2025 Equal Pay and Pay Gap
Report

Human Resources Directorate

April 2025

University of Strathclyde

Contents

Message from the Principal

On behalf of the University of Strathclyde, I am pleased to introduce our latest Equal Pay and Pay Gap Report. At Strathclyde, we pride ourselves on being a socially progressive and people-oriented employer that puts our people at the heart of our decision making. In doing so, we recognise that the collective talents, efforts, and commitments of our people are key to the successful delivery of our ambitious vision.

We are committed to achieving and advancing equality of opportunity in our learning, teaching, research and working environments, and to ensuring these environments support positive relations between people, and a culture of respect. We offer a supportive and flexible working culture with a deep commitment to our equality, diversity and inclusion charters, initiatives, groups and networks. Reducing the gender pay gap is a key priority for us. This is best demonstrated by it continuing to be one of our key performance indicators (KPI) in our strategy, Strathclyde 2030.

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 gender pay gap has improved since our last report in 2023, however, we do recognise that we have further work to do to reduce the pay gap. 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)

Executive Summary

As part of the [Equality Act 2010 (Specific Duties) (Scotland) Regulations,](#) the University has a statutory duty to publish:

- Gender pay gap information every two years – defined as being the percentage difference between men's hourly pay (excluding overtime) and women's hourly pay (excluding overtime) - previously published in 2023; and
- An equal pay statement every four years, previously published in 2021.

The University has a staff population of 4,465. The composition is 51.9% female and 48.1% male. The University's overall mean gender pay gap is 15.0%. This is a 2.3% improvement from our 2023 report. There has been a total decrease in the mean gender pay gap of 9.2% since 2017.

Our overall median gender pay gap is 13.2%. This is a 2.8% decrease from 2023.

The main causes of our overall gender pay gap are:

- Vertical occupational segregation, in which female staff are clustered within lower grades which pay less.
- Horizontal occupational segregation, in which female staff are clustered within specific types of roles, particularly APS 6+ and Operational job category roles.
- The interplay between age and pay, in which the pay gap increases with age.

Our overall pay analysis by gender indicates that, within most grades, the University has marginal gender pay gaps. Four grades have a difference in pay between the average male staff salary and the average female staff salary of above 1%. In all other grades, the pay gap is either less than 1% in favour of male staff, or in the case of grade 5 (-0.4%) and grade 7 (-0.3%) the pay gap is in favour of female staff. The pay gap in the Professor and Director level has decreased from 2.7% in 2021 to 0.9% in 2025.

Our pay analysis by disability shows an overall pay gap of 6.3% in favour of staff who identify as being non-disabled. 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 and the high proportion of "not known" responses in relation to disability status.

Our pay analysis by ethnicity indicates that we have an overall pay gap of 0.8% in favour of White staff. As with disability, 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, together with a high proportion of "not known" staff responses in relation to ethnicity.

Our Equal Pay Statement 2025-2028 has been based on this pay analysis and includes a series of ambitious actions which will be taken to further reduce our pay gaps.

1. Introduction

As a socially progressive employer of choice, the University of Strathclyde aspires to reflect the diversity of people from all protected characteristic backgrounds in our staff community.

We are firmly committed to advancing equality, diversity and inclusion (EDI). We will soon launch our new People Strategy 2030 and, within the strategy, we have maintained both our pledge to ensure our leaders continue to champion a positive, and inclusive culture and a specific KPI to continuously close the gender pay gap, as demonstrated by a year-on-year reduction.

2. Purpose

The purpose of this report is to outline progress in meeting the Equality Act 2010 (Specific Duties) (Scotland) Regulations to:

Publish Gender Pay Gap Information

- Publish information on the percentage difference among staff between men's average hourly pay (excluding overtime) and women's average hourly pay (excluding overtime) based on the most recent data available.

Publish Statements on Equal Pay, etc.

- Publish a statement which must specify the policy on equal pay among staff between:
  - o Men and women;
  - o Persons who are disabled and persons who are not, and;
  - o Persons who fall into a minority racial group and persons who do not.
- Specify, in the statement, occupational segregation among staff - in particular grades and in particular occupations - in relation to the concentration of:

- o Men and women;
- o Persons who are disabled and persons who are not, and;
- o Persons who fall into a minority racial group and persons who do not.

3. Approach

3.1. Definition of Equal Pay

Equal Pay is the principle that individuals should earn the same amount for equal work, regardless of their protected characteristics. Whilst the equal pay provisions of the Act relate specifically to sex discrimination in pay, pay systems may also be challenged under the Act if they discriminate because of other protected characteristics.

An equal pay review seeks to establish whether there are significant pay differences for people doing "equal work" and, if so, the extent to which these can be objectively justified as being due to factors other than particular protected characteristics or differing contractual arrangements. Reviews will highlight where action is required to deal with any unjustified inequalities revealed by the analysis and diagnosis.

3.2. Calculating the Mean Pay Gap

In relation to gender, the percentage mean pay gap is calculated using the mean hourly salaries of female staff (F) expressed as a percentage of the average hourly salaries of male staff (M) doing work of equal value:

(^{M}Mean - ^{F}Mean) = Total

Total * 100 / ^{M}Mean   = Mean Pay Gap %

^{M}Mean = mean hourly rate of pay of male employees.

^{F}Mean = mean hourly rate of pay of female employees.

Here, "salary" is defined as basic annual salary and does not include any contractual or non-contractual allowances. All salaries have been adjusted to represent a full time equivalent hourly salary to allow direct comparison of salary whether an employee is full or part-time.

3.3. Calculating the Median Pay Gap

The Office for National Statistics (ONS) calculates the gender pay gap as the difference between the median hourly earnings (excluding overtime) of men and women, expressed as a percentage of men's median hourly earnings. The ONS uses the median rather than the mean because the median is a better measure of the "typical" employee's pay, as it is less affected by a small number of people on very high salaries.

(^{M}Median - ^{F}Median) = Total

Total * 100 / ^{M}Median = Median Pay Gap %

^{M}Median = median hourly rate of pay of male employees

^{F}Median = median hourly rate of pay of female employees.

After ranking staff in order of hourly pay, from lowest to highest, the median is the pay at the mid-way point.

"Salary" is again defined as basic annual salary and does not include any contractual or non-contractual allowances. All salaries have been adjusted to represent a full time equivalent hourly salary to allow direct comparison of salary whether an employee is full or part-time.

3.4. Understanding Pay Gaps

The existence of a gender pay gap is not of itself unlawful. Instead, it can demonstrate, for example, that men and women undertake different types of roles (horizontal segregation) and/or work at different levels (vertical segregation) within an organisation. An employer delivering equal pay may still have a significant pay gap.

The existence of a gender pay gap normally highlights an underpinning issue, which may or may not be attributed to the employer's practices. For example, a pay gap can be caused where men and women undertake different types of roles at different levels of responsibility, and therefore pay, within an organisation.

While this may reflect society's constructed gender norms rather than any breach in legislation, such issues should be explored to determine the extent to which any gender bias is reinforced in the organisation's culture and values.

3.5. Data Used and Limitations

This report examines staff in post at the University of Strathclyde on 1st February 2025. It should be noted that the information regarding pay was taken prior to the remainder of the most recent pay award being applied from 1st March 2025.

Where the data used has returned a sample size of five staff members 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 among:

- 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 20 staff 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 staff members and those who have recorded that their gender is the same as at birth.

3.6. Measurement, Analysis and Presentation of Data

Pay has been measured using hourly pay (excluding overtime). To show the overall gender pay gap, the figures include contractual recurring adjustments.

The University uses Hay Korn Ferry – an analytical job evaluation scheme – to underpin our pay grading structure (except for our Executive Team members who are included within our Professor & Director category). Pay has been compared in each pay grade.

Data tables present:

- **Positive pay gaps**, where the hourly pay of female/disabled/black and BAME staff are on average **lower** than that of men/non-disabled/White staff; and
- **Negative pay gaps**, where the hourly pay of female/disabled/BAME staff are on average **higher** than that of men/non-disabled/White staff.

4. Gender Pay Gap

4.1. Composition of Staff

As presented in **Table 1**, the University has a staff population of 4,465 with 51.9% identifying as female and 48.1% identifying as male.

The University Court (the University's highest decision making body) gender composition is: 46% female (11) and 54% male (13). This number is the core Court members and does not include those that attend (Executive Team members, etc.). As such, there is near gender parity among the overall membership. The current Convener of Court is female.

Table 1: Strathclyde Staff by Gender

Gender	Distribution
Female	2,318 (51.9%)
Male	2,147 (48.1%)
Total Count and %	**4,465 (100%)**

4.2. Overall Mean Gender Pay Gap

The University's overall gender pay gap is 15.0%.

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. Our current gender pay gap represents a 2.3% improvement from our 2023 report. Since 2017, there has been 9.2% decrease in the overall gender pay gap.

4.3. Overall Median Gender Pay Gap

Our median gender pay gap is 13.2%. which is a 2.8% decrease from our last report in 2023.

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 5.6%. This represents a reduction of 2.9% since 2023 (8.5%), 5.5% since 2021 (11.1%) and an 8.1% since 2019 (13.7%).

4.4. Vertical Occupational Segregation

Much of the overall gender pay gap is due to vertical occupational segregation, in which female staff are clustered within lower grades. As can be seen from **Table 2**, a significantly higher proportion of female than male staff is found in the lower grades, particularly grades 1, 2, 4, 5, and 6. In contrast, a higher proportion of male than female staff is found in grades 7, 9, 10 and Professor & Director level. We have a gap of over 5% in grade 3 (5.8%) and we will review this to obtain a better understanding for the reasons for the widened gap and possible ways to address this. We are currently implementing a revised pay structure for staff in grades 1-4 and, once completed, we expect to reduce this pay gap.

Historical occupational segregation, which occurs where staff work in gender 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.

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	Pay Gap
1	84.4%	15.6%	250	£12.68	£12.76	0.6%
2	56.5%	43.5%	62	£12.95	£13.47	3.8%
3	38.4%	61.6%	159	£13.25	£14.07	5.8%
4	63.0%	37.0%	173	£14.11	£14.46	2.4%
5	73.2%	26.8%	410	£15.89	£15.84	-0.4%
6	54.5%	45.5%	574	£18.96	£19.14	0.9%
7	48.0%	52.0%	1003	£22.97	£22.91	-0.3%
8	50.7%	49.3%	833	£28.77	£29.20	1.5%
9	43.1%	56.9%	455	£34.90	£35.08	0.5%
10	43.2%	56.8%	199	£39.62	£39.70	0.2%
Professor & Director	30.0%	70.0%	347	£55.48	£55.99	0.9%

4.5. Horizontal Occupational Segregation

Our overall gender pay gap is also affected by horizontal occupational segregation, in which female staff are clustered within specific job categories and organisational areas.

As shown in **Table 3**, in decreasing order, the lowest gender pay gaps are found in the Technical (-1.2%), Director/Professor (0.2%), APS 3-5 (0.4%), and Teaching (1.6%) job categories. In contrast, in decreasing order, the highest gender pay gaps are found in the APS 6+ (7.6%), Operational (7.6%), Academic (3.4%), and Research & Knowledge Exchange (2.2%) job categories.

Table 3: Overall Gender Pay Gaps by Job Category

Job Category	Proportion Female	Proportion Male	Headcount	Average Female Hourly Rate	Average Male Hourly Rate	Pay Gap
Academic	41.7%	58.3%	504	£32.45	£33.61	3.4%
APS 3-5	79.0%	21.0%	525	£15.25	£15.31	0.4%
APS 6+	63.8%	36.2%	1227	£25.04	£27.12	7.6%
Director/Professor	30.1%	69.9%	316	£55.14	£55.28	0.2%
Operational	62.6%	37.4%	455	£12.90	£13.96	7.6%
Research & KE	31.8%	68.2%	815	£24.96	£25.53	2.2%
Teaching	52.9%	47.1%	397	£28.93	£29.39	1.6%
Technical	27.0%	73.0%	226	£19.36	£19.12	-1.2%

4.6. Gender Pay Gap by Overall Grades

As can be seen from **Table 4** and **Table 5**, the pay gaps by overall pay grades are marginal in most grades. Grades 2, 3 and 4 have a difference in pay between the average male salary and the average female salary of above 1.5%. In all other grades, the pay gap is either less than 1.5%, or in the case of grade 5 (-0.4%) and grade 7 (-0.3%) the pay gap is in favour of female staff. The pay gap in the Professor and Director level has come down from 1.5% in 2023 to 0.9% in 2025.

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 78 in 2025. The proportion of our professorial population that is female is now 28.3%. This increase is due to both internal promotions and new appointments. Newly promoted professors are appointed within the entry level Zone 1, 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 commitment to close the gender pay gap.

The continued 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.

Table 4: Gender Pay Gap within Grades – Comparison Against Previous Equal Pay Reports

Grade Level	2015	2017	2019	2021	2023	2025
1	0.1%	0.0%	0.0%	0.0%	0.0%	0.6%
2	0.0%	0.1%	0.3%	0.0%	0.0%	3.8%
3	0.8%	0.7%	0.9%	0.1%	0.8%	5.8%
4	-0.4%	-0.5%	-1.5%	-1.3%	-1.0%	2.4%
5	-0.4%	-1.7%	-2.3%	-1.7%	-1.5%	-0.4%
6	0.2%	0.1%	0.2%	0.1%	0.9%	0.9%
7	-0.9%	-0.7%	-0.4%	-0.4%	-0.9%	-0.3%
8	1.2%	0.4%	-0.9%	0.1%	0.4%	1.5%
9	2.4%	-0.3%	0.2%	-0.1%	0.5%	0.5%
10	-1.5%	-0.5%	-0.7%	-0.8%	-1.1%	0.2%
Professor & Director	6.0%	4.8%	0.5%	2.7%	1.5%	0.9%

4.7. Gender Pay Analysis by Staff Category and Grade

We have also analysed the gender pay gap data of our staff across different job categories and grades. Doing so helps us better understand the respective gender pay gaps, and related causes, within different job categories. In turn, this provides a more nuanced understanding to better inform decision making for our future actions. This information is presented in the following sections.

Academic Staff

The pay scale for Academic staff starts at grade 7.

As presented in **Table 5**, there is pay gap of less than 1% in favour of male staff in grades 7, 9 and 10 (with a marginal pay gap in grade 7 of only 0.1%). In contrast the pay gap in grade 8, is slightly higher, at 3.3% in favour of male staff.

Table 5: 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	Pay Gap
7 (Lecturer A)	40.0%	60.0%	15	£23.71	£23.74	0.1%
8 (Lecturer B)	47.7%	52.3%	172	£27.79	£28.76	3.3%
9 (Senior Lecturer)	38.3%	61.7%	196	£34.25	£34.56	0.9%
10 (Reader)	38.8%	61.2%	121	£38.81	£39.14	0.8%
Professor	28.3%	71.7%	276	£52.69	£54.10	2.6%

As shown in **Table 6**, the respective professorial zone pay gaps are 1.7%, in Zone 1; and 0.1% in Zone 3, in favour of male staff. In contrast, the pay gap in Zone 2, is -0.7%, in favour of female staff.

Table 6: Academic Staff Gender Pay Gap within Professorial Zones – Comparison Against Previous Equal Pay Reports*

Zones	2017	2019	2021	2023	2025
Zone 1	2.38%	-2.1%	2.5%	2.7%	1.7%
Zone 2	2.43%	3.6%	2.7%	1.4%	-0.7%
Zone 3	-5.95%	0.5%	0.1%	-1.4%	0.1%

* Zone 4 has been excluded due to low numbers.

As seen from **Table 7** below, the overall pay gap for professorial roles has decreased from 5.3% in 2023, to 2.6%. Similarly, the pay gap in grade 7 has decreased from 0.6% to 0.1%. The pay gap in grade 9 has remained the same, at 0.9%. In contrast, the pay gaps in grade 8 and 10 have increased (from 0.9% to 3.3% and from -0.7% to 0.8% respectively).

Table 7: Academic Staff Gender Pay Gap by Grade – Comparison Against Previous Equal Pay Reports

Grade Level	2015	2017	2019	2021	2023	2025
7 (Lecturer A)	-1.9%	-1.2%	-0.7%	-0.1%	0.6%	0.1%
8 (Lecturer B)	0.2%	0.1%	-1.8%	-0.6%	0.9%	3.3%
9 (Senior Lecturer)	2.9%	0.9%	0.6%	0.4%	0.9%	0.9%
10 (Reader)	-1.3%	0.1%	0.2%	0.3%	-0.7%	0.8%
Professor	6.2%	4.5%	3.2%	4.8%	5.3%	2.6%

Research & Knowledge Exchange Staff

The pay scale for Research & Knowledge Exchange Staff starts at grade 6.

As detailed in **Table 8**, the pay gap in grade 8 (-1.1%) and grade 9 (-0.9%) is in favour of female staff and the pay gap for grade 7 is 0.0%. In contrast the pay gap in grade 6 (1.3%) and grade 10 (3.8%) and for Professors (1.5%) is in favour of male staff.

Table 8: Research & Knowledge Exchange Staff - Proportion of Females and Males and Gender Pay Gap by Grade

Grade Level	Prop Female	Prop Male	Head Count	Average Female Hourly Rate	Average Male Hourly Rate	Pay Gap
6. (Research/KE Assistant)	30.1%	69.9%	153	£18.66	£18.90	1.3%
7. (Research/KE Associate)	33.5%	66.5%	412	£22.37	£22.37	0.0%
8. (Research/KE Fellow)	31.3%	68.7%	163	£28.76	£28.44	-1.1%
9. (Senior Research/ KE Fellow)	28.9%	71.1%	45	£35.43	£35.13	-0.9%
10. (Principal Research/ KE Fellow)	28.6%	71.4%	14	£37.68	£39.18	3.8%
Professor	25.0%	75.0%	28	£62.93	£63.88	1.5%

As illustrated in **Table 9**, when compared to our previous report in 2023, there has been a reduction in the pay gap in grade 6 (from 1.7% to 1.3%) and in grade 9 (from 1.6% to -0.9%). In contrast, there has been an increase in the pay gap in grade 7 (from -0.1% to 0.0%), grade 8 (from -3.1% to -1.1%), grade 10 (from -4.2% to 3.8%) and in Professor roles (from -1.5% to 1.5%).

Table 9: Research & Knowledge Exchange Staff Gender Pay Gap by Grade – Comparison Against Previous Equal Pay Reports*

Grade Level	2015	2017	2019	2021	2023	2025
6 (Research/KE Assistant)	-1.8%	0.2%	1.0%	3.0%	1.7%	1.3%
7 (Research/KE Associate)	0.7%	0.2%	0.3%	-0.1%	-0.1%	0.0%
8 (Research/KE Fellow)	1.4%	0.4%	-2.1%	-2.5%	-3.1%	-1.1%
9 (Senior Research/KE Fellow)	4.7%	-0.3%	-0.1%	0.5%	1.6%	-0.9%
10 (Principal Research/KE Fellow)	-	-	0.5%	-2.6%	-4.2%	3.8%
Professor	-	-	n/a*	3.4%	-1.5%	1.5%

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

Teaching Staff

The pay scale for Teaching staff starts at grade 6.

As seen in **Table 10**, the pay gaps for grade 6 (-0.6%) and grade 7 (-1.4%) are in favour of female staff. In contrast, although small, the gap gaps for grade 8 (2.5%), grade 9 (0.1%) and grade 10 (0.9%) are in favour of male staff.

Table 10: Teaching Staff - Proportion of Females and Males and Gender Pay Gap by Grade*

Grade Level	Prop Female	Prop Male	Head Count	Average Female Hourly Rate	Average Male Hourly Rate	Pay Gap
6 (Teaching Assistant)	36.8%	63.2%	19	£19.22	£19.11	-0.6%
7 (Teaching Associate)	53.4%	46.6%	88	£22.96	£22.66	-1.4%
8 (Teaching Fellow)	58.9%	41.1%	180	£28.41	£29.14	2.5%
9 (Senior Teaching Fellow)	40.9%	59.1%	88	£35.57	£35.60	0.1%
10 (Principal Teaching Fellow)	63.2%	36.8%	19	£39.81	£40.18	0.9%

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

As found in **Table 11**, when compared to our previous report in 2023, there has been a reduction in the pay gap in grade 9 (from 1.1% to 0.1%) and grade 10 (from 1.8% to 0.9%) in favour of male staff. In contrast, there has been an increase in the pay gap in grade 8 (from 1.7% to 2.5%) in favour of male staff.

Although there has been a reduction in the pay gap in grade 6 (from -2.1% to -0.6%) in favour of female staff, there has been an increase in the pay gap in grade 7 (from -0.5% to -1.4%) in favour of female staff.

Table 3: Teaching Staff Gender Pay Gap by Grade – Comparison Against Previous Equal Pay Reports*

Grade Level	2015	2017	2019	2021	2023	2025
6 (Teaching Assistant)	3.9%	-5.0%	-3.6%	2.3%	-2.1%	-0.6%
7 (Teaching Associate)	0.4%	3.7%	1.3%	1.6%	-0.5%	-1.4%
8 (Teaching Fellow)	3.4%	-0.7%	-2.8%	1.0%	1.8%	2.5%
9 (Senior Teaching Fellow Fellow)	1.9%	-0.1%	1.0%	2.4%	1.1%	0.1%
10 (Principal Teaching Fellow)	n/a	n/a	2.9%	2.4%	1.8%	0.9%
Professor	n/a	n/a	n/a	n/a	n/a	n/a

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

Administrative and Professional Services (APS) Staff

The pay scale for APS staff starts at grade 3.

As shown in **Table 12**, there is a higher proportion of female than male staff in grades 3-10, particularly in the lower grades.

There is a higher proportion of male directors, however the director level pay gap has swung significantly in favour of women since our 2021 report (from 7.5% to -1.5%). 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.

In all other grades, the pay gap is in favour of male staff, however all these gaps are less than 3%.

Table 4: APS 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	Pay Gap
3	67.5%	32.5%	40	£12.92	£13.25	2.5%
4	81.8%	18.2%	121	£13.98	£14.11	0.9%
5	79.4%	20.6%	364	£15.90	£16.02	0.8%
6	74.7%	25.3%	312	£18.99	£19.32	1.7%
7	62.6%	37.4%	439	£23.28	£23.70	1.8%
8	59.0%	41.0%	305	£29.42	£30.25	2.7%
9	57.1%	42.9%	126	£35.15	£35.73	1.6%
10	51.1%	48.9%	45	£41.49	£41.64	0.4%
Director	42.5%	57.5%	40	£66.43	£65.46	-1.5%

As seen in **Table 13**, except for Grade 8 in which the gap gap remained the same (2.7%), the pay gap has increased across all grades since our previous report in 2023. However, in all cases, the pay gaps remain less than 3%, with most being less than 2%. Despite decreasing, the Director pay gap (-1.5%) remains in favour of female staff.

Table 5: APS Staff Gender Pay Gap by Grades – Comparison Against Previous Equal Pay Reports

Grade Level	2015	2017	2019	2021	2023	2025
3	-0.8%	-1.9%	0.4%	0.8%	0.4%	2.5%
4	-0.7%	-1.2%	-2.0%	-1.1%	-0.3%	0.9%
5	-0.8%	-3.0%	-2.7%	-2.0%	-1.9%	0.8%
6	1.9%	0.6%	-0.5%	-1.4%	0.7%	1.7%
7	0.9%	1.6%	1.4%	2.0%	1.0%	1.8%
8	2.0%	2.8%	2.0%	3.2%	2.7%	2.7%
9	2.0%	-2.2%	0.7%	-0.8%	-0.8%	1.6%
10	-0.5%	4.9%	-0.8%	-0.2%	-0.5%	0.4%
Director	6.7%	3.8%	-7.5%	7.5%	-5.9%	-1.5%

Operational Staff

The pay scale for Operational staff starts at grade 1.

As shown in **Table 14**, the pay gap for Operational staff increases with grade from 0.6% in grade 1, to 3.8% in grade 2 and 5.2% in grade 3.

Table 6: Operational 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	Pay Gap
1	84.4%	15.6%	250	£12.68	£12.76	0.6%
2	56.5%	43.5%	62	£12.95	£13.47	3.8%
3	28.8%	71.2%	111	£13.56	£14.31	5.2%

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

As can be seen in **Table 15**, pay gap across all Operational grades has increased, most notably in grade 2 (from 0.0% to 3.8%) and grade 3 (from 0.5% to 5.2%).Due to the low numbers within some grades, even small changes can impact the pay gap.

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Table 7: Operational Staff Gender Pay Gap by Grade – Comparison Against Previous Equal Pay Reports*

Grade Level	2015	2017	2019	2021	2023	2025
1	0.1%	0.0%	0.0%	0.0%	0.0%	0.6%
2	0.0%	0.1%	0.3%	0.0%	0.0%	3.8%
3	1.0%	-0.5%	1.0%	0.1%	0.5%	5.2%

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

Technical Staff

The pay scale for Technical staff starts at Grade 3.

As illustrated by **Table 16**, the pay gap for grade 5 is in favour of female staff (-2.0%). In contrast, in grade 4 (0.9%), grade 6 (1.1%) and grade 7 (4.4%), the pay gaps are in favour of male staff. However, only grade 7 (4.4%) has a pay gap higher than 3%.

Table 16: Technical 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	Pay Gap
4	15.0%	85.0%	20	£13.58	£13.70	0.9%
5	23.9%	76.1%	46	£15.75	£15.44	-2.0%
6	30.0%	70.0%	90	£19.09	£19.31	1.1%
7	30.6%	69.4%	49	£22.45	£23.48	4.4%

* Figures for Grades 3 and 8 have been excluded due to low numbers

As presented in **Table 17**, since our last report in 2023, the pay gaps have decreased in grade 4 (from 2.0% to 0.9%) and grade 5 (from 1.1% to -2.0%). In contrast, the pay gaps have increased slightly in grade 5 (from 0.5% to 1.1%) and grade 7 (from 3.2% to 4.4%).

Table 8: Technical Staff Gender Pay Gap by Grade – Comparison Against Previous Equal Pay Reports

Grade Level	2015	2017	2019	2021	2023	2025
4	0.1%	1.3%	2.4%	-0.1%	2.0%	0.9%
5	-1.3%	0.6%	-0.9%	0.6%	1.1%	-2.0%
6	1.1%	1.4%	3.5%	0.3%	0.5%	1.1%
7	0.2%	2.3%	-0.1%	2.8%	3.2%	4.4%

5. Additional Gender Pay Analysis

5.1. Gender Pay Gaps by Age Range

As can be seen from **Table 18**, our gender pay-gap increases with age.

The pay gap for staff aged under 40 is relatively low (ranging from 5.7% for those aged 20-29, to 6.3% for those aged <20, and 6.8% for those aged 30-39).

In contrast, the pay gap for staff aged 40 and over is much higher (ranging from 10.7% for those aged 40-49, to 22.6% for those aged 50-59, and 35.6% for those aged 60+). We believe that the increase in pay gaps within age is, in part, due to the age profile of specific occupational groups where occupational segregation is prevalent.

A specific action for 2025-2029 will focus on modelling and forecasting the impact of staff age range on our current and future pay gaps, to better support and inform targeted, inclusive recruitment and succession planning initiatives to close the gaps.

This will also examine staff turnover across age ranges to determine whether turnover decreases with age, further compounding challenges with tackling pay gaps in such older age ranges.

Table 18: Gender Pay Gap by Age Range

Age Range	Proportion Female	Proportion Male	Headcount	Average Female Hourly Rate	Average Male Hourly Rate	Pay Gap
<20	50.0%	50.0%	8	£12.93	£13.80	+6.3%
20-29	51.5%	48.5%	476	£17.24	£18.27	+5.7%
30-39	46.2%	53.8%	1,121	£22.47	£24.10	+6.8%
40-49	55.4%	44.6%	1,156	£26.64	£29.84	+10.7%
50-59	55.6%	44.4%	1,137	£25.26	£32.64	+22.6%
60+	49.2%	50.8%	567	£23.14	£35.94	+35.6%

5.2. Part-Time Working

As can be seen from **Table 19**, the highest proportion of those working part-time remain at grades 1 (88.4%) and 2 (48.4%).

At grades 1-9, we employ more female part-time staff than males. Part-time gender pay gaps across grades are much lower than that for overall staff. In grades 1, 4, 5, 6, 7, and 10 the part-time pay gap is in favour of female staff. In contrast, in grades 2, 3, 8 and 9 and Professor & Director roles, the part-time pay gap is in favour of men. Of note, the part-time pay gap in grade 3 (9.9%) is noticeably higher than in other grades.

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

Table 19: Percentage of Part-time Working Staff and Pay Gap of Female Part-Time Staff Verus Male Full-Time Staff

Grade Level	% Part-Time Staff	Pay Gap
1	88.4%	-0.1%
2	48.4%	3.0%
3	22.6%	9.9%
4	19.7%	-1.8%
5	29.3%	-3.7%
6	24.4%	-0.4%
7	15.9%	-1.4%
8	15.8%	2.0%
9	15.4%	2.0%
10	9.5%	-2.1%
Professor & Director	19.0%	3.6%

5.3.   Allowances

Non-Standard Working/Contractual Overtime

The figures set out in **Table 20** 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 hour/7 days cover, such as security services.

Table 9: Non-Standard Working / Contractual Overtime*

Grade Level	No. of Females Receiving	Proportion Female Population	No. of Males Receiving	Proportion Male Population
1	12	5.7%	4	10.3%
2	15	42.9%	14	51.9%
3	15	24.6%	54	55.1%
4	10	9.2%	28	43.8%
5	14	4.7%	14	12.7%
6	6	1.9%	14	5.4%

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

Additional Payments

The information set out in **Table 21** includes acting up allowances and Head of Department/School/Vice Dean allowances. This illustrates that more female than male staff are receiving additional payments in grades 6, 7, and 10. In contrast, more male than female staff are receiving additional payments in grades 8 and 9, and Professor & Director level.

Table 10: 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	Proportion Female Population	No. of Males Receiving	Proportion Male Population
6	5	1.6%	1	0.4%
7	9	1.9%	3	0.6%
8	4	1.0%	7	1.7%
9	4	2.1%	6	2.3%
10	13	15.5%	15	13.5%
Professor & Director	22	20.8%	46	18.7%

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

6. Disability Pay Gap

6.1.   Composition and Numbers of Staff

There has been an increase in staff who identify as being disabled, from 193 (4.5%) in 2023 to 256 (5.7%) in 2025.

6.2.   Overall Disability Pay Gap

As can be seen from **Table 22**, our overall disability pay gap is 6.3% in favour of staff who identify as being non-disabled. This is a 0.6% decrease since our last report in 2023 (6.9%).

Table 11: Number of Disabled Staff and Disability Pay Gap

Number of Disabled Staff	Disabled Staff as Proportion of Total Staff	Pay Gap					
		2015	2017	2019	2021	2023	2025
256	5.7%	1.2%	4.8%	4.9%	4.8%	6.9%	6.3%

6.3.   Data Limitations

At present, the disability status of 17.6% staff is unknown; this is much higher than the 5.7% who identify as being disabled. Furthermore, 1.0% of staff currently prefer not to declare their disability status. We continue to encourage staff to encourage staff to update their details on our HR & Payroll system. Whilst this has resulted in an increase in the number of staff identifying as being disabled, together with a reduction in data gaps, we recognise that there is still work to do to ensure our data is accurate, valid and reflective of our staff population.
Indeed, due to the high proportion of "not known" responses, together with a relatively low proportion of staff who identify as being disabled, it has not been possible to produce a meaningful view of a grade-by-grade comparison and of occupational segregation for disability.

6.4.   Our Commitment and Future Actions

We are committed to ensuring equality in pay for disabled staff. We are a Disability Confident Employer, supporting us to make the most of the talents that disabled people can bring to our workplace, and have therefore committed to various actions. As a Disability Confident employer, we are:

- Challenging attitudes towards disability.

- Increasing understanding of disability.

- Removing barriers to disabled people and those with long-term health conditions.

- Ensuring that disabled people can fulfil their potential and realise their aspirations.

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.

Our Staff Disability Adviser continues to support 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.

We recognise that collecting accurate and valid staff disability data is important to inform our decision making and shape our action plan to reduce pay gaps. A specific action for 2025-2029 will focus on encouraging staff equality data declaration through tackling "not known" and "prefer not to say" responses.

7. Ethnicity Pay Gap

7.1. Composition and Numbers of Staff

There has been an increase in staff who identify as being from a Black, Asian, Minority Ethnic (BAME) background, from 437 (9.7%) in 2023 to 505 (11.3%) in 2025. The BAME definition is widely recognised and used to identify patterns of marginalisation and segregation caused by attitudes toward an individual's ethnicity. Despite this, the University recognises the limitations of this acronym, particularly the:

- Assumption that minority ethnic staff are a homogenous group.

- Acronym's function as a label to describe minority ethnic groups of people, rather than identities with which people have chosen to identify.

- Perception that BAME refer only to non-White people, which does not consider White minority ethnic groups.

7.2. Overall Ethnicity Pay Gap

As presented in **Table 23**, the overall pay gap is 0.8% in favour of White staff (a slight increase from -1.8% in 2023). Despite previous year on year improvements, unfortunately, this has increased by 2.7% since the 2023 report. Given this, we will monitor data regarding this gap and consider what action is necessary.

Table 12: Ethnicity Pay Gap

Number of BAME Staff	BAME Staff as Proportion of Total Staff	Pay Gap					
		2015	2017	2019	2021	2023	2025
505	11.3%	-6.0%	-6.9%	-6.3%	-2.2%	-1.8%	0.8%

7.3. Data Limitations

At present, the ethnicity of 12.0% staff is "not known"; this is higher than the 11.3% of staff who identify as being from a BAME background. Furthermore, 2.4% of staff currently prefer not to declare their ethnicity. We continue to encourage staff to encourage staff to update their details on our HR & Payroll system. Whilst this has resulted in an increase in the number of staff identified as being from a BAME background, together with a reduction in data gaps, we recognise that there is still work to do to ensure our data is accurate, valid and reflective of our staff population.

Indeed, due to the high proportion of "not known" responses, together with a relatively low proportion of staff who identify as being from a BAME background, it has not been possible to produce a meaningful view of a grade-by-grade comparison and of occupational segregation for ethnicity.

7.4. Our Commitment and Future Actions

We are committed to ensuring equality in pay for staff of colour and those from racially minoritised groups. The University has devised several strategies to further advance equality, diversity and inclusion in this area. A Race Equality Working Group (REWG) was formed in 2020 with a remit to work to:

- Ensure an inclusive environment for Black Asian and Minority Ethnic (BAME) students and staff.

- Promote racial diversity across the University.
- Improve the educational and employment outcomes for BAME students and staff, where required. In November 2021, the Equality, Diversity and Inclusion Committee (EDIC) approved an "anti-racist statement" and a phased action plan for the next two years. The Race Equality Working Group Report 2022 was subsequently published and the Race Equality Steering Group (RESG) was then established to implement the REWG recommendations. The work of the RESG has been superseded by a Self-Assessment Team which is building on the work of the RESG and focusing efforts towards achieving the Race Equality Charter.

As with disability, we recognise that collecting accurate and valid staff ethnicity data is important to inform our decision making and shape our action plan to reduce pay gaps. A specific action for 2025-2029 will focus on encouraging staff equality data declaration through tackling "not known" and "prefer not to say" responses.

8. Progress in Delivering Our 2023-2025 Actions

The actions that were taken to address our gender pay gap, and associated issues since our last report in 2023, are presented in this section.

8.1. Recruitment

In our previous report, and supporting action plan, we stated that we will continue to focus on recruiting a diverse range of candidates and attracting senior female talent. Our response is detailed below.

We Reviewed Diversity Recruitment Action Plans for a Range of Vacancies, Particularly in Professional Services

- We reviewed our Diversity Actions Plan to reflect our commitment to attracting and retaining a diverse range of candidates and appointed staff at Grade 6 and above, previously only for academic posts, but now also including Professional Services.
- To support this, the Diversity Action Plan template was revised and launched in late 2023.
- The plan is to be completed by the hiring manager prior to advertising any vacancy.

- The plan outlines the steps that Departments will take to encourage applications from a diverse pool of candidates and evidence attempts that have been made to target applicants from under-represented groups, including the use of internal communication platforms, external networks, and social media.
- To support completion, Guidance for Recruitment Diversity Action Plans has been created. A video has also been drafted and will launch later in 2025.
- **This action is complete.**

We Enhanced the Vacancy Webpage and Further Particulars (FP)

- Our vacancies webpage and Further Particulars (FP) have been updated to reflect and encourage diversity. These now include logos for the Armed Forces Covenant, Athena Swan Silver, Carers Positive Exemplary Status, Disability Confident Employer, Happy to Talk Flexible Working, Healthy Working Lives Gold Award, Miscarriage Association Pregnancy Loss Pledge, and Working Families Employer Member.
- For campaigns such as global talent, we use FPs with primarily only female and BAME images.
- **This action is complete.**

We Enhanced Training Provision for Selection Panel Members

- All staff are requested to complete the Diversity in the Workplace, Insiders and Outsiders, and unconscious bias e-learning courses.
- It is recommended that staff taking part in recruitment panels also undertake the Recruitment and Selection e-learning course.
- The Equality & Diversity Office staff are developing a new all-staff EDI e-learning course due to launch later in 2025. This will replace some of the existing EDI e-learning on the induction checklist but will not include substantive content on recruitment and selection, as it is designed to be a more general introductory course for all staff.
- Scoping is currently being undertaken regarding the creation of a bespoke in-house e-learning module on recruitment.
- **This action is partially complete and will be carried over to the 2025-2029 Action Plan.**

We Introduced a Diversity Shortlisting Check in our Recruitment Process for Global Talent and Considered this for Senior Appointments

- Diversity shortlisting checks were introduced for Global Talent roles over three years ago.
- The purpose of this initiative is to ensure that shortlisted candidates are suitably diverse before progressing to interview stage.
- Here, recruitment panels assess applications against the essential and desirable criteria. HR then examines the shortlisted candidates, to ensure these are sufficiently diverse (in relation to disability, ethnicity and gender). Where these are not suitably diverse, HR may request that the panel takes additional steps, such as readvertising the position, to increase the diversity of shortlisted candidates.
- The feasibility of expanding the check to senior level Professional Services appointments was examined, which included a benchmark exercise of other Universities.
- Subsequently, the shortlisting check will be maintained for Global Talent. Local departments are expected to decide whether to include a shortlisting check in their Diversity Actions Plans for other roles.
- **This action is complete.**

We Began a Review of the Direct Appointments Process

- A review has been conducted following meetings with staff across faculties who have used the process to recruit fixed-term staff onto research projects.
- A summary report is being produced, together with recommendations for consideration.
- **This action is nearing completion and will be carried over to the 2025-2029 Action Plan.**

We Considered the Implementation of Quotas at Certain Stages of the Recruitment Process, Such as Shortlisting

- An external benchmarking exercise on the use of such quotas was conducted and it was found that other HEIs do not use these to tackle under-representation.
- If relevant, quotas will be examined as part of local Diversity Action Plans.
  This action is complete.

8.2. Occupational Segregation

We continued to consider initiatives for tackling vertical occupational segregation. We reviewed our pay structure in relation to Grades 1, 2 and 3 in response to changes to the national pay scales to ensure that these can accommodate our commitment to the Voluntary Living Wage. Our response is detailed below.

We Considered Possible Initiatives to Specifically Tackle Vertical Occupational Segregation Within Lower Grades

- We have conducted a review of the pay spine to take account of compression in the lower grades as a result of our commitment to paying the Voluntary Living Wage. Revised shorter pay grades will be implemented from June 2025 which will result in increases in pay for all staff in grades 1 to 3 and a significant number of staff in Grade 4. It is expected that these changes will have a positive impact narrowing pay gaps within these grades.
- **This action is complete.**

8.3. Promotions

We continue to develop our talent pipeline and provide support to encourage a diverse range of staff to apply for promotions. In doing so we are building on existing mentoring programmes and training on our internal promotions process to support career progression, providing those considering promotion with guidance. Our response is detailed below.

We Launched a Reciprocal Mentoring for Inclusion Initiative in March 2024

- For staff from an under-represented group within Strathclyde, for example staff who are women, care experienced, disabled, part of the LGBTQ+ community, from a minority ethnic background or have a recognised religion or belief.
- The staff are matched with a member of the Executive Team who meets with them on a one-to-one basis every 6 weeks or so over a 12-month period.
- The staff helps the Executive Team member understand their lived experience and how our equality policies and practices impact on them.

- In return, as an equal mentoring partner, the Executive Team member helps the staff to develop their leadership skills, giving them insights into senior level decision making and governance and help them network effectively.
- At the end of the 12-month pilot, the Executive Team will develop an action plan based on our enhanced understanding of barriers to inclusion.
- This is still on-going, with an expected review date of September 2025.
- **This action is on track for completion as scheduled.**

We Provide Support or Development for People Going for Promotions

- Previously, briefing sessions and seminars on promotions were delivered by faculty/Professional Services HR Teams.
- Going forward, the initial plan was for formal training delivered by progression coaches, which accounted for both the university wide paperwork and process as well as local faculty needs (such as the specific research and citizenship balance), to be implemented.
- Following consultation, it was found that faculty needs and cultures were distinct and, as such, the preference has been to maintain local interventions.
- Of note, the Organisational & Staff Development Unit (OSDU) has a career coach who works with research and academics across all faculties.
- **This action is complete.**

We Developed Role Specific Mentoring

- OSDU has developed and launched additional mentoring programmes for APS and Technician roles. 16 Professional Services staff and 3 from Technical Services have already been matched with more expected to participate over the coming year.
- OSDU have developed a female technician's network, as women are currently under-represented in this area, and have signed up to the Technician's Commitment. This is a university and research institution initiative, led by a steering board of sector bodies, hosted by the UK Institute for Technical Skills & Strategy. The Commitment aims to ensure visibility, recognition, career development and sustainability for technicians working in higher education and research, across all disciplines.
- **This action is complete.**

We Began Developing Guidance and Support on Academic Professional Appointments Panel (APAP)

- A revised Pre-APAP process, principles and supporting guidance has been drafted.
- The next stage will be to approve and roll these out to faculties as part of bespoke training sessions for staff and panel members.
- **This action will be carried over to the 2025-2029 Action Plan.**

8.4. Senior Knowledge Exchange Roles

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

We have begun this review, and this action will be carried over to the 2025-2029 Action Plan.

8.5. Staff Equality Networks

We extended our carer's support network to include a parent's support and will increase awareness and usage of the women's network within Strathclyde. Our response is detailed below.

We Established Parents' and Family Staff Network

- In June 2023, a dedicated Parents' and Family Staff Network was launched.
- Currently there are over 40 members.
- The Network meets in person and remotely over Teams, through which staff can instant message each other and share support resources.
- Current actions are focused around raising awareness of all the networks and delivering a series of workshops during 2025.
- To raise awareness of this, and other networks, we have an Equality and Diversity Stall, complete with a banner and postcard at staff inductions.
- **This action is complete.**

We Relaunched the Women's Staff Network

- The Women's Network relaunched in March 2024.

- Staff were invited to a panel discussion and informal networking event to the relaunch the Strathclyde Women's Network.
- Since then, several sessions and events have been successfully delivered.
- Future sessions, events and socials are planned for 2025.
- **This action is complete.**

8.6. Information Gathering

We reviewed options to encourage staff to declare their equality information as part of the implementation of iTrent, our new HR and Payroll System. Our response is detailed below.

We Identified Valid Equality Data Monitoring as Part of iTrent Considerations

- HR, the EDI Team and the Staff Disability Adviser collaborated to agree best practice equality monitoring questions and answer fields - which will still support our annual HESA staff return and are aligned to the Scottish Census 2022 to support benchmarking - to be included within iTrent.
- **This action is complete.**

We Identified Actions to Encourage Equality Data Declaration

- We presented a paper to the University's Equality, Diversity & Inclusion Committee (EDIC), detailing a series of short-, mid, and long-term actions to tackle data gaps and encourage and support staff to update and provide their details. Specific actions include:
  o Creating an animated video, FAQ and awareness raising communications explaining the rationale for monitoring and reassuring staff about anonymity and confidentiality.
  o Encouraging senior managers to act as positive role models by declaring their data.
  o Including agenda points to encourage and support discussions in team meetings.
  o Encouraging Committee members across the University to act as positive role models by declaring their data.
  o Concentrating on encouraging staff within faculties, departments, and job categories with a relatively high proportion of "not known" and "prefer not to say" responses and encouraging them to provide their equality information.
  o This paper was approved, and we are currently delivering these actions.

- **Actions are ongoing and will be carried over to the carried over to the 2025-2029 Action Plan.**

8.7. Review of Existing Policies

We committed to carrying out a review of all existing policies to ensure they remain socially progressive, bold and innovative, providing our staff with the best support available. In response:

- 59 policies and procedures have either been revised or created in accordance with our accessibility, inclusion, and conversational tone and style principles. These policies take account of both Policy Forum Feedback and benchmarked best practice.
- The Policy Forum is comprised of representatives from across the University, with a variety of grades and job families, as well as Trade Union representatives and staff equality network representatives and EDI colleagues:
  - o HR proposes policies for review to the forum at an early stage, gathers feedback, and then drafts/amends policy on this prior to taking to formal committees.
  - o The feedback also helps with completion of Equality Impact Assessments.
  - o We have seen positive impact from this, including feedback from our Staff Committee and Combined Joint Negotiation and Consultation Committee (CJNCC), as well as receiving a University values team medal for this work.
  - o There are proposals to mirror this for student policies.
- All policies, procedure, guidance, and related resources can be accessed from our new People Hub; a one stop shop for support and will evolve over time. Revised policies and procedures begin with a list of key changes. A clear review schedule details when policies and procedures will next be reviewed.
- **This action is complete.**

8.8. Culture

We will continue to promote inclusive role models at the University through our internal communications. In response, we:

- Work closely with our Corporate Communications colleagues.

- Deliver accessible and inclusive communications within Inside Strathclyde, our digital staff newsletter, and regularly promote positive role models. For example, we include regular people focused articles, including showcasing case studies of promoted women who work flexibly.
- Furthermore, several Case Studies included as part of Strategy 2030 are people focused.
- **This action is complete.**

8.9. Working Families Benchmark

In our previous report and supporting action plan, we stated that we had signed up to the Working Families Benchmark, the only tool available that measures all aspect of flexible working and work-life policies and practice. In response, we:

- Have now participated three times and are steadily making progress.
- Made improvements following the dedicated provided support, through informing our policy review process, subsequently enhancing the employee experience for our parent and carer staff.
- **This action is complete.**

9. Equal Pay Statement 2025-2029

9.1. Introduction and Context

The University of Strathclyde is committed to the principle of equal pay for equal work for all staff. In particular, we are committed to pay equality for all our staff regardless of disability, gender, sex or ethnicity.

We strive to to ensure that we have fair and just pay systems. We believe that, in eliminating bias in our pay system, we are sending a positive message to our staff and students. It also makes good business sense to have a fair and transparent reward system, that will help us control costs and follow good practice in workforce planning, and we recognise that avoiding unfair discrimination will improve morale and enhance efficiency. As such, we are committed to working in partnership with our recognised Trade Unions to take action to ensure we provide equal pay.

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.

Over the years, we have proactively reduced our gender pay gap in line with our commitment to pay equality. Continuously closing the gender pay gap, as demonstrated by a year-on-year reduction, is a key performance indicator for the University.

We will ensure that our policies and processes are consistently applied to minimise and remove both organisational segregation and associated pay gaps for disability, ethnicity (race), and gender (sex).

To ensure that our excellent record of achieving equal pay for equal work is retained, we will continue to monitor pay, within grades (equal pay), between:

- Female and male staff.
- Persons who are disabled and persons who are not.
- Persons who fall into a minority racial group and persons who do not.

The University has five core values: People Oriented, Bold, Ambitious, Innovative, and Collaborative. We continue to 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.

9.2. Objectives and Commitments

Our objectives are to

- Eliminate any unfair, unjust or unlawful practices that impact on pay.
- Take appropriate remedial action.

We commit to:

- Conducting an equal pay review every two years.
- Monitoring pay gaps in partnership with our recognised Trade Unions.
- Using an evidence-based approach, through the analysis of staff data, to understand the cause of pay gaps within the University.
- Developing a SMART action plan - in which to deliver actions in a planned programme - to address these pay gaps.
- Dedicating appropriate resources to achieving equal pay.

- Assigning responsibility and accountability for the equal pay statement, and supporting action plan, to our Chief People Officer who will provide regular updates to Executive Team and recognised Trade Unions.

9.3. Contributing Factors to our Gender Pay Gap

The following historical and societal factors are contributing to our gender pay gap:

- Vertical occupational segregation, in which female staff are clustered within lower grades, particularly grades 1, 2, 4, 5, and 6, which pay less.
- Horizontal occupational segregation, in which female staff ae clustered within specific types of roles, particularly APS 6+ and Operational job category roles, which pay less.
- The interplay between age and pay, in which pay gaps increase with age, and the potential impact of decreased staff turnover in higher age ranges.
- To a lesser degree, the interplay between part-time status and pay grades, in which part-time female staff are clustered within lower grades which pay less.

In combination, there is a high proportion of "not known" responses, together with a relatively low proportion of staff who identify as being disabled and from a BAME background. As such, it has not been possible to produce a meaningful analysis by grade and occupational segregation for disability and ethnicity.

9.4. Key Actions and Supporting Plan 2025-2029

To continue to reduce our pay gaps, and address the contributing factors, the following nine actions have been devised. A supporting SMART action plan will be created to deliver these actions over the next four years. This plan will present the actions, together with key milestone, timescales, responsibilities and success measures.

We Will Conduct a Review and Option Appraisal for Senior Professional Level Knowledge Exchange Roles to Consider Whether a Zone-Based Approach Would Be Desirable

This will be done through:

- Creating a working group to scope and plan actions, including conducting a benchmarking exercise to determine suitability and making appropriate recommendations.

- Presenting recommendations to Executive Committee.
- Incorporating approved recommendations into policy and practice.

We Will Continue to Improve the Validity of Staff Equality Monitoring, and Tackle Data Gaps, to Better Examine Intersectional Data

This will be done through:

- Incorporating the proposed improved staff equality monitoring questions and answer fields options within iTrent at launch.
- Increasing equality data declaration among staff through developing, launching and reviewing our communications plan to improve completion rates. This will be supported by capturing the equality information of those who are recruited by means other than the normal online application process, including direct appointments and via external recruitment agencies at the point of appointment.
- Expanding the analysis and reporting of equality data to including an intersectional analysis - across age, disability, ethnicity and gender - to support statutory reporting, equality charters, and internal initiatives. Of note, we will model and forecast the impact of staff age range on our current and future disability, gender and ethnicity pay gaps, to better support and inform recruitment and succession planning initiatives to close the gaps. This analysis will also examine staff turnover across age ranges to determine whether turnover decreases with age, further compounding challenges with tackling pay gaps in older age ranges.

We Will Review and Make Improvements to the Professional Services Promotion/Regrading Process

This will be done through:

- Conduct a review of the policy and process and identify appropriate recommendations, in parallel to an ongoing internal audit and continuous improvement project.
- Incorporating approved recommendations into policy and practice.

We Will Improve the Academic Promotions Process Through Implementing New Guiding Principles

This will be done through:

- Incorporating guiding principles into academic promotions guidance which will take account of our commitment under the Coalition for Advancing Research Assessment (CoARA) with reference to responsible research assessment.
- Rolling out these principles to Faculties.
- Reviewing promotion applications and outcomes to assess the impact of these principles.
- Developing, piloting and roll out bespoke training session for Faculty and University promotions panellists.
- Continuing to develop our talent pipeline through building on existing mentoring and coaching programmes and guidance to support internal promotions.

We Will Improve Academic Recruitment Policies and Procedures to Positively Impact Underrepresentation by Gender with an Intersectional Lens

This will be done through:

- Reviewing the impact of the direct appointments process on the gender composition of the University and making suitable recommendations.
- Continuing to support the use of Diversity Action Plans through providing enhanced support, development and awareness raising communications.
- Revising the Further Particulars Template to improve accessibility.

We Will Improve General Recruitment Policies and Procedures to Positively Impact Underrepresentation by Gender with an Intersectional Lens

This will be done through:

- Enhancing and communicating Game Changers good practice for recruitment guidance across the University.
- Devising and providing enhanced training for selection panel members.
- Considering initiatives to specifically tackle vertical segregation across lower grades.

- Launching a new "Inclusive Recruitment Pilot" to tackle and redress underrepresentation in APS roles.

We Will Continue to Review and Make Necessary Improvements to Flexible and Agile Working Policies and Procedures

This will be done through:

- Continuing to take part in the annual Working Families Benchmark which measures all aspects of flexible working and work-life policies and practice.
- Continuing to raise awareness of the Flexible Working Policy, including request for flexible working being a "day one" right.
- Continuing to review and enhance the Agile Working Toolkit, as appropriate, to better support staff and managers.
- Engaging with key staff, Trade Unions and staff equality networks, as part of Staff Policy Forum, to better inform equality impact assessments, supporting policy development and review to support inclusion.
- Developing and rolling out hybrid meeting guidelines, based upon existing and good practice.

We Will Seek to Improve Job Security for Researchers

This will be done through:

- Monitoring and reviewing the number and proportion of Researchers on fixed-term contracts to achieve year-on-year reduction in % of fixed-term staff with more than three years' service (as per the Strathclyde Pledge).
- Enhancing guidance for managers of Researchers on use of fixed-term contracts.
- Reviewing and enhancing end-of-contract support for Researchers, including redeployment policy and processes, and communication strategies.
- Considering approaches to record and monitor staff career destinations.

We Will Review and Make Improvements to Staff Workload Allocation Procedures, Particularly to Address Concerns Regarding Gender Imbalances

This will be done through:

- Reviewing the staff workload principles, to support a more consistent approach between faculties and departments and making appropriate recommendations.
- Presenting recommendations to Executive Team.
- Incorporating approved recommendations into policy and practice.

10. Looking Forward

This report identified our current disability, ethnicity (race), and gender (sex) pay gaps, and examined associated vertical and horizontal occupational segregation. This information informed the development of our Equal Pay Statement 2025-2029.

We will again publish our latest pay gap information in April 2027. This will allow us to make any additional revisions to the statement and supporting action plan.

Finally, we will deliver the action plan over the next four years to continue to reduce our pay gaps. Doing so will inform the development of our next equal pay statement, due in April 2029.