

University of Strathclyde

Gender Pay and Equal Pay Report

April 2019

EXECUTIVE SUMMARY

The University of Strathclyde is committed to the principle of equal pay for equal work for all of its staff. We have taken action over the years to reduce the gender pay gap in line with our commitment to pay equality. We are also committed to pay equality regardless of race or disability. We will take action to reduce any pay gaps in relation to race or disability, and continue to monitor these gaps. Our existing pay and grading structure, implemented in 2006, is underpinned by an analytical job evaluation scheme and forms the basis for evidence-based decisions on pay and reward.

As part of our Public Sector Equality Duty (“PSED”), the University has a duty to publish:

- gender pay gap information every **two years** (which is defined as the percentage difference between men’s hourly pay (excluding overtime) and women’s hourly pay (excluding overtime)); and
- an equal pay statement every **four years**.

The last Gender Pay Report and Equal Pay Statement was contained in our [2017 Equal Pay Statement](#) published in April 2017 (the “2017 Report”). Earlier reports were published in 2007, 2010, 2013 and 2015. These reports have helped us focus on areas where we can take action on apparent pay gaps (and in particular where there are gaps of 5% or more, or recurring gaps of 3% or more, within a pay grade¹).

Our overall pay analysis by race indicates that we have an overall pay gap in favour of black and minority ethnic (BME) staff. It has not been possible to produce a meaningful view of a grade-by-grade comparison and of occupational segregation due to low numbers within some grades.

Our overall pay analysis by disability shows an overall pay gap of 4.9% in favour of staff who have not confirmed a disability. We will continue to monitor this gap and work towards reducing it given the University’s commitment to ensuring equality of pay for disabled staff. It has not been possible to produce a meaningful view of a grade-by-grade comparison and of occupational segregation due to low numbers.

Our overall pay analysis by gender indicates that the University has a marginal gender pay gap within grades. Only Grades 4 and 5 have a difference in pay between the average male salary and the average female salary which is above 1% (in these cases, the pay gap is 1.5% and 2.3% in favour of females). Since our last Equal Pay Audit, the equal pay gap at Professor/Director level has reduced from 4.8% in favour of males to 0.5% in favour of males. This reduction is primarily a consequence of the introduction of a zoning system for our professorial staff during 2016/17.

Despite there being equal pay within grades, there is still an overall gender pay gap as a result of occupational segregation; within the University there are significantly higher proportions of females than males at junior levels, in particular in Grades 1, 4 and 5, and, conversely, higher proportions of males than females at the more senior Grades 9, 10 and at Professor and Director level. Between 2017 and 2019 there has been a reduction of more than three percentage points in the overall gender pay gap (the percentage difference between men’s average hourly pay (excluding overtime) and women’s average hourly pay (excluding overtime), irrespective of Grade) and the University remains committed to taking appropriate action to further reduce this gap. We are currently progressing a number of promotion cases which, if successful, will increase the number of female Professors. We are also aware that there are higher levels of female academic professionals in our teaching and learning career path. We have created a post of Professor of Learning and Teaching and hope to soon celebrate our first appointment. We also have our first female convener of the University Court; the University’s highest decision making body, with the overall female representation of the Court being 63% (69% of our co-opted lay members selected by Court itself). In the years ahead we will continue to monitor female vs male pay within Grade (Equal Pay) to ensure that our excellent record of achieving equal pay for equal work is retained. We will also continue with our action plan to reduce our overall gender pay gap by supporting more female career progression and by encouraging more male appointments into lower graded roles which have traditionally been more likely to be undertaken by women.

¹ The Equality and Human Rights Commission guidance (updated 2 August 2018) states that as a general rule, differences in pay of 5% or more, or any recurring differences of 3% or more between men and women doing equal work, merits further investigation.

This document should be read in conjunction with the 2019 Annual Equality Monitoring Report, which is published on the University's [Equality Reports webpage](#).

GENDER PAY AND EQUAL PAY REPORT - 2019

1. Introduction

1.1 Approach to pay analysis

Our approach to this audit is as follows:

- **Snapshot date:** The snapshot date used to prepare this report was 1 February 2019.
- **Staff included in equal pay analysis:**

Staff Category	Headcount
Academic (including Professorial)	708
Teaching	272
Research/Knowledge Exchange	656
Administrative & Professional Services (including Director)	1528
Operational Services	432
Technical Services	187
Total	3783

- **Measurement of pay:** Pay has been measured using hourly pay (excluding overtime). To show the overall gender pay gap, the figures include contractual recurring adjustments.
- **Presentation of results – tables:** The results are presented in a variety of tables, below, which in the main show:
 - Detailed results for the 2019 audit, setting out the following information for each grade: proportion of males and females; headcount; average hourly rate for males and females; and the 'within grade' pay gap.
 - A comparison between the headline 'within grade' pay gap figures for each year, broken down accordingly.
- **Presentation of results – pay gap data:** The tables show:
 - Positive variances, where the hourly pay of female/disabled/black and minority ethnic (BME) staff are on average lower than that of men/non-disabled/non-BME staff; and
 - Negative variances, where the hourly pay of female/disabled/black and minority ethnic (BME) staff are on average higher than that of men/non-disabled/non-BME staff.
- **Presentation of results – per grade:** The University uses Hay - an analytical job evaluation scheme – to underpin our grading structure. Pay has been compared in each pay grade.
- **Presentation of results - commentary:** Further commentary is provided only where this shows:
 - An improvement in the 'within grade' pay gap, relevant to the previous report(s) and which is attributable to University actions on the pay gap;
 - A 'within grade' difference in pay of 5% or more, to refer to factors which have contributed to this difference (including length of service, starting salary and pay progression); and/or
 - A *recurring* difference in 'within grade' pay of 3% or more, to refer to factors which have contributed to this pattern (including length of service, starting salary and pay progression).
- **Limitations to data used – small numbers:** Where the data used returned a sample size of 7 members of staff or less, these figures have been excluded to prevent the potential identification of any individual staff member. As a result, it has not been possible to produce a meaningful view of a grade-by-grade comparison and of occupational segregation amongst:
 - persons who are disabled and who are not;
 - persons who fall into a minority racial group and persons who do not.

1.2 Accessibility of published information

To ensure compliance with the duty to publish this information in a manner accessible to the public, this report is available from the University's [Equality Reports webpage](#).

2. Overall Pay Analysis by Gender

Table 2.1: Proportion of Females and Males and Gender Pay Gap by Grade – 2019

Note: Professor of Practice has been excluded due to low numbers.

Grade Level	Proportion Female	Proportion Male	Headcount	Average Female Hourly Rate	Average Male Hourly Rate	Pay Gap
1	86.4%	13.6%	228	£9.00	£9.00	0.0%
2	50.0%	50.0%	78	£9.02	£9.04	0.3%
3	44.8%	55.2%	183	£10.03	£10.12	0.9%
4	76.6%	23.4%	235	£11.63	£11.46	-1.5%
5	78.8%	21.2%	344	£13.67	£13.36	-2.3%
6	57.4%	42.6%	476	£16.54	£16.58	0.2%
7	47.3%	52.7%	903	£20.04	£19.97	-0.4%
8	44.7%	55.3%	611	£25.93	£25.70	-0.9%
9	41.9%	58.1%	356	£30.96	£31.04	0.2%
10	41.1%	58.9%	112	£35.03	£34.80	-0.7%
Academic Professor, Director and Senior Officers	19.5%	80.5%	251	£49.14	£49.37	0.5%

Table 2.2: Proportion of Female and Male and Gender Pay Gap by Grade – Comparison against previous equal pay reports

Grade Level	2007	2010	2013	2015	2017	2019
1	-0.5%	0.2%	0.2%	0.1%	0.0%	0.0%
2	0.5%	-6.4%	0.3%	0.0%	0.1%	0.3%
3	0.2%	2.8%	-0.2%	0.8%	0.7%	0.9%
4	-1.2%	-1.5%	-1.7%	-0.4%	-0.5%	-1.5%
5	-1.3%	-2.0%	-1.5%	-0.4%	-1.7%	-2.3%
6	1.8%	0.7%	0.9%	0.2%	0.1%	0.2%
7	-0.8%	-0.8%	-0.4%	-0.9%	-0.7%	-0.4%
8	-0.6%	0.4%	1.4%	1.2%	0.4%	-0.9%
9	0.9%	0.7%	1.4%	2.4%	-0.3%	0.2%
10	-0.3%	0.5%	-1.4%	-1.5%	-0.5%	-0.7%
Academic Prof, Director & Senior Officers		-0.8%	7.0%	6.0%	4.8%	0.5%

- **Improvement in pay gap from previous years:**

- Within grades, the University has a marginal gender pay gap with significant improvement at Professor and Director level.
- Utilising the commonly-used methodology of the Office of National Statistics, when comparing the average hourly rate of a full-time female with a full-time male member of staff regardless of grade, the pay difference is 13.7%, this representing a reduction of more than one percentage point since 2017 (14.8%). The University's overall gender pay gap - including all employees and all relevant enhancements to pay, is 20.8% which is more than a 3 percentage point reduction since 2017 (24.2%).
- Vertical occupational segregation, which occurs where females are clustered at more junior levels in the University, mainly accounts for this improving but still marked gender pay gap. There are significantly higher proportions of females than males at more junior levels in particular in Grades 1, 4 and 5 and, conversely, higher proportions of males than females in the more senior Grades 9, 10 and at Professor and Director level. However, since 2017, the numbers of females in grades 9 and 10 has increased by 6.2% and 6.1% respectively and within grade pay gaps are marginal. At Academic Professor/Director level, the equal pay gap has reduced by 4.3%. As noted below in more detail, the University has made significant efforts to address the Professorial gender pay gap.

- Historical horizontal occupational segregation, which occurs where employees work in stereotypical jobs or occupational sectors, also accounts for the concentration of female staff in lower-graded roles, such as cleaners, domestic assistants and catering staff. **The University's overall gender pay gap is set in the context that the University has made a deliberate, values based decision not to outsource its key facilities management, including, for example, cleaning and catering.**
- The University continues to address the gender pay gap and occupational segregation in a variety of ways, such as:
 - Professorial Zoning: Previous pay audits confirmed that our most significant gender pay gap was at Professor and Director level. In 2016/17 we introduced a zoning system for our professorial staff, which further strengthened our commitment to closing the pay gap at this level. Since 2017, the pay gap has reduced and is now at 3.2%. As a result of professorial zoning, a number of Professors had their pay protected for a finite period ('red circled'). This red circle period is now coming to an end so further movement in this pay gap is expected in the 2021 report.
 - Socially progressive policies: The University is supporting gender equality by the introduction of a suite of family friendly policies, which aim to ensure that staff with family responsibilities are not disadvantaged and have the relevant support to maximise their potential. While these policies are open to all staff, it is expected that women are more likely to take advantage of them, as has been the case based on the evidence gathered to date. We will continue to publicise the benefits of these policies, which include:
 - Family Friendly Research Leave and Mentoring: The Scheme is open to male and female academic staff returning from family leave. The scheme allows for returners to focus solely on their research, while their teaching duties are backfilled. This scheme has been used exclusively by female staff to date. Family friendly Mentoring is available to all staff who are on or are returning from family leave to provide practical advice and share experience on balancing work and family life.
 - Annual Leave Purchase Scheme: The University is committed to supporting staff wellbeing and to helping staff to achieve an appropriate balance between their work and home life. This scheme was launched in the summer of 2018 and has been taken up by 113 staff, approximately 75% of whom are female.
 - Carer's Support: In 2016 we commenced a range of actions to support our staff who care for someone who is ill, old and/or frail, disabled or requires significant assistance. As well as a Staff Carers Policy, line management training and dedicated Carers Support webpages, a Carers Support Group was established to provide our carers with the opportunity to network with other carers and to share concerns and experiences. Guest speakers have attended group meetings to provide practical and emotional assistance. The University also arranges a number of events to take place during National Carer's Week, focussed on improving the wellbeing of our carer staff. The University is now an accredited 'Carer Positive Established' employer and is working towards obtaining 'Exemplary' status.
 - Gender based violence policy: As part of the '[Equally Safe in Higher Education](#)' project, the University introduced A Gender Based Violence Policy along with training to make our staff aware of what is acceptable behaviour within the University, and how to support colleagues when they have a concern.
 - Agile working pilot: The University is committed to being a flexible employer to ensure that outside commitments do not inhibit employee career progression. We intend to commence an agile working pilot to support enhanced flexibility which is beneficial to both the University and to our staff.
 - Support for Transgender staff ([TransEDU](#)): As part of our award winning research on the experiences of transgender, non-binary and gender diverse staff and students in colleges and universities, the University has developed and published a range of open access resources to support trans students and staff in Higher and Further Education.
 - Recruiting and developing future female leaders: To increase female applicants for academic professional positions, we have amended our advertising text and have reduced the number of essential criteria set out in our job information. We have also launched unconscious bias training for all staff to augment the equality training already available for staff on recruitment or promotions panels. All of our job adverts contain the "Happy to talk flexible working" strapline. We will continue to consider recruitment strategies aimed at attracting outstanding female talent.

We are developing the promotion readiness of talented female staff. Every academic year, we have funded 15 places on the female-only Aurora programme; a leadership development series for women in Higher Education. We encourage our Aurorians to consider their career paths, develop leadership skills and exert appropriate influence in the University. We have also established an Aurora network, so that our Aurorians can share their experience, and provide recommendations to the University

about how to further support our future female leaders. The University also provides promotions training, designed in particular to encourage women who might be less likely to put themselves forward for promotion. The University continues to monitor gender balance in promotions applications and successful promotions, to ascertain whether these initiatives have the impact on applications that are desired.

- **Athena SWAN:** The Athena SWAN Charter mark recognises work to address gender equality within Higher Education. The University holds an institutional Bronze award in recognition of the range of support which we have in place for developing the careers of our female staff. We hold 13 departmental specific awards (one of these awards covers all departments within the Strathclyde Business School) and all non-award holding departments are currently engaged in the application process.
- **Equality Groups:** The Gender Equality Steering Group has been meeting since 2015 and works to deepen understanding of any underlying gender related variations at the University. The Group oversees the implementation of innovative initiatives relating to gender equality and reports into the University's Equality, Diversity & Inclusion Committee.
- **Gender Neutral Merged roles:** In 2017 Grade 2 Library Attendant (LA) roles and Stack Attendant (SA) roles were merged with added responsibility to create a Grade 3 Library Operations Assistant (LOA) role. The LA role had been a security focused role which was 80% male occupied. The SA role had focused on book stacking and in the years prior to the change had been 70% female occupied. The redefined LOA role is now occupied by 50% males and 50% females, which demonstrates our commitment to take positive action to reduce occupational segregation. We will continue to look at how we can introduce more gender neutral roles in other relevant areas to address identified imbalances and specifically to encourage male applicants for more junior roles which have historically been more likely to be held by women.
- **STEM focussed programmes:** Three University staff have now participated in the prestigious 'Homeward Bound' programme, which is an international women in science leadership programme. The University has also been awarded an EPRC grant to generate a step-change in diversity and inclusion statistics amongst female research and academic staff in Science and Engineering.

3. Pay Analysis by Gender, Staff Category and Grade

3.1 Academic Staff

**Note: Academic staff salary scale starts within Grade 7*

Table 3.1.1: Academic Staff - Proportion of Females and Males and Gender Pay Gap by Grade – 2019

Grade Level	Proportion Female	Proportion Male	Head-count	Average Female Hourly Rate	Average Male Hourly Rate	Pay Gap
7 (Lecturer A)	34.1%	65.9%	44	£20.93	£20.79	-0.7%
8 (Lecturer B)	40.9%	59.1%	171	£25.78	£25.31	-1.8%
9 (Senior Lecturer)	35.8%	64.2%	190	£30.71	£30.90	0.6%
10 (Reader)	32.1%	67.9%	81	£34.55	£34.64	0.2%
Professor	18.5%	81.5%	222	£47.10	£48.67	3.2%

Table 3.1.2: Academic Staff - Proportion of Female and Male and Gender Pay Gap by Grade – Comparison against previous equal pay reports

Grade Level	2007	2010	2013	2015	2017	2019
7 (Lecturer A)	0.7%	-0.3%	0.4%	-1.9%	-1.2%	-0.7%
8 (Lecturer B)	0.5%	-0.7%	-0.6%	0.2%	0.1%	-1.8%
9 (Senior Lecturer)	1.2%	0.4%	1.8%	2.9%	0.9%	0.6%
10 (Reader)	-0.1%	0.5%	0.8%	-1.3%	0.1%	0.2%
Professor		-0.8%	8.0%	6.2%	4.5%	3.2%

- **Improvement in within grade pay gaps from previous years:** As noted above in more detail (see '2. Overall Pay Analysis by Gender'), in 2016/17 we introduced a zoning system for our professorial staff, which

further strengthens our commitment to closing the gender pay gap. Professorial Zoning ensures a fair and transparent system that engages and rewards professorial staff for their relative contributions.

- **Difference in pay of 5% or more:** N/A
- **Recurring difference of 3% or more:** The Professorial level pay gap is currently 3.2%. We will continue to work to close this gap, and also monitor gender pay within zones. There are now higher proportions of female staff in Grades 9 and 10, so we believe that this 'pipeline' for talent will increase the numbers of female Professors in the years ahead.

The current pay gap within each professorial zone is as follows:-

Zones	2017	2019
Zone 1	2.38%	-2.1%
Zone 2	2.43%	3.6%
Zone 3	-5.95%	0.5%
Zone 4	n/a	-6.7%

Zone 3 has seen movement in the pay gap from being significantly more favourable to women, to being more equal while Zone 4 is now significantly in favour of women. Since the implementation of Professorial Zoning in 2016/2017, there have been two opportunities for Professorial staff who have significantly increased their contribution to seek progression to a higher zone than that originally allocated at zoning. This zone progression process has resulted in a number of successful moves to a higher zone; of the successful cases, 60% have been males and 40% females, the proportion of female successes being significantly higher than the overall percentage of females within the professorial population. It should be noted that there are a small number of women within Zone 4. While the proportion of female staff in the Professor category is less than 20%, in the lower academic grades the proportion of women is between 33% and 41%. It is therefore anticipated that this pipeline of female talent, combined with continued efforts to attract female professors from outside of the University, will result in a higher number of female professors in future.

3.2 Research and Knowledge Exchange Staff

**Note: Research and Knowledge Exchange staff salary scales start at Grade 6*

**Note: Figures for Grade 10 Principal Research Fellow and Principal Knowledge Exchange Fellow, and Professor of Practice have been excluded due to low numbers, as noted above.*

Table 3.2.1: Research and Knowledge Exchange Staff - Proportion of Females and Males and Gender Pay Gap by Grade – 2019

Grade Level	Proportion Female	Proportion Male	Head-count	Average Female Hourly Rate	Average Male Hourly Rate	Pay Gap
6 (Research Assistant; Knowledge Exchange Assistant)	33.1%	66.9%	130	£16.23	£16.40	1.0%
7 (Research Associate; Knowledge Exchange Associate)	32.2%	67.8%	385	£19.41	£19.46	0.3%
8 (Research Fellow; Knowledge Exchange Fellow)	28.0%	72.0%	100	£25.71	£25.18	-2.1%
9 (Senior Research Fellow; Senior Knowledge Exchange Fellow)	23.3%	76.7%	30	£30.83	£30.79	-0.1%

Table 3.2.2: Research and Knowledge Exchange Staff - Proportion of Female and Male and Gender Pay Gap by Grade – Comparison against previous equal pay reports

Grade Level	2007	2010	2013	2015	2017	2019
6 (Research Assistant; Knowledge Exchange Assistant)	0.0%	0.0%	0.2%	-1.8%	0.2%	1.0%
7 (Research Associate; Knowledge Exchange Associate)	0.2%	0.0%	0.6%	0.7%	0.2%	0.3%
8 (Research Fellow; Knowledge Exchange Fellow)	1.5%	-0.3%	2.8%	1.4%	0.4%	-2.1%
9 (Senior Research Fellow; Senior Knowledge Exchange Fellow)	0.9%	-1.4%	5.1%	4.7%	-0.3%	-0.1%

- **Improvement in within grade pay gaps from previous years:** The main improvement in the pay gap from previous years relates to Grade 9, Senior Research Fellow and Senior Knowledge Exchange Fellow. This year, there has also been a move in favour of women within Grade 8, Research Fellow and Knowledge Exchange Fellow.
- **Difference in pay of 5% or more:** N/A
- **Recurring difference of 3% or more:** N/A

3.3 Teaching Staff

**Note: Teaching staff salary scale starts at Grade 6*

**Note: Figures for Grade 10 Principal Teaching Fellow have been excluded due to low numbers, as noted above.*

Table 3.3.1: Teaching Staff - Proportion of Females and Males and Gender Pay Gap by Grade – 2019

Grade Level	Proportion Female	Proportion Male	Headcount	Average Female Hourly Rate	Average Male Hourly Rate	Pay Gap
6 (Teaching Assistant)	55.0%	45.0%	20	£16.28	£15.72	-3.6%
7 (Teaching Associate)	64.0%	36.0%	100	£19.99	£20.26	1.3%
8 (Teaching Fellow)	50.5%	49.5%	99	£25.84	£25.14	-2.8%
9 (Senior Teaching Fellow)	46.7%	53.3%	45	£30.86	£31.17	1.0%

Table 3.3.2: Teaching Staff - Proportion of Female and Male and Gender Pay Gap by Grade – Comparison against previous equal pay reports

Grade Level	2007	2010	2013	2015	2017	2019
6 (Teaching Assistant)		3.4%	-1.3%	3.9%	-5.0%	-3.6%
7 (Teaching Associate)	-8.5%	-0.8%	3.4%	0.4%	3.7%	1.3%
8 (Teaching Fellow)	-0.8%	2.2%	3.7%	3.4%	-0.7%	-2.8%
9 (Senior Teaching Fellow)	-11.2%	0.7%	2.2%	1.9%	-0.1%	1.0%

- **Improvement in within grade pay gaps from previous years:** The pay gap figures in Grade 6 and 7 has improved to narrow the gap between men and women.
- **Difference in pay of 5% or more:** N/A
- **Recurring difference of 3% or more:** We will continue to monitor the pay gap at Grade 6 which, whilst improved since 2017, remains in favour of women.

3.4 Administrative and Professional Services (APS) Staff

**Note: APS staff salary scale starts at Grade 3*

Table 3.4.1: APS Staff - Proportion of Females and Males and Gender Pay Gap by Grade – 2019

Grade Level	Proportion Female	Proportion Male	Headcount	Average Female Hourly Rate	Average Male Hourly Rate	Pay Gap
3	73.0%	27.0%	63	£9.98	£10.02	0.4%
4	84.8%	15.2%	198	£11.64	£11.41	-2.0%
5	87.0%	13.0%	300	£13.67	£13.32	-2.7%
6	79.6%	20.4%	255	£16.63	£16.55	-0.5%
7	63.5%	36.5%	340	£20.33	£20.61	1.4%
8	52.1%	47.9%	234	£26.11	£26.64	2.0%
9	58.2%	41.8%	91	£31.36	£31.57	0.7%
10	72.2%	27.8%	18	£36.11	£35.83	-0.8%
APS Director/equivalent	27.6%	72.4%	29	£59.55	£55.41	-7.5%

Table 3.4.2: APS Staff - Proportion of Female and Male and Gender Pay Gap by Grade – Comparison against previous equal pay reports

Grade Level	2007	2010	2013	2015	2017	2019
3	2.3%	-1.3%	-1.3%	-0.8%	-1.9%	0.4%
4	1.1%	-2.3%	-2.8%	-0.7%	-1.2%	-2.0%
5	1.7%	-2.9%	-2.4%	-0.8%	-3.0%	-2.7%
6	-1.4%	0.6%	1.8%	1.9%	0.6%	-0.5%
7	-0.4%	0.5%	-0.4%	0.9%	1.6%	1.4%
8	-0.2%	0.4%	2.7%	2.0%	2.8%	2.0%
9	0.0%	0.3%	1.0%	2.0%	-2.2%	0.7%
10	0.6%	0.4%	-1.2%	-0.5%	4.9%	-0.8%
APS Director/equivalent			3.8%	6.7%	3.8%	-7.5%

- **Improvement in within grade pay gaps from previous years:** The Director level pay gap has moved significantly in favour of women at -7.5%. The Grade 10 pay gap has improved significantly and is now marginally in favour of women at -0.8%. The Director level covers a wide range of contributions, from those who have responsibility for University-wide services to those who are leading knowledge exchange centres. The significant change in pay gap at Director level is due to a number of female new hires and a number of senior male departures since the 2017 report. The small numbers within this category mean that these minor changes in staffing have a significant impact on the overall gap.
- **Difference in pay of 5% or more:** See above.
- **Recurring difference of 3% or more:** The Director level and Grade 10 pay gap is influenced by small numbers of staff at these levels. We will continue to monitor, and consider actions to improve, pay differentials at these levels.

3.5 Operational Staff

*Note: Operational staff salary scale starts at Grade 1

*Note: Figures for Grade 4 have been excluded due to low numbers, as noted above.

Table 3.5.1: Operational Staff - Proportion of Females and Males and Gender Pay Gap by Grade – 2019

Grade Level	Proportion Female	Proportion Male	Headcount	Average Female Hourly Rate	Average Male Hourly Rate	Pay Gap
1	86.4%	13.6%	228	£9.00	£9.00	0.0%
2	50.0%	50.0%	78	£9.02	£9.04	0.3%
3	31.5%	68.5%	111	£10.08	£10.19	1.0%

Table 3.5.2: Operational Staff - Proportion of Female and Male and Gender Pay Gap by Grade – Comparison against previous equal pay reports

Grade Level	2007	2010	2013	2015	2017	2019
1	0.5%	0.2%	0.2%	0.1%	0.0%	0.0%
2	-0.5%	5.9%	-0.3%	0.0%	0.1%	0.3%
3	-4.2%	6.6%	-1.3%	-1.0%	-0.5%	1.0%

- **Improvement in within grade pay gaps from previous years:** The within grade gender pay gap has remained fairly static since the 2017 Report.
- **Difference in pay of 5% or more:** N/A
- **Recurring difference of 3% or more:** N/A

3.6 Technical Staff

*Note: Technical staff salary scale starts at Grade 3

*Note: Figures for Grade 8 have been excluded due to low numbers, as noted above.

Table 3.6.1: Technical Staff - Proportion of Females and Males and Gender Pay Gap by Grade – 2019

Grade Level	Proportion Female	Proportion Male	Headcount	Average Female Hourly Rate	Average Male Hourly Rate	Pay Gap
3	11.1%	88.9%	9	£10.52	£9.69	-8.6%
4	36.4%	63.6%	22	£11.32	£11.59	2.4%
5	22.7%	77.3%	44	£13.53	£13.42	-0.9%
6	22.5%	77.5%	71	£16.44	£17.03	3.5%
7	23.5%	76.5%	34	£20.67	£20.65	-0.1%

Table 3.6.2: Technical Staff - Proportion of Female and Male and Gender Pay Gap by Grade – Comparison against previous equal pay reports

Grade Level	2007	2010	2013	2015	2017	2019
3	-7.9%	-5.7%	-11.7%	-4.9%	1.1%	-8.6%
4	0.7%	2.4%	1.1%	0.1%	1.3%	2.4%
5	-0.9%	0.6%	0.3%	-1.3%	0.6%	-0.9%
6	2.0%	1.6%	1.2%	1.1%	1.4%	3.5%
7	3.8%	4.5%	0.0%	0.2%	2.3%	-0.1%

- **Improvement in within grade pay gaps from previous years:** Due to turnover and subsequent reduction in long service-related incremental progression, the gender pay gap at Grade 3 has now significantly moved in favour of women. It should also be noted that the number of staff at this grade is low (15 in 2017 to 9 in 2019) which has resulted in large fluctuations over the years. We will continue to monitor this.
- **Difference in pay of 5% or more:** See above.
- **Recurring difference of 3% or more:** Whilst not recurring, the increase in pay gap at Grade 6 in favour of men will be monitored.

4. Disabled staff

* Note: It has not been possible to produce a meaningful view of a grade-by-grade comparison and of occupational segregation due to low numbers, as noted above.

Disabled Staff (No.)	Disabled Staff (Proportion)	Pay Gap 2010	Pay Gap 2013	Pay Gap 2015	Pay Gap 2017	Pay Gap 2019
137	3.8%	11.3%	4.8%	1.2%	4.8%	4.9%

- **Improvement in pay gap from previous years:** The overall pay gap has marginally increased from 4.8% to 4.9% in favour of staff who have not disclosed a disability, which we will continue to keep under review. The number of staff who have disclosed a disability has increased from 128 in 2017 to 137 in 2019. It should be noted that appointing recruitment panels do not have access to disability disclosures made on the Equal Opportunities form. The University is committed to ensuring equality in pay for disabled staff. We are a Disability Confident Employer (actively seeking out and hiring skilled disabled people) and have committed to various actions as a result. We also continue to support Project Search, which is an on-site employability programme for people with learning disabilities and/or autism. Our Project Search participants are often appointed into operational roles, which are at the lower end of our grading structure and this is likely to have an impact on this pay gap. At present, around 41% of staff do not declare whether or not they have a disability. We will also consider initiatives to increase the numbers of employees declaring their disability status in order to improve our data.
- **Difference in pay of 5% or more:** N/A
- **Recurring difference of 3% or more:** N/A

5. BME staff

* Note: It has not been possible to produce a meaningful view of a grade-by-grade comparison and of occupational segregation due to low numbers, as noted above.

BME Staff (No.)	BME Staff (Proportion)	Pay Gap 2010	Pay Gap 2013	Pay Gap 2015	Pay Gap 2017	Pay Gap 2019
273	7.8%	-0.3%	-5.7%	-6.0%	-6.9%	-6.26%

- **Improvement in pay gap from previous years:** The overall pay gap in favour of BME staff has marginally decreased from -6.9% in 2017 to -6.26% in 2019. This will be kept under review throughout the next reporting period.
- **Difference in pay of 5% or more:** Please see above.
- **Recurring difference of 3% or more:** Please see above.

6. Additional Pay Analysis

6.1 Part Time Working

Note: Professors of Practice have been excluded due to low numbers.

Grade Level	% Part Time	Pay Gap (Female PT compared with Male FT)
1	89.5%	0.00%
2	51.3%	0.43%
3	19.7%	0.48%
4	31.5%	-2.57%
5	29.7%	-2.85%
6	26.7%	0.81%
7	17.8%	-1.13%
8	12.8%	-3.30%
9	11.2%	-1.97%
10	8.0%	0.01%
Academic Professor and Director	16.7%	-19.3%

- The highest proportion of those working part-time remain at Grades 1 and 2.
- Whilst the gaps at Academic Professor and Director levels (-19.3%) are in favour of women, this is affected by the fact that this grade contains the lowest proportion of part-time working women and the numbers are low. In all other categories, there are more women than men in part time roles.

6.2 Allowances

Non-standard working / Contractual Overtime

Grade Level	No. of Females Receiving	No. of Males Receiving	Proportion Female Population	Proportion Male Population
1	9	*	4.6%	6.5%
2	6	15	15.4%	38.5%
3	23	52	28.0%	51.5%
4	17	16	9.4%	29.1%
5	11	13	4.1%	17.8%
6	*	13	1.5%	6.4%
7	*	*	0.2%	0.8%
8	*	*	0.7%	0.0%

- The figures show in particular that more men than women in Grades 2, 3, 4 and 5 receive non-standard working / contractual overtime. This is mainly as a result of occupational segregation in roles requiring 24/7 cover, such as security services. In 2017, 16% of Grade 3 women received a non-standard working/contractual overtime and this has now significantly increased to 28%. This is partly due to the introduction of new shift patterns in Strathclyde Sport to accommodate extended hours.

Additional Payments

Grade Level	No. of Females Receiving	No. of Males Receiving	Proportion Female Population	Proportion Male Population
2	0	0	0.0%	0.0%
3	*	*	1.2%	3.0%
4	*	0	0.6%	0.0%
5	*	*	0.7%	2.7%
6	7	0	2.6%	0.0%
7	7	*	1.6%	0.8%
8	*	5	1.1%	1.5%
9	13	9	8.7%	4.3%
10	7	9	15.2%	13.6%
Professor and Director	9	44	18.4%	21.8%

- The additional payment section includes acting up allowances and Head of Department/School/Vice Dean allowances.

HR Directorate, March 2019

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