

**University of Aberdeen**  
**Gender Pay Gap Report 2022**

**1. Executive Summary**

1.1 Our commitment to addressing and eradicating our Gender Pay Gap (GPG), as well as gaps pertaining to other protected characteristics, is highlighted in [Aberdeen 2040](#).

1.2 The GPG shows the difference in the average and median pay between males and females in the workforce. It is not the same as equal pay, which looks at the pay differences between males and females undertaking roles of equal value (i.e., at the same grade). As part of the report, we also consider the Gender Bonus Gap (GBG) which considers the difference in the mean and median bonus pay of males and females, expressed as a percentage.

1.3 This Gender Pay Gap report sets out and contextualises the GPG and GBG data for 2022. The overall GPG is based on a snapshot date of 31<sup>st</sup> March 2022 and the GBG on data in the year leading up to 31<sup>st</sup> March 2022.

1.4 Our mean GPG for 2022 is 18.2% with a median GPG of 16.2%. Both represent a reduction from the 2021 mean GPG (20.2%) and median GPG (19.4%) which is positive, albeit further steps need to be taken to reduce them further.

1.5 Analysis of data pertaining to pay quartile information, highlights that we continue to see a higher percentage of females in roles in the lower and lower middle quartiles. However, we do see an increased percentage of females within the upper middle and upper quartiles which will have had a positive impact on both the mean and median GPG. We do, however, continue to see a higher number of males in roles falling within the upper quartile and outlying salaries, in particular, impacting the mean GPG.

1.6 Our mean GBG for 2022 is 4.94% and our median GBG 4.35%. Due to the impact of the pandemic on normal progression arrangements that would have been included in the GBG calculation for 2021, a comparison cannot be made between 2022 and 2021.

1.7 Steps to continue to positively influence both GPG and GBG are outlined, reflecting practical measures in recruitment, progression, recognition, career development opportunities and our pay policies.

**2. Our workforce headcount for this report and how we calculate the Gender Pay Gap/Gender Bonus Gap**

2.1 There are 3409 full pay relevant employees who form part of the calculations based on the snapshot date of 31<sup>st</sup> March 2022. At this date, 1982 (58%) of the University's workforce were females and 1427 (42%) were males.

2.2 Our workforce is diverse and multi-national, with a wide range of occupational groups including cleaning, security and catering roles, grounds and maintenance, administrative, professional services and technical staff, academic and managerial roles.

2.3 Calculations pertaining to the GPG and the GBG are based on the requirements detailed in legislation<sup>1</sup>. Further background information about this, including what is and is not included in the calculations, can be found at **Appendix A**.

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<sup>1</sup> [Making your calculations - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

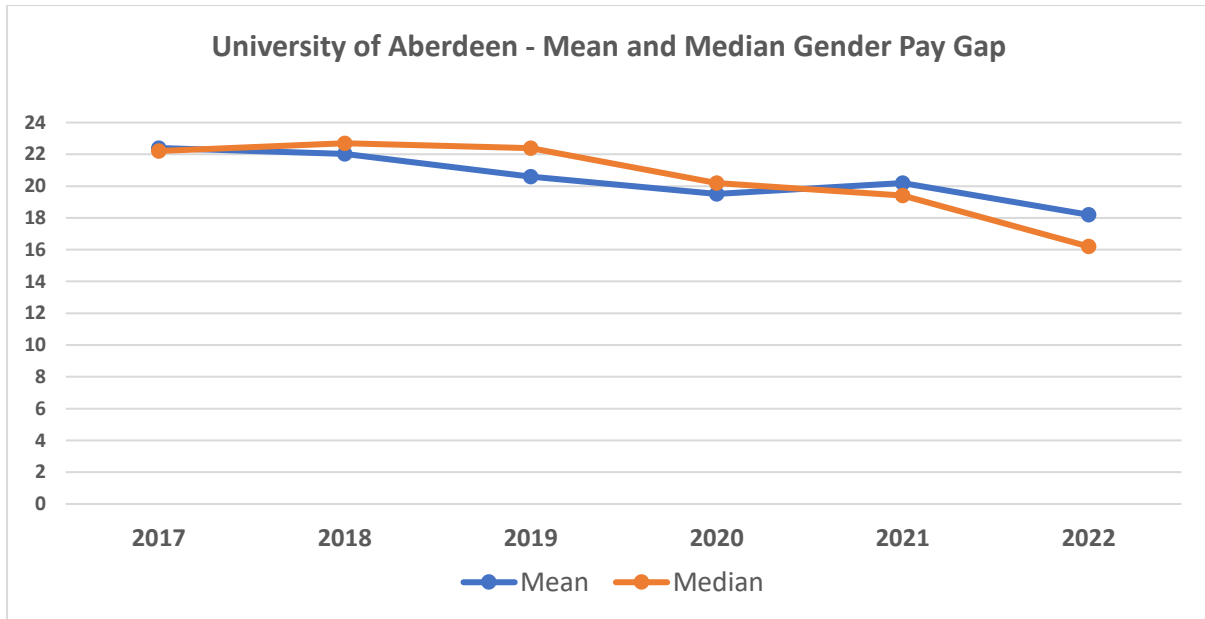
### 3. Mean and Median Gender Pay Gap 2022

3.1 Our statutory mean GPG for 2022 has reduced, from 20.2% on 31<sup>st</sup> March 2021 to 18.2% on 31<sup>st</sup> March 2022.

3.2 Our statutory median GPG for 2022 has also reduced, from 19.4% on 31<sup>st</sup> March 2021, to 16.2% on 31<sup>st</sup> March 2022.

3.3 Diagram 1 and Table 1 below detail the GPG Mean and Median percentages, highlighting a positive trend in that the figures for 2022 are the lowest since reporting began in 2017.

**Diagram 1 – University of Aberdeen Mean and Median GPG 2017-2022**

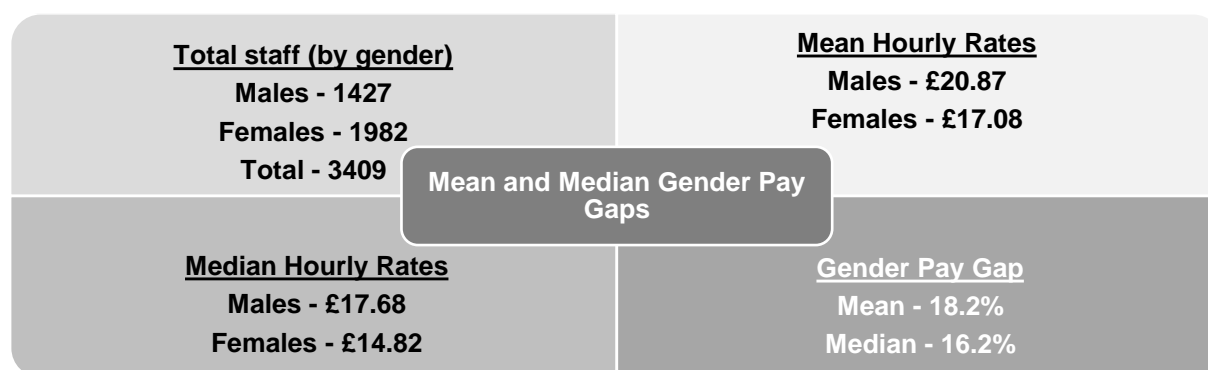


**Table 1**

Year	Mean (%)	Median (%)
2022	18.2 ↓	16.2 ↓
2021	20.2 ↑	19.4 ↓
2020	19.5 ↓	20.2 ↓
2019	20.6 ↓	22.4 ↓
2018	22.03 ↓	22.7 ↑
2017	22.4	22.2

3.4 Diagram 2 below provides a fuller breakdown of the GPG hourly rate information which results in the mean and median pay gap percentages.

**Diagram 2**



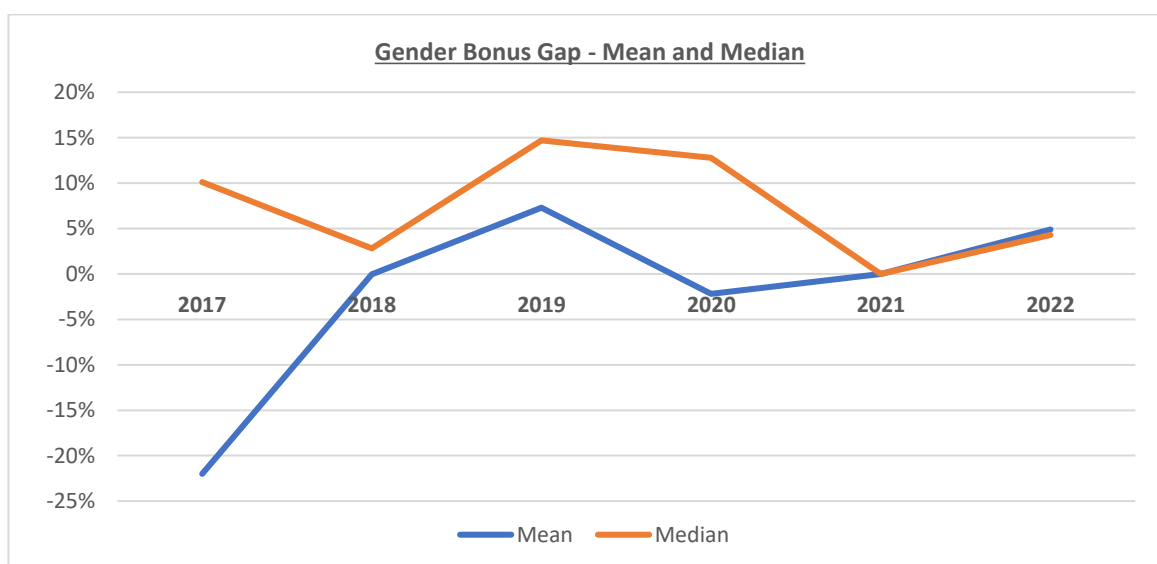
**4. Mean and Median Gender Bonus Gap (GBG)**

4.1 The GBG considers the difference in the mean and median bonus pay of males and females, expressed as a percentage. Bonuses included for the purposes of the calculation are uplifts paid to senior staff based on the Senior Staff Pay Policy (approved by the Remuneration Committee) as well as consolidated and non-consolidated awards applicable to all other staff (as provided for in the Contributions Awards Policy). Diagram 3 illustrates historical information pertaining to the GBG.

4.2 The data for 2022 (based on bonuses awarded between 1<sup>st</sup> April 2021 and 31<sup>st</sup> March 2022) highlights:

- A total of 107 females (5.4%) and 62 males (4.3%) received a bonus during this period.
- The average bonus for females was £2,297 and for males £2,416, resulting in a mean GBG of 4.94%.
- The median bonus for females was £1,822 and for males £1,905, resulting in a median GBG of 4.35%.

**Diagram 3 – Gender Bonus Gap Mean and Median (2017-2022)**



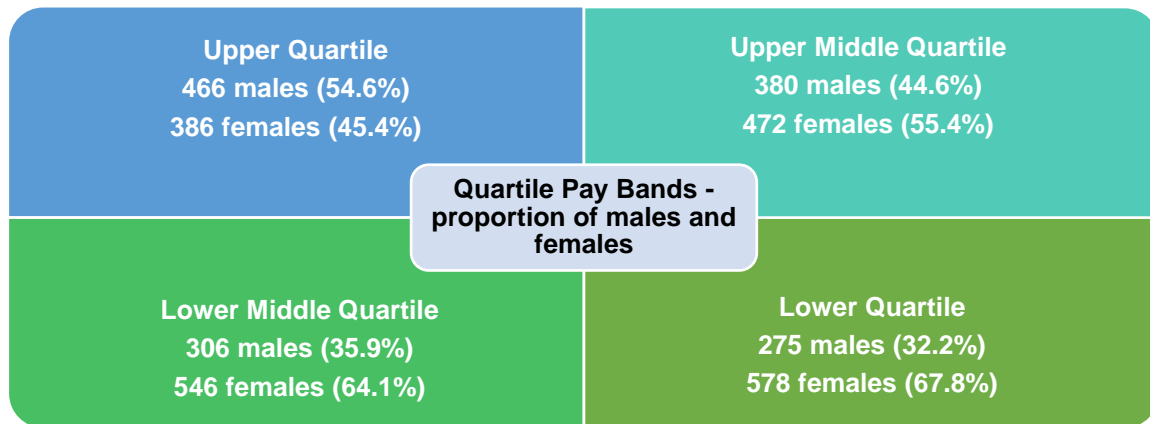
	2017	2018	2019	2020	2021*	2022
<b>Mean</b>	-22%	-0.04%	7.29%	-2.20%	0.00%	4.94%
<b>Median</b>	10.10%	2.82%	14.70%	12.80%	0.00%	4.35%

\*during the period 1<sup>st</sup> April 2020 – 31<sup>st</sup> March 2021 no bonuses were paid based on the Senior Staff Pay Policy and Contribution Awards Policy due to the projected financial impact of the Covid-19 pandemic.

## 5. Proportion of males and females in quartiles pay bands

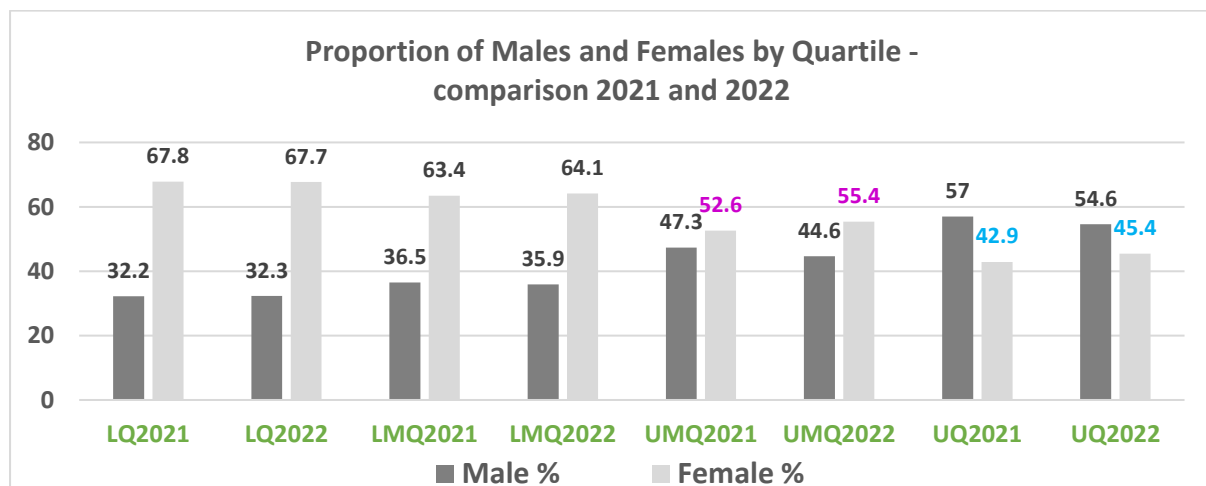
5.1 The distribution of males and females in each of the quartiles pay bands is presented in Diagram 4. This demonstrates a continuing trend of a disproportionate distribution of males and females in the quartiles – i.e., a higher % of females in our workforce in roles in the lower and lower middle quartiles and a higher % of males in our workforce in roles in the upper quartile.

**Diagram 4 – Distribution of males and females in quartiles pay bands**



5.2 We have, however, seen a slight shift when previous pay quartile information is considered. Diagram 5 below illustrates the comparison between 2021 and 2022 in the % split between males and females for each of the pay quartiles, demonstrating that whilst the split remains similar for the lower and lower middle quartiles, we have seen a change in both the upper middle and upper quartiles. Both show an increased % of females in 2022 (upper middle quartile up from 52.6% in 2021 to 55.4% in 2022; upper quartile up from 42.9% in 2021 to 45.4% in 2022).

**Diagram 5**



**Key**

LQ – lower quartile                      UMQ – upper middle quartile  
 LMQ – lower middle quartile        UQ – upper quartile

5.3 The mean and median gender pay gaps within each of the quartiles is provided in Table 2 below, illustrating that the area of concern is the upper quartile.

**Table 2 – Mean and Median Gender Pay Gap by Pay Quartiles**

Quartile	Mean GPG	Median GPG
Lower	1.39%	2.33%
Lower Middle	-0.11%	0.32%
Upper Middle	2.03%	4.49%
Upper	10.32%	5.80%

## 6. Factors affecting the Gender Pay Gap and Gender Bonus Gap

### Gender Pay Gap

6.1 The GPG is attributable to a mix of different factors as detailed below.

- Occupational segregation and, in particular, females being over-represented in roles within the lower and lower middle quartiles continues to have a significant impact. However, the slight increases in the percentage of females in the upper middle and upper quartiles is positive and will have contributed to the reduction in both the mean and median GPG.

- Variations between starting pay for females compared to males. For staff appointed to Grade 1-9 posts, a higher percentage of males were appointed above the starting point for the grade of the post and although small numbers, the data shows that males are still more likely to be appointed in the contribution zone of a grade. For staff appointed to Grade 9 off-scale, the data illustrates that a higher percentage of males continue to be appointed to such posts and the salary range for males demonstrates that they are more likely to be appointed to a higher salary than females. In addition, outlying salaries in Grade 9 off-scale continue to impact on the mean GPG.

- Analysis of leaver information demonstrates that senior female members of staff leaving also continues to have an impact. During this period, five female members of staff on Grade 9 off-scale left the University. Three female members of staff started in Grade 9 off-scale positions during the same period, therefore, overall, there was a reduction in female members of staff in these senior positions.

### Gender Bonus Gap

6.2 Data highlights that steps taken with regard to payments made under the Senior Staff Pay Policy have had a positive impact in the distribution of such awards between males and females.

6.3 The key factor impacting on our GBG relates to awards given to staff under the Contribution Awards Policy. Data illustrates that such awards provided to female members of staff are more likely to consist of one increment progression, with males being more likely to receive a one-off payment. This may suggest that more male members of staff are already at the top of the contribution zone for the grade of their post and, therefore, a one-off payment is the option available under the Contribution Policy to recognise achievements or there may be other reasons why a one-off payment is considered appropriate. Our approach to rewarding contribution under the Contribution Awards policy is an area that requires further investigation.

## 7. Actions to reduce our Gender Pay Gap and Gender Bonus Gap

7.1 We are committed to reducing/eradicating the GPG and GBG and the table at Appendix B represents practical steps we are taking to do so, in areas where we can positively influence the gaps such as recruitment, recognition, pay policies, progression and career development opportunities.

## **Appendix A – Background information about the Gender Pay Gap (GPG) and Gender Bonus Gap (GBG) calculations**

The GPG concerns differences in the mean and median earnings between females and males in an organisation regardless of their role or seniority. It is important, therefore, to note the difference between the GPG and equal pay calculations as follows:

- Equal pay calculations identify differentials in the rates paid to women and men for the same or comparable work (an Equal Pay Audit was undertaken by an external consultancy during 2021 to review equal pay).
- GPG reporting is a comparison of the average salaries paid to women and men in the University and takes no account of the roles or work involved.

### Data analysis undertaken

Data analysis for the report is undertaken as per the stipulated requirements:

- GPG – data at a snapshot date of 31<sup>st</sup> March 2021
- Gender Bonus Pay Gap – data 12 months prior to 31<sup>st</sup> March 2021
- Proportion of females and males in each quartile – data at a snapshot date of 31<sup>st</sup> March 2021.

### Who/what is included in the calculations?

The analysis for the GPG is based on all posts held by ‘full pay relevant’ staff as at the snapshot date of 31<sup>st</sup> March 2021. Full pay relevant staff refers to staff who during the relevant period, are not being paid at a reduced or nil rate as a result of being on leave, which includes unpaid annual leave, maternity, paternity, adoption, parental and shared parental leave, sick leave and other special leave.

Data for Gender Bonus Gap is based on bonuses received between 1<sup>st</sup> April 2020 and 31<sup>st</sup> March 2021. (NB payments classified as bonuses under GPG reporting were frozen during the reporting period, i.e. 12 months prior to 31<sup>st</sup> March 2021, other than retention payments made to two members of staff).

As per the GPG regulations, the data we report on includes:

- The mean GPG (the difference in the mean pay of full-pay males and females, expressed as a percentage)
- The median GPG (the difference in the median pay of full-pay males and females, expressed as a percentage)
- The mean bonus GPG (the difference in the mean bonus pay of males and females, expressed as a percentage)
- The median bonus GPG (the difference in the median bonus pay of males and females, expressed as a percentage)
- The proportion of males and females who received bonus pay
- The proportion of full-pay males and females in each of four quartiles pay bands.

Bonuses normally considered as part of the reporting include Remuneration Committee payments and consolidated and non-consolidated contributions awards (received in the 12 months prior to 31<sup>st</sup> March 2022).

For staff with non-standard working hours (zero hours, guaranteed minimum hours, casual workers) the number of hours is based on the average number of hours worked over the 12 weeks ending with the last complete week of the 31<sup>st</sup> March 2022 pay period.

Non-monetary benefits cannot be included in the GPG reporting. Salary sacrifice arrangements are regarded as a non-monetary benefit therefore deductions for salary sacrifice are excluded from base pay for the purposes of GPG reporting.

## Appendix B – Actions to reduce our Gender Pay Gap

### 2022 Update & Action Plan

Theme	Our actions to date and future actions
<b>Recruitment &amp; Retention</b>	<p>We continue to take steps in our recruitment practices with the aim of a positive outcome on the GPG – for example, by ensuring that, where we use executive search organisations for senior and/or specialist posts, female candidates are included in shortlists.</p> <p>We launched our new Recruitment and Selection Policy and Toolkit during 2022 and are using workforce data to inform our recruitment campaigns across all our roles, with the aim of improving representation of those currently under-represented in the University. This includes females in upper middle and upper quartile roles and males in lower middle and lower quartile roles.</p> <p>We continue to ensure that our job adverts use gender neutral language and that we also highlight the opportunities for job share, part time working and/or hybrid working arrangements as per our Homeworking Policy.</p> <p>For senior posts (University Management Group level) we have adopted the ‘Rooney Rule’ principles and only take forward selection processes where we have applications from candidates from those protected characteristics which are under-represented, in particular women or racialised groups.</p> <p>We are aware that we need to take further steps in the following areas:</p> <ul style="list-style-type: none"> <li>(i) improve engagement with our local community and beyond, including key organisations, to find ways to increase the pool of candidates applying for roles with us, for example following the approach in taking forward an Antiracism Roundtable.</li> <li>(ii) a full survey of recruitment enquiries and how individuals progress through the process to appointment to enhance our understanding regarding any bias and where barriers exist.</li> <li>(iii) introduce robust measures to review data every 6 months to ascertain whether the steps we are taking are having a positive impact on our workforce data and the GPG. Based on this we will consider adopting setting more detailed gender balance targets.</li> <li>(iv) review of our leavers processes including consideration of introducing exit interviews as well as exit questionnaires and other steps to identify what improvements can be made to retain staff where appropriate, including the use of retention payments as part of the development of a Market Supplement Policy.</li> </ul>
<b>Terms and Conditions relating to reward</b>	<p>The Reward Consultation and Negotiation Working Group is now established and is focussing on a variety of areas relating to reward.</p> <p>Key progress has been made in the following areas:</p>

Theme	Our actions to date and future actions
	<ul style="list-style-type: none"> <li>- undertaking a consultation exercise to develop a new Pay Policy which is due to be implemented in May 2023.</li> </ul> <p>The policy includes specific measures relating to starting pay as well as pay on progression for both Academic and Professional Services staff.</p> <ul style="list-style-type: none"> <li>- development of new guidance pertaining to casual work which is being piloted during the 2022/23 academic year. This includes new arrangements with regard to minimum hours thresholds and ongoing reviews of contracted vs actual hours have also been established to ensure appropriate use of alternative contracts.</li> <li>- negotiations pertaining to the 35-hr week and harmonisation of terms and conditions are underway.</li> <li>- The Remuneration Committee is giving further consideration to arrangements for Professorial pay and consideration will also be given to Grade 9 off-scale pay for Professional Services staff.</li> <li>- further consideration will be given to Contribution Awards, including how we ensure consistency in use of the different types of awards available for staff.</li> </ul>
<b>Recognition</b>	<p>We continue to highlight equality, diversity and inclusion in a specific category within our annual Excellence Awards.</p> <p>As part of our new Academic Promotion Policy/Framework of Criteria, we have included a mandatory requirement for those applying for promotion to demonstrate how they contribute to equality, diversity and inclusion.</p> <p>We are also intending to recognise additional roles undertaken by staff in our proposed workload model.</p>
<b>Progression</b>	<p>A new Academic Promotion Policy/Framework of Criteria has been launched in February 2023. This introduces new criteria which aim to broaden how we recognise academic achievement through our promotion process. There have been extensive briefings for staff, academic line managers/Heads of School and our Senior Vice-Principal will lead sessions in how to prepare a strong application for promotion.</p> <p>The new procedure includes the opportunity for applicants to submit information about individual circumstances either on the application form or on a separate, confidential form with a process to consider detail submitted. This includes the opportunity for staff to highlight factors that may have impacted on the quantity of output such as part time working, caring responsibilities and health matters.</p> <p>We continue to provide guidance to our Heads of School to encourage applications from female members of staff as well as further support this through sessions delivered by our Women's Development Network.</p>



Theme	Our actions to date and future actions
	<p>We have also continued our Social Bias Observer scheme involving a social bias observers sitting on promotion sub-Committees.</p> <p>The Regrading and Professional Services Career Progression Working Group has been established to consider how we can enhance career progression for Professional Services staff.</p>
<b>Career Development opportunities</b>	<p>We will be undertaking a review of our annual review process to ensure a closer link with our Academic Promotions procedure and to further enhance how this process supports career development for all staff.</p> <p>The Regrading and Career Development Working Group is also considering other steps to support career development such as the creation of secondment and working shadowing policies.</p>
<b>Learning and Development</b>	<p>We have a range of EDI training that staff are asked to complete and others that are signposted to.</p> <p>Aurora Training Programme – we support women accessing this leadership programme by asking that schools allocate budget for at least one attendee per annum. To date, 89 female members of staff have completed the programme with 38 completing it during 2021/22 and 2022/23.</p> <p>We have also launched our International Leadership Development Programme again, following a pause due to the pandemic. This is aimed at staff Grade 8 and 9 and we currently have 18 members of staff participating in the programme (8 females).</p> <p>The Regrading and Career Development Working Group is also considering what other learning and development opportunities can be offered to support career development of staff.</p>
<b>Support</b>	<p>Mentoring and coaching – we have trained mentors for parents and carers and have encouraged more female members of staff to sign up to mentoring. This includes asking those completing the Aurora development programme to sign up to become a mentor once they have completed it.</p> <p>Our Women's Development Network is established and a key activity is to host sessions for female members of staff considering applying for promotion. This provides female members of staff with the opportunity to hear from senior female members of staff who have previously applied for promotion.</p>