Equality & Diversity Annual Monitoring Report
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Introduction

The purpose of this report is to:

1. Present information about progress, achievements and good practice in equality and diversity around the University from April 2016 - March 2017.

2. Present data, where available, on protected characteristics (Age, Disability, Gender, Gender Reassignment (Transgender/Gender Identity), Marriage and Civil Partnership, Pregnancy and Maternity, Race/Ethnicity, Religion or Belief, Sexual Orientation) for Newcastle University staff. Data and information has been collated for the period 1 August 2015 to 31 July 2016 and comparisons have been made to the previous year. Where possible, comparisons have been made against local and national comparator data.

3. Present data on age, disability, ethnic origin, sex, sexual orientation and various socio-economic characteristics for Newcastle University students.

4. Update on our approach to publication of equality information and equality objectives in line with public sector equality duties. The findings enable us to identify equality priorities and development areas which in turn inform our strategic equality objectives.
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1. Progress, Achievements and Good Practice

Leadership in Equality & Diversity

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 University Equality and Diversity structure can be viewed here:

University Equality & Diversity Structure

Equality & Diversity Think Tank

On 15 September 2016, the former Vice-Chancellor, Professor Chris Brink chaired a Think Tank on Equality and Diversity. This was the second Think Tank on this topic hosted by the VC; the previous one was in 2008 and focused on gender. This Think Tank specifically aimed at broadening the discussions on equality and diversity at Newcastle University. Nineteen academic and professional staff from across the University were invited to attend the event.
Four short presentations from staff provided their experience and perspectives on: disability, LGBT, BME and gender. Following discussion, the Think Tank proposed a number of recommendations including progressing applications for Newcastle University to become a member of other charters including disability, the ECU Race Equality Charter and the setting up of a Diversity Investment Fund.

The recommendations were discussed and approved by the University Executive Board and will be progressed under the guidance of Diversity Committee.

**Stonewall Global Diversity Champion Programme**

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. Last year we joined both Stonewall and 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 here. 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.
Gender Equality

Newcastle University is committed to the Athena SWAN Charter and is proud to be one of only 11 institutions to hold a Silver Award which recognises our progress in the career advancement of women employed in science, technology, engineering, maths and medicine.

During the year we made further progress with departmental awards:

1. The School of English Literature, Language and Linguistics was successful with its Athena SWAN Bronze submission. This was the first award in HaSS.

2. The Institute of Cellular Medicine were awarded a Silver renewal.

3. In November 2016 the School of Geography, Politics and Sociology submitted a Bronze application and the School of Agriculture, Food and Rural Development made a Silver application.

4. The Faculty of Medical Sciences is planning a Faculty level Athena SWAN Application with plans to submit in April 2018.

Support for Staff with a Disability

At Newcastle University support is provided to disabled staff and their managers. We understand that what really disables someone is not just their disability but also the physical features of their environment, how organisations work and other people's attitudes.

Our ‘Enable’ staff and manager guidance documents were revised in 2016 to help us achieve this. They provide a range of practical information, support and advice to ensure the University is safe workplace where disabled applicants and staff receive fair, relevant and appropriate guidance and treatment.

Going forwards we will be progressing an application to become a member of a disability equality charter mark. 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.
**Race Equality**

Black History Month takes place in October each year. The University featured in 2016 on the BHM website, helping to raise its profile as a destination of choice for both students and employees.

Black History Month provides the opportunity to remember and celebrate the important people from the past and those who contribute to and help shape British society today. It promotes knowledge of Black history, culture and heritage and the countless positive contributions that Black communities and individuals have made in many fields, including academia. The BHM website is a comprehensive guide not only to the month itself but also provides a valuable year round resource on Black history, education, sport and culture.

The University is committed to joining the ECU Race Equality Charter. This will give us a framework where we will be able to identify and self-assess on the barriers that stand in the way of our BME staff. By doing this we will be able to follow a number of guiding principles that will enable us to address racial inequalities, achieve long-term institutional change and allow our minority ethnic staff to reach their full potential.

**Academic Successes**

**Science, Agriculture and Engineering**

The SAgE Faculty provided funding for the Women in Engineering student network to host regular events throughout 2016. The network was established by the School of Electrical & Electronic Engineering and the School of Mechanical & Systems Engineering and currently has over 100 members from across different engineering disciplines. Further Equality and Diversity successes in the SAgE Faculty include:

1. The School of Mathematics & Statistics and the School of Chemistry has established a Caring Fund to provide financial support to academic and research staff with caring responsibilities to enable them to attend external meetings and conferences by covering childcare costs.
2. The School of Marine Science & Technology has taken positive action to increase the proportion of female Undergraduate Students from 10 to 23%. This was achieved by telephoning female applicants and encouraging them to list Newcastle as their first choice.

3. The Science & Engineering Excellence project has catalysed a systematic embedding of diversity on a much larger scale than previously in all aspects of our work. This includes in all committee terms of reference, revised policy on recruitment approaches, top-down embedding of diversity roles and responsibilities in the new School Executive Roles, etc. In the last year we have recruited women to 2 of the 4 Newcastle Dean positions in SAgE.

4. The School of Computing Science has recently appointed two new female lecturers through their Career Restart Fellowship scheme, which was aimed at encouraging applications from research staff who had taken a career break.

5. Interviews will be held shortly for a Daphne Jackson Fellowship which will be hosted by the School of Electrical & Electronic Engineering. The scheme is aimed at supporting academic returners who have had a two year career break.

6. Unconscious Bias training has been rolled out to senior management teams and key decision makers across the SAgE Faculty.

7. The SAgE Faculty have produce Core Hours Guidance notes, which have been adopted by each of the ten Schools.

Faculty of Medical Sciences (FMS)

The following examples highlight some of the many successes in the Faculty of Medical Sciences:

1. Dr Becky Wassall in the School of Dental Sciences was shortlisted for a 2016 WISE (Women into Science and Engineering) Award. The WISE Awards showcase remarkable women and men whose stories are not widely known but who are changing the face of science, technology and engineering in the U.K. Dr Wassall, a Clinical Lecturer and NIHR Transitional Research Fellow, has been recognised for her dedication to improving dental care for those with complex health and care needs.
2. Dr Sarah Pickett was awarded a Wellcome Trust Research Career Re-entry fellowship. Sarah joined the Wellcome Trust Centre for Mitochondrial Research, Newcastle University in November 2015, after a ten-year break from research. Her Wellcome Trust Research Career Re-entry fellowship award is an ideal opportunity to re-establish her research career, investigating a fundamental outstanding question in the field and will allow her to lay down the foundations for an independent career.

3. Institute of Cellular Medicine renewed their Silver Athena SWAN Award. The Self-Assessment Team, which was led by Professor Simi Ali and former Institute Manager Bev Brooks, all worked hard to ensure the Institute’s success, and further demonstrates its progress towards gender equality.

**Humanities and Social Sciences (HaSS)**

The following examples reflect just two of a number of new HaSS Equality and Diversity initiatives:

1. The key development in HaSS in 2015/16 was the initiative, led by newly-appointed Faculty PVC Professor Julie Sanders and Director of Faculty Operations Christine Stafford, to commit all Schools to submitting Athena Swan accreditation applications by the end of 2019. SELLL led the way, submitting a successful application in April 2016, which made them the first School of English in the country to achieve Athena Swan recognition. All Schools formed teams to lead on Athena Swan applications, in some cases embedded in newly-established Equality and Diversity committees.

2. Though the extension of Athena Swan to HaSS subjects was a new development, research into equality and diversity issues has a long and honourable track record across many of the academic units in HaSS, and there is a strong commitment to integrating ongoing research with the developing Equality, Diversity and Inclusion agenda in the Faculty. Notable in this context is the award to Professor Peter Hopkins (Geography) of Research Excellence Academy. This funding was to lead on research about equality and diversity issues as they shape the working lives and experiences of colleagues and students at Newcastle University.

**Estate Support Services**

The Estate Support Services (ESS) continues to work very closely with disability groups within the University to ensure that designs for new buildings take into account best practice in inclusive design and consider the needs of the many disabled people that use them. We have commissioned further access audits across the University campus and into student residences to benchmark our facilities and drive forward an access improvement plan. During the year a number of new initiatives and work has been undertaken. These include:
1. A new Changing Paces facility has been opened on the ground floor of the Daysh building and an additional facility has been included within the Urban Sciences Building when it opens at Science Central in September. This facility shows our commitment to inclusivity within the University and also our engagement with the community. The renovation work within the Armstrong building has continued with improved access in King’s Hall and a new improved lift and toilet provision recently opened. The next phase of works will improve the access to the building with substantial work being undertaken within the rear courtyard entrance.

2. Access improvement works within King George VI Building has started with the provision of two new lifts well under way for completion in February and September respectively and new toilet facilities will also be provided, including the provision of Gender Neutral toilets.

3. A new accessible entrance is under way at the Bedson building which will give direct access to the core of the building from King’s road and more accessible laboratory spaces are planned.

4. We continue to work with Newcastle City Council to improve the footpaths and roads around the campus and are working on accessible routes to Science Central.

5. A major sports development programme is under way which will see a large extension to the sports centre and consolidation of outdoor sports facilities at Cochrane Park. We are working with the designers to ensure sports for all disabilities will be available.

Student’s Union

The Student’s Union (SU) runs a project to assist with widening participation which has two key strands:

1. Financial bursaries for students from ‘Widening Participation’ backgrounds to join and participate in clubs and societies to ensure equality of opportunities and to assist them to settle into University life and aid retention of these students.

2. NUSU into schools where student led clubs and societies visit schools to deliver workshops based on their society but also raise aspirations. The SU also make adjustments as needed, to ensure inclusivity. For example, opening the fresher’s fair up an hour earlier to students with access issues or anxiety relating to large crowds. NUSU have their own inclusivity policy, as well as elected officers for various liberation groups, including Students with Disabilities Officer and Students with Faith or Belief Officer.
NUSU campaigns

NUSU runs a variety of campaigns each year to drive equality and understanding among our students. In the past twelve months NUSU has ran campaigns which has included promoting and raising awareness of Black History Month in October, LGBT+ Awareness Week in February, and Disability Awareness Week in April, in addition to Save a Life Week and providing sexual health advice for students. These events provide opportunities to empower students and promote understanding of students with protected characteristics in order to tackle discrimination and stigma.

Ensuring Inclusivity in Sport

Inclusive Newcastle, which launched in September 2015, is our inclusive sports programme and has now moved into its second year. It has introduced a range of sports and events aimed at disabled athletes, and this was complemented by our bursaries programme which awarded grants to students who could not afford, for one reason or another, to participate as fully as others.

Training and Support for students and staff

NUSU have run several courses, some through external funding and MIND, to better prepare students and staff for dealing with Mental Health issues. This includes training for personal tutors, Mind Your Mate training for students and training for sports clubs on Mental Health in Sport.
Chaplaincy

A second interfaith event was held in early 2016 which once again brought together in dialogue students from our Catholic Society, Christian Union, Islamic Society and Jewish Society. As a result of consultation with students, the format was changed to a round-table event which mimicked ‘The Big Question’ as opposed to the Question Time style from the previous year. This has proved very popular with tables always including people of different faiths. The addition of the Newcastle Atheist & Secular Humanists has made for even more discussions. The number of these events has increased from one to two with a second being held in November 2016.

The events were once again collaborations between the Chaplaincy and Students Union, although the SU increasingly takes the lead in organising and facilitating the sessions. The appointment of a part-time Faiths and Beliefs Officer has further promoted this work.

Student Wellbeing

Supporting students with disabilities

We continue to offer the Transition Event, the Asperger's and Autism Support Network (AASN) and Chronic Fatigue Syndrome (CFS) social groups and Connect Together support, which is funded via alumni donations and continues to garner positive feedback from the students who access these forms of support. We have seen increased participation at both the Transition Event and AASN, with positive signs these events are contributing to the student experience and overall retention.

In addition to winning the Times Higher Education Award in 2015, we were shortlisted for the Access Award in the Educate North awards and were Runners Up for the Great Autism Practice Award at the National Learning Difficulties and Autism Awards in 2016. The Specialist Learning team has led presentations at the Liverpool John Moores University Teaching and Learning Conference in June 2016 and at the BUTEX Winter Workshop in December 2016 to disseminate information about our practice to others in the sector.

We are currently working with colleagues in Careers to develop a Next Steps event which will provide disabled students, in particular those with Autism/Asperger's, with information and guidance around future study and moving into employment.
Mature Student Orientation Programme

The mature student event took place on during Fresher’s week in September 2016. The aim of the event is to bring all new undergraduate mature students together who have been away from education for some time to help alleviate some of the anxieties that they may have, such as being the only ‘older’ person amongst a group of 18 year olds, not being as computer savvy as the younger students, etc. The day consisted of talks from several University departments regarding specific support they can access, such as the Writing Development Centre, Information Systems and Services, Careers and the Library. There were also talks from current mature students to give a ‘real’ prospective of what it is like to be a mature student, and the mature student society were there to assist with the ‘social’ element of the day. This consisted of ice breakers, a buffet lunch and a pub quiz and games. The event was very well attended and we have had some great feedback. This was the 14th year it has ran and it’s always been very successful.

Student Parents Event

Following research conducted over the summer, the student parents’ event changed slightly in structure this year. Past years have replicated the mature student event but it was reported that the student parents only really wanted/needed the social aspect. This is largely due to the vast information that is available on the Student Wellbeing web pages. The first event took place in September 2016 and was a social/coffee morning aimed at new and existing student parents and their children.

Freedom City 2017

Freedom City 2017 is a year-long programme commemorating the 50th anniversary of Dr. King receiving an Honorary Degree from Newcastle University. This 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.”
2. Staff Equality & Diversity Monitoring

Analysis of staff data for 2015/16 can be found in Appendices 1 and 2. Appendix 1 contains an overview of data and information for Newcastle University staff across a number of protected characteristics. These include ethnicity, gender, disability, age and sexual orientation.

3. Student Equality & Diversity Monitoring

Analysis of student undergraduate data by protected characteristic and other indicators such as socio-economic class can be found in Appendix 3.

4. Public Sector Equality Duty

The report helps us to ensure we are meeting the requirements of the Equality Act 2010 and the Public Sector Equality Duty (PSED) which require us to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity for people with protected characteristics;
- foster good relations between people who have a protected characteristic and those who do not.

Public authorities covered by the PSED are required to publish information to demonstrate their compliance with the equality duty. Following the introduction of the Equality Act, public bodies had to do this by 31 January 2012 and annually thereafter.

The University’s commitment to these are described in the Equality Strategy which can be found on the Equality and Diversity website.
### Contact for Further Information

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