
EQUALITY, DIVERSITY AND INCLUSION

**Annual Report
2021**

Public Sector Equality Duty
Objectives 2020-2024

Annual reporting of equality
and diversity information

Gender Pay Gap report

CONTENTS

Section One

Executive Summary

4

Section Five

Workforce Diversity

38

Section Two

Introduction

10

Section Six

Gender Pay Gap Report

48

Section Three

Leadership, Governance and Management of EDI

12

Appendices

Appendices and Abbreviations

59

Section Four

Key Areas of Progress in 2020-21

16



1

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, for the first time, our reporting on our Public Sector Equality Duty (PSED) Equality Objectives and annual reporting of our equality information, as well as our Gender Pay Gap Report for 2021.

The period this report covers coincided with the Covid-19 pandemic, which we know impacted our whole community and continues to do so. Our colleagues, student leaders and others worked hard to respond and reduce the impact on individuals, and this work will continue into the coming year and beyond.

Despite the unique challenges this year presented, we made progress on many of our EDI priorities, and this should be celebrated. However, there is still much for us to do to meet our equality objectives and create lasting change. This report will help us to measure and share our progress over the years to come.

Key areas of progress in 2020-21

This year, we made good initial progress towards our Equality Objectives 2020-2024, which align with and support our EDI Strategy.



1 – To further develop an inclusive culture, we advanced our work to tackle hate crime, discrimination, harassment and victimisation, including developing our Report & Support system and prevention work, campaigns and activities taken forward by our Students' Union (NUSU), delivery of new programmes of EDI-related training, new approaches to further embed EDI in our culture and values work, and development of a Research Culture Vision and Road Map for 2021/22.



4 – To improve graduate outcomes for students with protected characteristics, we provided support to mitigate the impact of Covid-19 and also took a range of actions through Inclusive Newcastle, supported by the activities of NUSU, with the aim of reducing the degree awarding gap between Black and white students and improving progression to positive destinations for students who share protected characteristics.



2 – To increase the representation of underrepresented protected characteristic groups among professional service (PS) and academic colleagues we began to implement an inclusive recruitment offering, commenced preparations for the university to join the Disability Confident scheme and developed further actions to increase representation of students and colleagues from minoritised ethnic backgrounds through our Race Equality Charter (REC) workstreams.



5 – To become a family friendly organisation, we extended the Returners Support Programme to PS colleagues and introduced a range of policy enhancements, such as bereavement leave for colleagues who experience an early miscarriage and new adoption and family time policies.



6 – To ensure all new and reviewed policies take into consideration EDI, we worked with our EDI networks on key policy developments and commenced enhancement of our Equality Analysis documentation and process, drawing on best practice and colleague feedback.



3 – To improve the progression of academic and PS colleagues from protected characteristic groups into senior positions where underrepresentation has been identified, we commenced development of a more inclusive approach to talent and succession management, took positive action through a new Inclusive Futures leadership programme for colleagues from minoritised ethnic backgrounds and made enhancements to our academic promotions and reward and recognition processes.



7 – To improve our EDI evidence base, we began enhancing collection of colleague diversity monitoring data, provided more comprehensive data tools for student data, produced new datasets and conducted more in-depth analysis for various processes, including this report.

Faculty highlights

The faculties and their academic units played a central role in mitigating the impact of Covid-19 on students and colleagues this year, including in the context of learning, teaching and assessment. Students played a key role in co-producing much of the student-focused activity below.

- In the **Faculty of Humanities and Social Sciences (HaSS)**, common themes across the many activities delivered by schools included creating culture change, inclusive teaching and learning, with several focusing on decolonising pedagogy, enhancing systems, processes and data to support EDI and inclusive colleague recruitment and progression practices.
- In the **Faculty of Medical Sciences (FMS)**, a new EDI strategy and intersectional 'Equality Project' and supporting infrastructure had been put in place to take forward a faculty approach to EDI. Other features include events and podcasts to share lived experiences and knowledge, and all schools agreed Decolonising NCL pledges via NUSU's campaign.
- The **Faculty of Science, Agriculture and Engineering (SAGE)** initiated work to support collegiate and inclusive workplace cultures, appointed its first woman Pro-Vice Chancellor and received two nominations and one winner in the Top 50 Women in Engineering Awards, as well as sponsored an inclusive pronouns project and completed an EPSRC Inclusion Matters funded project focused on Early Career Researchers.

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. This year, they have influenced University policy and advised on its Covid-19 response, as well as provided important peer support, networking and development opportunities for their members. They have increasingly worked collaboratively to recognise and support the University to take account of intersectionality.¹

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. Activity this year included partnership with local faith communities to provide food and supplies for students and colleagues, maintaining Covid-secure prayer facilities, a Walk and Talk scheme for support and wellbeing, meditation and relaxation sessions, and diversifying the Chaplaincy team.

Footnote

1 How different identities that overlap can create additional layers of disadvantage.



WORKFORCE DIVERSITY

At our snapshot date of 31st July 2021, we employed a total of 6,279 colleagues across a range of occupations, including front line operational roles, technical support, central services, and academic and research colleagues. The findings from our data analysis will inform future planning of action to address areas of underrepresentation and gaps in data, which will link to our Equality Objectives.

Disability

4.0%

of all colleagues had **declared a disability**, including 4.8% of PS colleagues and 3.0% of academics.

Religion and belief

15.1% of colleagues declared they had a religion, including 12.3% who were Christian, 1.4% who had another religion not listed, and 0.4% who were Hindu, Muslim and Spiritual, respectively. 17.1% had no religion.

Gender affirmation

0.1% of our colleagues had said their **current gender is not the same as it was at birth**, but our data sharing rate remains low for this characteristic.

Age

55.5%

of our workforce was **comprised of 31–50-year-olds**.

Marriage and civil partnership

30.3% of colleagues were **married**, 28.3% were single but we had no recorded information for 41.4% of colleagues.

Pregnancy and maternity

Between 1st August 2020 and 31st July 2021, **172 colleagues took maternity leave**.



Ethnicity

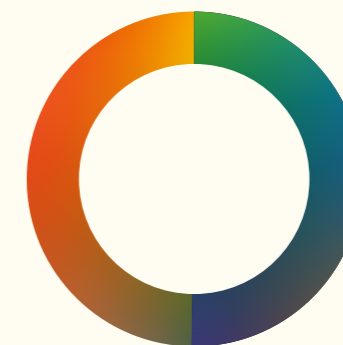
9.3% identified as being from a **minoritised ethnic background** (an increase of 1.0% since 2017), 86.7% as white and 4.0% preferred not to say. 15.2% of academics and 4.4% of PS colleagues identified as being from a minoritised ethnic background. The largest combined ethnic group among all colleagues was East Asian (3.6%), followed by South and South East Asian (2.0%). The smallest grouping was Black colleagues (0.9%).

Sex

55.2% of our workforce was **female**.

54.3% of academics were **male**.

63.1% of PS colleagues were **female**.



Sexual orientation

2.5% of colleagues had said their sexual orientation was **LGB+** (Lesbian, Gay, bisexual or another sexuality, excluding heterosexual), but our data sharing rate remains low for this characteristic.

GENDER PAY GAP REPORT

We report on the statutory reporting period 1st April 2020 to 31st March 2021, with our pay gap figures calculated using a snapshot of all eligible employees on 31st March 2021. Please note that no national pay award or discretionary pay reviews were undertaken during the reporting period. This was due to financial sustainability measures in place due to Covid-19.

A summary of our pay gaps of concern include:



The **mean gender pay gap** among our **PS colleagues**, has increased by 0.6% since last year to

8.2%

The **mean gender pay gap** among **non-clinical academic**, has increased by 0.7% since 2020 to

10.3%

The **mean gender pay gap** among **clinical academics**, has decreased by 4.0% since last year to

16.6%

The **mean ethnicity pay gap** among our **non-clinical academic colleagues** has remained static this year at

15.1%



Our **mean disability pay gap** has remained relatively static this year at

13.1%



Our overall **bonus mean gender pay gap** has decreased by 1.0% to 76.5%, while the median gap has increased by 32.3% to 82.3%³.



A further **modest increase in the percentage of female colleagues in the top quartile** (now 40.6% female) but the proportion of female colleagues within our two lowest paid quartiles also increased slightly.



Some of our pay gaps remain high and we recognise that there is still much more we need to do to make greater improvements in future years. This year's extensive data analysis has signposted areas where we need to look more closely at gender, ethnicity or disability imbalance and underrepresentation.

We will prioritise these to understand what further action we can take to reduce pay gaps. This will link firmly into both our Institutional Athena Swan Action Plan and REC Action Plan, as well as the work outlined in section 4 under objectives 2 and 3, and will help us to build a more equal, diverse and inclusive community at Newcastle University.

³ The context of the last year has influenced our figures, with Clinical Excellence Awards awarded by the local NHS Trust continuing, which benefit more male colleagues and are higher than the University's own bonuses, while the University's own bonuses were paused due to Covid-19.



INTRODUCTION

We are pleased to introduce Newcastle University's 2020-21 Equality, Diversity and Inclusion Annual Report. This report also includes our Gender Pay Gap Report, bringing together all our equality and diversity data in one report for the first time. We provide a comprehensive summary of our equality and diversity data, an update on our progress against our Public Sector Equality Duty Objectives as well as our priorities for the next 12 months. This report has been produced by colleagues from across the EDI team, with important contributions from our EDI Networks, Inclusive Newcastle, Student Health and Wellbeing and our student leaders. We thank all of these colleagues and students for their hard work and dedication to progressing EDI at Newcastle University and ensuring our core value of EDI becomes embedded across the University.

To say the past year has been challenging as a result of the Covid-19 pandemic is an understatement. Our Covid-19 Wellbeing Surveys, and the subsequent listening sessions in collaboration with our EDI Networks, evidenced the multiple barriers that many colleagues and students were experiencing and the unequal impact the pandemic was having during the lockdowns. Much work has been done or is underway to try to address the ongoing effects of the pandemic and we also recognise the deep emotional impact on our community of multiple global and national events in 2020-21 relating to racism and sexual violence. There has as a result been enhanced investment and support for students in this context and we have also introduced a new Health and Wellbeing team member to support colleagues.

The past year has also resulted in much good news and progress in terms of our EDI efforts. Following successfully renewing our Institutional Silver Athena Swan award in early 2020, we have continued to make strides in progressing action to address gender equality. We now hold 13 awards, including one Silver faculty award and 12 Bronze awards. We have also reviewed our family friendly policies and introduced new provisions for those who have experienced a miscarriage, those who are foster carers or who are undergoing fertility treatment. Our application to become a University of Sanctuary was successful, recognising our good practice in welcoming asylum seekers and refugees into our community. The past year has also seen continuation of our race equality work; the establishment of our Race Equality Charter workstreams is ensuring that this work is progressing at pace and we remain on course to make our submission for a Race Equality Charter Bronze Award this year. The appointment of an EDI Training Lead has also allowed us to enhance our suite of EDI Training. Meanwhile, we have worked closely with our two overseas campuses in Malaysia and Singapore to collaborate on EDI initiatives for our colleagues and students based there.

Whilst we have made progress against many of our EDI priorities, we still have much to build on to drive lasting change. For example, this report shows that our data sharing rates for a number of protected characteristics are not as high as we want them to be. We need to further understand why this is and to develop a tangible action plan which includes having robust data processes to address this. Closing our gender pay gap is one of our Athena Swan priorities. We report a continued narrowing of our overall gender pay gap here, but we need to do even more to narrow the gap further and provide equity and parity within our reward practices.

This report provides a summary of where we are against our EDI priorities. We hope you find it of interest and a useful resource. The advances we are making have resulted from the efforts of many in our community: students, colleagues, EDI networks and partners, and this is all taking place with strong commitment and support from our Executive Board. By working together, we will be able to develop a culture at Newcastle University that is positive, inclusive and supportive in which all colleagues and students can be their true selves.



Prof Julie Sanders
Deputy Vice-Chancellor
and Provost
Executive Board Sponsor for EDI



Prof Judith Rankin
Dean of Equality, Diversity
and Inclusion

LEADERSHIP, GOVERNANCE AND MANAGEMENT OF EDI

EDI Leadership

Equality, Diversity and Inclusion (EDI) is one of Newcastle University's core values that runs through the University's Vision and Strategy and underpins all that we do as an organisation. EDI governance structures are in place to enable us to embed EDI as part of core business throughout the University.

- **Executive sponsor** – Our Deputy Vice-Chancellor and Provost, Professor Julie Sanders, is our Executive Board sponsor for EDI and provides senior leadership of our EDI agenda.
- **Dean of EDI** – We have a dedicated Dean of EDI, Professor Judith Rankin, who provides strategic direction to our EDI work. The Dean and the Head of EDI and Colleague Wellbeing, Paul Britton, lead the development and implementation of our EDI Strategy and operational delivery plans.
- **Faculty EDI Directors** – Our Faculty EDI Directors are academic roles and provide leadership on EDI within each of their respective faculties, as well as ensuring a joined-up strategic approach to EDI. In line with this, they oversee a range of initiatives, including Faculty and School EDI accreditations (e.g. Athena Swan).

EDI team

We have a dedicated EDI Team based within the People, Engagement and Culture section of People Services, who lead and support the operational delivery of a range of strategically important projects aimed at embedding the values of EDI across the University. Academic year (AY) 2020-21 has seen further investment and several changes in the EDI Team. In 2020, we appointed a new Head of EDI and Colleague Wellbeing, which was shortly followed by investment in a new EDI Training Lead. We have seen new appointments to our Central EDI Advisor role and the EDI Advisor positions in FMS and SAgE. In addition, we appointed a Race Equality and Accreditation Advisor.

- **Head of EDI and Colleague Wellbeing** – leads the development and implementation of our EDI Strategy and operational delivery plans.
- **Central University EDI Advisors** – lead our University-wide accreditation programmes and a range of strategic projects that ensure we achieve compliance with our statutory requirements.
- **EDI Training Lead** – has responsibility for developing and embedding EDI training programmes across the institution.
- **EDI Operations Coordinator** – provides support and coordination for a range of EDI projects.
- **Faculty EDI Advisors** – provide specialist advice to colleagues across the Faculty and support to Faculty EDI Directors in the delivery of our strategic priorities and objectives. They also support University-wide EDI projects.



EDI governance and consultative bodies

University Executive Board

University Executive Board (EB) has a strong commitment to encouraging and supporting the ongoing development of the University as an inclusive and diverse working and learning environment. EB provides senior level oversight of EDI and gives consideration and sign-off on recommendations made by University EDI Committee. EB monitors progress against strategic EDI objectives and reports into Council, which has overall governance responsibility for EDI at the University and ensuring we meet statutory requirements.

University Equality, Diversity and Inclusion Committee

Chaired by the Dean of EDI and made up of senior representatives' from across the institution and Students' Union (NUSU) the University Equality, Diversity and Inclusion Committee (UEDIC) oversees EDI matters relating to: colleagues, students, learning and teaching, research, and engagement. Its role is to evaluate and reflect upon EDI within the organisation; to monitor the implementation of the EDI Strategy; to promote good practice across all University activities; and to make recommendations to EB on the formulation and evaluation of the University's policies, procedures, strategies and actions required to ensure we comply with and fulfil our statutory obligations. The UEDIC reports directly to EB and through the Board to University Council.

Faculty EDI Committees

Each of our Faculties has their own EDI Committee, which is chaired by the respective Director(s) of EDI. Faculty EDI Committees oversee Faculty EDI related matters and provide both strategic decision making and guidance in relation to embedding EDI throughout the Faculty. Through the respective EDI Directors, matters arising from Faculty EDI Committees are reported into Faculty Executive Board and UEDIC. Membership consists of a range of colleagues from across each Faculty, who are consulted on and able to table EDI related matters for discussion.

Athena Swan Self-Assessment Teams

The University's Athena Swan Self-Assessment Team (SAT) is co-chaired by the Dean of EDI and the Executive Director of People Services and has representatives from colleague recruitment, organisational development, internal communications, EDI Director(s) of each faculty, EDI Networks, and NUSU. Its primary objectives are to ensure the University adheres to the Athena Swan Principles, to develop and implement strategies and policies to meet the University's objective of addressing gender equality, and to support a coordinated University approach to the preparation and submission of applications to the Charter. Six workstreams deliver the University Athena Swan action plan and feed-in to the SAT. There are also SATs and other oversight bodies for Athena Swan work at faculty and school level across our three faculties.

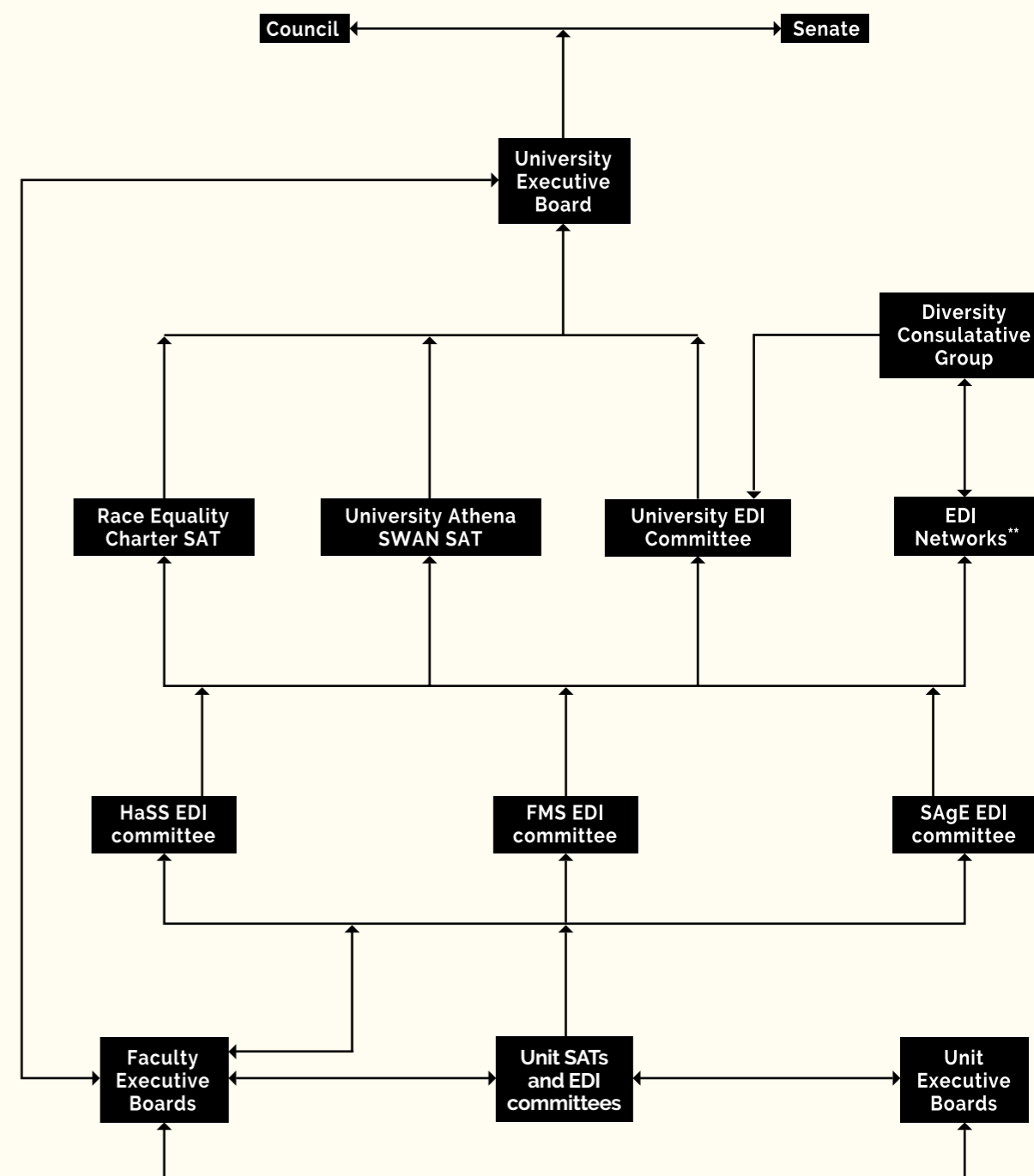
Race Equality Charter Self-Assessment Team

The Race Equality Charter Self-Assessment Team (REC SAT) was formed in 2019, soon after Newcastle University became a member of the REC. The main aim of the SAT is to drive the race equity agenda forward, while ensuring that the five principles of the REC are embedded in all its work. It is co-chaired by the Deputy Vice Chancellor and Provost and the Director of Student Life, and also aims to include representation from a variety of roles across the university. The SAT also agreed, and has oversight over, the six Workstreams of the REC, which are instrumental in ensuring that the REC Action Plan is delivered across the university.

EDI Consultative Group

Our EDI Consultative Group (EDICG), chaired by Dr Jenny Johnston, consults with and promotes the views of the University community on issues relating to EDI, and informs and supports the UEDIC. The University's community is represented on the EDICG by representatives from our EDI networks and other specific interest groups within the university; representatives from NUSU and the colleague trade unions; lay members; and colleagues from the EDI Team.

Organisational chart of EDI committee structure and consultative groups



* NUMed and NUIS are represented on Unit SATs

** EDI Networks: Disability Interest Group; NU Carers; NU Race Equality Network; NU Parents; NU Women; Rainbow@Ncl; TechNet

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KEY AREAS OF PROGRESS IN 2020-21

This section sets out highlights from our activity over the past academic year (AY) as well as priorities for AY 2021-22. 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.

It is important to note the ongoing impact of the Covid-19 pandemic during AY 2020-21 and that this has influenced our EDI activity, with some new or additional activity being delivered to seek to mitigate Covid-19 impact on students and colleagues, as well as impacting on our ability to make progress on some EDI activity when resources were necessarily focused elsewhere. Nevertheless, as evidenced in the following section, a great deal of progress has been made during this period.

1

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 staff 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. External reports, including UUK's Changing the Culture reports and EHRC's inquiry into racial harassment in Universities, demonstrate that no University is immune from hate crime, discrimination and harassment and we all need to do more to tackle it. A holistic and multi-faceted approach is required to embed a culture of respect for all.





Tackling hate crime, discrimination, harassment, and victimisation

In recent years, we have enhanced our approach to tackling unacceptable behaviours and supporting survivors, including through developing a Report and Support system, with the option for anonymous reporting, and enhancing our staff capacity to deliver work aimed at prevention and survivor support. Last year's activity builds on these foundations:

- Extension of the Report and Support system and a new casework email address as an alternative route for colleagues.
- People Services colleagues working more closely with the student Hate Crime and Sexual Violence Prevention Lead to take a joined-up approach to awareness and prevention work.
- Active promotion of Report and Support system and engagement with colleagues and students to develop awareness and trust in the service, evidenced by an increase in students and colleagues reporting incidents via the system.
- Enhancements to reporting on incidents to enable monitoring and response, such as in a bi-annual casework report and joint (student and colleague) report of incidents for the Changing the Culture Group.
- Increased the number of Sexual Violence Liaison Officers (SVLO), to a total of nine, with a further two to be recruited in early 2022.
- Developed a new structure for hate crime and hate incident survivor support to offer parity for survivors of these incidents.

- Training and education included:
 - 'Hate Crime and Sexual Violence Awareness' delivered to NUSU Welfare Officers.
 - Creation of new mandatory sexual violence, hate crime and consent content for student inductions.
 - Piloted Hate Crime Prevention training with Northumbria Police and currently developing further in-house hate crime awareness training.
- Changing the Culture Working Group undertook a gap analysis of the Office for Students' Statement of Expectations to prevent and address harassment and sexual misconduct and produced an action plan to ensure we meet and exceed these expectations.

Priorities 2021/22

Run further campaigns and workshops to raise awareness of hate crime, discrimination, bullying and victimisation, methods of reporting, support available to survivors and actions that will be taken following reports.

Improve training for colleagues in relation to prevention of hate crime and discrimination.

Roll out of new structure for student hate crime and hate incident survivor support, which will implement Hate Crime Liaison Officers.

Continue decolonisation work with student-facing services, including workshops in which Student Services Directors and key colleagues will learn how to implement Equality Analysis.



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 2020/21, NUSU:

- Took the lead on the Black History Month campaign and ran the majority of the programme.
- Led the 'Feel Yourself February' body positivity campaign to talk about body image and the pandemic, involving a podcast episode by our Welfare and Equality Officer, body positivity and art workshop, yoga sessions and Q&A with Psychologist Dr Liz Evans.
- For LGBTQ+ History Month, collaborated with the LGBTQ+ Society to host 'Pride Inside', a campaign centred around celebrating LGBTQ+ students and LGBTQ+ History.
- Increased access to NUSU Participation Bursaries to ensure students from all backgrounds are financially supported to take part in clubs and societies.
- Introduced a Trans Fund to provide up to £50 towards purchases of items that will make trans, non-binary and gender questioning students' lives easier.
- Provided online training for EDI Reps and implemented EDI training for clubs and societies.

Priorities 2021/22

Improve NUSU systems for reporting incidents of hate crime, sexual violence and discrimination.

Create a LGBTQ+ Safe Space Room.



Culture and values work

Enabling all our people to live our values and foster an inclusive culture is being taken forward as part of our culture and values work. Highlights in 2020/21 included:

- Developed a colleague Behaviour Framework to illustrate the behaviours that demonstrate our values and form the foundation of our other culture and values workstreams.
- Piloted a 'Leading Through Values' programme for all leaders, focused on how to lead and support an organisational culture aligned to our vision, values and goals.
- Created Managers Essentials programme, including how to create an inclusive workplace.
- Enhanced colleague induction content, including values and behaviours, and established a group of induction co-ordinators across the University.

Priorities 2021/22

Deliver Leading Through Values to c.150 colleagues.

Undertake a colleague culture survey to create a joined-up approach to understanding culture and values across the University.



EDI training

Building understanding and competence amongst our colleagues is fundamental to building an inclusive culture that values and respects all in our community. In 2020/21 we appointed a new EDI Training Lead, who has conducted an audit of existing provision and designed and delivered new training programmes to multiple teams, including EB, such as: EDI Framework, Engagement and the EDI Framework, White Privilege, Anti-Racism and Allyship and Be an Active Bystander.

Priorities 2021/22

Deliver Be an Active Bystander Training to colleagues across the University.

Roll out additional training programmes including Cognitive Implicit Bias and Behavioural Change, Inclusive Language and Cultural Sensitivity.



Research culture work

Recent reports have revealed stark issues in UK Research Culture, some of which have been exacerbated by the Covid-19 pandemic. We want a Research Culture that nurtures people, promotes creativity, recognises and values everyone's contributions, and supports careers. For this reason, in 2020/21, we embarked upon new work to enhance research culture, including appointing a new Dean of Research Culture and Strategy to lead on this work. We also began consultation with a range of stakeholders, which has fed into the development of a Research Culture Vision and Road Map for 2021/22 - a strand of which will explicitly focus on 'Fairness and Inclusion' in research.

Priorities 2021/22

Future work will focus on the experiences of all colleagues and students who contribute to our research endeavours and successes to build an inclusive research environment.

Ensure reporting processes and practices support the needs of our research community and take a preventative approach to tackling inappropriate behaviour in the research context.

Analyse our funding data to identify areas where we need to increase EDI in research and innovation.

Build and launch a research-led online 'EDI Toolkit' to support research leaders to manage and support diverse teams.



2

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

Background to this objective

For this 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.

As is presented in the [section 5](#), we have high proportion of colleagues who are female among PS colleagues (63.1%) but a lower proportion among academics (45.7%). While the latter has increased over the past few years, we aim to increase this further. We have a low proportion of colleagues from a minoritised ethnic background among professional services colleagues (4.4%) and a low proportion of disabled colleagues (4.0%), and especially among academics (3.0%). Representation of other protected characteristics is not possible to determine at this stage due to data limitations (see [objective 7](#) for our work in this area). This objective aligns with priorities and work set out in our [Silver Athena Swan University Action Plan 2020-25](#) and within our REC action plan and corresponding workstreams in regard to gender imbalances and areas of underrepresentation of colleagues from minoritised ethnic backgrounds within our workforce.





Highlights from our activity 2020-21

- Creation of a dedicated EDI section within our external recruitment pages which details our commitment to EDI and gives a flavour of EDI activities taking place across the University.
- Inclusive Recruitment offering commenced, including launch of a 'Gender Decoder' function as part of the SAP Success Factors Recruitment module. This system enhancement supports users by reviewing text in adverts and job descriptions to check for unconscious and subtle bias and makes suggestions of alternative language to support attracting diverse applications.
- Established a working group to oversee an application to the Disability Confident scheme, which would give guaranteed interview to disabled applicants who meet the job criteria.
- Gained representation from postgraduate students in the REC SAT and REC Research Workstream to enable understanding and development of action to support postgraduates from minoritised ethnic background, including to progress into research careers.



Priorities 2021/22

Continue work on inclusive recruitment priorities, which include:

- Delivery of a suite of recruitment training modules that will support hiring managers in ensuring we take appropriate steps at every stage of the recruitment process to be as inclusive as possible.
- Reviewing the range of our advertising platforms and the diversity of our interview panels.
- Engage in community initiatives that target certain groups, for example working with external organisations to actively promote our available vacancies.
- Develop toolkits to support hiring managers with alternative options for recruitment assessment.
- Guidance on using positive action in recruitment to be created and rolled out.

Join Disability Confident and communicate our commitment on webpages and in recruitment adverts.

Via the REC Colleague Workstream, develop an online hub to highlight best practice resources from across the University and the HE sector in relation to increasing representation of students and colleagues from minoritised ethnic backgrounds.

Identify actions specific to supporting the postgraduate experience and progression into research careers as part of the REC Research Workstream.

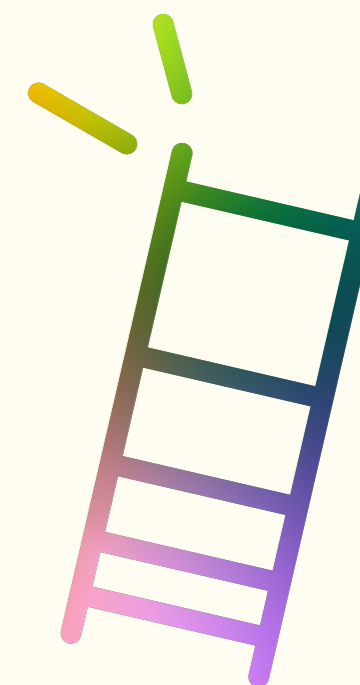
3

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 5](#), our University, like many other organisations, continues to have underrepresentation of female colleagues within the most senior grade of IB, across both academic (33.7%) and PS occupations (52.5%). We have made progress in representation of female colleagues among Professors in recent years but aim to advance further, with a target to reach 35% by 2023. There is also underrepresentation of colleagues from minoritised ethnic backgrounds among academics at senior grades (7.9% at grade IB) and we also have very few colleagues who have declared a disability at senior levels (in grade I, 1.7% among PS and 0% among academics).

Within our Silver Athena Swan University Action Plan 2020-25, and within our REC action plan and corresponding workstreams, we seek to enhance career development opportunities and increase the proportion of women and colleagues who identify as being from a minoritised ethnic background at senior levels. Equitable reward and recognition practices will also support us to meet this objective, as well as our goals in relation to reducing our gender pay gap (see further in [section 6](#) for our Gender Pay Gap Report). Responding to the impact of Covid-19 on colleagues' careers has been a focus this year and features across this section.





Highlights from our activity 2020-21

Leadership development for underrepresented groups

- Commenced development of a more inclusive approach to talent and succession management, reinstating Leadership and Succession meetings and completing the first phase of a review of our development programmes to align with EDI goals.
- Took positive action through piloting an 'Inclusive Futures' leadership programme for colleagues from a minoritised ethnic background in partnership with Common Purpose. The programme included Allyship training for participants' managers and career coaching for participants.

Enhancements to academic promotions process

- Streamlining of the application form and enhanced guidance, including the reduction in the use of metrics as evidence.
- Improved web presence for promotions and early and increased number of promotions briefings to support awareness and understanding of the process.
- Provided guidance for each Academic Unit to create a promotions advisory group so individuals can seek advice and guidance from them.
- Developed consistent training for committee members which will include guidance on the responsible use of metrics.
- Extended the personal circumstances process so that applicants could note Covid-19-related, or other impacts and developed guidance for the impact of Covid-19 on preparation of teaching and support with personal circumstances disclosures.

Equitable reward and recognition highlights

- Developed and published our Equal Pay Policy and embarked on the first stage of our Equal Pay Audit, which resulted in a detailed analysis of all our reward data across age, disability, ethnicity and gender.

- Reviewed our discretionary pay review practices and established more consistency between academic and PS pay review processes, ensuring opportunities for pay increases and bonuses were available at every grade when the annual processes commenced early in 2021.

- Creation of Covid-19 'Impact Statement' to capture how colleagues feel that their opportunity for pay progression may have been impacted as a result of Covid-19 and enabled this to be taken into account.

- Recognition scheme has been refreshed to offer a wider range of recognition awards for colleagues nominated under this scheme and transitioned to a digital platform.

Priorities 2021/22

Embed an inclusive talent and succession approach across the University, aligning planning activity with talent insights to increase the diversity of the career pipeline.

Ensure all leader development activity incorporates an 'inclusive leadership' lens to create inclusive environments.

Continue to review our career development programmes to ensure clearer pathways for development.

Run a second cohort of the Inclusive Futures programme, to include increased manager advocacy to maximise impact.

Building on the initial data analysis from our Equal Pay audit, conduct analysis across areas highlighted for investigation and create an action plan to support any changes required.

Reintroduce our refreshed recognition schemes and continue to build an open and transparent approach to reward management, continuing to embed equal pay practices into reward processes.

Introduction of a Reward Exceptions Committee in 2022 to support further transparency to pay decisions that do not fall within our regular pay processes.

Continue processes aimed at recognising and mitigating the impact of Covid-19 on careers.

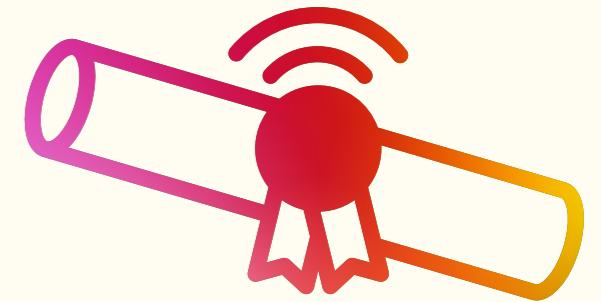
4

Improve graduate outcomes for students with protected characteristics

Background to this objective

Our vision is to create a positive educational experience that enables all our students to achieve their potential. We want all our students to develop a sense of belonging and community such that they thrive and succeed in their studies and are well equipped to progress to their chosen destination in employment or further study. We have identified inequalities for certain protected characteristic groups in regard to degree awarding and graduate outcomes, which we set out in our commitments to address within our Access and Participation Plan (APP) 2020/21-2024/25. These 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, Asian and minority ethnic, and mature students) from 5% points to 2.5% points in 2024-25. In 2020-21, our awarding gap between Black and white students narrowed to 14.4%. There is some volatility in the data, given the relatively small number of Black students applying and gaining admission to the University, and more work needs to be done to ensure that this reduction is steady and consistent over time.

This academic year continued to be affected by the Covid-19 pandemic and there is evidence to suggest that students with protected characteristics were in many cases disproportionately affected. Mitigations were put in place in order to provide increased financial support, additional access to digital resources, enhanced wellbeing services and specific mitigations to prevent negative impacts to assessment outcomes.





Inclusive Newcastle

Inclusive Newcastle has been established to help us focus on ensuring that we provide as diverse and inclusive an environment as we can for our learners. Activity this year included:

- Awareness-raising and training to minimise unconscious bias and reduce the impacts of institutional racism on Black students.
- Work underway in a range of subject disciplines to examine the curriculum, learning resources and pedagogy to 'decolonise' the learning experience.
- Specific projects in disciplines such as Law and 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 ensure that the solutions to the causes of the awarding gap be understood with help from and designed with the input of students.
- Expanded our Career Insights programme, designed to support students from underrepresented groups. Qualitative evidence suggests the programme continued to provide students with significant support in identifying next steps to employability.
- The piloting of Engaged Learning, a Project Based Learning methodology shown to improve outcomes for students from underrepresented backgrounds.



REC Student Workstream

The REC Student Workstream is also working on ways of reducing the awarding gap and removing barriers for students from Black and global majority backgrounds. In 2020/21, the workstream:

- Researched the experiences of students and the reasons for their reduced sense of belonging, and ran workshops to explore solutions and share effective practice.
- Increased positive action scholarships to support the recruitment and success of Black and global majority students, such as the Cowrie Foundation Scholarships and the Ubisoft Scholarships.

Priorities 2021/22

Providing more creative, responsive outreach activity with Black and global majority applicants, including those from Newcastle and the region and mature students.

Conducting a review of all the stages in the admissions process for all undergraduate programmes in order to ensure that potential bias is identified.

Identifying successful practice and trialling it in other areas.

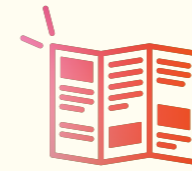
Undertaking training and implementing measures to remove bias.

Introducing increased cultural sensitivity in making use of contextual information in the selection of candidates.

Further developing financial support for students from Black and global majority groups.

Increase funding streams to support internships and research for students around inclusivity.

Increase support for students affected by war and political unrest.



NUSU activity

In 2020/21, NUSU undertook the following activity relating to anti-racism, decolonisation and supporting students from minoritised ethnic backgrounds:

- Provided a 'BAME welcome pack' providing information on food, places of worship, hair and beauty, nightlife, societies and the report and support system, to help students navigate the University and the city.
- Launched the Decolonising NCL campaign, which has been taken up by schools across our three faculties.
- Ran the Black History Matters campaign.
- Provided support for Black students and information on how to be an ally as part of the response to the murder of George Floyd and Black Lives Matter protests.

Priorities 2021/22

Support and amplify the voices of marginalised groups on campus, including through 'Our Black History 2021' in Black History Month, to celebrate our Black community, reflect on our history as Newcastle and celebrate our collective power to facilitate change.

Further work on decolonising the University, including a framework to help departments create bespoke changes and focusing on decolonisation beyond the curriculum.

Working with the university to promote anti-racism and allyship.

Improve mental health support for marginalised groups disproportionately affected by issues exacerbated by the pandemic.

Deliver EDI training for personal tutors.



5

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. The project has actively embraced and listened to the diverse parenting experiences of our colleagues, and with them, developed and implemented an extensive programme of work to address the key challenges identified.



Highlights from our activity 2020-21

- The Returners Support Programme, which provides funded support to enable colleagues to get their careers back on track following extended parental leave, was extended to PS colleagues.
- Introduction of a 2-week bereavement leave for colleagues and partners who experience a miscarriage before 24 weeks, recognising that miscarriage is a loss and time is needed to grieve. We are not aware of another University offering this policy.
- Launched a new Adoption Policy to better reflect the dynamic nature of the adoption process and remove the cap on appointments as well as the fixed timescales for submitting notice. We also created a guide for line managers to aid their understanding of the adoption process.
- Launched a Family Time policy, which includes: provision for foster carers, leave for colleagues and partners undergoing assisted conception and time off for grandparents every time there is a new addition to the family.

Priorities 2021/22

- Provide training for managers and PS colleagues on supporting colleagues returning to work following a pregnancy or infant loss.
- Develop a standardised arrangement for the provision of cover for academics going on extended parental leave.
- Create a Carers Policy to better support those who are unpaid carers.
- Extend our provision of the services of a Childcare Coordinator to cover support for unpaid carers within our community.
- Explore a more flexible approach to part-time candidature for postgraduate research.
- Ensure that our NU travel policy is sufficiently flexible for parents of young children.



6

Ensure all new and reviewed policies take into consideration EDI

Background to this objective

Ensuring 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 activity 2020-21

- Engagement throughout the year with our EDI Network chairs through a new network chairs meeting to support key policy developments.
- Review of our existing Equality Analysis process and supporting documentation and external benchmarking to understand how to enhance it.
- Consultation with colleagues with experience of using the process and with our colleague EDI networks to inform a revised Equality Analysis template and guidance.
- Implemented a new tracking mechanism for Equality Analysis to support quality assurance of the process, with 32 Equality Analyses recorded since May 2021.
- Provided enhanced support to colleagues undertaking Equality Analysis, including on the Planning Assumptions for teaching delivery for 2021-22, the REF 2021 process, Blended working guidance, student and colleague Disciplinary policies and procedures, Equal Pay Policy and Reward Policy.
- Consultation undertaken with our campuses in Malaysia and Singapore to understand their EDI cultural and legal contexts and needs in regard to Equality Analysis.

Priorities 2021/22

- Launch refreshed Equality Analysis process and guidance.
- Provide training to key stakeholders, and online training for all to access.
- Develop a bank of completed Equality Analyses for colleagues to access.
- Embed enhanced governance and quality assurance processes for Equality Analysis.



7



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. One challenge we face is low information sharing rates among colleagues for several protected characteristics (see section 5). While this is not an uncommon situation in universities, this limits how we can use our data to understand any EDI issues for our colleagues and we are committed to improving this. One cross-cutting mechanism for EDI data enhancement is our newly formed EDI data workstream with membership from Planning, People Services, Recruitment, Data Protection, IT and the EDI team, which stemmed from our University Athena Swan action plan but expanded to deliver on EDI data work more broadly and to encompass student and colleague data.

Highlights from our activity 2020-21

- Began a process to review and enhance our EDI colleague data fields within our system based on new Advance HE guidance and recommendations from EDI networks, with the aim of encouraging more colleagues to share their protected characteristics with the University.
- Developed an EDI monitoring form for the Natural and Environment Research Council (NERC) One Planet Doctoral Training Partnership (DTP) which will be shared with other DTPs and Centres for Doctoral Training (CDTs) to inform practice.

- Expanded diversity monitoring within postgraduate student recruitment processes.
- Enhanced provision of student diversity data within the University Performance App in Power BI:
 - a new report on the APP to help better illustrate and monitor performance against targets in the APP,
 - a specific section on graduate outcomes where two years of data can be filtered by student characteristics.
- Developed a new annual colleague EDI dataset covering all protected characteristics to enable enhanced analysis and reporting.
- Undertook enhanced analysis of workforce diversity for this report (see section 5), which will also support other processes such as Equality Analysis.
- Undertook more sophisticated data analysis to inform our gender, disability and ethnicity pay gap reporting, which enabled reporting on intersectional ethnicity and gender pay gaps for the first time (see section 6).

Priorities 2021/22

- Embed EDI data capture and reporting requirements into implementation of new systems infrastructure.
- New postgraduate student admissions system will collect enhanced EDI data.
- Develop a campaign to promote sharing of EDI information by students and colleagues.
- New people Power BI dashboards will be launched, to include colleague diversity data.
- EDI data capture to be built into governance structures, especially with regards to lay and University membership of Council and Senate.

Faculty highlights

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. The faculties and their academic units played a central role in responding to and mitigating the impact of Covid-19 on students and colleagues this year. Co-production with students was prominent in many of the student-focused activities below.

Faculty of Humanities and Social Sciences

Inclusive teaching and learning was a strong theme across HaSS schools, examples included:

- School of English Literature, Language and Linguistics' (ELLL) 'Reflections on Teaching' seminar series, which provided a space to review and determine EDI priorities.
- School of History, Classics and Archaeology (HCA) set up an Inclusive TEL and EDI working group to support both colleagues and students in the move to online learning.
- School of Modern Languages (SML) undertook a staff survey followed by training on neurodiversity and teaching at its Teaching Away Day.
- Combined Honours Centre's (CH) Inclusivity Document received a Team Award as part of the 2021 Vice Chancellor's Education Excellence Award scheme.
- Several Schools have been working on decolonising pedagogy in partnership with students, including SML and CH.
- Newcastle Law School (NLS) developed work experience opportunities for students from underrepresented groups and provided references from influential alumni to enhance CVs.

Aligned to the objective to provide inclusive environments and foster a culture of respect that does not tolerate hate crime, discrimination, harassment or victimisation:

- School of Geography, Politics and Sociology (GPS) published the 'Respectful Conduct Digest' for colleagues to inform practice and promote reflections on respectful conduct.

- ELLL delivered a briefing for all new colleagues on the University policy around discrimination and harassment.
- School of Education, Communication and Language Sciences (ECLS) colleagues from Speech & Language Sciences initiated conversations on developing anti-racist messaging and policy.
- School of Architecture, Planning and Landscape (APL) and GPS created quiet spaces.

Seeking to increase representation and progression of colleagues from underrepresented groups:

- ELLLS made changes to the language used in recruitment adverts to promote inclusivity.
- School of Arts and Cultures (SACS) used a diverse range of communication avenues for recruitment adverts and requested evidence of EDI activities by applicants.
- ECLS held discussions with all colleagues in terms of readiness for promotion.
- GPS provided academic promotions applicants the opportunity to have their cases scrutinised by a panel for feedback prior to submission and completed a review that paved the way for progression from Assistant to Administrator role for PS colleagues.
- HCA implemented a Mentoring Strategy and established a Promotions Advisory Group and workplan to change the culture around promotion and progression.

Improving EDI data was an area of focus in several Schools, including ECLS, which made an Athena Swan Bronze award submission containing a data-enhancing action plan in April 2021 and Newcastle University Business School, which has been working with the School Data Manager to improve its EDI evidence base.



Faith and Spirituality highlights

Faculty of Medical Sciences

In 2021, FMS launched an 'Equality Project', which extends the faculty's existing gender equality work to encompass all protected characteristics to ensure inclusion and fairness for all. This encompasses a horizontal and vertical structure of governance and buy-in to ensure cross-collaboration and culture change throughout the faculty. Highlights in 2020/21 included:

- Volunteers were recruited to lead or be part of one of eight workstreams covering a variety of EDI work, the work is overseen by a 'strategic sponsor' who supports them at the Strategic Oversight Board and works with them to get sign-off for SMART intersectional recommendations and actions covering a 5-year plan.
 - The workstreams have representation of voices across a range of protected characteristics and are using a mix of qualitative and quantitative data to ensure we hear underrepresented groups from across the faculty.
 - A quantitative data workstream is developing a consistent methodological approach to data analysis to ensure reproducibility and comparable outputs across future accreditations.
- Other highlights over the past year include:
- Launch of the FMS EDI Strategy in April 2021.
 - Following faculty restructure, EDI governance has been redeveloped to ensure representation for all colleagues across academic units and professional communities.
 - Undergraduate Student Faculty EDI Committee created, with representatives from each of the school EDI committees, to share best practice and feed into the Faculty EDI Committee.
 - Delivered a meet the FMS EDI Team 'Town Hall' chaired by PVC Prof. David Burn.
 - Launched the 'My Journey' series to hear lived experiences from colleagues and student sharing a variety of protected characteristics.

- All FMS schools have agreed Decolonising NCL pledges through the NUSU campaign.
- Dentistry launched a decolonising the curriculum video featuring the Head of School, academics and students to visibly demonstrate their commitment to the agenda.
- Creation of a welcome video for students from our Malaysia campus arriving in Newcastle, made by the EDI team for the international arrivals, discussing protected characteristics and wellbeing while here at Newcastle.
- EDI Podcast led by Psychology academics and chairs of NU-REN (Race Equality Network) and Rainbow@Ncl.
- Agreed that in academic year 22/23, FMS will offer four fully funded postgraduate studentships to Black home students to address leaky pipelines and representation within the faculty.

Faculty of Science, Agriculture and Engineering

Much EDI activity in SAgE this year has focused on responding to the impact of Covid-19, particularly in relation to equality associated with remote and flexible working for colleagues and students and student assessment processes. More latterly, a SAgE Faculty Wellbeing and Workload Working Group has sought to understand the impact of Covid-19 on workload, work-life balance, wellbeing and progression. In response, the faculty is working with Group Leads in SAgE Schools to support collegiate and inclusive workplace cultures.

SAgE has appointed its first woman Pro-Vice Chancellor, Professor Stephanie Glendinning. Stephanie's appointment is part of an excellent year of recognition for STEM women, including two nominations and one winner in the Top 50 Women in Engineering (WE50) Awards by the Women's Engineering Society.

Achievements over the past year include:

- Sponsoring the use of pronouns to promote gender equality, which has subsequently become a University-wide initiative (see further under [objective 1](#)).

- Completion of the EPSRC 'Northern Power' Inclusion Matters project, which examined networking for Early Career Researchers from underrepresented groups.
- The Faculty EDI team has worked with the Careers Service to enhance EDI training for 1000+ undergraduate peer mentors.
- The School of Engineering began a collaboration with Inclusive Newcastle to develop a programme of work that will begin to address Newcastle University's Black British student awarding gap. A discovery phase involving student consultation is nearing completion.
- Colleagues in the School of Natural and Environmental Sciences have begun a pilot project with Engineering to examine curriculum decolonisation.
- Celebrated some of the inspirational women in SAgE for International Women in Engineering Day 2021 through a blog with interviews.
- In May 2021, the EDI committee of Newcastle University in Singapore successfully organised a hybrid event to support female engineering students in Chemical Engineering, Marine Technology, Electrical Power Engineering, Mechanical Design and Manufacturing Engineering programmes.

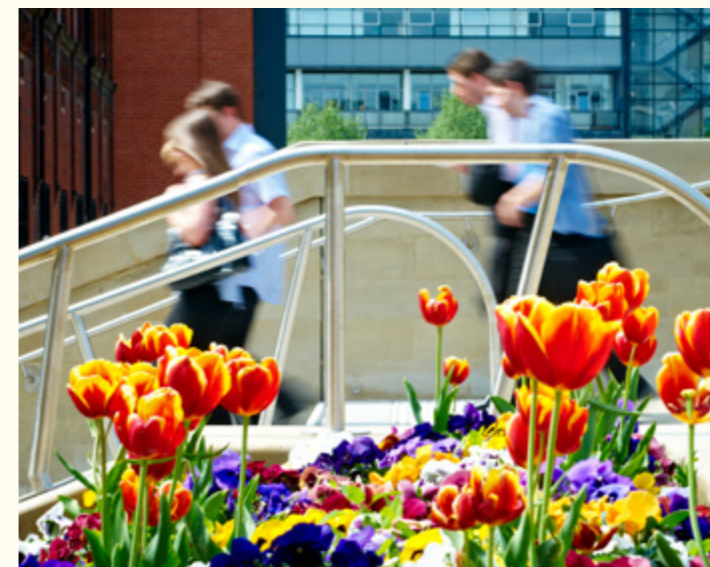
Newcastle University plays host to a diverse student and staff community and welcomes students and colleague members of all faiths and none. To aid the student experience and provide more support to colleague members, Newcastle University provides a Chaplaincy service. The Chaplaincy service works within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

During what was a universally difficult year, the support from faith communities within and beyond the university was important in providing a multifaceted package of support to students and colleagues. The faith and spirituality activity throughout the year included:

- Partnerships with local faith communities to provide food and other supplies for students and colleagues.
- Maintaining provision of Covid-secure Prayer facilities throughout the pandemic.
- Development of a Walk & Talk scheme to provide inclusive opportunities for support and wellbeing.
- Buddhist-led Meditation for Relaxation sessions providing valuable wellbeing outlets for colleagues.
- Diversifying the Chaplaincy team with Chaplains representing Quaker and Humanist traditions.
- Securing support from Chaplains and employing/sponsoring organisations.

Priorities 2021/22

- Improved visibility of faith support on campus through a renewed Chaplaincy strategy.
- Celebrating key festivals within the University community from a number of faith traditions.
- Further diversifying the Chaplaincy team to reflect the University community.



EDI Networks highlights

The University has seven formal EDI related Networks for colleagues and postgraduate research students - the Disability Interest Group, NU Carers, NU Parents, NU Race Equality Network, NU Women, Rainbow@Ncl and NU TechNET. Our 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. As well as providing support, they challenge mindsets, influence policy, champion inclusion and celebrate diversity. Network representatives are actively involved in our EDI committees, representing their members, and raising awareness of their work. The EDI Networks are increasingly working collectively to recognise intersectionality.

Disability Interest Group

The DIG network is for anyone with an interest in disability and operates an email list, a general yammer site and a specific yammer for neurodiversity, providing peer support and keeping members informed.

- Provision of peer support for members during 2020/21 has been its primary focus, which was especially important during the pandemic.
- Where there were concerns raised by members, the Network has let the University know so they can be dealt with – for example, the Covid-testing project team responded within 24 hours to the Network's suggestion that arranging disabled access to the NUSU basement needed to be discussed up-front on the website where tests are booked. Additionally, the Network highlighted the potential harms from unexpected 'trigger' topics in University communications in regard to the distressing events of 2020, which resulted in greater care being taken when the topic needed addressing.
- The Network has been involved in consultation on University policy and decision-making during the past year. For example, DIG members participated in the 'return to campus' consultation discussion organised by the University's EDI team, which was well-received as an opportunity for peer-to-peer support and de-isolation during the pandemic and the Network is looking at doing more of these.

• DIG has worked collaboratively with other EDI Networks this year, for example on consultations with People Services to unpack equality.

- In the coming year, the Network aims to ramp up activities to focus on providing opportunities for connectedness for its members and hopes to secure some workload/resource to support its activities.

NU Carers

The Network was ratified by the University in December 2020. In January, it confirmed its Advisory Panel, with Chris Whiting as Chair. While finding its feet and developing the Network's priorities, it has invested some of its EDI funding in roll-up banners and flyers to promote the Network and the ability for carers to identify themselves as such. It also contributed to funding an intern to provide support to cross-EDI Network intersectional projects.

The Network began planning events in 2021 and is currently organising a joint event with Northumbria Carers' Group, Newcastle Carers and Gateshead Carers to promote Carers' Rights Day (25th November). This is being hosted by Newcastle University in the Lindisfarne Room and will be open to the public along with online accessibility.

The Network's priorities for the coming year are to promote the self-identifying of carers and grow its membership to offer a fuller representation of caring within the University.

NU Parents

NU Parents supports all colleagues and postgraduate students across the University. Its aim is to provide a welcoming and committed environment for all parents and act as a guide and critical friend to the University. This past 18 months has been dominated by Covid and responding to this – both in terms of supporting and helping the University manage and tailor their response to help staff cope with very challenging times. Highlights in 2020-21 include:

- Held two 'Listening Sessions' (colleagues and postgraduates) to elicit views and concerns in light of Covid and the impact on colleagues, which was fed to People Services.
 - Worked closely with People Services in regular meetings to help craft the 'Covid Impact Statement' and relay concerns of parents.
 - Represented views of parents at Faculty EDI and Athena Swan meetings.
 - Run virtual sessions focussing on emergency childcare options with our coordinator Susan Matheson. Also ran a series of virtual workshops over the summer focusing on school/university transition for children.
 - Set up a NU Parent Twitter feed, blog and Teams sites to increase engagement and flag events and news.
 - Instigated contact with other University/College Parents networks.
- Looking forward to the period 2021/22, the Network is focusing on the following areas:
- Building, consolidating and growing the network, with particular emphasis on welcoming all parents – focussing in particular on fathers, same sex parents and adoptive parents. They have organised a virtual event focussing on the impact of lockdown on fathers, and what organisations can do to support them, in collaboration with representatives from fathers' networks.
 - Strengthening the Steering Group (SG) of the network – Covid and pressure of work has resulted in a SG which does not have the required critical mass.
 - Focusing on specific parental needs – providing a supportive space for parents of children with particular needs.

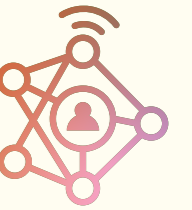
NU-REN (Race Equality Network)

The NU Race Equality Network (formerly the BAME 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.

The network has had a very busy year, in addition to rebranding and changing its name, it has been working hard to promote race equality and make a difference for minoritised colleagues at Newcastle University including:

- Playing an active part in the REC SAT
- Supporting Athena Swan
- Working with Organisational Development to support the development and delivery of the Inclusive Futures Leadership programme
- Working on setting up a NU-REN Book Club
- Participating in and supporting University wide campaigns and regional events, such as Black History Month and Black Britain and Beyond
- Developing a new NU-REN Website

In December 2021, the Network will be holding its Annual General Meeting to elect a new committee, who will take the lead on setting the priorities for the coming year and beyond. It will be recruiting a new intern to support marketing and promotion activity and aims to provide support and opportunities for members around personal and professional development, representation and social and community support. One of the activities it had to postpone this year due to Covid was holding a full network social event, so this is an ambition for the coming year.



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.

- The Network ran 10 online events with a range of external and internal speakers, in addition to its other initiatives (film, newsletter, zine, writing groups, Teams site, one-to-one support for individual members, blog, Twitter feed, charity drive).
- The NU Women mailing list reached more than 1100 subscribers in AY 2020/21.
- The newsletter was upgraded in January 2021 and is now circulated via MailChimp.
- A representative from NU Women sits on the following University committees: Changing the Culture Working Group, Rewards Forum, EDI Network Leads Committee, HASS EDI Committee, Athena Swan University SAT, FMS Equality Project Strategic Board, UEC: PGR & EDI Working Group. Through these committees, NU Women has continued to provide feedback on University policies, processes and practices.
- NU Women had four student interns this year, who supported delivery of events and initiatives.

NU Women has been working closely with the other EDI networks over the past 18 months in developing plans for collaborative EDI work, for example collaboration with Rainbow@Ncl on the Intersectionality: Multitudes Project, with a range of outputs reaching maturity this coming year.

NU Women's annual survey responses indicate that members have found the work of the network particularly valuable during the last year. The move to record events has made the work of NU Women more accessible to a wider audience. The Network will work to preserve this accessibility in future through a blended programme.

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.

In the year 20/21, Rainbow underwent a structural reform. Billie Moffat-Knox took over as Chair, while Gareth Longstaff stepped down from his Chair role and into a Deputy Chair position so that he could oversee Rainbow's newly formed Stonewall Workplace Equality Index (WEI) Application Working Group. Moving forward, this Working Group will focus on completing the WEI application, with support from the EDI team, and as a by-product will serve to highlight areas where transformational change is needed. Meanwhile, the Rainbow steering group will prioritise the support and wellbeing of our LGBTQ+ community at the University.

Activities this year included:

- Developed and disseminated a special newsletter to raise awareness of Rainbow.
- Provided social and peer support for members, such as coffee on campus and walks around campus for network members.
- Delivered training on challenging cis-heteronormativity for Schools of Psychology and Engineering.
- Supported University Covid response and policy development, such as Covid Impact Statement Working Group, new menstruation guidance and family and parenting policy updates, and meeting regularly with fellow EDI Network chairs and with our Head of EDI to facilitate transformational change.
- Supported University projects and events such as the Inclusive Pronoun Project and Alumni day of action.
- Worked intersectionally with other Networks, for example the Rainbow/NU Women Building Intersectionality Project.
- Surveyed the staff and postgraduate research student body to ask for feedback on what members and non-members would like the Network to focus on, and what support they would like it to offer. Results included a desire for a programme of simple social events and support for non-LGBTQ+ staff on being a good ally.

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. 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, submitted in December 2020.

The Network has been engaged in a number of EDI initiatives over the last year, including:

- A team of academics and technicians developed a HEA guide to help align the activity of technicians with the UKPSF framework to support Technicians gain their HEA fellowship. This guide has since been shared with the National Technicians Development Centre, Manchester Metropolitan University and NU TechNet delivered a workshop at the Higher Education Technical Summit in November 2021.
- The inclusion of Technical Colleagues in strategic initiatives e.g. Research Culture, Skills Academy, enterprise academy and outreach, with the Network providing feedback to shape these initiatives as they move forward.
- Technicians at Newcastle University were included in the EPSRC funded Changemaker programme this summer, which funded placements for technicians who identify as belonging to minority groups with respect to protected characteristics at other Universities or Research Institutes. Three of the University's Technicians were awarded placements and the University hosted a similar number from other institutions.
- Applications from Newcastle technicians to the Midlands Innovation Group leadership training programme for female technical colleagues.

In-person Network events will re-commence in 2021-22, including delivery of a national conference in July 2022, with the main theme of being Net Zero and how that looks through a Technician's lens.

5

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 sections 5 and 6

- The data for section 5 (workforce diversity) are taken from a snapshot of all regular employees based in the UK on a July 2021 (which covers the period 1st August 2020 to 31st July 2021). This date was chosen to align with annual HESA returns.
- For our Gender Pay Gap Report (section 6), we report on the period 1st April 2020 to 31st March 2021, with our pay gap figures calculated using a snapshot of all eligible employees on 31st March 2021. 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. For pay gap analysis clinical colleagues are analysed separately due to being on NHS pay scales. For PS colleagues, we split into job families – administrative, technical/specialist, operational and maintenance – where numbers allow.
- 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.
- For all characteristics except age and sex, for which we have complete datasets, we analyse separately colleagues for whom information about a characteristic is unknown, including because we do not have a recorded response or they chose not to provide the information, rather than aggregate them into another category or removing them from the data. In pay gap analyses these colleagues are excluded from the calculations.
- Where appropriate, we use benchmarking data to compare our position to the HE sector as a whole drawn from Advance HE's 2021 Equality in Higher Education Statistical Report⁴.
- Within the figures and appendices '.' represents a percentage calculated on a population of between 0 and 5 inclusive. These 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.
- For pay gap analysis including PS colleagues only we exclude Senior Officers.

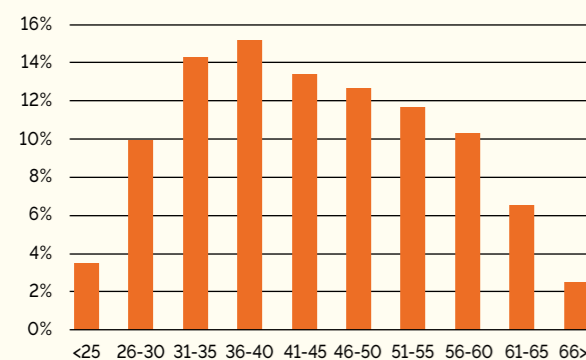
Footnote

⁴ See: [AdvHE_Equality in higher education_Saff_stats_2021_1635342217.pdf](#)

Age

At our 2021 snapshot date, the largest age band was 36-40 years, which had 15.2% of colleagues within it, followed by 31-35 years (14.3%) and 41-45 year (13.4%). Collectively, 31-50-year-olds comprised 55.5% of our workforce. The smallest age bands were over 66 (2.5%) and under 25 (3.5%). Our age profile has been similar since 2017.

All colleagues by age group 2021



The age profile of PS colleagues was slightly younger than that of academic colleagues - 16.4% of PS colleagues were 30 and under compared to 9.4% of academics.

Specialist/technical PS colleagues had the youngest age profile among PS occupational groupings with 30.1% aged 30 and under compared to 7.6% of operational colleagues and 15.4% of administrative colleagues.

The majority of colleagues on fixed-term contracts were aged 25 to 35 years (51.6%) compared to 17.6% of colleagues on open-ended contracts. Part-time working was lowest among the youngest age groups - 6.1% of colleagues aged 30 and under worked part-time compared to 15.7% who worked full-time - and highest among 36-40-year-olds (16.0%).

Age and other characteristics

- Age profiles among female colleagues and male colleagues were similar, except for a slightly greater proportion of female colleagues in the age band of 36-40 years (16.8% compared to 13.2% male colleagues) and a greater proportion of male colleagues in the age band 61 and over (11.5% compared to 7.1% female colleagues).
- 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 41.1% of white colleagues.
- There were no notable differences between the age profiles of colleagues who had declared a disability and those who had no disability.

Disability

At our 2021 snapshot date, 4.0% of all colleagues had a disability recorded on their staff record. This proportion is slightly lower than the HE sector figure of 5.5% in 2019/20 (Advance HE 2021) but has increased steadily each year since 2017, when it was 3.0%.

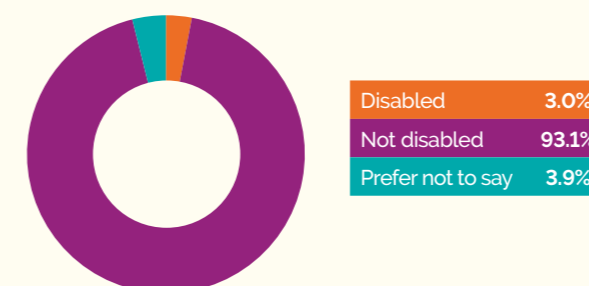
All colleagues disability status over time

Disability	2017	2018	2019	2020	2021
Disabled	3.0%	3.4%	3.6%	3.8%	4.0%
Not disabled	95.0%	94.5%	93.9%	93.4%	92.6%
Prefer not to say	2.0%	2.1%	2.5%	2.7%	3.4%

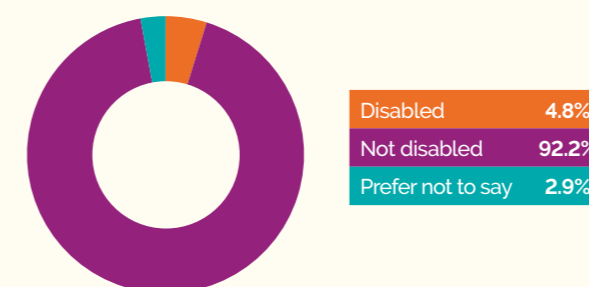
In 2021, there was a slightly higher proportion of disabled colleagues among PS colleagues than academics (4.8% and 3.0%, respectively). This pattern is common within the HE sector (Advance HE 2021).

The proportion of all colleagues who preferred not to say was 3.4% in 2021 and was slightly higher among academics (3.9%) than PS colleagues (2.9%). This proportion has increased by 1.4% since 2017, when it was 2.0%.

Academic colleagues disability status, 2021



PS colleagues disability status, 2021



The largest proportion of colleagues with a declared disability had an impairment or medical condition not listed (34.7%; 1.4% of all colleagues), followed by a long-standing illness or health condition (21.5%; 0.9% of all colleagues) and a mental health condition (13.9%; 0.6% of all colleagues).

At Faculty level, the proportion of academic colleagues who had declared a disability was highest in HaSS (4.3%) and lowest in FMS (2.3%). Meanwhile, the proportion of PS colleagues who had declared a disability was highest in HaSS (6.5%) and lowest in SAgE (2.4%). The proportion who preferred not to say was highest among academic colleagues in HaSS (4.7%) followed by PS colleagues across all the faculties (ranging from 4.1% in FMS to 4.5% in HaSS).

The most senior grade (I) had the lowest proportion of colleagues with a declared disability for both academic colleagues (1.7%) and PS colleagues (0.0%). Among academics, the highest proportion of disabled colleagues was in grade H (5.4%) and prefer not to say was highest in grade F (6.0%). For PS colleagues, the proportion of disabled colleagues was highest in grades D and F (5.9%, respectively). Prefer not to say was highest in grade A (5.6%) and lowest in grade D (1.7%).

Disability and other characteristics

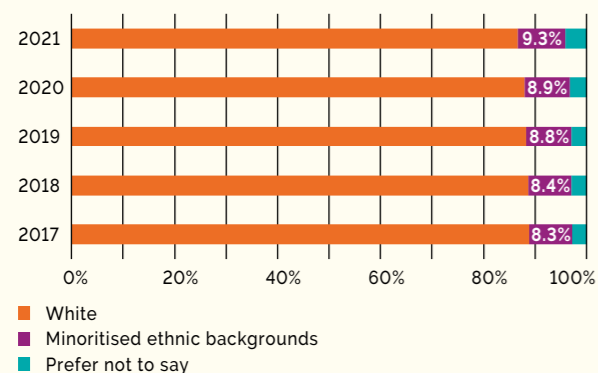
- A greater proportion of colleagues with a disability was female (69.7%) than male (30.3%).
- The proportions of colleagues who were not disabled and were female and male were proportionate to the representation of female and male colleagues in our workforce (54.6% female and 45.4% male), as were the proportions who preferred not to say (55.5% female and 44.5% male).
- Disability was lower among colleagues from minoritised ethnic backgrounds (less than 10 people) than white colleagues (4.3%). Prefer not to say was highest among those who had preferred not to provide their ethnicity (38.7%).
- For disability and age, see age section.

Ethnicity

Across our workforce at our 2021 snapshot date, 9.3% of our colleagues identified as being from a minoritised ethnic background⁵, 86.7% were white and 4.0% preferred not to provide their ethnicity. The overall representation of colleagues from minoritised ethnic groups in our workforce has increased by 1.0% since 2017. The proportion of colleagues who identified as being from a minoritised ethnic background was greater among academics (15.3%) than PS colleagues (4.4%), which is an increase of 1.0% among academics and 0.3% among PS colleagues since 2019. Among academics, representation of colleagues from minoritised ethnic backgrounds was greatest among R&I academic colleagues (20.6%) and lowest among T&S academics (11.5%).

The proportion of all colleagues who selected prefer not to say has increased by 1.0% since 2017, from 3.0% to 4.0%. In 2021, prefer not to say was selected by a higher proportion of academics than PS colleagues (5.6% and 2.8%, respectively).

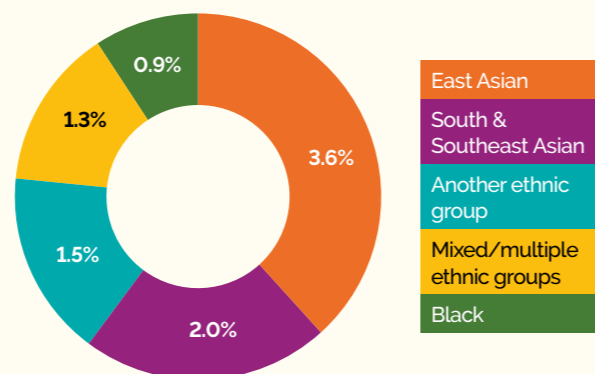
All colleagues by minoritised and white ethnicity over time



Footnote

⁵ 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.

Minoritised ethnic groups, 2021

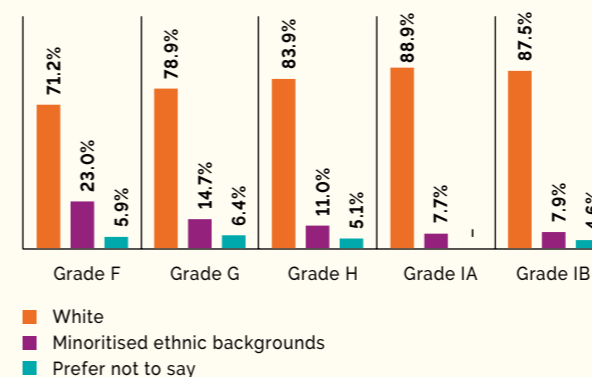


Across all colleagues, the largest combined ethnic grouping was East Asian, including Chinese (3.6%), followed by South and Southeast Asian (2.0%), any other ethnic group (1.5%) and mixed ethnic groups (1.3%). The smallest grouping was Black African/Caribbean/Black British (0.9%). Change in representation of these groupings during the last three years has been minimal. In 2021, representation of all ethnic categories was lower among PS than academic colleagues. East Asian representation was notably higher among academic colleagues (6.5%).

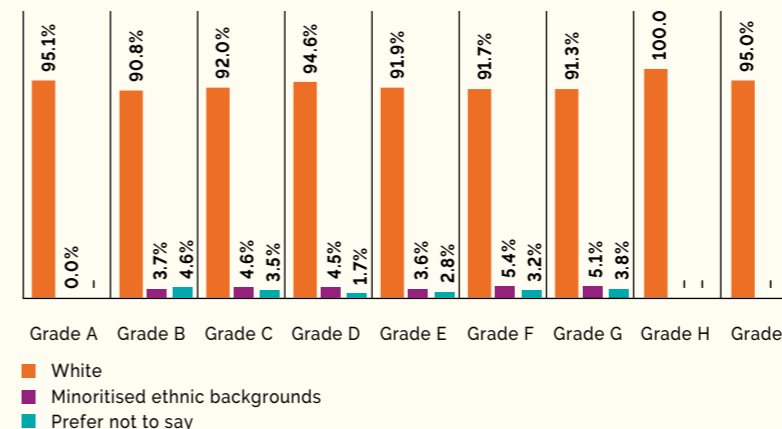
Among non-clinical academics, representation of colleagues from minoritised ethnic backgrounds was highest in grade F (22.3%), and declined in each subsequent grade to a low of 7.7% in grade IA and 7.9% in grade IB.

For PS colleagues, there were slightly greater proportions of colleagues from minoritised ethnic backgrounds in the grades of F and G (5.4% and 5.1%, respectively) and representation of colleagues from minoritised ethnic backgrounds was less than five in the upper grades, H and I.

Academic colleagues by minoritised and white ethnicity and grade, 2021



PS colleagues by minoritised and white ethnicity and grade, 2021



Ethnicity and sex

At our snapshot date, representation of colleagues from minoritised ethnic backgrounds was higher among male colleagues (10.2%) than female colleagues (8.6%). However, a greater proportion of colleagues from minoritised ethnic backgrounds was female (50.8%) than male (49.2%), reflecting the greater numbers of female colleagues in our workforce. White female colleagues made up the largest proportion of our colleagues (48.9% of all colleagues).

Reflecting overall patterns of representation of female and male colleagues within our two broad occupational groupings at the University, representation of colleagues from minoritised ethnic backgrounds was marginally higher among PS female colleagues than PS male colleagues (4.8% and 3.9%, respectively). This pattern was inverted for academics, with representation of colleagues from minoritised ethnic backgrounds slightly higher among male than female colleagues (15.5% and 14.9%, respectively).

Due to small numbers of colleagues from minoritised ethnic backgrounds, intersectional analysis of ethnicity and sex by grade will be subject to volatility. However, the broad pattern of a decrease in representation of academic colleagues from minoritised ethnic backgrounds at each subsequent grade was evident for both female and male colleagues. Additionally, representation of female colleagues from minoritised ethnic backgrounds at the top grades was lower among non-clinical than clinical academics. Representation of white female colleagues among academics also declined from a high of 40.5% in grade G to 28.4% in grade IB.

Gender affirmation⁶

At our 2021 snapshot date, 0.1% of our colleagues had told us that their current gender is not the same as it was at birth. This is a slight increase since 2020 when it was 0% but remains marginally lower than the sector comparator figure of 0.7% among those institutions who returned data on this characteristic to HESA in 2019/20 (Advance HE 2021).

32.3% of our colleagues had told us that their current gender is the same as their birth gender, 1.7% preferred not to answer the question and we had no recorded response for 65.9% of colleagues. Our data sharing/return rate is lower than that of the institutions that returned information on this characteristic to HESA for 2019/20, who collectively had no recorded response for 42.7% of their colleagues (Advance HE 2021). However, our return rate has improved by 7.1% since 2018.

Marriage and civil partnership

30.3% of our colleagues had told us they were married, 28.3% that they were single and we had no recorded information on this characteristic for 41.4% of colleagues. We do not currently collect information on civil partnership but intend to begin doing so.

Pregnancy and maternity

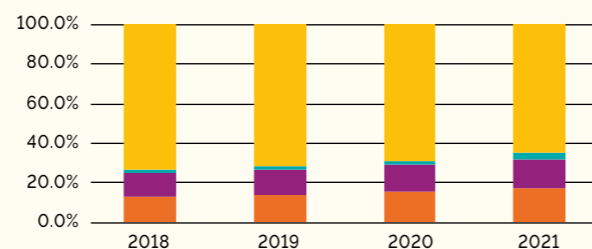
Between 1st August 2020 and 31st July 2021, 172 colleagues took maternity leave. Of these, 106 were PS colleagues and 60 were academics. Additionally, 79 colleagues took paternity leave and less than 10 took shared parental leave and adoption leave, respectively.

Religion and belief

At our 2021 snapshot date, 15.1% of colleagues had declared they had a religion. This included 12.3% who were Christian, 1.4% who had another religion not listed, and 0.4% who were Hindu, Muslim and Spiritual, respectively. Slightly more colleagues had declared they had no religion (17.1%) than had a religion. The proportion of colleagues declaring no religion has gradually increased since 2018, when it was 12.7%, while the proportion declaring a religion has also increased from 12.5% in 2018.

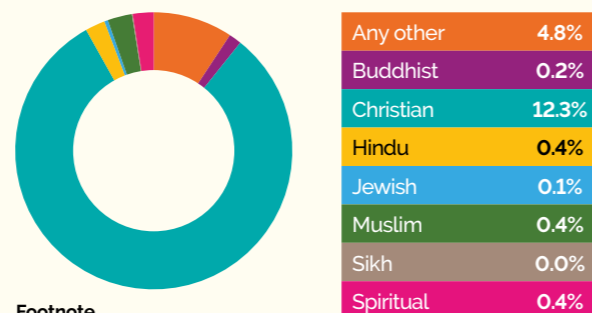
In 2021, 3.3% had preferred not to say, while for 64.5% of colleagues we had no recorded response. The proportion who preferred not to say has increased marginally since 2018 (from 1.9% to 3.3%) and the proportion of colleagues for whom we have no recorded response has decreased by 8.4% in the same period. Our data sharing/return rate is lower than that of the institutions that returned information on this characteristic to HESA for 2019/20, who collectively had no recorded response for 29.3% of their colleagues (Advance HE 2021).

Religion over time



■ No religion
 ■ Religion total
 ■ Prefer not to say
 ■ Unknown

Religions, 2021



Footnote

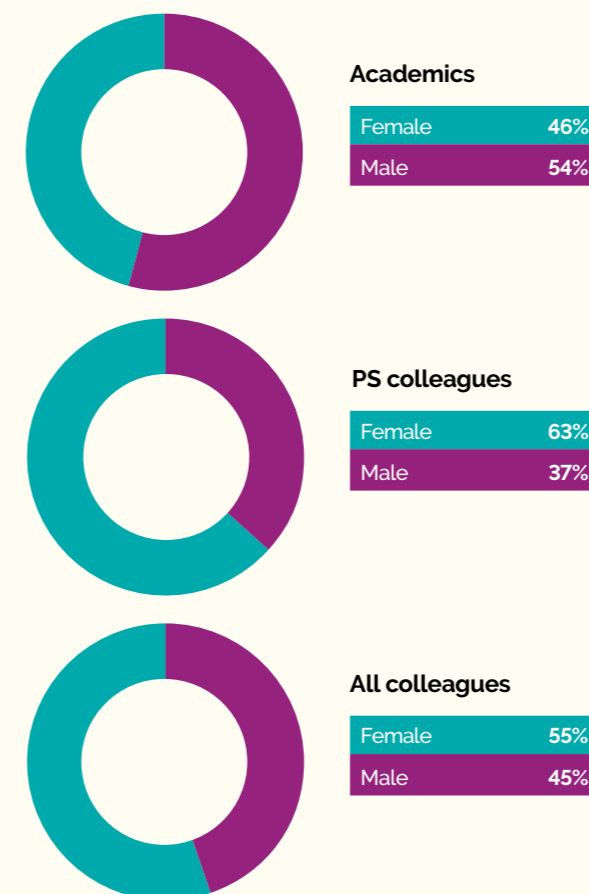
⁶ The terminology for this characteristic in the Equality Act 2010 is gender reassignment, but we use gender affirmation to be more inclusive and on the advice of our Rainbow@Ncl network.

Sex⁷

At our snapshot date, female colleagues comprised the majority of our workforce (55.2%). This was an increase of 1.4% since 2017.

The majority of academics were male (54.3%), while the majority of PS colleagues were female (63.1%). We have gradually increased the proportion of our academics who are female from 42.3% in 2017 to 45.7% in 2021 (an increase of 3.4%), while the proportion of PS colleagues who are male has varied by no more than 0.6% during the same period and was 36.9% at our snapshot date.

Colleagues by occupation and sex



Footnote

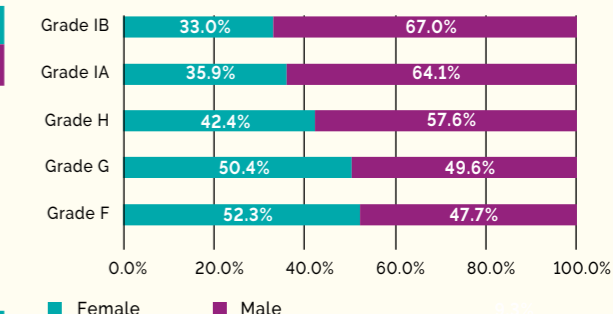
⁷ We report on data pertaining to colleagues' sex (female/male) rather than their gender (e.g., man/woman/non-binary) as this is what the University currently collects from colleagues. Therefore, we use the language of female/male colleagues to describe our sex data in this report. We recognise sex does 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, female colleagues were the majority among T&S and R&I contracts (57.8% and 52.0%, respectively) while male colleagues were the majority among T&R contracts (63.3%).

Female colleagues comprised the majority of academic colleagues in FMS and HaSS (53.0% and 52.6%, respectively) but not in SAgE, where 26.4% of academics were female.

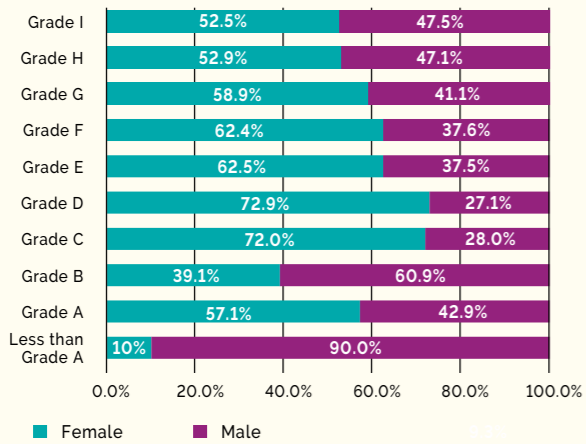
Among PS occupations, female colleagues comprised the majority of administrative occupations (73.9%), while male colleagues comprised the majority among specialist/technical (57.8%), operational (53.8%) and maintenance occupations (100.0%).

Academic colleagues by sex and grade, 2021



Among PS colleagues, 72% and 72.9% were female in grades C and D respectively. In contrast, just over half of colleagues in grades H (52.9%) and IB (52.5%) were female, which is 10% less than the overall representation of female colleagues in PS roles. Among academic colleagues, the highest representation of female colleagues was in grades F (52.3%) and G (50.4%), and representation decreased in each subsequent grade to a low of 33.0% in grade IB, which is predominantly comprised of Professors. However, there has been an increase of 3.5% in representation of female colleagues in this grade since 2017.

PS colleagues by sex and grade, 2021



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 55.1% and 55.3% of colleagues on fixed-term and open-ended contracts, respectively, while male colleagues made-up 44.9% and 44.7% of colleagues on fixed-term and open-ended contracts, respectively.

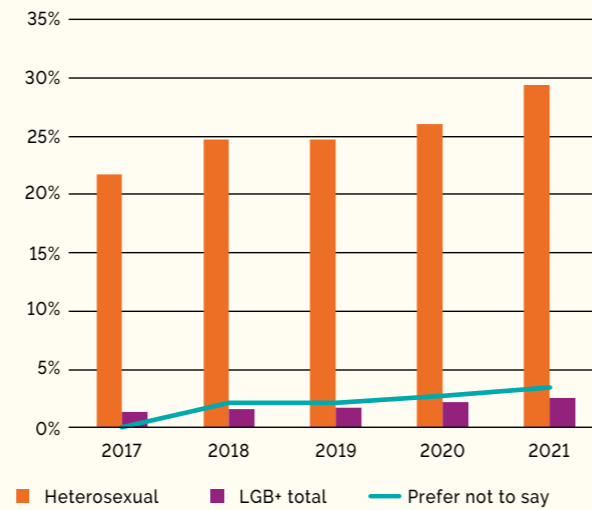
Female colleagues comprised the majority of colleagues who worked part-time (73.3%) and just over half of colleagues who worked full-time were male.

Sexual orientation

At our 2021 snapshot date, 2.5% of colleagues had told us that their sexual orientation is LGB+ (Lesbian, Gay, bisexual and other sexualities, excluding heterosexual). This is an increase of 1.1% since 2017 and included 1.0% Bisexual colleagues, 0.7% Gay men, 0.6% Gay women/Lesbian colleagues and 0.2% who had selected another sexuality.

29.3% had told us that their sexual orientation is heterosexual and 3.5% had preferred not to say. We had no recorded response for 64.7% of colleagues. This is a higher proportion than the sector benchmark among those institutions that returned data on this characteristic to HESA for 2019/20, who collectively had no recorded response for 29.0% of their colleagues for this characteristic (Advance HE 2021). However, our return rate has improved by 8.3% since 2018.

All colleagues' sexual orientation



6

GENDER PAY GAP REPORT

In this year's Gender Pay Gap Report, it is important to reflect on how the pandemic has widened inequalities across society, with evidence emerging, for example, of the disproportionate impacts on women's careers⁸, including in HE⁹. Indeed, we are likely to see the gendered effect of the pandemic on the gender pay gap statistics that many organisations report this year. The pandemic has, however, brought into sharp focus the critical and urgent work that needs to be undertaken to understand and address inequities.

Footnote

⁸ See: [COVID-19's impact on women's employment](#) | McKinsey

⁹ For example: [Progress on gender parity in research 'set back a year' by Covid](#) | Times Higher Education (THE)

Throughout the past year, we gave careful consideration to a range of financial sustainability measures, paying particular attention to any measures that may have had a detrimental or disproportionate impact on colleagues who shared protected characteristics. Whilst we paused our discretionary pay review processes for all colleagues and there was no national pay award in this period, we continued with our academic promotions process, implementation of the Real Living Wage rates and contractual automatic increments.

Additionally, for the colleagues we placed on the furlough scheme, we were able to top up pay to 100% from the government 80% subsidy so that no pay detriment was felt by these colleagues. We are, however, acutely aware of the wider impacts that may have affected colleagues' wellbeing, family circumstances and potential health-related situations, which may continue to affect them for years to come.

Despite the EHRC in 2020 relaxing arrangements for reporting of annual gender pay gap information, we have continued to report each year by the deadline. We also report on disability and ethnicity pay gaps, which is not a legal requirement. This demonstrates our genuine commitment to achieving equality above and beyond the minimum legal requirements. We are also keen to maintain continuity in the reported statistics against preceding and future years in order to show and monitor trends and patterns over time.

While our gender pay gap continues to be high, we have seen positive movements with a decline in our overall mean pay gap to 17.8% in 2021 (18.1% in 2020) from 20.4% in 2017. This year we have conducted extensive analysis of the composition of colleague groups in regard to sex, ethnicity and disability, which has allowed us to look beyond the high-level numbers and start to understand our challenges. We present our findings in the following section, and further data can be found in [Appendix 2](#). This will lead us to more focused actions to reduce pay disparity in future.

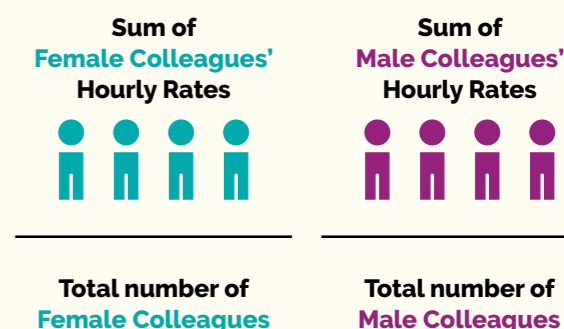
For our data statement about this section, see [section 5](#).

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.

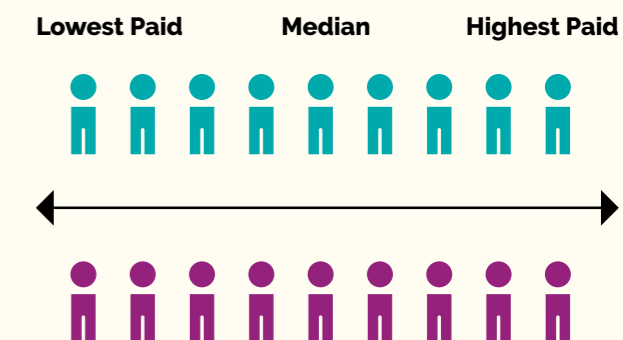
The Mean

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.



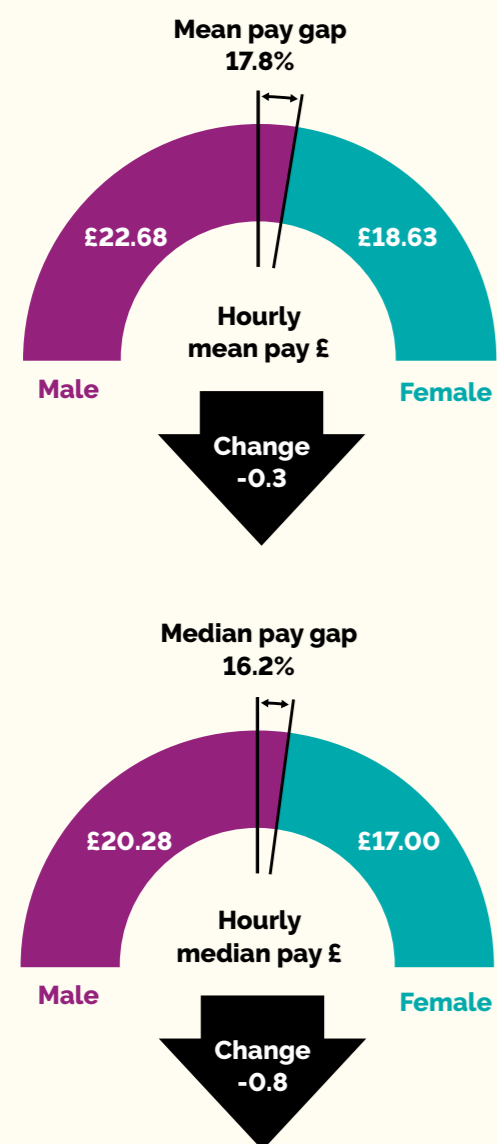
The Median

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.



Gender Pay Gap

2,741 Male and 3,418 Female employees



Benchmarks: UK mean GPG 15.5% in 2020; 17.0% in companies with 250 employees or more in 2020; North East GPG 18.9% in 2020 (ONS ASHE 2020). In HE in 2019-20, mean GPG 15.7% and median GPG 11.1% (Advance HE 2021).

For the fifth consecutive year, our mean gender pay gap has reduced with an improvement of 0.3% compared to 2020, and an improvement of 2.6% since 2017. Whilst our gap remains higher than the university sector benchmark, the overall direction of travel remains a positive one as we continue to move towards a three percentage point improvement since 2017.

Our median pay gap has decreased by 0.8% since last year, taking our overall improvement since 2017 to 3.2%. We recognise that there is still much more we need to do to make greater improvements in future years. The full history of our results is outlined in Appendix 2.

In Appendix 2 we present our gender pay gaps in different job families and faculties within our University. Key findings include:

- A mean gender pay gap among our PS colleagues of 8.2%, a 0.6% increase since last year.
- A mean gender pay gap for all academic colleagues of 11.4%, the same as last year.
- The non-clinical academic mean gender pay gap is 10.3%, an increase since last year of 0.7%.
- Given it is the only category in which the gap has reduced, the reduction in the gender pay gap among clinical academics of 4.0% (20.6% to 16.6%) is likely to have contributed to the slight overall reduction in our gender pay gap this year.
- At faculty level, the mean gender pay gap among non-clinical academics is 7.7% in HaSS, 10.3% in SAgE and 14.5% in FMS. The HaSS and SAgE gaps have decreased slightly while the FMS gap has increased slightly this year.
- Within PS, our administrative job category has the highest mean gender pay gap at 16.5% (an increase of 1.0% since last year), compared to 8.9% for technical jobs (an increase of 4.6%) and 8.2% for operational and maintenance jobs (no change).

We will focus our attention on the larger gaps identified here, conducting further exploration of what is driving them and how we can address them.

Occupational segregation

Previous research has shown that occupational segregation is one of the main causes of the pay gaps in the United Kingdom and that understanding the scope and causes of occupational segregation is key to tackling gender, disability and ethnicity pay gaps within any organisation¹⁰. This year, we have undertaken in-depth data analysis to understand occupational segregation in our University to help us to better understand the causes of our pay gaps.

There are two main dimensions to occupational segregation:

- **horizontal segregation:** workers with certain characteristics are clustered in certain types of jobs across an organisation
- **vertical segregation:** workers with certain characteristics are clustered at certain levels of jobs within an organisation's hierarchy

Horizontal segregation

Our University, like most others, has two broad types of occupations – academic occupations and PS occupations – and we find gendered horizontal occupational segregation between academic occupations and PS occupations. Male colleagues make up a small majority of academics (54.3%), while female colleagues make up the majority of PS colleagues (63.1%). This contributes to our gender pay gap because grading structures and pay spines differ between academic and PS colleagues, with PS grades starting at A and academic starting at E, which results in the average hourly pay for PS colleagues being lower than for academic colleagues (£15.60 among PS colleagues and £26.30 among academics). We also had more PS colleagues (3382) than academic colleagues (2766) at our snapshot date, further contributing to this. As noted in section 4, we have gradually increased the proportions of our academics who are female from 42.3% in 2017 to 45.7% in 2021 and continue to work towards increasing this proportion as part of our Athena Swan action plan. Progress against this commitment should have a positive impact on our gender pay gap.

Footnote

10 ECU (2014) Occupational Segregation in Scottish HEIs: Disability, Gender and Race. <https://www.ecu.ac.uk/wp-content/uploads/external/occupational-segregation-in-scottish-heis.pdf>

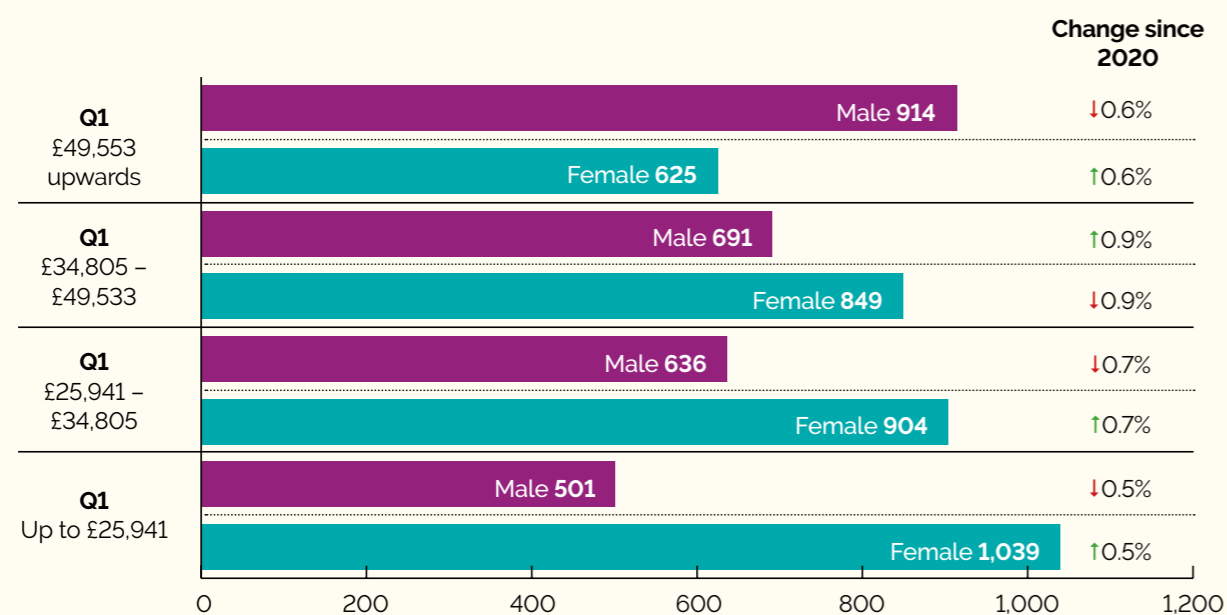
Our PS colleagues can be further categorised into job families to explore horizontal occupational segregation by gender. Our administrative job family had the largest gender imbalance (73.9% female colleagues) and also had the largest gender pay gap among our job families (16.5%). Other occupational groups of note include Food Preparation and Hospitality Trades (82.8% female colleagues) as this is one grouping where a high proportion of colleagues are in lower grades. The administrative job family warrants further focus since it has the largest gender imbalance as well as the highest gender pay gap of our job families.

Vertical segregation

Gendered vertical occupational segregation, where female colleagues make up the majority of lower grades and male colleagues make up the majority of higher grades, is in evidence across PS, academic non-clinical and academic clinical colleague groups, but is most pronounced among academics, and especially among clinical academics. See section 4 for further details of female and male representation across our grading structure. This is a key factor in our gender pay gaps. We have made progress in representation of female colleagues at senior grades overtime and continue to focus on this as part of our Athena Swan action plans and Equality Objectives, as depicted in section 3.

Gender pay quartiles

Quartiles represent the pay rates of our colleagues from the lowest to the highest hourly rate, split into four equal sized groups. Mirroring our modest progress in increasing the proportion of female colleagues in senior grades, there has been a further increase in the percentage of female colleagues in the top quartile this year, taking our progress to a 3.6% increase since 2018. However, the proportion of female colleagues has also slightly increased within our two lowest paid quartiles.



Bonus gender pay gap

We have continued to apply the same methodology as we did in 2020 and included awards made through our Spotlight Recognition Scheme. This year, our overall bonus mean gender pay gap has decreased by 1.0% while the median gap has increased by 32.3%. Our bonus gender pay gaps without Clinical Excellence Awards (CEAs), granted to colleagues by the local NHS Trust, are lower than with them included, but have increased by 18.4% (mean) and 25.0% (median) since last year. The percentage of female and male colleagues receiving a bonus decreased by 4.6% and 7.1% respectively last year, with the decrease among female colleagues being slightly greater than among male colleagues.

with medical schools¹¹. Also important to last year's context is the fact that the number of CEAs awarded in this period was similar to the previous year, at 54 compared to 60 last year, with a similar split between male and female colleagues (f=12; m=48).

Meanwhile, during April and early May 2020, the University paused our Discretionary Pay Review processes including our Spotlight Recognition Scheme, which meant a significant reduction in the number of bonuses paid during this period (172 compared to 376 last year). The 172 bonuses that were paid largely related to residual recognition awards and payment of Quarterly Bonus awarded prior to April 2020 and paid in April and early May. This reduction has meant a significant change against last year's figures and is not representative of what would happen in a normal year of pay review cycles. We expect a return to our previous position this year but will monitor this closely to check for any ongoing impact.

The context of the last year has influenced our figures. CEAs contributed to the overall gap since more male colleagues (n=43) than female colleagues (n=11) received them, and these bonuses are on average higher than the University's own bonuses. Indeed, a recent UCEA report found that CEAs do tend to skew the gender bonus gap in universities

All bonuses	Count	Mean bonus	Mean gender pay gap	Trend	Median bonus £	Median gender pay gap	Trend
Male	94	£ 14,104.65	76.5%	↓1.0%	5,280.00	82.3%	↑32.3%
Female	132	£ 3,316.44	...	...	935.63	...	...

Excluding CEAs	Count	Mean bonus	Mean gender pay gap	Trend	Median bonus £	Median gender pay gap	Trend
Male	51	£2,296.41	43.4%	↑18.4%	1,000.00	25.0%	↑25.0%
Female	121	£1,300.03	...	...	750.00	...	...

Total receiving bonuses	Count	% of population	Trend
Male	94	3.4%	↓4.6%
Female	132	3.9%	↓7.1%

Footnote

¹¹ UCEA (2021) Intersectional Pay Gaps in Higher Education 2019-2020.

Ethnicity, disability, and intersectional pay gaps

Our commitment to EDI means we will continue to analyse and report both mean and median ethnicity and disability pay gaps; this is beyond what is asked for by government. This data will be based on those who have shared their data relating to ethnicity or disability. Additionally, we have this year analysed and report on intersectional pay gaps in relation to gender and ethnicity to help us better understand how ethnicity impacts on the gender pay gap and vice versa. Due to small numbers, it is not possible at this stage to report on intersectional pay gaps for disability and gender or disability and ethnicity.

Ethnicity pay gap

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 (15.3%), than PS colleagues (4.4%), and as previously outlined, PS colleagues have a lower average salary than academics. This results in an overall slightly higher average salary among colleagues from minoritised ethnic backgrounds than white colleagues and an overall mean ethnicity pay gap of -2.9%.

However, the ethnicity pay gaps within our two occupational groupings are meaningful. Our mean ethnicity pay gap among non-clinical academic colleagues has remained static this year at 15.1% (and increase of 0.1%).¹² Vertical segregation (as depicted in section 4) contributes to this, with representation of colleagues from minoritised ethnic backgrounds highest in grade F, declining in each subsequent grade and lowest in grades IA and IB. This is a gap of concern to the University and one which we will continue to seek to address over the coming years, including through our REC work, Equality Objectives and actions outlined under objectives 2 and 3.

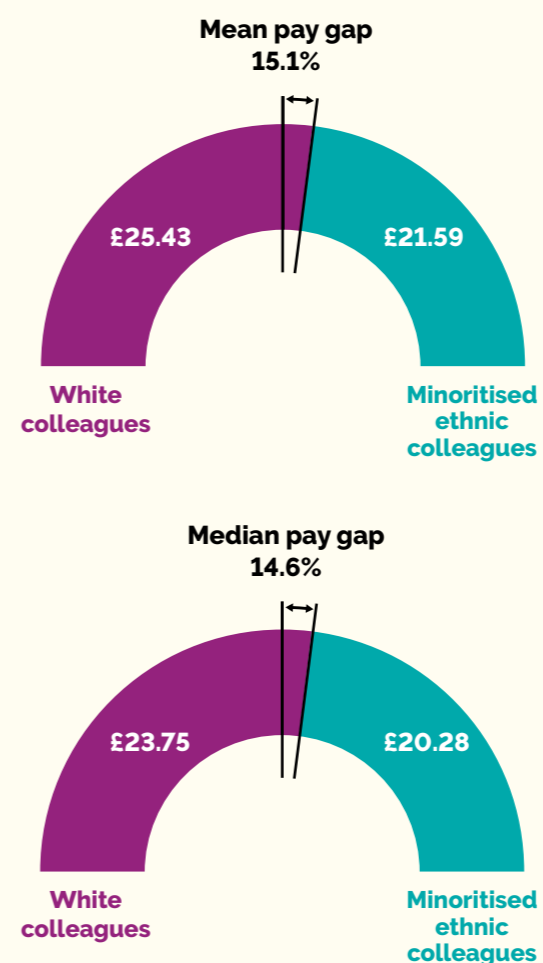
Among PS colleagues, the mean ethnicity pay gap has increased by 0.8% this year to 4.4%.¹³ The ethnicity pay gap is lower among PS colleagues than academics because, rather than vertical segregation as we see among academics, there is a slight grouping of colleagues from minoritised ethnic backgrounds in the middle grades of E and F, with lower representation in the bottom and top grades. Our work to increase representation of colleagues from minoritised ethnic backgrounds at more senior grades should also support reduction of this gap.

Footnote

¹² Last year's figure has been recalculated as 15.0% (14.8% reported).

Non-clinical academics

2,042 White colleagues and 376 colleagues from minoritised ethnic backgrounds

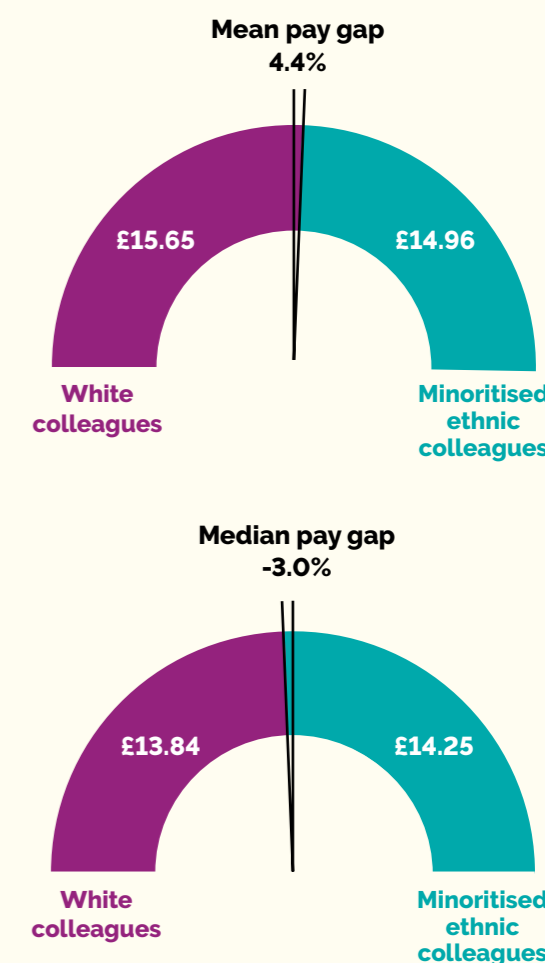


Footnote

¹³ Last year's figure has been recalculated as 3.6% (5.0% reported).

PS colleagues

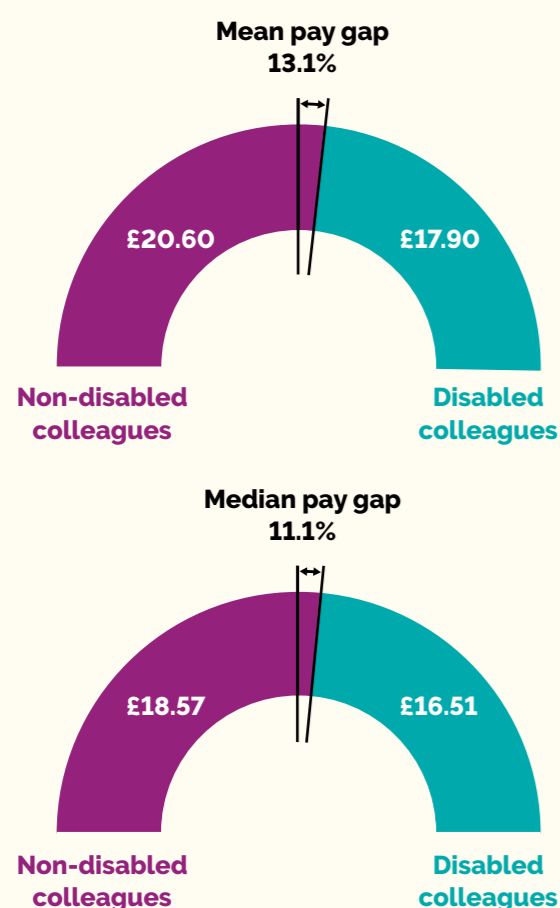
3,165 White colleagues and 148 colleagues from minoritised ethnic backgrounds



Disability pay gap

All colleagues

5,728 Non-disabled colleagues and 249 Disabled colleagues



The figures above demonstrate our mean disability pay gap has remained relatively static this year while our median disability pay gap has increased by 2.7%. Of concern are the overall mean and median hourly pay for disabled colleagues, which are the lowest of all the groups analysed.

There is a slightly higher proportion of disabled colleagues among PS colleagues than academics (5.0% and 2.9%, respectively), which may have a minor influence on the disability pay gap given that the average pay among PS colleagues is lower than among academic colleagues. While there is no consistent pattern of vertical occupational segregation in relation to disability, the proportion of disabled colleagues is lowest at the most senior grades for PS and academic staff. This suggests barriers to progression to the most senior levels, and/or lower disclosure of disability among those at the most senior levels. We aim to undertake further investigation of this during the coming year. Additionally, as outlined under Equality Objective 7, we seek to encourage greater sharing of disability information among colleagues to improve the accuracy of our data and ability to understand and address barriers for disabled colleagues.

Footnote

14 This year we have excluded all colleagues whose disability status is unknown from the calculations rather than aggregate them into 'not disabled' and have retrospectively done so for our figures from last year.

Intersectional pay gaps – gender and ethnicity

Our data insights reveal that white female colleagues had the lowest mean and median hourly pay and white male colleagues had the highest mean and median hourly pay, which results in a large pay gap between white male colleagues and white female colleagues (18.9%). This is because white female colleagues made up the majority of PS colleagues and colleagues in lower grades, while white male colleagues made up a higher proportion of academics and colleagues in the most senior grades.

Male colleagues who had identified as being from a minoritised ethnic background had lower mean hourly pay than white male colleagues, resulting in a pay gap of 5.7% between them. Factors influencing this include the lower proportion of male colleagues from minoritised ethnic backgrounds than white male colleagues at the most senior grades.

Female colleagues who had identified as being from a minoritised ethnic background had slightly lower mean hourly pay than male colleagues who had identified as being from a minoritised ethnic background, resulting in a pay gap of 5.0% between them. Factors influencing this are lower representation of female than male colleagues from minoritised ethnic backgrounds among non-clinical academics, and slightly lower representation of female than male colleagues from minoritised ethnic backgrounds among non-clinical academics at the highest grade (I).

There is also a negative gap of -10.4% between female colleagues from minoritised ethnic backgrounds and white female colleagues. This is due to the high representation of white female colleagues among PS colleagues, especially at lower grades.

	No.	Mean hourly pay £	Mean pay gap %	Median hourly pay £	Median pay gap %
White Male	2342	22.74		20.51	17.1%
White Female	3043	18.45	18.9%	17.00	17.1%
Minoritised Ethnic Male	274	21.44		19.90	6.7%
Minoritised Ethnic Female	279	20.36	5.0%	18.57	6.7%
White Male	2342	22.74		20.51	3.0%
Minoritised Ethnic Male	274	21.44	5.7%	19.90	3.0%
White Female	3160	18.45		17.00	-9.2%
Minoritised Ethnic Female	272	20.36	-10.4%	18.57	-9.2%

Conclusions and next steps for addressing pay gaps

Pay gaps often have multiple and complex causes and their successful reduction requires a sustained approach over a number of years, adjusting and adapting according to progress achieved. Covid-19 has made progressing of actions to reduce gaps a more difficult challenge during this snapshot period. Yet, as outlined in section 3 of this report, much work has taken place, and we are making steady progress in reducing our gender pay gap, as well as deepening our understanding of ethnicity and disability pay gaps and beginning to explore intersectional pay gaps.

As committed to within our last report, we conducted significant data analysis on our colleague diversity composition to better understand where our challenges lie. This created rich insights into occupational segregation, both horizontal and vertical, which has signposted some areas where we need to look more closely at gender, ethnicity or disability imbalance and underrepresentation. We will prioritise the areas identified above to understand what

further action we can take to address occupational segregation and, ultimately, reduce pay gaps. Priorities include work to increase representation of female colleagues and colleagues from minority ethnic backgrounds at senior levels, as well as to develop more complete data and understanding regarding barriers for our disabled colleagues. This will link firmly into both our Athena Swan Action Plan and REC Action Plan, as well as the work and priorities outlined in section 3 under objectives 2, 3 and 7.

There is no doubt that we must continue to move forward at pace in our analysis, actions and assessment of the effectiveness of strategies designed to support pay equality and maintain momentum behind such initiatives. We are committed to continuing to be transparent about our pay gap position, further analyse areas of concern to understand and take steps to address them, and continue with the long-term monitoring of the impact of the pandemic.



Appendix 1 Workforce Diversity Tables

Age

All colleagues by age group over time

	<=25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	>=66
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%	15.2%	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%

Colleagues by age group and occupation, 2021

	<=25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	>=66
Academic colleagues	1.0%	8.8%	16.7%	16.6%	14.9%	12.7%	10.6%	9.0%	5.9%	3.7%
PS colleagues	5.5%	11.0%	12.2%	14.1%	12.1%	12.6%	12.6%	11.3%	7.1%	1.5%
All colleagues	3.5%	10.0%	14.3%	15.2%	13.4%	12.6%	11.7%	10.3%	6.5%	2.5%

All colleagues by age and sex, 2021

	<=25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	>=66
Female	3.9%	10.0%	14.3%	16.8%	13.4%	12.7%	12.3%	9.5%	5.4%	1.7%
Male	3.0%	9.9%	14.2%	13.2%	13.4%	12.6%	11.0%	11.3%	7.9%	3.5%
All colleagues	3.5%	10.0%	14.3%	15.2%	13.4%	12.6%	11.7%	10.3%	6.5%	2.5%

Key

Age

Colleagues' age calculated at snapshot date (31st July 2021).

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 require legal sex information to be known for all 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.

Disability

All colleagues by disability status and impairment type, 2021

	% of all colleagues	% of disabled colleagues
All disabled colleagues	4.0%	...
A disability, impairment or medical condition not listed	1.4%	34.7%
A long standing illness or health condition (e.g. Cancer)	0.9%	21.5%
A mental health condition (e.g. Depression or Schizophrenia)	0.6%	13.9%
A physical impairment or mobility issues (e.g. Wheelchair)	0.6%	5.6%
A social/communication impairment (e.g. Asperger's syndrom)	0.1%	2.8%
A specific learning difficulty (e.g. Dyslexia or Dyspraxia)	0.2%	6.0%
Blind or a serious visual impairment uncorrected by glasses	...	...
Deaf or serious hearing impairment	0.2%	5.2%
Two or more impairments and/or disabling medical conditions	0.4%	9.6%
No known disability	92.6%	...
Prefer not to say	3.4%	...

All colleagues by disability status, 2021

	Academic	PS	All colleagues
Disabled	3.0%	4.8%	4.0%
No known disability	93.1%	92.2%	92.6%
Prefer not to say	3.9%	2.9%	3.4%

All colleagues by disability status, 2021

	Academic	PS	All colleagues
Disabled	3.0%	4.8%	4.0%
No known disability	93.1%	92.2%	92.6%
Prefer not to say	3.9%	2.9%	3.4%

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 suppress percentages based on fewer than 5 individuals to protect against over-interpretation of small numbers and colleagues' anonymity.

All colleagues by disability status, 2021

Faculty	Academic	PS	All colleagues
HaSS			
Disabled	4.3%	6.5%	4.8%
No known disability	91.0%	89.0%	90.5%
Prefer not to say	4.7%	4.5%	4.7%
FMS			
Disabled	2.3%	3.6%	2.8%
No known disability	94.0%	92.3%	93.4%
Prefer not to say	3.7%	4.1%	3.9%
SAGe			
Disabled	3.1%	2.4%	2.9%
No known disability	94.4%	93.2%	94.0%
Prefer not to say	2.5%	4.4%	3.1%

Disability status of academics by grade, 2021

	Grade F	Grade G	Grade H	Grade I	Total
Disabled	3.2%	3.1%	4.2%	1.7%	3.0%
No known disability	90.8%	92.8%	93.2%	96.8%	93.1%
Prefer not to say	6.0%	4.0%	2.6%	1.5%	3.9%

Disability status of PS colleagues by grade, 2021

	Less than Grade A	Grade A	Grade B	Grade C	Grade D	Grade E	Grade F	Grade G	Grade H	Grade I	Total
Disabled	...	3.4%	4.6%	5.5%	5.9%	3.6%	5.9%	3.5%	...	0.0%	4.8%
No known disability	90.0%	91.0%	94.7%	89.6%	92.4%	93.4%	92.1%	93.8%	91.2%	95.1%	92.2%
Prefer NTS	...	5.6%	...	4.9%	1.7%	2.9%	2.0%	2.6%	...	...	2.9%

Ethnicity

All Colleagues by minoritised ethnic and white ethnicity over time

	2017	2018	2019	2020	2021
White	88.9%	88.7%	88.3%	87.9%	86.7%
Minoritised ethnic	8.3%	8.4%	8.8%	8.9%	9.3%
Prefer not to say	2.8%	2.9%	3.0%	3.2%	4.0%

Colleagues by combined ethnic group and occupation over time

	2019			2020			2021		
	All col-leagues	Academic	PS	All col-leagues	Academic	PS	All col-leagues	Academic	PS
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%
East Asian/East Asian British	3.5%	6.3%	1.1%	3.6%	6.6%	1.1%	3.6%	6.5%	1.1%
Black/African/Caribbean/Black British	0.8%	1.1%	0.5%	0.8%	1.1%	0.5%	0.9%	1.1%	0.6%
Mixed/multiple ethnic groups	1.1%	1.5%	0.7%	1.2%	1.6%	0.8%	1.3%	1.9%	0.8%
Any ethnic group not considered above	1.3%	2.2%	0.5%	1.2%	2.0%	0.6%	1.5%	2.6%	0.6%
Minoritised ethnic total	8.7%	14.2%	4.1%	8.9%	14.6%	4.3%	9.3%	15.2%	4.4%
White	88.3%	81.2%	94.2%	87.9%	81.0%	93.6%	86.7%	79.2%	92.8%
Prefer not to say	3.0%	4.6%	1.7%	3.2%	4.4%	2.1%	4.0%	5.6%	2.8%

Academic colleagues by academic contract, 2021

	T&R	T&S	R&I	Clinical
White	83.2%	81.9%	73.2%	80.4%
Minoritised ethnic	11.9%	11.4%	20.6%	14.7%
Prefer not to say	4.9%	6.6%	6.2%	4.9%

Academic colleagues by minoritised and white ethnicity and grade, 2021

Grade	White	Minoritised ethnic backgrounds	Prefer NTS
Grade F	71.2%	23.0%	5.9%
Grade G	78.9%	14.7%	6.4%
Grade H	83.9%	11.0%	5.1%
Grade IA	88.9%	7.7%	...
Grade IB	87.5%	7.9%	4.6%

PS colleagues by minoritised and white ethnicity and grade, 2021

Grade	White	Minoritised ethnic backgrounds	Prefer NTS
Less than Grade A	95.0%	...	...
Grade A	95.1%	0.0%	...
Grade B	90.8%	3.7%	4.6%
Grade C	92.0%	4.6%	3.5%
Grade D	94.6%	4.5%	1.7%
Grade E	91.9%	3.6%	2.8%
Grade F	91.7%	5.4%	3.2%
Grade G	91.3%	5.1%	3.8%
Grade H	100.0%	...	...
Grade I	95.0%	...	...

Colleagues by ethnicity and sex and occupation, 2021

	Academic	PS	All colleagues
Female			
Minoritised ethnic	14.9%	4.8%	8.6%
White	79.8%	93.2%	88.2%
Prefer not to say	5.3%	2.0%	3.2%
Male			
Minoritised ethnic	15.5%	3.9%	10.2%
White	78.7%	92.1%	84.7%
Prefer not to say	5.8%	4.1%	5.0%

All Colleagues by minoritised and white ethnicity over time

	Grade F	Grade G	Grade H	Grade IA	Grade IB	Total
Minoritised Ethnic total	22.9%	14.6%	11.0%	7.7%	7.7%	15.3%
Minoritised Ethnic Female	10.2%	6.7%	4.9%	1.7%	3.7%	6.8%
Minoritised Ethnic Male	12.8%	7.9%	6.2%	6.0%	3.9%	8.4%
White total	71.2%	78.9%	83.9%	88.9%	87.6%	79.2%
White Female	39.0%	40.5%	35.5%	33.3%	28.4%	36.4%
White Male	32.2%	38.4%	48.3%	55.6%	59.2%	42.8%
Prefer not to say total	5.9%	6.4%	5.1%	...	4.8%	5.5%
Prefer NTS Female	3.2%	3.1%	2.0%	...	...	2.4%
Prefer NTS Male	2.7%	3.3%	3.1%	...	3.9%	3.1%

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 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. Where numbers allow, we present data disaggregated by combined ethnic categories.

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.

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 suppress percentages based on fewer than 5 individuals to protect against over-interpretation of small numbers and colleagues' anonymity.

Gender Affirmation

Gender affirmation over time

	2018	2019	2020	2021
Gender same as at birth	26.0%	27.1%	28.8%	32.3%
Gender not same as at birth	0.0%	0.0%	0.0%	0.1%
Prefer not to say	1.0%	1.1%	1.2%	1.7%
Unknown	73.0%	71.8%	69.9%	65.9%
Data sharing rate	27.0%	28.2%	30.1%	34.1%

Gender affirmation by PS and faculty

	PS	FMS	HaSS	SAGe	Total
Gender same as at birth	35.7%	34.1%	29.0%	27.0%	32.3%
Gender not same as at birth	...	...	...	...	0.1%
Prefer not to say	1.3%	2.1%	2.0%	1.4%	1.7%
Unknown	63.0%	63.7%	68.8%	71.4%	65.9%
Data sharing rate	37.0%	36.3%	31.2%	28.6%	34.1%

Marriage

All colleagues by marriage status 2021

Married	30.3%
Single	28.3%
Unknown	41.4%
Data sharing rate	27.0%

Pregnancy and Maternity

Parental leave, 2021

	Maternity leave	Paternity leave	Shared parental leave	Adoption leave	Total
All colleagues	172	79	7	3	261
Academics	66	...	...	...	...
PS	106	...	...	...	...

Key

Unknown
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 suppress percentages based on fewer than 5 individuals to protect against over-interpretation of small numbers and colleagues' anonymity.

Key

Civil partnership
We do not currently collect data on civil partnership status but intend to begin doing so.

Key

Parental leave taken during snapshot period of 1st August 2020 – 31st July 2021

Religion

All colleagues religion over time

	2018	2019	2020	2021
Any other	0.3%	0.3%	0.6%	1.4%
Buddhist	0.2%	0.2%	0.2%	0.2%
Christian	11.4%	11.5%	11.3%	12.3%
Hindu	0.2%	0.3%	0.3%	0.4%
Jewish	0.1%	0.0%	0.0%	0.1%
Muslim	0.3%	0.4%	0.5%	0.4%
Sikh	0.0%	0.0%	0.0%	0.0%
Spiritual	0.1%	0.2%	0.3%	0.4%
No religion	12.7%	14.0%	15.5%	17.1%
Religion total	12.5%	12.8%	13.3%	15.1%
Prefer not to say	1.9%	2.0%	2.4%	3.3%
Unknown	72.9%	71.2%	68.8%	64.5%
Data sharing rate	27.1%	28.8%	31.2%	35.5%

Religion by PS and faculty, 2021

	PS	FMS	HaSS	SAGe	Total
Buddhist	...	0.3%	0.5%	...	0.2%
Christian	16.5%	12.1%	8.9%	8.7%	12.3%
Hindu	0.2%	0.4%		0.6%	0.4%
Jewish	...	...	...	...	...
Muslim	0.2%	0.7%		0.6%	0.4%
Sikh	...	...	...	...	...
Spiritual	0.3%	0.6%	0.3%	...	0.4%
Any other religion	0.9%	1.7%	1.0%	2.2%	1.4%
No religion	17.2%	18.9%	17.9%	13.3%	17.1%
Prefer not to say	2.7%	3.7%	4.0%	2.8%	3.3%
Unknown	61.8%	61.4%	66.9%	71.5%	64.5%
Data sharing rate	38.2%	38.6%	33.1%	28.5%	35.5%

Key

Unknown

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 suppress percentages based on fewer than 5 individuals to protect against over-interpretation of small numbers and colleagues' anonymity.

Sex

Colleagues by occupation and sex over time

	Female			Male		
	All colleagues	Academic colleagues	PS colleagues	All colleagues	Academic colleagues	PS colleagues
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%

Colleagues by faculty and sex

	Female	Male
FMS	53.0%	47.0%
HaSS	52.6%	47.4%
SAGe	26.4%	73.6%
Total	45.7%	54.3%

PS colleagues by job family and sex, 2021

	Female	Male
Administrative	73.9%	26.1%
Operational	46.2%	53.8%
Maintenance	0.0%	100.0%
Technical/Specialist	42.2%	57.8%
Total	63.3%	36.7%

Key

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 require legal sex information to be known for all 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.

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.

PS job families

The broad occupational groupings within Professional Services occupations.

Senior Officers

The executive board and other senior officers.

Academic colleagues by sex and grade, 2021

	Female	Male
Grade E	100.0%	0.0%
Grade F	52.3%	47.7%
Grade G	50.4%	49.6%
Grade H	42.4%	57.6%
Grade IA	35.9%	64.1%
Grade IB	33.0%	67.0%

PS colleagues by sex and grade, 2021

	Female	Male
Less than Grade A	10.0%	90.0%
Grade A	57.1%	42.9%
Grade B	39.1%	60.9%
Grade C	72.0%	28.0%
Grade D	72.9%	27.1%
Grade E	62.5%	37.5%
Grade F	62.4%	37.6%
Grade G	58.9%	41.1%
Grade H	52.9%	47.1%
Grade I	52.5%	47.5%
Senior Officers	28.6%	71.4%

Sexual Orientation

All colleagues' sexual orientation, over time

	2017	2018	2019	2020	2021
Bisexual	0.5%	0.6%	0.6%	0.8%	1.0%
Gay man	0.5%	0.6%	0.6%	0.7%	0.7%
Gay woman/lesbian	0.4%	0.5%	0.5%	0.6%	0.6%
Another sexuality	0.1%	0.1%	0.1%	0.2%	0.2%
LGB+ total	1.4%	1.6%	1.8%	2.2%	2.5%
Heterosexual	21.8%	24.7%	24.7%	26.0%	29.3%
Prefer NTS	...	2.2%	2.2%	2.7%	3.5%
Unknown	76.9%	71.3%	71.3%	69.1%	64.7%
Data sharing rate	23.1%	28.7%	28.7%	30.9%	35.3%

All colleagues' sexual orientation by PS and faculty, 2021

	PS	FMS	HaSS	SAGe	Total
Bisexual	0.7%	1.5%	1.1%	0.7%	1.0%
Gay man	0.6%	0.9%	1.1%	0.5%	0.7%
Gay woman/lesbian	0.5%	0.9%	0.9%	...	0.6%
Heterosexual	33.2%	30.8%	25.1%	24.8%	29.3%
Another sexuality	...	...	...	...	0.2%
LGB+ total	1.9%	3.4%	3.5%	1.4%	2.5%
Prefer not to say	2.8%	4.0%	4.5%	2.6%	3.5%
Unknown	62.0%	61.8%	66.9%	71.2%	64.7%
Data sharing rate	38.0%	38.2%	33.1%	28.8%	35.3%

Key

Unknown
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.

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

...
We suppress percentages based on fewer than 5 individuals to protect against over-interpretation of small numbers and colleagues' anonymity.

Appendix 2 Pay Gap Tables

Gender Pay Gaps Overall

Colleagues by occupation and sex over time

		No.	Hourly mean pay £	Mean Pay Gap %	Change %	Hourly median pay £	Median pay gap %	Change %
All colleagues	Male	2741	22.68	17.8	-0.3	20.28	16.2	- 0.8
	Female	3418	18.63			17.00		
All academics	Male	1383	27.77	11.4	0	23.75	9.7	-1.4
	Female	1165	24.59			21.44		
Non-clinical academics	Male	1383	26.00	10.3	+ 0.7	23.75	12.0	0
	Female	1165	23.32			20.89		
Clinical academics	Male	120	48.22	16.6	- 4.0	51.87	17.0	- 4.5
	Female	98	40.21			43.04		
PS colleagues	Male	1238	16.49	8.2	+ 0.6	14.68	8.4	+ 2.7
	Female	2155	15.14			13.44		

Gender pay gaps over time

	2017 %	2018 %	2019 %	2020 %	2021 %	Total change %
Mean GPG	20.4	20.0	18.5	18.1	17.8	2.6
Median GPG	19.5	18.1	17.0	17.0	16.2	3.3

Key

Gender and 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.

PS colleagues

Professional Services colleagues.

Academic colleagues

All colleagues with an academic contract.

Non-clinical academics

Academic colleagues on non-clinical contracts.

Clinical academics

Academic colleagues with a clinical contract, typically on NHS pay scales.

Mean gender pay gap

The difference between the average hourly pay for male and female employees working for an organisation.

Median gender pay gap

The difference between the median (middle point) hourly pay for male and female employees working for an organisation.

GPG by Faculty

Gender pay gaps by faculty (non-clinical academics), 2021

		No.	Mean hourly pay £	Mean pay gap %	Median hourly pay £	Median pay gap %
HaSS	Male	447	26.7	7.7	24.5	2.9
	Female	479	24.7		23.7	
SAGe	Male	540	25.2	10.3	23.7	12.0
	Female	198	22.6		20.9	
FMS	Male	393	26.0	14.5	22.4	9.4
	Female	485	22.3		20.3	

Key

FMS

Faculty of Medical Sciences.

HaSS

Faculty of Humanities and Social Sciences.

SAGe

Faculty of Science, Agriculture and Engineering.

PS job families

The broad occupational groupings within Professional Services occupations.

GPG by PS Job Family

Gender pay gaps by PS job family

		No.	Mean hourly pay £	Mean pay gap %	Median hourly pay £	Median pay gap %
Administrative	Male	537	19.0	16.5	18.0	21.0
	Female	1666	15.9		14.3	
Specialist	Male	338	16.3	8.9	9.7	2.0
	Female	223	14.9		9.5	
Operational & maintenance	Male	354	11.0	8.2	15.6	11.1
	Female	263	10.1		13.8	

Gender Pay Quartiles

Gender and pay quartiles, 2021

Quartile	No.	Male	Female	% M	% F	Male change since 2020	Female change since 2020
Q1 (£49553 upwards)	1539	914	625	59.4	40.6	Decrease 0.6%	Increase 0.6%
Q2 (£34805 - £49533)	1540	691	849	44.9	55.1	Increase 0.9%	Decrease 0.9%
Q3 (£25941 - £34805)	1540	636	904	41.3	58.7	Decrease 0.7%	Increase 0.7%
Q4 (Up to £25941)	1540	501	1039	32.5	67.5	Decrease 0.5%	Increase 0.5%
Total colleagues	6159						

Bonus GPGs

Gender bonus pay gaps, 2021

		No.	Mean bonus £	Mean gender pay gap %	Change %	Median bonus £	Median gender pay gap %	Change %
All bonuses	Male	94	14104.65	76.5	- 1.0	5280.00	82.3	+ 32.3
	Female	132	3316.44					
Excluding CEAs	Male	51	2296.41	43.4	+ 18.4	1000.00	25.0	+ 25.0
	Female	121	1300.03					

Proportion of colleagues receiving a bonus by sex, 2021

Bonuses received	Count	% of population	Change
Male	94	3.4	- 4.6
Female	132	3.9	- 7.1

Key

Gender and 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.

Pay quartiles

Quartiles represent the pay rates of our colleagues from the lowest to the highest hourly rate, split into four equal sized groups.

CEAs

Clinical Excellence Awards, awarded by the local NHS Trust.

All bonuses

We have continued to apply the same methodology as we did in 2020 and included all awards, including those made through our Spotlight Recognition Scheme.

Ethnicity Pay Gaps

Ethnicity pay gaps by major occupational groups, 2021

		No.	Hourly mean pay £	Mean Pay Gap %	Change %	Hourly median pay £	Median pay gap %
All colleagues	White colleagues	5385	20.31	-2.8		18.03	-6.6
	Minoritised ethnic colleagues	553	20.89				
Non-clinical academics	White colleagues	2042	25.43	15.1	+ 0.1	23.75	14.6
	Minoritised ethnic colleagues	376	21.59				
PS colleagues	White colleagues	3165	15.65	4.4	+ 0.8	13.84	-3.0
	Minoritised ethnic colleagues	376	14.96				

Key

Minoritised ethnic colleagues

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.

PS colleagues

Professional Services colleagues.

Academic colleagues

All colleagues with an academic contract.

Non-clinical academics

Academic colleagues on non-clinical contracts.

Mean ethnicity pay gap

The difference between the average hourly pay for white and minoritised ethnic employees working for an organisation.

Median ethnicity pay gap

The difference between the median (middle point) hourly pay for white and minoritised ethnic employees working for an organisation.

Note: We have excluded from calculations colleagues for whom ethnicity is unknown rather than aggregate them into another category.

Ethnicity and Gender Pay Gaps

Ethnicity and gender pay gaps, 2021

	No.	Mean hourly pay £	Mean pay gap %	Median hourly pay £	Median pay gap %
White Male	2342	22.74	18.9%	20.51	17.1%
White Female	3043	18.45		17.00	
Minoritised Ethnic Male	274	21.44	5.0%	19.90	6.7%
Minoritised Ethnic Female	279	20.36		18.57	
White Male	2342	22.74	5.7%	20.51	3.0%
Minoritised Ethnic Male	274	21.44		19.90	
White Female	3160	18.45	-10.4%	17.00	-9.2%
Minoritised Ethnic Female	272	20.36		18.57	

Key

Minoritised ethnic colleagues

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.

Mean pay gap

The difference between the average hourly pay for one group of employees and another.

Median pay gap

The difference between the median (middle point) hourly pay for one group of employees and another.

Note: We have excluded from calculations colleagues for whom ethnicity is unknown rather than aggregate them into another category.

Bonus GPGs

Gender bonus pay gaps, 2021

	No.	Mean hourly pay £	Mean pay gap %	Change %	Median hourly pay £	Median pay gap %	Change %
No known disability	5728	20.60	13.1	-0.07	18.57	11.1	+ 2.7
Disabled	249	17.90			16.51		

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.

We exclude from the calculation colleagues for whom we have no recorded response for disability, rather than aggregate them into 'no known disability'.

Mean disability pay gap

The difference between the average hourly pay for non-disabled and disabled employees working for an organisation.

Median disability pay gap

The difference between the median (middle point) hourly pay for non-disabled and disabled employees working for an organisation.

List of Abbreviations

APL - School of Architecture, Planning and Landscape

APP - Access and Participation Plan

AY - Academic year

BAME - Black, Asian and minority ethnic

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

CDT - Centre for Doctoral Training

CH - Combined Honours Centre

DIG - Disability Interest Group

DTP - Doctoral Training Partnership

EB - Executive Board

ECLS - School of Education, Communication and Language Sciences

EDI - Equality, diversity and inclusion

EDICG - EDI Consultative Group

EHRC - Equality and Human Rights Commission

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

HCS - 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

PVC - Pro Vice Chancellor

REC - Race Equality Charter

REF - Research Excellence Framework

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

SMART - Specific, measurable, achievable, realistic and time-bound

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

UCEA - Universities & Colleges Employers Association

UEDIC - University Equality, Diversity and Inclusion Committee

UKPSF - UK Professional Standards Framework, a framework for benchmarking success within HE teaching and learning support

ncl.ac.uk/who-we-are/equality

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