

# Gender, ethnicity and disability pay gap report 2022



## Foreword from the Vice-Chancellor

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Equity, diversity and inclusion (EDI) is central to everything we do as an institution and a community, and it is a vital and inseparable component of Universal Values, Global Change, the University's Strategy.

Last year we launched our EDI strategy, which has been designed to achieve the following goals:

- Provide a firm anchor for the University strategy, our values and the principles of community, culture and impact
- Communicate that we can all make a contribution to the realisation of equity, diversity and inclusion
- Guide practices and priorities in response to the difficult questions we will face as we strive to increase our equity, diversity and inclusion on campus and in our contribution to the world
- Ensure that during our process of change and transformation, our equality work maintains the highest quality

Our strategy includes objectives that place a clear emphasis on structural and cultural change within our organisation. It is underpinned by institutional Key Performance Indicators and we are currently developing robust EDI targets that will drive interventions to bring down the pay gaps.

It is therefore disappointing to see a slight increase in the pay gap this year (0.1%), though overall we have seen a reduction of 3.5 percentage points since 2017. It now stands at 19%.

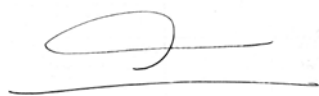
The reason for the gender pay gap is that there are more men in higher-paid positions and more women in lower-paid positions. There are deeply structural, economic and societal reasons for this. It is important to say that the University does not have a fairness issue in terms of equal pay for work of equal value, which is an approach we are very committed to.

Our progress on gender equality has been recognised through achieving Athena Swan awards in every faculty (one gold award, three silvers and four bronzes, as well as three silver school awards in the Faculty of Medicine and Health). Athena Swan is a helpful framework for supporting the recruitment and career progression of women. But we recognise fully that there is further positive action we need to take to address structural and systemic barriers. Implementation of this is underway which includes expanded investment on central equity, diversity and inclusion interventions.

We know that ethnically minoritised and disabled colleagues experience obstacles in recruitment and career progression, and this can be compounded when multiple characteristics intersect. This year we are also publishing our ethnicity and disability pay gaps, which are also disappointingly higher than sector average, though the ethnicity gap has decreased from last year.

We are about to commence work on the Race Equality Charter, which will provide a systemic framework for accelerating the pace and depth of our activity on race equity. We are also developing a programme of interventions to better support disabled colleagues in the workplace by reviewing our approach to reasonable adjustments and supporting managers to be skilled and confident in understanding their obligations.

As Vice-Chancellor and President, I remain committed and passionate about accelerating the pace of change in our University on equity, diversity and inclusion. Collectively, we can have huge impact and deliver better outcomes for our entire staff and student community.

A handwritten signature in black ink, consisting of a large, stylized 'S' followed by a horizontal line extending to the right.

**Professor Simone Buitendijk**

Vice-Chancellor

## Executive summary

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Between 2017 and 2022, the mean gender pay gap at the University of Leeds has decreased from 22.5% to 19.0%.

While this overall improvement is encouraging, there has been a slight increase of 0.1% from the 2021 statistic (18.9%). This small increase is particularly disappointing, as is the comparison to the sector average of 15.5% in 2020-21. The Russell Group average was 18.4%<sup>1</sup>.

The principal reason that the gender pay gap has largely remained unchanged is that the gender split of male and female employees in each pay quartile has largely remained consistent between 2021 (data from March 2021) and 2022 (data from March 2022) as can be seen on page 5. There are more female employees in the lower 3 quartiles and more male employees in the highest quartile.

This year we are publishing our ethnicity and disability pay gaps for the first time. Our 2022 mean ethnicity pay gap is 9.7% and our disability pay gap is 12.6%. The ethnicity gap has narrowed slightly from last year when it stood at 10.0%. There has been a small increase in the disability pay gap since 2021 as it has risen from 12.1%. The national average for the ethnicity pay gap was 5.5% and it was 9.7% for the Russell Group<sup>2</sup>. UCEA data is not available for the disability pay gap but figures from Advance HE show a national average, from those universities that publish the gap, of 9.5%<sup>3</sup>.

Details on what the University is required to publish and the methodology can be found here [equality.leeds.ac.uk](https://equality.leeds.ac.uk)

Gender pay gap reporting is a regulatory snapshot of data measuring both the mean and median hourly pay for females employed by the University, compared to the mean and median hourly pay of males.

This is different to analysis of equal pay which informs us whether there are differences in pay between male and female employees undertaking work of equal value.

*Our gender pay gap has seen a **slight increase** to 19% in 2022 from 18.9% in 2021 but **remains lower** than the 22.5% gap reported in 2017.*

## Reporting requirements and casual workers

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In line with government guidance, the data includes both employees of the University and workers. Casual workers are employed at the University across a range of activities to support educational activity and in short-term temporary assignments.

This report provides the pay gap data for 11,079 employees and 1962 workers. The majority of workers are PGR's (806 people in total) followed by student ambassadors in Student Education Services (around 500 people). The proportion of male: female PGR's is almost equal, but student ambassador-type roles are 80% female. The employee-only pay gap (18.6%) is slightly lower than the overall pay gap that includes workers.

We publish two types of averages for the gender pay gap; mean and median<sup>4</sup>. The two different types of averages give a more balanced overview of our pay gap. The mean gives a helpful overall indication of the pay gap, but very large or small pay rates or bonuses can distort the figures. The median gives a more general indication of the gap without these distortions.

## Gender pay vs equal pay

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The gender pay gap measure is different from equal pay. Equal pay legislation stipulates that men and women in the same employment performing equal work must receive equal pay unless any difference in pay can be justified.

Equal work does not necessarily mean the same job. Jobs can be very different but be judged to share the same level of skill or responsibility which then determines the rate of pay. Pay gap reporting is a broader measure looking at the difference between male and female (or other group) averages across an organisation. It is therefore possible to have a pay gap, without having equal pay issues.

## Gender pay gap

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As of March 2022, the mean gender pay gap at the University of Leeds is 19.0% and the median gender pay gap is 14.4%.

Gender pay gap		
Year	Mean (the average)	Median (the middle value)
2022	19.0%	14.4%
2021	18.9%	12.9%
2020	18.5%	13.6%
2019	18.9%	12.5%
2018	20.1%	14.4%
2017	22.5%	15.8%

# Quartile bands

The bands show the proportion of male and female employees in each of the four quartiles. The quartiles are calculated by ranking all hourly rates from low to high, then dividing the population into four equal sections, each referred to as a quartile. The quartiles are a helpful proxy for dividing more senior roles (upper quartiles) from junior roles (lower quartiles).

Much of the gender pay gap is explained in the following graphs. Male employees account for over half of the upper quartile (top 25% of earners) while the bottom quartile (lowest earners) is predominately female. As can be seen across all four quartiles, there has been limited change between 2021 and 2022, which explains why the gender pay gap change is almost static this year.

Proportion of male and female employees in each salary quartile band		
	2022	2021
<p><b>Upper Quartile</b></p> <p>The balance of this quartile has improved by 1.2%. However, the balance remains weighted toward male employees.</p> <p>■ Male    ■ Female</p>		
<p><b>Upper Middle Quartile</b></p> <p>The gender balance in this quartile has improved by 1.3%. However, the balance remains weighted toward female employees.</p> <p>■ Male    ■ Female</p>		
<p><b>Lower Middle Quartile</b></p> <p>The gender balance in this quartile has improved by 0.1%. However, the balance remains heavily weighted toward female employees.</p> <p>■ Male    ■ Female</p>		
<p><b>Lower Quartile</b></p> <p>There has been an increase in the proportion of women in this quartile. The balance remains heavily weighted towards female employees.</p> <p>■ Male    ■ Female</p>		

## Explanation of the gender pay gap

The University has been effortful in ensuring greater balance across all our grades, and this can be seen with more females recruited or progressing in our more senior grades.

The number of female professors at the University has increased by 18 since 2021, and we have 31 additional female staff in grades 9 and 10, however, this has not impacted the gender balance significantly and consequently also the pay gap.

Gender pay gap by University pay grade					
Grade	% of Grade Male	% of Grade Female	% Male Distribution	% Female Distribution	Gender pay gap %
2	30.5	69.5	5.9	10.3	0.0
3	33.8	66.2	4.3	6.5	2.7
4	36.9	63.1	5.3	7.0	6.5
5	33.7	66.3	7.9	11.9	3.8
6	36.5	63.5	9.1	12.1	2.4
7	43.5	56.5	19.8	19.8	0.0
8	47.8	52.2	12.9	10.8	0.8
9	54.5	45.5	9.9	6.3	2.3
10	48.4	51.6	0.3	0.3	-2.7
10 Non-standard	60.0	40.0	0.7	0.4	3.5
Prof Zone 1	71.0	29.0	5.4	1.7	0.9
Prof Zone 2	72.1	27.9	2.7	0.8	1.3
Prof Zone 3	85.3	14.7	1.3	0.2	-4.9
Clinical	59.3	40.7	2.9	1.5	19.2
TS Worker	46.3	53.7	10.0	8.9	3.5
Non-standard	42.7	57.3	1.4	1.4	-2.1

In grades 2 to 8 there is a higher proportion of females than there are males.

Only in grades 9, 10 and Professorial grades (our most senior) are there proportionately more males than females.

As can be seen from the above table, the gender pay gap by grade within all grades is low. This evidences that the pay structure at the University supports equal pay. The only exception to this is the clinical grade that sits outside of the University's standard pay structure.

There is evidence of differing pay gaps by faculty/service across the University as shown in the table below:

<b>Gender pay gap by Faculty/Service</b>					
<b>Faculty/Service</b>	<b>% of Faculty Male</b>	<b>% of Faculty Female</b>	<b>% Male Distribution</b>	<b>% Female Distribution</b>	<b>Gender pay gap %</b>
Professional Services	33.3	66.7	20.3	31.2	13.9
Facilities Directorate	49.5	50.5	10.0	7.9	15.2
Faculty of Engineering & Physical Sciences	69.9	30.1	20.3	6.7	17.2
Faculty of Arts, Humanities and Cultures	40.7	59.3	11.0	12.3	16.0
Faculty of Biological Sciences	47.8	52.2	5.1	4.3	20.5
Leeds University Business School	44.1	55.9	5.4	5.3	26.9
Faculty of the Environment	52.4	47.6	10.7	7.5	20.1
Faculty of Medicine & Health	32.7	67.3	12.9	20.4	27.0
Faculty of Social Sciences	41.6	58.4	4.2	4.5	21.1

In general, the professional services functions have smaller gaps and academic faculties have larger gender pay gaps, particularly in the Faculty of Medicine and Health. The explanation for these gaps again is associated with differing grade splits in different areas of the University, with occupational segregation across the University being the most significant reason for the gender pay gap.

The imbalance between male and female differences in pay can be demonstrated as the median female is within grade 6 while the median male is within grade 7. The difference between the minimum salary in grade 6 and grade 7 is approximately 19%.

The University is proud to be a large employer within the city and as a result, we employ staff to undertake a wide range of duties. We differ from a lot of other institutions by not outsourcing services such as cleaning, catering and security.

The overwhelming proportion of staff within these services, when combined, are female employees in lower-paid roles, which is also a notable factor in the gender pay gap. We are committed to providing development opportunities, good employment terms and positive working environments for staff at all levels within the University.

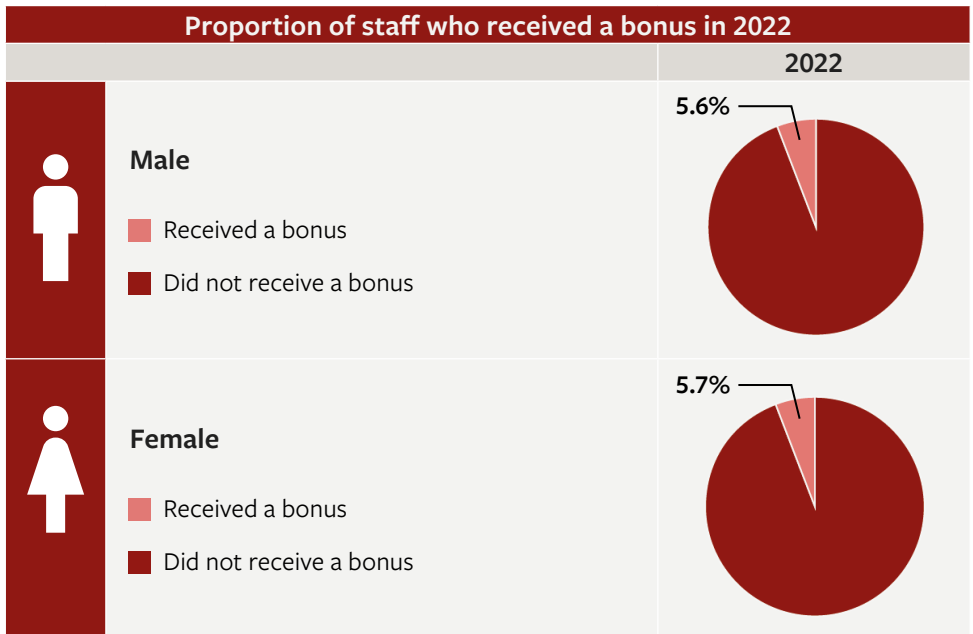


# Bonus pay

The University of Leeds offers discretionary bonuses but not contractual ones.

In 2022, a higher proportion of females received a bonus than males. Overall the balance of recipients is positive as the gender split is reasonably equal. There has been a drop in the proportion of those receiving bonuses overall, which can partly be explained due to a number of Covid-19 related bonuses that were paid in the 2021 reporting period. Bonus levels were higher in 2019 and 2020 than they are this year.

Proportion of staff receiving a bonus (all bonuses)		
Year	Female %	Male %
2022	5.7	5.6
2021	8.5	9.7
2020	7.6	7.4
2019	7.5	7.9
2018	4.1	5.1
2017	5.2	5.1



## University Recognition Scheme

For the majority of employees, bonuses for outstanding contributions and performance are received via a manager's nomination to the Recognition Scheme.

Awards up to the value of £200 are paid as a voucher and values from £250 to £1,500 are paid through payroll. The process has seen 5.6% of females and 4.7% of males being recognised in 2022. This has decreased from 8.3% of females and 8.8% of males being recognised in 2021. The recognition approach was introduced in 2018 and it is likely that awareness of the scheme has decreased over the past few years, which we will rectify through improved communications over the coming year.

<b>Gender pay gap: bonuses awarded by the University Recognition Scheme</b>	
<b>Mean</b> (the average)	<b>Median</b> (the middle value)
21.0%	0.0%

For awards made through the Recognition Scheme, the mean bonus pay gap is 21.0% and the median is 0%. The mean gap has increased from 15.9%.

## NHS Clinical Excellence Awards

Some of our clinical academic colleagues receive Clinical Excellence Awards (CEAs) for demonstrating achievements that are significantly over and above what would normally be expected of the role. We are required to include these in our bonus calculations even though they are agreed upon, mandated and funded by the NHS, as they are paid to our employees. The amounts awarded can be much higher than our typical bonuses, ranging from £3,016 to £77,320.

As of 31 March 2022, the University employed 235 clinical academics – 139 (59%) men and 96 (41%) women. The gender balance has improved since 2021 when there were 151 (63%) men and 87 (37%) women. Of the 235 members of staff, 96 were eligible to apply for the Clinical Excellence Awards; 69 (72%) men and 27 (28%) women. Increasing the number of female clinical staff and supporting their progression is a continued focus for the University.

## Explanation of the bonus gap

Including Clinical Excellence Awards in our overall bonus figures, as we are required to do, leads to a substantial increase in the mean bonus pay gap, from 21% to 79.8% and from 0% median to 38.5%.

2022 Bonus pay gap (all bonuses)			
	Bonus pay gap	Male	Female
Mean	79.8%	£5,585	£1,128
Median	38.5%	£325	£200

In 2022, the mean bonus pay gap has increased from 75.9% in 2021 to 79.8% and the median has decreased from 50.0% in 2021 to 38.5% in 2022.

However, when each different type of bonus is broken down by gender any pay gap is in favour of female employees as shown in the table below:

Gender pay gap by type of bonus					
Bonus	Avg male payment	Male awards	Avg female payment	Female awards	Gender bonus gap
Clinical Excellence Award	£32,287.82	51	£33,174.20	10	-2.75%
One off payment	£982.02	114	£1,018.18	119	-3.68%
Reward voucher	£100.64	172	£129.67	336	-28.85%

The reason for the large overall pay gap in favour of males is explained by the numbers receiving different types of bonuses. 51 males receive Clinical Excellence Awards which are by far the highest value bonuses, this accounts for 15% of all bonuses paid to males. Only 10 females received Clinical Excellence Awards which account for 2% of all female bonuses. The result of this is that the impact of the Clinical Excellence Awards is greater to both the mean and the median for males and is diluted to a greater extent for females.

## Ethnicity and disability pay gap

This is the first year that we have published our ethnicity and disability pay gap data. We are committed to addressing all pay gaps and to broadening our reporting over the coming years. Unlike gender, there are a significant number of people (mostly ‘workers’) for whom we do not hold ethnicity or disability data, as can be seen below.

This could be due to employees preferring not to share this information or data is missing (for example because they are post-graduate students with teaching responsibilities and their equality data is on our student systems). We invested in a project this year, led by our Continuous Improvement team, to reduce the ‘unknown’ data and will be focusing on progressing this in the coming year. It is imperative that we reduce the proportion of missing data as it may be skewing the pay gap data considerably.

### Ethnicity pay gap

Ethnicity pay gap				
Year	Total	BAME	WHITE	Unknown
2022	11079	1357 (12.2%)	6582 (59.4%)	3140 (28.3%)
2021	10680	1164 (10.9%)	6491 (60.7%)	3025 (28.3%)

The proportion of Black, Asian and Minority Ethnicity (BAME) employees as a percentage of the total workforce has improved over the last year. The below tables show the mean and median pay gaps of BAME and unknown against white employees.

Mean ethnicity pay gap					
Year	Hourly rate White	Hourly rate BAME	Hourly rate Unknown	BAME to White % gap	Unknown to White % gap
2022	£20.25	£18.28	£16.90	9.7%	16.6%
2021	£20.11	£18.11	£16.36	10.0%	18.6%

Median ethnicity pay gap					
Year	Hourly rate White	Hourly rate BAME	Hourly rate Unknown	BAME to White % gap	Unknown to White % gap
2022	£17.79	£16.67	£13.99	5.7%	21.4%
2021	£17.57	£17.27	£13.78	1.7%	21.6%

There has been a slight improvement between 2021 and 2022 in most measures. As there is no legislative requirement for organisations to publish ethnicity pay gaps in a consistent way, there is no single source of reliable national comparator figures. The national average for the ethnicity pay gap was 5.5% and it was 9.7% for the Russell Group<sup>1</sup>.

## Disability pay gap

Disability pay gap				
Year	Total	Disabled	No known disability	Unknown
2022	11,079	578 (5%)	7,175 (65%)	3,326 (30%)
2021	10,680	543 (6%)	6,995 (65%)	3,142 (29%)

The below tables show the mean and median pay gaps of disabled and unknown against those with no known disability.

Mean disability pay gap					
Year	Hourly rate No known disability	Hourly rate Disabled	Hourly rate Unknown	No known disability to disabled % gap	Unknown to no known disability % gap
2022	£20.24	£17.68	£16.76	12.6%	-20.7
2021	£20.07	£17.64	£16.28	12.1%	-23.3

Median disability pay gap					
Year	Hourly rate No known disability	Hourly rate Disabled	Hourly rate Unknown	No known disability to disabled % gap	Unknown to no known disability % gap
2022	£17.98	£15.75	£14.06	12.4%	-27.9%
2021	£17.88	£16.08	£13.95	10.1%	-28.2%

As our comparator source, we have used the Advance HE annual statistical report which found an average pay gap of 9.5% across the higher education sector (though again there is no legislative requirement for organisations to publish this gap in a consistent way).

## Closing the gap: commitments and actions

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Our Enabling Strategy, EDI strategy and its supporting implementation plan are guiding our priorities for the next few years. This year, we will be focusing on:

### Continuing work to meet our Fairer Futures for All pledges



We are working to reduce our reliance on fixed-funded and short-term contracts and ensure consistency in the use of contracts across the University. Boosting job security will improve progression, having a particularly positive impact on BAME staff, who are over-represented on fixed-term contracts, particularly in early career academic and research positions.

### Undertake a full pay and grading review



This strategic review will include a benchmarking exercise with peer institutions and best practices. It will also include consideration of grade structures and incremental progression. We will focus on uplifting pay on the lower pay scales, which will proportionately have a more positive impact on women and BAME staff. The University reward strategy is moving towards a more market comparison approach and we will ensure that EDI considerations are fully embedded in this.

### Positive action



We will develop and implement a Positive Action Framework, focusing our efforts and investment on high-impact, flagship University-wide interventions that will aim to improve representation at senior levels of under-represented groups, thus helping to bring down our pay gaps. We will also mainstream positive action approaches into inclusive recruitment practices.

### Academic careers pathways



We will begin a review of academic career pathways, providing more clarity and guidance and enabling structured career planning. This will be aligned to a review of SRDS, which provides an opportunity to review trajectory and assess any areas for further developments.



### **Professorial zoning review**

We will look at our processes for professorial zoning, including through an EDI lens, and make adjustments in light of this, again providing improved clarity and guidance.



### **Developing consistent workload principles and approaches**

This will enable a fairer approach to workload allocation and help us see where there is inequity that needs addressing, which may in turn be impacting on career advancement for different groups.



### **Improving our equality data**

The proportion of staff with ‘unknown’ data causes issues with data reliability. For example, depending on the proportion of known staff who are white or BAME the gap would shrink or widen. We will accelerate our efforts to improve disclosure rates through targeted activity with specific parts of the University and diverse staff communities.



### **Expanding access to our EDI data**

In tandem with improving the quality of our data, we will build EDI staff data dashboards that will improve decision-making and drive evidence-based action planning and interventions. Improved access will also help build trust, credibility and accountability for our EDI work.



### **Establish a Working Group to review EDI and promotion practices**

We will implement measures that will support promotions panels to better understand and act on any differentials in promotion application and patterns by different groups.

## **People development**



We will enhance our provision for supporting pipeline development across all roles and grades underpinned by the principles of visibility, opportunity and enhancing management support. We will measure the progress in increasing engagement with these developments and analyse the impact on enabling actions to close the gaps.

## **Academic and research career development**



We will enhance our provision to support academic staff development and progression aligned to academic career pathways. We will embed a culture of career coaching conversations and through the implementation of sector and local frameworks including the Researcher Development Concordat and the Teaching and Scholarship Environment initiative. Ongoing projects to review our use of responsible research metrics will recognise greater breadth and more diverse forms of research and scholarship activity, coupled with guidance and training for members of our recruitment and promotions panels.

## **Equality Charter Marks**



We will continue to participate in Athena Swan, which is an effective vehicle for helping to challenge entrenched gender bias and disparities relating to disciplines and occupations. We will also commence work on the Race Equality Charter, which will provide a framework for interrogating and taking action on the systemic and cultural barriers to race equity.

## **Reducing barriers for disabled colleagues**



This year, we also plan to drive systemic improvements in supporting disabled staff, through better enabling processes for reasonable adjustments and an education and awareness-raising piece for managers.

Many colleagues from across the University are helping us to improve gender equality at Leeds. With our continued and focused attention right across the institution, we are confident of seeing signs of progress which we will strive to sustain.



## Endnotes

- 1 UCEA: Intersectional Pay Gaps in Higher Education 2020-21. We use last year's benchmarks as comparators in this report, as this year's data is not yet available
- 2 Ibid
- 3 Advance HE Staff Statistical Report 2022
- 4 The mean is calculated by adding up all of the hourly pay of employees and dividing it by the number of employees. The median is calculated by organising employees into a list, in order of their hourly pay from highest paid to lowest paid and identifying the pay rate in the middle

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### Alternative formats

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