



Gender Pay and Equal Pay Gap Report

Human Resources Directorate

April 2023

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I. Message from the Principal

At the University of Strathclyde, we recognise that the collective talents, efforts, and commitments of our people are key to the successful delivery of the University's ambitious vision. We pride ourselves on being a socially progressive and people-oriented employer that puts our people at the heart of our decision making. We fully embrace and promote equality, diversity and inclusion and reducing the gender pay gap is a key priority for us. This is best demonstrated by it being one of our key performance indicators in our Strategic Plan 2020-2025.

We are dedicated to ensuring Strathclyde provides a supportive and rewarding working environment for our staff. Recognising and rewarding staff fairly for their contribution is central to our people-oriented approach and our ongoing commitment to fair and equal pay is a key element of the Strathclyde Pledge within our People Strategy. We are pleased to report that our overall pay gap has improved since our last report in 2021, however, we fully recognise that we still have work to do to reduce the pay gap further. Over the coming years, we will continue to take bold and innovative action to continue to reduce the gap. We have set out an ambitious action plan in this Report which details the steps we will take.

Professor Sir Jim McDonald
(Principal & Vice-Chancellor)

2. Equal Pay Statement

The University of Strathclyde is committed to the principle of equal pay for equal work for all staff. We have taken action over the years to reduce the gender pay gap in line with our commitment to pay equality. Gender pay measurements are a key performance indicator for the University.

We are committed to pay equality for all of our staff 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.

The University has 5 core values: People Oriented, Bold, Ambitious, Innovative and Collaborative. We embrace these values in our approach to pay equality and will take bold and innovative steps where required to work on reducing our pay gaps.

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.

3. Executive Summary

3.1. University's Public Sector Equality Duty

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 2021 Report published in April 2021.

3.2. Gender Composition of Staff

The University has a staff population of 4499. The composition is 48.08% male staff and 51.92% female staff.

3.3. Overall Pay Analysis by Gender

The University's overall gender pay gap is 17.3%. This is a 1.7% improvement from our 2021 report. There has been a total decrease in the gender pay gap since 2017 of 6.9%.

Our median gender pay gap is 16.2%. This is a 2.4% decrease from 2021.

Our overall pay analysis by gender indicates that the University has only marginal gender pay gaps within grades. Only grades 5, 10 and Professor & Director level have a difference in pay between the average male salary and the average female salary which is above 1% (for grades 5 and 10, the pay gap is -1.5% and -1.1% in favour of females). The pay gap in the Professor and Director level has come down from 2.7% in 2021 to 1.5% in 2023.

Despite there being equal pay within grades, there is still an overall gender pay gap due to occupational segregation as a result of a significantly higher proportion of females than males in lower graded roles and a significantly higher proportion of males in higher graded roles.

3.4. Overall Pay Analysis by Disability

Our overall pay analysis by disability shows an overall pay gap of 6.9% 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.

3.5. Overall Pay Analysis by Race

Our overall pay analysis by race indicates that we have an overall pay gap of -1.8% 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.

4. Approach to Data Analysis

4.1. Information, Measurements and Data used

This Report reflects staff in post at the University of Strathclyde as at 1 February 2023. It should be noted that the information regarding pay was taken prior to the retrospective pay award being applied. The retrospective pay award was paid to staff at the end of March 2023 and was backdated to 1 February 2023.

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.

Per grade: The University uses Korn Ferry Hay – an analytical job evaluation scheme – to underpin our grading structure (with the exception of our executive team who are included within our Professor & Director category). Pay has been compared in each pay grade.

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.

Data Limitations: Where the data used returned a sample size of 5 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; and
- persons who fall into a minority racial group and persons who do not.

The University has 15 employees who have recorded that their gender is not the same as at birth. Due to low numbers, it is not possible to produce a meaningful comparison of pay between these employees and employees who have recorded that their gender is the same as at birth.

5. Gender Pay Gap

5.1. Composition of Staff

As presented at Table 1, the University has a staff population of 4,499 with 48.08% of staff identifying as male and 51.92% identifying as female.

The University Court (the University's highest decision making body) gender composition is: 50% male, 46% female 4% non-binary. Therefore, there is near parity among the overall membership.

The current Convener of Court is female.

Table 1: Strathclyde Staff by Gender

	2023
Female	51.92%
Male	48.08%
Total Count and %	4,499 (100%)

5.2. Overall Gender Pay Gap

The University's overall gender pay gap is 17.3%.

We are pleased to report that the gender pay gap is closing but remain committed to taking bold and innovative action to continue to close this gap. This year's gender pay gap represents a 1.7% improvement from our 2021 report. There has been a total decrease in the gender pay gap since 2017 of 6.9%.

5.3. Median Gender Pay Gap

Our median gender pay gap is 16.2%, which is a 2.4% decrease from our last report in 2021.

Utilising the commonly used methodology of the Office of National Statistics, when comparing the median hourly rate of a full-time female with a full-time male member of staff regardless of grade, the pay difference is 8.5%, representing a reduction of 2.6% since 2021 (11.1%) and a 5.2% reduction since 2019 (13.7%).

5.4. Occupational Segregation

A large part of the overall pay gender gap is attributable to vertical occupational segregation, where females are clustered within the lower grades in the University. As can be seen from Table 2, there are significantly higher proportions of females than males in the lower grades, in particular Grades 1, 2, 4, 5 and 6 and conversely, higher proportions of males than females in grades 7-10 and Professor & Director level.

Historical 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.

5.5. Gender Pay Gap within Grades

As can be seen from Table 2, within pay grades the University has only marginal gender pay gaps. Only grades 5, 10 and Professor & Director level have a difference in pay between the average male salary and the average female salary which is above 1% (for grades 5 and 10, the pay gap is -1.5% and -1.1% in favour of females). The pay gap in the Professor and Director level has come down from 2.7% in 2021 to 1.5% in 2023.

We are pleased to report an increase in the number of female staff at professor level since 2021. In 2021 the female Professorial population (across Academic, Knowledge and Exchange and Teaching) was 61, this has increased to 70 in 2023. The proportion of our professorial population that is female is now 25.0%.

The increase in the numbers of females at Professorial level is encouraging and we will continue to look at ways to encourage and support these Professors to progress to higher zones in the future.

This increase is due to both internal promotions and new appointments. Newly promoted professors are appointed within the entry level Zone I with the opportunity to progress to higher zones in the future. This is creating a pipeline of future senior female Professors, which is aligned to our current and future actions to close the gender pay gap.

Table 2*: Gender Pay Gap within Grades – Analysis of Average pay

Grade Level	Proportion Female	Proportion Male	Headcount	Average Female Hourly Rate	Average Male Hourly Rate	F as % of M	Pay Gap
1	83.9%	16.1%	254	£10.90	£10.90	100.00%	0.0%
2	57.1%	42.9%	70	£10.90	£10.90	100.00%	0.0%
3	40.0%	60.0%	175	£11.31	£11.40	99.18%	0.8%
4	69.2%	30.8%	185	£12.61	£12.48	101.05%	-1.0%
5	76.1%	23.9%	427	£14.38	£14.16	101.55%	-1.5%
6	55.9%	44.1%	571	£17.42	£17.57	99.10%	0.9%
7	47.3%	52.7%	1071	£21.27	£21.08	100.91%	-0.9%
8	47.2%	52.8%	807	£26.86	£26.97	99.62%	0.4%
9	44.3%	55.7%	429	£32.83	£32.99	99.53%	0.5%
10	39.7%	60.3%	194	£37.04	£36.65	101.06%	-1.1%
Professor & Director	27.2%	72.8%	316	£51.96	£52.74	98.53%	1.5%

Table 3*: Gender Pay Gap within Grades – Comparison against previous pay reports

Grade Level	2015	2017	2019	2021	2023
1	0.1%	0.0%	0.0%	0.0%	0.0%
2	0.0%	0.1%	0.3%	0.0%	0.0%
3	0.8%	0.7%	0.9%	0.1%	0.8%
4	-0.4%	-0.5%	-1.5%	-1.3%	-1.0%
5	-0.4%	-1.7%	-2.3%	-1.7%	-1.5%
6	0.2%	0.1%	0.2%	0.1%	0.9%
7	-0.9%	-0.7%	-0.4%	-0.4%	-0.9%
8	1.2%	0.4%	-0.9%	0.1%	0.4%
9	2.4%	-0.3%	0.2%	-0.1%	0.5%
10	-1.5%	-0.5%	-0.7%	-0.8%	-1.1%
Professor & Director	6.0%	4.8%	0.5%	2.7%	1.5%

5.6. Pay Analysis by Gender, Staff Category and Grade

We have analysed data about the gender pay gaps across different categories and grades of our staff. The analysis helps us understand the pay gaps in different staff categories and will better inform decision making for our future actions. We have set this data out in sections below.

5.6.1. Academic Staff

The pay scale for academic staff starts at Grade 7.

As presented in Table 4, there is pay gap of less than 1% in favour of males in grades 7-9. There is a pay gap in favour of females at grade 10.

Whilst the overall pay gap across professorial roles is 5.3% (see Table 4 below), the percentage gap is less than 3% within Zone 1 to 3 when that this considered by Zone. As seen at Table 6 below, there has been a slight increase (0.5%) in the gender pay gap of professors since our last report 2021. This increase can be explained, in part, due to the number of female professors who have been promoted since 2021 into the first professorial zone.

Table 4: Academic Staff - Proportion of Females and Males and Gender Pay Gap by Grade

Grade Level	Proportion Female	Proportion Male	Headcount	Average Female Hourly Rate	Average Male Hourly Rate	F as % of M	Pay Gap
7 (Lecturer A)	64.3%	35.7%	28	£22.01	£22.14	99.44%	0.6%
8 (Lecturer B)	37.4%	62.6%	174	£26.37	£26.62	99.06%	0.9%
9 (Senior Lecturer)	43.5%	56.5%	200	£32.26	£32.54	99.12%	0.9%
10 (Reader)	33.1%	66.9%	118	£36.63	£36.38	100.69%	-0.7%
Professor	25.0%	75.0%	248	£48.23	£50.91	94.74%	5.3%

Table 5*: Current gap within professorial zones

Zones	2017	2019	2021	2023
Zone 1	2.38%	-2.1%	2.5%	2.7%
Zone 2	2.43%	3.6%	2.7%	1.4%
Zone 3	-5.95%	0.5%	0.1%	-1.4%

* Zone 4 has been excluded due to low numbers.

Table 6*: Proportion of Female and Male and Gender Pay Gap by Grade – Comparison against previous equal pay reports

Grade Level	2015	2017	2019	2021	2023
7 (Lecturer A)	-1.9%	-1.2%	-0.7%	-0.1%	0.6%
8 (Lecturer B)	0.2%	0.1%	-1.8%	-0.6%	0.9%
9 (Senior Lecturer)	2.9%	0.9%	0.6%	0.4%	0.9%
10 (Reader)	-1.3%	0.1%	0.2%	0.3%	-0.7%
Professor	6.2%	4.5%	3.2%	4.8%	5.3%

5.6.2. Research and Knowledge Exchange Staff

It should be noted that Research and Knowledge Exchange Staff salary scales start at grade 6.

We are pleased to report that the pay gap in grades 7, 8,10 are in favour of female staff.

Comparing these figures against previous years' reports (as seen at Table 8), we can report that there are now two pay differences greater than 3% within these categories, both in favour of female staff.

Table 7*: Proportion of Females and Males and Gender Pay Gap by Grade

Grade Level	Proportion Female	Proportion Male	Headcount	Average Female Hourly Rate	Average Male Hourly Rate	F as % of M	Pay Gap
6 (Research/KE Assistant)	35.6%	64.4%	135	£17.14	£17.43	98.31%	1.7%
7 (Research/KE Associate)	29.7%	70.3%	441	£20.65	£20.63	100.12%	-0.1%
8 (Research/KE Fellow)	29.5%	70.5%	149	£26.92	£26.10	103.14%	-3.1%
9 (Senior Research/ KE Fellow)	29.3%	70.7%	41	£32.53	£33.05	98.41%	1.6%
10 (Principal Research/KE Fellow)	23.5%	76.5%	17	£38.41	£36.86	104.21%	-4.2%
Professor	22.2%	77.8%	27	£60.78	£59.90	101.45%	-1.5%

Table 8*: Proportion of Female and Male and Gender Pay Gap by Grade – Comparison against previous equal pay reports

Grade Level	2015	2017	2019	2021	2023
6 (Research/KE Assistant)	-1.8%	0.2%	1.0%	3.0%	1.7%
7 (Research/KE Associate)	0.7%	0.2%	0.3%	-0.1%	-0.1%
8 (Research/KE Fellow)	1.4%	0.4%	-2.1%	-2.5%	-3.1%
9 (Senior Research/KE Fellow)	4.7%	-0.3%	-0.1%	0.5%	1.6%
10 (Principal Research/KE Fellow)			0.5%	-2.6%	-4.2%
Professor			n/a*	3.4%	-1.5%

*In 2019, numbers in this category were low and therefore have been excluded.

5.6.3. Teaching Staff

It should be noted that Teaching Staff salary scales start at grade 6.

The pay gap in grades 9 and 10 have narrowed the gap between male and female staff. The pay gaps in grades 6 and 7 have swung in favour of female staff. The pay gap at grade 8 has increased slightly from 2021 and remains in favour of male staff.

Table 9*: Proportion of Females and Males and Gender Pay Gap by Grade

Grade Level	Proportion Female	Proportion Male	Headcount	Average Female Hourly Rate	Average Male Hourly Rate	F as % of M	Pay Gap
6 (Teaching Assistant)	38.1%	61.9%	21	£17.80	£17.43	102.13%	- 2.1%
7 (Teaching Associate)	57.9%	42.1%	114	£21.27	£21.17	100.51%	- 0.5%
8 (Teaching Fellow)	56.6%	43.4%	166	£26.33	£26.82	98.19%	1.8%
9 (Senior Teaching Fellow)	42.9%	57.1%	84	£33.52	£33.89	98.91%	1.1%
10 (Principal Teaching Fellow)	60.0%	40.0%	15	£36.54	£37.23	98.17%	1.8%

* Figures for Professors have been excluded due to low numbers.

Table 10*: Proportion of Female and Male Teaching staff and Gender Pay Gap by Grade Comparison against previous equal pay reports

Grade Level	2015	2017	2019	2021	2023
6 (Teaching Assistant)	3.9%	-5.0%	-3.6%	2.3%	-2.1%
7 (Teaching Associate)	0.4%	3.7%	1.3%	1.6%	-0.5%
8 (Teaching Fellow)	3.4%	-0.7%	-2.8%	1.0%	1.8%
9 (Senior Teaching Fellow Fellow)	1.9%	-0.1%	1.0%	2.4%	1.1%
10 (Principal Teaching Fellow)	n/a	n/a	2.9%	2.4%	1.8%
Professor	n/a	n/a	n/a	n/a	n/a

* Figures for Professors have been excluded due to low numbers.

5.6.4. Administrative and Professional Services (APS) Staff

It should be noted that APS salary scale starts at grade 3.

As shown at Table 11, the proportion of female APS staff is higher in grades 3-10. In grades 4, 5, 9 and 10 the pay gap is in favour of women and at grades 3, 6 and 8 the pay gap is in favour of men however these gaps are less than 3% and are reducing (see Table 12 below). There is a higher proportion of male directors, however the director level swung significantly in favour of women since our last report (by 13.4% to -5.9%). The Director level category includes a wide range of contributions and job sizes, from those with responsibility for University wide services to those leading knowledge exchange centres. The Director level category includes a wide range of contributions and job sizes, from those with responsibility for University wide services to those leading knowledge exchange centres. Due to the small population within this level, small changes with staff joining or leaving the University can have a significant impact on pay differentials in this group.

Table 11: Proportion of Females and Males and Gender Pay Gap by Grade

Grade Level	Proportion Female	Proportion Male	Head count	Average Female Hourly Rate	Average Male Hourly Rate	F as % of M	Pay Gap
3	72.1%	27.9%	43	£11.27	£11.32	99.59%	0.4%
4	85.5%	14.5%	138	£12.64	£12.60	100.34%	-0.3%
5	80.4%	19.6%	392	£14.39	£14.13	101.86%	-1.9%
6	77.2%	22.8%	312	£17.44	£17.56	99.29%	0.7%
7	62.4%	37.6%	449	£21.53	£21.74	99.05%	1.0%
8	57.4%	42.6%	305	£27.33	£28.07	97.35%	2.7%
9	52.9%	47.1%	104	£33.36	£33.09	100.81%	-0.8%
10	56.8%	43.2%	44	£37.62	£37.44	100.50%	-0.5%
Director	41.0%	59.0%	39	£64.55	£60.96	105.89%	-5.9%

Table 12: Proportion of Female and Male and Gender Pay Gap by Grade – Comparison against previous equal pay reports

Grade Level	2015	2017	2019	2021	2023
3	-0.8%	-1.9%	0.4%	0.8%	0.4%
4	-0.7%	-1.2%	-2.0%	-1.1%	-0.3%
5	-0.8%	-3.0%	-2.7%	-2.0%	-1.9%
6	1.9%	0.6%	-0.5%	-1.4%	0.7%
7	0.9%	1.6%	1.4%	2.0%	1.0%
8	2.0%	2.8%	2.0%	3.2%	2.7%
9	2.0%	-2.2%	0.7%	-0.8%	-0.8%
10	-0.5%	4.9%	-0.8%	-0.2%	-0.5%
Director	6.7%	3.8%	-7.5%	7.5%	-5.9%

5.6.5. Operational Staff

It should be noted that Operational staff salary scales start at grade 1.

The pay gap amongst operational staff is minimal, being less than 1% (see Table 13 below). As noted below, figures for Grade 4 have been excluded due to low numbers. However, the pay gap is in favour of female staff.

As mentioned above, the data analysed in this report reflects staffing as at 1 February 2023. However, pay data was taken prior to the pay award being retrospectively applied at the end of March 2023.

Table 13*: Operational Staff - Proportion of Females and Males and Gender Pay Gap by Grade

Grade Level	Proportion Female	Proportion Male	Head count	Average Female Hourly Rate	Average Male Hourly Rate	F as % of M	Pay Gap
1	83.9%	16.1%	254	£10.90	£10.90	100.00%	0.0%
2	57.1%	42.9%	70	£10.90	£10.90	100.00%	0.0%
3	28.3%	71.7%	127	£11.35	£11.41	99.49%	0.5%

*Figures for Grade 4 have been excluded due to low numbers

Table 14*: Operational Staff - Proportion of Female and Male and Gender Pay Gap by Grade – Comparison against previous equal pay reports

Grade Level	2015	2017	2019	2021	2023
1	0.1%	0.0%	0.0%	0.0%	0.0%
2	0.0%	0.1%	0.3%	0.0%	0.0%
3	1.0%	-0.5%	1.0%	0.1%	0.5%

5.6.6. Technical Staff

It should be noted that the salary scales for Technical staff starts at Grade 3.

As can be seen from Table 16, there have been slight increases in the pay gaps across grades 4-7 since our last report. We will monitor this data and consider if action is necessary to avoid this gap widening.

Table 15: Technical Staff Gender Pay Gap within Grades

Grade Level	Proportion Female	Proportion Male	Headcount	Average Female Hourly Rate	Average Male Hourly Rate	F as % of M	Pay Gap
4	23.1%	76.9%	26	£11.95	£12.19	97.98%	2.0%
5	28.6%	71.4%	35	£14.11	£14.27	98.91%	1.1%
6	21.4%	78.6%	103	£17.68	£17.77	99.52%	0.5%
7	30.8%	69.2%	39	£20.95	£21.63	96.84%	3.2%

Table 16: Technical Staff - Proportion of Female and Male and Gender Pay Gap by Grade – Comparison against previous equal pay reports

Grade Level	2015	2017	2019	2021	2023
4	0.1%	1.3%	2.4%	-0.1%	2.0%
5	-1.3%	0.6%	-0.9%	0.6%	1.1%
6	1.1%	1.4%	3.5%	0.3%	0.5%
7	0.2%	2.3%	-0.1%	2.8%	3.2%

6. Additional Pay Analysis

6.1. Part Time working

As can be seen from table 17, the highest proportion of those working part-time remain at Grades 1 and 2.

At grades 1 – 9, we employ more female part time staff than males. Whilst the differential at Professor and Director (-23.1%) is in favour of women, we understand that this is affected by the small number of women within this category.

We currently employ more male than female part time staff within grades 10 and Professor and Director level.

Table 17: Percentage of Part-time working staff

		F PT vs M FT
Grade Level	% Part Time	Pay Gap
1	88.2%	0.0%
2	51.4%	0.0%
3	16.0%	0.3%
4	20.0%	-2.4%
5	27.4%	-1.6%
6	21.5%	0.5%
7	17.3%	-1.6%
8	14.0%	-1.5%
9	15.2%	-4.1%
10	9.3%	-2.5%
Professor & Director	15.5%	-23.1%

6.2. Allowances

6.2.1. Non-standard working / Contractual Overtime

The figures set out in Table 18 demonstrate that more male than female staff in Grades 3 and 4 receive non-standard working / contractual overtime. We are aware that this is mainly due to occupational segregation in roles requiring 24/7 cover, such as security services.

Table 18*: Non-standard working / Contractual Overtime

Grade Level	No. of Females Receiving	No. of Males Receiving	Proportion Female Population	Proportion Male Population
1	12	6	5.6%	14.6%
2	17	13	42.5%	43.3%
3	20	72	28.6%	68.6%
4	9	17	7.0%	29.8%
5	17	17	5.2%	16.7%
6	4	9	1.3%	3.6%

*Staff in grades 7-10 have been excluded due to low numbers.

6.2.2. Additional Payments

The information set out in Table 19 includes acting up allowances and Head of Department/School/Vice Dean allowances.

Table 19*: Additional payments paid to staff in each grade including acting up allowances and Head of Department/School/Vice Dean allowances

Grade Level	No. of Females Receiving	No. of Males Receiving	Proportion Female Population	Proportion Male Population
6	4	3	1.3%	1.2%
8	5	8	1.3%	1.9%
9	7	6	3.7%	2.5%
10	8	13	10.4%	11.1%
Professor & Director	20	50	23.3%	21.7%

*Staff in grades 1-5 and 7 have been excluded due to low numbers.

7. Disability Pay Gap

7.1. Composition and Numbers of Staff

A total of 193 University staff have disclosed that they have a disability. This represents 4.5% of the staff population of the University. The number of staff who have disclosed a disability has increased from 161 in 2021 to 193 in 2023.

7.2. Data Limitations

At present, around 20% of staff do not declare whether or not they have a disability. We have encouraged staff to update their details on our HR Payroll system. Whilst this has resulted in an increase in the number of staff disclosing a disability since March 2020, we recognise that there is still work to do to ensure our data is accurate, valid and reflective of our staff population.

It should be noted that appointing recruitment panels do not have access to disability disclosures made on the Equal Opportunities form.

7.3. Overall Disability Pay Gap

As can be seen from Table 20, our overall disability pay gap is 6.9% in favour of employees who have not disclosed a disability. Unfortunately, there has been an increase of 2.1% since our last report in 2021. In light of this information, we will monitor data regarding this gap and consider what action is necessary.

Table 20: Number of Disabled Staff and Disability Pay Gap

Disabled Staff (No.)	Disabled Staff (Proportion)	Pay Gap 2015	Pay Gap 2017	Pay Gap 2019	Pay Gap 2021	Pay Gap 2023
193	4.5%	1.2%	4.8%	4.9%	4.8%	6.9%

It has not been possible to produce a meaningful view of a grade-by-grade comparison and of occupational segregation due to low numbers.

7.4. Our Commitment and Future Actions

We are 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.

We recognise that collecting accurate and valid staff data is important to inform our decision making and shape our action plan to reduce pay gaps. The University is currently planning the implementation of ITrent, a new HR and Payroll System, which is expected to go live next year. This will provide an opportunity to further refine our equality and diversity monitoring data. Prior to implementation of this new system, the University is considering several options to better encourage staff to declare their equality information. Possible options include:

- An animated video, e-fact sheet and awareness raising communications explaining the rationale for monitoring and reassuring staff about anonymity and confidentiality.
- Senior managers acting as positive role models by declaring their data.
- Agenda points in local team meetings.

We have created the role of Staff Disability Adviser who assists our disabled staff, particularly in relation to reasonable adjustments. We will continue to work with our Staff Disability and Occupational Health services to better understand challenges that disabled staff may encounter in the workplace and ensure that staff are fully supported.

8. BME Pay Gap

8.1. Composition and Numbers of Staff

There has been an increase in staff who have declared their ethnic origin from 378 in 2021 to 437 in 2023.

8.2. Overall BME Pay Gap

As presented in Table 21, the overall pay gap is -1.8% in favour of BME staff. This has decreased by 0.4% since the 2021 report.

Table 21: BME Pay Gap

BME Staff (No.)	BME Staff (Proportion)	Pay Gap 2015	Pay Gap 2017	Pay Gap 2019	Pay Gap 2021	Pay Gap 2023
437	10.8%	-6.0%	-6.9%	-6.3%	-2.2%	-1.8%

We are pleased to report that there is an overall pay gap in favour of BME, however, we recognise that this variance has decreased since 2021. Therefore, we will continue to monitor our data for signs of change that may require future action.

9. Our Current Commitments to Closing the Pay Gap

The University of Strathclyde is committed to achieving and promoting equality of opportunity in its learning, teaching, research and working environments, and to ensuring these environments support positive relations between people, and a culture of respect. Strathclyde is people-oriented and collaborative, offering a supportive and flexible working culture with a deep commitment to our equality, diversity and inclusion charters, initiatives, groups and networks.

Since the last report in 2021, a wide range of actions have been taken to address gender pay and occupational segregation. These include:

Family Leave Policies – We have a full suite of family leave policies which we continue to promote on our website and in job advertisements. We provide enhanced maternity, adoption, shared parental and maternity support leave. There is no minimum period of service required for staff to obtain occupational maternity and adoption leave pay. We enhanced our Maternity Support Leave and Pay Policy in September 2022. Eligible employees are now entitled to take up to 3 days’ paid leave to accompany their partners to ante-natal appointments, again there is no minimum length of service required for staff to obtain this entitlement.

We are currently reviewing our Adoption Leave policy with a view to providing further accommodation to assist with the pre and post adoption process.

Agile Working – We have an Agile Working Toolkit which provides staff with agile ways of working, offering more flexibility and improved work/family life balance. We continue to promote this internally and on our website.

Flexible Working Policy - We also have a Flexible Working Policy which was updated in July 2022 to make flexible working for staff a day one right.

Menopause Policy – We have implemented a Menopause Policy to show that the University takes a positive stance towards supporting women, and to encourage staff to ask for support and assistance where required to continue to be successful in their roles

Carer’s Leave Policy and Leave – Our Carer’s Policy has been enhanced to allow up to five days’ paid carers leave to assist with caring responsibilities. This leave is available to any member of staff who is registered with the University as a carer with caring responsibilities for disabled children or adults, or those with additional support needs.

Family Friendly Research & Scholarship (FFR&S) Leave Policy – This Policy has recently been enhanced to cover teaching staff. It is expected that this revision will support gender-based equality, as we have a high number of women who are on the teaching career pathway. It entitles eligible Academic Staff and Teaching Staff to three months’ paid leave after returning from relevant family leave. This will help the University to provide further support to staff on their return to work and help them balance the demands of their research and scholarship duties.

Athena Swan accreditations and Action plans – The [Athena Swan Charter](#) is a global framework to support and transform gender equality within higher education and research. We currently hold a Bronze institutional award, first awarded in 2011 and subsequently renewed in 2014 and 2018. The University holds a further 16 departmental awards across the University, including the faculty level award for Strathclyde Business School (1 Gold, 2 Silver and 13 Bronze). We are currently preparing our submission for Silver institutional award status in summer 2023.

Mentoring@Strathclyde – Our mentoring schemes support staff with their career development. There are five schemes, one which is particularly focused on those returning from family leave. The Family Friendly Mentoring scheme 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.

Strathclyde Women’s week activities – We have continued to run a series of events and workshops aimed at women and their career progression, over the past two years. In March 2023, we had over 160 attendees at our sessions. Our sessions this year included: talks on Women in Leadership; a discussion panel on the University’s Family Friendly policies and workshops for women on selling themselves in their CV. We also hosted the “CelebrateHER” Awards Night on 9 March 2023 following the “NominateHER” campaign by the Strathclyde Women+ in Leadership Network that was run in early 2023.

Recruiting and developing future female leaders – The University’s annual global talent recruitment campaign was launched on 13 March 2023. All departments with a vacancy were required to prepare a diversity action plan setting out what steps they would take to attract a diverse range of applicants. We ran all adverts through a gender decoder to ensure they were neutral or feminine coded. We also instructed our social media campaign to focus on attracting diverse talent. We created a page on our global talent web pages focusing on gender and diversity, and a senior female professor featured in a video promoting working at the University. We also created new branding for our adverts which featured images of women and BME people, and we introduced a diversity shortlisting check in our process, to ensure that shortlists were suitable diverse before progressing to interviews.

Recruitment – We ask staff to undertake our online recruitment and selection training and equality and diversity online training before sitting on recruitment panels. We have recently amended our Engage Vacancy Initiation form to include a check box which confirms that panel members have undertaken relevant recruitment and selection training.

Creation of Associate Deans for Equality, Diversity and Inclusion– All faculties within the University are recruiting Associate Deans for Equality, Diversity and Inclusion.

Leadership Development Programmes – Every academic year, we fund up to 15 places on the female-only Aurora programme; a leadership development series for women in Higher Education. We also established an Aurora network, where our Aurorians can share their experience, and provide recommendations to the University about how to further support our future female leaders. We have also run a series of leadership development programmes specifically targeted at females in Professorial / Director level roles including The Confidence Lab and Chartered Management Institute accredited programme on Strategic Decision making.

Talent management and Succession Planning – We have taken action to encourage diverse leadership by introducing a new talent management and succession planning development programme for future leaders. The University has introduced progression coaches and coaches have now been identified in the pilot area of learning and teaching. At present, matching of coaches is taking place to take this initiative forward.

Teaching and Learning Career Pathway – We have amended our promotion criteria for this career pathway (which has a high proportion of women) to make it clear that staff are eligible for promotion when they meet most, not all of the promotion criteria. This is to encourage staff to apply for promotion, in response to feedback.

STEM Equals – The University provided match funding for a research and impact project focused on women and LGBT+ people in STEM disciplines in both academia and industry. The project focused on working cultures, including better understanding and addressing systemic inequalities faced by women and LGBT+ staff. During 2022/2023, the STEM Equals team delivered a pilot initiative of reciprocal mentoring to increase awareness of the challenges of building an academic career for those who are from one or more groups underrepresented amongst university leaders and senior staff in UK higher education. The STEM Equals research team published and disseminated results from the study, advising on issues of EDI and research culture both at the University and in the sector.

IGNITE Network+ – IGNITE (Innovation and Growth Needs Inclusion and engagement of all Talent in Energy) Network+ is a four-year funded project led by the University with partners from other UK universities. The aim of the IGNITE Network+ project is to support sustainable, abundant, clean and equitable energy for all, by harnessing the talents of energy researchers from all backgrounds. On 18 April 2023, we hosted an official launch event with guest speakers, a panel discussion, a networking lunch, and workshops at the University of Strathclyde. This hybrid event had over 150 registered attendees.

Professorial Zoning – In 2016 we introduced a zoning system for our professorial staff. Professorial Zoning ensures a fair and transparent system that engages and rewards professorial staff for their relative contributions and provides a framework for staff to progress between zones once they are appointed as a Professor. Professorial Zoning ensures that pay at professor level remains fair and consistent.

Supporting Female Staff - The University is fully committed to supporting female staff. One mechanism of support is the Women’s Network. Over the next two years, we plan to expand this Network and consider the scope of its activities. The University also has a Women in Science and Engineering (“WISE”) Committee. The role of the WISE committee is to monitor, analyse and address issues and patterns of gender-related inequality within STEM

focused academic professionals, encompassing academic staff within research, teaching and knowledge exchange.

Promotion of Existing Policies - We continue to promote our other existing socially progressive policies including annual leave purchase scheme and gender-based violence policy to job applicants and existing staff.

Committees and Steering Group - The University has an Equality, Diversity and Inclusion Committee (EDIC), which oversees compliance with its equality and diversity obligations, most recently set out within the Equality Act 2010. EDIC meets formally three times per year. In addition, the University also has a Gender Equality Steering Group. The purpose of this Steering Group is to help promote and advance gender equality within the University's staff and student populations and specifically to oversee progress against the University's Athena SWAN Action Plan and student Gender Action Plan.

Physical Space – In line with our innovative organisational values, we have named some areas in our new Learning and Teaching building in honour of inspirational women.

10. Our Future Commitments to Closing the Pay Gap

We are committed to reducing the gender pay gap further and have developed a bold and ambitious action plan that will be implemented over the course of the next two years:

Recruitment – We continue to focus on recruiting a diverse range of candidates and attracting senior female talent. This will include:

- Reviewing diversity recruitment action plans for a range of vacancies, particularly in professional services;
- Enhanced training for selection panel members including unconscious bias training; and
- Considering a diversity shortlisting check in our recruitment process, to ensure that shortlists are suitably diverse before progressing to interview stage;
- Assessing whether quotas at certain stages of the process, such as shortlisting, would be desirable.

Occupational segregation – We will continue to consider initiatives for tackling vertical occupational segregation.

We also plan to review our pay structure in relation to Grades 1, 2 and 3 in light of changes to the national pay scales over the coming year to ensure that these can accommodate our commitment to the Voluntary Living Wage.

Promotions – We will continue to develop our talent pipeline and provide support to encourage a diverse range of staff to apply for promotions. We will build on existing mentoring programmes and training on our internal promotions to support career progression, provide those considering promotion with guidance.

Senior Knowledge Exchange Roles – We will conduct a review and option appraisal for Senior Professorial level Knowledge Exchange roles to consider whether a zone-based approach would be desirable.

Working Families Benchmark – We have signed up to the Working Families Benchmark, the only tool available that measures all aspect of flexible working and work-life policies and practice. The benchmark also provides dedicated external support to identify areas for improvement to enhance the employee experience for parents and carers, with a view to developing our socially progressive policy framework and enhancing the employee experience of our staff at the University.

Information Gathering - The University recognises that accurate and valid staff data is essential for devising equality outcomes and demonstrating progress in meeting these outcomes. The University is currently planning the implementation of ITrent, our new HR and Payroll System, which is expected to go live next year. This provides the opportunity to further refine our equality and diversity monitoring data. As mentioned above, prior to implementation of this new system, the University is currently considering several options to encourage staff to declare their equality information by launching an awareness campaign

Review of Existing Policies – Over the next two years, the University will conduct a full review of all existing policies to ensure they remain socially progressive, bold and innovative; providing our staff with the best support available. We are in the process of creating a Menstruation Policy.

Culture - Over the next two years, we will continue to promote inclusive role models at the University through our internal communications. We also plan to set up storytelling sessions across campus.

I I. Publication of Report

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