

## **UEA Equal Pay Review – November 2011**

### **1. Introduction**

**1.1** Equal pay is an aspect of sex discrimination law and has been in force for over 40 years. It gives the right for men and women to be paid equally for the same or equivalent work. Where men and women are paid at different rates for the same or similar work, the employer must demonstrate that there is a reason for it which is not gender-related. The University supports the principle of equal pay for work of equal value and recognises that we should operate a pay and grading system based on objective criteria that minimises, wherever possible, opportunities for discrimination, both direct and indirect, as a consequence of practice or structure.

**1.2** Equal pay is now firmly part of the social and political agenda. The law on equal pay in the UK was introduced by the Equal Pay Act 1970. It is now contained within the Equality Act 2010. The Equality Act 2010 has introduced a number of recent changes in this area, including: allowing a claim of direct pay discrimination to be made; making it unlawful to restrict employees discussing their pay to establish whether or not differences exist; and putting an end to pay secrecy terms in contracts of employment.

**1.3** In spite of the legislation, there is still a significant gender gap in pay. The 2010 figures for the UK indicate a pay gap of 15.5% between women and men working full-time and a part-time pay gap of 34.5%<sup>1</sup>. The reasons for this are many and complex. In addition to the potential for discrimination in pay systems, the Equal Opportunities Commission Equal Pay Taskforce identified two other causes of Gender pay gaps - occupational segregation (where large groups of women are concentrated in a narrow range of low paid jobs such as cleaning and catering), and carer responsibilities (which traditionally are associated with women and potentially impact on their progression at work).

**1.4** The Pay Review 2011 follows up the work done in 2009, 2007, 2005 and 2003 concerning the identification of potential pay inequalities arising from the operation of UEA's pay structure. The 2011 Review concentrates on Grades 1-10 i.e. those grades introduced and governed by the Framework Agreement 2004.

### **2. Data Collection**

**2.1** The information used is based on data available from the HR System at 1<sup>st</sup> September 2011. The population audited is Grades 1 – 10, and pay figures reported relate to basic and total (with allowances) full-time equivalent (FTE) annual salaries so that comparisons are like for like in all cases.

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<sup>1</sup> Equality and Human Rights Commission Briefing Paper 2, Gender Pay Gaps *David Perfect, EHRC 2011*

### **3. Methods for Estimating the Pay Gap**

**3.1** As is common practice with most equal pay reviews, pay gaps have been calculated using the (mean) average salaries of women expressed as a percentage of men's salaries, the salaries of staff of other ethnic origin expressed as a percentage of white British staff salaries, and the salaries of disabled staff expressed as a percentage of non-disabled staff salaries.

**3.2** The report provides a high level comparison of the summary findings for gender, ethnicity and disability in relation to base and total pay in 2011. It also further analyses the data at grade level and by occupational grouping within grade, as this is recognised to be one of the most representative ways of analysing the pay gap.

**3.3** In judging what is significant in terms of pay gap findings, the EHRC suggests that a differential of 5% or more in pay will justify further investigation. However, where numbers are very small, this degree of difference may not merit further investigation.

### **4. Summary Findings**

#### **4.1 Gender Pay Analysis**

**4.1.1** The University had 2635 staff on the HR System at the time the report was produced. 42% of staff are male and 58% are female. Of the total staff, 70% are full time and 30% are part-time. Full-time staff are split roughly 50/50% between male and female. Part-time staff are predominantly female (78%).

**4.1.2** For full-time staff, the overall gender pay gap is 10.11% in favour of male staff compared with a national average of approximately 15.5%. Further analysis shows that men occupy 67% of the University's higher paid professional roles (Academic, Research and Administration grade 7 and above).

**4.1.3** At grade level, in relation to base pay, there are no gender pay gaps within the University pay structure. In relation to total pay, one gender pay gap has been identified for staff in Grade 4 General Grades (Table 2.4). This compares to 9 in 2003, 4 in 2005 and 1 in 2007 and 2009. Further analysis shows that this is caused by the significant shift payments that supplement the base pay for Security Staff, the majority of whom are male.

**4.1.4** For part-time staff the gender pay gap is 21.13% in favour of male staff compared to a national average of approximately 34.5%. Further analysis shows that significant numbers of female part-time staff are found in lower paid roles (Administrative, Clerical and Operational Grade 6 and below), with females accounting for 84% of these posts.

**4.1.5** Sections 4.1.2 and 4.1.4 highlight the effect of occupational segregation at UEA and indicate that this, rather than discrimination in the pay structure, is contributing to the overall gender pay gap at UEA.

**4.1.6** A breakdown of gender by grade and occupational type can be found in the attached tables.

## **4.2 Disability Pay Analysis**

**4.2.1** 3% of staff have declared themselves as disabled. This compares to 2% in 2009 and 1.32% in 2007. Staff declaring as disabled or who would fall within the Disability Discrimination Act 1995 definition, may choose not to self-declare, therefore the statistics in relation to disability may not reflect the true picture at UEA.

**4.2.2** A breakdown by grade and occupational grouping is contained in the attached tables. There are no disability pay gaps within the pay structure (compared with seven in 2009) at grade level. Where gaps are indicated within grade, for a particular staff grouping, further analysis suggests that these would appear to be a function of starting salaries and length of service for the very small number of staff concerned.

## **4.3 Ethnicity Pay Analysis**

**4.3.1** The proportion of staff of Black and Minority Ethnic staff at UEA is 19%, compared to 16% in 2009 and 15% in 2007. The average pay for Black and Minority Ethnic staff is 20.18% higher.

**4.3.2** A breakdown by grade and work type is contained in the attached tables. There are no ethnicity pay gaps within the pay structure (compared with three in 2009) at grade level. On further analysis, the overall disparity in pay is accounted for by the majority, 78%, of Minority Ethnic staff holding senior posts (Grade 7 and above). Minority Ethnic staff account for 28% of all senior appointments and only 8.8% non-senior appointments at UEA.

## **5. Conclusion**

**5.1** The University is committed to delivering equal treatment for our staff. Our pay gaps reflect the greater incidence of men at the higher end of our pay structure and of women at the lower end. This mirrors existing patterns in Higher Education and in the wider UK workforce. This does not mean that pay practices are flawed but it is important that we examine our pay practices regularly to ensure that we continue to eliminate bias and promote fairness.

**5.2** The standardisation of incremental values and a reduction in the number of increments within grades since the introduction of the Framework Agreement has undoubtedly reduced the potential for pay gaps to develop in the University's pay structure, particularly those related to length of service which has traditionally disadvantaged those who have taken maternity and/or career breaks. Other contributory factors include the continuing awareness in the recruitment process of potential gender bias in starting salaries, and rigour and consistency in the promotions and job grading processes, particularly the robust application of the HERA methodology for ALC and Support Staff.

**5.3** To achieve a better balance of staff across disciplines and grades and between academic and support staff, it is important to ensure that progressive policies and activities develop the careers of all staff in equal measure.

## **6. Recommendations**

The following recommendations are proposed:

1. The format and focus of the 2011 review should form the basis of future reviews. Furthermore, it is proposed that further reviews continue to be carried out on a bi-annual basis for monitoring and evaluation purposes.
2. It is suggested that additional elements be added to the review as appropriate to enhance its overall delivery. This would be in the spirit of the Equality Act with an aim to cover, in the longer term, more of the protected characteristics.
3. The finding of this Pay Review should be circulated to the Equality and Diversity Committee for discussion.

**Human Resources Division**