# EDI Annual report 2022/23

## Introduction

**Vice Chancellor Anne Marie Kilday**

I am very happy to share this summary report of our EDI activity over the course of my first year as Vice Chancellor. The report illustrates how our commitments were maintained and progressed during this period of ongoing response to the changes and challenges arising from the Covid-19 pandemic. Positive developments initiated in 2022-23, will be further consolidated in the coming academic year. These efforts will be supported by wider structural and behavioural changes relating to People and Culture and increased investment and focus on delivering impact through all our EDI activity. Along with the other members of the University’s Leadership Team Group, I recognise and greatly value the contributions of colleagues both as individuals and through our established and self-organised groups and volunteer-led initiatives. This report highlights many aspects of how this benefits our work on equality and supports broader engagement and awareness across the institution. As we move forward, we need to channel and enhance the strategic alignment and outcomes focus of our EDI work.

I am committed to working with our leadership team to build and nurture an inclusive culture of shared belonging and equitable opportunity. We have initiated several routes to deeper engagement and open dialogue with the diversity of perspectives and lived experiences across our student and staff communities, to amplify and listen to the voices within and across our university community. I look forward to going further to enhance our responsiveness, accountability and learning from honest and sometimes uncomfortable conversations and in the celebration of our positive changes.

## Vision Mission and Values

University of Northampton is committed to providing a vibrant, ethical and sustainable work, study and living environment that values equality, diversity and inclusion. Together @ UON demonstrates our pledge to our staff, students and partners to nurture and develop an environment where equality and inclusion can thrive whilst supporting aspiration, creating opportunities, and delivering impact.

## Our Strategic Aims

Our Equality Diversity and Inclusion (EDI) priorities for 2020-25 focus on enhancing inclusion for all our staff and students. In the last year we have advanced several actions within our plan and seen an improved take up of our EDI related activities.

## Update on our Priorities

### **Governance and accountability**

During the period under review, we successfully recruited an EDI Manager to progress our EDI work, enhance and mainstream EDI in the organisation while working with all our internal and external stakeholders. The EDI Unit now sits within the Office of the Vice Chancellor to offer the strategic lead and anticipated growth across EDI in the organisation.

To ensure that we embed EDI in our work through informed decisions we continue to report on equality data at our quarterly EDI Staff and Student Forums. Our data analysis forms the basis of our decisions across our EDI work.

The organisation has revamped the Equality Impact Assessments (EIA) process to facilitate ease of the process in completing EIAs and ensure that EIAs are not treated as a tick box exercise.

We are working on effective implementation of this process which will involve awareness raising of the process and sharing of good practice across the organisation.

Our Staff and Student EDI forums have continued to provide scrutiny to our EDI work and a decision has been made to bring combine the forums in the new academic year, allowing us to tackle emerging issues more effectively. The Board of Governors set up the People, Culture, Quality and Standards Committee which monitors EDI at Board level and tracks cultural markers (e.g. student complaints, staff turnover).

The Board of Governors follows best practice in recruitment in order to support the recruitment of a diverse membership, and benchmarks against the equality characteristics of other higher education boards.

Information on publication of committee minutes is shared with all staff through regular updates in our weekly newsletter, Unify and volunteers for directorships of university subsidiary companies have also been advertised via this platform.

### **Workforce Development**

This priority seeks to create inclusive behaviours, develop EDI awareness through EDI training, communication, management and leadership practices with particular regard to GEM, disability and LGBT+.

**Key outcomes**

We have completed an audit of our Staff Development Programmes and established a rolling programme of EDI training with mandatory EDI training for everyone joining the organisation. Our training and awareness raising on EDI issues across the organisation has improved in the last year with increased numbers participating in courses. Completion of the mandatory EDI training across UON is at 78% compliance. There is a continuing challenge in that the percentage of staff who have not “refreshed” training after 36 months is slowly rising and will focus in the academic areas of the university.

We continue to encourage managers to undertake training on supporting inclusive practice and have changed evaluation of staff development courses to include a six-month follow-up with bespoke questions. As data collection on performance improves, we anticipate we will be able to use more granular data to evaluate the impact of our training,

We have completed an audit of key workforce processes and staff development programmes available to improve EDI behaviours. As a result, the current staff development portfolio now includes the following courses:

* How to be a Good Ally
* LGBT+ Awareness
* Union Black
* Confronting Gender Bias
* Managing Equality and Diversity (for managers)
* Creating Accessible Content
* Unconscious Bias
* Implementing Reasonable Adjustments
* Trans Awareness
* A range of curated LinkedIn Learning content collections designed specifically for UON staff – including Equality, Diversity, and Belonging for All; Cultural Competence; Bystander Training; Enabling Equality, Diversity, and Inclusion; and Dealing with Microaggressions

Overall engagement with these interventions has steadily increased over the last year, with 42% of staff engaging with at least one non-mandatory EDI staff development intervention. In the coming year focus will be more on team contexts, where impact can be enhanced and subjects targeted where there are challenges.

Two team-based training programmes are currently being rolled out and assessed before wider availability in the upcoming year:

* Cultural Inclusion Workshops (formerly Cultural Integration Workshops) - a series of eight workshops focussing on aspects of EDI practice (in versions for both students and staff). This programme has been trialled in Human Resources and will be rolled out to the Equality and Access team, and University Leadership Team, (ULT) in the coming year. The ambition of this programme is to roll it out to teams in student facing teams in student services and the wider university.
* Race Equality – developed by consultants (Halpin) and intended originally for members of the Campus and Estates team. Once these sessions have been trialled in that directorate, this may form part of the general staff development offer in the upcoming year.

Both the internal leadership development programme and the induction for new staff include modules focussing respectively on inclusive leadership and recognising and respecting the diversity of our student body.

The content of the offer in learning and teaching is currently under review by the new Head of Academic Practice, but has included sessions on Neurodiversity, Supporting Chinese Students, LGBT+ in the classroom, and Decolonising the Curriculum in the last year.

The impact of this enhanced portfolio of staff development is still being assessed, given the number of newly introduced sessions over the last year. The staff survey will be a valuable tool, but what remains to be developed is a range of outcome led metrics based on the available data collection points (or an increase in the frequency/availability of data)

To support members of staff from a GEM Background with career advancement we have identified a leadership training programme and two members will take part on the fully funded programme starting next year.

Our senior members of staff attended an ant-racist training session, will be completing the Cultural Inclusion Workshops starting in November 2023.

### **Workforce Diversity and Inclusion**

Our aim is to ensure that we monitor our workforce diversity and develop strategies to increase proportion of those with protected characteristics, (women, GEM and disabled colleagues, in senior positions grade 9 and above), ensuring diversity reflects the workforce population.

We want to increase self-completion of monitoring records to support our drive to create a diverse workforce and ensure our staff and students are representative of the communities that we serve.

We have seen a gradual increase of self-declaration of protected characteristics and monitoring data across the organisation. In June/July 2022 we ran a campaign to encourage staff to complete their diversity data on our system. The targeted exercise was aimed at those staff where partial or no EDI data was present. This resulted in improved data quality for both internal reporting and the 21/22 HESA return. In November 2022 it was reported that the number of staff with no information in their personal file had reduced by more than half.

An HR focus group was put in place to consider actions for inclusive recruitment such as addressing biases and barriers. This resulted in revisions being made to the job description and the Recruiting Managers Handbook.

There is on-going work for us to ensure that our jobs are advertised across diverse platforms and that we are recruiting a diverse workforce.

We completed our annual workforce representation reports and these have been published on our website: [Staff and Student Equality Data Reports | UON (northampton.ac.uk)](https://www.northampton.ac.uk/about-us/governance-and-management/key-data-and-reports/staff-and-student-equality-data-reports/) (Staff data, Student data, Equal Pay Audit, Gender Pay Gap report).

### **Staff engagement**

Our aim under this objective is to increase our staff sense of belonging and confidence that they can trust us. And promote their well-being.

To this end our senior members of staff have all made EDI pledges which are visible to all staff on the screens in our reception areas. Our Vice Chancellor and Chief of Operations host monthly EDI drop ins for staff where staff can come in to discuss any issues of concern.

We are working on ways to ensure that staff feel confident to attend and receive appropriate feedback.

Our staff engagement has also continued through our staff networks and we have seen an increase in numbers of staff networks emerging across the organisation. We have GEM representing our Black Asian and Ethnic minority workers, Disability Network, Women’s Network, LGBTQ+, Menopause and New Parents Network.

### **Promoting the Student Experience**

Our Students Union developed the Black Students Advocate programme to ide support and represent Black students here at the University of Northampton. We work with both the Student Union and the University of Northampton. They help us to identify and address barriers to education, social engagement and any other issues faced by black students. The advocates' goal is to improve the black student experience and to celebrate the university's black community.

We have continued to work with external partners to promote positive student experiences and outcomes across the university. The Faculty of Health and Society has driven forward activities to promote experiences and outcomes for the Black student nurse as part of the Health Education England (**HEE)-funded project** to support outcomes for Black nursing students.

This has involved one to one mentoring and a series of talks targeted at exploring the Black student experience and developing coping mechanisms.

The Supporting Black Students working group was established in August 2020 comprising a mix of professional services and academic staff. The working group focussed on the social care and health-related programmes within the faculty of Health, Education and Society, FHES.

Several key agenda items were explored around initiatives being undertaken such as peer mentoring, review of reports, including the Sewell report and Living Black, and other university initiatives, such as the Cultural Integration workshops and the Anti-racist book club, Union Black and their impact on practice and strategy development.

### **Our Staff Network Activities**

Working closely with our staff networks we celebrated several inclusion days across the university. To commemorate **George Floyd Day,** the Global Ethnic Majority (GEM) network hosted a social evening with an author reading and poetry performances in honour of the memory of George Floyd. The Network also hosted a two-day **Cultural Heritage Workshop Training** which included a tour guide, training, walking or drive displaying the histories and experiences of diverse ethnic groups across the county. To celebrate Windrush the Network led on a walk themed **Before Windrush and Beyond Walk/Drive Tour & Celebration** across Northampton town centre.

This year, **Pride** brought together communities across Northampton to the Waterside campus, with celebrations and a parade from the town centre to the campus. The LGBT+ network has continued to host Queer Sketchbook Club which meets every two weeks.

The Women’s Network celebrated **International Women’s Day through interactive sessions** including, *Halting #Everyday Sexism* - An interactive and practical workshop exploring personal experiences of gender bias and misogyny. The network also hosted A *personal perspective on safety* presented by a police officer, helping to confront Gender Bias. The Menopause Support group 'Pause for Support' Menopause Café have continued through the year to provide support for each other.

The group successfully launched the Menopause awareness E-learning targeted at Line Mangers and is working towards creating a Menopause Friendly workplace for our university.

We have produced a Diversity and Inclusion calendar to support an increased programme of celebration of diverse cultural, religious and inclusion days across the university and promote a sense of belonging for everyone. 

Gender, Ethnicity, Disability Pay Gap & Equal Pay Report 2022

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# Glossary.

Equal pay

Where people are paid the same for work of equal value, i.e., all staff on the same grade on the University single pay spine.

Full-pay relevant

To be included as a full-pay relevant employee, the employee must have been paid their full usual pay on 31 March 2021. This includes basic pay and holiday pay, but excludes reduced pay, overtime pay and pay in lieu of leave.

Gender pay gap

The average difference between hourly pay for the two genders across the University workforce.

Mean value (average)

The sum divided by the count.

Median value

The value in the middle of the list of numbers.

# Gender Pay Gap

# At the time this data was collected the University had 2132 “Full-Pay Relevant” (FPR) members of staff.

The workforce of the University of Northampton at this time was made up of:

* Total FPR males, and those that identify as male: 897
* Total FPR females and those that identify as female: 1235

## Proportion of Males and Females in each Quartile

We have ranked these FPR employees from highest to lowest paid, then divided this into four equal parts called quartiles.

These quartiles show the following:

Q1: Grade 5 and below

30.70%

Q2: Grade 6 and 1 spinal point of grade 7

69.30%

59.10%

40.90%

Male female split Male Male to female percentages  Female  Male  Female

Q3: Most of grade 7 and lower half of grade 8

Q4: Upper half of grade 8 and above

52.30%

47.70%

50.90%

49.10%

 Male  Female  Male  Female

While the gender split in the upper two quartiles is roughly equal, the lowest 2 quartiles shows a disproportionate number of females at the University employed in grades 6 and below.

The majority of applicants for roles at grades 5 and below continue to be female, and therefore the number of females appointed to those roles was higher.

The higher percentage of females applying for, and subsequently being employed in, lower grades must therefore be considered in any reporting of average pay gaps.

Pay Gaps

Mean and Median gender pay based on hourly rate

Mean Gender Pay Gap

10.5%

10.3%

8.2%

7.9%

7.8%

8.5%

2017

2018

2019

2020

2021

2022

Median Gender Pay Gap

15.3%

15.7%

13.7%

11.1%

12.4%

11.1%

2017

2018

2019

2020

2021

2022

The overall mean gender pay gap has increased to 8.5%. This can be attributed to an increase in the proportion of female staff in the lowest pay quartile, most evident in grades 3-5 where we have employed 21 more female staff than the previous year.

The median GPG has decreased to 11.1% and can be attributed to an increase in headcount for the faculty that includes more females, who are mostly at grade 7 and 8. The female median hourly rate increased to £17.78, whilst the male rate stayed the same.

**350**

Distribution of gender by grade

for full-pay relevant employees

312

**300**

264261

**250**

211

253

208

**200**

**150**

102

111

131

109

**100**

**50**

5

19 12

24

20

25

32

5

9

8 11

**0**

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**10**

**Senior**

**Staff**

**Female Male**

Note: UON does not employ any staff at Grade 1. Column one is used to represent all staff not on the spinal framework, including invigilators, external examiners and workers who claim fees.

Gender pay gap by staff category

Academic staff mean gender pay gap = 1.5%, a drop from last year of 2.6%

Professional Services mean gender pay gap = 17.1%, a slight increase on last year of 16.9%

## Bonuses

Proportions of staff receiving bonus pay (August 2021)

* Male FPR employees who received bonus pay: 9 (1% of total FPR staff)
* Female FPR employees who received bonus pay: 9 (0.7% of total FPR staff)
* Split: 50/50 Mean bonus pay
* Male FPR mean bonus pay: £5,554.51
* Female FPR mean bonus pay: £4,964.86
* Difference/gap: £589.65 or 10.6% (male)

Median bonus pay

* Male FPR median bonus pay: £5,527.87
* Female FPR median bonus pay: £5,465.46
* Difference/gap: £62.41 or 1.1%

Senior staff at the University of Northampton are eligible to be considered under the University’s Discretionary Performance Related Bonus Plan, paid in August each year relating to the previous academic year.

* Vice Chancellor, Deputy Vice Chancellor, Chief Operating Officer
* Executive Deans and Deans
* Executive Directors and Directors
* Deputy Deans

Bonus payments are based on two sets of criteria:

* Corporate/University Performance measured by the Remuneration Committee against corporate targets/KPI’s.
* Individual performance measured against SMART objectives and submitted with evidence to Human Resources and the Board of Governors.

Prior to this report Senior staff bonuses were last paid in August 2018 and were reported in the 2019 Gender pay gap report. The Mean and Median GPG have significantly reduced from 27.8 and 15.4% respectively, as a result of appointment of female staff in more senior roles, despite the split remaining at 50/50.

# Equal Pay.

Equal Pay evaluates pay for work of equal value. The following table shows the mean salary at each grade for data as at 31 March 2022.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade | Female Mean hourly rate | Count of female staff | Male Mean Hourly Rate | Count of male staff | Gender Pay Gap |
| 2 | 9.90 | 5 |  |  |  |
| 3 | 10.02 | 19 | 10.17 | 12 | 1% |
| 4 | 10.97 | 102 | 11.07 | 24 | 1% |
| 5 | 13.07 | 111 | 13.45 | 20 | 3% |
| 6 | 16.51 | 309 | 16.52 | 204 | 0% |
| 7 | 19.98 | 130 | 20.43 | 109 | 2% |
| 8 | 24.39 | 251 | 24.40 | 207 | 0% |
| 9 | 29.24 | 24 | 30.19 | 32 | 3% |
| 10 | 33.21 | 5 | 34.89 | 9 | 5% |
| Senior Staff | 54.78 | 8 | 55.40 | 11 | 1% |

The biggest gap is at grade 10.

The senior staff group includes Deputy Deans, Deans, Directors, Exec Directors, Deputy Vice Chancellor, Vice Chancellor and Chief Operating Officer. The two most senior roles of Vice Chancellor and Chief Operating Officer were held by men, which are the highest paid positions in the institution however the gap has reduced on previous years through the appointment of more females in more senior roles.

# Ethnicity Pay Gap.

Since 2021 we have reported the Ethnicity pay gap for our staff. We have defined our ethnic groups as follows:

* White
* Asian or Asian British
* Black, African, Caribbean or black British
* Other ethnic group
* Mixed or multiple ethnic groups

At the University of Northampton, the term used for all ethnic minority groups together is Global Ethnic Majority (GEM).

Mean Ethnicity Pay Gap

2.00%

1.00%

0.00%

1.40%

1.40%

0.80%

-1.00%

-2.00%

2021

-0.20%

2022

-0.70%

-1%

-1.50%

-1.30%

-8.00%

-7.40%

GEM

Asian or Asian British

Black, African, Caribbean or Black British Mixed or Multiple Groups

Other Ethnic Group

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| -3.00% |  |  |  |  | |
| -4.00% |  |  |  |  |  |
| -5.00% |  |  | -4.20% |  |  |
| -6.00% |  |  |  |  |  |
| -7.00% |  |  |  |  |  |

Median Ethnicity Pay Gap

0.00%

-1.00%

-2.00%

-3.00%

-4.00%

-3.90%

-5.00%

-6.00%

-7.00%

-8.00%

-9.00%

-10.00%

-9.20%

2022

2021

The mean pay gap across all GEM colleagues is -0.2% which means that GEM colleagues are paid 0.2% more than white colleagues. This has decrease since last year by 0.5%. The group with the largest pay gap are colleagues of Other Ethnic groups which is -7.4%.

The median pay gap is -9.2% which also demonstrates that GEM colleagues are paid 9.2% more than white colleagues.

# Disability Pay Gap.

Since 2021 we have been able to report the disability pay gap for colleagues. All staff who have declared a disability are in the group Declared Disability and are compared against those that have not declared a disability.

Mean Disability Pay Gap

4%

3%

3%

3%

2%

2%

1%

0.90%

1%

0%

2021

2022

|  |  |
| --- | --- |
| 9.00% | 8.50% |
| 8.00% |  |
| 7.00% |  |
| 6.00% |  |
| 5.00% |  |
| 4.00% |  |
| 3.00% |  |
| 2.00% |  |
| 1.00% |  |

The mean pay gap is 0.9%, a decrease since 2021 in which it was 3%. The median pay gap is 5.7%, a decrease since 2021 in which it was 8.5%.

Median Disability Pay Gap

5.70%

0.00%

2021

2022

# Working to close the gap.

The actions identified on the 2021 report, remain relevant and have been agreed by a cross institutional working group with representatives from the trade unions.

## Gender pay gap

Development opportunities for all women

* The range of opportunities available to staff will be promoted to ensure women are aware of how they can achieve personal and work development goals.
* All PDRs will include at least 1 development objective and appropriate time will be given to engage and complete. Compliance will be monitored and reported back to EDI forum.
* Access to Springboard will continue and evaluation of impact will be reported back to EDI forum
* A mentor programme will be implemented for all women who want it.
* Implementation of a Secondment scheme for professional services staff will be explored to allow them to work in different departments, gaining skills and knowledge allowing them to increase opportunities for progression.

Academic progression

* PDRs will have a focus on academic career progression, ensuring research time, scholarly activity and hours allocated under Professorial and Associate Professor titles is protected in workload planning through management support and empowerment. The 2022 PDR round will include at least 1 research or teaching and learning focused objective that supports high achievement and/ or progression.

Recruitment

* Following on from the analysis of Recruitment data undertaken in 2021, a Staff Recruitment Working Group will be tasked with addressing any gender biases and barriers to recruitment experienced by underrepresented groups including female and those that identify as female. The group will be responsible for taking forward recommended actions from the Gender Pay Gap discussions and EDI Staff Recruitment report, identifying routes to further analysis and reporting back to the EDI forum on progress.

Flexible working

* The Smarter Working and Flexible Working policies will be actively promoted at recruitment stages with all appropriate jobs advertised as flexible working friendly.
* Current flexible working and family friendly policies and procedures will be reviewed and promoted to all prospective and current staff.

## Ethnicity and Disability pay gaps

* Cross institutional working groups will be formed to further analyse the data and to look at actions to address any pay gaps.
* The Staff Equality, Diversity and Inclusion Forum will begin to look at intersectional data, identifying what and how this will be analysed and report in the 2023 Pay Gap reports.