

Equal Pay Review 2011

Consultation Workshop 1

Attendees: Richard Boggie, Jane Elliott-Simm, Pamela Graham, Julie Bullimore, Tracey Charlton, Helen Cameron, Chris Phillips, Zoe Bright, Craig Armstrong, Wayne Connolly, Rita Gray, Marian Phillipson, James Johnston, Paul Johnstone (Muckle LLP), Richard Warhurst (Unite), Joan Harvey (UCU), Joanne Colvin (UNN).

Apologies: Sue Barnes, Wendy Craig.

General points raised:

- The Project Aims are predominantly based on JNCHES guidance.
- The data for the Equal Pay Audit will be produced as at 1 August 2011 to take account of pay review outcomes/promotions effective from this date.
- Must consider professorial staff as part of the exercise. Now able to look band by band to help understand the issues.
- Revisit outcomes from 2005/6 Equal Pay Audit.
- Concern over progression/promotion practices.
- To revisit new JNCHES guidance which includes recommendations for good practice.
- Need to consider different ways of looking at the data eg marriage / civil partnerships with sexual orientation and linking length of service to age.

Summary of Responses by Question:

1. The biggest cause of pay inequality in the University is....?

- Starting salaries. Perception that external new starters are appointed higher up the scale than existing staff with more experience. This perception is held across the board but particularly professorial grades. Additionally perception that policy not rigorous in faculties, only in PSS.
- Problems with newly appointed managers on bottom of grade with staff on lower grade but on a higher point so actually have higher salary than their manager.
- JC In Northumbria it was researchers – a lot to do with the profile/proportions of females on lower grades.
- Lot of men on discretionary points (legacy of pay modernization). Newer staff can't get on discretionary points.
- Few points on lower grades means they reach top very quickly – no progression. Grade A takes 2 years to reach top, grade F takes 10 years –

this is bad practice. Could length of scale be challenged on the grounds of age.

- Perceptions of ceilings within grades.
- Perception that part timers get a bad deal.
- Gender is on the radar, other protected characteristics are not.
- Different groups of staff treated differently.
- History of gender bias – attitudes of those involved in decision making eg only males can be porters / security.
- Assumption that because academics can grow their own jobs they expect same for their staff.
- The pay scales.
- Access to promotion opportunities.

General point raised that in schools a lot of work has been done to try and remove stereotyping.

2. I will be disappointed with the Equal Pay Review if....?

- All talk and no action.
- If actions are not achievable or manageable.
- It doesn't take into account all protected characteristics (where at all possible).
- Is not brought to attention of all staff, especially operational staff. Best to have something sent to them as paper copy. Results go to everybody.
- Same issues as last time have not improved.
- There is clear evidence that there are inequalities.
- The University does not try to address inequalities, if found.

If it is not...

- Completely transparent and tell it like it is.
- Provided with the data – numbers as well as averages.
- With recommendations – and say who it will make them to.
- Taken account of completely (not totally ignored) must have issues raised.
- Showing what the Review will do as well as what it will not do (ie address promotions process or recruitment). However, if relevant the Review could make recommendations about these policies and processes

General point raised that we need to remain objective in this exercise.

3. In terms of what staff said in the Employee Opinion Survey, I think the most important thing to look into is....?

- Look at White Any Other as separate issue and compare with EOS results – you can test the perceptions out.
- Focus groups the gay men through mosaic.
- Grade B group seem to be the biggest “story” here as many are doing similar jobs to Grade C (as an example given from the Faculties support staff).
- Grade A and B staff: payscales are short and there are perceptions from these grades that they are “stuck”.
- Response may also be as a result of the current climate where security is valued more and staff less likely to criticize pay and reward. Some of the figures have gone up (overall figures).
- Sexual orientation figures may be confounded by men/women thing anyway

4. Thinking about the **format and style** of the data example provided...

...I like:

Northumbria used tables with analysis.

Colour would be helpful.

Level I needs to be looked at in bands.

Graphical representation would be helpful eg bar chart.

Someone from maths to check the statistics. (Comment also that equal pay analysis does not need to be about statistics.)

Generally ok.

...I do not like:

- would prefer a graph showing distribution (as context)
- Refused/Not known does not help the interpretation, suggest take out
- Why highlight one column of data to be emphasised – let the reader read the whole thing.
- Columns could be reordered to have FTE data together then headcount.