

Equality and Diversity Annual Monitoring Report April 2011

The purpose of this report is to:

- A. Present information about successes and achievements during the year.
- B. Demonstrate good practice around the University.
- C. Present data on ethnicity, gender, disability, widening participation and age for the student population. The data includes all UK domicile undergraduates (not European Union or international students). The data is at University level and, where appropriate, comparisons have been made with institutions within the University's group of 14 comparator institutions.
- D. Present data on ethnicity, gender, disability, and age for Newcastle University employees.
- E. Describe our approach to monitoring and review with regard to the Single Equality Scheme.
- F. Present results of the diversity analysis of the Employee Opinion Survey 2010

A. Successes and achievements

Changing Age Campaign



Image by Lindsay Mackenzie Newcastle University "Changing Age" student competition second runner up.

In 2010 the University launched the first of a series of societal challenge themes. 'Changing Age' was a call to action aimed at challenging the existing negative perceptions society has about older people. The campaign sought to influence government policy on the issues associated with an ageing population, and aimed to highlight Newcastle University as a leading centre for ageing research, both nationally and internationally. The Changing Age campaign was launched simultaneously in London and Newcastle with the publication of the Newcastle Changing Age Charter. This open charter called upon everyone - the public, organisations and the leaders of all political parties - to pledge their support to the campaign to promote change and help to create a society in which people of all ages can live their lives to their fullest potential.

Diversity Season 11

Following the success of Diversity Week 2009, 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. Further details about the events can be found on www.ncl.ac.uk/diversity/season and a full overview will be given in next year's report.

Diversity Season was profiled in the [Equality and Diversity supplement](#) of The Journal.

Best practice in fair access

A landmark report on 'fair access' to leading UK universities has cited examples of how Newcastle University is attracting students from a broader range of backgrounds.

The report, 'What more can be done to widen access to highly selective universities?' published on Wednesday, 19 May 2010, included case studies based on Newcastle University's pioneering PARTNERS Programme, which has been operating for the past ten years, the new Realising Opportunities scheme and the University's Foundation Year in Engineering.

Single Equality Scheme Launched

In 2010 University updated and replaced its three existing equality schemes into a Single Equality Scheme. In anticipation of the widening of our statutory duties under the Equality Act 2010 in 2011, the existing policies for Religion or Belief, Age, Sexual Orientation and Gender Reassignment (Transgender) were brought within the umbrella of the 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.

Union Society adopted Zero Tolerance Sexual Harassment Policy

Students' Union Council passed a motion in March to become a 'Zero Tolerance to Sexual Harassment' Union. The motion was in response to the NUS 'Hidden Marks' report which cites new research confirming that 68% of women have experienced sexual harassment at University. Esta Innes, second year history student and the Union's newly re-elected Gender Equality Officer proposed the motion and will be seeing through the campaign to support it with the opening of the new union building. Passing this motion brings the Students' Union national accreditation and places it at the forefront of the NUS Women's liberation campaign.



B. Good practice around the University

Accommodation and Hospitality Services

Accommodation and Hospitality Services (AHS) have held four Disability Steering Groups during the last 12 months. Disability-related training sessions were completed with new "bite size" sessions aimed at giving staff a grounding in issues that are currently affecting students, such as anorexia and self-harm. A total of 120 staff from AHS attended training directly linked to equality and diversity. AHS continues to allocate funds that go to various projects e.g. adapting the entrance at Castle Leazes to make it more accessible, additional works at Castle Court and the purchase of five wheel chairs to assist visitors to sites. Other adaption works include the provision of upgraded computer clusters at Castle Leazes and Henderson Hall which include features such as height adjustable desks.

The service also achieved the Bronze award for the North East Better Health at Work Scheme as recognition of the service promoting and improving workplace health amongst employees. Features included a Health Needs Assessment Survey and Stress Awareness Day.

Careers Service

The Careers Service has continued to embed excellent practice within the service it provides to students. They are continuing with the Entrepreneurship Development and Career Development Module especially making adjustments for students with disabilities on their work placements. The service annually reviews equality data from the Destination of Leavers in Higher Education survey to compare with national trends.

Estates Support Service

Estate Support Service (ESS) holds monthly meetings of the Estates Disability Working Group, including disabled staff and students along with staff from Student Wellbeing and the Equality and Diversity team. The group has formal terms of reference to ensure that inclusive design is integrated into all Estate related matters. The group has input into all major projects and has successfully influenced good practice design in recent projects (such as King's Gate, Baddiley-Clark Building) as well as external landscaping (such as Robinson Place and Old Quad). This ensures that the disabled community within the University has a real influence over how ESS manages, renovates and builds the University estate.

In ensuring that best practice in inclusive design and management is carried out across the University campus and public realm ESS has invested in training some of its own staff through the RICS Inclusive Environments Consultants Scheme. Awareness training in the inclusive environment is carried for all ESS staff and ESS has recently employed, on a part-time basis, a disabled member of academic staff to act in an advisory capacity.

As well as ensuring that all projects are delivered with best practice inclusive design, ESS continually monitors the estate and funds discrete improvements to the physical environment. A full access audit of the estate's major buildings, the external environment and the approaches to the campus is currently being carried out and will shortly provide a comprehensive access strategy for the University. This will provide a strategic plan which will ensure that the University targets its resources for the inclusive environment most effectively, based on its core business and estate strategy, to address the specific needs of its students, staff and services provided to the public.

Student IT Services

To ensure that computer systems are useable by the greatest possible proportion of our staff and students, ISS have produced a set of guidelines to ensure that accessibility is 'designed in' to computer systems used in the university. This type of 'designing in' control works much more effectively than a retrospective tick box audit.

The University Library

The Library continues to improve services for international students including:

- § personal introduction to the Library in small groups for all international students.
- § web pages specifically for international students providing a concise guide to facilities and services aimed at people from different educational backgrounds and experiences.
- § Skype facilities have been set up in a PC room, specifically in response to requests from international students.

Facilities have also improved for people with disabilities:

- § lift access has been provided to the Law Library to make it accessible for people with mobility impairments.
- § in association with colleagues in ISS, the loan service for items of assistive technology has been improved with the introduction of online booking and longer service hours.

Quality in Learning and Teaching (QuILT)

ReCap lecture capture

ReCap: the lecture capture system is now available in 50 lecture theatres (compared to 22 during 2009/10) following the allocation of strategic funding by the Vice-Chancellor to expand the service. The ReCap service provides all students with an opportunity to review lecture materials and additional materials provided by staff but is seen as particularly beneficial to those students with disabilities such

as dyslexia and to students for whom English is not their first language. Since its launch in January 2008 there have been 4680 recordings with 315,073 viewings. As part of the expansion of the service the University has acquired a software version of the system that can be installed on staff computers to allow recordings to be made, edited and uploaded while sitting at their own desk. The ReCap Education Steering Group is piloting this software with 35 projects from across the Faculties and Central Services to establish how it might be used to enhance staff and student experience and the level of support users will require.

The ReCap website is <http://teaching.ncl.ac.uk/recap>

Blackboard virtual learning environment

Blackboard 9.1 (to which the University will be migrating in the summer) has recognised accessibility features which QUILT will highlight in our training and documentation. These features are one of the reasons for moving to Blackboard 9.1, and for staff who are not currently users to start using the system. See for example this article - <http://www.disabled-world.com/disability/accessibility/blackboard-learning.php>

E-assessment

ISS has improved the usability and accessibility of the Lockdown browser used for online exams. It is now possible to enlarge the font size.

Programme approval

The revised programme approval process, to be implemented from May, will require proposers of new programmes and major programme changes to ensure that equality and diversity related issues (not just disability support as was previously the case) and the needs of different groups of students are taken into account in programme design and planning, and that this informs the decision about whether to proceed with a proposal. QUILT is working with the Equality and Diversity team with regard to embed this.

Student Wellbeing Service

The Student Wellbeing Team now incorporates UCAN (University Centre for Assessment at Newcastle). This part of the Team assesses the needs of disabled students across the region, to enable them to access Disabled Students Allowance (DSA).

The Service, which includes the Student Wellbeing Team, the Chaplaincy, and the Student Financial Support Team, has been extremely active over the past year.

Highlights of the year's activities include:

- § Holding awareness events for Meningitis, Disabled Students Allowance, Depression, Time to Change, Autism, Dyslexia and TB.
- § Planning social groups such as the Chronic Fatigue Syndrome social group.
- § Collaboration with the Marketing and Communications Directorate on supporting students who are leaving care.
- § Training in the CASAP and Personal Tutoring training programmes to support the introduction of the new Personal Tutor Framework. This ensures consistency in approach to all diversity issues.
- § Providing the "Mandela Room" - space for people of any faith (or none) to meet. Currently used regularly by: Buddhists, Christians, Hindus, Ismailis, Quakers & Sikhs.
- § Welfare Tent - staffed by chaplains during Freshers Week every evening until the Union closes (eg 3.00am).

This year three of the Student Wellbeing Team have been invited to share their expertise with external colleagues. Rob Bedford and Rhu Medd will run a workshop at the Brief Therapy North East 13th Annual Study Day on the 13th May 2011: Using the solution focused approach in a student wellbeing initial appointment.

The service is also involved in a UTLC funded project investigating the potential and problems posed by large pieces of written assessment for students with dyslexia, particularly within practice-based disciplines. The project team consists of Sandy Alden (Dyslexia Support, student wellbeing), Venda Louise Pollock (Fine Art) and Nuala Davis (ISS).

University Networks

NU-Women



On International Women's Day 2010 Dorothy Bishop gave a presentation on "What works for women" based on psychological research into "gender schemas" and their influence on why women's progress in academic careers is slower than men's. In June 2010 the Network held a "Networking" meeting where members had some practice on how to start and continue conversations with people they did not know. In November 2010 there was a session organised by the Staff Development Unit about the range of staff development opportunities available to staff.

Mosaic

Mosaic has continued to lobby members around the findings of a recent ECU Equality Report and feed comments into the Diversity Consultative Group. Informal lunchtime and after-work social gatherings have been organised to bring staff together from across the University and the group continues to work with the Tyneside Cinema on the immensely successful annual film showing. Please see: www.mosaicnetwork.org.uk for more information.



Carers' Network

Last year the Carers' Network continued to offer support to staff with a range of caring responsibilities. There have been a number of informal meetings and talks from external organisations such as Age UK, and David Gray Solicitors who provided a most valuable and enlightening talk about Power of Attorney.

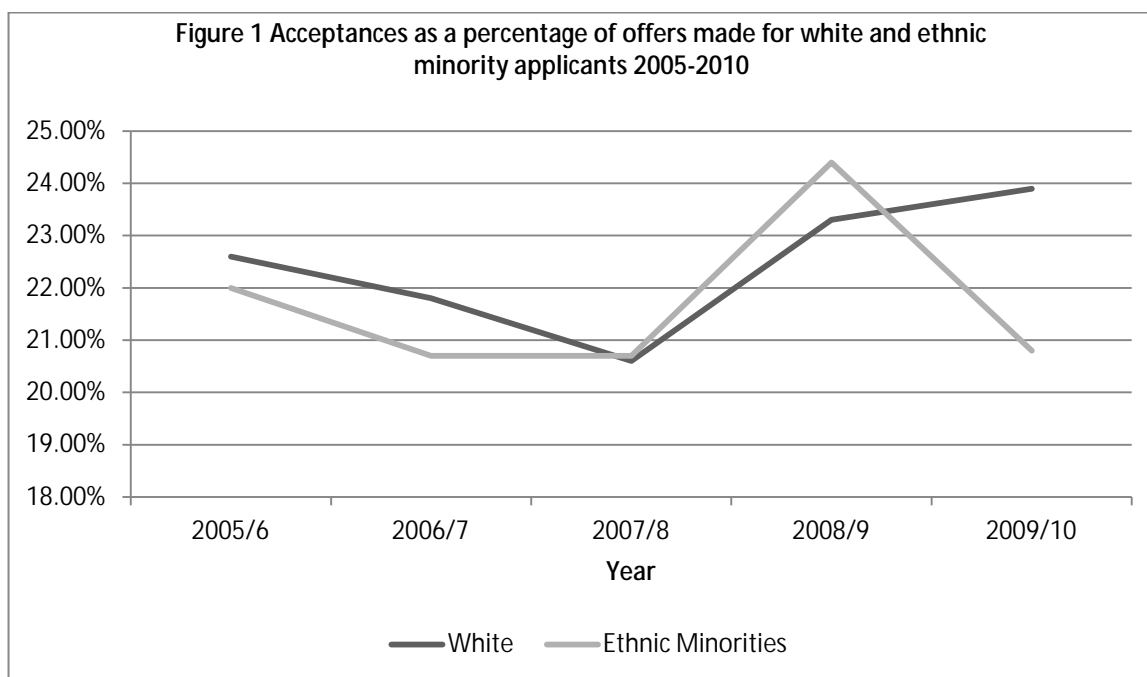
C. Equal Opportunities Monitoring for Students

The Planning Office produce an Equal Opportunities Monitoring report which covers applications, offers and acceptances for the various equality strands for UK domicile students (excludes EU and International Students). The report is shown in **Appendix 1**. Key statistics are given below.

Ethnic Monitoring for Students

Applications, Offers and Acceptances (Undergraduate)

1. Newcastle's applications from ethnic minorities as a percentage of total applications increased by 0.5% to 9.8%, although this change is not statistically significant.
2. Of all offers made, 7.8% are made to ethnic minorities which is an increase on the previous year (6.9%).
3. Ethnic minorities however, continue to receive a smaller proportion of offers than the proportion of applications they make compared to white applicants. In 2009/10, 76% of white applicants received an offer against 58.2% of ethnic minority applicants.
4. 6.8% of acceptances are from ethnic minorities. This is a decrease from the previous year.
5. As a percentage of offers, acceptances from ethnic minorities has decreased in 2009/10, whilst acceptances from white applicants has continued to increase as shown below in Figure 1.



6. Our position in the comparator group of 14 institutions was low in terms of applications and acceptances from ethnic minorities. Within the region, Newcastle had the greatest proportion of applications from ethnic minorities.
7. As in previous years, scrutiny of the statistics on ethnicity tends to reveal that applicants from ethnic minorities apply in greater proportions than white applicants, to the most competitive courses (e.g. Medicine, Dentistry and Law). This means that overall figures that seem to imply discrimination in terms of the proportion of offers made, are in fact as a result of the distribution of their applications across courses.

Student Employability Outcomes

8. The Destination of Newcastle Graduates Survey for 2008/9 cohort shows a higher proportion of graduates from an ethnic minority going on to further study only, but also a higher percentage being assumed to be unemployed. National comparison figures for ethnic origin are not available.

Student Degree Classification

9. External research from the Equality Challenge Unit concluded that *"being from an ethnic minority group was found to have a statistically significant negative effect on degree attainment"*. This trend is evident at Newcastle, when first and upper second class degrees are combined.
10. Diversity Committee have expressed concern about this statistic and have requested further analysis and action be taken.

National Student Survey

11. The 2010 National Student Survey showed that overall satisfaction was higher in ethnic minority students than white students, but the difference was not statistically significant.

Student Formal Complaints

12. The number of student formal complaints decreased from 35 to 24 during 2009/10 and the number from BME students also decreased by 5 to 13. As we have seen in previous years, the majority of formal complaints from BME students are made by postgraduates, which may be expected as a large proportion of postgraduate students are from overseas. Postgraduate programmes tend to have higher expectations on the part of students over a shorter time, which can lead to more complaints when student's personal goals are not met. The most common reason for complaints is academic provision. The Faculty with the highest number of complaints from ethnic minorities was HASS with 10 of the 14 complaints.
13. The Union Society's Hate Crime Reporting Centre has reported no incidents.

Gender Monitoring for Students

First Year UK Domicile Students by Gender

14. Like all institutions in our comparator group, Newcastle has more female students than males, although the difference is least extreme at Newcastle.
15. Females represent 50.1% of all first year UK domicile students at Newcastle which is a slight decrease from the previous year.

Student Degree Classification

16. Research from the Equality Change Unit project showed that *"females are more likely to obtain higher degree classification than males, except when it comes to attaining a first"*. At Newcastle in 2009/10, females achieved only a slightly higher proportion of first class degrees than males. The observed difference is not statistically significant.
17. When first and upper second class degrees are combined, hence looking at those that achieved a "good degree", females were awarded 81.5% against 70.9% for males. The observed difference is statistically significant.

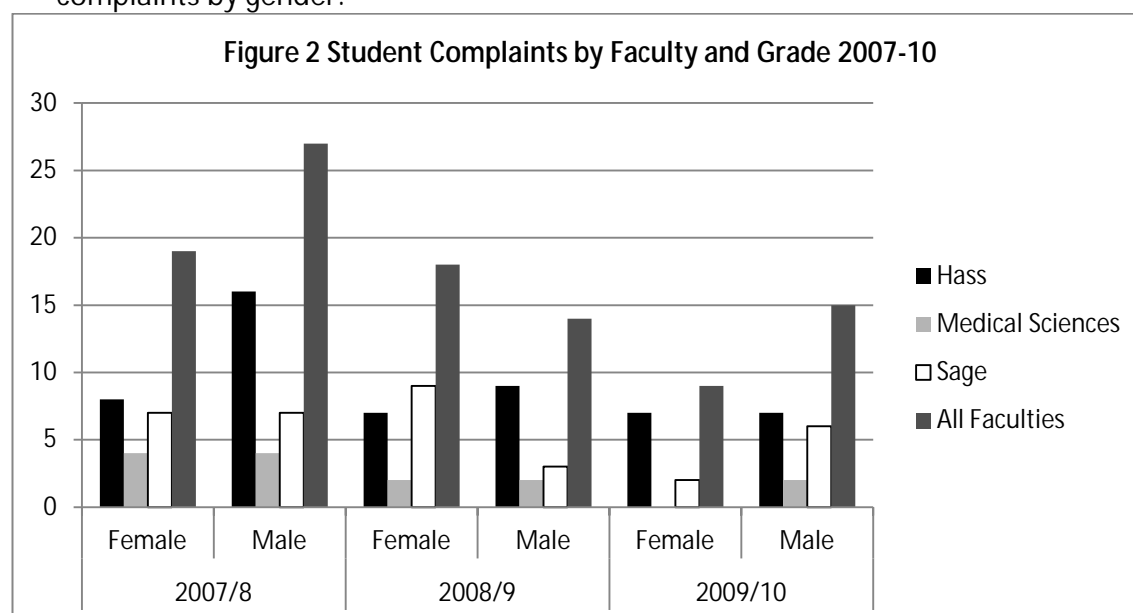
Student Employability Outcomes

18. The trend in student employability outcomes by gender identified in last year's annual report has continued this year.

19. There are differences in employment outcomes by gender. Of those in full-time, part-time or voluntary work, more are female (Female 59.4%, Male 40.6%) while there is a higher percentage of males in the numbers assumed to be unemployed (Female 45.5%, Male 55.5%). This reflects the trends found nationally where fewer female graduates are unemployed and more are in full time paid work only.
20. As previously identified one determining factor in employment rates may be the gender split in certain courses which have excellent employment (virtually 100%) rates e.g. MBBS, BDS and PGCE.

Student Formal Complaints

21. In 09/10 there were 24 formal student complaints received, of which, 9 were from female students and 15 were from male students. Figure 2 shows student complaints by faculty and gender and shows that the overall number of student complaints has reduced over the last 3 years. In 09/10 the number of formal complaints is almost half of that in 07/08. There is no identifiable pattern of complaints by gender.



Disability Monitoring for Students

22. The data provided is for full-time undergraduates in receipt of Disabled Students' Allowance (DSA). Newcastle performed below our benchmark for undergraduates in receipt of Disabled Students Allowance (2.5% against 3.9%). Our benchmark was raised slightly since last year (+0.4%) while our percentage fell by 0.1%. Just taking this data into account, Newcastle had the lowest percentage within its comparator group.
23. The data showing full-time undergraduates in receipt of Disabled Student's Allowance can be misleading. There are significant numbers of disabled students who choose not to apply for DSA and others that are not eligible to apply but whom receive support from the Student Wellbeing Service.
24. The Student Wellbeing Service is pro-active in supporting and encouraging students to take up DSA, but whether or not they pursue the funding is up to the student themselves.

Student Employability Outcomes

25. The Careers Service has conducted analysis on employability outcomes and found our data to be comparable to the national figures where 42.4% of disabled graduates were in full-time work compared with 46.2% of non-disabled graduates. Nationally there have been mixed fortunes for

disabled graduates with some achieving significant successes in graduate employment. However a number of disabled graduates, especially those with particular types of disability, for example, Autistic Spectrum Disorders, have encountered difficulties in the labour market.

Age Monitoring for Students

26. The proportion of new entrants classed as mature increased from 14.1% in 2007/08 to 18.6% in 2009/10.
27. Mature and non-mature students were awarded a similar proportion of first class degrees (mature 17.3%, not mature 17.0%).
28. When first and upper second class degrees are combined, non-mature students were awarded more than mature (mature 66.3%, not mature 77.1%) and the difference was statistically significant. A similar pattern was seen in 2008/9.
29. The 2010 National Student Survey showed that mature students were slightly more satisfied than non-mature students based on overall satisfaction (mature 88%, not mature 87%).

Widening Participation

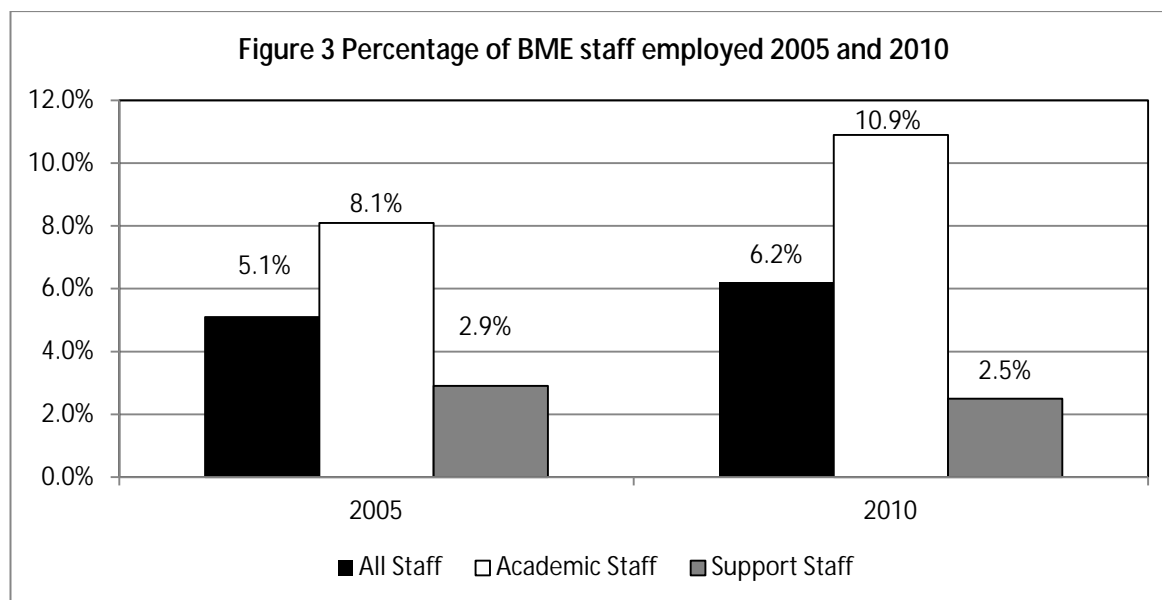
30. The University, through PARTNERS and related widening participation activity, undertakes intensive work with schools and colleges in the region to encourage more applications/intake from students from under-represented groups. Within the region, where this work takes place, the figures demonstrate impact in terms of progress made towards benchmarks. However, the University continues to fall short of national benchmarks in this area. A key element of the Access Agreement for 2012-13, which is currently being prepared, is to expand the geographical areas in which intensive widening participation activity is to take place, with the express intention of increasing the proportion of applicants and intake from LPN and in turn, lower social classes. An element of this additional activity will also focus on encouraging and supporting applications from mature and disabled students.

E. Equal Opportunities Monitoring – Staff

Staff data tables can be found in **Appendix 2**. These include all staff including International staff.

Ethnic Monitoring for Staff Employed

The percentage of BME staff employed is shown in the table below:



Data Source: SAP HR

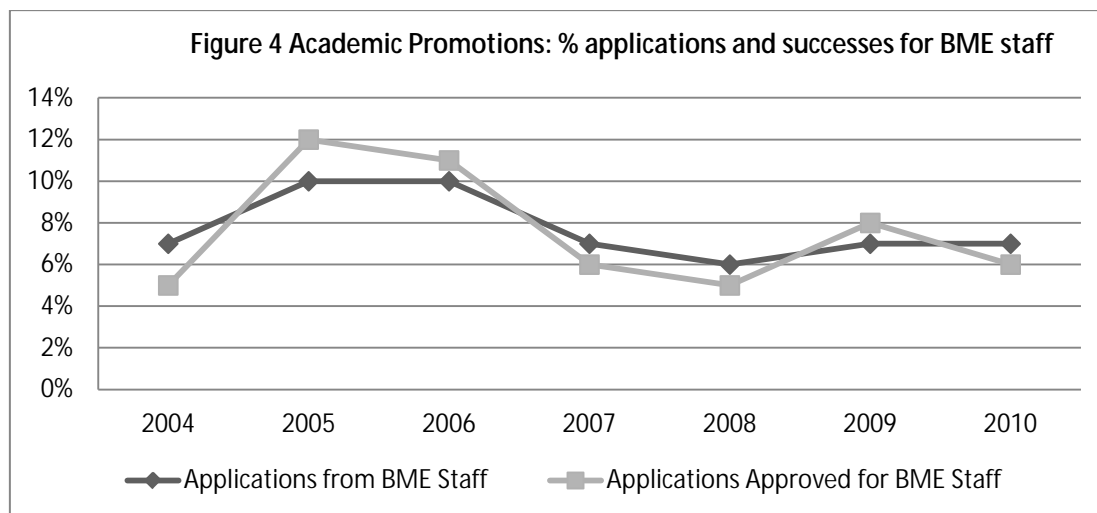
31. Figure 3 shows employees who are from a Black or Minority Ethnic background (BME) as a percentage of all employees, by academic staff and support staff.
32. 6.2% of all university employees (including international staff) are BME.
33. Since 2005 the proportion of academic staff who are BME has increased from 8.1% to 10.9%.
34. During the same period, the proportion of support staff who are BME has shown a slight decrease and is currently 2.5%. We are currently below our benchmark on this indicator.
35. The percentage support staff at the University who are both British nationality and BME is 0.7%, which shows a slight decrease since last year.
36. Human Resources are aware of this issue and will be undertaking a project aimed at increasing the proportion of BME staff in supporting roles.

Ethnic Monitoring of staff in Recruitment and Selection

37. In line with previous years, 22% of all job applicants are BME .
38. The highest proportion of applications from BME applicants is for academic and research roles.
39. For support roles, the highest proportion of job applications for BME applicants is for IT and Technical roles where 31.7% of job applicants are BME compared to 4.4% of current IT and Technical staff being BME.
40. The University appears to attract a good proportion of applications from BME applicants, however we need to understand more about the barriers to employing staff especially for support roles.

Ethnic Monitoring of staff in Academic Promotions

41. The proportion of applications for academic promotions from BME staff remained at 7%. Both the number and percentage of successful applicants who are BME is lower than last year with only 5 BME academic staff being successful in their application. When the figures are aggregated over the last 7 years, there is no statistically significant difference between the proportions of successful applications between BME and white staff.



Data Source: SAP HR

Ethnic Monitoring of staff in Training and Development

42. Ethnic monitoring of staff training records show that the proportion of BME staff who attend training events is in proportion with staffing levels with 6% of all training being undertaken by BME staff. The number of BME staff attending training is also in proportion with staff employed when analysed by staff type.

Ethnic Monitoring of Staff Turnover

43. Staff turnover is significantly higher for BME staff than for white staff (26% compared to 11% for white staff). The disproportionate staff turnover for BME staff can be explained by job type with 55 out of 82 BME leavers (67%) being contract research staff.

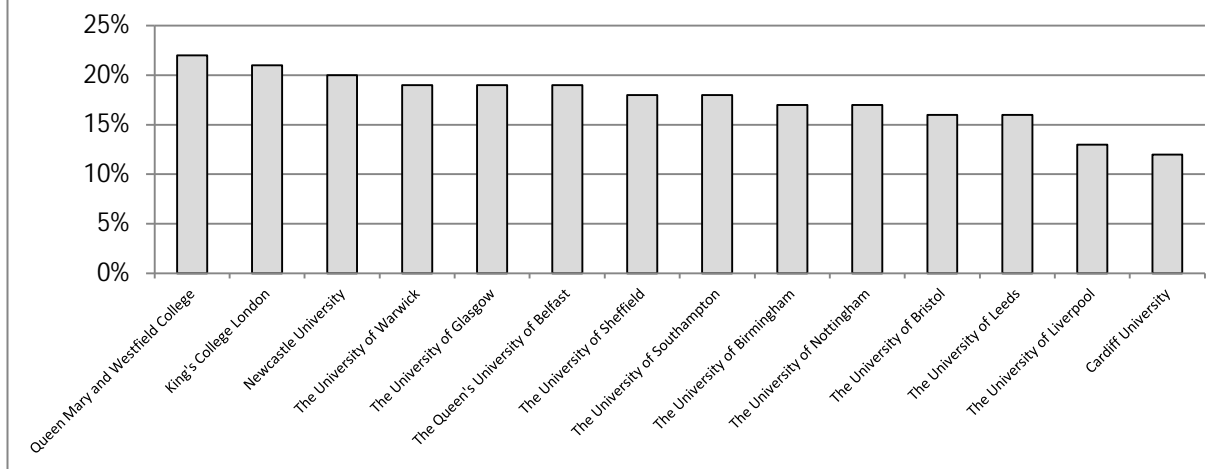
Gender Monitoring for Staff Employed

44. The percentage of women staff has stayed the same at University level at 54%.

45. For Academic staff, the percentage of women employed has increased to 40% in 2010.

46. For Professorial staff the percentage of women employed has increased to 21% in 2010. Figure 5 below shows Newcastle's position against its comparators (data is only available for 2008/9 from HESA so does not yet reflect the rise to 21%).

Figure 5 Percentage women professorial staff employed against comparator group

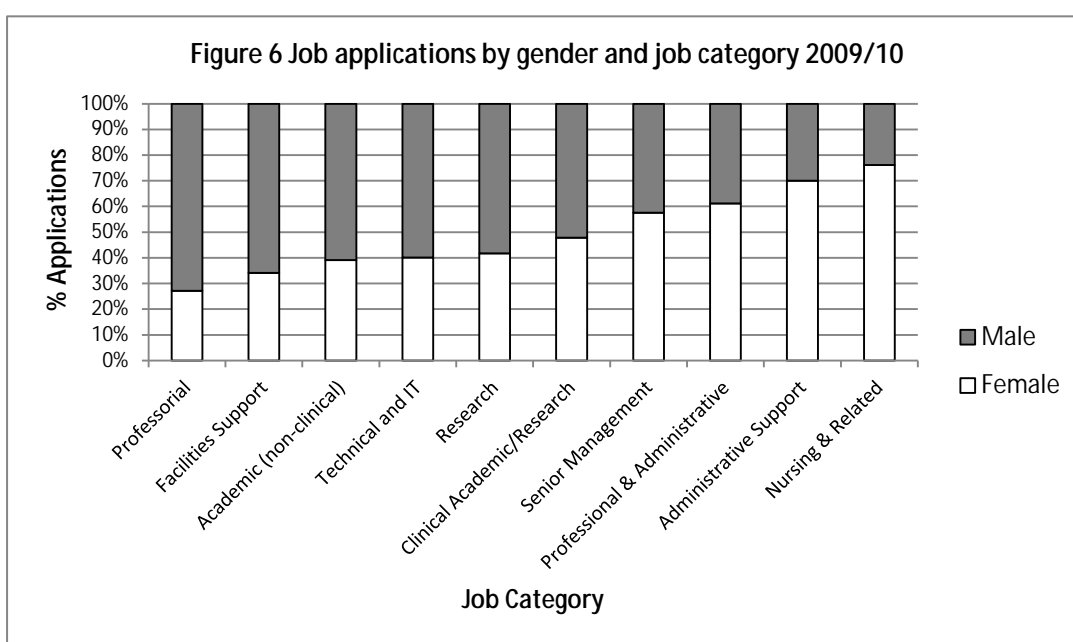


Source: HESA 2008/9

Gender Monitoring in recruitment and selection

47. Gender monitoring in recruitment and selection shows that in 2009/10 overall more women applied for positions at the University than men (women 54.2%, men 45.8%).
48. Figure 6 shows the proportion of men and women applying for positions by job category. There is a difference between the types of jobs that men and women apply for. For example, 60% of Technical and IT job applicants are male but for Administrative Support roles only 30% of job applicants are male.
49. This gender segregation by role is also reflected in the University's current staff profile, for example, 40% of job applicants for academic roles are female, 60% are male – the same proportions as for current staff.
50. For administrative support roles, whilst 30% of job applicants are men, only 12% of current administration A-E staff are men. 16% of interviewed job applicants for these roles are men. Achieving gender equality within these roles will therefore be challenging.

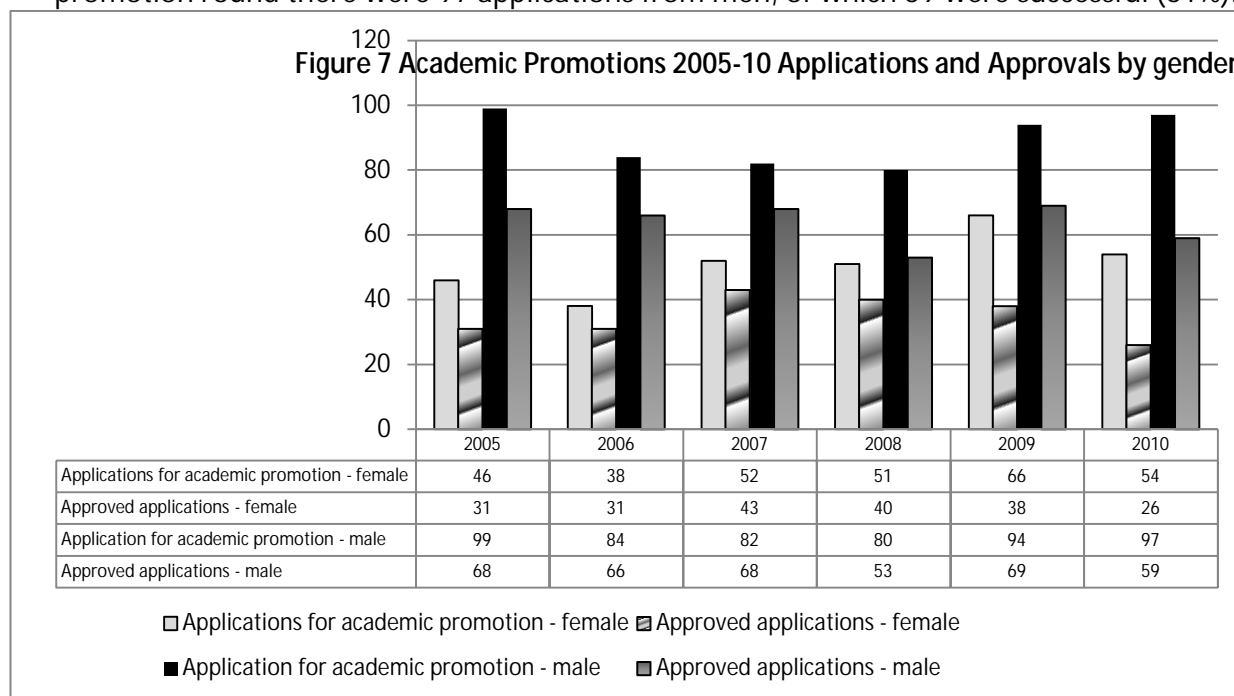
Figure 6 Job applications by gender and job category 2009/10



Data Source: I-Grasp Newcastle University

Gender Monitoring of staff in Promotions

51. The numbers of applications for academic promotions peaked in 2009. In 2010 the number of women who applied for academic promotion was 54, of which 26 were successful (48%). In the same promotion round there were 97 applications from men, of which 59 were successful (61%).



Data Source: SAP HR

54 The tables below (1,2,3) show the applications for academic promotion by faculty. The most applications came from HASS where success rates were similar for men and women. Most successful applications in HASS were for Senior Lecturer and Lecturer G positions.

55 In Medical Sciences half of all men who applied and one third of women who applied were successful. All promotions in MS were at the Professor level.

56 In SAgE just over half of all men (53%) who applied and 43% of women who applied were successful. Both male and female staff applied for the range of levels available. Male staff were successful over the full range while women succeeded at Professor and Senior Lecturer Level only.

Table 1

Faculty of Humanities and Social Sciences		Applications				Approved Applications				Success Rate (e.g. No male approved as % of male applications)	
		Number		%		Number		%			
Promotion to	Total Apps	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Professor	11	7	4	64%	36%	1	1	50%	50%	14%	25%
Reader	5	0	5	0%	100%	0	5	0%	100%	0%	100%
Senior Lecturer	23	9	14	39%	61%	4	5	44%	56%	44%	36%
Lecturer G	23	14	9	61%	39%	14	8	64%	36%	100%	89%
Total	62	30	32	48%	52%	19	19	50%	50%	63%	59%

Table 2

Faculty of Medical Sciences		Applications				Approved Applications				Success Rate (e.g. No male approved as % of male applications)	
		Number		%		Number		%			
Promotion to	Total Apps	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Professor	7	6	1	86%	14%	4	1	80%	20%	67%	100%
Reader	4	2	2	50%	50%	0	0	0%	0%	0%	0%
Senior Lecturer	0	0	0	0%	0%	0	0	0%	0%	0%	0%
Lecturer G	0	0	0	0%	0%	0	0	0%	0%	0%	0%
Total	11	8	3	73%	27%	4	1	80%	20%	50%	33%

Table 3

Faculty of Science Agriculture and Engineering		Applications				Approved Applications				Success Rate (e.g. No male approved as % of male applications)	
		Number		%		Number		%			
Promotion to	Total Apps	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Professor	6	4	2	67%	33%	1	1	50%	50%	25%	50%
Reader	5	4	1	80%	20%	3	0	100%	0%	75%	0%
Senior Lecturer	15	13	2	87%	13%	6	2	75%	25%	46%	100%
Lecturer G	11	9	2	82%	18%	6	0	100%	0%	67%	0%
Total	37	30	7	81%	19%	16	3	84%	16%	53%	43%

Gender Monitoring of staff in Training and Development

57 As we have seen in previous years, the proportion of men attending training events is lower than the proportion of men employed. When analysed by staff type, the difference in proportions of men attending training compared to men employed is statistically significant in administrative and academic roles. The difference is not statistically significant in operational and technical roles. As part of our equality duties we may wish to consider positive action to encourage male staff to take up more learning and development opportunities.

Disability Monitoring for Staff Employed

58 The number of staff employed who have declared a disability has decreased from 103 (2.1%) in 2008 to 85 (1.7%) in 2010. Although this figure is consistent with other UK HEI's according to HESA statistics for the UK 07/08, it shows a small but steady decline for the University.

59 In the Employee Opinion Survey, where responses were anonymous, 4% of staff declared themselves to be disabled.

60 Staff turnover for disabled staff remains at 18% compared to 12% for all staff. This pattern has been evident for a number of years now.

61 In last year's report we highlighted an issue with the low proportion of disabled candidates and even lower proportion of disabled candidates being successful in the recruitment process. This year the percentage of job applicants who declared a disability was 2.7% and those who were shortlisted for interview was 1.8%.

62 Various actions have been taken to try and address this issue including changes to the information available on the vacancies website for disabled candidates. The Single Equality Scheme includes actions to improve the proportion of disabled candidates and those shortlisted.

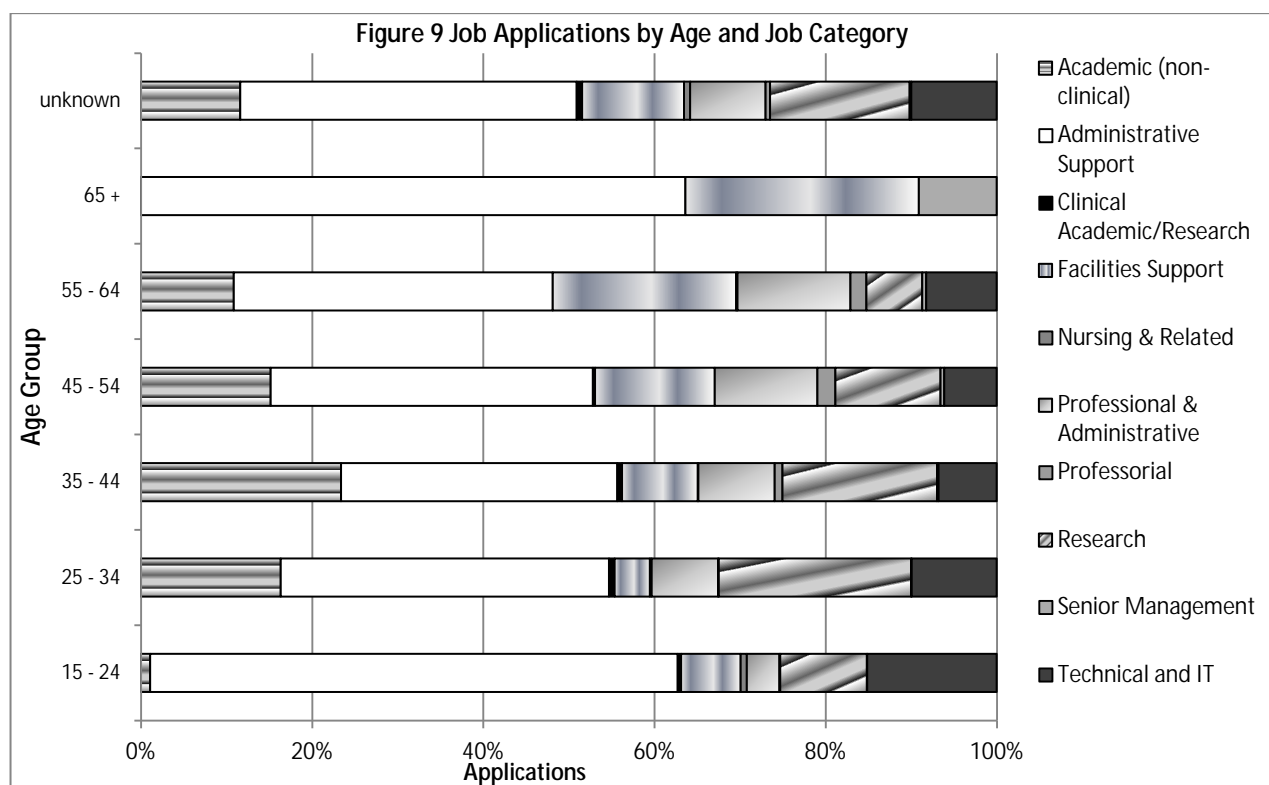
63 The proportion of disabled staff who attended training events is in proportion to the proportion of disabled staff employed.

Age Monitoring for Staff Employed

64 The University staff age profile for men and women are shown in Figure 8. The spread of women employed in the 25-34, 35-44 and 45-54 age range is fairly even. For men however the profile shows an increase in the numbers of men employed as the age bandings go up.

65 There are more than twice as many men working who are over the age of 65 than women.

66 25 out of the 33 staff who are over 65 years old are working in academic or professorial roles.



Data Source: SAP HR

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- 67 As we saw last year, the age profile of job applicants is much younger than the current staff profile with more job applicants being in the 15 –24 and 25 -34 age ranges as shown in Figure 9.
- 68 The proportion of job applicants who have not given their ages during the recruitment process is 13.47% and is consistent with previous years, perhaps demonstrating concerns over age discrimination during the recruitment process.

Monitoring Staff Grievances and Dignity at Work Complaints

- 69 The number of grievances at Newcastle is low compared to the rest of the sector according to DLA Piper benchmarking (cases per 1,000 employees p.a.: Newcastle 0.6, HE Average 3.6, HE Median 2.4).
- 70 In 2009/10 there were three staff grievances relating to dignity at work issues. None of the complaints were upheld.

E. Annual Review of Equality Schemes and Policies

The Single Equality Scheme 2010

As of 1 October 2010 the separate Equality Schemes for Race, Disability and Gender were incorporated into the University's Single Equality Scheme. The Single Equality Scheme has a different style and format from the previous schemes and has been well received. The content clearly demonstrates how Equality and Diversity are embedded in the University's core academic functions of research and innovation; teaching and learning (and the wider student experience) and engagement.

During the process of compiling the Action Plan, a brief review was undertaken of the previous equality schemes and action plans. The outstanding issues are now included in the Single Action Plan which are focussed around the University's enabling objectives.

Preparation of the Single Equality Scheme was done in anticipation of the Public Sector Equality Duty (PSED) under the Equality Act 2010 which is implemented on 5 April 2011.

The new PSED covers all 9 of the Protected Characteristics in the Equality Act 2010: Age, Disability, Gender Reassignment, Race, Religion or Belief, Sex, Sexual Orientation, Marriage and Civil Partnership* and Pregnancy and Maternity. *Only for elimination of discrimination.

The **Public Sector - General Duties** are to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it;
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

The University's commitment to these and the 3 year action plan are described in the Single Equality Scheme which can be found on the Diversity website at <http://www.ncl.ac.uk/diversity/> The Scheme will be reviewed during 2011 to reflect the government's revised **Public Sector – Specific Duties** related to publication of data expected in July 2011.

F. Employee Opinion Survey 2010 – Diversity Analysis

The results of the Employee Opinion Survey 2010 have been analysed by diversity group: age, gender, ethnicity, disability, sexual orientation and religion or belief. A full report is underway which will compare results with the 2007 Survey.

Preliminary findings

As a first step the results were compared by diversity group responses with the headline results in the “Employee Engagement and Organisational Climate” Report. This report is used to measure employee engagement, i.e. ‘motivated and involved employees, who are supporters of Newcastle University’ and organisation climate i.e. ‘how things are in the work environment’. Positive responses to these questions demonstrate high levels of employee job satisfaction, which leads to the University providing a good quality service to students and other service users. Of the 23 questions in this report, the statistically significant different results from the diversity groups of staff showed **more negative responses** were from males (1 question); White Irish (1); BME group (1); Any other white (1); Ethnicity Prefer not to say (9); Disabled staff (15); age 25-34 (1); 55-64 (3); Gay Men (2); Bisexual (1); SO Prefer not to say (2); Buddhist (1); Hindu/Sikh/Jewish/Other (1); R&B Prefer not to say (2).

Key findings

This is the first time we have had an analysis by disability and it shows that there are a higher proportion of questions to which there was a significantly more negative response from disabled staff than non-disabled staff. One of our current objectives is to encourage higher disclosure of disability, but the results of the EOS give us a possibly more important objective. This will be to identify what the issues are for existing disabled staff that resulted in this level of more negative responses and find solutions to address them. Table 4 on page 19 shows the frequency of more negative responses by diversity groups.

It is also apparent that the “Ethnic origin – prefer not to say” response has a high number of statistically significant negative responses. Whilst conclusions cannot be assumed about the specific ethnic origin of those indicating “prefer not to say”, it is important to highlight these responses. Capita’s view is that those responding in this group may be using the category to make themselves more unidentifiable.

A number of groups had no statistically significant negative differences, including staff without a disability, female staff, staff of white ethnic origin, staff of other ethnic background, staff of heterosexual sexual orientation, staff who said they were Christian and those who said they had no religious beliefs.

The next step

The statistically significant differences which are of sufficient magnitude to be an important issue to be addressed will be considered, and discussed with staff groups and managers. The highest priority are disabled staff for which there is a plan to hold focus groups this summer. The final report will also include a comparison, where possible, with the results from the 2007 survey.

Table 4: Employee Opinion Survey 2010: Frequency of Statistically significant differences shown by demographic group and survey section.

Diversity Group Demography	Employee Opinion Survey Section*									
	My Role	Communication & change	Leadership and Management	Performance Development	Culture and Values	Health, Safety and Wellbeing	Considering	Total	Total number of respondents to the survey	Percentage of respondents to the survey
Male	12	7	1	3	2	1	1	27	1173	41%
Female								0	1668	59%
Age 15-24				1		1	1	3	85	3%
Age 25 - 34		1		1	1	1	1	5	704	25%
Age 35 - 44	1					1		2	817	29%
Age 45 - 54	2							2	750	26%
Age 55-64	1	3		2	3		1	10	468	17%
Age 65 and over				1				1	11	<1
Staff with a disability	17	17	10	6	16	9	2	77	111	4%
Staff without a disability								0	2726	96%
Ethnic origin - white								0	2369	84%
Ethnic origin - white Irish	4	3	1	1		2		11	30	1%
Ethnic origin - any other white background	7	2				4		13	241	8%
Ethnic origin - black and minority ethnic groups		1				2		3	97	3%
Ethnic origin - other ethnic background								0	12	<1%
Ethnic origin - prefer not to say	15	17	7	5	9	1	1	55	88	3%
Sexual Orientation – Bisexual		1	1		2	2		6	39	1%
Sexual Orientation – Gay man	6	3		1	2	2		14	31	1%
Sexual Orientation – Gay Woman	3				1	2		6	23	1%
Sexual Orientation – heterosexual								0	2383	89%
Sexual Orientation – other				1		1		2	41	2%
Sexual Orientation – prefer not to say	4	6			3			13	168	6%
Religion – Christian								0	1227	45%
Religion – Buddhist		2						2	14	1%
Religion - Hindu/Jewish/Sikh/Other					1			1	100	4%
Religion – Muslim						1		1	21	1%
Religion – No Religion								0	1202	44%
Religion – Prefer not to say	2	3			1			6	170	6%
TOTAL	74	66	20	22	41	30	7	260		

*The numbers of questions in each section which had a statistically significant more negative response for the group.

This report was compiled and edited by Julie Bullimore and Pamela Graham with contributions from Adam Jones, Helen Wass, Lucy Backhurst, Paul Bandeen, Ellie Clewlow, Wayne Connelly, Nuala Davis, Dawn Gray, Andrew Haxell, James Johnston, Ann Musk, David Watts, Steve Williams. Statistical analysis was done by Julie Bullimore and Helen Wass.