

PSED - Equal Pay Requirements – Disability and Ethnicity

1. Introduction

Our strategic plan, *Inspiring People – Changing the World* sets out our ambitions to be a world class, world-changing University with our staff at its heart. The strategy sets out our commitment to attract world-changing talent and develop, empower and reward our people in line with our values and their contribution to our success. Building on the University’s position as one of the world’s great, broad-based, research intensive universities can only be achieved through our people and it is vital that we provide a conducive world-class working environment in which our staff can flourish.

The University of Glasgow’s pay and grading structures are underpinned by a systematic and analytical approach to job evaluation designed to measure the relative value of roles in a consistent, transparent and fair way. This coupled with the introduction of professorial zoning and banding at senior executive levels, have largely eliminated pay inequality within Grades.

For a number of years the University has conducted detailed analysis on equal pay in relation to gender, and the University has recently agreed a Gender Pay Strategy and Action Plan. However, we have not fully considered of our pay and grading structure on Disabled and Non-Disabled staff, or on White and Black and Minority Ethnic (BME) staff.

2. University of Glasgow – context

Charts 1 and 2 outline the percentage of staff who have declared a Disability, and those who have identified their ethnicity as White or BME. All data provided is from the University’s Staff Equality Monitoring Report 2015-16¹.

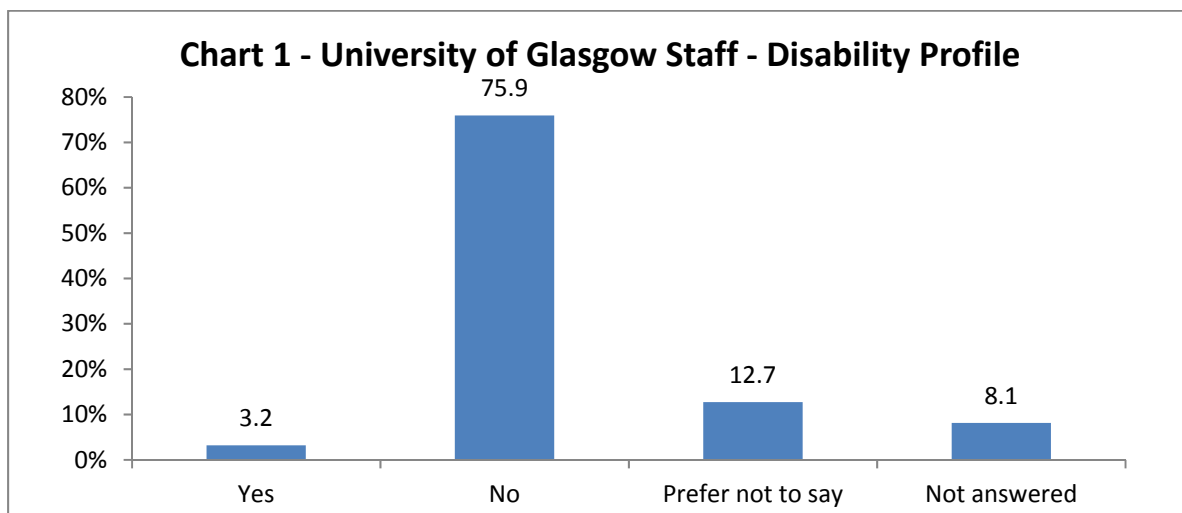


Chart 1 shows 3.2% of University staff has declared a disability. This is static from 2014-15, but shows a steady rise from 2.6% in 2011 when the University started to report annually. There continues to be a high percentage of staff who have not answered the question (8.1%), or who have selected Prefer not to say (12.7%). This totals 20.8% of staff choosing not to declare whether they have a disability.

¹ http://www.gla.ac.uk/media/media_505877_en.pdf

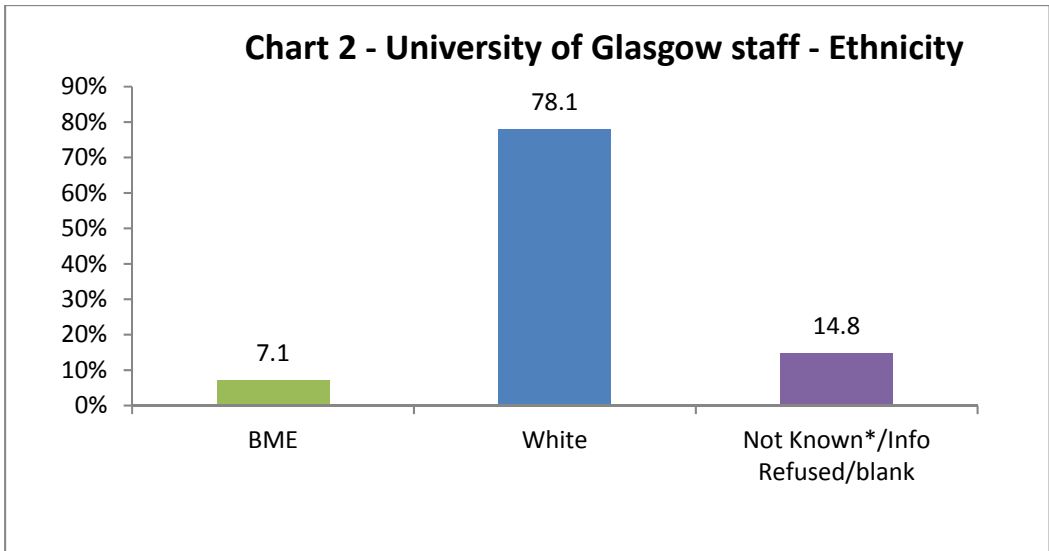


Chart 2 shows 7.1% of University staff have declared a BME background (up from 5.3% in 2011-12). However, non-disclosure rates are high for ethnicity, with 14.8% of staff either not completing the information (not known/blank) or refusing to provide the information (information refused).

For both these categories, low disclosure rates are a concern, and the University has tried a number of methods to increase disclosure rates. This has included sending all staff emails, writing articles for MyGlasgow News and hard copy newsletters for Operational staff and targeting emails to staff who have not responded to the Ethnicity and Disability sections. All of these methods have resulted in marginal increases in disclosure.

3. Occupational Segregation

Occupational segregation is the distribution of people across and within occupations and jobs, based upon demographic characteristics. Occupational segregation is represented in two ways – ‘vertical’ segregation, where there is clustering of the demographic (i.e. Disabled vs. Non-Disabled) at different levels of the organisation and ‘horizontal’ segregation, where there is clustering the demographic (i.e. White vs. BME) into different types of work.

3.1 Disability

Chart 3 considers vertical segregation for Disabled and Non-Disabled staff.

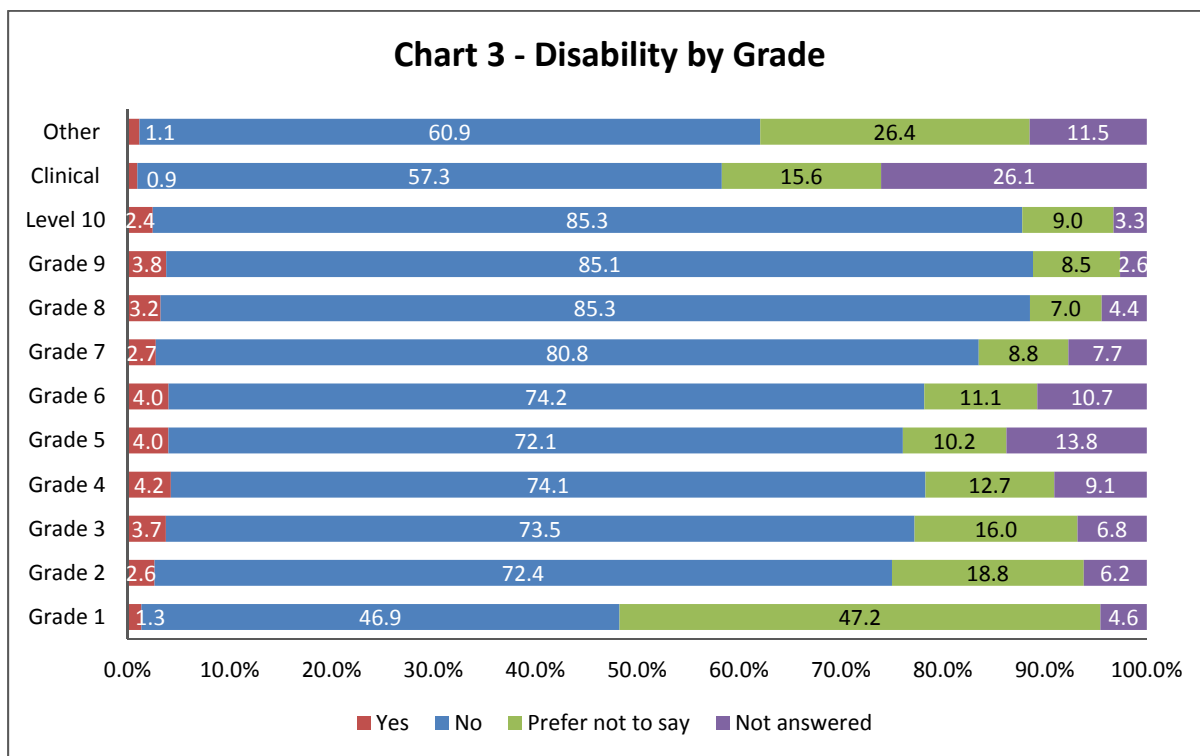


Chart 3 shows there is a relatively even spread of staff with a disability across the grades, with the exception of Grade 1, Clinical staff and Other with a low return, and the highest non-disclosure rates. The highest proportions of staff with a disability are Grades 4-6 all at over 4%.

When considering vertical segregation it is difficult to draw conclusions, given the even spread of those disclosing a disability.

Chart 4 and 5 considers horizontal segregation for Disabled and Non-Disabled staff.

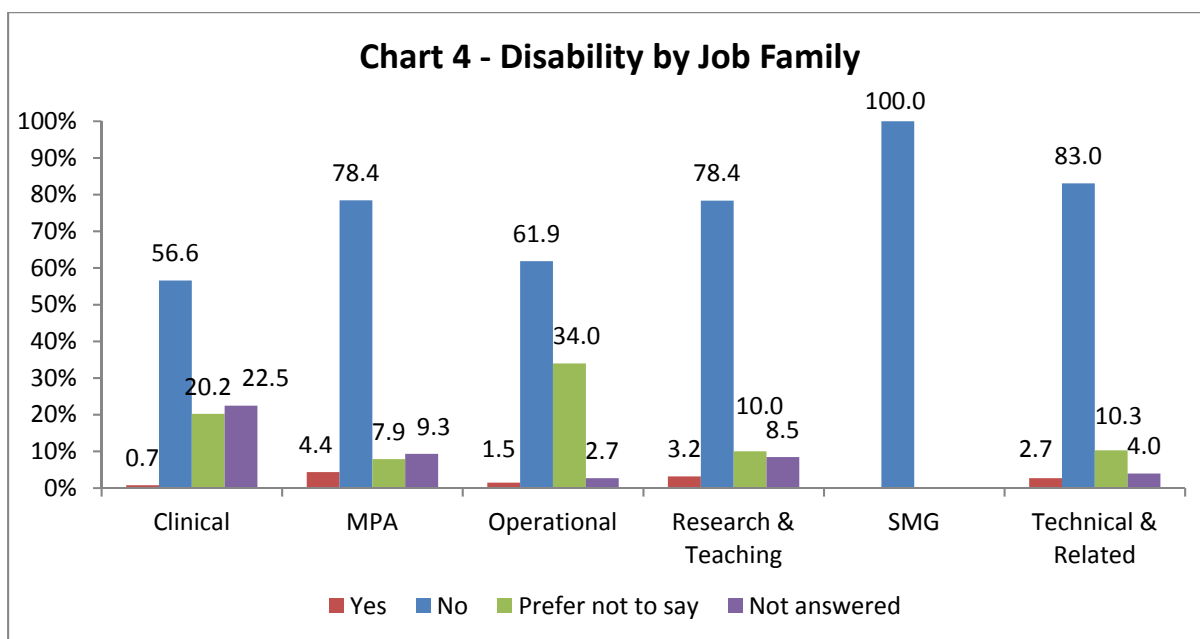


Chart 4 highlights Management, Professional and Administrative (MPA) staff have a highest declaration rate for disability, followed by Research and Teaching staff. Clinical and Operational staff have a disproportionately low response rate at 0.7% and 1.5% but a high rate of ‘Prefer not to say’ (20.2% and 34% respectively) responses.

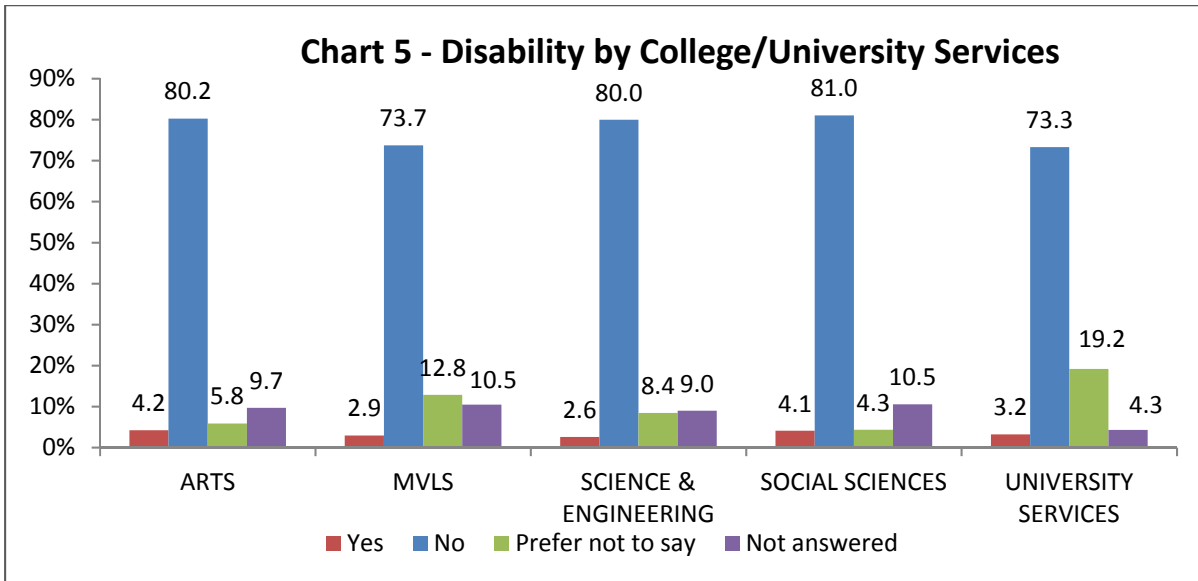


Chart 5 illustrates disabled staff are evenly spread across each of the four Colleges and University Services. Arts and Social Sciences have the highest percentage of disabled staff. Significant numbers of staff still ‘Prefer not to say’ whether they have a disability, this is particularly high in University Services and MVLS. However, this mirrors the data in Chart 4, as all Operational staff are in University Services and all Clinical staff are in MVLS.

It is difficult to draw any conclusion in relation to horizontal occupational segregation in relation to Disability given the high non-disclosure rates.

3.2 Ethnicity

Chart 6 considers vertical segregation for White and BME staff.

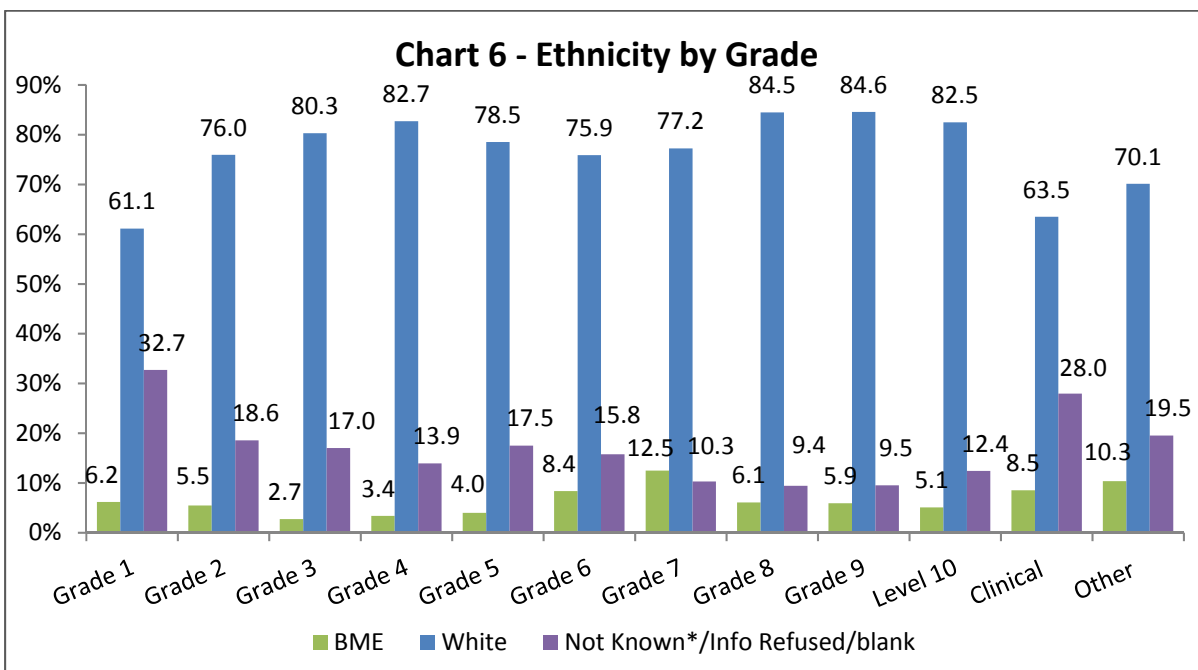


Chart 6 shows the grades and ethnicities of staff. The highest percentage of BME staff is in grade 7 (12.5%), and the lowest is in grades 3-5 (between 2.7%-4%). There has been a steady increase since 2011 of BME staff in level 10

(from 2.3% - 5.1%). In terms of vertical segregation, the bunching of BME staff seems to be in middle grades (6-8); however, it is difficult to draw conclusions given the low declaration, particularly in grade 1, but generally across all grades.

Charts 7 and 8 consider horizontal segregation for White and BME staff.

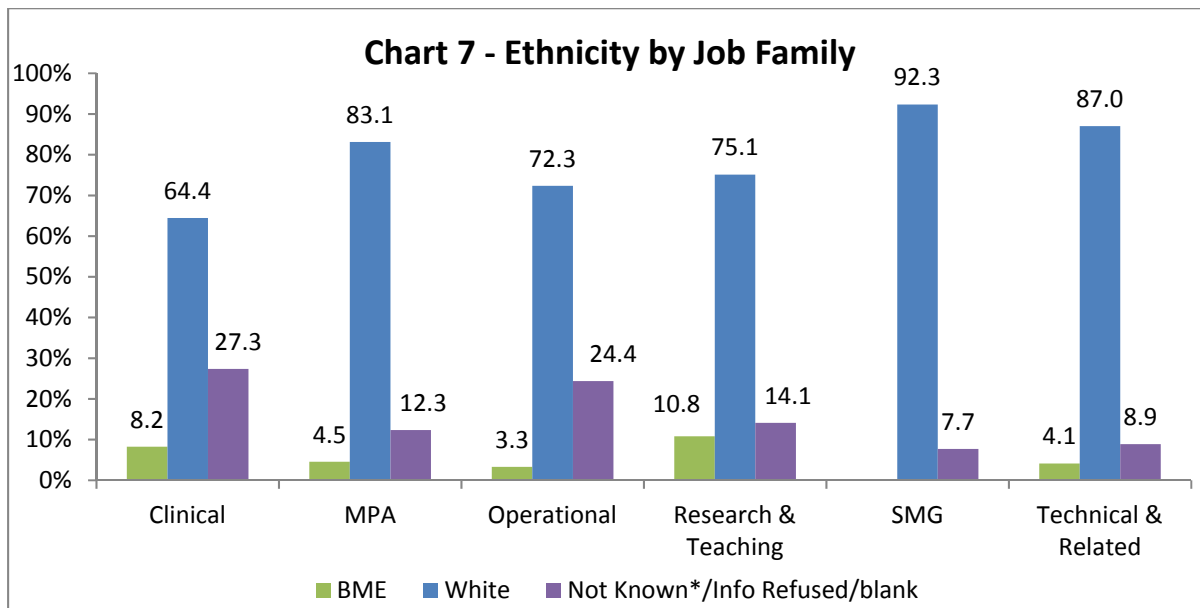
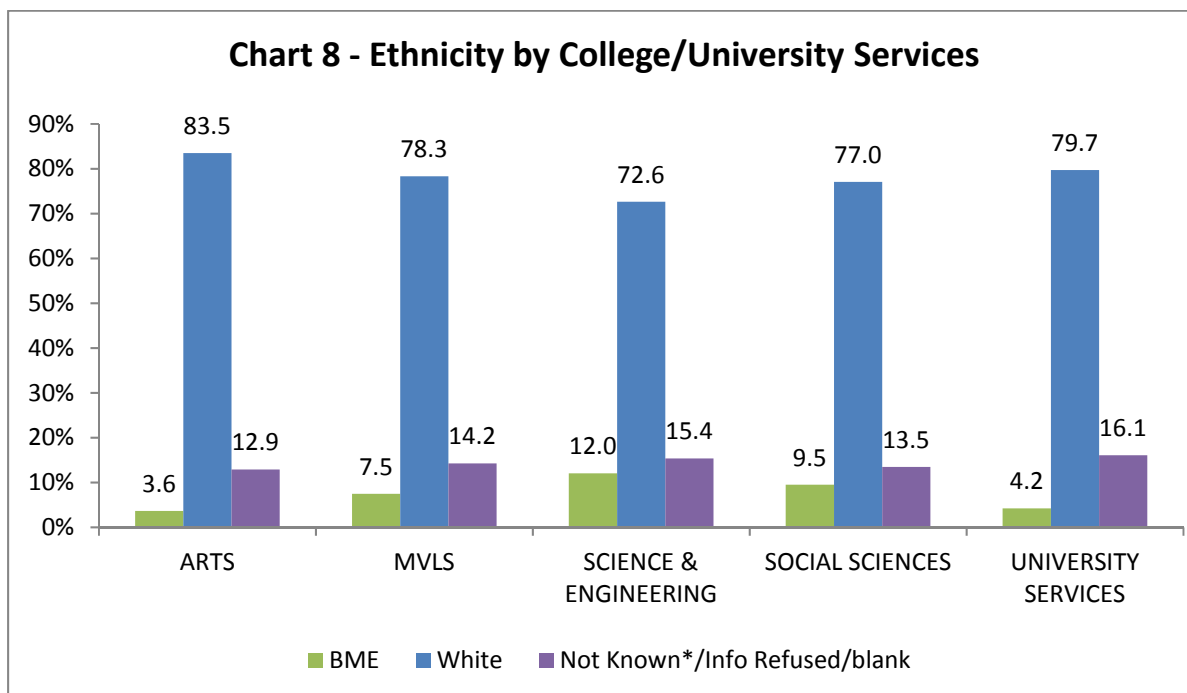


Chart 7 shows the highest proportion of BME staff is now represented in Research and Teaching (10.8%), followed by Clinical (8.2%). There no BME members of SMG and Operational staff has the lowest percentage of BME staff at 3.3%. The percentage of staff with 'Not known/Info refused/blank' remains very high within the Clinical and Operational job families.



Science and Engineering is the most ethnically diverse College, with 12% of staff from a BME background. Social Sciences has a higher percentage of BME staff than University average at 9.5%. There are low percentages of BME

staff in Arts and University Services. The percentage of staff with no disclosure in relation to ethnicity is high across all the Colleges, but highest in University Services.

The data shows there seems to be horizontal segregation for BME staff. BME staff are clustered in the Research and Teaching and Clinical job family, and in the Colleges of Science and Engineering, Social Science and MVLS. The MPA job family and University Services, where we have lowest percentages of BME staff.

4. Pay calculations

The information below only provides comparators, where they exist. If the equal pay gap is negative, this mean the gap is in favour of the minority group (Disabled/BME staff).

Employers must give Disabled/Non-Disabled and White/BME equal treatment in their terms and conditions of employment where they are performing equal work. Equal pay covers all aspects of pay and benefits and equal work as defined for this purpose falls into three categories:

- 'like work' – work that is the same or broadly equivalent
- work rated as equivalent under an analytical job evaluation scheme
- work found to be of equal value in terms of the demands of a job - effort, skill or decision making.

Equal pay is based on individuals comparing their pay with others who are, broadly speaking, doing similar or 'like' work.

EHRC guidance describes percentage differences that fall out with 95-105% i.e. +/-5% as constituting a statistically significant difference in pay. Gaps of over 5% require to be investigated and acted upon whilst gaps that exceed 3% may also warrant further investigation where a pattern or a trend emerges, for example, where all or most of the differences are in favour of one gender.

To allow for a meaningful outcome, the University has excluded all staff who did not declare their ethnicity or disability status. This includes those who stated 'Prefer not to say' or 'Information refused'.

There are a number of pay scales, which sit outside the University grading structures; this is the result of historical TUPE transfers and/or due to pay scales that are determined by external bodies. These staff have been assimilated to the relevant pay grade depending on their salary.

4.1 Disability

Table 1 outlines the Disability Equal Pay data.

Table 1 - Grade	Non-Disabled	Disabled	Pay gap
Grade 1	15,422	15,422	0%
Grade 2	15,844	15,797	0%
Grade 3	17,391	17,470	0%
Grade 4	20,282	20,425	-1%
Grade 5	23,824	23,179	3%
Grade 6	30,040	29,918	0%
Grade 7	36,983	36,994	0%
Grade 8	46,902	47,297	-1%
Grade 9	55,602	55,610	0%
Level 10	81,966	82,402	-1%

Table 1 show we do not have a significant equal pay issue in relation to Disabled and Non-Disabled staff with the exception of in Senior Admin roles, which is in favour of Disabled staff.

4.2 Ethnicity

Table 2 outlines the Ethnicity Equal Pay data.

Table 2 - Grade	White	BME	Pay Gap
Grade 1	15,422	15,422	0%
Grade 2	15,866	15,842	0%
Grade 3	17,375	17,418	0%
Grade 4	20,267	19,837	2%
Grade 5	23,676	22,827	4%
Grade 6	30,030	29,610	1%
Grade 7	36,981	36,626	1%
Grade 8	46,874	46,450	1%
Grade 9	55,632	55,865	0%
Level 10	80,828	85,255	-5%

Table 2 outlines two area where there is an equal pay issue. In grade five, where the gap is 4% in favour of White staff and at Professor, where the gap is in favour of BME staff.

5. Actions arising from this information

There are a number of possible actions arising from this information:

- Increase declaration rates for Disability and Ethnicity by:
 - Highlighting how the data is used;
 - Promoting the benefits for disclosure (i.e. reasonable adjustment support for Disabled staff);
 - Outlining the protections in place in relation to the data.
- Continue to monitor the equal pay data for Disability and Ethnicity.
- Promote the positive information – there is no indication of vertical segregation for Disabled staff.

In relation to Ethnicity:

- Review areas where there are low numbers of BME staff (Operational/Clinical job families, and US/Arts).
- Track recruitment pathways for BME applicants to identify patterns and/or anomalies.
- Review data for ethnicity and nationality to identify possible trends in the data.

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