

Oregon State Government

2015

SUPPLEMENTAL REPORT

Exemplary Models and Suggested Actions for
Achieving and Maintaining Pay Equity for
Executive Branch Employees

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Exemplary Models

The last five decades have seen extensive gender pay equity studies and innovative models to address pay inequities in both the public and private sectors. And although there is major research in the area of racial discrimination and social justice, less specific research exists that links minority status to pay studies.

This supplemental report provides a condensed look at the exemplary work taking place nationally and internationally by organizations striving to achieve pay equity for their employee groups. The report also contains a collection of suggested actions that are generally seen as effective approaches, as well as several recommendations tailored to the Oregon state government executive branch in follow-up to the Oregon State Government 2015 Pay Equity Study of Executive Branch Employees.

Minnesota State

Minnesota State has been a national leader in addressing pay equity. While pay equity initiatives have now been undertaken in thousands of public and private organizations across the country, Minnesota was the first to declare gender pay equity for state government employees and the first to require pay equity in local government. Minnesota's experience shows that pay equity can be implemented and the state's efforts and achievements are well documented.¹

Over the past twenty years Minnesota State applied a holistic approach to the challenge of state government pay equity. The design and utilization of workplace surveys, job assessment, compensation systems² and continual outcome evaluation were integral strategic components. Public sector employers must conduct a pay equity study every few years and make necessary salary adjustments if pay differentials for equal value work exist between the genders. In addition, the Minnesota State system provides support to local governments in helping them effectively analyze the comparable worth of jobs by examining "the complexity of issues encountered, the depth and breadth of knowledge needed, the nature of interpersonal contacts required, and the physical working conditions" in order to determine the comparable skill levels required while removing occupational sex segregation from its analysis."³

By 2006, female state employees in Minnesota were making 97 percent of what male employees earned. Local governments have seen similar improvements in pay equity. In 2013, 99 percent of Minnesota's local governments were in compliance with the Local Government Pay Equity Act. It is critical to note that Minnesota's pay equity measures relate primarily to gender comparisons.

¹ Watkins, B. (1994). Pay Equity: The Minnesota Experience. Retrieved from <http://www.commissions.leg.state.mn.us/cesw/payequity/payequity.pdf>

² Minnesota Management & Budget. (2009). State Job Match Job Evaluation System. Retrieved from <http://www.mn.gov/mmb/images/statejobmatch.pdf>.

³ Hall, L. (2014). Unbinding Working Women In A "Binders-Full-Of-Women" Nation: How The United States Can Learn From Swedish, Norwegian And Icelandic Successes In Gender Pay Gap Legislation, *Cardozo Journal of International and Comparative Law*, 22, 659.

Montana State

Montana State Governor Bullock established the Equal Pay for Equal Work Task force in 2013 drawing members from multiple sectors including state administration, higher education, private business, and non-profit under a co-chair leadership model. The task force directed Montana's human resources office in conjunction with the state economist to conduct a comprehensive pay audit of state employees. The resulting report, the Montana Government Pay Audit,⁴ was published in 2014. Key findings and follow up actions are highlighted:

Occupational Segregation

The study concluded that the predominant factor contributing to gender pay differentials was occupational segregation in the state workforce. In addressing this issue, state agencies are enabled to create their own goals and design their own programs in some cases.

Promoting the STEM Pipeline (Science, Technology, Engineering and Mathematics)

Montana state agencies partner with high schools in developing internships, mentorships and apprenticeships to stimulate interest in STEM-related positions throughout state government. The second cycle of these opportunities will be hosted in summer 2015.

Underemployment

The report demonstrated that a large number of female employees with considerable levels of education were working in lower paying jobs. In follow-up to the audit, the state intends to perform a targeted study to examine the underlying causes.

Hiring and Promoting Women into Management Positions

This is a priority addressed through education and training. The governor's cabinet as well as agency leaders and others participated in the inaugural training which was extremely well-received. Participants gained insight about procedures and practices contributing to glass ceilings and occupational segregation, including unintentional bias.

Leadership Development

In addition, Montana state government is encouraging their agencies to implement mentorship programs to support the development of female leaders with intentional tracking into supervisory and management positions.

Building Awareness and Incentives at the Agency Level

Montana state government modified the way agencies report EEO-4 data. In addition to documenting the demographic count of females and minorities, agencies are required to report an annual measurement of change indicating progress or not toward agency goals.

Addressing Gaps in Data

Montana's state human resources office implemented an improved system for capturing employee education and experience information at the point of hire and created a system to enable self-identity of minority, disabled and veteran status throughout an individual's employment with the state.

4 Montana State Government Pay Audit. Retrieved from <http://www.equalpay.mt.gov/documents/MontanaStateGovernmentPayAudit-TaskForceReport.pdf>.

Seattle, Washington

Seattle, Washington's Race and Social Justice Initiative (RSJI)⁵ is a citywide effort to realize the vision of racial equity. The Initiative works within city government and with community leaders to get to the root cause of racial inequity: institutional racism. RSJI is led by the Seattle Office of Civil Rights and an interdepartmental team of city staff. All elected officials in the City of Seattle have endorsed and promoted the program.

Key managers in departments have been trained to use the Racial Equity Toolkit⁶ to conduct comprehensive reviews of programs, policies and budgets, resulting in hundreds of changes to increase racial equity. Over 8,000 city employees have participated in training on race and social justice. By using a train-the-trainer approach, RSJI has created training teams throughout the organization that support skill-building within individual departments.

The initiative is creating workforce equity so that City of Seattle employees at every level reflect the residents they serve. As part of RSJI, departments are reviewing and improving their employment practices, including recruitment, hiring procedures and layoff policies. Departments are also directed to effectively incorporate race and social justice strategies in the performance evaluations of managers and supervisors throughout the city's government.

Boston, Massachusetts

In 2013, Boston, Massachusetts Mayor Thomas Menino committed to closing the gender pay-gap in the city of Boston. This 20-year mayoral veteran worked with private businesses to sign a pledge to close the gap. Menino headed a citywide council that has persuaded more than 50 businesses to sign a pledge to close the wage gap. The businesses range from small to large and include regional powerhouses, like Partners HealthCare, the biggest private employer in the city.⁷

Companies that sign the pledge agree to take three concrete steps:

- Open their books and assess their own wage data;
- Pick three strategies to improve pay equity from a list of strategies recommended by the council, such as increasing wage transparency, actively recruiting women to executive-level positions, and offering subsidized childcare; and
- Agree to share their wage data anonymously every two years so the city can measure progress.⁸

5 City of Seattle. (2015). Seattle Race and Justice Initiative. Retrieved from <http://www.seattle.gov/rsji/>.

6 City of Seattle. (2015). Racial Equity Toolkit. Retrieved from http://www.seattle.gov/Documents/Departments/RSJI/RacialEquityToolkit_FINAL_August2012.pdf.

7 City of Boston (2013) Closing the Wage Gap. Becoming the Best City in America for Working Women. Retrieved from http://www.cityofboston.gov/images_documents/Boston_Closing%20the%20Wage%20Gap_Interventions%20Report_tcm3-41353.pdf.

8 City of Boston. (2013) Mayor Menino Releases Wage Gap Report, Calls on Area Employers to Commit to 100% Talent: The Boston Women's Compact. Retrieved from <http://www.cityofboston.gov/news/Default.aspx?id=6404>.

City of Portland

In January 2005, City of Portland Mayor Tom Potter announced his Bureau Innovation Project and identified four key areas in which to measure meaningful, lasting and systemic changes in the city's 19 primary bureaus...the first goal to measure was to increase diversity and cultural awareness. As one of the components in achieving this goal, the city sought partners to assist in the development and implementation of a Culturally Competent Management Certificate Training Program to be used to train the existing and future managers/supervisors in the city. The program utilized a train-the-trainer approach and was co-produced in a partnership with the City of Portland's Diversity Development & Affirmative Action Office and PSU's Center for Public Service (formerly known as the Executive Leadership Institute). Other involved offices included the Bureau of Human Resources, Portland Police Bureau and Labor representation. Over 40 city employees were trained to serve as trainers and approximately 150 city managers participated in the initial diversity certification coursework covering these major themes:

Orientation to Diversity Development and Cultural Competency

Examined the definition and theories of diversity and cultural competency with particular exploration into the impact of various forms of biases on individuals and the organization.

Creating a Multicultural Workforce

Focused on methods of recruiting, hiring and outreach of a diverse and multicultural workforce. Particular emphasis was placed on specific techniques for developing diversity-centered position descriptions, targeted recruitment, conducting interviews and selecting multicultural interview panels.

Managing Diverse Workgroups

Provided interactive opportunities for participants to learn and practice leadership, supervisory, and managerial information, skills and attitudes that enhance effectiveness and efficiency in diverse workgroups. Both individual and organizational models of diversity competency were used to build action plans for issues such as coaching, conflict resolution, team building and group bias.

Creating and Maintaining an Inclusive Work Environment

This course helped managers acquire tools for broadening organizational norms and improving organizational capacity. The goal is an organizational response that goes beyond simply valuing differences to actively engaging diverse norms for problem solving, communication, and leadership styles.

Ontario, Canada

Our neighbors to the north in Ontario, Canada passed the Pay Equity Act in 1987 with several amendments enacted since addressing “systematic gender discrimination in compensation for work performed by employees in female job classes.”⁹ The Pay Equity Act came into effect because of the efforts of the Equal Pay Coalition and thousands of women across the province who lobbied for legislation that recognized their worth in the workplace.¹⁰ The Act subsequently created the Pay Equity Commission that is composed of two separate and distinct bodies: the Pay Equity Hearings Tribunal and the Pay Equity Office.

- The Hearings Tribunal: a quasi-judicial entity that arbitrates challenges arising from the enforcement of the Act. The Tribunal’s 2013-2014 Annual Report points out that the active caseload is the lowest it has been in the past seven years. In addition, the Tribunal continues its efforts to improve its operational efficiency by encouraging involved parties to identify preliminary issues in advance, as well as utilizing Pre-Hearing Conferences to streamline the process.

- Pay Equity Office: regulates implementation and enforcement of the Act. In recent years the Office implemented the Service Industry Monitoring Program, which promotes awareness of the Act by allowing the Office to evaluate the status quo of pay equity knowledge and compliance. As of 2014, the Program was able to benefit over 12,000 employees, assisted in providing adjustments to over 300 female job classes, and resulted in over \$2 million in pay equity adjustments.

Another program, the Wage Gap Pilot Program, was launched in 2011. This program is structured to assess current compensation data and evaluate the possibility of gender wage gaps for non-unionized employees in private sector workplaces.

- The Commission provides annual reports, information on their monitoring programs, best practices and tips, and tools for regression calculations and weighting formulas.

9 A Guide to Interpreting Ontario’s Pay Equity Act. Pay Equity Office, Ontario Pay Equity Commission. http://www.payequity.gov.on.ca/en/pdf/guide_act.pdf. (Pay Equity Act, R.S.O. 1990, 4. (1) Amendments added to legislation in 1993, 1996, and 1997.

10 Equal Pay Coalition – History of Ontario Pay Equity Act. Retrieved from <http://www.equalpaycoalition.org/history/ontario/>.

Iceland

Since 1961, Iceland has enforced the Act on Equal Pay for Equal Work¹¹, and the government continues developing amendments to the act, policies, and initiatives designed to decrease the gender pay gap. A significant effort in closing the pay gap by breaking the glass ceiling occurred with Parliament's passing legislation requiring companies with 50 or more employees to have at least 40 percent women directors by 2013.

Data from Statistics Iceland indicate the goal has not been reached as stated in the legislation, but the number is increasing every year. In 2014, both the total number of female directors and the percentage have improved to 355 and 33.23%, respectively, from 320 and 30.16% in 2013.¹²

Enterprise Size	2008		2009		2010		2011		2012		2013		2014	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
50–99	84	15.7	83	17.4	86	20.1	78	19.2	95	21.3	126	26.1	147	29.6
100–249	50	13.7	48	15.1	54	17.5	75	21.9	74	23.8	107	31.8	121	35
250+	44	17.1	45	19.2	50	21	59	25.7	60	26	87	36	87	38.5
Grand Total	178	15.38%	176	17.10%	190	19.50%	212	21.67%	229	23.19%	320	30.16%	355	33.23%

Figure 1: Number and Percentage of Female Board of Directors for Enterprises Over the Size of 50 Employees in Iceland

11 Centre for Gender Equality Iceland. (2012). Gender Equality in Iceland. Retrieved from http://eng.fjarmalaraaduneyti.is/media/Gender_Equality_in_Iceland_012012.pdf.

12 Statistics Iceland – Share of women in board of directors by enterprise size 2008-2014 <http://www.statice.is/Pages/444?NewsID=11222>.

Suggested Actions

United Coalition for Pay Equity

Beginning with Oregon's Equal Pay Act in 1955, Oregon state government has served as an early leader in addressing the gender pay gap. Currently, Oregon demonstrated leadership and vision in designing the Oregon State Government 2015 Pay Equity Study of Executive Branch Employees (2015 Pay Equity Study) to analyze comparative pay levels for both women and minorities, and did so controlling for known contributing factors through comprehensive regression analysis. Oregon state government has a substantial and accurate picture of the various levels of pay inequities facing women and minorities for the executive branch overall and by agency, generation, service type and other subgroups.

Using this study as a catalyst, Oregon has the opportunity to bring together gender and minority pay equity advocates to inform state government in creating meaningful and innovative programs and policies.

Proposed Action Steps

- Create a forum for discussion between stakeholders in the gender pay equity field such as Family Forward, Oregon Action and the Oregon Commission for Women and stakeholders in the minority community such as the Coalition of Communities of Color (which includes community organizations representing African, African American, Pacific Islander, Asian, Native American, Hispanic and Slavic communities of Oregon) and the Office of Equity and Inclusion.
- Facilitate the creation of a joint commission between leaders from these groups to report, address and communicate about pay inequities within their populations.
- Provide a platform for this commission to communicate with Oregon state government executive branch representatives to help co-produce Oregon's future innovative pay equity policies.

Models in Action

- Oregon would be among the first states to actively address both gender and minority pay inequity in a cohesive coalition.

Data Gap

The CHRO pay equity study team recognized the importance of capturing additional employee data for future studies. Specifically, employee educational levels and employee work experience prior to taking positions with the state are relevant and legitimate factors that influence starting base pay. Unfortunately, this data was not available for inclusion in the 2015 Pay Equity Study.

The study utilized regression analysis and controlled for a wide-ranging array of factors that influence pay to varying degrees in the executive branch. Specifically, the factors addressed include: agency, service type, generation, classification, length of employment with the state, length of employment with the current agency, position, union affiliation, veteran status, disability status and full or part time status.

Adding the data regarding (1) employee educational levels and (2) prior employee work experience will produce comprehensive findings indicating a higher likelihood that any pay differential will be attributable to unaccounted-for factors, namely discrimination and bias.

Proposed Action Steps

- Implement systems for collecting and maintaining employee educational levels and prior work experience for all executive branch employees. Consider collecting employee information at point of hire and throughout an employee's time of service at the state. Particularly it is important to capture when either of these factors affect starting salary levels and/or steps.
- Conduct a pay equity study featuring a selected large executive branch agency whose leaders pilot the collection and inclusion of employee educational and prior work experience data into the 2015 regression analysis protocol. This will provide the agency with a true picture of any pay differential for females and/or minorities, and serve as a representative result when the full scope of known factors are controlled for in the study.

Models in Action

- Montana state has made many strides in tracking these educational and prior experience factors including purchasing and implementing a new Human Resources Information System (HRIS).

Mentoring Programs for Women and Minorities

Findings reveal^{13,14} that having a mentor during the formative period prior to one's first post-college job results in greater compensation and higher position levels that continue to impact careers over time. Non-minority males often have institutional mentors through fraternities, business associates and clubs, family connections, sports teams and more. Mentoring is crucial, and women and minorities need support in accessing mentoring relationships in order to achieve good starting positions and advance in-step with their male/non-minority peers—not only through the wage ladder, but also through the glass ceiling—into management positions.

Proposed Action Steps

- Conduct an internal survey of current staff and analyze the existing official and unofficial mentoring resources for men, women and minorities.
- Determine where mentoring opportunities for women and minorities are lacking and create a focus group of women and minorities to address how best to create, foster and encourage mentoring opportunities for these populations.
- Collaborate with local schools, universities, business clubs, etc. to “piggy back” on efforts that are already taking place in the community.
- Institute an internal mentoring program between women and minorities and successful executive branch employees.
- Monitor the success of the mentoring program by checking in with mentees and tracking job, salary and education benchmarks throughout the mentoring process.

Models in Action

The Women's Business Development Center (WBDC) advocates an online mentor/mentee match portal called Micromentor. The model of Micromentor could be tailored to include minorities and fit Oregon State's specific employee needs. The model is as follows:

- Participants sign up online. Experienced business professionals (mentors) describe their experience and expertise, and entrepreneurs (mentees) describe their business and mentoring goals in the form of a specific request.
- Members always control who they connect with—actively seeking out connections or reviewing and approving direct requests from others in the mentoring network.
- Once connected, relationships progress over email, telephone, Skype, or, when possible, in person. The duration of the relationship is three months. There is an active customer support team at Micromentor that provides direct support and resources for the duration of the relationship. If the mentor and mentee choose to extend the relationship, they may do so.
- Each mentoring pair has the opportunity to evaluate the relationship after 10 days, and again at the end of the formal relationship at the 3 month mark. If the relationship is not a good fit, you can alert Micromentor Customer Service. Also, Micromentor follows up with mentees in a year to ask about the economic impact/success of the business after the mentoring relationship.

13 Catalyst. (2010). Mentoring: Necessary But Insufficient for Advancement. Retrieved from <http://www.catalyst.org/knowledge/mentoring-necessary-insufficient-advancement>.

14 Systemic Change to Reverse and Prevent Pay Inequity <http://www.facultyassociation.ubc.ca/docs/publications/ef-2010-04-pay-inequity.htm>.

Invest in STEM Outreach and Education

Oregon census data indicates a severe lack of female representation and advancement in the science, technology, engineering and mathematics (STEM) fields, protective service jobs, natural resource-related work, construction and maintenance positions, and production, transportation and material moving occupations¹⁵. Improving entrance for women and minorities into traditionally non-minority, male dominated fields—especially those with high earning potential, such as STEM careers—can decrease occupational segregation and aid in narrowing the pay gap.

Proposed Action Steps

- Provide and enhance training and education for women and minorities in traditionally non-minority, male dominated fields within the executive branch workplace.
- Improve access to relevant work experience in the executive branch through on-the-job experience and job rotation opportunities for women and minorities to traditionally non-minority, male dominated fields.
- Utilize existing public sector, non-profit and business resources in further developing the K-20 STEM pipeline for women and minorities in communities across Oregon.

Models in Action

- “CREATE STEM Success Initiative: An initiative to network UC San Diego’s STEM resources to the San Diego education community to improve the region’s K-20 STEM education pipeline¹⁶.”

¹⁵ U.S. Census Bureau, 2013.

¹⁶ <http://create.ucsd.edu/stem-initiative/>.

Pay Equity Website

In keeping with models in other states, Oregon has the opportunity to communicate its achievements and on-going efforts concerning pay equity through a comprehensive website available to internal employees and the general public. The website can serve as a user-friendly collection site for public reports, accurate information and education about the state's pay gap, salary ranges for executive branch jobs, state government action steps underway to combat pay inequity, resources for individuals to appeal concerns about inequitable pay, and more. Research has established that wage transparency leads to greater pay equity¹⁷ and employee satisfaction¹⁸; such a website will help increase state-wide wage transparency.

Proposed Action Steps

- Create an internal website to highlight findings from the 2015 Pay Equity Study, agency specific data and “next steps” for current employees.
- Create an external website with information tailored to the public and prospective Oregon state government executive branch employees. Such a website will promote the State's progressive stance on gender and minority pay equity, and contribute to its standing as an employer of choice.

Models in Action

- Ontario, Canada maintains a pay equity website¹⁹ with informative and practical pay equity topics including: best practices and e-learning modules regarding pay equity for small businesses and public sector agencies, a “Guide to Interpreting Ontario's Pay Equity Act”, pay equity plan samples and a pay equity toolkit.
- Minnesota's progressive pay equity website²⁰ includes information regarding relevant state and local legislation, laws and statutes, compensation, hiring practices and policies, as well as general information and resources for current and prospective workers.

17 <http://www.theatlantic.com/business/archive/2011/07/the-case-for-making-wages-public-better-pay-better-workers/242238/>.

18 Inequality At Work: The Effect Of Peer Salaries On Job Satisfaction, http://ceq.berkeley.edu/research_67_1067483490.pdf.

19 <http://www.payequity.gov.on.ca/en/resources/guide/ope/index.php>.

20 http://mn.gov/mmb/employee-relations/compensation/laws/local_gov/local-gov-pay-equity/.

HOME ▶ EMPLOYEE RELATIONS ▶ COMPENSATION ▶ LAWS, POLICIES & PROCEDURES ▶ LOCAL GOVERNMENT ▶ LOCAL GOVERNMENT PAY EQUITY

EMPLOYEE RELATIONS

- Employee Benefits - SEGIP
- Classification & Job Evaluation
- Compensation**
- Labor Agreements & Compensation Plans
- Local Government
- Local Government Pay Equity
- Local Government Compensation Limits
- Statutes, Laws & Rules
- Equal Opportunity, ADA, Diversity & Inclusion
- Hiring & Selection
- Labor Relations
- Laws, Rules, & Policies
- Payroll
- State HR Systems
- Workforce Planning
- Military Resources

Local Government Pay Equity

State law requires all public jurisdictions such as cities, counties, and school districts to eliminate any sex-based wage inequities in compensation and submit reports to MMB. For information about reporting, see Resources below.

MMB staff assists local government employers in implementing this law. In 1992, the division began analyzing reports from local governments to ensure that compliance is achieved and maintained. Reports must be submitted electronically via the Minnesota Pay Equity Management System.

What does pay equity mean?

Pay Equity is a method of eliminating discrimination against women who are paid less than men for jobs requiring comparable levels of expertise. This goes beyond the familiar idea of "equal pay for equal work" where men and women with the same jobs must be paid equally. A policy to establish pay equity usually means: 1) that all jobs will be evaluated and given points according to the level of knowledge and responsibility required to do the job; and 2) that salary adjustments will be made if it is discovered that women are consistently paid less than men for jobs with similar points. The following example shows a typical sex-based wage disparity.

Job	Job Evaluation Rating	Salary
Delivery Van Driver (mostly men)	117 points	\$2900 per month
Receptionist (mostly women)	117 points	\$2400 per month

It is important to remember that pay equity laws in Minnesota address only sex-based wage disparities and not all types of wage disparities. Pay equity does not replace collective bargaining and does not address all compensation issues.

Figure 2: Minnesota's Pay Equity Website and Resources

Bias in Hiring Processes

Research^{21,22,23,24,25} suggests each person holds implicit biases that impact their judgment. Implicit bias is, in essence, part of the human condition. As such, it inevitably impacts interactions with others and processes in which they engage, including the hiring process.

Categorization is a cognitive process that occurs largely outside of conscious awareness and helps people to cope in a complex and demanding environment by organizing people by groups. Stereotyping, the unconscious habits of thought that link personal attributes²⁶ to group membership, is an inevitable result of categorization. Stereotype-based expectations give rise to biased attributions.

Being aware of potential bias in hiring creates an area for growth and progress. The City of Boston has shared their recommendations in the report Boston, Closing the Wage Gap: Becoming the Best City in America for Working Women²⁷. The proposed actions steps below have taken the Boston model and adapted it to include minorities.

Proposed Action Steps

- Create an initial applicant screening that is gender and minority-blind. With the increase in automated systems, employers could consider removing the applicant name during initial screening. Gender and minority-blind evaluation can have a significant positive impact on the number of women and minorities. Even gender/minority ambiguous names increase the likelihood that applicants are considered solely on the basis of their qualifications.

- Conduct a blind assessment at the post-selection stage by removing names from resumes and evaluating the same applicants. Comparing these 'blind' assessments to the actual assessments may reveal persistent bias.
- Seek diversity in the applicant pool and evaluate candidates as a pool: achieving at least 35% women or minorities in an applicant pool may reduce the likelihood of unconscious gender bias and stereotyping.
- Enlist diverse evaluators in the hiring process: a hiring process that enlists the help of multiple, diverse evaluators can help overcome unconscious bias. Men and women are both susceptible to bias and stereotyping. Establishing a gender and minority-balanced and/or diverse committee is preferable to one which includes only one gender or ethnicity.
- Help evaluators overcome unconscious gender/minority bias: in addition to dedicated training on unconscious bias, sharing data that shows women and minorities perform as well as non-minority men, even in male/non-minority-dominated roles, can mitigate the risk of bias. Ensuring evaluators commit to and understand the value of specific credentials can also introduce additional objectivity to candidate evaluations. An inclusion selection strategy, where good candidates are included rather than poor candidates rejected, has also been shown to diminish bias.
- Evaluate starting salaries for new hires: routine analysis of compensation packages received by incoming employees may also help employers identify whether women and minorities are compensated less than non-minority male hires at the same level. Persistent compensatory favoritism toward non-minority male candidates or bias against women and minorities could prompt a review of hiring practices and consideration of interventions related to hiring or wage transparency.

21 Goldberg, C. (2005). Relational demography and similarity attraction in interview assessments and subsequent offer decisions. *Group and Organization Management*, 30, 597-624.

22 Biernat, M., & Fuegen, K. (2001). Shifting standards and the evaluation of competence: Complexity in gender-based judgment and decision making. *Journal of Social Issues* 57, 707-724.

23 Biernat, M., & Manis, M. (1994). Shifting standards and stereotype-based judgments. *Journal of Personality and Social Psychology* 66, 5-20.

24 Dovidio, J.F., & Gaertner, S.L. (2000). Aversive racism and selection decisions: 1989 and 1999. *Psychological Science*, 11, 315-319.

25 Eagly, A.H., & Karau, S.J. (2002). Role congruity theory of prejudice toward female leaders. *Psychological Review*, 109, 573-598. [PDF]

26 Reskin, 2000

27 Recommendations from City of Boston. (2013). Closing the Wage Gap report http://www.cityofboston.gov/images_documents/Boston_Closing%20the%20Wage%20Gap_Interventions%20Report_tcm3-41353.pdf.

Position Evaluations Systems

Establishing effective, contemporary job evaluation systems is an essential component to achieving pay equity. As of 1989, 20 states had made comparable worth adjustments within their own workforces based on job evaluation programs, spending more than \$527 million between 1983 and 1992 to adjust 335,000 lower-paid women's pay. This eliminated 20 percent of the gender wage gap, and in five states—Minnesota, Oregon, Washington, Michigan, and Connecticut—it was reduced by 25 to 33 percent. Research found that the reductions in the wage gap were due to the programs, not other factors.²⁸

Proposed Action Steps

Oregon state government executive branch has an opportunity to review job evaluation systems that have demonstrated success in remediating pay inequities for their workers, while additionally serving as a resource for local governments and employers in the state.

Models in Action

- The state of Minnesota has a robust program requiring all cities, counties, school districts, and other government entities to assess and adjust the pay scales between men and women every three years.²⁹ The state utilizes an open source system to assign points to job classes.³⁰ The system serves as a simple tool to help local governments effectively analyze the jobs in their jurisdictions by matching up comparable job descriptions to state jobs that have already been rated. Once the descriptions have been matched, a rating can be assigned to the local government job.
- Ontario, Canada has several innovative, interactive calculators in the “tools” section of its website. One of these calculators is the “Regression Line Calculator on Proportional Value Method”³¹ and can assist employers and employees to determine the proportional value of their wages in Ontario. The equations used to reach these values are open source.

28 <http://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=1203&context=djgip>.

29 <http://www.beta.mmb.state.mn.us/doc/comp/pay-equity/payequity.pdf>.

30 Minnesota Management & Budget. (2009). State Job Match Job Evaluation System. Retrieved from <http://www.mn.gov/mmb/images/statejobmatch.pdf>.

31 http://www.payequity.gov.on.ca/en/resources/proportional_calculator.php.

Step 1: Enter the number of male and female jobs you'll be working with

You cannot skip this step. You must enter the number of male jobs (for example, 3) and female jobs (for example, 3) in the cells below, then click "Load the tables". This will give you the correct number of rows you need in each table for your calculation.

Number of male jobs:

Number of female jobs:

Step 2: Enter the male job data

Enter the representative male job classes in the Male Job Classes column, and the job values and job rates in Columns A and B (in **descending order**). Click "Compute" at the bottom of the table to activate the regression formula, then move down the page to view your output results. Remember that if you click "Reset", all the data in the table will be erased. Go to Step 3.

Table # 1
Worksheet to Calculate the Regression Line

	A	B	C	D	E	F	G
Male Job Classes	Job Value (X)	Job Rate (hourly rate) (\$ (Y))	Deviation from Average Job Value (X-XM)	Deviation from Average Job Rate \$ (Y-YM)	Square of (X-XM)	Square of (Y-YM)	Product of (X-XM) (Y-YM)
Sum	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Mean	<input type="text" value="0"/>	<input type="text" value="0"/>					

Slope:

Figure 3: An Example of Ontario's Regression Line Calculator on Proportional Value Method Available to the Public and Accessible via Their Government Website.

Family Friendly Benefits

The national wage gap between mothers and non-mothers is greater than between women and men—and it’s getting bigger. Non-mothers earn 10 percent less than their male counterparts; mothers earn 27 percent less; and single mothers earn between 34 percent and 44 percent less³². Women with children are lagging behind because they find that working doesn’t always make sense after considering the cost of childcare. When women earn less than their partners, they are more likely to drop out of the work force, and if they do so for two years or more, they may not be able to re-enter at anything approaching their prior job or earnings. The cost of taking care of one’s children outside the home is often so high that women cannot be assured of earning significant income after taxes and child care costs.

Proposed Action Steps

- Inventory, communicate and reevaluate employee benefits surrounding family friendly leave programs, as well as formal and informal benefits.

³² https://www.momsrising.org/issues_and_resources/wages.

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