



National  
College of  
Ireland

# GENDER PAY GAP REPORT

## DECEMBER 2022

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## ABBREVIATIONS/ACRONYMS

|             |                                                   |
|-------------|---------------------------------------------------|
| <b>APS</b>  | Academic, professional and support staff          |
| <b>AF</b>   | Associate faculty                                 |
| <b>ELI</b>  | Early Learning Initiative                         |
| <b>GPG</b>  | Gender Pay Gap                                    |
| <b>NCI</b>  | National College of Ireland                       |
| <b>STEM</b> | Science, technology, engineering, and mathematics |

## CHARTS

|            |                                              |
|------------|----------------------------------------------|
| <b>1</b>   | Staff break down                             |
| <b>1.1</b> | All staff in NCI                             |
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| <b>1.3</b> | ELI staff excluding AF                       |
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| <b>2.1</b> | All part time staff                          |
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| <b>4.5</b> | Bonuses                                      |
| <b>6.1</b> | Percentage of men and women in each quartile |



## NATIONAL COLLEGE OF IRELAND

National College of Ireland (NCI) has a clear mission 'to change lives through education'. An independent, not-for-profit, third-level institution, NCI has 6,500 students across its key programme areas of business, computing, education and psychology. NCI has its Campus in the International Financial Services Centre in Dublin's North-East Inner City and has recently expanded its Campus footprint through the acquisition of an additional building which will open for students and community use in 2023.

The College was founded on an ethos of social justice with access to higher education a core value. Since moving to the IFSC in the 2000's, NCI has also provided a community-based programme, the Early Learning Initiative, which works to eliminate educational disadvantage in marginalised communities, from the College's nearest neighbours in the North-East Inner City, and nationally in areas of disadvantage throughout Ireland. This programme is a significant employer of local personnel and has a strong record of upskilling staff working in this critical area of early childhood education.

The College's internationally recognised programmes, from undergraduate to doctoral level, are delivered full-time and part-time, and accredited through QQI<sup>1</sup> and where appropriate, additional professional body accreditation, such as CIPD<sup>2</sup> and ACCA<sup>3</sup>. With nearly 75 years' experience of working with employers to identify skills gaps and delivering education and careers service to its skilled students, NCI students have a consistently high graduate employment rate post qualification.

NCI makes its courses accessible through innovative and flexible delivery mechanisms, including apprenticeships, online and blended learning, part-time delivery in the evening/weekend, accelerated degree programmes, structured progression pathways from further education, in addition to delivering government initiatives such as Springboard focussed on upskilling both those who are unemployed or under-employed. Recognition of Prior Experiential Learning (RPEL) may bridge entry requirements for applicants without minimum academic qualifications, to permit advanced entry or module exemptions.

At postgraduate level, NCI provides special purpose awards and postgraduate diplomas and masters in subjects ranging from human resources management, MBA, to emerging specialisations such as data analytics and artificial intelligence. NCI is Athena Swan accredited, an Autism and Age Friendly accredited campus, and a 5-Q star higher education institution. In association with the 30% Club, NCI has a scholarship to address the under-representation of women in postgraduate STEM education, and operates the Aurora programme to encourage the progression of female academics and administrators.

NCI faculty, both full-time and associate, is drawn from academia and industry, and combines the best of practical and theoretical expertise. Research is highly valued at NCI, and best practice in pedagogy is underpinned by the Centre for Education and Lifelong Learning, which supports academic staff in their professional development in addition to delivering programmes to students.

There is strong collaboration between academic and non-academic staff, under the guidance of Executive Board and Governing Body, led by NCI's President Professor Gina Quin and Chairman Fr Leonard Moloney SJ.

Current Director of HR, Mary Connelly, with her team, has drawn on NCI's core values to roll out a series of initiatives over the past three years, clarifying and extending the supports available to all staff, creating online and on Campus spaces for communications and shared experiences, centring wellness at the heart of NCI's working life.

National College of Ireland is informed by the values of inclusion, community, integrity, dynamic innovation, the central role of the learner, and excellence, for both students and staff.

<sup>1</sup> [Quality and Qualifications Ireland](#)

<sup>2</sup> [The CIPD is the professional body for HR and people development.](#)

<sup>3</sup> [Professional accountancy body.](#)

## WHAT IS THE GENDER PAY GAP?

The Gender Pay Gap Information Act 2021, implemented in 2022, sets out employers' obligations in relation to gender pay gap reporting. This act, and the subsequent regulations, specify that all employers with 250 or more employees report on their gender pay gap in 2022, taking a 'snapshot' date in June and reporting by the same day in December. This will extend to smaller employers in coming years.



Lána Cummins, Assistant Director of ELI, with Professor Gina Quin, President of NCI, at an all-staff coffee morning.

In addition to the gender pay gap data, employers must publish on their website (or in a way that is accessible to the public and employees), a narrative that outlines the reasons for any gender pay gap as well as the actions proposed or being taken to reduce or eliminate the gap.

What does the gender pay gap mean?

*The gender pay gap is the difference in the average hourly wage of men and women across a workforce – it compares the pay of all working men and all working women; not just those in same jobs, with the same working patterns or the same competencies, qualifications or experience.*

*It does not indicate discrimination or bias, or even an absence of equal pay for equal value work – but it does report a gender representation gap and will capture whether women are equally represented across the organisation – so for example if women hold more of the lower paid jobs in the organisation than men, the gender pay gap is usually bigger<sup>4</sup>.*

Most employers will have a gender pay gap. In more gendered industries, such as the airline industry and certain types of manufacturing, there will be significant gender pay gaps.

In Ireland, 2018 figures estimated that there was an 11.3% gender pay gap<sup>5</sup>. This is slightly better than the EU average of 13%<sup>6</sup>. But these figures are open to debate. According to data extrapolated from CSO administrative earnings data, some have argued that the Irish gender pay gap is significantly more, likely to be circa 22%<sup>7</sup>. According to Eurostat data the EU gender pay gap has closed by 1% over the last eight years. Based on these trends, without the development of specific actions to close the gap<sup>8</sup>, women will be waiting for another 84 years to achieve equal pay!

Therefore, the gender pay gap is different from equal pay. The gender pay gap is the difference between the average hourly wages of women and men, not about equal pay between two comparable individuals. A gender pay gap will exist, for example, if lower-paid jobs in an organisation are carried out by women and the higher-paid roles are carried out by men.

It is also important to understand that gendered pay is just one area where gender inequality impacts, and factors and changes in this area will be mitigated and/or impacted on by external factors. Gender inequality exists in our society. There are a range of socio-economic factors at play; consider childcare costs, the share of domestic responsibilities, and generations of gendered education and its impact. As some of the causes of the gender pay gap are beyond our organisation, so are some of the solutions. Some can be addressed by employers, but others will require ongoing wider societal change.

Tackling a gender pay gap alone will not eliminate gender inequality, but it is an issue to tackle. It also provides us with a tool, a way to measure and analyse where issues arise.

### The Gender Pay Gap Information Act requires employers to provide the following specific information.

1. The mean and median pay gap in hourly pay between male and female employees.
2. The mean and median pay gap in hourly pay between part-time male and female employees.
3. The mean and median pay gap in hourly pay between temporary male and female employees.
4. The mean and median bonus pay gap between male and female employees.
5. The percentage of male and female employees who received bonus pay.
6. The percentage of male and female employees who received benefit in kind.
7. The percentage of male and female employees in each of four pay band quartiles.

<sup>4</sup> Navigating the Gender Pay Gap IBEC

<sup>5</sup> Eurostat figures (2019)

<sup>6</sup> Eurostat figures (2019)

<sup>7</sup> <https://labour.ie/news/2022/11/20/gender-pay-gap-in-ireland-remains-stubbornly-and-unacceptably-high/>

<sup>8</sup> Gender Pay Gap Reporting, Guidance for unions on closing the gender pay gap and bringing the issue into collective bargaining

## CONTEXT OF NCI

NCI is a complex higher education institution with a range of staff and contract types. There are academic/teaching staff, support staff, administrators, managers, technical and facilities staff, as well as those who are working in specific programmes, such as the Early Learning Initiative (ELI). We also have a range of staff that are permanent, those on fixed term contracts, and full- and part-time staff.

### Key staff categories and programmes include.

- Permanent fixed term academic, professional and support staff. These are staff who are both academic and support staff and who work full and part time.
- Associate Faculty (AF), who work part time for NCI, lecturing/teaching on specific modules/programmes. AF can be on either fixed term or permanent contracts. This pool of staff can change rapidly over time.
- The Early Learning Initiative (ELI). ELI was developed to address the problem of educational underachievement in marginalised communities. Building upon tried and tested models of early years' intervention, ELI work with communities in areas of greatest need, to provide world-class parent and child learning support programmes. A significant proportion of NCI staff are working in this specialist programme. This is a strongly gendered area, where many of the staff also work part time hours.



Owen Delaney, Facilities Manager; Eamonn Jordan, Management Accountant; Dr Paul Stynes, Dean of School of Computing; Karen Jones, Registrar – at an all-staff coffee morning.

## THE METHODOLOGY EMPLOYED TO COMPLETE THE REPORT

NCI established a working group to gather the data and work on the gender pay gap (GPG) report. This working group included the HR Director, the Finance Director, the Management Account and the Equality, Diversity and Inclusion, and Training Manager.

NCI took the date of June 30th as the required snapshot for 2022 and reported in December 2022.

HR and the finance team produced a comprehensive list of staff who were employed by the College on June 30th and had been paid over the previous 12-month period. This list was inclusive of all staff, full time and part time, permanent and contract staff.

The hourly rate for each staff member was then calculated, analysis performed, and the report produced.

Some assumptions had to be made in relation to how some hourly pay rates are calculated. In NCI, this was particularly important in relation to our associate faculty staff (AF). AF staff are paid per hour of teaching, this assumes some preparation time. AF may also be paid for each activity of work, i.e., exam setting, supervision etc or per project. Without exact definition of hours set out, an assumption was made here that their payrate is averaged in the same way as their teaching rate.

We also carried out desktop research and attended a range of information events.

## RESULTS AND ANALYSIS

The following are the results of NCI's gender pay gap analysis under the required headings.

For the 12 months prior to June 30th, the reporting period, the proportion of staff in each of the key areas was as follows.

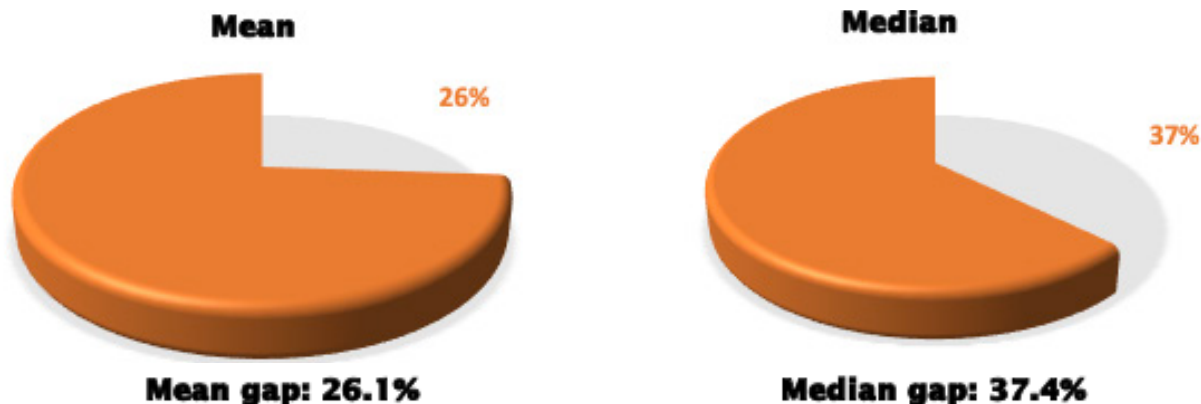


41% of staff were academic, professional and support staff  
16% were staff who worked in the ELI programme  
43% were associate faculty

## 1. The mean and median pay gap in hourly pay between male and female employees.

When all staff are accounted for NCI has a mean GPG of 26.1% and a median GPG of 37.4%.

### 1.1 ALL STAFF IN NCI



NCI is a complex organisation and unless we analyse what is happening in different areas it is difficult to understand what is specifically driving the GPG within the College.

### THE HIDDEN COMPLEX REALITY

There are two specific areas/programmes of work which account for this result, Associate Faculty (AF) and the Early Learning Initiative. (ELI).

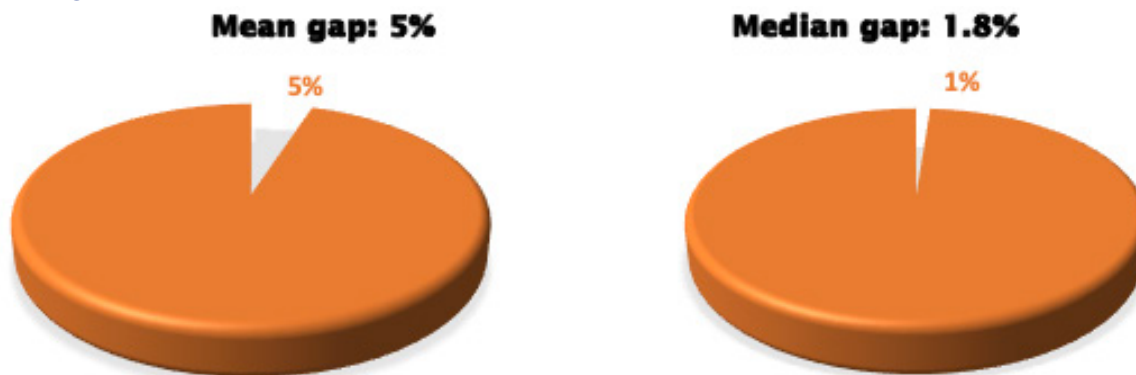
These two specific areas/programmes require specific examination.

### ASSOCIATE FACULTY (AF)

Associate Faculty (AF) are staff who work part time for NCI, lecturing/teaching on particular modules/programmes. AF can be on either fixed term/temporary or permanent contracts, and are paid an hourly rate which is based on level of the course they are teaching, i.e., postgrad teaching staff are paid a higher rate than undergraduate teaching staff.

When analysing the GPG of the AF staff alone, we can see there is a small gap, which is significantly lower than the national average.

### 1.2 AF STAFF ONLY



The GPG for the AF staff is a mean of 5% and median of 1.8%. This is low, particularly when considering the College has two large schools, one of which is a STEM<sup>9</sup> subject, Computing, where a higher GPG would be expected given the dominance of men in STEM subjects.

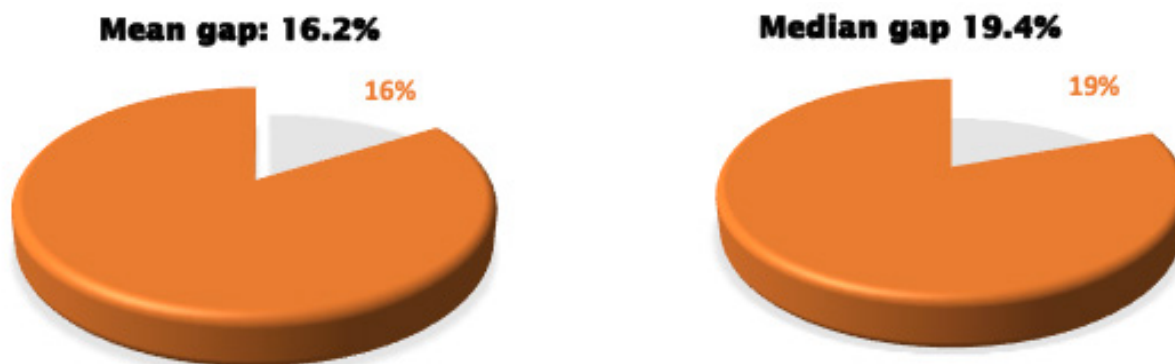
Despite having a low GPG, AF staff have a significant impact on the overall NCI GPG for a number of reasons.

- A higher proportion of the AF staff are male, 61% of AF staff are male in NCI.
- A higher proportion of the male AF work on postgrad programmes, which are higher paid.

<sup>9</sup> Science, technology, engineering, and mathematics

### 1.3 ALL STAFF EXCLUDING AF

Below are the GPG figures for all staff in NCI less the AF.



As we can see, without AF staff, the gender pay gap has reduced significantly, even though the AF staff GPG is lower.

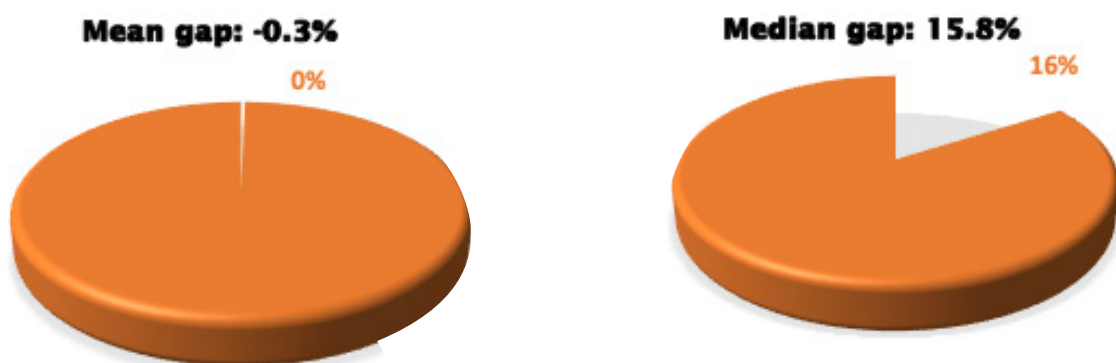
### ELI STAFF

ELI is a specialist programme which is run by the College, focusing on early years education and family support. ELI staff make up 16% of NCI staff, and 25% of staff when excluding AF staff. This is a very specific programme, unique in the higher education sector. Within NCI, this is a critical and valued programme supporting disadvantaged communities and families; but, because of how the GPG analysis is constructed, ELI also affects the college wide GPG.

Within ELI, over 90% of staff, (excluding lectures/teaching staff) are women, and most, by choice, are in part time roles. Many of the staff come from disadvantaged communities and/or have had previous negative educational experienced, and gain meaningful employment and education, starting as Home Visitors<sup>10</sup>. Some started with a QQI level 5, but some started without a level 5 qualification and were/are supported to gain this qualification. Importantly, some had joined after being participants on the programme themselves, which shows excellent progression.

Within ELI there is a negligible minus mean pay gap.

### 1.3 ELI STAFF EXCLUDING AF



NCI/ELI support staff to move into employment and up the qualifications ladder, with continued professional development throughout. All ELI staff are provided with specific education and support towards their roles<sup>11</sup>. ELI provides tailored in-house staff training, short external courses from specialised groups and long-term courses, e.g., QQI Level 5, 6, 7, 8 and 9 qualifications. Many Home Visitors progress through ELI into Coordinator, Senior Coordinator and Senior Specialist roles.

The strength of ELI is as a community employer, where staff are offered flexible working hours and progression.

ELI works within the context of the wider early years sector. This sector is a highly gendered and often low paid, but there is a process of professionalisation working towards standard minimum qualifications and pay. To date NCI/ELI has been ahead of the sector in terms of pay, conditions, progression and supporting staff to gain qualifications.

<sup>10</sup> The Early Years Home Visiting sector is a specialist area of Early Years Education.

<sup>11</sup> TELI has developed specific qualifications in conjunction with NCI: Level 6 Microcredential in Core Pedagogy and Curriculum in Home Visiting and Level 7 Microcredential in Leadership and Change Management.

Traditionally, community and voluntary sector employment has been based on short term contracts with poorer terms and conditions than other sectors. NCI/ELI offers staff long term contracts, pay progression, positive terms and conditions (paid maternity, paternity and sick pay etc.).

Staff are also offered flexibility around working hours and contract type. All ELI staff are offered full time permanent contracts, however, most have caring responsibilities and really appreciate and opt for the flexibility of family friendly, part time, career breaks, parental leave, term time etc., options, which allow them to balance paid employment with their family/caring responsibilities. This has enabled them to stay in employment and progress their career and education. The work/life balance-friendly terms of working make ELI an attractive employer in the sector. The flexible working options are taken up by staff at all levels from Home Visitor to Assistant Director.



*ELI Home Visitors, who graduated November 2022 with microcredentials that continue their professional development*

Therefore, ELI and the way ELI has been established and run by NCI is critical to the empowerment of local women in the community, but, because their hourly rate is being analysed alongside the institutions academic and professional staff in a gender pay analysis, there is a fundamental impact on the overall GPG figure.

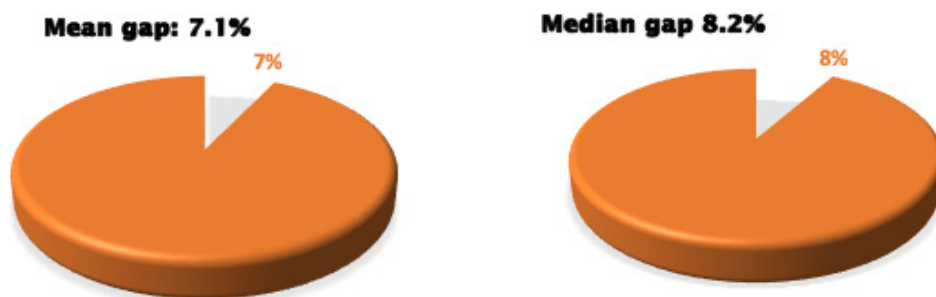
While, as we note within ELI, the GPG is actually reversed (mean) and low median, the impact of ELI on the overall NCI GPG is significant, because;

- ELI is 94% female
- Many of the women employed within ELI (because the employment of women from the community that they serve is an important component of the values of the programme) are from communities that are educationally/economically disadvantaged and at the early stages of their career.
- ELI works in the context of a wider, gendered sector (early years, family support and community) that has been undervalued and underfunded, for generations.

Therefore, ELI and AF have a significant impact on the GPG of NCI, while internally in both areas, the College's own GPG is not large.

Removing these two areas, AF and ELI, from the total staff figure, shows NCI due to the GPG is significantly reduced.

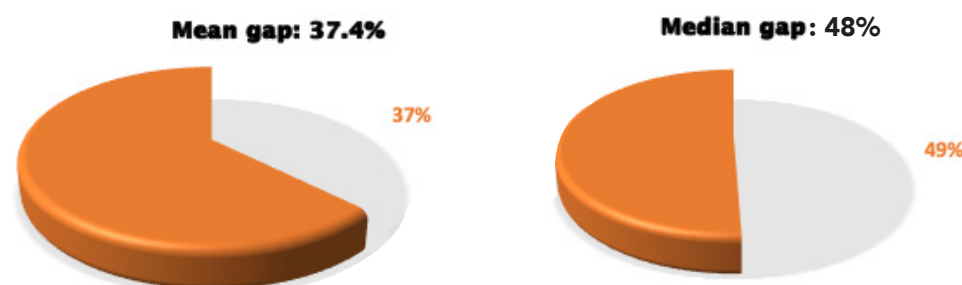
#### 1.4 ALL STAFF EXCLUDING AF AND ELI



When we remove by AF and ELI, both of which have a very low GPG within their own results, we get a very different picture within NCI. The gender pay gap is a mean of 7.1% and median of 8.2%, which is below the national average.

## 2. THE MEAN AND MEDIAN PAY GAP IN HOURLY PAY BETWEEN PART-TIME MALE AND FEMALE EMPLOYEES

### 2.1 ALL PART TIME STAFF



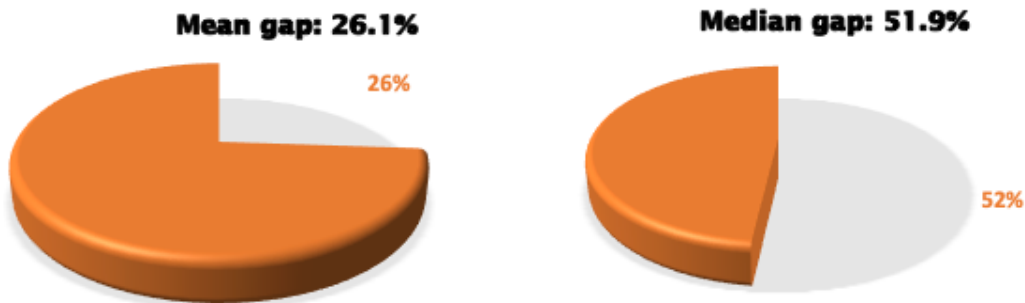
The analysis was performed on part time permanent staff (i.e., it excludes temporary (fixed term and casual) staff that are part time as these are reported separately.

The GPG in the College grows significantly when we examine the GPG of part time staff, as it stands at 37.4% mean and 49.4% median.

This is because both AF and ELI dominate part time staff figures and because part time staff (excluding AF) are more likely to be women. 73% of non-AF part time staff are women. This is largely driven by the predominance of part time roles within ELI to accommodate the ethos of family friendly models for work for women who are often in caring roles within their family/and or are returning to employment and or education.

### 3. THE MEAN AND MEDIAN PAY GAP IN HOURLY PAY BETWEEN TEMPORARY MALE AND FEMALE EMPLOYEES

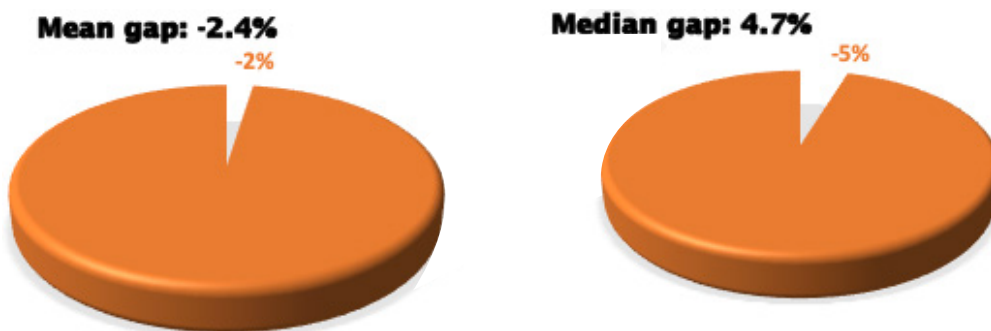
#### 3.1 ALL TEMPORARY STAFF



This includes individuals on fixed term and casual contracts. This gap is again mainly due to AF. Of the temporary positions in NCI, 61% are AF positions. The gap is primarily accounted for by the fact there are more males in the higher paid associate faculty category (60%), whereas there are more females in the monthly and weekly categories, which includes areas such as ELI, lab assistants, research assistants and invigilators.

Again, the mean pay gap is negative or small across the individual components (monthly, weekly, associate). If AF is excluded the gap becomes negative.

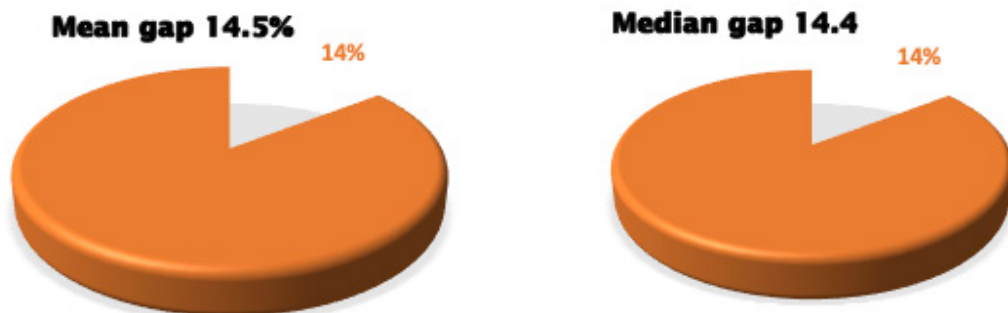
#### 3.2 TEMPORARY STAFF, EXCLUDING AF



### 4./5. THE PERCENTAGE OF MALE AND FEMALE EMPLOYEES WHO RECEIVED BONUSES

Within NCI, a very small proportion of staff, 1%, receive a bonus. Slightly more women than men receive a bonus, 1.03% of female staff and 0.93% of male. Some staff get a bonus as a consequence of their role; for others it is a percentage of their salary.

#### 4./5.1 BONUSES



As the number who receive a bonus is so small, even very small changes will have a huge impact on GPG results.

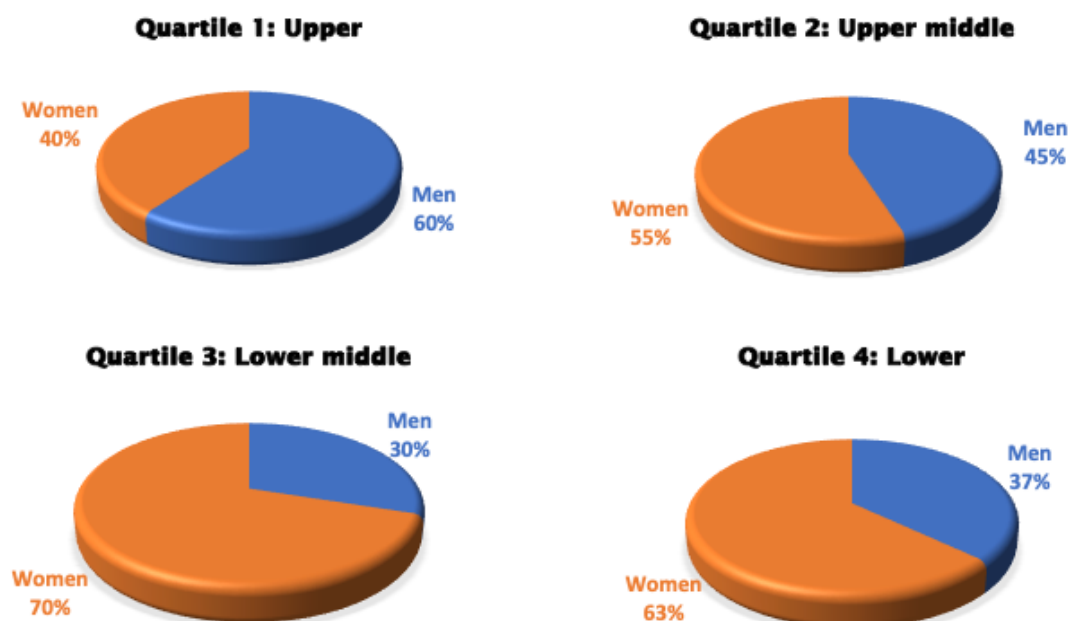
#### 6. THE PERCENTAGE OF MALE AND FEMALE EMPLOYEES WHO RECEIVED BENEFIT IN KIND

NCI does not provide benefit in kind; therefore, this measure is not applicable.

#### 7. THE PERCENTAGE OF MALE AND FEMALE EMPLOYEES IN EACH OF FOUR PAY BAND QUARTILES

Within the highest quartile there is a 60/40 breakdown of male to female staff in the most senior roles. In the second quartile, there are more women in the senior roles, with a breakdown of 55/45 breakdown of female to male.

##### 7.1 PERCENTAGE OF MEN AND WOMEN IN EACH QUARTILE



In the lower percentiles, women dominate, with women in 70% of the third percentile roles and 63% of the lowest percentiles roles.

Women are overrepresented in those roles that are the lowest paid; there are more women in the middle management roles, but fewer women in senior management, despite the fact that NCI has a female President, Registrar, Dean of the School of Business and Director of HR.

Therefore, as with other employers, the GPG is also affected by the fact that there are more men than women in senior management roles.

## SUMMARY

NCI has a gender pay gap, but the measure required by the legislation is a little crude within the context of a complex organisation such as NCI.

When all staff are taken together there is a GPG of 26.1% mean and 37.4% median.

This GPG is being driven by several factors.

- The gendered nature of ELI is a significant influence, where women are often in roles focused on early years education, family support and community engagement. Ironically, not having ELI would improve the GPG in NCI, but be a huge loss to the many women who work there. In this instance the tool is not a good measure of inclusion and empowerment of women, in particular women from disadvantaged communities.
- Some vertical occupational segregation: there are more women in the lower paid, more junior roles within the College, and fewer women in the senior leadership roles, despite the fact that we have a female President, Registrar, Dean of School, Director of HR and Director of ELI.
- Some horizontal occupational segregation: there is an element of gender segregation within the College, in particular within ELI and part time work, and to a lesser extent within AF, where there are more men in AF teaching at postgrad rather than undergraduate level.

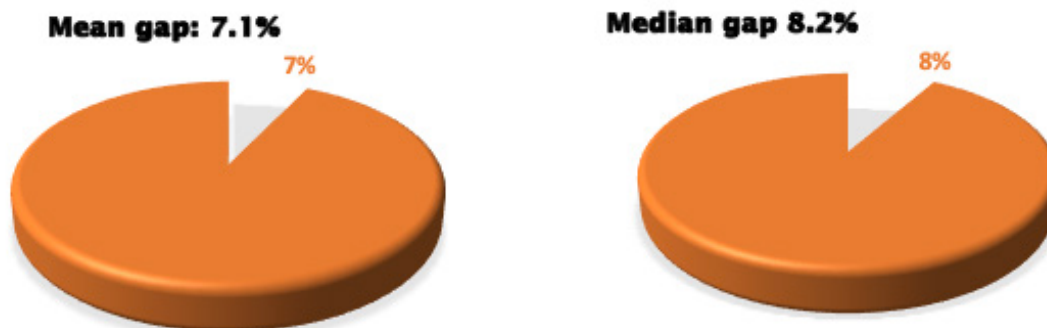
But, as NCI is a multifaceted institution with a range of staff and programmes in place, which encompass different experiences, unless we analyse what is happening in different areas, we do not get a clear picture of the issues from the headline statistics alone.

What is critical to note is that the ELI programme, which is of immeasurable value to NCI, will continue to be managed and developed in a way to support the communities they service. This includes the employment of women from the local communities, who have been participants on the programme, to support them to access employment and education through the programme.

ELI will also continue to focus on family friendly employment models to ensure their staff are supported in their caring roles, which is critical to ensure women from disadvantaged communities can gain meaningful employment and education.

Therefore, as this programme is being measured alongside the traditional academic structure of a higher education institution, the GPG will always look artificially high in NCI. A statistic which we acknowledge in the context of this measurement.

When the two specific and specialised areas are excluded, AF and ELI, (which on their own do not have significant GPG) a truer picture emerges. The GPG is 7.1% mean and 8.2% median.



## STRATEGIC ACTIONS TOWARDS CLOSING THE GENDER PAY GAP

NCI is engaged in several strategies aimed at improving the position of women in the College overall, which will have an impact on the GPG. As noted above, NCI remain committed to the model and work of ELI therefore, as this programme is measured within the academic institution, the GPG will be unlikely to ever reach zero for the institution as a whole.

### A. Athena Swan

NCI is a proud Athena Swan Bronze award holder. Athena Swan is committed to advancing the careers of women in employment in higher education and research. The cornerstone to NCI's submission for the Athena Swan Bronze Award is the 2020–2024 Gender Equality Action Plan which outlines measurable and impactful actions the College is taking in relation to striving for gender equality within NCI.

Our plan is ambitious and touches on the experiences of staff and students at every stage of their journey with NCI. This includes how we engage with prospective staff and students, through to training and development opportunities, as well as ongoing review of policies impacting gender diversity and broader inclusivity. Wanting to be as inclusive as possible, the College arranged to pay AF a meeting rate in order to participate in the workshops and discussions leading up to the Athena Swan application, so they could contribute to the process without having to compromise their ability to earn. In December 2021 NCI signed up to the new Athena Swan Ireland Principles.

### **B. Aurora**

The academic year 2022/23, NCI has placed six female staff on the Aurora is Advance HE's leadership development initiative for women. It is run as a unique partnership bringing together leadership experts, higher education providers and research institutes to take positive action to address the under-representation of women in leadership positions in the sector.

### **C. Hybrid Working Policy**

After extensive consultation with staff, and research in 2022 and following from the experience of Covid, NCI is trialling a new Hybrid Working Policy for 12 months from November 2022. This trial will aim to ensure that all roles can be performed effectively, while staff can enjoy a more family friendly, as well as more sustainable work/life balance, with some of the working hours, where possible, being completed from home.

### **D. Family friendly work**

Unlike many other organisations, NCI has decided to pay for staff to avail of Parents' leave, as research suggests that male workers will only take paid leave. The intention is to encourage more male staff members to engage in family friendly leave options. NCI also has a Flexible working policy which recognises that an improved work-life balance can enhance employee motivation, performance, and productivity.

### **E. Promotions Policy**

Launched in 2022, the new promotion policy aims to support the career paths for academics, inclusive of those who do not have a PhD. This will have more beneficial impact of female academics, as more female academics have taken time out of their working life for family/caring responsibilities.

### **F. Recruitment and promotion practices.**

NCI Commits to an objective, transparent and merit-based recruitment and selection process which complies with Employment Equality Act 2015, Equality Acts and Disability Act 2005. To achieve this, we apply the following practices:

- I. Degendered language in applications
- II. Unconscious bias training for all interview panel members
- III. Gender balance on all interview panels
- IV. Targeting female applicants for senior roles
- V. Gender balancing shortlist for senior roles
- VI. Targeting men for the ELI programme
- VII. Targeting women in STEM



NCI is very proud to have achieved an Athena Swan award and will work to retain it and to progress.

**Reception:** (01) 4498500  
**Web:** [www.ncirl.ie](http://www.ncirl.ie)

**We are located at:**  
Mayor St, IFSC,  
Dublin 1,  
D01 K6W2



National  
College *of*  
Ireland