Equality Strategy and Action Plan 2014-2016 (February 2017 Revision)
# Newcastle University Equality Strategy and Action Plan 2014 – 2016 (February 2017 Revision)

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1. Foreword from the Vice Chancellor and President

I firmly believe that the greatest asset of any university is its people - staff, students, alumni and friends.

Accordingly, giving each of these individuals the same rights and protections and access to the same opportunities regardless of their individual characteristics and differences is, perhaps, the most important core value of a modern University.

Equality is the means by which we benefit from our diversity, turning it into a driver of innovation and learning and creating an environment where every individual can flourish and realise their potential. There are numerous reasons why equality and diversity are important, some of which are highlighted in the Case for Diversity study mentioned in this strategy, from social justice and attracting the best and most talented staff and students through to realising our vision of being a world-class civic university. We have made considerable progress in recent years in addressing the equality and diversity agenda and are rightly proud of our Athena SWAN Silver Award for our good practice on gender equality. However, there remains much work still to be done and I am not complacent.

This update of the Equality Strategy outlines some of the steps we are taking to establish a culture where considerations of inclusivity are “mainstreamed” – that is they are automatic because they are embedded in all of our processes, actions and decision-making. These will be expanded and further developed when we produce our new Equality Strategy 2017-2020 later in the year.

This agenda is one I am committed to and I look forward to working with our Dean of Diversity, the Directors of Diversity and the various groups and networks throughout the University to realise this ambition.

Professor Chris Day
Vice-Chancellor and President, February 2017
2. Purpose

The Equality Strategy is our public declaration of our commitment to develop a fully inclusive University community which recruits and retains talented staff and students from all sectors of society equally. It also sets out how we, at Newcastle University, plan to meet the duties placed on us by equality and diversity legislation and to follow best practice in all that we do: including employing our staff, providing teaching and learning to our students and being engaged with local communities.

Context

Our Vision is of Newcastle as a Civic University with a global reputation for academic excellence. Our Mission is: to be a world-class research-intensive university; to deliver teaching and facilitate learning of the highest quality and to play a leading role in the economic, social and cultural development of the North East of England.

There are certain fundamental values shared throughout the higher education sector to which we are committed, including: academic freedom; the pursuit of knowledge and understanding; a sound academic disciplinary base; a methodology based on reason and evidence; social responsibility; and transparency. In addition, we are committed to excellence; value diversity; respond to societal challenges; accord parity of esteem to research and teaching; educate for life; are globally ambitious and regionally rooted and invest in excellent staff.

Arising from the three elements of the mission statement, we have three core academic functions: research and innovation; learning, teaching and the wider student experience; and engagement and internationalisation. As a university, our institutional objectives are: to achieve: top 20 in the UK for research; top 20 in the UK for student satisfaction; a focus on three societal challenge themes (ageing, social renewal and sustainability); a significant international, national and regional profile and reputation; and financial and environmental sustainability.
Our Commitment to Equality and Diversity

Our Equality and Diversity commitment is to develop a fully inclusive University community which recruits and retains staff and students from all sectors of society. We will nurture them, ensuring that they can be developed within a positive and supportive culture that encourages everyone to flourish and reach their potential. We will build strong positive relationships between staff, students and external stakeholders (including contractors and visitors) and promote a common vision where diversity is valued by all. Everyone must be treated with dignity and respect. We can identify how Equality and Diversity are relevant to and will assist us to achieve our core academic objectives.

Research and Innovation

The strategic vision for research and innovation says “we group objectives regarding the classic conception of blue-sky research, the idea of research responding to societal needs and challenges, the promotion of an interdisciplinary approach in doing so, the application and commercialisation of research, and the broad ideas of innovation and entrepreneurship, including the engagement from our research base with business and industry”.

One of our key objectives is to develop an innovation culture embedded throughout the University. Removing barriers to people’s ability to do their jobs effectively will allow a greater opportunity for staff and students to be flexible and innovative in their work. The diversity of the university population will be an asset where sharing ideas and solutions with people from different backgrounds and experiences will contribute to us achieving excellence in all we do. We want to do well in the Research Excellence Framework and fulfil our commitments to Research staff set out in the Research Concordat.

Learning, Teaching and the Wider Student Experience

Our learning and teaching philosophy is based on the concept of education for life. By that we mean two things: providing knowledge and understanding that will last a lifetime, and providing knowledge and experience relevant to life and the world around us.
Our approach is one where we believe ability, not the group you belong to, determines success, and we will conduct an active programme of raising aspirations and widening participation. Our students should be encouraged to be active educational citizens and participate in the equality and diversity agenda. Quality and equality are partners in the ambition to move from simply providing an environment which is free from discrimination, harassment and victimisation to one which positively promotes good relationships between people who work and study and engage with the University.

**Engagement and Internationalisation**

Newcastle University aims to be a leading example of the beneficial interaction between world-class academic quality and civil society. As a world-class civic university, our engagement with civil society is integral to ensuring that our academic and professional activities have economic, social and cultural benefits. We will contribute to harmonious community relations whilst promoting diversity in North East society and contribute to the economic resilience and success of the region.

A key part of the equality and diversity agenda is engagement with our external community through lay membership of committees, public lectures, honorary degrees and partnerships with other organisations which promote and celebrate equality and diversity in the region.

**Equal Opportunities**

Newcastle University is committed to equality of access for both students and employees. Individuals will be selected on the basis of their relevant merits and abilities. The University encourages a culture of equal opportunities, and where appropriate will seek to implement reasonable adjustments.
Our University Culture

We will balance our commitment to value diversity in all its forms with our obligations under the law. The law leads us to monitor and analyse what we do within specific equality strands or protected characteristics while our values recognise that people have multiple identities and different experiences as individuals, not necessarily as members of one group or another. We value individual differences and the diversity that this brings. We want to ensure is that no one experiences disadvantage because of who they are.

We also want to engage with people and organisations who are active in issues related to a specific strand or protected characteristic, in a collaborative way, on the basis that one strand is not more important than another and people within these groups may not all share the same issues or concerns as others within the same group.

Other ways to influence culture change are to do so with images, information and encouragement rather than through operation of strict rules and fear of breaching legislation. Part of our recent approach to Diversity has been to celebrate our successes. Our Annual Monitoring activities dedicated a key section to “successes and achievements”.

We also hold an event series every two years which provides staff, students and the local community the opportunity to share in our experiences of diversity as a large organisation within the city of Newcastle upon Tyne and the wider North East Region. We will also use other opportunities to promote and publicise success in Equality and Diversity.

Reason for an Equality Strategy

The University has made a strategic commitment to adopt a Strategy which brings all of the Equality protected characteristics together because:
We recognise that inequalities are rarely experienced in isolation but are often interdependent
We wish to focus on the whole picture when planning and delivering what we do
We make a commitment to make the most of resources and deliver value for money

Public Sector Duties included in the Equality Strategy

The Public Sector Equality General Duty has three aims. It requires HEIs to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people from different groups. This involves considering the need to:
  - remove or minimise disadvantages suffered by people due to their protected characteristics
  - meet the needs of people with protected characteristics
  - encourage people with protected characteristics to participate in public life or in other activities where their participation is low.
- Foster good relations between people from different groups. This involves tackling prejudice and promoting understanding between people from different groups

In order to demonstrate due regard, institutions must consider the three aims of the general duty when making decisions as employers and education and service providers; for example, when:

- developing, evaluating and reviewing policies
- designing, delivering and evaluating services, including education provisions
- commissioning and procuring services from others

The Public Sector Equality Specific Duties requires the publication of information which will ensure that we are transparent about our performance on equality. This transparency will drive the better performance of the equality duty without burdening us with unnecessary bureaucratic processes, or the production of superfluous documents. We collate data on all protected characteristics and will publish data that is relevant to the sector.

We publish relevant information demonstrating our compliance each year and publish and review our equality objectives at least every 4 years.
Equality Analysis (formerly Impact Assessment)

To demonstrate due regard for Equality (as stated above) an Equality Analysis will be conducted on all new and reviewed policies and procedures which are relevant to equality. The Equality Analysis for Decision Making process will be used to identify and remove discrimination and to identify ways to advance equality of opportunity and foster good relations between people. Where an Equality Analysis identifies an area for improvement, positive changes and improvements will be made. The University’s Policy and Guidance on Equality Analysis and Decision Making are published on the Diversity website http://www.ncl.ac.uk/diversity/our-work/impact-assessment.php

Involving staff and students can further aid institutions in prioritising and understanding the impact of the actions they take to meet the equality duty, as well as promoting an inclusive and responsive culture. We will involve the staff and students in consultation when we are:

- assessing the equality impacts of our policies and practices
- considering and designing actions and initiatives relating to the public sector equality duty

Responsibility for the Strategy and Actions

All staff in the course of their employment and all students in the course of their studies and others associated with the University, without exception, have a responsibility to ensure that their actions comply with the requirements of the Strategy, namely to eliminate unlawful discrimination, promote equality of opportunity and promote good relations between people of different groups. Taking into account the legal and cultural environments of other countries, the principles of the strategy will also apply to educational partnerships, including branch campuses of the University, unless by doing so any member of staff might commit a criminal offence in that country.

University Council is responsible for ensuring that the University acts within the requirements of the UK legislation and meets all its general and specific public duties. It is also responsible for ensuring that the commitments and behaviours required in the Equality Strategy are followed.

The Vice Chancellor has ultimate executive responsibility for the effective development and implementation of Equal Opportunities Policies and ensuring that effective procedures are in place.

The Diversity Committee has responsibility for the formulation of Equality Policies and procedures and for overseeing their implementation. The Committee reports to the Executive Board of the University which has the authority to make decisions or to recommend the policies for approval by Council. This includes specifically advising on the development and implementation of the Equality Strategy and the University’s Equality and Diversity objectives.

The Executive Director of Human Resources and the Academic Registrar have responsibility for the implementation and monitoring of the Strategy as it pertains to
staff and students respectively; ensuring that appropriate staff training and development is carried out

All Managers (including Pro-Vice Chancellors, Heads of Unit, Heads of Service and all other line managers) are responsible for ensuring that the Strategy is implemented and maintained within their own Units/Services; ensuring all staff are fully informed about their responsibilities and receive support and training in carrying them out; taking appropriate action against staff or students who discriminate for unlawful reasons; this may include invoking appropriate University disciplinary or grievance procedures, and initiating procedures for dealing with complaints and ensuring that the Strategy and its procedures are followed within their areas of responsibility.

Consultation and Involvement

We will consult with staff and students on the development of the Equality Strategy. We can do this using a variety of methods which include:

- The Diversity Consultative Group (DCG) is a sub-group of the Diversity Committee whose members include representatives of staff and student groups: The Students’ Union Officers, University Trade Unions and Staff Networks. Its terms of reference are to consult widely on diversity issues, consider items from the Diversity Committee and also feedback suggestions to the Diversity Committee to consider.
- We will consult University Managers who are responsible for helping to implement the Strategy;
- We will consult relevant groups directly as appropriate at the time. We welcome comments from any interested group including the Students’ Union; Disabled Employees’ Network; Trade Unions; NU Women’s Network and other staff networks. This list is not exhaustive.
- We will put the items out for general consultation to staff and students.
### Monitoring and Review of the Equality Strategy

<table>
<thead>
<tr>
<th>Strategy Area lead</th>
<th>Executive Director of HR</th>
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| Approved by                 | Executive Board 19 November 2013  
                             | Approved by Council 9 December 2013 |
| Effective Date              | January 2014 (revised February 2017) |
| Review Date                 | July 2017                |
3. Progressing Equality, Diversity and Inclusion

We have made considerable progress since 2014 in advancing equality, diversity and inclusion at the University. Among the most important of these has been the development of a new leadership structure and how we promote, embed and deliver on this rapidly evolving agenda. The focus remains, however, on valuing diversity to create an inclusive environment where every individual is respected and can flourish, irrespective of their background.

As the University moves forward and sets itself new targets and ambitions, we look back on a few of the milestones in our equality and diversity journey over the past few years and preview some of our plans as to how we will move forward in the future. More details of these plans will be forthcoming in our new Equality Strategy 2017-2020, due to be published in summer 2017.

Providing Leadership

In recognition of the need for additional capacity to lead on Equality and Diversity we appointed a Dean of Diversity, Professor Judith Rankin, in 2015. The Dean’s role is to provide focussed strategic leadership, improve the way we can address issues and deliver new initiatives. In order to provide full support and to embed equality, diversity and inclusion principles across the University, we also appointed three Faculty Directors of Diversity: Prof Kate Chedgzoy (HaSS), Prof Chris Philipps (SAgE) and Prof Candy Rowe (FMS). These appointments mean that there is now a dedicated Equality and Diversity Team within the University, the Dean and Directors of Diversity being supported in their roles by three Faculty Diversity Officers and a centrally based Equality and Diversity HR Adviser.

The Equality and Diversity Team

Back row (L-R): Chris Philipps, Ann Armstrong, Candy Rowe, Leslie Platt;
Front row (L-R): Kate Chedgzoy, Louise Jones, Judith Rankin, Kelechi Dibie
Vice-Chancellor’s Equality and Diversity ‘Think Tank’

In September 2016, the University held the Vice-Chancellor’s Equality and Diversity ‘Think Tank’. Chaired by the then VC, Prof Chris Brink, the event was aimed at broadening the discussions on equality and diversity and a broad range of academic and professional staff were invited to attend. Presentations from staff provided their experience and perspectives on disability, LGBT, BME and gender issues at the University. The Think Tank resulted in a number of recommendations each designed to further enhance and embed inclusion. These were subsequently approved by the University Executive Board and will be progressed under the guidance of Diversity Committee.

Gender Equality and Inclusion

Newcastle University is committed to the Athena SWAN Charter and in April 2016 became one of only 9 institutions to receive the Silver Award. This magnificent achievement is due recognition of the advancement we have made in promoting gender equality and the career progression of women employed in science, technology, engineering, maths and medicine.

Members of the University Athena SWAN Self-Assessment Team accept the Institution Silver Award in June 2016
Excellent progress has also been made at departmental level. As of January 2017, the University holds 5 Silver level academic unit awards and 13 Bronze level academic unit awards. In May 2015 the Charter expanded to include arts, humanities, social sciences, business and law in addition to Professional Support and Technical staff, the first non-STEM success being a Bronze award for the School of English Literature, Language and Linguistics.

**LGBT+ Inclusion**

The Stonewall Global Diversity Champion programme is the recognised standard for international organisations that are committed to Lesbian, Gay, Bi-sexual and Transgender (LGBT) equality across the world. In August 2016 the University joined this programme, sending a clear signal of our commitment to LGBT inclusion at the University.

Organisations which embrace diversity and inclusion bring out the best in people, their passions and their strengths and improve morale and productivity. People who feel valued, respected and supported are happier at work and perform better. This not only applies to LGBT people but to everyone who works at Newcastle University. Membership of Stonewall will help us to achieve that goal. It will provide us with access to specialist resources and expertise, increase our visibility as an employer of choice and help us to improve our policies and practices.

Membership will also widen our equality networks, ensure we stay informed of global legislative and cultural developments and the implications for our staff wherever they are in the world. A new Global Higher Education Framework was launched in January 2017 and this will enable the University to clearly identify where we stand with regard to LGBT inclusion at our international campuses and how we can better support our staff and students in this respect.

**BME and Disability Inclusion**

The ECU Race Equality Charter (REC) was formally launched in January 2016 following a trial with a number of volunteer institutions.
The aim of the Charter is to improve the representation, progression and success of minority ethnic staff and students within higher education. It provides a framework where we will be able to identify and self-assess on the barriers that stand in the way of BME staff and students. The Charter is wide ranging in scope and covers professional and support staff, academic staff, student progression and attainment and the diversity of the curriculum. We will be preparing over the next two years to join the Charter with a view to presenting a submission by 2020. We can apply for a Bronze or Silver REC award, depending on our level of progress. By doing this we will be committed to following a number of guiding Charter principles that will enable us to address racial inequalities, achieve long-term institutional change and allow minority ethnic staff and students to reach their full potential.

Disability Awareness Week
18th – 22nd April 2016

We will be progressing an application to become a member of a disability equality charter mark over the next three years. As with other groups of people, promoting and including persons with disabilities in the workplace is important for organisations seeking the best talent and a diverse workforce.

A disability-inclusive University will help to ensure a better working environment for disabled staff and unlock their full potential. This will not only benefit them and their future development but the University as a whole, ensuring we are better positioned to respond to diverse needs of staff, students and other stakeholders.

In becoming a member of a disability charter we will be able to access expertise, advice, support, training and networking opportunities.

Staff with a disability will benefit from sharing good practice and expertise from across our own and other sectors and be able to influence policy development. Most importantly, it will demonstrate our commitment to becoming a disability-smart university, including recruitment and retention, the physical environment, adjustments, communication and information technology.
The University aims to keep staff informed of new equality and diversity developments, activities and information as these affect staff and the wider University. The Equality & Diversity webpage provides employees with a wide range of information and guidance documents as does the Athena SWAN website. In January 2017, an equality and diversity special edition of the University NU Connections fortnightly staff news and discussion magazine was published. This contained a wealth of diversity themed articles, showcasing recent initiatives and our equality ambitions and goals for the future. We also directly engage with staff and students across campus through regular information stalls and by raising awareness of important diversity celebratory events such as Black History Month, which in 2016 was utilised to promote Newcastle University as a diverse employer of choice.
The University is increasingly engaging through social media. Staff are encouraged to connect with other professionals through LinkedIn and to share equality and diversity good practice with other organisations. Twitter accounts have been set up which will allow us to further diversify the way in which we recruit new staff and enable people to keep up to date with equality, diversity and inclusion news and initiatives from the University and further afield. These include:

- @UniOfNewcastle – The Official University channel for the latest job vacancies
- @EqualityNCLUni – The Official #equality and #diversity Twitter account for Newcastle University
- @FMSDiversityNCL - Tweets from the Diversity Office and Director of Diversity in the Faculty of Medical Sciences
- @NU_Women - News & views of Newcastle University network for women staff

Building the ‘Business Case’ for Equality

Equality and diversity are relevant to us all. Equality is the means by which we benefit from diversity, turning it into a driver of innovation and learning and creating an environment where every individual can flourish.

In the commercial world, it is becoming increasingly common to see companies making the ‘business case’ for engaging with the equality and diversity agenda. Our report, ‘Is the Equality and Diversity Agenda Relevant to Newcastle University?’, looked at why we need to fully embrace the Equality and Diversity agenda within a higher education setting.

It concluded that there are eleven key motivations, each significant in their own right, but when taken together offer compelling reasons why the University is right in putting the equality and diversity agenda at the forefront of its thinking as it strives to meet the challenges of a rapidly changing business and political environment.
In light of this, the University held an interactive cross-faculty workshop which focussed on how this theme could be applied in a higher education setting. It considered how to establish consistency and common themes across our Schools, Institutes and Faculties, the value of creating a business case for equality and diversity and how to ensure senior ‘buy-in’ for this. The workshop discussed the current level of staff engagement across faculties and teams, the internal and external drivers for change and what messages we should be giving to explain why equality and diversity are important. Building the ‘business case’ in a way that will work for Newcastle University was the key challenge and some strong and innovative ideas were deliberated by the Forum in this regard.

This workshop was replicated at the Equality Challenge Unit (ECU) Conference in November 2016 in Nottingham.
**Freedom City 2017**

Freedom City 2017 - a year-long programme commemorating the 50th anniversary of Dr Martin Luther King receiving an Honorary Degree from Newcastle University - will see large-scale outdoor events, exhibitions, public art, musical performances and an academic programme all in tribute to Dr King’s passionate and moving acceptance speech delivered here on 13 November 1967.

This address was to be Dr King’s final speech outside America before his assassination in 1968 and Freedom City 2017 explores the themes of what he called the three ‘urgent and great problems’ of war, poverty and racism - which remain as relevant today as they were in 1967.

Professor Richard Davies, Pro-Vice-Chancellor for Engagement and Internationalisation, said: “The 50th anniversary of his visit provides an opportunity for each of us to reflect on how we can contribute towards tackling the challenges of war, poverty and racism that Dr King spoke of, and will enable a new generation to engage with his legacy.”
4. Equality and Diversity Commitment into Action

We have structured our actions into two areas. The first are the actions we will take on a regular basis and the second are those new initiatives or one off activities which have a specific outcome within a set timescale. Not all protected characteristics will necessarily have an action related to them and some actions will meet the needs of all staff and students. Where we do not hold data by protected characteristics with which to conduct quantitative analysis of what we do we will collect qualitative evidence using appropriate methods (surveys, focus groups etc.).

Regular actions

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<tr>
<th>Action</th>
<th>Lead</th>
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<tr>
<td>We will regularly monitor data and other evidence related to staff and students and our Key Performance Indicators and report on these in the Equality and Diversity Annual Report and other times as required to Executive Board and Council.</td>
<td>Human Resources Adviser (Equality &amp; Diversity) with Executive Director of Human Resources, Academic Registrar and Head of Marketing and Communications/ Head of Finance and Planning</td>
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<td>We will monitor the diversity of people on committees, giving public lectures and being given honorary awards.</td>
<td>Human Resources Adviser (Equality &amp; Diversity) with the Registrar</td>
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<td>We will conduct Equality Analysis on all new and reviewed policies and procedures.</td>
<td>Director of Human Resources with relevant Heads of Unit/Service/ Human Resources Adviser (Equality &amp; Diversity)</td>
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<td>We will conduct an annual Equal Pay Gap analysis from 31 March 2017 in accordance with the new duty requiring larger employers to publish data on their gender pay gaps.</td>
<td>Director of Human Resources/Reward Manager/EDA</td>
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<td>We will hold a Diversity Event every two years</td>
<td>Human Resources Adviser (Equality &amp; Diversity)</td>
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<tr>
<th>Item</th>
<th>Objectives</th>
<th>Expected Outcome</th>
<th>Target date</th>
<th>Lead Person/Section</th>
<th>Progress to date</th>
<th>Update</th>
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<tr>
<td>1.</td>
<td>To analyse in detail the differences between applications and offers made to Black and Minority Ethnic (BME) students compared to White students.</td>
<td>To ensure that BME applicants have an equal chance at being offered a place compared to White Students</td>
<td>June 2014</td>
<td>Director of MCD/Academic Registrar/HRA(P&amp;P)</td>
<td>Fair Access Committee currently analysing.</td>
<td>Complete. Applications, offers and offer rates for White and BME students were included in the 2016 Annual Equality and Diversity report on students, prepared by the Planning Office. The report went to Diversity Committee, UGRAMC and ULTSEC. The report showed a gap in offer rates for White and BME students. ULTSEC requested some further analysis of various data, including applications and offers by the different ethnic groups that constitute the BME grouping. This was agreed in January 2017 and work will start soon. An updated annual report 2017 for 2017 is in progress and will</td>
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include data for three years.

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<th>Some further work was done in MSRD to look at rejected applicants for three subject groups highlighted in the annual report. This looked specifically at Black applicants. No bias was found in offer-making, but the report noted a concern in the number of Black applicants withdrawing from the application process.</th>
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<td>2.</td>
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<td>To analyse degree classification results by gender and ethnicity to see how we compare with the national picture as set out in Equality Challenge Unit (ECU) reports. Address any issues found.</td>
<td>Ensure that students have equal chance of success in degree classification irrespective of gender or ethnic origin.</td>
<td>Dec 2014</td>
<td>Academic Registrar/Planning Office/HRA (P&amp;P)/QUILT</td>
<td>New Project to be set up</td>
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An updated annual report for 2017 is in progress. The 2016 Degree Classifications Report, prepared by the Planning Office, went to TPSC and included the same information on degree outcomes by student characteristic. TPSC noted that students from minority groups tend to do less well. HEFCE reported similar ‘attainment gaps’ sector-wide. More detailed analysis, taking into account TPSC’s feedback, will be included in the 2017 report.

<p>| 4. | Identify various ways of drawing together information for students with particular protected characteristics. | To ensure that all students and staff are aware of students’ rights and responsibilities and the support available. | Sept 2014 | Students’ Union-Welfare and Equality Officer/ HRA(P&amp;P) | Continue project | Complete. NUSU have developed a comprehensive Student Advice Centre that offers a wide range of information and services for students. This includes the provision of information, advice, assistance and representation on a wide range of issues including academic, disciplinary, finance, accommodation, legal information, personal/family, consumer and employment. |</p>
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<tr>
<td><strong>NUSU Advice Centre</strong></td>
<td>NUSU Welfare Service run regular campaigns many of which have a particular diversity focus designed to raise awareness and provide information on key equality and inclusion issues.</td>
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<td><strong>NUSU Welfare Service</strong></td>
<td>This is supplemented by regular training and awareness raising sessions for students across a range of topics and promotion of celebratory events such as Black History Month and LGBT History Month.</td>
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<td><strong>The Student Wellbeing Service</strong></td>
<td>The Student Wellbeing Service provides information, advice and support on issues such as disability and mental health, LGBT+ matters and faith.</td>
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<td><strong>Student Wellbeing</strong></td>
<td>A <strong>Parents’ Information Pack</strong> has been produced for both staff and students and contains information on local childcare and nursery provision.</td>
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<td><strong>5.</strong> Review the Equality Strategy including equality data, evidence and KPIs to be</td>
<td>Equality objectives to be embedded into the annual Strategy reports for Faculties and</td>
<td>Dec 2014</td>
<td>Executive Director of HR/</td>
<td>Draft reports currently being developed.</td>
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<td>Complete</td>
<td>A Dean of Diversity and Faculty Directors of Diversity were appointed in 2015/16 to lead on equality</td>
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<td>monitored starting in January 2013. This includes proposals to embed Equality and Diversity monitoring within the main reporting arrangements to Council.</td>
<td>Services (instead of reporting through Diversity Committee in the first instance). e.g. Estates Support Services to report on E&amp;D to Council in their Annual Report</td>
<td>Diversity Cttee HRA(P&amp;P) Plus Leads from other areas/ University Level Cttee.</td>
<td>and diversity matters and embed inclusion across the University. This has led to a revised E&amp;D reporting structure that enables key strategic equality and diversity matters to be discussed and recommendations made to University Executive Board and Council. Equality and Diversity Committees/Steering Groups have been set up in Faculties, Schools and Units across the University since 2014. Directors of Diversity report back to Diversity Committee. Athena SWAN Faculty Project Group meetings. Directors of Diversity report back to Diversity Committee.</td>
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| 6. Address the low level of staff in administrative roles from BME communities in the North East by promoting the University as an employer by finding new ways to inform local communities and school leavers of work opportunities at the University. A higher number of applicants from BME groups apply and the numbers of staff from BME groups increases. | July 2014 Executive Director of Human Resources / HRA(P&P) BME project underway to liaise with local organisations, publicise vacancies and promote the University as a place to work. | Ongoing In 2014/15 23% of all job applicants were from a BME background. This was an increase of 1% on 2013/14 and 5.5% on 2012/13. Proactive steps have been taken to increase the number of BME applicants by diversifying the where the University advertised vacancies and recruits staff. This has included using the
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<tr>
<th>No.</th>
<th>Activity Description</th>
<th>Start Date</th>
<th>Duration</th>
<th>Status</th>
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<tbody>
<tr>
<td>8.</td>
<td>Support schools and institutes to apply for Athena SWAN Awards with a view to the University achieving Silver Status by 2015.</td>
<td>Nov 2015</td>
<td>University SAT/FMS and SAGE/HaSS</td>
<td>All units in FMS and SAgE have scheduled applications. Complete. University gained Silver Award April 2016</td>
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<td>9.</td>
<td>Roll out Athena SWAN principles to HaSS. Two schools in HaSS are participating in the ECU gender equality charter mark trial which aims to address gender inequalities and imbalance in the arts, humanities</td>
<td>April 2014</td>
<td>HaSS / HRA (P&amp;P)</td>
<td>Commenced September 2013 Complete and ongoing. One HaSS school submitted during 2016. Timetable for school submissions 2016-19 produced. HaSS Athens SWAN Self-assessment team formed to oversee submissions.</td>
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<td><strong>10.</strong></td>
<td>Implement the Equality Analysis Process for Decision making in new or revision of policies and procedures.</td>
<td>No new policy or reviewed policy or procedure relevant to equality will be approved without an Equality Analysis being reported.</td>
<td>March 2014</td>
<td>HRA(P&amp;P)</td>
</tr>
<tr>
<td><strong>11.</strong></td>
<td>REF Equality Analysis and Training to be completed and the process for fair and transparent selection of staff operating effectively during the year.</td>
<td>The REF process is fair and transparent.</td>
<td>Decem ber 2013</td>
<td>Assistant Director of HR (Ops) / HRA(P&amp;P)</td>
</tr>
<tr>
<td><strong>12.</strong></td>
<td>To monitor and analyse issues related to equality and diversity in overseas campuses.</td>
<td>To ensure appropriate mechanisms are in place to deal with equality and diversity issues.</td>
<td>Septem ber 2014</td>
<td>Executive Director of Human Resources / NUIS / NUMed / HRA(P&amp;P)</td>
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</tbody>
</table>
internationally and provides a framework for embedding E&D. Work commenced on this Jan 2017 with input from Chief Operating Officer NUMED and NUIS (Prof Chris Phillips, former Head Of Academic Operations, NUIS).
6. Equality and Diversity Structure

NEWCASTLE UNIVERSITY EQUALITY AND DIVERSITY GROUP STRUCTURES 2017

Council

UTLC (Rep: Academic Registrar)

Executive Board (Rep: Director of Human Resources PVC’s (E&D))

Diversity Committee

Key:
- Reporting Line between committees
- - - Key E.O. Actions to be reported

Equality Strategy Group

Dean of Diversity

Faculty Diversity Directors

Diversity Consultative Group (Rep: Chair of DCG)

E&D Annual Monitoring Report (Rep: HR Adviser E&D)

Equality and Diversity Strategy (Rep: HR Adviser E&D)

AS Project Groups/ Department SATs/Steering Groups

Athena SWAN Self-Assessment Team (SAT)

Athena SWAN Action Plan Group

Staff Trade Unions

Students’ Union Reps

Employee Networks*

Disability Network Group

University Chaplaincy

Corporate Comm.

Disability Directors

Equality Strategy Group

Corporate Comm.

Athena SWAN Action Plan Group

E&D Annual Monitoring Report

Equality and Diversity Strategy

Dean of Diversity

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University Chaplaincy

Corporate Comm.

Disability Directors

Equality Strategy Group

Corporate Comm.

* Employee Network Groups include those representing NU Women, Parents, Carers, LGBT, BME and other staff

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Human Resources