

## Equality and Diversity Annual Monitoring Report April 2011

This year's Equality and Diversity Annual Report includes many success stories and achievements from across the University, reflecting one of our key values from Vision 2021: that we value diversity. This Executive Summary highlights the key themes of the report, whilst the full report can be found at [www.ncl.ac.uk/diversity/annualreport/](http://www.ncl.ac.uk/diversity/annualreport/).

### Successes and Achievements

- § The 'Changing Age' campaign positioned Newcastle University as a leading centre for ageing research, both nationally and internationally. Changing Age was a call to action aimed at challenging the existing negative perceptions society has about older people.
- § The Diversity Committee planned a series of events under the banner of "Diversity Season 2011". Events included public lectures on ageing, events for International Women's Day and the Union Society's International Festival of Arts and Music. Diversity Season was profiled in the [Equality and Diversity supplement](#) of The Journal.
- § A landmark report, "What more can be done to widen access to highly selective universities?" cited examples of how Newcastle University is attracting students from a broader range of backgrounds and included case studies based on Newcastle University's pioneering PARTNERS Programme, the Realising Opportunities scheme and the University's Foundation Year in Engineering.
- § In 2010 University updated and replaced its three existing equality schemes into a Single Equality Scheme. The Scheme relates our actions and outcomes in equality and diversity to our Vision 2021, our Mission and to our Core Objectives. The Action Plan is focussed around the enabling objectives and expected outcomes. The Single Equality Scheme was approved by Council in December 2010 and can be found at [www.ncl.ac.uk/diversity](http://www.ncl.ac.uk/diversity).
- § Students' Union Council passed a motion in March to become a 'Zero Tolerance to Sexual Harassment' Union. Passing this motion brings the Students' Union national accreditation and places it at the forefront of the NUS Women's liberation campaign.

### Around the University

Once again we found many examples of good practice across the University. A few examples are given below but there are many more in the full report.

- § Accommodation and Hospitality Services have completed "bite size" training sessions on issues currently affecting students, such as anorexia and self-harm. They have also purchased 5 wheelchairs to assist visitors to sites.
- § ISS have designed guidelines to ensure accessibility is "designed in" to computer systems rather than using a retrospective tick-box audit.
- § The Robinson Library has set up Skype facilities in response to requests from international students.
- § The lecture capture system ReCap is now available in 50 lecture theatres.
- § The revised programme approval process will embed equality and diversity issues into the approval process and ensure the needs of different groups of students are taken into account in the programme design and planning stage.
- § Student Wellbeing held numerous awareness raising events over the year for campaigns such as Autism, Dyslexia and TB. The service is also involved in a UTLC funded project to investigate problems with large pieces of written assessment for students with dyslexia.
- § The University's Women's Network has held several events during the year including a presentation "What works for women" by Professor Dorothy Bishop on International Women's Day 2010.
- § The Mosaic Network continued to lobby members around the findings of a recent ECU report on the experiences of lesbian, gay and bisexual staff and students in HE.

## Annual Equality Monitoring

Key statistics from the Equality and Diversity Annual Report are given below. It is important to note that the full report which contains information to contextualise these data is available on request and on the Diversity website. [www.ncl.ac.uk/diversity/annualreport](http://www.ncl.ac.uk/diversity/annualreport)

### Key Student Statistics

	2005/6	2006/7	2007/8	2008/9	2009/10
Undergraduate applications from ethnic minorities	9.3%	9.7%	8.7%	9.4%	9.8%
Offers for ethnic minorities	6.5%	6.8%	6.9%	6.9%	7.8%
Acceptances for ethnic minorities	6.3%	6.4%	6.9%	7.2%	6.8%
First year UK domicile students: female	51.7%	50.8%	51.5%	51.7%	50.1%
Percentage of full time UG students in receipt of Disabled Students Allowance	3.1%	3.1%	3.1%	2.6%	2.5%
Percentage of mature undergraduate entrants	15.2%	14.1%	15.6%	18.7%	18.6%

UG Degree Classification 2009/10	White	Ethnic Minority	Male	Female	Mature Student	Non Mature Students
First	17.0%	16.9%	16.5%	17.4%	17.3%	17.0%
Second I	61.6%	39.8%	54.4%	64.1%	48.8%	60.2%
Second II	18.8%	34.2%	24.0%	17.0%	26.2%	20.0%
Third	2.6%	9.0%	5.1%	1.5%	7.7%	2.9%

### Key Employee Statistics

Ethnic Origin	2006	2007	2008	2009	2010
Black and minority ethnic (BME) percentage of all employees	6.1%	6.1%	6.1%	5.9%	6.2%
BME academic employees	9.6%	10.4%	10.6%	10.1%	10.9%
BME support employees	3.4%	2.8%	2.7%	2.7%	2.5%
BME job applicants	15.0%	13.0%	26.6%	23%	21.8%
BME shortlisted candidates	10.0%	12.0%	14.2%	14.2%	19.0%
Apps. from BME staff for academic promotion	10.0%	7.0%	6.0%	7.0%	7.0%
Apps. approved from BME staff for academic promotion	11.0%	6.0%	5.0%	8.0%	6.0%
Gender	2006	2007	2008	2009	2010
Percentage of female staff employed	53.0%	53.0%	53.5%	53.5%	54.0%
Percentage of female staff in academic roles	35.0%	37.0%	37.6%	37.6%	40.0%
Percentage of female professorial staff	16.2%	16.8%	19.4%	19.4%	20.6%
Percentage job applications from females	59.0%	56.0%	54.3%	56.0%	54.0%
Percentage applications for academic promotion from female employees	31.0%	39.0%	39.0%	41.0%	36.0%
Academic promotions approved from female staff	32.0%	39.0%	43.0%	36.0%	31.0%
Disability	2006	2007	2008	2009	2010
Percentage Disabled Staff Employed	2.15%	2.24%	2.1%	1.8%	1.7%

### Key issues arising from report

The key issues arising from the report which Diversity Committee will be focussing on in the coming year are:

- § Investigating applications, offers and acceptances for BME students excluding Medicine, Dentistry and Law.
- § Understanding the differentials in degree attainment by ethnic origin and compare with the national picture.
- § Increasing the proportion of BME staff within support roles.
- § Understanding and increasing the proportion of staff who declare themselves to be disabled.