



The James  
**Hutton**  
Institute

# Gender Pay Gap **Report**

The James Hutton Institute

5 April 2021



## Background

The James Hutton Institute has offices and laboratories in Aberdeen and Dundee, operates 2 research farms, hosts BioSS (Biomathematics and Statistics Scotland) and has a commercial subsidiary, James Hutton Limited (JHL).

We hold Athena SWAN Bronze Charter status and are a Stonewall Bronze employer in recognition of our work to support LGBT+ employees and students. We are also signatories to the Scottish Business Pledge which includes our commitments as a Living Wage Employer and achieving a 50/50 Board gender split by 2020

(which we achieved in 2017) and are now committed to sustaining. All of the above work is supported by our Equality, Diversity and Inclusion Committee.

Our People Strategy 2021 – 2026, developed to support our Strategic Priorities and reflect our Values, includes the objective of “the promotion of equality where difference is understood and valued” and this, alongside our Value of “respecting and valuing our people”, is key to becoming the organisation that we strive to be.

## Our Results

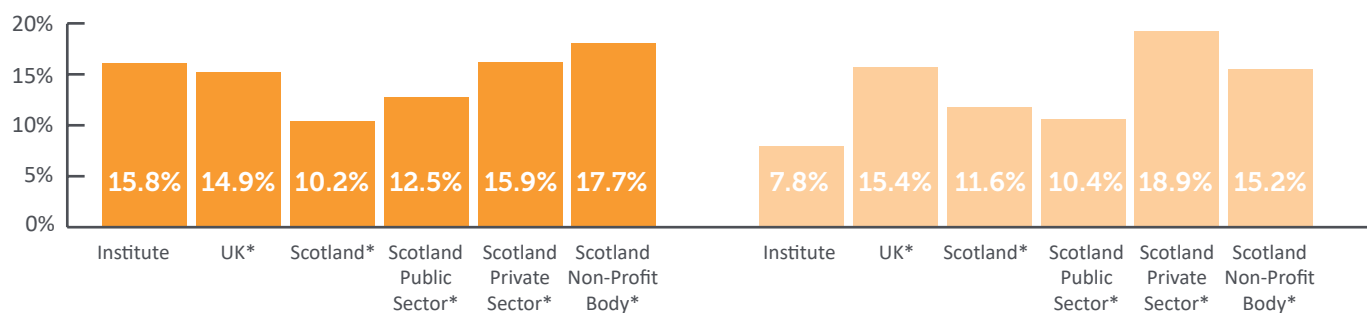
This is our fifth published report. We also provide a comparison with the information published in previous years. Change in this area is best measured over a longer period, and we will continue to provide comparisons in future reports to build up an understanding of whether and how our actions are influencing change over time.

As in our previous report, we have taken the framework provided by the government and produced the required information (as at 5 April 2021) but included expanded analysis reviewing salary by grade. We have also outlined the actions that we are taking to address the issues identified.

Following analysis of the figures as at 5 April 2021 we found that our mean and median pay gaps for the institute were 15.8% and 7.8%.

These figures have been calculated using the statutory guidance which includes basic pay, allowances, piecework pay, pay for leave and shift premium pay before tax but after salary sacrifice deductions. Employee pension contributions are paid using salary sacrifice.

How these compare to national figures is shown below.



■ Mean Gap  
■ Median Gap

\*figures used relate to Annual Survey of Hours and Earnings  
<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworking-hours/datasets/annualsurveyofhoursandearningsashegenderpaygaptables>



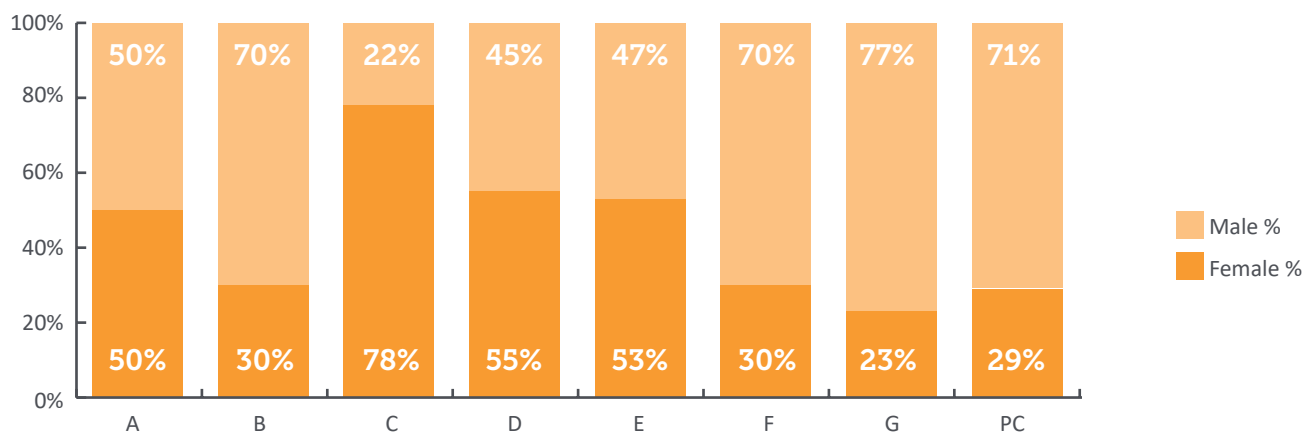
Comparisons against prior years are noted below:

	The James Hutton Institute		Scotland		UK	
	Mean Gap	Median Gap	Mean Gap	Median Gap	Mean Gap	Median Gap
April 2017	16%	12.6%	15.2%	16.1%	17.4%	18.4%
April 2018	16.5%	11.7%	13.9%	15%	17.1%	17.9%
April 2019	15%	8%	13%	14.4%	16.3%	14.6%
April 2020	15%	8.1%	10.4%	10.9%	14.6%	15.5%
April 2021	15.8%	7.8%	10.2%	11.6%	14.9%	15.4%

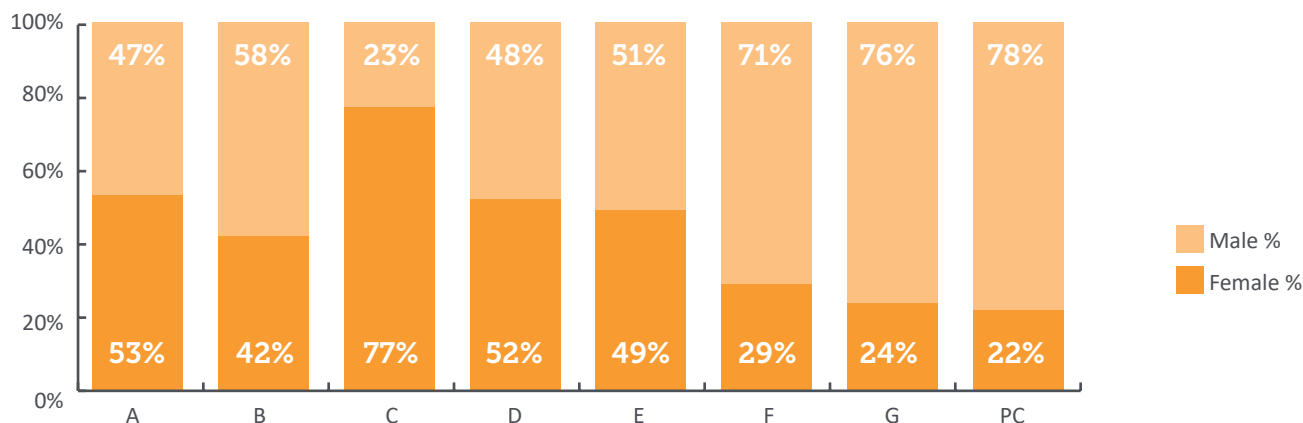
The mean gap has risen slightly since 2020 but in broad terms remains relatively static, as does the median pay gap, which has fallen slightly, but remains at around half of the mean pay gap. This continued relationship between the mean and the median points reflects the continued greater proportion of males in more senior roles. Our analysis of pay gap by grade, below, confirms this.

We have a grading system in the Institute which runs from Hutton A to Hutton PC. Jobs are allocated a grade based on the content and the personal requirements of the post holder and this is assessed through an objective job evaluation grading system. Within each grade the pay gaps are much smaller than at Institute level as noted below (with a comparison with the previous year's figures included).

### Gender Split by Grade April 2020



### Gender Split by Grade April 2021



## Grades April 2020

Grades	Mean Gender Pay Gap	Median Gender Pay Gap
A	2.4%	2.0%
B	6.3%	5.0%
C	1.0%	0.4%
D	1.1%	0.0%
E	0.8%	0.0%
F	4.6%	3.6%
G	5.8%	3.8%
PC	12.9%	1.8%

## Grades April 2021

Grades	Mean Gender Pay Gap	Median Gender Pay Gap
A	-0.9%	4.0%
B	6.3%	0.0%
C	0.4%	-0.5%
D	0.4%	0.0%
E	-0.3%	0.0%
F	4.5%	2.2%
G	2.4%	1.4%
PC	4.8%	0.4%

There has been a mix of positive and negative changes across the individual grades. In general though, the mean and median pay gap within grade is significantly less than our overall mean and median pay gap.

We are also required to publish the distribution of salaries across quartiles. In April 2021, the pattern of the previous three years persisted to a large degree, with

a greater proportion of women in the lower and lower middle quartiles, and a significantly greater proportion of males in the upper quartile. While the proportion of women in the upper middle quartile was marginally greater than men in the last three years (by 2-3 percentage points), in April 2021 the proportion of males is now very marginally greater than women.

## Hutton Gender Split across quartiles 2017 to 2021

		Lower	Lower Middle	Upper Middle	Upper
2017	Male	36%	38%	52%	65%
	Female	64%	62%	48%	35%
2018	Male	36%	39%	48%	68%
	Female	64%	61%	52%	32%
2019	Male	39%	39%	47%	68%
	Female	61%	61%	53%	32%
2020	Male	35%	42%	47%	64%
	Female	65%	58%	53%	35%
2021	Male	36%	44%	51%	64%
	Female	64%	56%	49%	36%

The analysis above of the pay gaps within grades and the distribution across quartiles shows that, although we employed more women than men in the Institute in April 2021, as with previous years, there remain more men in the senior grades, giving rise to our overall gender pay gap, despite generally less pronounced gender pay gaps within grades.



## Bonus Information

Bonus provisions are based on performance or special contribution, and can be contractual depending on role.

In April 2021 there were four reportable payments, three to females (1.25% of women) and one to a male (0.45% of men). The difference in the mean and median bonus pay was 50%, meaning that the payment to the one male was 50% higher than the three payments to females.

## What we are doing

To close our gender pay gap we need a lower proportion of women in the bottom quartiles, a higher proportion in the upper quartiles. Our aspiration is to get to a 50/50 balance across all grades however our voluntary turnover rate is low (around 2%) and the fundamental issue of the number of females pursuing a career in STEM subjects also impacts our ability to do so through traditional recruitment means.

In addition to a specific objective to reduce our gender pay gap – which requires us to improve monitoring, continue to analyse our data to understand the issues and generate and implement actions as a result – our Athena SWAN action plan identifies actions which we believe will also contribute to reducing the Gender Pay Gap by addressing related issues. The key actions are noted below.

### ***Work to support the make-up of the Institute at all levels to be more reflective of the overall population including attention to redress the under-representation of women in senior roles.***

Outcomes:

- Increase leadership training specifically aimed at early to mid-career staff and support Institute participation in Aurora Leadership programme.
- Ensure at least 20% of staff have a Career Review Meeting in each year
- Ensure robust succession planning processes are embedded across all areas of the Institute
- Increase in leadership opportunities across the Institute through, for example, supporting secondments and job shares
- 15% more promotion applications from women in lower grades
- 10% more females in positions at Band D and above as a result of promotion or re-evaluation
- The implementation of a robust succession planning process across all areas of the Institute

### ***Ensure that recruitment practices and procedures promote support for diversity and eliminate opportunities for bias/discrimination***

Outcomes:

- Include a diversity plan as part of our recruitment policy and procedures to eliminate opportunities for bias
- Improved recruitment procedures to reflect equality-related best practice
- At least 2 qualified female candidates are included on vacancy shortlists at Band E and above
- Ensure gender balanced shortlisting and interview panels
- Regular review of recruitment statistics to identify specific issues or areas requiring positive action.

### ***Support for career development through processes such as promotion, personal development reviews and mentoring***

Outcomes:

- Ensure the personal development review process is fully and appropriately implemented and includes discussions on career development opportunities.
- Develop and deliver management training modules to improve the use and effectiveness of career review meetings, promotion and JEGS processes
- Ensure policies are in place and enacted that support and encourage employees to manage their work-life balance and support career/personal development in a way that is mindful of this
- The introduction of a central Family/Dependant Support Fund, enabling staff with caring responsibilities to attend conferences and other events.
- Improve support for promotion candidates including continued delivery of workshops and development of a network of promotions coaches
- Ensure promotion interview panels are gender balanced
- Provide an option to request a deferral of tenure track reviews by up to a year if personal circumstances impact on progress.
- 100% completion of personal development review process within the timetable
- Improved support for promotion candidates including continued delivery of workshops and development of a network of promotions coaches
- Internal and external mentoring programmes are rolled out with at least 50% of participants being female



***A suite of policies is in place that support and encourage employees to manage their work-life balance and support career/personal development in a way that is mindful of this***

Outcomes:

- Use ED&I open door sessions to actively promote and normalise career development discussions.
- Commit to balanced platforms in Institute symposia, seminars and workshops
- Ensure all Institute level committees are gender balanced
- Support for those with caring responsibilities including family-friendly meeting and seminar times

- Introduction of a networking and support group for parents and carers with at least 2 formal events taking place each year and a Welfare and Parents Room, including breastfeeding facilities
- Improved maternity leave process through the provision of additional guidance and the establishment of a buddy scheme
- Increased awareness about flexible working options and shared parental leave resulting in an increased participation level
- policies in place to support and encourage employees to manage work-life balance while supporting career/personal development

**Professor Colin Campbell**  
Chief Executive

**Dr Ian Gambles**  
Chair of the Board

