living Wage for a number of years, voluntarily going above and beyond the government minimum. Last year, we became an accredited Living Wage Employer, extending the positive effects that people see from receiving a real Living Wage, by working with our suppliers to make sure they all pay a real Living Wage as well. We're proud of our role as a local employer, with thousands of our staff based in Coventry and Warwickshire, and in turn supporting suppliers and their staff with this accreditation.

Recruitment

Our Recruitment team continues to ensure our recruitment processes are effectively targeted to attract individuals currently under-represented in some staff segments.

We continue to work to prevent stereotyping and address discrimination and bias through training for staff, particularly in managerial roles.



Social Inclusion

Our Social Inclusion Strategy sets out targets for achieving a diverse workforce by 2030 and we continue our work on pay gaps as part of this. We've finalised and published a comprehensive pay action plan managed through our Pay Action Group and included at the end of this report.

We have also developed our Institutional Talent Management Strategy which will help to drive improvements in equality, diversity and inclusion in our recruitment, development, progression, succession planning and retention activities.

Supporting colleagues with disabilities

Wherever a policy, a physical feature of a premises, or the absence of an aid puts a colleague with disabilities at a disadvantage the University will take steps, as is reasonable, to avoid the disadvantage. These steps are commonly known as reasonable adjustments or workplace adjustments.

The aim of adjustments is to ensure that people with disabilities can access a workplace at as close to the same standard as non-disabled people would experience. Adjustments are considered 'reasonable' when they are both effective at enabling the staff member to perform in their role and sustainable for the University.

My Adjustment Passport (MAP) is the tool available to help colleagues have meaningful and confidential conversations with their line manager or other University representatives about any workplace adjustments needed to effectively perform their role.

Professor Des Hewitt

Director of Education and Head of Primary Teacher Education in the Centre for Teacher Education.



Des was diagnosed with a kidney tumour in February 2022 and underwent surgery. Unfortunately, there were complications, including a secondary brain tumour, epilepsy, diabetes, DVT, visual problems and infection of the surgical site. Des is recovering and is already

back at work on a phased return programme agreed with his manager and the Occupational Health Doctor. This includes a maximum of two days working on site and three days working at home. Des applied for Access to Work support, which should allow him to attend the campus. The My Adjustment Passport process outlined that Des should continue working from home and tailor his campus attendance with managerial requirements and his actual capabilities. A balance of on-line and on-site work was agreed. A workplace adjustment assessment was carried out to assess his workstation requirements: this included large screen monitors and a separate keyboard for both on site and home working.

Des has also been successful in obtaining an Access to Work grant which funds his travel to and from work by taxi for up to three years.

He has now been back at work for over six months successfully continuing in his role as Director of

Education and Head of Primary Teacher Education in the Centre for Teacher Education.

What do two other people who have requested adjustments at Warwick think?

"I have lived with this condition for over 15 years, and it changes over time. I was scared this would affect my ability to work if it worsened. But because all of these adjustments are in place I have progressed in my career and been able to carry on working, maximising my skills and living my life. Seeing others benefit from adjustments in the workplace inspired me to do the same, and now I have a real interest in accessibility as I can see the impact it can have on someone's life."

"Where you experience any kind of chronic health condition, mental or physical, approach your line manager or HR representative to discuss adjustments as soon as you can. For years I avoided this, thinking I could manage my workload perfectly well, that divulging the details of my condition would make me seem weak or unprofessional, and that perseverance was the only course of action for a truly 'dedicated academic'. This couldn't be further from the truth. Where I thought I would find judgement, I have found empathy and support - and surprising amounts of care and consideration from students. There's no need to be a superhero... the system is there to help. And it will do if you share your experiences and needs."

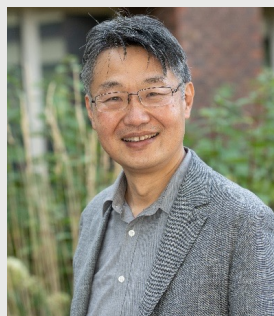
SPOTLIGHT ON INspire programme

We remain committed to increasing inclusion and diversity at leadership level. Last year we launched a pilot leadership development initiative for staff of BAME ethnicity – the INspire programme, to help drive structural and cultural changes to our talent development strategies and to increase diversity at senior and executive levels.

The programme has now been extended to include all under-represented groups at senior levels, and is inclusive to people with disabilities, females, LGBTQUA+ and ethnic minorities at grade 9, both in Academic and Professional Services, who have an ambition to be a senior leader. From the 12 programme participants, four have been promoted or engaged in senior level activity.

Sotaro Kita

Professor of Psychology of Language,
Academic Director of Research Culture



"I was attracted to the INspire programme because it specifically recruited ethnic minority members of the University. This indicated the University's commitment to tackle the issues of under-representation of ethnic minorities in the senior management level. The main benefit of the INspire programme is that it gave me ample opportunities to get to know many interesting colleagues at the same career stage and similar career aspirations, and to interact with senior leaders of the University. This gave me confidence to apply for a senior leadership role. I am now a member of the Research Executive, as the Academic Director of Research Culture. I recommend this programme to anybody who would like to develop leadership skills and to broaden your network across the University."

Parvez Islam

Director of Environmental Sustainability



"I was curious as to what the University considered it needed to do to develop greater diversity at senior leadership level and how it would be helping individuals such as myself to be able to achieve career progression within the organisation."

I found the peer coaching content of the programme to be extremely helpful. Their experience of how they tackled issues was deeply enlightening. The sessions with senior members of the organisation were also insightful and increased my knowledge of how challenges were faced at that level.

The programme has helped me develop in my performance and enabled me to change my role and take on additional responsibilities.

The interaction with colleagues, especially with peer coaching, along with having an Executive mentor, provided me with different perspectives on dealing with situations and taking different approaches to achieve successful outcomes in my role.

INspire is definitely a programme to benefit from in many ways, not least from hearing from fellow colleagues from a similar minority group and being able to have constructive discussion with them."

Our Data and Analysis



Equal pay

Equal Pay means that men and women in the same organisation are paid the same for work of comparable value.

At Warwick the difference between the pay of men and women at each grade is small and in many cases insignificant. The exception to this is at the highest level – grade 9 where there is a difference which reflects a significant imbalance in that grade and the impact of tenure on pay progression.

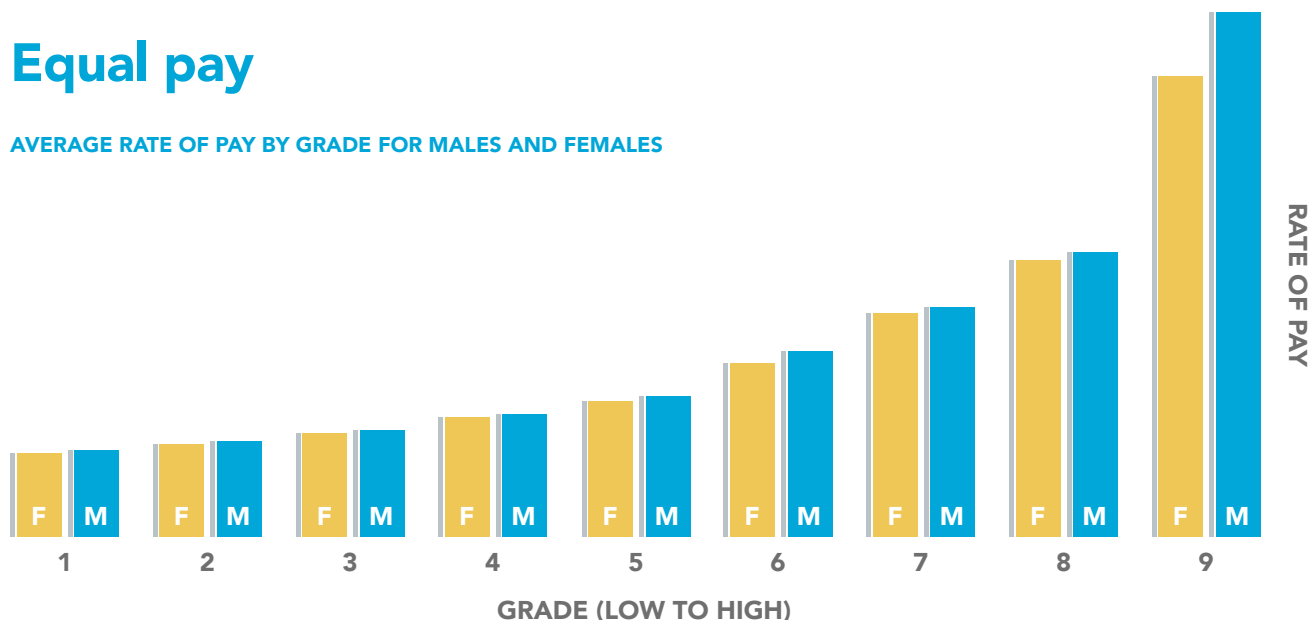
The Pay Gap

The Pay Gap measures the differences in pay, not just between men and women but also of staff by protected characteristic covered by this report. The differences are not solely the result of the University's pay practices which is influenced by other, much broader, and complex, economic, cultural and social factors which result in each of these groups being disproportionately represented in different roles and grades.

Gender

Equal pay

AVERAGE RATE OF PAY BY GRADE FOR MALES AND FEMALES



Pay by quartiles

One of the Government's reporting requirements is to calculate the proportions of men and women in quartile pay bands, which is done by dividing the workforce into four equal parts.

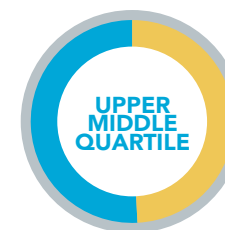
This chart shows the overall relevant staff population as defined by the pay gap reporting guidelines. It is divided into segments from lowest to highest hourly pay, and shows the number and percentage of men and women in each quartile. There are significantly more women in the lower quartile, and more men in the upper quartile.



FEMALE 65.25% (1,301)
MALE 34.75% (693)



FEMALE 50.65% (1,010)
MALE 49.35% (984)



FEMALE 49.40% (985)
MALE 50.60% (1,009)



FEMALE 38.47% (767)
MALE 61.53% (1,227)

Gender Pay

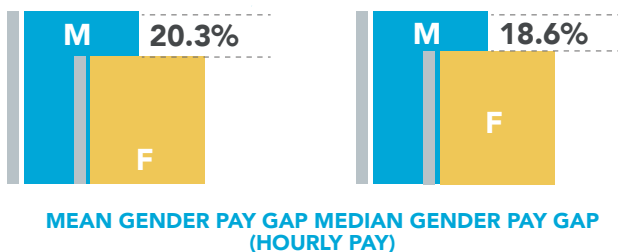
NUMBERS OF ALL STAFF INCLUDING RELEVANT EMPLOYEES AS AT 31 MARCH 2022



Hourly rate of pay by gender

The mean and median gender pay gap continue the decreasing trend in 2022. Moving Graduate Teaching Assistants (GTAs) to employment contracts in 2021 as part of our decasualisation work had a positive impact on the pay gap by increasing the numbers of women in higher paid roles. This was reinforced by an increase in the numbers of women at higher grades and the impact of equality adjustments which also helped the decrease of the gaps.

The average hourly rate of pay for men was 20.3% higher than for women at Warwick according to data collected on 31 March 2022. The median hourly rate of pay for men was 18.6% higher than for women. The mean and median gaps have both decreased from our previous report on data from 31 March 2021. The mean and median pay gaps continue to decrease steadily. The mean has decreased by 1.6% and the median by 1.3% since 2021 and are at their lowest since we started reporting.



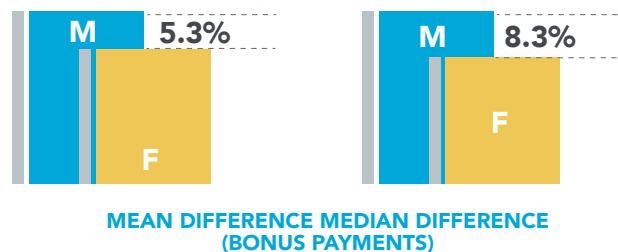
Bonus payments by gender

Between 1 April 2021 and 31 March 2022, 80.5% of women at Warwick received a bonus award compared with 78.1% of men, due to the Thank You payment being made to almost all staff in November 2021.

It is noted that the University is required to report on the gender gap in bonus payments that include Clinical Excellence Awards (CEAs). These awards are high value and are paid by the NHS to a small number of senior staff in our Medical Schools. Their size relative to other bonuses distorts the reporting on bonus practice in the University, particularly in relation to gender and ethnicity.

We therefore report on the gender gap in bonus payments that both include and exclude CEAs.

With CEAs the mean gap is 24.6% and the median remains at 8.3% while the charts below show the gap without CEAs.



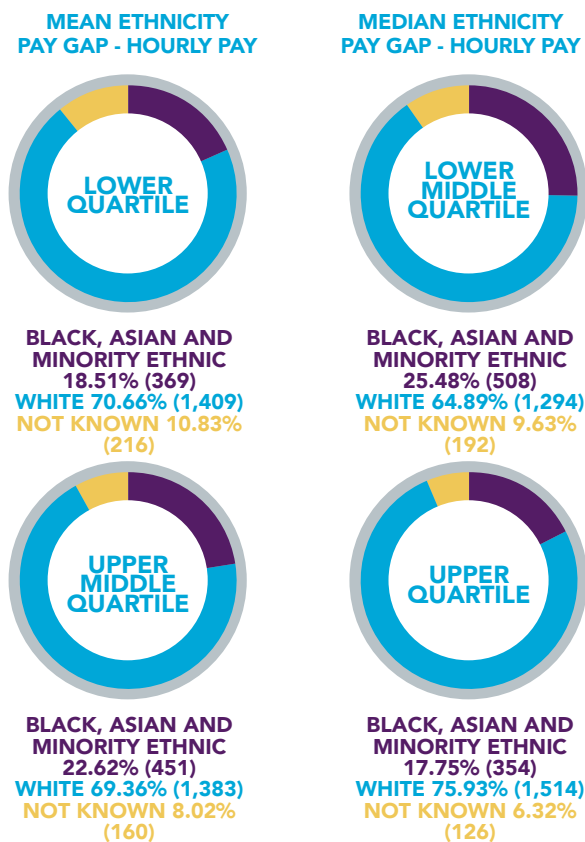
Ethnicity

We calculate the ethnicity pay gap (and the disability pay gap) in the same way as we calculate the gender pay gap, and we use the same data collection point of 31 March 2022. We previously participated in a pilot exercise to prepare for formal reporting and recognise that the ethnicity pay gap may need to be reported in a different way in future depending on confirmed guidelines from the Government.

Our data for ethnicity and disability may be influenced by the fact that a number of our staff have chosen not to disclose this information - we also note that there is considerable variation within the BAME category and we continue to aim for greater levels of granularity to report effectively.

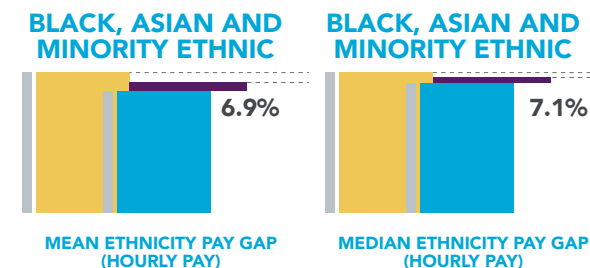
Pay by quartiles

These charts show the overall staff population divided into segments from lowest to highest hourly pay. They show the percentage of staff of BAME ethnicity, white ethnicity and staff who did not disclose their ethnicity.



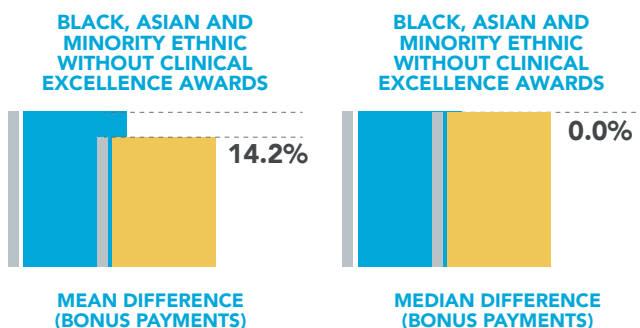
Hourly rate of pay by ethnicity

The mean ethnicity pay gap has decreased to 6.9% the lowest it has been since we started reporting while the median ethnicity pay gap has decreased by over 6% and is now 7.1%.



Bonus pay by ethnicity

The ethnicity bonus pay gap is favourable to BAME staff if CEAs are included with a mean difference of -5.6% and a median difference standing at 0%. This reflects the characteristics of the group of staff who are eligible for these payments. Without CEAs the median bonus pay gap is 0% while the mean bonus pay gap is 14.2%.



Disaggregated Ethnicity pay gaps

Our ethnicity pay gap looks smaller than the gender pay gap and is more variable across grades. But these top level figures do not tell the full story. The data presented to the right is disaggregated by ethnic group and shows that the mean pay gap for staff from a black background is significantly higher than for those from the other ethnic groups.

The median bonus pay gap is also high and staff from a black background are also markedly less likely to receive a bonus compared to staff from a white background. There is also a higher number of staff from a black background in the lower quartile (staff in lower grades) compared to the upper quartile (staff in higher grades).

The numbers of BAME staff are small in many grades. This makes it more difficult to understand variations within the BAME community. We are considering this further through the Race Equality Task Force and our Pay Action Group.

	MEAN PAY GAP IN HOURLY PAY	MEDIAN PAY GAP IN HOURLY PAY
BLACK ETHNICITY	21.1% (25.8%)	21.0% (16.7%)
ASIAN ETHNICITY	4.6% (7.8%)	2.9% (9.6%)
MIXED ETHNICITY	7.1% (14.6%)	10.4% (13.7%)
OTHER ETHNICITY	8.6% (10.3%)	1.5% (4.9%)



Disability

Pay by quartiles

The charts below show the overall staff population divided into segments from lowest to highest hourly pay, and shows the percentage of staff who have declared a disability, staff who have no known disability and staff who prefer not to say. Overall, the figures remain consistent with the previous year and show 5.7% of staff at Warwick declare a disability, with 91.1% stating that they have no known disability and 3.2% preferring not to say.



DISABILITY 7.52% (150)
NO KNOWN DISABILITY 88.52% (1,765)
PREFER NOT TO SAY 3.96% (79)



DISABILITY 6.77% (135)
NO KNOWN DISABILITY 89.77% (1,790)
PREFER NOT TO SAY 3.46% (69)



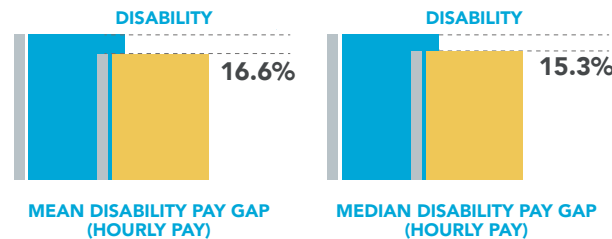
DISABILITY 5.27% (105)
NO KNOWN DISABILITY 91.93% (1,833)
PREFER NOT TO SAY 2.81% (56)



DISABILITY 3.31% (66)
NO KNOWN DISABILITY 94.13% (1,877)
PREFER NOT TO SAY 2.56% (51)

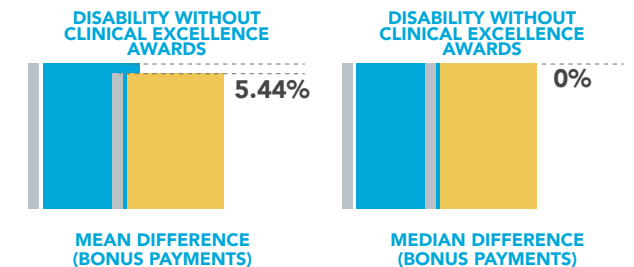
Hourly pay by disability status

The mean hourly rate of pay for staff with no known disability was 16.6% higher than for staff who had declared a disability while the difference in median hourly rate of pay, based on the same comparisons, was 15.3%.



Bonus pay by disability status

As with our other bonus pay comparisons set out above the figures both include and exclude CEAs. The median bonus pay gap, including CEAs for people with a declared disability is 0% and the mean figure is 18.12%. Without CEAs the median figure is 0% and a mean figure is 5.44%.

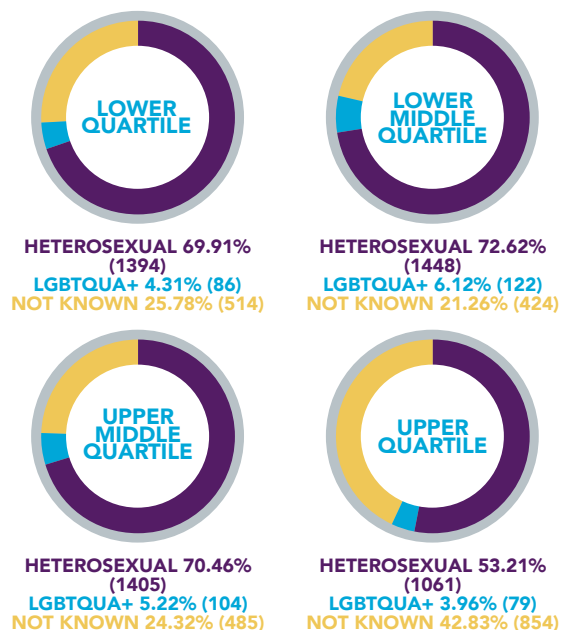


We have found the Disability Pay Gaps are increasing, a problem the University is keen to address. It is felt that there is still a reluctance for colleagues to declare a disability with only a relatively small number of staff having done so during the period under review. It is hoped that the positive messages presented in our case studies will go some way to encourage an increase in declaration, along with continued further initiatives being undertaken by our Disability Task Force.

LGBTQUA+

Pay by quartiles

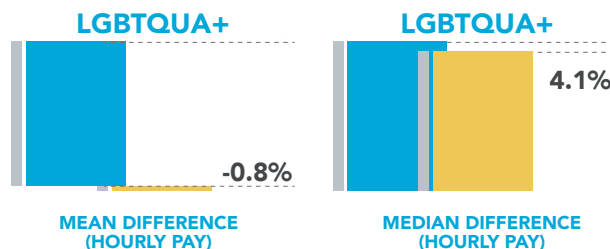
The charts below show the overall staff population divided into segments from lowest to highest hourly pay, and shows the percentage of staff who have declared as LGBTQUA+.



PROPORTION OF HETEROSEXUAL AND LGBTQUA+ WHEN DIVIDED INTO FOUR GROUPS ORDERED FROM LOWEST TO HIGHEST PAY (Q1)

Hourly pay by LGBTQUA+ status

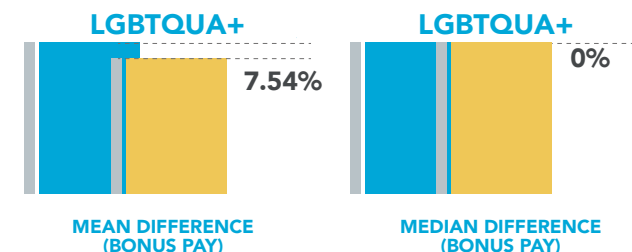
We are pleased to see the gap in mean hourly rate of pay for staff who declared as LGBTQUA+ was -0.8% which was a positive improvement on the 3.6% recorded in the previous year while the median figure was 4.1%, slightly down from last year's 4.5%.



Bonus pay by LGBTQUA+ status

Between 1 April 2021 and 31 March 2022, the gap in level of bonus payment inclusive of CEAs was a mean of 15.32% and a median of 0% and without CEAs the mean is 7.54% and the median is 0%.

As with the Ethnicity and Disability Pay Gap, there is quite a bit of variability across grades. This, combined with the relatively small number of staff who have declared as LGBTQUA+, makes it difficult to draw firm conclusions. These are areas receiving further investigation through our LGBTQUA+ Task Force.



Understanding the reasons for the gap

One of our challenges continues to be the lack of data we collect and hold on a number of diversity characteristics, including ethnicity and disability. We continue to address this issue through our Task Forces in order to enable us to better understand and respond to issues of intersectionality.

Looking at gender, ethnicity and disability, we've identified that females, staff of BAME ethnicity, and staff who have declared a disability tend to make up the majority of those on lower grades and also have lower representation at senior grades. We can also see that we still have a greater proportion of men – just over 61% in the highest pay quartile.

For this year's report we have seen a slight increase to 26.4% for women professors at Warwick compared to 26% in 2021. The University needs to do more to maintain and accelerate progress in this area.

There is under-representation of staff categorised as BAME and staff who have declared a disability at senior levels. The data for ethnicity and disability may be influenced by the fact that a number of staff have chosen not to disclose this information. In the coming year we will be running a campaign to promote the benefits of disclosure.

Although our pay gaps for gender, ethnicity and LGBTQUA+ are closing, the increase in the pay gap for disability remains a challenge.



What next? Our strategy to 2030

As Chris Ennew and Stuart Croft outline in their reflections at the start of this report, we know that achieving a significant reduction in the pay gaps at Warwick is a long-term project. To ensure there is real change it will be essential to address the unequal distribution of staff by protected characteristic across grades.



We have always been a forward-facing University, helping to transform our region, country and world for the collective good. Our staff are at the heart of this – providing the capability and capital to enable the University to fulfill its purpose. Through our People Strategy, we will proactively manage our talent to attract and retain a more diverse workforce, ensuring that we have the capabilities and ambition required to deliver the University 2030 strategic objectives and to create a culture where everyone thrives.

We've identified a number of actions that we will prioritise in relation to organisational practices and cultures to enable us to do this in the years ahead. Many of these will also address the gender, ethnicity and disability pay gaps.

- Through our Pay Action Group, we've published a Pay Action Plan (further information below), which has been approved by the Remuneration Committee and University Council. We will continue to work in collaboration with a range of expert groups across the University such as the Gender Task Force, Race Equality Task Force, and Disability Task Force to support the implementation of this.

- Many of the actions in the Pay Action Plan are aligned with our Social Inclusion Strategy.
- As part of the Social Inclusion Strategy, we've agreed targets for gender and ethnicity at senior levels for academic and professional services departments.
- We have developed an Institutional Talent Management Strategy covering talent attraction, recruitment, development, promotion and progression, succession planning and retention, which will drive improvements in equality, diversity and inclusion.
- We will review our reward and recognition practices and identify recommendations for improvements.
- We'll review and expand our flexible working policy; building on lessons learned from extended period of working from home during Covid-19.

PAY ACTION PLAN	COMPLETED / IN PROGRESS	PRIORITY ACTIONS
Data Capture and Target Setting	<ul style="list-style-type: none"> • The provision of pay gap data for gender, ethnicity, disability and sexual orientation for review by senior committees on an annual basis • Breakdown of data to understand key differences among staff groups • Diversity dashboards available at Department level; KPIs agreed and baselined for protected characteristics with ongoing monitoring of pay gaps 	<ul style="list-style-type: none"> • Setting agreed internal targets • Effective segmentation for data analysis • Analysis and review of existing activity
Talent Attraction and Retention	<ul style="list-style-type: none"> • Talent attraction strategy developed and piloted with Warwick Business School • Employer brand initiative/ campaign linked to new Warwick values for internal and external audiences • Review of hybrid working policy; building on lessons learned from extended period of working from home during Covid-19 • Carer's Policy in place to support staff with caring responsibilities • Encouraging uptake of Shared Parental Leave • Retention of parental leave returners 	<ul style="list-style-type: none"> • Development of socially inclusive approaches to talent attraction, succession planning, promotion, progression, retention and leavers • Improvement of workplace flexibility for all genders • Review of potential barriers to uptake of shared parental leave • Returners policy update
Recruitment and Selection	<ul style="list-style-type: none"> • Recruitment channels reviewed to increase diversity of candidates • Wording in job adverts updated to encourage use of gender de-coders to reduce bias in job advertisements • Introduction of checkpoints to ensure equality at all points of the recruitment process 	<ul style="list-style-type: none"> • End-to-end review of recruitment and selection processes • Undertake regular equality impact assessments of recruitment processes
Promotion and Progression	<ul style="list-style-type: none"> • Analysis of promotions by grade and protected characteristic 	<ul style="list-style-type: none"> • Review of Academic and Professional Services progression
Job Families and Career Pathways	<ul style="list-style-type: none"> • High level Job Families framework developed 	<ul style="list-style-type: none"> • Implementation of Job Families to provide clear career pathways
Reward and Recognition	<ul style="list-style-type: none"> • Level 9 Pay market pay review conducted and implemented • Review of Level 9 pay by gender to identify salaries in lower decile/quartile and agree budget required to adjust pay to closer to market median by role 	<ul style="list-style-type: none"> • Develop Reward & Recognition strategy aligned to Talent Strategy • Implement Equality Pay Adjustments
Training and Development	<ul style="list-style-type: none"> • Unconscious Bias training completed for all line/people managers and for all staff directly involved in recruitment and selection • Provide training aimed at specific audiences e.g INspire programme; Aurora leadership training programme; CORE Development and CORE Leaders programmes (WBS); Springboard 	<ul style="list-style-type: none"> • Monitoring and reinforcement of Unconscious Bias Training • Promote career journeys of a diverse range of staff from across the institution

CONTACT DETAILS

reward@warwick.ac.uk

press@warwick.ac.uk

UNIVERSITY OF WARWICK PAY GAP REPORT 2022