



Institution Application Bronze and Silver Award



ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

- = an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities
- = a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these
- = the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

ATHENA SWAN SILVER INSTITUTION AWARDS

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver institution awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections, and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommended word counts as a guide.

Institution application	Bronze	Silver
Word limit	10,000	12,500
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the institution	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the institution	2,000	3,000
5. Supporting and advancing women's careers	5,000	6,000
6. Supporting trans people	500	500
7. Further information	500	500

Abbreviations used in application

Abbreviations	
AHE	Advance HE
AHSSBL	Arts, Humanities, Social Sciences, Business, Law
AP	Action point
AS	Athena SWAN
BAME	Black, Asian, and Minority Ethnic
CAO	Clinical Academic Office
DEDI	Dean of Equality, Diversity and Inclusion
DoE	Directors of Expertise
DfE	Department for Education
D&R	Dignity and Respect
DVC	Deputy Vice-Chancellor
EA	Equality Analysis
ECR	Early Career Researcher
EDPS	Executive Director of People Services
EDI	Equality, Diversity and Inclusion
EDIF	Equality, Diversity and Inclusion Fund
FDEDI	Faculty Director of Equality, Diversity and Inclusion
FEB	Faculty Executive Board
FFP	For Families Project
FMS	Faculty of Medical Sciences
FW	Flexible Working
GPG	Gender Pay Gap
GPS	Geography, Politics and Sociology
GTNIG	Gender, Trans/Non Binary Working Group
HASTEN:NE	Humanities, Arts and Social Sciences: the Equalities Network: North East
HaSS	Faculty of Humanities and Social Sciences
HEA	Higher Education Authority
H&S	Health and Safety
HoS	Head of School
IWD	International Women's Day
KIT	Keeping in Touch
MSP	Maths, Statistics and Physics
NE	North East
NU	Newcastle University
NUAcT	Newcastle University Academic Track Fellowship
NUiS	Newcastle University in Singapore
NUIT	Newcastle University IT Services
NUMed	Newcastle University Medicine at Malaysia
NUPCR	Newcastle University Parents & Childcare Review
NUSU	Newcastle University Students Union
NUTechNet	NU Network for Technical Staff
OD	Organisational Development
PDR	Performance and Development Review
PDRA	Post-doctoral Research Associate
PET&FG	Pay Equality Task and Finish Group
PGR	Postgraduate Research
PS	Professional Services

PS-A	Professional Services staff - Administrative staff
PS-T	Professional Services staff - Technical staff
PS-OM	Professional Services staff - Operational and Maintenance staff
PRA	Principle Research Associate
PT	Part-time
PVC	Pro-Vice-Chancellor
RAE	Research Assessment Exercise
REC	Race Equality Charter
REF	Research Excellence Framework
RG	Russell Group
RF	Research Fellow
RP	Returners' Programme
RLW	Real Living Wage
R-only	Research only contract
SAgE	Faculty of Science, Agriculture and Engineering
SAT	Self-Assessment Team
SELLS	School of English Literature, Language and Linguistics
SPL	Shared parental leave
SRA	Senior Research Associate
SL	Senior Lecturer
STEMM	Science, Technology, Engineering, Maths and Medicine
T&FG	Task & Finish Group
T/NB	Trans and non-binary
T&S	Teaching and Scholarship contract
T&R	Teaching and Research contract
UBT	Unconscious Bias Training
UEB	University Executive Board
UEDIC	University Equality, Diversity and Inclusion Committee
USAT	University Self-Assessment Team
VC	Vice-Chancellor
WA	Workload Allocation
WAM	Workload Allocation Model
WHEN	Women's Higher Education Network
WP	Widening Participation

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Newcastle University was given an extension to Nov. 2019 to submit this application.
Please see email below of confirmation from James Greenwood-Lush (Advance HE).

15/2/2019

Dear Judith,

I am happy to grant an extension of the university's award until the November 2019 round on this basis.

Best wishes,
James

James Greenwood-Lush
Head of Athena SWAN

The extra words were used across the following application sections:

Application section	Recommended word count for Silver	Actual word count (1,000# agreed additional words used)
Section 1: Letter of endorsement from the Head of Institution	500	545 (45)
Section 2: Description of the Institution	500	969 (469)
Section 3: The Self-Assessment Process	1,000	921 (-79: used in section 5)
Section 4: A Picture of the Institution	3,000	3,390 (390)
Section 5: Supporting and Advancing Women's Careers	6,000 (6,500)	7,046 (42)
Section 6: Supporting Trans people	500	544 (44)
Section 7: Further Information	500	75 (-425: used in section 5)
Additional words for Silver applications*	500	Used in Section 5
Total	12,500*	13,490 (of 13,500)

*Advance HE confirmed expanded/ post-May institutional awards
946 additional words used

Data statement

We incorporate six years of data (1/8/2014 – 31/7/2019) as the census period for our application.

All data in our submission are based upon headcount. Overall staff data headcount is to 31/7/2019. Recruitment data (Tables 43-45) are from 1/8/2013 to 31/7/2019.

Student headcount data have been taken from 1st Dec statistics produced annually by the University.

Grading systems

Newcastle University uses the following **Professional Services staff grading system**:

Table 1: Newcastle University's Professional Services Staff Grading System

Grade	Description
A	Cleaners and Catering Assistants
B	Porters, Gardeners and Maintenance Assistants
C	Clerical/Administrators, Library
D	Human Resources (HR), Finance, Administrators
E	Office Manager, Technician, Finance
F	Professional HR, Finance and IT, Professional Student Support e.g. Therapist
G	Professional HR, Finance and IT, Manager
H	Senior Manager
IB	Director

Newcastle University uses the following **staff grading system for Academics and Researchers**:

Table 2: Newcastle University's Academic and Research Staff Grading System

Grade	Description
F	Demonstrator/Lecturer/ Research Assistant/Associate
G	Lecturer/ Senior Research Associate/Research Fellows/Post-doctoral Research Associates
H	Senior Lecturer/ Principal Research Associate
IA	Reader
1B	Professor

Newcastle University established the new Reader grade (Grade IA) on 1/8/2015 and existing Readers were transferred onto this grade. There was also an increase to the starting point on the Professorial grade (grade 1B) and the movement of Professors up to the new minimum starting point. Data for 2016 - 2019 includes this mapping to grade IA and 1B, however this is not the case for 2014 and 2015. These years contain the grades of that time which are largely grade H. This means the comparison between 2014-2015 and 2016-2019 are not completely the same for Readers.

Clinical and non-clinical staff at Newcastle University have one of three contract types:

- **Research-only (R-only)**: For Research staff in Schools and Institutes, including Research Assistants, Post-Doctoral Research Associates, Research Fellows and other Senior Researchers, including Principal Research Associates.
- **Teaching and Research (T&R)**: Staff are research-oriented, and promoted on the basis of teaching and research excellence. They contribute research-led teaching to our students, and are expected to be included in the REF.
- **Teaching and Scholarship (T&S)**: Staff focus on high quality teaching and improving student performance and experience. They are promoted on their contributions in teaching and pedagogical research, and are not expected to be REF returnable.

Institutional structure

Since our last submission, our Faculty of Science, Agriculture and Engineering (SAGe) has undergone a restructure reducing from 11 to five units. Figure 2 shows the Athena SWAN awards for SAGe. Since gaining the Faculty award in 2018, our Faculty of Medical Sciences (FMS) is currently undergoing a restructure. We have had confirmation from Advance HE that this award still stands as it is a restructure and not a reorganisation (see below):

8th May 2019

Dear Ann and colleagues,

As the award is held at faculty level, and the faculty is not substantively being changed (i.e. it is itself not being merged or split, and will continue to coordinate the work), I don't believe it necessary to apply for an interim award.

Best wishes,
James

James Greenwood-Lush
Head of Athena SWAN

We present data by Faculty: FMS, Faculty of Humanities and Social Sciences (HaSS), and SAGe, rather than by STEMM and non-STEMM. Our science, technology, engineering and maths departments are within SAGe, medicine and biomedical sciences are within FMS and our arts, humanities, social science, business and law Schools are within HaSS. This better represents differences in gender equality between STEMM and non-STEMM.

When we use the term 'unit', we refer to an individual Institute/School or Department.

A change in our e-recruitment system to improve the application experience for candidates and our internal evaluation processes, means that the data for 2013/14 and 2014/15 are taken from different systems and may, therefore, result in some slight differences in data between these years and 2016-19.

We use HESA data where possible to benchmark our data. The Advance HE's (AHE) 2019 Equality+ Higher Education: staff statistical report, has been used for certain benchmarking data, referenced as AHE 2019. Benchmarking for FMS staff headcount data (Tables 11,12) come from HEIDI+ for Russell Group 2017/18 (101 Clinical medicine, 102 Clinical Dentistry, 104 Psychology, 106 Anatomy and Physiology, 112 Biosciences).

Imagery

All images are taken from public sources or used with permission.

Quotes

We give limited information in some quotes as requested by those providing the quote.

We use:

- ✓ where we have improved good practice, achieved impact and/or seen measurable change.



Demonstrates evidence of impact measured through quantitative change over the last six years.

Name of institution	Newcastle University
Date of application	10 th December 2019
Award Level	Silver
Date joined Athena SWAN	2009
Current award	Date: April 2016 Level: Silver
Contact for application	Prof. Judith Rankin
Email	Judith.rankin@ncl.ac.uk
Telephone	0191 208 5267

1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the vice-chancellor or principal should be included. If the vice-chancellor is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming vice-chancellor.

*Note: Please insert the endorsement letter **immediately after** this cover page.*

4th December 2019

Dear Dr Gilligan,

I am proud to present Newcastle University's application to renew our Institutional Silver Athena SWAN (AS) award. I confirm that all information in this application (including qualitative and quantitative data) is an honest, accurate and true reflection of our University.

Our achievements since gaining our Silver award in 2016 demonstrate that we are making excellent progress:

- Our proportion of women Professors is 29% compared to the Russell Group average of 25%. We are on target to meet our strategic objective of 30% women Professors by 2021 and have set a new target of 35% by 2023.
- We have increased the proportion of women Heads of School from 23% in 2014 to 41% in 2019.
- Our AS awards have increased with a Silver award for the Faculty of Medical Sciences (FMS), one of only five Faculty awards nationally, and six (67%) Bronze awards for our Faculty of Humanities and Social Sciences.
- We have increased our resources for equality, diversity and inclusion (EDI) across the University including an EDI Director and Project Officer in each Faculty and underway recruiting an EDI Manager.
- My Executive Board has committed strategic funds dedicated to supporting EDI research: 35 projects funded to date and resulting in measurable impact.
- I take great pride in celebrating our gender equality successes annually at one of my Celebrating Success events.

We welcome the inclusion of Professional Services (PS) staff in the AS charter. In 2017, I provided additional funding to NU Women to establish the NU Women PS Committee which supports PS women in their careers. This Group has staged events including on career progression, transferable skills and part-time working.

While we have made great progress, we acknowledge there is still more to be done to embed gender equality across the whole University. We have agreed three immediate priority areas:

- Closing the gender pay gap;
- Increasing the proportion of women in leadership roles;
- Diversifying our recruitment processes and approaches.

Our commitment to EDI goes beyond gender as we increasingly use an intersectional lens. We became a Stonewall Global Equalities Champion (2016), a member of the Business

Disability Forum (2017), joined the Race Equality Charter (2019) and our Self-Assessment Team are working to achieve the Charter mark. This builds on our ongoing work around gender and intersectionality, supported by our staff networks, which we are proud to say is being led and informed by our own research.

Since becoming Vice-Chancellor in 2017, I have continued my personal commitment to gender equality which began while I was Pro-Vice-Chancellor of our FMS. My championing of AS in FMS resulted in five Silver and four Bronze awards. I also led on capacity building and leadership development for women and appointed the first Director of EDI.

As Vice-Chancellor, I led the co-creation of our new Vision and Strategy which has EDI as one of the three core values that underpin our University, alongside Social Justice and Academic Freedom. This means AS principles are embedded at the highest strategic level.

It is a great source of personal pride for me that Newcastle University is already viewed as a sector leader for gender equality and inclusion as evidenced through our external awards and engagement activities. My ambition is for us to position ourselves to apply for an Athena SWAN Institutional Gold award.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'C. Day', with a stylized flourish at the end.

Professor Chris Day
Vice-Chancellor and President

Word count = 545 (45)

2. DESCRIPTION OF THE INSTITUTION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please provide a brief description of the institution, including any relevant contextual information. This should include:

- (i) information on where the institution is in the Athena SWAN process

The Athena SWAN (AS) process is part of Newcastle University's (NU) longstanding commitment to equality, diversity and inclusion (EDI). We are a values-led, people focused University, reaffirmed in our 2018 NU Vision and Strategy "From Newcastle. For the World", co-created with our staff (Figure 1).

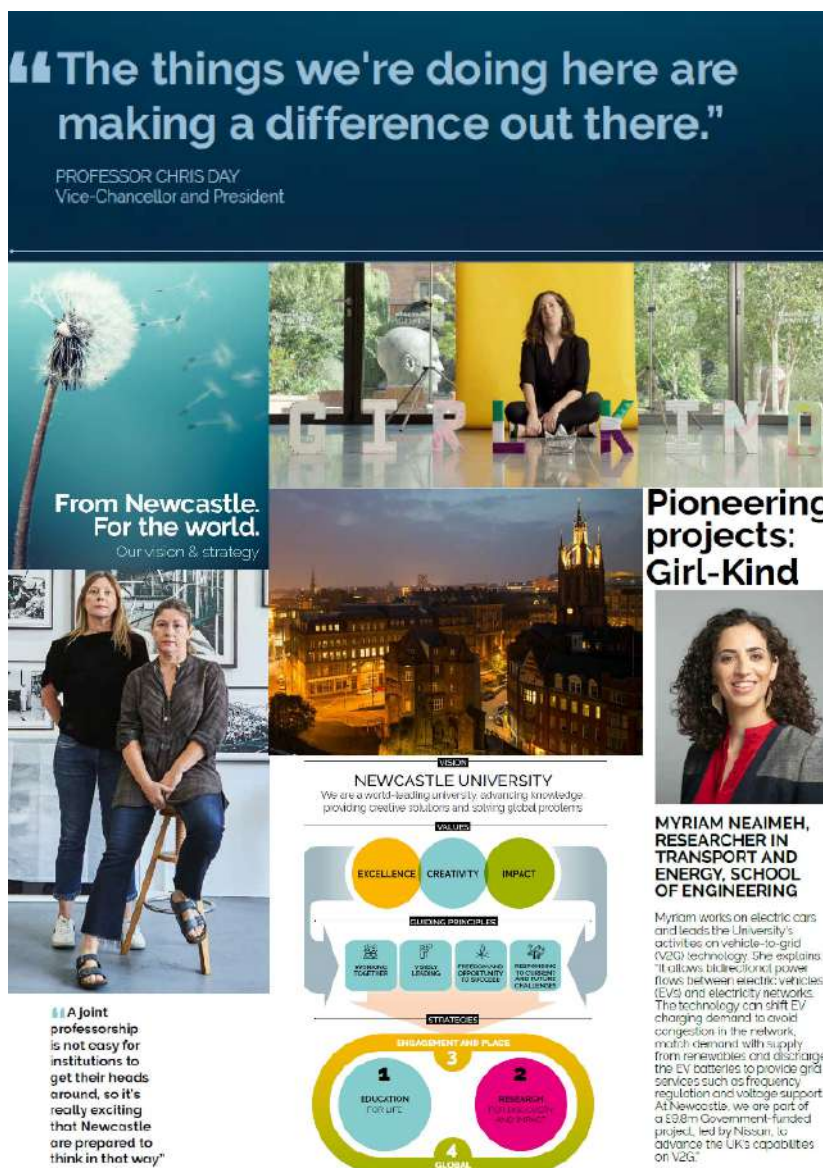


Figure 1: Newcastle University's Vision and Strategy Document and Related Articles Prepared for our Vision and Strategy Launch Day (1/10/2018).

Since achieving our Institutional Silver AS award in 2016 (Bronze award, 2009; Bronze renewal, 2012), we have positively advanced our AS agenda.

In our previous Action Plan, we committed to increasing engagement with AS, particularly in our Faculty of Humanities and Social Sciences (HaSS), one of our three faculties. We appointed a HaSS Faculty Director of EDI (FDEDI) and Officer in 2017, and since then we have made rapid strides towards our goal of all HaSS units having an AS award by April 2020 (Figure 2).



AS successes since our last application include:

- ✓ **Faculty of Medical Sciences (FMS):** Silver faculty award (April 2018), covers 12 Schools and Research Institutes, including our campus in Malaysia (NUMed) (Figure 2). (Action Point (AP)1.1(a))
- ✓ **HaSS:** six Bronze awards. (AP1.1(b))
- ✓ **Faculty of Science, Agriculture and Engineering (SAGe):** following a Faculty restructure of ten schools to four in 2017, all four Schools have achieved Bronze awards. Our campus in Singapore (NUIs) will apply in Nov 2019 (AP1.1(c))
- ✓ Active involvement of **PS staff in all SATs**.
- ✓ **Engaged with Gold departments** (AP1.2), increased our engagement activities (Table 9). (AP1.3).



Our AS achievements have been advanced through:

- ✓ Cross-faculty **exchange of good practice**.
- ✓ **Internal review panels** (section 5.6(xii)) (AP1.4).
- ✓ **Dedicated Faculty level** support.
- ✓ **Ongoing staff consultation**.
- ✓ **Task & Finish Groups** (T&FG) on specific gender equality issues e.g. Pay Equality, Promotions, Workload Allocation (WA).

Other gender-related successes since our last application:

- ✓ We joined the 30%Club (2015) demonstrating **our commitment to increasing diversity in senior management**. We committed to key committees having 30% female representation; in 2019, **48% of University Council, 44% of Senate, 36% of UEB, 41% of Heads of School (HoS) and 50% of University Deans, are women**.
- ✓ **29% of our Professors are women in 2019** (2019 Russell Group (RG) average 25%).
- ✓ We acknowledge our **median gender pay gap** (GPG) is high (17% in 2019) but has decreased slightly year-on-year since 2013.



We have recognised the need to upskill new SAT members and initiated **AS training for staff to increase engagement** (Figure 3). (AP1.5)

Figure 2: Newcastle University's Athena SWAN Awards* (as of 1/11/2019)

*For units that are eligible to apply for an award

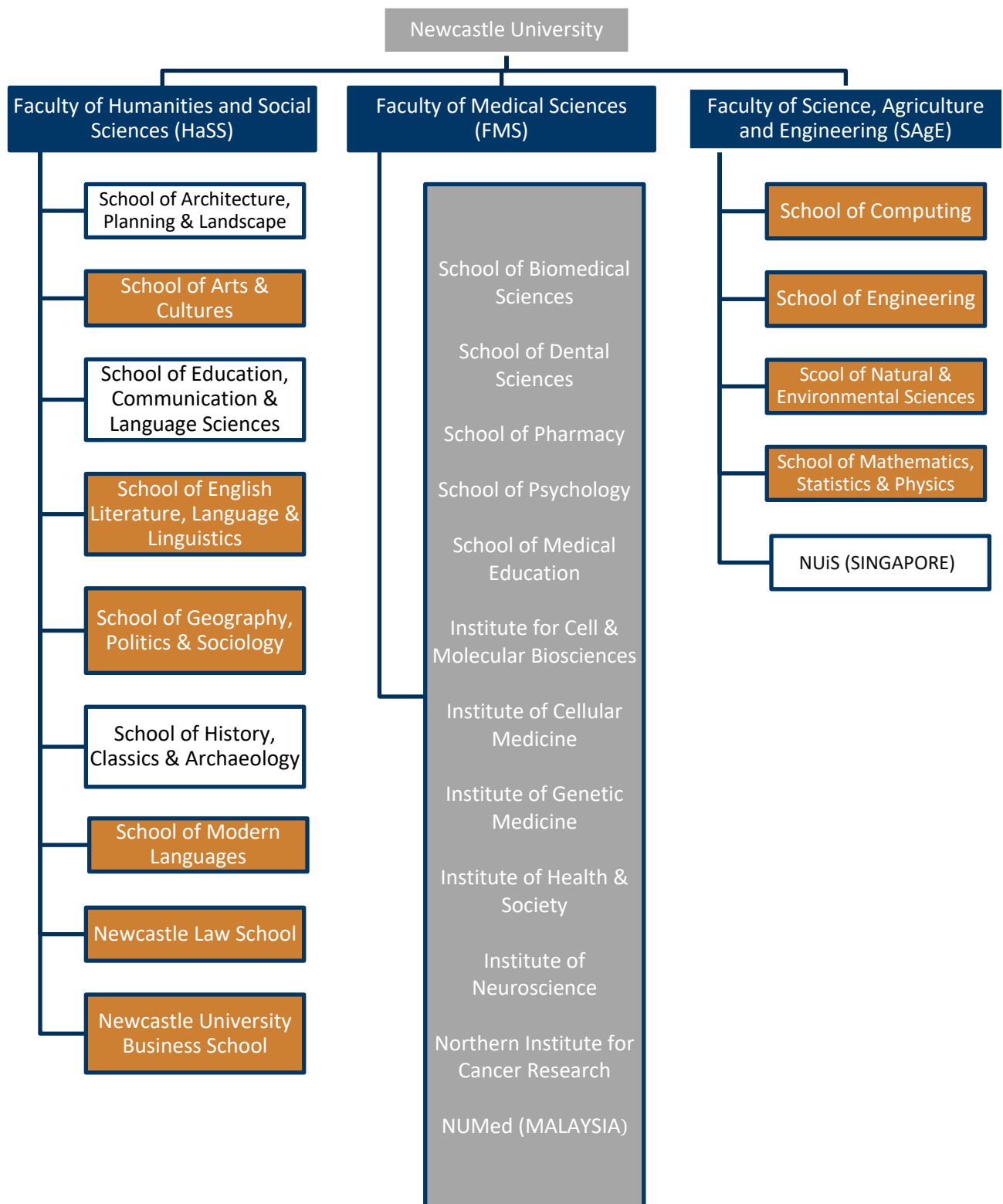


Figure 3: Advert for Workshops on Athena SWAN Open to all Staff

Athena SWAN Workshops



Interested in learning about the Athena SWAN?

These three workshops are designed to help you understand the Athena SWAN process and what is involved in working on an application.

Introductory Level:	Intermediate Level:	Advanced Level:
<p>You will learn more about the Athena SWAN Charter and how to gain a Bronze Award.</p> <div style="text-align: center;"> Athena SWAN Bronze Award</div>	<p>You will learn how to move forward from Bronze and <i>develop impact</i> for your Silver Award.</p> <div style="text-align: center;"> Athena SWAN Silver Award</div>	<p>You will learn how to use your impact from a Silver award and become a <i>beaconing</i> department.</p> <div style="text-align: center;"> Athena SWAN Gold Award</div>

ALL WELCOME!
You do not have to be working on an application to attend.

Registration: <https://www.ncl.ac.uk/athena-swan/workshops/>

The AS Charter is championed by our Vice-Chancellor (VC) and deputy VC (DVC) who have (Figure 4):

- ✓ Hosted annual **EDI VC Celebrating Success** events (Figure 5).
- ✓ Produced University-wide **communications** on our gender equality achievements.
- ✓ Increased funding to our **NU Women Network** (includes NU Women Professors and NU Women Professional) and **provided funding to our new staff networks**.
- ✓ **Established a University EDI Fund (EDIF)** to support projects to generate our own evidence to drive forward initiatives; **35 projects** at £170K (Table 3) that are already generating impact (Figures 6, 7).
- ✓ Launched an **annual EDI Research Conference** (Figure 8).
- ✓ Launched the **NUiS Women in Engineering and Science network** (Figure 9).
- ✓ **University Executive Board (UEB)** has **EDI-focused Away Days** (e.g. Figures 10, 11).
- ✓ **Annually celebrated International Women's Days (IWD)** and other Women's Days (Figure 12).

Figure 4: Some of Newcastle University's EDI Achievements Since our Last Athena SWAN Institutional Silver Application



Figure 5: Photos From the Vice-Chancellor’s Celebrating Success Event and our Gender Equality Awardees, 2017



Table 3: Examples of Gender Equality Projects/initiatives
Funded by Newcastle University's EDI Fund

Faculty	Project title
FMS	Exploring Barriers and Facilitators for Women to Follow an Academic Practice-based Career
FMS	Funding to Provide Crèche Facilities at the North East Postgraduate Conference (22/11/2019)(Figure 6, quotes)
FMS, HaSS, SAgE	Postgraduate Research Student Diversity: Analysing Data by Gender from Application to Outcome Across our Three Faculties
SAgE	Short Films to Celebrate and Promote the Diverse and Inclusive Cohort of NU Technical Staff
SAgE	Funding to Provide Crèche Facilities at Newcastle University Hosted Designer Biology Symposium (31/7/2019 – 2/8/2019) Conference (quote)
NUiS	Leadership and Emotional Intelligence for Women
HaSS	Gender-conscious Approaches to Everyday Language
HaSS	Engaging Men in the Gender Equality Agenda: A Case Study of Senior Management and the Intersections of EDI and Wellbeing in a UK University
HaSS	Creation of a Video to Explain Intersectionality (Figure 7)

Figure 6: Setting up of a Crèche at the North East Postgraduate Conference (EDIF project)

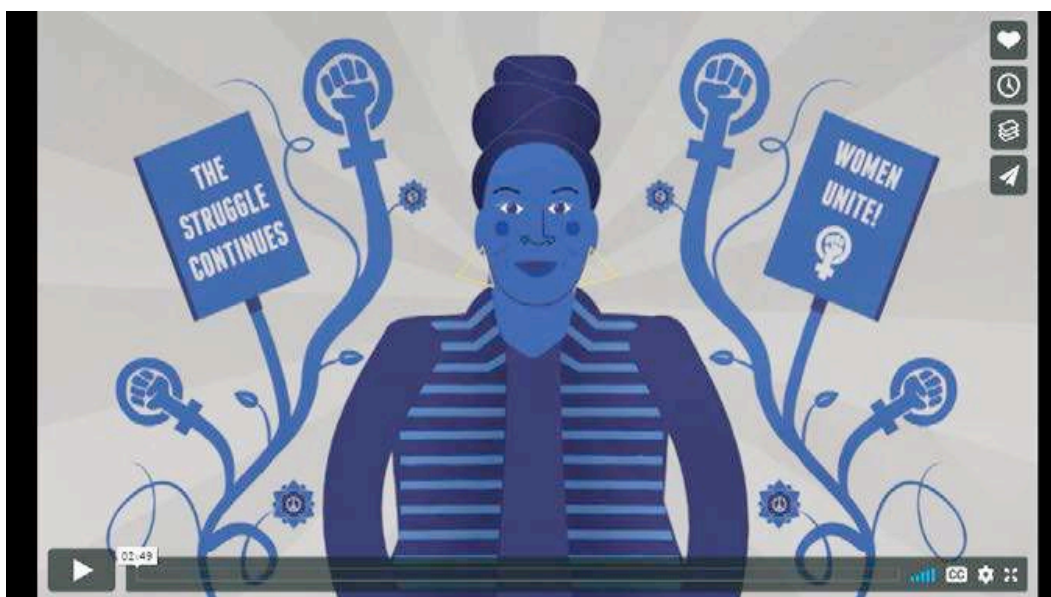


"Thank you for offering this facility, it was fantastic and much, much, appreciated." PhD student

"The crèche at the Designer Biology Symposium was exactly what I needed as a parent, as it allowed me to check on my daughter whenever and not miss any of the interesting talks."

Dr Cecilia Piergentili, Research Associate, School of Natural and Environmental Sciences

Figure 7: Image From Video Explaining Intersectionality Funded Through Newcastle University's EDI Fund



EDIF project produced a video on Intersectionality, hosted on YouTube, viewed >19,998 times (Dec 2019).



Figure 8: Newcastle University's Inaugural EDI Research Conference, 2018 and Second Conference in 2019

2018: External speaker: Prof Udi Archibong, University of Bradford. 65 registrations, 44 women, 21 men



2019: External speakers: Prof Kalwant Bhopal, University of Birmingham and Dr Andy Kesson, University of Roehampton. 109 registrations, 81 women, 28 men



Figure 9: DVC Professor Julie Sanders at NUIS Launch of Women in Engineering and Science Network (9/2018)



Figure 10: Dr Anne-Charlotte Husson Engaging UEB Colleagues in a Workshop on Language and Inclusivity at a UEB Away Day (4/11/2019)



Figure 11: Panel and Poster for the Launch Event of the Gender Inclusive Language Resource



- ✓ EDIF project led to development of a gender inclusive language resource, translated into five languages, launched 20/11/2019 (Figure 11). (AP1.6)

Figure 12: Celebrating International Women in Engineering Day (June 2019)

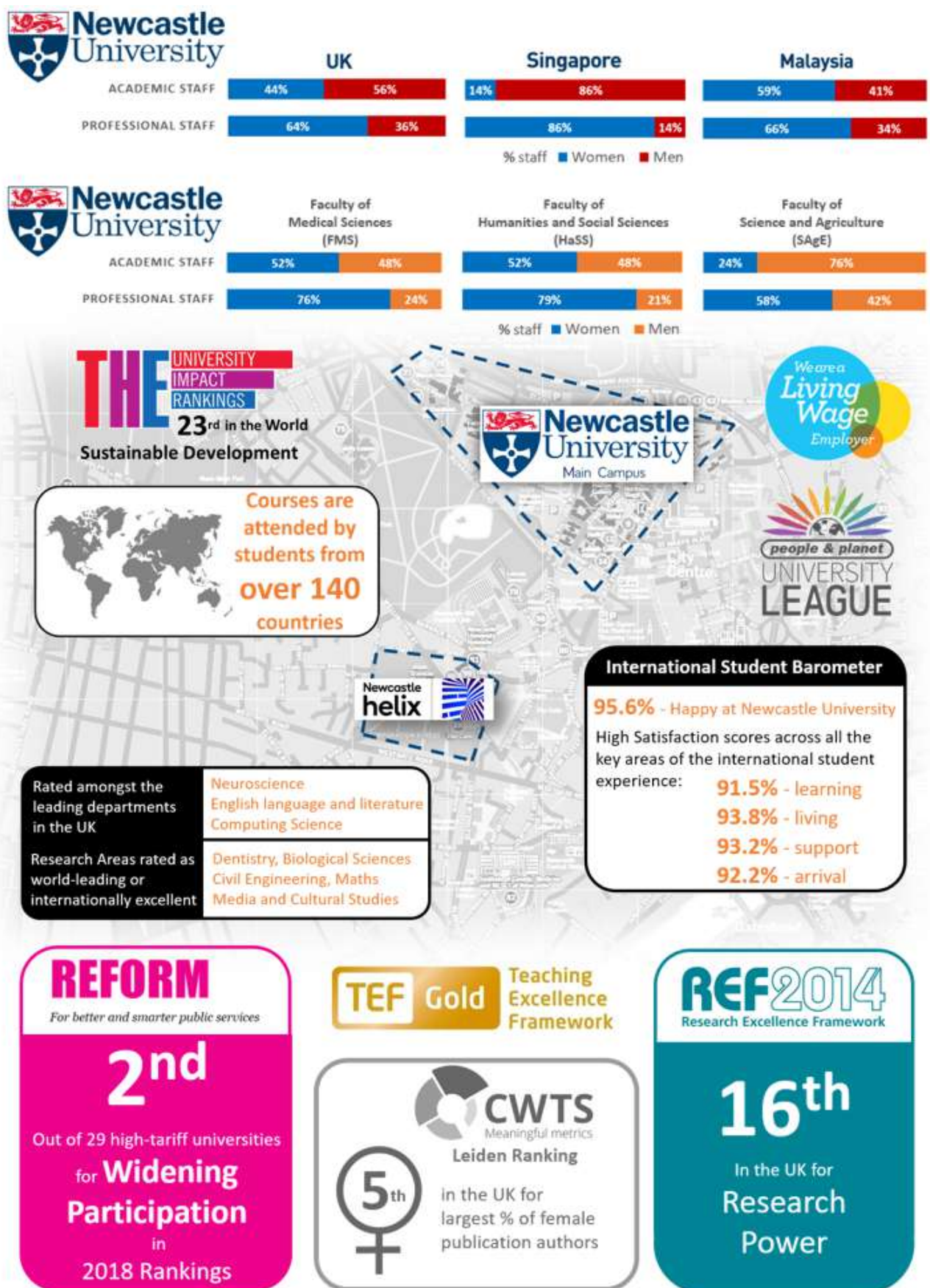


(ii) information on its teaching and its research focus

- NU is a research-intensive, global institution.
- In addition to our Newcastle city centre locations, degrees are delivered in Malaysia (NUMed; medicine, biomedical sciences; established 2009) and Singapore (NUIs; engineering; established 2009). Our London campus (NU London; established 2015) is an academic unit within NU Business School.
- NUIs, an autonomous unit with its own management structure, is the fifth department in SAgE. **NUIs EDI Champion is a SAgE Faculty AS Working Group member** and receives reports from the USAT.
- NUMed colleagues **formed an EDI committee** (16 members, 75%W). Before this, staff held discussions with counterparts in the Universities of Reading and Southampton. They, along with the Universities of Nottingham and Herriot-Watt, do not have local EDI committees; **NUMed is the first campus to consider EDI from a local perspective.**
- We are working with NUIs and NUMed **to further extend our AS activities across these locations** and support them to fully engage with AS. (AP1.7)
- NU delivers over 200 undergraduate, postgraduate taught and postgraduate research (PGR) degrees to **students from 140 different countries.**

- Ranked 16th in the UK for research power in REF2014, TEF Gold in 2018, ranked second of 29 high entry tariff universities in the 2018 Reform ranking, for Widening Participation (WP). (Figure 13)
- **STEM departments are in SAgE, medicine and biomedical sciences are in FMS, Arts, Humanities, Social Sciences, Business and Law (AHSSBL) schools are within HaSS.** We present staff data by Faculty to better represent differences in gender equality by STEMM and non-STEMM.

Figure 13: Newcastle University at a Glance



(iii) the number of staff. Present data for academic and professional and support staff separately

- We employ **6,309 staff; 3,438 (54%) are women** (Table 4). We have 2,889 **Academic staff; 1,266 are women (44%)**.
- There are **3,420 PS staff; 2,172 are women (64%)**. (Table 4)
- This compares to **benchmarking data of 46%W for Academic staff and 63%W for PS staff** (AHE 2019).

Table 4: Total Headcount* and Percentage of Staff by Gender, Job Function, and Faculty, 2019

Faculty	Academic Staff		Professional Services Staff		Total Staff	
	Total*	Women N (%)	Total	Women N (%)	Total	Women N (%)
FMS	1200	620 (52%)	769	582 (76%)	1969	1202 (61%)
HaSS	886	457 (52%)	264	209 (79%)	1150	666 (58%)
SAGe	803	189 (24%)	395	231 (58%)	1198	420 (35%)
PS	-	-	1992	1150 (58%)	1992	1150 (58%)
Total	2889	1266 (44%)	3420	2172 (64%)	6,309	3438 (54%)

* Total staff headcount as of 31/7/2019

Intersectionality

- We employ **484 Academic staff from Black, Asian and Minority Ethnic (BAME) backgrounds; 205 (7% of all Academics) are women. 206 PS staff are BAME; 136 (4% of all PS) are women** (Table 5; section 4.1(i)).
- This compares with **benchmarking data of 7% for BAME women Academics, 12% for BAME PS women** (AHE 2019).

Table 5: Total Headcount and Percentage of Staff by Ethnicity*#, Gender and Faculty, 2019

Faculty		Academic Staff		
	Total Staff Headcount N	Total BAME Headcount N (%BAME)	Total Women Headcount N	Women BAME Headcount N (%W)
FMS	1200	209 (17%)	620	108 (9%)
HaSS	886	107 (12%)	457	66 (7%)
SAGe	803	168 (21%)	189	31 (4%)
Total	2889	484 (17%)	1266	205 (7%)
Professional Services Staff				
	Total Staff Headcount N	Total BAME Headcount N (%BAME)	Total Women Headcount N	Women BAME Headcount N (%W)
FMS	769	97 (13%)	582	69 (9%)
HaSS	264	11 (4%)	209	10 (4%)
SAGe	395	22 (6%)	231	16 (4%)
PS	1992	76 (4%)	1150	41 (2%)
Total	3420	206 (6%)	2172	136 (4%)

* Total staff headcount as of 31/7/2019

The numbers exclude those reporting on gender but not ethnicity. Percentages are calculated as a proportion of BAME totals.

- (iv) list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately

We have 42 units and 28,669 students (Table 6).

Table 6: Sizes of Units by Gender, Job Function and Faculty, 2019

* Total staff headcount as of 31/7/2019

Faculty of Medical Sciences

Faculty of Medical Science (FMS) Academic Staff: 1200 (W: 620, 52%) Professional Services Staff: 769 (W: 582, 76%)								
Academic and Research Staff			Professional Services Staff			Students		
School of Biomedical, Nutritional and Sports Sciences			School of Dental Sciences			School of Pharmacy		
27 (56%W)	20 (85%W)	1333 (65%W)	53 (53%W)	24 (88%W)	435 (58%W)	20 (45%W)	12 (67%W)	341 (63%W)
School of Psychology			School of Medical Education			NUMed		
35 (69%W)	13 (100%W)	816 (83%W)	69 (48%W)	38 (84%W)	2020 (53%W)	94 (59%W)	62 (66%W)	773 (65%W)
Institute for Cell and Molecular Biosciences			Institute of Cellular Medicine			Institute of Genetic Medicine		
133 (32%W)	28 (75%W)	98 (53%W)	179 (46%W)	81 (75%W)	119 (54%W)	99 (52%W)	59 (85%W)	61 (61%W)
Institute of Health and Society			Institute of Neuroscience			Northern Institute for Cancer Research		
176 (73%W)	42 (88%W)	96 (74%W)	183 (42%W)	61 (77%W)	82 (52%W)	114 (53%W)	51 (75%W)	46 (39%W)
Medical Sciences Faculty Office and Facilities, including Graduate School								
18 (59%W)			278 (71%W)			748 (65%W)		

Faculty of Humanities and Social Sciences

Faculty of Humanities and Social Science (HaSS) Academic Staff: 886 (W: 457, 52%) Professional Services Staff: 264 (W: 209, 79%)								
Academic and Research Staff			Professional Services Staff			Students		
School of Architecture, Planning and Landscape			School of Arts and Culture			School of Education, Communication and Language		
79 (41%W)	23 (78%W)	1155 (50%W)	111 (46%W)	33 (58%W)	1299 (70%W)	71 (68%W)	25 (80%W)	763 (77%W)
School of English Literature, Language and Linguistics			School of Geography, Politics and Sociology			School of History, Classics and Archaeology		
68 (65%W)	9 (89%W)	993 (76%W)	147 (48%W)	30 (87%W)	1638 (59%W)	87 (36%W)	19 (84%W)	1042 (54%W)
School of Modern Languages			Newcastle Law School			NU Business School (incl NU London)		
61 (64%W)	19 (89%W)	943 (76%W)	46 (54%W)	7 (100%W)	744 (64%W)	187 (53%W)	52 (73%W)	4121 (46%W)
Combined Honours Centre and Philosophical Studies, Institute for Creative Arts Practice, Institute for Social Renewal, NU Humanities Research Institute								
19 (58%W)			7 (86%W)			833 (70%W)		
HaSS Faculty Office, including Graduate School								
10 (60%W)			40 (85%W)			67 (81%W)		

Faculty of Science, Agriculture and Engineering

Faculty of Science, Agriculture and Engineering (SAGe) Academic Staff: 803 (W: 189, 24%) Professional Services Staff: 395 (W: 231, 58%)								
Academic and Research Staff			Professional Services Staff			Students		
School of Computing			School of Engineering			School of Mathematics, Statistics and Physics		
120 (19%W)	38 (58%W)	1277 (17%W)	358 (19%W)	145 (41%W)	3170 (21%W)	79 (20%W)	15 (60%W)	963 (33%W)
School of Natural and Environmental Sciences						NUIS		
219 (35%W)	87 (73%W)	705 (25%W)				21* (14%W)	14 (86%W)	705 (25%W)
SAGe Faculty Office								
6 (33%W)			96 (74%W)			N/A		

* NUIs does not have Research only staff

(v) the total number of departments and total number of students

Figure 14 shows staff numbers and Figure 15 student numbers by faculty and gender.

Figure 14: Staff* Numbers by Faculty and Gender, 2019

* Total staff headcount as of 31/7/2019

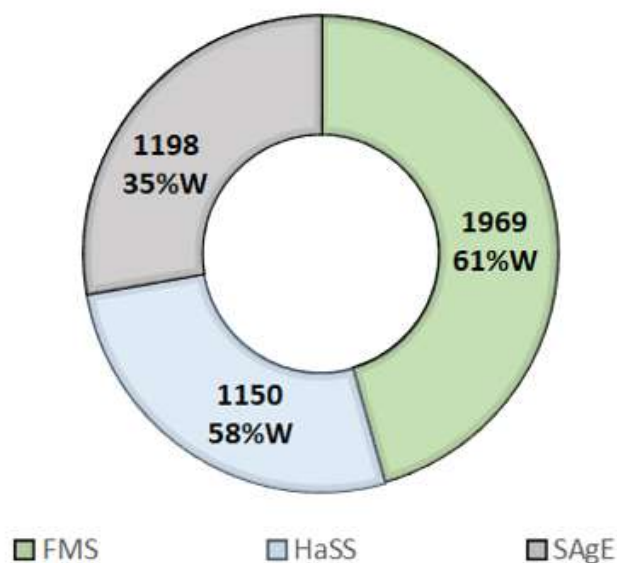
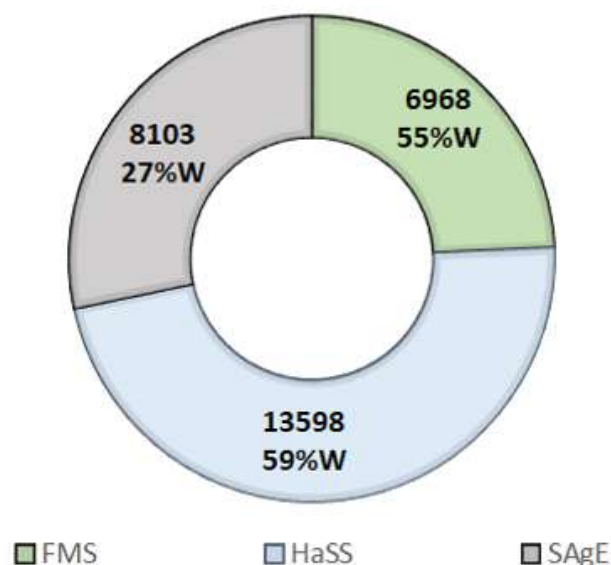


Figure 15: Student* Numbers by Faculty and Gender, 2019

*Total student headcount as of 1/12/2018



Action points

AP1.1(i) Support FMS to renew their Faculty Silver award in April 2022.

AP1.1(ii) Support the remaining three Schools in HaSS to achieve a Bronze award by April 2020, the School of English Literature, Language and Linguistics to renew their award by April in 2021, the School of Geography, Politics and Sociology to achieve a Silver award by Nov 2021 and an application for a Faculty award by Nov 2022.

AP1.1(iii) Support NUIs to apply for a Bronze award in Nov 2019 and two other SAgE units to apply for a Silver award by April 2023.

AP1.2 Establish a 'Going for Gold' Working Group.

AP1.3 Continue to undertake external engagement and set further external engagement goals.

AP1.4 Support units applying for AS awards through internal review panels.

AP1.5 Continue to deliver AS training to increase staff engagement with AS.

AP1.6 Develop inclusive language training and rollout of a gender language glossary across the University and share with the sector.

AP1.7 Promote EDI as a global value in our overseas locations to further extend our AS activities across these locations and support them to fully engage with AS.

Word count = 969 (469)

3. THE SELF-ASSESSMENT PRESENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

(vi) a description of the self-assessment team

The USAT has 21 members (Table 7). We recognise the over-representation of women (16, 76%W). Three men were USAT members until July 2019 (65%W) when two left the University and our Sabbatical officer completed their term of office. (AP1.8, AP1.19) Membership comprises: Academics, Researchers, PS staff, PG students, Faculty and Central Services representation, different job roles, work-life balance experiences and caring responsibilities. The USAT **reports into other key University decision-making committees** (Figure 16). Our FDEDIs are members of their Faculty Executive Boards (FEBs).

The DVC and Executive Director of People Services (EDPS) are USAT members demonstrating **senior level engagement and providing a direct link into UEB**. Staff time associated with USAT membership is recognised in our Workload Allocation Model (WAM). (AP1.9)

Figure 16: Organisational Chart of Committee Structure and Key Decision-making Committees

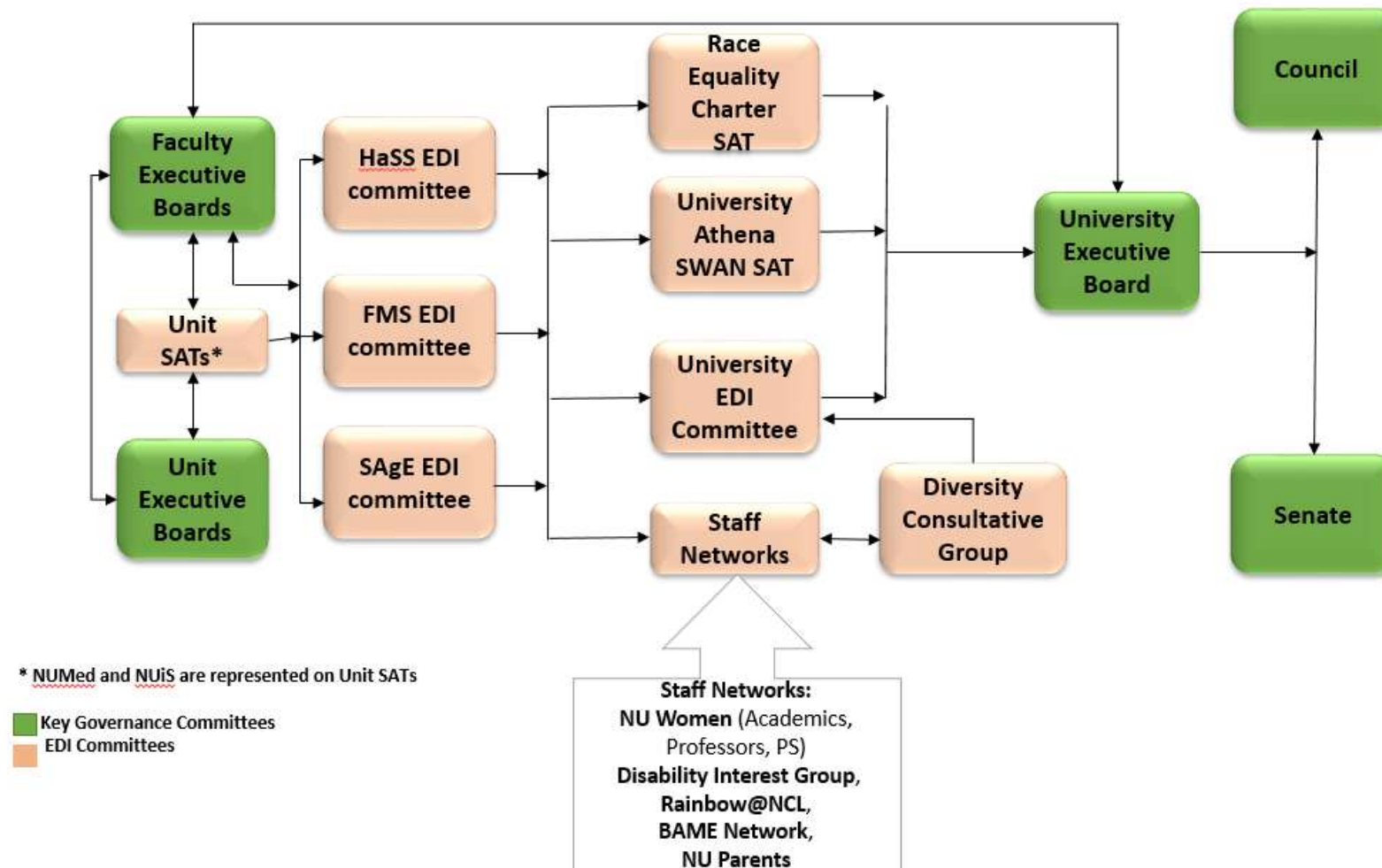


Table 7: Newcastle University's Athena SWAN Self-assessment Team (as of 1/11/2019)

SAT Member, Affiliation and Job Title	Representation on SAT	Application Responsibility
Ann Armstrong (W) Professional Services		Supported all areas of University application in particular data analysis.
FMS EDI Officer (FT)		
Dr Venetia Bigley (W) Teaching and Research		Input into clinical aspects of the application.
Clinical Senior Lecturer, FMS (FT)		
Dr Cat Button (W) Teaching and Research		Input into actions to be led by NU Women.
Senior Lecturer, HaSS (FT)		
Prof. Kate Chedzoy (W) Teaching and Research		Leading on transgender; supporting all areas of University application.
Director of EDI, HaSS; Professor of Renaissance Literature (FT)		
Mr Simon Daley (M) Professional Services		Leading on Technicians and NUTechNet aspects of application.
Apprentice and Technical Training Lead Organisational Development, (FT)		
Mrs Kelechi Dibie (W) Professional Services		Supported areas of University application relating to HaSS.
EDI Officer, HaSS (FT)		
Sara Elkhawad (W) BA (Hons) Graduate		Provided student Perspectives and input into Section 7.
Students' Union Welfare and Equality Officer (FT)		
Dr Jonathan Goss (M) Teaching and Research		Input into reviewing SAgE data.
Senior Lecturer and Deputy Director of Education (Engineering) (FT)		
Dr. Malasree Home (W) Professional Services		Supported all areas of University application in particular data analysis.

Athena SWAN Officer, FMS (FT)		
Louise Jones (W) Professional Services		Supported all areas of University application in relation to SAgE, and Action Plan.
SAgE EDI Officer (FT)		
Abi Kelly (W) Professional Services		Input into Section 5 sub-sections.
Executive Director of Corporate Affairs (FT)		
Vijaya Kotur (W) Professional Services		Supported BAME and intersectional perspectives of the application.
Race Equality Officer (FT)		
Dr Sharron Kuznesof (W) Teaching and Research		Supported all areas of University application.
Director of EDI, SAgE; Senior Lecturer (FT)		
Mrs Adrienne McFarland (W) Professional Services		Input into all staff related policies and practices and Action Plan.
Executive Director of People Services (FT)		
Dr Graeme Mearns (M) Research Associate		Input into sections relating to research staff.
Human Geography (HaSS) (FT)		
Mr Leslie Platt (M) Professional Services		Supported all areas of University application.
People Services Adviser (EDI) (FT)		
Prof. Judith Rankin (W) Teaching and Research		Lead on University AS application; strategic leadership on delivery of Action Plan.
Dean of EDI; Professor of Maternal and Child Health (FT)		
Prof. Julie Sanders (W) Teaching and Research		Supported all areas of University application, in particular UEB commitments to the Action Plan.
Deputy Vice Chancellor; Professor of English (HaSS) (FT)		
Mrs Chris Stafford (W) Professional Services		Supported areas of University application relating to HaSS.
Director of Faculty		

Operations, HaSS (FT)		
Chris Stanley (M) Professional Services		Supported and reviewed the Recruitment section and forward actions.
Head of Talent Acquisition (FT)		
Alex Svalova (W) PhD researcher (FT), SAgE		Represents the views of PGR students on the SAT; input to the Action plan.

(vii) an account of the self-assessment process

The USAT meets face-to-face bi-monthly, on different days/times, increasing to monthly a year before this submission, communicating by email between meetings.

We are currently reviewing our approach to staff engagement. (AP1.10) We have consulted with staff and students in other ways which has informed this application:

- ✓ **University-wide consultation** during the development of our new Vision and Strategy (2017-18).
- ✓ University-funded Contested Spaces of Diversity (CSOD) project; separate projects interviewing: women, BAME, Trans, and staff with disabilities.
- ✓ **Surveys:** NU Parent and Childcare Review (NUPCR; 2017); Carers (2019); Race Equality Charter (2019).
- ✓ **Workshops:** Women into Leadership (2018); Promotion (2018); Performance and Development Review (PDR; 2018-19); Part-time (PT) Working (2019).
- ✓ **Focus groups:** For Families Project (FFP; 2017-18); Adoption (2019); Being a Trans staff or student (2018-19); Staff and student Carers (2019).
- ✓ **1:1 interviews;** Being Trans; Carers; Diversifying representation on campus.

Consultation specifically on our AS work included:

- ✓ **Discussions** at University EDI Committee (UEDIC).
- ✓ **UEB hosted lunches** (Figure 72).
- ✓ **Presentation** at the FMS EDI Week (Feb 2019).
- ✓ **1:1 conversations** between USAT chair and Deans, DVC, VC, PVCs.
- ✓ **UEB review of AS application**, dedicated sessions on gender equality at **UEB away days**.
- ✓ Discussion with, and **feedback from, University Council, Senate, NU Women and staff networks**.

Since our last application, **we have established two outward-facing key networks:**



Figure 17: HASTEN:NE Launch Event Poster

- ✓ **Humanities, Arts and Social Sciences: the Equalities Network: NE** (HASTEN:NE, Figure 17) promotes joined-up working and information sharing. Launch (23/10/2019) was fully booked (80 delegates from across the region).



- ✓ **Network of Medical Schools Council EDI Leads:** launched Oct 2018 at NU with representation from the Medical Schools Council, discussed a number of key issues (Figure 18).



Figure 18: FMS EDI Officer and AS Officer Facilitating a Workshop on Data for AS Applications at the Network of Medical Schools Council EDI Leads Meeting (9/2019, Sheffield).



Our external engagement includes:

- ✓ With external providers around recruitment procedures.
- ✓ Participating in AS panels.
- ✓ Attending regional workshops; we will host the NE AS Forum (31/3/2020).
- ✓ Discussions/visits with other Universities who are Silver (Leicester, Nottingham) and Gold awardees (York, QUB).
- ✓ Engagement with the Network of EDI Academic Leads.
- ✓ Contact with our Advance HE AS lead.
- ✓ Dr Kate Williams (Leicester), acting as a critical friend.

We have: **invited speakers** to share their experiences of gender equality and inclusion (Table 8); undertaken beaconing activities through **external engagement** (Table 9) and

acted as a critical friend to the Universities of Hull, West of Scotland (quote), Leicester, Northumbria and Nottingham.

Table 8: Examples of Invited Speakers to Newcastle University, 2016-19

Invited Speakers	
Year	Speaker
2016	An evening with Laura Bates; Public Lecture featuring the author of Everyday Sexism and Girl U
2016	Beatrix Campbell lecture; Public Lecture by feminist, writer, broadcaster and activist
2016	NU Women Annual Lecture: Prof Janet Beer, VC Liverpool University
2017	Helen Meese; seminar by the Head of Healthcare at the Institute of Mechanical Engineers
2017	Visit from Dr John Derrick (Sheffield University); experience of applying for a Silver Athena SWAN award in computing
2017	Visit from Prof Carron Shankland (University of Stirling); presentation on her experience of being and becoming a Professor
2017	International Women's Day event in Singapore featuring guest speaker Janine Teo of Solve Education.
2017	NU Women Annual Lecture: Tanni Grey Thompson
2018	Campus Sexual Violence: Public Lecture featuring Dr Elizabeth Sharp from Texas Tech University and Dr Alison Phipps from the University of Sussex.
2018	Kate Sang: presentation on her research into the Experiences of Disabled University Employees.
2018	Philippa Scrafton (Stonewall) delivered two Lunch & Learn sessions
2019	Prof. Marika Taylor (Univ of Southampton): Tackling Microgressions/Academic collegiality, as part of IWD 2019 celebrations
2019	Talk by Carrie Gracie on the Fight for Gender Equality in the Media (Figure 19)
2019	Prof Nicola Rollock; NU Women and BAME Staff Network Annual Lecture 2019
2019	Prof Kalwant Bhopal; Invited speaker at the 2 nd NU EDI Research Conference

Figure 19: Advert for Talk on the Fight for Gender Equality in the Media by Invited Speaker, Carrie Gracie



Table 9: Examples of our Beacons Activities Through our External Engagement, 2016-19

Beacons Activities	
Year	Description
2016	WISE webinar; Invited presenter (Dean of EDI)
2016	ECU conference, Nottingham; Workshop on 'Making the Business Case for Equality and Diversity'.
2016	Invited to speak with Profs Marion Walker (Sheffield), Una Martin (Birmingham) and Kate Williams (Leicester) on Making a Faculty Athena SWAN application.
2017	Athena SWAN Regional Network Meeting; hosted by Newcastle University
2017	ECU conference, Birmingham; Delivery of two Workshops: 'Using Intersectionality in practice: challenges and solutions' and 'Working together: How much can we change Culture and working practices in isolation?'
2017	UNISON Higher Education Branch Seminar, Belfast; invited to deliver workshop on developing the business case for diversity to trade union delegates at Higher Education institutions
2018	Invited speaker, University of the West of Scotland AS event
2018	Invited speaker, University of Huddersfield EDI conference
2018	Established the Medical Schools UK EDI/Athena SWAN Network
2019	Organised and hosted first UK Network of Women's Networks meeting with WHEN
2019	Established a Regional Humanities, Arts and Social Science EDI Network with international online counterpart
2019	Invitation to the DVC to visit University of Groningen to discuss Newcastle University's approach to gender-equality

In our last application, we committed to leading and organising the first NE regional meeting of Women's Networks to empower and support networks for women working in UK universities to maximise their local impact and build connections to increase the pace of change on national gender equality issues in Higher Education (HE). **NU hosted a regional meeting (2016) and a joint NU Women and Women's Higher Education Network (WHEN) Network of Networks Forum event (Figure 20).**



Figure 20: NU Women led the First Network of Women's Networks Meeting with WHEN (4/2019).

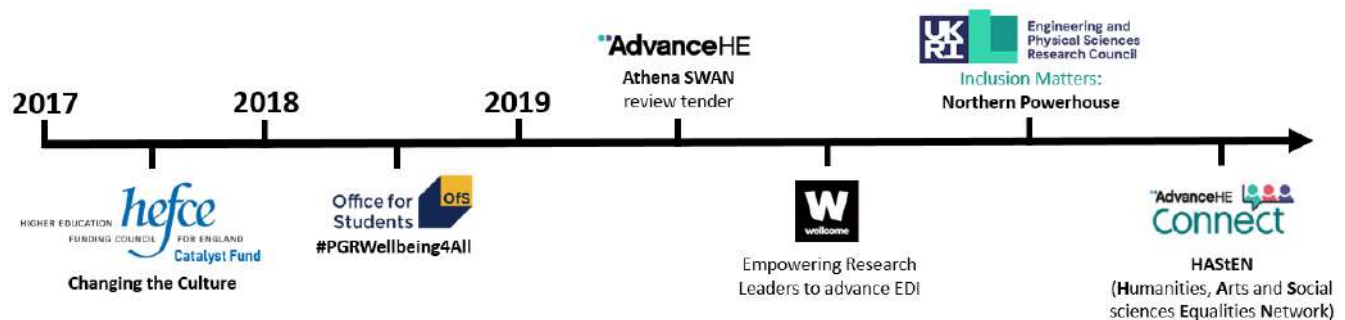
Speakers were (from left): Jacqui Henderson, CBE, Managing Director of Creative Leadership and Skills Ltd; Odeth Richardson, Chair of the BAME Network, Newcastle upon Tyne Hospital Trust; Alice Chilvers, WHEN.

"Prof Rankin's sharing of Newcastle University's Athena SWAN journey gave a wonderful insight and lots of innovative ideas for best practice".
Prof Aileen O'Gorman, University of the West of Scotland

Acknowledging our achievements in advancing gender equality, we are **leading/co-leading externally funded projects** (Figure 21) which are having impact: e.g. recommendations from the '#PGRWellbeing4All' Office for Students funded project are being embedded through new PhD supervisor training on support for student health and wellbeing, and a thriving new NU Student's Union (NUSU) society, PGRCommUnity. (AP1.12, AP1.13)



Figure 21: Externally Funded Gender Equality Projects Newcastle University is Leading/Co-leading Since 2017



(viii) plans for the future of the self-assessment team

USAT membership will be reviewed annually. (AP1.14(a)) New members will be recruited through: invitation from the USAT chair for specific roles; open invitation to all staff. (AP1.14(b)) USAT membership is considered as part of citizenship activities which, following our review of promotions (section 5.1(iii)), will be a promotion criterion from 2020.

Men are under-represented on the USAT. (AP1.8, AP1.19) An EDIF project (1/2020) will examine senior men's engagement with AS. (AP1.8) The VC is chairing an NU Women event (2/2020) with Dame Athene Donald on men's engagement.

Working with our BAME staff network and REC SAT, we will invite an additional BAME staff member to join the USAT. (AP1.14 (c)) We will invite representatives from our Singapore and Malaysia locations to join the USAT. (AP1.14(d))

We will seek through open invitation across our networks, a USAT member external to the HE sector to join meetings remotely. (AP1.14(e))

We will ensure senior level support by actively discussing AS at UEDIC meetings, a sub-committee of UEB (Figure 16). (AP1.14(f)) FDEDIs feedback actions to their Faculty EDI committees (Figure 16).

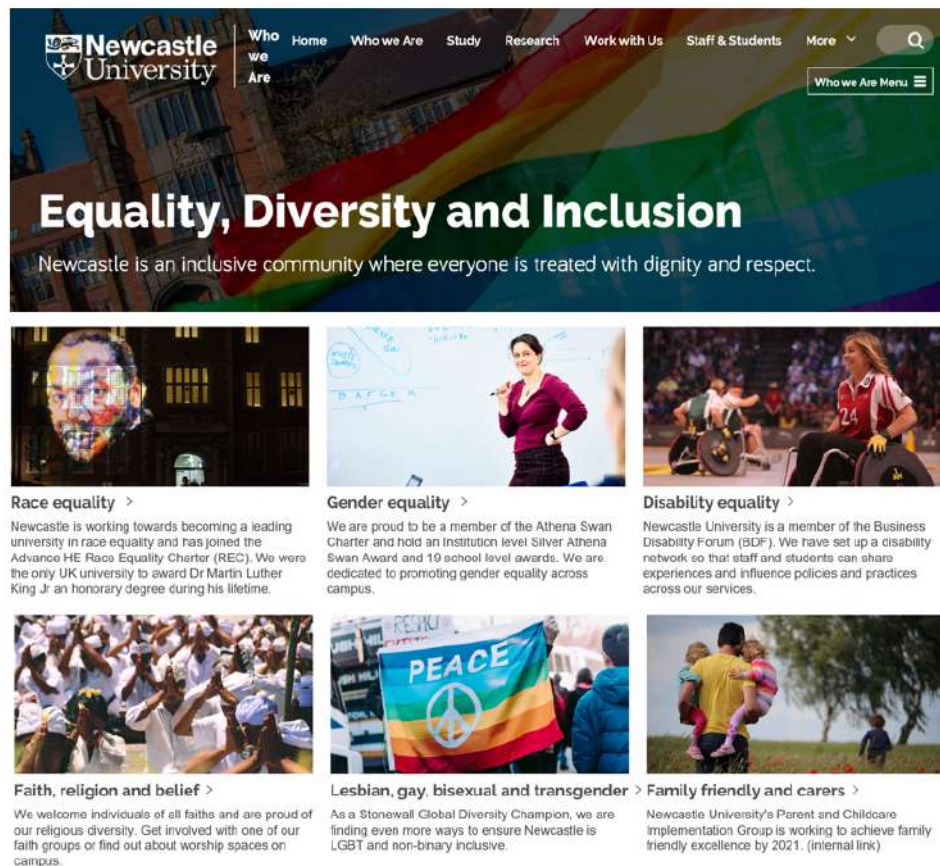
We will meet face-to-face bi-monthly to: implement and monitor our Action Plan and support units with their AS applications. (AP1.14(g)) USAT members engage to support unit AS applications through: training workshops, 1:1 discussions and internal review panels (see section 5.6(xii)).

AS will be promoted through our newly established EDI website (Figure 22). (AP1.14(h,i))

We will establish USAT subgroups. (AP1.15)

Responding to staff feedback, we have recently developed a University-wide **EDI communication strategy** to increase engagement and awareness of our AS/EDI activities. (AP1.16)

Figure 22: Newcastle University External EDI Webpages



Action points

AP1.8 Increase male representation on the USAT and male engagement with AS.

AP1.9 Produce guidance for staff time associated with USAT membership and related activities in the WAM and ensure consistently adopted across the University.

AP1.10 Undertake a review of how we consult with staff and agree a strategy for staff engagement.

AP1.11 Engage with our regional partners through HASTEN:NE, and more broadly through its online counterpart on Advance HE Connect.

AP1.12-1.13 Adopt the recommendations from the delivery of internally (AP1.12) and externally (AP1.13) funded projects and share good practice.

AP1.14(a) Review USAT membership annually to ensure all who want to participate in AS activities have an opportunity to do so.

AP1.14(b) Identify new USAT representatives to enable broader membership.

AP1.14(c) Recruit a further BAME member to the USAT to ensure all voices are heard during future self-assessment processes.

AP1.14(d) Invite representatives from our Singapore and Malaysia locations to join the USAT and input remotely.

AP1.14(e) Recruit a USAT member external to the HE sector to learn from best practice and to benchmark our achievements.

AP1.14(f) Continue to ensure senior level support for our AS activities by including a standing agenda item on AS on the University's EDI Committee.

AP1.14(g) USAT will meet bi-monthly to implement and monitor Action Plan and support unit AS applications.

AP1.14 (h,i) USAT meeting agendas and minutes will continue to be available on our AS webpage to enable sharing of good practice and celebrating of our successes.

AP1.15 Establish USAT subgroups to lead on different activities.

AP1.16 Disseminate our new EDI communication strategy across the University to support embedding of the AS principles.

AP1.19 Increase engagement of PS staff from central services, especially men, with gender equality.

Word count: 921

4. A PICTURE OF THE INSTITUTION

Recommended word count: Bronze: 2000 words | Silver: 3000 words

- (i) Academic and research staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any differences between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels.

Staff Overview

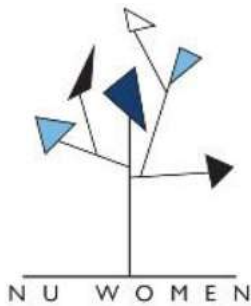
Since our last application, we have initiated projects that are positively impacting on gender equality (Figure 23); they have informed sections 4, 5 and our Action Plan.

Figure 23: Newcastle University Ongoing Projects that are Impacting Positively on Gender Equality



Actions since our last application:

NU Women: Continued investment: 10K p.a. since 2015; membership >450. Organises 12 events p.a. addressing issues raised by members, provides inspirational speakers, training, and networking. Influences through USAT and Diversity Consultative Group (Figure 16) membership.



- **Launched NU Women Professors Network and NU Women Professional (additional £1500 investment each).**
- **NU Women's Writing Club**, protected writing space (supports 30-40 women annually); feedback is excellent. (AP1.17)

- ✓ Increased support for **leadership development** (e.g. 57 participants in **Aurora leadership** programme).



"Aurora provided me with the time and opportunity to reflect upon and challenge my notions of leadership".

Dr Sharron Kuznesof, Senior Lecturer and FEDI

- ✓ **Returners Programme** (RP; launched 2017), up to £10K support for Academics/Researchers to regain momentum after extended leave (**19 recipients, all women**: 8, 10, 1 from FMS, HaSS, SAgE respectively)(section 5.5(iii)). (AP6.4)
- ✓ **Unconscious bias training (UBT) for 861** colleagues engaged in staff recruitment. (AP1.18)



As a result:

- ✓ **41% Academic staff are women, increase from 41% in 2015.** Our target is to match the national benchmark of **46%** (AHE 2019) by 2023. (AP2.1)
- ✓ **29% Professors are women** (Figure 25), **national benchmark 25%** (AHE 2019). Our previous action of achieving 30%W Professors by 2021, is almost met; our new target is 35%W by 2023 (Figure 26). (AP2.1)
- ✓ **39% Senior Lecturers (SL) are women**, from 31% in 2015.

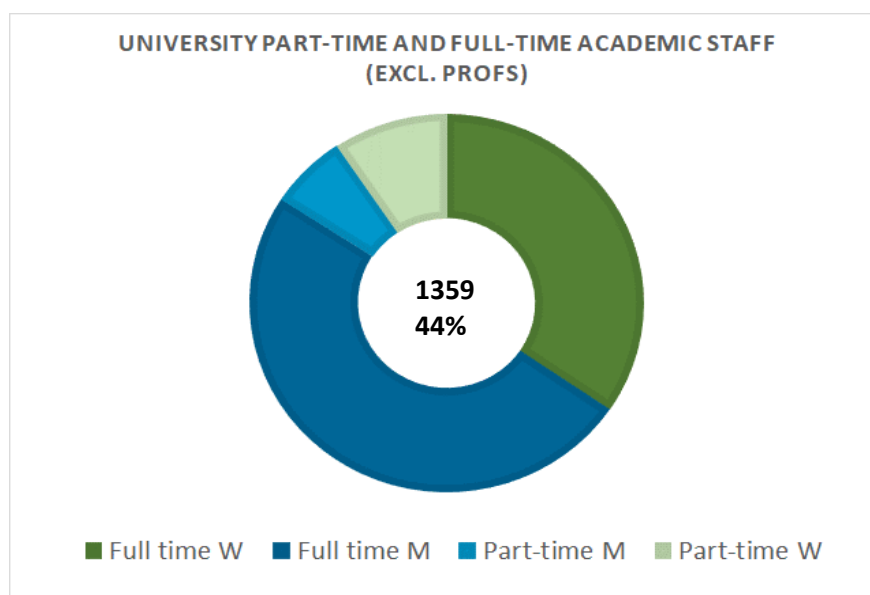


Full-time/Part-time

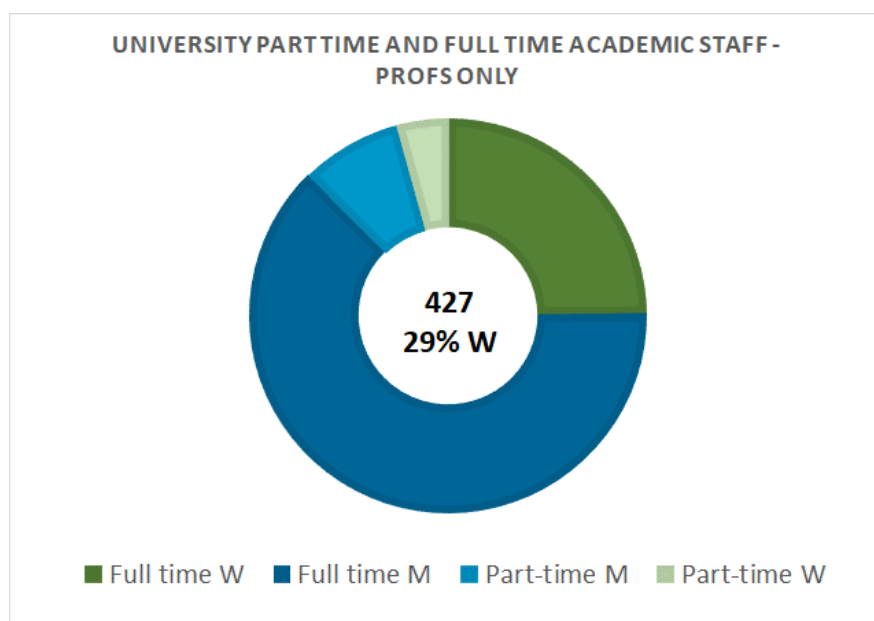
- 28% women Researchers, 21% women Academics (excluding Profs), 15% women at Professorial level (Figure 24), work PT.
- 11% men Researchers work PT, 12% - 13% of Academics and Professors who are men. Across the sector, **41% women Academics work PT, 28% men Academics** (AHE 2019). (AP2.2)

Figure 24: Academic and Research Staff by Gender and Full-time/Part-time, 2019

Academic and Research Staff (excluding Profs)



Academic and Research Staff – Profs only



Staff Career Pipeline - Academic Staff

Academic and Research staff data are presented separately as they have different career pathways.

Figure 25: Academic Staff (Non-clinical) Career Pipeline by Gender and Grade, 2014, 2019

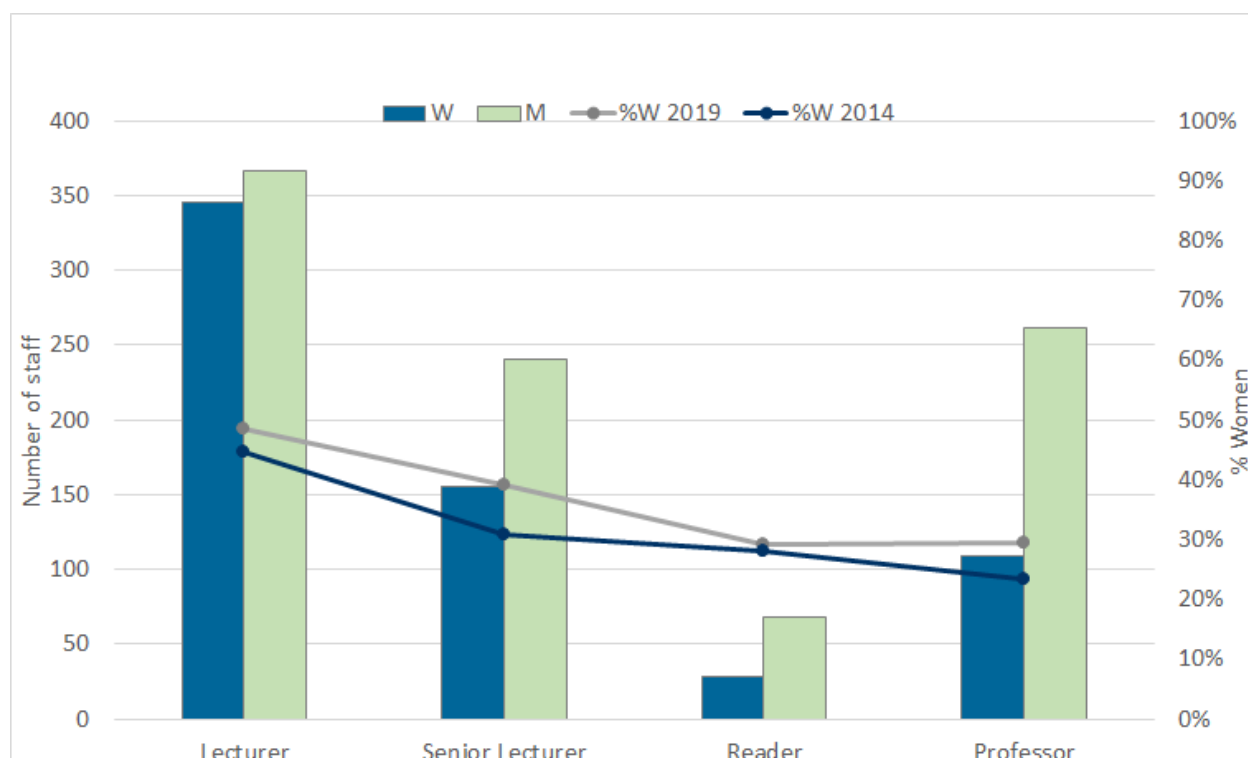


Table 10: Academic Staff (Non-clinical) Career Pipeline Data by Gender, Grade and Year, 2014-19

	2014		2015		2016		2017		2018		2019		%W	
	W	M	W	M	W	M	W	M	W	M	W	M	2014	2019
Lecturer	234	284	247	278	253	313	289	322	320	362	351	370	45%	49%
SL	87	194	96	204	106	232	113	235	139	245	155	241	31%	39%
Reader	22	56	19	57	16	47	20	49	23	65	28	68	28%	29%
Professor	78	255	84	256	84	261	96	261	101	267	109	262	23%	29%
Total	421	789	446	795	459	853	518	867	583	939	643	941	35%	41%

Since our last application, there has been:

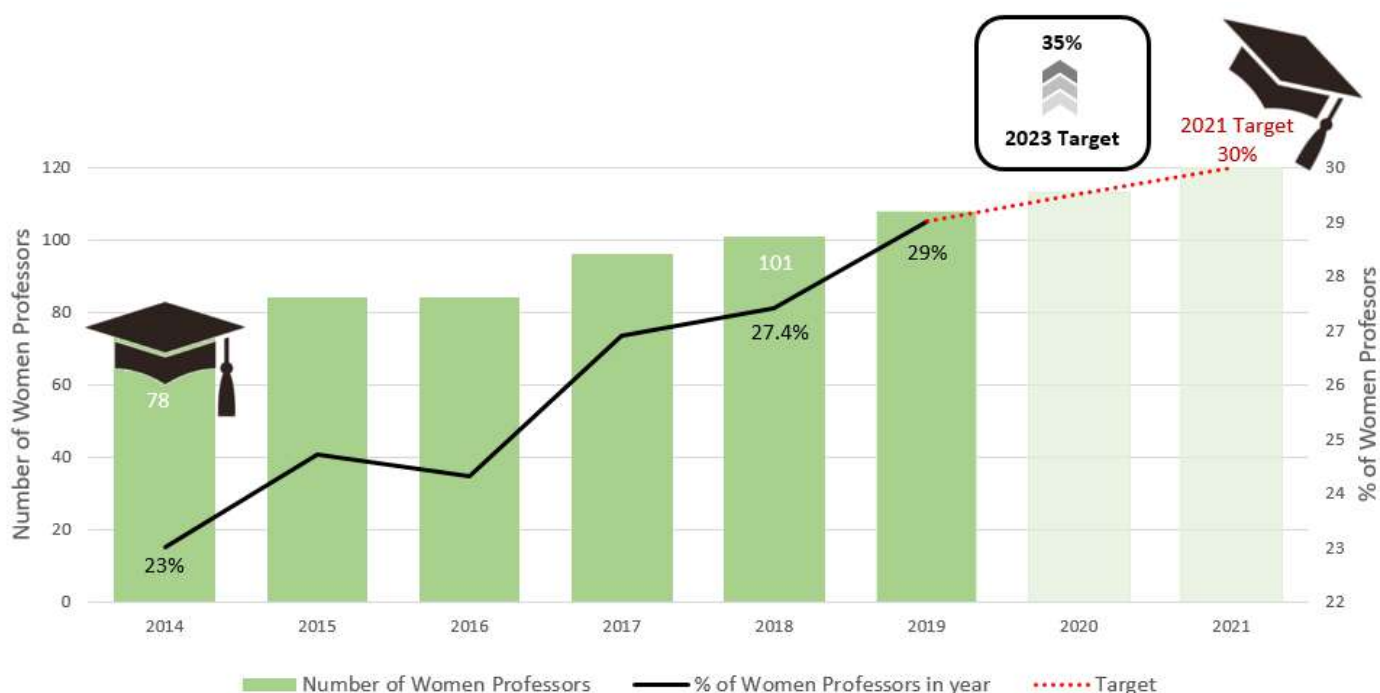
- ✓ **Increase in numbers of women Academics** (421 to 643), proportional increase 35% to 41% (Figure 25, Table 10).
- ✓ **Proportional increase in the number of women SLs** (31% to 39%); percentage increase of 78% (87 to 155).
- ✓ **Proportion of women Readers has increased** (28% to 29%), 27% percentage increase in actual numbers (22 to 28).



- ✓ Increase in the number and proportion of women **Professors: 78 (23%) in 2014, 109 (29%) in 2019** (Figure 26). (AP2.1)

These increases have resulted from positive actions around recruitment, promotion, leadership development (see section 5) and other initiatives outlined below.

Figure 26: Women Professors at Newcastle University, 2014-19, and New Target



Faculty of Medical Sciences

Since our last application:

- ✓ **Women Professors increased from 31% to 39%** (benchmarking **27%** (HEIDI+); Figure 27, Table 11)).
- ✓ **Women SL increased from 29 to 38**; proportion of women SL remain as in **2014 (44%)**.

Figure 27: FMS Academic Staff (Non-clinical) Career Pipeline by Gender and Grade, 2014, 2019

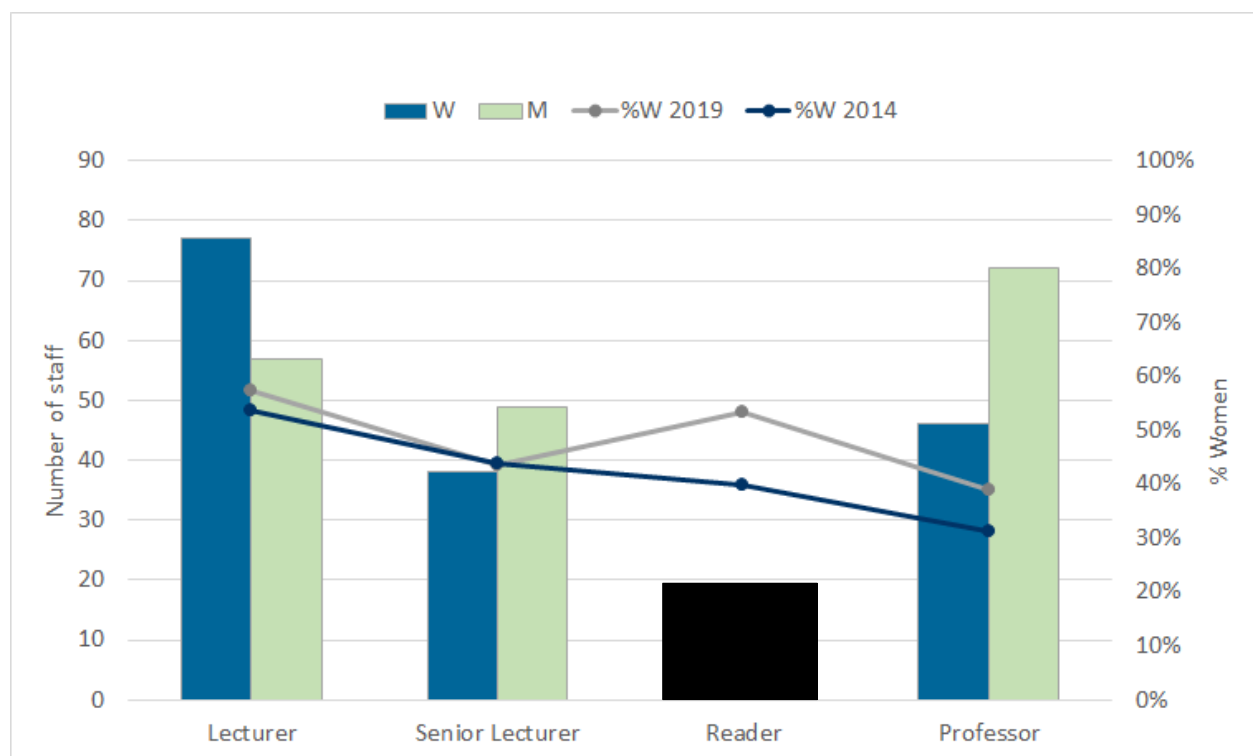


Table 11: FMS Academic Staff (Non-clinical) Career Pipeline Data by Gender, Grade and Year, 2014-19

	2014		2015		2016		2017		2018		2019		%W	
	W	M	W	M	W	M	W	M	W	M	W	M	2014	2019
Lecturer	45	38	44	32	45	35	46	36	71	58	81	58	54%	58%
SL	29	37	29	39	28	44	27	44	37	52	38	49	44%	44%
Reader													40%	53%
Professor	30	66	38	66	38	71	41	69	42	73	46	72	31%	39%
Total													42%	48%

Clinical Academic Staff

Clinical staff are based within FMS (Table 12).

Figure 28: FMS Academic Staff (Clinical) Career Pipeline by Gender and Grade, 2014, 2019

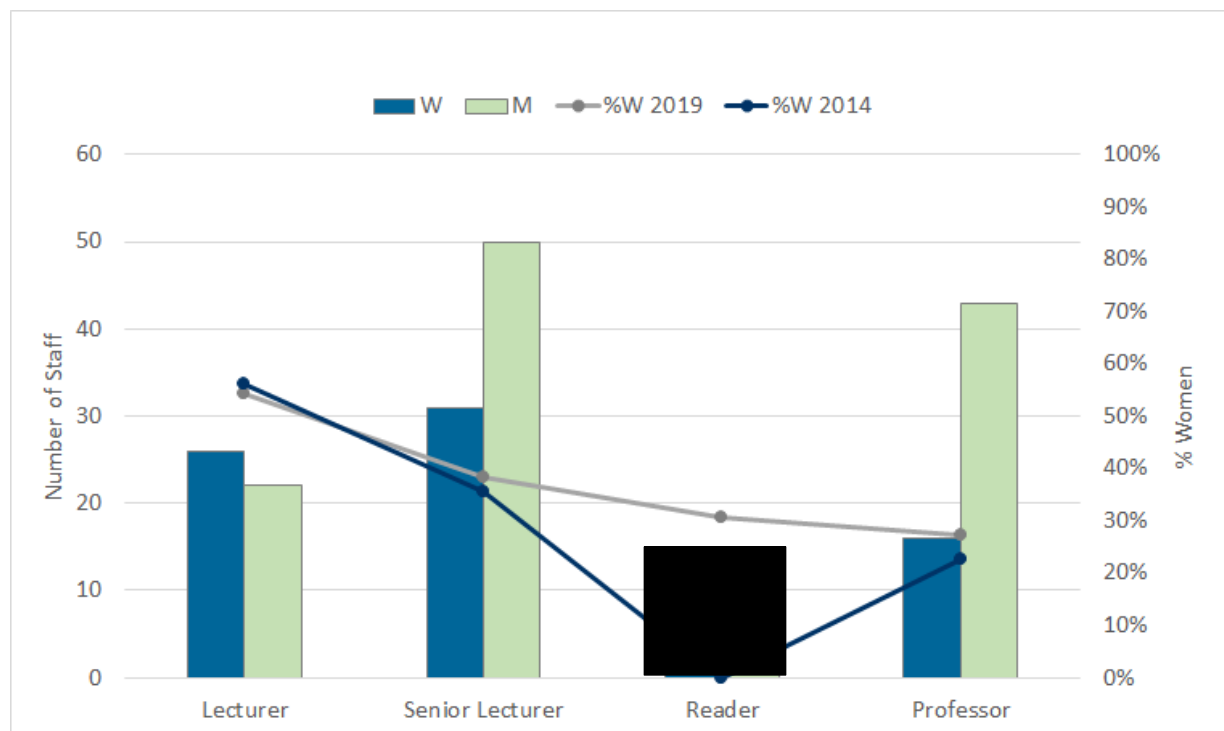


Table 12: FMS Academic Staff (Clinical) Career Pipeline Data by Gender, Grade and Year, 2014-19

	2014		2015		2016		2017		2018		2019		%W	
	W	M	W	M	W	M	W	M	W	M	W	M	2014	2019
Lecturer	9	7	13	9	14	11	11	10	23	17	28	23	56%	55%
SL	27	49	28	48	31	45	28	42	28	46	31	50	36%	38%
Reader													0%	31%
Professor	14	48	17	45	15	39	17	38	19	43	15	43	23%	26%
Total													32%	39%

- Number and proportion of women clinical Academics have increased bar Lecturers; proportion of women clinical Professors (26%), benchmark 27% (HEIDI+)(Figure 28, Table 12).



These increases result from the impact of:

- ✓ **FMS Clinical Academic Office (CAO)**, provides management and senior oversight of the clinical career training pathway, under the direction of the **Dean of Clinical Medicine**. This model, developed at NU, is now being **actively reproduced by other Universities** (Cambridge, Leeds).
- ✓ **Clinical Academic Training Committee**: responsible for training attended by senior NHS and Faculty staff.



- ✓ FMS holds the **NIHR Deanery for Faculty Trainees**: introduced changes to NIHR training contracts; UK Universities now honour accrued benefits (including parental leave) when clinical staff move from the NHS.

Faculty of Humanities and Social Sciences

In our last application, we committed to increasing resources to support our AHSSBL units; we appointed a FDEI and EDI Project Officer; six of nine Schools have achieved AS Bronze awards since the expansion of the AS charter in 2015. (AP1.1(b))

We have:

- ✓ Through our actions ensured that women can access key leadership roles: in six Schools women are Heads of School (HoS), increase from two; six Schools have women Research Directors, increase from one.
- ✓ Refreshed our approach to Faculty-level promotions to ensure it is more equitable.
- ✓ Made a strong commitment to the career development of Early Career Researcher (ECR) women.



Resulting in: **increase in the number and proportion of women** (Figure 29, Table 13):

- ✓ **Academic staff** from 42% to 49%, non-SET benchmark **50%** (AHE 2019).
- ✓ **At SL** from 46 to 93 and 39% to 51% respectively, percentage increase of 102%.
- ✓ **Professors from 27% to 34%**, non-SET benchmark of 32% (AHE 2019).

Figure 29: HaSS Academic Staff Career Pipeline by Gender and Grade, 2014, 2019

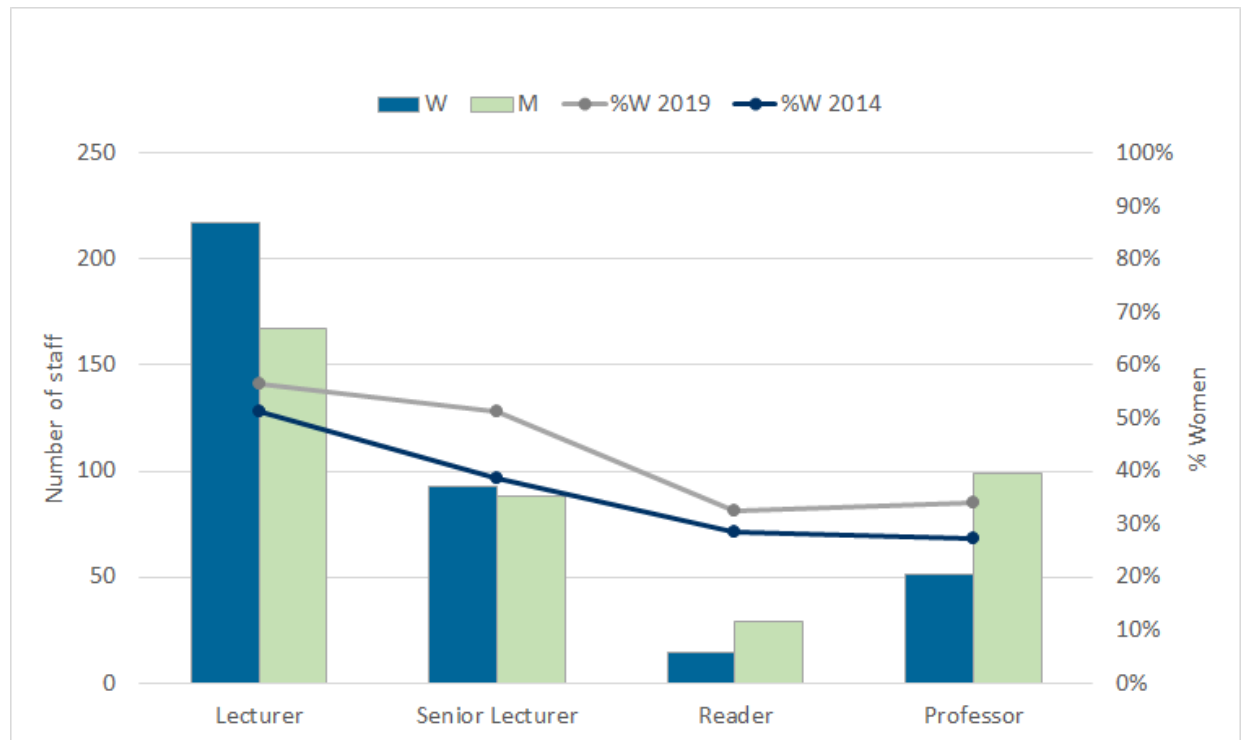


Table 13: HaSS Academic Staff Career Pipeline Data by Gender, Grade and Year, 2014-19

	2014		2015		2016		2017		2018		2019		%W	
	W	M	W	M	W	M	W	M	W	M	W	M	2014	2019
Lecturer	135	127	143	119	148	138	185	155	191	156	217	167	52%	57%
SL	46	73	55	74	62	86	69	89	84	92	93	88	39%	51%
Reader	8	20	7	21	6	21	8	21	10	26	14	29	29%	33%
Professor	35	94	36	99	36	99	43	97	48	100	51	99	27%	34%
Total	224	314	241	313	252	344	305	362	333	374	375	383	42%	49%

Faculty of Science, Agriculture and Engineering

Since our last application:

- ✓ **Women Academics at SL level has increased from 12 (13%) to 24 (19%)** (Figure 30, Table 14).
- ✓ **Women Lecturers has increased (51 to 52)**; overall proportion of women at this level has **decreased from 30% to 27%**.
- ✓ Increase in the number of women at Reader level; overall proportion has remained the same as 2014 (**16%**).
- ✓ Women Professors has decreased from **13 to 12**; **overall proportion of women at this level remaining the same (12%)**, SET national benchmark **21%** (AHE 2019).

SAGe's **support of their internal pipeline of women Academics** has led to an increase in the number of women SLs through the promotions process.



Figure 30: SAGe Academic Staff Career Pipeline by Gender and Grade, 2014, 2019

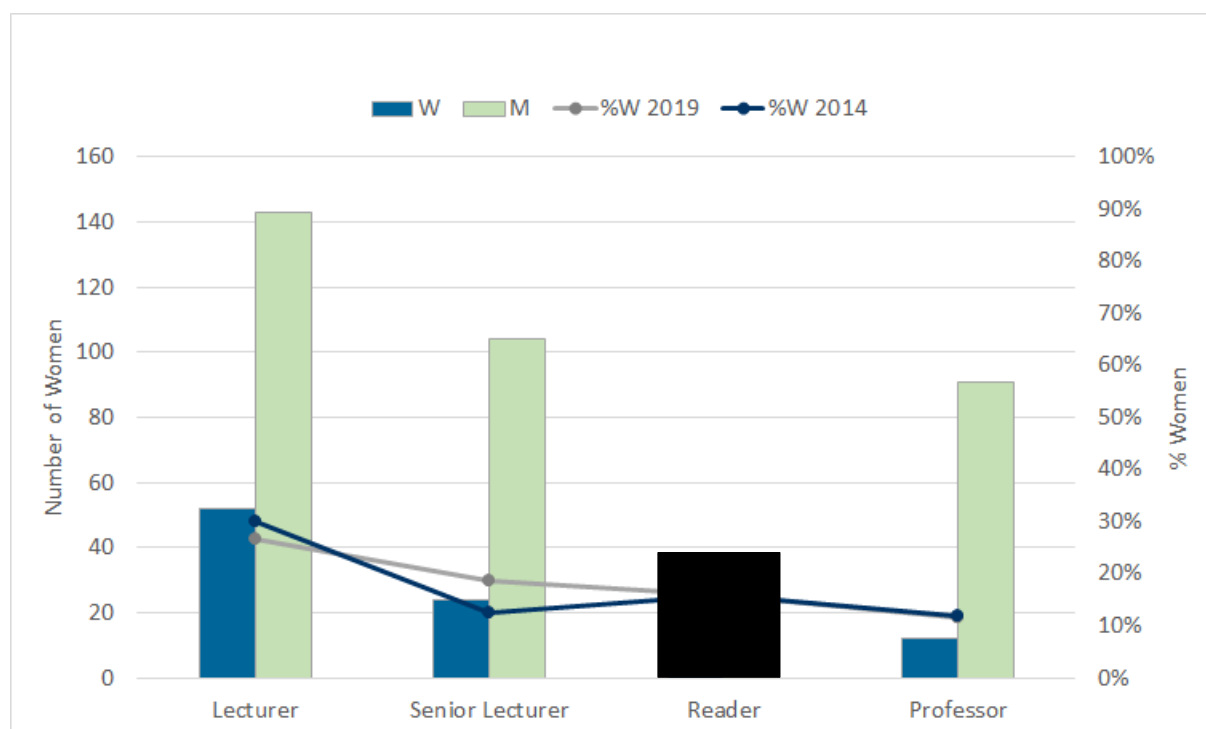


Table 14: SAgE Academic Staff Career Pipeline Data by Gender, Grade and Year, 2014-19

	2014		2015		2016		2017		2018		2019		%W	
	W	M	W	M	W	M	W	M	W	M	W	M	2014	2019
Lecturer	54	119	60	127	60	140	58	131	58	148	53	145	31%	27%
SL	12	84	12	91	16	102	17	102	18	101	24	104	13%	19%
Reader													16%	16%
Professor	13	95	10	91	10	91	12	95	11	94	12	91	12%	12%
Total													21%	20%

Since our last application, we have increased the representation of women through:

- ✓ **Recruitment processes** with a competency focus being trialled in Maths, Statistics and Physics (MSP) (section 5.1(i)) which will be evaluated and best practice shared. (AP3.1)
- ✓ **Promotion readiness and encouragement** is now identified in personal development reviews (PDRs).
- ✓ **Leadership opportunities:** applications now invited from SL and above (previously only Professors). Of 10 Directors of Expertise (DoE), three are women.

Research Staff Pipeline

Since our last application:

- **Gender gap for the overall number of Research staff has narrowed to 49%** (Figure 31, Table 15); benchmark women Research staff (**47%**) (AHE 2019).
- Numbers and proportion of both men and women ECRs has remained stable (**50% in 2014 and 2019**).
- **Percentage increase of 53% in the number of women at Senior Research Associates (SRA) and Research Fellow (RF) level**, from 47 to 72 in 2018 (37% to 48%).
- ✓ This results from NU's continued commitment to, and delivery of, the principles of the UK Concordat to Support the Career Development of Researchers (section 53(iii)).
- Small increase in the number of women at Principle Research Associate (PRA), an increase in the proportion of women (**26% to 40%**).

Figure 31: Research Staff (Non-clinical) Career Pipeline by Gender and Grade, 2014, 2019

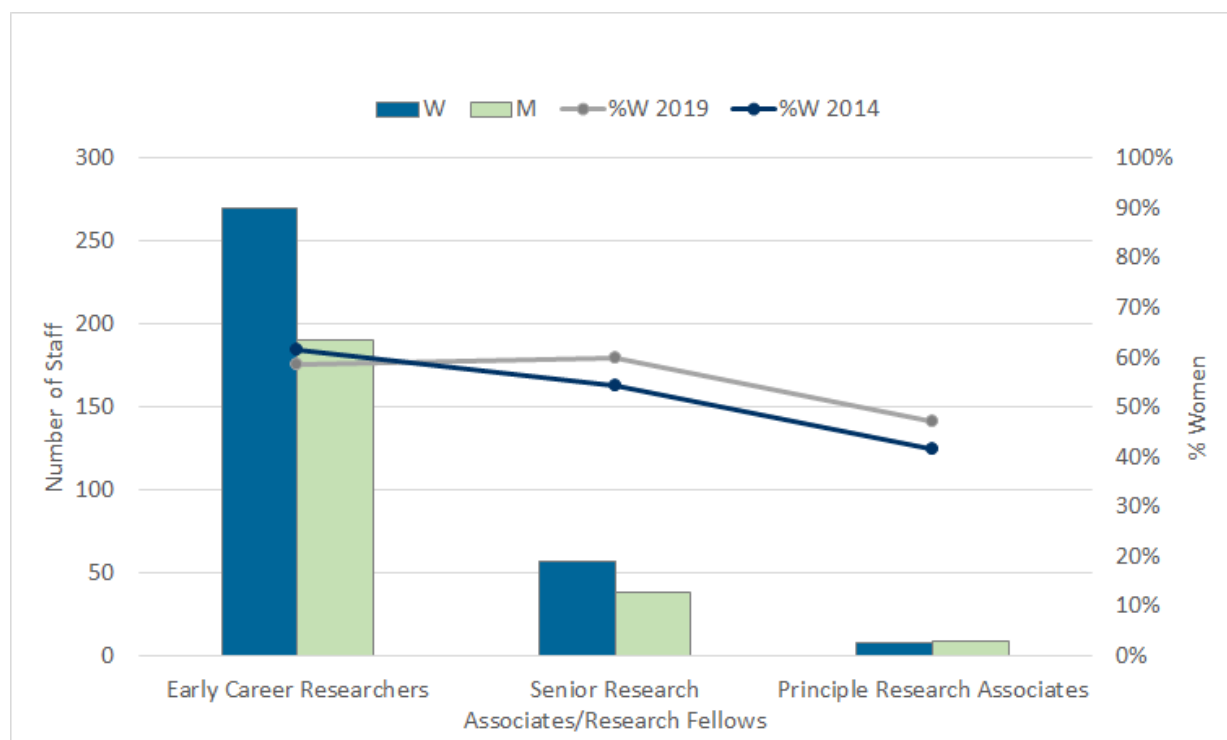


Table 15: Research Staff (Non-clinical) Career Pipeline Data by Gender, Grade and Year, 2014-19

	2014		2015		2016		2017		2018		2019		%W	
	W	M	W	M	W	M	W	M	W	M	W	M	2014	2019
ECRs	411	418	405	416	420	413	433	423	417	416	427	430	50%	50%
SRAs/Research Fellows	47	79	57	80	64	80	69	79	83	75	72	77	37%	48%
PRAs	7	20	7	17	7	15	6	14	8	19	12	18	26%	40%
Total	465	517	469	513	491	508	508	516	508	510	511	525	47%	49%

Faculty of Medical Sciences

Since our last application:

- Decrease in women ECRs alongside **percentage increase of 54% in the number of women mid-career researchers (38 to 57)**, proportional increase of 6% (Figure 32, Table 16).

This increase is indicative of the strong support of:

- ✓ FMS Career Development Working Group responsible for delivering the **Vitae HR Excellence in Research Award** (section 5.3(iii)).



Figure 32: FMS Research Staff (Non-clinical) Career Pipeline by Gender and Grade, 2014, 2019

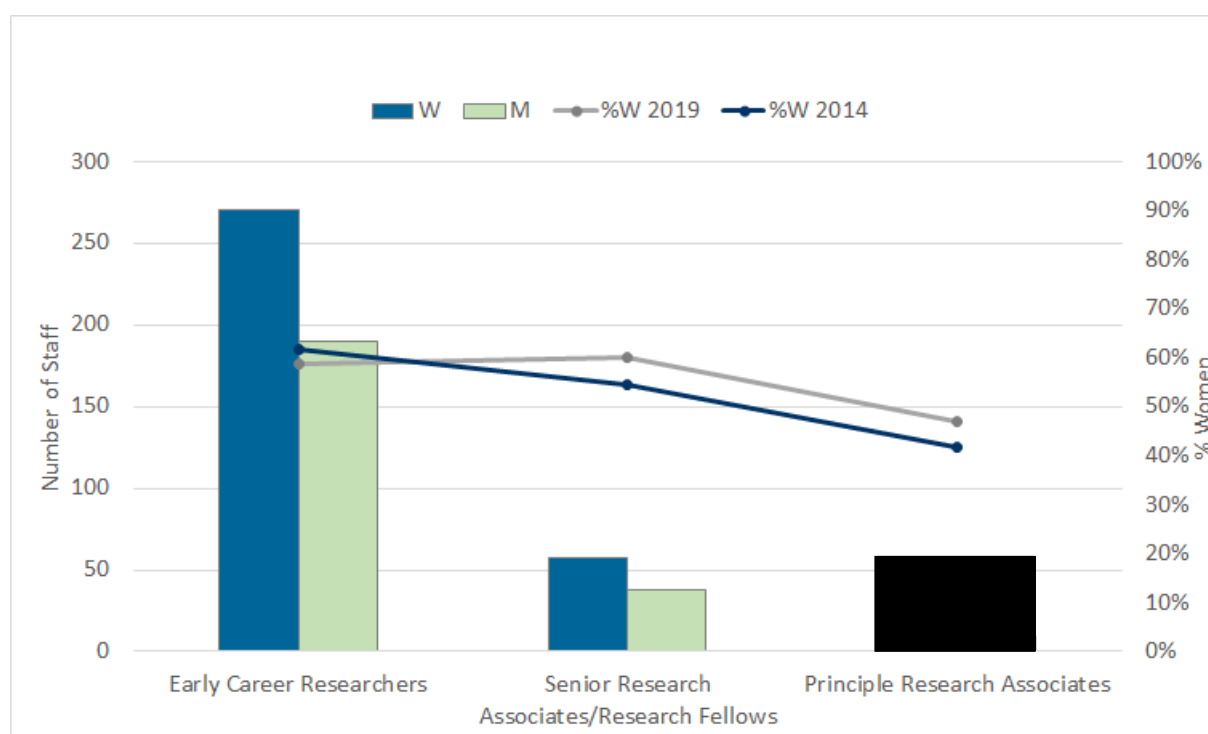


Table 16: FMS Research Staff (Non-clinical) Career Pipeline Data by Gender, Grade and Year, 2014-19

	2014		2015		2016		2017		2018		2019		%W	
	W	M	W	M	W	M	W	M	W	M	W	M	2014	2019
ECRs	297	186	294	188	309	196	300	190	269	183	270	190	61%	59%
SRAs/Research Fellows	38	32	48	30	53	33	57	38	70	35	57	38	54%	60%
PRAs													42%	47%
Total													60%	59%

Clinical Research Staff

Since our last application:

- Numbers of **clinical Research staff have decreased** (89 in 2014, 67 in 2019). (Figure 33, Table 17)

Figure 33: FMS Research Staff (Clinical) Career Pipeline by Gender and Grade, 2014, 2019

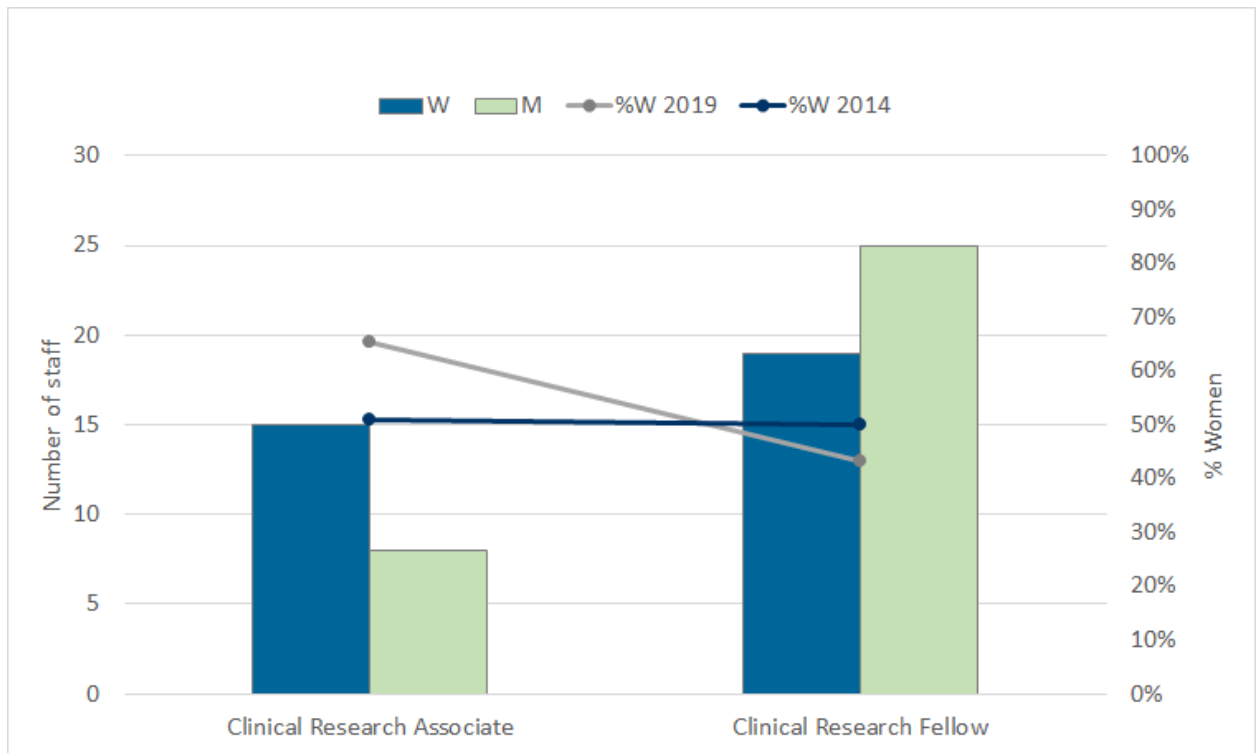


Table 17: FMS Research Staff (Clinical) Career Pipeline Data by Gender, Grade and Year, 2014-19

	2014		2015		2016		2017		2018		2019		%W	
	W	M	W	M	W	M	W	M	W	M	W	M	2014	2019
Research Associate	27	26	21	24	22	24	23	26	18	19	15	8	51%	65%
Research Fellow	18	18	15	18	15	15	14	11	11	14	19	25	50%	43%
Total	45	44	36	42	37	39	37	37	29	33	34	33	51%	51%

FMS has:

- ✓ Established the **Externally funded Clinical fellowships support programme (ExCite)**, a tailored in-house training programme **offering bespoke mentoring to all early-career clinical Academics**.
- ✓ An EDIF project on the barriers/facilitators to practice-based academic careers, to develop actions to support career development.

Faculty of Humanities and Social Sciences

Since our last application:

- Slight increase of women RF, SRAs and PRAs.
- **164% percentage increase in the number of women ECRs** (Figure 34, Table 18) due to increases in grant-funded research. The fixed-term nature of these posts poses a challenge, which we are addressing through:
 - ✓ **Actions to support Postdoctoral Research Associate's (PDRA) career development** in School AS submissions.
 - ✓ Scoping a **Faculty-level bridging scheme** to support continuity of employment. (AP2.3)

Figure 34: HaSS Research Staff Career Pipeline by Gender and Grade, 2014, 2019

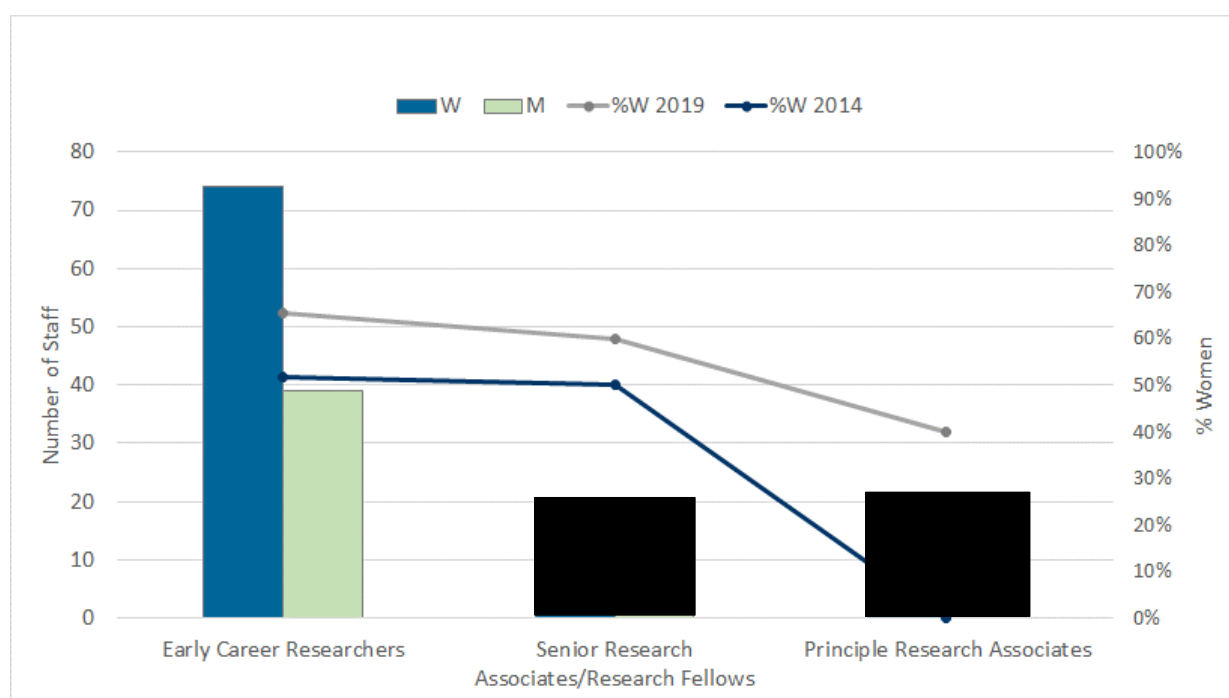


Table 18: HaSS Research Staff Career Pipeline Data by Gender, Grade and Year, 2014-19

	2014		2015		2016		2017		2018		2019		%W	
	W	M	W	M	W	M	W	M	W	M	W	M	2014	2019
ECRs	28	26	29	22	37	22	51	35	59	43	74	39	52%	65%
SRAs/Research Fellows													50%	60%
PRAs													0%	40%
Total													48%	64%

Faculty of Science, Agriculture and Engineering

Since our last application:

- ✓ **Number of women ECRs** has remained similar.
- ✓ **Increase in the number of mid-career women researchers (SRAs/RFs);** proportional increase of 8% (Figure 35, Table 19) facilitated by Faculty and School-based Research support.

Figure 35: SAgE Research Staff Career Pipeline by Gender and Grade, 2014, 2019

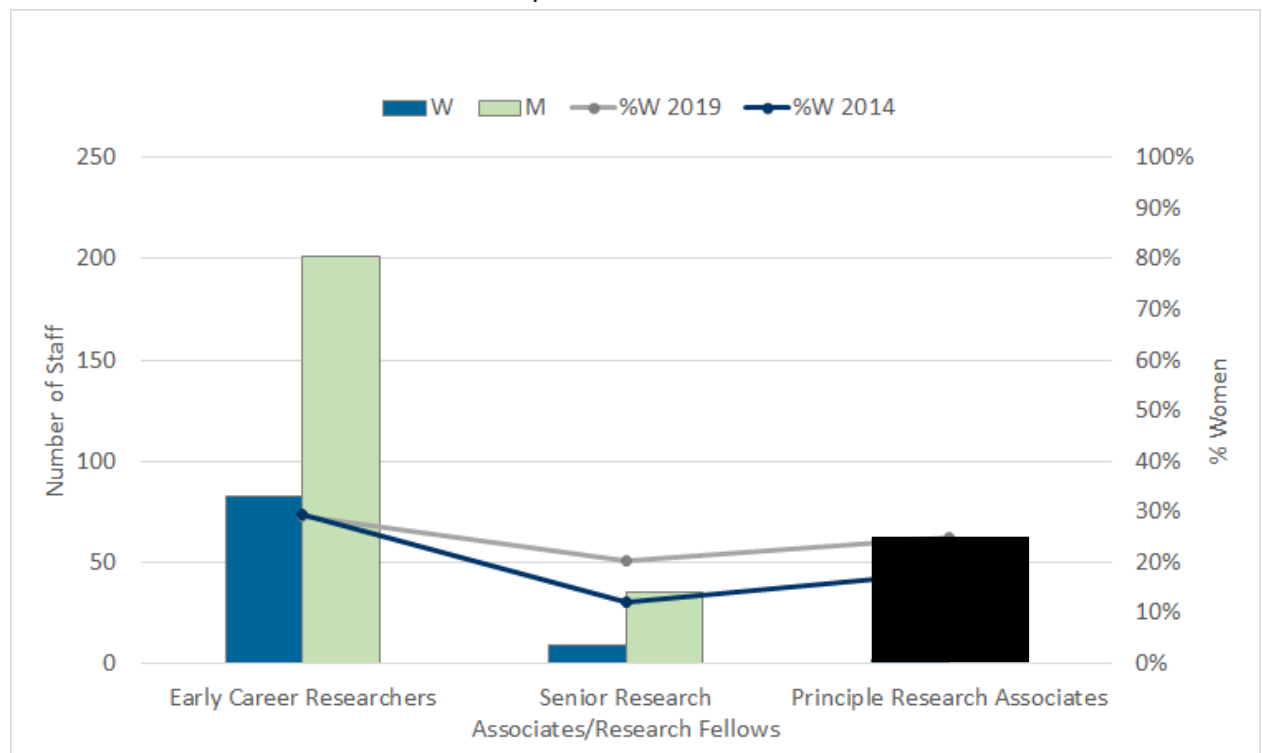


Table 19: SAgE Research Staff Career Pipeline Data by Gender, Grade and Year, 2014-19

	2014		2015		2016		2017		2018		2019		%W	
	W	M	W	M	W	M	W	M	W	M	W	M	2014	2019
ECRs	86	206	82	206	74	195	82	198	89	190	83	201	29%	29%
SRAs/Research Fellows	6	44	6	46	7	43	9	38	9	37	9	35	12%	20%
PRAs													18%	25%
Total													27%	28%

- Research funders are increasingly requesting EDI statements in their applications. We will ensure a joined up approach across the University to support this important work to embed EDI in research and to support all of our research staff. (AP2.4)

Intersectionality

Since our last application, we have taken an intersectional approach to supporting BAME women's careers, acknowledging our challenging data on the presence and success of Academic and PS BAME women (see section 2).

BAME Staff Overview

- BAME staff are underrepresented across all career stages (Figures 36-38).
- 13% of women Researchers are BAME, 19% of women Academics are BAME, 9% at Professorial level, national proportion of BAME Women Professors 9% (AHE 2019).

Figure 36: Academic Staff by Gender and Ethnicity, 2019

Excluding Professors

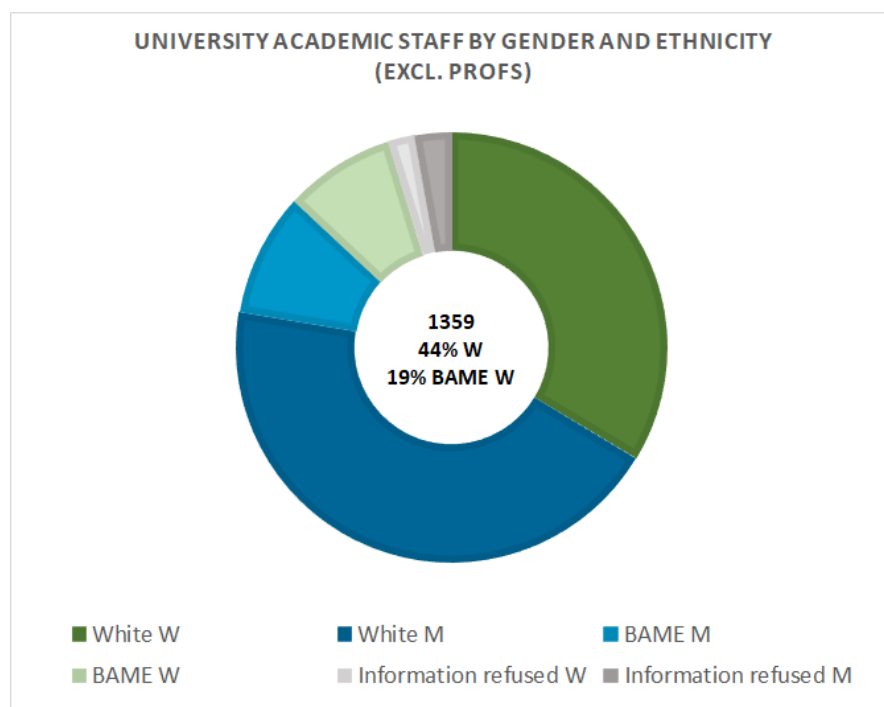


Figure 37: Academic Staff by Gender and Ethnicity, 2019

Professors only

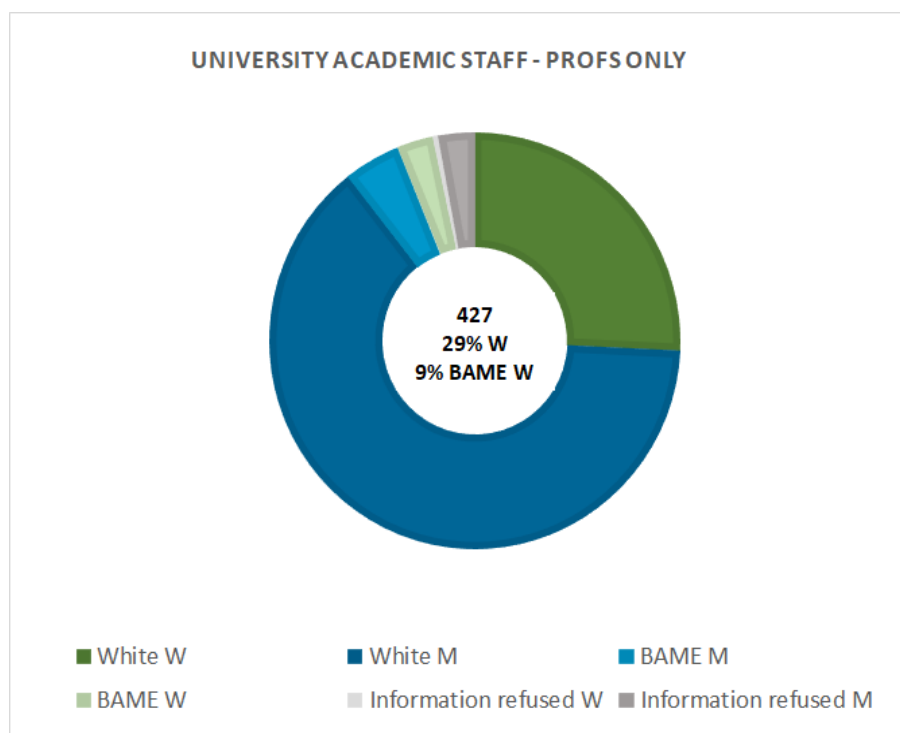
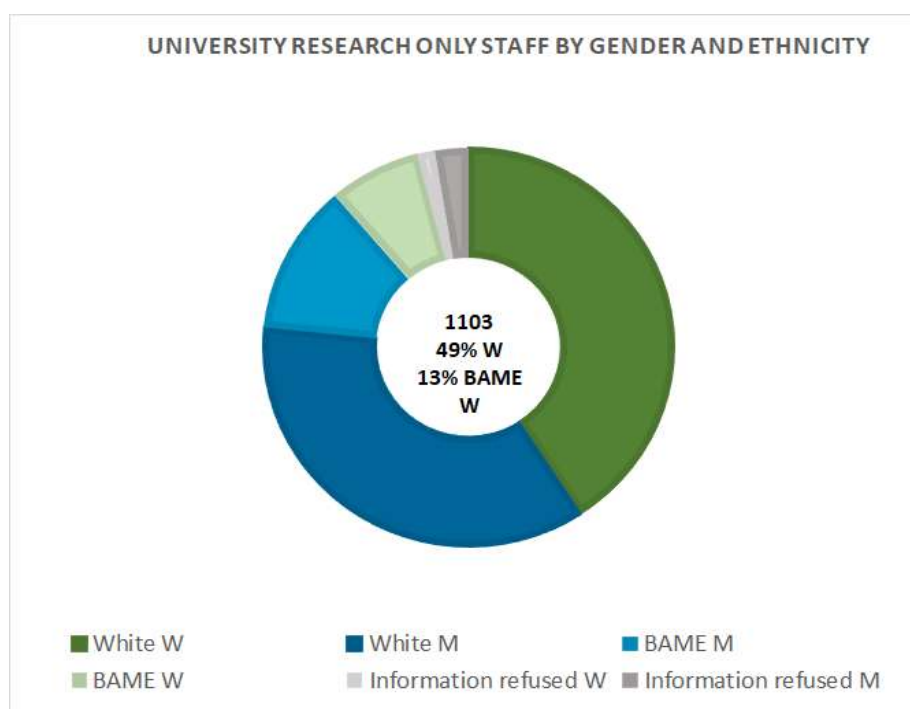


Figure 38: Research-only Staff by Gender and Ethnicity, 2019



- We joined the REC in 2019, completed our staff survey in July and launched our student survey in Nov 2019. The REC SAT's work and CSOD project have informed our gender equality work. Our staff and student surveys (AP4.1(a,b)) and planned focus groups with BAME researchers (AP4.2) will inform our action plan.

Completed actions include:

- ✓ Video explaining intersectionality (Figure 7).
- ✓ Supporting student-led projects to foster a more diverse campus culture: 'Making the Case for Diversity' film, 2018
- ✓ Supporting the Student's Union (SU) in their campaign for Black History month - 'Black is Gold' (10/2019; Figure 39)
- ✓ Leadership by women of colour was vital in establishing the **BAME Staff Network**. The network will organise **the first meeting of regional BAME staff networks**. (AP4.3)
- ✓ **Committed EDIF resource** to a project to produce a tool for combining qualitative and quantitative intersectional analysis of EDI challenges.



Figure 39: Posters Advertising Black History Month and our BAME Staff Network



(ii) Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

We do not employ staff on Zero hour contracts.

- **59%** of women Academics are in open-ended contracts (2019, Figure 40) (**sector benchmark 64%** (AHE 2019)); **41%** are in fixed-term contracts (Figure 41) (**sector benchmark 36%** (AHE 2019)). There are differences by contract function and Faculty (Tables 20, 21).

Figure 40: Academic Staff (All) Teaching & Research on Open-ended Contracts by Gender, Faculty and Year, 2014-19

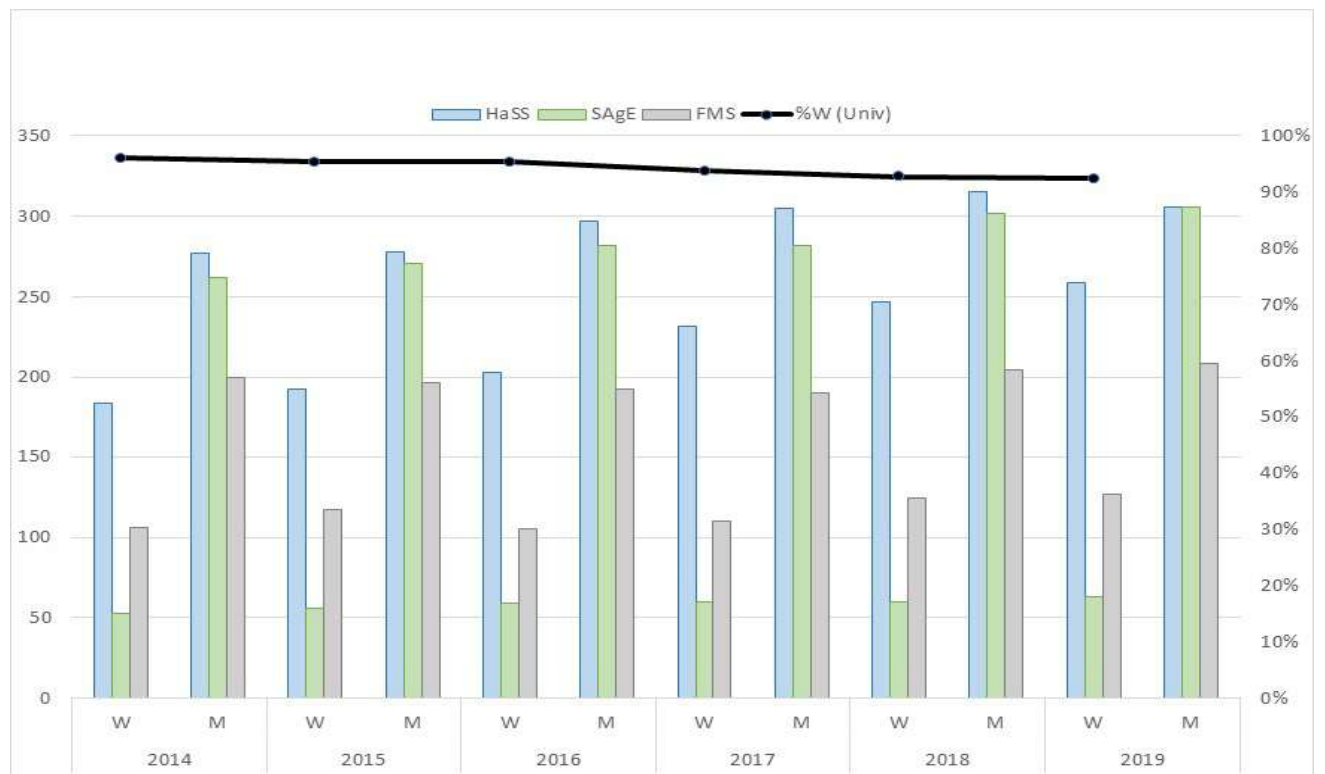
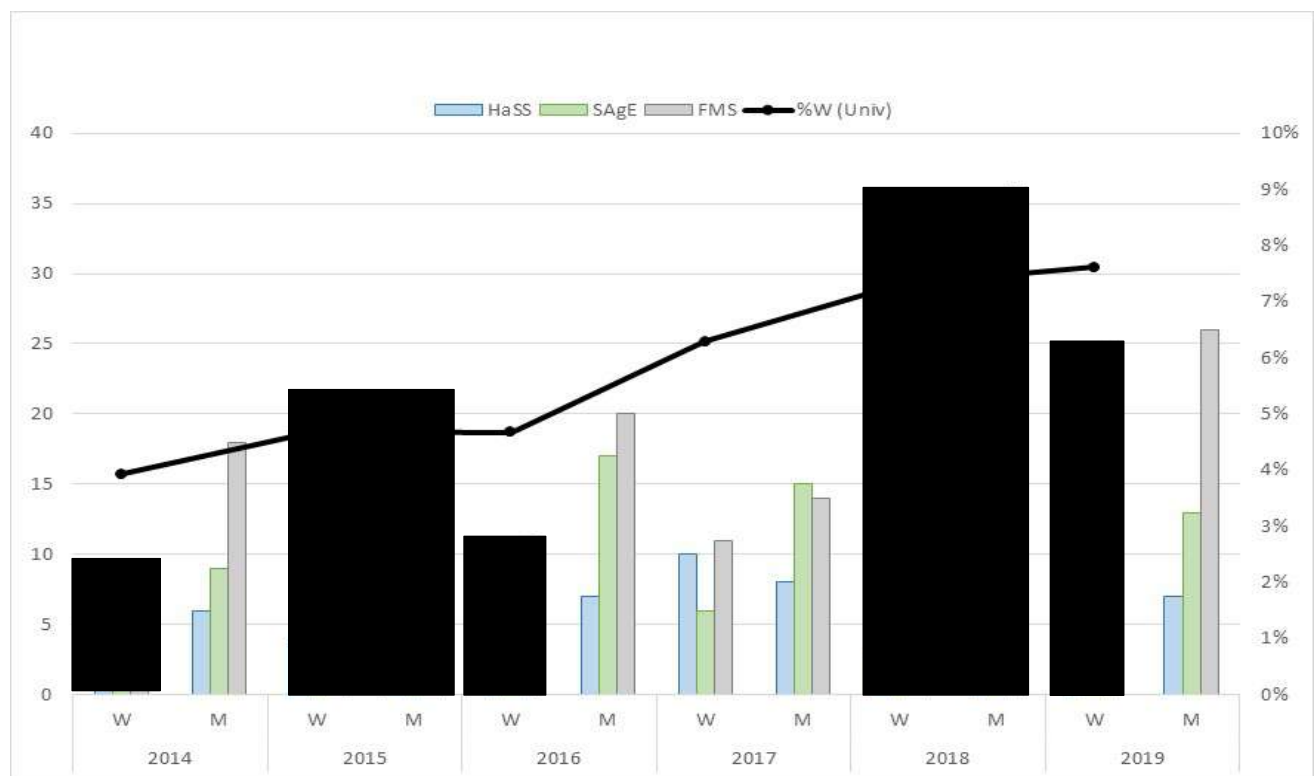


Figure 41: Academic Staff (All) Teaching & Research on Fixed-term Contracts by Gender, Faculty and Year, 2014-19



- ✓ In line with the University's commitment to ensuring parity of esteem between research and teaching, we have **increased the proportion of men and women in open-ended T&S** contracts in line with T&R contracts; from 73% to 78% for women over the last six years (Figure 42).
- ✓ **Fall in fixed-term contracts for T&S staff**, 27% in 2014 to 22% in 2019 (Figure 43).
- ✓ Proportionally more women than men in T&S roles; **53%**, sector average **52%** (AHE 2019), especially in HaSS and FMS (Table 21).



Figure 42: Academic Staff (All) Teaching & Scholarship on Open-ended Contracts by Gender, Faculty and Year, 2014-19

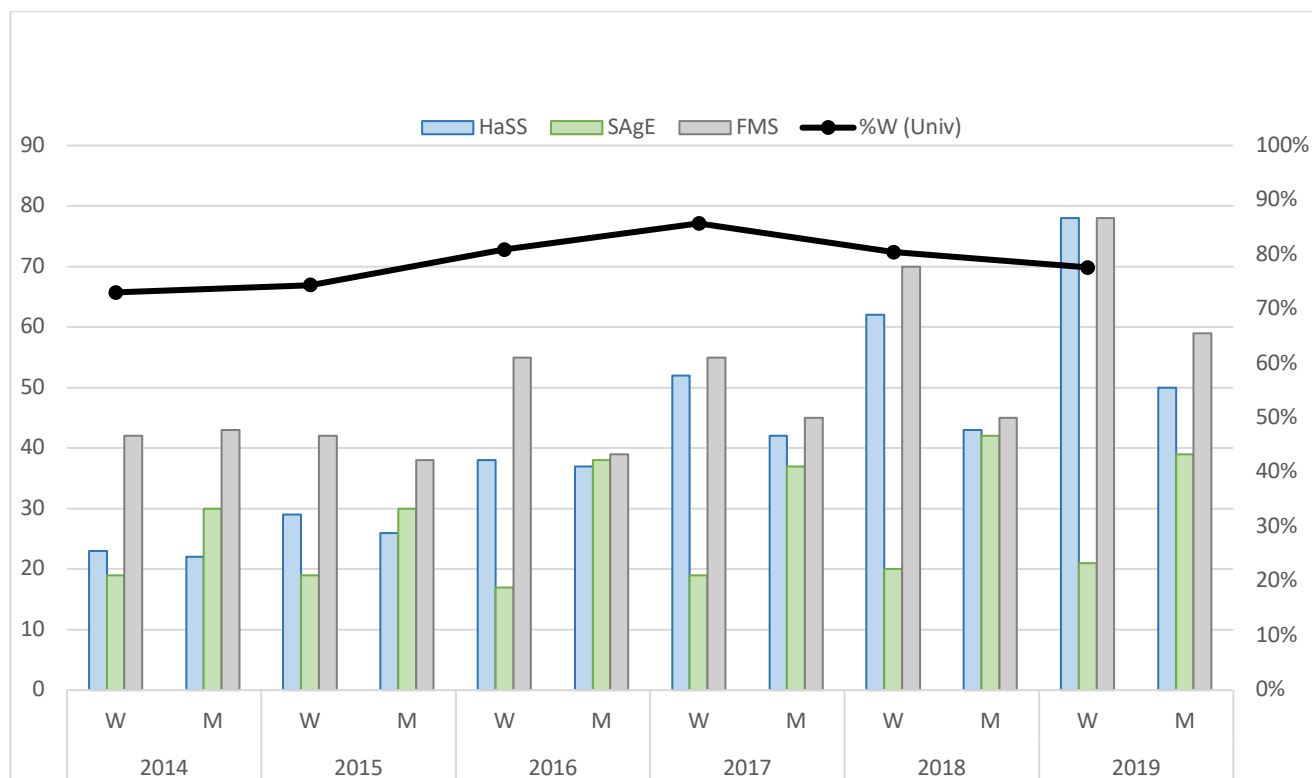


Figure 43: Academic Staff (All: Teaching & Scholarship) on Fixed-term Contracts by Gender, Faculty and Year, 2014-19



Research Staff

- Research staff are employed on fixed-term contracts due to short-term grant funding.
- Proportions of men and women on fixed-term contracts have increased (Figure 44; Table 22); **proportion of women in R-only fixed-term contracts has risen from 73% to 80%** (79% to 84% for men), especially in HaSS and FMS.

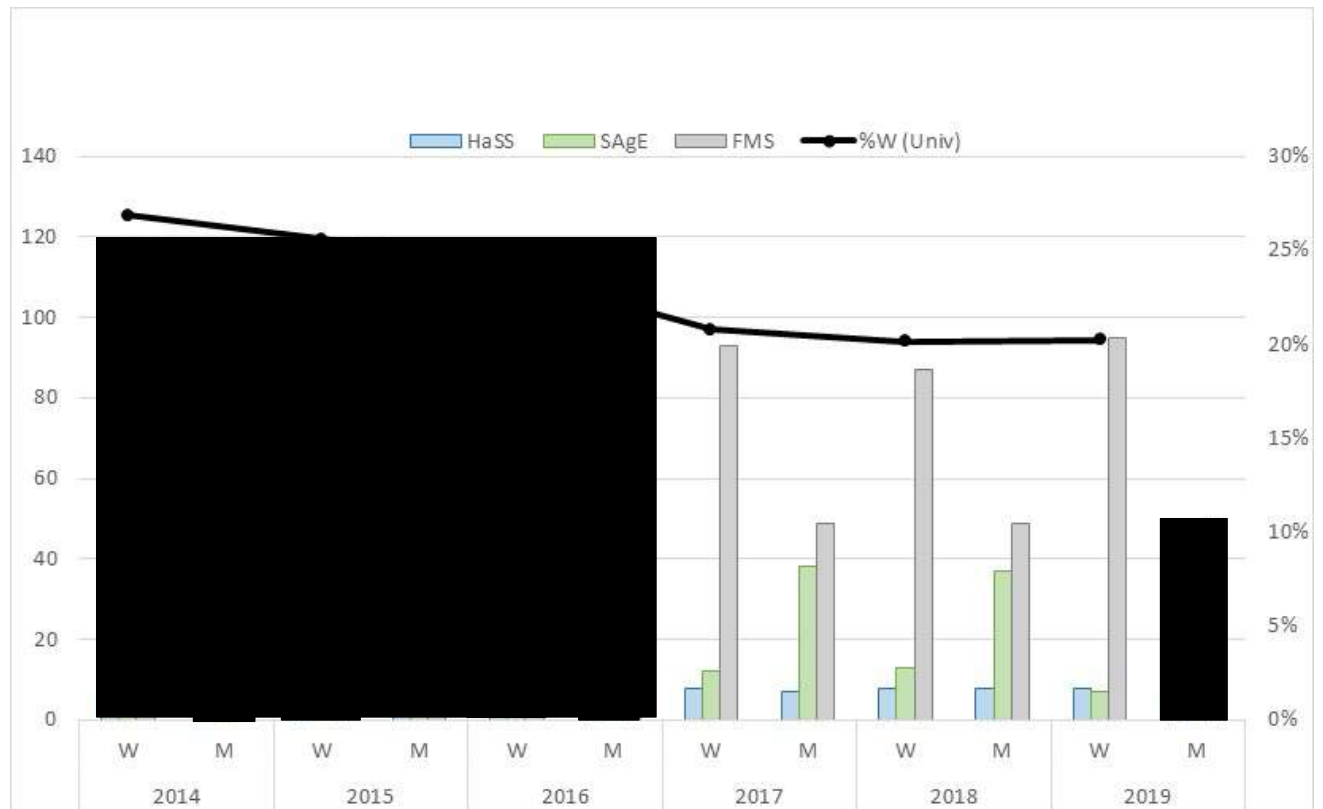
Figure 44: Research-only Staff (All) on Fixed-term Contracts by Gender, Faculty and Year, 2014-19



After four years continuous employment, contracts are reviewed and staff may move to open-ended contracts.

- In 2019, 20% of women in R-only contracts were on open-ended contracts (Figure 45), with the majority based in FMS.
- HaSS and FMS:** women are more likely to be in an open-ended R-only contract than men.
- SAgE:** significant proportion of those in open-ended R-only contracts are men. Proportion of men and women in these contracts has decreased; the decrease for men is -47% (62 in 2014 to 33 in 2019, Table 22).

Figure 45: Research-only Staff (All) on Open-ended Contracts by Gender, Faculty and Year, 2014-19



- ✓ Six months prior to the end of a fixed-term contract, line managers discuss options including: internal redeployment with priority consideration for vacancies; **Bridging Funding Scheme**, enables continued employment (3-6 months bridging) between contracts. This FMS scheme **has been adopted by other Universities** (Nottingham, Oxford). We have **successfully retained 95 research staff (55%W)** through this scheme. (AP2.3)
- ✓ Our Organisational Development (OD) team advise on: **CVs, writing job applications, interview preparation, coaching and online support tools** that explore career options.



Table 20: Teaching and Research Contracts (Open-ended and Fixed-term) by Gender, Faculty and Year, 2014-19

Academic Staff – T&R – Open ended												
	2014		2015		2016		2017		2018		2019	
Faculty	W	M	W	M	W	M	W	M	W	M	W	M
FMS	106	200	117	197	105	193	110	190	124	205	127	209
HaSS	183	277	193	278	203	297	232	305	247	315	259	306
SAGe	53	262	56	271	59	282	60	282	60	302	63	306
Total	342	739	366	746	367	772	402	777	431	822	449	821
Academic Staff – T&R – Fixed-term												
	2014		2015		2016		2017		2018		2019	
Faculty	W	M	W	M	W	M	W	M	W	M	W	M
FMS	8	18	10	21	11	20	11	14	25	36	25	26
HaSS												
SAGe												
Total	14	33	18	34	18	44	27	37	34	55	37	46
Academic Staff T&R												
	Open ended Contracts		Fixed-term Contracts									
	2014	2019	2014	2019								
Faculty	%W	%W	%W	%W								
FMS	93%	84%	7%	16%								
HaSS	97%	97%	3%	3%								
SAGe	98%	95%	2%	5%								
Total	96%	92%	4%	8%								

Table 21: Teaching & Scholarship Contracts (Open-ended and Fixed-term) by Gender, Faculty and Year, 2014-19

Academic Staff – T&S – Open-ended												
	2014		2015		2016		2017		2018		2019	
Faculty	W	M	W	M	W	M	W	M	W	M	W	M
FMS	42	43	42	38	55	39	55	45	70	45	78	59
HaSS	23	22	29	26	38	37	52	42	62	43	78	50
SAGe	19	30	19	30	17	38	19	37	20	42	21	39
Total	84	95	90	94	110	114	126	124	152	130	177	148
Academic Staff – T&S – Fixed-term												
	2014		2015		2016		2017		2018		2019	
Faculty	W	M	W	M	W	M	W	M	W	M	W	M
FMS												
HaSS												
SAGe	10	19	8	20	10	16	8	16	7	13	8	14
Total	31	34	31	29	26	20	21	26	37	37	51	49
Academic Staff T&S												
		Open ended Contracts		Fixed-term Contracts								
		2014	2019	2014	2019							
Faculty		%W	%W	%W	%W							
FMS		84%	84%	16%	16%							
HaSS		64%	74%	36%	26%							
SAGe		66%	72%	34%	28%							
Total		73%	78%	27%	22%							

Table 22: Research-only Contracts (Open-ended and Fixed-term) by Gender, Faculty and Year, 2014-19

Academic Staff - R only – Open-ended												
	2014		2015		2016		2017		2018		2019	
Faculty	W	M	W	M	W	M	W	M	W	M	W	M
FMS	119	55	110	53	106	50	93	49	87	49	95	49
HaSS												
SAGe	13	62	13	61	14	52	12	38	13	37	7	33
Total												
Academic Staff – R only – Fixed-term												
	2014		2015		2016		2017		2018		2019	
Faculty	W	M	W	M	W	M	W	M	W	M	W	M
FMS	266	214	271	382	296	221	303	222	284	210	273	220
HaSS	26	30	27	27	37	27	48	34	57	42	74	38
SAGe	81	197	77	199	69	193	80	203	87	196	87	209
Total	373	441	375	608	402	441	431	459	428	448	434	467
Academic Staff R only												
	Open ended Contracts				Fixed-term Contracts							
	2014		2019		2014		2019					
Faculty	%W		%W		%W		%W					
FMS	31%		26%		69%		74%					
HaSS	16%		10%		84%		90%					
SAGe	14%		7%		86%		93%					
Total	27%		20%		73%		80%					

- (iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

Comment on the proportions of men and women on these contracts and by job grade.

Figures 46-49 and Table 23 give details of Academic staff function by contract type and gender including a comparison of the University benchmark to the national benchmark (Figure 46-48)(AHE 2019); trends mirror those described previously.

Table 23: Academic Staff (All) by Contract Function, Gender, Faculty and Year, 2014-19

Non-Clinical and Clinical Academic Staff – Teaching & Scholarship														
	2014		2015		2016		2017		2018		2019		2014	2019
Faculty	W	M	W	M	W	M	W	M	W	M	W	M	%W	%W
FMS	48	49	49	42	63	42	56	48	79	62	96	74	49%	56%
HaSS	36	31	44	32	46	40	63	49	83	55	106	70	54%	60%
SAGe	29	49	27	51	27	54	27	53	27	55	29	53	37%	35%
Total	113	129	120	125	136	136	146	150	189	172	231	197	47%	54%
Non-Clinical and Clinical Academic Staff – Teaching & Research													2014	2019
	2014		2015		2016		2017		2018		2019		%W	%W
Faculty	W	M	W	M	W	M	W	M	W	M	W	M	%W	%W
FMS	116	220	128	219	116	214	122	204	152	242	155	236	35%	40%
HaSS	188	283	197	282	206	305	242	314	250	319	269	313	40%	46%
SAGe	54	271	60	281	63	300	66	297	66	318	66	319	17%	17%
Total	358	774	385	782	385	819	430	815	468	879	490	868	32%	36%
Non-Clinical and Clinical Academic Staff – Research-only													2014	2019
	2014		2015		2016		2017		2018		2019		%W	%W
Faculty	W	M	W	M	W	M	W	M	W	M	W	M	%W	%W
FMS	385	269	382	265	403	272	397	271	372	260	369	270	59%	58%
HaSS	31	33	33	30	42	30	56	41	65	50	82	46	48%	64%
SAGe	94	259	90	260	83	245	92	241	100	233	94	242	27%	28%
Total	510	561	505	555	528	547	545	553	537	543	545	558	48%	49%

Figure 46: Proportion of Change in Teaching & Scholarship Academic Staff by Gender, Faculty and Year, 2014-19

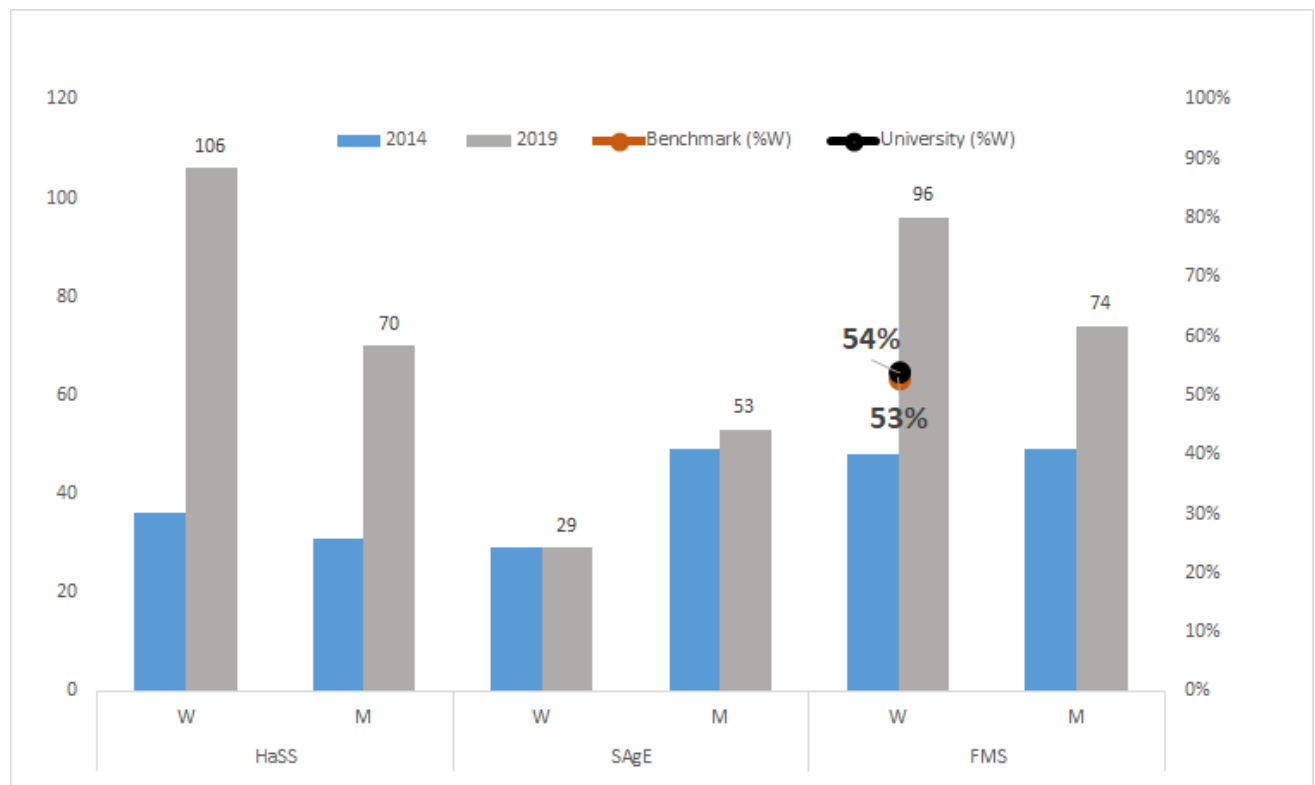


Figure 47: Proportion of Change in Teaching & Research Academic Staff by Gender, Faculty and Year, 2014-19

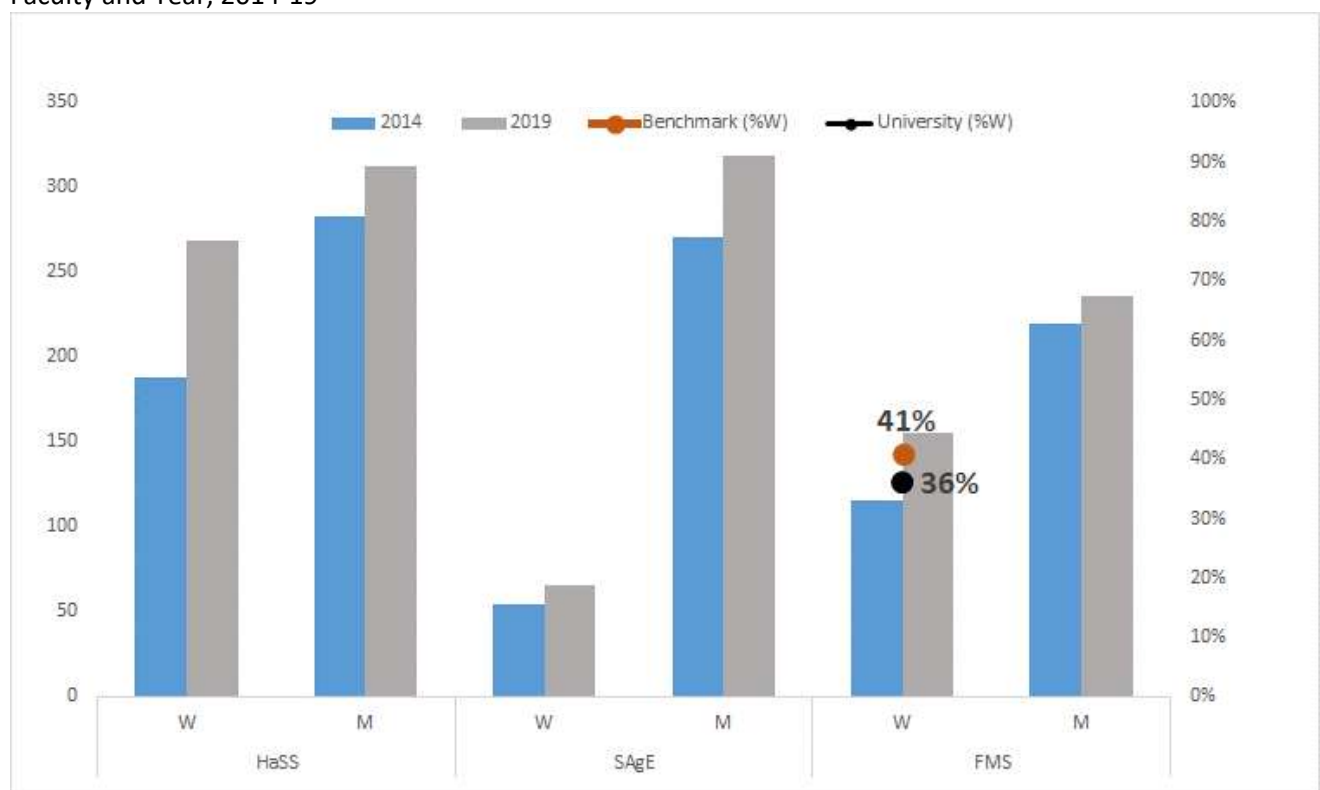


Figure 48: Proportion of Change in Research-only Academic Staff by Gender, Faculty and Year, 2014-19

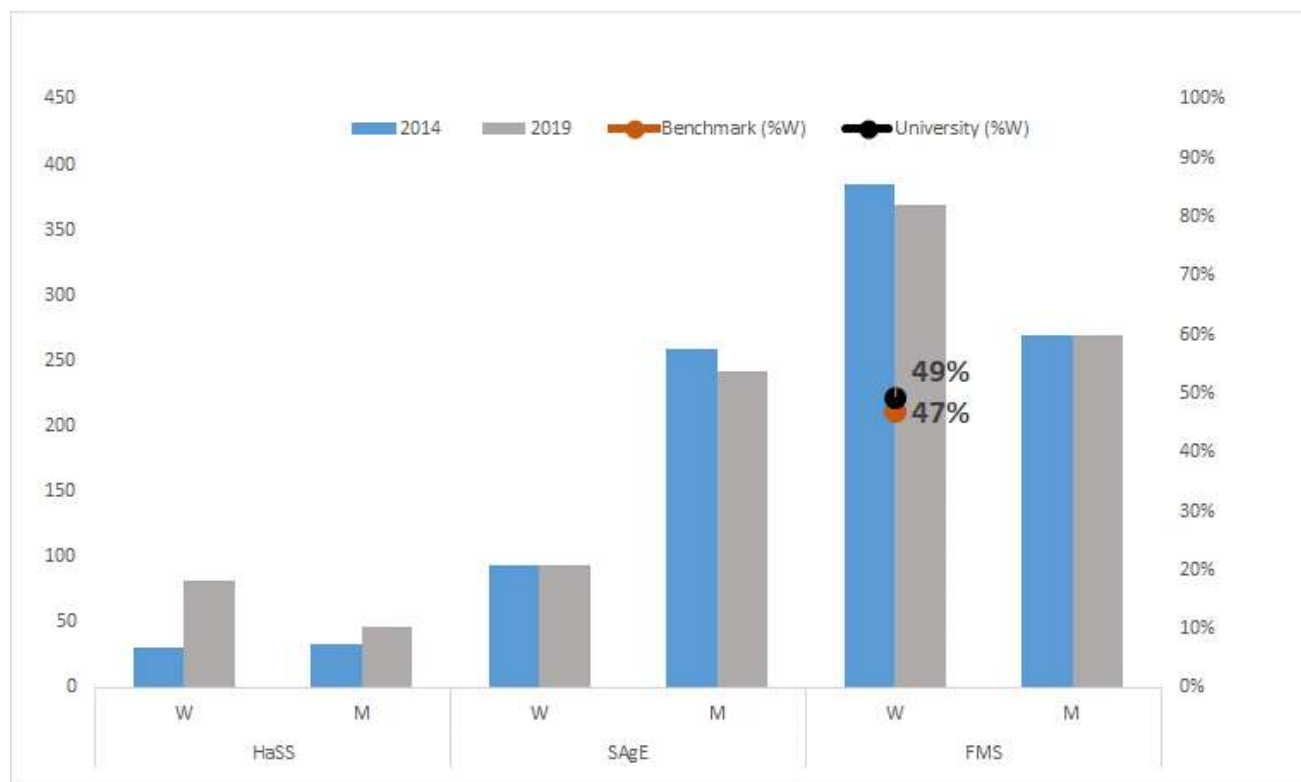


Figure 49: Academic and Research Staff (All) by Gender, Contract Function and Year, 2014-19

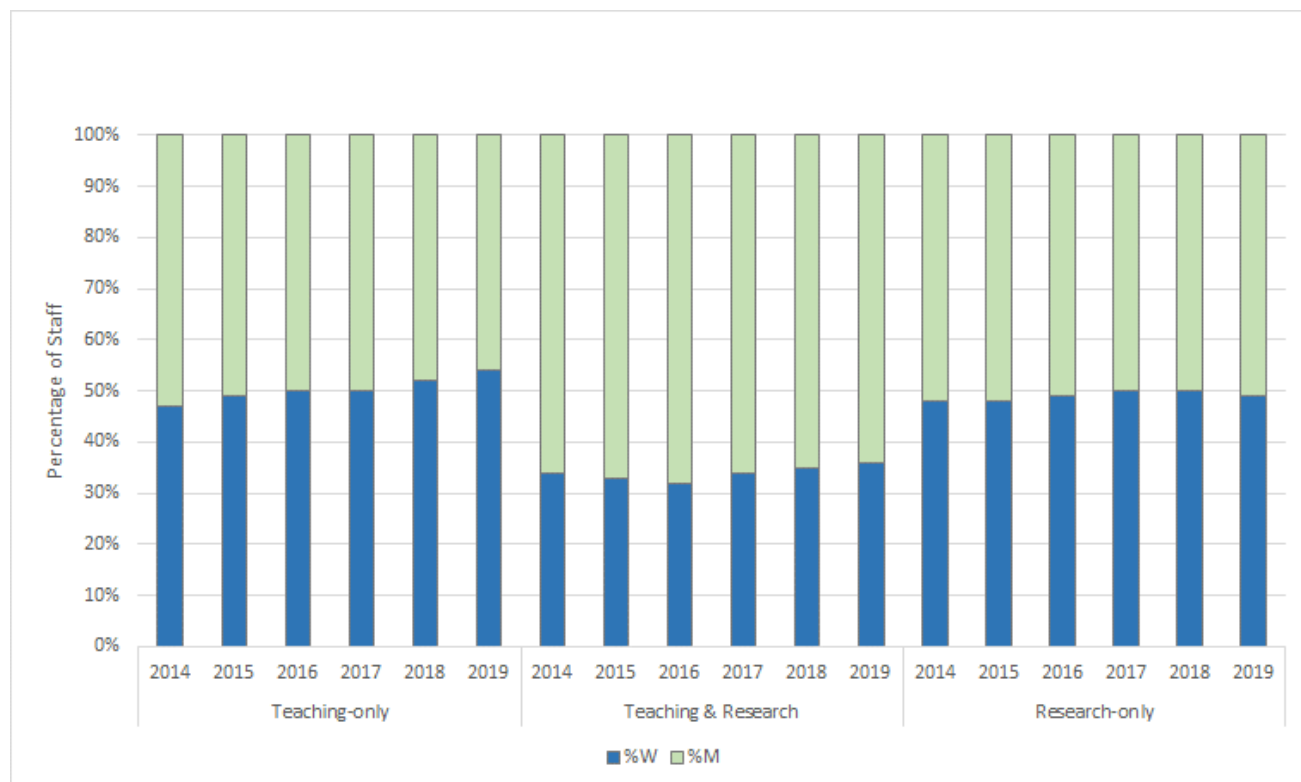


Table 24: Staff (Non-clinical) by Contract Function, Gender, Grade and Year, 2014-19

	Grade	2014		2015		2016		2017		2018		2019		2014	2019
		W	M	W	M	W	M	W	M	W	M	W	M	%W	%W
T&S	E/F	61	40	50	36	50	37	56	45	83	55	90	60	60%	60%
	G	24	30	36	31	41	42	49	43	54	49	62	56	44%	53%
	H	8	24	12	26	14	30	17	35	24	41	38	43	25%	47%
	IA													0%	100%
	IB													18%	29%
	Total													48%	54%
T&R	F	49	58	62	70	66	88	70	87	59	79	73	77	46%	49%
	G	100	156	99	141	96	146	114	147	124	179	126	177	39%	42%
	H	79	170	84	178	92	202	96	200	115	204	117	198	32%	37%
	IA	22	54	19	55	15	46	19	47	20	63	24	68	29%	26%
	IB	76	246	82	246	81	255	93	256	99	263	106	255	24%	29%
	Total	326	684	346	690	350	737	392	737	417	788	446	775	32%	37%
R-only	F	411	418	405	416	420	413	433	423	417	416	427	430	50%	50%
	G	47	79	57	80	64	80	69	79	83	75	72	77	37%	48%
	H													22%	38%
	IA													67%	100%
	IB													17%	43%
	Total	465	517	469	513	491	508	508	516	508	510	511	525	47%	49%

Table 25: Staff (Clinical) by Contract Function, Gender, Grade and Year, 2014-19

	Clinical Grade	2014		2015		2016		2017		2018		2019		2014	2019
		W	M	W	M	W	M	W	M	W	M	W	M	%W	%W
T&S	Lecturer													50%	59%
	SL	15	18	13	14	20	13	16	15	16	15	16	15	45%	52%
	Reader													0%	0%
	Professor													0%	14%
	Total	20	25	21	20	27	20	21	18	25	22	35	33	44%	51%
T&R	Lecturer													67%	48%
	SL	12	31	15	34	11	32	12	27	12	31	15	35	28%	30%
	Reader													0%	23%
	Professor	14	46	16	43	14	36	16	36	18	40	15	37	23%	29%
	Total	30	83	37	86	33	79	35	77	49	90	44	93	27%	32%
R-only	Research Associate	27	26	21	24	22	24	23	26	18	19	15	8	51%	65%
	Research Fellow	18	18	15	18	15	15	14	11	11	14	19	25	50%	43%
	Total	45	44	36	42	37	39	37	37	29	33	34	33	51%	51%

Since our last application:

- Number and proportion of women with teaching contracts has increased, particularly in HaSS (Table 23) reflecting the **embedding of measures to promote gender equality** during a period of planned growth.
- Larger percentage increase** in the number of both Clinical and Non-clinical women on T&S contracts than those on T&R contracts (**104%, 39% increase**

respectively). This reflects a national trend; **NU women on T&S contracts, 54%; national benchmark, 52%** (AHE 2019).

- Non-clinical women on T&S contracts are clustered around grades F and G (Lecturer) (Table 24); **60% and 53% of staff being women at these grades in 2014 and 2019 respectively**. These figures are higher than women at F or G grade on T&R contracts (49% and 42% respectively). The rise in the number and proportion of T&S women at SL, 25% to 47%, shows a clear movement and career trajectory for women T&S staff. (AP2.5)
- Within T&R contracts, overall increase in the number of women with proportional increases over five years in HaSS and FMS with SAgE remaining the same. There has seen a **steady increase in the number of women T&R academic staff from 54 to 66 (22% percentage increase)** in SAgE reflecting changes in recruitment practices: mixed gender selection panels, increase in UBT, embedding gender equality and other aspects of EDI, into the job specifications of deputy HoSs and Deputy School Managers.
- **Women on T&R contracts have seen an increase in women Professors (24% to 29% - Non-clinical, 23% to 29% - Clinical)**(Table 25).
- **Proportion of R-only women has increased; 16% proportional increase in HaSS accompanied, proportional decrease in SAgE and FMS**. NU's benchmark for R-only contracts, 49%; national benchmark, 47% (AHE 2019).
- The proportion of women Clinical Academics reduces across grades for T&S contracts (Table 25). There is an **increase in women Clinical Professors on T&R contracts (23% in 2014, 29% in 2019)** linked to FMS-specific support to Clinical staff (section 4(i)).



(iv) Academic leavers by grade and gender

Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

Fewer women than men leave NU (Tables 26, 27) except in 2019 when there was an increase in women Academic leavers (47%, 39% in 2014).

Table 26: Number and Percentage of Academic and Research Leavers by Year, 2014-19

	2014		2015		2016		2017		2018		2019		Total	
	W	M	W	M	W	M	W	M	W	M	W	M	W	M
Leavers	113	180	132	170	128	180	139	208	193	204	194	218	899	1160
Total	293		302		308		347		397		412		2059	
Leavers %	39%	61%	44%	56%	42%	58%	40%	60%	49%	51%	47%	53%	44%	56%

Table 27: Academic Leavers (Non-clinical) by Gender, Grade and Year, 2014-19

	2014		2015		2016		2017		2018		2019		Total	
	W	M	W	M	W	M	W	M	W	M	W	M	W	M
Lecturer F														
%	38%	62%	21%	79%	53%	47%	46%	54%	58%	42%	52%	48%	47%	53%
Lecturer G														
%	25%	75%	39%	61%	48%	52%	26%	74%	68%	32%	42%	58%	42%	58%
Senior Lecturer														
%	20%	80%	43%	57%	24%	76%	39%	58%	42%	58%	43%	57%	58%	42%
Reader														
%	0%	0%	0%	0%	0%	0%	0%	100%	0%	100%	14%	86%	8%	92%
Professor														
%	10%	90%	35%	65%	38%	63%	12%	88%	33%	67%	30%	70%	26%	74%
Total Leavers	16	54	28	52	39	53	20	49	50	49	43	65	196	324
%	23%	77%	35%	65%	42%	58%	29%	71%	50%	50%	40%	60%	38%	62%
Leavers Proportion %	4%	7%	6%	7%	9%	6%	4%	6%	9%	5%	7%	7%	7%	6%

There has been an increase in the numbers of Research staff; with the fixed-term nature of these contracts, there has been an increase in women leaving (Table 28).

Table 28: Research Leavers (Non-clinical) by Gender and Year, 2014-19

	2014		2015		2016		2017		2018		2019		Total	
	W	M	W	M	W	M	W	M	W	M	W	M	W	M
Total Leavers	83	92	84	89	68	100	102	140	117	129	126	136	580	686
Leavers %	47%	53%	49%	51%	40%	60%	42%	58%	47%	53%	51%	49%	46%	54%

Fewer women Clinical staff (Table 29) leave.

Table 29: Clinical Academic and Research Leavers by Gender and Year, 2014-19

	2014		2015		2016		2017		2018		2019		Total	
	W	M	W	M	W	M	W	M	W	M	W	M	W	M
Total Leavers	13	32	16	22	18	27	16	17	23	23	24	16	110	137
Leavers %	29%	71%	42%	58%	40%	60%	48%	52%	50%	50%	60%	40%	45%	55%

The most common reasons for leaving for women and men are resignation and termination of fixed-term contract (Table 30). Some units carry out exit interviews but this is not University-wide. We have **improved data collection on reasons for resignation** since our last application but need to further improve our systems to capture why staff resign and whether these reasons are linked to workplace culture or environment. (AP2.6)

Table 30: Reasons for Leaving: Academic and Research Staff, by Gender and Year, 2014-19

	2014		2015		2016		2017		2018		2019		Total	
	W	M	W	M	W	M	W	M	W	M	W	M	W	M
Death of employee														
Dismissal														
Early/ ill health retirement														
Maternity														
Other														
Redundancy incl. voluntary/ settlement														
Resignation	64	108	91	108	75	86	79	108	98	104	110	111	517	625
Retirement														
Termination of fixed term contract	47	52	36	35	21	26	46	70	70	68	65	82	285	333
Total	113	180	132	170	128	180	139	208	193	204	194	218	899	1160

The proportion of leavers by Faculty are similar for women and men (Table 31); this is consistent with the Faculty gender split.

Table 31: Reasons for Leaving: Academic and Research Staff by Gender and Faculty, 2014-19

	FMS		HaSS		SAGe		Total	
	W	M	W	M	W	M	W	M
Death of employee								
Dismissal								
Early/ ill health retirement								
Maternity								
Other								
Redundancy incl. voluntary/settlement								
Resignation – all	330	285	99	90	88	250	517	625

Retirement								
Termination of fixed term contract	165	123	51	49	69	161	285	333
Total	541	477	176	188	182	495	899	1160

(v) Equal pay audits/reviews

Comment on the findings from the most recent equal pay audit and identify the institution's top three priorities to address any disparities and enable equality in pay.

- Our 2019 equal pay review established that we offer equal pay for equal work.
- Median **GPG is 17% in 2019, RG median of 13.7%** (2019).
- Professorial GPG varies by Faculty but has improved across each Faculty and has closed in HaSS (Table 32).



Reducing the GPG is a UEB strategic priority (agreed 4/12/2018). The VC established a Pay Equality T&FG (PET&FG) to examine pay differentials and recommend ways to reduce pay gaps. Early results show reductions in Professorial pay gap through:

- ✓ Proactive communication to raise awareness of our merit review, the existence of pay gaps and need to proactively review all staff.
- ✓ Positive action to amend our pay review process enabling faster progression of women professors through our band structure.



We report pay by BAME. (AP4.4)

Table 32: Professorial Gender Pay Gap by Faculty and Year, 2016-19

	FMS %	HaSS %	SAGe %	Total %
2016*	7.6%	7.1%	5.2%	5.2%
2017	7.8%	3.7%	5.2%	4.5%
2018	5.8%	0.7%	4.5%	3.3%
2019	6.3%	-0.2%	2.0%	1.7%

*2016 was the first year a full equal pay audit was undertaken

We introduced the Real Living Wage (RLW) in Aug 2019 and became an accredited LW employer in Nov 2019 (Figure 50), the first University in the region to be accredited.



Figure 50: DVC and Members of our Catering Staff Celebrating our Living Wage Accreditation.

This will reduce the overall GPG, as more women are employed on Grade A. Of 630 staff who receive the RLW, 353 (56%) are women; this is having impact on their lives:



Our three priorities are to:

- Extend actions in addressing the Professorial GPG to other staff grades. (AP2.7)
- Report and act on pay differentials by disability. (AP2.8)
- Examine recruitment practices to minimise the risk of importing gender pay differentials which then persist. (AP2.9)

"The University is making a difference. Making people feel appreciated when they come to work. The Real Living Wage makes a great difference to people's families."
Julie Hanoun, Catering staff

SILVER APPLICATIONS ONLY

4.1. Professional and support staff data

(i) Professional and support staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any difference between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues at particular grades/levels.

Professional Staff Overview

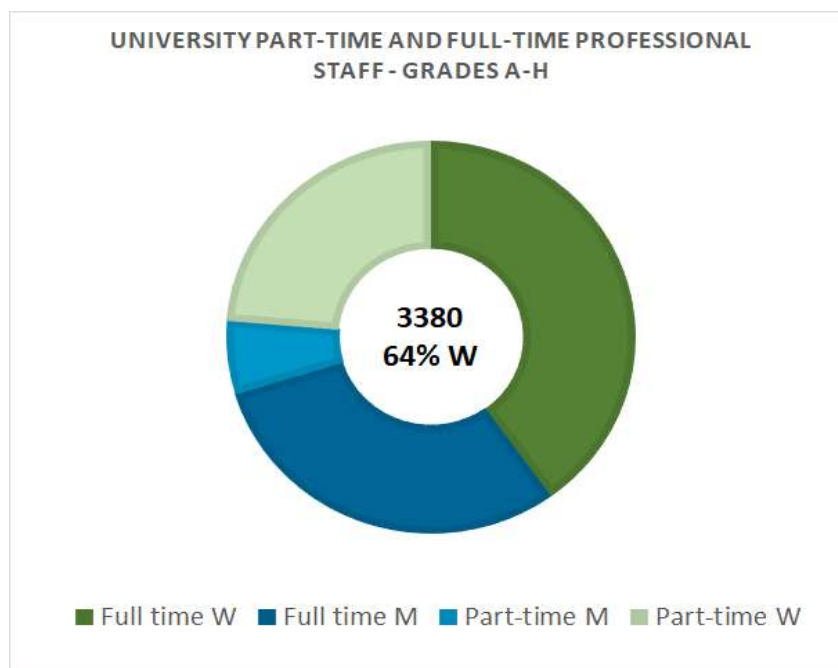
We have split the grades into A-H and I and above; I and above are DoFOs and Senior Officers.

In 2019, there are:

- Proportionally more women across all PS grades; **64%**, sector benchmark **63%** (AHE 2019).
- More women (**64%**) in grades A-H, reducing to **45%** in senior positions (Figure 51).(AP2.10)
- More women working PT in grades A-H (**37%**), 6% in senior positions (sector average, 40%, AHE 2019).
- 7% of PS in grades A-H are BAME; no BAME PS women in more senior positions (Figure 32).
- 2% PS women are on secondment across the University. (AP2.11)

Figure 51: Part-time and Full-time Professional Services Staff by Gender, 2019

Grades A-H



Grades I and Above

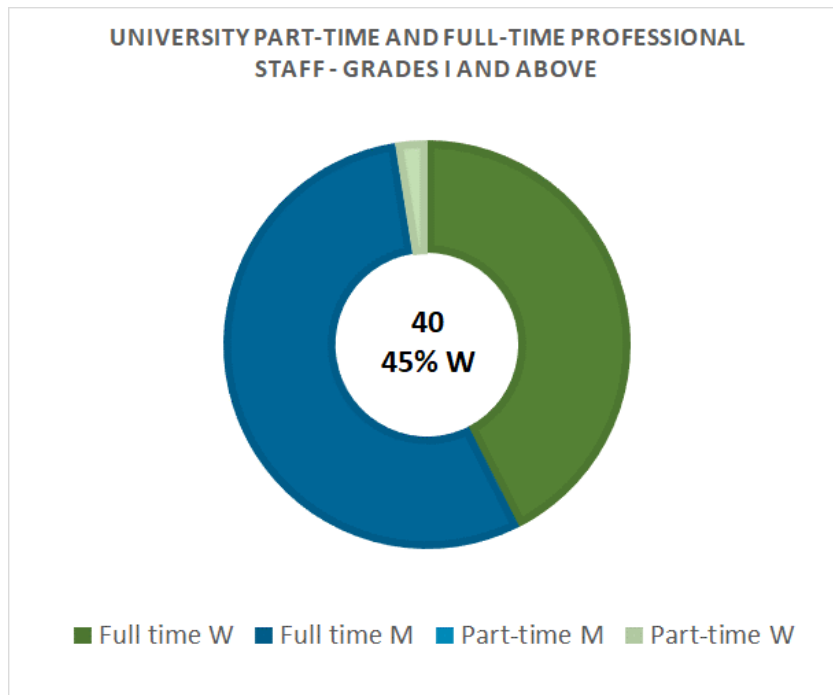
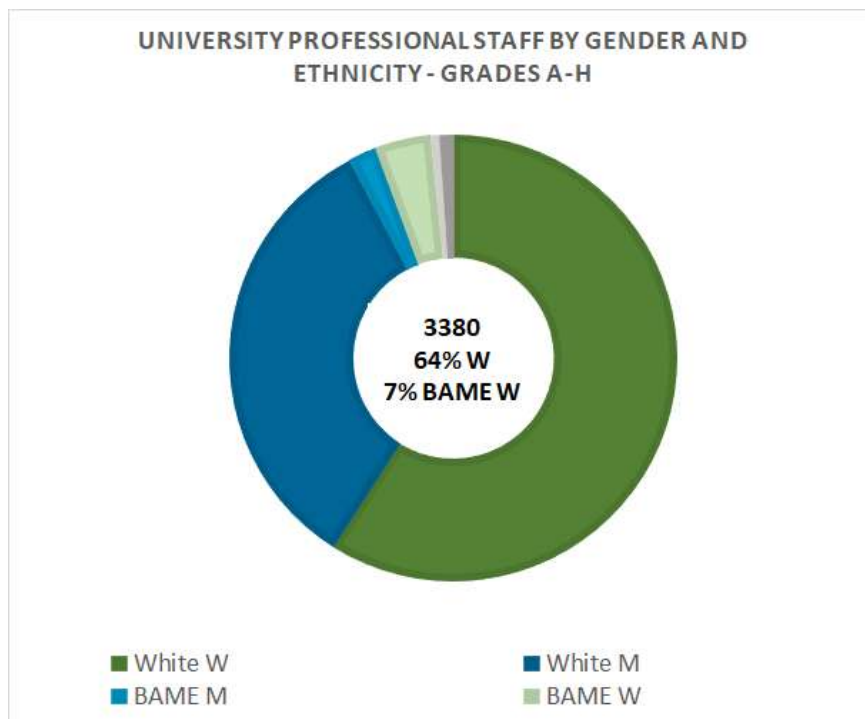
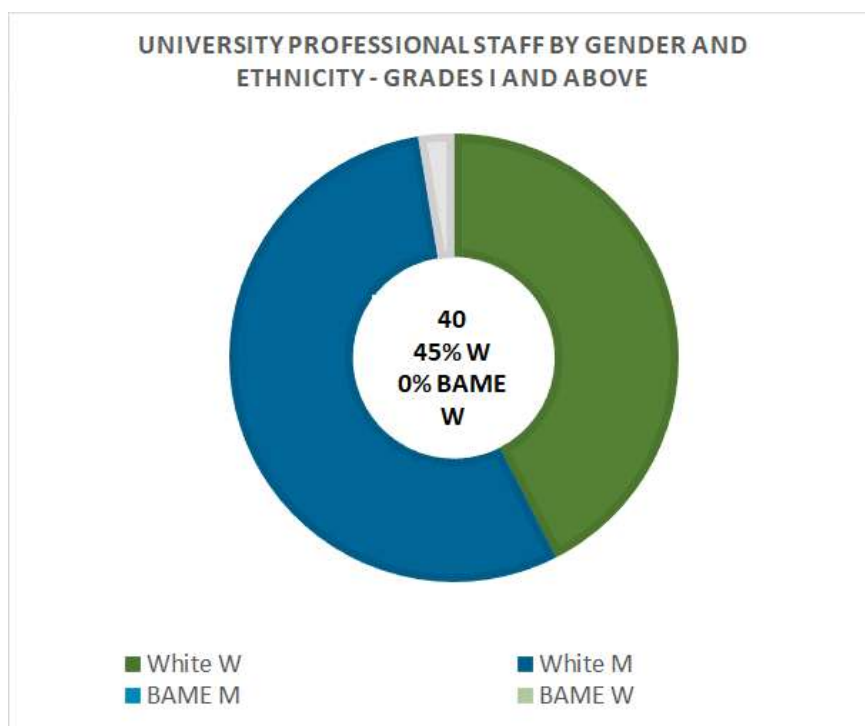


Figure 52: Professional Services Staff by Gender and Ethnicity, 2019

Grades A-H



Grades I and Above



PS Staff Career Pipeline

- 58%, 22%, 8%, 12% PS women work in Central Services, FMS, HaSS and SAgE respectively (Figure 53, Table 33).

Figure 53: University Professional Services Staff Career Pipeline by Gender and Grade, 2014-19

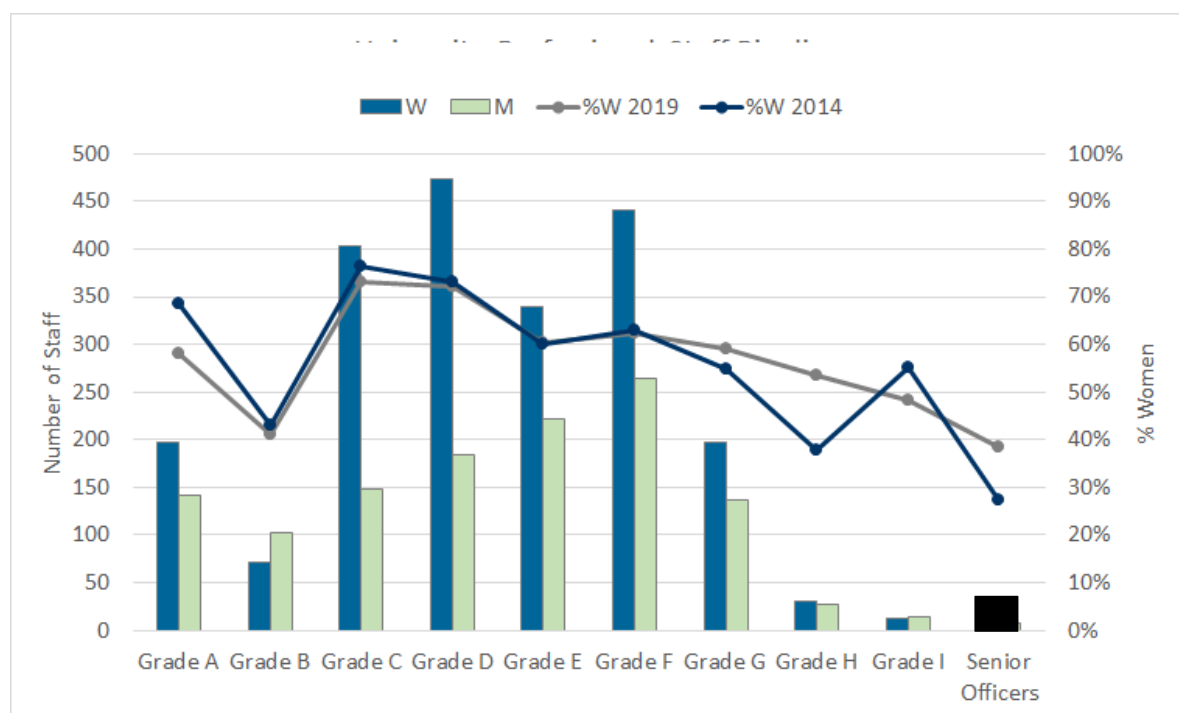


Table 33: Professional Services Staff Career Pipeline Data by Gender, Grade and Year, 2014-19

	2014		2015		2016		2017		2018		2019		%W	%W
	W	M	W	M	W	M	W	M	W	M	W	M	2014	2019
Grade A	257	118	241	127	221	132	219	134	206	145	197	142	69%	58%
Grade B	80	106	76	95	69	101	69	96	74	105	72	103	43%	41%
Grade C	405	124	416	126	418	151	398	147	401	146	404	148	77%	73%
Grade D	427	156	433	163	448	163	443	174	465	181	473	184	73%	72%
Grade E	256	171	266	170	281	187	292	194	334	219	339	221	60%	61%
Grade F	342	202	376	220	405	229	419	232	437	233	441	265	63%	62%
Grade G	150	124	161	122	168	131	172	139	188	133	197	136	55%	59%
Grade H	17	28	17	27	19	27	23	22	25	30	31	27	38%	53%
Grade I	11	9	12	10	13	10	12	13	14	12	13	14	55%	48%
Sen Officers													27%	38%
Total	1948	1046	2000	1068	2044	1139	2050	1159	2148	1212	2172	1248	65%	64%

Since our last application:

- **Increase in numbers of PS women (1948 to 2172)**, proportional decrease in the number of women (65% to 64%).
- Proportional increases in women PS at the higher grades (G and H).

Activities around leadership and career development, have led to these increases:

- ✓ **NU Professional:** established 2018 by the Registrar to consider the role of PS in the new University Vision and Strategy and how PS should operate to support its delivery.
- Initiatives to support **PS-T Staff** (16% of PS staff). NU Network for Technicians (NUTechNet; established 2016), to enhance career development and progression and provide a voice for Technicians. NUTechNet includes an EDI sub-group who were shortlisted for a NE Equality Award (Figure 54).

NE Equality
Awards



Figure 54: NUTechNet was Shortlisted in the 2018 NE Equality Awards ('Groups Who Have made a Difference' category).

- NU is a founder signatory of the Technician's Commitment (2018; Figure 55), a national HE-led initiative encompassing: visibility, recognition, career development, sustainability and evaluating Impact.

Figure 55: Technician Commitment at Newcastle University



Faculty of Medical Sciences

- **FMS:** 64% of PS are PS-A (85% W), 35% are PS-T (61% W), 1% are PS-OM (18% W) (Figure 56, Table 34).
- **FMS Faculty Silver award covers all faculty PS staff** who played a significant role in the application process and in the ongoing Faculty restructure. Faculty PS staff will be aligned more clearly to job families, offering more opportunities, and a clearer pathway, for career advancement and progression.

Figure 56: FMS Professional Services Staff Pipeline by Gender and Grade, 2014, 2019

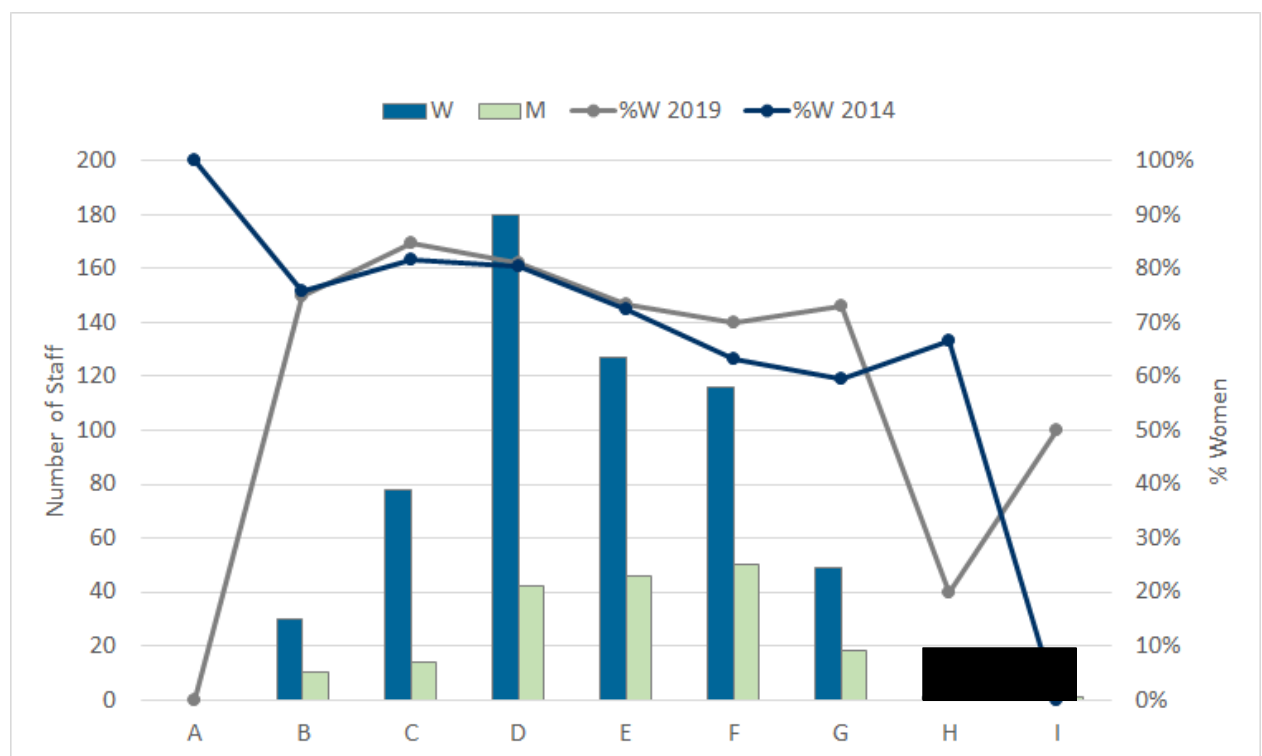


Table 34: FMS Professional Services Staff Career Pipeline Data by Gender, Grade and Year, 2014-19

	2014		2015		2016		2017		2018		2019		%W	%W
	W	M	W	M	W	M	W	M	W	M	W	M	2014	2019
Grade A													100%	0%
Grade B	22	7	22	4	20	6	21	4	31	12	30	10	76%	75%
Grade C	98	22	108	13	94	14	92	16	85	14	78	14	82%	85%
Grade D	151	37	148	44	152	45	156	46	173	48	180	43	80%	81%
Grade E	95	36	93	30	100	29	102	39	124	54	127	47	73%	73%
Grade F	79	46	102	43	117	38	123	41	130	39	116	50	63%	70%
Grade G	25	17	27	19	27	19	33	22	49	22	49	18	60%	73%
Grade H													67%	20%
Grade I													0%	50%
Total													74%	76%

Faculty of Humanities and Social Sciences

- HaSS: 92% of PS are PS-A (83%W), 8% are PS-T (3%W)(Figure 57, Table 35).
- Women PS staff have been critical to the impact of AS processes, but have not yet benefited significantly because the Bronze award does not address their distinctive needs.

Figure 57: HaSS Professional Services Staff Career Pipeline Data by Gender and Grade, 2014, 2019

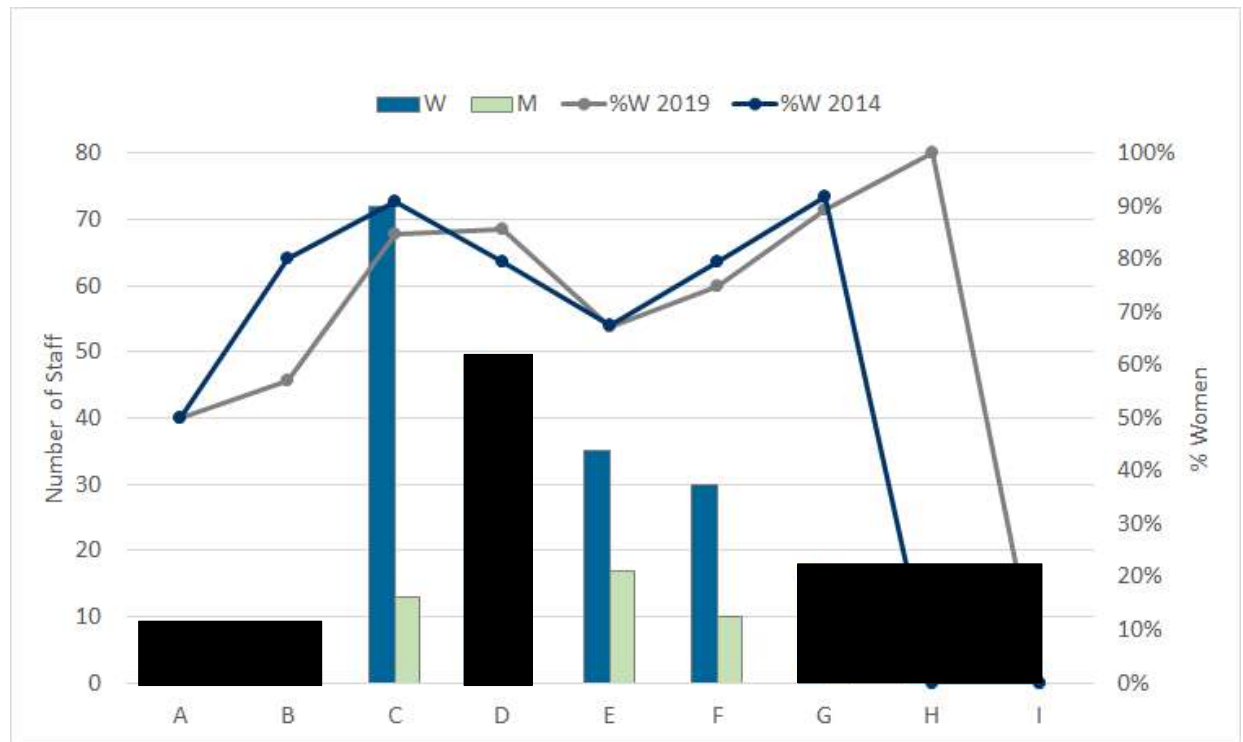


Table 35: HaSS Professional Services Staff Career Pipeline Data by Gender, Grade and Year, 2014-19

	2014		2015		2016		2017		2018		2019		%W	%W
	W	M	W	M	W	M	W	M	W	M	W	M	2014	2019
Grade A													50%	50%
Grade B													80%	57%
Grade C	70	7	67	8	69	9	68	13	70	9	72	13	91%	85%
Grade D													80%	86%
Grade E	23	11	25	8	27	14	32	13	34	15	35	17	68%	67%
Grade F	31	8	28	6	28	6	30	6	29	8	30	10	79%	75%
Grade G													92%	89%
Grade H													0%	100%
Grade I													0%	0%
Total	180	40	187	31	197	38	201	47	205	50	209	55	82%	79%

Faculty of Sciences, Agriculture and Engineering

- **SAGe:** 61% of PS are PS-A (80%W), 39% of PS are PS-T (25%W)(Figure 58, Table 36).
- PS staff were reorganised during the SAGe restructure; the process was managed without the need for redundancies. PS staff are now line-managed by another member of PS creating clear lines of accountability and career pathways.
- The process has created opportunities with more than 30 staff changing roles (7/2017-2/2019).
- **Percentage of women in management roles (F and G) and strategic roles (H and I) has increased since 2014;** H and I roles now contain a higher proportion of women.



Figure 58: SAGe Professional Services Staff Career Pipeline by Gender and Grade, 2014, 2019

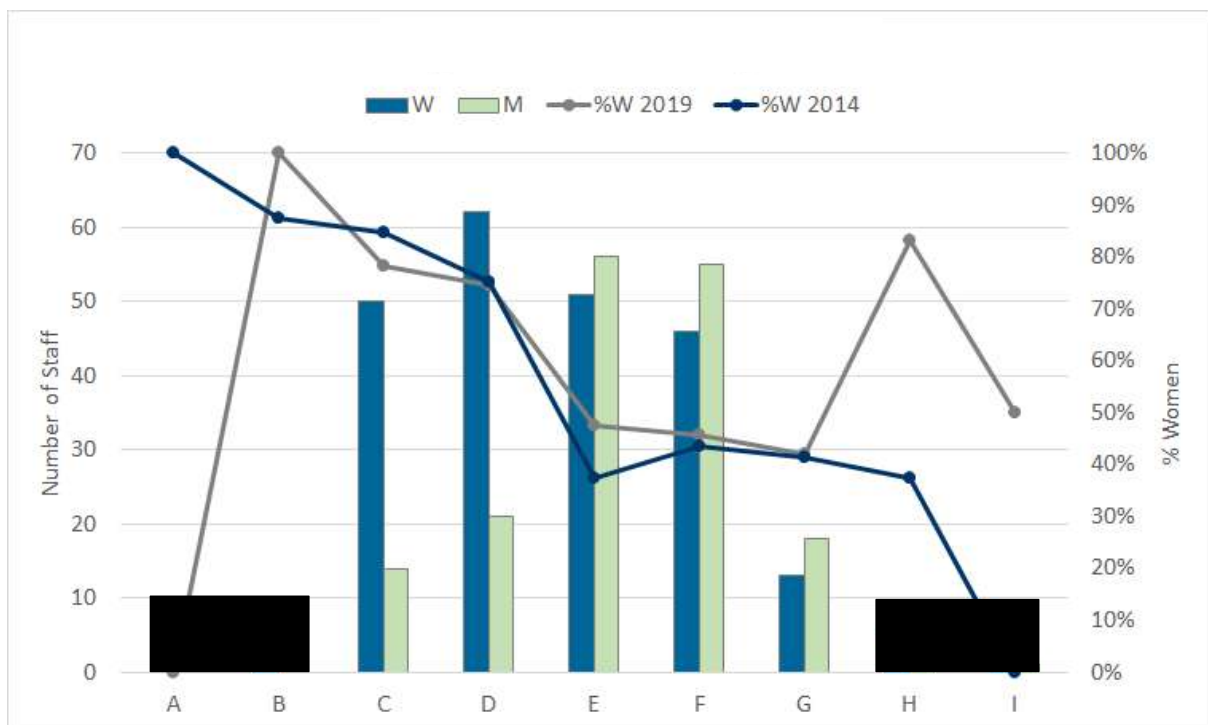


Table 36: SAgE Professional Services Staff Career Pipeline Data by Gender, Grade and Year, 2014-19

	2014		2015		2016		2017		2018		2019		%W	%W
	W	M	W	M	W	M	W	M	W	M	W	M	2014	2019
Grade A													100%	0%
Grade B													88%	100%
Grade C	50	9	47	12	48	15	37	8	51	14	50	14	85%	78%
Grade D	64	21	67	16	67	21	58	22	58	23	62	20	75%	75%
Grade E	36	60	39	51	47	53	43	54	47	57	51	55	38%	48%
Grade F	34	44	38	43	43	52	47	49	38	50	46	55	44%	46%
Grade G	12	17	16	11	15	12	14	18	14	16	13	18	41%	42%
Grade H													38%	83%
Grade I													0%	50%
Total													57%	58%

Central Services

- **Central PS:** 64% of PS are PS-A (68%W), 5% of PS are PS-T (12%W), 31% of PS are PS-OM (43%W) (Figure 59, Table 37).
- The proportion of women in Grades A-F has reduced since 2014. Since our last application:
 - ✓ the number of women in Grade F and G managerial roles has increased although the proportion has remained similar. Above these grades, women are generally better represented in these more strategic roles.



Figure 59: Central Professional Services Staff Career Pipeline by Gender and Grade, 2014, 2019

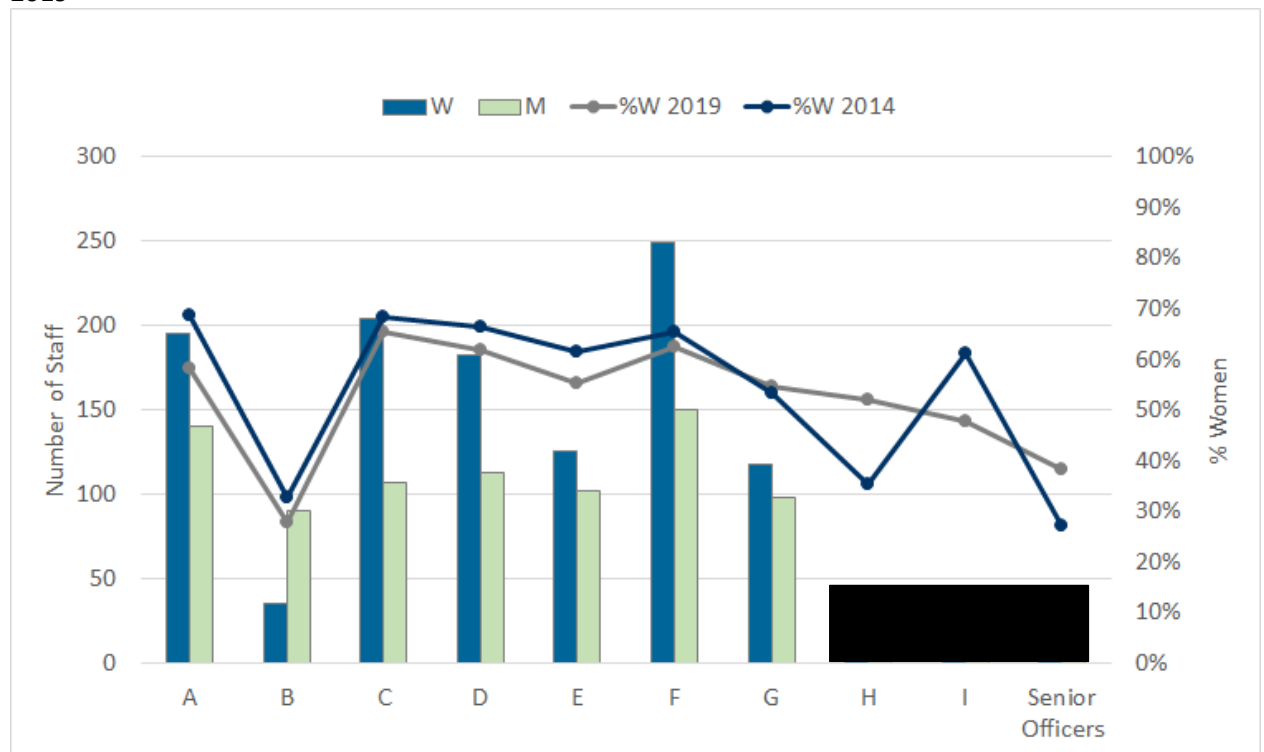


Table 37: Central Professional Services Staff Career Pipeline Data by Gender, Grade and Year, 2014-19

	2014		2015		2016		2017		2018		2019		%W	%W
	W	M	W	M	W	M	W	M	W	M	W	M	2014	2019
Grade A	253	116	237	127	220	130	217	132	204	143	195	140	69%	58%
Grade B	47	97	43	90	38	92	41	87	37	87	35	90	33%	28%
Grade C	187	86	194	93	207	113	201	110	195	109	204	107	68%	66%
Grade D	173	88	174	96	179	92	182	100	186	102	183	113	66%	62%
Grade E	102	64	109	81	107	91	115	88	129	93	126	102	61%	55%
Grade F	198	104	208	128	217	133	219	136	240	136	249	150	66%	62%
Grade G	102	89	105	91	111	98	107	97	108	93	118	98	53%	55%
Grade H	12	22	14	22	14	21	18	18	18	24	24	22	35%	52%
Grade I	11	7	12	8	13	8	11	10	12	10	11	12	61%	48%
Sen Officers													27%	38%
Total													62%	58%

(ii) Professional and support staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

We do not employ staff on Zero hour contracts.

In 2019, **82% women PS are in open-ended contracts** (sector average **86%W**, AHE 2019), 16% in fixed-term contracts (**sector average 14%W**, AHE 2019).

Since our last application, the proportion of women:

- PS-A in open-ended contracts has reduced slightly (86% to 84%) (Table 38, Figures 60,61), with a rise in the proportion of women on fixed-term contracts (14% in 2014, 16% in 2019).
- PS-T in both open-ended and fixed-term contracts has remained at 62% and 38% respectively (Table 39, Figures 62,63).
- On open-ended contracts for PS-OM has remained the same (97% in 2014, 98% in 2019 (Table 40, Figure 64,65).

The majority of fixed-term contracts are linked to research funding, and a high proportion are based in FMS.

- ✓ Staff on fixed-term contracts have a discussion with their line-manager six months before contract end about redeployment to try to ensure continuation of employment.

Figure 60: Professional Services Staff (Administrative) on Open-Ended Contracts by Gender, Faculty and Year, 2014-19

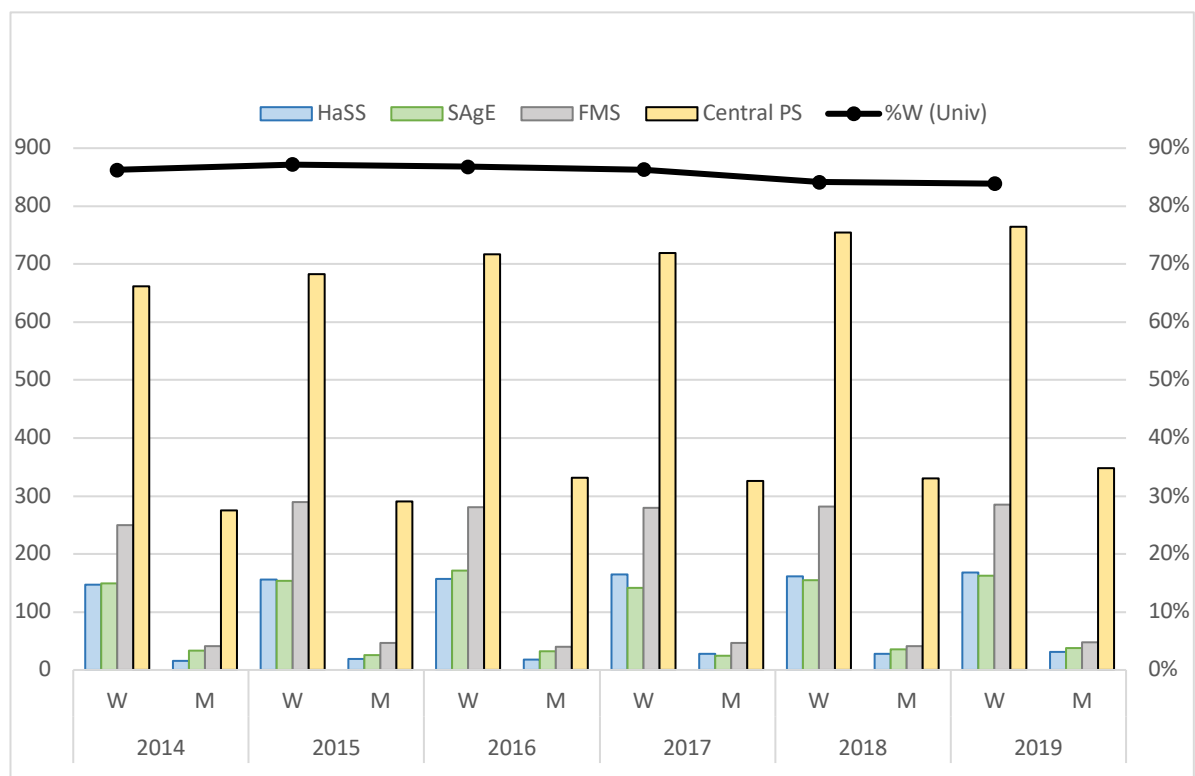


Figure 61: Professional Services Staff (Administrative) on Fixed-Term Contracts by Gender, Faculty and Year, 2014-19

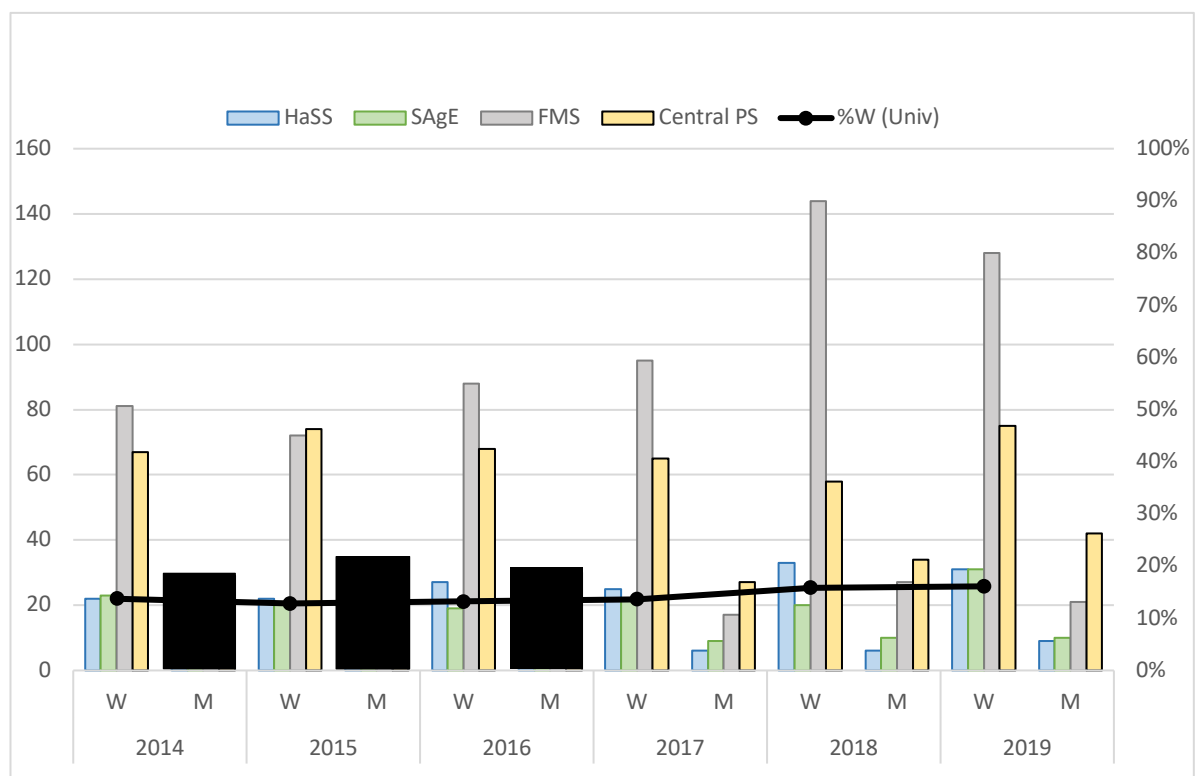


Figure 62: Professional Services Staff (Technical) on Open-Ended Contracts by Gender, Faculty and Year, 2014-19

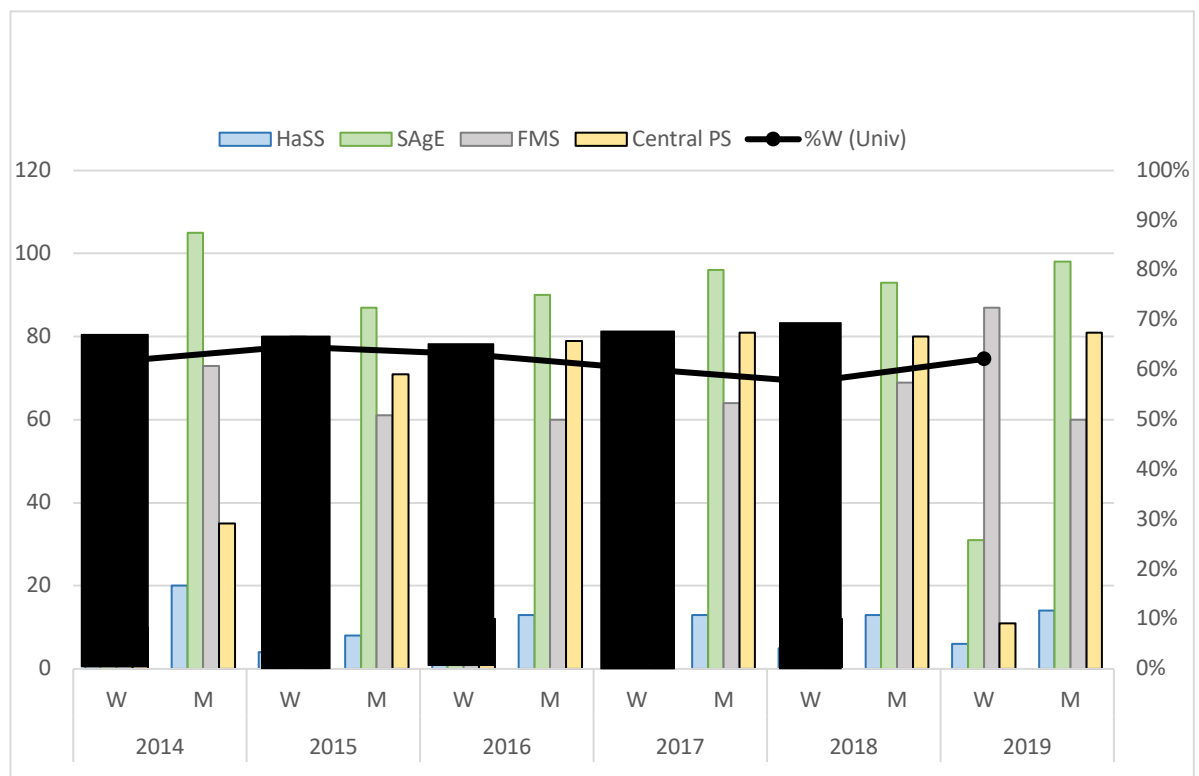


Figure 63: Professional Services Staff (Technical) on Fixed-Term Contracts by Gender, Faculty and Year, 2014-19

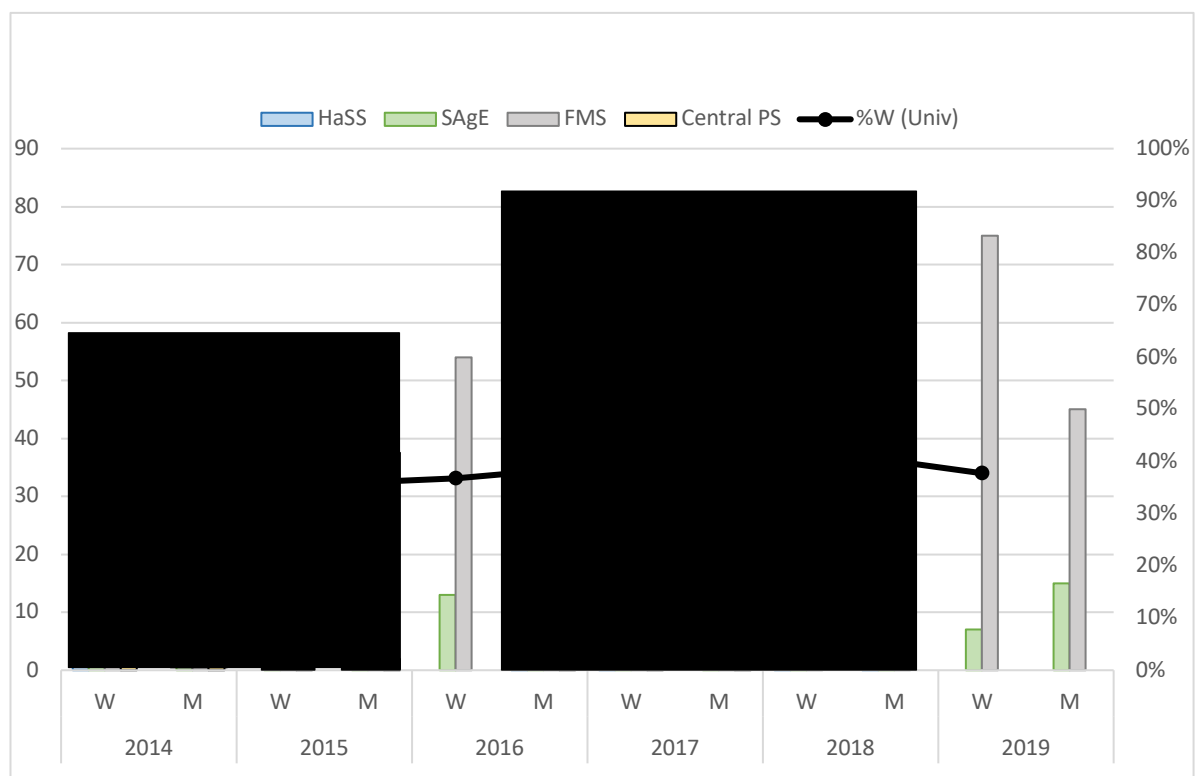


Figure 64: Professional Services Staff (Operational and Maintenance) on Open-Ended Contracts by Gender, Faculty and Year, 2014-19

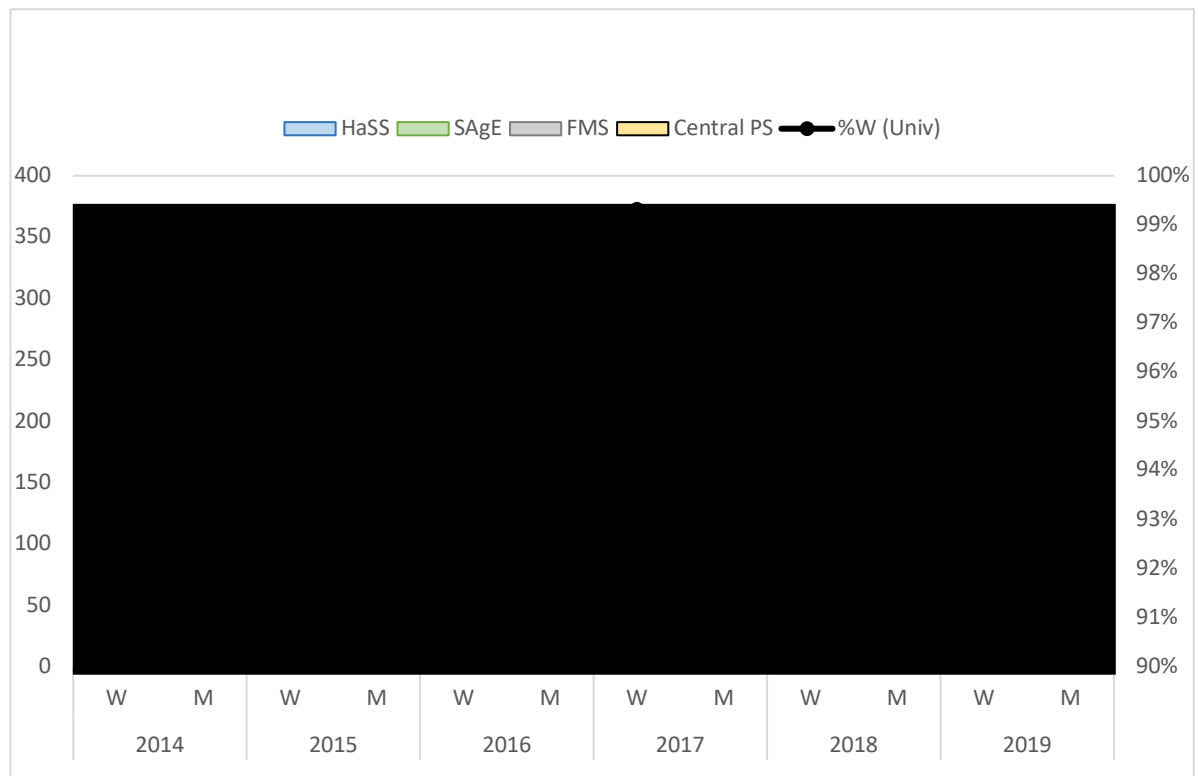


Figure 65: Professional Services Staff (Operational and Maintenance) on Fixed-term Contracts by Gender, Faculty and Year, 2014-19



Table 38: Professional Services Staff (Administrative) on Open-Ended and Fixed-Term Contracts (Excluding secondments) by Gender, Faculty and Year, 2014-19

PS Admin Staff (all grades) Open-Ended														
	2014		2015		2016		2017		2018		2019		%W	%W
Faculty	W	M	W	M	W	M	W	M	W	M	W	M	2014	2019
FMS	250	41	290	47	281	40	280	47	282	41	285	48	76%	69%
HaSS	147	16	156	19	157	18	165	28	161	28	168	31	87%	84%
SAGe	149	33	154	26	171	32	142	24	155	36	162	38	87%	84%
Central PS	662	275	683	291	717	331	719	326	754	330	764	348	91%	91%
Total	1208	365	1283	383	1326	421	1306	425	1352	435	1379	465	86%	84%

PS Admin Staff (all grades) Fixed-Term													%W	%W
	2014		2015		2016		2017		2018		2019		2014	2019
Faculty	W	M	W	M	W	M	W	M	W	M	W	M	2014	2019
FMS	81	18	72	10	88	17	95	17	144	27	128	21	24%	31%
HaSS													13%	16%
SAGe	23	10	21	7	19	11	22	9	20	10	31	10	13%	16%
Central PS	67	29	74	32	68	30	65	27	58	34	75	42	9%	9%
Total													14%	16%

Table 39: Professional Services Staff (Technical) on Open-Ended and Fixed-Term Contracts (Excluding secondments) by Gender, Faculty and Year, 2014-19

PS Technical Staff (all grades) Open-Ended													%W	%W
	2014		2015		2016		2017		2018		2019		2014	2019
Faculty	W	M	W	M	W	M	W	M	W	M	W	M	2014	2019
FMS	80	73	80	61	78	60	80	64	82	69	87	60	58%	54%
HaSS													63%	100%
SAGe	21	105	20	87	21	90	19	96	26	93	31	98	68%	82%
Central PS	10	35	15	71	12	79	11	81	12	80	11	81	91%	100%
Total													62%	62%

PS Technical Staff (all grades) Fixed-Term													%W	%W
	2014		2015		2016		2017		2018		2019		2014	2019
Faculty	W	M	W	M	W	M	W	M	W	M	W	M	2014	2019
FMS	58	35	48	36	54	36	60	42	81	46	75	45	42%	46%
HaSS													38%	0%
SAGe	10	10	16	16	13	25	13	22	10	25	7	15	32%	18%
Central PS													9%	0%
Total	72	49	65	54	67	64	75	66	92	72	82	60	38%	38%

Table 40: Professional Services Staff (Operational and Maintenance) on Open-Ended and Fixed-Term Contracts (Excluding secondments) by Gender, Faculty and Year, 2014-19

PS Operational & Maintenance Staff (all grades) Open-Ended														
	2014		2015		2016		2017		2018		2019		%W	%W
Faculty	W	M	W	M	W	M	W	M	W	M	W	M	2014	2019
FMS													0%	100%
HaSS													100%	100%
SAGe													0%	0%
Central PS	311	312	285	315	270	317	287	330	263	329	260	341	97%	98%
Total	312	312	286	315	271	317	288	330	264	332	263	349	97%	98%
PS Operational & Maintenance Staff (all grades) Fixed-Term													%W	%W
	2014		2015		2016		2017		2018		2019		2014	2019
Faculty	W	M	W	M	W	M	W	M	W	M	W	M	2014	2019
HaSS													0%	0%
FMS													0%	0%
SAGe													0%	0%
Central PS													3%	2%
Total													3%	2%

(iii) Professional and support staff leavers by grade and gender

Comment on the reasons staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

Although less PS women leave than men (Table 41), the rate of women leavers has increased especially in Grades A and D. Grade B has a higher number of men leavers reflecting their higher proportion at this grade.

PS women and men leave the University due to resignation, retirement and end of contract (Table 42).

Table 41: Professional Services Staff Leavers by Gender, Grade and Year, 2014-19

	2014		2015		2016		2017		2018		2019		Total	
	W	M	W	M	W	M	W	M	W	M	W	M	W	M
GRADE A	14	24	27	19	26	17	27	17	22	14	14	17	130	108
%	37%	63%	59%	41%	60%	40%	61%	39%	61%	39%	45%	55%	55%	45%
GRADE B	10	18	9	14	9	4	6	18	6	12	10	16	50	82
%	36%	64%	39%	61%	69%	31%	33%	67%	33%	67%	38%	62%	38%	62%
GRADE C	13	9	19	14	20	7	27	9	26	23	28	13	133	75
%	59%	41%	58%	42%	74%	26%	75%	25%	53%	47%	68%	32%	64%	36%
GRADE D	14	9	15	9	18	8	19	10	24	12	30	12	120	60
%	61%	39%	63%	37%	69%	31%	66%	34%	67%	33%	71%	29%	67%	33%
GRADE E													50	43
%													54%	46%
GRADE F	9	7	13	9	18	10	16	13	22	22	30	9	108	70
%	56%	44%	59%	41%	59%	41%	55%	45%	50%	50%	77%	33%	61%	39%
GRADE G														
%													47%	53%
GRADE H														
%													47%	53%
GRADE IB														
%													44%	56%
SENOFF														
%	-	-	100	0	100	0	0	100	0	100	100	0	60%	40%
Total PS Leavers	72	78	95	82	111	62	116	90	120	99	130	86	644	497
Total Leavers %	48%	52%	54%	46%	64%	36%	56%	44%	55%	45%	60%	40%	56%	44%
Leavers Proportion %	7%	11%	9%	10%	10%	8%	10%	11%	11%	12%	11%	10%	10%	11%

Table 42: Reasons for Professional Services Staff Leaving by Gender and Year, 2014-2019

	2014		2015		2016		2017		2018		2019		Total	
	W	M	W	M	W	M	W	M	W	M	W	M	W	M
Death of employee														
Dismissal														
Early/ ill health retirement														
Maternity														
Other														
Redundancy incl. voluntary/ settlement														
Resignation	48	51	70	50	64	33	66	58	72	43	89	58	407	312
Retirement	11	12	15	13	23	13		10	23	13	11	10	88	71
Termination of fixed term contract														
Total	72	78	95	85	114	63	116	90	120	83	131	87	646	502

Action points

AP1.17 Support NU Women, NU Women Professors and NU Women Professional, and the newly created other Staff Networks (Rainbow@Ncl, BAME, Disability Interest Group (DIG), NU Parents) and Staff Networks working together.

AP1.18 Include information on staff networks at induction, further develop EDI and Unconscious Bias training (UBT) at induction and actively monitor number of new staff taking up the training.

AP2.1 Increase the proportion of women in our Professoriate and overall in academic posts.

AP2.2 Raise awareness of PT working to men.

AP2.3 Identify whether the FMS Bridging funding scheme could be a model replicated in HaSS and SAgE.

AP2.4 Ensure a joined up approach to embedding EDI in research.

AP2.5 Align progression routes from Grade F to G for Teaching and Scholarship colleagues to gain consistency with Teaching and Research colleagues.

AP2.6 Collect qualitative data on why staff choose to leave the University.

AP2.7 Proactively review all staff grades to identify any GPGs.

AP2.8 Analyse and report pay by disability to identify pay gaps and develop actions.

AP2.9 Examine recruitment practices with regard to pay.

AP2.10 Address the under-representation of women in mid-career PS staff roles.

AP2.11 Raise awareness of and opportunities for secondments for PS staff

AP4.1 (a) Analyse the data from our 2019 REC staff survey to develop and implement an action plan and to support our intersectional approach to gender equality; **(b)** Launch our REC Student survey to gather Student's view and experience relating to Race Equality and to support our intersectional approach to gender equality

AP4.2 Undertake focus groups with BAME researchers and teaching fellows

AP4.3 Lead and organise the first regional meeting of BAME staff networks in the North East.

AP4.4 Analyse and report pay by BAME to identify pay gaps and develop actions.

AP6.4 Increase awareness and update of Returners Programme (RP) and extend to PS staff.

Word count = 3390 (390)

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 5000 words | Silver: 6000 words

5.1. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications, long- and shortlisted candidates, offer and acceptance rates. Comment on how recruitment processes ensure that women (and men in underrepresented disciplines) are encouraged to apply.

We do not capture offer data, and cannot calculate acceptance rates. (AP3.5)



- **Women are more successful in securing positions than men in terms of the proportion of applications received** (Table 43,44). 
- In HaSS, women were offered 58% of posts despite providing 45% of applications (FMS: 60% from 54%; SAgE: 25% from 23% (Table 43)).
- At Grade H, women were hired at a rate lower than the number of applications received. Overall success rate was lower than men for vacancies advertised to single grades.
- For posts advertised across multiple grades, women were more successful (Table 43). 
- We are attracting BAME applicants, particularly in FMS and SAgE, but success through to shortlisting/hired is disappointing (Table 45). There is intersectional disadvantage to women BAME applicants e.g. HaSS; 29.3% applied, 12.9% were hired. Diversifying our recruitment approaches/processes is a UEB priority. (APs3.1-3.9)

Table 43: Academic and Research Staff Recruitment by Gender, Grade, Faculty and Faculty, 2014-19

Grade	Applicants			Shortlisted			Hired			Success rate	
All Non-clinical staff											
	W	M	%W	W	M	%W	W	M	%W	%W	%M
F	10994	14498	43%	1548	1347	53%	676	517	57%	6.1%	3.6%
G	653	1,372	32%	136	165	45%	65	79	45%	10%	5.8%
H	232	371	39%	43	68	39%	16	29	36%	6.9%	7.8%
I	349	781	31%	86	137	39%	20	21	49%	5.7%	2.7%
Multiple Grades*	2,561	4,621	36%	392	570	41%	115	140	45%	4.5%	3%
Total	14789	21643	41%	2205	2287	49%	892	786	53%	6%	3.6%
*Advertised as E/F, F/G, F/G/H, G/H											
Faculty of Medical Sciences (FMS)											
Non-clinical staff											
F	4497	3769	54%	830	686	55%	441	295	60%	9.8%	7.8%
G	199	179	53%	83	53	61%	44	21	68%	22%	12%
H			41%			57%			44%	14%	13%
I			45%			50%			71%	17%	3.8%
Multiple Grades*	265	306	46%	89	92	49%	32	25	56%	12%	8.2%
Total	5018	4347	54%	1020	847	55%	526	348	60%	10%	8%
Clinical staff											
Total	328	350	48%	138	136	50%	72	116	38%	22%	33%
Faculty of Humanities and Social Sciences (HaSS)											
F	4428	4494	50%	664	484	58%	194	136	59%	4.4%	3%
G	343	610	36%	39	36	52%	15	9	63%	4.4%	1.5%
H	179	263	40%	30	48	38%	12	19	44%	6.7%	7.2%
I	296	550	35%	72	94	43%	13	13	50%	4.4%	2.4%
Multiple Grades*	1988	2802	42%	248	278	47%	82	55	60%	6.5%	2%
Total	7234	8719	45%	1053	940	53%	316	232	58%	4.4%	2.7%
Faculty of Science, Agriculture and Engineering (SAgE)											
F	2069	6235	25%	54	177	23%	41	86	32%	2%	1.4%
G	111	583	16%	14	76	16%	6	49	11%	5.4%	8.4%
H			27%			26%			0%	0%	7.4%
I			12%			11%			25%	8.3%	3.4%
Multiple Grades*	308	1513	17%	55	200	22%	18	60	23%	5.8%	4%
Total	2537	8577	23%	132	500	21%	67	206	25%	2.6%	2.4%

Table 44: Academic and Research Staff (Pooled Across Grades) Recruitment by Gender and Year, 2014-19

Year	Applicants			Shortlisted			Hired			Success rate	
All staff											
	W	M	%W	W	M	%W	W	M	%W	%W	%M
2014	2665	4240	39%	280	448	38%	184	219	46%	6.9%	5.2%
2015	1828	2665	41%	210	277	43%	83	89	48%	4.5%	3.3%
2016	2550	3771	40%	515	635	45%	190	215	53%	7.5%	4.5%
2017	2609	3876	40%	449	617	42%	191	223	46%	7.3%	5.8%
2018	2092	2717	44%	492	564	47%	179	165	54%	8.6%	5.7%
2019	3045	4192	42%	649	743	47%	226	209	52%	7.4%	5.0%
Total	14789	21461	41%	2595	3284	44%	1053	1120	48%	7.1%	5.2%

Table 45: Academic and Research Staff (Pooled Across Grades) Recruitment by Ethnicity, Gender and Grade, 2014-19

Women											
	Total W	BAME W	BAME %W	Total W	BAME W	BAME %W	Total W	BAME W	BAME %W	Total %W	BAME %W
F	10687	4041	38%	2197	587	27%	807	176	22%	7.6%	4.4%
G	632	264	42%	159	38	24%	65	10	15%	10.2%	3.8%
H	417		22%	46		20%			14%	3.6%	2.2%
I	315		23%	76		11%			17%	5.7%	4.2%
Multiple Grades*	2,501	879	35%	389	70	18%	126	25	20%	5.0%	2.8%
Total											
Men											
	Total M	BAME M	BAME %M	Total M	BAME M	BAME %M	Total M	BAME M	BAME %M	Total %M	BAME %M
F	14592	8051	55%	2511	991	39%	825	250	30%	5.7%	3.1%
G	1355	593	44%	204	58	28%	79	14	18%	5.8%	2.4%
H	438	170	39%	77	21	27%	24	6	25%	5.5%	3.5%
I	710		28%		23	19%			25%	2.3%	1.9%
Multiple Grades*	4638	2152	46%	510	187	37%	140	40	29%	3.1%	1.9%
Total											

(ii) Induction

*Describe the induction and support provided to all new staff at all levels.
Comment on the uptake of this and how its effectiveness is reviewed.*

- All staff undergo local induction and are invited to attend a University Welcome event (six events annually)(Figure 66).

Figure 66: Summary of Newcastle University's Induction Process



- The VC and other UEB members attend and provide information on: NU's Vision, Strategy and values; Governance and structure; Training and development opportunities; Union representation. 2,000 new staff attended a Welcome event 2014-19; 61%W (Table 46). Based on staff feedback, we will include information on our staff networks, and further develop EDI and UBT, at induction. (AP1.18)
- We have identified that there is no induction for new managers which is leading to inconsistency in the application of policies and behaviour. (AP1.20)

Table 46: Attendance at Newcastle University's Welcome Events by Gender and Year, 2014-19

Welcome event attendance	Women N (%)	Men N (%)	Total
2014	204 (59%)	139 (41%)	343
2015	196 (63%)	117 (37%)	313
2016	275 (62%)	167 (38%)	442
2017	185 (60%)	123 (40%)	308
2018	150 (54%)	130 (46%)	280
2019	194 (70%)	84 (30%)	278
Total	1204 (61%)	760 (39%)	1964

- OD provide staff with **online training courses** e.g. EDI, UBT, PDR training. Provision has expanded; course completion has improved. New staff can access a range of online resources for: Career development; Leadership/management development; Personal development; IT skills training.
- All staff undergo **local induction** overseen by induction co-ordinators. Upon arrival, new staff are introduced to key staff e.g. Institute Director, and receive an induction pack which includes EDI information and training opportunities. Units assign existing staff as 'buddies' to support orientation and help with introductions.
- We have existing mentoring schemes but our offer of mentors has been found to be inconsistent; new fellows (postdocs who hold a fellowship) are automatically assigned a mentor but this doesn't currently happen for all staff although will happen for our new NU Academic Track Fellows (NUAct) (Figure 67; section 5.3(iii)) and training opportunities will be extended to other fellows.
- While postdocs do not receive an invite to the University Welcome event, they undergo local induction.

Figure 67: Induction Programme for Newcastle University Academic Track Fellows



(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

Since our last application, we have:

- ✓ Individually written to all Academics launching the promotion exercise and signposting the application process.
- ✓ Delivered workshops on how to apply, recording sessions so accessible to all.
- ✓ Monitored promotions data annually by gender and success rates at Faculty and University level. (Tables 47-50)
- ✓ Trained all new promotion committee members and managed the diversity of the committee to ensure a balance of gender, discipline and career pathway (University Promotions Committee: 10 members, 60%W).
- ✓ Unsuccessful candidates raised concerns that promotion committees were not taking account of periods of leave; we introduced a **new personal circumstances disclosure form** (2017), resulting in a consistent approach across the institution.
- ✓ **We have embarked on a full review of our Academic Promotions (2018)** based on concerns raised in staff feedback (below).

"Feedback lacks clarity and is not followed up"

"More transparent guidelines needed"

A Steering Group (12 members, 50%W) representing a range of disciplines and career pathways, was appointed to lead the review and consulted widely.

The review is ongoing; in 2019/2020 we will (AP2.12-2.13):

- ✓ Align progression routes from grade F and G for the T&S pathway. **This change will positively impact women** (62% of eligible colleagues), create a pipeline of applicants for future SL, Reader and Chair grades. (AP2.5)
- ✓ Include Heads of Academic Units in the formal feedback to unsuccessful applicants to provide a supportive framework for future applications. (AP2.13)
- We have seen a **higher success rate for women** compared to men (Table 47). However, there continues to be a gap in applications from the eligible pool of women (3.8% compared to men 5.5% (2019)), more prevalent at Reader and Chair level.
- ✓ FMS (Table 48): PVC made it a priority to increase the number of women who submitted promotion applications, working with Institute Directors to focus on encouraging and mentoring/coaching colleagues to make applications.
- ✓ HaSS (Table 49): introduced additional drop in sessions for applicants with the Chair of Faculty Promotion Committee; additional training for Schools with low success rates; an informal promotions mentoring scheme (13 colleagues mentored, 7W, all were successful).



- ✓ SAgE (Table 50): promotion applicants are mentored at School level (from Group Leads, DoE and HoS). Following unsuccessful applications, and PVC feedback), colleagues have been given the opportunity to meet with the Dean of Research or Dean of Taught Programmes to provide advice regarding future applications. The PVC is prioritising feedback to NUIs staff following comments that it has been difficult to obtain. (AP2.13)

Table 47: Promotions by Gender, Grade and Year, 2014-19

	2014		2015		2016		2017		2018		2019	
	W	M	W	M	W	M	W	M	W	M	W	M
Promotion to Chair												
Applications												
% Eligible	5.2%	3.6%	4.3%	3.7%	3.2%	4.5%	6%	5.1%	3.8%	6%	3.7%	7.5%
% Women	34%		31%		24%		35%		24%		23%	
Successful												
% W/M Rate	40%	37%	44%	30%	75%	62%	63%	53%	50%	53%	71%	58%
Promotion to Reader												
Applications												
% Eligible	2.4%	1.9%	0.6%	2.5%	1.9%	3%	2.3%	4.3%	1.6%	2.4%	2.9%	4%
% Women	41%		13%		29%		27%		32%		35%	
Successful												
% W/M Rate	15%	60%	50%	39%	67%	47%	63%	77%	67%	54%	42%	59%
Promotion to Senior Lecturer												
Applications	21	42	20	27	14	27	29	27	31	38	40	43
% Eligible	3.1%	5.4%	2.8%	3.5%	1.9%	3.4%	3.7%	3.3%	3.9%	4.5%	4.8%	5%
% Women	33%		43%		34%		52%		45%		48%	
Successful	14	22	9	12	9	18	17	21	22	26	28	25
% W/M Rate	67%	52%	45%	45%	64%	48%	59%	78%	71%	68%	70%	58%
Total All Promotions*												
Applications	38	71	31	60	24	55	45	64	43	70	59	89
% Eligible	3.6%	3.6%	2.6%	3.2%	2.4%	3.6%	4%	4.2%	3.1%	4.3%	3.8%	5.5%
% Women	35%		51%		30%		41%		38%		40%	
Successful	19	35	14	23	16	28	27	46	29	43	38	52
% W/M Rate	50% (60%)	50% (0%)	45% (50%)	38% (100%)	67% (33%)	51% (0%)	60% (63%)	72% (0%)	67% (80%)	61% (40%)	64% (43%)	58% (75%)

Table 48: Promotions (Non-clinical) in FMS by Gender, Grade and Year, 2014-19

	2014		2015		2016		2017		2018		2019	
	W	M	W	M	W	M	W	M	W	M	W	M
Promotion to Chair												
Applications												
% Eligible	8.1%	2.3%	7.6%	5.6%	5.4%	7.8%	8.3%	9.4%	7.5%	8.2%	4.3%	8.6%
% Women	67%		46%		33%		38%		38%		29%	
Successful												
% W/M Rate	50%	67%	50%	71%	50%	25%	100%	60%	33%	60%	100%	60%
Promotion to Reader												
Applications												
% Eligible	0%	1.7%	0%	0%	0.9%	1.8%	2.7%	2.6%	1.5%	1.6%	2.3%	4.1%
% Women	0%		-		33%		50%		50%		38%	
Successful												
% W/M Rate	-	0%	-	-	100%	50%	67%	100%	100%	50%	67%	60%
Promotion to Senior Lecturer												
Applications												
% Eligible	0.3%	1.6%	0.5%	1.2%	0.2%	1.1%	1%	2.7%	1.5%	2.2%	1.8%	2.9%
% Women	20%		40%		25%		36%		50%		47%	
Successful												
% W/M Rate	100%	100%	50%	100%	100%	67%	50%	57%	83%	83%	86%	63%
All Promotions*												
Applications	7	9	8	10			10	15	11	13	12	18
% Eligible	2.8%	1.8%	2.7%	2.3%	2.2%	3.6%	4%	4.9%	3.5%	4%	2.8%	5.2%
% Women	44%		44%		31%		40%		46%		40%	
Successful							7	10	8	9	10	11
% W/M Rate	57% (-)	67% (-)	50% (0%)	80% (100%)	75% (-)	44% (-)	70% (-)	67% (-)	73% (100%)	69% (0)	83% (100%)	61% (100%)

* Part-time in brackets

Table 49: Promotions in HaSS by Gender, Grade and Year, 2014-19

	2014		2015		2016		2017		2018		2019	
	W	M	W	M	W	M	W	M	W	M	W	M
Promotions to Chair												
Applications												
% Eligible	3.4%	7.3%	3%	4.5%	3%	7.2%	5.3%	6.3%	2.2%	6.7%	3.7%	8.3%
% Women	18%		25%		20%		36%		20%		29%	
Successful												
% W/M Rate	33%	36%	33%	0%	100%	75%	50%	57%	50%	63%	50%	70%
Promotion to Reader												
Applications											8	7
% Eligible	4.4%	2.2%	1.3%	3.4%	1.3%	2.4%	1.7%	5.8%	1.6%	1.6%	3.6%	3.6%
% Women	60%		25%		33%		30%		50%		53%	
Successful												
% W/M Rate	17%	75%	50%	0%	50%	50%	67%	70%	33%	100%	38%	86%
Promotion to Senior Lecturer												
Applications	18	23	16	15	9	12	15	9	20	16	23	10
% Eligible	11%	15%	9%	11%	4.8%	7.5%	6.4%	4.8%	8%	8.2%	7.8%	4.8%
% Women	44%		52%		43%		63%		56%		70%	
Successful	12	11					11	8	13	11	14	6
% W/M Rate	67%	33%	44%	33%	56%	33%	73%	89%	65%	69%	61%	60%
Total All Promotions*												
Applications	27	41	21	30	13	24	22	26	25	27	35	27
% Eligible	6.2%	8.1%	4.5%	6.1%	3%	5.7%	4.5%	5.6%	3.9%	5.5%	5%	5.6%
% Women	40%		41%		35%		46%		48%		56%	
Successful	14	19	9	5	8	12	15	19	15	19	19	19
% W/M Rate	52% (75%)	36% (0%)	43% (67%)	17% (-)	62% (33%)	50% (0%)	68% (57%)	73% (0%)	60% (50%)	70% (50%)	54% (40%)	70% (100%)

* Part-time in brackets

Table 50: Promotions in SAgE by Gender, Grade and Year, 2014-19

	2014		2015		2016		2017		2018		2019	
	W	M	W	M	W	M	W	M	W	M	W	M
Promotion to Chair												
Applications												
% Eligible	3.2%	1%	0%	1.9%	0%	0.8%	4.3%	2.3%	3.8%	4.4%	3.1%	6.3%
% Women	33%		0%		0%		25%		14%		10%	
Successful												
% W/M Rate	0	0	-	25%	-	100%	0	33%	100%	33%	100%	44%
Promotion to Reader												
Applications												
% Eligible	2.2%	1.8%	0%	3%	5.6%	3.9%	3.8%	4%	1.6%	3.4%	1.5%	4.2%
% Women	25%		0%		25%		18%		11%		10%	
Successful												
% W/M Rate	0	75%	-	71%	67%	44%	50%	78%	100%	38%	0	40%
Promotion to Senior Lecturer												
Applications							10	11			10	25
% Eligible	1.4%	4.1%	1.4%	2.4%	2.9%	3.2%	6.8%	3%	3.2%	4.3%	6.9%	6.6%
% Women	12%		18%		25%		48%		24%		29%	
Successful											8	14
% W/M Rate	50%	47%	50%	44%	75%	58%	40%	82%	80%	63%	80%	56%
All Promotions *												
Applications					7	22	12	23	7	30	12	44
% Eligible	2.3%	2.3%	0.5%	2.4%	2.8%	2.6%	5%	3.1%	2.9%	4%	3.9%	5.7%
% Women	16%		9%		24%		34%		19%		21%	
Successful									6	15	9	22
% W/M Rate	25%	48%	50%	50%	71%	54%	42%	74%	86%	50%	75%	50%

*Part-time in brackets

(iv) Staff submitted to the Research Excellence Framework (REF) by gender

Provide data on staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

- The number of women submitted to the REF (31%) was proportionate to the number of eligible women (32%; Table 51). There was a lower proportion of women submitted from FMS and SAgE than the proportion eligible. This REF-submitted proportion was higher than in RAE2008 (28%; Table 52). **Staff based in Singapore and Malaysia are not eligible for submission.**
- Our REF Code of Practice has been accepted by Research England and our staff circumstances process is underway. Our Equality Analysis (EA) did not identify any EDI issues at baseline and will be repeated at key points in the process. (AP2.14)

Table 51: Staff Eligible and Returned to REF2014 by Gender and Faculty*

	Eligible staff			Submitted staff		
	Women N (%)	Men N (%)	Total	Women (N %)	Men (N %)	Total
FMS	125 (33%)	249 (67%)	374	96 (33%)	199 (67%)	295
HaSS	201 (40%)	306 (60%)	507	157 (39%)	245 (61%)	402
SAgE	54 (17%)	270 (83%)	324	40 (16%)	216 (84%)	256
Total	380 (32%)	825 (68%)	1,205	293 (31%)	660 (69%)	953

*Figures are rounded to nearest whole number

Table 52: Category A Staff Eligible and Returned to RAE2008 by Gender and Faculty*

	Eligible staff			Submitted staff		
	Women N (%)	Men N (%)	Total	Women (N %)	Men (N %)	Total
FMS	123 (30%)	290 (72%)	403	117 (30%)	273 (70%)	390
HaSS	185 (41%)	268 (59%)	453	142 (40%)	215 (60%)	357
SAgE	57 (16%)	289 (84%)	346	41 (13%)	267 (87%)	308
Total	365 (30%)	847 (70%)	1202	300 (28%)	755 (72%)	1,055

*Figures are rounded to nearest whole number

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

5.2 (i) Induction

Describe the induction and support provided to new staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

- PS staff follow the same induction process as Academic staff (section 5.1(ii)).
- Operational staff (Grade A and B) have their own version of the Welcome event to allow for messages to be tailored for them. It is hosted by the VC and other UEB members attend.
- In 2018, a PS staff consultation exercise (500 staff) identified the need to address the lack of formal induction for colleagues new to management roles, both internally and externally appointed. A Leadership T&FG was established, recommendations were delivered in May 2019 and are being built into the formal review of the University's Leadership and Management Development Offer.

(ii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

- PS colleagues can apply for a higher graded position via open recruitment, they are not able to self-apply for promotion or post regrade.
- As part of the University's Pay Review Process, accelerated/discretionary increments, rewards for sustained excellent standards of contribution and performance within the grade, are made annually. Managers are asked to consider all colleagues and submit cases which are then considered by an institutional panel, with faculty and central services representatives.
- Bonus payments, reward one off pieces of work or activity outside of the normal expectations of the role, and is a management nominated process. Contributions to AS are recognised in this way, e.g. Faculty EDI Officers (2W) received a Spotlight Award for their support to the FMS Silver submission.

Since our last application:

- ✓ The 5% cap for bonuses and opened submissions has been removed; applications can be anytime during the year. Cases are considered by a University level committee (nine members, 67%W).
- Consistency in the number of successful awards between men and women annually but a lower proportion of submissions for men (Table 53). The 2019 Pay Review committee identified the need to review criteria and process to ensure it remains suitable for all groups, is open and transparent and aligned to our academic promotions in being self-nominated. (AP2.15)

Table 53: Professional Services Staff Pay Review by Gender and Year, 2014-19

2019		Cases		Awards	
	Eligible	No.	% of Eligible	No.	% of Cases
Women	2168	95	4.4%	59	62.1%
Men	1242	45	3.6%	28	62.2%
Grand total	3410	140	4.1%	87	62.1%
2018		Cases		Awards	
	Eligible	No.	% of Eligible	No.	% of Cases
Women	2140	190	8.9%	167	87.8
Men	1203	49	4.1%	43	87.7
Grand total	3343	239	7.1%	210	87.8%
2017		Cases		Awards	
	Eligible	No.	% of Eligible	No.	% of Cases
Women	2049	127	6.2%	116	91.3%
Men	1154	64	5.5%	59	92.1%
Grand total	3251	191	5.9%	175	91.6%
2016		Cases		Awards	
	Eligible	No.	% of Eligible	No.	% of Cases
Women	2041	129	6.3%	112	86.8%
Men	1167	51	4.4%	40	78.4%
Grand total	3208	180	5.6%	152	83.5%
2015		Cases		Awards	
	Eligible	No.	% of Eligible	No.	% of Cases
Women	1995	124	6.2%	104	83.8%
Men	1069	54	5.1%	45	83.3%
Grand total	3064	178	5.8%	149	83.7%
2014		Cases		Awards	
	Eligible	No.	% of Eligible	No.	% of Eligible
Women	1964	99	5.0%	83	83.8%

Men	1081	52	4.8%	44	84.6%
Grand total	3045	151	5.0%	127	84.1%

5.3. Career development: academic staff

(i) Training

Describe the training available to staff at all levels. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

- We offer career development to our Academic staff at whatever stage they join us.
- We offer: Career planning workshops, one-to-one career advice, and a Transitions programme for those looking to develop their careers outside academia (Table 54).
- We provide **opportunities to staff to sit on university committees** to enable individuals to explore their leadership style and aspirations at an early stage; this has contributed to the development of several current school and Faculty leaders.
- Faculty OD leads work with individuals to offer advice on career development (Table 54) (section 5.4(i)).
- All staff have access to development training; more women than men attend (Table 54).

Table 54: Academic Staff Participation in Development Activities by Gender and Year, 2016-19

Programme	2016		2017		2018		2019	
	W N (%)	M N (%)	W N (%)	M N (%)	W N (%)	M N (%)	W N (%)	M N (%)
PI Development	141 (46%)	163 (54%)	62 (36%)	109 (65%)	117 (66%)	59 (34%)	108 (50%)	108 (50%)
Career Pathways	72 (56%)	56 (44%)	50 (60%)	33 (40%)	52 (51%)	50 (49%)	33 (60%)	22 (40%)
Transitions							15 (65%)	8 (35%)
Career 1-to-1	49 (70%)	21 (30%)	36 (64%)	20 (36%)	30 (70%)	13 (30%)		

- New academic staff are eligible to join our PGCert programme leading to **Fellowship of the Higher Education Authority (HEA)**. We support staff to obtain all levels of HEA Fellowship via our accredited scheme or via the HEA directly.
- More senior academic staff in formal leadership roles are also offered a range of development opportunities to support them in their current roles and future careers.

In 2018:

- 46% Academic Leaders Programme participants were women (58% in 2017, 50% in 2016).
- 41% of staff engaged in coaching and 360 feedback exercises were women (44% in 2017, 32% in 2016).



We have a better gender balance in both leadership programmes and leadership coaching for Academics but still have more men than women in the most senior Academic leadership roles. (APs5.1-5.8)

UEB are increasingly role modelling leadership development activity with Away Days, self-awareness work, 360 degree feedback and coaching, showing others that if they were to take up senior leadership roles, they would be supported.

Leadership Talent conversations have become part of PDRs and between the Leadership Development Adviser and the VC/PVCs/Directors. Fewer Academic women (30%) initiate conversations about their careers and development than men; NU Women are addressing this through their Career Conversations work. (AP1.17)

Increasing the number of women in leadership roles is a UEB priority. We facilitated **'Women into Leadership' workshops** (24 women invited, 100% attendance), with senior and aspirational leaders. The recommendations from these workshops have formed our actions to increase the proportion of leadership positions held by women (Figure 67). (APs5.1-5.8)



Figure 67: Lynne Howlett, Assistant Director People Services (Leadership Talent) Facilitating one of two 'Women into Leadership' Workshops (11/2018).

(ii) Appraisal/development review

Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

- Our Performance Development Review (PDR), considers the previous year's performance, achievements and targets in relation to agreed objectives, identifying challenges and prioritising activities for the forthcoming year, discuss future training and development needs.
- PDR completion rates have been consistently high with no significant gender difference for Academic staff. Research staff are less likely to have received a PDR than their Academic counterparts (Table 55). A decline in completion of PDR's in SAgE followed the restructure.
- Staff new to management positions are strongly encouraged to undertake the respective online PDR training. A bespoke training session for all Group Heads was carried out with over 60 staff attending.
- Feedback from our 2016 staff survey, raised concerns around the effectiveness and consistency of the PDR and the variability of appraiser skills. Based on this feedback, we launched the '**Engage and Aspire**' project in Sept 2018, to review the current PDR process and understand the impact on supporting and engaging colleagues. By August 2019, over **845 colleagues had been consulted through focus groups, 1:1 interviews or creativity sessions and including Skype calls with NUMed and a session in NUIS**. We will commence a phased introduction of our new approach to PDR from Sept 2020 including training.

Table 55: PDR Completion Rates for Academic Staff (All) by Gender, Job Function, Faculty and Year, 2014-19

University												
	2014		2015		2016		2017		2018		2019	
	W	M	W	M	W	M	W	M	W	M	W	M
Research	462	506	403	444	458	458	485	470	448	379	366	275
(%)	91%	90%	79%	81%	85%	85%	89%	86%	82%	70%	67%	50%
Academic (T&R)	467	861	462	832	468	829	561	919	573	850	537	810
(%)	96%	95%	90%	91%	89%	87%	91%	92%	87%	81%	74%	75%
Faculty of Medical Sciences												
	2014		2015		2016		2017		2018		2019	
	W	M	W	M	W	M	W	M	W	M	W	M
Research	354	239	306	177	358	227	366	228	341	235	288	195
(%)	93%	97%	79%	70%	87%	86%	93%	92%	92%	93%	80%	76%
Academic (T&R)	175	265	170	238	171	236	211	254	225	300	191	273
(%)	97%	97%	89%	90%	93%	91%	96%	92%	93%	94%	75%	85%
Faculty of Humanities and Social Sciences												
	2014		2015		2016		2017		2018		2019	
	W	M	W	M	W	M	W	M	W	M	W	M
Research	30	31	22	26	33	24	47	35	53	41	52	34
(%)	91%	94%	69%	84%	77%	75%	80%	77%	76%	82%	60%	74%
Academic (T&R)	220	305	215	286	224	296	260	326	283	310	285	305
(%)	99%	98%	91%	91%	89%	86%	90%	93%	88%	85%	76%	80%
Faculty of Science, Agriculture and Engineering												
	2014		2015		2016		2017		2018		2019	
	W	M	W	M	W	M	W	M	W	M	W	M
Research	78	236	75	241	67	207	72	207	54	103	26	46
(%)	81%	89%	82%	91%	77%	84%	80%	83%	52%	43%	26%	19%
Academic (T&R)	72	291	77	308	73	297	90	339	65	240	61	232
(%)	85%	90%	89%	92%	80%	84%	93%	91%	72%	66%	64%	62%

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff including postdoctoral researchers to assist in their career progression.

- NU was amongst the first 10 universities to retain the **Vitae HR Excellence in Research Award** for a further 4 years, in recognition of our on-going commitment to promoting the principles of the Concordat to Support the Career Development of Researchers. Our VC is one of the first to sign the revised Concordat (launched 9/2019).

“Our strategy aims to make Newcastle University a place where researchers of all backgrounds and characteristics will be welcomed and developed to their full potential”.

Prof Chris Day, VC and President, Newcastle University

- Our NUAcT Fellowship programme offers five year, academic-track Fellowships open to researchers internal and external to NU and in **any discipline**. They provide provision for career breaks and career break returners, full flexibility to incorporate job share, less-than-full-time working and funds to overcome potential barriers to career development. We will recruit 100 new Fellows over the next five years.
- We have a number of development opportunities for research colleagues including: completion of an annual PDR; Career Guidance Workshops (2018: workshop 1 66%W; workshop 2: 50%W); 1:1 Careers Guidance 1:1 (2018: 88%W); Transitions Programme (2018: 65%W); NU Mentoring and Faculty mentoring schemes; PI Development Programme (2018: 49%W); 10 days a year for personal and career development and Vitae on-line resources (membership paid by NU).

Other examples of support include:

- ✓ **NU Women deliver career-related events**
- ✓ CAO: management and oversight of the integrated clinical career training pathway.
- ✓ **NU Learning and Teaching Development Programme:** Suite of tailored activities to support clinical and non-clinical staff in their teaching practice and professional development, and towards HEA fellowships.
- ✓ We fund 15 women annually to attend the **Advance HE Aurora programme**. Previous Aurorians share their learning and continue their development by acting as mentors to the following cohort. Responding to staff feedback on the nominations process, we introduced blind programme selection from a central panel to improve transparency and equity. Staff feedback has been excellent.

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5.4. Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels. Provide details of uptake and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

(vi) Appraisal/development review

Describe current professional development review for professional and support staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

(ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

5.4 Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels. Provide details of uptake and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

- OD offer an annual programme of workshops (Open Programme (OP)), online training, tailored team development, coaching and mentoring. Programmes are delivered based on demand which is monitored to enable flexibility. Evaluation is via evaluation forms which facilitators review to make improvements as required.
- OP (relaunched, 2018), brings together training across the University in one 'shop window' to increase accessibility to learning and development activity. OD work in partnership with the EDI Team to design and facilitate events including a new online EDI training course.
- Four OD leads (one per faculty, one central), provide guidance and support on tailored team/individual development, as well as coaching and mentoring. We have leads for apprenticeships and technical training, and for strategic projects.

PS participation in development activities is greater for women (Table 56), more PS are women.

Table 56: Professional Services Staff Participation in Development Activities by Gender and Year, 2016-19

Development Activity	2016*		2017		2018		2019	
	W N (%)	M N (%)	W N (%)	M N (%)	W N (%)	M N (%)	W N (%)	M N (%)
Coaching	43 (88%)	6 (12%)	28 (78%)	8 (22%)				
Open Programme (inc IT)	1678 (80%)	429 (20%)	683 (79%)	185 (21%)	224 (70%)	96 (30%)	574 (76%)	182 (24%)
Tailored events	819 (70%)	347 (30%)	473 (84%)	89 (16%)	395 (80%)	96 (20%)	646 (75%)	215 (25%)
Web based Learning	535 (79%)	141 (21%)	825 (58%)	601 (42%)	1186 (63%)	686 (37%)	1857 (69%)	832 (31%)

* Reduction in OP training after 2016 resulted from a reorganisation of the HR Staff Development Unit to OD and was accompanied by an increase in staff accessing Web-Based Learning.

(ii) Appraisal/development review

Describe current professional development review for professional and support staff at all levels across the whole institution. Provide details of any appraisal/development training offered and the uptake of this, as well as staff feedback about the process.

- PDR completion rates have been consistent for both Administrative and Technical colleagues (Table 57); slight decreases in 2019 is likely to be due to greater emphasis on the new **Engage and Aspire project** (section 5.3 (ii)) as colleagues know the current PDR is to be replaced so were waiting for the new version although advised to use the existing process until the new one is launched.
- To enhance the experience for PS colleagues, we have developed Success Factors. Colleagues and managers are asked to identify 3-5 factors that make the greatest difference in their job; these are reviewed and discussed at the PDR. Success Factors are relevant to grades A-IB in PS roles and have been designed to support key University strategic management and leadership aims. We are currently consulting on a behaviour framework based on our values including EDI to make this more of the focus going forward. (AP3.2, 1.23)

Table 57: Professional Services Staff PDR Completion Rates by Gender and Year, 2014-19

	2014		2015		2016		2017		2018		2019	
	W	M	W	M	W	M	W	M	W	M	W	M
Administrative	1365	494	1353	478	1306	421	1421	443	1462	467	1388	468
(%)	94%	95%	89%	91%	84%	86%	89%	87%	89%	89%	83%	83%
Technical	465	503	445	480	447	572	455	627	455	615	439	607
(%)	94%	92%	93%	85%	93%	87%	94%	93%	91%	88%	88%	87%

iii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression

We highly value our excellent PS staff and strive to provide a range of career progression support. As well as online courses, we provide:

- **NU Mentoring:** University-wide scheme, open to all staff, offers opportunities for personal and professional development e.g. developing assertiveness and self-confidence, moving into a management or leadership role etc. Mentor training is provided and briefing sessions for mentees. More women are mentors/mentees reflecting the higher proportion of women in PS staff.
- **Chameleon Programme:** in-house, one-year development programme for middle managers (three places per faculty, seven for central staff) within administrative or technical roles, delivered by OD. More women (31) than men (17) have attended the programme in the last three years.

"Through the Chameleon programme, I've become aware of the various influencers around the University; it has helped me to improve my influencing skills; both will enrich my role".

Kelechi Dibie, HaSS Faculty EDI Officer

- **PS Development Programme:** in-house, one-year accredited programme of development focusing on enhancing the vocational skills and transferable personal skills of PS staff, for 16 administrative/technical staff (four per faculty/central). Attendees provide feedback on their experience of the programme; due to positive feedback, two programmes are now delivered annually.

- **Aurora:** as for academic staff (section 5.2(iii)).
- **Leadership Development:** Senior PS colleagues are offered: one-off leadership development programmes, self-awareness work, coaching and 360 degree feedback exercises.
- **Diversifying Leadership (Advance HE):** We engaged with this scheme for the first time in 2018/19; two PS BAME women participated. Learning will be fed into the development of a local programme for BAME colleagues.
- There has been an increase in the proportion of women in PS roles engaging with leadership development. We are developing a broader leadership and management development offer to engage more mid-level managers in their leadership development and to support our culture change initiatives. (AP2.15)
- **NUTechNet:** section 4.1(i).
- **NU Women PS Network:** established in response PS colleagues requests for additional activity more targeted to PS challenges. Events include: application and interview skills, empowerment, career and personal progression whilst working PT.
- As part of a wider PS initiative, a series of consultation workshops were held in July/Aug 2018; over 500 staff attended. Career development and progression was highlighted as one of their key priorities. We have developed a workstream to produce a **Career Development Framework for PS staff** by 2021. (AP2.15)

5.5 Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

- Responding to staff feedback in our 2016 Engagement Survey, we undertook a comprehensive Parenting and Childcare Review (NUPCR) in 2017, which surveyed 632 (69%W) staff and student parents with three follow-up focus groups to better understand how we could improve our support for working and studying parents. UEB endorsed the NUPCR recommendations, committing funds for a 3-year project (£15K p.a.), to transform NU into a Family-Friendly centre of excellence by 2023. (AP6.1)
- The 'For Families' Project (FFP) has nine working groups with SMART action plans to address key issues identified (Figure 69). Our institutional approach to supporting staff with caring responsibilities stems from the FFP work, and actions held by the project team, which reports directly to UEB. We are proud how this work has transformed how we approach caring at NU and had considerable positive impact.



✓ Feedback event (Jan 2019, photo), 142 (80%W) registrations, reporting achievements and plans for the year, followed by Q&A with team leads. An attendees survey (N=58, 84%W; Table 58) showed positive feedback.



Table 58: Feedback from the 'For Families' Feedback Event

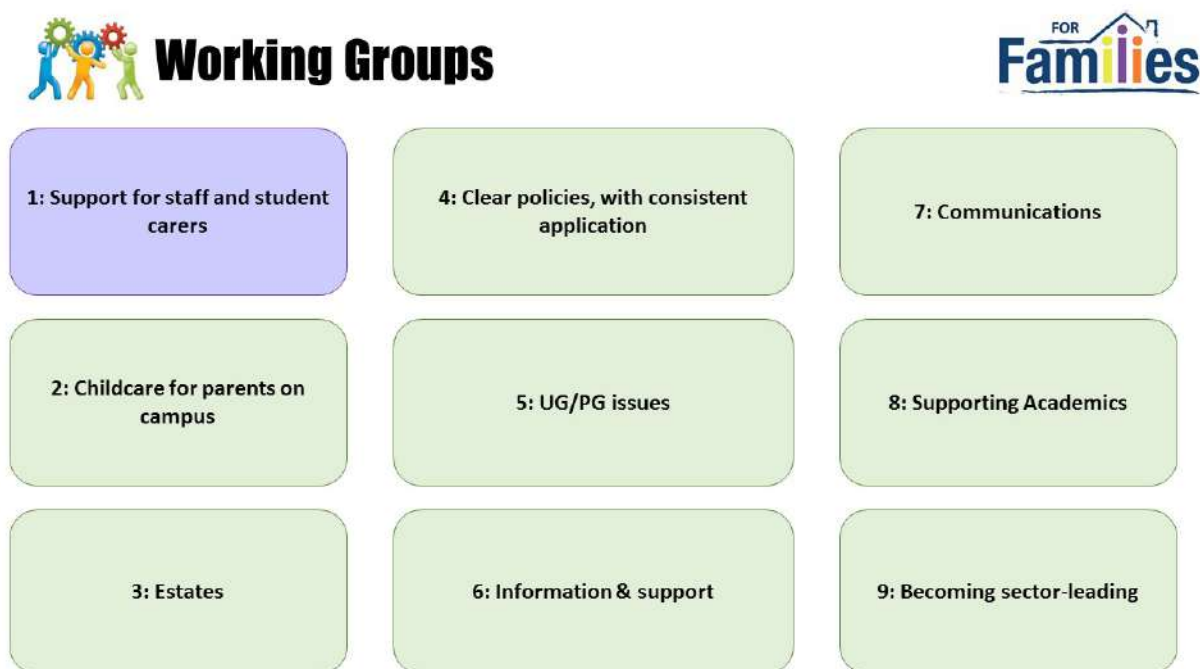
Statement	N (%)
I learned a lot about what the University is doing to become more family friendly	57 (98%)
The University has listened to the feedback from parents	55 (95%)
I am confident that the University will become more family-friendly in the year ahead	53 (91%)

Parents appreciated the work being undertaken:

"There were actual moves to change things, rather than just talking about it."



Figure 69: 'For Families' Project Working Groups



(i) Cover and support for maternity and adoption leave: before leave

Explain what support the institution offers to staff before they go on maternity and adoption leave.

- Guidance on planning for maternity and adoption leave is available via our staff 'Parents & Carers' intranet page. Staff are provided with guidance on this through the Maternity Leave Manager's Checklist.
- Line managers complete a Health & Safety (H&S) risk assessment with the staff member and the H&S team provides advice on handling identified risks.

Since our last application, we have:

- ✓ Revised the wording of our maternity and adoption policies so they are warm and adopt a 'can-do' ethos.
- ✓ Developed guidance (FAQs, checklists and flowcharts) to support interpreting and operationalising the policies (2018).
- ✓ Developed a one-stop website for staff parents and carers (2018, Figure 70).

Figure 70: Parents and Carers Home Page



Staff were informed of our changes to maternity and adoption leave through the Registrar's weekly circular as well as Faculty/School newsletters. Example feedback received:

"The biggest improvement for me is the guidance, flow charts and toolkits which is useful to both employees going on leave, and line managers."
Chair, NU Parents Network



- Positive steps have been made in the last five years; feedback shows we still need to improve our support especially arranging cover for Academic staff going on leave (Table 59). We held a focus group with HoSs (March 2018) to discuss how we can simplify and align the process for cover provision for Academic staff. (AP6.2)

Table 59: NUPCR Survey Responses: Discussions Before Leave (Leave Date Before and After 01/01/2012)

Statement in NUPCR	Leave date			
	Before 1/1/2012		After 1/1/2012	
	Acad N (%W)	PS N (%W)	Acad N (%W)	PS N (%W)
Did you discuss how you wished to maintain contact with work during your leave with your line manager?	7 (35%)	28 (50%)	37 (76%)	50 (64%)
Did you discuss how your workload would be covered during your leave with you line manager?	8 (42%)	40 (73%)	28 (57%)	72 (87%)



Through NUPCR, adoptive parents highlighted additional challenges because of the unpredictability of the start date, although individual experiences were positive. (AP6.3)

"My manager and colleagues have been nothing but positive, supportive and enthusiastic."
Staff (Adoption)

(ii) Cover and support for maternity and adoption leave: during leave

Explain what support the institution offers to staff during maternity and adoption leave.

- For more than 15 years, NU has offered eligible staff on maternity and adoption leave 18 weeks' full pay; only six other RG universities pay more.
- On Shared Parental Leave (SPL) and pay, **we are paying in the top group of RG universities by offering 18 weeks' full pay** (only two other RG universities pay more).
- Ten Keeping in Touch (KiT) days (or 20 SPLIT days) are available for all staff. While >85% of staff who took KiT days found them useful, not everyone knew about them (Table 60). KiT days are now featured as part of the Maternity/Adoption FAQ and checklist and will continue to work to increase awareness.

Table 60: NUPCR Survey Responses: Keeping in Touch Days (Leave Takers in Last Five Years)

Statement in NUPCR	Total N (%W)	Acad N (%W)	PS N (%W)
Proportion of surveyed staff using KiT days	75 (60%)	32 (67%)	43 (57%)
Of those using KiT days, the proportion who found them useful	65 (86%)	28 (90%)	37 (86%)
Proportion of surveyed staff unaware of KiT days	16 (13%)	6 (13%)	10 (13%)

"Keeping in Touch days were an invaluable way to keep up to date with what was going on at work, reconnect with my colleagues, and still feel a part of the workplace."
PS staff member (HaSS)

The **Maternity/Adoption Checklist** for staff and managers provides guidance on communications during leave:

- ✓ We have improved the proportion of Academic staff who felt that the nature of contact was appropriate (Table 61).
- ✓ Cover is much more common for PS staff than Academic staff (Table 61); there has been improvement among Academic staff. (AP6.2)
- ✓ We are currently undertaking focus groups with adoptive or potential adoptive parents. (AP6.3)

Table 61: NUPCR Survey Responses: Contact and Cover (Leave Date Before and After 01/01/2012)

Statement in NUPCR	Leave date			
	Before 1 Jan 2012		After 1 Jan 2012	
	Acad N (%W)	PS N (%W)	Acad N (%W)	PS N (%W)
I found the nature of my contact with colleagues from work to be appropriate	9 (47%)	37 (70%)	32 (70%)	55 (73%)
Was some cover provided for at least some aspects of your work whilst on parenting leave?	11 (55%)	49 (93%)	28 (61%)	75 (97%)



(iii) Cover and support for maternity and adoption leave: returning to work

Explain what support the institution offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

We have improved support for returners through:

- Our flagship **RP** (2017-), an action from our previous application, provides Academic and Research staff with flexible support (e.g. conference childcare costs, teaching cover, lab support) to minimise the impact of extended leave on career development and enable them to rebuild momentum upon their return to work. **Each Faculty has invested £50K p.a.**, FMS committing an additional £20k p.a. from a Wellcome Trust Institutional Strategic Support Fund. There have been 19 recipients. We will **extend this programme to PS staff** and are currently undertaking focus groups to inform this work. (AP6.4)

“Without the Returners’ Programme I would not have the time and support to pick up on existing projects, begin new ones and re-establish contacts and networks, in order to become ‘research active’ again relatively quickly after a long period of leave”.
RP recipient, HaSS



- **NU Parents Network** (relaunched 2017; mailing list of 312 members), provides informal peer-to-peer support, organises events and gathers feedback to influence policy. **NU invests £2K p.a. on each of its staff networks.**
- We have increased the number of **rooms suitable for breastfeeding and expressing milk**, with further rooms across campus and an online booking system planned. (AP6.5)

We have recently increased support through:

- ✓ Removing the qualifying service period for ‘Emergency Leave’ and ‘Time off to Care for Dependents’ (12/2017).
- ✓ Removing all conditions of service around maternity/paternity/adoption leave and for flexible working requests (9/2019); all are now available from day 1 of working at NU.
- ✓ Developed our first policy on **‘Bringing children into the workplace’** to reflect our ambition of being a Family-Friendly university, supportive of parents as they balance work and caring responsibilities (7/2019).
- ✓ Assembled information for parents on finding childcare, help with childcare costs and navigating the school application process in our ‘Parents & Carers’ Intranet site (11/2017, right).
- ✓ FMS are piloting a local **Parents & Carers Fund** (2019-) to provide additional support (up to £1,000) for academics to attend conferences. We will review this scheme in Jan 2020 with the aim of rolling out university-wide. (AP6.6) NU has

committed to enhancing our digital infrastructure and support for conference hubs to support virtual attendance.

Are you a parent/carer...



Looking for some flexibility?



Looking to reduce your childcare costs?



With a poorly child or an unexpected incident?



Looking for childcare for under 5s?



Looking for a school?



Looking for childcare for school-going children?



- ✓ Provide extended maternity leave for mothers with premature babies as well as compassionate leave for fathers; NU has applied for membership of 'Employer with Heart'.



- ✓ Successfully improved support for staff upon their return to work; before 2012 37% Academic and 57% PS staff to after 2012 51% and 68% respectively.
- ✓ Further action will amend University policy to allow additional childcare expenses to be included in grant costings. (AP6.7)

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the institution. Data and commentary on staff whose contracts are not renewed while on maternity leave should be included in this section.

All Academic staff taking leave returned in the last six years (Table 62); two Researchers (Table 63) and five PS staff did not return (Table 64).

Retention at 18 months is high among Academic staff; only four staff left the University (Table 62) since 2014.

Table 62: Overall Academic Staff Maternity Return Rate by Faculty and Year, 2014-19

Academic Staff Maternity Return Rate									
On maternity leave		Returned		After 6 months		After 12 months		After 18 months	
2014	16	16	100%	16	100%	16	100%	16	100%
2015	14	14	100%	13	93%	13	93%	13	93%
2016	16	16	100%	15	94%	15	94%	15	94%
2017	19	19	100%	19	100%	19	100%	19	100%
2018	23	23	100%	21	91%	21	91%	21	91%
2019	25	25	100%	22	88%				
Total	113	113		106					
Faculty of Medical Sciences									
On maternity leave		Returned		After 6 months		After 12 months		After 18 months	
2014	6	6	100%	6	100%	6	100%	6	100%
2015	7	7	100%	7	100%	7	100%	7	100%
2016	6	6	100%	6	100%	6	100%	6	100%
2017									
2018	8	8	100%	8	100%	8	100%	8	100%
2019	11	11	100%	10	91%				
Total									
Faculty of Humanities and Social Sciences									
On maternity leave		Returned		After 6 months		After 12 months		After 18 months	
2014	6	6	100%	6	100%	6	100%	6	100%
2015									
2016	8	8	100%	7	88%	7	88%	7	88%
2017	8	8	100%	8	100%	8	100%	8	100%
2018	10	10	100%	8	80%	8	80%	8	80%
2019	12	12	100%	10	83%				
Total									
Faculty of Science, Agriculture and Engineering									
On maternity leave		Returned		After 6 months		After 12 months		After 18 months	
2014		100%		100%		100%		100%	
2015		100%		67%		67%		67%	
2016		100%		100%		100%		100%	
2017	6	6	100%	6	100%	6	100%	6	100%
2018			100%		100%		100%		100%
2019			100%		100%				
Total									

Table 63: Overall Research Staff Maternity Return Rate by Faculty and Year, 2014-19

Research Staff Maternity Return Rate									
On maternity leave		Returned		After 6 months		After 12 months		After 18 months	
2014	22	21	95%	17	77%	15	68%	15	68%
2015	29	29	100%	24	83%	22	76%	20	69%
2016	22	22	100%	20	91%	20	91%	20	91%
2017	26	25	96%	24	92%	23	88%	23	88%
2018	35	35	100%	32	91%	29	83%	27	77%
2019	31	31	100%	27	87%				
Total	165	163		144					
Faculty of Medical Sciences									
On maternity leave		Returned		After 6 months		After 12 months		After 18 months	
2014	17	16	94%	13	76%	12	71%	12	71%
2015	20	20	100%	18	90%	17	85%	15	75%
2016	20	20	100%	18	90%	18	90%	18	90%
2017	18	17	94%	16	89%	16	89%	16	89%
2018	26	26	100%	24	92%	21	81%	19	73%
2019	27	27	100%	23	85%				
Total	128	126		112					
Faculty of Humanities and Social Sciences									
On maternity leave		Returned		After 6 months		After 12 months		After 18 months	
2014			-		-		-		-
2015									
2016									
2017									
2018									
2019									
Total									
Faculty of Science, Agriculture and Engineering									
On maternity leave		Returned		After 6 months		After 12 months		After 18 months	
2014			100%		80%		60%		60%
2015	6	6	100%		67%		67%		67%
2016			100%		100%		100%		100%
2017	6	6	100%	6	100%		83%		83%
2018	7	7	100%	6	86%	6	86%	6	86%
2019			100%		100%				
Total									

Table 64: Professional Services Staff Maternity Return Rate by Year, 2014-19

Professional Services Staff Maternity Return Rate									
On maternity leave	Returned			After 6 months		After 12 months		After 18 months	
2014	52	52	100%	48	92%	47	90%	44	85%
2015	57	57	100%	46	81%	45	79%	44	77%
2016	64	64	100%	57	89%	57	89%	57	89%
2017	58	57	98%	56	97%	55	95%	54	93%
2018	62	60	97%	56	90%	53	85%	52	84%
2019	66	64	97%	62	94%				
Total	359	354		325					

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Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

See Tables 62-64 in the previous section.

(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution's paternity package and arrangements.

To encourage staff to take paternity leave:

- ✓ Since our last AS application, we have increased our **paternity leave entitlement to four week's full paid leave** (2019). 
- ✓ We amended our paternity policy (12/2018) so that staff with less than 26 weeks service are now entitled to take unpaid paternity leave (instead of having to take annual leave). 

In line with national trends which show take up of shared paternity leave (SPL) 'to be as low as 2%', **uptake of SPL within NU is also low**. Reasons are often outside our direct control e.g. economic viability or partner preferring to take leave, though some staff said they found the SPL guidance difficult to understand and interpret (NUPCR).

- ✓ Created a dedicated SPL page with FAQs, checklists, a simplified overview of how SPL works and a link to case studies of couples who have taken SPL to improve guidance for staff considering this option (11/2017). (AP6.8)
- ✓ Consulting on our adoption policy and this will be reviewed based on this feedback. (AP6.3)
- ✓ Feedback (NUPCR) suggested that staff would benefit from a one-to-one meeting with their manager before going on parental leave to ensure they understand their entitlements and support them to manage their leave effectively. (AP6.9)

Tables 65-67 show paternity, shared, unpaid leave and adoption by year and staff group.

Table 65: Academic Staff Taking Leave Overall and by Gender, Faculty and Year, 2014-19

Academic staff - All										
	Paternity		Shared Parental		Unpaid Parental		Adoption		TOTAL	
	M	F	M	F	M	F	M	F	M	F
2014	18								18	
2015	20								20	
2016	16								18	
2017	20								22	
2018	17								19	
2019	17								20	
Total	108								117	11
Academic staff - FMS										
	Paternity		Shared Parental		Unpaid Parental		Adoption		TOTAL	
	M	F	M	F	M	F	M	F	M	F
2014										
2015										
2016										
2017										
2018										
2019										
Total	20								20	
Academic staff - HaSS										
	Paternity		Shared Parental		Unpaid Parental		Adoption		TOTAL	
	M	F	M	F	M	F	M	F	M	F
2014										
2015									11	
2016	9								10	
2017	11								12	
2018	6								7	
2019	7								8	
Total	48								52	6
Academic staff - SAgE										
	Paternity		Shared Parental		Unpaid Parental		Adoption		TOTAL	
	M	F	M	F	M	F	M	F	M	F
2014	10								10	
2015										
2016									6	
2017									6	
2018									9	
2019									10	
Total	40								45	

Table 66: Research Staff Taking Leave by Gender and Year, 2014-19

Research staff										
	Paternity		Shared Parental		Unpaid Parental		Adoption		TOTAL	
	M	F	M	F	M	F	M	F	M	F
2014	15								15	
2015	10								10	
2016	16								19	
2017	17								18	
2018	16								13	
2019	20								23	
Total	94								101	7

Table 67: Professional Services Staff Taking Leave by Gender and Year, 2014-19

Professional Services staff										
	Paternity		Shared Parental		Unpaid Parental		Adoption		TOTAL	
	M	F	M	F	M	F	M	F	M	F
2014	30								33	
2015	27								33	
2016	37								43	
2017	29								38	
2018	28								35	
2019	30								39	
Total	181		14	9	25	31		7	221	47

(vi) Flexible working

Provide information on the flexible working arrangements available.

Our flexible working (FW) policy covers all staff. Requests for FW can entail a formal or informal change to hours (PT/job-sharing), times (compressed or staggered hours, or term-time working), or location of work.

- **PDRs give the opportunity to review flexi arrangements** to ensure they are still appropriate for the individual's circumstances.
- **Informal requests for FW are common especially among women**, and help to accommodate short-term needs or temporary changes in childcare provision. Of 69 staff who had made informal requests for FW 89% were women (NUPCR).
- **FW is important to employees:** 74% (n=135) of parents with younger children and 72% (n=128) of parents with older children agreed that it helps them to work around childcare arrangements (NUPCR).

"I work flexible hours with the agreement of my manager and it works very well with the role of a single parent and part-time carer for elderly relatives".

PS Staff Woman (NUPCR)

- **Whilst staff have positive experiences around FW**, feedback (focus groups and PET&FG discussions) suggests that some line managers are more supportive of FW, and more knowledgeable around policies, than others. (AP6.10)

"There isa need for more training for managers on the policy as there seems.... to be a lack of understanding when an employee requests flexible working".

PS Staff Woman (NUPCR)

(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.

Our FW policy allows for all reasonable requests for changes to a staff's working pattern, e.g. phased return following career breaks, to be considered. Agreed changes are reviewed during PDRs, and staff can transition back to full-time work should their circumstances change. The RP (Section 5.5.3) also provides support for a phased return after a career break. **We have a high maternity return and retention rates for Academic staff** (Table 62).

"I have been well supported by the University in terms of working patterns... to work part-time and subsequently full-time on a flexible contract to accommodate school hours".

Academic Staff Woman (NUPCR)

(viii) Childcare

Describe the institution's childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.

- Staff feedback (NUPCR) suggested a need to enhance onsite childcare provision and to better partner with existing local providers to explore joint funding arrangements, longer opening hours and greater flexibility especially for staff on short-term contracts. An action from our previous application was to conduct a

nursery feasibility study; we subsequently decided to conduct a comprehensive staff survey on parenting (NUPCR, 2017) to assess demand. (AP6.11)

- Through a partnership with the Childcare Coordinator at Sunderland Hospital, we offer support to all current and incoming staff to find suitable childcare including in emergencies (08/2019). (AP6.12)

(ix) Caring responsibilities

Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.

- The NUPCR highlighted that staff often have additional caring responsibilities over and above those associated with parenting and that these can bring their own challenges. In response:
 - ✓ UEB approved the Carer's project (£10K budget) which is looking at issues affecting employees and students who are unpaid carers (survey 7/2019, focus groups ongoing 11/2019; Steering Group chaired by our DEDI). (AP6.13)
 - ✓ NU Women organised a 'Carer Awareness Interactive Session' (6/2018) which highlighted the needs of unpaid carers who work at NU.
 - ✓ Carers Group set up where staff with caring responsibilities come together monthly over lunch to share insights and offer peer support.

"Thank you for recognising that carers need help." Academic Staff Woman (HaSS)

"I appreciated knowing there are others in the same position with the same concerns" PS Staff Woman

5.6 Organisation and culture

(i) Culture

Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution.

- NU takes a values-led, people-focused approach to developing **a culture that is positive, inclusive and supportive**, to which all staff and students contribute, and have the freedom and opportunity to succeed.
- We aspire to making NU a place where all interactions are characterised by respect, trust, openness and equity.
- We are proud of our **longstanding commitment to advancing gender equality**. We champion the ten AS principles across NU. We raise awareness of, and promote greater understanding of, gender equality by increasing knowledge and skills through **an effective communication strategy and professional development**.
- We actively consider gender equality in all that we do, embedding it in our strategy, policies and practices, and **visibly celebrating our gender equality successes** (section 2). During our 10th anniversary of NU's engagement with AS (21/11/2019), the VC proudly thanked those whose efforts had ensured our sustained gender equality actions (quote, Figure 71).

"Without all of you, without your effort, your advocacy and your commitment, we would not be where we are today and you can all be justifiably proud of what you have achieved, individually and collectively."

VC, Prof Chris Day, at our 10 year celebration of NU's engagement with AS

Figure 71: Photos from our Celebratory Event to Mark Newcastle University's 10 Years Engagement with the Athena SWAN Charter



- We give strong messages internally and externally **advocating gender equality** in what we say (e.g. highlighting gender equality actions e.g. introducing the RLW (quote), AS award successes celebrated in VC Connect and NU Connections), and what we do (e.g. visibility of VC, DVC and UEB members at gender equality-related events, our GPG reporting goes beyond what is required, gender balance in our Public Insight Lectures).
- We have constant dialogue about gender equality, from recognising the need for gender inclusive language training (section 2(i)) to approaches to increase the number of women in leadership positions (section 5.3(i)). We have gender equality discussions at Council (membership gender balanced 7/2019) and Senate; members provided input to this application and other related work e.g. our GPG reporting.
- Our experience and successes with AS has given us the confidence to commit to and achieve wide-ranging and intersectional progress.
- We were very proud to announce (21/11/2019; Figure 72) the appointment of Imtiaz Dharker as NU's first woman Chancellor.



Figure 72:
Announcement of
Newcastle
University's new
Chancellor, Imtiaz
Dharker

Welcome to NU Connections

Vice-Chancellor and President, Professor Chris Day, has today announced the appointment of renowned poet Imtiaz Dharker as the new Chancellor of Newcastle University.

(ii) HR policies

Describe how the institution monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.

NU has a suite of policies around EDI and dignity at work.

- **Dignity & Respect (D&R) Policy** ensures that all staff, students and visitors are treated equally.
- **D&R Procedure** sets out clear processes that ensure bullying and harassment complaints are dealt with in a fair and consistent manner.
- **Central HR policies are adapted in NUiS and NUMed** to account for differences in legal frameworks. NUiS has adopted and equalised best practice from both NU and Singaporean legislation.

- **HR policies and procedures are constantly improved and updated.** Policies are regularly reviewed in accordance with legislative changes, best practice and staff feedback and are discussed at our weekly HR Operations meetings where appropriate. New or revised policies and procedures are consulted upon with Trade Unions at our monthly **Policy Forum** meetings, chaired by our EDPS. Policy changes are communicated to senior managers through relevant committees.
- **Managers are kept up to date** by Faculty PS Business Partners through briefing papers and respond to queries and feedback at monthly School Manager Forums and FEBs. **Staff are informed** about updates through: Registrar's weekly email, NU Connection, training workshops, social media channels e.g. Twitter (PS and FMS have EDI Twitter accounts with almost 2,000 followers), and faculty newsletters.
- HR managers and advisers attend **regular training workshops** facilities by Eversheds Legal.
- **Central PS EDI Adviser** advises on D&R and discrimination issues for gender, disability, LGBT+ and family-friendly provisions. Through our dedicated **HR Adviser for Race Equality**, staff now have access to a specialist officer for BAME related issues.

(iii) Proportion of heads of school/faculty/department by gender

Comment on the main concerns and achievements across the whole institution and any differences between STEMM and AHSSBL departments.

- 41% (11/27) of HoS are women (2018/19), from 23% in 2014, despite a decrease in 2016 and 2017 (Table 68).
- FMS and HaSS have seen an increase in the number of women HoS; SAgE does not currently have any women HoS partly reflecting the Faculty restructure (2017) when ten schools reduced to four and NUIS.



Table 68: Heads of School/Directors by Gender, Faculty and Year, 2014-19

Faculty	2014		2015		2016		2017		2018		2019	
	W	M	W	M	W	M	W	M	W	M	W	M
FMS		8		8		8		8				
HaSS		6		6		8		8				
SAgE		9		9		11		11				
Total	7	23	8	23		27		27	7	20	11	16
% women	23%		26%		16%		16%		26%		41%	

- (iv) Representation of men and women on senior management committees

Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance.

- (v) Representation of men and women on influential institution committees

Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

We combine 5.6(iv) and (v) to reduce duplication.

- Representation of women on Senior Committees ranges from 17% on Finance Committee to 76% on UEDIC (Table 69). NU joined the 30%Club (2015) and set the target of having at least 30%W on our committees.
- University Council is taking positive action to ensure greater diversity on University committees through its Nominations Committee. In 3/2019, an exercise to encourage women and colleagues from diverse backgrounds to put themselves forward to become committee members was launched. At 12/2019, there has already been impact: the proportion of women on Finance Committee increased to 43% (3 of 7 members).
- NU's Diversity Profile of Members of University Committees policy, states principle that those involved in nominations should consider, wherever possible, that membership of influential committees should reflect the diversity profile of the population eligible to apply for these vacancies. In the most recent nominations process, two additional women became members of University Council (60%W; 15 of 25 members).



Table 69: Representation on Example Senior Management and Influential Committees by Gender, Staff type and Grade, 2019

Committee 2019	Total members	Women	Staff type	Staff grades
Senior Management Committees				
Faculty Executive Board (FMS)	32	14 (44%)	25 Academic 7 PS	
Faculty Executive Board (HaSS)	14	9 (64%)	14 Academic	
Faculty Executive Board (SAgE)	14	4 (29%)	11 Academic 3 PS	
Audit, Risk and Assurance Committee	5	2 (40%)	5 Lay Members	
Finance Committee	6	1 (17%)	4 Lay Members 2 Academic 1 Student	
Nominations Committee	8	5 (63%)	6 Lay Members 2 Academic	
Remuneration Committee	5	3 (60%)	5 Lay Members	
University/Students' Union Partnership Committee	10	5 (50%)	1 Lay Member 1 Academic 6 PS 2 Students	
University Education Committee	18	8 (50% where known), 2 U/K	9 Academic 7 PS 2 Students	
University Engagement and Place Committee	13	8 (62%)	8 Academic 5 PS	
University EDI Committee	20	13 (76% where known)	1 Lay Member 6 Academic 10 PS 3 Students	
University Global Committee	19	7 (39% where known)	14 Academic 4 PS 1 Student	
University Athena SWAN SAT	21	16 (76%)	8 Academic 11 PS 2 Students	
Race Equality Charter SAT	20	11 (55%)	7 Academic 10 PS 1 PGR 1 Student 1 Council member	
University Research Committee	14	6 (43%)	5 Academic 9 PS	
University Promotions Committee	10	6 (60%)	9 Academic 1 PS	

<i>Influential institutional committees</i>			
Council	24	14 (58%)	15 Lay Members 5 Academic 1 PS 1 Vacant 2 Students
Senate	32	14 (44%)	1 Lay Member 25 Academic 2 PS 4 Students
University Executive Board	12	4 (33%)	7 Academic 5 PS

(vi) Committee workload

Comment on how the issue of 'committee overload' is addressed where there are small numbers of men or women and how role rotation is considered.

- Elections are held annually for Academic representatives on University governing bodies. The term of office is three years, thereafter vacancies are readvertised. There is a University policy on appointing staff to other committees. Some roles are *ex officio*. For others, the Registrar sends an email to all staff in March to alert them of committee vacancies and invite an open call for individuals to put themselves forward. There are fixed tenures for some committees such as Public Lectures Committee, following which the role is rotated.
- Committee membership is considered under 'other administrative duties' of the WAM and is agreed with the unit Director. Committee membership is discussed at PDR and if any member of staff was experiencing 'committee overload', this would be acted upon.

(vii) Institutional policies, practices and procedures

Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?

- We use a number of processes, sources of information, forums and committees to enable us to fully consider not only gender but other equality strands including the People Services Policy Forum processes (section 5.6(ii)) and our central and faculty EDI related committees which provide feedback on our policies, practices and procedures.
- Specially commissioned reviews of particular policy areas also provide valuable information in shaping future policy direction e.g. NUPCR (2017) resulted in comprehensive modifications to our family friendly policies.

- Our annual equality monitoring reports provide diversity data to monitor key processes such as pay, promotions, recruitment and training. We are currently reviewing staff engagement surveys but these have highlighted areas of concern with regards to staff experiences. (AP1.10)
- Our EA procedure (2019) ensures that gender equality and EDI in general is fully considered during the policy planning and implementation process. It ensures that these considerations are integrated from the very beginning and is a predictive tool able to assess the potential future impacts, both positive and negative, of any new policy, strategy, service or project. (AP1.21)
- New University policies, practices and procedures are also received by the local People Services Managers in NUIs and NUMed, and any adjustments reflect local legislation.

(viii) Workload model

Describe any workload allocation model in place and what it includes. Comment on whether the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

- Our WAM includes allocations for research, teaching (including pastoral care), engagement, and administration activities.
- Following staff feedback around the actual amount of hours allocated to such activities, it is clear that our current WAM is not being consistently applied, comparisons (e.g. by gender) are not being made, not all units employ it at PDR and it is not reviewed as part of promotion criteria.
- Our VC convened a T&FG (6/2019) to provide overall clarity about how the WAM should be used, what outcomes were required and how implementation will be monitored. (AP1.9)

(ix) Timing of institution meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of meetings and social gatherings.

Core hours (9.30-4.30pm) guidelines were introduced as an action from our previous application. We take a common sense approach to accommodate clinical and overseas commitments so some meetings take place outside these hours.

For University events, we try to ensure that:

- ✓ Events take place across various days/ times to allow for FW and PT working.
- ✓ There are multiple events to provide options for individuals.
- ✓ Recording of events of strategic significance so that they can be viewed at a time appropriate for the individual.
- ✓ Commitment to, and communication from, UEB that staff be encouraged to attend and support university events within their core working time.
- ✓ Communicating events early and using a multi-channel approach that allows for personal preference and considers differing working patterns.
- ✓ We have developed guidance to ensure all colleagues have the opportunity to participate in meetings and are not excluded by the timing of when meetings are held but these need further dissemination. (AP6.14)

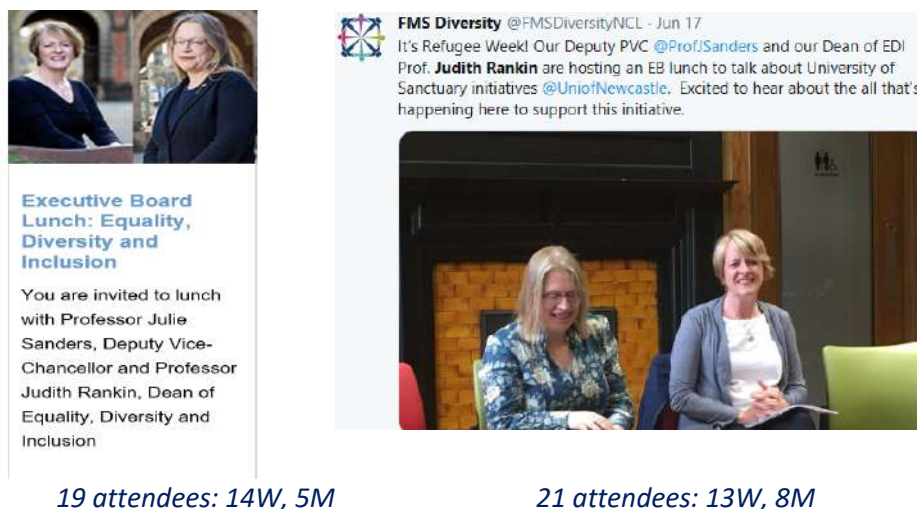
Examples of University events:



- ✓ VC Town Hall events are held on different days at different times. 2,600 staff attended these events (2016-18). Based on staff feedback, a change in approach was introduced (2018) to a more interactive event with staff being consulted on things that would impact them and the university.
- ✓ UEB lunches, hosted by a UEB member to discuss particular topics (Figure 73), are held on different days of the week. 720 people attended these events in 2017-18.

"Keep doing them please [VC Town Hall events]! I liked the interactive workshop part of the session; these are a great way to share ideas with colleagues and feedback on an expansive process".

Figure 73: Examples of UEB Lunches Hosted by the DVC and DEDI



- ✓ The VC's Vision and Strategy launch day (1/10/2018) included a full programme of drop-in events throughout the day allowing colleagues to choose times that suited; 615 people attended, 395 were PS, 220 were Academic; 392, 64%W.
 - Social gatherings take place during core hours to enable as many colleagues to attend as possible (see Figure 71).

(x) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the institution's website and images used.

- ✓ Our internal communications team work closely with the EDI team to raise awareness of the need to consider gender equality in all events.
- ✓ We are diversifying our image library to reflect gender equality and other protected characteristics. (AP1.22)
- ✓ We have launched a new external EDI website; we took time and care to ensure the images on the website were diverse and appropriate.

Figure 74: EDI Special Edition of NU Connections, 2017



We celebrate our staff successes through NU Connections (Figure 75), our intranet and external website.

Figure 75: Examples of how we Celebrate our Staff Successes

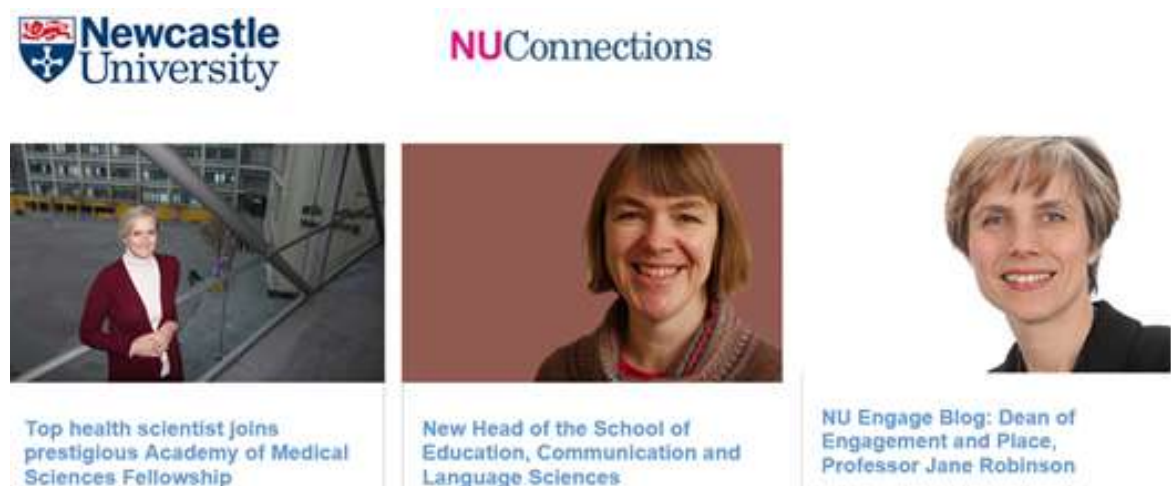
Our VC and DVC regularly tweet/retweet about our female role models (Figure 76).

Figure 76: Example Tweets From our VC and DVC About our Women Role Models



For the University's new Vision and Strategy launch, a printed newsletter was produced; 24 articles, 10 were accompanied by pictures of women (Figure 77), 10 with gender neutral photography.

Figure 77: Example Article in the Newsletter for the Launch of the University's New Vision and Strategy (1/10/2018)





The promotional material accompanying the launch included multiple installations across campus where gender balance was ensured (Figure 78).

Figure 78: Example Installation for the Vision and Strategy Launch Day (1/10/2018)

From Newcastle. For equality.

Our lecturer Sarah Winkler-Reid's research encountered girls as active and thoughtful members of society, yet media representations present them as passive and unthinking. Girl-Kind North East is a response to this. A series of workshops lead up to a Girl-Kind celebration where the girls share their thoughts, ideas and experiences of growing up as a girl in the region. Find out more: ncl.ac.uk/from

From Cat.
Newcastle University is a warm, collegiate place to work and you get the opportunity to go around the world and learn from other people.
Dr Cat Dalton
NU Women Committee

From Jackie.
The Disability Interest Group have put on some workshops and we are working with the Business Disability Forum to ensure that the University is in line with best practice.
Professor Jackie Leach Scully
Chair, Disability Interest Group

From Mohammed.
It took a while coming but we have established a cross-faculty community of support for BAME staff at Newcastle.
Dr Mohammed Shoaib
Chair, Newcastle University BAME Network

From Mark.
We want to be an inclusive environment for people who are already here and for those who want to come here.
Mark Beckett
Chair on Equality, Diversity and Inclusion, Nuffield Trust

From Gareth.
We have working groups in areas we need to do more on, such as trans-inclusion and intersectionality.
Dr Gareth Longstaff
Chair, Rainbow NCL Staff Network

From Janis.
Newcastle University is a very international and diverse place. I hear different perspectives of life which is really inspiring.
Janis Meisner
tempowatch

From Newcastle. For equality.

Newcastle University

We are working hard to diversify our public work on campus and the artists we work with.

We will commission art work for our new teaching building, the Frederick Douglass Centre. This Centre is named in honour of 19th Century abolitionist and social reformer, Frederick Douglass (Figure 79), whose freedom from slavery was bought by Anna (Figure 79) and Ellen Richardson of Summerhill Grove, Newcastle-upon-Tyne, near where the new Centre is located.

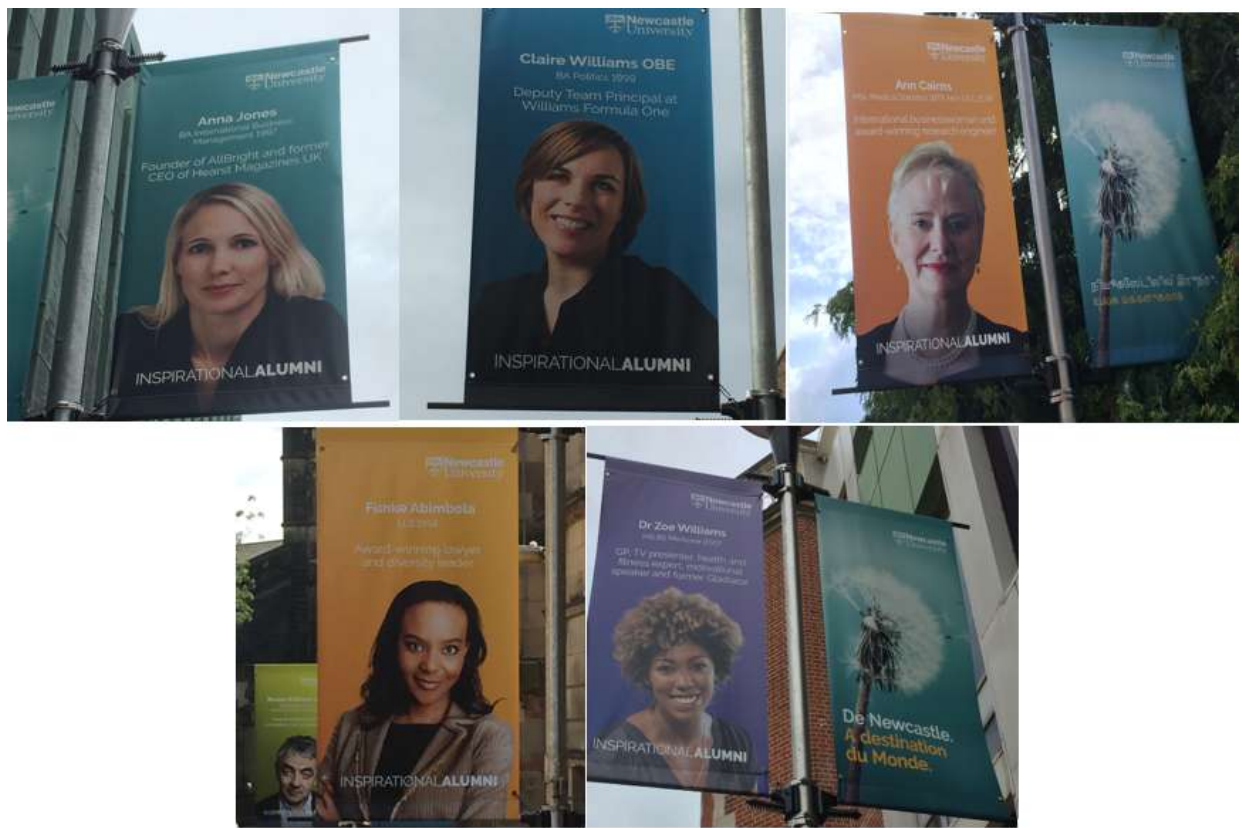


Figure 79: Photo of Frederick Douglass and Anna Richardson who Douglass stayed with while in Newcastle.



We visibly celebrate our Alumni through banner installations around campus (Figure 80).

Figure 80: Examples of Our Banner Installations Displayed Around Campus of our Women Alumni



(xi) Outreach activities

Provide data on the staff involved in outreach and engagement activities by gender and grade. How is staff contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by school type and gender.

- **We lead national, regional and institutional Outreach projects** (Figure 81,82) that aim to ensure that all students have access to opportunity, regardless of background, race or gender; and to ensure we have a diverse student body.
- Our **dedicated Outreach team** are passionate about informing and raising the aspirations of prospective students.
- Involvement with Outreach activities is included in the WAM and contributes towards promotion.
- Nationally, we lead **Realising Opportunities**: partnership of 14 selective universities that supports WP students to access research-intensive universities.

- **NE Collaborative Outreach Programme**, an ambitious Department for Education (DfE)-funded partnership of five universities, 16 Further Education colleges and 106 WP schools working together to create a step change in the HE progression of high potential students from under-represented groups in the NE.
- ✓ University's **PARTNERS Programme**: 4500 WP students have entered and successfully progressed into employment or further study. Some examples of our work include:
 - NU opened a **Further Maths Study Centre** to pilot the teaching of A/AS level maths and further maths to WP students. The student outcomes have been so positive, and the feedback from schools so good, that we have been invited to bid for funding to the DfE.
 - Since 2017, we have been **supporting Westgate Hill Primary School**, a school defined by Ofsted as "requiring improved". 97% of pupils have English as an Additional Language, including many from Gypsy Roma families. UG students support Year 6 pupils in the school with reading comprehension.
 - NU is participating in an **Advance HE Project "Closing the Gaps"**– to understand how and why attainment gaps develop among different student groups at Newcastle, particularly BAME.
- ✓ **We engage with outreach aimed at girls**, e.g. Women in Science Doing Outstanding Maths (**WISDOM**)(Figure 81); annual event since 2016 organised by MSP to showcase careers in Maths and stimulate curiosity among year 9/10 girls to study Maths; 120 girls attended in 2016 (similar numbers in 2017, 2018), 24 schools represented, 15 subjects/careers represented by women from academic/industry. Feedback rated event as excellent.



Figure 81: Women in Science Doing Outstanding Maths (WISDOM) Event Attended by Year 9/10 Girls



- ✓ INSIGHT public lectures: 168 lectures (49%W) in the last three years. The committee (17 members, 41%W) attends to the gender balance of the programme and where possible works towards an equal representation of women and men speakers. (AP2.9)

Figure 82: Example Outreach Activities



Top Left: Inspirational Women of the Law Conference, 2017
Top Right: Student Ambassador

Bottom Left: Soapbox Science, 2018
Bottom Right: NUSU 'Inspiring Women' Conference, 2018

(xii) Leadership

Describe the steps that will be taken by the institution to encourage departments to apply for the Athena SWAN awards.

Units are supported to apply for, or to renew, AS awards through:

- ✓ **Internal review panels** run in the same way as the Advance HE assessment panels; USAT members contribute as panel members. These are highly valued by the applicants and those serving as panel members (quote below).
- ✓ **1:1 discussions** with USAT members.
- ✓ **Visits to NUIS:** by the FDEDI (SAgE) and Project Officer to enable face-to-face review of their application. (AP1.7)
- ✓ **AS training workshops led by USAT members** (Figure 3).
- ✓ Unit progress with applications is a **standing item in the USAT meeting agenda**.

"I liked learning about all of the different types of maths you can do."
Year 9 student

"The review of our application prior to submission was very valuable; we were able to benefit from the wealth of experience of those who had previously been successful and been part of external panels."

Dr Victoria Pagan, Newcastle University Business School

Given the University's aspirations towards a Gold award, we will set up a Gold Working Group. (AP1.2) UEB have committed resource to appoint an EDI Manager to further support the embedding of the AS principles across the University.

Action points

AP1.20 Create an induction programme for new managers.

AP1.21 Implement Equality Analysis on all new policies.

AP1.22 Increase the number of diverse images held by the University's image library by 50% from current 25%.

AP1.23 Engage more staff with EDI issues and roll out of a Behaviour Framework.

AP2.12 Deliver recommendations of the Academic Promotions Review Steering Group.

AP2.13 Integrate the Head of Academic Unit into any unsuccessful feedback for substantive promotion.

AP2.14 Ensure process for submitting staff to REF 2021 is equitable and transparent.

AP2.15 Increase awareness and transparency of career development opportunities for PS staff.

AP3.1 Evaluate the current trails of progressive EDI recruitment practices and share best practice.

AP3.2 Build the University values into our recruitment processes.

AP3.3 Provide UBT and interview skills training for all recruiters on selection panels for leadership roles.

AP3.4 Review the need to include prefixes and decide if continuing with their use.

AP3.5 Develop a system to collect offer data.

AP3.6 For All Staff (academic and PS) increase transparency and fairness in our recruitment processes.

AP3.7 Attract more women applicants to apply for academic roles.

AP3.8 Increase the proportion of women applicants for Academic roles at Grade G and above.

AP3.9 Address under-representation of men in PS staff roles.

AP4.4 Analyse and report pay by BAME to identify pay gaps and develop actions.

AP5.1 Support the career development of existing women to move into senior leadership positions.

AP5.2 Ensure leadership roles are advertised.

AP5.3 Advertise more in-house job sharing/shadowing opportunities.

AP5.4 Leadership Succession Strategy Group (LSSG) to identify staff with leadership potential.

AP5.5 Showcase role models who combine leadership roles and caring responsibilities.

AP5.6 Continue to increase visibility of role models from across the University.

AP5.7 Develop and deliver Values-led leadership.

AP5.8 Introduce Bystander Training to support staff to challenge inappropriate behaviour.

AP6.1 Newcastle University works towards becoming a Family Friendly Institution by 2023.

AP6.2 Work with Heads of Academic Units to simplify the process of cover provision.

AP6.3 Conduct a detailed consultation with adoptive and potential adoptive parents.

AP6.4 Increase awareness and update of Returners Programme and extend to PS staff.

AP6.5 Increase the number of rooms used for breastfeeding/expressing milk.

AP6.6 Provide additional support for care provision (not just childcare) for academics to attend conferences on behalf of Newcastle University.

AP6.7 Amend University policy to allow additional childcare expenses to be included in grant costings.

AP6.8 Increase awareness of Shared Parental Leave to increase uptake.

AP6.9 Work with local People Services teams and school managers to explore offering one-to-one meetings to all staff planning any kind of parental leave.

AP6.10 Undertake a promotional campaign around flexible working options and develop a robust recording system of flexible working requests.

AP6.11 Conduct a nursery feasibility study and act on its recommendations.

AP6.12 Increase partnering with existing childcare providers.

AP6.13 Identify the needs of Carers, develop and implement actions to enhance support.

AP6.14 Apply guidance on inclusive meetings.

Word count: 7046 (42)

6 SUPPORTING TRANS PEOPLE

Recommended word count: Bronze: 500 words | Silver: 500 words

(i) Current policy and practice

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans, including tackling inappropriate and/or negative attitudes.

Our work extends beyond the 2010 Equality Act's focus on legal and medical processes of gender reassignment to take a holistic and positive approach to all forms of trans and non-binary (T/NB) identities. NU became a **Stonewall Diversity Champion** in 2016 and we demonstrate our commitment to trans inclusivity by displaying the Stonewall logo on our webpages and email signatures. T/NB inclusion is key to the mission of **Rainbow@Ncl**, an allies-inclusive network for LGBTQ+ staff and PGRs (established 2017).

Policy: Discrimination against T/NB colleagues is addressed via the **University's D&R Policy and Procedure**, which prohibits discriminatory behaviour by visitors to campus as well as members of the University community. Behaviour that contravenes it can be raised with line managers or the University's confidential **Just Ask service which provides confidential support**. Working with Stonewall, our policies have been reviewed to ensure that language used is inclusive of T/NB people.

Examples of Practice:

- ✓ **Events, workshops and seminars** fairly reflect gender diversity. In July 2018 Rainbow@Ncl, co-ordinated the Rainbow Lanyards campaign (Figure 83); 2,400 rainbow lanyards, accompanied by explanatory messaging, were distributed as a public affirmation of support for LGBTQ+ inclusion worn by staff from the VC to cleaners. Qualitative feedback (below), and staff requests for more lanyards, indicates positive impact on perceptions of inclusivity.



"By seeing the Newcastle University rainbow lanyards, LGBT students will know that there are people here who understand them. If this makes a positive difference to just one student, then we've done something right".

Staff member

- ✓ Active members of the **Stonewall Global Equality Champions Scheme** which supports equality and inclusion for LGBTQ+ people in the workplace. Members of staff attend annual Stonewall conferences.
- ✓ Stonewall expertise drawn in via **regular events**, e.g. 'Lunch and Learn' to improve understanding of transphobia, homophobia and how to tackle them in SAgE, Feb 2019.
- ✓ Rainbow@Ncl working group formed October 2018 to work towards full **engagement with the Stonewall Workplace Equality Index**.



- ✓ NUIT has updated processes to ensure that staff and students who transition can be **appropriately named in all IT systems**.
- ✓ **University financial support** for annual Trans Lives North-East multi-agency Conference: 10 colleagues/students funded to attend and share learning on return. (AP7.1)
- ✓ Student-focused **Gender, T/NB Inclusivity Working Group**, (GTNIG) established 2017, shares membership and learning with staff-focused EDI team.
- ✓ A member of Student Wellbeing staff operates as a **named initial point of contact** for T/NB issues, providing expert support to students and guidance to colleagues.
- ✓ Our new Staff Employee Assistance Programme can provide anonymous data, quarterly on Bullying/Harassment.

Figure 83: Examples of How we Visibly Support our LGBTQ+ Colleagues and Students



(ii) Monitoring

Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.

Monitoring has been responsive and case-specific, within the context of implementing the D&R Policy and Procedure. The **CSOD project** has generated deeper qualitative insight into the lived experiences of T/NB colleagues/students. This formed the basis for a consultation process in autumn 2018, in alliance with Rainbow@Ncl and GTNIG, which engaged over 70 colleagues and nine students face-to-face and online, and generated recommendations for future work which will be acted on. (AP7.2-7.4)

(iii) Further work

Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institution.

The consultation process identified a number of priorities and initiatives (AP7.2-7.4) including identifying a single named contact to ensure a joined up approach to providing **visible expert support for staff**, as is in place for our students; organising T/NB awareness raising events. A report detailing these and subsidiary recommendations will be taken to UEB.

Action points

AP7.1 Show commitment to raising visibility and supporting trans and non-binary identities in the North East of England

AP7.2 Continue our commitment publicly to being a LGBT+ inclusive university

AP7.3 Promote awareness and understanding of Trans/Non-binary identities

AP7.4 Apply to the Stonewall Workplace Equality Index

Word count = 544 (44)

7 FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application; for example, other gender-specific initiatives that may not have been covered in the previous sections.

While the Institutional AS application mainly focuses on staff, we wanted to include the excellent work of our students. We work closely with our award winning NUSU (Figure 83) and Sabbatical Officers who are members of a number of University committees e.g. the USAT, UEDIC. We are immensely proud of their many campaigns on gender equality issues, from being the first SU to implement free, campus-wide sanitary products to their work to raise Trans awareness.

Word count = 75

Figure 84: Newcastle University Student Union's at a Glance



8 ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.




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