



Queen Margaret University

EDINBURGH

Equal Pay Review (All Employees)

APRIL 2017

CONTENTS	PAGE
SECTION 1: Introduction	
1.1 Introduction – Queen Margaret University's Equal Pay Statement	3
1.2 What is Equal Pay?	3
1.3 Our Approach	4
1.4 Methods for Calculating Equal Pay	4
1.5 Summary of Findings	4 - 5
SECTION 2: Overall Findings	
2.1 Overall Findings	6 - 7
SECTION 3: Detailed Findings	
3.1 Gender Gap Analysis by Grade- All Employees	8 - 9
3.2 Gender Gap Analysis by Grade – All Academic Employees	10 - 11
3.3 Gender Gap Analysis by grouped Grade – Professional Services Employees	12
3.4 Gender Gap Analysis by Individual Grade – Professional Services Employees	13
3.5 Gender Gap Analysis – Full Time/Part Time – All Employees	14
3.6 Gender Gap Analysis – Full Time/Part Time - Academic Employees	15
3.7 Gender Gap Analysis – Full Time/Part Time – Professional Services Employees	16
3.8 Pay Gap Analysis by Ethnicity	17
3.9 Pay Gap Analysis by Disability	18
3.10 Pay Gap Analysis by Age	19 - 20
3.11 Pay Gap Analysis by Sexual Orientation	20 – 21
3.12 Pay Gap Analysis by Appointed Salary	22 - 23
SECTION 4: Occupational Segregation Analysis	
4. Occupational Segregation Analysis	24 - 28
SECTION 5: Outcome	
5. Outcome and supporting actions	29

SECTION 1 - Introduction

1.1 Queen Margaret University's Equal Pay Statement:

Queen Margaret University is committed to supporting and promoting equality of opportunity for all employees.

The University recognises that under the Equality Act 2010, both women and men have the right to equal pay for work of equal value; this applies to all employees regardless of full or part-time status, casual or temporary contract or length of service.

In addition to the above, the University also recognises its duty to provide equal pay for work of equal value regardless of differences in age, race, nationality, ethnic or national origin, religion, sexual orientation, marital, civil partnership, parental status or disability.

The University has in place a pay and grading system which is used to assist in determining equal pay across the University. The pay and grading system is applied transparently, based on objective criteria to ensure that it is free from unlawful bias.

The University's policies and procedures associated with pay and remuneration have been developed and implemented with a view to eliminating unlawful bias, and are systematically monitored and reviewed.

In order to put the University's commitment to equal pay for work of equal value into practice, the University will:

- Undertake equal pay reviews in accordance with the Public Sector Equality Duty (PSED) for all current staff and starting pay for new staff;
- Monitor the impact of its policies and procedures associated with pay and remuneration and take appropriate action where necessary;
- Provide guidance for managers involved in decisions about recruitment, pay, benefits and promotions.

We intend through the above action to avoid unfair discrimination and to reward fairly the skills, experience and potential of all staff.

1.2 What is an Equal Pay Review?

The purpose of an Equal Pay Review is to review statistical data relating to an organisation's pay and Human Resources data in order to identify any gender pay differences and to provide a set of findings and recommendations based on any such differences. It has been recognised that there are numerous benefits to carrying out such a review, such as eliminating pay inequalities, demonstrating the university's commitment to equal pay and meeting the public sector equality duty.

1.3 Our Approach

This is the 8th Equal Pay Review undertaken by the University. It has been prepared in consultation with representatives from the University's Equality and Diversity Committee, and the Executive Board.

The review takes into consideration employee salary data collected as at 1st August 2015 and August 2016. This data is broken down by the relevant areas (Academic/Professional Services), Grades, Gender and Protected Characteristics. To ensure consistency, the data collected as at 1st August 2015 and August 2016 has been compared with the previous equal pay report data from 2012 and 2014.

1.4 Methods for calculating the Pay Gap

Any difference between the mean and median pay of male and female employees is referred to as a gender 'pay gap', and has been calculated following the formula provided in the public sector equality duty guidelines. The gender pay gap has been calculated using the mean and median salaries of female employees, expressed as a percentage of the mean and median salaries of male employees doing work of equal value (same Grade). The salary data has been expressed as a full time equivalent salary, and includes those individuals who work part time hours to allow for comparison. A positive percentage demonstrates a pay gap in favour of men and a negative % pay gap demonstrates a pay gap in favour of females. The pay gap columns within each of the tables provided in Section 3 below have been colour coded; those pay gap figures in red demonstrate a pay gap in favour of men, and those pay gap figures in green represent a pay gap in favour of women. According to European Human Rights Commission (EHRC) a pay gap of 5% or greater is considered to be significant.

1.5 Summary of findings

- The mean pay gap at 01 August 2016 for employees on Grades 1 - 10 (including the Executive Board), is **0.37%** in favour of male employees, which represents a decrease of **0.35%** compared with August 2015 when the gap was **0.72%**. When reviewing the mean pay gap over the last 4 academic years, the pay gap has remained almost at a constant level just above the **0%** mark. This is a positive finding as it depicts an almost equal pay figure between females and males. (Reference – table 2.1 - pg 6)
- If salaries of the Executive Board are excluded from the calculation, the mean pay gap is **1.02%** in favour of female employees. This has remained stable when comparing it with the pay gap at 01 August 2015. A review of the mean pay gap over the last four years demonstrates that it has remained steady at **1%**. (Reference – table 2.2 – pg 7)
- The median pay gap for employees is **-6.13%** in favour of women for employees on Grades 1-10 (including the Executive Board). This has remained constant over the last two years. When excluding the Executive Board salaries, the median pay gap in favour of women increases further to **-9.30%**, which again has remained constant with the previous year. (Reference – table 2.1 – pg 6)
- By way of context, the Equality Challenge Unit (ECU) report titled 'Equality in higher education: staff statistical report 2016', reported a negative mean female pay gap of **18.3%** and median of

13.7% across the UK in HEIs. Furthermore, in Scotland the overall gender pay gap for HEIs was wider, with a mean negative female pay gap of **20.9%** and median pay gap of **18.6%**. In terms of benchmarking, QMU performs significantly better in terms of the pay gaps reported for UK and Scottish HEIs.

- There are no significant pay gaps between Grades 1-9 for all employees. However at Grade 10 there is a significant pay gap, both mean and median, in favour of male salaries. The gap is sitting above the **5%** mark. Detailed analysis of the data demonstrates that this significant pay gap is attributed to academic salaries. In particular, it is related to the Senior Academic and Professorial positions, where the gap is above **5%**. Although there are a small proportion of individuals appointed to such position, this is an area that requires further investigation. (Reference - table 3.1 pg 8)
- The Professional services salaries show no significant average or median pay gaps between Grades 1 - 7. At Grade 8, there is median pay gap of **6.7%** in favour of female employees, which has increased from the previous year. (Reference - table 3.3 – pg 8)
- In contrast, at Grade 9, the pay gap is significantly in favour of male employees, sitting above the **5%** mark, despite there being over a **50%** higher female population in Grade 9 roles. (Reference - table 3.6)
- Part time females academics (Grade 6 – 10) are paid a significantly higher salary according to the mean salaries in 2015 (**-13.98%**) and 2016 (**-12.51%**). In contrast, full time male academics (Grade 6 – 10) are paid significantly higher salaries than females, with a 7% pay gap which has remained steady over the last two years. (Reference - table 3.6 – pg 15)
- In analysing the data by protected characteristics, females between the ages of 35 – 44 are paid significantly less, with a median pay gap of **18.6%**. (Reference - table 3.10 – pg 19)
- BME, LGBT and declared disabled populations are all paid less when compared with wider employee population, both from a mean and median calculation. It should be noted however that employee data on ethnicity and sexual orientation is not as reliable given that a large percentage of the population is declared as unknown. Additional work needs to be carried out to address this. It should be noted that this is an area for improvement across Higher Education organisations across the UK, as recognised in the ECU ‘Equality in higher education: staff statistical report 2016’.

SECTION 2 – OVERALL FINDINGS

Table 2.1 - Overall Mean and Median Pay Gaps for all employees including Executive Board

The table below has been calculated for employees on Grades 1-10, and in addition members of the Executive Board. The table provides pay gap information from the previous Equal Pay Reviews in 2014 and 2012 for comparative purposes.

Academic Year	Grade 1 - 10 (Including EB)								
	Female HC (%)	Mean Female Salary	Median Female Salary	Male HC (%)	Mean Male Salary	Median Male Salary	Female as % of Male	MEAN PAY GAP	MEDIAN PAY GAP
2016 overall Inc EB	66%	£39,644	£40,523	34%	£39,790	£38,183	99.63	0.37	-6.13
2015 overall Inc EB	67%	£39,233	£40,082	33%	£39,518	£37,768	99.28	0.72	-6.13
2014 overall Inc EB	68%	£38,183	n/a	32%	£38,078	n/a	100.28	-0.28	n/a
2012 overall Inc EB	66%	£34,701	n/a	34%	£34,618	n/a	100.24	-0.24	n/a

Table 2.1 – firstly highlights that, overall, there is a higher population of female employees and this has remained the case for the last four years. However, it does also show that, from 2014, onwards the female headcount has reduced fractionally, while the male head count has increased correspondingly. This preponderance of women is in line with the findings in the ECU’s ‘Equality in higher education: staff statistical report 2016’, which states that ‘overall women comprised the majority of staff working in higher education.’

The mean pay gap in 2014 showed a pay gap in favour of females of -0.28%, but this reversed in the following two years, with a pay gap in favour of males of 0.72% in 2015, and of 0.37% in favour of male salaries in 2016. The pay gap in 2016 is not statistically significant, especially when compared with the ECU’s Scottish mean pay gap of 20.9% in favour of male salaries. Also interestingly, according to the ECU report, the mean pay for females in Scotland is £33,018, which is lower than QMU’s female mean salary of £39,644. By contrast, the mean pay for males in Scotland is £41,742, which is higher than QMU’s male mean salary of £38,183.

Turning to consideration of median salaries, there is a significant gap of 6.13% in favour of female salaries, which has remained constant over the last two years. By way of external benchmarking, the ECU’s ‘Equality in higher education: staff statistical report 2016’ details a median pay gap of 18.6% in favour of male salaries. The median salary for females at QMU is £40,523 which is significantly higher than the comparative ECU data, which shows a median pay of £30,434. The male median salary at QMU sits at £38,183, which is higher than the ECU median for Scotland of £37,394.

Table 2.2 - Overall Mean and Median Pay Gaps for all employees excluding Executive Board

Academic Year	Grade 1 - 10 (Excluding EB)								
	Female HC (%)	Mean Female Salary	Median Female Salary	Male HC (%)	Mean Male Salary	Median Male Salary	Female as % of Male	MEAN PAY GAP	MEDIAN PAY GAP
2016 overall Exc EB	66%	£38,764	£40,523	34%	£38,373	£38,373	101.02	-1.02	-9.30
2015 overall Exc EB	68%	£38,361	£40,082	32%	£37,963	£36,672	101.05	-1.05	-9.30
2014 overall Exc EB	68%	£37,287	n/a	32%	£36,916	n/a	101.00	-1.00	n/a
2012 overall Exc EB	66%	£34,139	n/a	34%	£33,778	n/a	101.07	-1.07	n/a

2.2 - Table 2.2 shows the overall population of employees excluding the Executive Board members. This table demonstrates a higher positive pay gap for women of around 1%, which has remained at a stable level between 2012 and 2016. The median pay has also increased, when excluding the Executive Board, sitting at a difference of 9.3% in favour of females. This is an increase of 3.17% when compared with the data including the Executive Board.

SECTION 3 - Detailed Findings

Table 3.1 - Gender Gap Analysis by Grade - All Employees (salaries at 1st August 2015 and 2016)

Position Grade	Academic Yr	Female Count	Male Count	Total Count	Female Mean FTE Salary	Female Median FTE Salary	Male Mean FTE Salary	Male Median FTE Salary	Female as % of Male	MEAN PAY GAP	MEDIAN PAY GAP
G1	2016	0	0	0	0	0	0	0	0.00	0.00	0.00
	2015	0	0	0	0	0	0	0	0.00	0.00	0.00
	2014	0	0	0	0	n/a	0	n/a	0.00	0.00	n/a
	2012	7	3	10	13,415	n/a	13,415	n/a	0.00	0.00	n/a
G2	2016	1	1	2	16,618	16,618	16,618	16,618	100.00	0.00	0.00
	2015	0	2	2	0	0	16,567	16,567	0.00	n/a	0.00
	2014	2	1	3	16,131	n/a	16,354	n/a	98.64	1.36	n/a
	2012	0	2	2	0	n/a	15,178	n/a	0.00	0.00	n/a
G3	2016	34	21	55	18,891	18,940	18,438	18,940	102.46	-2.46	0.00
	2015	36	17	53	18,667	18,734	17,864	18,734	104.50	-4.50	0.00
	2014	38	21	59	19,754	n/a	18,231	n/a	108.35	-8.35	n/a
	2012	47	27	74	17,459	n/a	17,233	n/a	101.31	-1.31	n/a
G4	2016	26	17	43	21,550	21,220	22,119	21,843	97.43	2.57	2.85
	2015	25	16	41	21,720	22,249	21,703	21,297	100.08	-0.08	-4.47
	2014	31	16	47	21,385	n/a	21,640	n/a	98.82	1.18	n/a
	2012	30	14	44	20,659	n/a	20,628	n/a	100.15	-0.15	n/a
G5	2016	29	13	42	26,520	26,829	26,124	26,829	101.52	-1.52	0.00
	2015	29	14	43	26,000	26,537	26,496	26,537	98.13	1.87	0.00
	2014	31	15	46	25,684	n/a	26,137	n/a	98.27	1.73	n/a
	2012	22	20	42	25,070	n/a	26,014	n/a	96.37	3.63	n/a
G6	2016	26	15	41	30,050	30,175	29,618	30,175	101.46	-1.46	0.00
	2015	26	11	37	29,596	28,982	29,181	28,982	101.42	-1.42	0.00
	2014	26	11	37	29,212	n/a	29,355	n/a	99.51	0.49	n/a
	2012	22	6	28	28,404	n/a	28,786	n/a	98.67	1.33	n/a
G7	2016	19	12	31	35,807	36,001	34,659	34,956	103.31	-3.31	-2.99
	2015	18	10	28	35,571	35,609	34,302	34,592	103.70	-3.70	-2.94
	2014	24	7	31	35,007	n/a	34,271	n/a	102.15	-2.15	n/a
	2012	18	10	28	33,864	n/a	33,330	n/a	101.60	-1.60	n/a
G8	2016	107	43	150	43,898	45,562	44,071	46,924	99.61	0.39	2.90
	2015	92	37	129	44,137	46,414	43,932	46,414	100.47	-0.47	0.00
	2014	105	40	145	43,368	n/a	43,730	n/a	99.17	0.83	n/a
	2012	100	41	141	42,184	n/a	42,477	n/a	99.31	0.69	n/a
G9	2016	62	30	92	54,336	54,372	53,835	54,372	100.93	-0.93	0.00
	2015	62	26	88	53,153	53,781	52,860	53,000	100.55	-0.55	-1.47
	2014	55	24	79	53,369	n/a	52,321	n/a	102.00	-2.00	n/a
	2012	40	14	54	50,404	n/a	51,984	n/a	96.96	3.04	n/a
G10	2016	9	10	19	68,595	64,894	72,677	67,835	94.38	5.62	4.34
	2015	11	10	21	66,808	62,323	70,979	66,108	94.12	5.88	5.73
	2014	10	11	21	65,464	n/a	67,280	n/a	97.30	2.70	n/a
	2012	9	13	22	60,808	n/a	59,386	n/a	102.39	-2.39	n/a
EB (inc Principal)	2016	3	4	7	131,402	99,447	97,159	92,132	135.24	-35.24	-7.94
	2015	3	4	7	126,187	95,500	95,107	88,475	132.68	-32.68	-7.94
EB (excl. Principal)	2016	2	4	6	92,132	92,132	97,159	92,132	94.83	5.17	0.00
	2015	2	4	6	88,475	88,475	95,107	88,475	93.03	6.97	0.00
	2014	2	3	5	85,047	n/a	95,798	n/a	88.78	11.22	n/a
	2012	4	3	7	77,144	n/a	74,910	n/a	100.30	-0.30	n/a
TOTAL	2016	315	166	482	39,644	40,523	39,790	38,183	99.6	0.37	-6.13
	2015	302	147	449	39,233	40,082	39,518	37,768	99.3	0.72	-6.13
	2014	324	149	473	38,183	n/a	38,078	n/a	100.3	-0.28	n/a
	2012	299	153	452	34,701	n/a	34,618	n/a	100.2	-0.24	n/a
Overall exc EB	2016	313	162	475	38,764	40,523	38,373	37,075	101.0	-1.02	-9.30
	2015	299	143	442	38,361	40,082	37,963	36,672	101.0	-1.05	-9.30
	2014	321	149	470	37,287	n/a	36,916	n/a	101.0	-1.00	n/a
	2012	294	150	444	34,139	n/a	33,778	n/a	101.1	-1.07	n/a

3.1 - A number of observations can be made about the data presented in table 3.1 above.

Firstly, the headcount for Grades 2 – 9 is predominantly female, particularly at Grade 8 and Grade 9, but with the exception of Grade 10 and Executive Board level.

Secondly, female mean employee salaries are higher than male employee salaries at Grade 3, 5, 6, 7 and 9. At Grade 3, the female average salary is higher, but the gap has reduced since 2014, which could be due to a reduction in female head count.

Thirdly, at Grades 4 and 8, there is positive pay gap for males, although none are statistically significant.

Finally, the most significant pay gap exists at Grade 10, where both the mean and the median pay gaps present a similar pay gap in favour of male salaries of around 5%. There male to female population is almost equal at Grade 10. This suggests that this is an area that requires further investigation.

At the Executive Board level, there is significant pay gap difference of 5.17% in favour of males when the Principal's salary is excluded. However, over these last three years the pay gap has reduced from the 11.22% in 2014. This data is presented without the Principal's salary for continuity purposes. However for this pay gap report, an additional line has been added to include the Principal's salary and head count and it shows there is a demonstrable pay gap difference in favour of females at -35.24%.

Table 3.2 - Gender Gap Analysis by Grade - Academic Employees (salaries at 1st August 2015 and 2016)

CAT	Position Grade	Acad Yr	Female Count	Male Count	Total Count	Female Mean FTE Salary	Female Median FTE Salary	Male Mean FTE Salary	Male Median FTE Salary	Female as % of Male	MEAN PAY GAP	MEDIA N PAY GAP
RESEARCH	G6 (Academic Research)	2016	4	2	6	28,902	28,452	28,902	28,902	100.00	0.00	1.56
		2015	4	2	6	28,371	28,155	28,588	28,588	99.24	0.76	1.51
		2014	5	0	5	28,896	n/a	0.00	n/a	0.00	0.00	n/a
		2012	8	0	8	28,694	n/a	0.00	n/a	0.00	0.00	n/a
	G7 (Academic Research)	2016	5	2	7	35,435	36,001	32,974	32,974	107.46	-7.46	-9.18
		2015	5	0	5	35,044	35,609	0	0	0.00	0.00	0.00
		2014	4	0	4	35,031	n/a	0.00	n/a	0.00	0.00	n/a
		2012	5	0	5	34,042	n/a	0.00	n/a	0.00	0.00	n/a
	G8 (Academic Research)	2016	3	1	4	46,016	45,562	46,924	46,924	98.06	1.94	2.90
		2015	5	1	6	44,085	43,758	45,066	45,066	97.82	2.18	2.90
		2014	5	2	6	42,643	n/a	42,969	n/a	99.24	-0.80	n/a
		2012	4	0	4	41,305	n/a	0	n/a	0.00	0.00	n/a
G9 (Academic Research)	2016	4	0	4	53,674	55,185	0	0	0.00	0.00	0.00	
	2015	5	0	5	52,300	53,781	0	53,000	0.00	0.00	-1.47	
	2014	4	0	4	52,156	n/a	0	n/a	0.00	0.00	n/a	
	2012	3	2	5	50,802	n/a	52,460	n/a	96.84	3.16	n/a	
ACADEMIC TEACHING ONLY	G7 (Assistant Lecturer)	2016	1	1	2	32,958	32,958	34,956	34,956	94.28	5.72	5.72
		2015	1	1	2	33,574	33,574	33,574	33,574	100.00	0.00	0.00
		2014	5	1	6	33,276	n/a	35,256	n/a	94.38	-5.60	n/a
		2012	2	1	3	33,230	n/a	34,223	n/a	97.10	-2.90	n/a
ACADEMIC (TEACHING/RESEARCH)	G8 (Lecturer)	2016	93	37	130	44,033	45,562	43,955	46,924	100.18	-0.18	2.90
		2015	77	32	109	44,084	46,414	43,944	46,414	100.32	0.32	0.00
		2014	88	35	123	43,149	n/a	43,744	n/a	98.64	-1.40	n/a
		2012	80	33	113	42,603	n/a	42,791	n/a	99.56	-0.40	n/a
	G9 (senior Lecturer/Reader)	2016	48	25	63	54,559	55,998	53,450	54,372	102.07	-2.07	-3.0
		2015	55	23	78	53,201	54,585	52,511	52,219	101.31	-1.31	-4.5
		2014	45	20	65	52,498	n/a	52,019	n/a	100.92	0.90	n/a
		2012	37	18	55	51,278	n/a	50,910	n/a	100.72	0.70	n/a
	G10 (Senior Academic)	2016	2	2	4	62,147	62,147	64,894	64,894	95.77	4.23	4.2
		2015	2	3	5	63,256	63,256	62,945	62,323	100.49	-0.49	-1.50
		2014	2	4	6	62,629	n/a	61,719	n/a	101.47	1.50	n/a
		2012	2	4	6	59,897	n/a	60,372	n/a	99.21	0.80	n/a
G10 (Professional)	2016	5	7	12	74,131	72,018	76,282	77,453	97.18	2.82	7.02	
	2015	7	7	14	69,614	65,205	74,422	71,360	93.54	6.46	8.63	
	2014	5	7	12	70,604	n/a	70,457	n/a	100.21	0.20	n/a	
	2012	4	6	10	68,106	n/a	61,644	n/a	110.48	10.50	n/a	
TOTAL	2016	165	77	242	47,802	46,924	49,785	46,924	96.02	3.98	0.00	
	2015	161	69	230	47,930	46,414	50,139	46,414	95.59	4.41	0.00	
	2014	166	72	238	46,229	n/a	49,329	n/a	93.72	6.28	n/a	
	2012	143	67	210	44,700	n/a	47,253	n/a	94.60	5.40	n/a	

3.2 - Table 3.2 presents the university's academic headcount data in three sections – Research, Academic Teaching Only, and Academic (Teaching/Research) to allow for comparisons across these areas of specialism.

The proportion of females to males is higher for research positions ranging from Grades 6 – 9 and the mean female salary is higher. At grades 6 and 8, the pay gap favours male salaries, but none of these gaps are significant. At Grade 7, there is a significant positive female pay gap of 9.18% (median) and 7.46% (mean). The female population at Grade 7 is higher, and the underlying data confirms, has been in post longer. This will have impacted on salaries through incremental pay increases.

The majority of the academic teaching/research positions sit at Grade 8 and Grade 9, where the proportion of females is significantly higher. At Grade 7, there is an even proportion of females to males, and at Grade 10 Professorial level, there is a slightly higher proportion of males. There is a negative female pay gap at Professorial Grade 10 level, but it should be recognised that, at 01 August 2015, the Professor Gender distribution was even at 7 females and 7 males. The female headcount decreased by 2 females in 01 August 2016, but since that date, QMU has appointed two female Professors, which has redressed the balance to 7 female Professors and 7 male Professors. The negative female pay gap arises from the fact that newly appointed Professors start at a lower part of the Professor salary scale. It should be expected that the pay gap will narrow as recently appointed female professorial staff progress through the professorial pay scale. According to the ECU 'Staff statistical Report 2016', women are substantially underrepresented among Professors. By comparison, QMU is in a stronger position compared to other HEIs in the UK.

At Grade 7, there is a significant pay gap of 5.72% in favour of male salaries, but it should be noted that there are only two individuals in this position. At Grade 8 and 9, where there is the highest proportion of females, the salaries are also on average higher for females. At Grade 9, the gap has increased slightly from 2014 data, and it could be advisable to monitor this over the coming years to see if this continues to increase. In contrast, at Grade 10 Senior Academic and Professorial level, there is a significant median pay gap in favour of males of 7.02%. This is in keeping with the ECU staff statistical report where the median pay gap is 7.0%.

Overall, there is positive pay gap for males across the academic and research positions of 3.98%, which is substantial enough to continue to review over the coming years. It should be noted that this gap is below the ECU's Scottish average pay gap of 10.2% in favour of males.

Table 3.3 - Gender Gap Analysis by grouped Grade – Professional Services Employees (salaries at 1st August 2015 and 2016)

Position Grade	Acad Yr	Female Count	Male Count	Total Count	Female Mean FTE Salary	Female Median FTE Salary	Male Mean FTE Salary	Male Median FTE Salary	Female as % of Male	MEAN PAY GAP	MEDIAN PAY GAP
G1 - G3	2016	35	22	57	18,826	18,940	18,355	18,676	102.57	-2.57	-1.41
	2015	36	19	55	18,667	18,734	17,727	17,210	105.30	-5.30	-8.86
	2014	39	23	62	19,661	n/a	18,068	n/a	108.82	-8.82	n/a
	2012	48	28	76	17,554	n/a	17,249	n/a	101.77	-1.77	n/a
G4 - G5	2016	55	30	85	24,171	23,879	23,855	23,522	101.32	-1.32	-1.52
	2015	54	30	84	24,019	23,959	23,940	23,266	100.33	-0.33	-2.98
	2014	61	31	92	23,920	n/a	23,816	n/a	100.44	-0.44	n/a
	2012	51	29	80	23,017	n/a	23,699	n/a	97.12	2.88	n/a
G6 - G7	2016	35	22	57	32,454	31,076	31,885	31,076	101.78	-1.78	0.00
	2015	34	18	52	31,985	30,738	31,848	32,128	100.43	-0.43	4.33
	2014	36	16	52	31,908	n/a	31,013	n/a	102.89	-2.89	n/a
	2012	29	15	44	30,856	n/a	31,289	n/a	98.62	1.38	n/a
G8 - G9	2016	21	10	31	47,586	46,924	49,913	49,092	95.34	4.66	4.42
	2015	17	7	24	47,953	46,414	48,688	46,414	98.49	1.51	0.00
	2014	0	7	7	0	n/a	49,726	n/a	0.00	0.00	n/a
	2012	17	5	22	44,075	n/a	43,415	n/a	101.52	-1.52	n/a
G10	2016	2	1	3	61,205	61,205	63,009	63,009	97.14	2.86	2.86
	2015	2	0	2	60,539	60,539	0	0	0.00	0.00	0.00
	2014	2	0	2	59,939	n/a	0	n/a	0.00	0.00	n/a
	2012	2	0	2	56,961	n/a	0	n/a	0.00	0.00	n/a
TOTAL	2016	148	85	233	28,689	26,441	28,036	24,565	102.33	-2.33	-7.63
	2015	143	74	217	27,922	25,023	26,609	24,661	104.93	-4.93	-1.47
	2014	154	78	232	27,890	n/a	25,617	n/a	108.87	-8.87	n/a
	2012	147	78	225	25,677	n/a	24,113	n/a	106.49	-6.49	n/a

3.3 - Table 3.3 illustrates the pay gap data for Professional Services Employees. These grades have been grouped in this table to keep it consistent with how it was presented in the previous year's equal pay report and to allow for a comparison with the 2014 and 2012 data. Table 3.4 breaks down the Grades at an individual level to allow for comparisons over the coming years, and to mirror how the data has been presented for Academic staff.

Table 3.3 shows there is a higher percentage of females at each Grade. There is a positive mean and median pay gap for female employees between Grade 1 – 7. By contrast, at Grades 8 – 10, there is a positive pay gap for males, which further supports the finding for academic staff that males at a senior level are paid higher salaries. At Grades 8 – 10, the pay gap has increased significantly since 2014, particularly at Grade 8 – 9 where the pay gap is 4.66%.

Table 3.4 - Gender Gap Analysis by Individual Grade – Professional Services Employees (salaries at 1st August 2015 and 2016)

Position Grade	Acad Yr	Female Count	Male Count	Total Count	Female Mean FTE Salary	Female Median FTE Salary	Male Mean FTE Salary	Male Median FTE Salary	Female as % of Male	PAY GAP	MEDIAN PAY GAP
G1	2016	0	0	0	0	0	0	0	0.00	0.00	0.00
	2015	0	0	0	0	0	0	0	0.00	0.00	0.00
G2	2016	1	1	2	16,618	16,618	16,618	16,618	100.00	0.00	0.00
	2015	0	2	2	0	0	16,567	16,776	0.00	0.00	0.00
G3	2016	34	21	55	18,891	18,940	18,438	18,940	102.46	-2.46	0.00
	2015	36	17	53	18,667	18,734	17,864	18,734	104.50	-4.50	0.00
G4	2016	26	17	43	21,550	21,220	22,119	21,843	97.43	2.57	2.85
	2015	25	16	41	21,720	22,249	21,703	21,297	100.08	-0.08	-4.47
G5	2016	29	13	42	26,520	26,829	26,124	26,829	101.52	-1.52	0.00
	2015	29	14	43	26,000	26,537	26,496	26,537	98.13	1.87	0.00
G6	2016	22	13	35	30,258	30,626	29,728	30,175	101.78	-1.78	-1.49
	2015	22	9	31	29,819	29,415	29,313	28,982	101.73	-1.73	-1.49
G7	2016	13	9	22	36,170	36,001	35,000	34,956	103.34	-3.34	-2.99
	2015	12	9	21	35,957	35,609	34,383	35,609	104.58	-4.58	0.00
G8	2016	14	5	19	44,021	46,924	44,064	44,240	99.90	0.10	-6.07
	2015	10	4	14	44,575	46,414	43,553	44,451	102.35	-2.35	-4.42
G9	2016	7	5	12	54,717	52,793	55,761	55,998	98.13	1.87	5.72
	2015	7	3	10	52,780	50,702	55,535	55,389	95.04	4.96	8.46
G10	2016	2	1	3	61,205	61,205	63,009	63,009	97.14	2.86	2.86
	2015	2	0	2	60,539	60,539	0	0	0.00	0.00	0.00
TOTAL	2016	148	85	233	28,689	26,441	28,036	24,565	102.33	-2.33	-7.63
	2015	143	74	217	27,922	25,023	26,609	24,661	104.93	-4.93	-1.47

3.4 - As mentioned previously, Table 3.4 breaks down the Professional Service employee salary data by individual Grades.

Table 3.4 confirms that there is a higher proportion of female employees at the majority of the grades, with the exception of Grade 2 where the balance is equal. Between the higher Grades 9 – 10, the numbers even out, with only a slightly higher proportion of females to males. There is a positive pay gap for female employees at Grades 3, 5, 6 and 7, but not a significant gap. At Grades 4, 8, 9 and 10 there is a pay gap in favour of male salaries. This is significantly higher at Grade 9, where the median is 5.72%. It should be noted that positive progress has been made in reducing the pay gap at Grade 9 from the previous year, when the gap was 8.46%.

Overall the pay gap is positive for female employees sitting at -7.63% (median) and -2.33% (mean), which differs to the academic employee population, where there is a 3.98% positive pay gap for males. By breaking down the Professional Services Grades individually, there is evidence that the pay gaps are not as significant as first expected. The majority of the pay gaps are positive for female employees. However, there is evidence of males being paid more at the senior level, albeit not as significant as academic staff.

Table 3.5 – Gender Gap Analysis – Full Time/Part Time – All Employees (salaries at 1st August 2015 and 2016)

Post Grade	Acad Yr	Female Count	Male Count	Total Count	Female Mean FTE Salary	Female Median FTE Salary	Male Mean FTE Salary	Male Median FTE Salary	Female as % of Male	PAY GAP	MEDIAN PAY GAP
Full Time	2016	192	141	333	39,823	39,324	40,164	37,075	99.15	0.85	-6.07
	2015	194	129	323	39,466	38,896	39,699	36,672	99.41	0.59	-6.06
	2014	203	117	320	36,535	n/a	38,149	n/a	95.77	4.23	n/a
	2012	161	127	288	37,168	n/a	34,291	n/a	108.39	-8.39	n/a
Part Time	2016	124	25	149	39,367	41,709	37,681	38,890	104.47	-4.47	-7.25
	2015	108	18	126	38,814	42,488	38,219	43,161	101.56	-1.56	1.56
	2014	120	19	139	37,938	n/a	38,632	n/a	98.20	1.80	n/a
	2012	125	16	141	32,611	n/a	39,301	n/a	82.98	17.02	n/a
TOTAL	2016	316	166	482	39,644	40,523	39,790	38,183	99.63	0.37	-6.13
	2015	302	147	449	39,233	40,082	39,518	37,768	99.28	0.72	-6.13
	2014	323	152	475	37,056	n/a	36,188	n/a	102.40	-2.40	n/a
	2012	286	143	429	35,123	n/a	34,851	n/a	100.78	-0.78	n/a

3.5 - Table 3.5 presents the gender pay gap split between full time and part time employees. The median pay gap is significantly in favour of female salaries, sitting at just above a 6% difference in both 2015 and 2016. This differs from the mean pay gap, where there is only a slight positive pay gap for males of 0.85%. This is not significant when compared with previous data since 2014 when the pay gap was 4.23% in favour of male salaries.

At a part time level, there is a positive pay gap in favour of females by an almost significant percentage of -4.47%. This is a substantial change from 2014, where there was a male positive pay gap. This could be due to the female headcount increasing over this period.

On balance overall, there is a pay gap in favour of males, but only minor at 0.37%. However it should be recognised this has changed since 2014, where the pay gap was in favour of female employees. We will continue to monitor this trend.

What is positive to see is that females overall are paid higher salaries at a part time level, which further supports the case that QMU offers a flexible working environment for females where their pay is not impacted.

Table 3.6 - Gender Gap Analysis – Full Time/Part Time - Academic Employees (salaries at 1st August 2016)

Post Grade	Academic Yr	Female Count	Male Count	Total Count	Female Mean FTE Salary	Female Median FTE Salary	Male Mean FTE Salary	Male Median FTE Salary	Female as % of Male	PAY GAP	MEDIAN PAY GAP
Full Time	2016	86	58	144	48,602	46,924	52,605	50,516	92.39	7.61	7.11
	2015	90	56	146	48,298	46,414	51,992	49,230	92.90	7.10	5.72
	2014	95	58	153	46,681	n/a	45,625	n/a	102.31	-2.31	n/a
	2012	77	55	132	47,475	n/a	47,693	n/a	99.54	0.46	n/a
Part Time	2016	79	19	98	46,931	46,924	41,176	42,955	113.98	-13.98	-9.2
	2015	66	13	79	47,427	46,414	42,153	46,414	112.51	-12.51	0.00
	2014	71	13	84	45,625	n/a	44,565	n/a	102.38	-2.38	n/a
	2012	66	11	76	41,559	n/a	45,816	n/a	90.71	9.29	n/a
TOTAL	2016	165	77	242	47,802	46,924	49,785	46,924	96.02	3.98	0.00
	2015	156	69	225	47,930	46,414	50,139	46,414	95.59	4.41	0.00
	2014	166	71	237	46,229	n/a	49,329	n/a	93.72	6.28	n/a
	2012	143	66	209	44,700	n/a	47,380	n/a	94.34	5.66	n/a

3.6 - Table 3.6 presents the gender pay gap split between full time and part time academic employees. The data for academic staff shows that the difference between male and female salaries at a full time level favour males by 7.61% (mean) and 7.11% (median). The opposite occurs at part time level, where the pay gap and median pay gap favours females significantly. It should be recognised that the fact that there are substantially more females compared with males working in a part time capacity could be impacting the numbers. Overall, there is a mean positive pay gap for male employees, which is likely to be affected by males being paid higher salaries at the more senior Grades.

Table 3.7 – Gender Gap Analysis – Full Time/Part Time – Professional Services Employees (salaries at 1st August 2016)

Post Grade	Academic Yr	Female Count	Male Count	Total Count	Female Mean FTE Salary	Female Median FTE Salary	Male Mean FTE Salary	Male Median FTE Salary	Female as % of Male	PAY GAP	MEDIAN PAY GAP
Full Time	2016	103	79	182	29,825	26,829	28,144	25,298	105.97	-5.97	-6.05
	2015	101	69	170	29,020	26,537	26,509	25,023	109.47	-9.47	-6.05
	2014	105	72	177	28,399	n/a	25,604	n/a	110.92	-10.92	n/a
	2012	84	72	156	27,720	n/a	24,053	n/a	115.25	-15.25	n/a
Part Time	2016	45	6	51	26,087	23,879	26,614	18,442	98.02	1.98	-29.48
	2015	42	5	47	25,280	21,656	27,992	21,605	90.31	9.69	-0.24
	2014	49	6	55	26,801	n/a	25,778	n/a	103.97	-3.97	n/a
	2012	59	5	64	22,953	n/a	24,969	n/a	91.93	8.07	n/a
TOTAL	2016	148	85	233	28,689	26,441	28,036	24,565	102.33	-2.33	-7.63
	2015	143	74	217	27,922	25,023	26,609	24,661	104.93	-4.93	-1.47
	2014	154	62	216	27,890	n/a	27,340	n/a	102.01	-2.01	n/a
	2012	143	77	220	25,677	n/a	24,113	n/a	106.49	-6.49	n/a

3.7 - Table 3.7 provides the gender pay gap split between full time and part time professional services employees. The data shows that across both full time and part time contracts females predominate, specifically in terms of part time contracts, where there are significantly more females. At a full time contract level, there is a positive pay gap in favour of females, which is substantial at a 5.97% (mean) and 6.05% (median) difference. The gap has narrowed over the last 4 years. This is the reverse position to academic full time employees, where males are paid significantly higher. At a part time level, females are paid more favourably by a significant amount, with a median pay gap of 29.48%. This differs from the average pay gap, which is in favour of male salaries by only 1.98%. These percentage differences between the mean and median are a result of a small proportion of part time male employees (6) vs female employees (45). Overall, within the Professional Services areas, there is a positive pay gap for female employees, which has slightly increased since 2014, despite the male headcount increasing.

Table 3.8a – Pay Gap Analysis by Ethnicity

BME/Non BME Comparison (All Genders)	BME	Refused/Not Known	Non BME/White	Combined Refused/Not Known & Non BME/White
Count (2016)	17	10	448	458
2015	15	11	415	426
2014	18	14	430	444
2012	15	16	398	414

Table 3.8b – Pay Gap Analysis by Ethnicity to calculate the average salaries of BME employees in relation to the wider employee population (salaries at 1st August 2016)

BME/Non BME Comparison (All Genders)	BME (MEAN)	BME (MEDIAN)	Refused/Not Known (MEAN)	Refused/Not Known (MEDIAN)	Non BME/White (MEAN)	Non BME/White (MEDIAN)	Combined Refused/Not Known & Non BME/White (MEAN)	Combined Refused/Not Known & Non BME/White (MEDIAN)	BME as % of Combined Refused/Not Known & Non BME/White	BME as % of Combined Refused/Not Known & Non BME/White	MEAN PAY GAP	MEDIAN PAY GAP
Av FTE Salary (exc EB) 2016	35,864	40,523	37303	39000	38766	39324	38734	39324	92.6	103.1	7.4	-3.04
2015	37,904	42,448	39,719	29,860	39,714	38,896	39375	38896	96.3	109.2	3.7	-9.23
2014	37855	n/a	30524	n/a	37016	n/a	36811	n/a	102.8	n/a	-2.8	n/a
2012	32014	n/a	29913	n/a	35357	n/a	35149	n/a	91.1	n/a	8.9	n/a

Table 3.8b – shows the median and mean pay gaps between BME employees in comparison to Non BME/White and Unknown. From a mean perspective, there is negative pay gap for BME employees, which is statistically significant at 7.4%, and which has increased from the previous year. By contrast, the median pay gap presents a positive pay gap for BME staff of 3.04%. This has however declined by 6.19% compared with the previous year. It would be worthwhile continuing to monitor the median and mean pay gaps over the next two years. ECU's Statistic 2016 Report shows a positive pay gap for BME employees in Scotland of 12.5% (median) and 10.6% (mean) which is the opposite result to QMU.

Table 3.9a – Pay Gap Analysis by Disability - Head Count Figures for all employees

Disability/No Disability Comparison (All Genders)	Has Disability	Refused/Not Known	Not Disabled	Combined Refused/Not Known & Not Disabled
Count (2016)	19	53	410	463
2015	18	53	371	430
2014	16	42	402	444
2012	13	51	365	416

Table 3.9b – Pay Gap Analysis by Disability Mean and Median Salaries

Disability/No Disability Comparison (All Genders)	Has Disability (MEAN)	Has Disability (MEDIAN)	Refused/Not Known (MEAN)	Refused/Not Known (MEDIAN)	Not Disabled (MEAN)	Not Disabled (MEDIAN)	Combined Refused/Not Known & Not Disabled (MEAN)	Combined Refused/Not Known & Not Disabled (MEDIAN)	Disability as % of Combined Refused/Not Known & Not Disabled (MEAN)	Disability as % of Combined Refused/Not Known & Not Disabled (MEDIAN)	MEAN PAY GAP	MEDIAN PAY GAP
FTE Salary (exc EB) 2016	36,682	33,943	38955	42955	38675	39324	38708	39324	94.8	86.3	5.23	13.7
2015	35,809	28,982	38066	41255	39681	38896	39482	39489	90.7	73.4	9.30	26.61
2014	32133	n/a	39146	n/a	36816	n/a	37036	n/a	86.8	n/a	13.2	n/a
2012	31697	n/a	34263	n/a	35257	n/a	35137	n/a	90.2	n/a	9.8	n/a

3.9 - Table 3.9 shows there has been a slight increase in the overall number of employees declaring a disability. Compared with 2014 and 2012 data, the pay gap has narrowed but is still significant at 13.7% (median) and 5.23% (mean). This should be monitored over the next two years to see if the pay gap continues to narrow.

Table 3.10 - Pay Gap Analysis by Age – All Employees (Salaries at 1st August 2016)

Age Group	Acad Yr	Female Head Count	Male Head Count	Total Head Count	Female Mean FTE Salary	Female Median FTE Salary	Male Mean FTE Salary	Male Median FTE Salary	Female as % of Male Mean	Female as % of Male Median	MEAN PAY GAP	MEDIAN PAY GAP
Age 16-24	2016	3	4	7	20,950	19,485	18,922	18,442	110.7	105.7	-10.7	-5.7
	2015	0	2	2	0	0	22,052	22,052	0.0	0.0	0.0	0.0
	2014	7	2	9	19841	n/a	18104	n/a	109.6	n/a	-9.6	n/a
	2012	2	1	3	15753	n/a	16193	n/a	97.3	n/a	2.7	n/a
Age 25-34	2016	45	33	78	27,562	40,523	26,917	38,536	102.4	105.2	-2.4	-5.2
	2015	34	25	59	26,553	25,034	23,877	36,672	111.2	68.3	-11.2	31.7
	2014	39	31	70	28914	n/a	26771	n/a	108.0	n/a	-8.0	n/a
	2012	44	30	74	26188	n/a	25672	n/a	102.0	n/a	-2.0	n/a
Age 35-44	2016	89	41	130	36,683	38,183	35,396	46,924	103.6	81.4	-3.6	18.6
	2015	70	33	103	35,488	36,672	33,880	33,574	104.7	109.2	-4.7	-9.2
	2014	97	34	131	37090	n/a	34364	n/a	107.9	n/a	-7.9	n/a
	2012	82	30	112	36327	n/a	32876	n/a	110.5	n/a	-10.5	n/a
Age 45-54	2016	99	40	139	42,818	46,924	46,316	46,924	92.4	100.0	7.6	0.0
	2015	95	39	134	41,902	46,414	45,739	46,414	91.6	100.0	8.4	0.0
	2014	109	46	155	39008	n/a	40141	n/a	97.2	n/a	2.8	n/a
	2012	98	40	138	37028	n/a	40648	n/a	91.1	n/a	8.9	n/a
Age 55-64	2016	72	42	114	47,385	46,924	50,233	46,924	94.3	100.0	5.7	0.0
	2015	84	41	125	44,304	46,414	49,285	46,414	89.9	100.0	10.1	0.0
	2014	68	36	104	39985	n/a	40948	n/a	97.6	n/a	2.4	n/a
	2012	57	42	99	37999	n/a	37401	n/a	101.6	n/a	-1.6	n/a
Age 65+	2016	7	6	13	41,318	45,562	37,919	40,523	109.0	112.4	-9.0	-12.4
	2015	8	6	14	37,774	43,758	33,181	43,758	113.8	112.5	-13.8	-12.5
	2014	3	3	6	44658	n/a	48471	n/a	92.1	n/a	7.9	n/a
	2012	3	1	4	36033	n/a	53233	n/a	67.7	n/a	32.3	n/a

3.10 - Table 3.10 shows a higher proportion of females within each of the age brackets, with the exception of ages 16 - 24. There is a significant positive mean and median pay gap in favour of females between ages 16 – 24. At the age bracket 35 – 44, the median pay gap is 18.6% in favour of male salaries, which differs significantly with the mean pay gap at the same age bracket. This could be due to females taking time off for caring responsibilities around these ages, resulting in a long term impact relating to career opportunities and stalling salaries at a later age. This

is supported further when considering the mean pay gap at ages 45 – 54, which is 7.6%, despite 72% of the population being female. This trend continues at the next age bracket of 55– 64, where the female population is higher at 63%, but males are paid on average a higher salary, with a pay gap of 5.7% compared with females. This is an interesting trend and it would be worthwhile investigating this further to understand why males are being paid higher salaries at these age brackets. As mentioned previously, this could be due to males being more readily available to progress their careers at an earlier age. In comparison, there is a shift again at ages 65+ where females are paid on average a significantly higher salary, with a difference of 9% (mean) and 12.4% (median).

Table 3.11a - Pay Gap Analysis by Sexual Orientation – All Employees

Sexual Orientation (All Genders)	Heterosexual	Gay	Lesbian	Bisexual	Transgender	Unknown/declined to specify	LGBT total	Declined to Specify/Not Known & Heterosexual total
Count (2016)	212	10	5	4	0	244	19	456
2015	166	9	4	3	0	267	16	433
2014	150	8	6	2	0	309	16	459
2012	117	3	2	2	0	314	7	431

Table 3.11b – Mean Pay Gap Analysis based on Sexual Orientation

Sexual Orientation (All Genders)	Heterosexual	Gay	Lesbian	Bisexual	Transgender	Unknown/declined to specify	LGBT	Declined to Specify/Not Known & Heterosexual total	LGBT as % of Combined Declined to Specify/Not Known & Heterosexual	MEAN PAY GAP
Av FTE Salary (exc EB) 2016	34,054	37,935	34,933	39,849	0	42,692	37,548	38,676	97.1	2.9
2015	34,067	37,521	41,413	39,472	0	42,624	38,860	39,343	98.8	1.2
2014	33530	36631	39149	40289	0	37922	n/a	n/a	108.3	-8.30
2012	31041	24512	31900	36883	0	37012	n/a	n/a	84	16.00

Table 3.11c – Median Pay Gap Analysis based on Sexual Orientation

Sexual Orientation (All Genders)	Heterosexual	Gay	Lesbian	Bisexual	Transgender	Unknown/declined to specify	LGBT	Declined to Specify/Not Known & Heterosexual total	LGBT as % of Combined Declined to Specify/Not Known & Heterosexual	MEDIAN PAY GAP
Av FTE Salary (exc EB) 2016	39,324	31,704	34,956	39,946	0	46,924	34,956	39,324	88.9	11.1
2015	40,082	33,574	46,414	40,082	0	46,414	40,669	38,896	104.6	-4.6
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Table 3.11b shows those employees who have declared themselves as gay, lesbian or bisexual have a negative pay gap of 2.9% when compared with those individuals who declared themselves as heterosexual or are recorded as unknown/declined to specify. This pay gap is not significant, but it has changed since 2014, when the pay gap was a positive pay gap of 8.3% in favour of LGBT. However, in comparing the heterosexual mean salary (£34,054) against LGBT average salary (£37,548), the LGBT population is on a higher salary, with a pay gap difference of 10.26% in favour of LGBT salaries. In reviewing the median pay gap differences, and when reviewing table 3.11c, it is significant that there is a pay gap with LGBT staff being paid less favourably by a significant difference of 11.1%. This is the reverse of the previous year, where the pay gap was 4.6% in favour of LGBT group. Taking account of the median result of 11.1%, and that the mean pay gap is increasing each year, it is recommended that this is monitored over the coming years.

Table 3.12 – Pay Gap Analysis by appointed salaries at 01 August 2015 and 2016

Grade	Academic Yr	Mean Pay Gap	Median Pay Gap
G1	2016	0.0	0.0
	2015	0.0	0
G2	2016	2.9	2.9
	2015	0.0	0.0
G3	2016	1.6	0.00
	2015	-0.9	0.00
G4	2016	-2.5	-4.5
	2015	-7.7	-7.7
G5	2016	0.0	0.00
	2015	0.0	0.00
G6	2016	6.6	8.4
	2015	8.4	8.4
G7	2016	0.0	0
	2015	0.0	1.5
G8	2016	-9.6	-19.4
	2015	1.4	2.9
G9	2016	0.0	0.0
	2015	0.0	0.0
G10	2016	25.5	25.6
	2015	0.0	0.0

Table 3.12 provides only the mean and median pay gaps, rather than the salaries and head count figures. This is due to only one individual being appointed into certain grades, and it would be inappropriate therefore to publish these salaries.

The pay gap at Grade 4 has reduced compared with the previous year, where the gap sat above 5% mark. At Grade 8, there is a positive female pay gap of 19.4% (median) and 9.6% (mean). This has changed significantly since 2015, when the pay gap was in favour of male salaries by 1.4% (mean) and 2.9% (median). At Grade 6, there is a significant pay gap in favour of male salaries, where the mean is 6.6% and the median is 8.4%. It would be an area to monitor over the coming two years to see if this reduces. There is a mean/median pay gap at Grade 10 of 25% in favour of male salaries, which is significantly high. It should be noted that there are only a small number of individuals appointed to this grade, and difference in role responsibilities, which has impacted the gap.

SECTION 4 – Occupational Segregation Analysis

Occupational Segregation Analysis

Occupational segregation is a term used to describe employment patterns where employees with certain characteristics are grouped either in certain grades or within certain job roles.

There are two dimensions to occupational segregation

Vertical segregation – employees with certain characteristics clustered at certain levels of jobs within an organisation’s hierarchy

Horizontal segregation – employees with certain characteristics are clustered in certain types of jobs across the organisation

The university is required to report on and monitor occupational segregation for gender, disability and ethnicity, including detailing actions we plan to take to address any identified issues.

Gender

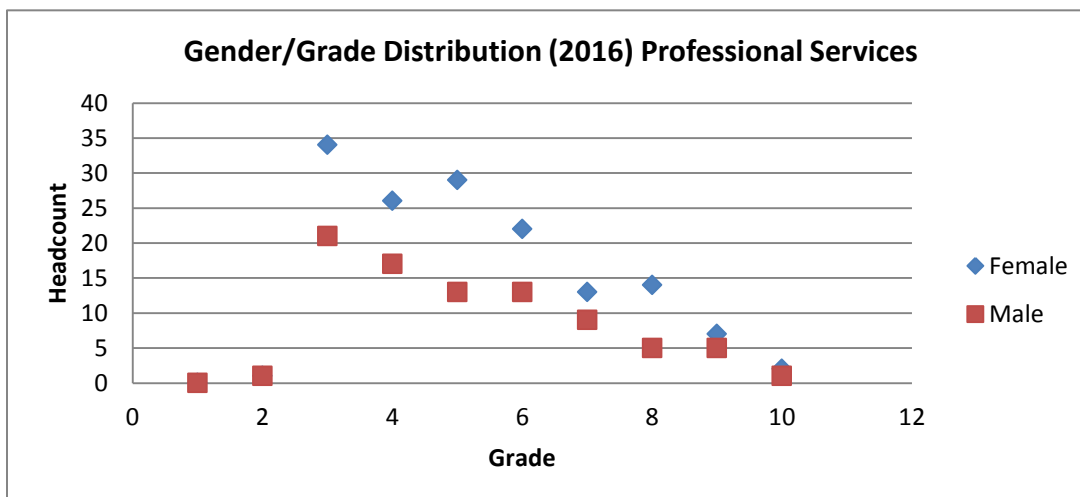
QMU / Scottish HEI Benchmark

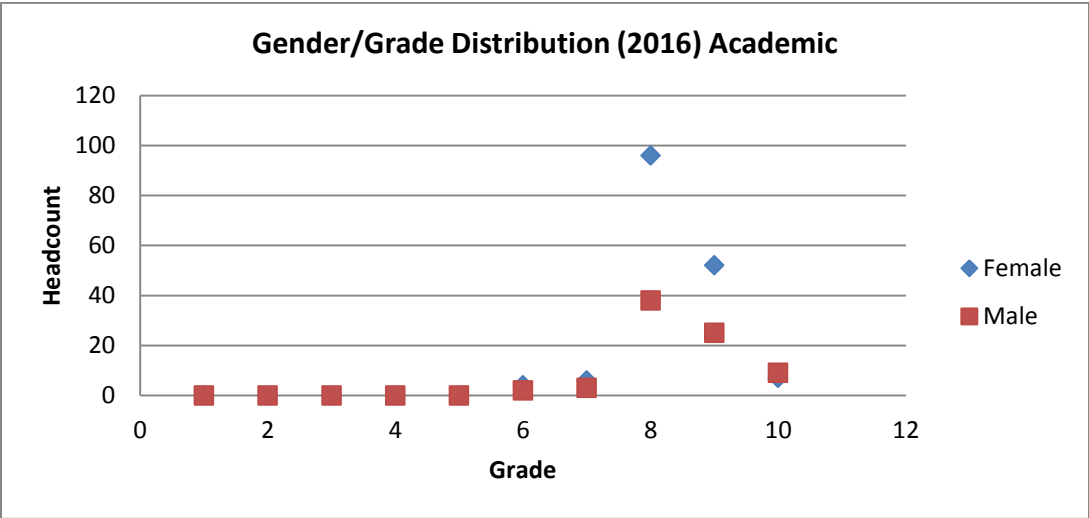
As at 1st August 2016 female staff represent 66% of staff overall. This is consistent with other Scottish HEI’s, where 54% of all staff are female, resulting in male staff being underrepresented on the whole.

Amongst other Scottish HEI’s, academic staff tend to be predominately male, on average 58%, and professional services staff tend to be female, on average 63%. At QMU, this is true for professional services staff, with 64% being female, but this is not the case for academic staff, as female staff represent 69% of all academic staff.

Vertical Segregation:

Throughout G1-10 for both academic and professional services, staff female headcount is either even or higher than the male headcount in each grade (with the exception of G10 academic). It should be noted that as the grades increase the gap between male and female staff narrows.





Horizontal Segregation:

The following table details gender headcounts for professional services departments, those highlighted are those with significant gender differences (>5). This analysis demonstrates potential occupational segregations issues within 9 out of 21 areas.

	Female	Male
Accommodation & Leisure Services	9	10
Admissions & Recruitment	11	3
Conferences & Events	3	0
Executive Support	8	0
External Liaison and Student Services	2	1
Facilities Services	1	18
Finance	6	4
Governance and Quality Enhancement	9	2
Human Resources	8	1
Information Services	2	11

Library Services	19	3
Marketing & Communications	10	3
Media Services	1	3
Registry and Academic Administration	2	1
Research Grants & Contracts Unit	4	0
Research & Knowledge Exchange Development Unit	3	0
School Management	3	0
School Office	18	3
Student Records	3	1
Student Services	8	4
Technical Support - School of Health Sciences	1	3

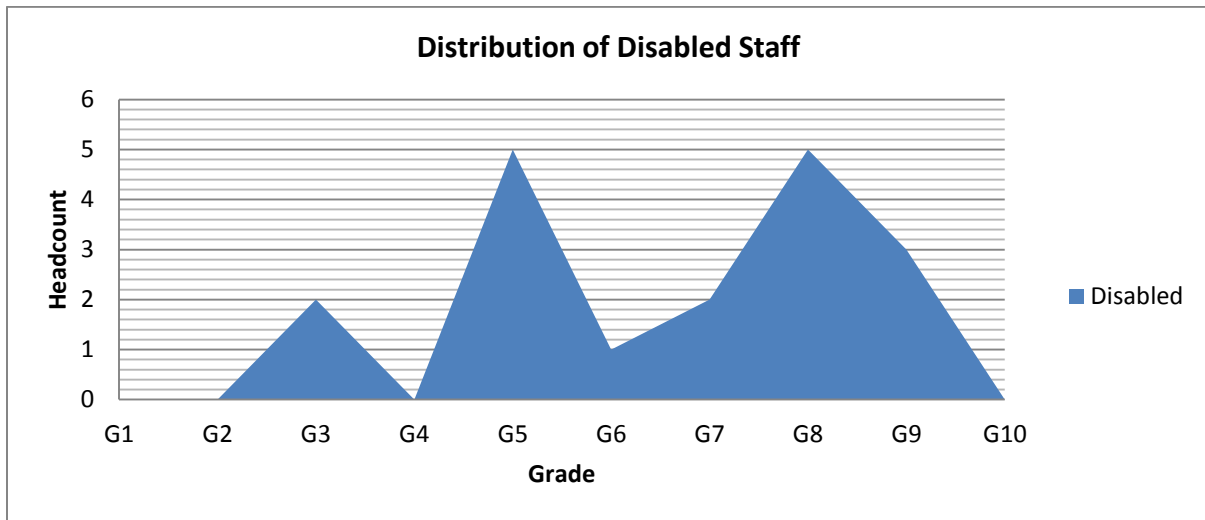
Disability

QMU / Scottish HEI Benchmark

The proportion of all Scottish HEI staff declaring a disability is 3.3%. At QMU, 3.9% of all staff have a declared disability, with 85% of staff stating they do not have a disability, and 11% declining to say. This varies from the Scottish HEI average of 'no declared disability' of 92.6%.

Vertical Segregation:

The diagram below shows the distribution of those with a declared disability by grade. This demonstrates clusters of employees with declared disabilities in grade 5 and 8. However, due to the small numbers, it is not possible to draw any conclusions from this.



Horizontal Segregation:

There was no evident pattern when reviewing the job roles carried out by those declaring a disability, due to the small numbers of staff declaring a disability.

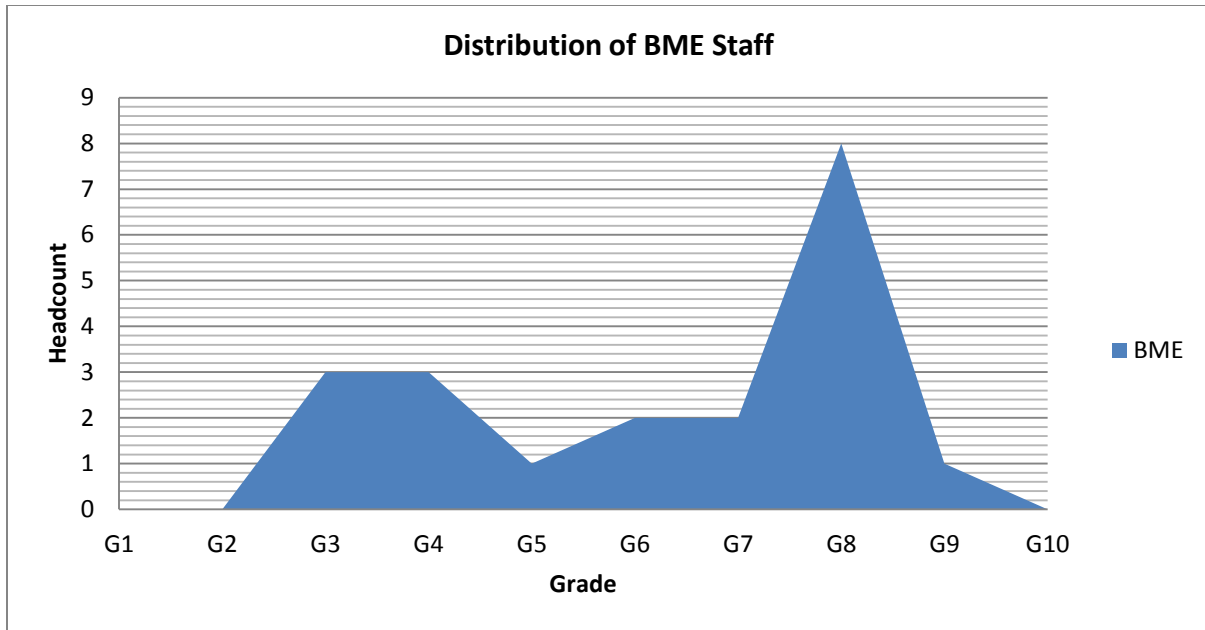
Ethnicity

QMU / Scottish HEI Benchmark

As at 1st August 2016, BME staff represented 3.9% of all staff at QMU, compared to an average of 6% across all Scottish HEI’s. 50% of BME staff at QMU are academic staff, whilst 50% are professional services staff; this differs from Scottish HEI’s in where, in general, more BME staff are found in academic roles.

Vertical Segregation

Looking at the distribution of BME staff alongside grade identifies that the majority of BME staff can be found within grade 8. This is in part due to the majority of academic staff being positioned at grade 8. Due to the small numbers of BME staff, it is not possible to draw any conclusions from the below.



Horizontal Segregation:

There was no evident pattern when reviewing the job roles carried out by BME staff, due to the small numbers of BME staff.

Potential Causes and Consequences

Gender:

The majority of staff at QMU are female, which is mirrored by our student population. This reflects our academic portfolio, and in particular, the number of programmes in Allied Health, where women are traditionally over-represented. Work is ongoing to encourage male applicants to apply for programmes where male students may be under represented. In relation to staff, the university is committed to actively eliminating unconscious bias in our selection decisions and exploring opportunities to increase the diversity of our staff.

Disability:

We have a relatively small number of staff declaring a disability; therefore it is not possible to draw any conclusive inferences from the current data. An action to encourage staff to declare a disability where relevant is included in our action plan.

Ethnicity:

The university considers that the relatively small number of BME staff at QMU could be connected to its geographical and demographic position, and/or our small size in comparison to other universities in Edinburgh. The university is committed to exploring opportunities to increase the diversity of its staff.

SECTION 5

We are committed to eliminating pay gaps where the gap is statistically significant. We have adopted as 'significant' any percentage difference that is equal to or greater than 5%. In so doing, we have adopted the European Human Rights Commission (EHRC) interpretation that a pay gap of 5% or greater is considered to be significant.

We have established as one of our Equality Outcomes by 2020 to **'Eliminate pay gaps where the gap is statistically significant'**.

Actions to achieve this that have been identified at the date of this report include:

- Continue to analyse pay gap data on an annual basis and report findings to the University Senior Management Team and to the University Court through the Equality and Diversity Committee.
- Promote HR initiatives, 'Aurora', Athena SWAN, 'DEVELOP', Disability Confident Scheme and Performance Enhancement Reviews to support female career development.
- Scope, plan and design future career workshops for staff.
- Ensure the Reward and Recognition Policy and Procedure supports career opportunities.
- Train managers to raise awareness of issues relating to occupational segregation and gender pay gaps, whilst continuing to promote E-learning Unconscious Bias training to all managers and recruitment and selection panellists.
- Actively seek opportunities for increasing staff diversity through recruitment and selection for example highlighting flexible working at the point of recruitment, reviewing job titles and advertising to address potential occupational stereotyping.
- Work with the Equality and Diversity committee, the Staff Survey Steering Group and any related Task Groups to actively encourage those employees with a protected characteristic to declare this to the university.

APRIL 2017