



Pay equity

Equal pay for equal work has been enshrined in Australian law since 1969. Despite this – and despite the best intentions of many – gender based pay gaps still occur in all industries.

This guide explains the gender pay gap and its causes as well as offering simple suggestions to assist UQ managers and

leaders in establishing, evaluating and maintaining pay equity, and to help employees seeking to achieve gender pay equity. It also makes suggestions as to how the tertiary education sector as a whole can assist in addressing the issue.



What is a gender pay gap?

Pay equity has two different but related components – equal pay for equal work, and equal pay for work of equal or comparable value. A gender pay gap occurs when women and men are remunerated unequally in either of these situations. The gender pay gap is a national issue. In Australia in 2020 the average woman needed to work 70 extra days annually to earn the same remuneration as the average man.

The gender pay gap is the difference between women's and men's earnings. While the phrase 'gender pay gap' is commonly used to refer to the difference between women's and men's earnings on a national level (i.e. the national gender pay gap), gender pay gaps can be calculated in other ways: across an industry or occupation type, and within organisations.

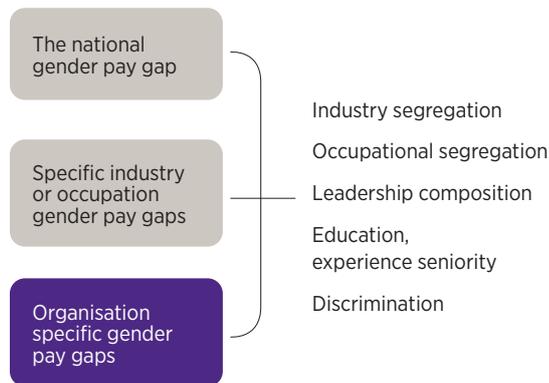


Figure 1. Types of Gender Pay Gaps (WGEA, 2020) Guide to Gender Pay Equity

The national gender pay gap is the difference between women's and men's average weekly ordinary time full-time equivalent earnings, expressed as a percentage.

The national pay gap is affected by a range of factors including interrelated work, family and societal factors. Stereotypes play a large role, including stereotypes about the work women and men 'should' do and the way women and men 'should' engage in the workforce. Other contributing factors include:

- Industrial segregation where women and men tend to work in different industries
- Occupational segregation within industries where women tend to occupy certain occupations within an industry sector. Female-dominated industries and jobs have historically attracted lower wages than male-dominated industries and jobs
- A lack of women in senior positions, and a lack of part-time or flexible senior roles. Women are more likely than men to work part-time or flexibly because they still undertake most of a household's unpaid domestic work
- Women's more precarious attachment to the workforce in part-time or casual employment (again largely due to their unpaid caring responsibilities)
- Differences in education, work experience and seniority
- Discrimination, both direct and indirect

Pay gaps also occur within industries and occupational groups. In every single industry there is a pay gap favouring men. In academic institutions, a gender pay gap could be an outcome of female academic or professional staff being paid less than a male colleague performing a similar role with the same degree of competence (equal pay for equal work). Alternatively it could be a result of different roles being rewarded differently due to the perceptions of the 'value' of the work – rather than the actual difference in the required levels of skills, experience and expertise (equal pay for work of equal value). These pay gaps are also known as like-for-like pay gaps.

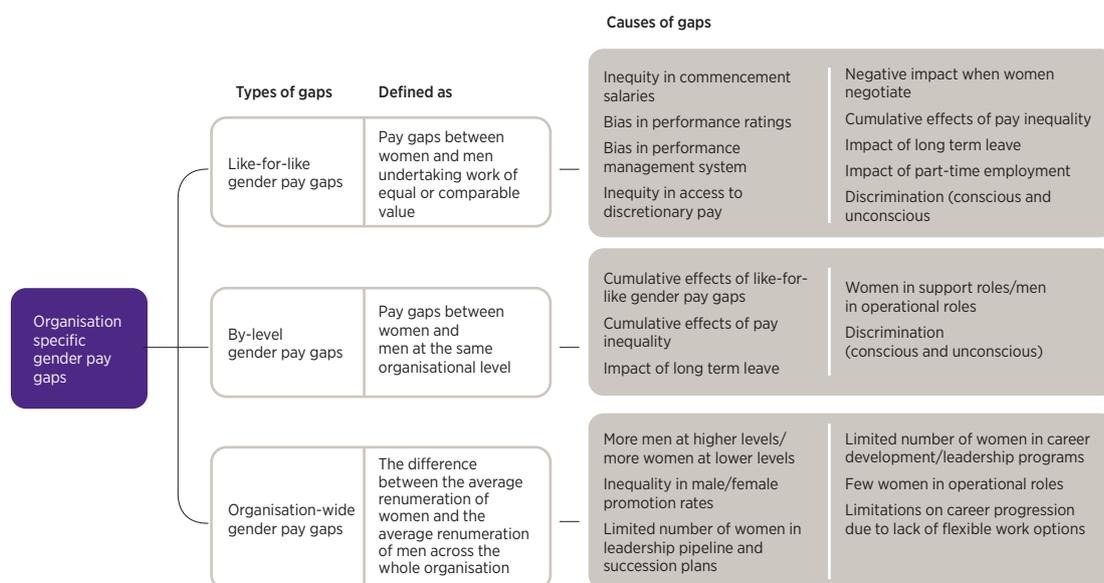


Figure 2. Organisation Gender Gaps Explained (WGEA, 2020) Guide to Gender Pay Equity

Most academic institutions have policies and practices which are very clear about the concept of equal pay for equal work, however the concept of equal pay for work of equal value is less well understood.

Data compiled from academic institutions participating in the SAGE Athena SWAN accreditation process clearly indicate that gender pay gaps occur within the tertiary sector. There is also evidence of sometimes substantial pay differences between similar roles within different types of institutions and sub units within institutions, such as research centres and institutes. These contribute towards the gender pay gap across the sector and are much more difficult to tackle than pay gaps within individual academic institutions. In 2020, there was a 10.3% gender pay gap in the Tertiary Education sector.

Pay gaps are caused by a range of factors, many of which are cumulative across a career. Pay inequity can creep into academic institutions through the following:

- Differing starting salaries
- Uneven pay rises and opportunities for promotion of staff with similar experience and performance
- Different pay rates for roles requiring similar levels of expertise, skill and experience
- Different negotiation skills and expertise
- Different levels of pay for part-time and casual employees who are performing the same work as their full-time counterparts
- Uneven access to opportunities for professional development

- Uneven access to bonuses or performance pay
- More limited employment or promotion prospects for those with family responsibilities

Maintaining pay equity requires the maintenance of meaningful metrics, continual oversight and accountability for results across the institution. While many aspects of university employment is reasonably stable, governed by awards and well documented policies and practices, the nature of the ongoing funding of research centres and institutes, in particular, can see a degree of volatility of employment and there remain nuances within and between institutional sub-units that can allow pay inequity to creep in. Achieving gender equality, including gender pay equity, is therefore a process that takes time and significant conscious effort. Solutions need to be contextualised to each work area and account for unique circumstances.

The main focus of this guide is on addressing like-for-like gender pay gaps. These exist because of conscious and unconscious bias which comes with various remuneration and performance decisions and can be embedded within institutional systems and processes. By-level gaps are a result of the cumulative effect of like-for-like gaps as well as differences in job characteristics. Organisational gaps largely result from structural issues within the institution which can cause women and men to be in different types of roles and at different levels of seniority (See Figure 2 above).

By addressing the causal factors behind like-for-like gender pay gaps, we can reduce the cumulative effects of by-level gaps and organisational gaps.

¹WGEA (2020) Australia's Gender Pay Gap Statistics - February 2020 https://www.wgea.gov.au/sites/default/files/documents/Gender_pay_gap_fact_sheet_Feb2020.pdf

Why does it matter?

Pay inequality has significant negative impacts for academic institutions, for academic and professional staff and for the academic endeavour as a whole. Any unfairness or perceived unfairness can negatively impact workplace productivity, employee engagement and morale, access to talent, and retention. Additionally, institutions which address the issue of pay inequality face reduced risk of legal liability and have positive employment brand awareness in the market thereby allowing access to a broader talent pool.

Pay corresponds to perceptions of power, influence, credibility and esteem, and is an important signal of how a person is valued in their work and professional environment. Due to the compounding effect of pay discrepancies across a lifetime, there are significant differences in superannuation balances upon retirement. In 2020 women are retiring on little more than half the amount of superannuation relative to men .

Pay inequality is an issue of social justice, of devaluing gender diversity as well as being a driver of poorer institutional outcomes relative to institutions that have a strong commitment to addressing gender diversity. In sum, it matters to everyone.

Practices

Pay equity is good for institutional outcomes. In addition to meeting an institutions legal and ethical obligations, it drives inclusion through helping to achieve fairness, respect and equality in the workplace. Inclusion is a key factor in achieving a motivated and productive workforce.

In contrast, pay inequity can have a large negative impact on the morale, commitment and productivity of staff. Those who feel undervalued are more likely to reduce their participation in institutional life or to leave the institution altogether. It is also likely that they will communicate their displeasure to potential staff and students, contributing towards tainting the institutions reputation in the market place and making it more difficult to recruit the best people and attract a better student body.

Leadership

Leadership is critical to the elimination of gender bias in pay decisions and across organisational systems and processes.

Research shows that institutions which consistently and effectively tackle and reduce gender pays are led by inclusive leaders who have taken the time to understand the drivers of gender inequality, evidence a genuine and manifest concern for their staff and oversee rigorous policies and processes for its reduction. Such leaders demonstrate accountability for the problem from themselves and their reports throughout each sub-unit of the institution and are continually seeking ways to address the problem through regular attention to detailed gender metrics.

Inclusive leaders are also consistent in communicating the benefits of gender equality across their institutions as well as actively communicating internally and externally the importance of ensuring equal remuneration between women and men.

Staff

Pay gaps contribute to the economic insecurity of women in academic institutions. Pay is an important way of indicating value, responsibility and ability and hence inequitable pay can lead to a loss of individual confidence, a dissatisfied workforce and higher staff turnover.

Academia

Pay inequality is a problem for the whole of the academic endeavour. Low pay and the attendant search for better economic security is one of the key reasons women leave relatively lower paid, unstable or inequitable industry sectors. This loss of talent and experience is a significant issue, and a less diverse academic environment leads to less creativity and reduced opportunities for all.

In short, the academic endeavour is jeopardised by inattention to gender pay equity.

² Clare (2017) Superannuation account balances by age and gender. Sydney: The Association of Superannuation Funds of Australia Limited. https://www.superannuation.asn.au/ArticleDocuments/359/1710_Superannuation_account_balances_by_age_and_gender.pdf.aspx?Embed=Y

³ Fitzsimmons, T., Yates, M. & Callan, V. (2020). Employer of Choice for Gender Equality Leading Practices in Strategy, Policy and Implementation. Brisbane: AIBE Centre for Gender Equality in the Workplace. <https://www.agec.org.au/wp-content/uploads/2020/02/2020-UQ-AIBE-Leading-Practices-WGEA-Employer-of-Choice-Full-Report.pdf>

What can we do?

Pay inequity is complex and needs to be tackled by everyone – individual academic institutions, staff and academia as a whole.

Institutions and staff need to be mindful of the ways in which gender pay gaps can occur, and ensure that they have processes and strategies to counter these.

UQ can play an important role in communicating their support for pay equality as well as providing concrete examples for other institutions to follow.

Academic Institutions

There are many things that academic institutions can do to ensure pay equity and many resources available. The following steps will help institutions to identify and address existing problems, remain alert to issues that may develop over time, and identify areas where equal opportunity may be improved more broadly.

Use your Human Resources team

Workplace gender inequality is a complex phenomenon, driven by stereotypes, social norms and inequalities embedded into the very structures of institutions and society more generally. Pay inequity is one outcome of a complex array of factors which span the employee lifecycle from recruitment to retirement. HR professionals are trained to meet the legal obligations of institutions through an array of policy and practice guidelines which are designed to address each aspect of the employee lifecycle within their unique institutional context.

Any steps towards addressing pay inequity in your work area should start with your HR team.

Know your responsibilities and set clear goals

All managers and leaders have obligations to pay equal remuneration for equal work or work of equal value.

- Be aware of your obligations as an employer under the Workplace Gender Equality Act and the Fair Work Act. (See Rights and responsibilities at the end of this guide)
- Don't use the institution's reputation as an excuse for exploiting employees – this includes participating in unpaid 'internships' or similar that are not part of an approved educational program and expecting staff to work excessive overtime that is not remunerated. These are all likely to be unlawful and may attract hefty fines and lead to inequity within and across academic institutions

- Prioritise the development of a gender pay equity strategy at the institution, faculty, school and centre/institute levels that is constantly reviewed and revised based upon successes and failures encountered in its implementation. Note that you are not alone and other tertiary institutions may be further along the equity journey and have already developed gender equality strategies that you can access and contextualise.
- Ensure that your gender equality strategy is aligned to the institutions overarching strategy
- Develop an action plan based upon priority areas, identified through the annual UQ Gender Pay Equity audits (see below).
 - Set specific goals
 - Set clear timeframes
 - Communicate leadership commitment for goals
 - Create clear accountability for goal achievement
 - Ensure that adequate resources are allocated across the work area to address gender equality objectives
- Research shows that reflexivity and continuous improvement are hallmarks of institutions which have successfully tackled gender pay inequality.
 - Learn from policy failures and successes through regular reviews of strategy and policy
 - Engage with staff and managers regularly on seeking feedback, communicating results and commitment to achieving equity
 - Maintain vigilance in all areas, particularly to ensure no backsliding in areas where gender pay equity has already been achieved



Do a pay equity audit

The annual UQ Gender Pay audit conducted by Workplace Diversity and Inclusion is a starting point for ensuring gender pay equity. This process involves assessing staff tasks, responsibilities, experiences and pay in relation to each other and looks at the organisational wide gender pay gap and like-for-like differences. This information is distributed to and acted upon annually by the University Senior Executive Team.

Specific guidance for the conduct of a detailed pay audit can be found in the 'Further Resources' section at the end of this guide or by speaking with the Workplace Diversity and Inclusion team at ideals@uq.edu.au.

- Ensure pay equity is carefully considered at the institution, faculty, school and centre/institute levels when making new appointments or renegotiating current contracts.
- One pay audit is not enough. Pay inequity often develops over time due to 'pay creep' and changing circumstances in the institution and its sub-units as well as the broader economic environment. Seek information from the most recent UQ Gender Pay Audit annually.
- Watch for signs of gendered division of labour. If women are differentially represented in certain types of roles or employment types (tenured, contract, part-time, casual), check that these roles and employment types are not undervalued.
- Seek pay equity data from your HR team when making new appointments or renegotiating contracts.
- Accountability for results of the pay equity audit lie with UQ Senior Executive Team members, including Executive Deans, Institute Directors and Central Portfolio leads.
- A useful rule of thumb is to apply the justifiable and explainable test. As noted above, there are various factors that drive pay outcomes including market rates, performance, experience, education, tenure and geography. However, if these factors do not explain the gap, it may relate to discrimination. If a gap can be explained by these factors the question as to whether the gap is justifiable still needs to be asked. There will be instances where explainable gaps are not justifiable gaps. A simple test of whether the gap is justifiable is to ask that if the organisation's payroll was on public display, could you provide satisfactory evidence to support your gender equality commitment?

Have a transparent pay scheme

Secrecy around any aspect of remuneration is unhelpful to pay equity. A lack of transparency around pay rates can cause problems in two ways. Firstly, it allows actual inequity to continue unchallenged and secondly, it allows potentially destructive perceptions of inequity to persist. A clear, transparent and consistent pay scheme avoids these problems, and also establishes a fair basis for negotiating discretionary elements of pay.

A transparent pay system is one that is understood by everyone and that enables staff to understand all the components (and potential components) of their pay and its relation to their job and performance.

This does not mean that all staff know each other's remuneration in detail. For example, transparency is achieved at UQ by having identified levels and pay bands and clearly articulated and detailed requirements and eligibility for promotion, pay rises and access to discretionary remuneration, such as bonuses or loadings where these exist.

The simpler the system, the easier it is for it to be transparent and objective.

- Staff at UQ are employed under the terms contained in The University of Queensland Enterprise Bargaining Agreements and as such pay is determined with reference to this agreement.
- When other forms of remuneration (such as bonuses, performance pay or salary loadings) it is helpful to establish simple written guidelines about targets and eligibility, and make them freely available to all staff. This is achieved at UQ via HR policy and procedures.
- Performance based remuneration will vary with performance over time and hence objective criteria should be established against which performance and consequent performance pay can be measured. These criteria should be regularly reviewed.
- Institutes and larger Faculties/Schools should be particularly careful where a number of different people are making decisions about pay for similar staff. Oversight around consistent application of criteria across sub-units for performance pay needs to be maintained by Faculty/School/Centre leaders.
- Most importantly, be transparent about when and how pay can be negotiated.

⁴ Fitzsimmons, T., Yates, M. & Callan, V. (2020). Employer of Choice for Gender Equality Leading Practices in Strategy, Policy and Implementation. Brisbane: AIBE Centre for Gender Equality in the Workplace. <https://www.agec.org.au/wp-content/uploads/2020/02/2020-UQ-AIBE-Leading-Practices-WGEA-Employer-of-Choice-Full-Report.pdf>



Check salaries on entry and at promotion

Academic institutions may inadvertently introduce pay gaps via unequal starting salaries. This can be difficult to remedy later. Pay gaps can also be compounded (or introduced) over time through pay increases associated with promotion processes.

Research suggests that, generally, men are more likely to negotiate or over-estimate their previous salary, while women are more likely to accept an initial offer or remain silent with regard to asking for discretionary remuneration where it is available. Being mindful of this will help ensure pay equity within work areas. Where there are discretionary elements to pay, staff should have access to training around negotiation skills.

- When potential new staff are negotiating pay, managers should check their salary request against other staff at that level, comparing required tasks, level of experience and responsibility (your HR PST staff can assist with this)
- More senior appointments will often require skills or experience that make comparison difficult or nonsensical. In such cases reference to the wider employment market, through salary guides or recruitment agencies will be required in addition to internal comparisons for consistency
- Ensure that recruitment processes and starting salary decisions are documented, fair, equitable and applied consistently across all new appointments
- Ensure that records are kept on staff who start on higher salaries and the reasons why this decision was made
- Ensure gender metrics on starting salaries are maintained

Analyse roles in terms of equal value as well as equal work

Equal pay for work of equal value is one of the more complex aspects of pay equity. Different roles that require similar levels of skills and experience are sometimes perceived as having different worth. This often reflects historic or cultural biases, which are often also gendered and can easily result in gender pay inequality.

- Ensure that you assess the value of different roles in relation to the level of skills and experience required for each, not historic or preconceived notions of worth

Schedule pay reviews together

Usually in academic institutions pay will be tied to levels/bands contained in enterprise agreements and therefore there is no discretion over base salary. However, where remuneration or elements of remuneration are discretionary, conducting pay reviews for all staff at the same time helps to ensure fairness and equity since comparisons of progress and performance are more easily made.

- Where possible, have all pay reviews conducted by the same person or people, using consistent criteria, and keeping an eye specifically on pay equity. This helps to avoid pay creep and assists less assertive employees in receiving fair remuneration
- Where it is impractical to review salaries at the one time during a year, ensure that there are processes in place that allow comparisons between staff to be easily made.
- Document all decisions and the rationale for them

Annual performance reviews and pay reviews

Where remuneration or part of remuneration is discretionary, pay reviews should be carried out at a separate meeting from performance reviews. The reason is that while pay and performance are related, discussions around pay can distract from the main purpose of performance reviews. Performance reviews examine performance to date from the date of the last review, examine areas for improvement or changes to circumstances and plan/resource future progress. Honest assessments of performance are less forthcoming from staff where pay is part of the same discussion.

- Ensure that performance reviews are associated with clear, objective criteria for assessing performance and promotion, and that there is ample scope for staff feedback on these criteria and their performance relative to opportunity
- Watch out for known sources of gender bias. For example, research has shown that men are often rewarded based on future potential while women are rewarded based on past performance. Likewise, research has also shown that the concept of a 'natural leader' unconsciously biases our perceptions of good leadership as being inherently masculine. As such women are more often assessed as not fitting the expectations of what makes a good manager/leader and are penalised in performance and pay reviews. This bias is further exacerbated during visible pregnancy
- A further known source of performance bias is known as the 'motherhood penalty'. Recent research by the Australian Human Rights Commission revealed that nearly half of all women experience discrimination in the workplace at some point during pregnancy, parental leave or returning to work from parental leave. The main source of discrimination stems from omission from projects and reduced access to other training and development opportunities during pregnancy and while on parental leave
- Maintain gender metrics to check for gender equity around the following areas:
 - training and development opportunities
 - attendance at conferences
 - secondments and service roles
 - public speaking and representative roles



Factor in all forms of remuneration

Not all remuneration comes in the form of salary or wages. In 2020, while the base salary gender pay gap was 14% nationally, the full remuneration pay gap was 19.3%, indicating that women are less likely to benefit from other forms of remuneration compared to men. Other kinds of payment include bonuses, profit sharing, service increments, salary loadings, support for training, membership fees, registration costs, salary sacrificing, allowances and work provided items such as cars, computers, phones and other devices.

Bonuses, loadings and other payments can play an important role in recognising high or exceptional performance and other contributions. However, these discretionary payments need to be considered when assessing pay equity.

- Have clear criteria for awarding bonuses and other additional remuneration
- Regularly review criteria for awarding discretionary remuneration
- Be aware that discretionary remuneration that is only available to senior staff, or for which only certain positions within the institution are eligible, may inadvertently contribute to gender pay inequity
- Consider establishing 'pro-rata' bonus conditions for part-time staff. Generally, however, where there are sound reasons for excluding certain positions from performance payments, make sure that all staff understand the rationale behind these decisions
- Where 'other allowances' are paid, ensure they are based on requirements for the job role or specific location and that these can be justified
- Where there are roles at a level where overtime is worked and paid, and other roles at the same level where overtime is worked but not paid, ensure that payment for overtime can be justified for these roles and why it is not justified for the others

Reward output and productivity not just visibility

Being present in the workplace more than other staff does not always translate into productivity. It is easier to notice the staff member who turns up early, stays late and makes it to all of the social occasions. However, it can be harder to remember the staff member who works part-time with minimal supervision, or works efficiently without socialising because they have responsibilities outside of work. Visibility is not a substitute for productivity.

- When reviewing for performance (or pay) check against the requirements of the role and performance criteria and attempt to be dispassionate about other, non-criteria related factors. Look out for 'presenteeism' and don't reward it
- Ensure that pay, promotion and professional

development structures recognise and reward competence and contribution, not just overt confidence or hours in the lab or office

- Maintain gender metrics around rates of progression within salary bands and levels as well as salary increases related to discretionary forms of remuneration

Treat full-time, flexible and part-time staff equally

One of the hidden ways that pay inequity can sneak in is through alternative working arrangements. Part-time employees (who are disproportionately women) are often not paid at the same rate as full-time employees, even if their role is comparable, and they may not have access to the same promotion and performance opportunities. Even where pay is strictly pro-rated, research shows that, generally, people in flexible and part-time roles tend to put in more hours relative to what is expected when compared with those in full-time roles.

The relative dearth of 'quality' part-time work is another issue for the progression of part-time staff. Many part-time staff are assigned lower-skill, lower-responsibility work, with relatively lower opportunity for advancement. This is a missed opportunity for institutions who are unlikely to be getting the best out of their staff and it is frustrating for staff not developing and improving their skill set. This is particularly true of the academic sector where a significant volume of roles are in precarious employment types such as contract or casual positions.

- Be creative and flexible in how you assign work to part-time staff. Look for ways to make the most of their skills and expertise and don't limit them to menial or repetitive tasks with little possibility for development
- Where possible, publish pathways for long-term part-time, casual and contract staff to become full-time and/or permanent staff members
- Maintain gender metrics around the progression of part-time, casual and contract staff relative to full-time and permanent staff to check for employment type bias

Offer equal training and development opportunities

Pay inequity can build up over time as employees are given differing opportunities to develop skills and knowledge. The gender equality research literature has identified entrenched patterns of opportunity which are gendered. Men are more likely to be given or referred to the 'hot' projects and opportunities by male peers and superiors. Such projects are often the jump off point for career advancement. Additionally, men are more likely to be seen as future potential leaders.



Access to training is particularly important for part time staff as gradual de-skilling is one of the hidden risks of part-time work.

- Ensure that training and development opportunities are evenly available, including to those working in non-traditional ways. Publicise opportunities to help avoid inequitable assumptions about suitability, interest and availability
- Ensure that staff are getting an appropriate mix of experience – this is particularly important for younger staff, but should be kept in mind for all
- Avoid making assumptions about who might be interested in a particular topic or skill – and thereby denying opportunity to someone who might be keen

Staff

Employees cannot fix the pay gap, and they shouldn't have to shoulder the burden of responsibility for this. Nonetheless, they can play an important role. How staff regard and present themselves can have an impact on pay equity.

Do your homework

Knowledge is power. Make sure you are well equipped for conversations about pay where discretionary elements of pay exist in your work area.

- Be proactive about keeping abreast of your work area's expectations for promotion and pay. Ask questions, especially if clear and detailed metrics for progression and pay are not published.
- Learn as much as you can about pay rates in your area of expertise. Research industry rates via employment sites and professional bodies.
- Talk to friends and colleagues about pay rates – make sure you talk to men as well as women. If you only discuss pay with women you are likely to come up with lower figures.
- Know your rights and articulate them in a clear and unthreatening way. (See Rights and responsibilities at the end of this guide)

Check out potential employers

Inform yourself about potential employers before taking a job. An employee has more room to move in a buoyant economy, but in uncertain economic times you should find out as much as you can so you are going in with your eyes open.

- Ask around about potential employers and their reputation on gender equity. What is the gender balance across the institution? Are there many women in senior positions? How are flexible or part-time workers treated? Do women employees feel valued? Is there a high staff turnover? (High staff turnover can be seen as a red flag).

Keep track of your own performance and development

Think about how you can prepare for and assist the performance review process.

- Become intimately familiar with promotion and review paperwork and processes, including attending any workshops or discussions offered in relation to promotion and career progression.
- Discuss promotion and review paperwork and process with experienced and particularly successful colleagues to gain insights into often 'unwritten rules'
- Keep an ongoing and detailed record of your achievements and ensure that these align to institutional expectations, including details of career milestones, acquisition of new skills, key achievements and personal aspirations

- Try to address major work related concerns along the way. Keep the lines of communication open with your supervisor/s so problems can be dealt with as they arise, rather than leaving them until the performance review.

Learn to negotiate effectively

Research indicates that women are less likely than men to ask for a pay rise and will often ask for smaller increases.

This is one way for gradual pay disparities to accrue, even if commencing salary is the same – but it need not be this way.

- Expand your negotiation skills and strategies through accessing internal and external training resources
- If you are uncomfortable talking about money, arm yourself with some strategies to help you to do this regardless. Remember that 'knowledge is power'

Step up and be visible

Impressions do count, even when your institution follows best practice and seeks to reward and recognise productivity over presence – and much more if they don't! No one wants to be the office braggart, but do find ways to ensure your work is known and recognised.

- Be bold. Ensure that your efforts and achievements are visible. Speak up when you can make a productive contribution
- Make sure you let your supervisor or manager know what areas you would like to develop. This is especially important in the lead up to promotion decisions, but is imperative for overall career progression
- Try to say 'yes' to new opportunities that align to and produce towards institutionally valued promotion metrics. Even if you are not 100% certain that you have all the skills needed. You can learn them.

Look for opportunities

It is important to keep building your knowledge over the course of your career. This can be difficult if you are time poor, so you will need to be strategic.

- Keep an eye out for development opportunities – remember you may find these in unexpected places.
- Ensure that you are familiar with institutional norms and seek out opportunities to speak with colleagues who have been recently promoted to find out more about their experience.
- Research available training and workshop opportunities in fields of particular interest.
- Make sure that you can clearly articulate the business case for your attendance at training and development opportunities when discussing these with sub-unit leaders. Outline how it will benefit your role within the lab/office as well as you as an individual.



Academic institutions

Some aspects of pay inequity are difficult for individual institutions, faculties, schools, centres, academic and professional staff to tackle. The needs of various sub-units and their varied contextual funding constraints and employment models can also act as an additional impediments to pay equality. However, academic institutions are in a strong position to conduct research and provide resources relating to forms of remuneration and to advocate for pay equity across the sector.

Research and publish pay rates

Research and particularly transparent reporting on salaries, salary bands, skill milestones and forms of discretionary remuneration will provide a stronger base for staff and institutions alike.

Campaign for pay equity

Pay equity will take some time to achieve. Academic institutions have an important role in ensuring the issues continue to be pursued over time and in resourcing their sub-unit leaders through access to detailed and timely metrics, detailed policies and practices and training in how to use and implement them.

Rights and responsibilities

The *Fair Work Act 2009* provides for equal remuneration for equal work or work of equal value. Aggrieved employees can apply to the Fair Work Commission for an equal remuneration order to be made, requiring that they be paid fairly and equitably. An employer who contravenes an equal remuneration order can be liable for a penalty.

The Workplace Gender Equality Act 2012 requires all non-public sector employers with more than 100 employees to report annually to the Workplace Gender Equality Agency (WGEA), outlining their adherence to some key gender equality indicators. These include equal remuneration of women and men, along with the gender composition of the workforce and any governing bodies and relevant employers; availability of flexible working conditions; and consultation with employees on issues concerning gender equality in the workplace. Noncompliance can lead to significant consequences, such as ineligibility to tender for Commonwealth contracts, to apply for Commonwealth grants or other financial assistance. The WGEA offers advice and assistance to employers about improving gender inequality in the workplace.

Note: This is offered as an overview only. Readers are reminded that legislation may change and they are advised to check current legislation at the time of reading.

Contact us

This guide has been developed by the UQ Gender Steering Committee as part of the UQ SAGE Athena SWAN Bronze Action Plan. You can contact the UQ Gender Steering Committee at: athenaswan@uq.edu.au

Credits

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Further resources

There are substantial resources available on pay equity, many of which are relevant to the tertiary education sector. The following resources provide detailed tools, tips and guides for the implementation of gender pay equity.

Best Practice Guide – Gender Pay Equity

Fair Work Ombudsman

<https://www.fairwork.gov.au/how-we-will-help/templates-and-guides/best-practice-guides/gender-pay-equity>

Guide to Gender Pay Equity

Workplace Gender Equality Agency

<https://www.wgea.gov.au/sites/default/files/documents/guide-to-gender-pay-equity.pdf>

Employer of Choice for Gender Equality: Leading Practices in Strategy, Policy and Implementation

University of Queensland AIBE Centre for Gender Equality in the Workplace

<https://www.wgea.gov.au/sites/default/files/documents/UQ%20full%20report.pdf>

Analysing Gender Pay Gaps

Workplace Gender Equality Agency

<https://www.wgea.gov.au/topics/addressing-pay-equity/analysing-gender-pay-gaps>

