Newcastle University

Equality, Diversity and Inclusion

Annual Report 2023

Public Sector Equality Duty Equality Objectives

Annual reporting of equality and diversity information

Gender Pay Gap Report Summary

Contents

[**1.** **Introduction** 3](#_Toc161059810)

[**2.** **Key Areas of Progress 2022/2023** 4](#_Toc161059811)

[**EO1. Further develop an inclusive culture, and one which does not tolerate hate crime, discrimination, victimisation or harassment** 4](#_Toc161059812)

[**EO2. Increase representation of underrepresented protected characteristic groups among professional services and academic colleagues** 5](#_Toc161059813)

[**EO3. Improve the progression of academic and professional service colleagues from protected characteristic groups into senior positions where underrepresentation has been identified** 5](#_Toc161059814)

[**EO4. Improve graduate outcomes for students with protected characteristics** 6](#_Toc161059815)

[**EO5. Become a family friendly organisation** 6](#_Toc161059816)

[**EO6. Ensure all new and reviewed policies take into consideration EDI** 7](#_Toc161059817)

[**EO7. Improve our EDI evidence base by enhancing systems and processes relating to EDI data capture, analysis, and reporting** 7](#_Toc161059818)

[**Faculties** 7](#_Toc161059819)

[**EDI Networks** 8](#_Toc161059820)

[**3.** **Priorities for 2023/24** 9](#_Toc161059821)

[**4.** **Data statement** 9](#_Toc161059822)

[**5.** **Workforce Summary** 11](#_Toc161059823)

[**6.** **Gender Pay Gap Report Summary** 12](#_Toc161059824)

[**Comparison table 2022-2023** 12](#_Toc161059825)

[**Gender** 12](#_Toc161059826)

[**Ethnicity** 13](#_Toc161059827)

[**Disability** 15](#_Toc161059828)

[**Appendices** 17](#_Toc161059829)

# **Introduction**

I am pleased to introduce Newcastle University’s 2022-23 Equality, Diversity and Inclusion Annual Report. In this year’s report, we provide an update on our progress against our Public Sector Equality Duty Equality Objectives and our equality, diversity and inclusion (EDI) priorities for the year ahead. We also provide a summary with key findings of our equality and diversity data.

We have made progress in a number of areas including through refinements to our leadership programmes, our policy reviews, and in our approaches to recruitment and progression. We have established a Race Equality Charter Implementation and Action Group to oversee the delivery of our race equality actions. We are taking a different approach to tackling the Gender Pay Gap to more fully understand the issues driving the pay gap.

We now have an EDI Advisor who is responsible for developing and analysing our EDI data recognising the strategic importance of data in developing our actions.

The past year has seen global and national events that will have impacted on our students and colleagues. As a University of Sanctuary, we continue to work to ensure a welcoming environment; our dedicated Student and Wellbeing Advisor for those from a refugee and asylum background is key to this. We will continue to work closely with colleagues and students at our two overseas campuses in Malaysia and Singapore.

We recognise that there are areas requiring more work to ensure lasting change in EDI and these will be among our priorities for next year. We continue to have the strong support of our Executive Board.

I hope you find this report a valuable and helpful resource. My thanks to the many individuals from across the University including the EDI team, our EDI Networks, Inclusive Newcastle, Student Health and Wellbeing and our student leaders not only for the work they have contributed to this report, but also in supporting Newcastle University’s commitment to develop an inclusive global University community.

**Professor Judith Rankin**

Dean of Equality, Diversity and Inclusion

# **Key Areas of Progress 2022/2023**

Newcastle University is committed to developing a fully inclusive global University community in which colleagues and students from all sectors of society can thrive equally. Colleagues across the University have invested significant efforts and resources into making our culture more inclusive.

This section does not cover all we have done in relation to Equality, Diversity and Inclusion (EDI\*), but instead sets out some of the highlights from our activity over the past academic year (AY). It is structured around our seven Public Sector Equality Duty (PSED) [Equality Objectives (EO1-7) 2020-2024](https://www.ncl.ac.uk/who-we-are/equality/duty/) to demonstrate the progress we have made against these strategic objectives, which align with and support our [Institutional EDI Strategy](https://www.ncl.ac.uk/media/wwwnclacuk/whoweare/files/NU%20-%20EDI%20Strategy%2028022020%20FINAL%20w.Logo.pdf).

(\*See appendix 2 for full list of abbreviations.)

## **EO1. Further develop an inclusive culture, and one which does not tolerate hate crime, discrimination, victimisation or harassment**

In 2022/23 we continued our work to create a respectful, inclusive campus environment where everyone can feel empowered to challenge and report bullying and harassment, discrimination, hate crime, and sexual violence.

The Dignity and Respect policy and procedure has been reviewed and renamed Bullying and Harassment. This is to ensure colleagues are clear on our zero-tolerance commitment and how allegations will be managed.

Further enhancements were made to our systems for reporting hate crime, discrimination, harassment, and victimisation, ensuring this is more closely aligned to existing internal reporting and support mechanisms.

Our Leading Through Values Programme aims to develop a values-based culture and has been delivered to over 300 leaders across the organisation. In addition, new training programmes for colleagues were developed to foster an inclusive culture, e.g., Language Matters and Conscious Inclusion at Work.

As part of our Research Culture work, we have created an action plan to challenge inappropriate behaviours. We also launched an [EDI Toolkit for Researchers](https://www.ncl.ac.uk/research/culture/edi-toolkit/) designed to help embed EDI in all aspects of research.

A Personal Relationships at Work policy was introduced, changes include a ban on personal relationships between colleagues and students where there is direct supervision.

As part of our Faith and Spirituality work, new chaplains have been introduced to represent Hindu, Sikh and Buddhist communities and cultures. Faith and food roadshow events were hosted to create a sense of communal belonging.

A newly devised Spiritual wellbeing toolkit has been developed, due for implementation across student health and wellbeing services in 2024. Newcastle University Students’ Union (NUSU) further provides a Trans Fund for trans, non-binary, and students questioning their gender identity.

## **EO2. Increase representation of underrepresented protected characteristic groups among professional services and academic colleagues**

In December 2022, the new recruitment webpage was launched with key consideration made around representation and inclusion. Further enhancements were made to the [EDI section on the recruitment landing page](https://www.ncl.ac.uk/vacancies/equality-diversity-and-inclusion/) to provide more detail to prospective candidates on our commitments to EDI. An Employer Brand campaign was also launched, using refreshed imagery and videos that are representative of our diverse community of colleagues.

We have provided additional financial support towards immigration costs to colleagues joining the University from overseas. There is now an interest free loan service for colleagues who need to pay for aspects of visa costs that are not currently covered by the visa reimbursement policy.

The loan scheme is proving especially beneficial for colleagues who are commencing employment on their Graduate Visas, allowing them to access the loan ahead of submitting further visa applications.

Recruitment Leads continued their partnership work with local charities and community groups to support widening our reach and attracting a more diverse range of candidates. This includes several recruitment open days where guaranteed interviews were given for attendees. Recruitment Leads have been working closely with hiring managers to design and deliver several assessment centres, different screening methodologies to move away from standard competency-based interviews throughout our business partnering.

## **EO3. Improve the progression of academic and professional service colleagues from protected characteristic groups into senior positions where underrepresentation has been identified**

We redesigned our award-winning Inclusive Futures Leadership Development Programme to be more intersectional. This means that colleagues from all protected characteristics, who are often under-represented in leadership roles, are now offered the opportunity to attend an enhanced internal leadership programme.

In addition, colleagues can attend a range of external positive action programmes that support their leadership development. The first cohort under the redesigned programme will start in September 2023.

Further enhancements have been made to our academic promotions process, which includes encouraging colleagues to set up and use academic advisory panels. These panels can provide pre-application support for academic colleagues.

To date, our ongoing work to improve our promotions process has resulted in a 2%-point increase in the proportion of female Professors, from 32% in 2021/22 to 34% in 2022/23.

Building on our 2022/23 priority of improving pay inequality at the University and agreeing mechanisms to reduce the pay gap year on year, we have done further analysis on the GPG.

We have developed a separate GPG action plan, linking into the overall equality objectives. The plan is designed as a continuous and iterative process, to constantly assess and refine the content to ensure it stays true to the issues which are driving the pay gap and maintaining strategic alignment. It is envisaged this plan will be a living document with an ethos of continuous improvement.

## **EO4. Improve graduate outcomes for students with protected characteristics**

We have continued to focus on improving equity for students from underrepresented groups in Higher Education to enhance access and ensure success and progression from University. We have identified a range of activity to help meet our aims and targets which are set out in our [Access and Participation Plan (APP) 2020/21-2024/25.](https://www.ncl.ac.uk/who-we-are/structure/access-and-participation/) The APP Working Group is currently considering progress against the delivery of actions and targets and has begun to explore the data evidence base for our APP renewal due in 2024.

We were awarded the Race Equality Charter (REC) Bronze Award in 2022 and have been working towards delivering on the action plan, which sets out key objectives including: increasing representation among student cohorts, creating safe spaces, and developing effective communications and reporting mechanisms.

We launched our Black Engineering Network following in-depth research led by Black and Global Majority engineering students.

This peer network aims to increase the sense of belonging for students from underrepresented groups or with protected characteristics.

We have further designed funding opportunities for Academic Societies to help mitigate the compounding challenges of financial constraints which some of these students may face. By tackling these challenges in the first semester we aim to make the transition to the academic environment easier.

We are part of the Pro North East (ProNE) project team, a collaboration among the five North East Universities and aims to widen access and participation for minoritised ethnic home UK students in postgraduate research. NUSU further launched the BAME\* Community Fund, to support Black, Asian, and ethnic minority students attend conferences or events important for their career development, as well as to support societies to put on events that benefit Black, Asian and ethnic minority student groups and celebrate different cultures, heritages, and ethnicities.

\* Throughout the report we use the language “colleagues from minoritised ethnic

background” to refer to colleagues who identify as being from an ethnicity other

than white. We recognise that in some sections in the report other language is being

used (e.g., BAME) to refer to the same colleagues. This is because we have included

terminology which other co-authors use in their work rather than that which we use.

## **EO5. Become a family friendly organisation**

Following the work from our ‘For Families’ project, we continue our work to become a family-friendly organisation. In 2022/23, our ongoing work to develop a suite of family policies was awarded the [2023 UHR excellence award](https://www.uhr.ac.uk/cpd/awards/) for Cultural Change and Organisational Development.

We undertook a comprehensive review in 2022-23 of the Returners Support Programme, which was launched in 2018 to provide funded support to colleagues returning from extended parental leave. A report with recommendations has been produced following the consultations and a range of enhancements to the policy will be introduced in 2023/24.

People Services have updated the website around flexible working, including new vodcasts in which colleagues from across the University share their experience with the Flexible Working policy and their perspective on the programme. Also, the Shared Parental Leave page has been updated including a vodcast in which the Shared Parental Policy is explained. The aims of these vodcasts are to better inform colleagues of their options and to encourage uptake.

## **EO6. Ensure all new and reviewed policies take into consideration EDI**

Engagement and consultation activities with University stakeholders on the revised Equality Analysis process was continued in 2022/23. In line with this, the new Equality Analysis Template was launched in September 2022, accompanied by new guidance, resources, training, and management briefings.

A new Equality Analysis screening tool was made available, which draws on colleagues’ knowledge and readily available information to support decision-making about whether an Equality Analysis is required or not. In addition, we continued growing the bank of completed Equality Analyses for colleagues to be used as example, and to be used as case studies for Equality Analysis training purposes. NUSU has in addition developed and launched their own Equality Analysis tool, based on the University’s Equality Analysis, but adapted for their purposes.

We continue to undertake Equality Analysis on all new and revised University policies, and relevant strategies and processes. Recent examples include: the Grievance policy, Bullying and harassment policy, and Head and Arm Covering Policy for Students in the Clinical Environment.

## **EO7. Improve our EDI evidence base by enhancing systems and processes relating to EDI data capture, analysis, and reporting**

The University is committed to identifying and understanding any barriers that hinder the advancement and development of any colleague or student and our evidence base is key to enabling this. In line with this, we aspire to continually improve our data to further advance our understanding and ability to develop evidence-based activity and decision-making.

In 2022/23, work was undertaken to develop a Strategic Insights Portal, containing a core suite of dashboards including diversity data within the workforce planning dashboard and student education journey dashboards. These data dashboards will allow for identification and a better understanding of further actions needed to enhance inclusion for all colleagues and students.

A new functionality was launched to allow both colleagues and students to select multiple disabilities in our systems, and to allow us to report on this going forward. In addition, protected student characteristic data (i.e., religious belief, sexual orientation, gender affirmation) are now available in the Business Warehouse.

## **Faculties**

As part of the University EDI Team, our three faculties have dedicated EDI Directors and Advisors and develop and deliver Faculty-wide and school or unit-level EDI activity for their students and colleagues, as well as supporting and enabling University-wide EDI initiatives. Examples include:

Monthly EDI newsletters, a series of pop-up events, stands, talks, social media campaigns, and the Faculty of Medical Sciences (FMS) also set up an EDI little library for students and colleagues.

All three faculties continued their gender equality work through the Athena Swan Charter submission process and action plans. Faculties have gathered new insights on EDI challenges by conducting Athena Swan culture surveys, focus groups, and workshops.

The Faculty of Science, Agriculture and Engineering (SAgE) carried out further data analysis using student’s diversity data, which provided a better understanding of disability and particularly neurodiversity in STEM.

The Faculty of Humanities and Social Sciences (HaSS) has run a disclosure campaign at Faculty level and conducted a research project entitled “Being Disabled and Doing Research”. The aim of the project was to gain insight into the experience of disabled, chronically ill and neurodivergent colleagues and postgraduate researchers (PGRs). Foundational work to plan next steps has been undertaken within SAgE in response to the research culture survey. In addition, following their surveys and additional focus groups, FMS has agreed their priority areas as part of their Equality Project, which feeds into both their Faculty priority documents and their 5-year Athena Swan action plan for 2024-29.

## **EDI Networks**

EDI Networks for colleagues and PGRs are essential to our work and contribute to the success of our University. The EDI Networks include: NU Race Equality Network (NUREN), NU Women, NU Parents, NU Carers, Disability Interest Group (DIG), Rainbow@Ncl and NU TechNet.

In 2022/23, our Networks worked on strengthening their Steering Groups and developing resources to increase and enhance member engagement. Most Networks have adopted a co-chair model and have been reestablishing their steering group with focus on roles and responsibilities. NU-REN, NU Parents and NU TechNET have sent out a membership survey which helped to set their priorities.

The Networks continued to work with colleagues across the University to offer consultation on policies, procedures, and Charter work. NUREN collaborated, for example, with the EDI team on the Race Equality Charter application. The DIG has also worked with the recruitment team on getting the Disability Confident status to be added to all job descriptions.

The Networks ran several events throughout 2022/23 and used a range of communication to promote their work and visibility, as well as increase membership.

Highlights include: a mentoring and sponsorship event hosted by NU-REN, aiming to support their members in their careers.

NU Women continued posting regular blogs and inviting guest speakers for their annual lectures. NU Parents created a virtual community to bring colleagues together and facilitate research opportunities. NU Carers ran a publicity campaign to promote the Carer’s Passport during Carer’s week. Rainbow@ Ncl collaborated with LGBTQ+ staff networks from neighbouring universities (Durham, Sunderland, Teesside, and Northumbria) to organise the region’s first LGBTQ+ Conference.

NU TechNet participated in the [Herschel programme](https://www.mitalent.ac.uk/The-Herschel-Programme) and secured for Newcastle University an allocation of 12 places which were all filled.

# **Priorities for 2023/24**

We will begin the process of revising our institutional EDI Strategic Plan in the year ahead. This will include a review of our Equality Objectives 2020-2024 and setting new objectives for 2024-2028.

We are launching our Strategic Insights Portal in 2023, containing dashboards including student and workforce diversity data. The dashboards will enable us to identify and monitor potential areas of risk and opportunity. We will be piloting a new approach to our colleague surveys, moving away from one large bi-annual survey to a series of bite-sized themed pulse surveys.

In recruitment and promotion, the focus is on reviewing our recruitment policy, guidance and training for managers. We will utilise our apprenticeship programmes to encourage applications from underrepresented groups. We plan to look at aspects of pay and related policies and procedures, such as starting salaries, the use of market related pay and attraction and retention strategies.

We will take a more in-depth analysis of our GPG data to look at differences at an occupational group level, alongside further updating guidance and support mechanisms for those applying for promotion. We are also aiming to create a foundation for a more sustainable and inclusive leadership pipeline through our talent and succession work.

We will progress the work in our REC action plan, make the final preparations for our next institutional Athena Swan application, and prepare a submission for Disability Confident level 2. Faculties will continue to support their Schools and Faculty level Athena Swan applications. Through working with our Rainbow@Ncl Network, we will also take a deeper dive into enhancing LGBTQ+ inclusion.

Networks are planning to organise more activities with the focus on increasing their visibility, bringing members together, providing peer-support and creating a greater sense of community.

From our student perspective, a review of the Access and Participation Plan (APP) will take place ahead of our next University APP submission. The work will be undertaken alongside student representatives. This is to ensure a collaborative approach to the design of interventions intended to remove barriers for students from underrepresented groups and those with protected characteristics. NUSU further hopes to encourage more Clubs and Societies to develop inclusive practice and policies, through their EDI Accreditation scheme and available funding.

# **Data statement**

* The workforce diversity data is taken, using a snapshot of all regular employees based in the UK on 31st July 2023 (which covers the period 1st August 2022 to 31st July 2023). This date was chosen to align with annual HESA returns.
* For our GPG Report, we report on the period 1st April 2022 to 31st March 2023, with our pay gap figures calculated using a snapshot of all eligible employees on 31st March 2023. This is the statutory reporting period set by the UK Government.
* For individuals who have two contracts of employment, we have only kept the primary role (i.e., for most colleagues their first regular contract, unless the second regular contract becomes highest in fte). Prior to 2023 both roles have been included, counting individuals twice in the EDI annual headcount reports.
* Where possible, the total workforce (N), sample size of the workforce (n) and proportions (%) are included in the data tables.
* Protected characteristic proportions (%) are calculated including those who did share their information (including answer category ‘prefer not to say’) and those for whom we have not received any information.
* Our colleagues can be broadly split into two major occupational groupings: Academic colleagues and Professional Services (PS) colleagues.
* Our grading structure starts at grade A for PS colleagues and grade E for academic colleagues and progresses to I for both. We have some colleagues who are on grades outside our grading structure. Where possible, we have mapped these individuals to our grading structure based on equivalent pay and position to facilitate analysis.
* We report on data pertaining to colleagues’ sex (female/male) rather than their gender (e.g., man/ woman/non-binary) as this is what the University currently collects from colleagues. Therefore, we use the language of female/male colleagues to describe our sex data in this report. We recognise sex does not equate with gender and that gender is not binary, and we aspire to enhance our data collection and reporting on gender data in the future.
* We report on mid-level combined ethnic categories where numbers allow. Additionally, and where numbers are too small for more granular analysis, we aggregate all colleagues who identified as being from an ethnicity other than white into the grouping ‘minoritised ethnic backgrounds.’ It should be noted that we do not currently have a category for white minority/ other white backgrounds in our system, so colleagues who identify as being from a minoritised white background may have identified as ‘other ethnicity’, which has been included in the grouping ‘minoritised ethnic backgrounds’ or may have identified as white and be included in the white grouping. We recognise the limitations of an assumption that minority ethnic colleagues are a homogenous group, but our approach, as we nuance with time, will allow us to identify patterns of marginalisation relating to ethnicity. In our pay gap report, we combine all colleagues who have identified as being from minoritised ethnic backgrounds and compare with those who have identified as white. In future years, we aspire to use more granular ethnicity categories to analyse and report on our pay gaps.
* We are conscious of the limitations of our data regarding disability, for which we believe disclosure is low and therefore does not represent all our colleagues with a disability.
* From 2022 onwards we can distinguish between “Prefer not to say” and “No response provided” for ethnicity and disability. In previous years these two categories were combined. For all other protected characteristics (except age and sex for which we have complete datasets), analysis prior to 2022 was already performed separately for colleagues who decided not to provide a response, rather than aggregating them into another category or removing them from the data.

# **Workforce Summary**

**Total Headcount -** Total headcount in 2022/2023 was 6,395, including 2,863 academics and 3,532 professional services colleagues.

**Nationality -** 17.7% of colleagues are nationalities other than ‘British’, (This group comes from 93 different countries outside the UK). China, India and Germany are the top-3 countries of origin of our international colleagues.

**PS Job families -** 66.3% of our Professional Services colleagues are part of the administration PS job family, 16.1% technical/specialist, 16.0% operational, and 1.6% maintenance.

**Academic contracts -** 49.6% of our academics have a T&R contract, 35.7% a R&I contract, and 14.7% a T&S contract.

**Average age -** The average age of our workforce is 43.8 years old. 30.9% of colleagues are 50+ years old. This is a 1.0%-point increase since 2019.

**Marital status -** 24.9% of colleagues are married or in civil partnership.

**Maternity/Pregnancy leave -** 176 colleagues went on maternity/ pregnancy leave, with an average duration of 38.1 weeks for academics and 41.4 weeks for PS colleagues.

**Gender different from sex registered at birth -** 0.2% of our colleagues reported on their staff record that their gender was different from their sex at birth. 47.1% of our colleagues shared their gender affirmation, a 6.6%-point increase in data sharing rate compared to 2022.

**Sex -** 55.5% of the workforce are female (n=3,551) and 44.5% of the workforce are male (n=2,844). Overall, the University has seen a 1.5%-point increase in female colleagues since 2019. For Academics, 47.6% is female (a 4.1%-point increase since 2019) and for PS 61.9% is female (a 1%-point decrease since 2019).

**Disability -** Overall, 4.4% of our colleagues have shared their disability status on their staff record. 91.5% recorded to have no disability, 3.4% preferred not to say, and for 0.7% no response was received. The most prevalent listed disability type declared by staff is long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease or epilepsy (accounting for 17% of all disabilities).

**Religion and belief -** 20.5% of our colleagues recorded on their staff records that they had a religion, 22.4% recorded to have no religion, 5.1% preferred not to say, and for 51.9% no response was received. Christian, any other religion or belief, and Hindu are the top-3 religion or beliefs. 48.1% of colleagues shared their religion, a 6%-point increase in data sharing rate compared to 2022.

**Ethnicity -** 11.6% of colleagues identified as being from a minoritised ethnic background, 83.2% identified as white, 4.2% preferred not to say, and for 1.0% no response was received.

For academics, 18.4% of colleagues were from minoritised ethnic background, an increase of 4.2%-point since 2019. 6.1% of PS colleagues were from minoritised ethnic background, a 1.9%-point increase since 2019.

**Sexual Orientation -** 4.5% of colleagues stated their sexual orientation was LGB+ (Lesbian, Gay, bisexual or another sexuality, excluding heterosexual), 38.5% identified as heterosexual, 5.1% preferred not to say, and for 51.9% no response was received.

# **Gender Pay Gap Report Summary**

The analysis for our Gender, Ethnicity and Disability pay gap and bonus pay gap analysis has been conducted following guidance published by the UK government on the gov.uk website.

## **Comparison table 2022-2023**

|  |  |  |
| --- | --- | --- |
| **Gender Pay Gap (%)** |  | **Gender Bonus Gap (%)** |
|  | **2022** | **2023** |  |  | **2022** | **2023** |  |
| Median | 14.20 | 12.40 |  | Median | -122.20 | 0.00 |  |
| Mean | 18.30 | 15.10 |  | Mean | 51.50 | 63.20 |  |
|  |  |
| **Ethnicity Pay Gap (%)** | **Ethnicity Bonus Gap (%)** |
|  | **2022** | **2023** |  |  | **2022** | **2023** |  |
| Median | -4.50 | -2.90 |  | Median | -13.30 | 0.00 |  |
| Mean | -2.80 | 0.30 |  | Mean | -68.60 | -84.00 |  |
|  |  |
| **Disability Pay Gap (%)** | **Disability Bonus Gap (%)** |
|  | **2022** | **2023** |  |  | **2022** | **2023** |  |
| Median | 8.30 | 8.30 |  | Median | 0.00 | -305.00 |  |
| Mean | 12.90 | 9.80 |  | Mean | 70.40 | 74.60 |  |

## **Gender**

Headline figures comparing basic hourly pay of all colleagues inclusive of cash payments and allowances. This year has seen a 3.2%-point decrease in our mean gender pay gap. The median pay gap continues to decrease, reducing by a further 1.8%-point.

**Table: Overall median and mean Gender Pay Gaps 2022 and 2023.**

|  |  |  |
| --- | --- | --- |
|  | **2022** | **2023** |
| Median Gender Pay Gap | 14.2% | 12.4% |
| Mean Gender Pay Gap | 18.3% | 15.1% |

**Pay Quartiles**

Our overall gender distribution is 56% female and 44% male (unchanged from 2022). The upper middle quartile is the only quartile to closely resemble this overall distribution, with just a 1%-point variation. The largest differential from the overall picture is seen in the upper quartile, with a 14%-point variation. There has been movement in all four quartiles from 2022 to 2023, the largest change being a 2%-point change in the upper middle quartile. The female population has increased in the top half of the organisation (upper quartile and upper middle) while the male population has increased in the bottom half of the organisation (lower middle and lower quartile). This population shift will be a major factor in the median and mean pay gaps reducing from 2022 to 2023.

**Table: Overall distribution of Male versus Female from lower to upper pay quartile, 2023.**

|  |  |  |
| --- | --- | --- |
|  | **Male** | **Female** |
| Upper Quartile | 58% | 42% |
| Upper Middle | 43% | 57% |
| Lower Middle | 39% | 61% |
| Lower Quartile | 35% | 65% |

**Gender Bonus Gap**

Clinical excellence payments are not a University determined payment. When including clinical excellence payments, the median bonus gap has gone from 122.2% in favour of females in 2022 to no gap. The mean has increased from 51.5% in favour of males in 2022 to 63.2% (an increase of 11.7%-point). The median value for both males and females is £100, resulting in a median of 0.0%. The mean figure is driven by more males receiving large bonus payments through clinical excellence awards.

When excluding clinical excellence payments, the median bonus gap is unchanged at 0.0%. The mean bonus gap is 2.5% in favour of males (from 38.7% in favour of females in 2022). With 40 males and 9 females taken out of the calculations, as they received clinical excellence payments, the mean shifts heavily from 63.2% in favour of males to 2.5%.

The proportion of males receiving a bonus when including clinical excellence payments is 15%, this falls to 13% when excluding clinical excellence payments, a drop of 2%-point. In contrast the proportion of females receiving a bonus is 11% when including and 10% when excluding, a drop of 1%-point.

**Clinical excellence included**

**Table: Median and mean Gender Bonus Gaps 2023 (clinical excellence included)**

|  |  |  |
| --- | --- | --- |
| Median Gender Bonus Gap | 0.0% | No gap. |
| Mean Gender Bonus Gap  | 63.2% | In favour of men. |

**Clinical excellence excluded**

**Table: Median and mean Gender Bonus Gaps 2023 (clinical excellence excluded).**

|  |  |  |
| --- | --- | --- |
| Median Gender Bonus Gap | 0.0% | No gap. |
| Mean Gender Bonus Gap | 2.5% | In favour of men. |

## **Ethnicity**

When including clinical excellence payments, the median pay gap is 2.9% in favour of minoritised ethnic colleagues, and the mean pay gap is 0.3% in favour of white colleagues. When excluding the clinical excellence payments, the median remains unchanged however the mean slightly decreases to 0.1%.

**Clinical excellence included**

**Table: Median and mean Ethnicity Pay Gaps 2023 (clinical excellence included).**

|  |  |  |
| --- | --- | --- |
| Median Ethnicity Pay Gap | 2.9% | In favour of minoritised ethnic. |
| Mean Ethnicity Pay Gap | 0.3% | In favour of White. |

**Clinical excellence excluded**

**Table: Median and mean Ethnicity Pay Gaps 2023 (clinical excellence excluded).**

|  |  |  |
| --- | --- | --- |
| Median Ethnicity Pay Gap  | 2.9% | In favour of minoritised ethnic. |
| Mean Ethnicity Pay Gap  | 0.1% | In favour of White. |

**Pay Quartiles**

Our overall ethnicity distribution, excluding not declared, is 88% white and 12% minoritised ethnic. No quartile mirrors this distribution. The largest differential continues to be seen in the lower quartile which has a distribution of 94% white colleagues and 6% minoritised ethnic (an increase of 1%-point since 2022). The median pay gap has decreased since 2022 from 4.5% in favour of minoritised ethnic colleagues to 2.9%. The mean gap has decreased from 2.8% in favour of minoritised ethnic colleagues to 0.3%, but in favour of white colleagues. The mean and median moving in favour of white colleagues highlights a shift in population distribution; with increases in minoritised ethnic colleagues across all bar the upper quartile, which has seen a decrease of 1%-point.

**Table: Overall distribution of White versus Minoritised ethnic colleagues from lower to upper pay quartile, 2023.**

|  |  |  |
| --- | --- | --- |
|  | **White** | **Minoritised ethnic** |
| Upper Quartile | 90% | 10% |
| Upper Middle | 86% | 14% |
| Lower Middle | 83% | 17% |
| Lower Quartile | 94% | 6% |

**Ethnicity Bonus Gap**

When including clinical excellence payments, the median bonus gap is 0.0% (down from 13.3% in favour of minoritised ethnic colleagues). The mean bonus gap is in favour of minoritised ethnic colleagues at 84.0% (up from 68.6% in 2022). Although we have a population split (excluding not declared), of 12% minoritised ethnic and 88% white the ratio of colleagues receiving bonus is 5:95. The mean value gap is due to the low representation of minoritised ethnic colleagues in the lower quartile. When excluding clinical excellence payments, the median bonus gap remains unchanged. The mean bonus gap is 18.6% in favour of minoritised ethnic colleagues, a 65.4% swing from the figure including clinical excellence payments. The large difference between the mean bonus gap, when excluding clinical excellence payments, occurs due to the fact the top 25% of bonus payments are made to white colleagues.

**Clinical excellence included**

**Table: Median and mean Ethnicity Bonus Gaps 2023 (clinical excellence included).**

|  |  |  |
| --- | --- | --- |
| Median Ethnicity Bonus Gap  | 0.0% | No gap. |
| Mean Ethnicity Bonus Gap  | 84.0% | In favour of minoritised ethnic.  |

**Clinical excellence excluded**

**Table: Median and mean Ethnicity Bonus Gaps 2023 (clinical excellence excluded).**

|  |  |  |
| --- | --- | --- |
| Median Ethnicity Bonus Gap  | 0.0% | No gap. |
| Mean Ethnicity Bonus Gap  | 18.6% | In favour of minoritised ethnic. |

## **Disability**

When including clinical excellence payments, the median pay gap is 8.3% and the mean pay gap is 9.8% in favour of non-disabled colleagues. When excluding the clinical excellence payments, the median remains unchanged however the mean slightly reduces to 9.2%.

**Clinical excellence included**

**Table: Median and mean Disability Pay Gaps 2023 (clinical excellence included).**

|  |  |  |
| --- | --- | --- |
| Median Disability Pay Gap | 8.3% | In favour of Non-Disabled. |
| Mean Disability Pay Gap | 9.8% | In favour of Non-Disabled. |

**Clinical excellence excluded**

**Table: Median and mean Disability Pay Gaps 2023 (clinical excellence excluded).**

|  |  |  |
| --- | --- | --- |
| Median Disability Pay Gap | 8.3% | In favour of Non-Disabled. |
| Mean Disability Pay Gap | 9.2% | In favour of Non-Disabled. |

**Pay Quartiles**

Our overall disability distribution, excluding not declared, is 96% nondisabled and 4% disabled. The upper middle and upper quartile mirror this distribution. The lower quartile has an increased disabled population compared to the overall distribution at 6%, with the lower middle quartile having a disabled population at 5%. The largest pay gap by quartile is seen in the upper quartile in favour of non-disabled colleagues, at 9.5% (down from 14.1% in 2022). The remaining quartiles report low mean and median pay gaps of less than 5%, with the lower half of the organisation reporting gaps in favour of disabled colleagues. Non-disabled colleagues are equally represented across the organisation; however, disabled colleagues are not. The lower quartile holds 32% of the total disabled population, this falls off to 21% at the upper quartile.

**Table: Overall distribution of Non-disabled versus Disabled colleagues (excluding not declared) from lower to upper pay quartile, 2023.**

|  |  |  |
| --- | --- | --- |
|  | **Non-disabled** | **Disabled** |
| Upper Quartile | 96% | 4% |
| Upper Middle | 96% | 4% |
| Lower Middle | 95% | 5% |
| Lower Quartile | 94% | 6% |

**Disability Bonus Gap**

When including clinical excellence payments, the median bonus gap is 305.0% in favour of disabled colleagues. The median bonus value for disabled colleagues is £405 and non-disabled colleagues is £100. The mean bonus gap is 74.6% in favour of nondisabled colleagues (up from 70.4%). When excluding clinical excellence payments, the median bonus gap remains unchanged. This is due to the nature of the measure, and with only non-disabled colleagues receiving clinical excellence payments, no change is seen. The mean bonus gap is now 11.9% in favour of disabled colleagues, this is due to 39 clinical excellence payments to nondisabled colleagues being removed. The proportion of disabled colleagues receiving bonus remains unchanged from 13% in both scenarios (same as 2022). The proportion of non-disabled colleagues drops from 14% to 13% with the removal of clinical excellence payments (13% to 12% in 2022), further explaining why the gap moves in favour of disabled colleagues.

**Clinical excellence included**

**Table: Median and mean Disability Bonus Gaps 2023, clinical excellence included.**

|  |  |  |
| --- | --- | --- |
| Median Disability Bonus Gap | 305.0% | In favour of Disabled. |
| Mean Disability Bonus Gap  | 74.6% | In favour of Non-Disabled. |

**Clinical excellence excluded**

**Table: Median and mean Disability Bonus Gaps 2023, clinical excellence excluded.**

|  |  |  |
| --- | --- | --- |
| Median Disability Bonus Gap | 305.0% | In favour of Disabled. |
| Mean Disability Bonus Gap  | 11.9% | In favour of Disabled. |

# **Appendices**

**Appendix 1: Workforce Diversity Tables Key**

For the workforce diversity tables, see separately published document: Workforce Diversity Tables.

**Academic**: All colleagues with an academic contract

**Academic contract types:**

**T&R:** Teaching and Research

**T&S:** Teaching and Scholarship

**R&I:** Research and Innovation

**Age:** Colleagues’ age calculated at snapshot date (31st July 2023)

**Civil partnership:** Collected from 2023 onwards

**Clinical:** Clinical academics

**Data sharing rate:** The proportion of colleagues for whom we have a recorded response to this question in their staff record, including those who chose prefer not to say.

**Disability:**

**• Disabled:** These tables use the term ‘disabled’ to refer to colleagues who recorded an impairment, health condition or learning difference on their staff record.

**• No known disability:** No known disability refers to colleagues who had recorded as having no known impairment, health condition or learning difference on their staff record. We do not aggregate colleagues who preferred not to provide this information into this category.

**Ethnicity:**

• **Minoritised ethnic**: All colleagues who identified as being from an ethnicity other than white. It should be noted that we do not currently have a category for white minority/other white backgrounds in our system, so colleagues who identify as being from a minoritised white background may have identified as ‘other ethnicity’, which has been included in the grouping ‘minoritised ethnic backgrounds’, or may have identified as white and be included in the white grouping. We recognise the limitations of aggregating in this way but do so to identify patterns of marginalisation based on an individual’s ethnic background. In future, we aim to analyse by combined ethnic groups.

**• South & Southeast Asian/South & Southeast Asian British:** Asian or Asian British - Indian, Pakistani and Bangladeshi

**• East Asian/East Asian British:** Chinese and other East Asian background

• **Black/African/Caribbean/Black British:** Black or Black British - African/Caribbean; other Black background

**• Mixed/multiple ethnic groups:** Mixed White and Asian; Mixed White and Black African; Mixed White and Black Caribbean; Other mixed background

**• Any ethnic group not considered above:** Arab/ Other ethnic background

**• White:** White

**FMS:** Faculty of Medical Sciences Grading structure: Our grading structure starts at grade A for PS colleagues and grade E for academic colleagues and progresses to IB for both. We have some colleagues who are on grades outside our grading structure. Where possible, we have mapped these individuals to our grading structure based on equivalent pay and position to facilitate analysis.

**HaSS:** Faculty of Humanities and Social Sciences

 **…:** We supress percentages based on 5 or less individuals to protect against over-interpretation of small numbers and colleagues’ anonymity.

**LGB+:** Colleagues who identified as Lesbian, Gay, Bisexual or another sexuality except heterosexual

**Nationalities:**

* **UK:** colleagues whose country of legal nationality is the UK, including the Channel Islands and Isle of Man.
* **Non-UK:** colleagues whose country of legal nationality is a country other than the UK.

**Prefer not to say:** A recorded response in staff records, where colleagues actively reported to rather not share their information.

**No response provided:** Colleagues for whom we have no recorded response to this question in their staff record.

**%➝:** % based on row total

**% :** % based on column total

**PS:** Professional Services colleagues

**SAgE:** Faculty of Science, Agriculture and Engineering

**Appendix 2: List of abbreviations**

**APP** – Access and Participation Plan

**AY** – Academic year

**DIG** – Disability Interest Group

**EDI** – Equality, Diversity and Inclusion

**FMS** – Faculty of Medical Sciences

**GPG** – Gender pay gap

**HaSS** – Faculty of Humanities and Social Sciences

**HE** – Higher Education

**LGB+** – People who identify as lesbian, gay, bisexual or other sexualities except heterosexual

**LGBTQ+** – People who identify as lesbian, gay, bisexual, transgender, queer (or questioning), and other sexual identities

**NU-REN** – NU Race Equality Network

**NUSU** – Newcastle University Students’ Union

**PGRs** –Postgraduate researchers

**PS** – Professional service colleagues

**PSED** – Public Sector Equality Duty

**REC** – Race Equality Charter

**R&I** – Academic colleagues on Research and Innovation contracts

**SAgE** – Faculty of Agriculture and Engineering

**T&R** – Academic colleagues on Teaching and Research contracts

**T&S** – Academic colleagues on Teaching and Scholarship contracts