



# **EQUAL PAY REPORT 2017**

# Table of Contents

<b>Executive summary</b> .....	<b>i</b>
<b>Reasons for the Gender Pay Gap</b> .....	<b>i</b>
Reasons for the Community Background Pay Gaps .....	ii
Next steps .....	iii
<b>Introduction</b> .....	<b>1</b>
<b>Ulster University’s salary structure</b> .....	<b>1</b>
<b>Gender Pay Gap Regulations</b> .....	<b>2</b>
<b>Purpose of Equal Pay Review</b> .....	<b>2</b>
<b>Scope of Equal Pay Review</b> .....	<b>2</b>
<b>Methodology</b> .....	<b>3</b>
<b>SECTION 1 – Review of Pay Gap</b> .....	<b>4</b>
<b>Gender</b> .....	<b>5</b>
<b>Workforce Composition</b> .....	<b>5</b>
<b>Pay</b> .....	<b>7</b>
Mean and Median .....	7
Grade .....	8
Contract Type and Mode .....	9
<b>Academic &amp; Research Promotions</b> .....	<b>12</b>
<b>Reasons for the Gender Pay Gap</b> .....	<b>14</b>
Recommendations .....	14
<b>Ethnicity</b> .....	<b>15</b>
<b>Workforce Composition</b> .....	<b>15</b>
<b>Pay</b> .....	<b>15</b>
Mean and Median .....	15
Employment category .....	16
Grade .....	16
<b>Starting Salary</b> .....	<b>17</b>
<b>Promotions</b> .....	<b>17</b>
<b>Reasons for the ethnicity pay gap</b> .....	<b>18</b>
<b>Recommendations</b> .....	<b>18</b>
<b>Community Background</b> .....	<b>19</b>
<b>Workforce Composition</b> .....	<b>20</b>
<b>Pay</b> .....	<b>22</b>
Mean and Median .....	22
Employment Category .....	23
Contract type .....	25
Mode .....	26
<b>Starting Salary</b> .....	<b>26</b>
<b>Promotions</b> .....	<b>27</b>
Success Rates .....	28
<b>Reasons for the Community Background Pay Gap</b> .....	<b>29</b>
<b>Recommendations</b> .....	<b>29</b>
<b>Disability</b> .....	<b>30</b>
<b>Workforce Composition</b> .....	<b>30</b>
<b>Pay</b> .....	<b>32</b>
Mean and Median .....	32
Employment Category .....	32
Grade .....	33
<b>Starting Salary</b> .....	<b>34</b>
<b>Promotions</b> .....	<b>34</b>

Reasons for the Disability Pay Gap .....	34
Recommendation .....	34
<b>SECTION 2 - Equal Pay Working Group Recommendations.....</b>	<b>35</b>
Data collection.....	35
Allowances.....	35
Recruitment (including Promotions and Internal Appointments) .....	35
<b>SECTION 3 – Next steps.....</b>	<b>37</b>
Next steps .....	37
<b>APPENDIX 1 .....</b>	<b>38</b>
National Framework Agreement Single Pay Spine .....	38
<b>APPENDIX 2 .....</b>	<b>40</b>
<b>Equal Pay Working Group Terms of Reference .....</b>	<b>40</b>
<b>APPENDIX 3 .....</b>	<b>41</b>
Equal Pay Working Group Membership .....	41
<b>APPENDIX 4 .....</b>	<b>42</b>
Explanation of MEAN and MEDIAN Calculations.....	42
<b>APPENDIX 5 .....</b>	<b>43</b>
Allowances .....	43

## Figures and Tables

Figure 1: Distribution of Workforce by Gender .....	5
Figure 2 Distribution of Workforce by Gender and Grade .....	6
Figure 3 Distribution by Gender, Contract Type and Mode .....	6
Figure 4 Distribution of Workforce by Community Background and Staff Category .....	20
Figure 5 Distribution of Workforce by Community Background and Grade .....	21
Figure 6 Distribution of Workforce by Community Background, Contract Type and Mode .....	22
Figure 7 Distribution of Workforce by Disability Status and Staff Category .....	31
Figure 8 Distribution of Workforce by Disability Status and Grade .....	31
Table 1 Mean Base Pay and Total Pay by Gender .....	7
Table 2 Comparison of Mean and Median Total Pay by Gender .....	7
Table 3 Comparison of Mean and Median Pay by Job Category and Gender .....	8
Table 4 Gender Pay Gap by Grade 2017 .....	9
Table 5 Gender Pay Gap by Grade 2014 .....	9
Table 6 Comparison of Gender Pay Gap by Contract Type .....	10
Table 7 Breakdown of Contract Type by Gender and Grade .....	10
Table 8 Gender Pay Gap by Mode .....	11
Table 9 Distribution of Mode by Grade and Gender .....	11
Table 10 : Analysis of Academic and Research Promotions by Gender .....	12
Table 11 Success Rate of Academic and Research Promotions by Gender .....	12
Table 12 Base and Total Pay by Ethnicity .....	15
<b>Table 13 Mean and Median Pay Gap by Ethnicity .....</b>	<b>16</b>
<b>Table 14 Pay Gap by Job Category and Ethnicity .....</b>	<b>16</b>
<b>Table 15 Total Pay by Grade and Ethnicity .....</b>	<b>17</b>
Table 16 Academic & Research Promotions by Ethnicity .....	17
Table 17 Success Rates for Academic & Research Promotions by Ethnicity .....	17
Table 18 Base and Total Pay by Community Background .....	22
Table 19 Mean and Median Pay by Community Background .....	23
Table 20 Catholic and Protestant Pay by Job Category .....	23
Table 21 Other and Protestant Staff Pay by Job Category .....	24
Table 22 Grade and Pay by Community Background .....	25
Table 23 Contract type by Community Background .....	26
Table 24 : Mode by Community Background .....	26
Table 25 - New starts by community Background and Starting Point .....	27
Table 26 Academic Promotions by Community Background .....	27
Table 27 Research Promotions by Community Background .....	28
Table 28 Success Rates of Academic & Research Promotions by Community Background .....	28
Table 29 Mean Disability Pay Gap by Base and Total Pay .....	32
Table 30 Median and Mean Disability Pay Gap .....	32
Table 31 Disability Pay Gap by Job Category .....	33
Table 32 Disability Pay Gap by Grade .....	33
Table 33 Academic and Research Promotees by Disability Status .....	34
Table 34 Success Rates for Academic and Research Promotions by Disability Status .....	34

## Executive summary

This Equal Pay Report 2017 presents the results of the University's tri-annual 'Equal Pay Review'. This is the fourth Equal Pay Review carried out since the introduction of the Higher Education Role Analysis (HERA) job evaluation scheme in 2006, however it is the first to present such comprehensive data concerning gender, ethnicity, community background and disability. It is also the first to be made available on the University's website and the first that is set in the context of imminent statutory Gender Pay Gap Reporting.

The principle of equal pay is about ensuring that people with different protected characteristics are paid the same for like work, work rated as equivalent (under a job evaluation system), or work of equal value. Job evaluation is a systematic process which is used to assess the relative size of a job by breaking it down into factors for analysis. The results are used to underpin the design and operation of grading structures to help ensure equal pay for work of equal value. Ulster University uses HERA to underpin its pay and grading structure. The Equality Commission for Northern Ireland has endorsed HERA as a non-discriminatory job evaluation scheme.

Consistent with the previous three Equal Pay Reviews, **this review found no significant equality issues regarding equal pay.**

As at 31 March 2017, the gender pay gap for Ulster University is -18.83%<sup>1</sup> (Page 7). This is slightly higher than the average for the Higher education sector. In summary, this is due largely to significantly higher numbers of females in the lower grades and lower numbers in the higher grades. More detail is contained in the body of the report.

The main reasons for the Pay Gap across the protected characteristics are summarised below with any recommendations from the group.

### Reasons for the Gender Pay Gap

The principal reasons for the gender pay gap identified through the review are that:

- females are disproportionately represented in specific job categories (horizontal segregation)(Page 5) the lower grades (vertical segregation)(Page 6), and especially amongst part-time staff (Page 6);
- differences in pay within grades (Page 8) reflect incremental points on the scale, allowances and red-circling;
- particular groups or groups working specific contractual arrangements have greater access to, and receive higher allowances (Appendix 5); and
- particular groups or groups with specific contractual arrangements are placed at higher points on the scale, due to the application of market supplements (Page 11).

---

<sup>1</sup> This differs from the result obtained using the methodology required by Gender Pay Gap Regulations for Great Britain. Using this methodology, the mean gender pay gap is 17.7% and the median gender pay gap is 25.4% (Page 2).

## Recommendations

### 1. Promotions and Internal Appointments:

- Review the promotion and internal appointments data. If appropriate, ensure that the principles of transparency, fairness and consistency are achieved.
- Investigate whether additional support is required for the promotions process to encourage more females to apply for promotion.
- Check for lack of bias in appointing to posts where occupational segregation is apparent.
- Investigate who has access to acting up opportunities, i.e. how are they advertised and filled; is it by departmental specific closed recruitment activity?

### 2. Recruitment

- Review the University's policy on fixing salaries at the time of recruitment (starting salaries) to ensure that it is being applied consistently, is not discriminatory and that any uplift to starting salary (e.g. as a result of market forces) is objectively justified.
- Review the process for recruiting staff onto 'Personal Salaries'.
- Review the initiatives that have been introduced to recruit more female Professors.

## Reasons for the ethnicity pay gap

The University's mean ethnicity pay gap is almost four times higher than that for UK higher education, at 8.42% (Page 15). The principal reason for these pay gaps is that BME staff are disproportionately represented in specific job categories (horizontal segregation) and grades (vertical segregation), predominately in academic and research employment categories (Page 15).

## Recommendations

No specific recommendations were identified. The representation, progression and success of BME staff will be considered within our evolving Equality, Diversity and Inclusion Strategy.

## Reasons for the Community Background Pay Gaps

The University's mean pay gaps by community background are 14.64% (Catholic staff pay compared with Protestant staff pay) and 14.38% ('Other' staff pay compared with Protestant staff pay) (Page 21). The principal reasons for these pay gaps are that:

- staff are disproportionately represented in specific job categories (horizontal segregation) (Page 19) and grades (vertical segregation) (Page 20).
- Particular groups or groups with particular contractual arrangements are placed at higher points on the scale, due to the application of market supplements (Page 25).

## **Recommendations**

- Review historical data relating to Staff Category and Community Background within Article 55 Review to determine whether people with particular community backgrounds are applying for specific roles (occupational segregation)
- Review the use of the welcoming statement for people of different community backgrounds – extend use to attract applicants to specific categories, rather than to specific campuses.
- Review University policy for starting salaries and consistency of application.

## **Reasons for the Disability Pay Gap**

The mean disability pay gap for Ulster University is -3.23% (Page 29). The principal reason for this pay gap is that disabled staff are disproportionately represented in specific job categories (horizontal segregation)(Page 28) and grades (vertical segregation) (Page 29).

## **Recommendation**

- Review use of the term ‘disclosure’ concerning disability. Consider the use of alternatives such as ‘declaration’.

## **Next steps**

Following approval of this Report by the Senior Leadership Team and Governance, Nominations and Remuneration Committee, People and Culture will develop an equal pay action plan, in collaboration with relevant senior officers and the Trades Unions. This purpose of this institution-wide action plan will be to implement the recommendations proposed by the Working Group, to address the reasons for the pay gaps identified throughout this Report, i.e. enduring job segregation, unequal access to allowances and the application of market supplements at appointment.

The next Equal Pay Review is scheduled to take place in 2020.

## Introduction

Ulster University supports the principle of equality of opportunity in employment and believes, as part of that principle that pay should be awarded fairly and equitably. This is clearly articulated in its Equal Pay Policy, which was first introduced in 2007, following guidance issued by the Equality Commission for Northern Ireland (ECNI) and the implementation of the National Framework Agreement (NFA) in 2006. The policy states:

*'We believe that it is both good practice and in the University's best interests to have a pay system which is fair and non-discriminatory.'*

*'We recognise that in order to achieve equal pay for employees doing equal work we should operate a pay system that is transparent, based on objective criteria, and free from sex bias.'*

The policy also outlines the University's commitment to carry out regular equal pay audits, in line with best practice and based on ECNI guidelines. This is the fourth full equal pay audit undertaken since the implementation of the NFA. Subsequent equal pay audits carried out in 2010 and 2014 found there were no areas that would give cause for concern or for which further data was required to be provided. However, due to differences in the methodology used previously, data from the equal pay review (2014) is not directly comparable with the results of this review.

## Ulster University's salary structure

The University introduced the HERA job evaluation scheme in 2006. This established the framework for a single pay spine for Grades 1-9 (Appendix 1). Pay grades 1-9 (excluding Grades 6/7 and 7/8) consist of a number of increments, representing pay increases throughout the Grade. Each increment represents a pay increase of approximately 3%. Staff in Grades 1 and 2 are paid as per Rowntree Foundation guidance (i.e. above both the minimum and national living wage).

Grades 6/7 and 7/8 are known as 'run through' grades. These grades were designed to avoid detriment to the existing pay progression expectations of academic and related staff, in accordance with the NFA principles. This means that staff have the same uninterrupted progression from Research Assistant to Associate and from Lecturer A – Lecturer B. A Memorandum of Understanding was reached between Ulster University and the UCU (then AUT) that in assimilating staff to new structures and in devising new pay and grading structures, academic and related staff would suffer no detriment compared with previous pay arrangements.

Prior to 2006, Professorial and Senior Staff were paid spot salaries. This changed in 2006, when the University put in place graded pay structures to align with benchmarks obtained from the University and Colleges Employers Association (UCEA) Senior Staff Survey (which contains salary details for all UK universities). The UCEA benchmarks are reviewed annually.

Professors do not receive an annual increment. Increases in pay are awarded to those individuals who have successfully attained specified performance measures.



## **Gender Pay Gap Regulations**

The Gender Pay Gap Regulations came into force in GB on 31 March 2017 (under the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017). This requires all public and voluntary sector organisations with 250 or more employees, as at 5 April each year, to report and publish on their websites and on a designated government website various information relating to their gender pay gap. Whilst this requirement does not apply in Northern Ireland, the Employment Act (NI) 2016 introduces an equivalent gender pay gap information-reporting obligation. At the time of the audit, enabling regulations were not yet in place. In preparation for this, the University's Gender Pay Gap information was reviewed, providing additional, complementary perspective for the Equal Pay Audit. This is available at: [ulster.ac.uk/hr/employee-benefits/equality-diversity/key-equality-data](http://ulster.ac.uk/hr/employee-benefits/equality-diversity/key-equality-data).

The Gender Pay Gap information differs from that considered in the Equal Pay Review in that it is calculated using a specific dataset to give us a measure of the differences in men and women's working patterns. It does not tell us whether women are paid less for the same work. In 2017, the University's mean Gender Pay Gap was 17.7% and the median Gender Pay Gap was 25.4%.

## **Purpose of Equal Pay Review**

The purpose of the equal pay review is to establish whether our pay system delivers equal pay for equal work and is free from bias. The review sets out to identify and eliminate any gaps that cannot satisfactorily be explained on objective grounds other than social characteristic.

## **Scope of Equal Pay Review**

All staff with a contract of employment are considered within the review, with the exception of casually hourly paid lecturers, e-tutors and other casual staff. This is because these are hourly paid staff doing work of equal value and therefore deemed excluded from equal pay analysis. Staff employed by another employer (i.e. outsourced contractors) are also excluded. 17 staff members on 'Person' salaries were excluded from the analysis as they could not be compared. 10 of these are historical protections following the NFA in 2006 and there have been 7 new Personal Salary appointments since October 2013.

The review uses data taken from the Core HR system on 31 March 2017. The figures are based on the mean and, where practicable, median annual total salaries of staff expressed as full-time equivalents.

New Starts data includes all external recruitment exercises between 1<sup>st</sup> April 2014 and 31<sup>st</sup> March 2017.

All equal opportunities data are determined through self-declaration. As a result, it may not give a complete picture of actual numbers. Data on gender, ethnicity, perceived community background and disability status were considered to be statistically reliable for the purpose of carrying out the review.

## Methodology

A Working Group comprised of a cross-section of University staff, including representatives from Unite and UCU was formed to undertake the review. An independent member of University Council chaired the Group. The Terms of Reference are included in Appendix 2. The Group met on a total of seven occasions over a seven-month period, to compare each set of data, identify any significant gaps and propose reasons for these gaps. The review included an analysis of all staff/pay grades and considered:

- average total salary;
- different contractual arrangements, (i.e. contract type (Permanent/Fixed-Term) and mode (full-time/part-time));
- Allowances<sup>2</sup>;
- Starting salaries for new starts; and
- Occupational segregation.

As with the 2010 and 2014 exercises, the Working Group agreed that in respect of the analysis of the University's pay structure, whilst the initial focus should be on the single column pay spine (Grades 1-9), data in relation to senior officers and professorial staff would also be analysed.

In conducting the review, the Working Group was guided by the approach recommended by the Equality Commission, the Equality Challenge Unit and the Joint Negotiating Committee for Higher Education Staff (JNCHES). Therefore, it set out to explore and explain pay differences of 5% or more in any one group, or patterns of 3% or more across similar groups. Such differences do not prove that there is pay discrimination, but they may indicate features of the pay system that are indirectly discriminatory and will need to be resolved.

Because of Ulster's pay structure, pay is likely to vary by 3% between increments, within grades 1-9.

Differences of 5% or more are considered significant.

The Working Group reviewed full data for each equality characteristic. However, **to maintain confidentiality, only summary data are presented within the report.**

---

<sup>2</sup> A full list of allowances are included at Appendix 5

## SECTION 1 – Review of Pay Gap

As stated, the review considered data taken from the Ulster University Core HR system on 31 March 2017.

In this section, we report on information relating to the pay gap across the following characteristics:

- Gender
- Community Background
- Ethnicity
- Disability

In each case the pay gap is calculated using the mean salaries. Where appropriate, mean salaries are compared with median salaries.<sup>3</sup>

A median salary is in the middle of a dataset. It gives a better idea of any general tendency in the data and removes the impact of extreme values or 'outliers' skewing the result.

'Salary' is the full-time equivalent salary, plus any job related additional salary payments such as an allowance or a market pay supplement.<sup>4</sup>

For each of the above areas, the information was analysed to show:

- Composition of Workforce
- Pay
- Starting Salaries (\*)
- Promotions (\*\*)

### **Note:**

\* The Working Group reviewed starting salaries for the last three years. University policy states that new staff start at the bottom of the pay grade, unless there is an objective justification for appointing them on a higher salary.

\*\* The promotions data are taken from the University's Article 55 Review (2013-2016). The University Policy states that promotion opportunities are only available to academic and research staff. Professional and support staff can only gain promotion by applying for another post. The relevant University committees decide annually the number of academic and research promotions. The promotion process is designed to be evidence based and candidates are assessed against the published criteria.

For each characteristic, the reasons for any pay gap along with any recommendations are detailed. These recommendations are also presented in Section 2.

---

<sup>3</sup> See Appendix 4 for an explanation of 'MEAN' and 'MEDIAN'

<sup>4</sup> See Appendix 5 for a list of allowances

## Gender

The gender pay gap is calculated using the mean salaries of female employees expressed as a percentage of the mean salaries of male employees doing work of equal value.

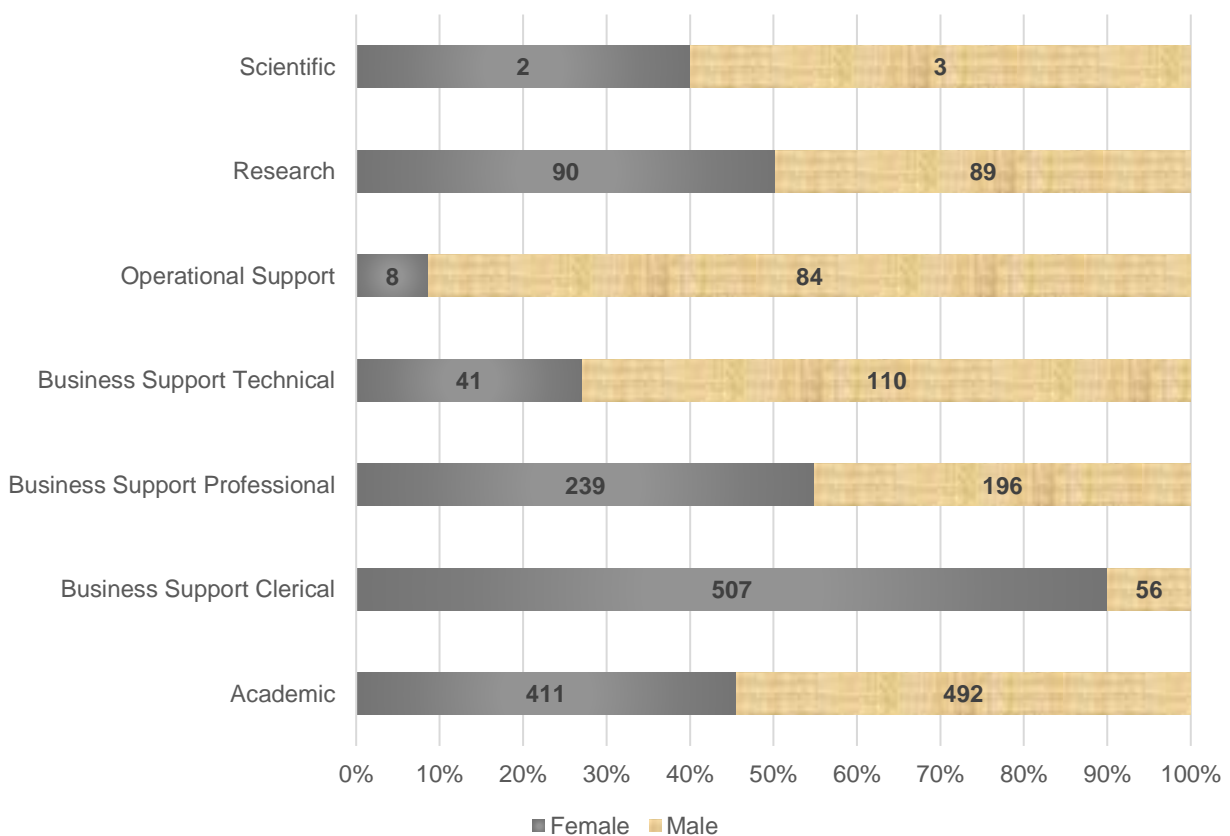
**A negative percentage indicates that women are paid less than comparable males. A positive percentage indicates that women are paid more than comparable males.**

## Workforce Composition

Before analysing the gender pay gap, it is necessary to understand the gender composition of the University and the spread of gender across grades and contract type.

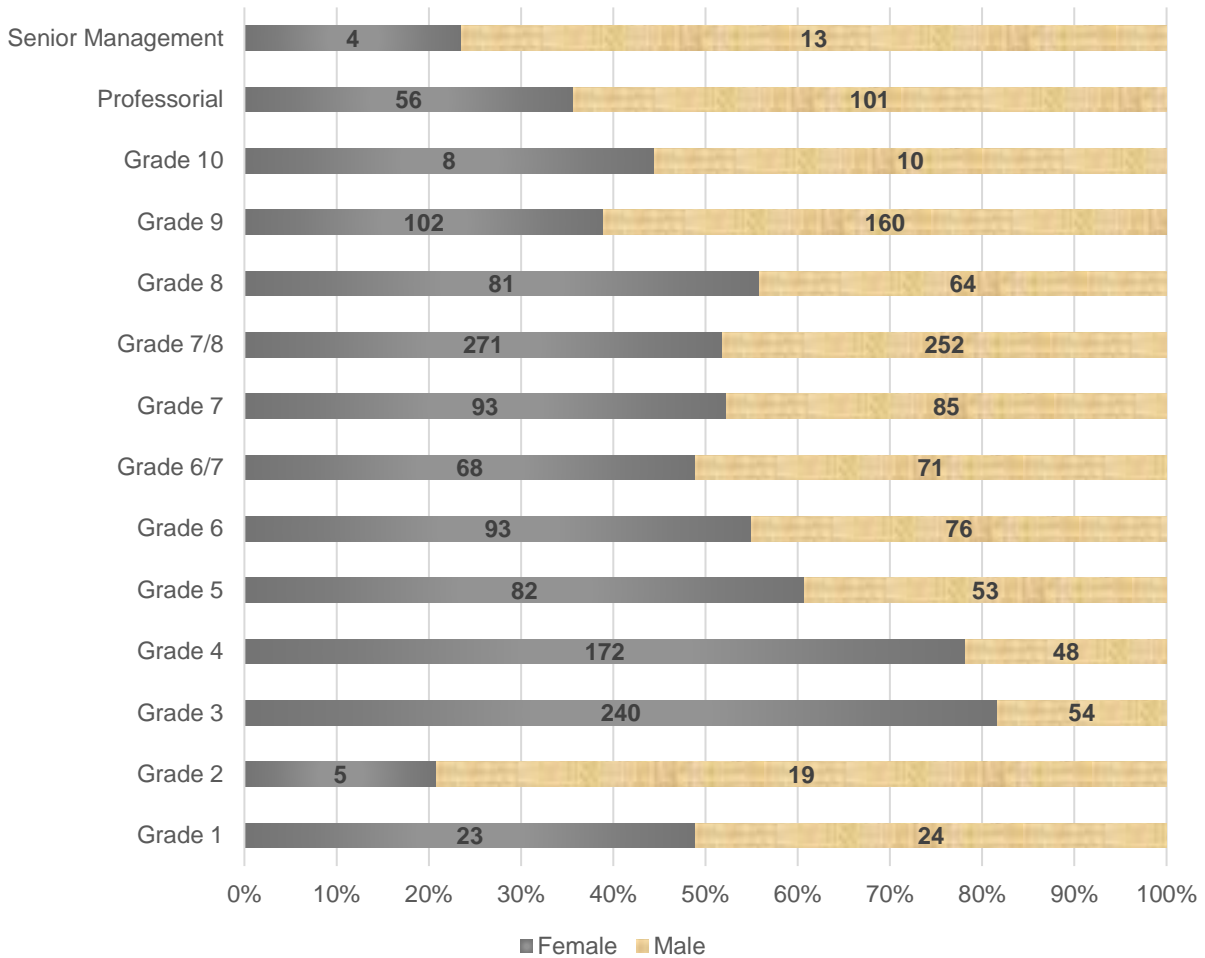
Overall, the gender composition of the University, as detailed in Figure 1, is 55.76% female and 44.24% male. The proportion of female staff has increased minimally by 2.21% since the last equal pay review (2014).

**Figure 1: Distribution of Workforce by Gender**



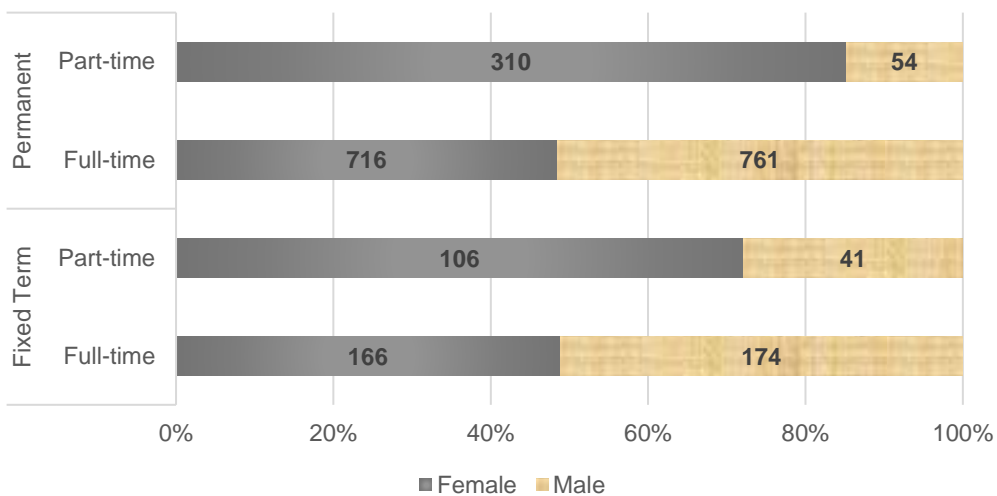
When further analysed by grade (Figure 2), overall, 19.1% of women compared with 33.2% of males are in Grades 8 and above (i.e. at Senior Management level).

**Figure 2 Distribution of Workforce by Gender and Grade**



More females have part-time contracts across all grades (Figure 3).

**Figure 3 Distribution by Gender, Contract Type and Mode**



# Pay

## Mean and Median

The University's overall mean<sup>5</sup> gender pay gap for all employees is -18.8% (Table 1). This compares with the UK Higher Education (HE) sector (-17.8% in 2015/16 as reported by the Equality Challenge Unit (ECU)).

**Table 1 Mean Base Pay and Total Pay by Gender**

Pay	No. of Employees			Pay (£)		
	Female	Male	Total	Female	Male	Female as % of Male Pay
Base pay	1,298	1,030	2,328	35,666	43,919	-18.79%
Total pay	1,298	1,030	2,328	36,119	44,497	-18.83%

**Note:** The difference between the base and total mean gender pay gaps is negligible. No significant pay differences were observed for mean basic pay by grade. Therefore, only gender pay gaps for total pay (i.e. pay plus allowances) are presented hereafter.

The median<sup>6</sup> pay gap is -27.66% (Table 2); this is almost double the median pay gap for the UK HE sector (-13.7% in 2015/16 as reported by ECU).

**Table 2 Comparison of Mean and Median Total Pay by Gender**

No. of Employees			Mean pay (£)			Median pay (£)		
Female	Male	Total	Female	Male	Female as % of Male Pay	Female	Male	Total
1,298	1,030	2,328	36,119	44,497	-18.83%	32022	44264	-27.66%

The difference between the mean and median gender pay gaps is 8.83%. A closer analysis suggest that this difference reflects the grades, the distribution of staff within these grades, i.e. a higher percentage of men are in the higher grades (as set out in Figure 4, 33.20% of males in comparison to 19.11% of females are in Grades 8 and above) and within each category (Table 3).

## Employment category

Table 3 outlines the mean and median pay gaps by job category and shows that they differ by approximately 5% in most job categories, with the exception of 'operational support' (35.7%), 'research' (1.9%) and 'scientific' (1.2%).

<sup>5</sup> See Appendix 3 for an explanation of 'MEAN'

<sup>6</sup> See Appendix 3 for an explanation of 'MEDIAN'

**Table 3 Comparison of Mean and Median Pay by Job Category and Gender**

Job Category	No. of Employees		Mean Total Pay (£)			Median Total Pay (£)		
	Female	Male	Female	Male	Pay Gap	Female	Male	Pay Gap
Academic	411	492	52,144	56,630	-7.92%	48,355	49,800	-2.90%
Business Support Clerical	507	56	21,903	19,614	11.67%	22,506	19,282	16.72%
Business Support Professional	239	196	42,936	45,411	-5.45%	39,347	39,581	-0.59%
Business Support Technical	41	110	25,390	28,435	-10.71%	26,067	27,364	-4.74%
Operational Support	8	84	18,546	21,014	-11.75%	27,364	22,071	23.98%
Research	90	89	31,502	33,277	-5.33%	29,318	30,192	-2.89%
Scientific	2	3	30,421	38,762	-21.52%	30,421	39,347	-22.69%
<b>Total</b>	<b>1,298</b>	<b>1,030</b>	<b>36,119</b>	<b>44,497</b>	<b>-18.83%</b>	<b>32,022</b>	<b>44,264</b>	<b>-27.66%</b>

## Grade

An analysis by grade (Table 4) shows that there are no significant pay differences of 5% or more within grades. **This indicates that men and women are being paid the same for work of equal value**, however a significant number of females are in in lower grades.

Pay differences are more pronounced within **Grade 2** (-4.11%), **Grade 5** (-3.16%), **Grade 6/7** (-3.31%), and **Senior Management** (-4.97%). The differences for Grade 2 and Grade 5 are due to more males receiving allowances<sup>7</sup> than females. When base pay is analysed for these grades, the gender pay gap is 0.27% and 1.5% respectively. For Senior Management, the pay gap is explained by the predominance of males at higher spine points within the grades.

<sup>7</sup> For a list of allowances please refer to Appendix 4

**Table 4 Gender Pay Gap by Grade 2017**

Grade	No. of Employees			Mean Total Pay (£)		
	Female	Male	Total	Female	Male	Female as % of Male Pay
1	23	24	47	16,303	16,475	-1.05%
2	5	19	24	17,149	17,885	-4.11%
3	240	54	294	19,692	20,032	-1.70%
4	172	48	220	22,594	22,759	-0.73%
5	82	53	135	26,046	26,897	-3.16%
6	93	76	169	30,935	31,075	-0.45%
6/7	68	71	139	30,037	31,066	-3.31%
7	93	85	178	38,423	38,381	0.11%
7/8	271	252	523	45,214	45,377	-0.36%
8	81	64	145	47,453	46,572	1.89%
9	102	160	262	56,349	56,342	0.01%
10	8	10	18	73,510	73,034	0.65%
Professorial	56	101	157	75,968	77,365	-1.81%
Senior Management	4	13	17	123,706	130,179	-4.97%
<b>Total</b>	<b>1,298</b>	<b>1,030</b>	<b>2,328</b>	<b>36,119</b>	<b>44,497</b>	<b>-18.83%</b>

Comparison to 2014 shows significant improvement in the more senior grades (Table 5).

**Table 5 Gender Pay Gap by Grade 2014**

Grade	No. of Employees			Mean Total Pay (£)		
	Female	Male	Total	Female	Male	Female as % of Male Pay
1	27	26	53	14019	14497	-3.41%
2	6	16	22	16889	16541	2.06%
3	250	50	300	18828	18866	-0.20%
4	198	52	250	21548	21452	0.44%
5	85	64	149	24907	25008	-0.40%
6	98	88	186	29730	29765	-0.12%
6/7	55	60	115	29659	28788	2.94%
7	97	90	187	36728	37059	-0.90%
7/8	323	311	634	42706	44039	-3.12%
8	82	68	150	44762	45021	-0.58%
9	112	174	286	52774	53273	-0.95%
10	6	9	15	60993	68185	-11.79%
Professorial	56	148	204	64215	66305	-3.26%
Senior Management	6	11	17	103112	119471	-15.86%
<b>Total</b>	<b>1401</b>	<b>1167</b>	<b>2568</b>	<b>34000</b>	<b>42631</b>	<b>-25.39%</b>

## Contract Type and Mode

Table 6 shows the overall pay gap for fixed term and permanent staff; -25.07% and -17.18% respectively. On average;

- permanent male staff earn £7,648 more than permanent female staff; and
- fixed-term male staff earn £11,130 more than fixed-term female staff.



**Table 6 Comparison of Gender Pay Gap by Contract Type**

Contract Type	No. of Employees			Mean Total Pay (£)		
	Female	Male	Total	Female	Male	Female as % of Male Pay
Fixed-term	272	215	487	33,268	44,398	-25.07%
Permanent	1,026	815	1,841	36,875	44,523	-17.18%
<b>Total</b>	<b>1298</b>	<b>1030</b>	<b>2328</b>	<b>36,119</b>	<b>44,497</b>	<b>-18.83%</b>

This is reflective of the type of fixed term posts available. Males with fixed-term contracts are predominantly in higher grades (Table 7). 35.8% of all males on fixed term contracts compared to 18.8% of all females on fixed term contracts are Grade 8 and above.

**Table 7 Breakdown of Contract Type by Gender and Grade**

Grade	Contract Type	Female	Male	Grand Total
Grade 1	Fixed Term	16	17	33
	Permanent	7	7	14
Grade 2	Fixed Term	1	0	1
	Permanent	4	19	23
Grade 3	Fixed Term	70	12	82
	Permanent	170	42	212
Grade 4	Fixed Term	7	0	7
	Permanent	165	48	213
Grade 5	Fixed Term	8	2	10
	Permanent	74	51	125
Grade 6	Fixed Term	24	9	33
	Permanent	69	67	136
Grade 6/7	Fixed Term	64	70	134
	Permanent	4	1	5
Grade 7	Fixed Term	7	6	13
	Permanent	86	79	165
Grade 7/8	Fixed Term	24	22	46
	Permanent	247	230	477
Grade 8	Fixed Term	8	15	23
	Permanent	73	49	122
Grade 9	Fixed Term	21	16	37
	Permanent	81	144	225
Grade 10	Fixed Term	0	2	2
	Permanent	8	8	16
Professorial	Fixed Term	21	41	62
	Permanent	35	60	95
Senior Management	Fixed Term	1	3	4
	Permanent	3	10	13
<b>Total</b>		<b>1,298</b>	<b>1,030</b>	<b>2,328</b>

Table 8 shows the overall pay gaps by mode of employment (Full-time and Part-time staff), which are -12.83% and -37.29% respectively. On average:

- Full-time male staff earn £5,632 more than full-time term female staff.
- Part-time male staff earn £18,764 more than part-time female staff.

**Table 8 Gender Pay Gap by Mode**

Mode	No. of Employees			Mean Total Pay (£)		
	Female	Male	Total	Female	Male	Female as % of Male Pay
Full-time	882	935	1817	38,273	43,905	-12.83%
Part-time	416	95	511	31,553	50,317	-37.29%
<b>Total</b>	<b>1298</b>	<b>1030</b>	<b>2328</b>	<b>36,119</b>	<b>44,497</b>	<b>-18.83%</b>

Whilst there are no significant pay gaps within grades, the fact that part-time males are predominantly in 0.2 full time equivalent **professorial grades** skews the part-time pay differential (Table 9).

**Table 9 Distribution of Mode by Grade and Gender**

Grade	Mode	Female	Male	Grand Total
Grade 1	Full Time	17	20	37
	Part Time	6	4	10
Grade 2	Full Time	3	18	21
	Part Time	2	1	3
Grade 3	Full Time	102	49	151
	Part Time	138	5	143
Grade 4	Full Time	97	46	143
	Part Time	75	2	77
Grade 5	Full Time	64	47	111
	Part Time	18	6	24
Grade 6	Full Time	66	72	138
	Part Time	27	4	31
Grade 6/7	Full Time	54	66	120
	Part Time	14	5	19
Grade 7	Full Time	71	83	154
	Part Time	22	2	24
Grade 7/8	Full Time	214	223	437
	Part Time	57	29	86
Grade 8	Full Time	62	59	121
	Part Time	19	5	24
Grade 9	Full Time	79	151	230
	Part Time	23	9	32
Grade 10	Full Time	8	10	18
	Part Time	0	0	0
Professorial	Full Time	41	78	119
	Part Time	15	23	38
Senior Management	Full Time	4	13	17
	Part Time	0	0	0
<b>Total</b>		<b>1,298</b>	<b>1,030</b>	<b>2,328</b>

## Starting Salary

The Working Group reviewed starting salaries for last three years. The policy at Ulster is to start new staff at the bottom of the pay grade, unless there is an objective justification for appointing them on a higher salary.

The new starts data for the last three years indicates that 58 out of the 168 (31.5%) completely new external new starts started on a higher level within the pay grade.

35.8% of female new starts started on a higher salary level compared with 27.5 % of male new starts.

## Academic & Research Promotions

As can be seen in Table 10, over the review period, fewer female academic and research staff applied for promotion compared with males. This reflects the respective 'applicant pools' for academic and research staff (i.e. male staff outnumber female staff). However, greater proportions of female academic and research staff applied for promotion in 2015 and 2016.

Male academic staff had a higher promotion success rate than female academic staff, whereas female research staff had a higher success rate compared with male research staff, although it should be noted that a small number were involved (Table 11).

**Table 10 : Analysis of Academic and Research Promotions by Gender**

Year	Stage	Male		Female		Total	Male Pool	% Applied	Female	
		No.	%	No.	%	No.			Pool	Pool
2014	Applied Promoted	31	66.0	16	34.0	47	700	4.43	560	2.86
		28	66.7	14	33.3	42				
2015	Applied Promoted	23	52.3	21	47.7	44	687	3.35	562	3.74
		22	53.7	19	46.3	41				
2016	Applied Promoted	19	51.4	18	48.6	37	619	3.07	506	3.55
		13	50.0	13	50.0	26				
Total	Applied Promoted	73	57.0	55	43.0	128				
		63	57.8	46	42.2	109				

**Table 11 Success Rate of Academic and Research Promotions by Gender**

Job Category	Male %	Female %
Academic	94.9	86.0
Research	50.0	80.0

Significant work is being carried out to improve the promotion prospects for academic and research staff in Science, Technology, Engineering and Mathematics (STEM) disciplines through the University's work as part of the Athena SWAN Charter accreditation.

'Preparing for Academic Promotion Workshops' took place to support and develop the careers of women in STEM at the University. These workshops provide staff with a clearer understanding of the promotions criteria and process, with male and female STEM academics providing personal advice to potential applicants on presenting their application as effectively as possible.

It is the view of the Working Group that more work needs to be done to support the development of careers within the University structures, particularly for females and this will be raised with the Athena SWAN Committee and the People and Culture directorate.

## Reasons for the Gender Pay Gap

The principal reasons for the gender pay gap identified through the review are that:

- females are disproportionately represented in specific job categories (horizontal segregation) the lower grades (vertical segregation), and especially amongst part-time staff;
- differences in pay within grades reflect incremental points on the scale, allowances and red-circling;
- particular groups or groups working specific contractual arrangements have greater access to, and receive higher allowances; and
- particular groups or groups with specific contractual arrangements are placed at higher points on the scale, due to the application of market supplements.

## Recommendations

### 1. Promotions and Internal Appointments:

- a. Review the promotion and internal appointments data. If appropriate, ensure that that the principles of transparency, fairness and consistency are achieved;
- b. Investigate whether additional support is required for the promotions process to encourage more females to apply for promotion;
- c. Check for lack of bias in appointing to posts where occupational segregation is apparent;
- d. Investigate who has access to acting up opportunities, i.e. how are they advertised and filled; is it by departmental specific closed recruitment activity?

### 2. Recruitment

- a. Review the University's policy on fixing salaries at the time of recruitment (starting salaries) to ensure that it is being applied consistently, is not discriminatory and that any uplift to starting salary (e.g. as a result of market forces) is objectively justified;
- b. Review the process for recruiting staff onto 'Personal Salaries'; and
- c. Establish and review the initiatives introduced to recruit more female Professors.

## Ethnicity

The ethnicity pay gap is calculated using the mean<sup>8</sup> and median<sup>9</sup> salaries of employees from Black and Minority Ethnic (BME) backgrounds expressed as a percentage of the mean and median salaries of White employees doing work of equal value. 'Salary' is the full-time equivalent salary, plus any job related additional salary payments such as an allowance or a market pay supplement.

- **A negative percentage indicates that BME employees are paid less than comparable white employees.**
- **A positive percentage indicates that BME employees are paid more than comparable white employees.**

## Workforce Composition

4.2% (n=98) of staff self-declared as BME and 95.8% self-declared as White. The proportion of BME staff has increased by 1% since the last equal pay review in 2014. Despite low numbers, the University is twice as diverse as the local population. The Northern Ireland Census 2011 suggests that 1.8% of the NI population is BME.

BME staff are located mainly in Academic (52%, n=51) and Research (36.7%, n=36) roles; the majority of these are non-UK nationals/international staff.

31.6% of BME staff are in Grade 6/7 (Research Associate) and 25.5% of BME staff are in Grade 7/8 (Lecturer) posts.

## Pay

### Mean and Median

The University's overall mean ethnicity pay gap for all employees is 8.42% (Table 12). This is almost four times greater with that for UK higher education (2.3% in 2015/16 as reported by ECU). The positive pay gap reflects the fact that 92.9% of BME staff are in Grade 6 and above positions.

The difference between the base and total mean ethnicity pay gaps is negligible, indicating that allowances have little impact on BME pay. Only 9.2% (9) BME staff were found to be receiving allowances, compared with 23.9% (532) of White staff.

**Table 12 Base and Total Pay by Ethnicity**

Pay	No. of Employees			Pay (£)		
	BME	White	Total	BME	White	BME as % of White Pay
<b>Base pay</b>	98	2,230	2,328	42,412	39,181	8.25%
<b>Total pay</b>	98	2,230	2,328	43,029	39,685	8.42%

<sup>8</sup> Please see Appendix 4 for an explanation of 'MEAN'

<sup>9</sup> Please see Appendix 4 for an explanation of 'MEDIAN'

The median pay gap, detailed in Table 13 is 3.06%, which is almost a third of the mean pay gap. This reflects the higher number of BME staff in higher-grade roles.

**Table 13 Mean and Median Pay Gap by Ethnicity**

No. of Employees			Mean pay (£)			Median pay((£)		
BME	White	Total	BME	White	BME as % of White Pay	BME	White	BME as % of White pay
98	2,230	2,328	43,029	39,685	8.42%	40,552	39,347	3.06%

### Employment category

Table 14 sets out the distribution of BME staff by job category and shows that BME staff are in Academic, Business Support, and Research roles only.

**Table 14 Pay Gap by Job Category and Ethnicity**

Job Category	No. of employees		Mean Total Pay (£)		
	BME	White	BME	White	Pay Gap
<b>Academic</b>	51	852	54,350	54,603	-0.46%
<b>Business Support Clerical</b>	7	556	19,382	21,704	-11.98%
<b>Business Support Professional</b>	4	431	35,026	44,135	-26.01%
<b>Research</b>	36	140	32,477	31,883	1.83%
<b>Total</b>	98	2230	43,029	39,685	8.42%

### Grade

Significant pay differences were observed in **Grade 1** (-8.33%), **Grade 6** (-8.28%), **Grade 7** (-11.62%) and **Grade 8** (-7.64%)(Table 15). However, the relatively low numbers of BME in these grades and their position/increment on the pay scale causes these. This is true also for Business Support roles.

**Table 15 Total Pay by Grade and Ethnicity**

Grade	No. of Employees			Mean Total Pay (£)		
	BME	White	Total	BME	White	BME as % of White Pay
1	<5	46	47	15,052	16,420	-8.33%
2		24	24		17,732	-
3	6	288	294	20,104	19,747	1.81%
4		220	220		22,630	-
5		135	135		26,380	-
6	<5	165	169	28,487	31,058	-8.28%
6/7	31	108	139	31,097	30,409	2.26%
7	<5	177	178	33,963	38,428	-11.62%
7/8	25	498	523	43,301	45,393	-4.61%
8	<5	142	145	43,537	47,139	-7.64%
9	15	247	262	54,893	56,433	-2.73%
10		18	18		73,246	-
Professorial	12	145	157	77,722	76,796	1.21%
Senior Management		17	17		128,656	-
<b>Total</b>	98	2,230	2,328	43,029	39,685	8.42%

### Starting Salary

Over the last three years, there were 4 externally appointed BME new starts, compared with 164 externally appointed White new starts.

None of the BME staff started above the first point of the pay scale while 58 (35.4%) of the White staff did. These numbers are too small for any significant interpretation.

### Promotions

The promotions data is taken from the University's Article 55 Review (2013-2016). The data shows that small numbers of BME staff applied for academic and research promotions and were successful over the period (Tables 16 and 17). Overall, BME staff are slightly more successful than White staff. However, due to the small numbers no inference can be drawn in relation to success rates.

**Table 16 Academic & Research Promotions by Ethnicity**

Year	Stage	White		BME		Total
		No.	%	No.	%	No.
2013-2016	Applied	119	93.0	9	7.0	128
	Promoted	101	92.7	8	7.3	109

**Table 17 Success Rates for Academic & Research Promotions by Ethnicity**

Promotions	White %	BME %
Success Rates	84.9	88.9



## **Reasons for the ethnicity pay gap**

The principal reason for these pay gaps is that BME staff are disproportionately represented in specific job categories (horizontal segregation) and grades (vertical segregation), predominately in academic and research employment categories.

## **Recommendations**

No specific recommendations were identified. The representation, progression and success of BME staff will be considered within our evolving Equality, Diversity and Inclusion Strategy.

## Community Background

The University collects data for Community Background so that it can determine whether it is providing, or is likely to continue to provide, fair participation in employment to members of the Protestant and Roman Catholic communities.

Community Background (CB) relates to the background that someone has been brought up in. It is distinct from religious belief. A person can have a different religious belief to their community background.

Two comparisons are carried out to determine the CB pay gaps. In both, each respective group is compared against Protestant staff data; Protestant staff constituting the largest group.

The pay gaps are calculated using:

- the mean and median salaries of Roman Catholic ('Catholic') employees, expressed as a percentage of the mean and median salaries of Protestant employees doing work of equal value; and
- the mean and median salaries of 'non-determined' or 'other' employees, expressed as a percentage of the mean and median salaries of Protestant employees doing work of equal value.

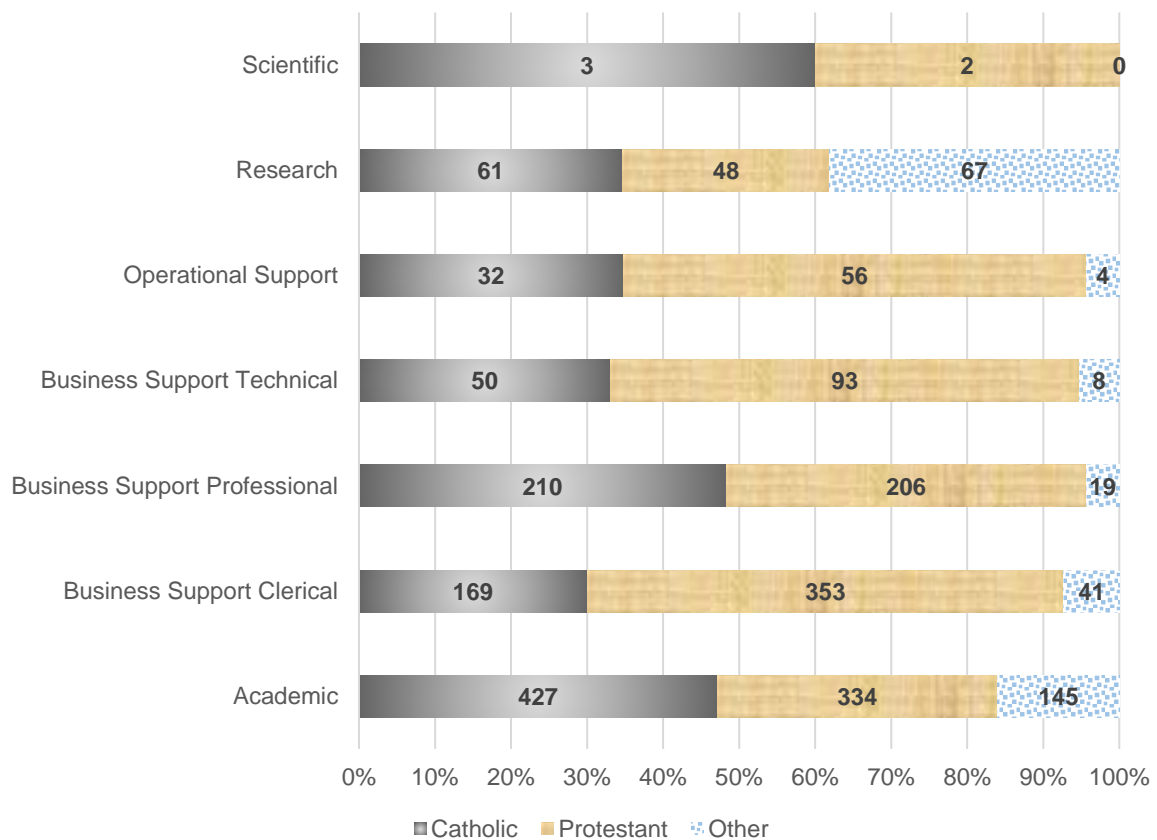
'Salary' is the full-time equivalent salary, plus any job related additional salary payments such as an allowance or a market pay supplement.

- **A negative percentage indicates that Catholic or 'non-determined' ('other') employees are paid less than comparable Protestant employees.**
- **A positive percentage indicates that Catholic or 'other' employees are paid more than comparable Protestant employees.**

## Workforce Composition

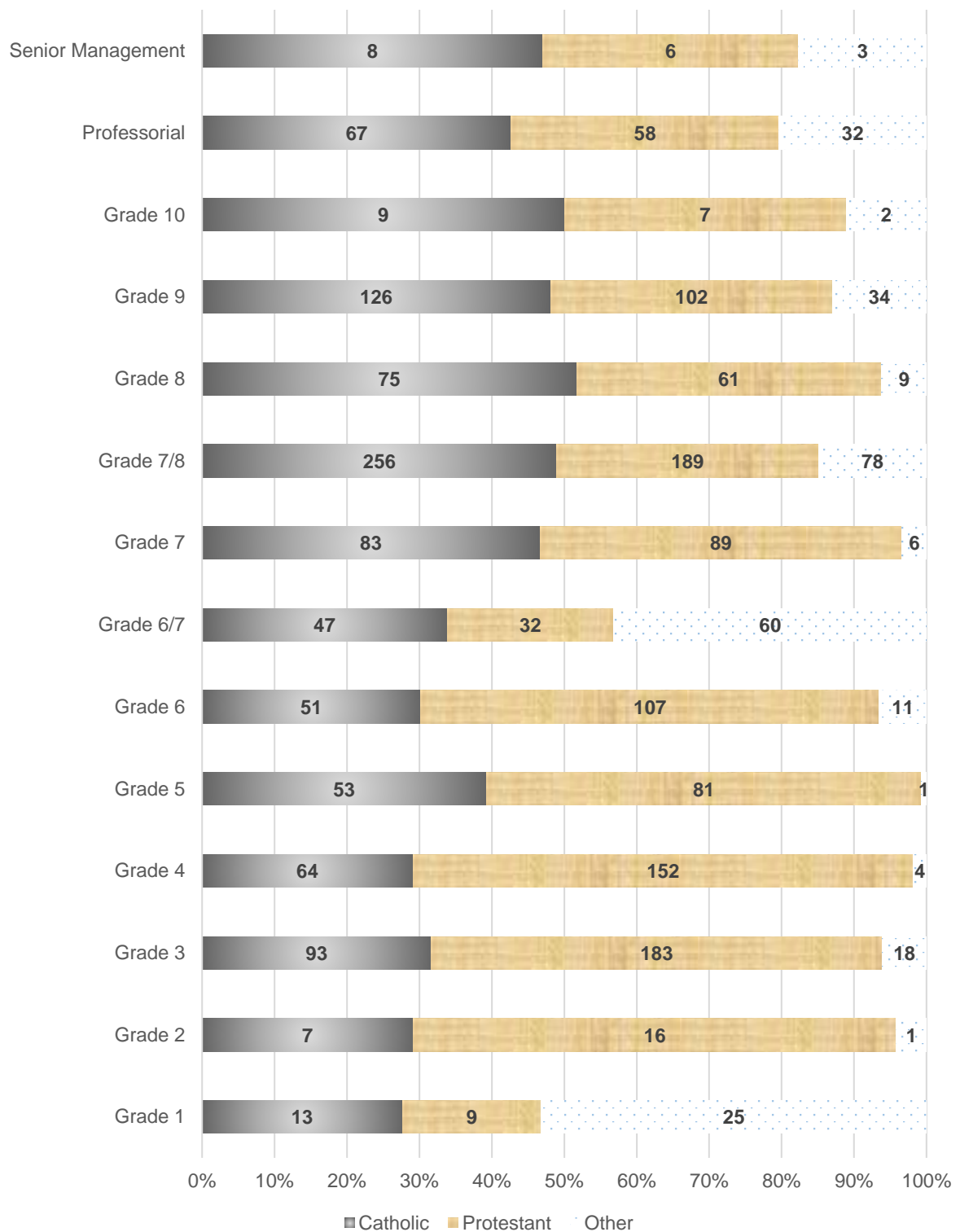
Figure 4 shows that the composition of the University is 46.9% Protestant, 40.9% Catholic, and 12.2% 'Other'. The proportion of Catholic staff has increased by 1.2% (from 39.7%) since the last equal pay review in 2014. The proportion of Protestant staff remained the same (47%), whilst the proportion of 'Other' staff decreased (down 1.1% from 13.3%).

**Figure 4 Distribution of Workforce by Community Background and Staff Category**



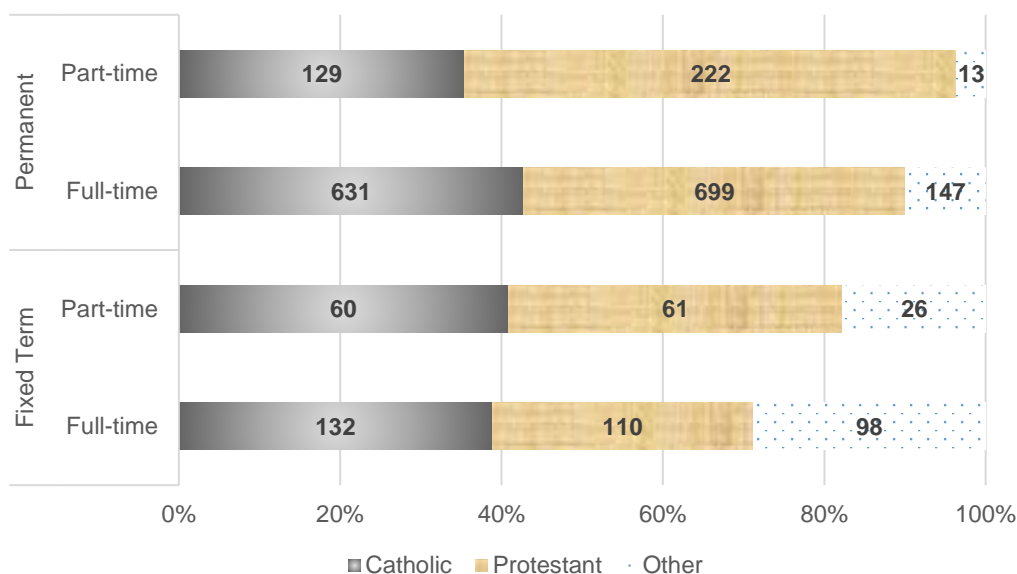
When the information is analysed further it shows that Catholic staff outnumber Protestant and Other staff in all grades above Grade 7/8 (Figure 5). However, 'Other' staff constitute the largest proportion of staff in Grades 6/7.

**Figure 5 Distribution of Workforce by Community Background and Grade**



As detailed in Figure 6 below, there are more Protestant staff on Part-time contracts, compared with Catholic and 'Other' staff.

**Figure 6 Distribution of Workforce by Community Background, Contract Type and Mode**



## Pay

### Mean and Median

Whilst Protestant staff outnumber Catholic and Other staff, the University's overall mean pay gaps by CB are 14.64% (Catholic pay compared with Protestant pay) and 14.38% (Other pay compared with Protestant pay)(Table 18). The positive pay gaps reflect the fact that, on average, Catholic and Other staff are paid more than Protestant staff.

The difference between the base and total mean gender pay gaps is negligible (1.9%), indicating that allowances have little impact on overall CB pay.

**Table 18 Base and Total Pay by Community Background**

Pay	No. of Employees				Median Pay (£)				
	Catholic	Protestant	Other	Total	Catholic	Protestant	Other	Catholic pay as % of Protestant Pay	Other pay as % of Protestant Pay
<b>Base</b>	952	1,092	284	2,328	41,913	36,440	41,678	15.02%	12.50%
<b>Total</b>	952	1,092	284	2,328	42,375	36,965	42,280	14.64%	14.38%

Table 19 shows that the median pay gap for Catholic pay as a percentage of Protestant pay is 30.12%, which is more than double the mean pay gap for the same group (14.64%). The median pay gap for 'Other' pay as a percentage of Protestant pay slightly less at 26.32%, which is almost double the mean pay gap for the same group (14.38%).

This higher value for the median pay gaps indicates that both Catholic and 'other' staff are located on higher grades compared with Protestant staff as demonstrated in Figure 7.

**Table 19 Mean and Median Pay by Community Background**

Mean pay (£)					Median pay (£)				
Catholic	Protestant	Other	Catholic pay as % of Protestant Pay	Other pay as % of Protestant Pay	Catholic	Protestant	Other	Catholic pay as % of Protestant Pay	Other pay as % of Protestant Pay
42,375	36,965	42,280	14.64%	14.38%	41,743	32,080	40,522	30.12%	26.32%

## Employment Category

When comparing pay for Catholic with Protestant staff by employment category, significant mean pay differences were observed in Business Support Professional (6.23%), and Scientific job categories (39.46%)(Table 20). Significant median pay differences were observed in all categories except Academic and Research.

The results for median pay gaps for Academic and Research staff are identical, at 0.00%. This indicates that Protestant and Catholic staff are spread evenly across these categories.

**Table 20 Catholic and Protestant Pay by Job Category**

Employment Category	No. of Employees		Mean Total Pay (£)			Median Total Pay (£)		
	Catholic	Protestant	Catholic	Protestant	Pay Gap	Catholic	Protestant	Pay Gap
Academic	427	334	53,947	54,966	-1.85%	48,355	48,355	0.00%
Business Support Clerical	169	353	21,381	22,264	-3.97%	21,245	22,506	-5.60%
Business Support Professional	210	206	45,364	42,703	6.23%	41,733	37,347	11.74%
Business Support Technical	50	93	27,843	27,632	0.76%	26,575	56,966	-53.35%
Operational Support	32	56	20,973	20,717	1.24%	22,610	20,652	9.48%
Research	61	48	32,503	32,587	-0.26%	29,318	29,318	0.00%
Scientific	3	2	39,947	28,644	39.46%	39,347	28,644	37.37%
<b>Total</b>	<b>427</b>	<b>334</b>	<b>42,375</b>	<b>36,965</b>	<b>14.64%</b>	<b>41,743</b>	<b>32,081</b>	<b>30.12%</b>

Table 21 presents a comparison of pay for ‘Other’ and Protestant staff and highlights significant mean pay differences within Business Support Clerical (-19.96%) and Business Support Technical (-6.42%). Significant median pay differences were observed in all categories except Academic, Operational Support and Research.

**Table 21 Other and Protestant Staff Pay by Job Category**

Employment Category	No. of Employees		Mean Total Pay (£)			Median Total Pay (£)		
	Other	Protestant	Other	Protestant	Pay Gap	Other	Protestant	Pay Gap
Academic	145	334	55,504	54,966	0.98%	48355	48,355	0.00%
Business Support Clerical	41	353	17,819	22,264	-19.96%	15670	22,506	-30.37%
Business Support Professional	19	206	44,147	42,703	3.38%	39581	37,347	5.98%
Business Support Technical	8	93	25,858	27,632	-6.42%	25759	56,966	-54.78%
Operational Support	4	56	20,571	20,717	-0.71%	20222	20,652	-2.08%
Research	67	48	31,711	32,587	-2.69%	29318	29,318	0.00%
Scientific	0	2	-	28,644	-	-	28,644	-
<b>Total</b>	<b>145</b>	<b>334</b>	<b>42,280</b>	<b>36,965</b>	<b>14.38%</b>	<b>40,522</b>	<b>32,081</b>	<b>26.31%</b>

A closer analysis suggests that these differences reflect the grades and the distribution of staff within each category, as described below.

## Grade

When comparing pay for Catholic with Protestant staff, significant pay gaps were observed in **Grade 1** (-17.52%) and **Senior Management** (14.01%)(Table 22). Comparing pay for ‘Other’ with Protestant staff, significant pay differences were observed in **Grade 1** (18.16%), **Grade 2** (-12.93%), **Grade 6** (-5.47%), **Grade 7** (-5.69%), **Grade 10** (6.49%) and **Senior Management** (-17.38%).

**Table 22 Grade and Pay by Community Background**

Grade	No. of Employees				Mean Total Pay (£)				
	Catholic	Protestant	Other	Grand Total	Catholic	Protestant	Other	Catholic Pay as % of Protestant Pay	Other Pay as % of Protestant Pay
1	13	9	25	47	15,814	19,172	15,690	-17.52%	-18.16%
2	7	16	1	24	17,420	17,997	15,670	-3.21%	-12.93%
3	93	183	18	294	19,690	19,726	20,374	-0.18%	3.28%
4	64	152	4	220	22,671	22,614	22,591	0.25%	-0.10%
5	53	81	1	135	26,384	26,382	26,067	0.01%	-1.19%
6	51	107	11	169	30,659	31,304	29,591	-2.06%	-5.47%
6/7	47	32	60	139	30,850	29,906	30,688	3.16%	2.61%
7	83	89	6	178	38,217	38,704	36,502	-1.26%	-5.69%
7/8	256	189	78	523	45,286	45,866	43,927	-1.26%	-4.23%
8	75	61	9	145	47,350	46,955	45,424	0.84%	-3.26%
9	126	102	34	262	56,522	56,269	55,917	0.45%	-0.63%
10	9	7	2	18	74,204	71,260	75,886	4.13%	6.49%
Professorial	67	58	32	157	75,823	76,784	79,203	-1.25%	3.15%
Senior Management	8	6	3	17	141,689	124,272	102,671	14.01%	-17.38%
<b>Total</b>	<b>952</b>	<b>1,092</b>	<b>284</b>	<b>2,328</b>	<b>42,375</b>	<b>36,965</b>	<b>42,280</b>	<b>14.64%</b>	<b>14.38%</b>

## Contract type

Comparing Catholic and Protestant staff, the mean pay gap for fixed-term staff is 3.08%, compared with 17.42% for permanent staff (Table 23).

On average;

- fixed term Catholic staff earn £1,176 more than fixed term Protestant staff.
- Permanent Catholic staff earn £6,401 more than permanent Protestant staff.

Comparing 'Other' and Protestant staff, the mean pay gap for fixed-term staff is -4.39%, compared with 27.31% for permanent staff.

On average;

- fixed term 'Other' staff earn £1,672 less than fixed term Protestant staff.
- Permanent 'Other' staff earn £10,035 more than permanent Protestant staff.



**Table 23 Contract type by Community Background**

Contract Type	No. of Employees				Mean Total Pay (£)				
	Catholic	Protestant	Other	Total	Catholic	Protestant	Other	Catholic as % of Protestant Pay	Other pay as a % of Protestant Pay
Fixed-term	192	171	124	487	39,320	38,144	36,472	3.08%	-4.39%
Permanent	760	921	160	1841	43,147	36,746	46,781	17.42%	27.31%
<b>Total</b>	<b>952</b>	<b>1092</b>	<b>284</b>	<b>2328</b>	<b>42,375</b>	<b>36,965</b>	<b>42,280</b>	<b>14.64%</b>	<b>14.38%</b>

## Mode

Table 24 compares Catholic and Protestant staff, and shows that the mean pay gap for part-time staff is 28.99%, compared with 9.91% for full-time staff.

On average;

- Part-time Catholic staff earn £8,781 more than part-time Protestant staff.
- Full-time Catholic staff earn £3,893 more than full-time Protestant staff.

Comparing 'Other' and Protestant staff, the mean pay gap for part-time staff is 64.84%, compared with 4.48% for full-time staff.

On average;

- Part-time 'Other' staff earn £19,641 more than part-time Protestant staff.
- Full-time 'Other' staff earn £1,795 more than full-time Protestant staff.

**Table 24 : Mode by Community Background**

Mode	No. of Employees				Mean Total Pay (£)				
	Catholic	Protestant	Other	Total	Catholic	Protestant	Other	Catholic as % of Protestant Pay	Other pay as a % of Protestant Pay
Full-time	763	809	245	1817	43,192	39,299	41,061	9.91%	4.48%
Part-time	189	283	39	511	39,076	30,295	49,936	28.99%	64.84%
<b>Total</b>	<b>952</b>	<b>1092</b>	<b>284</b>	<b>2328</b>	<b>42,375</b>	<b>36,965</b>	<b>42,280</b>	<b>14.64%</b>	<b>14.38%</b>

## Starting Salary

31.5% (58 out of the 168) of the completely new external new starts started above the first point, based on their previous experience. 47.6% (22) of Protestant,

compared with 27% (46) of Catholic and 25.4% (47) of 'Other' external new starts started above the first point on their respective grades (Table 25).

**Table 25 - New starts by community Background and Starting Point**

Community Background	Number	%	First Point	Higher Point	% started on Higher Point
Protestant	42	47.6%	22	20	47.6%
Catholic	63	27.0%	46	17	27.0%
Other /not given	63	25.4%	47	16	25.4%
Total	168	100%	115	53	31.5%

## Promotions

Table 26 shows staff who applied and were promoted to Professor, Senior Lecturer and Reader during the review period, from the Protestant and Catholic communities. Between February 2013 and February 2016, members of staff from the Protestant and Catholic communities accounted for [44.7%] and [55.3%] respectively of academic staff who applied for promotion within the University. Over the same period, staff from the Protestant and Catholic communities accounted for [45.8%] and [54.2%] respectively of academic staff who were promoted.

**Table 26 Academic Promotions by Community Background**

Year	Stage	Protestant		Catholic		Not Determined	Total
2013/14	Applied	13	[39.4%]	20	[60.6%]	6 (15.4%)	39
	Promoted	13	[43.3%]	17	[56.7%]	6 (16.7%)	36
2014/15	Applied	15	[46.9%]	17	[53.1%]	7 (17.9%)	39
	Promoted	14	[45.2%]	17	[54.8%]	7 (18.4%)	38
2015/16	Applied	14	[48.3%]	15	[51.7%]	2 ( 6.5%)	31
	Promoted	11	[50.0%]	11	[50.0%]	2 ( 8.3%)	24
Total	Applied	42	[44.7%]	52	[55.3%]	15 (13.8%)	109
	Promoted	38	[45.8%]	45	[54.2%]	15 (15.3%)	98

\* These include promotion to Professor, Senior Lectureship and Readership.

Staff who applied and were promoted to Research Associate, Research Fellow, Senior Research Fellow and Professorial Research Fellow during the review period are presented in Table 27. 11 [57.9%] Protestant staff and 8 [42.1%] Catholic staff applied for research promotions within the University over the review period. Of these, 7 [63.6%] Protestants and 4 [36.4%] Catholics were promoted.

**Table 27 Research Promotions by Community Background**

Year	Stage	Protestant		Catholic		Not Determined	Total
2013/14	Applied	4	[50.0%]	4	[50.0%]	0	8
	Promoted	3	[50.0%]	3	[50.0%]	0	6
2014/15	Applied	3	[60.0%]	2	[40.0%]	0	5
	Promoted	2	[66.7%]	1	[33.3%]	0	3
2015/16	Applied	4	[66.7%]	2	[33.3%]	0	6
	Promoted	2	[100%]	0	[0.0%]	0	2
Total	Applied	11	[57.9%]	8	[42.1%]	0	19
	Promoted	7	[63.6%]	4	[36.4%]	0	11

\* These include promotion to Research Associate, Research Fellow, Senior Research Fellow and Professorial Research Fellow.

## Success Rates

Table 28 shows the success rate in the number of staff promoted expressed as a percentage of applicants.

**Table 28 Success Rates of Academic & Research Promotions by Community Background**

Promotions	Protestant %	Catholic %
Academic	90.5%	86.5%
Research	63.6%	50.0%

It is unlikely that success rates for academic promotions will be equal as the process is based on self-application, whereby academic staff put themselves forward even if in some cases they may not meet all the criteria.

If staff wish to know why they were unsuccessful, Deans or Heads of School will provide feedback informing staff how they were assessed, what their strengths and weaknesses were, and how they were compared to staff who were successful, and will provide advice on future career strategy.

## **Reasons for the Community Background Pay Gap**

The principal reasons for these pay gaps are that:

- staff are disproportionately represented in specific job categories (horizontal segregation) and grades (vertical segregation); and
- particular groups or groups with particular contractual arrangements are placed at higher points on the scale, due to the application of market supplements.

## **Recommendations**

- Review historical data relating to Staff Category and Community Background within Article 55 Review to determine whether people with particular community backgrounds are applying for specific roles (occupational segregation).
- Review the use of the welcoming statement for people of different community backgrounds – extend use to attract applicants to specific categories, rather than to specific campuses.
- Review University policy for starting salaries and consistency of application.

## Disability

The disability pay gap is calculated using the mean and median salaries of employees who have disclosed a disability expressed as a percentage of the mean and median salaries of those who have not and are doing work of equal value.

'Salary' is the full-time equivalent salary, plus any job related additional salary payments such as an allowance or a market pay supplement.

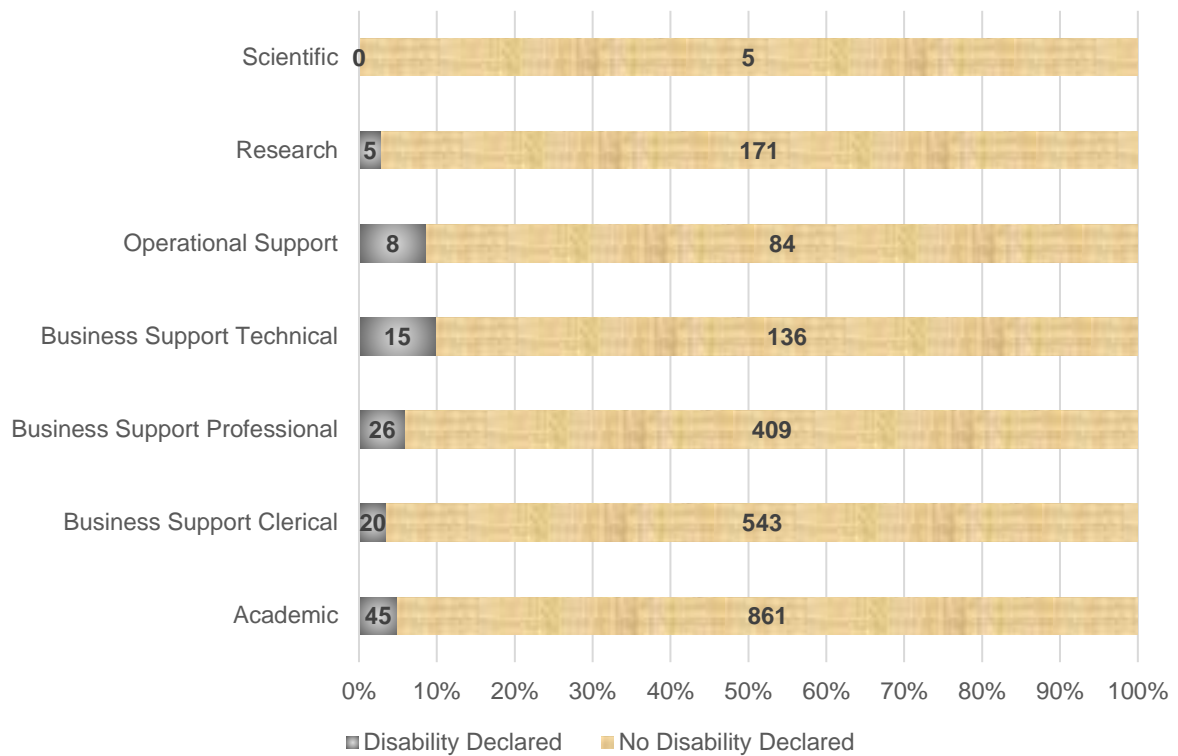
- **A negative percentage indicates that disabled employees are paid less than comparable non-disabled employees.**
- **A positive percentage indicates that disabled employees are paid more than comparable non-disabled employees.**

## Workforce Composition

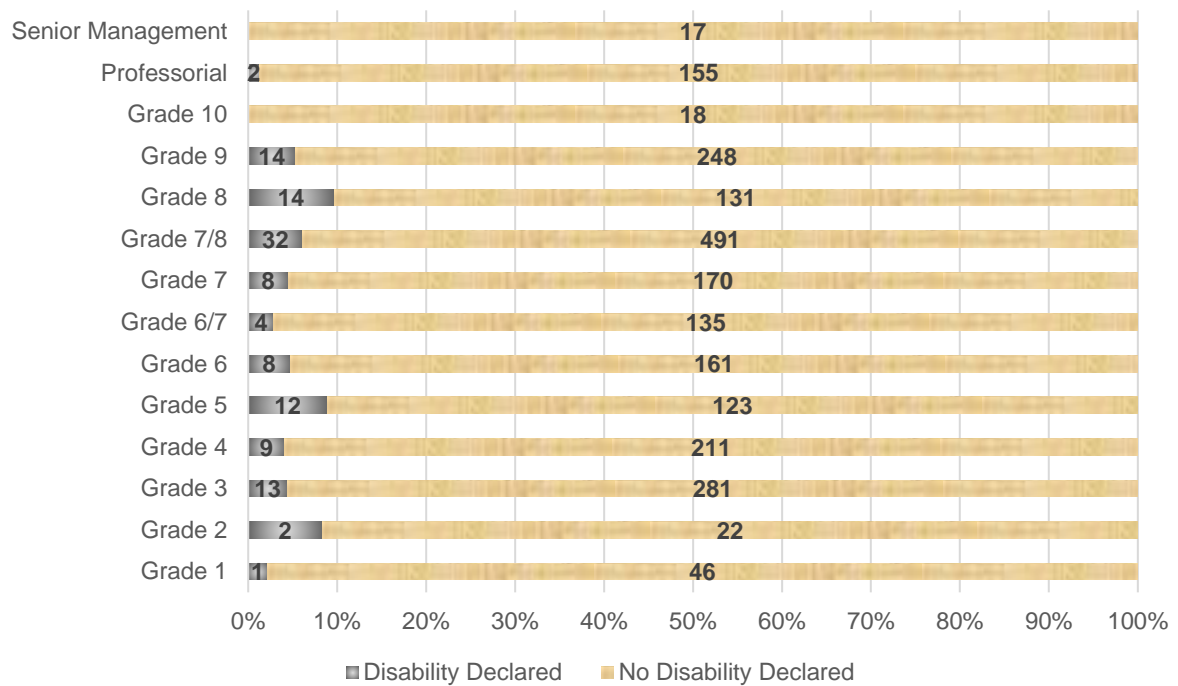
5.1% (119) of staff self-declared as disabled. Whilst the proportion of disabled staff has increased by 0.8% since the last equal pay review in 2014, this is significantly lower than expected, compared with the local population. The Northern Ireland Census 2011 found that 20.6% of the NI population stated that their day-to-day activities were limited because of a long-standing health problem or disability.

As can be seen in Figures 7 and 8, disabled staff are located mainly in Academic (37.8%, n=45), Grade 7/8 (26.9%, n=32), Grade 8 (11.8%, n=14) and Grade 9 (11.8%, n=14) roles. 9.7% of Grade 8 staff and 8.9% of Grade 5 staff declared a disability.

**Figure 7 Distribution of Workforce by Disability Status and Staff Category**



**Figure 8 Distribution of Workforce by Disability Status and Grade**



## Pay

### Mean and Median

Table 29 shows that the University's overall mean disability pay gap for all employees is -3.23% based on Total Pay and -2.72% using Base Pay. The difference in the pay gap when using base pay and total pay is negligible (0.5%), indicating that allowances have little impact on total pay.

**Table 29 Mean Disability Pay Gap by Base and Total Pay**

Pay	No. of Employees			Total Pay (£)		
	Disabled	No disability declared	Total	Disabled	No disability declared	Disability as % of No disability declared
Base pay	119	2,209	2,328	38,301	39,372	-2.72%
Total pay	119	2,209	2,328	39,892	38,602	-3.23%

Table 30 illustrates a median disability pay gap of 0.59%

**Table 30 Median and Mean Disability Pay Gap**

No. of Employees			Mean pay (£)			Median pay((£)		
Disabled	Non-disabled	Total	Disabled	Non-disabled	Disabled as % of non-disabled	Disabled	Non-disabled	Disabled as % of non-disabled
119	2,209	2,328	39,892	38,602	-3.23%	39,581	39,347	0.59%

### Employment Category

Significant pay differences were observed in Academic (-9.41%), Business Support Clerical (5.43%) and Research (5.54%) posts as indicated (Table 31). A closer analysis suggests these differences are due to comparatively low numbers of disabled staff in these categories and their position/increment on the pay scale.

**Table 31 Disability Pay Gap by Job Category**

Job Category	No. of employees		Mean Total Pay (£)		
	Disabled	No disability declared	Disabled	No disability declared	Pay Gap
Academic	45	861	49,686	54,845	-9.41%
Business Support Clerical	20	543	22,808	21,634	5.43%
Business Support Professional	26	409	44,781	44,005	1.76%
Business Support Technical	15	136	27,178	27,656	-1.73%
Operational Support	8	84	20,125	20,864	-3.54%
Research	5	171	33,724	31,954	5.54%
Scientific	0	5	0	35,426	-
<b>Total</b>	<b>119</b>	<b>2209</b>	<b>38,602</b>	<b>39,892</b>	<b>-3.23%</b>

## Grade

Significant pay differences were observed in **Grade 1** (28.57%), **Grade 2** (-6.81%), and **Professorial** (-17.7%) (Table 32). However, these are caused by the low numbers of disabled staff in these grades and their position/increment on the pay scale. No staff in Grade 10 or Senior Management declared a disability.

**Table 32 Disability Pay Gap by Grade**

Grade	No. of Employees			Mean Total Pay (£)		
	Disability Declared	No Disability Declared	Total	Disability Declared	No Disability Declared	Disability Declared as a % of No Disability Declared Pay
1	<5	46	47	16,292	20,947	28.57%
2	<5	22	24	17,833	16,618	-6.81%
3	13	281	294	19,788	19,036	-3.80%
4	9	211	220	22,635	22,529	-0.47%
5	12	123	135	26,328	26,919	2.25%
6	8	161	169	30,973	31,489	1.67%
6/7	<5	135	139	30,538	31,410	2.86%
7	8	170	178	38,342	39,690	3.52%
7/8	32	491	523	45,247	45,992	1.65%
8	14	131	145	47,017	47,506	1.04%
9	14	248	262	56,270	57,672	2.49%
10		18	18	73,246		-
Professorial	<5	155	157	77,040	63,432	-17.66%
Senior Management		17	17	128,656		-
<b>Total</b>	<b>119</b>	<b>2,209</b>	<b>2,328</b>	<b>39,892</b>	<b>38,602</b>	<b>-3.23%</b>



## Starting Salary

Over the last three years, there were only 5 disabled new starts, compared with 503 non-disabled new starts. Each started at a higher than base salary for their respective grade.

## Promotions

An analysis of academic promotions over the review period show that a small number of academic/research staff with a disability came forward for promotion (Table 33). Of those that applied, there was a 100% success rate (Table 34).

**Table 33 Academic and Research Promotees by Disability Status**

		No.	%	No.	%	No.
2013-2016	Applied	3	2.3	125	97.7	128
		3	2.8	106	97.2	109

**Table 34 Success Rates for Academic and Research Promotions by Disability Status**

Promotions	Disability Declared %	Not Disabled %
Success Rates	100	84.8

## Reasons for the Disability Pay Gap

The principal reason for these pay gaps is that disabled staff are disproportionately represented in specific job categories (horizontal segregation) and grades (vertical segregation).

## Recommendation

- Review use of the term 'disclosure' concerning disability. Consider the use of alternatives such as 'declaration'.

## **SECTION 2 - Equal Pay Working Group Recommendations**

### **Data collection**

- Improve the accuracy of the EO data collected; improve information provided to staff on why the University collects monitoring information. Publish an article on Insight detailing the importance and reason why Ulster monitors staff equal opportunities data.
- Revisit the structure/phrasing of the sexual orientation question in an attempt to increase response rates.
- Review use of the term 'disclosure' concerning disability. Consider the use of alternatives such as 'declaration'.

### **Allowances**

- Equalise the distribution and value of allowances. Review the provision and allocation of allowances to ensure that there is equality of opportunity for all staff to apply.

### **Recruitment (including Promotions and Internal Appointments)**

- Review the promotion and internal appointments data. If appropriate, ensure that that the principles of transparency, fairness and consistency are achieved.
- Investigate whether additional support is required for the promotions process to encourage more females to apply for promotion.
- Check for lack of bias in appointing to posts where occupational segregation is apparent.
- Review the University's Policy on fixing salaries at the time of recruitment (starting salaries) to ensure that it is being applied consistently, is not discriminatory and that any uplift to starting salary (e.g. as a result of market forces) is objectively justified.
- Review the process for recruiting staff onto 'Personal Salaries'.
- Review the initiatives that have been introduced to recruit more female Professors.
- Investigate who has access to acting up opportunities, i.e. how are they advertised and filled; is it by departmental specific closed recruitment activity?

- Review historical data relating to Staff Category and Community Background within Article 55 Review to determine whether people with particular community backgrounds are applying for specific roles (occupational segregation).
- Review the use of the welcoming statement for people of different community backgrounds – extend use to attract applicants to specific categories, rather than to specific campuses.

## **SECTION 3 – Next steps**

### **Next steps**

The Equal Pay Working Group set out to:

- ensure that Ulster University’s pay system delivers equal pay for equal work and is free from bias in regard to gender, ethnicity, community background and disability, and that any pay differences are mitigated; and
- explore and make recommendations for reducing the University’s gender pay gap, in preparation for the gender pay gap reporting regulations (NI).

Consistent with the previous three Equal Pay Reviews, this review found no significant equality issues regarding equal pay. However, the Group observed a number of pay differences; the principal reasons for these being enduring job segregation, unequal access to allowances and the application of market supplements at appointment. Therefore, the Working Group proposes various recommendations to address these pay differences, as detailed in Section 2 of this Report.

To safeguard anonymity, the Report provides high-level data only. However, the Working Group considered more detailed and extensive data than are presented herein. These data remain available to inform and support the implementation of the recommendations proposed by the Working Group.

Following approval of this Report by the Senior Leadership Team and Governance, Nominations and Remuneration Committee, People and Culture will develop an equal pay action plan, in collaboration with relevant senior officers and the Trades Unions. This purpose of this institution-wide action plan will be to implement the recommendations proposed by the Working Group, to address the reasons for the pay gaps identified throughout this Report.

The next Equal Pay Review is scheduled to take place in 2020.

# APPENDIX 1

## National Framework Agreement Single Pay Spine

Point	Aug-17	Increment	Grade	Examples of roles typically within grades
51	<b>60,445</b>			
50	<b>58,668</b>	6	GR 9	Senior Research Fellow, Senior Lecturer, Reader, Head of Central Departments
49	<b>56,982</b>	5		
48	<b>55,328</b>	4		
47	<b>53,721</b>	3		
46	<b>52,161</b>	2		
45	<b>50,647</b>	1		
44	<b>49,177</b>	7	GR 8	Lecturer, Learning Technologist, Research Fellow, Accountant, Administrative Manager, Equality & Legal Manager, Senior Engineer, Sub-Librarian
43	<b>47,749</b>	6		
42	<b>46,362</b>	5		
41	<b>45,017</b>	4		
40	<b>43,710</b>	3		
39	<b>42,443</b>	2		
38	<b>41,211</b>	1		
37	<b>40,015</b>	7	GR 7	Research Associate, Clinical Trials Manager, Scientific Officer, Accessibility Officer, Accommodation Officer, Access Officer, Administrative Officer, Assistant Accountant, Assistant Librarian, Communication & PR Officer, Curator, Estates Officer, Occupational Health Advisor, Technical Services Engineering
36	<b>38,854</b>	6		
35	<b>37,727</b>	5		
34	<b>36,633</b>	4		
33	<b>35,570</b>	3		
32	<b>34,540</b>	2		
31	<b>33,578</b>	1		
30	<b>32,566</b>	7	GR 6	Research Assistant, Accounting Technician, Administrative Assistant, Architectural Technician, Language Tutor, Payroll Administrator, Scientific Assistant, Technical Co-ordinator
29	<b>31,623</b>	6		
28	<b>30,705</b>	5		
27	<b>29,816</b>	4		
26	<b>28,952</b>	3		
25	<b>28,114</b>	2		
24	<b>27,300</b>	1		
23	<b>26,510</b>	5	GR 5	Executive Assistant, Technician, Personal Assistant, Process Engineer
22	<b>25,743</b>	4		
21	<b>24,996</b>	3		
20	<b>24,299</b>	2		
19	<b>23,571</b>	1		
18	<b>22,889</b>	5	GR 4	Technician, Support Assistants, Secretary, Grounds Supervisor, Clerical Support Assistant, School Secretary
17	<b>22,227</b>	4		
16	<b>21,597</b>	3		
15	<b>21,001</b>	2		
14	<b>20,423</b>	1		
13	<b>19,861</b>	6	GR 3	Switchboard Operator, Clerical Support Assistant, Maintenance Support Operative, Technician, HR Support Assistant
12	<b>18,317</b>	5		
11	<b>18,787</b>	4		
10	<b>18,274</b>	3		

9	17,774	2		
8	17,335	1		
7	16,982	4		Recreation/Fitness Assistant, Groundsperson,
6	16,654	3	GR 2	Cashier/Receptionist, Laboratory Assistant, Clerical Assistant, Support Assistants, Coach
5	16,342	2		
4	16,035	1		
3	15,720	3		Driver, Vacation Assistants, Placement Students,
2	15,418	2	GR 1	Housekeeper, Language Assistants, General Assistants, Resource Assistants, Catering Assistants
1		1		

Grade	Spine Pts (Where applicable)	Example of Roles
Grade 10	51+	Directors/Assistant Directors of Central Departments
Professorial	Prof Ranges 1-4	Professorial Research Fellow, Professor, Associate Dean, Provost
Senior Management	Senior Officers 1-2	VC, DVC, Chief Operating Officer, University Secretary, PVC, Senior Directors, Executive Deans

## APPENDIX 2

### Equal Pay Working Group Terms of Reference

To undertake an Equal Pay analysis of Ulster University's pay structure in order to identify and eliminate any gaps that cannot satisfactorily be explained on objective grounds other than gender, ethnicity and disability.

The analysis will include the following elements: -

- To prepare the University for the implementation of the NI Equal Pay Gap reporting regulations.
- To identify the gender pay gap by comparing the average (mean and median) earnings of men and women across the institution.
- To compare the pay of men and woman doing equal work and identify any gender pay gaps, whether in basic pay or any additional payments.
- To carry out similar analysis for other equality areas where the institution has sufficiently robust statistical data (i.e. race, disability, age, perceived community background).
- To explain any significant pay gaps and reporting outcomes to the Senior Leadership Team (SLT) and Governance, Nominations & Remuneration Committee (GNRC).
- To develop an action plan to close pay gaps for which there is no satisfactory explanation, such as objective or other material factors affecting the pay decisions.
- To observe confidentiality and the principles of Data Protection in terms of the data which will be presented to the Working Group.
- To publish gender pay gap information and, where gender pay differences are identified, publish an action plan and provide a copy of it to employees and any recognised Trade Unions.

In reaching its decisions, the Group will support and promote the values contained in the University's Equality Scheme and associated policies. It will ensure that wherever possible it is proactive in promoting equality of opportunity and good relations among persons of different religious belief; political opinion; racial group; age; marital status; sexual orientation; between men and women generally; between persons with a disability and persons without; between persons with dependants and persons without, and that its actions do not adversely impact on any of these groups.

## APPENDIX 3

### Equal Pay Working Group Membership

MEMBERS	
<b>Chair</b>	<b>Dr Joanne Stuart OBE</b>
HR Administrative Systems Manager	Mrs Roisin Cowan
Equality and Legal Manager	Ms Angela Getty
Head of Facilities Services	Mrs Judith Hamilton
Bombardier-Royal Academy of Engineering Chair	Professor Eileen Harkin-Jones
UCU Representative	Dr Linda Moore
Unite Representative	Mr Richard Young
Secretariat	Ms Claire Nevin

+ Co-option of up to two additional members, if emerging needs indicate



## APPENDIX 4

### Explanation of MEAN and MEDIAN Calculations

This report refers to the explanations of the terms as set out by the Fawcett Society<sup>10</sup>.

#### The Mean

The mean average is calculated by adding up the hourly pay of all men or women and dividing it by the number of men or women included in the data.

This is the measure used by the Fawcett Society, but also the Equality and Human Rights Commission and the Trades Union Congress (TUC). However, the Government and the Office for National Statistics (ONS) use a different measure – the median.

#### The Median

This is the value you would get if you lined up all male or female workers up in a row in order from the lowest hourly paid to the highest hourly paid. The hourly pay of the person right in the middle of the row is the median average.

Both of these calculations have merit as ways to calculate the average. The median can be seen as more representative of most people's experiences; it is less affected by having a small number of people at the extremes with very high hourly rates of pay.

However, as far as the Fawcett Society is concerned, in the case of the gender pay gap, this is precisely the point: an important part of the gender pay gap is that women are less likely to be in the highest paid and most senior positions. It thinks that this inequality matters and should be measured in the pay gap statistics.

The Fawcett Society thinks this objection confuses illegal pay discrimination with the wider issue of the pay gap. It is still the case today that some women doing exactly the same job are paid less than men for doing it. But, this is only one cause of the gender pay gap. Another important factor is our highly segregated labour market, where it is difficult for women to access the best paid jobs.

---

<sup>10</sup> <https://www.fawcettsociety.org.uk/about>

## APPENDIX 5

### Allowances

The following allowances are available to staff, according to grade:

Allowance	% of salary	Value £ (monthly)
ACCOMODATION ALLOWANCE		540
ACTING UP %	49.9	
ASSOC DEAN		500
ASSOC HOS ALLOW		250
ASSOS RESEARCH INST DIRECTOR		208.33
DEAN ALLOWANCE		500
DIRECTOR OF RESEARCH INSTITUTE		416.67
FIRE MARSHALL		9.75
FIRST AID		9.75
FIXED PROVOST ALLOWANCE		500
HEAD OF SCHOOL (+ FIXED)		500
HEAD OF THE DOCTORAL COLLEGE		250
HONORARIUM		200.08
LIVING WAGE	5.87	
MOBILITY ALLOWANCE		474
MOBILITY ALLOWANCE 2		423
MOBILITYTNP1		753
<b>NFA ALLOWANCE</b>	<b>3</b>	
<b>NFA PERS (P)</b>	<b>3</b>	
OUT OF HOURS 5.89%	8.97	
OUT OF HOURS 8.97%	8.97	
REC SUP ASSTS SHIFT	9.85	
REC SUPERVISOR SHIFT	11	
RESEARCH DIRECTOR ALLOWANCE		500
SALARY PROTECTION	37.16	
TOOL (MTHLY)		8.67

The NFA allowance of 3% on the salary will disappear as staff leave the institution. The Mobility Allowance associated with Grade 6/7 is tied to Marie Curie Research funding.