# Equality & Diversity Report: 2020

## Foreword

The University of Glasgow takes pride in its world changing reputation, bringing exceptional people together through a shared purpose and shared values.

The past year was one of the most pivotal in the University's history. Amidst the uncertainty and challenges, our University community pulled together in the most extraordinary way to support one another and our students.

Of course, there are some things we could have improved over the past year and we still have much work to do in becoming a more diverse and inclusive community, recognised as an important priority for the University in its new World Changers Together 2020-25 strategy.

As this report demonstrates, we are starting to make positive progress, evidenced by the 2.5% decrease in our gender pay gap, but we have a long way to go. In 2018 the UK Government announced a number of measures to tackle ethnic disparities in the workplace and are yet to implement a mandatory requirement for organisations to report on their ethnicity pay gap.

However, as part of our Public Sector Equality Duty, we've been required to review ethnicity and disability equal pay data since 2017, and as part of the University's strategic commitment to address any barriers to equality, we have decided to publish our Ethnicity and Disability pay gap.

Our Ethnicity pay gap shows that the gap between median hourly pay of Black Asian and Minority Ethnic (BAME) colleagues to White Ethnic colleagues (which includes White Other) at Glasgow is 2% in favour of the BAME group.

There is no disability pay gap between median hourly pay of those who have confirmed they have a Disability compared to those in the non-Disabled group.

The detail of the equal pay audit for both protected characteristic groups is detailed below.

Having accurate, timely and relevant gender data has enabled us to identify areas of issue to gender equity and generate specific action plans. This is, however, not the case with respect to Ethnicity and Disability reporting where large data gaps exist, evidenced by the fact that 19% of staff have not recorded their ethnicity and 25% of staff have not indicated their disability status.

There is a recognised sensitivity surrounding data collection across these characteristics and we acknowledge that some staff may feel uncomfortable declaring this information; however, the success we have had in reducing our Gender Pay Gap may support wider understanding as to how this data can be used to positively impact upon our performance in this regard. We will continue to encourage and promote full disclosure of the relevant information, where possible.

# The pay gap measures and what they signify

Under the Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2016, the University is legally obliged to report on both our Equal (for Gender, Ethnicity and Disability) and Gender Pay Gaps, specifically referencing average and median pay data as determined by the prevailing data as at 31st August 2020.

A pay gap occurs when there is disproportionate representation of one group over another at different levels in the institution e.g. more men in senior roles in comparison to women is an indicator of structural inequality. It is important therefore that we have appropriate actions in place to address and reduce these imbalances through related initiatives and continuous development of our policies, processes and practices. These changes aim to optimise fairness and objectivity, and over time improve representational balance as opportunities arise through the regular flow of people into and out of roles.

It is important to note that the pay gap is a different legal concept from equal pay. Equal pay compares the pay of men and women who carry out the same/similar jobs, or work of equal value. This has been actively prioritised, progressed and managed through a series of strategic objectives and action plans at the University of Glasgow over the past five years, and included the implementation and continuous review of our zone-based pay and progression framework for professorial staff.

## What is the difference between Median and Mean Figures?

The median pay gap is the difference between the midpoints in the ranges of hourly earnings of men and women. The median represents the middle salary on ranking every salary payable from lowest to highest. The median is regarded as the most representative measure of the pay gap and is not affected by outliers at either end of the spectrum.

The mean gender pay gap is the difference between the average hourly earnings of men and women.

## What are we doing to close our pay gaps?

In 2020, the University exceeded its demographic target relative to gender balance at professorial level as set out in our Gender Pay Strategy and Action Plan 2017-2030, aligned with our longer-term People & Organisation Development Strategy 2020-2025. This encompasses a developmental framework which includes a series of actions stemming from the People First initiative, the Early Career Development Programme (ECDP), Athena Swan and various other projects and milestones.  We anticipate that these interventions will have real impact over the coming years across all job families and grades. Schools and Research Institutes continue to address gender inequalities at a local level through Athena Swan Charter accreditation.   The University holds a total of 24 awards across bronze, silver and gold levels.

The data included in this report does not yet take into account the impact of Covid-19 on our people as this has yet to be fully realised. We recognise and acknowledge that there is potential for particular groups of colleagues to be disproportionately affected by the

pandemic. To mitigate and limit this impact, we will closely monitor our data and, where necessary, put in place appropriate mechanisms to address any emerging trend and/or shortfall. We have already begun this process through our People First initiative, with the current annual Academic Promotion cycle for academic year 2020-21 and will continue to do so over the forthcoming months and years.

Having made steady progress in realising our gender equality and pay targets to date, there remains much to be achieved in this sphere, particularly with ethnicity and disability. As we embark upon the fifth year of our Gender Pay Strategy and Action Plan, we continue to strive for positive change without taking for granted past successes.
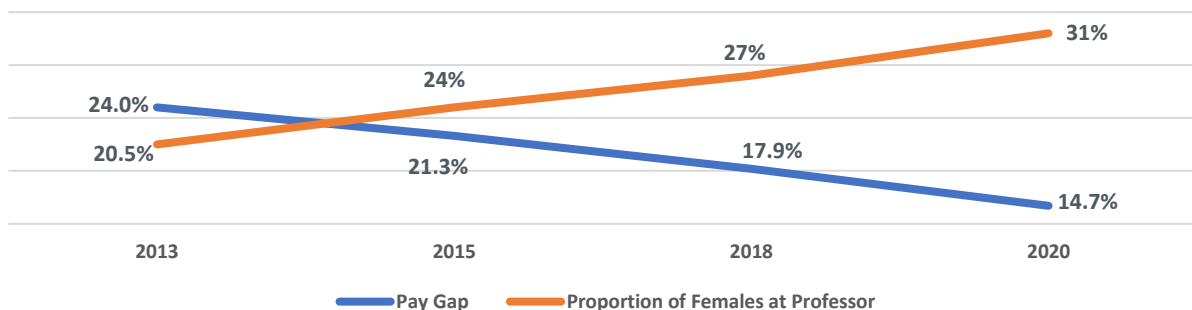
## Gender

### Key Figures/Highlights

### Graph 1: Our Gender Pay Gap Progress since 2018
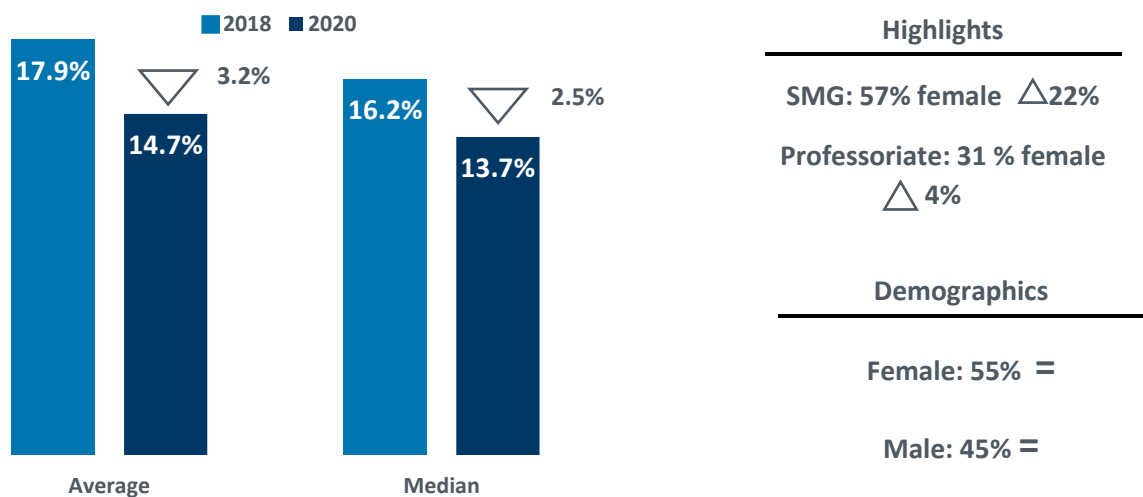


### Graph 2: Our Gender Pay Progress since 2013



As highlighted in the data above, the University has made significant progress in reducing our gender pay gap since reporting began in 2013. This achievement is largely a

consequence of data-driven, informed and targeted action planning with gender reporting having been incorporated into all of our major people related processes.

We recognised that demographic spread formed an integral and pivotal part in our gender pay gap. There is a direct correlation between the increase in the proportion of female professors at a senior level and a reduction in our overall pay gap.

There is still much to be achieved, however we are confident that the measures in place over the last four years have made a real impact and that we will continue to progress in this area.

## Equal Pay Gap:  Our Figures

Our pay gaps as reported in our 2019 Report and more recently, in this latest report are outlined in the table below.

| Year | Average (%) | Median (%) | Average Allowance Gap (%) | Median Allowances Gap (%) |
|---|---|---|---|---|
| 2020 | -14.7 | -13.7 | -16.3 | -13.7 |
| 2018 | -17.9 | -16.2 | -19.3 | -16.2 |
| Improvement | 3.2 | 2.5 | 3 | 2.5 |

## Equal Pay Gap in Summary

Across most of our Grades, there are no significant equal pay gaps in relation to basic salary.

There is, however, a significant pay gap with a median gap of 10.5% evident in the data reported at Grade 10 Professional Services level across each of the measurable characteristics. This is a sizeable increase in the gender pay gap from 2019 which requires to be addressed. It should be noted the data can be significantly influenced by individuals joining or leaving the group, as the cohort size is small. In return, this should be considered with improved gender balance in the Senior Management Group which has increased by some 22% over the period, in itself a success story.

A significant median pay gap of 5.3% on base salary is reported at Grade 4 largely due to a legacy issue where a small number of male role holders possess a unique skill set and happen to sit high within the salary band. There has been a significant decrease in relation to the median pay gap (inclusive of allowances) at Grade 4 demonstrating a slow shift away from males dominating roles which typically attract additional pay such as shift allowances, overtime, etc.

Similar trends are evident at Grades 2 and 3 given the incorporation of allowances which account for the higher pay gap recorded and reported at this level.  It is encouraging that there has been a notable decrease since 2019, with the trend diminishing over time. This is due to greater gender diversity in the workforce.

The progress reported in Grades 2, 3 and 4 relates to horizontal segregation[1] which was highlighted as a priority for us, and we are pleased to report positive progress made.

The most significant impact on the gender pay gap relates to vertical segregation[2], and again, we are pleased to report the significant progress made at Professorial Zones 1, 2 and 3 and within SMG in this respect.

Professorial Zones 1, 2 and 3 each demonstrate an increase in the female demographic, with the most significant impact at SMG level where the gender balance in favour of females has increased from 35% to 57%.  A key component of this level of success has been the University's ability to develop and grow its talent base, appointing from within the organisation.

**Table 1:  Equal Pay Gap by Grade**

| Year | Average (%) | Median (%) | Average Allowance Gap (%) | Median Allowances Gap (%) |
|---|---|---|---|---|
| **2021** | -14.7 | -13.7 | -16.3 | -13.7 |
| **2018** | -17.9 | -16.2 | -19.3 | -16.2 |
| **Grade 1** | 0.0 | 0.0 | 0.0 | 0.0 |
| **Grade 2** | -0.1 | 0.0 | -7.2 | 0.0 |
| **Grade 3** | -1.9 | -1.8 | -7.6 | -8.2 |
| **Grade 4** | -0.6 | -5.3 | -3.9 | -2.7 |
| **Grade 5** | 3.1 | 6.0 | 3.0 | 6.0 |
| **Grade 6** | 0.8 | 3.0 | 0.8 | 3.0 |
| **Grade 7** | 0.7 | 3.0 | 0.8 | 3.0 |
| **Grade 8** | -1.0 | -2.9 | -1.1 | -2.9 |
| **Grade 9** | -0.2 | 0.0 | -0.7 | 0.0 |
| **Grade 10 (Professional Services)** | -12.6 | -10.5 | -12.0 | -10.3 |
| **Professoriate Zone 1** | -3.4 | -2.4 | -4.6 | -1.8 |
| **Professoriate Zone 2** | -0.8 | -2.2 | -1.1 | -2.8 |

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[1] *Horizontal Segregation relates to a specific group, e.g., where males dominate in specific roles which attract additional payment such as shift allowance.*
[2] *Vertical Segregation relates to a specific group who dominate at a specific level in an organisation, e.g., typically males in senior roles.*

| Professoriate Zone 3 | -4.0 | -2.8 | -5.3 | -4.2 |
|---|---|---|---|---|
| Professor - other* | -25.8 | -23.0 | -27.4 | -23.0 |
| Others** | -17.5 | -2.9 | -17.9 | -2.9 |
| Clinical | 2.8 | 0.6 | -8.0 | 2.7 |

*Professor – other (Table 1) includes Professors who have not been zoned, and the numbers are low.  Please note that although we do have both male and female professors at Zone 4, due to low numbers we are unable to disclose the pay gap in order to maintain confidentiality.

**Other category (Table 1) – includes staff on MRC pay grades, Marie Curie Fellows and other staff who are not on University pay structures/grades.

## Gender Demographics - Summary

The impact of vertical segregation in relation to the pay gap is further evidenced in the table below with an increase in the overall number of females in senior roles and males in junior roles.

## Graph 3:  Demographic Split by Grouped Grade
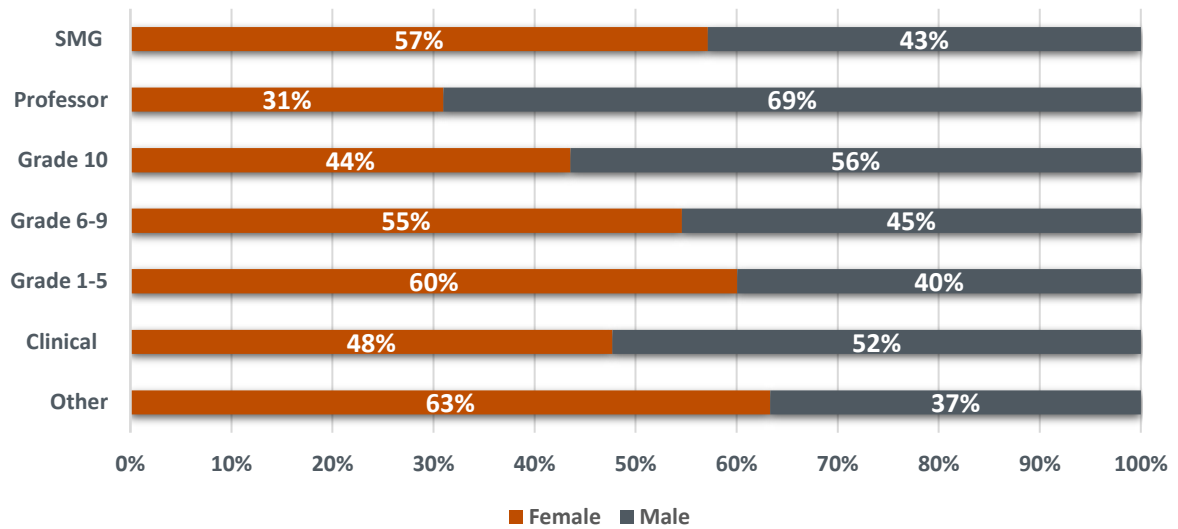
# Gender Pay Gap – Actions

The University devised a Gender Pay Action Plan a number of years ago, aiming for gender balance with a 50:50 male: female ratio in the senior professional and professoriate cohorts by 2030. This is an ambitious target with a range of programmes in place to support its achievement.

Our new Athena Swan action plan will contribute to this plan through the following actions:

- Default flexible working offering at talent attraction and recruitment stage applying 'Happy to Talk Flexible Working' branding.
- Profile diverse range of success stories, including successful female recruits in R&T and PSS roles on UofG recruitment site.
- Revise GPGAP targeting Zone 4 gap, to include:
  - Strategic recruitment for exceptional talent (Zone3/4) to mandate females on the shortlist.
  - Review the Zone Profiles of females within Zones 2 and 3 to identify and encourage early application for re-zoning where appropriate.
- Address horizontal occupational segregation – particularly amongst PSS across OPS G2-4. Future job descriptions for new roles in JMS L&T Hub will promote less traditionally gender segregated roles and terminology (i.e. eliminate gender specific language e.g. janitor, etc. in preference to recruiting on the basis of skills and duties associated with multi-faceted roles).
- Evaluate promotion application rates and success rates by gender following each round over the next 4 years to monitor and review gender-based analysis for the purpose of assessing the recent changes.
- Introduce appropriate mechanism and process for tracking those at Grade 9 post-ECDP over next 4-8 years to gauge and address any gendered difference in progression towards Reader or Professor.
- Review PDR Guidance for academic reviewers, enhancing inclusive advice on supporting reviewees' understanding of promotion criteria and requirements in working towards their promotion in good time.
- Require all members of regrading panels to complete Unconscious Bias training.
- Develop case studies to:
  - highlight career progression and promotion of part-staff colleagues both male and female from AHSSBL and STEMM disciplines;
  - highlight specific PDR guidance for these groups.
- Develop succession plans for STEMM subject disciplines with active support for traditionally under-represented groups forming part of these plans.

# Ethnicity

The University applies demographic categorisation as determined by the Higher Educational Statistics Agency (HESA) consistently across the UK. Throughout the report, we have used the acronym 'BAME', (Black Asian and Minority Ethnic) to denote those social groups who have been subject to historic and contemporaneous forms of racism and exclusion. We are attentive to the fact that such aggregate forms of conceptualisation are not ideal and can sometimes mask important differences between groups. However, gaps in the declared data currently prohibit further breakdown into separate ethnic groupings, which we aim to address. Ethnicity related categorisation is considered as part of the report in comparison to majority groups and, in this instance, has been collated and reported comparing White categories to Black Asian and Minority Ethnic (BAME) group.

**Key Figures/Highlights**

**Graph 1: Internal ethnicity pay gap by demographic group**
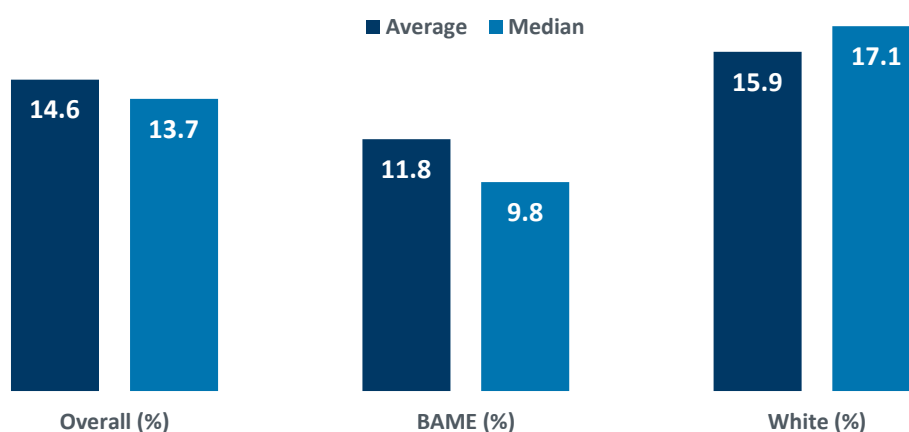


**Graph 2: Median Hourly Rate (£)**

**Table 1: Ethnicity Equal Pay, by grade**

| Grade | White | BAME | Pay Gap |
|---|---|---|---|
| Grade 1 | 16,973 | 16,973 | 0.0% |
| Grade 2 | 17,260 | 17,301 | -0.2% |
| Grade 3 | 18,559 | 17,865 | 3.9% |
| Grade 4 | 21,430 | 20,546 | 4.3% |
| Grade 5 | 24,795 | 23,508 | 5.5% |
| Grade 6 | 31,509 | 30,801 | 2.3% |
| Grade 7 | 38,962 | 38,213 | 2.0% |
| Grade 8 | 48,633 | 47,796 | 1.8% |
| Grade 9 | 58,550 | 57,272 | 2.2% |
| Professor | 84,841 | 86,798 | -2.3% |

**Ethnicity Pay Gap: Summary**

The University's ethnicity median hourly pay gap appears to favour BAME colleagues albeit a marginal difference of 0.41%. It should be noted that only 9% of the population have disclosed their ethnicity BAME thus it is difficult to draw any accurate deduction.

When considering average ethnicity pay data by grade, Table 1, Grades 3 to 9 favour White colleagues over BAME colleagues with a degree of variance. The greatest variance is evident at Grade 5 in excess of 5% and Grades 3 and 4 above 3%, each of which requires further investigation (it should be noted that specifically in Grade 3 the number of BAME colleagues is very low).

It is notable that BAME Professor group has a favourable variance of 2.3% with a resultant impact on the levelling up of the median hourly pay gap.

**Graph 3: Demographic Summary**
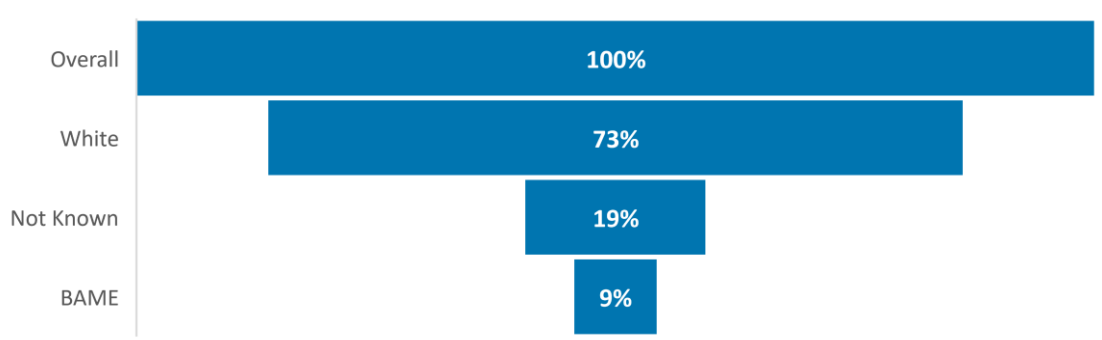


**Graph 4: BAME Demographic Split**
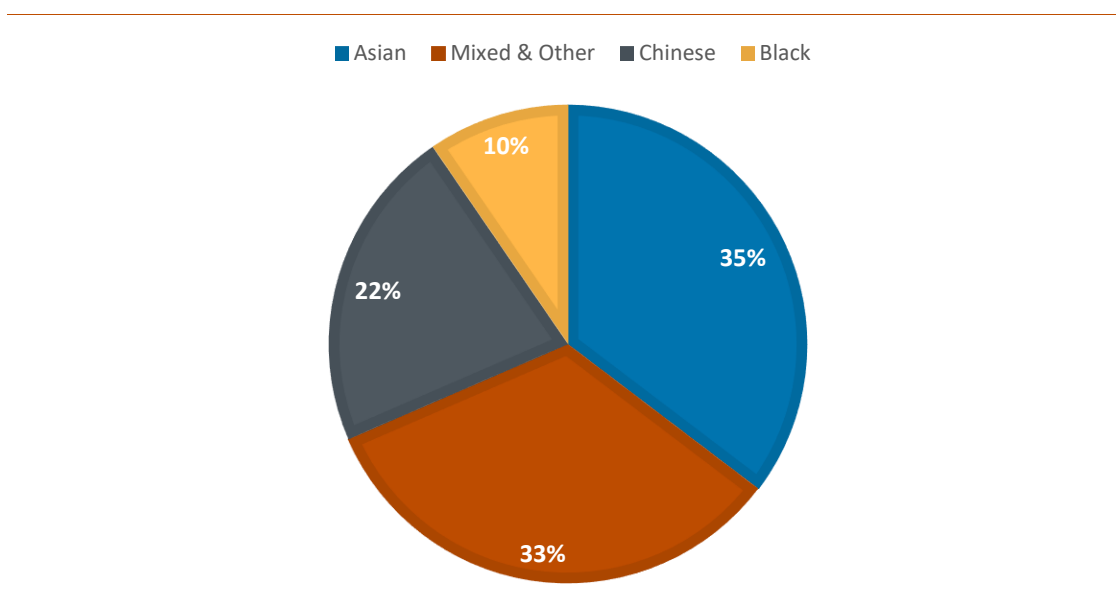


Given that the largest proportion of the population fall within the White category, this group statistically dominates in terms of influencing our overall pay gap.

The median ethnicity pay gap for BAME colleagues is more favourable in comparison to colleagues categorised as White as outlined in Graph 1. The detailed analysis by grade outlined in Table 1 shows those of BAME background are paid less than those categorised as White across the grades within permitted degrees of variation for most grades, with Grade 5 being the exception. The pay gap is in favour of BAME colleagues within the Professorial Grade, clearly impacting the overall pay gap information.

The significant level of non-disclosure rates across the University is likely to mask the true ethnicity pay gap. The University is taking urgent action to address non-disclosure rates which will support accurate understanding of the fairness of the ethnicity pay structure.

# Ethnicity Pay Gap – Actions

The University launched its [Understanding Racism Transforming University Culture](#) (URTUC) report and action plan in February 2021. This report and action plan, based around four key principles, had a focus on ensuring that the University becomes an anti-racist organisation. This has necessarily resulted in the University reviewing all of its internal processes to ensure there is no systemic racism and will include career development practices such as promotion, performance review and recruitment.

The significant levels of non-disclosure of ethnicity are highly problematic within this context, as the University's ethnic diversity pay data is likely to be considerably different with full disclosure from the institutional population. The Race Equality Champion, Bonnie Dean (VP for Corporate Engagement and Innovation), has recently published an infographic highlighting the key diversity trends across a range of protected characteristics and, importantly, the gaps in ethnicity data. This information will be reviewed quarterly to build colleague confidence in utilising their data, and the way this will shape strategy and policy.

There was a range of agreed actions in the URTUC report, these included:

- Senior Management Group to publicly commit to taking an anti-racist approach to University processes and systems.
- SMG members publicly committing to a personal race equality related objective.
- Mandatory training on racial equality and cultural awareness raising for colleagues and students on acceptable codes of behaviour at the University.
- Conduct an anti-racism campaign.
- Recruitment of new Respect Advisers in support of ethnic diversity.
- Racial equality and cultural awareness training beyond the mandatory requirements for SMG, and other senior leaders and those involved in staff or student investigation processes.

These collective actions support elements of the URTUC action plan relative to understanding our processes and the extent to which these have a differential impact. Specifically, engendering a holistic approach to inclusion building on our learning from the work undertaken to reduce our gender pay gap.

Going forward academic promotion, PDR and ECDP data will be analysed and reviewed with respect to ethnicity and disability related information with further analysis to be undertaken within particular grades where variances exist outside permitted allowances.
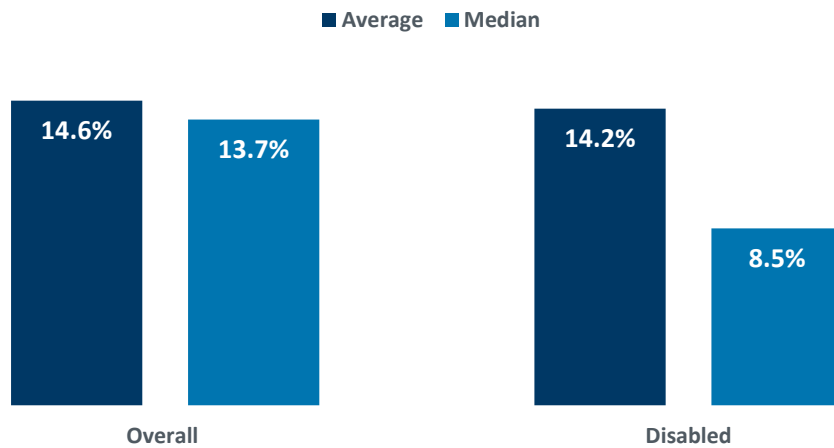
# Disability

The University applies demographic categorisation in accordance with the requirements of the Higher Educational Statistics Agency (HESA) collecting data on colleague, disability data. Limited reporting of this data however has resulted in the data set upon which the institution is currently relying being too small to conduct any meaningful pay analysis.

5% of our population have declared a disability and 25% of our population have not declared disability related data as illustrated in Graph 3 below. Improving declaration rates is an urgent priority and action is underway to improve reporting. Analysis has been undertaken to compare the majority group non-disabled colleagues with those disclosing disability.

**Key Figures/Highlights**

**Graph 1:  Internal Disability pay gap**
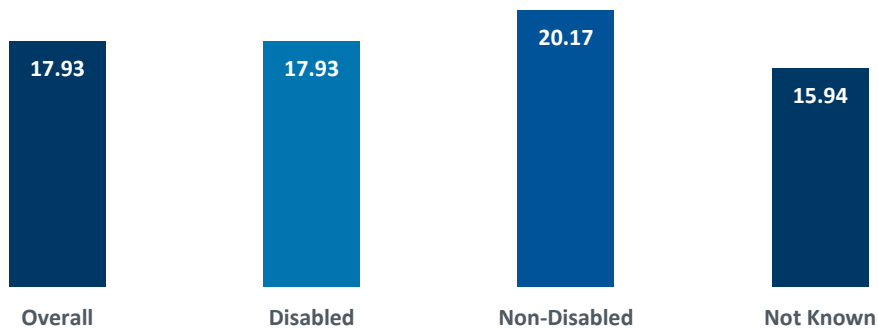
■ Average  ■ Median

| | Average | Median |
|---|---|---|
| Overall | 14.6% | 13.7% |
| Disabled | 14.2% | 8.5% |

**Graph 2:  Median Hourly Rate (£)**

| Overall | Disabled | Non-Disabled | Not Known |
|---|---|---|---|
| 17.93 | 17.93 | 20.17 | 15.94 |

**Table 1: Disability Equal Pay, by grade**

| Grade | Non-Disabled | Disabled | Pay Gap |
|---|---|---|---|
| Grade 1 | 16,973 | 16,973 | 0.00% |
| Grade 2 | 17,259 | 17,225 | 0.19% |
| Grade 3 | 18,543 | 18,461 | 0.45% |
| Grade 4 | 21,320 | 21,058 | 1.25% |
| Grade 5 | 24,784 | 24,224 | 2.31% |
| Grade 6 | 31,447 | 31,607 | -0.50% |
| Grade 7 | 38,826 | 38,873 | -0.12% |
| Grade 8 | 48,761 | 47,894 | 1.81% |
| Grade 9 | 58,402 | 58,990 | -1.00% |
| Other | 42,355 | 36,407 | 16.34% |
| Professor | 85,144 | 86,440 | -1.50% |

**Disability Pay Gap:  Summary**

Table 1 above illustrates that the average disability pay gap is equal to the overall gap although the latter category appears to have driven down the median salary. The non-disabled group has a median hourly rate which is £2.24 higher than those within the disabled group. Given the low level of reporting within this group it is difficult to draw any accurate or meaningful conclusion on the extent to which this fully representative of the whole population.

The detailed information in Table 1 outlines minimal variance between those within the disabled and non-disabled groups employed on Grades 1-9 and within the professoriate. There is however a very high variance of over 16% for those categorised as 'Other'. This is heavily distorted by a low number of colleagues reported within this category as disabled (6 in total). However, this would merit further investigation and fuller reporting to fully understand this tendency and any related trends.

**Graph 3: Demographic Summary**
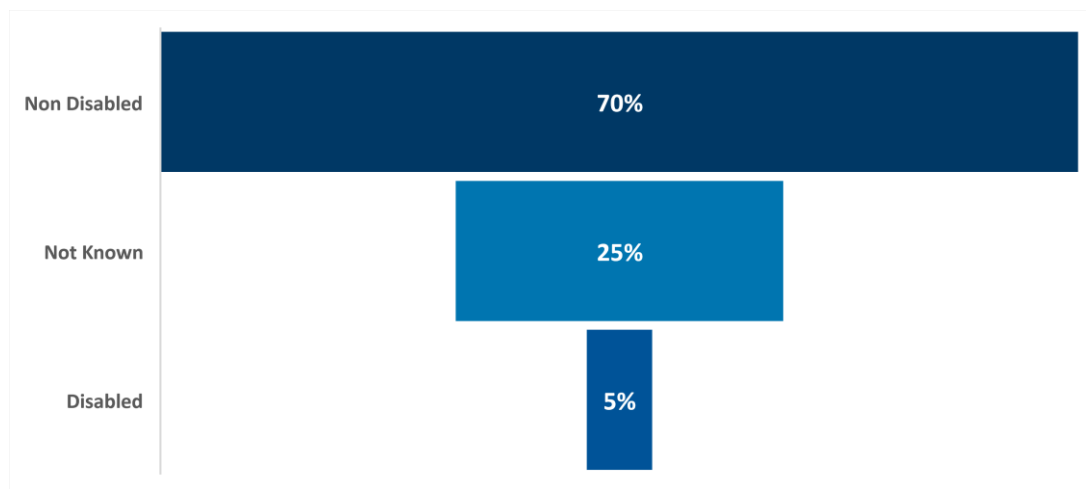


It is clearly evident that colleagues within the non-disabled category represent the largest demographic of the University population and therefore have the greatest impact on the overall pay gap.

## Disability Pay Gap - actions

Although there appears to be little difference in the current pay gaps between disabled and non-disabled colleagues (with the exception of those employed within the 'Other' category), it is incumbent upon the University to address wider issues of inclusion and representation which will impact pay analysis. The University's Disability Equality Champion and other key figureheads are leading a range of collective actions with a view to enhancing our performance with regards to equality, diversity and inclusion. These include reviewing our academic career development and promotion processes with a focus on disability to ensure that these arrangements are fit for purpose and not discriminatory towards those disclosing a disability. This review will focus upon our academic career pathways and the way we develop colleagues' progression along these pathways, for example through our Early Career Development Programme (ECDP), and fully support disabled academics.

A detailed review of the support available to disabled colleagues will be conducted with a view to implementing reasonable adjustments and other forms of support aligned with our PSED Equality Outcomes and obligations.

The University recognises that addressing some of these issues will take time and remains focussed upon securing colleague confidence in disclosing personal diversity related data in support of institutional progress, which is fundamental to and consistent with our 'Inclusive Community' values.