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1. INTRODUCTION

This report presents the results of the third Sussex University equal pay review, based on staff data as at October 2016. The scope of the report was agreed with the University following internal consultation with the University's trade unions. It focuses on pay analyses by grade. It covers grades one to nine and grade 10 professorial staff. It includes separate analyses for employees on part-time and fixed term contracts and analyses for associate tutors and clinical academic staff.

Analyses are provided by gender, disability, ethnicity and age. The results for disability and ethnicity are based on self-reporting by individuals, so the accuracy of the reports will be limited by the amount and quality of information provided.

For the first time the review splits grade 10 professorial staff into three l4(pr)-134ls, A, B(-)]0 0 1 13()5(t)-8(tut)4(ov 792000

been split into two separate lines of data (full-time equivalents), so that each post can be included in the analysis.

JNCHES guidance recommends that pay gaps should be investigated further where there are individual gaps of 5% or more or patterns of gaps of 3% or more. This is the protocol used in this report. Pay gaps have been identified in a number of the reports, but the reason for many of these are small sample sizes, where the 3% gap between increments means that it is relatively easy for the analysis to yield a gap.

The number of gaps reported varies for mean and median. In general, if the median shows a bigger pay gap than the mean it is because although the differences balance out when averaged, on an individual level the data is skewed one way or the other. So, if most men are paid more than women but a few are paid a lot less, the mean will be similar, but the median will be different.

Summary of Findings

The report highlights a number of pay gaps. It should be noted that a pay gap does not mean that there is a problem, but the University should be able to provide a reason (objective justification) for the gaps that occur.

Many of the pay gaps that occur are due to differences in length of service profile for small populations. This arises because the increments are 3% apart, so in a small sample, just one or a few new appointments paid at the bottom of the scale can create a gap. The inclusion of median as well as mean statistics in this 2016 report means that more gaps are marked up than in previous reports. If the mean analysis alone is taken into account there is very little change in the number of pay gaps reported.

The next section of the report makes some recommendations on a few gaps that should be investigated further. In particular, it is recommended that the gaps identified in the market supplements and discretionary points analysis should be investigated as well as any differences in starting salaries, as these are the areas in which discretion can be applied.

Detailed Analyses

The detailed analyses are shown in the appendices. Comments focus on gaps of 3% or patterns of gaps of 5% or more.

Appendix 1: gender pay gap by grade: all staff, exc. associate tutors & clinical academics

There is a median pay gap for pre-

For most grades, no staff receive market supplements. Only in grades 7 and 8 could a comparison be made between males and females. The pay gap appears large partly because of the small sample size, and partly because the figures themselves are fairly small. This means even relatively modest differences show as large percentage pay gaps.

Grade 7: there is a pay gap in favour of the two women who are on higher scale point and have been in the role for longer.

Grade 8: The mean pay gap is in favour of women is because one of the women receives a high market supplement. However, the median market supplement for women is much lower than the mean, which explains why the median pay gap is in favour of men.

No discretionary pay points or market supplements are paid to Associate Tutors or Clinical Academics.

Appendix 19: Discretionary pay points by gender and grade: all staff, exc. associate tutors & clinical academics

This report compares the value of discretionary pay points held by all employees in receipt of discretionary points, whether these have been award in the period under review or earlier.

Several pay gaps are identified, but there is no systematic pattern in favour of men or women and the samples are small. Functional differences, which might go some way to explain the gaps are noted below.

There is a mean pay gap in favour of men grade 3 (8.08%): the average scale point is seven for men and 6.8 for women. The two men are in finance and ITS respectively. One of the women is also in finance. The others are library, clerical or admissions.

There is a mean pay gap in favour of women grade 5 (34.31%): the average scale point is 7.3 for women and 7 for men

There is a median and mean pay gap in favour of women at grade 6 (26.12%): the average scale point is 7.5 for women and 7 for men

There is a mean pay gap in favour of women grade 7 (7.28%): the average scale points are 8.8 for men and 8.9 for women

There is a median and mean pay gap in favour of men at grade 8 (17.16% and 4.38% respectively): Four of the male recipients are in finance and eight are in ITS compared with three women in ITS

There is a mean pay gap in favour of men grade 9 (25.12%): the average scale points are 6.9 for men and 6.4 for women.

Appendix 1
Gender pay

Appendix 5
Gender pay gap by grade: associate tutors

Grade

Appendix 6

Gender pay gap by grade: clinical academics

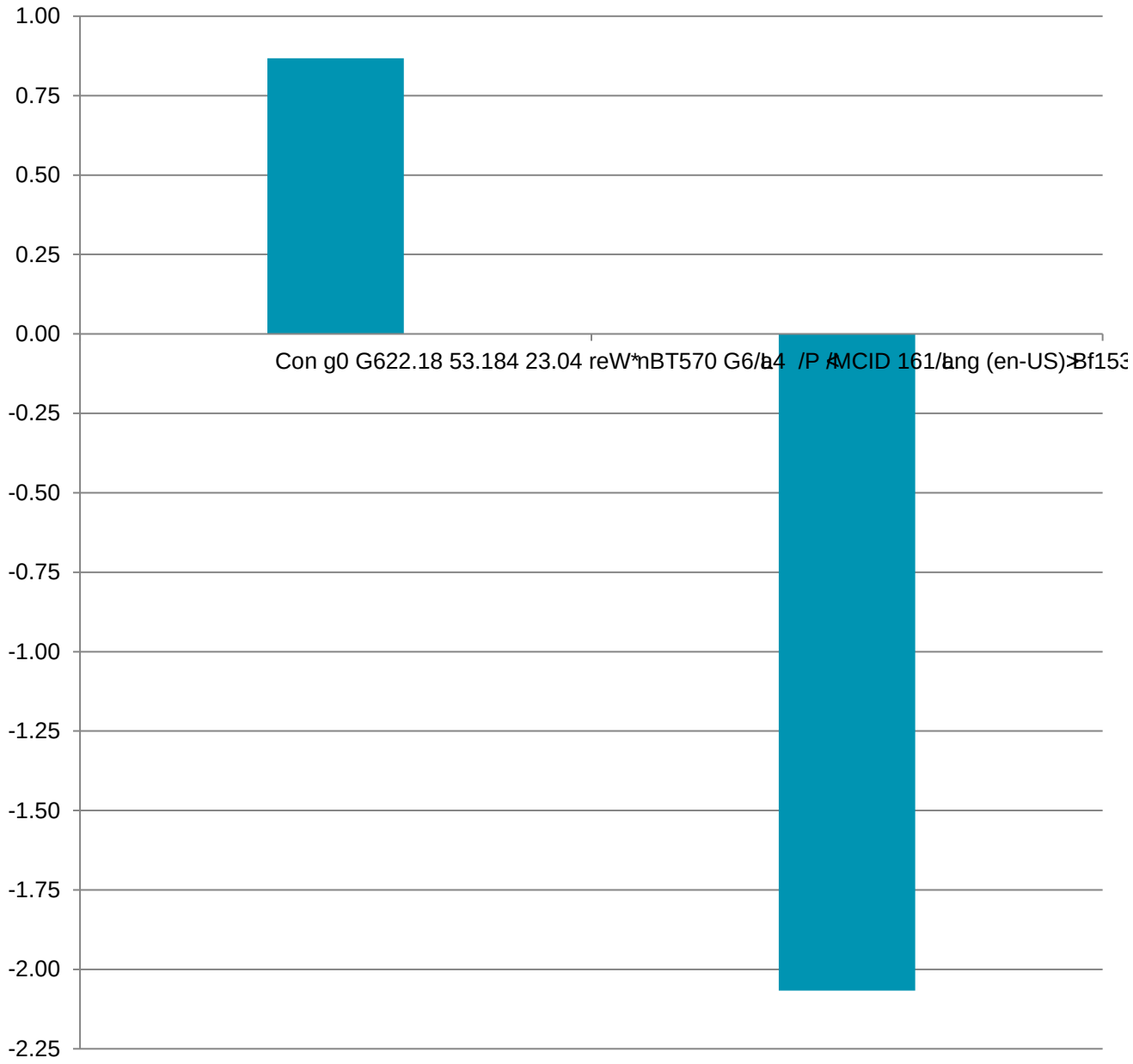
Grade	Males Count	Median Basic Pay	Mean Basic Pay	Females Count	Median Basic Pay	Mean Basic Pay	Median Pay Gap (%)	Mean Pay Gap (%)

Appendix 9

Ethnicity pay gap by grade: clinical academics

Grade	White Count	Median Basic Pay	Mean Basic Pay	Non-White Count	Median Basic Pay	Mean Basic Pay	Median Pay Gap (%)	Mean Pay Gap (%)
Consultants	16	£83,493	£91,855	9	£91,166	£91,058	-9.19	0.87
Pre-Consultants	13	£43,868	£47,590	7	£52,643	£48,573	-20.00	-2.07

Note: 'Not Knowns' are excluded from this report.



Appendix 10

Disability pay gap by grade: all staff, exc. associate tutors & clinical academics

Grade	Non-disabled Count	Median Basic Pay	Mean Basic Pay	Disabled Count	Median Basic Pay

Appendix 11

Disability pay gap by grade: associate tutors

Grade	Not disabled Count

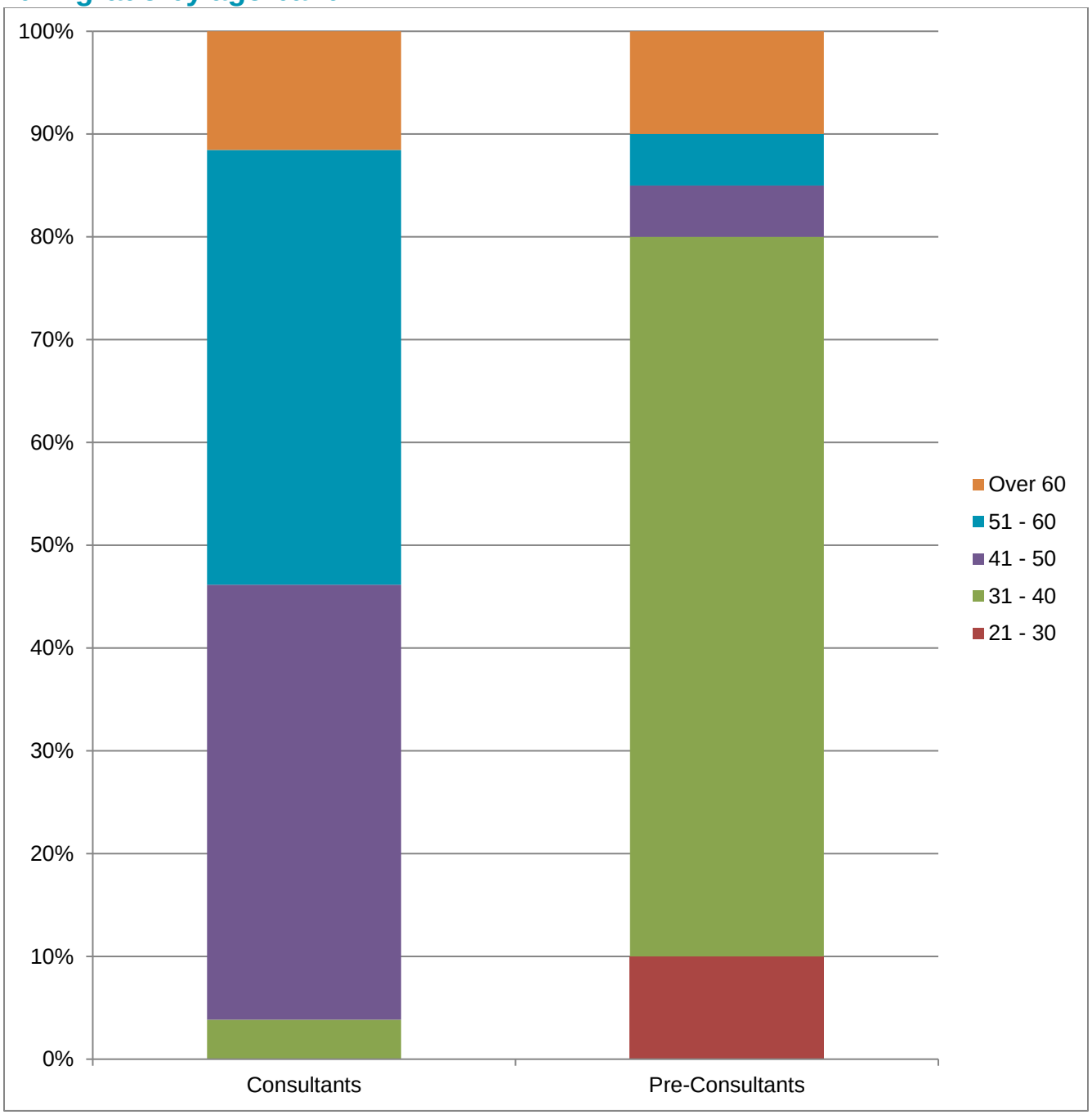
Appendix 12

Appendix 14

Age distribution by grade: clinical academics

Age Band	Consultants	Pre-Consultants
21 - 30	0	2
31 - 40	1	14
41 - 50	11	1
51 - 60	11	1
Over 60	3	2

% in grade by age band



Appendix 16
Starting salaries by gender and grade: associate tutors

Appendix 17

Starting salaries by gender and grade: clinical academics

Grade	Male Count	Median Basic Pay	Mean Basic Pay	Female Count	Median Basic Pay	Mean Basic Pay	Median Pay Gap (%)	Mean Pay Gap (%)
Consultants	0	N/A	N/A	1	Data withheld	Data withheld	N/A	N/A
Pre-Consultants								