Newcastle University

EQUALITY, DIVERSITY AND INCLUSION

Annual Report 2022

Public Sector Equality Duty Objectives 2020 - 2024

Annual reporting of equality and diversity information

Gender Pay Gap Report summary

Contents

EQUALITY, DIVERSITY AND INCLUSION

Section one

EXECUTIVE SUMMARY

Equality, Diversity and Inclusion (EDI) is one of Newcastle University's core values that runs through our University Vision and Strategy and underpins all that we do. This report brings together our reporting on our Public Sector Equality Duty (PSED) Equality Objectives and annual reporting of our equality information, whilst also providing a summary of our Gender Pay Gap Report

We have continued to make progress across our Equality Objectives in the 2021-2022 reporting period and, although slightly outside the reporting period, a particular highlight of 2022 is achieving a Race Equality Charter (REC), Bronze Award, for our work to tackle race inequality. Whilst this year has seen a number of highlights in terms of our EDI work, we know there is still work to do and we continue to progress a range of EDI projects aimed at helping us achieve our objectives.

Key areas of progress 2021-22

To further develop an inclusive culture, we have introduced a new in-house reporting system and referral pathway to tackle hate crime, discrimination, victimisation or harassment, and introduced sexual and hate related misconduct procedures as part of colleague disciplinary policy. We have also launched our Research Culture Action Plan, which includes commissioning work to gather information about inappropriate behaviours in our research community and help develop actions to address them.

To increase the representation of underrepresented protected characteristic groups among Professional Services (PS) and academic colleagues, we have officially become Disability Confident Committed. We have also developed and delivered a range of training modules to support hiring managers to consider inclusivity at all stages of the recruitment process. We have delivered positive action workshops to key stakeholders and are working with local charities to support recruitment activity.

To improve the progression of academic and PS colleagues from protected characteristic groups into senior positions where underrepresentation has been identified, we have enhanced the promotions process and seen increased success rates for females and minoritised ethnic colleagues being promoted to the roles of Professor and Reader. This year we have also seen the completion of leadership development projects exploring structural inequalities faced by females and neurodiverse colleagues at the University. In addition, we have introduced further career progression support for academic colleagues, which includes increasing the number of promotions workshops.

To improve graduate outcomes for students with protected characteristics, we are developing additional priorities for the future delivery of our Access and Participation work. We are also conducting a range of work to better support students' sense of belonging, with special focus on students from underrepresented groups. The past year has seen the development and award of scholarships for Black students and refugee and asylum-seeker students, as well as projects focused on developing peer networks, decolonising the curriculum, and working with the Roma community to understand and develop better practice to support their progression to higher education.

To become a family-friendly organisation we have implemented a new Carers' Policy and managers guidance, created two new dedicated nursing rooms on campus, and introduced a new Parental Leave Bursary for postgraduate research students. We have also provided training for managers on supporting colleagues returning to work following a pregnancy or infant loss.

To ensure all new and reviewed policies take into consideration EDI we have concluded our review of the equality analysis (EA) process and launched the new guidance and template. We also created new briefing and training resources to accompany the EA process and guidance.

To improve our EDI evidence base, we have launched a campaign to promote sharing of diversity data, enhanced the diversity data categories in both the colleague and postgraduate research admissions system, and carried out first phase development of a Power BI research grant dashboard. We are also reframing how we capture EDI data in the new people data system to ensure questions about EDI are posed in the most appropriate way and response options meet current guidance.

Age
55.9% of our workforce were aged 31-50 years old.

Disability
4.1% of colleagues declared a disability, including 3.2% of academics and 4.9% of PS colleagues.

### Gender Affirmation
0.2% of colleagues stated their gender is not the same as it was at birth.

Ethnicity
10.5% of colleagues identified as being from a minoritised ethnic background (a 1.2% increase on 2021), 85% as white and 3.8% preferred not to say. 16.6% of academics and 5.4% of PS colleagues identified as being from a minoritised ethnic background. The largest combined ethnic group across all colleagues was East Asian (3.8%), followed by South and South East Asian (2.5%). Whilst the smallest grouping was Black colleagues (1.0%).
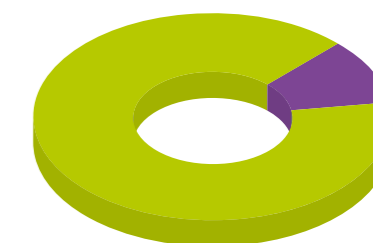
Marriage & Civil Partnership
27.1% of colleagues were recorded as married, **24.9%** single and we had no recorded information for **48.1%** of colleagues.

Pregnancy & Maternity
117 colleagues took maternity leave between the 1st August 2021 and 31st July 2022.

Religion & Belief
17.9% of colleagues told us they had a religion; 13.4% were Christian, 0.6% Hindu, 0.5% Spiritual, and 0.4% Muslim and or Buddhist. 2.5% stated having a religion not listed and 19.4% reported having no religion.

Sex
55.8% of workforce are female
44.2% of workforce are male

Sexual Orientation
3.5% of colleagues stated their sexual orientation was LGB+ (Lesbian, Gay, bisexual or another sexuality, excluding heterosexual). This is a 1% increase on 2021 but our data sharing rate of 42% still remains low for this characteristic.

Faculty highlights

In the **Faculty of Humanities and Social Sciences** (HaSS), highlights from across schools over the last year include; enhancing EDI related inductions for students, continuing work on decolonising the curriculum, and allyship training for colleagues and students. In addition, a range of EDI events have taken place across HaSS and some schools have developed a new mentoring strategy as part of their work around promotion and progression.

Within the **Faculty of Medical Sciences** (FMS), work continues to progress around the Equality Project. Some schools and institutes have been conducting work around decolonising the curriculum and there have been a number of events carried out across the year to celebrate diversity and raise awareness of EDI related topics. In addition, the School of Medicine signed the GLADD (The Association of LGBTQ+ Doctors and Dentists) Medical Schools Charter on conversion therapy.

In the **Faculty of Science, Agriculture and Engineering** (SAgE), highlights this year include EDI events and activities aligned to celebrating 150 years of Science, Agriculture and Engineering at Newcastle University. In addition, the Faculty have carried out research funded by the Royal Academy of Engineering (RAEng) to explore the role of peer networks to enhance belonging and inclusion, as well as a project focused on decolonising the curriculum which was funded by the Natural and Environmental Research Council (NERC).

EDI Network highlights

Our seven EDI Networks play key roles in achieving our EDI ambitions and in supporting and guiding the University to reach its aspiration of being a fully inclusive University. Over the last year, along with providing important peer support, development, and networking opportunities for their members, networks have continued to influence the development of policies, systems, and processes

at the University. Some of the network highlights from this year include, the significant contribution to our first REC Bronze Award, the development of a new Carers' Policy, and input to our submission to become Disability Confident. We also saw Rainbow@Ncl represent the University LGBTQ+ community, at Newcastle Pride (and UK Pride) for the first time.

Our EDI Networks:

- Disability Interest Group (DIG)
- NU Carers
- NU Parents
- NU Race Equality Network (NU-REN)
- NU Women
- Rainbow@Ncl
- NU TechNet

Faith and Spirituality highlights

Newcastle University provides a Chaplaincy service that is available to students and colleagues, of all faiths and none. Throughout the last year, highlights include the appointment of a new Muslim Chaplaincy Lead, work to improve the visibility of faith support on campus through a renewed Chaplaincy Strategy, and the completion of the Sisters Entrance at the King George VI Prayer Space.

Gender pay gap report 2022

We report on the statutory reporting period 1st April 2021 to 31st March 2022, with our pay gap figures calculated using a snapshot of all eligible employees on 31st March 2022. This year to note there is a slight variation in the methodology due to inclusion of Clinical Excellence Awards being in the ordinary pay gap calculation and removal of salary sacrifice deductions before analysis.

Overall University level figures:

Mean gender pay gap of

18.3%

an increase of 0.5% since last year

Median gender pay gap of

14.2%

a decrease of 2.0% since last year

Mean gender pay gap among **PS colleagues**, has decreased by 0.6% to

7.6%

since last year

Mean gender pay gap among **non-clinical academics** of

10.8%

an increase of 0.5% since last year

Our overall mean gender bonus pay gap of **51.5%** a decrease of 25.0%

The **mean ethnicity pay gap** among our **non-clinical academic colleagues** of

13.8%

an increase of 0.7% since last year

Our **mean disability pay gap** of

12.9%

a slight reduction on last year of 0.2%

We recognise that there is still not enough improvement in our figures and overall, a mixed set of results this year. We have invested in some rich data analysis and are looking more closely, as a priority, at specific occupational groups where the pay gaps are over 5%. Additionally, we have embarked on our Equal Pay Review which will compliment our work and actions on pay gap concerns. Undoubtedly, we anticipate further actions we can take to reduce the pay gaps, and these will align with our Institutional Athena Swan Action Plan and REC Action Plan.

Section two

INTRODUCTION

I am pleased to introduce Newcastle University's 2021-22 Equality, Diversity and Inclusion Annual Report. In this year's report, we provide a comprehensive summary of our equality and diversity data, 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. The work set out in this report directly responds to EDI being one of the University's core values.

Existing and new global challenges have marked the past 12 months. We continue to address the effects of the COVID-19 pandemic to try to limit its impact on colleagues and students. The war in Ukraine has impacted in so many ways. As a University of Sanctuary, we had a framework in place that has helped us to respond. With investment by the Development Trust, we have supported more sanctuary scholarships and academics within the Council for At Risk Academics (CARA) network.

There have been many successes and reasons to be proud of the work we are doing. We have continued our race equality work and a particular highlight is the gaining of a Bronze Award from Advance HE's Race Equality Charter. We will continue to progress our race equality work and deliver on our ambitious action plan. We have joined the Disability Confident scheme. Responding to student and colleague feedback, we have introduced key changes to the reporting of hate crime, discrimination, harassment, and victimisation. We have streamlined our approach to Equality Analysis and are advising teams on how to adopt Equality Analysis into all new strategic and change projects. Training is a key element of our work and over the past 12 months we have continued to roll out the delivery of Be an Active Bystander, White Privilege and Anti-racism and Allyship training. Our Inclusive Futures Leadership programme received the CIPD North East Award for excellence in Inclusivity and Diversity 2022 and

was shortlisted for a Times Higher Education Award for Outstanding Contribution to EDI. Following a student-led campaign, we joined the Lift the Ban Coalition, working to lift the ban on people seeking asylum being able to work. We continue to work closely with colleagues and students at our two overseas campuses in Malaysia and Singapore.

This year saw success in gaining external funding to deliver our EDI work, including funding for national consultation work in EDI accreditation and, as part of a North East University network, Office for Students funding to undertake a research project which aims to increase representation of students from minoritised groups in postgraduate studies.

A number of challenges to drive lasting change in EDI still remain. Our gender pay gap remains high. We have enhanced our promotions process and have seen an increase in the number of females being promoted to Professor. However, this is an area where we need ambitious actions if we are

to narrow the gaps and meet one of our Athena Swan priorities. In terms of our EDI data, data sharing rates remain low in some areas; one of our priorities for 2022-23 is to develop further campaigns to promote sharing of EDI information by colleagues.

I hope you find this summary of our key activities against our EDI priorities of interest and value. Our Executive Board continue to provide their support and commitment to this work.

Many individuals have contributed to this report including colleagues from across the EDI team, our EDI Networks, Inclusive Newcastle, Student Health and Wellbeing and our student leaders. I would like to thank all for their contributions not only to this report but for the important role they play in advancing EDI across Newcastle University.

Prof Judith Rankin,
Dean of Equality, Diversity and Inclusion

Section three

KEY AREAS OF PROGRESS 2022-23

This section sets out highlights from our activity over the past academic year (AY) as well as priorities for AY 2022-23. It is structured around our Public Sector Equality Duty (PSED) Equality Objectives 2020-2024 to demonstrate the progress we have made against these strategic objectives, which align with and support our EDI Strategy.

It does not capture all that we have done in relation to EDI but instead provides a selection of activity aligned to our objectives. We also include sections to highlight the work that has taken place in our three faculties, as well as the activities of our EDI networks and Chaplaincy Service.

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

Background to this objective

The University's overall EDI aim is to develop a fully inclusive global University community in which colleagues and students from all sectors of society can thrive equally. We strive to create a respectful, inclusive campus environment where everyone can feel inspired to make a difference and where bullying and harassment, sexual violence, discrimination and hate crime is challenged, reported and action taken.

Tackling hate crime, discrimination, harassment, and victimisation

Listening to feedback from students and colleagues has led to some key changes to our provision and processes for reporting hate crime, discrimination, harassment, and victimisation. Highlights include:

- A new University disclosure and referral pathway has replaced the previous Report and Support tool, which has helped reduce barriers to reporting and accessing support.

- The appointment of a specialist Male Sexual Violence Therapist to ensure that male survivors have parity of care with other genders.

- Training for all NUSU affiliated club and society Welfare Officers in Hate Crime and Sexual Violence Awareness.

- Commissioning a new animation exploring the Capacity to Consent which has been shared with all new students, as well as across other HE institutions.

- A new data collection and analysis process across Student Health and Wellbeing Services, People Services, and the Student Advice Centre in NUSU has been established to improve monitoring of incidents and develop preventative strategies.

- Introducing a sexual misconduct procedure and a hate related misconduct procedure as part of the colleague disciplinary policy.

- Introducing a ban on personal relationships between colleagues and students where there is direct supervision.

- Re-branding our student support offer as Survivor Support Service, reducing barriers to access and help-seeking.

Priorities for 2022-23:

- Reviewing the Dignity and Respect policy and procedure and rename Bullying and Harassment. This is to ensure colleagues are clear on our zero-tolerance commitment and how allegations will be managed.

- Further developing our disclosure and referral pathways to continue to reduce barriers to help-seeking so that people can access support.

- Continuing to raise awareness and promote the disclosure and support pathways across the University through a variety of communications and activities.

- To grow the number of Sexual Violence Liaison Officers (SVLOs) to provide support.

Newcastle University Students' Union activity

NUSU has long been active, including through its campaigns, in promoting and enabling an inclusive student experience for all (see further work under objective 4). In 2021-22, NUSU activities included:

- Creating a new EDI Strategy and commenced work on the objectives to achieve this including training for colleagues on key areas of EDI.

- "Our Black History" campaign, organised and ran by NUSU Welfare and Equality Officer. The campaign included various events and workshops, held both on campus and virtually.

- A mini-series titled "Being Actively Anti-Racist", which attempted to persuade listeners that it is not enough to simply be 'not racist' and instead make the effort to actively stand against racism.

- A Blood Drive event for students from minoritised ethnic backgrounds was held in partnership with We are Donors and the Racial Equality in Medicine Society.

- A student campaign resulting in Newcastle University becoming the latest in a growing number of organisations to join the Lift the Ban Coalition.

- Launching a new Welfare & Support Centre and improved mental health support for marginalised groups disproportionally affected by issues exacerbated by the pandemic.

- Continuous development work was made on NUSU's Report and Support system to compliment the University's process.

- Partnering with Rape Crisis Tyneside and Northumberland (RCTN) to provide students with an in-person, safe space to speak to a specialist Young Women's Independent Sexual Violence Adviser.

Priorities for 2022-23:

- Embedding accessibility considerations into volunteering opportunities and activities programmes.

- Developing and embedding Equality Analysis into all new strategic and change projects.

- Making new funding available to Clubs and Societies to deliver new activities that improve accessibility and inclusion as part of the 'Earn Your Stars and Stripes' scheme.

- Implementing plans for an accessible Safe Space room for students from our university LGBTQ+ community.

Culture and values work

Enabling all our people to live our values and foster an inclusive culture is being developed as part of our culture and values work. Highlights in 2021-22 included:

- Delivering our Leading through Values (LTVs) programme to over 150 leaders.

- Using the experience of LTVs to undertake more bespoke development work with leadership teams around values and behaviours including how to create psychologically safe environments.

- Using insights from the LTVs programme about our campus, and experiences of inclusion and belonging to shape recommendations for our Campus of the Future project.

- Piloting values and behaviour based assessment activities as part of the recruitment process in a range of senior appointments.

- Carrying out organisational wide surveys on research culture and blended working and a focused survey on EDI and Culture in the Faculty of Medical Sciences.

Priorities for 2022-23:

- Implementing our new approach to Performance Development Reviews (PDRs) called Conversations and Priorities.

- Launching the Skills Academy programme.

EDI training

Continuing to build an understanding and competence amongst our colleagues is fundamental to building an inclusive culture that values and respects all in our community.

This year has seen the design and delivery of three key training programmes, Be an Active Bystander, White Privilege and Anti-racism and Allyship to many different colleagues across the University. We delivered our Inclusive Futures leadership programme for minoritised ethnic colleagues to improve progression into senior positions, which received the CIPD North East Award for excellence in Inclusivity and Diversity 2022 and has been shortlisted for a Times Higher Education Award for Outstanding Contribution to EDI. We have also developed inclusive language and cultural competency training, and work is underway to improve the Inclusive Leadership programme for colleagues from minoritised ethnic backgrounds and this will be developed further in 2022-23.

Priorities for 2022-23:

- Developing and delivering new training programmes about Bullying, Harassment and Victimisation, Cultural Sensitivity, Inclusive Language and Hate Crimes.

- To design an Inclusive Leadership programme to support the leadership needs and development of colleagues from intersectional backgrounds.

- Reviewing and developing EDI Essentials Training along with a review of existing EDI training modules.

Research culture work

A considerable amount of activity has happened this year towards improving Research Culture. Specifically, an extensive consultation phase has been undertaken across the research community. Feedback gathered from colleagues and students has led to the following developments and activities:

- Recognising key attributes that define a 'positive Research Culture' (Collaboration and Collegiality, Freedom to Grow and Explore, Fairness and Inclusion, Openness and Integrity)

- Identifying a wide range of issues and challenges that need to be addressed to achieve the attributes and improve our Research culture.

- A Research Culture Survey, to determine how colleagues and students relate to areas within the attributes. A report on our findings was released in October 2022 and the feedback informed our future actions. The survey captured EDI data and results relating to protected characteristics will be included.

- A Research Culture Action Plan has been created and sets out activities to be implemented across the University.

- Work with external consultancy group, Positive About Inclusion (PAI), to gather information about inappropriate behaviours in our research community and input on how we address them.

Priorities for 2022-23:

- Commencing work on 'priority actions' from the Research Culture Action Plan, 1. Releasing quality time for creativity, and 2. Building safe and inclusive research environments.

- Using feedback from the Research Culture Survey Report to guide further actions for improvements, including on EDI data and results relating to protected characteristics.

- Developing actions to address the findings and recommendations from the PAI report.

- The creation of a research-led online 'EDI Toolkit' to support research leaders to manage and support diverse teams.

Increase representation of underrepresented protected characteristic groups among professional services and academic colleagues

Background to this objective

For this PSED equality objective, we focus on the representation of protected characteristic groups among our PS and academic colleagues overall, and in specific areas or occupations. Representation at senior grades/levels is addressed through the subsequent objective.

Highlights from our 2021-22 activity include:

- Becoming Disability Confident Committed. In line with this, we introduced the "Offer an Interview" scheme which is a commitment to offer an interview to all disabled applicants who meet the essential criteria for an advertised job.

- Delivering recruitment training modules to support hiring managers in ensuring steps are taken at every stage of the recruitment process to be as inclusive as possible.

- Participating in a range of local careers fairs and community events that target a diverse range of groups, to actively promote our available vacancies to a wider range of people.

- Diversifying our recruitment advertising platform options with a focus on international reach.

- Working with local charities to support the recruitment of some of our entry-level roles.

- Beginning to implement a set of recruitment actions as part of our REC submission.

- New toolkits and group exercises have been created, focused on our values.

- Delivering positive action in recruitment workshops for key stakeholders and building new guidance into recruitment training modules.

Priorities for 2022-23:

- Launching our new Recruitment website, with key consideration made around representation and inclusivity.

- Launching a new external recruitment advertising campaign.

- Providing additional financial support towards immigration costs to colleagues joining the University from overseas.

- Further partnership working with charities to support widening our reach and attracting a more diverse range of candidates

- To continue the delivery of the broad objectives set out in the REC submission and action plan.

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

Background to this objective

We strive to be a University within which all colleagues can reach their full potential. As displayed in section 4, our University, like many other organisations, continues to have underrepresentation of female colleagues within the most senior grade of IB, across both academic (34.7%) and PS occupations (53.7%).

Highlights from our 2021-22 activity include:

- Reintroducing our recognition schemes (post Covid-19) and continuing to build an open and transparent approach to reward management, and embedding equal pay practices into reward processes.

- Completion of leadership development projects exploring structural inequalities faced by females and neurodiverse colleagues at the University.

- Developing processes aimed at recognising and mitigating the impact of Covid-19 on careers to ensure colleagues are not disadvantaged as a result of extenuating circumstances.

- Introducing further career progression support for academic colleagues, including: Increasing the number of promotions workshops available; Supporting academic units to create advisory panels to improve support for colleagues planning on applying for promotion; Enhancing the application and guidance; Modifying our External Assessor process for senior promotions (Professor/ Reader) to involve them at an earlier stage for all applications.

- Following enhancements to the promotions process, the overall success rate for promotion to the role of Professor has increased from 70% to 73%. Within this, the success rates of females being promoted to the role of Professor has increased by 15%, from 78% to 93%. Whilst the success rates of minoritised ethnic colleagues being promoted to Professor has increased by 22%, from 40% to 60%. In relation to those applying for promotion to the role of Reader, overall success rates have increased from 58% to 63%, with the success rates of females increasing by 22%, from 60% to 82%. The success rates of minoritised ethnic colleagues applying for promotion to the role of Reader increased by 56%, from 20% to 76%.

Priorities for 2022-23:

- Encouraging colleagues to set up and use academic advisory panels which provide pre-application support for academic colleagues.

- Develop and implement a strategy and project plan to reduce the contracted working week for colleagues from 40 to 37 by 2025-26.

- Improving pay inequality at the University, including working with our trades unions via a single table Joint Negotiating Committee (commencing in 2022) to approve mechanisms to reduce the pay gap year on year.

- Developing inclusive leadership as a key driver for positive change.

- Utilise our Conversations and Priorities approach to nurture the careers of our diverse range of colleagues and recognise people's lived experiences.

- Identifying key talent decision points and supporting inclusive decision making at these key points of need.

- Adding more structure and clarity to our talent approach, ensuring clear roles and responsibilities and the creation of Faculty and Hub talent plans.

- Providing opportunities for colleagues from a broader range of protected characteristic groups to join the Inclusive Futures programme.

- Building a leadership pipeline approach, ensuring we build our pipeline from earlier career points to help develop a more diverse talent pool.

Improve graduate outcomes for students with protected characteristics

Background to this objective

We seek to ensure a positive educational experience so all our students can achieve their potential – this means shifting our focus from notions of equality to delivering more genuine equity for all our students. We recognise that this is challenging and complex work, but our commitment remains to pursuing this paradigm shift.

We want all our students to be able to develop a strong sense of belonging and community. This has been made more difficult for students as a result of the pandemic and we recognise our role in implementing evidence-led practices which proactively support all our students in feeling able to thrive in their studies as well as their wider pursuits.

Graduate outcomes remain variable for students from different groups but this also varies by programme. We have identified persistent inequalities for certain groups in relation to degree awarding gaps and graduate outcomes, which we set out in our Access and Participation Plan (APP) 2020/21-2024/25 (APP).

Our APP targets include reducing the degree awarding gap (First/2:1) between Black and White students by 10% points by 2024-25 and reducing the gap in positive destinations for students from underrepresented groups (including disabled, Black and global majority, and mature students) from 5% points to 2.5% points in 2024-25. Our awarding gap between Black and White students continues to narrow and we are on track to meet, and we hope exceed, that target.

Highlights from our 2021-22 activity include:

- Developing of additional priorities for the future delivery of our Access and Participation priorities;

- Extensive research to better understand what we can do to support students' sense of belonging, with special focus on students from underrepresented groups; this included presenting our findings at national conferences;

- A project in the faculty of Science, Agriculture and Engineering to learn about and support the development of peer networks for students from underrepresented groups;

- The development and award of new scholarships for Black students and refugee and asylum-seeking students;

- Working in a range of subject disciplines to continue to decolonise the curriculum and students' learning experience;

- Participatory action research with students in Engineering to examine the causes of the awarding gap and design the solutions most likely to reduce it;

- Collaboration between the University and NUSU to strengthen the role of student societies in offering support for students to develop their sense of belonging; this project has included additional funding for inclusive societies and will be evaluated with and by students;

- Developing a strengthened offer for care-experienced students under the Care Leaver Covenant;

- Working with members of the Roma community to understand and develop better practice to support their progression to Higher Education in the region; this will lead to our signing the GTRSB Pledge.

Priorities for 2022-23:

- Providing better designed and more responsive outreach activity with Black and global majority applicants and their families, including those from Newcastle and the region;

- Developing new and flexible curricula and qualifications, including apprenticeships to meet the needs of students from a wider range of backgrounds;

- Improving our use of data to identify areas in which our inclusive practice could be better supported;

- Strengthening levels of cultural sensitivity and understanding in our provision for students;

- Developing the new APP, according to the requirements of the Office for Students, to sharpen our commitment to inclusive provision for our students.

- To deliver the actions set out in the students' workstream of our REC application.
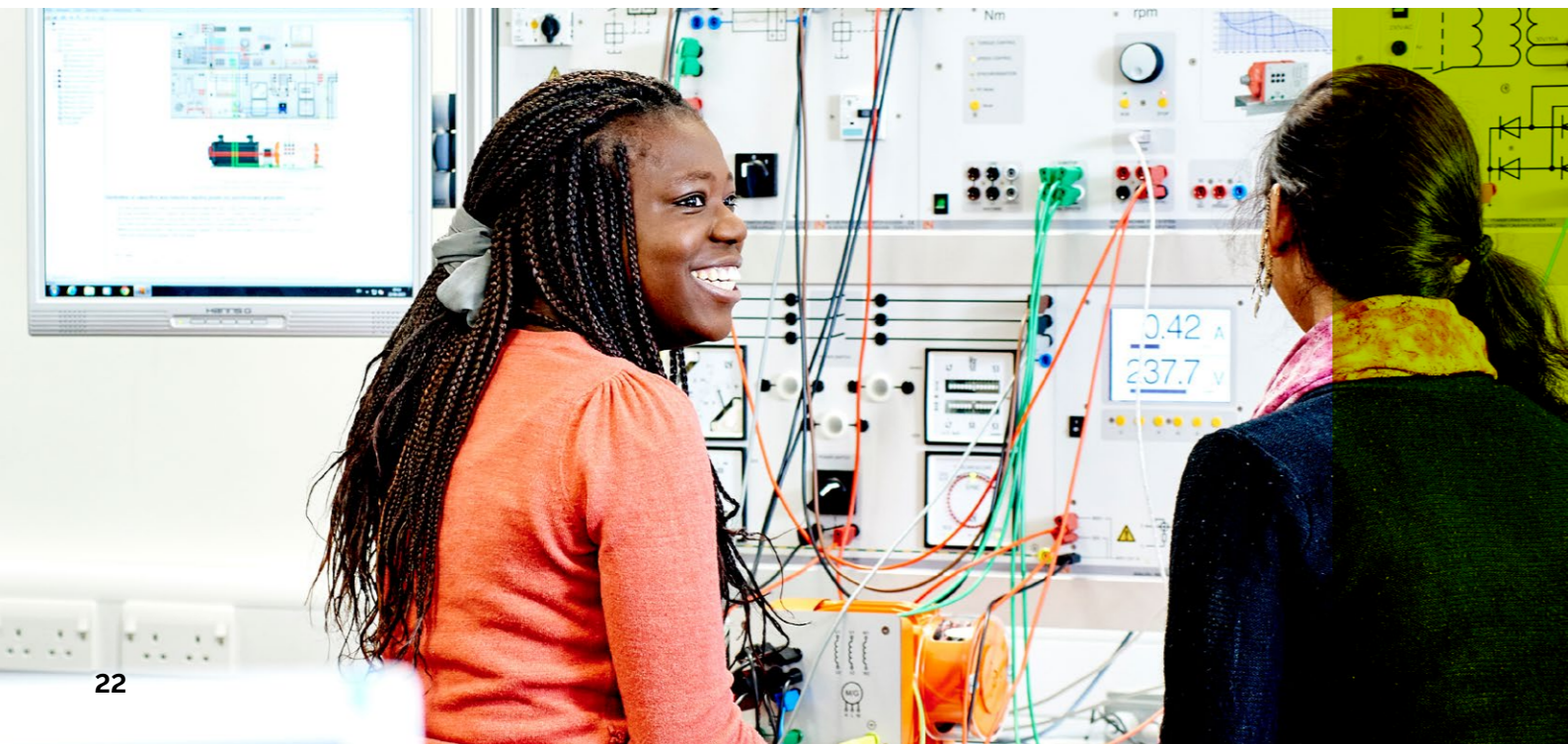
Newcastle University Students' Union activity

In 2021-22, NUSU undertook the following activity relating to anti-racism and supporting students from protected characteristic groups:

- Launching Claiming Your Space, a project that aimed to amplify the experiences of minoritised ethnic students by creating a space where they can discuss and form a community.

- Delivering the NUSU Buddies volunteer programme which provides peer mentoring support to students from underrepresented groups.

- Providing Participation bursaries which financially support students from underrepresented groups to get involved in extra-curricular activities.

- Taking part in Inclusive Newcastle, a scheme to assist students with disabilities or long-term health conditions to take part in NUSU activities.

Priorities for 2022-23:

- Raising awareness of hidden disabilities on campus.

- Further support and training opportunities for Liberation Officers.

Become a family friendly organisation

Background to this objective

The NU Parenting and Childcare Review (2017) consulted with over 600 parents to fully understand the challenges facing parents studying and advancing their careers with us. From this, the University committed to an innovative and bold three-year University funded project, 'For Families', to make Newcastle University a leading family-friendly organisation, provide the best support to all members of our community with caring responsibilities, and enable them to reach their full potential as they work and study with us.

Highlights from our 2021-22 activity include:

- Implementing the new Carers' Policy, managers' Guide and resources that recognise and provide support to carers at Newcastle University.

- Creating new University A-Z resources for parents seeking childcare and family support regionally and nationally.

- Developing a new group to provide a supportive community for parents of children with autism.

- Two new dedicated Nursing Rooms provided on campus.

- Providing training for managers and PS colleagues on supporting colleagues returning to work following a pregnancy or infant loss.

- Enhancing the support offered to colleagues having fertility treatment.

- Providing a new Parental Leave Bursary for Postgraduate Research (PGR) students.

Priorities for 2022-23:

- Reviewing the Returners Support Programme and use the findings to implement improvements.

- Delivering a series of listening sessions to further explore opportunities for enhancement, including on parent's wellbeing and supporting PGR parents.

Ensure all new and reviewed policies take into consideration EDI

Background to this objective

Continuing to ensure our policies, key planning and organisational change processes do not negatively impact on students or colleagues who share a protected characteristic and that they support us to advance equality of opportunity and foster good relations is an important part of our responsibilities under the PSED. This is also fundamental to us delivering on our vision to be a fully inclusive University.

Highlights from our 2021-22 activity include:

- Undertaking engagement and consultation activities with University stakeholders on the revised Equality Analysis (EA) process and guidance. This included the refinement of new tools and also strategies for colleagues to embed EA through management practices, leadership and advocacy.

- Creating new briefing and training resources to accompany the EA process and guidance, for key stakeholders and 'Step by Step' practical training for all colleagues to access.

- Developing new Action Learning Sets (ALS) to enhance colleague's knowledge and understanding of the EA process and provide the opportunity for them to support each other to problem solve, build on ideas, share feedback and learn in a collegiate environment.

- Developing a bank of completed EA's for colleagues to use as examples when undertaking future EA.

Priorities for 2022-23:

- Providing training to key stakeholders and supporting them to further embed EA through management practices, leadership and advocacy.

- Growing the bank of completed EA's for colleagues to access as examples.

- Review colleague feedback about ALS model, new resources and data needs for different types of EA.

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

Background to this objective

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. We currently collect data on protected characteristics from our colleagues and students and use this to inform many processes and initiatives (e.g. APP, Athena Swan and REC), yet we aspire to continually improve this to further advance our understanding and ability to develop evidence-based activity.

Highlights from our 2021-22 activity include:

- We are currently completing the workbooks for the new data system and reframing how we capture some of the EDI data to ensure questions about EDI are posed in the most appropriate way and response options meet current guidance and recommendations.

- Launched a campaign to promote sharing of diversity data by colleagues.

- Improved the diversity data categories in new postgraduate student admissions system.

- Launched an annual exercise to capture diversity data for members of Council.

- Enhanced data capture categories around disabilities.

- Carried out first phase development of a Power BI research grant dashboard, which allows for analysing data by protected characteristic

Priorities for 2022-23:

- Engagement with our University community to finalise the identification of enhanced EDI categories for the new People Services data systems.

- Ensure alignment of internal diversity data capture with external reporting requirements (e.g. HMRC, HESA).

- Develop further campaigns to enhance diversity data (colleagues and students).

- Further enhance our people data systems to add a question on gender (the system currently only collects data on sex). We also plan to improve disability categories, add more options to the sexual orientation question, and add a new question about being an unpaid career or parent.

- Develop a new and robust People Dashboard for workforce planning in Power BI, to include colleague diversity data.

Faculty of Humanities and Social Sciences (HaSS)

This year has seen continuing attention by HaSS Schools to extending student engagement in EDI work. Examples include:

- School of Architecture, Planning and Landscape (APL) provided an enhanced EDI Induction lecture September 2022: a webinar attended by over 250 colleagues and students.

- APL also furthered decolonising the curriculum activities, sharing best practice among staff in relation to teaching, careers events and module redesign, and communicating this with students.

- Newcastle University Business School (NUBS) appointed student interns who have begun consultations with students on EDI issues.

- Newcastle Law School (NLS) provided allyship training for colleagues and students, and developed a toolkit on decolonial research practice for UG/PGT students and PGRs.

- School of Modern Languages (SML) embedded and enhanced how they communicate EDI related information and guidance including policies, action plans and resources, and a gallery for posting ideas and records of activities.

In addition, to address colleague inequalities:

- School of Education, Communication and Language Sciences (ECLS) developed a transparent appointment process for major administrative roles, with conversations on career development built in.

- School of History, Classics and Archaeology (HCA) developed a work plan to change the culture around promotion and progression, joined up with a new Mentoring Strategy (with a new Lead Mentor role, mentoring mapping exercise and away day).

- NUBS established an EDI Conversational Lunch series, with external and internal speakers on issues such as micro aggressions, voice and accent, and faith/spirituality.

Priorities for 2022-23:

- HaSS Faculty Athena Swan Silver application, to be submitted November 2023.

- Create a Faculty campaign to encourage sharing of EDI data.

- Conduct a project entitled, Being Disabled and Doing Research, which is based in HaSS and will inform Faculty and University actions.

- Deliver OfS-funded project, Postgraduate Opportunities North East, which is being ran across 5 institutions, addressing racially minoritised PGR experience with the aim of making University PGR processes more inclusive.

- Conduct listening session on managers' and leaders' barriers to taking action on EDI issues.

Faculty highlights

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.

Faculty of Medical Sciences (FMS)

This year has seen the FMS carry out several surveys to develop understanding about the different experiences of students and colleagues as part of the Equality project. Other highlights include:

- The Population Health Sciences Institute has been awarded funding from the QR Enhancing Research Culture Fund to explore decolonising the curriculum in research, the findings of which will inform strategic planning.

- The School of Medicine have established with community groups and a collaboration with Teakisi a north-east organisation supporting EDI in the community, to actively recruit role players from minoritised ethnic backgrounds to act as simulated patients for teaching and assessment.

- Colleagues and student EDI representatives from the School of Medicine have joined a National

Decolonising/Diversifying the Curriculum Medical School Network to learn and share best practice.

- School of Medicine signed the GLADD (The Association of LGBTQ+ Doctors and Dentists) Medical Schools charter on conversion therapy.

- Inspiring Women Campaign inviting colleagues to nominate women doing inspiring work and celebrate their stories.

- On World AIDs day, the School of Medicine ran an HIV awareness event with patient volunteers who discussed their lived experiences.

Priority activities for 2022-23 include:

- Convening a Disability Action Group to review the accessibility of FMS buildings and spaces.

- Undertaking research about inequalities in student engagement in extra-curricular opportunities and activities.

- Presenting and sharing the work of the Equality Project at the annual Medical School Conference and developing a 5 year action plan.

- The School of Psychology leading work to offer new Wudu and Prayer spaces.

Faculty of Science, Agriculture and Engineering (SAgE)

This year the SAgE Faculty EDI Team has collaborated with a wide range of colleagues including leading the development of new University guidance about inclusive pronoun practices and specific projects to decolonise the curriculum. Highlights include:

- Launching the faculty-wide People Project, which is working to improve colleagues' experiences and work life satisfaction across the faculty.

- A Royal Academy of Engineering (RAEng) funded collaboration between the School of Engineering, Inclusive Newcastle and Faculty EDI examining the role of peer networks in improving belonging and inclusion for minoritised ethnic undergraduate students.

- The School of Natural and Environmental Sciences completed two projects funded by The Natural Environment Research Council (NERC), one project focussed on decolonising the

Curriculum and the other on EDI considerations for colleagues carrying out fieldwork.

- An International Women's Day event with inspirational women speakers reflecting on their contributions to breaking the gender bias in Science, Technology, Engineering and Mathematics and part of the celebrations of 150 years of Science, Agriculture and Engineering at Newcastle University.

Priority activities for 2022-23 include:

- Supporting and improving gender and race equality through the Athena Swan Charter submission process and REC Action Plan.

- Embedding Equality Analysis in all faculty operations.

- Improving colleague and student engagement in faculty EDI events and activities.

- Developing our understanding of disability and neurodiversity in STEM for students and colleagues.

Disability Interest Group

The Disability Interest Group (DIG) is for anyone with an interest in disability and provides peer support and information sharing through its email list and topic-based yammer sites on neurodiversity and hidden disabilities. Over the last year, the DIG has been involved with a range of projects to advance disability inclusion at the University, including:

- Working together with the EDI, Wellbeing, and People Services teams to inform projects around enhancing diversity data and provided input into changes to key University policy and procedures.

- Working closely with the University's Disability Advisor to inform disability support at the institution and actively provide advice and signposting to support for colleagues via the Neurodiversity Yammer Group.

- Providing advice to colleagues around inclusive communications and supported the University's application to become Disability Confident Committed.

Priorities for 2022-23:

- A communications campaign to increase the members of the DIG Steering Group and also improve engagement with its wider membership.

- Reviewing the structure of our Steering Group and identifying key areas of focus for new activities.

- Exploring opportunities to work more closely with regional disability awareness networks.

EDI Networks highlights

EDI Networks for colleagues and postgraduate researchers are essential to our work and community, and contribute to the success of our University. The networks bring people together from across the University, to share their experiences and provide opportunities for peer support. The networks also play a consultative role, providing valuable input into University policies, strategies and practices. The EDI Networks are increasingly working collectively to recognise intersectionality - how different identities that overlap can create additional layers of disadvantage.

The EDI Networks include the NU Race Equality Network (NU REN); NU Women (and NU Professors); NU Parents, NU Carers, Disability Interest Group (DIG) and Rainbow@NCL. NU TechNet is also a network for all technicians at the University and is committed to developing an inclusive technician community.

NU Carers

Formed in 2020, NU Carers provides peer support for colleagues and students who have caring responsibilities, fostering a safe forum for them to discuss key issues that impact on our University, academic and employment lives. This year NU Carers has continued to grow, increasing membership and engagement with the wider university community through their first network events and consultation activities on University policies and guidance. Highlights from the year include:

- The new Carers' Policy, Managers Guide and resources were reviewed by NU Carers to ensure a broad cross section of colleague and student perspectives and experiences were taken into account.

- Organising a public event in collaboration with Northumbria University's Parent and Carers Group for Carers' Rights Day, with guest contributions from Newcastle Carers and Gateshead Carers community organisations.

- Delivering a series of informal pop-up activities at social spaces across campus for Carers' Week to connect with colleagues and students about what being a carer means, sharing information and raising awareness.

Priorities for 2022-23:

- Promoting the self-identifying of carers and growing its membership to offer a fuller representation of caring within the University.

- Identifying opportunities for further collaboration and partnership working.

- Strengthening the Steering Group of the network and developing resources to support member engagement.

NU Parents

NU Parents is a network for Newcastle University colleagues and postgraduate research students who are parents. The group provides networking opportunities for members to share information and offer each other peer support. It is also a forum where members consult on University family friendly policies, procedures and help bring about improvements to the learning and work environment. Highlights in 2021-22 include:

- NU Parents, working with Colleague Wellbeing, hosted a workshop that focussed on fathers and the impact of lockdown and considering mental health, and how organisations can help. Speakers Chris Miezitis (Co-Director, Fathers network Scotland) and Jeremy Davies (The Fatherhood Institute) shared their experiences and tips for creating change in the workplace.

- Publishing the first episode of 'The Parent Club' Podcast about Secondary to Further and Higher Education.

- Organising a series of informal network social events focussing on transitions in Education such as Preschool to Primary.

- Collaboration with Newcastle's First Aid Society to offer members First Aid Training and opportunities to network on health and wellbeing topics.

Priorities for 2022-23:

- Creating a new Steering Group structure, electing new members to represent the network and co-lead membership activities.

- Continuing to grow the network membership and engagement, with particular emphasis on welcoming all parents – focussing in particular on fathers, same sex parents and adoptive parents.

NU REN
(Race Equality Network)

The NU Race Equality Network represents and amplifies the voices of all colleagues and postgraduate research students who self-identify as belonging to a minoritised ethnic background. Its focus is on promoting equity and reducing systemic barriers, improving career and development opportunities, and building a sense of community and belonging. Highlights in 2021-22 include:

- Creating a new committee structure and elected a new committee – this has allowed the network to share workload and resources more effectively.

- Developing NU-RENs identity and raised awareness through a new logo, new website and producing some branded merchandise for events.

- Supporting the delivery of Inclusive Futures Programme.

- Organising a Summer Social event for all members, their families and white allies. It was supported by local business Dosa Kitchen and received positive feedback from members.

- Supporting the University REC submission and participated in the Self-Assessment Team.

- Providing contributions to the University Black History Month Steering Group including proposals for project funding to highlight the 'Black History' of the University and the North East.

Priorities for 2022-23:

- Delivering a programme of membership events including a range of both CPD and social events.

- Continuing to raise awareness of the Network to colleagues and students, and increase membership engagement through activities and events.

- Creating opportunities for white allies to join and support the network.

NU Women

NU Women is open to all women colleagues and postgraduate research students, as well as male and non-binary allies, at Newcastle University. Some events are women-only. Representatives from the network participate in leadership and strategic committees and groups including the University Athena Swan Self-Assessment Team and Changing the Culture Working Group and Rewards Forum. Activities this year included:

- NU Women Annual Lecture with guest speaker Mary Ann Sieghart, who discussed her book, The Authority Gap.

- Weekly writing groups; a zine collecting creative responses to working conditions during the pandemic; a film on the topic of women's work at the University; and a charity glasses collection drive where we were able to donate over 400 pairs of glasses for Vision Aid Overseas.

- A new blended approach to the delivery of 10 events for members with a range of external and internal speakers. A move to record events has also made the work of NU Women more accessible to a wider audience.

- Regular communications and engagement with members via a newsletter, blog and social media. The mailing list has currently over 1100 subscribers.

- NU Women supported four internship opportunities for Newcastle students to enable the Network to organise its many events and activities.

Priorities for 2022-23:

- Developing the Steering Group to build capacity and enhance the network's resources.

- A focus on networking and/or career oriented events including women talking to members about their career paths, mixer events, and opportunities career mentoring.

- Interactive or workshop-style events in response to member feedback.

Rainbow

Rainbow@NCL is a network of colleagues and postgraduate research students seeking to challenge heteronormativity, support LGBTQ+ students and colleagues, and promote the inclusion of diverse genders, sexualities and relationships. The Rainbow steering group prioritises the support and wellbeing of our LGBTQ+ community at the University. Members have also formed a working group focussed on the University's Stonewall Workplace Equality Index (WEI) application. Activities this year included:

- Growing visibility and engagement on campus through First Friday Coffee, a monthly social event for Rainbow members and the wider university community.

- Rainbow represented the University LGBTQ+ community, at Newcastle Pride (and UK Pride) for the first time.

- Rainbow commissioned two new rainbow flags for our campus and lanyards for colleagues using the new progress pride flag design which includes representation for intersex people.

- Enhancing opportunities for collaboration between student and colleague LGBTQ+ communities by developing the relationship between Rainbow and the LGBTQ+ Society.

- Producing new resources for allies who wear our NCL Rainbow lanyards.

- Consulting on University Family Leave, and Personal Relationships policies.

Priorities for 2022-23:

- Supporting and co-ordinating the completion of the University's Workplace Equality Index submission.

- Help create intersectional training opportunities about the appropriate use of inclusive and respectful language across all marginalised characteristics for colleagues and students.

- Collaborating with local community organisations on activities that help support trans colleagues and students for Trans Awareness Week.

TechNet

NU TechNet is a network for technical colleagues at Newcastle University. The emphasis is on networking, but NU TechNet also acts as the "technician voice" within the University through its activities. Initiatives to make the technician community more diverse and included within the University continue to be priorities for the Network, and the University has facilitated this approach through supporting the Technician Commitment and action plan. This is reflected in NU TechNet activities and achievements this year including:

- One of our members won the prestigious Times Higher Education Outstanding Technician of The Year Award in 2021 Technician of the year award in 2021.

- A cohort of female technicians completed the Research England funded Herschel Programme for female technical leaders or those aspiring to leadership roles.

- Five new apprenticeship opportunities in the Faculty of Sciences, Agriculture and Engineering.

- Hosted the UK-wide Technician Partnership Conference 2022 attended by 300 delegates focussing on Net Zero, Research Culture and Technical careers, three themes which cut across all disciplines.

- Secondment opportunity to the University Skills Academy programme which has helped identify new areas for collaboration through training and professional development.

Priorities for 2022-23:

- Growing the community and develop member engagement through in person meetings and events on campus.

- Increasing participation in national initiatives e.g. Technician Commitment and Herschel programme in supporting and local initiatives (e.g. Skills Academy)

- Continuing to engage and involve the NU TechNet community in strategic EDI work.

Faith and Spirituality highlights

Newcastle University plays host to a diverse student and staff community and welcomes students and colleague members of all faiths and none. To aid the student experience and provide more support to colleague members, Newcastle University provides a Chaplaincy service. The Chaplaincy service works within the remit of the Student Health and Wellbeing service. It is available to all students and colleagues, of all faiths and none.

Faith and Spirituality highlights

The faith and spirituality activity throughout the year has further contributed to the development of an inclusive, tolerant culture and increasing the representation of underrepresented protected characteristic groups. Highlights include:

- Diversifying the Chaplaincy team through recruiting the first Muslim Chaplaincy Lead after a five year vacancy.

- Improving visibility of faith support on campus through a renewed Chaplaincy Strategy – through a series of pop-up interactions, intentional presence, Listening Ear sessions and faith events.

- Celebrating five different faith festivals across the year, including the first public Menorah Lighting in North East England for Hanukkah in December 2021, welcoming both colleagues and students.

- Completing the Sisters' Entrance at King George VI Prayer Space

- Publishing a regular Chaplaincy Newsletter with a view to consider a variety of EDI themes, events and provide colleagues with an opportunity to share views on topics that matter to them.

Priorities for 2022-23:

- Further developing Chaplaincy visibility among our university community, of all faiths and none.

- Building on colleague engagement with the Chaplaincy Newsletter by integrating its format into a Wellbeing Newsletter and increasing its reach to include all students.

- Enhancing resources for the Chaplaincy team to utilise with the appointment of a new Faith and Spirituality Support Coordinator.

Section
four

WORKFORCE DIVERSITY
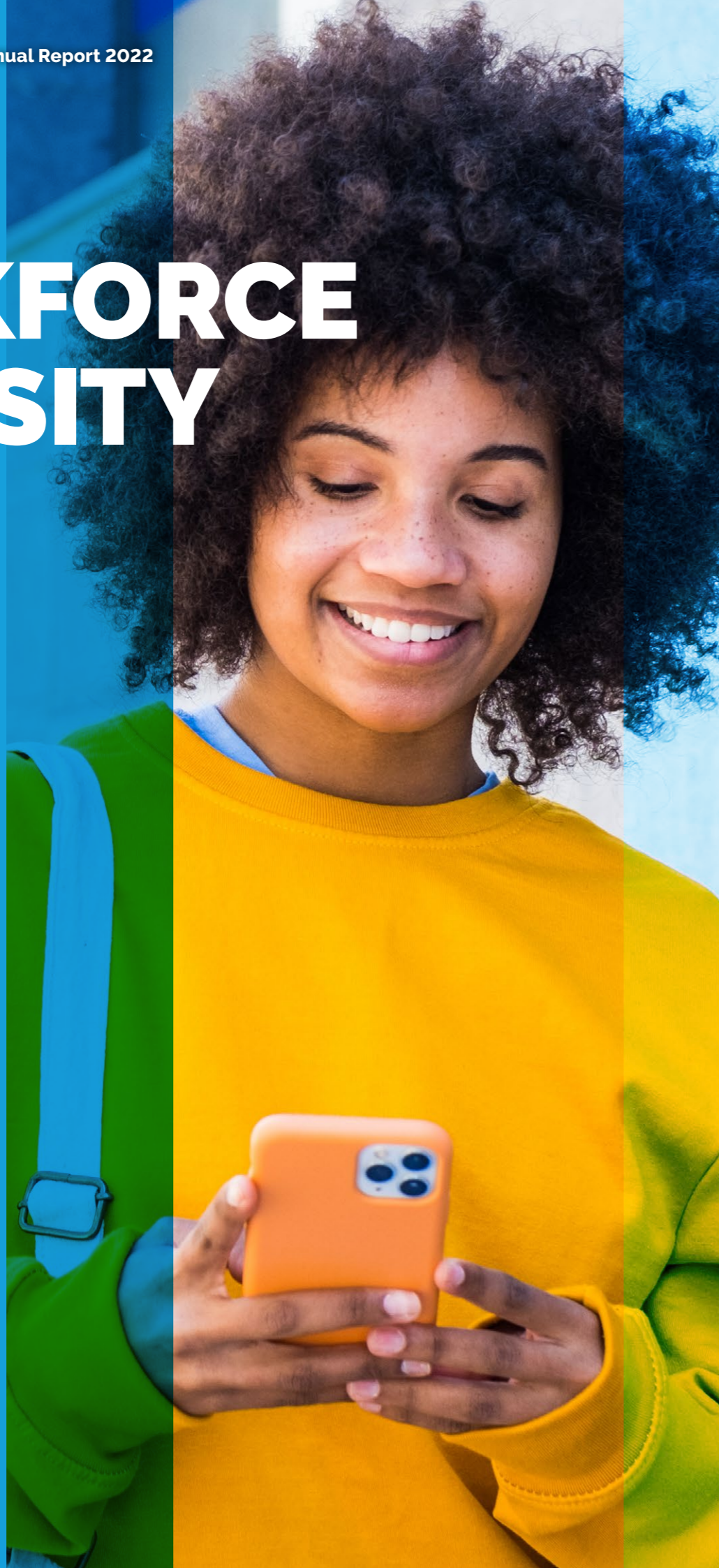
Understanding the composition of our workforce in regard to protected characteristics supports us to meet our PSED requirements to eliminate discrimination, advance equality of opportunity and foster good relations. The findings from our data analysis in this section will inform future planning of action to address areas of underrepresentation and gaps in data, which will link to our Equality Objectives.

Data statement for workforce diversity and pay gaps sections

- The data for section 4 (workforce diversity) are taken from a snapshot of all regular employees based in the UK on 31st July 2022 (which covers the period 1st August 2021 to 31st July 2022). This date was chosen to align with annual HESA returns.

- For our Gender Pay Gap Report (section 5), we report on the period 1st April 2021 to 31st March 2022, with our pay gap figures calculated using a snapshot of all eligible employees on 31st March 2022. This is the statutory reporting period set by the UK Government.

- We employ more than 6000 colleagues across a range of occupations, including front line operational roles, technical support, central services, and academic colleagues.

- Our colleagues can be broadly split into two major occupational groupings – academic colleagues and PS colleagues. For some analyses, where numbers allow, we further split academics into contract types of Teaching and Scholarship (T&S), Teaching and Research (T&R) and Research and Innovation (R&I), or clinical and non-clinical.

- Following feedback in 2021, where possible, numbers are included in the data tables in the appendices section.

- 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.

- 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.

- In regard to ethnicity, within our workforce diversity section (4) we report on mid-level combined ethnic categories where numbers allow (see Appendix 1 for the

categories). 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 it further 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 the characteristics ethnicity and disability. In previous years these responses from these two categories were combined. For all other 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.

- Where appropriate, we use benchmarking data to compare our position to the HE sector as a whole drawn from Advance HE's 2022 Equality in Higher Education Statistical Report[1].

- Within the figures and appendices '…' represents a percentage calculated on a population of between 0 and 5 inclusive. These numbers and percentages have been suppressed to protect against over-interpretation of small numbers.

- For our overall pay gap calculations, we include all colleagues in our snapshot.

Age

Based on the 2022 snapshot date, the largest age band represented in our workforce is 41-45- years old, (14.7%). This is closely followed by 36–40-year-olds (14.6%) and 31-35- years-old (14.5%). The smallest age band represented in our workforce was those 66 years-old and older (2.4%), followed by those 25 years-old and younger (3.6%).

In relation to academic colleagues, the largest age band was 31-35 (16.6%) and the smallest was 25 and under (1.0%). Across PS, the largest age band was slightly older at 41-45 (13.7%), with the smallest age band 66 and older (1.6%).

Age profile of all colleagues in 2022
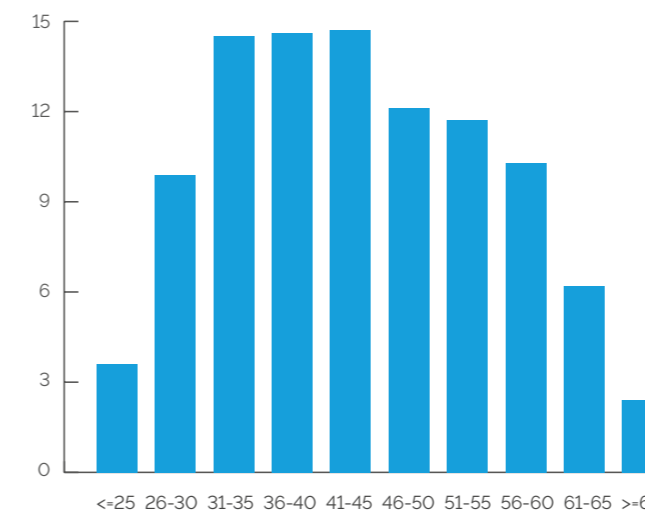
The age profile of PS colleagues was slightly younger than that of academic colleagues, with 16.6% of PS colleagues aged 30 and under compared to 9.7% of academics. Across the PS groupings, specialist/technical colleagues had the youngest age profile, with 28.8% aged 30 or under, compared with operational 6.8% and 15.8% of administrative colleagues.

Age and other characteristics

- The average age for females was 42.9 years compared to 45.0 years for males. The proportion of females under the age of 45 is greater than males (60% versus 53.8%). With the proportion varying between 0.6% (41-45 years) to 1.5% (36-40 years). There is a greater proportion of male colleagues across each of the age bands covering 46-50 years up to >=60 years, with the proportion varying between 0.1% (51-55 years) to 2.4% (61-65 years).

- The age profile of colleagues who identified as minoritised ethnic was younger than that of white colleagues, 56.6% were 40 and under compared to 40.4% of white colleagues.

- In terms of disability, collectively, a slightly greater proportion of colleagues who reported a disability were under 45 years (52.9%), with the highest percentage of colleagues in the 36-40 years age band (15.6%).

1. See: Advance HE's 2022 Equality in Higher Education Statistical Report.

Disability

Based on the 2022 snapshot data (Table 14), 4.1% of colleagues were recorded as having a disability, which continues the trend of a year-on-year slight increase in colleagues reporting having a disability since 2017. The proportion of colleagues reporting a disability is slightly lower than the HE sector average of 6.0% (Advance HE, 2022). 92.3% of colleagues reported they had no known disability, with 3.5% of colleagues choosing not to share their disability status.

All colleagues' disability status 2017-2022
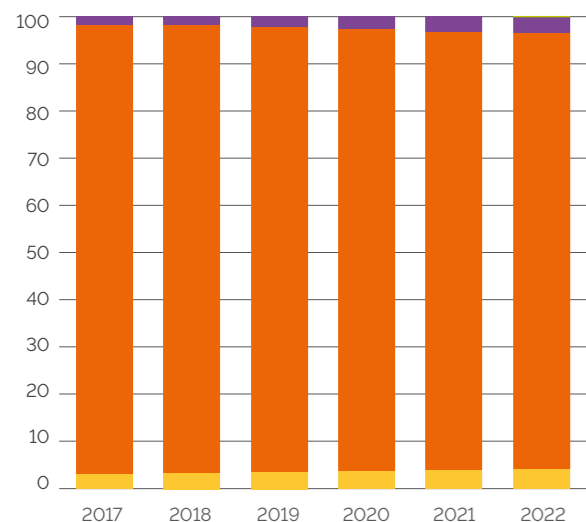
Disabled ■ **Not disabled**
■ **Prefer NTS** ■ **No response provided**

Across our Faculties, the highest proportion of all colleagues identifying a disability was within HaSS (4.6%), followed by SAgE (3.3%) then FMS (3.2%). The proportion of those who preferred not to say in HaSS and FMS was respectively 3.9% and 3.8%, with this figure dropping to 3.2% in SAgE.

In relation to disabilities identified, the largest proportion of colleagues identified a disability not listed (33.8%), followed by a long-standing illness or health condition (19.4%). 14.1% of colleagues identified having a mental health condition, whilst 10.6% reported having two or more impairments and/or disabling medical conditions.

The proportion of both academic and PS colleagues who had declared a disability was lowest in the most senior grade (I), 1.9% and less than 5 colleagues respectively. Across academics, the highest proportion of colleagues with a declared disability was in grade H (4.2%), whilst the largest proportion of prefer not to say was at grade F (6.2%). Among PS colleagues, grade F had the highest proportion of disabled colleagues (5.6%), with prefer not to say highest at grade B (6.0%).

Academic disability status 2022

■ Disabled	3.1%
■ Not disabled	92.9%
■ Prefer NTS	3.8%
■ No response provided	...%

PS colleagues disability status 2022

■ Disabled	4.9%
■ Not disabled	91.7%
■ Prefer NTS	3.3%
■ No response provided	...%

Disability and other characteristics

- A larger proportion of colleagues with a disability was female (70.3%) than male (29.7%).

- Disability was lower among colleagues from minoritised ethnic background (1.5%) compared to white colleagues (4.5%).

- Disability and age (see age section).
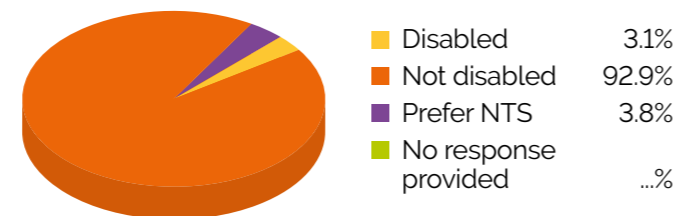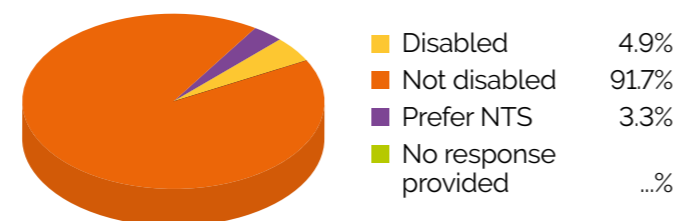
Ethnicity

At the 2022 snapshot date, consistent with our 2021 data, the largest combined ethnic grouping was East Asian/East Asian British, including Chinese (3.8%), followed by South & Southeast Asian/South and Southeast Asian British colleagues (2.5%), and any other ethnic group (1.8%). The smallest grouping was Black African/Caribbean/Black British (1.0%).

Minoritised ethnic groups only 2022
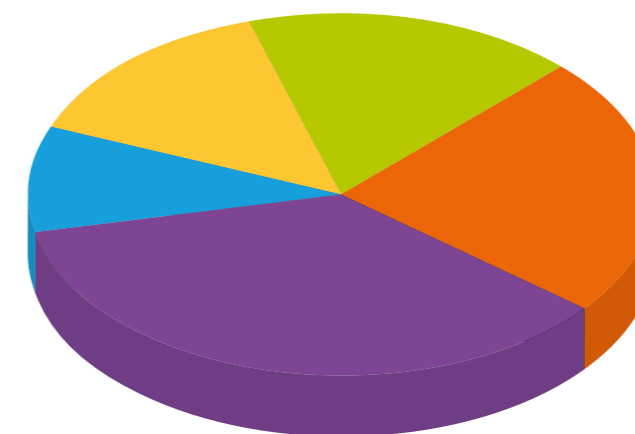
■ South & Southeast Asian/South and Southeast Asian British	23.5%
■ East Asian (including Chinese)/ East Asian British	35.9%
■ Black/African/Caribbean/ Black British	9.4%
■ Mixed/multiple ethnic groups	14.3%
■ Any ethnic group not considered above	17.0%

Across our workforce, 10.5% of colleagues identified as being from a minoritised ethnic background[2], whilst 85% were recorded as white and 3.8% preferred not to provide their ethnicity and for 0.7% the ethnicity is No response provided. The overall proportion of colleagues from minoritised ethnic backgrounds has increased slightly by 1.2% since 2021 and 2.2% since 2017. The percentage of PS colleagues who stated being from a minoritised ethnic background (5.4%) was lower than among academic colleagues (16.6%). The proportion of both academic and PS colleagues from minoritised ethnic backgrounds has increased slightly by 1.3% and 1.0% respectively, since 2021.

Across the snapshot data, more academics (5.2%) selected prefer not to say than PS colleagues (2.7%).

All colleagues by minoritised and white ethnicity over time.

■ **White** ■ **Minoritised Ethnic**
■ **Prefer NTS** ■ **No response provided**

2. In regard to ethnicity, within our workforce diversity section (4) we report on mid-level combined ethnic categories where numbers allow (see Appendix 1 for the categories). 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 it further with time, will allow us to identify patterns of marginalisation relating to ethnicity.

Across academic colleagues, the proportion of minoritised ethnic colleagues was highest in R&I (23.0%) roles, followed by T&R (13.0%) and T&S (12.6%). In terms of grades, among academics, the highest proportion of academic colleagues was in grade F (25.4%), with this figure declining across the subsequent grades, with the lowest representation found in grades IA (8.2%) and IB (8.3%).

Among PS colleagues, representation of colleagues from minoritised ethnic backgrounds was highest in grade E (6.9%), with slight declines across grade F and G (5.9% and 5.8% respectively). However, the lowest proportion of colleagues from minoritised ethnic backgrounds were in grades H and I (less than 5).
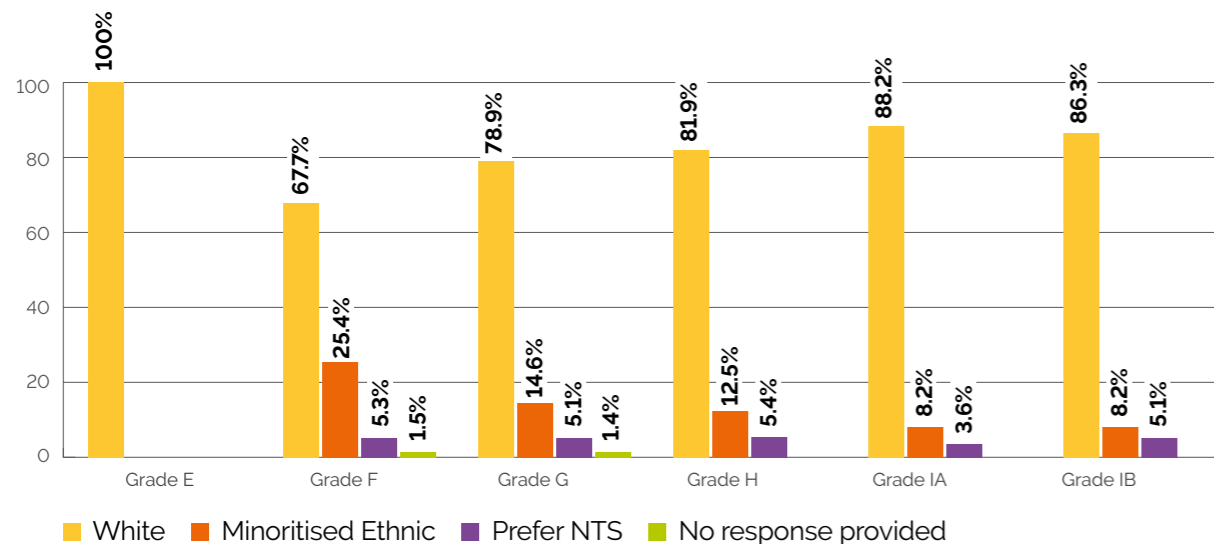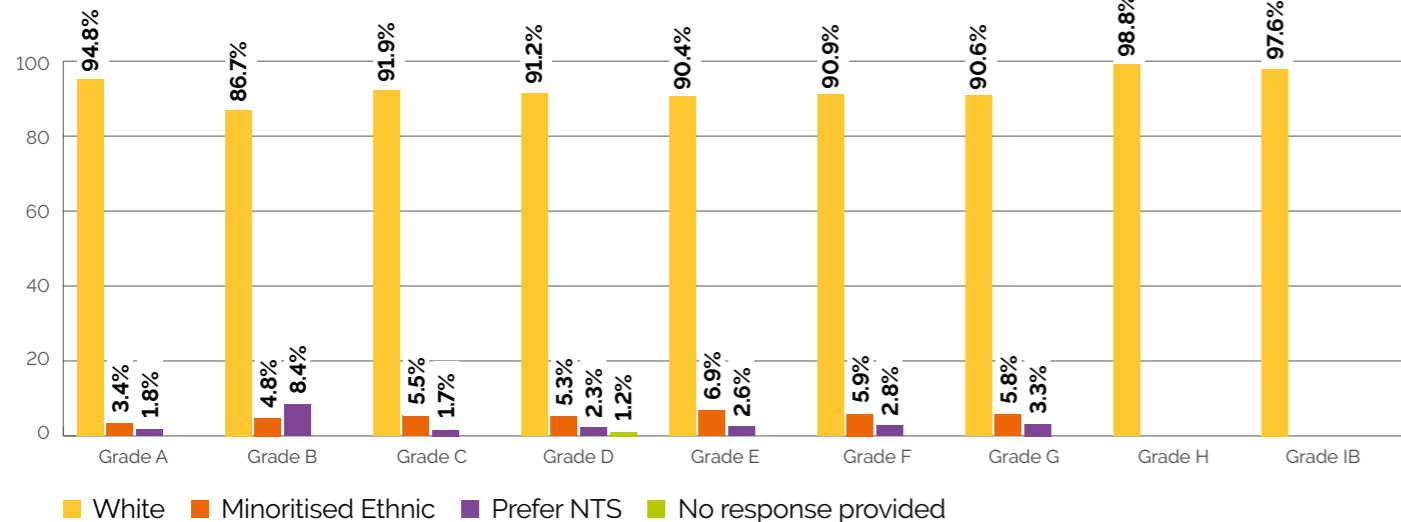
Sex and ethnicity

Across our 2022 snapshot data, there was a higher representation of colleagues from minoritised ethnic backgrounds among male colleagues (11.4%), than among female colleagues (9.8%).

When looking at the proportion of female and male colleagues across PS and academic occupations, representation of colleagues from minoritised ethnic backgrounds was higher among female PS colleagues (5.7%) than males PS colleagues (5.0%). Whilst among academics, representation of colleagues from minoritised ethnic backgrounds was slightly higher among male (16.8%) than female colleagues (16.4%).

Gender Affirmation[3]

At the point of our 2022 snapshot date, 0.2% of colleagues stated their gender is not the same as it was at birth. This figure is a slight increase on 2021 (0.1%) and 2020 (0%). However, this data remains lower than the sector comparator figure of 0.6% among those institutions who returned data on this characteristic to HESA in 2020/2021 (Advance HE 2022).

Within the snapshot data, 38% of colleagues stated their gender was the same as their birth gender, whilst 2.4% preferred not to answer the question. We had no recorded response for 59.5% of colleagues. Whilst this figure represents a 6.5% improvement in return rates from 2021 and a 13.6% increase since 2018, it is still a lower data sharing rate than that of the institutions that returned information on this characteristic to HESA for 2020/21, who collectively had no recorded response for 39.5% of their colleagues (Advance HE 2022).

Marriage and civil partnership

At the 2022 snapshot date, 27.1% of colleagues informed us they were married, whilst 24.9% said they were single. We had no recorded information for 48.1% of colleagues, which is a decrease of 6.7% since 2021. We currently do not collect data on civil partnerships but intend to do so as part of enhancements to our data system.

Pregnancy & Maternity

During the 2022 snapshot period, 271 colleagues took parental leave on 288 occasions. With some colleagues for instance taking maternity leave and later in the year shared parental leave, whereas others did take for instance unpaid parental leave more than once within the snapshot period.

Of those who took parental leave (271 colleagues), 70.8% took maternity leave. Among the total of those who took maternity leave, 39.1% were academic colleagues and 60.9% were PS. In addition, overall, of those who took parental leave, 24.4% took paternity leave, 5.5% took shared parental leave (paid or unpaid), and 5 colleagues or fewer took adoption leave or unpaid parental leave.

Academic colleagues by minoritised and white ethnicity and grade in 2022

PS colleagues by minoritised and white ethnicity and grade in 2022

---

3. The terminology for this characteristic in the Equality Act 2010 is gender reassignment, but we use gender affirmation to be more inclusive and on the advice of our Rainbow@Ncl network.

Religion and belief

At the 2022 snapshot date (Table 54), 17.9% of colleagues chose to tell us they had a religion. 13.4% were Christian, 2.5% stated having a religion not listed, 0.6% Hindu, and 0.5% identified as Spiritual. 0.4% identified as Muslim or Buddhist.

The number of colleagues who reported having no religion (19.4%) or prefer not to say (4.8%), has continued to rise gradually since 2018. We had no response recorded for 57.9% of colleagues, however, whilst this figures is still high it represents an improvement in data sharing since 2021, where we had no response recorded for 64.5% of colleagues. Our data sharing/return rate is lower than that of the institutions that returned information on this characteristic to HESA for 2020/21, who collectively had no recorded response for 30.0% of their colleagues (Advance HE 2022).

Religions only 2022

■ Buddhist	2.0%
■ Christian	74.9%
■ Hindu	3.2%
■ Jewish	%?
■ Muslim	2.4%
■ Sikh	%?
■ Spiritual	3.1%
■ Any other religion	13.9%

Religion over time, 2018-2022

■ Religious/Spiritual Total	
■ No religion	
■ Prefer NTS	
■ No response provided	
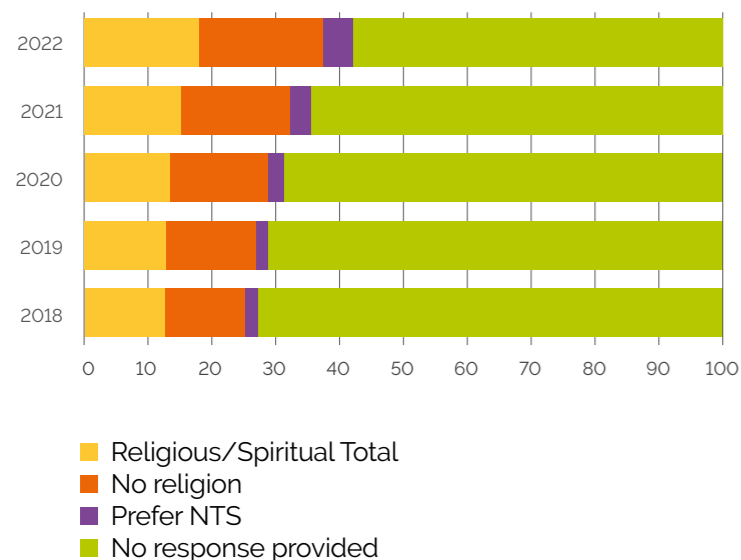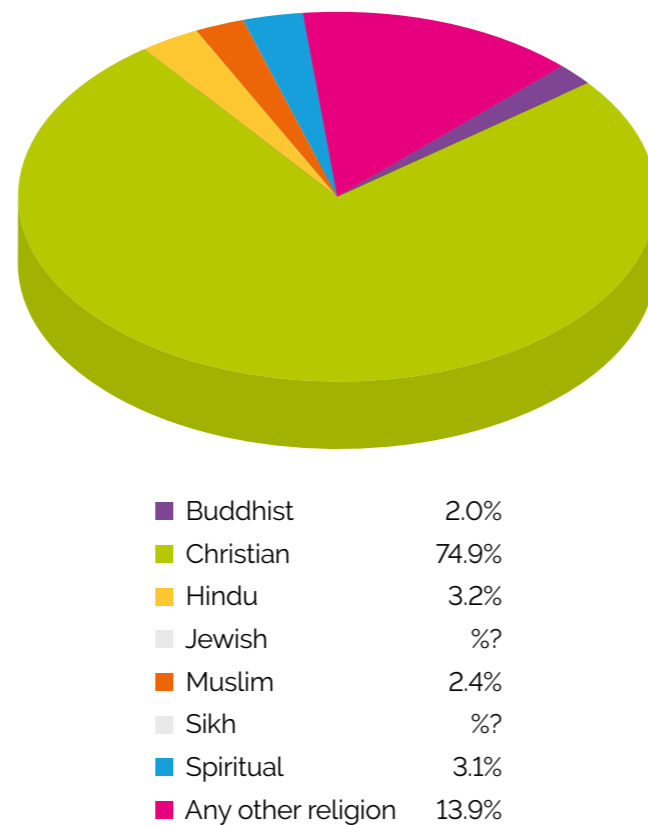
Sex[4]

Based on our 2022 snapshot data, female colleagues made up the largest proportion of our workforce (55.8%), with a minor increase (0.6%) since 2021.

Colleagues by occupation and sex 2022

All colleagues
■ Female	55.8%
■ Male	44.2%

Academics
■ Female	47.0%
■ Male	53.0%

PS colleagues
■ Female	63.0%
■ Male	37.0%
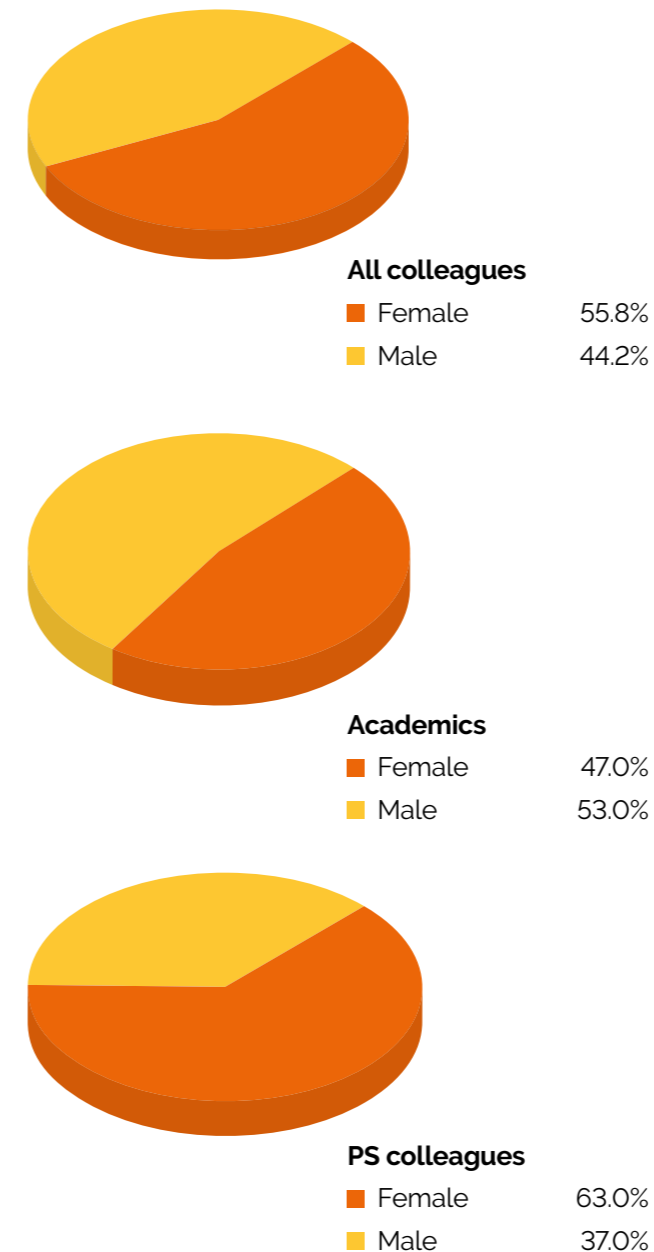
The greatest proportion of academics were male at 53.0% (a 1.3% decrease on 2021), with the proportion of female colleagues (47%) increasing by 1.3% since 2021 and 4.7% overall since 2017. Across academics, female colleagues made up the greatest proportion of R&I (54.0%) and T&S (58.2%) contracts, with male colleagues recorded as the highest proportion among T&R contracts (61.5%).

In relation to our faculties, female colleagues represented the largest proportion of academics in FMS (54.6%) and HaSS (52.6%), whilst male colleagues made up the largest proportion in SAgE (71.3%).

Among PS, female colleagues make up the largest proportion (63.0%), with the percentage of male colleagues recorded at 37.0% (a 0.1% decrease and increase respectively since 2021).

In terms of PS occupations, female colleagues represent the largest proportion of administrative occupations (74.2%), whilst male colleagues make up the majority of maintenance (≥98.0%), specialist/technical (61.7%), and operational (54.0%) roles.

In relation to representation across PS grades, consistent with 2021, the highest representation of female colleagues is at grades C (70.1%) and D (70.9%). Although there is still an underrepresentation of female colleagues, compared to their overall representation in PS roles, in grades H (58.1%) and IB (53.7%), representation has increased in these grades by 5.2% and 1.2% respectively since 2021.

4. 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.

Among academics, the highest representation of female colleagues was in grades F (55.4%) and G (49.9%), with representation decreasing in subsequent grades. We have a lower representation of female colleagues at IB grade (34.7%), which is predominantly comprised of Professors. However, we have seen a slight increase in this figure since 2021 (1.7%), which is a 5.2% increase since 2017.

Academic colleagues by sex and grade in 2022

The proportions of female and male colleagues who were on fixed-term and open-ended contracts at the 2021 snapshot date were broadly proportionate to their overall representation in our workforce. Female colleagues made-up 56.5% and 55.7% of fixed-term and open-ended contracts, respectively. Whilst male colleagues made-up 43.6% and 44.3% of fixed-term and open-ended contracts, respectively.

Female colleagues made-up the largest proportion of those working part-time (74.7%) and a slightly larger percentage of those who worked full-time (50.1%).

Sexual Orientation

At the 2022 snapshot date (Table 55), 3.5% of colleagues were recorded as LGB+ (Lesbian, Gay, Bisexual and other sexualities, excluding heterosexual), which is a 1% increase on 2021 and a 2.1% increase since 2017. Within the overall 3.5% recorded as LGB+, 1.5% of colleagues selected Bisexual, 1.1% gay men, 0.7% gay women/lesbian, and the remaining 0.3% of all colleagues selected another sexuality.

33.6% of colleagues were recorded as heterosexual, this is an increase of 11.8% since 2017. 4.8% of colleagues chose to select prefer not to say and we had no response for 58% of colleagues. This is a higher proportion than the sector benchmark among those institutions that returned data on this characteristic to HESA for 2020/21, who collectively had no recorded response for 30.0% of their colleagues for this characteristic (Advance HE 2022). However, our return rate has continued to improve since 2018.
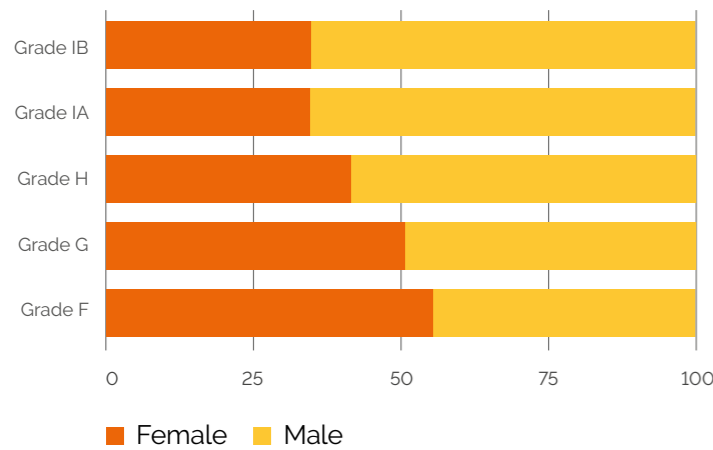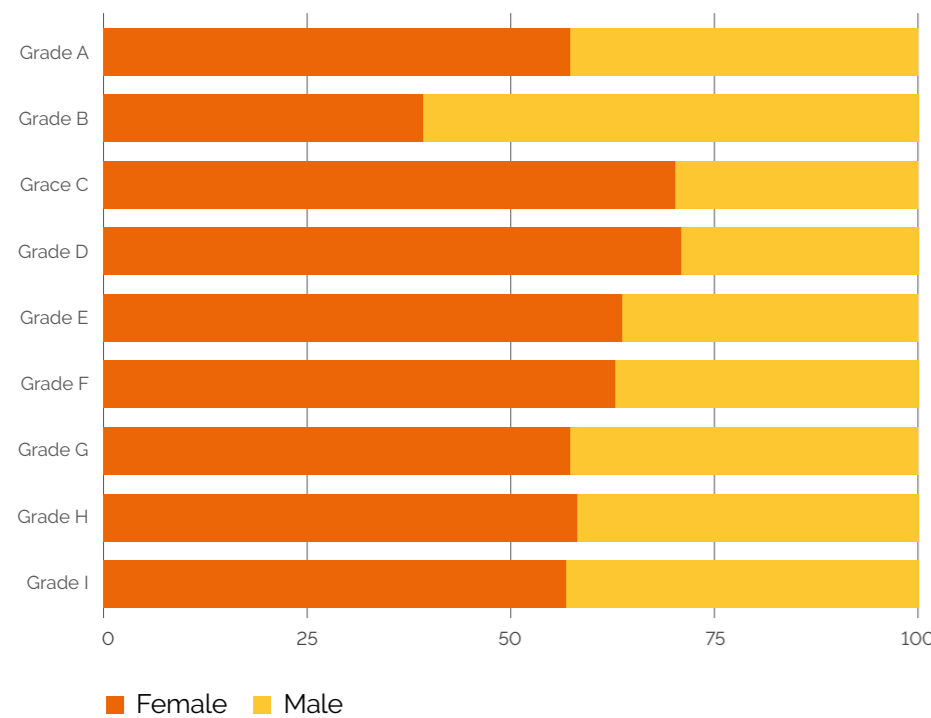
All colleague sexual orientation over time

PS colleagues by sex and grade in 2022
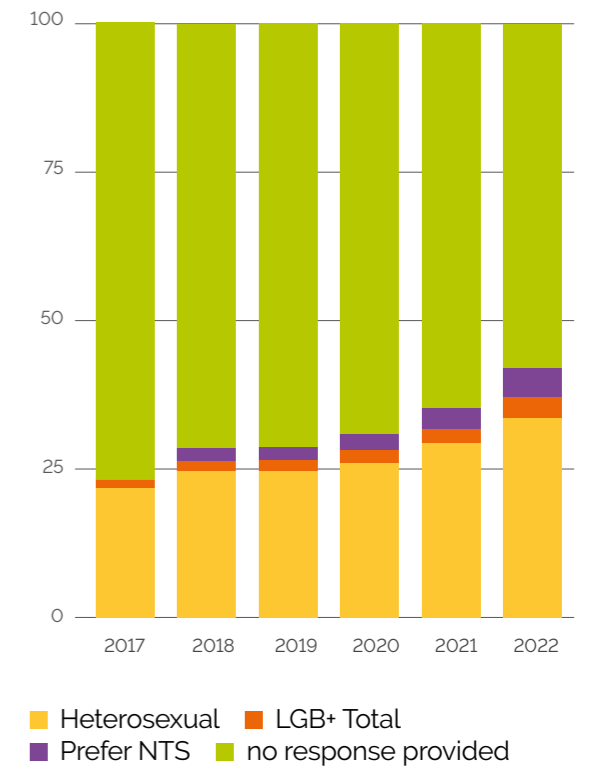
GENDER PAY GAP REPORT SUMMARY

We are in our sixth year of reporting, and this year we have continued to focus on understanding and analysing our pay gap data beyond the headlines and statutory reporting. We have invested in deep dive analysis across a range of occupational groupings, grades, and job families. This has been done by gender, ethnicity, and disability and on an intersectional basis. We have identified our pay gap risks and are working collaboratively with colleague groups and networks to explore these areas of concern in more detail and to create meaningful action for improvement.

We recognise that the workforce composition and organisational demographics will continue to play a part in driving some element of our pay gap concerns. We have been impacted by a challenging recruitment market and high demands on specialist roles. Attracting and retaining talent has been particularly important for us this year. These factors can all play a part in changes to the pay gaps.

What is the gender pay gap?

The gender pay gap is the difference between the average hourly pay for male and female employees working for an organisation. Having a gender pay gap is an indicator of differential distribution of female and male employees within an organisation, typically more male employees in occupations and/or more senior positions with higher salaries, and more female employees in occupations and/or more junior positions with lower salaries.

The Mean

Commonly known as the average, is calculated when you add up the wages of all colleagues and divide the figure by the number of colleagues. The mean gender pay gap is the difference between mean pay of female and male colleagues.

The Median

The figure that falls in the middle of a range when everyone's wages are lined up from smallest to largest. The median gap is the difference between the hourly pay of the middle colleagues in the range of male colleagues' wages and female colleagues' wages.

Key findings

The median pay gap has decreased by 2.0%. The mean has increased by 0.5%. This increase has occurred due to Clinical Excellence payments paid in the relevant payment period now being included in the calculations, which are predominantly paid to male colleagues, along with salary sacrifice deduction now being removed before analysis.

By occupational group both academic and PS are in favour of males, by 11.5% and 6.6% respectively. When splitting academic out into clinical and non-clinical we can see that clinical academics have a median pay gap heavily in favour of males, at 22.7%. By the mean measure, apart from non clinical academics, all elements of the analysis are further in favour of males. Further highlighting the fact males hold the majority of senior positions. Recruiting more junior males into the PS and academic occupational groups will significantly reduce the observed pay gap.

Median Pay Gap 14.2%

£16.14   £18.82

Mean Pay Gap 18.3%

£17.67   £21.63

■ Female Count 3,538   ■ Male Count 2,791
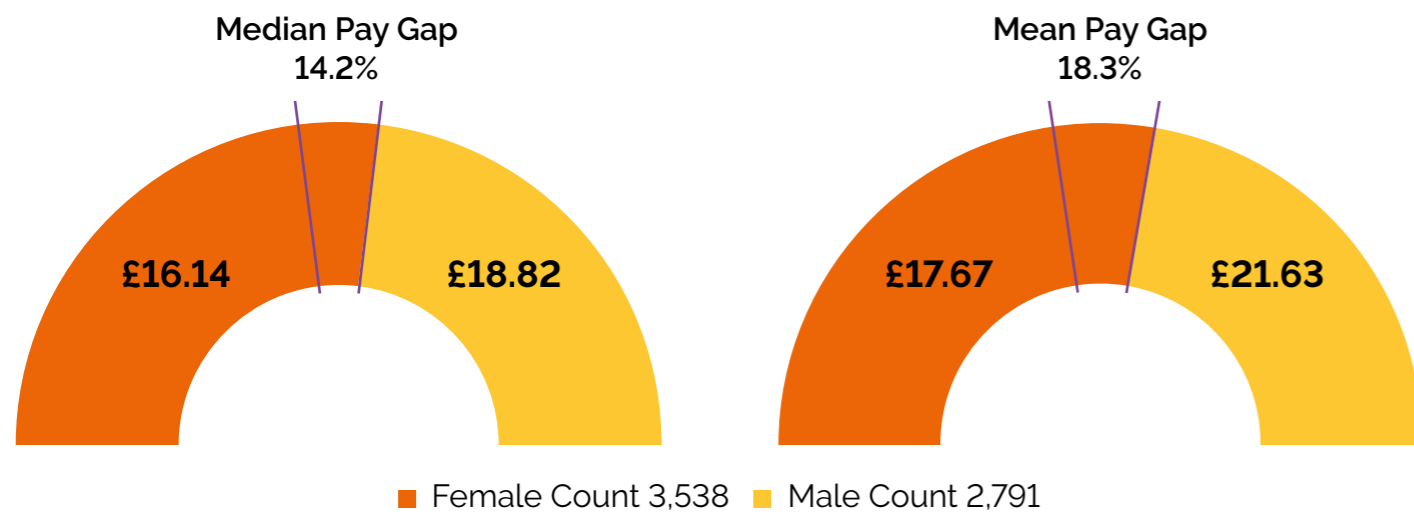
Gender Pay Quartiles

The proportion of male and female colleagues by quartile pay bands

	%		%
Upper Quartile	59%		41%
Upper Middle	45%		55%
Lower Middle	38%		62%
Lower Quartile	34%		66%
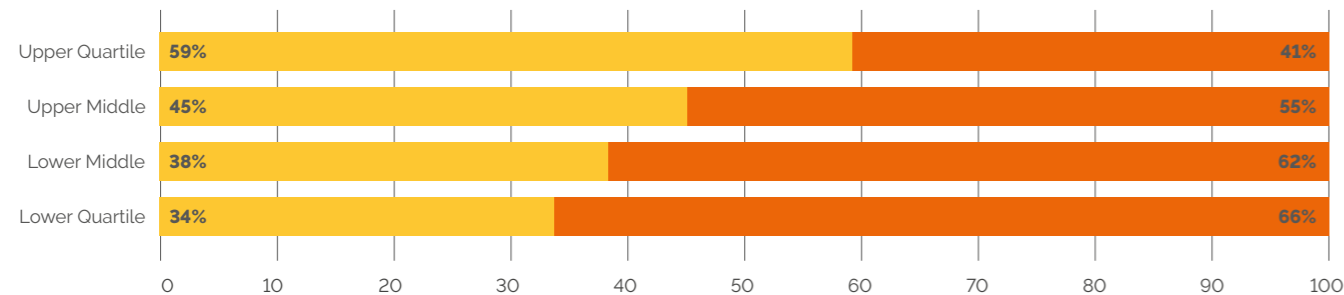
The overall gender distribution is 56% female and 44% male. The upper quartile and the lower quartile record the largest pay gaps due to their distribution. The upper quartile holds 34% of all male colleagues and only 18% of all female colleagues. This is reversed in the lower quartile which holds 19% of all male colleagues and 30% of all female colleagues. A major factor in driving our gender pay gap.

Quartile Movement

Quartile trends year on year

		%		%
Upper Quartile	2021	59%		41%
	2022	59%		41%
Upper Middle	2021	45%		55%
	2022	45%		55%
Lower Middle	2021	41%		59%
	2022	38%		62%
Lower Quartile	2021	33%		67%
	2022	34%		66%

■ % of Males in Quartile   ■ % of Females in Quartile
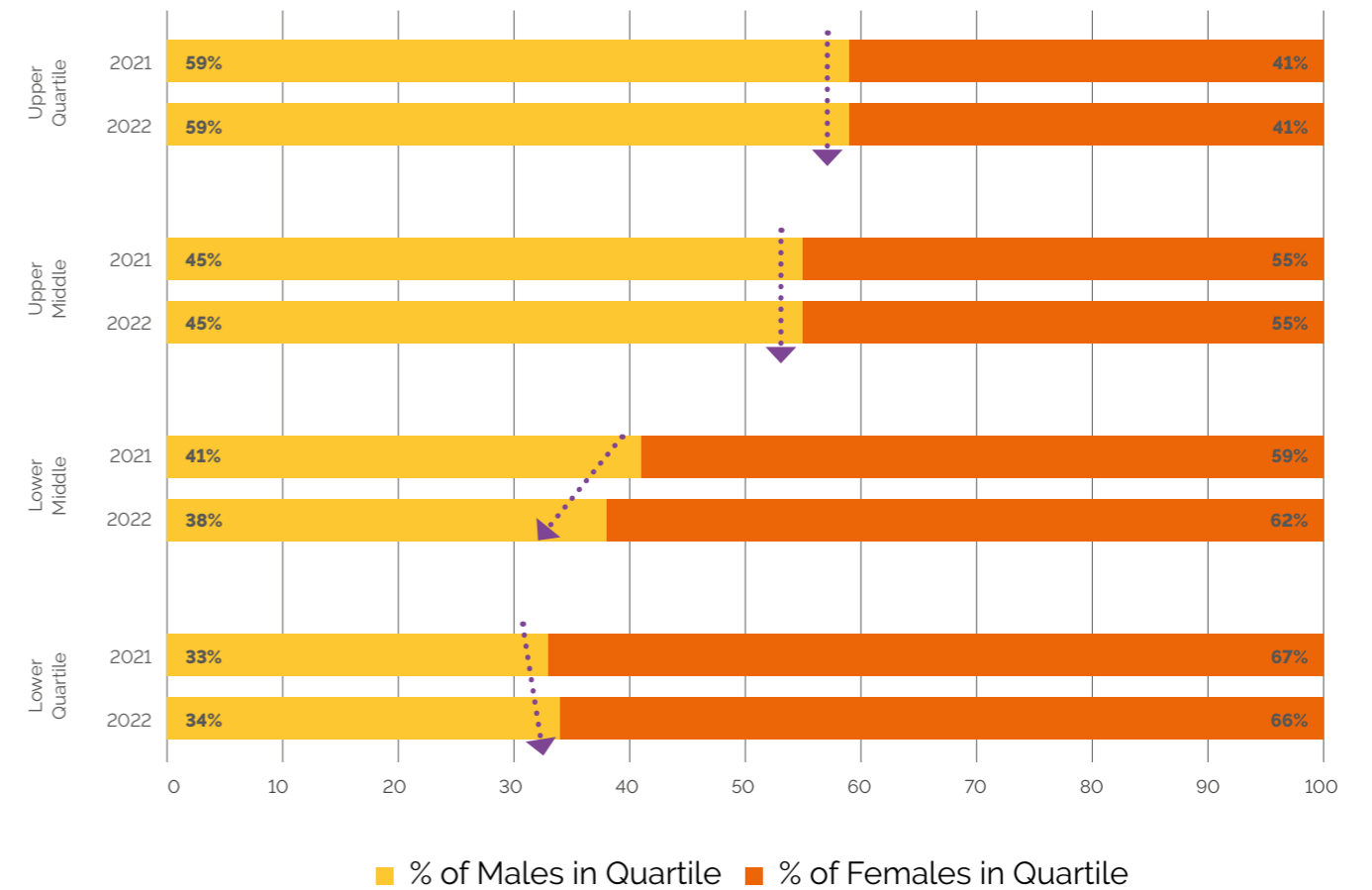
There has been movement in 2 of the 4 quartiles since last year. Female colleague representation has increased by 3% in the lower middle quartile and male colleague representation has increased by 1% in the lower quartile. Increasing the male colleague population in the lower quartile will support the reduction of the gender pay gap, however, this may have been offset by the increase in female colleagues in the lower middle quartile. This is an area we intend to explore further to see how we can improve a more balanced distribution across all quartiles.

Bonus Gender Pay Gap

		No	Mean bonus £	Mean gender pay gap %	Change %	Median bonus £	Median gender pay gap %	Change %
All bonuses	Male	413	3,894			405		
	Female	375	1,890	51.5	-25.00	900	-122.2	204.5
Excluding CEAs	Male	369	713			100		
	Female	363	988	-38.7		850	-750	

The median bonus pay gap has gone from 82.3% in favour of males to 122.2% in favour of females. The mean has decreased by 25%. This significant year on year change has occurred due to a much larger number of bonus payments being made to male colleagues of smaller recognition amounts (Spotlight awards); 292 payments of £100 were made, 90 to females and 202 to male colleagues which leads to the median value being heavily in favour of females. In total 75 bonus payments equal to or greater than £5,000 were made, 25 to females and 50 to males, which leads to the mean value being heavily influenced in favour of male colleagues.

Ethnicity Pay Gap

Occupational Group		No	Mean hourly pay £	Mean pay gap %	Median hourly pay £	Median pay gap %
All Academic	Minoritised ethnic	465	21.95		19.12	
	White	2214	25.50	13.9	21.73	12.0
Clinical Academics	Minoritised ethnic	30	47.47		40.81	
	White	178	49.32	3.7	45.77	10.8
Non-Clinical Academics	Minoritised ethnic	435	20.19		18.84	
	White	2036	23.42	13.8	21.16	10.9
Professional Services	Minoritised ethnic	174	14.27		13.64	
	White	3202	15.03	5.0	13.64	0.0

Due to the imbalance in representation of colleagues from minoritised ethnic backgrounds across our two major occupational groupings – PS and academic - the overall ethnicity pay gap is not a meaningful indicator of racial equality in our context. Colleagues from minoritised ethnic backgrounds were better represented among academics, than PS colleagues, PS colleagues have a lower average salary than academics. This results in an overall higher average salary among colleagues from minoritised ethnic backgrounds than white colleagues

When we look at the ethnicity pay gap by occupational grouping, academic shows a median pay gap of 12% in favour of white colleagues and non-clinical academics shows a median of 10.9% in favour of white colleagues. PS shows a 0% ethnicity pay gap. This is also true for the mean ethnicity pay gap which shows a gap of 13.9% in favour of white academics and 13.8% for non-clinical academics in favour of white colleagues. For PS, the mean ethnicity pay gap is 5% in favour of white colleagues.

Disability Pay Gap

Median Pay Gap 8.3% £15.82 £17.25

Mean Pay Gap 12.9% £17.09 £19.61

■ Disabled Count 262   ■ Non-Disabled Count 5,847
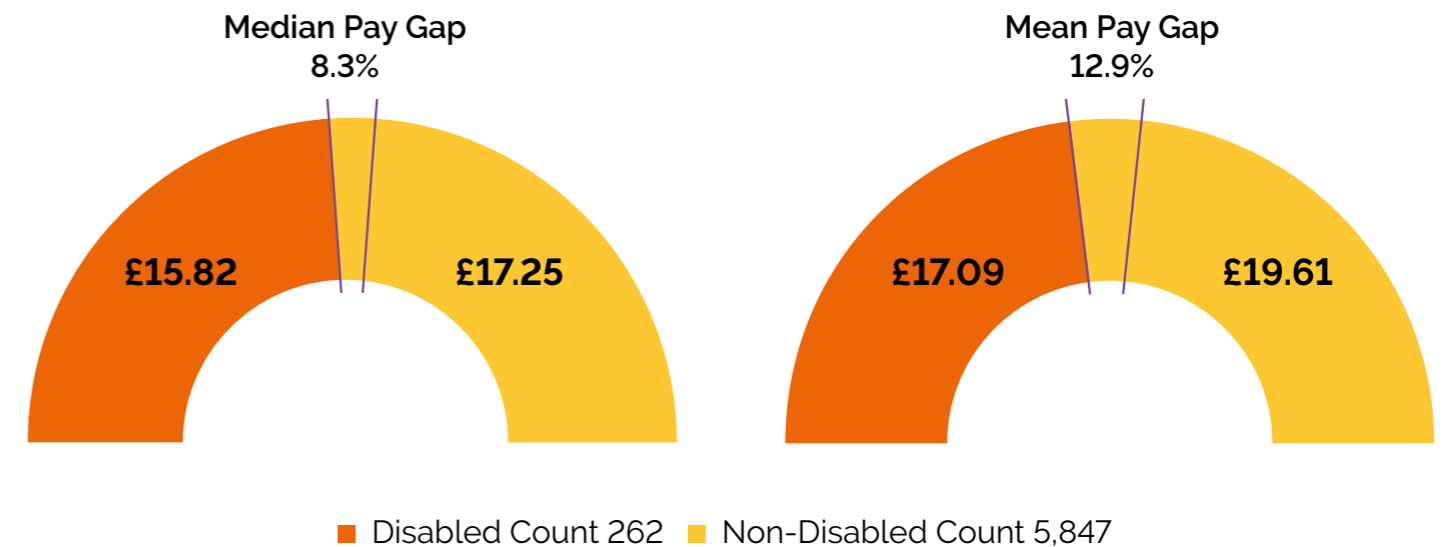
Whilst the median and mean pay gap for disabled colleagues has decreased year on year by 0.2% for mean and 2.8% for the median, it reflects the distribution of disabled colleagues and outliers in the high end of the distribution. We know this is true as only 3% of the upper quartile is occupied by disabled colleagues but 6% of the lower quartile is occupied by disabled colleagues. Newcastle University's overall disability distribution is 92% non-disabled, 4% disabled and 4% of colleagues did not make a declaration. The gaps have decreased when compared to the previous year.

Next steps for addressing pay gaps

We are continuing to work to analyse and validate the data we have collected from this year's pay gap reporting exercise at a more granular level. Our extensive report will allow us to look at occupational grouping, grade and even job title by pay gap. We intend to share this with our colleagues, network groups and union colleagues to determine any further specific priorities we want to address in relation to under representation, barriers to progression or promotion. Coupled with our ongoing actions of pay transparency through more informed decisions within academic promotions, discretionary pay reviews and inclusive recruitment practices, we will develop and evolve our actions and underpin the work we continue to take forward within our Athena Swan and REC Action Plans which looks to address under representation across colleague groups.

For further information on our 2022 report and action plan please contact **reward@newcastle.ac.uk**

Section six

APPENDICES

Appendix 1: Workforce Diversity Tables

Age

All colleagues by age group over time (2022: N=6415)

Year	<=25		26-30		31-35		36-40		41-45		46-50		51-55		56-60		61-65		>=66	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
2017		4.1%		10.4%		15.4%		15.3%		12.8%		12.5%		11.8%		9.9%		6.0%		1.7%
2018		4.0%		10.5%		14.6%		14.6%		12.8%		12.8%		12.3%		9.8%		6.1%		1.9%
2019		4.1%		10.4%		14.5%		15.5%		12.5%		13.0%		12.1%		9.7%		6.0%		2.0%
2020		4.5%		10.4%		14.5%		15.1%		12.7%		12.3%		11.8%		9.9%		6.5%		2.2%
2021		3.5%		10.0%		14.3%		15.2%		13.4%		12.6%		11.7%		10.3%		6.5%		2.5%
2022	231	3.6%	633	9.9%	930	14.5%	937	14.6%	943	14.7%	776	12.1%	753	11.7%	663	10.3%	395	6.2%	154	2.4%

Colleagues by age group and occupation, 2022

Year	<=25		26-30		31-35		36-40		41-45		46-50		51-55		56-60		61-65		>=66	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Academic colleagues (N=2890)	30	1.0%	250	8.7%	481	16.6%	459	15.9%	460	15.9%	347	12.0%	322	11.1%	273	9.4%	171	5.9%	97	3.4%
PS colleagues (n=3525)	201	5.7%	383	10.9%	449	12.7%	478	13.6%	483	13.7%	429	12.2%	431	12.2%	390	11.1%	224	6.4%	57	1.6%
All colleagues (N=6415)	231	3.6%	633	9.9%	930	14.5%	937	14.6%	943	14.7%	776	12.1%	753	11.7%	663	10.3%	395	6.2%	154	2.4%

All colleagues by age and sex, 2022

Year	<=25		26-30		31-35		36-40		41-45		46-50		51-55		56-60		61-65		>=66	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Female (n=3579)	149	4.2%	376	10.5%	541	15.1%	547	15.3%	535	14.9%	431	12.0%	418	11.7%	344	9.6%	182	5.1%	56	1.6%
Male (n=2836)	82	2.9%	257	9.1%	389	13.7%	390	13.8%	408	14.4%	345	12.2%	335	11.8%	319	11.2%	213	7.5%	98	3.5%
All colleagues (N=6415)	231	3.6%	633	9.9%	930	14.5%	937	14.6%	943	14.7%	776	12.1%	753	11.7%	663	10.3%	395	6.2%	154	2.4%

Key

Age	Colleagues' age calculated at snapshot date (31st July 2022)
PS colleagues	Professional Services colleagues
Academic colleagues	All colleagues with an academic contract
Sex	In these tables we report on colleagues' sex (female/male) rather than their gender (e.g., man/woman/non-binary) as this is what the University currently collects from colleagues due to the requirement to return this information to HM Revenue and Customs, which requires legal sex information to be known for all colleagues. 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.

Disability

All colleagues by disability status and impairment type, 2022 (N=6415)

	% of all colleagues		% of disabled colleagues
	n	%	%
All disabled colleagues	263	4.1%	
A disability, impairment or medical condition not listed	89	1.4%	33.8%
A long standing illness or health condition (e.g. Cancer)	51	0.8%	19.4%
A mental health condition (e.g. Depression or Schizophrenia)	37	0.6%	14.1%
A physical impairment or mobility issues (e.g. Wheelchair)	16	0.2%	6.1%
A social/communication impairment (e.g. Asperger's syndrom)	8	0.1%	3.0%
A specific learning difficulty (e.g. Dyslexia or Dyspraxia)	18	0.3%	6.8%
Blind or a serious visual impairment uncorrected by glasses	..	..	..
Deaf or serious hearing impairment	13	0.2%	4.9%
Two or more impairments and/or disabling medical conditions	28	0.4%	10.6%
No known disability	5919	92.3%	
Prefer NTS	227	3.5%	
No response provided	6	0.1%	

All colleagues by disability status, 2022 (N=6415)

	Academic (n=2890)		PS (n=3525)		All colleagues (N=6415)	
	n	%	n	%	n	%
Disabled	91	3.1%	172	4.9%	263	4.1%
No known disability	2686	92.9%	3233	91.7%	5919	92.3%
Prefer not to say	110	3.8%	117	3.3%	227	3.5%
No response provided	..	..	..	..	6	0.1%

All colleagues by disability status over time (2022: N=6415)

	2017	2018	2019	2020	2021	2022	
	%	%	%	%	%	n	%
Disabled	3.0%	3.4%	3.6%	3.8%	4.0%	263	4.1%
No known disability	95.0%	94.5%	93.9%	93.4%	92.6%	5919	92.3%
Prefer not to say	2.0%	2.1%	2.5%	2.7%	3.4%	227	3.5%
No response provided						6	0.1%

Key

Disabled	These tables use the term 'disabled' to refer to colleagues recorded as disabled on their staff record.
No known disability	No known disability refers to colleagues who had recorded as having no known disability on their staff record. We do not aggregate colleagues who preferred not to provide this information into this category.
PS colleagues	Professional Services colleagues
Academic colleagues	All colleagues with an academic contract
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
FMS	Faculty of Medical Sciences
HaSS	Faculty of Humanities and Social Sciences
SAgE	Faculty of Science, Agriculture and Engineering
..	We supress percentages based on 5 or less individuals to protect against over-interpretation of small numbers and colleagues' annonymity.

Disability status of colleagues by faculty and occupation, 2022

	Academic		PS		All colleagues	
Faculty	n	%	n	%	n	%
HaSS						
Disabled	39	4.0%	20	6.3%	59	4.6%
No known disability	886	91.7%	288	90.9%	1174	91.5%
Prefer not to say	41	4.2%	9	2.8%	50	3.9%
No response provided	..	..	..	..	..	..
FMS						
Disabled	32	2.8%	27	3.9%	59	3.2%
No known disability	1062	93.0%	637	92.6%	1699	92.8%
Prefer not to say	46	4.0%	24	3.5%	70	3.8%
No response provided	..	..	..	..	..	..
SAgE						
Disabled	20	2.6%	20	4.7%	40	3.3%
No known disability	726	94.3%	393	91.6%	1119	93.3%
Prefer not to say	23	3.0%	15	3.5%	38	3.2%
No response provided	..	..	..	..	..	..

Excluded: senior officers such as vice-chancellors who do not sit within one of the three faculties but according to HESA sit within Academics

Disability status of academics by grade, 2022 (n=2890)

	GRADE E		GRADE F		GRADE G		GRADE H		GRADE I		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Disabled	..	..	35	3.4%	24	3.3%	19	4.2%	13	1.9%	91	3.1%
No known disability	8	100.0%	933	90.2%	672	93.3%	417	93.1%	656	96.5%	2686	92.9%
Prefer not to say	..	..	64	6.2%	24	3.3%	12	2.7%	10	1.5%	110	3.8%
No response provided	..	..	..	..	..	..	..	..	..	..	..	..

Disability status of PS colleagues by grade, 2022 (n=3525)

	GRADE A		GRADE B		GRADE C		GRADE D		GRADE E		GRADE F		GRADE G		GRADE H		GRADE I		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Disabled	12	3.7%	9	5.4%	26	5.5%	35	5.4%	29	4.6%	45	5.6%	11	3.0%	..	..	..	..	172	4.9%
No known disability	296	91.1%	147	88.6%	427	90.5%	590	91.2%	578	92.3%	734	91.8%	343	94.8%	78	90.7%	40	97.6%	3233	91.7%
Prefer not to say	17	5.2%	10	6.0%	18	3.8%	21	3.2%	19	3.0%	21	2.6%	7	1.9%	..	..	..	..	117	3.3%
No response provided	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

Ethnicity

All Colleagues by minoritised and white ethnicity over time (2022: N=6415)

	2017	2018	2019	2020	2021	2022	
	%	%	%	%	%	n	%
White	88.9%	88.7%	88.3%	87.9%	86.7%	5454	85.0%
Minoritised ethnic	8.3%	8.4%	8.8%	8.9%	9.3%	671	10.5%
Prefer not to say	2.8%	2.9%	3.0%	3.2%	4.0%	243	3.8%
No response provided						47	0.7%

Colleagues by combined ethnic group and occupation over time (2022: N=6415)

	2019			2020			2021			2022					
	All colleagues	Academic	PS	All colleagues	Academic	PS	All colleagues	Academic	PS	All colleagues		Academic		PS	
										n	%	n	%	n	%
South & Southeast Asian/South & Southeast Asian British	2.1%	3.2%	1.3%	2.2%	3.1%	1.4%	2.0%	3.0%	1.2%	157	2.4%	114	3.9%	43	1.2%
East Asian/East Asian British	3.5%	6.3%	1.1%	3.6%	6.6%	1.1%	3.6%	6.5%	1.1%	241	3.8%	180	6.2%	61	1.7%
Black/African/Caribbean/Black British	0.8%	1.1%	0.5%	0.8%	1.1%	0.5%	0.9%	1.1%	0.6%	63	1.0%	42	1.5%	21	0.6%
Mixed/multiple ethnic groups	1.1%	1.5%	0.7%	1.2%	1.6%	0.8%	1.3%	1.9%	0.8%	96	1.5%	60	2.1%	36	1.0%
Any ethnic group not considered above	1.3%	2.2%	0.5%	1.2%	2.0%	0.6%	1.5%	2.6%	0.6%	114	1.8%	84	2.9%	30	0.9%
Minoritised ethnic total	8.7%	14.2%	4.1%	8.9%	14.6%	4.3%	9.3%	15.2%	4.4%	671	10.5%	480	16.6%	191	5.4%
White	88.3%	81.2%	94.2%	87.9%	81.0%	93.6%	86.7%	79.2%	92.8%	5454	85.0%	2232	77.2%	3222	91.4%
Prefer not to say	3.0%	4.6%	1.7%	3.2%	4.4%	2.1%	4.0%	5.6%	2.8%	243	3.8%	149	5.2%	94	2.7%
No response provided										47	0.7%	29	1.0%	18	0.5%

Excluded: senior officers such as vice-chancellors who according to HESA sit within Academics but are neither T&R, T&S or R&I

Academic colleagues by ethnicity and academic contract, 2022 (n=2883)

	Clinical						Non-Clinical						Total	
	T&R		T&S		R&I		T&R		T&S		R&I			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
White	91	77.8%	60	88.2%	33	70.2%	1041	81.5%	287	81.3%	714	70.0%	2226	77.2%
Minoritised ethnic	15	12.8%	8	11.8%	12	25.5%	166	13.0%	45	12.7%	233	22.8%	479	16.6%
Prefer not to say	11	9.4%	..	..	..	..	66	5.2%	20	5.7%	51	5.0%	149	5.2%
No response provided	..	..	..	..	..	..	..	..	..	..	22	2.2%	29	1.0%

Academic colleagues by minoritised and white ethnicity and grade, 2022 (n=2890)

Grade	White		Minoritised ethnic		Prefer NTS		No response provided	
	n	%	n	%	n	%	n	%
Grade E	8	100.0%	..	..	..	..	..	..
Grade F	700	67.7%	263	25.4%	55	5.3%	16	1.5%
Grade G	568	78.9%	105	14.6%	37	5.1%	10	1.4%
Grade H	367	81.9%	56	12.5%	24	5.4%	..	..
Grade IA	97	88.2%	9	8.2%	..	..	..	..
Grade IB	492	86.3%	47	8.2%	29	5.1%	..	..

PS colleagues by BAME and white ethnicity and grade, 2022 (n=3525)

Grade	White		Minoritised ethnic		Prefer NTS		No response provided	
	n	%	n	%	n	%	n	%
Grade A	308	94.8%	11	3.4%	6	1.8%	..	..
Grade B	144	86.7%	8	4.8%	14	8.4%	..	..
Grade C	434	91.9%	26	5.5%	8	1.7%	..	..
Grade D	590	91.2%	34	5.3%	15	2.3%	8	1.2%
Grade E	566	90.4%	43	6.9%	16	2.6%	..	..
Grade F	727	90.9%	47	5.9%	22	2.8%	..	..
Grade G	328	90.6%	21	5.8%	12	3.3%	..	..
Grade H	85	98.8%	..	..	..	..	..	..
Grade I	40	97.6%	..	..	..	..	..	..

Colleagues by ethnicity and sex and occupation, 2022 (N=6415)

	Academic (n=2890)		PS (n=3525)		All colleagues (N=6415)	
	n	%	n	%	n	%
Female						
White	1047	77.0%	2032	91.5%	3079	86.0%
Minoritised ethnic	223	16.4%	126	5.7%	349	9.8%
Prefer not to say	74	5.4%	50	2.3%	124	3.5%
No response provided	15	1.1%	12	0.5%	27	0.8%
Male						
White	1185	77.4%	1190	91.2%	2375	83.7%
Minoritised ethnic	257	16.8%	65	5.0%	322	11.4%
Prefer not to say	75	4.9%	44	3.4%	119	4.2%
No response provided	14	0.9%	6	0.5%	20	0.7%

Ethnicity

All Colleagues by minoritised and white ethnicity over time (2022: N=6415)

	2017	2018	2019	2020	2021	2022	
	%	%	%	%	%	n	%
White	88.9%	88.7%	88.3%	87.9%	86.7%	5454	85.0%
Minoritised ethnic	8.3%	8.4%	8.8%	8.9%	9.3%	671	10.5%
Prefer not to say	2.8%	2.9%	3.0%	3.2%	4.0%	243	3.8%
No response provided						47	0.7%

Academics by ethnicity and sex and grades E-IB, 2022 (n=2890)

	GRADE E		GRADE F		GRADE G		GRADE H		GRADE IA		GRADE IB		Total	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
White total	…	…	700	67.7%	568	78.9%	367	81.9%	97	88.2%	492	86.3%	2232	77.2%
White Female	…	…	400	38.7%	282	39.2%	154	34.4%	35	31.8%	171	30.0%	1047	36.2%
White Male	…	…	300	29.0%	286	39.7%	213	47.5%	62	56.4%	321	56.3%	1185	41.0%
Minoritised ethnic total	…	…	263	25.4%	105	14.6%	56	12.5%	9	8.2%	47	8.2%	480	16.6%
Minoritised ethnic Female	…	…	122	11.8%	53	7.4%	24	5.4%	…	…	22	3.9%	223	7.7%
Minoritised ethnic Male	…	…	141	13.6%	52	7.2%	32	7.1%	7	6.4%	25	4.4%	257	8.9%
Prefer not to say total	…	…	55	5.3%	37	5.1%	24	5.4%	…	…	29	5.1%	149	5.2%
Prefer NTS Female	…	…	43	4.2%	17	2.4%	8	1.8%	…	…	…	…	74	2.6%
Prefer NTS Male	…	…	12	1.2%	20	2.8%	16	3.6%	…	…	24	4.2%	75	2.6%
No response provided	…	…	16	1.5%	10	1.4%	…	…	…	…	…	…	29	1.0%
No response provided Female	…	…	8	0.8%	7	1.0%	…	…	…	…	…	…	15	0.5%
No response provided Male	…	…	8	0.8%	…	…	…	…	…	…	…	…	14	0.5%

Key

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.

Combined ethnic categories:

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

PS colleagues Professional Services colleagues

Academic colleagues All colleagues with an academic contract

Academic contract types:

T&R	Teaching and Research
T&S	Teaching and Scholarship
R&I	Research and Innovation
Clinical	Clinical academics

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

… We supress percentages based on 5 or less individuals to protect against over-interpretation of small numbers and colleagues' annonymity.

Gender Affirmation

Gender affirmation over time (N=6415)

Gender affirmation	2018	2019	2020	2021	2022	
	%	%	%	%	n	%
Gender same as at birth	26.0%	27.1%	28.8%	32.3%	2436	38.0%
Gender not same as at birth	0.0%	0.0%	0.0%	0.1%	10	0.2%
Prefer not to say	1.0%	1.1%	1.2%	1.7%	154	2.4%
No response provided	73.0%	71.8%	69.9%	65.9%	3815	59.5%
Data sharing rate	27.0%	28.2%	30.1%	34.1%	2600	40.5%

Gender affirmation for Academic and PS colleagues , 2022 (N=6415)

Gender affirmation	Academic (n=2890)		PS (n=3525)	
	n	%	n	%
Gender same as at birth	933	32.3%	1503	42.6%
Gender not same as at birth	…	…	6	0.2%
Prefer not to say	80	2.8%	74	2.1%
No response provided	1873	64.8%	1942	55.1%
Data sharing rate	1017	35.2%	1583	44.9%

Gender affirmation for Academic and PS colleagues , 2022 (N=6415)

Gender affirmation	FMS		HaSS		SAgE	
	n	%	n	%	n	%
Gender same as at birth	413	36.2%	279	28.9%	240	31.2%
Gender not same as at birth	…	…	…	…	…	…
Prefer not to say	32	2.8%	28	2.9%	20	2.6%
No response provided	696	60.9%	658	68.1%	508	66.0%
Data sharing rate	446	39.1%	308	31.9%	262	34.0%

Key

No response provided	Colleagues for whom we have no recorded response to this question in their staff record.
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
PS	Professional Services colleagues
FMS	Faculty of Medical Sciences
HaSS	Faculty of Humanities and Social Sciences
SAgE	Faculty of Science, Agriculture and Engineering
…	We supress percentages based on 5 or less individuals to protect against over-interpretation of small numbers and colleagues' annonymity.

Marriage

All colleagues by marriage status 2022 (N=6415)

	All colleagues	
Marital status	n	%
Married	1736	27.1%
Single	3083	24.9%
No response provided	1596	48.1%

Key

No response provided	Colleagues for whom we have no recorded response to this question in their staff record.
Civil partnership	We do not currently collect data on civil partnership status but intend to begin doing so.

Pregnancy and maternity

Parental leave, 2022 (n=271)

	Maternity leave	Paternity leave	Shared parental leave (paid or unpaid)	Adoption leave	Unpaid parental leave
All colleagues	192	66	15	…	…
Academics	75	…	…	…	…
PS	117	…	…	…	…

Key

Parental leave taken during snapshot period of 1st August 2021 - 31st July 2022

… We supress percentages based on 5 or less individuals to protect against over-interpretation of small numbers and colleagues' annonymity.

Religion

All colleagues religion over time (2022: N=6415)

	2018	2019	2020	2021	2022	
Religion	%	%	%	%	n	%
Any other	0.3%	0.3%	0.6%	1.4%	159	2.5%
Buddhist	0.2%	0.2%	0.2%	0.2%	23	0.4%
Christian	11.4%	11.5%	11.3%	12.3%	859	13.4%
Hindu	0.2%	0.3%	0.3%	0.4%	37	0.6%
Jewish	0.1%	0.0%	0.0%	0.1%	…	…
Muslim	0.3%	0.4%	0.5%	0.4%	27	0.4%
Sikh	0.0%	0.0%	0.0%	0.0%	…	…
Spiritual	0.1%	0.2%	0.3%	0.4%	35	0.5%
No religion	12.7%	14.0%	15.5%	17.1%	1246	19.4%
Religion total	12.5%	12.8%	13.3%	15.1%	1147	17.9%
Prefer not to say	1.9%	2.0%	2.4%	3.3%	306	4.8%
No response provided	72.9%	71.2%	68.8%	64.5%	3716	57.9%
Data sharing rate	27.1%	28.8%	31.2%	35.5%	2699	42.1%

Religion for Academic and PS colleagues , 2022 (N=6415)

	Academic (n=2890)		PS (n=3525)	
Religion	n	%	n	%
Buddhist	15	0.5%	8	0.2%
Christian	272	9.4%	587	16.7%
Hindu	27	0.9%	10	0.3%
Jewish	…	…	…	…
Muslim	17	0.6%	10	0.3%
Sikh	…	…	…	…
Spiritual	13	0.4%	22	0.6%
Any other religion	87	3.0%	72	2.0%
No religion	492	17.0%	754	21.4%
Prefer not to say	144	5.0%	162	4.6%
No response provided	1818	62.9%	1898	53.8%
Data sharing rate	1072	37.1%	1627	46.2%

Religion for Academic and PS colleagues , 2022 (N=6415)

	FMS		HaSS		SAgE	
Religion	n	%	n	%	n	%
Buddhist	7	0.6%	8	0.8%	…	…
Christian	130	11.4%	76	7.9%	66	8.6%
Hindu	6	0.5%	6	0.6%	15	1.9%
Jewish	…	…	…	…	…	…
Muslim	8	0.7%	…	…	7	0.9%
Sikh	…	…	…	…	…	…
Spiritual	…	…	…	…	…	…
Any other religion	34	3.0%	21	2.2%	31	4.0%
No religion	223	19.5%	158	16.4%	111	14.4%
Prefer not to say	58	5.1%	53	5.5%	33	4.3%
No response provided	669	58.6%	635	65.7%	503	65.3%
Data sharing rate	473	41.4%	331	34.3%	267	34.7%

Excluded: senior officers such as vice-chancellors who do not sit within one of the three faculties but according to HESA sit within Academics

Key

No response provided	Colleagues for whom we have no recorded response to this question in their staff record.
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
…	We supress percentages based on 5 or less individuals to protect against over-interpretation of small numbers and colleagues' annonymity.
FMS	Faculty of Medical Sciences
HaSS	Faculty of Humanities and Social Sciences
SAgE	Faculty of Science, Agriculture and Engineering
PS	Professional Service Colleagues

Sex

Colleagues by occupation and sex over time (2022: N=6415)

	Female						Male					
	All colleagues		Academic		PS		All colleagues		Academic		PS	
Year	n	%	n	%	n	%	n	%	n	%	n	%
2017		53.8%		42.3%		63.5%		46.2%		57.7%		36.5%
2018		53.9%		42.6%		63.4%		46.1%		57.4%		36.6%
2019		54.1%		43.6%		62.9%		45.9%		56.4%		37.1%
2020		54.8%		44.9%		63.0%		45.2%		55.1%		37.0%
2021		55.2%		45.7%		63.1%		44.8%		54.3%		36.9%
2022	3579	55.8%	1359	47.0%	2220	63.0%	2836	44.2%	1531	53.0%	1305	37.0%

Academic colleagues by faculty and sex (n=2878)

	Female		Male	
Faculty	n	%	n	%
FMS	624	54.6%	518	45.4%
HaSS	508	52.6%	458	47.4%
SAgE	221	28.7%	549	71.3%
Total	**1353**	**47.0%**	**1525**	**53.0%**

Excluded: senior officers such as vice-chancellors who do not sit within one of the three faculties but according to HESA sit within Academics

PS colleagues by job family and sex, 2022 (n=3525)

	Female		Male	
Job family	n	%	n	%
Administrative	1749	74.2%	609	25.8%
Operational	257	46.1%	301	53.9%
Maintenance	…	…	52	98.1%
Technical/Specialist	213	38.3%	343	61.7%
Total	**2220**	**63.0%**	**1305**	**37.0%**

Academic colleagues by sex and grade, 2022 (n=2890)

	Female		Male	
Grade	n	%	n	%
GRADE E	…	…	…	…
GRADE F	573	55.4%	461	44.6%
GRADE G	359	49.9%	361	50.1%
GRADE H	186	41.5%	262	58.5%
GRADE IA	38	34.5%	72	65.5%
GRADE IB	198	34.7%	372	65.3%

PS colleagues by sex and grade, 2022 (n=3525)

	Female		Male	
Grade	n	%	n	%
GRADE A	186	57.2%	139	42.8%
GRADE B	65	39.2%	101	60.8%
GRADE C	331	70.1%	141	29.9%
GRADE D	459	70.9%	188	29.1%
GRADE E	398	63.6%	228	36.4%
GRADE F	502	62.8%	298	37.3%
GRADE G	207	57.2%	155	42.8%
GRADE H	50	58.1%	36	41.9%
GRADE I	22	53.7%	19	46.3%

Sexual orientation

All colleagues sexual orientation, over time (2022: N=6415)

	2017	2018	2019	2020	2021	2022	
	%	%	%	%	%	n	%
Bisexual	0.5%	0.6%	0.6%	0.8%	1.0%	98	1.5%
Gay man	0.5%	0.6%	0.6%	0.7%	0.7%	69	1.1%
Gay woman/lesbian	0.4%	0.5%	0.5%	0.6%	0.6%	43	0.7%
Another sexuality	0.1%	0.1%	0.1%	0.2%	0.2%	16	0.2%
LGB+ total	1.4%	1.6%	1.8%	2.2%	2.5%	226	3.5%
Heterosexual	21.8%	24.7%	24.7%	26.0%	29.3%	2155	33.6%
Prefer NTS	…	2.2%	2.2%	2.7%	3.5%	311	4.8%
No response provided	76.9%	71.3%	71.3%	69.1%	64.7%	3723	58.0%
Data sharing rate	23.1%	28.7%	28.7%	30.9%	35.3%	2692	42.0%

Sexual Orientation for Academic and PS colleagues , 2022 (N=6415)

	Academic (n=2890)		PS (n=3525)	
Sexual Orientation	n	%	n	%
Bisexual	45	1.6%	53	1.5%
Gay man	25	0.9%	44	1.2%
Gay woman/lesbian	22	0.8%	21	0.6%
Heterosexual	815	28.2%	1340	38.0%
Another sexuality	10	0.3%	6	0.2%
LGB+ total	102	3.5%	124	3.5%
Prefer not to say	150	5.2%	161	4.6%
No response provided	1823	63.1%	1900	53.9%
Data sharing rate	1067	36.9%	1625	46.1%

Sexual orientation for Academic colleagues by faculty, 2022 (n=2878)

	FMS		HaSS		SAgE	
	n	%	n	%	n	%
Bisexual	25	2.2%	13	1.3%	7	0.9%
Gay man	11	1.0%	8	0.8%	6	0.8%
Gay woman/lesbian	10	0.9%	11	1.1%	…	…
Heterosexual	360	31.5%	237	24.5%	217	28.2%
Another sexuality	…	…	…	…	…	…
LGB+ total	49	4.3%	37	3.8%	16	2.1%
Prefer not to say	60	5.3%	58	6.0%	32	4.2%
No response provided	673	58.9%	634	65.6%	505	65.6%
Data sharing rate	469	41.1%	332	34.4%	265	34.4%

Excluded: senior officers such as vice-chancellors who do not sit within one of the three faculties but according to HESA sit within Academics

Appendix 2:
List of abbreviations

APL - School of Architecture, Planning and Landscape

APP – Access and Participation Plan

AY – Academic year

CEAs – Clinical Excellence Awards, bonuses paid to clinical colleagues by the local NHS Trust

DIG - Disability Interest Group

ECLS - School of Education, Communication and Language Sciences

EDI – Equality, diversity and inclusion

ELLL - School of English Literature, Language and Linguistics

EPSRC - The Engineering and Physical Sciences Research Council

FMS - Faculty of Medical Sciences

GPG – Gender pay gap

GPS - School of Geography, Politics and Sociology

HaSS – Faculty of Humanities and Social Sciences

HCA - School of History, Classics and Archaeology

HE – Higher Education

HEA – Higher Education Academy

HESA – Higher Education Statistics Agency

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

NHS – National Health Service

NLS - Newcastle Law School

NUBS - Newcastle University Business School

NU-REN - NU Race Equality Network

NUSU – Newcastle University Students' Union

Prefer NTS – Prefer not to say response chosen to demographic question

PS - Professional service colleagues

PSED - Public Sector Equality Duty

REC – Race Equality Charter

R&I – Academic colleagues on Research and Innovation contracts

SACS - School of Arts and Cultures

SAgE – Faculty of Agriculture and Engineering

SAT – Self-Assessment Team

SML - School of Modern Languages

Stonewall WEI - Workplace Equality Index

SVLO - Sexual Violence Liaison Officers

T&R – Academic colleagues on Teaching and Research contracts

T&S - Academic colleagues on Teaching and Scholarship contracts