

Equality, Diversity & Inclusion

Annual report 2024



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Introduction



I am pleased to introduce Newcastle University's Annual Equality, Diversity and Inclusion and Gender Pay Gap Summary Report. We provide an update on our progress against our Public Sector Equality Duty (PSED) Equality Objectives and our Equality, Diversity and Inclusion (EDI) priorities for the year ahead. We also provide a summary with key findings of our equality and diversity data.

EDI is one of the University's core values meaning it is central to all that we do as an institution and supports us to embrace institutional cultural change. EDI is embedded in each of our four University strategies, all of which have undergone a refresh in the past 12 months. Global and national events have marked this past year and impacted on students and colleagues. We continue to work to ensure that Newcastle University is welcoming and inclusive, and everyone is treated with dignity and respect.

We have made progress in all our priorities set out for 2023-24. Highlights include improvements to the quality and content

of the University Essential's Training, review of key policies including our Recruitment and Travel policies, changes to our Returners Support Programme, ongoing development work to improve diversity data, and the development of a consultative approach with our EDI Staff Networks.

We achieved Disability Confident level 2 in the past year and our Faculties progressed their gender equality work through successful submissions to Advance HE's Athena Swan charter. Applications for University re-accreditation with the Athena Swan and as a University of Sanctuary will be priorities in 2024-25.

We continue to work closely with colleagues and students at our two overseas campuses in Malaysia and Singapore. NUMed implemented an EDI fund where colleagues and students can apply for funds to support events, projects. NUIS organised several EDI events with internal and external speakers, providing a social platform for professionals in engineering, technology, and science to connect and network.

We recognise that there are areas requiring more work to ensure lasting change in EDI and these areas are among our priorities for 2024-25. We continue to have the strong support of the University Executive Board.

I hope you find this report a valuable and helpful resource. Many thanks to the numerous individuals from across the University including the EDI team, our EDI Staff Networks, Student and Colleague Health and Wellbeing and our student leaders, for the work they have contributed to this report and for supporting Newcastle University's commitment to be an inclusive global University.

Professor Judith Rankin
Dean of Equality,
Diversity and Inclusion

Key Areas of Progress 2023-2024

We undertake a collaborative approach to create a positive and supportive culture in which everyone can reach their potential, thereby ensuring that all those associated with NU can have a voice. This is enabled through our dedicated committees and EDI Staff Networks, events, and projects as well as our working groups.

Over the past academic year, EDI activity has been undertaken, aligned to our EDI strategy, and with an aim to deliver progress against the [University's seven Public Sector Equality Duty \(PSED\) Equality Objectives \(EO1-7\)](#). This next section will not cover all we have achieved in relation to EDI, but instead sets out a selection of key activities that were structured against our PSED Equality Objectives 2020-2024:

EO1. Further develop an inclusive culture and one which does not tolerate hate crime, discrimination, victimisation or harassment.

In 2023/24 the focus was to improve the quality and content of the University Essential's Training. The EDI Essentials was identified as one of the five University mandatory courses. The course covers the fundamental principles of EDI, the legal framework, EDI in higher education, and putting EDI values and policies into practice. Bespoke training sessions were further developed, e.g., around Inclusive Language, Cultural Sensitivity and Cognitive Implicit Bias.

As part of the Research Culture work, the 'Behaviour Matters'-project was launched. This project seeks to tackle inappropriate behaviours as well as promote positive behaviours across the University. Further consultations with the research community at Newcastle highlighted 'time' as a major barrier to enabling and sustaining a positive research culture. In response, a Research Retreat Pilot project was launched.

26 retreats for more than 200 people offered time and space away from daily work to focus on research related activity.

The Sexual Misconduct procedure for colleagues was reviewed and enhanced following feedback from colleagues that was fed through Newcastle's University and College Union (UCU). It now enables the reporter to have sight of the investigation report and be present and fully participative in the disciplinary hearing. This gives greater transparency to the reporter, demonstrating zero tolerance and restoring confidence.

Newcastle University was awarded Disability Confident Level 2. The self-assessment undertaken as part of the application process has enabled us to focus on what we do to help recruit, retain, and develop disabled people, and what further actions may be required.

Following nearly two years on from receiving our Bronze Race Equality Charter (REC) award, we have made progress in a range of areas including, e.g., the exploration of symbols of colonialism on campus, and increasing the application numbers for prospective undergraduates from racially minoritised backgrounds. More than two-thirds of our actions on the REC action plan are underway or completed, with a further three years to go to complete our actions.

In July 2024, Newcastle University hosted a REC Networking and Knowledge Sharing Event, supported by Advance HE. Topics presented led to insightful discussions about how to embed REC into the organisation via effective governance, how to design sustainable change and measure impact.

The Colleague Health and Wellbeing (CHW) team developed a course for both line managers and wider colleagues to give insight and understanding of Autism and ADHD. Two members of the CHW team are now trained as instructors to deliver the Mental Health First Aid course to colleagues.

The Black History Month (BHM) Steering Group supported the University's and Newcastle University Student Union's (NUSU) activities around BHM. This included an annual public lecture, a film project and photography exhibition led by students, and a cultural programme called "Our Stories, Our Future".

To widen representation, we have new Chaplains representing Hindu, Sikh and Buddhist communities and cultures. Faith and food roadshow events were organised by the Chaplaincy and cultural awareness/hate crime awareness sessions to highlight various tools to combat discrimination. NUSU hosted the Festival of Culture, a yearlong celebration of cultures, traditions, and communities of Newcastle University students.



EO2. Increase representation of underrepresented protected characteristic groups among professional service and academic colleagues.

The Recruitment Policy was reviewed in 2023, with a full equality analysis and consultation taken place to ensure the policy meets the needs of our end user. A Recruitment training e-learning module was designed that supports the recruitment policy. The recruitment policy and the e-learning module will be launched Autumn 2024. Alongside the policy and e-learning module, an Inclusive Recruitment handbook was delivered in March 2024.

Following a further review of our Executive Search process, we have identified a wider range of recruitment firms to allow us to attract from a larger and more diverse pool of candidates. This also includes more specialist roles where specific searches are required.

Working with TechNet (EDI Staff Network) and North Tyneside Learning Trust, we produced a video to highlight the depth and breadth of technical roles to raise awareness and get young people excited about technical skills in the Northeast.

2023 saw the University invest in its first entry level cohort of 13 Business Administration apprentices who have been placed across the University in a range of functions. Entry level apprenticeships offer employment opportunities to a broader pool of candidates who may have not previously applied to work in a University.



EO3. Improve the progression of academic and professional service colleagues from protected characteristic groups into senior positions where underrepresentation has been identified.

This year we focussed on a refresh of our Leadership and Management Development offer including a new Leadership model that sets out the expectations of capabilities, skills, and behaviours. Our offer, which started in Sept 2024, provides development at all levels of leadership and at critical transition points (e.g., "New to leadership", "Developing leader", "Strategic leader").

The Governance Office works with University colleagues and observers from other UK HEIs, supporting their participation in Advance HE/Wellcome's Success on the Board. The programme is for colleagues from underrepresented groups working in research who are interested in joining a board. Since the programme launched in 2021/22, four colleagues from Newcastle have successfully applied to take part in the programme (with one on this year's cohort), with a further four external colleagues visiting Newcastle to observe a meeting of University Council. Learning from the experience of being involved with Success on the Board helps individuals to advance their aspirations in joining a board and seeking leadership roles and informs our thinking about the diversity and inclusion of the University's governance arrangements.

Following last year's redesign, the Inclusive Futures (IF) programme continued to support colleagues from all protective characteristics to develop their leadership skills, build networks, explore their identity in relation to leadership, and develop and progress their goals and objectives. Alongside the participants' leadership journey, their supervisors/managers also embarked on a series of mandatory workshops that explored themes including privilege, allyship and inclusive practices and behaviours to help them better support their colleagues. This was further enhanced by providing participants with an opportunity to engage in an external programme (e.g., Diversifying Leadership, Aurora, Stonewall Leadership programmes) to further enrich their leadership ambitions.

Following a review of reward related policies and procedures, our revised starting salary guidance was launched in 2024, and our reconsidered attraction and retention processes have been completed. This work is ongoing, as part of our continuous improvement plan. We have undertaken more in-depth analysis of our gender pay gap data, expanding the data insights to look at distinct populations within the University, any variation between the populations and what may be driving this. Alongside this, we have enhanced our data insights provision to committees overseeing our pay review and promotions processes and engaged with our Trade Unions on our pay gap insights.





EO4. Improve graduate outcomes for students with a protected characteristic.

In-depth data analysis was performed to identify gaps in equality of opportunities across the student lifecycle and used in the development and successful approval of the University's Access and Participation Plan (APP) 2025-26 to 2028-29 by the Office for Students.

Current activity includes a pilot focussing on embedding credit bearing mental health literacy module into the curriculum. Through the Bridging the Gap project, a new set of online resources were created in collaboration with sixth form and Undergraduate students, teachers, and academics, targeting key academic skills that support transition from school into higher education.

To further enhance our work around capturing the student voice, the EDI Consultative Group (EDICG) is developing ways of connecting and including the student body in the EDICG. NUSU further collaborated with the University on student-led research on student representation titled 'Investigation into the Liberation Officer Structure'. This report outlined recommendations on how we can best support and represent students from marginalised student groups, including the recommendation of a new Working-Class Students Officer who will be in place for this coming academic year.

This academic year NUSU further supported 823 students through the Participation Bursary scheme. Supported by the University, this bursary helps students from marginalised communities meet associated costs for extra-curricular activities to widen participation to many students who would not always have the financial means to get involved.

EO5. Become a family-friendly organisation.

The Returners Support Programme (RSP), which offers funded support to minimise the impact of extended parental leave on a returner's career, has seen enhancements to the policy and process following a comprehensive review. From December 2023:

- The programme was extended to colleagues returning from long-term unpaid carers leave (alongside those returning from extended parental leave).
- Minimum length of leave was reduced from 18 to 12 weeks. This benefits in particular those colleagues who take Shared Parental Leave.
- A set RSP panel was introduced ensuring consistency and fairness in the decision-making process.
- To make the application process easier and quicker, an online application form was introduced, triggering automated emails upon submission to both the applicant's line manager and RSP coordinator.
- Communications have been enhanced, with targeted emails being sent to eligible colleagues to ensure increased awareness of the programme.

The Travel Policy has been reviewed and updated in consultation with the EDI Staff Networks. This is to ensure it is 'family friendly' and sufficiently flexible to enable carers/nursing parents/parents of young children to book suitable accommodation when attending conferences or making research visits. The policy now includes clear guidance for colleagues travelling with family and others (i.e., regarding insurance, travel expenses, additional expenses to cover childcare or care for adults).

The Colleague Health and Wellbeing team has further delivered parent-related wellbeing sessions including Managing Parental Burnout and Mindfulness for Parents. They also continued promoting the parent support groups and EDI Staff Networks.

EO6. Ensure all new and reviewed policies take into consideration EDI.

We have seen an annual increase in colleagues utilising the Equality Analysis (EA) process and resources, embedding EDI considerations into policies, strategies, and processes. EA's have been completed this year for, e.g., the Careers and Employability strategic plan, Suicide Safer Strategy, Disciplinary, Probation, Voluntary Severance policies, and the Student Portal. A Policy Review channel has been launched on MS Teams to further support and enhance the EA process on policy development and changes through consultation activities with EDI Networks.

The 'Probation policy' has been reviewed and updated, renamed to 'Settling in Policy' to create a more positive and inclusive approach. We have updated this to focus more on supporting new colleagues joining us, defining roles and responsibilities, and creating a clear plan of support in the early months as a new joiner and to ensure higher levels of retention.

The Policy Team set up a MS teams' channel in October 2023. Via this channel all chairs and co-chairs of the EDI Staff Networks are being informed about future policy reviews. This enables them to input in a timely way to the EA for new policies and policy changes and amendments. The EDICG also continued to further their collaboration with the policy team and develop their work and role through a consultative toolkit, ensuring the group is independent, representative, and inclusive of everyone as best they can.

EO7. Improve our EDI evidence base by enhancing systems and processes relating to EDI data capture, analysis, and reporting.

The Strategic Insight Portal was launched in October 2023 with a core suite of dashboards. The student education journey dashboard allows exploration of differences in student journey performance between student groups. A Workforce Planning dashboard which includes colleague diversity data was finalised in 2023/24 and is now being rolled out through the Strategic Insights Portal to colleagues with roles leading workforce planning activities across the University.

Significant advancements in student diversity data reporting were made to support the APP submission. Significant development work was also undertaken in colleague data feed availability, identification of the single sources of truth and agreement on diversity data field definitions and mapping/grouping to support the build of the automated workforce planning dashboard.

Various new areas for integration of diversity data were identified during 2023/24 and are now being consolidated with a 12-month dashboard review feedback to inform 2024/25 work enhancing existing dashboards on the portal. Sharing data on protected characteristics allows for a greater understanding and identification of gaps. With sharing rates lower in some protected characteristic groups, the University continues its work on raising awareness of the importance of sharing EDI data.



EDI activities in the Faculties.

Through the process of the Athena Swan submission, all three Faculties have undertaken their Culture Surveys in 2023/24. In-depth analysis of the survey outcomes, and further collation and scrutiny of other data around colleagues' demographics, colleagues' recruitment processes and colleagues' promotion has helped the faculties to identify and better understand what further key activities are needed to enhance inclusion for all colleagues.

The Athena Swan submissions resulted in: Faculty of Humanities and Social Sciences (HaSS) receiving a Silver Award, following restructuring the Faculty of Medical Sciences

(FMS) was awarded a new Silver Award and within the Faculty of Science, Agriculture and Engineering (SAGe), the School of Engineering received a Bronze Renewal Award, and the School of Natural and Environmental Sciences received a Silver Award.

SAGe has launched a new Women's Leadership Forum to help promote and advance the professional and social interests of aspiring leaders and those in leadership roles. Five events for approximate 300 participants offered room to create a positive community for women (including cisgender women, trans women and non-binary colleagues who are comfortable in a female centred network) supporting SAGe to champion gender equality in leadership. NUIS organised several EDI

events with internal and external speakers. An example of an EDI event was "Inspire Inclusion", aligned with International Women's Day, and in collaboration with the IEEE Power and Energy Society Singapore Chapter and the IEEE Women in Engineering Chapter.

FMS revised the Executive Board coversheet, including a section for EAs. Through the Equality Project, FMS has implemented EDI data dashboards at faculty and unit levels, enabling units to create evidence-based gender-focused EDI objectives and action plans that align to faculty strategy, and inform EA of policies and processes. Newcastle University Medicine Malaysia (NUMed) introduced a Menopause Guide as well as an EDI fund where colleagues and students can apply for funds to

support events, projects, and activities relating to EDI. An example of a research project funded through this fund is: "Cultural Intelligence: A significant consideration for students in view of diversity on campus".

HaSS continued their focus this year on creating a sustainable EDI evidence base by enhancing their systems and processes relating to EDI data capture, analysis, and reporting. Extensive data has helped identify trends and gaps and develop key activities to enhance an inclusive culture within the faculty. HaSS hosted a 'Postgraduate Futures Unwrapped' event, targeted at individuals from ethnically minoritised communities to understand what it is like to study a PhD or Master's degree.



EDI Networks.

The University encourages and supports a range of formal and informal EDI Staff Networks. All networks are peer-led, and open to all colleagues and Postgraduate Research students. The EDI networks include NU Women, Disability Interest Group (DIG), NU Race Equality Network (NU-REN), Rainbow@Ncl, NU Parents, NU Carers, and NU TechNet. In 2023-2024 some examples of what they did included:

The NU Women Fund provides an opportunity to help promote engagement with and make a positive contribution to the network. "Empower Women's Health", is an example of a project launched at our overseas campus NUMed and funded by the NU Women Fund. The project is designed to elevate awareness about critical women's health issues, with a strong focus on cancer prevention and overall empowerment. NU Women further hosted an International Women's Day Lecture and an in-person interactive workshop 'Good Girl Deprogramming' built on the systemic societal norms which prevent gender equality.

DIG held an event for Disability History Month asking attendees 'what is a disability?', raising awareness and starting wide-ranging discussions. In Deaf Awareness Week, they hosted an event with a deaf person describing their lived experience and with attendees being offered a short British Sign Language session.

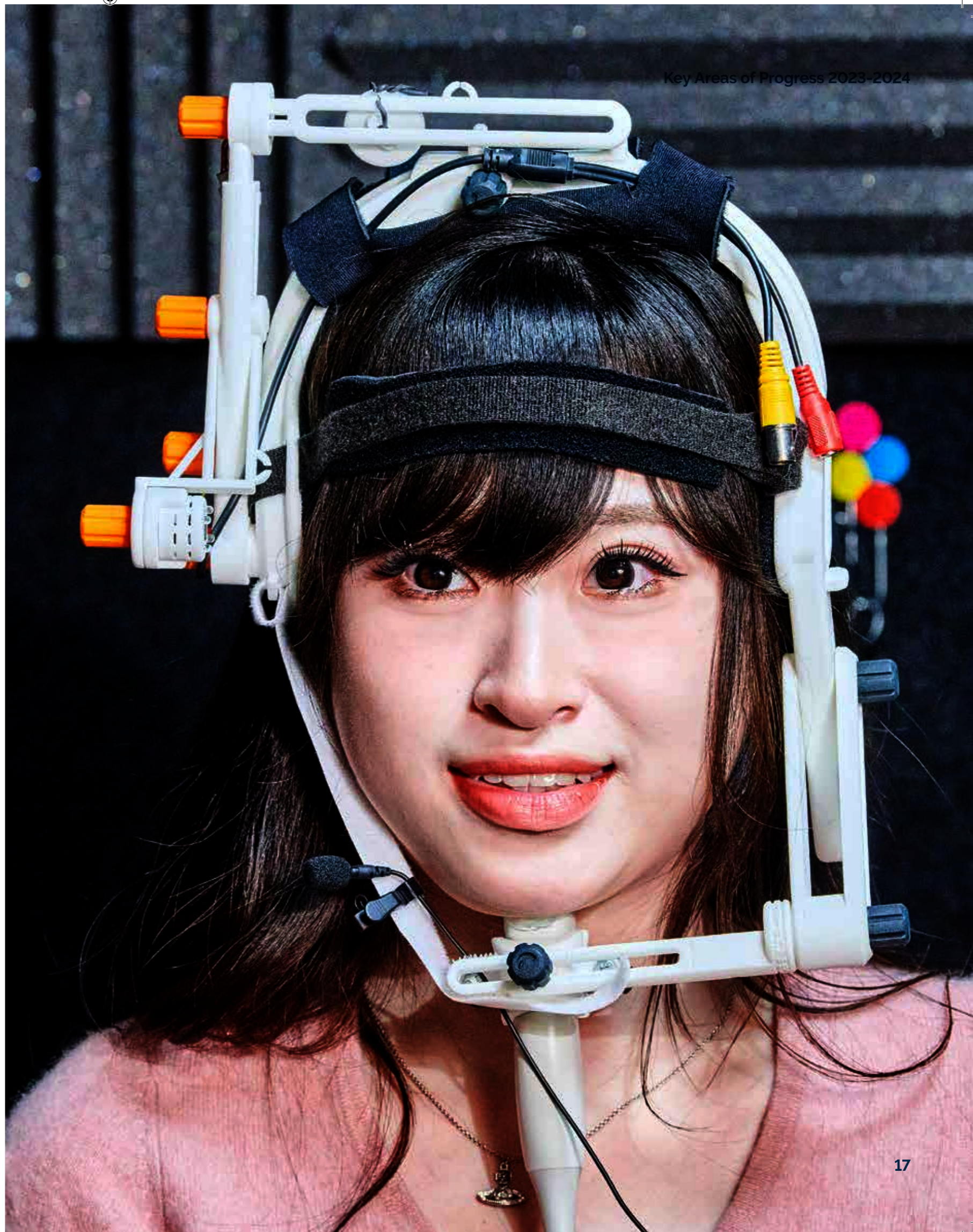
NU-REN secured funding and delivered the project on Intergenerational Racism as part of Black History Month. They further hosted a summer social and a Continuing Professional Development (CPD) event on Imposter Phenomenon. Kickstarting NUREN's Careers and Professional Development's strand of activity with 'Am I Good Enough?' Navigating the Imposter Phenomenon.

Rainbow@Ncl organised and hosted the University's first Pride Breakfast on the morning of the Northern Pride march. They organised the annual Trans Clothes Drive during Trans Awareness Week supported by LGBT+ Northern Social (a local neurodiverse and queer enterprise) and Artful Barber (a local trans owned barbershop). Following a successful listening event with our LGBTQ+ PGR students and the PGR Society, RainbowNcl designed a Rainbow Community Calendar 24/25 and will be using the outcomes of the event to inform how they can enhance their support to the PGR community.

NU Parents started a series of coffee meets and created a MS Teams space to bring together different groups within our parent and carer community, such as parents of adoptive children, single parents, parents of autistic children. They further started a Swap shop to facilitate donations such as clothing, books, and toys.

NU Carers launched a new webpage outlining and highlighting resources and personal stories from colleagues who act as unpaid carers. NU Carers further brought together carers, line managers and caring allies and hosted an information session with the Alzheimer's Society and local representatives talking about how their services can help unpaid carers caring for people with cognitive disorders and with broader relevance to a variety of disabilities.

NU TechNet hosted the Technician Partnership Conference, attracting over 400 delegates from nearly 30 Universities across England, Scotland and Northern Ireland. Several themes were explored, including neurodiversity and technical career pathways. They further explored how they could better support their technicians who hold voluntary Health & Safety roles and ensure they feel their contribution is valued.



Priorities for 2024/25 (Summary)

In 2023/24 the Equality Objectives were revised, and new ones set for 2025/29. The priorities for 2024-25 outlined in this next section are aligned against these new seven PSED Equality Objectives for 2025/29 as activity will mostly take place from 2025 onwards:

1. Further develop an inclusive culture and one which does not tolerate hate crime, discrimination, victimisation or harassment.
2. Increase representation of underrepresented protected characteristic groups among professional service and academic colleagues, governing boards, and decision-making committees.
3. Improve the progression of academic and professional service colleagues from protected characteristic groups into senior positions where underrepresentation has been identified.
4. Increase representation of underrepresented protected characteristic groups among students and ensure equity in the student experience and graduate outcomes.
5. Further enhance our position as a family-friendly organisation.
6. Embed EDI in all our processes, policies, decision-making and governance.
7. Progress developments in systems and processes relating to EDI data capture, analysis, and reporting.

We will progress our work in our School and Faculty level Athena Swan action plans, our REC action plan and we will make final preparations for our next institutional Athena Swan application, together with supporting our Schools of Computing and Maths, Stats and Physics with their Silver Award Athena Swan Submissions. We will apply to be re-accredited as a University of Sanctuary.

We will continue to deliver our refreshed approach to colleague surveys in the form of short pulse surveys and review how effective the new approach has been at the end of the 24 / 25 academic year. We will launch a campaign to raise awareness and prevent sexual misconduct in the workplace and introduce mandatory training for all. A series of unconscious bias training workshops will further be delivered to all colleagues who are part of the University's Research Excellence Framework 2029 Preparation.

We will undertake a full review of assessment methods will take place to ensure candidates have multiple ways of showing their ability to be successful, and to ensure we recruit people who align with our corporate values. Our careers pages will be refreshed, this to ensure it reflects the diversity of our colleagues and roles available across the university.

Work will continue expanding our data insights, including analysis on intersectionality, across all reward related areas to support our work on closing the gender pay gap. We will further look to engage with our EDI networks and other stakeholders to share these insights and collaborate on future improvement work.

The Black History Matters working group and the University EDI Fund will be funding NUSU's BHM campaign for 2024-25, a programme of arts and cultural activities across campus, with a student-facing emphasis. Summer programmes with our own overseas campuses in Singapore and Malaysia will be developed to offer enhanced support for students from under-represented groups to study abroad and have access to a global education experience.

An EA is planned for the Redundancy and Redeployment policy, the sickness absence policy, all wellbeing policies including our Special Leave policy, and all top-priority projects under the Research Culture Programme.

The Family-Friendly policies will be reviewed to ensure we remain leading in our offers. As part of this work, a University-wide NU Parents and Carers survey will be launched.

A 12-month review of Strategic Insights Portal dashboards (Student Education Journey dashboard and the Workforce Planning dashboard) will be undertaken, seeking feedback, and making improvements to ensure existing dashboards meet the needs of the key decision-makers and analysts. Further training in detailed data reporting is planned, allowing colleagues to extract detailed data (including protected characteristics) for students'

progression and outcomes where appropriate from the data systems.

Our EDI Staff Networks continue to work closely together to tackle intersectional inequalities. Events are planned to celebrate, e.g., BHM, Disability History Month, Dyslexia Awareness Week, 2025 Northern Pride, and International Women's Day. Drop-in sessions and coffee meets will continue to support the community, but also other activities are planned such as setting up a buddy scheme for expecting (colleague) parents, invitation of guest speakers and use of blogs to host information.



Data statement

- **The workforce diversity data is taken, using a snapshot of all regular employees based in the UK on 31st July 2024 (which covers the period 1st August 2023 to 31st July 2024). This date was chosen to align with annual HESA returns. Total headcount therefore doesn't include colleagues in Malaysia (NUMED) and Singapore (NUiS).**
- For our GPG Report, we report on the period 1st April 2023 to 31st March 2024, with our pay gap figures calculated using a snapshot of all eligible employees on 31st March 2024. This is the statutory reporting period set by the UK Government.
- **We suppress percentages based on <7 individuals to protect against over-interpretation of small numbers and colleagues' anonymity. Despite publishing results where numbers are >7 and <22.5, please interpret proportions based on small populations with caution.**
- For individuals who have two contracts of employment, we have only kept the primary role (i.e., for most colleagues their first regular contract, unless the second regular contract becomes highest in fte). Prior to 2023 both roles have been included, counting individuals twice in the EDI annual headcount reports.
- **Where possible, the total workforce (N), sample size of the workforce (n) and proportions (%) are included in the data tables.**
- Protected characteristic proportions (%) are calculated including those who did share their information (including answer category 'prefer not to say') and those for whom we have not received any information.
- **Our colleagues can be broadly split into two major occupational groupings: Academic colleagues (academic and research) and Professional Services (PS) colleagues.**
- Our grading structure starts at grade A for PS colleagues and grade E for academic colleagues and progresses to I for both. We have some colleagues who are on grades outside our grading structure. Where possible, we have mapped these individuals to our grading structure based on equivalent pay and position to facilitate analysis.
- **We report on data pertaining to colleagues' sex (female/male) rather than their gender (e.g., man/ woman/non-binary) as this is what the University currently collects from colleagues. Therefore, we use the language of female/male colleagues to describe our sex data in this report. We recognise sex does not equate with gender and that gender is not binary, and we aspire to enhance our data collection and reporting on gender data in the future.**
- We report on mid-level combined ethnic categories where numbers allow. Additionally, and where numbers are too small for more granular analysis, we aggregate all colleagues who identified as being from an ethnicity other than white into the grouping 'minoritised ethnic backgrounds.' It should be noted that we do not currently have a category for white minority/other white backgrounds in our system, so colleagues who identify as being from a minoritised white background may have identified as 'other ethnicity', which has been included in the grouping 'minoritised ethnic backgrounds' or may have identified as white and be included in the white grouping. We recognise the limitations of an assumption that minority ethnic colleagues are a homogenous group, but our approach, as we nuance with time, will allow us to identify patterns of marginalisation relating to ethnicity. In our GPG report, we combine all colleagues who have identified as being from minoritised ethnic backgrounds and compare with those who have identified as white. In future years, we aspire to use more granular ethnicity categories to analyse and report on our pay gaps.
- **We are conscious of the limitations of our data regarding disability, for which we believe disclosure is low and therefore does not represent all our colleagues with a disability.**
- From 2022 onwards we can distinguish between "Prefer not to say" and "No response provided" for ethnicity and disability. In previous years these two categories were combined. For all other protected characteristics (except age and sex for which we have complete datasets), analysis prior to 2022 was already performed separately for colleagues who decided not to provide a response, rather than aggregating them into another category or removing them from the data.

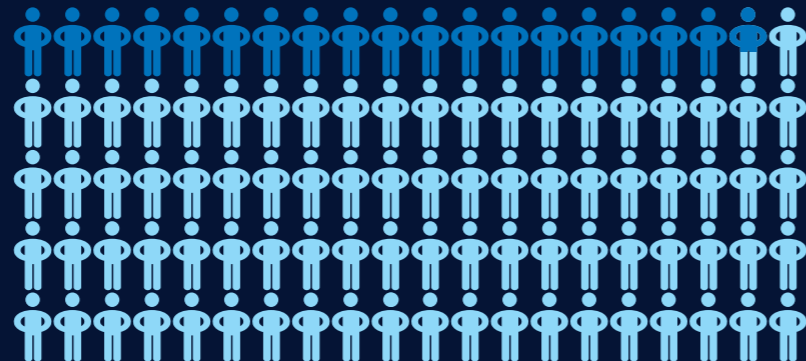


Total headcount 2023/24

6,574

1,916 ACADEMICS
1,017 RESEARCHERS
3,641 PROFESSIONAL SERVICES

18.6% 18.6% of colleagues (n= 1,221) are nationalities other than 'British' (this group comes from 94 different countries outside the UK).



★: [Flags] China, India and Germany are the top-3 countries of origin of our international colleagues.

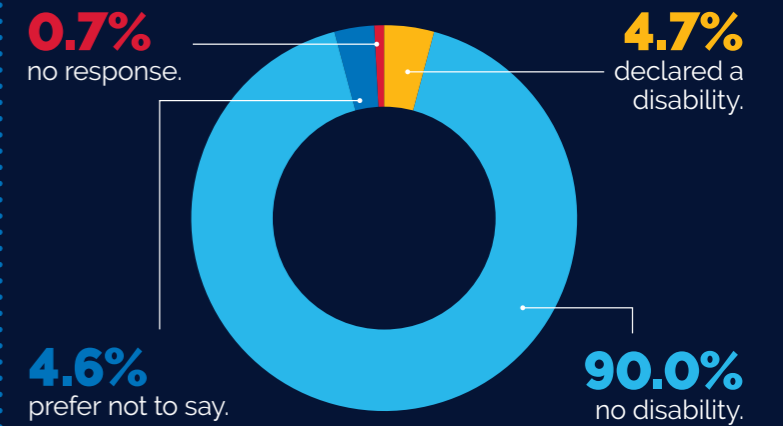
Sex



55.4% of our workforce is female, this is a 1.4%-point increase since 2019. For academics/researchers, 47.6% is female (a 4.1%-point increase since 2019) and for PS 61.7% is female (a 1.2%-point decrease since 2019).

Disability status

Overall, 4.7% of our colleagues have shared their disability status on their staff record. The most prevalent listed disability type declared by staff is long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease or epilepsy (accounting for 18.3% of all disabilities), followed by Mental health conditions accounting for 15.0% of all disabilities.



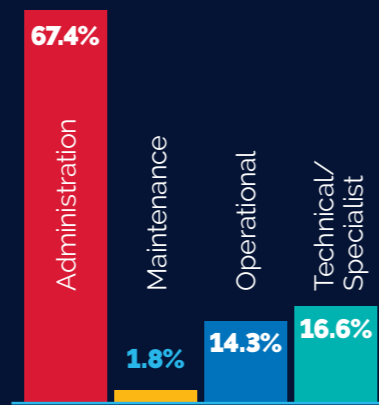
Average age

43.6 YEARS OLD

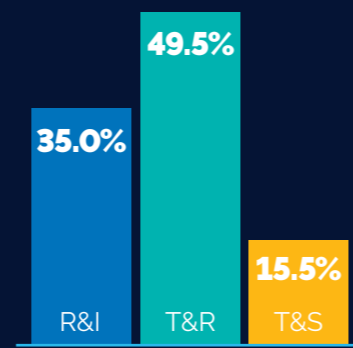


41-45 age category seen the largest growth as a proportion of total workforce: +2%-point since 2019.

PS job families



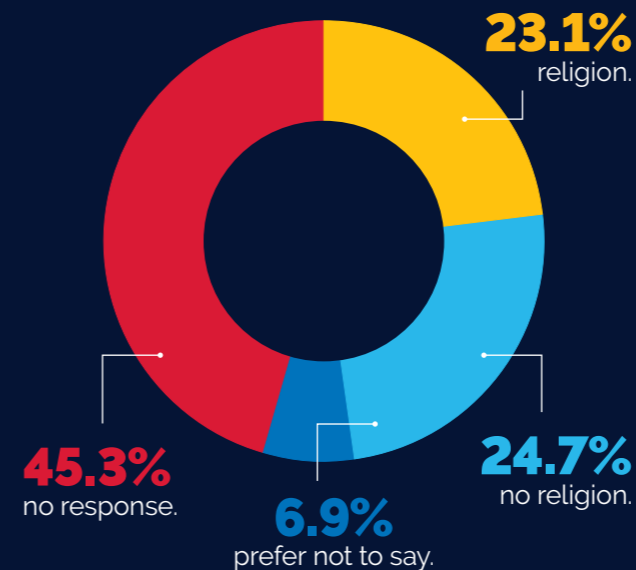
Academic contracts



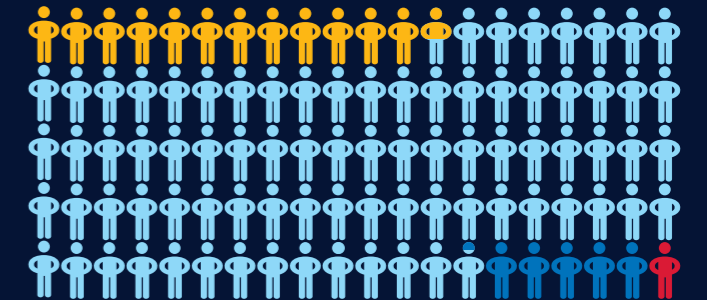
Note. There are 9 senior officers (PS colleagues) who are on T&R contract and have been included in these numbers.

Religion and belief

54.7% of colleagues shared their religion, a 6.6%-point increase in data sharing rate compared to 2023.



Ethnicity



12.4% Minoritised Ethnic
81.4% White
5.2% Prefer not to say
1.0% No response

12.4% of our colleagues are from minoritised ethnic background. For academics/researchers, 19.8% of colleagues were from minoritised ethnic background, an increase of 5.6%-point since 2019. 6.4% of PS colleagues were from minoritised ethnic background, a 2.3%-point increase since 2019.

Marital status



This is the first year that we capture civil partnership alongside marriage. Data sharing rate: 46.7%, an increase of 8.7%-point compared to 2023.

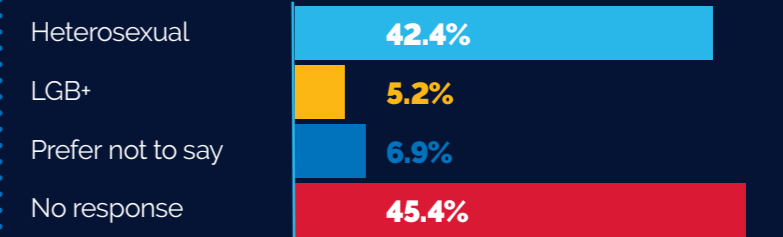
Maternity leave

175 colleagues went on maternity leave, with an average duration of 39.5 weeks. For academics average duration of leave was 35.9 weeks, for researchers this was 36.2 weeks and for PS colleagues this was 42.3 weeks.

Gender different from sex registered at birth

0.2% 54.0% of our colleagues shared their gender affirmation, a 6.9%-point increase in data sharing rate compared to 2023.

Sexual orientations



54.6% of colleagues shared their sexual orientation, a 6.4%-point increase in data sharing rate compared to 2023.

Gender Pay Gap Report Summary

The analysis for our Gender, Ethnicity and Disability pay gap and bonus pay gap analysis has been conducted following guidance published by the UK government on the gov.uk website.

Comparison table 2023 – 2024.

	2023	2024	
Gender pay gap			
Median	12.40	14.30	↑
Mean	15.10	15.50	↑
Ethnicity pay gap			
Median	-2.90	-3.00	↑
Mean	0.30	0.20	↓
Disability pay gap			
Median	8.30	6.10	↓
Mean	9.80	10.50	↑
Gender bonus gap			
Median	00.00	50.00	↑
Mean	63.20	74.40	↑
Ethnicity bonus gap			
Median	0.00	-100.00	↑
Mean	-84.00	23.30	↓
Disability bonus gap			
Median	-305.00	11.30	↓
Mean	74.60	78.30	↑

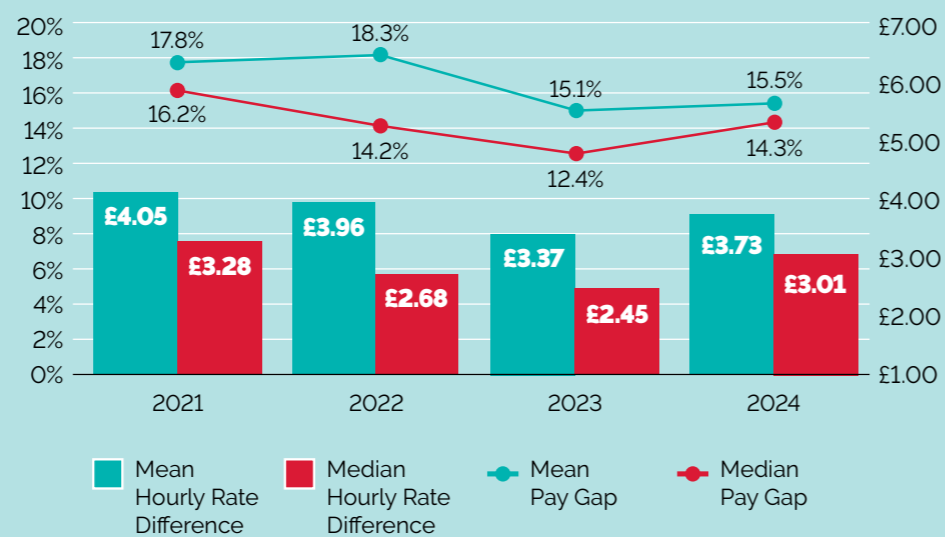
Gender.

The **median pay gap** has increased to 14.3%, closely aligned with the gap in 2022 of 14.2%. The **mean pay gap** has increased by 0.4%-points to 15.5%. The small differential in median and mean figures highlights a consistent distribution of hourly rates of pay.

A population shift across the quartiles is the major factor in the median and mean pay gaps increasing since 2023.

When **excluding clinical excellence** payments, the median remains unchanged however the mean slightly reduces to 15.0%.

Gender Pay Gap Trend.



Gender Bonus Gap.

When including clinical excellence payments, the **median bonus gap** has gone from 0% to a gap of 50% in favour of males, a 50%-points swing. The **mean** has increased from 63.2% in favour of males to 74.4% in favour of males, an increase of 11.2%-points. In 2023, the median value for both males and females was £100, due to a high number of Spotlight Awards (£100) which resulted in a median of 0.0%, compared to £500 for females and £1,000 for males this year.

The mean figure is driven by males receiving 31 of 37 bonus payments greater than £10,000. Only 6 females received a bonus over £10,000 in 2024, down from 8 in 2023, which will have impacted the bonus pay gap.

When **excluding clinical excellence** payments, the **median bonus gap** reduces to 33.3%, from 50%. This reduction occurs due to there being 36 less males in receipt of a bonus without clinical excellence payments, changing the male median from £1,000 to £750. The reduced number of payments from the Spotlight scheme has resulted in an increased mean bonus pay gap.

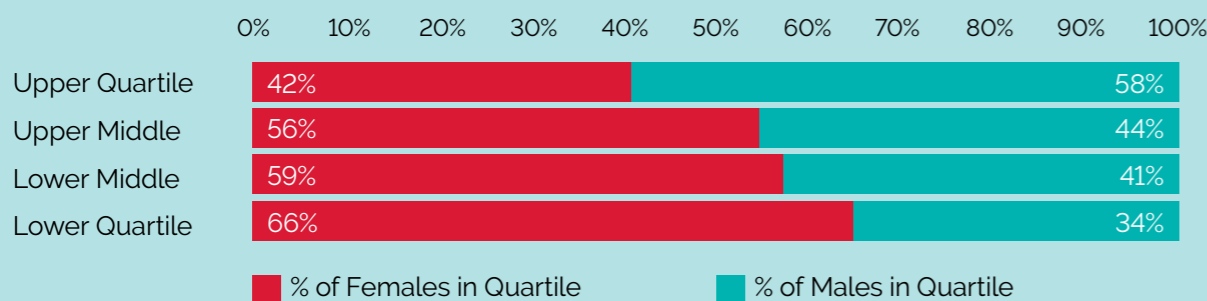
Pay Quartiles.

Our overall gender distribution is 56% female and 44% male (unchanged from 2022 and 2023). The upper middle quartile mirrors the overall distribution. The lower middle and lower quartile have a 3%-points (down from 5%-points) and 10%-points (up from 9%-points) variation from the overall distribution, respectively. The largest differential from the overall picture is seen in the upper quartile, with a 58% male and 42% female distribution (unchanged from 2023).

Moving from the bottom to the top of the organisation the female population reduces, and the male population increases.

There has been movement in all quartiles except the Upper Quartile from 2023 to 2024. No quartile has moved by more than 2%-points (1%-point movement equates to 65 colleagues). The male population has increased in the middle of the organisation (upper middle and lower middle quartile) while the female population has increased in the lower quartile. **Although this population shift may look minor, it will be a major factor in the median and mean pay gaps increasing since 2023.**

Quartiles - Gender.



Ethnicity.

The **median pay gap** is 3.0% in favour of minoritised ethnic colleagues, and the **mean pay gap** is 0.4% in favour of white colleagues. The median of 3% reflects a 0.1%-points increase compared to the prior year's median gap of 2.9% in favour of minoritised ethnic colleagues. Both the median and mean pay gaps remain small.

When **excluding the clinical excellence** payments, the median remains unchanged however the mean slightly decreases to 0.2%.

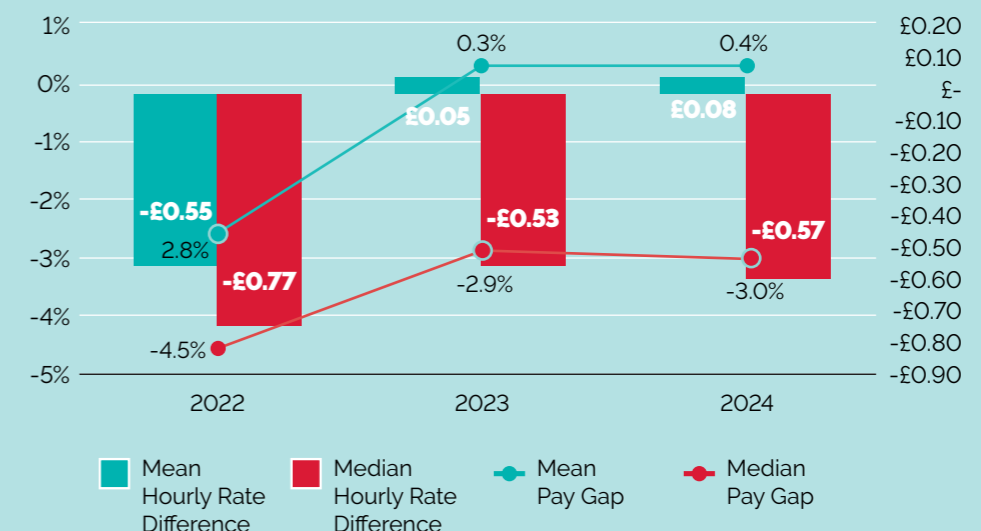
The **median bonus gap** is 100% in favour of minoritised ethnic colleagues (up from 0%). The **mean bonus gap** is in favour of minoritised ethnic colleagues at 57.9% (down from 68.6% in 2023). Although Newcastle, excluding not declared, has a population split of 13 : 87 in favour of white colleagues the ratio of colleagues receiving bonus is 5 : 95.

The median and mean pay gap is due to the low representation of minoritised ethnic colleagues in the lower quartile.

When **excluding clinical excellence** payments, the **median bonus gap** remains unchanged. The **mean bonus gap** is 23.3% in favour of white colleagues, an 81.2%-points swing from the figure including clinical excellence payments. The large difference between the mean bonus gap, when excluding clinical excellence payments, occurs due to the fact the highest bonus made to a minoritised ethnic colleague (outside of clinical excellence payments) is £1,500, this is compared to 46 white colleagues receiving payments of this value or greater.

The largest pay gap by quartile is seen in the upper quartile for the median pay gap, at 5.7% in favour of white colleagues. All pay gaps in the bottom half of the organisation are in favour of minoritised ethnic colleagues whereas the gaps in the top half of the organisation are all in favour of white colleagues.

Ethnicity Pay Gap Trend.



Quartiles - Ethnicity.



Disability.

The **median pay gap** has fallen to 6.1%, a decrease of 2.2%-points. The **mean** has increased by 0.7%-points to 10.5%. Due to the distribution of disabled colleagues in the organisation reducing from the lower quartile up to the upper quartile both gaps are in favour of non-disabled colleagues.

When **excluding clinical excellence** payments, the **median** remains unchanged however the **mean** slightly reduces to 10.1%.

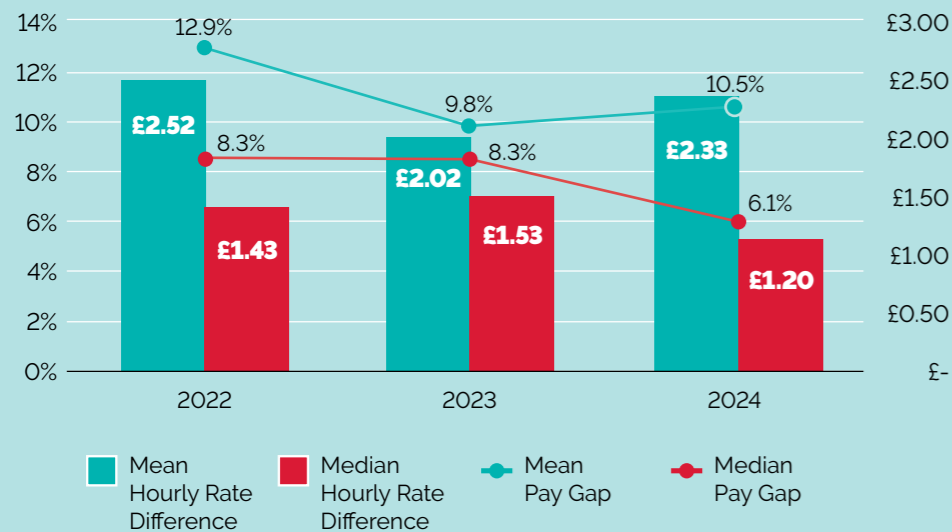
The **median bonus gap** is 11.3% in favour of non-disabled colleagues. The median bonus value for disabled colleagues is £708 and non-disabled colleagues is £3,264. The mean bonus gap is 78.3% in favour of non-disabled colleagues (up from 74.6%). Of the top 60 bonus payments made to colleagues declaring disability, none are made to disabled colleagues, this is unchanged from 2023.

The mean is driven by outliers and the largest bonus received by a disabled colleague is only £3,000.

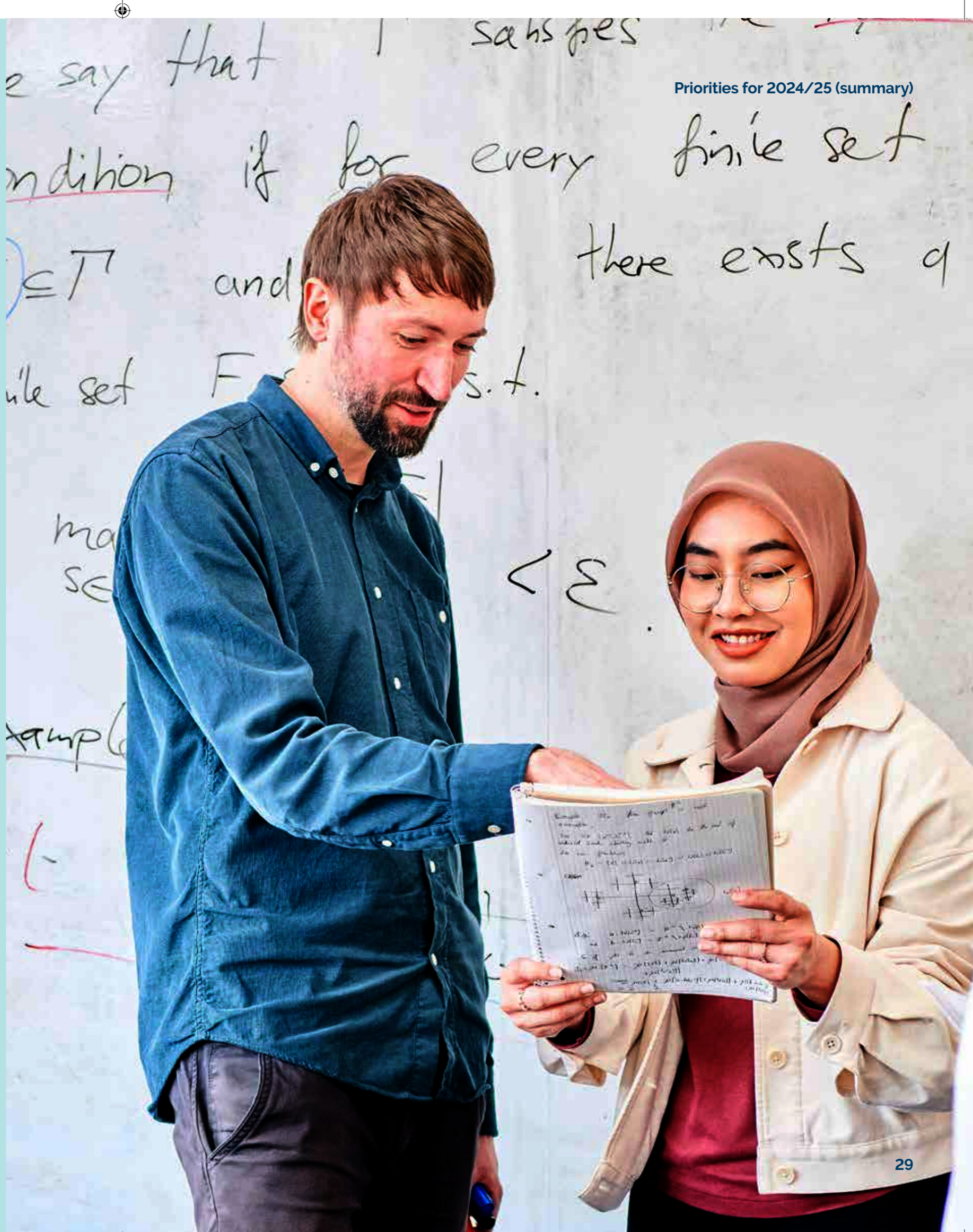
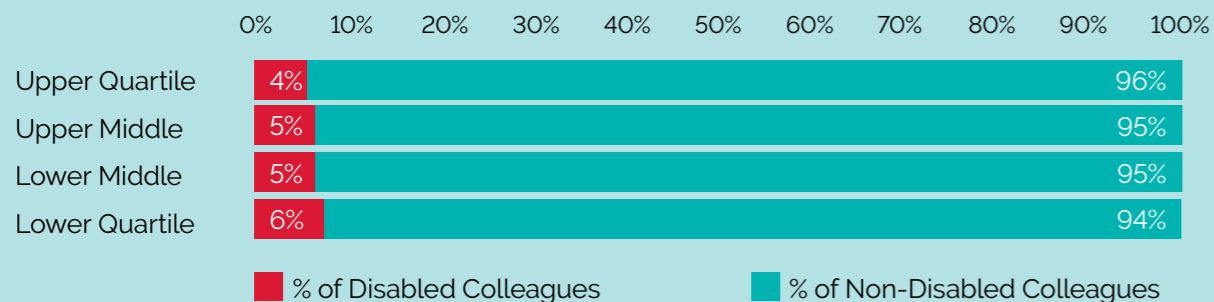
When **excluding clinical excellence** payments, the **median bonus gap** reduces to 0% with the median value for both disabled and non-disabled colleagues being £500. The median value for disabled colleagues saw no change as no disabled colleagues receive a clinical excellence payment. The **mean bonus gap** is now 19.3% in favour of non-disabled colleagues, this has occurred due to 45 large payments to non-disabled colleagues all being removed, as they are all clinical excellence payments.

The largest pay gap by quartile is seen in the upper quartile in favour of non-disabled colleagues, at 13.5% (up from 9.5% in 2023). The remaining quartiles report low mean and median pay gaps of less than 5%, only the lower quartile reports a pay gap in favour of disabled colleagues.

Disability Pay Gap Trend.



Quartiles - Disability.



Appendices

Appendix 1. Workforce Diversity Tables.

KEY

Academic Colleagues with an academic contract (T&R, R&I, T&S or Neither T&R).

Research Colleagues with an academic contract (R&I)

PS Professional Services colleagues on a non-academic contract plus 9 senior officers on a T&R contract.

Academic contract types:

T&R Teaching and Research

T&S Teaching and Scholarship

R&I Research and Innovation

Faculties/Units:

FMS Faculty of Medical Sciences

HaSS Faculty of Humanities and Social Sciences

SAgE Faculty of Science, Agriculture and Engineering

Academic Hub Including units, e.g., Student Services, Academic Services, Research and Innovation etc.

Finance Hub Including units, e.g., NUIT, Estates, Finance, People Services, etc. Note the organisational restructure, moving People Services outside of the Finance Hub, occurred after the reporting period of this report. Therefore People Services is still included under the finance hub for this report.

Grading structure Our grading structure starts at grade A for PS colleagues and grade E for academic colleagues and progresses to IB for both. We have some colleagues who are on grades outside our grading structure. Where possible, we have mapped these individuals to our grading structure based on equivalent pay and position to facilitate analysis

Age Colleagues' age calculated at snapshot date (31st July 2024)

Disability status:

Disabled These tables use the term 'disabled' to refer to colleagues who recorded an impairment, health condition or learning difference on their staff record.

No known disability No known disability refers to colleagues who had recorded as having no known impairment, health condition or learning difference on their staff record. We do not aggregate colleagues who preferred not to provide this information into this category.

Minoritised ethnic All colleagues who identified as being from an ethnicity other than white. It should be noted that we do not currently have a category for white minority/ other white backgrounds in our system, so colleagues who identify as being from a minoritised white background may have identified as 'other ethnicity', which has been included in the grouping 'minoritised ethnic backgrounds', or may have identified as white and be included in the white grouping. We recognise the limitations of aggregating in this way but do so to identify patterns of marginalisation based on an individual's ethnic background. In future, we aim to analyse by combined ethnic groups.

Combined ethnic categories:

South & Southeast Asian/South & Southeast Asian British Asian or Asian British - Indian, Pakistani and Bangladeshi.

East Asian/ East Asian British Chinese and other East Asian background.

Black/ African/ Caribbean/ Black British Black or Black British - African/Caribbean; other Black background.

Mixed/ multiple ethnic groups Mixed White and Asian; Mixed White and Black African; Mixed White and Black Caribbean; Other mixed background.

Any ethnic group not considered above Arab/Other ethnic background.

White White.

Civil partnership Collected from 2023 onwards.

LGB+ Colleagues who identified as Lesbian, Gay, Bisexual or another sexuality except heterosexual.

No response provided Colleagues for whom we have no recorded response to this question in their staff record.

Data sharing rate The proportion of colleagues for whom we have a recorded response to this question in their staff record, including those who chose to 'prefer not to say'.

- We suppress percentages based on <7 individuals to protect against over-interpretation of small numbers and colleagues' anonymity.

Population >7 but <22.5 Information is shared where the population is >7 but <22.5, however, please interpret the percentages with caution due to small groups.

% → % based on row total

% ↓ % based on column total



Age.

All colleagues by age group over time, 2019-2024.

Year	<=25		26-35		36-45		46-55		56-65		>=66	
	n	%↓	n	%↓	n	%↓	n	%↓	n	%↓	n	%↓
2019		4.1%		24.9%		28.1%		25.1%		15.8%		2.0%
2020		4.5%		25.0%		27.8%		24.1%		16.4%		2.2%
2021		3.5%		24.2%		28.6%		24.3%		16.8%		2.5%
2022	231	3.6%	1,563	24.4%	1,880	29.3%	1,529	23.8%	1,058	16.5%	154	2.4%
2023	256	4.0%	1,538	24.1%	1,858	29.1%	1,514	23.7%	1,079	16.9%	151	2.4%
2024	281	4.3%	1,587	24.1%	1,913	29.1%	1,582	24.1%	1,057	16.1%	154	2.3%

All colleagues by age group and occupation, and PS job family, 2024 (N=6,574).

Year	<=25		26-35		36-45		46-55		56-65		>=66		Total	
	n	%→	n	%→	n	%→	n	%→	n	%→	n	%→	n	%→
Academic	<7	-	215	11.2%	639	33.4%	605	31.6%	380	19.8%	73	3.8%	1,916	100%
Research	41	4.0%	514	50.2%	295	29.0%	94	9.2%	59	5.8%	14	1.4%	1,017	100%
PS	236	6.5%	858	23.6%	979	26.9%	883	24.3%	618	17.0%	67	1.8%	3,641	100%
Administrative	138	5.6%	620	25.3%	738	30.1%	603	24.6%	333	13.6%	22	0.9%	2,454	100%
Maintenance	<7	-	12	18.8%	9	14.1%	14	21.9%	19	29.7%	<7	-	64	100%
Operational	27	5.2%	60	11.5%	87	16.7%	125	24.0%	189	36.3%	32	6.2%	520	100%
Specialist	65	10.8%	166	27.5%	145	24.0%	141	23.4%	77	12.8%	9	1.5%	603	100%

Colleagues on academic contracts (T&R, T&S or R&I) by age group, 2024 (n=2,937).

	<=25		26-35		36-45		46-55		56-65		>=66	
	n	%→	n	%→	n	%→	n	%→	n	%→	n	%→
T&R			131	9.0%	479	32.9%	490	33.7%	297	20.4%	57	3.9%
T&S	<7	-	84	18.4%	155	34.0%	117	25.7%	84	18.4%	12	2.6%
R&I	41	4.0%	514	50.0%	299	29.1%	94	9.2%	62	6.0%	17	1.7%

Note. There are 9 senior officers (PS colleagues) who are on T&R contract and have been included in these numbers.

All colleagues by mode of employment and age group, 2024 (Full-time n=5,132; Part-time n=1,442).

	<=25		26-35		36-45		46-55		56-65		>=66	
	n	%→	n	%→	n	%→	n	%→	n	%→	n	%→
Full-time	245	4.8%	1,363	26.6%	1,473	28.7%	1,263	24.6%	724	14.1%	64	1.2%
Part-time	36	2.5%	224	15.5%	440	30.5%	319	22.1%	333	23.1%	90	6.2%

All colleagues by Faculty/hub, occupation and age group, 2024 (N=6,574).

Faculty	Academic		Research		PS	
	n	%↓	n	%↓	n	%↓
HaSS	820	100%	113	100%	331	100%
<=25					24	7.3%
26-35	73	8.9%	28	24.8%	97	29.3%
36-45	283	34.5%	53	46.9%	89	26.9%
46-55	279	34.0%	16	14.2%	74	22.4%
56-65	156	19.0%	10	8.8%	45	13.6%
>=66	29	3.5%	<7	-	<7	-
FMS	601	100%	606	100%	725	100%
<=25	<7	-	34	5.6%	62	8.6%
26-35	69	11.5%	291	48.0%	207	28.6%
36-45	191	31.8%	179	29.5%	182	25.1%
46-55	181	30.1%	61	10.1%	175	24.1%
56-65	138	23.0%	40	6.6%	92	12.7%
>=66	20	3.3%	<7	-	7	1.0%
SAGe	492	100%	269	100%	439	100%
<=25	<7	-	<7	-	33	7.5%
26-35	73	14.8%	195	65.9%	113	25.7%
36-45	165	33.5%	63	21.3%	131	29.8%
46-55	143	29.1%	16	5.4%	95	21.6%
56-65	85	17.3%	9	3.0%	56	12.8%
>=66	24	4.9%	7	2.4%	11	2.5%
Academic hub	<7	-	<7	-	932	100%
<=25					58	6.2%
26-35					264	28.3%
36-45					299	32.1%
46-55	<7	-	<7	-	194	20.8%
56-65	<7	-			109	11.7%
>=66					8	0.9%
Finance hub					1214	100%
<=25					59	4.9%
26-35					177	14.6%
36-45					278	22.9%
46-55					345	28.4%
56-65					316	26.0%
>=66					39	3.2%

Average age of all colleagues by occupation and grade, 2024 (N=6,574).

	Academic		Research		PS		All colleagues	
	n	Average age (yrs)	n	Average age (yrs)	n	Average age (yrs)	n	Average age (yrs)
Grade A					298	52.8	298	52.8
Grade B					141	45.4	141	45.4
Grade C					440	41.9	440	41.9
Grade D					663	39.4	663	39.4
Grade E	15	29.5			670	41.5	685	41.2
Grade F	232	37.3	755	35.3	856	42.2	1,843	38.8
Grade G	424	44.4	228	42.1	416	46.6	1,068	44.7
Grade H	492	48.1	31	47.7	105	48.4	628	48.1
Grade I	753	52.7	<7	-	52	51.9	808	52.7
All colleagues	1,916	47.6	1,017	37.3	3,641	43.3	6,574	43.6

All colleagues by sex and age group, 2024 (Female n=3,643; Male n=2,931).

	<=25		26-35		36-45		46-55		56-65		>=66	
	n	%→	n	%→	n	%→	n	%→	n	%→	n	%→
Female	173	4.7%	906	24.9%	1,109	30.4%	862	23.7%	539	14.8%	54	1.5%
Male	108	3.7%	681	23.2%	804	27.4%	720	24.6%	518	17.7%	100	3.4%

Average age of all colleagues by occupation and sex, 2024 (N=6,574).

	Academic		Research		PS		All colleagues	
	n	Average age (yrs)	n	Average age (yrs)	n	Average age (yrs)	n	Average age (yrs)
Female	835	46.3	562	36.9	2,246	43.2	3,643	42.9
Male	1,081	48.7	455	37.7	1,395	43.6	2,931	44.5
All colleagues	1,916	47.6	1,017	37.3	3,641	43.3	6,574	43.6

Disability.

All colleagues by disability status over time, 2019-2024.

	2019	2020	2021	2022		2023		2024	
	%↓	%↓	%↓	n	%↓	n	%↓	n	%↓
Disabled	3.6%	3.8%	4.0%	263	4.1%	283	4.4%	306	4.7%
No known disability	93.9%	93.4%	92.6%	5,919	92.3%	5,850	91.5%	5,919	90.0%
Prefer not to say	2.5%	2.7%	3.4%	227	3.5%	220	3.4%	305	4.6%
No response provided				<7	-	42	0.7%	44	0.7%
All colleagues				6,415	100%	6,395	100%	6,574	100%
Data sharing rate				6,409	99.9%	6,353	99.3%	6,530	99.3%

Breakdown of disability, 2024 (n=306).

	n	%↓
Blind or have a visual impairment uncorrected by glasses	<7	-
D/deaf or have a hearing impairment	14	4.6%
Development condition that you have had since childhood	<7	-
Learning difference such as dyslexia, dyspraxia or AD(H)D	39	12.7%
Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease or epilepsy	56	18.3%
Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety	46	15.0%
Physical impairment (a condition that substantially limits one or more basic physical activities such as walking, climbing stairs, lifting or carrying)	21	6.9%
Social/communication conditions such as a speech and language impairment or an autistic spectrum condition	16	5.2%
An impairment, health condition or learning difference not listed	109	35.6%
All colleagues who reported a disability	306	100%

All colleagues by disability group and occupation, and PS job family, 2024 (N=6,574).

	Disabled		No known disability		Prefer not to say		No response provided		Total	
	n	%→	n	%→	n	%→	n	%→	n	%
Academic	91	4.7%	1,759	91.8%	61	3.2%	<7	-	1,916	100%
Research	34	3.3%	886	87.1%	84	8.3%	13	1.3%	1,017	100%
PS	181	5.0%	3,274	89.9%	160	4.4%	26	0.7%	3,641	100%
Administrative	135	5.5%	2,198	89.6%	101	4.1%	20	0.8%	2,454	100%
Maintenance	<7	-	61	95.3%			<7	-	64	100%
Operational	23	4.4%	465	89.4%	32	6.2%			520	100%
Specialist	22	3.6%	550	91.2%	27	4.5%	<7	-	603	100%

Colleagues on academic contracts (T&R, T&S or R&I) by disability status, 2024 (n=2,937).

	T&R		T&S		R&I	
	n	%↓	n	%↓	n	%↓
Disabled	61	4.2%	30	6.6%	34	3.3%
No known disability	1,343	92.4%	410	89.9%	896	87.2%
Prefer not to say	46	3.2%	15	3.3%	84	8.2%
No response provided	<7	-	<7	-	13	1.3%

Note. There are 9 senior officers (PS colleagues) who are on T&R contract and have been included in these numbers.

All colleagues by Faculty/hub, occupation and disability status, 2024 (N=6,574).

Faculty	Academic		Research		PS	
	n	%↓	n	%↓	n	%↓
HaSS	820	100%	113	100%	331	100%
Disabled	54	6.6%	<7	-	23	6.9%
No known disability	731	89.1%	100	88.5%	294	88.8%
Prefer not to say	35	4.3%	7	6.2%	12	3.6%
No response provided					<7	-
FMS	601	100%	606	100%	725	100%
Disabled	20	3.3%	20	3.3%	34	4.7%
No known disability	567	94.3%	531	87.6%	660	91.0%
Prefer not to say	12	2.0%	46	7.6%	28	3.9%
No response provided	<7	-	9	1.5%	<7	-
SaGE	492	100%	269	100%	439	100%
Disabled	17	3.5%	7	2.4%	19	4.3%
No known disability	458	93.1%	254	85.8%	397	90.4%
Prefer not to say	14	2.8%	31	10.5%	20	4.6%
No response provided	<7	-	<7	-	<7	-
Academic hub	<7	-	<7	-	932	100%
Disabled			<7	-	53	5.7%
No known disability	<7	-	<7	-	830	89.1%
Prefer not to say					39	4.2%
No response provided					10	1.1%
Finance hub					1,214	100%
Disabled					52	4.3%
No known disability					1,093	90.0%
Prefer not to say					61	5.0%
No response provided					8	0.7%

All colleagues by mode of employment and disability status, 2024 (Full-time n=5,132; Part-time n=1,442).

	Full-time		Part-time	
	n	%↓	n	%↓
Disabled	225	4.4%	81	5.6%
No known disability	4,633	90.3%	1,286	89.2%
Prefer not to say	235	4.6%	70	4.9%
No response provided	39	0.8%	<7	-

Academic and Research colleagues only by disability status and grade, 2024 (n=2,933).

	GRADE E		GRADE F		GRADE G		GRADE H		GRADE I	
	n	%↓	n	%↓	n	%↓	n	%↓	n	%↓
Disabled	<7	-	42	4.3%	30	4.6%	26	5.0%	26	3.4%
No known disability	12	80.0%	858	86.9%	588	90.2%	475	90.8%	712	94.2%
Prefer not to say	<7	-	76	7.7%	31	4.8%	21	4.0%	15	2.0%
No response provided			11	1.1%	<7	-	<7	-	<7	-

PS colleagues only by disability status and grade, 2024 PS (n=3,641).

	GRADE A		GRADE B		GRADE C		GRADE D		GRADE E	
	n	%↓	n	%↓	n	%↓	n	%↓	n	%↓
Disabled	13	4.4%	8	5.7%	26	5.9%	39	5.9%	30	4.5%
No known disability	263	88.3%	127	90.1%	380	86.4%	579	87.3%	612	91.3%
Prefer not to say	21	7.0%	<7	-	31	7.0%	32	4.8%	24	3.6%
No response provided	<7	-	<7	-	<7	-	13	2.0%	<7	-

	GRADE F		GRADE G		GRADE H		GRADE I	
	n	%↓	n	%↓	n	%↓	n	%↓
Disabled	46	5.4%	15	3.6%	<7	-	<7	-
No known disability	779	91.0%	391	94.0%	94	89.5%	49	94.2%
Prefer not to say	29	3.4%	9	2.2%	<7	-	<7	-
No response provided	<7	-	<7	-	<7	-	<7	-

Ethnicity or ethnic group.

All colleagues by ethnicity over time, 2019-2024.

	2019	2020	2021	2022		2023		2024	
	%↓	%↓	%↓	n	%↓	n	%↓	n	%↓
White	88.3%	87.9%	86.7%	5,454	85.0%	5,319	83.2%	5,348	81.4%
Minoritised ethnic	8.8%	8.9%	9.3%	671	10.5%	742	11.6%	816	12.4%
South & Southeast Asian/South & Southeast Asian British	2.1%	2.2%	2.0%	157	2.4%	174	2.7%	187	2.8%
East Asian/East Asian British	3.5%	3.6%	3.6%	241	3.8%	273	4.3%	303	4.6%
Black/African/Caribbean/Black British	0.8%	0.8%	0.9%	63	1.0%	75	1.2%	78	1.2%
Mixed/multiple ethnic groups	1.1%	1.2%	1.3%	96	1.5%	100	1.6%	112	1.7%
Any ethnic group not considered above	1.3%	1.2%	1.5%	114	1.8%	120	1.9%	136	2.1%
Prefer not to say	3.0%	3.2%	4.0%	243	3.8%	270	4.2%	343	5.2%
No response provided				47	0.7%	64	1.0%	67	1.0%
All colleagues				6,415	100%	6,395	100%	6,574	100%
Data sharing rate				6,368	99.3%	6,331	99.0%	6,507	99.0%

All colleagues by ethnicity and occupation, 2024 (N=6,574).

	Academic		Research		PS	
	n	%↓	n	%↓	n	%↓
White	1,483	77.4%	632	62.1%	3,233	88.8%
Minoritised ethnic	320	16.7%	262	25.8%	234	6.4%
South & Southeast Asian/South & Southeast Asian British	69	3.6%	62	6.1%	56	1.5%
East Asian/East Asian British	134	7.0%	96	9.4%	73	2.0%
Black/African/Caribbean/Black British	21	1.1%	29	2.9%	28	0.8%
Mixed/multiple ethnic groups	38	2.0%	31	3.0%	43	1.2%
Any ethnic group not considered above	58	3.0%	44	4.3%	34	0.9%
Prefer not to say	105	5.5%	95	9.3%	143	3.9%
No response provided	8	0.4%	28	2.8%	31	0.9%
All colleagues	1,916	100%	1,017	100%	3,641	100%

PS colleagues only by ethnicity and job family, 2024 (n=3,641).

	Administrative		Maintenance		Operational		Technical/Specialist	
	n	%↓	n	%↓	n	%↓	n	%↓
White	2,192	89.3%	57	89.1%	487	93.7%	497	82.4%
Minoritised ethnic	150	6.1%	<7	-	19	3.7%	62	10.3%
Prefer not to say	89	3.6%	<7	-	13	2.5%	38	6.3%
No response provided	23	0.9%	<7	-	<7	-	<7	-

Colleagues on academic contracts (T&R, T&S or R&I) by ethnicity, 2024 (n=2,937).

	T&R		T&S		R&I	
	n	%↓	n	%↓	n	%↓
White	1,120	77.0%	358	78.5%	641	62.4%
Minoritised ethnic	246	16.9%	74	16.2%	262	25.5%
Prefer not to say	82	5.6%	22	4.8%	96	9.3%
No response provided	<7	-	<7	-	28	2.7%

Note. There are 9 senior officers (PS colleagues) who are on T&R contract and have been included in these numbers.

All colleagues by Faculty/hub, occupation and ethnicity, 2024 (N=6,574).

Faculty	Academic		Research		PS	
	n	%	n	%	n	%
HaSS	820	100%	113	100%	331	100%
White	626	76.3%	85	75.2%	292	88.2%
Minoritised ethnic	141	17.2%	20	17.7%	26	7.9%
Prefer not to say	50	6.1%	7	6.2%	10	3.0%
No response provided	<7	-	<7	-	<7	-
FMS	601	100%	606	100%	725	100%
White	504	83.9%	403	66.5%	636	87.7%
Minoritised ethnic	69	11.5%	138	22.8%	62	8.6%
Prefer not to say	26	4.3%	50	8.3%	23	3.2%
No response provided	<7	-	15	2.5%	<7	-
SAgE	492	100%	269	100%	439	100%
White	351	71.3%	143	48.3%	383	87.2%
Minoritised ethnic	109	22.2%	103	34.8%	27	6.2%
Prefer not to say	29	5.9%	38	12.8%	24	5.5%
No response provided	<7	-	12	4.1%	<7	-
Academic hub	<7	-	<7	-	932	100%
White	<7	-	<7	-	828	88.8%
Minoritised ethnic	<7	-	<7	-	54	5.8%
Prefer not to say					37	4.0%
No response provided					13	1.4%
Finance hub					1214	100%
White					1,094	90.1%
Minoritised ethnic					65	5.4%
Prefer not to say					49	4.0%
No response provided					<7	-

All colleagues by ethnicity and mode of employment, 2024 (Full-time n=5,132; Part-time n=1,442).

	Full-time		Part-time	
	n	%↓	n	%↓
White	4,095	79.8%	1,253	86.9%
Minoritised ethnic	713	13.9%	103	7.1%
Prefer not to say	269	5.2%	74	5.1%
No response provided	55	1.1%	12	0.8%

Academic and Research colleagues only by ethnicity and grade, 2024 (n= 2,933).

	GRADE E		GRADE F		GRADE G		GRADE H		GRADE I	
	n	%↓	n	%↓	n	%↓	n	%↓	n	%↓
White	<7	-	581	58.9%	471	72.2%	419	80.1%	640	84.7%
Minoritised ethnic	8	53.3%	297	30.1%	127	19.5%	73	14.0%	77	10.2%
Prefer not to say	<7	-	84	8.5%	46	7.1%	31	5.9%	36	4.8%
No response provided			25	2.5%	8	1.2%				

PS colleagues only by ethnicity and grade, 2024 (n=3,641).

	GRADE A		GRADE B		GRADE C		GRADE D		GRADE E	
	n	%↓	n	%↓	n	%↓	n	%↓	n	%↓
White	275	92.3%	128	90.8%	389	88.4%	579	87.3%	594	88.7%
Minoritised ethnic	11	3.7%	7	5.0%	26	5.9%	43	6.5%	47	7.0%
Prefer not to say	10	3.4%	<7	-	21	4.8%	23	3.5%	27	4.0%
No response provided	<7	-			<7	-	18	2.7%	<7	-

	GRADE F		GRADE G		GRADE H		GRADE I	
	n	%↓	n	%↓	n	%↓	n	%↓
White	746	87.1%	372	89.4%	100	95.2%	50	96.2%
Minoritised ethnic	72	8.4%	27	6.5%	<7	-	<7	-
Prefer not to say	35	4.1%	16	3.8%	<7	-	<7	-
No response provided	<7	-	<7	-	<7	-		

Intersectional: Disability, Ethnicity, and Sex.

All colleagues by disability and sex, 2024 (Female n= 3,643; Male n= 2,931).

	Female			Male		
	n	%→	%↓	n	%→	%↓
Disabled	206	67.3%	5.7%	100	32.7%	3.4%
No known disability	3,242	54.8%	89.0%	2,677	45.2%	91.3%
Prefer not to say	169	55.4%	4.6%	136	44.6%	4.6%
No response provided	26	59.1%	0.7%	18	40.9%	0.6%

All colleagues by disability and ethnicity, 2024 (N=6,574).

	White			Minoritised ethnic background			Prefer not to say			No response provided		
	n	%→	%↓	n	%→	%↓	n	%→	%↓	n	%→	%↓
Disabled	276	90.2%	5.2%	22	7.2%	2.7%	<7	-	-	<7	-	-
No known disability	4,950	83.6%	92.6%	780	13.2%	95.6%	169	2.9%	49.3%	20	0.3%	29.9%
Prefer not to say	112	36.7%	2.1%	13	4.3%	1.6%	168	55.1%	49.0%	12	3.9%	17.9%
No response provided	10	22.7%	0.2%	<7	-	-				33	75.0%	49.3%

All colleagues by ethnicity and sex, 2024 (Female n=3,643; Male n=2,931).

	Female			Male		
	n	%→	%↓	n	%→	%↓
White	3,008	56.2%	82.6%	2,340	43.8%	79.8%
Minoritised ethnic	431	52.8%	11.8%	385	47.2%	13.1%
Prefer not to say	166	48.4%	4.6%	177	51.6%	6.0%
No response provided	38	56.7%	1.0%	29	43.3%	1.0%

Gender Affirmation.

All colleagues by gender affirmation over time, 2019-2024.

Gender affirmation	2019	2020	2021	2022		2023		2024	
	%↓	%↓	%↓	n	%↓	n	%↓	n	%↓
Gender same as sex registered at birth	27.1%	28.8%	32.3%	2,436	38.0%	2,848	44.5%	3,299	50.2%
Gender not same as sex registered at birth	-	-	0.1%	10	0.2%	12	0.2%	14	0.2%
Prefer not to say	1.1%	1.2%	1.7%	154	2.4%	155	2.4%	239	3.6%
No response provided	71.8%	69.9%	65.9%	3,815	59.5%	3,380	52.9%	3,022	46.0%
All colleagues				6,415	100%	6,395	100%	6,574	100%
Data sharing rate	28.2%	30.1%	34.1%	2,600	40.5%	3,015	47.1%	3,552	54.0%

All colleagues by gender affirmation and occupation, 2024 (Academics, n= 2,933 ; PS n= 3,641).

Gender affirmation	Academic		Research		PS	
	n	%↓	n	%↓	n	%↓
Gender same as sex registered at birth	736	38.4%	594	58.4%	1,969	54.1%
Gender not same as sex registered at birth	<7	-	<7	-	<7	-
Prefer not to say	51	2.7%	63	6.2%	125	3.4%
No response provided	1,124	58.7%	357	35.1%	1,541	42.3%

All colleagues by gender affirmation and occupation, and PS job family, 2024 (N=6,574).

	Gender same as sex registered at birth		Gender not same as sex registered at birth		Prefer not to say		No response provided		Total	
	n	%→	n	%→	n	%→	n	%→	n	%
Academic	736	38.4%	<7	-	51	2.7%	1,124	58.7%	1,916	100%
Research	594	58.4%	<7	-	63	6.2%	357	35.1%	1,017	100%
PS	1,969	54.1%	<7	-	125	3.4%	1,541	42.3%	3,641	100%
Administrative	1,385	56.4%	<7	-	82	3.3%	983	40.1%	2,454	100%
Maintenance	20	31.3%			42	65.6%	64	100%
Operational	249	47.9%			23	4.4%	248	47.7%	520	100%
Specialist	315	52.2%	<7	-	18	3.0%	268	44.4%	603	100%

Colleagues on academic contracts (T&R, T&S or R&I) by gender affirmation, 2024 (n= 2,937).

	T&R		T&S		R&I	
	n	%↓	n	%↓	n	%↓
Gender same as sex registered at birth	538	37.0%	200	43.9%	595	57.9%
Gender not same as sex registered at birth	<7	-	<7	-	<7	-
Prefer not to say	38	2.6%	11	2.4%	65	6.3%
No response provided	874	60.1%	244	53.5%	364	35.4%

Note. There are 9 senior officers (PS colleagues) who are on T&R contract and have been included in these numbers.

All colleagues by Faculty/hub and gender affirmation, 2024 (N=6,574).

	HaSS		FMS		SAGe		Academic hub		Finance hub	
	n	%↓	n	%↓	n	%↓	n	%↓	n	%↓
Gender same as sex registered at birth	570	45.1%	1,046	54.1%	569	46.4%	512	54.6%	602	49.6%
Gender not same as sex registered at birth	<7	-	<7	-	<7	-	<7	-		
Prefer not to say	38	3.0%	66	3.4%	46	3.7%	35	3.7%	54	4.4%
No response provided	653	51.7%	818	42.3%	606	49.4%	387	41.3%	558	46.0%

All colleagues by mode of employment and gender affirmation, 2024 (Full-time n= 5,132; Part-time n= 1,442).

	Full-time		Part-time	
	n	%↓	n	%↓
Gender same as sex registered at birth	2,597	50.6%	702	48.7%
Gender not same as sex registered at birth	12	0.2%	<7	-
Prefer not to say	181	3.5%	58	4.0%
No response provided	2,342	45.6%	680	47.2%

Marital Status.

All colleagues by marital status, 2024 (N=6,574).

	n	%↓
Married or in Civil Partnership	1,537	23.4%
Single	1,512	23.0%
Divorced	<7	-
Widow		
Prefer not to say	20	0.3%
No response provided	3,504	53.3%
All colleagues	6,574	100%
Data sharing rate	3,070	46.7%

Nationality.

International colleagues (n and %) - Top-10 nationalities only.

Top-10	Nationality	2023		2024	
		n	as a % of total number of international colleagues	n	as a % of total number of international colleagues
1	Chinese	109	9.6%	133	10.9%
2	Indian	92	8.1%	98	8.0%
3	German	87	7.7%	85	7.0%
4	American	65	5.7%	66	5.4%
5	Italian	60	5.3%	66	5.4%
6	Irish	63	5.6%	61	5.0%
7	Greek	44	3.9%	46	3.8%
8	Spanish	47	4.2%	43	3.5%
9	Polish	42	3.7%	42	3.4%
10	French	39	3.4%	40	3.3%

Note. In total there are 1,221 international colleagues in 2024, coming from 94 different countries outside of the UK.

All colleagues by UK/non-UK and occupation, 2024 (Academics, n= 2,933; PS n= 3,641).

	Academic		Research		PS		All colleagues	
	n	%↓	n	%↓	n	%↓	n	%↓
Non-UK	528	27.6%	413	40.6%	280	7.7%	1,221	18.6%
UK	1,388	72.4%	604	59.4%	3,361	92.3%	5,353	81.4%

Pregnancy & Maternity.

Parental leave taken during snapshot period of 1st August 2023 - 31st July 2024 (number of colleagues and number of occasions leave has been taken).

	Academic		Research		PS		All colleagues	
	n	#occasions	n	#occasions	n	#occasions	n	#occasions
Adoption leave	<7	-			<7	-	<7	-
Foster Care leave					<7	-	<7	-
Maternity leave	34	34	45	45	96	97	175	176
Paternity leave	18	18	23	24	28	28	69	70
Shared parental leave (paid or unpaid)	<7	-	<7	-	7	7	14	15
Unpaid parental leave					14	17	14	17
Short term carers leave (paid)	<7	-			17	18	21	23

Note. Some colleagues have taken the same type of parental leave on more than one occasion (e.g., twice unpaid parental leave) period.

Religion and Belief.

All colleagues by religion and belief over time, 2019-2024.

	2019	2020	2021	2022		2023		2024	
	%↓	%↓	%↓	n	%↓	n	%↓	n	%↓
Religion and belief	12.8%	13.3%	15.1%	1,147	17.9%	1,314	20.5%	1,516	23.1%
Buddhist	0.2%	0.2%	0.2%	23	0.4%	22	0.3%	34	0.5%
Christian	11.5%	11.3%	12.3%	859	13.4%	948	14.8%	1,051	16.0%
Hindu	0.3%	0.3%	0.4%	37	0.6%	50	0.8%	58	0.9%
Jewish	-	-	-	<7	-	<7	-	<7	-
Muslim	0.4%	0.5%	0.4%	27	0.4%	26	0.4%	29	0.4%
Sikh	-	-	-	<7	-	<7	-	<7	-
Any other	0.5%	0.9%	1.8%	194	3.0%	260	4.1%	337	5.1%
No religion	14.0%	15.5%	17.1%	1,246	19.4%	1,432	22.4%	1,624	24.7%
Prefer not to say	2.0%	2.4%	3.3%	306	4.8%	329	5.1%	453	6.9%
No response provided	71.2%	68.8%	64.5%	3,716	57.9%	3,320	51.9%	2,981	45.3%
All colleagues	100%	100%	100%	6,415	100%	6,395	100%	6,574	100%
Data sharing rate	28.8%	31.2%	35.5%	2,699	42.1%	3,075	48.1%	3,593	54.7%

Note. Following HESA guidance, from 2023 'Spritual' is no longer included in a separate group category. For comparison purposes in this trend table, spiritual data have been merged into "any other" religion or beliefs.

All colleagues by religion and belief and occupation, and PS job family, 2024 (N=6,574).

	Religion and belief		No religion		Prefer not to say		No response provided		Total	
	n	%→	n	%→	n	%→	n	%→	n	%
Academic	331	17.3%	381	19.9%	96	5.0%	1,108	57.8%	1,916	100%
Research	286	28.1%	273	26.8%	110	10.8%	348	34.2%	1,017	100%
PS	899	24.7%	970	26.6%	247	6.8%	1,525	41.9%	3,641	100%
Administrative	608	24.8%	707	28.8%	167	6.8%	972	39.6%	2,454	100%
Maintenance	11	17.2%	<7	-	<7	-	43	67.2%	64	100%
Operational	137	26.3%	108	20.8%	28	5.4%	247	47.5%	520	100%
Specialist	143	23.7%	149	24.7%	48	8.0%	263	43.6%	603	100%

Colleagues on academic contracts (T&R, T&S or R&I) by religion and belief, 2024 (n= 2,937).

	T&R		T&S		R&I	
	n	%↓	n	%↓	n	%↓
Religion and belief	232	16.0%	101	22.1%	286	27.8%
No religion	285	19.6%	95	20.8%	274	26.7%
Prefer not to say	77	5.3%	18	3.9%	112	10.9%
No response provided	860	59.1%	242	53.1%	355	34.6%

Note. There are 9 senior officers (PS colleagues) who are on T&R contract and have been included in these numbers.

All colleagues by Faculty/hub, occupation and religion and belief, 2024 (N=6,574).

Faculty	Academic		Research		PS	
	n	%↓	n	%↓	n	%↓
HaSS	820	100%	113	100%	331	100%
Religion and belief	125	15.2%	23	20.4%	80	24.2%
No religion	178	21.7%	35	31.0%	113	34.1%
Prefer not to say	40	4.9%	16	14.2%	19	5.7%
No response provided	477	58.2%	39	34.5%	119	36.0%
FMS	601	100%	606	100%	725	100%
Religion and belief	126	21.0%	179	29.5%	209	28.8%
No religion	116	19.3%	157	25.9%	210	29.0%
Prefer not to say	22	3.7%	67	11.1%	41	5.7%
No response provided	337	56.1%	203	33.5%	265	36.6%
SAgE	492	100%	296	100%	439	100%
Religion and belief	80	16.3%	83	28.0%	85	19.4%
No religion	87	17.7%	80	27.0%	110	25.1%
Prefer not to say	34	6.9%	27	9.1%	31	7.1%
No response provided	291	59.1%	106	35.8%	213	48.5%
Academic hub	<7	-	<7	-	932	100%
Religion and belief			<7	-	218	23.4%
No religion			<7	-	276	29.6%
Prefer not to say					66	7.1%
No response provided	<7	-			372	39.9%
Finance hub					1,214	100%
Religion and belief					307	25.3%
No religion					261	21.5%
Prefer not to say					90	7.4%
No response provided					556	45.8%

All colleagues by mode of employment and religion and belief, 2024 (Full-time n= 5,132; Part-time n= 1,442).

	Full-time		Part-time	
	n	%↓	n	%↓
Religion and belief	1,145	22.3%	371	25.7%
No religion	1,327	25.9%	297	20.6%
Prefer not to say	358	7.0%	95	6.6%
No response provided	2,302	44.9%	679	47.1%

Sex.

All colleagues by sex over time, 2019-2024.

	2019	2020	2021	2022		2023		2024	
	%↓	%↓	%↓	n	%↓	n	%↓	n	%↓
Female	54.1%	54.8%	55.2%	3,579	55.8%	3,551	55.5%	3,643	55.4%
Male	45.9%	45.2%	44.8%	2,836	44.2%	2,844	44.5%	2,931	44.6%

All colleagues by sex and occupation, 2024 (Academic/Research, n= 2,933; PS n= 3,641).

		2019	2020	2021	2022		2023		2024	
		%↓	%↓	%↓	n	%↓	n	%↓	n	%↓
Academic research	Female	43.6%	44.9%	45.7%	1,359	47.0%	1,364	47.6%	1,397	47.6%
	Male	56.4%	55.1%	54.3%	1,531	53.0%	1,499	52.4%	1,536	52.4%
PS	Female	62.9%	63.0%	63.1%	2,220	63.0%	2,187	61.9%	2,246	61.7%
	Male	37.1%	37.0%	36.9%	1,305	37.0%	1,345	38.1%	1,395	38.3%

All colleagues by sex and occupation, and PS job family, 2024 (N=6,574).

	Full-time		Part-time		Part-time	
	n	%→	n	%→	n	%→
Academic	835	43.6%	1,081	56.4%	1,916	100%
Research	562	55.3%	455	44.7%	1,017	100%
PS	2,246	61.7%	1,395	38.3%	3,641	100%
Administrative	1,801	73.4%	653	26.6%	2,454	100%
Maintenance	<7	-	61	95.3%	64	100%
Operational	222	42.7%	298	57.3%	520	100%
Specialist	220	36.5%	383	63.5%	603	100%

Colleagues on academic contracts (T&R, T&S or R&I) by sex, 2024 (n= 2,937).

	T&R		T&S		R&I	
	n	%↓	n	%↓	n	%↓
Female	561	38.6%	273	59.9%	565	55.0%
Male	893	61.4%	183	40.1%	462	45.0%

Note. There are 9 senior officers (PS colleagues) who are on T&R contract and have been included in these numbers.

All colleagues by Faculty/hub, occupation and sex, 2024 (N=6,574).

Faculty	Academic		Research		PS	
	n	%↓	n	%↓	n	%↓
HaSS	820	100%	113	100%	331	100%
Female	419	51.1%	65	57.5%	257	77.6%
Male	401	48.9%	48	42.5%	74	22.4%
FMS	601	100%	606	100%	725	100%
Female	295	49.1%	399	65.8%	536	73.9%
Male	306	50.9%	207	34.2%	189	26.1%
SAGe	492	100%	296	100%	439	100%
Female	120	24.4%	96	32.4%	235	53.5%
Male	372	75.6%	200	67.6%	204	46.5%
Academic hub	<7	-	<7	-	932	100%
Female	<7	-	<7	-	668	71.7%
Male	<7	-	<7	-	264	28.3%
Finance hub					1,214	100%
Female					550	45.3%
Male					664	54.7%

All colleagues by sex and mode of employment, 2024 (Full-time n= 5,132; Part-time n= 1,442)

	Full-time		Part-time	
	n	%↓	n	%↓
Female	2,589	50.4%	1,054	73.1%
Male	2,543	49.6%	388	26.9%

All colleagues by sex, occupation and grade, 2024 (N=6,574).

	Academic				Research				PS			
	F (n)	M (n)	F (%)→	M (%)→	F (n)	M (n)	F (%)→	M (%)→	F (n)	M (n)	F (%)→	M (%)→
Grade A									164	134	55.0%	45.0%
Grade B									49	92	34.8%	65.2%
Grade C									302	138	68.6%	31.4%
Grade D									478	185	72.1%	27.9%
Grade E	<7	9	-	60.0%					400	270	59.7%	40.3%
Grade F	124	108	53.4%	46.6%	424	331	56.2%	43.8%	524	332	61.2%	38.8%
Grade G	225	199	53.1%	46.9%	124	104	54.4%	45.6%	237	179	57.0%	43.0%
Grade H	193	299	39.2%	60.8%	12	19	38.7%	61.3%	64	41	61.0%	39.0%
Grade I	287	466	38.1%	61.9%	<7	<7	-	-	28	24	53.8%	46.2%

Sexual Orientation.

All colleagues by sexual orientation over time, 2019-2024.

	2019	2020	2021	2022		2023		2024	
	%	%	%	n	%	n	%	n	%
Heterosexual	24.7%	26.0%	29.3%	2,155	33.6%	2,463	38.5%	2,788	42.4%
LGB+	1.8%	2.2%	2.5%	226	3.5%	289	4.5%	345	5.2%
Bisexual	0.6%	0.8%	1.0%	98	1.5%	133	2.1%	175	2.7%
Gay or lesbian	1.1%	1.2%	1.3%	112	1.7%	135	2.1%	146	2.2%
Another sexuality	0.1%	0.2%	0.2%	16	0.2%	21	0.3%	24	0.4%
Prefer not to say	2.2%	2.7%	3.5%	311	4.8%	327	5.1%	455	6.9%
No response provided	71.3%	69.1%	64.7%	3,723	58.0%	3,316	51.9%	2,986	45.4%
All colleagues	100%	100%	100%	6,415	100%	6,395	100%	6,574	100%
Data sharing rate	28.7%	30.9%	35.3%	2,692	42.0%	3,079	48.1%	3,588	54.6%

Note. Following HESA guidance, from 2023 there is one category 'Gay or lesbian'. Therefore, data for the categories Gay men and Gay women/lesbian that were separate prior to 2023 are merged into 'Gay or lesbian'.

All colleagues by sexual orientation and occupation, and PS job family, 2024 (N=6,574).

	Heterosexual		LGB+		Prefer not to say		No response provided		Total	
	n	%→	n	%→	n	%→	n	%→	n	%
Academic	625	32.6%	74	3.9%	102	5.3%	1,115	58.2%	1,916	100%
Research	486	47.8%	78	7.7%	108	10.6%	345	33.9%	1,017	100%
PS	1,677	46.1%	193	5.3%	245	6.7%	1,526	41.9%	3,641	100%
Administrative	1,168	47.6%	148	6.0%	160	6.5%	978	39.9%	2,454	100%
Maintenance	17	26.6%	<7	-	<7	-	43	67.2%	64	100%
Operational	234	45.0%	13	2.5%	31	6.0%	242	46.5%	520	100%
Specialist	258	42.8%	31	5.1%	51	8.5%	263	43.6%	603	100%

Colleagues on academic contracts (T&R, T&S or R&I) by sexual orientation, 2024 (n= 2,937).

	T&R		T&S		R&I	
	n	%↓	n	%↓	n	%↓
Heterosexual	452	31.1%	174	38.2%	487	47.4%
LGB+	58	4.0%	16	3.5%	78	7.6%
Prefer not to say	81	5.6%	20	4.4%	110	10.7%
No response provided	863	59.4%	246	53.9%	352	34.3%

Note. There are 9 senior officers (PS colleagues) who are on T&R contract and have been included in these numbers.

All colleagues by Faculty/hub, occupation and sexual orientation, 2024 (N=6,574).

Faculty	Academic		Research		PS	
	n	%↓	n	%↓	n	%↓
HaSS	820	100%	113	100%	331	100%
Heterosexual	241	29.4%	43	38.1%	154	46.5%
LGB+	48	5.9%	13	11.5%	34	10.3%
Prefer not to say	50	6.1%	20	17.7%	21	6.3%
No response provided	481	58.7%	37	32.7%	122	36.9%
FMS	601	100%	606	100%	725	100%
Heterosexual	225	37.4%	289	47.7%	372	51.3%
LGB+	16	2.7%	50	8.3%	45	6.2%
Prefer not to say	21	3.5%	65	10.7%	43	5.9%
No response provided	339	56.4%	202	33.3%	265	36.6%
SAgE	492	100%	269	100%	439	100%
Heterosexual	159	32.3%	153	51.7%	175	39.9%
LGB+	10	2.0%	14	4.7%	20	4.6%
Prefer not to say	31	6.3%	23	7.8%	33	7.5%
No response provided	292	59.3%	106	35.8%	211	48.1%
Academic hub	<7	-	<7	-	932	100%
Heterosexual			<7	-	423	45.4%
LGB+			<7	-	66	7.1%
Prefer not to say					68	7.3%
No response provided	<7	-			375	40.2%
Finance hub					1214	100%
Heterosexual					553	45.6%
LGB+					28	2.3%
Prefer not to say					80	6.6%
No response provided					553	45.6%

All colleagues by sexual orientation and mode of employment, 2024 (Full-time n= 5,132; Part-time n= 1,442).

	Full-time		Part-time	
	n	%↓	n	%↓
Heterosexual	2,181	42.5%	607	42.1%
LGB+	286	5.6%	59	4.1%
Prefer not to say	360	7.0%	95	6.6%
No response provided	2,305	44.9%	681	47.2%

Appendix 2. List of abbreviations.

APP	Access and Participation Plan
BHM	Black History Month
CHW	Colleague Health and Wellbeing
DIG	Disability Interest Group
FMS	Faculty of Medical Sciences
EA	Equality Analysis
EDI	Equality, Diversity and Inclusion
EDICG	EDI Consultative Group
FMS	Faculty of Medical Sciences
GPG	Gender Pay Gap
HaSS	Faculty of Humanities and Social Sciences
LGB+	People who identify as lesbian, gay, bisexual or other sexualities except heterosexual
LGBTQ+	People who identify as lesbian, gay, bisexual, transgender, queer (or questioning), and other sexual identities
NUiS	Newcastle University in Singapore
NUMeD	Newcastle University Medicine Malaysia
NU-REN	NU Race Equality Network
NUSU	Newcastle University Students' Union
PGRs	Postgraduate researchers
PS	Professional service colleagues
PSED	Public Sector Equality Duty
REC	Race Equality Charter
RSP	Returners Support Programme
R&I	Academic colleagues on Research and Innovation contracts
SAgE	Faculty of Science, Agriculture and Engineering
T&R	Academic colleagues on Teaching and Research contracts
T&S	Academic colleagues on Teaching and Scholarship contracts



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